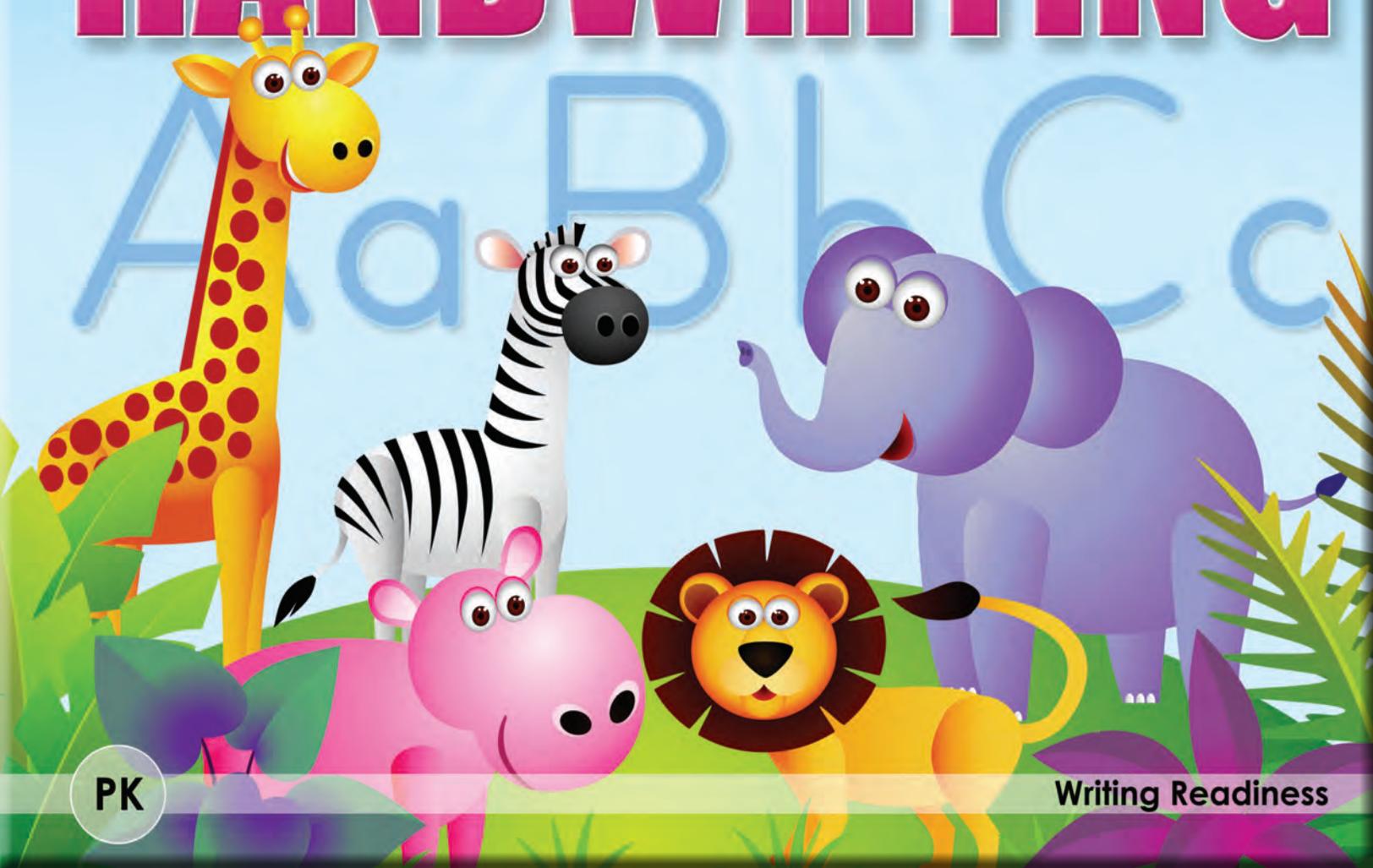


Grade PK: Writing Readiness

Teacher Edition

UNIVERSAL

HANDWRITING



PK

Writing Readiness

Universal
PUBLISHING

Teacher's Name _____

School Name _____

Thank you for using Universal Handwriting workbooks in your classroom. These workbooks are the result of over three decades of research, classroom testing, and feedback from educators just like you.

Your questions, comments, and suggestions continue to be very important to me. Please do not hesitate to call me at 1-800-940-2270 or email me at tom@upub.net with any of your concerns.

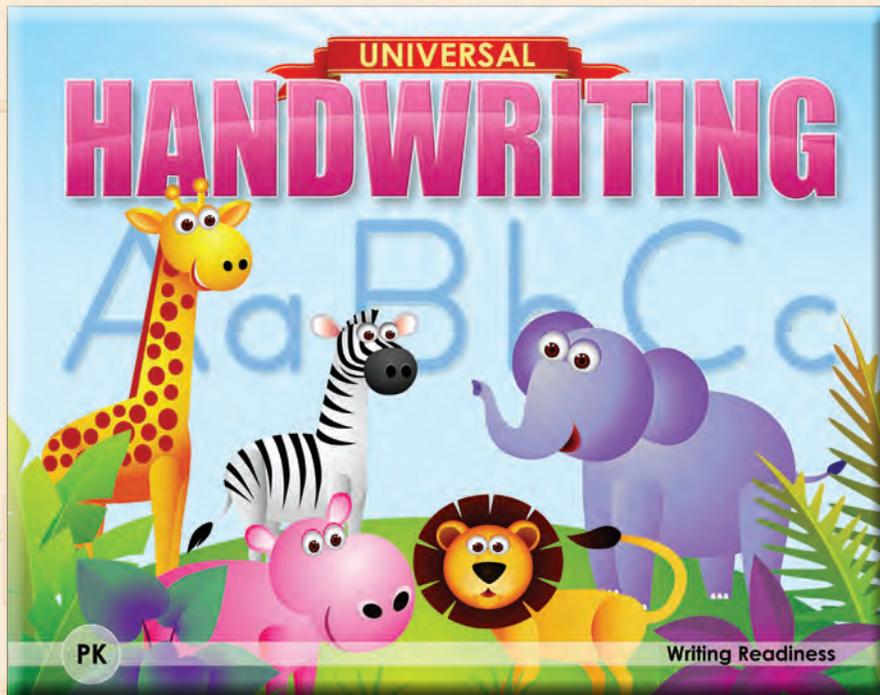
Sincerely,



Thomas Wasyluk
Author and Master Penman

PK: Writing Readiness

Teacher Edition



Thomas Wasylyk
Jennifer Schweighofer

Universal
PUBLISHING

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Aa Bb Cc Dd Ee Ff Gg

Aa

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Universal Handwriting Teacher Edition
Grade PK/K: Writing Readiness

- Item #149TE
- ISBN 978-1-934732-37-3

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Universal Publishing
P.O. Box 3900
677 Roosevelt Highway
Waymart, PA 18472

Printed in the United States of America.

Message from the Author



Dear Educators,

As I developed this PK Readiness workbook, I focused on clear, developmentally appropriate activities that support the fundamental skills needed for early reading and writing success. These activities (simple top-to-bottom lines, basic shapes, directionality, matching, and sequencing) help build students' perceptual and motor skills, as well as their knowledge of uppercase and lowercase letter forms. Directionality and the basic strokes are reinforced through tracing and writing top-to-bottom lines, left-to-right lines, circles, and slant lines.

Another early literacy concern is letter and number recognition. Some of the students will know the uppercase and lowercase letters and some will struggle with them. Young children usually have more letter recognition issues with lowercase letters than they do with the uppercase letters. Having a visual representation (model) of the upper and lowercase letters helps children better understand the letters' differences and likenesses. Also, the word associated with the illustration gives students the opportunity to see text and to identify letters within a word.

The multi-sensory process I use for this age level is effective for all students, regardless of their learning modality. Consistency in letter models, teaching steps, and terminology will make teaching easier for you and will make learning easier for your students. This consistency is something that should be adopted at every grade level, and which should be a part of school policy. Modeling is teaching; therefore, allowing students to see the uppercase and lowercase letters together helps in successful letter recognition. This PK Readiness workbook has been developed to guide students sequentially through their writing readiness development. I specifically developed it for young children learning letter forms for the first time.

This workbook is the first step to early literacy success. In a few short years, the students using this book will be writing every day in every subject. I've done my best to make this workbook both effective and simple to use for you and your students. The information in this Teacher Edition will help you help your students to learn the foundation skills they need to achieve early reading and writing success.

If you have any questions or concerns regarding handwriting instruction, please feel free to contact me. You can reach me at tom@upub.net or 1-800-940-2270.

Sincerely,

A cursive handwritten signature that reads "Thomas Wasyluk". The signature is written in black ink and is positioned above the printed name.

Thomas Wasyluk

Katherine J. Collmer, M.Ed, OTR/L



Welcome to the exciting world of handwriting mastery! As a pediatric occupational therapist, my view of handwriting extends to the multiple layers of foundational skills that link together to build legibility, fluidity, and a functional handwriting style. My focus is based upon the developmental levels of each age group and the importance of “getting it right the first time.”

Handwriting readiness skills revolve around movement and exploration activities designed to build an accurate sense of body awareness and spatial concepts. During this developmental stage, children are beginning to enhance their love of language as they experiment with letter sounds, continuing to build their awareness of themselves and the world around them as they interact with teachers and their peers, and advancing the development of their fine-motor skills as they create and build with paints and blocks. Their curiosity and inquisitive minds provide a fertile ground for learning as they shape their own ways of thinking and moving. These exciting, playful times should not be rushed, as they are vital to the overall mastery of handwriting skills. “Getting it right the first time” provides students with a solid base upon which to build the skills they will learn during their kindergarten experience.

Handwriting is a complex skill, one that requires appropriate and consistent instruction, careful observation, and effective guidance to allow children to successfully explore and master it. The learning process is enhanced when the underlying skills required for mastery are considered and addressed during the program. As an occupational therapist with over 15 years of experience, I have found it important to share this information with teachers. My previous teaching experience complements my occupational therapy role as it provides me with knowledge of learning and teaching styles. I have dedicated my therapy practice to the assessment and remediation of children’s handwriting skills and to the training of teachers and therapists in their quest to help struggling students. I enjoy talking about and working with handwriting and wonder at the thrill that it provides children as they learn to use it.

As you guide your students in their journey toward the mastery of handwriting readiness skills, you will find that each child brings a personal learning style and level of development to the classroom. As a helpful hint, I will be sharing “Katherine’s OT Tips” that will offer fun and easy suggestions for enhancing the development of efficient handwriting skills and to guide your planning for students who struggle with them. Children enjoy learning experiences that include movement, sensory input, and the opportunity to be creative. I think you will find that my tips will offer them all of that!

I’m sure you and your students will enjoy working with the Universal Publishing Handwriting series and my OT Tips. And I wish all your students the joy of a functional handwriting style!

Katherine J. Collmer, M.Ed., OTR/L

Handwriting With Katherine

Why Teach Handwriting?

Like reading, handwriting is a basic educational building block. It is an essential part of early literacy development and enhances learning across the curriculum, from pre-kindergarten through adulthood. Here are some of the ways your students will benefit from including handwriting instruction in the curriculum:

Handwriting & Reading

Reading and writing are like yin and yang; they are perfectly harmonizing opposites. Reading involves the process of *decoding*, while writing involves the process of *encoding*. Although completely different in function, each process reinforces the other. In a paper published in *Advances in Haptics*, Anne Mangen and Jean-Luc Velay report that, "Brain imaging studies... show that the specific hand movements involved in handwriting support the visual recognition of letters."¹ When students learn to form ball-and-stick letters, this process reinforces reading development by promoting letter recognition.

Handwriting & Spelling

A 1990 study showed that writing by hand reinforces spelling skills. In this study, first-grade students who wrote their spelling words by hand scored higher on spelling tests than those who typed the spelling words.² Similarly, a 1998 study (Virginia Berninger, et al.) revealed that second-grade students writing highly predictable words scored higher than those practicing the words on a computer.³

Handwriting & Composition

Handwriting difficulties can negatively impact the quality and length of students' compositions. When students struggle to form letters, they cannot fully devote their attention to the content of their writing. They may forget what they intended to write or be unable to finish their composition in the time allowed. Conversely, when handwriting becomes an automatic process, students produce longer and higher-quality compositions. Steve Graham states, "If educators want

to improve the writing of [their] students, they need to focus not just on the content and process of writing, but on transcription skills such as handwriting as well."⁴

Beyond Language Arts

The ability to write by hand really is a skill that students use in *every* subject. Aside from the fact that students complete hand-written assignments and tests across the curriculum, the act of writing by hand itself enhances learning in all subject areas. As neurologist-turned-educator Judy Willis states in her blog, "Writing can help the brain to develop the logical functions required for successful math and science learning."⁵ Additionally, the National Council of Teachers of Mathematics states, "The ability to write about mathematics should be particularly nurtured across the grades."⁶

Writing by Hand in a Keyboarding World

While computers certainly have their place, writing by hand offers undeniable benefits: literacy development, motor skill development, retention and comprehension of material, and so much more! Dr. Karin James' research using fMRI scans shows how the brain "lights up" with adult-level activation when young students write by hand. Conversely, in scans taken while the same students are typing, this type of activation does not occur.

In "How Handwriting Trains the Brain,"⁷ Gwendolyn Bounds discusses the results of another study by Dr. Karin James: "Adults were asked to distinguish between new characters and a mirror image of them after producing the characters using pen-and-paper writing and a computer keyboard. The result: For those writing by hand, there was stronger and longer-lasting recognition of the characters' proper orientation, suggesting that the specific movements memorized when learning how to write aided the visual identification of graphic shapes." Dr. James, an assistant professor in the Department of Psychological and Brain

HANDWRITING: Every Student, Every Day, Every Subject

Sciences at Indiana University, comments, “It seems there is something really important about manually manipulating and drawing out two-dimensional things we see all the time.”

Additionally, Dr. Judy Willis states in her blog, “The practice of writing can enhance the brain’s intake, processing, retaining, and retrieving of information. Through writing, students can increase their comfort with and success in understanding complex material, unfamiliar concepts, and subject-specific vocabulary.”⁵ Research shows that the cognitive process of writing by hand improves retention and comprehension of information in a way that simply does not occur when typing.

Beyond the Elementary Classroom

Handwriting is often viewed as an “elementary” subject. However, students continue to write by hand through high school and college. They use handwriting to take notes, quizzes, and tests (including the handwritten essay section on the SATs). Blue books are still commonly used in college classrooms, and what happens to a student’s grade when the professor cannot read that student’s writing? And although many students today use laptops to take notes during class, they are likely to retain and comprehend more of the material if they rewrite those notes by hand.



Student writing notes from laptop.

When Thomas Wasylyk, one of the country’s leading authorities on handwriting instruction, asked a group of Yale law students whether they use laptops or pen and paper to take notes during class, they unanimously answered “laptops.” However, when asked if they copy any of their notes by hand outside of the classroom, they smiled and answered (again unanimously), “Yes... everything that we need to remember.”



College students taking notes during class.

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- 4 Graham, S., Harris, K. R., & Fink, B. (2000). “Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers.” *Journal of Educational Psychology*, 92, 620-633.
- 5 Willis, Dr. Judy. “The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5).” *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
- 7 Bounds, Gwendolyn. “How Handwriting Trains the Brain.” *Wall Street Journal*. Accessed 1 Oct 2011. <http://online.wsj.com/article/SB10001424052748704631504575531932754922518.html>

Checklist for Effective Handwriting Instruction

Important factors that should be considered for effective handwriting instruction. Any items checked NO can significantly affect your students' handwriting success.



Handwriting Curriculum

1. Is there a school or system-wide philosophy concerning the teaching of handwriting? YES NO
2. Do you use a formal handwriting program with consumable workbooks? YES NO
3. Do you teach handwriting on a regular basis? YES NO
4. Do you have the appropriate classroom materials for handwriting instruction? YES NO
(Student Workbooks, Teacher's Manual, AlphamationPlus)

Modeling Good Handwriting in the Classroom

1. Do you have letter models displayed in your classroom for easy student reference? YES NO
(Alphabet Wall Strips, Alphabet Desk Strips, Alphabet Wall Poster)
2. Do you have a whiteboard or chalkboard available for handwriting instruction? YES NO
3. Do you display your students' work in the classroom and/or outside the classroom? YES NO
4. Do you model good handwriting in all subject areas? YES NO

Preparing the Students for Handwriting Instruction

1. Do you check your students' sitting posture and their desk height? YES NO
2. Do you show your students how to hold their pencils correctly? YES NO
3. Do you show your students correct paper position for handwriting? YES NO
4. Are the desks arranged so all students can easily see the whiteboard/chalkboard? YES NO

Elements for Effective Handwriting Instruction

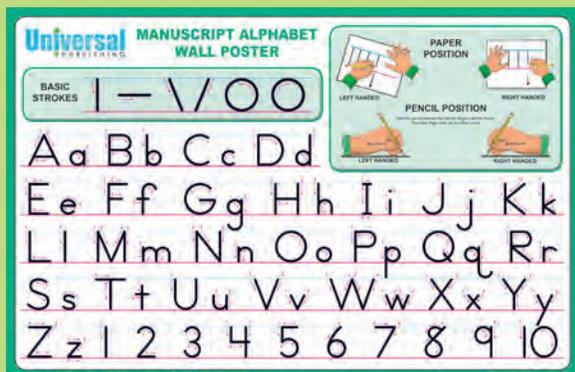
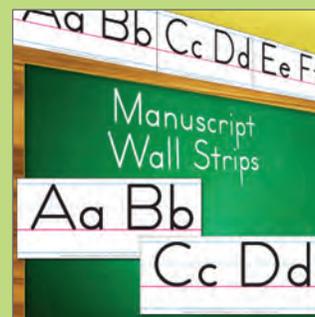
1. Do you teach/review the basic strokes before you begin teaching the letters? YES NO
2. Do you follow the three teaching steps? (Model/Discuss, Practice, Self-evaluate) YES NO
3. Are you consistent with handwriting terminology, letter forms, and presentation? YES NO
4. Do your students trace/write, letters, joinings (in cursive), words, and sentences? YES NO
5. Do you have your students complete the self-evaluation Check-Up boxes? YES NO
6. Do you teach the Elements of Legibility: spacing, line quality, size, alignment, etc.? YES NO
7. Do you enforce/maintain handwriting standards for your students in **all** subjects? YES NO

If you have any questions about this checklist or handwriting in general, contact Thomas Wasylyk at 1-800-940-2270 or e-mail him at tom@upub.net.

Preparing the Classroom for Handwriting Instruction

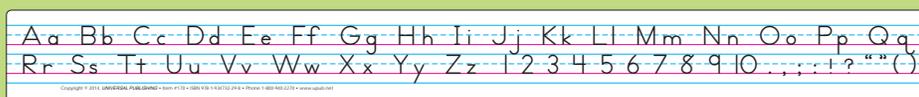
This **PK Readiness** book emphasizes recognition of the upper- and lowercase letters. If your students are expected to master this skill they must have letter models displayed in the classroom for them to study and review at all times. Shown below are different products you can display in the classroom to model the manuscript alphabet.

Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are “far point” modeling, and therefore should not be cluttered with illustrations. These are for letter recognition purposes and should have nothing but the letters on them.

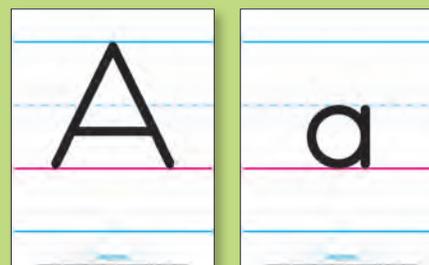


Another great classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk up to the poster and trace the letter in question with his or her finger. This is great visual and kinesthetic/tactile reinforcement.

It’s also important for students to have “near point” letter models to reference when they write at their desks. Alphabet Desk Strips include all the uppercase and lowercase letters and numerals for quick reference. They can be placed on the top of each child’s desk.



Manuscript Alphabet Cards This is one of the best handwriting instruction materials you could have in your classroom. These large cards (8.5” X 11”) are made of heavy paper stock and can be seen from any point in the classroom. You can use one letter at a time, an upper- and lowercase letter, or groups of letters. These Manuscript Alphabet Cards are used in some of the lessons in this Teacher Edition and can be downloaded and print for use in the classroom.



Desk Height: Bad posture can cause pain, fatigue, and frustration. Be sure the students’ desks are the proper height and remind the students on a regular basis to sit properly at their desks.

All of these products can be purchased at upub.net or by phone at 1-800-940-2270.

Elements of Legibility

The Writing Lines



Letter Size Letter size refers to the height of the letters from the bottom line to the top line.

Tall Letters - Letters that fill the entire writing space.



The lowercase letters b, d, f, h, k, and l and all of the uppercase letters are tall letters.

Short Letters - Letters that fill one-half of the writing space.



The letters a, c, e, i, m, n, o, r, s, u, v, w, x, are short letters.

Intermediate Letter



Fills three-quarters of the writing space.

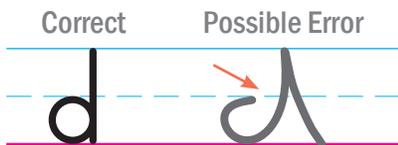
Tail Letters - The tail letters g, j, p, q, and y fill the space below the bottom line.



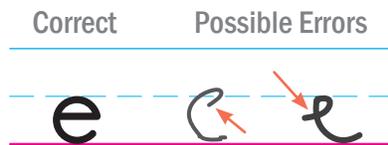
Alignment Alignment refers to the evenness of the letters along the bottom line and along their tops. All letters of the same size should be even in height.



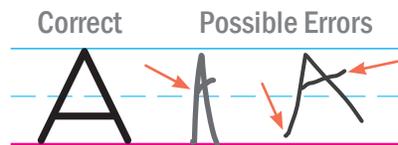
Letter Forms Letter formation is influenced by many factors, including paper position, posture, pencil grip, basic strokes, and speed of writing. Any one of these can affect the legibility of your writing. When you evaluate letter formation you are actually evaluating the basic strokes within a letter. If students can write the basic strokes correctly, they should be able to write every letter correctly. Shown below are some common letter form errors.



Letter was written with a continuous stroke causing the circle to be open. Make the complete circle first, then pull down straight.



Written too fast with a continuous stroke, causing a poor left-to-right stroke and circle-left stroke. Slide right and pause, then make the circle left.

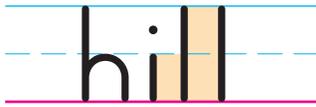


Letter is too narrow, left-to-right stroke too high, slant strokes too short. Correct errors by tracing a model of the letter three times as you say the strokes.

See page T24 for Possible Errors and Corrective Techniques.

Elements of Legibility

Letter Spacing This book focuses on recognition of uppercase and lowercase letters. Correct letter spacing when writing words requires good visual skills. There are many different letter shapes and combinations of letters in words. The most important aspect of letter spacing is consistency. Inconsistent letter spacing makes writing very difficult to read. The examples below show three different combinations of letters with correct spacing.



The widest space is between two straight line letters.



There is less space between a straight line letter and a circle letter.



The least amount of space is between two circle letters.

Word Spacing There should be enough space between words to fit a small letter o.



The circle is a basic stroke that students learn quickly or may already know. This is the simplest word spacing method for young children to understand and it does not interfere with the flow of their writing. Asking young children to place their pencils or fingers between words as they are writing requires difficult lifting, placing, and writing around an object. These movements are both frustrating and unnatural.

Line Quality Line quality refers to the color, weight, and smoothness of the pencil line. Many factors can affect line quality. The examples below illustrate the most common line quality problems, their causes, and how to correct them.

Correct Line Quality



Correct line quality is the result of proper pencil grip and proper pressure on the pencil. The pencil should be a standard No. 2 pencil.

Too Heavy



This is caused by using a "fat" lead jumbo pencil. It can also be caused by using a pencil with very soft lead. Magic markers will also make the letters appear too heavy.

Too Light



This is caused by using a pencil with very hard lead. It can also be caused by not applying enough pressure to the pencil which can happen with poor pencil grip.

Shaky



This is caused by gripping the pencil too tightly and trying to draw the letters. It can also be caused by using a pencil with a very fine point.

Correct Posture, Paper and Pencil Position



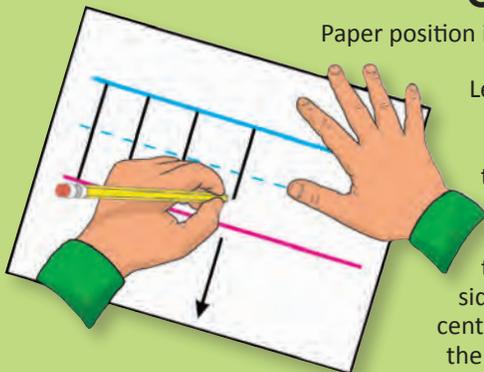
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

the desk is too high the student's shoulders will be raised and very tense. Sitting for a long time in that position will cause fatigue and the student will become frustrated, move a lot, and find it difficult to pay attention. If the desk is too low, it will cause pain in the spine, shoulders, and neck. If we expect students to do their best, we must be sure they are comfortable sitting at their desks.

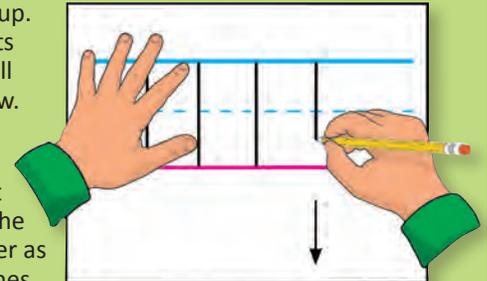
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

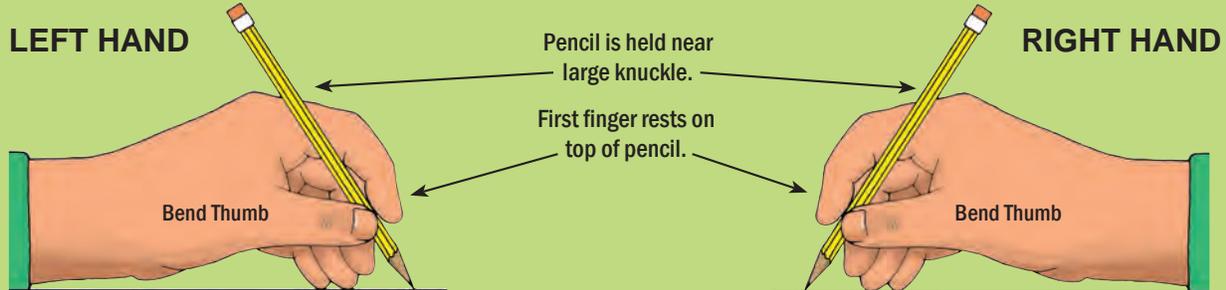
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



RIGHT HAND

Right Hand - Place the paper parallel to the bottom edge of the desk. The left side of the paper should be aligned with the center of the body. Be sure to shift the paper as the writing progresses across the writing lines. Pull the vertical strokes toward the center of the body.

Correct Pencil Position



Keep a close watch on the length of pencils your students are using. They should not be using pencils that are shorter in length than their middle fingers. Tiny pencils are extremely hard to control, for any age student. The pencil should extend at least an inch above the large knuckle of the first finger. In a few cases, when a student struggles or is challenged because of perceptual and/or motor skill difficulties, an occupational therapist may recommend a short pencil for that student.

How to Use the Teacher Edition

Teacher Edition pages include simple step-by-step instructions for each lesson. This page and the following pages will show and explain in detail the different parts of each lesson.

1

Headings identify the skill being taught.

2

Student workbook page for easy reference while teaching the lesson.

3

Objectives for every lesson are clearly stated to maintain focus on the lesson.

4

Step-by-step instructions for teaching each lesson.

5

Worksheets to download and print for extra practice.

Left to Right Trace the left-to-right lines.

Objectives:

- Learn the direction of the left-to-right line.
- Trace and write the left-to-right line.
- Identify and trace the left-to-right line in letters.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large left-to-right line on the board or open *AlphamationPlus* (see page T17 for details) to model the left-to-right line. Have the students watch as the airplane, ship, and hot air balloon slide right. The letters **H**, **F**, **T**, and **E** will appear on the screen and immediately the left-to-right lines will appear in blue in these letters. Have the students trace the left-to-right line in the air and say "left-to-right" as *AlphamationPlus* recycles this sequence a second and third time.

Have the students open their books to page 6 and look at the left-to-right lines. Ask them the following questions:

- What is the girl going to? (glass of orange juice)
- What is the dog going to? (doghouse)
- What does the mouse want? (cheese)
- Where is the bee going? (to the flower)
- What is the fireman doing? (putting out the fire)

2. Practice

Have the students look at the left-to-right lines. Tell the students to start at the green dots and trace the left-to-right lines with their finger as they say "left to right." Then have them use a crayon to trace the left-to-right lines. Remind them that green means START and red means STOP.

3. Self-Evaluate

Ask the students to look at all the left-to-right lines they traced and circle the best one.

Worksheet 6 - Extra practice on the left-to-right line.
You can download and print copies of Worksheet 6 at: upub.net/149worksheets.pdf

Extended Activity

Call on students go to the board and draw a line as high as they can with a marker or chalk. When they touch the board with the marker have them say "left." Have them slide right, making a big left-to-right line. When they stop have them say "right." Now have them touch the left again and trace their line as they say, "left to right." Have them make another line as they say, start at the left and slide to the right.

S6

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In the appendix of the teacher edition are:

- Corrective Techniques for all letters and numerals.
- Send-Home page of the manuscript letters and numerals so parents can reinforce what is being taught in the classroom.
- Send-Home page of stroke descriptions for the manuscript letters and the numerals.
- Send-Home page of correct posture, pencil and paper position.
- Occupational Therapist Glossary of Terms.
- Student Progress Chart.

6

Extended Activities or Katherine's OT Tip for lesson reinforcement.

Modeling is teaching.

Step 1: Model and Discuss

Model & Discuss

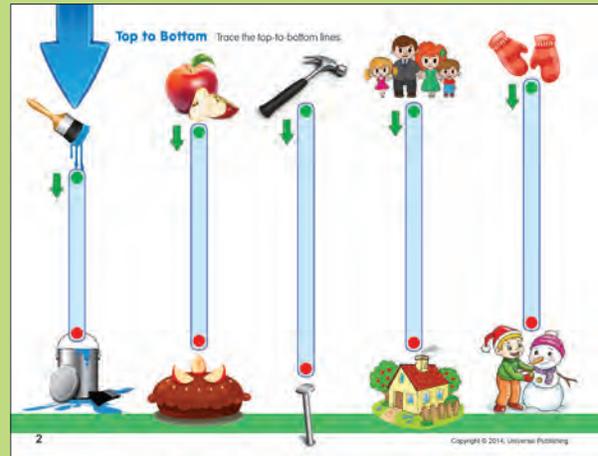
Model - It is very helpful for students to see a model of the line, letter, or numeral being introduced. Retention and recall are more effective for visual learners when they have an opportunity to *see* a model. When young children trace over or color a line, a letter, or a numeral, it helps them develop perceptual and motor skills needed for writing and reading.

Discuss - Discussion is very important for building background knowledge of a line (directionality), letter, numeral, or for any other type of activity. Any discussion between the teacher and the students will help all students retain valuable information about the topic. An in-depth discussion of what is on the page in the workbook breaks the big picture down into smaller parts and gives all students a better understanding of the skill being taught.

When discussing basic strokes, letters, and numerals, it is important to be consistent with your terminology. Young children can grasp some rather advanced terms when we are consistent with the terminology. Using five different terms for the same thing is very confusing for young children.

The process of modeling (visual), discussing (auditory), and tracing or coloring (kinesthetic/tactile) is an effective multi-sensory approach which will enable children of all learning modalities to experience success.

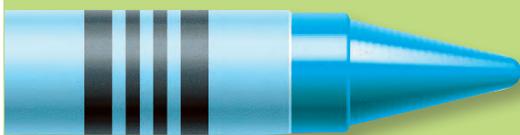
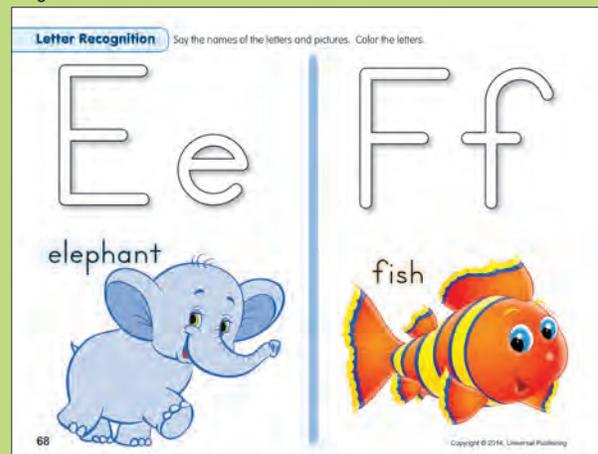
Page with top-to-bottom line model.



Page with numeral model.



Page with letter models.



Practice makes permanent.

Step 2: Practice

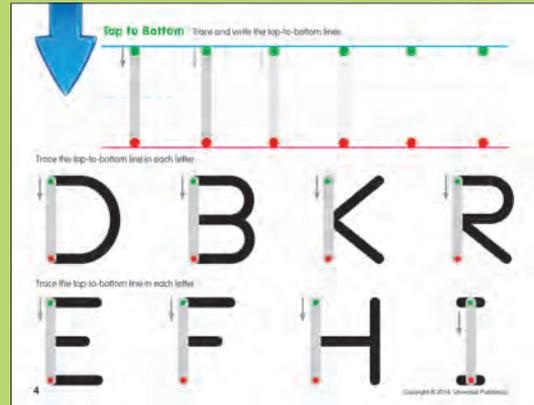
Practice

Practice makes permanent; therefore, how and what we practice is important! When students practice by tracing or coloring a model of a line, letter, numeral, or shape, they are developing their perceptual and motor skills. Unlike drawing or scribbling on a blank sheet of paper, the activities in this book challenge students to refine their perceptual and motor skills to stay within a determined shape or area. Many of the practice activities require the students to use a specific crayon color for coloring shapes, lines, letters, and numerals.

Practice includes the following activities: tracing lines in isolation and in letters, coloring shapes, matching, coloring letters, sequencing, coloring numerals, letter recognition, visual discrimination, and more. All of these activities require basic foundation skills that lead to early literacy success.



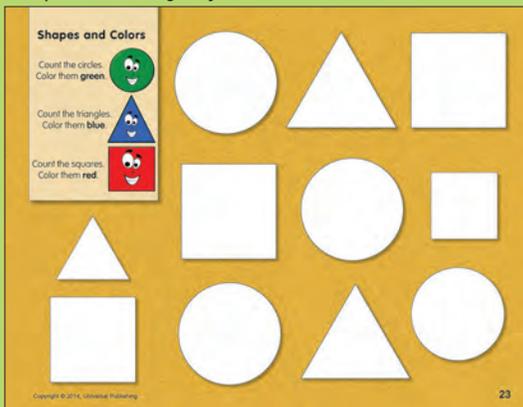
Directionality - Letter Recognition



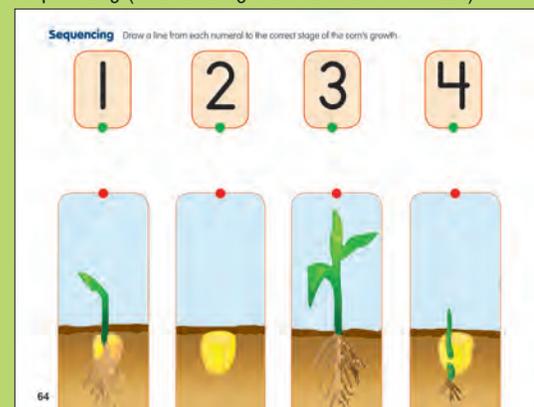
Letter Recognition - Coloring - Eye-Hand Coordination



Shapes - Coloring - Eye-Hand Coordination



Sequencing (determining correct order of events)



Self-evaluation is the first step to self-correction.

Step 3: Self-Evaluate

Self-Evaluate

This workbook takes student self-evaluation to a level unlike any other. Young children are asked to self-evaluate their completed work for most of the activities in the book. Self-evaluation, on a regular basis, makes the students more careful of what they are doing because they know they must check their work when it is completed. Self-evaluation at this level is teacher directed and supervised.

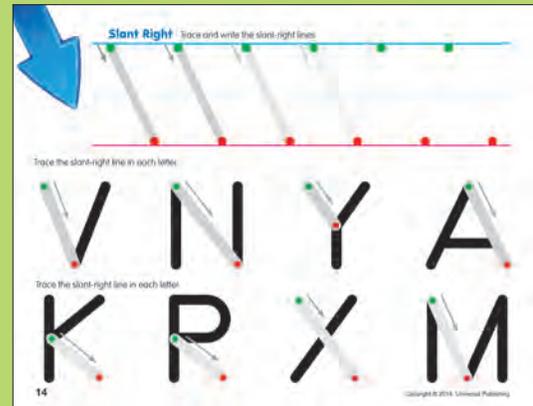
In most cases, the students are asked to look closely at their work and then circle the best attempt at tracing or coloring. There are some instances where the student is asked to put an X over or under the one line or letter that could be colored or traced better, as on page 73 (owl and puppy page) shown at the bottom of this page.

All activities can and should be evaluated. Remember, self-evaluation is the first step to self-correction. If we expect students to always improve at a task, we must be sure they are aware of what needs to be corrected. If they can look at their work and identify what is wrong, they will know what to correct to make it right.

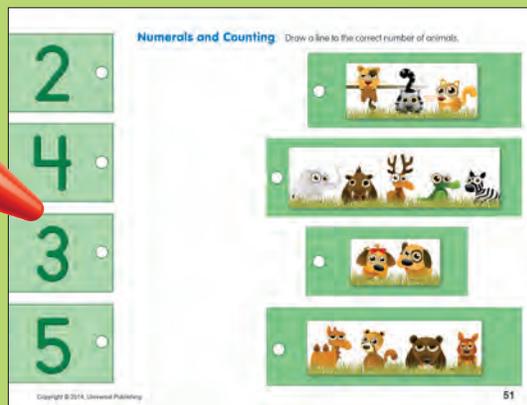
Self-Evaluate Forward Circles



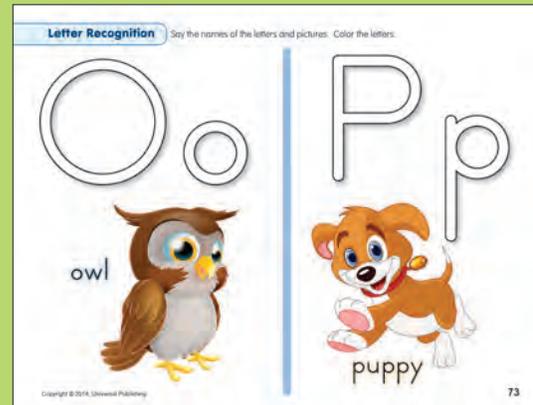
Self-Evaluate Slant Right Lines



Self-Evaluate Numeral Recognition and Counting



Self-Evaluate Coloring of Letters



Modeling is teaching.

How to Use *AlphamationPlus*™

At this PK Readiness level, *AlphamationPlus* is used to show models of the basic strokes, letters, and numerals for discussion only. We do not recommend formal handwriting instruction at this level.

If you're using the Universal Handwriting student workbooks in your classroom, you may qualify for free access to *AlphamationPlus*. To see if you qualify, call us at 1-800-940-2270. You can also try a demo at alphamationplus.com.



Choose a Letter to Teach: _____

MENU

Use the menu (shown at right) to choose a basic stroke, uppercase letter, lowercase letter, or numeral. Select colored writing lines to match the writing lines in your handwriting workbooks.

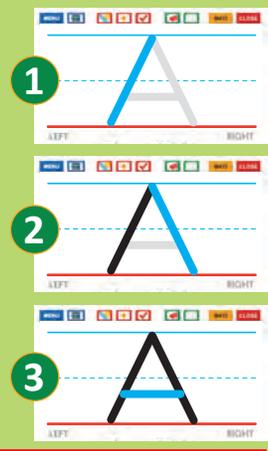
Let's say you want to model or teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



Watch the Animation (Modeling) _____



When you click on "Play" the movie will start. When the letter appears in black on your whiteboard, click on pause. Ask the students what letter this is (uppercase A). Hit play, and after the first stroke of the letter A is animated in blue, hit pause (see 1). Ask the students what "line" this is (slant left). Hit play, and after the second stroke of the letter A is animated in blue, hit pause (see 2). Ask the students what "line" this is (slant right). Hit play, and after the third stroke of the letter A is animated in blue, hit pause (see 3). Ask the students what "line" this is (left to right). Hit play and the letter will recycle again. Repeat this for any letter, basic stroke, or numeral you wish to model and discuss with the class.



Trace, Write, and Check _____

The trace, write, and check (self-evaluate) activity can be used at any time during or after the handwriting lesson. All students will improve their perceptual and fine-motor skill development using these activities, and their ability to form letters will blossom.

Trace

First, students trace over a model of the letter being taught.

Write

Next, starting at the orange dot, students write the letter on their own.

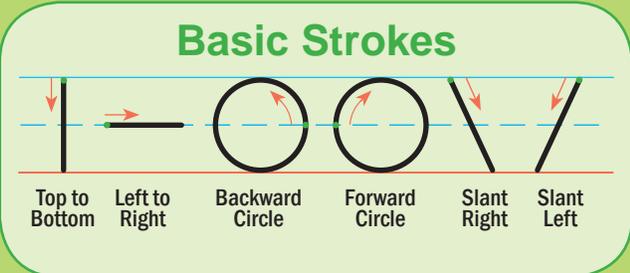
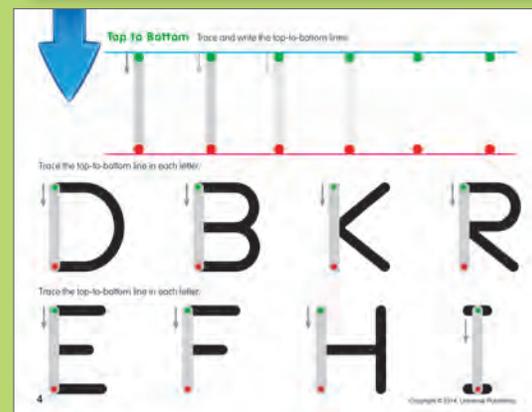
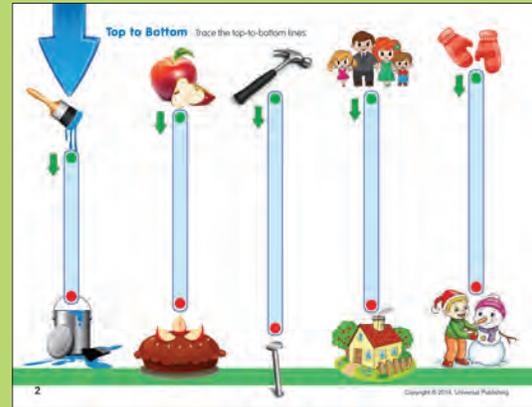
Check

Last, click the check icon and the letter model will appear under the students' writing.

Student Edition: Basic Strokes

When teaching handwriting, it's absolutely critical to begin with the basic strokes. The basic strokes are the DNA of letter forms; they are the building blocks for all of the manuscript letters and numerals. To achieve handwriting success students must be able to recognize the basic strokes, say the name of each basic stroke, understand directionality of the strokes, and write the basic strokes.

When we evaluate letter forms, we find that nine out of ten errors relate back to the incorrect formation of one or more of the basic strokes. Therefore, teaching the basic strokes correctly from the very beginning will help students to avoid many errors.



There are actually just two basic strokes, a straight line and a circle. The line can be a vertical line, a horizontal line, or a slant line. The circle can be a backward circle or a forward circle, and the slant can be a slant right or a slant left. Directionality is very important as it relates to the basic strokes and to forming letters. To define the direction, we name the strokes top to bottom, left to right, backward circle, forward circle, slant right, and slant left. The pages to the right show how the students practice and learn the basic strokes, and how each stroke relates to the letter.



When teaching the circle, be sure to tell the students that any part of a circle is a **curve**. Twenty-one manuscript letters contain a curve stroke. **All curves are part of a circle.**



Student Edition: Letter Recognition

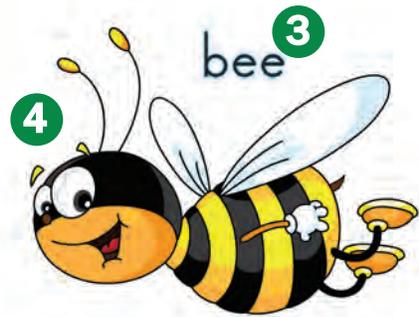
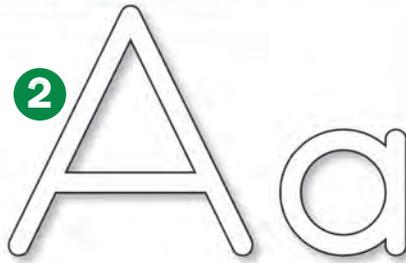
Letter recognition is an important part of this PK Writing Readiness workbook. Students must be able to identify all the upper- and lowercase letters by sight and by name. The letters in this section are very large, enabling students to see all of the details of the upper- and lowercase letters.

Students will color the uppercase and lowercase letters with a specific color crayon. The uppercase letters are to be colored red and the lowercase letters colored green. This will help students understand the difference between the uppercase and lowercase letters. The color association will help them be able to immediately recognize which is which.

1 Headings identify what skill is being taught.

2 Large letter models for students to color.

1 **Letter Recognition** Say the names of the letters and pictures. Color the letters.

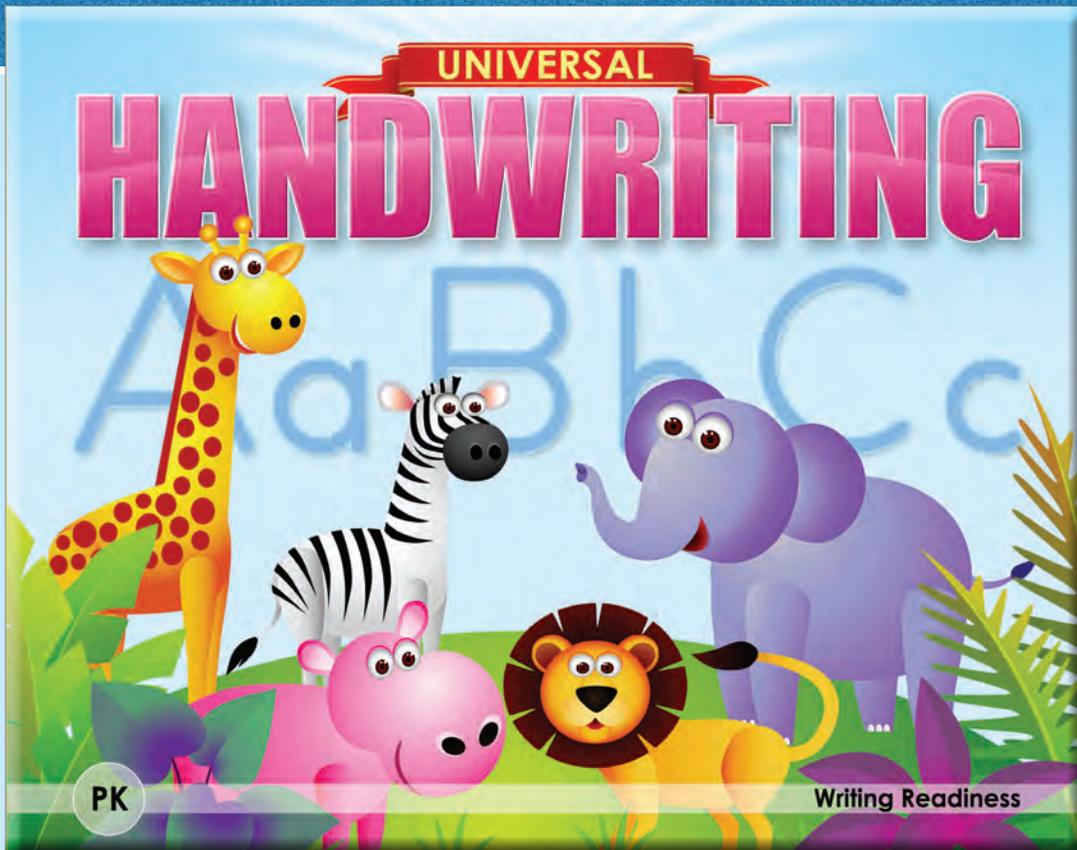


4 Illustrations help support the letter recognition lesson.

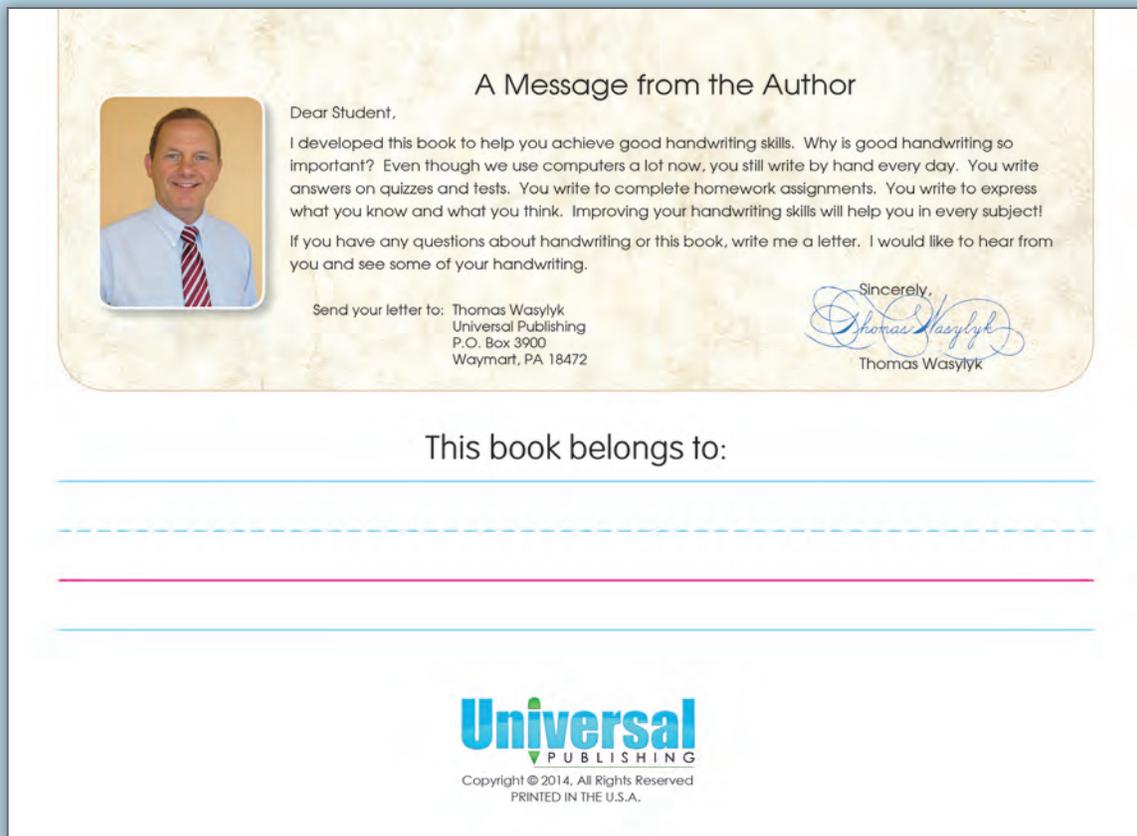


3 Every illustration is labeled with its name.





PK Student Edition Cover



PK Student Edition Inside Front Cover

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PK

Writing Readiness

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Jennifer L. Schweighofer

Universal
PUBLISHING

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Item #149 • ISBN 978-1-934732-19-9
1-800-940-2270 • www.upub.net

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Top to Bottom



Objectives:

- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom line.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

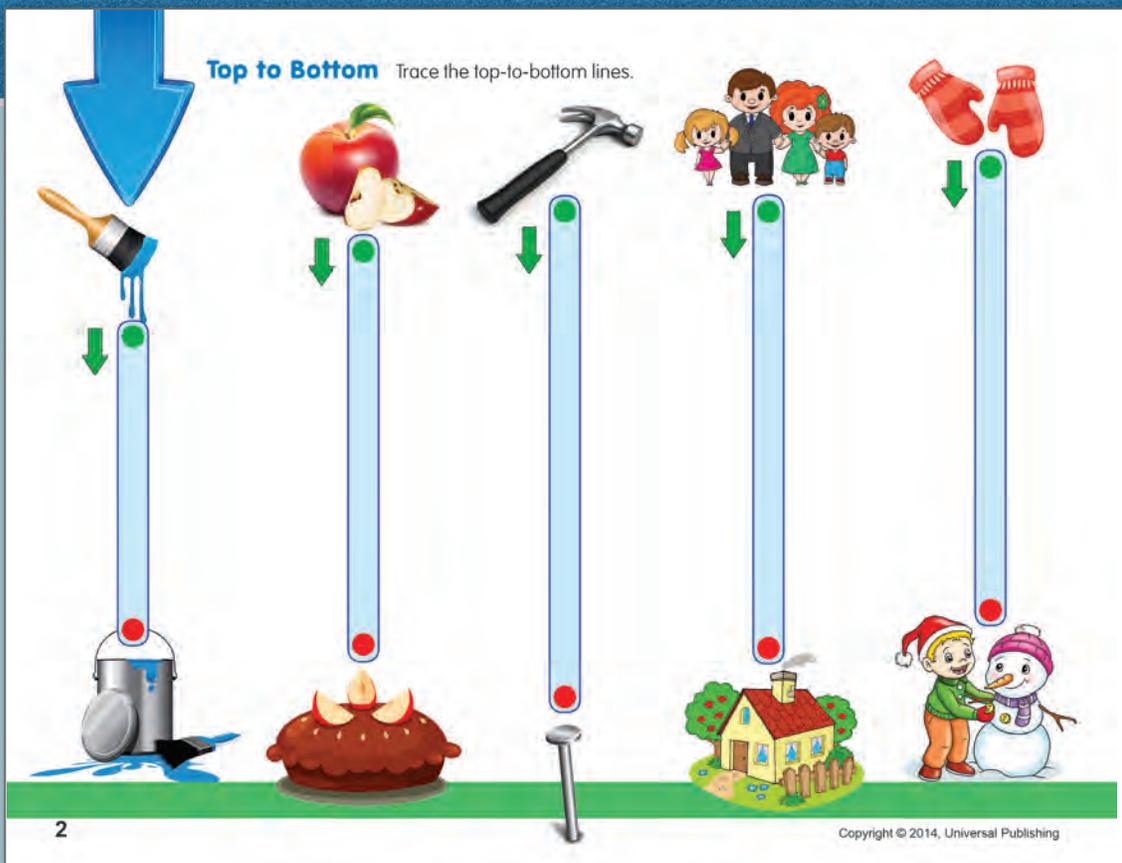
Write a large top-to-bottom line on the board or use *AlphamationPlus* (see page T17 for details) to model the top-to-bottom line. Have the students watch as the basketball, skydiver, and leaf go from top to bottom. The letters **D**, **N**, **P**, and **I** will appear on the screen and immediately the top-to-bottom lines in the letters will appear in blue. Pause the action and ask the students if they can name any of the letters. As *AlphamationPlus* recycles the sequence a second and third time, have the students trace the top-to-bottom line in the air as they say “**top to bottom.**” Tell the students to look around the classroom and identify any top-to-bottom lines they see.

Have the students open their books to page 2 and look at the top-to-bottom lines. Ask them the following questions:

1. What is the paint brush going to? (paint can)
2. What is the apple going to? (apple pie)
3. What is the hammer going to? (the nail)
4. What is the family going to? (their home)
5. What are the mittens going to? (boy making snowman)

2. Practice

Have the students look at the top-to-bottom lines. Tell the students to start at the green dots and trace



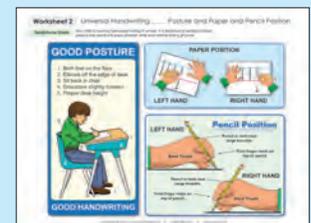
the top-to-bottom lines with their finger as they say “**pull down straight.**” Then have them use a crayon to trace the top-to-bottom lines. Remind them that green means **START** and red means **STOP**.

3. Self-Evaluate

Ask the students to look at all the top-to-bottom lines they traced and circle their best one.

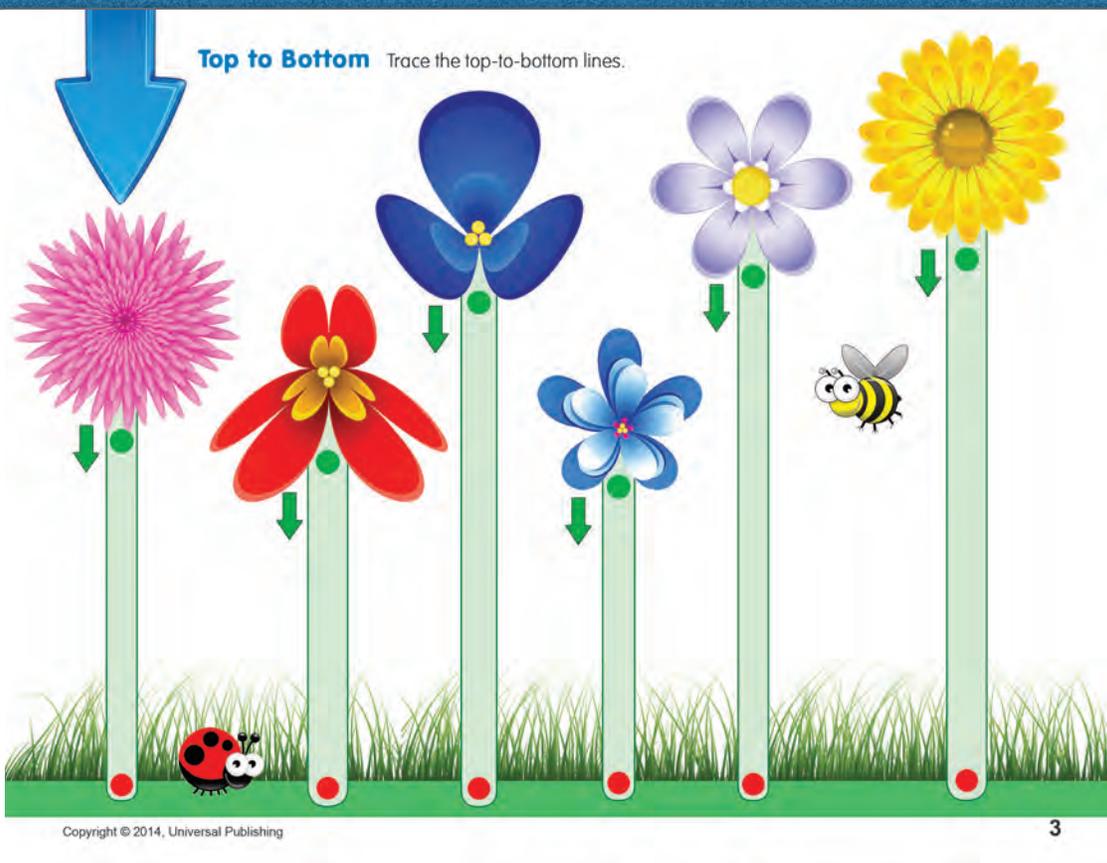
Worksheet 2

You can download and print copies of Worksheet 2 at: upub.net/149worksheets.pdf



Extended Activity

Have the students go to the whiteboard or chalkboard and reach as high as they can with a marker or chalk. When they touch the board with the marker have them say **top**. Have them pull down straight, making a big top-to-bottom line. When they stop have them say **bottom**. Now have them touch the top again and trace their line as they say, “pull down straight.” Have them make another line as they say, start at the **top** and pull down to the **bottom**.



Top to Bottom



Objectives:

- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom line.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large top-to-bottom line on the board or use *AlphamationPlus* (see page T17 for details) to model the top-to-bottom line as you did on page 2.

Have the students open their books to page 3 and look at the top-to-bottom lines in the flowers. Ask them the following questions:

1. What color are the top-to-bottom lines? (green)
2. What color is the first flower? (pink)
3. What color is the second flower? (red)
4. What color is the third flower? (blue)
5. What color is the last flower? (yellow)
6. What is the green line that holds the flower up called? (stem)
7. What do the green dots mean? (to start)
8. What do the red dots mean? (to stop)

2. Practice

Have the students look at the top-to-bottom lines in the flowers. Tell the students to start at the green dots and trace the top-to-bottom lines with their finger as they say “**pull down straight.**” Have them trace the lines again with their finger, but this time count each line as they trace it. Ask the students how

many they counted? Then have them use a crayon to trace the top-to-bottom lines.

3. Self-Evaluate

Ask the students to look at all the top-to-bottom lines they traced and circle the best one.

Top, Middle, Bottom Worksheet

This worksheet will help students with size discrimination of the top-to-bottom line. It is important for children to understand top, middle, and bottom lines and their relationship to the size of strokes and letters.

Worksheet 3

You can download and print copies of Worksheet 3 at: upub.net/149worksheets.pdf



Extended Activity

Have the students name some things where someone can climb to the top. (ladder, rock climb, mountain, tree, etc.)

Then ask them to name some things that have a top and a bottom. (glass, bottle, boot, stove, door, sink, barrel, etc.) Have them draw a picture of something with a top and a bottom.

Top to Bottom



Objectives:

- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom line.
- Identify and trace the top-to-bottom line in letters.

1. Model & Discuss

Have the students open their books to page 4 and look at the models of the top-to-bottom lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. Is the green dot on top or bottom of the line? (top)
4. Is the red dot on top or bottom? (bottom)
5. How many green dots do you see at the top of the page? (6)
6. What is the first letter? (uppercase D)
7. Can you name any other letters on the page? (uppercase B, K, R, E, F, H, and I)

2. Practice

Have the students raise their writing hand and point with their finger as they say “**top.**” Have them slide their hand down as they say “**top-to-bottom.**” Repeat this two times.

Now have the students look at the top-to-bottom lines at the top of page 4. Tell them to start at the green dots and trace the top-to-bottom lines with their finger as they say “**pull down straight.**” Then have them use a crayon to trace and write the top-to-bottom lines. After they finish, ask them to stop and

then circle their best top-to-bottom line.

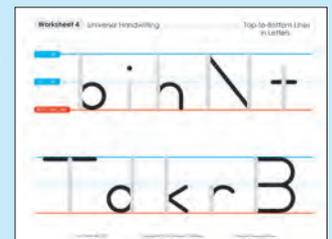
Next, have them start at the green dots and trace the top-to-bottom lines in the letters with their finger. Finish by having the students use a crayon to trace the top-to-bottom lines in the letters.

3. Self-Evaluate

Ask the students to look at all of their top-to-bottom lines and circle the one that they did the best.

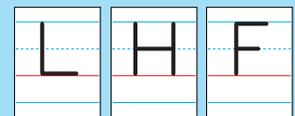
Worksheet 4

For students who need extra practice on the top-to-bottom line. You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Extended Activity

Use the Manuscript Alphabet Cards for letters L, H, and F, and ask students to say the name of the letters, and then use their finger to trace over the top-to-bottom lines in the letters. Ask them what letter has two top-to-bottom lines in it (H). Repeat this with three new letters. Be sure to include lowercase letters in this activity.

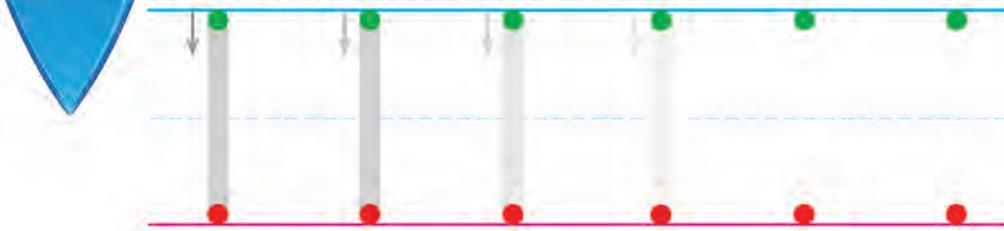


Download and print Alphabet Cards at: upub.net/manuscriptcards.pdf

Top to Bottom



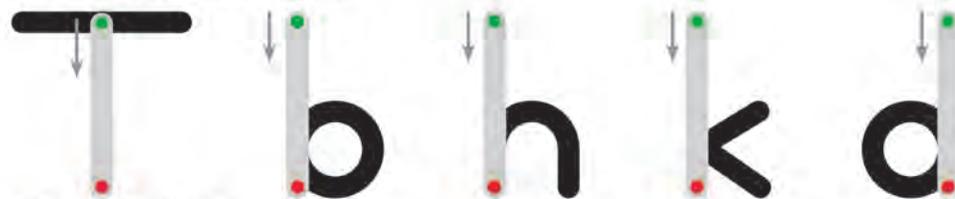
Top to Bottom Trace and write the top-to-bottom lines.



Trace the top-to-bottom line in each letter.



Trace the top-to-bottom line in each letter.



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Objectives:

- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom line.
- Identify and trace the top-to-bottom line in letters.

1. Model & Discuss

Have the students open their books to page 5 and look at the models of the top-to-bottom lines.

Ask them the following questions:

1. What is the blue writing line called? (top line)
2. What is the red writing line called? (bottom line)
3. What is the middle line called? (midline)
4. Is the red dot on top or bottom? (bottom)
5. How many green dots do you see at the top of the page? (6)
6. What is the first letter? (uppercase L)
7. Can you name any other letters on the page? (uppercase M, N, P, T; lowercase b, h, k, and d)
8. What does the green dot mean? (start)
9. What does the red dot mean? (stop)

2. Practice

Have the students stand up and raise their writing hand as high as they can. Tell them to point with their finger and say “**top**.” Have them slide their hand down as they say “**top-to-bottom**.” Repeat this two times.

Now have the students look at the top-to-bottom lines at the top of page 5. Tell them to start at the

green dots and trace the top-to-bottom lines with their finger as they say “**top to bottom**.” Then have them use a crayon to trace and write the top-to-bottom lines. After they finish, ask them to stop and then circle their best top-to-bottom line.

Next, have them start at the green dots and trace the top-to-bottom lines in the letters with their finger. Finish by having them use a crayon to trace the top-to-bottom lines in the letters.

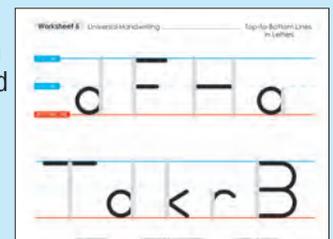
3. Self-Evaluate

Ask the students to look at all of their top-to-bottom lines and circle the one that they did the best.

Worksheet 5

Students get extra practice tracing the top-to-bottom line in letters and improve letter recognition skills.

You can download and print copies of Worksheet 5 at: pub.net/149worksheets.pdf



Extended Activity

Have the students look at the manuscript alphabet on the inside back cover of their book. Ask them to count all the letters that contain a **top-to-bottom** line.

Then have them count all the letters that contain two **top-to-bottom** lines.

Left to Right



Objectives:

- Learn the direction of the left-to-right line.
- Trace and write the left-to-right line.
- Identify and trace the left-to-right line in letters.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large left-to-right line on the board or open *AlphamationPlus* (see page T17 for details) to model the left-to-right line. Have the students watch as the airplane, ship, and hot air balloon slide right. The letters **H**, **F**, **T**, and **E** will appear on the screen and immediately the left-to-right lines will appear in blue in these letters. Have the students trace the left-to-right line in the air and say "left-to-right" as *AlphamationPlus* recycles this sequence a second and third time.

Have the students open their books to page 6 and look at the left-to-right lines. Ask them the following questions:

1. What is the girl going to? (glass of orange juice)
2. What is the dog going to? (doghouse)
3. What does the mouse want? (cheese)
4. Where is the bee going? (to the flower)
5. What is the fireman doing? (putting out the fire)

2. Practice

Have the students look at the left-to-right lines. Tell the students to start at the green dots and trace the left-to-right lines with their finger as they say "left to right." Then have them use a crayon to trace the left-to-right lines. Remind them that green means START and red means STOP.

Left to Right Trace the left-to-right lines.

3. Self-Evaluate

Ask the students to look at all the left-to-right lines they traced and circle the best one.

Worksheet 6 - Extra practice on the left-to-right line.

You can download and print copies of Worksheet 6 at: upub.net/149worksheets.pdf

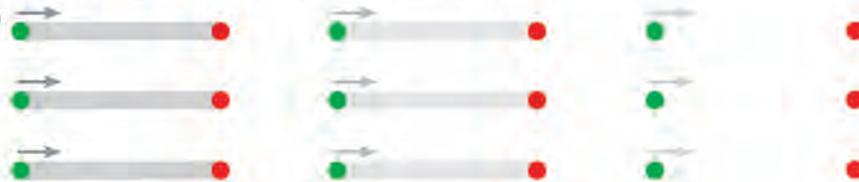


Extended Activity

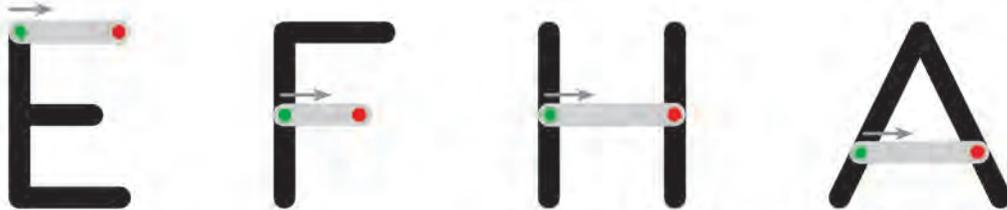
Call on students go to the board and reach as high as they can with a marker or chalk. When they touch the board with the marker have them say **left**. Have them slide right, making a big left-to-right line. When they stop have them say **right**. Now have them touch the **left** again and trace their line as they say, "left to right." Have them make another line as they say, start at the **left** and slide to the **right**.



Left to Right Trace and write the left-to-right lines.



Trace the left-to-right line in each letter.



Trace the left-to-right line in each letter.



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Left to Right



Objectives:

- Learn the direction of the left-to-right line.
- Trace and write the left-to-right line.
- Identify and trace the left-to-right line in letters.

1. Model & Discuss

Have the students open their books to page 7 and look at the left-to-right lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. What side of the left-to-right lines is the green dot on? (left side)
4. What side of the left-to-right lines is the red dot on? (right side)
5. How many green dots do you see at the top of the page? (9)
6. What is the first letter on the page? (uppercase E)
7. Can you name any other letters on the page? (uppercase F, H, A, D, T, L, and P)

2. Practice

Have the students look at the left-to-right lines at the top of page 7. Tell them to touch each green dot with their finger and trace the left-to-right lines as they say “slide right” Then have them use a crayon to trace and write the left-to-right lines. After they finish, ask them to stop and circle their best left-to-right line.

Next, have them touch the green dot in the letter E

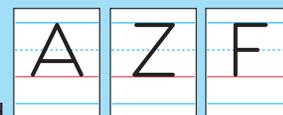
with their finger and trace the left-to-right line. Repeat this for the letters F, H, A, D, T, L, and P. Now have the students use a crayon to trace the left-to-right lines in the letters E, F, H, A, D, T, L, and P.

3. Self-Evaluate

Ask the students to look at all of the left-to-right lines they traced and circle the one that they feel they did the best.

Extended Activities

Display the Manuscript Alphabet Cards A, Z, and F, and ask the students to say the name of the letters. Have them use their finger to trace over the left-to-right lines in the letters. Ask them what letters have two left-to-right lines (Z, F). Repeat this with three new letters. Be sure to emphasize letters with a left-to-right line.



You can download and print the Alphabet Cards at:
upub.net/manuscriptcards.pdf

Have the students look at the manuscript alphabet on the inside back cover of their book. Ask them to count all the letters that contain a **left-to-right** line.

Then have them count all the letters that contain two **left-to-right** lines.

Left Hand

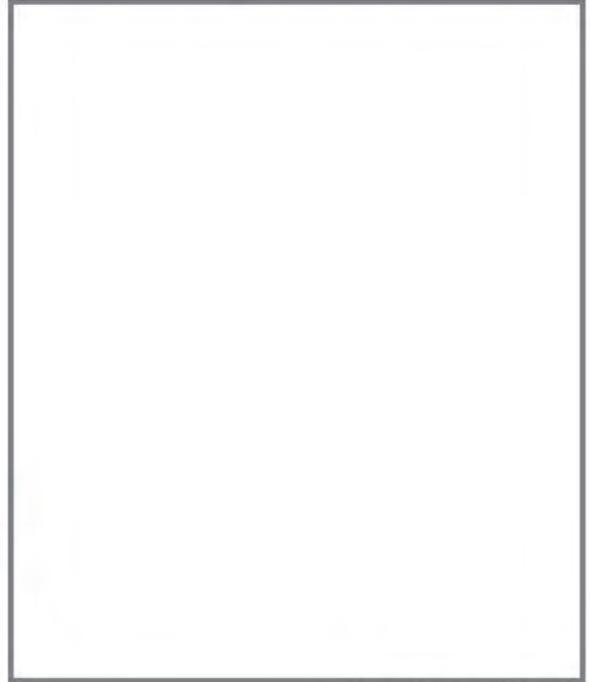
Left Hand

Put your left hand on the hand below. Is your left hand about the same size?

LEFT HAND



Press your left hand down (fingers open) in the box. Have your friend trace the outline of your left hand with a green crayon.



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Objective:

- Learn to identify the left hand.

1. Model & Discuss

Have the students open their books to page 8. Ask them if they know their left hand from their right hand. Turn and face the front of the room and hold up your left hand. Tell the students to hold up the same hand that you have raised. Tell them to continue holding it up as they say “**left hand.**”

Tell them to look at the left hand in their book. Have them place their left hand over the left hand in the book and ask them if their hand is the same size.

Worksheet 8

Give each student a copy of **Worksheet 8** and have them put their left hand on the hand on the worksheet and say “**left.**” Have them color the uppercase **L** on the worksheet. Then have them hold their left hand up and trace the uppercase **L** with their right hand.

Worksheet 8

You can download and print copies of Worksheet 8 at:
upub.net/149worksheets.pdf



Katherine's OT Tip Many young students struggle with the directional concepts of left and right. Simon Says and Hokey Pokey are excellent movement activities for working on this skill. However, for those who continue to find these concepts challenging, it is helpful to concentrate on one side at a time and to work toward bringing them together in the middle. A fun way to do this is to use hand puppets on one hand to point out objects in the room, switching hands when they've mastered that side. Remember to use cues such as “with my left/right hand, I see...” to reinforce the concepts with auditory input.

Press your right hand down (fingers open) in the box. Have your friend trace the outline of your right hand with a blue crayon.

Right Hand

Put your right hand on the hand below.
Is your right hand about the same size?

RIGHT HAND



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9

Right Hand

Objective:

- Learn to identify the right hand.

1. Model & Discuss

Have the students open their books to page 9. Ask them if they know their left hand from their right hand. Turn and face the front of the room and raise your right hand. Tell the students to hold up the same hand that you have raised. Tell them to continue holding it up as they say “**right hand.**”

Tell them to look at the right hand in their book. Have them place their right hand over the right hand in the book and ask them if their hand is the same size. Tell them to say “**right hand**” while their hand is on the hand on page 9.

Worksheet 9

Give each student a copy of **Worksheet 9** and have them put their right hand on the hand on the worksheet and say “**right.**”

Worksheet 9

You can download and print copies of Worksheet 9 at:
pub.net/149worksheets.pdf



Ask them what letter is on the worksheet. Tell them it is the uppercase R have them say “**uppercase R.**” Have them color the uppercase R.

Katherine's OT Tip Tracing skills rely heavily upon the development of efficient **eye-hand coordination skills**. The eyes lead the hand with this task and need to be able to focus efficiently both near and far. The “Cotton Ball Game” is a fun way to warm-up the eyes before tasks that require skilled movements, such as tracing and dot-to-dot activities. All you need are some cotton balls, straws, and a table or the floor. The children will enjoy blowing through the straw to move their cotton balls from the start to the finish lines. To enhance accurate **visual skills**, include a target that must be hit in order to win.

Top to Bottom and Left to Right

Objectives:

- Trace top-to-bottom lines.
- Trace left-to-right lines.

Important:

No workbooks or crayons on the students' desks for Step 1.

Top to Bottom and Left to Right
Trace the top-to-bottom and left-to-right lines.
Then draw a picture in each of the shapes.

10

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1. Model & Discuss

Write a large top-to-bottom and left-to-right line on the chalkboard or whiteboard or use *Alphamation-Plus* (see page T17 for details) to model the lines.

Point to the top-to-bottom line and ask the students to trace in the air as they say “**top to bottom.**” Now point to the left-to-right line and have them trace in the air as they say “**left to right.**”

Have the students open their books to page 10. Ask them to count all the top-to-bottom lines they can find on page 10. Then, have the count all the left-to-right lines they can find.

2. Practice

Have the students look at the top-to-bottom lines. Tell the students to start at the green dots and trace the top-to-bottom lines with their finger as they say “**top to bottom**” Then have them use a crayon to trace the top-to-bottom lines. Remind them that green means START and red means STOP.

Now tell the students to start at the green dots and trace the left-to-right lines with their finger as they say “**left to right**” Then have them use a crayon to trace the left-to-right lines.

3. Self-Evaluate

Ask the students to look at all the top-to-bottom lines they traced and circle the best one. and circle the best one. Do the same for the left-to-right lines they traced.

Finally, have the students draw a picture in each of the two shapes.

Worksheet 10

Give each student a copy of **Worksheet 10** and have them write the top-to-bottom and left-to-right lines in the illustration.

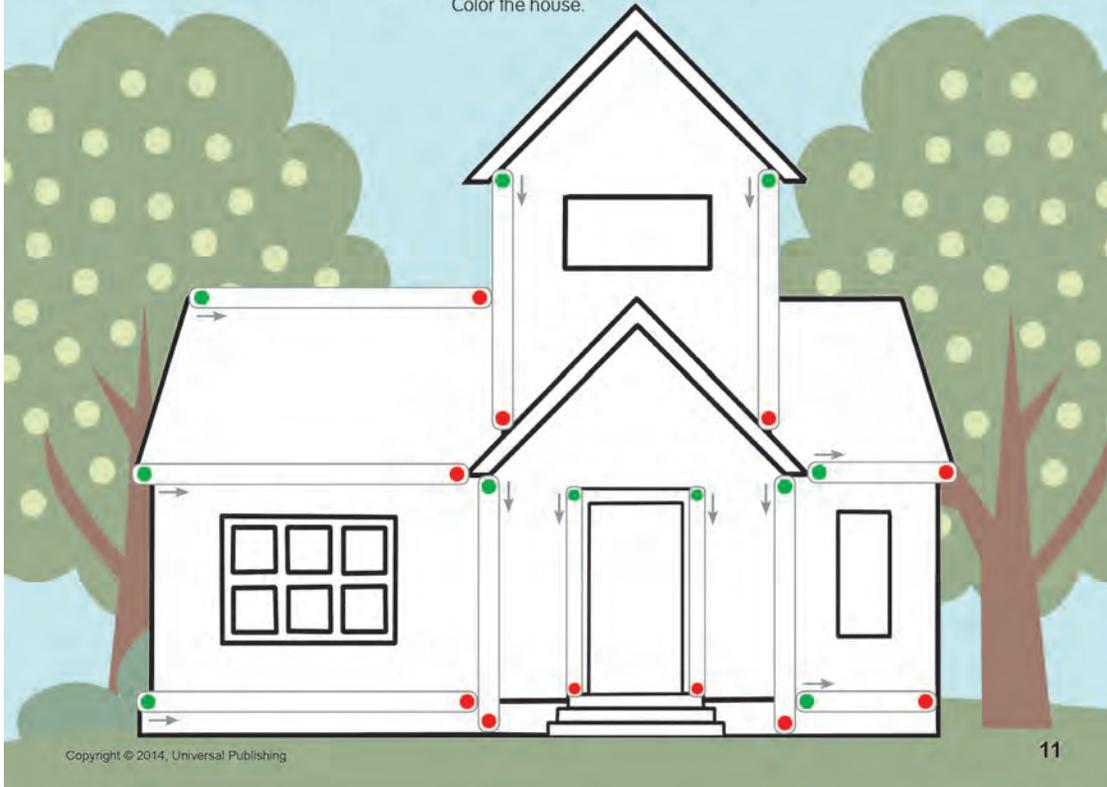
Worksheet 10
You can download and print
copies of Worksheet 10 at:
upub.net/149worksheets.pdf



Katherine's OT Tip Drawing lines from one point to another efficiently depends upon good **eye-hand coordination skills**. A simple way to help struggling students is to add a bit of highlighting along the space between the two dots. This will guide students' vision along the correct path from start to finish. Have them highlight the area with your hand-over-hand assistance to provide additional tactile and visual input.

Top to Bottom and Left to Right

Trace the top-to-bottom and left-to-right lines with a crayon.
Color the house.



Top to Bottom and Left to Right

Objectives:

- Trace top-to-bottom lines.
- Trace left to right lines.

1. Model & Discuss

Have the students open their books to page 11. Tell them to look at the picture of the house as you ask them the following questions:

1. How many green “start” dots are there on the house? (11)
2. How many windows in the house? (3 big windows)
3. How many red dots are there on the house? (11)
4. How many top-to-bottom lines are there in the 3 big windows? (18)
5. How many trees are there? (2)

2. Practice

Tell them to start at the green dots and use a blue crayon to trace all the top-to-bottom lines in the house. Have them start at the green dots and use an orange crayon to trace all the left-to-right lines in the house.

After they have traced all the lines, have them count all the top-to-bottom lines. (6) Then, have them count all the left-to-right lines. (5)

Have the students color the house.

Worksheet 11

Give each student a copy of **Worksheet 11** and have them draw a picture of their house. Then have them count all the top-to-bottom and left-to-right lines in their drawing.

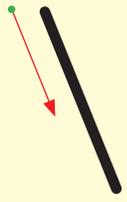
Worksheet 11

You can download and print copies of Worksheet 11 at:
upub.net/149worksheets.pdf



Katherine's OT Tip Young students can struggle with handwriting practice as worksheets begin to include more information and the tasks become more visually demanding. You may find that their skills diminish as they progress with the work on that page. These children can benefit from small adaptations such as covering or folding under the bottom half of the page as they work on the top portion. It is best not to fold the left or right side under, as it is important for them to work on crossing their midline.

Slant Right

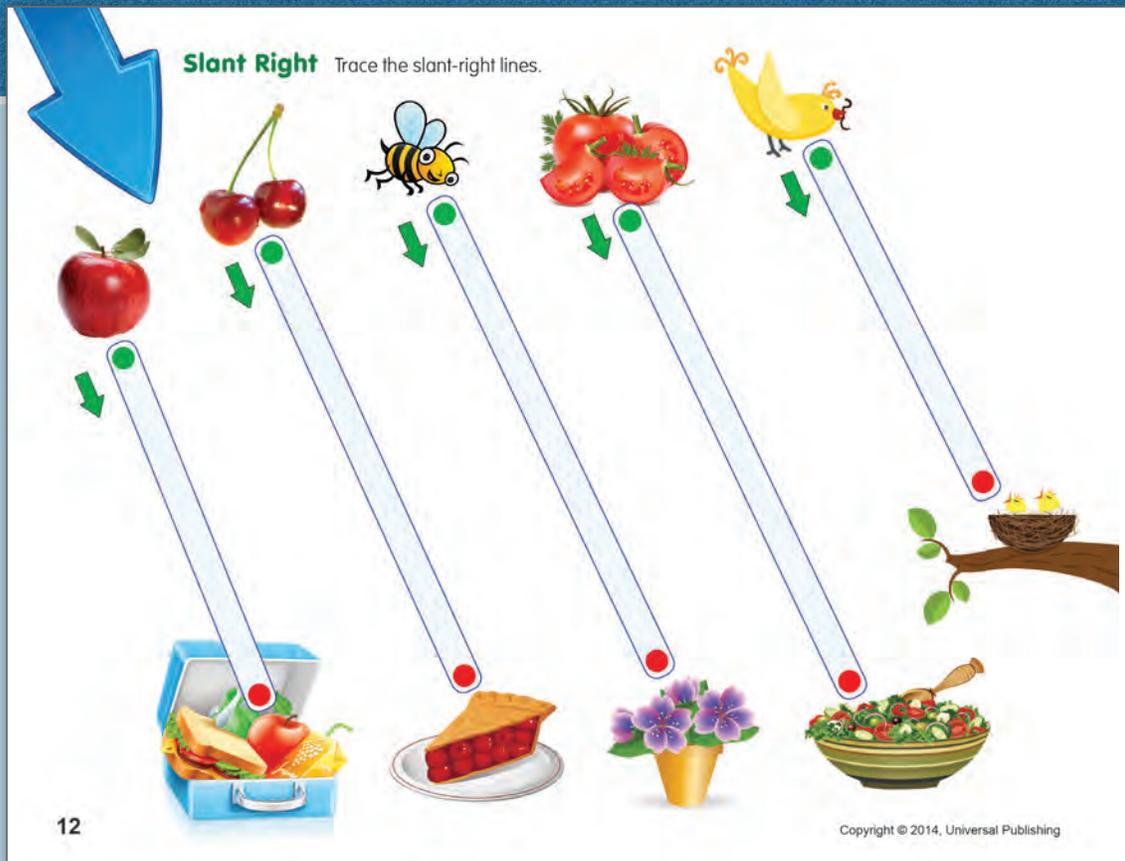


Objectives:

- Learn the direction (right) of the slant-right line.
- Trace the slant-right line.
- Identify the slant-right lines in letters.

Important:

No workbooks or crayons on the students' desks for Step 1.



1. Model & Discuss

Write a large slant-right line on writing lines on the board or open *AlphamationPlus* (see page T17 for details) and click on the slant-right stroke. Have the students watch as the fish, bee, and butterfly slant right. The letters **N**, **R**, **K**, and **W** will appear on the screen and immediately the slant-right strokes will appear in blue in these letters. Have the students trace the slant-right stroke in the air and say “**slant right**.”

Have the students open their books to page 12 and look at the slant-right lines. Ask them the following questions:

1. What is the apple going to? (lunch box)
2. What are the cherries going to? (pie)
3. What is the bee going to? (flower)
4. What are the tomatoes going to? (salad)
5. What is the bird going to? (baby birds)
6. What does the green dot mean? (start)
7. What does the red dot mean? (stop)

2. Practice

Have the students start at the green dots and trace the slant-right lines with a crayon as they say “**slant right**.”

3. Self-Evaluate

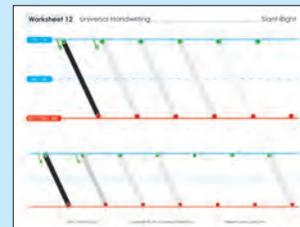
Ask students to look at all the slant-right lines they traced and circle the one they traced the best.

Worksheet 12

 Extra practice for the slant-right line.

Worksheet 12

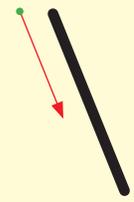
You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip Slanted lines can be challenging for some students as they struggle to master the arm movement across the midline on their paper. Activities that provide **tactile feedback** can enhance this movement skill. Practicing slanted lines using their index finger in sand, drawing with chalk, or working with paintbrushes provides resistance combined with visual feedback. Working with chalk and paint on a vertical surface, as well as allowing children to use large movements, engages the arms and body in the mastery of the skill. Be sure to reinforce the concept with “slant right or left” auditory cues.



Slant Right



Objectives:

- Learn the direction (right) of the slant-right line.
- Trace the slant-right line.
- Identify the slant-right lines in letters.

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1. Model & Discuss

Have the students open their books to page 13 and look at the illustrations as you ask the following questions:

1. How many slant-right lines are on the first pencil? (2)
2. What color is the first pencil? (orange)
3. What do you use a pencil for? (answers will vary)
4. What is the snowman riding on? (snowboard)
5. What color is the second pencil? (green)
6. What is the dog going toward? (bone)
7. Do any of you have a pet dog? (answers will vary)

2. Practice

Have the students start at the green dots and trace the slant-right lines with a crayon as they say “**slant right.**”

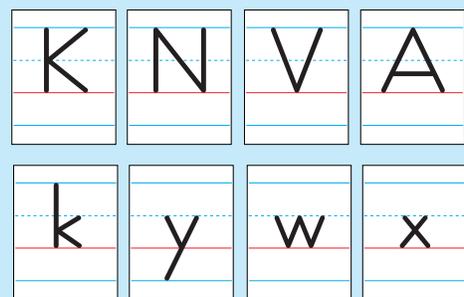
3. Self-Evaluate

Ask students to look at all the slant-right lines they traced and circle the one they traced the best.

Letter Recognition:

Display the Alphabet Cards shown to the right so all

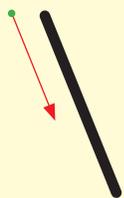
students can see them easily. Ask students to say the name of the letters and have them trace over the slant-right strokes in each letter.



You can download and print a set of Alphabet Cards at: upub.net/manuscriptcards.pdf or you can order a heavy-duty set by calling 1-800-940-2270.

Katherine's OT Tip Time for Boot Camp! Before today's lesson, have your students move their arms slowly back and forth over their heads like windshield wipers, back and forth, to limber up their arms and shoulders. Flexible and strong shoulders provide stability and agility for smooth, fluid handwriting movements. Add a rhythmic song, such as “Row, Row, Row Your Boat,” for auditory and vestibular input.

Slant Right



Objectives:

- Learn the direction (right) of the slant-right line.
- Trace the slant-right line.
- Identify the slant-right lines in letters.

1. Model & Discuss

Have the students open their books to page 14 and look at the slant-right lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. Where is the red dot on the slant-right line? (bottom)
4. Where is the green dot on the slant-right line? (top)
5. How many green dots do you see at the top of the page? (6)
6. What is the first letter on the page? (uppercase V)
7. Can you name any other letters on the page? (uppercase N, Y, A, K, R, X, and M)

2. Practice

Have the students look at the slant-right lines at the top of page 14. Tell them to touch each green dot with their finger and trace the slant-right lines as they say “**slant right**” Then have them use a crayon to trace and write the slant-right lines. After they finish, ask them to circle their best slant-right line.

Next, have them touch the green dot in the letter **V** with their finger and trace the slant-right line. Repeat

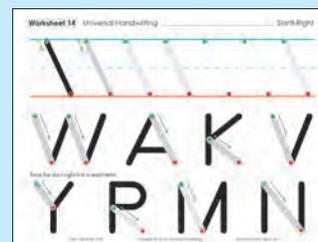
this for the letters N, Y, A, K, R, X, and M. Now have the students use a crayon to trace the slant-right lines in the letters V, N, Y, A, K, R, X, and M.

3. Self-Evaluate

Ask the students to look at all of the slant-right lines they traced in letters and circle the one that they feel is the best.

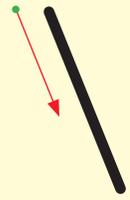
Worksheet 14 Extra practice for the slant-right line.

Worksheet 14
You can download and print copies of Worksheet 14 at:
upub.net/149worksheets.pdf

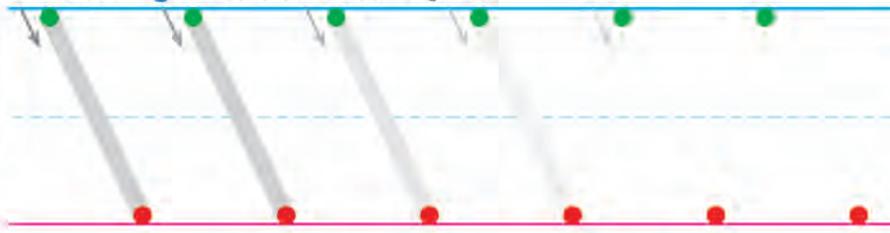


Katherine's OT Tip Our hands come with two sides! The precision side includes the thumb, index, and middle fingers, while the power side is comprised of the ring and pinky fingers. When the power side remains tucked into the palm and rests on the writing surface, the precision side is stabilized and able to perform smooth, efficient movements. Handwriting readiness activities that can build the **two sides of the hand** are as simple as tearing paper to make a collage and shaking dice for a board game. Scissor activities and beading crafts are great, too!

Slant Right



Slant Right Trace and write the slant-right lines



Trace the slant-right line in each letter.



Trace the slant-right line in each letter.



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Objectives:

- Learn the direction (right) of the slant-right line.
- Trace the slant-right line.
- Identify the slant-right lines in letters.

1. Model & Discuss

Have the students open their books to page 15 and look at the slant-right lines.

Ask them the following questions:

1. How many slant-right lines are on the top line? (4)
2. How many slant-right lines in the uppercase W? (2)
3. How many green dots do you see on the letters? (11)
4. Where are the green dots on the slant-right lines? (at the top)
5. What is the first letter on the page? (uppercase W)
6. Can you name any other letters on the page? (uppercase R, K, X, Y, and lowercase w, v, x, and k)

2. Practice

Have the students look at the slant-right lines at the top of page 15. Tell them to touch each green dot with their finger and trace the slant-right lines as they say “**slant right**” Then have them use a crayon to trace and write the slant-right lines. After they finish, ask them to circle their best slant-right line.

Next, have them touch the green dots in the letter **W** with their finger and trace the slant-right lines. Repeat this for the letters R, K, X, Y, w, v, x, and k. Now have

the students use a crayon to trace the slant-right lines in the letters W, R, K, X, Y, w, v, x, and k.

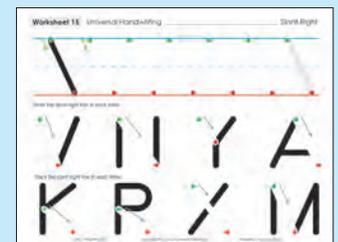
3. Self-Evaluate

Ask the students to look at all of the slant-right lines they traced in letters and have them circle the one they trace the best.

Worksheet 15 Extra practice for the slant-right line.

Worksheet 15

You can download and print copies of Worksheet 15 at: upub.net/149worksheets.pdf



Katherine's OT Tip The ability to recognize a slanted line no matter its size or orientation in letters or shapes relies upon efficient **visual discrimination skills**. An easy warm-up for today's session would require just a few straws or pipe cleaners cut to match the lengths of the slanted lines in the workbook. Have your students select the correct size for each model and place it over the top of a slanted line as they call out the direction of that line. This fun activity adds tactile, visual, and auditory cues before they even put any marks on the paper.

Slant Left

Objectives:

- Learn the direction (left) of the slant-left line.
- Trace the slant-left line.
- Identify the slant-left lines in letters.

Important:

No workbooks or crayons on the students' desks for Step 1.



1. Model & Discuss

Write a large slant-left line on writing lines on the board or open *AlphamationPlus* (see page T17 for details) and click on the slant-left stroke. Have the students watch as the sled, skier, and penguin slant left. The letters **V**, **M**, **Y**, and **Z** will appear on the screen and immediately the slant-left strokes will appear in blue in these letters. Have the students trace the slant-left stroke in the air and say “**slant left**.”

Have the students open their books to page 16 and look at the slant-left lines. Ask them the following questions:

1. What is the snowman riding on? (snowboard)
2. What is the bear riding on? (skies)
3. What is the boy in blue riding on? (snow tube)
4. What is the last boy riding on? (sled)
5. How many slant-left lines are on the page? (4)
6. What does the green dot mean? (start)
7. What does the red dot mean? (stop)

2. Practice

Have the students start at the green dots and trace the slant-left lines with a crayon as they say “**slant left**.”

3. Self-Evaluate

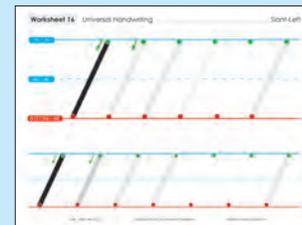
Ask students to look at all the slant-left lines they traced and circle the one they traced the best.

Worksheet 16

 Extra practice for the slant-left line.

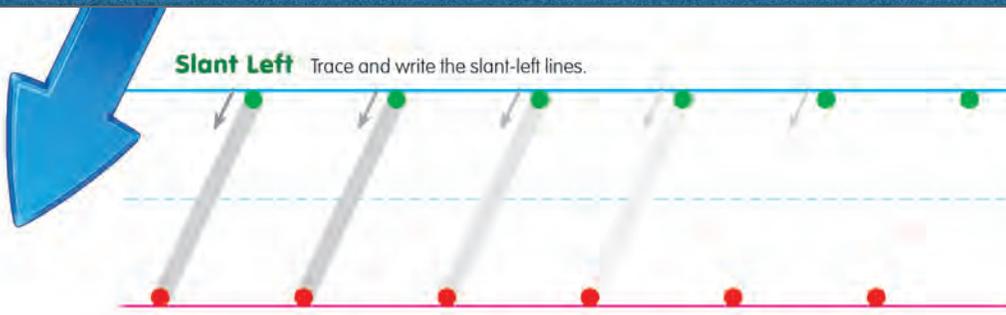
Worksheet 16

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip A fun activity for practicing slanted lines is to set up the “Q-Tip Challenge.” On a chalkboard or piece of construction paper taped to the wall, challenge each student to use a Q-tip dipped in water to trace over the model you've written with chalk. Be sure that they are using an age-appropriate grasping pattern with the Q-tip. The Q-tip provides extra grasping practice and the water gives them the visual awareness that is needed for self-editing. The vertical surface allows for fluidity and shoulder strengthening. All this in one activity!

Slant Left



Trace the slant-left line in each letter.



Trace the slant-left line in each letter.



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17

Objectives:

- Learn the direction (left) of the slant-left line.
- Trace and write the slant-left line.
- Identify the slant-left lines in letters.

1. Model & Discuss

Have the students open their books to page 17 and look at the slant-left lines.

Ask them the following questions:

1. How many green dots do you see at the top of the page? (6)
2. What does the green dot mean? (start)
3. How many red dots do you see on the entire page? (15)
4. What does the red dot mean? (stop)
5. What is the last letter on the page? (X)
6. Can you name any other letters on the page? (uppercase V, A, Y, Z, K, M, W, and X)
7. How many slant-left lines are there in the letters at the bottom of the page? (9)

2. Practice

Have the students look at the slant-left lines at the top of page 17. Tell them to touch each green dot with their finger and trace the slant-left lines as they say “**slant left**” Then have them use a crayon to trace and write the slant-left lines. After they finish, ask them to circle their best slant-left line.

Next, have them touch the green dot in the letter **V**

with their finger and trace the slant-left line. Repeat this for the letters A, Y, Z, K, M, W, and X. Now have the students use a crayon to trace the slant-left lines in the letters V, A, Y, Z, K, M, W, and X.

3. Self-Evaluate

Ask the students to look at all of the slant-left lines they traced in letters and circle the one that they feel they did the best.

Worksheet 17 Extra practice for the slant-left line.

Worksheet 17
You can download and print
copies of Worksheet 17 at:
upub.net/149worksheets.pdf



Katherine's OT Tip Fine-motor dexterity and pencil grasping skills are partners in creating a fluid handwriting style in the future. Beginning learners can build both of these skills with tweezers and pompoms as they learn their slanted line formations. As a lesson warm-up, have students use tweezers to place pompoms over the slanted lines in their workbooks. This fun activity provides both a visual and tactile component to their learning experience.

Backward Circle

Objectives:

- Learn the direction of the backward circle.
- Trace the backward circle.
- Identify size and color.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large backward circle on writing lines on the board or open *AlphamationPlus* (see page T17 for details) and click on the backward circle. Have the students watch as the butterfly, ladybug, and dragonfly do backward circles. The letters **a**, **d**, **g**, and **o** will appear on the screen and immediately the backward circles will appear in blue in these letters. Have the students trace the backward circle in the air and say "circle left."

Have the students open their books to page 18 and look at the backward circles. Ask them the following questions:

1. How many big backward circles do you see? (3)
2. How many circles do you see in the snowman? (3 big snowballs, 2 eyes, and 2 white circles in the black eyes for a total of 7)
3. How many circles do you see on the entire page? (10, the 7 as mentioned in question 2 plus the 3 big blue circles)

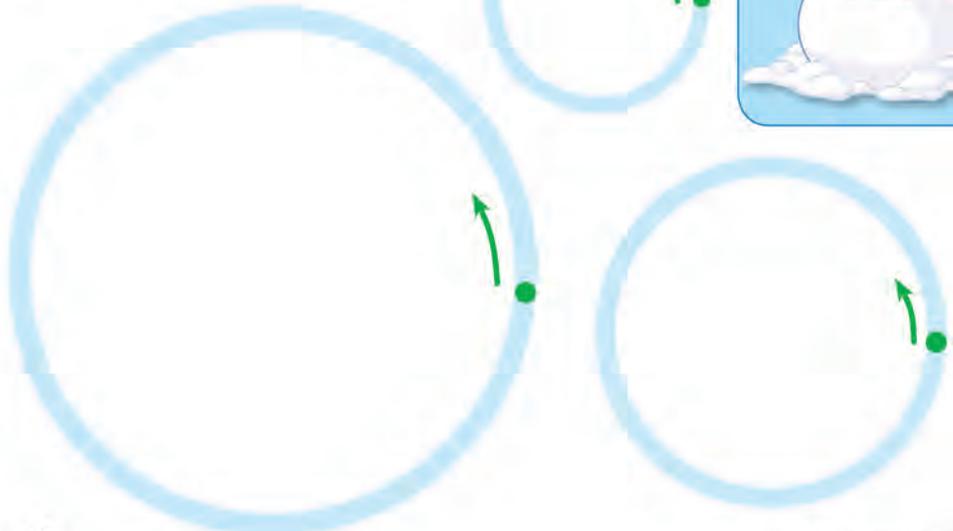
2. Practice

Have the students start at the green dot and trace the smallest backward circle with a green crayon as they say "circle left." Ask the student to trace the mid-

Backward Circle Trace the backward circles.

Size Relationship and Color

Use a green crayon to trace the smallest circle.
Use a blue crayon to trace the middle-size circle.
Use a red crayon to trace the biggest circle.
How many circles do you see in the snowman?



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dle-sized backward circle with a blue crayon as they say "circle left." Finally, have the students trace the largest backward circle with a red crayon as they say "circle left."

3. Self-Evaluate

Ask students to look at all the backward circle they traced and circle the one they traced the best.

Worksheet 18 Extra practice for 3 o'clock starting position for backward circle.

Worksheet 18

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



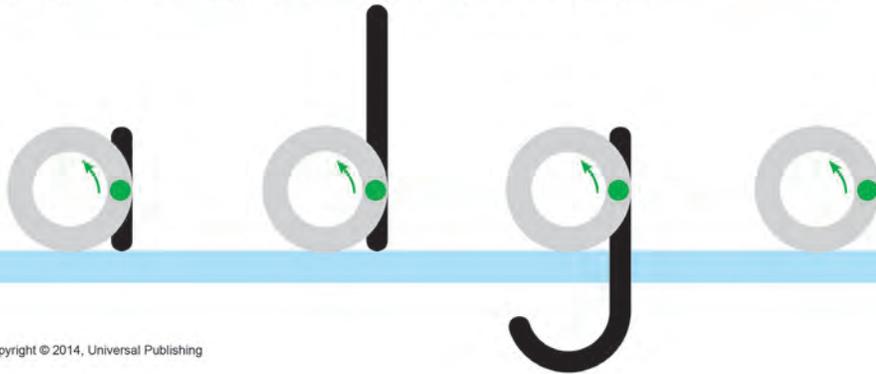
Katherine's OT Tip Circles formations are vital pre-handwriting skills and it is important that students get it right the first time. All students, but especially those who struggle with the correct formation of circles, will benefit from large movement activities that mimic their direction and formation. Stand with your back to the students and form large circles in the air (the larger, the better) and have the class copy your movements. This provides **proprioceptive input** to the arm, hand, and whole body to encourage motor memory skills. Have the students shout out the directions to help auditory learners.

Backward Circle

Backward Circle Use a crayon to trace the backward circles.



Use a crayon to trace the backward circle in each letter. Say the names of the letters.



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Objectives:

- Learn the direction (left) of the backward circle.
- Trace the backward circle.
- Identify the backward circle in letters.

1. Model & Discuss

Have the students open their books to page 19 and look at the backward circles. Ask them the following questions:

1. How many blue backward circles do you see? (8)
2. How many circles are at the bottom of the page? (4)
3. What letters do you see at the bottom of the page? (lowercase a, d, g, and o)
4. What is the girl doing? (blowing bubbles)
5. Did you ever blow bubbles? (answers vary)
6. What shape are the bubbles? (round, like circles)

2. Practice

Have the students look at the backward circles at the top of page 19. Tell them to touch each green dot with their finger and trace the backward circles as they say “circle left” Then have them use a crayon to trace the backward circles. After they finish, ask them to circle their best backward circle.

Next, have them touch the green dot in the letter **a** with their finger and trace the backward circle. Repeat this for the letters **d**, **g**, and **o**. Now have the students use a crayon to trace the backward circles in the letters **a**, **d**, **g**, and **o**.

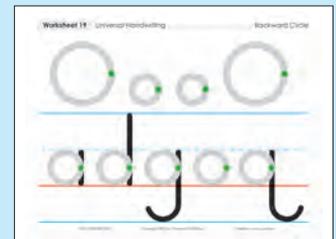
3. Self-Evaluate

Ask the students to look at all of the backward circles they traced in the letters and circle the one that they feel they did the best.

Worksheet 19 Extra practice for backward circle.

Worksheet 19

You can download and print copies of this worksheet at: pub.net/149worksheets.pdf



Katherine's OT Tip Blowing bubbles is actually an excellent pre-handwriting skill activity! Blowing into the wand encourages eye divergence, a **visual skill** that helps us to maintain attention toward our environment and away from our bodies. This is an important visual skill for copying from the board and for catching a ball. Clapping the hands together to pop the bubbles enhances **bilateral coordination skills** and helps to build **body awareness**. The Cotton Ball Game mentioned earlier has the same effect on vision skills, while sucking on a straw encourages eye convergence for fine motor work.

Forward Circle

Objectives:

- Learn the direction of the forward circle.
- Trace the forward circle.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large forward circle on writing lines on the board or open *AlphamationPlus* (see page T17 for details) and click on the forward circle stroke. Have the students watch as the **earth**, **sun**, and **star** make forward circles (circle right). The letters **b** and **p** will appear on the screen and immediately the circle right will appear in blue in the two letters. Have the students trace the forward circle in the air and say “**circle right**” as *AlphamationPlus* recycles this sequence a second and third time.

Print a copy of Worksheet 20 for your students or show them a picture of a circular clock. Have the students point to the numeral 9 or touch the green dot on the worksheet and circle right, all the way around.



Worksheet 20

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf

Tell the students the forward circle begins at the green dot (9 o'clock). Have the students touch the green dot with their finger or use a crayon and circle forward all the way around.

Forward Circle Use a crayon to trace the forward circles.



20

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2. Practice

Have the students open their books to page 20 and look at the forward circles on the page. Ask the students if they have ever blown bubbles. Ask if the bubbles they blew were always circle shapes.

Have the students start at the green dots and trace the forward circles in the balloons with a crayon as they say “**circle right**.”

3. Self-Evaluate

Ask students to look carefully at all the forward circles they traced and have them circle the one they traced the best. Have them put an X over the one they did not trace well.

Katherine's OT Tip Vision skills play a key role in learning. As you observe your students during handwriting sessions, pay careful attention to their posture. Note if they are turning sideways in their chairs to write. Are they leaning close to the paper? Do they turn their heads to one side as they work? Are they rubbing their eyes or squinting? Fine motor activities place a big demand on students' eyes. If one or more of these symptoms occurs regularly, it is important to inform the parents so that they can check with their child's pediatrician.

Forward Circle

Forward Circle Trace the forward circles.



Objectives:

- Learn the direction of the forward circle.
- Trace the forward circle.

1. Model & Discuss

Have the students open their books to page 21 and look at the forward circles. Ask them the following questions:

1. How many blue forward circles do you see? (4)
2. How many orange forward circles do you see? (2)
3. How many green forward circles do you see? (1)
3. What other color circle is there? (purple)
4. What color is the boy's shirt? (red)
5. Do you know what the two letters are? (lowercase b and p)
6. Count all the forward circles on the page. (10)

2. Practice

Have the students look at the forward circles at the top of page 21. Tell them to touch each green dot with their finger and trace the forward circles as they say “**circle right**” Then have them use a crayon to trace the forward circles. After they finish, ask them to circle their best forward circle.

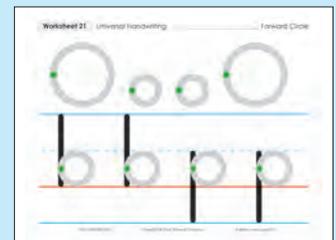
Next, have them touch the green dot in the letter **b** with their finger and trace the forward circle. Repeat this for the letter **p**. Then have the students use a crayon to trace the forward circles in the letters **b** and **p**.

3. Self-Evaluate

Ask the students to look at all of the forward circles they traced and circle the one that they feel they traced the best.

Worksheet 21 Extra practice for the forward circle.

Worksheet 21
You can download and print copies of Worksheet 21 at:
upub.net/149worksheets.pdf



Katherine's OT Tip Closed circles are important for handwriting legibility. It is important for students who tend to stop before they reach the end point to get it right the first time to avoid poor handwriting habits. Guided practice on large vertical or horizontal surfaces, such as a chalkboard or paper on the floor can help. Place a sticker at the start-stop point of large circles and have students trace them from beginning to end using large, fluid arm movements and correct directional patterns for the circles you are working on. Draw some circles that do not meet and have the students make the connection across the open space.

Letter Recognition

Objectives:

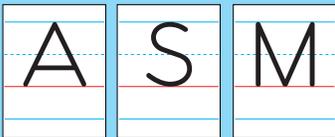
- Recognize the uppercase **A**, **S**, and **M** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase letter **A**, **S**, and **M** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **A**, **S**, and **M** on the chalk ledge or in a place where every student can see them easily.



Download and print the Alphabet Cards by going to: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **A**:

- What is the name of this letter? (uppercase A)
- How many slant lines in this letter? (2)
- What other line is in this letter? (left-to-right line)

Ask the students the following questions as they look at a model of the letter **S**:

- What is the name of this letter? (uppercase S)
- What kind of lines are in this letter? (curve lines)

Ask the students the following questions as they look at a model of the letter **M**:

- What is the name of this letter? (uppercase M)

Letter Recognition

Circle the matching letter in each set.

A

B

H

A

V

S

D

S

K

Z

M

F

N

E

M

22

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- How many slant lines in this letter? (2)
- What other lines do you see in this letter? (top-to-bottom lines, 2 of them)

2. Practice

Students open their books to page 22. Tell them to look at the first letter. Ask them to name the letter (uppercase **A**). Tell them to look at the other letters in the yellow box and circle the one letter that matches.

Tell them to look at the second letter. Ask them to name the letter (uppercase **S**). Tell them to look at the other letters in the blue box and circle the one letter that matches.

Tell them to look at the third letter. Ask them to name the letter (uppercase **M**). Tell them to look at the other letters in the green box and circle the one letter that matches.

Katherine's OT Tip Automatic letter recognition will be a vital skill for a fluid handwriting style. At about the age of three, children are able to use their memory skills to acquire, store, and recall information across time and to recognize the same letters or objects in a matching game. At this age, it is important to add movement and sensory input to the mix when working on letter recognition. Play matching games that ask students to select a puzzle or game piece and then run, hop, or scoot on their bottom over to the game board. Create a model of the workbook task using your flash cards to play this game.

Shapes and Colors

Shapes and Colors

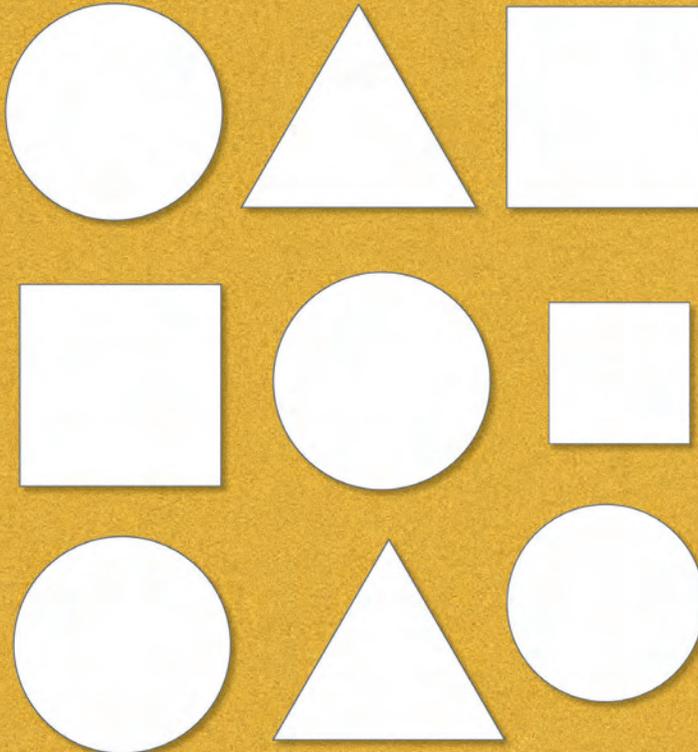
Count the circles.
Color them **green**.



Count the triangles.
Color them **blue**.



Count the squares.
Color them **red**.



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23

Objectives:

- Recognize a circle, triangle, and square by shape.
- Recognize and name the colors green, blue, and red.
- Color shapes that are alike.

1. Model & Discuss

Have the students open their books to page 23. Ask them look carefully at the three colored shapes on the top left side of the page as you ask them the following questions:

1. What color is the first shape? (green)
2. What color is the second shape? (blue)
3. What color is the third shape? (red)
4. What is the green shape called? (circle)
5. What is the blue shape called? (triangle)
6. What is the red shape called? (square)
7. What color are the big shapes? (white)
8. How many circles are on the page? (5)
9. How many triangles are on the page? (4)
10. How many squares are on the page? (5)
11. How many total shapes on the page? (14)

2. Practice

Have the students use a green crayon to color all the circles. Have them use a blue crayon to color all the triangles blue. Have them use a red crayon to color all the squares red.

Self-Evaluate

Tell the students to look at the four **circles** they colored green and use a black crayon to circle the one circle they colored the best.

Tell the students to look at the three **triangles** they colored blue and use a black crayon to circle the one triangle they colored the best.

Tell the students to look at the four **squares** they colored red and use a black crayon to circle the one square they colored the best.

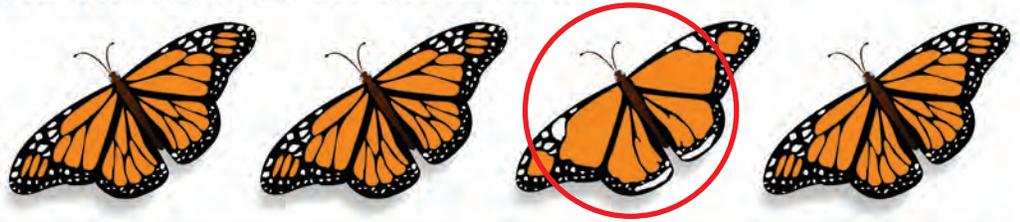
Katherine's OT Tip Matching activities help to build your students' **visual discrimination skills**, and in turn, those skills assist them in developing the **automatic letter recognition skills** they will need as they enter kindergarten. For students who struggle with activities that provide 2-D images, bring out the manipulatives. Pass around cardboard shapes of different colors and have them place them on top of the models in the workbook. Ask them to find the shapes that you've hidden around the room and match them with their flashcards. Fun movement activities can enhance students' learning experience!

Visual Discrimination

Objectives:

- Recognize things that are alike and different.

Visual Discrimination Circle the one that is different in each set.



24

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1. Model & Discuss

Have the students open their books to page 24 and look at the four **butterflies** as you ask them the following questions:

1. How many butterflies are there? (4)
2. What color are the butterflies? (orange, black, white)
3. Did you ever see a butterfly? (answers vary)

Have the students look at the four **apples** as you ask them the following questions:

1. How many apples are there? (4)
2. What color are the apples? (red)
3. Do you like apples? (answers vary)
4. Is there an apple tree by your house? (answers vary)
5. Where do you get your apples? (answers vary)

Have the students look at the four **houses** as you ask them the following questions:

1. How many houses are there? (4)
2. What color are the houses? (blue, orange)
3. What color are the chimneys? (orange)
4. How many windows in the first house? (4)
5. How many windows in the door? (2)
6. How many doors in your house? (answers vary)

2. Practice

Have the students look carefully at the four butterflies. Tell them to use a green crayon to circle the butterfly that is different.

Have the students look carefully at the four apples. Tell them to use a blue crayon to circle the apple that is different.

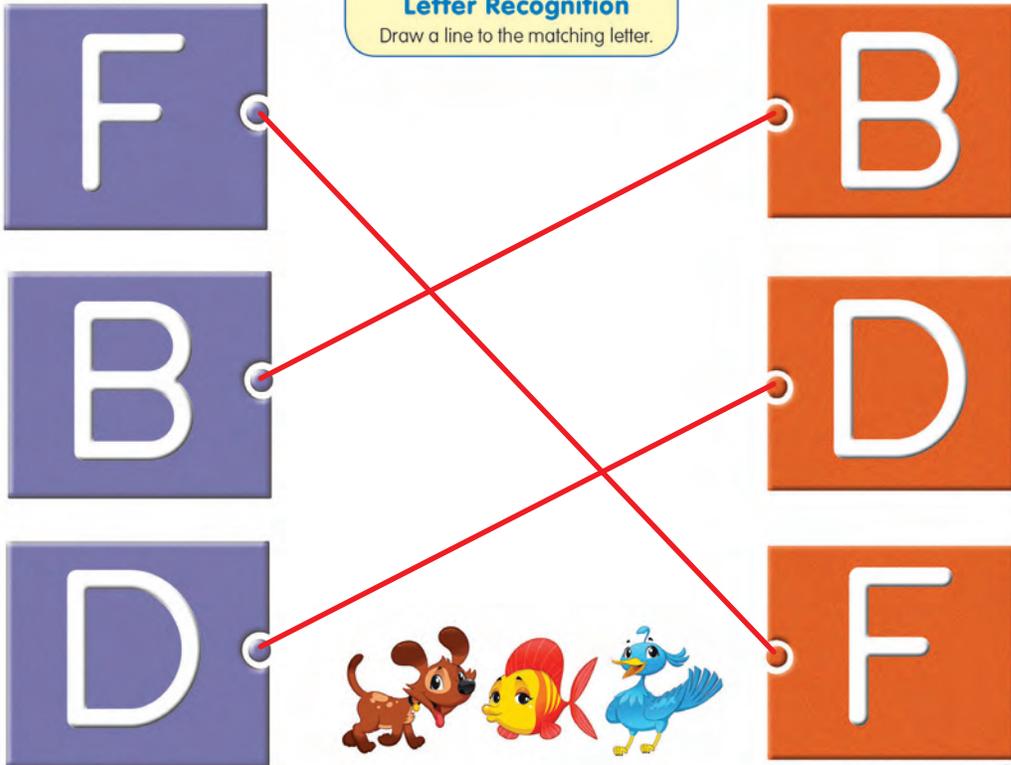
Have the students look carefully at the four houses. Tell them to use a red crayon to circle the house that is different.

Extended Activity Ask the students to count all the butterflies, apples, and houses. Ask them how many objects are on the page all together. Call on students to give their answer. (12)

Katherine's OT Tip Recognizing the differences among shapes or pictures places a demand on **visual attention** and **scanning skills**. The opportunity to touch and manipulate the pieces of information displayed in the workbook allows strugglers to compare each against the others and to make a decision based upon that comparison. A magnetic shape or letter recognition board is an easy way to do that. On a metal cookie sheet, place a laminated version of an activity similar to this lesson and provide magnetic copies of each item for the children to compare and match as they play and learn.

Letter Recognition

Letter Recognition
Draw a line to the matching letter.



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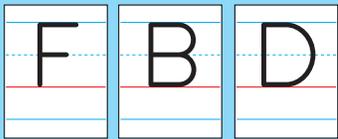
Objectives:

- Recognize the uppercase **F**, **B**, and **D** by sight and name.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase letter **F**, **B**, and **D** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **F**, **B**, and **D** on the chalk ledge or in a place where every student can see them easily.



You can download and print the Alphabet Cards by going to:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **F**:

1. What is the name of this letter? (uppercase F)
2. How many top-to-bottom lines in this letter? (1)
3. What other lines do you see in this letter? (2 left-to-right lines)

Ask the students the following questions as they look at a model of the letter **B**:

1. What is the name of this letter? (uppercase B)
2. How many left-to-right lines in this letter? (2)
3. How many curve lines in this letter? (2)

Ask the students the following questions as they look at a model of the letter **D**:

1. What is the name of this letter? (uppercase D)
2. How many top-to-bottom lines in this letter? (1)

2. Practice

Have the students open their books to page 25. Tell them to look at the first letter in the purple box. Ask them to name the letter (uppercase **F**). Tell them to draw a line to the matching letter in the orange box.

Tell them to look at the second letter in the purple box. Ask them to name the letter (uppercase **B**). Have the students draw a line to the matching letter in the orange box.

Tell them to look at the third letter in the purple box. Ask them to name the letter (uppercase **D**). Tell them to draw a line to the matching letter in the orange box.

Katherine's OT Tip Time for Boot Camp! Before today's lesson, have your students flex their fingers closed and then extend them open again rhythmically, perhaps in time with a song. Slow, gentle movements provide an increased blood flow to the fingers and hands and prepare them for the flexible, smooth movements required for pre-handwriting mastery. This is also an excellent cool down exercise for after the session.

Letter Recognition

Objectives:

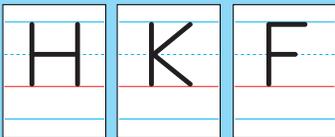
- Recognize the uppercase **H**, **K**, and **F** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase letter **H**, **K**, and **F** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **H**, **K**, and **F** on the chalk ledge or in a place where every student can see them easily.



Download and print the Alphabet Cards by going to: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **H**:

- What is the name of this letter? (uppercase H)
- How many top-to-bottom lines in this letter? (2)
- What other line is in this letter? (left-to-right line)

Ask the students the following questions as they look at a model of the letter **K**:

- What is the name of this letter? (uppercase K)
- How many slant lines are in this letter? (2)

Ask the students the following questions as they look at a model of the letter **F**:

- What is the name of this letter? (uppercase F)
- How many left-to-right lines are in this letter? (2)

Letter Recognition

Circle the matching letter in each set.

H A **H** T S



K R C **K** B



F N E **F** M



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2. Practice

Students open their books to page 26. Tell them to look at the first letter. Ask them to name the letter (uppercase **H**). Tell them to look at the other letters in the yellow box and circle the one letter that matches.

Tell them to look at the second letter. Ask them to name the letter (uppercase **K**). Tell them to look at the other letters in the blue box and circle the one letter that matches.

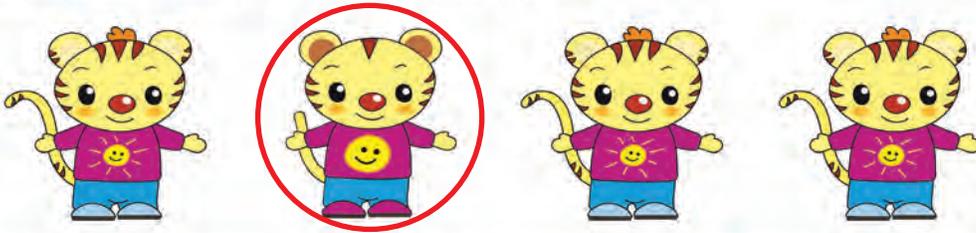
Tell them to look at the third letter. Ask them to name the letter (uppercase **F**). Tell them to look at the other letters in the green box and circle the one letter that matches.

Extended Activity Tell the students to look at the letters in the yellow box again and put an X on the uppercase A. In the blue box put an X on the uppercase C. In the green box put an X on the uppercase N.

Katherine's OT Tip Appropriate posture for efficient handwriting begins with chair height. Students come in all sizes and classroom chairs often come in only one. You can assess and adapt chairs to match your students' needs by using the "90-Degree Angle Rule." The students' joints - elbows, hips, knees, and ankles - should rest comfortably at this angle when their feet are placed flat on the floor. If a chair is too high, a book or short stool under the feet can bring the pelvis, back, and neck into correct alignment for desk work. If children are sitting on their feet, chances are their chairs are too high!

Visual Discrimination

Visual Discrimination Circle the one that is different in each set.



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27

Objectives:

- Recognize things that are alike and different.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Have the students open their books to page 27 and look at the four **tigers** as you ask them the following questions:

1. How many tigers are there? (4)
2. What color are the tigers pants? (blue)
3. What is on the front of the tigers shirt? (happy face)

Have the students look at the four **bicycles** as you ask them the following questions:

1. How many bicycles are there? (4)
2. What color are the bicycles? (pink)
3. Do you have a bicycle? (answers vary)
4. What bicycle has a different color seat? (number 3)

Have the students look at the four **elephants** as you ask them the following questions:

1. How many elephants are there? (4)
2. What color are the elephant's ears? (gray)
3. What color are the elephant's pants? (green)
4. What color are the elephant's shoes? (pink)
5. What color is the elephant's shirt? (purple)

2. Practice

Have the students look carefully at the four tigers. Tell them to use a red crayon to circle the one tiger that is different.

Have the students look carefully at the four bicycles. Tell them to use a blue crayon to circle the one bicycle that is different.

Have the students look carefully at the four elephants. Tell them to use a black crayon to circle the one elephant that is different.

Extended Activity Ask the students to count all the tigers and elephants. Ask them how many tigers and elephants are on the page all together. Call on students to give their answer (8).

Katherine's OT Tip Visual discrimination, simply put, means "paying attention to details." **Visual scanning skills** are critical to this task as we ask students to spot likenesses and differences. Strugglers could benefit from using their index finger to help scan each picture, or they can cover the information below that line to eliminate any distractions. A fun activity that enhances visual scanning skills is "Room For A Spy." One at a time, ask your students to locate an object in the room that you've named. It is important to do this individually as it allows adequate time for strugglers to be successful.

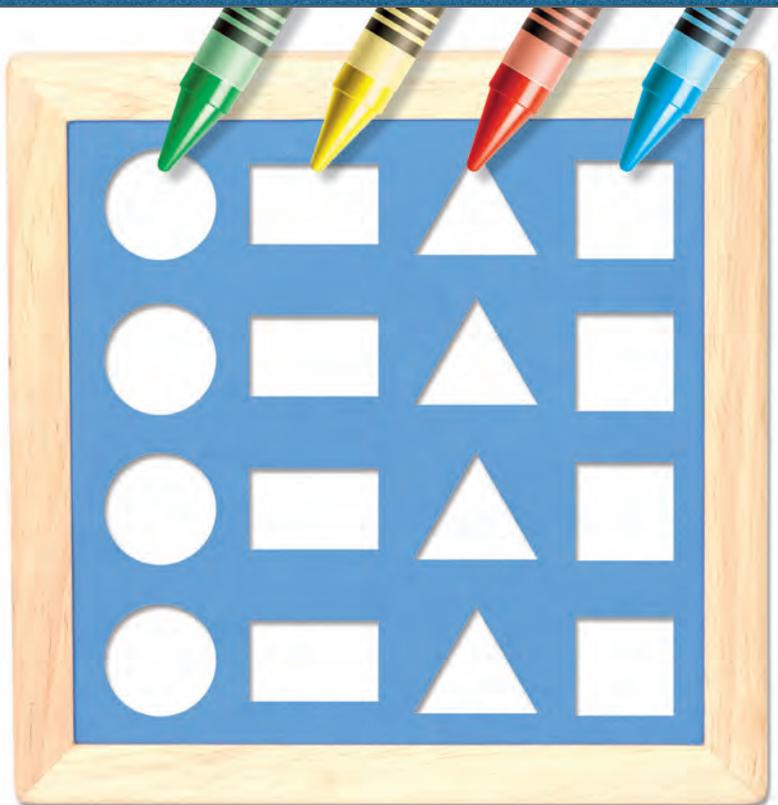
Shapes and Colors

Objectives:

- Recognize a circle, rectangle, triangle, and square by shape.
- Recognize and name the colors green, yellow, red, and blue.
- Color shapes that are alike.

Shapes and Colors

Count the shapes.
Color the circles green.
Color the rectangles yellow.
Color the triangles red.
Color the squares blue.



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1. Model & Discuss

Have the students open their books to page 28. Ask them look carefully at the four shapes on the left side of the page and ask the following questions:

1. What color is the first shape? (green)
2. What color is the second shape? (yellow)
3. What color is the third shape? (red)
4. What color is the last shape? (blue)
5. What is the green shape called? (circle)
6. What is the name of the yellow shape? (rectangle)
7. What is the red shape called? (triangle)
8. What is the name of the blue shape? (square)
9. What color is the first crayon? (green)
10. What color is the third crayon? (red)
11. How many circles are on the page? (5)
12. How is a square different from a rectangle? (a square has four equal sides)

2. Practice

Ask the students to count all the shapes on page 28 (20 shapes). Have them color the four white circles green. Have them color the four white rectangles yellow.

low. Have them color the four white triangles red. Have them color the four white squares blue.

Self-Evaluate Tell the students to look at the four circles they colored green and use a black crayon to circle the one they colored the best. Have the students do the same for the rectangles, triangles, and squares they colored.

For extra practice using circles, rectangles, triangles, and squares use Worksheet 28 below.

Worksheet 28

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip As children begin to develop the fine motor muscles used to color within the lines, it is important to provide them with ample opportunities to hone their **eye-hand coordination skills**. Warm-up activities for coloring and drawing lines could include lacing boards, stringing beads, and small construction toys. It is also fun to play games like "Itsy Bitsy Spider" to add a bit of auditory input to the mix. For strugglers, you can help them color or draw lines as you guide them hand-over-hand.

Letter Recognition

Letter Recognition
Draw a line to the matching letter.



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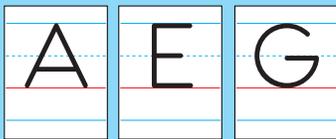
Objectives:

- Recognize the uppercase **A**, **E**, and **G** by sight and name.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase letter **A**, **E**, and **G** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **A**, **E**, and **G** on the chalk ledge or in a place where every student can see them easily.



You can download and print the Alphabet Cards by going to:
upub.net/manuscriptcards.pdf
or purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **A**:

- What is the name of this letter? (uppercase **A**)
- How many slant lines in this letter? (2)
- What other line do you see in this letter? (left-to-right line)

Ask the students the following questions as they look at a model of the letter **E**:

- What is the name of this letter? (uppercase **E**)
- How many left-to-right lines in this letter? (3)
- How many top-to-bottom lines in this letter? (1)

Ask the students the following questions as they look

at a model of the letter **G**:

- What is the name of this letter? (uppercase **G**)
- How many circle lines in this letter? (1)
- What other lines do you see in this letter? (right-to-left line)

2. Practice

Students open their books to page 29. Tell them to look at the first letter in the purple box. Ask them to name the letter (uppercase **A**). Tell them to draw a line to the matching letter.

Tell them to look at the second letter in the purple box. Ask them to name the letter (uppercase **E**). Tell them to draw a line to the matching letter.

Tell them to look at the third letter in the purple box. Ask them to name the letter (uppercase **G**). Tell them to draw a line to the matching letter.

Katherine's OT Tip Drawing lines for matching is the beginning step for efficient pencil control in the future as it demands steady **eye-hand coordination**. A fun way to build these skills is to introduce your students to "Sand Paper Tracing." Place a sheet of paper over fine sand paper of equal size. Have the students trace their lines or shapes there as a warm-up to their workbook pages. Include sand paper at their writing and art activity centers to reinforce **tactile** input outside of handwriting sessions. I'm sure they will find it to be a fun activity!

Letter Recognition

Objectives:

- Recognize the uppercase **L**, **C**, **P**, and **O** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

Letter Recognition
 Draw a line to the matching letter.







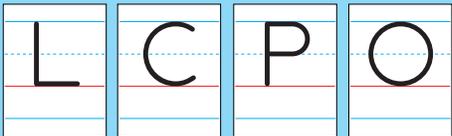




30
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1. Model & Discuss

Write a large uppercase **L**, **C**, **P**, and **O** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **L**, **C**, **P**, and **O** on the chalk ledge or in a place where every student can see them easily.



You can download and print a free set of these cards at: upub.net/manuscriptcards.pdf or purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **L**:

- What is the name of this letter? (uppercase L)
- How many top-to-bottom lines in this letter? (1)
- What other line do you see in this letter? (left-to-right line)

Ask the following questions for the letter **C**:

- What is the name of this letter? (uppercase C)
- What kind of line makes this letter? (curve line)

Ask the following questions for the letter **P**:

- What is the name of this letter? (uppercase P)
- How many top-to-bottom lines in this letter? (1)

- What other lines do you see in this letter? (left-to-right, curve down, and right-to-left)

Ask the following questions for the letter **O**:

- What is the name of this letter? (uppercase O)
- What kind of line makes this letter? (circle)

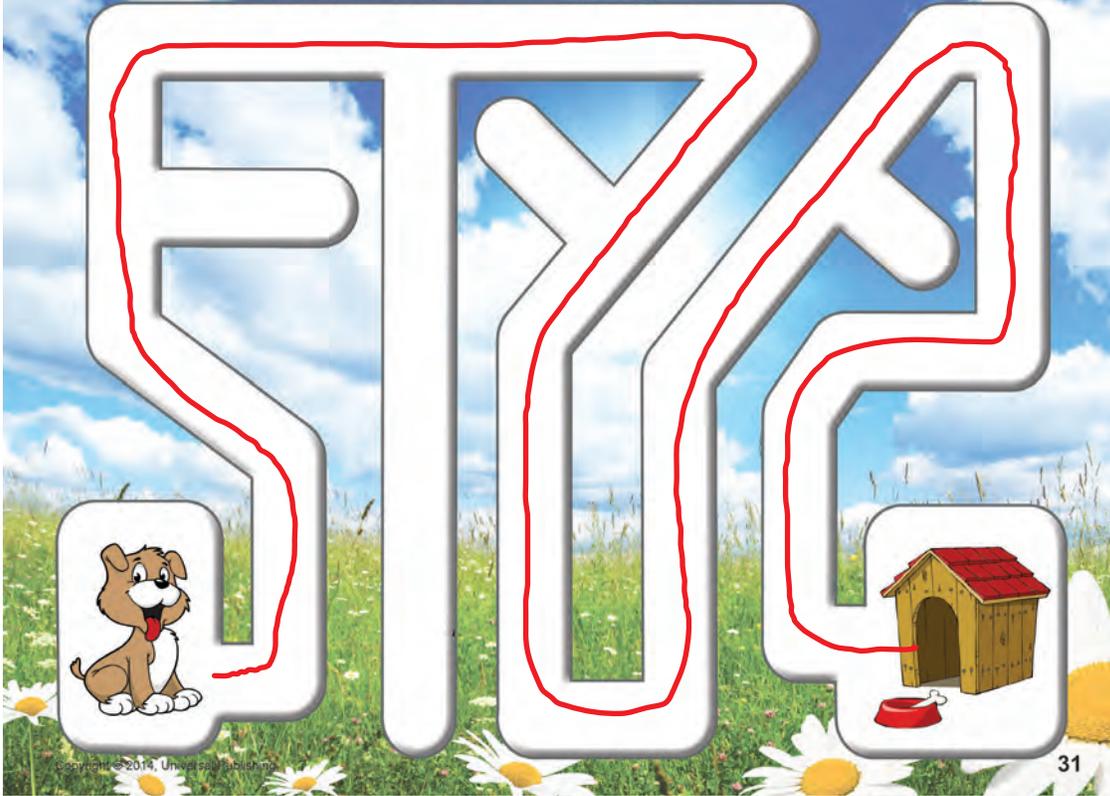
2. Practice

Students open their books to page 30. Tell them to look at the first letter on the left. Ask them to name the letter (uppercase **L**). Tell them to draw a line to the matching letter in the blue box on the right.

Tell them to look at the second letter. Ask them to name the letter (uppercase **C**). Tell them to draw a line to the matching letter on the right.

Repeat the same for the uppercase letters **P** and **O**.

Katherine's OT Tip A fun way to practice drawing lines is to erase them! Have your students use small erasers to "wash away" the models you have drawn for them on their paper. Small erasers position the fingers appropriately to aid in the development of a tripod grasp. The **tactile feedback** offered through erasing can assist young learners in developing correct **motor movement patterns**. This is also the perfect opportunity for you to remind students that all eraser dust must be pushed away to clear the spot for efficient handwriting!



Eye-Hand Coordination

Objectives:

- Develop eye-hand coordination.
- Determine the correct path.

1. Discuss

Have the students to open their books to page 31 and look at the maze.

Ask the students the following questions:

1. Where is the dog going? (to the bone or doghouse)
2. What color is the dog? (brown)
3. Does the dog look happy? (yes)
4. Do you have a dog? (answers vary)
5. What is in the dog dish? (a bone)
6. What color is the dog dish? (red)
7. What color is the dog house? (brown)
8. What color is the roof of the dog house? (red)
9. How many big white flowers do you see? (6)
10. What kind of flowers are they? (daisies)

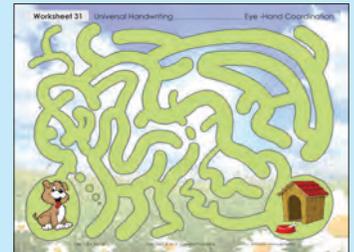
2. Practice

Have the students use their finger to trace the path from the dog to the dog house. Remind them to glance ahead to avoid any wrong paths. Now have them use a green crayon to draw the correct path to the dog house.

Extended Activity

If you want to challenge your students, use Worksheet 31. This worksheet is a much harder version of the maze in the student book.

Worksheet 31
You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip Efficient **visual motor skills** are key facets for the completion of mazes and word find activities. At this age, your students' **visual skills** are continuing to mature and students would benefit from activities that offer them opportunities to use these skills in both fine and gross motor tasks. Weaving construction paper placemats and cutting along a highlighted 1/2" line are great for fine motor vision skills. Both balloon toss and rolling or jumping toward a target will work the distance vision skills needed for copying from the board.

Letter Recognition

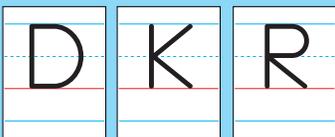
Objectives:

- Recognize the uppercase **D**, **K**, and **R** by sight and name.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase letter **D**, **K**, and **R** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **D**, **K**, and **R** on the chalk ledge or in a place where every student can see them easily.



Download and print the Alphabet Cards by going to:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the letter **D**:

- What is the name of this letter? (uppercase D)
- How many top-to-bottom lines in this letter? (1)
- How many curve lines in this letter? (1)

Ask the students the following questions as they look at a model of the letter **K**:

- What is the name of this letter? (uppercase K)
- How many slant lines are in this letter? (2)

Ask the students the following questions as they look at a model of the letter **R**:

- What is the name of this letter? (uppercase R)
- What other letter do you see in this letter? (P)

Letter Recognition

Circle the matching letter in each set.

D



G

I

Y

D

K



L

K

N

P

R



S

V

R

D

32

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2. Practice

Students open their books to page 32. Tell them to look at the first letter. Ask them to name the letter (uppercase **D**). Tell them to look at the other letters in the green box and circle the one letter that matches.

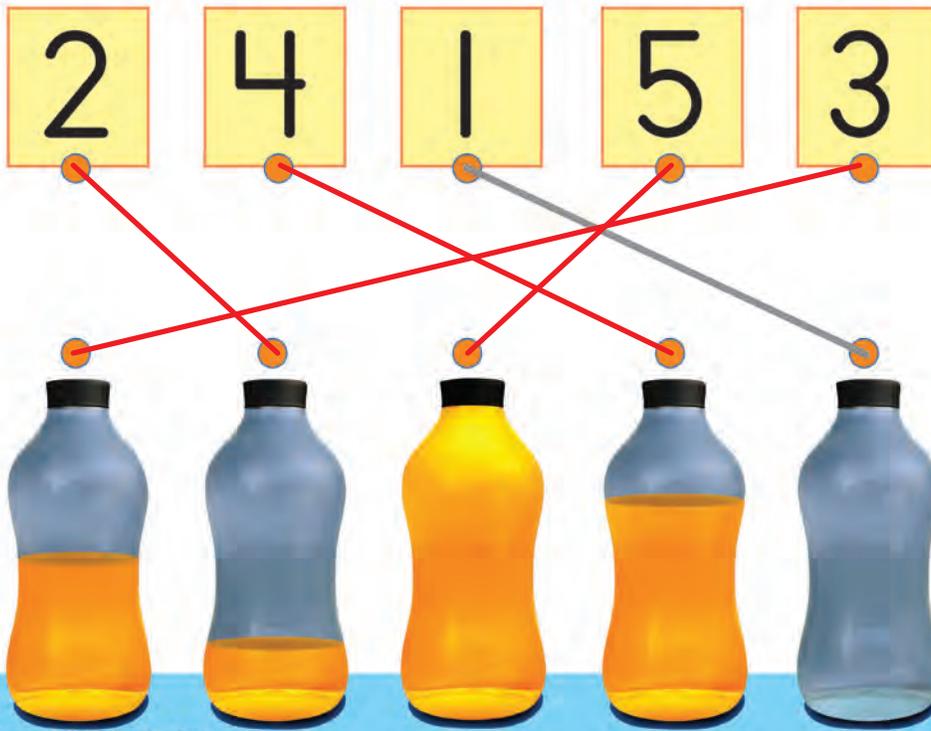
Tell them to look at the second letter. Ask them to name the letter (uppercase **K**). Tell them to look at the other letters in the yellow box and circle the one letter that matches.

Tell them to look at the third letter. Ask them to name the letter (uppercase **R**). Tell them to look at the other letters in the blue box and circle the one letter that matches.

Extended Activity Tell the students to look at the letters in the green box again and put an X on the uppercase Y. In the yellow box put an X on the uppercase L. In the blue box put an X on the uppercase V.

Katherine's OT Tip Students may struggle with recalling letters they have previously learned. A quick review can be easy if your classroom is equipped with a "See It and Say It Jar." After each practice session, add that letter to the jar. Once a day, have a student pull one out and ask the class to "see" the letter by closing their eyes and thinking about it. **Visualization** is a key element in automatic letter recall. Then ask them to "say" it out loud. This strategy engages the visual and auditory learning styles!

Sequencing Draw a line from each numeral to the correct bottle. 1 is the empty bottle. 5 is the full bottle.



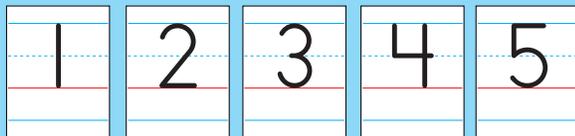
Objectives:

- Recognize the numerals 1 through 5.
- Match numerals to correct order of events.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write large numerals 1, 2, 3, 4, and 5 on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals 1, 2, 3, 4, and 5 on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a models of the numerals 1, 2, 3, 4, and 5:

1. What numeral is just one straight line? (1)
2. What two numerals have the same top? (2 and 3)
3. What three numerals have a curve line in them? (2, 3, and 5)
4. What numeral tells how many fingers we have? (5)
5. What numeral tells how many eyes we have? (2)
6. How many lines in the numeral 4? (3)
7. What numeral tells how many legs a dog has? (4)
8. What numeral tells how old you are? (answers vary)

2. Practice

Have the students open their books to page 33. Tell them to look at the bottles of orange juice. Ask them the following questions as they look at page 33:

1. Are any of the bottles full? (yes)
2. Which bottle is full? (middle one or bottle 3)
3. Which bottle is empty? (last one)
4. Which bottle is half full? (first one)

Tell the students the numeral 1 represents the empty bottle and the numeral 5 represents the full bottle.

Have them draw a line from each numeral to the correct bottle. The numeral 1 is done for them.

Katherine's OT Tip During these early learning years, children are continuing to build their **fine motor dexterity**. Their fingers and hands are not yet equipped to spend sustained amounts of time on fine motor activities. It is easy to enhance your students' dexterity and strength for coloring and for drawing lines by including small bits of chalk and crayons at their activity centers. These will encourage the development of an efficient grasping pattern by positioning the thumb, index, and middle finger correctly and by building their strength at the same time.

Numerals Recognition

Objectives:

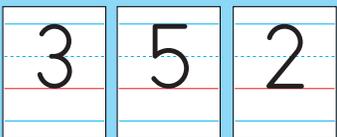
- Recognize the numerals **3**, **5**, and **2** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write large numerals **3**, **5**, and **2** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **3**, **5**, and **2** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a model of the numeral **3**:

- What is the name of this numeral? (three)
- How many curve lines in this numeral? (2)

Ask the students the following questions as they look at a model of the numeral **5**:

- What is the name of this numeral? (five)
- How many top-to-bottom lines in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **2**:

- What is the name of this numeral? (two)
- How many left-to-right lines in this numeral? (1)
- How many slant lines in this numeral? (1)

Numerals Recognition

Circle the matching numeral in each set.

34

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2. Practice

Students open their books to page 34. Tell them to look at the first numeral. Ask them to name the numeral (three). Tell them to look at the other numerals in the yellow box and circle the one numeral that matches.

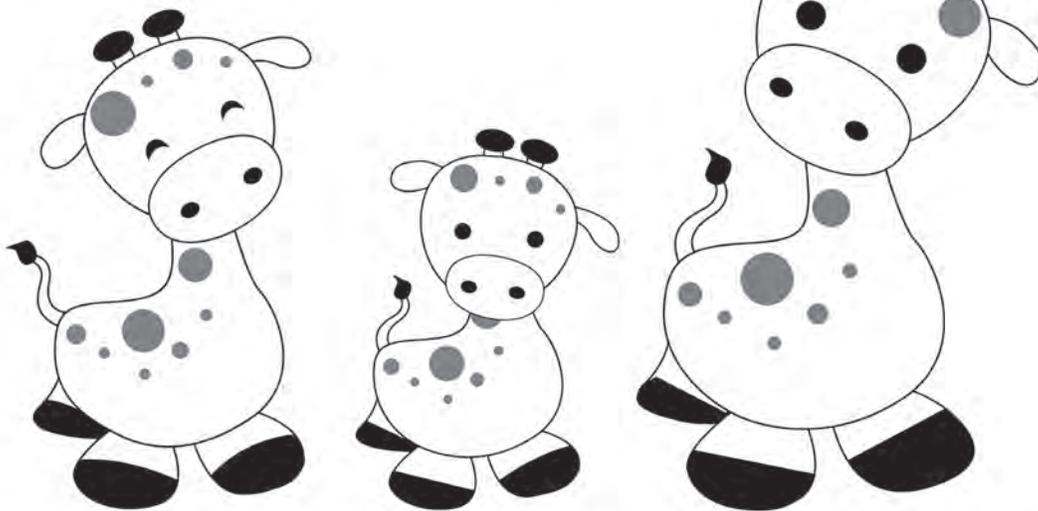
Tell them to look at the second numeral. Ask them to name the numeral (five). Tell them to look at the other numerals in the blue box and circle the one numeral that matches.

Tell them to look at the third numeral. Ask them to name the numeral (two). Tell them to look at the other numerals in the green box and circle the one numeral that matches.

Katherine's OT Tip Your young students are mastering many fine-motor skills in your classroom and many of those skill activities can work to strengthen pencil grasping muscles at the same time. Scissor skills work to develop finger flexibility, strength, and the **two sides of the hand**. Art activities using a one-hole punch build strength in the arches of the hand. Clay, sand, finger paints, and shaving cream enhance **tactile awareness** and a grasp that is neither too loose nor too tight. Struggling students can be guided toward the activity centers that will help them build the skills they need for handwriting.

Size Relationship and Color

Color the tallest giraffe blue.
Color the shortest giraffe red.
Color the middle-size giraffe green.



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35

Size Relationship and Color

Objectives:

- Identify and understand tall, short, and middle-size.
- Identify colors blue, red, and green.

1. Model & Discuss

Have the students open their books to page 35. Have them look carefully at the three giraffes on the page as you ask the the following questions:

1. How many giraffes are there? (3)
2. Are the giraffes the same size? (no)
3. Which giraffe is the tallest? (the last one)
4. Which giraffe is the shortest? (middle one)
5. Which giraffe is middle-sized? (first one)
6. How many crayons do you see? (3)
7. What color is the last crayon? (green)
8. What color is the first crayon? (blue)
9. What color is the middle crayon? (red)

2. Practice

Ask the students to color the tallest giraffe blue. Have them color the shortest giraffe red. Have them color the middle-sized giraffe green.

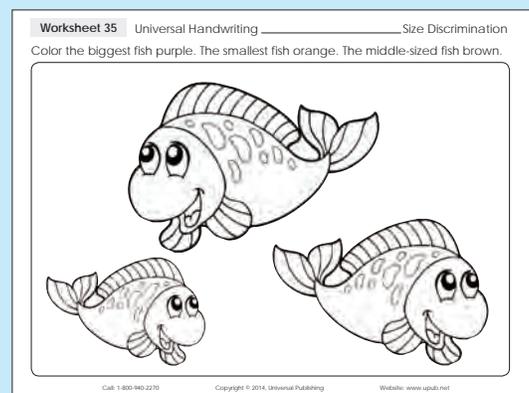
Self-Evaluate Tell the students to look at the three giraffes and use a black crayon to circle the one they colored the best.

Extra Practice

Print a copy of Worksheet 35 for each student.

Worksheet 35

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip Size and relationship are important concepts when students begin to learn handwriting strokes. These skills rely heavily on **visual-spatial skills** to guide students' perception of letter size and placement on a line. Excellent warm-up activities to today's lesson that provide visual and tactile input could be copying simple building block designs, construction activities using various sized pieces, and simple puzzles. Obstacle courses are wonderful gross motor movement opportunities to enhance students' awareness of space and size.

Letter Recognition

Objectives:

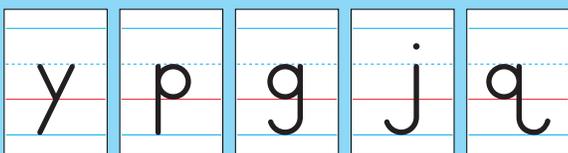
- Recognize the lowercase **y**, **p**, **g**, **j**, and **q** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large lowercase **y**, **p**, **g**, **j**, and **q** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **y**, **p**, **g**, **j** and **q** on the chalk ledge or in a place where every student can see them easily.



You can download and print the Alphabet Cards by going to: upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the letter **y**:

- What is the name of this letter? (lowercase y)
- How many slant lines in this letter? (2)

Ask the students the following questions as they look at a model of the letter **p**:

- What is the name of this letter? (lowercase p)
- Is there a circle in this letter? (yes)

Ask the students the following questions as they look at a model of the letter **g**:

- What is the name of this letter? (lowercase g)
- Do you see any other letters in the **g**?
(lowercase a, o, c)

Letter Recognition Draw a line to the matching letter.

Ask the students the following questions as they look at a model of the letter **j**:

- What is the name of this letter? (lowercase j)
- Is there a curve line in this letter? (yes)

Ask the students the following questions as they look at a model of the letter **q**:

- What is the name of this letter? (lowercase q)
- Is the tail of the **q** different than the **g** and **j**?
(yes, it curves right)

2. Practice

Have the students open their books to page 36. Tell them to look at the letters **y**, **p**, **g**, **j**, and **q** in the purple boxes at the top of the page. Have them draw a line from each letter at the top of the page to the matching letter at the bottom of the page.

Katherine's OT Tip Time for Boot Camp! Poor sitting posture can result in slouching or leaning on the desk. These positions place the head and eyes in an inefficient position for fine-motor work. Before today's session, have your students stand up and stretch their arms up to the ceiling and then reach down to touch their toes. As they stretch upward, ask them to think about how straight their back feels. Repeat this in slow, smooth movements to help lengthen students' back muscles and to enhance their awareness of a straight and strong back. This will help to keep their heads up and it feels good, too!

Numeral Recognition

Draw a line to the matching numeral.

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37

Numeral Recognition

Objectives:

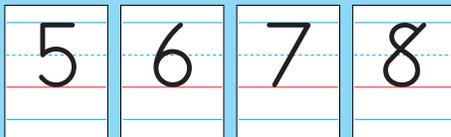
- Recognize the numerals **5, 6, 7,** and **8** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write large numerals **5, 6, 7,** and **8** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **5, 6, 7,** and **8** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the numeral **5**:

- What is the name of this numeral? (five)
- How many top-to-bottom lines in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **6**:

- What is the name of this numeral? (six)
- How many circles in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **7**:

- What is the name of this numeral? (seven)

- How many left-to-right lines in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **8**:

- What is the name of this numeral? (eight)
- How many slant lines in this numeral? (1)

2. Practice

Have the students open their books to page 37. Tell them to look at the numeral 6 at the top left side of the page. Tell them to draw a line to the matching numeral 6 in the green box on the right. Then have them draw a line from each remaining numeral on the left side of the page to the matching numeral on the right side of the page.

Katherine's OT Tip At this age, your students' pencil control skills are emerging, so students could use some help with activities that build the **two sides of the hand** and also the small muscles of the wrists and fingers. Scissor activities are excellent for doing just that. Cutting straws into pieces for threading pipe cleaners or construction paper for creating a collage build muscles and **eye-hand coordination**. If you find that students continue to struggle with age-appropriate skills in these areas, it would be wise to notify their parents so they can consult with a pediatrician.

Eye-Hand Coordination

Objectives:

- Develop eye-hand coordination.
- Determine the correct path.



1. Discuss

Have the students to open their books to page 38 and look at the maze.

Ask the students the following questions:

1. Where is the fish going? (to the coral reef)
2. Why do fish like the coral reef? (it protects them from the bigger fish that may harm them)
3. What color is the fish? (yellow, red, and orange)
4. What color are the fish's eyes? (green)
5. Do you have a pet fish? (answers vary)
6. Does this fish live in a pond or the ocean? (ocean)
7. How do we know this is the ocean? (coral only grows in the ocean, not in ponds)
8. What do fish like to eat? (answers vary)
9. Did you ever go fishing? (answers vary)
10. What colors do you see at the bottom of page 38? (red, orange, yellow, blue, green, purple, brown)

2. Practice

Have the students use their finger to trace the path from the fish to the coral reef. Remind them to glance ahead to avoid any wrong paths. Now have them use a black crayon to draw the correct path from the fish to the coral reef.

Extended Activity

If you want to challenge your students, use Worksheet 38. This worksheet is a much harder version of the maze in the student book.

Worksheet 38

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Katherine's OT Tip Mazes are excellent activities for enhancing **visual motor skills**. This task, however, requires students to look ahead to scan the page and track their future movements. Students who struggle with **visual scanning** and **tracking skills** will often stop repeatedly to find their place or continue to "go down the wrong road" over and over. These actions lessen the visual motor benefits and increase frustration for the students. You can assist strugglers initially by highlighting the correct path on the maze, then reducing the amount of highlighting on the path as they begin to master the skill.

Numeral Recognition

Numeral Recognition
Draw a line to the matching numeral.

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Objectives:

- Recognize the numerals **3, 4, 5, 6,** and **9** by sight and name.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write large numerals **3, 4, 5, 6,** and **9** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **3, 4, 5, 6,** and **9** on the chalk ledge or in a place where every student can see them easily.



You can download and print the Alphabet Cards at:
upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the numeral **3**:

- What is the name of this numeral? (three)
- How many curve lines are in this numeral? (2)

Ask the students the following questions as they look at a model of the numeral **4**:

- What is the name of this numeral? (four)
- How many lines are in this numeral? (3)

Ask the students the following questions as they look at a model of the numeral **5**:

- What is the name of this numeral? (five)
- How many top-to-bottom lines in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **6**:

- What is the name of this numeral? (six)
- How many curve lines are in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **9**:

- What is the name of this numeral? (nine)
- How many circles are in the numeral 9? (1)

2. Practice

Students open their books to page 39. Tell them to look at the numeral **3** on the top left side of the page. Tell them to draw a line to the matching numeral **3** in the purple box on the right. Have them draw a line from each numeral on the left side of the page to the matching numeral on the right side of the page.

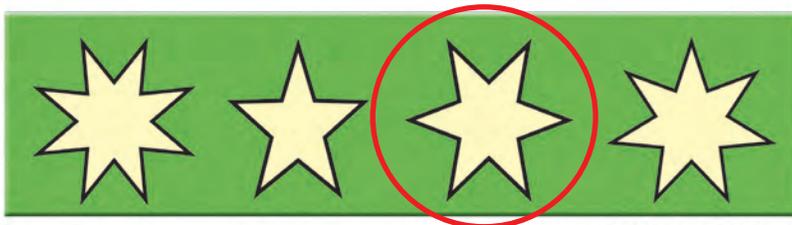
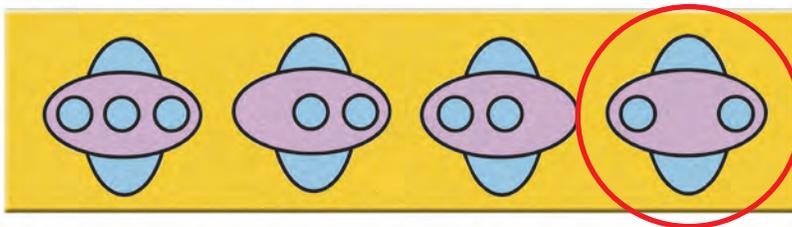
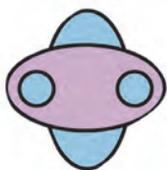
Katherine's OT Tip Letter and numeral recognition skills depend upon efficient **visual memory skills**. The collection, storage, and recollection of information for the quick recall of letter and numeral formations lays the foundation for handwriting mastery. Kinesthetic learners can benefit from "The Touch and Say Game." Cut out various sizes of letters and numbers from sandpaper, felt, or colorful, heavy cardboard. As warm-ups or extra practice, have students reach in a box, pull one of the cut-outs out, and call out its name. You can help students describe it to enhance auditory learning, such as by saying, "An uppercase A has 3 lines."

Visual Discrimination

Objectives:

- Matching shapes that are alike.
- Recognize things that are alike and different.

Visual Discrimination Circle the matching picture in each set.



40

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1. Model & Discuss

Ask the students to open their books to page 40. Have them look carefully at the first shape. Call on students to describe the shape. Ask them how many circles are in the shape (2). What other kind of lines are in this shape (curve lines). Ask the students what they think the shape looks like.

Have them look at the second shape. Call on students to describe the shape. Ask them how many top-to-bottom lines are in the shape (2). Ask them what other kind of lines are in this shape (left-to-right lines). Ask the students what they think the shape looks like.

Have them look at the last shape at the bottom of the page. Call on students to describe the shape (six-pointed star). Ask them how many points are in this shape (6). How many slant lines are in the shape (12). Ask the students what they think the shape looks like.

2. Practice

Ask the students to look at the first shape again. Have them look at the four shapes in the yellow box and circle the one that matches.

Ask the students to look at the next shape. Have them look at the four shapes in the blue box and circle the one that matches.

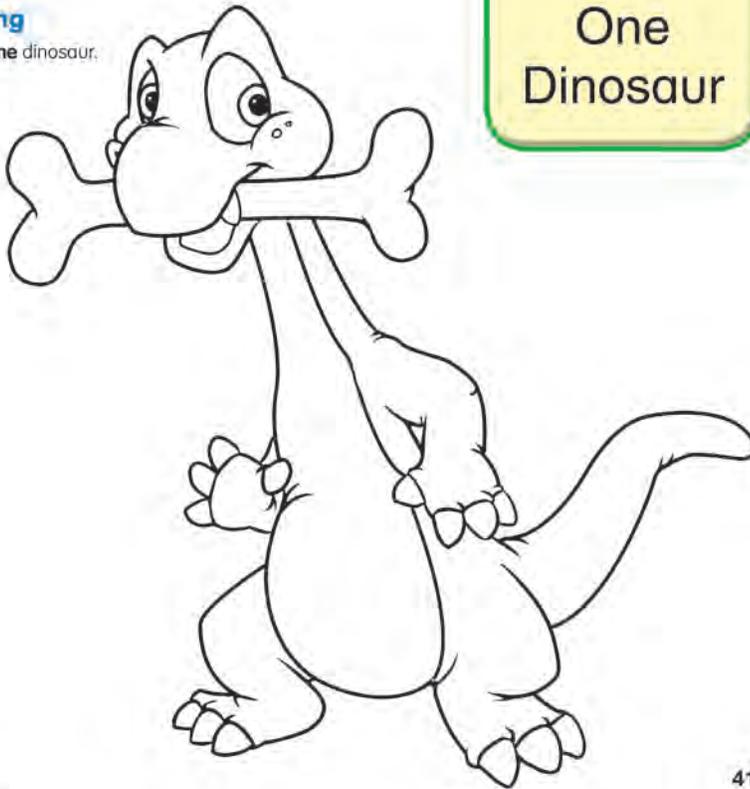
Ask the students to look at the last shape again. Have them look at the four shapes in the green box and circle the one that matches.

Extended Activity Tell the students to look at the four shapes in the yellow box at the top of the page again and put an X on the one that has three circles in it. Now look at the four shapes in the blue box and put an X on the one that has a dark blue square on the top center. Finally, have the students look at the four shapes in the green box at the bottom of the page and put an X on the star shape.

Katherine's OT Tip Drawing is a developmental skill that begins with the first mark that children put on paper. As their visual and fine motor skills mature, they progress toward scribbling and drawing simple representations of people or objects in their world. Drawing is a fun way to help build students' **visual discrimination skills** as they strive to learn their shapes, letters, and numbers. Draw a simple picture on the board and ask them to copy it at their desks. Ask students to "edit" their work by comparing it to yours. For strugglers, draw the picture on their paper and have them reproduce it there.

Numerals and Counting

Color the numeral 1. Color the **one** dinosaur.



One
Dinosaur

Numerals and Counting

Objectives:

- Recognize the numeral **1** by sight and name.
- Count **one** dinosaur.

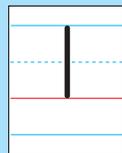
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41

1. Model & Discuss

Write a large numeral 1 on the board or use the Manuscript Alphabet Card to model the numeral 1.

You can download and print the Manuscript Alphabet Cards at:
upub.net/manuscriptcards.pdf



Have the students open their books to page 41. Have them look carefully at the big numeral 1 and the one dinosaur as you ask them the following questions:

1. How many lines are in the numeral 1? (1)
2. What kind of line makes the numeral 1? (top to bottom)
3. What does the dinosaur have in his mouth? (bone)
4. How many dinosaurs are there? (1)
5. How many bones in the dinosaur's mouth? (1)
6. How many teeth do you see? (1)
7. How many tails does the dinosaur have? (1)
8. Did you ever see a dinosaur? (answers vary)
9. Where did you see a dinosaur? (answers vary)
10. What color are you going to make your dinosaur?

2. Practice

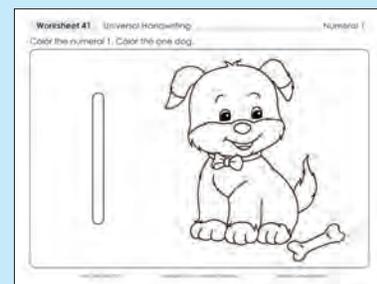
Have the students color the numeral 1 and then color the dinosaur.

Extended Activity

Use **Worksheet 41** to give your students more practice with coloring and counting.

Worksheet 41

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf

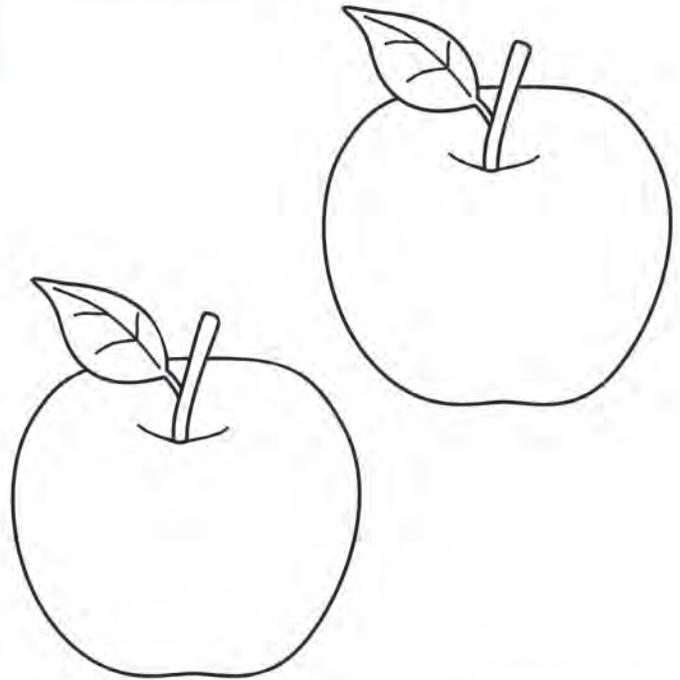
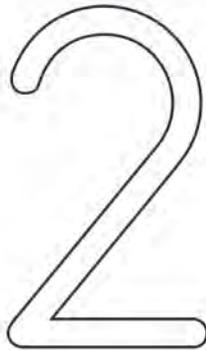


Katherine's OT Tip Warm-up exercises are a good idea with any physical routine. Pre-handwriting activities are physical tasks because they work the muscles of the eyes, as well as the shoulder, wrist, hand, and fingers. It is important to prepare little ones for the fine-motor work ahead by getting these muscles engaged before the task begins. A fun way to engage the shoulder muscles is by playing the "I Don't Know Game." Someone asks a silly question and everybody shrugs their shoulders and say "I don't know!" This is sure to bring giggles to your handwriting session.

Numerals and Counting

Two Apples

Numerals and Counting Color the numeral 2. Color the two apples.



42

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Objectives:

- Recognize the numeral 2 by sight and name.
- Count **two** apples.

1. Model & Discuss

Write a large numeral 2 on the board or use the Manuscript Alphabet Card to model the numeral 2.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.



Have the students open their books to page 42. Have them look carefully at the big numeral 2 and the two apples as you ask them the following questions:

1. Is there a slant line in the numeral 2? (yes)
2. Is there a curve line in the numeral 2? (yes)
3. Do you like apples? (answers vary)
4. How many leaves are on each apple? (1)
5. What color are apples? (answers vary)
6. Are apples good for you? (yes)
7. How many leaves do you see? (2)
8. How many apples do you see? (2)
9. Are the apples the same size? (no)
10. What can you make with apples? (answers vary)

2. Practice

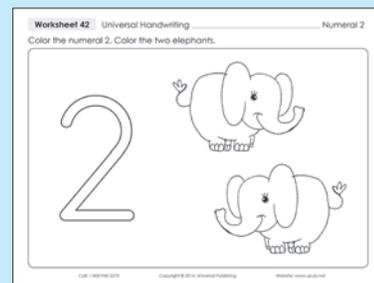
Have the students color the numeral 2 and then color the apples.

Extended Activity

Use **Worksheet 42** to give your students more practice with coloring and counting.

Worksheet 42

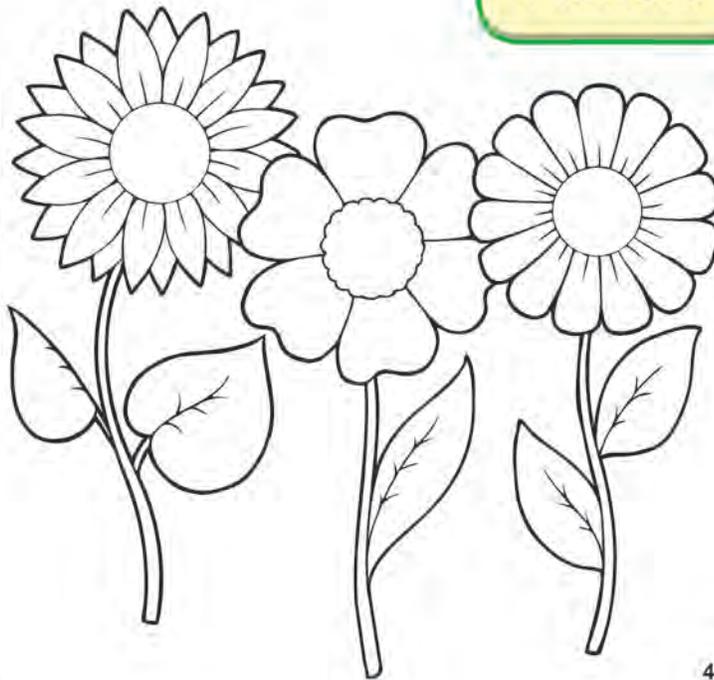
You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Katherine's OT Tip As your students master their crayon control skills, they are developing the arches of their hands. These arches help them to scoop with their fingers into their palms, pinch with their thumbs and fingers, and roll items in their palms with their fingers. They also allow them to grasp objects of different sizes with the appropriate force for the task. Fun activities to help students to build the muscles that control these arches are rolling clay into balls that fit into their palms, scooping sand with their hands into a pail, and transferring small objects with tongs and tweezers.

Three Flowers

Numerals and Counting



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43

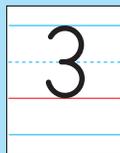
Objectives:

- Recognize the numeral **3** by sight and name.
- Count **three** flowers.

1. Model & Discuss

Write a large numeral **3** on the board or use the Manuscript Alphabet Card to model the numeral **3**.

You can download and print the Manuscript Alphabet Cards at:
upub.net/manuscriptcards.pdf



2. Practice

Have the students color the numeral **3** and then color the three flowers.

Extended Activity

Use **Worksheet 43** to give your students more practice with coloring and counting.

Worksheet 43

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Have the students open their books to page 43. Have them look carefully at the big numeral **3** and the three flowers as you ask them the following questions:

1. How many lines are in the numeral **3**? (2)
2. What kind of lines make the numeral **3**? (curve lines)
3. What are the three drawings showing? (flowers)
4. How many flowers are there? (3)
5. How many leaves on the first flower? (2)
6. How many leaves on all the flowers all together? (5)
7. How many flowers have a circle in the middle? (3)
8. What kind of flowers are they? (answers vary)
9. Which flower is the tallest? (first one)
10. Which flower has one leaf? (middle one)

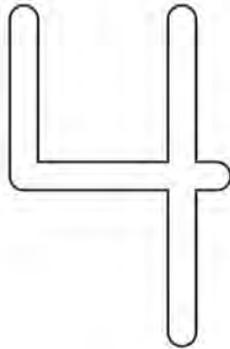
Katherine's OT Tip Shoulder and arm strength are two important foundations for the development of future handwriting skills. At this stage, it is important to help students build the muscles in these areas to avoid poor postural habits and diminished fine motor skills. Crawling, climbing, pushing, and pulling are the best gross motor activities for addressing these needs. However, in the classroom, offering students plenty of opportunities to work on a vertical surface will assist them, as well. An activity placed slightly above their shoulder level will allow for efficient eye and arm movements.

Numerals and Counting

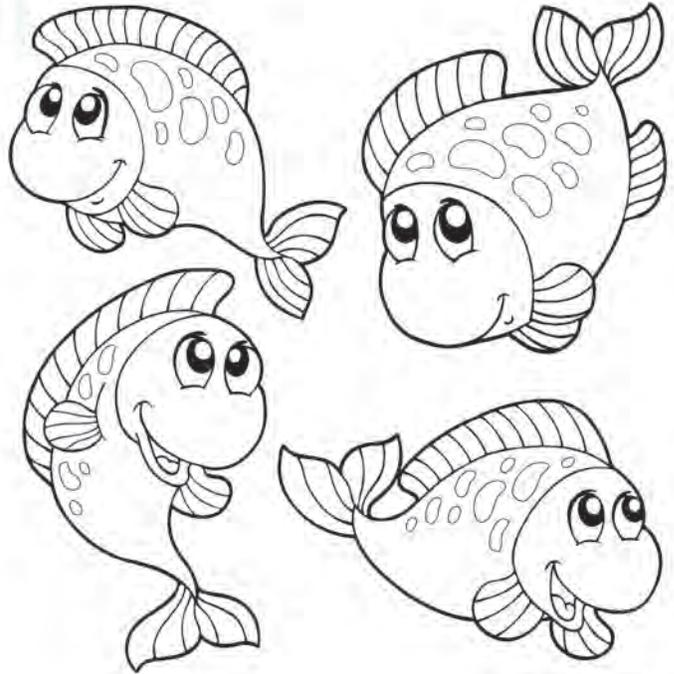
Objectives:

- Recognize the numeral **4** by sight and name.
- Count **four** fish.

Four Fish



Numerals and Counting Color the numeral **4**. Color the **four** fish.



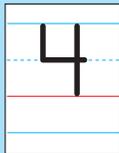
44

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1. Model & Discuss

Write a large numeral **4** on the board or use the Manuscript Alphabet Card to model the numeral **4**.

You can download and print the Manuscript Alphabet Cards at:
upub.net/manuscriptcards.pdf



Have the students open their books to page 44. Have them look carefully at the big numeral **4** and the four fish as you ask them the following questions:

1. Is there a left-to-right line in the numeral **4**? (yes)
2. Is there a circle in the numeral **4**? (no)
3. What two lines in the **4** are alike? (top to bottom)
4. Did you ever catch a fish? (answers vary)
4. How many fish are there on the page? (4)
5. How many fish eyes are there? (8)
6. Do you have any pet fish? (answers vary)
7. Do you know anyone who is 4 years old? (yes/no)
8. Which fish is the smallest? (upper left fish)
9. Do fish like warm or cold water? (answers vary)

2. Practice

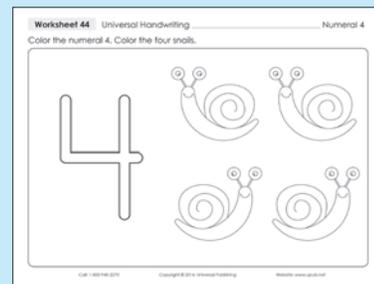
Have the students color the numeral **4** and then color the four fish.

Extended Activity

Use **Worksheet 44** to give your students more practice with coloring and counting.

Worksheet 44

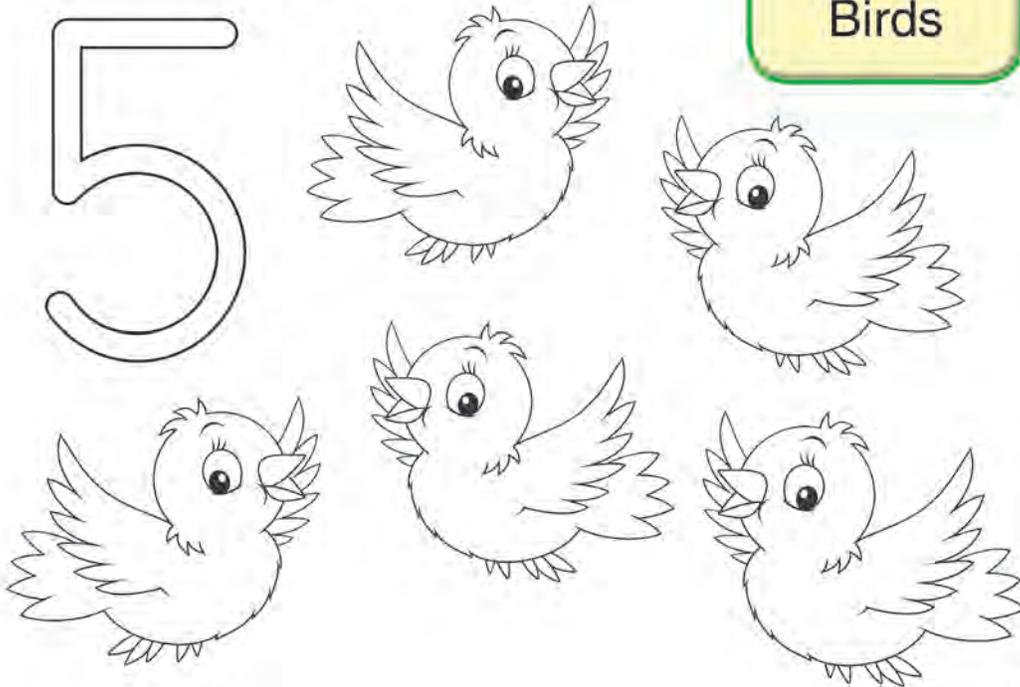
You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip The ability to determine the “just right” amount of pressure to put on a crayon during coloring activities is the first step toward developing efficient pencil skills. For students who seem to push the crayon into the paper, have them create crayon rubbings over sand paper. If they press too hard, they will rip their papers! For those who appear to avoid placing pressure on the crayon, this activity works just as well. Too little pressure results in very light rubbings. In both cases, your students will benefit from the **tactile input** they receive from the sandpaper.

Five Birds

Numerals and Counting



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45

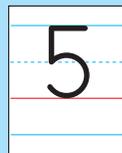
Objectives:

- Recognize the numeral 5 by sight and name.
- Color five birds.

1. Model & Discuss

Write a large numeral 5 on the board or use the Manuscript Alphabet Card to model the numeral 5.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf



2. Practice

Have the students color the numeral 5 and then color the five birds.

Extended Activity

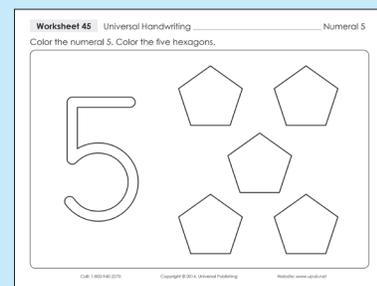
Use **Worksheet 45** to give your students more practice with coloring and counting.

Worksheet 45

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf

Have the students open their books to page 45. Have them look carefully at the big numeral 5 and the five birds as you ask them the following questions:

1. How many different lines are in the numeral 5? (3)
2. What kind of lines make the numeral 5? (top to bottom, curve, and left to right)
3. What kind of animals are on the page? (birds)
4. How many birds are there? (5)
5. How many wings does a bird have? (2)
6. How many bird eyes do you see? (5)
7. How many birds are flying? (5)
8. What kind of birds are they? (answers vary)
9. What is your favorite bird? (answers vary)
10. Do you have a pet bird? (answers vary)



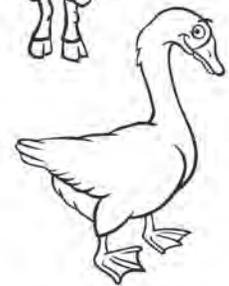
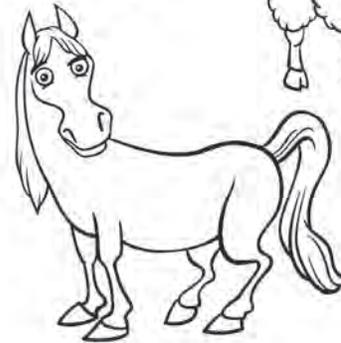
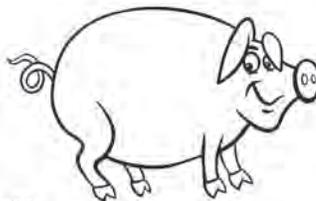
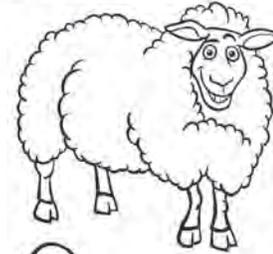
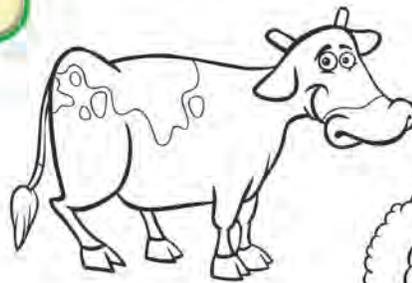
Katherine's OT Tip Time for Boot Camp! Before today's session, ask your students to place the palms of their hands together at chest level. Have them push their hands together with mild resistance and then release. Five or six repetitions of this exercise will get the blood flowing through their arms and hands and limber up their wrists and fingers. This exercise will also enhance shoulder and upper arm strength for future pencil control skills.

Numerals and Counting

Six Animals

Numerals and Counting

Color the numeral 6. Color the six animals.



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Objectives:

- Recognize the numeral 6 by sight and name.
- Count six farm animals.

1. Model & Discuss

Write a large numeral 6 on the board or use the Manuscript Alphabet Card to model the numeral 6.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf



Have the students open their books to page 46. Have them look carefully at the big numeral 6 and the six animals as you ask them the following questions:

1. Is there a circle in the numeral 6? (yes)
2. Is there a curve line in the numeral 6? (yes)
3. What animal is under the numeral 6? (pig)
4. How many animals have four legs? (4)
5. How many animals have two legs? (2)
6. What animals have two legs? (chicken and goose)
7. What animal do cowboys ride? (horse)
8. Which two animals can fly? (goose and chicken)
9. Which animal is the biggest? (horse)
10. What animal do we get milk from? (cow)

2. Practice

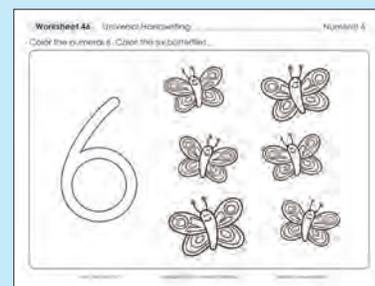
Have the students color the numeral 6 and then color the six animals.

Extended Activity

Use **Worksheet 46** to give your students more practice with coloring and counting.

Worksheet 46

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Katherine's OT Tip As students scan their workbook pages for counting and coloring, they are using the small muscles of their eyes and their **visual tracking skills**. Locating the numeral from amongst the animal pictures requires them to move their eyes smoothly across the page and attend to the relevant details to avoid having to repeat this task over and over before experiencing success. Sorting activities are a great help to students struggling to hone their maturing **visual skills**. Colorful blocks, buttons, or crayons can be sorted by size and color for visual attention. Felt cutouts or stickers will add a tactile component to the mix.

Seven Stars

Numerals and Counting

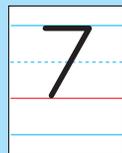
Objectives:

- Recognize the numeral 7 by sight and name.
- Count seven stars.

1. Model & Discuss

Write a large numeral 7 on the board or use the Manuscript Alphabet Card to model the numeral 7.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf



Have the students open their books to page 47. Have them look carefully at the big numeral 7 and the seven stars as you ask them the following questions:

1. How many lines are in the numeral 7? (2)
2. What kind of lines make the numeral 7? (left to right and slant left)
3. How many stars are on the page? (7)
4. How many points on the star? (5)
5. Are all the stars the same size? (no)
6. How many stars do you see in the sky at night? (millions of stars)
7. Where have you seen stars? (answers vary)
8. Which star is the biggest? (one to the right of the 7)
9. Did you ever see a shooting star? (answers vary)

2. Practice

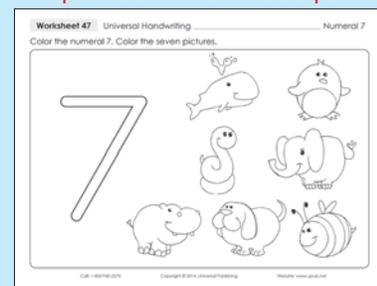
Have the students color the numeral 7 and then color the seven stars.

Extended Activity

Use **Worksheet 47** to give your students more practice with coloring and counting.

Worksheet 47

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf

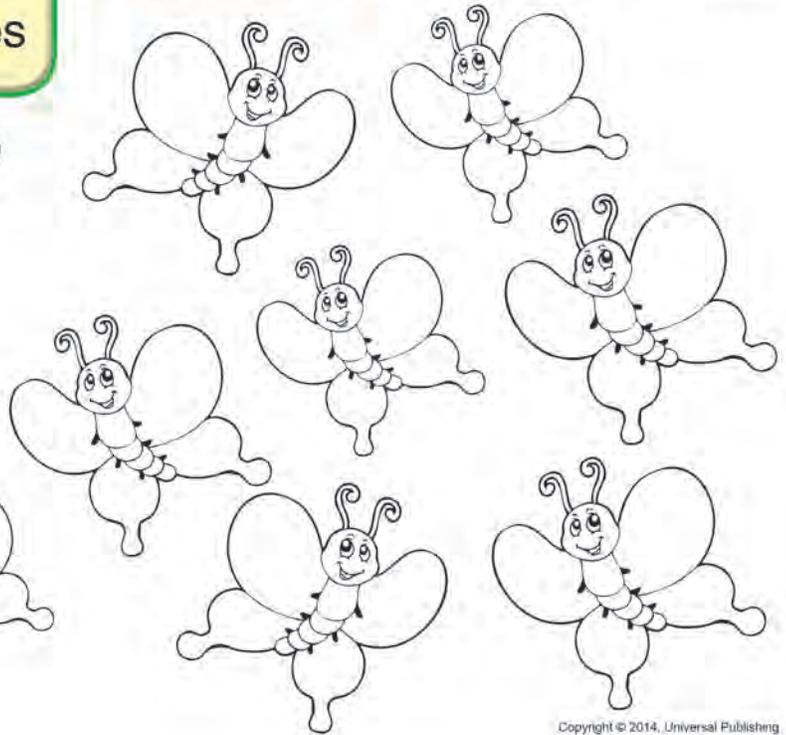
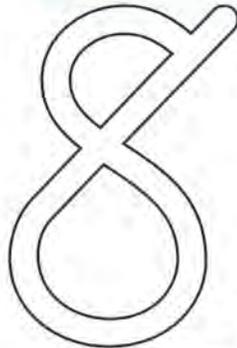


Katherine's OT Tip Coloring asks students to maintain their **visual attention** on the task at hand while filtering out background distractions. On this page, they are required to focus on one star at a time, moving to the next when they feel they've completed that one, and then continuing until they've finished the activity. Students who struggle with visual attention could benefit from warm-up activities such as puzzles, hidden pictures, or bean bag games. For students who continue to struggle with age-appropriate visual tasks, it would be wise to notify the parents so they can consult with a pediatrician.

Numerals and Counting

Eight Butterflies

Numerals and Counting Color the numeral **8**. Color the **eight** butterflies.



48

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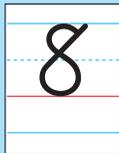
Objectives:

- Recognize the numeral **8** by sight and name.
- Count **eight** butterflies.

1. Model & Discuss

Write a large numeral **8** on the board or use the Manuscript Alphabet Card to model the numeral **8**.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.



Have the students open their books to page 48. Have them look carefully at the big numeral **8** and the eight butterflies as you ask them the following questions:

1. Is there a circle in the numeral **8**? (no)
2. Is there a slant line in the numeral **8**? (yes)
3. Where do butterflies get food? (from flowers)
4. How many wings does a butterfly have? (4)
5. Did you ever see a butterfly? (answers vary)
6. What color is a butterfly? (many different colors)
7. Did you ever catch a butterfly? (answers vary)
8. Do butterflies like cold weather? (no)
9. What letter do you see in the numeral **8**? (S)
10. What numeral comes after **8**? (9)

2. Practice

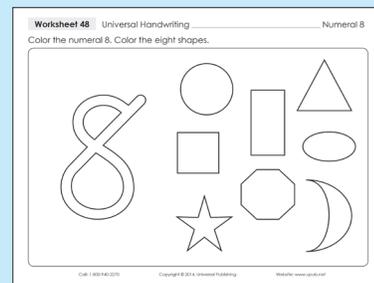
Have the students color the numeral **8** and then color the eight butterflies.

Extended Activity

Use **Worksheet 48** to give your students more practice with coloring and counting.

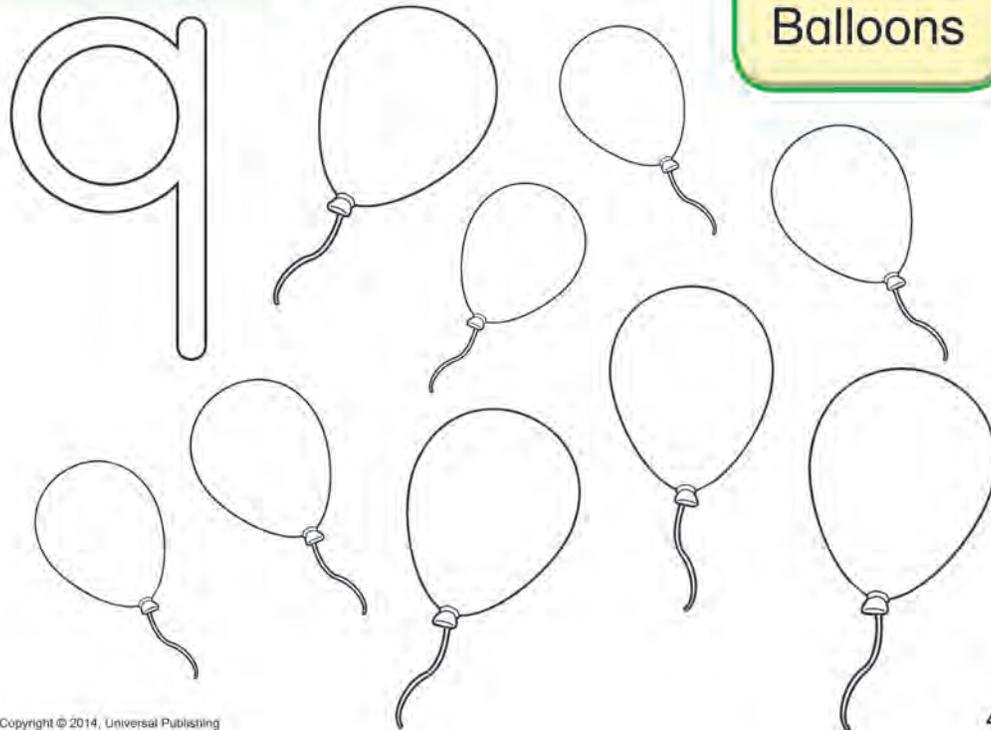
Worksheet 48

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Katherine's OT Tip Some young students will experience hand and finger fatigue with coloring activities. Their small muscles are continuing to get stronger and would benefit from a fun activity to help them along. Provide strugglers with opportunities to explore the fun uses for clothespins. They can transfer pompoms with clothespins, use them to hang their paintings, or clip them together to form a chain. Add upper- and lowercase letters to their shafts and students can match the letters by hooking them together. Letter recognition and finger strength all in one activity!

Nine Balloons



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Numerals and Counting

Objectives:

- Recognize the numeral **9** by sight and name.
- Count **nine** balloons.

1. Model & Discuss

Write a large numeral **9** on the board or use the Manuscript Alphabet Card to model the numeral **9**.

You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.



Have the students open their books to page 49. Have them look carefully at the big numeral **9** and the nine balloons as you ask them the following questions:

1. How many lines are in the numeral **9**? (2)
2. What kind of lines make the numeral **9**? (circle and top to bottom)
3. How many balloons are on the page? (9)
4. How many balloons have strings? (9)
5. Are all the balloons the same size? (no)
6. When do we use balloons? (birthday party)
7. What is your favorite color balloon? (answers vary)
8. Where can you see many balloons? (answers vary)
9. What is inside balloons? (air, helium, water)

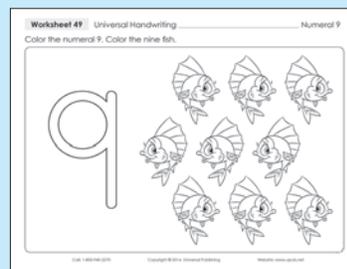
2. Practice

Have the students color the numeral **9** and then color the nine balloons. Tell the students to use different colors

Extended Activity

Use **Worksheet 49** to give your students more practice with coloring and counting.

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Katherine's OT Tip You may find that some of your young learners are continuing to develop their **body awareness skills** and their ability to cross their midline. This will be evident with strugglers as they may often fail to complete one side of their workbook pages. A fun warm-up activity that can enhance body awareness skills is to have them hug themselves! Have them swing their arms wide out to each side and then give themselves a hearty hug. For students who continue to struggle with age-appropriate midline crossing skills, it would be wise to notify parents so they can consult with a pediatrician.

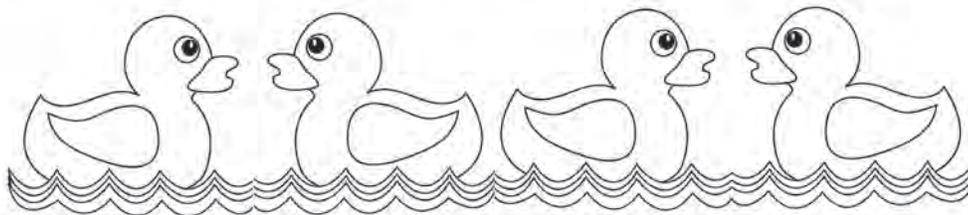
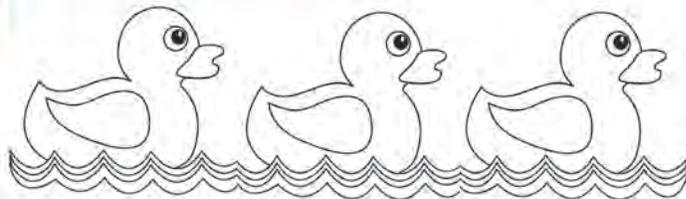
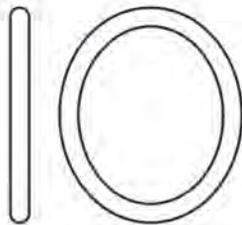
Numerals and Counting

Objectives:

- Recognize the numeral **10** by sight and name.
- Count **ten** ducks.

Ten Ducks

Numerals and Counting Color the numeral **10**. Color the **ten** ducks.



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1. Model & Discuss

Write a large numeral **10** on the board or use the Manuscript Alphabet Card to model the numeral **10**.

You can download and print the Manuscript Alphabet Cards at:
upub.net/manuscriptcards.pdf



Have the students open their books to page 50. Have them look carefully at the big numeral **10** and the ten ducks as you ask them the following questions:

1. Is there a circle in the numeral **10**? (yes)
2. Is there a slant line in the numeral **10**? (no)
3. What animals are swimming in the water? (ducks)
4. How many ducks are on the page? (10)
5. How many rows of ducks are there? (3)
6. How many of the ducks are swimming toward the numeral 10? (5 ducks)
7. Did you ever see a wild duck? (answers vary)
8. How many ducks are swimming toward the next page in your book? (5 ducks)
9. How many fingers do you have? (10)

2. Practice

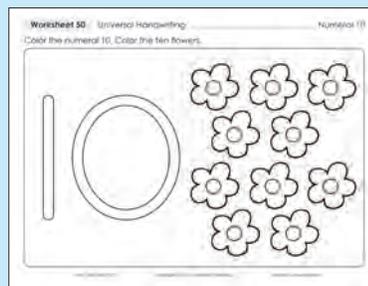
Have the students color the numeral **10** and then color the ten ducks.

Extended Activity

Use **Worksheet 50** to give your students more practice with coloring and counting.

Worksheet 50

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip The perception of our body's left and right is the first step in our ability to recognize those directional concepts on other people or objects. These skills are vital for correct letter formations in the future. As you begin today's lesson, take a moment to ask the students to point out the ducks who are facing left, then right. To assist strugglers during the task, have the class raise their appropriate arm as they make their selections in the workbook. To add a visual learning component, have them color those turning left a different color than those who are swimming right.

Numerals and Counting

Numerals and Counting Draw a line to the correct number of animals.

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Objectives:

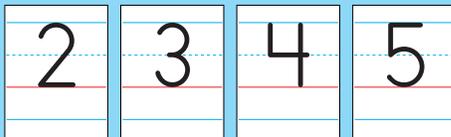
- Recognize the numerals **2, 3, 4,** and **5** by sight and name.
- Count from **two** to **five**.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write large numerals **2, 3, 4,** and **5** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **2, 3, 4,** and **5** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the numeral **2**:

1. What is the name of this numeral? (two)
2. How many curve lines in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **3**:

1. What is the name of this numeral? (three)
2. How many curve lines in this numeral? (2)

Ask the students the following questions as they look at a model of the numeral **4**:

1. What is the name of this numeral? (four)
2. How many lines are in this numeral? (3)

Ask the students the following questions as they look at a model of the numeral **5**:

1. What is the name of this numeral? (five)
2. How many top-to-bottom lines in this numeral? (1)

2. Practice

Students open their books to page 51. Tell them to look at the first numeral. Ask them to name the numeral (two). Have them draw a line from the numeral 2 to the green box that has two animals in it. Repeat this step for the numerals **4, 3,** and **5**.

Katherine's OT Tip Drawing lines for matching activities lays the foundation for efficient pencil control. A fun and inexpensive game to build the small hand and finger muscles needed for this skill is the "Tennis Ball Gobbler." Using old tennis balls (for economy), cut a 3" horizontal slit across each one so that when it is squeezed, it opens like a mouth. Young students will need to use two hands to squeeze as their partners "feed" a bingo chip or coin into the mouth. This activity builds strength in both hands and adds a few giggles to your handwriting warm-ups!

Letter Recognition

Letter Recognition

Circle the matching letter in each set.

d

a

b

d

h

a

n

a

k

c

y

g

s

v

y

Objectives:

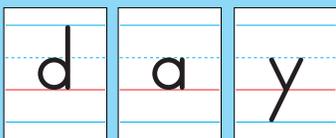
- Recognize the lowercase **d**, **a**, and **y** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large lowercase letter **d**, **a**, and **y** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **d**, **a**, and **y** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the letter **d**:

- What is the name of this letter? (lowercase **d**)
- How many circles in this letter? (1)
- What other line is in this letter? (top-to-bottom line)

Ask the students the following questions as they look at a model of the letter **a**:

- What is the name of this letter? (lowercase **a**)
- Is there a top-to-bottom line in this letter? (yes)

Ask the students the following questions as they look at a model of the letter **y**:

- What is the name of this letter? (lowercase **y**)

- How many slant lines in this letter? (2)
- Which slant line is longer? (second one)

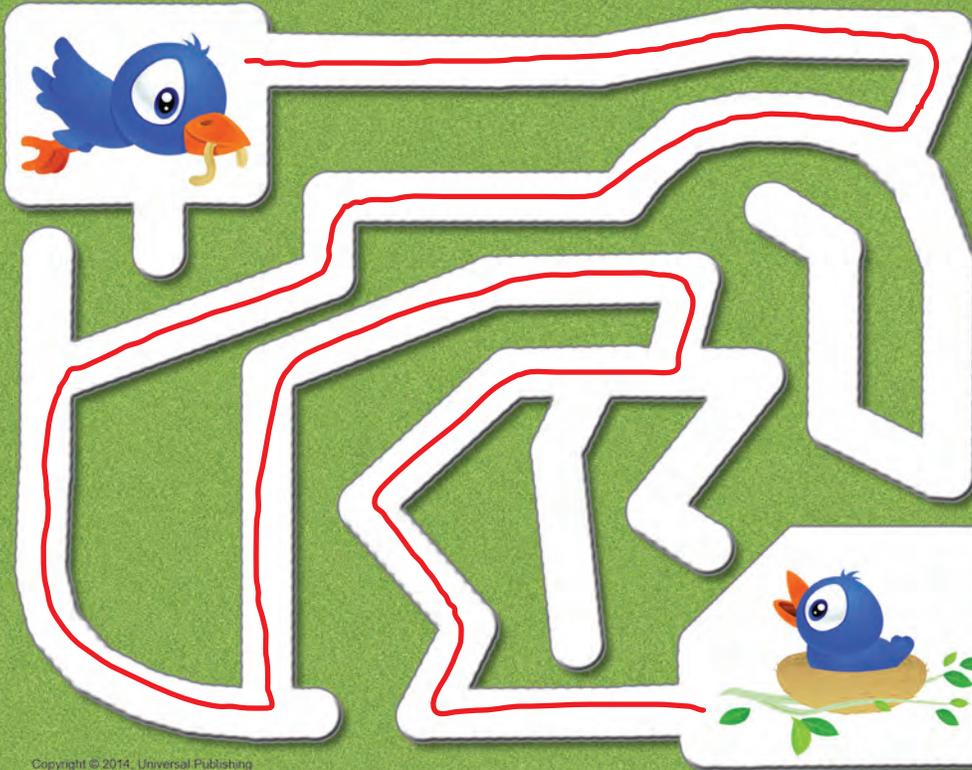
2. Practice

Students open their books to page 22. Ask them to name the first letter (lowercase **d**). Tell them to look at the other letters in the top blue box and circle the one letter that matches.

Tell them to look at the middle group of letters. Ask them to name the first letter (lowercase **a**). Tell them to look at the other letters in the middle blue box and circle the one letter that matches.

Tell them to look at the last group of letters. Ask them to name the first letter (lowercase **y**). Tell them to look at the other letters in the bottom blue box and circle the one letter that matches.

Katherine's OT Tip As your students begin their work on lowercase letters, they will once again be developing their **visual memory skills**. A great way to help struggling students with this task is to play "The Bag of Tricks Game." Gather three to four familiar objects from your room, show them to your students, and have them name each one. Have them hold and manipulate them to get the feel of them before you place the objectives in a paper bag. Ask students one at a time to reach in and select the object you name without peeking. You can also ask students to list, without reaching into the bag, the items you placed inside it.



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Eye-Hand Coordination

Objectives:

- Develop eye-hand coordination.
- Determine the correct path.

1. Discuss

Have the students to open their books to page 53 and look at the maze.

Ask the students the following questions:

1. Where is the bird going? (to feed the baby bird)
2. What does the bird have in his mouth? (worm)
3. What color is the bird? (blue)
4. What color are his beak and feet? (orange)
5. What is the baby bird sitting in? (nest)
6. Where do birds build their nests? (trees, birdhouse)
7. What do birds like to eat? (answers vary)
8. Did you ever see baby birds in a nest? (answers vary)
9. Do you have any birdfeeders at your house? (yes, no)
10. What is your favorite bird? (answers vary)

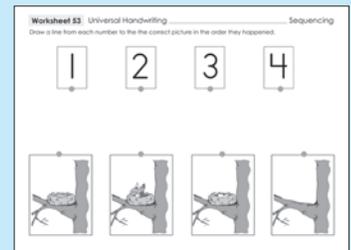
2. Practice

Have the students use their finger to trace the path from the bird to the baby bird in the nest. Remind them to glance ahead to avoid any wrong paths. Now have them use a black crayon to draw the correct path from the bird to the baby bird in the nest.

Extended Activity

Worksheet 53 shows the sequence of a bird building a nest to the babies hatching. Have the students number the events in the correct sequential order.

Worksheet 53
You can download and print copies of this worksheet at:
pub.net/149worksheets.pdf



Katherine's OT Tip Visual perceptual skills are those that allow us to see likenesses and differences, recognize spatial relationships, and efficiently use our eyes and hands together to create a product. Students who struggle with these skills will often become frustrated with mazes and word find activities as they continuously lose their place or draw their lines inappropriately on the page. Copying block designs, bingo games, and simple dot-to-dot activities can help them to practice their **visual skills**. A bit of highlighting on the worksheet to get them started helps, as well.

Numerals and Counting

Objectives:

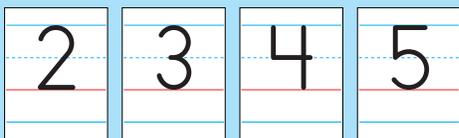
- Recognize the numerals **2**, **3**, **4**, and **5** by sight and name.

Important:

No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large numeral **2**, **3**, **4**, and **5** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **2**, **3**, **4**, and **5** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the numeral **2**:

- What is the name of this numeral? (two)
- How many slant lines are in this numeral? (1)
- What other lines are in this numeral? (curve right and left to right)

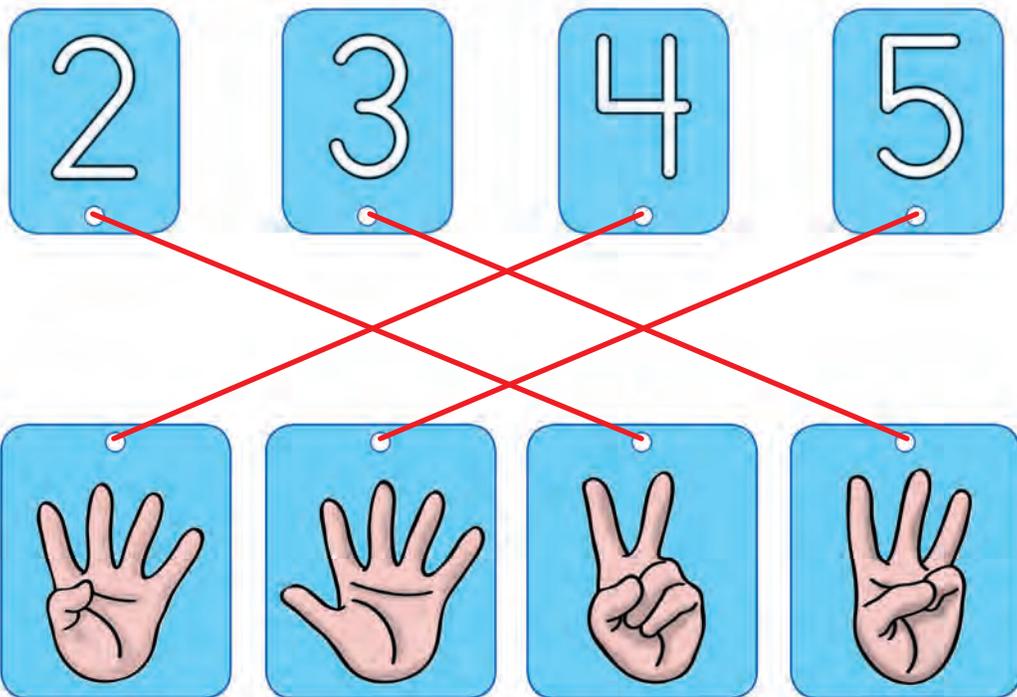
Ask the students the following questions as they look at a model of the numeral **3**:

- What is the name of this numeral? (three)
- What kind of lines are in this numeral? (curve right)

Ask the students the following questions as they look at a model of the numeral **4**:

Numerals and Counting

Match the numeral to the correct hand. Color the numerals.



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- What is the name of this numeral? (four)
- How many lines in this numeral? (3)
- What are they? (top to bottom, left to right, top to bottom)

2. Practice

Students open their books to page 54. Tell them to look at the first numeral. Ask them to name the numeral (two). Tell them to look at the pictures of the hands and draw a line from the numeral 2 to the correct picture.

Repeat with the numerals 3, 4, and 5.

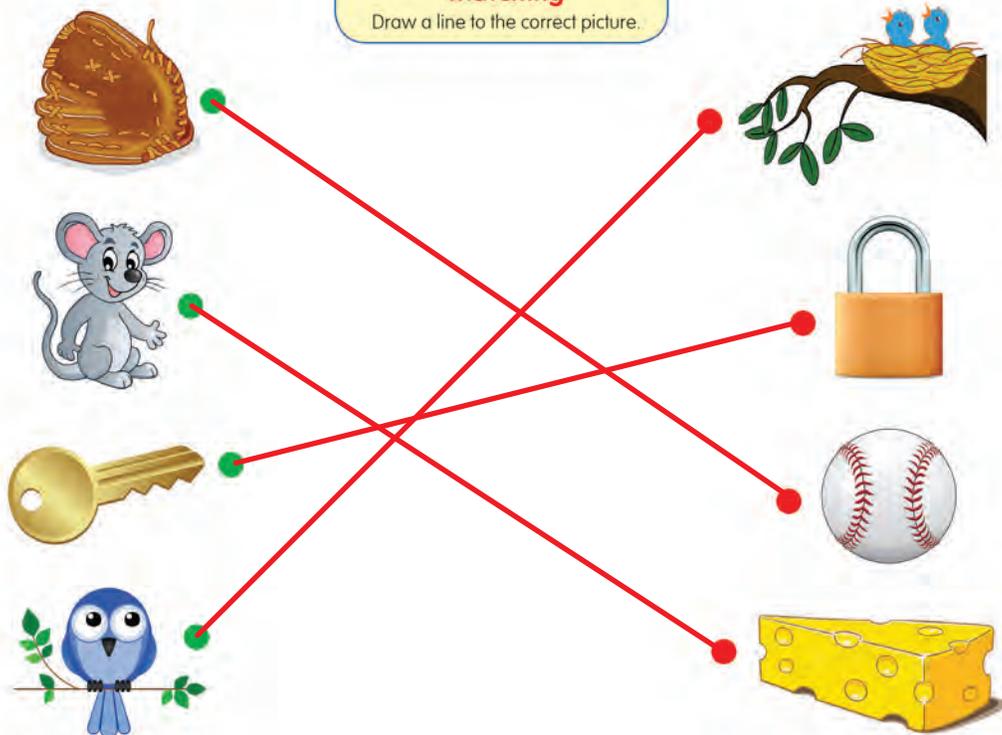
Extended Activity Tell the students to look at the numerals in the blue boxes again and put an X below the numeral 3, put an X above the numeral 2. Have them circle the numeral 5.

Katherine's OT Tip Time for Boot Camp! Little shoulders, elbows, and arms can benefit from a warm-up before tackling handwriting readiness activities. Before today's session, have your students stand at their desks and stretch their arms out in front of them side-by-side, palms up. Then play the "Full And Empty Game." In this position, their hands are full. Turn them over and they are empty. Be sure they keep their elbows fairly straight and turn their arms at the shoulders. This will increase the blood flow to the shoulders and arms and limber up the shoulders and elbows. Have fun!

Matching

Matching

Draw a line to the correct picture.



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Objectives:

- Match pictures using visual and verbal clues.

1. Discuss

Have the students open their books to page 55 and look at the **glove** at the top of the page. Ask the students the following questions:

1. What kind of glove is it? (baseball)
2. What is a baseball glove used for? (catching a ball)
3. Did you ever go to a baseball game? (answers vary)
4. Do you see a baseball in your book? (yes)

Tell the students to look at the picture of the **mouse**.

Ask the students the following questions:

1. What color is the mouse? (gray)
2. What does a mouse like to eat? (cheese)
3. Have you ever seen a mouse?
4. Do you see any cheese on this page? (yes)
5. What color are the mouse's ears? (pink)

Tell the students to look at the picture of the **key**. Ask the students the following questions:

1. What is a key used for? (unlocking or locking)
2. What can a key open? (house, car, locker, door, etc)
3. What color is the key? (gold)

Tell the students to look at the picture of the **bird**.

Ask the students the following questions:

1. Where do birds build their nests?
(trees, birdhouse)
2. What color is the bird? (blue)
3. Do you see a bird's nest on the page? (yes)
4. How many baby birds are in the nest? (2)

2. Practice

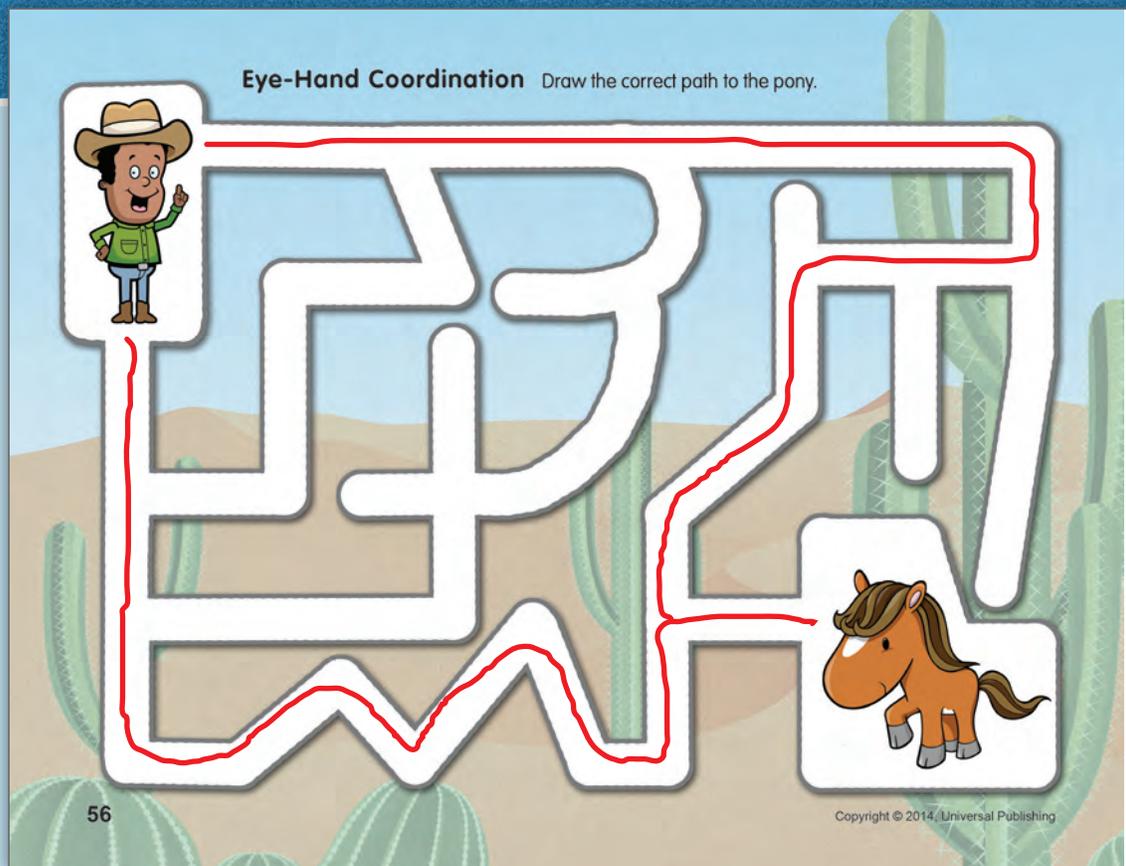
Tell the students to touch the green dot by the baseball glove with a black crayon and draw a line to the baseball. Draw a line from the mouse to the cheese. Draw a line from the key to the lock and finally, draw a line from the bird to the nest of baby birds.

Katherine's OT Tip Slanted lines can continue to be a struggle for some of your young learners. A fun activity to help them master this skill is to create a rainbow of color with them. Provide your students with slanted line worksheets similar to the ones they've used in their workbooks. Have them trace the lines several times, using a different color for each attempt. This activity works well on a vertical surface as it focuses the eyes on the task and allows for large shoulder and arm movements.

Eye-Hand Coordination

Objectives:

- Develop eye-hand coordination.
- Determine the correct path.



1. Discuss

Have the students to open their books to page 56 and look at the maze.

Ask the students the following questions:

1. Where is the cowboy going? (to his horse)
2. What color is the cowboy's shirt? (green)
3. What color is his hat? (tan, beige, brown)
4. What color is the horse? (brown)
5. Did you have a horse? (answers vary)
6. Did you ever ride a horse? (answers vary)
7. What does a horse like to eat? (answers vary)
8. Did you ever see a baby horse? (answers vary)

2. Practice

Have the students use their finger to trace the path from the cowboy to the horse. Remind them to glance ahead to be sure they are on the correct path. Now have them use a black crayon to draw the correct path from the cowboy to the horse.

Note: There are several correct paths at the beginning of this maze. There are two paths at the end of the maze that will get the cowboy to the horse.

Extended Activity

If you want to challenge your students, use Worksheet 56. This worksheet is a much harder version of the maze in the student book.

Worksheet 56

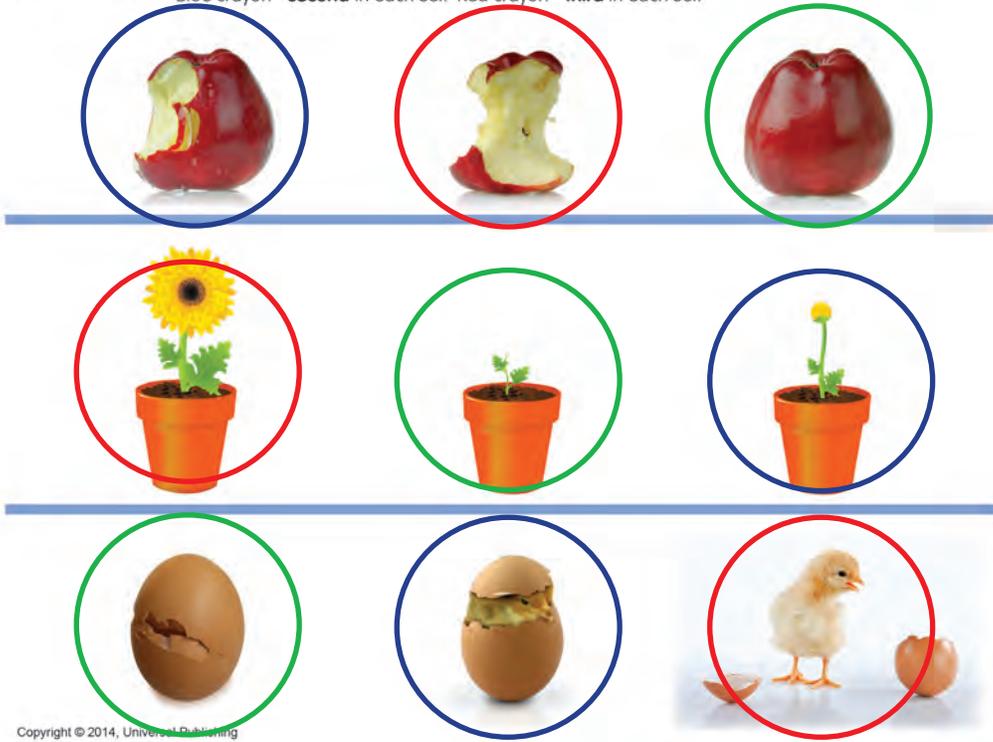
You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip Visual motor skills are key players in the completion of mazes. For some young learners, their eye-hand coordination skills are continuing to mature and they could use some help with the completion of these activities. The easiest and most independent method for adapting maze completions is by reminding students that they can use their fingers to trace along the lines first before they put their crayon or pencil to the task. If they continue to find mazes to be difficult, provide them with some hand-over-hand assistance as they trace the lines with their fingers.

Sequencing

Use a green crayon to circle the one that comes **first** in each set.
Blue crayon - **second** in each set. Red crayon - **third** in each set.



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Objectives:

- Determine the correct order of events.

1. Discuss

Have the students to open their books to page 57 and look at the three **apples**. Ask the students the following questions:

1. What color are the apples? (red)
2. Which apple has no bite in it? (last apple)
3. Which apple has the most bites in it? (middle one)

Ask the students to look at the three **flowers**. Ask the students the following questions:

1. What color is the flower? (yellow)
2. Which flower is just starting to grow? (middle one)
3. Which flower is in full bloom? (first one)
4. Which flower has a small bud? (last one)

Ask the students to look at the three pictures at the bottom of the page. Ask the students the following questions:

1. What hatched from the egg? (baby chick)
2. Which picture shows the egg beginning to crack? (first one)
3. Which picture shows the chick looking out? (second)
4. What color is the egg? (brown)

2. Practice

Have the students open their books to page 57 and look at the three apples. Have the students use a green crayon and circle the picture that comes first. Tell the students to use a blue crayon to circle the picture that comes next. Use a red crayon to circle the picture that is last in the order of events.

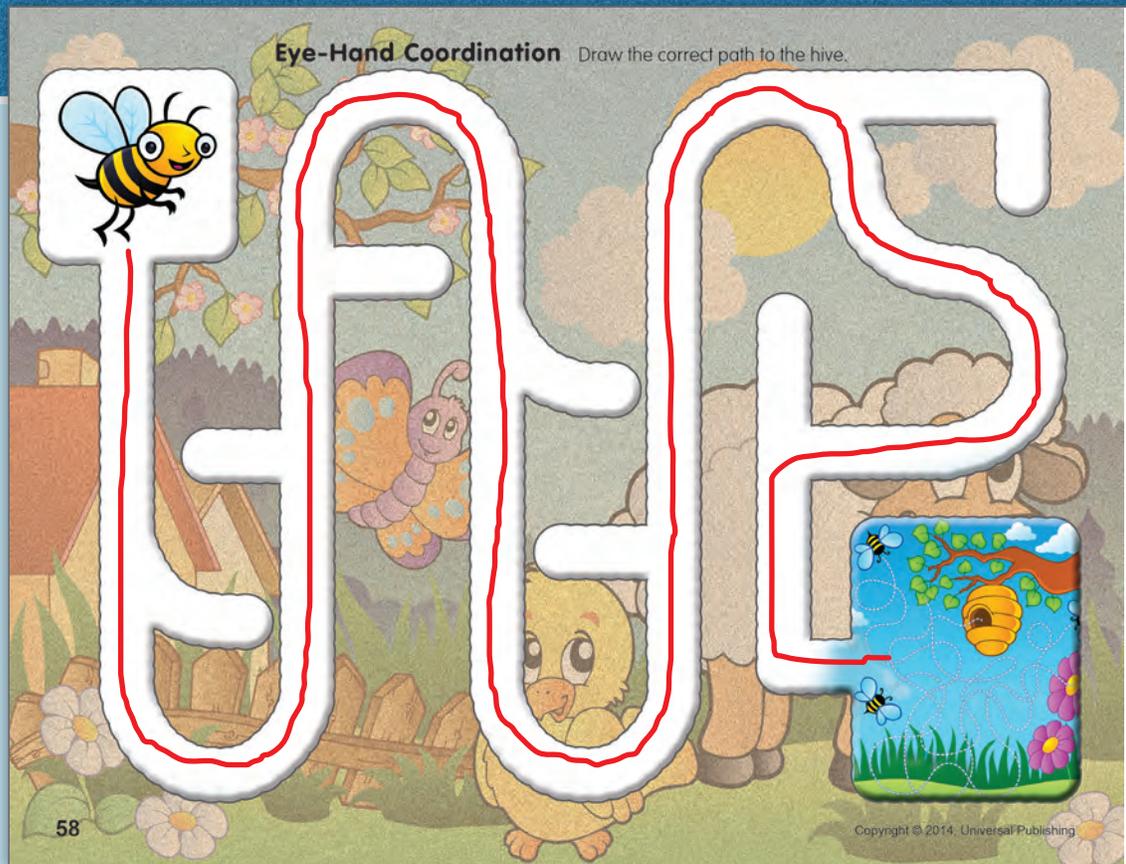
Follow the same directions for the second and third set of pictures.

Katherine's OT Tip **Visual scanning skills** are vital components in locating information on workbook pages. As students move their eyes across the page, they are using small eye movements to capture and remember the information. To help those who struggle to collect information in the sequence of pictures, create a "Can You Spot It Book" as a visual scanning tool. Gather small familiar objects - crayons, bingo chips, magnetic numbers - and arrange them randomly on sheets of black construction paper. Take pictures, laminate, and have students spot objects that you name.

Eye-Hand Coordination

Objectives:

- Develop eye-hand coordination.
- Determine the correct path.



1. Discuss

Have the students to open their books to page 58 and look at the maze.

Ask the students the following questions:

1. Where is the bee going? (to his house, hive)
2. How many wings does the bee have? (2)
3. What color is the bee? (yellow, black)
4. Where is the bee's hive? (tree)
5. How many bees do you see? (3)
6. What do some bees make? (honey)
7. Did you ever see a bee? (answers vary)

2. Practice

Have the students use their finger to trace the path from the bee to the bee hive. Remind them to glance ahead to be sure they are on the correct path. Then have them use a black crayon to draw the correct path from the bee to the bee's hive.

Extended Activity

If you want to challenge your students, use Worksheet 58. This worksheet is a much harder version of the maze in the student book.

Worksheet 58

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf

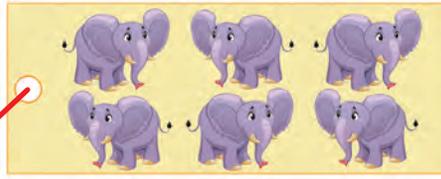
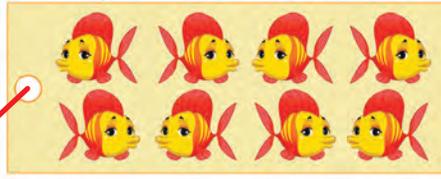


Katherine's OT Tip Students who struggle with **visual-motor work** or who appear to be disinterested in age-appropriate fine-motor activities could be struggling with **visual scanning skills**. This makes it challenging to maintain **visual attention** on tasks that ask them to move their eyes from place to place. Hidden pictures can help. Make two copies of a hidden picture activity that includes fairly large-sized pictures of the objects. Laminate each and cut out the pictures on one copy. Have students find the hidden objects by matching the cut-outs to those in the picture. This takes planning but it will be worth it!

Numerals and Counting

Numerals and Counting

Match each numeral to the correct set.



Objectives:

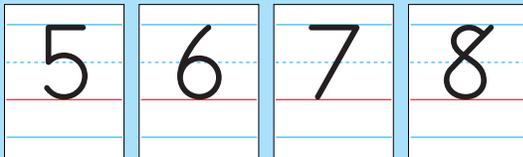
- Recognize the numerals **5, 6, 7,** and **8** by sight and name.
- Count and match the number of animals to the correct numeral.

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1. Model & Discuss

Write large numerals **5, 6, 7,** and **8** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **5, 6, 7,** and **8** on the chalk ledge or in a place where every student can see them easily.



You can download and print the Alphabet Cards by going to: upub.net/manuscriptcards.pdf

Ask the students the following questions as they look at a model of the numeral **5**:

1. What is the name of this numeral? (five)
2. How many curve lines are in this numeral? (1)

Ask the students the following questions as they look at a model of the numeral **6**:

1. What is the name of this numeral? (six)
2. Is there a circle in this numeral? (yes)

Ask the students the following questions as they look at a model of the numeral **7**:

1. What is the name of this numeral? (seven)

2. How many lines are in this numeral? (2)
3. What kind of lines are in the numeral 7? (left to right and slant left)

Ask the students the following questions as they look at a model of the numeral **8**:

1. What is the name of this numeral? (eight)
2. What letter can you see in this numeral? (S)

2. Practice

Students open their books to page 59. Ask them to look at the first orange numeral and say the name of the numeral (seven). Have them draw a line from the numeral 7 to the box on the right that has the correct number of objects in it.

Repeat this step for the numerals **5, 8,** and **6**.

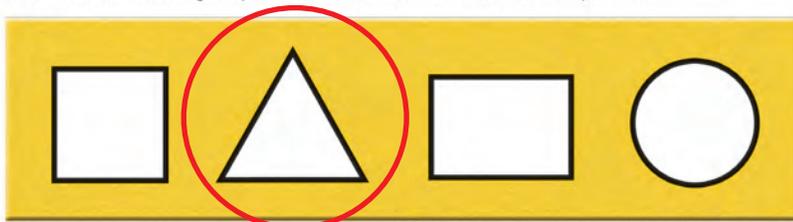
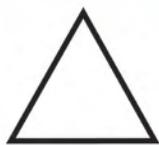
Katherine's OT Tip Counting places a demand on your students' **visual tracking skills**. These are the skills that allow us to move our eyes smoothly across a page, locate an object, and move on to the next item without losing our place. Your young learners who struggle with the counting skills in this lesson can be helped with a vision skill warm-up. You can have them imitate a series of motor movements that you or another student performs, sort playing cards into colors or numbers, or complete a large dot-to-dot worksheet. Allow them to use their index finger to keep their place as they build their skills.

Visual Discrimination

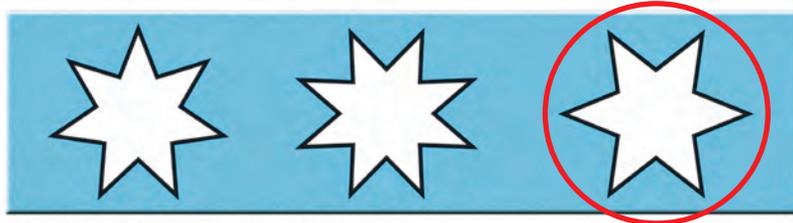
Objectives:

- Match shapes that are alike.
- Recognize things that are alike and different.

Visual Discrimination Find the matching shape. Color it red. Color the other three shapes blue.



Find the matching shape. Color it green. Color the other two shapes orange.



Find the matching shape. Color it blue. Color the other three shapes yellow.



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Model & Discuss

Ask the students to open their books to page 60. Have them look at the first shape (triangle) and ask them if they know what the name of this shape is. Ask the how many slant lines are in the triangle (2).

Have them look at the next shape (six-pointed star) and ask them if they know what the name of this shape is. Tell them that this is a six-pointed star. Have them count the six points on the star. Ask them how many slant lines are in the six-pointed star (12).

Have them look at the next shape (circle) and ask them if they know what the name of this shape is. Tell them that this is a circle. Ask them to name some letters that contain a circle (lowercase a, d, g, q, o, and uppercase O and Q). Tell the students to look around the classroom and name things that are circles.

Practice

Have the students look at the triangle at the top of the page and then look at the shapes in the yellow box and circle the triangle.

Have them look at the six-pointed star and then look at the shapes in the blue box and circle the six-pointed star.

Have them look at the circle and then look at the shapes in the green box and circle the circle.

Extended Activity Tell the students to look at the shapes in the yellow box again and put an X on the square. Tell them to look at the shapes in the blue box again and put an X on the seven-pointed star. Tell them to look at the shapes in the green box again and put an X on the oval. Remind your students that an oval is shaped like an egg.

Katherine's OT Tip A "Weekly Matching Board" can help strugglers with their **visual discrimination skills**. Create your board by taping laminated shapes or letter formations from your lessons onto a poster board. Provide a model of one of the shapes or letters for the students to search for on the board. Have them count the ones they find and share their answer with you. They can work in teams, as well. And they won't even realize they are practicing their **vision skills!**

Letter Recognition

Letter Recognition

Draw a line from each uppercase letter to the correct lowercase letter.

A	c	B	g
D	f	E	x
C	a	G	b
R	d	M	p
F	k	P	m
K	r	X	e

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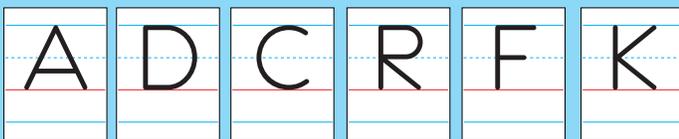
Objectives:

- Recognize the uppercase and lowercase letters.
- Match uppercase letters to lowercase letters.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase **A**, **D**, **C**, **R**, **F**, and **K** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **A**, **D**, **C**, **R**, **F**, and **K** on the chalk ledge or in a place where every student can see them easily.



Download and print the Alphabet Cards by going to:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions:

1. What is the name of the first letter? (uppercase A)
2. What is the name of the second letter? (uppercase D)

Ask the students to name the next four letters? (uppercase C, R, F, K)

Next, place the lowercase **a**, **d**, **c**, **r**, **f**, and **k** Manuscript Alphabet Cards. Mix them up and place them on a table (letters up) as shown below. Call on students to go to



the table, pick up a letter, and then place it over the correct uppercase letter.

2. Practice

Have the students open their books to page 61. Tell them to look at the first letter on the left. Ask them to name the letter (uppercase **A**). Tell them to touch the green dot by the uppercase **A** and use a black crayon to draw a line to the correct lowercase letter. Do the same for the uppercase **D**, **C**, **R**, **F**, and **K**.

Repeat the steps **1. Model & Discuss** and **2. Practice** for the letters **B**, **E**, **G**, **M**, **P**, and **X**.

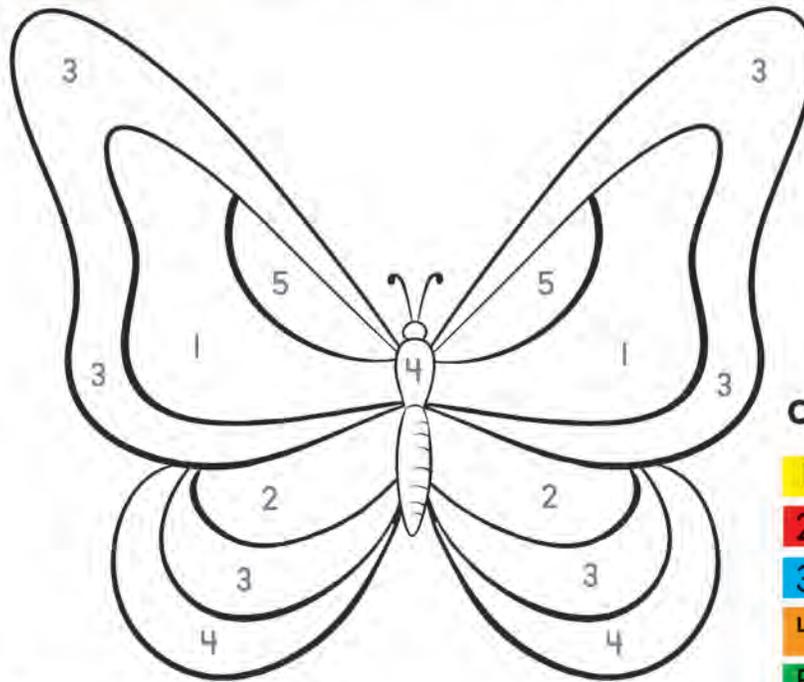
Katherine's OT Tip As your students begin to use their **visual memory skills** to match upper- and lowercase letter formations, they would benefit from multi-media activities that allow them to see and compare the letters in various formats. Letter tiles, magnetic letters, letter dice, and alphabet lacing cards are fun ways to add sorting and fine motor skills to the recognition of letter formations.

Color by Numbers

Objectives:

- Recognize colors yellow, red, blue, orange, and green.
- Color a picture using a color code chart.

Color by Numbers Color the butterfly using the color code at the bottom of the page.



Color Code

1	- Yellow
2	- Red
3	- Blue
4	- Orange
5	- Green

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1. Discuss

Have the students open their books to page 62 and look at the drawing of the butterfly as you ask them the following questions:

1. How many different colors do you see at the bottom of the page? (5)
2. What color is number 1? (yellow)
3. What color is number 2? (red)
4. What color is number 3? (blue)
5. What color is number 4? (orange)
6. What color is number 5? (green)
7. Did you ever catch a butterfly?

2. Practice

Tell the students to look at the drawing of the butterfly. Ask them what numbers they see on the drawing. As they mention the numbers have them look at the Color Code and tell you what color the numbers represent.

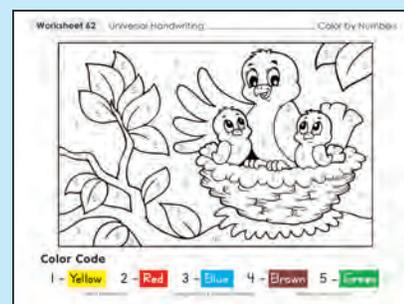
Next, have them get the correct color for the number 1 and color all the areas with the number 1 yellow. Color all the areas with a number 2 red, number 3 blue, number 4 orange, and number 5 green.

Extra Practice

For extra practice with coloring by numbers, print copies of Worksheet 62.

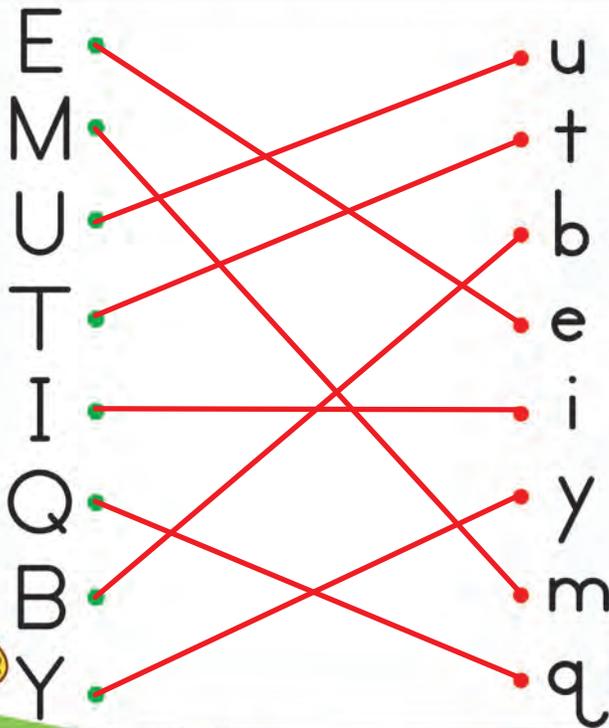
Worksheet 62

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip Color-by-number activities rely upon efficient **visual spatial** and **visual scanning skills**. This task asks students to compare the color code chart with the numbers on the butterfly, select the correct crayon from the box, fill in the appropriate space with color, and move on to the next color. For students who continue to struggle with this activity, you can help by highlighting the numbered areas with a bit of color to define their spaces. They would also benefit from placing their crayons at the top of their page or to one side to limit the need to move their head and eyes excessively.

Letter Recognition Draw a line from each uppercase letter to the correct lowercase letter.



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Letter Recognition

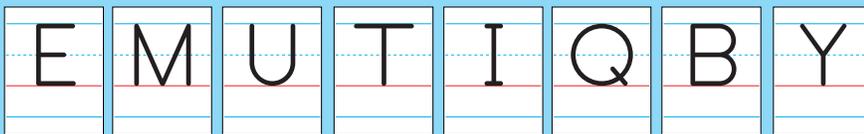
Objectives:

- Recognize the uppercase and lowercase letters.
- Match uppercase letters to lowercase letters.

Important:
No workbooks or crayons on the students' desks for Step 1.

1. Model & Discuss

Write a large uppercase **E, M, U, T, I, Q, B,** and **Y** on the board or use the Manuscript Alphabet Cards to model the letters. If you are using the Alphabet Cards, place the letters **E, M, U, T, I, Q, B,** and **Y** on the chalk ledge or in a place where every student can see them easily.



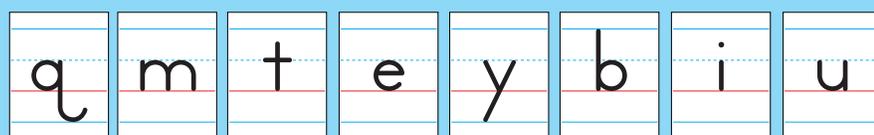
Download and print these cards at: upub.net/manuscriptcards.pdf or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions:

1. What is the name of the first letter? (uppercase E)
2. What is the name of the second letter? (uppercase M)

Ask the students to name the next six letters? (U, T, I, Q, B, and Y)

Next, place the lowercase **e, m, u, t, i, q, b,** and **y** Manuscript Alphabet Cards randomly on a table (letters up) as shown below. Call on students to go to the table pick up a letter and then place it over the correct uppercase letter.



2. Practice

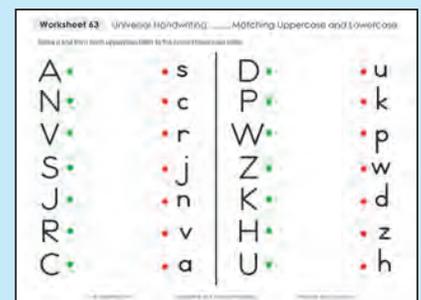
Have the students open their books to page 63. Tell them to look at the first letter on the top of the page (**E**). Ask them to name the letter (uppercase **E**). Tell them to touch the green dot by the uppercase **E** and use a black crayon to draw a line to the correct lowercase letter. Do the same for the uppercase letters **M, U, T, I, Q, B,** and **Y**.

Extra Practice

For extra practice with letter recognition use Worksheet 63.

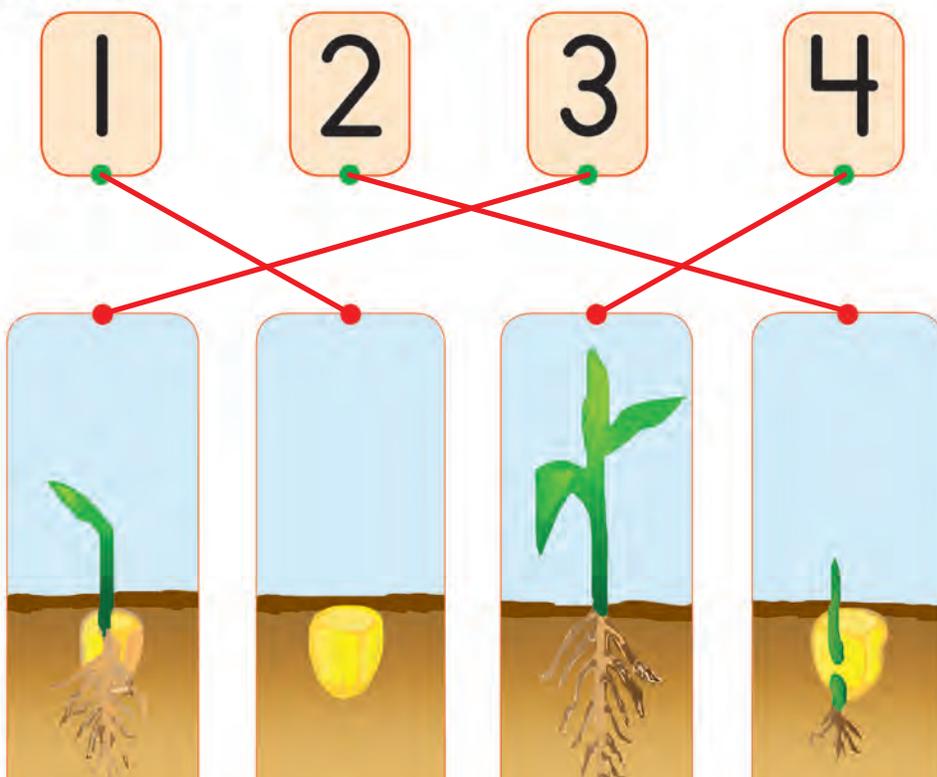
Worksheet 63

You can download and print copies of this worksheet at: upub.net/149worksheets.pdf



Sequencing

Sequencing Draw a line from each numeral to the correct stage of the corn's growth.



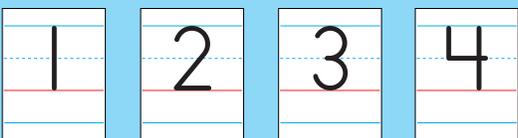
64

Objectives:

- Recognize the numerals 1 through 4.
- Determine the correct order of events.
- Match numerals to correct order of events.

1. Model & Discuss

Write large numerals **1**, **2**, **3**, and **4** on the board or use the Manuscript Alphabet Cards to model the numerals. If you are using the Alphabet Cards, place the numerals **1**, **2**, **3**, and **4** on the chalk ledge or in a place where every student can see them easily.



You can download and print these cards at:
upub.net/manuscriptcards.pdf
or you can purchase a heavy-duty set by calling 1-800-940-2270.

Ask the students the following questions as they look at a models of the numerals **1**, **2**, **3**, and **4**:

1. How many lines in the numeral 4? (3)
2. What numeral tells how many legs a cat has? (4)
3. What two numerals have a curve line in them? (2 and 3)
4. What numeral tells how many eyes we have? (2)
5. What numeral is just one straight line? (1)
6. What two numerals have the same top? (2 and 3)
7. What numeral tells how old you are? (answers vary)

Have the students open their books to page 64. Tell

them to look at the four illustrations. Ask them what they think is happening in the four illustrations.

Ask them the following questions:

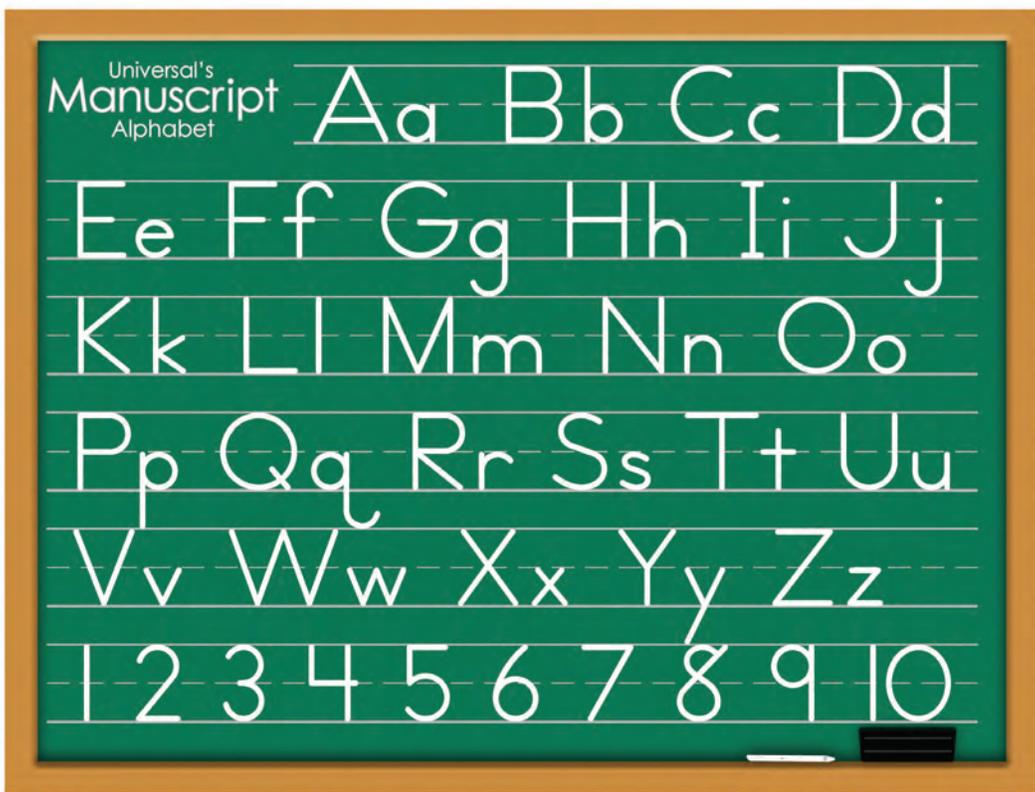
1. Which picture shows no growth yet? (2)
2. Which picture shows the most growth? (3)
3. What color is the corn seed? (yellow)
4. What color are the roots? (brown)
5. What color is the growing plant? (green)

2. Practice

Have them draw a line from each numeral to the correct event in sequential order. Tell the students the numeral 1 should go to the first thing that happens in this series of events, numeral 2 with the second, and so on.

Katherine's OT Tip **Visual scanning skills** are critical elements in your students' ability to edit their own work. For young learners, editing is an important step toward learning good handwriting habits. **Visual skills** that enhance editing proficiency can be included in your sessions by playing the "Spot It First Game." Using a sequencing activity similar to today's lesson, complete it incorrectly. Have the students find your errors! They will love the challenge! Strugglers in particular benefit from this game as it exercises their visual scanning skills and can increase their confidence.

Manuscript Alphabet



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65

Objectives:

- Students recognize and say the name of uppercase and lowercase letters together.
- Students recognize and say the name of as many letters as they can.

DISCUSS

Have the students open their books to page 65. Take the time to ask questions and discuss everything possible about the alphabet. Tell students to look at the manuscript alphabet and ask them the following questions:

1. Can anyone say the alphabet? (Call on individual students to recite the entire alphabet)
2. Name the letters on the first line. (A, B, C, D, some may not know the terms uppercase and lowercase)
3. Say the name of the numerals on the last line.
4. What is the first letter in your name? (have students point to the appropriate letter on page 65)
5. How many letters in your first name?
6. What are the letters in your first name?
7. What is the first letter in your last name?
8. Count the letters on the second line. (12)
9. What is the first letter on the second line? (E)
10. What is the last letter on the first line. (d)
11. What is the very last letter of the alphabet? (Z)

12. How many letters have a circle in them? (9)
13. Name a letter that has a top-to-bottom line in it.
14. Name a letter that has a slant line in it.
15. Name a letter that has a left-to-right line in it.
16. Name a letter that has a circle in it.

Katherine's OT Tip Time for Boot Camp! Effective breathing patterns increase blood flow to the brain and help to clear the head for learning. Breathing exercises can help students develop efficient breathing habits. Before today's session, have them stand nice and tall behind their chairs. Demonstrate breathing patterns as you inhale through your nose with a slightly exaggerated breath and exhale through a partially opened mouth. Be careful not to accentuate either step to prevent hyperventilation amongst your students! Just four or five repetitions will give them a thinking boost.

Aa and Bb Letter Recognition

Objectives:

- Recognize the uppercase **A** and lowercase **a** by sight and name.
- Recognize the uppercase **B** and lowercase **b** by sight and name.

Letter Recognition

Say the names of the letters and pictures. Color the letters.

A a

apple



66

B b

bee



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1. Model & Discuss

Have the students open their books to page 66. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase A)
2. What is the second letter called? (lowercase a)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two A's. (apple)
5. What color is the apple? (red)

1. What is the third letter called? (uppercase B)
2. What is the last letter called? (lowercase b)
3. How are these two letters different? (strokes)
4. Name the illustration under the two B's. (bee)
5. What color is the bee? (yellow, orange, and black)

2. Practice (Color)

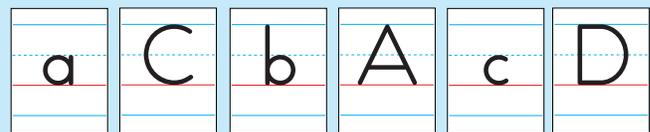
Have the students point to the uppercase letter **A** in their books and say “**uppercase A.**” Next, have them point to the lowercase **a** and say “**lowercase a.**” Have the students use a red crayon to color the uppercase **A**. Have them use a green crayon to color the lowercase **a**.

Now have the students point to the uppercase letter **B** in their books and say “**uppercase B.**” Have them point to the lowercase **b** and say “**lowercase b.**” Have the students use a red crayon to color the uppercase **B** and

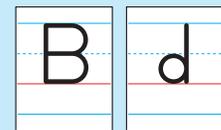
a green crayon to color the lowercase **b**.

3. Extended Activity

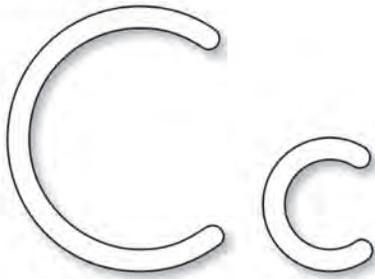
Use the Manuscript Alphabet Cards for this activity. Take the letter **A, a, B, b, C, c, D, and d** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **B** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



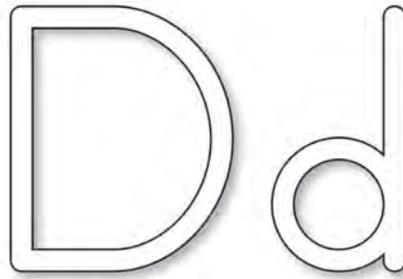
You can download and print a set of
Alphabet Cards at:
upub.net/manuscriptcards.pdf
or you can order a heavy-duty set by
calling 1-800-940-2270



Katherine's OT Tip Automatic letter recognition is a basic requirement for handwriting and reading proficiency. Students who struggle with the names of letters they've previously learned could benefit from activities, such as bingo, that add auditory, visual, and tactile learning experiences. Each bingo game can be designed around the letters of your choice, mixing the upper- and lowercase versions on the game board. For extra reinforcement, draw the opposite version on the chalkboard as you call out a letter. If this is too difficult, be consistent with keeping only upper- or lowercase letters on the game board.



cat



duck

Cc and Dd Letter Recognition

Objectives:

- Recognize the uppercase **C** and lowercase **c** by sight and name.
- Recognize the uppercase **D** and lowercase **d** by sight and name.

1. Model & Discuss

Have the students open their books to page 67. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase C)
2. What is the second letter called? (lowercase c)
3. How are these two letters different? (size)
4. Name the illustration under the two C's. (cat)
5. What color are the cat's feet? (white)

1. What is the third letter called? (uppercase D)
2. What is the last letter called? (lowercase d)
3. How are these two letters different? (strokes)
4. Name the illustration under the two D's. (duck)
5. What color is the duck? (yellow)

2. Practice (Color)

Have the students point to the uppercase letter **C** in their books and say “**uppercase C.**” Next, have them point to the lowercase **c** and say “**lowercase c.**” Have the students use a red crayon to color the uppercase **C**. Have them use a green crayon to color the lowercase **c**.

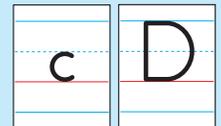
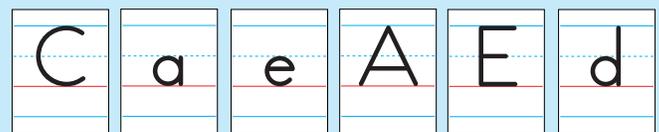
Now have the students point to the uppercase letter **D** in their books and say “**uppercase D.**” Have them point to the lowercase **d** and say “**lowercase d.**” Have the stu-

dents use a red crayon to color the uppercase **D** and a green crayon to color the lowercase **d**.

3. Extended Activity

Use the Manuscript Alphabet Cards* for this activity. Take the letter **C, c, D, d, E, e, A, and a** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **C** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter.

Repeat as many time as you wish. Spread out the Alphabet Cards as shown here.



Katherine's OT Tip As your young learners begin to color in smaller spaces, they are developing the hand and finger control skills that will be key elements in their future handwriting mastery. Tracing 1/2" straight and slanted lines with crayons can help to develop the **visual-motor patterns** for controlled coloring. Completion of this activity on a vertical surface with the worksheet positioned slightly higher than the students' shoulder height will enhance visual skills for **eye-hand coordination** while they guide their arm and shoulder movements against gravity.

Ee and Ff Letter Recognition

Letter Recognition

Say the names of the letters and pictures. Color the letters.

E e

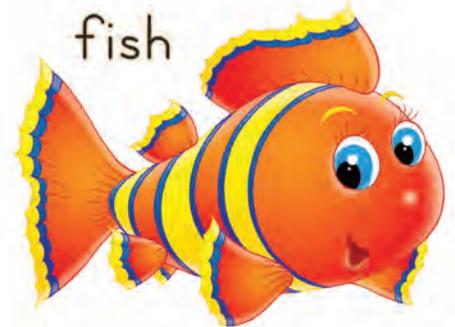
elephant



68

F f

fish



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Objectives:

- Recognize the uppercase **E** and lowercase **e** by sight and name.
- Recognize the uppercase **F** and lowercase **f** by sight and name.

1. Model & Discuss

Have the students open their books to page 68. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase E)
2. What is the second letter called? (lowercase e)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two E's. (elephant)
5. What color is the elephant? (gray, blue)

1. What is the third letter called? (uppercase F)
2. What is the last letter called? (lowercase f)
3. How are these two letters different? (strokes)
4. Name the illustration under the two F's. (fish)
5. What color is the fish? (orange, yellow, and blue)

2. Practice (Color)

Have the students point to the uppercase letter **E** in their books and say “**uppercase E.**” Next, have them point to the lowercase **e** and say “**lowercase e.**” Have the students use a red crayon to color the uppercase **E**. Have them use a green crayon to color the lowercase **e**.

Now have the students point to the uppercase letter **F** in their books and say “**uppercase F.**” Have them point to the lowercase **f** and say “**lowercase f.**” Have the students use a red crayon to color the uppercase **F** and a

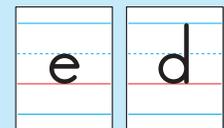
green crayon to color the lowercase **f**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **E, e, F, f, G, g, D, d** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **F** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



You can download and print a set of
Alphabet Cards at:
upub.net/manuscriptcards.pdf



Katherine's OT Tip Letter recognition is the first step in the development of **automatic letter recall (automaticity)**. This skill is an important facet of reading and handwriting success in the future. Craft sticks and laminated letter formations are a fun way to enhance your students' letter recognition skills. Glue the upper- and lower-case letters to the top of each craft stick. Pull one out of a jar and ask students, one by one, to name the letter. They can also identify an animal or object that begins with that letter. Have them can play in teams so that strugglers can participate, as well.

G g

grapes



H h

horse



Gg and Hh Letter Recognition

Objectives:

- Recognize the uppercase **G** and lowercase **g** by sight and name.
- Recognize the uppercase **H** and lowercase **h** by sight and name.

1. Model & Discuss

Have the students open their books to page 69. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase G)
2. What is the second letter called? (lowercase g)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two G's. (grapes)
5. What color are the grapes? (purple, green)

1. What is the third letter called? (uppercase H)
2. What is the last letter called? (lowercase h)
3. How are these two letters different? (strokes)
4. Name the illustration under the two H's. (horse)
5. What color is the horse? (tan or light brown)

2. Practice (Color)

Have the students point to the uppercase letter **G** in their books and say “**uppercase G.**” Next, have them point to the lowercase **g** and say “**lowercase g.**” Have the students use a red crayon to color the uppercase **G**. Have them use a green crayon to color the lowercase **g**.

Now have the students point to the uppercase letter **H** in their books and say “**uppercase H.**” Have them point to the lowercase **h** and say “**lowercase h.**” Have the stu-

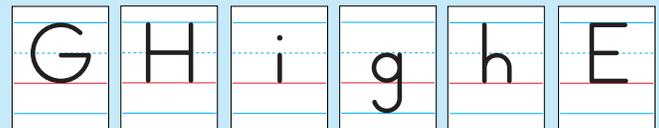
dents use a red crayon to color the uppercase **H** and a green crayon to color the lowercase **h**.

3. Extended Activity

Use the Manuscript Alphabet Cards* for this activity. Take the letter **G, g, H, h, I, i, E, and e** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **G** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many time as you wish.

Spread out the Alphabet Cards as shown here.

You can download and print these cards at: upub.net/manuscriptcards.pdf



Katherine's OT Tip If some of your young learners continue to struggle with letter recognition, it would be fun to create another “Can You Spot It Book” that includes only letter formations, or objects and animals whose names begin with the letters. To assist students in finding them, provide manipulatives for comparison such as letter magnets or the craft stick alphabet. This will provide tactile and visual input for enhanced learning. Be sure students voice the letters aloud as they handle and locate letters to ensure that they are building the appropriate **visual memory** skills. This will also benefit auditory learners.

Ii and Jj Letter Recognition

Objectives:

- Recognize the uppercase **I** and lowercase **i** by sight and name.
- Recognize the uppercase **J** and lowercase **j** by sight and name.

Letter Recognition

Say the names of the letters and pictures. Color the letters.

I

i



70

J

j



juice

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1. Model & Discuss

Have the students open their books to page 70. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase I)
2. What is the second letter called? (lowercase i)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two I's. (ice cubes)
5. How many ice cubes are there? (3)

1. What is the third letter called? (uppercase J)
2. What is the last letter called? (lowercase j)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two J's. (juice)
5. What color is the juice? (orange)

2. Practice (Color)

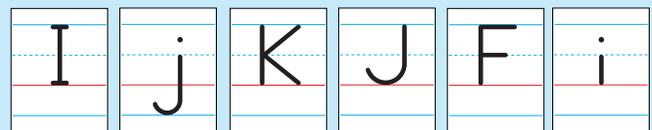
Have the students point to the uppercase letter **I** in their books and say “**uppercase I**.” Next, have them point to the lowercase **i** and say “**lowercase i**.” Have the students use a red crayon to color the uppercase **I**. Have them use a green crayon to color the lowercase **i**.

Now have the students point to the uppercase letter **J** in their books and say “**uppercase J**.” Have them point to the lowercase **j** and say “**lowercase j**.” Have the students use a red crayon to color the uppercase **J** and a

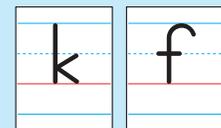
green crayon to color the lowercase **j**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **I**, **i**, **J**, **j**, **K**, **k**, **F**, and **f** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **J** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



You can download and print these cards at:
upub.net/manuscriptcards.pdf
 or you can order a heavy-duty set by
 calling 1-800-940-2270



Katherine's OT Tip Your young students are continuing to develop their finger, hand, wrist, and shoulder strength for efficient pencil control in the future. Daily practice for these skills, as well as for **eye-hand coordination skills**, can be accomplished easily and without interruption to your lesson plans. Simply place a basket of straight and slanted line worksheets beside your desk and ask the students to trace them quietly with crayons as you prepare for the next activity. This can be time well spent on regrouping after gross motor activities and in regaining their attention for fine-motor activities.

Kk and Ll Letter Recognition

K k



L l



Objectives:

- Recognize the uppercase **K** and lowercase **k** by sight and name.
- Recognize the uppercase **L** and lowercase **l** by sight and name.

1. Model & Discuss

Have the students open their books to page 71. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase K)
2. What is the second letter called? (lowercase k)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two K's. (kitten)
5. What color are the inside of the kitten's ears? (pink)

1. What is the third letter called? (uppercase L)
2. What is the last letter called? (lowercase l)
3. How are these two letters different? (strokes)
4. Name the illustration under the two L's. (lion)
5. What color is the lion? (brown)

2. Practice (Color)

Have the students point to the uppercase letter **K** in their books and say “**uppercase K.**” Next, have them point to the lowercase **k** and say “**lowercase k.**” Have the students use a red crayon to color the uppercase **K**. Have them use a green crayon to color the lowercase **k**.

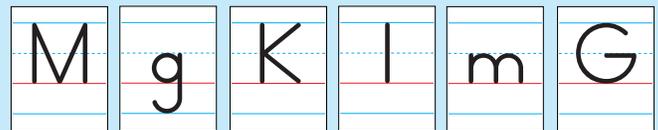
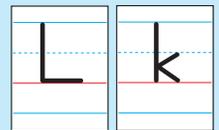
Now have the students point to the uppercase letter **L** in their books and say “**uppercase L.**” Have them point to the lowercase **l** and say “**lowercase l.**” Have the stu-

dents use a red crayon to color the uppercase **L** and a green crayon to color the lowercase **l**.

3. Extended Activity

Use the Manuscript Alphabet Cards* for this activity. Take the letter **K, k, L, l, M, m, G, and g** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **L** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many time as you wish. Spread Alphabet Cards out as shown below.

You can download and print these cards at:
upub.net/manuscriptcards.pdf



Katherine's OT Tip As students progress through their writing readiness workbooks, they are matching letter formations and sounds with objects or animals. A great warm-up to your session that will help strugglers with these auditory and visual skills is the “Which Letter Could It Be?” game. Place pictures of familiar animals or objects found in their workbooks into a bin. Each day, select one or two and ask them to identify their beginning letters, asking “Which letter could it be?” To help strugglers participate, you could have students participate one at a time or in teams.

Mm and Nn Letter Recognition

Letter Recognition

Say the names of the letters and pictures. Color the letters.

M

monkey

m



N

nest

n



72

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Objectives:

- Recognize the uppercase **M** and lowercase **m** by sight and name.
- Recognize the uppercase **N** and lowercase **n** by sight and name.

1. Model & Discuss

Have the students open their books to page 72. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase M)
2. What is the second letter called? (lowercase m)
3. How are these two letters different? (size, strokes)
4. Name the illustration next to the two M's. (monkey)
5. What color is the monkey? (brown)

1. What is the third letter called? (uppercase N)
2. What is the last letter called? (lowercase n)
3. How are these two letters different? (size, strokes)
4. Name the illustration next to the two N's. (nest)
5. What color are the eggs? (white)

2. Practice (Color)

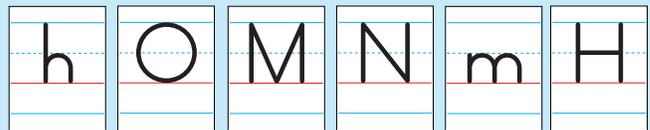
Have the students point to the uppercase letter **M** in their books and say “**uppercase M.**” Next, have them point to the lowercase **m** and say “**lowercase m.**” Have the students use a red crayon to color the uppercase **M**. Have them use a green crayon to color the lowercase **m**.

Now have the students point to the uppercase letter **N** in their books and say “**uppercase N.**” Have them point to the lowercase **n** and say “**lowercase n.**” Have the students use a red crayon to color the uppercase **N** and a

green crayon to color the lowercase **n**.

3. Extended Activity

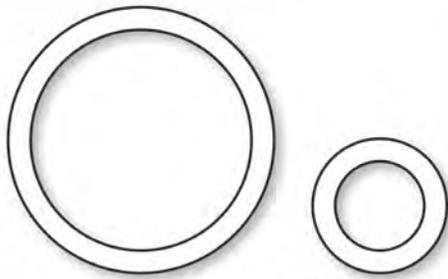
Use the Manuscript Alphabet Cards for this activity. Take the letter **M, m, N, n, O, o, H, and h** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **N** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



You can download and print these cards at: upub.net/manuscriptcards.pdf or you can order a heavy-duty set by calling 1-800-940-2270



Katherine's OT Tip Seating posture is an important element of pre-handwriting mastery. At times, your young students will find it difficult to stay in their seats and will resort to fidgeting and slouching as they learn their letter formations. They will love it when you make the “out of your chairs” call and have them color their letters as they sit or lie down on the floor. Standing to stretch is allowed, as well, as it increases blood flow and wakes up the brain. They will be ready to return to their seats and sit tall. One minute will do the trick!



owl



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puppy



73

Oo and Pp Letter Recognition

Objectives:

- Recognize the uppercase **O** and lowercase **o** by sight and name.
- Recognize the uppercase **P** and lowercase **p** by sight and name.

1. Model & Discuss

Have the students open their books to page 73. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase O)
2. What is the second letter called? (lowercase o)
3. How are these two letters different? (size)
4. Name the illustration under the two O's. (owl)
5. What color are the owl's feet? (yellow)

1. What is the third letter called? (uppercase P)
2. What is the last letter called? (lowercase p)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two P's. (puppy)
5. What color is the puppy's collar? (red)

2. Practice (Color)

Have the students point to the uppercase letter **O** in their books and say “**uppercase O.**” Next, have them point to the lowercase **o** and say “**lowercase o.**” Have the students use a red crayon to color the uppercase **O**. Have them use a green crayon to color the lowercase **o**.

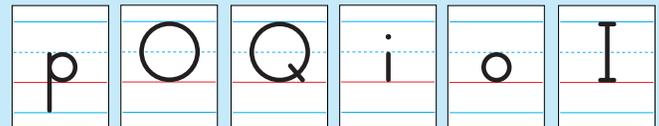
Now have the students point to the uppercase letter **P** in their books and say “**uppercase P.**” Have them point to the lowercase **p** and say “**lowercase p.**” Have the stu-

dents use a red crayon to color the uppercase **P** and a green crayon to color the lowercase **p**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **O, o, P, p, Q, q, I, and i** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **P** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread out the Alphabet Cards as shown here.

You can download and print these cards at:
pub.net/manuscriptcards.pdf



Katherine's OT Tip Poor seated or standing posture can result in missed opportunities for learning as students slouch or lean against the wall. These postures could indicate fatigue resulting from poor muscle strength. Warm-ups for fine-motor work that include gross-motor movement activities can enhance your young learners' physical strength and their ability to maintain attention to the tasks at hand. Crab walks, crawling on all fours, and tossing a balloon or beach ball to each other are excellent ways to wake up the brain and the large muscle groups.

Qq and Rr Letter Recognition

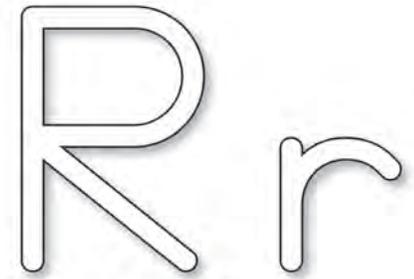
Letter Recognition

Say the names of the letters and pictures. Color the letters.



queen

74



rabbit

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Objectives:

- Recognize the uppercase **Q** and lowercase **q** by sight and name.
- Recognize the uppercase **R** and lowercase **r** by sight and name.

1. Model & Discuss

Have the students open their books to page 74. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase Q)
2. What is the second letter called? (lowercase q)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two Q's. (queen)
5. What color is the Queen's crown? (gold, red, blue)

1. What is the third letter called? (uppercase R)
2. What is the last letter called? (lowercase r)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two R's. (rabbit)
5. What color is the rabbit? (gray)

2. Practice (Color)

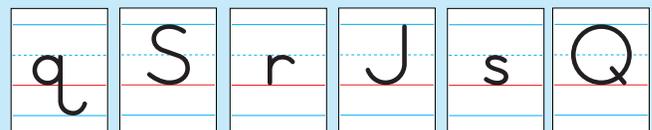
Have the students point to the uppercase letter **Q** in their books and say "**uppercase Q.**" Next, have them point to the lowercase **q** and say "**lowercase q.**" Have the students use a red crayon to color the uppercase **Q**. Have them use a green crayon to color the lowercase **q**.

Now have the students point to the uppercase letter **R** in their books and say "**uppercase R.**" Have them point to the lowercase **r** and say "**lowercase r.**" Have the students use a red crayon to color the uppercase **R** and a

green crayon to color the lowercase **r**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **Q, q, R, r, S, s, J, j** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **R** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



You can download and print these cards at:
upub.net/manuscriptcards.pdf

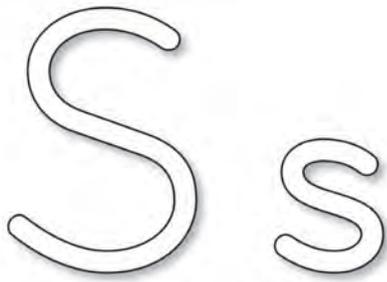


Katherine's OT Tip Sitting posture can tell you a great deal about your students. Slouching in chairs or leaning on the desk could be due to fatigue or poor muscle strength. In some cases, these postures can signal a visual concern. Eyestrain or poor eyesight can cause students to place their head and eyes in a more comfortable position to perform fine motor work. Unfortunately, these postures are not conducive for learning. If students fail to correct these postures with cues and reinforcement, it would be wise to notify their parents so that they can consult with a pediatrician.

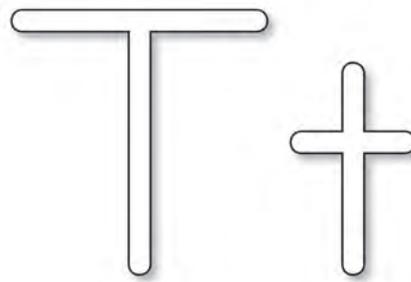
Ss and Tt Letter Recognition

Objectives:

- Recognize the uppercase **S** and lowercase **s** by sight and name.
- Recognize the uppercase **T** and lowercase **t** by sight and name.



sun



turtle



1. Model & Discuss

Have the students open their books to page 75. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase S)
2. What is the second letter called? (lowercase s)
3. How are these two letters different? (size)
4. Name the illustration under the two S's. (sun)
5. What color is the sun? (yellow)

1. What is the third letter called? (uppercase T)
2. What is the last letter called? (lowercase t)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two T's. (turtle)
5. What color is the turtle? (green, gray, black, and yellow)

2. Practice (Color)

Have the students point to the uppercase letter **S** in their books and say “**uppercase S.**” Next, have them point to the lowercase **s** and say “**lowercase s.**” Have the students use a red crayon to color the uppercase **S**. Have them use a green crayon to color the lowercase **s**.

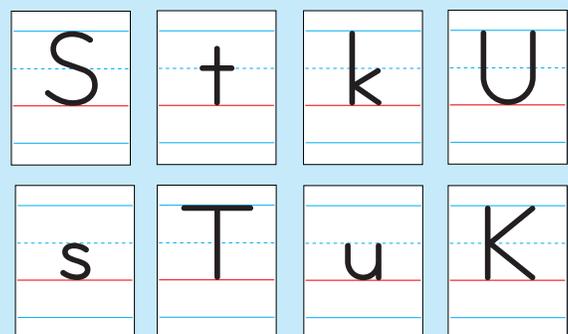
Now have the students point to the uppercase letter **T** in

their books and say “**uppercase T.**” Have them point to the lowercase **t** and say “**lowercase t.**” Have the students use a red crayon to color the uppercase **T** and a green crayon to color the lowercase **t**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **S, s, T, t, U, v, K, and k** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **T** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread out the Alphabet Cards as shown here.

You can download and print these cards at:
upub.net/manuscriptcards.pdf



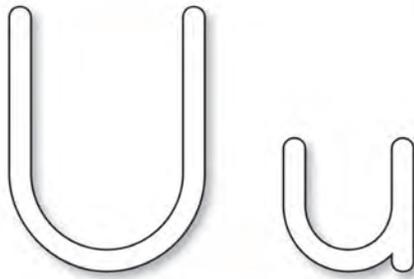
Uu and Vv Letter Recognition

Objectives:

- Recognize the uppercase **U** and lowercase **u** by sight and name.
- Recognize the uppercase **V** and lowercase **v** by sight and name.

Letter Recognition

Say the names of the letters and pictures. Color the letters.



76

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1. Model & Discuss

Have the students open their books to page 76. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase U)
2. What is the second letter called? (lowercase u)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two U's. (up arrow)
5. What color is the up arrow? (black)

1. What is the third letter called? (uppercase V)
2. What is the last letter called? (lowercase v)
3. How are these two letters different? (size)
4. Name the illustration under the two V's. (vines)
5. What color are the vines? (green, brown)

2. Practice (Color)

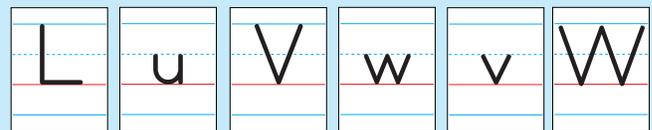
Have the students point to the uppercase letter **U** in their books and say “**uppercase U.**” Next, have them point to the lowercase **u** and say “**lowercase u.**” Have the students use a red crayon to color the uppercase **U**. Have them use a green crayon to color the lowercase **u**.

Now have the students point to the uppercase letter **V** in their books and say “**uppercase V.**” Have them point to the lowercase **v** and say “**lowercase v.**” Have the students use a red crayon to color the uppercase **V** and a

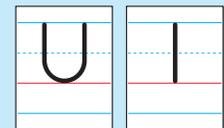
green crayon to color the lowercase **v**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **U, u, V, v, W, w, L, and I** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **V** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



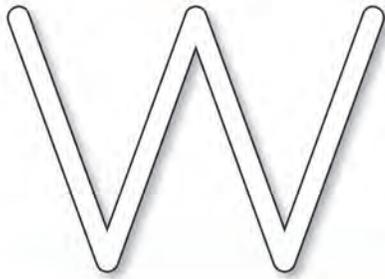
You can download and print these cards at: upub.net/manuscriptcards.pdf or you can order a heavy-duty set by calling 1-800-940-2270



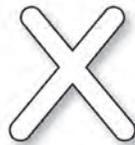
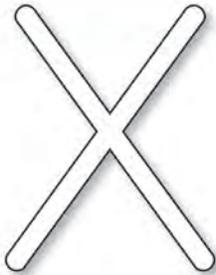
Katherine's OT Tip Yoga is a fun activity to bring into your classroom as your young learners begin to get spring fever. Simple poses such as The Mountain, The Child's, and The Sunrise/Sunset (stretch to the sky and down to their toes) poses are simple and easy for your young learners to master. Add some of your Boot Camp breathing exercises into the mix and you will find them ready to work. Students who tend to struggle with maintaining attention to their tasks will benefit the most.

Letter Recognition

Say the names of the letters and pictures. Color the letters.



whale



fox



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77

Ww and Xx Letter Recognition

Objectives:

- Recognize the uppercase **W** and lowercase **w** by sight and name.
- Recognize the uppercase **X** and lowercase **x** by sight and name.

1. Model & Discuss

Have the students open their books to page 77. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase W)
2. What is the second letter called? (lowercase w)
3. How are these two letters different? (size)
4. Name the illustration next to the two W's. (whale)
5. What color is the whale? (blue)

1. What is the third letter called? (uppercase X)
2. What is the last letter called? (lowercase x)
3. How are these two letters different? (size)
4. Name the illustration next to the two X's. (fox)
5. How many letters are in the word fox? (3)

2. Practice (Color)

Have the students point to the uppercase letter **W** in their books and say “**uppercase W.**” Next, have them point to the lowercase **w** and say “**lowercase w.**” Have the students use a red crayon to color the uppercase **W**. Have them use a green crayon to color the lowercase **w**.

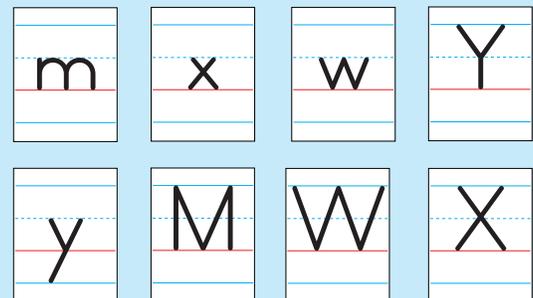
Now have the students point to the uppercase letter **X** in their books and say “**uppercase X.**” Have them point to the lowercase **x** and say “**lowercase x.**” Have the stu-

dents use a red crayon to color the uppercase **X** and a green crayon to color the lowercase **x**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **W**, **w**, **X**, **x**, **Y**, **y**, **M**, and **m** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **X** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread out the Alphabet Cards as shown here.

You can download and print these cards at:
upub.net/manuscriptcards.pdf



Yy and Zz Letter Recognition

Objectives:

- Recognize the uppercase **Y** and lowercase **y** by sight and name.
- Recognize the uppercase **Z** and lowercase **z** by sight and name.

Letter Recognition

Say the names of the letters and pictures. Color the letters.



78



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1. Model & Discuss

Have the students open their books to page 78. Tell them to look at the four big letters at the top of the page and ask them the following questions:

1. What is the name of the first letter? (uppercase Y)
2. What is the second letter called? (lowercase y)
3. How are these two letters different? (size, strokes)
4. Name the illustration under the two Y's. (yarn)
5. What color is the yarn? (yellow)

1. What is the third letter called? (uppercase Z)
2. What is the last letter called? (lowercase z)
3. How are these two letters different? (size)
4. Name the illustration under the two Z's. (zebra)
5. How many legs does the zebra have? (4)

2. Practice (Color)

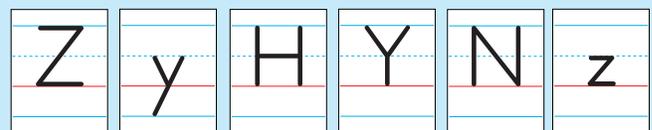
Have the students point to the uppercase letter **Y** in their books and say “**uppercase Y.**” Next, have them point to the lowercase **y** and say “**lowercase y.**” Have the students use a red crayon to color the uppercase **Y**. Have them use a green crayon to color the lowercase **y**.

Now have the students point to the uppercase letter **Z** in their books and say “**uppercase Z.**” Have them point to the lowercase **z** and say “**lowercase z.**” Have the students use a red crayon to color the uppercase **Z** and a

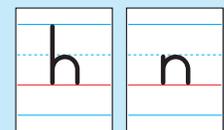
green crayon to color the lowercase **z**.

3. Extended Activity

Use the Manuscript Alphabet Cards for this activity. Take the letter **Y, y, Z, z, H, h, N, and n** cards and place them on a table letter side up. Call on a student to go to the table and find the uppercase **Z** card. When they find the correct card, they should hold it up and show the class. Ask the class if it is the correct letter. Call on another student to find a different letter. Repeat as many times as you wish. Spread Alphabet Cards out as shown below.



You can download and print a set of Alphabet Cards at:
upub.net/manuscriptcards.pdf
or you can order a heavy-duty set by calling 1-800-940-2270



Katherine's OT Tip Letter recognition skills have been a vital facet of this year's writing readiness program. Before your young learners leave for the summer, have them select their favorite books from the library and point out the upper- and lower-case letters they've learned in the story. This simple activity will encourage them to continue to recognize letters in their books. Remind them that they will see these letters in the community, as well, and to try and find them as they have fun this summer.

Matching Letters

Draw a line from each uppercase letter to the correct lowercase letter.

Z R W F M J H K D G A

h d z a m w j k r g f

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79

Matching Letters

Objectives:

- Recognize uppercase and lowercase letters.

1. Discuss

Ask the students if anyone can recite the alphabet. Call on students who can or would like to try. Remind the students that they just finished going through all the upper- and lowercase letters of the alphabet.

Have the students open their books to page 79 and look at the **top row** of letters and count the letters from left to right to answer the questions:

1. What number is the uppercase letter R? (2)
2. What number is the uppercase letter H? (7)
3. What number is the uppercase letter M? (5)
4. What number is the uppercase letter K? (8)
5. What number is the uppercase letter A? (11)
6. What number is the uppercase letter W? (3)
7. Who can name all the letters in the top row?
(call on different students to name the letters)

Tell the students to look at the **bottom row** of letters on page 79. Ask them the following questions:

1. What do we call these letters? (lowercase letters)
2. Who can name these lowercase letters?
(call on different students to name the letters)
3. What number is the lowercase letter d? (2)
4. What number is the lowercase letter m? (5)

5. What number is the lowercase letter a? (4)

6. What number is the lowercase letter k? (8)

7. What number is the lowercase letter g? (10)

2. Matching Activity

Direct the students to start at the green dots below the uppercase letters (top row) and draw a line to the correct lowercase letters (bottom row).

Katherine's OT Tip A great end-of-the-year activity to share with parents simply uses straws and letter stickers. Choose small upper- and lowercase stickers and have students match and place them on both ends of a straw by wrapping them around it to keep them secure. After they are done, students will have their very own summer letter recognition enhancement activity to help them maintain their skills. This will also be a great way to show parents how well they've done in their Writing Readiness Program!

Draw and Color

Objectives:

- The concept of family.
- Draw a picture of your family.



80

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1. Discuss

Have the students open their books to page 80 and look at the illustrations of the family on the **left**. Ask them to raise their **left** hand and with that hand point to the family on the **left**. Ask the following questions:

1. How many family members on the left (6).
2. Which one is the father? (fourth one)
3. Which one is the mother? (third one)
4. Which one is the grandfather? (fifth one)
5. Which one is the grandmother? (second one)
6. Which two are the children? (first and last)

Ask students to raise their **right** hand and with that hand point to the family on the **right**. Ask them the following questions:

1. How many family members on the right? (7)
2. What color shirt is the father wearing? (orange)
3. Which two are the grandparents? (last two)
4. Which one is raising his hand? (second one)
5. Who is holding the baby? (mother)
6. Who is wearing glasses? (grandma and grandpa)

1. How many brothers or sisters do you have? (answers will vary)
2. Do you have a family pet? (answers will vary)
3. What is your family's last name? (answers vary)

4. Can you spell your first name? (answers will vary)
5. Can you spell your last name? (answers will vary)

2. Draw and Color

Have the students draw a picture of their entire family. Have them color their drawing.

Worksheet 80

Make copies of this worksheet so that students can draw a picture of their friends. Ask them to discuss how friends and family are different and how they are the same.

Worksheet 80

You can download and print copies of this worksheet at:
upub.net/149worksheets.pdf



Katherine's OT Tip As your young learners progress to their next level of learning, it would be fun to have them share their favorite Writing Readiness experience with you by drawing a picture of it. This activity can tell you a great deal about their experiences in your classroom, as well as their impressions of handwriting! This is great information to have for next year.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10

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Manuscript Alphabet

Objectives:

- Recognize all uppercase and lowercase letters.
- Recognize numerals 1 through 10.

Discuss

Have the students open their books to the inside back cover. Tell them to look at the manuscript alphabet and ask them the following questions:

1. What letter does your first name begin with?
2. What letter does your last name begin with?
3. How many letters in your first name?
4. How many letters in your last name?
5. How many letters in both your first and last name?
6. Do we start our names with an uppercase letter or a lowercase letter? (uppercase)
7. How many uppercase letters in the alphabet? (26)
8. Count all the letters that have a circle in them. (8)
9. Count all the letters that have a slant stroke. (17)
10. Count the letters that have ONLY slant strokes. (7)
11. How many letters go below the bottom line? (5)
12. How many numerals have a circle in them? (3)
13. Call on students to name the basic strokes that are used to make the manuscript letters. (top to bottom, left to right, slant right, slant left, backward circle, and forward circle).

14. How many letters have a curve line in them? (19)
15. What is the first letter in your dad's name?
16. What is the first letter in your mom's name?
17. What two uppercase letters have an uppercase P in them? (B and R)

Letter Recognition Writing Activity

Give each student a sheet of plain paper. Have them use different color crayons to write 10 uppercase letters (any uppercase letters they want to write). Give them another sheet of plain paper and ask them to use their crayons to write the 10 correct lowercase letters that go with the uppercase letters they wrote.

Finally, on unlined paper, have the students write their first name. For students who aren't able to write their first name yet, ask them to try writing just the first letter or two.

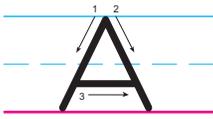


Manuscript Stroke Descriptions



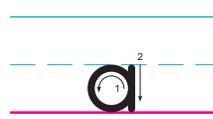
The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download the stroke descriptions at: upub.net/manuscriptstrokedescriptions.pdf



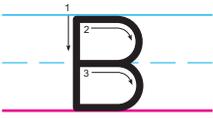
Uppercase A

Begin at the top line, **slant left** to the bottom line. Begin at the top line, **slant right** to the bottom line. Touch the first stroke halfway between the midline and bottom line, **slide right**.



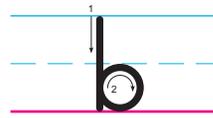
Lowercase a

Begin halfway between the midline and the bottom line, **circle left**. Begin at the midline, **pull down straight** to the bottom line.



Uppercase B

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right, curve down** to the midline, **slide left** to the first stroke; **slide right, curve down** to the bottom line, **slide left** to the first stroke.



Lowercase b

Begin at the top line, **pull down straight** to the bottom line. Touch the first stroke halfway between the bottom line and the midline, **circle right**.



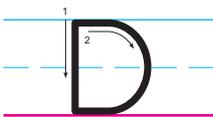
Uppercase C

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending just above the bottom line.



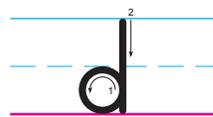
Lowercase c

Begin slightly below the midline, **circle left** touching the midline and the bottom line, ending just above the bottom line.



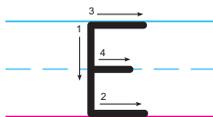
Uppercase D

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right, curve down** to the bottom line, **slide left** to the first stroke.



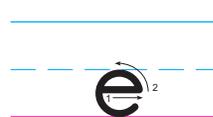
Lowercase d

Begin halfway between the midline and the bottom line, **circle left**. Begin at the top line, **pull down straight** to the bottom line.



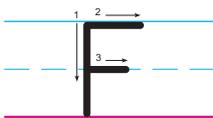
Uppercase E

Begin at the top line, **pull down straight** to the bottom line; **slide right** on the bottom line. Begin at the top line, **slide right**. Begin at the midline, **slide right**.



Lowercase e

Begin halfway between the midline and the bottom line, **slide right**; **circle left** touching the midline and bottom line, ending just above the bottom line.



Uppercase F

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**. Begin at the midline, **slide right**.



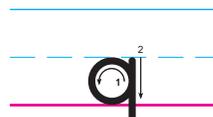
Lowercase f

Begin slightly below the top line, **curve left** touching the top line, **pull down straight** to the bottom line. **Slide right** on the midline.



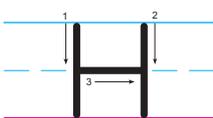
Uppercase G

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending at the midline; **slide left**.



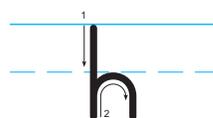
Lowercase g

Begin halfway between the midline and the bottom line, **circle left** touching the midline and bottom line. Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the descender line.



Uppercase H

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Touch the first stroke at the midline, **slide right** to the second stroke.

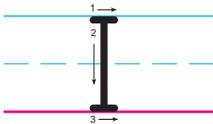


Lowercase h

Begin at the top line, **pull down straight** to the bottom line; **push up straight, curve right** touching the midline, **pull down straight** to the bottom line.

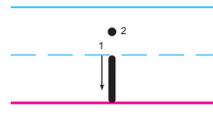
Manuscript Stroke Descriptions (continued)

Be sure to review the names of the writing lines and the basic strokes with your child/children. The relationship of the strokes in the letters to the writing lines is important for mastery of this skill.



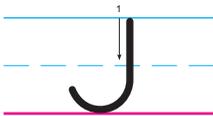
Uppercase I

Begin at the top line, **slide right**. Touch the middle of the first stroke, **pull down straight** to the bottom line. **Slide right** on the bottom line.



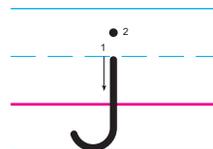
Lowercase i

Begin at the midline, **pull down straight** to the bottom line. **Dot** halfway between the midline and the top line.



Uppercase J

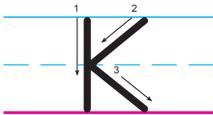
Begin at the top line, **pull down straight**, **curve left** touching the bottom line, ending halfway between the bottom line and the midline.



Lowercase j

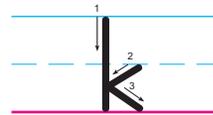
Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the line.

Dot halfway between the midline and the top line.



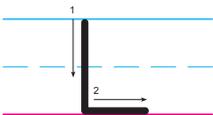
Uppercase K

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant left** touching the first stroke at the midline; **slant right** to the bottom line.



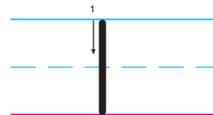
Lowercase k

Begin at the top line, **pull down straight** to the bottom line. Begin at the midline, **slant left** touching the first stroke halfway between the midline and the bottom line; **slant right** to the bottom line.



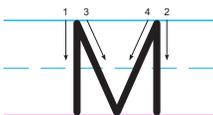
Uppercase L

Begin at the top line, **pull down straight** to the bottom line; **slide right**.



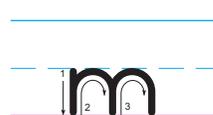
Lowercase l

Begin at the top line, **pull down straight** to the bottom line.



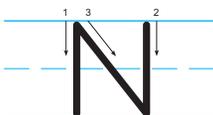
Uppercase M

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



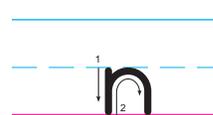
Lowercase m

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line.



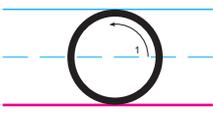
Uppercase N

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant right** to the bottom line.



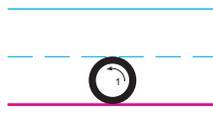
Lowercase n

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line.



Uppercase O

Begin at the midline, **circle left** touching the top line and the bottom line.



Lowercase o

Begin halfway between the midline and the bottom line, **circle left** touching the midline and the bottom line.



Uppercase P

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**, **curve down** to the midline, **slide left** touching the first stroke.



Lowercase p

Begin at the midline, **pull down straight** filling the space below the bottom line. Touch the first stroke halfway between the midline and the bottom line, **circle right**.

Manuscript Stroke Descriptions (continued)



The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download these stroke descriptions at: upub.net/manuscriptstrokedescriptions.pdf



Uppercase Q

Begin at the midline, **circle left** touching the top line and the bottom line. Make a short **slant right** through the lower right bottom of the circle.



Lowercase q

Begin halfway between the midline and the bottom line, **circle left**. Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve right** touching the descender line, ending just above the descender line.



Uppercase R

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**, **curve down** to the midline, **slide left**, **slant right** to the bottom line.



Lowercase r

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline and ending just below the midline.



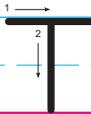
Uppercase S

Begin slightly below the top line, **curve left**, touching the top line, **curve down**, **curve left** touching the bottom line, ending just above the bottom line.



Lowercase s

Begin slightly below the midline, **curve left** touching the midline, **curve down**, **curve left** touching the bottom line, ending just above the bottom line.



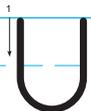
Uppercase T

Begin at the top line, **slide right**. Touch the middle of the first stroke, **pull down straight** to the bottom line.



Lowercase t

Begin halfway between the top line and the midline, **pull down straight** to the bottom line. **Slide right** on the midline.



Uppercase U

Begin at the top line, **pull down straight**, **curve right** touching the bottom line, **push up straight** to the top line.



Lowercase u

Begin at the midline, **pull down straight**, **curve right** touching the bottom line, **push up straight** to the midline; **pull down straight** to the bottom line.



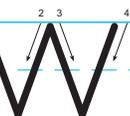
Uppercase V

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



Lowercase v

Begin at the midline, **slant right** to the bottom line. Begin at the midline **slant left** to the bottom line.



Uppercase W

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line. Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



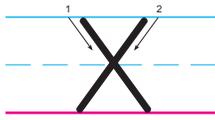
Lowercase w

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line. Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line.

Be sure to review the names of the writing lines and the basic strokes with your child/children. The relationship of the strokes in the letters to the writing lines is important for mastery of this skill.

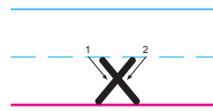
Manuscript Stroke Descriptions (continued)

The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.



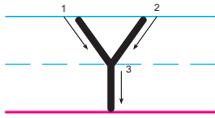
Uppercase X

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line, crossing the first stroke at the midline.



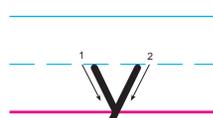
Lowercase x

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line, crossing the first stroke halfway between the midline and the bottom line.



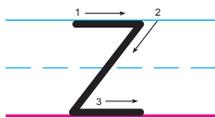
Uppercase Y

Begin at the top line, **slant right** to the midline. Begin at the top line, **slant left** to the midline; **pull down straight** to the bottom line.



Lowercase y

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** filling the space below the bottom line.



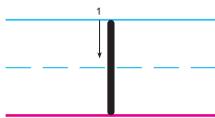
Uppercase Z

Begin at the top line, **slide right**; **slant left** to the bottom line; **slide right**.



Lowercase z

Begin at the midline, **slide right**; **slant left** to the bottom line; **slide right**.



Numeral 1

Begin at the top line, **pull down straight** to the bottom line.



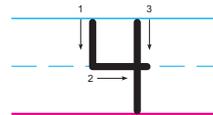
Numeral 2

Begin slightly below the top line, **curve right** touching the top line and continuing to halfway between the top line and the midline, **slant left** to the bottom line; **slide right** on the bottom line.



Numeral 3

Begin slightly below the top line, **circle right** touching the top line and ending at the midline; **circle right** touching the bottom line, ending just above the bottom line.



Numeral 4

Begin at the top line, **pull down straight** to the midline; **slide right**. Begin at the top line, **pull down straight** to the bottom line.



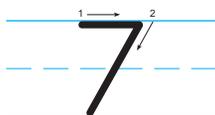
Numeral 5

Begin at the top line, **pull down straight** to the midline; **circle right** touching the bottom line, ending just above the bottom line. Begin at the top line, **slide right**.



Numeral 6

Begin at the top line, **curve down** to the bottom line, **curve up**, **curve down** touching the midline and closing the circle.



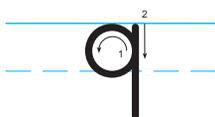
Numeral 7

Begin at the top line, **slide right**; **slant left** to the bottom line.



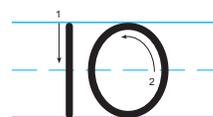
Numeral 8

Begin below the top line, **curve left** touching the top line, **curve down**, **curve left** touching the bottom line, **slant up** to the top line.



Numeral 9

Begin halfway between the top line and the midline, **circle left** touching the top line and the midline. Begin at the top line, **pull down straight** to the bottom line.



Numeral 10

Begin at the top line, **pull down straight** to the bottom line. Begin at the midline, **circle left** touching the top line and the bottom line.

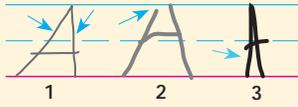
Corrective Techniques for Manuscript Letters

The following pages show possible handwriting errors and corrective techniques for all the uppercase and lowercase manuscript letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective

corrective techniques for any letter form error is having the student trace over a gray model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

Uppercase A

Possible Errors



1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

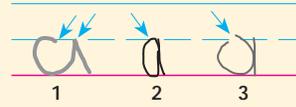
Corrective Techniques



1. Trace over a model of the letter.
2. Touch top of first slant stroke, then slant right.
3. Trace over a model of the letter.

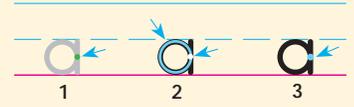
Lowercase a

Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

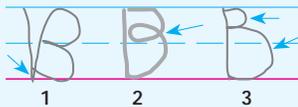
Corrective Techniques



1. and 3. Start at 3:00 o'clock, be sure to close the circle.
2. Trace the circle in a model of the letter.

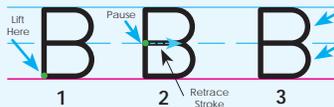
Uppercase B

Possible Errors



1. Did not lift after first stroke.
2. Looped the middle of the letter.
3. Top of the letter is too small, bottom is too big.

Corrective Techniques



1. Lift pencil after first stroke.
2. Pause, then slide right.
3. Use the midline as your guide for keeping top and bottom the same size.

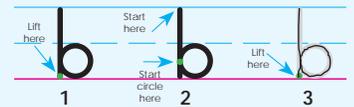
Lowercase b

Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

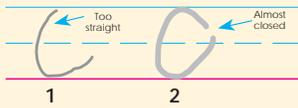
Corrective Techniques



1. Lift the pencil after the first stroke.
2. Start on top line. Touch the first stroke, then make a full circle.
3. Trace a model of the letter, lift after first stroke then make the circle.

Uppercase C

Possible Errors



1. The first stroke is too straight. Looks like the letter L.
2. The letter is almost closed. Looks like the letter O.

Corrective Techniques



1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

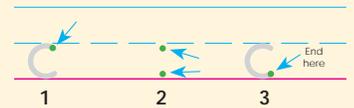
Lowercase c

Possible Errors



1. The first stroke is too straight. Looks like the letter i.
2. Curves up at end, looks like u.
3. Almost closed, looks like o.

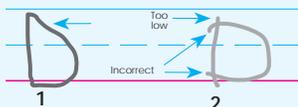
Corrective Techniques



1. Trace over a model of the letter c.
2. Make a start dot and end dot for student to use as guides.
3. Trace over a model of the letter c.

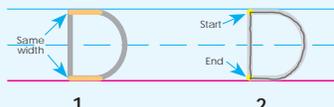
Uppercase D

Possible Errors



1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

Corrective Techniques



1. Trace a model letter, emphasize the length of the horizontal strokes.
2. Trace a model of the letter, emphasize where the letter starts (top line).

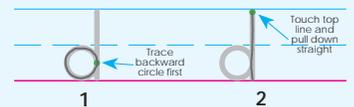
Lowercase d

Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

Corrective Techniques



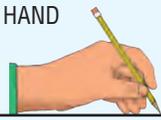
1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

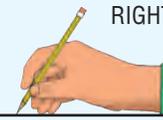
Corrective Techniques for Manuscript Letters (continued)



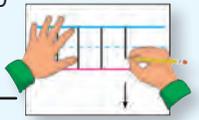
LEFT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

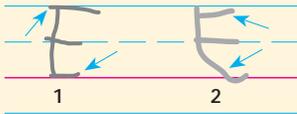


RIGHT HAND



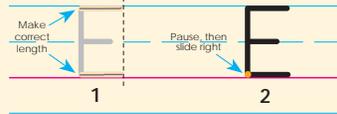
Uppercase E

Possible Errors



1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

Corrective Techniques



1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

Lowercase e

Possible Errors



1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

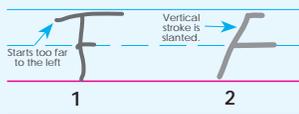
Corrective Techniques



1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

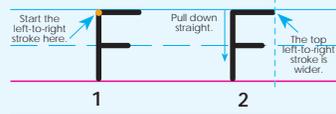
Uppercase F

Possible Errors



1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

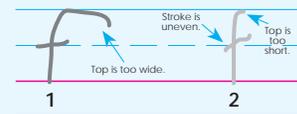
Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

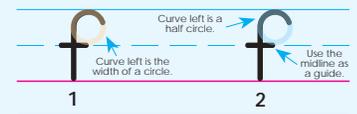
Lowercase f

Possible Errors



1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

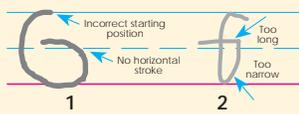
Corrective Techniques



1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

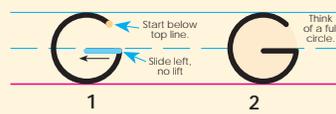
Uppercase G

Possible Errors



1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

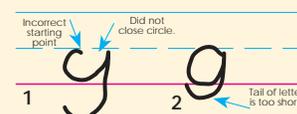
Corrective Techniques



1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

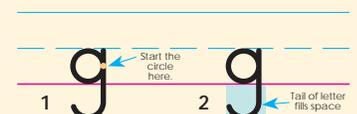
Lowercase g

Possible Errors



1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

Corrective Techniques



1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

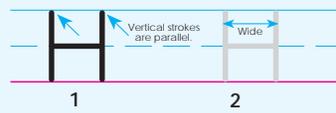
Uppercase H

Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

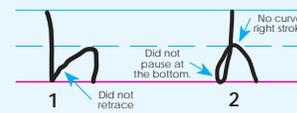
Corrective Techniques



1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

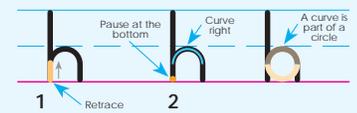
Lowercase h

Possible Errors



1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

Corrective Techniques



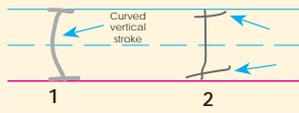
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

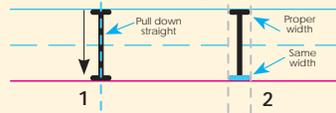
Uppercase I

Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

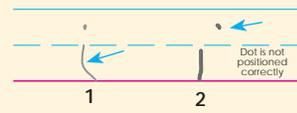
Corrective Techniques



1. Check paper position. Use edge of paper as a guide for vertical strokes.
2. Start on the top line and slide right, start on the bottom line slide right.

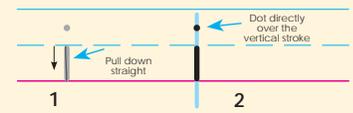
Lowercase i

Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

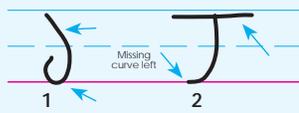
Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

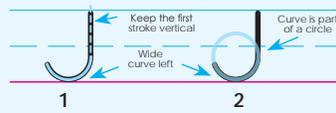
Uppercase J

Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes it look like the letter T. Curve-left stroke is incorrect.

Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

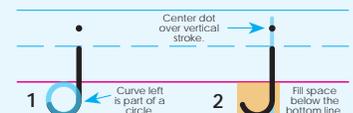
Lowercase j

Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

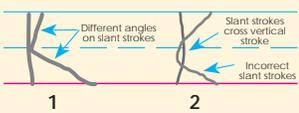
Corrective Techniques



1. Think of making the bottom half of a circle for the curve-left stroke.
2. Highlight tail space with a colored marker so students see the area.

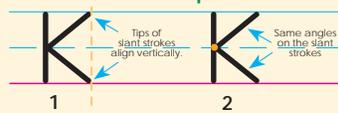
Uppercase K

Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

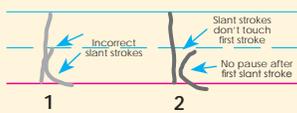
Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

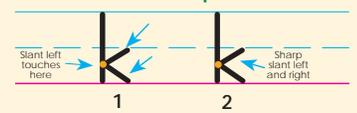
Lowercase k

Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

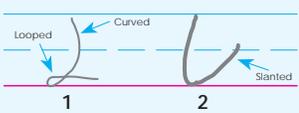
Corrective Techniques



1. and 2. Trace a model of the letter k several times as you say the strokes. Be sure to pause after the slant-left stroke, then slant right to bottom line.

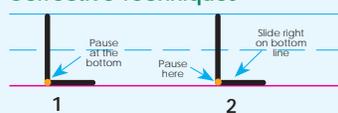
Uppercase L

Possible Errors



1. Curved first stroke. No pause at bottom line, looped strokes.
2. Left-to-right stroke is slanted and off the bottom line.

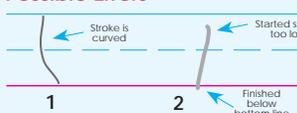
Corrective Techniques



1. Writing too fast, slow down, pause on bottom line before slide right.
2. Pull down straight to the bottom line. Slide right, staying on the bottom line.

Lowercase l

Possible Errors



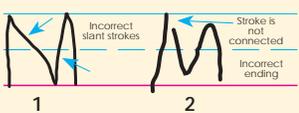
1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

Corrective Techniques



Uppercase M

Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

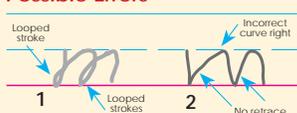
Corrective Techniques



1. Place a dot between the two vertical strokes, then make the slant strokes.
2. All of the strokes in the letter connect at the top line or bottom line.

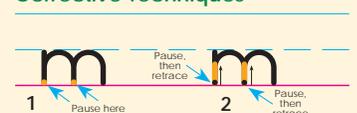
Lowercase m

Possible Errors



1. The vertical strokes are looped.
2. There should be a retrace of the vertical stroke before the curve-right stroke.

Corrective Techniques



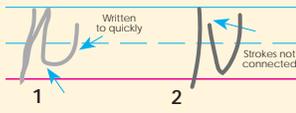
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

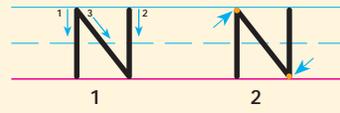
Uppercase N

Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

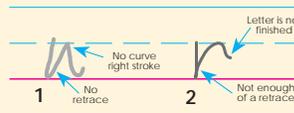
Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

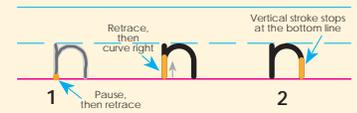
Lowercase n

Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

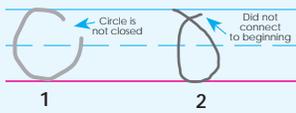
Corrective Techniques



1. Trace over a model of the letter n. Retrace the first stroke part way.
2. Finish the letter by pulling the vertical stroke to the bottom line.

Uppercase O

Possible Errors



1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

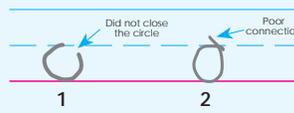
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the midline and close the circle.

Lowercase o

Possible Errors



1. Did not close the circle.
2. Did not make a smooth closing of the circle.

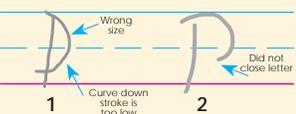
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

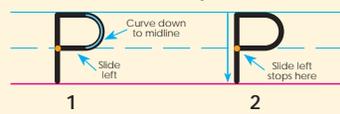
Uppercase P

Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

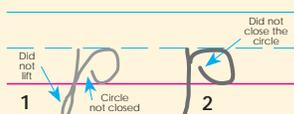
Corrective Techniques



1. Trace over a model of the letter P, curve down stroke stops at midline.
2. Slide-left on the midline to close the top of the letter.

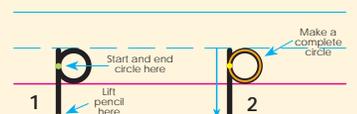
Lowercase p

Possible Errors



1. Did not lift the pencil after the first stroke. Circle is not closed.
2. Vertical stroke is curved. The circle is not closed.

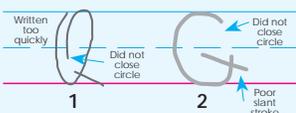
Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter 6 to 8 times as you say the strokes.

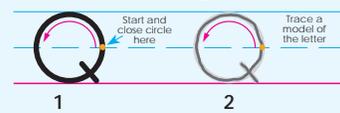
Uppercase Q

Possible Errors



1. Circle starts and ends incorrectly, not closed, letter is too narrow.
2. Circle not closed, slant stroke is too long and too high.

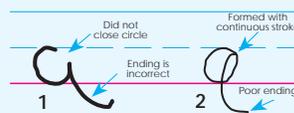
Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

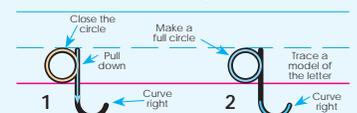
Lowercase q

Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

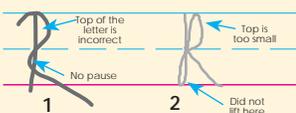
Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

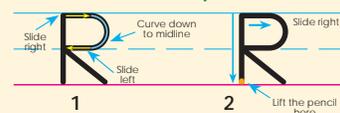
Uppercase R

Possible Errors



1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

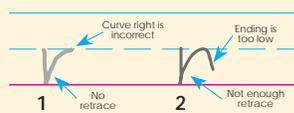
Corrective Techniques



1. Trace over a model of the letter R 6 to 8 times as you say each stroke.
2. Lift after the first stroke. Touch the top of the first stroke and finish letter.

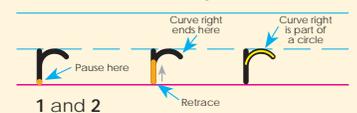
Lowercase r

Possible Errors



1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

Corrective Techniques



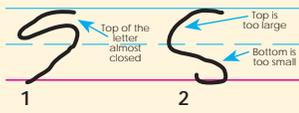
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

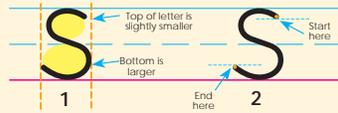
Uppercase S

Possible Errors



1. The top of the letter is small, bottom stroke is too straight.
2. The top and bottom of the letter are way out of proportion.

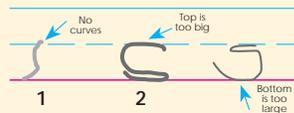
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times paying attention to the top and bottom parts of the letter.

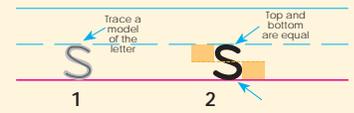
Lowercase s

Possible Errors



1. The letter was made with no curves. Looks like the letter i.
2. The top and bottom parts of the letter are incorrect.

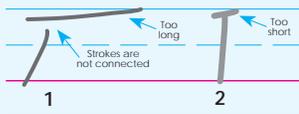
Corrective Techniques



1. The letter is all curves: curve left, curve down, curve left. Keep curves wide.
2. The top and bottom of the letter are equal in size.

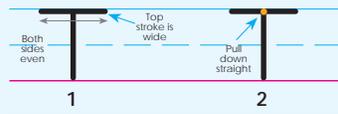
Uppercase T

Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

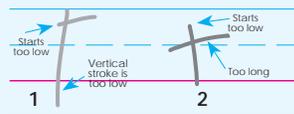
Corrective Techniques



1. and 2. Touch the top line and make a wide left-to-right stroke, lift, touch the middle of first stroke, pull down straight to the bottom line.

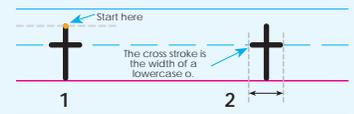
Lowercase t

Possible Errors



1. Vertical stroke too long. Left-to-right stroke is tilted and too low.
2. Left-to-right stroke too long and low. Vertical stroke is too low.

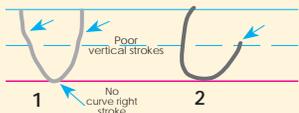
Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

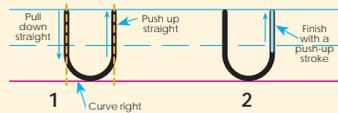
Uppercase U

Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to the top-to-bottom strokes and curve right stroke.

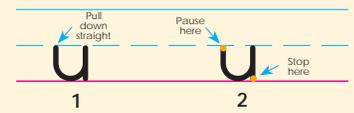
Lowercase u

Possible Errors



1. Almost closed, looks like letter a. Vertical stroke is slanted.
2. Did not pause after the push up stroke causing a loop.

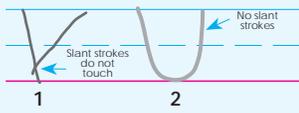
Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

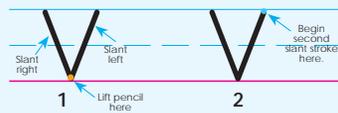
Uppercase V

Possible Errors



1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

Corrective Techniques



1. and 2. Begin at the top line, slant right to the bottom line. Lift the pencil, begin second stroke at the top line and slant left to the bottom line. Trace the letter.

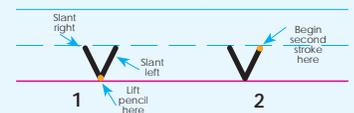
Lowercase v

Possible Errors



1. First stroke does not slant. Did not lift at bottom line. Looks like the letter u.
2. First stroke is too long. Second stroke is short.

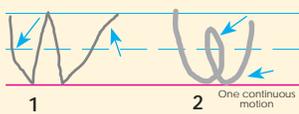
Corrective Techniques



1. and 2. Begin at midline, slant right to the bottom line. Lift the pencil, begin second stroke at the midline and slant left to the bottom line. Trace over a model.

Uppercase W

Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

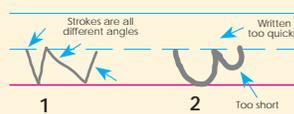
Corrective Techniques



1. Slow down. Finish all four strokes in the letter. Use the writing lines as guides.
2. The two slant-right strokes are parallel, the two slant-left strokes are parallel.

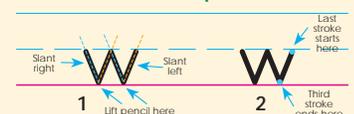
Lowercase w

Possible Errors



1. The slant-right and slant-left strokes are at different angles.
2. The letter was written too quickly. Strokes are not aligned.

Corrective Techniques



1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.

Glossary of Occupational Therapy Terms

Automaticity (automatic letter recall) is the ability to recall information from memory quickly and accurately without conscious thought.

Body Awareness is the mental picture of one's own body parts that is formed through input we receive from the joints and muscles. This picture provides an awareness of their location in space, how they are working together, and how they are interacting with other objects. Its development begins at birth from exposure to movement and visual stimulation.

Binocular Vision (eye teaming) is the ability of the eyes to work together efficiently to form a single clear visual image.

Bilateral Coordination is the ability to use both sides of the body together in a smooth, synchronized, and coordinated manner.

Fine Motor Dexterity (finger-hand dexterity) is the ability to make coordinated hand and finger movements to grasp and manipulate objects, such as pencils and scissors.

Proprioception (proprioceptive input) provides us with a sense of body position through sensory input from our muscles and joints that indicates weight, pressure, stretch, movement, and changes in position.

Tactile System (feedback) processes information through the skin and touch to assist us in learning characteristics of objects such as size, shape, texture, and weight, as well as to develop stereognosis, the ability to recognize an object through touch alone.

Two Sides of the Hand (hand separation) refers to our ability to use our hands to perform fine motor skills. The hands are separated into two sides: the pinky and ring side for stability, and the thumb, index, and middle finger side for manipulation. This separation is vital for an efficient and comfortable pencil grasp and writing style.

Vestibular System (input) is located in the inner ear and provides information to the brain about the location of our head in space. This information is essential for spatial orientation and balance as it affects posture and visual focus.

Vision Skills are comprised of seventeen skills that include eyesight, eye movement control, focusing, depth perception, and visual-perceptual processing.

Visual Attention Skills allow us to view and distinguish the defining characteristics of an object that is the target of our attention, filter out background details, and shift attention between information for an extended period of time.

Visual Perceptual Processing Skills are a set of visual cognitive skills that allow us to gather, process, analyze, and interpret visual information received through our eyesight. This information is integrated with our other senses and past experiences in order to derive meaning from what we see. This set of skills includes:

Visual Closure is the ability to visualize a complete whole when provided with incomplete information or a partial picture.

Visual Discrimination is the ability to distinguish between the differences and similarities of forms, including shape, colors, orientation, size, patterns, and positions.

Visual Figure-Ground is the ability to focus on a particular piece of information without distraction from background images.

Visual Form Constancy is the ability to mentally manipulate objects in order to identify them by their details and characteristics regardless of size, configuration, color, or dimension.

Visual Memory is the ability to visually process information, store it in memory, match it to previously stored experiences, and retrieve it upon command.

Manuscript Handwriting Progress Chart

Name _____ Download and print copies of this progress chart at: upub.net/manuscriptprogress.pdf

<i>Position</i>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>		
Top to Bottom	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Left to Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Backward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Forward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Left	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

Posture, Paper and Pencil Position



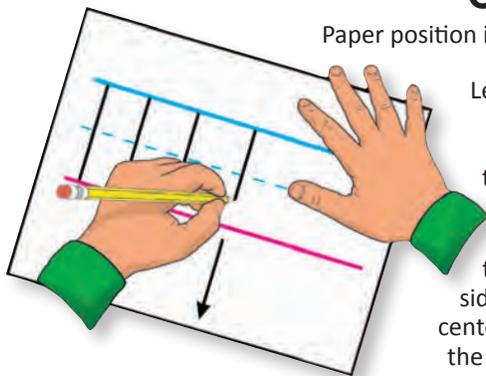
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

the desk is too high, the student's shoulders will be raised and very tense. Sitting for a long time in that position will cause fatigue and the student will become frustrated, move a lot, and find it difficult to pay attention. If the desk is too low, it will cause pain in the spine, shoulders, and neck. If we expect students to do their best, we must be sure they are comfortable sitting at their desks.

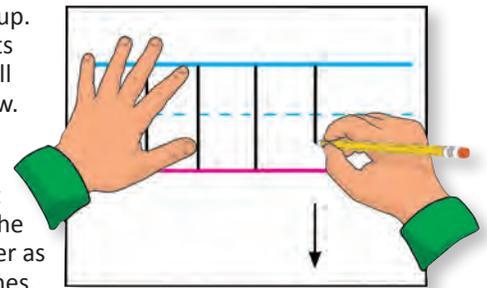
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

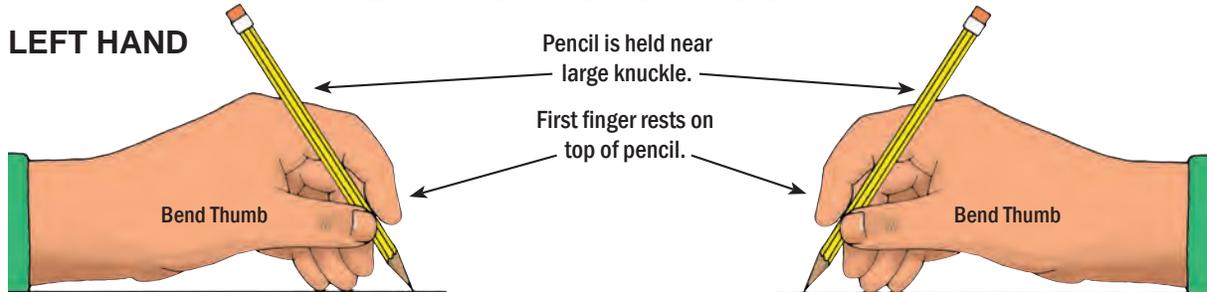
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



RIGHT HAND

Right Hand - Place the paper parallel to the bottom edge of the desk. The left side of the paper should be aligned with the center of the body. Be sure to shift the paper as the writing progresses across the writing lines. Pull the vertical strokes toward the center of the body.

Correct Pencil Position



LEFT HAND

Pencil is held near large knuckle.

First finger rests on top of pencil.

Bend Thumb

Bend Thumb

Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are smaller in length than their middle fingers. Tiny pencils are extremely hard to control, for students of any age. The pencil should extend at least an inch above the large knuckle of the first finger. Occasionally, when a student struggles or is challenged because of perceptual and/or motor skill difficulties, an occupational therapist may recommend a short pencil for that student.

Universal's
Manuscript
Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10



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Item #149TE, ISBN 978-1-934732-37-3

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1-800-940-2270 www.upub.net

ISBN-13: 978-1-934732-37-3
ISBN-10: 1-934732-37-0



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