

TRANSFER: THREE-FINGER GRASP

8. SPOONING

Materials:

- Double bowl dog dish or two medium-sized plastic bowls
- Six to nine lima beans in the bowl on the left
- One short-handled teaspoon placed in the front center of the tray
- One tray

Presentation:

1. Carry the activity with two hands to the table.
2. Place the activity in the center of the table with the bean bowl on the left.
3. Invite the child to sit on your left if appropriate. Sometimes clarity and focus is better achieved with a 'body molding' approach: the adult places her chest to the child's back with the adult's arms coming around the outside of the child's arms to guide the child in the activity.
4. Say, "This is a spoon. I will show you how to use a spoon."
5. Grasp the spoon with the thumb, index, and middle fingers of the dominant hand, positioning the spoon properly. Emphasize the grip.
6. Dip the spoon into the plastic bowl on the left containing the six to nine lima beans.
7. Fill the spoon with the lima beans.
8. Raise the spoon above the center of the plastic bowl.
9. Pause to allow any loose lima beans to fall back into the plastic bowl.
10. Move the spoon over to the center of the right plastic bowl.
11. Lower the spoon so that it is comfortably close to the bottom of the plastic bowl.
12. Turn the spoon over, emptying the lima beans into the plastic bowl.

13. Turn the spoon back to its upright position.
14. Raise the spoon over the center of the bowl.
15. Move the spoon over to the center of the left plastic bowl.
16. Continue the above transfer procedure with the remaining lima beans.
17. Look into the left bowl to see that it is empty of lima beans.
18. Transfer the lima beans back to the original plastic bowl to the left using the same procedure.
19. Place the spoon in its original position on the tray.
20. Look at the tray and the surrounding work surface for spilled lima beans.
21. Pick up any large beans with the thumb, index, and middle fingers of the dominant hand, and place them into the left plastic bowl.
22. Return the tray to the shelf.

Language:

1. Spoon, teaspoon, handle, bowl, lima beans, tray, color of spoon, lima beans, bowl.
2. "This is a spoon. I will show you how to use a spoon."
3. Grasp, dip, fill, raise, pause, lower, turn over, full, empty, drop, sounds.
4. Discussion of the color and feel of the spoon; the process of spooning; the shape, color and feel of the beans.

Control of Error:

1. Dropped lima beans.

Direct Aim:

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of eye-hand coordination.
4. Development of the fine motor muscles.

Indirect Aim:

1. Development of the ability to use a spoon.

Variations:

1. Containers: vary the bowls, and later have one larger bowl and two smaller bowls.
2. Materials: use beans, rice, corn, gradually introducing smaller and smaller beans, and gradually increasing the quantity of beans in the bowl.
3. Tools: vary the spoon sizes and shapes.

Drawing:

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9. STRAWBERRY HULLER

Materials:

- Double bowl dog dish (more stable) or two plastic bowls (an increase in degree of difficulty)
- Three large pom-poms
- Strawberry huller
- One tray

Presentation:

1. Carry the activity with two hands to the table.
2. Place the activity in the center of the table with the full bowl on the left.
3. Invite the child to sit on your left if appropriate. Sometimes clarity and focus is better achieved with a 'body molding' approach: the adult places her chest to the child's back with the adult's arms coming around the outside of the child's arms to guide the child in the activity.
4. Say, "This is a strawberry huller. I will show you how to use the strawberry huller."
5. Grasp the strawberry huller with the thumb, index, and middle fingers of the dominant hand and raise it.
6. Hold the huller in front of the child and open and close the huller.
7. Lower the strawberry huller into the plastic bowl with pom-poms on the left.
8. Squeeze the huller securing one pom-pom in the huller.
9. Lift the huller above the left bowl.
10. Move the huller to the center of the right bowl.
11. Lower the strawberry huller so that it is comfortably close to the bottom of the bowl.
12. Release the squeeze on the huller to release the pom-pom.

13. Raise the huller over the center of the bowl.
14. Continue the above transfer procedure with the remaining two pom-poms.
15. Look into the left plastic bowl to see that it is empty of pom-poms.
16. Transfer the pom-poms back to the original plastic bowl on the left using the same procedure.
17. Look at the tray and surrounding work surface for dropped pom-poms.
18. Place the huller in its original position on the tray.
19. Return the tray to the shelf.

Language:

1. Strawberry huller, pom-pom, bowl, tray, color of huller, bowl and pom-poms.
2. "This is a strawberry huller. I will show you how to use a strawberry huller."
3. Transfer, grasp, open, close, lower, squeeze, lift, release, full, empty, drop.
4. Discussion of the shape, color and feel of the strawberry huller; the purpose of the strawberry huller; the shape, color and texture of the pom-poms; the squeeze and release action of the huller.

Control of Error:

1. Pom-poms not in the plastic bowls.

Points of Interest:

1. The color of the pom-poms.
2. The size of the pom-poms.

Direct Aim:

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of eye-hand coordination.
4. Development of the fine motor muscles.

Indirect Aim:

1. Development of the ability to use a strawberry huller.
2. Development of the pincer grasp.

Variations:

1. Containers: second container has compartments as found in an egg dish.
2. Materials: different sizes of pom-poms, and different colors of pom-poms.
3. Tools: different kinds of hullers.

Drawing:

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10. CLOTHESPINS

Materials:

- Three clothespins
- One plastic bowl with three clothespins
- One tray

Presentation:

1. Carry the activity with two hands to the table.
2. Place the activity in the center of the table.
3. Invite the child to sit on your left if appropriate. Sometimes clarity and focus is better achieved with a 'body molding' approach: the adult places her chest to the child's back with the adult's arms coming around the outside of the child's arms to guide the child in the activity.
4. Say, "This is a clothespin. I will show you how to use a clothespin."
5. Take a clothespin from the container, grasping the handle with the thumb, index, and middle fingers of the dominant hand and raise it.
6. Squeeze the thumb, index, and middle fingers together so that the handle tips touch and the claw end opens.
7. Release the pressure on the handle to close the claw ends.
8. Repeat the squeeze and release action.
9. Move the clothespin to the edge of the container.
10. Squeeze the clothespin handle to open the claw end.
11. Clip the claw end to the edge of the container.
12. Release the grasp of the clothespin.
13. Continue the above procedure with the remaining two clothespins.
14. Look into the bowl to see that it is empty.
15. Remove the clothespins using the same procedure.

16. Take a clothespin attached to the container, grasping the handle.
17. Squeeze the handle to open the claw end and lift the clothespin.
18. Release the pressure on the handle to close the claw end.
19. Lower the clothespin so that it is comfortably close to the bottom of the container.
20. Release the grasp on the clothespin.
21. Continue the above procedure, removing the remaining two clothespins.
22. Return the tray to the shelf.

Language:

1. Clothespin, handle, claw end, bowl, tray, color of clothespins and bowl.
2. "This is a clothespin. I will show you how to use a clothespin."
3. Grasp, squeeze, release, remove, lower, edge, sounds.
4. Discussion of the shape, color and feel of the clothespins; the purpose of clothespins; the squeeze and release action of clipping the clothespins.

Control of Error:

1. Clothespins back in the container.

Points of Interest:

1. Closing the fingers and thumb opens the clothespins.
2. Releasing the fingers and thumb closes the clothespins.

Direct Aim:

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of eye-hand coordination.
4. Development of the fine motor muscles.

Indirect Aim:

1. Development of the ability to use clothespins.
2. Development of the pincer grasp.

Variations:

1. Containers: one large container, three very small containers
one large container, divided small container
one container with clothespins
one container with small pieces of fabric
2. Tools: different color clothespins
wood clothespins
different size clothespins

Drawing: