

<p><b>Learning Objectives</b> Briefly summarize the learning objectives for this week's plan. The objectives will include mastery of the letters learned this week in addition to areas of focus identified from the previous week. For example: 1) Demonstrate correct formation and sizing of letters h and b 2) Demonstrate correct alignment of letters with descending lines learned to date 3) Continue to improve accuracy of letter sizing</p>
<p><b>Session Plans</b></p>
<p><b>Letter Instruction</b> Describe the verbal cues, mnemonics, visuals or new concepts that are to be used for the instruction of the letters. These may be defined by the district's curriculum, a combination of handwriting curriculum or specifically developed by the team. Description here promotes consistency amongst teachers. This section tells the instructors what to say. Example: "Reinforce the diver letter concept. Discuss sizing attributes of letters-high divers or tallies. Dive down, swim up and over"</p>
<p><b>Small Group Activities (session 1 &amp; 2)</b> Name and describe the activity for each station for both sessions. It is helpful to include necessary materials and/or worksheets. <b>Dexterity/MP/KS:</b> (Example) Session #1: Theraputty Treasure Hunt (putty for each student, 10 small beads for each student) Session #2: Word Wall Poke (Styrofoam square, index cards, wooden golf tees, sharpies) <b>VM/Spatial:</b> Session #1: Spaceman (craft sticks, fine tip markers for decorating, correcting spaces worksheet) Session #2: Mazes (laminated mazes, dry erase markers, erasers) <b>Cog. Strategies:</b> Session #1: Talking it Through (pencils, blank writing paper) Session #2: Missing Letters (pencils, missing letters worksheet for letters c, a, o, d and g)</p>
<p><b>Letter Recall and Review</b> Describe the plan for the 5-10 minute review period at the beginning of session 2. It may not vary much week to week, but if there is something specific that the instructors want to watch for it is helpful to note it here. Example: "Students recall letters learned on Tuesday (h ,b) and writ them on the dry erase board. Observe recall, stroke sequence and sizing. If time allows, review correct sizing and placement of letters learned to date.</p>
<p><b>Writing Application activity for session 2:</b> Describe the writing application activity here that is be used during the writing workshop portion of session 2. Example: "Write a letter to one of the instructors using the letter template" or "find and write words from around the room that contain letters learned this week"</p>
<p><b>Student Small Group Rotation for session 2:</b> This section describes which groups will rotate through which stations during session 2. Each groups only rotates through 2 of the 3 stations in session 2 because the last 10-minute rotation is writing application time when the whole class is engaged in the same activity. Rotations should be determined by student need. The following example assumes that groups are labeled using colors. 1<sup>st</sup> rotation: Motor: Blue Group    VM: Red Group    Cog Strategies: White Group 2<sup>nd</sup> rotation: Motor: Red Group    VM: White Group    Cog Strategies: Blue Group</p>
<p><b>Writing Sample Sentence.</b> This is the sentence to be used for the 2 minute near copying handwriting sample completed in session 2. The instructors develop this sentence during the planning time. The sentence should remain consistent in length and reading level and include the letters learned this week. The handout provided for the near copying task consists of this sentence preprinted, alternating with blank lines, using appropriate 1st grade writing paper with a middle dotted line and space between each line. Example: "The boy has a big hat".</p>
<p><b>Plan for Behaviors, accommodations, supports, etc.</b> Describe specific interventions, strategies or approaches to be used with specific students. Example: Johnny Smith: slant board Jane Doe: dynamic seating (inflated wedge cushion) Joe Jones: Dictate sentence to an adult then copy. Missy: implement behavior reward system Jimmy: highlight baselines of all writing paper Make sure all pencils are sharpened and ready to go. Do not let students go to cubbies during small group rotation.</p>