HANDS ON
functional activities for visually impaired preschoolers

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Special thanks to four-year-old Scotty Moore for posing for the photographs which later served as models for the line drawings of many of the HANDS ON activities.

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FOREWORD

My blind son Jamie, who is now almost seven years old, attended Kenwood Montessori Preschool in Louisville, Kentucky from the ages of three through five. His experiences and those of his teachers at Kenwood became the basis for this manual.

When it was time for Jamie to enter preschool, I visited several schools to observe and talk to teachers. There were schools that would not consider having a blind student. There were others which were willing to try. But in general, the schools I visited seemed to me to be "impoverished," especially for a blind child. I felt that they did not offer enough hands-on, practical learning opportunities and they seemed to be so visual in orientation.

From what I knew about Montessori education, I thought it might be perfect for Jamie's needs. Originally, Dr. Montessori had developed her teaching methods and materials for handicapped children. I loved the philosophy that the hand informs the mind, that play is the work of the child, and that the child grows through the process of performing a task. In the Montessori classroom, children did not just pretend to go about the activities of cooking, cleaning, and caring for themselves and their environment; they actually did these things, from all sorts of washing jobs to preparing foods for snacks and special occasions. The classroom was continuously evolving according to a carefully planned sequence; activities were always being enhanced so that they did not become boring, and instead became more challenging and enabled the children to build and expand their skills.

I contacted Kenwood Montessori, where Jennie Guelda and Lenore Crenshaw were teachers and codirectors. They were very excited about the prospect of having a blind child in their class and saw it as a learning opportunity, both for themselves and for the children of the school. They came to our home to meet Jamie on his "own turf" and we began brainstorming about how to make his school experiences successful. They set aside a week before the start of school for Jamie to come for a short period each day to become oriented to the classroom and for them to observe his interests and special needs as a blind student. I attended also, so that they could see how I worked with Jamie. Eventually, I became a teaching assistant at the school.

Kaki Robinson, who was a friend of Jennie's and had been a Montessori teacher for 20 years, was working on her Masters Degree during Jamie's first year at Kenwood. She wanted to do a research project on adapting Montessori methods and materials for the blind child and Jamie became her "guinea pig." Every Tuesday, Kaki would show up at school with great new activities that she had adapted especially for Jamie and would work with him tirelessly and oh, so patiently. Even when her research project was completed, Kaki continued to come to school each Tuesday to work with Jamie. She became a very special friend.

Many of the activities in this manual were favorites of Jamie's. They were also favorites of many of the children in his class. They are filled with natural appeal for children, because they satisfy their desires for independence and self-perfection. The children would perform these tasks again and again, each time becoming more self-confident, more skillful, and more self-directed.
They are not activities that must be done by the child in isolation from other children. Many lend themselves to small group or side-by-side play. However, I feel that it is important to remember that the blind child, just as any child in a class, should have the opportunity to work alone at times, and to concentrate on a task without interruption from others. This is a way the child can experience his own mistakes, correct them himself, and become independent.

Finally, the activities are great for parents to do at home with their child, since most are made up of simple, easy-to-find, inexpensive items.

During Jamie's preschool years, I was fortunate enough to be able to be there every day to see him grow and progress. For all of us, teachers and mother and child, the years at Kenwood provided wonderful opportunities for creativity and adaptability. We all learned a great deal together! I hope our experiences will benefit you and your children.

Paulette Feldman
February, 1991
INTRODUCTION
INTRODUCTION

The young child’s most important goal is to become independent. As adults in the lives of visually impaired children we can help a child learn either dependence or independence. For any child, sighted or not, the daily living activities provide sequential, individual work that will help the child become independent. The philosophy in this manual comes from Dr. Maria Montessori and from our experience with a blind preschooler mainstreamed into a classroom of 25 children ages 3 to 6.

The activities in this manual are a guide to encouraging blind and visually impaired preschoolers to function independently in the classroom or at home. The work is presented sequentially, beginning with jobs such as scooping beans and progressing to more complicated tasks such as preparing snacks and washing the dishes. The careful demonstration of these activities helps the child develop a sense of order, a positive self-image, concentration, coordination, and visual motor coordination; it helps the child learn to complete a cycle of activity as well. These activities can easily be incorporated into any early childhood setting and may be appropriate for the following additional populations: kindergarten children, sighted children, hearing impaired children, mild or moderately mentally handicapped children, and children with behavior disorders.

Teachers who are not acquainted and experienced with curricula and techniques for a blind or visually impaired preschool child (e.g., sensory development training, orientation and mobility, opportunities for the development of language, additional therapy services, etc.) are strongly encouraged to seek assistance and information from a vision consultant. The blind or low vision child has unique educational needs which should be addressed on an individual basis by a vision professional. It is recommended that the activities in this manual be implemented with the guidance of a teacher trained in working with early childhood learners who are blind or visually impaired.

The Classroom or Playroom

During the normal course of a day in the Montessori classroom, the children will move freely from center to center. The classroom has child-size furniture and low shelves for the work. This allows the child to make choices and promotes independence.

In order to maintain predictability about the room, there are three things to be remembered. The first is the division of the room into areas. The classroom is divided into centers with specific activities just as a room at home is divided into play space, sitting space, etc. Secondly, the activities should have a definite place on the shelf. This helps the child choose work more easily. The activities on the shelves should be placed according to the sequence of materials as given in the outline that follows. They should go in a left-to-right, top-to-bottom fashion. On the top shelf could be stringing work starting with pole stringing on the left, large beads next, small beads and macaroni on the right. Though the individual activities will change, it helps for the child to know that the top shelf, for example, will always have stringing activities or that the bottom shelf is for art activities. Thirdly, the individual jobs themselves should be organized so there is a left-to-right and a top-to-bottom progression. An example of this is a polishing job. The mirror is first, then the spray bottle, then the polishing cloth arranged in the order of work. The left-to-right sequence is indirect preparation and orientation for reading and writing.
Sense of Order

When setting up daily living activities, the adult needs to be aware that the purpose of these is not just learning specific skills, but leading toward more general skills that will help the child develop as a successful person. Children are constantly making predictions about their environment based on past experience. This is why the young child likes the security of predictability, whether it is the same story at bedtime or the same routine at school. This is particularly vital for a visually impaired child who needs consistency for developing skills in the areas of orientation and mobility.

Concentration

These activities are designed to help children develop their attention span and the ability to concentrate. The child should be allowed to do the work for as long as he wishes. The more interested he is in the work, the longer he will attend to it. The young child is more interested in process than product and will cheerfully wash the same dish many times. Some of the activities require deep concentration and all are designed to capture his interest. If a child appears to be having trouble concentrating on a given task, first check to see that his body is in a stable position and that he is sitting straight in the chair with his feet touching the floor.

Coordination and Movement

Improved coordination is another result of daily living activities. Any activity that we create for children should be appropriate for their age and for their functional development. Dr. Montessori refers to sensitive periods which all children experience. Sensitive periods are those times in children's lives when they are more ready to learn or practice a given skill. It is our task as adults to observe the children and to match an activity with their developmental needs. Any activity that the child repeats can signal a sensitive stage. One important and lengthy period is the sensitive period of movement, which begins before birth and goes to about age six. At this age children are greatly interested in movement and seem to be anxious to learn how they should move about. The children learn to go from random movements, such as kicking their legs in the crib, to efficient and purposeful movements, such as walking. Coordination generally progresses from large to small motor development. The early activities require the use of big objects and the use of hands before using utensils. As the children move through the sequence, they gain mastery over their body movements.

Daily Routines

Generally, the class starts with a group presentation of new work. This is followed by the free choice period. At the end of the day there is another group for songs, stories, games, etc. followed by large motor play.
Independence

The primary goal of daily living activities is to help the children become independent. Not only will they be able to dress themselves, wash dishes, and fix a snack, but they are on the way to becoming independent learners who can make choices, complete an activity, and function without adult interference. Independence allows children to feel good about themselves and take pride in their work, because they know it is solely theirs. As adults, we need to give children the privilege of working through something for themselves. A good rule of thumb is never do for children what they can do for themselves. If your help is needed, it is important to aid them, but do not do it for them. Independence has a snowballing effect that becomes a motivating force in further learning.

Socialization

The daily living activities' primary function is to enable the child to be successful and to develop motor skills and abilities that will eventually lead to group or community activities. This work is also designed to develop concentration so that interaction takes place with the materials and not with friends. However, many of these activities can be done side by side so that there is verbal interaction going on simultaneously.

While daily living is primarily individual, there is always maintained an awareness of respect for the group. For example, when showing a child how to clean up after an activity, the teacher says: "This will make it ready for the next person." This gives the child a sense of responsibility to the group. Care of materials and the environment encourages the sense of community. Other activities such as grace and courtesy help a child to function politely and respectfully towards others. In addition, certain activities such as scrubbing pumpkins, washing dishes, and dusting a large table, lend themselves to peer interaction, shared responsibility, and cooperative learning.

Preparing Activity Guidelines

Stability. When organizing an activity, there are principles which should be remembered. It is important that the activity be stable, the containers be stationary, and the work be designed to give the child success. With these principles in mind, six trays were produced by the American Printing House for the Blind (see "APH Trays" on page 11) which facilitate the various activities (i.e., sorting, transferring, stringing, etc.) presented in this manual. The trays' handles provide easier manageability for preschoolers, and their bright yellow color provides good contrast for the low vision child. Tray compartments can be made more visually distinctive for the low vision child via teachers' creative adaptations (e.g., highlighting boundaries with adhesive tape, placing fabric of a contrasting color at the base of one or both bowls, etc.).

The trays, in general, provide the blind or low vision child with more defined work areas. To add variety and complexity to a given activity, substitute other types of containers and materials; this will encourage the generalization of the particular skill being practiced from one setting to another.
Emphasize a Single Skill. Each job should require only one skill from the child. Pouring, for example, may be made more difficult by using different sized pitchers, but the work only asks the child to pour.

Emphasize Left-to-Right Progression. A general guideline for setting up any of these activities is to not only set up the work so the child will proceed from left to right, but reinforce this verbally during the initial presentation by consistently directing: "Let's begin with the bowl on the left" or "Let's look at what's on the left side of the tray."

Sequence. The work is sequenced to increase in difficulty as the child is ready. The concept of sequence is probably the most important in assuring success for a child. Because motor development progresses from large motor to small motor development, use of large objects will be easier to use than small objects. A child needs to be successful at a simple task before working her way through more complex tasks. One intermediate step is work that involves a simple combination of skills. For example, after a child is successful with both spooning and pouring, one activity might be spooning corn from a bowl into a pitcher then pouring the corn back into the bowl. A student can then go on to complex tasks such as clothes washing or food preparation. The activities in the manual are listed in sequence; any prior learning is indicated under "Earlier Work." In general, the sequences progress from simple to complex, larger to smaller, and from the use of one dish to the use of many.

Appeal. All work should have a lot of interest for the child. For low vision children the equipment should have a strong color contrast and bright, visible colors should be used. The work should also have added interest by incorporating different sounds, textures, and aromas. Corks, bells, beads, shells, marbles, nuts, pasta, rice, and beans are examples of items that can be used for pouring, spooning, etc. They all have different textures and sounds when being poured. This appeal should invite the child to repeat the work over and over again. It is through repetition that the child masters a task.

Assure Success. The activities should be designed so that the child can be successful. Before showing the child any work, be sure to work through the activity yourself, preferably blindfolded so that any problems can be anticipated. Some things to think about are (a) the weight of the work, (b) the size, (c) the positioning of the child in relation to the activity, and (d) concise verbal cues.

Activity Checklist. The following is a list adapted from Sonja Donahue, a Montessori teacher in Arlington, Virginia. Before showing an activity to the child or adding it to the classroom, it is a good idea to run through this checklist.

1. Manageability: Do the materials do the job, and is it easy to handle?

2. Good looks and appeal: Is it attractive? Does one want to handle it? Does it have strong contrasting colors?

3. Proportions: Does it fit the child's hands? Is there adequate work space? Do the parts fit with each other?
4. **Completeness**: The work should have all the essential ingredients and no more. Are they in good repair? Is there a way to get rid of disposable items?

5. **Control of error**: Is there concrete, built-in feedback that helps the child be successful?

6. **Safety and respect for tools**: Are the substances non-toxic? Is the material free of splinters or nicks? Are the tools appropriate and is the child instructed in safe use?

7. **Interest**: Does it arouse curiosity and concentration? Does it provide a challenge?

8. **Cleanliness**: Is it clean? Can it be washed? Does it meet common sense health requirements?

9. **Availability**: Can the parts be easily replaced?

10. **Readiness**: Does the work meet the child's needs and development level?

11. **Work potential**: Does it encourage repetition by the child? Does it promote independence?

12. **Sequence**: Does it allow for step progression within the activity? Is there a beginning, a middle, and an end to the work?

13. **Organization**: Have the task and materials been analyzed to encourage self-learning through manipulative activity?

14. **Adaptability**: Can the activity be changed to be more simple or difficult? Can it lead to real life application?

15. **Quality**: Are the raw materials well made and durable?

**Roles of the Adult.** The adult is the dynamic link between the child and the environment. Five roles will be described separately, but the adult embodies all of them simultaneously and there is a constant shift from one to another.

1. **Planner**: The task here is to plan activities according to the Preparing Activities Guidelines and checklist above. In addition, the physical space needs to be planned. Should the table be next to the shelf? Where is the water supply? etc.

2. **Demonstrator**: (See "Principles of Presenting Work" on page 6.)

3. **Childwatcher**: This is the key work of the adult. Careful observation needs to be given to both the child and the child with the activity. Observation sheets can be stationed in various locations where the adult can find the child's name and jot down important discoveries, abilities, or difficulties. It is important to notice the
child’s development, and any particular difficulties the child might be having with the work.

4. **Evaluator:** After careful observation, the adult tries to determine the causes of problems and how to remedy them. For example, a particular child might have trouble stringing. Is this because the string is too flimsy? Once this has been determined, then the process begins all over again with planning, demonstrating, etc.

5. **Stimulator:** The specific activities in each area (e.g., stringing, spooning, twisting) will change throughout the year. The teacher will rely on her observation of the individual child’s success with them, as well as the child’s interest in the jobs that are out on the shelves. When they start gathering dust consider them no longer of interest. At that point either change the objects or the containers or perhaps add a degree of difficulty (sorting 5 instead of 3 objects, stringing smaller beads, pouring small objects). Once certain skills are well mastered, try combining skills: pouring beans into a bowl and spooning them back. Helping the child generalize new skills to other situations is also important. For example, can the child manipulate door knobs after learning to twist bottle tops in the classroom? Some work will only be interesting for two or three weeks; other jobs will get a lot of use year-round. Holiday themes usually add new interest: scrub pumpkins, pour jingle bells, sort candy hearts, or scoop plastic Easter eggs.

**Principles of Presenting Work**

**Choosing Work.** In a classroom, sighted children can walk around and visually scan the shelves before choosing the work that appeals to them, but it may be necessary to assist the blind or low vision child with a memory search of what work is out and available. Sit with him and describe the classroom for him: Samantha is washing dishes, Scotty is pouring bells behind us, and Jeremy is looking at the stringing shelf. Ask the child to think of a friend and you’ll tell him what his friend is doing. Then challenge him to think of three or four activities that are in the classroom. If he doesn’t take the initiative to choose, then narrow it for him: “Which job shall we get, hammering tees or spooning popcorn?” If there is time and available personnel, take the child through a tactile review of the shelves. There may be times when one teacher will wish to show the child specific work. Afterwards the child can return to free choice.

**Introducing the Work and Its Parts.** With any activity, the first step will be to show the child the work through a systematic and precise description. Even though the child does not yet understand left from right, a gradual understanding will evolve when these terms are used. An example would be discussing with a blind child the work of stone transfer, which has a tray with two bowls, one filled with smooth stones. With the child’s right hand, explore the outside of the tray saying, “This is the tray.” Then touch the left bowl saying, “This is the left bowl and it is filled with stones”; then feel the stones. Continue to guide the child’s hand to the bowl on her right, saying, “This is the right bowl and it is empty.” All work should proceed from left to right as this is prepa-
Walk the Child Through. After the child has had the opportunity to explore the work, he needs to be taken through it step by step. It is important to remember to use key sentences or phrases. Too much explanation confuses and distracts the child. It is enough to put your hands over his and say, "Put your right hand on the handle and put your left hand below the spout." Vague terms like "here" and "there" should be avoided. When you find yourself using them it can be a cue to provide some descriptive phrases such as: "... here, on the right" or "There, behind the bowl." Your movements when taking the child through the work should be slow and even. It helps to pause between each step: "Pick up the pitcher [pause], take it over the bowl [pause], center it [pause], tip it carefully [pause], then pour." A child may need to be "walked through" several times. Sometimes he only needs verbal coaching: "You look like you're ready to rinse those dishes."

Completion of Activity. When showing a child how to do work, be sure to model completing the activity and leaving it the way it was found. This is important for two reasons. The first is that the child understands there is an ending to the work. Secondly, this helps the child become aware of her responsibility to others as the job is "made ready for the next person."

Three Period Lesson. In helping the child learn the names of things we use the "three period lesson." The first step is to name and identify two items. Secondly, ask the child to find one of the two items and pick it up, hand it to you, or put it in his lap. The third and final step is to ask the child to tell you the name. If he cannot do this, go back to step one. It helps to start with things that the child can name and add the new items one at a time.

Sit on Hands. The hardest thing for the adult to do is to watch a child struggle. The natural reaction is to step in and help. The child needs to work it out for herself. It is her privilege; to help is to rob her of her chance for self-discovery. If it is truly her work, then she can be proud. Only assist if she asks for help and then provide minimal guidance. Sometimes just a word or suggestion is sufficient. If the work is too difficult, it is better to suggest calmly that it be put back and something else be chosen.

Ways to Correct. If it is necessary to correct a child, try to do it positively. Rather than say "You made a mess," suggest that he clean up the spill with a sponge. When a child's behavior with any part of a job is inappropriate, step in and simply say, "Let me help you learn how to do this work," or "May I have a turn with you?" Go over the introduction. He may not be capable of performing the task that day or may not be developmentally ready to be left alone. There are times when the work may be a real mess and it is perfectly all right to remove the work from the child—why punish an uninterested child? Inform the child that you can tell he is finished with that work as you return it to the shelf. He is then given the chance to choose other work.
OVERVIEW
OF
ACTIVITIES
**OVERVIEW OF ACTIVITIES**

**Sequence of Activities**

The following is an outline of the sequence of activities, including a listing of the tray suggested and the materials needed for each. (Use page 11 as a reference to the trays.) The tray suggestion is just that -- a suggestion. Substitution of other trays and materials will encourage problem solving on the part of the child and add variety to a given activity. The following list can also serve as a "shopping list" as you begin to collect needed materials.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tray</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRELIMINARY ACTIVITIES</td>
<td>N/A</td>
<td>Chair; table</td>
</tr>
<tr>
<td>Moving a Chair, Sitting and Rising</td>
<td>Any</td>
<td>Shelf</td>
</tr>
<tr>
<td>Carrying Work To and From a Shelf</td>
<td>N/A</td>
<td>Large bowl; smooth stones</td>
</tr>
<tr>
<td>DRY TRANSFER</td>
<td>A</td>
<td>Stones</td>
</tr>
<tr>
<td>Dry Exploratory</td>
<td>B</td>
<td>Dried beans; scoop</td>
</tr>
<tr>
<td>Use of Hands</td>
<td>C</td>
<td>Unpopped popcorn; small spoon</td>
</tr>
<tr>
<td>Use of Scoops</td>
<td>N/A</td>
<td>Two large buckets; tennis balls; large ladle</td>
</tr>
<tr>
<td>Use of Spoons</td>
<td>N/A</td>
<td>Two buckets with spouts; plastic water-filled ice cubes</td>
</tr>
<tr>
<td>Use of Ladles</td>
<td>N/A</td>
<td>Wet Exploratory</td>
</tr>
<tr>
<td>Dry Pouring</td>
<td>B</td>
<td>Dishpan; water; manipulative items (e.g., baster, sponge, etc.)</td>
</tr>
<tr>
<td>WET TRANSFER</td>
<td>B</td>
<td>Sponge; towel</td>
</tr>
<tr>
<td>Wet Exploratory</td>
<td>C</td>
<td>Coffee cans; baster, sponge</td>
</tr>
<tr>
<td>Use of Sponges</td>
<td>A</td>
<td>Eyedropper; sponge</td>
</tr>
<tr>
<td>Use of Basters</td>
<td>C</td>
<td>Large pitcher; dishpan; apron; sponge</td>
</tr>
<tr>
<td>Use of Eyedroppers</td>
<td>B</td>
<td>Wet Pouring</td>
</tr>
<tr>
<td>STRINGING</td>
<td>A</td>
<td>Arm bracelets; bowl</td>
</tr>
<tr>
<td>Bracelets</td>
<td>E</td>
<td>Wooden beads</td>
</tr>
<tr>
<td>Beads on a Pole</td>
<td>B</td>
<td>Rope; beads</td>
</tr>
<tr>
<td>Bead Stringing</td>
<td>B</td>
<td>Several pairs of socks</td>
</tr>
<tr>
<td>FOLDING</td>
<td>B</td>
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<tr>
<td>Socks</td>
<td>B</td>
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<tr>
<td>CLIPPING</td>
<td>B</td>
<td>Several pairs of socks</td>
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<tr>
<td>Large Clothespins</td>
<td>E</td>
<td>Clothespins; small socks</td>
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<tr>
<td>Paper Clips</td>
<td>F</td>
<td>Cardboard squares; large plastic paper clips</td>
</tr>
<tr>
<td>TWISTING</td>
<td>A</td>
<td>Bowl; whisk or eggbeater; soap flakes; sponge</td>
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<tr>
<td>Use of Whisks</td>
<td>F</td>
<td>Jars or bottles with screw-on lids</td>
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<tr>
<td>Jars and Lids</td>
<td>F</td>
<td>Nuts and bolts; wooden board with pre-drilled holes</td>
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<tr>
<td>Large Nuts and Bolts</td>
<td>F</td>
<td>Twist-type wooden nutcracker; walnuts in shells; two bowls</td>
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<tr>
<td>Nutcracking</td>
<td>B</td>
<td>Lock and key</td>
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<tr>
<td>Locks and Keys</td>
<td>F</td>
<td>Insert Flashlight; batteries</td>
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<tr>
<td>Flashlight Assembly</td>
<td>C</td>
<td>Dry cereal; small scoop; mortar and pestle</td>
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<tr>
<td>Crushing</td>
<td>C</td>
<td>Dry cereal; small scoop; mortar and pestle</td>
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<tr>
<td>Activity</td>
<td>Tray</td>
<td>Materials</td>
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<tr>
<td><strong>SORTING</strong></td>
<td></td>
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<tr>
<td>Sorting by Shape</td>
<td>D</td>
<td>Three each of three different shaped plastic water-filled ice cubes</td>
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<tr>
<td>Sorting by Size</td>
<td>D</td>
<td>Three each of three different size washers</td>
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<tr>
<td>Bagging and Boxing</td>
<td>B</td>
<td>Three paper bags of varying sizes; three items suitable for each bag</td>
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<td><strong>CARE OF THE PERSON</strong></td>
<td></td>
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<tr>
<td>Combing Hair</td>
<td>N/A</td>
<td>Comb or brush (one for each child)</td>
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<tr>
<td>Hand Washing</td>
<td>A</td>
<td>Apron; bowl; pitcher; soap; soap dish; sponge; paper towel</td>
</tr>
<tr>
<td>Brushing Teeth</td>
<td>F</td>
<td>Toothbrush; false teeth; toothpaste; small pitcher; paper towel; sponge</td>
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<tr>
<td>Hanging Up Garments</td>
<td>N/A</td>
<td>Garment with tab; hook on the wall</td>
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<tr>
<td>Dressing</td>
<td>N/A</td>
<td>Clothing with various types of fasteners (e.g., zippers, buttons, etc.)</td>
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<td><strong>CARE OF THE ENVIRONMENT</strong></td>
<td></td>
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<tr>
<td>Using the Hand for Sweeping</td>
<td>N/A</td>
<td>Cup; aquarium gravel</td>
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<tr>
<td>Dusting</td>
<td>A</td>
<td>Dust cloth or mitt</td>
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<tr>
<td>Polishing</td>
<td>F</td>
<td>Small mirror; water or glass cleaner in spray bottle; paper towel; sponge</td>
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<tr>
<td>Scrubbing</td>
<td>A</td>
<td>Dishpan; pitcher; soap; scrub brush; towel; sponge; pumpkin or vegetable</td>
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<tr>
<td>Dish Washing</td>
<td>N/A</td>
<td>Set of dishes; 2 dishpans; pitcher; drainer; soap; sponge; dishcloth; towel; apron</td>
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<tr>
<td>Table Setting</td>
<td>N/A</td>
<td>Placemat with sandpaper silhouettes; utensils; napkin; plate; glass; mini-picnic basket or tray</td>
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<tr>
<td><strong>FOOD PREPARATION</strong></td>
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<tr>
<td>Preparing an Individual Snack</td>
<td>N/A</td>
<td>Snack preparation table; snack table; dish washing setup</td>
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<tr>
<td>Preparing and Serving</td>
<td>N/A</td>
<td>Large bowl; 2 small bowls; variety of utensils; food (e.g., apples); cutting board; sponge</td>
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<tr>
<td>Preparing a Communal Meal</td>
<td>N/A</td>
<td>Hand washing station; food preparation table; dish washing station; assortment of utensils</td>
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<tr>
<td><strong>WORK BENCH ACTIVITIES</strong></td>
<td></td>
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</tr>
<tr>
<td>Sanding</td>
<td>B</td>
<td>Block of wood; square of sandpaper</td>
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<tr>
<td>Hammering</td>
<td>D</td>
<td>Clay; wooden golf tees; mallet</td>
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<tr>
<td>Screwdriver</td>
<td>F</td>
<td>Straight slot screwdriver; wood with predrilled holes; screws</td>
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<tr>
<td>Wrench</td>
<td>A</td>
<td>Open-end wrench; nut and bolt board; nuts and bolts</td>
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<td><strong>ART</strong></td>
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<tr>
<td>Playdough</td>
<td>B</td>
<td>Playdough; assortment of tools (e.g., rolling pin, scoop, etc.)</td>
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<tr>
<td>Pasting</td>
<td>F</td>
<td>Paste jar; washcloth; sandpaper shapes</td>
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<tr>
<td>Punching</td>
<td>B</td>
<td>Cork or carpet; paper; braille stylus</td>
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<tr>
<td>Crayons and Pizza Screen</td>
<td>N/A</td>
<td>Paper; crayons; pizza screen</td>
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<tr>
<td><strong>GRACE AND COURTESY</strong></td>
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<tr>
<td>Greetings and Introductions</td>
<td>N/A</td>
<td>Any object to be shared or borrowed between classmates</td>
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<td>Sharing and Borrowing</td>
<td>N/A</td>
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<tr>
<td>Asking for Help</td>
<td>N/A</td>
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<tr>
<td>Blowing the Nose</td>
<td>N/A</td>
<td>Tissues; trashcan</td>
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<tr>
<td>Coughing</td>
<td>N/A</td>
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APH Trays

A = Work Tray
B = Two-Section Tray
C = Bowl Tray
D = Sorting Tray
E = Stringing Tray
F = Multi-Section Tray with Flashlight Insert
## Activities Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>MATERIALS</td>
<td>The necessary items.</td>
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<tr>
<td>EARLIER WORK</td>
<td>Prerequisite work or skills needed.</td>
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<tr>
<td>PROCEDURES</td>
<td>A description of how to show the work to the child.</td>
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<tr>
<td>POINTS OF INTEREST</td>
<td>A part of the activity that is likely to be motivating or rewarding to the child.</td>
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<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Ways to enhance the activity for the blind or low vision child.</td>
</tr>
<tr>
<td>VARIATIONS</td>
<td>Activities that teach the same skill using other materials.</td>
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<tr>
<td>EXTENSIONS</td>
<td>Activities using one or more of the materials in a related or completely different way to renew the child's interest and expand concepts.</td>
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<tr>
<td>LANGUAGE</td>
<td>Vocabulary building.</td>
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<tr>
<td>MATH</td>
<td>Counting or adding activities.</td>
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<tr>
<td>SCIENCE</td>
<td>Using the materials to help understand the natural world.</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>Using the material to learn about other countries or about water or land.</td>
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<tr>
<td>SENSORIAL</td>
<td>Using any of the five senses.</td>
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<tr>
<td>ART</td>
<td>Using the materials creatively.</td>
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<tr>
<td>MUSIC</td>
<td>Songs related to the activity or the objects used in the activity.</td>
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<tr>
<td>BOOKS</td>
<td>Books related to the activity or the objects used in the activity.</td>
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<tr>
<td>GAMES</td>
<td>Activities to promote socialization and other motor and perceptual skills.</td>
</tr>
<tr>
<td>DRAMA</td>
<td>Pretend play related to the activity.</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>Used to further the child's concepts of the materials by asking questions requiring creative, critical, and flexible thinking.</td>
</tr>
</tbody>
</table>
Skills and Concepts at a Glance

The purpose of the following chart is twofold:
1) to detail the skills and concepts addressed by the various activities.
2) to assist in the selection of the most appropriate activities based on the child's individual needs.

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- Activity promotes the development of this skill or concept.
Definition of Skills and Concepts

Defined below are the terms listed in "Skills and Concepts at a Glance" on page 13.

Auditory: That which stimulates one's sense of hearing.
Bilateral Coordination: The ability to use both hands in unison when performing a fine motor task such as stringing.
Body Awareness: The capacity to differentiate one's body from the surroundings, as well as to know one's physical abilities and limitations.
Cause and Effect: The ability to predict, anticipate, and recognize the consequences of one's actions upon the environment.
Cognitive Development: The formation of concepts, intellectual operations, and mental activities such as perception, memory, and judgement.
Conservation: The ability to retain correct judgement of a given property regardless of perceived changes in length, width, or volume.
Coordination: The ability to use one's large muscles in a harmonious, graceful manner when performing gross motor tasks.
Creativity: Self-expression exhibited during art activities or in one's personal approach to an activity.
Crossing the Midline: The act of crossing the imaginary line that divides the body into two equal, left and right halves.
Decision Making: The ability to use one's judgement in problem-solving situations which lack readily apparent solutions.
Descriptive Language: The ability to express oneself verbally, using speech as the primary means of conversation and expression of one's thoughts, ideas, and feelings.
Discrimination: The ability to discern the differences between two or more objects, primarily in respect to their composition (e.g., shape, size, color, weight, etc.).
Elbow Extension/Flexion: The motion of straightening and bending one's arm to allow for pushing and pulling actions.
Fine Motor: The development of sufficient manual coordination, dexterity, and strength in the small muscles necessary for manipulative tasks.
Generalization: The ability to extend one's knowledge of what is true and functional in one situation to similar contexts.
Grasp/Release: The ability to pick up and put down an object using a variety of grasping movements (e.g., palmar grasp, pincer grasp, or three-prong grasp).
Gross Motor: The development of sufficient large muscle tone and coordination for such skills as sitting, standing, and walking.
Gustatory: That which stimulates one's sense of taste.
Head Control: The ability to maintain the head in a central, midline, and upright position during gross and fine motor activities.
Finger/Hand Strengthening: The increase of one's gripping ability aided by repetitive fine motor activities.
Independence: The autonomy and self-sufficiency one demonstrates.
Kinesthetic: The sensation of position, movement, tension, etc. of the body parts perceived in the muscles, tendons, and joints; proprioceptive feedback.
Language: The development of both speech and auditory comprehension for the purpose of communication.
**Left-To-Right Progression:** The systematic approach to initiating a given activity on the left and concluding on the right.

**Math:** The ability to count, calculate, sequence, match, group, etc. in an abstract manner.

**Object Permanence:** The realization that an object does not cease to exist even when concealed from sight, ear, or touch.

**Olfactory:** That which stimulates one's sense of smell.

**Positioning:** The proper body alignment in relation to the task at hand.

**Receptive Language:** The ability to attend, process, and comprehend verbal instructions.

**Self-Esteem:** The self-confidence resulting from the successful completion of a given activity that one personally values.

**Self Help:** The ability to attend independently and in an autonomous, self-sufficient manner to one's basic needs (e.g., dressing, eating, and grooming).

**Sensory/Perception:** The stimulation of all senses (touch, sight, hearing, movement, etc.) in an effort to gain further information about one's environment.

**Social/Personal Development:** The development of social skills and socially appropriate behavior, as well as autonomy and a healthy and accurate self-concept.

**Socialization:** The formation of interpersonal skills and socially appropriate behavior, such as turn-taking and sharing.

**Spatial Orientation:** To know where one's body is positioned in relation to the physical surroundings.

**Tactual:** That which stimulates one's sense of touch.

**Visual:** That which stimulates one's sense of sight.

**Wrist Rotation:** The act of twisting and turning the wrist during the performance of fine motor tasks.
ACTIVITIES
PRELIMINARY ACTIVITIES

These activities are designed to help the child be independent with future work and to learn to function in the classroom. Learning to carry trays from shelves, pushing in a chair, etc. help the child with classroom orientation.
MOVING A CHAIR, SITTING AND RISING

MATERIALS
Chair and table.

EARLIER WORK
Orientation to the room, areas, centers, and shelves.

PROCEDURE
Show the child how the chair and table work together. While he is standing, have him practice pulling the chair out and pushing it back under the table. Then have him sit in the chair and practice scooting up to the table and back. If the table is on a rug, it is helpful to place rigid plastic, cardboard, or plywood under the chair for ease of moving.

POINTS OF INTEREST
Chairs and tables make a "set."

VISUAL ADAPTATIONS
Mark the middle of the back of the chair with fluorescent tape or sandpaper; then mark the edge of the table. Have the child line up both marks. To assign seats, attach a different tactile symbol (e.g., a piece of fabric) to the back of each child's chair. This will assist the visually impaired child in readily locating his assigned place at the table.
MOVING A CHAIR, SITTING AND RISING

VARIATIONS:  Use a chair with rollers. Use a desk with a chair attached. Use a large chair versus a child-size chair.

EXTENSIONS:

LANGUAGE:  Sit, stand, scoot, move, get up, push, pull, chair, table.

MATH:  "How many chairs are at the table?" "How many chairs are in our classroom?"
"How many legs does a chair have?" "How many adult-size chairs are there?"
"How many child-size chairs are there in the classroom?"
"Tables and chairs belong together as a set."

SENSORIAL:  Explore different types and sizes of chairs. Include wood, plastic, metal, and upholstered chairs.
Explore finding classmates' seats if assigned.
Attach colored fabrics, sandpaper, leather, etc. to chairs. Give each child a matching square and have them find the chair that is the same.

MUSIC:  In a group with chairs in semi-circle, have the children take turns while group sings:

Pull, pull, pull out your chair ("so smoothly" or "this morning").
Push, push, push in your chair.

Sing the above song to the tune of "Skip to My Lou" (p. 90) in Singing Bee: A Collection of Favorite Children's Songs by J. Hart and A. Lobel, ©1982, New York: Lothrop.


GAMES:  Play "musical chairs."

PROBLEM SOLVING:  
- Can the child name other types of places to sit (e.g., floor, bed, couch)?
- Discuss the value of good posture.
- Talk about being polite and helping a friend—for example, pulling out a chair when someone has both hands full or is carrying a tray.
- Name materials of which chairs are made (e.g., wood, metal, plastic, fabric). Discuss advantages/disadvantages of various materials.
- Can the child name other things that can be pushed or pulled (e.g., push the button on the elevator, pull the door open, pull the wagon, etc.)?
### CARRYING WORK TO AND FROM A SHELF

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Activities on trays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>Orientation to the room (introducing the areas, shelves, exits, teacher's desk, coat rack, windows, etc.).</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Walk to the shelf with the child; help her to locate the work. With both hands on the child's, help her to experience a tilted tray and a level tray. Have her stabilize the tray against her body. When the child can hold the tray on her own, guide her around the room to a work area and back to the shelf. First practice carrying an empty tray, then progress to carrying a tray with materials.</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Texture and weight of the trays. Purpose for the various trays. Independence.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Use your voice as a guide. Use your hand lightly on child's back to help guide. Place fluorescent tape on the floor for child to follow. Use various textures of material with bright distinctive colors to mark the shelf and tray for easy matching.</td>
</tr>
</tbody>
</table>
VARIATIONS: Use trays of different sizes.
Carry lunch trays in the cafeteria.
Have the child carry any of her favorite objects on the trays for added interest.

EXTENSIONS:

LANGUAGE: Top, bottom, left, right, middle, level, tilted, heavy, light, tray, carry, shelf.

MATH: "How many steps does it take from the shelf to the table?"
"How many items are you carrying?"
"Is the object on the tray light or heavy?"

SENSORIAL: Let the child become familiar with all APH trays by tactually exploring them.
Discover the different sounds made by the objects on the tray.
Develop a "guessing tray"; frequently place new or unique items on it for exploration and identification.


PROBLEM SOLVING: • Can the child remember where to return the work? Have child discuss cues.
• Can the child name other items that move things from place to place (e.g., a wagon, a cart, a moving van, etc.)?
• Can the child find other routes to take from the shelf to the table?
• Can the child describe the route, remembering and naming classroom landmarks? Can the child describe the route to the bathroom, the cafeteria, the office, the bus stop, etc.?
**DRY TRANSFER**

Transferring, both dry and wet, is extremely important because it requires the child to position herself in relation to the material, to cross the midline, and to sequentially develop motor coordination progressing from gross motor to increasingly refined small motor skills. The child also learns to control her movements for a specific purpose and develops a sense of self-control.

These activities encourage repetition in the child. This repetition enables the child to master the task and develop a prolonged attention span. Transferring also provides tremendous auditory and tactual feedback which is a strong attraction to this work.

Dry transferring is preliminary to water transfer. Variations can be endlessly created by changing the objects, utensils, and containers. The only limitations are your ingenuity and pocketbook. Variations are listed for many of the activities; you are encouraged to create your own.

<table>
<thead>
<tr>
<th>Possible Containers:</th>
<th>Possible Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>baskets</td>
<td>pasta, varying types</td>
</tr>
<tr>
<td>bottles</td>
<td>plastic water-filled ice cubes</td>
</tr>
<tr>
<td>boxes</td>
<td>polished stones</td>
</tr>
<tr>
<td>buckets</td>
<td>pom poms</td>
</tr>
<tr>
<td>cups</td>
<td>popcorn</td>
</tr>
<tr>
<td>distributor caps</td>
<td>red or brown lentils</td>
</tr>
<tr>
<td>escargot trays</td>
<td>rice</td>
</tr>
<tr>
<td>ice cube trays</td>
<td>shells</td>
</tr>
<tr>
<td></td>
<td>split peas</td>
</tr>
<tr>
<td></td>
<td>wood shavings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Utensils:</th>
</tr>
</thead>
<tbody>
<tr>
<td>funnels</td>
</tr>
<tr>
<td>ice cream scoops</td>
</tr>
<tr>
<td>ladles</td>
</tr>
<tr>
<td>melon ball scoops</td>
</tr>
<tr>
<td>scoops</td>
</tr>
<tr>
<td>spatulas</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>spoons</td>
</tr>
<tr>
<td>strawberry plucker</td>
</tr>
<tr>
<td>sugar tongs</td>
</tr>
<tr>
<td>tea strainers</td>
</tr>
<tr>
<td>tongs</td>
</tr>
<tr>
<td>wok utensils</td>
</tr>
</tbody>
</table>
When thinking about the sequence of these activities, it is helpful to remember that the use of the hands is easier than use of a utensil, and that the longer the handle, the more difficult it is to control.

Inevitably some of the objects are spilled. The control of error for a sighted child is seeing the spilled material and for the blind child, the feel of the objects on the tray. The child can use her thumb and forefinger to pick up the spilled objects. This is good indirect preparation for writing or holding the stylus.

In all of the procedures, the last step is making sure the work is just as the child found it. If at home, this assures the child that it will be ready for her when she wishes to do it again. In the classroom, this instills the idea that there are others to be considered and it will be ready for the next person. It also leads to a sense of order and completeness.
<table>
<thead>
<tr>
<th><strong>MATERIALS</strong></th>
<th>Large plastic bowl full of smooth stones; APH Work Tray.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLIER WORK</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>PROCEDURE</strong></td>
<td>Introduce the child to the edges of the bowl and let him have free play.</td>
</tr>
<tr>
<td><strong>POINTS OF INTEREST</strong></td>
<td>The feel and sound of the stones.</td>
</tr>
</tbody>
</table>
| **VISUAL ADAPTATIONS** | Use hand-over-hand movements to demonstrate the perimeters of tray and bowl.  
Use contrasting colors of the bowl and stones (e.g., use a white bowl with black stones).  
Paint the stones fluorescent for use with blacklight. |
**VARIATIONS:**
Use wooden bowl or stainless steel bowl.
Use different objects such as corn, lentils, popcorn, pasta, etc.
Add scoops, spoons, jars, cups, measuring utensils, funnels, etc. to the bowl.

**EXTENSIONS:**

**LANGUAGE:**
Smooth, dry, many, few, rocks, stones, full, empty, pouring, feeling.

**MATH:**
Wonderful opportunity to count into another cupped hand: "Can the teacher's hand hold more? Why?"
Have the child pick up as many stones as possible with one hand and then count the stones.

**SCIENCE:**
Gather different types of rocks on a nature walk.
Dig in the ground to locate rocks.

**SENSORIAL:**
Explore the sounds made when rocks are shaken in a plastic container versus a coffee can versus a paper bag.
Discover the tactial differences of smooth and rough rocks; sort by various types.
Find different objects hidden in a bowl of stones.

**ART:**
Make creations from gathered rocks.
Make a plant and rock garden, inside or outside.

**MUSIC:**
Sing the following to the tune of "Five Little Monkeys" (p. 52) in *The Songs of Sesame Street in Poems and Pictures* by Moss, Axelrod, Geiss, Hart, Kingsley, and Stone, ©1983, Random House/Children's Television Workshop:

- 5 little stones sitting in your hand
- 1 is ready to go back in the pan (place in the bowl)
- (Repeat with 4, 3, 2, and 1)
- 1 little stone sitting all alone
- Send him home and now there are none.
- All done. (Clap)

**BOOKS:**

**PROBLEM SOLVING:**
- Can the child name other places where rocks are found (e.g., driveways, railroad tracks, fish tanks, paths, gardens)?
**USE OF HANDS**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Stones; APH Two-Section Tray.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>None.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>The child transfers stones with her hands from the left side to the right side of the tray.</td>
</tr>
</tbody>
</table>
| POINTS OF INTEREST | The sound of the stones.  
The smoothness of some rocks and the hardness and roughness of others.  
Weight comparisons between various types of rocks. |
| VISUAL ADAPTATION | Draw the child’s attention to the raised divider between the two sections of the tray. Explain to her that the hand holding the rock must cross over this divider before placing the rock back onto the tray. This can be shown by hand-over-hand demonstration. Let the child's subdominant hand serve as a guide by resting on the divider; this will encourage the child to cross the midline.  
A bright colored cloth or paper can be put in the section of the tray on the right side. This can serve as a visual cue as to where the rock should be placed. |
USE OF HANDS

VARIATIONS: After the child has used the whole hand (palmar grasp), she can progress to using the fingers (pincer grasp) to pick up an object and put it in a specific place such as in a section of an ice cube tray (see Dry Transfer for ideas and sequence). Use shells instead of rocks. Or use other natural materials such as tree bark, flowers, pieces of moss, leaves, etc. Use APH Bowl Tray for more refined movements.

EXTENSIONS:

LANGUAGE: Stone, rock, pebble, hard, smooth, texture, cool, empty, full, right, left; the names of rocks.

MATH: Count the stones; feel the weight of the rocks in the hand or use a balance scale. (Lava stones are light-weight and make a good contrast with limestone.)

SCIENCE: Explain that rocks come from the earth. Begin a rock collection. Discuss the various types, names, and characteristics of rocks. Visit a cave or rock quarry.

SENSORIAL: Sort rocks using very different rocks such as slate, limestone, and quartz. Sort rocks into rough and smooth or heavy and light groupings. Encourage greater extension of child's reach by placing stones on the tray in various positions.

ART: Glue a flat rock to a piece of paper and draw a picture using the rock as part of the whole picture; fluorescent paints add visual interest. Take a rock and make a face by gluing macaroni on for the hair and spaghetti for the mouth. Paint rocks. Build a small rock wall.


PROBLEM SOLVING: • Discuss where you find rocks, how they are used, and their characteristics.
  • Go on a walk to find a special rock to carry around in one's pocket; let it serve as a "worry stone."
**USE OF SCOOPS**

**MATERIALS**
APH Bowl Tray with one bowl filled with dried beans; a scoop.

**EARLIER WORK**
Use of Hands.

**PROCEDURE**
Help the child to recognize the angle required to keep the beans in the scoop. Then have the child scoop a number of beans and transfer them to the empty bowl on the right. Continue this process until all the beans have been transferred. Before returning the tray to the shelf, have the child transfer all the beans back to the left bowl. It is important to have the child clean up all spilled beans.

**POINTS OF INTEREST**
Hearing the beans.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
Use high contrast colors such as black beans on the yellow tray.
USE OF SCOOPS

VARIATIONS: Scoop plastic water-filled ice cubes, pom poms, bells, rocks, marbles, pasta, popcorn, raisins, nuts, rice (colored with food coloring), etc. Provide choices or options of items to scoop. Scoop flour, sugar, raisins, etc. from a container.

EXTENSIONS:

LANGUAGE: Names of beans; different kinds of scoops and what they are used for.

MATH: Counting; measuring; size of scoops and their similarities and differences. Add scooped juice mix to cups of water. Use for a snack.

SENSORIAL: Sort different beans by color, shape, size, and weight. Compare the taste of cooked beans. Make and taste bean soup.

ART: Make a bean collage.


DRAMA: Pretend serving at an ice cream parlor; scoop "pretend" or real ice cream. Perform a short play or story for other children and serve scooped ice cream or other snack.

PROBLEM SOLVING: • Can the child name other types of scoops (e.g., ice cream scoops, steam shovel, etc.)? Talk about the function of scoops. • Can the child form a scoop using both of his hands? Try scooping a variety of materials, such as water, beans, rice, pretzels, etc.
**USE OF SPOONS**

**MATERIALS**
APH Bowl Tray with left bowl filled with unpopped popcorn; small spoon.

**EARLIER WORK**
Use of Hands.
Use of Scoops.

**PROCEDURE**
The child transfers the corn with a spoon from the left bowl to the right. Before returning the tray back to the shelf, have the child transfer all the beans back into the left bowl.

**POINTS OF INTEREST**
Sound of the corn on the spoon.
Feel of the corn.

**VISUAL ADAPTATIONS**
Use hand-over-hand demonstration.
Line the right hand bowl with a brightly colored cloth or paper, giving a color cue for the bowl on the right.
USE OF SPOONS

VARIATIONS: Use bigger spoons or smaller spoons. A mustard spoon with marbles is good for one-to-one correspondence.
Use aquarium rocks in fluorescent colors instead of corn; use a blacklight to add interest for the low vision child.
Use bells for auditory appeal instead of corn.
Use a heavier spoon for better proprioceptive feedback.

EXTENSIONS:

LANGUAGE: Corn, kernel, spoon; concepts of one, many, most, least, full, and empty.

MATH: Buy Indian corn, with the kernels on the cob. Remove kernels from the cob, and sort and count them by color.


GAMES: Have a spoon relay balancing an object on a spoon, involving a group of children. To foster non-competition, simply time them.

PROBLEM SOLVING: • "What are spoons used for?" (e.g., stirring when cooking, eating liquids like soup or cereal with milk, or eating soft food like ice cream, etc.)
• Have a discussion and demonstration of corn and its various forms--popcorn, cooked corn, corn on the cob.
• Discuss the entire process of growing corn, from planting a seed to harvesting and eating it.
• Have a popcorn party! Talk about what makes popcorn pop.
## USE OF LADLES

### MATERIALS

Two large buckets; tennis balls (about five or more); large ladle.

### EARLIER WORK

Use of Spoons.  
Use of Scoops.

### PROCEDURE

With one hand holding the bucket filled with tennis balls and the other hand holding the ladle, the child will ladle one tennis ball at a time and transfer each ball to the empty bucket. This is a difficult activity and at first the child might need to put the ball in the ladle and then transfer it.

### POINTS OF INTEREST

Getting the ball into the ladle.

### VISUAL ADAPTATIONS

With your hand on the child’s hand, guide his hand to tip the ladle up, then slide under the ball. Cover the object with the other hand and transfer the ball to the other bucket.  
Use brightly colored tennis balls.  
Use blacklight with fluorescent tennis balls.
USE OF LADLES

VARIATIONS: Ladle oranges, lemons, limes, Christmas bells, ping pong balls, or golf balls; when the child can manage this, have him ladle beans or corn. Use a variety of different types of lades. Do the activity with child in different positions (e.g., standing, kneeling, etc.).

EXTENSIONS:

LANGUAGE: Handle, ladle, bowl (of ladle), round, bounce, roll, dip, bucket.

MATH: One-to-one correspondence.

SCIENCE: What types of objects bounce? Roll? What are examples of objects that will not roll or bounce?

SENSORY: The feel of a fuzzy tennis ball versus the dimples in a golf ball, etc. Compare weight differences.

GAMES: Group ladle relays. Pass balls with ladle to music (à la musical chairs). Ladle apples--variation on bobbing for apples in water.

PROBLEM SOLVING: • Can the child name other uses of a ladle (e.g., putting soup in a bowl or putting gravy onto food)? • Plan a special cooking experience. Have the children discuss various soups and have them note a favorite. Make the soup from scratch. Have the children think of all the necessary ingredients. Discuss a grocery list, and shop for all ingredients used in making soup.
**MATERIALS**

Two buckets (any size) with spouts, one filled with plastic water-filled ice cubes.

**EARLIER WORK**

Dry Exploratory.

**PROCEDURE**

In this activity, the child can be sitting on the floor with legs extended. The empty bucket will be placed between the child's legs with a full bucket at her side. The child will then pour the plastic ice cubes into the empty bucket. Once the empty bucket becomes full, change positions of the buckets and let her repeat the activity. Any pouring activity seems to encourage repetition.

**POINTS OF INTEREST**

The auditory feedback from the objects being transferred from bucket to bucket.

**VISUAL ADAPTATIONS**

From behind the child, point out the spout. Emphasize positioning the spout over the other bucket when pouring. Mark the spout of the bucket with fluorescent tape.
DRY POURING

VARIATIONS: Sequence (from easy to more difficult):

1. Glasses: objects from large to small.
2. Pitchers: objects from large to small.
3. Pouring into two containers, three, etc.
4. Use of smaller containers.
5. Use of funnel, strainer, etc.

Pour objects from a plastic bucket into a metal one for a nice auditory effect.

EXTENSIONS:

LANGUAGE: Handle, spout, bottom, spill, buckets, pitchers, and the names of materials used for pouring in this activity.
Directions: up, down, left, right.

MATH: Count objects placed in buckets.
Use different sizes of containers to explore volume and capacity.

SCIENCE: Make a scale out of two buckets.

SENSORIAL: Feel different objects in a bucket or in a paper bag, and guess what they are.
Experiencing the shift in weight when pouring.


PROBLEM SOLVING: • Can the child name some food that can be poured (e.g., cereal, sugar, batter, etc.)?
• Discuss things that pour easily versus things that are more difficult to pour (e.g., popcorn versus heavy rocks).
As mentioned under "Dry Transfer" (p. 23), transferring activities lead to the development of a sense of control in the child. Through repetition and increased difficulty of the work the child is required to control his movements. Consequently, he becomes more successful at goal-directed activities, such as pouring juice. The value of this work should not be underestimated.

Wet transfer is more difficult than dry pouring and requires a lot of practice with dry pouring first. Using water tinted with food coloring and scented with lemon juice or peppermint extract is an added attraction for partially sighted and totally blind children. Each activity should include a sponge for wiping up the spilled water. To leave work ready for the next person, water is transferred back to the original left-hand container.

An apron can be provided with each job; however, it is more economical to have a few hanging on hooks near the water work area.

For the visually impaired child developing the skill of getting and donning the apron is a job in itself. The adult can walk through this with the child like any other job, orienting him to the location of the aprons as well as to the style of apron (front, back, holes) and how to remove it and hang it back on the hook when he is finished with his water work. (Hint: Place a small button on the back of the apron to differentiate it from the front.)

Initial wet exploratory experiences begin in the bathtub where the child is not required to use highly controlled movements. The classroom sequence proceeds from a large dishpan to contain wet exploratory activities to smaller containers as the child gains control. Basting can progress from a gravy baster to an ear syringe to an eyedropper, just as sponging can progress from hand squeezing transfer to a tiny sponge for finger squeezing. Wet pouring will progress, like dry pouring, from large containers to small, and from simple pouring to use of a funnel. Jobs combining two or more skills, such as activities requiring squeezing water with a sponge from a bowl into a pitcher and then pouring the water back into the bowl, can add interest and complexity to a given activity.
MATERIALS
APH Two-Section Tray; dishpan with water containing items such as a small water pitcher, ball, a baster, ladle, cups, sponges, funnels, etc.; apron. Add soap later.

EARLIER WORK
Dry Transfer.

PROCEDURE
The purpose of this activity is to have an open-ended exploration of water and water utensils and to get the child used to wearing an apron when doing water jobs. Show her where to get an apron and how to put it on. (The child does not get the water for this activity.)

POINTS OF INTEREST
The sound of the water.
The feel of the soap and water.

VISUAL ADAPTATIONS
Identify the front and top of the apron by attaching a piece of fabric, a button, etc.
Use colored water, water with sequins, or water with scented extract.
WET EXPLORATORY

VARIATIONS: Use various temperatures of water (i.e., warm or cold with ice cubes). Use various types of soap (i.e., bar, liquid, bubble bath). Add floating "islands" of shaving cream.

EXTENSIONS:

LANGUAGE: Wet, dry, under, in, sink, float, squeeze, damp, holds, as in: "The cup holds water."

MATH: Count and identify the objects in the water.

SCIENCE: Introduce the child to objects that sink or float. Discuss how there is water in streams, creeks, lakes, rivers, oceans, pools, and ponds.

ART: Land form boxes: sand pictures that give information about a river, a lake, a pond, etc.


PROBLEM SOLVING: • Can the child name other uses for a sponge (mopping up, cleaning, etc.)?
• Can the child name objects that sink?
• Can the child name objects that float?
• Discuss all the ways in which we use water in school, at home, and in the community.
### MATERIALS
APH Bowl Tray with water in the left bowl; sponge; towel.

### EARLIER WORK
Wet Exploratory.

### PROCEDURE
Fill the left bowl with water. Place the dry sponge in the water. After the sponge has soaked up some water, the child will squeeze the water into the empty bowl. He continues this process until the water is completely transferred. Emphasize waiting for the sponge to fill up with water before transferring.

### POINTS OF INTEREST
The feel of the sponge and the water. The sound of the water going into the bowl.

### VISUAL ADAPTATIONS
Use bright pink, orange, and green sponges for contrast for the low vision child. Use colored water or water scented with extract. Outline the bowls with fluorescent or black colored tape.
USE OF SPONGES

VARIATIONS: Use different kinds of sponges (e.g., art sponges, natural sponges, kitchen sponges, and cosmetic sponges). Cosmetic sponges are easiest to squeeze. Hand strength can be increased by progressing to the use of more resistive sponges. Sponge off a table, following an art activity or snack.

EXTENSIONS:

LANGUAGE: Absorb, squeeze, wring, wet, dry, damp, "springs back into shape."

MATH: Count the number of squeezes to transfer water from the left to the right bowl.

SCIENCE: Plant seeds on a sponge; grass seeds grow quickly and easily. Compare a natural sponge with a synthetic sponge. Discuss where natural sponges come from.

SENSORIAL: Tactile difference between the natural and plastic sponges. Feel and sponge warm water versus cold water.

ART: Sponge painting. Make sailboats out of sponges.

DRAMA: Sponge story characters. Cut sponges into the character shapes (e.g., The Three Bears).

PROBLEM SOLVING: • Can the child name things that absorb (e.g., washcloths, land, clothing, etc.) as well as objects that do not absorb (rocks, metal, etc.)?
• Discuss why the sponge is heavier after it has soaked up water.
• Explore types of sponges to see which absorb the most water.
• Can the child name other uses for a sponge (e.g., mopping up, cleaning, etc.)?
• Discuss things that are fun to squeeze (e.g., a favorite stuffed animal, a doll, mommy).
USE OF BASTERS

MATERIALS
APH Work Tray; two large containers about the size of a two-pound coffee can, one with water and a baster; a sponge.

EARLIER WORK
Use of Sponges.

PROCEDURE
The use of a metal coffee can give the child something to put the filled baster in, adding auditory interest. It is important to get across the concept that to fill the baster, it must remain in the water. To do this, place the baster in the full can. With the child’s hands, squeeze the bulb, saying, “Squeeze.” Remove the child’s hands, saying, “Let go, it is taking in the water.” Help the student remove the baster and place it in the second can. When the baster is in position, say "Squeeze."

POINTS OF INTEREST
If a metal container is used, the water makes a wonderful sound hitting the container. Slurping sound of water as the water fills the baster.

VISUAL ADAPTATIONS
Use hand-over-hand movements. Use colored water or water scented with extract. Put fluorescent tape around the top of each coffee can. Use ice water or warm water so the child can feel the baster filling.
USE OF BASTERS

VARIATIONS: Use varying sizes of basters.
Use orange or lime juice squeeze utensils to extract juice.
Use an ear syringe with smaller containers.
Use mustard or ketchup squeeze bottles.

EXTENSIONS:

LANGUAGE: Ping, squirt, drop, squeeze, can, splash, let go, baster.

MATH: Work with volume by squirting water from the baster into containers of different sizes.
Measure by squirting water from the baster into a measuring cup.
Count the number of squirts needed to fill up a container.

SENSORIAL: Feel the stream of water as it's coming out of the baster.
Thicken the water with gelatin.

ART: Use a baster to make pictures. Fill up the baster with tempera paint, then squirt onto paper. Fill with another color. For a variation, use fluorescent paints if working with a low vision child.


BOOKS: Sounds All Around by Jane Belk Moncure, ©1982, Chicago, IL: Children's Press.

PROBLEM SOLVING: • Can the child feel and count the puffs of air from the baster on her face, hands, etc? Ask how many times she felt the air.
• Can the child think of situations in which basters are used (e.g., cooking, etc.)?
**USE OF EYEDROPPERS**

**MATERIALS**
APH Bowl Tray with the left bowl filled water; an eyedropper; a sponge.

**EARLIER WORK**
Use of Basters.

**PROCEDURE**
Place the eyedropper in the bowl with water. It is important to get across the concept that to fill the eyedropper, it must remain in the water. To do this, place the eyedropper in the full bowl. With the child's hand, squeeze the bulb, saying "Squeeze." Remove the child's hand, saying "Let go, it is taking in the water." Help the student remove the eyedropper and place it in the right bowl. When the eyedropper is in position, say "Squeeze."

**POINTS OF INTEREST**
Smallness of eyedropper compared to the baster.

**VISUAL ADAPTATIONS**
Use colored water or water scented with extract. Use hand-over-hand demonstration.
USE OF EYEDROPPERS

VARIATIONS: Use orange or lime juice squeeze utensils to extract juice. Use an ear syringe with smaller containers. Use a nasal syringe.

EXTENSIONS:

LANGUAGE: Drop, plop, drip, squeeze, wet, dry, suction, syringe, eyedropper.

SENSORIAL: For more noticeable sound, drop water on tin foil.


DRAMA: Use medicine in droppers for sick dolls.

PROBLEM SOLVING: • Can the child identify other uses of eyedroppers (e.g., to put medicine in eyes or ears)? • Can the child name other locations of drips (e.g., faucets, drops from the house after a recent rain, drops of rain off of an umbrella)?
**MATERIALS**  
APH Two-Section Tray; large pitcher; dishpan; apron; and sponge.

**EARLIER WORK**  
Dry Exploratory.  
Wet Exploratory.

**PROCEDURE**  
Assist the child in locating the faucets of the sink. Demonstrate how the faucets work (e.g., which side is hot and which side is cold; how to turn them on and off; and how to regulate the flow and temperature of the water). The child will fill the pitcher with cold water and then, with adult assistance, carry the pitcher to the table, center in over the dishpan, and pour. The child will then pour the water in the sink or the water refuse can.

**POINTS OF INTEREST**  
Sound of water.

**VISUAL ADAPTATIONS**  
Have the child insert his finger in the pitcher as a guideline for measuring the desired water level, or use tape or a raised line mark inside the pitcher as a measuring line.  
Provide verbal cues as needed along with physical prompts.  
Begin with a covered pitcher.  
Use a clear pitcher and water tinted by food coloring.
WET POURING

VARIATIONS: Sequence (from easy to more difficult):

1. Glasses: Objects from large to small
2. Pitchers: Objects from large to small
3. Pouring into two containers, three, etc.
4. Use of smaller containers
5. Use of funnel, strainer, etc.
6. Progress to combination activities

Use a container with a lid or top that the child can open.
Rinse soap off self or toys.

EXTENSIONS:

LANGUAGE: Parts of a pitcher, such as the spout and the handle. Warm, cool, water, pour, faucet, turn on, turn off, sink.

MATH: Use measuring cups to measure quantities of water.

SCIENCE: Practice pouring into test tubes in a rack.
Making a wheel spin with water.

SENSORIAL: Explore filling containers and comparing weight and volume.

DRAMA: Have a tea party; practice making instant iced tea (or other powdered drink) in a pitcher; then pour and serve.

PROBLEM SOLVING: • Let the child experience the results of pouring quickly or slowly.
• Let the child experience the result of pouring a glass too full.
• At snack time or lunch, have the children experiment with pouring milk, juice, etc., into glasses of various sizes.
• Discuss when you use cold water and when you use warm and hot water (e.g., cold water to drink, cold water for plants, warm water for baths).
STRINGING

Stringing activities are very helpful in getting a child to use both hands simultaneously and at the midline. The following jobs help the child gain coordination of his hands and become successful in making his hands work together to complete a task. Stringing activities are good for developing fine motor coordination, including pincer grasp and 3-prong grasp, the latter of which will be used in holding a pencil or stylus.

**POSSIBLE OBJECTS:**
- cereals
- copper pipe sections
- curtain rings
- glass beads
- Indian beads
- macaroni ("elbow" type is difficult)
- napkin rings
- washers
- wooden beads

**POSSIBLE STRINGS:**
- embroidery yarn or floss
- leather thong
- plastic coated cord
- rope
- shoelace
- stick
- string
- thread
- yarn

In considering the sequence of these activities it helps to remember that the simplest "string" is stationary and rigid; more difficult is the flexible string. Larger beads are easier to manipulate than smaller ones.

When completing stringing jobs, the child should return the beads to their container. Some stringing activities may include making necklaces that the child can take home. A needle can be introduced when a child has mastered the earlier stringing activities; large plastic needles are good for this. It is helpful to double the thread and tie the ends together in a knot before the child starts to work. The end of the string can be dipped in glue which will make a sturdy string point.
## MATERIALS
Bowl with 10 to 12 plastic, wood, or metal arm bracelets; APH Work Tray.

## EARLIER WORK
None.

## PROCEDURE
This is a good activity to get the hands to work together. One hand is extended and held stationary, while the other hand puts the bracelets over it.

## POINTS OF INTEREST
Wearing bracelets.
Hearing the bracelets jingle.
Dressing up.

## VISUAL ADAPTATIONS
The child might have to have her hand formed by the adult so fingertips are touching one another to allow the bracelet to slide over her hand.
Give verbal and physical prompts as needed.
Use neon tape to highlight bracelets.
Use bracelets with glitter inside (found at toy stores).
BRACELETS

VARIATIONS: Use different sizes of bracelets.
Use bracelets of different textures and of various materials.
Use necklaces.
Use inexpensive neon colored bracelets and bracelets with rhinestones.

EXTENSIONS:

LANGUAGE: Round, on, off, arm, wrist, jingle, left hand, right hand, bracelets.

MATH: "How many bracelets are on the tray?"
"How many bracelets are there of the same texture, color, or material?"
Have the child count the bracelets on her left arm...on her right arm...on a friend's arm.

SENSORIAL: Feel different thicknesses of bracelets.
Feel different kinds of bracelets (e.g., chain versus solid).
Compare different sizes of bracelets.
Sort bracelets on the basis of material -- plastic, metal, wood, etc.

ART: Make windchimes from bracelets.
Make paper chains or bracelet chains.

MUSIC: Use jingle bells and make bracelets for Christmas.

DRAMA: Dress up and role play with bracelets, necklaces, and other dress-up clothes.

PROBLEM SOLVING:
• Can the child put bracelets on her wrist without making a sound?
• "Who wears bracelets and why?"
• Talk about materials of which bracelets are made (e.g., plastic, metal, clay, etc.).
• "How are watches like bracelets? How are necklaces like bracelets?"
• "When do you wear dress-up clothes and special jewelry?"
**BEADS ON A POLE**

**MATERIALS**
APH Stringing Tray; wooden beads that will slide onto the poles.

**EARLIER WORK**
None.

**PROCEDURE**
This task requires the child to work at his midline; hold the pole with one hand and use the other to place the beads on the pole. It is important to show the child how to grab the bead. Show how to hold the bead by the edges. Take the child's left hand and show how to hold the pole between the thumb and the forefinger. The child then brings his hands together and places the bead over the top of the pole. When the bead is securely over the pole, ask the child to let go of the pole and the bead.

**POINTS OF INTEREST**
Hearing the beads fall.
Feeling beads of different shapes and sizes.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
Use fluorescent beads and blacklight.
Wrap the pole with high-contrast (yellow and black) safety tape.
BEADS ON A POLE

VARIATIONS: Use poles of varying heights, with one to five beads that fit on the poles. Use beads of varying size, texture, and shape. Use a gumdrop or candy tree. Have the child do this activity in various positions (e.g., kneeling). Use various colors and shapes of beads which can be sorted.

EXTENSIONS:

LANGUAGE: Bead, over, on, drop, let go, release, pole, string, stick, through.

MATH: "How many beads fit on the pole?" Sort according to sets: poles vs. beads. One-to-one correspondence.

SENSORIAL: Different textures and shapes of beads. Different types of poles.

ART: Make a necklace out of cereal, beads, flowers, etc. Make different patterns on the poles using different types of beads. Build a totem pole. String popcorn and cranberries, then use as a bird feeder.

GAMES: Ring toss.

PROBLEM SOLVING: • Can the child estimate how many beads can go on the pole? Then put the beads on the pole to see if the estimate is correct. • Can the child name other uses for beads (e.g., jewelry, art as in a plant hanger, etc.)? Can the child think of ways to use beads creatively in play (e.g., beads represent people, play food, etc.)?
BEAD STRINGING

MATERIALS

APH Two-Section Tray; a wide piece of rope with one end tapered and secured with tape (or stiffened by dipping the end in glue); knot the other end or knot a bead into the end to clearly identify end; beads.

EARLIER WORK

Beads on a Pole.

PROCEDURE

The string should not be very long, and could be increased in length as the child becomes more proficient. Holding the bead in the dominant hand, the child can then feed the string through the bead. Once it is threaded, she will slide the bead along the string to the knot at the end.

POINTS OF INTEREST

Hearing the bead fall.

VISUAL ADAPTATIONS

Hand-over-hand demonstration.
Use shiny copper tubing from the hardware store as beads.
Use a bright yellow rope.
Use translucent beads for the APH Light Box Level I Kit or APH Giant Textured Beads.
BEAD STRINGING

VARIATIONS: The sizes of ropes and beads can vary. The rope could become narrower and less stiff. The items for stringing could be smaller beads, macaroni, cereal, etc. A good incentive is making necklaces out of pasta, foil balls, styrofoam, or cardboard that the children can keep. Use pop beads.

EXTENSIONS:

LANGUAGE: Beads, rope, through, pointed end, knotted end, pull, push, string, hold, slide.

MATH: "How many beads will fit on the rope?"
      Height: measure how tall each person is with a string.

SENSORIAL: Various textures and items to be strung.
           Ropes and beads feel different if made out of plastic or natural materials. Can the child identify the difference?

ART: Make a necklace by stringing popcorn, beads, cereal, etc.
     Alternate candy and macaroni on a string.


PROBLEM SOLVING: • Talk about the uses of ropes and strings.
                  • "What are ropes made of?"
FOLDING

The ability to fold requires a developed mixture of skills as the child learns to approximate the center and bring either two or four corners together. Initial folding work can be accomplished with small items that are easy to manage, and sock folding is good because it does not include the step of matching corners.

Later folding jobs can include felt circles, squares, or rectangles that are sewn along the center line: o o o . The child can progress to handkerchiefs, washcloths, and kitchen towels.

A child's suitcase with a basket of child's clothing to be folded and packed is a more advanced activity.
### MATERIALS
Several pairs of socks; APH Two-Section Tray.

### EARLIER WORK
Ability to use hands together.

### PROCEDURE
Explore one sock with the child, identifying the top and the toe. Find the matching sock and lay it over the first one. The child will then fold the socks in half until the top and toe meet. Smooth the fold and place the folded socks in the right compartment of the tray.

### POINTS OF INTEREST
Socks of different colors, sizes, and textures.

### VISUAL ADAPTATIONS
Use fluorescent socks of different colors for matching purposes.
For the child without vision, sew matching fabrics as tactile clues inside each pair of socks.
SOCKS

VARIATIONS: Fold napkins, cloths, paper, towels, or doll clothing.
Use musical socks for added auditory interest.
Fold socks, towels, etc. and place into a small laundry basket.
Wash socks, washcloths, etc., dry them, and then fold them.

EXTENSIONS:

LANGUAGE: Edge, middle, top, bottom, toe, heel, fold, pairs, belong, match, in half, set.

MATH: Match pairs of socks. "How many pairs are there?" "How many individual socks are there?"
Filling Christmas stockings with oranges--"How many oranges will fit?"
Fill stockings with other items, estimating and then checking the number that will fit.

SENSORIAL: Match socks according to texture and size. First begin with all socks the same. Then encourage tactual discrimination by mixing various styles, sizes, and colors of socks.

ART: Make sock puppets.
Make snakes or other creatures out of socks.
Fold paper to make animals.
Fold straws into an accordion.
Make paper snowflakes.

BOOKS: "There are Rocks in My Socks! " Said the Ox to the Fox by Patricia Thomas, ©1979, New York: Lothrop.

DRAMA: Pretend "laundry day."

PROBLEM SOLVING: • Place several small objects in the stocking toe. Can the child tell you what it is? (Might do this as a group activity.)
• "What things at home need folding?"
• Discuss things that are found in pairs (e.g., socks, earrings, ears, arms, legs, tires on a car, headlights on a truck, twins, etc.).
**CLIPPING**

Clipping is an excellent way to develop finger and hand strength. It is helpful to test all clips for usability as some clips tend to be very difficult to open. These activities help a child become independent when putting paper on an easel, hanging rags on a line after washing, and using paper clips.

**POSSIBLE CLIPS:**
- clipboard
- hair clips
- large plastic clothespins
- metal clips
- potato chip bag clips
- small clothespins for doll clothes
- small metal paper clips
- wooden clothespins

**POSSIBLE OBJECTS TO CLIP:**
- cardboard
- clothesline
- four-sided pan such as a cake pan
- paper folded in half
- sides of a box
- wig for hair clips

As in earlier activities, the bigger objects are, the easier they are to manipulate. The sides of a pan or box are excellent for beginning clipping exercises. The firmer the item being clipped, the easier to manage -- the flimsier, the harder to manage.
### MATERIALS
APH Stringing Tray; clothespins; small socks.

### EARLIER WORK
Hand-strengthening activities.

### PROCEDURE
Put clothespins on and off the rope without objects by stabilizing the rope with one hand and clipping with the other. (This generally requires strength, so preliminary exercises such as clay or sponge squeezing might be necessary.) Then have the child fasten a small sock to the rope with a clothespin.

### POINTS OF INTEREST
How one uses a clothespin.  
The feel of opening and closing a clothespin.

### VISUAL ADAPTATIONS
Hang fluorescent socks or paper for higher contrast.  
Use fluorescent string or striped shoestring for the rope; then use blacklight.  
Wrap the poles with fluorescent or colored tape.
LARGE CLOTHESPINS

VARIATIONS: Use different types of clothespins.
Use different types of clips such as paper clips and hair clips.
Hang doll clothes.
Clip clothespins on four sides of a box.
Clip pieces of paper to the rope.
Clip paperwork, artwork, etc., to a clothesline in the classroom or at home.
Use a clipboard to practice drawing, writing, etc.

EXTENSIONS:

LANGUAGE: Squeeze, release, clip, wide end, pinch together, open, close, snap, clothespin.

MATH: Count the number of clothespins on a line.
Ask the child to hang up a specific number of items on the clothesline. Vary this activity by giving the child a written number and requesting that this specific number of items be hung up.

SENSORIAL: Fabric matching: glue distinctive fabrics around the box and have loose matching squares to be clipped to the same fabric.
Let the child feel the different types of clips until he can identify them. Demonstrate how each works.
Match clothing items on a clothesline.
Sequence clothing, socks, or colored paper on the line; have the child match the sequence on a second clothesline.
As a hand strengthening task, have the child use a hand-held hole puncher and let the child feel the holes created after hole punching a piece of paper.
Let the child experience using a staple remover, which is useful for squeezing thumb and index fingers together.


DRAMA: Set up clothesline in housekeeping area for pretend play.
Wash doll clothes or children's clothes and hang up to dry.

PROBLEM SOLVING:
- Can the child name some functions of clips (e.g., to hold things together, to hang wet clothes outdoors to dry, to organize, etc.)?
- Ask the child to estimate the number of objects (socks, paper squares, clothespins, paper clips, etc.) that will fit across one string.
## MATERIALS
APH Multi-Section Tray; cardboard squares and large plastic paper clips.

## EARLIER WORK
Large Clothespins.

## PROCEDURE
Take the clip and touch it to the edge of the cardboard square. Holding the child's hand, gently press down, and slide the paper clip forward onto the cardboard square. Have the child continue independently, placing one paper clip on each cardboard square.

## POINTS OF INTEREST
Shape of the paper clip (point out that it is a single piece of wire curled around).

## VISUAL ADAPTATIONS
Point out which end of the clip should fit on top of the paper. Demonstrate that the paper clip should be held with the two rounded edges facing downward before clipping.
Use fluorescent, laminated cardboard squares.
Use colored paper clips.
Use verbal and physical prompts as needed.
**PAPER CLIPS**

**VARIATIONS:** Use a stapler to connect and hold papers together. Use different sizes and types of paper clips (metal, plastic). Use spring clips to hold papers together.

**EXTENSIONS:**

**LANGUAGE:** Clip, slide, hold together, push, pull, paper clip.

**MATH:** Count, sort, match, make sets. Request that the child count and clip together a certain number of paper squares.

**SCIENCE:** Use of a magnet to pick up metal clips. Also, experiment with items that are not attracted to a magnet.

**SENSORIAL:** Sort paper clips by size, color, and type.

**ART:** Make something new out of a paper clip by pulling it apart and bending it to make something else.

**PROBLEM SOLVING:**
- "How many ways can you think of to use a paper clip?"
- Discuss items that are useful for keeping things together or holding things together. Examples: mitten clips, hair barrettes, hinges on doors or furniture, shoe tree or organizer, etc.
TWISTING

Twisting requires hand strength and coordination. Often the twisting work in the classroom encourages the use of both hands together to perform a task: jars and lids, nuts and bolts, and flashlight assembly. The twisting sequence given in this manual culminates with flashlight assembly which requires a coordinated pushing and twisting motion. There are a variety of jobs that provide isolated twisting practice, beginning with a very gross form of twisting afforded a child by use of a whisk or an eggbeater.

The child will move sequentially through twisting jars and lids with a few twists each, to nuts and bolts which afford prolonged twisting. A wooden nutcracker requires that the child use considerable strength; however, the reward (CRACK!) provides ample motivation. Locks and keys provide practice with a different aspect of twisting precision. Crushing croutons, cereal, or herbs uses the twisting and pushing motion and results in some wonderful smells.
USE OF WHISKS

MATERIALS
APH Work Tray; bowl with 2 inches of water; whisk or eggbeater; Ivory Soap flakes; sponge.

EARLIER WORK
None.

PROCEDURE
This is a form of gross motor twisting. If using an eggbeater, twist the handle around and around. If using a whisk, hold the bowl or tray with the subdominant hand and rotate whisk. Add something to the water (e.g., Ivory Soap flakes) that will change the consistency of the water when whipped to reinforce cause and effect and to designate an end to the activity.

POINTS OF INTEREST
The auditory stimulation of the whipping water encourages repetition, and the repetition of this activity increases hand strength and coordination.

VISUAL ADAPTATIONS
Hand-over-hand demonstration of activity.
Use colored water or put sequins in the water.
USE OF WHISKS

VARIATIONS:  Let the child get water from the sink and empty the water when finished. Use a whisk during a cooking activity. Thicken water with gelatin. Make instant pudding using a whisk. Use an eggbeater to make a snack or lunch of scrambled eggs. Let each child sample and choose items to add, such as onions, peppers, ham, cheese.

EXTENSIONS:

LANGUAGE:  Left hand, right hand, clockwise, counter-clockwise, float, beat, whip, twist, turn, whisk.

MATH:  Count the number of complete turns with the eggbeater.

SENSORIAL:  Beat liquids of varying consistencies and compare. Feel, crack, and beat eggs. Cook the eggs in brownies, cake, etc.


ART:  Whisk Ivory Soap flakes, water, and paint--then use mixture to paint a picture.

PROBLEM SOLVING:  • Can the child name various uses of whisks? • Talk about mixing and the reasons things are mixed. • Compare a whisk with a blender (toy battery ones are safer). • "What other things can mix food?" (hands, forks, spoons, mixers, etc.) • Show the children assorted kitchen utensils and tools. See if they can determine the use and function of each utensil. • Take a field trip to a grocery store. Shop for all necessary ingredients to do a cooking activity that will require the use of a whisk.
**MATERIALS**
APH Multi-Section Tray; four matching jars or bottles with screw-on lids.

**EARLIER WORK**
Use of Whisks.

**PROCEDURE**
Take a bottle from the tray and find its matching lid. The child will then place the lid on the jar and twist until it's securely tight. Show him how to use short twisting motions. When the child has finished putting the lid on, place the jar in the empty tray compartment and continue with the next one until all jars and lids have been matched.

**POINTS OF INTEREST**
Opening and closing jars.

**VISUAL ADAPTATIONS**
Use hand-over-hand movements.
Use verbal prompts as needed.
JARS AND LIDS

VARIATIONS: Varying sized bottles with different sized caps give an added interest. Bottles can have little objects in them for exploration. Bottles can have scents in them for added interest. Perfume and hand lotion bottles, or cotton balls soaked in extracts, add interest. Containers and lids of various materials could be used, including metal, glass, wood, and plastic.

EXTENSIONS:

LANGUAGE: Open, closed, threads, twist, put on, take off, turn, jar, lid.

MATH: Reinforce one-to-one correspondence with the lids to jars. Place designated number of items in jar before attaching lids.

SENSORIAL: Different sizes of lids. Grade tops from big to little. Use a different scent for each bottle. Make butter: In a small jar, place a small amount of cream and shake until it turns into butter. Everyone can take a turn at shaking the jar. Using a variety of bottles (different shapes and sizes), have the child compare and match sizes and shapes. Collect a variety of jars with food in them, such as coffee, peanut butter, jelly, etc. Have the child determine each food item.

ART: Decorate jar lids with macaroni or hard candy. Tear small pieces of tissue paper of various colors. Using a paint brush, spread glue thinly around jar and attach pieces of tissue paper to the jar in collage-fashion. The result is a nice stained-glass effect and the jar can be used as a vase or pencil holder.

MUSIC: Blow into bottles. Tap jars containing different levels of water. Place bells or pennies in jars to make musical shakers.

DRAMA: Provide a variety of empty food boxes, jars, and containers to use in play cooking and restaurant activities.

PROBLEM SOLVING: • Can the child match the correct lid with the correct jar when presented jars and lids of varying sizes? • Have a discussion of the purpose of jars and other containers. • Start a jar collection. Discuss items/objects that could fit well in each of the various sized jars. • Present a variety of jars or containers to the child. Ask the child how many tops or lids are needed.
### MATERIALS
APH Multi-Section Tray; wooden board with pre-drilled holes; four pairs of nuts and bolts.

### EARLIER WORK
Jars and Lids.

### PROCEDURE
Begin by threading a bolt through one of the holes in the wooden board. The board should be on its side so that the bolts will be parallel with the tray. The child will then twist a nut onto the bolt until securely fastened. Continue this process until all the nuts and bolts provided are assembled. Finish by having the child remove all the nuts and bolts from the board.

### POINTS OF INTEREST
Familiarity with nuts and bolts.
Feeling the nut progress along the threads of the bolt.

### VISUAL ADAPTATIONS
Hand-over-hand demonstration.
Use contrasting colors of nuts and bolts.
LARGE NUTS AND BOLTS

VARIATIONS: Use nuts and bolts of different sizes which require discrimination. Use square or wing nuts. Twist off and on toothpaste caps, lotion caps, peanut butter lid, etc.

EXTENSIONS:

LANGUAGE: Turn, twist to your right/left, clockwise, counter-clockwise, threads, loosen, tighten, nut, bolt.

MATH: One-to-one correspondence: nut to bolt. "How many nuts and bolts are there altogether?"

SENSORIAL: The feel of threads on the bolt.

PROBLEM SOLVING: • "What are bolts used for and where would you find them in a room or building?" Help the child explore this by searching the classroom and other parts of the school for uses of nuts and bolts (e.g., chairs, desks, etc.).
• Go to the hardware store and have each child select and purchase a nut, bolt, and washer combination that fit together.
• Discuss how common objects are put together and held together. Explore these items to determine how they are made and put together. Examples: tables, doors, etc.
• Have the child estimate the number of turns needed to turn a bolt through a corresponding hole. Have the child check her estimate by doing the activity.
**NUTCRACKING**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>APH Multi-Section Tray; wooden twist-type nut-cracker; walnuts in shells; bowls.</th>
</tr>
</thead>
</table>
| EARLIER WORK | Large Nuts and Bolts  
Jars and Lids  |
| PROCEDURE | After placing the walnut into the bowl of the nut-cracker, the child will twist the handle until the nut cracks. The child will then separate the meat from the shell into the two bowls. Shells can be dumped into the trash can. |
| POINTS OF INTEREST | Sound of cracking.  
Pleasure of eating nuts. |
| VISUAL ADAPTATIONS | Hand-over-hand demonstration. |
NUTCRACKING

VARIATIONS: Use a variety of nutcrackers.
Vary the type of nuts cracked (e.g., pecans, Brazil nuts, etc.).
Use tools and picks to get nut meats out of the shells.

EXTENSIONS:

LANGUAGE: Walnut, shell, meat, crack, nutcracker, separate; names of other nuts.

SCIENCE: Talk about how squirrels bury and store nuts for their food.
Talk about how planting a nut can result in a tree growing.
Nuts are food for animals and people.

MATH: “How many nuts will it take to fill up varying sized bowls/containers/jars?”

SENSORIAL: Taste of nuts.
Tactual difference between meat and shell.
Taste or make peanut butter.
Sort various kinds of nuts.

MUSIC: “I’m a Nut” (pg. 61) in A Peanut Sat on a Railroad Track by Pamela Conn Beall
and Susan Hagen Nipp, ©1982.
“The Nutcracker” by Tchaikovsky.

BOOKS: The Nutcracker and the Sugar Tongs by Edward Lear, ©1978, Boston, MA:
Little, Brown.

PROBLEM SOLVING: • “What do you do if the nut does not crack?” (Help the child reposition the nut.)
• Familiarize the child with a variety of nuts. Then, have the child select a nut from a bag and see if he can accurately name it.
• Arrange a variety of nuts in a certain pattern, design, or sequence. Have a child copy or duplicate the pattern.
• Discuss foods in which we often eat nuts, such as in cookies, candy, breads, etc.
**LOCKS AND KEYS**

![Image of lock and key]

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>APH Two-Section Tray; lock and key.</th>
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<tbody>
<tr>
<td>EARLIER WORK</td>
<td>Large Nuts and Bolts.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Orient the child to the lock, its parts, and to the jagged and straight sides of the key. Show the child how to place the key in the hole, then twist. Independent locking and unlocking encourages repetition and increases hand/finger strength.</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Snapping sound. Sound of opening and closing. Getting the lock open.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Use hand-over-hand demonstration. Use brightly colored nail polish to highlight around the keyhole or use a piece of fluorescent adhesive paper.</td>
</tr>
</tbody>
</table>
LOCKS AND KEYS

VARIATIONS: Two or three pairs of locks and keys can be placed in the tray to encourage discrimination.
Use large padlock.
Use door keys and door knob sets.
Use real doors and door keys.

EXTENSIONS:

LANGUAGE: Key, open, closed, lock, and unlock.

MATH: Reinforces one-to-one correspondence.
Count the number of locks in the classroom or throughout the school.

SENSORIAL: Tactual discrimination between various keys and locks.
Coldness of metal.
Explore locks actually used in the classroom.
Observe how the classroom and outer school doors are locked and unlocked.


PROBLEM SOLVING: • "Can the same key open up different locks?" Experiment with this.
• "What are locks used for?" "What are keys used for?"
• "Where do you find locks?"
• Visit a locksmith/key shop and see how a key is copied.
• Discuss what keys and locks are used for at home.
• Show deadbolts; experience how they work.
• Demonstrate other ways to lock doors (e.g., screen latch, deadbolt, or push button).
• Discuss reasons why locks and keys were invented (keep personal items together and safe, keep items and belongings in a house safe, etc.).
**MATERIALS**
APH Multi-Section Tray with Flashlight Insert; a flashlight with batteries inside.

**EARLIER WORK**
Considerable twisting work and hand strengthening work.

**PROCEDURE**
Identify the parts of the flashlight, specifically pointing out the positive and negative ends of the batteries. Lay the parts out onto the insert in the order they are assembled. Assembly begins with the child exploring the batteries, and once she has one of them positive side up she can pick up the base of the flashlight and drop it in. Screwing the top on is difficult, but the reward is great when she finally switches the light on!

**POINTS OF INTEREST**
Light.
How something works.
Assembly.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
FLASHLIGHT ASSEMBLY

VARIATIONS: Radio, toy, or penlight assembly.

EXTENSIONS:

LANGUAGE: Battery, flashlight spring, bulb, push, twist, on, off, light, up, down, positive, negative.

MATH: Counting parts of the flashlight.

SCIENCE: Simple circuit design.
Use a simple battery tester to determine whether batteries are good or bad.

SENSORIAL: Use different colored cellophane to put over bulb.
Use different tops to the flashlight; there are now wonderful faces or objects that will fit over the tops of flashlights. Finger puppets often fit well over penlights.

BOOKS: Light and Darkness by Franklyn M. Branley, ©1975, New York: Crowell.

PROBLEM SOLVING: • "What happens if the batteries are not put in the right way?"
• "When, where, or why would you use a flashlight?" (e.g., when the lights go out after a thunderstorm, trick-or-treating on Halloween, etc).
• Discuss the difference between electricity and battery use.
• "What are other things that operate by battery?"
### MATERIALS
APH Bowl Tray; dry cereal; scoop, mortar and pestle.

### EARLIER WORK
Use of Scoops, Dry Pouring, Playdough, or twisting activities to build hand strength.

### PROCEDURE
Fill the pestle with a scoop of dry cereal. With your hand over the child’s, introduce him to two motions: twisting with pressure and pulling back and forth (as with a lever) with pressure. The crushed dry cereal can be poured into a collection bowl.

### POINTS OF INTEREST
This work encourages repetition and has good auditory feedback.

### VISUAL ADAPTATIONS
- Hand-over-hand demonstration.
- Put striped tape on the handle of the pestle.
- Outline bowl rim with fluorescent tape.
- Use brightly colored cereal.
- Use cereal with a pleasant smell.
CRUSHING

VARIATIONS: Crush croutons, egg shells, herbs, other cereal, nuts, or grains. Use a rolling pin on a cutting board; crush cereal, graham crackers, etc.

EXTENSIONS:

LANGUAGE: Twist, pull, crush, whole, smash, cereal, scoop.

MATH: Use measuring spoons for scooping; count scoops. Measure one cup of crumbled material, two cups, one half cup, etc. Explore the concept of breaking a whole into many parts.

SENSORY: Smell herbs.

SCIENCE: Use the crushed cereal to feed the birds; grow and dry herbs.

ART: With a drop of food coloring, crushed eggshell can be used for collages.

PROBLEM SOLVING: • "What types of food would be hard to crush?" "What types of food would be easy to crush?"
• "Why would something need to be crushed?" (e.g., graham crackers for cooking pie crusts, nuts for muffins, etc.)
• Discuss food made of grain (cereal, bread, muffins, etc.). Discuss how grain is grown and harvested.
SORTING

Sorting is an activity that helps the child develop in the following areas:

1) The picking up of the object to sort is good for the pincer grip (the muscles that control a pencil or stylus).

2) The sorting itself requires the child to identify an object and its characteristics.

3) The child must also make comparisons between objects by their sameness or difference.

4) Learning to classify an object by its characteristics is a valuable skill.

**POSSIBLE OBJECTS:**
- beads
- bolts
- bottle caps
- buttons
- corks
- dried beans
- nails
- nuts
- pasta
- ping-pong balls
- plastic animals
- plastic fruit
- rocks
- screws
- shapes
- shells
- socks

**POSSIBLE CONTAINERS:**
- coffee cans
- ice cube tray
- muffin tins
- oyster trays
- small bowls

**POSSIBLE WAYS TO SORT:**
- color
- function
- magnetic or non-magnetic
- ownership (e.g., yours/mine)
- shape
- size
- temperature
- texture

Sorting exercises can be made more difficult by decreasing the obviousness of the differences. The same activity can be varied by adding a utensil such as tongs to do the sorting. The number of objects to sort can be increased.

It is helpful to consider having the same number of objects as there are containers. If there are three categories, then have three of each object. This creates a nice symmetry. It is important to keep in mind that a control of error is having the same number of objects in the same compartment. If a child ends up with two in one and four in the another she knows there is a mistake.

An additional guide might be needed for some children. Matching is easier than sorting. By fastening one of each object to each container, the child is able to make a match. When sorting by color, size, or shape, a sample could be glued in each compartment.
MATERIALS
APH Sorting Tray; three each of three different shaped plastic water-filled ice cubes.

EARLIER WORK
Some "like and different" work may precede this or not. Matching.

PROCEDURE
Explore the bowl of plastic water-filled ice cubes with the child, discussing their attributes. Introduce the set-up or sorting tray by naming each compartment by location from left to right. Ask the child to pick up an ice cube and place it in the left compartment. As he chooses another let him decide if it's the same or different. (He may need to touch the one in the first bowl.) If different, provide him with a description of the ice cube and the location of the next compartment. In this manner, with less and less verbalization, the child will finish and then return all the ice cubes to the middle bowl to be mixed and ready for the next child.

POINTS OF INTEREST
Texture and shape differences.

VISUAL ADAPTATIONS
Use one bright color for sorting since sorting by shape is less confusing to the child if the color is the same for all objects.
Adapt for blacklight use when using fluorescent materials.
SORTING BY SHAPE

VARIATIONS: Begin sorting grossly different concrete objects, then progress to objects with less obvious differences. Use some of the objects suggested below:

Nuts: hickory, Brazil, peanut, walnut, almond, pecan
Hardware: nuts, bolts, screws, nails
Jewelry: rings, cuff links, barrettes, pins, bracelets
Shells
Buttons
Keys
Soaps
Silk or real flowers (use several vases)
Plastic animals
Coins
Silverware at home
Pasta
Cereals

EXTENSIONS:

LANGUAGE: Attributes and location descriptors (small, large, square, round, flat, smooth, rough, etc.).

ART: If the child has been successful with stringing then present the child with a tray of wooden beads for stringing (assorted geometric shapes) and have him make a necklace of beads of one particular shape (e.g., cubes).


PROBLEM SOLVING: • Discuss jobs or occupations that involve sorting, such as cleaners, librarians who shelve books, etc.
• Visit a local industry or a field trip to observe sorting as part of a job.
### MATERIALS
APH Sorting Tray; three each of three different sizes of washers.

### EARLIER WORK
Some "like and different" work.  
Matching pairs of objects.

### PROCEDURE
Explore the bowl of washers with the child, indicating the different sizes. Introduce the sorting tray, naming each compartment by location from left to right. Ask the child to pick up a washer and place it in the left compartment. As she chooses another, let her decide if it's bigger or smaller. (She may need to touch the one in the first compartment). If different, the key information to provide her with is the size description of the washer and the location of the next compartment. In this manner, with less and less verbalization, the child will finish the bowl and then return the washers to be mixed and made ready for the next child.

### POINTS OF INTEREST
Discussing the size differences of the washers.

### VISUAL ADAPTATIONS
Provide a piece of fabric of contrasting color to the bottom of the tray's compartments.  
Cover tray ridges with fluorescent tape.  
Paint washers with fluorescent paint.
SORTING BY SIZE

VARIATIONS: Sort nuts, pinecones, leaves, corks, coins, bolts, buttons, beads, hair curlers, wooden dowel discs of various sizes. Begin with items with obvious size differences, then gradually reduce the size differences to make the task more complex.

EXTENSIONS:

LANGUAGE: Attributes: small, smaller, smallest, large, larger, largest, medium-sized, sort, left, right, washer.

MATH: Counting all or the number in each bowl.

ART: Make a collage by combining like items of varying sizes.

PROBLEM SOLVING: • Place only one washer that is different in size from those being sorted in the bowl. Does the child realize a matching item does not exist and therefore sorting of this particular item is not possible?
• Can the child name objects that are small? Things that are large?
• Select and arrange three boxes: a small, a medium, and a large one.
**MATERIALS**
APH Two-Section Tray; three different sized bags; three objects that obviously go in each bag...a long wooden spoon in a long wine bag; a bar of soap or small scented candle in a tiny gift bag; and a box of juice in a lunch bag.

**EARLIER WORK**
Any sorting activity.

**PROCEDURE**
Seated behind the child, the adult first describes the bags using key adjectives--"long, fat, and tiny," or "large, medium, and small." Let the child explore the three objects and place them, one by one, into the appropriate bags. Then have him remove the objects from the bags.

**POINTS OF INTEREST**
Sound of the bag opening and the filling up of the bag.

**VISUAL ADAPTATIONS**
Glue on sandpaper tracings of the objects to be placed in the bags only if it is too difficult otherwise.
BAGGING AND BOXING

VARIATIONS: Substitute boxes for bags. Many hotel facial soaps come in odd-shaped boxes and provide a sensorial interest.
Use a variety of bags, such as cloth bags and cloth lunch bags with velcro closures.
Pack items in a variety of plastic containers with assorted snap-on lids.

EXTENSIONS:

LANGUAGE: Bag, sack, box, into, out of, small, medium, large, fat, tiny.

MATH: One-to-one correspondence.
Count a certain number of objects to be put in a bag.

SCIENCE: Discuss the different types of bags and packaging materials--paper versus plastic, styrofoam, foil--and their impact on the environment.

SENSORIAL: If using soap, smell the aroma of it.
The feel of different bags. Identify items as paper, plastic, or cloth.
Mix herb packages as seasonings for stew, soups, etc.

ART: Make paper bag puppets.
Make potpourri sachets.

BOOKS: At the Stores by Colin McNaughton and Harlow Rockwell, ©1982, New York: Putnam’s.

DRAMA: Play grocery store.

PROBLEM SOLVING: • Can the child identify some different functions of bags and various places they can be found?
• Think of and then collect items from the room that would make a bag heavy. Then collect items from the room that would make a light bag.
• Go on a field trip to a local fast food restaurant or to an industry and observe packaging as part of a job. Observe the people who bag groceries. Give the children an opportunity to bag several groceries.
• Display an assortment of bags of varying types and sizes, from small paper or plastic bags to large shopping bags. Have the children find appropriately sized items to fit into each bag.
• Discuss items that come in boxes (shoes, macaroni, cereal, etc.), items that come in metal cans (tuna, coffee), and items that come in bags (bread, flour, etc.).
CARE OF THE PERSON

Adults care for themselves as a matter of course. Children yearn to care for themselves and relish the opportunity to practice the skills needed to be as self-sufficient and independent as the adults in their lives. The child’s interest in the process and not the product is apparent as she will wash clean hands, button and unbutton a dressing frame, brush false teeth, and tie repeatedly even though the goal is accomplished.

In an early childhood setting children are naturally required to wash their hands throughout the day. The hand washing activity presented in this manual is available on the shelf to be carried to a table, but can also be set up at a table to be a stationary activity that the child chooses by donning the apron provided and taking the pitcher to the sink to begin her work. The child must remember a lot of steps to get through this work; a visually impaired child may have to be walked through it countless times. The reward is watching her finally go through it all by herself.

If having a child fetch water is a problem in the classroom, large water carriers or coolers sold at camping stores or a garbage can of clean water may be a solution. The water can always be dumped into a tall plastic kitchen trash can. The adult can empty it into a sink, or preferably outdoors, to water flowers during the day.

In helping the child on arrival and at dismissal time, keep the adult’s role in mind. The way that we tend to grab children’s coats for them and hang them up because it takes them so long is contrary to our goal because we work so hard preparing the rest of the environment with work that will promote the child’s own independence. Once a child can button, zip, or tie, she can be the one her friends ask for help. When a child asks for help zipping, simply help engage the zipper, then the responsibility of zipping shifts back to her.
**COMBING HAIR**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>A comb or brush (labeled with each child's name).</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>None.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Identify the child's &quot;part&quot; to him. Show the child how to start in the middle of the part and comb down.</td>
</tr>
</tbody>
</table>
| POINTS OF INTEREST              | The feel of the hair.  
The feel of the comb and brush on the scalp. |
| VISUAL ADAPTATIONS              | Hand-over-hand demonstration.  
Have the child gently check hair with hand.  
Use a lighted makeup mirror with children who have some vision.  
Start with a round brush to provide the child with more successful experiences. |
COMBING HAIR

VARIATIONS: Use a hairbrush or pick; comb a wig; add curlers to a wig.
Combing a friend's hair.
Using barrettes, hair clips, and ponytail holders.
Combing a doll's hair.
Braiding long hair or doll's hair.

EXTENSIONS:

LANGUAGE: Straight, short, curly, long, locks, part, tangle, braid, bangs, frizzy, permanent,
blonde, brown, black, red, auburn.

MATH: Put barrettes, bows, etc. in the child's hair and let the child count the number of
each.
Count brushing or combing strokes.

SCIENCE: Feel the hair of different animals.
"How fast does hair grow?" Measure and then chart or record the hair length of
several children. Measure again and compare in several weeks.

GEOGRAPHY: Discuss hair styles of different cultures and styles of hair from different countries
(dolls may be helpful).

SENSORIAL: Introduce the child to a bald person or a baby's bald head.

DRAMA: Play beauty shop or barber shop. Set up a center with curlers, wigs, combs, and
an old-time hairdryer.

PROBLEM SOLVING: • "What else can you use to groom your hair with besides a comb?"
• "How do you take care of your hair?"
• "Why do people have hair? How is hair helpful or useful?"
• How many different colors of hair can the child name?
• Can the child name other things that have hair?
• "What do you do if something gets stuck in your hair?"
• "How do you comb tangled hair?"
• Practice combing and grooming an animal's hair. Discuss what is
necessary to keep an animal well groomed.
## MATERIALS

APH Work Tray; an apron; bowl; pitcher; soap in non-skid container; sponge; and a cloth or paper towel.

## EARLIER WORK

Use of Sponges.
Wet Pouring.
Folding.

## PROCEDURE

Walk the child through the motions of filling a pitcher with water. Then have the child pour the water into a large bowl. The child will lather and rinse her hands thoroughly. All spilled or splashed water should be sponged up by the child. Assist only as needed to dump the water.

## POINTS OF INTEREST

The child will like the feel of the water and the sound it makes when washing.

## VISUAL ADAPTATIONS

A raised line or tape on the inside of the pitcher can cue the child as to how much water to get.
HAND WASHING

VARIATIONS: Add a fingernail brush and hand lotion.
              Face washing.
              Use various kinds of soaps: scented, different colors, and different shapes.

EXTENSIONS:

LANGUAGE: Soap, water, bubbles, clean, dirty, wet, dry, cold, warm, hot, lather, rinse.


DRAMA: Wash a baby doll.

PROBLEM SOLVING: • "When is it necessary to wash your hands?" (e.g., after using the bathroom, before preparing food, after playing) • "Why is hand washing important?" (To prevent the transmission of germs.) • Discuss food items to wash before eating (e.g., pears, apples) and those which are not necessary to wash (e.g., oranges, bananas, candy bars, etc.).
**MATERIALS**
APH Multi-Section Tray; toothbrush; false teeth; sponge; toothpaste; small pitcher; and a paper towel (cut into small squares).

**EARLIER WORK**
Hand Washing.
Use of Sponges.
Twisting (if top is on toothpaste).
Use of utensils.

**PROCEDURE**
Orient the child to the toothpaste. Have him fill the pitcher with a little water. Have him dip the toothbrush in the water, squeeze the toothpaste onto the brush, and then brush the false teeth. A supply of towels can be provided for the child to use to wipe off the teeth. Finishing up the work then includes disposing of the used paper towel and excess water. Use a sponge to wipe the tray.

**POINTS OF INTEREST**
Brushing false teeth.
The sound of the brush.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
BRUSHING TEETH

VARIATIONS:  As soon as possible, transfer from brushing false teeth to brushing own teeth. Use jumbo teeth (model from dentist or denture maker) and a jumbo brush. Use tablets that dental hygienists use to show parts of teeth that have not been brushed -- this provides good visual feedback where the staining occurs.

EXTENSIONS:

LANGUAGE:  Wet, dry, brush, rinse, cavity, teeth, toothpaste, squeeze.

MATH:  Counting both the child's teeth and the false teeth. "How many teeth should adults have?"

SCIENCE:  Identify the teeth (molar, cuspid, incisor) and describe what they do (grind, rip, tear). Explain concepts of "baby teeth" and "permanent teeth." Have a dentist come visit or visit a dentist's office.


PROBLEM SOLVING:  • "What happens if you don't take care of your teeth?"
    • "Why do some people have and need false teeth?"
    • "What foods keep your teeth strong?" (e.g., milk products)
    • Discuss how children loose their teeth and how they are replaced with other teeth.
HANGING UP GARMENTS

MATERIALS
Garment with a tab; hook on the wall.

EARLIER WORK
Orientation to the room.
Turning sleeves right side out.

PROCEDURE
The child can be more successful if the garment has a tab on it. If no tab is present, use a safety pin. The child needs to feel the hook, then slip her thumb under the tab. She then guides the tab to the hook. If the hook is a curved one the child needs to be shown to lift the tab up and over the end.

POINTS OF INTEREST
Independence; accomplishment; self-sufficiency.

VISUAL ADAPTATIONS
Hand-over-hand demonstration.
Mark child’s hood with a textured swatch.
Each child in the classroom can have an individual hook labeled with his or her name or a textured fabric unique to each child.
HANGING UP GARMENTS

VARIATIONS: The child can hang up hangers with coats on them. She can be shown how to put a coat on the hanger, but she doesn’t have to necessarily be able to button, zip, etc. When putting the coat on the hanger, place it on a table, put the hanger in the sleeves, fold each side carefully to the middle, then fasten. Without fastening, the garment will stay on the hanger if the child is directed to grasp the lapel area and tug down on the garment while holding the hanger, thus bringing the collar up snug to the hanger’s neck.
Hang up bags or backpacks.
Hang smocks on hangers.

EXTENSIONS:

LANGUAGE: Hang, hook, tab, coat.

MATH: Have children put their mittens, shoes, boots in one pile. Have the children count and match the items.

SCIENCE: The weather and seasons of the year. Keep a daily record of the weather.

SENSORIAL: Use different types of hangers (plastic, padded, or wire) and garments of different weights.

MUSIC: To the tune of “Mulberry Bush” sing:
"This is the way we hang up our coat . . .”
or
"This is the way we zip up our jacket . . .”

DRAMA: Provide a rich variety of clothes, hats, shoes, purses, accessories, etc. in a dress-up area.

PROBLEM SOLVING: • Can the child identify the differences between a long coat, a jacket, and a sweater?
• Can the child recognize her coat amidst her friends’?
• Name all the items used for storage of clothes and other personal items (hangers, closets, chests, bags, etc.).
<table>
<thead>
<tr>
<th><strong>MATERIALS</strong></th>
<th>Clothing with various types of fasteners (e.g., zippers, snaps, buttons, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLIER WORK</strong></td>
<td>The child needs to have fairly well developed fine motor skills.</td>
</tr>
<tr>
<td><strong>PROCEDURE</strong></td>
<td>The child will get more information from his introduction to various fasteners if the adult is working with her hands over the child’s. Provide self-help cues, reducing adult intervention with each repetition.</td>
</tr>
<tr>
<td><strong>POINTS OF INTEREST</strong></td>
<td>Independence; self-sufficiency.</td>
</tr>
<tr>
<td><strong>VISUAL ADAPTATIONS</strong></td>
<td>Hand-over-hand demonstration. Use color contrast, such as placing fluorescent tape on top of buttons. Use physical and verbal prompts.</td>
</tr>
</tbody>
</table>
DRESSING

VARIATIONS: Introduce the child to a variety of fasteners such as:

**Velcro:** This is a good one to start with, using the child's own shoe.
**Snap:** Three snaps are good. This provides an auditory reward.
**Button:** One large button is less exasperating than 4-5 smaller ones. Talk with the child, identifying what his fingers are doing (pushing, pulling the button through) and specify which hand he is using.
**Zipper:** This work is learned in two stages. Initially the adult can engage the zipper allowing the child to practice zipping up and down before working on feeding the zipper. That will require much more hands-on-hands guidance.
**Buckle:** This is a complicated process which requires some hand strength to pull back the strap and release the tongue.
**Pinning:** Kilt pins make this concept a little clearer although they too require considerable hand strength. Direct the child who needs to build up his strength back to playdough, basters, or syringes, nuts and bolts.
**Tying:** In a typical classroom, use thick white and black shoelaces that are fused together with the help of a match, and the seam is then reinforced with some plastic tape. The children tie them around their thighs (and around your thighs, too!). For a blind student, you may wish to use two laces that vary in thickness and texture (excluding leather laces which are difficult to tie).
**Lacing:** This is stringing with a purpose and is a complicated task made easier with the same string as used in tying, the one with two different thicknesses and textures. Tie it into the lower eyelets of a shoe, half on each side, so that lacing is isolated and not mixed with centering the string.

Use dressing frames, doll clothes, dress-up clothes.
Have children help each other put on their jackets, coats, etc.

EXTENSIONS:

**LANGUAGE:** Opened, closed, buttonhole, zip, snap, buckle, tie, lace.

**SENSORIAL:** Sort buttons by size, shape, and color.

**BOOKS:**

**DRAMA:** Play dress-up in oversized clothing.

**PROBLEM SOLVING:** • Turn the sleeves inside out on a jacket; can the child turn them right-side-out?
CARE OF THE ENVIRONMENT

These activities help children develop their concentration and attention span. Young children are naturally drawn to the water activities and water has a calming effect on most children. It needs to be emphasized that young children are more interested in the process rather than the product. An adult would never consider washing a dish unless it was dirty! However, children delight in washing the same dish over and over. Children also enjoy this work because they are imitating adults.

An important function of these activities is to help children learn to complete a job and follow a logical order. One cannot dry a dish if it has not been first washed. The clean-up helps strengthen the child's sense of community by taking the responsibility of getting the work ready for the next person.

As stated above, younger children are interested in process; however, older children are becoming more interested in the product. The young child repeats an activity to gain mastery, but the older child tends to do the work to fulfill a goal such as clean-up after a snack. Thus, the older child begins to have a real sense of ownership in the classroom.

OTHER ACTIVITIES:

- care of pets
- chair or table scrubbing
- cleaning the blackboard
- dusting (classroom, library books, etc.)
- folding towels, polishing cloths, etc.
- gardening
- polishing mirrors
- scrubbing children's vehicles, scooters, wagons
- sweeping the floor, mopping the floor
- washing leaves of plants
- washing objects in the classroom
- washing polishing cloths
- washing the sliding board
- washing windows
- watering plants
USING THE HAND FOR SWEEPING

MATERIALS
Table or countertop; cup filled with fluorescent aquarium gravel.

EARLIER WORK
None.

PROCEDURE
Pour aquarium gravel onto the table. With the dominant hand cupped, the child will then start at the top left-hand corner of the table and slowly slide the hand toward the edge of the table, gathering gravel along the way. The child will continue this process until all the gravel has been swept into her other hand which is positioned against the edge of the table to catch the gravel. Once all the gravel has been collected, it can be placed back into the cup.

POINTS OF INTEREST
Feeling the gravel in the hand.

VISUAL ADAPTATIONS
Hand-over-hand demonstration.
Assist the child in tactually searching the surface.
Use a high contrast surface (e.g., cover table with a large piece of black poster board).
Emphasize left-to-right and top-to-bottom progression, or searching with progressively larger circles (made with hands).
**USING THE HAND FOR SWEEPING**

**VARIATIONS:** Clean crumbs off the table after a meal or snack. Use a dust pan with a brush, a Dustbuster, or silent butler. Spill beans, pasta, rice, etc. on the table. (Provide a choice of what the child would like to sweep.)

**EXTENSIONS:**

**LANGUAGE:** Crumbs, sweep, collect.

**SCIENCE:** Discuss recycling and its importance.

**SENSORIAL:** Sweep items of varying textures into the hand.

**ART:** Art made from throwaways.


**PROBLEM SOLVING:**
- Ask the child to estimate how many sweeps of the hand will be necessary to clean the gravel, beans, etc. Have another child count the actual sweeps needed.
- Discuss why it is important to clean up food crumbs and debris (attracts bugs and rodents, etc.)
# DUSTING WITH A CLOTH OR MITT

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Dust cloth or mitt on an APH Work Tray.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>Using the Hand for Sweeping.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>If dusting a table or shelf, move the objects onto the floor in the same order as on the shelf. (You may wish to discuss where things were placed.) With the dust cloth, using even motions, start at the top left and wipe left to right, top to bottom. Replace the objects on the shelf.</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Doing a “grown-up” job.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Visually impaired children are not necessarily going to see dust. Therefore, a discussion of general cleaning, why you dust, and what to dust is appropriate. It is important to do this activity systematically, in a top-to-bottom, left-to-right progression, making sure to dust the entire surface.</td>
</tr>
</tbody>
</table>
DUSTING

VARIATIONS: Use a feather duster or a lint brush.
Clean lunch tables or window sills.
Use dusting spray or polish, preferably lemon scented, to add interest.

EXTENSIONS:

LANGUAGE: Dust, wipe, cloth, gritty, clean, and dirty.

MATH: Counting objects removed from a table when dusting.

SENSORIAL: Dust is gritty to the hands.
Feel a table top to check for dust.
The smell of polish if used.

DRAMA: Provide dusting and other cleaning items (mop, broom, etc.) in housekeeping area for use in play.

PROBLEM SOLVING: • “Why do we dust and clean?” (e.g., to maintain order in our houses, to maintain healthy homes, etc.)
<table>
<thead>
<tr>
<th><strong>MATERIALS</strong></th>
<th>APH Multi-Section Tray; small mirror; cloth or paper towel; sponge; spray bottle with water or glass cleaner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLIER WORK</strong></td>
<td>Dusting.</td>
</tr>
<tr>
<td><strong>PROCEDURE</strong></td>
<td>Squirt the glass cleaner (watered down) onto the mirror. Make sure the child knows which direction the sprayer should be facing and the nozzle is &quot;on.&quot; Wipe off with a towel, using a left-to-right, top-to-bottom motion, being sure to cover the entire glass surface of the mirror.</td>
</tr>
<tr>
<td><strong>POINTS OF INTEREST</strong></td>
<td>Sound of the spray.</td>
</tr>
<tr>
<td><strong>VISUAL ADAPTATIONS</strong></td>
<td>Mark the spray bottle with puff paint or other texture to indicate the side the spray will come out.</td>
</tr>
</tbody>
</table>
POLISHING

VARIATIONS: Silver polishing; polishing wooden objects or sculpture; polishing the furniture; polishing shoes. (Note: When using polish, a polish container and polish cloth are needed.)
Polish a full length wall mirror.
The visually impaired child can ask a sighted child to check his work. This can help promote cooperation, socialization, and teamwork.

EXTENSIONS:

LANGUAGE: Mirror, clean, spray, squirt, dry, streaks, wipe.

MATH: Collect a variety of mirrors. Count the mirrors and sort by size, type of frame, etc.

SCIENCE: Put wood, silver, and glass in a sunny window. After 30 minutes, feel them for temperature differences.
Collect a variety of items, such as glass, wood, silver, copper, brass, etc. Group and classify by material.

ART: Make "stained glass" windows with outlines in black construction paper and tissue paper between the outlines.

MUSIC: "Whistle While You Work" from Snow White and the Seven Dwarfs, words by Larry Morey, music by Frank Churchill.

PROBLEM SOLVING: • Talk about what mirrors are for and why they are useful and helpful to us.
• Collect a variety of household objects. Have the child discuss and sort them on the basis of items that do/do not need polishing (e.g., shoes, toys, mirrors, silver, cups, etc.).

NOTE: A word needs to be said here about polishes. The following are considered "relatively" non-toxic: Baker's metal polish, Guardman's wood polish, and E-Z Est silver polish. Gold Seal's Glass Wax is not non-toxic; it can be watered down and still work. Cooking oils can be used for furniture.
### MATERIALS
APH Work Tray; dishpan; pitcher; bar soap in non-skid container; small scrub brush; towel; sponge; and medium-sized pumpkin (or other vegetable) that the child can lift. This work is usually set up at one table where it can remain stationary.

### EARLIER WORK
- Wet Pouring.
- Hand Washing.

### PROCEDURE
The child will fill the pitcher with water and return to pour it over the pumpkin or squash. He can then soap up the brush and scrub as long as he is interested. To rinse, the pitcher is filled a second time with clean water and poured over the pumpkin. The pumpkin is then removed to a towel (beneath the table) where it is dried. The child will then dump the two basins of water and return the pumpkin to the pan.

### POINTS OF INTEREST
Water work; auditory interest; scrubbing with the brush.

### VISUAL ADAPTATIONS
Hand-over-hand demonstration.
SCRUBBING

VARIATIONS: Many things can be scrubbed such as rocks, large sea shells, turban squash, large plastic dinosaurs, and dolls. Also tables, chairs, floors, steps, and children's vehicles are great to scrub. Use various types of scrubbing brushes. Scrub potatoes prior to a cooking or craft activity.

EXTENSIONS:

LANGUAGE: Wash, scrub, rinse, and dry.

MATH: Sort small, plastic pumpkins by size, purchased in a candy or bakery supply store or cake decorating shop. Add additional items that vary in shape. Count the seeds inside a pumpkin.

SCIENCE: Discuss where the stem of the pumpkin is and its function; grow pumpkins or other vegetables in a garden. Define what is a fruit and what is a vegetable.

SENSORIAL: Tasting pumpkin seeds and pie; smelling the pumpkins. Toast and eat pumpkin seeds. The feel of brushes with water and soap on them versus dry brushes. Cut and scrape out a pumpkin to make a jack-o-lantern. Cook a pumpkin pie or pumpkin cookies. Have a tasting party, and taste a variety of fruits and vegetables. (You may wish to include several dips for the fruits and vegetables.)

ART: Make a collage out of pumpkin seeds. Trace a picture with glue and let dry. The child is then able to feel the picture and glue on the seeds. Have each child design his or her own jack-o-lantern pattern and make their own individual pumpkin.


PROBLEM SOLVING: squash, • "What foods should be scrubbed before eating?" (e.g., potatoes, etc.) • Supply a large variety of fruits and vegetables. Have the children learn the name of each food, and then sort into fruits and vegetables.
MATERIALS
A set of dishes, two dishpans, a pitcher, a drainer, a container with soap, a sponge, a dishrag, a towel, and an apron.

EARLIER WORK
Scrubbing.

PROCEDURE
Fill the dishpan with warm soapy water. Fill the second dishpan with clean rinse water. Wash one dish at a time using a dishrag. Rinse. When all the dishes have been washed and rinsed, place them in the drainer. Dry and place back on tray. (Before the dishes are used again the teachers should make certain the dishes are thoroughly sanitized with bleach -- 2 tablespoons of bleach to 1 gallon of water.)

POINTS OF INTEREST
Doing a task that the child's parents do.
Feel of soap.

VISUAL ADAPTATIONS
The auditory interest in any water work can be distracting for a visually impaired child and verbal prompting may be required intermittently to recapture her attention.
Use brightly colored plates and glasses.
DISH WASHING

VARIATIONS: Clothes washing on a scrub board is very popular because the washboard gives great auditory and tactile feedback. Doll washing is also fun, especially if there is hair to wash.

EXTENSIONS:

LANGUAGE: Dishpan, water, rinse, pour, scrub, "doing the dishes," dry.

MATH: Count the dishes, cups, silverware, etc.

SENSORIAL: The feel of liquid soap versus bar soap. Different scents of soap; matching bars of soap by smell.

DRAMA: Playing house. Set up a dish washing area within the housekeeping corner.

PROBLEM SOLVING: • "Why do we need to wash dishes, clothes, etc.?" (This might not be readily apparent to a blind child so feel and smell dirty and clean clothes.)
  • "What are things in the classroom and at home that need to be washed?"
  • What is the purpose of soap? Discuss and have available a variety of different types of soap (dish washing detergent, laundry soap, bar soap, soap flakes, liquid soap, etc.).
### MATERIALS
A plastic placemat; a mini-picnic basket or tray with a plate, glass, napkin, and eating utensils; sandpaper cut outs of plate, glass, napkin, and utensils.

### EARLIER WORK
Sorting.

### PROCEDURE
The child can carry the placemat to the table. Then the child can return to get the basket. The basket goes to the left of the mat. Take out the fork and find its silhouette. Do the same with the rest of the utensils, then the glass and napkin. As a final step, have the child set the table without the silhouettes.

### POINTS OF INTEREST
Doing “grown-up” jobs.

### VISUAL ADAPTATIONS
Use high-contrast color silhouettes with texture.
TABLE SETTING

VARIATIONS:  Use doll dishes.  
Set the table for a meal or at snack time. 
Have the child retrieve utensils and dishes from their appropriate drawer or cabinet.

EXTENSIONS:

LANGUAGE:  Table setting, left, right, middle, spoon, knife, fork, dish, and cup, utensils, glass.

MATH:  Counting; matching; sequencing of dishes, utensils, etc.

GEOGRAPHY:  Show the child eating utensils from other countries (e.g., chopsticks) and demonstrate their use.

SENSORIAL:  Clanking of the silverware.  
Plan and prepare a variety of foods from other countries and cultures. Have tasting opportunities.  
Taste several types of tea and pick a favorite.

DRAMA:  Pretend dinner party. Provide assorted dishware and utensils for the housekeeping corner.

MUSIC:  Have a rhythm band composed of utensils, pots, and pans, etc.

PROBLEM SOLVING:  
• "What do you do with a cup and saucer?"
• Have the children practice setting the table at appropriate times throughout the day, such as lunchtime, snack, etc.
• "Who sets the table at a restaurant?" Visit a restaurant and observe table setting, table cleaning, dish washing, etc.
• Plan all aspects for an outdoor picnic. Plan the food and make the food, then gather all necessary dishware and utensils.
FOOD PREPARATION

Food preparation can be an exciting activity in the classroom. In any of this work (unlike art work) the product is certainly as important as the process. This area of the classroom is a wonderful place to practice many of the everyday living skills (cutting, spreading, pouring, twisting, etc.). The result, in the form of a snack or treat, is so rewarding!

Food can be used in many ways in the classroom. Usually it is either an individual snack (of which each child has one per day), or simply food preparation that can be either shared at once with friends in the classroom or else combined with other students' efforts to produce a communal meal (tossed salad, fruit salad, vegetable soup).

The same snack is usually served for a week. On Monday morning it can be introduced either individually or to the group. Then the variations that follow throughout the year need not be re-introduced. Once the child has spread soft cream cheese or homemade butter on crackers, the same procedure will be used to spread peanut butter on graham crackers.

Hors d'oeuvre knives are a good size for children to control when spreading. Some are even serrated and will do fine to cut strips of carrots or celery. Paint palettes are good snack trays for grapes, cheese cubes, or melon balls. Hot soups can be kept hot in a crock pot in the office if a microwave is unavailable; then a serving bowl on the children's snack table can be replenished as needed.

Hand washing is a necessary prelude to any food preparation activity. Provide a stationary basin or dishpan filled with water and soap. This station, when strategically placed next to a food preparation setup, makes hand washing convenient and quick. Remember to hang a towel nearby.
PREPARING AN INDIVIDUAL SNACK

MATERIALS
Three stations: snack preparation table with food, glasses, plates, utensils, small trays; snack table complete with flowers, a small plastic pitcher containing a drink, napkins, and a sponge for spills; a stationary dish washing setup with two basins (clean with soap and rinse with water).

EARLIER WORK
Dry Pouring; Wet Pouring; Use of Spoons; Twisting; Hand Washing; Dish Washing.

PROCEDURE
The child first washes his hands. After identifying the snack layout (glasses, trays, food, utensils), the child prepares a snack. After walking with his snack to the table, the child can then pour his drink from a small pitcher. After eating, the child will then wash his dishes. (The three stations are a permanent part of the classroom that the child, with repeated use, will learn to locate independently.)

POINTS OF INTEREST
Eating; smelling food; and using cooking utensils.

VISUAL ADAPTATIONS
Use brightly colored plates, utensils, food, etc. Walk the child through the procedures several times.
### PREPARING AN INDIVIDUAL SNACK

#### VARIATIONS:

**Various Sequenced Skills:** This is an open-ended area. Presented below is a list given in sequence. As with other skills, use of the hands precedes the use of utensils.

<table>
<thead>
<tr>
<th>HAND</th>
<th>Tearing lettuce, peeling bananas, plucking grapes from the bunch, or adding toothpicks to cubes of cheese, grapes, etc. The hand can also be used for kneading beads.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEELING</td>
<td>A banana cut in half; eggs.</td>
</tr>
<tr>
<td>SPOON</td>
<td>Spooning dry ingredients such as raisins or cereal/trail mix; then spooning wet ingredients such as applesauce.</td>
</tr>
<tr>
<td>SPREADING</td>
<td>Using a short, broad knife, spread soft items such as cream cheese spread or peanut butter, or use a spatula for icing.</td>
</tr>
<tr>
<td>CUTTING</td>
<td>Start with a dull knife and slice bananas, cheese and melons. Then go to apples with a serrated knife. Much later, add a sharp knife with celery and carrots. Use cookie cutters to cut shapes out of bread or toast. Core an apple.</td>
</tr>
<tr>
<td>ROLLING</td>
<td>Use a rolling pin to roll out dough.</td>
</tr>
<tr>
<td>GRINDING</td>
<td>Using a pestle and mortar, grind cereal, oatmeal, nuts, graham crackers, and spices.</td>
</tr>
</tbody>
</table>

**COMMENT:** Once the child is successful with separate skills, then these can be combined. For example, the cheese can be cut into cubes, then the toothpicks can be added.

#### Various Sequenced Snacks:

1. Grapes (fingers)
2. Peanuts, raisins, oyster crackers (fingers)
3. Popcorn (scoop)
4. Chips and salsa (spoon salsa over chips)
5. Celery and peanut butter (knife)
6. Any vegetable and dip (fingers and spoon)
7. Apples (cored) with or without dip
8. Cereal (spoon)
9. Soup (spoon, ladle)
10. Spreading icing and butter on graham crackers (knife)
11. Spread peanut butter or cream cheese (knife)
12. Sliced bananas (knife)
13. Strawberries and yogurt dip (fingers and spoon)
14. Toast (remove with tongs and cut with cookie cutter)
15. Salad with dressing
PREPARING AN INDIVIDUAL SNACK

VARIATIONS: (continued)

Selected Snack Procedures:

1. Popcorn and drink--large container with popcorn and small scoop; bowls, trays and glasses. Child will scoop until his bowl is full and then carry the tray with bowl and glass (filled by the teacher) to the table.

2. Apple and yogurt dip and drink--halve apples and place in shallow dish with lemon juice; provide two cutting boards, two apple corers, bowl of yogurt dip, small bowls, trays, and glasses. Cores can be collected in separate container or put in trash. To vary this activity, cut up vegetables and serve with a dip.

3. Cookies to ice (good for holidays)--basket of butter cookies and drink, cutting board to spread on, two small spreaders, two bowls of icing, trays, and glasses.

4. Cereal and milk (no drink)--large container of dry cereal, scoop, metal spoons, trays, and bowls. On snack table beside carafe of milk is a small pitcher. Child fills small pitcher and then pours onto cereal.

5. Vegetable soup, crackers, and drink. For two days children work collectively to cut up whatever vegetables they choose. In a crockpot, begin cooking tomatoes, onions, and water, adding vegetables as they are cut up. (May need to take home to cook thoroughly.) Serve from large ceramic bowl with large ladle.

6. Tossed salad, crackers and dressing--in the same way as soup or fruit salad, work for a day or two to tear lettuce and chop vegetables. Serve tossed salad in large bowl with small tongs; nearby, have a small bowl of salad dressing with a small ladle, a basket of crackers, metal forks, bowls, trays and glasses.

EXTENSIONS:

**MATERIALS**

Large bowl for food; separate bowls (one to serve from and one for refuse--apple cores, eggshells, etc.); utensils (e.g., knife, nutcracker, apple corer); sponge for cleanup; and a cutting board.

**EARLIER WORK**

Depending on the snack prepared: spooning, spreading, twisting, cutting, etc.

**PROCEDURE**

Have the child first wash her hands. Introduce the child to the table setup; explain that the snack she is about to prepare is not a treat for herself, but food she will offer to a friend. After the snack is prepared, the child will approach a classmate and ask, "Would you like one?" The child may then return to prepare another snack or else finish by cleaning the tray so it is ready for the next person.

**POINTS OF INTEREST**

Playing host or hostess.
Offering a treat to a friend.
Working with food.

**VISUAL ADAPTATIONS**

Assist the child with verbal and physical prompts.
Use a cutting board of a high contrast color, or cover the board to provide contrast.
PREPARING AND SERVING

VARIATIONS: The work can be set up as a separate station or else set up as self-contained work on a tray.
Serve a number of snacks to friends seated at a table. Incorporate table setting, and table washing activities.
Make a pitcher of juice, then shake and pour for others.
See "Various Sequenced Skills" (p. 120) for other ideas.

EXTENSIONS:

LANGUAGE: Please, thank you, serve, prepare, you're welcome, no thank you, snack.

MATH: Count crackers or other food to be served.
Measuring.
One to one correspondence: matching number of food items and drinks prepared to the number of children served.

SENSORIAL: Have the children plan a special meal or snack and serve to a class of other children.
Have weekly tasting parties (can be at snack time) of new or unusual foods.


DRAMA: Have a tea party.
Play restaurant. Provide waiter/waitress dress-up clothes.

PROBLEM SOLVING: • "Who might serve food?" (e.g., waiter, waitress, parents at a party)
• Discuss various types of restaurants, such as fast food, cafeterias, and sit-down/waiter-serves-you restaurant. Determine advantages and disadvantages of each type.
• Visit several different types of restaurants as a class field trip.
• Discuss the 4 food groups and the importance of each. Ask children their favorite foods, and put in corresponding food groups.
# PREPARING A COMMUNAL MEAL

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Hand washing station; assortment of foods to prepare; assortment of utensils; a large table; and a dish washing station.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>Preparing an Individual Snack. Preparing and Serving.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>First, the child will wash his hands. The child will then cut, core, or crack and place the food and garbage in the appropriate bowls. The food is then collected and refrigerated or placed in a crock pot by the adult. The final product can be eaten together or served as an individual snack the next day. Finish by having the child assist in cleaning up and washing the dishes.</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Eating with others. The smell and taste of food. The use of various cooking utensils. Cooperation and team work.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Use brightly colored plates, utensils, food, etc. Describe the placement of the food on the plate and table to the child.</td>
</tr>
</tbody>
</table>
PREPARING A COMMUNAL MEAL

VARIATIONS: This work is good for three or four times a year—especially at Thanksgiving when it is nice for everyone to share a meal together. Vegetable soup, fruit salad, ambrosia, waldorf salad, applesauce, a tossed salad or stir-fry dish provide ample ingredients that need to be prepared. Assembling an hors d'oeuvre tray for a parents' night can be fun also. This leads to socialization and cooperative working experiences. Provide a longer table and several cutting boards to accommodate two or three workers at a time. Follow picture recipes.

EXTENSIONS:

LANGUAGE: Meal, share, pass, serve, prepare, fix; names of utensils; names of various foods.

MATH: Count the number of place settings on the table. Count the number of helpings of a particular food one has had during the meal. Count pieces of food cut (such as vegetables to go into soup) before combining together.

SCIENCE: Freezing foods (before holiday meals) and thawing.

SENSORIAL: Knead and bake bread.

ART: Make a cornucopia centerpiece.

PROBLEM SOLVING: • "If you cannot reach a bowl of food that you would like, what is the polite thing to say?" Discuss the effects of cooking food. Experiment with cooking a variety of foods (example: pancake batter becomes cooked pancakes).
  • Discuss foods that are eaten cold and foods that are eaten hot. Make lists or drawings of children's favorite foods, and put in categories of cold and hot.
WORK BENCH ACTIVITIES

Work bench activities are excellent for fine motor coordination, and the child enjoys doing "grown-up" work. While these activities can lead to construction of an object it is important to remember that the young child is interested in the activity for its own sake. While hammering nails into a piece of clay does not sound thrilling to us, a young child can be absorbed with doing this task over and over again.

Each skill is learned separately; then, a given skill can be integrated into a more complex skill by combining two or more skills. For example, hammering and drilling are learned separately. However, later a child can drill a hole and hammer a small dowel into it.

This manual covers only a few of the possible activities. Others are drilling, sewing, and weaving. What you do will depend on the coordination of the children and their interests.
**MATERIALS**
APH Two-Section Tray; a block of soft wood (such as pine); square of sandpaper.

**EARLIER WORK**
None.

**PROCEDURE**
Have the child hold the piece of wood with her sub-dominant hand, pick up the sandpaper with the dominant hand and move it back and forth along the edges. Feel the wood to see if it is smooth.

**POINTS OF INTEREST**
This is a simple task and can be enjoyed for the feeling of the smoothness after sanding, the noise that rubbing makes, and feeling the heat that hard rubbing makes.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
SANDING

VARIATIONS: Use different grades of sandpaper. Provide several shapes of wood to use for pounding nails.

EXTENSIONS:

LANGUAGE: Rough, smooth, coarse, fine, friction, splinters, sand, sandpaper.

MATH: Count number of strokes used to sand wood.

SCIENCE: Discussion of heat from friction.

SENSORIAL: Grade sandpaper from coarse to fine; sort common objects by "rough" and "smooth."
Visit a forest of trees.

ART: Use crayons on sandpaper, turn over, and place sandpaper on a new T-shirt or towel, then iron, transferring the image drawn.
Make a texture collage using items of varying texture (rough, smooth, etc.).

PROBLEM SOLVING: • "Where does wood come from?"
• "What do we need wood for (e.g., for building houses, floors, furniture; heating purposes, etc.)?"
• Discuss all the ways we use wood: in school, at home, and in the community. Go on a walk, and find examples of wood used in the school and also in the neighborhood.
• Take a field trip to a furniture store. Learn about how furniture is made and the variety of materials used.
• Discuss an item that can be made out of wood and given to someone else. A possibility would be a wooden key ring made from a wood slat, then a hole drilled in the top, and painted or marker decorations applied. It should then be varnished and a shower hook inserted to hold the keys.
**MATERIALS**
APH Sorting Tray; wooden golf tees; clay (florist clay works well); and a wooden mallet.

**EARLIER WORK**
None.

**PROCEDURE**
Place golf tee on the clay, holding it in the subdominant hand about an inch from the top. Feel the top and gently pound it with the mallet. Continue with the next peg. Remove the tees and put them back in left compartment. Press clay over holes.

**POINTS OF INTEREST**
Feeling the clay, after the tees have been removed. The sound of the mallet striking the tee.

**VISUAL ADAPTATIONS**
Use fluorescent playdough with contrasting golf tees.
HAMMERING

VARIATIONS: Hammer roofing nails into clay, pegs into styrofoam, nails into a tree stump, or wooden clothespins into playdough or clay.
Use different weights of hammers.
Use a crab mallet that provides more surface area.
Hammer into floral “oasis” or styrofoam.
The child can be in various positions: kneeling on both knees, kneeling on one knee, etc.

EXTENSIONS:

LANGUAGE: Head, claw, strike, point, hammer, pound, hole, mallet, golf tee.

MATH: Compare and measure the length of the nails.
Count nails.
Sequence nails from shortest to longest.

SCIENCE: The principle of the lever as shown by the removal of a nail.

ART: Nails on wood in a pattern with colored string.

MUSIC: Listen to steel drum music. Play xylophones, hammering the keys.


PROBLEM SOLVING: • “Who uses hammers and nails?” (e.g., carpenters) “For what purpose?”
• “What other types of things are used to hold items together?” Collect a variety of school and household objects. Note how they are held together.
• Gather an assortment of tools. Have the children explore the tools; explain the purpose of each tool.
MATERIALS  APH Multi-Section Tray; a piece of wood with pre-drilled holes; 4 or 5 screws; straight slot screwdriver.

EARLIER WORK  Twisting.

PROCEDURE  Show the child how to turn the screw as far as possible by hand and then to place the screwdriver in the groove. It may help to hold the screw head between the thumb and the index finger to keep the screwdriver from popping out of the groove.

POINTS OF INTEREST  Different types of screwdrivers.

VISUAL ADAPTATIONS  Hand-over-hand demonstration.
**SCREWDRIVER**

**VARIATIONS:** Use a Phillips screwdriver and Phillips screws. Practice using a hand drill and make holes for the screws.

**EXTENSIONS:**

**LANGUAGE:** Groove, thread, tighten, loosen, clockwise, counterclockwise, turn, screw, screwdriver.

**MATH:** How many turns does it take to fasten the screw? Count the screws and the slots in the wood for the screws. Sort and count a variety of screws, nails, bolts, nuts, etc.

**SENSORY:** The sound and feel of the screwdriver.


**PROBLEM SOLVING:**
- Can the child identify some possible uses of screwdrivers?
- Go on a "screw hunt" in the classroom. Look for places screws have been used. Go to the school office, lunchroom, media center, etc. to see how tables, chairs, shelves are fastened together.
- Discuss a variety of things that hold other things together or "fasten" objects. Talk about the function of each item, such as paper clips, safety pins, nails, thread and needles, screws, etc.
**MATERIALS**
APH Work Tray; a nut and bolt board; nuts and bolts; open-end wrench.

**EARLIER WORK**
Screwdriver.
Twisting.

**PROCEDURE**
Begin with the nuts and bolts in the board. Have the board perpendicular to the child. Start with the nut nearest the child. Place the wrench on the nut and twist. Remove and put wrench on nut again and twist; continue until loose. Remove bolt and place it on the left side of the tray; remove the nut and place it on the right side of the tray. When finished, put the bolt in the hole and place nut on it. Tighten by hand, then with the wrench.

**POINTS OF INTEREST**
Feeling the nut tighten and loosen.

**VISUAL ADAPTATIONS**
Hand-over-hand demonstration.
WRENCH

VARIATIONS: Use nuts of different sizes or wing nuts. Use a monkey wrench or a ratchet wrench.

EXTENSIONS:

LANGUAGE: Square, hexagon, thick, thin, tight, loose, wrench, nut, bolt.

MATH: Count twists needed to tighten. One to one correspondence of nuts, bolts, and the holes in the wood.

SENSORIAL: Sort nuts by shape; sort bolts by length.


PROBLEM SOLVING: • "Is your hand stronger than a wrench?"
• "What are tools used for?"
• "What things could you make with various tools?" Provide a variety of tools, as well as styrofoam and lumber, for exploration and making/constructing items.
The art activities that are presented in this manual are not group craft projects. As with all of the daily living activities, it is the experience and not the end result with which the child is concerned. Playdough is a calming activity for any child and is presented with an open-ended approach. That is, after introducing the child to the tray, the container, the dough, and the tools, rather than suggest and constrict his creative processes, the adult can turn it over to him with, "Show me what you like to do with playdough." This work as a creative outlet needn't be monitored or interfered with. However, if the child is dropping, throwing, or misusing the clay then some redirection is appropriate; it is to be expected, though, that he will taste it. The salt content will discourage much of that! For specifically developing hand strength the adult can interact more aggressively, rolling balls and having the child squeeze them.

Pasting and coloring with crayons also are treated as types of free form collage work. As long as the child can get and use the material in an appropriate way the result is not what's important. A pizza screen produces wonderful wax designs if paper is placed over it and then rubbed with a crayon. This is a good time to talk about colors with a visually impaired child.

The art shelf will have supply areas—a bin of large paper (8 1/2" x 11") to use either with the pasting or crayon work. The child is shown where to find the pasting tray or the basket of crayons as well as where to pick up the paper he needs. To protect the table, provide a supply of vinyl placemats that can be placed under the paper or the playdough.
**MATERIALS**

APH Two-Section Tray; playdough; assortment of tools (rolling pin, scoop, etc.).

**EARLIER WORK**

None.

**PROCEDURE**

The child should be taught to roll part of the playdough into a ball by taking her hands and rolling the playdough in between them. Once she gets the idea, then she can work with it independently. This is a good activity for developing strength in the hands. It is also open-ended.

**POINTS OF INTEREST**

Feeling the texture of the playdough.

**VISUAL ADAPTATIONS**

Use day-glow playdough on a black mat.
PLAYDOUGH

VARIATIONS: Utensils such as a meat tenderizer, pie crust crimper, or rolling pin can be added. Scissors may be used for cutting thin rolls of playdough. Cookie cutters can be added. Use a potato ricer or garlic press to make fine strings of playdough. Make hand prints in the playdough.

EXTENSIONS:

LANGUAGE: Roll, knead, pound, shape, squeeze, playdough.

MATH: Make and then count balls of clay. Sort by color.

SENSORIAL: Vary the texture; add sand or various extracts or scents. Put playdough over fingers.

ART: Roll clay into a very long, very thin piece and coil into a cup or basket shape. (Young children need only minimal assistance to do this.)

DRAMA: Provide playdough to make pretend food for serving or playing restaurant.

PROBLEM SOLVING: • Hide small objects, such as a penny, in a ball of playdough, and have the child find the object. • Work as a group on forming various numbers and letters with the clay. Have the children identify them.

RECIPE FOR PLAYDOUGH

1 cup of flour
1 cup of water
1/2 cup of salt
1 tablespoon of oil
2 teaspoons of cream of tartar
food coloring

Heat, stirring in saucepan until mixture pulls away from the sides. Knead and store in airtight container.

MICROWAVE: Heat mixture for 2 1/2 minutes on high, stopping to stir 2 or 3 times. Knead and store.
<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>APH Multi-Section Tray; jar of paste; pre-cut sandpaper shapes; a dampened washrag.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>None.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Show the child where the paper is kept. There is frequent confusion as to which side of the sandpaper shape the paste is to be applied to; show the child how to place the paste on the smooth side of the sandpaper. The child needs to be shown how to stick the shape onto the paper, and to smooth it down with his palm. The sandpaper shapes also give the child tactile feedback.</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>The smell of the paste.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Black sandpaper cut-outs on white. Use a paintbrush if the child resists fingers in paste or glue.</td>
</tr>
</tbody>
</table>
PASTING

VARIATIONS: Paste beans, macaroni, fabric, ribbons, sequins, etc. of varying texture.

EXTENSIONS:

LANGUAGE: Paste, paper, sandpaper, stick, smooth, dry, wet.

MATH: Make larger shapes out of smaller ones, such as a rectangle out of two squares.

SENSORIAL: Explore various qualities (texture and viscosity) of various kinds of glue agents (e.g., white paste, school glue, scotch tape, masking tape, or glue sticks).

ART: Make a design of squares, triangles, circles or a combination of shapes. Use polymer medium (or school glue thinned by water) and colored tissue paper to make decorative pictures or to decorate boxes or flowerpots. Make cotton ball pictures; you may wish to use colored cotton balls.


PROBLEM SOLVING: • "What's the difference between paste, tape, and glue?" (Feel the differences.)
• "How can you use paste and glue to help you do an activity or a job?"
• Talk about items that attach things together, such as glue, tape, staples, paper clips, etc.
**MATERIALS**
APH Two-Section Tray; a square rubber pad or a piece of carpet or cork; a piece of paper; and a braille stylus.

**EARLIER WORK**
Use of utensils.

**PROCEDURE**
Hold stylus as a pencil and make holes in the paper. (Adult supervision is recommended.)

**POINTS OF INTEREST**
Punching (makes a nice noise as it goes through the paper); feeling the holes.

**VISUAL ADAPTATIONS**
This is a necessary prerequisite for writing braille. The punching at first should be similar to the scribble stage in drawing. The child should have lots of practice and get pleasure out of using the stylus.
PUNCHING

VARIATIONS: Punching can become more controlled by punching around the edge of a metal inset or template.

EXTENSIONS:

LANGUAGE: Punch, hole, paper, stylus.
Various meanings of the word "punch":
Can punch holes in paper.
Can punch a boxing bag.
Can drink punch.

MATH: Punch braille numbers.
Count the number of punches made for a certain design.

SCIENCE: Explore animal shapes, leaf shapes, and flower shapes.

GEOGRAPHY: Trace and punch out states, countries, continents, etc.
Make a simple punched-out map of the classroom or school.

Lay a favorite item or toy on paper. Punch around its outline with the stylus.

ART: Punch a design following a pattern, or following heavy contrasting lines or in between lines.
Make a series of sewing cards, to outline with needle and yarn, by punching designs in cardboard with a stylus.

PROBLEM SOLVING: • Can the child punch holes in a row? In a circle? In a square, etc.?
• Take a short walk or field trip near the school. Review the route taken, and develop a map indicating this route.
• Have the children make designs of their own choosing. Exchange with other children to guess what the design might be.
CRAYONS AND PIZZA SCREEN

MATERIALS
Paper; crayons; and a pizza screen or splash screen.

EARLIER WORK
Work with utensils.

PROCEDURE
Assist the child in laying the paper on the screen and holding the paper with one hand. With the other hand the child will rub the crayon across the paper. This will make a tactile impression.

POINTS OF INTEREST
The sound of the work and the feeling of the impression.

VISUAL ADAPTATIONS
Use day-glow or fluorescent colored crayons and a paper color of good contrast.
CRAYONS AND PIZZA SCREEN

VARIATIONS:  Rub crayon over sandpaper shapes.
Window screen with taped edges can be used as a large rubbing surface.
Lay paper on the sidewalk and rub a crayon on it.
Lay paper over coins and rub a crayon over it.

EXTENSIONS:

LANGUAGE:  Color names, rough, smooth, rub, screen, color, screen.

SCIENCE:  Rubbings of tree bark and autumn leaves and other nature items.

GEOGRAPHY:  Rubbings of sandpaper shapes of states, countries, and continents.

SENSORIAL:  Compare the feel of different rubbings.

ART:  T-shirts: Make a design on sandpaper with crayons. Coloring must be very heavy. Turn over onto a T-Shirt or cloth, then iron, transferring the image drawn.

PROBLEM SOLVING:  • Discussion of color--"What things are red? Blue?" Discuss colors children have on and favorite colors.
• Go on a walk and look for uses of screen.
This is a vital area for all children, but especially for the blind child. Many of these skills are picked up by observation; therefore, it is necessary to make a point of teaching these to a blind child through adult modeling or role playing. Skills to be taught include initiating conversations, not interrupting others, staying on a topic, clearly presenting an idea or thought, and maintaining interest through facial expressions, body gestures, and hand signals (Hatlen and Curry, 1987, p. 10). Looking at the speaker is also an important learned habit. The child can be asked to look at the speaker and to gently turn his head towards the person. Carrying on a conversation can be modeled and should be done frequently. The child may also need to be reminded to respond. (There are mannerisms, such as rocking, that some blind children have, probably for the kinesthetic feel, and they need to be specifically taught that in social situations these mannerisms are not appropriate.)

Courteous behavior can also be demonstrated by covering one’s mouth when coughing or sneezing, as well as by discarding used tissues.

It is important to remember that courteous behavior needs to be constantly reinforced. It is good to return items to their spot, and when completing the clean-up after a job to say, "Now it will be ready for the next person." This helps to give the student a sense of social responsibility and reminds the blind child of the presence of others, even though they are not nearby. The importance of sharing, taking turns, and taking care of what one borrows from others should also be stressed.
MATERIALS

Two or more individuals.

EARLIER WORK

None.

PROCEDURE

Show the child how to extend her hand saying "Hello." Shake her hand. Model introductions by saying, "Betty, this is Bob." "Bob, this is Betty." Have the child shake Bob's hand. Ask the child to practice introducing you to Bob.

POINTS OF INTEREST

Role playing.

VISUAL ADAPTATIONS

Teach blind children to extend their hand when introduced, without prompting.
Have the child turn her head in the direction of the speaker.
Use physical prompting if necessary.
GREETINGS AND INTRODUCTIONS

VARIATIONS:  Knock on a door, enter, and introduce oneself.
Practice casual versus formal introductions.
Practice as part of class group morning activity.
Practice greeting another person in a telephone conversation. Then call a friend
or relative and practice this skill.

EXTENSIONS:

LANGUAGE:  Introduction, greeting, polite, hello, goodbye, how are you, I am fine.
Greetings in different languages.

SENSORIAL:  Have each child in the circle say "hello" and let other children with eyes
closed guess who it is.

MUSIC:  "Show Me Your Smile" in Pockets by Joe Wise, ©1978, Louisville, KY:
Fontaine House.

BOOKS:  The Berenstain Bears Forget Their Manners by Stan Berenstain and Jan

PROBLEM SOLVING:  • Can the child name other children in the classroom? Practice
introductions with other children.
• "Is it always necessary to shake someone's hand?"
• Role play a variety of situations, and discuss the best response. For
example, if you bring a brother or sister to school for the first time,
how should you introduce them?
### SHARING AND BORROWING

![Illustration of a child giving glue to another child.](image)

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Any object (glue, paper, etc.) that can be shared between classmates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>None.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Role play with the child; ask the child if he would lend you his glue. Prompt the child to respond politely with a &quot;Yes&quot; or &quot;In just a minute.&quot; Then reverse roles and have the child borrow your glue and say: &quot;Thank you&quot; and &quot;I will return it soon.&quot;</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Being polite.</td>
</tr>
<tr>
<td></td>
<td>Taking care of others' possessions.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Use verbal or physical prompts as needed.</td>
</tr>
</tbody>
</table>

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SHARING AND BORROWING

VARIATIONS: Have the child share materials with classmates during an art activity. Give the child an apple, a banana, or a graham cracker and ask him to share half with his friend. Do the activity in context of group activities (i.e., crafts, mealtime, or cooperative play).

EXTENSIONS:

LANGUAGE: Please, thank you, share, borrow, lend, return.


PROBLEM SOLVING: • "What do you do if you break what you borrow?"—replace it with a new one, if possible.
• "Should you lend something you borrow to someone else without the owner's permission?"
• Discuss the advantages of sharing something you have (being helpful, being a friend) and the advantages of borrowing an item (you get to use something you don't have).
**ASΚING FOR HELP**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Two or more individuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EARLIER WORK</td>
<td>None.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>Role play with the child. Ask her to pretend she needs help. Tell her to say, &quot;Will you help me, please?&quot;</td>
</tr>
<tr>
<td>POINTS OF INTEREST</td>
<td>Taking turns.</td>
</tr>
<tr>
<td>VISUAL ADAPTATIONS</td>
<td>Verbal and physical prompting.</td>
</tr>
</tbody>
</table>
ASKING FOR HELP

VARIATIONS:  Ask for permission.
             Excuse oneself.
             Address asking for help throughout the child’s day (snack time, dressing, etc.)

EXTENSIONS:

LANGUAGE:  Help, please, thank you.


DRAMA:  Role play between children in asking for and receiving help.
         Set up a store in the housekeeping area. You can vary the store by using grocery items, stuffed toys (pet store), etc. Have the children request help in the store.

PROBLEM SOLVING:

• "How can you help your mother, father, sister, brother, friends?"
• "Who are some helping people and what do they do?" (e.g., nurses, policemen, firemen, doctors, salespersons, teachers)
• "How can you know when help is available?"
• Discuss reasons why it is useful to receive help, and how the children receive help at home and school.
### MATERIALS
Box of tissues and trash can.

### EARLIER WORK
None.

### PROCEDURE
This is an enjoyable group activity. Children can take turns, gently tugging a tissue from the box and blowing their noses, then placing the tissue in the trash can. Be sure children blow with both nostrils open.

### POINTS OF INTEREST
Pulling the tissue out of the box.
Listening to themselves and others blow their noses.

### VISUAL ADAPTATIONS
Hand-over-hand demonstration.
EXTENSIONS:

LANGUAGE: Germs, colds, tissue, hankercchief, sneeze, cough, runny nose, trash can.

MATH: Count the number of times the nose is blown.

SCIENCE: Explain how we catch colds and how to prevent spreading a cold. Explore the biodegradable nature of tissues by saturating them in water and noting their transformation.


DRAMA: Pretend taking care of a sick child.

PROBLEM SOLVING: • “What causes colds?”
• “Where can we keep tissues so we have them ready?” (e.g., pockets, purses, tucked up in a shirt sleeve)
• Discuss all the ways it is important to take care of your body (e.g., bathe, eat good foods, etc.).
**MATERIALS**  
None.

**EARLIER WORK**  
None.

**PROCEDURE**  
This is a good group presentation. Discuss germs and the idea that we shouldn't spread germs. Have the children practice covering their mouths or pretend their hands are busy and turn their heads and cough to the side.

**POINTS OF INTEREST**  
Practicing to cough.  
Listening to oneself and others cough.

**VISUAL ADAPTATIONS**  
Hand-over-hand demonstration.  
Verbal prompt.
COUGHING

EXTENSIONS:

LANGUAGE:  Cough, colds, germs, cover.


DRAMA:  Pretend to take care of a sick child.
Role play doctor and nurse.

PROBLEM SOLVING:  
  • "How are colds spread from one person to another?"
  • "What things make you cough?" (e.g., getting food caught in your throat, having a cold)
  • Discuss when you go to the doctor for a cough and how the doctor helps you.
APPENDIXES
APPENDIX A: LETTER TO PARENTS
DEAR PARENTS OF

(Child's Name)

Many household items and housekeeping chores lend themselves to your child's practice and perfection of fine motor development, concentration, and other skills. The following is a list of home activities which will help to reinforce the skills your child is working on in the preschool classroom. Those checked would be most appropriate for you to work on with your child at this time.

☐ Silverware sorting into a silverware tray.
☐ Table setting with placemat and all parts of a place setting.
☐ Scrubbing the driveway, car tires, children’s vehicles, tables and floors.
☐ Bathtub play: pouring, squeezing.
☐ Baster and eyedropper use.
☐ Dry pouring: rice, pasta, or beans from tumbler to tumbler or using a pitcher.
☐ Scooping.
☐ Folding clothes after taking out of dryer and placing in appropriate drawers.
☐ Plant watering.
☐ Clipping with clothespins.
☐ Opening and closing jars and drawers.
☐ Sorting toys by size or roughness and smoothness.
☐ Learning to operate the stereo, radio, VCR, or tape player.
☐ Combing hair.
☐ Brushing teeth.
☐ Handwashing—learning to use the faucet (provide a stool and towel within reach).
☐ Dishwashing and drying.

☐ Hammering tees into a bowl of clay or nails into a stump.
☐ Punching paper with a braille stylus.
☐ Using locks and keys.
☐ Flashlight assembly or ball point pen assembly.
☐ Nuts and bolts.
☐ Dressing.
☐ Food preparation.
☐ Pushing pins into styrofoam and making a creative design.
☐ Balancing marbles on top of golf tees.
☐ Making rattles by putting marbles into jars, plastic tubs, etc.
☐ Placing colored toothpicks into inverted colander.
☐ Using tongs to place small pieces of sponge in ice cube trays.
☐ Putting pennies into slits in a coffee can.
☐ Placing marbles into an egg carton.
☐ Using a magnet to attract a variety of objects.
☐ Nesting hair curlers and sequencing by size (use 4, 5, or more).

(TEACHER)

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APPENDIX B: RECORD KEEPING CHART
**RECORD KEEPING CHART**

The chart below will serve as an *optional* record keeping aid for the teacher desiring to document each child's progress through all 56 preschool activities. Use the sides of a triangle to visually represent the current stage at which each child has been 1) presented the activity ( / ); 2) received additional practice ( ▴ ); and 3) mastered the skill ( △ ). For more precise representation of the actual number of practice sessions needed prior to the child's mastery, place a slash mark on one side of the incomplete triangle like so: ( / ▴ ). Thus, mastery of the skill by the child after two practice sessions would be illustrated as ( △ ▴ ). Permission is given to reproduce this page of the manual as needed.

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Activity</th>
<th>Child's Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Moving a Chair,</td>
<td></td>
<td>Bagging and Boxing</td>
</tr>
<tr>
<td></td>
<td>Sitting and Rising</td>
<td></td>
<td>Combing Hair</td>
</tr>
<tr>
<td></td>
<td>Carrying Work To</td>
<td></td>
<td>Hand Washing</td>
</tr>
<tr>
<td></td>
<td>and From a Shelf</td>
<td></td>
<td>Brushing Teeth</td>
</tr>
<tr>
<td></td>
<td>Dry Exploratory</td>
<td></td>
<td>Hanging Up Garments</td>
</tr>
<tr>
<td></td>
<td>Use of Hands</td>
<td></td>
<td>Dressing</td>
</tr>
<tr>
<td></td>
<td>Use of Scoops</td>
<td></td>
<td>Using the Hand for Sweeping</td>
</tr>
<tr>
<td></td>
<td>Use of Spoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of Ladies</td>
<td></td>
<td>Dusting</td>
</tr>
<tr>
<td></td>
<td>Dry Pouring</td>
<td></td>
<td>Polishing</td>
</tr>
<tr>
<td></td>
<td>Wet Exploratory</td>
<td></td>
<td>Scrubbing</td>
</tr>
<tr>
<td></td>
<td>Use of Sponges</td>
<td></td>
<td>Dish Washing</td>
</tr>
<tr>
<td></td>
<td>Use of Basters</td>
<td></td>
<td>Table Setting</td>
</tr>
<tr>
<td></td>
<td>Use of Eyedroppers</td>
<td></td>
<td>Preparing... Snack</td>
</tr>
<tr>
<td></td>
<td>Wet Pouring</td>
<td></td>
<td>Preparing and Serving</td>
</tr>
<tr>
<td></td>
<td>Bracelets</td>
<td></td>
<td>Preparing... Meal</td>
</tr>
<tr>
<td></td>
<td>Beads on a Pole</td>
<td></td>
<td>Sanding</td>
</tr>
<tr>
<td></td>
<td>Bead Stringing</td>
<td></td>
<td>Hammering</td>
</tr>
<tr>
<td></td>
<td>Socks</td>
<td></td>
<td>Screwdriver</td>
</tr>
<tr>
<td></td>
<td>Large Clothespins</td>
<td></td>
<td>Wrench</td>
</tr>
<tr>
<td></td>
<td>Paper Clips</td>
<td></td>
<td>Playdough</td>
</tr>
<tr>
<td></td>
<td>Use of Whisks</td>
<td></td>
<td>Pasting</td>
</tr>
<tr>
<td></td>
<td>Jars and Lids</td>
<td></td>
<td>Punching</td>
</tr>
<tr>
<td></td>
<td>Large Nuts and Bolts</td>
<td></td>
<td>Crayons and Pizza Screen</td>
</tr>
<tr>
<td></td>
<td>Nutcracking</td>
<td></td>
<td>Greetings/Introductions</td>
</tr>
<tr>
<td></td>
<td>Locks and Keys</td>
<td></td>
<td>Sharing and Borrowing</td>
</tr>
<tr>
<td></td>
<td>Flashlight Assembly</td>
<td></td>
<td>Asking for Help</td>
</tr>
<tr>
<td></td>
<td>Crushing</td>
<td></td>
<td>Blowing the Nose</td>
</tr>
<tr>
<td></td>
<td>Sorting by Shape</td>
<td></td>
<td>Coughing</td>
</tr>
<tr>
<td></td>
<td>Sorting by Size</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C: HARD-TO-FIND ITEMS
HARD-TO-FIND ITEMS

The purpose of the following list is to assist you in locating "hard-to-find" items that are suggested for use throughout the various activities in this manual.

Smooth stones/rocks
- garden catalog
- nursery
- gravel driveways
- pet stores
- import stores

Tennis balls
- donations from tennis centers

Plastic water-filled ice cubes
- discount stores

Bracelets
- goodwill stores
- garage sales
- toy stores
- "party favor" section of a discount store

Rope and beads
- APH Giant Textured Beads (Catalog # 1-03780-00)
- Translucent beads from APH Light Box Level I Kit (Catalog # 1-08670-00)
- Craft store

Mortar and pestle
- gourmet kitchen shops
- Montessori catalog (707) 579-3003

False teeth
- novelty store
- dentist
- Oriental Trading Company (800) 228-2269

Jars with screw-on lids
- used jars at home

Braille stylus
- APH (Catalog # 1-00220-00)

Pizza screen
- household department
- restaurant supply house

Twist-type nutcracker
- gourmet kitchen shops
- Montessori catalog (707) 579-3003

Nuts and bolts
- APH Wooden Constructo Junior Set (Catalog # 1-03690-00)
APPENDIX D: FURTHER READING
FURTHER READING


