

WRITING IN GRAIN

Material

- Shallow, rectangular tray filled with a fine material: cornmeal, rice, millet
- Sandpaper letters

Presentation

1. Invite the child to work with you.
2. Show the child where the tray with grain is located on the shelf.
3. Say, "This is the tray with grain."
4. Carry the tray with two hands to the table.
5. Place the tray in the center of the table.
6. Take the first sandpaper letters to the table.
7. Sit to the child's dominant hand side.
8. Indicate the middle and index fingers placed together.
9. Trace a circle in the grain.
10. Look at the shape that has been formed.
11. Gently shake the tray to remove the trace in the grain.
12. Invite the child to make a trace in the grain.
13. When the child is finished, select a letter from the sandpaper alphabet.
14. Sit to the child's dominant hand side.
15. Properly trace the sandpaper letter.
16. Repeat the pattern of tracing in the grain.
17. Upon completion, compare the trace to the sandpaper letter.
18. Invite the child to trace the sandpaper letter and make a trace in the grain.
19. Return the materials to the shelf when completed.

NOTE:

The color of the tray should contrast with the color of the grain so that the trace is more dramatic.

Variation

Change the grain and the color of the tray.

Control of Error

The letter traced does not match the shape of the sandpaper letter.

Language

Name of grain.

Direct Aim:

1. Concentration, order, coordination, and independence.
2. Control of fine motor muscles to shape the letters for handwriting.

Indirect Aim:

Preparation for handwriting.

Point of Interest

1. The bottom of the tray is seen where the trace is made.
2. The sound and the feel of the grain.

WRITING ON THE CHALKBOARD

Material

- Chalk, chalk eraser, and chalk holder on small tray
- Chalkboards: blank, squared, lined
- Sandpaper letters

Presentation 1

1. Invite the child to work with you.
2. Show the child where the material is located.
3. Say, "This is the blank chalkboard."
4. Carry the blank chalkboard with two hands to the table.
5. Place chalkboard in the center of the table.
6. Carry the small tray with chalk, chalk eraser, and chalk holder to the table.
7. Place the tray in the upper left corner of the table.
8. Take the first sandpaper letters to the table.
9. Sit to the child's dominant hand side.
10. Indicate the middle and index fingers and pick up the chalk.
11. Mark a circle on the chalkboard.
12. Replace the chalk on the chalk holder.
13. Look at the shape that is formed.
14. Pick up the chalk eraser.
15. Erase the circle.
16. Replace the eraser in the chalk holder.
17. Invite the child to make a circle with the chalk.

18. When the child is finished, select a letter from the sandpaper alphabet.
19. Sit to the child's dominant hand side.
20. Properly trace the sandpaper letter.
21. Pick up the chalk.
22. Repeat the pattern of the letter with chalk on the chalkboard.
23. Replace the chalk in the chalk holder.
24. Invite the child to trace the letter and write with the chalk.
25. Return the materials to the shelf when completed.

Presentation 2

1. Continue as in Presentation 1 but select the chalkboard with the squares.
2. Say, "This is the chalkboard with squares."
3. Write a letter in each of the squares beginning with the upper left square and move from left to right, top to bottom.

Presentation 3

1. Continue as in Presentation 1 but select the chalkboard with lines.
2. Say, "This is the chalkboard with lines."
3. Write the letter on the line beginning at the upper left of the chalkboard.
4. Say, "The letter sits on the line."

Variation

Change the color of the chalk.

Control of Error

The letter written in chalk does not look like the shape of the sandpaper letter.

Direct Aim:

1. Concentration, order, coordination, and independence.
2. Control of fine motor muscles to shape the letters for handwriting.

Indirect Aim:

Preparation for handwriting.

Language

Chalk, chalkboard.

Point of Interest

The eraser immediately makes the chalk letter disappear.

WRITING ON THE PAPER

Material

- Tray
- Lined writing paper
- Pencil holder
- Lead pencils
- Sandpaper letters

Presentation 1

1. Invite the child to work with you.
2. Show the child where the material is located.
3. Select the tray.
4. Place ONE sheet of lined paper on the tray.
5. Place the pencil holder on the tray.
6. Select ONE lead pencil.
7. Carry the tray with two hands to a table.
8. Take the first sandpaper letter to the table.
9. Sit properly at the table.
10. Trace the sandpaper letter.
11. Point to the lined paper and say, "I'm going to write this letter with a pencil on this paper."
12. With the index finger trace the base line, and say, "I'm going to place the letters on this line."
13. Indicate the middle and index fingers and pick up the pencil.
14. Repeat the pattern of the letter with a pencil on the paper.
15. Continue to write a line of this letter.
16. Replace the pencil on the pencil holder.

17. Invite the child to trace the letter and write with the pencil.
18. Return the materials to the shelf when completed.

Variation

Change the sanpaper letter.

Mechanical pencil.

Control of Error

The letter written in paper does not look like the shape of the sandpaper letter.

Language

Pencil, eraser, graphite, wood, ferrule (metal connector of pencil to eraser).

The sound of the letter.

Point of Interest

The eraser immediately makes the pencil letter disappear.

NOTE:

Review Huerta's and Burn's articles at the beginning of this chapter.

The first line may be highlighted with red, the next two lines remain black, line four - red, next two lines black, etc. ending with a red line. Children may be shown to write between the two black lines, using the red lines to indicate spacing for letters above and below the line.

A series of 14 horizontal lines for handwriting practice. The lines alternate in thickness: thick, thin, thin, thick, thin, thin, thick, thin, thin, thick, thin, thin, thick, thin. This pattern repeats every two lines, starting and ending with a thick line.