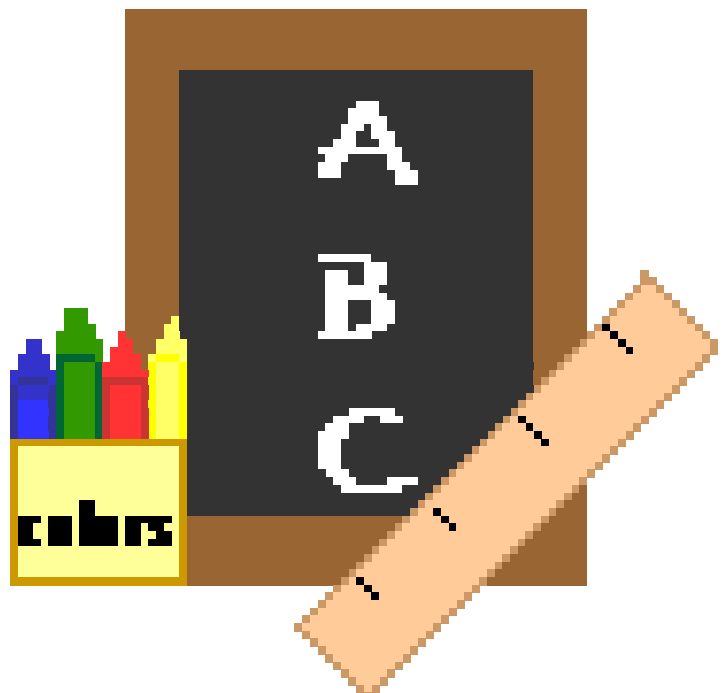


## DEVELOPING FINE MOTOR SKILLS

**A Fun 93-page Activity Book  
Suitable for Prek-2 Learners**

### **Includes:**

- **Cut & Paste**
- **Line Cutting**
- **Shape Cutting**
- **Line Tracing**
- **Shape Tracing**
- **Shape Matching**
- **Number Tracing**
- **Letter Tracing**
- **Dot-2Dot**
- **Mazes**
- **Fun Craft Recipes**
- **Fingerplays**
- **Activities**



# INDEX



INTRODUCTION : DEVELOPING FINE MOTOR SKILLS

A - CUTTING ACTIVITIES

B - PLACING AND PASTING

C - TRACING AND COLOURING

D - SELF-CARE SKILLS

E - FINGER TRACING

F - PRE-WRITING

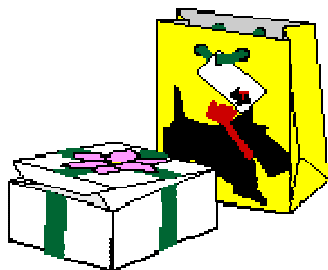
G – WRITING

H – FUN RECIPES

I - FINGERPLAYS

J – LETTER & NUMBER ACTIVITIES

K – NUMBER & COLOUR ACTIVITIES



© Donnette E Davis 2007 St Aiden's Homeschool, South Africa

## INTRODUCTION

### Developing Fine Motor Skills

Fine motor skills can be defined as small muscle movements: those that occur in the finger, in coordination with the eyes. Teaching fine motor skills is similar to teaching other skills because the instructor must always try to be patient and understanding. Fine motor skills won't develop over-night, but with time and practice. Here are some suggestions for developing fine motor skills, and some activities to use to practice them:

#### A. Cutting

Use a thick black line to guide cutting the following:

1. A fringe from a piece of paper
2. Cut off corners of a piece of paper
3. Cut along curved lines
4. Cut lines with a variety of angles
5. Cut figures with curves and angles
6. Cut clay with blunt scissors

#### B. Placing and Pasting

1. Place a variety of forms (eg. blocks, felt, paper, string, yarn, cereal, cotton) on outlines
2. Match shapes, colour, or pictures to a page and paste them within the outlines

#### C. Tracing and Colouring

1. Use a thick black line if needed
2. Trace and then colour shapes, increasing the size and complexity gradually

#### D. Self-Care Skills (not listed in order of difficulty)

1. Buttoning
2. Lacing
3. Tying
4. Fastening Snaps
5. Zipping
6. Carrying
7. Using a screwdriver
8. Locking and unlocking a door
9. Winding a clock
10. Opening and closing jars
11. Vacuuming a rug
12. Rolling out dough or other simple cooking activities
13. Washing plastic dishes
14. Sweeping the floor
15. Dressing
16. Bathing

#### E. Finger Tracing

1. Many times when a child is unable to do a worksheet, it helps to trace the pattern with his finger before he tries it with a pencil.
2. Have the child trace a pattern in sand, cornmeal, finger paint, etc. The textures give the child kinesthetic feedback.

#### F. Pre-Writing

1. Dot-to-dot drawings of pictures, objects, shapes, numbers, letters, etc.
2. Typing exercises
3. Tile and mosaic work
4. Folding activities
5. Fine colouring
6. Have the child do repetitious strokes (with an increasingly smaller writing tool) similar to those found in manuscript or

cursive letters. Emphasize accuracy, spacing and flow or rhythm. Sometimes doing it to music helps.

## G. Writing

1. Have the child write in the air and in front of his eyes (arm outstretched) with his finger.
2. To increase his tactile awareness, have him trace over letters on textured surfaces. Have him manipulate 3-dimensional letters when blindfolded.
3. When a writing tool is introduced, letters which involve similar strokes should be taught first (moving simple to complex). Next, combinations of letters in short words, sentences and finally spontaneous writing. (Remember to use words which are within the child's reading vocabulary).

Things to remember:

Upright working surfaces promote fine motor skills. Examples of these are: vertical chalkboards; easels for painting; flannel boards; lite bright; magnet boards (or fridge); windows and mirrors; white boards, etc. Kids can also make sticker pictures; do rubber ink-stamping; use reuseable vinyl stickers to make pictures; complete puzzles with thick knobs; use magna-doodle and etch-a-sketch as well. The benefits for these include: having the child's wrist positioned to develop good thumb movements; they help develop good fine motor muscles; the child is using the arm and shoulder muscles.

If at all possible the shapes and pictures that are to be coloured and cut out should be printed on thin cardstock, which make for a sturdier handling capacity for little hands.

In general, it is more fun to learn while you play. Keep that in mind when teaching fine motor skills. Try to incorporate activities like dress-up to teach zipping and buttons; card creations to practice writing or tracing skills; cutting and pasting to make a creation other than just a plain piece of paper, etc. Be creative and have fun!

Age Rating : All children develop as individuals. Parents and caregivers should use the age ratings below as a guideline, taking the abilities, temperament and interests of their children into account.

- ✚ Ages 5+ Easy cut and paste project for early grade school children learning about the seasons.
- ✚ Ages 4+ Can complete the entire project with little guidance.
- ✚ Age 3 Cutting out the cards will be an appropriate challenge. Some guidance will be required in assembly.
- ✚ Age 2 Will enjoy applying glue and pasting the cards into the appropriate squares with guidance.
  - Will likely not be able to cut out the cards,
  - Will enjoy cutting the scraps up into tiny pieces -- copying the adult who is cutting out the cards.

Preschool children are encouraged to practice scissor cutting to strengthen hand muscles and coordination for later skills such as writing. Fine motor skills (those skills that involve the small muscle movements of his hands and fingers in coordination with his eyes) are developed through cut and paste activities.

If an aspect of the project is frustrating to the child provide assistance - try to keep things fun. Sing songs, read stories or watch shows about the seasons to supplement the project - again focusing on extra activities that the child enjoys to help keep them motivated.

### Activities with Fine Motor Manipulatives

Pre-kindergartners benefit from experiences that support the development of fine motor skills in the hands and fingers. Children should have strength and dexterity in their hands and fingers before being asked to manipulate a pencil on paper. Working on dexterity and strength first can eliminate the development of an inappropriate pencil grasp, which is becoming more commonplace as young children are engaged in writing experiences before their hands are ready. The following activities involve the use of manipulatives which will support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

## Fine Motor Activities

- Moulding and rolling play dough into balls - using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Rolling play dough into tiny balls (peas) using only the finger tips.
- Using pegs or toothpicks to make designs in play dough.
- Cutting play dough with a plastic knife or with a pizza wheel by holding the implement in a diagonal volar grasp. (see attached diagram)
- Tearing newspaper into strips and then crumpling them into balls. Use to stuff scarecrow or other art creation.
- Scrunching up 1 sheet of newspaper in one hand. This is a super strength builder.
- Using a plant sprayer to spray plants, (indoors, outdoors) to spray snow (mix food colouring with water so that the snow can be painted), or melt "monsters". (Draw monster pictures with markers and the colours will run when sprayed.)
- Picking up objects using large tweezers such as those found in the "Bedbugs" game. This can be adapted by picking up Cheerios, small cubes, small marshmallows, pennies, etc., in counting games.
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in an erector set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni, etc.
- Using eye droppers to "pick up" coloured water for colour mixing or to make artistic designs on paper.
- Rolling small balls out of tissue paper, and then gluing the balls onto construction paper to form pictures or designs.
- Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
- Making pictures using stickers or self-sticking paper reinforcements.
- Playing games with the "puppet fingers" -the thumb, index, and middle fingers. At circle time have each child's puppet

fingers tell about what happened over the weekend, or use them in songs and finger plays.

### **Scissor Activities**

When scissors are held correctly, and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to manipulate a pencil in a mature tripod grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.

- Cutting junk mail, particularly the kind of paper used in magazine subscription cards.
- Making fringe on the edge of a piece of construction paper.
- Cutting play dough with scissors.
- Cutting straws or shredded paper.

### **Sensory Activities**

The following activities ought to be done frequently to increase postural muscle strength and endurance. These activities also strengthen the child's awareness of his/her hands.

- Wheelbarrow walking, crab walking
- Clapping games (loud/quiet, on knees together, etc.)
- Catching (clapping) bubbles between hands
- Pulling off pieces of thera-putty with individual fingers and thumb

Drawing in a tactile medium such as wet sand, salt, rice, or "goop". Make "goop" by adding water to cornstarch until you have a mixture similar in consistency to toothpaste. The "drag" of this mixture provides feedback to the muscle and joint receptors, thus facilitating visual motor control.

Picking out small objects like pegs, beads, coins, etc., from a tray of salt, sand, rice, or putty. Try it with eyes closed too. This helps develop sensory awareness in the hands.



## Midline Crossing

Establishment of hand dominance is still developing at this point. The following activities will facilitate midline crossing:

- Encourage reaching across the body for materials with each hand. It may be necessary to engage the other hand in an activity to prevent switching hands at midline.
- Refrain specifically from discouraging a child from using the left hand for any activity. Allow for the natural development of hand dominance by presenting activities at midline, and allowing the child to choose freely.
- Start making the child aware of the left and right sides of his body through spontaneous comments like, "kick the ball with your right leg." Play imitation posture games like "Simon Says" with across the body movements.
- When painting at easel, encourage the child to paint a continuous line across the entire paper- also from diagonal to diagonal.

This information was obtained via various professionals & internet resources.

## **Section A. Cutting**

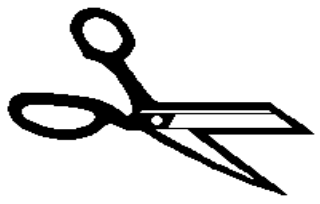
Use the following activity pages to guide your child through cutting. Adult supervision required. In most instances encourage the child to cut along the solid line from one edge of the page to the other. As your child progresses you will find cutting activities with dotted lines, dots and then finally "points".

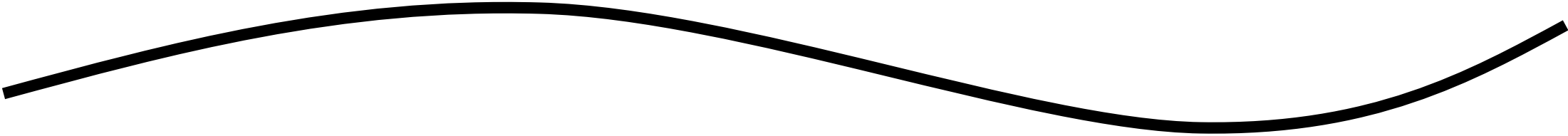
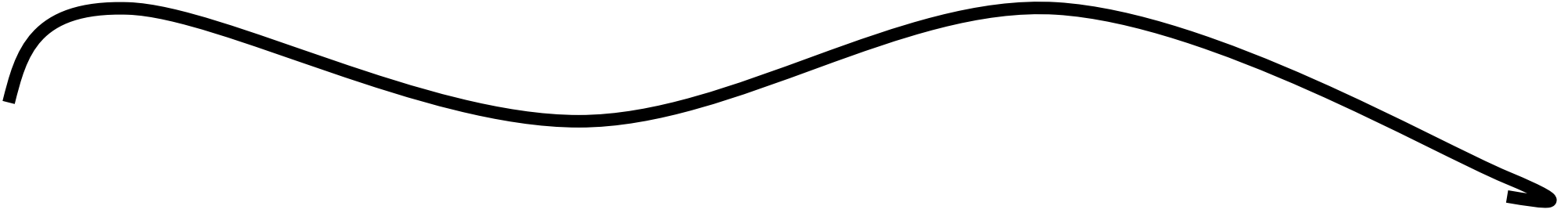
Print as many pages as is required until your child is comfortable holding the scissors and can trace & cut along the lines with confidence.

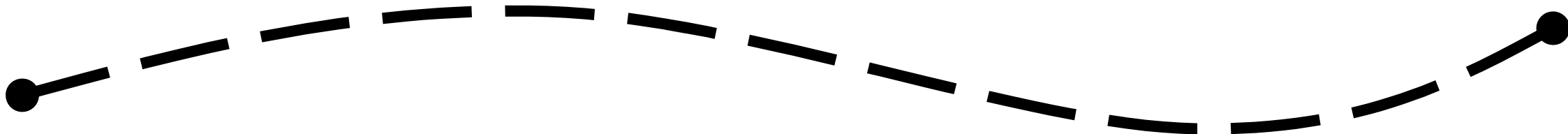
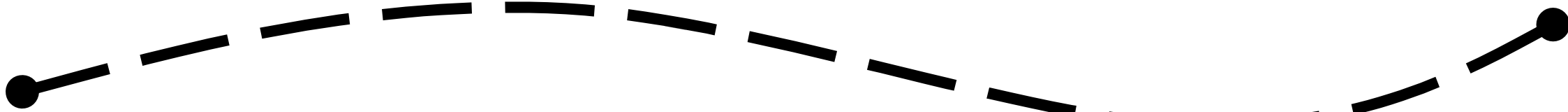
If at all possible the shapes and pictures that are to be coloured and cut out should be printed on thin cardstock, which make for a sturdier handling capacity for little hands.

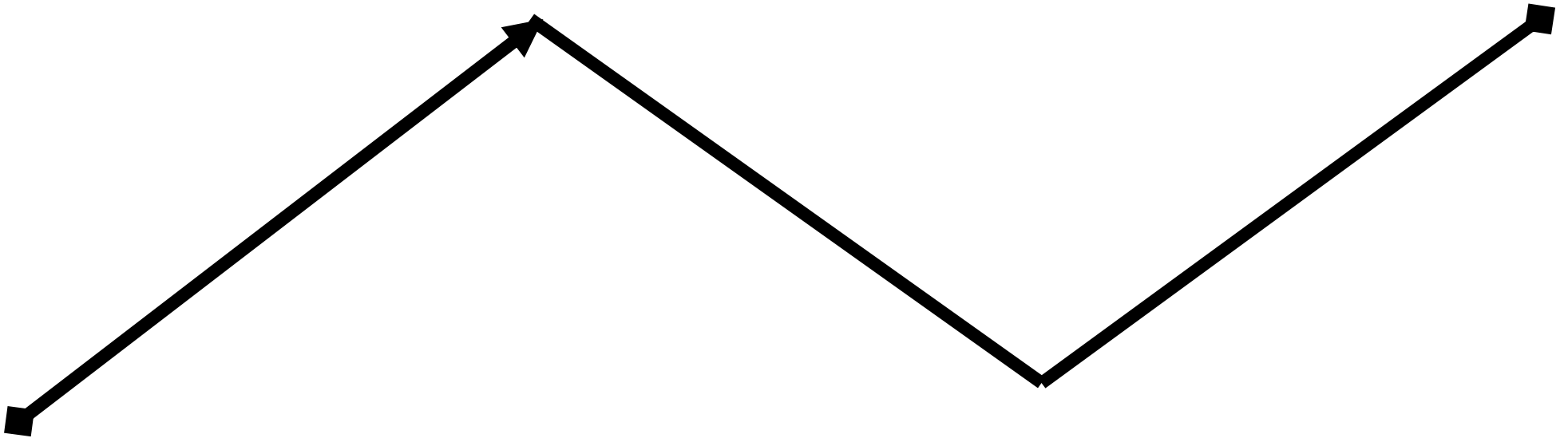
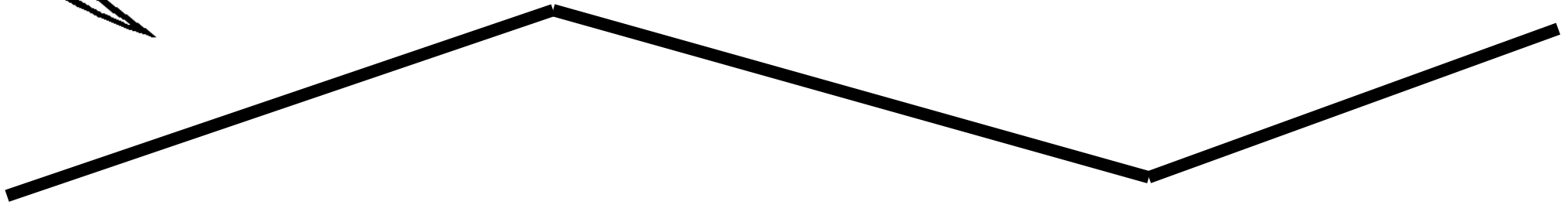
For your convenience, each page will be printed separately from instructions pages so that you can choose & print pages as you need them. Have fun!

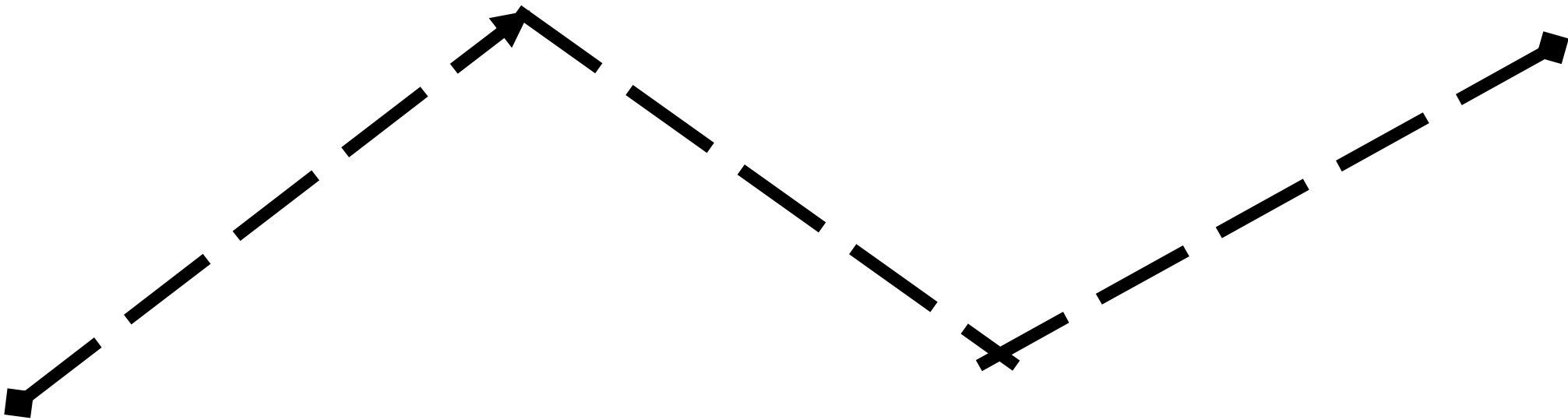
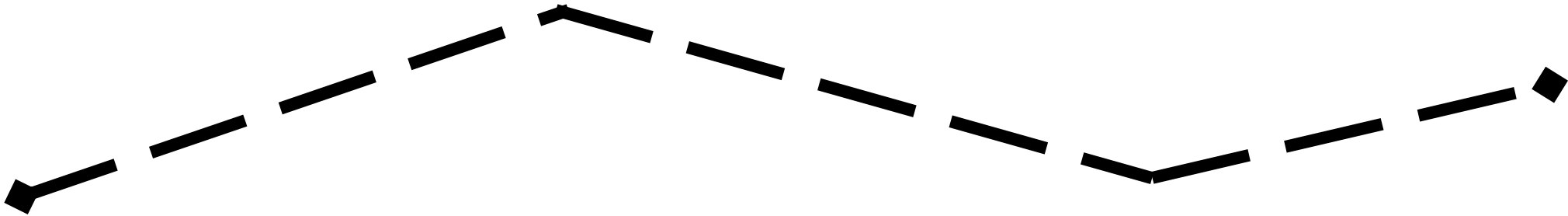




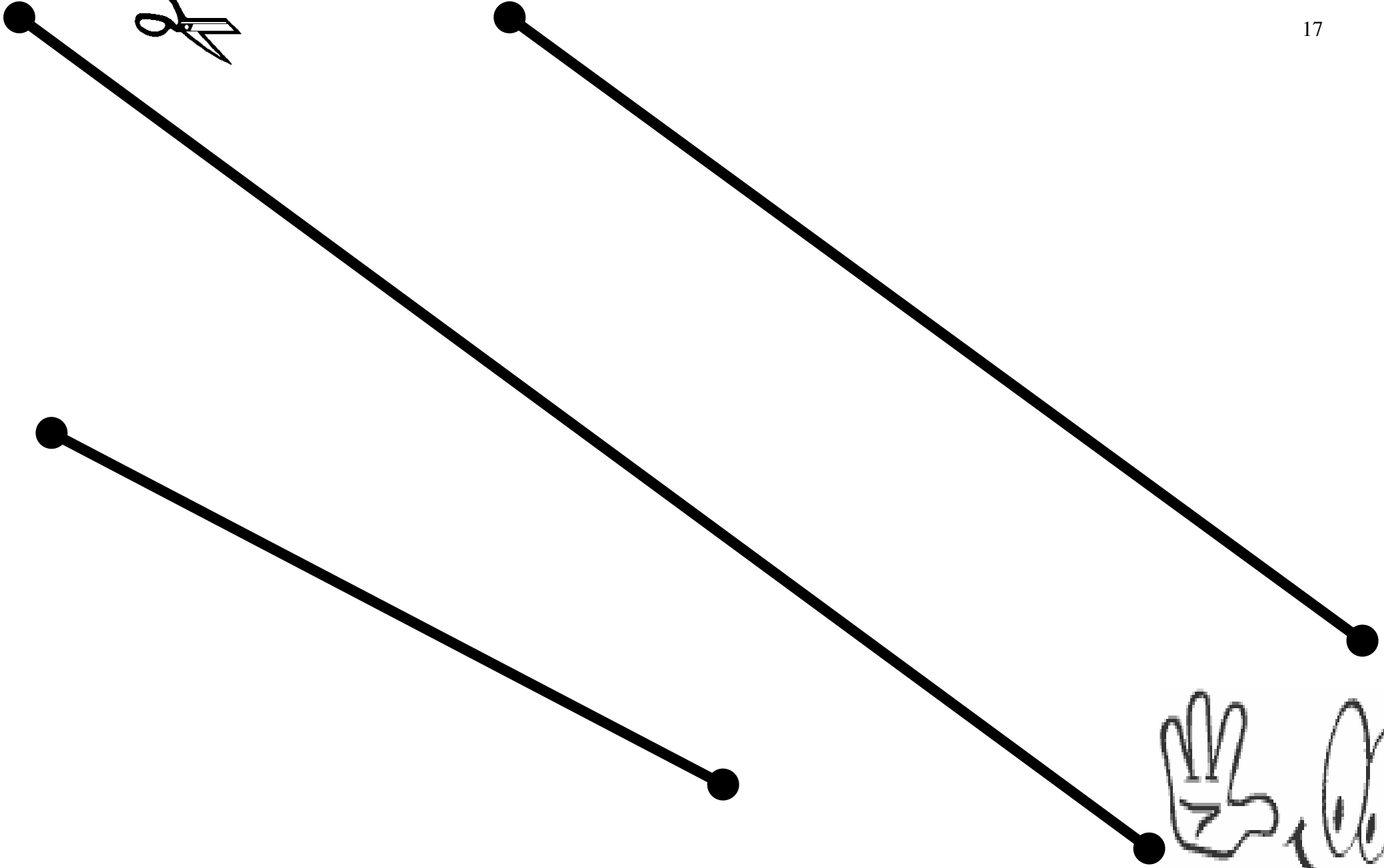




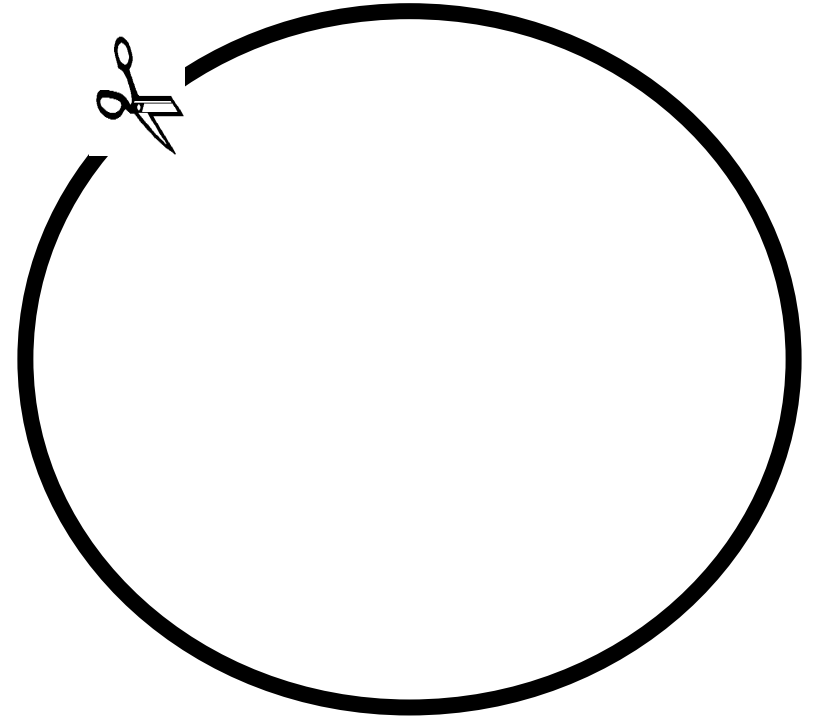
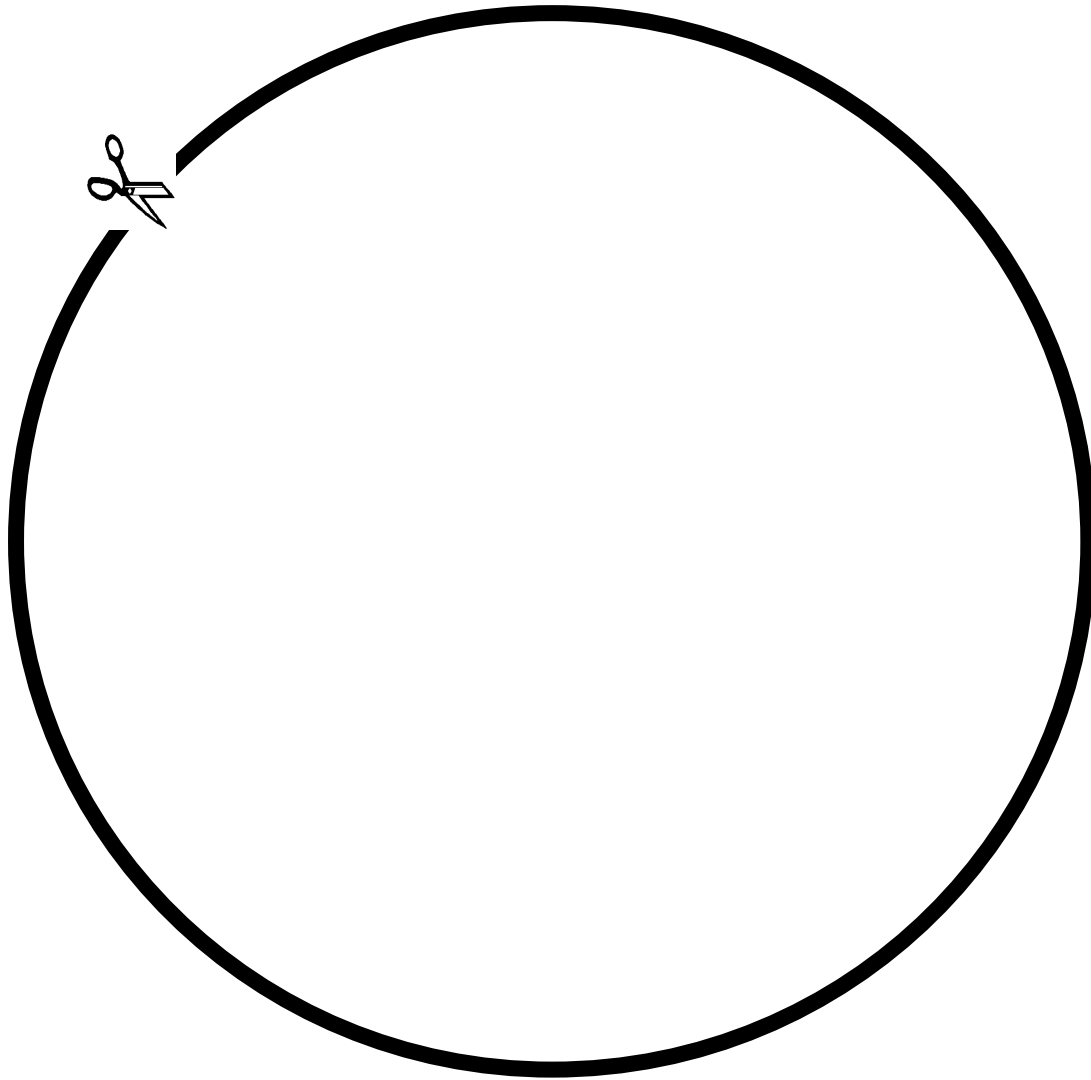


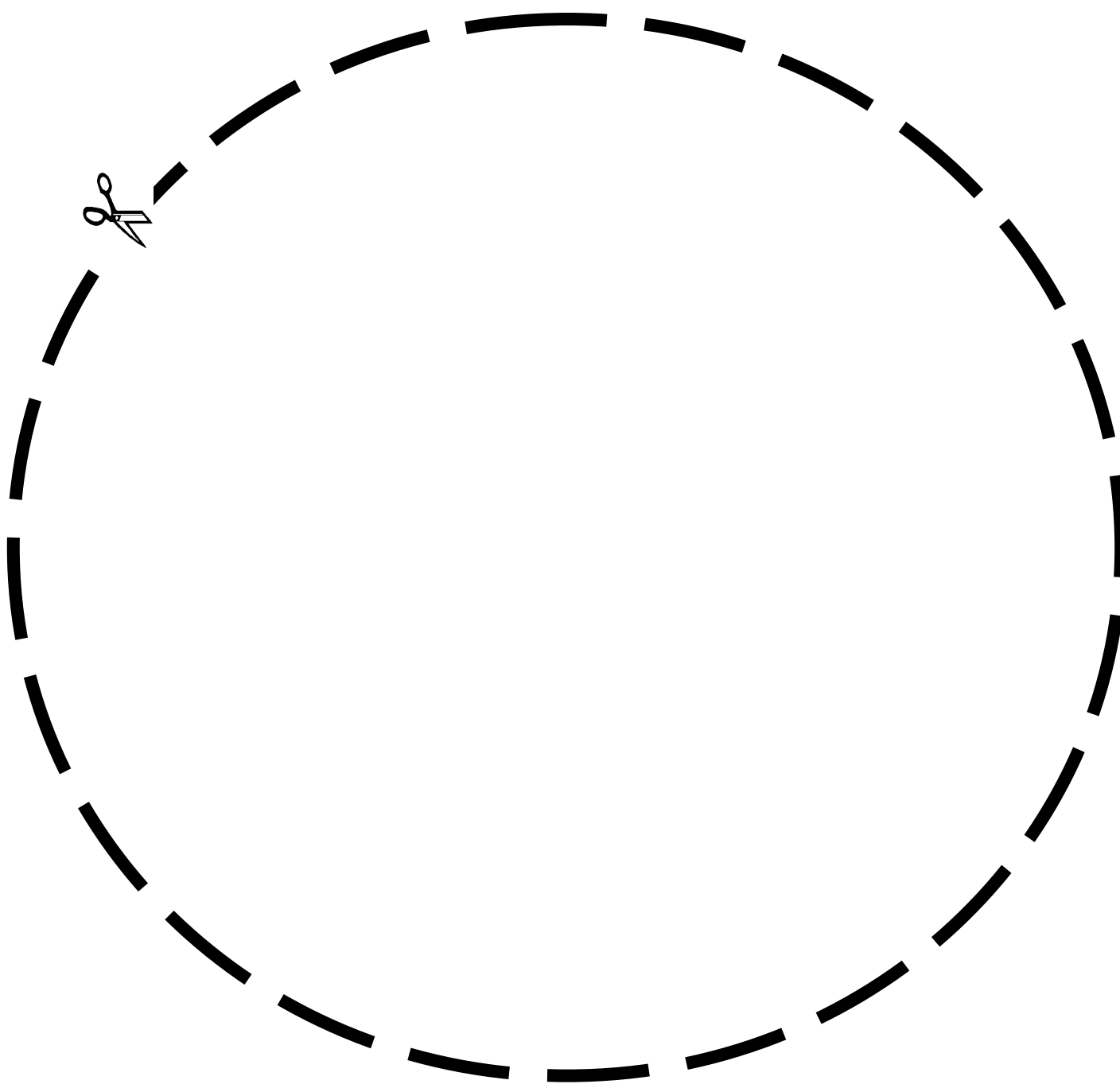


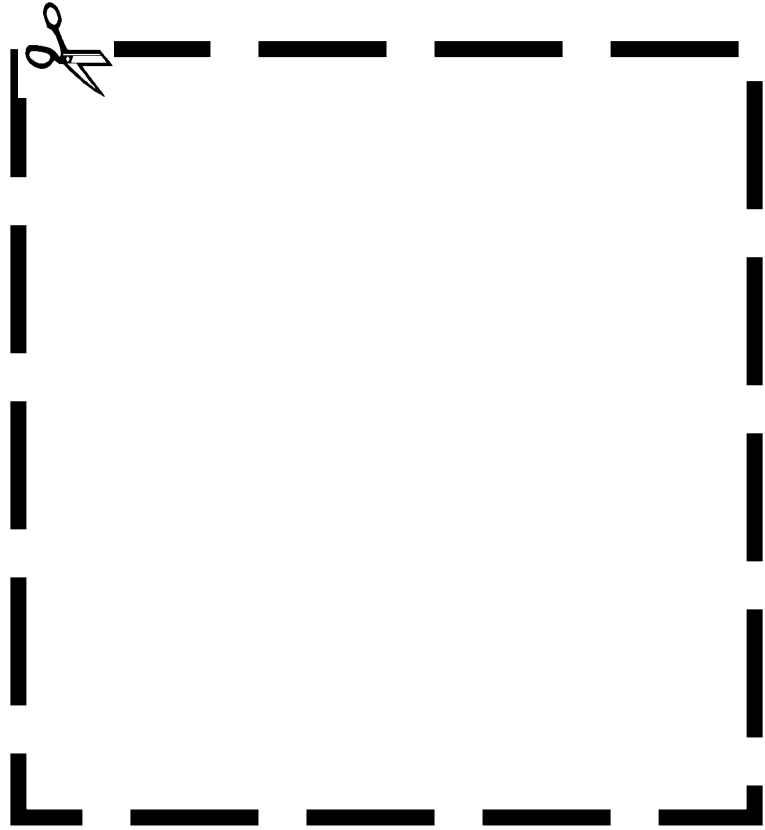
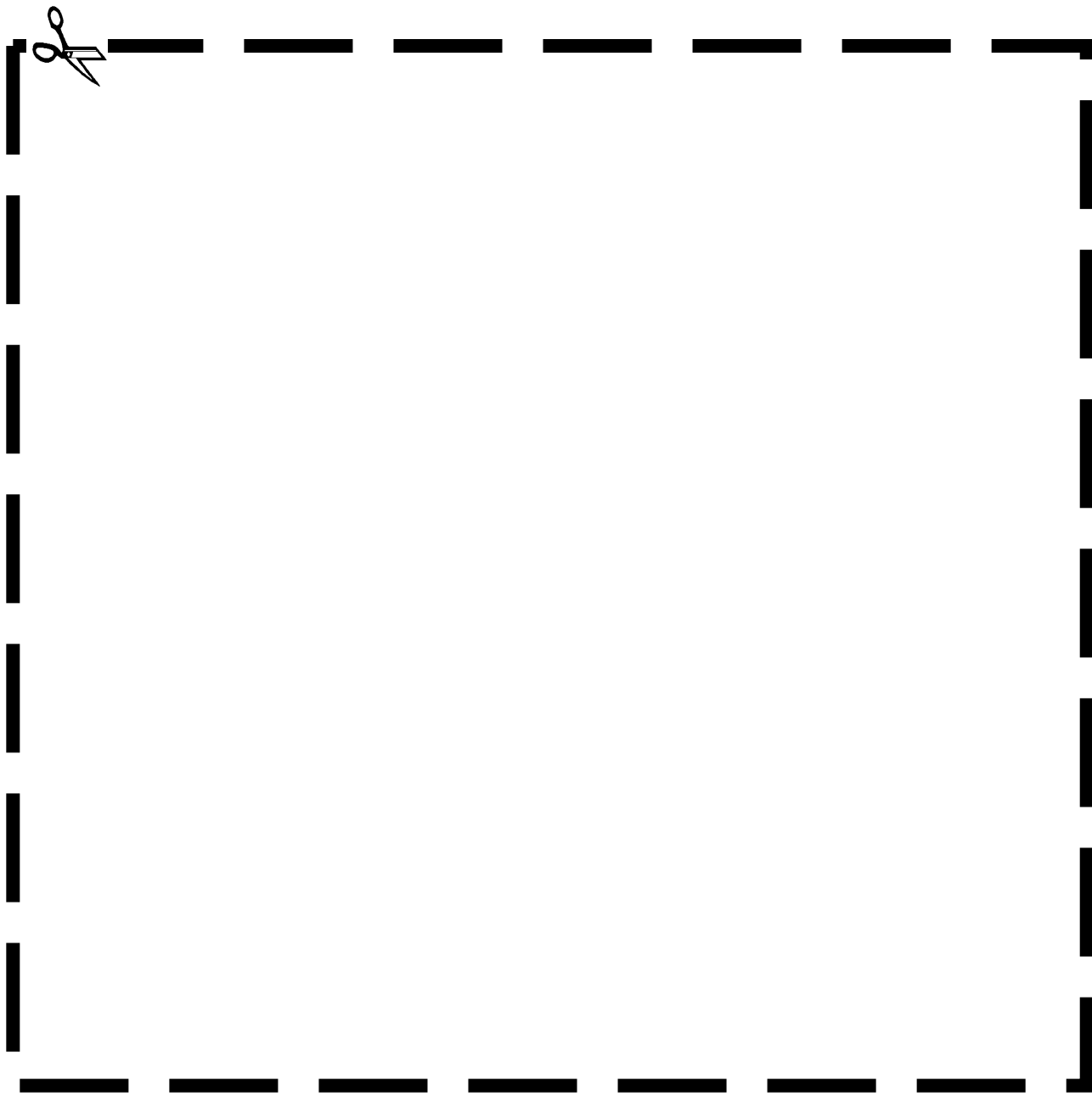




Now we will try cutting basic shapes. Colour in the shapes before cutting them out.



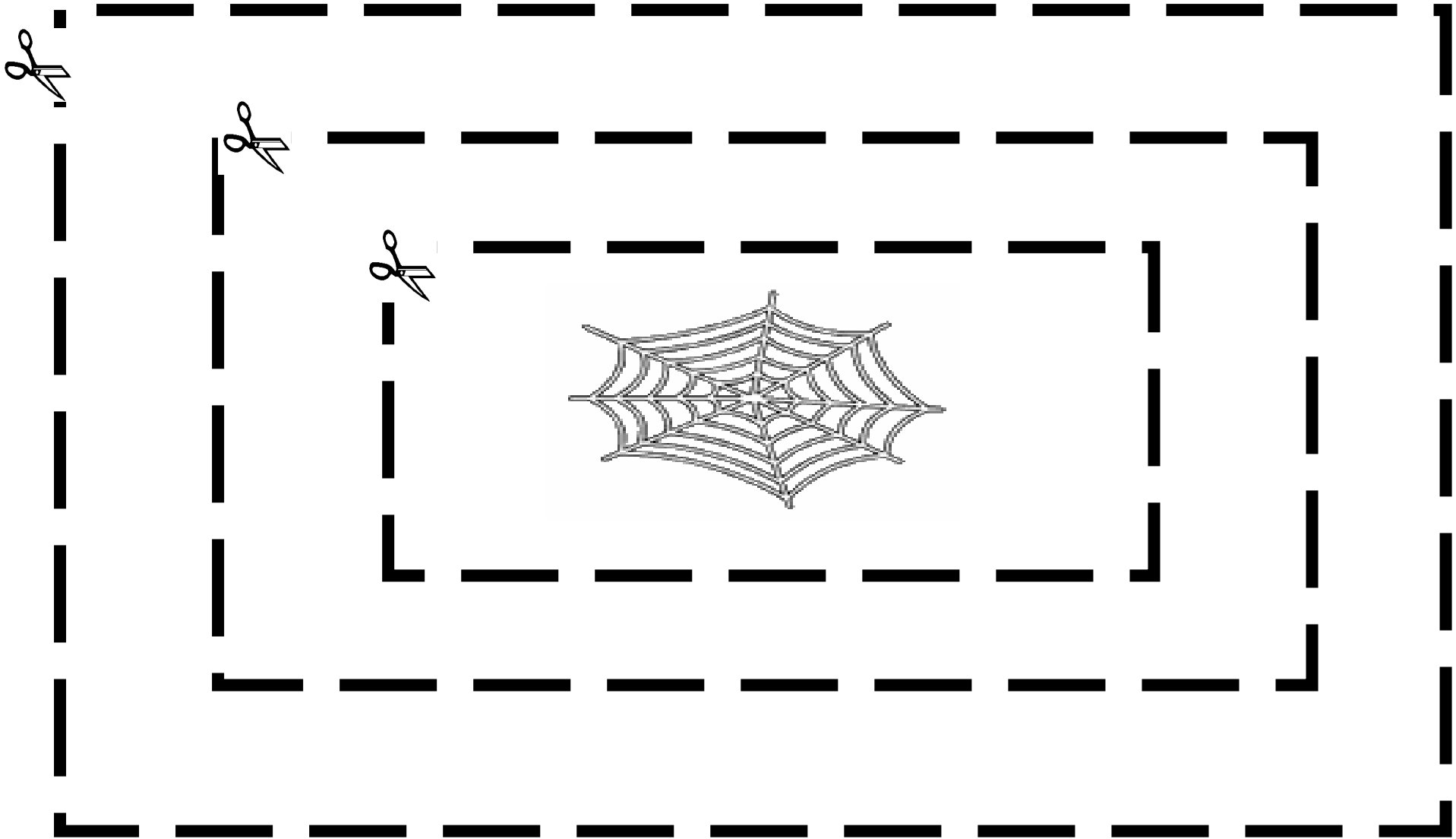


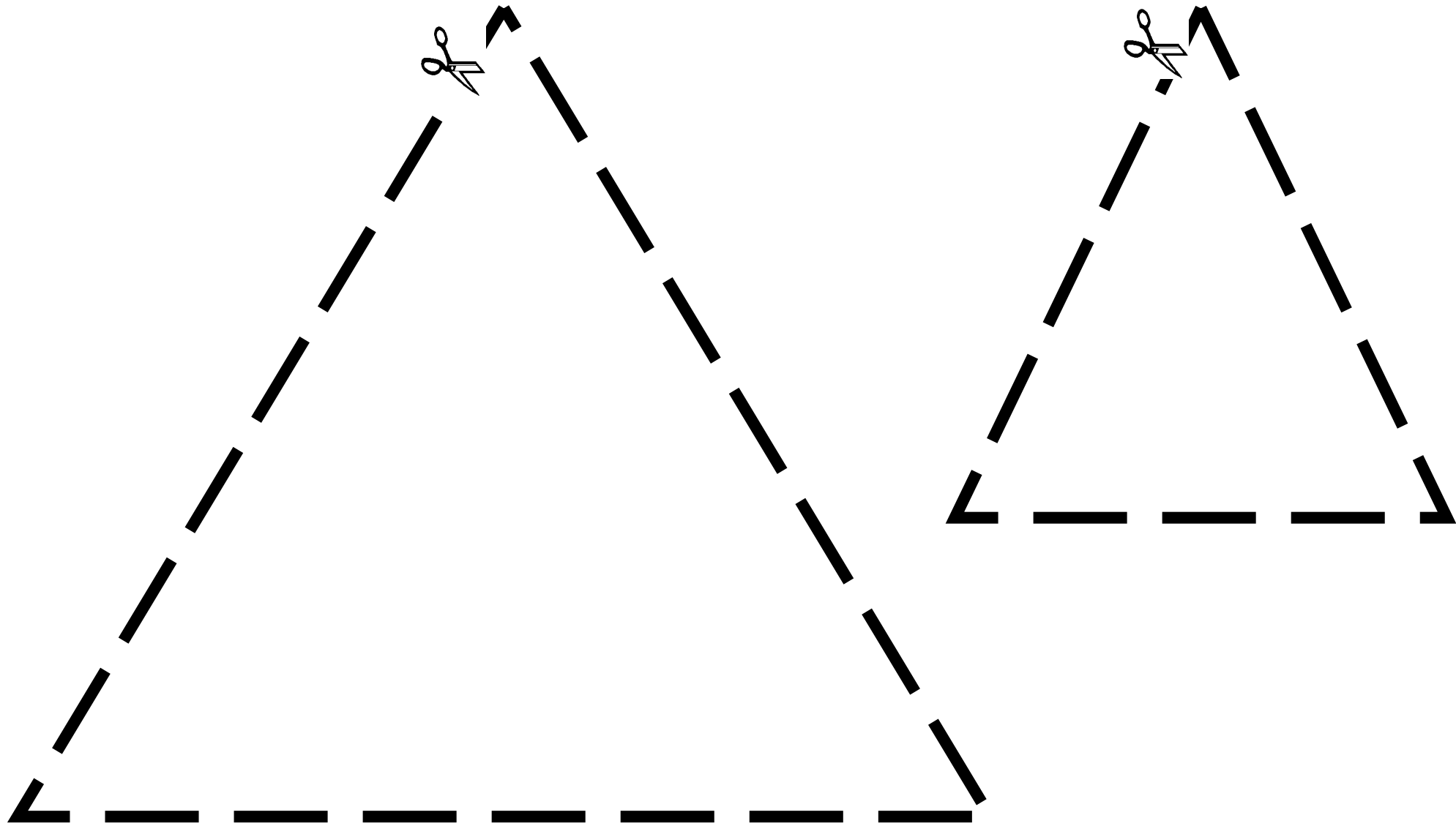


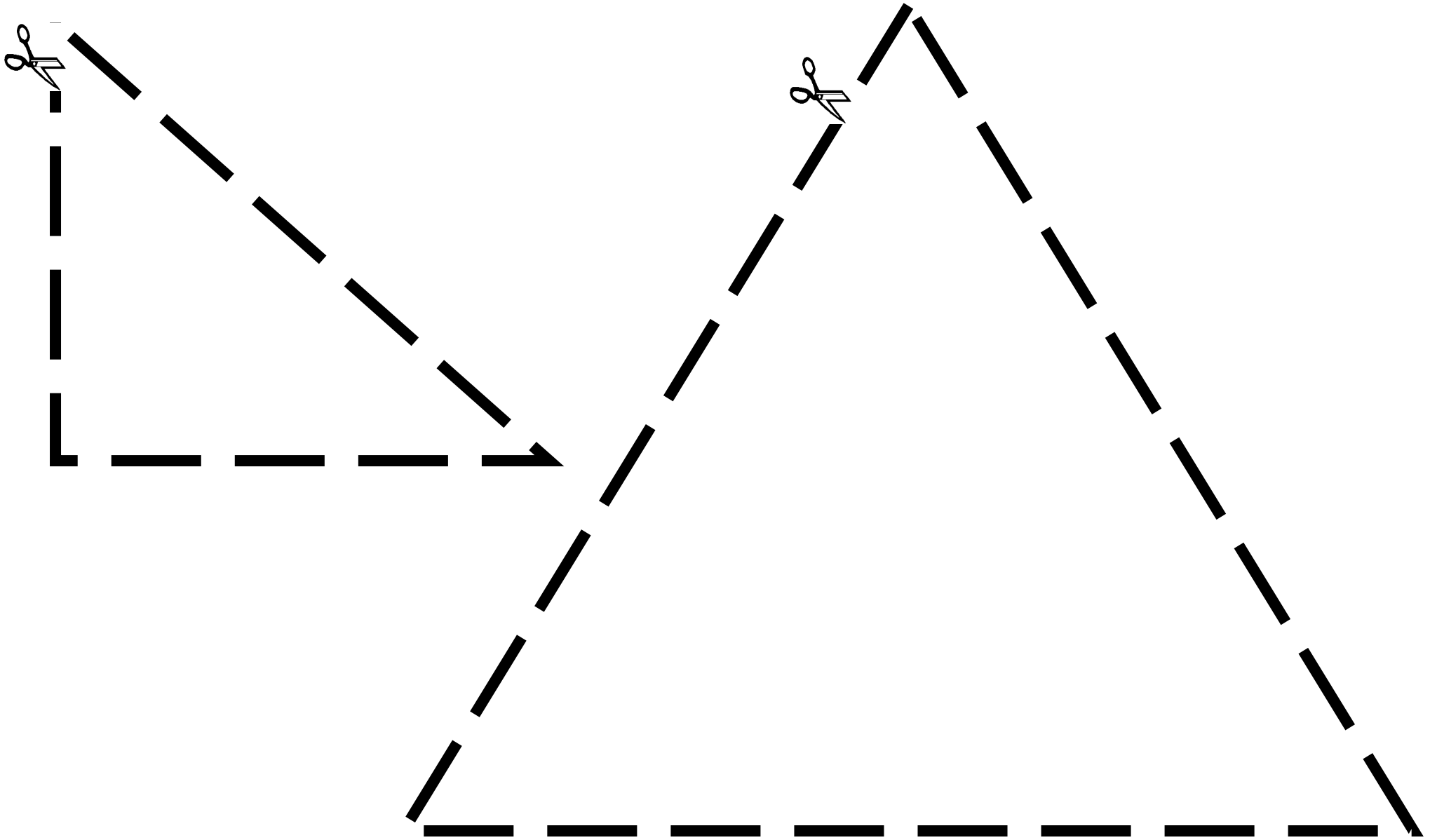




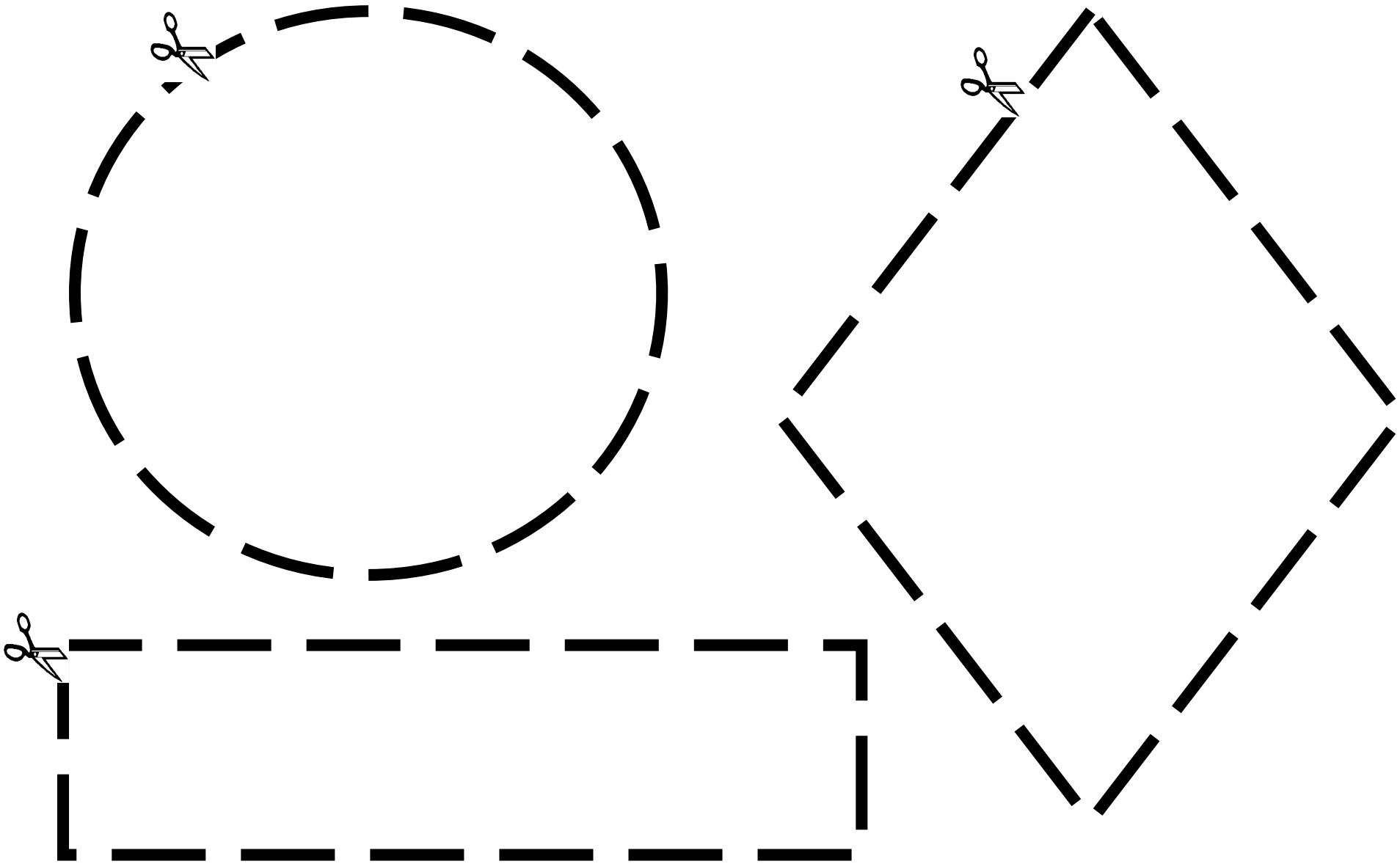
Start this cutting exercise with the largest rectangle, and then when that has been cut, try cutting out the smaller shapes, one by one until you reach the spider web.







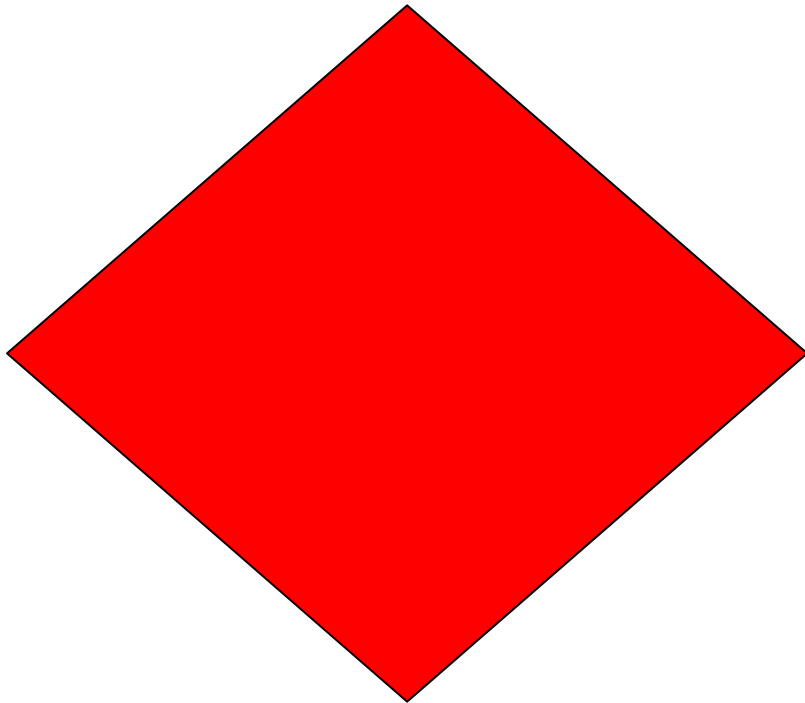
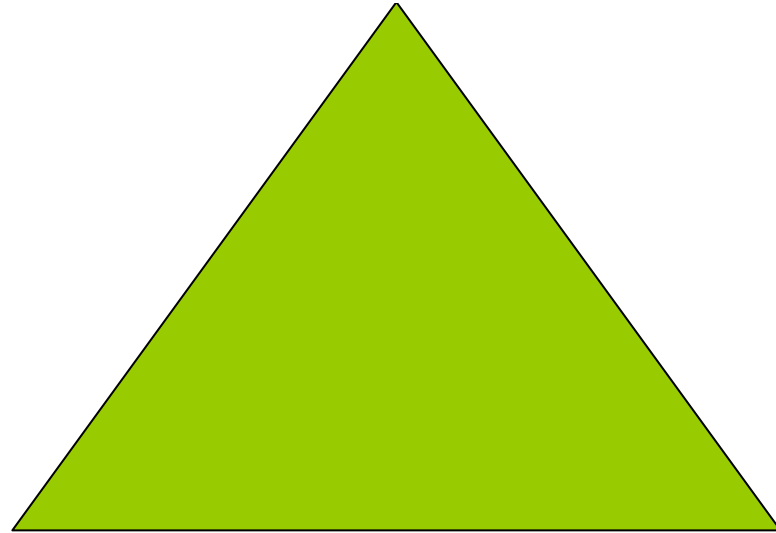
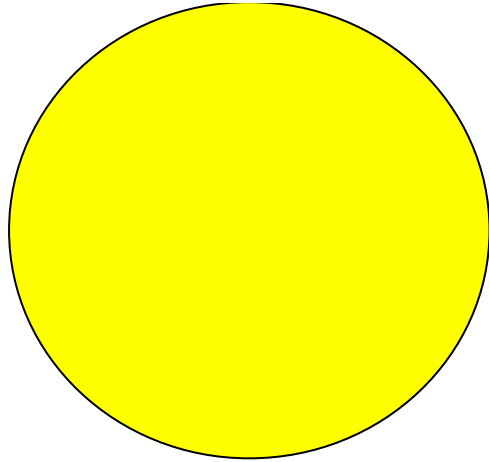


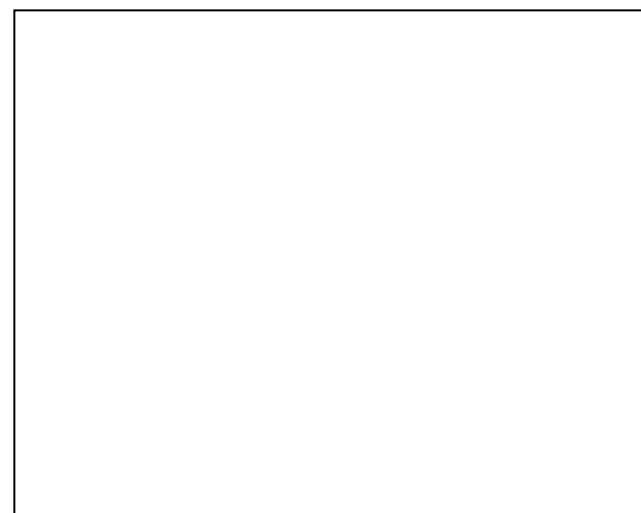
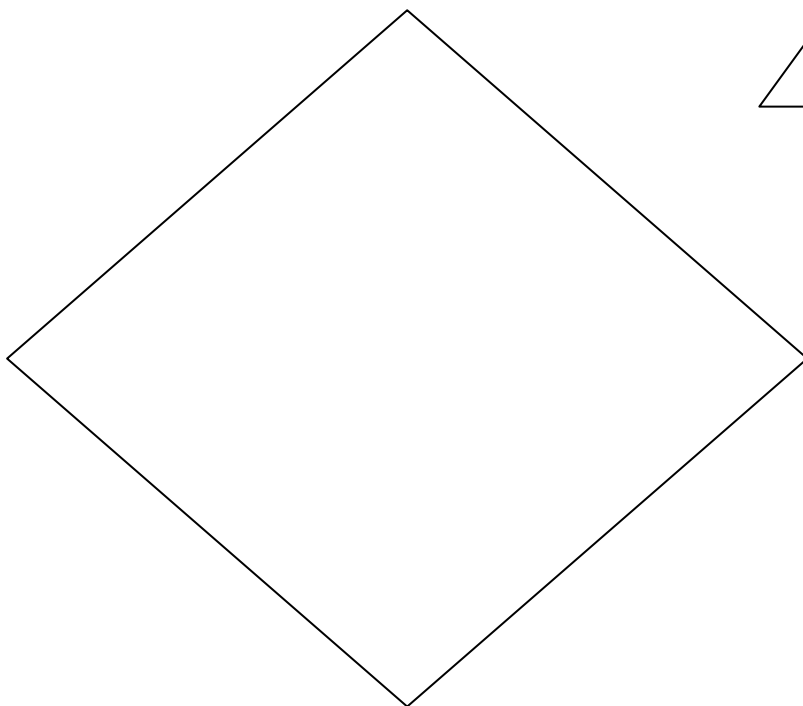
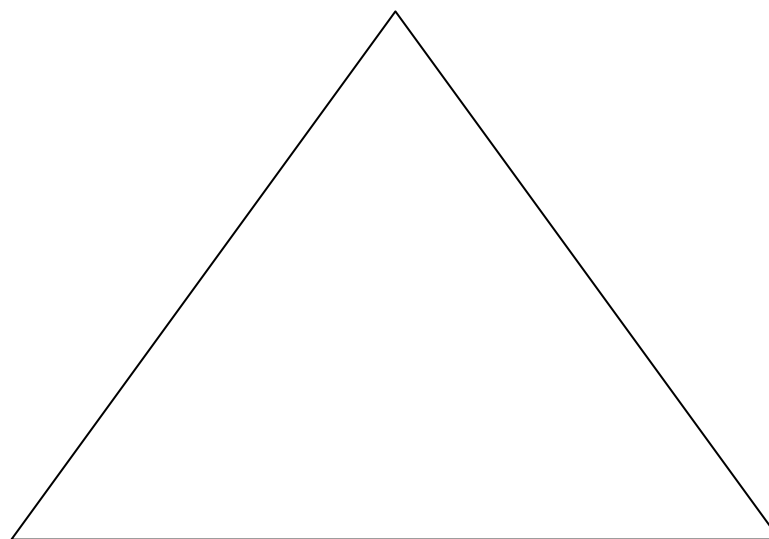
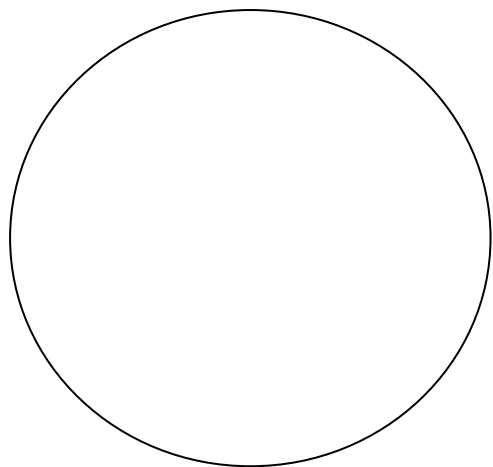


## SECTION B. Cutting, Placing and Pasting

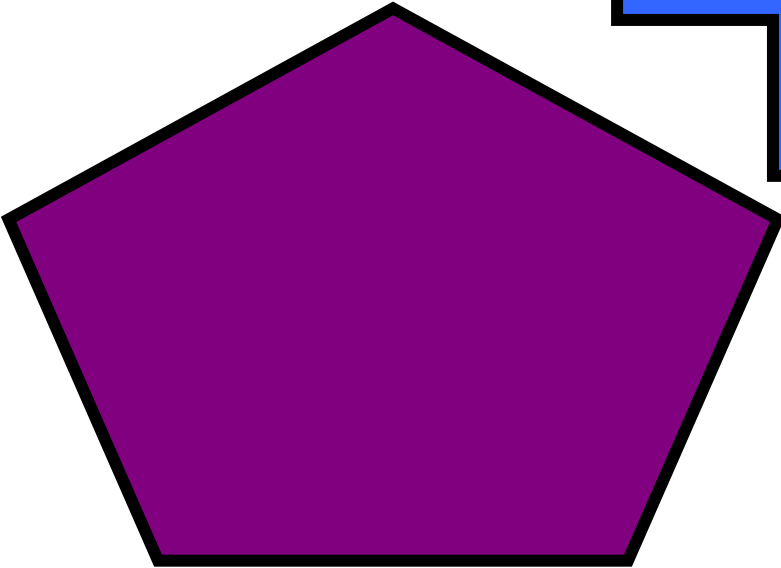
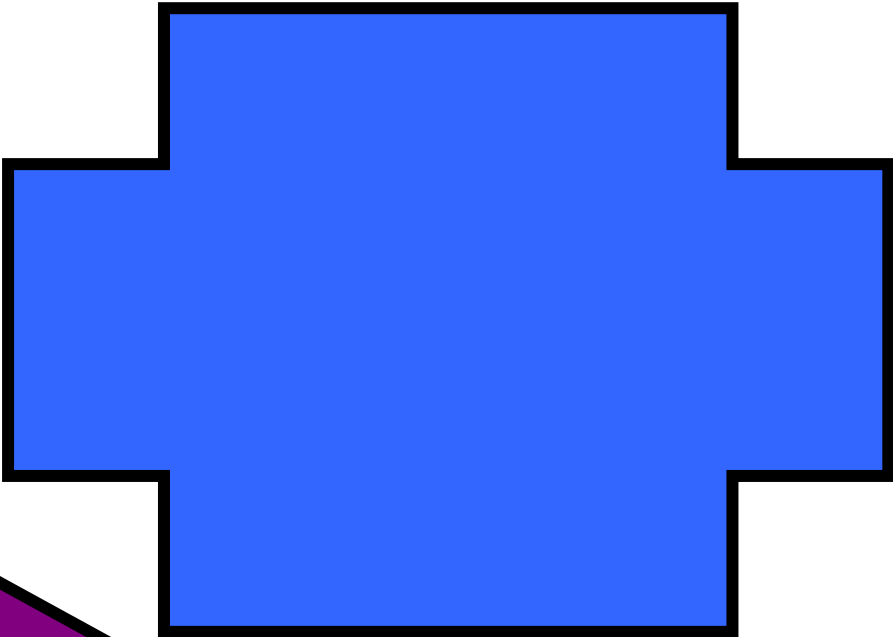
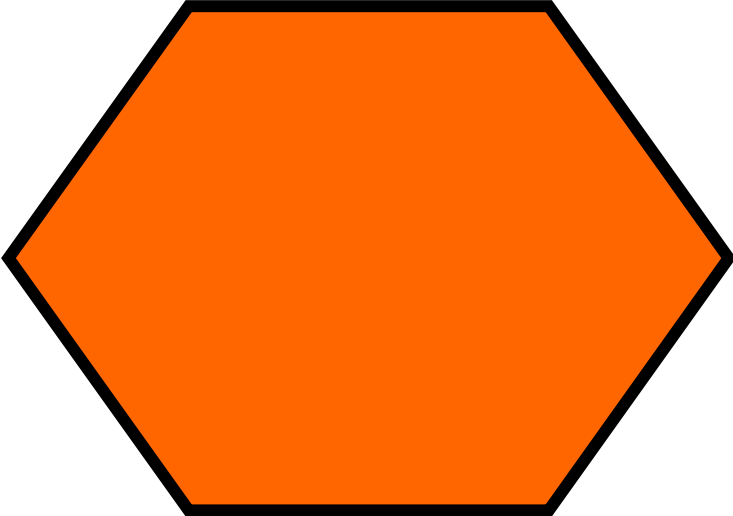
1. Place a variety of forms (eg. blocks, felt, paper, string, yarn, cereal, cotton) on outlines
2. Match shapes, colour, or pictures to a page and paste them within the outlines

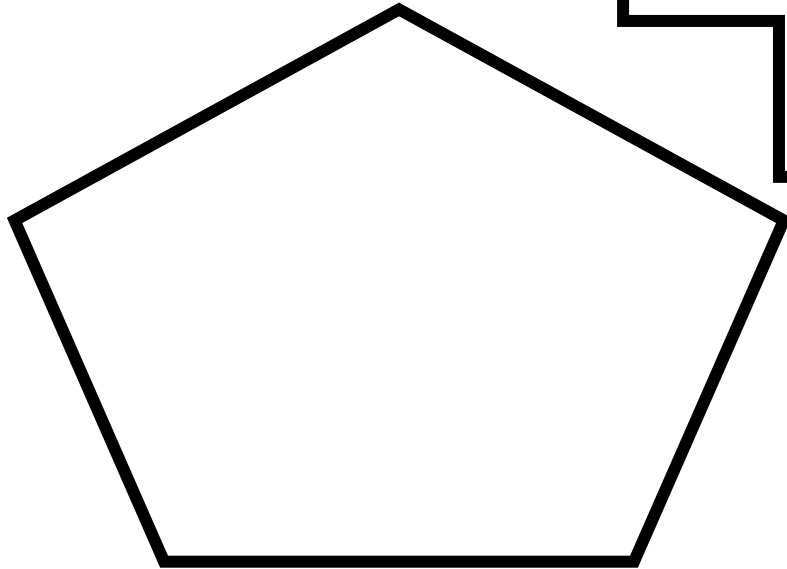
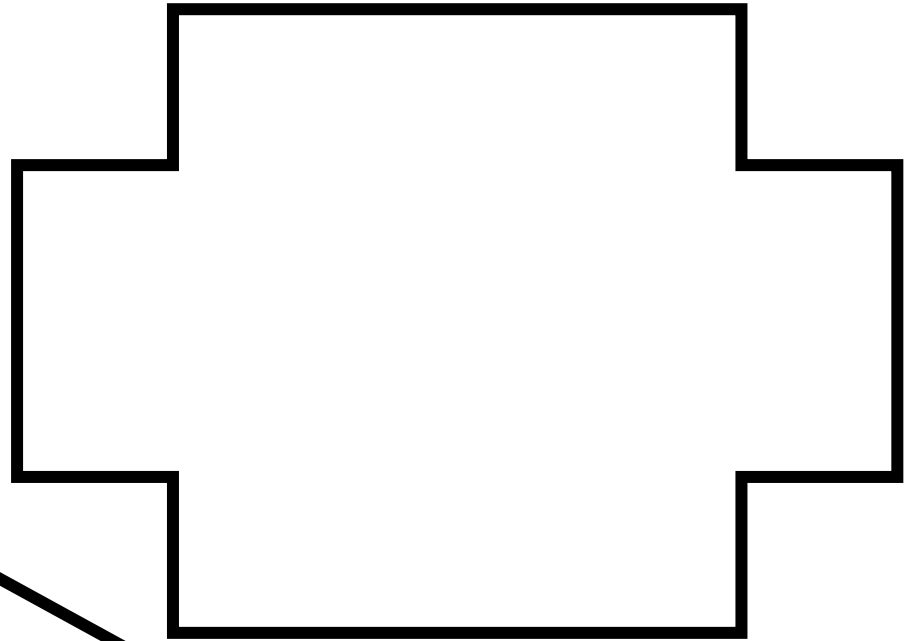
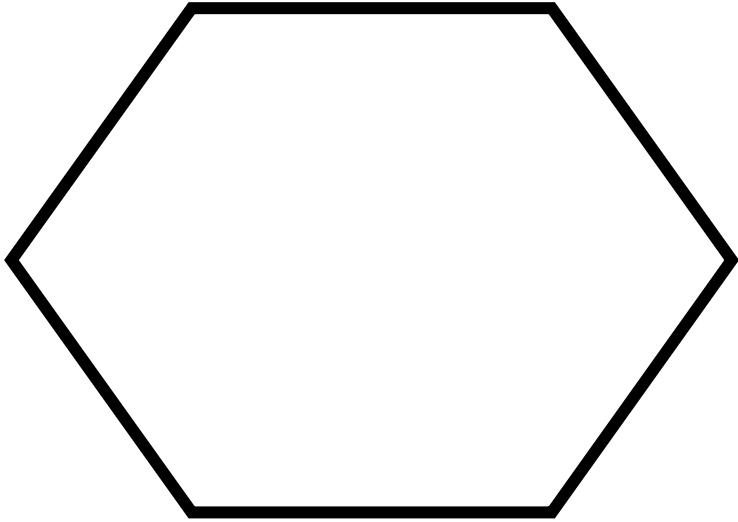
Cut out the shapes on this page. Paste them on the next page in the spaces of the shapes that match. Have fun!



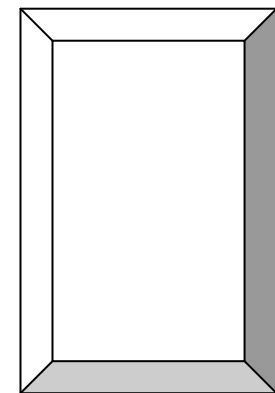
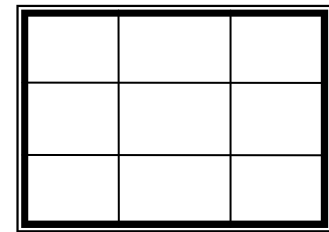
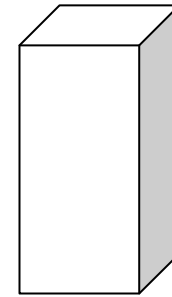
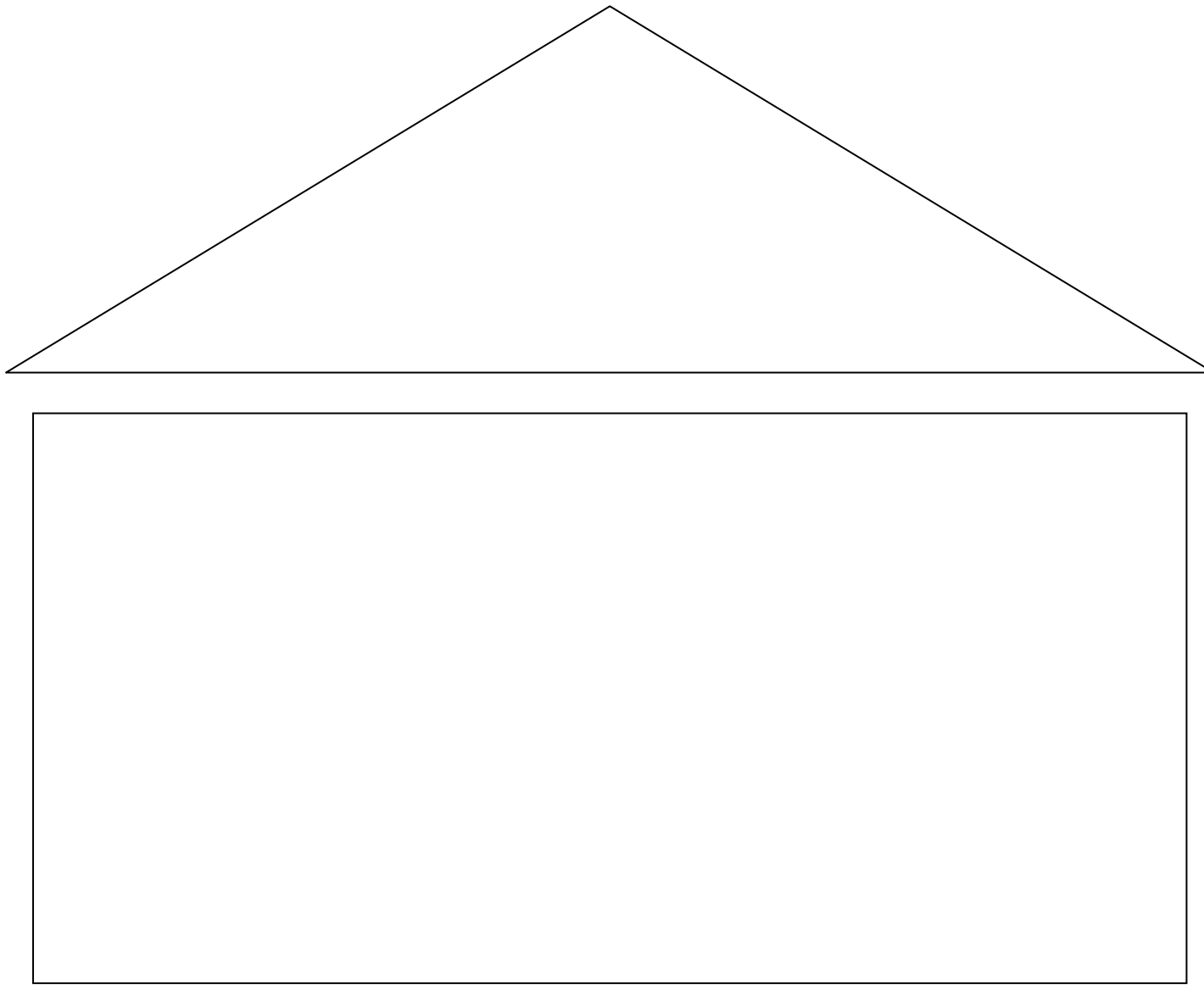


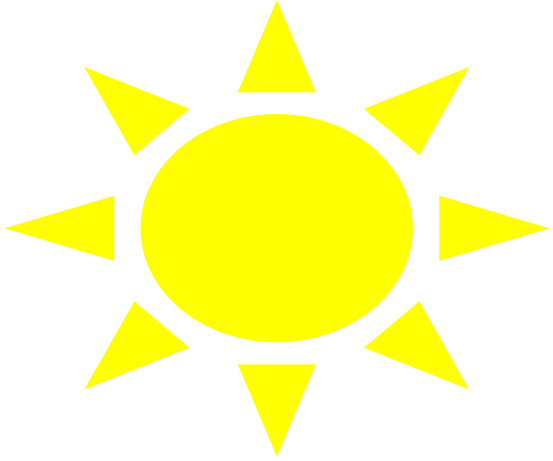
Now we will cut out the shapes on this page and paste them on the correct corresponding shapes on the following page





This is a little more tricky. Cut out the shapes and paste them on the following page to form a picture.





## FRINGING

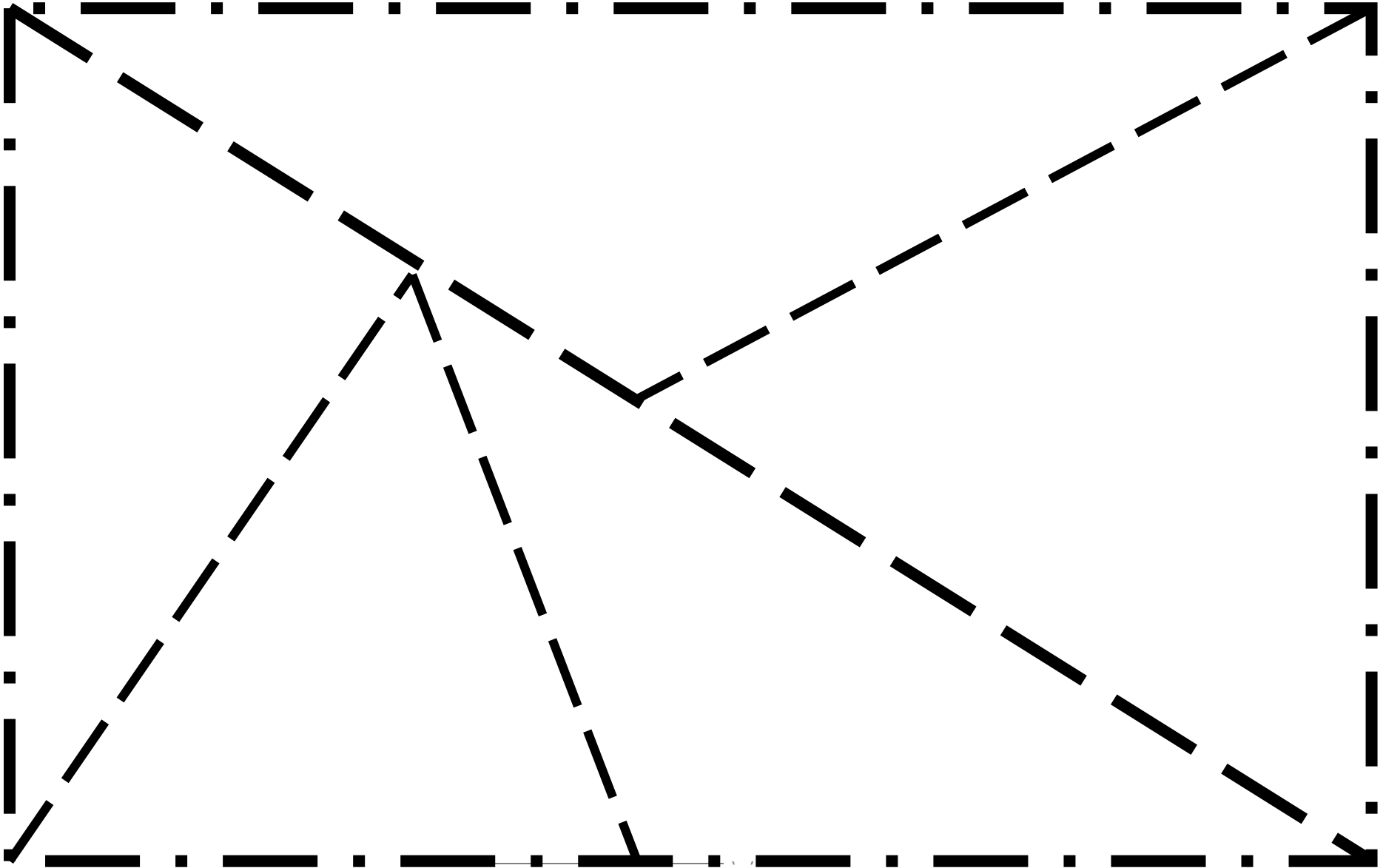
Cut out the rectangle below. Cut on the lines of all the little rectangles WITHOUT cutting them off. In other words just cut on either side of the little rectangle but not on the line that joins it to the main rectangle. This will give the big rectangle a fringe, kind of like hair ☺



Cut only along the dotted lines



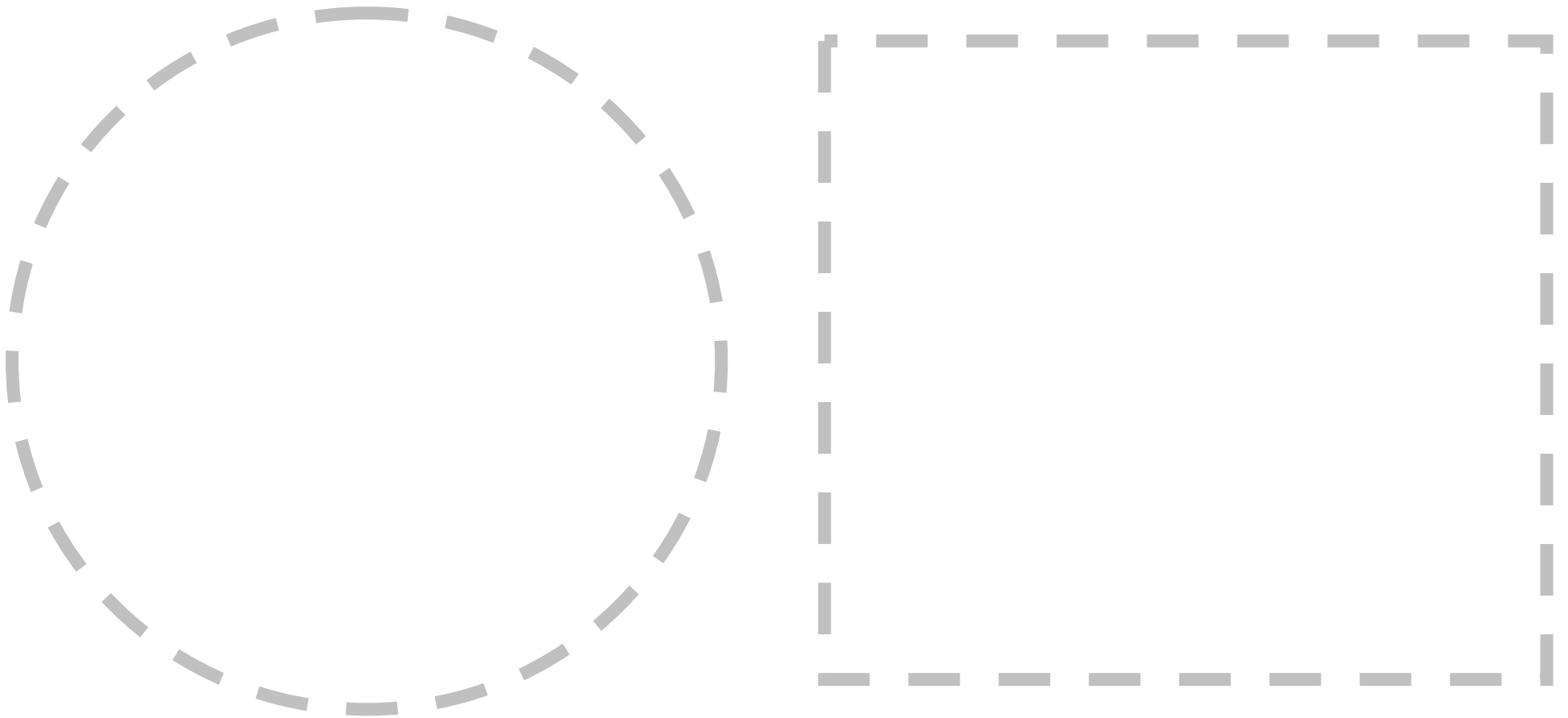
First colour all the different triangles, cut them out and then fit them like a jigsaw puzzle and paste them on the following page to complete the square.



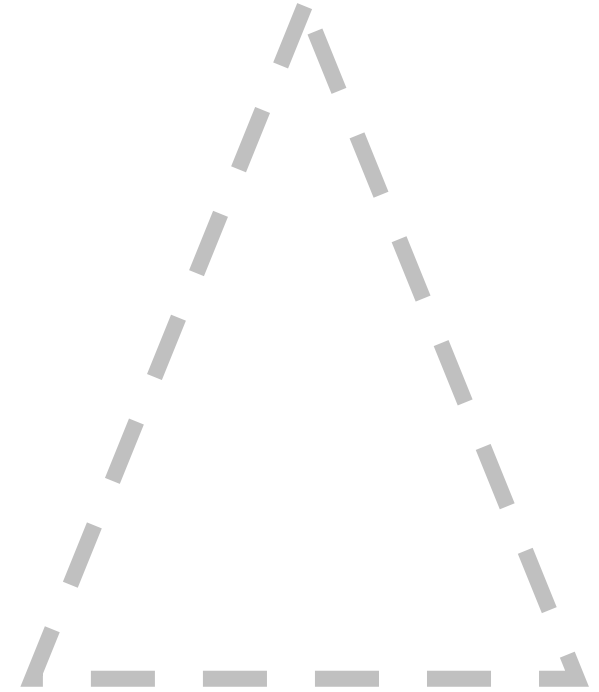
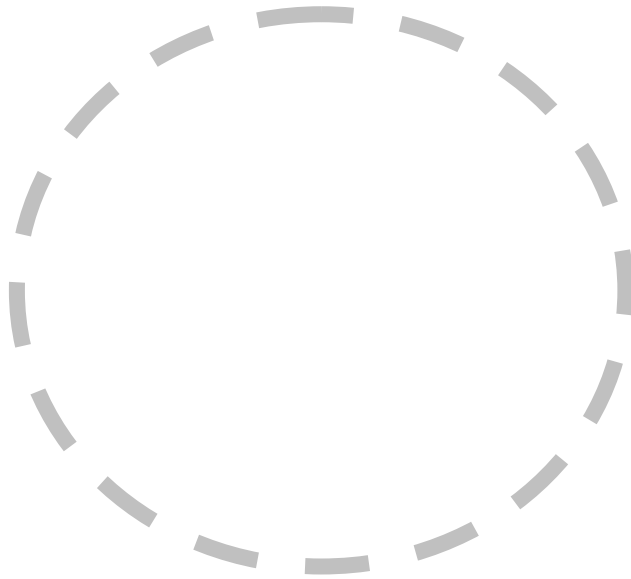
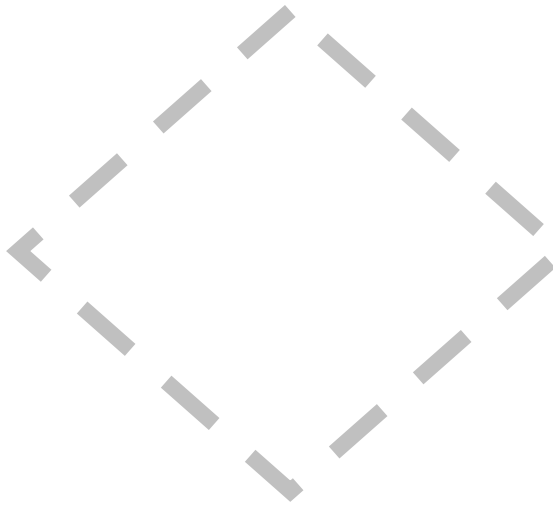


## SECTION C. Tracing and Colouring

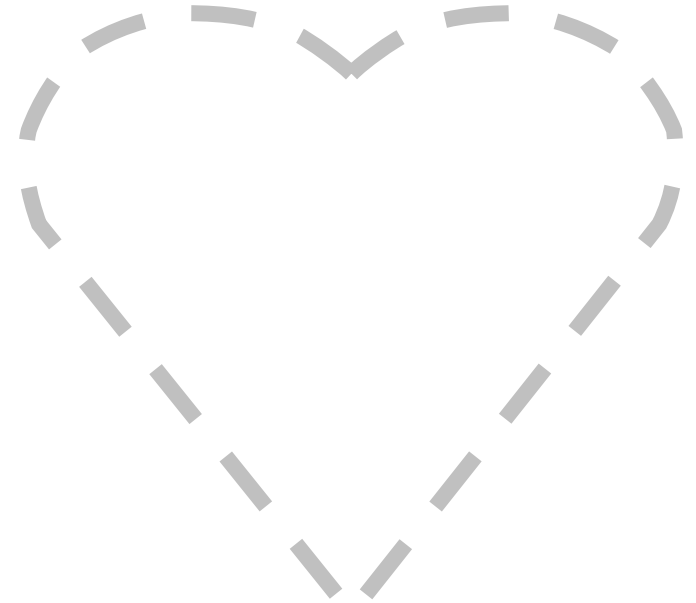
The next few pages will have tracing & colouring activities. Use a thick black line to trace if needed . Trace and then colour shapes, increasing the size and complexity gradually



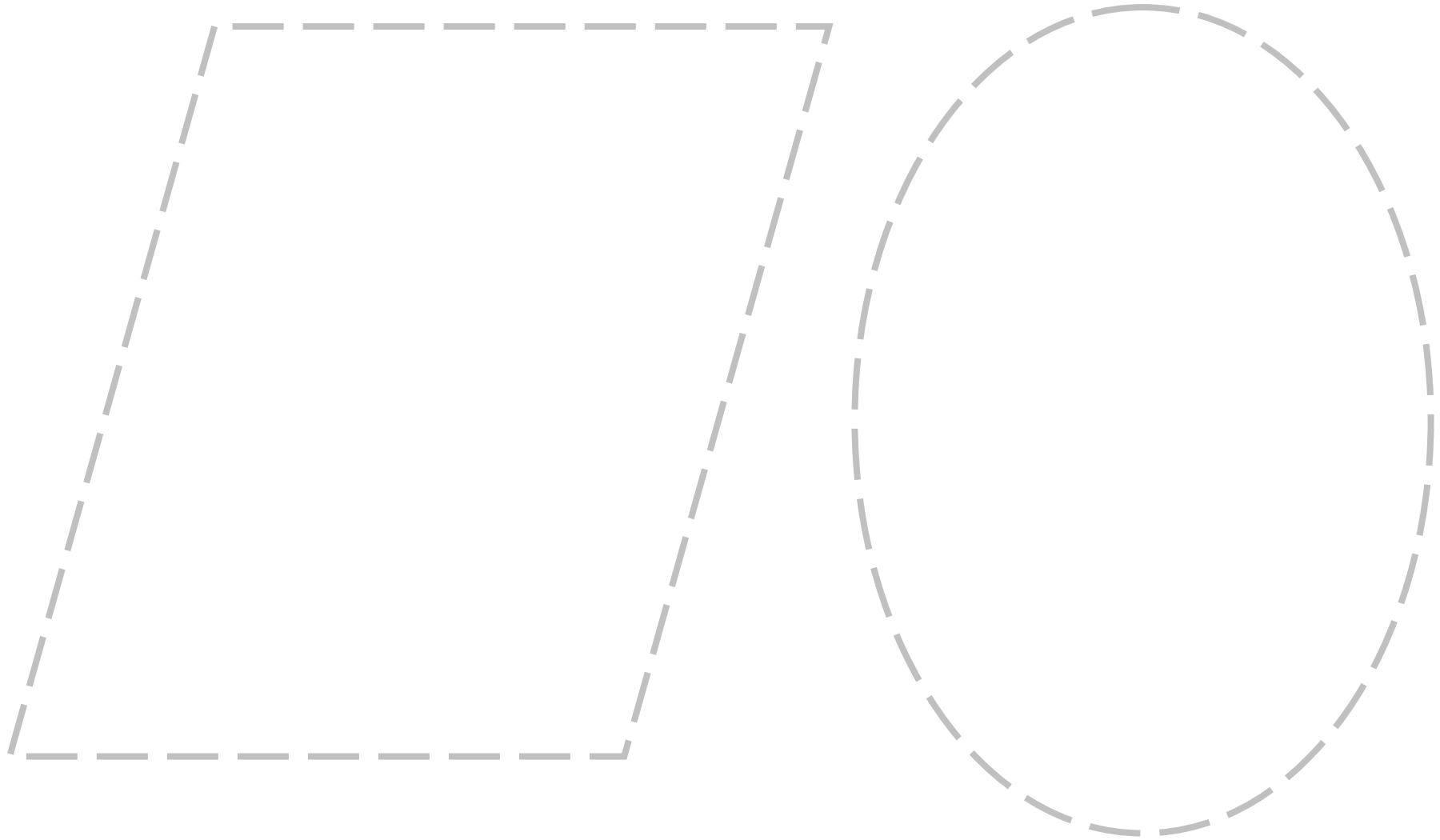
Trace and then colour the shapes



Trace and then colour the shapes



Trace and then colour the shapes



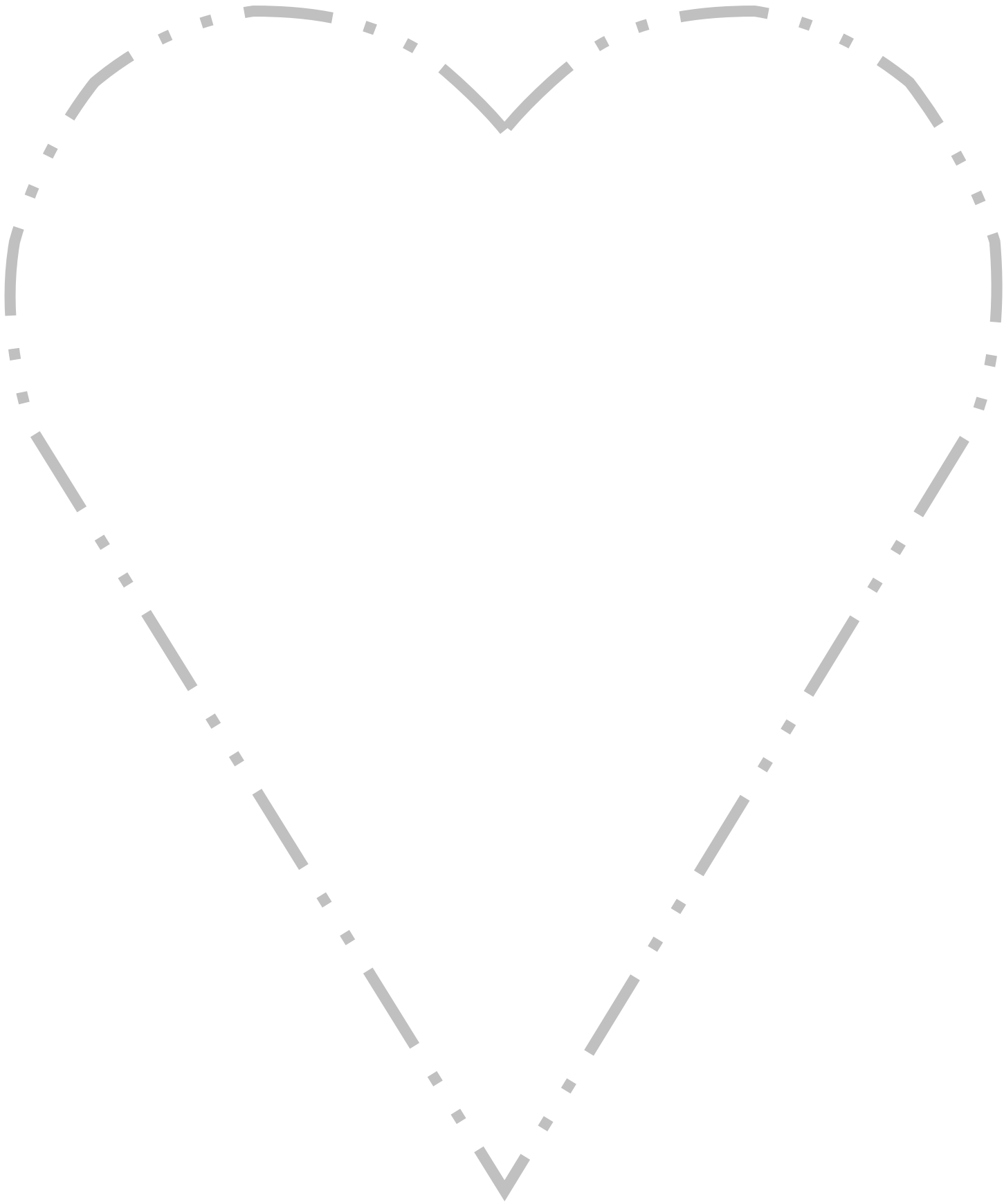
**Sections D & E contain activities for you to do with your child outside of a workbook environment.**

**SECTION F. Pre-Writing**

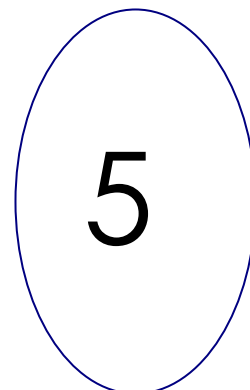
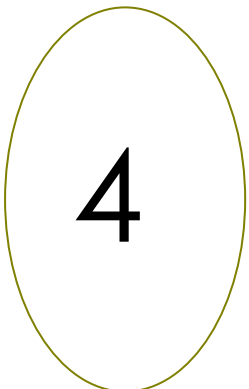
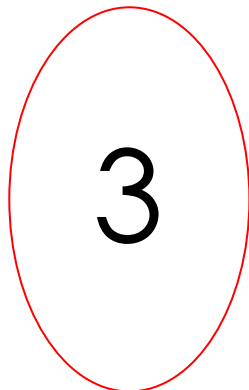
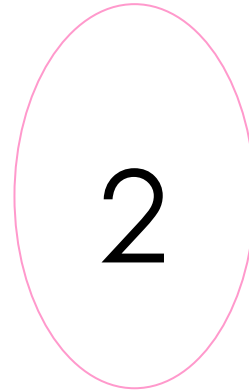
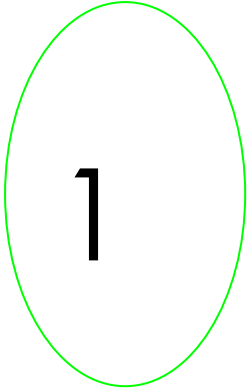
- Dot-to-dot drawings of pictures, objects, shapes, numbers, letters, etc.
- Typing exercises
- Tile and mosaic work. For this we provide a page of coloured “tiles” which are just basic shapes that we have coloured in. The child can cut them all out and then choose which he or she prefers to create their own masterpiece. It is not necessary to use all the “tiles” we provide in this book.
- If at all possible the shapes and pictures that are to be coloured and cut out should be printed on thin cardstock, which make for a sturdier handling capacity for little hands.
- Folding activities
- Fine colouring
- Have the child do repetitious strokes (with an increasingly smaller writing tool) similar to those found in manuscript or cursive letters. Emphasize accuracy, spacing and flow or rhythm. Sometimes doing it to music helps.
- In this workbook we will include a number of pages relating to each of these activities including letter tracing practice. Again print out as many times as you require as practice makes perfect 😊







**Draw lines from each egg, starting with number one until all the eggs are joined.**

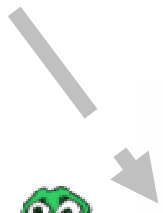
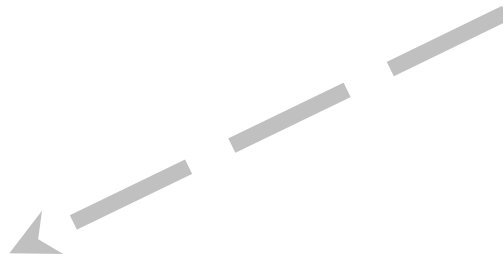


Trace over the lines in your favourite colour.

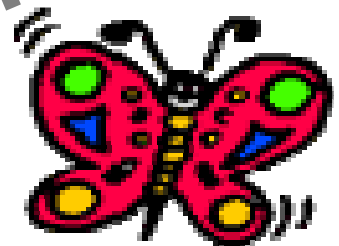
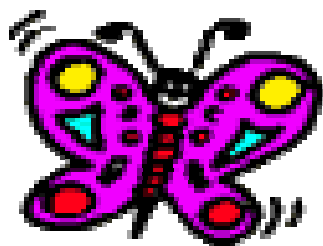
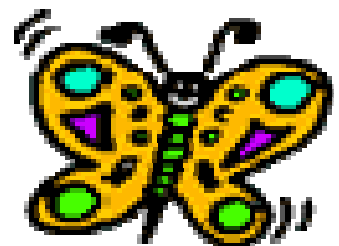
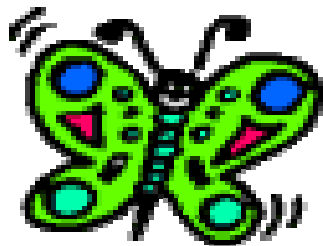
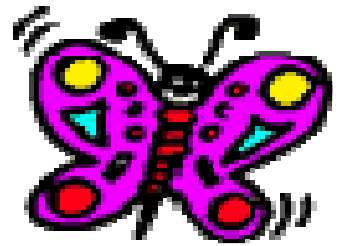
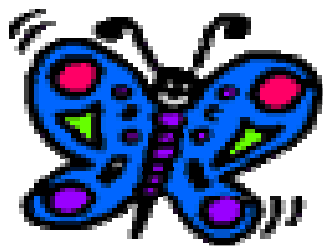
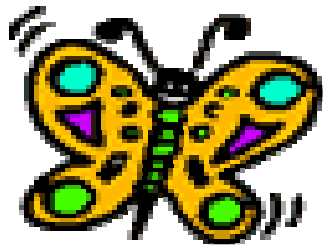
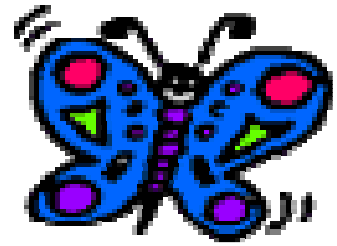
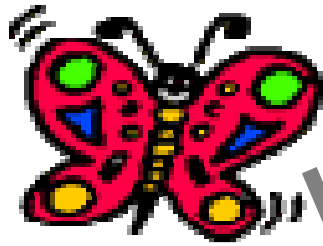


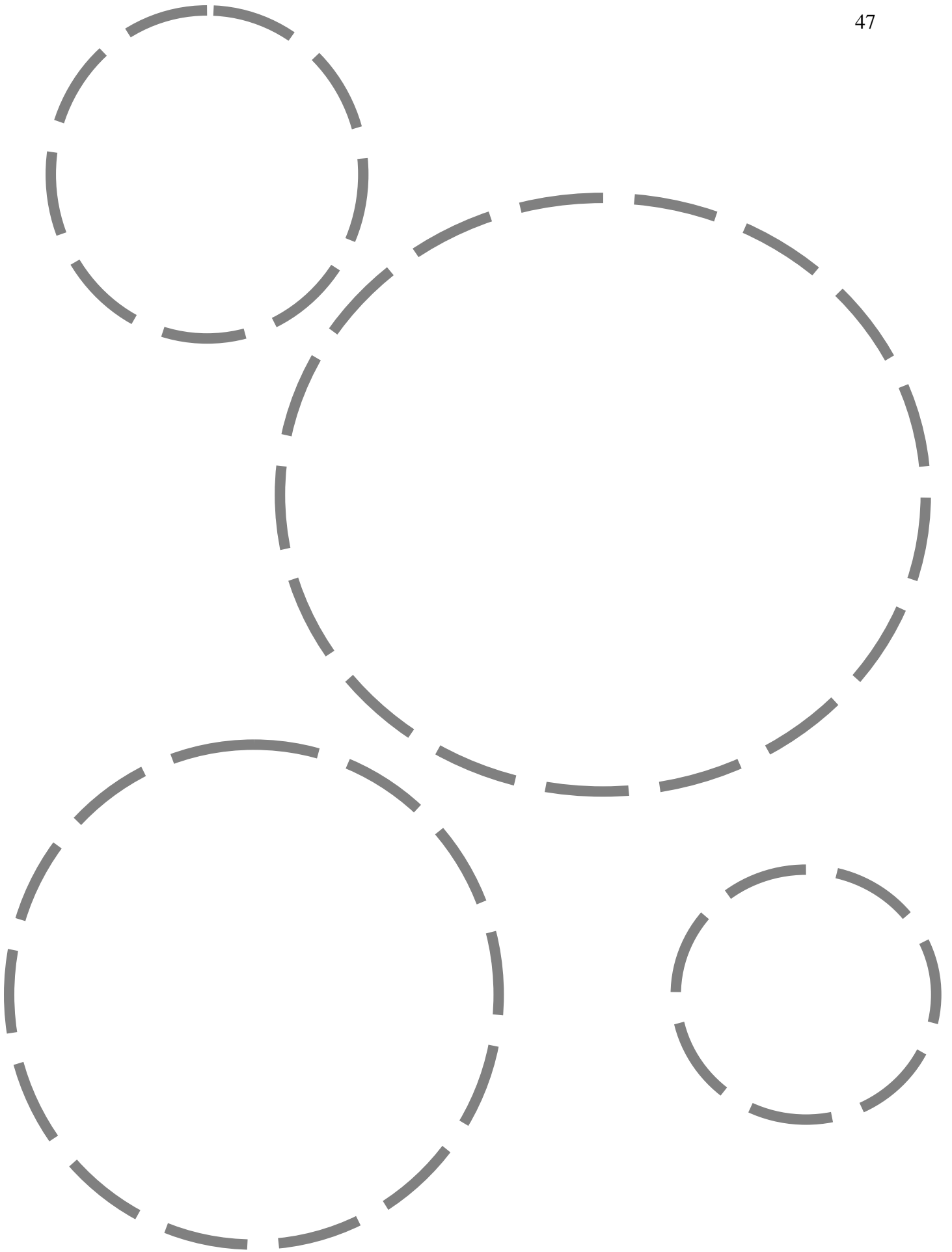


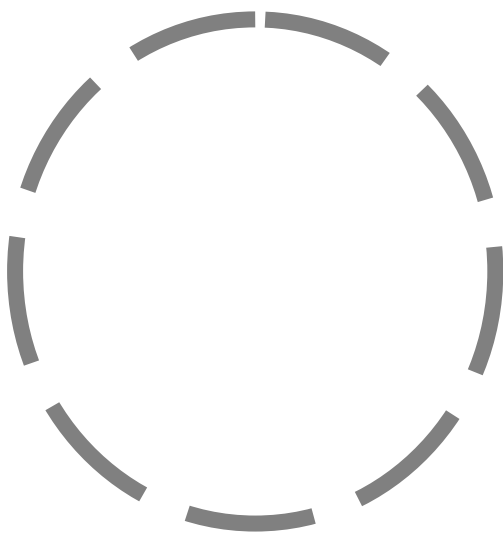
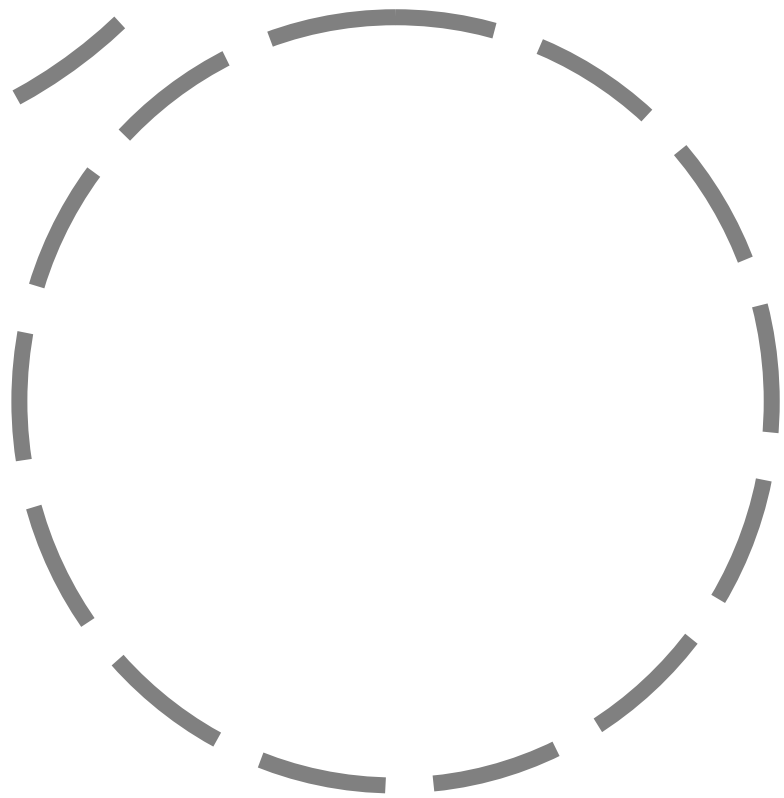
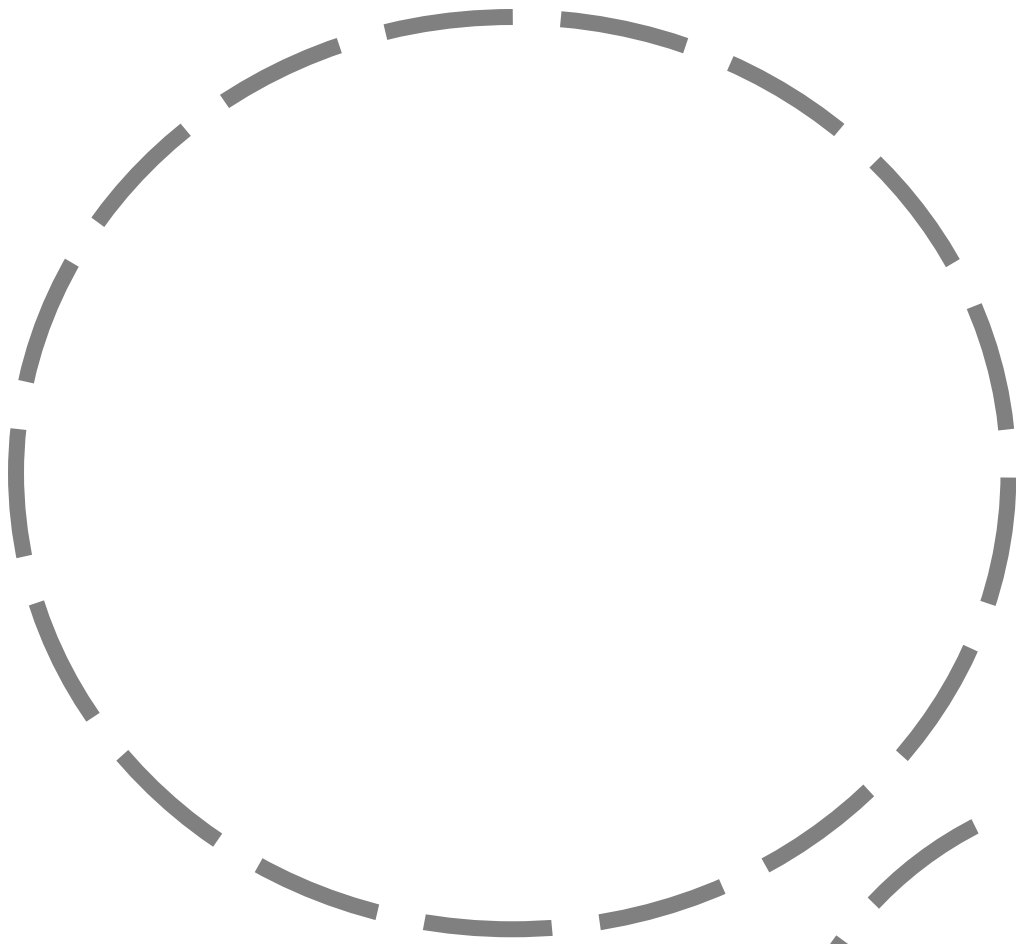
Trace over the lines to find the path from the bear to the picnic



Draw a line between the matching butterflies like in the example.

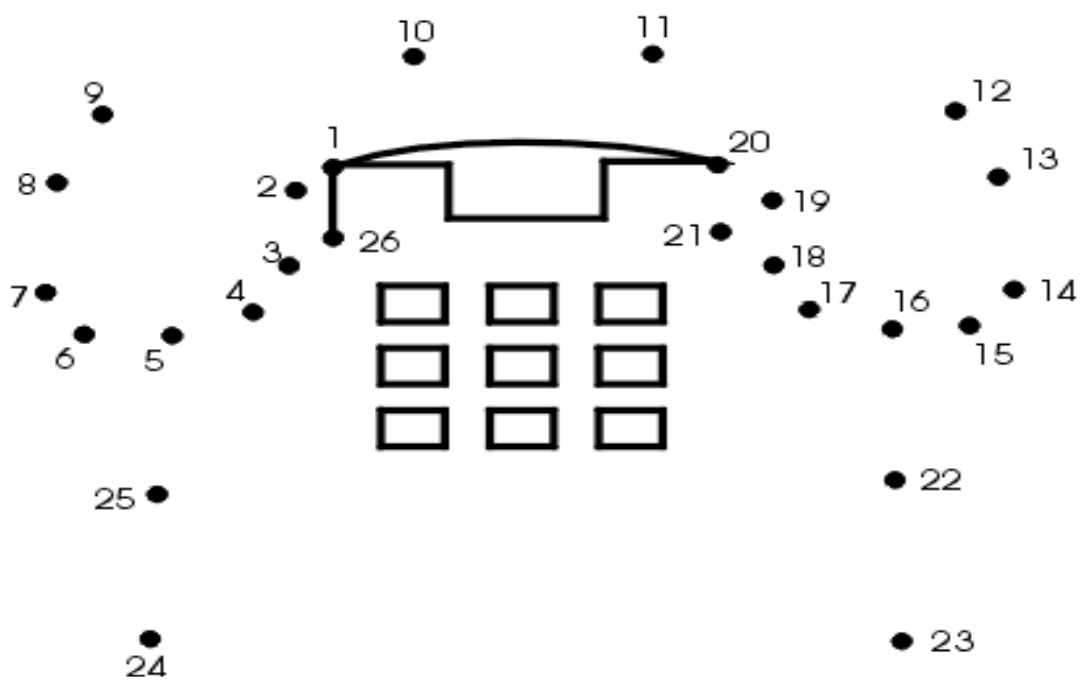
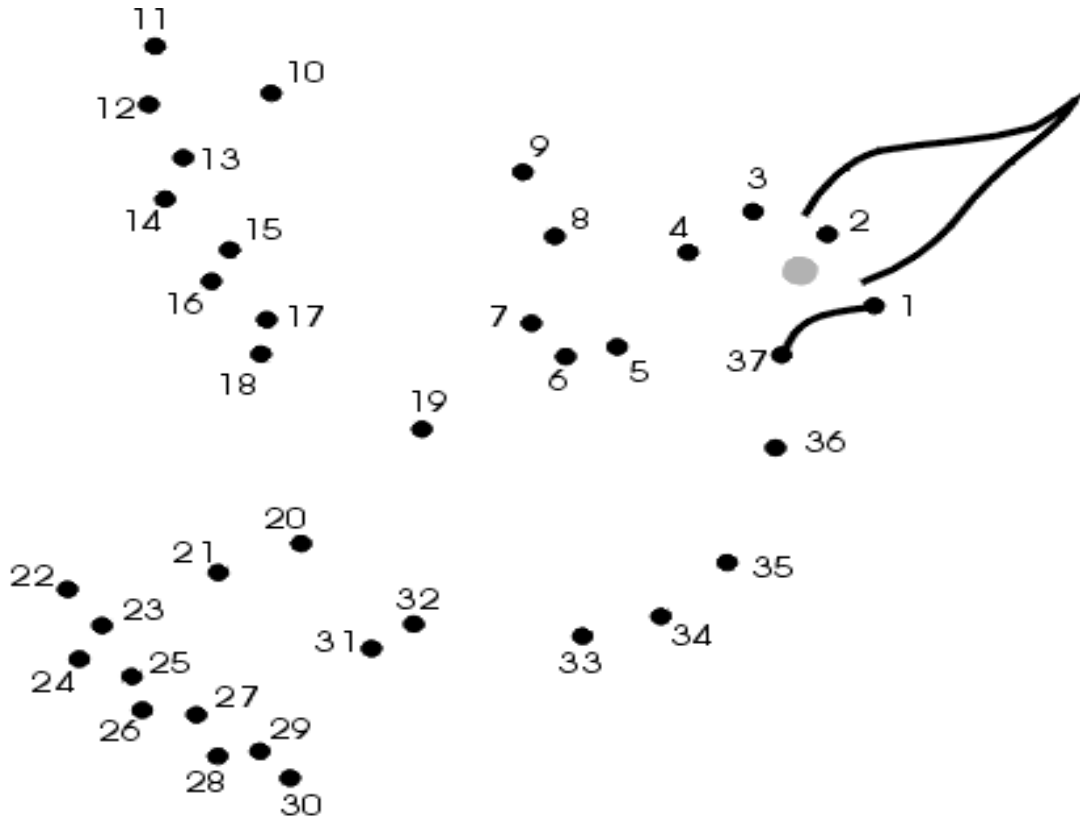


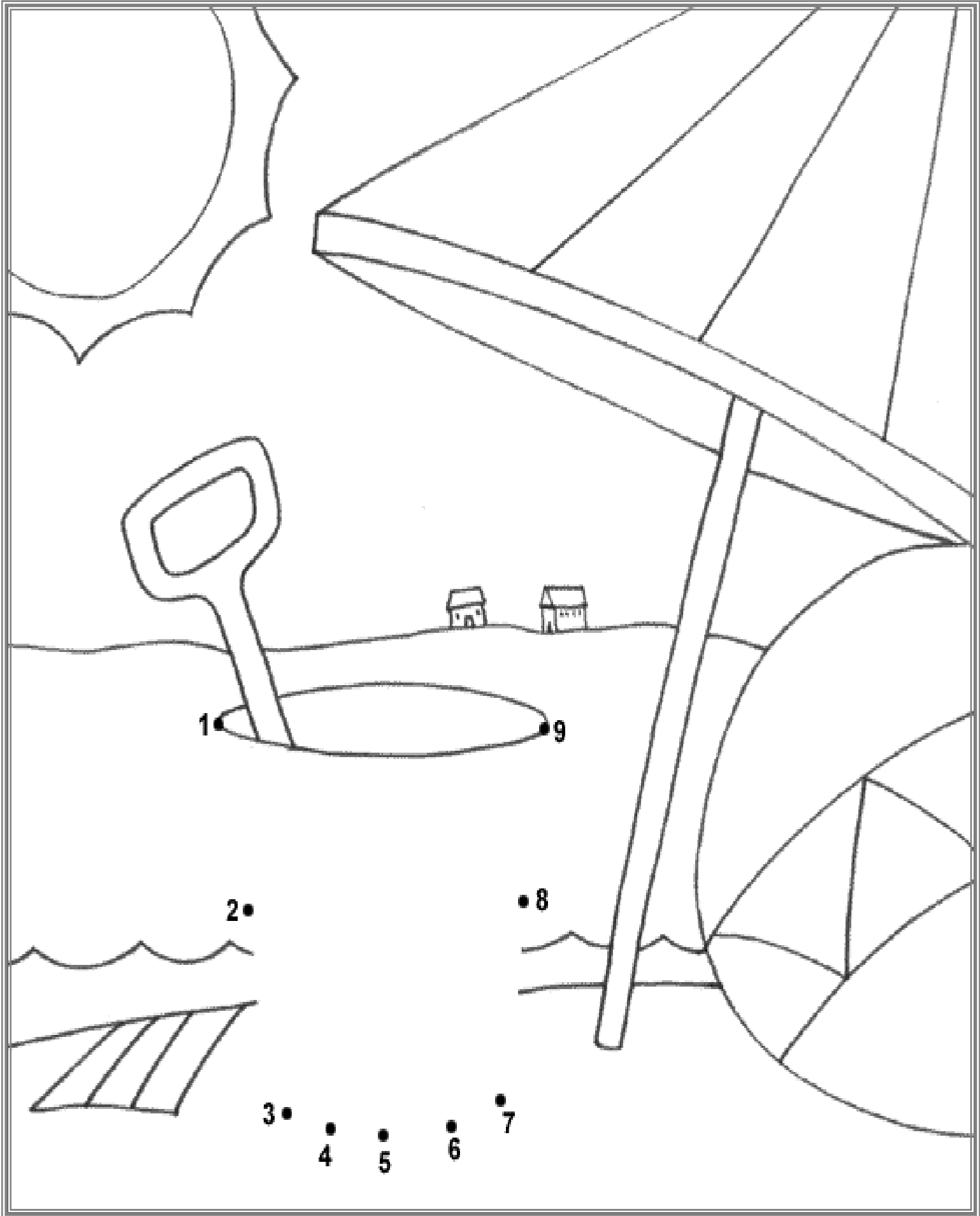




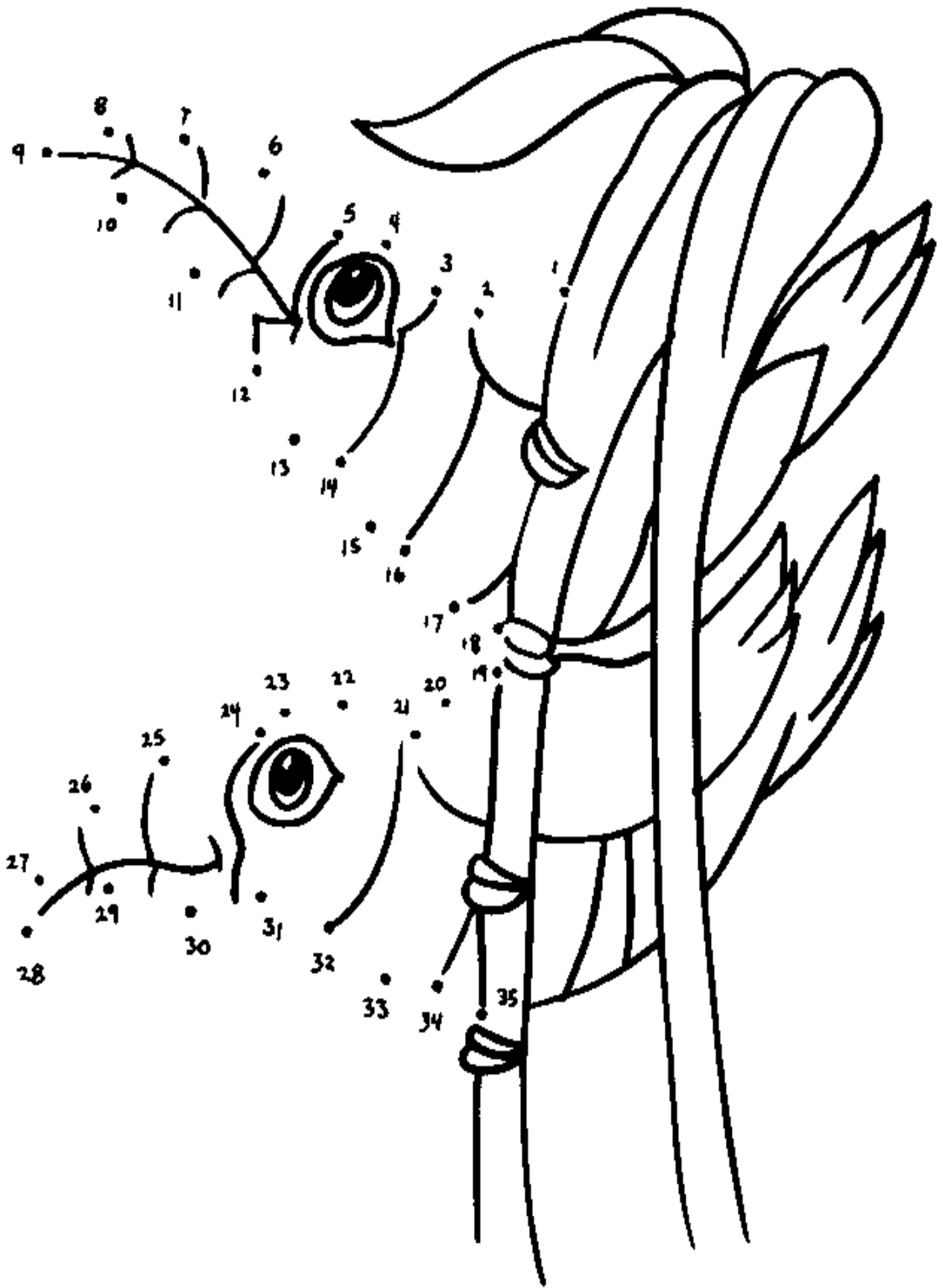


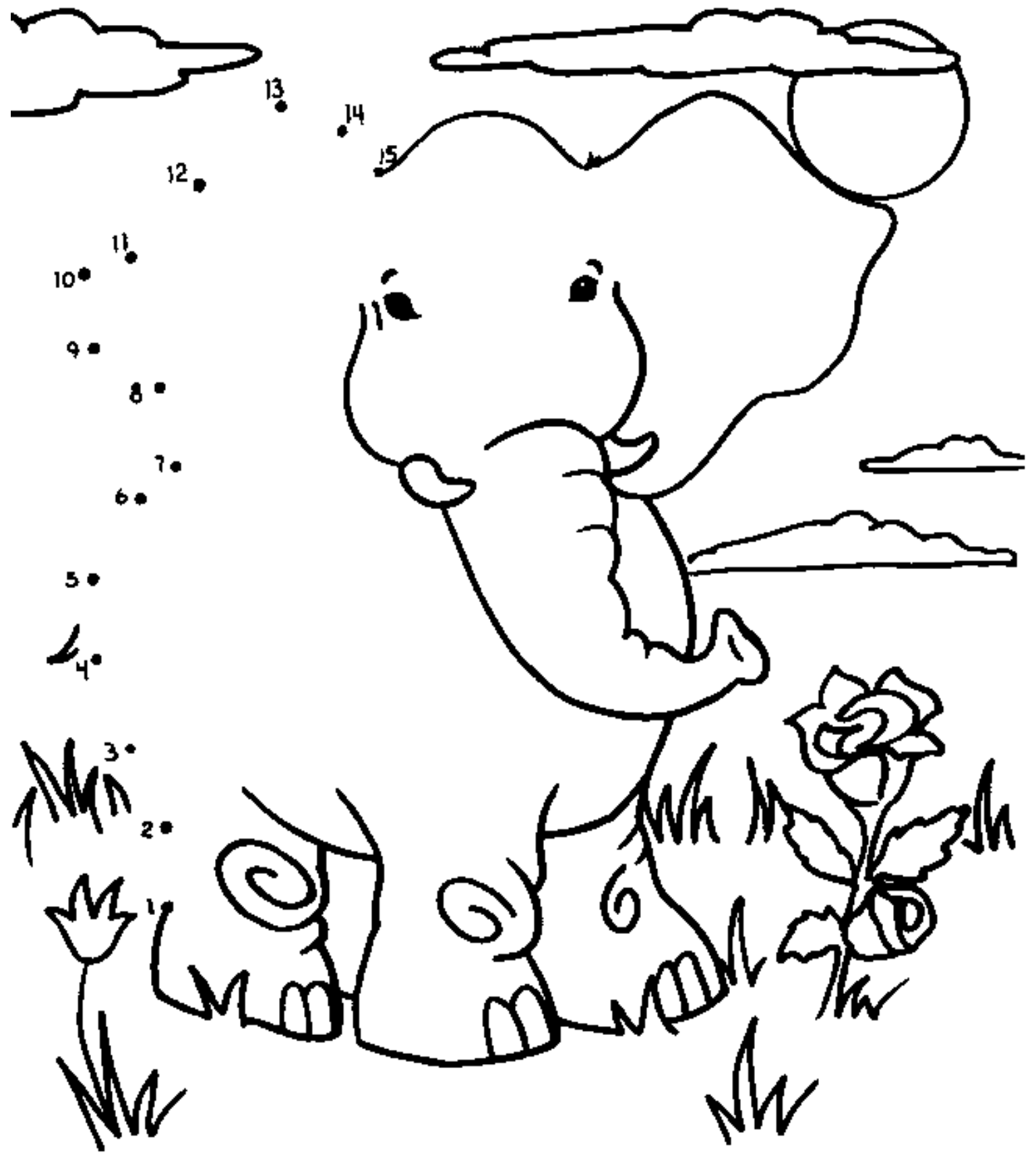
Here are some dot-to-dot pages, choose the appropriate level for your child.

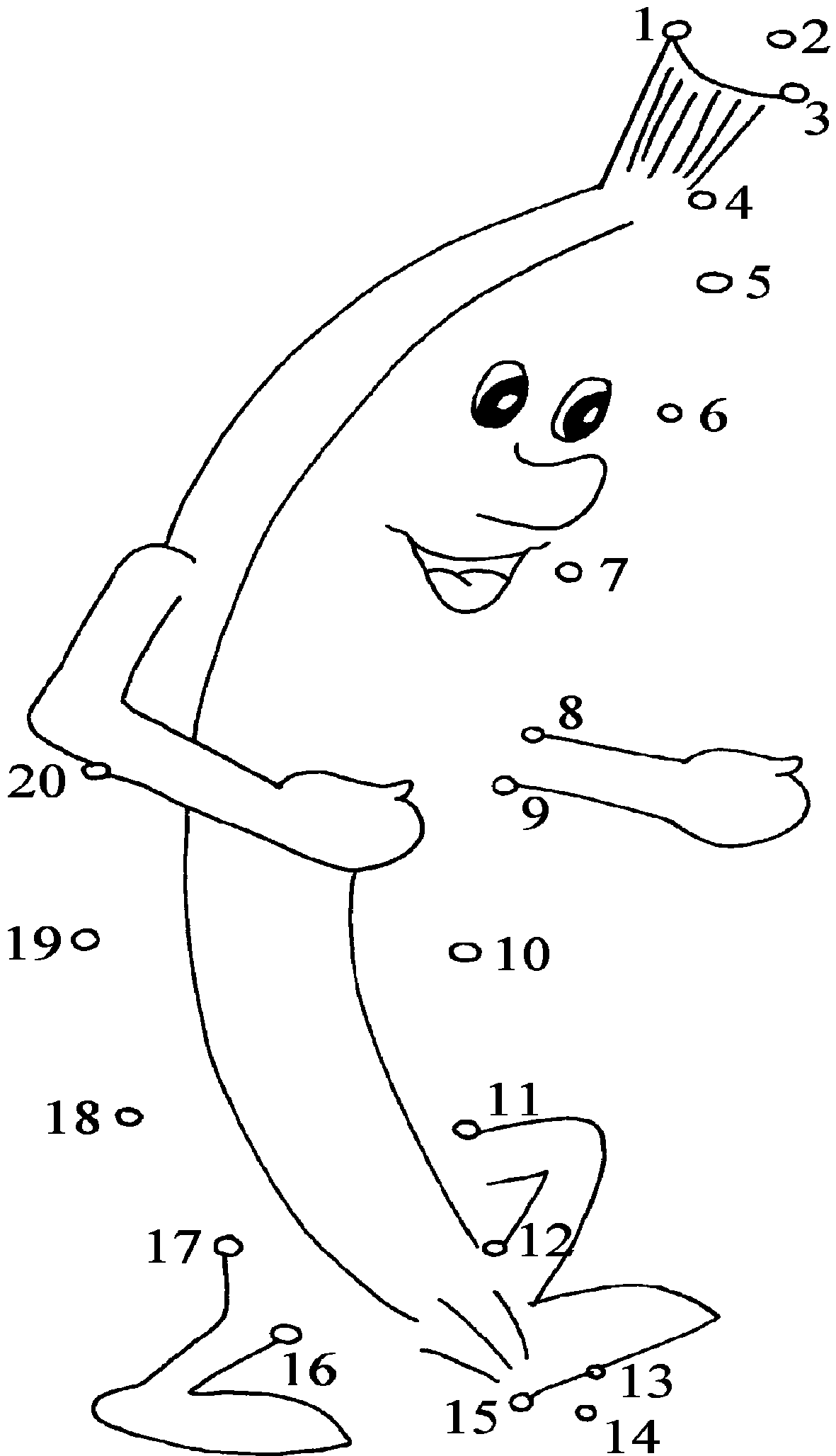












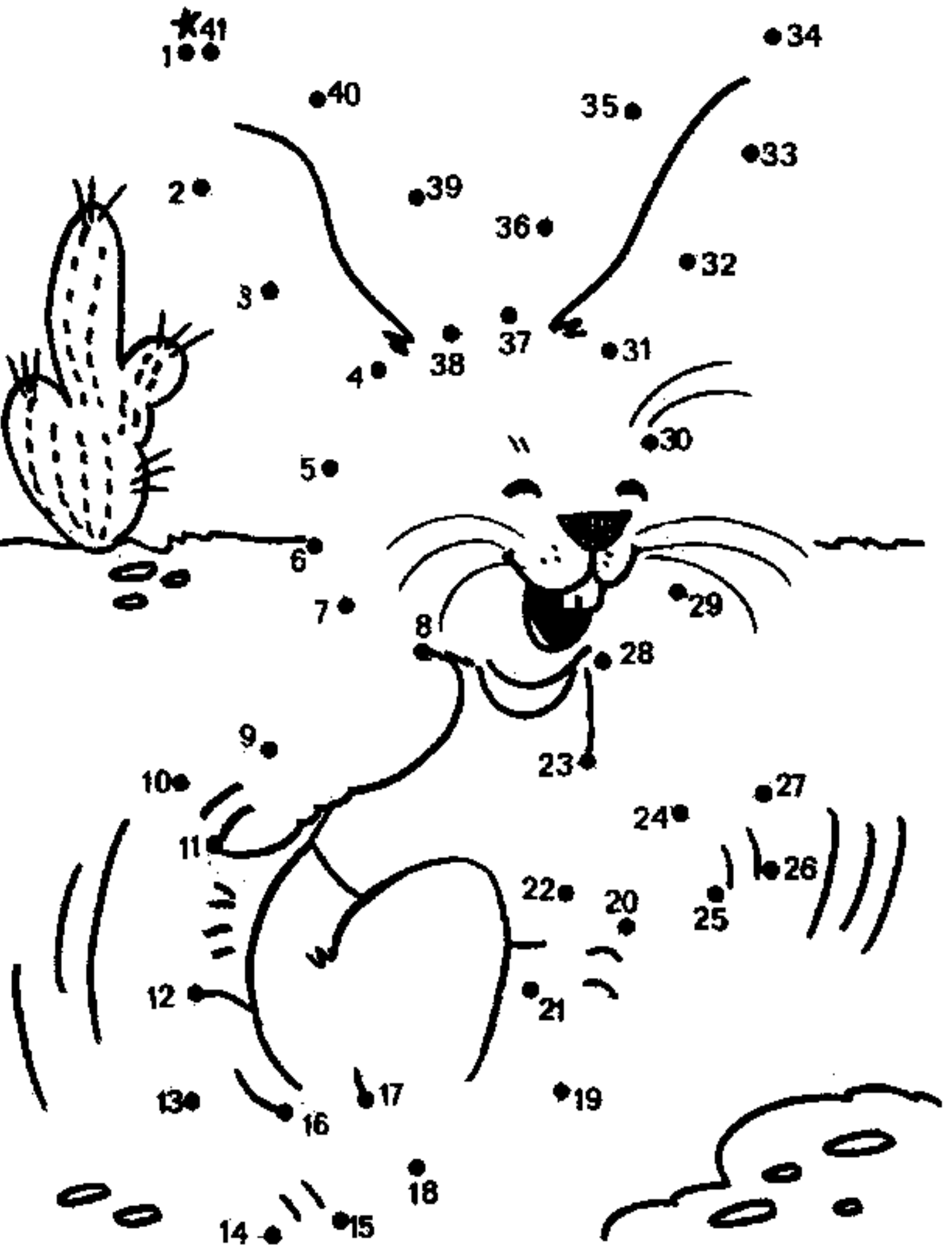


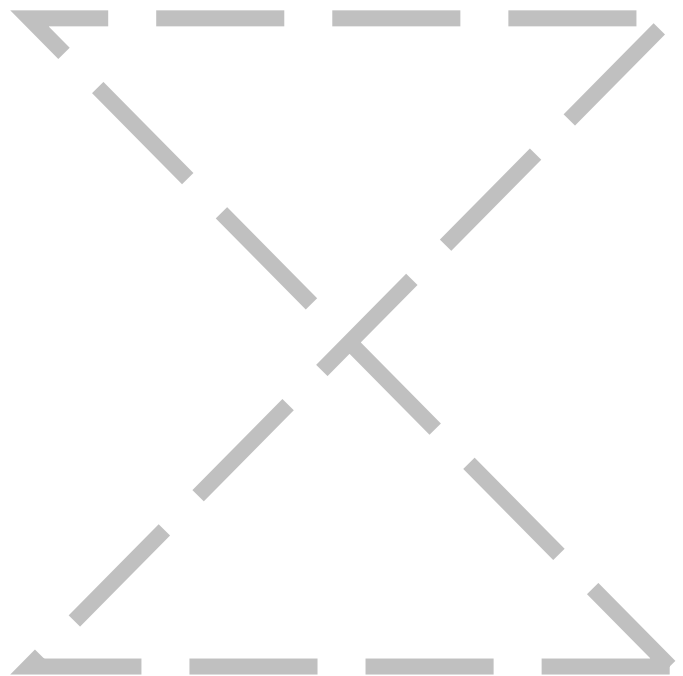
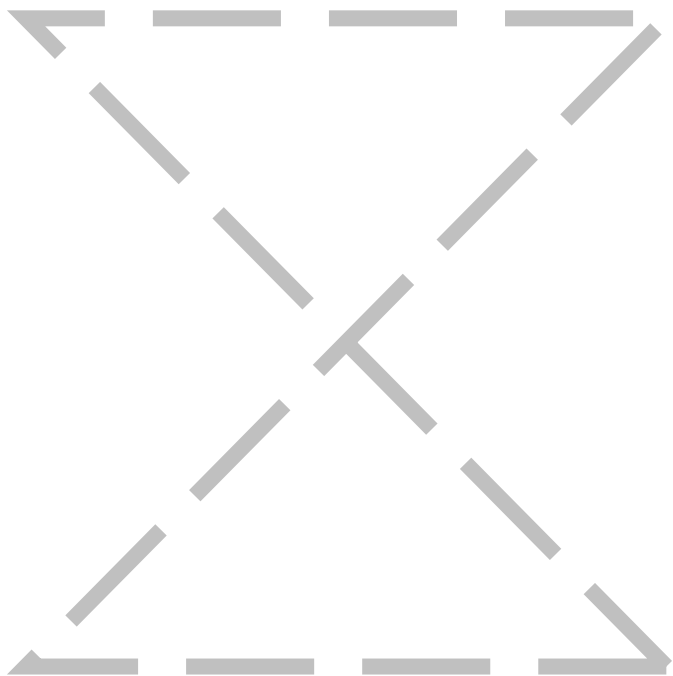
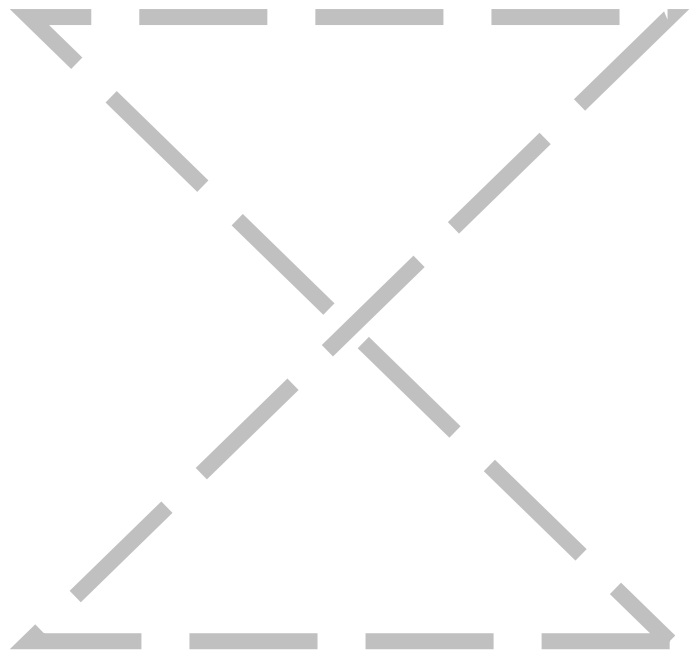
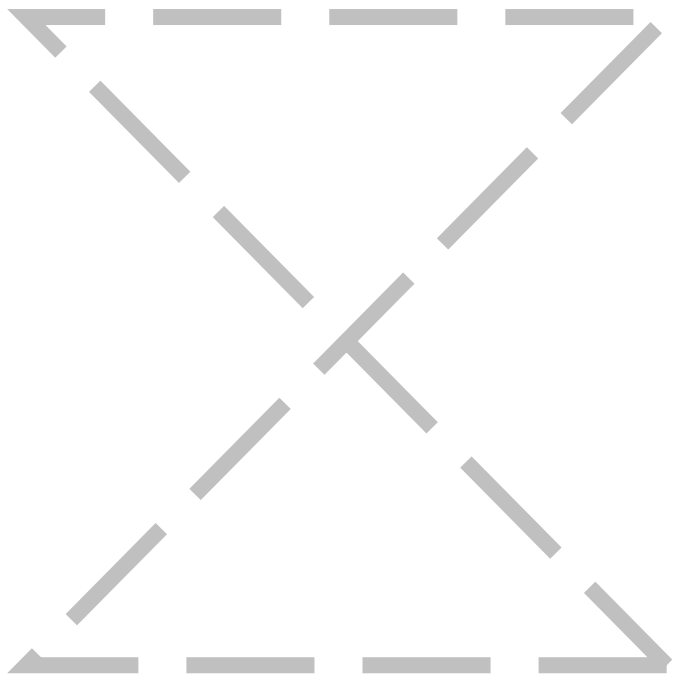




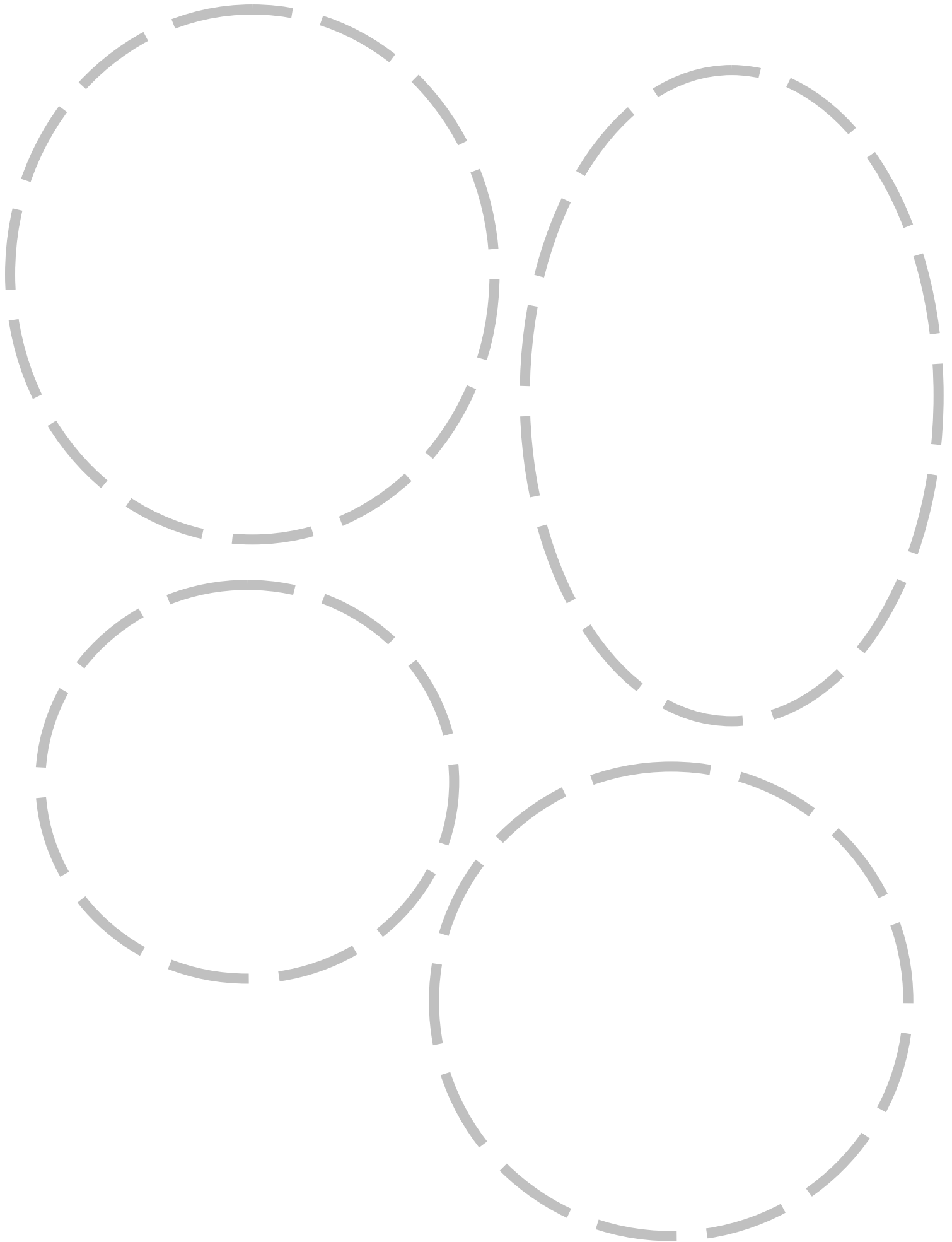








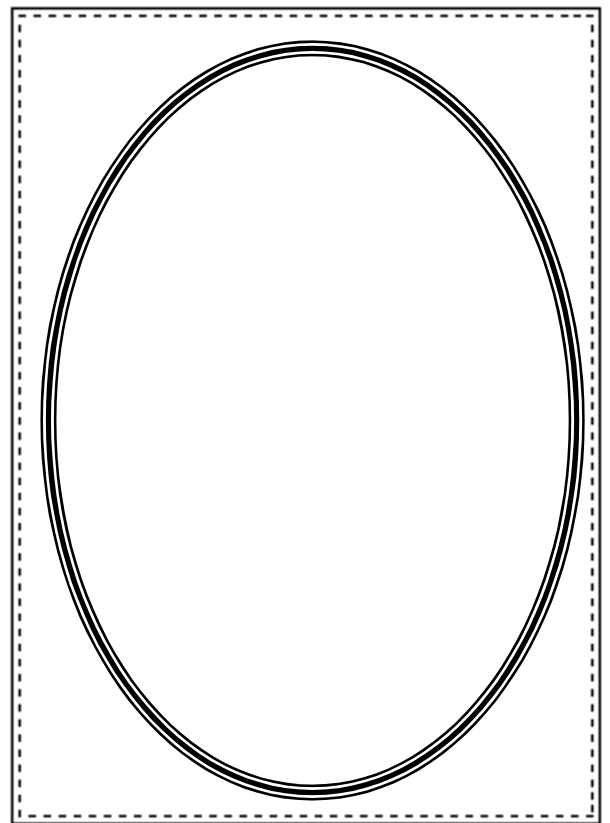
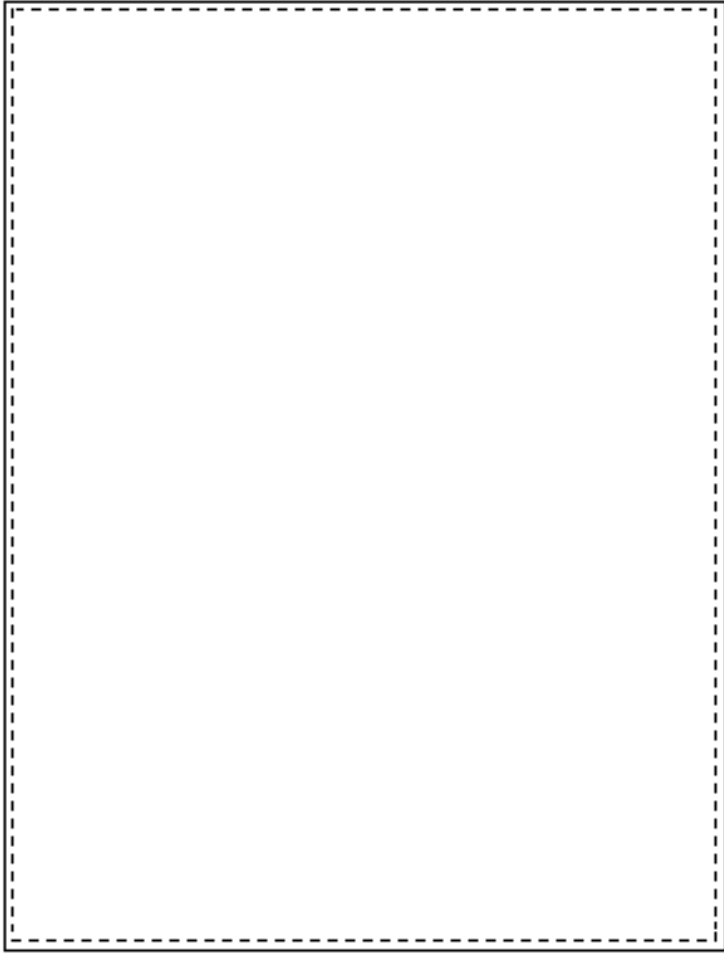
Trace over the dotted lines to make a solid line. then colour the shapes



Tracina – lower case



Colour the card in beautiful bright colours, decorate it for mum or dad, and then cut it out and fold it up.



© [www.staidenshomeschool.com](http://www.staidenshomeschool.com) 2007

Letter Tracing Activities. Let your child trace over the letter, and then try and copy it by tracing the letter and then writing on the lines underneath to the letter.

A a a a a a



B b b b b b



C c c c c c



D d d d d d





E e e e e e

F f f f f f f f

G g g g g g

H h h h h h

i i i i i i i i



J j j j j j j j



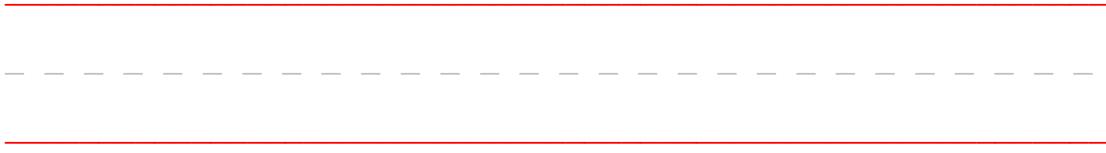
K k k k k k k



L l l l l l l l



M m m m m



N n n n n n



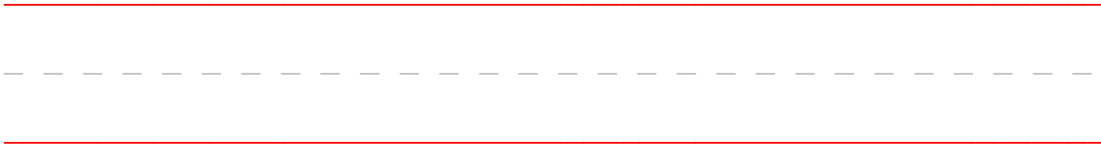
O o o o o o



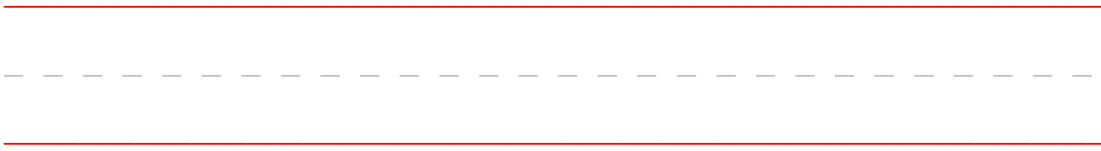
P p p p p p



Q q q q q q



R r r r r r r



S s s s s s s



T t t t t t t t



U U U U U U



V V V V V V



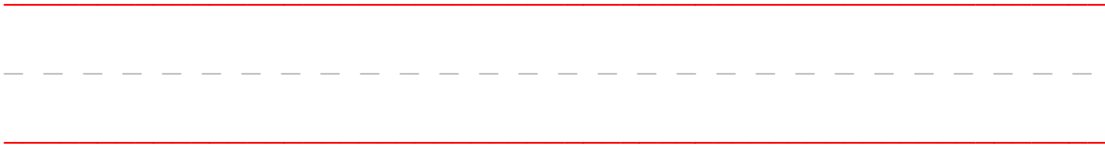
W W W W W



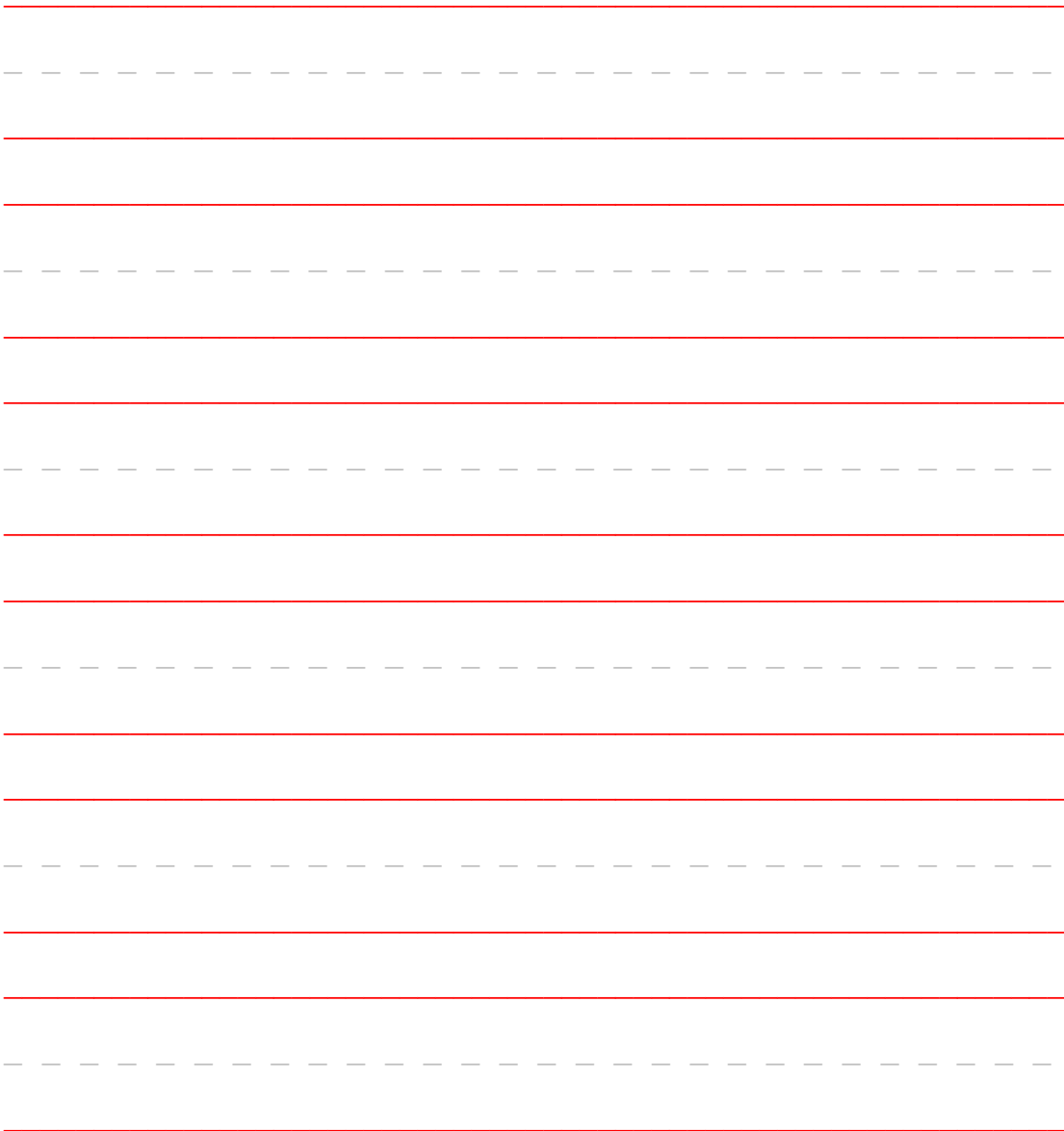
X X X X X X X



Y y y y y y



Z z z z z z z



1

2

3

4

Handwriting practice lines for numbers 1-4. Each number is followed by a set of four horizontal lines: a solid red top line, a dashed grey middle line, a solid red bottom line, and a solid red baseline.

5

6

7

8

Handwriting practice lines for numbers 5-8. Each number is followed by a set of four horizontal lines: a solid red top line, a dashed grey middle line, a solid red bottom line, and a solid red baseline.

Trace over the numbers

one

two

three

four

five

six

seven

eight

nine

ten



Letter Tracing Activities. Let your child trace over the letter, and then try and copy it by writing on the lines next to the letter.

a



b



c



d



e



f



g



h



Letter Tracing Activities. Let your child trace over the letter, and then try and copy it by writing on the lines next to the letter.

i

j

k

l

m

n

o

p

Letter Tracing Activities. Let your child trace over the letter, and then try and copy it by writing on the lines next to the letter.

q

r

s

t

u

v

w

x

Letter Tracing Activities. Let your child trace over the letter, and then try and copy it by writing on the lines next to the letter.

y



z



a



e



i



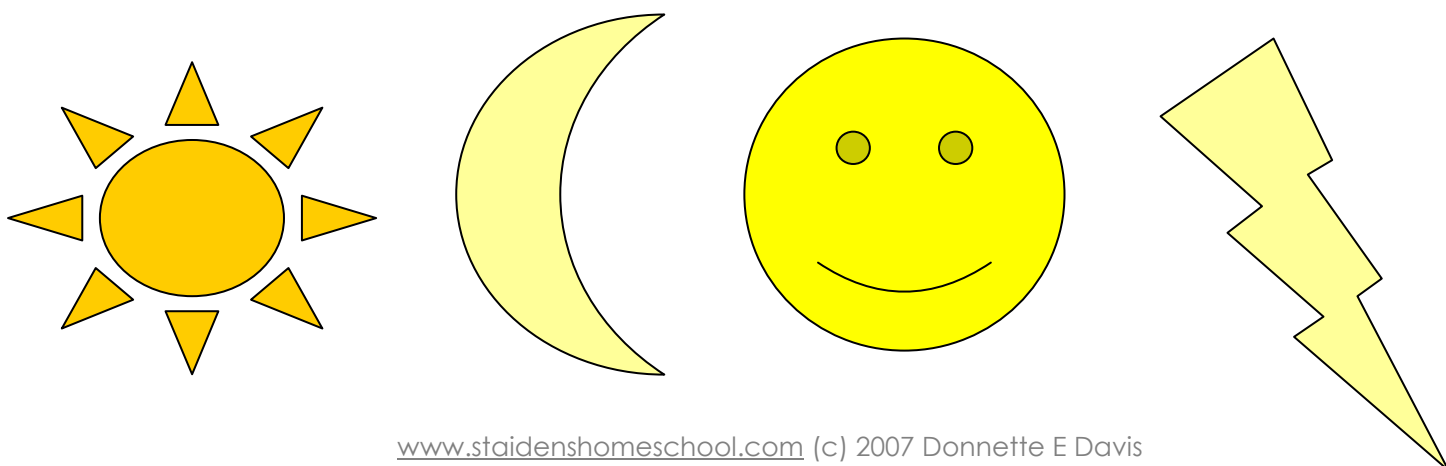
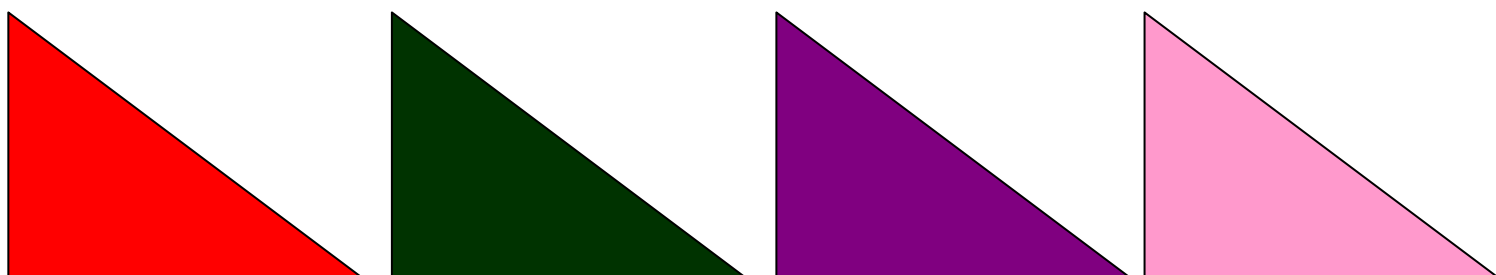
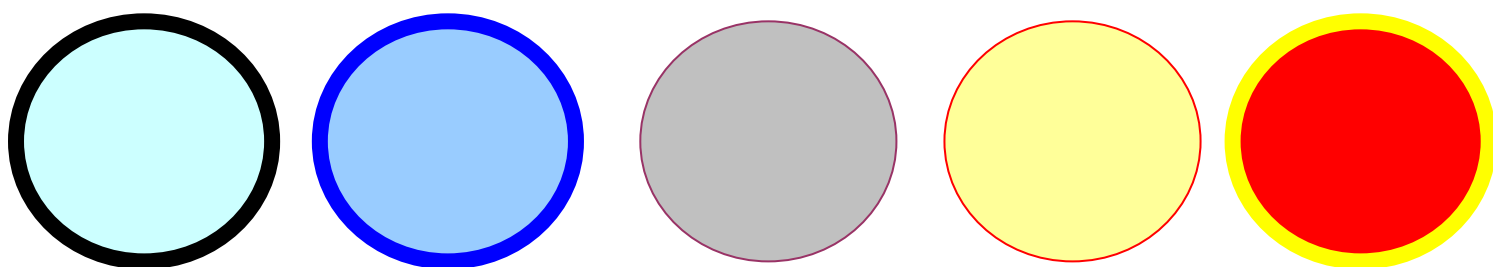
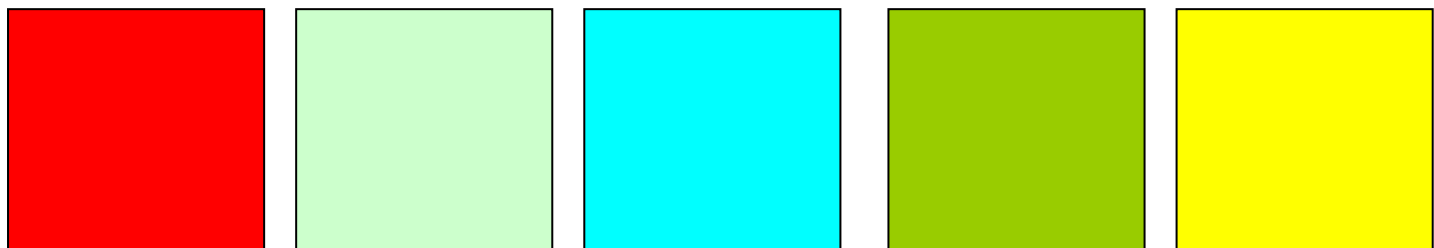
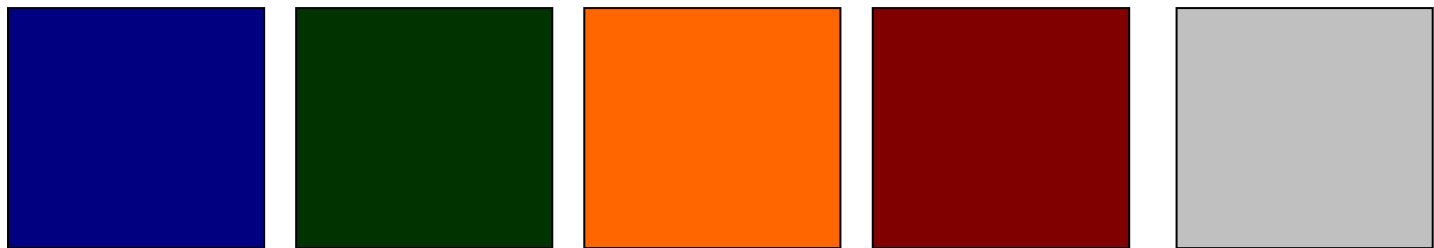
o



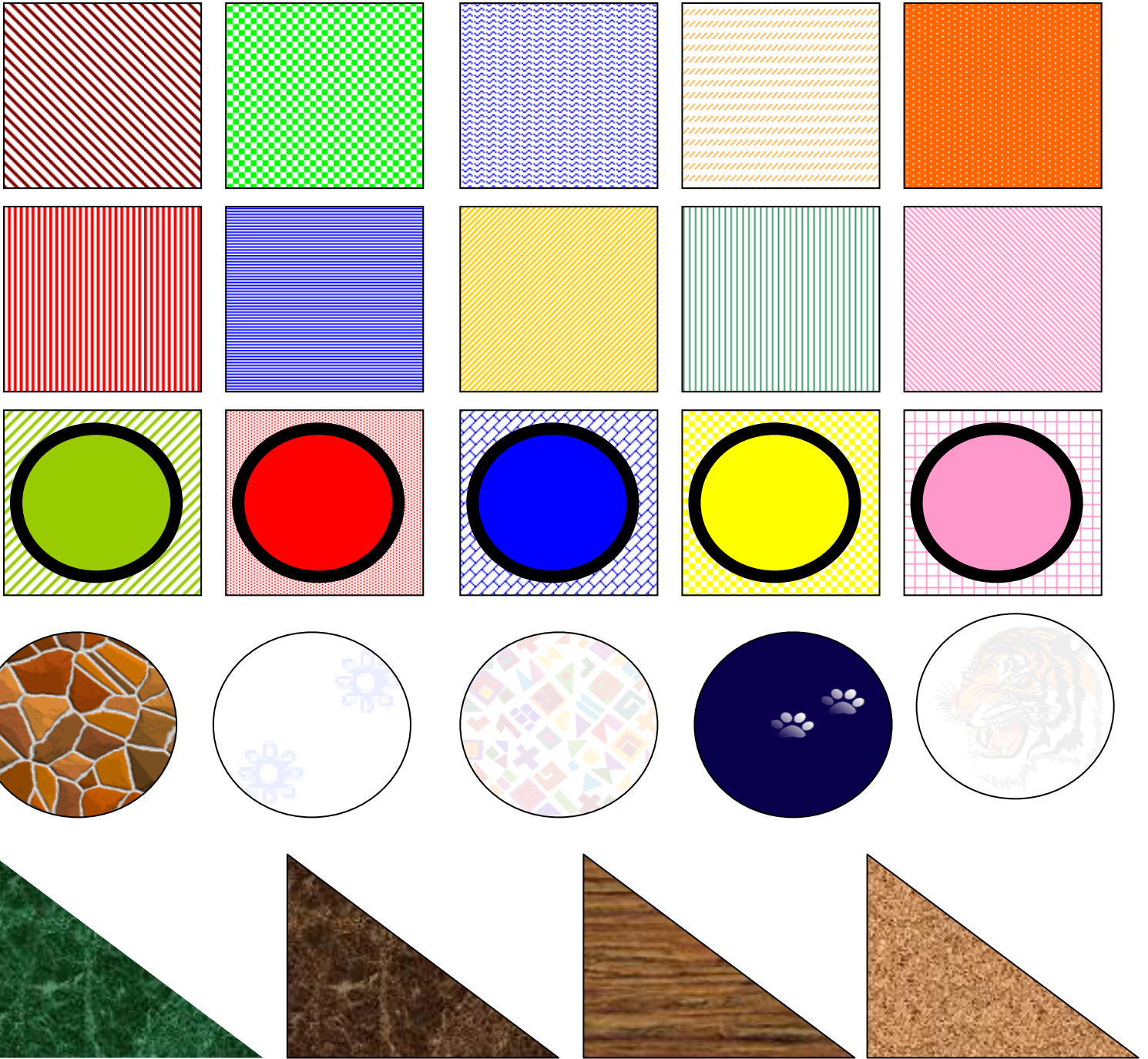
u



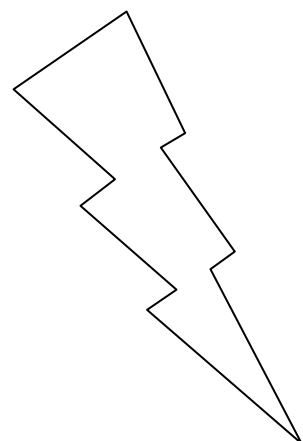
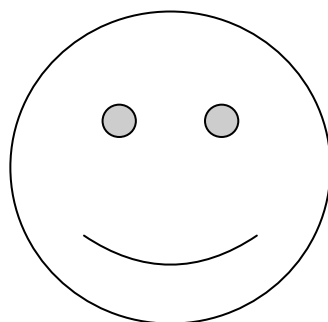
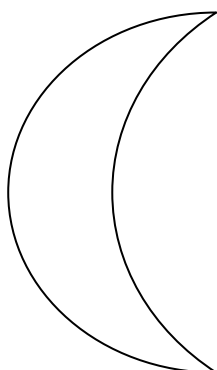
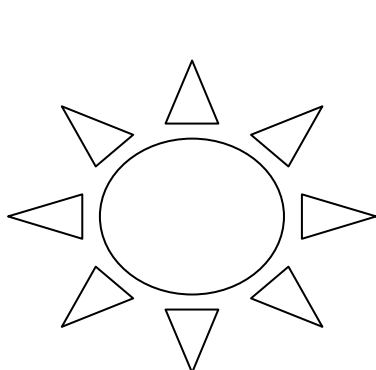
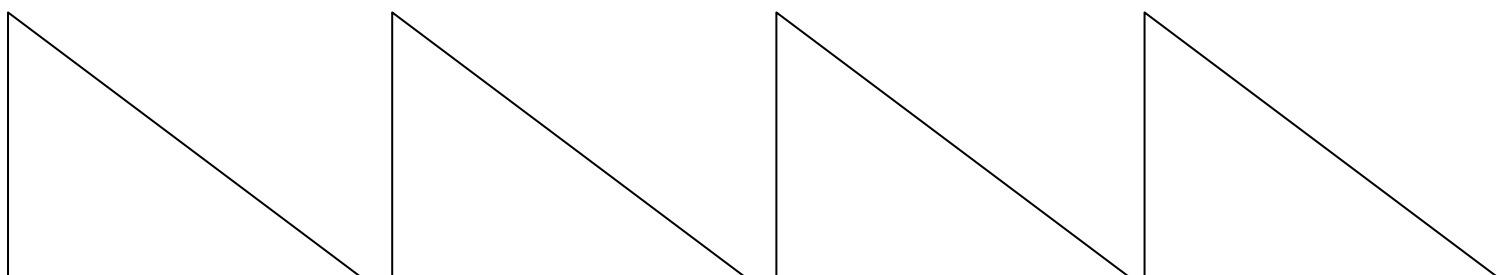
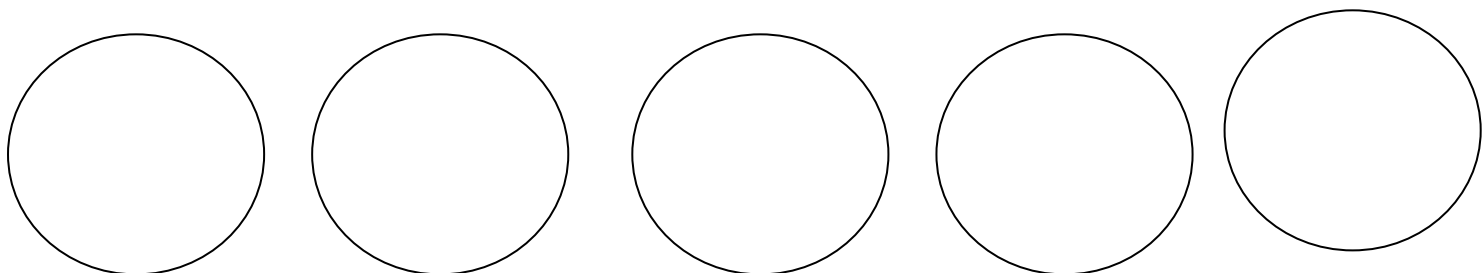
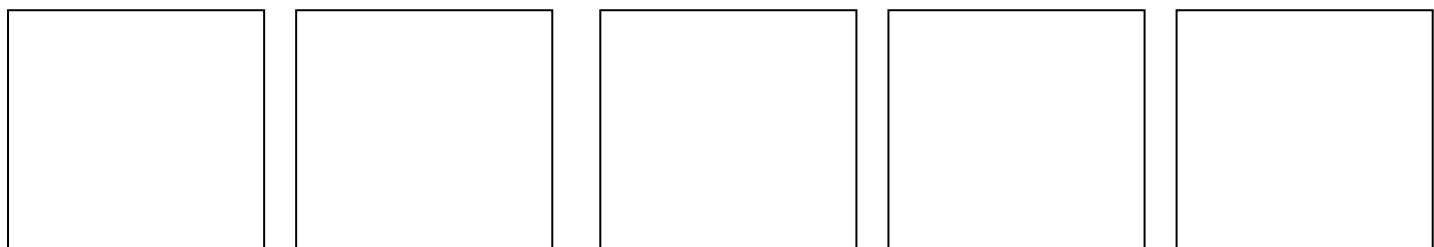
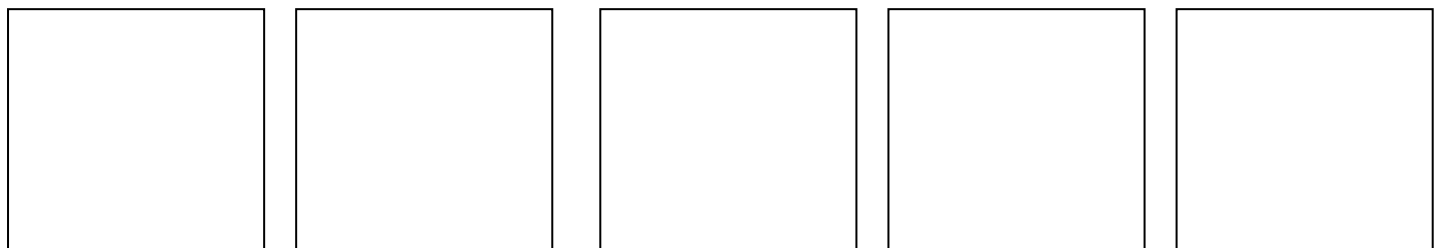
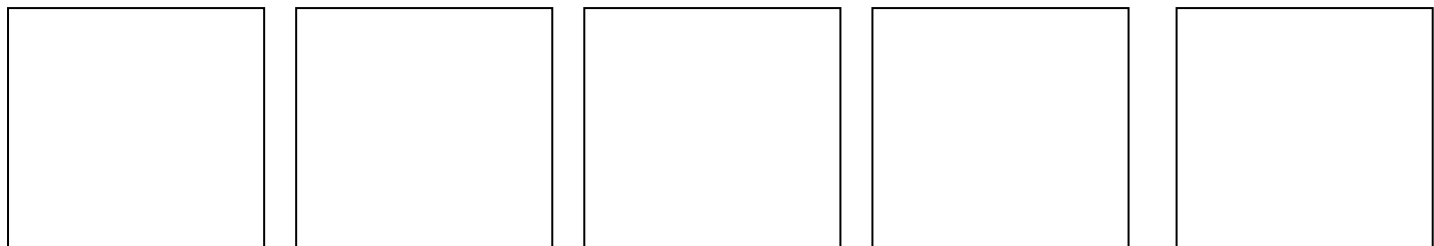
Mosaic Tiles – Print on cardstock. Have your child cut out the different shapes. When they are all separated, on a separate sheet of paper have your child paste them into a picture, creating a stained glass or collage effect. For your convenience a page of blank shapes are included to print extra copies or for your child to colour him or herself.



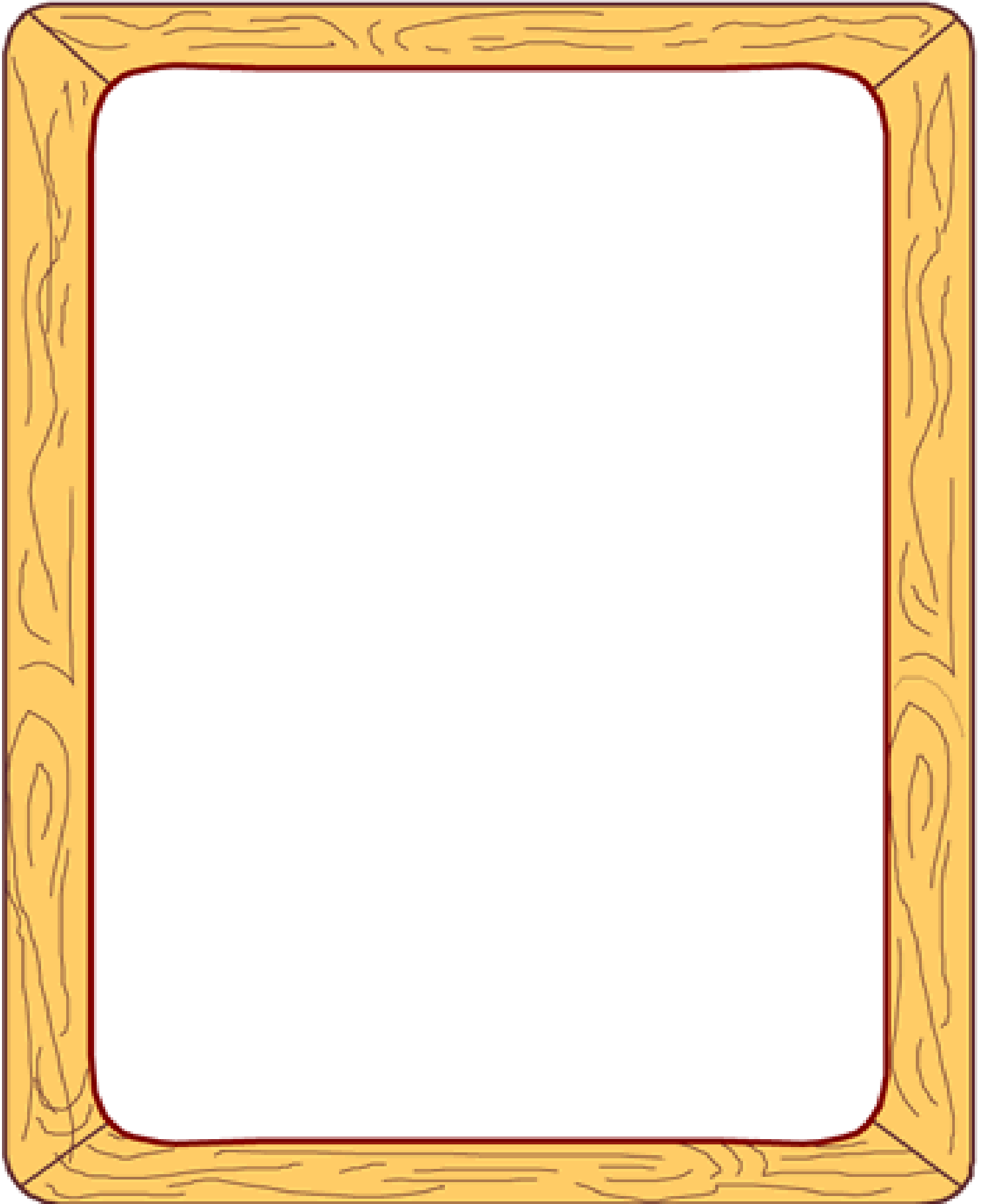
Mosaic Tiles – Print on cardstock. Have your child cut out the different shapes. When they are all separated, on a separate sheet of paper have your child paste them into a picture, creating a stained glass or collage effect. For your convenience a page of blank shapes is included to print extra copies or for your child to colour him or herself.



Mosaic Tiles – Print on cardstock. Have your child cut out the different shapes. When they are all separated, on a separate sheet of paper have your child paste them into a picture, creating a stained glass or collage effect. For your convenience a page of blank shapes are included to print extra copies or for your child to colour him or herself.

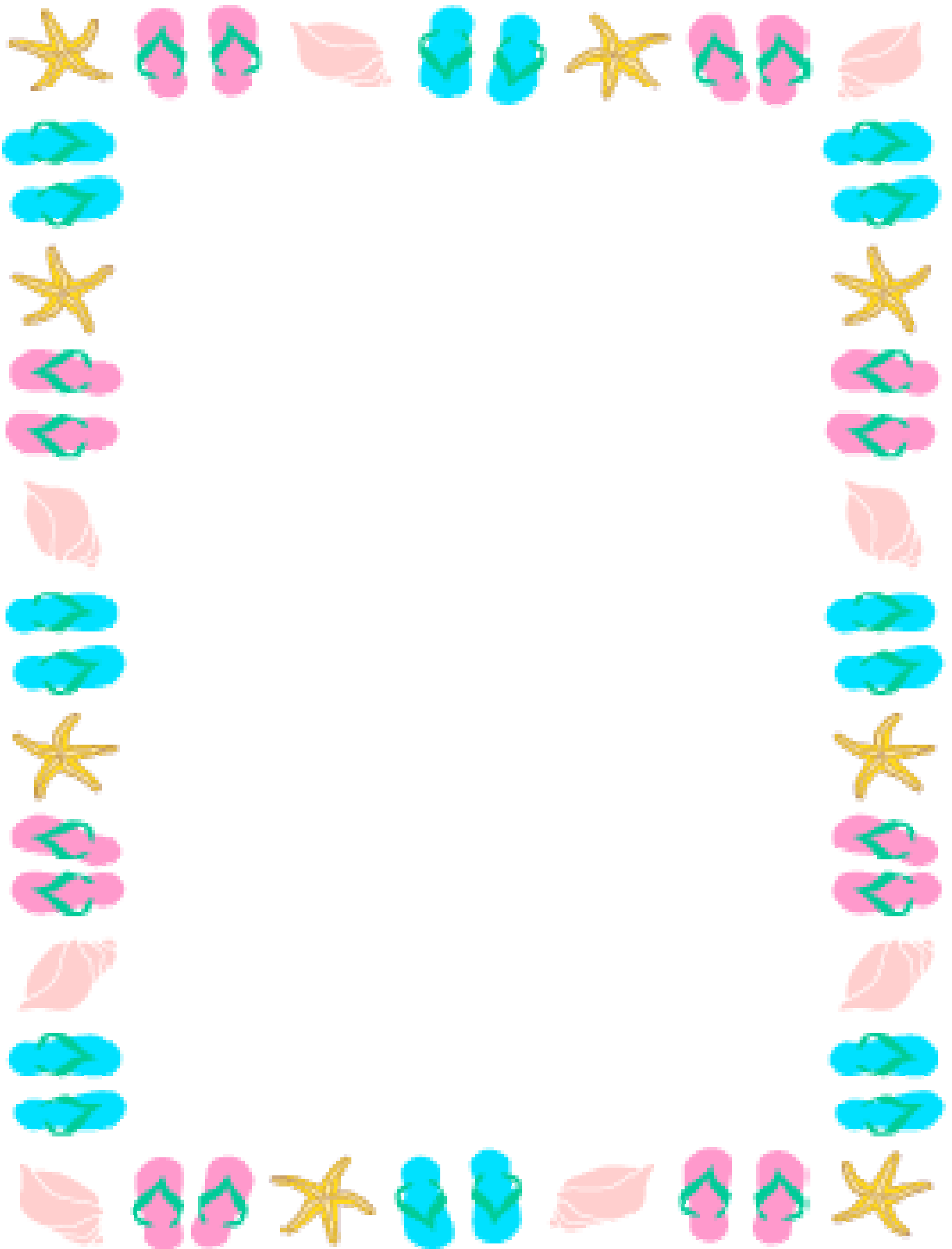


Create your picture here using brightly coloured tiles, in this frame.

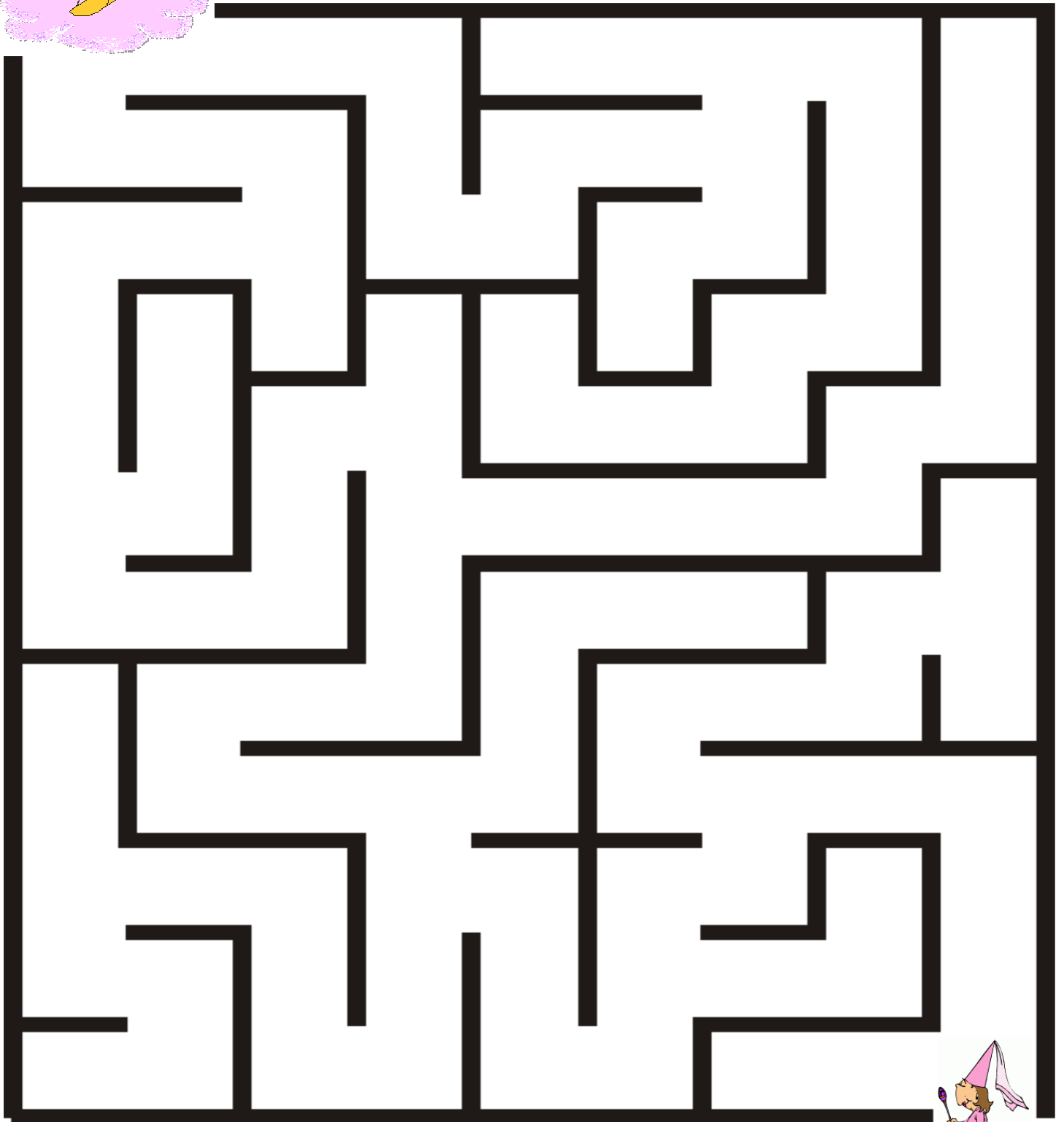
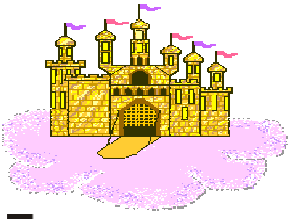


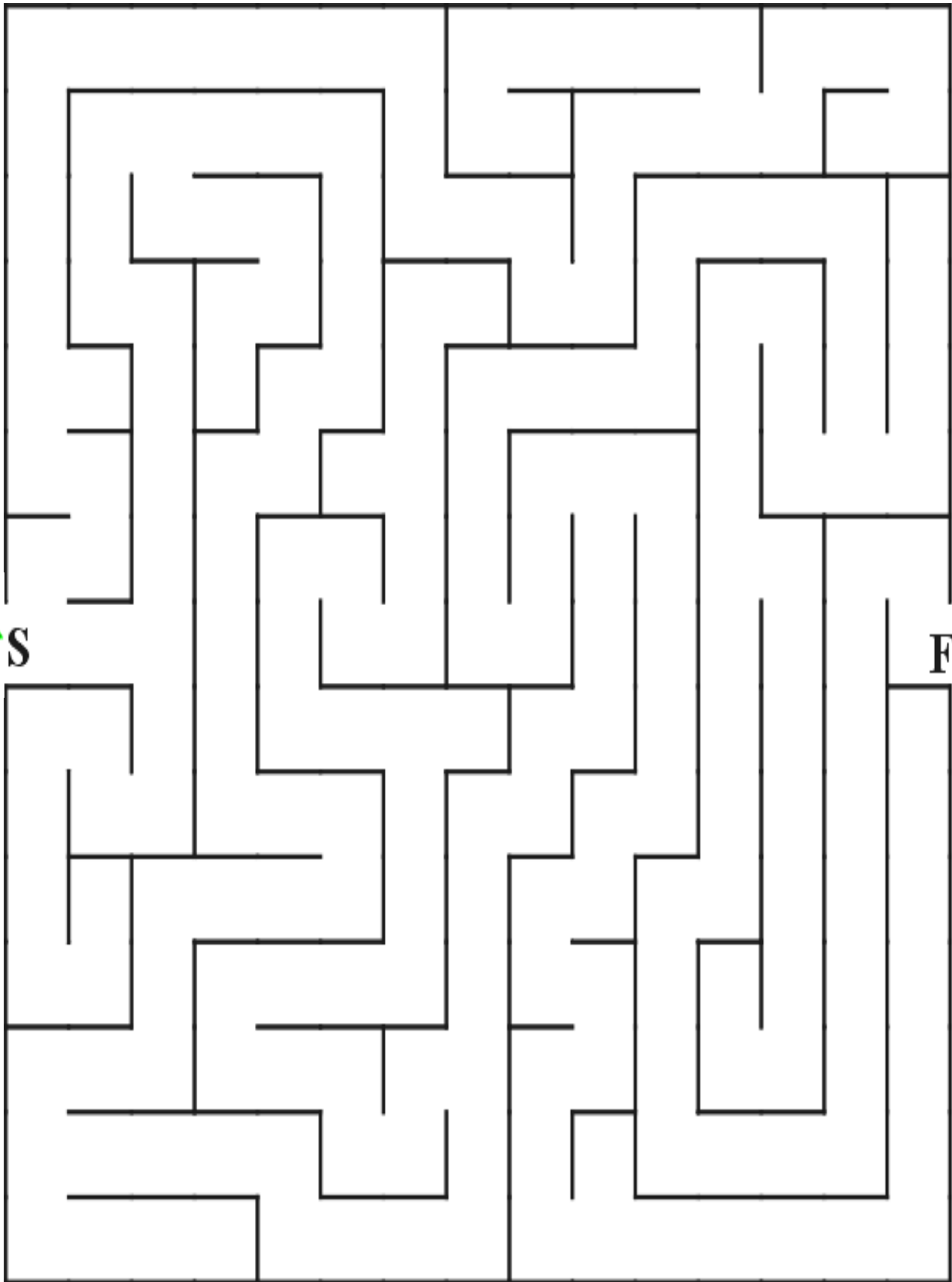


Create your picture here using brightly coloured tiles in this frame.

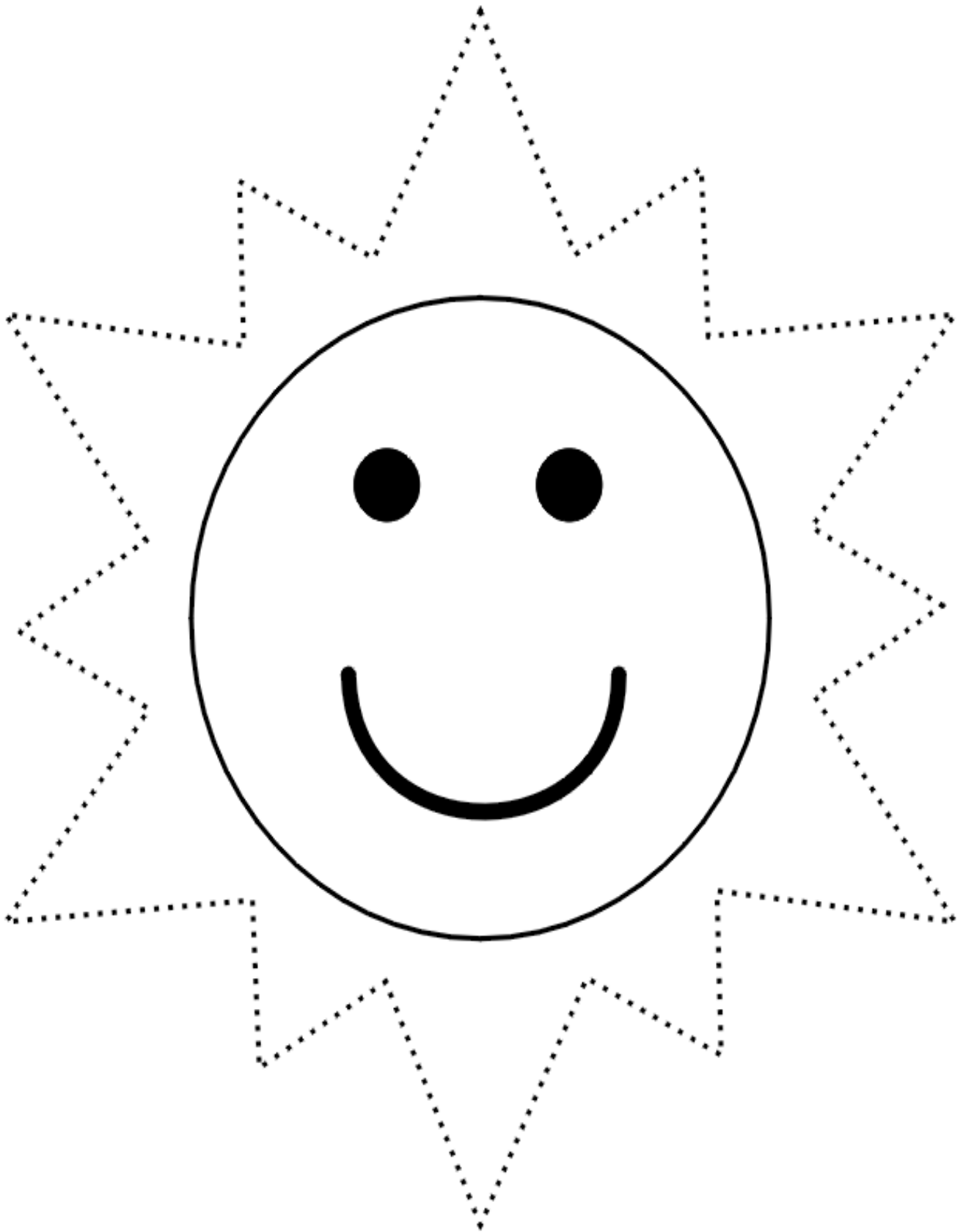


Mazes are an excellent fun activity for your child to develop hand-eye coordination. Help the princess get to the castle



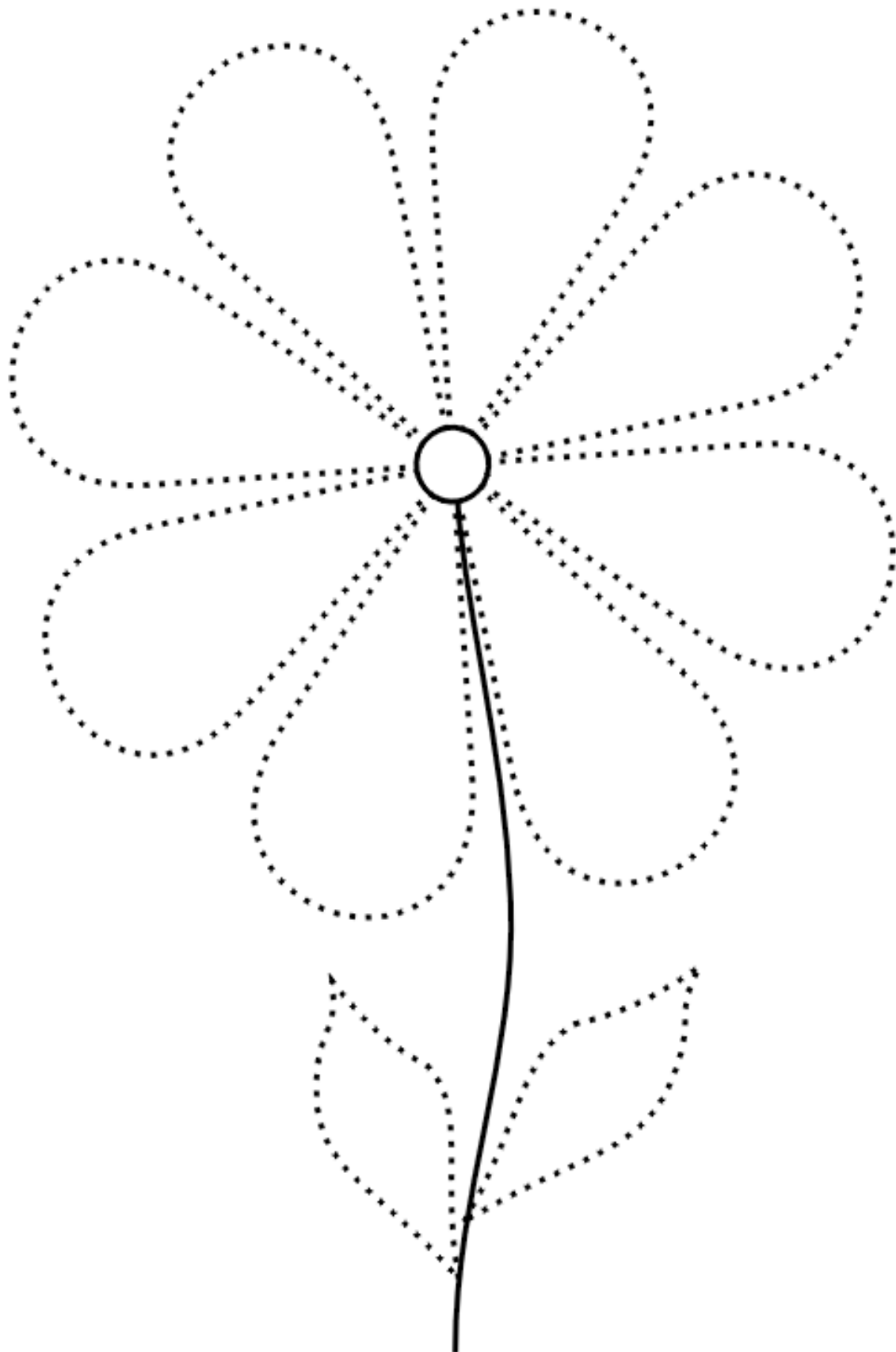


Trace the rays around the smiling sun and then color the beautiful sun



How many points of sunshine rays can you count?

Trace the flower petals and leaves then color the beautiful flower



## FINE MOTOR ACTIVITIES & FINGERPLAYS

**Taco Bell Cups:** If you like Taco Bell taco salads like I do, save those little plastic cups that the tomato sauce comes in. They can be used for so many things. For example, children can tear tiny pieces of brown paper and glue them onto the outside of the cups to create "animal dens." They can tear green and red paper for gluing on them to create "holiday ornaments." Or, they can glue tiny squares, circles, or other shapes all over them for reasons known only to them. But what wonderful fine motor practice the activity provides. I remember being told over and over again in school that the more an activity requires children to use the fine muscles of their fingers, the better.

**Self-Help Skills Board:** Find a child sized pair of pants (thrift store). Cut off the legs so that only the zipper, snap/button & button hole, and belt loops remain. Place a stiff piece of cardboard into the pants to maintain the shape. Children can then practice zipping, snapping, and placing a belt through the loops.

**Show children how to chain paper clips together.**

**Grasp objects with spring-snap clothespins.**

**Flour & Beans:** Provide two large bowls, one empty, and one having a flour and dried beans mixture in it. Children place a sifter into the empty bowl then spoon out some of the flour/bean mixture into it. They sift out the flour, while the beans, of course, won't go through. When done, they dump the beans back into the flour and start over again.

**Silly Putty:** Pour one part liquid starch into two parts glue, a little at a time, and mix. Add more starch if needed (if the mixture is sticky). Cover and refrigerate it overnight. This stuff feels great!

**Tweezers Fun:**

1. With tweezers, children pick up paper clips (coloured ones

make it more interesting) from a bowl, one at a time, and place one in each compartment of a 12-cup muffin pan. They then place the clips back into the bowl, again one at a time, using the tweezers.

**2.** Purchase a small bag of tiny craft items in lots of colours (tiny beads, pom-poms, buttons, etc) from a thrift shop. Place them all in a bowl with a pair of tweezers. Children use the tweezers to transport each tiny item individually to another bowl. This is such great exercise for those small finger muscles.

**Pre-Math Extension:** Provide enough bowls so that children can **sort** the items (beads in one bowl, pom-poms in another, and so on). Children can also sort the items by colour.

**Quick Puzzles:** Have children bring a cardboard product box from home that features a picture on the front that they like (cereal box, cat food box, cookie box, etc). Cut the front from it then cut it into pieces to form a puzzle. Children can take their puzzles home.

## FUN RECIPES

### PLAYDOH NOTES/TIPS/RECIPES

1 cup Flour  
1 cup Water  
1 Tablespoon Cream of Tartar  
1 Tablespoon Oil  
1/2 cup Salt  
Food Colouring (colour of the month)  
Mix all ingredients and cook over med-low heat; Cool;  
Knead. Store in a sealed container or bag.

Playdoh Toys: Plastic or small metal knives, metal forks and spoons; craft sticks make good cutting tools, pairs of children's scissors, plastic straws, cookie cutters (of course), hand-held potato mashers, smaller tubular blocks from sets of wooden blocks make great rolling pins.

### Microwave Play Dough

3 cups plain flour  
1/2 cup salt  
6 teaspoons cream of tartar  
3 tablespoons oil  
3 cups water  
food colouring

Mix all the ingredients in a microwave dish. Cover and microwave on high for about 7 minutes, stirring half way through. If it is still too moist, just put it back in the microwave for another minute or so. Knead when cool.



## Salt Dough

600 grams plain flour  
600 grams salt (600 grams = about 2 2/3 cups)  
2 tablespoons oil  
approx. 450 ml water (450 ml = about 2 cups)  
food colouring

Mix the flour, salt, oil, and food colouring, and add the water a little at a time. Knead thoroughly. The children can create anything they like with this dough -- their creations can either air dry or be baked in a moderately hot oven.

## FINGERPLAYS

### OPEN, SHUT THEM

Open, shut them, open, shut them; Give your hands a clap  
Open, shut them, open, shut them; Lay them in your lap  
Creep them, crawl them, creep them, crawl them right up to your chin  
Open up your little mouth, but do not let them in.

This is one of those fingerplays that children love just as much on the last day of school as they do the first day. It's very much a fingerplay in the greatest sense of the word as you do the motions using your hands and fingers (getting those little fingers ready for later writing).

After the children learn the words, say the words in these ways while doing the motions: Say the words very slowly, say them quickly, whisper them, mouth them making no sounds, "think" the words, now think the words with your eyes closed (children love this one), now think the words quickly with your eyes closed, and the list can go on forever.

Remember, go through the motions of the fingerplay with each way you say the words. It's just the greatest!

Oh, and hey, try this: Do the rhyme standing up--what happened to our "lap?"

## LETTER & NUMBER ACTIVITIES

### Word Matching:

Begin collecting household product boxes (two of each). Cut the labels from each box (Tide, Crest, Cat Chow, Cheerios, etc), and try to cut them as near the same size as possible (but you can't always). Mix all the labels together then have children match the two words that are the same. Because box labels usually have background colours, this is a good activity for children even younger than four as they will probably match the colours, but they are still being exposed to "words."

### Child Stars:

1. Cut a huge star from posterboard and add glitter to its edges. Each time you do a new alphabet letter, post that letter in the middle of the star, then place pictures of the children whose names begin with that letter around the star. Print their names under their pictures, highlighting the first letter.
2. Make crowns for children to wear whose names begin with the letter you're learning about. Print that first letter in a different color and highlight it in some way.

### Sorting Letters:

Make two sets of D'Nealian letters on small posterboard squares or index cards. Let children sort various types of letters at various times throughout the school year.

For example:

1. Sort upper-case letters that have lines in them (A, B, D, E, F, H, etc)
2. On another day, week, or month, sort lower-case letters that have lines in them (b, h, k, etc)
3. Another time, sort d's and b's, or a's and e's, or i's and j's, etc
4. Another time, sort upper-case letters "with tummies" (B, P, etc). Then, sort lower-case ones.
5. And so on!

### Teaching Letters:

1. Provide a sign-up sheet for parents to bring a snack beginning with the letter of the week (you might even make suggestions).
2. For Show-N-Tell, have children bring in a toy or other item beginning with the letter of the week.
3. Have children bring in magazine pictures of items beginning with "our letter." They place the pictures in shoe boxes (with lids) that have the letter printed on the outside. Once we've focused on the letter, the box is left in the Language Centre. By the time you get to "Z," you will have 26 boxes with magazine pictures in them. By way of review days and as a culminating activity, children can look at all the pictures, name them (focusing on beginning sounds), then glue them on murals. You might like to print the words under the items. (If 26 shoeboxes are hard to get, use large manilla envelopes.)

## NUMBER & COLOUR ACTIVITIES

**Stickers Matching Game:** Next time you're at a thrift store, search for a set of poker chips or checkers. Buy two sets of matching stickers. Place a sticker on each chip/checker. These are so much fun to match because children can easily slide them around on a table top when finding matches or mixing them. **Variation:** Save the tops from various plastic milk and juice containers to use for this which are also flat and can be moved around easily.

**Circles: Paper Plate & Bowl Art:** Give each child a large butcher paper circle and 3-5 small white paper plates and/or bowls. After decorating their plates and bowls, children then glue them onto their butcher paper rounds.

**Circles: Snack: Bananas & Cereal Faces:** Give each child a brightly colored paper plate then have them create faces on the plates from banana rounds and large-holed round colored cereals. On a budget (and who isn't?), use plain white paper plates. **Variation:** Children create faces on toast rounds.

**All Purpose Shapes:** One of the most often used teaching tool I have are "My All Purpose Shapes." Cut shapes from various colours of posterboard and in several sizes then laminated them. These can be used endlessly in a preschool classroom: sorting, matching, at group time, in the math center, individually, with fingerplays, with stories, etc. Until you make yourself a set, you won't appreciate just how often you'll use them.

**Squares/Rectangles:** Save lots and lots of boxes -- especially tissue boxes. They can be used for so many things, but they are especially great for children to see the differences between squares and rectangles since so many boxes have both shapes on them. Activities might include allowing children to figure out ways of stacking the boxes. For example, can you stack all the boxes so that just the squares face forward? How about upward? Now, stack them with all the rectangles facing forward (or upward). Or, children can decorate all the square sides of a box one way and all the rectangle sides another way.

### Fine Motor: Shape Lacing:

Cut shapes from thick cardboard. Punch holes all the way around the edges of the shapes. Laminate them. Children can now lace the cards (similar to sewing cards). Make sure you punch the holes in far enough from the edges so that after they have been laced a few times, the lacing holes won't begin to tear. One thing I've done that I think helps to prevent this is to place colourful reinforcements around the hole punches before laminating the shapes.

### Two Games In One: Textured Shapes:

Cut out several posterboard shapes in 3-5 different sizes. Glue cotton, rope, or some other "textured" material just around the edges of them -- following the outline of the shape. Then, when children "sort" the shapes by size, they can also "feel" the shape. To decrease the difficulty: Cut out shapes that are all the same size.

## Terms of Use

St Aiden's Homeschool © 2007

This activity book is the property of D E Davis and/or [www.staidenshomeschool.com](http://www.staidenshomeschool.com) and may not be altered or amended in any manner. Please feel free to use this document in your classrooms, at home or you may upload it to your own website in its entirety\*. This document may be freely distributed\* but may not be sold for profit by any person/s or organisations. Thank you for respecting International Copyright Laws.

\*this document may be freely distributed and utilised without alteration, amendment or addition i.e. in this original format. You are granted permission to upload and use this document in your webpage in the original format. A link-back is not necessary but would be appreciated.

© Donnette E Davis,  
St Aiden's Homeschool  
Republic of South Africa  
Date of Publication: 15 September 2007  
<http://www.staidenshomeschool.com>