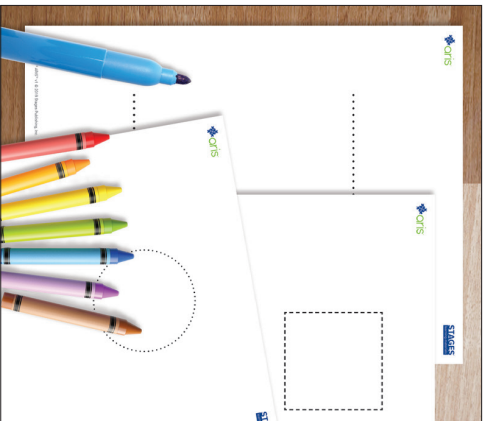


Fine Motor: Shape Tracing

Student will learn to use a crayon, marker, or thick pencil to trace shapes.

Suggested Materials

- ★ The Dotted Line Tracing Worksheets that are available in the Blackline Masters section of the Language Builder ARIS Manual.
- ★ Writing instruments appropriate to the student's ability, such as a crayon, marker, or thick pencil.



Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Fine Motor: Shape Tracing

Lesson Focus

Student will learn to use a crayon, marker, or thick pencil to trace shapes.

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 each other at a table.

Preparation

Find a writing tool (crayon, marker, or pencil.) Make copies of the *Dotted Line Tracing Worksheets* that are provided in the Language Builder ARIS Manual.

Procedures

Before starting this lesson, the student should be able to use tripod grasp with the dominant hand.

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place the dotted-line shape worksheet in front of the student.
4. Give the instruction: "Trace the shape."
 - If the student is able to receptively identify 2D shapes, you can say the actual name of the shape in the instruction. For example: "Trace the circle."
5. Prompt if necessary.
6. Wait for the student to pick up the writing tool and trace the shapes on the worksheet.
7. Reinforce the student.



Prerequisites

Tracing Shapes is an intermediate activity. The prerequisites include:

- ★ **Lesson 48:** *Tracing Lines*
- ★ **Lesson 8:** *Non-Verbal Imitation*

Standards

Head Start

- ★ P-PMP 3

Common Core

- ★ N/A

ABLLS-R

- ★ S3

VB MAPP

- ★ W 12

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

Tracing Shapes is an activity that is perfectly suited to the behavior psychology practice of "shaping" (no pun intended). Shaping is the practice of reinforcing successive approximations of the desired target behavior. Yeah... that sounds like a word jumble. Simply put: For the student's first try, 2 inches outside the line is good; next time, require 1 inch outside the line... Finally... Yes! The student is tracing on the line!

Lesson Progression

When you begin this lesson, the student should already be able to trace horizontal, vertical, diagonal lines, and intersecting lines. Tracing shapes is just a combination of these fine motor activities.

- Begin with the sheets that have single shapes with thick, dashed lines.
 - › Start with straight-lined shapes (squares, triangles, rectangles, etc.)
 - › At first, you can ask the student to trace 1 line at a time. You can turn the paper each time to match the direction (horizontal, vertical, or diagonal) which the student is most proficient until they have completed the full shape.
 - › Fade the necessity for you to move the paper for the student. Either prompt them to move the paper themselves or change to a different line angle without moving the paper.
 - › In the beginning, the student may pick up the crayon after every line, and then set it down to trace the next line. Work toward having the student trace the shape from beginning to end without picking up the crayon.
 - › When the student can successfully trace thick-lined shapes made up of straight lines, introduce circles and ovals.
- When the student can successfully trace the thick-lined shapes, move to the sheets with thin-lined shapes. There are 3 line widths available for the single sheets.
 - › Start with straight-lined shapes and move to curved-line shapes.
 - › Increase the complexity of the shapes (i.e., hearts and stars are more difficult than squares and circles).
- When the student can successfully trace the thinner, lighter-line single shapes, move on to the dotted line shapes. Start with 2 to 4 shape sheets.
 - › If the student has trouble doing 4 shapes per sheet, you can fold or tear the sheet in half to offer a canvas with less distraction.
 - › Increase the complexity of the shape sheets and decrease the thickness of the lines.
 - › If the student can receptively identify 2D shapes, you can incorporate some receptive labeling into this activity, such as, “Trace the **S**quare.”
- When the student is ready, you can move from the 4-shape sheets to the sheets with more and smaller shapes.

Generalization

Once the student has mastered tracing shapes:

- Have the student practice tracing shapes with another staff member.
- Have the student practice tracing shapes of different sizes and complexity.
- Integrate shape tracing into free time, art lessons, and other appropriate classroom activities. It's okay if the rest of the class is doing a more elaborate art project. If the student is experiencing success tracing shapes, this is a good activity for them to do during art time.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can try this activity at home or in other environments outside of school. You can photo copy the Shape Tracing worksheets and send them home. Encourage parents to display “shape-tracing art” on the refrigerator or in other display areas in the home.

Whole-Child Lesson Ideas

Shape Tracing Sensory Play

Fill a baking tray with colored sand. Space out a few foam or wooden shapes on the tray. Let the student use their pointer finger to trace around the shape. For a full body version, create the shapes with masking tape or painter's tape on the floor. Let the student walk on the outlined shape.

Prompting

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

1. Place only the worksheet and writing tool on the table.
2. Glance toward the writing tool and repeat instruction.
3. Point to a starting place on the shape and repeat the instruction.
4. Hand the writing instrument to the student and repeat instruction.
5. Place the student's hand with the writing instrument at the start of the shape to trace.
6. Model using tripod grasp and trace the shape.
7. Hand over hand trace the shape with the student.

Next Steps

Once student can trace shapes, move on to:

- ★ **Lesson 50: Drawing Lines & Shapes**





Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	P	Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Glance	
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										