

How can you make use of the application Learn to Write 1 ?



Learn To Write 1 (available on Google play) allows to learn the basics of writing.

For this purpose, the application is divided into 4 sections:

- Basic lines (on top)
- Script capital letters (on the right)
- Numbers (on the left)
- Creative mode to draw or « play the teacher » (bottom)

Learn to Write 1 not only does it allow to learn writing but also to learn colors, numbers, spacial direction, emotions, developing language and cognitive functions.

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General Principles

After you have chosen a section, the application presents an overview of twelve challenges. Priority is given to those on which the child has less worked on. He or she may choose among these twelve challenges, or go to the lateral bars to pick up another one. Then as soon as the child has chosen a challenge, three buttons appear on the top left:

-  **Full screen** : Four arrows button allowing to realise the challenge in full screen or to display again the navigation bar.
-  **Restart** : round button with two arrows allowing to start again the challenge. On creative mode, it allows to play “the teacher” (cf. below).
-  **Share** : social button allowing to share the image by mail or any other application (such as Dropbox).

It is possible to turn the tablet to view the challenge whether horizontally or vertically. The drawings on the menu bar turn following the movement.

Learning how to write

The basic line offers a range of 12 categories which are on the left. Even if there may be some suggestions on the right, it is well to start gradually with the categories from top to bottom. When the child feels at ease, he or she can realize one of the suggestions that are on the right side. For each of the categories, there are “challenges”. It is very important that the child draws the lines following them without raising his or her finger. Doing so he or she will increase his or her precision. You can hold his or her finger at the beginning so he or she can realize that it is feasible. The basic lines are presented with a growing range of difficulties. It is very important to keep this order and to start with vertical lines. You can tell the child: “you must keep your finger or the stylus on the line. If you move away from the line, it will stop. The goal is to follow the line and do it on one time”. A sound or an animation will show it is the end. As soon as the child gets away from the line, tell him or her that he or she must go slower to draw on one time.

The child uses his or her own finger then the stylus for the tablet. Then he or she may go progressively to drawing on paper. In order to increase self-esteem, lines drawn by the child are always perfect (except on a creative mode). If he or she deviates, the line drawing stops.

1. Vertical, horizontal lines and then corresponding letters

I suggest that the child starts first with the basic lines: vertical and then horizontal.

- a. When you start with the vertical lines, lift up the tablet and give openly the name “vertical”. The lines are straight up. Look for all vertical lines around the child so he or she will recognize them. Teach him or her also the concept of parallels (lines which are always at the same distance from each other) and look for some in the place where you are. At the beginning, in each challenge there are always lines to guide the child up to the challenge of the harp. For the lion, the tiger, the bird and the harp, point out that the child is going from green (you can go), to the red (stop!). The notes of the Celtic harp which you can hear are the real ones. The parachutes and the balloons don’t have any line. You will notice that the vertical lines are drawn up and down. Gravity is helping you except for the last two ones: the red helicopter goes from bottom up to the top and the rockets go up.

- b. When he or she knows well the vertical lines and can recognize them, go to the horizontal ones, which is more difficult for he or she will have to go through the median line of his or her body. Give it a name (Horizontal such as the horizon) and go find some horizontal lines in the house. You can take advantage of this to teach categories: two wheel, four wheel vehicles. Then you teach the works at the farm: sow wheat, water the field, cut and bind sheaf, then what do we use wheat for. In the building craft, give names for those workers: the bricklayer, the painter. The last two ones (arrows and ladder), are the most difficult for you don't see the lines any more. The child can also train freely picking up which cursor he or she wants to draw with.
- c. Then the child can draw the first six letters: E, F, H, I, L, T. Connect the letters with a noun they know. For instance: I like Isabel if he or she knows someone named Isabel, L like lamp (show him or her a lamp). To draw the letters the child may choose to take a cursor.
 - In the category "chalk" (12 colours)
 - In the category "flowers" (25 flowers, note that the last one allows to draw with all the flowers)
 - In the category " birds"
 - In the category « insects »
 - In the category « fishes »
 - In the category « leaves and clouds »
 - In the category « cars"
 - In the category "trains"
 - In the category "boats"
 - In the category "aircrafts"

The cursors animal move and that can be fun to see chicken follow the finger.

2. The slanted lines then the corresponding letters

The slanted are used to draw letters like A, K, M, N, V, W, X, Z and follow letters written with vertical, horizontal and letters that have written accents.

/ starts by the top or the bottom but \ always starts from the top. Tell a story so it will be more lively:

For /:

- Quick! The little mice must hurry to hide in their hole so that the cats won't have time to get up and catch them!
- Which colour is the sky (grey)? How is the elephant? Oh it is very sad! Why? Do you know why? Follow the track of the green circle and you will understand why. Have you seen what happens? Yes it is raining. How come the rain does not fall vertical? (if the child does not see, open the tap and let water run, then blow on the water and show the child the difference) Yes the wind blows. You have drawn slanted lines which are all parallel. Let see if we can find some slanted lines in the room!
- Have you seen the fire? You are going to help the firemen to make a ladder and then you will help them put the fire out. Note that we draw the slanted line / from bottom up as with the V)

For \ :

- Who is running after the rabbit? Who is scared? And what does the fox do?
- Birds are tired, it is night, and you are going to show them the way so they can go to bed.

- Does the goat remind you of any other animal? Yes, the elephant. What is similar? (an animal at the bottom of the page is sad and the slanted rain with parallels of the same length) What is different? (the direction of the rain)

For \wedge :

- Tell how joyful snow is (5 first challenges)
- The arrows must catch the balloons which are at the top.
- How come people have a crown?

For various slanted lines:

- Find the arrow which goes to the right of the top, the one that goes to the right of the bottom...
- Do you want to learn how to draw a sun?
- Can you help the little kangaroo pick up the kiwis?
- What happens when there is a thunder storm?
- You are about to learn the secret to draw a five branch star.
- For the Christmas tree, explain clearly gradually along the drawing: slanted, horizontal, slanted, horizontal, slanted, horizontal, slanted, horizontal, slanted, horizontal...

3. Round C and U

You notice that O, C and U are drawn from right to left, which is called direct way or counter clockwise.

The little hook to hang clothes will be used for lower case (to hand out your hand for the next letter) as well as the beginning of the U. Notice also the change of season. A challenge touches the clothes worn in summer and the other the clothes worn in winter.

A rocket turns around the moon and the other one around Mars.

Once the child as understood how to draw them, he or she is ready for O, Q, C, G and u letters.

4. The Bridge \cap

Makes the liaison with \complement as it starts in the other direction, which we call indirect or clockwise.

It is not used to draw upper cases in print style, but lower cases n, m. Point out the consequences of the various sprays of water on the flower. You can mention the work of the bees, how to make a real rain bow...

5. The \complement

In relation with what we have seen before, point out that we start in the indirect way. You may compare the three challenges with the axe: what is the same and what is different, as well as the 3 and the mechanical shovel and find why. For the first three, the wood is cut in two, then the half in two, then the quarter in two. For the following 3, the digger goes forward to dig the tunnel.

We also make the comparison with the challenge where the car enters the garage: compare the houses, the garages, what is similar or what is different, even the cars.

When this is learnt, the child may continue to draw the letters B, D, P, R

6. The J

We remain in the direct way, this is what will allow to draw J with the help of the hooks of the tow truck!

7. Changes of ways such as the waves and the S

We start with a worm that wiggles, then the waves made different ways, then the slalom, the S and the 8 to reach little by little the changes of way. This will allow to liberate the hand and to write S and 8.

8. What remains to learn to write script letters

These are the two last categories with loops in different ways and a part of script S

To learn the colours

When we start teaching one colour, we concentrate on one and we look for it everywhere. We may start with the red and look for it in each challenge. Then we add another colour, and another one, and so on.

1. Verticals

We go from green toward red sometimes passing through yellow with the lion, the tiger, the bird, the harp. Many flowers of various colours which open as they are watered.

Apples are all red.

Parachutes, balloons and helicopters go to their colours.

2. Horizontals

At football there are two balls, one is blue and the other is pink.

The little chickens are yellow as well as the wheat grains.

The arrows are red, blue, and yellow, green. Ask to begin with a specific colour. Again the red apples and the ladder.

3. Slanted lines

The drops of the rain are blue.

The fire truck is red.

Several colours for the birds that go to bed.

The goat has a red umbrella.

The skis of the rabbit are red, and the sleds are blue.

The arrows are of various colours and the balls that fall are of the same colour. The crowns, the sun, the thunder flashes and the stars are yellow.

4. Round

Say the colours of cars, aircraft, of various rounds, of the cheese...

5. C

Tell colours of pieces of clothing; of boats, of the moon...

6. The walking stick and the U

Again we say colours of pieces of clothing, the moon, Mars, carrots, turnips

7. Bridges

See the link between the colour of the water jet and the final.

See the colour of the frog, the various rabbits, the birds of the rainbow, the red shuttlecock of the squirrels,

8. The O

With the axe, ask to look for what is red, what is yellow, what is blue, what is green...

9. The J

Ask what colour are the cars, the tow trucks

10. The waves and the S

There are more colours in this challenge.

11. The loops

Show the colours of the gifts and the ribbons, and the ladybug.

12. The script part of the S

See the various colours of the snake on the right and the eyes of the persons.

To learn numbers

Take the number you want to teach the most in each challenge. Here are some ideas of the numbers you may encounter..

1. The 1

As soon as you can, take number 1. There is 1 lion, 1 tiger, 1bird, 1 scooter, 1 rooster... Great! you have made 1 round, 1 bar; 1 worm in the apple has appeared, the orange arrow shoots 1 balloon, 1 igloo; 1 penguin dives, 1 tow truck, 1 car, 1 diver, 1 present...

2. The 2

- **Verticals:** Thanks to the rain, 2 red flowers, 2 oranges, 2 blues and 2 violet will grow. We see that the lion has 2 teethes, 2 eyes, 2 ears. There are 2 red objects: 1 balloon and its box. In the same challenge, 2 yellow objects, 2 violets ones and 2 green ones.
- **Horizontal:** there are 2 girls and et 2 men who play football. There are 2 green lights and 2 red lights. 2 Wheels at the scooter, the bike, the motorcycle. In the first car, we do not see anybody; in the second one, we see one, and in the third we see two. There are 2 chickens. There are 2 workers: 1 bricklayer, and 1 painter.
- **Slanted lines:** There are 2 cats that try to catch the mice. The brown arrow shoots 2 brown balloons. 2 arrows point 2 targets on the top and 2 arrows aim 2 targets at the bottom. 2 bats fly across the sky when birds are in bed. 2 skis. Each time there are 2 slanted rays to draw in each quarter of the sun. 2 kiwis on the right.
- **Round:** Two wings at the aircraft. In the second roundabout there are two cars. In the winter challenge there are two snowmen.
- **C:** 2 penguins on the right, 2 boys play with a boomerang.

- **The stick and the U:** Among the schoolkids there are 2 boys and 2 girls. 2 bike wheels. Describe all that goes by 2 in the body of a person.
- **The bridges:** in the first challenge, there are 2 balloon, 2 football players, 2 goals. 2 white birds fly once the rainbow is gone. The pink rabbit jumps first above one daffodil and then above 2 daffodils. 2 squirrels play badminton, there are 2 rackets and 2 shuttlecocks. 2 bees, 2 beehives and 2 honey cans; 2 frogs. 2 rabbits.
- **The J:** The Indian cuts a piece of wood in 2. There are 2 cars that park in 2 garages, there are 2 houses
- **The J:** There 2 windows at the top of the building
- **The waves and the S:** the skier first goes above the 2 red gates and 2 green gates. There are 2 snakes, the one on the right will go close to 2 blocks of flowers and 2 mice.
- **The loops:** There are 2 aircraft. There are 2 lady bugs at the end: a big one and a small one.
- **The script part of the s:** There are 2 snakes, 2 elephants, 2 mice, 2 eyes for each elephant, 2 tusks for each elephant, 2 ears for each elephant. Each time there are 2 personages for whom we make a nose. We see 2 teeth in one of them.

3. The 3

- **Verticals:** 3 yellow flowers are watered. The lion has 3 whiskers on the right and 3 whiskers on the left. There are 3 helicopters.
- **Horizontals:** The bricklayer lays 3 lines of bricks, the painter draws 3 lines of paint. When the scooter drove by there was 3 green lights. There are 3 ladders, 3 boys, 3 magic wands and 3 apples that fall at the end.
- **Slanted lines:** there are 3 mice and 3 holes. 3 lines to draw for the fireman. 3 little rabbits, 3 foxes and 3 big rabbits. 3 mountains. 3 arrows (for the red one a tip must be drawn, for the orange one there are 2 and for the brown one there are 3 and 3 balloons have fallen : 1 then 2.) 3 kiwis on the left.
- **Rounds:** to draw a snow man you have to draw 3 rounds.
- **The stick and the U:** 3 hooks allow to hang clothes of the old lady. Each turnip has 3 stems with leaves.
- **The bridges:** 3 golf players, 3 balls which will be seen as we go along in the blue hole. The frogs, the rabbits and the sheep make 3 jumps. Each squirrel goes on the 3 branches. 3 sheep wait for a jumper that will go over them. 3 monkeys on the right.
- **The J:** 3 challenges with the Indian, 3 challenges with the digger! There are 3 pieces of wood on the left, the Indian has 3 feathers on his head, and 3 yellow feathers on the axe. Each house has 3 windows. – **The J :** the building has 3 floors
- **The waves and the S:** there are 3 challenges with worms and fishes. 2 challenges with bent lines like waves to draw. 3 colours on the snake on the right: yellow, blue and green.
- **The loops:** 3 dead leaves are going to fall, 3 challenges with pipes and insects which are stuck inside the pipes.
- **That part of the script s:** one can see teeth of the top and 3 teeth of the bottom belonging to one of the personages and the other one has a head band with 3 circles.

4. The 4

- **Verticals:** There are 4 parachutes and 4 targets. 4 balls and 4 boxes. A star has 4 branches.
- **Horizontals:** There are 2 girls and 2 boys who play football, which makes 4 players, 4 balls and 4 goals. There are 4 vehicles with 2 wheels, 4 puddles, 4 traffic lights. 4 cars. 4 arrows and 4 targets.

- **Slanted lines:** there are 4 arrows and 4 targets. For the sun, there are 4 rays to draw at the top and 4 at the bottom. There are 4 stars to draw. 4 clouds will make thunder flashes.
- **Rounds:** In the first challenge with the snow, you will have to draw 4 circles. The big snow man has 4 buttons. There are 4 rounds at the top and 4 at the bottom for the Swiss cheese (Show only the upper part or the lower part)
- **C:** 4 penguins on the left. 4 eyebrows to the moon once it has been drawn.
- **The stick and the U:** 4 schoolboys have 4 hooks. 4 clothes will be hanged. The skater and the biker each have 4 protections: 2 on the knees and 2 on the shoulders. Every carrot has 4 stems with leaves.
- **The bridges:** 4 challenges where one flower will have to be watered. 4 bars at the scale of the diver. Each bee jumped 4 times and will go on 4 flowers. Each frog goes on to 4 water lilies. On the left, 4 monkeys jump to be higher than the 3 others. At the end you will have 4 monkeys in the tree. There are 4 sheep at the top and 4 sheep at the bottom (each time on will jump)
- **The J:** the Indian has 4 logs to cut, 4 blue lines on the tent.
- **The J:** In the building there are on each floor 2 windows at the top made of 2 rectangles which makes 4 rectangles on each floor. 4 different cars will have a breakdown in this category. Above the engine of one of them there are 4 small clouds.
- **The waves and the S:** The dragonfly has 4 wings. The left skier goes through four gates. The snake on the right eats 4 animals.
- **The loops:** 4 gifts to be wrapped.
- **The script part of the S:** the snake on the right eats 4 animals. In all there are 4 eyes, 4 tusks, 4 elephant ears. One elephant has 4 legs. Some Des personages have 4 eyebrows.

5. The 5

- **Verticals:** a rocket flies towards the 5 branch star. Which one? There are 5 rockets.
- **Horizontals:** the arrows have 5 slanted lines on the upper part and 5 traits slanted lines on the bottom to make the tail plane.
- **Slanted lines:** 5 birds are going to bed. The arrows have 5 slanted lines on the upper part and 5 slanted lines on the lower part to make a tail plane. Le kangaroo is going to pick up kiwis, and bit by bit he will pick up 5 in total. The stars have 5 branches and they are drawn with 5 lines. The star on top of the Christmas tree has 5 branches.
- **Rounds:** the star which is used to make the moons has 5 branches. As you proceed, tell the child how many rounds he or she has made for the Swiss cheese (stop at 5 of course)
- **C:** 1 penguin is getting closer to the 4 that are on the left, which will make a total of 5 penguins on the left.
- **The stick and the U:** a boy is going to hang his jacket to 5 buttons. The mole is going to eat 5 carrots, the mouse is going to eat 5 turnips.
- **The bridges:** the water jet has 5 « points ». The blue rabbit jumps above 5 mushrooms.
- **The J:** The Indian has 5 feathers on his axe 2+3. The digger digs 5 times.
- **The J:** There are 2 windows at the upper part of the building.
- **The waves and the S:** the boat has 5 sails.
- **The loops:** each aircraft makes 5 rounds. Each leaf makes 5 rounds while falling.
- **The script part of the S:** one personage has 4 rounds in his hair.

6. The 6

- **Verticals:** 3 apples fall on the ground on each side of the tree which makes 6 apples which do not fall. You can see 6 cords on each parachute. 3 groups of 2 notes on the red box. A rocket flies towards the 6 branch star. Which one?

- **Horizontals:** When moving the car on the top and the car on the bottom, 6 small cars appear in each way.
- **Slanted lines:** there are 6 birds in total, and one which is already asleep. 6 flashes of lightning. 3 small rabbits then 3 big ones, which makes a total of 6 rabbits. 6 flashes. The Christmas tree has 6 branches on each side and 6 garlands.
- **Rounds:** 6 snow balls are necessary to make 2 snowmen made with 3 balls each.
- **C:** 2 penguins on the right, 4 penguins on the left that makes 6 penguins on the icebergs.
- **The stick and the U:** the structure of the handrail for the skater or the biker is made of 6 vertical girders
- **The bridges:** at the end there are 6 monkeys on the beach. The pink rabbit is going to jump over 6 daffodils: 1+2+3. There are also 6 daffodils with the sheep.
- **The J:** each one of the 3 logs has two starting branches which makes a total of 6. Each house has 3 windows that makes a total of 6; 6 legs for each slide.
- **The J:** there are 2 windows on each floor of the building and each building has 3 floors which makes a total of 6.
- **The waves and the S:** the dolphin makes 3 groups of 2 splashes which makes a total of 6. The skier is going through 4 gates on the left and 2 gates on the right, which makes a total of 6.
- **the loops :** the ladybug has 6 legs
- **The script part of the s:** the personage who has 3 teeth dents up and 3 teeth down, has 6 teeth in total.

7. The 7

- **Verticals:** if you drop an apple, there are only 7 apples left in the apple tree.
- **Horizontals:** after how many bars will the 2 kids on the right and on the left reach an apple? 7
- **Slanted lines:** when the child draws the rain, before the last dash of each line, he or she has drawn 7 dashes. 7 kiwi trees.
- **Loops:** in the second challenge of the winter, 2 rounds have to be drawn.
- **C :** there are 7 penguins in total: 4+1+2
- **The stick and the U:** for the winter there are 7 hooks: 4 for the schoolkids and 3 for the old lady.
- **The bridges:** there are 7 monkeys on the left. 7 birds make a rainbow.
- **The script part of the S:** there are 7 rounds in 2 females.

8. The 8

- **Verticals:** there are 8 apples and 8 worms. 8 bars to go down to liberate the bird. 4 balloons and 4 boxes which make a total of 8 items.
- **Horizontals:** 8 sheaves are tied. 8 bars for each ladder.
- **Slanted lines:** 8 rain dashes for each line. 8 windows in the building close to the fire truck. 8 sunrays to draw (gathered by 2).
- **Loops:** 8 holes for the cheese to draw.
- **The stick and the U:** 8 schoolkids and 8 hooks on 2 challenges.
- **The bridges:** 8 flowers for the bees (2 sets of 4). 8 water lilies (2 sets of 4). 8 sheep in total with 2 that are jumping.
- **The J:** 8 rounds on the digger
- **The script part of the S:** each elephant has 8 eyebrows.

9. The numbers starting from 9

- **Verticals:** thanks to the rain, we can count the flowers up to 11. To lock up the lion and the tiger, 9 bars have to be drawn. 10 strings are missing on the harp.
- **Horizontals:** there are 14 even 15 small bikes which appear after the red car is gone, 12 clouds follow the motorcycle. 12 small cars appear after the red car is gone. The wheat which has been sowed can be counted. 3 sets of 8 bars for the ladders makes a total of 24 bars!
- **Slanted lines:** there are 4 lines with 8 rain dashes, which makes 32 dashes! $4+8=12$ sun rays. Balls and candles in the Christmas tree can be counted.
- **Rounds:** is it impossible to count the stars or the snowflakes?
- **The stick and the U:** the total number of hooks in the 3 challenges is $4+4+3=11$. Listen to the count down from 10 to 1 for the rockets which go around the moon and Mars. There are 10 turnips but only 5 will be eaten (1 out of 2).
- **The bridges:** there are $10=7+3$ monkeys. 7 birds which are coloured and 2 birds at the end which gives a total of 9 birds.
- **The J:** count how many J are necessary for the digger to finish digging the tunnel.
- **The waves and the S:** the fish will make 10 shrimps to appear each time it will go in the seaweeds.
- **The loops :** 10 leaves on the ground and 3 to be added.

Learning spatial orientation

Use as much as possible the spatial orientation vocabulary to describe what is going on. In a free mode, the child may also ask to draw showing where and using the spatial orientation vocabulary. Here are some ideas:

1. Top and bottom

To teach this subject put the tablet in a vertical position at the beginning. The vertical lines lend themselves to teaching of top and bottom. All challenges go from top to bottom except the last two. The green point becomes red at the bottom. The worm comes out when the apple is at the bottom. Where are the balloons? Where are the boxes? Two helicopters go from **top** to **bottom** and one goes from **bottom** to **top**. The rockets go from **bottom** to **top**.

For all other challenges ask what is at the **top** what is at the **bottom** as soon as it lends to it.

2. On, under

The skydiver lands **on** his colour, the helicopter does the same. The fireman is **on** his ladder. The crown is **on** the head. The hat will go **on** the snowman's head. The bee lands **on** a flower. The penguins are **on** the ice. The cap is **on** the head. The boat is **on** the water. The mouse wants to go **on** the trunk of the elephant.

3. Inside, in, outside

Where is the lion supposed to stay? **In** its cage or **inside** its cage. Where is the bird? **Inside** its cage. And once it is open, look! The bird flies away. It goes **outside**! Where was the little worm? **Inside**. And where is it going now? **Outside**. The balls go in their box. Look! We don't see it any more, it is **inside** the box. The football goes **in** the goal. The birds go **in** their nest. The boy goes in the tunnel. Look, he is hiding **inside** the mountain. Then he will come out. Look! He is **outside** again! The little snowman goes in the igloo. The bee goes **in** its beehive. Why does it fly **inside** the beehive? Why does it go **outside**? The car goes **in** the garage. The car that is on the road is

outside. The insects are **in the pipe.** But they do not stay **inside,** they are going to fly and remain **outside.**

4. Over and Underneath

The water is **below** the dragonfly. The penguin dives to be **underneath** the iceberg. The rabbits jump **over** the flowers, the stones, the mushrooms. A sheep jumps **over** another sheep which is **underneath.** The bridge is **over** the water and the water is **beneath** the bridge.

5. In front of, behind

There are clouds behind the motorcycle. The motorcycle is in front of these clouds. Where is the dog in the car? It is behind the lady. Some small green cars are **behind** the big green car which **in front of them.** There are grains in front of the hen. An animal is hiding **behind** the wall to watch the flower being watered. A cat is hiding **behind** the piece of cheese. The fox is **behind** the rabbit but when it runs away it is then **in front of** the fox. The car is **behind** the tow truck which is **in front.**

6. Beside, around, between, in the middle, on the right, on the left

Even if it seem too early for a child to recognise left and right, it is never too late to use these terms. In the horizontals, the lines are always written from **left to right.** You start on the **left** and you reach the **right.** Excellent! What are the colours of the horizontal arrows which are **between** the green and the red ones? With the ladders: let's start with the **left** one, then that which is in the **middle** and the one that is on the **right.** You see the line in the **middle** so you can paint it? The goat is at the **bottom** but also in the **middle.** The kangaroo goes to the **left,** then to the **right,** then to the **left** and to the **right** again making zigzags. Where is the **middle** hook at the old lady's home? Which are the carrots that lay **between** those that are on the **right** and those that are on the **left?** You show the flowers that are **between** the bee and the beehive? What is **between** the two islands where the monkeys are? There is a garage **beside** the house.

Once you have done the little worm, look! A fish comes from the **right!**

The girl goes **around** the two islands, and in a moment she will be **between** the two islands.

More difficult because it two data will be used: you draw the rays of the sun up and **right** then down and **right,** then down and **left,** and finally up and on the **left.**

Letters and numbers

It is better to write script capital letters in the given order. In order to do them all, all it takes is to know how to write the horizontals, the verticals, the slanted the rounds, C, O and the S (where we change the way). The other basic lines are used to write script lower cases and the cursive which the child will be able to do later with the Upbrainig® application *Learning to write 2 : letters.* But first point out to the child the breakdown of the letters (analysis) so he or she will be able to note the horizontal and the vertical then the slanted, and the various curves. Match each line to a line of the category he or she likes. For instance, for L: you draw a vertical as the bars for the cage of the lion, then a horizontal such the motorcycle going. For the C, you draw as for the boomerang; for the O, a round as for the snowman; for D, a vertical, such as the one for the digger.

The capital letters are presented with growing difficulties. Besides, each letter can be drawn only by following the school directives. For instance, the child will have to write I up and down. Asz

soon as the child knows to draw vertical and horizontal lines, he or she is ready to write E, F, H, I, L, T.

When he or she knows to draw slanted lines, the child is ready to write the letters A, K, M, N, V, W, X, Y, Z. When he or she can draw a curve in the right direction (counter clockwise) he or she is ready for O, Q, C, G.

When he or she comes to the curves with different orientations, he or she can draw U, B, D, P, R. Encourage the child to use various pictures such as flowers, aircraft, etc.

First start with the numbers that have only straight lines: 1, 4, 7. According to the country, these numbers may be written in two ways so it is better to know both of them.

The first 2 is written with one bridge, one slanted line and one horizontal. The second has a curve in addition.

When the child knows how to draw a circle, he or she can do the 0.

The 3 and the 5 use the digger.

The 6 is written with the boomerang.

The 8 uses the car or the speedboat circuit around the 2 islands (category of the waves and the S)

The 9 uses a circle and the hook of the towtruck.

Learning to put into categories

With this application, the child can understand easier the categories.

The cursors are already gathered in various categories:

- Chalk of various colours
- Flowers
- Birds
- Insects
- Fishes
- Leaves and clouds
- Cars
- Trains
- Boats
- Aircrafts

Make him or her find another birds that could be added to this category, other fishes, insects etc
Ask him or her how we could gather the categories of birds, insects, fishes..

What makes the difference between the flowers and animals?

Ask the child: « how could we gather categories of cars, trains, boats, aircraft..? »

See other means of transport with the horizontal lines (bike for instance).

And « how could we gather the 4 categories cars, trains, boats and aircraft into 3 categories? »

The creative mode to draw or “play the teacher”

- First let the child have fun to free his or her hand and use his or her imagination to draw or write letters or short sentences. The child may choose various backgrounds, various cursors (the same for the letters and the numbers). An eraser may be used to erase the lines he or she does not want any more.
He or she may share his or her creations with any setup sharing application (mail, dropbox, ...)
- Then he or she can make a sample and press the button (do it over)  and go to a « play the teacher » mode: the schoolboy will then follow the lines to recreate the drawing or the initial word. If he or she has drawn a line with fishes, when your turn comes, fishes will follow the line. Watch out! if he or she doubleclicks on the « do it again » button, the drawing will be erased.
- Remember to alternate: the « pupil » becomes the « teacher » and the « teacher » becomes the « pupil ».

Emotions

Do not forget to ask the child what could be the feelings of the personage or what he or she can feel and how can he or she have a happier emotion if necessary.

To learn the cognitive functions

This section can be understood only by those who have followed an Upraining® training. This tool, as well as the others is a great opportunity to teach how to be aware of his or her cognitive functions. In addition, this will give you the opportunity to congratulate him or her as you will help him or her to become aware. Here are a few ideas that you can use with the intention or as an application of the principle of transcendence:

1. INPUT

Take time to watch before you start drawing a line. Then you are working on **Focusing** by pointing or having the child look for some details, by making him or listen ...

You can work the **method** following gradually from left to right, from top to bottom... For instance, the harp.

Some challenges give this habit (ladders, rain with the elephant and the goat ...)

You can give names to everything the child sees to increase the **naming**

You are working on **spatialization** with the preceding section using as many spatial orientation vocabulary as you can to describe but also to specify places.

You get into management for instance when you need two terms to describe: the elephant which is at the bottom and in the middle. The arrow that goes up to the right.

2. ELABORATION

When you ask this question: « what do we have to do here?» you practise « **problematization** » which is understanding what is to be done in a problem.

Many challenges which look alike are the opportunity to work on **comparison**: look for what is similar, what is different with the digger, the woodcutter, the penguin, the broken cars... Bring the child to compare the expression of the animal which is watching the flower being watered. Help the child compare two snakes.

Linking two points is what is called a **connection**. But it can also be worked through asking: « What does that make you think of?»

How come this rocket flies to the moon and nowhere else ? When the child answers that the rocket has the moon drawn on it, he or she shows **justification**. He or she knows that he or she has finished his or her challenge as soon as he or she hears the sound of the harp, for it is a way to verify.

The child works on **internalization** of letters writing them different ways. When he or she will do them again in a free mode, you will see if this internalization is made.

Ask: « What happens if you do not water?», “What happens if you do not put the lion in the cage? This works on his or her way of **inferenciation** (if...then).

Choosing a back ground and a cursor help work on **foreseeing**.

When you give names to a categories of challenges, means of communication (2wheel or 4 wheel vehicles), concepts (colours, animals and crafts, size...) you work on **conceptualisation**.

If you look for numbers (see this part) you are working on **summery**.

3. OUTPUT

You work much on **strictness** with this application mainly if you ask not do let the finger out of the cursor (except when there is a change)