



Tools of the Mind  
K Parent  
Learn at Home Kit



# K Parent Learn at Home Kit

## Supporting Tools of the Mind learners at home

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Welcome!

If your child needs to learn from home for a period of time, this resource provides some Tools of the Mind materials to support you. Our goal is to help you offer your child a learning experience at home that has continuity with their Tools of the Mind classroom experience.

In addition to exploring these materials, we encourage you to *read, read, read!* If your child is reading or beginning to read, encourage them to continue to do so at home. Read and reread picture books aloud to your child. And don't forget to *listen, listen, listen!* In addition to audio books which are available both online and through your local library, there are many educational podcasts children will enjoy. Circle Round features folktales from around the world, and Brains On explores science (to name just two).

We hope these resources offer helpful guidance during the time your child is at home. As always, reach out to your child's classroom teacher with questions or for further guidance.

-Tools of the Mind

### Resources

#### **Self-Regulation Tip Sheet:**

The Self-Regulation Tip Sheet offers a way to understand children's behavior. When children's behavior veers off-track, it is helpful to understand it in terms of self-regulation development, rather than the child intentionally misbehaving.

#### **Sound Map:**

The Tools of the Mind Sound Map (a unique "alphabet chart") has icons that help children remember letter sounds. Children will be familiar with this. When children are ready, they begin to write the letters representing sounds in their daily Play Plans. You can engage children in using the chart by helping you with simple writing tasks like making a grocery list. "We need carrots—what sound does carrots start with—k, like 'car,' or j, like 'jet'?" Some children may use the chart to make their own list or can write a Plan for their play or home activities.

### Activities

#### **Literacy Activity (Read Aloud/Comprehension)—Story Lab Connections:**

In Tools of the Mind classrooms, teachers read books aloud every day. Before reading a book aloud or listening to a podcast, the teacher selects a comprehension strategy for children to learn and to focus on during the read aloud. We offer two related strategy cards for you to use during home read alouds. *See attached materials.*

#### **Literacy Activities (Writing):**

Note about all writing activities: When children write, you may notice they are using the Tools of the Mind approach to writing, Scaffolded Writing, in which they draw before writing and then write a lines to represent word before writing any letters. This is part of the developmental writing process we teach, so encourage children to continue using this approach. Also, children may wish to use the attached Sound Map to help them identify letter sounds for writing. *See the attached materials for Scaffolded Writing paper.*

- **Write About:**

After reading aloud a nonfiction book to your child or after they listen to a podcast, have them draw and write about something they learned. What was interesting? What do they want to remember?

- **Story Summary:**

After reading aloud a book to your child, have a conversation about what happened in the beginning, middle, and end of the story. Have your child use the paper provided, which is divided into three sections, to draw and write their summary of story events.

- **For Real and Pretend:**

Give children a writing prompt such as “What is something you’re good at?”, “What do you usually do after school?” or “What is one rule you think is important, and why?” Children write two responses to the prompt: one real response, and one pretend one. After writing, children can have someone at home guess which of their answers is real and which is pretend!

**Math Activity—Guess My Number:**

Use gesture to communicate a number. The guesser has to count carefully to guess correctly! Includes variations for doing the activity if you have more than two participants.

**Math Activity—Venger Shapes:**

As they explore how shapes are parts of bigger wholes, children learn shape names, develop fine motor skills, and use their imagination. *See attached materials.*

**Math Activity—Number Line Math:**

Children practice skip counting with a personal number line using the suggested activities. *See attached materials.*

**Printing Instructions for Materials**

Print single-sided, in color if possible.



## Literacy Activity: Story Lab Connections

### Activity Steps:

#### Story Lab Connections card 1, Can you make a connection?

1. Print out the Story Lab Connection card Can you make a connection?, either double or single-sided.
2. Choose a book to read aloud to your child, a book to which you think your child will make some connections. It's great to choose a book you've read aloud to your child before—rereading builds understanding and comprehension!
3. Before reading, choose three or four spots in the book when you'll pause and encourage your child to make a connection. You might want to put a sticky note at the spots you choose.
4. Also before reading, show your child the Connections card, Can you make a connection? While the image side (cartoon with children) is showing, read the page describing what the Connections card means, and how while you read your child will be thinking, "What connections can I make?" Place the card beside you so your child can look at it while you read.
5. Read the book, pausing at the spots you identified and asking your child, "What connection can you make to \_\_\_\_\_?"
6. After reading the book, summarize the connections your child made and invite your children to make further connections.

#### Story Lab Connections card 2, What kind of connection did you make?

1. Print out the Story Lab Connection card What kind of connection did you make?, either double or single-sided.
2. Choose a book to read aloud to your child, a book to which you think your child will make some connections.
3. Before reading, choose three or four spots in the book when you'll pause and encourage your child to make a connection. You might want to put a sticky note at the spots you choose.
4. Also before reading, revisit the Story Lab Connections card, Can you make a connection? and introduce the Story Lab Connections card, What kind of connection did you make? While the image side (cartoon with children) is showing, read the page describing what this card means. While you read, your child will be thinking, "What kind of connection can I make? Does the story remind me of an experience I've had (Text to Me)? Or of something I've heard about in another book (Text to Text), or seen on a TV show (Text to World)?"
5. Place the card beside you so your child can look at it while you read.
6. Read the book, pausing at the spots you identified and asking your child, "What connection can you make to \_\_\_\_\_?" Help your child categorize the type of connection they made (Text to Text, Text to Me, Text to World).
7. After reading the book, summarize the connections your child made and invite your child to make further connections.



## Math Activity: Guess My Number

### Steps:

1. Print and cut the attached numeral cards. Place them in a pile, face down.
2. Decide who will take a number (1 person) and who will guess the number (1 or more people).
3. The person who takes a number draws a number card and chooses a gesture to communicate the number. Whatever gesture they use, it should be easy to count. For example, clapping their hands or tapping their head (pretending to stir a pot of soup wouldn't be a good choice—too hard to count each “stir”!).
4. After silently communicating the number on the card through gesture (e.g., clapping 12 times), the guesser(s) say what number they counted. The child who made the gesture tells them whether they were right or wrong. If they were wrong, the child repeats making the gesture and the guesser(s) count again.

### Variation: Text Messaging

This is a fun variation to do if you have three or more people playing. Children tap out a number and, like a game of telephone, pass it on up a line.

1. Put numeral cards 1-10 in a pile, face down.
2. Stand in a single-file line.
3. The last person in line is the Sender. The Sender draws a numeral card, then taps out that number on the back of the person in front of them (e.g., if you draw the numeral 5, you tap the person's back 5 times).
4. The person tapped turns around and holds up their fingers to show the number tapped. The Sender nods or shakes their head to let them know if they got it right. If they didn't, the Sender tries again. If they did, the child now sends the number up the line, tapping the back of the child in front of them and repeating the process of confirming the right number.
5. When the tapping reaches the front of the line, that person announces the number to the group.

Increasing the Challenge: Make cards with larger numbers. Children can whisper the number to confirm it, rather than showing it on their fingers.

## Math Activity: Venger Shapes

### Activity Steps:

1. Print out all or some of the Venger shape sheets (below), and cut them in half. Your child will work with one shape at a time.
2. Introduce one Venger shape sheet. Name the shape and have your child say the name.
3. Ask your child, “What could this be? What can you make this into?” Turn the sheet and model brainstorming what the shape could be, looking from different perspectives. A triangle, for example, may look from one orientation like a roof or a hat. From other orientations, it may look like an ice cream cone or a bird’s beak. Have your child say their ideas. Encourage your child to think of the shape as “part of” their picture, rather than the whole picture. It is more complex to visualize a triangle as part of a house (its roof) or part of a dog (its ear) than to think of the triangle as the whole of an object (a tent).
4. As your child draws, you can comment on how your child has used the shape. Use positional words such as *on top of*, *next to*, *under*, *beside*, *to the left*, *to the right*, etc. Be sure to say the shape name.
5. When your child is finished, have them tell you about what they drew. Encourage your child to label their picture with a word or phrase.

### Activity Extension:

Have your child cut out a shape, paste it onto another piece of paper, and use drawing and collage materials (torn paper, glitter, cotton balls, etc.) to create a picture in which the shape is part of a bigger image. Again, your child may wish to add words to label their creation.


## Math Activity: 100 Number Line

### Activity Steps:

1. Print out, cut and tape together the number line (see attached). Print single-sided and in color, if possible. Also print the Counting Rule cards (see attached).
2. Ask your child, what do you notice about the Number Line? What number does it start at? What number does it go to? What are all those dots, and what do they mean? Have your child explain it to you, or if they're not familiar with this number line, have them figure out what the symbols stand for. Ask, what number are you counting by if you move from green to green? (Counting by 1s.) From pink to pink? (Counting by 3s.) Here's a key to what the symbols mean:

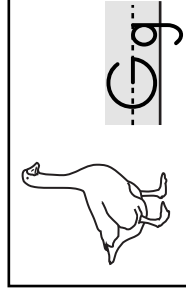
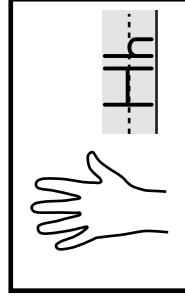
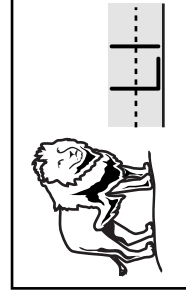
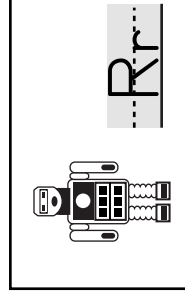
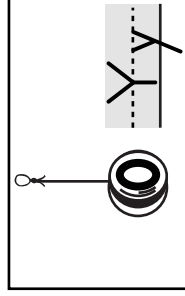
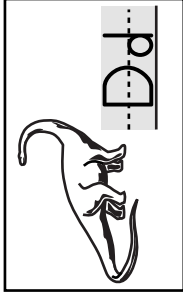
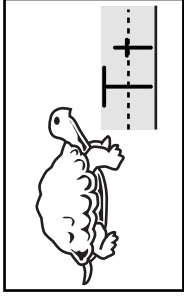
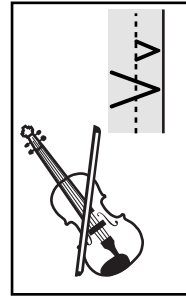
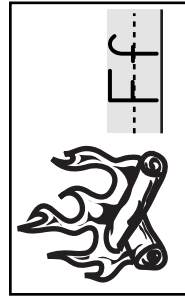
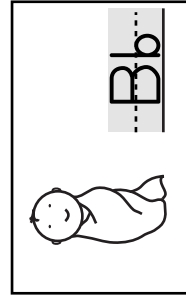
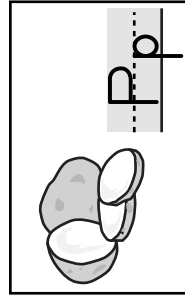
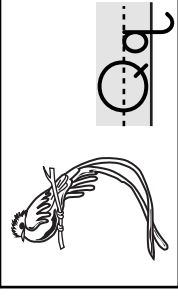
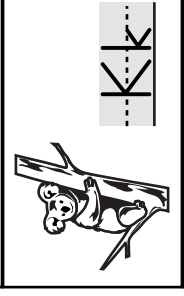
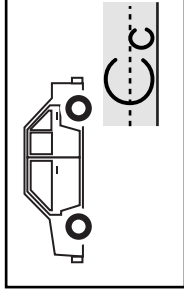
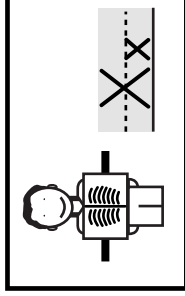
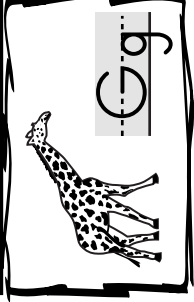
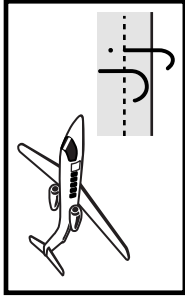
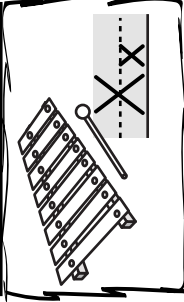
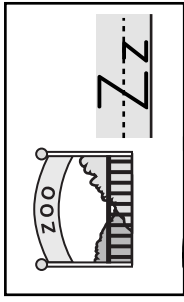
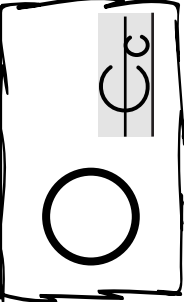
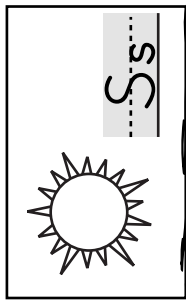
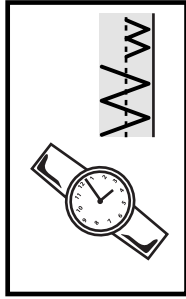
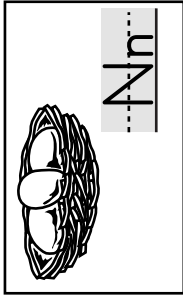
- Green is counting by 1s
- Blue is counting by 2s
- Pink is counting by 3s
- Brown is counting by 5s
- ▲ Yellow triangle is counting by 10s (Tens Triangle)

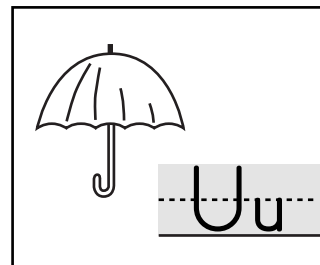
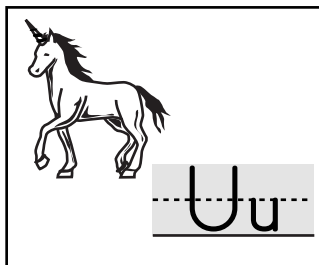
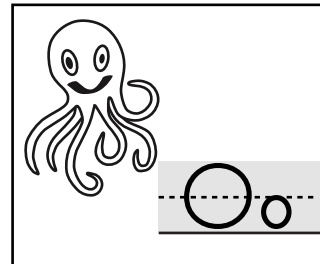
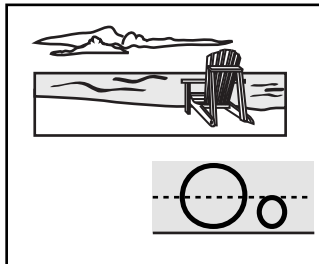
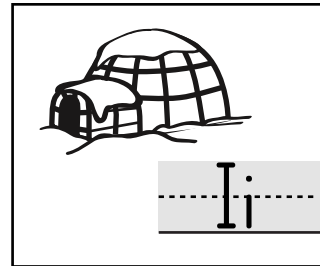
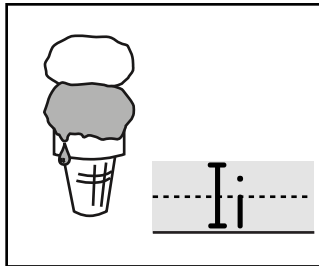
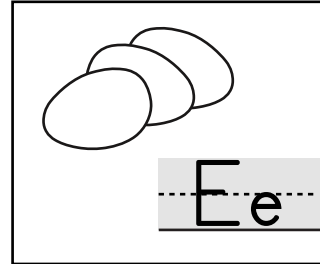
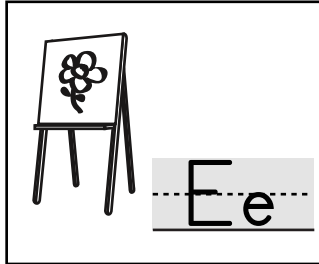
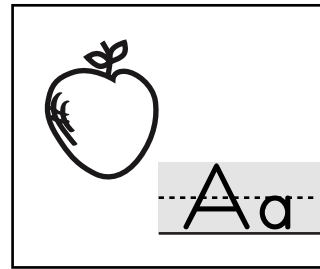
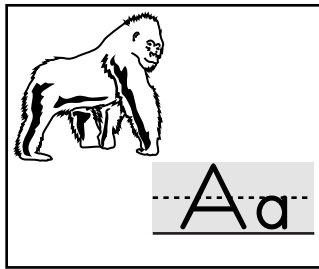
3. Have your child practice skip counting by different numbers. At first, they can start counting from zero or one, but later you can increase the challenge by starting from a higher number. Use the Counting Rule cards. For example, you might ask your child to skip count by 2's from 4 to 30. Fill out the Counting Rule card with these numbers. Put a small sticky note or token by the 4 and 30, and have your child count by 2s out loud from 4 to 30. Gradually increase to larger numbers and a greater span of numbers.

Count by 2's from _____ to _____	
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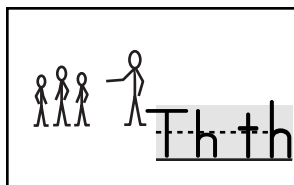
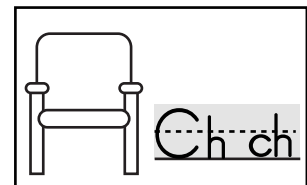
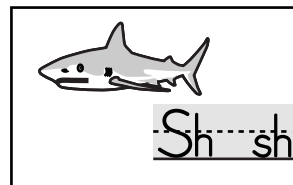
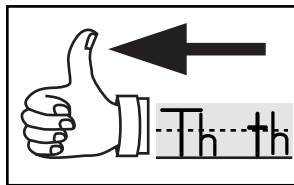
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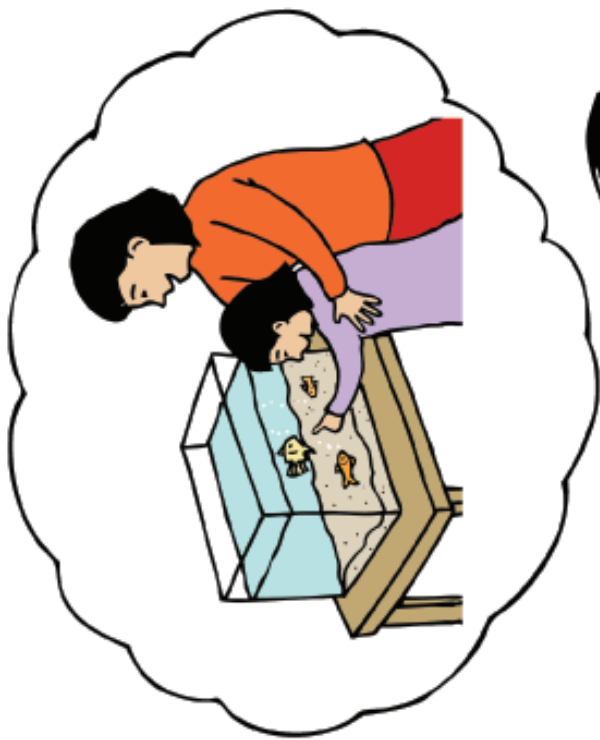




Vowel Sound Map



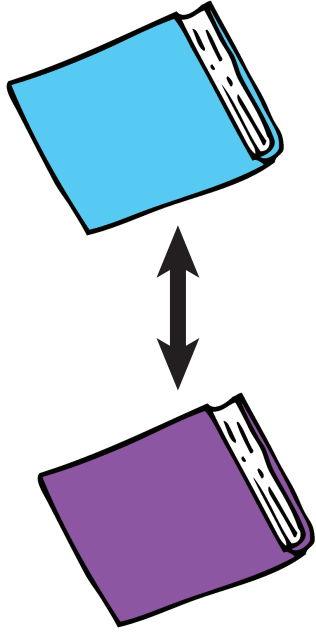
Can you make a connection?



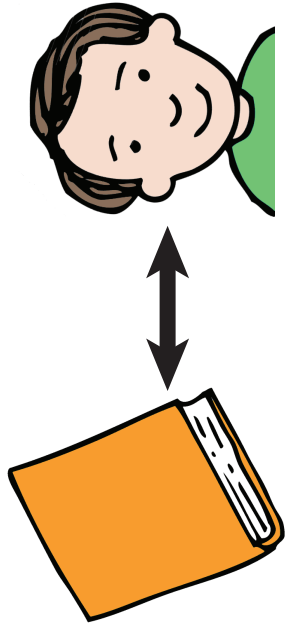
**Connections** is a Story Lab activity designed to teach children to intentionally make connections and learn to think about the kind of connections they are making.

**Introducing the card to children:**

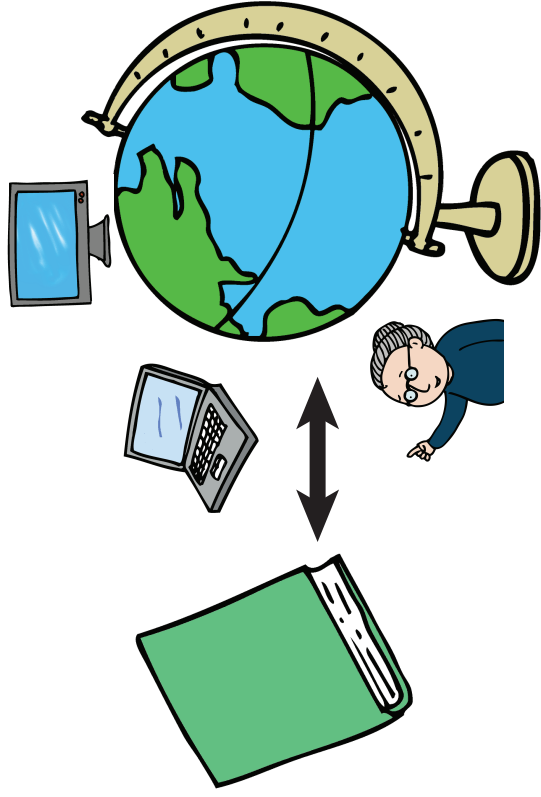
You can say something like, “See these two children? They’re reading a book about fish and thinking ‘can I make a connection?’ The boy is making a connection to a TV show he saw about fish, and a book he read. The girl is making a connection to fish she has at home. Today when we read \_\_\_\_\_, you’re going to be thinking ‘what connection can I make?’ as I read. Then we’ll talk about what kinds of connections you’ve made.”



Text to Text



Text to Me



Text to World

What kind of connection did you make?

**Connections** is a Story Lab activity designed to teach children to intentionally make connections and learn to think about the kind of connections they are making. This Connections card is used to help children **categorize** their connections after they make them.

### **Introducing the card to children:**

You can say something like, “These are different kinds of connections we can make. We can make text to text connections, making a connection between the book we’re reading and another book we’ve read; we can make text to me connections, making a connection between a book and something we’ve experienced, and we can make a text to world connection, making a connection between a book and something we learned about in the world-- through TV, the computer, or something someone told us. Let’s think about the kinds of connections we just made...”

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For Scaffolded Writing: Write About, For Real and Pretend





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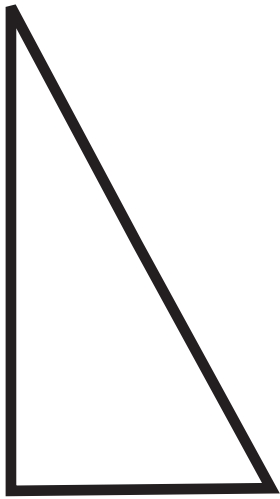
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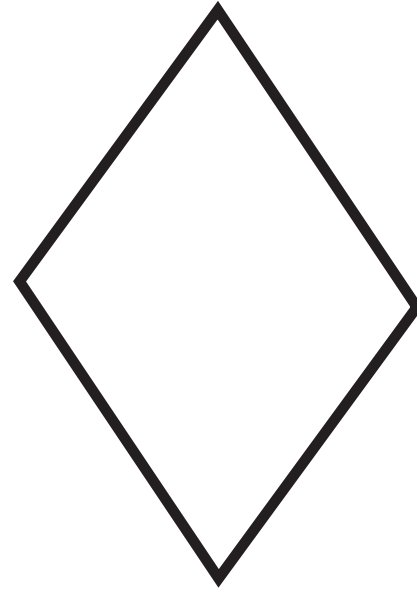
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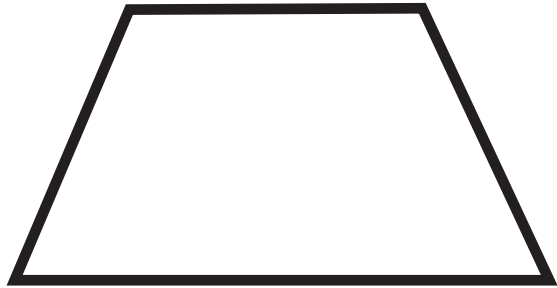
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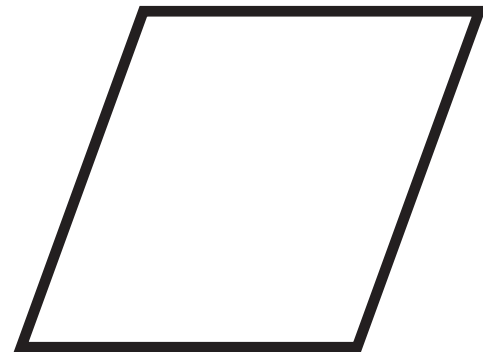
Venger Shapes



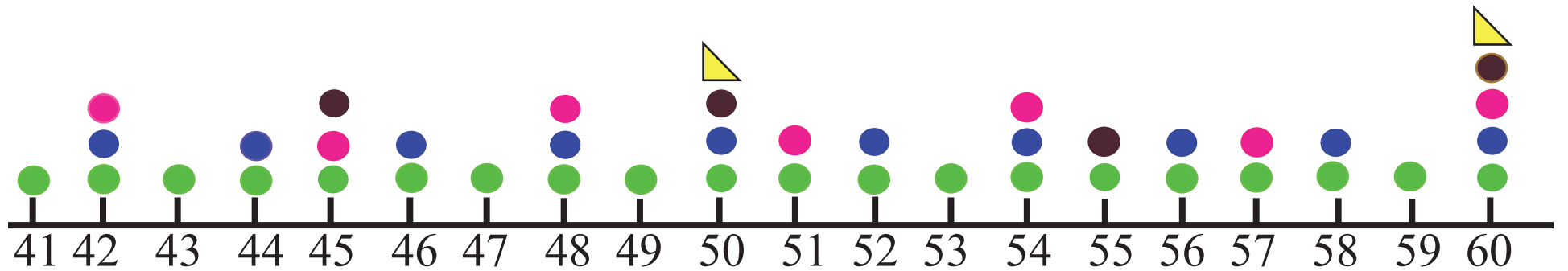
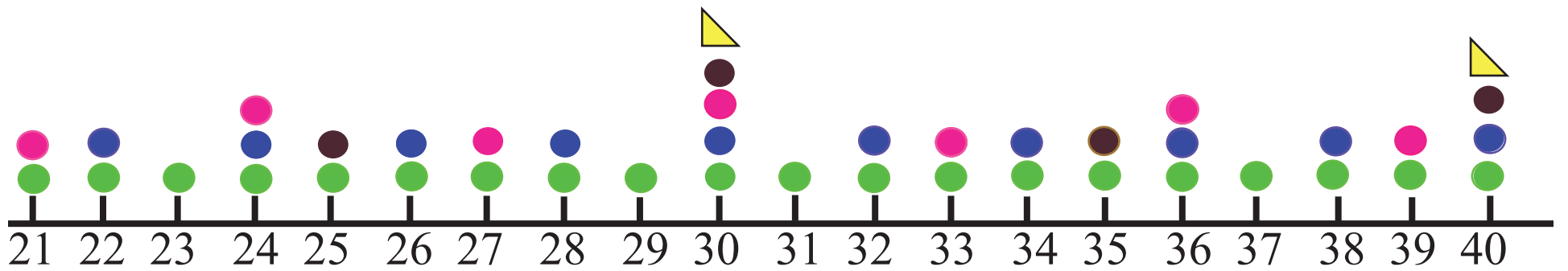
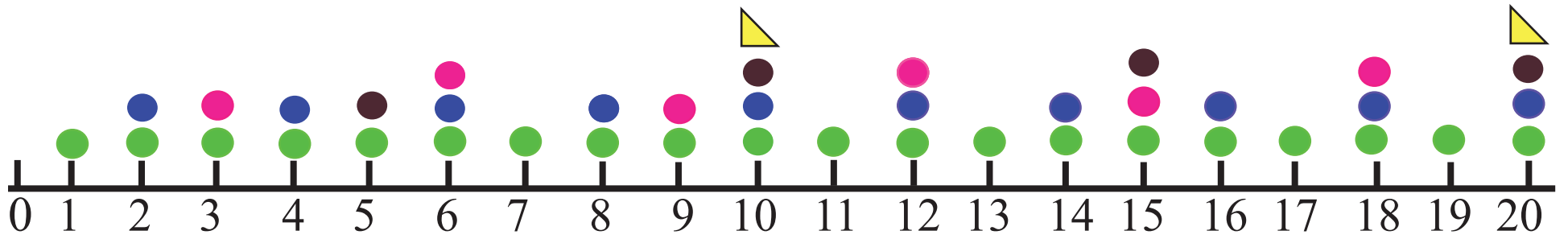
Venger Shapes

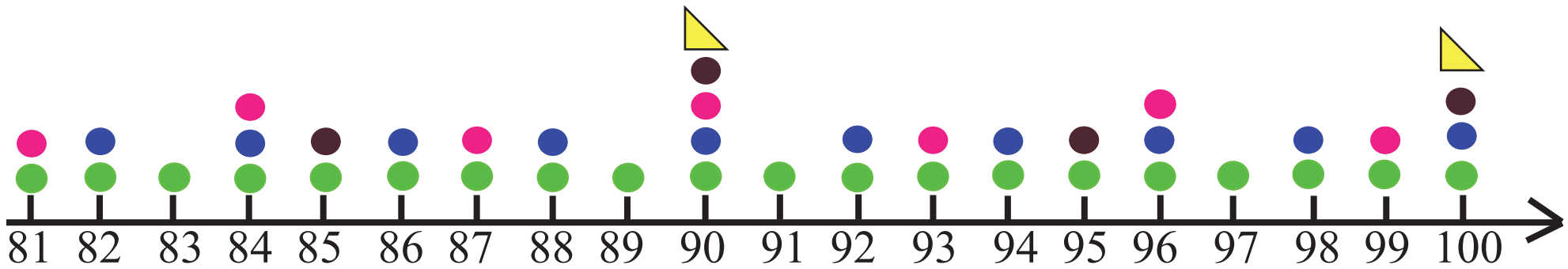
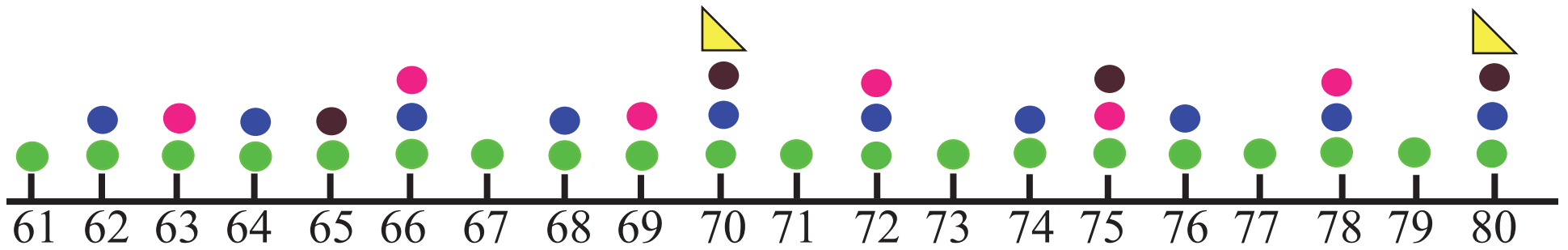


Venger Shapes



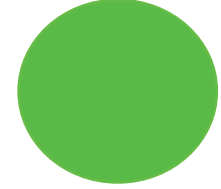
Venger Shapes





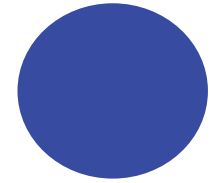
Count by 1's from \_\_\_\_\_ to \_\_\_\_\_

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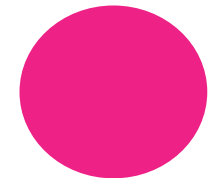
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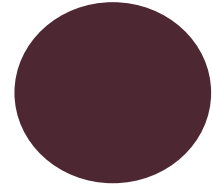
Count by 3's from \_\_\_\_\_ to \_\_\_\_\_

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Count by 5's from \_\_\_\_\_ to \_\_\_\_\_

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Count by 10's from \_\_\_\_\_ to \_\_\_\_\_

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