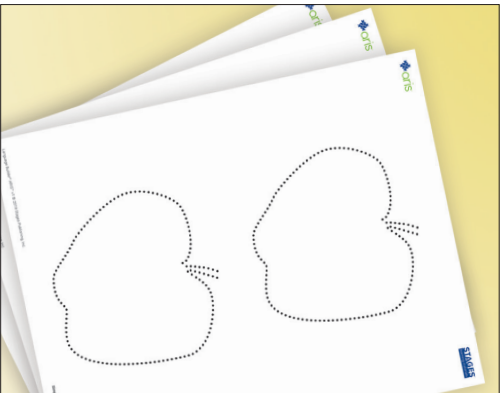


Fine Motor: Tracing Simple Pictures & Dot-to-Dot

Student will learn to draw simple pictures by tracing shapes and by completing dot-to-dot figures.

Suggested Materials

- ★ Tracing and dot-to-dot activity sheets. These are available in the Reproducible Activities Book.
- ★ Writing instruments appropriate to the student's ability.



Student:

Projected activities for: ___ / ___ / ___ to ___ / ___ / ___

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

IEP Goals

1. When given a writing tool, and a paper with a simple dashed-line picture, [Student] will trace the picture using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
2. When given a writing tool, and a paper with a simple dot-to-dot picture, [Student] will complete the picture using proper tripod-grasp and pressure, with 80% accuracy in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

Lesson Focus

Student will learn to draw simple pictures by tracing shapes and by completing dot-to-dot figures.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are seated across from one another at a table.

Preparation

Find coloring tools (crayons, markers, or colored pencils) and tracing or dot-to-dot worksheets that create simple shapes and pictures. You can make copies of the *Tracing and Dot-To-Dot Activity Sheets* that are provided in the *Reproducible Activities Book*, use pages from a tracing or dot-to-dot coloring book, or simply draw your own simple tracing or dot-to-dot pictures.

Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place the worksheet and writing tool in front of the student.
4. Give the instruction: "Trace the picture" or "Connect the dots."
5. Prompt if necessary.
6. Wait for the student to pick up the pencil and start tracing or connect the dots.
7. Reinforce the student after each successful dot connection and at the completion of the picture.

Prerequisites

Lesson 52: *Tracing Simple Pictures & Dot-to-Dot* is an intermediate skill. The prerequisite is:

★ **Lesson 49:** *Shape Tracing*

For the dot-to-dot portion of the lesson, either you will need to guide the student through the numbers in order, or they will need to have at least started the following lesson:

★ **Lesson 169:** *Recited Counting*

The basic lesson progression is that the student learns to trace lines, then trace shapes, and then trace pictures. Next, they learn to draw lines, then draw shapes, and then draw pictures. Drawing lines may happen at the same time as tracing shapes, or the student may learn to trace every step before drawing. Use your judgment on the lesson progression that works best for your student.

Standards

Head Start

★ P-PMP 3

Common Core

★ N/A

ABLLS-R

★ S3

VB MAPP

★ N/A

Record Keeping

Data Sheet

★ *Skills-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Skills*



Teacher Tip

If the student is more advanced in math, you can work in a fun challenge and have the student connect dots using skip counting e.g., counting by 2s or 5s. Just remember, this lesson is about fine motor skills; don't let the numbers get in the way of drawing practice.

Lesson Progression

In the previous lessons, the student learned to trace or to draw simple shapes and they may also be working on coloring within the lines of pre-drawn shapes and pictures. Once the student can begin tracing simple pictures and completing dot-to-dot pictures, they can start to draw their own shapes and pictures to color in.

To get to this point of more independent drawing and coloring:

- Begin with worksheets for tracing simple pictures.
 - » Start with the pictures with dashed lines that are close together.
 - » When the student can trace pictures with closely placed dashes, move to the worksheets with dashes spread out a bit.
 - » Next, introduce the worksheets with dots instead of dashes.
- When the student is able to trace dotted pictures, you can move to numbered dot-to-dot worksheets that require the student to connect the dots in numerical order.
 - » Begin with dot-to-dot shapes. The student can already trace shapes, so this should be pretty easy with close together dots.
 - » When the student starts to understand the idea of following the dots in numerical sequence, you can move to worksheets with numbered dots that are spread out.
 - » Next, move to dot-to-dot simple pictures.
- Learning tracing skills is a big accomplishment. The development of tracing skills precedes more complex skills like copying and writing. This basic skill is an excellent fine motor and art activity that will allow the student to grow academically and accomplish developmentally appropriate milestones.

Generalization

Once the student can successfully trace shapes/pictures and complete dot-to-dot projects in a formal lesson setting:

- Have the student practice tracing and dot-to-dot projects with another staff member.
- Have the student practice more complex dot-to-dot pictures.
- Have the student practice tracing pictures and completing dot-to-dot art using different writing instruments and on different mediums (crayons, markers, chalk, paper, whiteboard, chalkboard).
- As with previous fine motor art-related lessons, incorporate the student's newfound skills into free time, art lessons, and other appropriate classroom activities. Remember, it's okay if the rest of the class is doing a more elaborate art project. If the student is experiencing success tracing and completing dot-to-dot pictures, this is a good activity for them to do during art time.
- Communicate to parents and home staff, using the *Emerging & Maintaining Skills Home Communication Sheet*, the level of complexity of pictures or dot-to-dots the student is able to trace, and the proficiency they should expect from the student, so they can encourage the student to practice these fine motor and creative skills at home.

Whole-Child Lesson Ideas

Connect-the-Dot Improvisation

Roll out a large sheet of butcher paper or drawing paper. Create a grid of dots. Allow the student to freely connect the dots to create their own drawing (abstract or realistic). This activity can be done with any medium, but one alternative is to use washable paint. Squeeze a dime-sized drop of paint onto each dot. Feel free to switch up the colors as you wish! Perhaps you can use the student's favorite colors. Let the student use a paintbrush, Q-tip, or popsicle stick to connect the dots, dipping the painting utensil in the dot of paint before dragging it to another dot. Once the paint is dry, the student can color in the drawing.



Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place only the sheet and writing tool on the table.
2. Glance toward the writing tool and repeat instruction.
3. Point to the start of the picture to trace and repeat instruction.
4. Hand the writing tool to the student and repeat instruction.
5. When doing dot-to-dot, place the student's hand with the pencil, marker, or crayon at the number 1 on the picture.
6. Help the student count through the dots. Point to the next dot if necessary.
7. Model connecting the dots.
8. Hand over hand assist the student to connect the dots.
9. Students who struggle more with fine motor skills may do better with a larger pencil or crayon when first working on this skill.

Next Steps

Once the student has mastered **Lesson 52: Tracing Simple Pictures & Dot-to-Dot** and can create pictures from dot-to-dot worksheets, you can move on to:

- ★ **Lesson 116: Drawing Simple Pictures**



Skills-Based Lessons DATA SHEET



LESSON NUMBER _____

LESSON TITLE _____

STUDENT'S NAME _____

DATE _____

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										