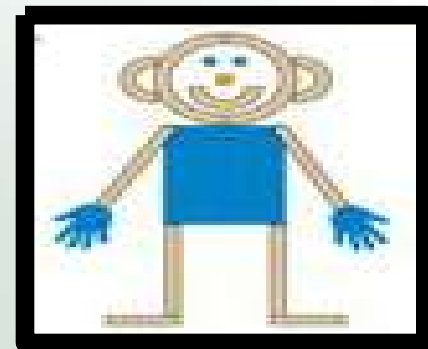


# Handwriting Without Tears

# Mat Man



*Presented by:*

**Rosa Parks Community School Pre- K Team**

*Ms. Barros, Ms. Belfort, Ms. Edwards*

*Ms. Morales & Ms. Raheem*

# Mat Man - who is he and how do you use him?

*Mat Man* is a Pre-K classroom character that embodies Learning Without Tears by using unique approach to drawing with multisensory activities and strategies that help young learners develop strong drawing and cognitive skills.

*Mat Man* teaches important readiness skills:

- Body awareness
- Drawing & pre-writing
- Counting
- Building
- Socializing & sharing

# How to make Mat Man with the wood pieces set

- ❖ Mat Man ( page 46) (CD, track 23)

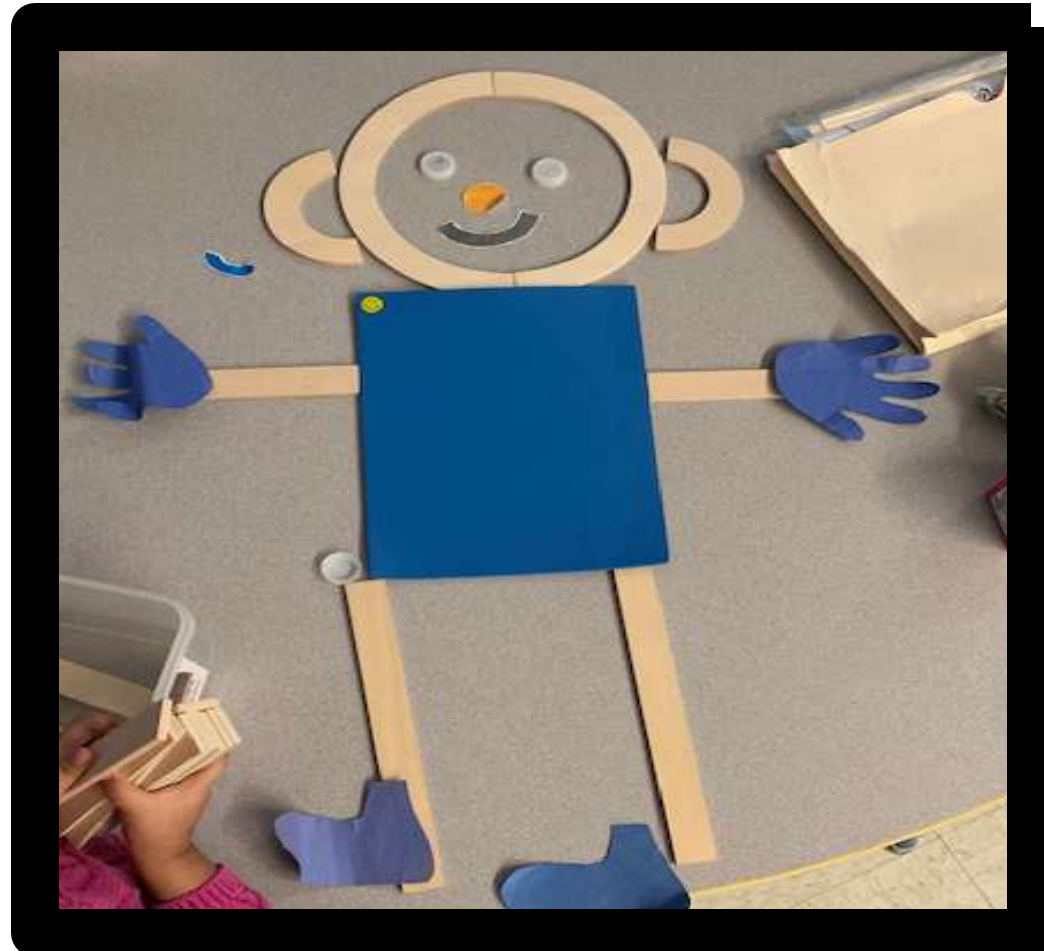
## Participants Activity

- ❖ Drawing (before and after Mat Man)

*Activity:* Use drawing paper and writing materials on the table to draw a before/after self portrait




# Ways to utilize effective Hand Writing Without Tears strategies throughout the day



# Samples of Arrival Time Activity with students





❖ Effective steps by steps model to enhance Self Portrait during small group Time (before & after )

Ms. Barros

# Small group



# Cooking Friday Small Group Activity





# Small Group Lesson Plans

**Instructional Objective:** identify body parts

**Materials:** Mat Man materials

**Activity\*:** Tell the children that today they will be learning a new song called Mat Man. Explain to them that Mat Man is going to help us make a person.

Have the children gather on the carpet and spread out

Provide the children with wood pieces and mats on a tray.

As you sing the song model for the children how to assemble Mat Man

Have the children make their Mat Man

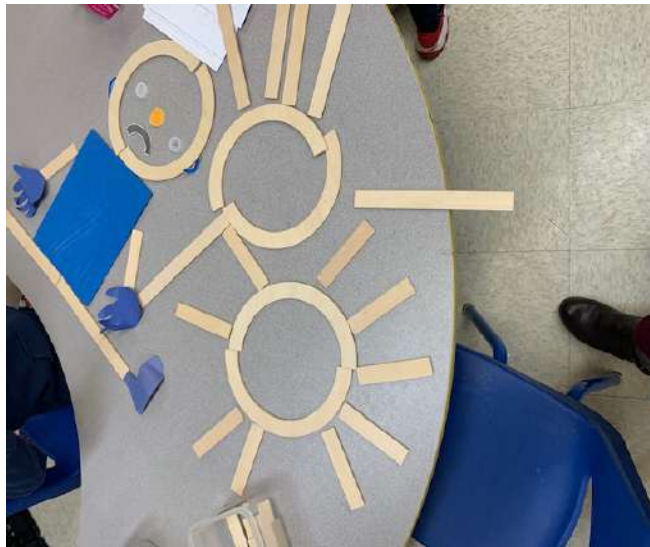
(B) Learners observe to see how they are putting the body parts. Provide hand over hand support for them. Provide a full body picture of them to refer to. (L) Learners encourage them to help the younger children.

**Assessment Plan:**

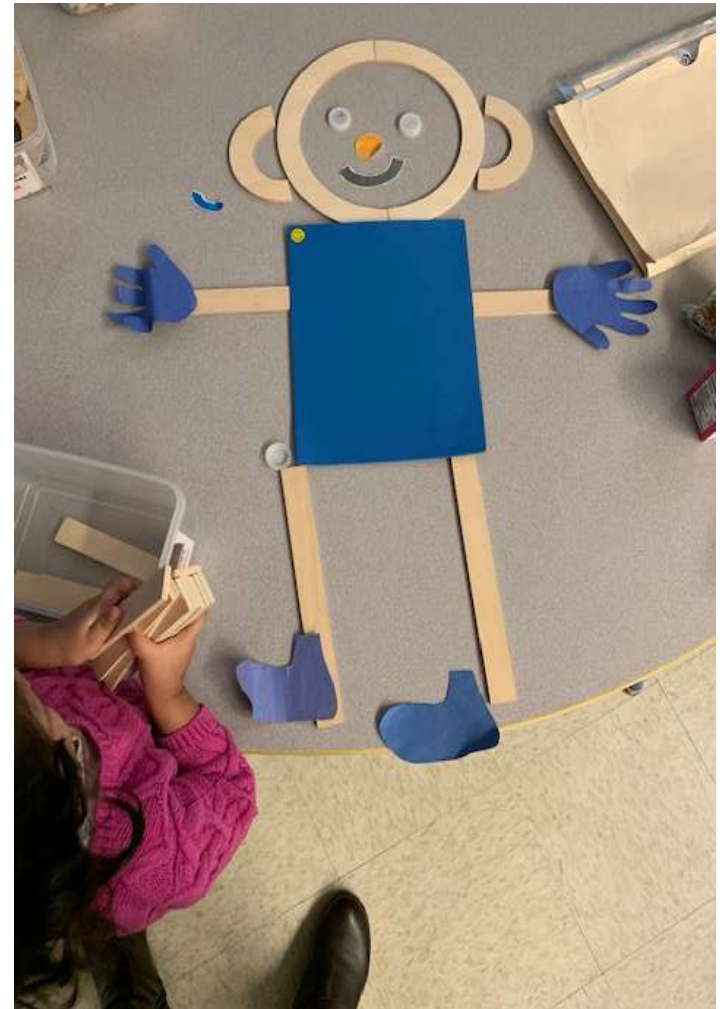
**By the end of the lesson SW:** use 4 or more body parts by making a replica of a person using Mat Man

# How to use Wood Pieces Set during work time (Ms. Morales)





# Work time



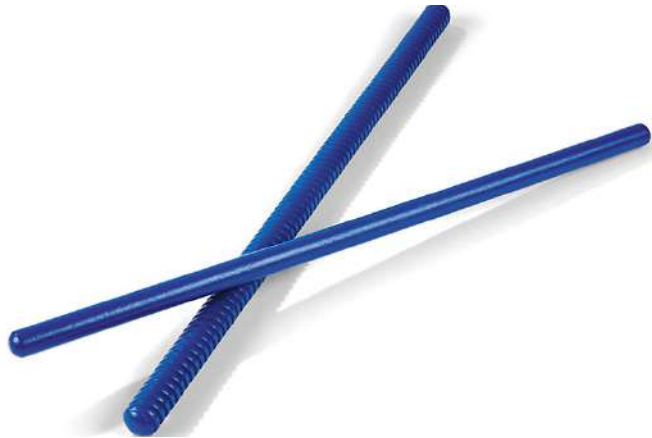




Using Mat Man for Music and Movement

# Tap Big line

(Ms. Belfort)





# Using Mat Man for children who are struggling (Ms. Raheem)

- (a) Sing child's name instead of saying Mat Man.
- (b) Teaching body awareness with Mat Man
- (c) Explaining what the blue represent (organs, outside clothing
- (d) Comparing Mat Man to a real person  
(child lay on floor and child makes replica)



Teaching body awareness with Mat Man




# Building and singing Additional Pieces ( Page 50)

**MAT MAN™**  
Young children often are asked to draw pictures of themselves or a person. Mat Man makes drawing easy. The following Mat Man activities develop a child's body awareness, drawing, and counting skills.

**Preparation**  
Mat  
Head Pieces:  
2 big curves (head)  
3 little curves (nose, mouth)  
4 big lines (arms, legs)  
2 little lines (feet)

**Activities**  
2 hands  
2 ears (small water bottle caps)  
1 nose (large milk or juice cap)  
after things are drawn



**Directions for Building and Singing**

1. Children sit on the floor in a circle.
2. Teacher builds Mat Man on the floor.
3. Teacher gives Mat Man's parts to the children.
4. Children build Mat Man as they sing the Mat Man song with the teacher. (SCK II)
5. Children pronounce body buttons, then counting movement around with water bottle caps.

**Directions for Drawing**

1. Children sit at tables/tables having lunch. Teacher shows a large Mat Man at the board or wall.
2. Teacher shows each part to water, sing, say "Mat Man has one hand." Walk around the hand. Have a count.

**Directions for Drawing**

1. Children sit at tables/tables having lunch. Teacher shows a large Mat Man at the board or wall.
2. Teacher shows each part to water, sing, say "Mat Man has one hand." Walk around the hand. Have a count.

**Mat Man™ Patterns**

Use these patterns to make body parts with children's names written for quantity.



Hand

Curved Hair

Wavy Hair

Straight Hair

Nose

Eye/Brow

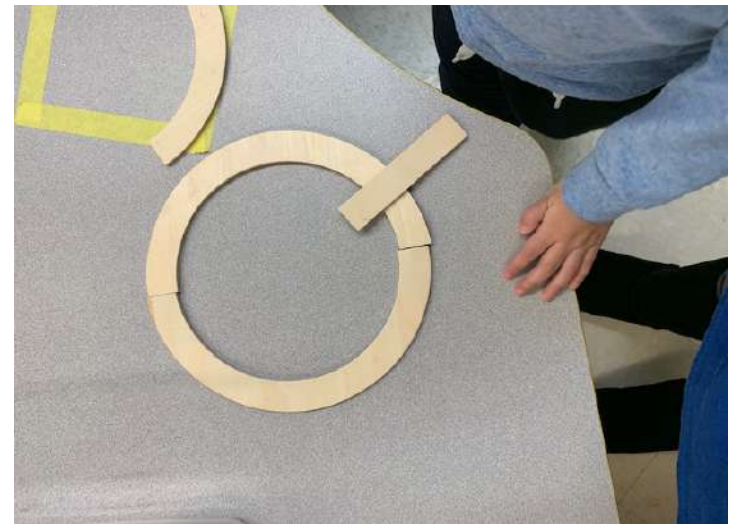
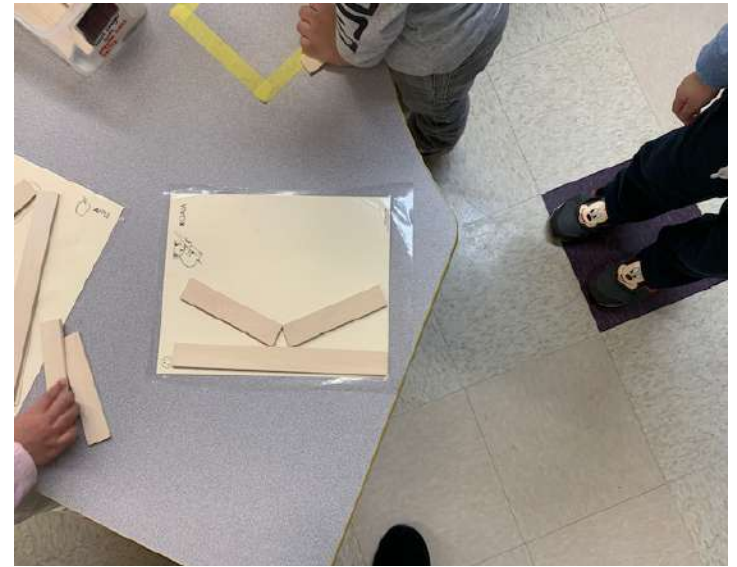
Eye/Belly Button

Curly Hair

# How to Make Letters with the Wood Pieces

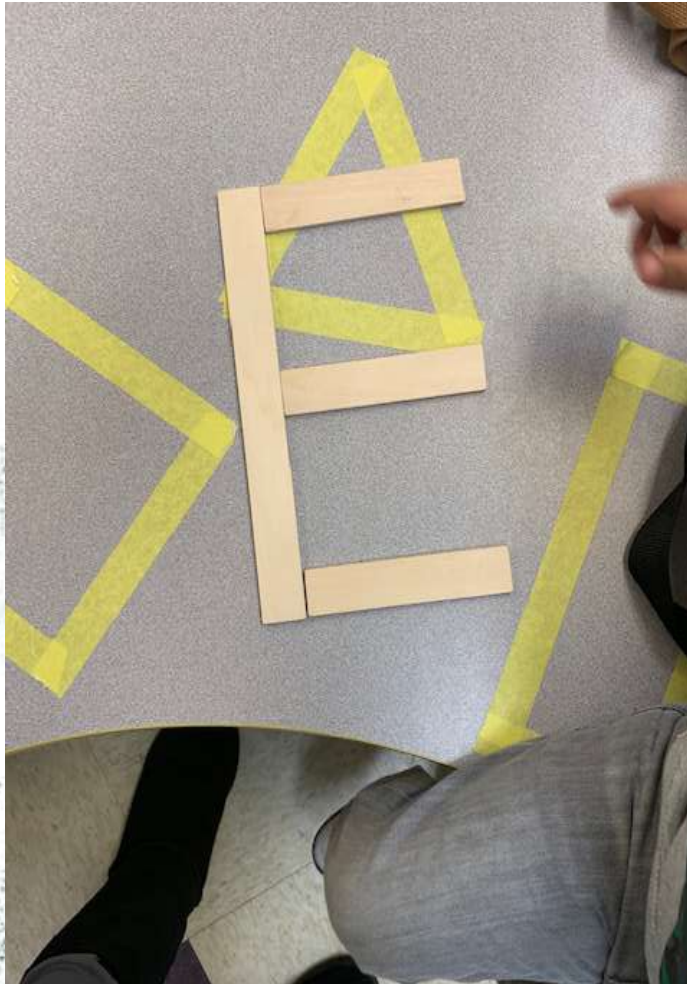
- ❖ a. Where Do you Start your Letters? (page 20) CD, track 2)
- ❖ b. Basic Strokes
- ❖ c. Alphabet Sign-In ( Preparation, direction, skills Developed ( page 20)





Making letters with the Wood pieces set

## Making letters with the Wood Pieces Set



# Order for Teaching Letters

- Straight line L, F, E H, T, I
- Big line, Turn, big line: U
- Big curve: C, O, Q G
- Little curve: S
- Big line, Turn, Little line: J
- Big Line, Big curve D
- Big line, little curve: P, B
- Diagonals: R, K I, A, V, M, N, W, X Y Z



# Sample Lessons: Build, Sing, and Draw Mat Man

- Children sit in a circle as the teacher builds Mat Man on the floor using the Handwriting Without Tears Mat and Wood Pieces, singing the Mat Man song.
- Teacher gives Mat Man body parts to the children, who then build Mat Man piece by piece, singing the Mat Man song together.
- Accessories such as bottle caps for eyes and nose, yarn for hair, and fabric for belly button, clothing, etc. make Mat Man more interesting and personalized.
- Children sit facing teacher as teacher draws a large Mat Man on a board or easel.
- Teacher draws each part in order, singing the Mat Man song. Children take turns drawing Mat Man and adding other details to their drawings.



# Resources:

- ❖ Olsen, Jan Z., and Emily F. Knapton. *Handwriting without Tears: Pre-K Teacher's Guide* . Handwriting Without Tears, 2008.



# Resources

## NJ Preschool Standards

### WRITING

**W.P.K.1** Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

**W.P.K.2** Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

High Scope KDIs

Language / Literacy /Communication

21. Alphabetic knowledge: Children identify letter names and their sounds.
22. Reading: Children read for pleasure and information.
23. Concepts about print: Children demonstrate knowledge about environmental print.
25. Writing: Children write for many different purposes.  
English language learning: (If applicable)

## NJ Preschool Standards

### Math

**Standard 4.4:** Children develop spatial and geometric sense.

### High Scope KDI Math

**Shapes:** 31. Children identify, name, and describe shapes.