



THE SENSES

“Multi-sensory pre-writing tray”

Ref. 20616



MULTI-SENSORY PRE-WRITING TRAY

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CONTENT:

- A wooden tray for the development of pre-writing skills. Dimensions: 30 x 22.8 cm
- Reversible board: chalkboard and magnetic whiteboard for erasable marker.
- 3 pieces of chalk and eraser for the chalkboard.
- 1 erasable marker for the whiteboard.
- 1 bag of 0.5 kg of sand for the tray.
- 1 sand smoother.

RECOMMENDED AGE AND INSTRUCTIONS:

From 3 to 6 years.

The multi-sensory tray enables the development of pre-writing skills and eye-hand coordination through different senses. Depending on the age of the child and his or her abilities, the child can be left free to play and experiment with the tray, or learning can be guided.

Moreover, the tray allows concepts in the school curriculum to be worked on in a more motivating way for the children. Using materials such as chalk, the marker or the sand helps capture the attention of the smallest children and invites them to learn in a fun and sensory way.

Although the game is aimed at children from 3 to 6 years, it can be played with older children or those with special needs that need work on their eye-hand coordination, fine motor skills or learning through touch.

Inspired by the Montessori Methodology.

EDUCATIONAL OBJECTIVES:

- To start pre-writing through the sense of touch.
- To work on eye-hand coordination.
- To develop fine motor skills and manual dexterity.
- To develop attention, observation, discrimination and execution capacity.
- To encourage creativity.

METHOD OF PLAY AND ACTIVITIES:

1. Empty part of the bag of sand in the pre-writing tray.
2. Then place the chalk on the tray holder so that it is perpendicular to the tray.
3. Draw what you want to work on one of the two boards, or ask the child to freely



create what he or she wishes. Letters, numbers, figures and so on can be worked on, the degree of difficulty will depend on the age and knowledge of the child.

4. Then ask the child to copy the drawing that appears on the board in the sand.
5. Use the smoother to leave the sand smooth and ready to start again.
6. As the child acquires skill, the process can be reversed and the child can be asked to copy what is drawn in the tray on the chalkboard or marker board.

