

My Truck Is Stuck

Follow the Path

Domain:

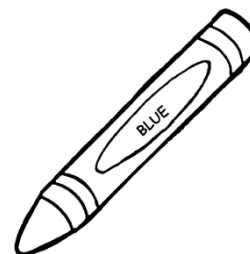
- Fine Motor, Language, Cognitive

Goals:

- Child will use appropriate pencil grasp.
- Child will use trace lines - circles, cross, square and triangle.
- Child will use draw lines - circles, cross, square and triangle.
- Child will cross midline
- Child will follow directions.
- Child will identify a star and a heart.
- Child will visually track from left to right.

Materials:

- *Follow The Path* pages (pp. 234-242)
- marker, crayon, pencil



Instructions:

- Teacher will copy *Follow the Path* pages that match child's instructional level.
- Teacher should provide a model while instructing the children.
- Give each child a *Follow the Path* page.

Horizontal and Vertical lines

- Tell the children they will trace (draw) a line from the bone to the truck as you drag your finger down (across) the line. Teacher will demonstrate on the model as these directions are given:
- Find the star; put your finger on the star, trace (draw) the line to the heart.
- Have the children practice dragging their finger along the lines. Give assistance as needed.
- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
- Find the star; put your crayon on the star, trace (draw) the line to the heart.
- Repeat in this manner until all lines have been traced or drawn.

Circle

- Tell the children they will trace (draw) a circle as you drag your finger around the line from the star to the heart. Teacher will demonstrate on the model as these directions are given:
- Find the star; put your finger on the star, trace (draw) around the line to the heart.
- Have the children practice dragging their finger around the lines. Give assistance as needed.

- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
- Find the star, put your crayon on the star, trace (draw) around the line to the heart.
- Repeat in this manner until all circles have been traced or drawn.

Cross

- Tell the children they will trace (draw) a cross as you drag your finger down the line from the star to the heart (vertical line) and from the bon to the truck (horizontal line). Teacher will demonstrate on the model as these directions are given:
- Find the star; put your finger on the star, trace (draw) down the line to the heart. Find the bone; put your finger on the bone and trace (draw) across to the truck.
- Have the children practice dragging their finger down and across the lines. Give assistance as needed.
- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
- Find the star; put your finger on the star, trace (draw) down the line to the heart. Find the bone; put your finger on the bones and trace (draw) across to the truck
- Repeat in this manner until all crosses have been traced or drawn.

Square

- Tell the children they will trace (draw) a square as you drag your finger down the lines from the stars to the hearts (vertical lines) and from the star to star (top horizontal line) and heart to heart (bottom horizontal line). Teacher will demonstrate on the model as these directions are given:
- Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other vertical line. Now, use your finger to trace (draw) a line from star to star. Use your finger to trace (draw) a line from heart to heart. (Reduce the language to “star to star” and “heart to heart” for children with limited language skills.)
- Have the children practice dragging their finger down and across the lines. Give assistance as needed.
- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other vertical line. Now, use your finger to trace (draw) a line from star to star. Use your finger to trace (draw) a line from heart to heart. (Reduce the language to “star to star” and “heart to heart” for children with limited language skills.)
- Repeat in this manner until all squares have been traced or drawn.

Triangle

- Tell the children they will trace (draw) a triangle as you drag your finger down the lines from the star to the hearts (diagonal lines) and from the heart to heart (horizontal line). Teacher will demonstrate on the model as these directions are given:

- Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other diagonal line. Now, use your finger to trace (draw) a line from heart to heart.
- Have the children practice dragging their finger down and across the lines. Give assistance as needed.
- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
- Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other diagonal line. Now, use your finger to trace (draw) a line from heart to heart.
- Repeat in this manner until all triangles have been traced or drawn.

Rectangle












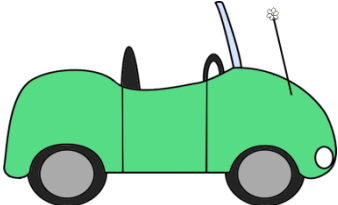
- Tell the children they will trace (draw) a rectangle as you drag your finger down the lines from the stars to the hearts (vertical lines) and from the star to star (top horizontal line) and heart to heart (bottom horizontal line). Teacher will demonstrate on the model as these directions are given:
- Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other vertical line. Now, use your finger to trace (draw) a line from star to star. Use your finger to trace (draw) a line from heart to heart. (Reduce the language to “star to star” and “heart to heart” for children with limited language skills.)
- Have the children practice dragging their finger down and across the lines. Give assistance as needed.
- Teacher will demonstrate on the model as these directions are given (be sure to show the children the correct pencil (crayon) grasp).
Find the star; put your finger on the star, trace (draw) down the line to the heart. Repeat directions for other vertical line. Now, use your finger to trace (draw) a line from star to star. Use your finger to trace (draw) a line from heart to heart. (Reduce the language to “star to star” and “heart to heart” for children with limited language skills.)
- Repeat in this manner until all rectangles have been traced or drawn.

Suggestions:





















- Outline the path with a bead of glue. Sprinkle with sand if desired. Allow glue to dry. Instruct child to trace line with finger. This type of activity provides sensory input to help children establish left to right progression and visual tracking.
- Laminating the page before applying glue can preserve this activity.
- Child may choose to use the laminated pages independently in a Fine Motor center.
- Allow children to run small cars along the paths.
- Using a yellow highlighter, trace the lines to help children see the lines.



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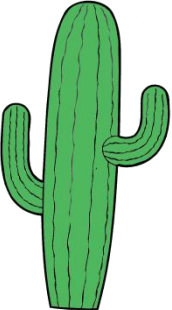



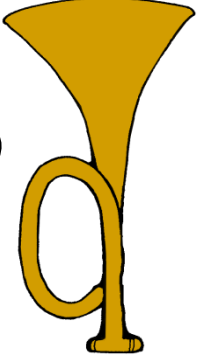
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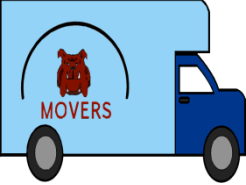




The image consists of three horizontal panels, each enclosed in a black border. Each panel is designed for a tracing exercise. In the first panel, on the left, is a red baseball cap. To its right is a black five-pointed star. A horizontal dashed line extends from the star to the right, ending at a black heart. To the right of the heart is a cartoon beaver standing on its hind legs. The second panel features a kite with light blue and dark blue panels and a tail with several small blue triangles. A black star is positioned to its right, followed by a horizontal dashed line that ends at a black heart. A cartoon beaver is on the far right. The third panel shows a red balloon with a blue string that has a wavy pattern. A black star is to its right, followed by a horizontal dashed line ending at a black heart. A cartoon beaver is on the far right.






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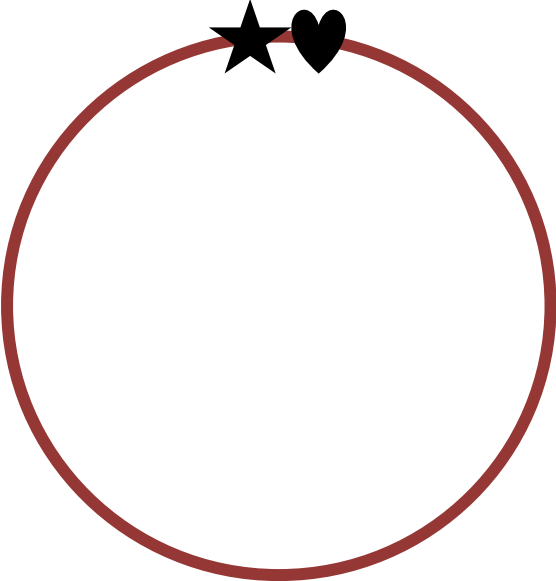
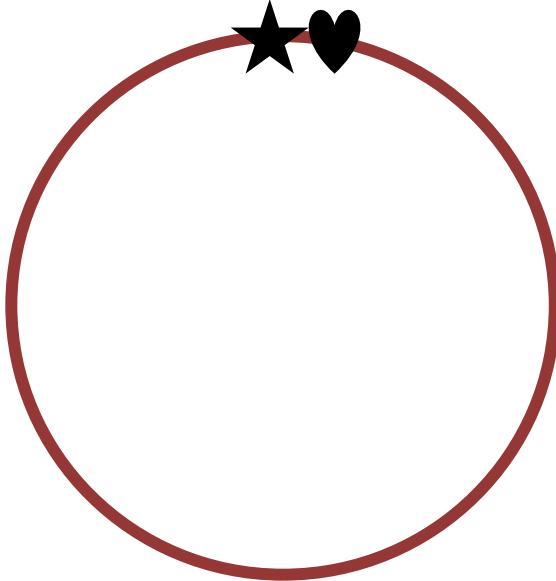


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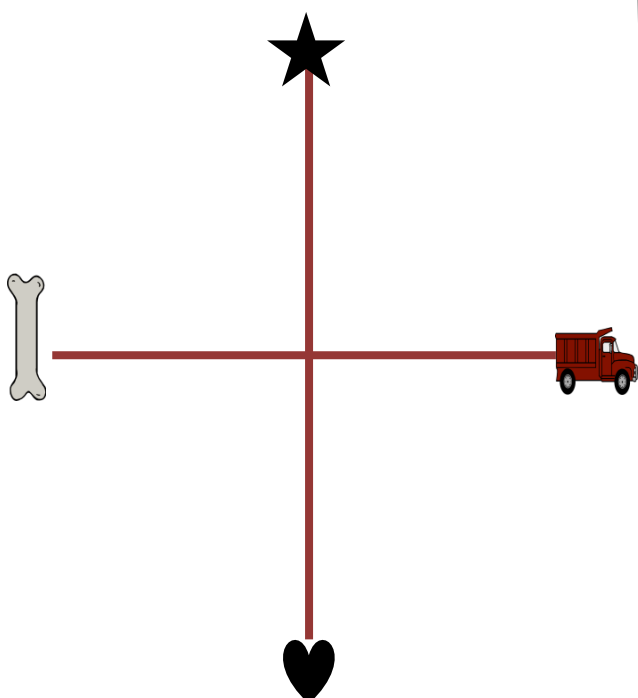
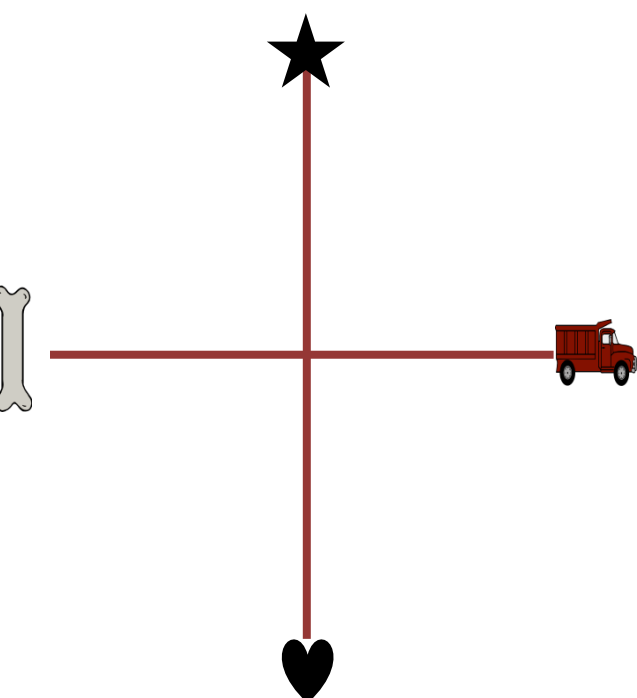
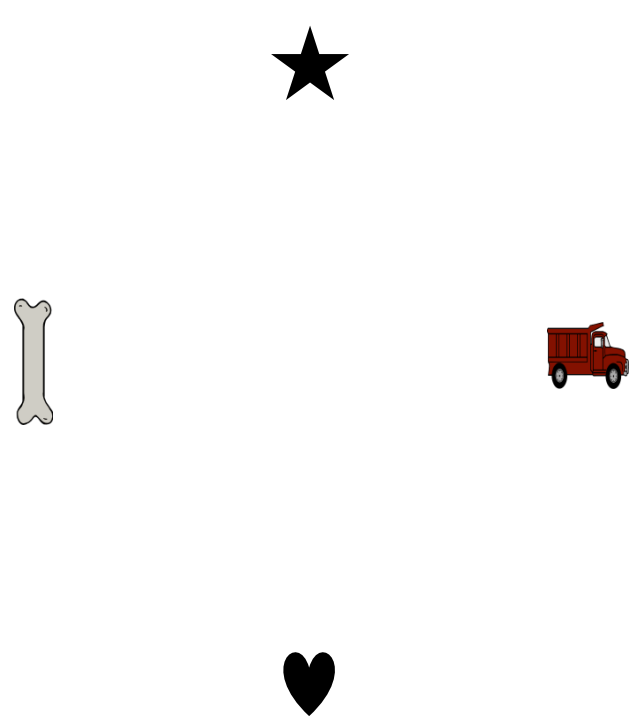
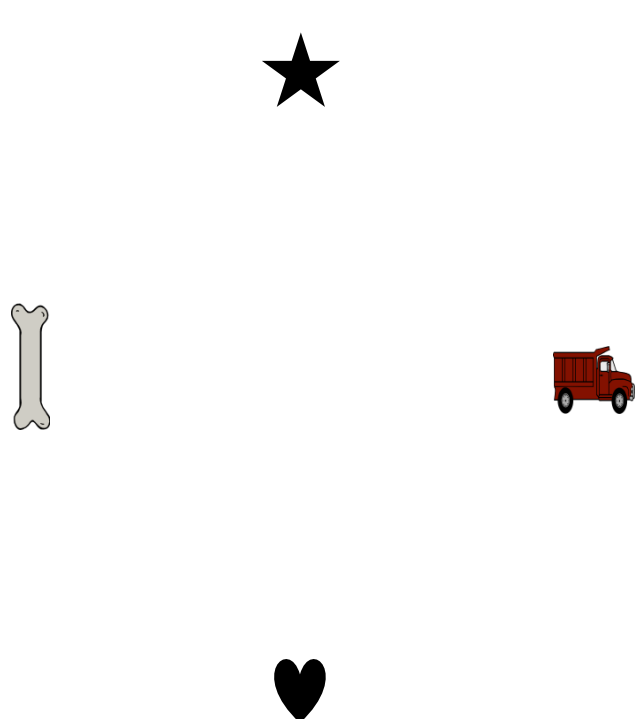
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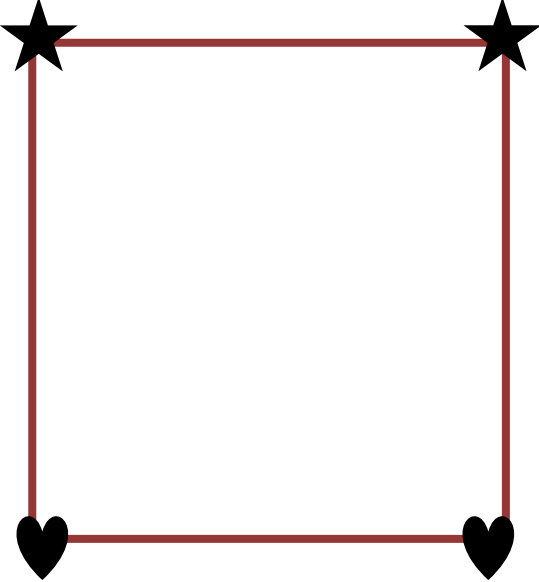
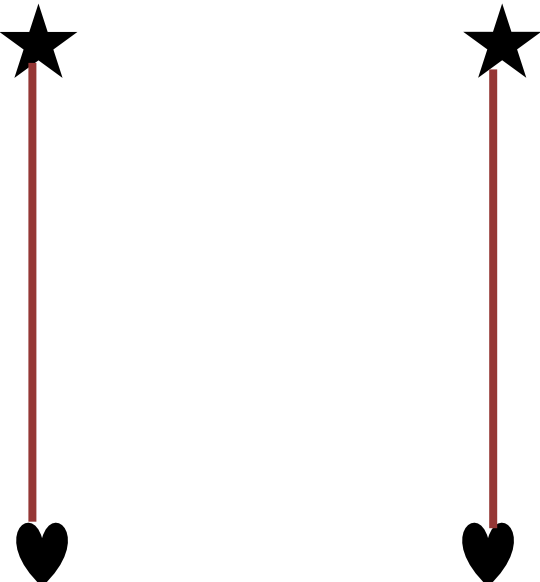
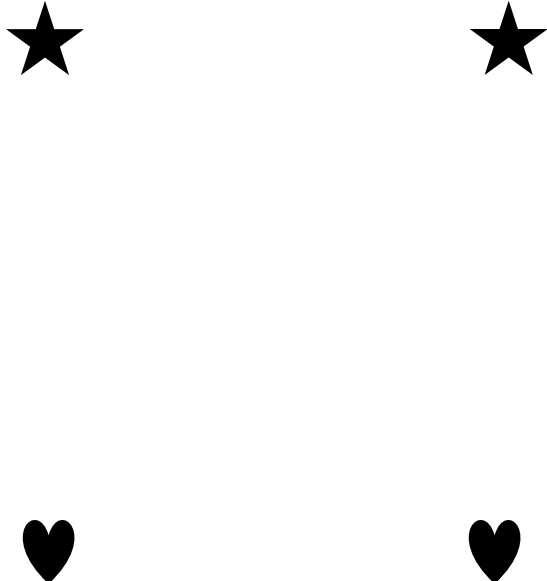
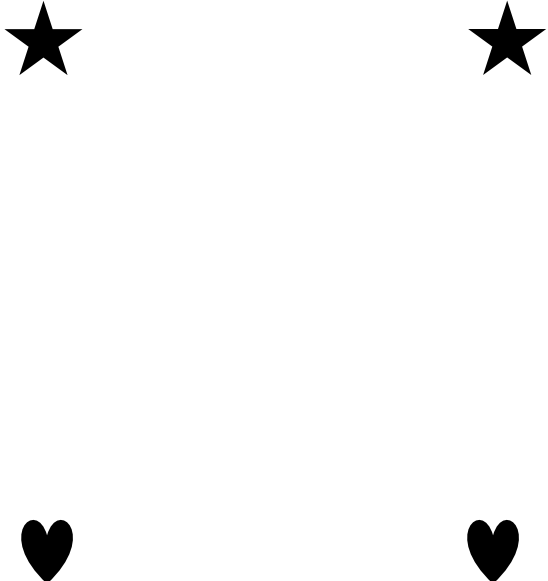
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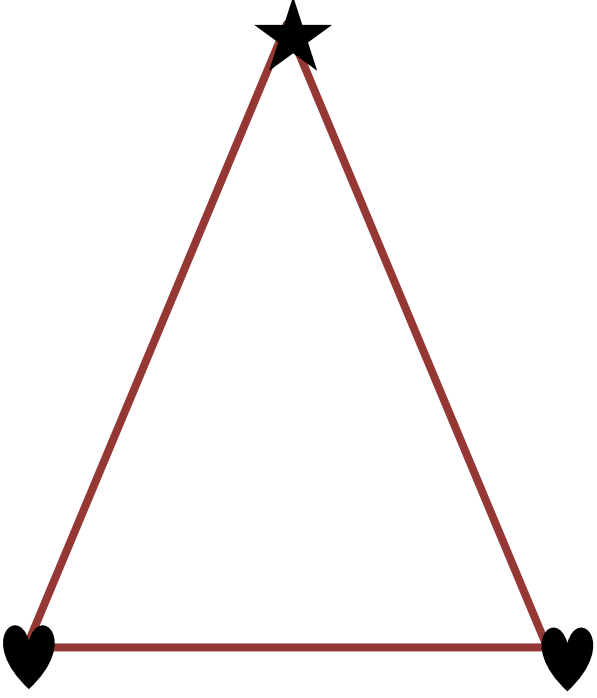

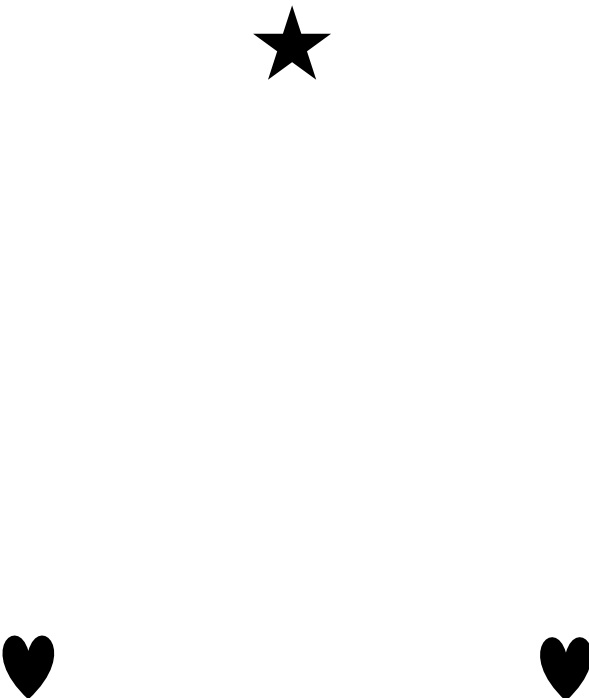
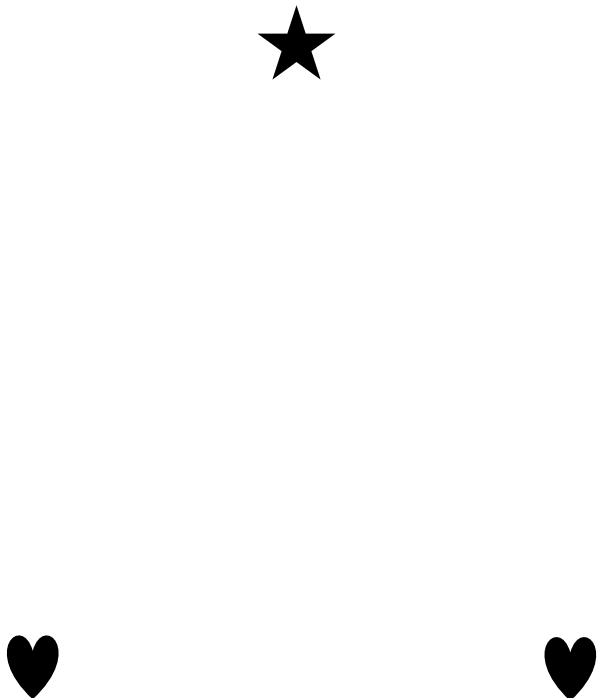
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 <p>A tracing exercise in a square box. A red path starts at a black star at the top center, goes down to a black heart at the bottom center, then left to a grey bone on the left edge, then right to a red truck on the right edge, and finally up back to the star.</p>	 <p>A tracing exercise in a square box. A red path starts at a black star at the top center, goes down to a black heart at the bottom center, then left to a grey bone on the left edge, then right to a red truck on the right edge, and finally up back to the star.</p>
 <p>A square box containing four scattered icons: a black star at the top center, a grey bone on the left edge, a red truck on the right edge, and a black heart at the bottom center.</p>	 <p>A square box containing four scattered icons: a black star at the top center, a grey bone on the left edge, a red truck on the right edge, and a black heart at the bottom center.</p>

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