

RAP Workshop
January 27th, 2011

~Kid Writing~

~Fine and Gross Motor Skills~

Introduction

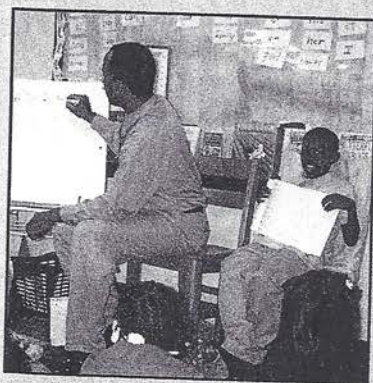
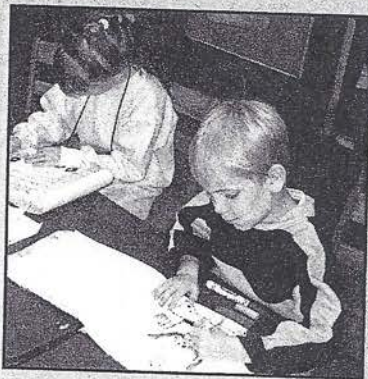
Welcome to the world of young children's writing. As you invite young students to write, you join a growing national movement of teachers who are effectively bridging two seemingly different approaches to beginning literacy instruction. One approach, "the kids need phonics first" method, teaches sound-symbol relationships to beginning readers and writers by having them isolate and combine the sounds in spoken words (Flesch 1955; Yopp 1992). The other approach, the whole language method, provides phonics instruction in the context of authentic and meaningful literacy experiences (Edelsky, Altwerger, and Flores 1991). Many critics of the whole language method wrongly assume that this type of phonics instruction is, by design, less vigorous and less systematic than phonics-in-isolation instruction.

Kid Writing provides an integrated approach in which phonics instruction is a systematic, rigorous, planned, and essential part of the fuller instructional program throughout the school day. In the classroom scenes we describe, the systematicity appears not in the materials used to teach phonics, nor in the order in which sound-symbol correspondences are taught, but in the social interaction between teachers and children and in the attention to children's individual needs and abilities. Children learn phonics as they master other concepts and learn about their world. Teachers measure their students' understanding of phonics and other conventions of writing by looking closely at their writing processes and products.

There has been a call in recent years for focusing on phonemic awareness—the ability to segment the individual sounds in spoken words. This is certainly an important skill for children to develop. While some educators advocate that children engage in exercises such as deleting the initial sound in spoken words (*bit/it*), we have found that it is easier for most children to gain phonemic awareness when this concept is presented together with the naming of letter sounds. This dual learning occurs, for example, when teachers sound out words with children for language experience chart writing, create lists of rhyming words (*at, bat, cat*), and call attention to similarities among the written forms of children's names.

Kid Writing invites you into our classrooms to observe how we integrate rigorous phonics instruction into the context of broader literacy instruction across the curriculum throughout the school day. Although we recognize the importance of focusing on phonics along with other conventions of writing during shared reading experiences (Holdaway 1979), *Kid Writing* focuses primarily on teaching phonics in the context of writing. There are two reasons for this approach. First, as teachers with many years of experience, we have found that children's writing offers personal, meaningful, and effective opportunities for phonics instruction. Our colleagues who teach in Headstart programs and in first and second

Introduction



grade classrooms who are part of a journal writing support group in our school district have had high levels of success in adapting the approach we use in our kindergarten classrooms to their classroom situations. Second, engaging children in writing can begin immediately on the first day of school, can be built in as an important part of a balanced literacy program regardless of other materials used, and involves only the minimal costs of paper and markers.

This book shows teachers how to introduce children to the world of written language through journal writing in a writing workshop format, giving them fundamental writing skills that they can apply for many purposes across the curriculum and at home. After many years of trial and error, we have discovered that the more opportunities children are given to write, the better their writing becomes. We have also found that children's writing improves dramatically when we help them with their writing and teach from their writing. Using the supportive procedures explained in the following chapters, teachers can create opportunities for children to write in response to literature, document science observations, and write notes suggesting how to solve social problems in the classroom. The key here is not to *tell* children how to write, but to *help* them sound out words until they feel confident writing independently. The situation is analogous to a child learning to walk. We hold the child's hand and offer support as long as he or she needs it. The child makes the decision about when to let go.

Journal writing provides children with an opportunity to systematically explore written language in the supportive environment in which they are learning by doing for an authentic purpose—to communicate their ideas. Children do this through cooperative learning situations in which reading, writing, speaking, and listening are integrated in natural ways. It is also important for children to watch teachers write and for teachers to explain how they approach the creative process of writing.

The writing workshop format is a learning structure in which teachers and students follow the same basic steps each day. First, a child draws a picture and tells a story about it to the teacher, an adult assistant, or a classmate. Second, the child writes the story, receiving help to sound out words. Third, the adult praises the child's accurate spelling and underwrites the rest of the child's story in conventional spelling. Finally, the teacher teaches mini-lessons to the class based on areas of need that appeared in student writing that day.

Our approach contrasts directly with situations in which children are required to complete worksheet after worksheet, with instructions to "circle the picture whose name begins with the letter *t*" as a prerequisite to writing and interaction with books. In such activities, children often do not see the word written, nor do they actually see the letter appearing at the beginning of the word. This method of teaching is not only developmentally inappropriate and instructionally unsound, but it also

lacks the important component of authenticity. It serves no purpose for the child who sees it as an arbitrary task to be done because the teacher wants it done. In letter-a-week classrooms, literacy learning expectations are set unnecessarily low. Children are often required to spend large amounts of time on letters and sounds they already know without any new or challenging learning experiences. Letter-a-week classrooms are materials-driven rather than child-driven environments and children are subjected to pointless busy work that alienates them from the natural pleasures of language. Goodman says, "We have treated language too solemnly but not seriously enough..." (1986, p. 26). Edelsky et al. (1991, p. 14) highlight the aesthetic qualities of language as an "ever-available object to be played with...." Lytle and Botel (1988) believe that even young children should investigate language.

In striving to incorporate theory from the professional field into our own classroom practices, we have come to understand that children need many opportunities to experience language in much the same playful way that they learn about spatial relationships through using blocks. Children learn about block building by stacking blocks in various configurations and figuring out which ones are likely to stand and which will come crashing down. They learn to build more imaginative and complex structures through experimentation free from criticism of partially successful attempts. Teachers should be creating joyful, experimental environments where children can learn how written language works while coming to understand the varied and critical roles written language plays in their lives.

In phonics-in-use classrooms, children who begin the school year with little knowledge of letter names or sound-symbol relationships become fluent writers, year after year, by using sound-symbol correspondences and other conventions of writing. They begin with help and learn to write independently later in the school year.

The following spontaneous language investigation occurred as Shereese and Tamika* were engaged in journal writing.

Shereese: What's that?

Tamika: A b.

Shereese: Neat b!

Shereese and Tamika then began singing a nonsense song they created spontaneously.

Tamika: B is for Brad.
P is for poop.
P is for poop.
That's good enough for me.
P is for poop.
That's good enough for me.

* Throughout this book, pseudonyms have been used for young readers and writers. Any name that appears on a writing sample, however, is the author's actual name.

Introduction

Shereese: [singing animatedly]
C is for *cookie*.
It's good enough for me.
It's good enough for me.

Tamika: S is for *snake*.
It's good enough for me.
[singing and giggling] S is for *Sapple*.
It's good enough for me.

Shereese: C is for *capple*.
It's good enough for me.

Kid Writing treats language much as Shereese and Tamika did—very seriously, yet joyfully and playfully! We further the notion of learning about language by playing with and systematically investigating it. We welcome you, knowing that if you join in this journey into children's writing, creating high expectations for all children, you will meet challenges and experience successes beyond those that previously seemed possible. It's an alternate way of teaching that promises to rekindle your belief in children.

For many children writing is the gateway to understanding how reading works. By continually calling attention to and building upon reading/writing connections and providing appropriate easy reading materials in the classroom, we have helped many children become successful readers. Although our focus is on writing, children's full range of literacy development is on our minds at all times. We strongly believe that fostering early writing success produces literacy success in the overwhelming majority of children.

As many of our colleagues have left the world of workbooks and entered the world of phonics-in-use, their students have become empowered to express themselves and accomplish high levels of literacy learning. A parallel effect has occurred among our colleagues: As they have freed themselves from the dictates and confines of packaged phonics programs, they themselves have become empowered. Change is never easy. As you read the suggestions in the following chapters, please remember that we are sharing our own routes to success. Allow yourselves and your children the freedom to discover your own paths, never losing sight of your teaching philosophy and goals.

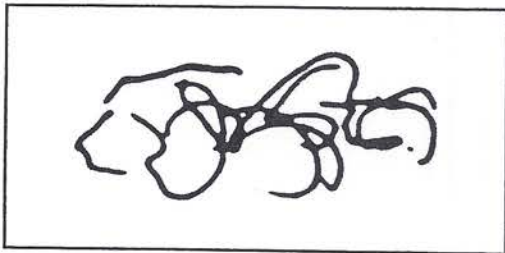
Letter to Parents and Caregivers

Dear Parents and Caregivers,

Do you remember how excited you were when your child began to talk? You celebrated your child's cooing and baby talk; listened to, accepted, and praised your child's early attempts at speaking; and spoke to your child so that he or she could hear the correct pronunciation of words. In those ways, you joyfully taught your child to speak.

You can support your child's written language development in much the same way that you supported his or her oral language development, naturally, meaningfully, and joyfully. You can model writing for authentic purposes. Tell your child what you are doing and why when writing shopping lists, letters, and reminder notes. Praise your child's early attempts at writing. Learning to write should be as free of risk as learning to talk.

Your child went through several necessary stages in the development of oral language: cooing, babbling, and playing with sounds. Similarly, written language development follows predictable stages. These are the stages your child will probably go through as he or she becomes a competent writer.



LEVEL 1: EMERGING/SCRIBBLE

This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.



LEVEL 2: PICTORIAL

At this level, your child begins to draw a somewhat recognizable picture and may tell about it. He or she may also imitate writing.

The flower is growing.



LEVEL 3: PRECOMMUNICATIVE

Your child may now be printing his or her own name or an occasional known word and may be writing strings of letterlike forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can't read it.

There are webs in Spidertown.

IFAGDFDA

I have a goldfish called Arielle.

IFNO
LPCINDY
BENEY
COMOB

I found a lamp and a genie came out.

Wansaponn a
time ther was
four BUTERFIIS
they wat on an
avacher in the
woos.

Once upon a time, there was (were)
four butterflies. They went on an
adventure in the woods.

Dera blue Rainger why do you
fight? I see you on tv. You are
the best. Why do you go
to the cumansener? why are
you on Fox Kids? I like your show
Are you my friend LOVE
ALEX

Dear Blue Ranger,
Why do you fight? I see you on TV. You
are the best. Why do you go to the
command center? Why are you on Fox
Kids? I like your show. Are you my
friend? Love, Alex

LEVEL 4: SEMIPHONETIC

At this level, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.

LEVEL 5: PHONETIC

Now your child writes most words using beginning and ending consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It's getting easier to read your child's writing.

LEVEL 6: TRANSITIONAL

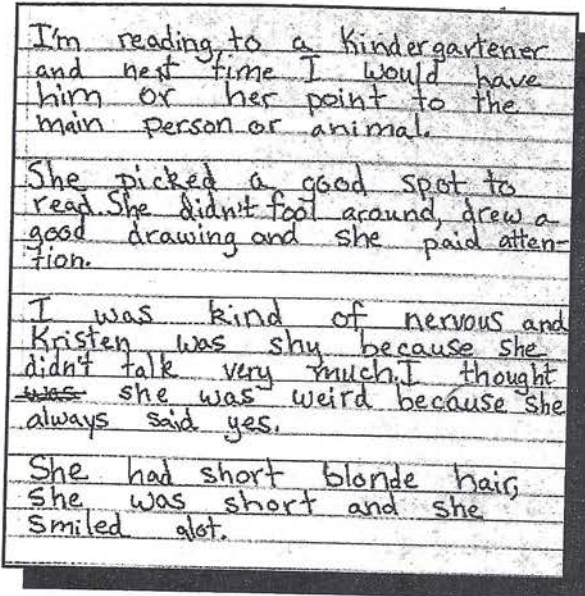
At this level, your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent *e* at the end of a word or doubling letters when they're not needed while trying visually to remember how spelling works. Now your child usually leaves spaces between words and is spelling many words correctly as he or she writes more than one sentence.

LEVEL 7: CONVENTIONAL

At this level, your child spells most words correctly, although he or she may use phonics-based spelling for advanced words. Remember, we can only expect children to correctly spell words they have already learned! Now your child is usually using capital and lowercase letters and periods and question marks correctly.

LEVEL 8: ADVANCED

Advanced writers use a rich, varied body of written vocabulary. They may still use phonics-based spelling for advanced words but have mastered the spelling of commonly used words. At this level, your child uses quotation marks, commas, and apostrophes correctly and usually organizes writing into appropriate paragraphs.



My goal is for each child to enjoy writing and to begin little by little to understand how to become a better writer. Remember, your child learned to speak gradually, and you celebrated each attempt. Together, let's celebrate your child's attempts and gradual growth as a beginning writer! If you have any questions about how you might help at home, please see me.

Sincerely,
[Teacher's name]

Conventions of Writing Developmental Scale

Name: _____

Date: _____

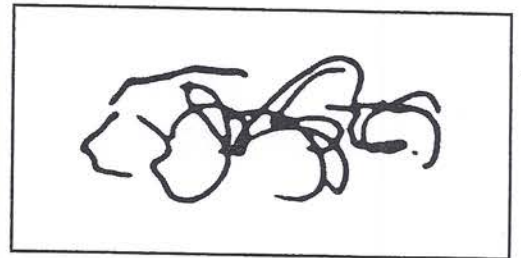
Level: _____

RECORD THE HIGHEST LEVEL AT WHICH MORE THAN HALF OF THE DESCRIPTORS APPLY TO A WRITING SAMPLE OR COLLECTION OF A CHILD'S WRITING. REFER TO THE ANCHOR PAPERS FOR EXAMPLES OF WRITING AT EACH LEVEL.

Anchor Papers

Level 1—Emerging

_____ Makes uncontrolled or unidentifiable scribbling



Level 2—Pictorial

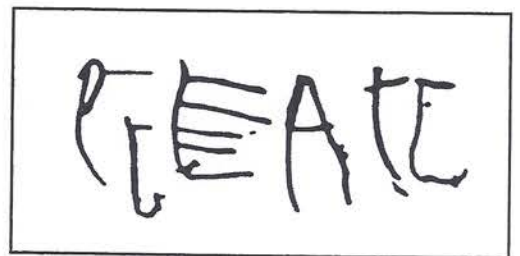
- _____ Imitates writing
- _____ Draws somewhat recognizable picture
- _____ Tells about picture



The flower is growing.

Level 3—Precommunicative

- _____ Writes to convey a message; attempts to read it back
- _____ Uses letter-like forms and/or random letter strings
- _____ Prints own name or occasional known word



There are webs in Spidertown.

Level 4—Semiphonetic

- _____ Correctly uses some letters to match sounds
- _____ May use one beginning letter to write a word
- _____ Usually writes left to right (may reverse some letters)

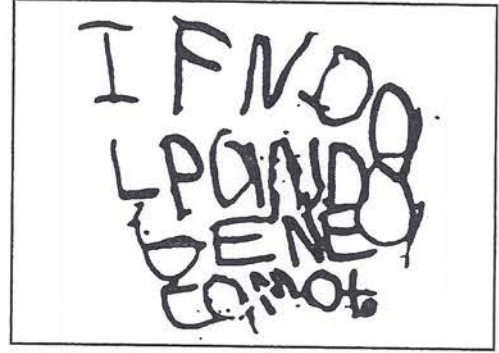


I have a goldfish called Arielle.

Conventions of Writing Developmental Scale (continued)

Level 5—Phonetic

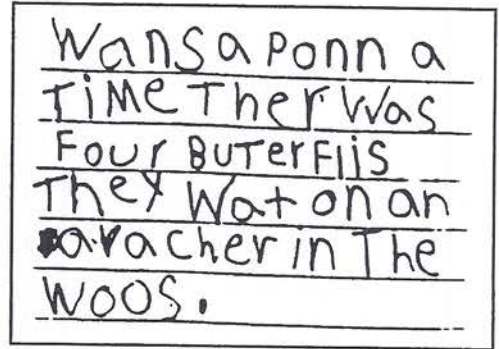
- _____ Represents beginning and ending consonant sounds
- _____ Spells some high-frequency words correctly in sentences
- _____ Includes some vowels (often not correct ones)
- _____ Writes one or more sentences



I found a lamp and a genie came out.

Level 6—Transitional

- _____ Correctly spells many high-frequency words in sentences
- _____ Uses vowels in most syllables (may not be correct ones)
- _____ Begins to use simple punctuation (periods, question marks—may not be correct)
- _____ Writes more than one sentence



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7—Conventional

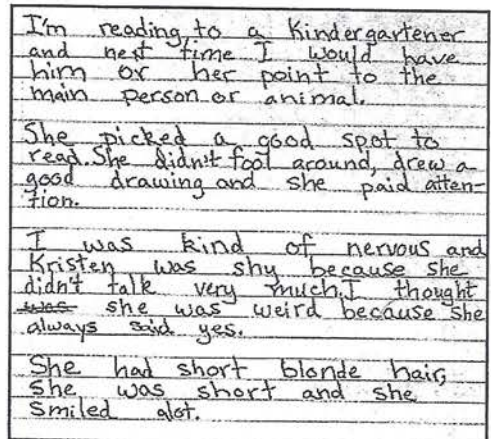
- _____ Correctly spells most high-frequency words (more than one sentence)
- _____ Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words
- _____ Uses more complex and varied sentence structure; capitalizes beginning word in sentence; uses lowercase appropriately
- _____ Usually uses periods and question marks correctly
- _____ Spaces words correctly



Dear Blue Ranger,
Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

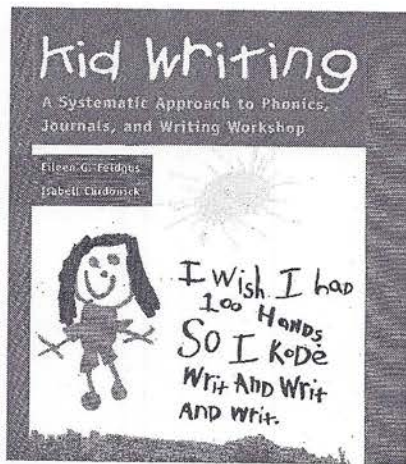
Level 8—Advanced

- _____ Has accumulated a rich body of written vocabulary
- _____ Uses advanced print conventions accurately (quotation marks, commas, apostrophes)
- _____ Organizes writing into appropriate paragraphs

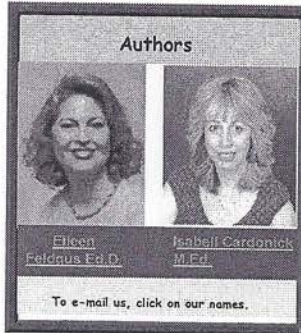


Kid Writing can be ordered through The Wright Group at 1-800-648-2970

ISBN number: 0-322-06435-X



Click on the phone to hear Eileen Feldgus' Teacher Talk Radio interview!



Action Research on Kid Writing

Mary Ellen McGloay
Mary McGuire
Christina Gardner
Eleanor Porchem **NEW!**

Angela Behmer's graduate school project on Kid Writing was published in the September, 2003 issue of The Reading Teacher, a journal of the International Reading Association (page 85-88)

- Assessment
- Chat Transcripts
- Displays
- Forward by Richard Allington
- Half Day K Schedule
- Kid Writing Samples
- New Kid Crowns
- Professional Development
- Questions and Answers
- Research Links
- Song
- Teachers.Net Gazette
- Teachers' Voices
- Tell a Story Words
- Wall of Fame
- Webring/Chatboard
- Word Splashes
- Writing Notebook Paper

Please sign and read our Guestbook. Share news of your Kid Writing successes!

Guestbook


Eileen and Isabell's [®]
Kid Rhymes
Click here for more info

Kid Writing helps teacher win \$25,000 Milken award!

WANTED

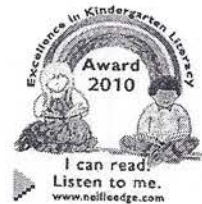
Research on Kid Writing

If you have done any action or research on the efficacy of Kid Writing children's literacy achievement, contact Eileen Feldgus: eileenfeldgus@aol.com.



On March 1, 2004, Kid Writing author Eileen Feldgus tragically and suddenly lost her beautiful, bright and loving granddaughter, Amanda, to influenza B. Sadly, Amanda was just 4 1/2 years old - the age we all love so much - the age of the children who have benefited most from Eileen's life work. The Amanda Kanowitz Foundation has been established in order to save other children and spare other families the devastating tragedy of losing a child. Please click on Amanda's picture to visit the website for more about Amanda and the Foundation. Please help spread the news about this urgent cause. Eileen and her family would be so appreciative of your support.

Amanda Rose Kanowitz



Don't miss Nellie Edge's Fabulous Web Site!

323-506

Link to
New Kid
Crown
Ideas

Variations
on
Kid Crowns

Home

It's important to print only the word that the crown is meant to reinforce! For example, although you will use the term "fuzz of was" when *talking* about the crown ("Go and look at the fuzz of was") do not *write* "Fuzz of was" on the crown. Write only the word "was" using print which models the print you'd like the children to use!

Suggested Kid Crowns

King of ing	Sir of were
Wiz of is	Head of said
Star of are	Bat of that
Gent of went	Bear of there
Hen of then	Kiss of this
Paw of saw	Dave of of or Love of of
Their Bear	Fuzz of was or Buzz of was
Power of our	

A few other suggestions:

Ball of all, Door of or, Shoe of to, Hay of they, and Deer of here.



Many thanks to Tony Roda, art director of Weber Advertising and Marketing. Tony's mom is a teacher in Lancaster, PA. Tony created new Kid Crown images for his mom and for Kid Writing teachers everywhere.

Tony recommends that you copy the images individually, by right clicking, then copying. You can then paste them onto Claris, Word, Print Shop and other similar programs.

To make simple Kid Crowns, simply print out and glue each image onto a 4 or 5 inch wide strip of construction paper, long enough to fit around the children's heads and stapled at the ends.

Please remember to introduce the crowns gradually - not all at once. You may also find it helpful to send home miniature copies of the pictures with each child as they are introduced.

You'll find the images at [Tony's site](#).

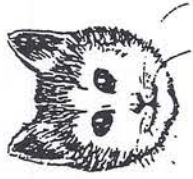
ENJOY!

Please be sure to read Kid Writing before using these crowns.
It's important to understand the philosophy and techniques behind this exciting approach to early literacy!

To order Kid Writing, please call the Wright Group at 1-800-648-2970.

Please note: The 1st edition is out of print. You will receive the (new and improved) 2nd edition!
IBSN number: 032206435X

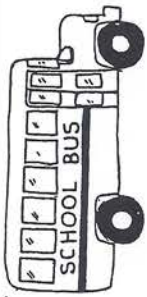
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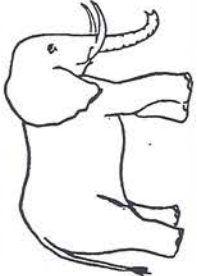
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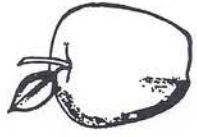
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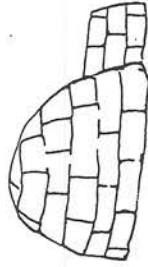
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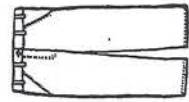
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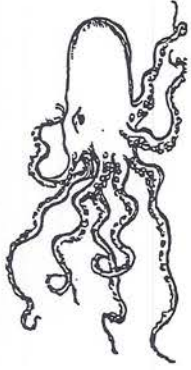
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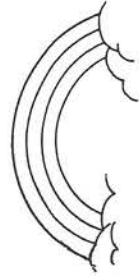
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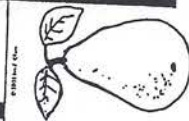
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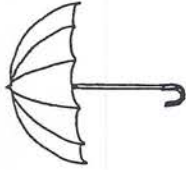
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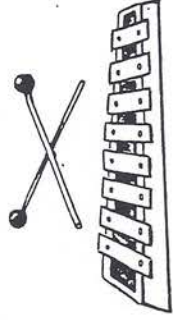
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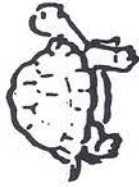
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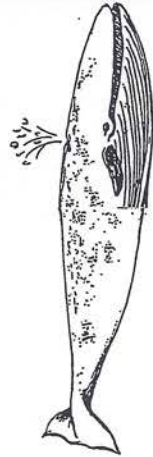
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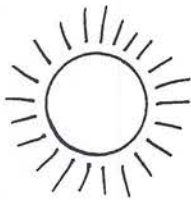
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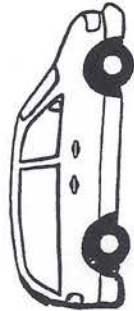
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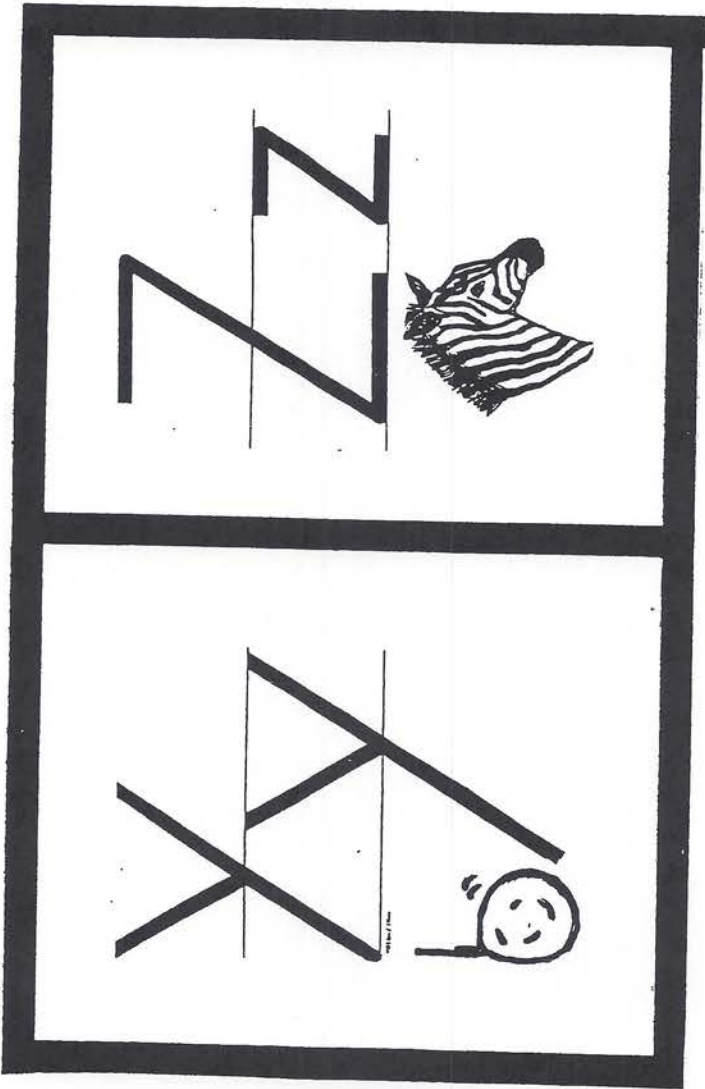


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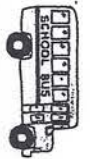
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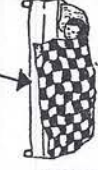
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Rr



Yy



Ss



Zz



What do the Most Effective Kid Writing Classrooms *Look Like?*

Eileen Feldgus, Ed.D. eileenfeldgus@aol.com www.kidwriting.com

◆ *Visual Supports* for Children

- ___ One crisp, clear, accurate photo alphabet chart (may have multiple copies)
- ___ High frequency word wall (black on white, no names)
- ___ KidCrowns (King of *ing*, Sir of *were*, Gent of *went*, etc.)
- ___ Name wall or chart (alphabetical by first names); also, names used functionally (graphs, etc.)
- ___ Rhyming Family Houses (*et house, net, bet, pet*, etc. – kids add words)
- ___ Theme words (Halloween, spiders, etc.)
- ___ Variety of family words with pictures (*Dad, Daddy, Father* etc.)
- ___ Tell-A-Story words (*First... When... After that.... Finally....etc.*) with post-it notes that children sign when they use these words
- ___ Number and color words
- ___ KWL Charts and Venn Diagrams related to science, social studies, literature
- ___ Pocket Charts with stories, poems, directions, etc.

◆ *Visual Celebrations* for Children

- ___ Kid Writing Wall of Fame (*Tamika is famous for using talking marks*)
- ___ Interactive Writing (large chart or captions – teacher shares the pen)
- ___ Displays of children's writing (Ouch Pouch, Speech Bubble display, etc.)
- ___ Expensive words (fabulous words that kids used in writing!)

Snapshot of Kid Writing Workshop

Eileen G. Feldgus, Ed.D.

609-361-0580 eileenfeldgus@aol.com www.kidwriting.com

11/14/03

Steps in Kid Writing Workshop:

- ◆ Child draws picture and tells "story" to teacher. This is the planning stage – "Draw your story!"
- ◆ Child writes the story using "kid writing." The teacher helps the child stretch through words the child does not yet know how to spell (*I hrd a lt v ld fundr and thr wz ltng*). The teacher stretches through with a "moving target" – making the consonant sound that she is up to louder and longer while keeping the sound in the context of the word.
- ◆ Teacher underwrites the child's story in "adult writing" using conventional spelling so that the child has a model of correct spelling. (*I hrd a lt v ld fundr and thr'wz ltng* / I heard a lot of loud thunder and there was lightning). The teacher (1) Praises the child's conventional spellings - "You remembered how to write *and*" (2) Praises the child's logical attempts to spell words phonetically - "You figured out the *h* sound at the beginning of the word *heard* and the *rd* sound at the end!" and (3) Teaches one or two new points - "The word *was* does sound like it has a *z* at the end but it's really an *s*; *thunder* really begins with a *th*."
- ◆ Teacher teaches mini-lessons about writing to the class based on students' work and needs - "I noticed a lot of children are saying the word *thunder* with an *f* sound - Watch my mouth, it's really *th*!" and "It's easy for me to read Tamika's writing because she remembered to leave spaces between her words." Teacher ALWAYS uses a white board for emphasis of the key teaching points while teaching mini-lessons. Three children a day; three teaching points per child.
- ◆ Sometimes children "publish" their work by rewriting it or typing it on a computer. Kindergarten children usually do not publish their work.

Why encourage children to use **PHONICS BASED SPELLING** for words they have not yet learned?

- ◆ Children move through stages of spelling development more rapidly because they must think about the sounds and letters in words. Children's reading ability develops more rapidly because children are focusing on the meaning of writing and on phonics.
- ◆ The content of children's writing improves because children can maintain their train of thought. They don't have to make long stops to find spellings; once they learn how to "sound out" words, they will not need constant assistance with each word.
- ◆ Children's writing vocabulary improves because children can use their rich oral vocabulary in writing.

Teaching Tips for Kid Writing

Draft 11/14/03 - Eileen G. Feldgus, Ed. D.
eileenfeldgus@aol.com - www.kidwriting.com

How Phonics Works – Some things you need to know:

- ◆ **Difficulty levels of letters and sounds** – I have found that some sound/symbol correspondences are easier for children to learn than others. It makes sense to focus first on just the easier ones during teacher large chart demonstration writing and Kid Writing. After children learn the easier ones, start to focus on the harder ones. There is no prescribed order within each group; you will be focusing on all of the easy ones right from the beginning of the school year, then moving on to all of the harder ones.

Easy	b,d,j,k,m,p,s,t,v,z
Hard	c,f,g,h,l,n,q,r,w,x,y

- ◆ **Rime Chunks** – Linguistics call the initial consonant or group of consonants at the beginning of a word an *onset* and refer to the rhyming element as the *rime*. For example, in the word *pet*, *p* is the onset and *et* is the rime chunk. In the word *flat*, *fl* is the onset and *at* is the rime chunk. Although vowels make the same sound in words less than 50% of the time, vowel sounds in rimes are consistent 95% of the time. Therefore, I recommend that in teacher large chart demonstration writing and Kid Writing we focus not on individual vowel sounds initially, but on those rime chunks that have already been taught.

Steps in Kid Writing:

- ◆ **Step One – Draw-Your-Story**

Begin with telling child to “Draw-your-story....” Then talk with the child - “What’s happening in your story?” Pull details from the child; then restate the story to the child. (Do NOT say – “Tell me about your picture” OR “What did you make? OR “Tell me a sentence about your picture.”

◆ **Step Two – Kid Writing:**

Stretching process: Emphasize (louder and longer) the sound that you're up to in the word, keeping it in the context of the word. This is referred to as a *moving target*. Do NOT separate the sound! Only emphasize the sounds that you think the child you're working with has a chance of figuring out. As you pause at each sound you decided to emphasize, say "Write what you think you hear...!" Do NOT tell the child what letter to write.

Magic line: Kids are encouraged to use one magic line for a word if they have no idea of any of the sounds/letters in the word.

Word Wall Words and Kid Crowns – If you come to a word in a child's story that is already on the word wall or on a Kid Crown such as the Wiz of is, say, "Where can you find that word in our classroom?" Tell the child to take her journal over to the Wiz of is if she can't see the word from where she is.

Do NOT praise kids for accuracy at this stage. You will be praising accuracy when you get to the Adult Writing step. Do NOT point out anything that is wrong.

◆ **Step Three- Adult Writing**

Using your finger, point out and praise anything the child has written that is accurate or close to accurate – WHILE you are doing the underwriting. For example – "Great, you heard the *t* in *top* and – look, you figured out that *p* at the end of *top*." **ADULT WRITING IS NOT A SILENT PROCESS!** Read back the adult writing (not the Kid Writing), encouraging the writer to join in.

◆ **Step Four – Mini-Lesson**

Mini-lessons are **ALWAYS** done on a white board. If a white board is not used, it does not count as a mini-lesson!

◆ **Step Five – Quick-Share**

Each child reads or tells his/her story of that day to a child sitting right near him/her.

Kid Writing Recommendations from Eileen Feldgus
October 14, 2004

- ✓ Use wide highlight tape to highlight lower case letters on the alphabet chart
- Separate or cut apart alphabet cards to space the letters.
- Put alphabet cards on background paper to provide contrast.
- ✓ Alphabet cards should be placed at a level that does not require the students to look high up.
- Color the pictures on the alphabet chart. All chart pictures should be colored the same.
- ✓ Copy and reduce the alphabet chart to send home and to use when working with students.
- Change the T picture from a truck to a turtle.
- ✓ Bat -that, not Bat of At.
- At the beginning of school spacing and punctuation is not important.
- Takes 5-6 minutes per child to do Kid Writing
- Classroom print environment that is useful and part of classroom routine.
- When working with students doing Kid Writing, teacher must rephrase students' fragmented sentences into complete sentences. Teachers must also elicit rich language from students. This can be done by asking specific questions to get specific details. This technique is beneficial later on for students.
- Kid Writing groups should include kids at various levels of achievement
- Key phrases teacher should use: "Watch my mouth", "Where can you find it in the class".
- 10:1 ratio for daily Kid Writing lesson
- During mini lesson, the other adult in the room can work with 2 students to write their stories. These students are not missing the mini lesson because mini lessons are repeated many times.
- Kid Writing lesson- 45 minutes daily including mini lesson

- Centers must be literacy based.
- Letter formation during mini lesson repeated many times. Same letter formation must be used at all times.
- Kid Writing paper- 3 or 4 lines on page. In the beginning, adult writing at the bottom of the page for all words. When kids are independent, adult writing in gray spaces for misspelled words only.
- When doing adult writing be sure to make connections to kid writing by pointing out the letters that are correct that the student wrote.
- Magic line not used after 2nd week. Magic line is a support used to encourage students to write without inhibitions.
- During Kid Writing lesson do first 3 or 4 words of student's story then move to another student.
- Teacher reads adult writing and highlights adult writing.
- Mini lesson focus comes from students' writing
- Mini lesson format: share story of three students, ask questions about the story to gather more details. Talk about words (teaching/reviewing), letter formation and sounds. Use highlight tape on students' name tags to highlight letter/sound that is being taught/reviewed in the mini lesson
- When sharing students work during mini lesson questions should be asked. Questioning format: in the beginning- teacher names question and ask question, in the middle of the year-teacher names question and students ask question, at the end of the year-students name and ask questions.
- During mini lesson share 3 students' stories, highlighting positives in each.
- Parent volunteers provide additional help when reading specialist are not in to work on Kid Writing. Parent volunteer training is extremely important. Key components of parent volunteer training are: how to do Kid Writing (drawing, questions, stretching through, show demonstration lesson, vowels are not important, why students do not have to spell all words accurately, omitting vowels is ok, high frequency words must be spelled accurately. (p. 152)
- Date stamp is on the page the students are doing their drawing.
- While students are drawing, teacher should try not to talk or discuss drawing.
- Say, "Draw a story", "Tell me your story".

- Schedule:

Group A: Monday, Wednesday, Friday

Group B: Tuesday, Thursday, Monday

Group A- 12 students – 6 get kid writing, 6 draw stories (35 minutes)

Group B- 12 students- centers (literacy/writing) OR 6 working with a trained volunteer, 6 free choice time OR untrained volunteer supervises center activities

After 35 minutes switch groups: Group B, 6 get kid writing, 6 draw stories. The next day work with the students who drew stories the day before. The other 6 students are drawing a new story.

- Use alphabet chart pictures for pictures on rhyming family hours
- Top of rhyming family house can be for Dr. Seuss words (nonsense words).
- Use pictures to anchor all word charts.
- Three dot Kids (...) student has a great story that can not be completed in one session, continue story the next day.
- Allow students to help each other by calling out letters they hear, taking other students to word wall and pointing out words, taking students to locations in the room to show words/letters.
- There should be a flat surface in front of the word wall so that students can lean to copy words.
- For conferences: do independent writing sample. Evaluate sample using the writing continuum (p. 176-177). During conferences explain to parents how student did writing in journal (with teacher support), explain how you provide support to the students.

Gross Motor/Sensory Motor

Gross motor activities involve large muscle groups and include sitting, running, walking, and jumping

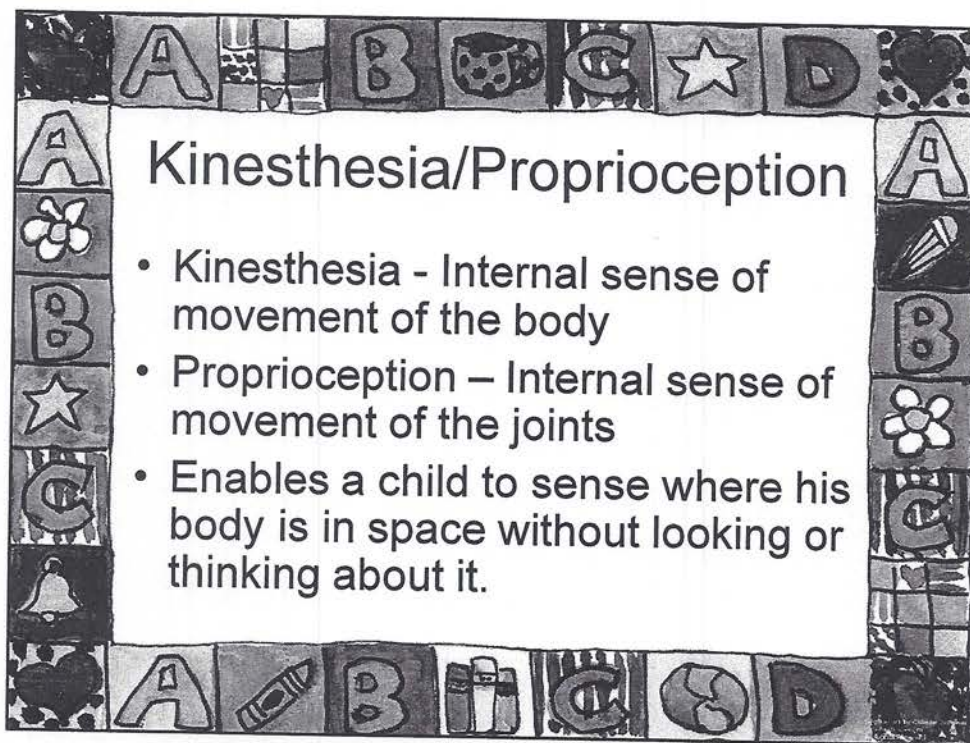
Efficient motor development requires adequate postural tone and strength and stability to promote bilateral coordination, equilibrium/balance, and motor control

- Postural Control/Strength
- Kinesthesia/Proprioception
- Bilateral Coordination
- Motor Planning/Sequential Processing

-De Ana


Motor Activities to Help the Kids Attend and Focus

<ul style="list-style-type: none"> • Pushing and pulling games • Lifting and Carrying heavy objects • Tug of War • Parachute • Playing in the Snow • Playing on Rocking Toys • Playground – Swinging • Playground - Sliding 	<ul style="list-style-type: none"> • Playground - Climbing • Kid Yoga Activities • Playdoh Activities • Bean Bag Chairs • Climbing in Tunnels • Scooters • Sit and Spin • Eating crunchy foods • Drink Using Straws
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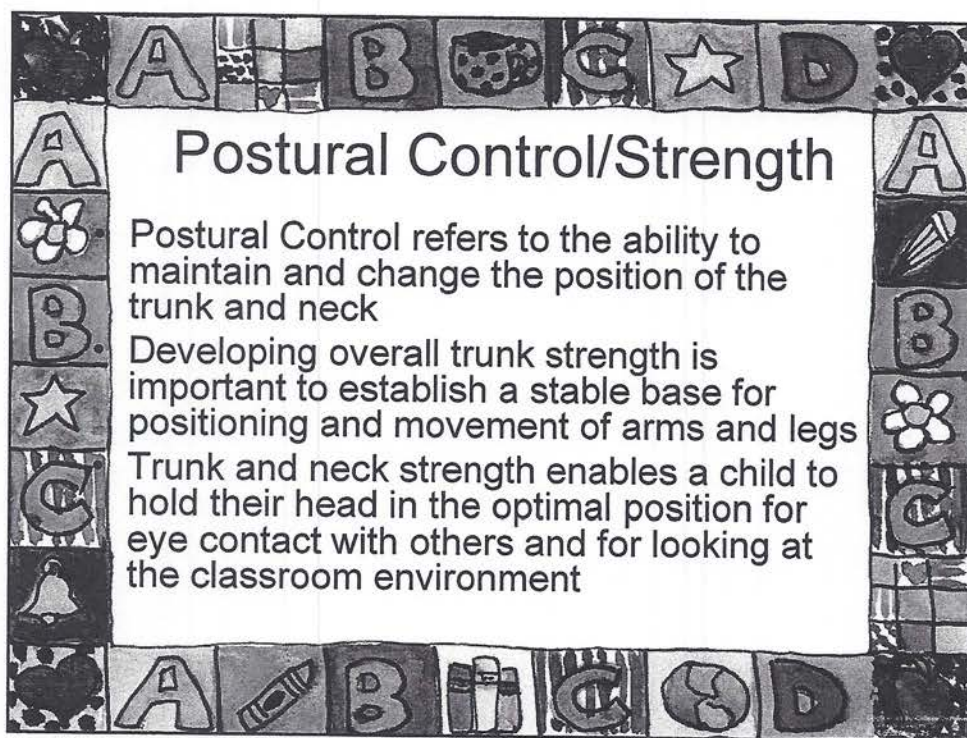
Kinesthesia/Proprioception

- Kinesthesia - Internal sense of movement of the body
- Proprioception – Internal sense of movement of the joints
- Enables a child to sense where his body is in space without looking or thinking about it.



Introduction to Motor Skill Development

- Gross Motor Skills/Sensory Motor Skills
- Fine Motor Skills
- Pre-Writing/Visual Motor Skills

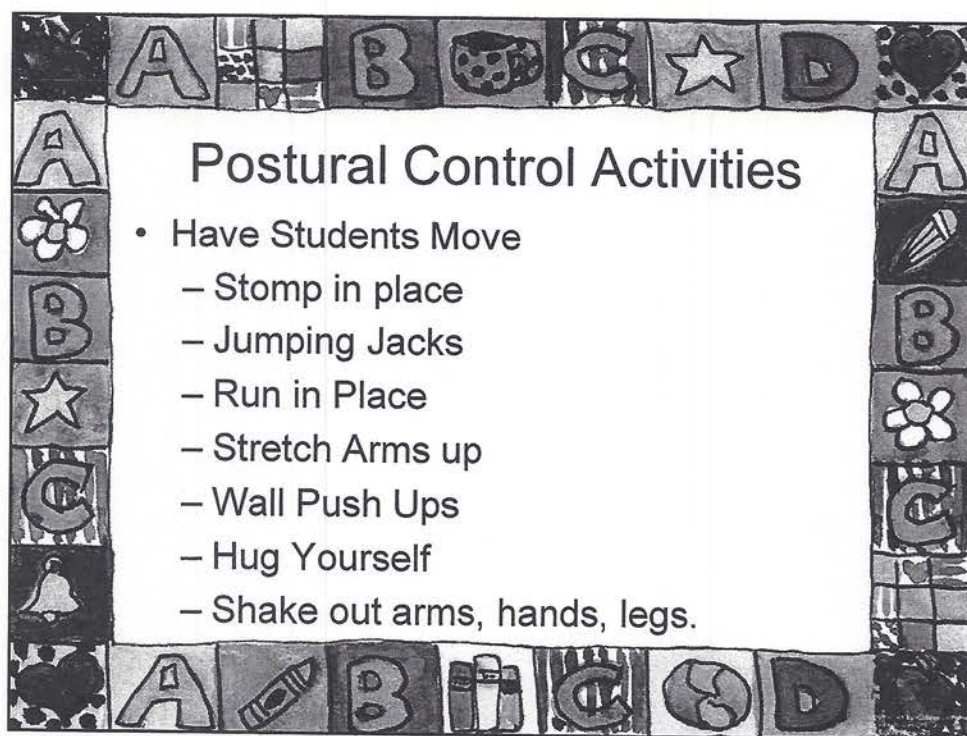


Postural Control/Strength

Postural Control refers to the ability to maintain and change the position of the trunk and neck

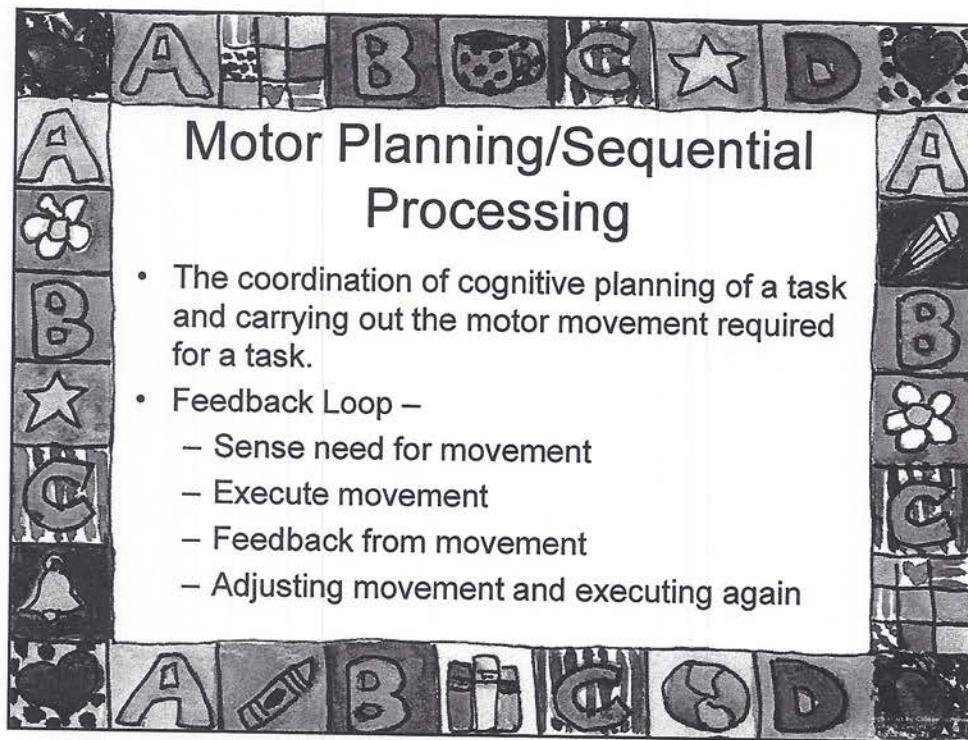
Developing overall trunk strength is important to establish a stable base for positioning and movement of arms and legs

Trunk and neck strength enables a child to hold their head in the optimal position for eye contact with others and for looking at the classroom environment



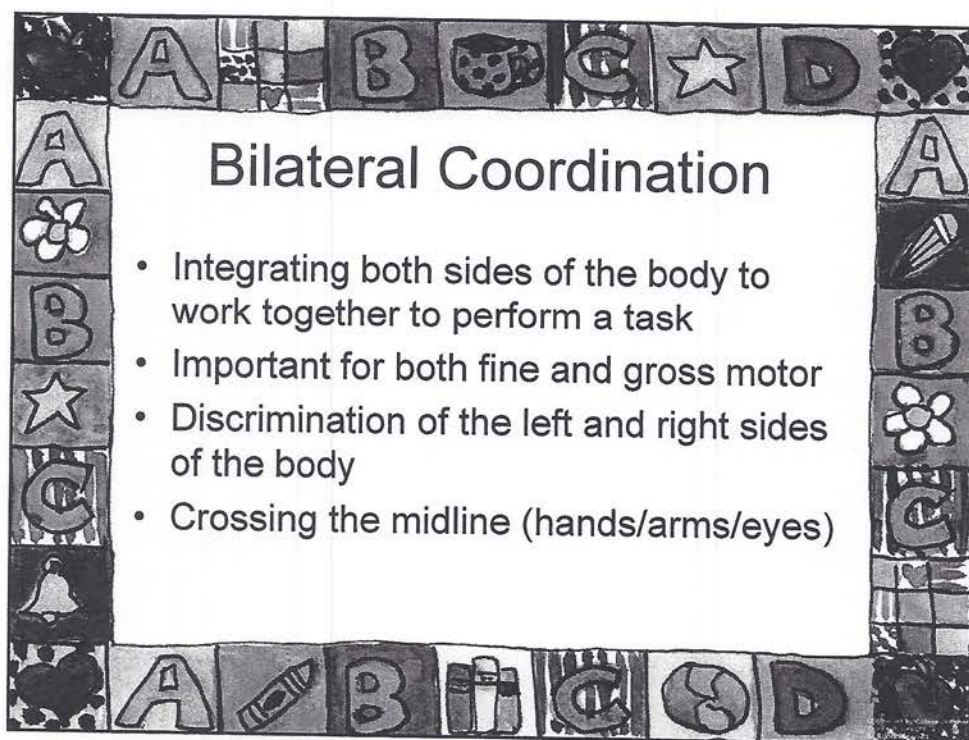
Postural Control Activities

- Have Students Move
 - Stomp in place
 - Jumping Jacks
 - Run in Place
 - Stretch Arms up
 - Wall Push Ups
 - Hug Yourself
 - Shake out arms, hands, legs.



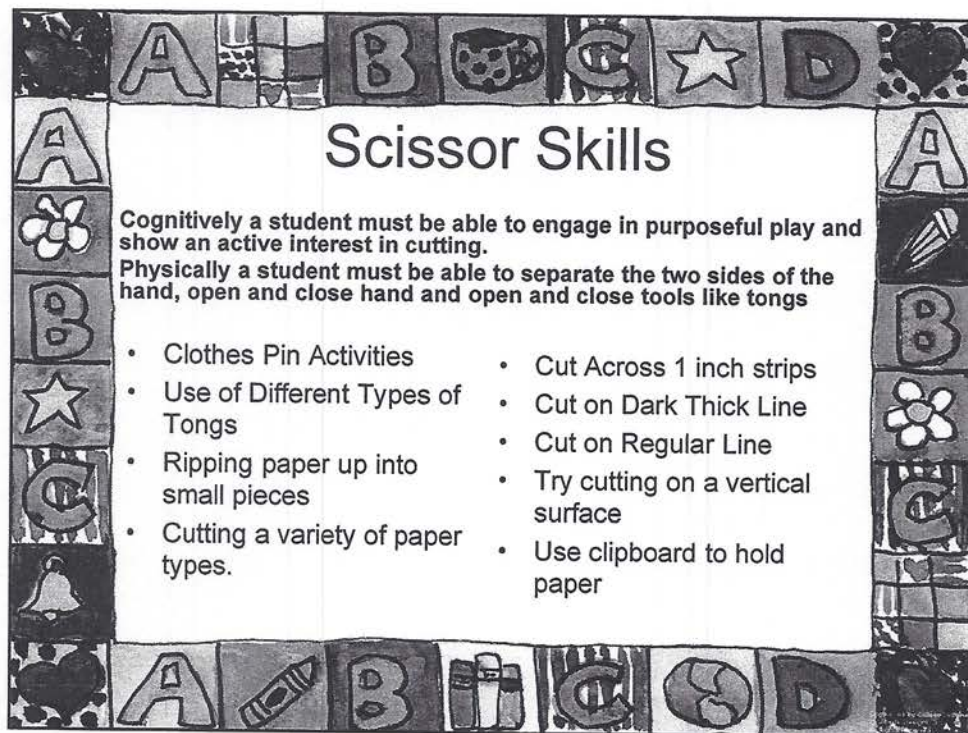
Motor Planning/Sequential Processing

- The coordination of cognitive planning of a task and carrying out the motor movement required for a task.
- Feedback Loop –
 - Sense need for movement
 - Execute movement
 - Feedback from movement
 - Adjusting movement and executing again



Bilateral Coordination

- Integrating both sides of the body to work together to perform a task
- Important for both fine and gross motor
- Discrimination of the left and right sides of the body
- Crossing the midline (hands/arms/eyes)

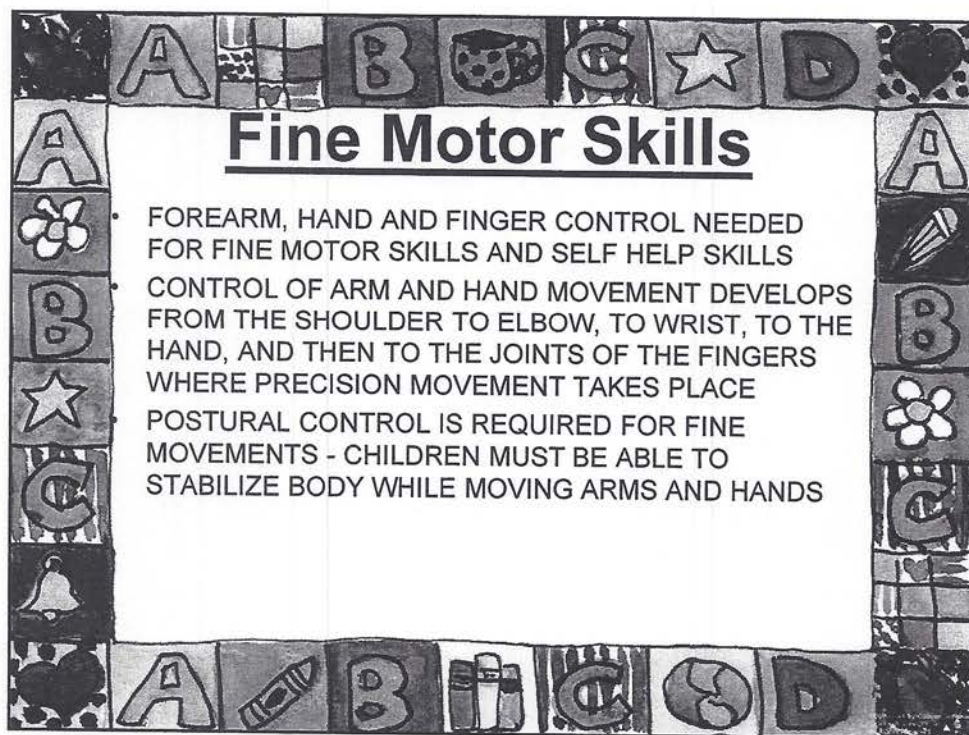


Scissor Skills

Cognitively a student must be able to engage in purposeful play and show an active interest in cutting.

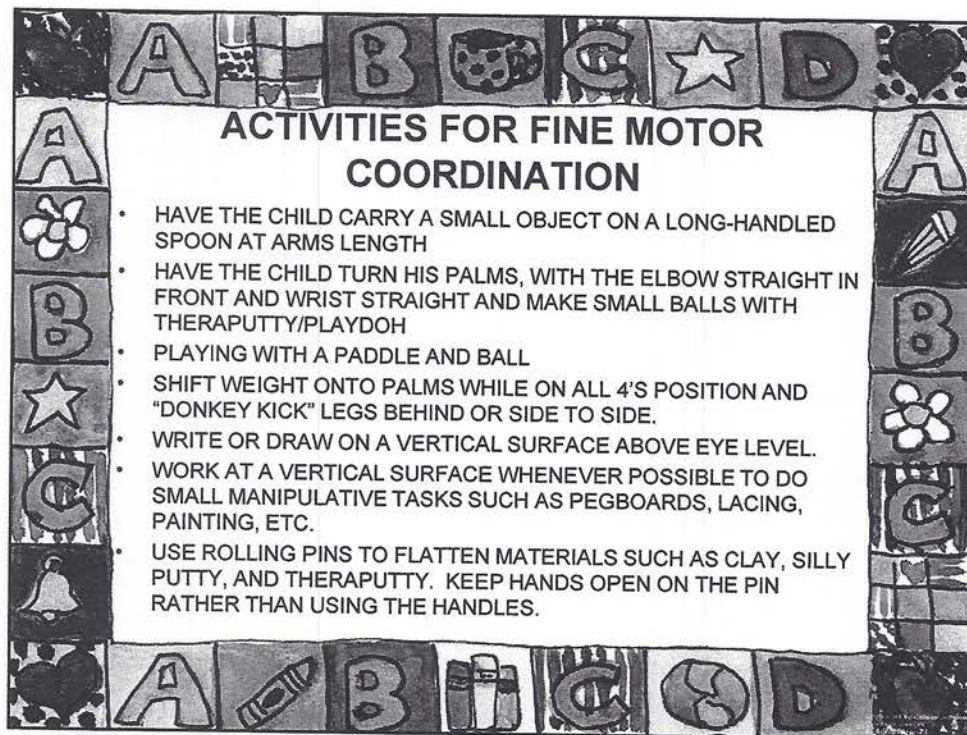
Physically a student must be able to separate the two sides of the hand, open and close hand and open and close tools like tongs

- Clothes Pin Activities
- Use of Different Types of Tongs
- Ripping paper up into small pieces
- Cutting a variety of paper types.
- Cut Across 1 inch strips
- Cut on Dark Thick Line
- Cut on Regular Line
- Try cutting on a vertical surface
- Use clipboard to hold paper



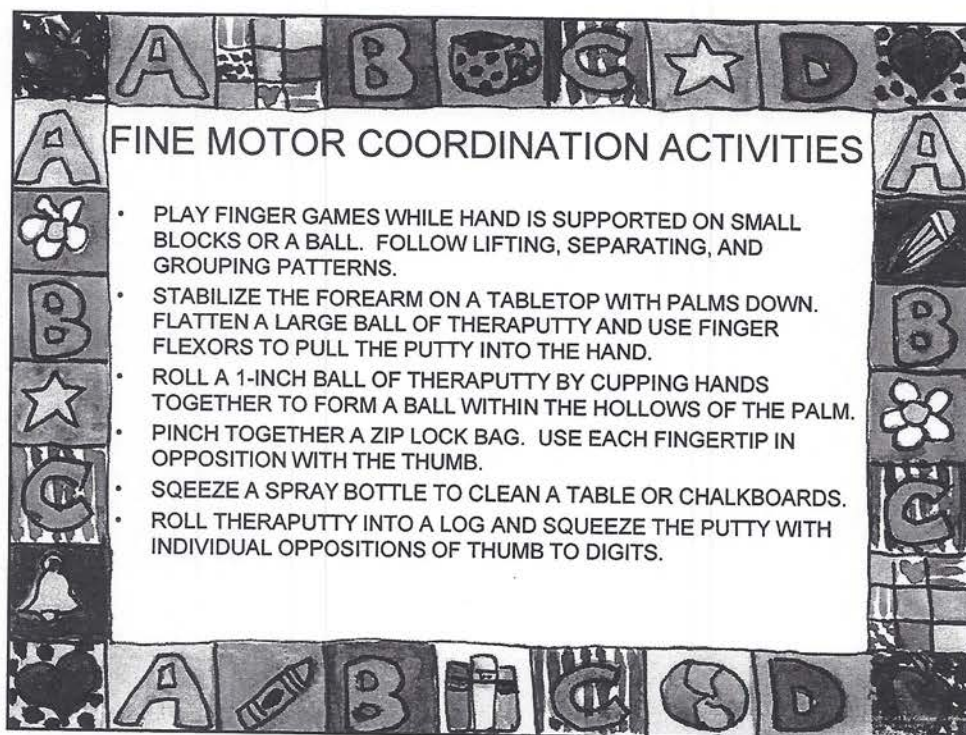
Fine Motor Skills

- FOREARM, HAND AND FINGER CONTROL NEEDED FOR FINE MOTOR SKILLS AND SELF HELP SKILLS
- CONTROL OF ARM AND HAND MOVEMENT DEVELOPS FROM THE SHOULDER TO ELBOW, TO WRIST, TO THE HAND, AND THEN TO THE JOINTS OF THE FINGERS WHERE PRECISION MOVEMENT TAKES PLACE
- POSTURAL CONTROL IS REQUIRED FOR FINE MOVEMENTS - CHILDREN MUST BE ABLE TO STABILIZE BODY WHILE MOVING ARMS AND HANDS



ACTIVITIES FOR FINE MOTOR COORDINATION

- HAVE THE CHILD CARRY A SMALL OBJECT ON A LONG-HANDLED SPOON AT ARMS LENGTH
- HAVE THE CHILD TURN HIS PALMS, WITH THE ELBOW STRAIGHT IN FRONT AND WRIST STRAIGHT AND MAKE SMALL BALLS WITH THERAPUTTY/PLAYDOH
- PLAYING WITH A PADDLE AND BALL
- SHIFT WEIGHT ONTO PALMS WHILE ON ALL 4'S POSITION AND "DONKEY KICK" LEGS BEHIND OR SIDE TO SIDE.
- WRITE OR DRAW ON A VERTICAL SURFACE ABOVE EYE LEVEL.
- WORK AT A VERTICAL SURFACE WHENEVER POSSIBLE TO DO SMALL MANIPULATIVE TASKS SUCH AS PEGBOARDS, LACING, PAINTING, ETC.
- USE ROLLING PINS TO FLATTEN MATERIALS SUCH AS CLAY, SILLY PUTTY, AND THERAPUTTY. KEEP HANDS OPEN ON THE PIN RATHER THAN USING THE HANDLES.



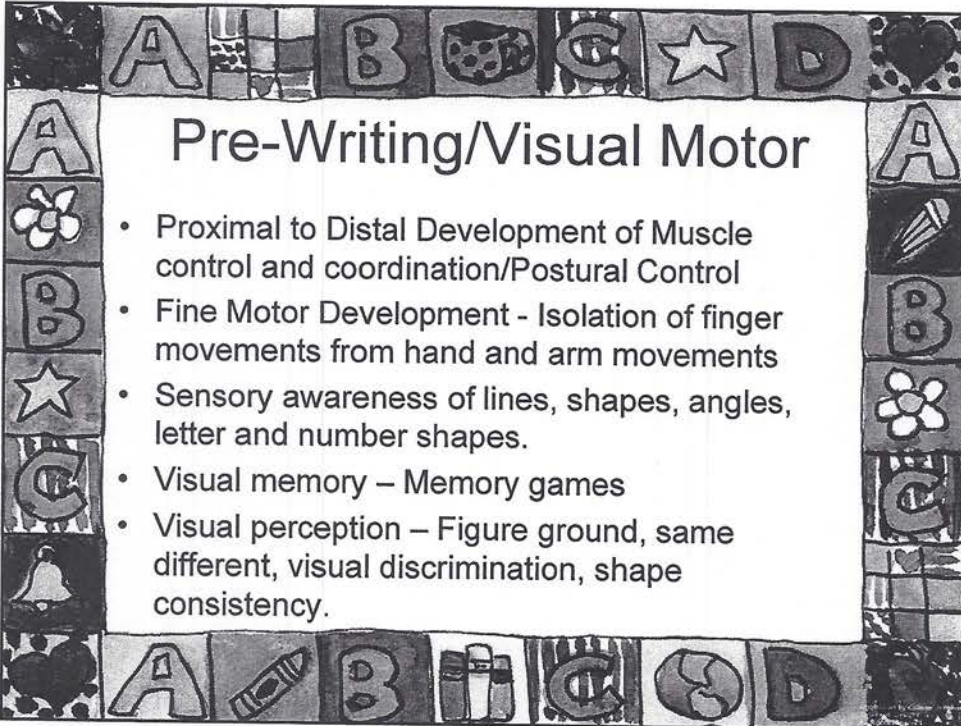
FINE MOTOR COORDINATION ACTIVITIES

- PLAY FINGER GAMES WHILE HAND IS SUPPORTED ON SMALL BLOCKS OR A BALL. FOLLOW LIFTING, SEPARATING, AND GROUPING PATTERNS.
- STABILIZE THE FOREARM ON A TABLETOP WITH PALMS DOWN. FLATTEN A LARGE BALL OF THERAPUTTY AND USE FINGER FLEXORS TO PULL THE PUTTY INTO THE HAND.
- ROLL A 1-INCH BALL OF THERAPUTTY BY CUPPING HANDS TOGETHER TO FORM A BALL WITHIN THE HOLLOW OF THE PALM.
- PINCH TOGETHER A ZIP LOCK BAG. USE EACH FINGERTIP IN OPPOSITION WITH THE THUMB.
- SQUEEZE A SPRAY BOTTLE TO CLEAN A TABLE OR CHALKBOARDS.
- ROLL THERAPUTTY INTO A LOG AND SQUEEZE THE PUTTY WITH INDIVIDUAL OPPOSITIONS OF THUMB TO DIGITS.



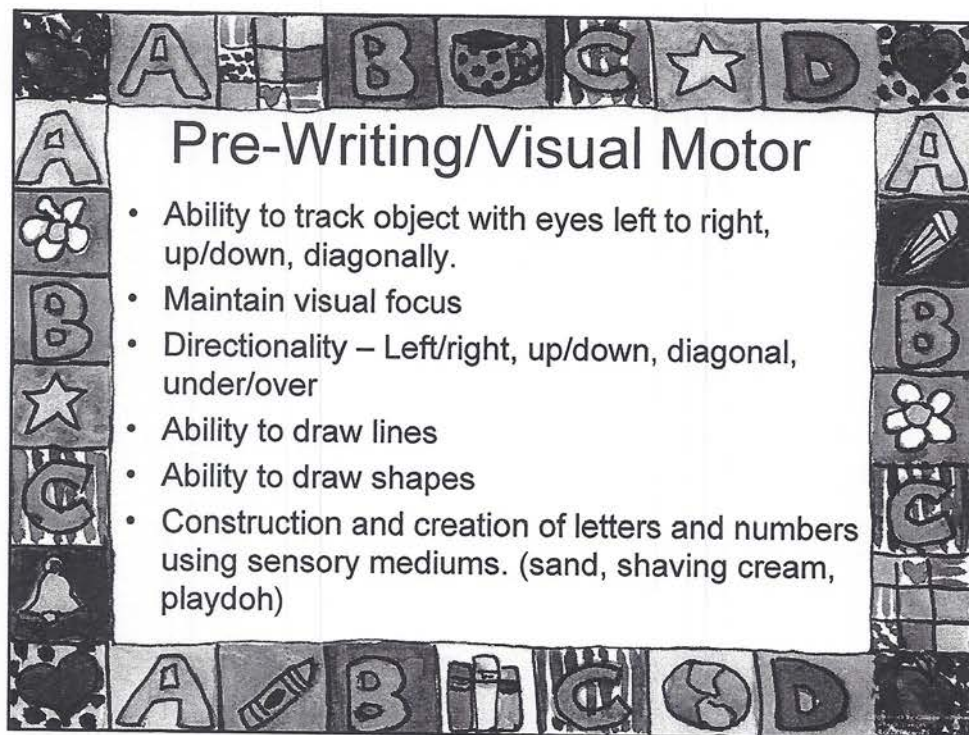
FINE MOTOR COORDINATION ACTIVITIES

- PLAY FINGER PATTERN GAMES.
- PLACE A COTTON BALL IN PALM ON ULNAR SIDE AND HOLD IN PLACE WITH RING AND LITTLE FINGER AS THE THUMB, INDEX, AND MIDDLE FINGER PICK UP OBJECTS FROM THE TABLE.
- Construction and creation of letters and numbers using sensory mediums. (sand, shaving cream, playdoh)



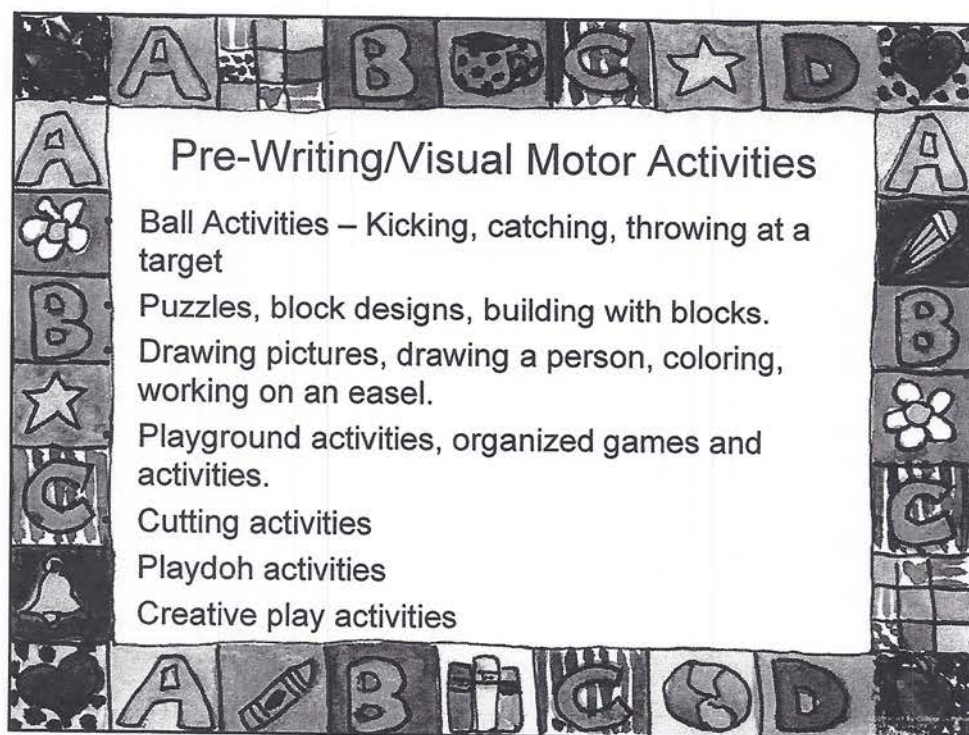
Pre-Writing/Visual Motor

- Proximal to Distal Development of Muscle control and coordination/Postural Control
- Fine Motor Development - Isolation of finger movements from hand and arm movements
- Sensory awareness of lines, shapes, angles, letter and number shapes.
- Visual memory – Memory games
- Visual perception – Figure ground, same different, visual discrimination, shape consistency.



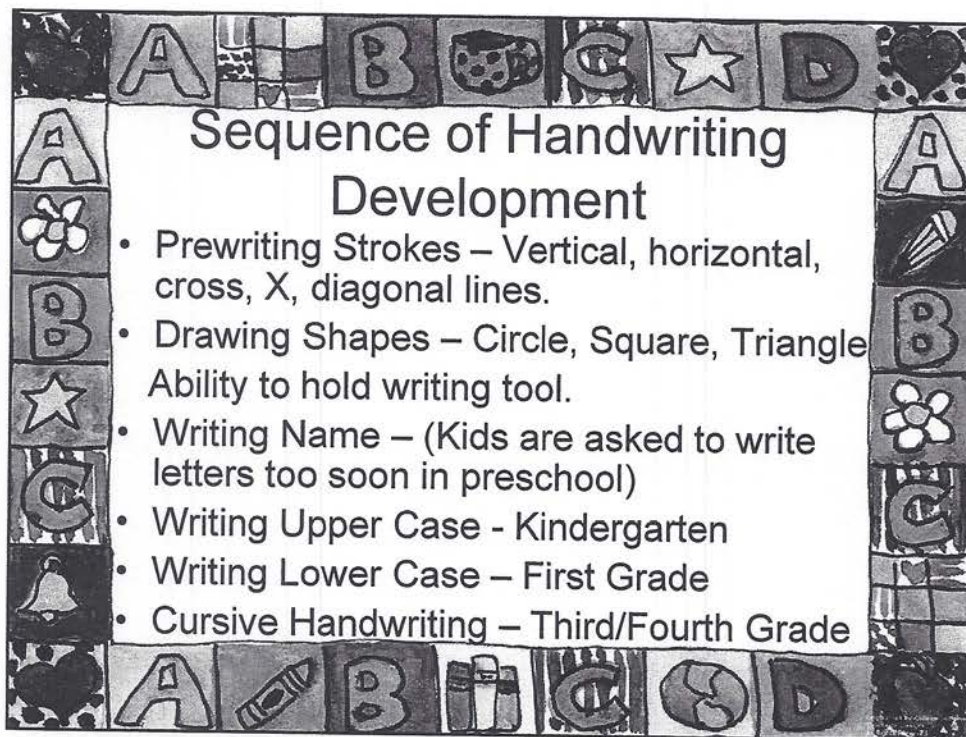
Pre-Writing/Visual Motor

- Ability to track object with eyes left to right, up/down, diagonally.
- Maintain visual focus
- Directionality – Left/right, up/down, diagonal, under/over
- Ability to draw lines
- Ability to draw shapes
- Construction and creation of letters and numbers using sensory mediums. (sand, shaving cream, playdoh)



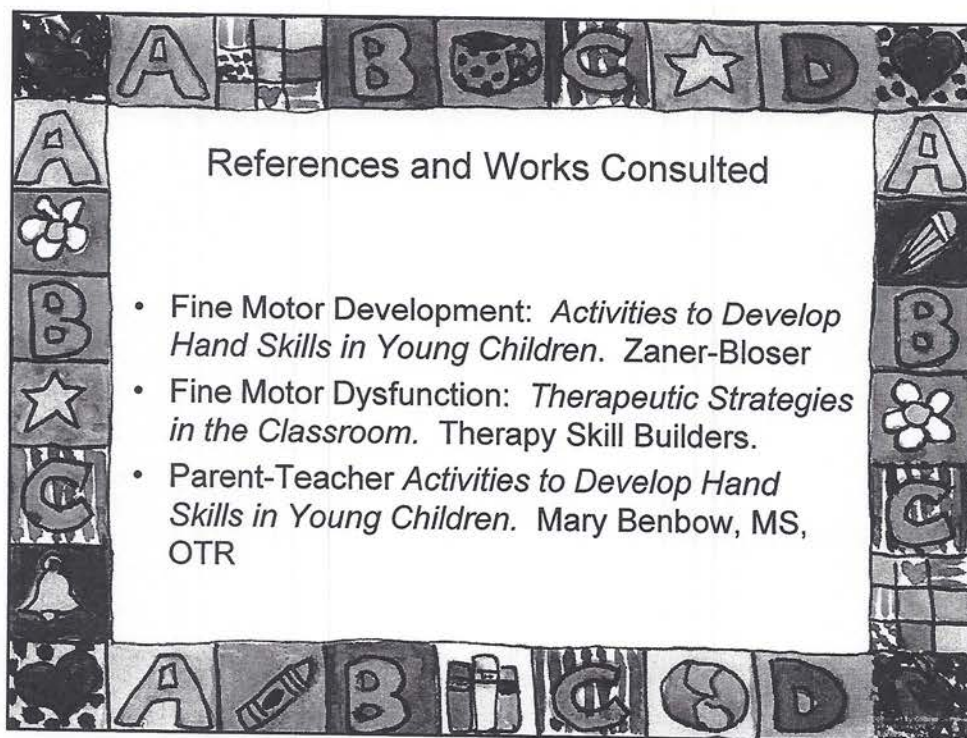
Pre-Writing/Visual Motor Activities

- Ball Activities – Kicking, catching, throwing at a target
- Puzzles, block designs, building with blocks.
- Drawing pictures, drawing a person, coloring, working on an easel.
- Playground activities, organized games and activities.
- Cutting activities
- Playdoh activities
- Creative play activities



Sequence of Handwriting Development

- Prewriting Strokes – Vertical, horizontal, cross, X, diagonal lines.
- Drawing Shapes – Circle, Square, Triangle
Ability to hold writing tool.
- Writing Name – (Kids are asked to write letters too soon in preschool)
- Writing Upper Case - Kindergarten
- Writing Lower Case – First Grade
- Cursive Handwriting – Third/Fourth Grade



References and Works Consulted

- Fine Motor Development: *Activities to Develop Hand Skills in Young Children*. Zaner-Bloser
- Fine Motor Dysfunction: *Therapeutic Strategies in the Classroom*. Therapy Skill Builders.
- Parent-Teacher *Activities to Develop Hand Skills in Young Children*. Mary Benbow, MS, OTR

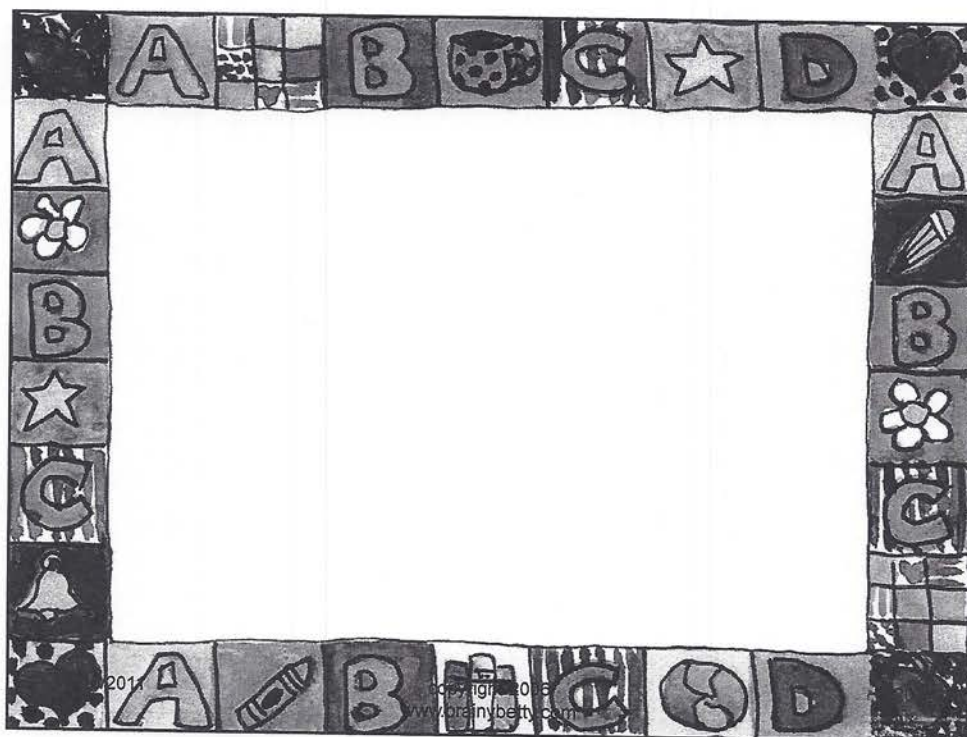


Small Group Sessions

Group 1 - Sensory Motor/Gross Motor

Group 2 - Pre/Writing and Handwriting Without Tears

Group 3 - Fine Motor Activities



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Classroom Activities Formation

- a. Glue beans, noodles, fruit loops, popcorn, glitter, sugar, colored cornmeal in shapes of letters
- b. ABC body positions
- c. Wikki stiks and pipe cleaners
- d. Double line letter models
- e. Lite brite letters or pegboards
- f. Making snakes/balls with play dough and forming letters
- g. Mystery writing (trace letter in student's hand or back while his eyes are closed and have him guess what letter it is)
- h. Sandpaper letters
- i. Tear paper in the form of a letter
- j. Cutting out letter shapes
- k. Use a jump rope to form the shape of a letter on the floor
- l. Make cereal-marshmallow treat letters in the form of letters
- m. Use silly string to form letters
- n. Use icing to form shapes of letters on sugar cookies as decoration
- o. Hook paperclips together and form letters

p. _____

q. _____

r. _____

s. _____

t. _____

Classroom Activities

Readiness

Shoulder Stability

- a. Attendance check-in
- b. Trace shapes or letters taped to windows (with paper over letter)
- c. Writing on a 4 inch 3 ring binder
- d. Chalkboard and easel activities
- e. Animal walks
- f. Wheel barrow walks
- g. Wall, table, chair, and finger pushups
- h. Drawing body outlines
- i. Use play dough while standing
- j. Laying on floor reading
- k. Propped on pillow/bean bag chair, drawing
- l. Writing/drawing with sidewalk chalk on sidewalk or on butcher paper
- m. Pressing hand prints dipped in fingerpaint in the shape of letters or to form pictures on butcher paper on the floor
- n. Wash and wipe windows or table
- o. Paint with water letters or numbers on brick walls or chalkboards
- p. _____
- q. _____
- r. _____
- s. _____

Classroom Activities Readiness

Right/Left Orientation

- a. Hokey-pokey
- b. Simon Says
- c. Twister
- d. Balloon volleyball using one hand then the other hand to bat the balloon from side to side
- e. Draw a map of the school and verbalize the directions (left, then right, then right again) to another classroom, library, office, etc.
- f. "March" as students are moving to another classroom
- g. Place a friendship bracelet or colored band on dominant hand

h. _____

i. _____

j. _____

k. _____

l. _____

m. _____

n. _____

o. _____

Classroom Activities

Readiness

Hand Strengthening

- a. Squeezing/pulling play dough
- b. Pressing cakes and cookie cutters in play dough
- c. Pressing in/pulling out beads/pennies in play dough
- d. Pop plastic packing bubbles
- e. Hanging on monkey bars
- f. Playing on swings
- g. Holding on a jump rope
- h. Playing Zoom ball with a peer
- i. Play statue – striking a pose and holding to a count of 10
- j. Make a clothes pin train (attach a clothes pin to the end of each other)
- k. Play tug-of-war with a peer or group of peers
- l. Crumpling all waste paper into a tight ball with both hands and then with only one hand before throwing it away
- m. Write name or other words in sand or play dough using fingertip
- n. Open various sized containers with pop-tops, screw lids, etc.
- o. Use hole punchers
- p. Use turkey basters in water play
- q. Use spray bottles in water play
- r. Use an old tennis ball cut like a smiley face to pick up classroom objects
- s. _____
- t. _____

Newspaper Crumple

Activity 30

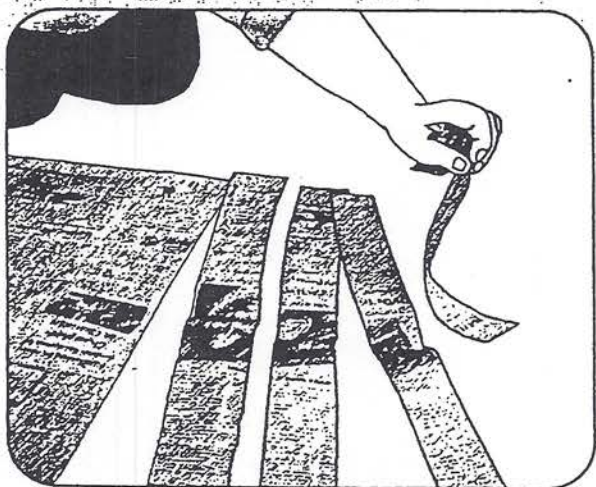
Level: Easy

Purpose:

- Arches of the hand
- Translation/in-hand manipulation

Materials:

- Newspaper or any used writing paper
- Basket



Directions:

Take a sheet of newspaper and tear it into strips about 2" wide (that's about _____ this wide).
Crumple them up into balls with one hand. Fill a basket with the balls.

Tips:

1. Increase or decrease the level of difficulty by changing the amount of shoulder stability the student is using. Less stability is needed if arms are leaning on table or legs. More stability is required when holding arms in space.

Marbles in Clay

Activity 29

Level: Easy

Purpose:

- Finger isolation
- Hand muscle development
- Sense of touch

Materials:

- Clay
- Marbles

Directions:

1. Knead the clay until soft. Form it into two large balls that are big enough to hide four marbles. You can make one and have the student make one, or two students can each make one.
2. Push the marbles into the clay so that they can't be seen. Reshape the clay back into a ball.
3. Trade balls with another player and try to dig out the marbles from the other ball of clay with your fingers. Repeat this activity twice.
4. When you're done, rub off the bits of clay that are stuck to the marbles, stick the clay pieces back together and form it into a ball.

Tips:

1. Increase or decrease the level of difficulty by changing the amount of shoulder stability the student is using. Less stability is needed if arms are leaning on table or legs. More stability is required when holding arms in space.

Disappearing Sponge Art

Activity 15

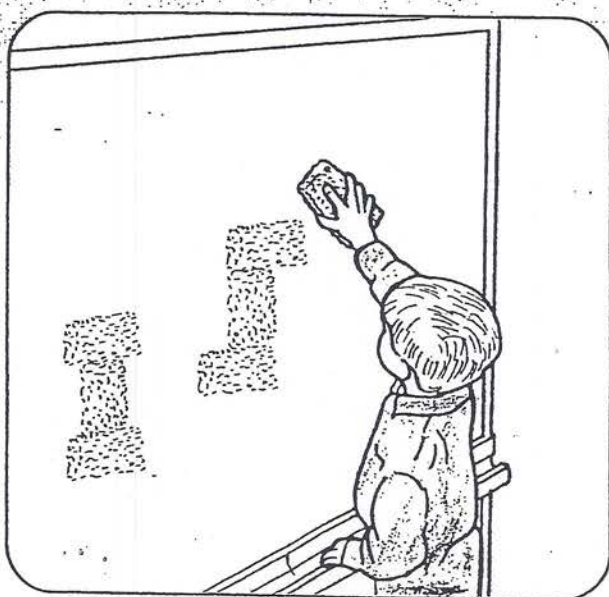
Level: Easy

Purpose:

- Sense of touch

Materials:

- Blackboard
- Sponges - different shapes, textures, densities, and thicknesses
- Bucket of water



Directions:

Have the student pick up and wring out the sponge with both hands, then press it against the blackboard to leave a print. The student can be given freedom to create designs, or you can have him copy a design you make.

Tips:

1. Thicker density sponges provide increased resistance for squeezing.
2. Letter sponges can be used for spelling.

Cutting the Dough

Activity 14

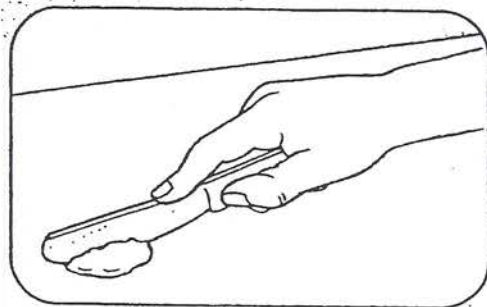
Level: Medium

Purpose:

- Arches of the hand

Materials:

- Play dough
- Plastic knives or pizza wheel



Directions:

Make play dough pancakes. Cut the pancakes with a plastic knife or pizza wheel with your pointer finger along the top of the knife (see picture).

Try to cut 10 different shapes.

Tips:

Make sure the knife is being held with a diagonal volar grasp.

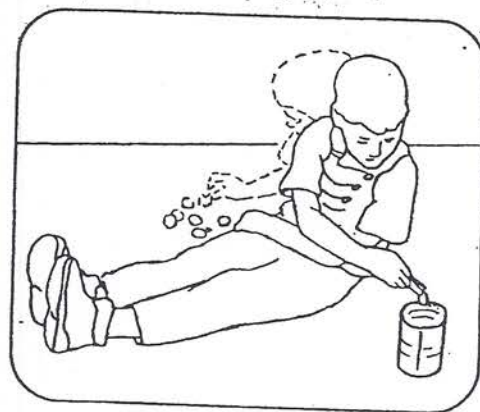
Cotton Balls & Clothespins

Activity 13

Level: Easy

Purpose:

- Separation of the two sides of the hand
- Pincer grasp
- Opposition and open web space



Materials:

- Clothespins, spring-loaded
- Cotton balls, small bits of sponge or small beanbags
- Wide mouth container

Directions:

Sitting with long legs, put containers on the floor on one side of your body and the cotton balls, sponges or bean bags on the other side. Use a clothespin to pick up a cotton ball and place it in a container on the other side of your body.

Tips:

1. Be sure the student uses thumb and first two fingers to squeeze the clothespin.
2. Make sure the student is turning the upper body without moving the lower body, not just leaning to the side, to make sure they are crossing the midline.
3. Increase or decrease difficulty by varying the placement of the containers.

Coin & Water Drops

Activity 12

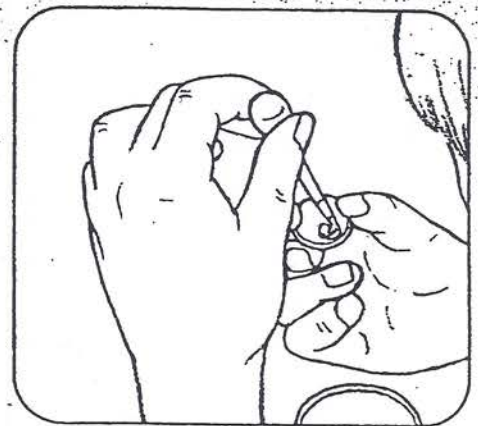
Purpose:

- Separation of the two sides of the hand
- Pincer grasp
- Arches of the hand
- Sense of touch

Level: Easy

Materials:

- Coins - quarters, nickels, or pennies
- Eye dropper
- Water
- Paper towel



Directions:

How many drops of water will a coin hold before the water runs over the edge?

1. Place a paper towel on the table.
2. Fill an eye dropper with water.
3. Hold the coin with the fingertips of your other hand.
4. Add drops of water, one at a time. Keep count of the drops until the water goes off the coin.

Tips:

1. To decrease difficulty, place coin on the table.
2. Increase or decrease the level of difficulty by changing the amount of shoulder stability the student is using. Less stability is needed if arms are leaning on table or legs. More stability is required when holding arms in space.
3. To increase development of the skilled side of the hand, make sure the last two fingers are curled into the palm. If not, have the student hold a pom pom with the last two fingers.

Buttons in the Bank

Activity 7

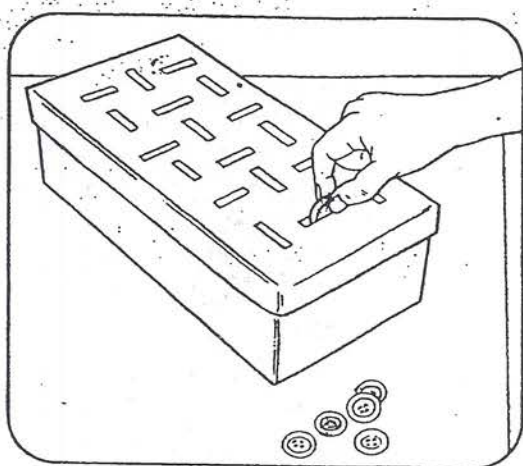
Level: Easy

Purpose:

- Pincer grasp
- Opposition and open web space
- Wrist rotation (if slits in lid alternate vertical and horizontal orientation)

Materials:

- Buttons
- Shoebox, with vertical and horizontal slits slightly larger than button cut into the lid.



Directions:

Push a button through the slit in the cardboard, holding the button with thumb and tip of first finger, as if you were putting the button in a bank. See how many you can push through in two minutes. Try it again, and see if you can get more through.

Tips:

1. To increase development of the skilled side of the hand, make sure the last two fingers are curled into the palm. If not, have the student hold a pom pom with the last two fingers.
2. Increase or decrease the level of difficulty by changing the amount of shoulder stability the student is using. Less stability is needed if arms are leaning on table or legs. More stability is required when holding arms in space.
3. Increase difficulty with smaller buttons.
4. Stand shoebox on end for wrist extension.
5. Using larger buttons with tight holes will encourage shift.

Beans & Tweezers

Activity 5

Purpose:

- Separation of the two sides of the hand

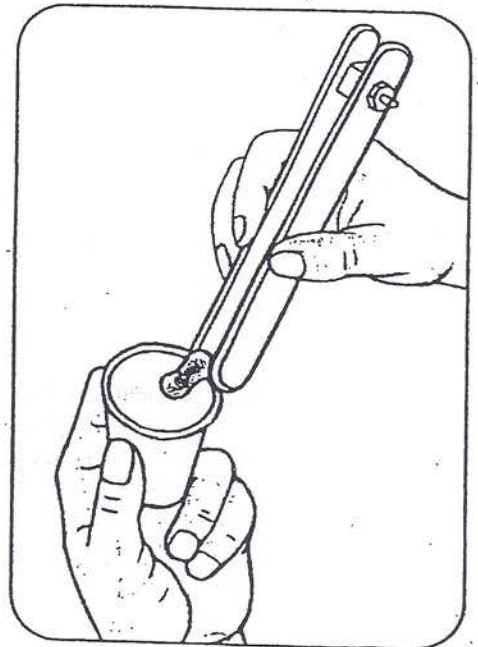
Level: Medium

Materials:

- Beans - 20 to 25 dried kidney beans
- Tweezers or toaster tongs
- Small plastic cups
- Clock, timer (optional)

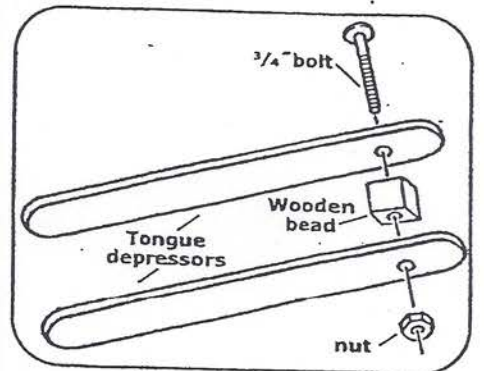
Directions:

The tweezers are held with the thumb and first two fingers of one hand. Hold the cup with the thumb, index and middle fingers of the other hand. From a pile of beans, pick up one bean at a time with the tweezers, and drop it into the cup.



Tips:

1. Increase difficulty by seeing how many beans you can get in the cup in 5 minutes!
2. Increase difficulty by using smaller tweezers and smaller beans.



To Make Tweezers:

Drill a small hole 1" down and centered in two tongue depressors. Place a 1/2" wooden bead between the two depressors. Use a nut and 3/4" bolt to attach.

Bean Bags & Clothespins

Activity 4

Level: Medium

Purpose:

- Separation of the two sides of the hand
- Hand muscle development

Materials:

- Bean bags
- Spring loaded clothespins (one per student)

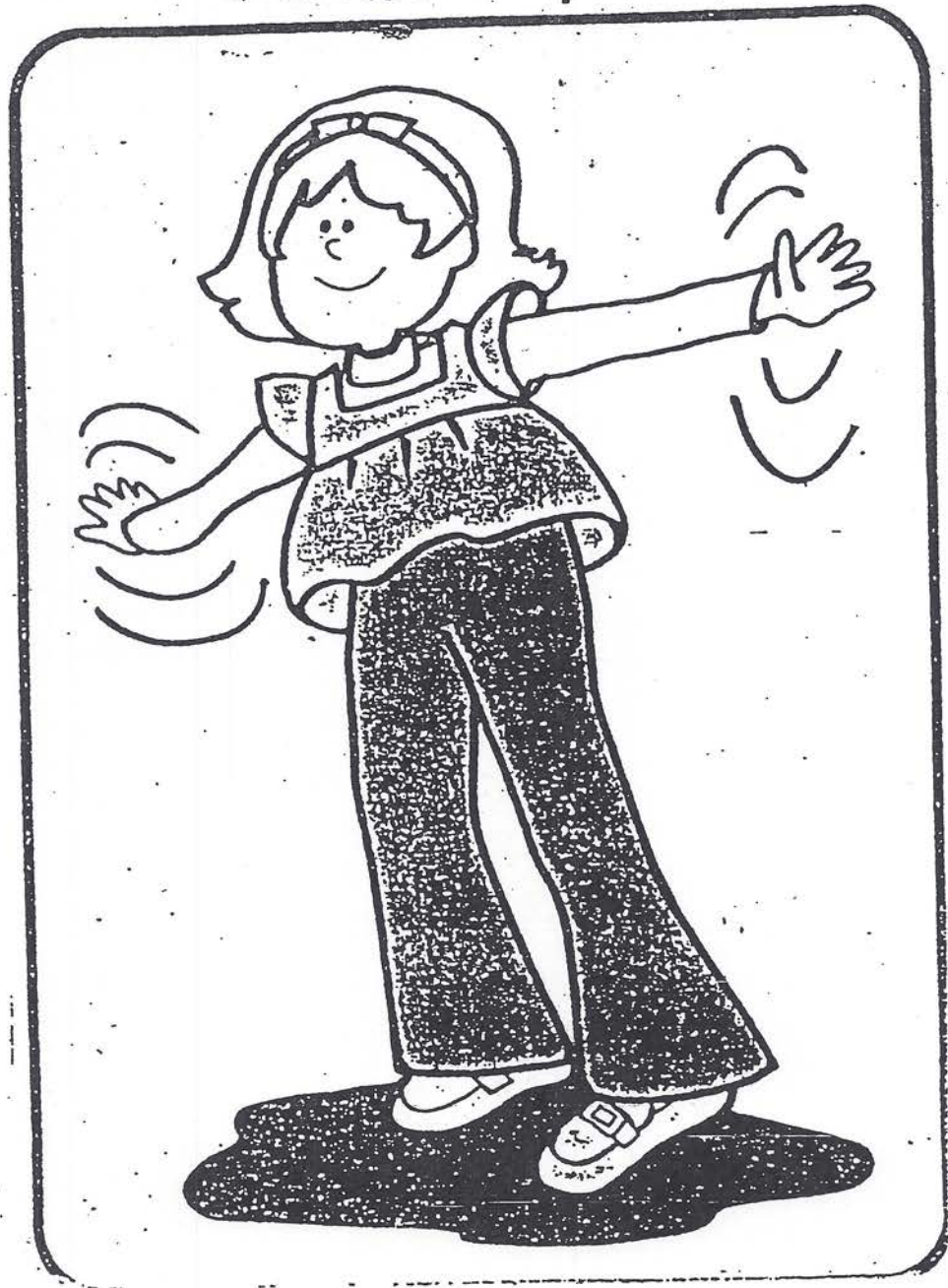
Directions:

Sit in a circle or have two people facing each other. Hold clothespin using the thumb, index and middle fingers, with last two curled under. The first student picks up a bean bag with the clothespin and passes it to the next person, who takes it with his clothespin. Pass it around the circle using the clothespins only. The last person puts it in a bucket. Fill a bucket with the bean bags. Try to keep the beanbags from touching the floor as they pass between partners!

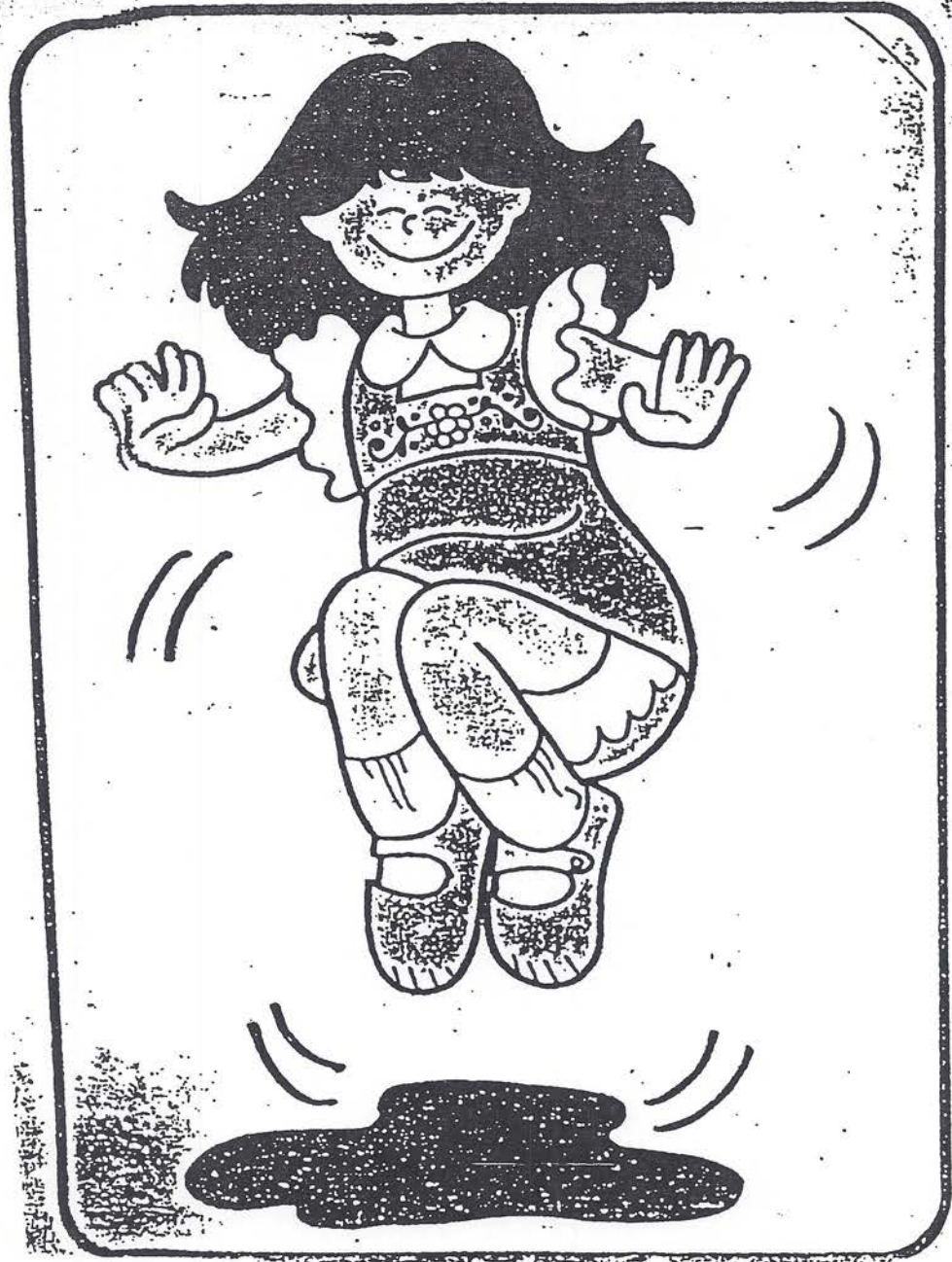
Tips:

1. To increase development of the skilled side of the hand, make sure the last two fingers are curled into the palm. If not, have the student hold a pom pom in his hand with the last two fingers.
2. Increase or decrease the level of difficulty by changing the amount of shoulder stability the student is using. Less stability is needed if arms are leaning on table or legs. More stability is required when holding arms in space.
3. Increase difficulty by using heavier or larger bean bags.
4. If you are successful, try this: using clothespins, pick up a bean bag with each hand and try to exchange them with your partner, who also has two clothespins.

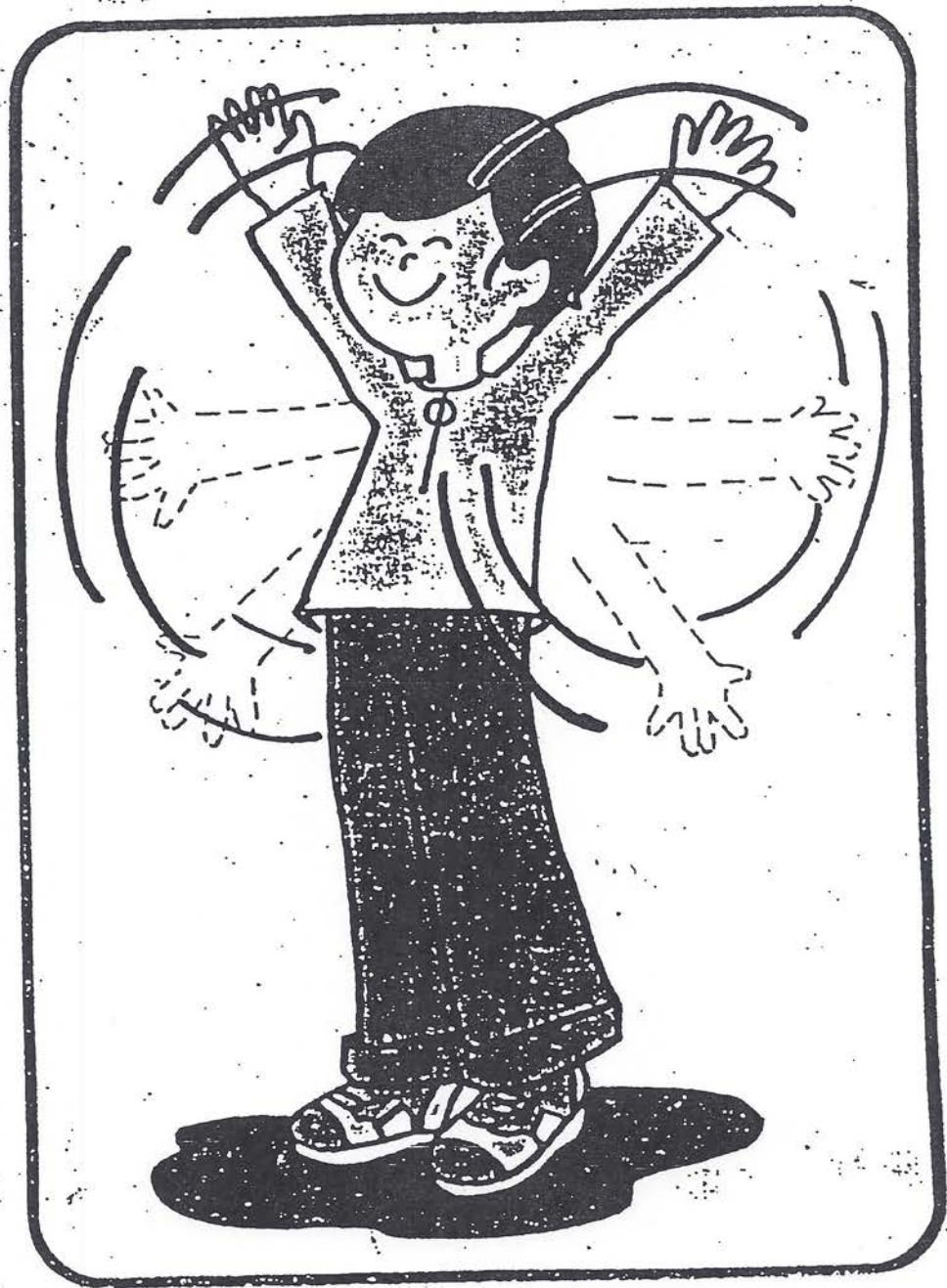
Arm circles



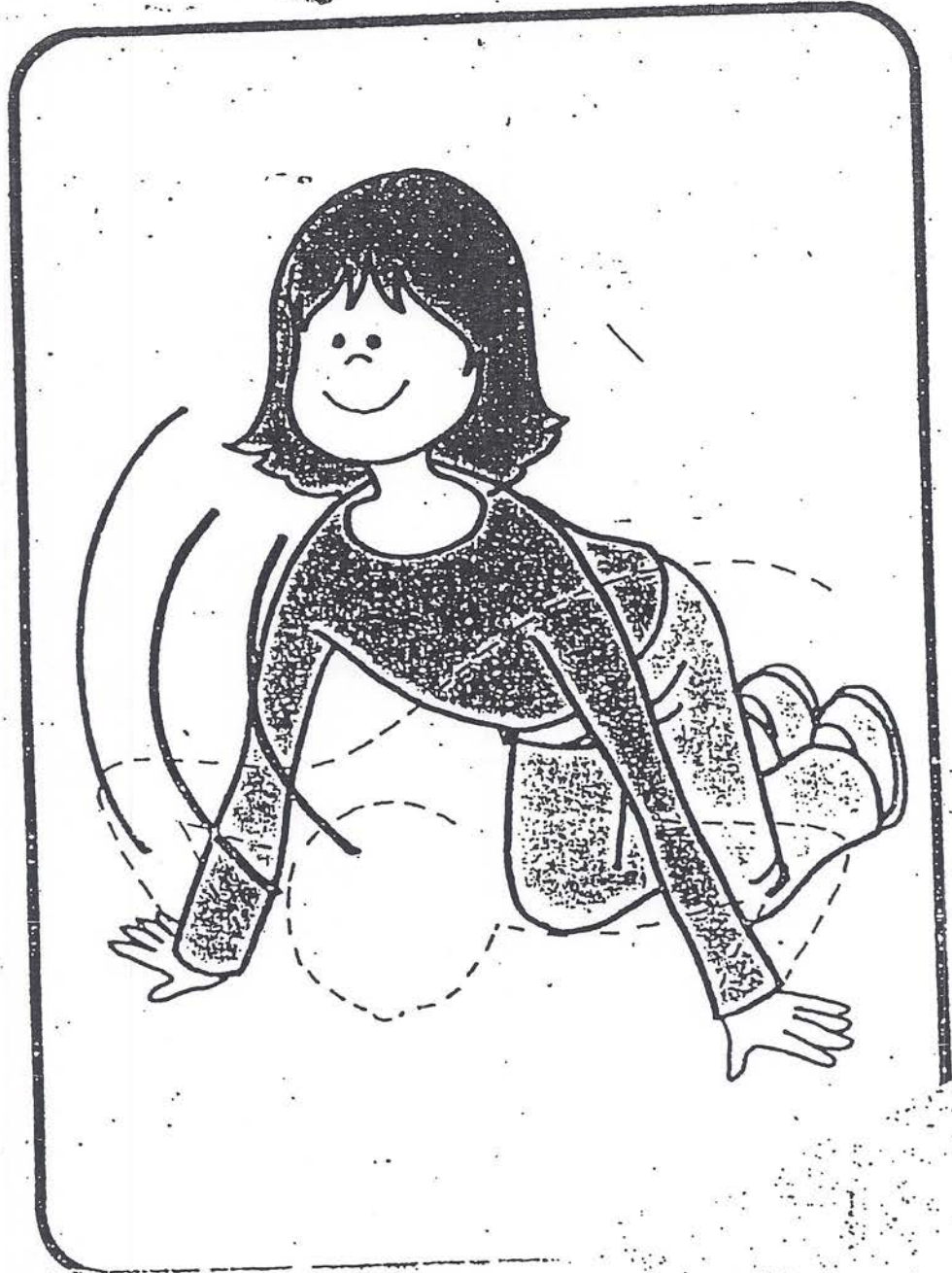
In-place jump



Windmills



Modified push-ups



Jumping jacks



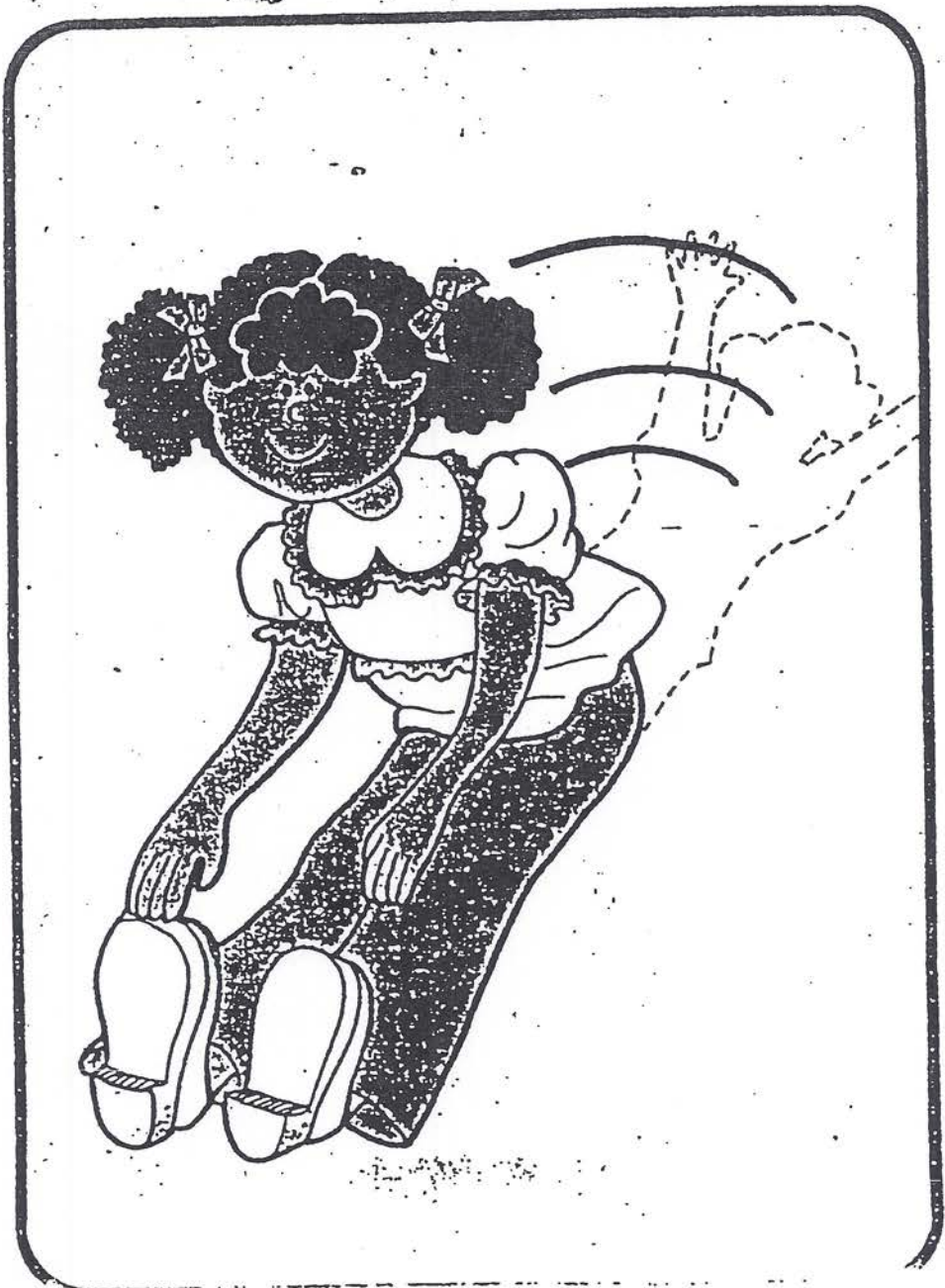
Knee bends



Bicycles



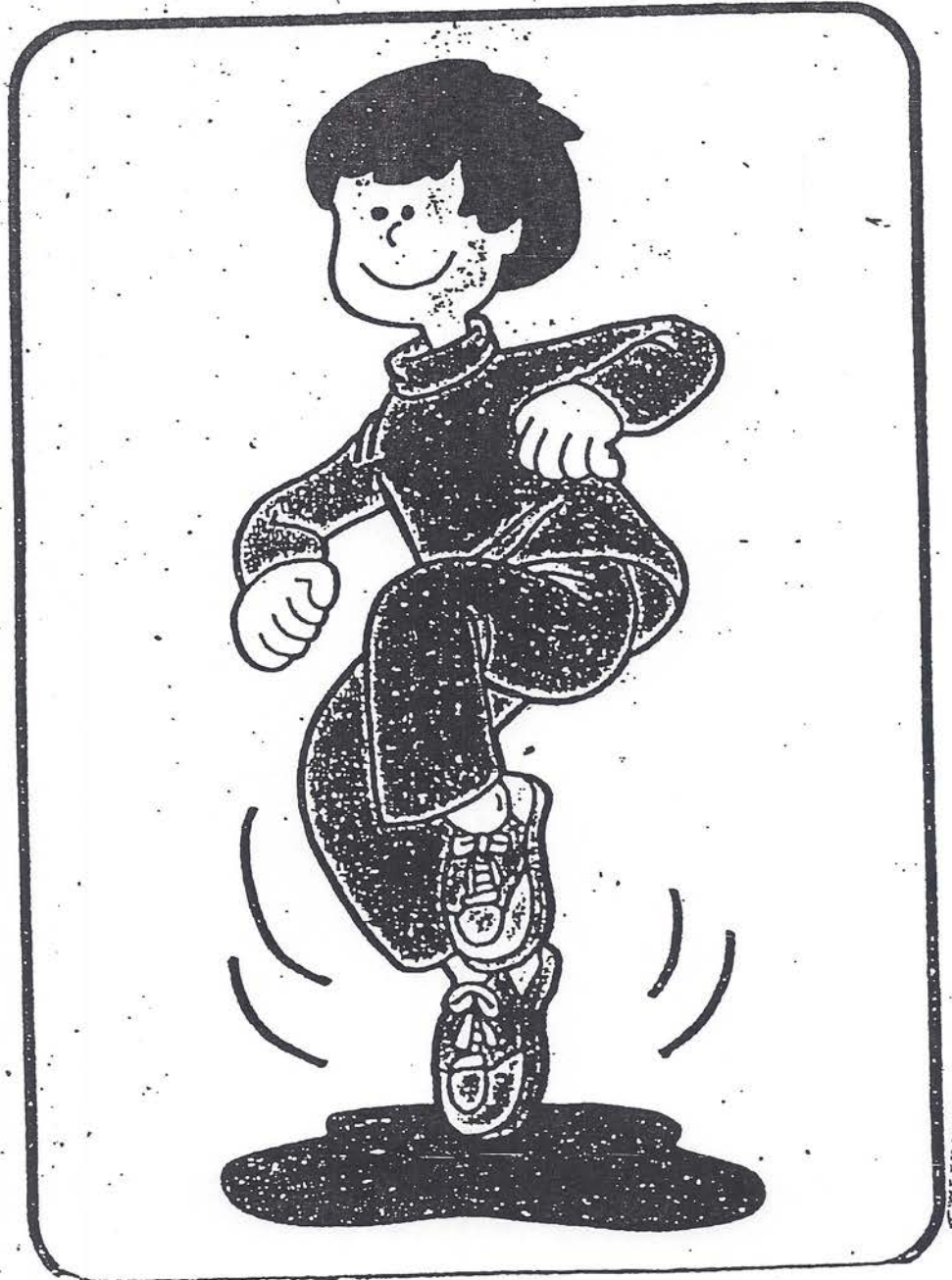
Sit-ups



Body wiggle



In-place run



Indian sit-stands



Body rolls



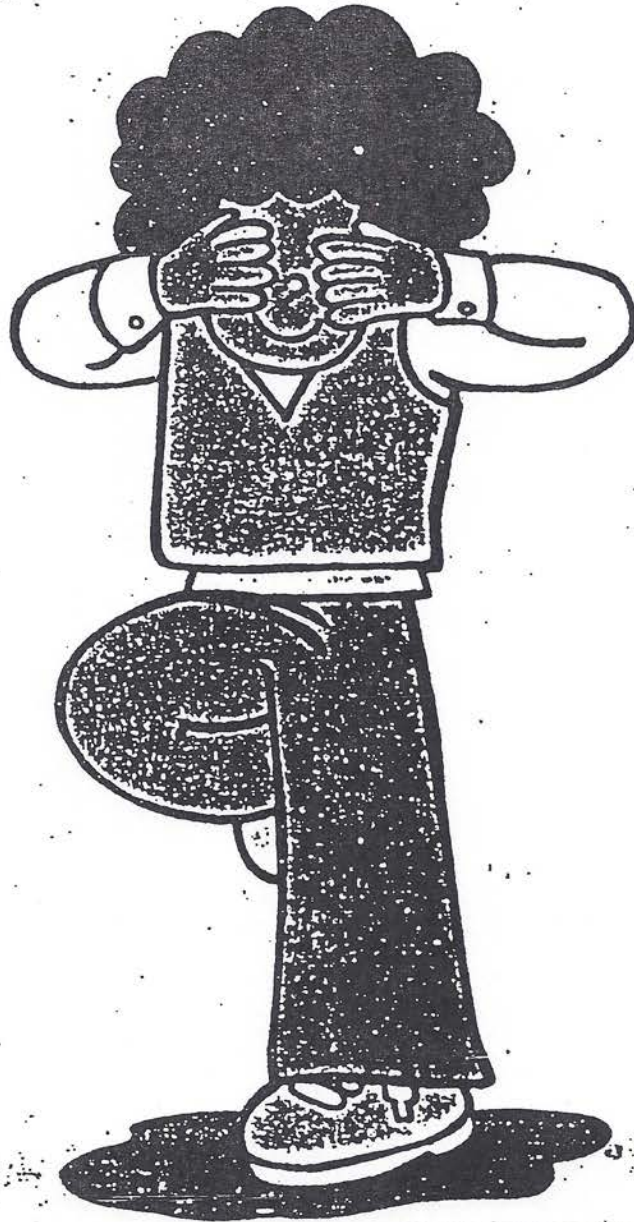
Head circles



One foot hop



One foot balance



Seat twirls



Thera-Putty Exercises



Repeat these exercises _____ times for _____ times a day.

These exercises will strengthen the muscles of your fingers, hand and forearm.

Finger Hook

Make a hook with your fingers as you press into the putty.



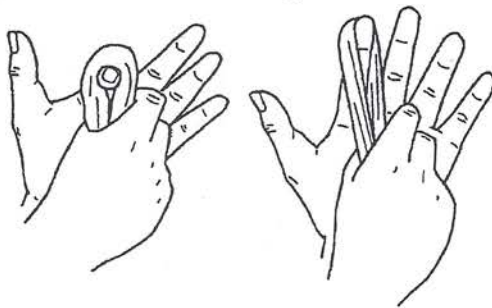
Full Grip

Squeeze your fingers into the putty like your are making a fist.



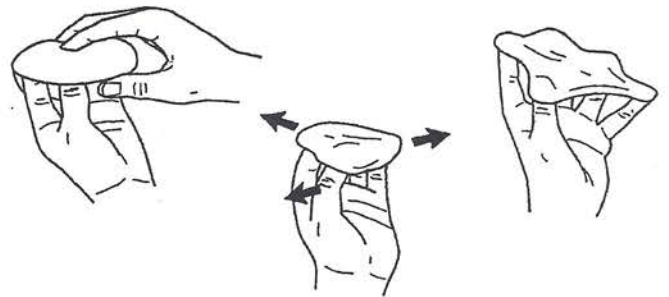
Finger Extension

Loop the putty over the end of the finger while it is bent. Try to straighten your finger.



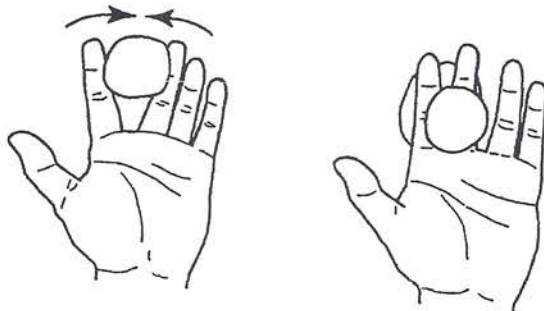
Finger Spread

Spread the putty like a pancake over your fingers and thumb. Try to spread them apart.



Finger Scissor

Place a 1 inch thick piece of putty between each pair of fingers and squeeze together.



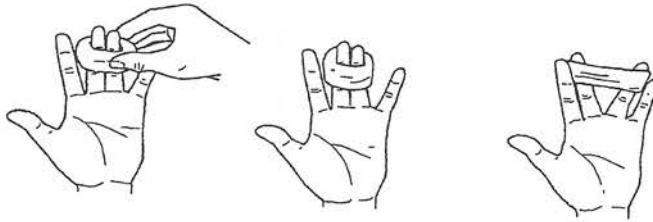
Finger Pinch

Pinch the putty between each finger and the thumb.



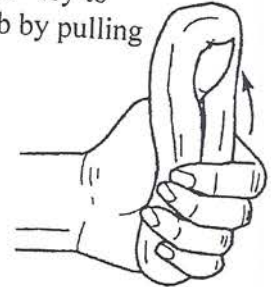
Scissor Spread

Place putty around two fingers at at time and try to spread them apart.



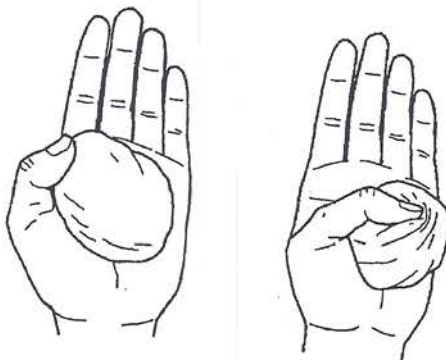
Thumb Extension

Loop the putty at the end of your thumb while it is bent. Try to straighten your thumb by pulling it upward.



Thumb Press

Push your thumb into the putty as you move the thumb toward your small finger.



Thumb Adduction

Press the putty with your thumb against the side of your index finger. Keep your fingers and thumb straight.



Thumb Pinch Strengthening

Squeeze the putty between your thumb and side of the index finger.



Three Jaw Chuck Pinch

Pull the putty using your thumb, index and middle finger.



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