

### **Importance of the Proper Scissors Grip**

Like the proper pencil grip, the proper scissors grip must be actively taught. This is because the proper scissors grip is completely unlike any other grip a child has likely used. The proper scissors grip requires a child to rotate their hand so that their thumb faces upward and the pinky finger points at the floor. Then the child must spread their thumb and pointer finger as far apart as possible while using their palm to help stabilize the scissors. The thumb is in one hole and the middle finger in the other. The pointer finger is resting on the outside of the scissors. Holds and uses writing materials appropriately



Don't do this!



### <u>Tips for introducing the</u> <u>proper pencil grip:</u>

- 1. Introduce a golf pencil
- 2. Demonstrate the proper grip
- 3. Position your child's fingers correctly
- 4. Direct the child to rest their hand on the table for support

# **Stages of Emergent Writing**

Willing Willing	Drawing and Imitative Writing The child writes a message with scribbling that imitates "grown-up" writing. It shows individuality and an attempt to communicate with others.
A CAL DOG	<u>Copying Words</u> The child copies words from handy resources like books, posters, and word walls. The writing makes sense and shows knowledge of letter formation and the concept of words.
CMPOTELSPLOM	Drawing and Strings of Letters The child writes with random letters to convey a message. The letters are formed well, but have no relationship to sounds. The writer is aware that print and art convey meaning.
L IN LB VT2	Early Phonetic Writing The child writes words using letters (mostly consonants) to represent words and sounds. The writing shows individuality, focuses on a topic, and makes sense.
oshin [ocean] frgit [forget] 5 paj buc [5 page book] jmprop [jump rope] liek [like] grepa [grandpa]	<b>Phonetic Writing</b> The child writes words using letters to represent each sound that is heard. The words make sense and may be used for writing longer texts.
Once upon a time then was a little dog. He saw a little thing. He sniffd and sniffd and then he sneesd.	Conventional/Some Phonetic Writing The child focuses on a topic and uses close-to-correct copy. The writing demonstrates an emerging voice.

### **Stages of Artistic Development**

Stage	Example
Scribble Stage (1-3 years old) Children at this age are engaged in the physical activity of drawing. There is no connection made between the marks and representation during most of the scribble stage. However, towards the end of this stage children may begin to give marks names. This stage is mostly about the enjoyment of purely making marks.	
Preschematic Stage (3-4 years old) Children at this stage of artistic development are beginning to see connections between the shapes that they draw and the physical world around them. Circles and lines may be described as people or objects that are physically present in the child's life. It is in this stage that a child first makes the connection to communicating through their drawings.	CARGO
The Schematic Stage (5-6 years old) Children at this stage have clearly assigned shapes to objects that they are attempting to communicate. They often have developed a schema for creating drawings. There is a defined order in the development of the drawing. Drawings at this stage have a clear separation between the sky and the ground. Often the sky is a strip of blue at the top of the paper, while the ground is a strip of green at the bottom. Objects are often placed on the ground instead of floating in space. Objects of importance are often drawn larger than objects of lesser importance.	



B	K	D	F
0	0	b	K
	d	F	

	e	G	V
T	S	R	Ζ
		S	





### **Cross Lateral Movement**

# Any movement in which an arm or leg crosses to the opposite side of the body is a cross-lateral exercise.

#### Suggested activities include, but are not limited to:

**Elbow Tap:** Stand with arms at sides. Bend and touch right elbow to left knee as you raise your leg. Stand and then touch left elbow to right knee.

**Windmills:** Feet spread apart and arms extended. Bend over at waist and tap right hand to left foot. Back up and then bend and tap left hand to right foot.

**Backwards:** Bend left knee and put foot behind right leg. Reach back around with right hand and touch left foot. Reverse and put right foot behind your left leg as you touch it with your left hand.

**Cross Crawl:** In this contralateral exercise, similar to walking in place, the student alternately moves one arm and its opposite leg and the other arm and its opposite leg.

Sing songs and repeat chants using hand motions that cross the middle of the body as "Patty Cake" and "Hot Cross Buns."

Dance using streamer ribbons or scarves. Play a music CD and ask children to follow along as you swish the ribbon or scarf across the front of your body, make figure eights in the air, circle the streamer in front of your body like a Ferris wheel, or circle it over your head like a helicopter blade.

Play games like "Simon Says" or "Follow the Leader" where actions require crossing the midline, such as touching your right knee with your left hand.



**Color Word Cards** 



#### **Identifies same and different**

For each group, the student should point to the picture that is the same as the one on the far left. The child should then point to the picture that is different. Teacher will point to picture on far left and ask, "Which picture is the same as this? Which picture is different than this?"



#### Sorts objects according to color Sorts objects according to size Sorts objects according to shape

Teacher will color and cut out pictures. The teacher will ask student to sort pictures by color followed by size and shape. Student will demonstrate mastery with 2 of the 3 sorting categories. Teach will ask, "Can you put all the yellow shapes together?" "Can you put all the small shapes together" "Can you put all the triangles together?"





#### Copies and continues a pattern

The teacher will cut out the pictures. Using 4 of the pictures, the teacher will begin making an AB pattern (heart, triangle, heart, triangle). The teacher will ask the student to make the same pattern. The student will then continue the pattern with the remaining pictures.



The teacher will say a numeral out of sequence and ask the student to point to it. Repeat for all numerals 0-20.

0		2
3	Ц	5
6	7	8
9	10	

#### Points to and names numbers 0-20

The teacher will say a numeral out of sequence and ask the student to point to it. Repeat for all numerals 0-20.

	12	13
Ц	15	16
17	8	19
20		

#### Matches a number to a set 0-5

The teacher will point to a set of pictures and ask the student, "How many \_\_\_\_\_ are there?" The child will count the pictures and point to the corresponding numeral. Repeat with all sets.

2	
4	
3	
0	
5	

#### Matches a number to a set 6-10

The teacher will point to a set of pictures and ask the student, "How many \_\_\_\_\_ are there?" The child will count the pictures and point to the corresponding numeral. Repeat with all sets.



#### Matches a number to a set 11-15

The teacher will point to a set of pictures and ask the student, "How many \_\_\_\_\_ are there?" The child will count the pictures and point to the corresponding numeral. Repeat with all sets.

	$ \begin{array}{c c} & \bigtriangleup & \bigtriangleup & \bigtriangleup & \bigtriangleup \\ & \bigtriangleup & \bigtriangleup & \bigtriangleup & \bigtriangleup \\ & \bigtriangleup & \bigtriangleup$
14	
12	
13	
15	$\bigcirc \bigcirc $

#### Names colors

![](_page_20_Picture_1.jpeg)

#### Names 2–D shapes

The teacher will point to a 2-dimensional shape and ask the student to name it. Repeat with all shapes.

![](_page_21_Picture_2.jpeg)

#### **Recognizes and produces rhyming words**

The teacher will point to each pair of pictures and say the word. The student will repeat. The teacher will ask the student if the two words rhyme or not. The teacher will then ask the student to provide another word that rhymes with the pair. The student must recognize and produce rhyming words.

![](_page_22_Picture_2.jpeg)

![](_page_23_Picture_0.jpeg)

#### Names 3-D shapes

The teacher will point to a 3-dimensional shape and ask the student to name it. Repeat with all shapes.

![](_page_24_Picture_2.jpeg)

![](_page_25_Figure_1.jpeg)