

Grade

1

Unit 1

Writing letters in English



Lesson objectives: directionality left to right; correct letter formation using guiding lines 1 to 4; strengthening fine motor skills; strengthening eye and hand co-ordination

Skill focus: writing

Function: writing at letter level from /a/ to /l/

Description

Learning to write letters using the Roman alphabet needs practice and guidelines. This activity will help Ts understand the importance of the guidelines for explaining to and guiding the Ps how to write the letters in English.

Materials: See photo 1 for numbered lines to master fine motor skills; photo 2 for sample of letter formation; photo 3 for ascending letters (using lines 1 to 3); photo 4 for descending letters (using lines 2 to 4); photo 5 for letters that use only lines 2 to 3; photo 6 for carton guide to put on the chalkboard for letter formation photo 7 handwriting co-ordination exercises photo 8 fine motor skills tools

NOTE: Teachers need to use photos 1, 2 and 6 to understand the writing lines and the correct letter formations; use photos 3 to 5 to know the ascenders, descenders and letters on lines 2–3. Photo 7 helps Ps strengthen the muscles in their hands.

Benefits:

During this activity Ps will:

1. read letters
2. segment sounds in words to spell them
- 3 listen to sounds and read the letters
4. read letters to blend sounds to make a word
5. work in groups.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> 1. Use gestures for Ps to stand up. Say, Hi, class. 2. Encourage Ps to stand up and say, Hello, teacher. <p>Pre task (look at photo 7 for ideas to teach handwriting co-ordination exercises)</p> <ol style="list-style-type: none"> 3. Get the Ps to touch each finger to their thumb on the left hand. 4. Repeat Step 3 with right hand. 5. Get Ps to pick up a pencil with the left hand and pinch with thumb and index finger. 6. Repeat Step 5 with right hand. 7. Model what you want the Ps to do with an example. With your back to the class and using an exaggerated movement with your preferred writing hand, 'air write' a zigzag line from the left to the right side of the air in front of you. 8. Gesture to the Ps to repeat the exaggerated movement with you. 9. Repeat Step 7 with a wavy line <p>NOTE: Monitor Ps and identify any P who does not show an obvious preference for the left or right hand. People are born with a preference, and it is important to allow them to use their naturally preferred hand. Forcing Ps to use their non-preferred hand will delay their fine motor skill development. Regular fine motor skills practice is really important at this stage of development. Holding a writing tool correctly, sitting properly, using scissors to cut and colour within lines are all really good muscle strengthening exercises to develop Ps fine motor skills and eye-hand co-ordination.</p>	T - Ps
20 mins	<p>Main task</p> <ol style="list-style-type: none"> 1. Display guide for letter formation on the chalkboard (photo 6). 2. With your back to the class, use your index finger in the air and draw the letter /a/ in the air in front of you, using exaggerated movements <p>NOTE: Focus on writing the small letter NOT capital letter. As you draw the letter, say the words: around, up, down.</p> <ol style="list-style-type: none"> 3. Turn around and gesture that you want the Ps to tell you what sound you have written. 4. Praise any Ps who say the correct sound. <p>NOTE: Focus on the sound NOT the name of the letter</p> <ol style="list-style-type: none"> 5. Gesture to the Ps to follow you and use exaggerated movements to draw the letter /a/ in the air in front of them, saying the sound /ae/. <p>NOTE: Monitor and make sure that Ps are starting the letter in the correct place.</p> <ol style="list-style-type: none"> 6. Using your index finger of your preferred writing hand, write the letter /a/ between lines 2 and 3 on the carton guide [photo 6] on the chalkboard. 7. Repeat with other letters [photo 5] which only use lines 2 and 3 on the carton guide. <p>NOTE: a, c, e, l are only the letters introduced so far using lines 2-3.</p>	<p>T-Ps</p> <p>Ps- T</p> <p>T-Ps</p>
10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1. Invite two Ps to the front of the class. Model what you want the Ps to do with an example. 2. Use your index finger to draw a letter on the palm of one of the Ps' hands. 3. Encourage the Ps to say the sound of the letter. 4. Get the Ps at the front to take it in turns to repeat the activity. 5. Get the class into pairs. Gesture that one side (left of the class) starts to use their index finger to draw a letter on the palm of their partner's hand. 6. Repeat so that the partner can do the activity. <p>NOTE: This activity can be done with ascenders [photo 3 letters: b, d, f, h, k, l] and descenders [photo 4: g, j].</p> <ol style="list-style-type: none"> 7. Say, Bye, class. <p>Encourage class to say, Bye.</p>	<p>T-Ps</p> <p>P-P</p>

Assessment: Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to master letter formation or fine motor skills. At this age, Ps are still developing language and are learning to use both Arabic and English in parallel. It takes time and practice to be able to form letter shapes properly.

1. Practical, authentic, whole-class assessment:
2. Trace lines from left to right.
3. Trace letters which use lines 2 to 3.
4. Trace ascenders (lines 1 to 3).
5. Trace descenders (lines 2 to 4).

Photo 1 – letter formation grid



Photo 2 – letters formation samples

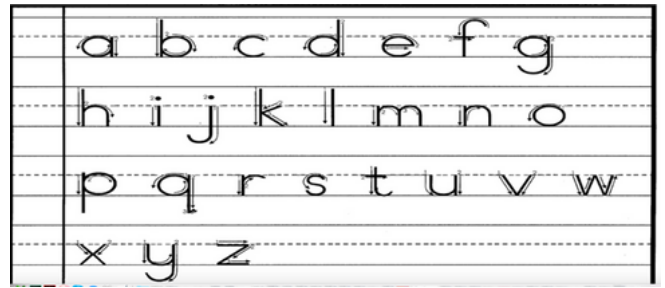


Photo 3 – letter formation ascenders (lines 1 to 3)

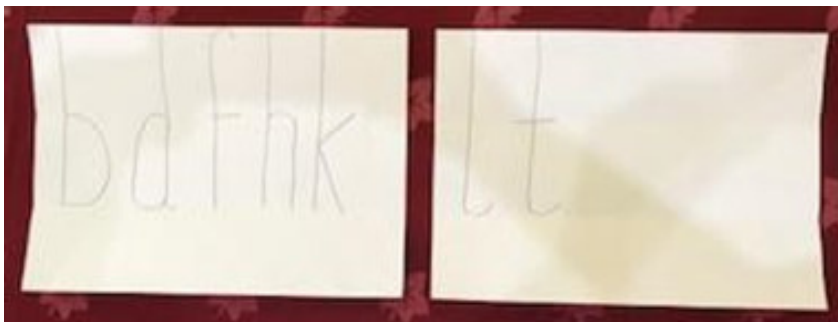


Photo 4 – letter formation descenders (lines 2 to 4)



Photo 5 – letter formation (lines 2 to 3)

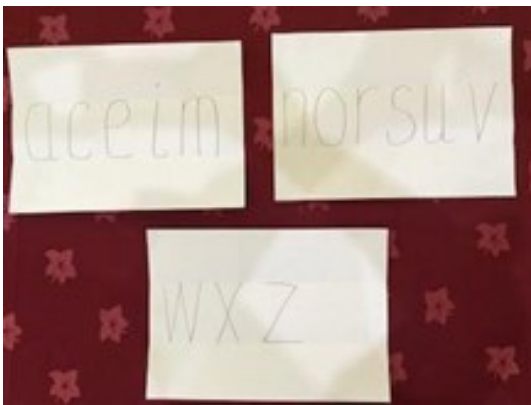


Photo 6 – letter formation carton guide to be put on chalkboard



Photo 7 – Teaching handwriting – co-ordination



Teach Handwriting

Key Strengths Assessment Record Sheet

Name:

Date:

Posture Base	Yes	No	Bilateral Coordination	Yes	No
Curt-ups (Core Strength) • Can they do this quite easily?			Hands & Knees (Mid-line) • Can they touch the right hand on to the left knee? • Can they touch the left hand on to the right knee?		
Stairs (Balance & Coordination) • Manage independently? • Are they using alternating feet (ages 5 and up)?			Simon Says (Left & Right & Body Awareness) • Can they identify their left from right? • Can they accurately point to the body parts mentioned in the game?		
Tightrope Walking (Balance & Stability) • Can they walk the line and maintain their stability? • Can they Pigeon Step along the line and maintain balance (ages 5 & up)?			Ball Skills (Coordination) • Can they stop/catch a rolling ball? • Can they fairly accurately roll the ball back? • Can they catch an underarm thrown ball? • Can they throw the ball back fairly accurately (preferably using an underarm throw)?		
Sensory Perception	Yes	No	Hand & Finger Muscles	Yes	No
Guess the Object (Tactile Perception) • Can they identify the object using both hands? • Can they identify the object using the right hand only? • Can they identify the object using the left hand only? • Can they identify an object when there are several items in the bag using both hands? • Can they identify an object when there are several items in the bag using just the right hand?			How Many Can You Hold? (In-hand Manipulation) • Can they hold one or more items in the palm of their right hand while picking up another piece with this hand? • Can they hold one or more items in the palm of their left hand while picking up another piece with this hand?		
Tactile Play (Tactile Defensive) • Are they happy to touch wet, cold, smooth or slimy textures? • Are they happy to touch and mould resistant modelling type materials? • Are they happy to touch gritty or rough textures?			Shake the Dice (Arch of Hands & Grip Release) • Can they cup their hands? • Do they release the dice easily?		
How Much Pressure (Tactile Perception) • Can they make shallow indentations with the fingers from the right hand? • Can they make shallow indentations with the fingers from the left hand? • Can they make deep indentations with the fingers from the right hand? • Can they make deep indentations with the fingers from the left hand?			Finger Tap Dancing (Individual Finger Movement) • Can they touch each finger to their thumb on the right hand? • Can they touch each finger to their thumb on the left hand? • Can they change speed, order and pressure of the taps?		
			Crazy Scissors • Can they cut different thicknesses of paper? • Can they cut fairly accurately around a shape or picture?		

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Photo 8 – fine motor skills tools

