
Introduction

It is not unusual for preschoolers and prep children to reverse letters and numerals – that is, to print them in a backwards formation. Teachers who work with children as young as preschool age through to year three will find these exercises useful. Having a background in special education is not necessary to use *Correcting Reversals*. Any teacher who observes a student who makes many letter and/or number reversals can use this book to help reinforce the process of producing the correct formations.

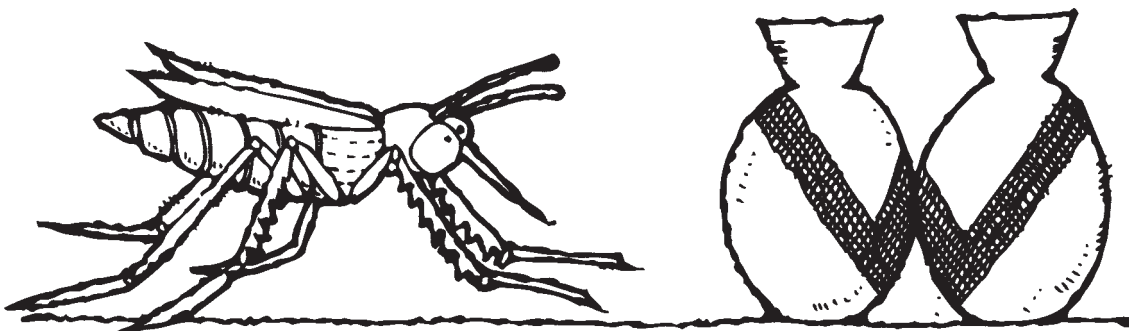
Correcting Reversals begins with activities which help the student review the concepts of 'right' and 'left'. These pages are crucial to the development of a student's awareness of directionality. Without this foundation, the learning process will be more difficult.

Rhyming techniques will aid both left-handed and right-handed students to recall how to print correctly the numerals 0–9. Each exercise uses visual, auditory and tactile components of learning as the student observes a picture, hears a rhyme and 'feels' the technique that reinforces the formation of each numeral.

The next exercises help the student distinguish between correctly and incorrectly printed letters. For example, perceiving the difference between an 'M' and a 'W' can be difficult for some students but not after they finish this book! Your students will learn to visualise an 'M' as a mosquito. A poem accompanies the image of the mosquito to strengthen the auditory/visual connection. At the same time, students visualise a 'W' as vases filled with water and accompanied by a poem which reinforces the connection of the sound of 'W' (associated with 'water') and the visual image of the 'W'.

These worksheets are ideal when working with a child on an individual basis. They also may be incorporated into small group or whole group instruction. Employ pages from this book as papers to send home for additional practice. This way you can offer the parent an opportunity to recognise and help with an area of difficulty that their child is experiencing. Each page can be used as a performance guide to the child's development, thus allowing you greater freedom, without need for a formal assessment tool.

Just as no two children get their first tooth or learn to ride a bike at the same time, the same holds true for the period when a child's eyes, hands and mind come to work together efficiently. Through maturation, exposure and practice, a student's tendency to reverse letters or numbers will diminish.



Review of left and right

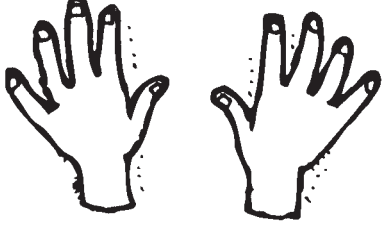


Directions:

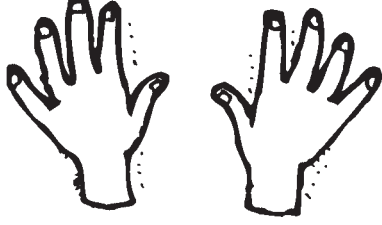
1. Draw a circle around the girl's left hand.
2. Draw a circle around the girl's left hair bow.
3. Colour the girl's right shoe with your blue crayon.
4. Use a green crayon to colour the bow on the right side of the girl's head.
5. Use a red crayon to colour the girl's left sleeve.
6. Put an 'X' on the girl's right arm.

For the left-handed child

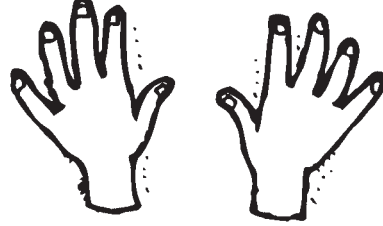
Try a clever trick. Take your favourite coloured texta and put a 'dot' on your left baby fingernail. Keep reviewing the fact that this is your left hand. Now follow the directions below.



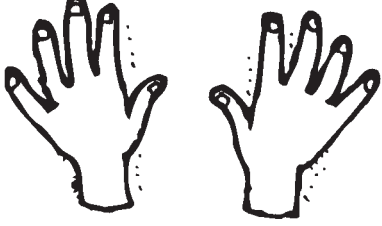
Put an 'X' on the right hand.



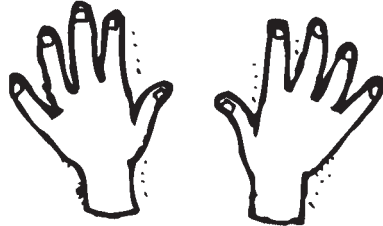
Put a ● on the left hand.



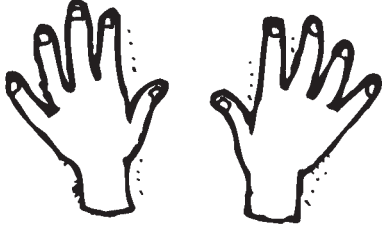
Put a ● on the right hand.



Colour the left hand.



Colour the left hand.



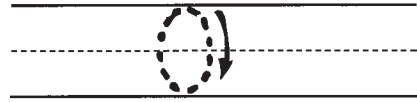
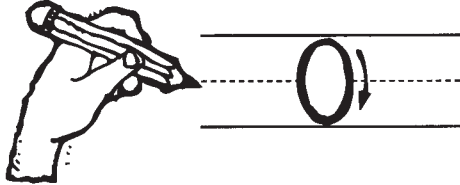
Put an 'X' on the left hand.

Numbers 0-9

(For left-handed children)

0

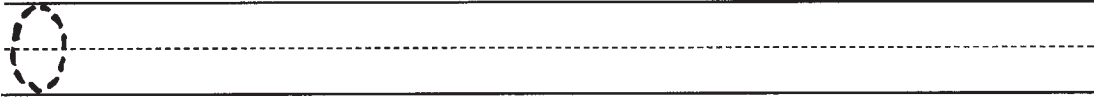
Draw an 'egg' upon the line.



That's a zero ... nice and fine.



Try making 0s on your own.



1

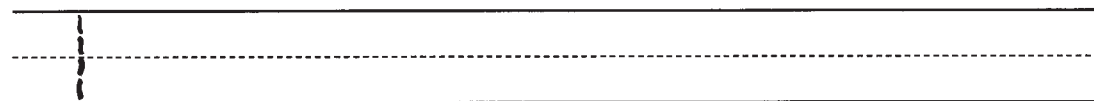
Making an '1' is a simple trick.
Simply draw a long, straight stick.



Trace over this '1'.



Now make more.



2

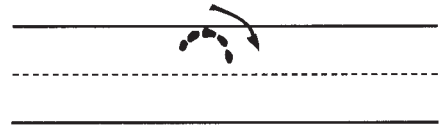
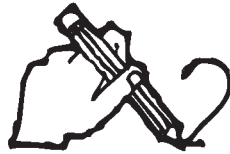
Number '2' bumps into you.



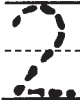
Curve it down.



Now draw the ground.

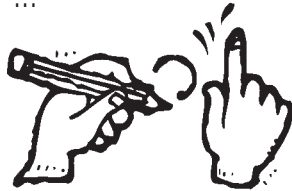


Try making 2s on your own.

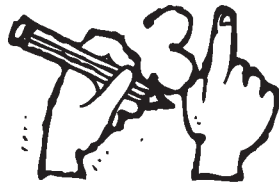


3

Number '3' bumps into you.
It first bumps '1' ...



... and then bumps '2'.



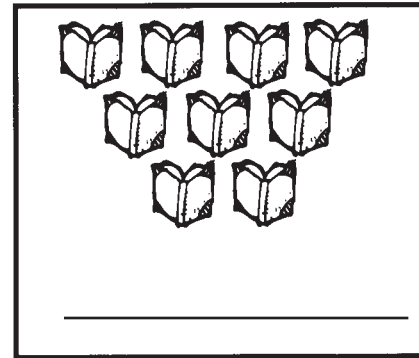
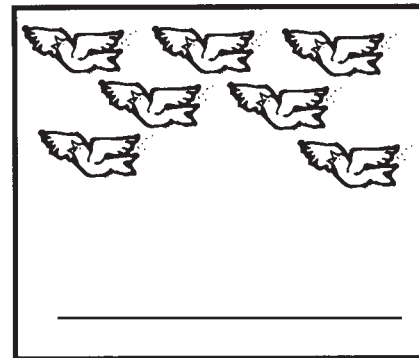
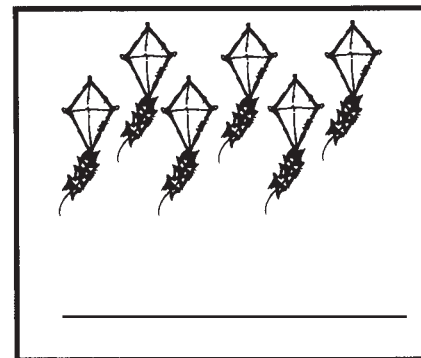
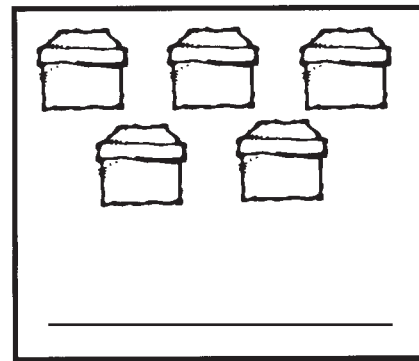
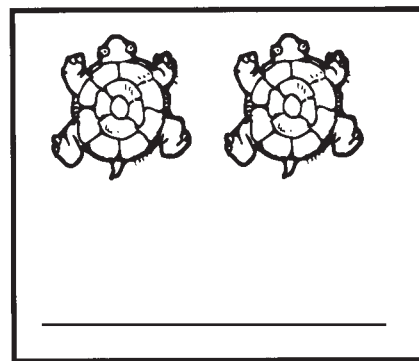
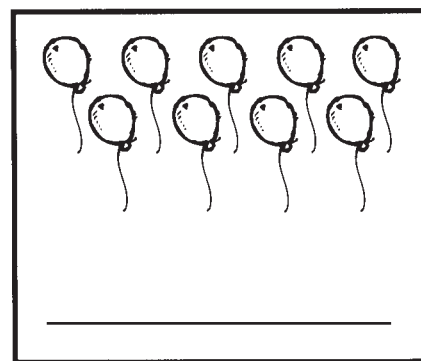
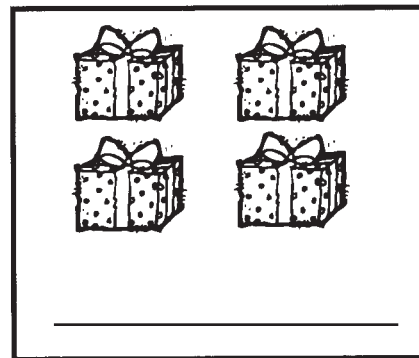
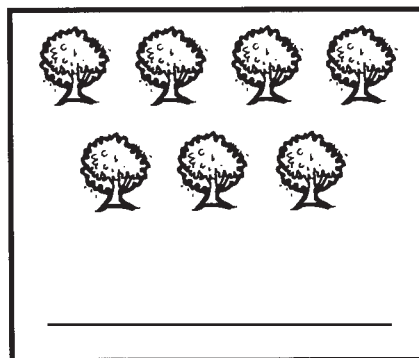
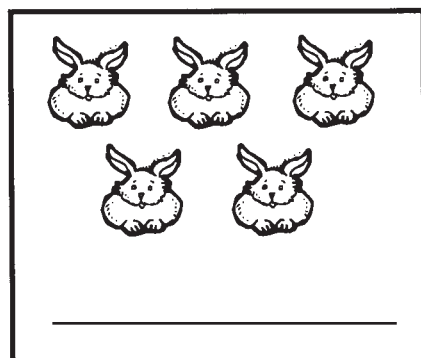
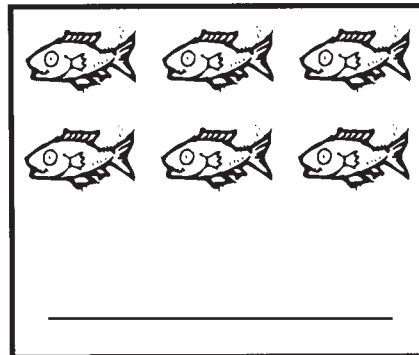
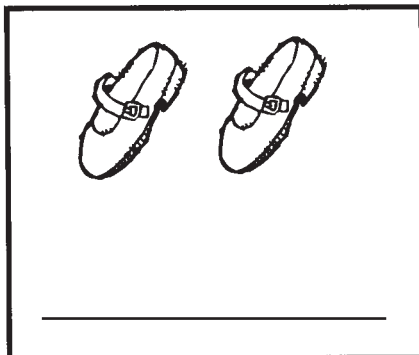
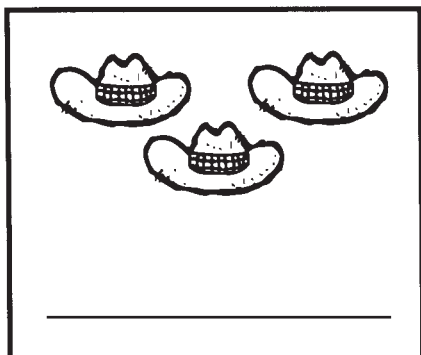
Try making 3s on your own.



Name _____

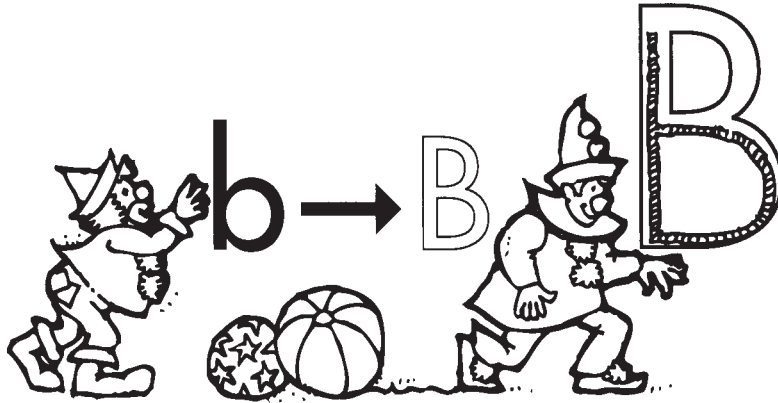
Review of numbers

Directions: Count the items in each box. Write the number of items on the line.



b or d

1. An easy way to remember 'b' is to know that the lowercase 'b' fits into a capital 'B'.



2. Say the first four letters of the alphabet (a, b, c, d). 'b' comes before 'd' and remember that they always 'face' each other.



3. Place your hands (palms down) on the table. Picture 'b' fitting inside your left hand and 'd' fitting inside your right hand.

