



Handwriting Level 1 Lesson Plan

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: 3.5 + years

- Assess the child using the prerequisites before enrolling.
- If there are 3 or more students above a certain age group plan a separate class for them. For example if there are 3 students in the 7 years age, plan a separate class for them.

Pre-requisite:

Recognition of letters and lines.

Goals:

- Finger Control and Introduction to patterns
- Line concept and Introduction of Cursive letters.
- Cursive letters

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.
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 behaviour 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 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 finger 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



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.



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 (Posture control , Tripod finger and discussion on the theme)
5 min	Activity and Games
5 min	Reward

Daily Lesson Plan:

Month - I

Date	Theme
Day 1	Patterns <ul style="list-style-type: none"> • Straight Line(Tracing) • Flower Pot - HDW AS 001 <u>Activity</u> <u>Water colour painting</u> <ul style="list-style-type: none"> • Provide half of A4 sheet, water colour and paint brush. • Students can practice writing Straight line patterns on the A4 sheet.
Day 2	Patterns <ul style="list-style-type: none"> • Curls and Twist(tracing) • Twisty Turns - HDW AS 002



	<u>Activity</u> <ul style="list-style-type: none"> Teachers can use their index finger and draw curls and twist in the air. Students have to look at it and have to make body movements according to the pattern.
Day 3	Patterns <ul style="list-style-type: none"> Circles and Sharp Corners (Tracing) Rolo Robot - HDW AS 003 <u>Activity</u> <ul style="list-style-type: none"> Maize Activity: Princess and the doll -Refer HDW AS 021 This activity enhances eye hand coordination.
Day 4	Patterns <ul style="list-style-type: none"> ' C ' Curves Halfway Round- HDW AS 004 <u>Activity</u> <ul style="list-style-type: none"> Dot to Dot : Elephant HDW AS 022 This activity enhances eye-hand coordination
Day 5	Patterns <ul style="list-style-type: none"> ' O ' Circles Let's go around - HDW AS 005 <u>Activity</u> <u>Water colour painting</u> <ul style="list-style-type: none"> Provide half A4 sheet, water colour and paint brush. Students can practice writing "O" patterns on the A4 sheet using paint
Day 6	Patterns <ul style="list-style-type: none"> 'W ' Zig Zap Circus Act - HDW AS 006 & ' V ' Sharp Corners Sharp Corners - HDW AS 007
Day 7	Patterns <ul style="list-style-type: none"> ' F ' Slight Turns



	<ul style="list-style-type: none"> • Circle Centers - HDW AS 008 <p>Activity</p> <ul style="list-style-type: none"> • Provide craft stick to students. • Give turn for each child to arrange the craft sticks to form letter 'W' & 'V'. • Teachers shall ask the students to create any other patterns using the craft stick
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> <ul style="list-style-type: none"> • Use straws. • Cut it into small and big pieces. • Provide this to the students. • Give turn for each child to arrange the straws to get letter 'F'. • Teachers shall ask the students to create any other patterns using the straw
Day 9	<p>Patterns</p> <ul style="list-style-type: none"> • 'T' Slight Turns • Curly Whirlies - HDW AS 009 <p>Activity</p> <ul style="list-style-type: none"> • Maize Activity : Refer HDW AS 023 • This activity enhances eye - hand coordination
Day 10	<p>Patterns</p> <ul style="list-style-type: none"> • Line concept - using Four line note book • Explain the line concept to the students by drawing the four lines on the board. <p>Activity</p> <ul style="list-style-type: none"> • Provide a four line sheet to each child. • Play a game giving instruction like first red line, second blue line, first blue line. • Students have to listen to the teacher's instruction and point on the line using a pencil. • Teachers can give the instruction slowly and fast.



Month - II

Note: Practice with four line note book

Date	Theme - Refer HDW AS 010
Day 1	<p>Line Concept Standing Line</p> <p>Activity</p> <ul style="list-style-type: none"> • Use big tray which can hold 2 kg of rice. • Students can use their index finger and write standing line on the rice. • Give turn for each child.
Day 2	<p>Line Concept / Slanting Line</p> <p>Activity</p> <ul style="list-style-type: none"> • Use big tray which can hold 2 kg of rice. • Students can use their index finger and write slanting line on the rice. • Give turn for each child.
Day 3	<p>Line Concept — Sleeping Line</p> <p>Activity</p> <ul style="list-style-type: none"> • Use big tray which can hold 2 kg of rice. • Students can use their index finger and write sleeping line on the rice. • Give turn for each child.
Day 4	<p>Line Concept ✓ 'Tick' from bottom to top</p> <p>Activity</p> <ul style="list-style-type: none"> • Use big tray which can hold 2 kg of rice.



	<ul style="list-style-type: none"> Students can use their index finger and put a tick in the rice. Give turn for each child.
Day 5	<p>Line Concept 'Hook' from bottom to top</p> <p>Activity</p> <ul style="list-style-type: none"> Use big tray which can hold 2 kg of rice. Students can use their index finger and draw a hook from bottom to top in the rice. Give turn for each child.
Day 6	<p>Cursive Aa</p> <p>Activity <u>Finger Painting</u></p> <ul style="list-style-type: none"> Use maida and any food colour. Add adequate water to make finger paint. The batter should be like that of a dosa batter. Spread the batter on a big tray. Give turn for each child to write cursive 'Aa' using their index finger.
Day 7	<p>Cursive Bb & Cursive Cc</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> <ul style="list-style-type: none"> Use one chart for 15 students. Draw 3 sets of four lines in a chart. Give turn for each child to come and write letter 'B' and 'b' & 'C' and 'c'.
Day 9	<p>Cursive Dd</p> <p>Activity</p> <ul style="list-style-type: none"> Draw four lines on the board.



	<ul style="list-style-type: none"> • Give turn for each child to come and write letter 'D' and 'd'.
Day 10	<p>Cursive Ee</p> <p>Activity</p> <ul style="list-style-type: none"> • Students can write any letter like cursive a, b,c, d on the back of another child. • That child has to find out the letter that he/she is writing.

Month - III

Note: Practice with four line note book

Reference Sheet - HDW AS 010

Day 1	<p>Cursive Ff</p> <p>Activity <u>Water colour painting</u></p> <ul style="list-style-type: none"> • This is a group activity. • One chart can be used for 15 kids. • Draw four lines with red and blue marker in the chart. • Draw 3 sets of "four line". • Provide paint brush to students to practice writing cursive F& f.
Day 2	<p>Cursive Gg</p> <p>Activity <u>Dot Game</u></p> <ul style="list-style-type: none"> • Use half A4 sheet for each child. • Draw four lines with red and blue marker and keep this ready.



	<ul style="list-style-type: none"> Teachers can instruct the students to keep dot for G. Students shall follow teacher's instruction and keep the dots and trace it to write letter G and g.
Day 3	<p>Cursive Hh</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> Draw four lines on the board. Give turn for each child to come and write letter H & h.
Day 4	<p>Cursive Ii</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> Draw four lines on the board. Give turn for each child to come and write letter I & i & letter J&j.
Day 5	<p>Cursive Jj & Cursive Kk</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> Use half chart for this activity. Use a black marker and write a big letter 'k' and 'K'. Provide pencil to students. Give turn for each child to come and trace the letter 'K' and 'k'.
Day 6	<p>Cursive Ll</p> <p><u>Activity</u> <u>Play dough Alphabets</u></p> <p>Provide play dough and encourage the students to make letter 'L' and 'l'.</p>
Day 7	<p>Cursive Mm &</p>



	Any other pending letter writing from the previous classes.
Day 8	EQ Activity <ul style="list-style-type: none"> Refer to MBC EI Activity Guidelines, Activity no.5 & 6-Level I <u>Activity</u> <u>Play dough Alphabets</u> Provide play dough and encourage students to make letter 'M' and 'm'.
Day 9	Cursive Nn <u>Activity</u> <ul style="list-style-type: none"> Give turn for each child to write letters from A to M on the back of another child. The other child has to identify the letter.
Day 10	Parent Conference and Graduation

Staff: Congratulations for the job well done in completing Level 1. Please write your observations and recommendations for continual improvement of this program in the MyBeeClub Teachers Feedback Form and turn it to the Center Head.