

## PrePrinting and Fine Motor Skills – Lunch & Learn

**Goals:** *What to do we want to achieve?*

1) To transfer knowledge to teachers about:

- the typical developmental progression of fine motor skills
- the prerequisites for printing
- how to identify students who are ready, and not ready, to use a pencil as a writing tool
- how to promote literacy in students who are not ready to print with a pencil

2) To help teachers:

- develop a centre with appropriate activities to develop fine motor and preprinting skills
- determine if a student's challenges are due to lack of experience/practice or if there may be possible coordination or other difficulties
- set appropriate expectations and use strategies to facilitate development of fine motor, preprinting and literacy skills

**Activities:** *How can we achieve the goals?*

1) **Lunch and Learn:** 20-30 minutes seems to be a reasonable amount of time to expect the teachers to take out of their day for a lunch and learn. This can be offered during a nutrition or lunch break, at a team meeting, before or after school. Hands on activities with time for discussion seems to be appreciated by teachers. There is a great deal of information to be shared to achieve the identified goals. More than one short Lunch and Learn may be required, or a longer session could be negotiated before/after school or as part of a PD day. Offering a 2-3 hour session to kindergarten teachers from several schools, or a board wide group (example: Literacy Resource Teachers, Special Ed. Resource teachers), might also be considered. Some of the goals can also be met through the suggested follow up activities.

**Materials Required** *For a session focused on **preprinting and/or pencil grasp**: Have a variety of writing tools laid out so teachers can experiment with them as participants are gathering:*

- ✓ short/long pencils, markers and crayons
- ✓ magnetic and stamp letters
- ✓ vertical surface
- ✓ scrabble tiles
- ✓ various pencil grips
- ✓ Handwriting Without Tears wooden pieces, letter cards, magnadoodle and magnetic wood pieces
- ✓ drawer liner (to make chair non slip)
- ✓ options for footrest (eg: dollar store basket attached to chair legs with velcro)
- ✓ chair with exercise band around the legs

**Materials Required** For a session focused on **fine motor development**: have a variety of JK/SK fine motor tools and activities laid out so teachers can experiment with them as participants are gathering- try to focus on those not typically found in classrooms, or tools that can be used differently or for a different reason than teachers might- for example:

- ✓ a vertical surface with chalk/markers/ magnets/stickers
- ✓ playdough and tools (plastic knife, scissors, toothpicks, beads to hide)
- ✓ paper to tear and crumple
- ✓ tissue paper to roll into balls
- ✓ tongs and clothespins
- ✓ nuts and bolts
- ✓ spray bottles
- ✓ piggy bank and coins
- ✓ eye droppers
- ✓ containers with lids
- ✓ scissors
- ✓ finger puppets
- ✓ dolls with clothing fasteners
- ✓ cardstock and paperclips

**Handouts** HAND SKILL DEVELOPMENT AND THE JK/SK STUDENT- O.T.TIPS  
GET A GRIP! O.T. TIPS FOR PROPER PENCIL GRASP  
ARE THEY READY TO WRITE? O.T. TIPS  
GET A GRIP! & ARE THEY READY TO WRITE? O.T. TIPS FOR PROPER PENCIL GRASP- This handout incorporates both 2 and 3 above. It can be used for a longer session (about 45 minutes)

**Content** Use the handout or power point as a guide for your lunch and learn or lengthier session, and provide to teachers as a resource

**1)** When using the **Hand Skill Development** resource, review the typical developmental progression. Many kindergarten teachers are not aware of this progression as it relates to preprinting and drawing skills.

- *encourage/facilitate discussion*- Anything surprise you about this typical developmental progression? Does this knowledge impact your expectations for your students?

-think about including a "make and take activity" that can be incorporated immediately into a centre, for example:

- ✓ clothespins with letters or numbers to match to letters or numbers on a cardboard circle (see *Clothespin File* for additional ideas)
- ✓ tongs and cotton balls or crumpled tissue paper to sort into egg cartons by number or colour, or to sequence following a pattern provided
- ✓ playdough ball with beads as hidden treasure inside to find
- ✓ straws, scissors and plastic string- cut the straw and string to make necklaces

- 2) When using the **Get a Grip** resources, begin with a discussion as to whether or not the way a child grasps a writing tool is important. Stress the longer term concerns and preventative issues to help the teachers see beyond the kindergarten years. Review and demonstrate the typical developmental progression of pencil grasp.
- *encourage/facilitate discussion*- Anything surprise you about this typical developmental progression? Does this knowledge impact your expectations for your students?
  - demonstrate some of the materials and preprinting activities for students not yet ready for pencils, for example:
    - ✓ scrabble tiles, letter stamps, small chalk/crayons, vertical surfaces, preprinting strokes
  - encourage/facilitate discussion*- Does literacy development have to be negatively impacted for students not yet ready to hold a pencil?

### Follow Up Suggestions:

- Offer to assist in designing/incorporating activities into a classroom "fun fingers" centre to provide practice in the classroom. Offer to be at the centre regularly over a period of time to screen for coordination issues and monitor response to intervention for students who are struggling (*See Ideas for Groups and Centres folder*).
- Conduct a screening of students' grasp, motor and preprinting skills - have the teacher participate in some or all of the screenings to facilitate knowledge transfer.
- Put together a "Pencil Kit" to provide writing tool options (*see Pencil Kit folder* for suggestions) for trial with students.
- Offer to demonstrate to the whole class
  - ✓ fine motor action songs (*see Fine Motor Action Songs folder*),
  - ✓ the pencil grip song or Mat Man song/activity from Handwriting Without Tears
  - ✓ strategies to increase muscle tone to support posture, or to provide movement breaks
- Explore with the teacher how she "teaches" printing- offer to model one or more lessons based on the typical developmental progression- you may choose to use a resource such as Handwriting Without Tears or The Print Club.
- Help the teacher incorporate non pencil/paper literacy activities (thinking about the UDL level of the intervention pyramid) through the use of stamps, letter tiles, magnetic letters, clothespins, classroom computer, Handwriting Without Tears materials etc. for students not yet ready to use a pencil.
- Conduct a classroom "audit" of seating and positioning on the floor, trialing adjustments as indicated and transferring knowledge to the teacher about what you are trialing and why.
- Offer small group sessions to students who continue to struggle with fine motor and/or preprinting and/or drawing (*See Ideas for Groups and Centres folder, Step by Step Drawing folder*).

## HAND SKILL DEVELOPMENT AND THE JK/SK STUDENT O.T. TIPS

### Typical Developmental Milestones:

#### 3-4 years

- buttons/unbuttons large buttons and unzips zippers
- uses a fork and a spoon with minimal spilling
- holds pencil in fingers using a tripod (thumb, index and middle fingers) or quadrupod (thumb and three fingers) grasp
- copies simple shapes- vertical line, horizontal line, cross and circle
- draws a person with 2-3 parts
- cuts with scissors on straight line with some accuracy, on curves lines and around corners with less accuracy
- colours large object with some attempt to stay in lines



#### 4-5 years

- manages most clothing fasteners, including engaging zippers and fastening velcro shoes
- copies more complex shapes- diagonal lines, squares and X
- prints some letters (primarily upper case) and numbers
- draws a person with 3-4 parts
- cuts with scissors fairly accurately along curved lines and around simple shapes; turns the paper fairly effectively with “helping hand”
- colours with more accuracy in lines

#### 5-6 years

- able to tie knot and may be able to tie shoelaces
- uses a knife to spread and is beginning to cut
- draws a triangle
- prints most upper and lower case letters and numbers
- draws a person with 6 parts
- draws recognizable pictures
- hands work in a coordinated fashion to cut with scissors, hold and turn paper
- progresses from cutting out simple to more complex shapes and figures with smooth rather than jagged edges
- colours with accuracy



### What can I do to help the kindergarten aged child develop hand skills?

Teachers and parents can help develop hand skills in the kindergarten child by providing the right tools and activities in the classroom and at home.

### Suggestions for a classroom fine motor centre or home “fun fingers box” to develop hand skills in the kindergarten aged child:

- give the centre an enticing name such as “Fantastic Fingers”, “Fun Fingers”, “Busy Fingers”, “Happy Hands”

**Chalk Activities:**

- draw with wide diameter chalk broken into 1.5- 2 inch pieces to encourage a tripod grasp- use a slate, vertically positioned chalkboard or the driveway-erase with a wet paintbrush
- draw with chalk on a small piece of carpet- erase with the open palm of the hand

**Playdough Activities:**

- mould and roll playdough into balls between palms- push toothpicks in to make a porcupine
- roll playdough into tiny balls by using only the fingertips of the thumb, index and middle fingers
- flatten playdough on a surface (vertical surface is ideal)- make a design in the playdough with a toothpick
- cut playdough with scissors or a plastic knife
- hide small objects in playdough to find by pinching, pulling and rolling

**Paper Activities:**

- tear paper into pieces using the thumb, index and middle fingers of both hands- glue the pieces onto a paper to make a mosaic picture
- roll small pieces of tissue paper into balls using the thumb, index and middle fingers- dip into glue and place on paper
- crumple scrap paper into balls using one hand only- use it to stuff and art creation

**Tong/Clothespin Activities:**

- use tongs or large tweezers to pick up and move small objects such as cheerios, cubes, small balls of paper, cotton balls
- pinch/place clothespins around a shoebox -add letters or numbers to the clothespins and match to letters, numbers or words on cardboard

**Building Activities:**

- provide a variety of sized nuts and bolts to screw/unscrew and toys with tools such as screwdrivers, hammers and pieces that fit together

**Spray Bottles:**

- use spray bottles to water plants, spray designs into snow ( put food colouring in the water) or to “melt” monsters (draw a monster picture on an easel with water soluble markers and the colours will “melt” when sprayed)

**Piggy Bank/Coins:**

- provide multiple coins to hold in the palm of the hand- encourage the child to use the same hand to put the coins into the piggy bank slot, one by one- the child must move the coins from the palm of the hand to the finger tips, without help from the other hand! (hint- start with one coin in the palm of the hand, then try two, then three etc.)
- place coins in a row on the table surface- the child must pick them up one at a time with the same hand, storing them in the palm of the hand- see how many they can hold in one hand!

### **Turkey Basters/Eye Droppers:**

- use a turkey baster and have cotton ball races across the table- encourage the use of the thumb, index and middle fingers on the bulb of the baster
- use eye droppers for painting- use coffee filters to get an interesting effect

### **Hole Punch:**

- use a one-handed hole punch and scrapbooking punchers to create a design on a piece of paper

### **Scissors:**

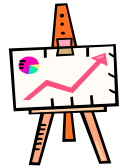
- provide construction paper with a variety of simple through to complex lines (straight, curved, jagged) and shapes (triangles, squares, circles, spirals etc.)- have the child cut the shapes out and glue onto paper to create “abstract art”
- cut pictures out of magazines and glue to create a collage

### **Opening Containers:**

- store tools/activities in containers and jars with a lid or fastener (zipper, snap, zip lock, button) to provide practice with using two hands together to open the containers

### **Painting:**

- Finger painting is everyone’s favourite...messy, but great for finger awareness! Try using pudding or shaving cream for a change. At home, shaving cream can be used on the wall at bath time.
- paint on a vertical surface with Q-tips to encourage a tripod grasp



### **What’s in the bag?:**

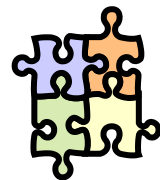
- hide objects in a bag- have the child reach in and try to identify the object by touch alone

### **Home Centre:**

- provide clothes for dolls and stuffed animals which have zippers, snaps and buttons

### **Other ideas:**

- finger puppets and finger action songs
- placing paper clips on cardstock paper
- buttons and beads of various sizes for counting, stringing and patterning
- placing magnets or stickers on a vertical surface to create a picture
- play with pegboards, geoboards and puzzles
- thread small marshmallows or fruit loops on a toothpick- create a pattern
- lacing cards

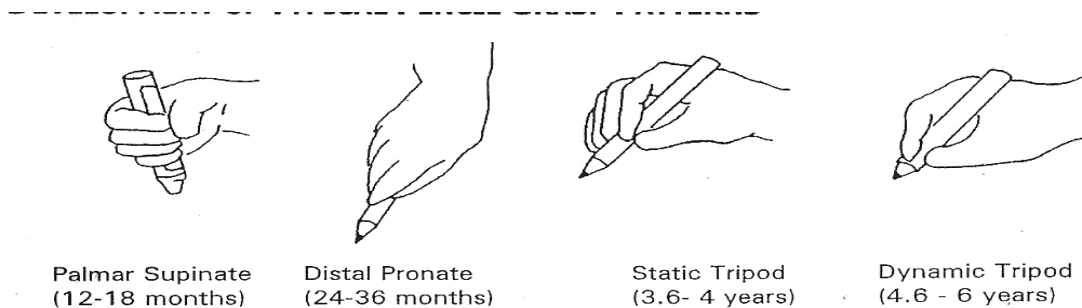


## GET A GRIP! O.T. TIPS FOR PROPER PENCIL GRASP

### Why care about pencil grasp?

- Incorrect grasps can strain muscles and lead to fatigue and reduced endurance for writing
- Some grasp patterns can put finger joints at risk for damage over the long term
- Some grasps impede the development of legible and efficient handwriting
- Pencil use requires the use of the “skilled side of the hand”- thumb, finger and middle fingers. These are the same fingers we need to complete many daily tasks (fastening/unfastening buttons and zippers, using eating utensils, opening containers, using the computer mouse).

### Typical development of grasp:



(Erhardt, 1982)

Although the dynamic tripod grasp is often cited as the best or most mature grasp, a quadrupod or thumb and three finger grasp and a lateral tripod grasp (thumb on the pointer finger rather than the pencil) have been shown to be just as good. A more important factor is if the grasp allows for dynamic finger movements versus the movement having to come from the whole arm.

### How can we help the child develop a mature grasp pattern?

- Involve the child in lots of play activities that use tools and materials other than pencil and paper. For example, scissor skills are a great precursor to pencil grasp. Activities to develop in-hand manipulation are also helpful.
- As the child develops better fine motor control, start them with small pieces of chalk or crayon (1.5 – 2 inches) to encourage them to use their thumb and first two fingers only.
- Where possible, have them work on a vertical surface, e.g., easel or chalkboard. This encourages the correct grasp and wrist position.
- Focus on drawing first so they learn to make the basic lines and shapes and to be able to start and stop the crayon while using a relaxed but controlled grasp  
| — O † / □ \ X Δ
- Once they have at least a static tripod grasp, they are ready to start to use a pencil.

### **What if they are struggling or don't have the proper grasp?**

- If you can, use alternatives to pencil and paper until they are ready, stamps, small crayons, letter tiles, stickers.
- Trying to grasp a pencil and learn to form letters correctly before the hand is ready will lead to poor grasp patterns and these will become habits very quickly
- Once the grasp pattern is established, it is very difficult to change, prevention is the key
- For children in older grades who have an awkward grasp, first ask yourself if it is interfering with their handwriting
- Many of us have awkward and unusual grasps, but are able to write without difficulty
- If it does seem to be interfering, try out one of the commercially available grips
- There are many different kinds and they don't all work for all children
- Have the child take them for a "test drive" for a day or two. Have them try to scribble or draw a simple picture rather than try to print with it right away. Typically, they feel quite awkward at first.
- Have the child rate the grip on a 1 to 10 scale so they are really giving it a try, rather than quickly rejecting it because it feels different.



### 1) Sit appropriately at a table/desk

- Pull in and adjust chair position
- Keep back relatively straight
- Prop arms comfortably on the table/desk
- Keep head upright
- Maintain secure balance



**Experiential exercise:** How does it feel to have insecure posture? Try standing up and writing on a clip board. Make it trickier and stand on one foot. How does it affect your writing?

### How can we help?

#### Check the height of the desk and chair:

- Feet flat on the floor
- Knees comfortably under desk
- Desk height about 2 inches above the bent elbow

#### Increase muscle tone to support posture:

- March in place before sitting down
- Jumping jacks
- Chair pushups – “Hot seat”
- Arm push – pulls



#### Add stability

- Try a piece of drawer liner on the chair to increase friction
- For the wiggler, try tying a bungee cord or exercise band on the front legs of the chair, the student can hook feet behind it and push legs against it

#### Think about classroom placement

- Try to position the child in class where they don't have to do a lot of turning around to attend to the lesson

## One more thought.....

### Carpet sitting:

- For the child with low trunk tone and poor postural stability, criss cross apple sauce is very hard to maintain. These children are more stable in W sitting, so if you want them to stay still and focus it's best to let them sit that way.

## 2) Use hands in a dominant/assistant manner

- Can differentiate the role of each hand
- Can stabilize objects with non-dominant (paper when cutting with scissors, jar when opening lid, bottom of zipper when pulling it up)
- Consistently uses the assisting hand to stabilize paper

**Experiential exercise:** using a single sheet of paper on a hard surface, write a sentence in cursive writing without stabilizing the paper. How does it affect your writing?

### How can we help?

- Check on posture as above, make sure chair is pulled in “park the car”
- Have the students try to do some bilateral activities with one hand, e.g. using scissors, doing up a button and talk about how much we need our two hands to work together
- Practice bilateral activities, cutting, zippers, putting things into containers, opening lunch containers, undoing screw tops, glue sticks etc.
- Remind them that writing takes two hands too!



## 3) Manipulate objects within the hand

- Differentiate the two sides of the hand
- Move fingers and thumb individually
- Pick up and “squirrel” objects into the palm (coins to the palm)
- Move objects back out to the fingers (coins from palm into piggy bank)
- Cup hand, e.g. to shake dice
- Position tools correctly within the hand
- Rotate objects, e.g., turn pencil to use eraser without putting it on the table

**Experiential exercise:** Place a rubber band around the all four fingers and then try to do some fine motor activities.

### How can we help?

Give the student lots of experience with hand activities that require in-hand manipulation. Many of these lend themselves to math and science lessons.

- Clothespins
- Tweezers and tongs
- Silly putty, playdough, plasticene
- Eye droppers and turkey basters
- Dice to cup in hands and shake
- Buttons and beads of various sizes for counting, stringing, patterning
- Coins and piggy banks
- Finger paints and painting on easel
- Scrapbooking punchers and paper punchers
- Finger puppets and finger action songs
- Placing paper clips on cardstock paper
- Opening jars, lids and other containers



# ADDITIONAL RESOURCES

## Fine Motor Action Songs

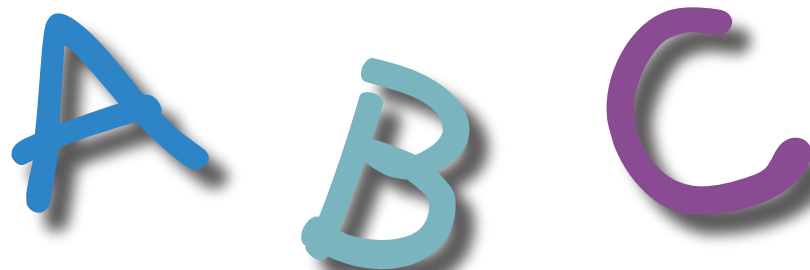


### Fantastic Fingers

I have 10 fantastic fingers (hold out hands)  
And they all belong to me (wiggle fingers)  
I can make them do things (point to self)  
Would you like to see? (point to listener)  
I can shut them up tight (make fists)  
I can open them wide (spread fingers)  
I can put them together (interlace fingers)  
And I can make them hide (put laced fingers behind head)  
I can make them jump high (stretch them up)  
I can take them down low (hang at sides)  
I can roll them round and round (rotate hands around each other)  
And fold them like so. (fold into lap)



# Let's start school together



## Getting Ready for Kindergarten Think about...

### Getting to school

- Walking
- Riding a bus

### In the classroom

- Sitting in a chair
- Sitting on the floor
- Changing activities

### In the cloakroom

- Getting undressed
- Dressing for recess

### At circle time

- Sharing news
- Sitting quietly
- Listening to the teacher
- Following directions
- Taking turns
- Singing songs

### Going to the washroom

- Walking through the hallways
- Using the washroom
- Hand washing

### At snack time and lunch

- Eating food
- Drinking
- Cleaning up
- Opening containers

### In the gym

- Moving around
- Using the equipment
- Playing sports
- Following rules



	Fine Motor Skills	Gross Motor Skills
<b>3 Years Old</b>	<p>Using the hands and fingers in a co-ordinated way to draw, write, cut, eat, or play.</p> <ul style="list-style-type: none"> <li>• Assembles simple puzzles.</li> <li>• Manipulates clay, finger paints.</li> <li>• Copies simple shapes: horizontal and vertical lines and a circle.</li> <li>• Stacks blocks up to eight high.</li> <li>• Uses a spoon with little spilling.</li> <li>• Provide lots of sensory experiences for learning and developing coordination — sand, mud, finger paints, puzzles.</li> </ul>	<p>Using large body muscles for movement in a balanced way such as running, walking, and playing ball.</p> <ul style="list-style-type: none"> <li>• Jumps in place on two feet.</li> <li>• Walks/steps with alternating feet.</li> <li>• Runs around obstacles.</li> <li>• Catches large balls and throws overhead.</li> <li>• Kicks a ball.</li> <li>• Climbs ladders and uses a slide independently.</li> <li>• Rides a tricycle.</li> <li>• Can walk backwards.</li> </ul>
<b>4 Years Old</b>	<ul style="list-style-type: none"> <li>• Copies some letters and shapes (crosses, squares).</li> <li>• Uses table utensils skillfully.</li> <li>• Cuts on a line.</li> <li>• Draws a person with three parts.</li> <li>• Can brush teeth, comb hair, wash, and dress with little assistance.</li> <li>• Can stack ten blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Running is more controlled; can start, stop, and turn.</li> <li>• Can hop and jump on one foot.</li> <li>• Able to gallop.</li> <li>• Can easily catch, throw, and bounce a ball.</li> <li>• Rides a tricycle or bicycle with training wheels.</li> <li>• Climbs stairs with alternating feet.</li> </ul>
<b>5 Years Old</b>	<ul style="list-style-type: none"> <li>• Hand preference is usually established.</li> <li>• Grasps pencil like an adult.</li> <li>• Colors within lines.</li> <li>• Cuts and pastes simple shapes.</li> <li>• Draws a person with six parts.</li> <li>• Prints some letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Runs in an adult manner and is able to run around corners and able to stop voluntarily.</li> <li>• Walks on tiptoe and on a balance beam.</li> <li>• May be able to skip.</li> </ul>
<b>Helpful Tips</b>	Provide the child with pencils, crayons, scissors, blocks, and utensils. Encourage the child to feed self and dress self (zippers, buttons).	Take your child outside and let them run around, throw balls, and play on the swing set.

## Fine Motor Skills

**Fine motor skills involve using the small muscles of the hand to manipulate small toys and objects. They are critical when learning how to draw and cut. Below are fun activities to strengthen fine motor skills:**

- Cutting pictures out of newspapers or magazines.
- Gluing pasta or beans to make a picture.
- Stringing small beads, fruit loops, cheerios, popcorn, etc.
- Playing with interlocking blocks and puzzles.
- Kneading and building with plasticene or clay.
- Playing pegboard games.
- Finger painting with jello or pudding.
- Finding hidden objects in the dough (try using tweezers to get the object out).
- Using tweezers to pick up small household objects (marshmallows/ small beans/candies) and place them in a container.
- Playing with toys that involve manipulation of small pieces.
- Squirting water bottles outdoors on the sidewalk, or on the snow (use food colouring in the water).
- Threading small marshmallows onto toothpicks – good for counting or creating a colour pattern.
- Creating a design on paper with a hole punch.
- Playing tug-of-war with a coffee stirstick, holding it only with the thumb and index finger.
- Drawing on mirror/ bath tub tiles with foam soap or shaving cream.
- Drawing in the sand or using sidewalk chalk.
- Cooking activities – i.e. stirring and decorating cookies.
- Using a meat baster or eye dropper in the bath tub to fill up a container.
- Practising with buttons and zippers (dressing).
- Using an egg timer, when asking your child to dress or undress.



# Getting Ready For School

## Gross Motor Skills

**Gross motor skills encompass the abilities required to control the large muscles of the body for walking, running, sitting, crawling and other activities.**

- Opportunities for skipping, hopping, galloping, crabwalk (forward and backward).
- Drawing or painting on an upright surface – easel or vertical surface.
- Riding a tricycle or bicycle with training wheels.
- Climbing a ladder, swinging, monkey bars, with assistance (park activities).
- Throwing, catching and kicking (ball activities).
- Climbing stairs with alternating feet.
- Creating an obstacle course with a few directions – i.e. jump on two feet, walk around four pylons, walk backwards ten steps.
- Walking on a narrow chalk line.

## Example Small Group Sessions

### Session One:

- 1) **Fantastic Fingers Song** for warm up
- 2) **Talking tongs-** review positioning of tongs with "claw fingers"- holding tongs like a pencil- make them "talk"  
-do gummy worm sorting activity
- 3) **Fishing Game-** use animal clips and containers with paper clip fish  
-use "claw fingers" on animal clips- thumb on bottom, index and middle fingers on top  
-"helping hand" can hold fish and/or container steady  
-"fish" by sorting into same coloured containers
- 4) **First Name-** use magnetic letters to spell first name

### Session Two:

- 1) **Playdough-** roll into hot dog with two hands pushing hard  
-sit on one hand and squeeze into a ball with one hand  
-pass around happy face purse- zip open, take out one bead (treasure), zip closed and pass to next child  
-put bead on top of playdough  
-isolate pointer finger and push bead into playdough to "bury the treasure"  
-find the treasure  
-sit on other hand and squeeze playdough into ball before returning it to the container
- 2) **Talking tongs-** review positioning of tongs with "claw fingers"- holding tongs like a pencil  
-do gummy worm sorting activity
- 3) **Scissor activity-** review positioning of scissors- thumb in little hole, two or more fingers in bottom hole (OK for index finger to remain outside of hole if child prefers that grasp)  
-cue for "thumbs up" when holding scissors, and for helping hand holding the paper  
-cut gently curving line (thickness of line about two marker widths)
- 4) **Beginning letter of name-** give child card from "Roll a Dough" box with the first letter of their name- isolate pointer finger and trace the letter, **starting at the top**. Verbalize the steps.

### Session Three:

- 1) **Fantastic Fingers Song** for warm up
- 2) **Playdough-** roll into hot dog with two hands pushing hard  
-sit on one hand and squeeze into a ball with one hand  
-pass around happy face purse- zip open, take out TWO beads (treasure), zip closed and pass to next child  
-put beads on top of playdough  
-isolate pointer finger and push beads into playdough to "bury the treasure"  
-find the treasure



- sit on other hand and squeeze playdough into ball
- 3) Cutting Playdough-** give child scissors and review positioning - thumb in little hole, two or more fingers in bottom hole (OK for index finger to remain outside of hole if child prefers that grasp)
  - hold playdough in helping hand, and cut it into pieces with the scissors- count the pieces using index finger
  - sit on one hand and gather all the pieces up to squish into ball
- 4) Fishing Game-** use animal clips and containers with paper clip fish
  - use "claw fingers" on animal clips- thumb on bottom, index and middle fingers on top
  - "helping hand" can hold fish and/or container steady
  - "fish" by sorting into same coloured containers
- 5) Beginning letter of name-** give child card from "Roll a Dough" box with the first letter of their name- isolate pointer finger and trace the letter, starting at the top. Encourage child to verbalize the steps.

#### **Session Four:**

- 1) Fantastic Fingers Song** for warm up
- 2) Playdough-** roll into hot dog with two hands pushing hard
  - sit on one hand and squeeze into a ball with one hand
  - pass around happy face purse- zip open, take out TWO beads (treasure), zip closed and pass to next child
  - put beads on top of playdough
  - isolate pointer finger and push beads into playdough to "bury the treasure"
  - find the treasure
  - sit on other hand and squeeze playdough into ball
  - put toothpicks in to make a porcupine- pull out with pinching fingers (thumb and middle fingers)
- 3) Preprinting-** use small pencils and review grasp with claw fingers
  - trace paths left to right
  - review formation of first letter of name by tracing Roll a Dough letter and print on sheet
- 4) Scissors-** review positioning of scissors
  - use preprinting sheet and cut along paths, stopping at X

## PENCIL KIT CONTENT

### **Crayola Products:**

These products are readily available at many stores, including:  
Zeller's, Walmart, Toys R Us, Scholar's Choice

- 1) Triangular Crayons
- 2) Pip Squeak Markers
- 3) Short Pencil Crayons: narrow diameter
- 4) Pip Squeak Short Pencil Crayons: wide diameter

### **Golf Pencils:**

Available at Staples.  
Box of 144

### **Pencil Grips:**

Scholar's Choice carries all of these grips. All can be purchased individually at the store or ordered in bulk.

- 1) Small Writing Claw
- 2) Medium Writing Claw
- 3) Stetro Grip
- 4) THE Pencil Grip
- 5) The Crossover Grip

## LEARNING TO PRINT LOWER CASE LETTERS O.T. TIPS

(Adapted from Handwriting Without Tears and The Print Club)

### Developmental Sequence:

**Preprinting:** Generally, children learn to **imitate** an adult drawing the stroke before they can **copy** the stroke from a visual model, then finally are able to form the stroke **from memory**.

| \_ ○ + \ / x

**Learning to Print Letters:** When learning to print letters, children generally progress in the same developmental sequence...**imitate, copy, from memory**.

### Limitations of Tracing:

Tracing letters certainly helps reinforce what the letter looks like and develops eye-hand coordination and pencil control. But, the child may not trace the letter the same way every time. Forming the letter the same way every time helps to establish the motor pattern and sequence for printing the letter independently and from memory.

### Multisensory Teaching:

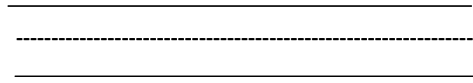
Often, children are expected to learn to print by tracing letters or copying a model which is provided. Adding visual and auditory cues helps both the visual and auditory learners. Printing letters in the air, in sand or rice trays, tracing sandpaper letters, forming letters out of playdough and making their bodies into the shape of letters, helps the tactile/kinesthetic learner.

### Additional Tips for Teaching Lower Case Letters:

Try teaching the letters in groups that have similar motor patterns (see section below on formation: Wagon Wheels, Fire Poles etc.). If the student is not able to imitate a diagonal stroke, start with the letters that use vertical, horizontal and curves before adding letters that require a diagonal stroke. Focus first on formation of the letters. Later, the focus can be on positioning them appropriately on the lines (see section below on positioning).

### Paper:

When focusing on letter formation, it is not necessary to use lines. It is often helpful to provide blocks in which to form the letters to help with organization of space and motor control. When focusing on positioning of letters on lines, use paper with a solid ceiling and baseline, and a dotted or dashed middle line. This type of paper is available in many widths from the internet and can be found in some notebooks.



### Teaching Lower Case Letter Formation:

1. **SHOW:** demonstrate how the letter is formed step by step
2. **TELL:** say what you are doing while demonstrating the letter formation (see below for suggested auditory/verbal cues)
3. **DO:** ask the students to isolate their magic pointer finger and print the letter in the air (using the whole arm provides more sensory feedback from muscles and joints for the kinesthetic learners)
4. **TRY:** have the students try to print the letter on the white board, an easel or on paper

**WAGON WHEELS:** These letters all start at the dotted middle line and go around the wagon wheel. Try to keep the verbal cues as brief as possible.

**o:** around the wheel (or, circle)

**a:** around the wheel and down (or, circle and little line)

**d:** around the wheel, fly up into the sky and down (or, circle and big line)

**g:** around the wheel, go down into the ground and curve (or, circle, down and curve)

**q:** around the wheel, go down into the ground, little line

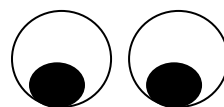
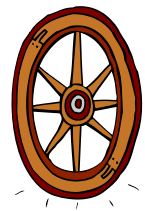
**c:** little curve and stop

**s:** little curve and back around

**GOOGLY EYES:** These letters start at the middle line and finish with a googly eye.

**i:** little line down and dot

**j:** down into the ground, curve and dot



**FIRE POLES:** These letters start at the top line and slide down the fire pole.

**l:** slide down

**t:** slide down and cross

**b:** slide down, up and around

**h:** slide down, up and over the hill

**k:** slide down, kick in, kick out

**POGO STICKS:** These letters start at the middle line, slide down and bounce back up like a pogo stick.

**n:** down, up and over, bump the bottom

**m:** down, up and over, bump the bottom, up and over, bump the bottom

**r:** down, up and over

**p:** down into the ground, up and around



**SLIDE LETTERS:** These letters start at the middle line and slide down the hill.

**v:** slide down, climb up

**w:** slide down, climb up, slide down, climb up

**y:** little slide down, big slide down into the ground

**x:** little slide, little slide across

**ODD BALLS:** These letters don't fit into the other groups and must be learned separately.

**e:** drive out of the garage and around the corner

**f:** curve up and over, down to bump the bottom and across (or, candy cane and across)

**u:** down, curve, up and down to bump the bottom

**z:** across, slide down, across the bottom (or, make a 7 then across the bottom)

### Printing Lower Case Letters on the Lines:

To reinforce proper positioning of lower case letters on the lines, practice them in the following groups:

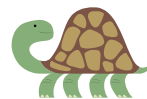
**GIRAFFE LETTERS:** These letters touch both the top and bottom lines. They are like giraffes, with a long neck reaching high into the sky.

**b d f h k l t**



**TURTLE LETTERS:** These letters fit between the dotted/dashed middle line and the bottom line. They are like turtles who like to crawl in the grass.

**a c e i m n o r s u v w x z**



**WORM LETTERS:** These letters descend below the bottom line. They are like worms who like to squirm in the dirt.

**g j p q y**



*Remember...Giraffes, turtles and worms don't know how to fly. They are never up in the air. They always touch the ground (the baseline).*

## LEARNING TO PRINT UPPER CASE LETTERS O.T. TIPS (Adapted from Handwriting Without Tears)

### All the Upper Case Letters are made from:

- big lines (vertical, horizontal and diagonal) | \_ \ /
- little lines (vertical, -horizontal and diagonal) | \_ \ /
- big curves ) (
- little curves ) (

### Developmental Sequence:

**Preprinting:** Generally, children learn to **imitate** an adult drawing the stroke before they can **copy** the stroke from a visual model, then finally are able to form the stroke **from memory**.

| \_ o + \ / x

**Learning to Print Letters:** When learning to print letters, children generally progress in the same developmental sequence...**imitate, copy, from memory**.

### Limitations of Tracing:

Tracing letters certainly helps reinforce what the letter looks like and develops eye-hand coordination and pencil control. But, the child may not trace the letter the same way every time. Forming the letter the same way every time helps to establish the motor pattern and sequence for printing the letter independently and from memory.

### Multisensory Teaching:

Often, children are expected to learn to print by tracing letters or copying a model which is provided. Adding visual and auditory cues helps both the visual and auditory learners. Printing letters in the air, in sand or rice trays, tracing sandpaper letters, forming letters out of playdough and making their bodies into the shape of letters, helps the tactile/kinesthetic learner.

### Additional Tips for Teaching Upper Case Letters:

Try teaching the letters in groups that have similar motor patterns (see below: Frog Jump letters, Magic C letters). If the student is not able to imitate a diagonal stroke, start with the letters that use vertical, horizontal and curves before adding letters that require a diagonal stroke.

### Teaching Upper Case Letter Formation:

1. **SHOW:** demonstrate how the letter is formed step by step
2. **TELL:** say what you are doing while demonstrating the letter formation (see below for suggested auditory/verbal cues)
3. **DO:** ask the students to isolate their magic pointer finger and print the letter in the air (using the whole arm provides more sensory feedback from muscles and joints for the kinesthetic learners)
4. **TRY:** have the students try to print the letter on the white board, an easel or on paper with a top and bottom line

**FROG JUMP CAPITALS:** These letters all start with a big line down and a frog jump back to the top. Try to keep the verbal cues as brief as possible. (Additional words are suggested in the brackets for use if necessary.)

**F:** big line down, frog jump, little line (at the top), little line (in the middle)

**E:** big line down, frog jump, little line (at the top), little line (in the middle), little line (at the bottom)

**D:** big line down, frog jump, big curve

**P:** big line down, frog jump, little curve (to the middle)

**B:** big line down, frog jump, little curve (to the middle), little curve (to the bottom)

*Remember...work on these only if the child is able to imitate a diagonal line.*

**R:** big line down, frog jump, little curve (to the middle), slide down (or kicks out)

**N:** big line down, frog jump, slide down, climb up

**M:** big line down, frog jump, slide down, climb up, slide down

**MAGIC C LETTERS:** These letters all start with a “Magic C” curve. Try to keep the verbal cues as brief as possible. (Additional words are suggested in the brackets for use if necessary.)

**C:** big curve





**O:** magic C, keep on going, stop at the top

**Q:** magic C, keep on going, stop at the top, jump down, little line

**G:** magic C, fly up like a helicopter, little line in to land

**S:** little magic C, curve back



**OTHER CAPITALS:** Try to keep the verbal cues as brief as possible. (Additional words are suggested in the brackets for use if necessary.)

**H:** big line down, jump, big line down, little line across (the middle)

**L:** big line down, little line across

**U:** big line down, curve, big line up

**I:** big line down, little line across (the top), little line across (the bottom)

**T:** big line down, jump, little line across (the top)

**J:** big line down, curve, jump, little line across (the top)

*Remember....work on these only if the child is able to imitate a diagonal line.*

**K:** big line down, jump, kick in (to the middle), kick out

**V:** big line slides down, climb up

**W:** big line slides down, climb up, slide down, climb up

**A:** big line slides down, jump up, big line slides down, little line across

**X:** big line slides down (to the bottom corner), jump (to the other top corner), big line slides down (to the other bottom corner)

**Y:** little slide, big slide

**Z:** little line across, slide down, little line across

