

Let's Write

Special Area: Preschool, Level I & II
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Length of Unit: Eleven Lessons (approximately 15 minutes per lesson)

I. ABSTRACT

- A. This unit focuses on mastery in copying and reproducing the individual writing strokes which will enhance specific fine motor skills that will later be used in writing letters of the alphabet.

II. OVERVIEW

- A. Content from the Core Knowledge Preschool Sequence
1. Emerging Literacy (Level I &/ or II, p. 58-59)
 - a. Perform activities requiring small muscle control. *3LD-WR-C1*
 - b. Use hands, fingers, paintbrush, crayons, markers, pencil, to produce written marks on both vertical and horizontal surfaces. *3LD-WR-C2*
 - c. Tear, fold, paste and glue paper. *3LD-WR-C3*
 - d. Draw on paper and use as motifs in designs: horizontal line, vertical line, point, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star. *3LD-WR-C5A, 4LD-WR-D3A*
 - e. Draw horizontal and vertical lines between two end points. *3LD-WR-C6*
 - f. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger. *4LD-WR-D1*
 - g. Trace and then draw independently the outlines of geometric shapes (circle, triangle, rectangle) and irregular figures. *4LD-WR-D2*
 - h. Write his or her first name, using upper and lowercase letters appropriately. *4LD-WR-E4*

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN: 1-8905/7-21-6.
 2. *Preschool Assessment Tool (CK-PAT 3.0)*. Charlottesville, VA: Core Knowledge Foundation, 2004.
 3. *Handwriting Without Tears Pre-K Teacher's Guide*. Cabin John, MD. 2005. ISBN:1-891627-41-4

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Carry out oral directions: multi-step directions, accompanied by a preliminary demonstration. *4AL-WH-B1*
- B. Use various tools and techniques to complete art projects. *3KD-VA-B1A—3KD-VA-B1F, 4KD-VA-B1A—4KD-VA-B1C*
- C. Point to a circle, a square, and a triangle. *3LD-LA-D1E1*
- D. Point to colors: red, blue, yellow, and green. *3LD-LA-D1D1*

V. RESOURCES

- A. *The Best of the Mailbox Learning Centers Preschool/Kindergarten*. Greensboro, NC: The Education Center, Inc., 1996. ISBN: 1-56234-149-9 (Lessons 4 & 5).

VI. LESSONS

Lesson One: Tear, Glue & Paste Activity

- A. *Daily Objective(s)*
1. The learner will tear tissue paper, roll between thumb and index finger, and glue.
- B. *Grouping*
1. Small group (10 or less)
- C. *Materials and Preparation*
1. Different color tissue paper
 2. 1 Bowl per child/table for torn tissue paper
 3. Glue/water mixture (2 parts glue, 1 part water)
 4. 1 Glue container per child (paper cup, etc.)
 5. 1 Paint brush per child
 6. 1 Circle pattern per child: Appendix C
 7. Assessment checklist for each child: Appendix A (page 1)
 8. Assessment key: Appendix B (page 1)
- D. *Language of Instruction*
1. Teacher: *tear, glue, paste, circle, between, shape*
 2. Students: *glue, tear, paste, circle, between*
- E. *Procedures/Activities*
1. Gather materials.
 2. Mix glue & water solution. Give student glue cup, paint brush, circle pattern, and tissue paper.
 3. Demonstrate how to tear tissue paper into small pieces.
 4. Demonstrate rolling tissue pieces between thumb and index finger.
 5. Say, “*Using your paint brush, dip into glue and paint a small area on the circle pattern.*”
 6. “*Paste tissue paper balls onto circle pattern where glue is.*”
 7. Continue until the whole circle is covered with tissue paper balls.
 8. Use CK-PAT assessment key: Appendix B (page 1)
- F. *Go A Little Further*
1. For the student having difficulty, have tissue paper pre-torn and let him roll into balls.
 2. For the student who excels, allow this child to cut out the circle pattern.
- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A to check child’s ability to tear and glue paper. Check NY, P, or R according to criteria in Appendix B.

Lesson Two: Pom Pom Pick up

- A. *Daily Objective(s)*
1. The learner will use tweezers to pick up pom poms of various colors.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 10 Pom Poms (red, yellow, blue, green)

2. 1 Tweezer per child
 3. 1 Bowl per child
 4. Assessment checklist for each student: Appendix A (page 1)
 5. Assessment key: Appendix B (page 2)
- D. *Language of Instruction*
1. Teacher: none
 2. Student: none
- E. *Procedures/Activities*
1. Gather materials.
 2. Distribute pom poms, tweezer and bowl to each child.
 3. Demonstrate how to squeeze the tweezer.
 4. Say, “Pick up a pom pom with the tweezer and drop into the bowl.”
- F. *Go A Little Further*
1. For the student having difficulty, use fingers to pick up the pom poms.
 2. For the student who excels, ask for specific color pom poms to be transferred.
- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A (page 1) to check child’s ability in using tweezers. Check NY, P, or R according to criteria in Appendix B (page 2).

Lesson Three: Dropper Activity

- A. *Daily Objective(s)*
1. The learner will use a dropper to transfer liquid from one container to another container.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 Dropper per child
 2. Water
 3. Food coloring or paint
 4. 2 clear containers per child
 5. 1 Paper towel per child for spills
 6. Assessment checklist: Appendix A (page 1)
 7. Assessment key: Appendix B (page 2)
- D. *Language of Instruction*
1. Teacher: *fill, empty*
 2. Student: *fill, empty, liquid*
- E. *Procedures/Activities*
1. Gather materials.
 2. Fill one container with colored liquid.
 3. Demonstrate how to squeeze the top of dropper.
 4. Demonstrate how to fill the dropper with liquid and transfer it to the empty container.
 5. Now say, “You try it now. Squeeze the top of the dropper to fill with liquid, and transfer it to the empty container.”
 6. “Use a paper towel to clean up any spills.”
- F. *Go A Little Further*
1. For the student having difficulty, practice squeezing the liquid into the dropper and emptying it back into the same container (not transferring).
 2. For the student who excels, let him experiment with mixing colors.

- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A (page 1) to check child's ability to transfer water with dropper. Check NY, P, or R according to criteria in Appendix B (page 2).

Lesson Four: Playdough Mat Shapes

- A. *Daily Objective(s)*
1. The learner will manipulate playdough to form geometric shapes on pre-designed mats.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 Laminated mat with a circle, square, & triangle or solid color vinyl placemats (with same 3 hand-drawn shapes) per child: Appendix D
 2. Playdough (enough to form a shape)
- D. *Language of Instruction*
1. Teacher: *shape, form, long, circle, square, triangle*
 2. Student: *circle, square, triangle, form, long*
- E. *Procedures/Activities*
1. Gather materials.
 2. Distribute mats and playdough to each child.
 3. Demonstrate how to roll playdough into long pieces.
 4. *"Now let me see you try it. Roll your playdough to look like mine."*
 5. Form a shape with playdough on a mat.
 6. *"Now, find the circle on your mat. Form a circle with your playdough."*
 7. Continue same process with triangle and square.
- F. *Go A Little Further*
1. For the student having difficulty, practice rolling playdough with fingers.
 2. For the students who excels, form shapes (or letters) without mat.
- G. *Assessment/Evaluation*
1. Direct observation: Can the child form the shapes on the mat?

Lesson Five: On the Road to Fine Motor Coordination

- A. *Daily Objective(s)*
1. The learner will push the toy car from left to right, following the lines on the paper.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 Toy car per child
 2. 1 Strip of poster board per child
 3. Draw lines (for a road) on poster board that imitate writing strokes (zig zag, horizontal, diagonal, wave): Appendix E (pages 1-4)
 4. Write *"start"* in the left corner, and *"stop"* in the right corner.
- D. *Language of Instruction*
1. Teacher: *zigzag line, horizontal line, diagonal line, wave*
- E. *Procedures/Activities*
1. Gather materials.
 2. Distribute poster boards with writing strokes to each child.
 3. Give each child a toy car.

4. Demonstrate following the lines with a car, moving from left (start) to right (stop).
 5. Allow children to drive their cars on the road lines.
 6. Remind children to always start on the left side and move to the right.
- F. *Go A Little Further*
1. For the student having difficulty, encourage them to move the car from the left side of the paper to the right side, following the pattern of their choice.
 2. For the student who excels, provide paint or stamp pad. Place wheels of the car in paint (or stamp pad) and encourage student to practice writing strokes from previous activity on a blank piece of paper so they can see their tracks.
- G. *Assessment/Evaluation*
1. Direct observation: Can the child follow the lines?

Lesson Six: Texture Writing

- A. *Daily Objective(s)*
1. The learner will practice various writing strokes using different textures.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. Texture media of your choice (sand, paint, pudding, shaving cream, etc.)
 2. 1 Tray (to define space) per child
 3. 1 Assessment checklist per child: Appendix A (page 1 or 2)
- D. *Language of Instruction*
1. Teacher: *write, circle, cross, diagonal, hook, horizontal, moon, point, spiral, star, vertical, wave, x, straight line, zigzag*
- E. *Procedures/Activities*
1. Gather materials.
 2. Place plenty of the chosen texture media in trays.
 3. Instruct the learner to use their finger as a writing tool.
 4. Guide learners to practice making various writing strokes in the texture media in trays.
 5. Demonstrate how to erase and start over again.
- F. *Go A Little Further*
1. For the student having difficulty, place texture media in a plastic zip bag, allowing them to practice strokes without touching texture media.
 2. For the students who excel, let student experiment with mixing medias and forming writing strokes.
- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A to as a checklist for writing strokes used.

Lesson Seven: Connect the Objects

- A. *Daily Objective(s)*
1. The learner will draw horizontal and vertical lines between two end points.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 writing utensil per child

2. 1 Connect the Objects activity sheet per student: Appendix L
 3. (pages 1 and 2)
 4. 1 Assessment checklist per child: Appendix A (page 1)
 5. Assessment key: Appendix B (page 3 and 8)
- D. *Language of Instruction*
1. Teacher: *Connect, horizontal, vertical, trace*
- E. *Procedures/Activities*
1. Gather materials.
 2. Distribute one activity sheet per child.
 3. Instruct the learner to trace the horizontal lines to connect the two objects on page.
 4. Guide learners to start at the left side and move toward the right or start at the top and go down.
 5. Once the vertical lines are complete, distribute the vertical line activity sheet and repeat process.
- F. *Go A Little Further*
1. For the student having difficulty, place two objects on table and encourage student to move finger from one object to the other, vertically or horizontally.
 2. For the students who excel, provide scissors and allow student to cut the horizontal or vertical lines, cutting from one object to the other.
- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A for a checklist and use Appendix B (pages 3 and 8) for assessing. Check NY, P, R as indicated on page.

Lesson Eight: Doodle Art and Clay

- A. *Daily Objective(s)*
1. The learner will draw a dinosaur from the *Build A Doodle 1* book, then use clay to sculpt a representation of the dinosaur.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 Writing utensil (pencil, crayon, marker, etc.) per child
 2. 1 piece of art paper per child
 3. *Build A Doodle 1* book, page 19 dinosaur: Appendix F
 4. ball of clay for each child
- D. *Language of Instruction*
1. Teacher: *Draw, line, bridge, horizontal line, vertical line, point, zigzag line, create, sculpture, sculptor*
 2. Student: *Draw, same*
- E. *Procedures/Activities*
1. Distribute writing utensils and art paper to each participant.
 2. Tell students, “*We are going to draw a dinosaur and then try to make a sculpture of it using clay.*”
 3. “*First, let’s draw the dinosaur on our paper.*” Use the sketches of a dinosaur in the *Build A Doodle 1* book page 19. Do each frame one at a time with the children.
 4. Once the children are finished drawing the dinosaur, give them each a ball of clay. Instruct them to form clay into a dinosaur like the one they drew on their paper.
 5. Display the drawing with their clay sculpture.

- F. *Go A Little Further*
 - 1. For the student having difficulty, provide a traceable copy of the dinosaur drawn in frames like the book shows.
 - 2. For the student who excels, provide an actual manipulative for them to represent in clay form.
- G. *Assessment/Evaluation*
 - 1. Direct observation: Using Appendix F as a guide, can the child create a representational form of art work (drawing &/or sculpture)?

Lesson Nine: Trace and Draw Shapes

- A. *Daily Objective(s)*
 - 1. The learner will independently trace and then draw geometric shapes.
- B. *Grouping*
 - 1. Small group or individual
- C. *Materials and Preparation*
 - 1. 1 Trace and draw activity sheet per child; see Appendix H
 - 2. 1 writing utensil per child (pencil, crayon, marker, etc.)
 - 3. 1 Assessment checklist: Appendix A (page 2)
 - 4. Assessment key: Appendix B (page 6, 8)
- D. *Language of Instruction*
 - 1. Teacher: *circle, square, rectangle, triangle, trace, draw*
- E. *Procedures/Activities*
 - 1. Distribute activity sheets and writing utensils to each student
 - 2. Tell student to, “*Trace a shape and then try to draw it.*”
 - 3. Encourage student to try and draw at least one shape.
- F. *Go A Little Further*
 - 1. For the student having difficulty, allow tracing shapes only. Provide shape attributes for tracing as well.
 - 2. For the student who excels, provide scissors for cutting traced or drawn shapes out.
- G. *Assessment/Evaluation*
 - 1. Direct observation: Use Appendix A as a checklist and Appendix B as a guideline for assessing. Mark NY, P, R accordingly.

Lesson Ten: Name Writing

- A. *Daily Objective(s)*
 - 1. The learner will trace the letters in their name on the daily sign-in sheet.
- B. *Grouping*
 - 1. Individual
- C. *Materials and Preparation*
 - 1. 1 Daily sign-in sheet per student, per week: Appendix I
 - 2. 1 Writing utensil per student
 - 3. 1 Assessment checklist per child: Appendix A (page 2)
 - 4. Assessment key: Appendix B (page 7, 8)
- D. *Language of Instruction*
 - 1. Teacher: *trace, capitol letter, upper case letter, lower case letter*
- E. *Procedures/Activities*
 - 1. Provide one daily sign-in sheet per child.
 - 2. Provide writing utensil.
 - 3. Set aside a specific time of the day for signing in.
 - 4. Explain to students the importance of signing in each day.

5. Tell student what day of the week it is by the naming the actual day and the symbol that is beside it. This gives the child 2 options for finding the right line to sign.
 6. Demonstrate how to trace the letters in his or her name.
 7. Now, monitor student's progress daily.
 8. Once they can independently trace their own name (around the middle of the year), leave Friday blank. This allows the child to write their name independently.
 9. Depending on each student's progress, omit another day of name tracing and allow independent name writing.
 10. Continue throughout the year.
- F. *Go A Little Further*
1. For the student having difficulty, provide letter manipulatives or stickers so that the student can match the letters and spell his or her name.
 2. For the student who excels, provide his or her last name to daily sign-in sheet. Eventually, add middle name.
- G. *Assessment/Evaluation*
1. Direct observation: Use Appendix A and B when assessing this activity.

Lesson Eleven: Cutting Lines

- A. *Daily Objective(s)*
1. The learner will use scissors to cut straight and curvy line patterns from left to right.
- B. *Grouping*
1. Small group or individual
- C. *Materials and Preparation*
1. 1 line pattern activity sheet per student: Appendix J
 2. 1 pair of scissors per student
- D. *Language of Instruction*
1. Teacher: *straight, wavy, scissors*
 2. Student: *scissors*
- E. *Procedures/Activities*
1. Gather scissors and activity sheets.
 2. Demonstrate how to hold scissors correctly.
 3. Show where to start (left side) and where to end (right side).
 4. Emphasis the importance of following the lines.
- F. *Go A Little Further*
1. For the student having difficulty, provide scrap pieces of paper for cutting practice and fine motor coordination.
 2. For the student who excels, provide outlined objects for further cutting practice.
- G. *Assessment/Evaluation*
1. Direct observation: Can the child cut on the lines?

VII. CULMINATING ACTIVITY

- A. Provide additional opportunities for fine motor and writing stroke practice in learning centers around the room. (writing, art, math manipulatives, sand/water, dramatic play, blocks, etc.)
- Writing Center – Provide *Build A Doodle*, paper, markers, pencils, crayons, dry erase board and markers for drawing practice.

- Art – Provide yarn or other art material and glue for formation of writing strokes.
- Math Manipulatives – Provide various manipulatives for students to practice stacking, arranging, and sorting for fine motor skill practice.
- Sand/Water – Display writing strokes for reference and allow students to practice the strokes in the sand or water.
- Dramatic Play – Provide pen and paper for taking orders at a restaurant, receptionist at a doctor’s office, or secretary of an office.
- Blocks – Use blocks to build or form big writing strokes on floor.

VIII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Checklists
- B. Appendix B: Assessment Keys
- C. Appendix C: Circle Pattern
- D. Appendix D: Shape Pattern Mats
- E. Appendix E: Writing Stroke Road Patterns
- F. Appendix F: Build A Doodle Dinosaur
- G. Appendix G: CK-Pat Writing Stroke Assessment Key
- H. Appendix H: Shape Trace and Draw Activity
- I. Appendix I: Daily Sign-in
- J. Appendix J: Cutting Line Patterns
- K. Appendix K: Additional Small Motor Activities

IX. BIBLIOGRAPHY

- A. *Build A Doodle I*. Learning Works Publishing, 1986. ISBN: 0881601241
- B. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN: 1-8905/7-21-6
- C. *Fonts 4 Teachers*. Lomita, CA: DownHill Publishing LLC, 2000. ISBN: 1-883903-04-04
- D. *Handwriting Without Tears Pre-K Teacher’s Guide*. Cabin John, MD. 2005. ISBN:1-891627-41-4
- E. *Preschool Assessment Tool (CK-PAT 3.0)*. Charlottesville, VA: Core Knowledge Foundation, 2004.
- F. *The Best of The Mailbox Learning Centers Preschool/Kindergarten*. Greensboro, NC: The Education Center, Inc., 1996. ISBN: 1-56234-149-9

Appendix A (page 1)
Checklist
Core Knowledge Assessment Skills
Level I

Name _____

Date _____

NY P R

3LD-WR-C5A Draw and use as motifs : horizontal line,
vertical line, point , spiral

3LD-WR-C1 Perform activities requiring small muscle
control

3LD-WR-C3 Tear, fold, & paste/glue paper
(Lesson 1)

3LD-WR-C6 Draw horizontal & vertical lines between two
end points

Appendix A (page 2)
Checklist
Core Knowledge Assessment Skills
Level II

Name _____

Date _____

NY P R

4LD-WR-D3A Draw and use as motifs : horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star

4LD-WR-E4 Write one's own first name, using upper and lowercase letters appropriately

4LD-WR-D1 Hold a writing instrument correctly between the thumb & index finger, resting against the middle finger

4LD-WR-D2 Trace & draw independently the outlines of geometric shapes & irregular figures

Appendix B (page 1)

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (Child does not yet demonstrate this, knowledge or behavior)
P	Progressing (Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (Child consistently and independently demonstrates this skill, knowledge or behavior)

3LD-WR-C3 **Tear, fold and paste/glue paper**

Materials: Colored tissue paper, glue, bowl, paper cup, paint brush and a circle pattern

AO: Small group time or individual

AT: Show students the tissue paper have them tear the paper in to small pieces. Show students how to roll roll the paper in to small balls. Then show students how to glue.

NY: Only completes one step (only tears paper)

P: Completes two of the three steps

R: Completes all three steps

Appendix B (page 2)

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (Child does not yet demonstrate this, knowledge or behavior)
P	Progressing (Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (Child consistently and independently demonstrates this skill, knowledge or behavior)

3LD-WR-C1 Perform activities requiring small muscle control

Materials: Option 1: pom poms of various colors and two bowls
 Option 2: droppers, colored liquid, and two bowls

AO: Small group or individual

AT: Option 1: Demonstrate how to use tweezers to transfer pom poms from one bowl to another bowl.
 Say “ Now you try it.”

 Option 2: Demonstrate how to squeeze liquid into dropper and transfer it to another bowl.
 Say “You give it a try, now.”

NY: Successfully transfers 0-2 times

P: Successfully transfers 3-5 times

R: Successfully transfers 6-10 times

Appendix B (page 3)

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (Child does not yet demonstrate this, knowledge or behavior)
P	Progressing (Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (Child consistently and independently demonstrates this skill, knowledge or behavior)

3LD-WR-C6 Draw horizontal and vertical lines between two ends points.

Materials: Paper with two points that will connect vertically and horizontal lines, writing instrument (marker, pencil or crayon)

AO: Journal, writing center, small group or individual

AT: Collect samples that the child had completed in their journal, writing center or small group. Do this at least on three different occasions.

NY: Unable to connect the two points (0-1)

P: Correctly connects the two points both horizontally and vertically (1-3 times)

R: Correctly connects the two points both horizontally and vertically (3-5 times)

Appendix B (page 4)

Core Knowledge® Preschool Suggested Assessment Strategies and Criteria Rating Level I

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (child does not yet demonstrate this skill, knowledge or behavior)
P	Progressing (child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (child consistently and independently demonstrates this skill, knowledge or behavior)

3LD-WR-C5A **Draw and use as motifs: horizontal line, vertical line, point, spiral.**

MATERIALS: Writing Strokes Sample Sheet from CK-PAT CD

AT: Writing center, small group

AO: Make copies of the Writing Strokes Sample Sheet. Ask each child to copy the various strokes reproduced on the Writing Strokes Sample Sheet. Refer to the Writing Strokes Sample Rating Guide (on CK-PAT CD) in order to evaluate each child's performance.

NY: Copies 0-1 motifs correctly.

P: Copies 2-4 motifs correctly.

R: Copies all 5 motifs correctly.

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Appendix B (page 5)

Core Knowledge® Preschool Suggested Assessment Strategies and Criteria Rating Level II

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (child does not yet demonstrate this skill, knowledge or behavior)
P	Progressing (child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (child consistently and independently demonstrates this skill, knowledge or behavior)

4LD-WR-D3A **Draw and use as motifs: horizontal line, vertical line, diagonal line, point, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star.**

MATERIALS: Writing Strokes Sample Sheet from CK-PAT CD

AT: Writing center, small group

AO: Make copies of the Writing Strokes Sample Sheet. Ask each child to copy the various strokes reproduced on the Writing Strokes Sample Sheet. Refer to the Writing Strokes Sample Rating Guide (on CK-PAT CD) in order to evaluate each child's writing.

NY: Copies 0-5 strokes accurately.

P: Copies 6-12 strokes accurately.

R: Copies 13-16 strokes accurately.

Appendix B (page 6)

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (Child does not yet demonstrate this, knowledge or behavior
P	Progressing (Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (Child consistently and independently demonstrates this skill, knowledge or behavior)

4LD-WR-D2 Trace and draw independently the outlines of geometric shapes and irregular figures

Materials: Unlined paper, stencils of the shapes (circle, rectangle, square and triangle), writing instrument (pencil, marker, or crayon)

AO: Journal, writing center, small group or individual

AT: Collect sample of children’s work where they have traced and drawn the shapes. Directly observe the child at least one time.

NY: Unable to trace or draw the shapes

P: Traces shapes and draws shapes independently (1 out of 3 shapes)

R: Traces shapes and able to draw the shapes (3 out of 4 shapes)

Appendix B (page 7)

Core Knowledge® Preschool Suggested Assessment Strategies and Criteria Rating Level II

Key

AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (child does not yet demonstrate this skill, knowledge or behavior)
P	Progressing (child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (child consistently and independently demonstrates this skill, knowledge or behavior)

4LD-WR-E4 **Write one’s first name, using upper and lower case letters appropriately.**

MATERIALS: Unlined paper, pencils, markers

AO: Journal, attendance sign in, writing center, art work

AT: Collect samples of the child’s written work on at least three separate occasions.
Directly observe the child writing his name on at least one occasion.

NY: Unable to copy or write any letters of first name.

P: Copies or writes first name, with some letters reversed, letters omitted, letters out of order.

R: Independently writes first name (1 letter reversal acceptable,) using upper and lower case letters as appropriate on 3 occasions (Note: Preschoolers are not expected to write “on” or “between” the lines. Irregularity in letter size and slant is to be expected.)

Tip: Assess with 4LD-WR-C7 and 4LD-WR-01.

Appendix B (page 8)

Key	
AO	Assessment Opportunity
AT	Assessment Task
NY	Not Yet (Child does not yet demonstrate this, knowledge or behavior)
P	Progressing (Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis)
R	Ready (Child consistently and independently demonstrates this skill, knowledge or behavior)

4LD-WR-D1 Hold a writing instrument correctly between the thumb & index finger, resting against the middle finger

Materials: Writing utensil (marker, pencil, or crayon)

AO: Journal, attendance sign in, and writing center

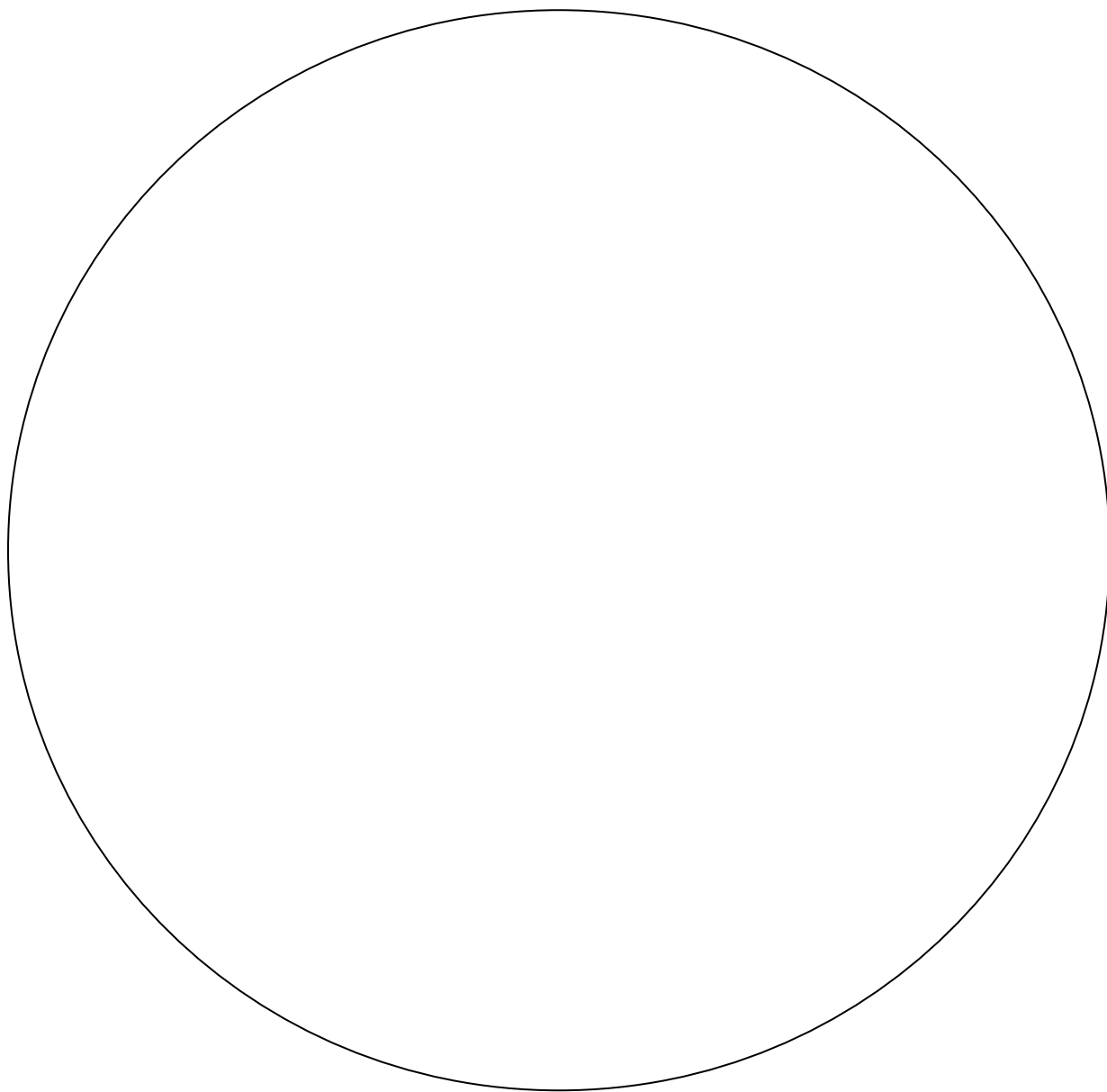
AT: Observe the child to see if the child holds the writing instruments correctly between the thumb and index finger, resting against the middle finger.

NY: Unable to hold the writing instrument between the thumb and index finger, resting against the middle finger.

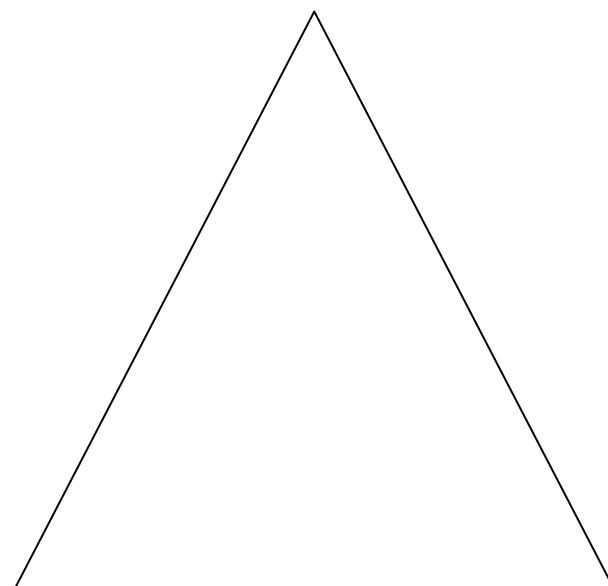
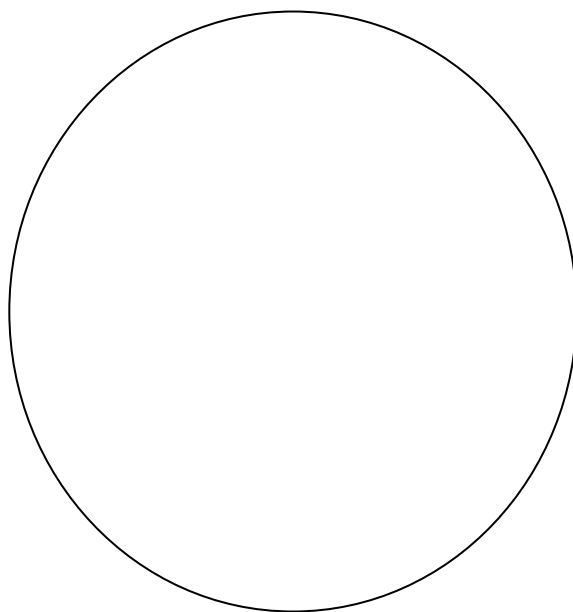
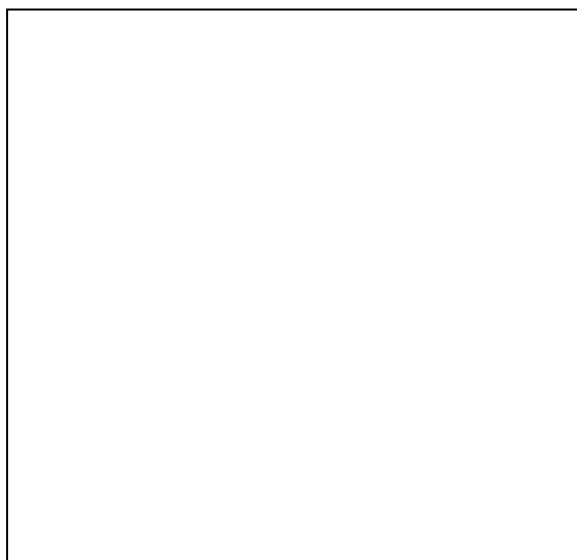
P: Correctly holds the writing instrument when observed 4-6 times.

R: Correctly holds the writing instrument when observed 6-10 times

Appendix C
Circle Pattern
3LD-WR-C3



Appendix D
Playdough Mat Shapes
3LD-WR-C1



Appendix E (page 1)
On the Road to...
3LD-WR-C1

start

stop

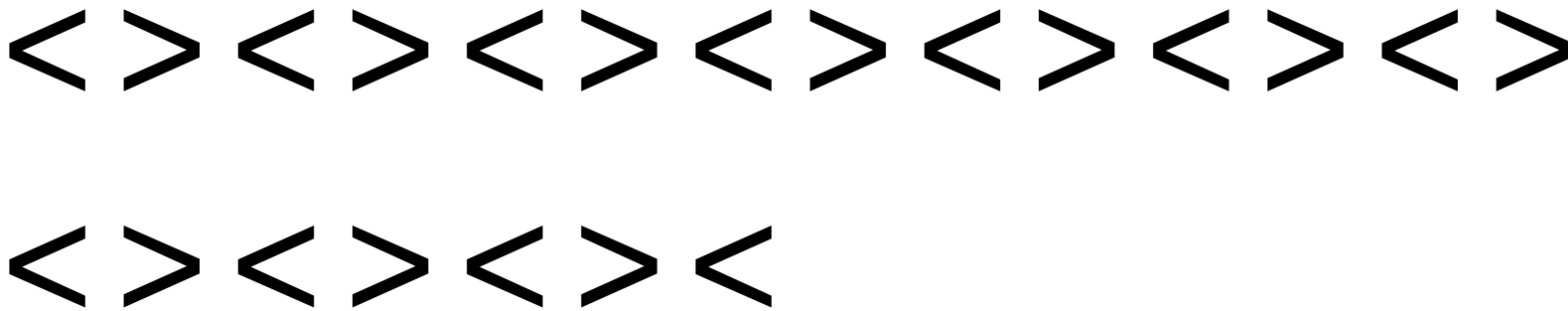
Appendix E (page 2)

stop

start

Appendix E (page 3)

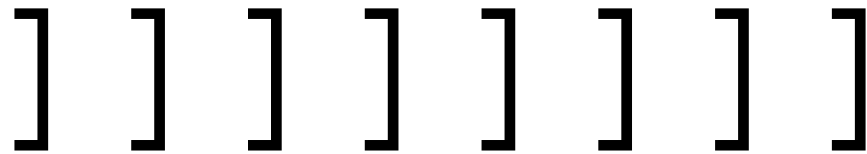
stop



start

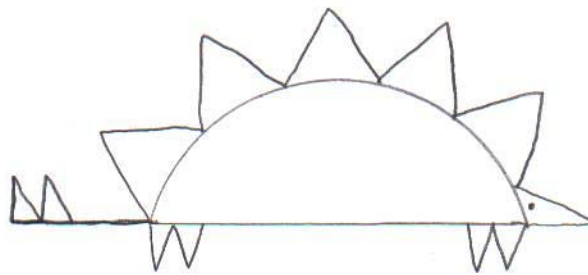
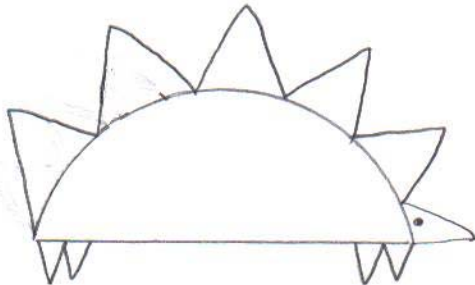
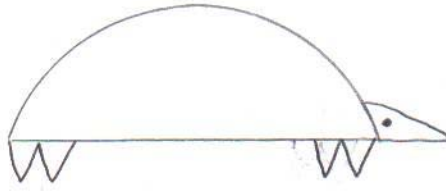
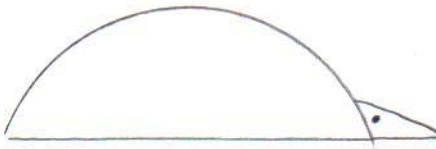
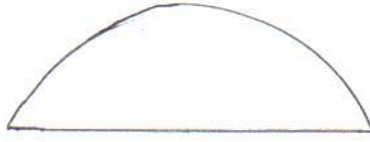
Appendix E (page 4)

stop



start

Appendix F
Build A Doodle Dinosaur





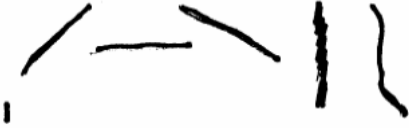
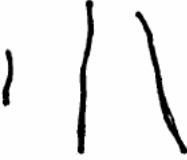











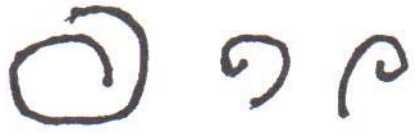

Appendix G (Level I and II)

3LD-WR-C5A Writing Strokes Sample: Rating _____

Date _____

Name _____

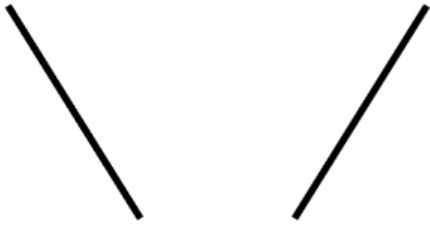
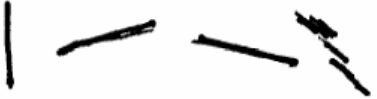

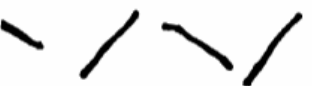




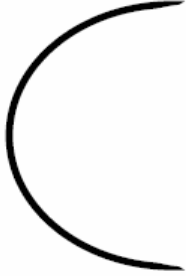




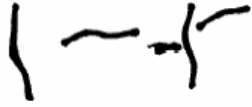

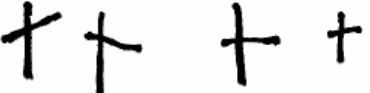
	<p>NY: No attempt or mark on paper whatsoever.</p> <p>P:</p>  <p>R:</p> 
	<p>NY: No attempt or mark on paper whatsoever.</p> <p>P:</p>  <p>R:</p> 
	<p>NY: No attempt or mark on paper whatsoever.</p> <p>P:</p>  <p>R:</p> 



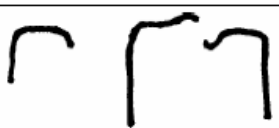




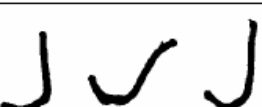
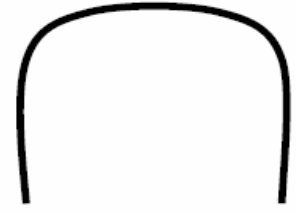


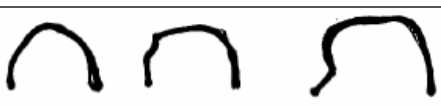
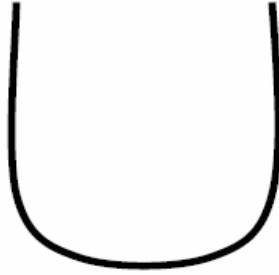



	<p>NY:</p>  <p>P:</p>  <p>R:</p> 
	<p>NY:</p>  <p>P:</p>  <p>R:</p> 





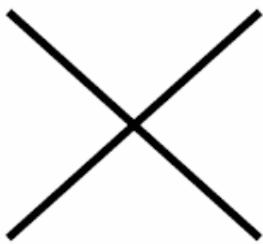
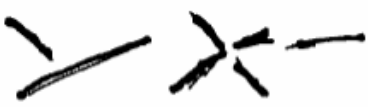
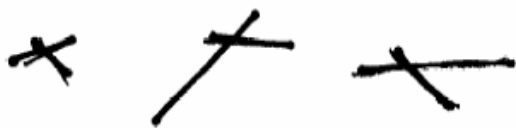
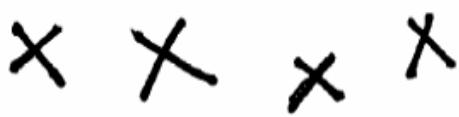




4LD-WR-D3A Writing Strokes Sample (also use 3 yr. old sample sheets) : Rating _____

Date _____

Name _____

	<p>NY: </p> <p>P: </p> <p>R: </p>
	<p>NY: </p> <p>P: </p> <p>R: </p>
	<p>NY: </p> <p>P: </p> <p>R: </p>
	<p>NY: </p> <p>P: </p> <p>R: </p>

	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>

	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>

Appendix H
(page 1)
Trace and Draw Shape Activity
4LD-WR-D2

Name _____

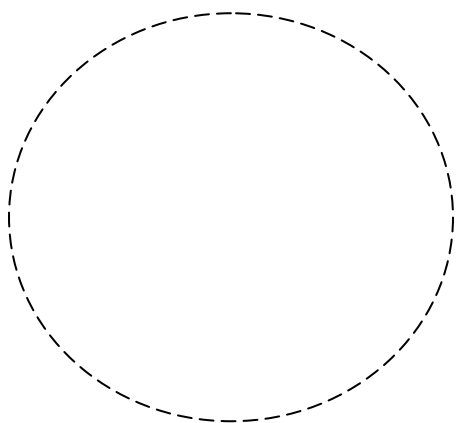
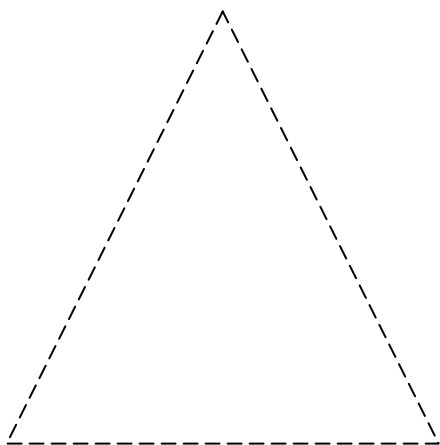
Date _____



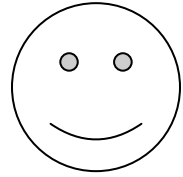
Appendix H
(page 2)

Name _____

Date _____

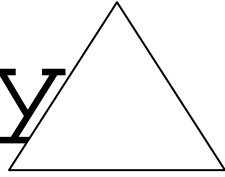


Monday



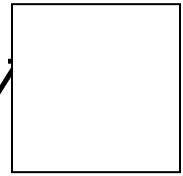
J e n n i f e r

Tuesday



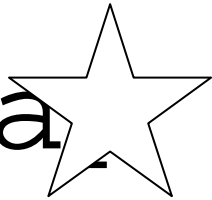
J e n n i f e r

Wednesday



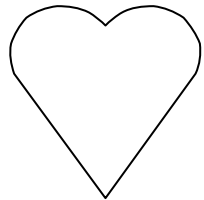
J e n n i f e r

Thursday



J e n n i f e r

Friday



J e n n i f e r

Appendix J
Cutting Line Practice
3LD-WR-C1

Name _____

Date _____

E - - - - -

- - E

S < > < > < > < > < > <

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Appendix K

Additional Fine Motor Activities

1. Pick up small objects such as coins, beans, marbles, seeds, buttons, nuts, bolts. Sort them into containers.
2. Pick up objects (cotton balls, blocks, counters, etc.) using tongs, tweezers, or clothespins.
3. Stack objects (coins, checkers, blocks, etc.).
4. Screw and unscrew objects such as nuts and bolts, caps from jars, etc.
5. String beads.
6. Play with Lite Brite Toy.
7. Cut straight and curved lines/shapes with scissors.
8. Type on play typewriter.
9. Shuffle cards.
10. Practice buttoning, zipping, tying, or hooking.
11. Use pipe cleaners to form shapes, letters, or numbers.
12. Color using flat side of crayon.
13. Play with playdough (knead, pound, squeeze, and press).
14. Graphier
15. *Sammy the Snail* poem

http://www.4to40.com/poems/index.asp?article=poems_sammythesnail

Appendix L (page 1)
Connect the Ends
3LD-WR-C6

Name _____

Date _____

A-----A

‘-----’

C-----C

T-----T

^-----^

Appendix L (page 2)
Connect the Ends
3LD-WR-C6

Name _____

Date _____

