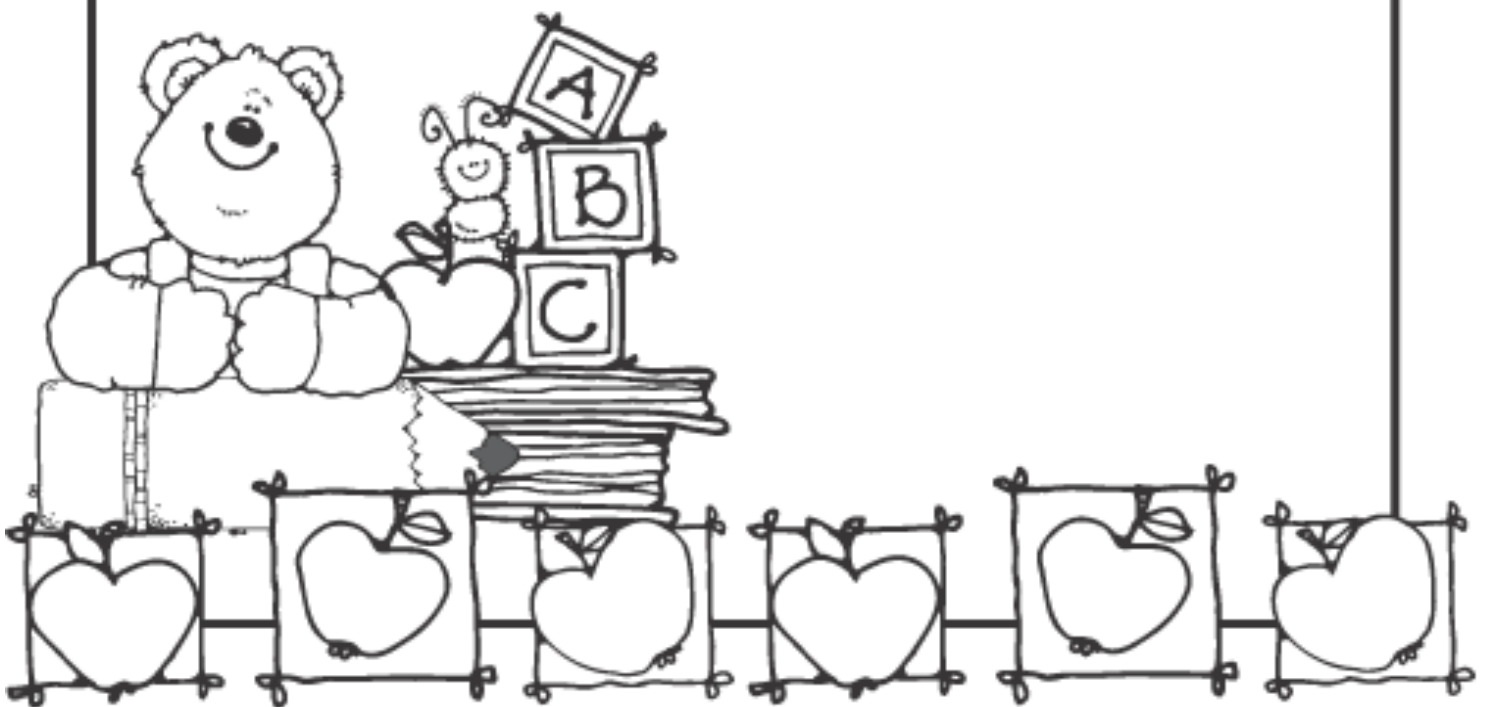
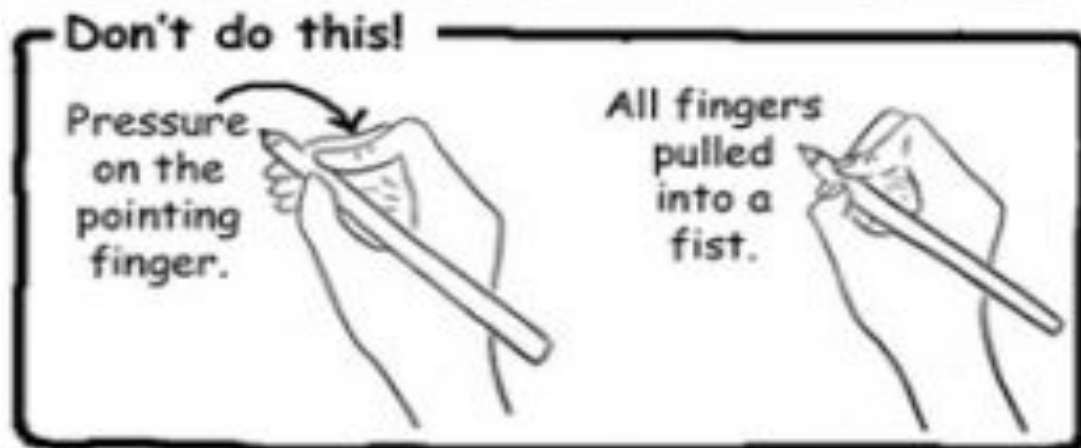
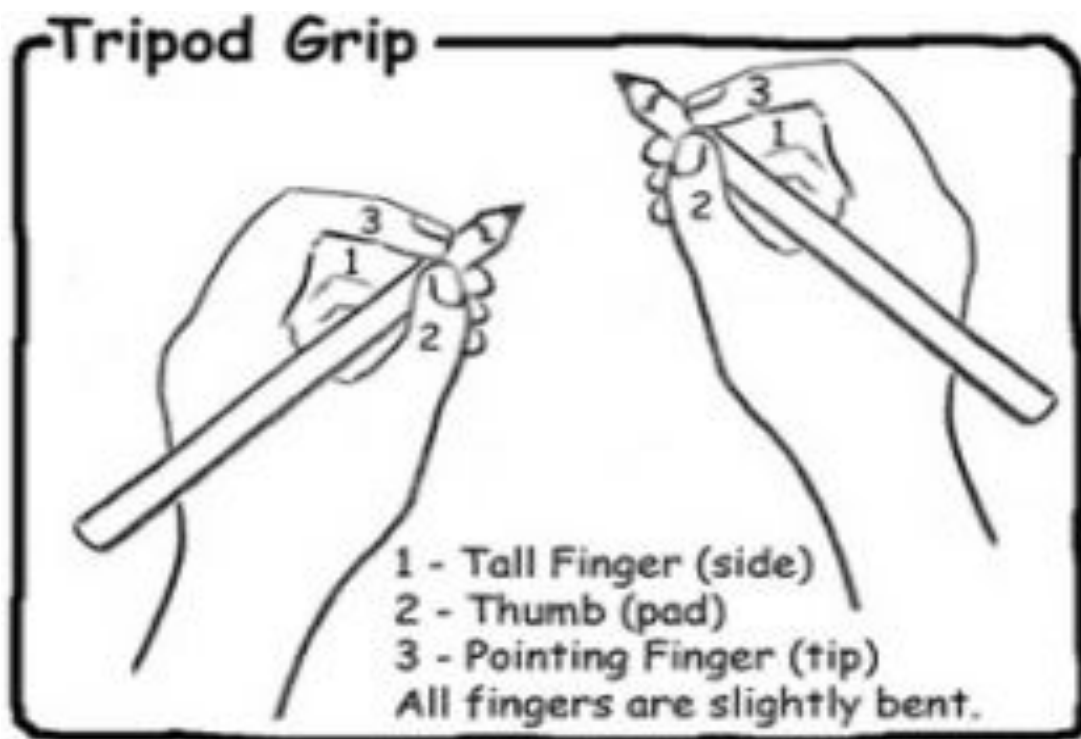


# Resource Section




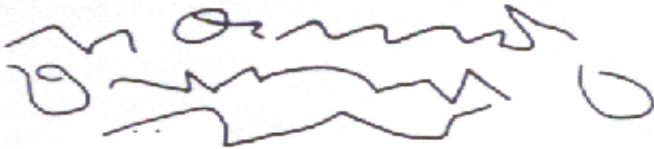
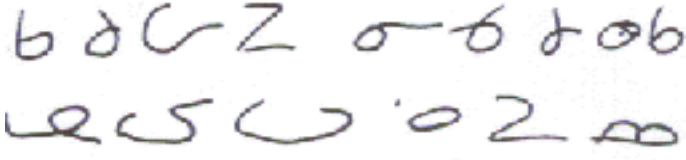
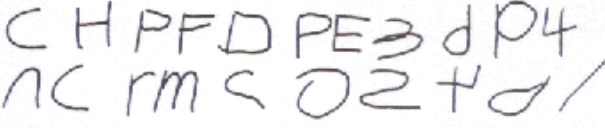
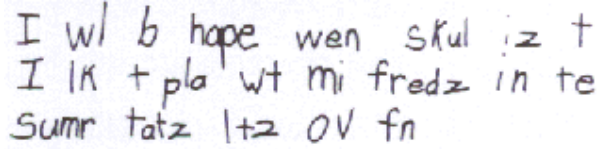
Holds and uses writing materials appropriately

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Tips for introducing the proper pencil grip:



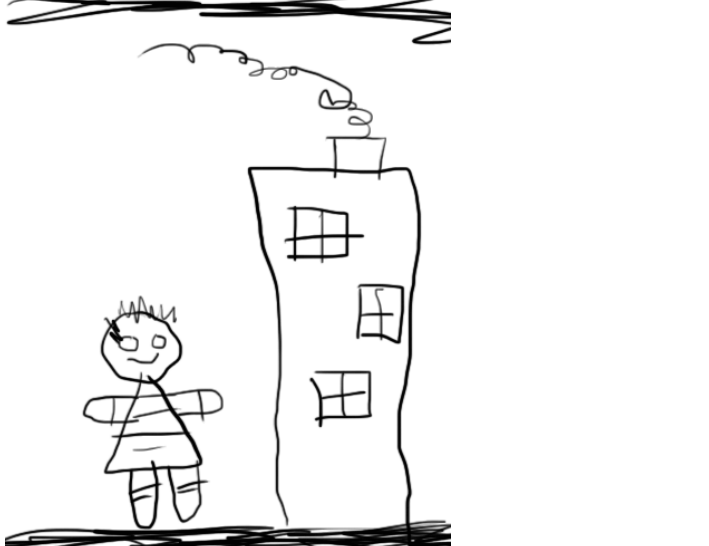
1. Introduce a golf pencil
2. Demonstrate the proper grip
3. Position your child's fingers correctly
4. Direct him to rest his hand on the table for support

## Stages of Writing Development

Stage	Example
<p><b>Preliterate: Drawing</b></p> <ul style="list-style-type: none"> <li>• uses drawing to stand for writing</li> <li>• believes that drawings / writing is communication of a purposeful message</li> <li>• read their drawings as if there were writing on them</li> </ul>	
<p><b>Preliterate: Scribbling</b></p> <ul style="list-style-type: none"> <li>• scribbles but intends it as writing</li> <li>• scribbling resembles writing</li> <li>• holds and uses pencil like an adult</li> </ul>	
<p><b>Early Emergent: Letter-like forms</b></p> <ul style="list-style-type: none"> <li>• shapes in writing actually resemble letters</li> <li>• shapes are not actually letters</li> <li>• look like poorly formed letters, but are unique creations</li> </ul>	
<p><b>Emergent: Random-letters or letter strings</b></p> <ul style="list-style-type: none"> <li>• uses letter sequences perhaps learned from his/her name</li> <li>• may write the same letters in many ways</li> <li>• long strings of letters in random order</li> </ul>	
<p><b>Transitional: Writing via invented spelling</b></p> <ul style="list-style-type: none"> <li>• creates own spelling when conventional spelling is not known</li> <li>• one letter may represent an entire syllable</li> <li>• words may overlay</li> <li>• may not use proper spacing</li> <li>• as writing matures, more words are spelled conventionally</li> <li>• as writing matures, perhaps only one or two letters invented or omitted</li> </ul>	
<p><b>Fluency: Conventional spelling</b></p> <ul style="list-style-type: none"> <li>• usually resembles adult writing</li> </ul>	<p>Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.</p>

From: Sowams School Curriculum Seminars

# Stages of Artistic Development

Stage	Example
<p><b><u>Scribble Stage (1-3 years old)</u></b>            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.</p>	
<p><b><u>Preschematic Stage (3-4 years old)</u></b>            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.</p>	
<p><b><u>The Schematic Stage-(5-6 years old)</u></b>            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.</p>	

**Holds and uses scissors appropriately***Correct scissors grip**Incorrect scissors grip***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 his hand so that the thumb faces upward and the pinky finger points at the floor. Then he must spread his thumb and pointer finger as far apart as possible while using his 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.

<http://creativehandsksa.tumblr.com/>



(c) ot-mom-learning  
activities

**Positional word cards**

outside



in



behind



in front



**Positional word cards**



above

below



beside



Use for: Points to and names letters in random order

N	w	P	h
M	a	A	m
H	p	w	n



B	k	D	f
O	o	b	K
d	F		

C	e	G	y
T	s	R	z
Z	r	S	†

Y	g	E	C
I	V	j	Q
L	q	J	I

u

X

i

U

v

x

# 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.

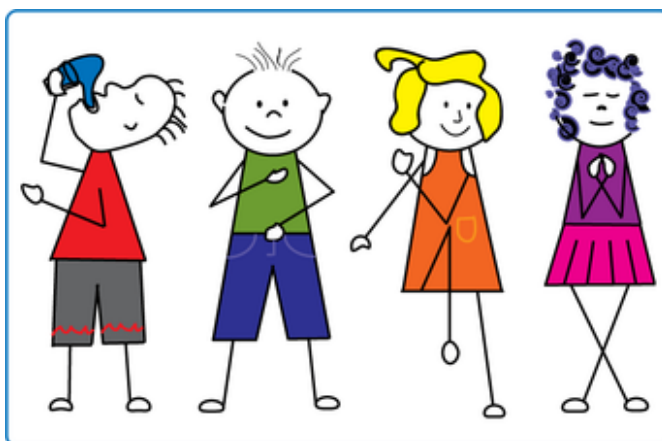
**Backwards:** Bend left knee and put foot behind right leg. Reach back around with right hand and touch left foot. Reverse and put right foot behind your left leg as you touch it with your left hand.

**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 midline of the body such as "Pat-a-Cake" and "Hot Cross Buns."

Dance using streamer ribbons or scarves. Play a music CD and ask children 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

red

orange

pink

blue

green

white

purple

yellow

gray

black

brown