Digital Tablet Practice Sheets E-book

Kindergarten Print

We Write To Read Series
Peterson Directed Handwriting

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The majority of these lesson sheets provide a movement model for training by tracing with the pointer finger. The goal is internalization of the process that will create the form. Please visit the Information Directory page on our web site for links to presentations that offer in depth explanations.

www.peterson-handwriting.com/Info.html

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13. Numeral Eight
14. Numeral Nine

Can you write all of the numerals without a model?

15. Test Numerals, No Model
16. Letter a
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44. Letter N
45. Letter o
46. Letter O
47. Letter p
48. Letter P
49. Letter q
50. Letter Q
51. Letter r
52. Letter R
53. Letter s
54. Letter S
55. Letter t
56. Letter T
57. Letter u
58. Letter U
59. Letter v
60. Letter V
61. Letter w
62. Letter W
63. Letter x
64. Letter X
65. Letter y
66. Letter Y
67. Letter z
68. Letter Z

We Write To Read
Kindergarten

Objective One
Provide opportunity in daily exercise lessons for the child to internalize a top-down, left-to-right sequence of movements needed to create each alphabet character using smooth, rhythmic movement.

Objective Two
Provide regular opportunity for the child to apply smooth movements for letter building by taking the lesson strategy into your reading readiness lessons. Direct the writing portion of each lesson using the Write and Say technique.

Objective Three
Provide regular opportunity for the child to improve control and use lines for place in space and proportion.

Objective Four
Collect and track fluency as an indicator of progress. A 20-second timed writing exercise allows you to establish a letters-per-minute fluency score. There is evidence indicating that handwriting fluency has an important connection to reading for the majority of children. Download “The Writing/Reading Connection” by Dr. Robert Rose from the URL below for more information.

http://www.peterson-handwriting.com/Info.html

Lesson Procedure

We recommend a four-step process for developing letter patterns, anchoring skills and threading skills. The key to enhancing internalization is to include movement as a goal from the beginning. The lesson procedure is designed to make it easy for you to “direct” writing movement by teaching the children to use a grammar of action as a movement template. Three alternatives are included (Action Words, Color/Rhythm and Count) to make it easy for you to include smooth, rhythmic movement as a goal. All are designed to create a beat when chanted. It is this challenge to move to the beat that enhances internalization.

Step One: Illustrate & Describe
Using the color/rhythm model which is designed to exaggerate the movement process, demonstrate the start point and direction of movement for the first stroke movement and any successive movements needed to create the form. Teach the students to chant the Action Words in unison. Point at your model and demonstrate how to move through the sequence by moving with the sound of the voices.

Step Two: Air Writing
With students facing your model on chart or chalkboard, have pupils point at the large model and write in the air as the action words are chanted. Repeat until all fall into the beat created by the chant. Watch the arms move for evidence of directional confusion. It is a good idea to have the children use various muscle groups during the air-writing exercise, right hand, left hand, right elbow, left elbow. Gross patterns are not muscle group specific.

Step Three: Finger-Tracing
In this step we will program the muscles that will actually hold and move the pencil. Teach the pupil how to hold the text in writing position and use the pointer finger to trace the color/rhythm strokes while chanting. A minute or two of finger-tracing will usually be enough. If the next step produces evidence of confusion, repeat steps two and three again.

Step Four: Write and Say
We recommend that initial writing trials be done on unlined paper. The idea is to internalize the sequence and consolidate some control of the movements prior to presenting the challenge of lines. When the child is able to produce multiple and fairly consistent copies of the letter while chanting, move on to teach the child how to use the lines as targets for start points, size/proportion and place in space. Experience shows that the pupil can better understand the concepts for using lines when the form production process is already mastered.

Please do not have pupils trace the movement models with a pencil or crayon. A narrated slide show is available on the web that will show you why we discourage this common practice.

http://mrpencil.acrobat.com/fingertrace/

Fluency Test - Collect data at least once each month. Track scores to find pupils who need help with movement.
Allow 20 seconds. Children write letters as they are able. Count the number of legible letters and multiply by 3 to establish a fluency score expressed as Letters Per Minute. Fluency goal is 30 - 40 LPM.

Finger-Trace & Say, Then Write & Say

Zero
1. Hook Around “Cloze”

Finger-Trace & Say, Then Write & Say

One
1. Tall Down

Finger-Trace & Say, Then Write & Say

Two
1. Roll Slant
2. Slide

2

2

Finger-Trace & Say, Then Write & Say

Three
1. Roll Around
2. Roll Around

3

3

Finger-Trace & Say, Then Write & Say

Four
1. Small Down
2. Slide
3. Tall Down

Finger-Trace & Say, Then Write & Say

Five
1. Small Down
2. Roll Around
3. Slide

Finger-Trace & Say, Then Write & Say

Six
1. Curve Down
2. Loop

Finger-Trace & Say, Then Write & Say

Seven
1. Slide
2. Slant

Finger-Trace & Say, Then Write & Say

Eight
1. Slide
2. Roll Up

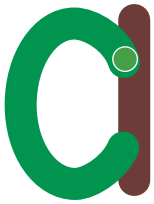
Finger-Trace & Say, Then Write & Say

Nine
1. Curve Around
2. Tall down

Can you write all of the numerals without a model?

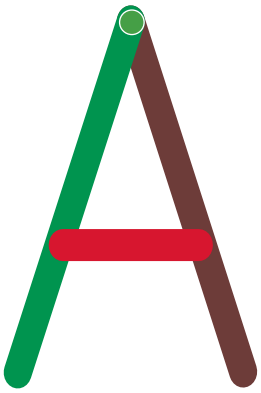
Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Small Down



Finger-Trace & Say, Then Write & Say

1. Slant Left
2. Slant Right
3. Slide

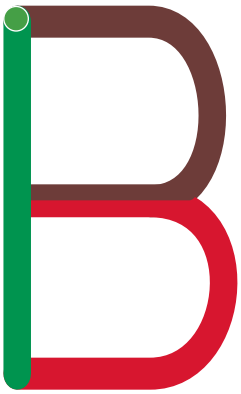


Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Roll Around

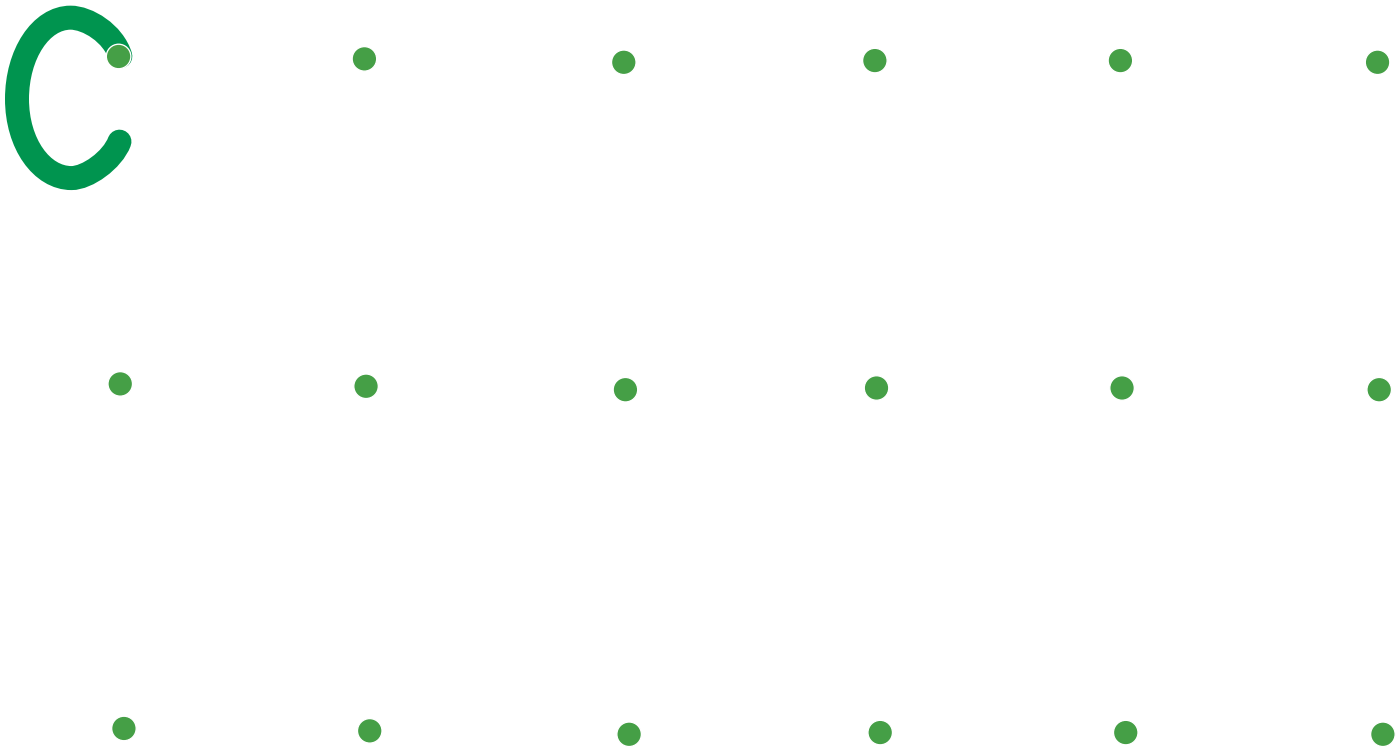
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide Around
3. Slide Around



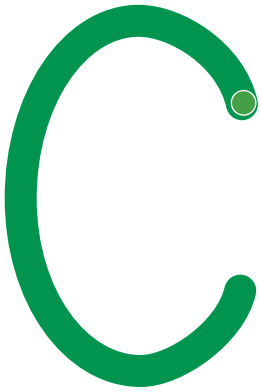
Finger-Trace & Say, Then Write & Say

1. Hook Around



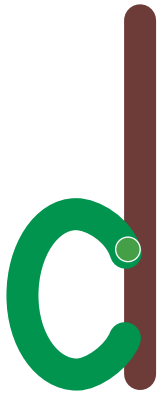
Finger-Trace & Say, Then Write & Say

1. Hook Around



Finger-Trace & Say, Then Write & Say

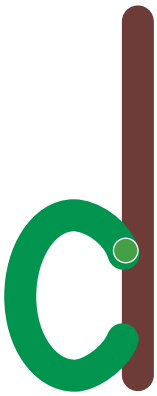
1. Hook Around
2. Tall Down

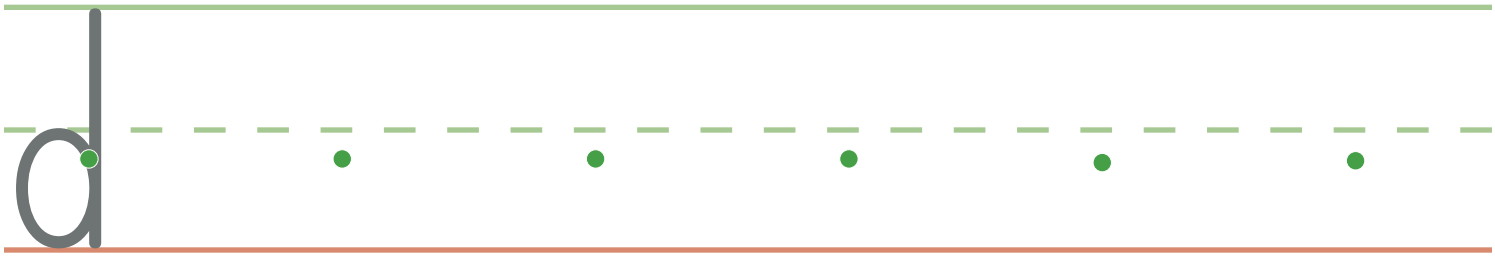


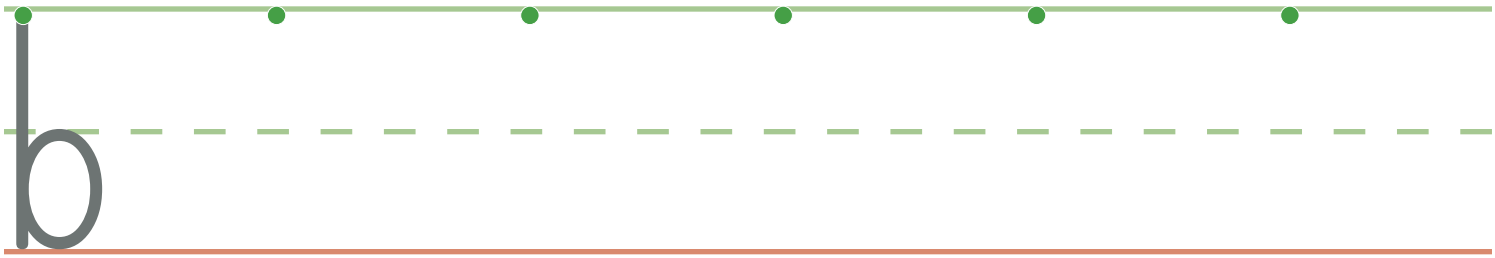
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Roll Around

1. Hook Around
2. Tall Down

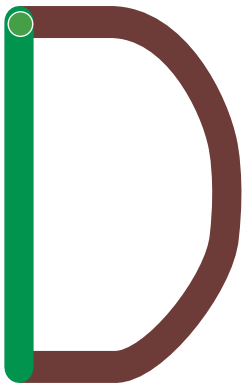


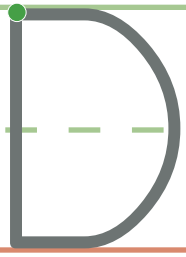




Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide Around



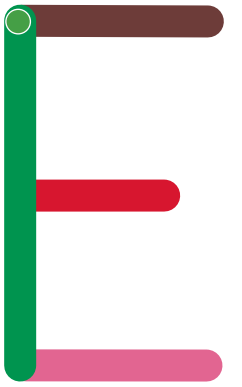


Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Slide

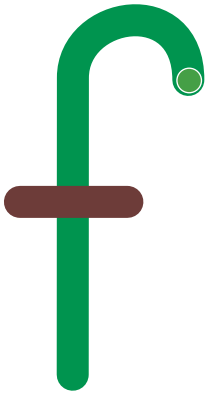
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide
3. Slide
4. Slide



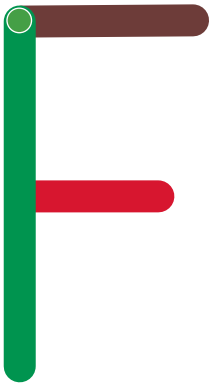
Finger-Trace & Say, Then Write & Say

1. Hook Down
2. Cross



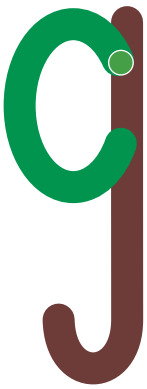
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide
3. Slide



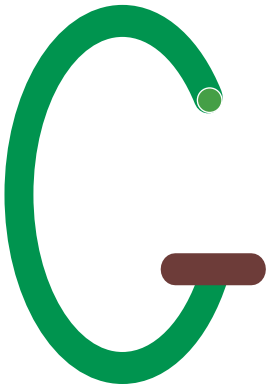
Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Down Tail



Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Slide



Finger-Trace & Say, Then Write & Say

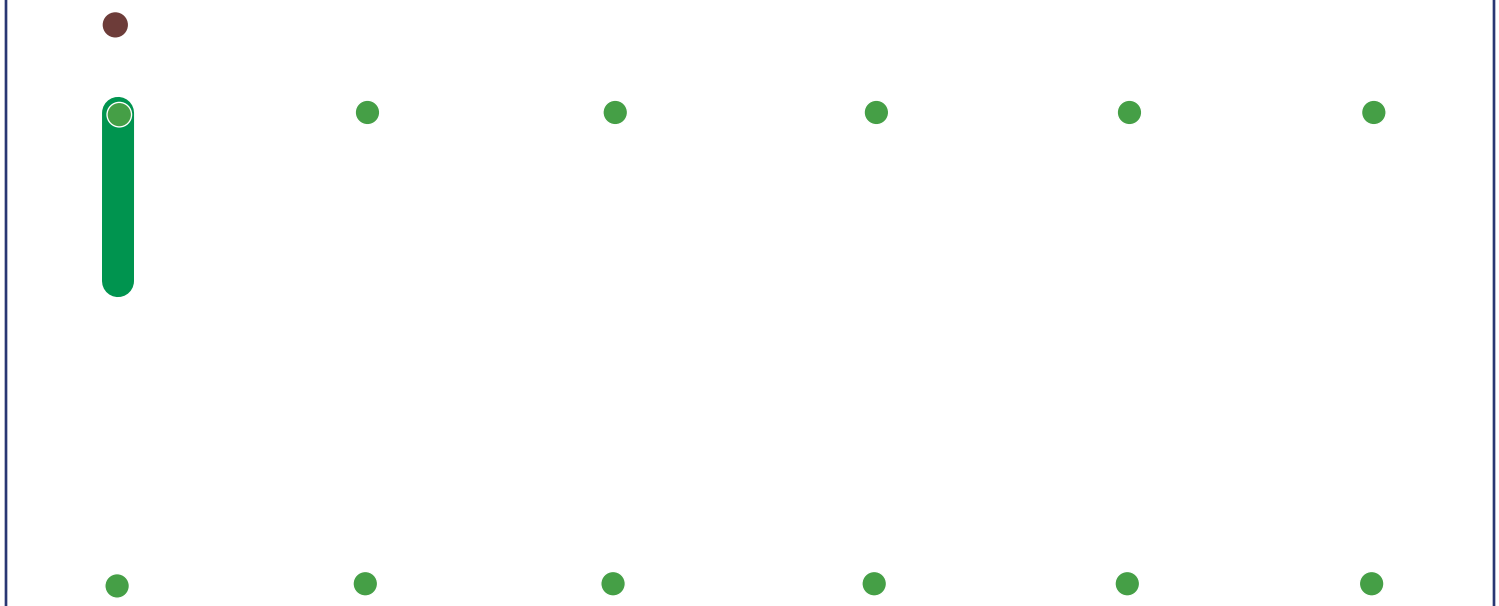
1. Tall Down
2. Roll Around

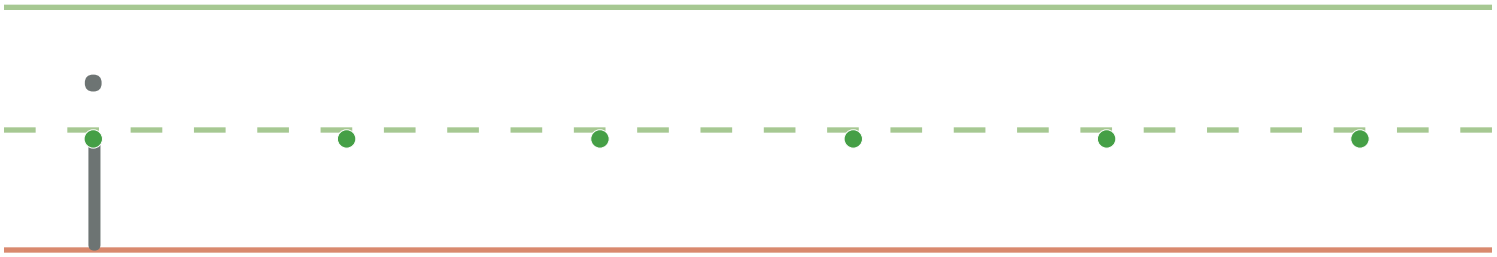
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Tall Down
3. Slide

Finger-Trace & Say, Then Write & Say

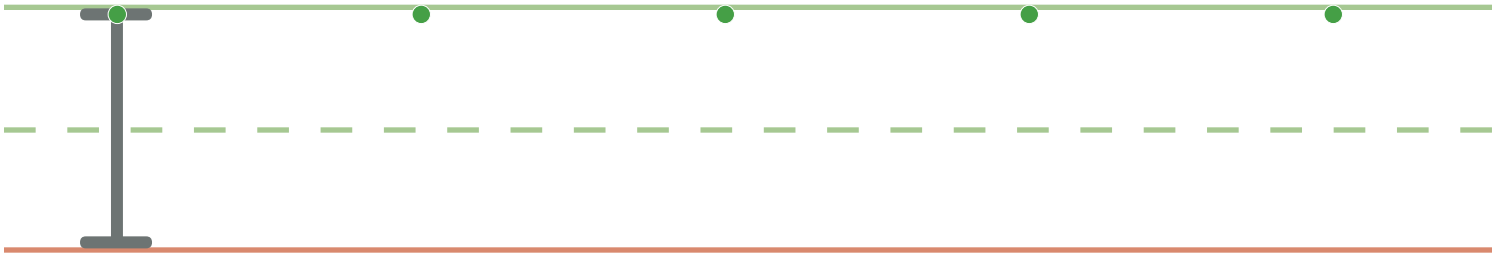
1. Small Down
2. Dot





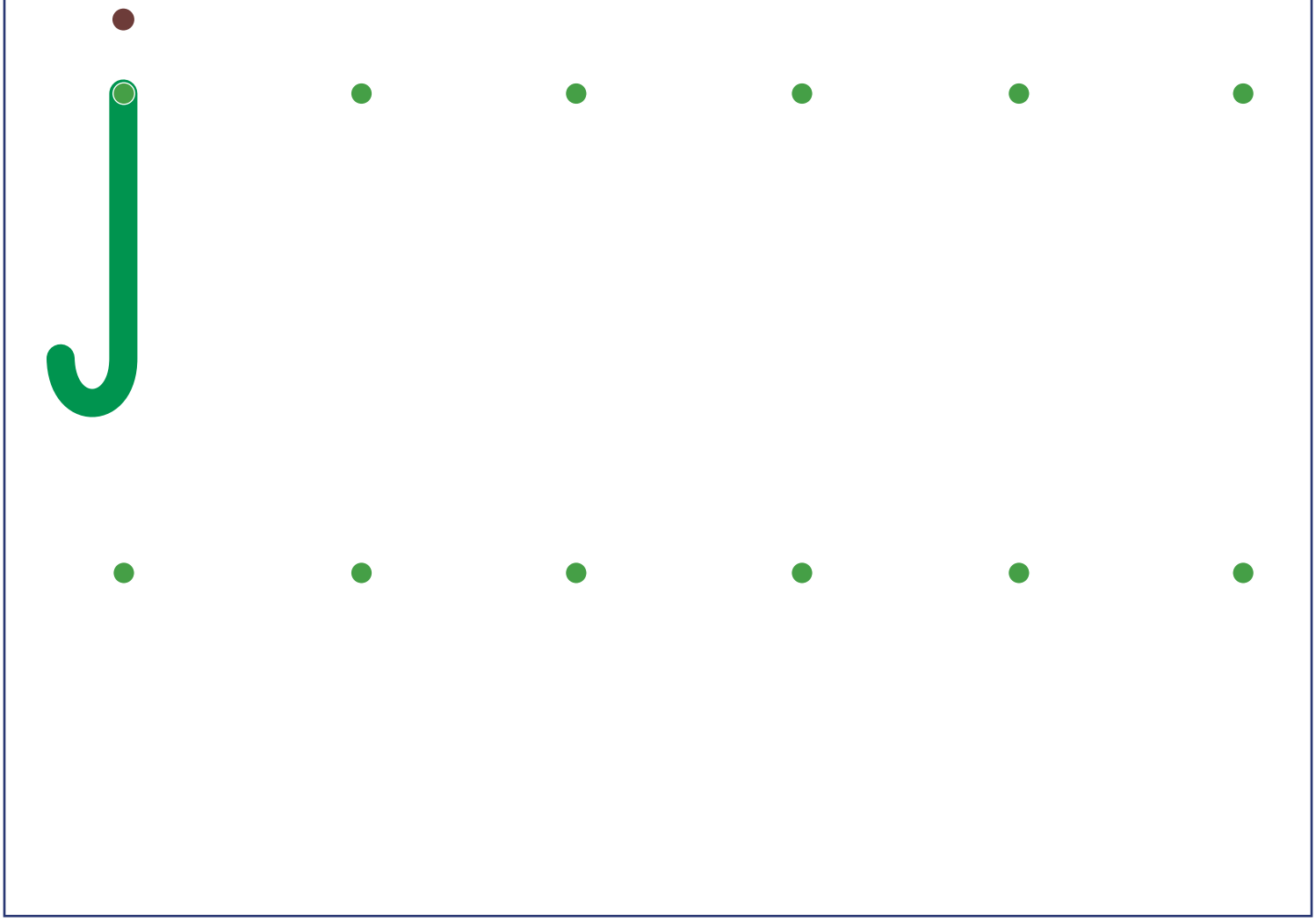
Finger-Trace & Say, Then Write & Say

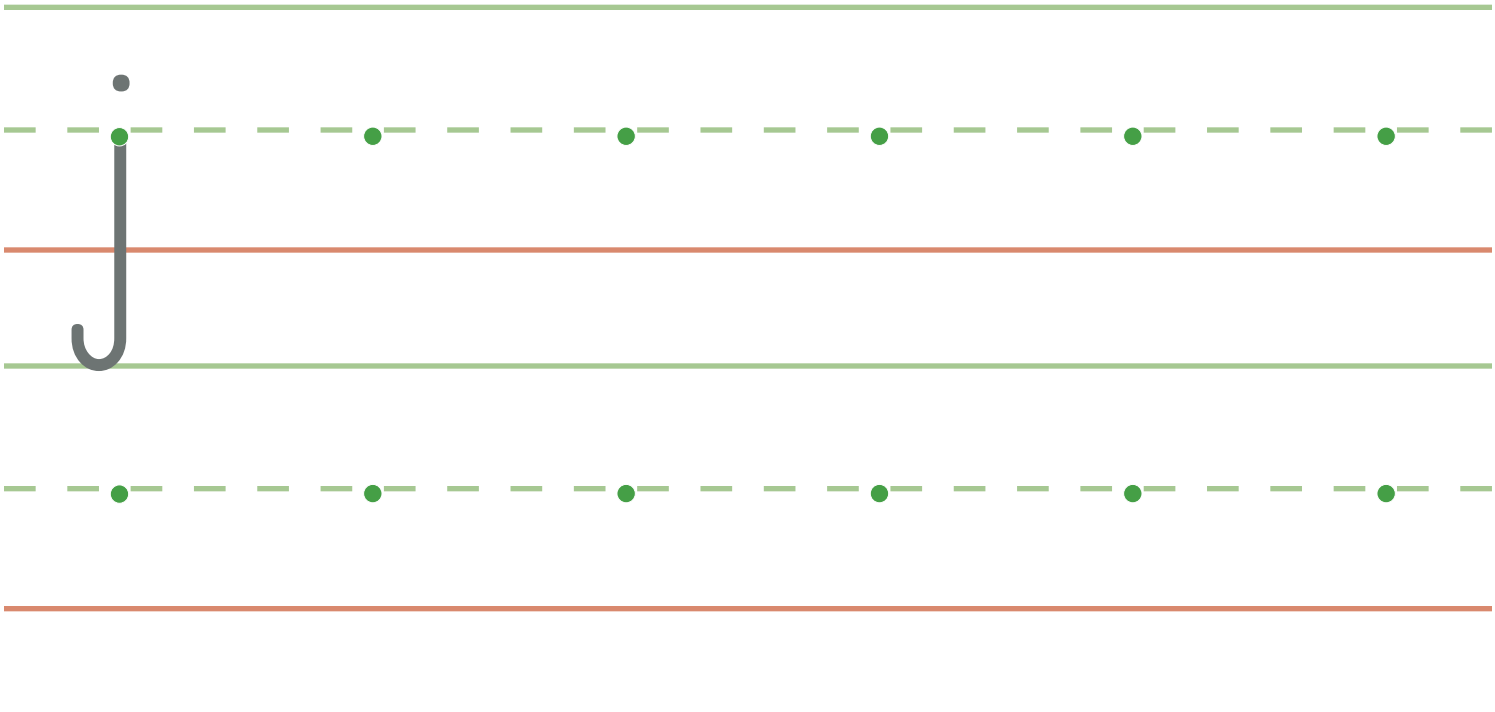
1. Small Down
2. Slide
3. Slide



Finger-Trace & Say, Then Write & Say

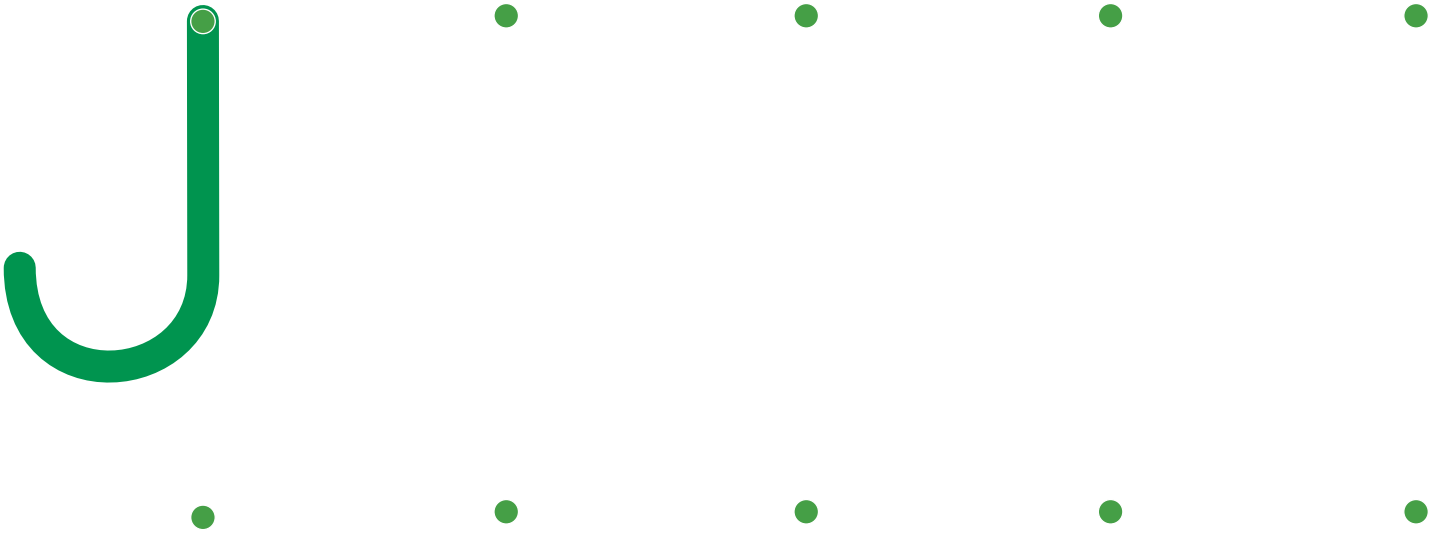
1. Down Tail
2. Dot

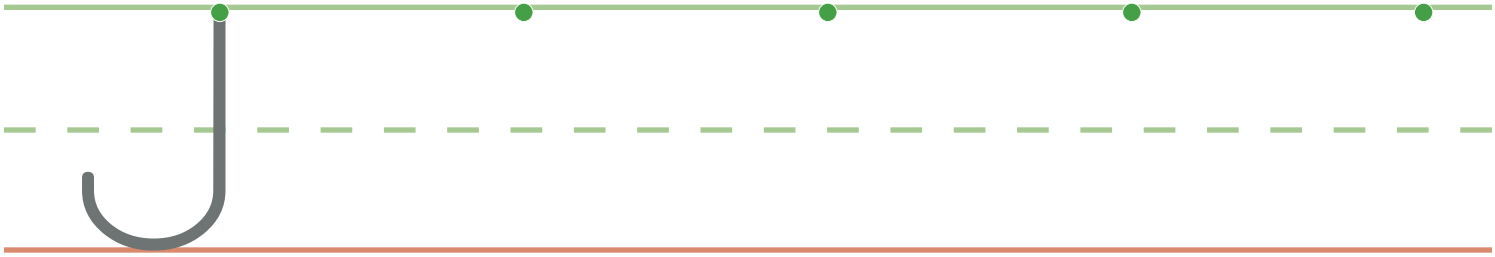




Finger-Trace & Say, Then Write & Say

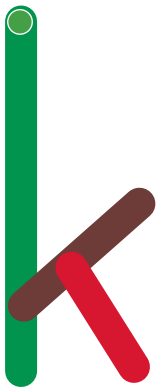
1. Tall Hook





Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slant In
3. Slant Out

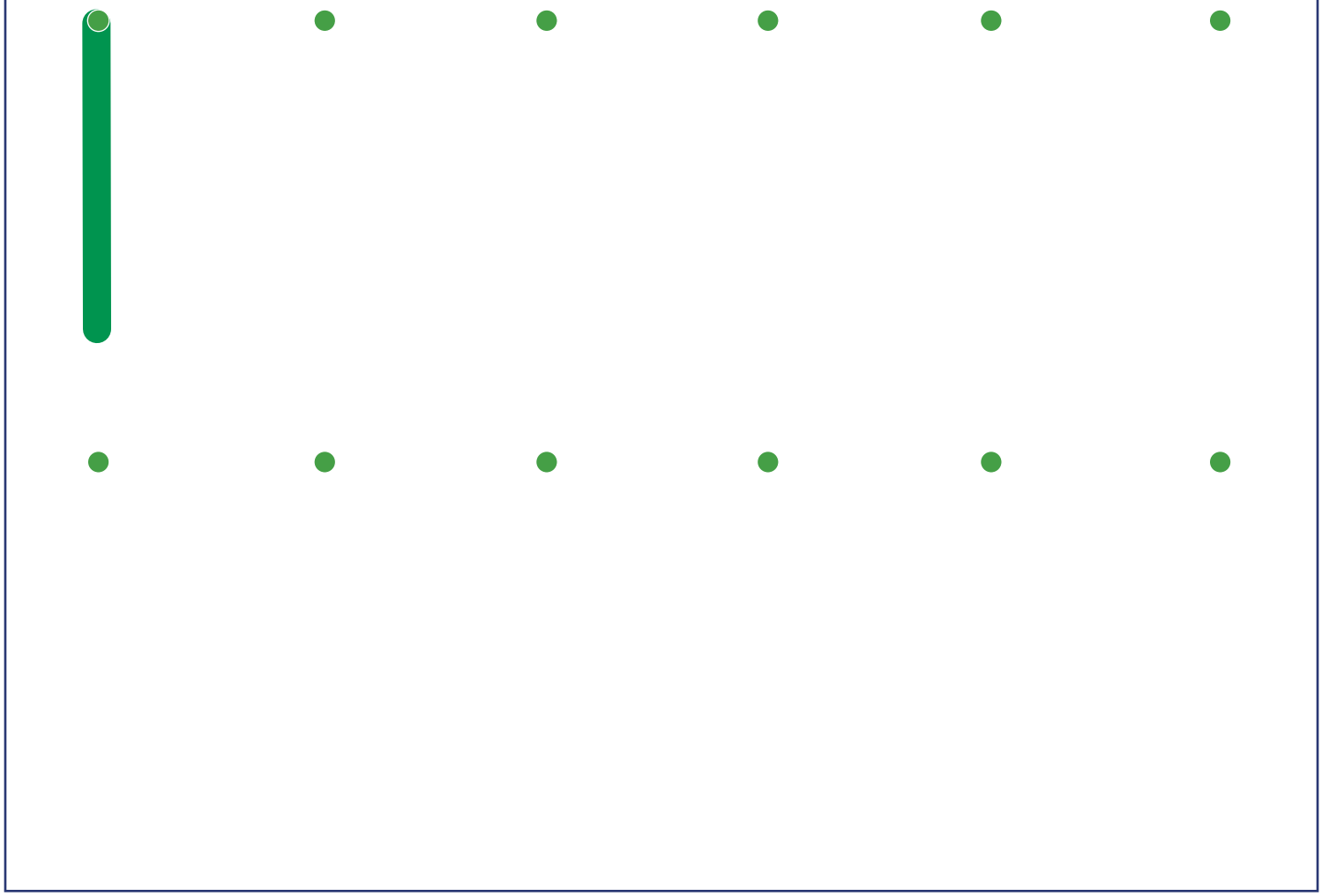


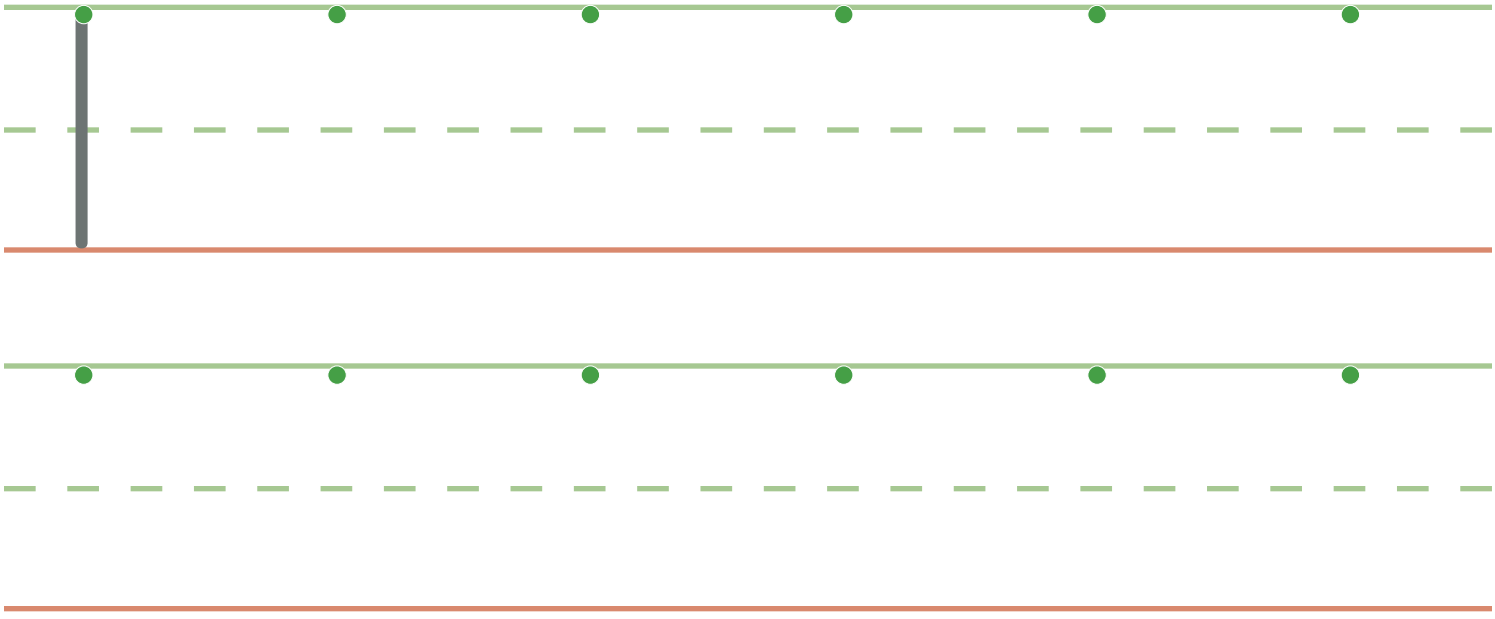
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slant
3. Slant

Finger-Trace & Say, Then Write & Say

1. Tall Down





Finger-Trace & Say, Then Write & Say

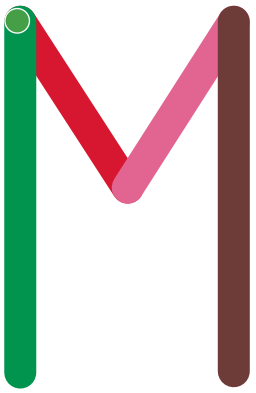
1. Tall Down
2. Slide

Finger-Trace & Say, Then Write & Say

1. Small Down
2. Roll Down
3. Roll Down

Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Tall Down
3. Slant
4. Slant



Finger-Trace & Say, Then Write & Say

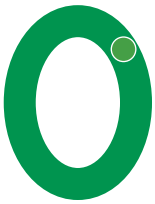
1. Small Down
2. Roll Down

Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Tall Down
3. Slant

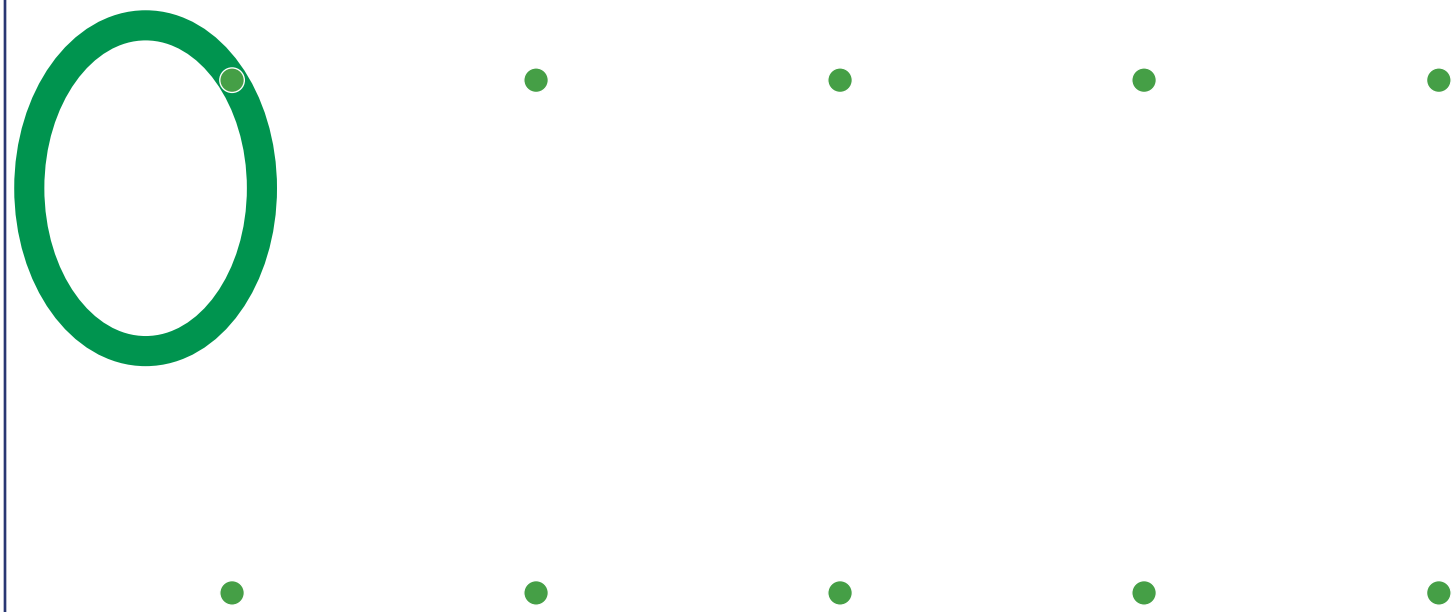
Finger-Trace & Say, Then Write & Say

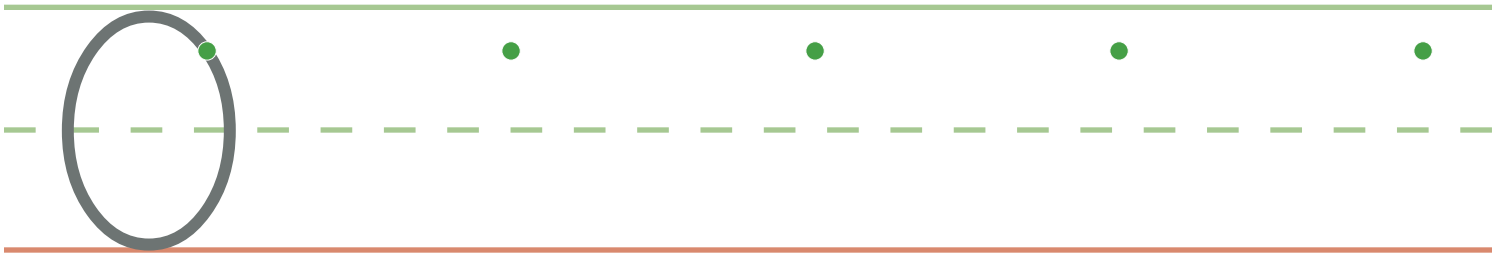
1. Hook Around “CLOZE”



Finger-Trace & Say, Then Write & Say

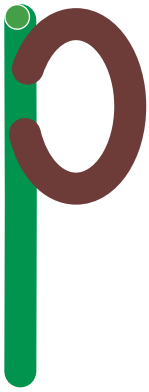
1. Hook Around “CLOZE”





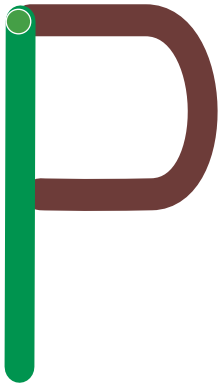
Finger-Trace & Say, Then Write & Say

1. Down Tail
2. Roll Around



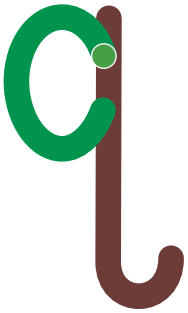
Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide Around



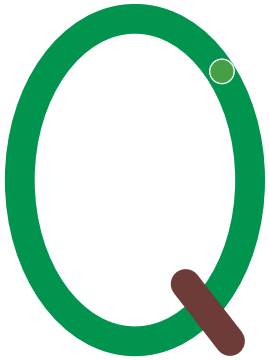
Finger-Trace & Say, Then Write & Say

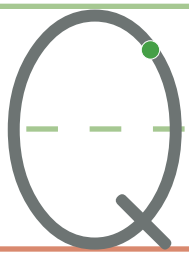
1. Hook Around
2. Down Hook



Finger-Trace & Say, Then Write & Say

1. Hook Around “Cloze”
2. Slant



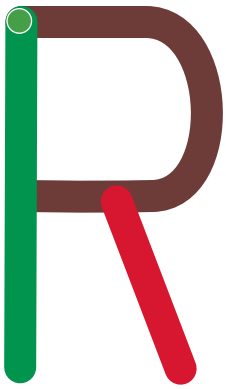


Finger-Trace & Say, Then Write & Say

1. Small Down
2. Roll

Finger-Trace & Say, Then Write & Say

1. Small Down
2. Slide Around
3. Slant

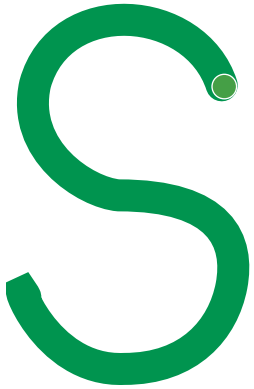


Finger-Trace & Say, Then Write & Say

1. Hook Snake Around

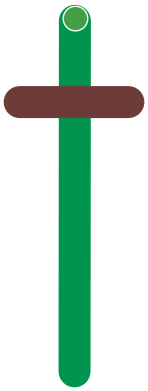
Finger-Trace & Say, Then Write & Say

1. Hook Around Snake



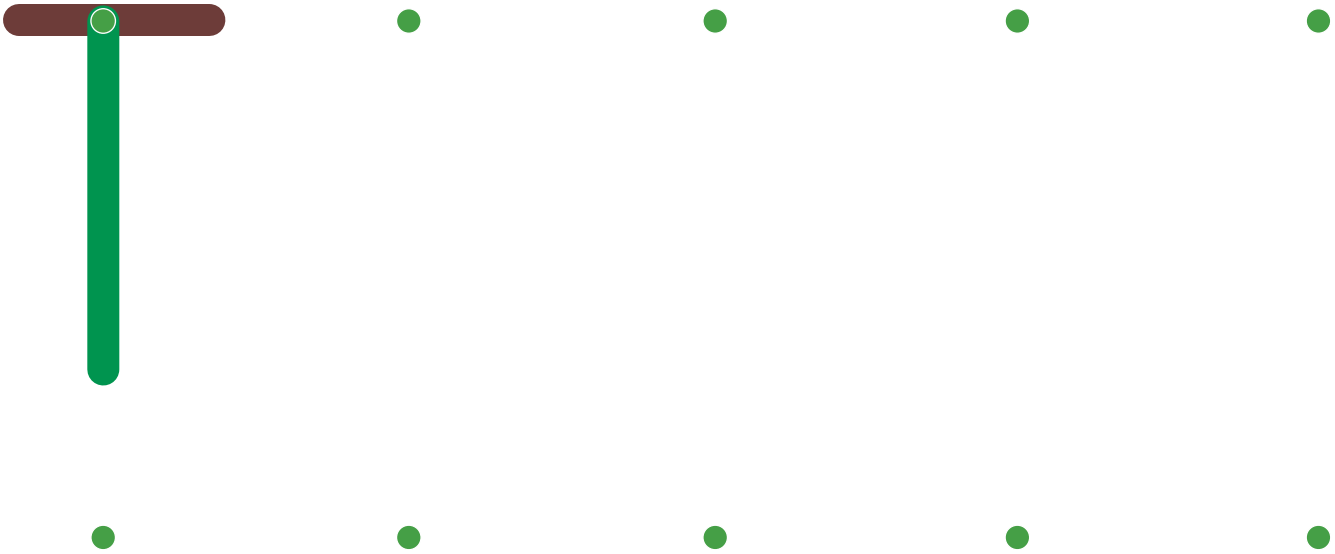
Finger-Trace & Say, Then Write & Say

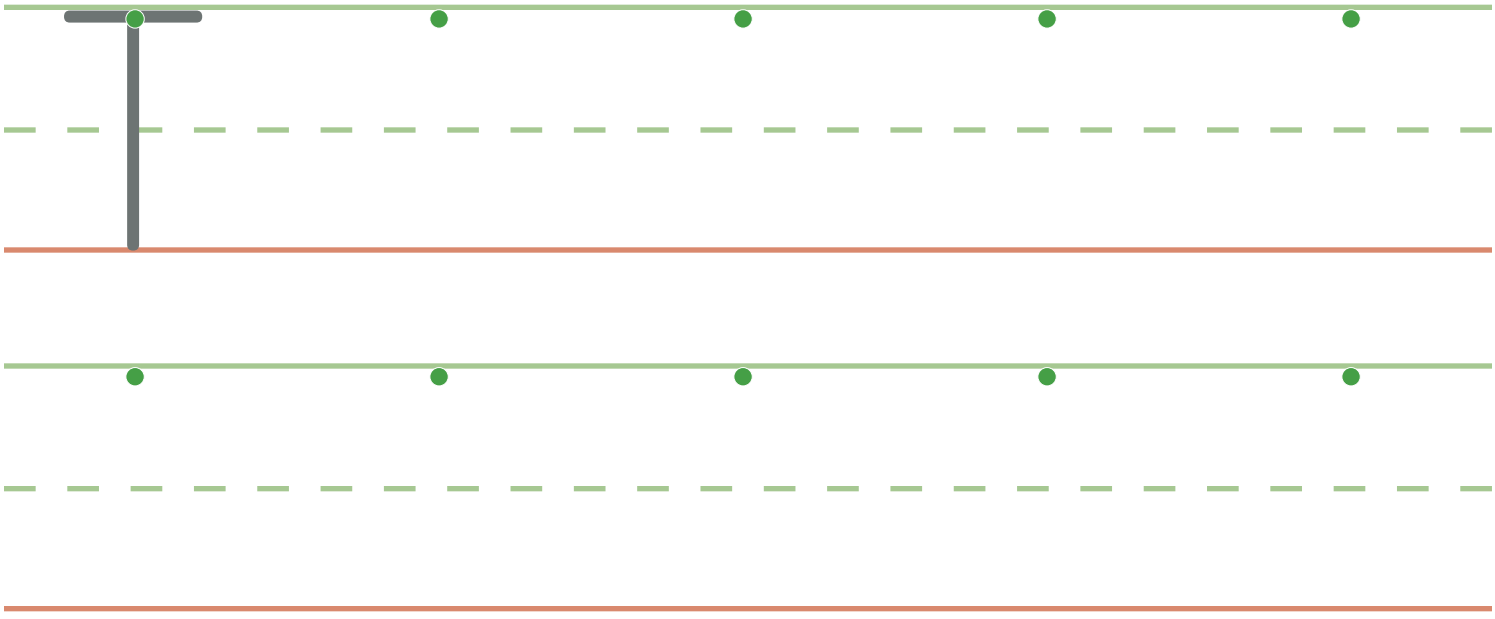
1. Tall Down
2. Cross



Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide





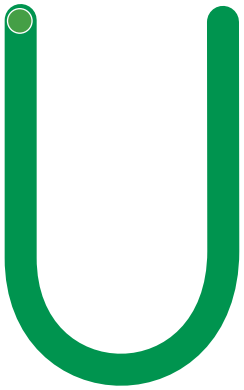
Finger-Trace & Say, Then Write & Say

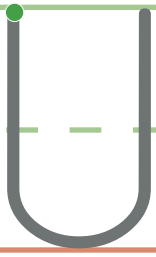
1. Small Down Curve Up
2. Small Down

u

Finger-Trace & Say, Then Write & Say

1. Tall Down Curve Up





Finger-Trace & Say, Then Write & Say

1. Slant
2. Slant

Finger-Trace & Say, Then Write & Say

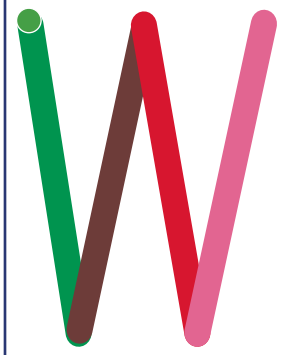
1. Slant
2. Slant

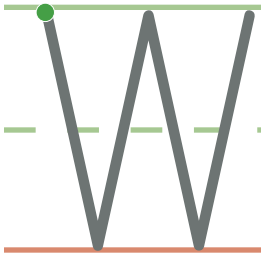
Finger-Trace & Say, Then Write & Say

1. Slant
2. Slant
3. Slant
4. Slant

Finger-Trace & Say, Then Write & Say

1. Slant
2. Slant
3. Slant
4. Slant





Finger-Trace & Say, Then Write & Say

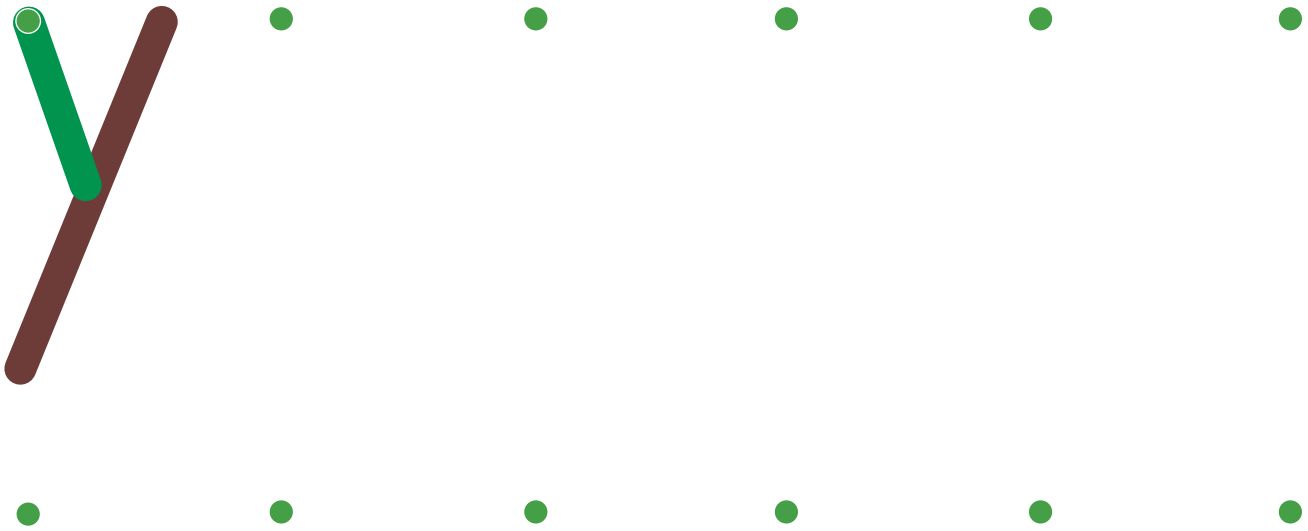
1. Slant
2. Cross

Finger-Trace & Say, Then Write & Say

1. Slant
2. Cross

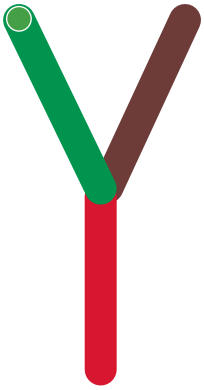
Finger-Trace & Say, Then Write & Say

1. Slant
2. Slant Tail



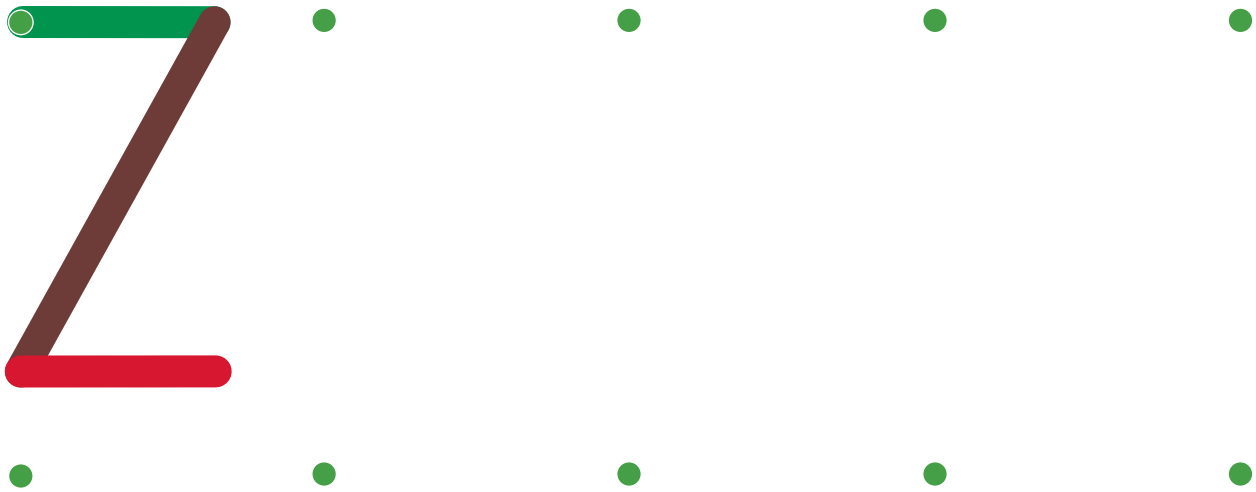
Finger-Trace & Say, Then Write & Say

1. Slant Right
2. Slant Left
3. Down



Finger-Trace & Say, Then Write & Say

1. Slide
2. Slant
3. Slide

Finger-Trace & Say, Then Write & Say

1. Slide
2. Slant
3. Slide