



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](http://www.peterson-handwriting.com/Info.html)



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## **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.

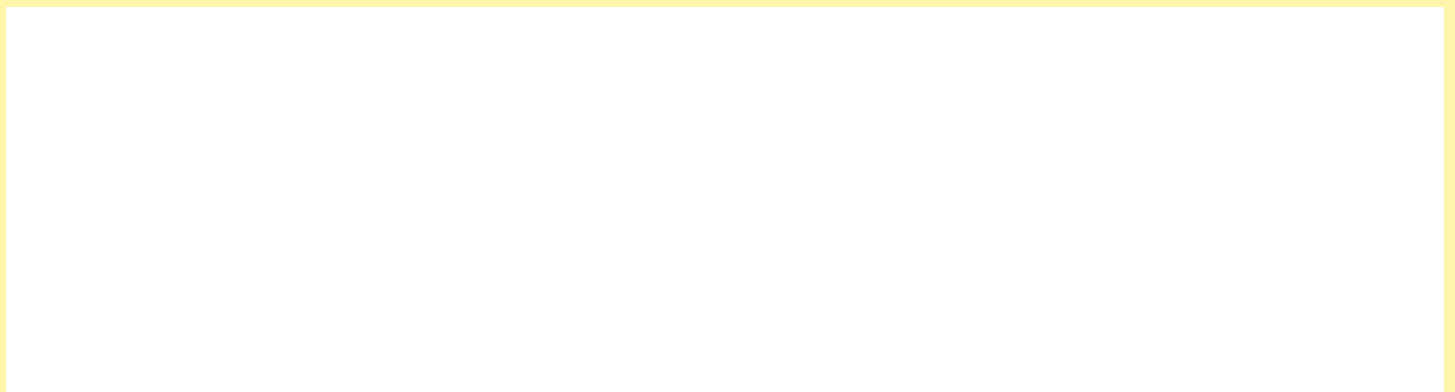
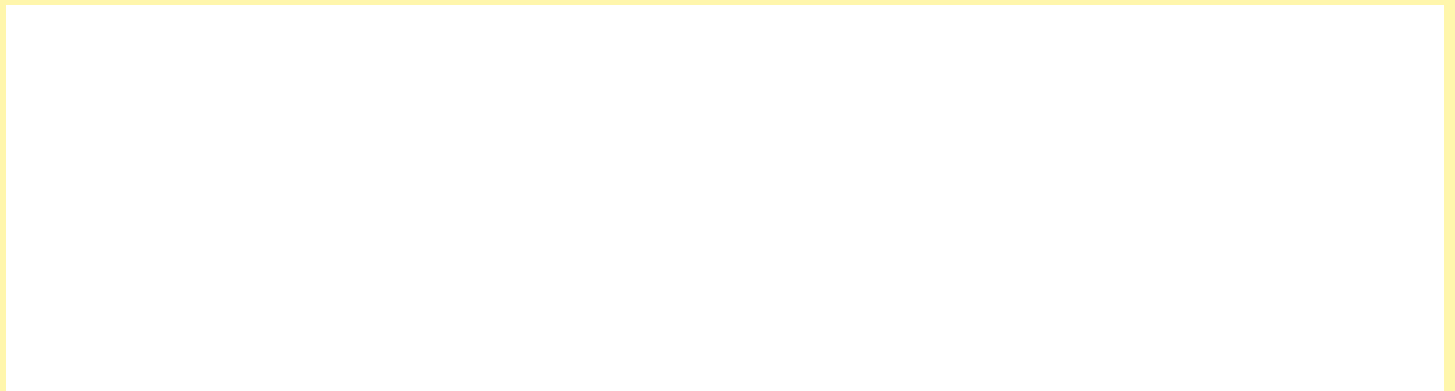
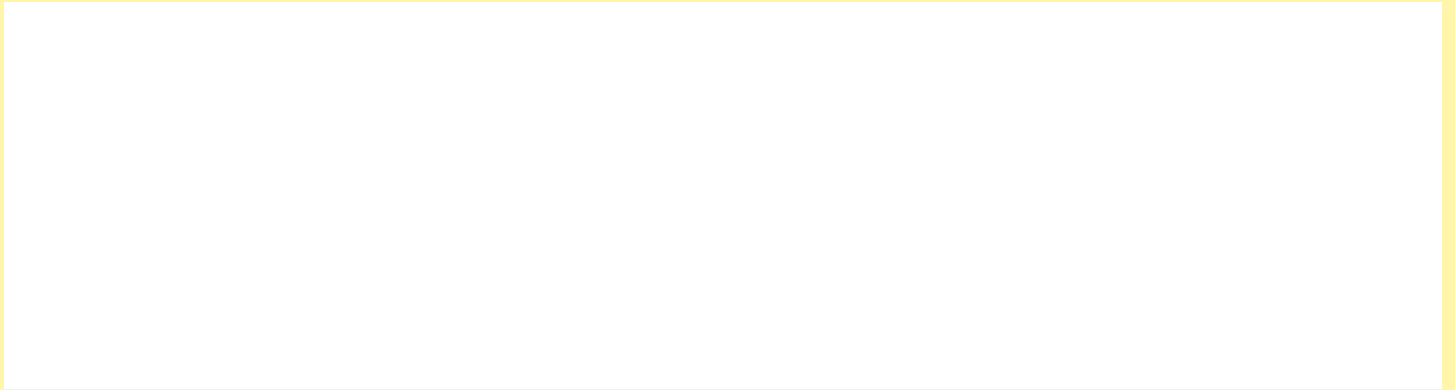
#### Step Four: Write and Say

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/>

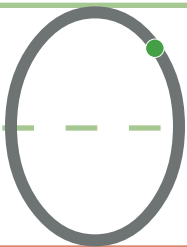
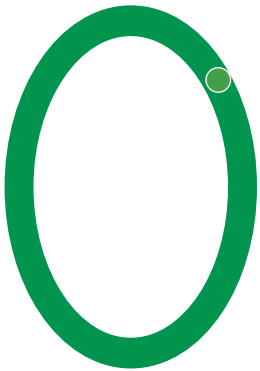
Fluency Test - Collect data at least once each month. Track scores to find pupils who need help with movement. Allow 20 seconds. Children write letters as they are able. Count the number of legible letters and multiply by 3 to establish a fluency score expressed as Letters Per Minute. Fluency goal is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



# Finger-Trace & Say, Then Write & Say



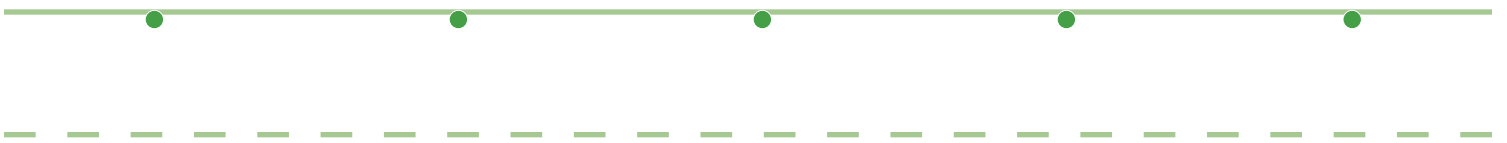
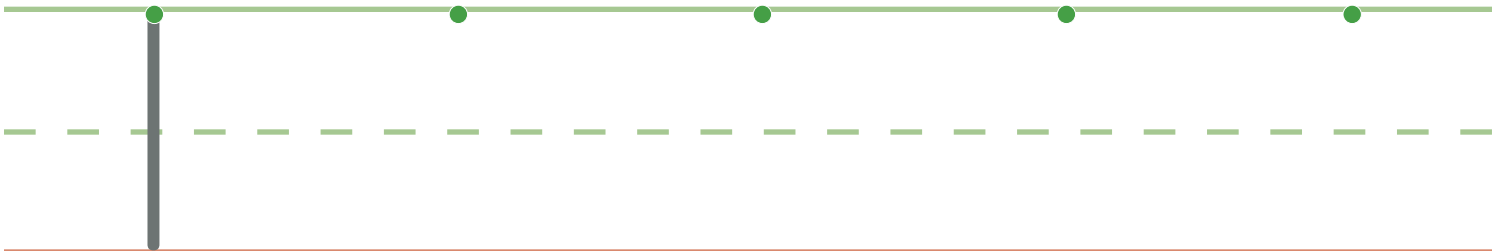
Zero  
1. Hook Around "Cloze"



# Finger-Trace & Say, Then Write & Say



One  
1. Tall Down



# Finger-Trace & Say, Then Write & Say



Two  
1. Roll Slant  
2. Slide

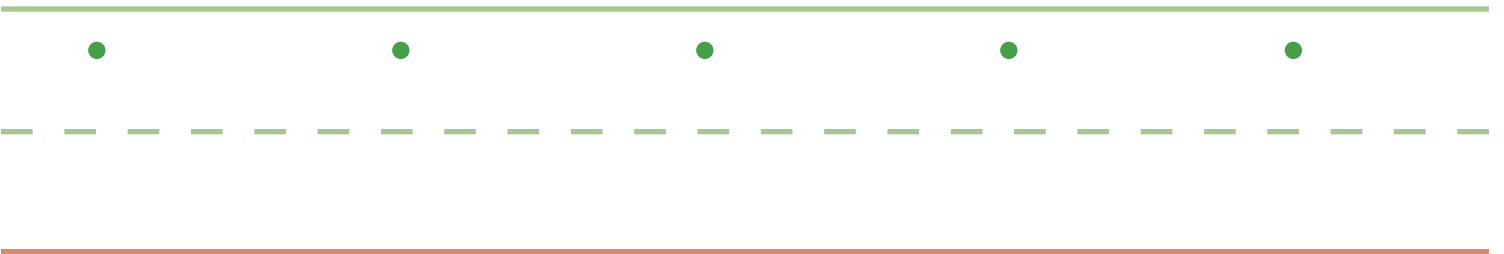
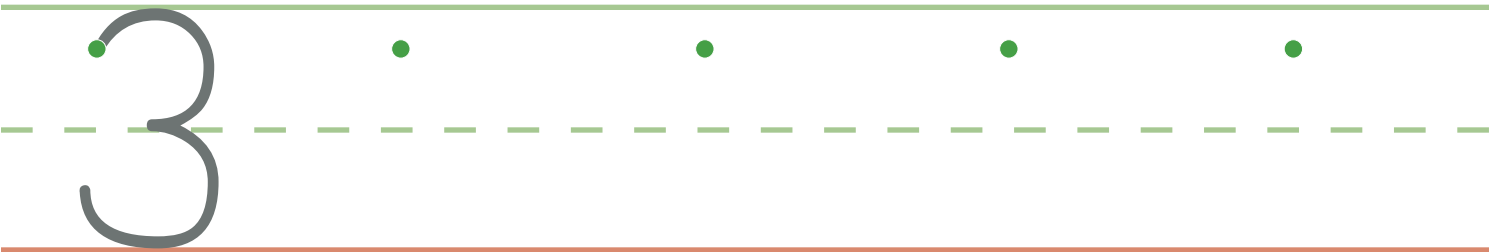
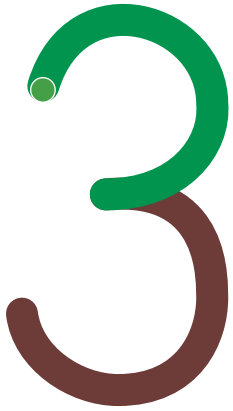


Finger-Trace & Say, Then Write & Say



Three

- 1. Roll Around
- 2. Roll Around

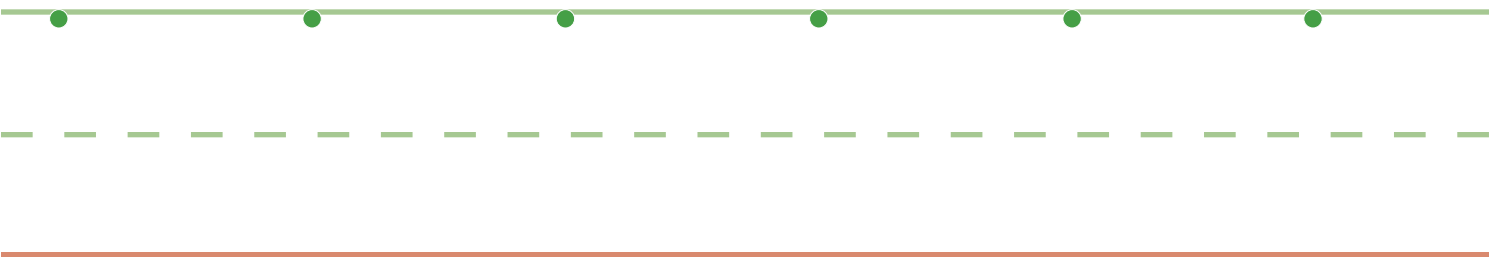
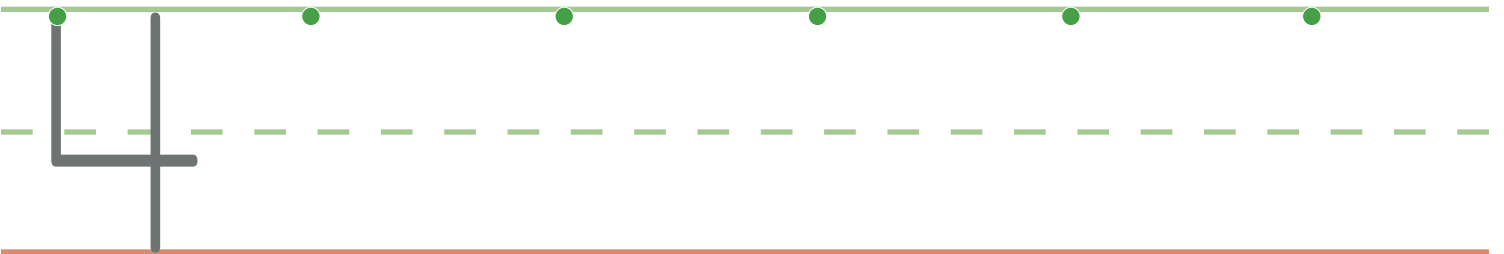
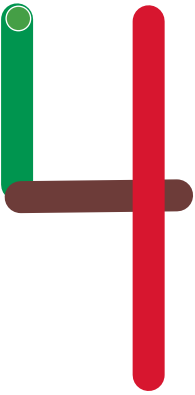




# Finger-Trace & Say, Then Write & Say



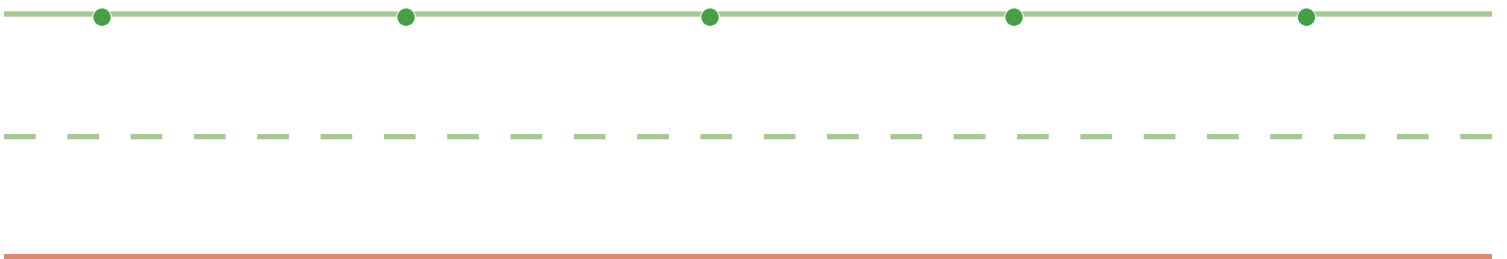
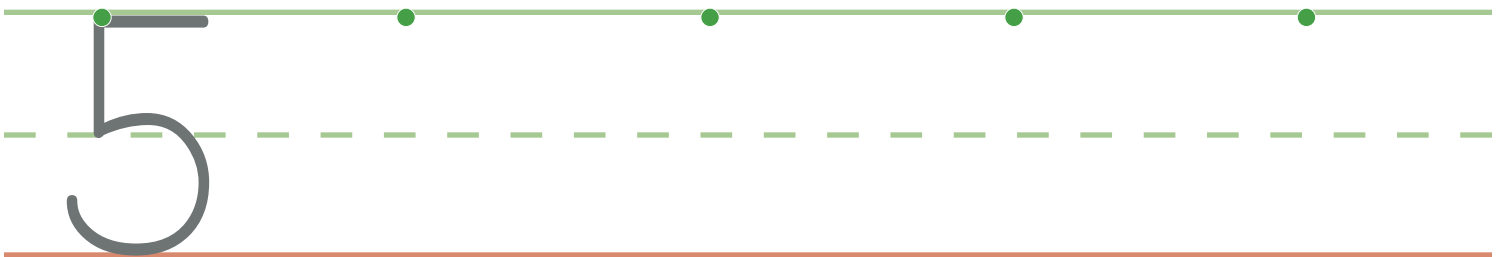
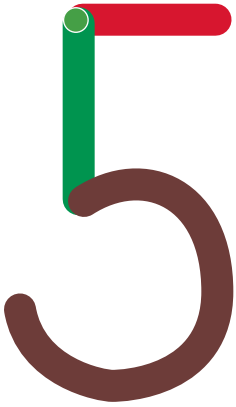
- Four
- 1. Small Down
- 2. Slide
- 3. Tall Down



# Finger-Trace & Say, Then Write & Say



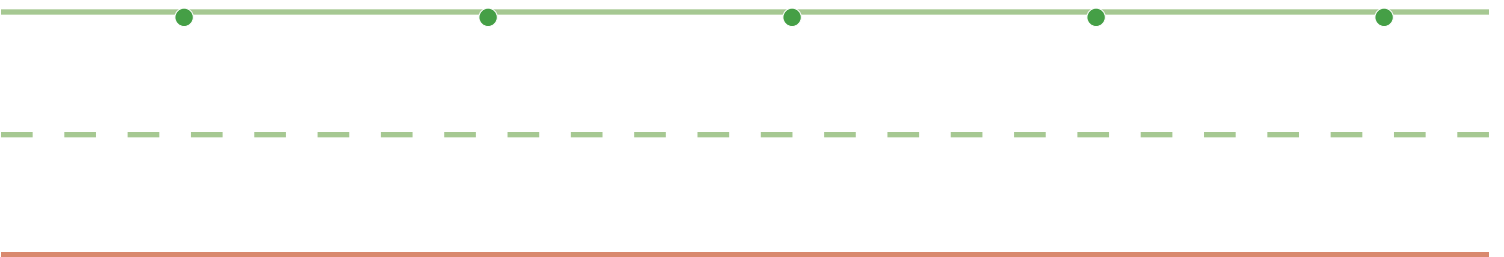
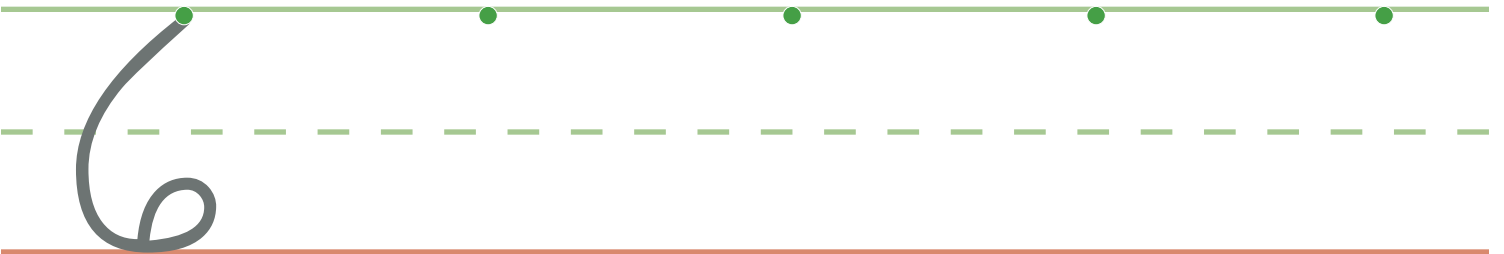
- Five  
1. Small Down  
2. Roll Around  
3. Slide



# Finger-Trace & Say, Then Write & Say



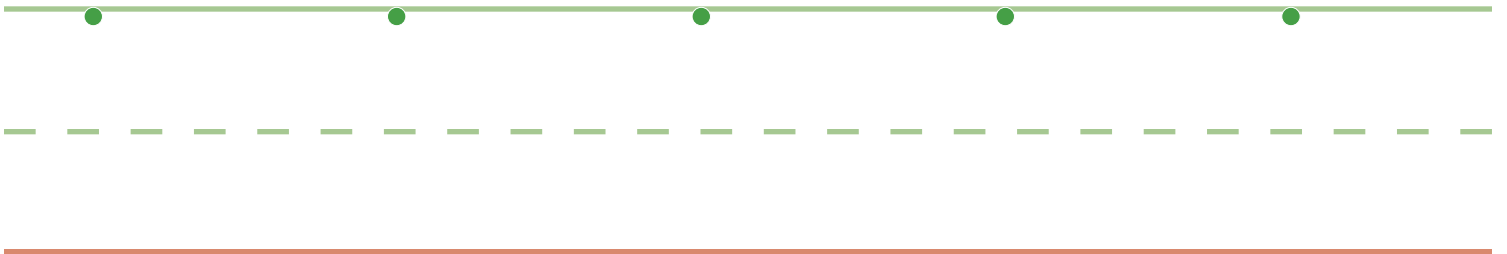
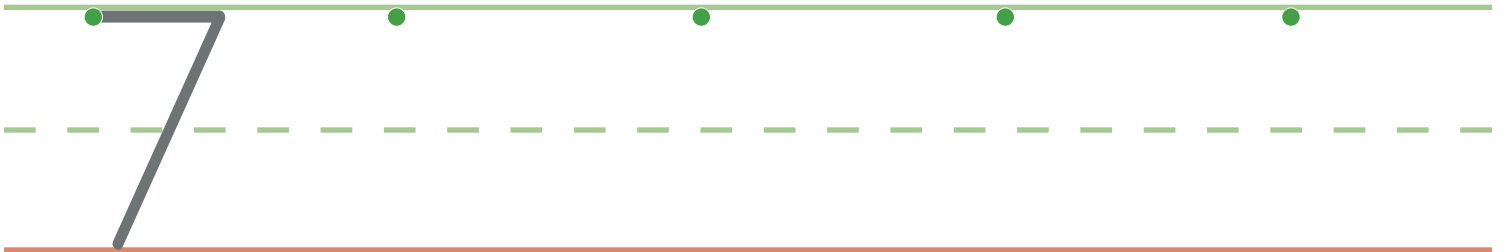
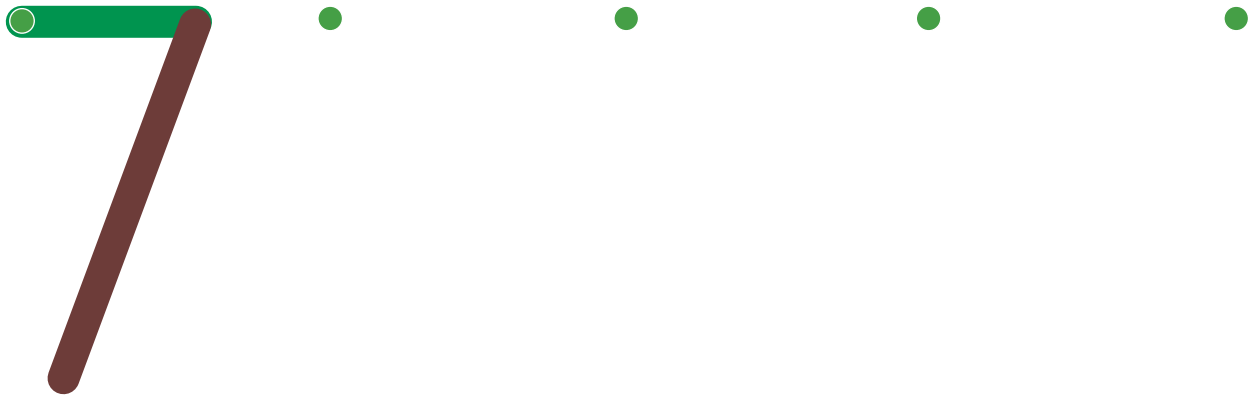
- Six  
1. Curve Down  
2. Loop



# Finger-Trace & Say, Then Write & Say



Seven  
1. Slide  
2. Slant



# Finger-Trace & Say, Then Write & Say



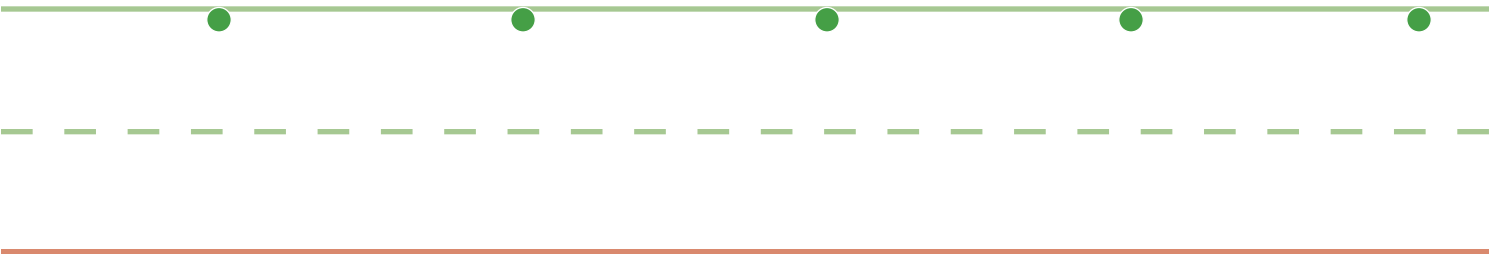
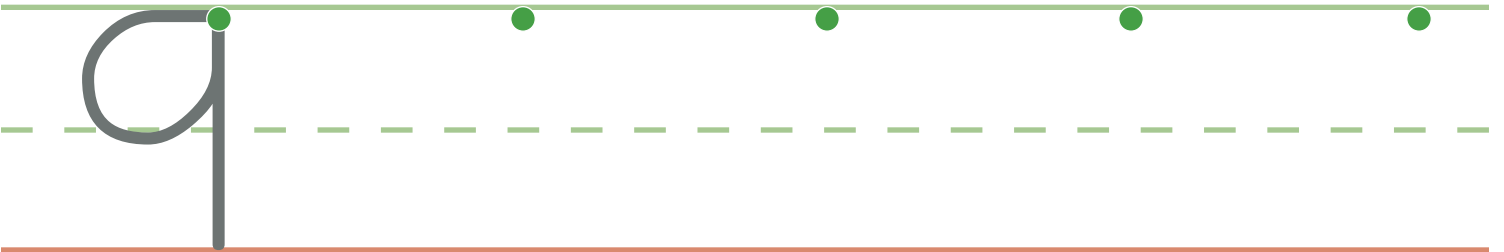
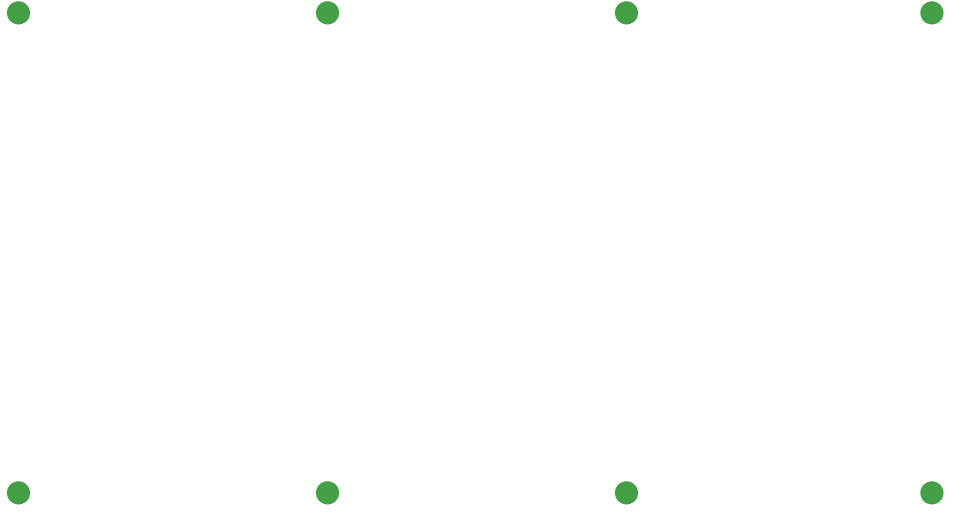
Eight  
1. Slide  
2. Roll Up



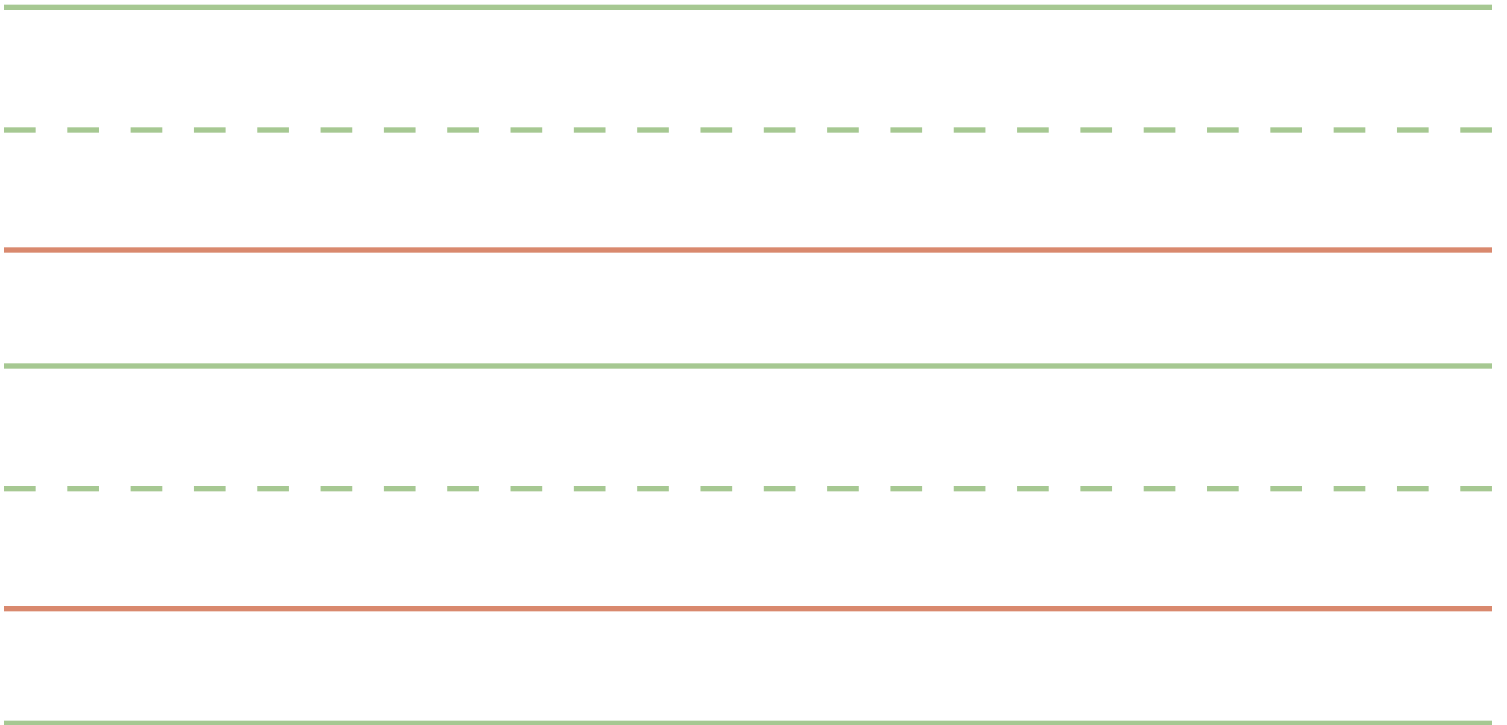
# Finger-Trace & Say, Then Write & Say



- Nine  
1. Curve Around  
2. Tall down



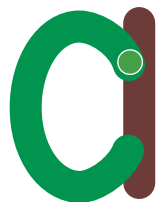
Can you write all of the numerals without a model?



Handwriting practice lines consisting of two sets of four horizontal lines each. Each set includes a solid green top line, a dashed green middle line, a solid red bottom line, and a solid green baseline.

# Finger-Trace & Say, Then Write & Say

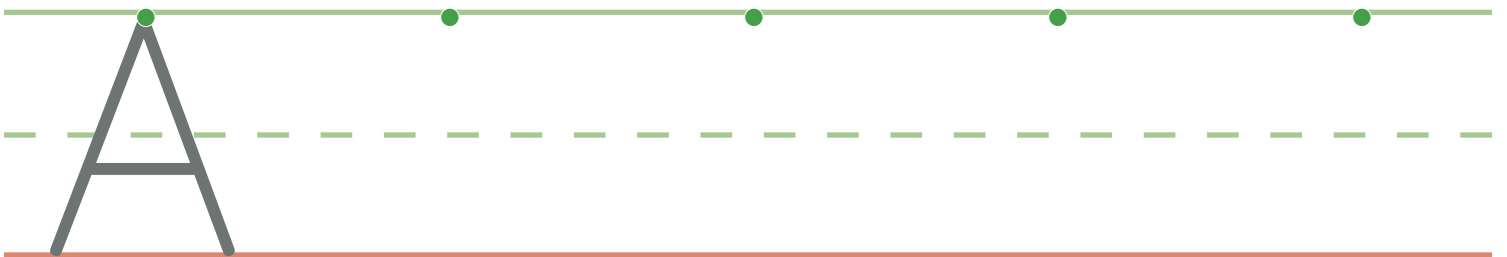
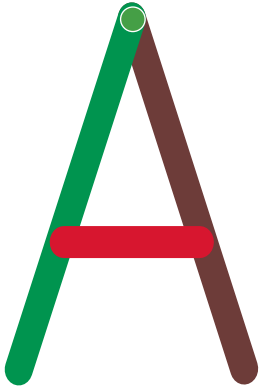
1. Hook Around
2. Small Down





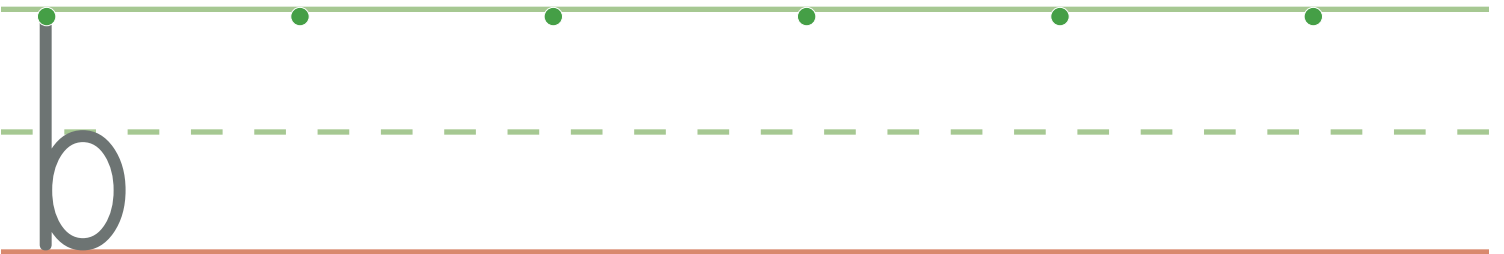
# Finger-Trace & Say, Then Write & Say

1. Slant Left
2. Slant Right
3. Slide



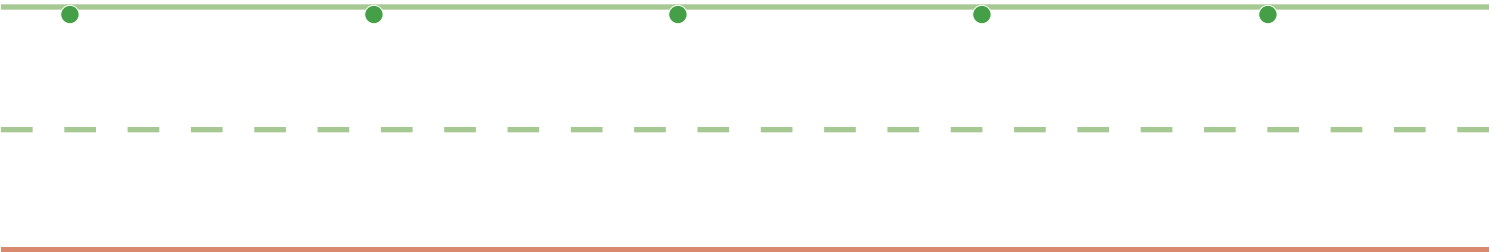
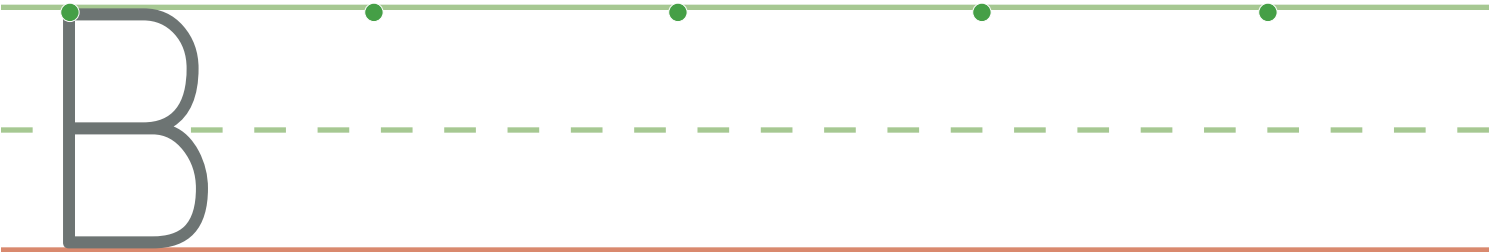
# Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Roll Around



# Finger-Trace & Say, Then Write & Say

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



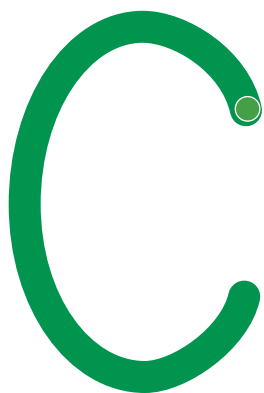
# Finger-Trace & Say, Then Write & Say

1. Hook Around



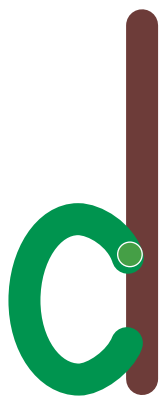
# Finger-Trace & Say, Then Write & Say

1. Hook Around



# Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Tall Down

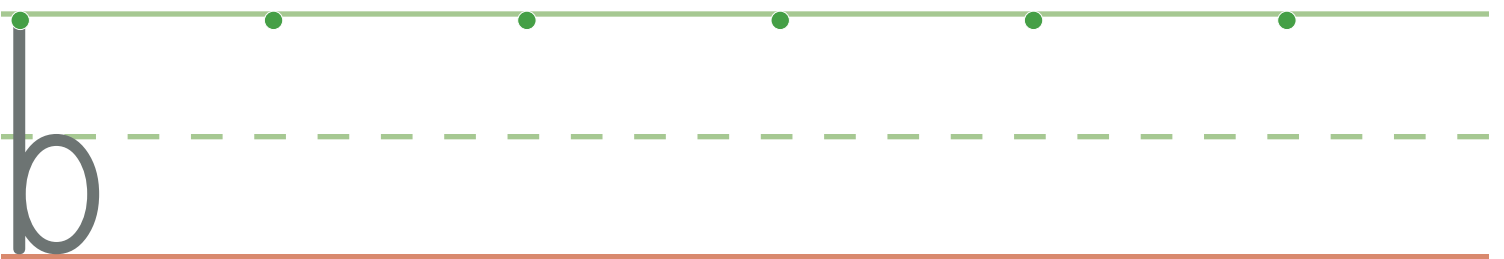
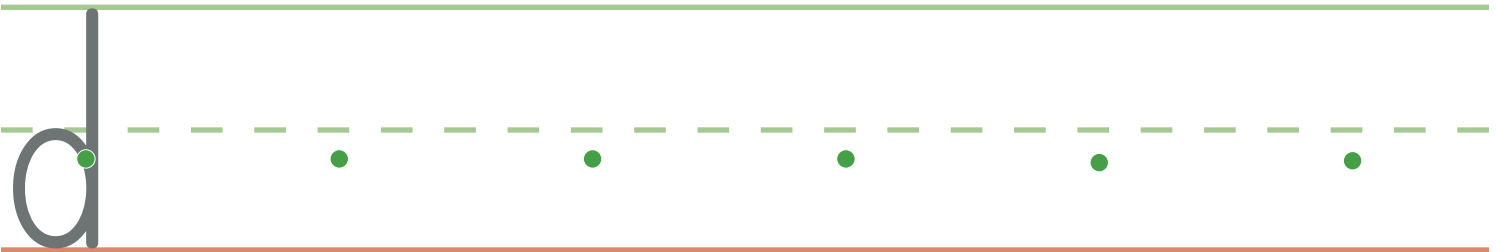
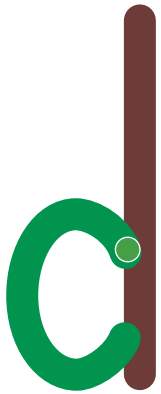


# Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Roll Around

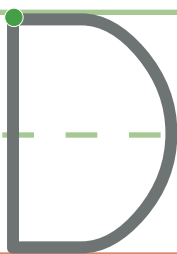


1. Hook Around
2. Tall Down



# Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide Around





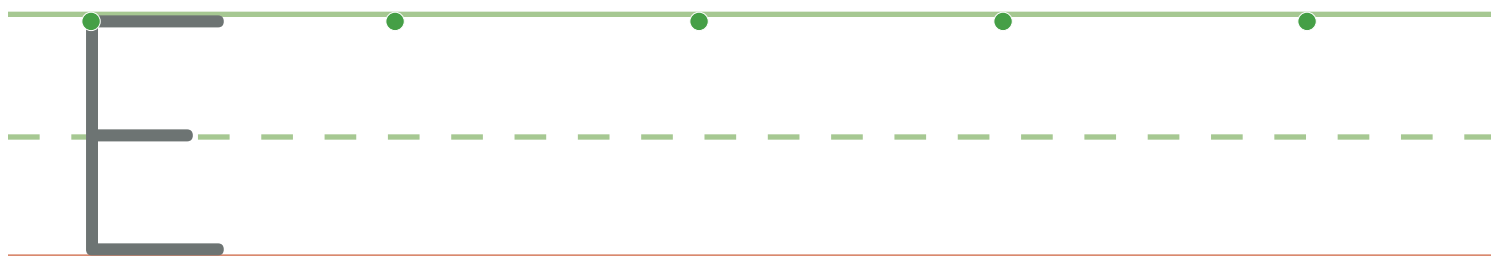
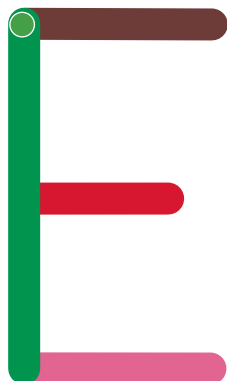
# Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Slide



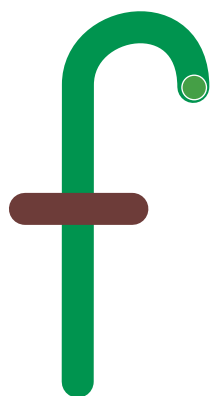
# Finger-Trace & Say, Then Write & Say

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



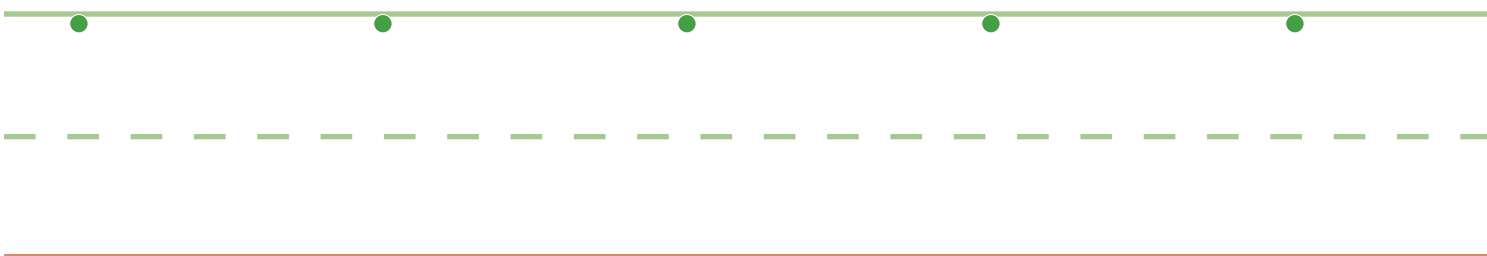
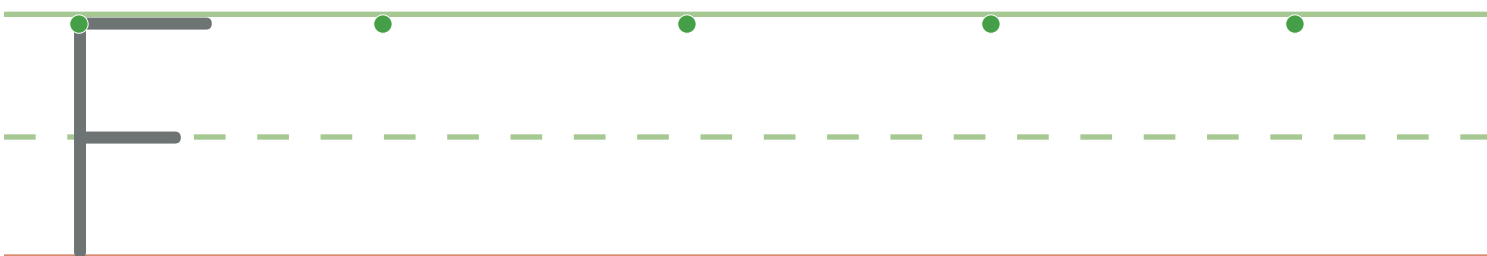
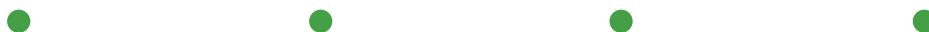
# Finger-Trace & Say, Then Write & Say

- 1. Hook Down
- 2. Cross



# Finger-Trace & Say, Then Write & Say

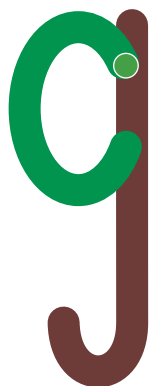
- 1. Tall Down
- 2. Slide
- 3. Slide



# Finger-Trace & Say, Then Write & Say

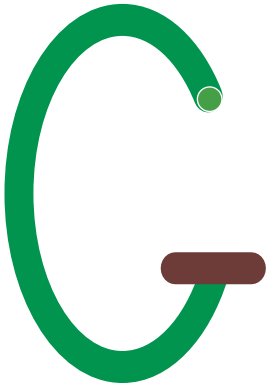
1. Hook Around

2. Down Tail



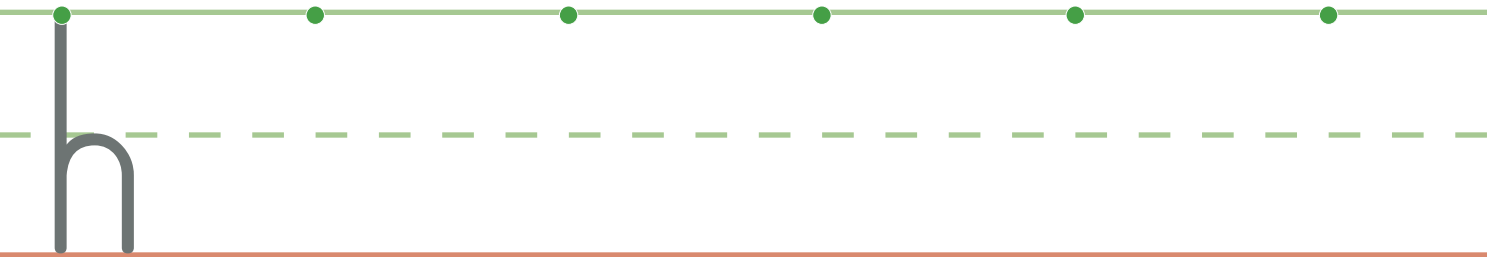
# Finger-Trace & Say, Then Write & Say

1. Hook Around
2. Slide



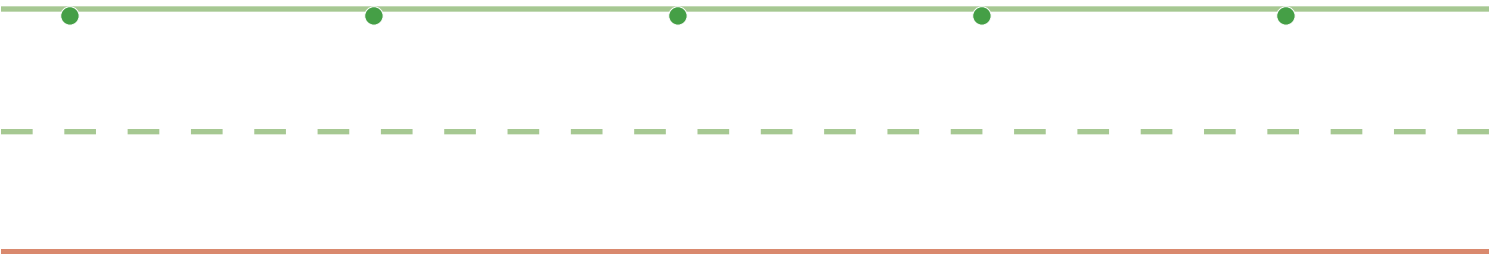
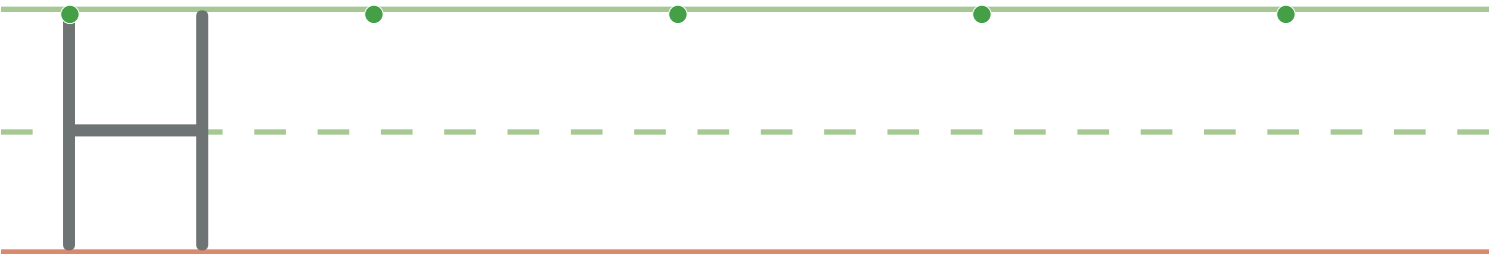
# Finger-Trace & Say, Then Write & Say

- 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

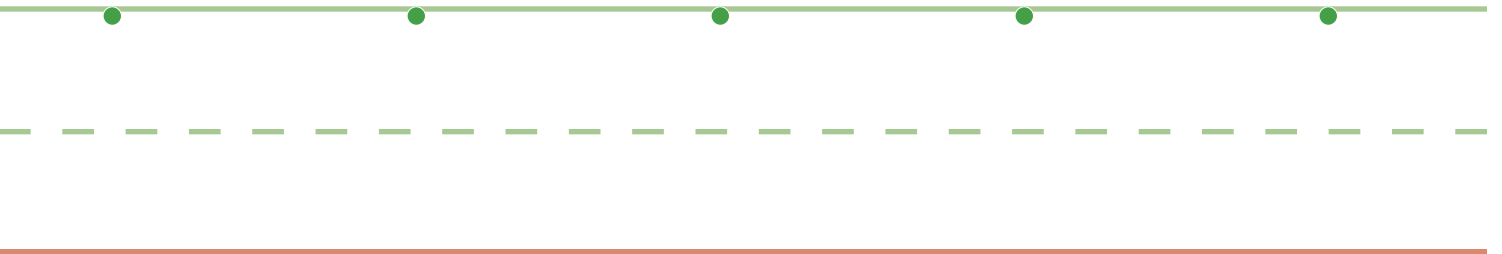
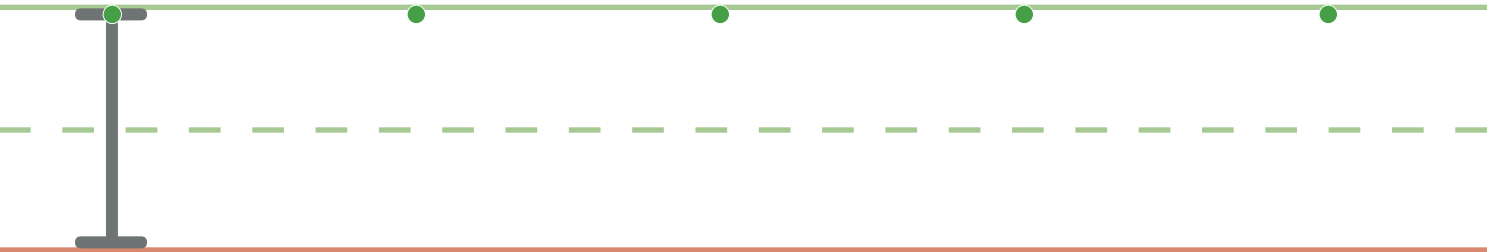


Handwriting practice line with a solid green top line, a dashed green middle line, and a solid red bottom line. A grey dot is positioned above the top line. A grey vertical bar with a white circle at the top is positioned between the top and middle lines. A series of green dots are spaced evenly along the dashed middle line.

Handwriting practice line with a solid green top line, a dashed green middle line, and a solid red bottom line. A series of green dots are spaced evenly along the dashed middle line.

# Finger-Trace & Say, Then Write & Say

- 1. Small Down
- 2. Slide
- 3. Slide



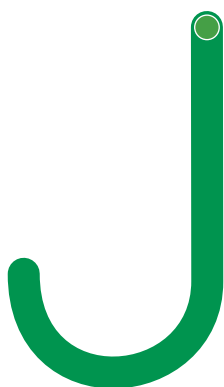
# Finger-Trace & Say, Then Write & Say

1. Down Tail
2. Dot



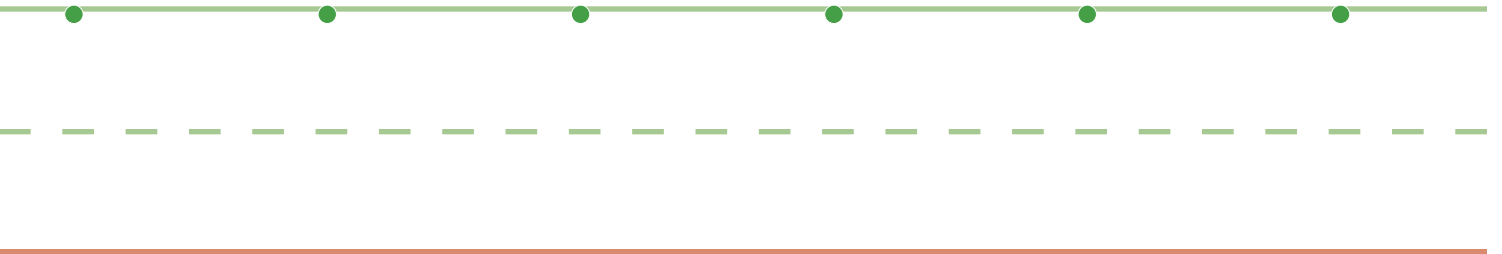
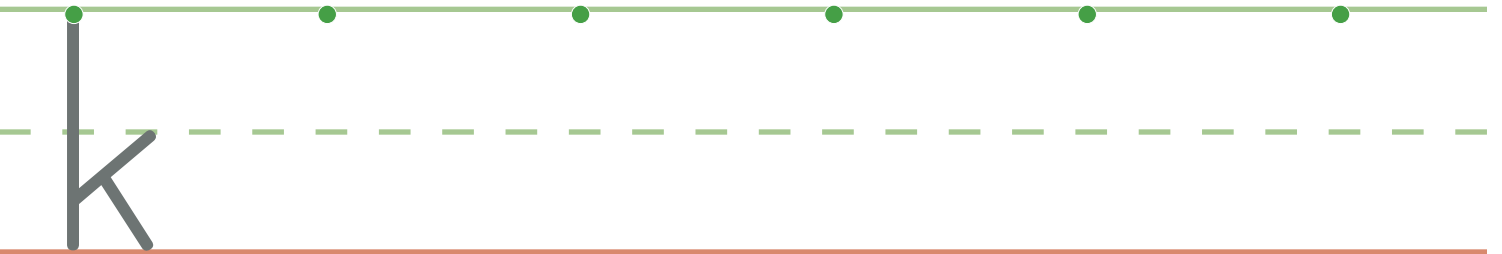
# Finger-Trace & Say, Then Write & Say

1. Tall Hook



# Finger-Trace & Say, Then Write & Say

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

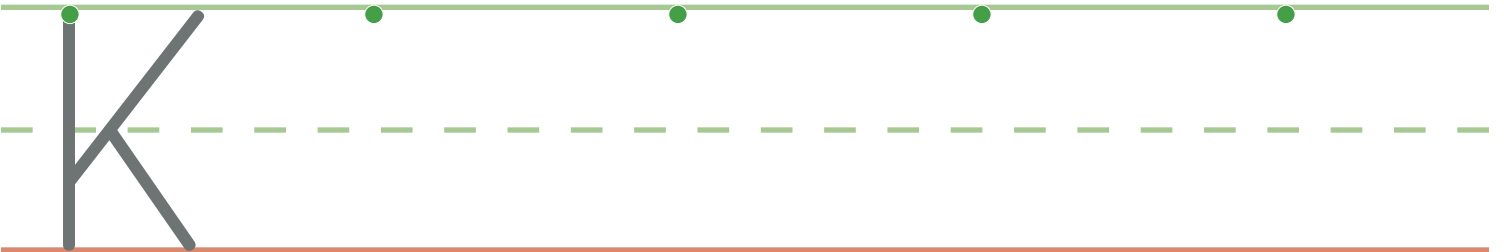


# Finger-Trace & Say, Then Write & Say

1. Tall Down

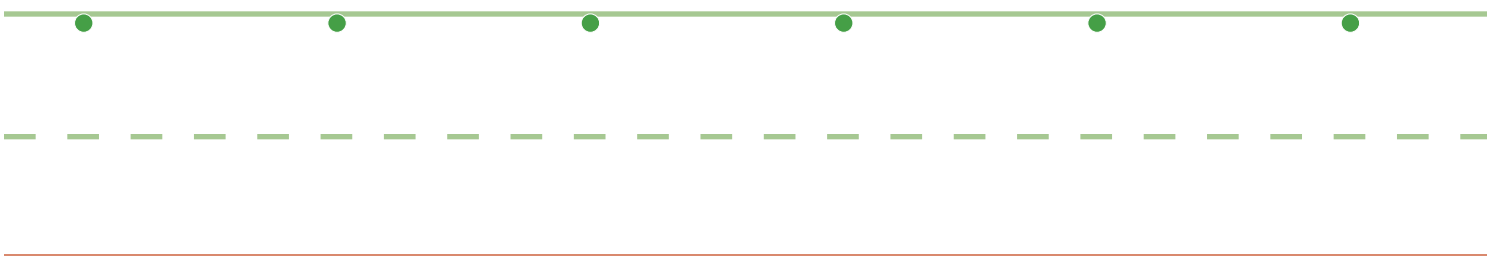
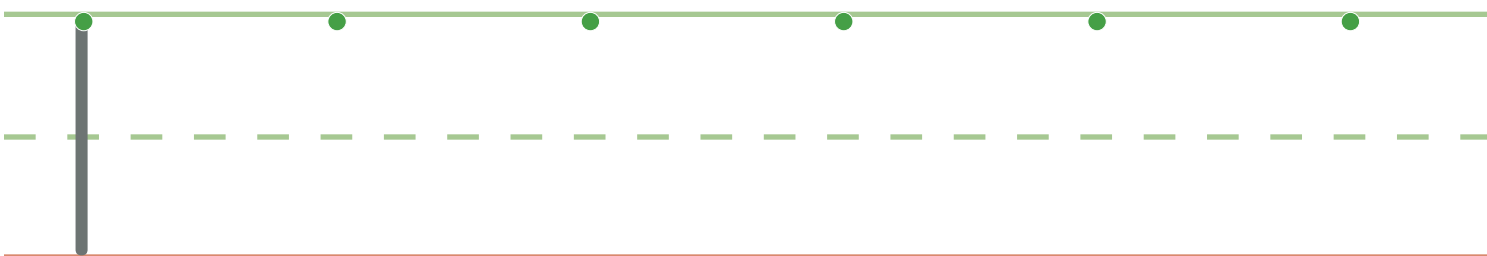
2. Slant

3. Slant



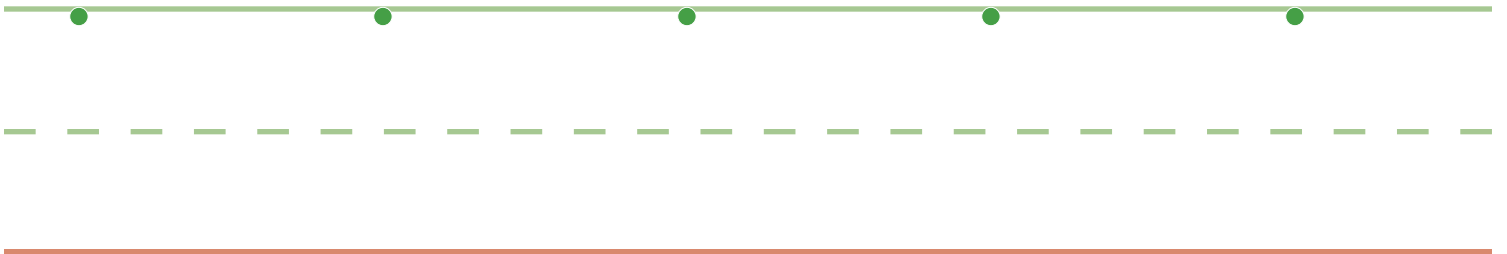
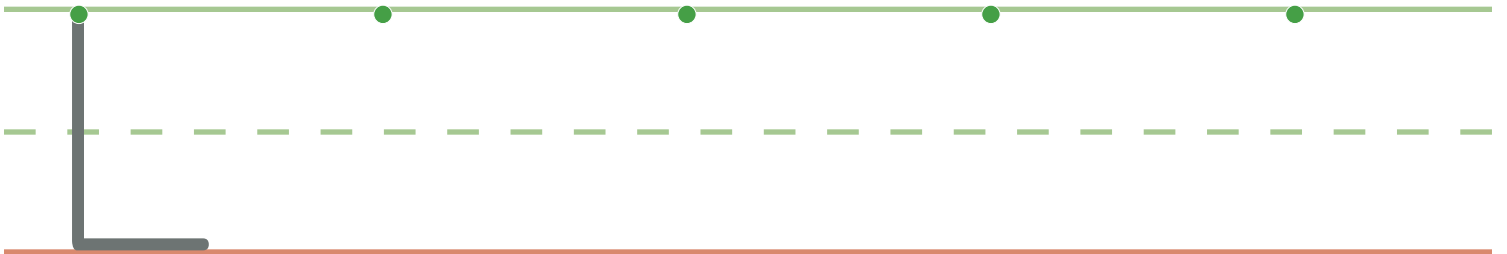
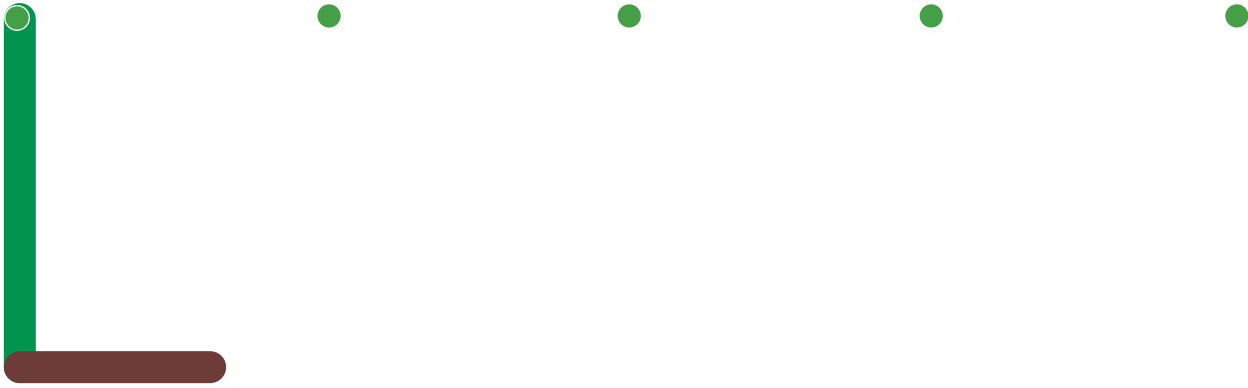
# Finger-Trace & Say, Then Write & Say

1. Tall Down



# Finger-Trace & Say, Then Write & Say

- 1. Tall Down
- 2. Slide





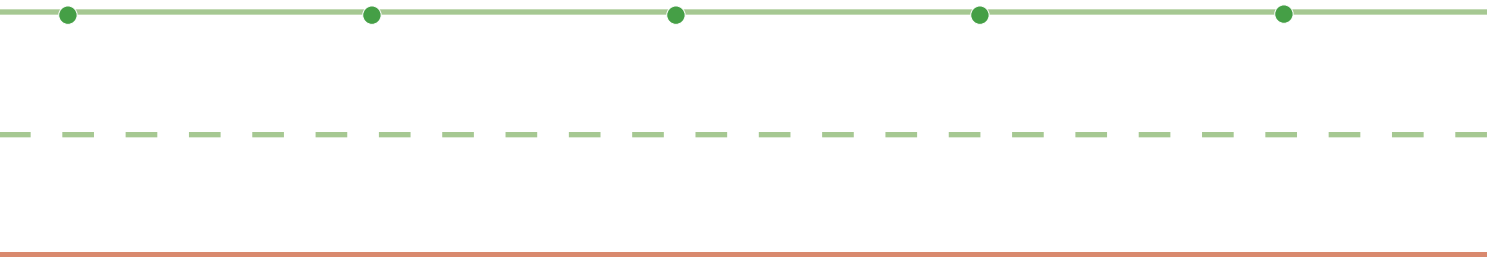
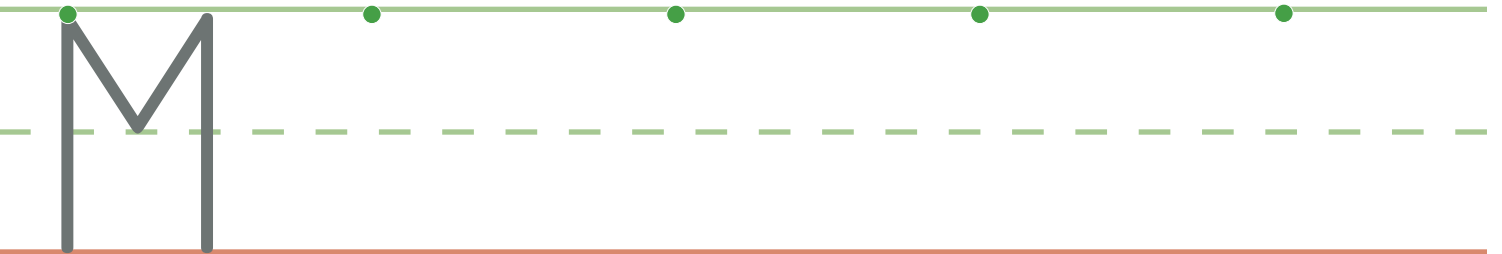
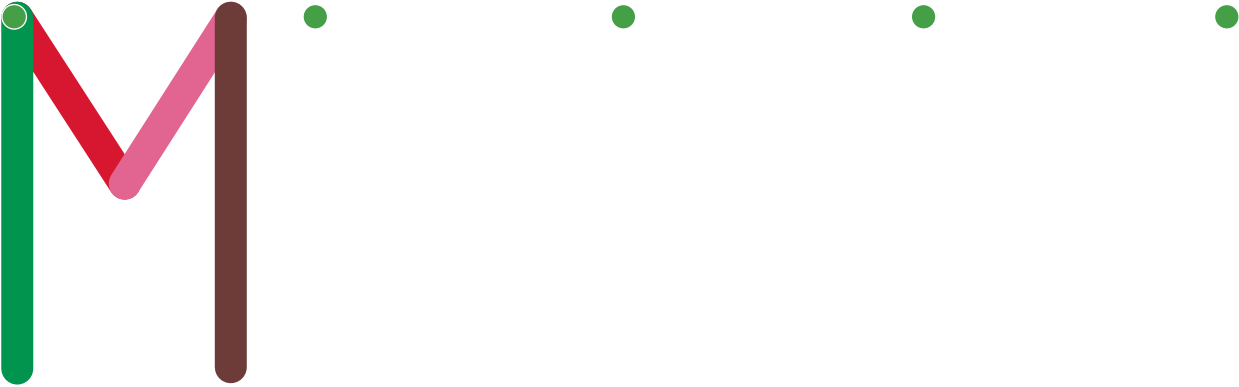
# Finger-Trace & Say, Then Write & Say

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



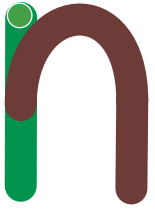
# Finger-Trace & Say, Then Write & Say

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



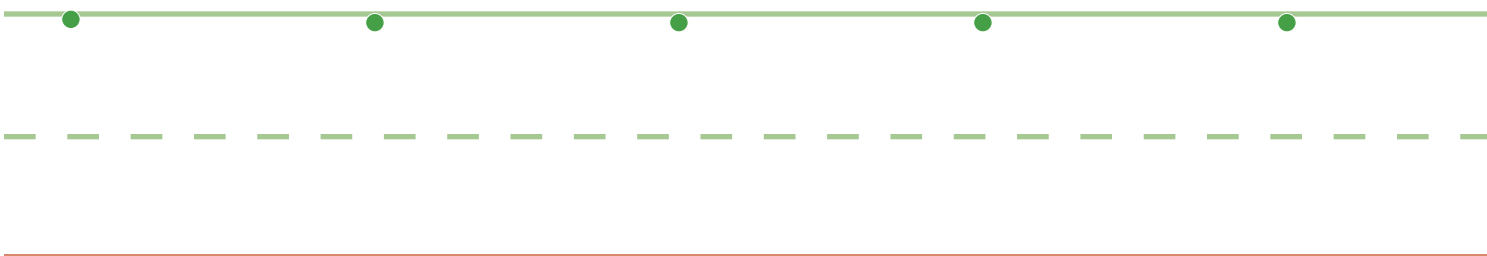
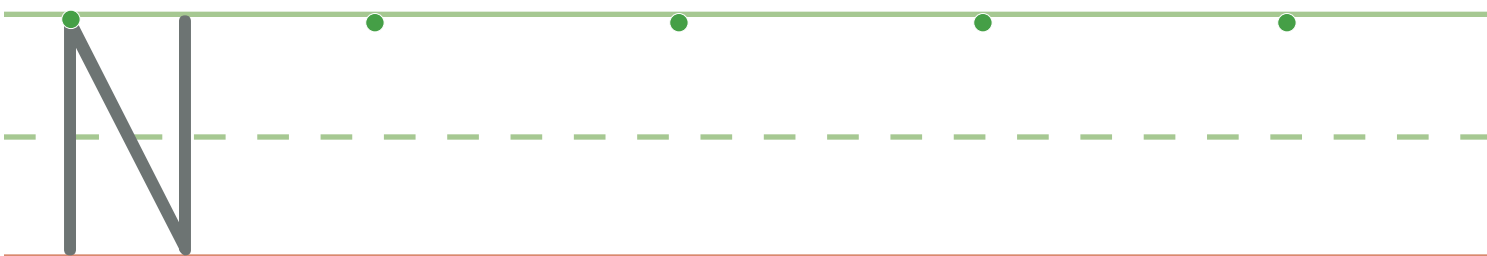
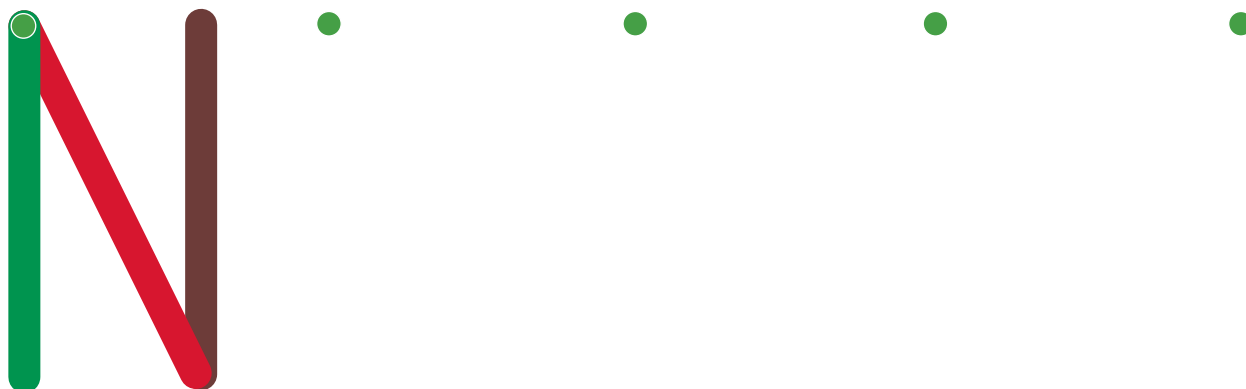
# Finger-Trace & Say, Then Write & Say

1. Small Down
2. Roll Down



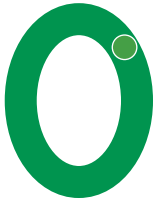
# Finger-Trace & Say, Then Write & Say

- 1. Tall Down
- 2. Tall Down
- 3. Slant



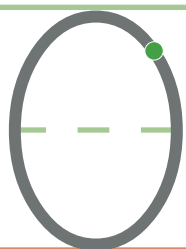
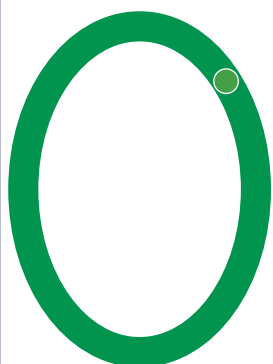
# Finger-Trace & Say, Then Write & Say

1. Hook Around "CLOZE"



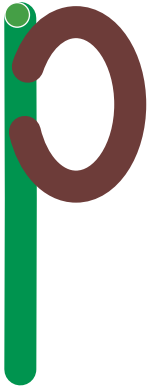
# Finger-Trace & Say, Then Write & Say

1. Hook Around "CLOZE"



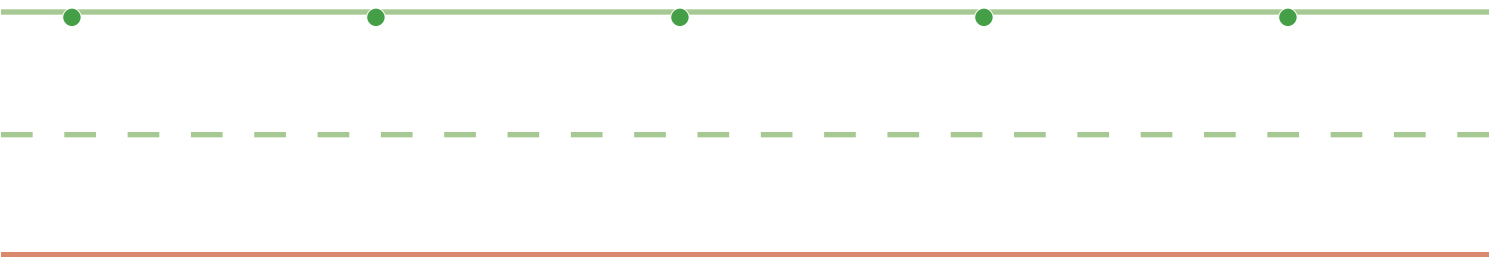
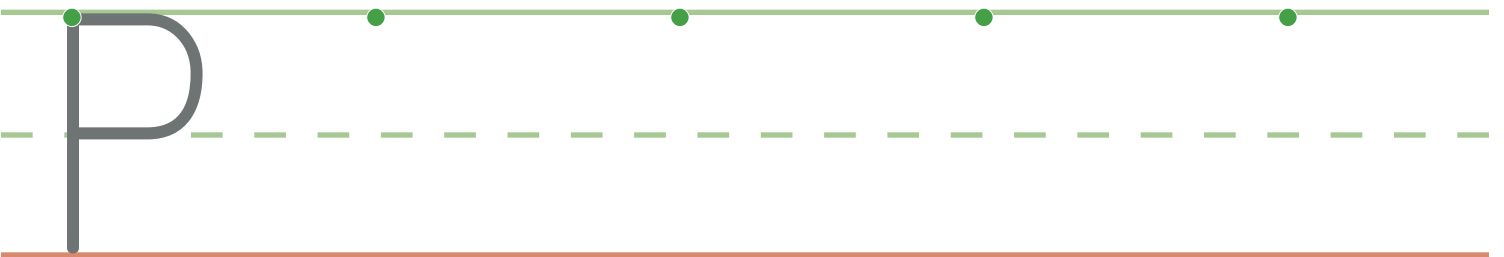
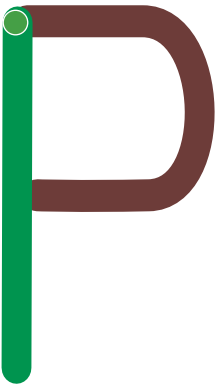
# Finger-Trace & Say, Then Write & Say

1. Down Tail
2. Roll Around



# Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Slide Around





# Finger-Trace & Say, Then Write & Say

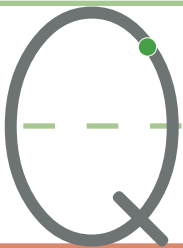
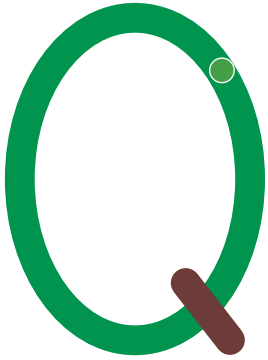
1. Hook Around
2. Down Hook



# Finger-Trace & Say, Then Write & Say

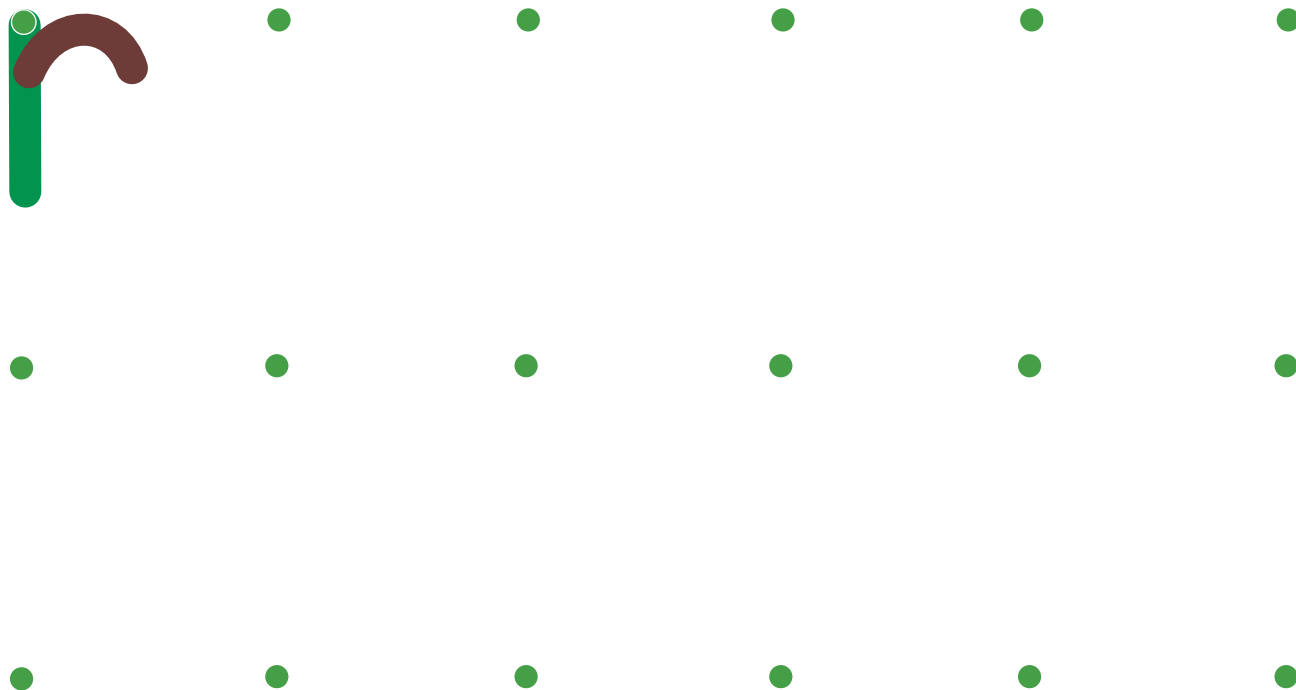
1. Hook Around "Cloze"

2. Slant



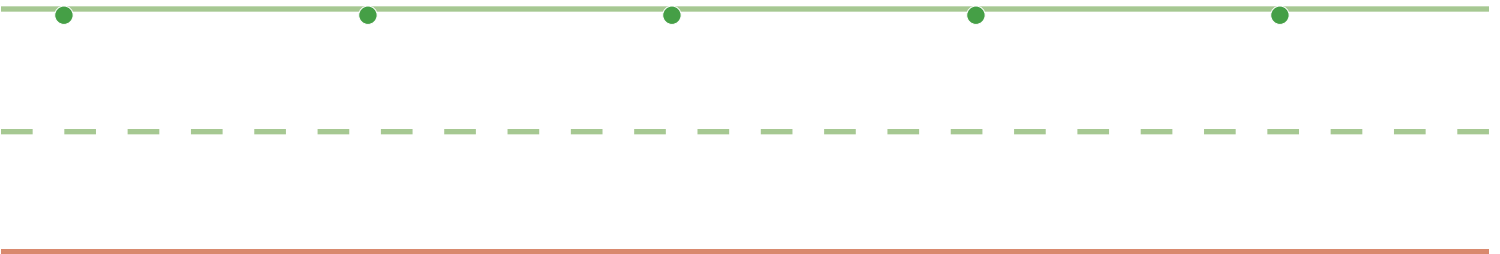
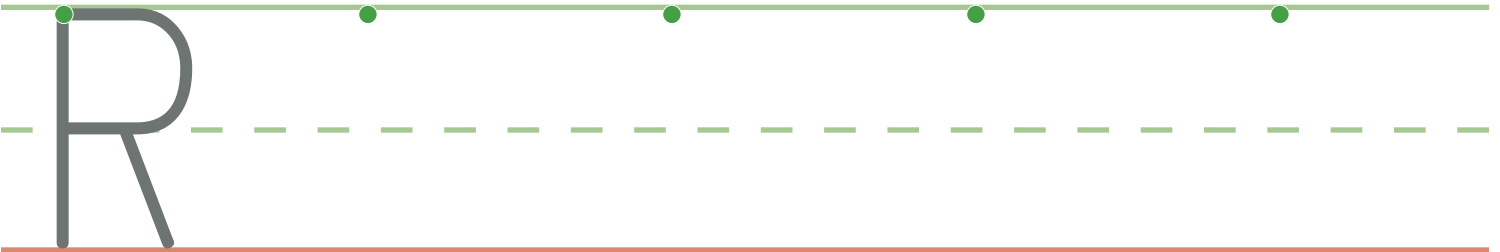
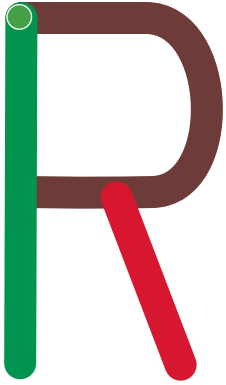
# Finger-Trace & Say, Then Write & Say

- 1. Small Down
- 2. Roll



# Finger-Trace & Say, Then Write & Say

1. Small Down
2. Slide Around
3. Slant



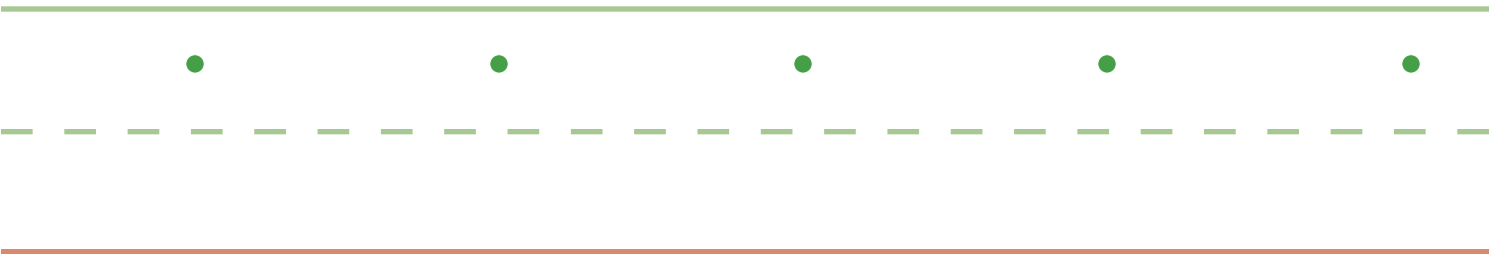
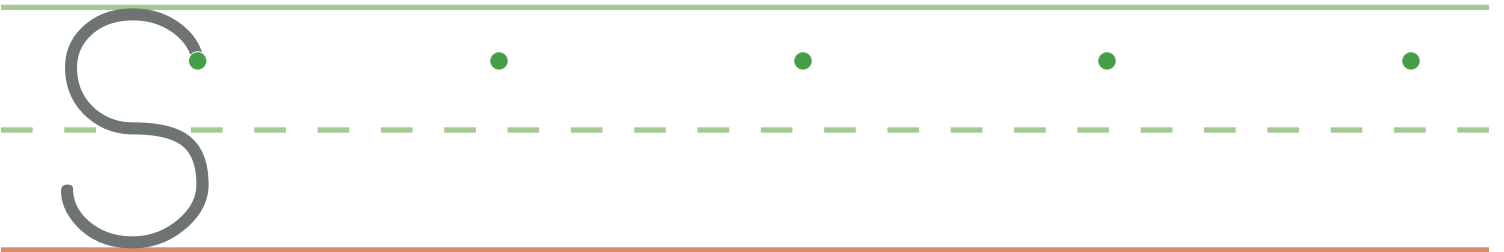
# Finger-Trace & Say, Then Write & Say

1. Hook Snake Around



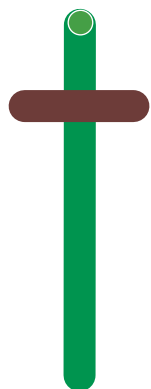
**Finger-Trace & Say, Then Write & Say**

1. Hook Around Snake



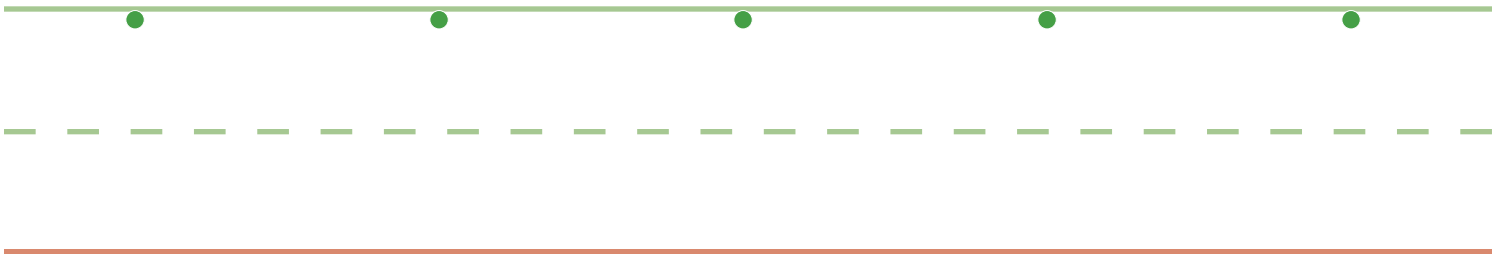
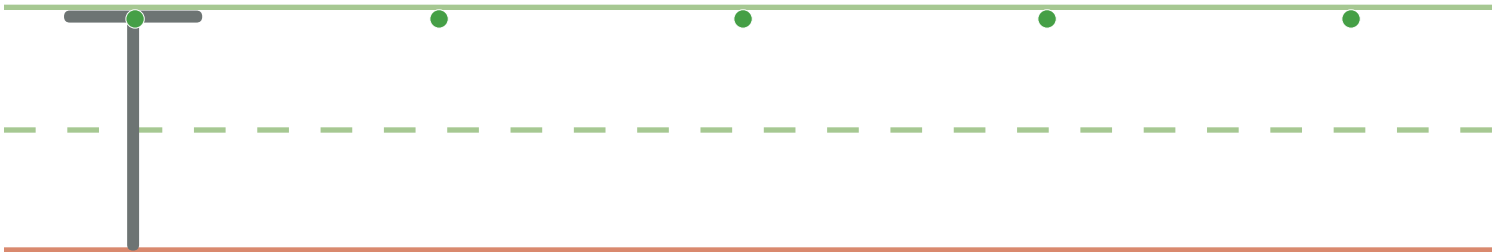
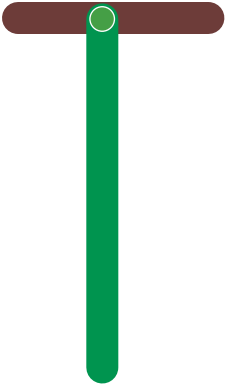
# Finger-Trace & Say, Then Write & Say

1. Tall Down
2. Cross



# Finger-Trace & Say, Then Write & Say

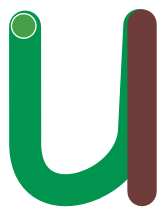
- 1. Tall Down
- 2. Slide





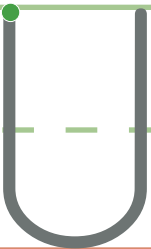
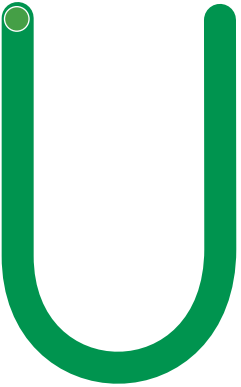
# Finger-Trace & Say, Then Write & Say

1. Small Down Curve Up
2. Small Down



# Finger-Trace & Say, Then Write & Say

1. Tall Down Curve Up



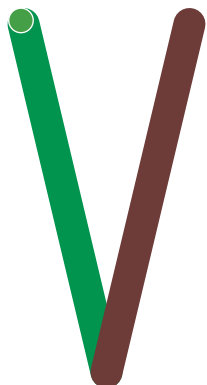
# Finger-Trace & Say, Then Write & Say

- 1. Slant
- 2. Slant



# Finger-Trace & Say, Then Write & Say

- 1. Slant
- 2. Slant



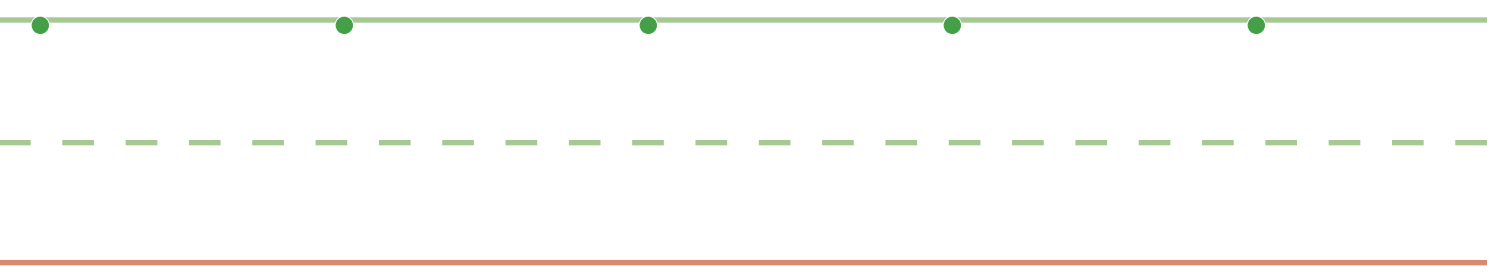
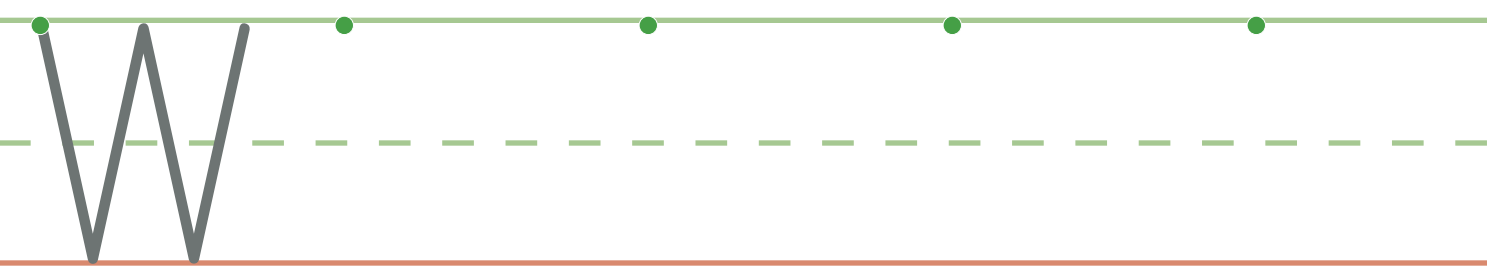
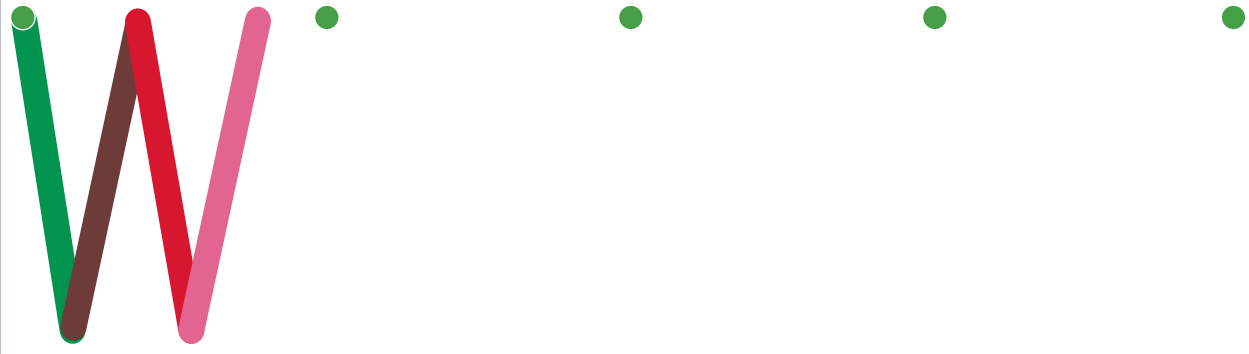
**Finger-Trace & Say, Then Write & Say**

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



# Finger-Trace & Say, Then Write & Say

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



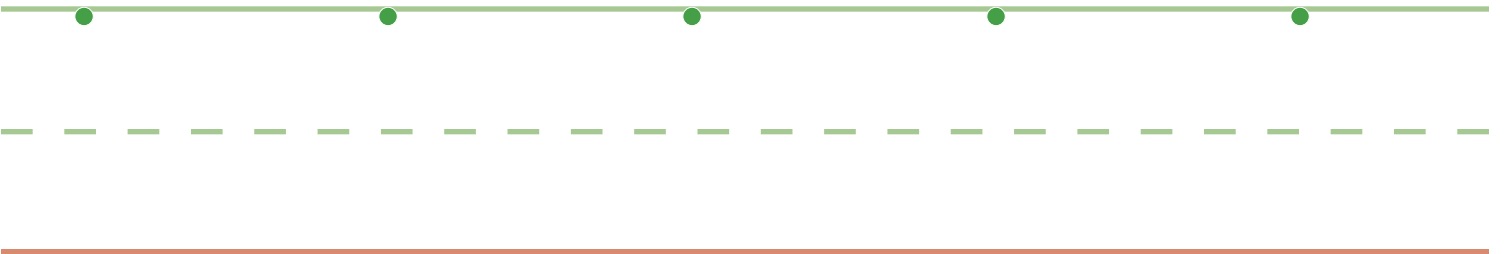
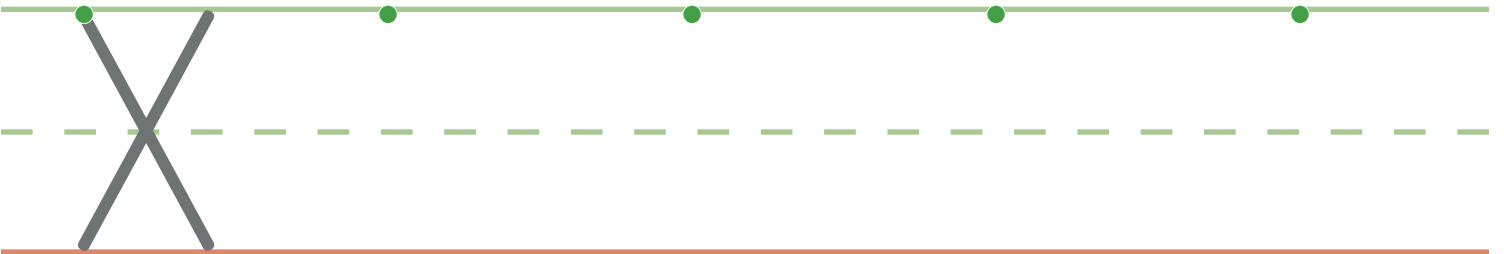
# Finger-Trace & Say, Then Write & Say

1. Slant
2. Cross



# Finger-Trace & Say, Then Write & Say

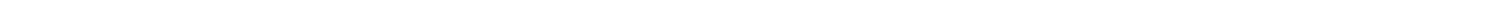
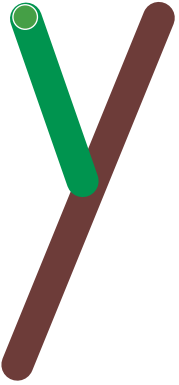
1. Slant
2. Cross





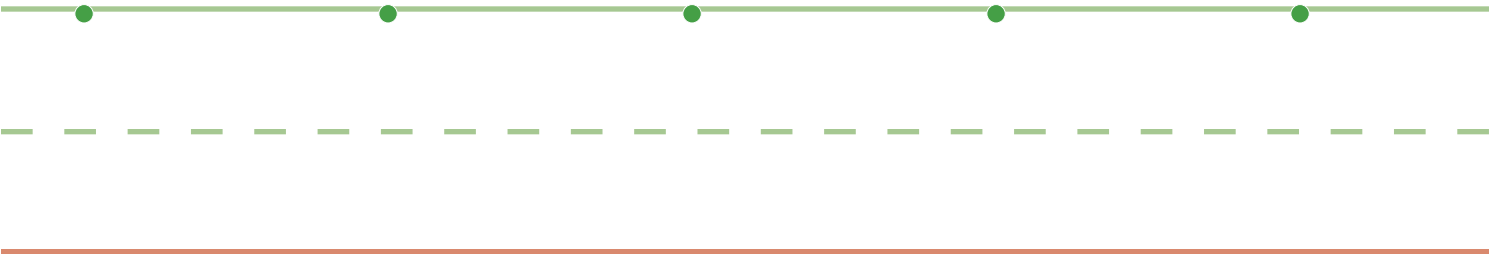
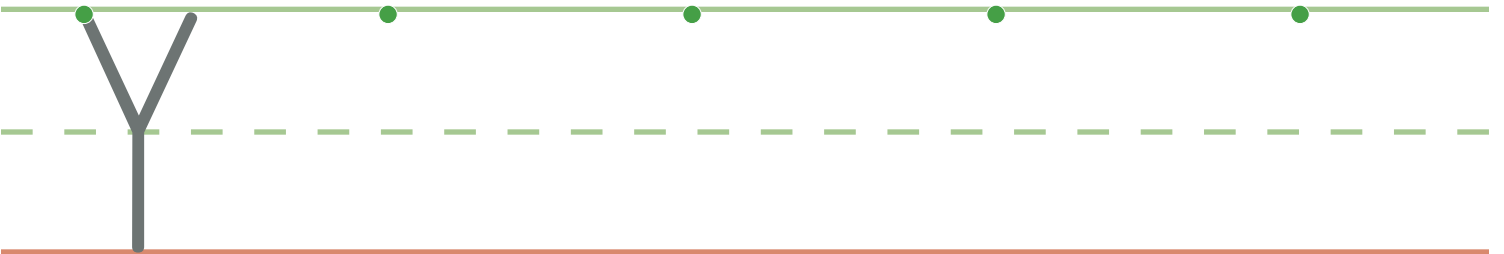
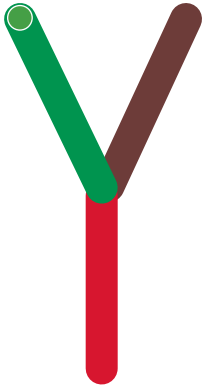
# Finger-Trace & Say, Then Write & Say

- 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

