



Parent/Teacher Activity Guide

By Christine Calabrese

1st Edition

Preface

Dear Parents and Teachers,

This guide is packed with ideas for lessons aligned with your *Little Pencil* book. Feel free to use these suggestions as you wish.

Pencil grip lessons can be found on page 16 after the read aloud. If you choose, you can simply revisit this guide and introduce lessons in reverse.

You will find my teaching phrases delineated by bullet points and/or italics. This is not a script, only preferred wording. Be sure to note my use of language when speaking with children. I have found that sometimes our “*grownup talk*” does not make any sense to children.

Whether you are a homeschooler, classroom teacher or a parent using this guide, it is my sincere hope that you find tips here which will add to your compendium of pedagogical knowledge.

Teaching little ones is a very noble and admirable job!

Many blessings as you hone your skills and become your very best for your little forever friends.

Yours,

Christine Calabrese

PS

You'll need pencils for the Read Aloud.

We use the unbreakable Big Dipper Jumbo Pencils or the Ticonderoga Beginner Pencils in school.

http://www.officesupplyinc.com/dipper-jumbo-pencils-dozen-p-253787.html?utm_campaign=google-product-search-us-en&utm_medium=product_search&utm_source=google-product-search-us-en&gclid=CjwKCAjwj8bPBRBiEiwASlFLFammwHDK9r-LBKW41BKUaV75dv5eyUno

Or

https://www.amazon.com/Ticonderoga-Beginner-Pre-Sharpener-33309/dp/B010DS1HJ6/ref=sr_1_5_a_it?ie=UTF8&qid=1509025498&sr=8-5&keywords=ticonderoga+my+first+pencil

Table of contents

Chapter 1 - Rhyme.....	Page 4
Chapter 2 - Vocabulary Enrichment.....	Page 7
Chapter 3 - Grammar Onomatopoeia & Alliteration.....	Page 11
Chapter 4 - Picture Walk.....	Page 13
Chapter 5 - Read Aloud.....	Page 16
-Teaching the Pencil Grip..	23
-Craft Project-Little Pencil -Resources for Struggling Children.....	Page 25
-Consequences of Poor Pencil Grip.....	Page 25
<i>The Gratitude Attitude.....</i>	<i>Page 25</i>

Rhyme

Warm-Up - Sing Where is Thumbkin -

<https://www.youtube.com/watch?v=Sc50cVaU4Ts>

Rhyming

Rhyming is one of the necessary language skills in phonological awareness; it is an important component of reading readiness. Memorizing nursery rhymes and songs helps children become familiar with sounds and nuances of written expression. Rhyming, the movement and bounce of language, draws on a child's natural linguistic curiosity and playfulness. Children in the early childhood years, delight in the twists and turns of silly poems. Poetry memorization is, therefore, a wonderful way to instill new vocabulary into little minds.

“A 1902 handbook called “The Teaching of English” noted that reciting poetry stocked ‘the mind with the priceless treasure of the noblest thoughts and feelings that have been uttered by the race.’”**

“Robson puts the point succinctly: ‘If we do not learn by heart, the heart does not feel the rhythms of poetry as echoes or variations of its own insistent beat.’”*

There is much evidence to support the memorization of poetry in early childhood and beyond. Below, I have noted some interesting articles for your further study.

Ideas for Activities and Discussion

Show the children the cover of the book.

We are going to read this book but first we have to learn a little bit about what's inside.

Little Pencil Finds His Forever Friends is a rhyming book. Does anyone know what a rhyme is?

Rhymes are the way the words in our songs bounce along. Some people can even guess what word comes next in a rhyme!

We love to sing songs and we love to listen to poems in our class.

Rhyming words are words that sound the same like:

fat, cat, sat, rat; *Who can add a word?*

hen, pen, ten, men; *Who can add a word?*

big, pig, rig, wig; *Who can add a word?"*

pin, win, fin, bin; *What would come next?*

top, mop, pop, hop; *Can anyone think of a word that sounds the same?*

bug, mug, hug, rug. *Can anyone think of a word that has the same sound?*

Play a game with the children to see if they can add a rhyming word.

If the children can read, you might like to write some rhyming words on the board and ask them to spot the common letter patterns. Circle the ending sounds (word families) and have some children do the same.

Let's sing a rhyming song.

If you do not have a collection of songs and nursery rhymes see the list below.*

To enable children to feel rhymes, try using percussion instruments to tap out a rhyme. Lightly tap the beat, when the rhyming word is spoken stop or use a louder beat.

- * Little Miss Muffet
- * Pat-a-cake, Pat-a-cake, Baker's Man"
- * Baa, Baa, Black Sheep
- * Hickory, Dickory Dock"
- * Ladybug, Ladybug
- * Itsy, Bitsy Spider
- * Mary, Mary, Quite Contrary
- * This Is the House That Jack Built

Great Children's CD's

Sing Along Songs for Kids

https://www.amazon.com/gp/product/B000NVL9ME/ref=oh_aui_detailpage_007_s00?ie=UTF8&psc=1

Six Little Ducks

https://www.amazon.com/gp/product/B000009NFY/ref=oh_aui_detailpage_007_s00?ie=UTF8&psc=1

Toddler Favorites

https://www.amazon.com/gp/product/B0000063EY/ref=oh_aui_detailpage_007_s00?ie=UTF8&psc=1

Songs Kids Really Love to Sing

https://www.amazon.com/gp/product/B005CAAT7C/ref=oh_aui_detailpage_007_s00?ie=UTF8&psc=1

To read more about the benefits of poetry memorization

*<https://www.newyorker.com/books/page-turner/why-we-should-memorize>

**<https://www.nytimes.com/2017/08/26/opinion/sunday/memorize-poems-poetry-education.html>

<http://scholar-base.com/5-benefits-of-poetry-recitation-in-a-childs-literacy-development/>

<http://www.giftedguru.com/ten-reasons-you-should-memorize-poetry/>

Andrew Pudewa, author of the Institute For Excellence In Writing (IEW) has offered this list of poems for memorization:

http://iew.com/sites/default/files/page/fileattachment/LDP-SE_Poetry_Student_Book_Level-1.pdf

Vocabulary

Warm-Up - Sing Where is Thumbkin -

<https://www.youtube.com/watch?v=vTUvCj5FmyE>

Vocabulary Enrichment

Little Pencil moves through a progression of frustrated feelings in this book which are expressed in a range of vocabulary. It is not happenstance that these words were placed in the book; indeed these deliberate choices were made to expose our young audience to a variety of new words. You may take advantage of this and exploit the vocabulary by examining each word in depth.

Emotions:

sigh: <https://kids.wordsmyth.net/we/?ent=sigh>

- Model a sigh. Children echo sigh. Practice: turn and sigh to a partner.

whine: <https://kids.wordsmyth.net/we/?ent=whine>

- Model, echo, practice. Explore the **homophones:** whine and wine

cry: <https://kids.wordsmyth.net/we/?ent=cry>

- Model, echo, practice. Explore the ***colloquial phrases:** *Don't cry over spilled milk.*

-

A far cry

weep: <https://kids.wordsmyth.net/we/?ent=weep>

- Model, echo, practice.

sob: <https://kids.wordsmyth.net/we/?ent=sob>

- Model, echo, practice.

wail: <https://kids.wordsmyth.net/we/?ent=wail>

- Model, echo, practice. Explore the **homophones:** wail and whale

bawl: <https://kids.wordsmyth.net/we/?ent=bawl>

- Model, echo, practice. Explore the **homophones:** ball and bawl

howl: <https://kids.wordsmyth.net/we/?ent=howl>

- Model, echo, practice.

moan: <https://kids.wordsmyth.net/we/?ent=moan>

- Model, echo, practice. Explore the **homophones:** moan and mown (past tense of mow)

mischievous: <https://kids.wordsmyth.net/we/?ent=mischievous>

- Model, echo, practice.

- At nap time the mischievous child took the markers and wrote all over his bed and hands.
- At play time the mischievous little girl kicked the ball into the street when no one was looking.
- How does someone who is mischievous behave? Can you think of a sentence for this word?

Tip: This is a difficult task, if your children cannot think of any examples, support your learner by offering to help. Think of a well-loved character in another book who is mischievous or create a little puppet show or stuffed animal show with a mischievous character. Try to use this word during the day.

Mount: https://kids.wordsmyth.net/we/?ent_l=mount&rid=27016

- Model, echo, practice.

Tip: This word has a variety of meanings which can be explored. It is always fascinating to explore words with many meanings. This can be difficult for little ones, but it is good to expose them now and then to the complexity of meanings.

In our book, it means to climb.

- The word mountain starts with this word. What does a mountain do? Has anyone seen a mountain?" Show a picture of a mountain.
- A mountain reaches up high! When we mount something we climb up high.
- Who likes to mount the big rock in the park?

Pliable: <http://dictionary.kids.net.au/word/pliable>

- Model, echo, practice.
- What do we have that is pliable in our classroom?

Tip: Explain the definition of this word. Offer clay as an example.

Mold: https://kids.wordsmyth.net/we/?ent_l=mold&rid=26618

- Model, echo, practice.
- What do we mold in our classroom?

Tip: Explain the definition of this word. This word has multiple meanings. In this book, we use it to describe shaping clay.

Jets vs Planes: <http://www.whyzz.com/whats-the-difference-between-a-jet-and-an-airplane>

<https://www.quora.com/What-is-difference-between-a-jet-and-a-plane>

Video of a 4 year old explaining the difference: <https://www.youtube.com/watch?v=-jT-Sg7SFoA>

Tip: The difference between these words is subtle be sure you supply ample pictures for visualization.

Stew: <https://kids.wordsmyth.net/we/?ent=stew>

Pictures of stews: <https://www.pinterest.com/pin/515451119825063493/>

<https://www.pinterest.com/pin/558516791273109562/>

- Do you like to eat stew? What is the name of your favorite stew?

Inferred Vocabulary:

Bored, Boredom: https://kids.wordsmyth.net/we/?ent_l=bore&rid=4774

- Model, echo, practice.

Tip: Explain the definition of this word. Explore homophones: bore vs boar

Math Vocabulary

Ruler: <https://kids.wordsmyth.net/we/?ent=ruler>

Exploring measurement:

<https://buggyandbuddy.com/math-activities-preschoolers-measurement-exploration-center/>

<https://www.pinterest.com/pin/305048574752364358/>

<https://www.pinterest.com/pin/305048574752364411/>

<https://www.pinterest.com/pin/305048574752364414/>

Shapes: Cube, Rectangular Prism, Triangular prism, Triangular pyramid, Square pyramid, Cone, Cylinder,

<https://www.shmoop.com/basic-geometry/three-d-prisms-cylinders-cones-spheres.html>

<https://www.pinterest.com/pin/179369997638649662/>

<https://www.pinterest.com/pin/537898749213564563/>

*Colloquial phrases contain the very nuances that distinguish cultures. While English is spoken in many countries, the point of references, or colloquial phrases are what make regional language so varied and different. It behooves, therefore, all educators to school their children the subtleties of their language. We often see colloquial phrases in books, texts and newspapers, if one is not familiar with the meaning of these phrases, comprehension is diminished and sometimes altogether lost.

Chapter 3 / Day 3

Grammar

Onomatopoeia and Alliteration

Warm-Up - Sing Where is Thumbkin -

<https://www.youtube.com/watch?v=94Qekjjmkjw>

~Onomatopoeia~

Materials: Chart paper, markers, pictures of farm animals and/or farm animal toys in a basket.

- *Little Pencil says, 'Boo-hoo hoo' all through this book. This word is special because it actually copies (mimics) or sounds like crying. Words that copy a real sound are called onomatopoeia words. That's a big word so, let's say it again, onomatopoeia. These are words that imitate sounds in our world around us.*

Write 'Boo-hoo hoo' on chart paper. Slide your finger under it as you read it. Say this word slowly and then speed it up. Model, echo and have fun!

On top of the chart paper write 'Onomatopoeia'.

Tip: The children are not supposed to be able to read this word.

- *Here in my basket I have some animal toys, I bet you can tell me what those animals say. Who would like to pick a toy and tell us what that animal says.*

Each time a toy is chosen have the children say the sound it makes.

Tip: You can also, have them act out the animal.

On the chart either draw or tape a picture of the farm animal and write the what the animal says next to it.

Some examples:

Pictures - Words

horse - neigh, neigh

cow - moo, moo

rooster - cock-a-doodle-do!

duck - quack, quack donkey - hee-haw chick - peep, peep

pig - oink, oink chicken - cluck, cluck sheep - baa, baa

Don't forget humans! Babies say, waa, waa or boo-hoo hoo

You can explore many more words. Here's a great link that lists more words: <http://examples.yourdictionary.com/examples-of-onomatopoeia-for-kids.html>

Here's a good definition of onomatopoeia for kids: <https://kids.wordsmyth.net/we/?ent=onomatopoeia>

A good definition of onomatopoeia for you can be found on wikipedia <https://en.wikipedia.org/wiki/Onomatopoeia>

For writing: <https://kathytemean.wordpress.com/2009/12/29/onomatopoeia-word-list/>

~Alliteration~

- *Our Little Pencil book is a rhyming story with some interesting kinds of words (characteristics). The author wrote story with alliteration. Let's learn what alliteration means. Can we say that big word? Alliteration, it is fun to say big words!*
- *When an author chooses to write a story with alliteration, the author chooses words that start with the same letter in the same sentence (phrase).*
- *Here's some examples of alliteration:*
- *The marvelous man moved the machine. What sound do we hear? "Mmmm" Right!*
- *Vicky the victorious vanished very fast. What sound do we hear? "Vvvvv" Right!*
- *Karen and Karly can kick the can. What sound do we hear? "Kkkkkk" Right!*
- *Rita really runs rigorously up the road. What sound do we hear? "Rrrrrr" Right!*

Tip: Make up a silly sentence with your children using their names. Create a puppet show to demonstrate alliteration. More examples: <http://examples.yourdictionary.com/alliteration-examples-for-kids.html>

Songs: https://www.youtube.com/watch?v=y-koivS_ah0

https://www.youtube.com/watch?v=IHGJkH6v_RU

https://www.youtube.com/watch?v=7lPv3LdUiyc&list=PL7hwadIhMu4R6WV9ytRbWz_3tcke80C4t

[v=7lPv3LdUiyc&list=PL7hwadIhMu4R6WV9ytRbWz_3tcke80C4t](https://www.youtube.com/watch?v=7lPv3LdUiyc&list=PL7hwadIhMu4R6WV9ytRbWz_3tcke80C4t)

Rap: <https://www.youtube.com/watch?v=F3GbMgs7NLI>

Picture Walk

Warm-Up - Sing Where is Thumbkin -

<https://www.youtube.com/watch?v=z2njFlxm4CE>

Take A Picture Walk

*Please note that illustrations **enhance** the words in a book, they are not to be used to ask children to guess the word, while this is a common practice in beginning reading instruction, it is not scientifically based. There is much evidence that looking at pictures to guess words delays and impairs beginning readers. (See below for references)

Show the front cover to the children, discuss the title and cover.

- *What do we see on the cover of this book?*
- *Do the faces look happy? Why?*
- *What colors did the illustrator use?*
- *How do the colors make us feel?*
- *Why do you think the illustrator chose these colors?*

Let's read the title of this book.

Discuss:

- *What is a friend?*
- *What kind of friend is a "forever friend?"*
- *Do you have any friends?*
- *Do you have a "forever friend?"*
- *How does it make you feel to have that kind of a friend?*
- *Let's see take a picture walk through this book!*
- *I wonder what happens to Little Pencil!*

- *There are words here on each page, they will tell us what is happening when we read the book. Let's take a peek at the pictures and see how the illustrator decided to represent the story. Let's also think about the choices of colors as we go along.*

Tip: As you turn the pages be sure to bring the children's attention to the various choices of color, the feelings they derive from the colors and the facial expressions of the characters.

- *Why didn't the illustrator choose dark colors like brown or black for this book? What do the colors represent?*
- *Look at the character's faces, how do you suppose they feel?*
- *Why?*

Tip: See if the children can deduce the feelings of the characters from the illustrator's depictions. Ask them to offer some ideas about the choices of color and the mood (tone) of the book.

- *In general, is this a happy (uplifting) book?*
- *How do we know?*
- *Uh-Oh, look at Little Pencil, how do you think he is feeling?*
- *I wonder why?*
- *I wonder what will happen!*

Go Deeper

- *Turn and show your partners: a happy face, sad face, angry face, disappointed face, tired face, surprised face, grumpy face.*

Tip: Be sure to model the various faces so you can help any children who are unfamiliar with this vocabulary.

Get bodies involved and have children show how the body can express these various moods and feelings.

Colors and Emotions for the Adult

Go to Pinterest and search: Colors and Emotions :<https://www.pinterest.com/pin/217439488229987781>

For the Children

My Many Colored Days By Dr. Seuss

https://www.amazon.com/Many-Colored-Days-Dr-Seuss/dp/067989344X/ref=sr_1_1?ie=UTF8&qid=1508156937&sr=8-1&keywords=my+many+colored+days+by+dr.+seuss

Feelings: The Way I Feel By Janan Cain

https://www.amazon.com/Way-I-Feel-Janana-Cain/dp/1884734715/ref=sr_1_4?ie=UTF8&qid=1508156937&sr=8-4&keywords=my+many+colored+days+by+dr.+seuss

Feelings Charts:

<https://www.pinterest.com/explore/emotions-preschool/>

<http://www.lifewithtoddlers.com/charts/PrintToddlerFeelingsChart.html>

Learning to Read:

*Research supports the use of illustrations to enhance the written word. Pictures should NOT be used as a word guessing tool.

* Guessing Words from Context is Not Reading

<https://www.speld-sa.org.au/images/Articles/guessing%20questions.pdf>

* Guess Not

<https://www.lexercise.com/blog/how-not-to-teach-reading>

* Teaching the Brain to Read

<https://www.ldatschool.ca/teaching-the-brain-to-read-strategies-for-enhancing-reading-decoding-fluency-and-comprehension/>

* How the Brain Learns to Read By Stanislas Dahaene

<https://www.youtube.com/watch?v=25GI3-kiLdo>

* Reading in the Brain by Stanislas Dahaene

https://www.amazon.com/Reading-Brain-Science-Evolution-Invention/dp/0670021105/ref=sr_1_fkmr0_1?ie=UTF8&qid=1508264407&sr=8-1-fkmr0&keywords=How+the+Brain+Learns+to+Read++Stanislas+Dahaene

* Go to www.nrrf.org and www.iferi.org to learn more about teaching children to read.

Read Aloud

Warm-Up - Sing Where is Thumbkin -

<https://www.youtube.com/watch?v=ouFjfxrs4cE>

Open Shut Them

<https://www.youtube.com/watch?v=3nsOxLzgmVY>

Engaging Children Before Read Aloud

Please note that we tell the children they are “reading” with us, even though we know that they are not actually reading but simply echoing a few repetitive phrases. Learning to read independently is a skill which requires direct, systematic, explicit instruction called synthetic phonics. Visit <http://www.iferi.org/evidence/> or <http://www.nrrf.org/reading-right/#the-problem> to learn more.

Getting the children involved in the book and actively participating in the reading helps keep them engaged and focused. When children take ownership of the task of reading, they are much more inclined to enjoy the read aloud experience.

Tip: After reading this book a few times, you may like to point out the alliteration. Do not overload children with too much information.

- *Children today we are going to read this book, and you are going to read some parts. Let's practice your part of the book.*
- *There are some words here that are repeated which you will 'read' instead of me. This way we will read this book together! The first words are 'Poor Little Pencil' and when we read those words, we'll have to have a little sad voice because it says he's 'poor' which means he's not that happy, right? So let's practice saying those words with a little sad voice.*

Model, echo, model, echo.

Practice:

Turn and say the words sadly to your partner.

(*Repeat the above procedure for the phrase 'Poor Little Pencil had nothing to do.')

- *Little Pencil says, 'Boo-hoo hoo' all the time in this book! At first it's just a little boohooing and then it gets bigger and bigger. So, let's practice saying boo-hoo hoo with a small voice. I'm going to move my hand down for a small voice like this.*

Place your hand facing down closest to the ground.

- *Let's practice with a small voice (whisper voice, little voice).*

Model, echo, model, echo a few times until you feel the children have got it.

- *Now let's practice with a medium voice (regular voice, inside voice, speaking voice).*

Lift your hand a little higher off the ground.

Model, echo, model, echo a few times again until the children are comfortable.

- *Now let's practice with big voice (loud voice, outside voice).*

Model, echo, model, echo until comfortable.

- *Now I'm going to move my hand and we're going say, 'boo-hoo hoo' in the voice my hand tells us to use.*

Practice this a few times before reading.

- *Ok, we're ready to read! I'm going to point to the words and when it's your turn to read the words, I'm going to point to you and help you.*

Tip: Be sure to help the children with this, they'll get it eventually but at first you'll need to join with them and lead the way. Please make sure all children can see the pictures. Slide your finger under the words as you read. This is a subtle yet important, introduction to tracking.

Important: Please do not attempt to use all these questions in one read aloud. Young children are not equipped with the listening skills necessary to accommodate so many breaks. Choose a few questions carefully and deliberately.

~Page 1 of text~

- *It says 'Poor Little Pencil sighed,' what does that mean?*
- *Do you ever sigh? When do you sigh?*
- *I remember a time when someone sighed in our classroom, they said, 'Not again!' when we served you the same dessert as the day before. Do you remember how we all felt?*

~Page 2 of text~

- *“What does a ruler do?*
- *Why do we rulers?*
- *Why do you think this ruler’s name is Regular Ruler?”*

~Page 3 of text~

- *Wow! A scissor! What shapes is she cutting?*
- *Let’s name the shapes we see. Let’s count all the shapes. Let’s count each shape.*
- *How is Silly Little Scissors feeling? Why?”*

~Page 4 of text~

- *Poor Little Pencil is whining now. Is whining a sound we like to hear? Why? Why not?*
- *Can anyone demonstrate or show us what a whining voice sounds like?*
- *Who whines in your house? Why? Does mommy like a whining voice?*

~Page 5 of text~

- *What is Goopy Glue gluing?*
- *What shapes do we see?*
- *I wonder what kind of project this could be, can anyone guess? Do we make projects like (similar to) this?*
- *Would you like to count and see how many cut-out shapes are in this illustration?*
- *Why do you think Goopy Glue is smiling?”*

~Page 6 of text~

- *What colors do we see? How many colors?*
- *Look Painting Brush has two colors mixed together, what are they? I wonder what color they will make when mixed together. Maybe we can try an experiment later to see what color results from this mixture.*
- *I wonder what this picture could be, do you have any ideas?*

~Page 7 of text~

- *Oh now Poor Little Pencil is crying, what’s happening to Little Pencil?*

~Page 8 of text~

- *What pretty crayons! What colors do we see? Does anyone see their favorite color? What’s your favorite color?*
- *I wonder what that child is drawing, can you guess?*

- *Do you like to draw with crayons?"*

~Page 9 of text~

- *Mischievous Markers! Why does the author call them mischievous?*
- *Look they are drawing everywhere! Oh my goodness!*
- *What do you think this child drawing? What colors do we see?*
- *I wonder what will happen when the teacher (mommy) sees this.*

~Page 10 of text~

- *Uh-oh Little pencil is weeping, that means he's crying a lot! What will happen to him?*

~Page 11 of text~

- *Who likes to work with clay?*
- *What do you like to make?*

~Page 12 of text~

- *What is this child making?*
- *What other materials could he/she use to work on this project? (glue, crayons, markers, paint)*

~Page 13 of text~

- *Oh Little Pencil is sobbing now!*
- *How is he feeling?*

~Page 14 of text~

- *What colors are the balls?*
- *What are they doing?*
- *Why do you think they are so smiling?*

~Page 15 of text~

- *Jumping Rope looks like she is having fun!*
- *Do you like to jump rope? Do you know how to jump rope?*
- *Some grownups jump rope too, why do you think they jump rope?*

~Page 16 of text~

- *Oh know, Little Pencil is wailing!*
- *What kind of crying sound is wailing?*

~Page 17 of text~

- *Does anyone know what sport(s) need (require) a bat?*
- *Some are called: Baseball, Softball, Cricket, Stickball, Whiffle ball, Tee-ball, British baseball. We can explore these games later.*

~Page 18 of text~

- *What colors are the cars?*
- *How do we know these are racing cars?*
- *What is the difference between a passenger car and a racing car?*

~Page 19 of text~

- *Little Pencil is bawling now!*
- *What is happening to him? Why?*

~Page 20 of text~

- *Blocks! What shapes do we see? How many in all? How many of each?*
- *What is this child constructing?*
- *What would happen if he added more to the top? Why?*
- *What exactly does the phrase, 'mounted up high' mean? Can we replace the word 'mount' with another word?*

~Page 21 of text~

- *What's the difference between a jet and a plane? (See notes in vocabulary section)*

~Page 22 of text~

- *Oh dear! Little Pencil is howling!*
- *What has he realized? Why is he so upset?*

~Page 23 of text~

- *The pots are making a stew! What is a stew?*
- *Pictures of stews: <https://www.pinterest.com/pin/515451119825063493/>
<https://www.pinterest.com/pin/558516791273109562/>*

~Page 24 of text~

- *Are those shoes tied yet? Why do you think the sneakers are smiling?*

~Page 25 of text~

- *What do you think? Is someone going to help (rescue) Little Pencil? Who?*

~Page 26 of text~

- *How do you feel when you have nothing to do? Do you ever feel like Little Pencil?*
- *Little Pencil is bored! What does it mean to be bored?*

~Page 26 of text~

- *Finally, who is going to help? Can you hold those fingers up? Let's do it together.*

Tip: Have the children hold up only these three fingers as you say, “*Mr. Thumb, Miss Index and Miss Middle.*” This may be a challenge for some children, assist when necessary.

~Page 27 of text~

- *Look at Little Pencil! How is he feeling now? Why?*

~Page 28 of text~

- *Who are Little Pencil's forever friends?*
- *Why are they going to be forever friends?*

~Page 29 of text~

- *What is Little Pencil making?*
- *Why do you think he so happy?*

~Page 29 of text~

- *Look! Are you a Lefty or a Righty?*

Tip: The easiest way to figure this out is to just give your child or children the pencil and see which hand he or she uses to hold it.

~Practicing the Pencil Grip~

Materials: Pencils

- *I am going to give each of you your own pencil. I will place Little Pencil in front of you like this.*
- *Please do not touch the pencil until we all have it. We are going to have fun helping Little Pencil together.*

Procedure:

1. All children seated on the floor: *criss-cross applesauce*
2. Place a pencil on the floor in front of each child.
3. Hold up your fingers as you direct the children in the rhyme.
 - *Ok, Here we go! Mr. Thumb, Miss Index and Miss Middle said, "Come with us, we can help you a little."*
4. Check to make sure everyone has their fingers up and ready.
 - *Just let us hold you, 1, 2, 3. Watch me everyone!*
5. Model: Pick up the pencil demonstrating your pencil grip.
 - *Ok everyone, try it. Just let us hold you, 1,2,3. Lay down and rest and you will see.*
6. When everyone is holding the pencil correctly give your congratulations!
 - *Now everyone put your pencil down in front of you and we are going to try it again.*
7. Repeat this procedure two more times. Place the pencil down, show how to pick it up, have the children pick up the pencil together and hold it up. Repeat the rhyme as you do this.

Tip: Notice that **we are not asking the children to write**, we are just practicing picking up and putting down the pencil. This may take a while before everyone picks up the pencil

correctly. We do not burden the children with writing yet, we are simply asking them to put the pencil down and pick it up. With practice, your children will respond automatically and most will pick up the pencil correctly.

Once automaticity is accomplished, your children are ready to write. Any time you see a pencil grip that is improper, simply cue your children with the rhyme and the story.

- *Uh-oh, Make sure you help Little Pencil properly and make him happy! “Just let us hold you, 1,2,3. Lay down and rest and you will see.”*

~ Little Pencil Project ~

Materials:

- ☑ Thick pencils - Big Dipper Pencils or Ticonderoga Beginner Pencils
- ☑ *Glue gun or Gem Tac Glue (Adults must use the glue gun. Do not let children touch or use it. Be very careful!)
- ☑ Small Googly Eyes
- ☑ Stiff Red Felt
- ☑ Small Colored Pom-Poms
- ☑ Variety Yarn
- ☑ Scissors
- ☑ Black Permanent Marker

Prep:

- * Cut the red felt into little smiles, various sizes and shapes
- * Warm the glue gun and keep a safe distance from the children.
- * Cut the yarn into small pieces of various lengths.
- * Prep one or two examples of Little Pencil.
- * Place all materials for the project on a table in a small container.

Procedure:

Show the children your examples of Little Pencil. Allow each child to pick the various parts of the face and bring it to the adult for gluing. Allow the children to tell the adult the exact placement of various facial parts. The adult will place carefully each part and with the glue gun. Write the child's name on the pencil and let dry.



~Resources for Struggling Children~

Visit my friend, Tracey le Roux at OT Mom:

<http://www.ot-mom-learning-activities.com/pencil-grasp.html>

Busy Kids Happy Mom:

<http://www.busykidshappymom.org/helping-your-child-understand-pencil/>

Education and Behavior :

<http://www.educationandbehavior.com/teaching-proper-pencil-grip-to-develop-or-improve-handwriting/>

Growing Hands on Kids:

<https://www.growinghandsonkids.com/5-tips-for-correcting-childs-pencil-grasp.html>

~Consequences of a Poor Pencil Grip~

Resources Supporting The Importance of Proper Pencil Grip:

<https://www.teachhandwriting.co.uk/how-to-correct-poor-pencil-grip.html>

<http://www.skillsforaction.com/handwriting/overview-difficulties-joint-hypermobility-DCD-dyspraxia>

<https://theanonymousot.com/2013/03/22/when-to-fix-a-pencil-grasp/>

Did you have fun using this guide? Do you have a suggestion for lessons? Let me know and I'd be happy to add your ideas to this guide. christine@christinecalabrese.com

~The Gratitude Attitude~

This Parent/Teacher Guide is Absolutely Free!

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<http://caritas.us/what-we-do/special-projects/projects-in-poland>

