

I CAN
TRACE
AND CUT!

TEACHER'S RESOURCE BOOKLET



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Richmond

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Throughout the ages, the hands of mankind have transformed the world. As men and women used their hands to make tools and utensils, their intellect was also developed. Gradually, they learned how to adapt their surroundings to their necessities. Through the use of our hands, we make contact and adapt to the world around us. Furthermore, our hands can leave a personal mark on everything we do. It is even possible to identify those who carried out a specific task, just by the special way in which their hands performed.

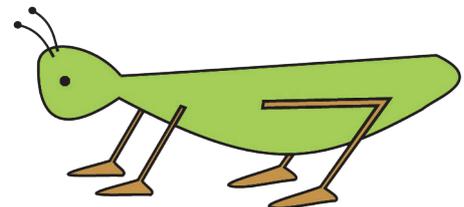
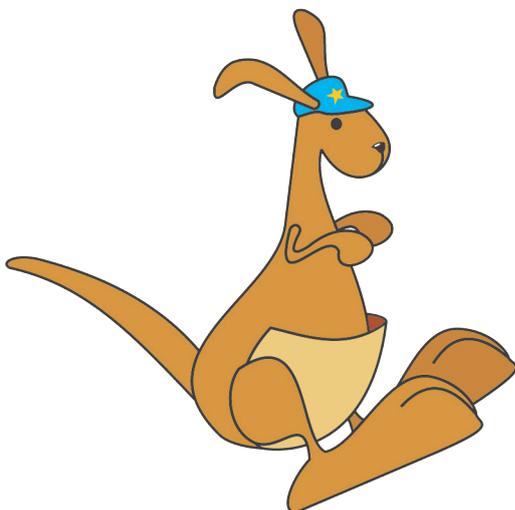
We utilize our hands to express ourselves whether it is through the use of gestures with those who do not speak our same language or revealing our feelings through a simple touch. We can use our hands to re-create our world by changing its elements and communicate with others.

The learning process for children three to six years of age can be defined as steady and intense, which makes it one of the most significant stages in life. During this time, it is vital that young children are

given a great amount of preparation in aspects of language, social development, critical thinking skills and values which strengthen their self-esteem and develop initiative and creativity.

When children are given opportunities to freely draw and paint, they gain from one of preschool's most enriching activities which integrates several learning processes; perceptive, motor, creative, cognitive and emotional through teaching methods which use graphic implements. When developing these skills, it is important that children have ample space in which to work along with large-sized drawing materials. In order to develop their fine motor skills, gradually start reducing the sizes of the materials thus, the student progresses towards the desired goal.

The specific use of graphic implements and materials suggested in the ***I can trace and cut!*** series offers opportunities for children to develop their skills in spatial awareness, tracing and drawing lines and shapes, and strengthening their dexterity through the use of a variety of mediums which broaden their experiences in artistic techniques and designs.



I can trace and cut! - *Teacher's Resource booklet* - is organized in the following six areas:

Introduction - Presents general aspects of the preschool students' motor skill development and sets forth objectives, foundation, structure and content of the student's book.

Tracing Activities - Offers information on how to develop tracing skills. It provides general and specific objectives for each page of the *Student's book* and gives suggestions for practice activities.

Cutting Activities - Offers orientation, objectives and activities in order to prepare students for the manual use of scissors.

Other Activities - Includes objectives and suggestions for developing manual dexterity and psychomotor skills and provides enrichment activities in conjunction with the pages in the *Student's book*.

Weekly Planner - Allows the teacher to organize and prepare a weekly plan of practice, enrichment and student book activities.

Evaluation - Provides a format which allows on-going assessment of students' progress.



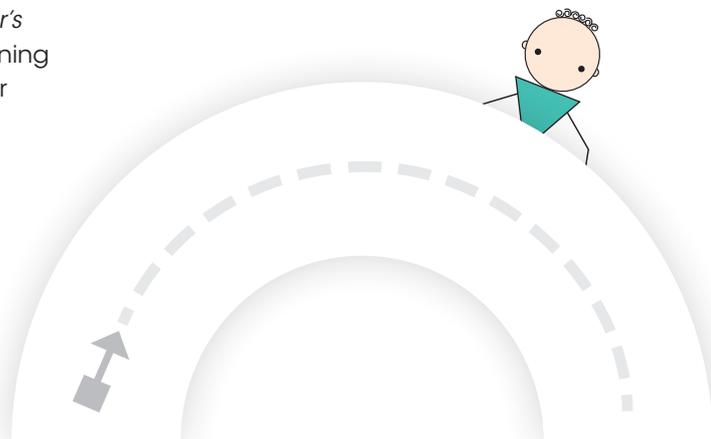
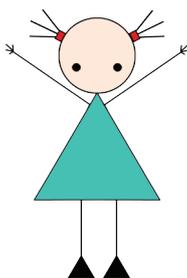
The **I can trace and cut!** series is designed for students to attain visual motor coordination skills and dexterity which allow development in physical agility and artistic creativity.

When children have opportunities to attempt different techniques, the possibilities of enriching their expressive capacity are greater. The **I can trace and cut!** series is a program which offers techniques and activities which work in a parallel method to free expression in arts and crafts.

In order to develop eye-hand coordination skills and dexterity, it is necessary to carry out activities that develop gross motor skills. The *Teacher's Resource booklet* provides arm and leg toning exercises, hands-on activities, psychomotor activities, relaxation exercises and more.

The hands-on activities which enhance gross motor coordination and relaxation should be integrated within the whole curriculum. For example, gross motor activities can be incorporated into the psychomotor and music programs and at the same time, students can reinforce their math concepts.

Students should be encouraged to work freely in all arts and crafts activities, such as painting, molding, collage, and construction in order to develop their creativity, initiative and abilities in artistic expression.

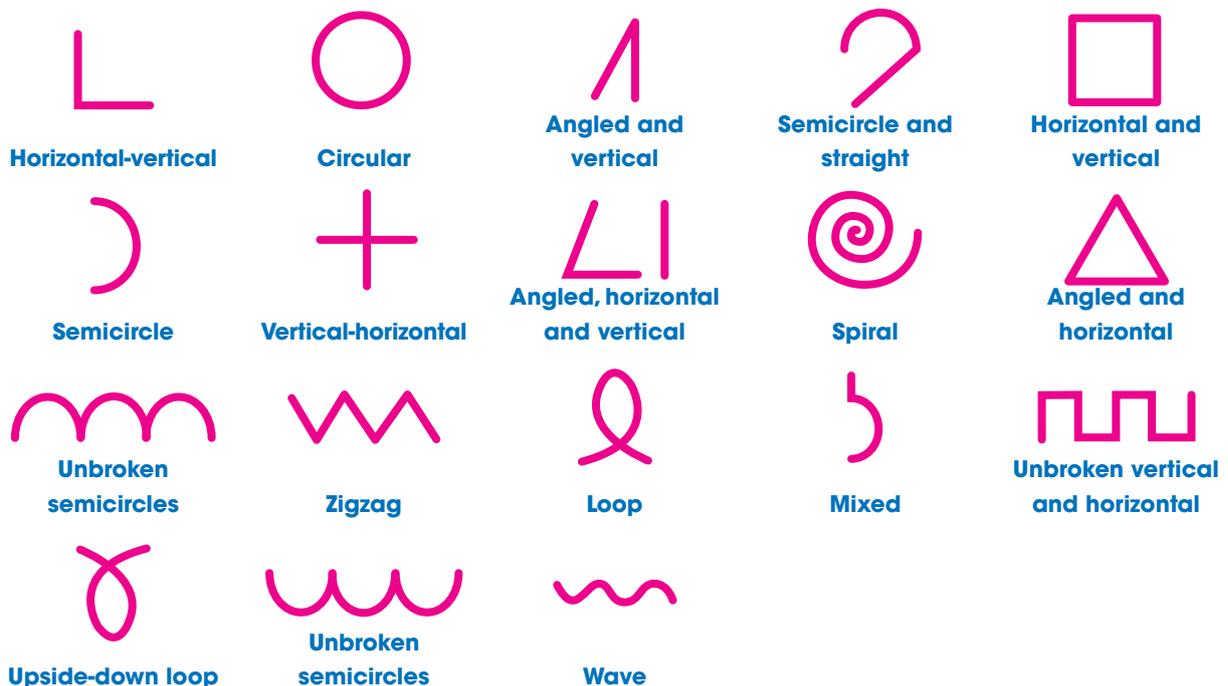


The main goals of the **I can trace and cut!** series are as follows:

- Develop abilities and skills for graphic activities such as drawing, painting and writing.
- Prepare preschool students for the movements of handwriting.
- Develop the ability to control varied graphic implements, such as crayons, pencils, markers, colored pens and both thick and thin paintbrushes.
- Develop tonic control and proper posture and positioning; in other words, controlling muscle tension in order to carry out a specific activity.
- Enable students to create pictures with agility and precision.



Tracing Activities



The **I can trace and cut!** series is designed to implement tracing skills which are appropriate to the preschool students' developmental growth and motor traits.

Physical growth and psychomotor development occur simultaneously. These changes can be observed in each stage of a child's life. The manner in which a three-year-old stands up, sits, walks or runs is very different to that of a five-year-old. These contrasts provide us with information about the child's level of motor maturity.

Motor maturity refers to the student's capacity to control the movements of all the parts of the body while attempting physical activity.

The development of tracing skills is divided into two stages:

- First Stage - The discovery and understanding of graphics; the students discover its form, dimension, orientation, direction, trend and dislocation through kinesthetic, visual and tactile methods. In summary, the understanding of visual imagery is internalized.
- Second Stage - The mechanics; the students obtain involuntary work habits and skills in order to trace lines and create pictures with agility and precision.

For preschool students, tracing requires a longer attention span, concentration, and visual motor dexterity. Teachers need to carefully observe the level of effort and concentration in each of their students. When students show signs of boredom, fatigue or distraction, it is time to change the activity. Students should enjoy carrying out the activities in their books. Motivate your students, make the work fun and establish a positive attitude to writing.

Development of Tracing Skills

Before the age of two, a child can produce open-handed scribbles, accompanied by uncontrolled and fast arm movements. By the age of two, the maturity of the thumb muscle makes it possible for a child to produce smaller, repetitive, and superimposed strokes. Gradually, the child refrains from using these small, fast and impulsive strokes which become slower and more controlled.

Another function that develops soon after two years of age is the eye's ability to follow hand movement. This is a profound change in the eye and hand relationship.

There are a variety of practice exercises that can be implemented to include all the possibilities in which a student can suspend a writing stroke. Children tend to separate strokes by moving their arms. When these practical exercises are carried out spontaneously, students will attain better adjustment and control of movements. This control takes over simple control and consists of the possibility of the students taking their hands back to the line that has already been traced. This can be clearly observed in the tracing of horizontal, vertical and diagonal lines.

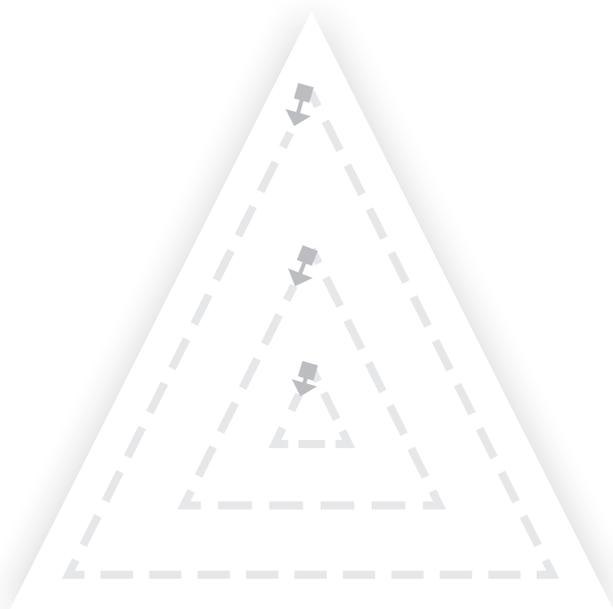
Children draw these first types of lines in a repetitive manner and they are practical exercises without interpretation; they do it simply for the

pleasure of tracing. Around the age of two years and six months, a child can join two lines along with the possibility of taking over double control. The difference being is that simple control is influenced by maturity and double control is influenced by spatial and perceptual factors when they begin the closures of shapes.

Approximately by two years, eight months of age, students tend to draw circles without any order in the drawing space. Then they will begin to draw circles with some kind of order and direction. These types of sequences in circles can be observed in the first pre-historic paintings that represent human beings.

Arm movement around the shoulder makes it possible to draw circles. Two and three year-olds are able to draw complete circles and when they trace slowly, a more controlled stroke is noticeable.

Two and three year-olds notoriously tend to use circles in their free drawings. Even though the circles are similar, they represent different people and objects. As students acquire more experience in drawing, they begin to create different shapes using the same stroke. For example: children may use circles to represent the members of their family but the circles will be different sizes depending on the child's perception of each member of the family.



Writing Implements

The way in which preschool students hold a crayon or pencil is directly related to visual motor coordination. From the time they are babies, children try to hold objects. By the time infants reach fifteen months of age, they are able to grasp objects in a controlled manner.

Around two years of age, children are able to firmly hold a pencil or crayon in their hands. This is when an adult begins to accommodate the child's fingers to ensure a correct grip and then gradually releases as the child gains better hand coordination and strength. This is a long two to three year process in which the teacher plays a significant role in providing students with a variety of experiences in free arts and crafts which entail an assortment of writing implements and activities.

The Introduction of Tracing Skills

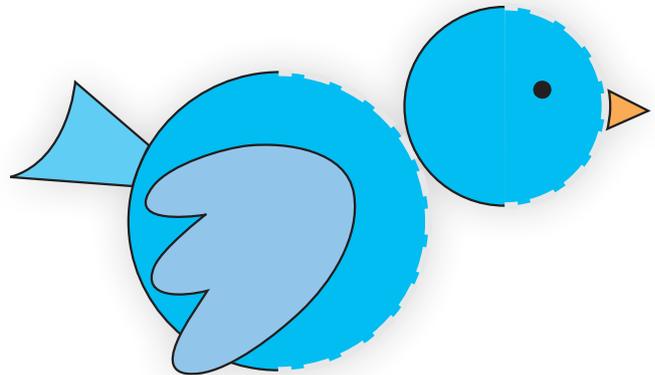
It is possible to provide four year-olds with exercises that give them practice controlling their writing strokes with the intention of stimulating and developing their motor process and perception. However, this does not take the place of free artistic expression. The arts and crafts activities should be carried out parallel to the use of the ***I can trace and cut!*** Student's book. The main goal of the tracing skills activities is to develop fine eye-hand motor coordination necessary for drawing continuous lines within specific boundaries.

A stroke is made by the movement of the arm and hand which moves a writing implement, such as a crayon, marker, colored pen, or pencil upon a surface, using eye coordination.

The following variables need to be taken into account when teaching tracing skills:

- Arm and hand movement.
- Using graphic implements, paper, and surfaces which are appropriate to the maturity level of the students.
- Specific use of line, shape and spatial combinations which increase the level of difficulty.

It is necessary to undertake certain activities as daily routines so that the students can master the different skills using their whole body and wide arm and hand movements. The following suggestions can be used as starter activities:



Trace in the air:	Trace on the board:
<ul style="list-style-type: none">• With the palm of the hand.• With the finger.• Pretend to paint with a paint brush.	<ul style="list-style-type: none">• With a damp palm of the hand.• With the tips of all the fingers at the same time.• With the tips of the middle and index fingers.• With a damp sponge.• With the side of a chalk, both horizontally and vertically.
Trace on large sheets of paper with:	Trace with three-dimensional materials:
<ul style="list-style-type: none">• Thin and thick paint brushes.• Markers.• Crayons.• Finger paint.• Chalk.• Hands and fingers to trace with paste mixture.	<ul style="list-style-type: none">• Use play dough to mold snakes and then copy the figure.• Use straws, pegs, or sticks to trace in sand, flour, rice, or paste mixture.

Tracing Goals

- *Develop skills in hand and finger movements which make the progression of tracing abilities possible in order to improve overall precision.*

This refers to the capacity to coordinate different muscle actions and calculate muscle strength in order to carry out voluntary, refined and precise movements.

- *Obtain dexterity in the use of graphic implements.*

In order to achieve this objective, students need to practice using varied graphic implements, such as crayons, chalk, colored pencils, colored pens and both thick and thin paint brushes.

- *Achieve greater control when holding and applying pressure to a graphic implement.*

Three-year-olds often hold a pencil or crayon too firmly and press down too hard on the paper which causes it to tear. It is important to observe how the different tracing activities begin to modify muscle tone thus, providing better freedom of movement.

- *Develop visual-perceptual control.*

This refers to the capacity to perceive permanence or invariability of specific objects in a picture even though they vary in size or position. Example: a cube of any size, color or position will always have the shape of a cube.

- *Develop ocular-motor control.*

The organization and direction of strokes within the drawing space are made possible when students move their eyes and hand in the reading and writing direction; from left to right and top to bottom. The ability to control and coordinate the movements of both eyes in order to obtain correct binocular vision is marked by glance fixation and ocular-motor control.

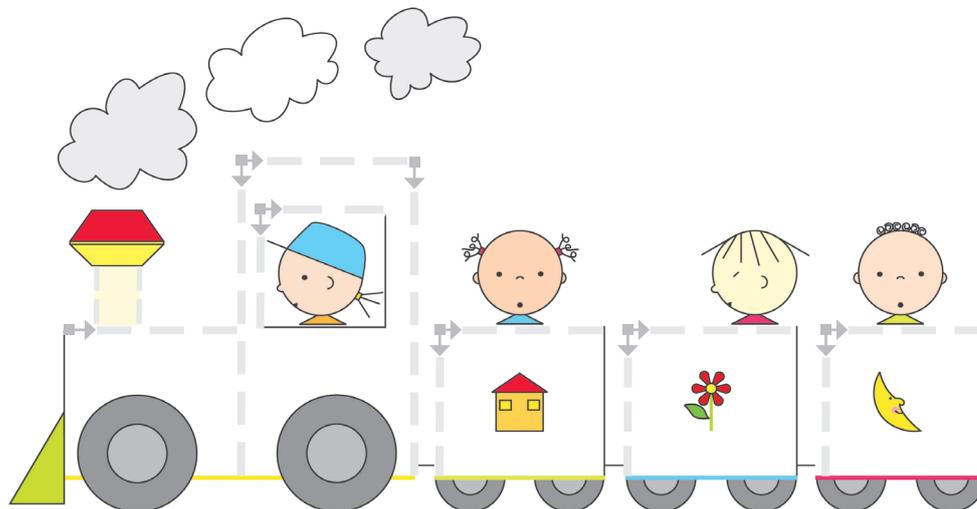
- *Develop good posture.*

Postural balance, muscle tone and the thought process go hand in hand. Postural control comes from the adaptation and maintenance of balanced and careful posture while using minimal muscle exertion. Therefore, it is important to check the type, size and shape of furniture and ensure the tables and chairs are located at an appropriate distance when students are working. Carefully observe if students lean forward and close to their work or sit with their backs in an upright manner.

- *Develop spatial awareness within the drawing area.*

The tracing activities provided in the *Student's book* are aligned to establish the students' awareness of the movements they make within a particular space.

The following objectives and corresponding practice activities for each tracing skill are provided to guide and support the planning process.



L Horizontal and Vertical

Pages 5, 6, 7, and 8

Objectives

- Develop horizontal eye-hand coordination by tracing lines.
- Enhance hand and finger motion while performing small movements.
- Develop ability to control a crayon while performing small movements.
- Establish awareness of reading and writing directions (left-right and top-bottom).

Practice Activities

Gross Motor Practice

Have students walk on lines of the classroom floor making an emphasis on the starting and finishing points. Have them follow lines in such a way that would represent reading and writing directions.

A Striped Mural

Young children are especially attracted to activities which involve getting their hands into paste and dough mixtures because of the different sensations that are produced. It is beneficial to have four year-olds practice using paste and utilize all of their fingers to paint with on large sheets of paper. Have them trace horizontal and vertical lines in a team effort to create a mural.

Line Drawing

Provide students with construction paper and colored chalk. Have them freely create a picture of horizontal and vertical lines that fill up the paper with the colors of their choosing.

Additional Activities

Students can:

- Draw horizontal/vertical line patterns in play dough using wooden sticks.
- Use a water sprayer to water plants.
- Make pictures by attaching pre-fabricated felt patterns to a flannel board.
- Dip cut potatoes into paint and then use them to print a design.



O Circular

Pages 9, 10, 11, and 12

Objectives

- Develop eye-hand coordination by tracing circles.
- Enhance hand and index finger motion while performing small movements.
- Develop ability to use a crayon.
- Establish awareness of reading and writing directions (left-right and top-bottom).

Practice Activities

Musical Circles

Make or draw a circle on the floor and invite students to walk around it while they sing songs.

Colorful Circles

Use a marker to draw circles of different sizes on several sheets of drawing paper and attach them to the wall. Have each student choose a circle and then trace over it with finger paint, paste or markers. Cut the circles out and have students paste them onto a class mural.

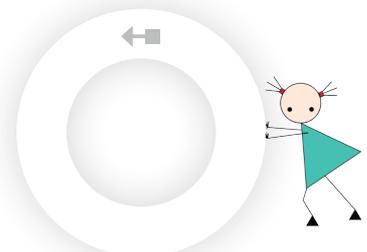
Soapy Bubbles

Prepare a mixture of water, liquid detergent and glycerin. Put the mixture in small plastic cups. Provide each student with a wire in the shape of a ring (it can be covered with yarn). Have them place the ring in the mixture, take it out and blow. Bubbles everywhere!

Additional Activities

Students can:

- Practice tracing circles in sand, rice or play dough.
- Finger paint circles on a plastic serving tray (no paper mess and easy clean-up!).
- Trace around circle templates.
- Throw bean bags into a hula hoop placed flat on the floor. Gradually increase the distance.
- Paint circles on the classroom windows with finger paint.



Angled and Vertical

Pages 13, 14, 15, and 16

Objectives

- Enhance index finger motion while performing small movements.
- Develop ability to control a crayon and marker while tracing diagonal and vertical lines.

Practice Activities

Swings

Take students to the playground and observe the lines of real objects such as the inclination of swing set posts and the swings and ropes or chains when in motion. After observation, invite students to walk on the balance beam. In the classroom, attach a large sheet of drawing paper on the wall and use a marker to draw an outline of a swing set. Have students finger paint over the lines. When the paint has dried, have students close their eyes and pass over the dried paint with their hands.

Copy Cat!

Provide students with play dough and a wooden board or cardboard on which to manipulate the play dough. Draw diagonal and vertical lines on the classroom board and have students use their play dough to reproduce the figures. In this activity, the children need to make an effort to copy the figure by manipulating and arranging material according to the model given on the classroom board.

Additional Activities

Students can:

- Lay on their backs in a circle kicking a ball back and forth with their feet, ensuring the ball does not go out of the circle. (Have students observe the different path the ball takes every time it is kicked.)
- Pretend to be a car wash using soapy water and a sponge to wash the outdoor toys and equipment.
- Create different colored angles on a pegboard and follow them with their index finger.



Semicircle and Straight

Pages 17, 18, 19, 21, and 22

Objectives

- Develop skills to trace circular and diagonal lines.
- Attain flexibility in hand and finger movements.
- Develop ability to control a crayon and chalk.

Practice Activities

Curves

Attach a large sheet of drawing paper to the wall. Draw whole and semicircles and have students use their hands and then index fingers to paint over them. Use colored paste or liquid paint.

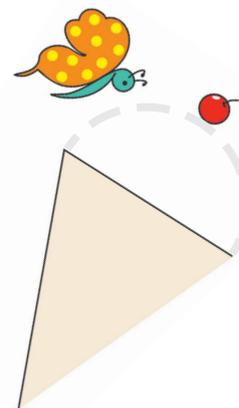
Candy Canes

Prepare a sweet paste mixture: sift confectionary sugar into a bowl. Gradually add condensed milk to the sugar and mix until a manageable consistency is obtained. Add lemon extract or other artificial food flavors along with drops of vegetable food coloring. Give each student a portion of the paste mixture and ask them to make candy canes. Have students put together a classroom candy store!

Additional Activities

Students can:

- Throw bean bags into two hula hoops that have been interconnected on the floor. (Provide a series of hoops, assigning point values for each set.)
- Make a fruit salad. Use a melon baller to scoop out melon and watermelon.
- Pick up and sort objects such as blocks, spools, coins, beans and marbles. Sort them into egg cartons.



□ Horizontal and Vertical

Pages 23, 24, 25, 26, and 27

Objectives

- Develop skills to trace straight angles.
- Obtain control to suspend hand movement.
- Develop ability to control a marker, crayon and chalk.

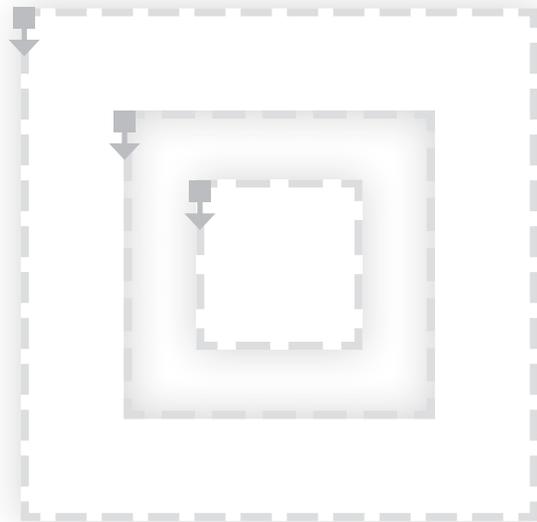
Practice Activities

Fill in the Square

Use sidewalk chalk to draw incomplete squares on the patio (one to three sides should be missing). Give each student an opportunity to complete a square by drawing in the missing lines with chalk. It is important to explain to students and then provide them with plenty of practice with the starting and ending points of a square (top-bottom on the left side and then from left to right beginning on the same left points).

Decorative Frieze

Attach four large sheets of construction paper on the wall. Divide the class into four groups and provide them with glue and several medium-sized squares of tissue paper. Have each group paste their tissue paper squares onto one of the sheets of construction paper. Then have students draw and color a picture on a small white paper square and paste it onto their group's tissue paper squares.



) Semicircle

Pages 29, 30, 31, 32, 33, and 34

Objectives

- Develop skills to trace curved lines.
- Obtain flexibility in hand and finger movements.
- Develop ability to control a crayon.

Practice Activities

Rainbow

Draw a large rainbow on a sheet of paper and attach it to the wall. Show students a picture of a rainbow and observe and identify the colors. Divide the class into seven groups and assign each group a color of the rainbow. Have them color in their corresponding section of the rainbow on the sheet of paper. Encourage the groups to utilize different materials such as paste, finger paint, liquid paint, crayon, chalk, colored pencils, and water colors.

Semicircles

Draw a large semicircle on a large sheet of drawing paper and attach it to the wall. Provide students with colored chalk. Show them how to hold the chalk on its flat side and then, one by one, have them color over the figure. Give students opportunities to color over semicircles of different sizes.

Additional Activity

Students can:

- Play the game, "Crossing the Bridge". (Trace the shape on the floor or by using ropes on the playground. Encourage students to cross it either by hopping, jumping, running, marching etc.)



+ Vertical and Horizontal

Pages 35, 37, 39, and 40

Objectives

- Develop skills to trace diagonal, vertical and horizontal lines.
- Obtain flexibility in hand and finger movements.
- Develop ability to control a crayon and colored pen.
- Identify shape patterns.
- Enhance hand and finger motion while performing small and large movements.

Practice Activities

Stick Crosses

Provide students with wooden sticks. Show them the example given on page 35 of the *Student's book* and ask them to use two sticks to make a cross. As an enrichment activity, encourage students to make mobiles. Help them glue two sticks together to form a cross. Then have them make small figures out of play dough and stick them onto each end of the sticks. Hang them up in the classroom.

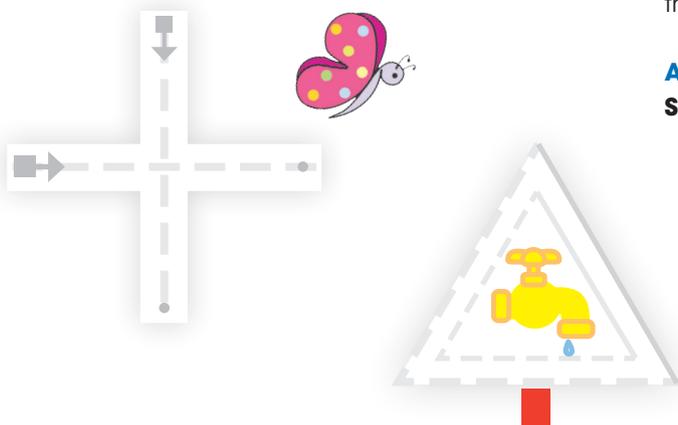
Windows

Draw an outline of several buildings on a wall frieze. Provide students with white paper squares and show them how to make a window by drawing vertical and horizontal lines. Students can then paste their windows onto the frieze.

Additional Activities

Students can:

- Wash windows using motions that go up and down and back and forth.
- Place checkers on a checkerboard.
- Place paper clips around the edge of a paper.



L Angled, Horizontal and Vertical

Pages 41, 42, 43, 44, 45, and 46

Objectives

- Develop skills to trace diagonal, horizontal and vertical lines.
- Obtain flexibility in hand and finger movements.
- Develop ability to control a paint brush, colored pen and chalk.

Practice Activities

Big Triangles

Provide students with a large sheet of drawing paper and show them how to fold it into two triangles. Have them color and cut out the triangles.

Copy and Draw

Provide students with white sheets of paper and crayons. Show them how to horizontally fold the sheet of paper in half. Draw a horizontal line to divide the classroom board in half. On the upper half of the board, draw a pattern that is similar to the example on page 42 of the *Student's book*. Ask students to copy the pattern on the upper half of their sheet of paper. Then draw a different pattern on the lower half of the board and have students copy it. For enrichment, encourage students to make up their own patterns and draw them on the other side of the paper.

Three-Tiered Pine Trees

Provide students with white paper, three green triangles cut from tissue paper or shiny paper and glue. Show students the example of a pine tree on page 43 of the *Student's book*. Have them find ways to make a pine tree with their triangles. Then students can glue the triangles accordingly onto the white piece of paper and then draw the trunk.

Additional Activities

Students can:

- Collect leaves from a tree and, on a sheet of thin paper, color over the leaves with the flat side of a crayon. (Get sensory feedback as they color.)
- Use pizza wheels to cut lines in play dough.
- Play "Hide and Seek" using their thumb and index finger to find small objects that are hidden in play dough. Then they hide the objects for another child to find.

Spiral

Pages 47, 48, 49, 50, and 51

Objectives

- Develop skills to trace spirals.
- Obtain flexibility in hand and finger movements.
- Develop ability to control a paintbrush, marker and chalk.

Practice Activities

Follow the Line

Draw two large spirals on the patio with chalk. Divide the class into two groups and assign them a spiral. Members of each group have to walk along the spiral line as fast as they can without running. The team that finishes first is the winner.

Snails

Provide students with a string of yarn approximately 20 cm in length. Demonstrate how to use the yarn to form a spiral. Have students practice the procedure several times and then glue their final product onto a sheet of paper and decorate it as a snail. Encourage students to help each other.

Additional Activities

Students can:

- Make squeeze bottle glitter designs. (Mix equal parts of flour, salt, and water. Pour it into plastic ketchup bottles and add food coloring.) Students squeeze onto heavy construction paper or cardboard to form designs. The salt gives a glistening quality when dry.
- Pull out objects that have been stuck into play dough in a spiral form.
- Solve spiral mazes.



Angled and Horizontal

Pages 53, 54, 55, 56, 57, and 58

Objectives

- Develop skills to trace angles and triangles.
- Build dexterity to control a marker and crayon.
- Develop capacity of observation and visual analysis.

Practice Activities

Egyptian Pyramids

Show students a picture of the Egyptian pyramids and talk about their shapes. Provide wooden blocks and encourage students to build pyramids in triangular forms of their own.

Divide the class into groups of four. Provide each group with sheets of paper and triangle templates of different sizes. Students place the templates onto their sheets of paper and trace around them with chalk. Have students color in the triangles and then cut them out. Provide each group with a large sheet of construction paper on which to paste their triangles and decorate in order to create a pyramid theme. Display the group work in the classroom.

Paper Kites

Tell students they are going to make paper kites. Provide them with a white sheet of paper and two triangles. Draw a kite on the classroom board like the one shown on page 57 in the *Student's book* and then have them arrange their triangles in the shape of a kite on the paper. Once they have accomplished this, have students glue the triangles on the white sheet of paper and then draw and color the tail of the kite. Display students' work in the classroom.

Additional Activities

Students can:

- Use beans and colored macaroni to form and glue triangular shapes on top of construction paper.
- Practice hitting bowling pins with a ball. (They can be purchased or make your own with plastic soda bottles.)
- Play, squeeze and smell a sensory bag (a locked bag filled with hair gel). When the bag is laid flat, they can trace figures on it.

Unbroken Semicircles

Pages 59, 60, 61, 62, and 63

Objectives

- Develop skills to trace unbroken semicircles.
- Obtain flexibility in hand and finger movements.
- Develop ability to control a paintbrush, colored pen and chalk.

Practice Activities

Frog Jump

Use chalk to draw two straight paths on the patio of three to four meters in length. Tell students they have to jump like a frog across the path. Encourage them to try to jump twice without falling over and to use their hands for support when on the ground. Cheer the students on as you keep a count of the number of jumps.

Cloud Cluster

Use an unbroken semicircle pattern to draw a large cloud on the classroom board. First have each student trace over it with their index fingers. Then have each student close their eyes and use chalk or a colored pen to draw a cloud on the board. Don't erase! The whole class observes the cluster of clouds and each other's work.

Additional Activities

Students can:

- Paint a "sky" theme on a large canvas that is attached to a wall in the outside play area.
- Wind thread on a spool evenly.
- Move spoonfuls of sand, beans, coins, popcorn or rice from a bowl and place them into containers of varying sizes.

Zigzag

Pages 65, 66, 67, 68, and 69

Objectives

- Obtain flexibility to trace unbroken lines.
- Develop ability to control graphic implements.

Practice Activities

Pine Forest

Place cones around the playground and have students walk or run around them several times in a zigzag direction. Then attach a large sheet of drawing paper on the wall and draw unbroken zigzag lines to represent a pine tree forest. Prepare a green paste or liquid paint and have students paint over the shape of the trees with their index fingers.

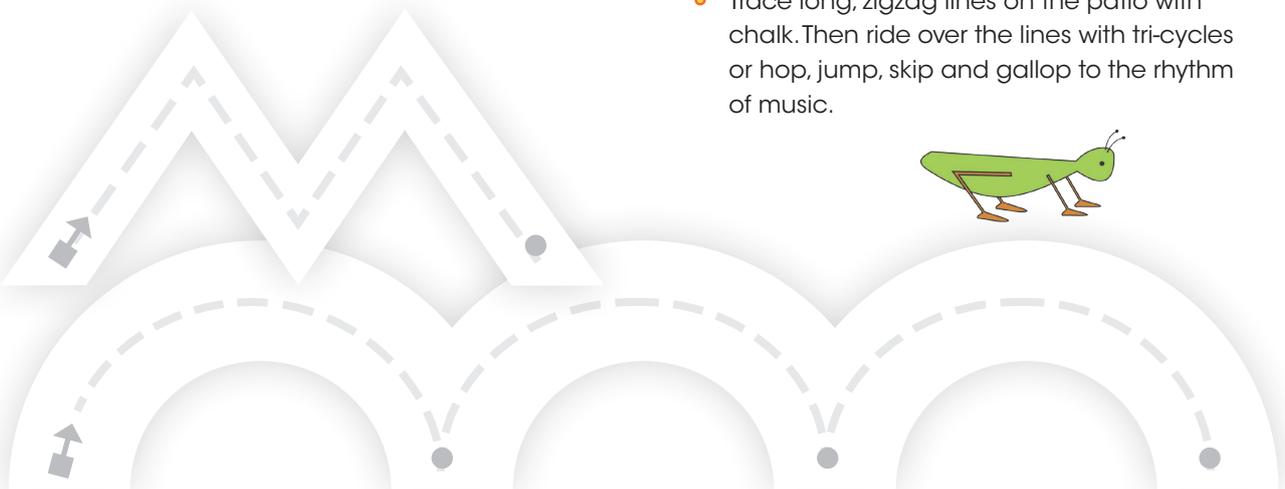
Ice Mountain

Draw an outline of mountains on a large sheet of drawing paper and attach it to the wall. Draw lines like the ones shown on page 65 of the *Student's book*. Ask each child to come to the board and use white chalk to draw a line inside the shape in order to cover the surface of the mountain. Show students how to trace with a piece of chalk on its flat side.

Additional Activities

Students can:

- Connect the dots that have been drawn along the classroom board in the form of a zigzag. (They play using a different color piece of chalk or a marker.)
- Use pegs or wooden sticks to make zigzag designs in play dough.
- Use straws to form zigzag designs on the floor.
- Trace long, zigzag lines on the patio with chalk. Then ride over the lines with tri-cycles or hop, jump, skip and gallop to the rhythm of music.



Loop

Pages 71, 72, 73, 74, and 75

Objectives

- Develop ability to trace loops.
- Develop ability to control a crayon and colored pencil.

Practice Activities

Rolled-Up Cable

Provide students with plastic wire and round sticks of different lengths and sizes. Have students wrap the plastic wire around the sticks and then unwrap it. The wire will take on the shape of a loop. Encourage students to play with it or invent a new toy.

Twisted Path

Draw a path on the patio like the tracing skill shown on page 75 of the *Student's book*. Ask students to go over the path in different ways: walking on tip toe, walking slowly, running, marching, etc. Play "Follow the Leader".

Additional Activities

Students can:

- Tie a box with string, yarn or ribbon.
- Put rubber bands around various sized containers.

Mixed

Pages 77, 78, 79, and 81

Objectives

- Obtain dexterity to control drawing implements.
- Develop skills to trace different types of lines.
- Develop hand and finger coordination.

Practice Activities

Template Pictures

Provide students with templates that are shaped and sized like the lines on page 81 of the *Student's book*. Show students how to draw around a template by holding it with the non-dominant hand, flat and stable against the paper while the dominant hand pushes the writing implement against the edge of the template. Encourage students to use the templates to draw their own pictures using a variety of drawing implements.

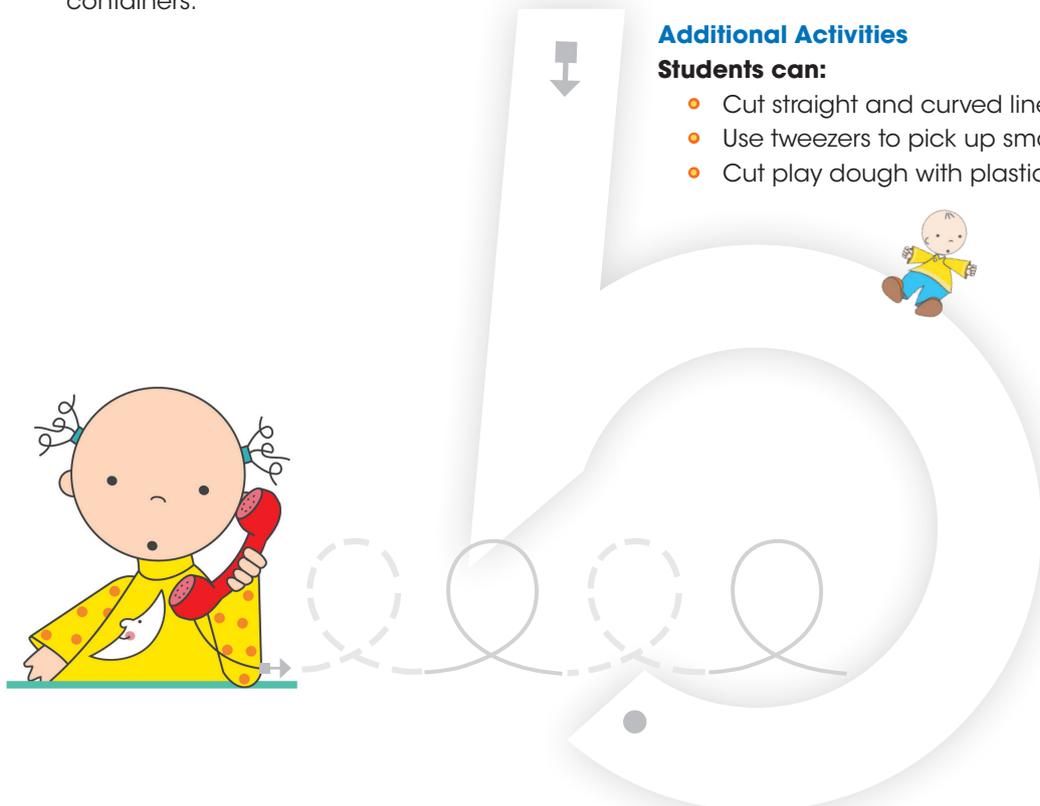
Original Drawings

Draw lines on white sheets of paper as shown on page 77 of the *Student's book*. Give one to each student. Have students trace over the lines with a crayon in the direction indicated and then imagine what that object could be. Students draw in the rest to complete their picture.

Additional Activities

Students can:

- Cut straight and curved lines with scissors.
- Use tweezers to pick up small objects.
- Cut play dough with plastic scissors.



Unbroken Vertical and Horizontal

Pages 83, 84, 85, 86, and 87

Objectives

- Develop skills to trace unbroken, straight lines.
- Obtain agility in hand and finger movements.
- Develop ability to control a drawing implement.

Practice Activities

Pathways

Draw the tracing line shown on the top of page 83 of the *Student's book* on the classroom board. Provide students with building blocks, wooden sticks, legos, or any other kind of three-dimensional material that can be used to reproduce the tracing line and pretend that it is a pathway. This activity can be enriched by using other materials such as toy houses, buildings made from boxes and toy cars. Encourage students to make a model of a town.

Giant Castle

Use cardboard boxes to build a castle or cover a wall with large sheets of drawing paper and draw an outline of a castle on it. Have students cut out and glue on the walls (tracing line), door, and windows. Then decorate the walls by painting or covering them with pieces of different textured paper to make them look like brick or stone. Use this piece of scenery for storytelling or free play.

Additional Activities

Students can:

- Produce a class mural. (Tape several large sheets of drawing paper together, large enough for a mural, and attach it to the wall.) Students place their hands into paint (offer a variety of colors) and make handprints along the mural. Then they draw and paint a picture of themselves on the mural.
- Place clothespins around the edges of boxes or the classroom carpet. Encourage students to create patterns such as: one red, one blue and making it more complex every time.

Upside-down Loop

Pages 89, 90, 92, and 93

Objectives

- Develop skills to trace circular lines.
- Obtain agility in hand and finger movements.
- Develop ability to control a paintbrush, colored pen and chalk.
- Develop imagination and creativity.

Practice Activities

Stringy Loops

Provide each student with a cord, thick string or ribbon. Let them freely make different figures with it. Then draw loops on the classroom board and have students use their material to reproduce them.

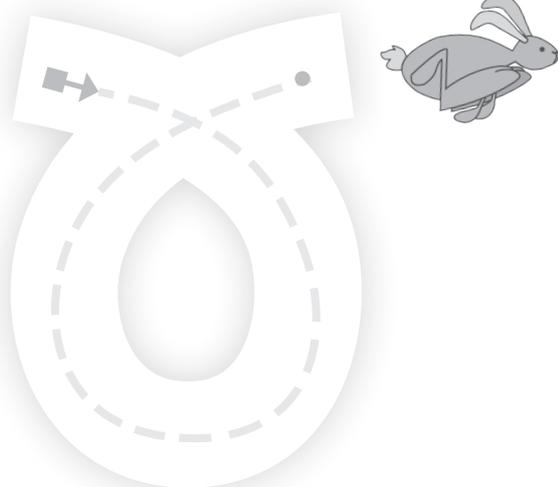
Play Dough Loops

Provide students with a chunk of play dough and have them use it to form loops. Invite the children to add other simple figures to create a model.

Additional Activity

Students can:

- Play a jump-rope game: divide the class into groups of three. Play music while two students swing the rope and one student jumps. When you stop the music, the groups have to form their ropes into a loop. The first group to accomplish this, wins. Repeat the procedure and tally the points.



Unbroken Semicircles

Pages 95, 96, 98, and 99

Objectives

- Develop skills to trace unbroken semicircles.
- Obtain agility in hand and finger movements.
- Develop ability to control a paintbrush, colored pen, and colored pencil.

Practice Activities

Tall Waves

Demonstrate this tracing skill to students by tracing it in the air and then have them practice it several times. Have students imagine tall waves and then have them draw the waves with colored pencils on a white sheet of paper. Make an emphasis on the waves' curvature and crest. Students can complete the picture by making play dough figures of marine life and pressing them onto the sheet.

Colorful Curtains

Draw an outline of a curtain on the classroom board with the bottom of the curtain in the form of unbroken semicircles. Have students trace over the curtain, one-by-one, with colored chalk or markers.

Additional Activities

Students can:

- Decorate a hotdog: (provide students with an outline of a hotdog in its bun). Students trace the outline and color it in. Then they roll yellow or red tissue balls and glue them onto the hotdog to represent the mustard or ketchup.
- Lace various sized beads on string or yarn that can be hung as classroom decorations in wavy shapes.



Wave

Pages 100, 101, 102, and 103

Objectives

- Develop skills to trace wavy lines.
- Obtain greater agility in hand and finger movements.
- Develop ability to control a colored pen and pencil.

Practice Activities

Squirmy Snakes

Provide jump ropes to groups with two students each. Have them hold the ends of the ropes on the ground and move them like snakes while the remaining students, one-by-one, try to jump over them without stepping on the ropes.

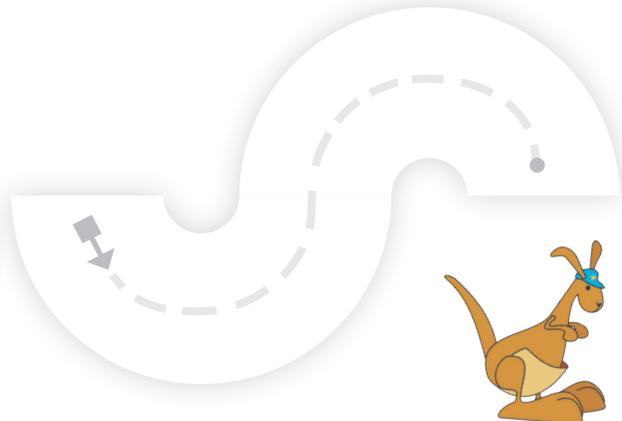
Snakes

Provide students with play dough and invite them to make snakes of different sizes. Encourage students to discover the qualities their snakes should have in order not to break apart (thickness and length).

Additional Activities

Students can:

- Roll play dough into tiny balls using only the fingertips. (Draw an example of the tracing line on the classroom board and have students form the line with their balls.)
- Paint the tracing line at an easel with their eyes closed.
- Use a rolling pin to roll out a chunk of play dough and then use pegs to draw designs in the play dough.





Cutting Activities

Tear with fingers

Pages 7, 15, 20, 22, 31, 40, 62, 64, and 85

The technique of having young children tear with their fingers utilizes an abrupt movement of the fingers and wrist. The fingers act as tweezers that tear off uneven bits of paper.

This activity develops finger coordination and strength as well as imagination and creativity when freely and artistically carried out.

Tissue paper and newspaper are most frequently used as they are easily manipulated and simple to tear with fingers. Other types of paper can be used such as crepe paper and shiny paper. The choice of paper depends on the students' experience with this technique and the teacher's initiative to promote creativity and self-expression.

Objectives

- Develop strength in the index fingers and thumbs.
- Establish hand dominance.
- Develop capacity of voluntary motor inhibition.

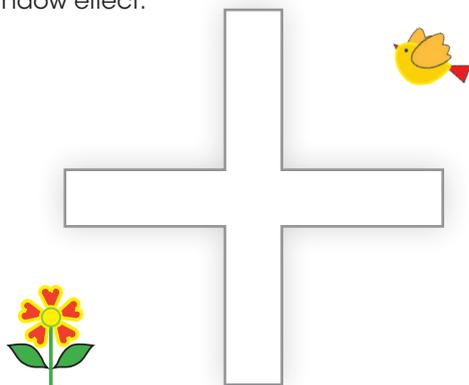
Practice Activities

Mosaic

Provide students with several pieces of different colored tissue paper. Show students how to tear the paper with their index fingers and thumbs. Encourage them to try it with both hands. Let them freely experiment and find out which hand is the one they use most to tear the paper. Then hand out white sheets of paper and glue. Have students create a picture with their bits of paper.

Stain-glass Windows

Provide students with pieces of tissue paper of different colors and have them glue the pieces onto sheets of transparent cellophane. Hang them on the classroom windows to give a stain-glass window effect.



Tear Strips with Fingers

Pages 36, 38, and 86

This technique also enhances strength and control of index finger and thumb movements. Students enjoy tearing strips off large sheets of paper ($\frac{1}{4}$ or $\frac{1}{2}$ sheet of newspaper or $\frac{1}{2}$ sheet of tissue paper). Tearing strips of newspaper can be used for a variety of manual crafts such as making banks, piñatas, mats and more.

Objectives

- Develop strength and coordination in the index fingers and thumbs.
- Establish hand dominance.
- Develop capacity of voluntary motor inhibition.

Practice Activities

Giant Strips

Provide students with newspaper and glue. Show them how they can tear off strips of paper. Ask them to glue one strip of paper to the end of another one to form a longer strip. Repeat this process with more strips. Have students compare their final strips and put them into order by length.

Newspaper Picture

In groups, have students tear off strips of newspaper and glue them onto a large sheet of construction, poster or drawing paper. Have students draw pictures of people, animals, or objects from the thematic unit and paste them over the strips of newspaper. This activity is especially appropriate for use in a "city" theme.

Cut with Scissors

Pages 67, 70, 76, 82, 85, 88, 91, 94, 97, and 104

Scissors are an everyday necessity. We use them for the whole of our lives. They were invented more than 3000 years ago and are indispensable for many everyday activities.

For preschool students, the use of this implement requires an acquisition of fine motor development and it is common to find both metal and plastic blunt scissors in most preschool classrooms. Scissors are frequently used with children from the time they are four years of age when they are considered to have the neurological maturity to carry out this activity. However, it is important to consider the experience of every child and if they have the ability to control this implement. Shiny paper and construction paper are ideal



types to use for the beginner's cutting activities. Crepe paper, tissue paper and even some fabrics can be used when students have acquired better cutting skills.

The ability to handle scissors implies a controlled movement which progressively improves with practice. Therefore, it is beneficial to incorporate the use of this implement in daily activities.

The correct way in which to hold scissors is to place the thumb inside the opening on the left side and the index finger in the other opening. There are some scissors that are especially designed to fit both the index and middle fingers into the largest opening which facilitates the control and precision of the cut. It is very important to provide left-handed scissors for those students who need them.

Objectives

- Develop ability to control voluntary movements.
- Obtain dexterity in order to cut with scissors.
- Develop fine motor skills.

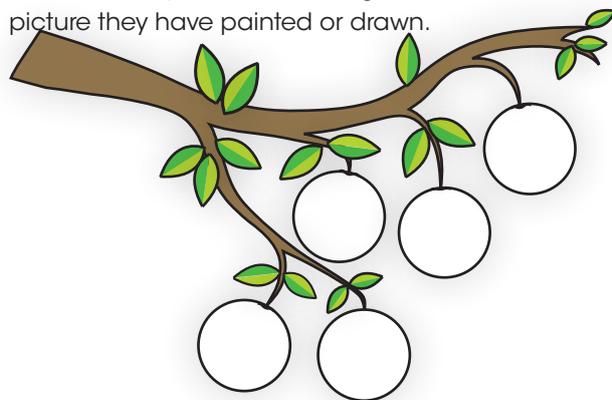
Practice Activities

Picture Fringe

Provide students with strips of shiny paper, approximately 7 cm. in width and demonstrate how to cut fringe; draw lines on the reverse side of the strips to indicate where to cut. When finished, students glue the fringe around a picture they have made.

Colored Squares

Draw squares on the back of several different colored pieces of shiny paper. Have students cut out the squares and then glue them onto a picture they have painted or drawn.



These activities are designed to enrich the students' work in their *Student's book* pages which allow them to learn different arts and crafts techniques and develop greater hand and finger strength and coordination.

Objectives

- Develop hand and finger strength and coordination.
- Attain and develop manual and digital dexterity.
- Develop ability to carry out arts and crafts techniques.
- Enrich capacity to expressively apply techniques in arts and crafts.



Drip Paint

Pages 38, 43, 60, 62, and 94

The use of paint droppers is an innovative tool when implementing arts and crafts activities for preschool students. Young children have fun manipulating them and enjoy observing the consequences of their own actions. In order to fill the paint dropper and let the paint drip, students have to press and let go of the dropper without letting it fall out of their hands. This dripping technique is not used as widely as others because it entails extra care in protecting students' clothing or classroom materials from stains. The use of water paint and vegetable coloring will avoid difficult stains. When carrying out these activities, have students wear painting aprons and cover the tables with a plastic overlay.

The use of a paint dropper requires students to use greater strength and control in the index finger and thumb. Most importantly, distance has to be measured to determine the exact spot in which the drop of paint will fall. Four year-olds enjoy manipulating and experimenting with the dropper and then become interested in creating designs with it. It is beneficial to provide plenty of opportunities for the students to practice this technique in free arts and crafts activities before completing the pages in the *Student's book*.

Objectives

- Develop strength in the index finger and thumb.
- Facilitate spatial awareness.
- Anticipate and experiment with outcomes from one's actions.

Practice Activities

Colored Rain

Divide the class into groups of two or three students each. Provide each group with a large sheet of construction paper and place it on a table. Have each group discuss a theme they would like to portray and what each member of the team will draw. Provide each group with a variety of drawing implements to produce their picture. Give each group plastic containers with liquid paint and paint droppers. Show students how to use the paint dropper to drip paint over their final product in order to simulate colored rain.

My Picture Frame

Draw a 3 cm. width frame around a letter size sheet of construction paper. Have students draw a picture on the inside of the frame. Then, students use paint droppers and liquid paint to decorate around the frame.



Make a ball

Pages 10, 20, 34, and 48

The technique of rolling bits of paper into little balls is widely used to enhance fine motor skills in preschool students. The tiny balls are generally used for filling in small areas or decorating students' work. Ensure that the area to be filled is suitable for the child's age as this activity can be very tiring for young children when they are asked to fill in large areas.

The technique is easy. Provide students with small pieces of tissue paper or crepe paper. They use their fingers to wrinkle pieces of paper and then roll them into tiny, compact balls in such a way that the balls do not disperse when let go of.

Objectives

- Develop accuracy in hand and finger movement.
- Enhance fine motor control through the use of arts and crafts techniques.
- Develop strength in the fingers and thumbs.

Practice Activities

Picture Decoration!

Provide students with white sheets of paper, glue and pieces of colored tissue paper. Have them make tiny tissue balls to create a simple form and glue it onto the white paper. Then they can use crayons, water colors, markers or colored pens to add details and complete the picture.

Class Mural

Have the whole class participate in making a class picture or poster in which the subject matter relates to the thematic unit. Decorate with tissue balls.



Wrinkle

Pages 23, 28, 34, 57, 64, 80, and 98

Young children enjoy wrinkling paper as it provides an easy and entertaining method to manipulate material. This activity develops strength in hands and fingers and, depending on the size and type of paper, can be utilized to enrich skills in fine motor activities such as making individual or group collages. It is beneficial to have students begin by wrinkling paper with both hands and then, after some practice, using only one hand. It is important that both hands are engaged in this activity so that the teacher can be given a point of reference to the hand dominance of each student.

Objectives

- Develop skills in the use of the dominant hand.
- Obtain dexterity in finger movements.

Practice Activities

3-D Pictures

Ask students to make a drawing. Have them choose their drawing implement. Then provide them with small pieces of colored tissue paper to wrinkle and glue on top of an object represented in their drawing. For example: the leaves on a tree, the wall of a house, a man's hat or the petals of a flower.

Fruit Bowl

Draw a fruit bowl with an outline of a variety of fruits on a large sheet of drawing paper and attach it to the wall. Provide students with small pieces of colored tissue paper. The colors need to correspond to the colors of the fruit drawn in the outline. Students make tissue balls and glue them over the outlines of the fruit.



Stretch

Pages 23, 28, 34, 57, 64, 80, and 98

The act of stretching or un-wrinkling paper enhances the ability to control hand and finger movements. This activity is good for decorating manual pieces of work and allowing students to express themselves freely in art and design.

Objectives

- Develop skills in the use of the dominant hand.
- Exercise hand and finger movements.

Practice Activities

Decorated Folders

Make folders from construction paper. Label them and use them for saving students' work. Have students decorate their own folders by gluing on wrinkled and stretched tissue paper.

Kaleidoscope

Paint a circle on a white sheet of paper for each student. Pass these out along with pieces of tissue paper of different colors and sizes. Have students wrinkle the pieces of tissue paper and then stretch them out. Then, students glue the pieces within the circle on the white sheet of paper. They should glue some pieces on top of others in order to observe the change of colors. Remind students they must work within the limits of the circle.



Roll Paper

Pages 24, 28, and 52

Objectives

- Develop hand and finger motor coordination.
- Obtain hand and finger dexterity.

Practice Activities

Play Dough Ribbons

Provide students with chunks of play dough. Ask them to form ribbons in the following way: soften the dough by manipulating it with their hands and fingers. Make a ball, place it between the palms of the hands and rub back and forth until it thins out. Form a ribbon.

Paper Rolls

Provide students with crepe paper squares and show them how to roll the paper: place the sheet of paper between the two palms of the hands and rub them until the paper rolls up. Then hand out sheets of paper and glue. Have students use their rolled paper sticks to create a design.



Color

Pages 20, 24, 25, 26, 43, 44, 46, 54, 56, 70, 76, 78, 80, 88, and 103

Objective

- Develop ability to control finger motion while performing small movements.

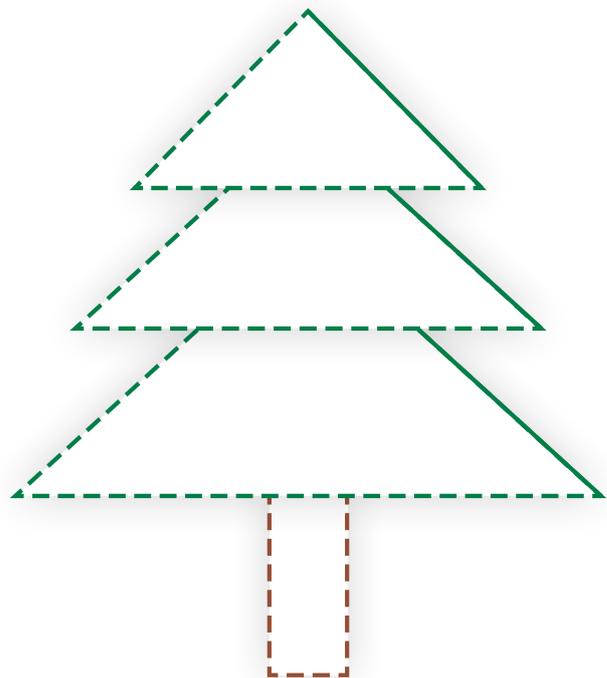
Practice Activities

Colorful Mural

Attach several large sheets of drawing paper on the wall. All the students work as a team to create a drawing of a theme such as the city, country, zoo, or transportation. Over several days, have students take turns coloring in the picture until there is no space left without color.

Chalk Drawing

Provide students with white sheets of paper and grey and yellow markers. Ask them to draw the shapes of stains with their markers. Draw an example on the classroom board. Then students fill in each stain with a different colored chalk.





Gross Motor Skills

Gross motor skills are defined as the movements of the large muscles of the body. This refers to the ability to coordinate broad voluntary muscle movement with adequate strength to undertake a task. The coordinated work of the muscle groups allows for the existence of voluntary and precise movements that depend on the actions of the peripheral and extra peripheral nervous system and of the brain.

General dynamic and functional coordination is also a factor because it is manifested by the organization of the different parts of the body to function in a global manner. In other words, the child has the capacity to control the movements of his body as a whole.

Four year-olds are known for their fast gross motor development; however, they have difficulty avoiding moving objects and on occasion, may bump into stationary objects.

Objective

- Develop tonic control and proper posture and positioning.

Activities and Exercises

All of these exercises and activities should take place in suitable, large and well-ventilated areas such as the music room, game room, gym, or an open-air patio.

Relaxation Exercises

- Have students lie down on their backs, preferably with mats to avoid dampness and dust. Tell them they should have their arms and legs stretched out and their eyes closed. Play some classical music or other type of soothing music. Tell them to imagine that they are lying on top of a warm pool or in a field of green grass and flowers or on a floating cloud.

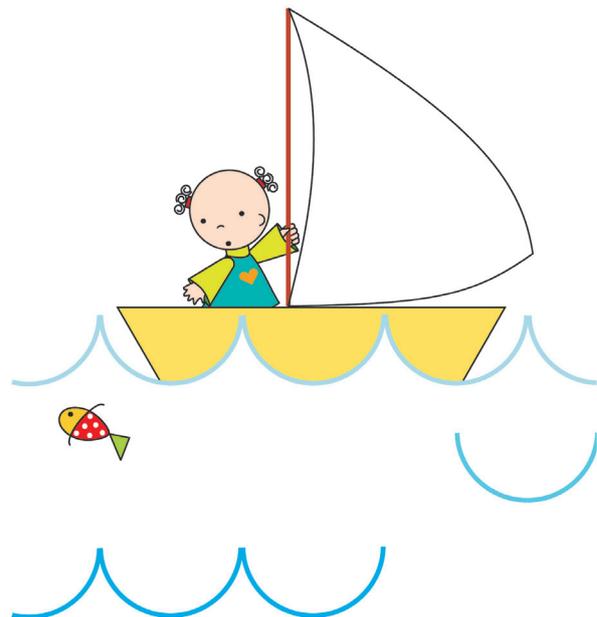
Arm and Leg Exercises

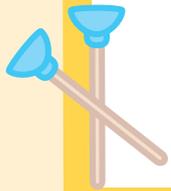
- Walk slowly and quickly (without running) to the rhythm of music.
- Walk barefoot, slowly and quickly, through an obstacle course made with pillows or mats.
- Standing straight, students lift their arms slowly in front of them. When they hear a signal, they have to let their arms drop. Observe how they maintain balance.

- Standing straight, students lift their arms slowly out to their sides. When their arms have reached the same height as their shoulders, they let their arms drop.
- With arms in a firm position, students move shoulders slowly or quickly up and down depending on the rhythm of the music.
- Students walk with their arms stretched out to their sides and tighten their fists. When they hear a signal, they stop and let their arms fall.

Hand and Finger Exercises

- Squeeze and then relax the fists (the pressure should be progressively and slowly increased and decreased).
- Join the palms of the hands, press and release.
- Repeat the activity with fingers interlocked.
- Insert and take out small objects from a box.
- String large beads. Ensure students don't insert them into their mouths!
- Have students throw a handkerchief into the air and try to catch it.
- Pass objects from hand to hand.





Weekly Planner



Weeks from _____ to _____ from _____ to _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Students Book Pages					
Objectives					
Practice Activities					

Evaluation

Child's Name _____

Grade _____ Group _____

Developing

Achieved

Having Difficulties

Tracing Skills

Holds a crayon in a correct way.			
Stays within tracing limits.			
Traces with ease.			

Free Expression

Drawings represent recognizable figures.			
Uses different techniques in art work.			
Makes recognizable figures with play dough.			

Other Activities

Uses fingers to tear paper.			
Is beginning to cut with plastic scissors.			
Rolls paper into tiny balls with ease.			
Wrinkles paper with ease.			
Stretches paper without tearing it.			
Uses a paint dropper with ease.			

Gross Motor Coordination

Produces coordinated hand rhythm.			
Produces coordinated feet rhythm (march).			

Manual Dexterity

Can place small objects into containers.			
Can open and close containers with screw caps.			



I CAN TRACE AND CUT! provides pre-primary children with fun activities for developing fine motor skills. The clear structure of the activities encourages continuous progress as children learn to manipulate a variety of implements used in painting, drawing, writing and other manual tasks. Straightforward instructions also offer children a relevant setting for practising English.



Richmond