



Handwriting Level 1 - 10 yrs -12 yrs

Purpose:

The purpose of this document is to assist the class teacher with level 1 handwriting lesson plan to impart effective nurturing.

Procedure:

Age Group: 10 - 12 yrs

- Assess the child using the prerequisites before enrolling.

Pre-requisite:

- Child should be able to write a sentence.

Goals:

- Pattern and posture control
- Neat and legible writing
- Cursive Writing
- Simple Phrases / Simple Sentences / Dictation - Listen & Write
- Speed Writing

Steps:

1. Follow the daily lesson plan and worksheet referred in this document to impart effective learning for the students. The goal is to complete the program in 30 classes. Before starting the class, note down the start date, end date and holidays for this program.
2. When planning for 30 classes, plan for 30 + 1 extra class when the program overlaps with Vijayadasami and Christmas Holiday season. When the students come back from these two holidays, this extra day can be used to perform a review session before we continue with the regular flow of the program.



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3. **Compensation Class:** Compensation class to be conducted when school is closed due to weather conditions or corporate meetings or special school programs. Compensation class must be conducted the same week or the following week and not to exceed the 3 classes schedule. No compensation class for holidays.
4. Teacher shall discuss with the Center Head regarding the compensation class and it has to be intimated to the parents via SMS or Hand outs. The template is provided.
5. Classroom must be spacious and inviting for the students. Each student should have enough space to sit and move around. Teacher should teach from a position where the students can clearly see and hear the teacher.
6. The teacher student ratio is 1:15.
7. Assess students handwriting skill level, their behavior pattern (slow recognition, shows interest in learning), find out if their regular school provides a structured handwriting class. If their regular school offers a structured program find out about their teaching pattern, compare notes, and if there is a conflict in the teaching pattern, we should educate parent and do not enroll the student in our program. Student cannot learn a new skill using two different systems. This will confuse the student and they will show no interest.
8. The Counselor and the Teacher shall assess the child's learning style by performing few activities and capture the details in the assessment report. Please review the guidelines on how to assess the learning style.
9. Assess the child's learning style, with the help of the sample activity sheets. Retain the copy for the school record and update the same in the assessment report. Teacher shall observe the learning style for the first four weeks and update assessment report accordingly.
10. . Keep the student records in an organized manner and in a secure place.
11. Teachers shall review week's curriculum on eShine and make all the activity sheets ready for the class.
12. A short note on the student's progress has to be presented to the parent once a week. Pick a date that is suitable to provide feedback.
13. Schedule a time with each parent at least a week before the completion of the program, to review progress and graduation.
14. **Preparation for Graduation:** This event happens at the last day of the camp. An updated Assessment Report, Certificate of completion has to be in place. The Parent feedback form and Continuation form has to be sent to the parents prior to the Graduation Day. Request the parents to bring the Feedback form and the Continuation form on the Graduation Day. A



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copy of the assessment report should be kept for school records. Discuss your observation with parents at each level. Close the meeting with a photograph individually taken with the students and also one with the parent(s). Photo session is optional.

15. Determine in the very first month whether the student will be able to complete the program in 3 months. If the student does not complete the program in 3 months, capture the facts and present it to the parents plus discuss anticipated extended duration to complete this level. The facts being presented have to be communicated to the parents on the regular weekly meetings and monthly review meetings. Suggested extended duration can be month-to-month for easy management and administration of the program.
16. Guest Child: They are enrolled for three classes for Trial purpose. Teacher can recommend the outcome based on the assessment. Teacher shall also create an assessment report for a guest child. Assessment report shall be given to the parents and retain a copy for school records.

About Learning Style and Evidenced Based Training: Refer eShine

Handwriting Teachers Guideline

1. The teachers shall write the phrases on the board.
2. Frequently insist on Posture of the students and check how they hold the pencil.
3. Posture: It is essential that each student sit in a comfortable and relaxed position while writing.
4. Back straight and tall
5. Feet together on the floor
6. Bottom in the back of the chair
7. Pencil grip: To ensure fluency while writing, the correct pencil grip is encouraged. For both left and right hands the pencil is held between the thumb and the index finger with the middle finger acting as a reading place for the pencil. The other two fingers not needed are curried neatly away.
 8. Place the pencil into the child's hand and position the fingers on the pencil. First have the child pinch the pencil with the thumb and index finger approximately half an inch above the point. Then have the child "rest" the pencil on the middle finger.
 9. Direct the child to rest the side of the hand closest to the pinky on the paper and move the pencil with only his thumb and index finger. Show him how to use his non-dominant hand (the one without the pencil) to hold the paper steady while the dominant hand (the one with the pencil) moves the pencil



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A left handed student uses a different posture. Their papers are tilted the other way. Let the students use whichever hands they feel comfortable writing.



10. Assess student's line concept, correct space in each letter and words.
11. Students need to say the letters loud as they write them.
12. Draw a vertical line on the center page when practicing upper case and lower case letters, so the students develop good control in writing straight.
13. More Concentration needed for the letter m,w,t,s,r,f
14. Encourage the best performer with a Star sticker.
15. Maze Activity:

A maze might look like a fun way to pass time, but they're actually a valuable learning tool for children.

- Completing mazes boost problem solving skills.



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- Solving mazes boosts patience and persistence.
- Mazes help improve cognitive thought processes.
- Solving mazes help improve hand-eye coordination.
- Concentrating on a maze helps with memory.

16. Dot-to-dot Activity:

- Dot-to-dot activities help improve handwriting skills.
- A valuable pre-writing teaching tool.
- Learn how to create shapes.
- Focus the pencil and learn how much pressure to apply to the paper.

Program Schedule: 30 classes - 45 minutes per class

Time	Schedule
5 min	Interaction - Warm up session
30 min	Practice Writing/ General instruction (Posture control , Tripod finger and discussion on the theme)
5 min	Activity and Games
5 min	Reward



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Daily Lesson Plan:

Month I



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Date	Theme & Activities
Day 1	<p>Patterns - Refer HDW AS 038</p> <ul style="list-style-type: none">• Cups• Humps• Peaks & valleys• Cups & humps• Cups & humps intertwined <p>Cursive letters Aa - Ii</p> <p><u>Activity</u></p> <p>Dot to dot Activity: HDW AS 028</p>
Day 2	<p>Patterns - Refer HDW AS 039</p> <ul style="list-style-type: none">• Little loops• Inverted little loops• Loops and cups• Inverted loops and cups• Double waves <p>Cursive Letters Jj - Qq</p> <p><u>Activity</u></p> <p>Maze: HDW AS 029</p>
Day 3	<p>Patterns - Refer HDW AS 040</p> <ul style="list-style-type: none">• Big and little loops• Loop the loop• Big and little loop inverted• Little loops and propellers• Spirals



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	Cursive Letters - Rr -Zz <u>Activity</u> Dot-to-dot : HDW AS 030
Day 4	Three letter words - Refer HDW AS 124 cat/bun/kid/air/act/zip/sky/dig/elf <u>Activity</u> Maze: HDW AS 031
Day 5	Four Letter words - Refer HDW AS 125 date/lamp/cold/mail/home/jeep/room/bowl/pond/hear <u>Activity</u> Dot-to-dot : HDW AS 032
Day 6	Five letter words - Refer HDW AS 126 baker/earth/slope/nails/merit/grape/yatch/wreck/timid/flesh <u>Activity</u> Maze: HDW AS 033
Day 7	Simple Phrases <ul style="list-style-type: none"> • A Chip on Your Shoulder - Being angry about something that happened in the past; a grudge • Every cloud has a silver lining - To be optimistic, even in difficult times. • Fish out of water -Someone being in a situation that they are unfamiliar or unsuited for. <u>Activity</u> Dot-to-dot /: HDW AS 034
Day 8	EQ Activity <ul style="list-style-type: none"> • Refer to MBC EI Activity Guidelines, Activity no.1 & 2-Level I



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	<p><u>Activity</u></p> <p>Maze: HDW AS 035</p>
Day 9	<p>Simple Phrases</p> <ul style="list-style-type: none"> • Needle in a Haystack -To keep going, pressing forward; never stopping. <p>Simple Sentence</p> <p>April showers bring forth May flowers</p> <p>Enough is as good as a feast</p> <p><u>Activity</u></p> <p>Dot-to-dot : HDW AS 036</p>
Day 10.	<p>Simple Sentence</p> <p>Leap and the net will appear.</p> <p>Virtue is its own reward</p> <p><u>Activity</u></p> <p>Maze: HDW AS 037</p>



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Month II:

Note: Students shall use ink pen.

Day 1	<p>Two sentences - Refer AS 120</p> <p>We must pray to God daily. Prayer needs no speech.</p> <p><u>Activity</u></p> <p>Dot to dot Activity: HDW AS 080</p>
Day 2	<p>Two sentences - Refer AS 120</p> <p>The early bird catches the worm (Teacher Ref: You should wake up and start work early if you want to succeed.)</p> <p>Birds of a feather flock together (Teacher Ref: People like to spend time with others who are similar to them.)</p> <p><u>Activity</u></p> <p>Maze: HDW AS 079</p>
Day 3	<p>Two sentences - Refer AS 120</p> <p>Hope for the best, but prepare for the worst.</p> <p>Too many cooks spoil the broth (Teacher Ref: When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders)</p> <p><u>Activity</u></p> <p>Dot-to-dot : HDW AS 082</p>
Day 4	<p>Dictation: Refer Day 1 to Day 3</p> <p><u>Activity</u></p>



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	Maze: HDW AS 081
Day 5	<p>Three sentences - Refer AS 121</p> <p>You can lead a horse to water, but you can't make him drink.(Teacher Ref: If you try to help someone, but they don't take your advice or offers, give up. You can't force someone to accept your help)</p> <p>If you want something done right, you have to do it yourself(Teacher Ref: Don't trust other people to do important things for you. You have to do things yourself to control the quality of the results)</p> <p>If it ain't broke, don't fix it.(Teacher Ref: Don't try to improve something that already works fairly well. You'll probably end up causing new problems)</p> <p><u>Activity</u></p> <p>Dot-to-dot : HDW AS 084</p>
Day 6	<p>Three sentences - Refer HDW AS 121</p> <p>Great Pyramid of Giza. Hanging garden of Babylon. Statue of Zeus at Olympia are wonders of ancient world.</p> <p><u>Activity</u></p> <p>Maze: HDW AS 083</p>
Day 7	<p>Dictation: Refer Day 5 and 6</p> <p>&</p> <p>Four sentences - Refer HDW AS 122</p> <p>Temple of Artemis at Ephesus. Mausoleum at Halicarnassus. Colossus of</p>



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	<p>Rhodes. Light house of Alexandria are wonders of Ancient world.</p> <p><u>Activity</u></p> <p>Dot-to-dot : HDW AS 086</p>
Day 8	<p>EQ Activity</p> <ul style="list-style-type: none"> Refer to MBC EI Activity Guidelines, Activity no.3 & 4-Level I <p>Activity</p> <p>Maze : HDW AS 085</p>
Day 9	<p>Four sentences- Refer HDW AS 123</p> <p>Never lose an opportunity of seeing anything beautiful, for beauty is God's handwriting.</p> <p>It is not length of life but depth of life</p> <p>If you can dream it you can do it.</p> <p>By Failing to prepare you are preparing to fail.</p> <p><u>Activity</u></p> <p>Dot-to-dot : HDW AS 088</p>
Day 10.	<p>Dictation - Refer Day 8 and 9</p> <p><u>Activity</u></p> <p>Maze: HDW AS 087</p>

Month III:

- Introduction of Punctuation



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- Near Point copying
- Far Point copying
- Dictation

Near Point Copying:

The stimulus should be placed approximately 3 inches away from the student's paper. Ask the student to copy the appropriate word/passage on their typical writing paper.

Far Point Copying:

The stimulus should be located 6 to 8 feet from the child and 4 feet from the floor. Prior to beginning this task, ensure that the student is able to read the passage. Ask the student to copy the appropriate word / passage on their typical writing paper.

Dictation

Ask the student to write the dictated sentence.

Assess how many letters a student can write in a given minute and capture the same in the assessment form

Assess how many letters a student can write in a given minute in each category Near point, Far Point and Dictation and capture the same in the assessment form

Class	Age	Secured Level (# of letters/minute)
Std I	5	32
Std II	6	35
Std III	7	47
Std IV	8	70
Std V	9	83
Std VI	10	91



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Std VII	11	95 and above
Std VIII	12	95 and above



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Date	Theme & Activities
Day 1	<p>(10min) - Introduction of punctuation - Refer HDWAS 138</p> <p>(5 min) - Assessment on speed check.</p> <p>Speed check for a minute</p> <ul style="list-style-type: none"> Ask the student to write Aa - Zz, Numbers (1-10) and a sentence like "My name is ". Find out how many letters they are able to write in a minute. You may use the stop watch . The quick brown fox jumps over the lazy dog. <p>Far Point copying (copying from the board) - HDW TC 001</p> <p>(Enter the results of the speed check in the student work sheet)</p> <p>iPod:</p> <p>The iPod Touch (stylized and marketed as iPod touch) is a multi-purpose pocket computer designed and marketed by <u>Apple Inc</u> with a <u>touch screen-based user interface</u>.</p> <ul style="list-style-type: none"> Teachers can assess the writing speed of each student using a stop watch. Ask the student to write the above given sentence from the board. Observe how many letters each student can write neatly in a minute. Teachers shall capture the average speed level of each student in the student worksheet page. Repeat this activity and encourage the students to increase their speed. Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p>Activity:</p> <p>Dot Activity : HDW AS 129</p>



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Day 2	<p>Near Point copying (copying from the reference sheet) - HDW TC 001</p> <p>(Enter the results of the speed check in the student work sheet)</p> <p>iPod:</p> <p>The iPod Touch (stylized and marketed as iPod touch) is a multi-purpose pocket computer designed and marketed by <u>Apple Inc</u> with a <u>touch screen-based user interface</u>. It can be used as a <u>music and video player</u>, <u>digital camera</u>, <u>handheld game device</u>, and <u>personal digital assistant</u>.^[8] It connects to the Internet through <u>Wi-Fi</u> base stations and is therefore not a smart phone, though its design and <u>operating system</u> are very similar to Apple's iPhone. As of May 2013, 100 million iPod Touch units have been sold.</p> <ul style="list-style-type: none"> Teachers can assess the writing speed of each student using a stop watch. Ask the student to write the above given sentence from the reference sheet. Observe how much time the student takes to complete this exercise. Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p><u>Activity</u></p> <p>Maze: HDW AS 128</p>
Day 3	<p>Dictating (Enter the results of the speed check in the student work sheet) - HDW TC 001</p> <p>The iPod Touch (stylized and marketed as iPod touch) is a multi-purpose pocket computer designed and marketed by <u>Apple Inc</u> with a <u>touch screen-based user interface</u>. It can be used as a <u>music and video player</u>, <u>digital camera</u>, <u>handheld game device</u>, and <u>personal digital assistant</u>.^[8] It connects to the Internet through <u>Wi-Fi</u> base stations and is therefore not a smartphone, though its design and <u>operating system</u> are very similar to Apple's iphone. As of May 2013, 100 million iPod Touch units have been sold.</p> <ul style="list-style-type: none"> Ask the student to write the dictated sentence.



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	<ul style="list-style-type: none"> Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p>Activity:</p> <p>Dot Activity :HDW AS 131</p>
Day 4	<p>Far Point Copying (copying from the board) - HDW TC 002</p> <p>All rainbows are full circles; however, the average observer only sees approximately the upper half of the arc: 'the illuminated droplets above the horizon from the observer's line of sight'. In a "primary rainbow", the arc shows red on the outer part and violet on the inner side. This rainbow is caused by light being <u>refracted</u> (bent) when entering a droplet of water, then <u>reflected</u> inside on the back of the droplet and refracted again when leaving it.</p> <ul style="list-style-type: none"> Teachers can assess the writing speed of each student using a stop watch. Ask the student to write the above given words from the board. Teacher shall make sure the student complete the paragraph in 20 minutes. Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p><u>Activity</u></p> <p>Maze: HDW AS 130</p>

Day 5	<p>Near Point Copying (using the textbook / work sheet) - HDW TC 002</p> <p>All rainbows are full circles; however, the average observer only sees approximately the upper half of the arc: 'the illuminated droplets above the horizon from the observer's line of sight'.</p> <p>In a "primary rainbow", the arc shows red on the outer part and violet on the inner side. This rainbow is caused by light being <u>refracted</u> (bent) when entering a</p>
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	<p>droplet of water, then <u>reflected</u> inside on the back of the droplet and refracted again when leaving it.</p> <ul style="list-style-type: none"> Teachers can assess the writing speed of each student using a stop watch. Ask the student to write the above given words from the reference sheet. Teacher shall make sure the student complete the paragraph in 20 minutes. Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p><u>Activity</u></p> <p>Dot to dot Activity: HDW AS 133</p>
Day 6	<p>Dictation : - HDW TC 002</p> <p>All rainbows are full circles; however, the average observer only sees approximately the upper half of the arc: 'the illuminated droplets above the horizon from the observer's line of sight'.</p> <p>In a "primary rainbow", the arc shows red on the outer part and violet on the inner side. This rainbow is caused by light being <u>refracted</u> (bent) when entering a droplet of water, then <u>reflected</u> inside on the back of the droplet and refracted again when leaving it.</p> <ul style="list-style-type: none"> Ask the student to write the dictated sentence. Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p><u>Activity</u></p> <p>Maze: HDW AS 132</p>
Day 7	<p>Far Point Copying (copying from board.) - HDW TC 003</p>



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	<p>(Enter the results of the speed check in the student work sheet)</p> <p>Internet Safety Basics</p> <p>Help your kids understand that they should:</p> <ol style="list-style-type: none"> 1. Never share their names, schools, ages, phone numbers, or addresses; 2. Never send pictures to strangers; 3. Keep passwords private (except to parents); 4. Never open email from strangers - it may contain viruses that can harm a computer; and 5. Immediately tell an adult if something mean or creepy happens. <ul style="list-style-type: none"> • Teachers can assess the writing speed of each student using a stop watch. • Ask the student to write the above given words from the board. • Teacher shall make sure the student complete the paragraph in 20 minutes. • Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p>Note : - Assessment : Letter /minute using Far point</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Dot to dot Activity: HDW AS 135
Day 8	<p>EQ Activity</p> <ul style="list-style-type: none"> • Refer to MBC EI Activity Guidelines, Activity no.5 & 6-Level I <p><u>Activity</u></p> <p>Maze: HDW AS 134</p>



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Day 9	<p>Near Point Copying (copying from text/worksheet.)</p> <p>(Enter the results of the speed check in the student work sheet)</p> <p>&</p> <p>Dictation - HDW TC 003</p> <p>(Enter the results of the speed check in the student work sheet)</p> <p>Internet Safety Basics</p> <p>Help your kids understand that they should:</p> <ol style="list-style-type: none"> 1. Never share their names, schools, ages, phone numbers, or addresses; 2. Never send pictures to strangers; 3. Keep passwords private (except to parents); 4. Never open email from strangers - it may contain viruses that can harm a computer; and 5. Immediately tell an adult if something mean or creepy happens. 6. <ul style="list-style-type: none"> • Ask the student to write the dictated sentence. • Teachers shall make sure that the students write neatly and legibly when practicing speed writing. <p>Note : - Assessment : Letter /minute using Near point</p> <p>Note: - Assessment: Letter /minute using Dictation.</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Dot to dot Activity: HDW AS 137
Day 10	Graduation.



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