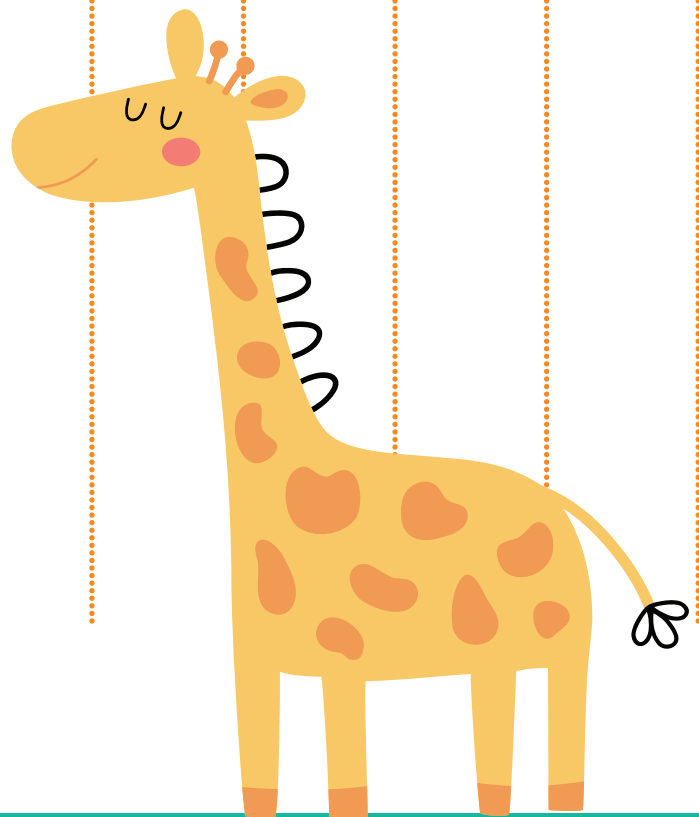
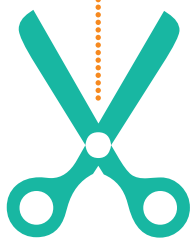


C-1-1

CUTTING & TEARING

HORIZONTAL AND VERTICAL LINES



dr. Kristijan Musek Lešnik, dr. Petra Lešnik Musek

CUTTING AND TEARING: HORIZONTAL AND VERTICAL LINES

dr. Kristijan Musek Lešnik
dr. Petra Lešnik Musek



CUTTING AND TEARING: HORIZONTAL AND VERTICAL LINES

dr. Kristijan Musek Lešnik
dr. Petra Lešnik Musek

Title of the workbook: CUTTING AND TEARING: HORIZONTAL AND VERTICAL LINES
Brainscribed program - supporting visual-motor integration and fine-motor skills development.

© 2025 Kristijan Musek Lešnik, Petra Lešnik Musek
All rights reserved.

No part of this book may be reproduced or used in any way
without the prior written permission of the copyright holders.

Brainscribed program members/subscribers can print and use the worksheets
in this workbook for their work with children during their membership/subscription.

Illustration: los_ojos_pardos, Shutterstock

First edition, 2025

Number of pages: 130



Brainscribed resources help children develop and strengthen
visual-motor integration and fine-motor skills!

Published by:
IPSOS dr. Kristijan Musek Lešnik s.p.
Požarnice 26d, 1351 Brezovica pri Ljubljani
www.brainscribed.com

THE IMPORTANCE OF EXERCISES AND ACTIVITIES THAT STIMULATE THE DEVELOPMENT OF FINE MOTOR SKILLS

The importance of systematic stimulation of the development of fine-motor skills and visual-motor integration

In recent years, a growing body of research has highlighted the important role that the development of fine motor skills plays in children's development. Fine motor and visual-spatial skills in preschool and school-age children are linked to general and specific cognitive abilities, such as short-term memory, visual processing, long-term memory and retrieval, as well as to later achievement and success in academic performance. Some research shows that many children perform less well at school than would be expected on the basis of their intellectual abilities, precisely because their fine motor skills are less well developed. Other research points out that appropriately structured programmes in pre-school and school lead to improved visual-spatial skills and fine motor skills, and consequently to better academic achievement. It is therefore particularly important to systematically encourage and strengthen the development of fine motor and graphomotor skills in pre-school and school children.

Fine motor skills

Fine motor skills involve the movement of small parts of the body (hands, wrists, fingers and other small muscle groups) in coordination with vision. These skills develop from early childhood onwards, enabling children to perform progressively more precise tasks (e.g. handling cutlery, cutting with scissors, gripping with pliers, repairing small parts of toys, etc.). Research confirms that appropriately structured support during the pre-school and school years can lead to improvements in visuo-spatial skills and fine motor skills

Graphomotor skills

Graphomotor skills are a combination of cognitive, perceptual and fine motor skills that enable a child to reproduce the images he or she visualises on paper or another surface. Graphomotor skills require good coordination between the visual-cognitive and muscular systems. They develop in parallel with the maturation of various cognitive, perceptual and motor skills. Their gradual development occurs through spontaneous experience, but can also be stimulated by guided practice. The development of graphomotor skills enables children to progress from their first attempts at leaving traces on paper towards more complex expressions and the permanent recording of symbols and thoughts.

Fine-motor training and the development of visual-motor integration

Visual-motor integration is the coordination of visual perception with body movement, especially of the hands and fingers. It is most intensely developed in infancy, when children learn to coordinate their body movements with the environment and objects around them. Although visual-motor integration is one of the fundamental abilities for successful participation in physical activity and sport, and for artistic expression (from painting to sculpture), it is often most closely associated with writing. But its scope by no means ends there: as important as it is for handwriting, visual-motor integration is a prerequisite for many other tasks, including the successful operation of modern communication tools, from computers to tablets and smartphones. Current research highlights that effective visual-motor integration is also linked to many other important factors of a successful life; for example, in children it is associated with higher performance in reading, arithmetic, mathematics and other activities.

TEARING AND CUTTING

Why cutting and ripping paper is beneficial for fine motor development

Contemporary neuropsychological research confirms that visual-motor exercises create functional connections between visual and motor centres in the brain.

Paper-ripping and paper-cutting activities stimulate eye-hand coordination in children.

As children tear or cut paper along the drawn lines, their brains simultaneously monitor and compare how accurately they follow the line and guide future finger and hand movements. This process strengthens visual-motor integration and control of fine motor and finger movements.

The activities and tasks of ripping and cutting paper promote the acquisition and consolidation of basic fine-motor skills, which later play an important role in the development of fine motor, graphomotor, pre-writing and other important skills.

Worksheets and exercises in this volume

The exercises in this workbook are designed for tearing and/or cutting.

When ripping and cutting paper, it is important that the child follows the drawn line as closely as possible.

The difficulty of the tasks gradually increases throughout the workbook. The activities at the beginning of the workbook are suitable for tearing, but also for cutting with scissors for children who are less experienced with scissors. The tasks towards the end of the volume are mainly suitable for children who have already mastered cutting with scissors and can adequately control the fine movements of their fingers and hands.

Warning

Always supervise children when using scissors.

Children should only cut with scissors when they are able to handle them safely.

CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



FREE BRAINSCRIBED SAMPLE WORKBOOK

Handwriting practice area with horizontal dotted lines for cutting practice.

CUT AS ACCURATELY AS POSSIBLE ALONG
THE DOTTED LINE WITH THE SCISSORS.



FREE BRAINSCRIBED SAMPLE WORKBOOK

About Brainscribed program

EXTENSIVE
collection
of activities

Brainscribed collection features thousands of worksheets with tens of thousands of challenges and activities of different types, created to stimulate the development of visual-motor integration and graphomotor skills in children. With its extensive corpus of materials, it is one of the most comprehensive collections of its kind, **globally**.

Based on
**BRAIN &
EDUCATIONAL
SCIENCE**

Science fact:

Visual-motor exercises create functional connections among visual and motor regions in brains.

Science fact:

Fine motor skills, non-verbal intelligence and executive functioning are significantly interrelated.

Science fact:

Visual-motor exercises improve graphomotor skills which are important predictors of later academic achievement.

**FUN and
CHALLENGING**
activities

Brainscribed resources stimulate visual-motor integration development with countless fun and **developmentally appropriate** activities, designed to be **user friendly** both for adults working with children (easy selection of developmentally appropriate activities according to the child's current stage of visual-motor integration and skills), as well as for children (challenging activities).

Designed for
**EXPERTS and
PARENTS**

Brainscribed workbooks provide **teachers** and other **experts** (preschool, school, special education, therapy, etc.) with appropriate and gradually challenging tasks according to developmental needs of their children as well as offer **parents** developmentally appropriate and gradually challenging tasks for their children.

Activities for
EVERY child ...

... and for
children with
DIFFICULTIES

Every child's visual motor integration and skills development can **benefit** from graphomotor / visual-motor tasks and training at home or in a classroom.

Visual-motor deficits and graphomotor difficulties can be debilitating for children. Teachers and other experts working with children with visual motor integration problems or/and with writing problems will find a plentitude of useful and engaging tasks for a **systematic intervention** in Brainscribed workbooks for children with visual-motor difficulties.

Created
by
EXPERTS

Dr. Kristijan Musek Lešnik (Ph.D.) - Founder nad Chair of the Centre for Positive Psychology, University of Primorska, Slovenia - President of the Council of Experts for General Education of the Republic of Slovenia - past President of the Committee for the Children with Special Needs - past President of the National Testing Committee, Slovenia.

Dr. Petra Lešnik Musek (Ph.D. in Developmental Psychology) - Specialist of Clinical Psychology at the Department of Child Neurology, Paediatric Clinic of the University Clinical Centre, Ljubljana, Slovenia - combines years of experience in developmental psychology and family therapy in clinical work with children and their families.

List of Brainscribed volumes - 2025

Collection: CUTTING AND TEARING

Volume C-1-1: CUTTING AND TEARING: HORIZONTAL AND VERTICAL LINES
Volume C-1-2: CUTTING AND TEARING: ZIG-ZAG LINES
Volume C-1-3: CUTTING AND TEARING: WAVY LINES
Volume C-1-4: CUTTING AND TEARING: SPIRALS
Volume C-1-5: CUTTING AND TEARING: FLATTENED SPIRALS

Collection: PATTERNS / FINGER GRIP

TWO TO FOUR STICKS

Volume P-1-1: PATTERNS - STICKS: 2 STICKS - COLOURS
Volume P-1-2: PATTERNS - STICKS: 2 STICKS - SHAPES

FIVE STICKS

Volume P-2-1: PATTERNS - STICKS: 5 STICKS - COLOURS
Volume P-2-2: PATTERNS - STICKS: 5 STICKS - SHAPES
Volume P-2-3: PATTERNS - STICKS: 5 STICKS - DIFFERENCES: COLOURS
Volume P-2-4: PATTERNS - STICKS: 5 STICKS - DIFFERENCES: SHAPES
Volume P-2-5: PATTERNS - STICKS: 5 STICKS - DIFFERENCES: COLOURS AND SHAPES
Volume P-2-6: PATTERNS - STICKS: 5 STICKS - SPACING

SIX STICKS

Volume P-3-1: PATTERNS - STICKS: 6 STICKS - COLOURS
Volume P-3-2: PATTERNS - STICKS: 6 STICKS - SHAPES
Volume P-3-3: PATTERNS - STICKS: 6 STICKS - COMPLETING
Volume P-3-4: PATTERNS - STICKS: 6 STICKS - SPACING
Volume P-3-5: PATTERNS - STICKS: 6 STICKS - MIRRORING

EIGHT STICKS

Volume P-4-1: PATTERNS - STICKS: 8 STICKS - COLOURS
Volume P-4-2: PATTERNS - STICKS: 8 STICKS - SHAPES
Volume P-4-3: PATTERNS - STICKS: 8 STICKS - COMPLETING
Volume P-4-4: PATTERNS - STICKS: 8 STICKS - ORIENTATION
Volume P-4-5: PATTERNS - STICKS: 8 STICKS - MIRRORING
Volume P-4-6: PATTERNS - STICKS: 8 STICKS - OVERLAPPING

TEN STICKS

Volume P-5-1: PATTERNS - STICKS: 10 STICKS - COLOURS
 Volume P-5-2: PATTERNS - STICKS: 10 STICKS - SHAPES
 Volume P-5-3A: PATTERNS - STICKS: 10 STICKS - FINDING DIFFERENCES: COLOURS 1
 Volume P-5-3B: PATTERNS - STICKS: 10 STICKS - FINDING DIFFERENCES: COLOURS 2
 Volume P-5-4A: PATTERNS - STICKS: 10 STICKS - FINDING DIFFERENCES: SHAPES 1
 Volume P-5-4B: PATTERNS - STICKS: 10 STICKS - FINDING DIFFERENCES: SHAPES 2
 Volume P-5-5: PATTERNS - STICKS: 10 STICKS - ORIENTATION
 Volume P-5-6: PATTERNS - STICKS: 10 STICKS - MIRRORING
 Volume P-5-7: PATTERNS - STICKS: 10 STICKS - OVERLAPPING
 Volume P-5-8: PATTERNS - STICKS: 10 STICKS - INTERVINNING
 Volume P-5-9: PATTERNS - STICKS: 10 STICKS - COMPLETING

3x3 GRID

Volume P-6-1: DOTS IN A GRID: 3x3 GRID - COLOURS
 Volume P-6-2: SHAPES IN A GRID: 3x3 GRID - SHAPES
 Volume P-6-3: DOTS IN A GRID: 3x3 GRID - DIFFERENCES
 Volume P-6-4: DOTS IN A GRID: 3x3 GRID - COMPLETING
 Volume P-6-5: DOTS IN A GRID: 3x3 GRID - MIRRORING
 Volume P-6-6: SHAPES IN A GRID: 3x3 GRID - MIRRORING

4x4 GRID

Volume P-7-1: DOTS IN A GRID: 4x4 GRID - COLOURS
 Volume P-7-2: SHAPES IN A GRID: 4x4 GRID - SHAPES
 Volume P-7-3: DOTS IN A GRID: 4x4 GRID - DIFFERENCES
 Volume P-7-4: DOTS IN A GRID: 4x4 GRID - COMPLETING
 Volume P-7-5: DOTS IN A GRID: 4x4 GRID - MIRRORING
 Volume P-7-6: SHAPES IN A GRID: 4x4 GRID - MIRRORING

Collection: GRAPHOMOTOR SKILLS

BASIC COPYING

Volume G-1-1: BASIC COPYING: CIRCLES AND SQUARES
 Volume G-1-2: BASIC COPYING: GEOMETRIC SHAPES

TRACING SHAPES

Volume G-2-1: TRACING SHAPES: TRACING CIRCLES
 Volume G-2-2: TRACING SHAPES: TRACING SQUARES
 Volume G-2-3: TRACING SHAPES: TRACING TRIANGLES
 Volume G-2-4: TRACING SHAPES: BASIC SHAPES
 Volume G-2-5: TRACING SHAPES: TRACING GEOMETRIC SHAPES- DIRECTION
 Volume G-2-6: TRACING SHAPES: TRACING ANGLED SHAPES
 Volume G-2-7: TRACING SHAPES: TRACING ROUNDED SHAPES
 Volume G-2-8: TRACING SHAPES: TRACING IRREGULAR SHAPES

SHAPE CONSTANCY

Volume G-3-1: SHAPE CONSTANCY: FINISHING SHAPES -LARGE SHAPES
 Volume G-3-2: SHAPE CONSTANCY: FINISHING SHAPES - MEDIUM AND SMALL SHAPES
 Volume G-3-3: SHAPE CONSTANCY: TRACING AND FINISHING SHAPES - LARGE SHAPES
 Volume G-3-4: SHAPE CONSTANCY: TRACING AND FINISHING SHAPES - MEDIUM AND SMALL SHAPES

TRACING & CONNECTING

Volume G-4-1: TRACING & CONNECTING: TRACING HORIZONTAL AND VERTICAL LINES
 Volume G-4-2: TRACING & CONNECTING: TRACING ZIG-ZAG LINES
 Volume G-4-3: TRACING & CONNECTING: TRACING WAVY LINES
 Volume G-4-4: TRACING & CONNECTING: TRACING STRAIGHT AND IRREGULAR LINES
 Volume G-4-5: TRACING & CONNECTING: TRACING CURVED LINES
 Volume G-4-6: TRACING & CONNECTING: CONNECTING - STRAIGHT LINES AND ANGLES
 Volume G-4-7: TRACING & CONNECTING: DRAWING LINES DOT TO DOT

SPATIAL ORGANIZATION

Volume G-5-1: SPATIAL ORGANIZATION: CONNECTING DOTS - LINES
 Volume G-5-2: SPATIAL ORGANIZATION: CONNECTING DOTS - PATTERNS
 Volume G-5-3: SPATIAL ORGANIZATION: CONNECTING DOTS - SHAPES
 Volume G-5-4: SPATIAL ORGANIZATION: DRAWING LOOPS IN 8x8 GRID
 Volume G-5-5: SPATIAL ORGANIZATION: DRAWING LOOPS IN 12x12 GRID

CHANELLING

Volume G-6-1: CHANELLING: STRAIGHT LINES AND ANGLES
 Volume G-6-2: CHANELLING: WAVY AND CURVED LINESS
 Volume G-6-3: CHANELLING: SIMPLE CURVED LINES: NO DOTS
 Volume G-6-4: CHANELLING: COMPLEX CURVED LINES: NO DOTS
 Volume G-6-5: CHANELLING: CURVED LINES: WITH HELPING DOTS
 Volume G-6-6: CHANELLING: CHANELLING IRREGULAR SHAPES
 Volume G-6-71: CHANELLING: PATHS -10 mm WIDTH
 Volume G-6-72: CHANELLING: PATHS -6 mm WIDTH
 Volume G-6-73: CHANELLING: PATHS -4 mm WIDTH
 Volume G-6-74: CHANELLING: PATHS -2 mm WIDTH

MAZES

Volume G-7-1: MAZES: 5 x 5 AND 6 x 6 MAZES
 Volume G-7-2: MAZES: 7 x 7 AND 8 x 8 MAZES -
 Volume G-7-3: MAZES: 9x9 AND 10x10 MAZES
 Volume G-7-4: MAZES: 12x12 MAZES
 Volume G-7-5: MAZES: 9x9 AND 11x11 ESCAPE MAZES
 Volume G-7-7: MAZES: 16x16 ESCAPE MAZES
 Volume G-7-8: MAZES: PATHS

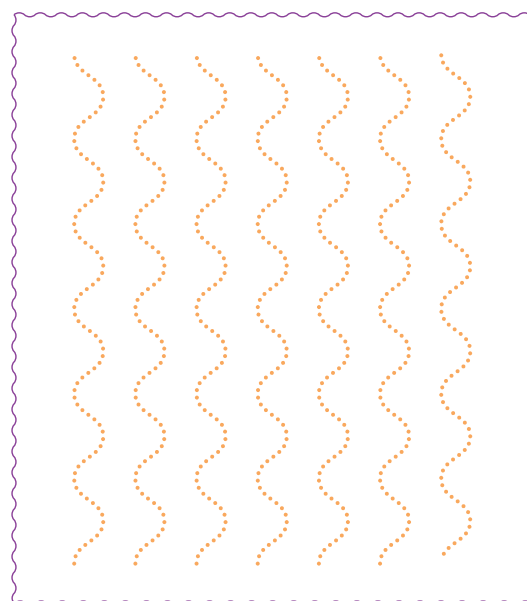
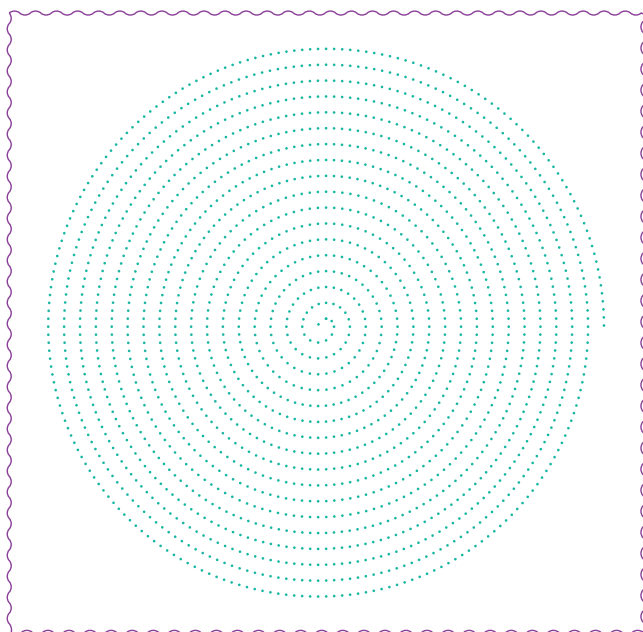
Different types of Brainscribed tasks

Brainscribed activities are organised into thematic workbooks.

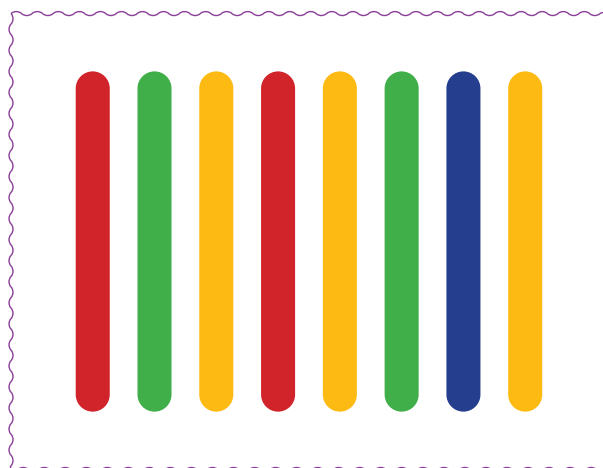
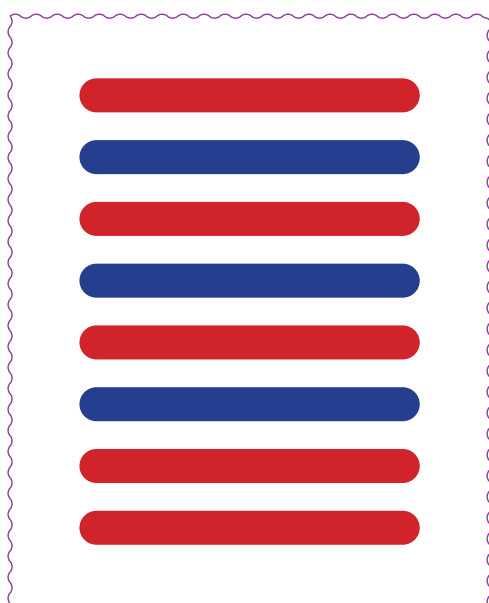
In each volume, the difficulty of the tasks gradually increases.

All Brainscribed activities are designed to stimulate visual-motor integration and the development of graphomotor and other fine-motor skills in a way that is interesting and engaging for children.

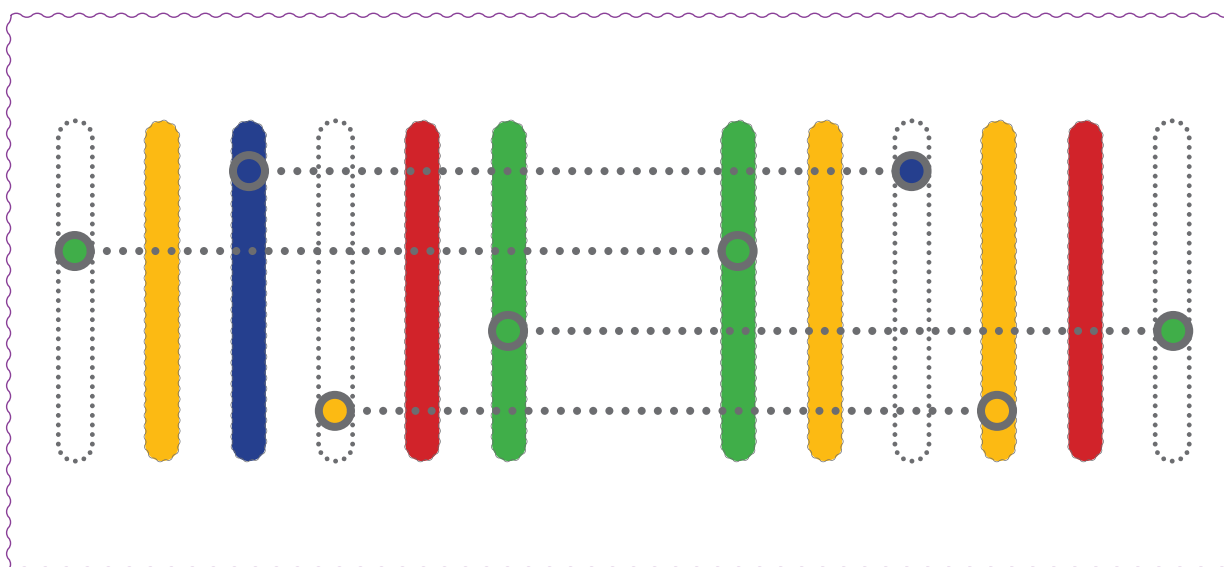
CUTTING AND TEARING ...



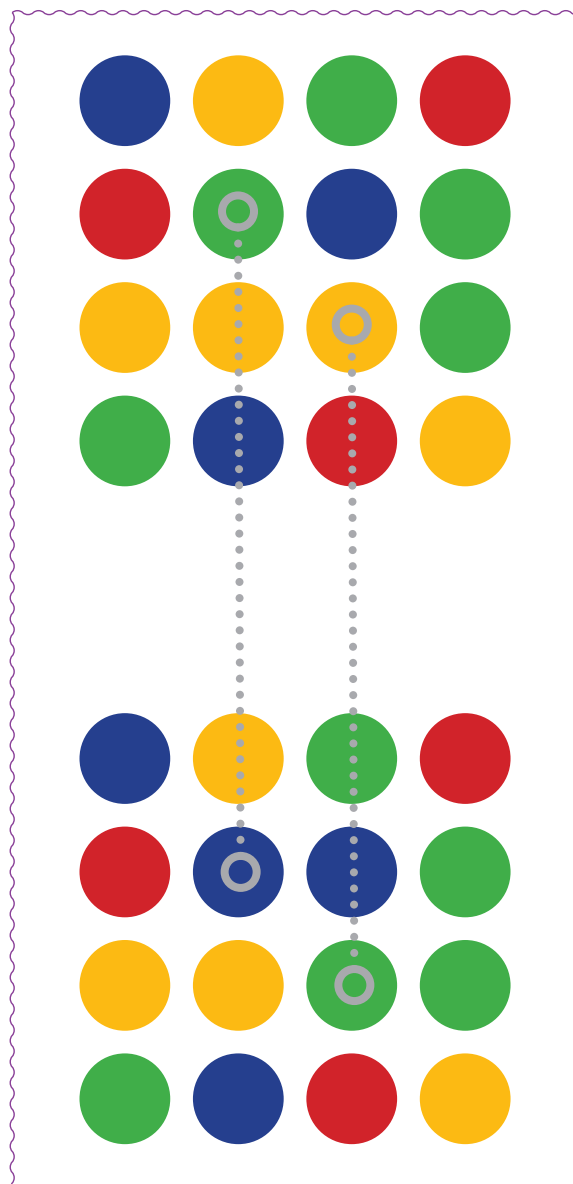
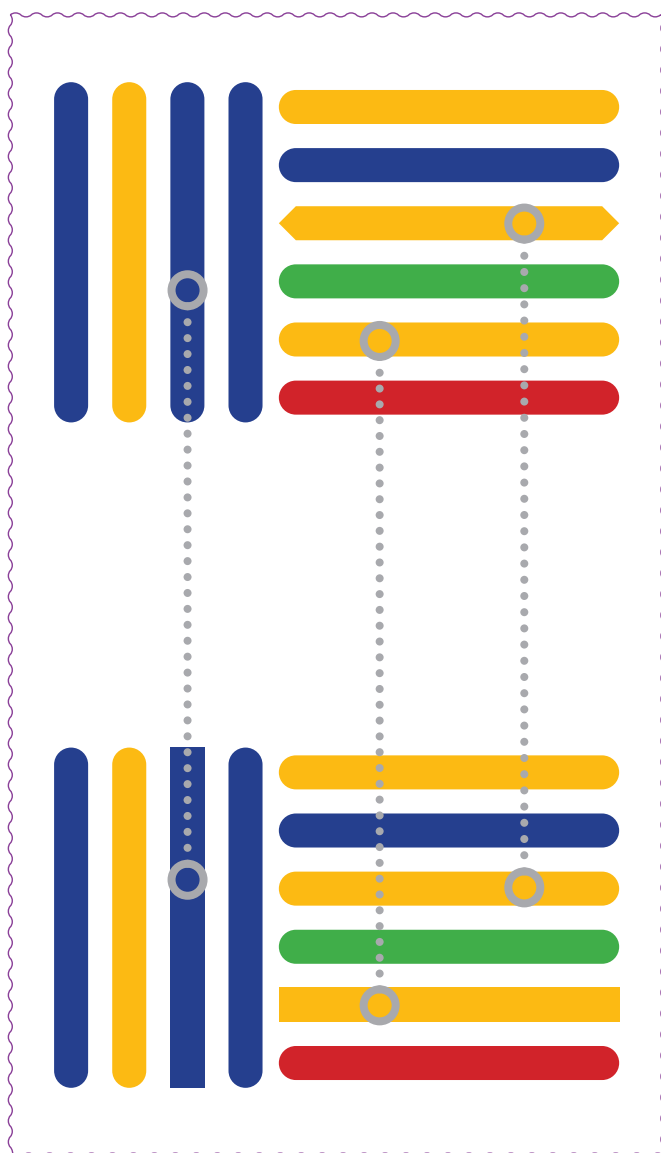
... COPYING PATTERNS ...



... COMPARING AND COMPLETING PATTERNS...



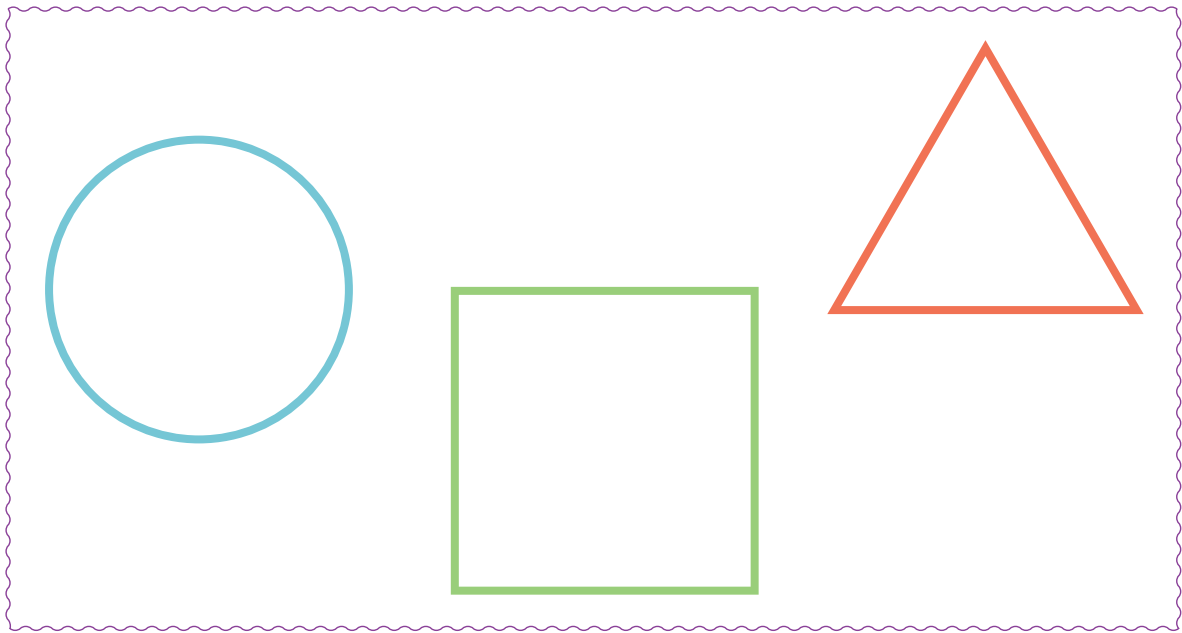
... FINDING THE DIFFERENCES ...



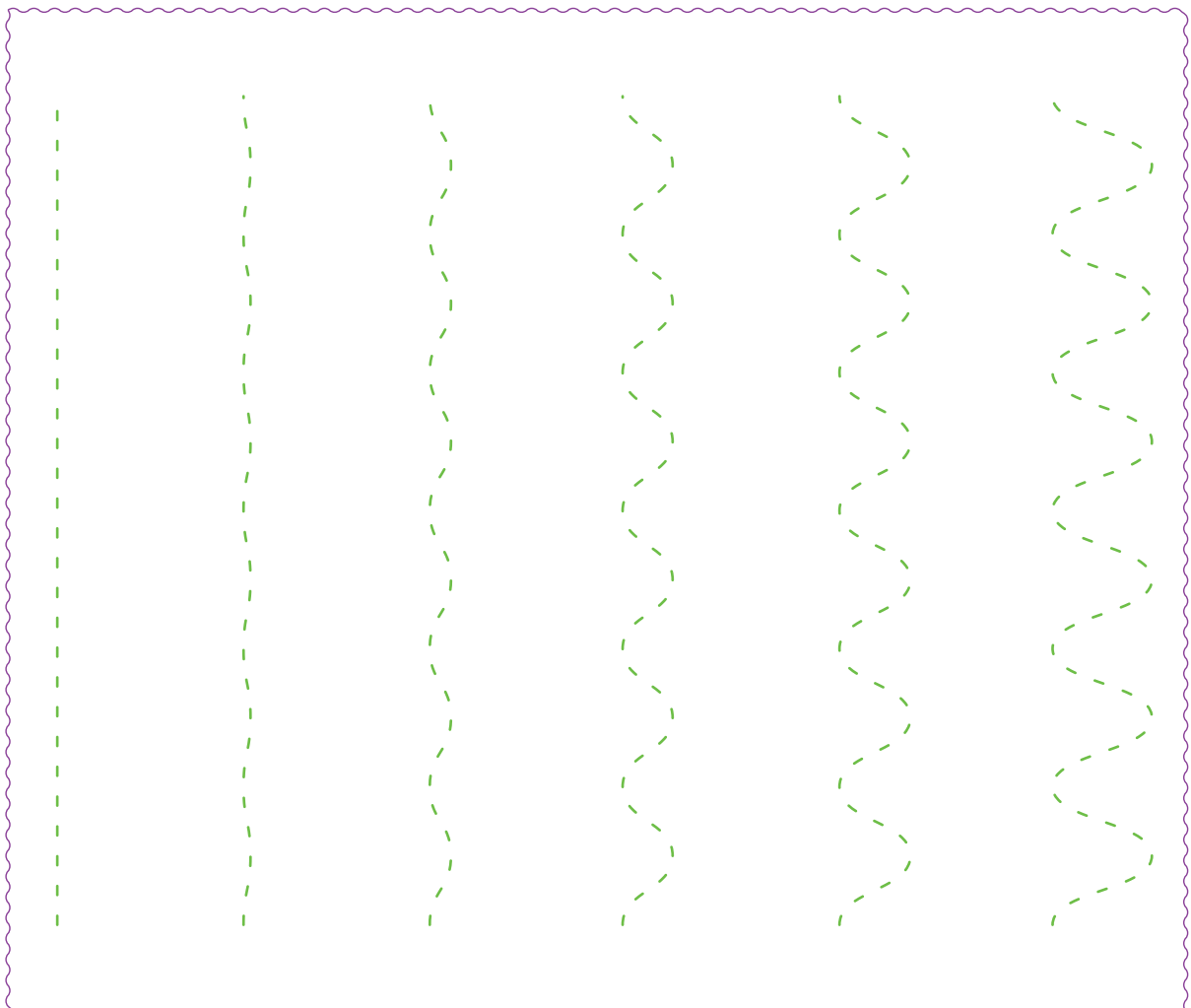
Different types of Brainscribed tasks

Different types of Brainscribed tasks

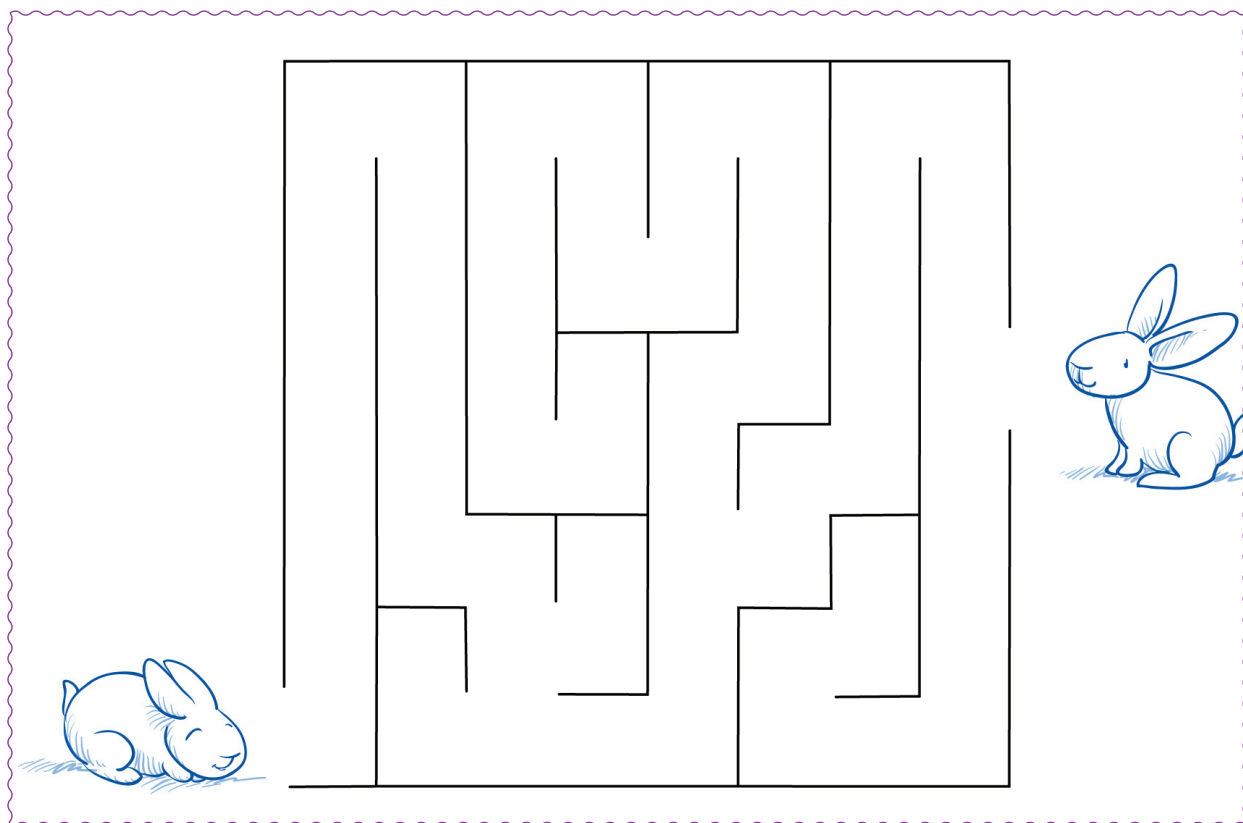
COPYING OF DIFFERENT SHAPES ...



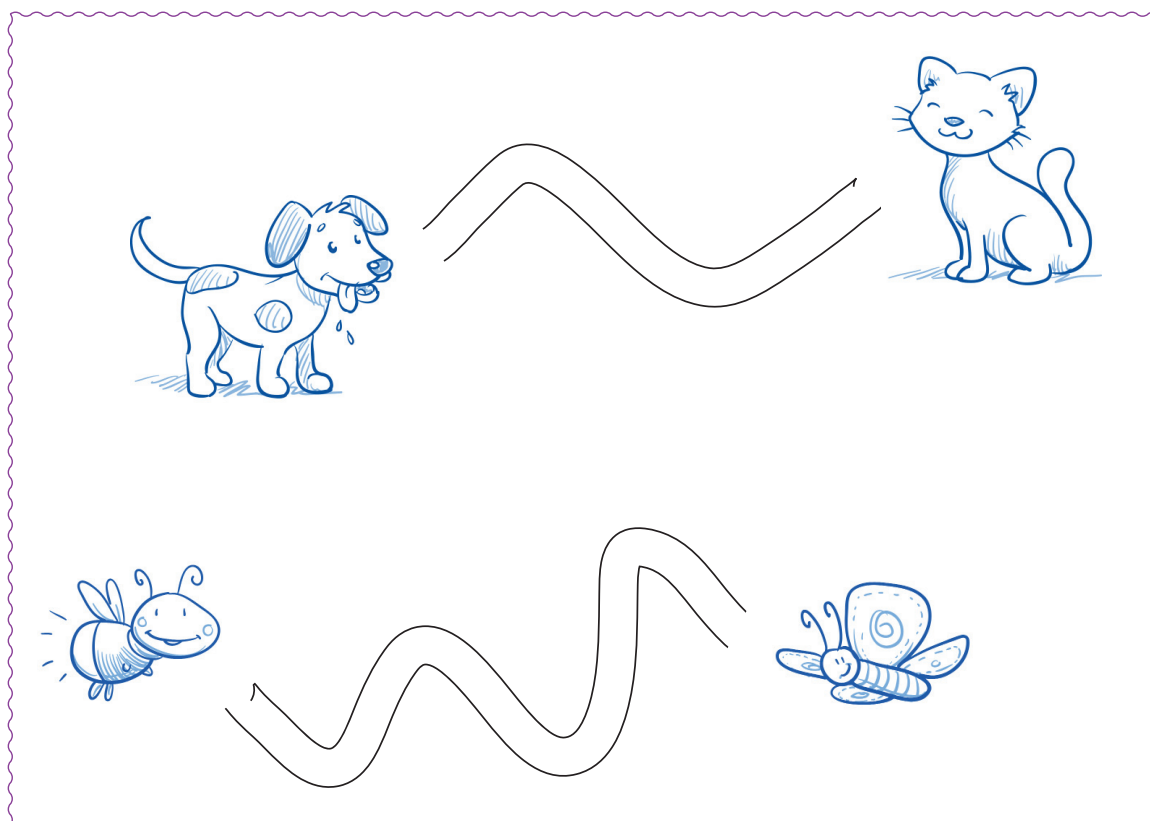
... TRACING LINES ...



... SOLVING MAZES ...



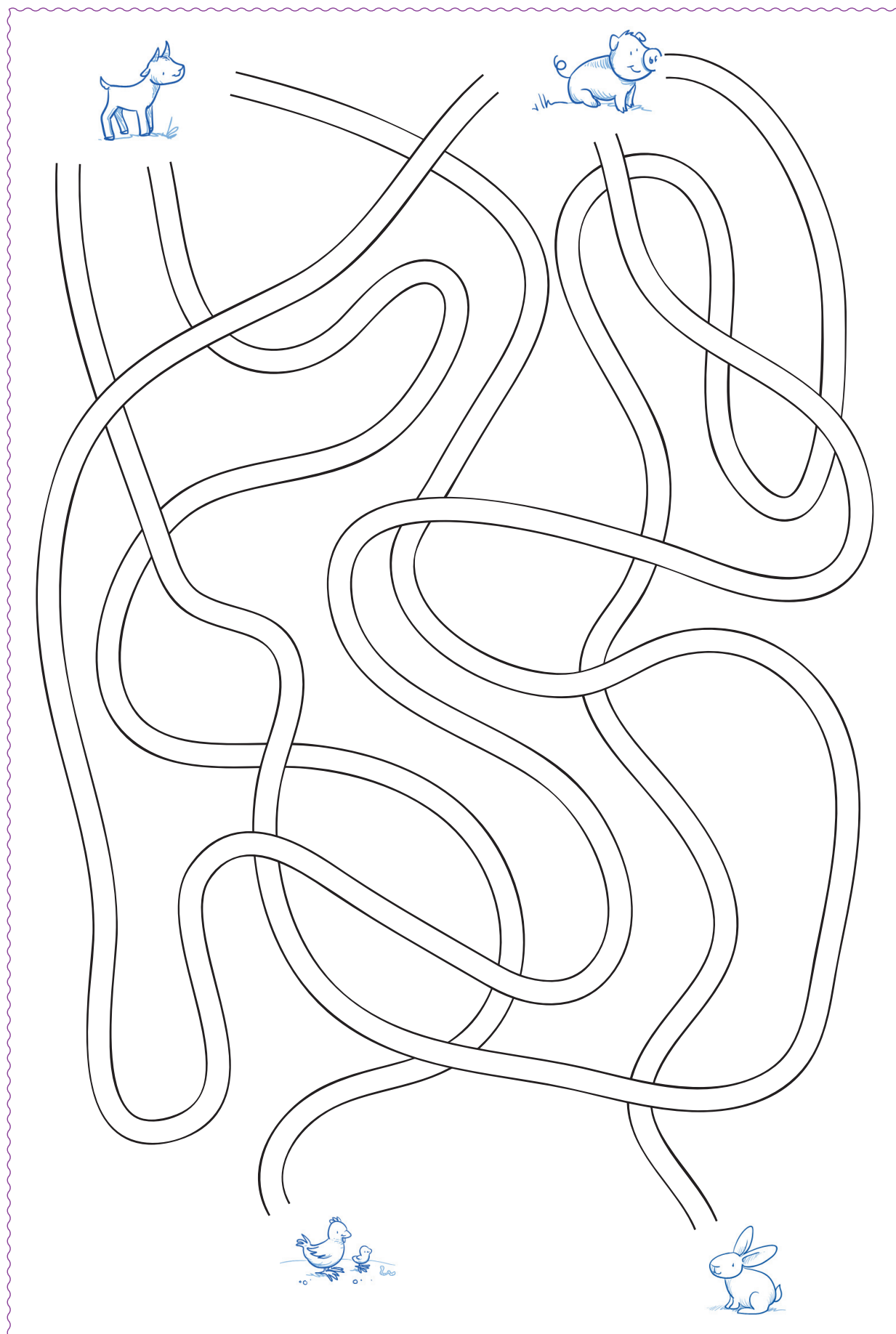
... CHANELLING - DRAWING A PATH BETWEEN TWO GUIDING LINES...



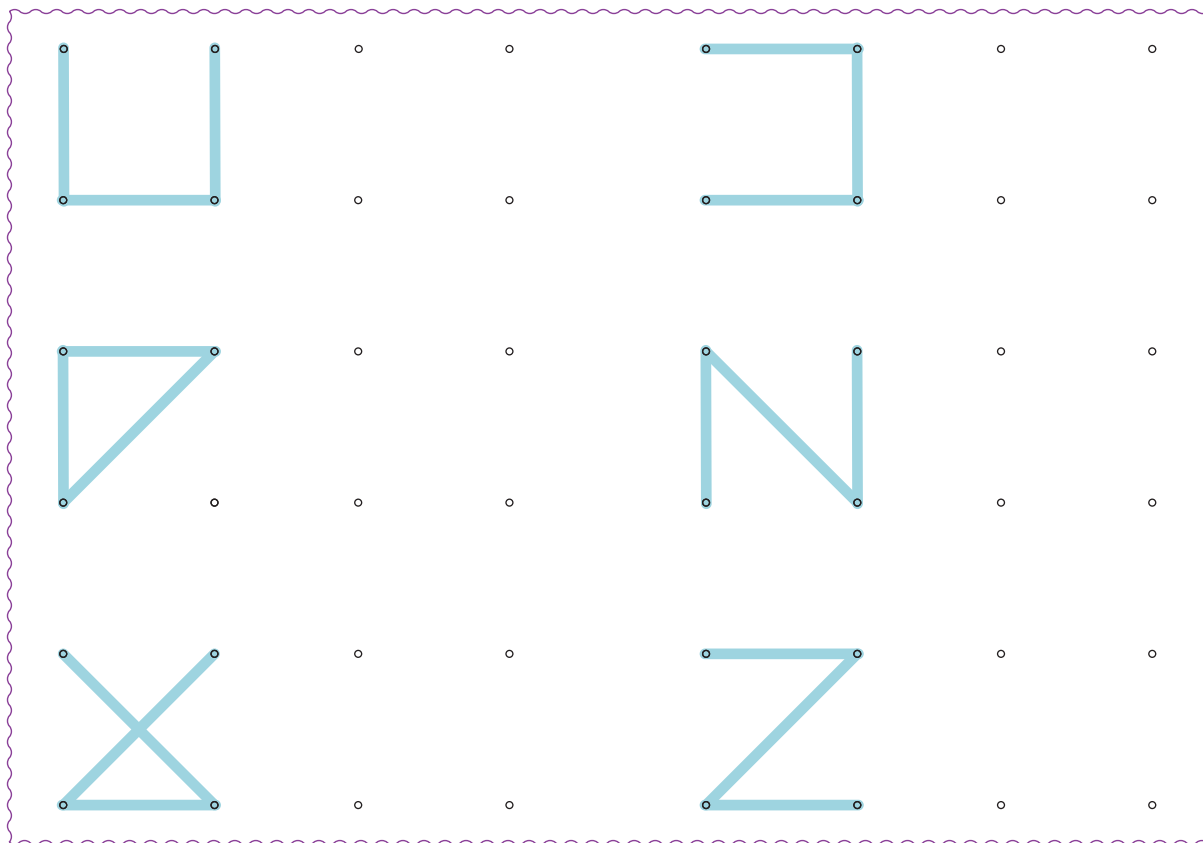
Different types of Brainscribed tasks

... SEARCHING AND TRACING PATHS ...

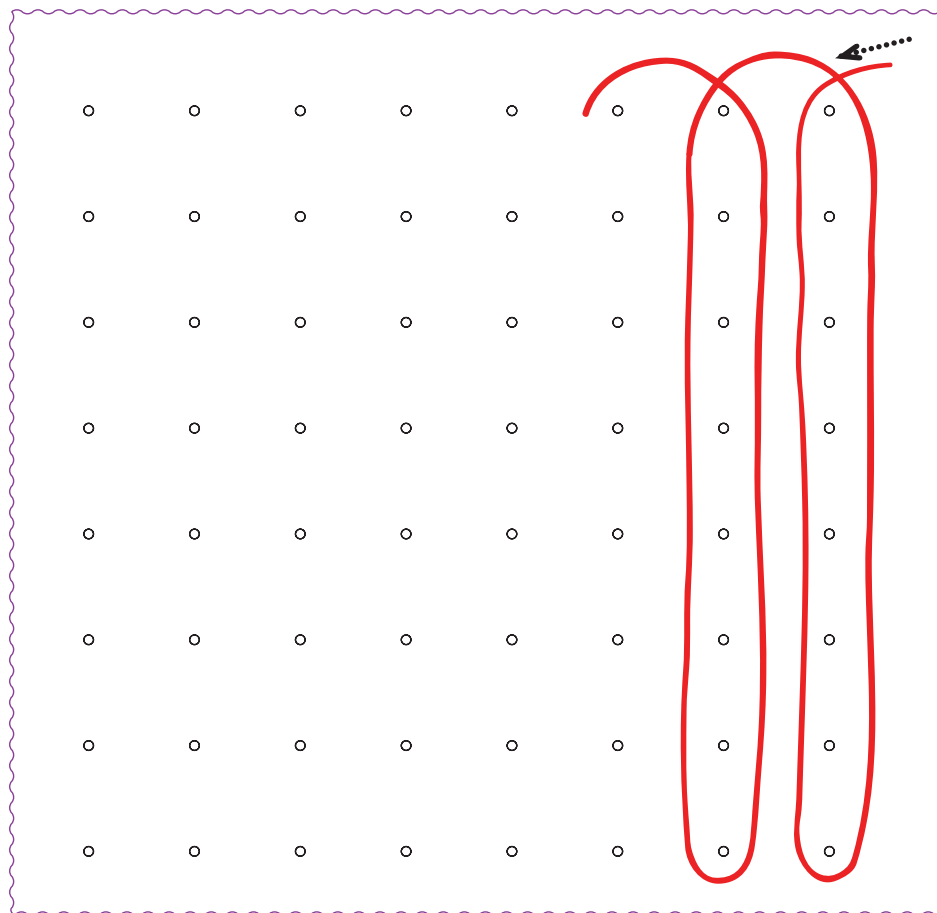
Different types of Brainscribed tasks



... CONNECTING DOTS ...



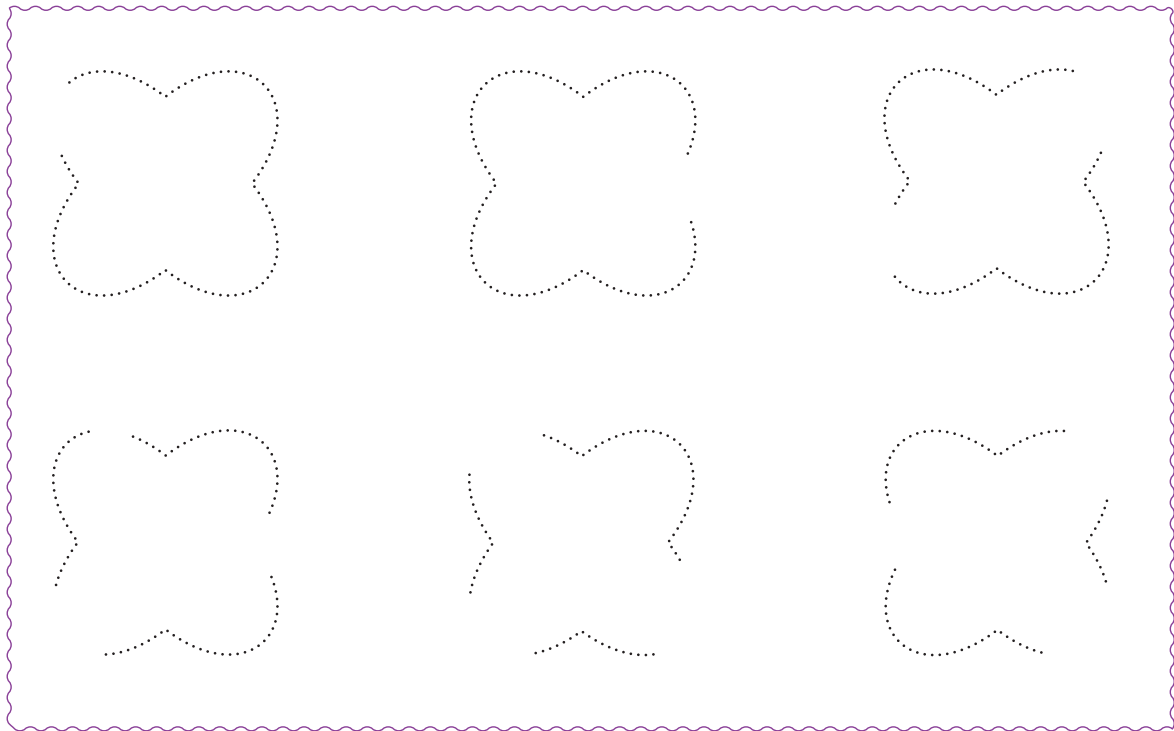
... DRAWING CURVES AND LOOPS IN A GRID...



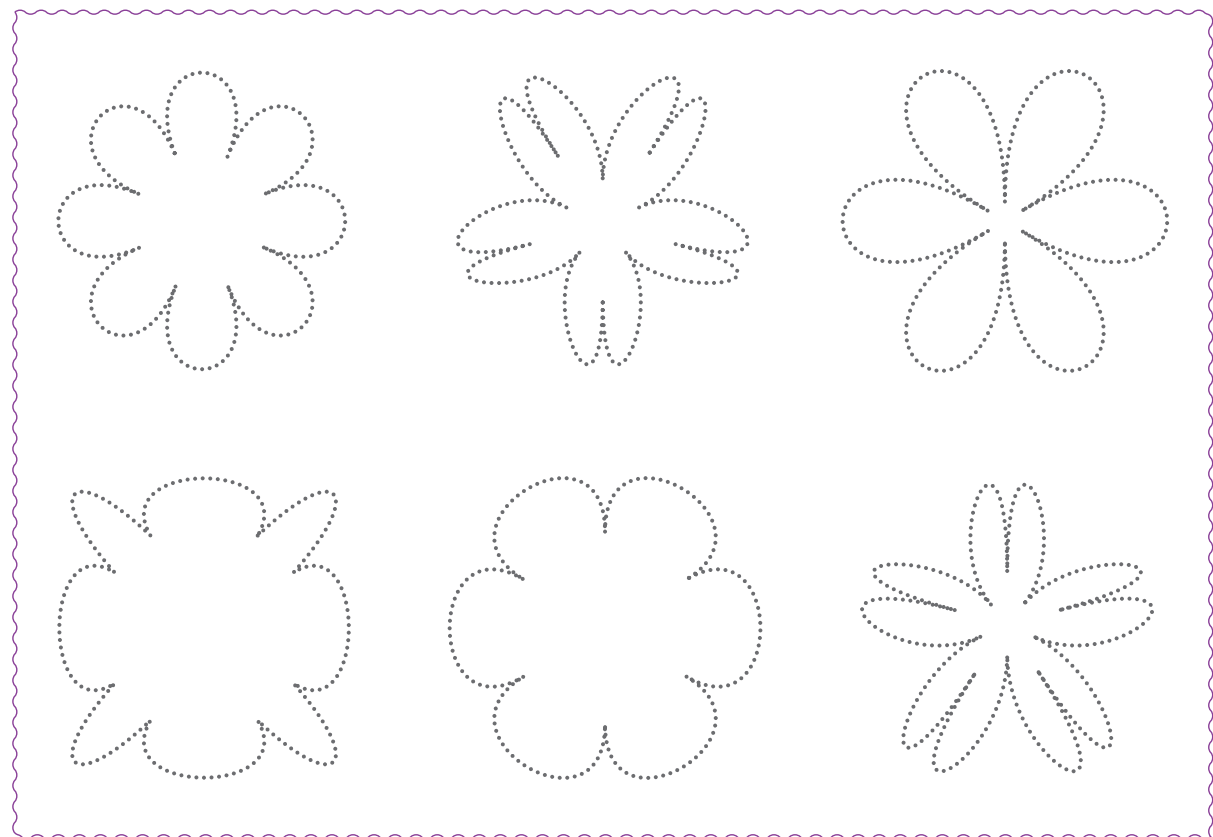
Different types of Brainscribed tasks

Different types of Brainscribed tasks

... SEARCHING AND COMPLETING SHAPES ...



... TRACING DIFFERENT SHAPES ...



... AND MANY OTHER TYPES OF EXERCISES IN THE VARIOUS
BRAINSCRIBED WORKBOOKS!