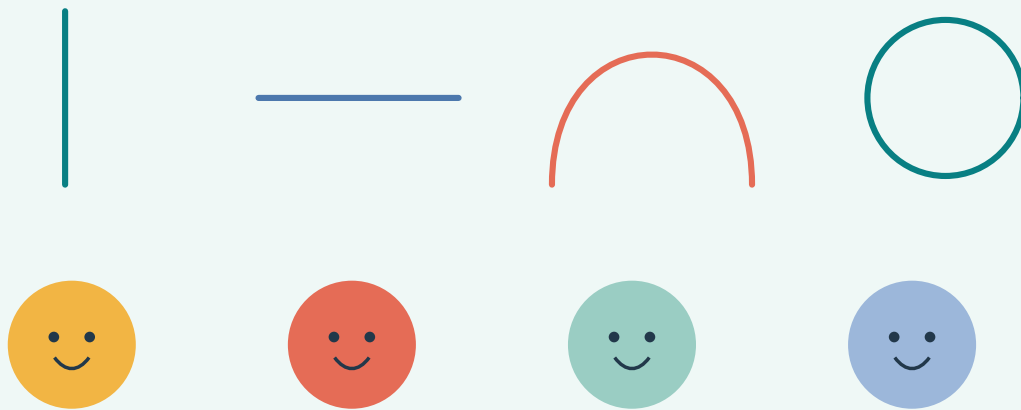


A little mark. A big beginning.

Small Marks, Meaningful Learning

A practical guide to using the Lines & Shapes collection.



7 pages | Activities, differentiation and observation

Includes a reproducible observation record.

Created by Reena Rani Dehuri

Choose a useful starting point

Purpose

Support intentional mark making, movement control, shape language and expression. Line activities are one part of early writing alongside talk, stories, letter learning and meaningful messages.

Choose by readiness

The child may begin with large free marks, imitate one movement, copy a model or combine shapes. This is not a fixed age checklist. Do not delay a child's interest in names or letters until every shape is perfect.

Know your five resources

Worksheet pack: cover plus 15 activity sheets. Story ebook: 12 pages. Play printables: 6 sheets. Classroom charts: 8 posters. This guide: 7 pages.

Prepare the space

Offer a stable surface, manageable tools, room for movement and a comfortable position. Allow the preferred hand. Try larger drawing space or secure the paper if helpful.

Print well

All PDFs are A4 portrait with generous margins. Print worksheets one-sided at 100% or actual size. Colour is optional: outlines and labels carry the task. Use chart pages for display; enlarge to A3 if available.

A flexible teaching session

1. Notice and talk

Choose one mark. Find it in an object or illustration. Say both names: "standing line" and "vertical line". Ask children where else they can see it.

2. Move and model

Make a large movement in the air, then demonstrate it on a board. Describe the action simply. Children can watch, gesture or make their own large mark.

3. Offer suitable support

Use finger tracing or dotted models when useful. Then offer a model to copy and blank space. Tracing success does not automatically mean independent drawing success.

4. Give it a purpose

Invite rain for a garden, wheels for a bus or a path between homes. Allow different solutions. Ask children to tell the meaning of their picture.

5. Close with noticing

Name one specific effort: "You changed direction at the corner." Keep sessions brief and flexible; stop or change activity if the child becomes tired or distressed.

A five-session invitation

Session 1 | Rain and shelves

Explore vertical and horizontal lines with air drawing and large paper. Offer worksheets 1-2 or the garden printable. Ask: "Which way is your mark travelling?"

Session 2 | Hills and rooftops

Explore slants in both directions. Use worksheets 3-4. Children can invent paths or finish a roof. Offer a larger model if copying is difficult.

Session 3 | Rainbows and wheels

Explore curves and closed circles. Use worksheets 5-6 with the rainbow or bus printable. Talk about open and closed paths without requiring precision.

Session 4 | Rivers and mountains

Offer waves and zigzags when children are interested and comfortable. Use worksheets 7-8 or river rescue. Invite children to compare gentle bends and sharp turns.

Session 5 | Our picture stories

Use mixed marks, the village printable or worksheet 15. Children draw a meaningful scene and dictate or write a message. The sequence can be repeated, slowed down or changed.

Include every learner

Different readiness, shared theme

For a village theme, one child can make large paths, another copy roofs and another label a map. Match the challenge to the child while keeping the activity socially shared.

For children needing more support

Reduce the number of marks. Use larger models, stronger contrast or a surface that does not slip. Offer a thicker tool to try. Model alongside the child without routinely moving their hand for them.

For children ready to extend

Invite two-mark patterns, small maps, signs, labels or a new story page. Avoid turning extra readiness into extra rows of repetitive tracing.

Home connection

Send one enjoyable activity with a short explanation. Invite families to find lines around the home or make a greeting card. Compare the child with their earlier work rather than another child.

When to seek advice

Pain, loss of previously used skills or persistent marked difficulty deserves discussion with the family and an appropriate child-health professional. This collection is an educational resource, not a diagnostic assessment.

Notice progress over time

Child: _____ Observer: _____

Date: _____ Activity: _____

Record examples, the support offered and the child's own words. These are observations, not scores or age-based pass/fail criteria.

Makes intentional marks or explains a drawing

Observed / support / next step: _____

Imitates a demonstrated movement

Observed / support / next step: _____

Copies a mark from a nearby model

Observed / support / next step: _____

Attempts a mark without a tracing path

Observed / support / next step: _____

Starts, stops or changes direction intentionally

Observed / support / next step: _____

Uses tools comfortably / asks for a break

Observed / support / next step: _____

Child's words: _____

Next invitation: _____

Answer notes & references

Open-ended tasks

There is no single correct picture for creative activities. Accept different orientations and interpretations during exploration. When teaching a specific letter later, model that letter's formation explicitly.

Useful discussion answers

A vertical line travels up/down; horizontal travels across; diagonal slants; a curve bends; a circle is closed and round. A wave has flowing bends; a zigzag has sharp changes. Object examples are invitations, not exact geometry tests.

Read more

NHS: Getting ready to write

bedslutonchildrenshealth.nhs.uk - Getting ready to write

NAEYC: Promoting Preschoolers' Emergent Writing

naeyc.org - Promoting Preschoolers' Emergent Writing

NAEYC: Support Writing at Home

naeyc.org - Support Writing at Home

About this collection

Created by Reena Rani Dehuri for reenaranidehuri.com. Original wording, layouts and vector artwork prepared for this collection. Sources inform the guidance; no external worksheets or illustrations are reproduced.

Suggested use

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