






Handwriting K-I

Philosophy:

Handwriting (letter formation) is an integral part of letter learning and literacy development.






Therefore, should be taught in developmentally appropriate ways to provide students with many opportunities to link information for transfer and application of knowledge.

Research states that handwriting should:

-  be taught in developmentally appropriate ways
-  be taught through large and small movement
-  be taught emphasizing starting point of letter
-  be taught with clear, concise, and common verbal pathways
-  be integrated, modeled and applied in other subjects

K-I materials were specifically designed to support research, provide alignment, and improve consistency.

Support of research:

-  multi-sensory
-  concise verbal pathways
-  integrated format
-  parallel with phonics lesson
-  inclusion of standard alphabet chart pictures

Structure of lesson:

Teach/model movement using various modes (sand tray, chalkboard, whiteboard, chartpaper, magnetic letters, foot on carpet, unlined paper, paint brush, magnadoodle, wet brush, shaving cream, backs, table top, foam letters, etc.)

Practice time for students (guide and monitor students by repeating verbal path and emphasizing starting point of letter)

Apply using paper/pencil type format (marker/whiteboard, pen/paper, pencil/paper, marker/paper, using unlined or lined paper)

Handwriting Lesson Guide

Use of Phonics Lessons

Kindergarten	First Grade
<p>Student names displayed starting with capital letter and the rest in lower case letters</p> <p>ELC 1 Recognizing Names</p>	<p>Student names displayed starting with capital letter and the rest in lower case letters</p> <p>ELC 1 Recognizing Names</p>
<p>LK 1 and LK 4 Emphasize concepts about print L → R</p> <p>Link: names begin with capitals</p> <p>Caution: closely monitor students to ensure they are looking left to right to find letters and build words</p>	<p>LK 1-2-3 Emphasize concepts about print L → R</p> <p>Link: names begin with capitals</p> <p>Caution: closely monitor students to ensure they are looking left to right to find letters and build words</p>
<p>How to introduce <u>each</u> letter.</p> <p>LK 2 Recognizing letters</p> <p>LK 6 Making letters</p> <p>LK 16 Learning to form letters</p> <p>LK 19 Forming letters</p> <p>LK 20 Learning to form letters</p> <p>These are generative meaning the same procedure is repeated to teach new letter and letter feature.</p>	<p>How to introduce <u>each</u> letter.</p> <p>LK 5 Forming Letters 1</p> <p>LK 6 Forming letters 2</p> <p>These are essential lessons in kindergarten for introducing <u>EACH</u> letter of the alphabet.</p> <p>Use this procedure to review and reinforce that early learning.</p>
<p>Appropriate letter sorts for recognizing features should apply to the letter feature from handwriting.</p> <p>LK 13 letter features long stick (use letters with gross distinctions <u>do not</u> use example shown in the apply picture)</p> <p>LK 14 letter features</p> <p>LK 17 Upper-lower case math</p>	<p>Appropriate letter sorts for recognizing features should apply to the letter feature from handwriting.</p> <p>LK 7 Recognizing letters (use letters with gross distinctions)</p> <p>LK 8 Letter sort</p> <p>LK 10 Noticing letters in words</p>
<p>SP lessons HF lessons</p>	<p>WS lessons WSA lessons</p>
<p>Repeat lessons to build automaticity and efficiency in letter forming through practice and application to words in reading/writing.</p>	
<p>In early weeks of writer's workshop it may be <u>crucial</u> to pull some small groups to remediate these key concepts or confusions rather than allow them to practice error behavior.</p>	

