

**Get Ready for Writing & Reading**  
**Lesson Plans**  
**for**  
**Teachers and Parents**  
**of**  
**Preschoolers and Kindergartners**



**Peterson Directed Handwriting**  
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# Writing Readiness for Preschoolers & Kindergartners

## Six Week Outline

Week One - Movement Fingerplays

Week Two - Activities to support correct direction flow for movement of pencil for both right and left-handed students

Week Three - Activities to support correct positioning and movement for both right and left-handed students (left-right movement)

Week Four - Activities to support correct positioning and movement for both right and left-handed students (top-down movement)

Week Five - Activities to support correct positioning of paper and holding of writing instrument for both right and left-handed students

Week Six - Activities to support and review (Weeks One - Five) skills to prepare to write

## Writing Readiness for Preschoolers & Kindergartners

### To the Teacher:

Since movement fluency and the process of writing are more important as long-term objectives than the initial product in writing, the goal of this writing readiness program was to develop a sequence of lessons for the first six weeks of preschool and/or kindergarten. During this time, the students will develop and strengthen gross motor skills, rhythmic movement, directionality, position skills, visual feedback response, and the building of an internal model to assist them in the beginning skill of writing. While also building hand-eye-coordination, preschoolers/kindergartners will establish movement fluency to prepare to become writers. Since new skills build upon previously learned skills in this program, it is important to follow the lesson plans in the correct weekly sequential order.

Note: Each weekly lesson contains measurable student objectives. The abbreviation **SWBAT** stands for, “The Student Will Be Able To” and is followed by the lesson objective for that particular day.

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# Week 1

## Day 1

### Objective:

**SWBAT identify and execute a pattern of movements in the correct sequence.**

**SWBAT make movements with spoken “action words.”** (Move with the sound of the voice.)

**SWBAT march while verbalizing, “left-right” to a rhythmic beat.**

### Materials:

- tape or CD containing song with rhythmic beat (Our audio cassette offers a simple rhythm.)
- may eventually want to use “When the Saints Come Marching In”
- tape or CD player

Direct the students to turn their chair so that all can face you when seated.

1. The teacher will model showing his/her left and right foot to the students. Then the teacher will instruct the students to show him/her their left and right foot. ( You want to face the students so you will have to use the opposite foot to elicit the correct foot from your students. Your right will be their left.)
2. The teacher will model as follows:  
Lift the left foot (your right foot) and then put it down as you say, “up, left.”
3. Have the children lift the left foot with the word “up” and put it down as they say, “left” in unison. Repeat until all are able to chant and move together with you.
4. Repeat with the right foot.
5. Now put the two moves together and demonstrate the pattern: “ up, left (your right)” then “up, right (your left)” saying the words as you move the foot, “up, left, up, right.” Verbalize slowly at first to allow everyone to organize the correct movements.
6. Now the teacher and students (while seated) will march in place while the teacher and students together verbalize “left-right”. The teacher should monitor students to make sure that they are using and verbalizing the correct left-right movement. Note that we are now putting two movements together while saying only the action word for the step. To accomplish this objective children will need to integrate rhythm which will allow anticipation and preplanning of the sequence. This is a critical learning for the future use of fluent movement.
7. Step 6 will now be repeated, using the tape or CD, to march and say, “left, right” to a rhythmic beat. If time permits, have the children stand and march in place. Correlate to learning how to get in line and then march in line; around the room, down the hall, etc.

Note: The Peterson cassette would be easy to establish an initial rhythm because the beat can be easily used at full, half and double time. Once rhythm has been established the children should be able to march to different songs that offer more demanding rhythms.

# Week 1

## Day 2

### Objective:

**SWBAT identify and execute a pattern of movements in the correct sequence.**

**SWBAT make movements with “action words.”** (Move with the sound of the voice.)

**SWBAT move up, down, left and right rhythmically while verbalizing words of a song.**

### Materials:

- Movement Song:  
“Up to the Ceiling”  
“Down to the Floor”  
“Left to the Windows”  
“Right to the Door”

This lesson is designed with the usual classroom in mind. Most have the door on one side of the room and windows on the other. If this is not the case in your classroom you can locate a poster, chart or some other “landmark” at the left side of the room to substitute for the “windows.”

Stand in a position that will provide the proper directional reference and have the students stand to face you for the exercises.

1. The teacher will lead the students in an introductory stretching exercise to identify the up, down, left, and right directions.
2. The teacher will need to model and sing/say the movement song while having the students observe the movements that go along with the words to the song. The teacher should model stretching in the direction of the target movement (up, down, left, right) in the song as she/he sings. (A move to your right will be to their left as you face the class.)
3. The students will then be instructed to sing and move in the correct direction while singing the song with the teacher.
4. The song will be repeated as needed to review and reinforce the up, down, left, and right movement directions.
5. Add some marching-in-place to the exercise session to review and reinforce the lesson from day one.

# Week 1

## Day 3

### Objective:

**SWBAT identify and execute a pattern of movements in the correct sequence.**

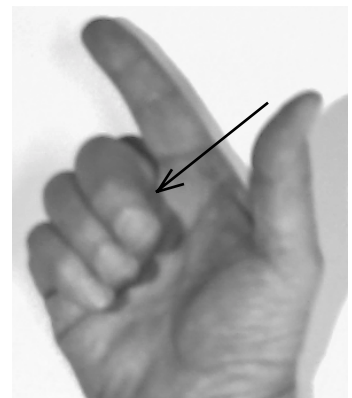
**SWBAT make movements with “action words.”** (Move with the sound of the voice.)

**SWBAT identify and use their pointer finger and thumb in isolation while finger exercising.**

This exercise, like those presented in the previous lessons, can become part of a daily routine aimed at long term goals. In this case the exercises are designed for building and coaching motor skills for pencil holding. The exercise will also involve learning and executing a pattern with three different moves. Close observation will identify those children who have trouble perceiving and executing pattern sequences.

1. The teacher will ask the students to show her/him that they are number one. The teacher will make sure that all students are using their pointer/index finger. (Move # 1)
2. The teacher will verbalize a rhythmic beat using the words, “tap, tap, tap”. While saying the words, “tap, tap, tap” the teacher will tap her/his pointer finger with the verbalizations.
3. The class will then be asked to verbalize and demonstrate “tap, tap, tap” to the teacher led verbal rhythm.
4. Steps 1, 2, and 3 will now be repeated using the thumb instead of the pointer finger (Move # 2). I like to use “thumb” as the action word here. Bend the thumb to tap it on the side of the middle finger.

Some of the children will have trouble moving the thumb in isolation. A little practice will bring improvement.



5. The teacher will model holding her/his pointer finger and thumb together (a little pinch) and “waving” with the other three fingers. (Move # 3) Use “wave” or “wiggle” as the action word. This movement will be very difficult for the majority of youngsters to organize and execute at the outset. They will be able to learn to do this with practice over several days.



You may have to show some children how to hold the pointer and thumb with the opposite hand to isolate them and then wave with the remaining three fingers.



- \* You might also use a sock with holes cut for the index finger and thumb. This may help with understanding of the three groups here and it can also be used as a crayon/pencil holding helper.



6. The pattern we want to teach is:  
Tap, Tap, Tap - Thumb, Thumb, Thumb - Wave, Wave, Wave  
Have the children execute the pattern (as best they can) to the beat of the music. Practice will improve the child’s ability to execute the isolated movements which will help with pencil holding in the future.

# Week 1

## Day 4

### Objective:

**SWBAT review and reinforce directionality for up and down movement while participating in the “Itsy Bitsy Spider” song/fingerplay.**

1. The teacher will model and sing “Itsy Bitsy Spider” for those students who may not already know this fingerplay (tricky spider walk = thumb to index, index to thumb).
2. The class will then be asked to participate in the “Itsy Bitsy Spider” fingerplay with their teacher.
3. The teacher will monitor to make sure the students are demonstrating the crawl-up and rain-down movements in the correct direction.

# Week 1

## Day 5

**Objective: SWBAT review and reinforce pointer, thumb, and remaining three finger movements.**

### Materials:

- tape or CD containing song with rhythmic beat (Peterson Audio Cassette works well.)
  - tape or CD player
1. Using the *pointer finger*, *thumb*, and *wave* movements from Week 1 Day 3, the teacher and students will verbalize the pattern in unison and demonstrate finger motions to a rhythmic beat.
  2. The teacher will monitor the students to make sure that all are verbalizing and executing the correct finger movement sequence. Pointer movement should be easy for all. Work on the thumb next and finally the “wave.”
  3. Repeat as necessary for review and reinforcement of rhythmic movement.



### Action Words:

1. Tap, Tap, Tap.
2. Thumb, Thumb, Thumb.
3. Wave, Wave, Wave.

# Week 2

## Day 1

### Objectives:

**SWBAT color cutouts using left-right lateral movements.**

**SWBAT hold the picture to be colored with the nonwriting hand at the top of the page.**

### Materials:

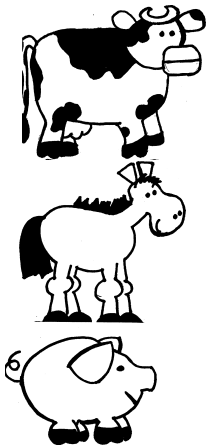
- copies of barn and animal pages for each student
- crayons for each student
- scissors for each student (Please remember to supply left-handers with correct scissors)

### Preparation:

Copy the barn picture from the appendix (Pg. 26) for each student. If you are able, enlarge a copy to use as you demonstrate paper holding and the coloring movement in front of the group.

*Please note:* It is a good idea to have left-handers seated at the right side of the viewing area. This will help to convey the “away-from-body” start point that is out to the left.

1. Using the barn picture, the teacher will model how to hold the picture and color in a left-right lateral motion. Note the hand drawings at the top of the page - one for the right hand the other for the left hand. Emphasize hand placement for paper holding. Demonstrate for both right and left handers. The hand at the top should stimulate paper rotation into “writing position.”
2. The students will then color their own barn cutout using the left-right lateral motion. The goal is to keep the writing hand under the image area, filling from the top to the bottom.
3. The teacher will monitor to help students reinforce the left-right lateral motion. Pay particular attention to those writing with the left hand. This learning is critical if a left-handed student is to be able to use efficient left-handed process. Please review the presentations on readiness and position skills on our web site information directory if you need more information.
4. The students can then cut out the barn. Demonstrate how to cut along the dotted lines.
5. As time allows, the students can continue to color and cut the barn animal cutouts for use in subsequent lessons.



## Week 2

### Day 2

#### Objective:

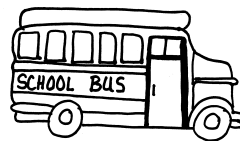
**SWBAT color cutouts in a left-right lateral movement.**

**SWBAT hold the picture to be colored with the nonwriting hand at the top of the page.**

#### Materials:

- copies of school and bus pages for each student (Pp. 36, 37)
- crayons for each student
- scissors for each student (Check your lefties please.)

1. This lesson will repeat procedures from Week 2 Day 1, but will involve the coloring of the school and bus cutouts.
2. If time allows after coloring, the students can cut out the drawings for use in subsequent lessons.



## Week 2

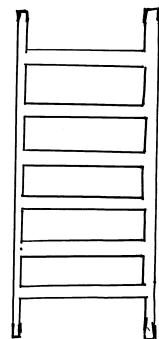
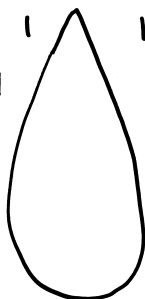
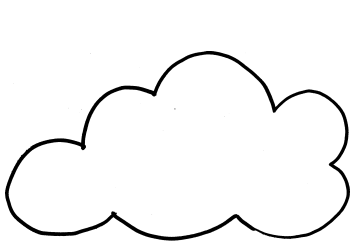
### Day 3

**Objective: SWBAT color cutouts in a left-right lateral movement to practice paper holding skills.**

#### Materials:

- cloud, raindrop and child picture/cutouts for each student (Pp. 31, 32, 33, 34)
- ladder work sheets for each student (Pg. 35)
- crayons and scissors for each student

1. This lesson will repeat procedures from Week 2 Day 1, but will involve the coloring of the cloud, raindrop, boy, girl and ladder cutouts as time and attention span permits.
2. If time allows, the students could do the cutting to prepare the pictures for use in future lessons.



## Week 2

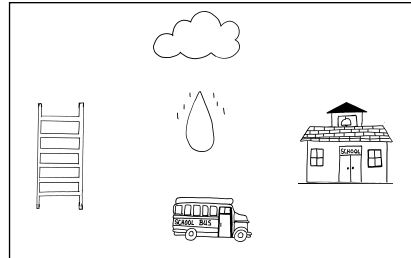
### Day 4

#### Objective:

**SWBAT identify and demonstrate top, bottom, middle, left, and right within the personal work area.**

#### Materials:

- 1 bus cutout for each student
- 1 raindrop cutout for each student
- 1 cloud cutout for each student
- 1 school house cutout for each student
- 1 ladder cutout for each student



1. The teacher will model each of the following cutout placements before students place their own cutouts in their work area. (top, bottom, middle, left, right)
2. The students will be instructed to place the cloud on the top of their work area.
3. The students will be instructed to place the bus on the bottom of their work area.
4. The students will be instructed to place the raindrop in the middle of their work area.
5. The students will be instructed to place the ladder on the left side of their work area.
6. The students will be instructed to place the school house on the right side of their work area.
7. Using their pointer finger, have the students touch their cutouts and verbalize positions with the teacher.
8. As time permits, repeat lesson procedure for review and reinforcement of positions. You will find that some pupils need personal attention and help with position identification.

Teaching directionality can be difficult in the typical setting due to the furniture that is better suited to socialization than to language instruction. The fact that the children are facing each other around tables heightens the level of difficulty. We need to teach the child to focus on their own work area, relate basic directionality to that space and develop confidence in their own knowledge. Too often they watch a child opposite them and reverse directions as a result of that comparison.

## Week 2

### Day 5

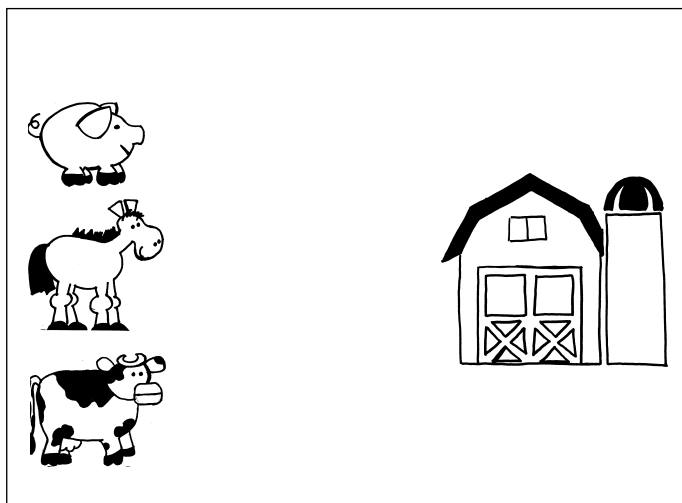
#### Objective:

**SWBAT move in a rhythmic left-to-right motion while verbalizing action words.**

#### Materials:

- 1 barn cutout for each student and teacher (Pg. 26)
- 1 cow cutout for each student and teacher (Pg. 27)
- 1 horse cutout for each student and teacher (Pg. 28)
- 1 pig cutout for each student and teacher (Pg. 29)

1. Direct the placement of the 3 barn animal cutouts at the left side of each student's work area. Have students place the barn on the right side of the work area. Monitor each child carefully.
2. Demonstrate and instruct the students to place their "pencil holding" hand in *number one* position and to use the pointer finger to touch the cow on the left side of their work area when it is named. Direct the pupils to touch each of the animals as you say the name.
3. Model the movement of the cow by sliding it with the pointer finger over to the barn on the right. Say the action words, "left-to-right" as you move the picture. Instruct the students to help you to move the cow, pig, and horse by pointing to the cutouts on your display and verbalizing the action words aloud (airwriting). It is important to establish a rhythmic pattern during the airwriting activity.  
Teacher says, "The cow moves."  
All say, "Left-to-right." and *airwrite* the movement.  
Repeat several times with each animal until you establish a verbal rhythm.
4. Use the same verbalization pattern used in step 3. Instruct pupils to move the animals on the workspace. Repeat left-to-right movements with animals as needed to reinforce movement direction and movement rhythm. Work to get everyone moving and chanting in unison.



# Week 3

## Day 1

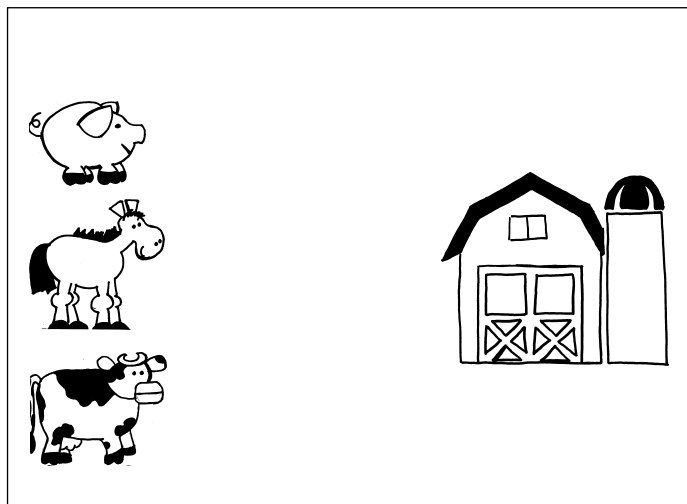
### Objective:

**SWBAT move in a rhythmic left-to-right motion while verbalizing action words.**

### Materials:

- 1 barn cutout for each student and teacher
  - 1 cow cutout for each student and teacher
  - 1 horse cutout for each student and teacher
  - 1 pig cutout for each student and teacher
1. Direct the placement of the 3 barn animal cutouts at the left side of each student's work area. Have students place the barn on the right side of the work area. Monitor each child carefully.
  2. Review the use of the "pencil holding" hand in *number one* position to touch the animal on the left side of their work area when it is named. Direct the pupils to touch each of the animals as you say the name.
  3. Review the activity from Week 2, Day 5 by modeling and airwriting. Move directly to the workspace and direct the movement activity:  
The teacher says, "The cow moves..."  
All chant, "left-to-right" while moving the animal from the left to the right side.
  4. Use the same command/response sequence to pupils as they move the animals to the barn. Repeat as needed to reinforce movement direction and movement rhythm. Once rhythm is established try to get everyone chanting and moving in unison to the lines below.

"Pig moves left-to-right."  
"Cow moves left-to-right."  
"Horse moves left-to-right."  
Clap, Clap, Clap  
"Animals out, ready count."  
"1, out"  
"2, out"  
"3, out."  
"This is fun."  
Repeat several times and finish  
with  
"Now we're done."  
in place of "This is fun."



## Week 3

### Day 2

#### Objective:

**SWBAT move in a rhythmic left-to-right motion while verbalizing action words.**

#### Materials:

- 1 school cut out for each student and teacher (Pg. 36)
  - 3 bus cut outs for each student and teacher (Pg. 37)
1. Direct students to place the 3 bus cut outs on the left side of each student's work area. Place the school cut out on the right side of each student's work area.
  2. Instruct the students to use their "pointer finger" on one of the bus cutouts on the left side of their work area.
  3. Review the command/response sequence by airwriting. Once again the goal is rhythmic movement starting at the left on command, and moving with the vocal to the right. The teacher will model and say, "The bus moves..." Students touch. All say, "left-to-right" while moving the bus to the school. The teacher will monitor students to make sure children are moving in the correct left-to-right motion and are utilizing their "pencil holding" hand.
  4. Use the same procedure in step 3 to move the other 2 buses in the left-to-right motion to the school. Repeat the left-right movements with the buses as needed to reinforce.

Once you have established the pattern use a song/parody to the tune of "The People on the Bus." (The people on the bus go "left-to-right.")

Teacher sings, "The people on the bus go..."

The children sing, "Left-to-right." repeating as they move each bus.

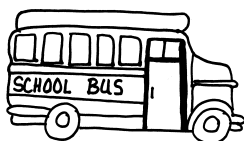
All sing, "The people on the bus go left-to-right, on the way to school."

Teacher sings, "The children get off and..."

Children sing, "The bus goes back" for each bus.

All sing, "The children get off and the buses go back, to bring more kids to school."

Repeat as often as you wish.



## Week 3

### Day 3

#### Objective:

**SWBAT airwrite left-to-right motion to review and reinforce position and movement sense. SWBAT demonstrate start-point and directionality on the work space for “Start left, Slide right.”**

#### Materials:

- tape or CD containing song with rhythmic beat
  - tape or CD player
  - bus and school pictures for demonstration on chart or chalkboard (3 buses)
  - ladder cutouts for students
1. The teacher will have students face the demonstration and review Week 2 Day 5 when students moved the buses to the school.
  2. Without moving the visuals, but verbalizing, “touch, left - slide, right” the students will be instructed to pretend to move the objects in the air. The teacher will model and verbalize this movement for the students. The teacher will also monitor the students to make sure that they are using their “pencil holding” hand and moving the arm for a large motion.  
*Please note:* It is a good idea to have left-handers seated at the right side of the viewing area. This will help to convey the “away-from-body” start point that is out to the left.
  3. Step 2 is now repeated to the beat of a tape or CD. Make sure students are verbalizing and moving together in the left-to-right motion.
  4. Direct the students to sit in “writing position” at the work space. Instruct students to pretend the pointer finger is a pencil that writes invisible ink on the table. Have the children perform the “touch, left - slide right activity with the pointer on the work surface. Repeat with the action words and music.
  5. The teacher will instruct students to close their eyes and repeat step 4, “Touch, left - slide, right.”
  6. To close the lesson the teacher will instruct the students to place the ladder cutout at the left side of their work area. Monitor the placement for each student and leave the cutouts in place. During the rest of the day have students “check” the ladder cutout to make sure it is in place at the left side of the work space.

## **Week 3**

### **Day 4**

**Objective: SWBAT review and reinforce the rhythmic left-to-right motion.**

Materials:

- 1 barn cutout for each student
  - 1 cow cutout for each student
  - 1 horse cutout for each student
  - 1 pig cutout for each student
  - tape or CD containing song with rhythmic beat
  - tape or CD player (If you can't find suitable music, record the poem - 4-5 repetitions.)
1. This lesson will repeat procedures from Week 3 Day 1, but will involve the addition of rhythmic movement to music. See Week 3 Day 1 for specific lesson plan steps. Keeping up with “the beat” for several iterations of the pattern provides a powerful challenge for focus and concentration.
  2. Please be sure to monitor the students to make sure that they are verbalizing the left-to-right motion and moving the animals to the music or chant with their “pencil holding” hand.

## **Week 3**

### **Day 5**

**Objective: SWBAT review and reinforce the rhythmic left-to-right motion.**

Materials:

- 1 school cut out for each student
- 3 bus cut outs for each student
- tape or CD containing song with rhythmic beat (may want to use “People on the Bus” song)
- tape or CD player

This lesson will repeat procedures from Week 3 Day 4, but will use the school and bus cutouts. See Week 3 Day 2 for specific lesson plan steps.

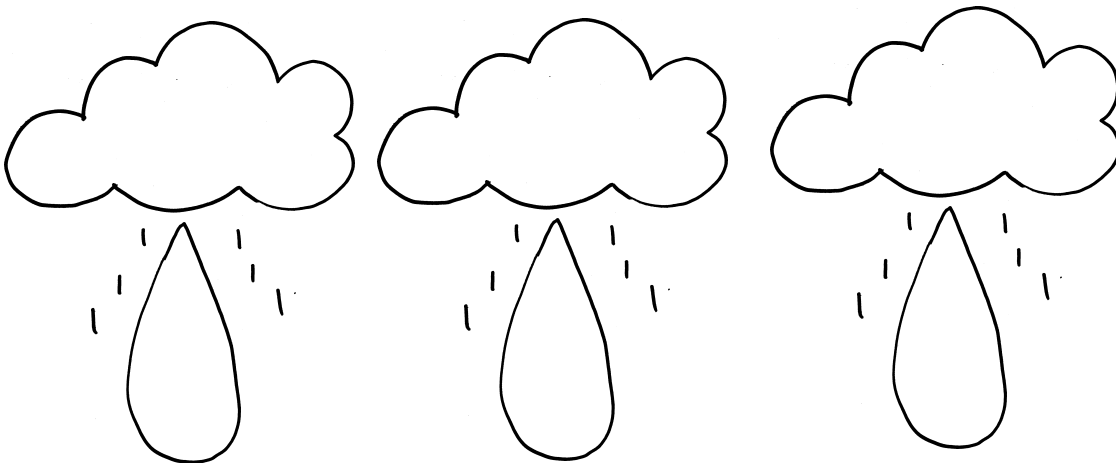
# Week 4

## Day 1

**Objective: SWBAT move in a top-down rhythmic motion while verbalizing the words, “top-down.”**

Materials:

- 3 cloud cutouts for each student and teacher (Pg. 33)
  - 3 raindrop cutouts for each student and teacher (Pg. 34)
1. Place the cloud cutouts at the top-left, top center and top right of each student’s work area. Place the raindrops directly under the clouds in each child’s work area.
  2. Instruct the child to use the “pointer finger” to touch the raindrops sequentially; top-left, then top-center and then top-right. Make sure that all students are using the left-to-right sequence.
  3. Demonstrate the movement with the “down” action word. Touch each with the action word “top.” Establish a rhythmic pattern through airwriting. The teacher will model and say, “The raindrops go...” All say, “top” to touch and “down” to move the three rain drops from the top to the bottom. Demonstrate a left-to-right sequence. Monitor students to make sure that the children are moving in the correct top-down motion and are utilizing the “pencil holding” hand.
  4. Use the same procedure in step 3 to direct pupils through the movement of the raindrops on the work surface.



## Week 4

### Day 2

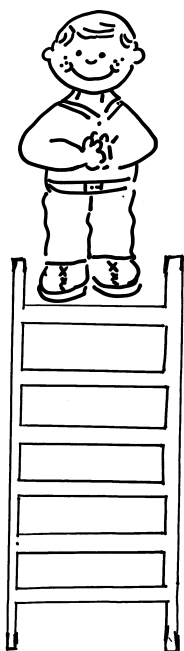
#### Objective:

**SWBAT move in a top-down rhythmic motion, while verbalizing the words, “top-down.”**

#### Materials:

- 1 ladder worksheet for each student and teacher (Pg. 35)
- 1 child cutout for each student and teacher (Pp. 31, 32)
- ladder and child cutouts for display and airwriting

1. Place the ladder worksheet in the center of each student’s work area (you may want to tape it in place with masking tape). Instruct pupils to place the child cutout at the top of the ladder in front of each student. Monitor to be sure everyone has identified the top correctly.
2. Instruct the students to place their “pencil holding” hand on the child at the top of the ladder in their work area.
3. Instruct the students to move the child down the ladder in a top-down motion. It is important to keep all students together during this activity to establish a rhythmic pattern.  
The teacher says, “The child moves...”  
All say, “Top-down” while moving the child from the top to the bottom of the ladder.  
All say, “Climb back up” to reposition the child at the top. Repeat as needed to monitor all students making sure that the children are moving in the correct top-down motion and are utilizing their “pencil holding” hand.
4. Have the children pretend to move the child on your model down the ladder by airwriting. Elicit at least one minute of repetitions. Alternate eyes open and eyes closed.



## **Week 4**

### **Day 3**

#### **Objective:**

**SWBAT airwrite top-down motion to review and reinforce position and movement sense.**

#### **Materials:**

- tape or CD containing song with rhythmic beat
  - tape or CD player
1. Teacher will instruct students to recall Day 1 and 2 when they moved the raindrop and child in the top-down rhythmic motion.
  2. Without the use of visuals, but still verbalizing, “top-down” the students will be instructed to pretend to move the objects in the air. The teacher will model and verbalize this movement for the students. The teacher will also monitor the students to make sure that they are using their “pencil holding” hand.
  3. Step 2 is now repeated to the beat on a tape or CD. Make sure students are verbalizing, “top-down” and moving together in the top-down motion. Alternate eyes open and eyes closed.
  4. While the music is available, review and practice the #1 Exercise: Tap, Tap, Tap - Thumb, Thumb, Thumb - Wave, Wave, Wave. Note the children who are still having trouble with the thumb and wave moves.

## **Week 4**

### **Day 4**

**Objective: SWBAT review and reinforce the rhythmic top-down motion.**

#### **Materials:**

- 3 cloud cutouts for each student (Pg. 33)
  - 3 raindrop cutouts for each student (Pg. 34)
  - tape or CD containing song with rhythmic beat
  - tape or CD player
1. This lesson will repeat the procedures from Day 1, but will involve the addition of rhythmic movement to music. See Week 4 Day 1 for specific lesson plan steps.
  2. It is important that the teacher monitors the students to make sure that they are verbalizing the top-down motion and moving the raindrops to the music with their “pencil holding” hand.

# Week 4

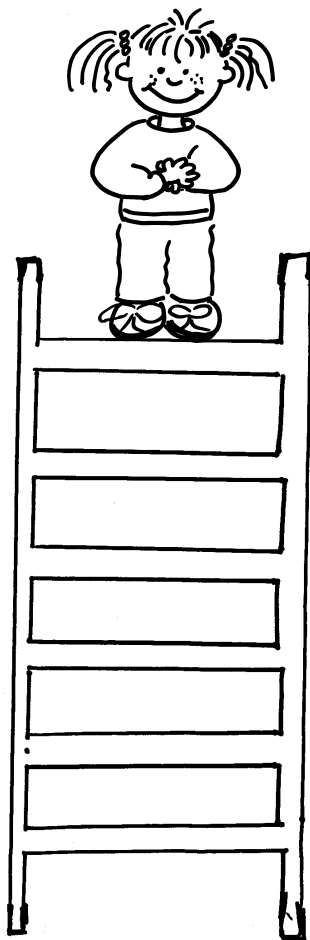
## Day 5

### Objective:

**SWBAT review and reinforce the rhythmic top-down motion.**

### Materials:

- 1 ladder worksheet for each student (Pg. 35)
  - 1 child cut out for each student (Pp. 31, 32)
  - tape or CD containing song with rhythmic beat
  - tape or CD player
1. The teacher should tape the ladder worksheet down to each individual student's work area.
  2. This lesson will repeat the procedures from Day 4, but will involve the addition of rhythmic movement to music. See Week 4 Day 2 for specific lesson plan steps.
  3. As mentioned before, it is essential for the teacher to facilitate around the classroom to make sure students are moving in the correct rhythmic top-down motion and utilizing their "pencil holding" hand.



# Week 5

## Day 1

### Objective:

**SWBAT demonstrate correct practice of holding position for a writing instrument for both right and left handed students.**

### Materials:

- 1 spoon for each student
  - 1 empty cup for each student
  - 1 cup of dry beans for each student (A few spoonfuls per cup is plenty)
1. The teacher will model the “spoony” way to hold the spoon for the students. This configuration of fingers and thumb will also be a very effective way to hold a pencil. The teacher will model for both the right and left handed students how to hold the spoon in the “spoony” way. The activity will allow manipulation practice using the effective pencil grip position without using a pencil.
  2. The students will now correctly pick up the spoon with their writing hand and hold it the “spoony” way.
  3. Using the spoon and the cup of dry beans, the teacher will model spooning the beans from one cup to the other.
  4. The students will be instructed to use their spoon and cup of beans to spoon the beans from one cup to the other. It will be easy to spot and assist those who are having trouble.
  5. As time permits, repeat to review and reinforce the correct holding position as you circulate.

Practice the “spoony” way of holding a spoon.



## Week 5

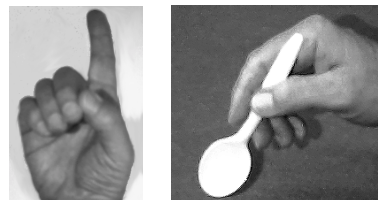
### Day 2

#### Objective:

**SWBAT demonstrate correct holding position of writing instrument for both right and left-handed students.**

#### Materials:

- 1 spoon for each student
- 1 paper bowl with dry cereal for each student
- Player and tape with music for “#1” exercise.
- A list of the student names for use as a checklist.



1. Conduct the “Number One” exercise and as children move to the beat, use the check list to indicate those who are still having trouble with independent thumb and wave movements. Be sure to monitor and assist these children as they perform the “spoony” activity.
2. Teacher will ask the students to recall from Day 1 how to hold their spoon the “spoony” way.
3. The teacher will then instruct the students to hold their spoon the “spoony” way and eat their dry cereal. Relate the holding positions to those finger groups used in the “#1” exercise.
4. The teacher will monitor to make sure that students are holding their spoon with the correct writing hand and positioning.

## Week 5

### Day 3

#### Objective:

**SWBAT position paper correctly and identify areas on the page when holding the paper in “reading position” and “writing position.”**

#### Materials:

- worksheet with directional icons (cloud, ladder, grass, pg. 30)

1. Teacher will pass out one worksheet to each student.
2. Teacher will model correct paper positioning (both reading and writing) for the right-handed and for the left-handed students. Note “hand” icons as used for “writing position.”
3. The students will be instructed to position their own paper correctly in response to your request for reading/writing positions. Monitor students carefully. You may want to have the pupils pick up a pencil to make handedness identification easier.
5. Using their pointer finger, students will correctly touch positions verbalized by the teacher. (For example, touch the cloud on the top of your paper)

## **Week 5**

### **Day 4**

#### **Objective:**

**SWBAT position paper correctly and identify sections of the paper using a pencil.**

#### **Materials:**

- Worksheet with directional icons (cloud, ladder, grass - Pg. 30)
  - Spoon for each child
1. This lesson will repeat the procedures from Week 5 Day 3 but students will use the spoon to touch the section on the paper as you direct. We will practice the “writing” paper position and “spoony” position at the same time.
  2. Try adding demand for interpretation of location on the page, (i.e. touch at the top-left, touch at the middle-left). Check for “spoony” position and paper position.

## **Week 5**

### **Day 5**

#### **Objective:**

**SWBAT position paper and pencil correctly while pointing to, and marking, areas on worksheet.**

#### **Materials:**

- 1 worksheet for each student with shapes in directional positions (Pg. 39)
  - 1 pencil for each student
  - Music and tape for # 1 exercise.
1. Review and conduct a minute or two of the #1 exercise to the beat of the music.
  2. Model pencil position. Then name and mark each shape as you verbalize the different positions on the paper. (For example: say, “Top, the circle is at the top of the paper.”)
  2. The teacher will instruct the students to hold the paper in writing position and mark the shapes as they are named. Have children verbalize the name and position of the shape as above.
  3. The teacher will monitor to make sure that all students are identifying the shapes correctly. Ask for verbal responses to indicate correct position understanding. “Who can raise their hand and tell me what shape is at the left side?”
  4. Repeat various questions to review and reinforce paper locations with all pupils.

# Week 6

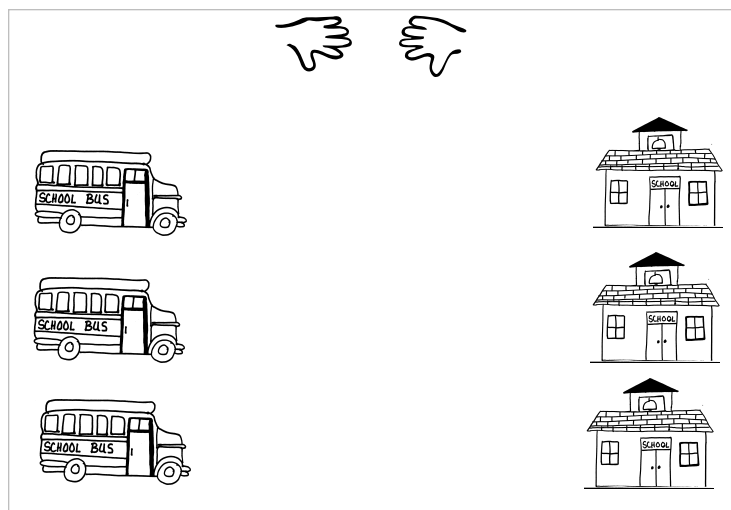
## Day 1

### Objective:

**SWBAT apply rhythmic movement, paper holding and pencil holding by producing lines from left-to-right across the worksheet to a verbal cadence.**

### Materials:

- Tape and music for #1 exercise and march-in-place.
  - Pencils and worksheet (Buses and schools, Pg. 38)
  - Chalkboard or overhead projector for demonstration and airwriting.
1. Have children take their seat at the workspace, facing your demonstration area. Conduct #1 and marching exercises for a short time as an intro for the lesson to get them moving with the voice and in unison.
  2. Explain and demonstrate the objectives: pencil holding, paper in writing position, write and say. Direct the class in airwriting to draw a line from the bus at the left to the school at the right. Say, “Touch left top and slide to the right. Touch left middle and slide to the right. Touch left bottom and slide to the right.” Repeat the airwriting until all are chanting and moving together.
  3. Have children turn their seat to writing position and get out a pencil as you pass out the worksheets.
  4. Emphasize writing position once more and direct the pupils through the exercise with the pointer finger first. Then repeat with the pencil. Multiple iterations can be done producing several lines across the page from each bus.



## Week 6

### Day 2

**Objective:**

**SWBAT apply writing position and good pencil position to produce downstrokes with rhythmic movement.**

**Materials:**

- Worksheets and pencils for demonstration and for each student (Pg. 40)
1. Introduce the lesson with the Up, Down, stretching exercise and song. (Week One Day 2)
  2. Demonstrate and direct top-down airwriting. Progress from left-to-right.
  3. Direct the Write and Say activity using the worksheet.  
Suggested grammar of action: “Touch, down.” Monitor pencil and paper position.  
Alternative grammar of action correlates for counting:  
Count - “one, down” - “two, down” - for all ten raindrops.

## Week 6

### Day 3

**Objective:**

**SWBAT apply writing position, and good pencil position to produce slide-right strokes with rhythmic movement.**

**Materials:**

- Worksheets and pencils for demonstration and for each student (Pg. 41)

This lesson will repeat the lesson steps from the previous day but will use lateral strokes from horse to barn instead of downstrokes.

## Week 6

### Day 4

**Objective: SWBAT apply writing position, and good pencil position to produce slide-right strokes and top-down strokes with rhythmic movement.**

**Materials:**

- Worksheets and pencils for demonstration and for each student (Pg. 42)

Follow the established lesson procedure to *illustrate and describe*, direct *airwriting*, and *write & say*. Use the grammar of action from the previous two lessons.

# Week 6

## Day 5

### Objective:

**SWBAT apply good position skills for pencil and paper.**

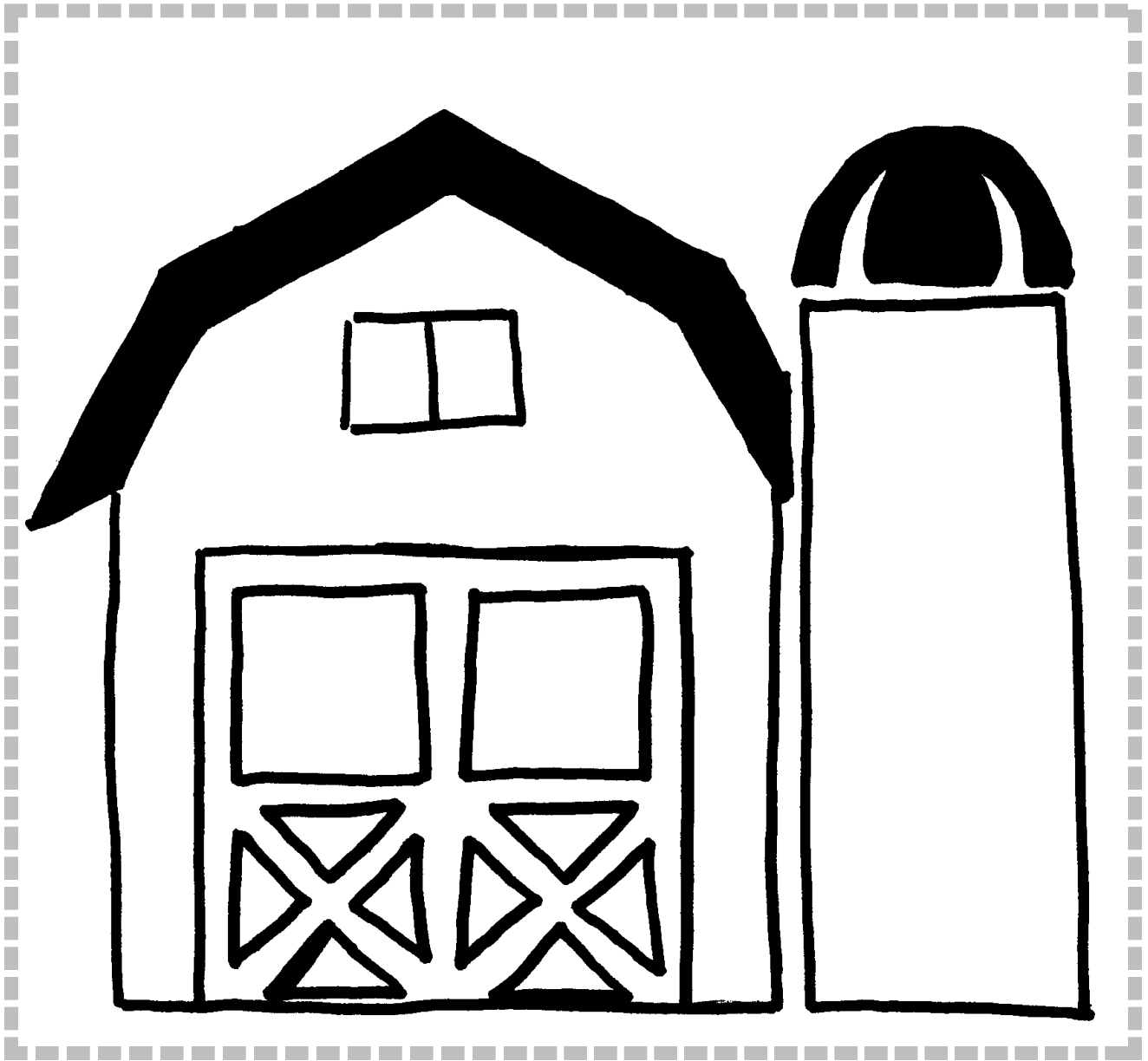
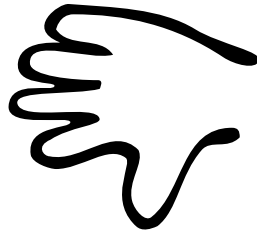
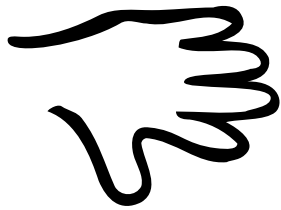
**SWBAT demonstrate understanding of top-down and left-to-right directionality by applying strokes in a set sequence to produce a predetermined shape.**

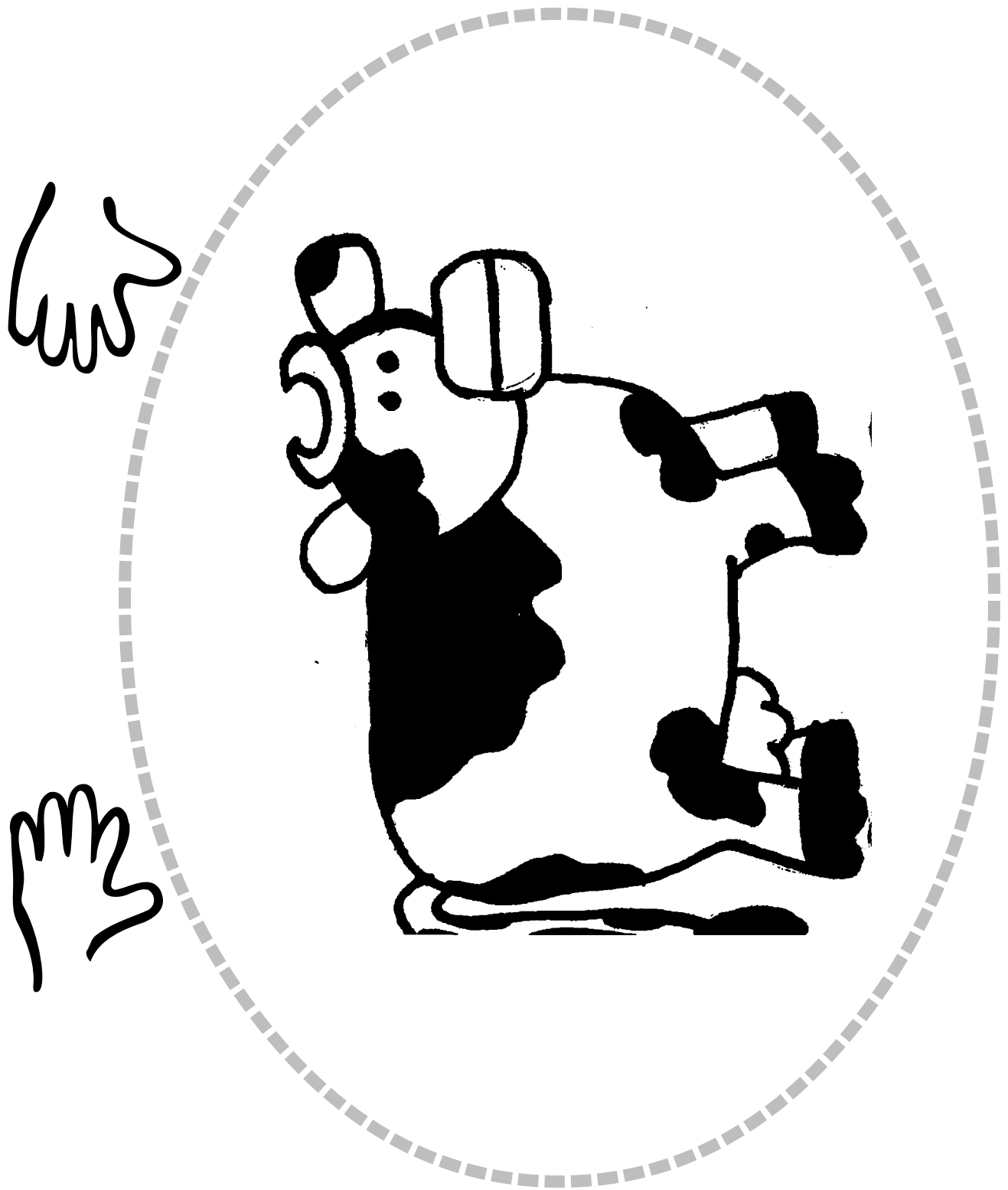
**SWBAT apply rhythmic movement to produce iterations of a box shape on the paper.**

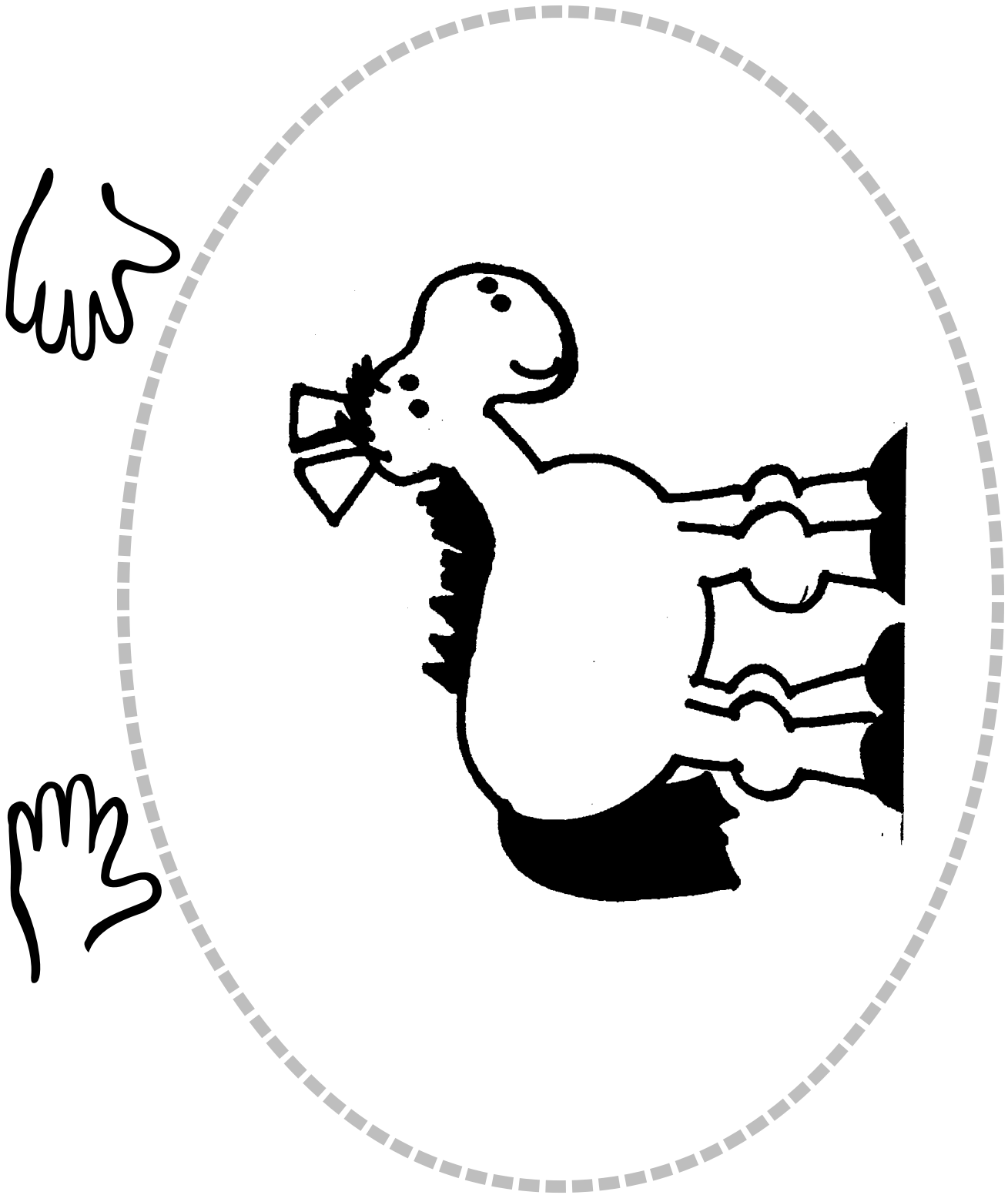
### Materials:

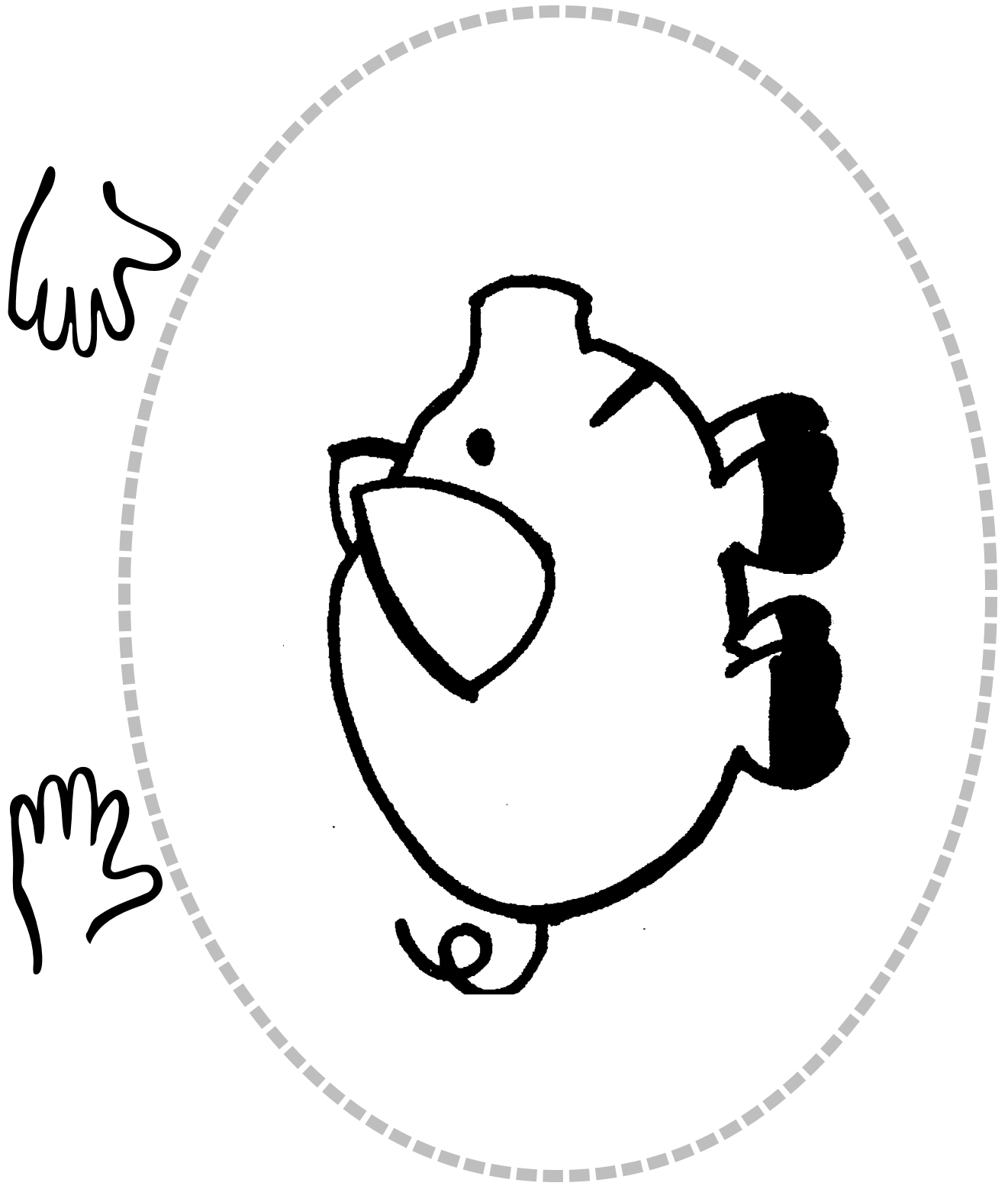
- pencils and worksheet (Pg. 43) for demonstration and for each student.
1. Teacher will use the above materials to direct the students in an activity to review, reinforce and apply the position skills in a totally new activity while introducing the concepts of vertical and horizontal. Use gross-motor, airwriting with action words to direct airwriting of the strokes prior to directing student production.
  2. Demonstrate the production of a vertical stroke, moving top-down at the left side (leave a wide margin) of your image area to connect the circles. Repeat at the right side. Direct student airwriting, “touch, down.”
  3. Demonstrate the production of a horizontal line moving left-to-right to connect the two down-strokes at the top. Repeat at the bottom. Direct airwriting. Say, “Touch left” at the top and “Slide to the right” as the stroke is produced. Repeat the sequence several times, “Touch-down, touch-down, top slide-right, bottom slide-right.”
  4. Model the production of the stroke sequence to form a smaller box at the left side of the image area. Use action words as you make the strokes. Exaggerate the timing to show a definite *touch* and a definite *move* with the action words. Sequence = *left down, right down - top slide, bottom slide*. Have pupils write in the air with action words several times to establish a rhythm of movement.
  5. Direct the production of boxes, one at the left, one in the middle and one at the right. As time permits direct the production of more boxes on the other side of the paper - three at the top, three in the middle, and three at the bottom for example.

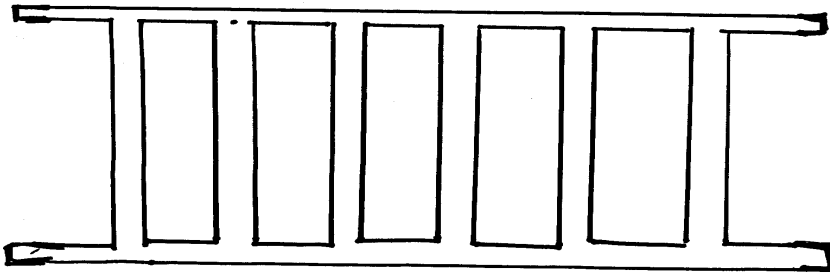
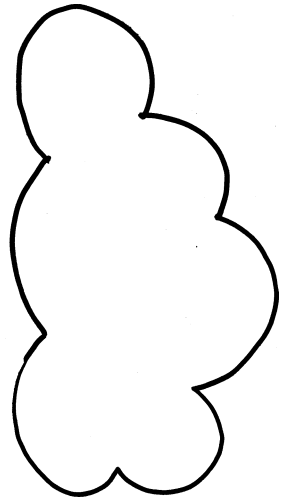
Please note that this simple activity can be used over and over to introduce many concepts for writing readiness - tall/small, wide/narrow, close together/far apart (letter spacing), pairs/sets of boxes (word spacing). These objectives should involve the application of critical thinking also. Children can learn how to judge their effort and set goals for improvement without the distraction of more complex letter strokes and sequences.





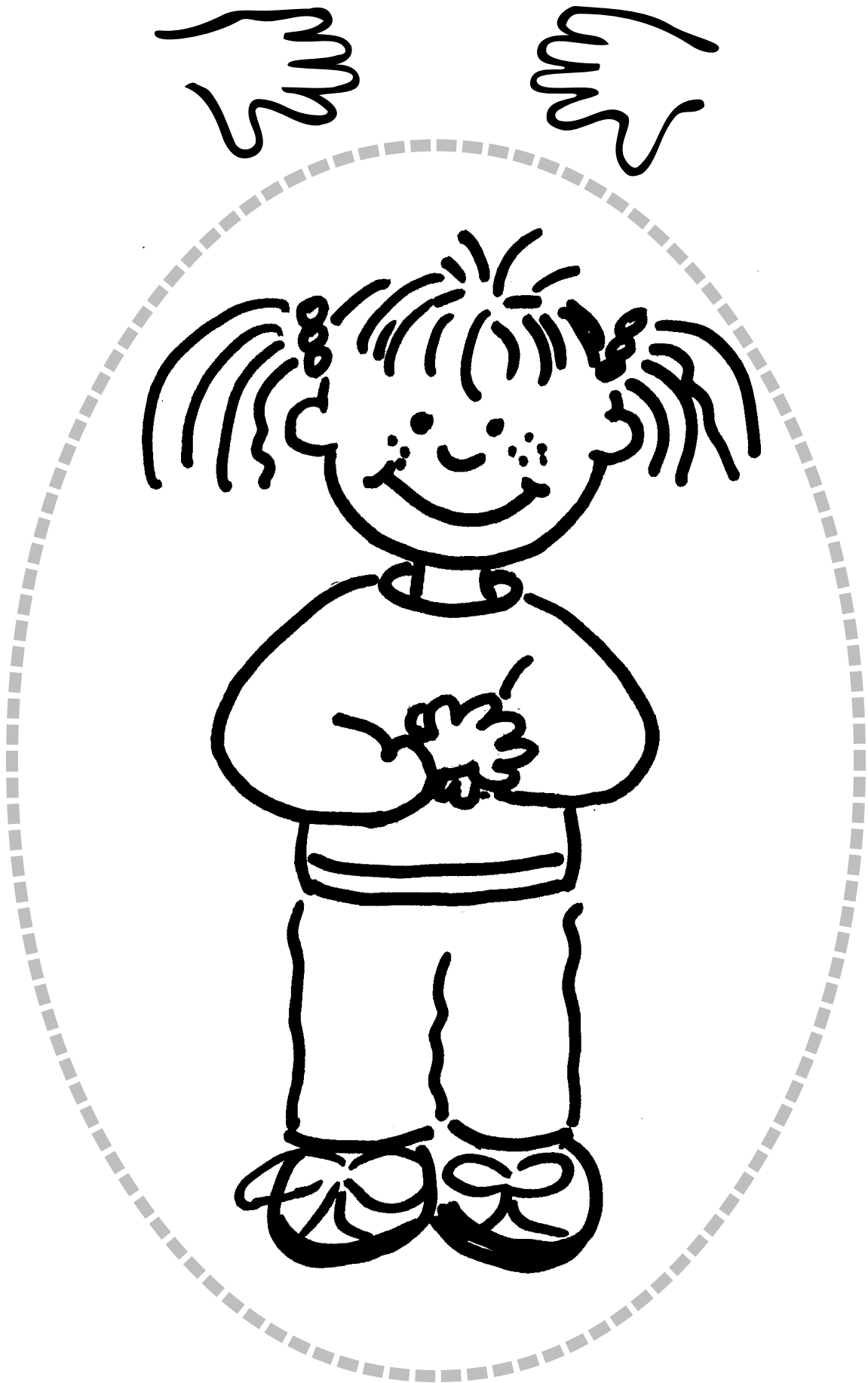


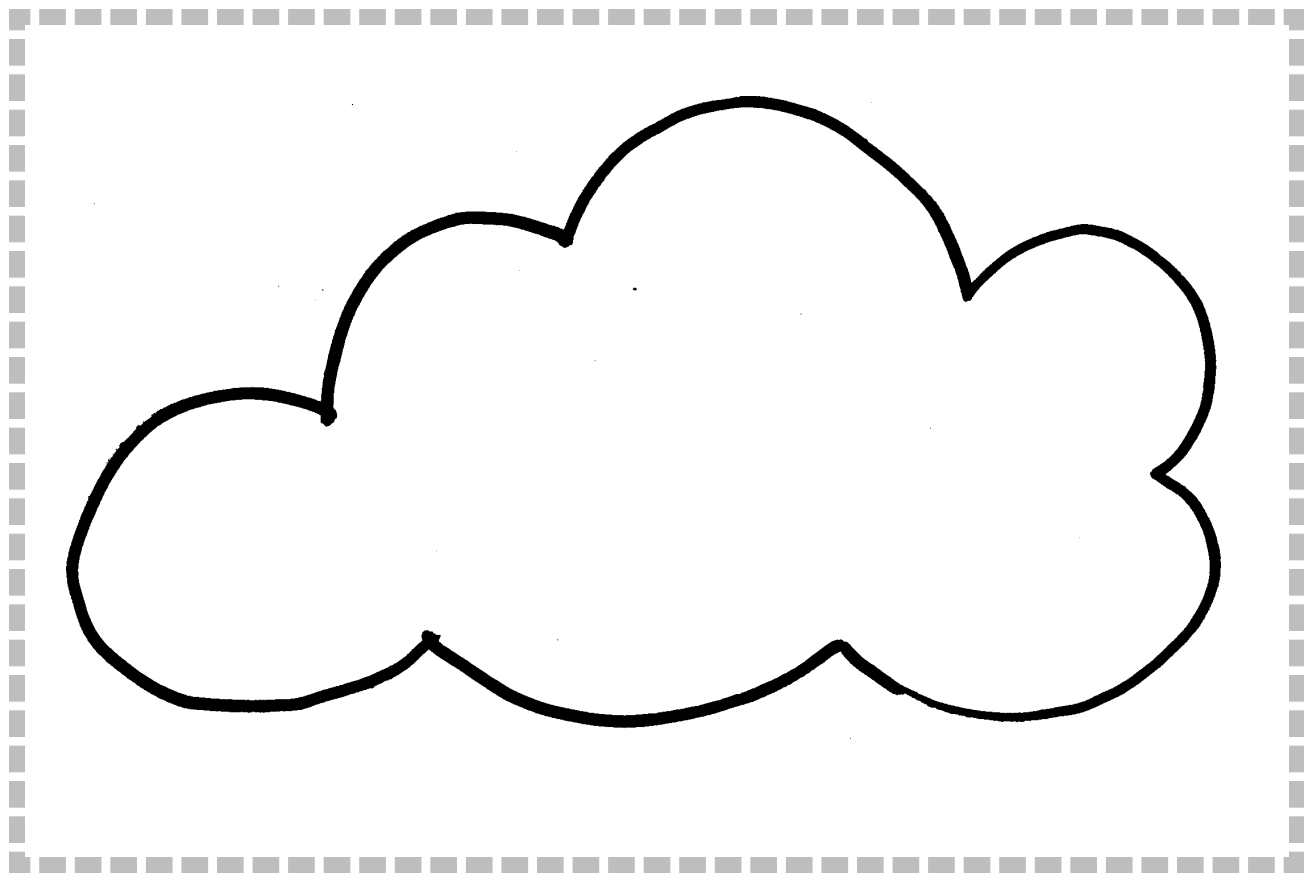
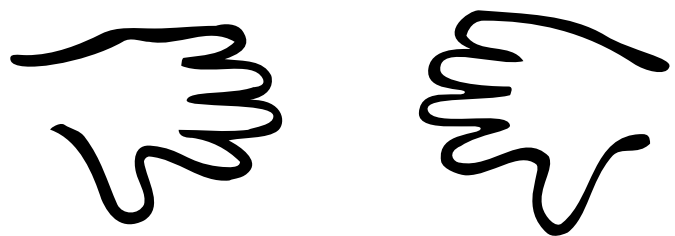


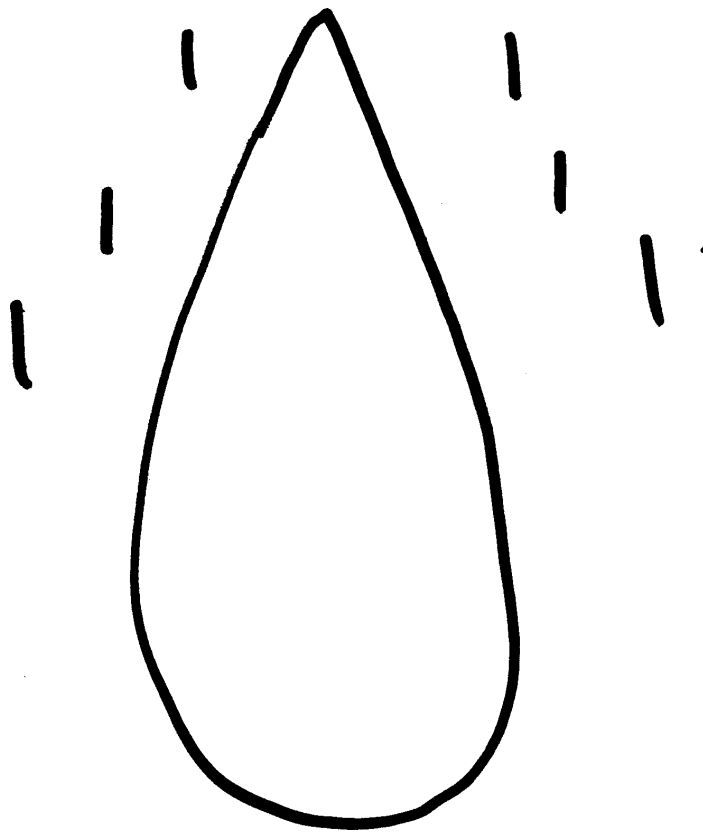
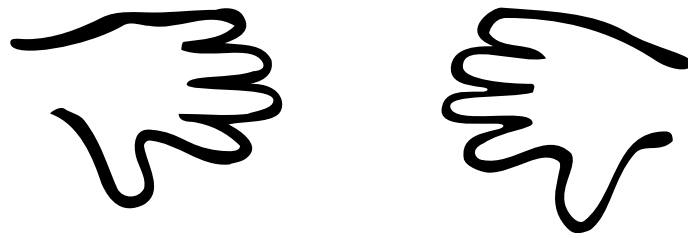


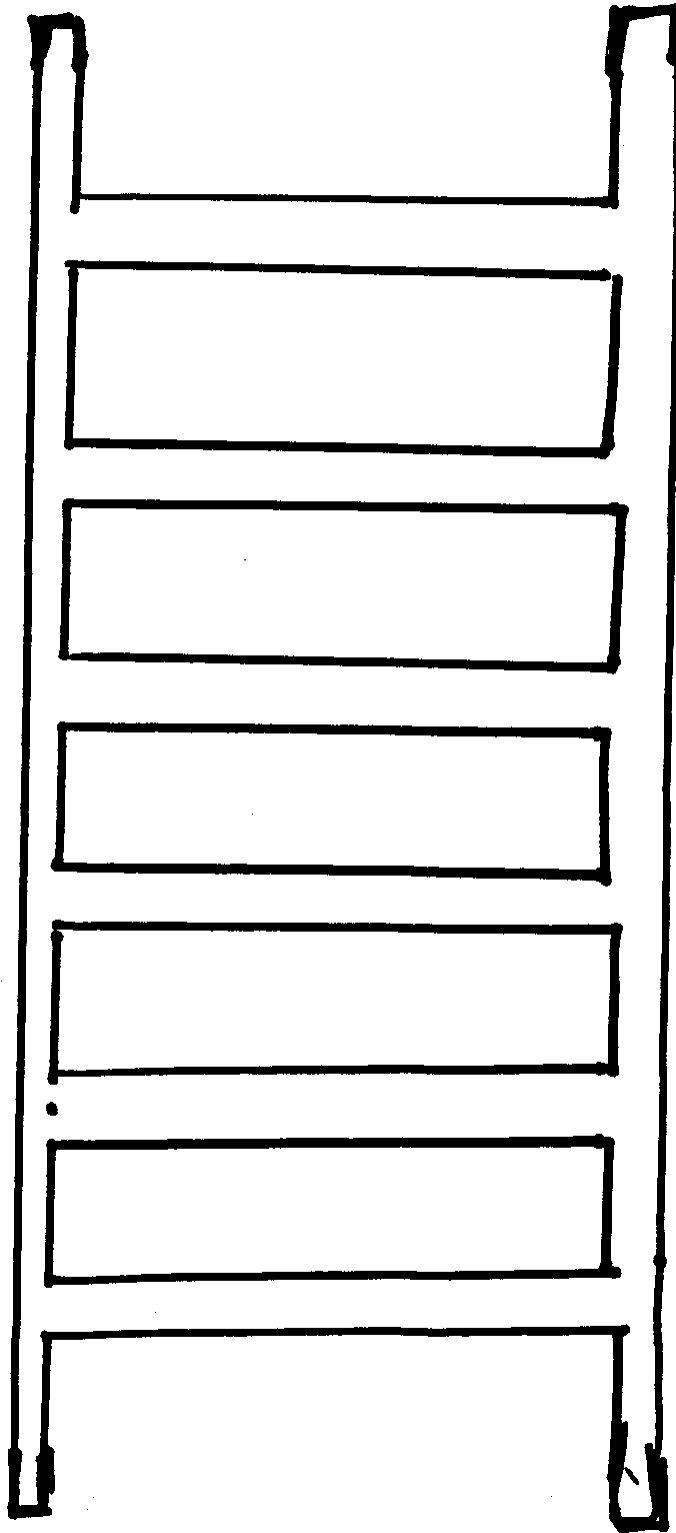
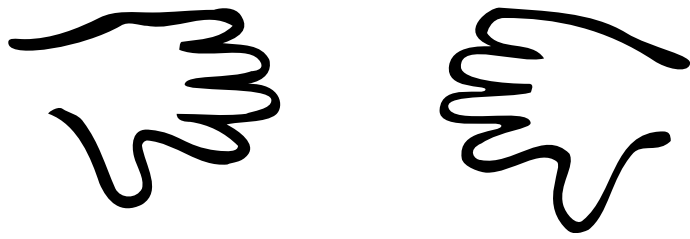
Week Five, Day Three

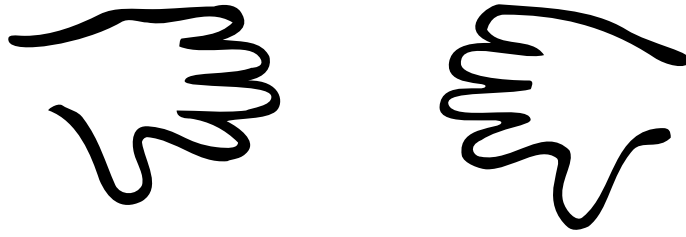


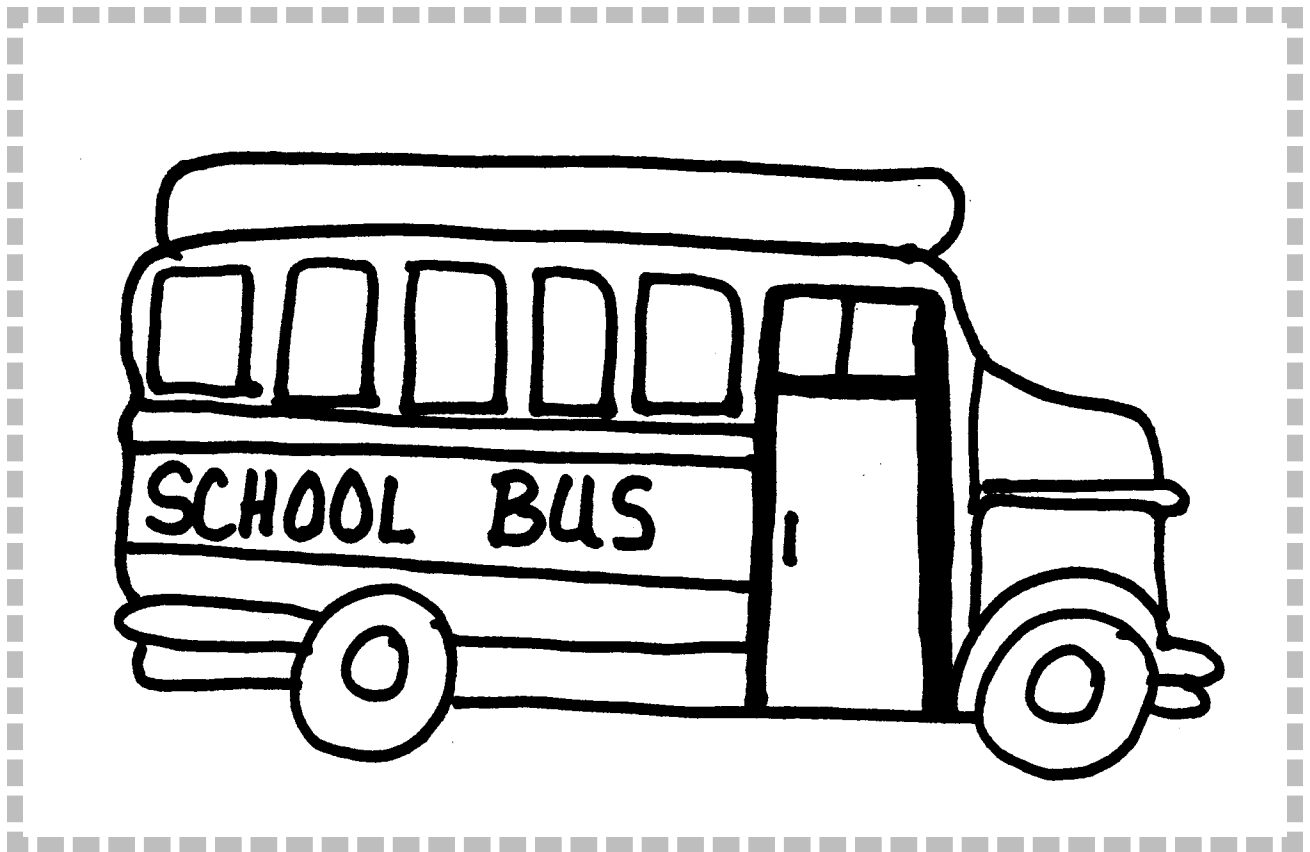
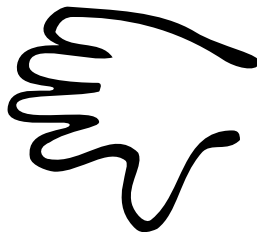
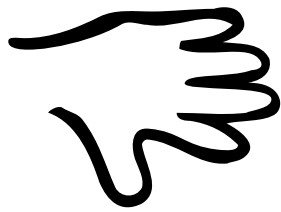


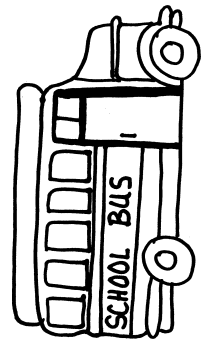
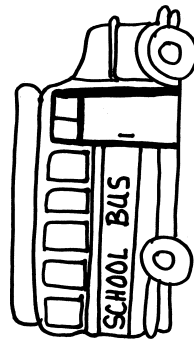
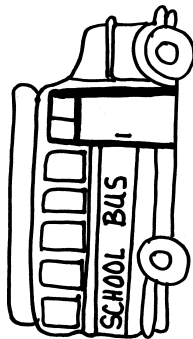
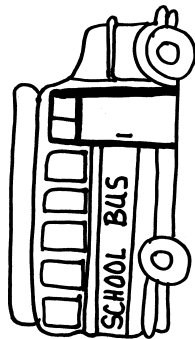
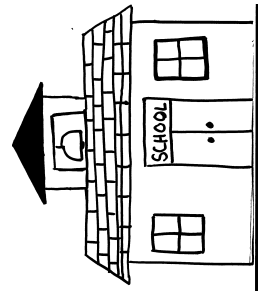
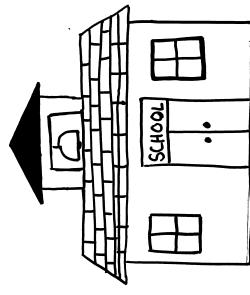
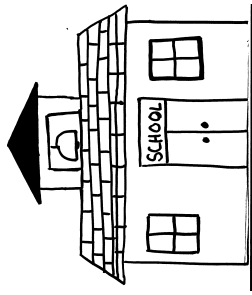
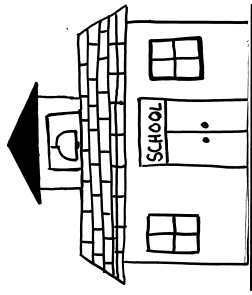


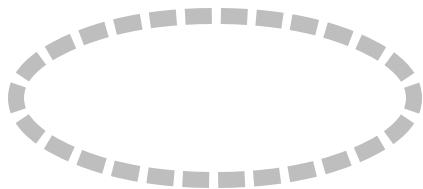
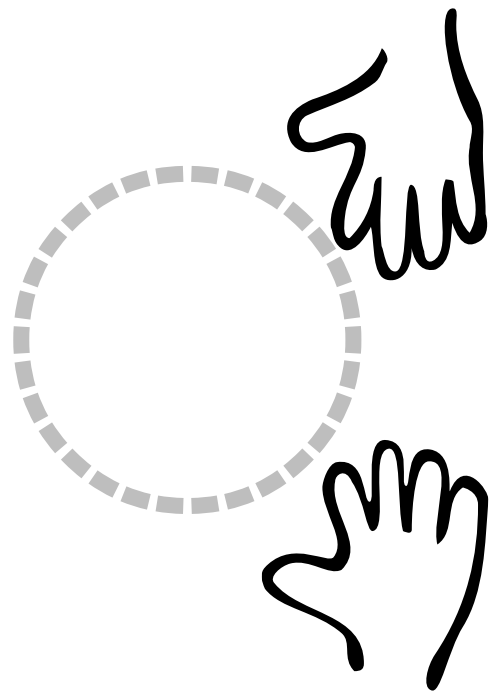
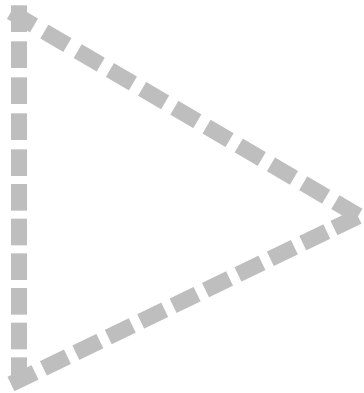
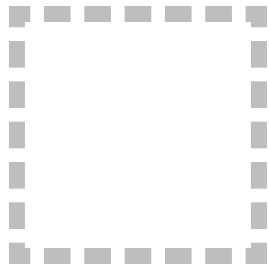


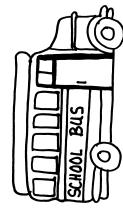
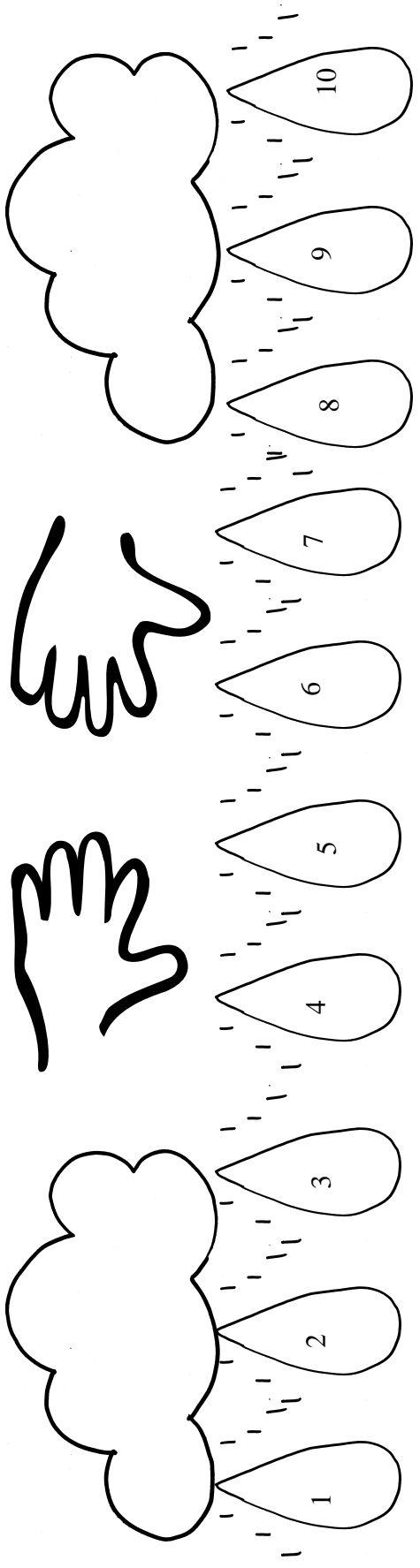


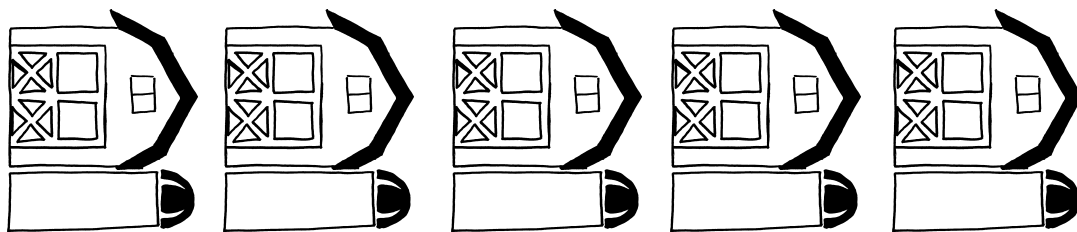
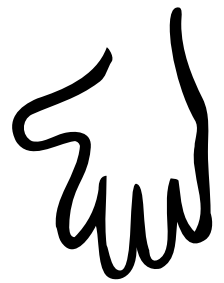
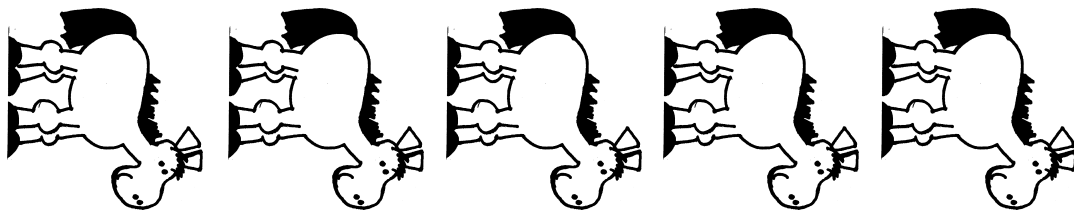


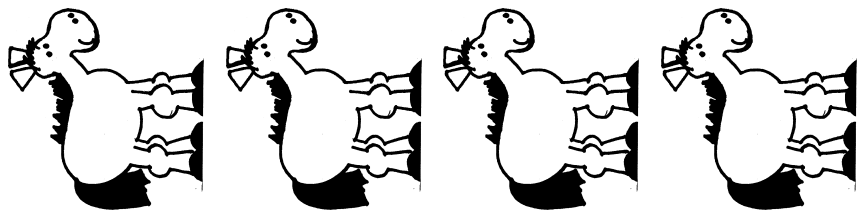
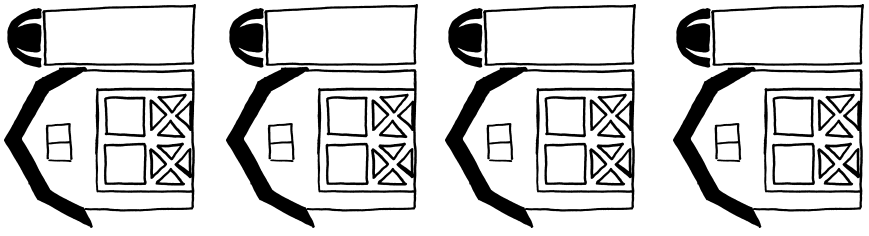
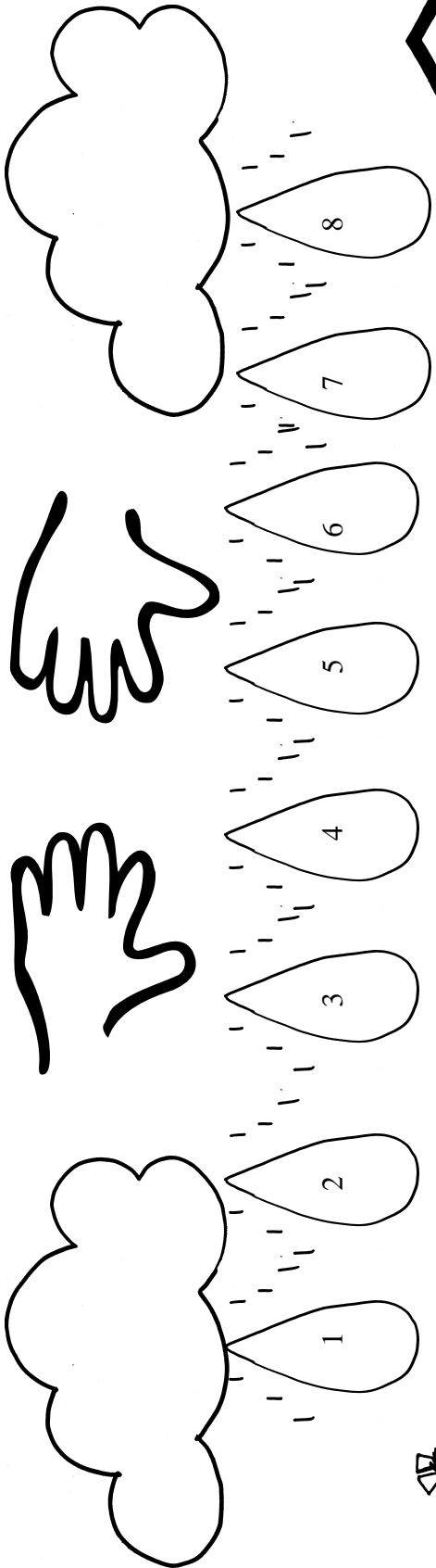


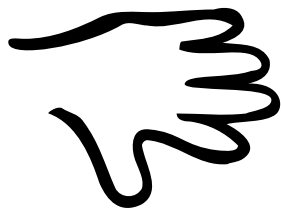
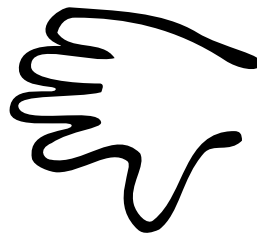














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