



Handwriting Level 1 - 6 -9 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: 6 - 9 yrs

- Assess the student using the prerequisites before enrolling.

Pre-requisite:

- Student should be able to write alphabets and words

Goals:

- Pattern and posture control
- Neat and legible writing
- Cursive Writing
- Simple Phrases / Simple Sentences / Dictation - Listen & Write
- Jumpstart on 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. Assess how many letters a student can write in a given minute and capture the same in the assessment form.
9. The Counselor and the Teacher shall assess the student'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.
10. Assess the student'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.
11. . Keep the student records in an organized manner and in a secure place.
12. Teachers shall review week's curriculum on e-Shine and make all the activity sheets ready for the class.
13. 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.
14. Schedule a time with each parent at least a week before the completion of the program, to review progress and graduation.



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15. 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 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.
16. 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.
17. Guest Student: 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 student. 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 finger not needed are curried neatly away.



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8. Place the pencil into the student's hand and position the fingers on the pencil. First have the student pinch the pencil with the thumb and index finger approximately half an inch above the point. Then have the student "rest" the pencil on the middle finger.
9. Direct the student 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



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.



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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 the students.

- Completing mazes boost problem solving skills.
- 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.

- 17.

Program Schedule: 30 classes - 45 minutes per class

NOTE: Day 8 of every month (or) Day 8, 16 & 24 of the program, teachers must do two EQ activities (15 mins each) as per the MBC EI Activity Guidelines.

Time	Schedule
5 min	Interaction – Warm up session
30 min	Practice Writing/ General instruction



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(Posture control , Tripod finger and discussion on the theme)

5 min

Activity and Games

5 min

Reward

Daily Lesson Plan:

Date	Theme & Activities
Day 1	<p>Patterns - Refer HDW AS 071</p> <ul style="list-style-type: none"> • Sharp edges • Circle • Cup • Hump • Flat edges <p>Activity Dot to dot Activity - Refer HDW AS 041</p>
Day 2	<p>Patterns - Refer 072</p> <ul style="list-style-type: none"> • Up stroke • Down stroke • Curve edge • Low loops • High loops <p>Activity Maze activity: Refer HDW AS 042</p>



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Day 3	<p>Patterns - Refer 073</p> <ul style="list-style-type: none"> • Circles (big and small) • Ellipse • Waves • High waves • Low waves <p>Activity</p> <p>Dot to dot Activity: Refer HDW AS 043</p>
Day 4	<p>Cursive Letters- Refer HDW AS 010</p> <p>Aa -Cc</p> <p>Activity</p> <p>Maze activity: : Refer HDW AS 044</p>
Day 5	<p>Cursive Letters- Refer HDW AS 010</p> <p>Dd -Gg</p> <p>Activity</p> <p>Dot to dot Activity: Refer HDW AS 045</p>
Day 6	<p>Cursive Letters- Refer HDW AS 010</p> <p>Hh- Ll</p> <p>Activity</p> <p>Maze activity: Refer HDW AS 046</p>
Day 7	<p>Cursive Letters- Refer HDW AS 010</p>



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	<p>Mm- Qq</p> <p>Activity</p> <p>Dot to dot activity: Refer HDW AS 047</p>
Day 8	<p>EQ Activity</p> <ul style="list-style-type: none"> Refer to MBC EI Activity Guidelines, Activity no.1 & 2-Level I <p>Activity</p> <p>Maze activity: Refer HDW AS 048</p>
Day 9	<p>Cursive Letters- Refer HDW AS 010</p> <p>Rr- Vv</p> <p>Activity</p> <p>Dot to dot Activity: Refer HDW AS 049</p>
Day 10	<p>Cursive Letters- Refer HDW AS 010</p> <p>Ww- Zz</p> <p>Activity</p> <p>Maze activity: Refer HDW AS 050</p>

Month -II

Date	Theme & Activities
Day 1	<p>Three letter words - Refer HDW AS 074</p> <p>Tim, sea, big, cat.</p>



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	<p><u>Activity</u></p> <p>Dot to dot Activity: Refer HDW AS 051</p>
Day 2	<p>Three letter words - Refer HDW AS 074</p> <p>Dig, fat, hot, Jug.</p> <p><u>Activity</u></p> <p>Maze activity: : Refer HDW AS 052</p>
Day 3	<p>Three letter words - Refer HDW AS 074</p> <p>Mat, elf, ape, ice.</p> <p><u>Activity</u></p> <p>Dot to dot Activity: Refer HDW AS 053</p>
Day 4	<p>Dictations - Refer Day 1 to Day 3</p> <p><u>Activity</u></p> <p>Maze activity: : Refer HDW AS 054</p>
Day 5	<p>Four letter words -Refer HDW AS 075</p> <p>Sing, like, play, milk.</p> <p><u>Activity</u></p> <p>Dot to dot Activity: Refer HDW AS 055</p>
Day 6	<p>Four letter words - Refer HDW AS 075</p> <p>Duck, chat, fish, wash.</p>



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	<p><u>Activity</u></p> <p>Maze activity: : Refer HDW AS 056</p>
Day 7	<p>Dictations Refer Day 5 and Day 6 Five letter words - Refer HDW AS 076 Right, catch</p> <p><u>Activity</u></p> <p>Dot to dot Activity: Refer HDW AS 057</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><u>Activity</u></p> <p>Maze activity: Refer HDW AS 058</p>
Day 9	<p>Five letter words - Refer HDW AS 076</p> <p>Stage, teeth, whale, badge, quiet, torch.</p> <p><u>Activity</u></p> <p>Dot to dot Activity: Refer HDW AS 059</p>
Day 10	<p>Dictation - Refer Day 7 and Day 9</p> <p><u>Activity</u></p> <p>Maze activity: : Refer HDW AS 060</p>



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Month III

Day 1	<p>Simple Phrases/Simple Sentences - Refer HDW AS 077</p> <p>Hugger - mugger. (Teacher's ref: confusion.) Bated Breath. (Teachers ref: Nervously waiting.)</p> <p>Activity</p> <p>Dot to dot Activity: Refer HDW AS 061</p>
Day 2	<p>Simple Phrases/Simple Sentences - Refer HDW AS 077</p> <p>Bite the dust (Teacher's ref: fall to the ground, wounded or dead) Magical realism (Teacher's ref: Fantastic scene or image)</p> <p>Activity</p> <p>Maze activity: Refer HDW AS 062</p>
Day 3	<p>Simple Phrases/Simple Sentences - Refer HDW AS 077</p> <p>Fall Through.(Teacher's ref: fail) A sea change (A radical change or transformation)</p> <p>Activity</p> <p>Dot to dot activity: Refer HDW AS 063</p>
Day 4	<p>Simple Phrases/Simple Sentences - Refer HDW AS 077</p> <p>Copper - bottomed (Teacher's ref: genuine, trustworthy) Honesty is the best policy (Teacher's ref: Don't lie)</p> <p>Activity</p> <p>Maze activity: Refer HDW AS 064</p>
Day 5	<p>Simple Phrases/simple sentence- Refer HDW AS 077</p> <p>As good as gold (Teacher's ref: Well behaved and obedient)</p>

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	<p>Cart before the horse. (Teacher's ref: doing something in wrong order or wrong priorities.)</p> <p>Activity</p> <p>Dot to dot activity: Refer HDW AS 065</p>
Day 6	<p>Dictation</p> <p>Refer Day 1 to Day 5 & Speed writing</p> <p>Speed check - A-Z and a-z</p> <ul style="list-style-type: none"> Teachers can assess the writing speed of each student using a stop watch. 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. <p>Teachers shall make sure that the students write neatly and legibly when practicing speed writing.</p> <p>Activity</p> <p>Maze activity: Refer HDW AS 066</p>
Day 7	<p>Speed writing - Refer HDW AS 078</p> <p>Speed check - pen, candle, sword, yacht, sing, island</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. 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.



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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><u>Activity</u></p> <p>Dot to dot activity: : Refer HDW AS 067</p>
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 Activity: Refer HDW AS 068</p>



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Day 9	<p>Speed writing - Refer HDW AS 078</p> <p>Speed Check</p> <p>When the going gets tough, the tough get going. (Teacher ref: Strong people don't give up when they come across challenges. They just work harder)</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. Observe how many letters each student can write neatly in a minute. Teachers shall review the average speed of each student from Day 7, 8, 9 and capture the details in the respective student assessment form. 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 to dot activity: : Refer HDW AS 069</p>
Day 10	Graduation