

The Metal Insets

The metal insets help the child acquire control of the writing instrument and prepare the hand for the action of writing. This action should be deliberate and thoughtful. The metal insets should not be used until a child is capable of holding a writing instrument; this exercise is not meant to teach a child how to hold an instrument. It is meant to refine their ability to move the writing instrument with precision and ease.

There should be no more than 3 trays for the children, allowing no more than 3 children at a time to use the materials. This will ensure that the children have a wider selection of the frames to choose from while working with the materials.

Presentations #1 through #5 should be done on white metal inset paper. Presentations #6 to #10 can be completed on pastel colored paper. This allows the children to see the effect that the background color has when other colors are superimposed on it.

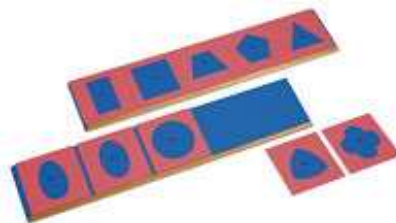
When tracing the insets start to trace at the bottom left hand corner of the shape. Find your starting point by crossing your right hand over the left hand that is holding the knob and tuck the pencil tip slightly underneath your left wrist to begin. Trace clock wise around the shape and meet up to the starting point at the bottom left hand corner - you may have to pop your left wrist/arm up slightly in order to see the starting point. Be sure that you do not stop the tracing process until you have completed the shape; it should be a smooth transition around the entire shape. As well, the pencil should not be lifted up off of the paper until the shape or lines are complete.

When coloring a shape use small strokes that move top to bottom, left to right side. Do not lift the pencil up off of the paper until the pencil is at the very right of the shape, and definitely do not change the positioning of the stroke itself.

The Metal Insets – 10 Presentations

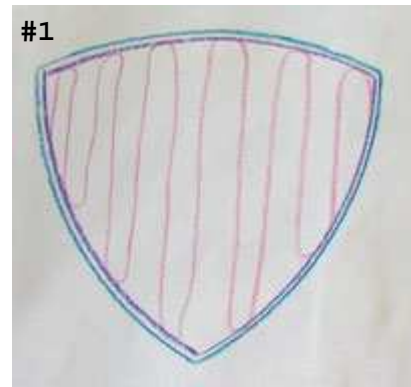
Materials:

- Two stands with a sloping back and narrow cornice at the bottom. On each stand, five metal frames, into each of which fits a metal inset. The square metal frames are red and the insets are blue. In the center of each inset is a small knob by way of which to hold it.
- The ten insets are: square, triangle, circle, ellipse, rectangle, oval, pentagon, curvilinear triangle, quatrefoil and trapezium. They have exactly the same measurements as the geometrical insets.
- Tray, supply of colored pencils, pencil holders, inset paper (white and colored) exactly the size of the square frames, tiles.



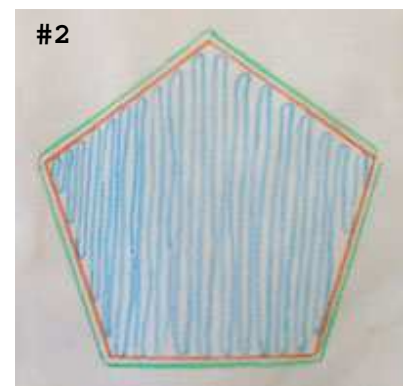
Presentation #1 - Wide Serpentine Lines

- take the child to the shelf
- both you and the child are going to take a tray with a tile, a piece of paper, a metal frame and inset and a pencil holder with 3 different colored pencils
- take the tray to the table with the child
- place the tile in front of you with the paper on it
- remove the frame and the inset and place it to the right of you
- place the pencil holder with the 3 pencils above the paper and tile
- make sure that you are sitting up properly with your feet directly under you and your back straight (this is preparing your body for writing)
- square the paper on the tile
- place the frame onto the paper squarely, hold it firmly with your left hand while you trace around the inside of it with your right hand using one of the colored pencils
- place the colored pencil back on to the holder and remove the frame placing it to your right beside the inset
- pick up the inset and superimpose it on top of the shape just drawn
- holding the inset firmly with the left hand use the right hand to trace the inset using a different colored pencil
- remove the inset from the paper and place it back in to the frame
- you have now created what will be referred to in later presentations as the "double line"
- with the third different colored pencil make wide serpentine lines through the shape starting from bottom left, moving top to bottom, left to right
- make sure the wide lines fill the inset, are vertical, equal distance, and do not cross over any lines.
- after you have completed the serpentine lines invite the child to trace the frame and inset and then to draw the serpentine line as you have just done
- when the child is finished write his name and date on the back of his paper
- place the tile, pencil holder with the colored pencils and the frame on to the tray and take them back to the shelf



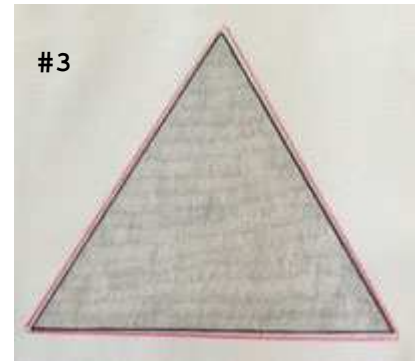
Presentation #2 - Thin Serpentine Lines

- 1 frame, 3 colored pencils
- as per presentation #1 up until the "double line"
- show the child how to draw the thin serpentine lines from left to right; when you are part way through yours invite the child to start working on his
- when the child is finished, write his name in cursive on his work
- clean up as per presentation #1



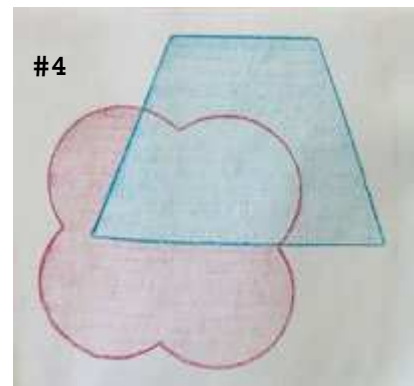
Presentation #3 - Color in 1 Inset

- as per presentation #1 up until the "double line"
- show the child how to color in the inner shape with its corresponding color
- use short strokes from left to right, when you have reached the right side, go back to the left and make another line of short strokes across to the right
- when you have finished a few of the lines across the shape invite the child to start his work
- clean up as usual



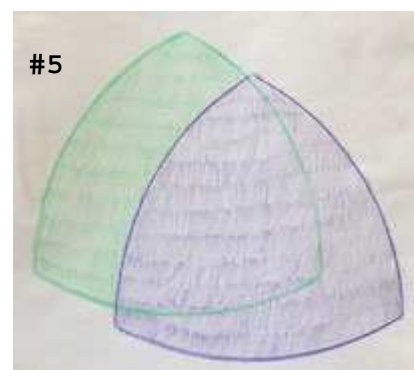
Presentation #4 - 2 shapes; full and partial color

- 2 insets, 2 colored pencils
- draw around one of the insets with one colored pencil, place the inset back into the frame
- place the second inset on to the paper (it may be placed anywhere) and trace it with the second colored pencil
- place the inset back in to the frame
- tell the child that you are going to color in one shape
- invite the child to start his work
- color in one of the shapes completely with the colored pencil that it was traced in (use short strokes as in presentation #3)
- with the other colored pencil color in the area that is left of the remaining shape that has not yet been colored; be sure to tell the child that you are going to color in the remains of the other shape and that he can do the same when he is ready
- clean up as usual



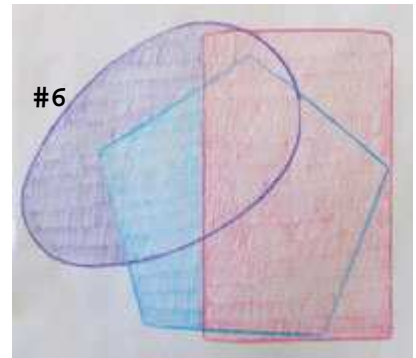
Presentation #5 - 1 shape; full and partial color

- trace around the inset with a colored pencil
- place the inset on the paper in another area; trace it with the other colored pencil
- tell the child that you are going to color the shapes the same way you did with the last presentation
- invite the child to start his work
- color one shape completely with the color it was traced with
- color in the areas remaining on the other shape with the colored pencil that it was traced with
- clean up as usual



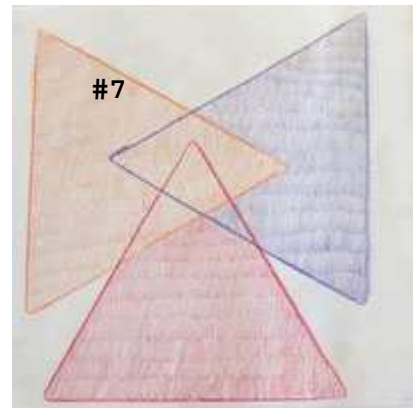
Presentation #6 - 3 shapes; full and partial color

- 3 insets, 3 colored pencils
- trace each shape with a different color; tracing them partially overlapping on the paper
- tell the child that you are going to color them in as you did with the previous presentations
- invite the child to start his work
- color in all of one shape with the color that is was traced with
- color in all of another shape that which is remaining, with the color it was traced in
- -color in all of the last shape that which is remaining, with the color it was traced in
- clean up as usual



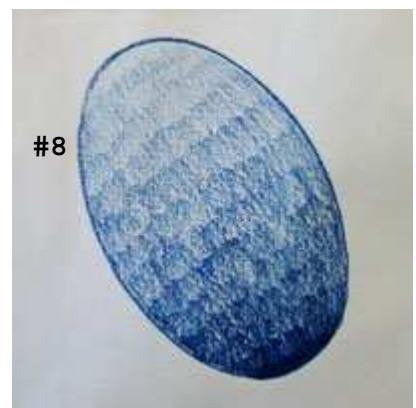
Presentation #7 - 1 shape traced 3 times; 1 full and 2 partially colored

- 1 inset, 3 colored pencils
- color as per presentation #6 using one shape traced 3 times
- clean up as usual



Presentation #8 - 1 shape; color graded top to bottom

- 1 inset, 1 colored pencil
- trace around the inset
- color it in from left to right in short strokes graded from top to bottom
- color a section of it that clearly demonstrates how it is to be graded to show the child
- clean up as usual



Presentation #9 - 1 shape; superimposed and graded

- 1 inset, 1 colored pencil
- trace the inset in the center of the paper
- lift the inset and place it back down on the paper so that it superimposed (but not centered) on the original shape, trace around it but do not draw over top of the original shape; stop when you reach a line (you will not be able to trace around the entire inset)
- invite the child to start superimposing as you have done
- repeat this process of superimposing and tracing 4-6 times at least
- explain to the child that you are going to color grade the shapes
- invite the child to also grade his traced shapes
- color in the shapes graded starting with the very first inset traced; the first inset being the lightest, and the very last inset traced being the darkest



Presentation #10 - Design

- the child can use as many shapes and medias as he desires (colored paper, paint, crayons, ink, etc)

Exercise #1:

- same as presentation #1-10

Purpose:

Direct

- to acquire mastery of the hand in wielding a writing instrument both in lightness of action and keeping within limits

Indirect

- preparation for writing

Control of Error

- keeping within the lines

Age:

- 3-5 years

Personal Notes:

