



## Writing skills

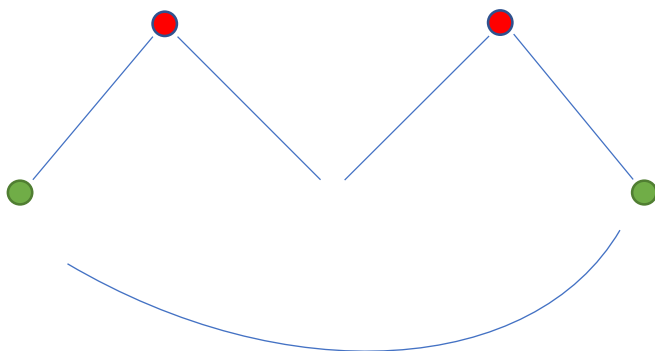


## Exercise 1

Goal	Material
Lines-patterns	Paper
Stop-turn-start	Pastel crayons 
	Tape (paper) 

### Preparation

1. Make a broken line with the tape out of paper. Do this in front of the child, because later she/he has to do it alone.
2. You have to mark every corner with a red dot, except the beginning and the end, they have to be in green.



### Activity



The child has to start left at the green dot. Then they have to draw a line to every red dot on the paper tape. The child needs to take a break on every red dot, before they go to the next and this to the final green dot. This is how they learn the 'stop-turn-start' technic, so it's important to focus on this. After all this, the child has to draw a curved line from the last green dot, to the first green dot, so it looks like a hedgehog. The child can do this a few times, so the actions are clear.

If they did the exercise they can draw a face and colorize it, to make it more fun.

**Variation**

This pattern is also possible with small branches pasted on a cardboard. They learn to use small materials, what is not easy for a five-year-old. They need to be able to take it with their thumb and index finger, what is more difficult than the first exercise.

## Exercise 2

Goal	Material
<p><u>Exercise A: Big movements</u></p> <ul style="list-style-type: none"> <li>- Lines-patterns</li> <li>- Body control</li> </ul>	<p><u>Exercise A: Big movements</u></p> <ul style="list-style-type: none"> <li>- Cones</li> <li>- Rope</li> </ul> 
<p><u>Exercise B: Small movements</u></p> <ul style="list-style-type: none"> <li>- Lines-patterns</li> <li>- Specific skills</li> </ul>	<p><u>Exercise B: Small movements</u></p> <ul style="list-style-type: none"> <li>- Paper</li> <li>- Crayons (shades of blue)</li> <li>- Circles out of paper</li> </ul> 

### Exercise A: Big movements

Preparation
<p>Put five cones in a line far enough apart, so that the children can run between them.</p>



### **Activity**

Every child separately has to run between the cones, every time in a different way. For example, just walking, running, jumping, ... Before doing small movements, they have to learn the big movements and develop body control. After doing this for a few times, we can use the rope for the next challenge. The children have to be in small groups of two and every group needs a rope (or you can pass one rope around). One of them is standing at the first cone and holds the beginning of the rope. The other holds the end of the rope and needs to lay it on the ground around the cones, like waves. If the person gets to the last cone, the challenge is succeeded and they can switch to do it again.

### **Exercise B: Small movements**



#### **Preparation**

The teacher has to cut circles out of paper, five each.  
Every child needs to lay all five pieces in a line on the paper.

#### **Activity**

First, they have to use their index finger to go around the circles. It helps to easily remember the pattern and to do the next exercise. If every child tried it a few times, they can take the crayon (blue). They have to do the same as before, but now with curved lines as result. If they move the line out of circles on the paper and do the same, the lines will represent the waves of the sea. Later they can draw fishes or boats to make it complete.

### Exercise 3

Goal	Material
Lines-basic movements <ul style="list-style-type: none"><li>- Angular lines</li><li>- Curved lines</li></ul>	Shaving cream 
Circles	Aprons 
Symmetrical movements	Music
Discover and crossing the centerline	<u>Paint</u>




#### Preparation

The teacher has to spray a little of shaving cream on every table.

#### Activity

The teacher can choose which figure the children has to make in the shaving cream, but they have to do the same on both sides (lateralization). For example, a pie, a pizza or a volcano. It's an option to use music that fits in the theme, like hard music if you do the volcano, or Italian music if you do the pizza, ... A little paint can be added, to make the figures more visible. With paint, the children can see the work they did and realize if what they do is okay.

## Exercise 4

Goal	Material
Lines-patterns	<u>Exercise A</u> - Cones 
Specific skills - Crossing the drawing line	<u>Exercise B</u> - Chalk 
	<u>Exercise C</u> - Paint - Paper (big ones) - Round circles out of paper 

### **Exercise A**

First the teacher has to make a line with four cones. Every child runs, jumps, ... around these cones, by making a loop around each. They can try this for a few times before going to the next exercise.



### **Exercise B**

Each child gets one chalk to draw this pattern around the cones on the ground. (The same pattern as exercise A)



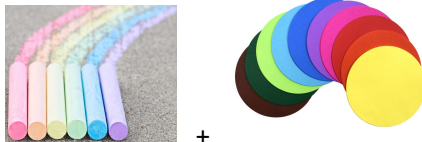
### **Exercise C**

One big paper for each, paint and round circles out of paper are needed for this exercise. They need to put the circles (4) on the paper, like the cones on the ground, in a line. The child had to draw the pattern around the circles with paint on his/her finger. If they succeeded, the loops and the rest of the paper can be decorated.

### **Tools**

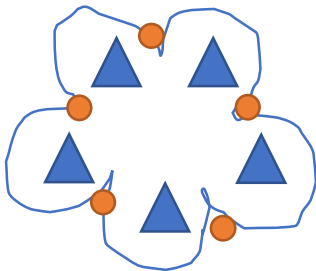
To make it easier for the children, the teacher can stick a line of paper tape below the circles, so the child knows where to stop, to go to the next loop. (the orange line in the picture)

## Exercise 5

Goal	Material
Lines - Spiral	<u>Exercise A</u> - Cones 
Specific skills - Stop-turn-start	<u>Exercise B</u> - Rope 
Writing movement - Sliding movements	<u>Exercise C</u> - Paper - Chalk - Round circles out of paper 

### Exercise A

The teacher puts five cones in a circle. The children have to run, jump, ... around these cones, but in the shape of a flower. This means they have to go around the cone by making a halve circle, then they need stop and do the same around the next cone.



### Exercise B

In this exercise, they need to work together before they can succeed. They have to make the same pattern as the first exercise by using the rope together. First one of the children needs to hold the beginning of the rope and stands between two cones (like one orange dot in the picture). Then the rest has to lay the rope in a halve circle around the first cone. If they did, one of them has to stand between these two cones and hold the rope (like another orange dot on the picture). The exercise is succeeded, when they did this around every cone and they can see the shape of the flower.



### **Exercise C**

They have to put the five circles out of paper in a circle on the paper they got. Now they have to do the same pattern as exercise A and B, but by drawing it. They have to draw around the circles like they did before, to become a flower. They can try this for a few times with another color, to make it clearer. After this they can color the flower and the background to make it fun.