

# **Administrator's Guide 2008**



## **The Peterson Method for Movement - Based Instruction of Handwriting Skills**

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# INTRODUCTION

Peterson Directed Handwriting has been serving schools since the company was established in 1908 by P. O. Peterson. With the exception of a period when it was owned and operated by a publisher in Dallas, Texas, the company has been operated directly by the Peterson family. Charles Trafford, a grandson of P. O. Peterson, reacquired the Peterson Directed Handwriting organization in 1985 and merged the Peterson organization with The Masters System of Correlated Handwriting, The Painter System, and the Hamer Method.

Dr. Peterson's philosophy of service and the scientific investigation of handwriting skill development established the model for instructional development that is still used in Peterson programs today. Peterson has always been a leader in handwriting curriculum development.

The adoption of our program for your schools means that your teachers will have the best possible opportunity to coach students to develop handwriting skills for fluent use as a tool for learning and communication. This is true because we provide the means for teachers to easily include fluent movement as a goal from the beginning. We are dedicated to providing you with the best services possible; thus, we actively solicit your questions, comments, constructive criticism and input at all times.

Using your investment in technology and the internet, instant messaging, email and live on-line meeting technology, we are more accessible than ever before. We depend upon your interest and professional support.

## OBJECTIVES

Our objective is to provide tools and training that will help your teachers coach students to achieve success. The Peterson program and materials offer an extremely flexible solution that can be customized to meet your needs and your budget. We offer material and service that will help you with teacher training designed to reach two basic objectives:

1. To help pupils develop skills for handwriting that is easy to read.
2. To help pupils develop skills for handwriting that is fluent and automatic.

The Peterson Method has been extremely successful for decades because it provides a unique, movement-based strategy for instruction that has recently been validated by motor and cognitive science. The strategy is easy to use, time efficient and extremely cost effective when compared to any other published program.

Scientific evidence indicates that the motor learning challenge inherent in this method, enhances written language processing in all applications. In fact, there is strong evidence indicating that a lack of handwriting fluency may be one major reason for delayed language skill development - including reading.

A twenty minute web presentation explains specifics of the movement-based method for instruction. This presentation is available at any time using the URL below. It will open and play automatically in your web browser. You will need speakers or a headset for the sound.

<http://mrpencil.acrobat.com/pdhmethod1/>

# PROGRAM COMPONENTS

## Peterson offers four specific program components:

### 1. Instructional Materials.

We supply a full range of unique materials for classrooms, teachers and pupils. The materials are unique because the strategy for instruction and learning is unique. Our basal series for entry-level print readiness through advanced cursive is aptly named, We Write To Read. It has been used successfully since introduced in 1972. Our research effort is continuous and has resulted in occasional revision as science provides answers leading to improved explanations of techniques. Most of our materials are nonconsumable.

### 2. Teacher Training and Specialist Support Service.

We offer you a handwriting specialist who will work with your teachers when needed. A reasonable building subscription gives you, your teachers, and aides direct access to an on-line training process as well as handwriting specialist support on a timesharing basis. Even concerned parents who are trying to support teacher efforts are welcome to contact us.

An on-line meeting can be arranged in minutes and include live video and voice communication as well as pre-planned presentations. Contact Rand Nelson to arrange a demonstration meeting.

### 3. Diagnostic Analysis and Evaluation Support.

The Peterson Method is now, and always has been, designed for evidence-based instruction. We provide free, a Self-Evaluation Guide that lays out a simple process to establish time frames for instruction and guides regular collection of evidence for coaching skill development. Correlation of specific skill goals into applied work is easy once a goal is identified. Download the Self-Evaluation Guide and special tools for assessment and coaching from the Administrator Service Interface on our web site. On our welcome page select Go To: Administrative Planning Tools. These tools are available now to all who are interested.

### 4. The Peterson Web Site: [www.peterson-handwriting.com](http://www.peterson-handwriting.com)

A surprising amount of free support and training is always available on our web site. A series of presentations are linked to our **Information Directory**. The presentation series amounts to a mini methods course on handwriting instruction - something few colleges provide unless the school is participating in our Endorsement Program. A **Resource Library** also offers a wealth of information in PDF format.

The Administrator Service Interface offers quick access to planning tools and information. Current price lists are always available. Download an Excel spreadsheet that calculates the costs as you select materials for your program.

Anyone can Browse Our Products on line and use our web store to create a material requisition list or purchase order list without typing one order code or product description. Add selected items to your shopping cart and print the list with all order codes and product descriptions in place.

# Using the Internet

## Training And Support Presentations

Your investment in technology offers great potential for support, motivation and training. We have created web pages that offer easy access to information that is not easily found elsewhere. Here is a list of the presentations that are available whenever you might want to motivate a discussion for a staff meeting. You will find links on our **Information Directory** page.

- Download the study by Robert Rose, MD -  
The study provides objective data to indicate the relationship between handwriting fluency and reading skill development in kindergarten and grade one classrooms.
- Learn About Preschool Language Readiness -  
This presentation uses animation to illustrate several innate tendencies of all preschool children that lead to language skill development problems later on.
- Learn To Help A Left-Handed Child With Writing Position -  
This presentation uses animation to illustrate the difference between right-handed process and left-handed process. It answers one of the most frequent questions asked by teachers. "How can I help my left-handed students?"
- Learn How Handwriting Skills Relate To Your Language Arts Program. -  
Learn why handwriting fluency may well be a major key to helping students who are struggling to use written language in all forms.
- Learn How To Use The Peterson Method And Materials  
This narrated slide presentation provides specific information on the movement-based method for instruction, how to use our materials and how to use the strategy in correlated activities. Speakers or a headset will be needed for the sound. The presentation is about twenty minutes long.

## Teacher Training

Teacher training with ongoing support via the internet and telephone is affordable and sensible. A small annual building subscription will give you and your teachers access to a training web site and a Peterson Specialist.

Individual questions, grade level planning or a focused staff meeting - we can be there for you. Send an email request, make contact via Instant Messenger or phone. A free trial can be arranged on the fly in a few minutes and we urge you to give it a try.

Email Rand Nelson <[mrpencil@peterson-handwriting.com](mailto:mrpencil@peterson-handwriting.com)>

Toll Free: 800-541-6328 Local: 724-837-4900

## HANDWRITING ON THE CLASSROOM COMPUTER

We invested almost two years to develop a tool called Animated Letter Cards. It has now been available on CD ROM for almost ten years. It is three sets of wall alphabet cards on one CD ROM. These letter cards are different however. They move. The letter is shown whole. It disappears. The start point blinks and an invisible hand writes the strokes for the letter (in color rhythm) on the screen. Air writing with the animated strokes is great gross motor training for the movement pattern.

## WORKING FOR TRANSFER OF LEARNING

Written student communication will not improve in daily work unless two things happen:

1. There must be student understanding of the skill in the first place.
2. When the process for improvement is understood, teachers must work for transfer by consistent effort to bring correct **application** to an automatic level.

Intermediate and middle school children need to improve fluency and automatic skill utilization. Composition is the most demanding application of written language because of vocabulary objectives and the **fine motor skills** required for control.

Intermediate grade students need to continue practice to improve control of fluent movement at the fine motor level. Teacher guidance to keep skill goals in mind during all written work is critical. Teachers should continue short daily skill practice sessions and evaluate how specific skills are applied in other subjects.

We offer several tools that make correlation into applied work much easier for teachers and students. Many of these tools are available free in PDF format for Acrobat Reader.

1. Our wall alphabet cards are unique, color/rhythm presentations. They make it easy to correlate the directed activity strategy into spelling and vocabulary lessons to enhance internalization.
2. Legibility Subskill Posters, downloaded free from our web site Resource Library, enable individualized tracking of specific skill goals in all applied work.
3. The Self-Evaluation Guide provides a plan and special tools for tracking improvement of legibility. This guide can be downloaded from our web site along with several other tools for evaluation. Select the link to Administrative Planning Tools on our welcome page.
4. A self-inking stamp is available that allows the teacher to easily place a handwriting evaluation matrix on any paper.
5. The Peterson Method Font Family allows teachers to create models in any subject area. The family of fonts includes vertical print, slant print, primary cursive and intermediate cursive.

## SPELLING/HANDWRITING CORRELATION

The Peterson strategy for handwriting skill instruction is unique for several reasons.

1. Fluent movement is included as an objective from the beginning.
2. The movement-based strategy allows correlation of specific skills for fluency into applied work.
3. The movement challenge enhances learning by targeting the motor system directly.
5. The directed lesson strategy allows teachers and students to see and hear learning happen.

## **Handwriting And Language Skill Development**

Science uses some terms that may not be familiar. These terms afford necessary clarity when discussing writing. The word *writing* is too general for our purpose. Written composition involves the simultaneous application of two sub processes in the brain called *transcription* and *text generation*.

1. *Text generation* is the process of translating the idea we want to communicate into words. Maximum cognitive processing power will achieve the best result.
2. *Transcription* is a motor process needed when the goal is to put thoughts on paper. Automation of that motor process deserves attention because success will free brain power for text generation.

Research has clearly shown that “transcription” is a complex and demanding process that needs understanding and regular practice to build fine motor control for legibility. Spelling and language programs do not address the skills associated with transcription.

The evidence-based coaching process built into our WE WRITE TO READ series provides teachers at all levels with unique, simple techniques that make it easy to help students apply handwriting skills directly into spelling and vocabulary efforts. All written work can easily be used as evidence of successful transfer of learning.

## **Two Activities For Fluency**

### **New Words:**

Directed practice of new words is the most practical kind of correlation. Using this exercise with one or two target words each day does not present a drain on instruction time. Directed practice of vocabulary or spelling words as part of the language activity will enhance transfer of learning for handwriting skills and the internalization of the target words.

### **Applied Writing:**

Rhythmic processing is a key characteristic of fluent movement and automation. The motor system guides goal-oriented movement by sending batches of movements to a goal - a pause point. After receiving the movement information the muscles can move smoothly to that goal.

The unique presentation of cursive letters in Peterson materials allows application of the skill of rhythm which translates to improved control. Each cursive letter is a rhythmic unit within a word when the child knows where the letter ends. Only Peterson provides a technique that allows students to practice rhythm and control during independent applied work.

Please review our plan for tracking fluency. Visit the Administrative Planning Tools page to download the file. Find the link in the section with the Evaluation Guide. This simple process creates numeric data that illustrates progress over time. Tracking fluency is an easy way to keep your finger on the pulse of your program.

## **Basal Materials - A minimum program usually includes:**

### **A. Teacher Handbooks, Grades K-8.**

Each handbook provides daily lesson plan suggestions including correlations that will help teachers achieve the basic objectives.

### **B. ABC's and 123's Kindergarten Student Books.**

Gross motor patterns are presented for fingertracing - a special focus on process skills revealed by computer digitizer research. It is intended to be used as a non consumable and correlates with the Big Book.

### **C. ABC's and 123's Big Book Flip Charts, Kindergarten and Grade One.**

The large flip chart is used to introduce letter formation patterns and direct gross motor rhythmic air writing. Its presence allows a motor-patterning minute as often as the target letter is referenced during the school day.

### **D. Pupil Books, Grades 1-8.**

Each pupil book presents skill and concept development facts that are directly correlated with the instructional lessons presented in teacher handbooks at a very low cost. Peterson COLOR/RHYTHM alphabet sequences make teaching very precise and time efficient. Children learn the movement process of writing by finger tracing color/rhythm movement models while holding the page in writing position. Please access the method web presentation at: <http://mrpencil.acrobat.com/pdhmethod>.

### **Unique Advantages:**

Concept development is a unique feature of the program. Critical analysis of the WE WRITE TO READ series indicates that the books contain more explanations and skill development models than found in other handwriting books that rely on trace and copy. Student books are a powerful communication device that enables a time efficient lesson that easily includes the instruction of fluent movement. "How-to-move" instruction is an objective that is unique to the Peterson method.

### **Unique Teaching Aids:**

The Position Guide is a surprising item that was created as a result of our extensive digital research in classrooms. It is a special triangular shape that provides a guide for correct placement of the paper as well as a color/rhythm alphabet. Thousands of digital samples demonstrated conclusively that poor paper position was the most frequent inhibitor to fluent legibility.

The Animated Letter Cards CD ROM described earlier is another item that comes from our digital research. Write in the air with the animation to practice rhythmic letter building. The files run in web browser software and you need not be on-line. Even machines retired due to older systems and processors can be used.

***Handwriting, A Complete Guide To Instruction*** - College methods courses have offered little in the way of background or specific techniques for teaching handwriting skills for decades. This guide is the most comprehensive we have ever offered. It addresses all phases of physical language instruction. We also offer colleges, an Endorsement Program which will guide education majors through methods and techniques for successful instruction. Look for an Endorsement Letter in an application package. Do you student teachers receive training in methods for handwriting instruction?

**The Peterson Method Font Family** - The fonts include vertical and slant manuscript as well as both primary and adult proportions cursive. Teachers can create correlated activities easily at school or at home with their computer. It is available under an individual license for Mac or Windows OS or a building site license that supports both operating systems. The license covers teachers at home and on school computers.

## **Supplemental Instructional Aids**

We offer a wide variety of ancillary materials to support your program. Select [Browse Or Products](#) on our welcome page. You will find a link to download a current price list there or on our Administrator Service Interface. Select [Go To Administrative Planning Tools](#) on the welcome page.

[www.peterson-handwriting.com](http://www.peterson-handwriting.com)

## **Outfit A New Classroom The Easy Way**

### **WRITE WAY Classroom Kits**

Many schools choose “THE WRITE WAY.” This kit includes a teacher’s manual, pupil books, wall alphabet, position guides and pencils or pens.

For planning help, teacher or student support, please contact us at:

Toll free - 800-541-6328      Local - 724-837-4900 Fax: 724-836-4110  
Email and Windows Messenger - <[mrpencil@peterson-handwriting.com](mailto:mrpencil@peterson-handwriting.com)>

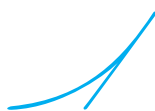
# Cursive Simplicity

The developmental cursive alphabet as presented by Peterson removes the complexity of cursive by directed teaching of basic strokes. Controlled lateral movement produces two stroke patterns: Rainbow-Rollers and Rocker Rocks - or Rocks and Rolls. Can you see a word in the illustration below? Only the forward strokes (the Rocks and Rolls) are shown.



This illustration exemplifies the single important difference between printwriting and cursive - sliding the pencil to the right. Otherwise letter formation, size, and spacing in cursive become extremely difficult. If a teacher has difficulty teaching cursive it is usually because a visual/tracing (or copying) approach is used as the primary teaching strategy. The secret to learning good cursive skills depends completely on teaching handwriting as a movement skill and providing sequential instruction based on controlled lateral movement.

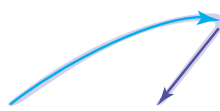
Using “Rainbows” and “Rocker” with a slant, the lowercase cursive alphabet can be easily understood by forming a total of four basic strokes which are actually letter parts:



*Sharp Top*



*Loop Top*

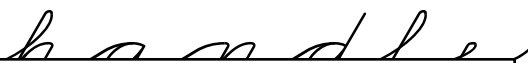


*Round Top*



*Roll Top*

Mastery of these four basic rhythmic movement sequences will make the learning of cursive handwriting easy and fun. When children understand the design of the cursive alphabet, success is available to each child. Integration of rhythmic patterns and a continuing practice effort will put fluent legibility within the reach of virtually all pupils as related language skills develop.



*Can you see the basic strokes?*

Since our methods are based on this systemized approach, basic printwriting skills need not be discarded or replaced. Rather, the child is able to use both skills for appropriate tasks. If cursive skills are learned, cursive writing has the potential to improve writing speed, consistency, and requires less hand-eye coordination. Over the long period of years handwriting is required for communication in school, cursive can make a big difference in the efficiency of written communication. There is now scientific evidence that the challenge to learn fluent cursive movements changes the brain in ways that enhance the processing of written language.

The first stroke of each lowercase letter creates legibility. You will note that most problems with formation are a result of poor beginning strokes (or joining strokes within words).

The first step in improving lowercase forms is to understand the way basic strokes are put together to create each letter. The second step is to practice physical position skills that will make it possible for the hand to move easily, with rhythm, from left to right along the baseline.

Are you wondering why so many of your students feel they are unable to use cursive handwriting? Are you wondering why so many intermediate teachers feel they don't have time to teach handwriting?

# School Practice Paper Available from Kurtz Bros.

Generally teachers will need paper for handwriting lessons (patterning sessions) and would probably prefer to have another type for use in classwork. The recommendations below provide suggestions for both applications.

## **Kindergarten -**

Initial Practice Paper for letter patterning. Any Unlined paper, such as: 8" x 10" Kurtz Code #02304.443U

## **Kindergarten and First Grade -**

Initial Introduction to Lined Paper "Ready Write" Paper (Dragon Logo):  
8-1/2 x 11 (long way ruling) Kurtz Code #02150

## **First and Second Grades**

- 8 x 10 (long way ruling green newsprint) Kurtz Code # 02129. G163 This paper is ruled in Top-Mid-Base configuration at 1/2 inch intervals. Provides a "skipping space" between line sets. For general class use.
- "Testing" Paper for use with model tests provided in the Peterson pupil books: 7 x 8-1/2 (long way 1/2 inch ruling) Kurtz Code #02001.3. You can also use the green newsprint listed above for testing but should cut it to 8.5" width in order to maintain spacing objectives.
- Beginning Cursive for Grade Two We recommend "Ready Write" Paper (Dragon Logo) For initial patterning work. 8-1/2 x 11 (long way ruling) Kurtz Code #02150. Red baseline helps emphasize importance of base line control. Use the green newsprint listed above for general class work. Use the testing paper above for model tests.

## **Grade Three**

For the initial cursive Size reduction - Recycled white newsprint (Red Baseline, 1/4 inch mid line) 8 x 10-1/2 ruled the long way, Kurtz Code #02123. W2123. The "midline" is a helpful "crutch" for initial instruction of size reduction and proportion. After the initial introduction children should learn to apply good proportions without the aid of the midline. For this transition to regular lines and for the "testing" use: Kurtz Code #02001.3 listed above.

Unfortunately, there is no paper offering half inch ruling on a composition-size page. A move to 3/8" ruled paper will increase demands for fine motor control. We recommend that this change not occur before the second semester and that students showing signs of fatigue and poor legibility be allowed to continue with 1/2" ruled paper for applied work.

## **Grades 4-8**

Use any 3/8" ruled "composition" paper for general applied work. We recommend ball point pens be used for patterning and for testing.

Testing Paper: Pencil - 7 x 8-1/2 (long way ruling 3/8 inch) Kurtz Code #02004.37 We suggest the use of a pen for practice and testing. In grade four, teachers may want to use pencil initially and move to pen for the second or third unit. Students need to learn how to use a pen effectively and gain confidence in their ability. A ball point is more difficult to control than a pencil. If practice sessions bring the pen under control, pencil work in class activities will benefit greatly.

Kurtz Bros. 400 Reed St., PO BOX 392 CLEARFIELD PA 16830-0392  
Phone: 800-252-3811 FAX: 814-765-8690

## About Pencils

We offer special triangular pencils in several varieties. Our experience demands a strong recommendation for their use in primary grades for all of the following reasons:

1. The triangular shape makes it much easier for youngsters to learn the best grip. The three sides offer a broad contact (better feel) for each of the three contact points; pointer finger, thumb and middle finger.
2. The thickness of the pencil barrel helps with relaxation - even with older children. A pinched grip results in writer's cramp once sustained writing begins.
3. The "lead" is also thick compared to standard pencils and offers significant advantages. The pencils last much longer, particularly if teachers understand that a dull point is preferable to a sharp one. A sharp point makes a fine trace that is difficult to see unless pressure is applied to darken it. This pressure quickly dulls and often breaks the point leading to repeated sharpening. A dull point produces a broad trace that is visible without pressure. It is also easier for a child to "touch the lines" with these broad traces. Try touching the lines on a piece of paper with the tip of a straight pin. Try again with a crayon to feel the difference between the two eye-hand coordination tasks.
4. The thick triangular pencil is offered in two versions - one with and the other without an eraser. The eraser is an advantage for the teacher during classwork but distracting during directed handwriting lessons. When they have the eraser, children are constantly stopping to erase and patch miscues which blocks integration of the rhythm pattern. The version without an eraser is best for handwriting lessons. The rule is no erasing. We want to compare several iterations and choose the best. Then we try again as we continue with rhythmic production and work to improve consistency. The only disadvantage is the fact that a "school pencil sharpener" is needed. The electric sharpeners used by so many teachers may not accept the thick pencils. It is a small irony that many teachers don't see. They spend big bucks for the electric machine because the kids are constantly sharpening. It results in even more frequent sharpening and pencils seem to disappear overnight.

There is another subtle advantage to the hand crank sharpeners. They cut the pencil at a better angle. The amount of "wood" showing between point and paint is much longer than when the typical electric machine is used. This tends to promote a grip position that is a little farther from the point resulting in less pinch and more relaxation.

Peterson Directed Handwriting  
315 South Maple Ave.  
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Toll Free Teacher Support: 800-541-6328  
Local Support: 724-837-4900  
Fax: 724-836-4110

# OBSERVATIONS OF HANDWRITING LESSONS

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Casual Observations: The following items represent general awareness of and attention to good handwriting instruction and its application.

- a. Hall displays of student classwork evidence well-written sentences, words, or even names on art work.
- b. Standardized paper with correct ruling for the grade level is used for daily work.
- c. Student papers displayed for recognition in all subjects show evidence of attention to handwriting standards such as good margins, headings, and perhaps grading penmanship quality as well as content grades.
- d. Good handwriting is encouraged and rewarded for all classwork and homework.
- e. Good physical approaches (Posture, Pencil Position, Paper Position) are emphasized during written communication for other subjects.
- f. Chalkboard space is available for teacher and pupil demonstrations.
- g. Classroom seating arrangement affords students a direct, comfortable line of sight to teacher demonstrations.
- h. Student desks and chairs have been “fitted” to the pupils (by adjustment or trading) as much as possible.
- i. Left-handed pupils are seated on the right side of the room as they face the demonstration.
- j. Teacher models provide pupils with good examples to encourage neatness and high standards.

Formal Observations of Handwriting Lessons:

The following items indicate effective teacher direction in formal handwriting skill development lessons.

1. Pupils use handwriting folders containing instructional materials and paper to reduce “get ready time,” or other procedures have been initiated to make the most of the time allowed.
2. Teacher explains lesson objective, focuses activities to meet that objective and summarizes the lesson to help pupils retain the information presented.
3. Teacher demonstrates correct position (Paper Holding, Posture, Pencil Holding, etc.).
4. Teacher utilizes chalkboard or overhead projector along with printed materials to be sure pupils understand the skill process presented.
5. Teacher presents the skill concept (such as Slant, Spacing, or Size) as well as the physical process the lesson is intended to improve.
6. Teacher explains the rhythm/fluency process and monitors pupil performance (uses COLOR/RHYTHM alphabet models, counting, “rock and roll” rhythm, etc.).
7. Teacher directs the use of eyes-closed practice to help pupils understand visual/muscle memory factors.
8. Teacher has pupils use gross motor activities (such as chalkboard writing, large unlined paper, air writing) while emphasizing the step-by-step development of handwriting strokes.
9. Teacher explains how good physical position helps children develop better handwriting skill.
10. Teacher explains importance of handwriting in other school subjects and leads pupils in self-evaluation exercises.

**Danger Signals: These types of activities should be reduced or avoided completely:**

1. Practice sheets are passed out to pupils for independent seat work and teacher attention is diverted to other activities. Pupils independently finish the paperwork without regard to physical position (Paper Position, Posture, Pencil Holding) or other skill needs.
2. Movement models in pupil book are not used for training by finger tracing or are used for independent pencil tracing.
3. Teacher provides chalkboard or overhead model for pupils to copy but does not adjust seating arrangements to provide a direct line of sight.
4. Practice activity is copy/trace. Little, if any, movement challenge is included. Position skills are not emphasized.
5. Left-handed writers use a twisted arm/elbow position.
6. Teacher inadvertently rewards hurried completion of assignment (with extra play time).

# Answers to Frequently Asked Questions

## **-What is the advantage of the Peterson COLOR/RHYTHM alphabet?**

The name Color/Rhythm is derived from the advantages it offers. The color/rhythm illustration of letters shows the whole while simultaneously illustrating the parts and the process for building that letter.

The color/rhythm illustrations make it easy for teachers to correlate handwriting into applied work like spelling. Count is the best grammar of action to use for word practice. A glance at the wall card or position guide reveals the count for any letter making it easy and quick to use the “count technique” for any target word.

## **-In printwriting, why are the letters made left-to-right?**

Reading and writing should be partners. The movement information stored during handwriting instruction can offer help in the form of dynamic information during the decoding process. Proper movement sequences reinforce and enhance the reading process.

## **-Why do we slant the paper?**

Paper rotation allows the writing arm and hand to be under the image area to easily handle lateral movements along the lines on the paper. Thousands of digital samples showed this to be an important goal for fluent legibility.

## **- Why do you teach slant print at the beginning of second grade?**

Second grade students need Text Generation fluency. That is the reason for slant print at the beginning of grade two. Paper position skills are critical for fluent production of legible handwriting. The slant print unit is designed to provide opportunity for all children to master the attack skills for control of fluent lateral movement. Mastery sets the paper position for cursive readiness.

## **-Why are the letters grouped this way for practice?**

Basic stroke families make learning easier and faster. The letters are grouped based upon related movements. Movement internalization is the goal. The sequence created by the grouping takes advantage of prior learning to speed internalization of all forms in the group.

## **-Why do we exaggerate the pause between letters when we practice new words in cursive?**

Peterson is the only program that includes fluent movement as a teaching objective. Automatic, fluent movement is rhythmic and goal oriented. The pause emphasizes the movement goal for the letter allowing rhythm. Control pauses, just before joining, improve Form-Slant-Size-Spacing and Rhythm!