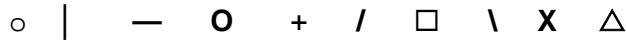


Students learn shapes in the following developmental order:

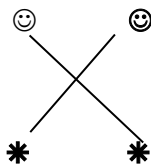


Start with a large handle writing utensil and blank pieces of paper. Change colours for different strokes and give lots of praise. Use physical cues and gross motor activities (such as air writing or large drawings on chalkboards) to help the student develop the motor plan if needed. Progress to more independent imitation/copying activities.

Imitation of a shape is learned first (watching your movements as you draw the shape and then reproducing it), followed by copying of the shape (copy from model presented). If the student is unable to imitate the shape, have him/her trace dotted lines with a pencil and raised shapes (made with glitter or puffy glue) with the index finger or crayon.

Practice joining dots for various shapes and letters of his name and reduce the number of dots as the student improves. Starting and stopping points should be visually obvious, but verbal reminders can also be employed. The progression of copying skills for teaching new shapes is as follows:

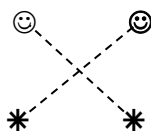
- First, start by tracing the solid shape:



☺ = start

\* = stop

- Second, join dots of a shape:



- Third, progress to fewer dots to complete the shape:



- Fourth, try imitation. Allowing the student to see your movements as you produce the shape.

- Finally, have the student copy the shape:

