

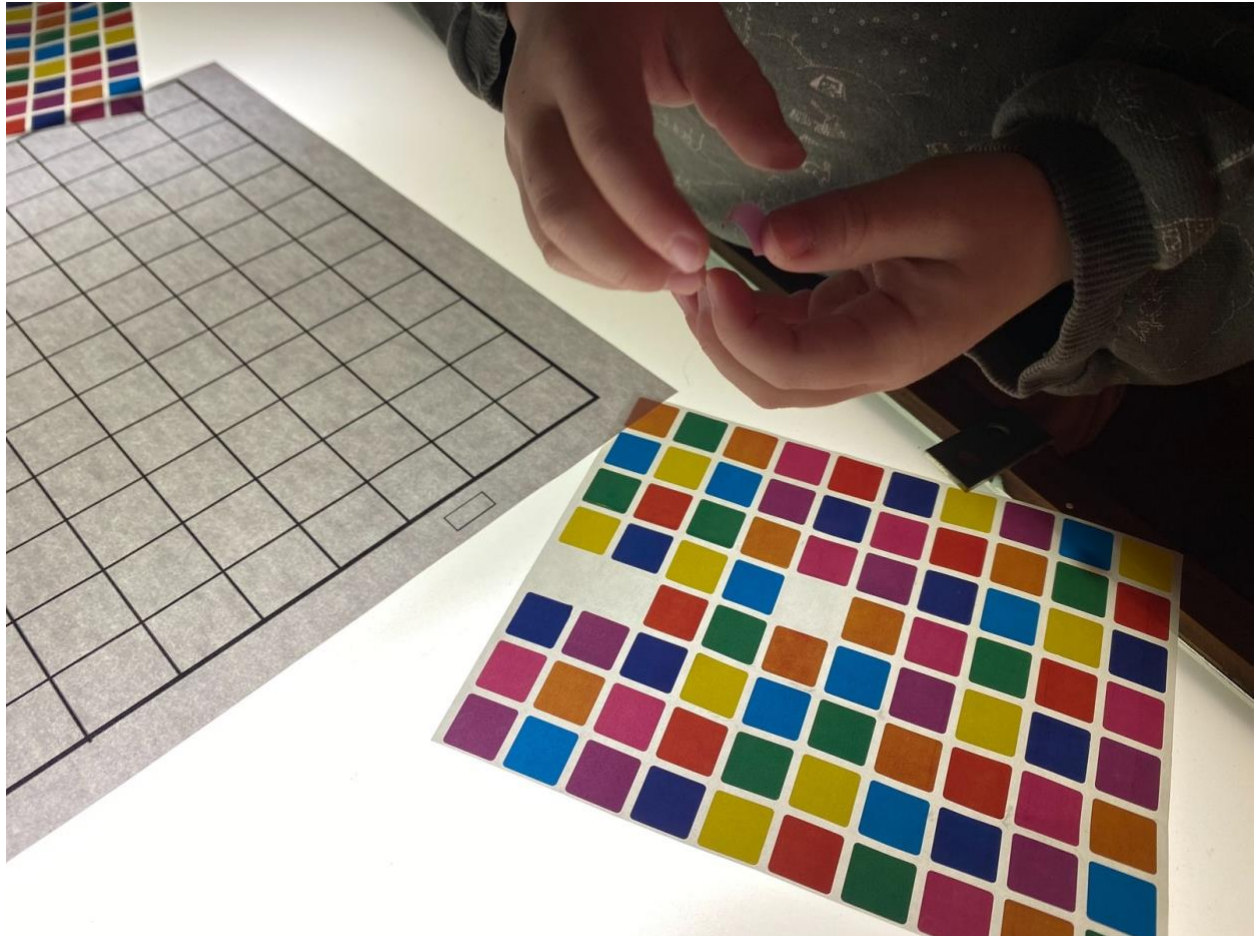
Stickers on Grid Paper



Large grid paper offers a somewhat structured, but still open-ended, opportunity for children to **create patterns** and also practice **one-to-one correspondence**. Because the children have taken an interest in **numbers** lately, this exposure to foundational math principles seemed like an authentic way to tie in what they know about numbers and counting, while also honoring their known interest in stickers. We recently acquired several sheets of small, square, rainbow stickers that paired well with this offering.

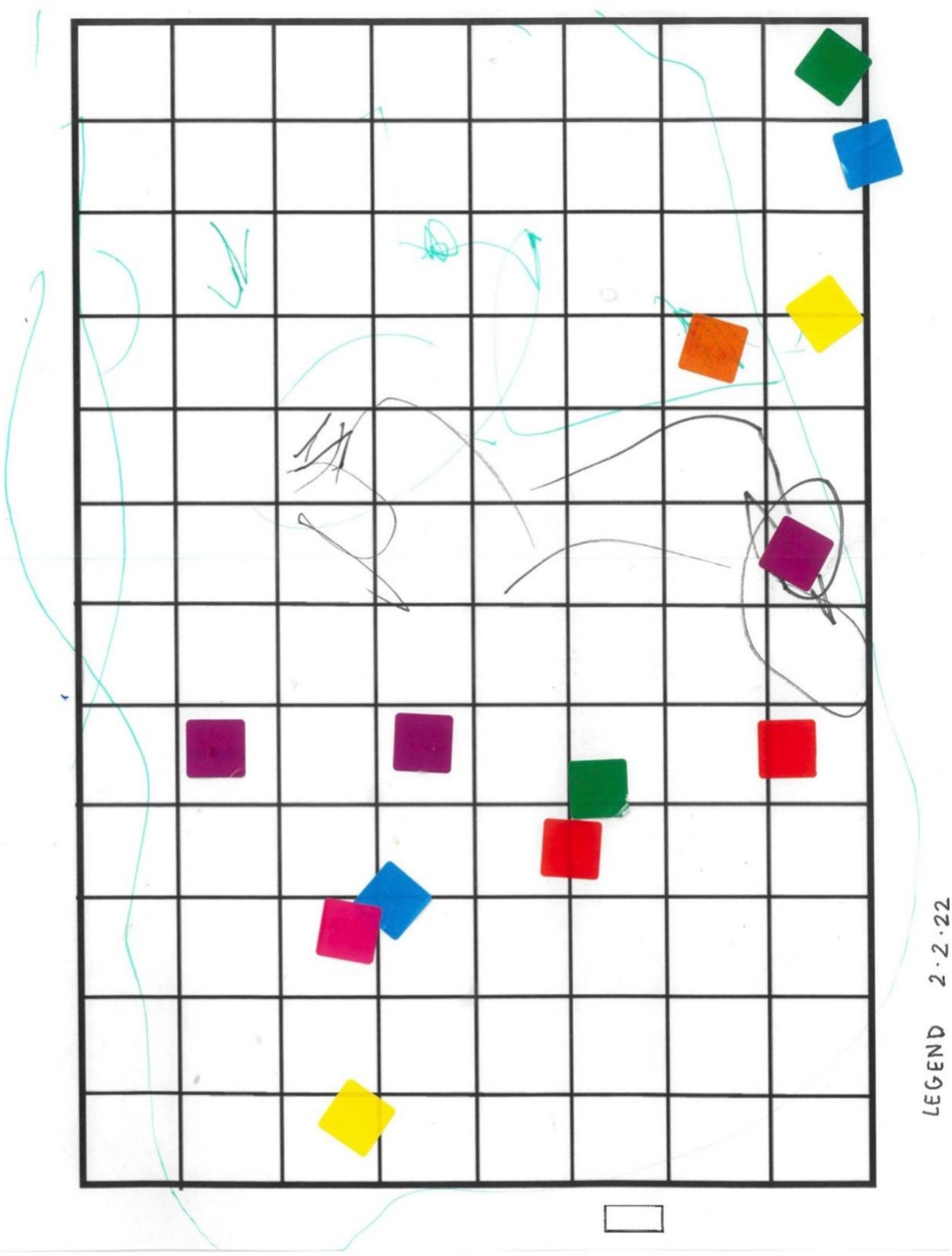


For Legend + T, who are drawn to and have worked with stickers quite a lot, I offered the smallest of the square stickers. The size and proximity of the stickers provided a challenge, but one that these two were up for.

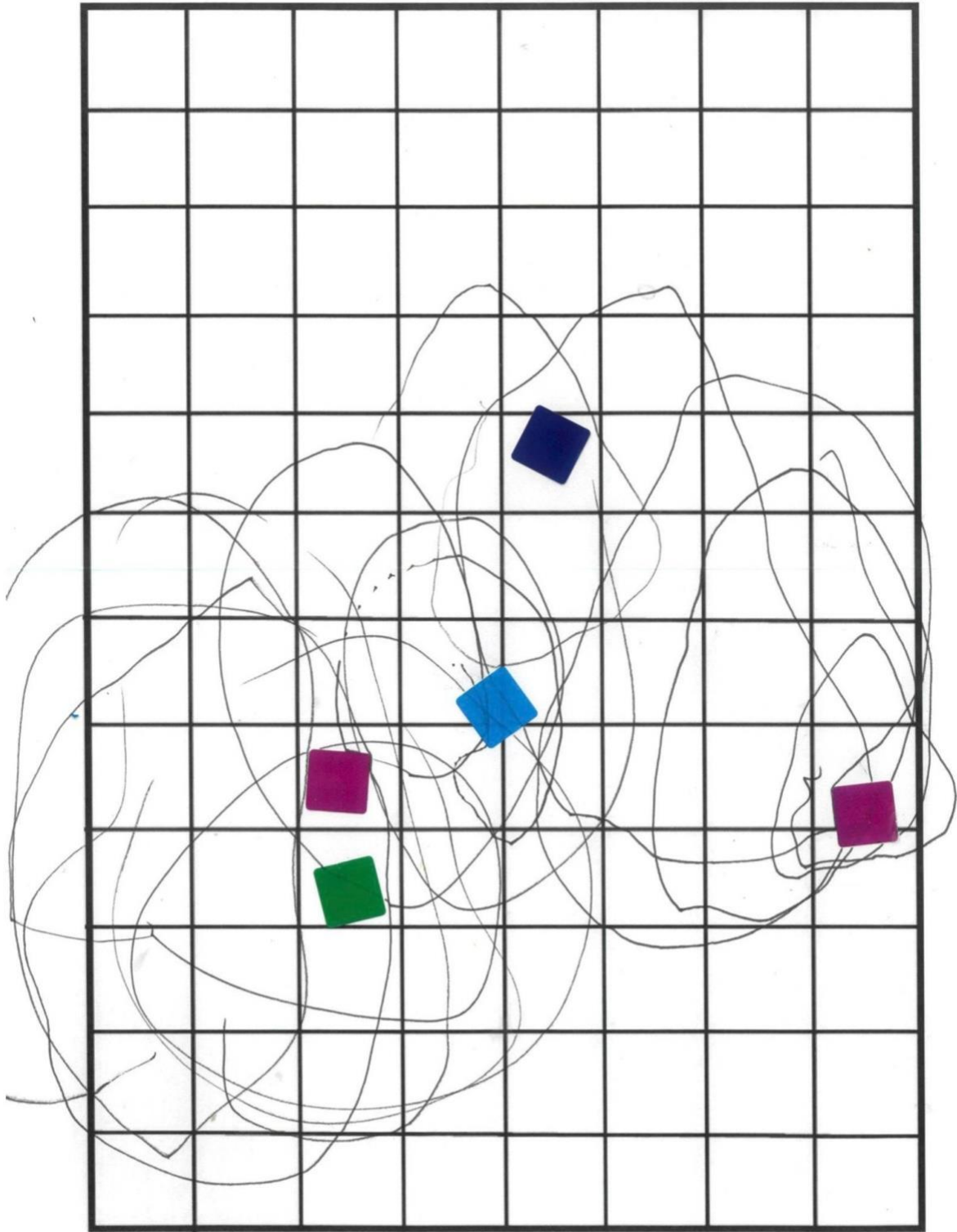




Legend asked to draw on his paper, so we brought over felt tip pens and the two created marks around their stickers. I noticed both of them chose to make some marks encircling their stickers. See their work below.



LEGEND 2-2-22



2-2-22



One fun element of the studio space is the window that looks out onto the hallway, where children from other classes are often found. Legend noticed my reflection in the mirror and said, "Look! Rachel! You!"

When I invited Zippy + Karsyn into the studio, we said a quick hello to Seba (Blue Room) who was enjoying small group work in the hallway.





For this pair, I offered slightly larger square stickers. It's obvious the green room children spend a *lot* of time working with stickers. Karsyn, among the youngest of the class, showed me how she bends the sticker sheet to get the edge of the sticker to lift off of the page. This type of dexterous, repetitive activity is great for children's strengthening of their **neat pincer grasp**.

From Susan Marden at the National Institute of Child Health + Human Development:

"When children play with toys that need to be squeezed, pushed together or pulled apart they strengthen the tiny muscles in their hands. They use these muscles for more sophisticated skills later on such as feeding themselves, dressing themselves, for painting and colouring, tying their shoes and many other activities."

She goes on to explain how engaging in this type of play builds the foundation for fine motor strength required of holding and using a pencil.



Zippy noticed her older brother's peer, Shea, in the hallway and excitedly called out his name.

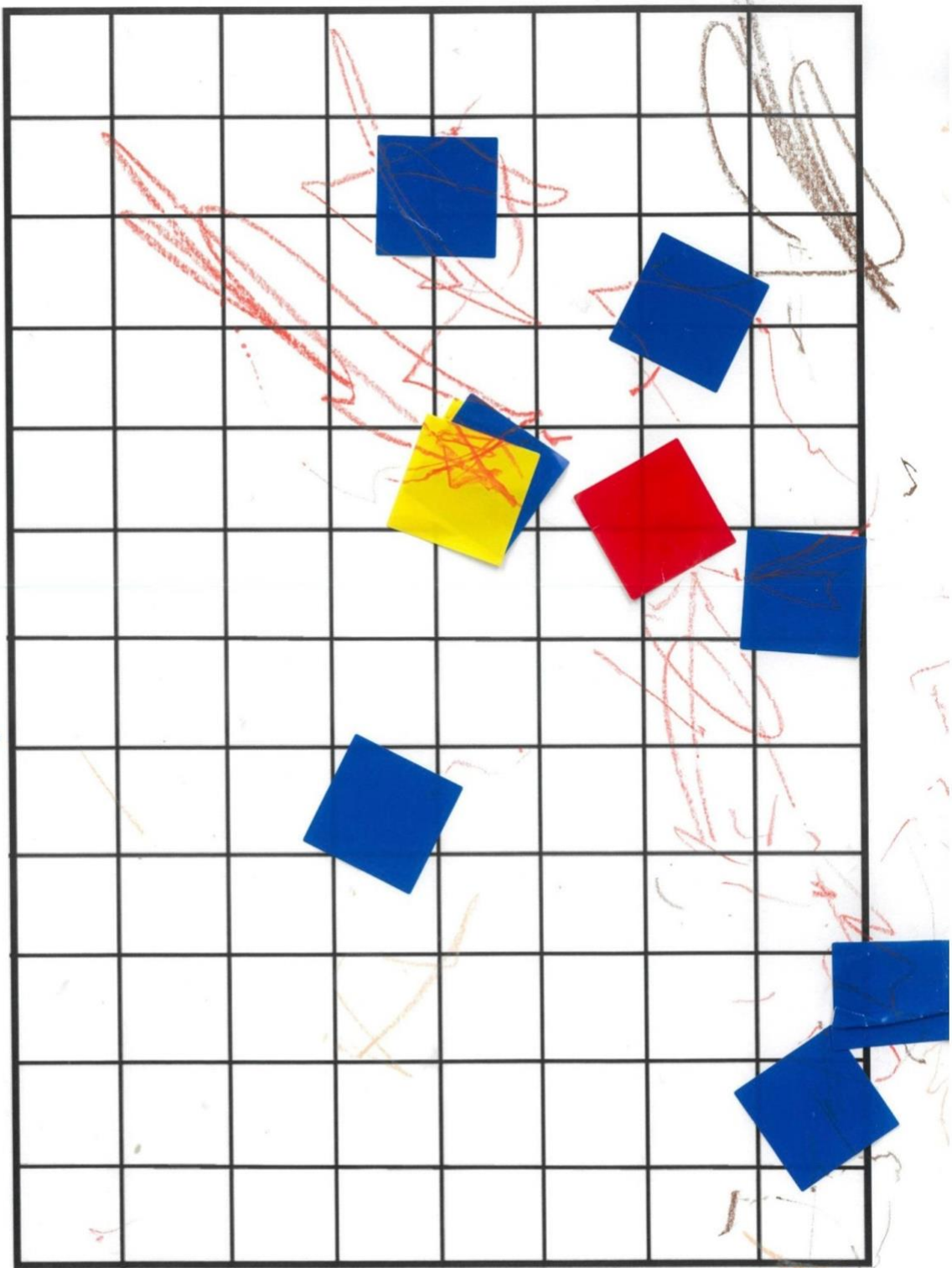


Because mark-making after sticker work seemed to be a fun experience for Legend and Townes, I decided to bring over stabilo woody pencils for this duo to work with once they'd completed their stickering.

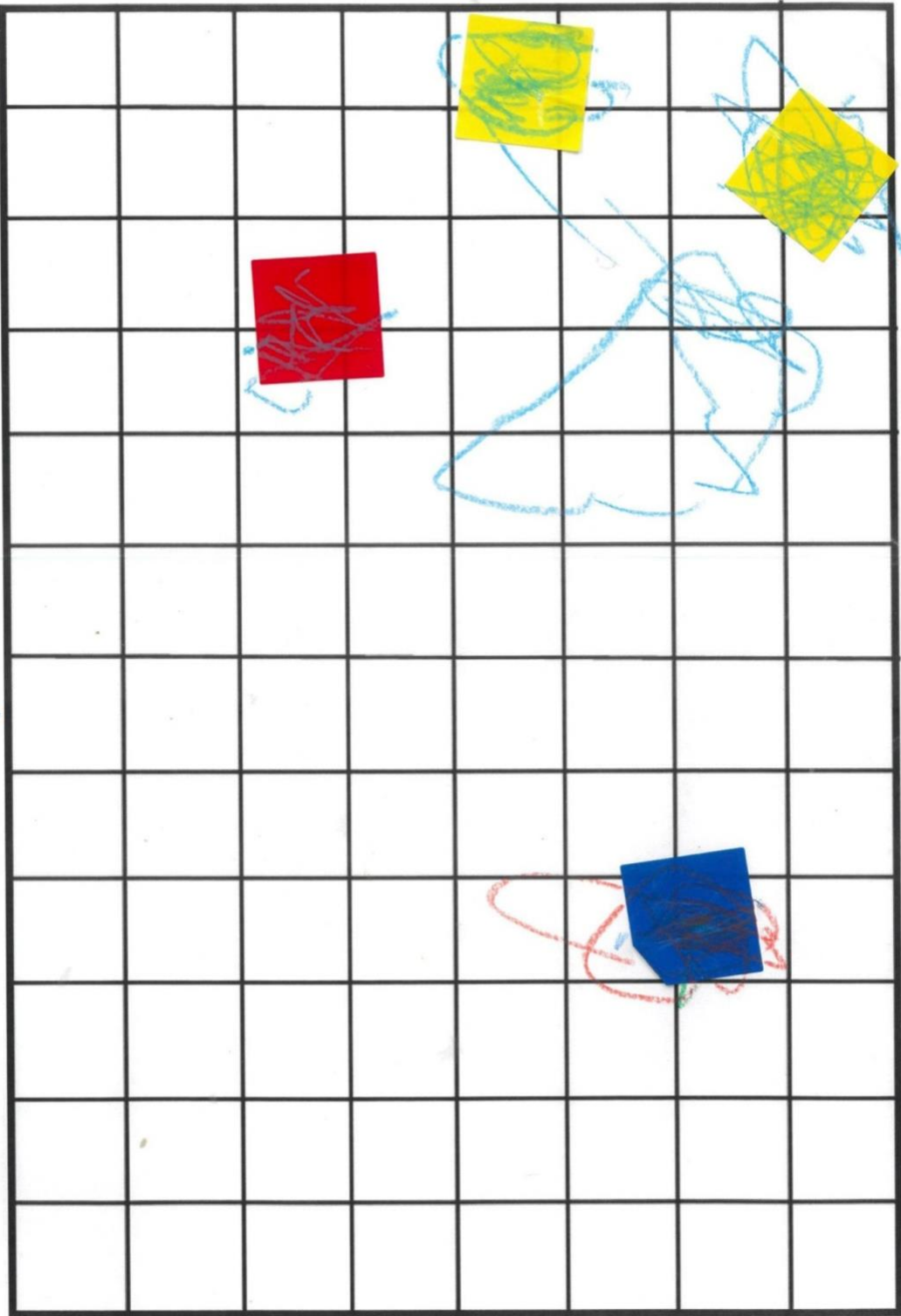
I've noticed over the years that children often make marks atop their stickers when offered mark-making tools after sticker work. I wonder if this is another example of one-to-one correspondence?

I also noticed something perhaps coincidental, perhaps not, about Zippy's marks... She selected a blue pencil to mark on her yellow and red stickers. She then tried to mark with the blue pencil on top of the blue sticker. Although the light blue DID show up on top of the dark blue sticker, she didn't seem satisfied, and then selected a red pencil to mark over it instead. This is interesting to me, because of her decision to choose contrasting (or near-contrasting) colors of pencil to sticker.

I wonder if there is a natural preference for the type of aesthetic harmony that **contrasting colors** provide for the human eye. :-)



□ KARSYN 2.2.22



ZIPPY 2-2-22



Later on, Abby + Riley worked with the sticker and grid paper. Riley has taken some time to warm to studio visits over the year, often requesting for either Melody or Mika to join her for the duration of her visit. This time, Mika offered to walk her into the studio for her small group and then stepped back into the classroom. Once Riley was seated at the light table, her demeanor quickly evolved to one of enthusiasm and she worked diligently with the stickers for quite some time.

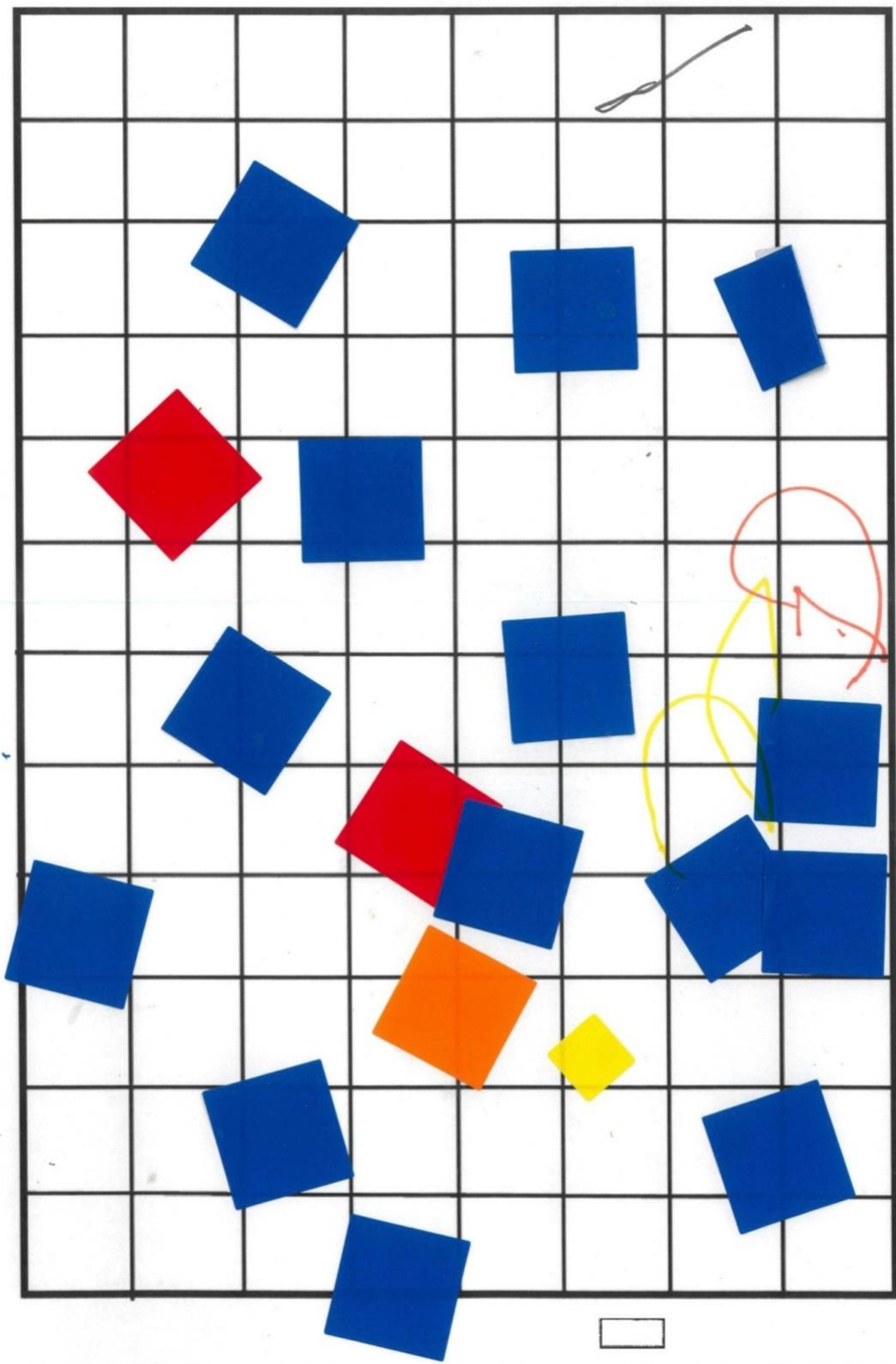
This duo also elected to mark on their graph paper.



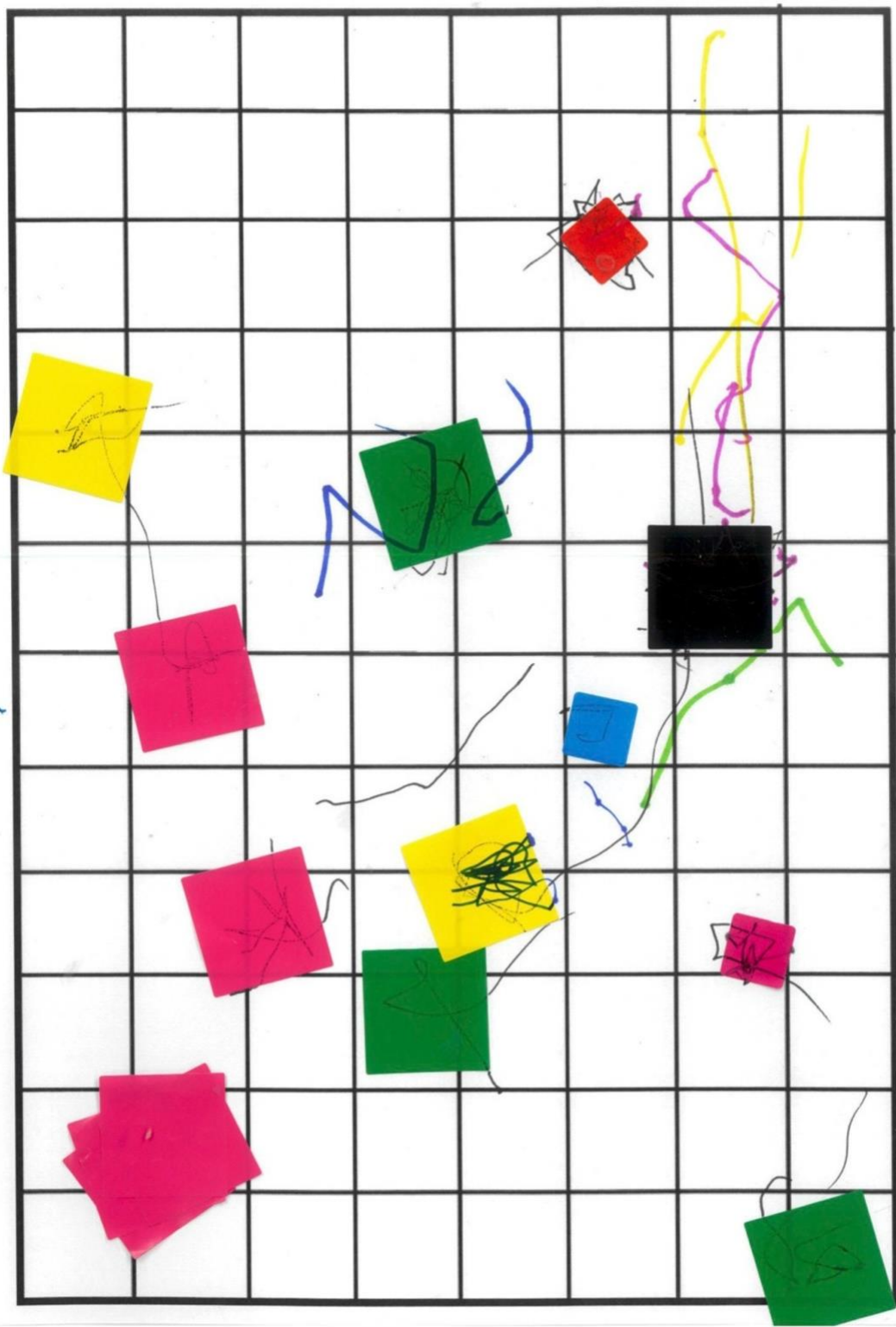


I noticed Riley began to draw **connecting lines** between some of her stickers. This reminds me of the work I've done in the past with making maps with children of the multi-age class. Children seem to really enjoy making these types of marks along stickers.

I wonder about the natural tendency for children to "connect the dots," so to say.



ABBY 2.2.22



RILEY 2.2.22