

Since the brain does not distinguish between large and finemotor muscle memory, the students will easily transfer the motions learned using large-motor movement to the fine-motor work of writing with a pencil and paper. If a student struggles with fine-motor development, writing exercises may be done in large-motor skill using a whiteboard or chalkboard until his fine-motor development is sufficient for writing .

When the movements are easy, provide each student with a pencil. Instruct them how to hold the pencil by gripping it with the thumb and first finger while resting it gently on the middle finger. If a student struggles to hold the pencil correctly, provide him with a pencil grip .

Demonstrate to the students how to place the paper at an angle and how the arm naturally sweeps in the direction of writing. Ask the students to make curved sweeping lines along the paper, using motions from their elbow. Position the paper so these lines most naturally follow the lines on the paper .

Beginning with the Swing Letters, say the sounds of a phonogram and ask the students to write it on the page. If needed, review the relationship of each phonogram to the midline, baseline, and top line .

Beginner students of handwriting may need various sizes of lined paper. Use the smallest paper that is comfortable for the

student. When practicing writing with fine-motor skills, it is important that the students use the muscles in their hands. Since their hands are small, smaller lines are usually the most comfortable and will produce the best results in handwriting .

When the students begin to write letters on paper, encourage them to write the letter until they can write it comfortably. Then ask the student to pick out the letter on the page that he thinks is most neatly written and put a star by it. Have the student explain why he believes that letter is written the best. Then, as the teacher, choose the letter that you think is best and explain why .

Another great way to practice handwriting is Blind Writing. Direct the students to close their eyes and write the letter five to ten times

without looking. By removing the visual cues, the student is forced to rely on muscle memory. Then have the students look at the letters they have written and evaluate their shape.