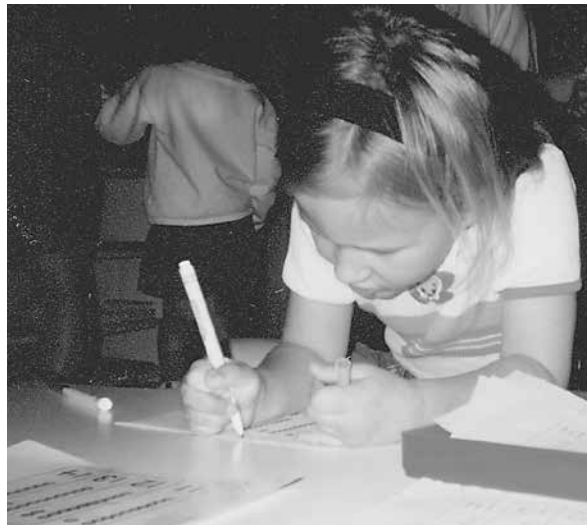


Laughing Star Montessori

Teaching Handwriting In the Classroom and Home **BEAUTIFUL HANDWRITING**

3 Steps to Beautiful Handwriting: Trace, Copy and Compose



Scribbling, Drawing, Prehensile Grip, Writing, Writing Meetings,
Writing Supply Shelf, Sequenced Writing Work, Journals

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Handwriting History and How Handwriting Is Viewed Into Today's Changing World

Handwriting is the end result of a neurological process of a highly activated brain! When we work with our hands we stimulate our brains. When we work with our hands our eye-hand coordination stimulates the brain. Handwriting is a social method of communication that humans discovered and created. Handwriting is a child holding a writing utensil and making symbols to create mental images on paper or other surfaces.

In the United States as schools developed American educators taught students to write by rote practice of tracing and copying the upper case and lower case alphabet. Manuscript style printing was taught first and then cursive. Upper Case was often taught first and as it is used in signs and its shapes differs more radically than lower case. It was thought this would be easier to learn so it was taught first.

In Europe in the early 1900's Dr. Maria Montessori founded a new method of schooling. She believed that writing is a discipline that requires physical and mental abilities and should not be presented until the separate abilities associated with it have been mastered. If it is presented too soon the child will resist as they are not yet ready. If we follow the child's natural interest we present it when they are ready. Letters were made of sandpaper for children to trace. She questioned writing with straight and oblique lines for children who would be expected to write in cursive script (AMS Constructive Triangle, 1962). Upper case letters were often taught first because most of the signs in the world were produced in upper case letters. Educated adults wrote in cursive during this time period in history. People took great pride in their handwriting formation.

Some studies have looked at factors that affect handwriting. These include readiness, body position, eye-hand coordination, stress, instructional sequences, handwriting tools and surfaces. Recent studies in handwriting and brain research have brought about new insights into handwriting. Research pioneers Pophal and Roman defined a special link in the brain with handwriting. The motor skills are found in the brain from the stem up to the cortex. The physiological differences in the male and female brain were discovered. The female corpus callosum matures earlier and impulses move faster. Female children develop fine motor skills before male children. **Jeannette Farmer, handwriting remediation specialists realized that the growing trends of America's rising illiteracy rates and the number of children diagnosed with Attention Deficit Disorder may be the result of the neglect of good old fashioned "penmanship" and its stimulation to the the brain.** Jeannette also discovered the importance of the manipulation of the fingers in the process of effecting the brain and causing the left brain's language capacities to emerge. She developed a structured handwriting remediation program that uses therapeutic music to "retrain the brain". The music helps stabilize how the brain is firing and enhances learning. Impulse control is developed so the left brain can gain control. Fine motor control and emotional control are deeply intertwined. Jeanette's program is used by occupational therapists. Handwriting taught in a structured, sequenced way does far more than just allow students to communicate with paper and ink. It trains the brain to function in a more sophisticated way. **Educators today do not understand handwriting's deeper implications in the way it impacts the developing brain of students and how it also impacts the influence in developing reading skills.** Jeanette's program is used by those working with children with ADHD and Dyslexia with good results. Cursive writing is a continual process that aids some students with learning differences.

Today changes in our attitudes about writing are affecting students. Parents do not teach correct formation like they do other things. Educators do not correct formation if a student's writing is legible. In schools since No Child Left Behind many schools have cut instructional time to teach cursive. Some educators do not see the value in teaching a skill that most children will eventually not need because of technology. Students will use computers and communicate with text messages. Educators also see that many who learn cursive revert back to writing in print, if given a choice. Schools are now devoting time to teaching keyboarding skills instead of handwriting.

Teaching Handwriting With The Beautiful Handwriting System

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“Written language can be acquired more easily by children of four years than by those of six. While children of six usually need at least two years to learn how to write children of four years learn this second language within a few months.”

Dr. Maria Montessori



The development of writing begins with the young child's fascination with their hands. They perfect their fine motor skills with practical life exercises. Their eye hand coordination becomes fine tuned. Children discover they can write shapes with their finger in the sand or make marks with chalk holding it in their fist. They draw what adults and older children refer to as scribbles. Their first marks are usually lines drawn from the bottom to the top. Children as young as one and a half will draw numerous lines on a chalkboard. Eventually the lines become loops and circles. First experiences include making marks on a chalkboard or paper, in the sand, salt or other impressionable medium and tracing sandpaper or other types of letters and numerals. When children begin to form numerals and letters demonstrate the correct path each one takes. Or use Number Roll 'N Write or Letter Roll 'N Write. These plastic letters have a guide mark defining where to place a steel ball to begin. Students push the ball and watch it. They like to trace the path the ball took with their finger.

Children realize that they can draw things that stand for symbols. One of the first symbols children write is the first letter in their name. It is an impressive act to write a symbol that represents who you are. Children often say with delight, “This is my name!” They attempt to draw it so it resembles how others write it. This is the time to teach the correct path the letter makes, even if they are not yet in their sensitive period for writing. If the child has already created their way to do it introduce the correct way. Make it fun by suggesting can you do it like this. It is much easier to correct it now rather than let a child form it incorrectly for months or years. Once something is learned one way if often takes up to the 3000 times of doing it the new way before the pattern is established.



Children travel along the path to becoming a writer at their own pace. We cannot hurry it. Most of them move through the same developmental milestones at their own time. As educators we must have the exercises (work) available so the teachable moment is not missed. A core sequenced set of exercises must be available at all times. If materials are available, children in their sensitive period for writing will use them. They will want to write and write! Their actions will be almost effortless. If the teachable moment is missed during the child's sensitive period or a good selection of basic materials are not available they will take whatever is available and write. If they are not guided with correction formation they will create their own way to shape symbols.

Children who are four to five years old are usually in their sensitive period for writing. This is when to teach formation. Then as five year olds they are ready to integrate writing on a line and composition.

There are three steps to writing. Students begin by tracing with a marked beginning point. Then they copy without a fixed point. Last they compose and have mastered the work of making letters.

A core sequenced set of exercises must be available at all times. If materials that guide children are available, children in their sensitive period for writing will use them as Dr. Montessori described. They will want to write and their actions will be almost effortless. If the teachable moment is missed or a good selection of basic materials are not available children will take whatever is available and write. If children are not guided with correct formation they will create their own very interesting way to form numbers, letters and words.



Key Factors must be considered. Is the child ready? Are they in their sensitive period for writing? Are their hands strong enough? Are they comfortable with the process? Can they hold the writing tool with a prehensile grip? Are they holding the paper with their other hand to balance out the process? Are they sitting at a table and chair with the appropriate height and size? Are appropriate sequences of writing materials available to them? Is someone guiding the child with correct formation?

Writing Basics: Prehensile Grip, Writing Tools, Chalkboard, Tracing, Representational Art, Sensitive Periods

Sensitive Period For Writing: Girls and boys follow the same developmental patterns yet they occur at different ages. Fine motor skills develop first in girls, usually between the ages of 4 to 4 1/2. Boys generally develop fine motor skills a little later and may not be interested in writing until they are 5 to 5 1/2. **Whenever you observe a child who has the intense interest, a beginning prehensile grip, has evolved from line making to drawing circles, and people introduce formation.**

Prehensile Grip: Children move from a fist grip to a prehensile grip. Guide them to hold the writing tool between the thumb and pointer finger resting on the third finger. Make a duck to teach the grip. Touch the thumb and finger together like a duck quacking. Place the writing tool in the ducks bill. Or place the finger and first finger together. Lay the writing tool on a table in a vertical position. Reach down and pick it up.

The Writing Tool: The first tool for writing is very important for the child's success. Use thick and thin colored markers. Markers flow across a page. Children love color. Children will choose the one that is most comfortable to them. Usually young writers choose the thick markers. Crayola markers have a line around them which acts as a guide of where to place ones fingers! Crayons and colored pencils have to be moved more forcefully. They are an interesting option to use for more skilled writers. The best pencils for the price and shape are from Neinhaus.

The Chalkboard: Children like to work on a big chalkboard. It is a social activity for two children to each work on their own half or work together. They can draw or write.

Representational Art: Young children make marks and discover lines. They all emerge through the stages of artistic expression. The two year old draws vertical line after line after line. Drawing evolves into scribbles and circles. Spokes off a circle begin representing things like the sun, a face or a flower. This is also the time that writing blossoms if cultivated! Representational art blossoms. People and houses emerge!

Three steps to successful handwriting:

1 Trace: Introduce the letter or number with emphasis on the beginning dot and the path to follow. A grayed line is more visually pleasing than a dotted line. Writing is a smooth continual process and following a line from beginning to end is best. If dotted letters are used the movement pattern is different and moves from one dot to the next. This is not ideal but it is better than not providing anything to trace. The teacher demonstrates the correct path and guides children to trace the correct form. They trace over the lines.

2 Copy: The child copies things they have traced. They are familiar with it. They take a tracer sheet and a blank sheet. He or she will copy it onto the blank. They may want to draw their own pictures to illustrate it.

3 Write: The child writes on their own and correctly forms the letters and numbers.



Dominance: Some children exhibit a definite handedness when they're one to two years old. Others may not display a preference until three years of age. Some may not and may use both hands. Usually a handedness emerges but when it does not intervention is required. Observe the student and the hand that is used. Have parents observe and record it at home. Guide a child to the hand you observe most.



The Child's Name is the first thing the child writes. Most children begin by drawing their name. This is the best time to teach them their name as they have such an intense desire to do it. Often the children is three turning four when this happens. Explain that we make the letters one special way. Show them, guide them and they will get it. Make it fun. Trace it in colors. Make name books. If the child has already created their way to do it introduce the correct way. It is much easier to correct it now rather than let a child form it incorrectly. Something learned wrong takes up to the 3000 times of doing it the right way before the new pattern is established.

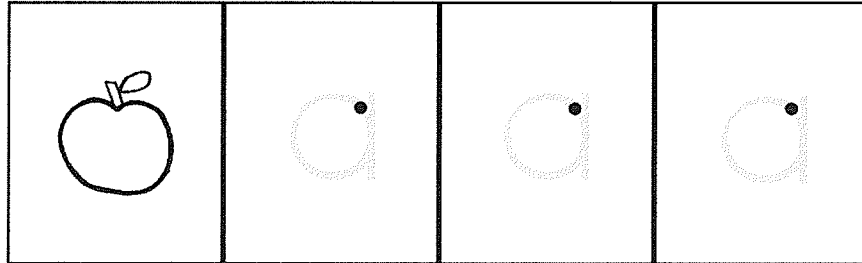


Tracing: Use manipulative materials (sandpaper letters or plastic letters) for children to trace letters and numbers. They should have a control to define where one begins. Most children will trace things from the bottom to the top if there is not an obvious clue as to where to begin. For writing on paper a darker dot is the clue.

Talk About Writing: Each letter in the alphabet is made its own special way. Once we learn to make all the letters their own special way we can write words, and all those things we think!

Social Experiences With Writing: Writing is a social activity. Try Greeting Card work where there is coloring and tracing. The blank inside is a great place to copy or write a message. Students deliver them to each others cubbies or take them home to mom or dad. This work is a popular one with children.

There are three steps to writing: tracing, copying, composing. The first one is tracing numbers and letters. Patterns are learned by tracing the path. This is the first period of writing. Use a black dot as a starting indicator. The black dot is a secret message of where to begin! Children practice tracing until they are ready to copy. During this second period of writing they will take out the version for tracing and a blank template page and copy it. When finished they can either keep the traced version or return it to the shelf. Eventually children begin writing their own words and thoughts. They no longer need to trace or copy. This is the third period of writing. It is correct formation and composition.



Where does writing belong in the classroom? Materials to teach formation and basic skills belong on the writing shelves following the metal insets. Include writing in other areas as well. In geography have writing work that relates to what you are doing. If it is space work have A Space Book or Parts of the Comet work out. In science have parts of books, life cycle books and sentence writing about animals and plants. In math have quantities, operations and problem writing. Integration of writing throughout the environment is a wonderful thing. It makes learning more meaningful. Writing work begins in the classroom of 3 to 6 year old children. It can also be used effectively in an elementary classroom if students have poor formation skills that need correction.



Children love to scribble, draw and write, with markers, pencils, chalk and crayons. Soon lines and circles become symbols for things. Humanoid figures emerge. Written language blossoms when children are ready and have the opportunity to write. Set up the environment so formation work is always available. Set up the work so that it is sequenced simple to complex, left to right and clearly indicates where to begin. Set up a supply shelf so that

children can independently do their work and make choices about it. Supplies include thin and thick Crayola markers, blank Avery stickers cut up, scissors, tape, stapler, staple remover, hole punch and some ribbon. See the list of supplies for more information.

Introduce writing in small group meetings or one on one. Writing is a social work that students enjoy doing in a group. Four year old students who are in their sensitive period for letter formation enjoy an introduction to formation and working in a small group (2-3). Keep the meeting short if it is mostly fours. Fives can sit for longer meetings and can include 5 to 6 children. Usually one teacher has writing meetings after the first meeting of the day or at the beginning of the work period. It is better for the child if the same teacher stays with a group throughout the introductions to numbers and/or letters. The teacher invites children who he or she believes are ready. Children who have an interest and are in their sensitive period for writing choose this as their first work every day. The teacher can also give one on one lessons.

Primary



I LOVE YOU

When Do We Correct A Childs Work? If you are doing a writing lesson and the child begins in the wrong place or makes a reversal point it out. I noticed you did this letter from the bottom. Can you do it starting at the top. That is how we do it. Or if you discover a reversal on a page. This is called a reversal. It is backwards. Lets see if you can make it frontwards - this way. A teacher at a workshop shared with me a story about how disappointed a student of hers was to find that she had not been correcting her mistakes. Is that not our job as a teacher?

The Teacher and Writing Work

It is the work of the teacher to accurately know where each child is in all subject matter. By observing daily changes in the child's development and recording it we know what to present next. If managed simply, it will prove to enhance all a teacher does in the classroom. There are record keeping charts in this booklet that can be used. There are also record keeping systems on the computer that do the same thing. Montessori Records Express is one that has this type of tracking available. Teachers who find and use a good record keeping system are guided by what they know a child has mastered. They know what is to be introduced next. They can easily write conference reports and share with parents where each child is and what comes next.



"We must help the child to act for himself, will for himself, think for himself." Dr. Maria Montessori



Recording the Child's Progress

Track the child's progression through the sequence of writing by using a chart system with codes or symbols. Use something that is quick to do and easy to interpret. Have charts that follow the progression. There are samples of charts in this booklet. Use a triangle or the numbers 1,2,3 to chart progress. Use the first side of a triangle to stand for having introduced the work. Or use a 1. When the child is working on it and understands that we begin on the dot and can trace the letter correctly this is the second stage of learning. Use either one more side of the triangle or a number 2. When the child can write on their own and correctly forms the letters, etc. fill in the triangle with the third line or write a 3.

"Teachers have to learn to be humble, not imposing themselves on the children in their care, but ever vigilant to follow their progress, and prepare all that they are likely to need for further activity."

Dr. Maria Montessori

Beautiful Handwriting in the Montessori Early Childhood and Elementary Classroom

Children in Montessori classrooms stay in one classroom for three years. The ideal school has incoming 3 year olds; 4 year olds who return with a year of experience and 5 year olds who return with two years of experience. Each year this cycle continues the children evolve. It is the same with the materials that we introduce. The first year you introduce the Beautiful Handwriting Method no one has experienced it. Once you have 4's and 5's who have, it changes. After you have had two groups go through the cycle writing evolves with a great deal more depth and expression of the children's thoughts. Each year the writing materials are in the classroom it becomes easier for the teachers and the students work is more refined. Students come into elementary programs with a variety of skills. If a student does not have correct formation skills work with them. Introduce them with daily work. Use print unless your student's are transitioning to cursive writing. Tracing is still an appropriate activity for many elementary students that need it. Many like the idea of copying a sentence or story before composing their own. There is a new level of focus with many students who do daily writing activities for a period of the day. It is a good activity to begin the day with or to pursue after a lunch break.

Beautiful Handwriting Booklets

Students like to make booklets. Provide half page pieces of colored construction or copy paper so students can put a front cover and back cover on their work and turn it into a book. Favorite books in an early childhood classroom include name books, friend books, solar system books, geography books, continent books, animal books, rhyming books, picture word books and more.

"I am always doing what I cannot do yet, in order to learn how to do it." Vincent Van Gogh

Beautiful Handwriting in the Home or With Tutoring Children

Parents often purchase learning materials for the home environment. Parents in today's world often allow their children to write, draw and color on their own. Parents guide children with correct formation less than with most other activities they do with their children. This is a significant factor that affects most children when they come to school. Often children come into a classroom having figured out how to draw their letters and numbers. Or they come in writing their names in capital letters. The Beautiful Handwriting system of writing guides the parent in how to interact with their child. It is a sequenced method. Begin with numerals, then letters, then words and sentences!



Do We Teach Cursive, D'Nealian or Print?

Where are the children we teach going to first grade? How can we best prepare them for that? Do most students leave your program and go to a public, parochial or private school? What do the local schools have students use? Do your students stay in your Montessori school? What is used? Most of my students went on to their local public or private schools. These school districts expected their students to use print. Cursive was not taught until 3rd or 4th grade. **I taught print to my students to prepare them for their future.** Most kindergartners have a love of cursive. To nurture this interest in January put out a shelf of cursive writing. The kindergartners first do their work in print (two half sheets a day). They usually choose it with delight. When they were finished they could choose cursive. Some did and some never did cursive. That was okay. One girl I taught went on to public first grade. Her younger brother was still with us. She came to visit one day. The first thing she said to me was that she could not write in cursive at her new school. What I told her was right! She still loved cursive. Her mother was making her cursive work at home! I gave her some cursive to take home.

Spacing Between Words

Teach that we put a fingers worth of space between words. Demonstrate using your finger. Watch as children work to see if they can do it.

Writing On The Line

Once formation sheets have been mastered introduce picture word writing. It is the first introduction to writing on the line. The more the child does this the more they understand placement. Do a lesson on the lines and the letters that descend and ascend. Look for them on the page. As the children trace words and sentences on the line they naturally internalize it. Years ago I used several different methods to make or buy special lined paper for them to write on. I found it to be an extra step. I do sometimes add work to their black books and find that the lines on the page are well spaced. Take a yellow or orange marker and trace on the solid line, skip a line and do another solid line. Do dash marks on the skipped line. Write a word for the student to trace. Then they can trace and copy.

Do We Teach Lower Case Formation or Upper Case Formation First?

The TV media uses a lot of upper case letters. Signage is often in a mixture. Most often parents teach their kids upper case. The computer keyboard is in upper case. The child learning to read reads more lower case than upper case. Many schools use the lower case sandpaper letters first. Which one do we teach first? Or do we teach both as was done a hundred years ago?

There are many ways to begin. For years I taught lower case first. Then I gave children a choice. I observed that about 1/4th of the writers began with upper case but they usually switched back to lower case. About 3/4s of the children chose lower case.

Usually within 2 to 5 weeks they master both lower and upper case letters and move on to word writing.

Why do some teachers believe it is important to begin with print?

Reading and writing are interconnected. Have you ever tried to read a page of cursive? *Some teachers believe that children who learn to write print also can more easily read print than those children who are taught cursive first. We tried an experiment. We asked teachers to proof cursive and print info sheets. Most agreed that reading the cursive was more difficult on the eyes. It would be interesting to do this experiment in a classroom.* It is generally agreed upon that writing cursive is faster than writing in print and more effective for older students. Many middle and high school students are no longer allowed to turn in cursive work since teachers have difficulty reading it. They can use print or use a computer document.

Is hand writing that important since so many people use computers?

There is a new attitude about handwriting. Why worry about it as children will be using computers! We are still living in a time when both skills are used. When computers go down we still need to be able to write. A hundred years ago the way someone wrote was symbolic for who they were as a person. Beautiful handwriting was a sign of a literate person. There is new evidence that it is beneficial to the brain to write.

Writing Meetings

Introduce writing in small group meetings or one on one. Sit at a table that allows for good posture. Trace numbers first and then letters (in salt, sand, the air and paper). Model and guide the child to begin at the top. Include a simple saying. This is an a. It makes the "a" sound. Here is how we write it. Find the dot, go around, up and down. That's how to make an a. Writing is a social work that students enjoy doing in a group. Four year old students who are in their sensitive period for letter formation enjoy an introduction to formation and working in a small group. Keep the meeting short if it is mostly fours. Fives can sit for longer meetings and can include 5 to 6 children. Usually one teacher has writing meetings after the first meeting of the day or at the beginning of the work period. As one group finishes up other children will choose formation work. The teacher invites children who are ready.

The Metal Insets

Have metal insets with pencils and paper at the beginning of the writing shelf. When Dr. Montessori set out metal insets students used standard pieces of paper. Today most classrooms have paper cut to the size of the inset. If you can offer both sizes of paper you will see some quite amazing work unfold.

The Writing Supply Shelf

Children choose items they need and return them when finished. Limit the number of markers to 3. Set up jars or cups to hold 4 thin and 4 thick crayola markers. Place the same colored markers in each jar. For example the red jar will have 4 thin and 4 thick red markers. Young children have great success with the thick markers. **Show them the band of color near the writing tip and suggest that this is a special place to hold the tool.**

Have a supply tray or area. Supplies include a stapler, electric pencil sharpener, tape, glue sticks, scissors and mistake stickers. Give appropriate lessons for using these things. Teach about when to sharpen pencils and for how long. A mistake sticker container holds Avery blank stickers cut into two sizes. A sticker covers up a mistake. Have a box of half page paper, colored and white to be used for book covers or one drawing.

Setting Up The Writing Works: Basic Sequence

Set up the classroom shelves by sequencing the materials from the simple to more complex, in a left to right flow. Some teachers place each material on a small tray. Others use plastic bins or baskets. They group materials like a file box with card stock dividers that have the name of each work on it. **Students take it down off the shelf and place it on the floor. They take one sheet. Return it to the shelf. Do the sheet. Repeat the process up to their age.**

Writing Area The Basics: Names, Greeting Cards, Patterns, Me, Numbers and Letters

You can group Names and Greeting Cards; Patterns, Me Basics and Numbers; Letters and Picture Words

Or you can group Names & Greeting Cards; Patterns and Numbers; Letters, Me Basics and Picture Words

Names: Make names to trace. See the sample. Write names with an orange marker or use a computer (Century Gothic font and black at 70%). Put a starting dot where each letter begins. Copy and put in a basket with dividers. For four year old students use the first name. For kindergartner students use full name by mid year, if not sooner.

Greeting Cards: Begin the school year with We Are Friends and Happy Birthday. Add to it seasonally.

Patterns: Students like to do pattern paper. Place them in a basket with name dividers.

Me Basics: Children love doing these sheets throughout the year.

Numbers: 0-4 writing, number, 5-9, 10-14, 15-19, calendar writing, hundred board, missing number, decimal work

Letter writing: a-e tray, f-j tray, k-o tray, p-t tray, and u-z tray. The next work includes the alphabet lower and upper case half page sheets and the whole page alphabet lower and upper together. Place the tracer sheets in sequential order in baskets with dividers.

Writing Area: Intermediate Writing - Words and Sentences

Picture word work set up in one basket with dividers with the alphabet symbol on them at the top, place sheets in front of each divider. For example "a" sheets in front of "a" divider.

Word Family and Rhyming words work set up alphabetically in a basket or make books.

Writing Area: Writing on the Line; Sentence and Story Composition; Parts of Speech Work

Students can place grammar symbols over all sentence and story work. For Story Writing use lined writing books. Teach about titles, capitalization and punctuation. The teacher and students create a 3 line story. The teacher records it emphasizing what to make capital and punctuate. Each day they compose a new story until the book is full. The book is a work on the shelf to copy. Students choose it. This is an important step before they begin composition on their own. Students like to do this work in a group. Sometimes they copy the story word for word but often they all make changes. Then they begin writing their own stories!

Handwriting and Your Child, Information For Parents

Acknowledge positively your child's scribbles, drawings, and writing with compliments.

- Make a positive comment. I see you used yellow. Tell me about your picture.

Have a place in your home and/or office where you display your child's work.

- We have room for four of your pictures on the refrigerator.
- Have a place in the child's room for their work. (An 18 x 24 inch poster frame.)
- Send grandparents an envelope of their grandkid's work. Let the child mail it.

Have a place in your home where the child can write and draw. Draw with your child.

- Have a container with paper, markers, glue sticks, scissors and stapler.
- Offer to write letters and words in a light marker or pencil for the child to trace.

Know how and when to correct your child's writing including reversals.

- If the child is just learning and sensitive to correction let it go. Teach it later.
- Reversals are normal for children ages 4 and 6.
- Point it out positively. That letter is backwards. Cover it with a sticker and rewrite it.

Children learn to trace, copy and then compose their own numbers, letters, and words.

- Once children have mastered tracing they need to copy.

Development of Writing: Scribble Stage

- The child makes random vertical marks, usually from bottom to top.



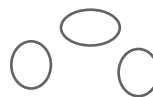
Development of Writing: Linear Drawing Stage

- The child intentionally draws directional lines across a page.
- The child imitates writing with zigzag lines and calls it writing.
- If asked to read it most adults can't. When asked the child says, "I can't read yet."



Development of Writing: Circular Drawing Stage

- The child draws circular shapes.



Development of Writing: Representational Stage

- The circle is drawn with radial lines.
- Eyes and mouth, arms and legs are drawn off the circle.
- The child draws their name or numbers or letters usually from the bottom up.



Development of Writing: Number and Letter Formation Stage

- The child wants to write. Present tracing work with appropriate guidance.
- If taught correct formation, child will learn it quickly (within 2-4 weeks).
- If not taught correct formation, will create them on their own, often bottom up.

Development of Writing: Phonetic Spelling Stage

- The child wants to write words and sentences by sounding out the words.
- This blending of spelling and writing is done phonetically and needs no correction.
- If asked to read child's writing and you can't, ask the child to read it to you.

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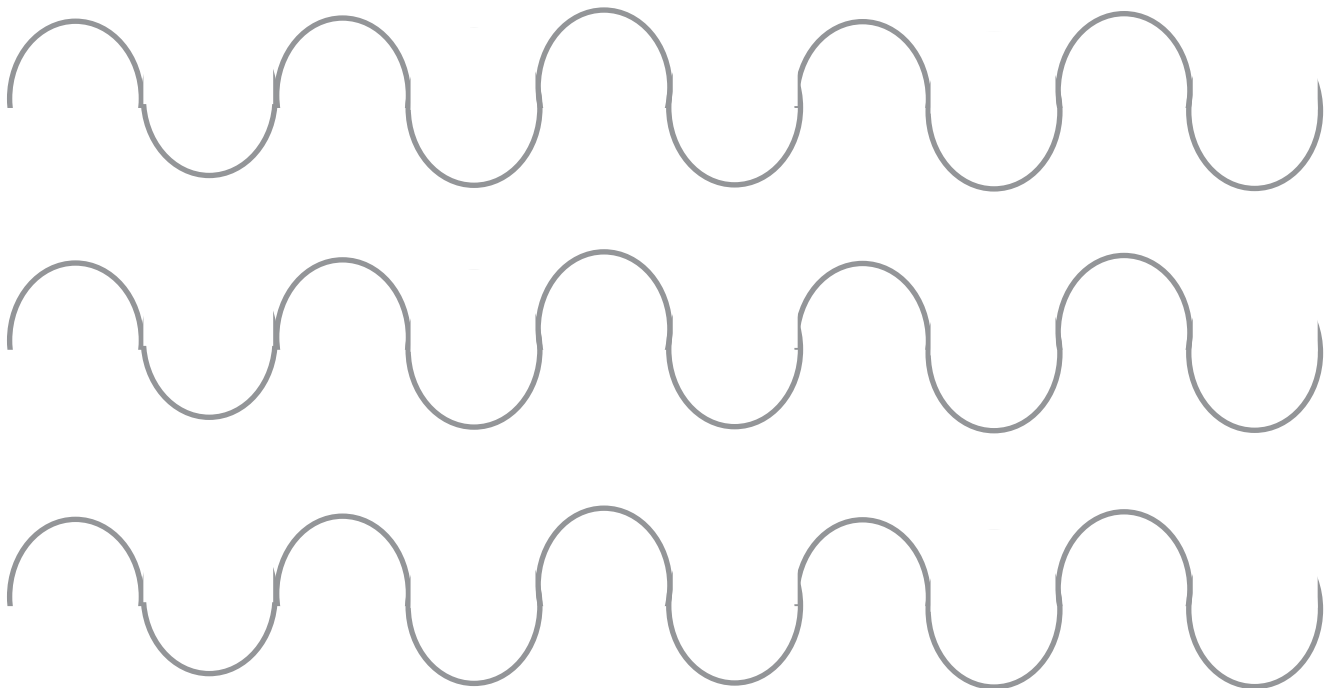
Zig Zag Lines

By: _____



Wavy Lines

By: _____



0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
	○	○○	○○○	○○○

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
	○	○○	○○○	○○○

Writing 2: Number Formation

Child's Name and Birthday	Trace 0-9 Use triangle Writes # line thru #		Trace 10 - 19 Use triangle Writes # line thru #		Calendar	Hundred Board & Chains		
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	
	0	5	10	15	Traces	1	6	100
	1	6	11	16		2	7	
	2	7	12	17	Copies	3	8	
	3	8	13	18		4	9	
	4	9	14	19	Makes own	5	10	

Writing Basics: The Alphabet and Introducing the Letter Sheets. First lesson.

Take a group of 3 to 4 children. Everyone including the teacher has the a-e sheet. Pick out your favorite color of marker. Let's all find the apple and put your finger on the apple. Our first letter begins with the first sound in apple. Let's all say the first sound in apple "a". Now let me hear you say it together. The letter that makes "a" has a name. Who knows the name of this letter. It is right next to the apple on your paper. Usually they all volunteer the name because they all know it! The teacher models writing it either on a chalkboard, sand or salt tray and in the air. We all do it together in the air. Around, up and down. The teacher makes one on her paper. Each child takes a turn and does the first one on their sheet. They can continue to finish the next two. Then it is the next child's turn. They like watching each other. Then we move on to the next letter - the b. Down, up halfway, around!

Formation stories said softly while tracing are an auditory guide for those children who do well with auditory learning. Visual learners will be more attuned to watch the teacher and others.

Make up your own stories if you prefer. The simpler and shorter the better. Or use fantasy if it will interest the children you are working with.

- a find the dot, around, up and down
- b find the dot, down, up halfway and around
- c find the dot, around
- d find the dot, around, up and down
- e find the dot, across, up and around
- f find the dot, down, stop, fly to the side, across
- g find the dot, around, up and down
- h find the dot, down, up halfway, over and down
- i find the dot, down, fly to the top and do the dot
- j find the dot, down, fly to the top and do the dot
- k find the dot, down, fly to the top, go in and out
- l find the dot, down
- m find the dot, go down, up & around, up & around
- n find the dot, go down, up and around
- o find the dot, go around
- p find the dot, go down and up and around
- q find the dot, go around, up and down
- r find the dot, go down, up and over
- s find the dot, go around, down and around
- t find the dot, go down, fly over and go across
- u find the dot, go down, around, up and down
- v find the dot, go down and up
- w find the dot, go down, up, down, up
- x find the dot, go down and over, fly to the top and go down and over
- z find the dot, go over, down and across

Why use the alphabet in sequence?

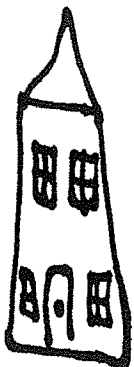
When the child is ready to work on letter writing begin with the beginning of the alphabet. Use the first sheet a - e. Teachers ask why we begin here and why begin with the alphabet in order? Dr. Montessori said that we begin with what children know and build upon that foundation. Others in education understand the value of bridging learning from what is known to the unknown.

The children when asked and given a choice always stated, "I want to begin with the alphabet. I know the alphabet." Usually when they come into our 3 to 6 classroom they can sing the alphabet song and have seen it on television or at home in their world. Some teachers choose to teach the upper case letters first. Many choose to introduce the lower case first as this is what the child begins to read. After years of using this method I prefer to teach lower case first.



Composition Book Journal Writing:

Kindergarten children do writing work sheets and tape them in their books. Teachers can also put work in the books. One drawing work is done on Fridays. If children have seen these books the previous year they know what to expect and are thrilled to get one at the beginning of their kindergarten year.

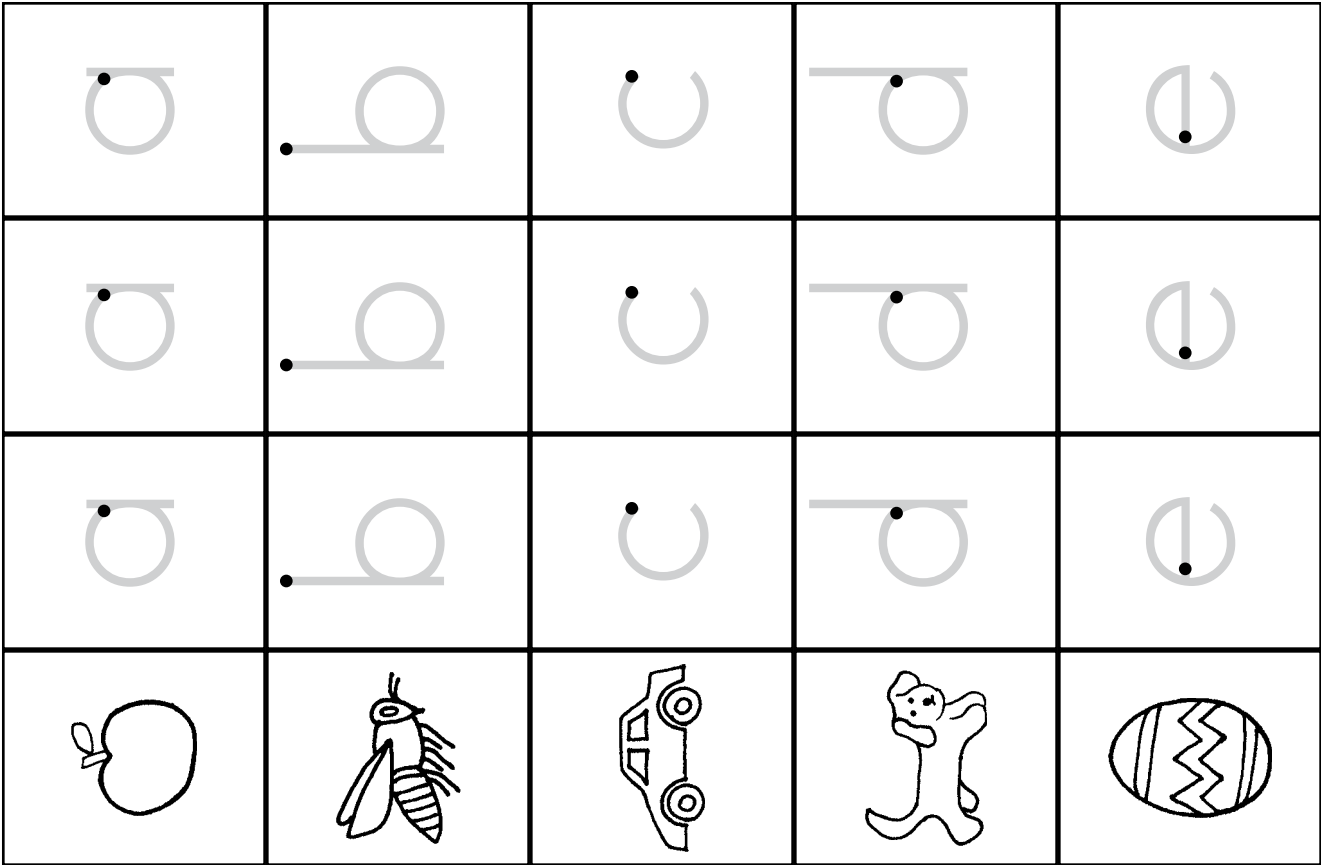
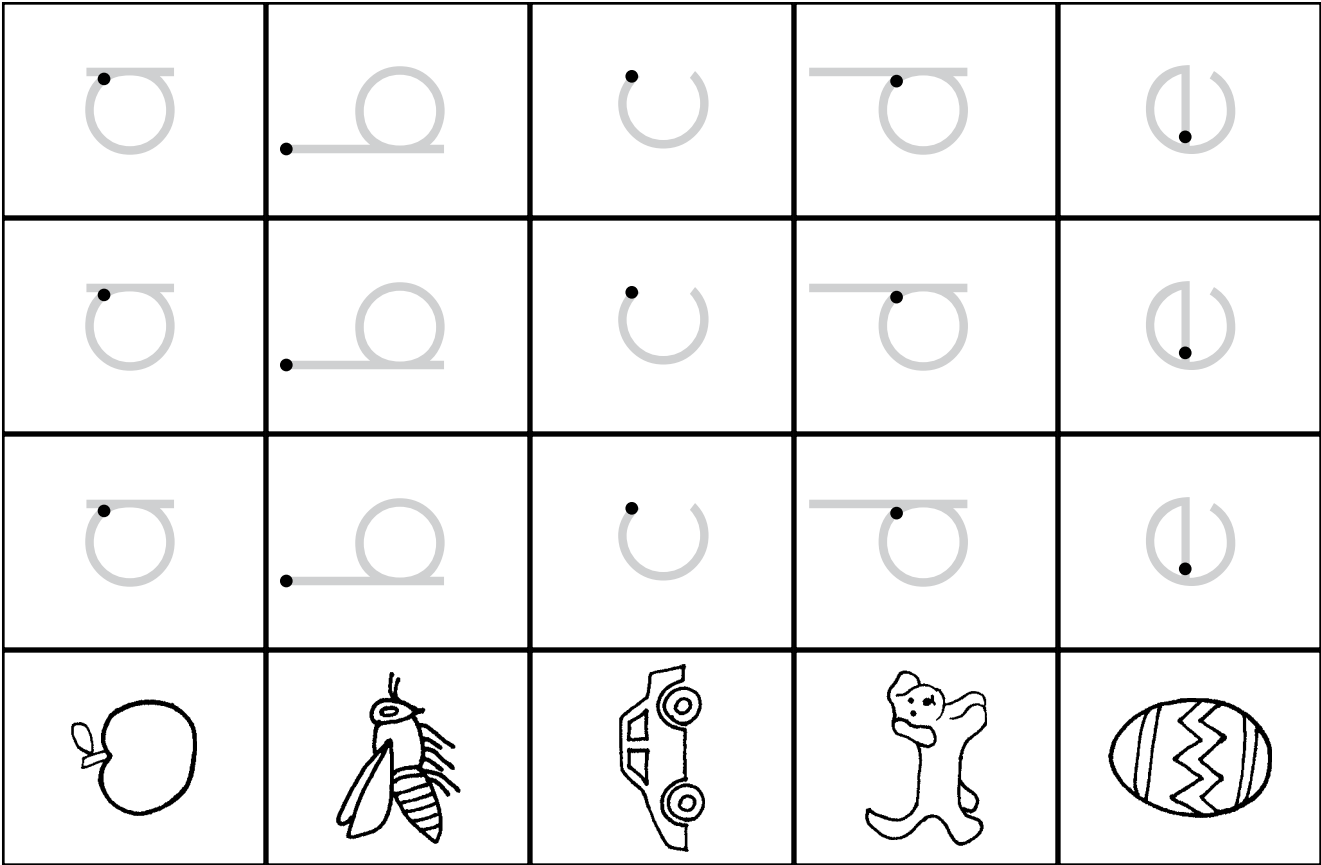


The Beautiful Handwriting System for writing developed over a five year period of time at several schools. We tried several standard methods to teach writing. We linked it to our sound boxes. We taught the letter shape method. We used the sequence of the alphabet after children asked for it that way. It promoted much interest. It was familiar. The children knew where they were going. Writing work became one of the most active areas of the room. Interest with sounds blossomed. Some children cut out the picture boxes and the letter strips. They made construction paper pouches. They made matching work to take home. This method has now been used by many schools for more than 15 years.

An extension for those who have mastered the formation material: Each takes a blank template paper. Say a letter name and its sound and ask them to write it in their in the box and draw a picture. Did they choose the right sound? Did they write it correctly?

Writing 3: Letter Formation

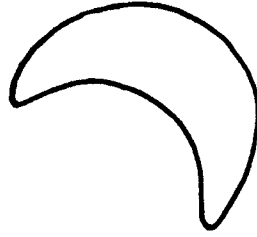
Child's Name and Birthday	Record child's progress with a . / Trace-Teacher lesson given. Child Practises. Child Has Correct Formation. Lower case to left of letter, upper case to right. Line thru-copies letter.					Alphabet Lower Upper
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case
	a b c d e	f g h i j	k l m n o	p q r s t	u v w x y z	Lower Case Upper Case



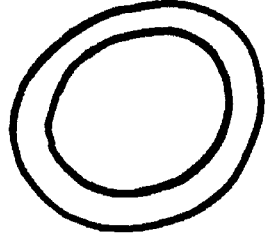
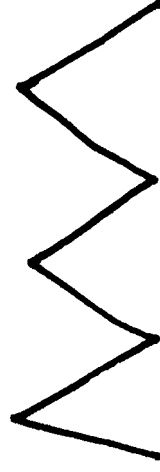


mitten

moon

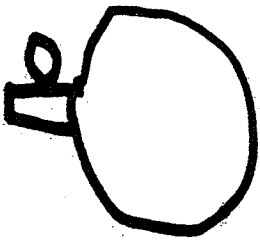


zigzag

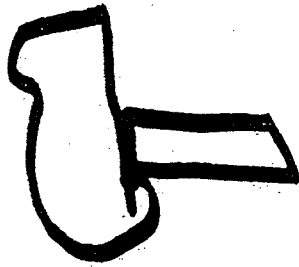


zero

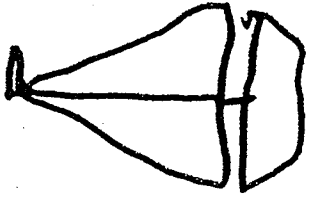
zigzag



apple



ax



yacht



yoyo

my Family



My family

My family is nice.

My family are

Good. My family

are the best. I love

my family.

my friends



My Friends

My friend are good.

My friends are nice.

My friends are the

best. I love my

friends.

Writing 5: Advanced Writing

Child's Name and Birthday	capitalization	punctuation	parts of speech	lined writing book
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does
	introduced working on understands	periods question marks coma's	noun verb article adjective preposition	introduced working on does

Blake's
Kookaburra



kookaburra

Multiply 10's

$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

$$10 \times 3 = 30$$

$$10 \times 4 = 40$$

$$10 \times 5 = 50$$

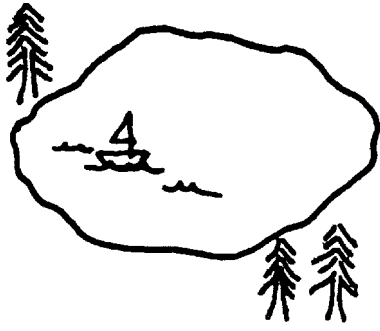
$$10 \times 6 = 60$$

$$10 \times 7 = 70$$

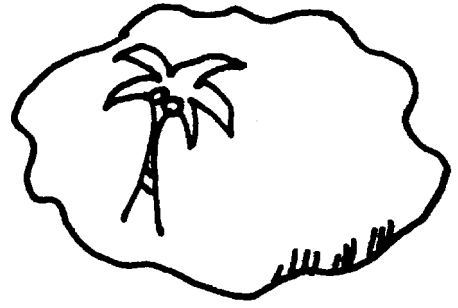
$$10 \times 8 = 80$$

$$10 \times 9 = 90$$

Name BLAKE



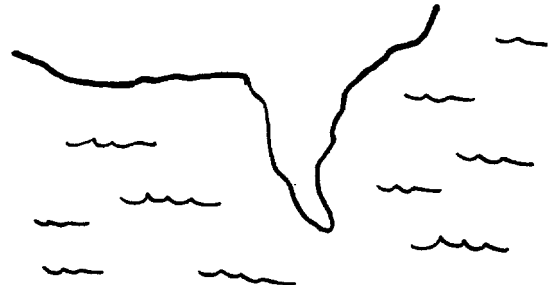
lake



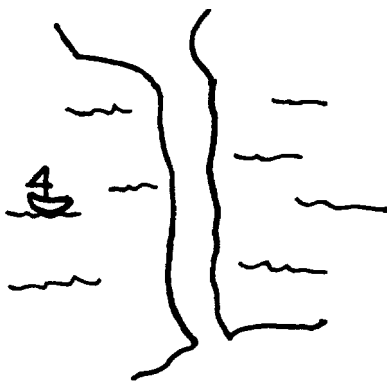
island



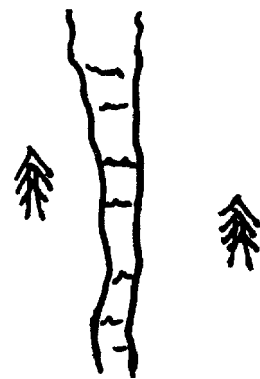
gulf



peninsula



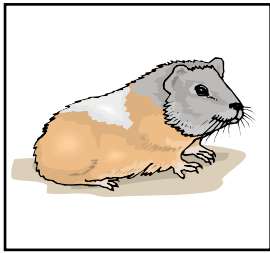
isthmus



strait



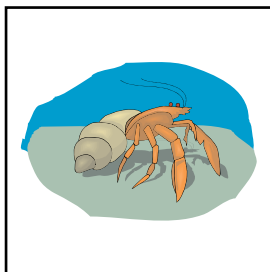
The frog croaks.



The guinea pig wiggles.



The hamster stands up.



The hermit crab hides.