

How to Hold Scissors

Grab and Go Directions

Supplies:

- Your hands
- A pair of scissors

Introducing the Vocabulary:

The handout below gives directions for introducing and using the vocabulary over 3 lessons.

- Hand, thumb, and fingers
- Top, bottom, smaller and bigger

Learning New Vocabulary

When students are learning new vocabulary, they can often show their understanding with non-verbal skills such as matching and/or pointing to the picture or object when asked.

Ideas to Consider When You Have More Time to Prepare

Supplies:

- Do you have a pair of blunt student scissors that can be used comfortably by left-handed students?

Tips for using scissors with preschool students.

- **Put a piece of colored tape on the THUMB circle of the scissors.** You can remind students to find the tape and put their thumb through first and let the other fingers fall into the other side.
- **The paper and scissors make a difference!** When the paper is too thin or the scissors are dull, the paper will bend around the scissors instead of being cut.
- **Introduce cutting on a straight or curved line** using an index card and a wide marker to draw with. The index card is both firm and a good size for small hands to hold while cutting.
- **Building hand strength and endurance:**
 - Children can start by ripping 1-inch strips of paper with their hands, then move to “snipping” pieces with scissors, before holding larger paper or cutting out shapes.
 - Help the student by taking turns cutting or cutting side-by-side. Keep the student involved by asking the student to pick a color, strip, or object for you to cut.

 **The DLTk-Kids Website has a variety of creative worksheets for Scissor Practice Activities –**

https://dltk-kids.com/crafts/miscellaneous/scissor_skills.htm

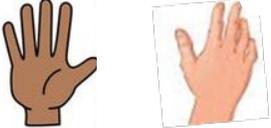
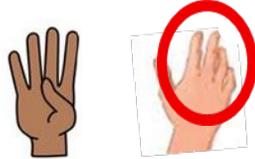
Acknowledgements

- Thank you to the Early Childhood Support and Learning Community for sharing their best practices.
- Hand graphics: <https://clipart-library.com/>

How to Hold Scissors

Lesson 1 – Hand, Thumb, Fingers

Demonstrate with your own hands while you describe the body parts and invite the student to join in.

<p><i>This is my hand.</i></p> <ul style="list-style-type: none">• <i>Where is your hand?</i>• <i>Hold up your hand!</i> 	<p><i>This is my thumb.</i></p> <ul style="list-style-type: none">• <i>Where is your thumb?</i>• <i>Hold up your thumb!</i> 	<p><i>These are my fingers.</i></p> <ul style="list-style-type: none">• <i>Where are your fingers?</i>• <i>Wiggle your fingers.</i> 
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Lesson 2 –Top, Bottom, Smaller, Bigger

<p>Turn the scissors sideways, with the smaller circle on the top.</p> 	<p>Point to the circle you are describing and invite the student to help.</p> <ul style="list-style-type: none">• <i>This circle is on the TOP.</i>• <i>Can you point to the circle on the TOP?</i>• <i>This circle is on the BOTTOM.</i>• <i>Can you point to the circle on the BOTTOM?</i> <ul style="list-style-type: none">• <i>This circle is SMALLER.</i>• <i>Can you point to the circle that is SMALLER?</i>• <i>This circle is BIGGER.</i>• <i>Can you point to the circle that is BIGGER?</i>	
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Lesson 3 – Put it all together

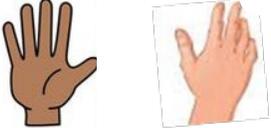
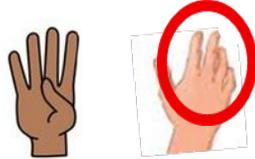
Invite the student to copy your words and actions.

<p>Say: Here is one thumb,</p> <ul style="list-style-type: none">• <i>It needs the smaller space,</i>• <i>On the top.</i> <p>Action: Put one thumb into the smaller ring.</p> <p>Say: Here are some fingers,</p> <ul style="list-style-type: none">• <i>They go in the bigger space,</i>• <i>On the bottom.</i> <p>Action: Put two or more fingers into the larger ring.</p>	
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Cómo sujetar tijeras

Lección 1 – Mano, pulgar, dedos

Muestre con sus propias manos, mientras describe las partes del cuerpo, e invite al alumno a hacerlo.

<p><i>Esta es mi mano.</i></p> <ul style="list-style-type: none"> • ¿Dónde está tu mano? • ¡Levanta tu mano! 	<p><i>Este es mi dedo pulgar.</i></p> <ul style="list-style-type: none"> • ¿Dónde está tu dedo pulgar? • ¡Levanta tu dedo pulgar! 	<p><i>Estos son mis dedos.</i></p> <ul style="list-style-type: none"> • ¿Dónde están tus dedos? • Mueve tus dedos. 
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Lección 2 – Arriba, abajo, más chico, más grande

<p>Gire las tijeras de lado, dejando el agujero más chico hacia arriba.</p> 	<p>Señale el agujero que está describiendo e invite al alumno a ayudarlo.</p> <ul style="list-style-type: none"> • Este agujero está ARRIBA. • ¿Puedes señalar el agujero que está ARRIBA? • Este agujero está ABAJO • ¿Puedes señalar el agujero que está ABAJO? • Este agujero es MÁS CHICO. • ¿Puedes señalar el agujero MÁS CHICO? • Este agujero es MÁS GRANDE. • ¿Puedes señalar el agujero MÁS GRANDE? 	
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Lección 3 – Juntando todo.

Invite al alumno a repetir sus palabras y sus acciones.

<p>Diga: Aquí está un dedo pulgar,</p> <ul style="list-style-type: none"> • Necesita el espacio más chico, • Arriba. <p>Acción: (Ponga un dedo pulgar adentro del agujero más chico.)</p> <p>Diga: Aquí están algunos dedos,</p> <ul style="list-style-type: none"> • Van en el espacio más grande, • Abajo. <p>Acción: (Ponga dos o más dedos adentro del agujero más grande.)</p>	
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Como agarrar la tijera correctamente



How to hold the scissors correctly

