

KINGDOM OF BAHRAIN

Ministry of Education



مَمْلَكَةُ الْبَحْرَيْنِ
وَزَارَعَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

HANDWRITING PATTERNS



2030

البحرين
BAHRAIN

قررت وزارة التربية والتعليم بمملكة البحرين اعتماد هذه الكراسة بمدارسها الابتدائية

إدارة المناهج

اللغة الانجليزية للصف الأول الابتدائي

HANDWRITING PATTERNS

الطبعة الأولى

1436هـ - 2015م

حقوق الطبع محفوظة لوزارة التربية والتعليم بمملكة البحرين

التأليف والتطوير
فريق مختص من إدارة المناهج

Acknowledgement

I would like to express my gratitude to the many people who saw me through this workbook; to all those who provided support, talked things over, read, wrote, offered comments, allowed me to quote their remarks and assisted in the editing, proofreading and design.

Table of Contents

| | |
|---|-----------|
| HANDWRITING – GETTING STARTED | v |
| Introduction..... | v |
| The development of memory..... | v |
| A holistic approach | v |
| Handwriting – a physical skill | v |
| Teachers and Parents | v |
| TIPS/ADVICE | vi |
| Pen/Pencil grip..... | vi |
| Paper..... | vi |
| Posture | vii |
| Left-handed children | vii |
| Getting ready for writing classroom guide | viii |
| General procedures to introduce the patterns | viii |
| In class | viii |
| At home | viii |
| ABOUT THE LANGUAGE GUIDE | viii |
| ASSESSMENT – HANDWRITING PROGRESS CHECKS | ix |
| THE LANGUAGE GUIDE FOR TEACHING HANDWRITING PATTERNS | x |
| Handwriting Progress Check 1 | xii |
| Handwriting Progress Check 2 | xiii |
| Getting Ready for Writing Poster..... | xiv |
| HANDWRITING PATTERNS | |
| Pattern 1 Horizontal lines | 1 |
| Pattern 2 Vertical lines | 4 |
| Patterns 1 & 2 Review | 7 |
| Pattern 3 Wavy lines | 8 |
| Pattern 4 Ascending diagonal lines | 11 |
| Patterns 3 & 4 Review | 14 |

| | |
|--|-----------|
| Pattern 5 Descending diagonal lines | 15 |
| Pattern 6 Zigzags | 18 |
| Patterns 4, 5 & 6 Review | 21 |
| Pattern 7 Reinforcing pattern | 22 |
| Pattern 8 Ascending curves | 25 |
| Patterns 7 & 8 Review | 28 |
| Pattern 9 Descending curves | 29 |
| Pattern 10 Anti-clockwise circles..... | 32 |
| Patterns 9 & 10 Review | 35 |
| Pattern 11 Anti-clockwise curves | 36 |
| Pattern 12 Clockwise circles | 39 |
| Patterns 11 & 12 Review | 42 |
| Mixed patterns (1-6)..... | 43 |
| Mixed patterns (7-9)..... | 44 |
| Mixed patterns (10-12)..... | 45 |

HANDWRITING – GETTING STARTED

Introduction

Handwriting is a skill that needs to be taught. In the early stages, children need to learn how to make comfortable rhythmic hand movements across the page and how to form the basic patterns that make up the letters of the alphabet with the correct starting and finishing points and the correct movement.

There are two key factors that will help children develop fluent handwriting. First, memory plays an important part in the development of fluent handwriting skills. Second, handwriting is a physical skill.

The development of memory

Fluent handwriting enables children to concentrate on what they want to write rather than how to form the letters. For this to happen, children need to be able to form letters quickly and automatically without thinking. In order to transfer the letter shapes to long-term memory and to be able to recall these shapes automatically children need careful foundations in the early years. At this stage, children need plenty of practice in forming the basic patterns and moving their hands comfortably and fluidly across the page.

A holistic approach

A holistic approach to teaching handwriting skills works best. Such an approach involves both the left brain and right brain in multisensory activities. Seeing the pattern, feeling the pattern, tracing the pattern in the air with their finger or their pencil, making the patterns with their eyes shut, describing the pattern at the same time as making the pattern are all valuable ways of helping children commit the basic pattern to memory and aiding automatic recall.

Handwriting – a physical skill

Handwriting is a physical skill that involves not only the hand but the whole of the upper body. To develop good fluent handwriting skills it is very important that proper attention is given to this aspect. Simple physical warm up activities before writing will help to develop relaxed comfortable pencil grips and hand movements. Likewise, plenty of practice of fluid movement across the page will also help. Children need to learn how to sit properly when writing, how to hold their pens/pencils in a relaxed, comfortable grip and how to position their paper.

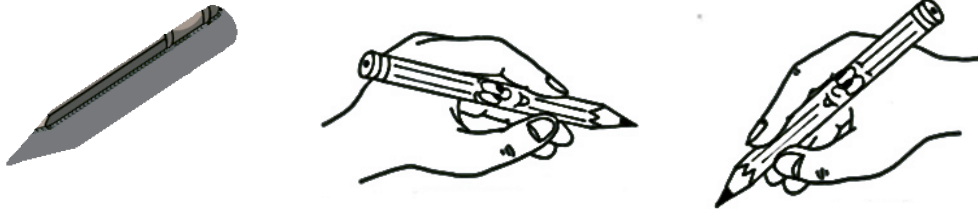
Teachers and Parents

Teachers and parents play a crucial role at this stage. A holistic approach with careful attention to both physical skills and memory skills, plenty of support and encouragement and plenty of practice are vital to children's success.

TIPS/ADVICE

Pen/Pencil grip

Children need to learn how to hold their pencil in a relaxed and comfortable way. The illustration below shows one of the most common pencil grips. With this grip the child holds the pencil between the thumb and forefinger/index finger and with the second finger underneath in a tripod grip. The pencil should be held about 2 cms from the tip.



If children hold the pencil incorrectly or too tightly this very often results in poorly formed patterns and hinders fluid movement across the page.

Teachers and parents need to pay careful attention to how each child holds their pencil. Physical warm-up activities will also help to develop a relaxed and comfortable pen/pencil grip.

Paper

Children need to learn how to position their paper to facilitate their handwriting and aid comfortable movements across the page. If a child is right-handed, the paper should be angled slightly to the right as in the illustration below. Similarly, if a child is left-handed the paper should be angled slightly to the left.



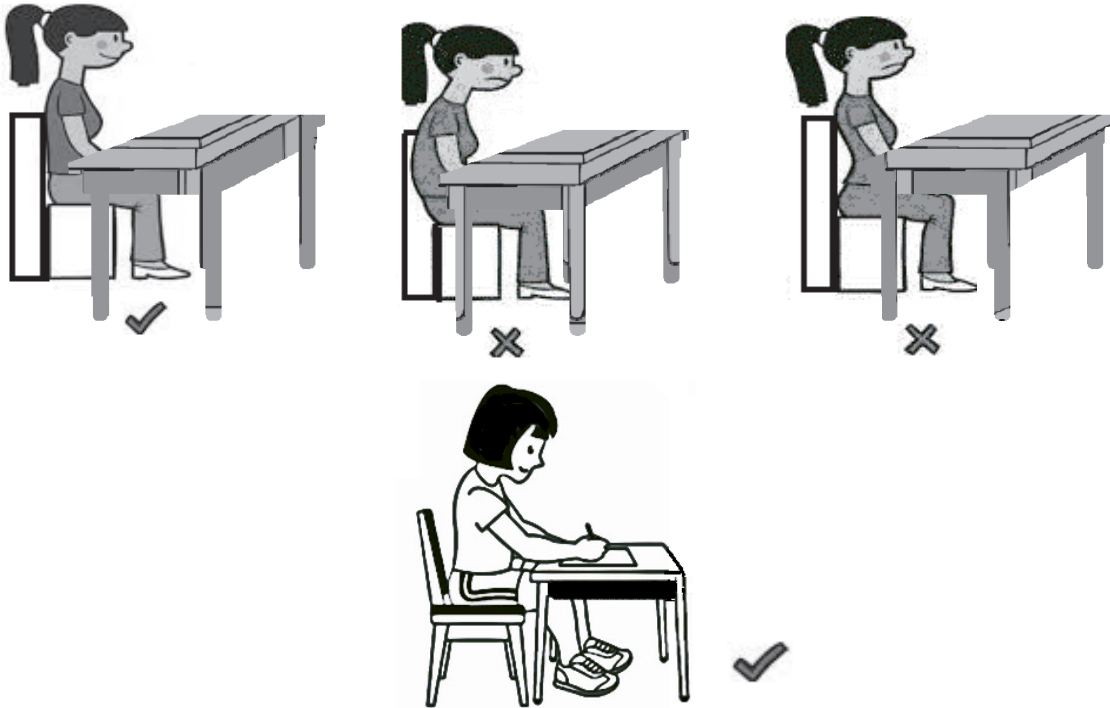
Left-handed: The page should be rotated slightly clockwise when writing

Right-handed: The page should be rotated slightly anti-clockwise when writing

Teachers and parents need to pay special attention to this aspect. If the paper is positioned incorrectly at a 90 degree right angle this will restrict the correct formation of letters and fluid movement across the page. In addition, it will put considerable physical strain on the muscles in the shoulder, arm and wrist and result in awkward movements.

Posture

Children need to be encouraged to sit properly with both feet on the ground, sitting firmly in their chairs and facing the table. The chair should be close enough to the table for them to sit up straight. Their arms and hands should rest on the table. They should use their non-writing hand to hold the paper.



They should not tip their chairs up or lean over their desks in order to write. Apart from the safety aspect, this will only hinder the development of good handwriting habits, the development of well-formed letters and fluid hand movements across the page. Furthermore, it will put a strain on the upper body and will result in awkward movements.

Left-handed children

Attention needs to be given to left-handed children in the way they hold their pens/pencils and position their paper and in where they sit. They should sit on the left of a person who is right-hand so as to avoid bumping elbows as in the illustration below. It is recommended that left-handed children hold their pencil a little further back than right-handed children as this allows them to see what they are writing. Teachers need to make sure that left-handed children are sitting in the correct place, are holding their pencils correctly and have their paper positioned in the correct angle for left-handed children.



Getting Ready for Writing Classroom Guide

Teachers and parents can use the classroom guide: **Getting Ready for Writing Poster on page xiv** to focus on these key aspects - Pencil Grip, Paper Position, Posture each time their children start a writing activity.

General procedures to introduce the patterns

To aid memory skills and to ensure a holistic approach to teaching the patterns it is important that children are given a good model first and a clear verbal description of the pattern. They then need to experience and feel the shape of the pattern physically whilst describing the letter movement before they actually do the pattern. This involves the visual, auditory and kinaesthetic senses. Following the general procedure outlined below will help children remember the pattern.

In class

1. Model the pattern and describe the movement using the Language Guide **on pages x and xi**.
2. Stand up and do the pattern in the air describing the movement together – making large movements across the body
3. Do the pattern in the air or on their desks with eyes shut using their finger
4. Trace the pattern on the page
5. Copy the pattern on the page

At home

Parents can reinforce what is being taught in the classroom at home. They can practise the pattern the child has learnt in class using the **Language Guide on pages x and xi** or the language at the bottom of the first page of each new pattern. Children can trace over the work they have done in class and can copy the pattern.

ABOUT THE LANGUAGE GUIDE

The **Language Guide on pages x and xi** provides simple language to describe the starting point and movement for each pattern. It is important that the teacher models the pattern using the language guide each time they introduce or practise a pattern. This helps children to fix the pattern movement and shape in their memory.

ASSESSMENT – HANDWRITING PROGRESS CHECKS







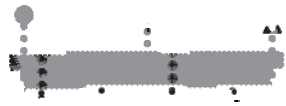
Handwriting Progress Check Sheet 1





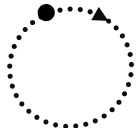
It is important to check children's progress in the development of their handwriting skills on a regular basis. This is best done through classroom observation. The **Handwriting Progress Check Sheet 1 on page xii** should be completed by the teacher for each class. In the first section the teacher should mark as appropriate whether the individual child is naturally right-handed, left-handed or if it is not yet clear which is the preferred writing hand. In the next section, the teacher should observe how the children sit, how they hold their pencils and how they position their papers. In the final section the teacher observes children's progress in forming each pattern. The teacher can go back at any time to adjust the chart accordingly as children grow in confidence and as their skills develop.

Handwriting Progress Check Sheet 2

There is also an optional **Handwriting Check Sheet 2 on page xiii** which can be completed for each individual child so the teacher can keep more detailed records of children's progress.

Language Guide for Teaching Handwriting Patterns

| No. | Description | Language | Pattern |
|-----|---------------------|--|---|
| 1 | Straight lines | Start at the dot. Top to bottom. |  |
| 2 | Straight lines | Start at the dot. Across. |  |
| 3 | Wavy lines | Start at the dot. Up round down round, up round down round... |  |
| 4 | Diagonal lines | Start at the dot. Up across. |  |
| 5 | Diagonal lines | Start at the dot. Down across. |  |
| 6 | Zigzags | Start at the dot. Up across down across, up across down across. |  |
| 7 | Reinforcing pattern | Start at the dot. Down round up to the middle stop, down again round up to the top stop, down again. |  |

| | | | |
|----|------------------------|--|--|
| 8 | Ascending curves | Start at the dot. Up round down, back up round down, back up round down. |  |
| 9 | Descending curves | Start at the dot. Down round up, back down round up, back down round up. |  |
| 10 | Anti-clockwise circles | Start at the dot. All the way round. |  |
| 11 | Anti-clockwise curves | Start at the dot. Round stop up round back round stop up round back round stop up round. |  |
| 12 | Clockwise circles | Start at the dot. All the way round. |  |

Handwriting Progress Check 2

Name: _____

Date: ____ / ____ / ____

Class: _____

Right-handed

Left-handed

Not Sure

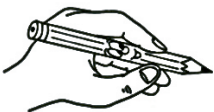
Handwriting Skills

1. Pencil Grip

1. Does the child hold his/her pencil correctly? Yes/No

2. Is the pencil grip normal/relaxed?
relaxed /tense/too loose

3. Is the pressure of his/her writing appropriate? Yes/No



2. Paper Position

1. Is the paper correctly positioned? Yes/ No

2. Does the child place the writing arm on the table? Yes/ No

3. Is the non-writing hand used to hold the paper? Yes/ No



3. Posture

1. Does the child sit comfortably, facing the desk?

Yes/No

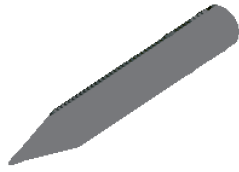
2. Are both feet on the ground?

Yes/No

Comments/Notes

Getting Ready for Writing Poster

1- Pencil



Sharpen your pencil

2. Pencil Hold



Left-handers



Right-handers

Hold your pencil between thumb and first fingers.

Rest it on your second fingers.

3. Paper position



Left-handers

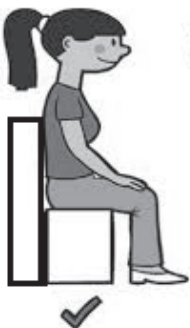


Right-handers

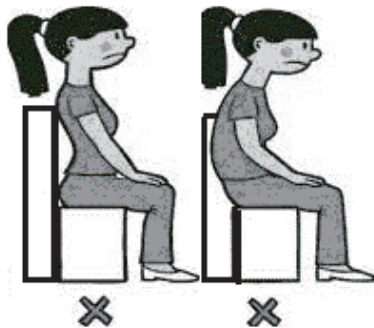
Position papers to the right if you are right handed.

Position papers to the left if you are left handed.

4. Posture



Right posture



Wrong posture

Both feet on the ground, sit up straight and face the table.

Bags on the ground.

5. Position left-handers

Left-handers

Right-handers



Be careful not to bump elbows.

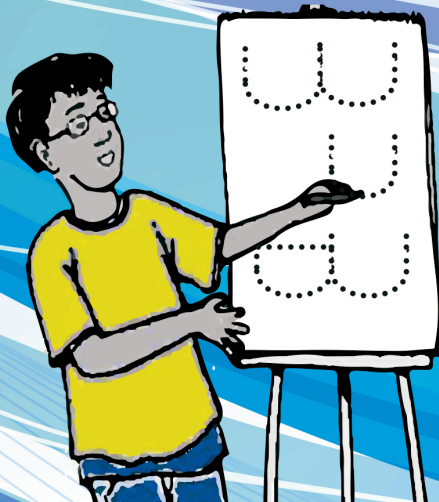
KINGDOM OF BAHRAIN

Ministry of Education



مملكة البحرين
وزارة التربية والتعليم

HANDWRITING PATTERNS



2030
البحرين
BAHRAIN

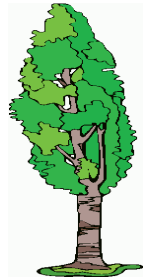
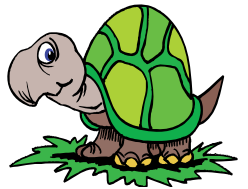
1

Pattern 1: Straight lines from left to right



Trace the lines. Start at the dot.

Tracing practice area consisting of three sets of horizontal lines. Each set includes a solid top line, a dotted line with a starting dot and arrowhead, and a solid bottom line.



Start at the dot. Across.

1

Pattern 1: Straight lines from left to right



Trace the lines. Start at the dot.

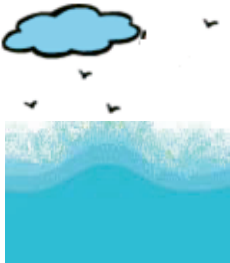


1

Pattern 1: Straight lines from left to right

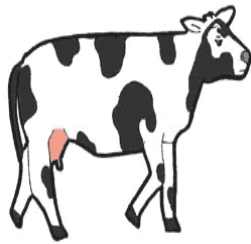
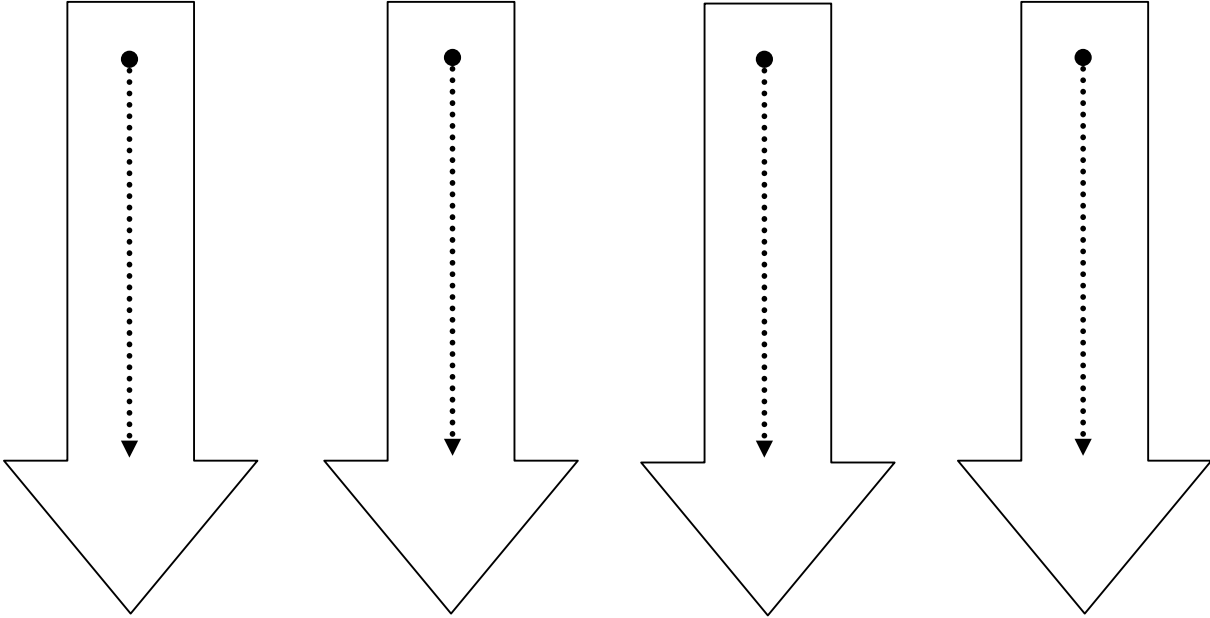
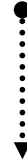


Trace the lines. Start at the dot.



2 Pattern 2: Straight lines from top to bottom

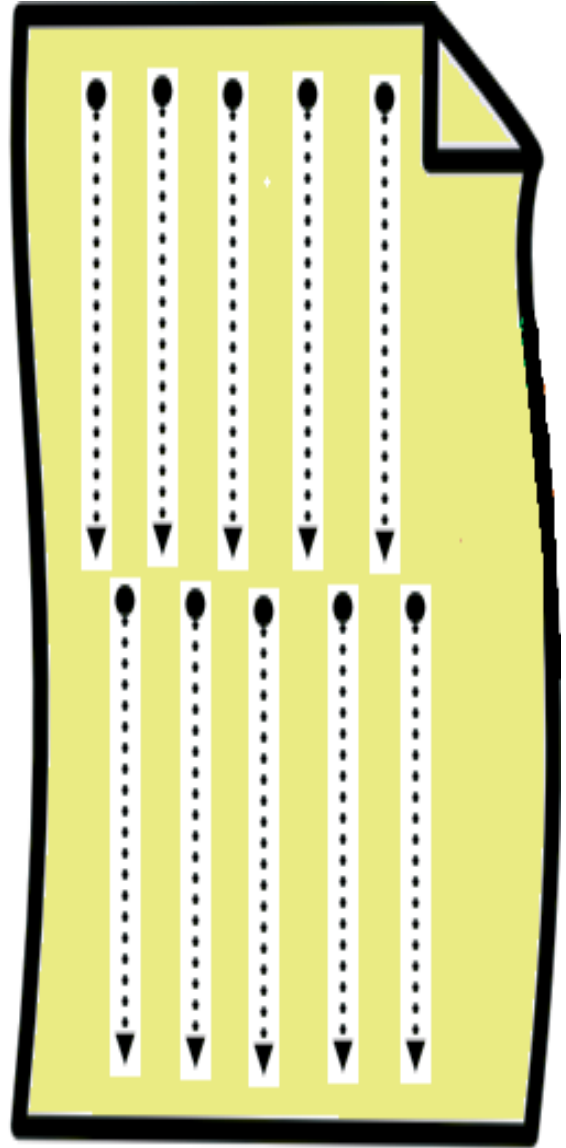
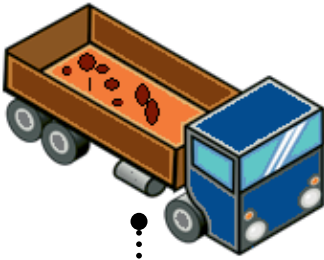
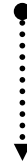
Trace the lines. Start at the dot.



Start at the dot. Top to bottom.

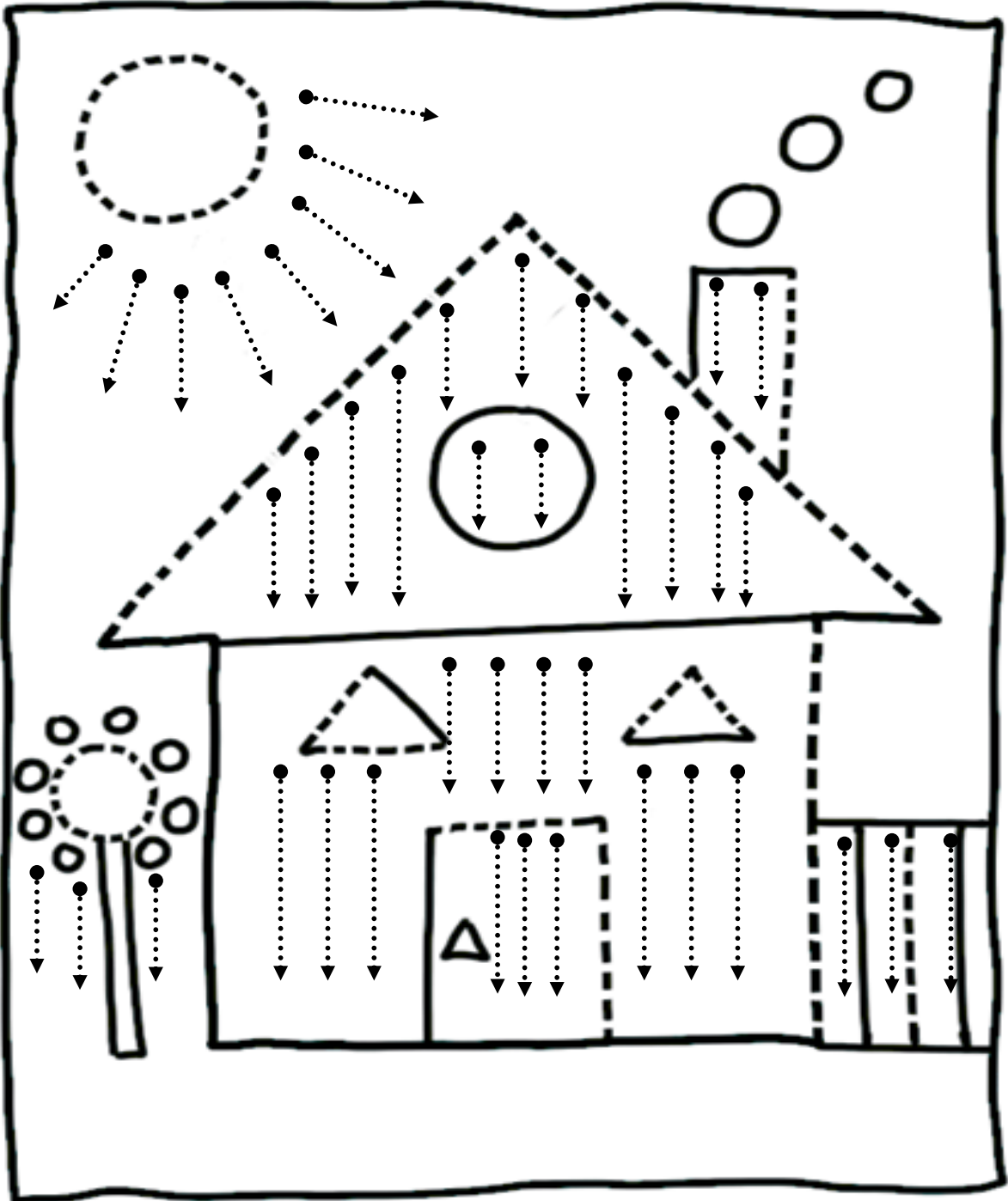
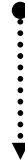
2 Pattern 2: Straight lines from top to bottom

Trace the lines. Start at the dot.



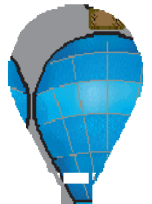
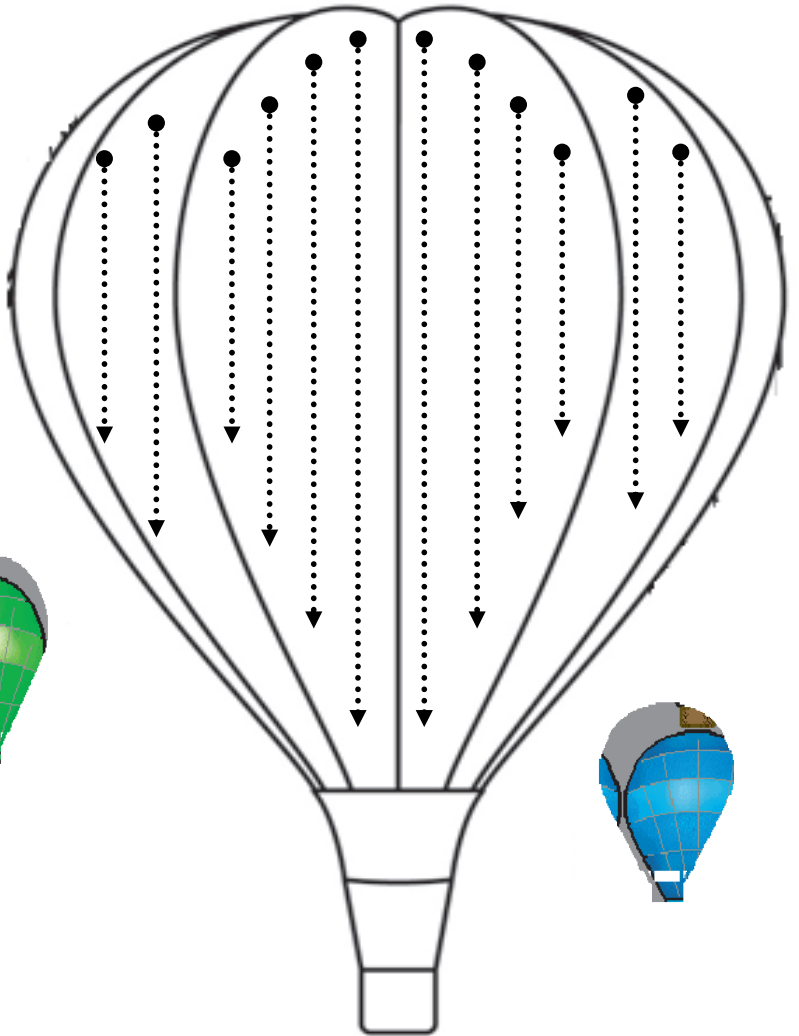
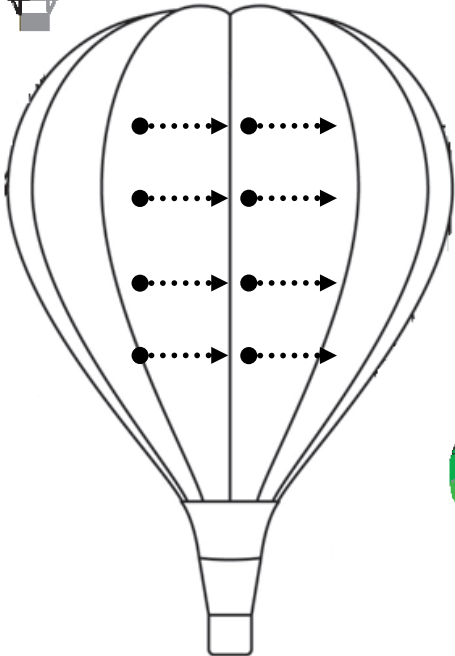
2 Pattern 2: Straight lines from top to bottom

Trace the lines. Start at the dot.



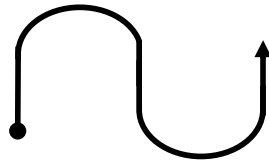


Patterns 1 and 2 review

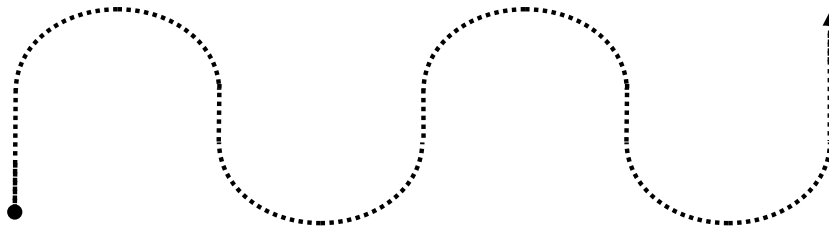
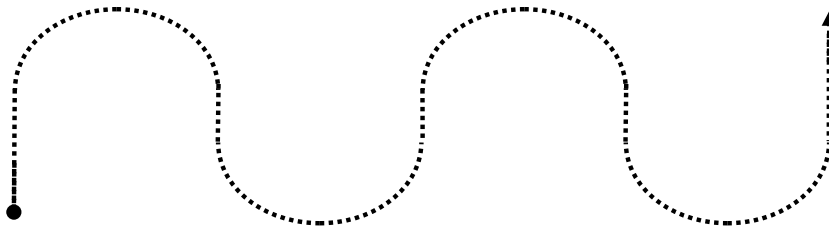
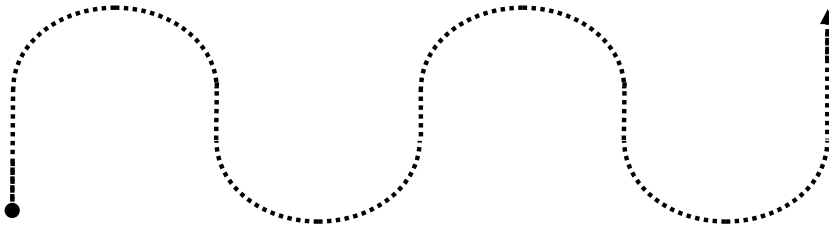
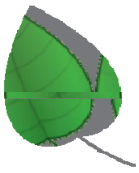
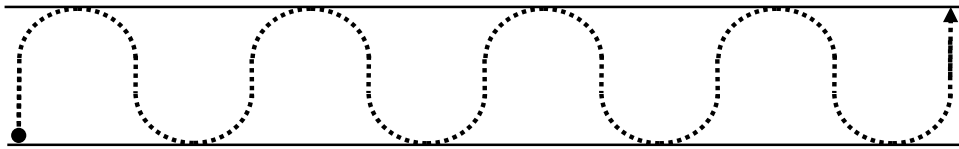
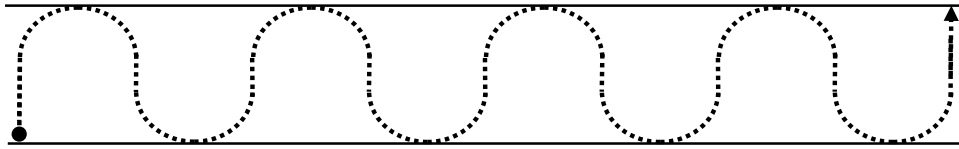
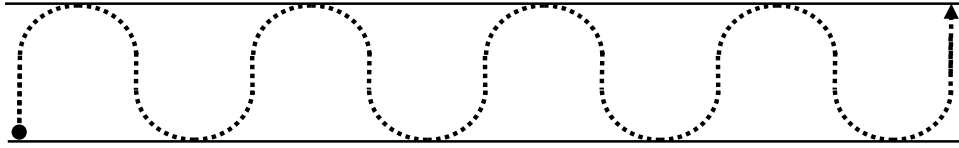


3

Pattern 3: Wavy lines



Trace the lines. Start at the dot.

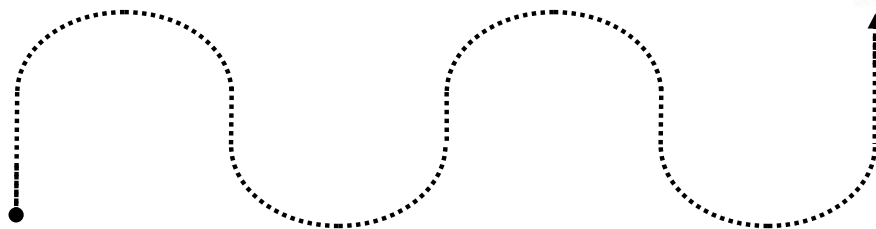
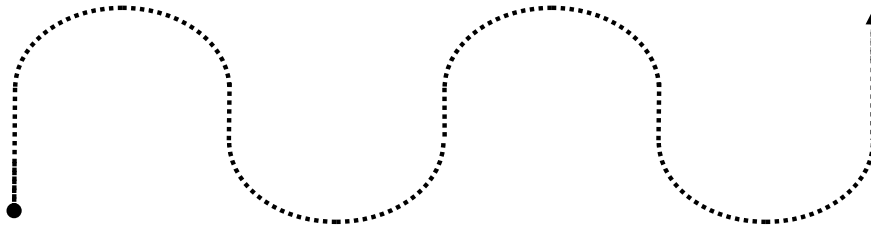
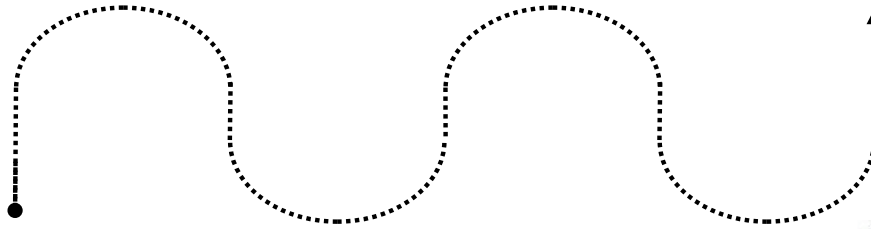
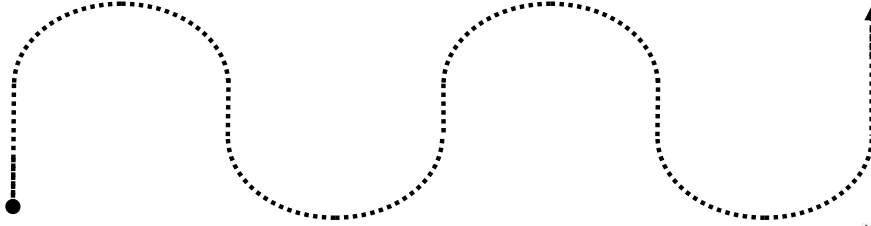
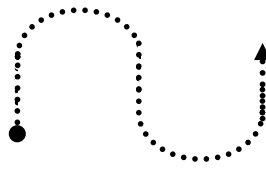


Start at the dot. Up round down round, up round down round...

3

Pattern 3: Wavy lines

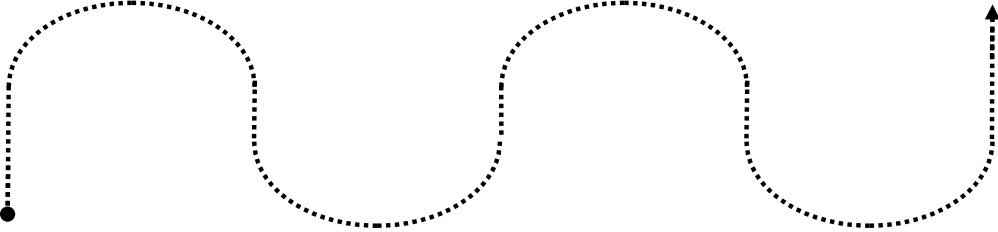
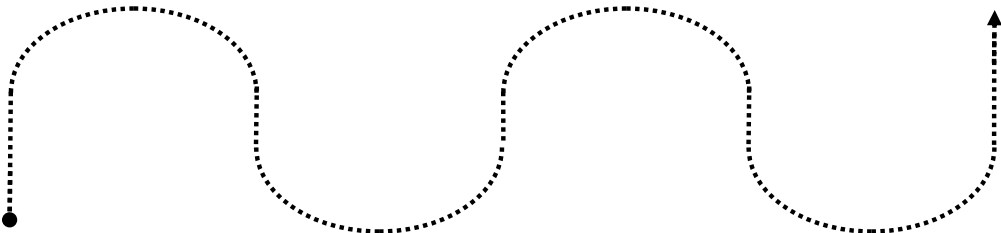
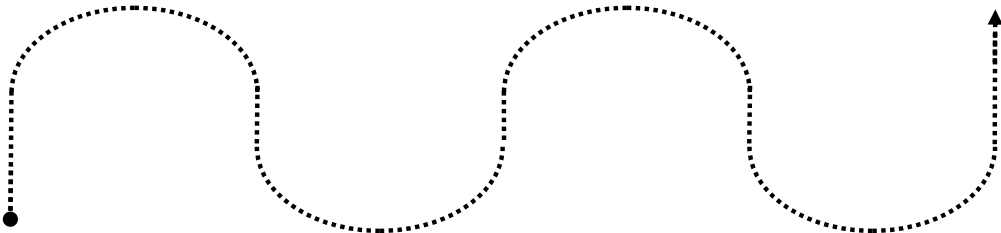
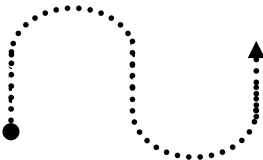
Trace the lines. Start at the dot.



3

Pattern 3: Wavy lines

Trace the lines. Start at the dot.

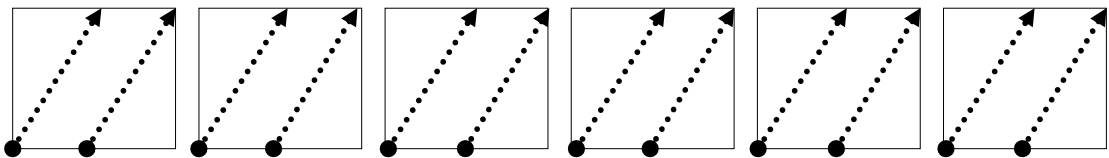
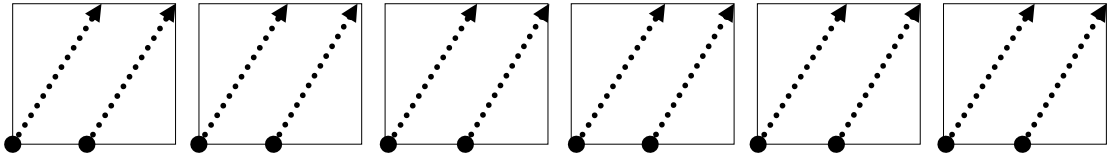
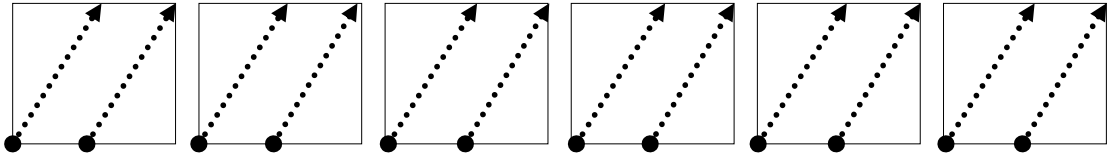


4

Pattern 4: Diagonal lines



Trace the lines. Start at the dot.

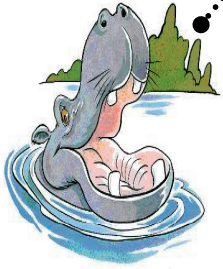
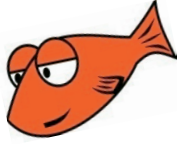


Start at the dot. Up across.

4

Pattern 4: Diagonal lines

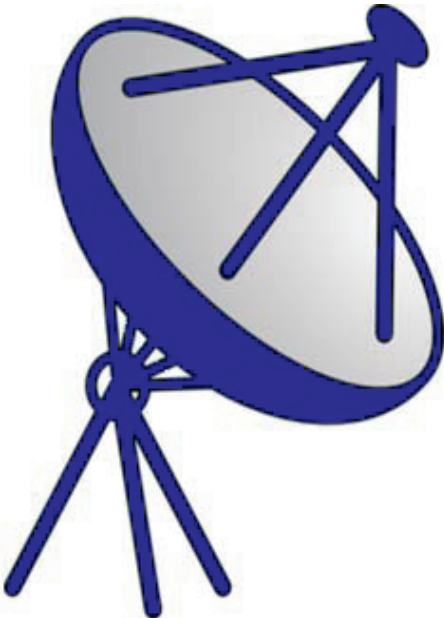
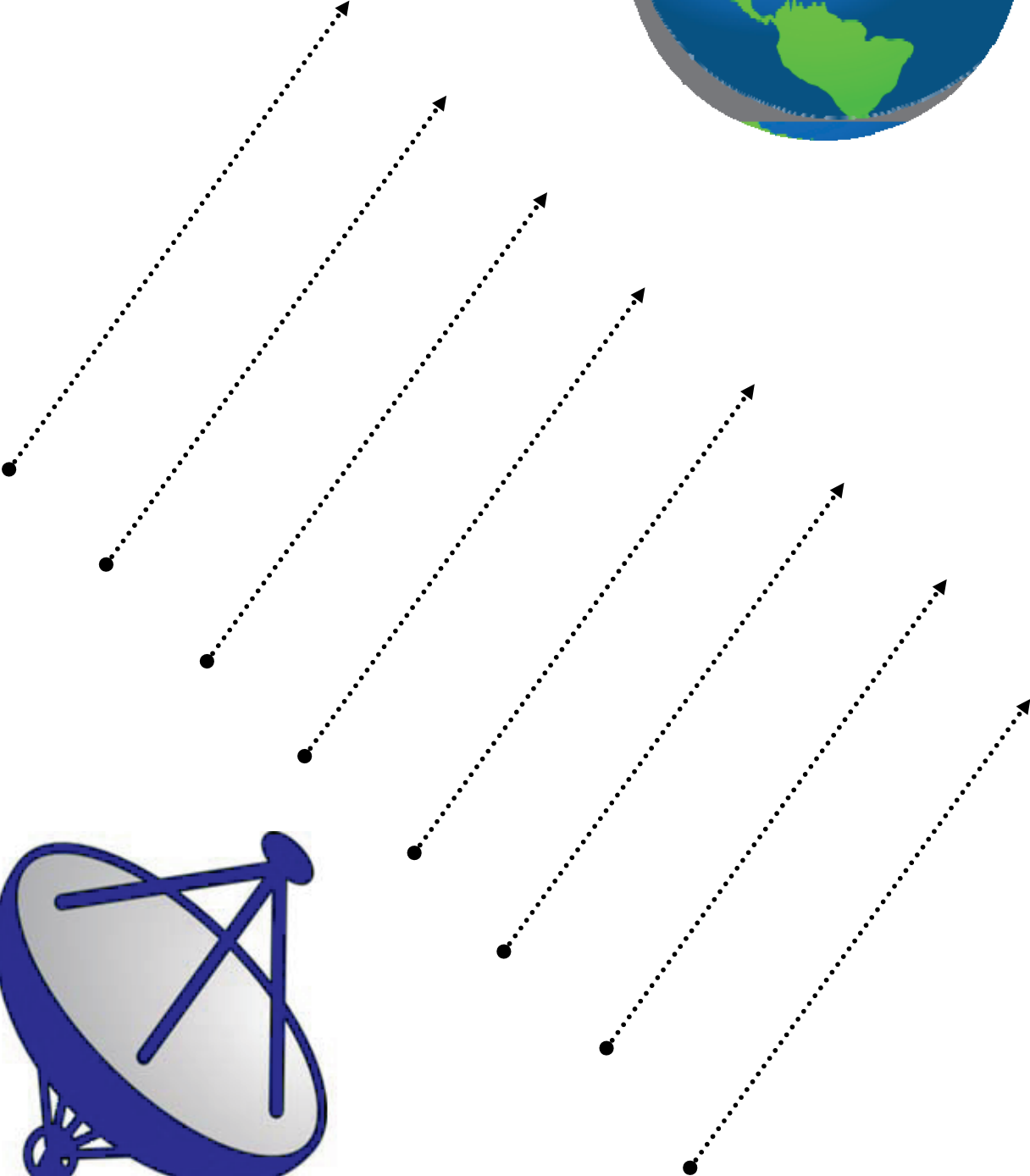
Trace the lines. Start at the dot.



4

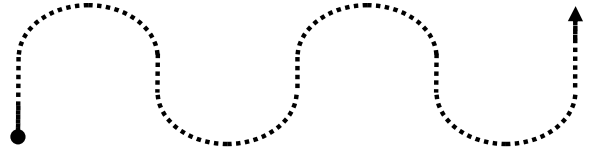
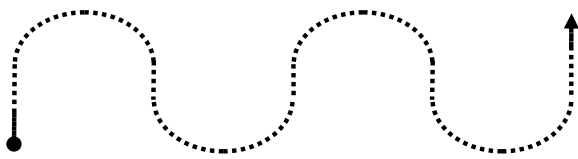
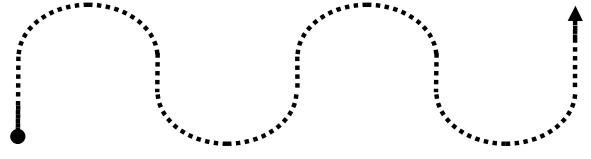
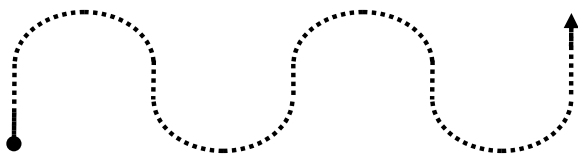
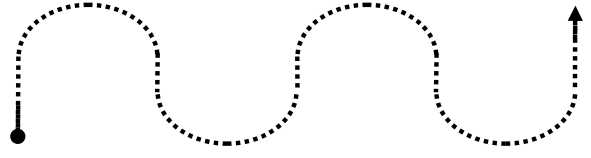
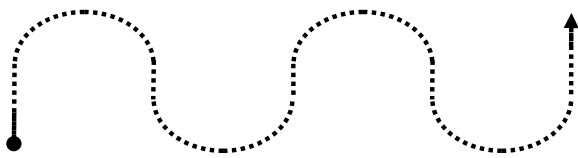
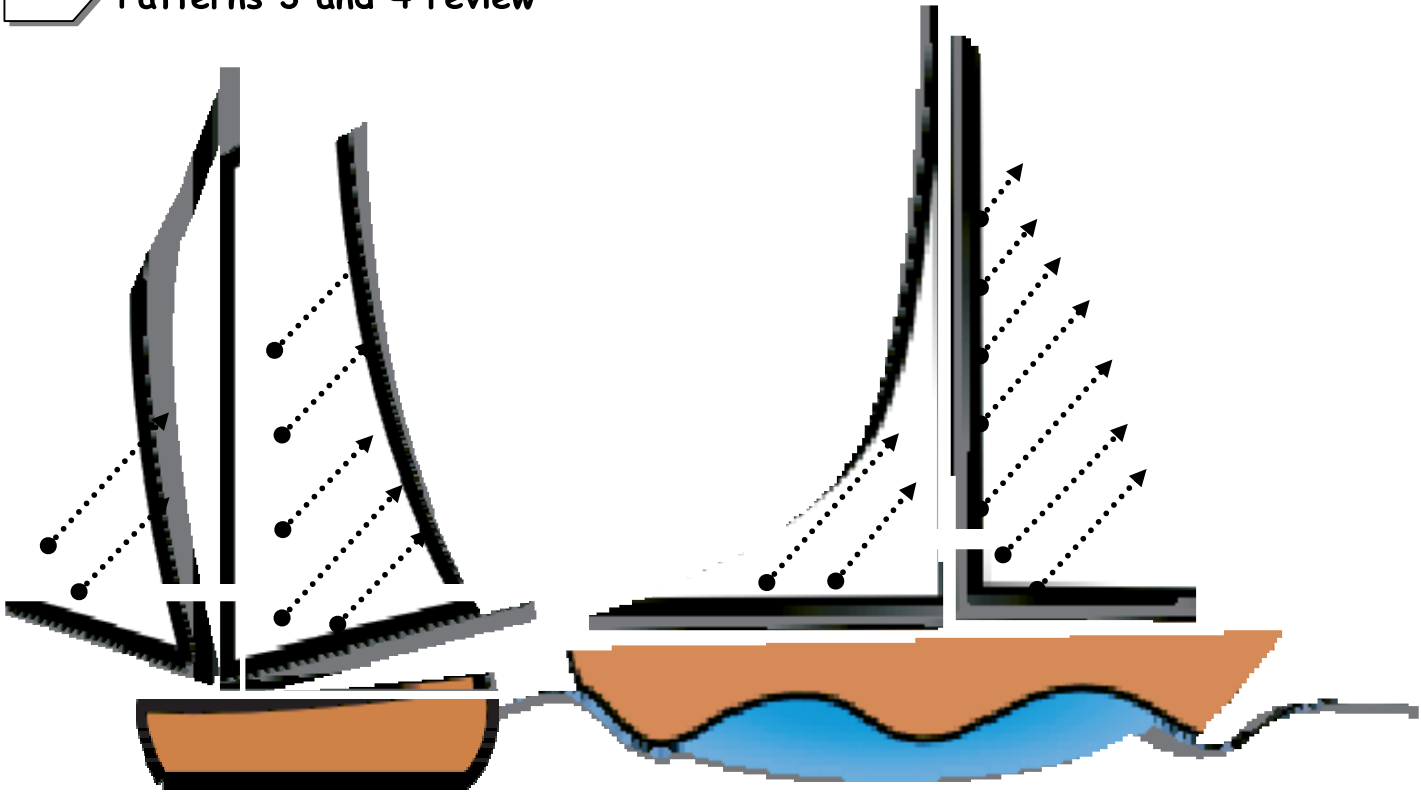
Pattern 4: Diagonal lines

Trace the lines. Start at the dot.





Patterns 3 and 4 review

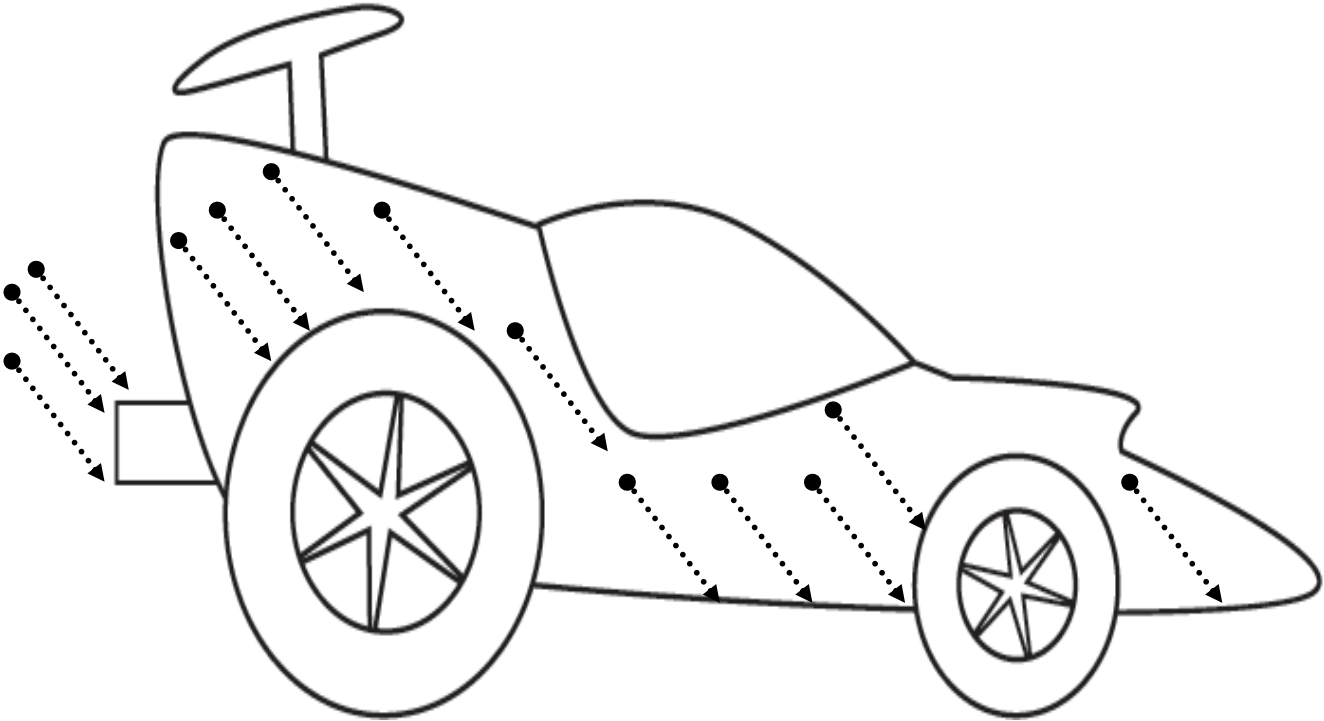
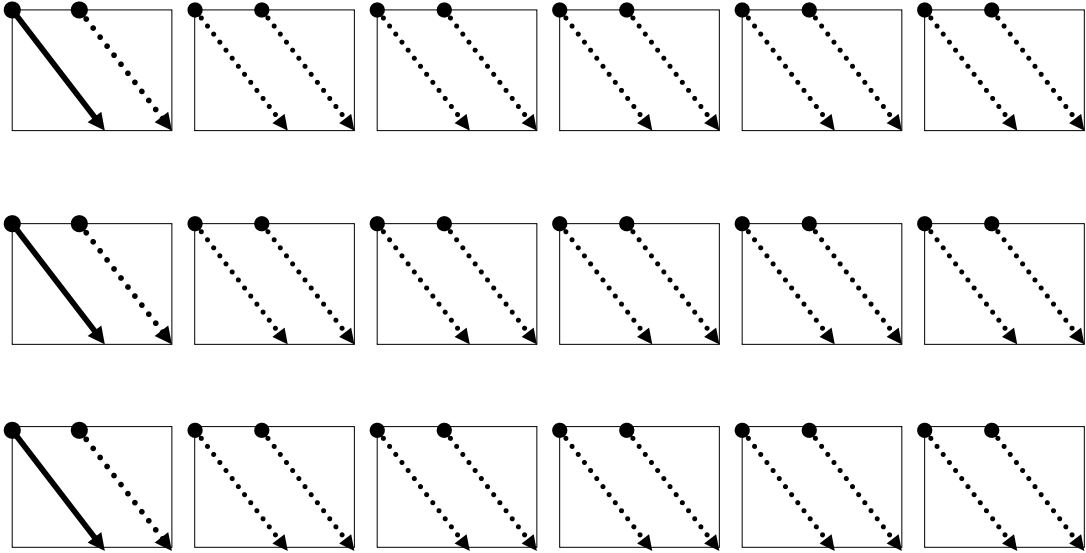


5

Pattern 5: Diagonal lines



Trace the lines. Start at the dot.



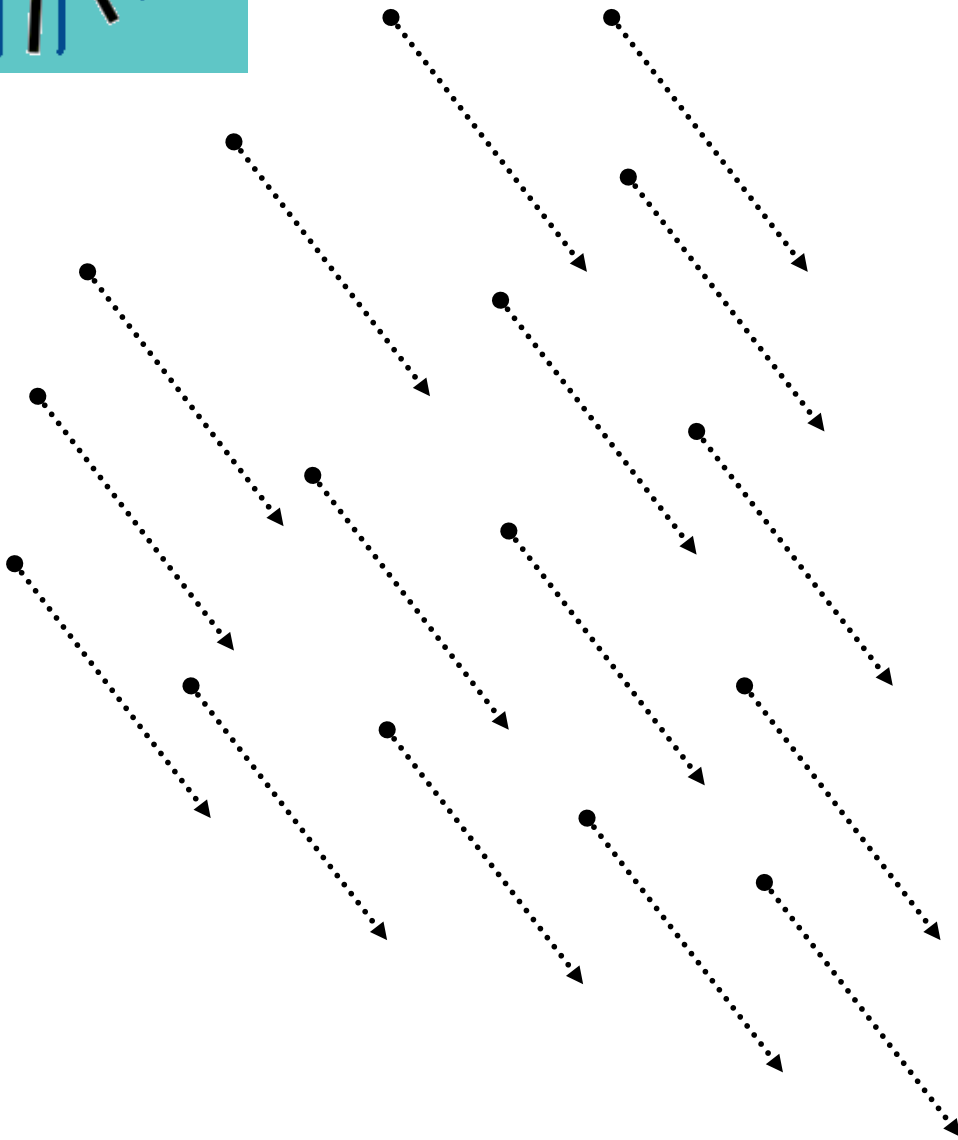
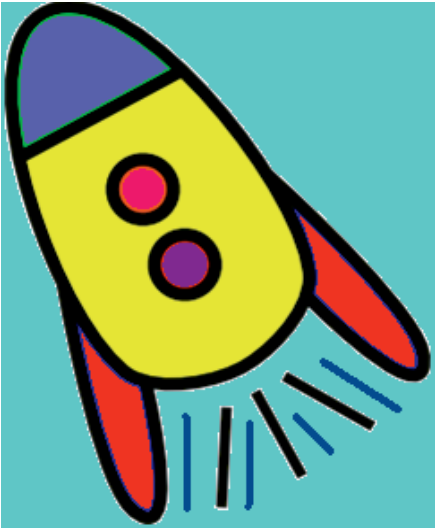
Start at the dot. Down across.

5

Pattern 5: Diagonal lines



Trace the lines. Start at the dot.

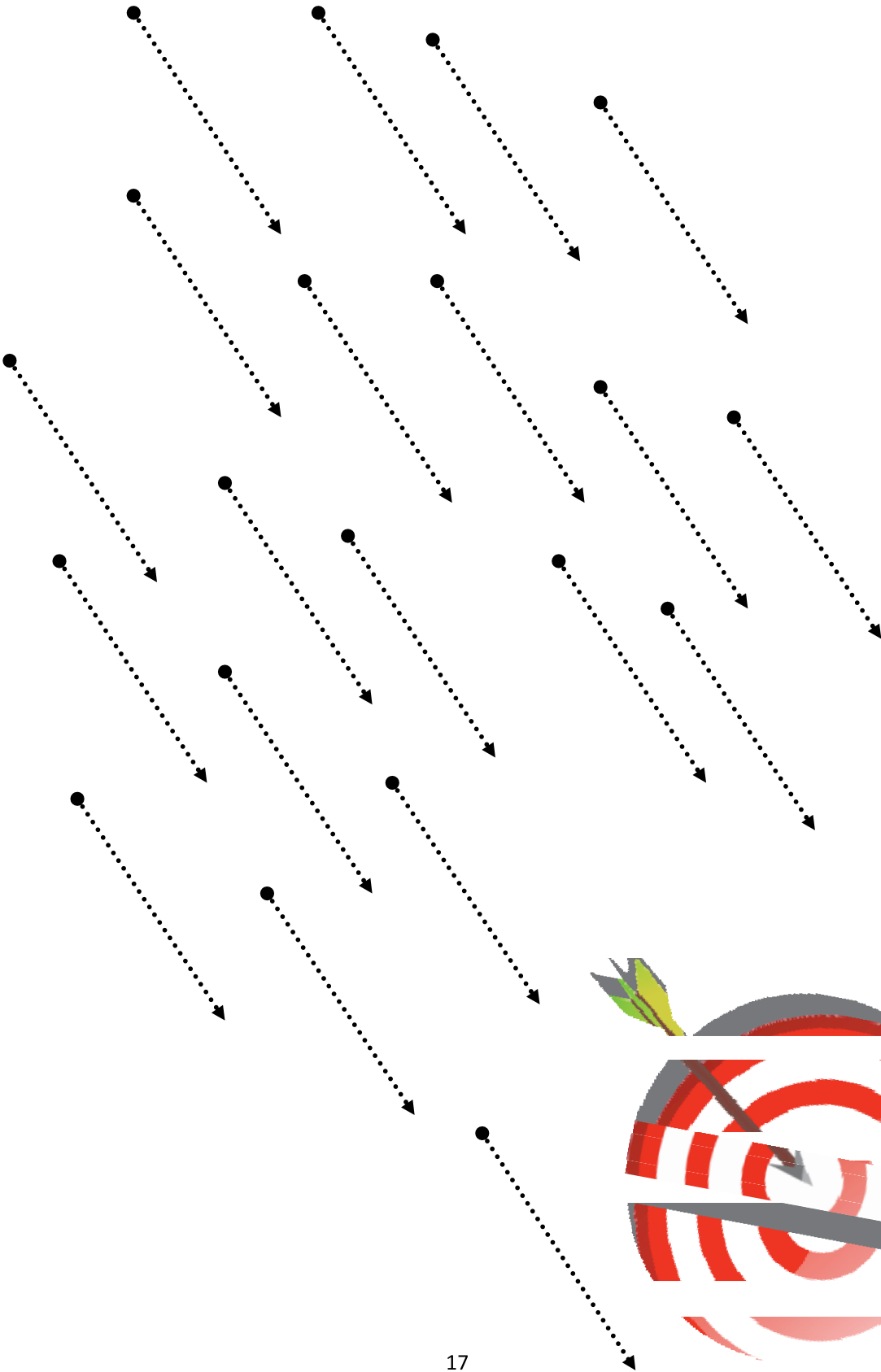


5

Pattern 5: Diagonal lines

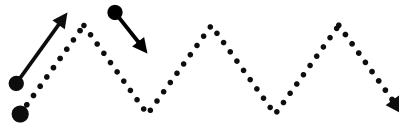


Trace the lines. Start at the dot.

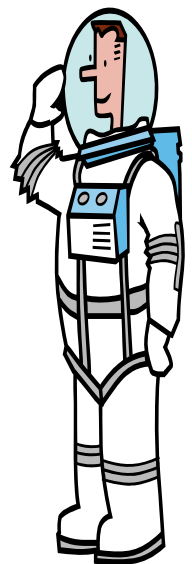
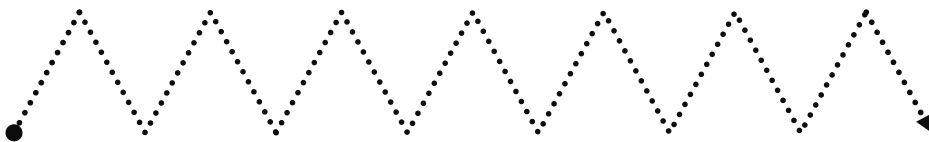
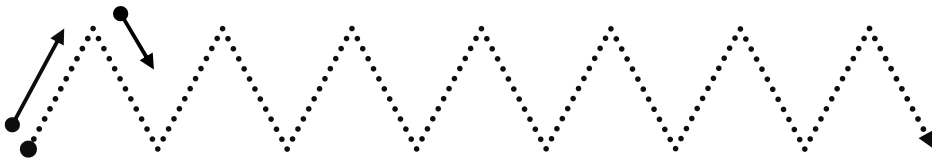
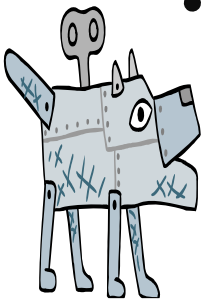
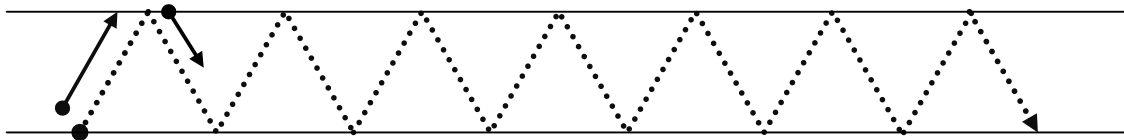
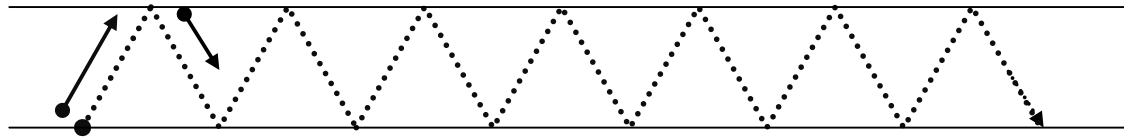
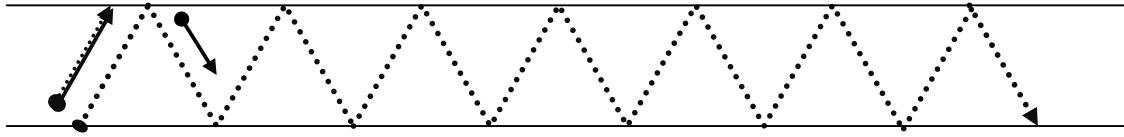


6

Pattern 6: Zigzag lines



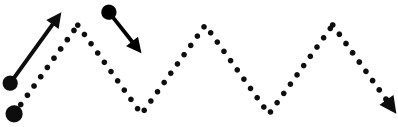
Trace the lines. Start at the dot.



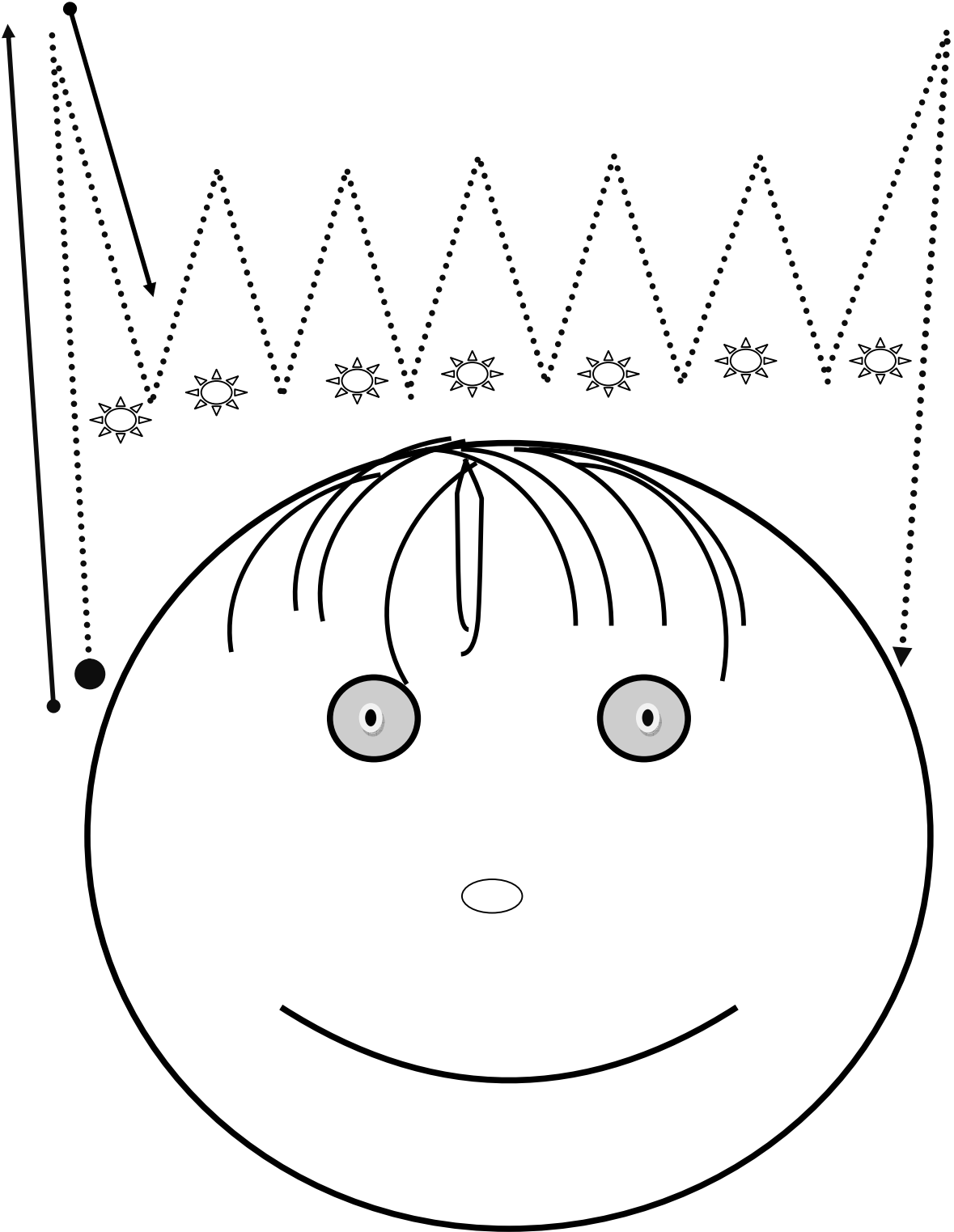
Start at the dot. Up across, down across, up across, down across...

6

Pattern 6: Zigzag lines

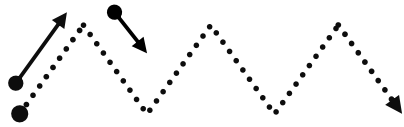


Trace the lines. Start at the dot.

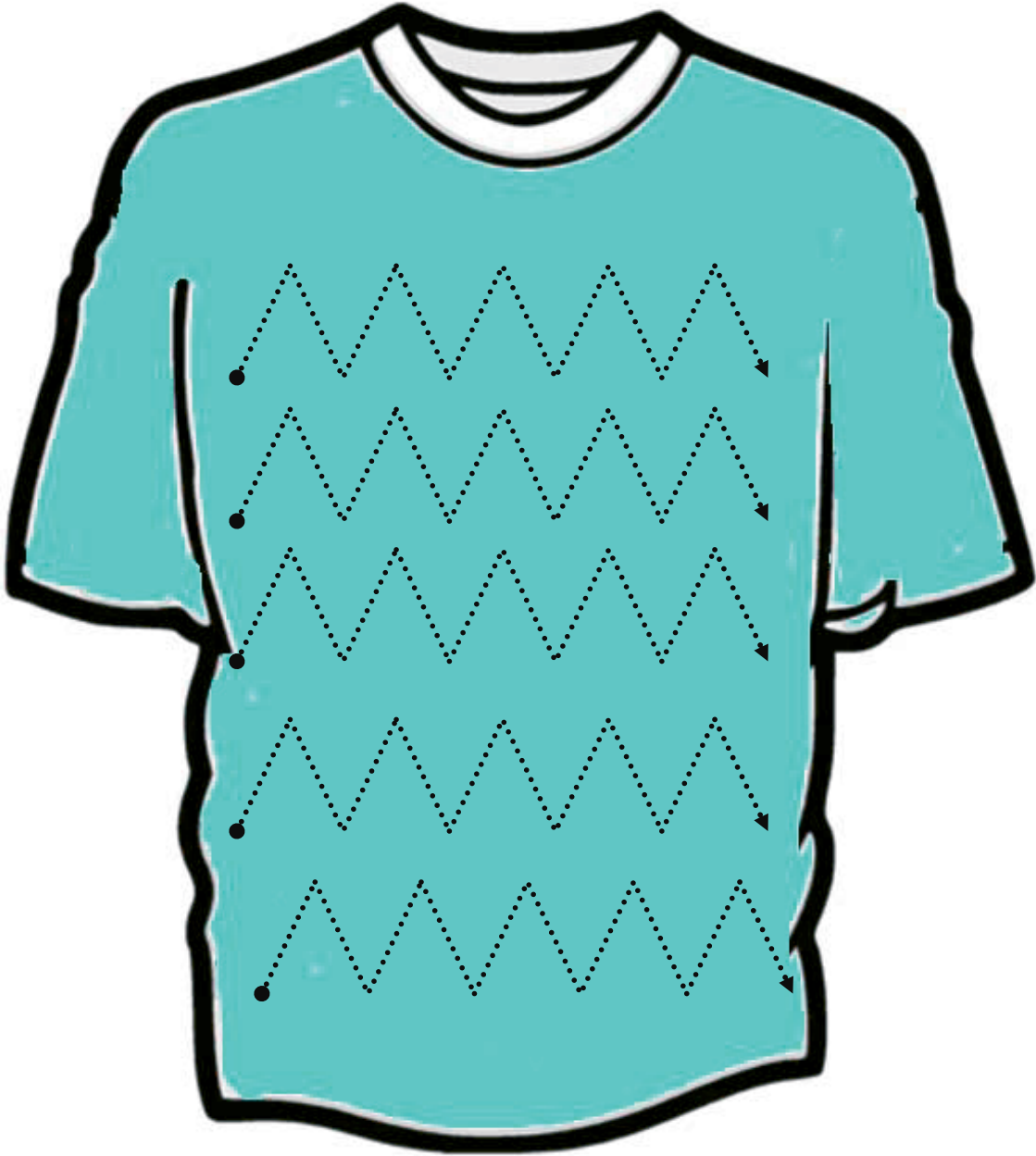


6

Pattern 6: Zigzag lines

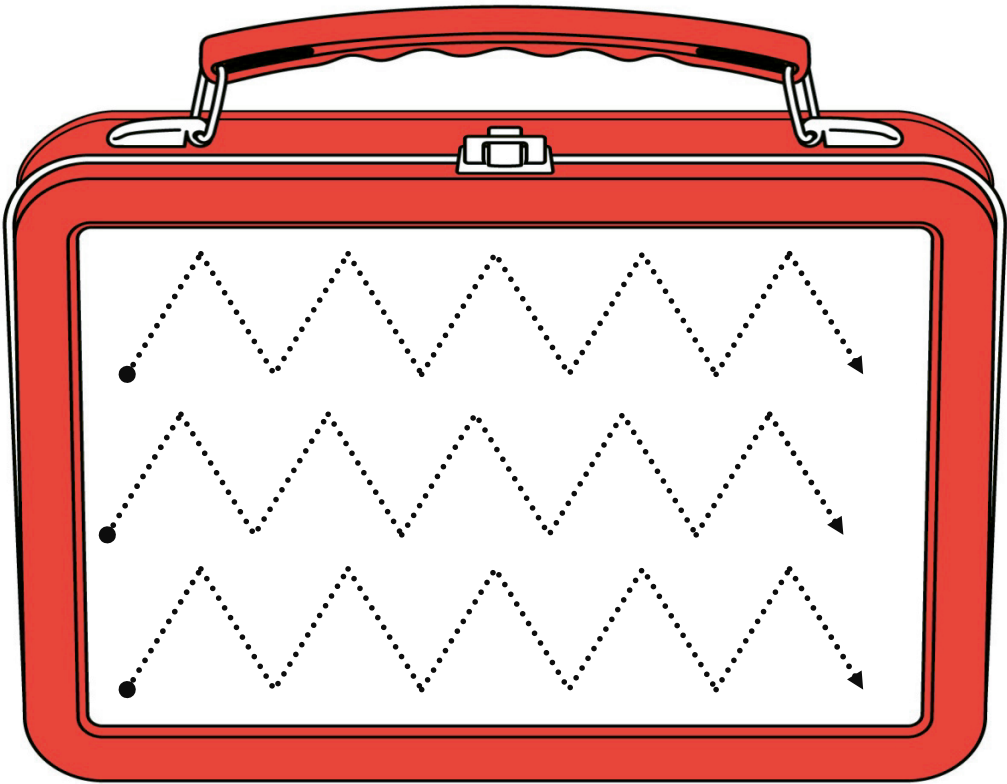
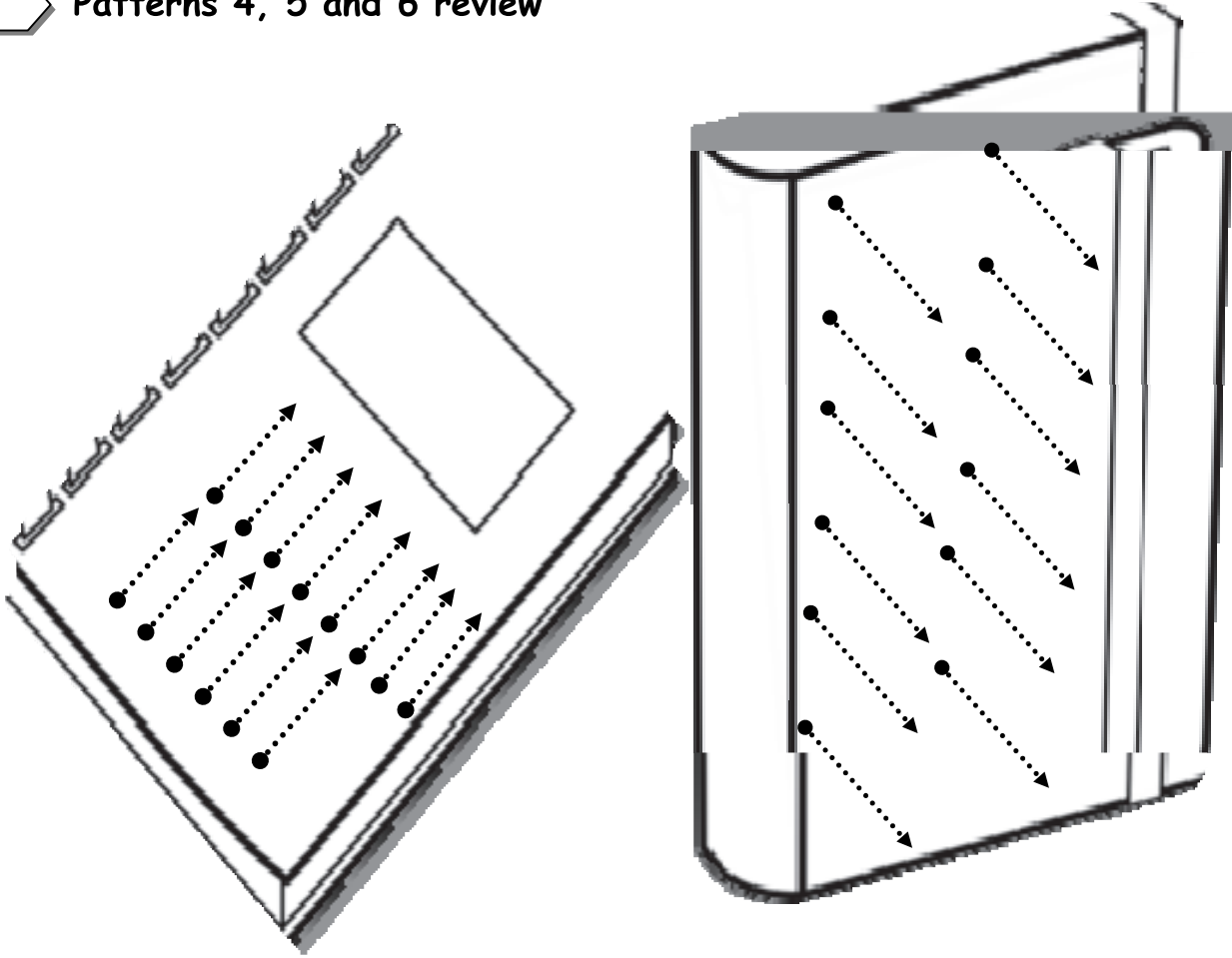


Trace the lines. Start at the dot.





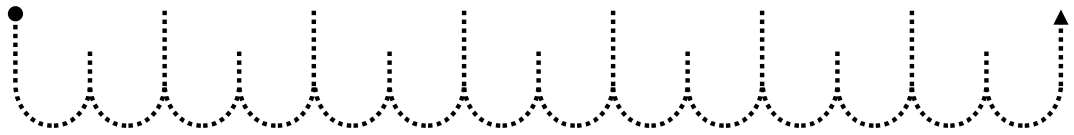
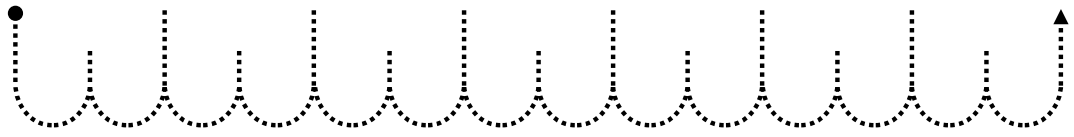
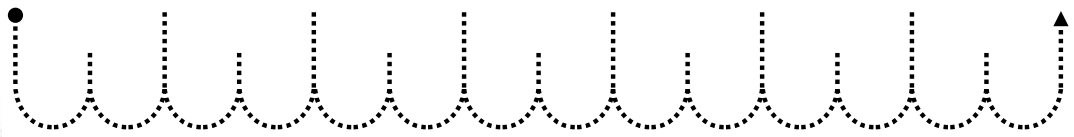
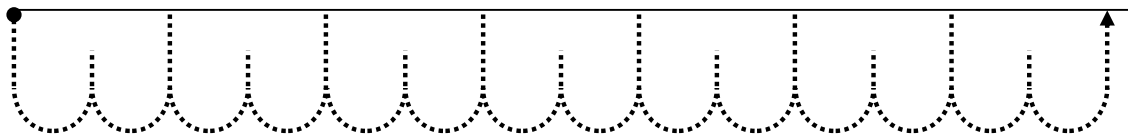
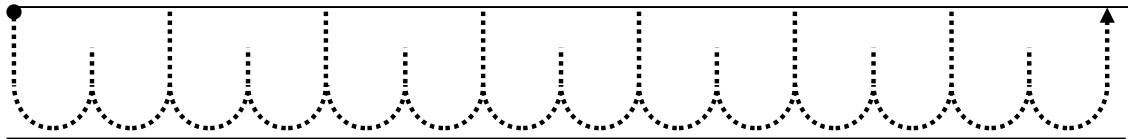
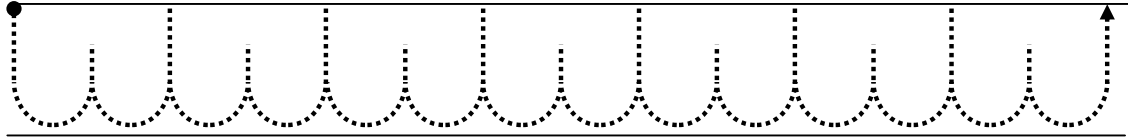
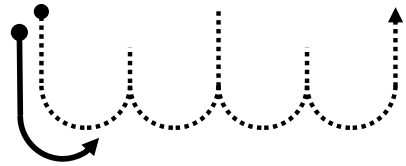
Patterns 4, 5 and 6 review



7

Pattern 7: Reinforcing Pattern

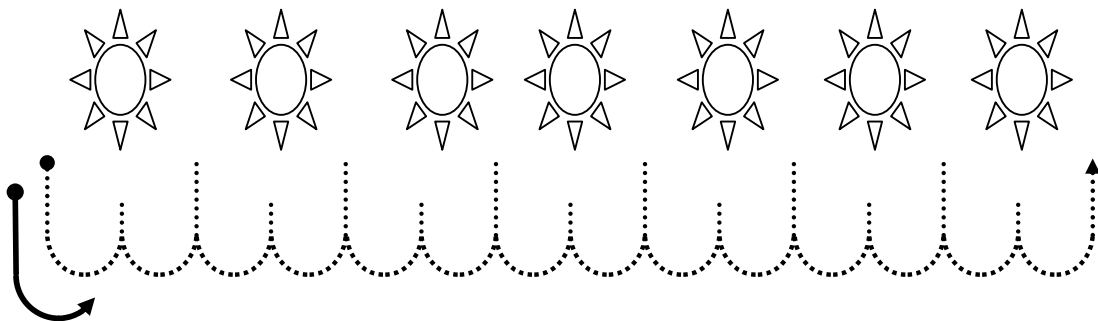
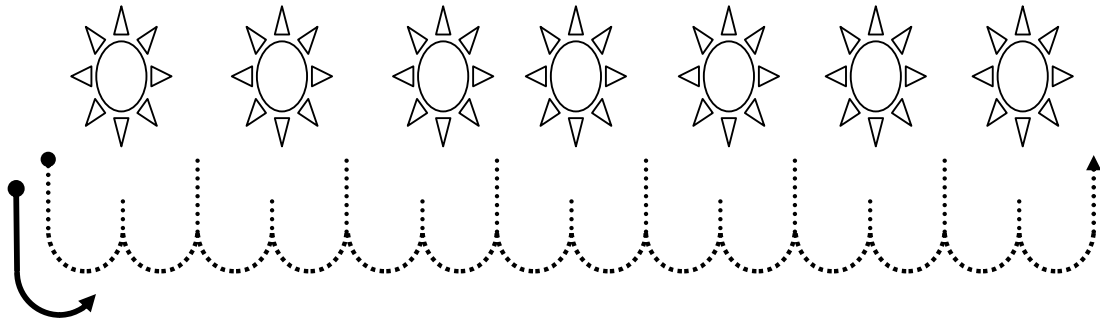
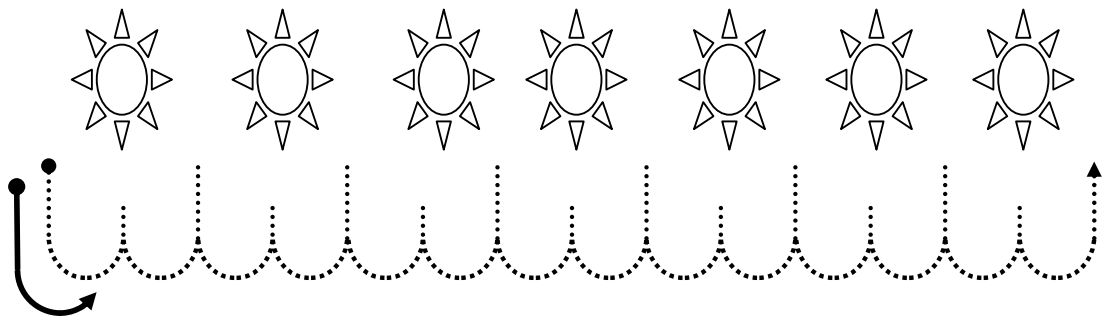
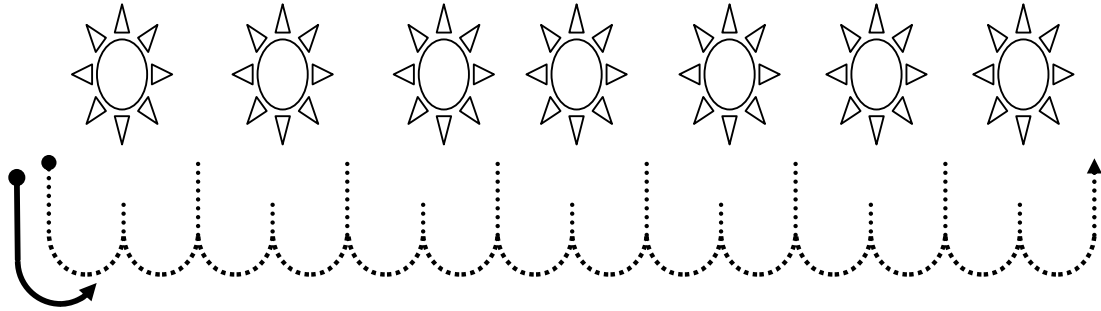
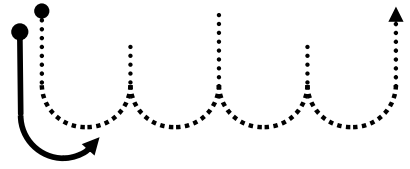
Trace the lines. Start at the dot.



Start at the dot. Down round up to the middle stop, down again round...

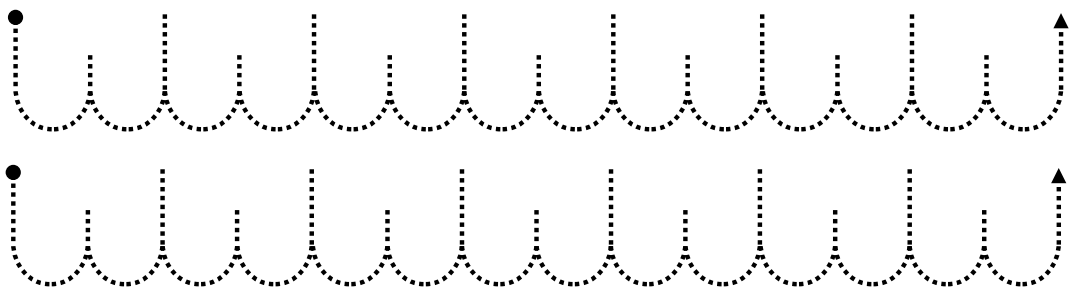
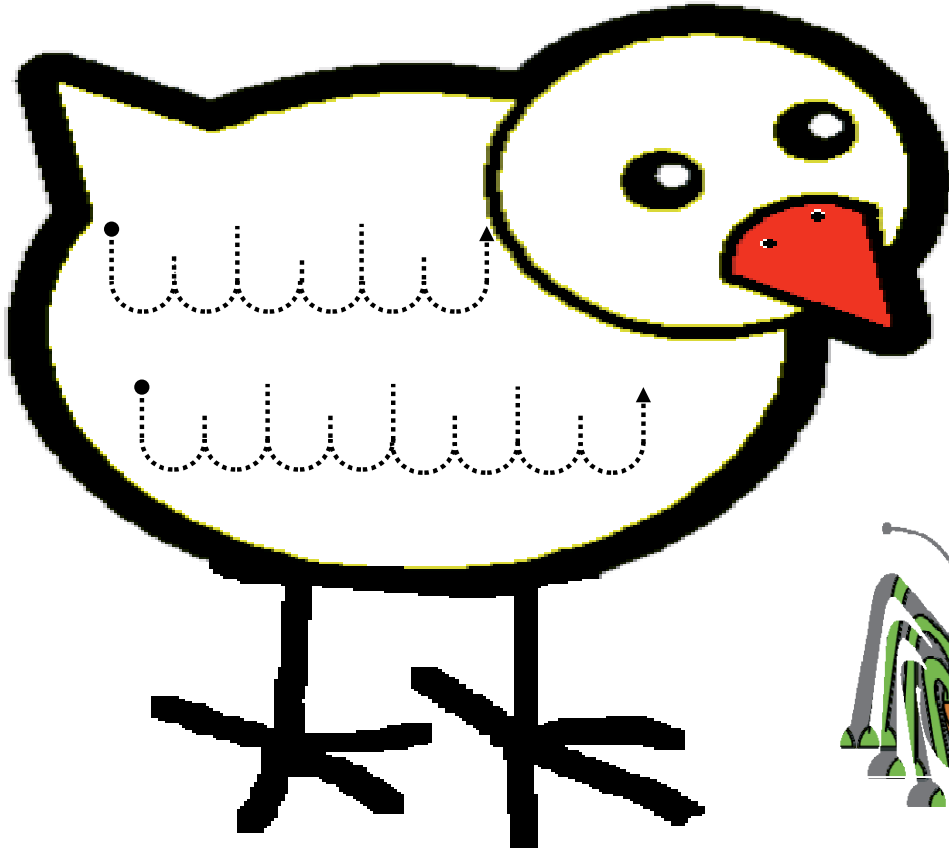
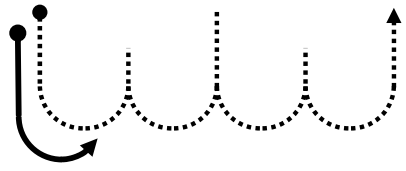
Pattern 7: Reinforcing Pattern

Trace the lines. Start at the dot.



Pattern 7: Reinforcing Pattern

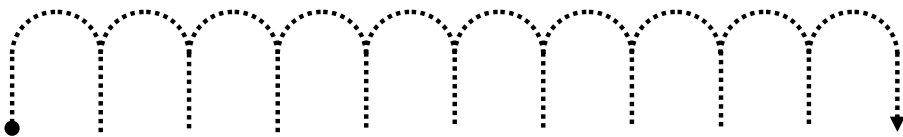
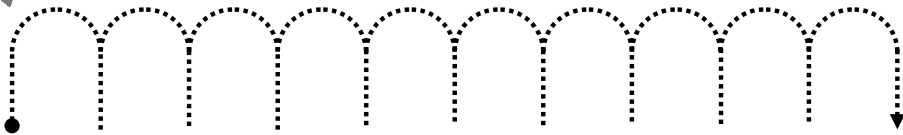
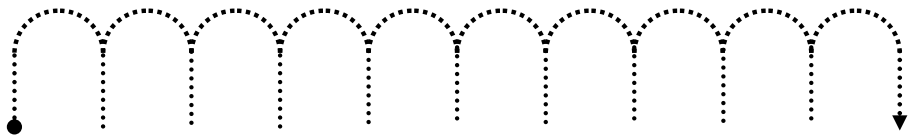
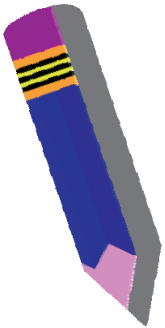
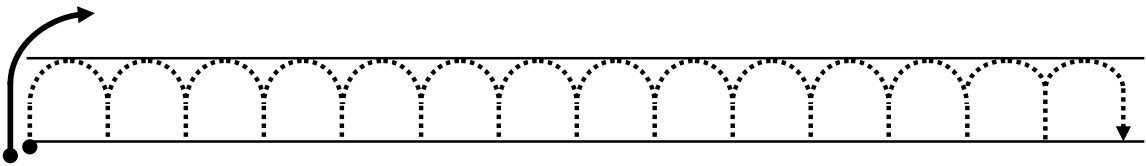
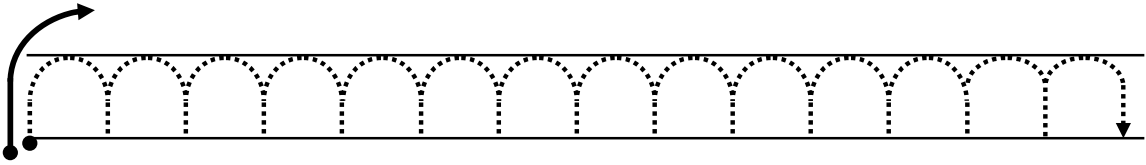
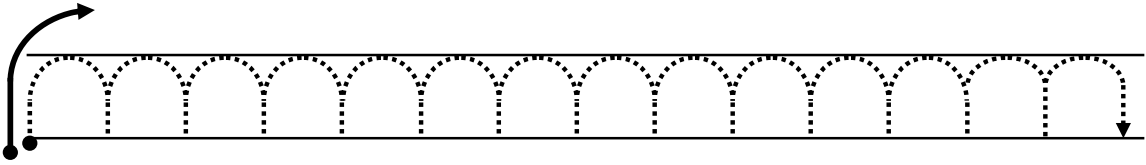
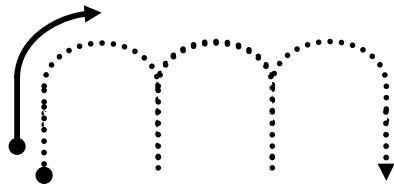
Trace the lines. Start at the dot.



8

Pattern 8: Ascending curves

Trace the lines. Start at the dot.

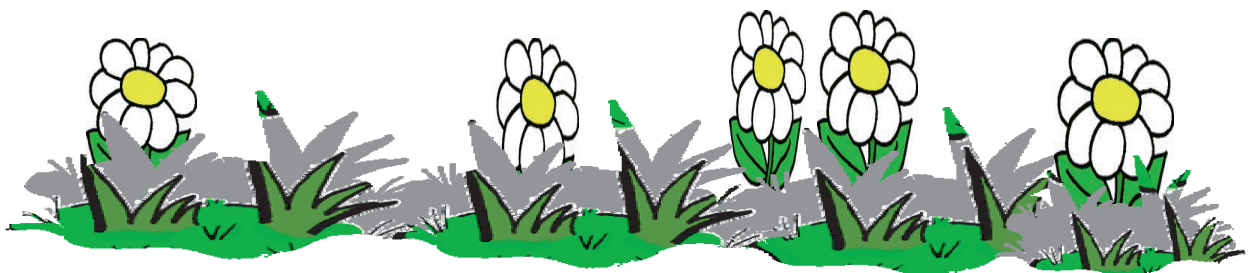
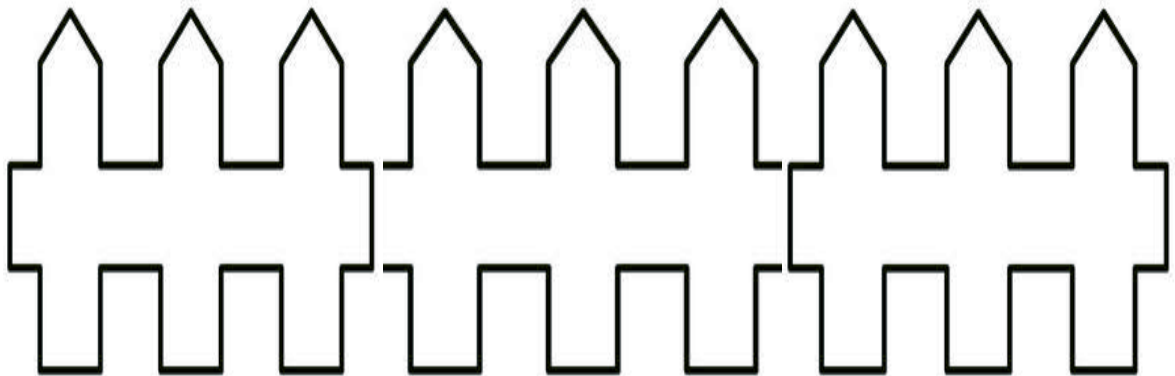
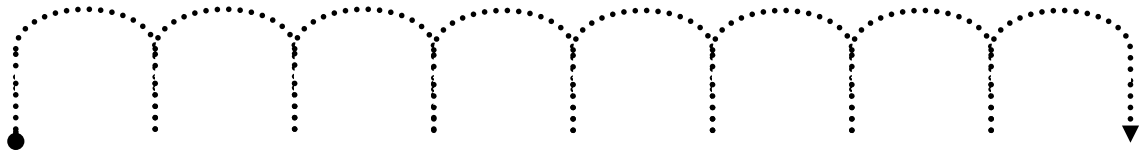
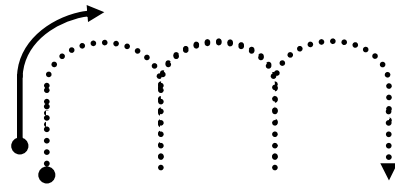


Start at the dot. Up round down, back up round down, back up round...

8

Pattern 8: Ascending curves

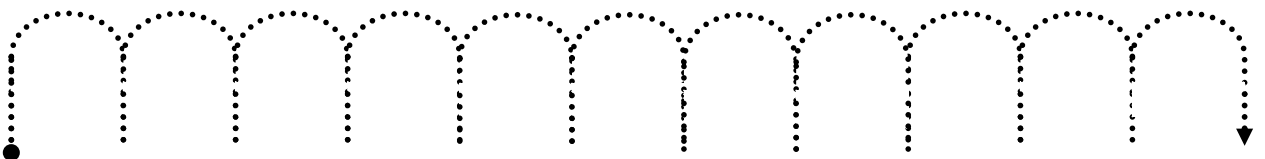
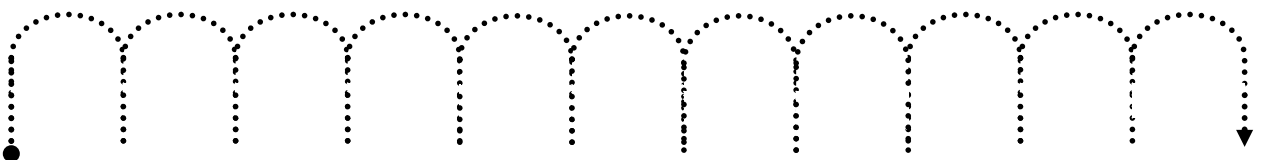
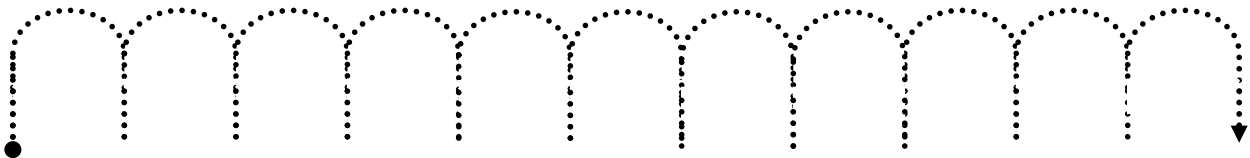
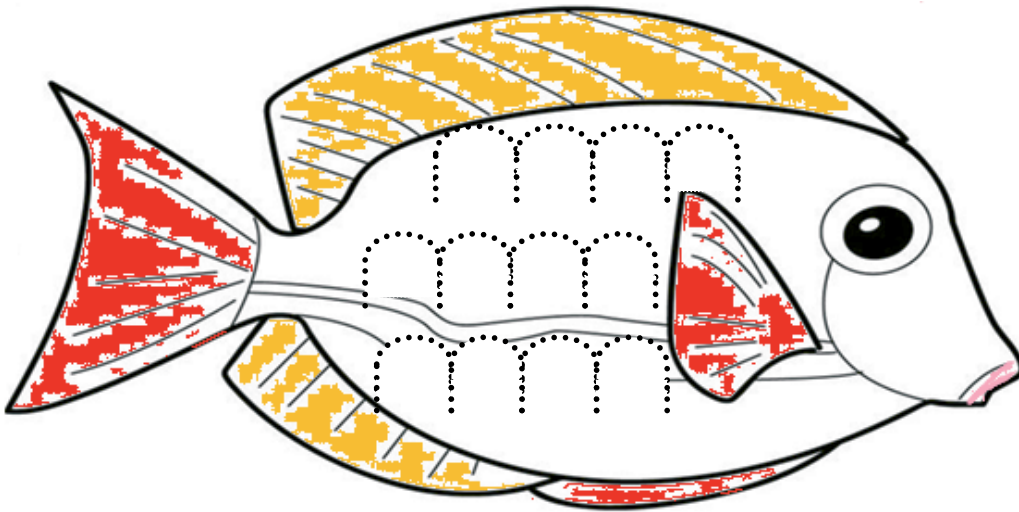
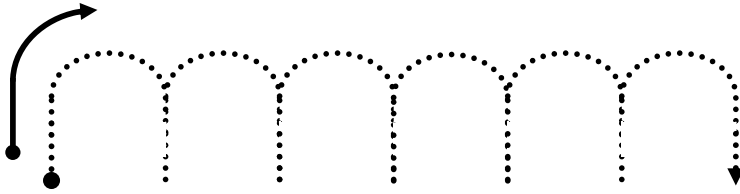
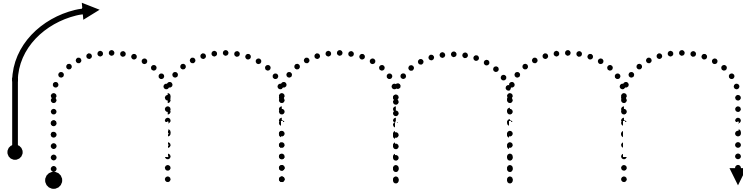
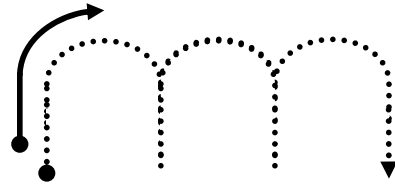
Trace the lines. Start at the dot.



8

Pattern 8: Ascending curves

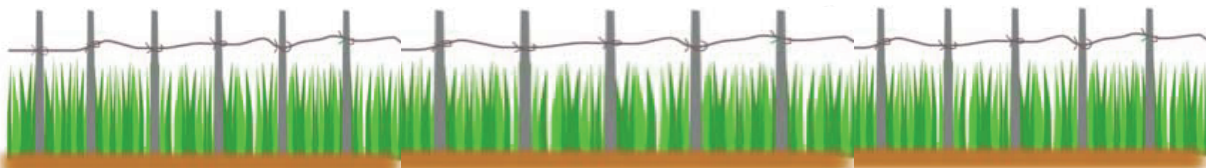
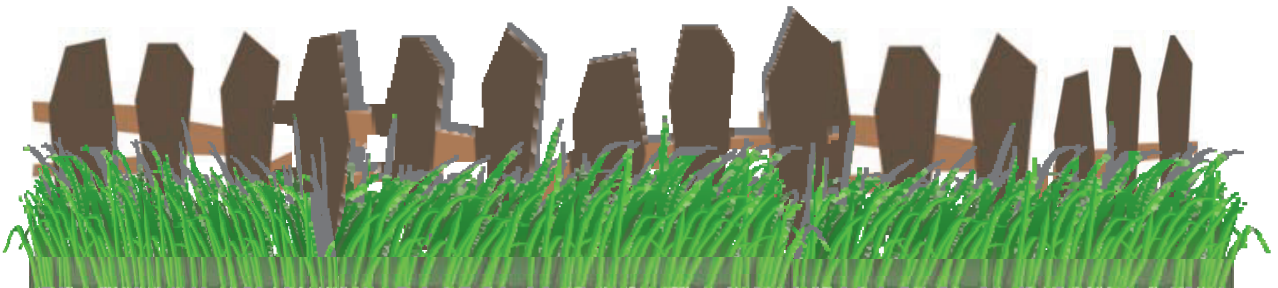
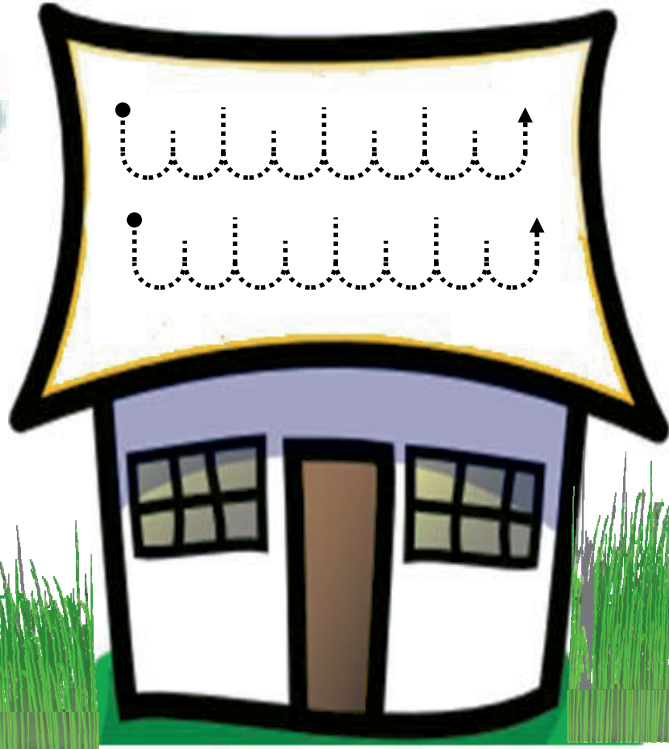
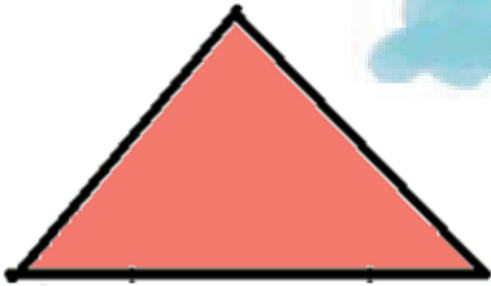
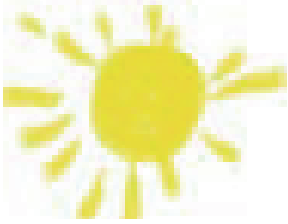
Trace the lines. Start at the dot.



Start at the dot. Up round down, back up round down, back up round...



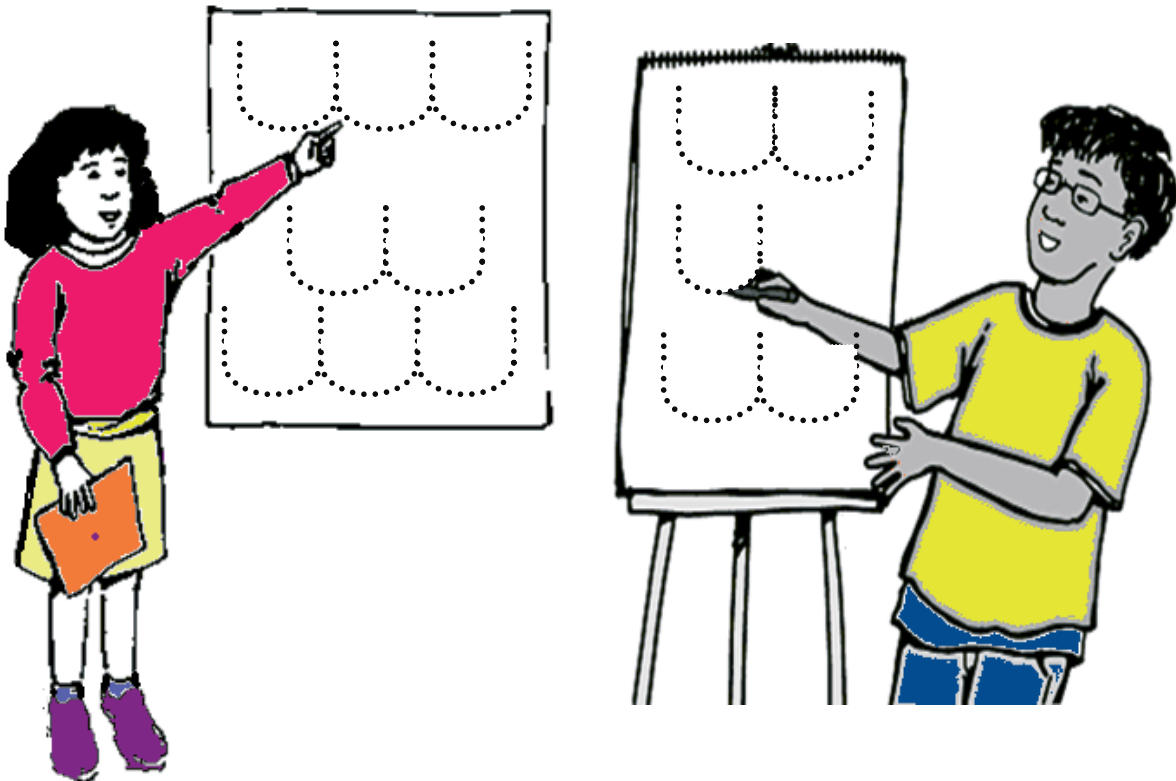
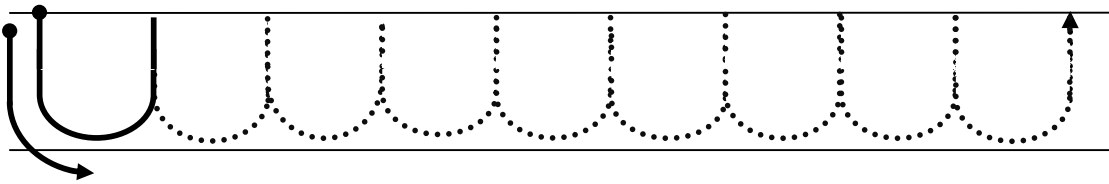
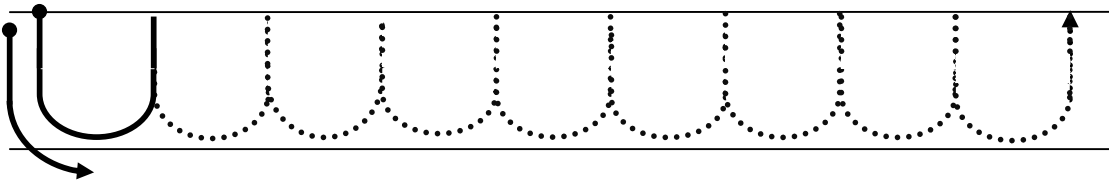
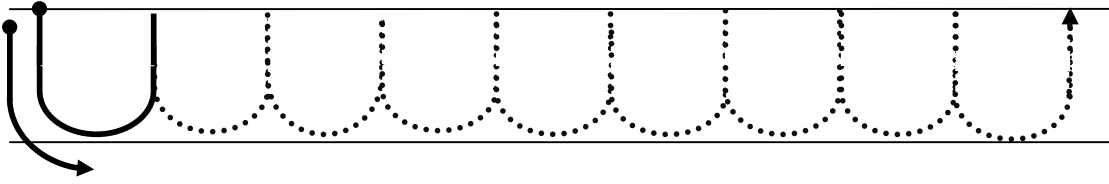
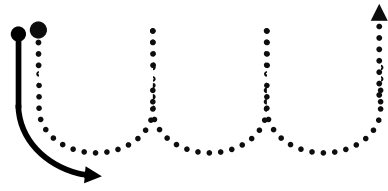
Patterns 7 and 8 review



9

Pattern 9: Descending curves

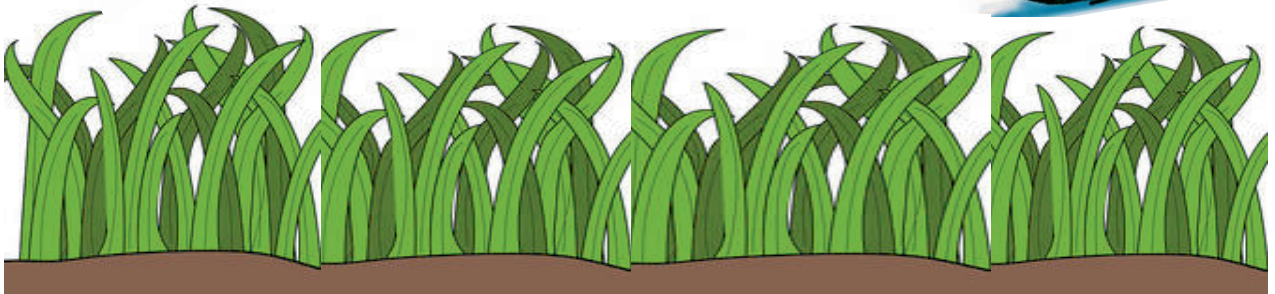
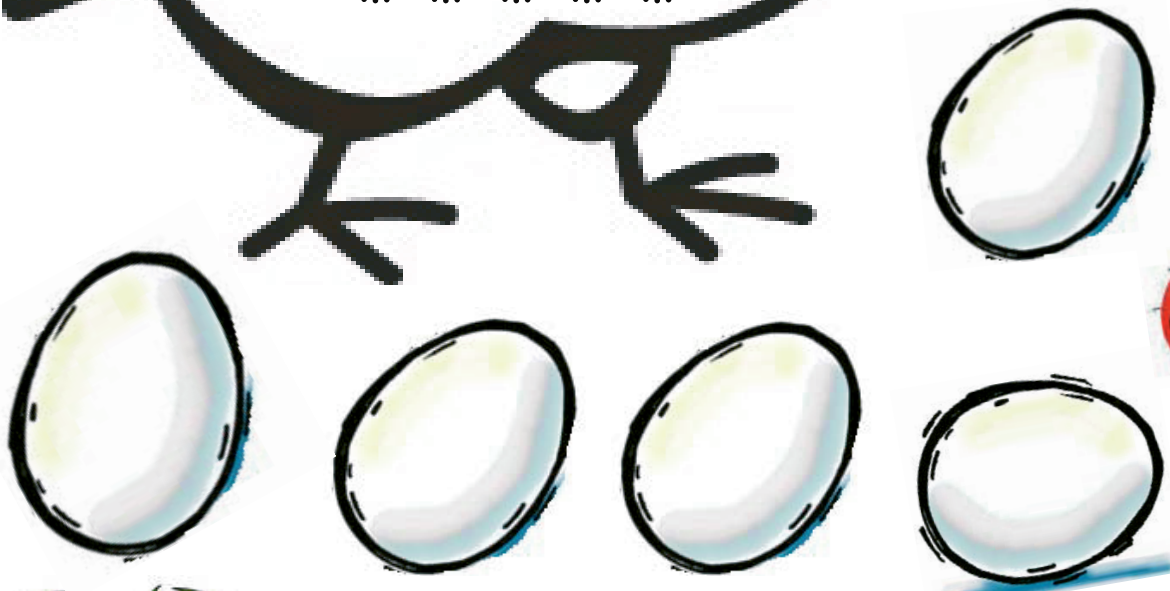
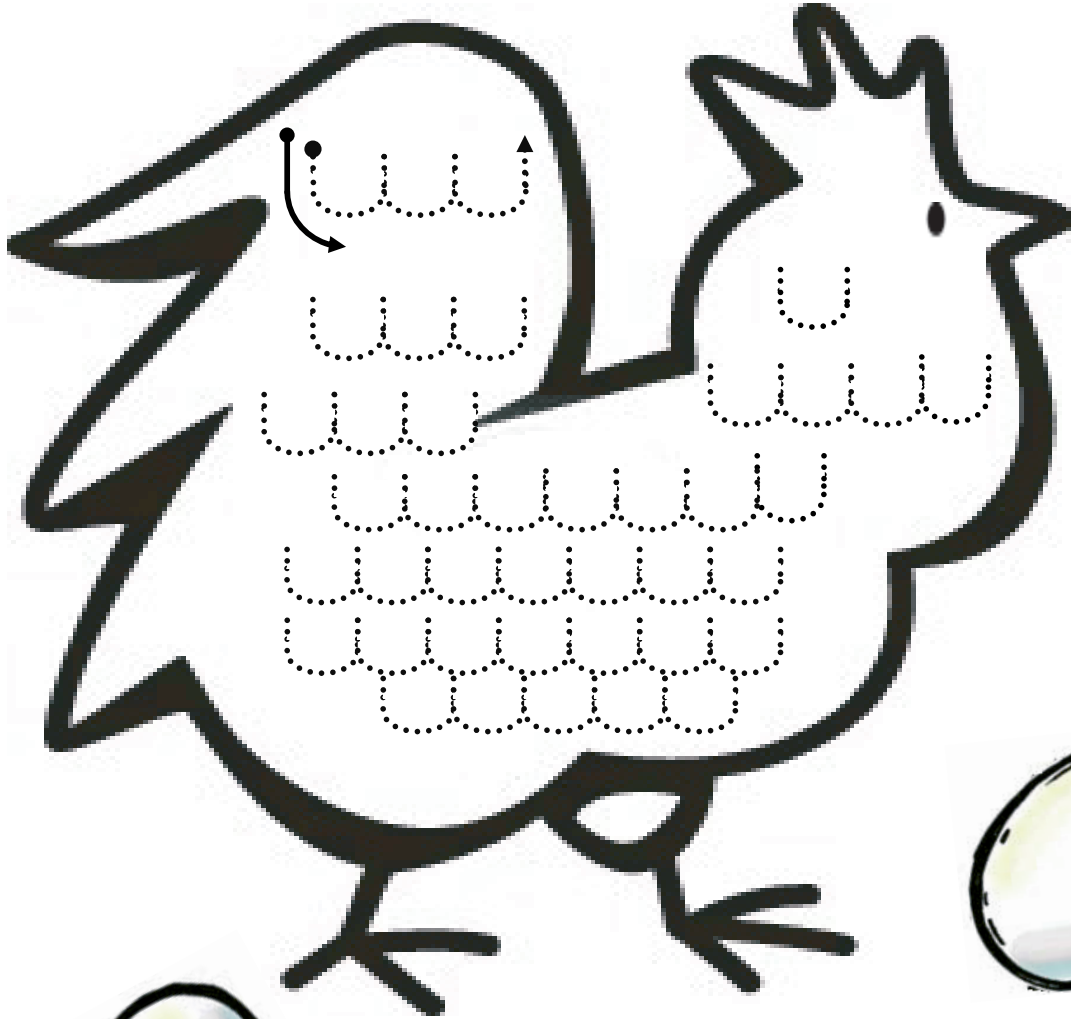
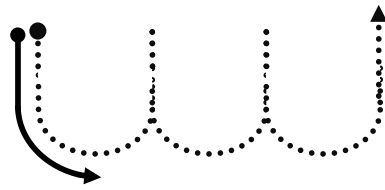
Trace the lines. Start at the dot.



Start at the dot. Down round up, back down round up, back down...

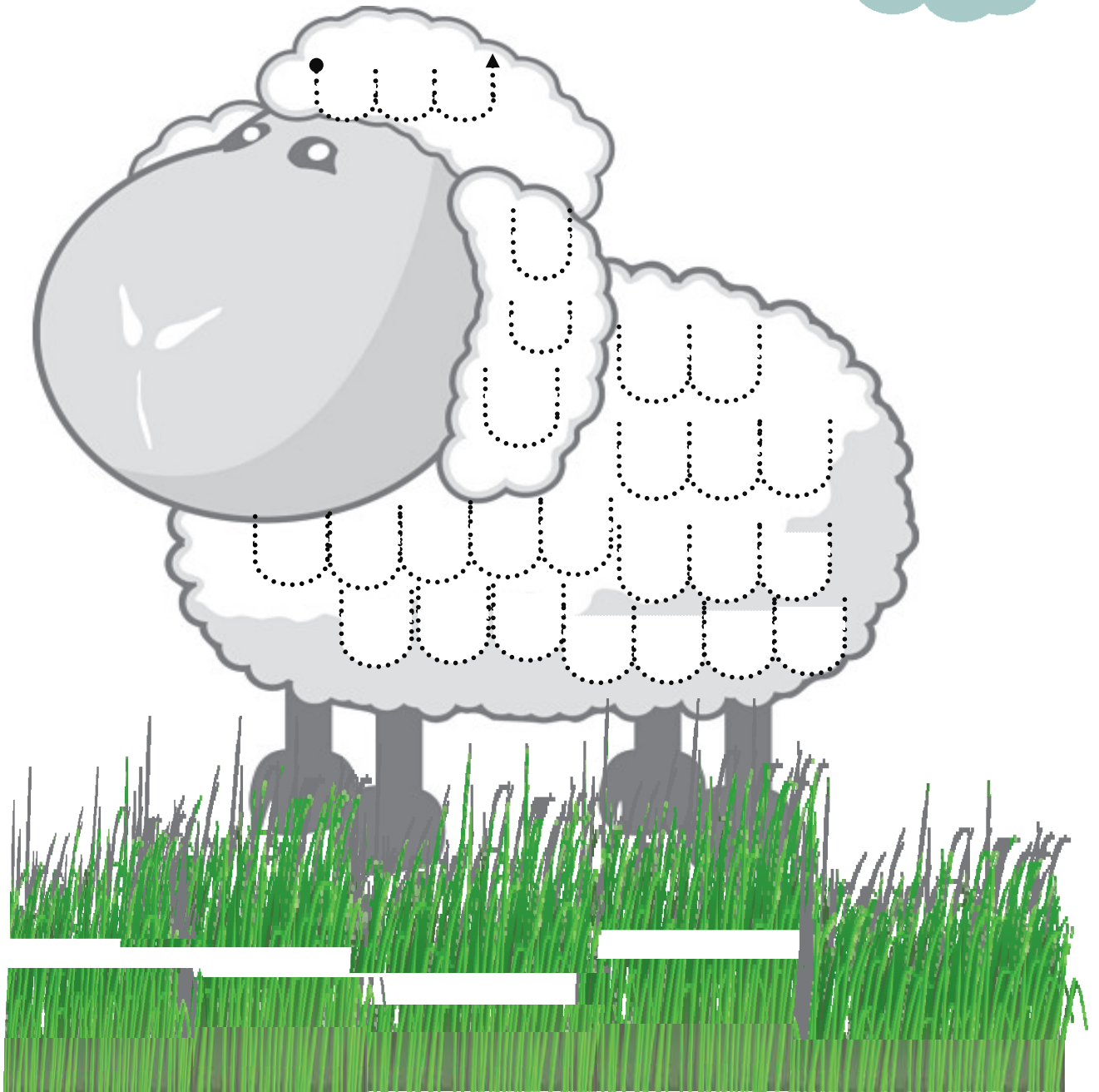
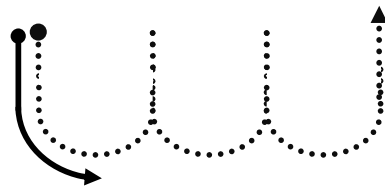
Pattern 9: Descending curves

Trace the lines. Start at the dot.

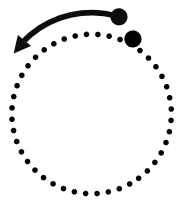


Pattern 9: Descending Curves

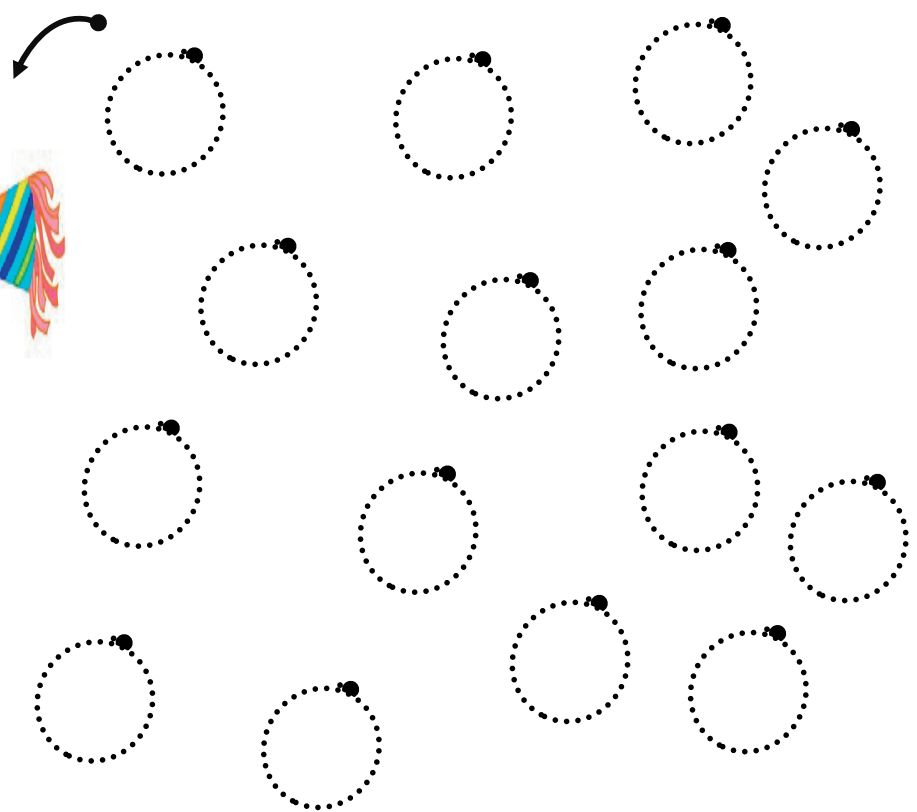
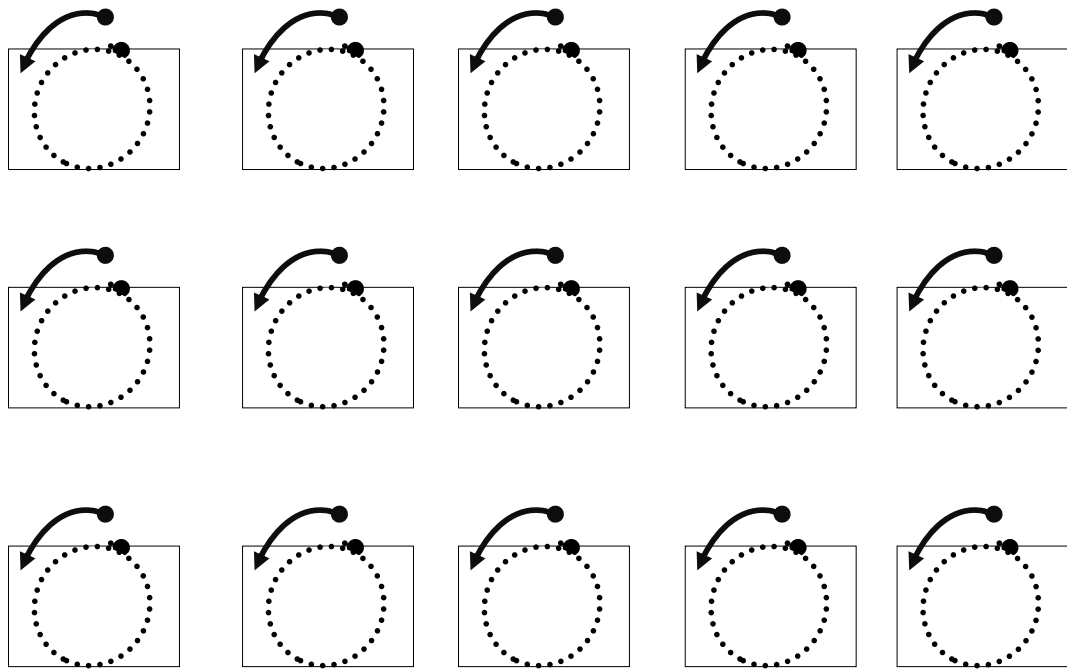
Trace the lines. Start at the dot.



10 Pattern 10: Anti-clockwise pattern



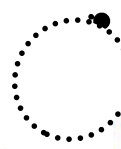
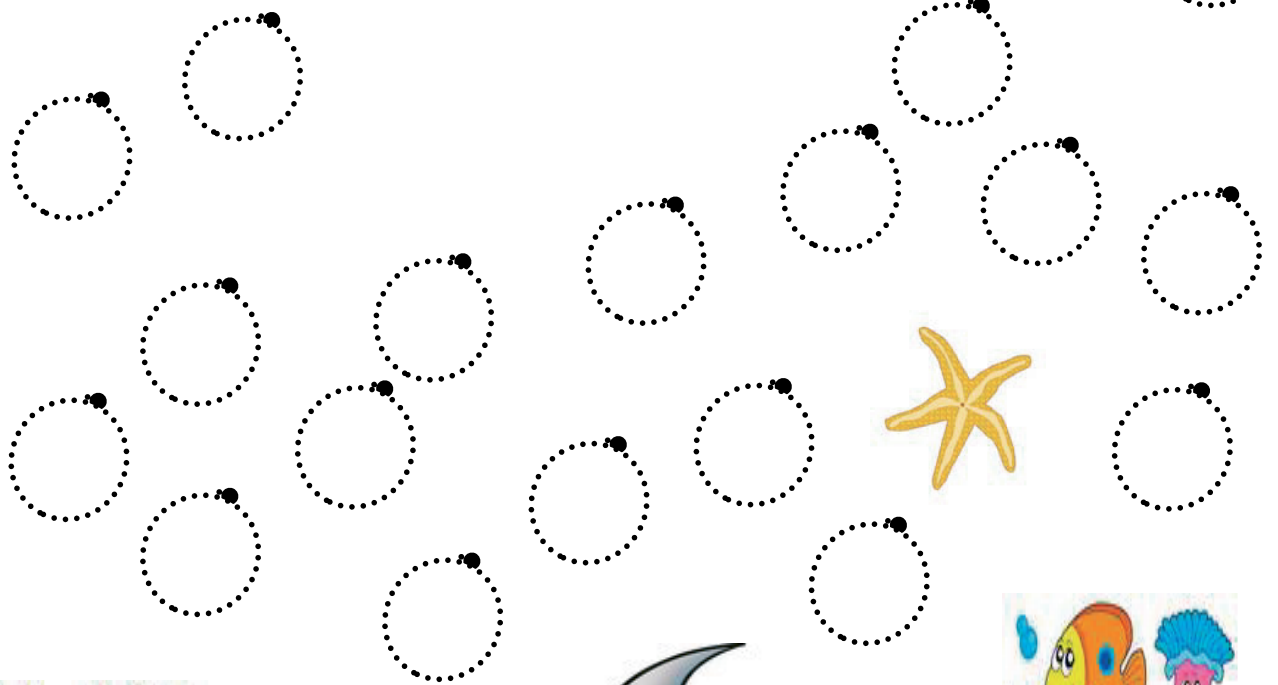
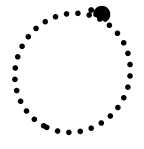
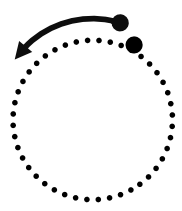
Trace the lines. Start at the dot.



Start at the dot. All the way round.

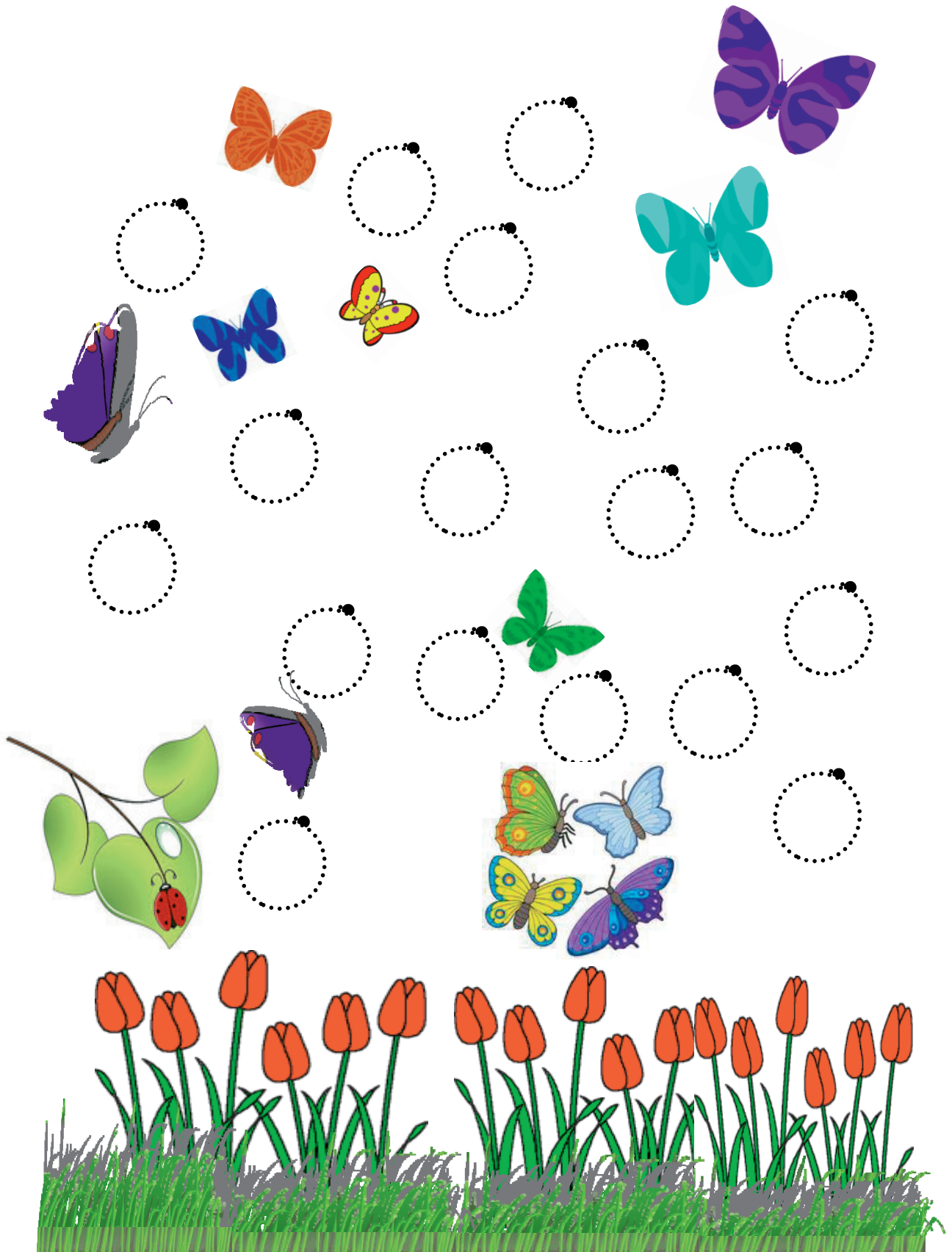
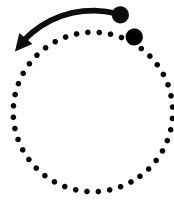
Pattern 10: Anti-clockwise pattern

Trace the lines. Start at the dot.



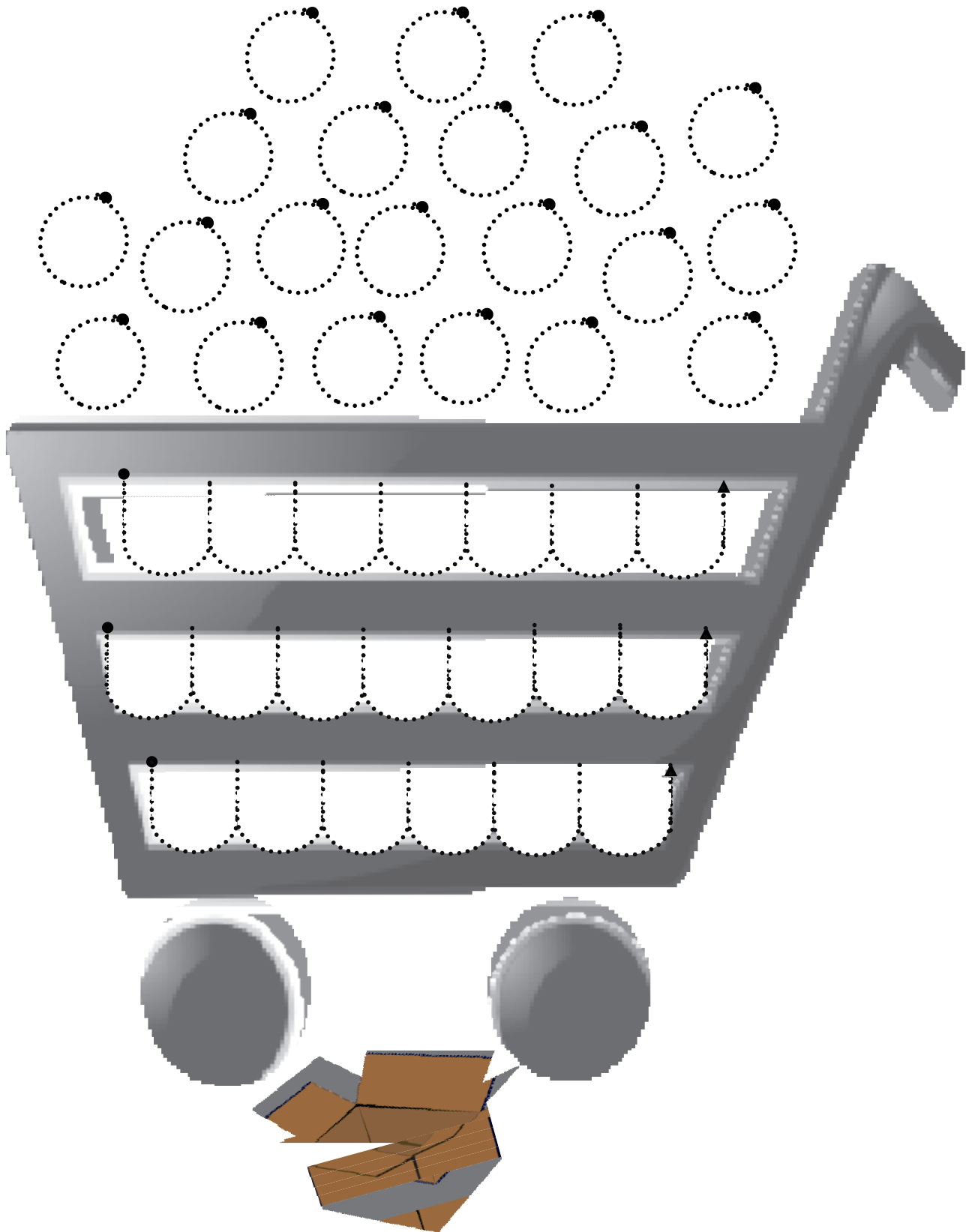
10 Pattern 10: Anti-clockwise pattern

Trace the lines. Start at the dot.



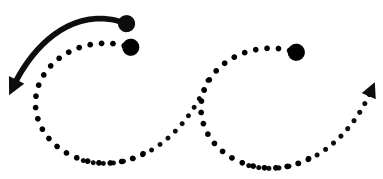


Patterns 9 and 10 review

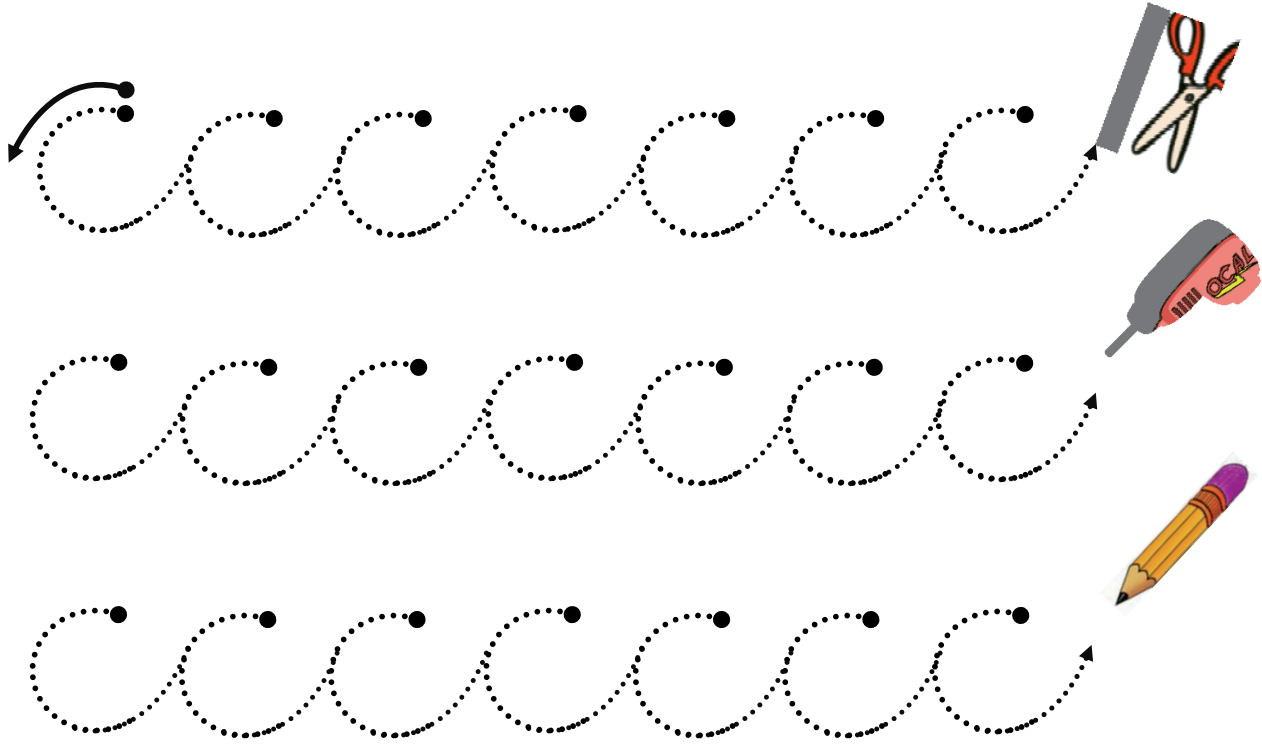
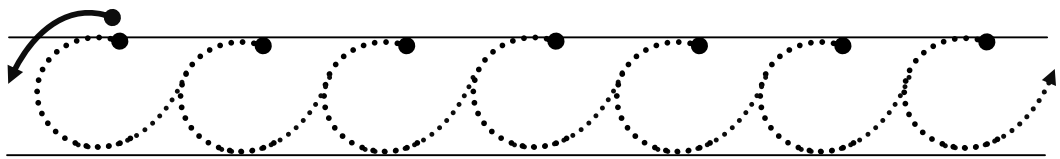
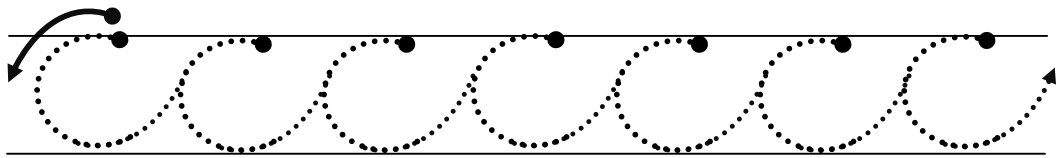
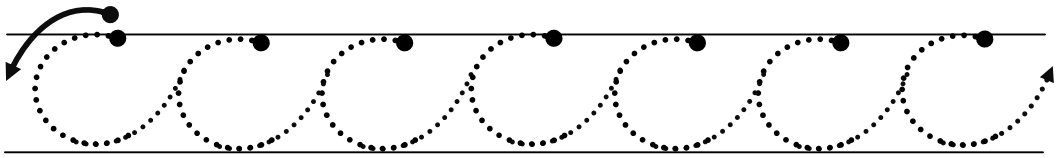


11

Pattern 11: Anti-clockwise curves



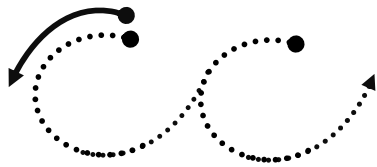
Trace the lines. Start at the dot.



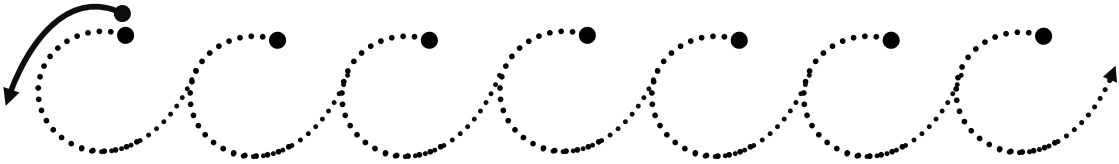
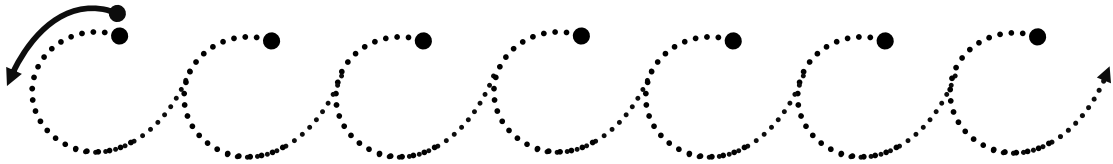
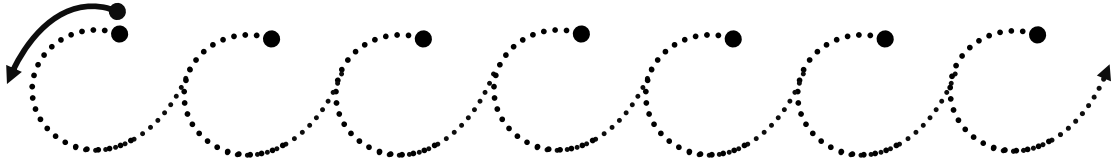
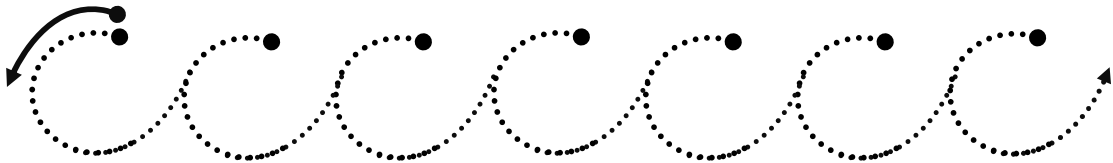
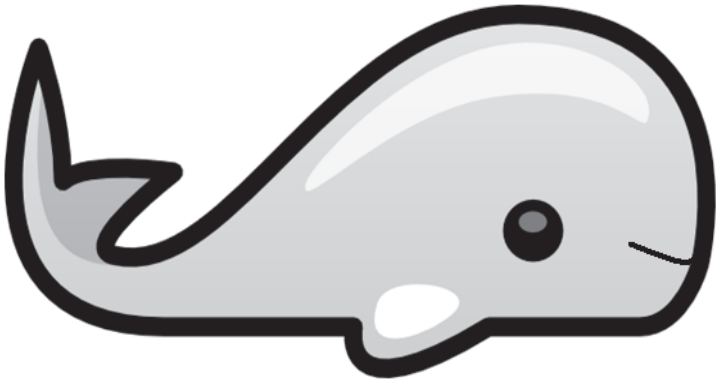
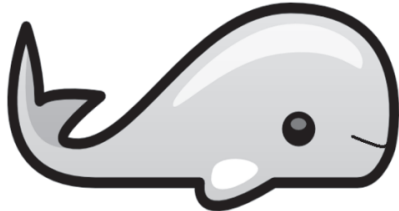
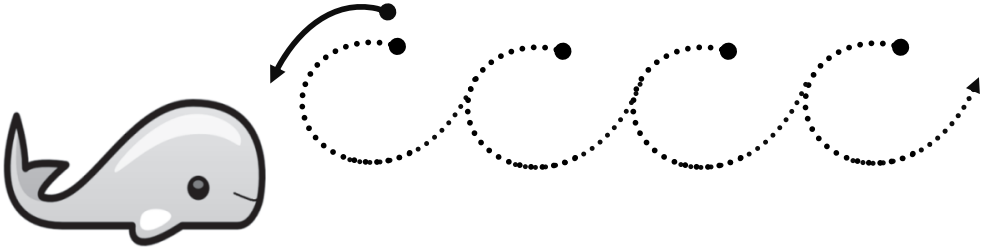
Start at the dot. Round stop, up round stop, back round stop, up round...

11

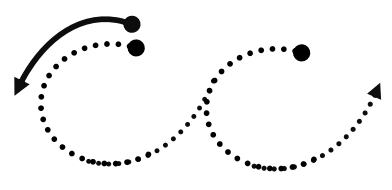
Pattern 11: Anti-clockwise curves



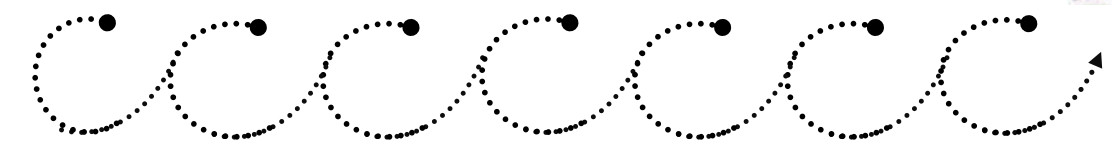
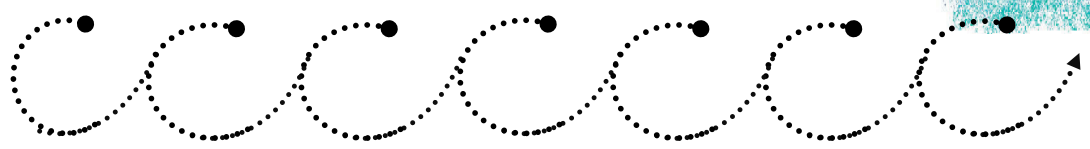
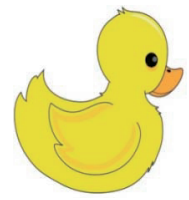
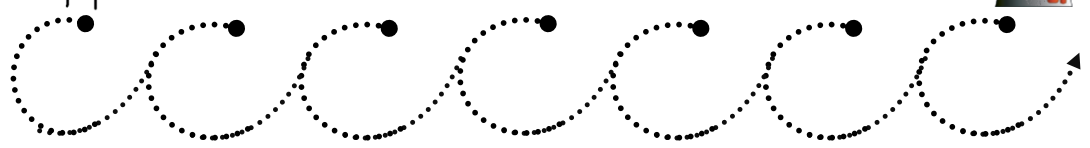
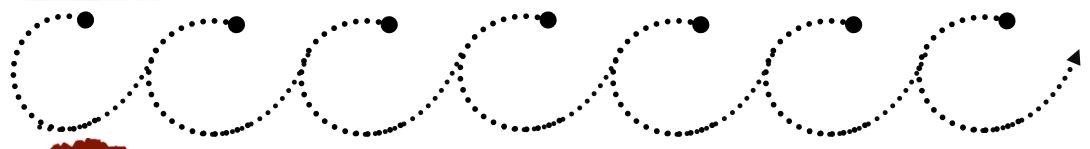
Trace the lines. Start at the dot.



Pattern 11: Anti-clockwise curves

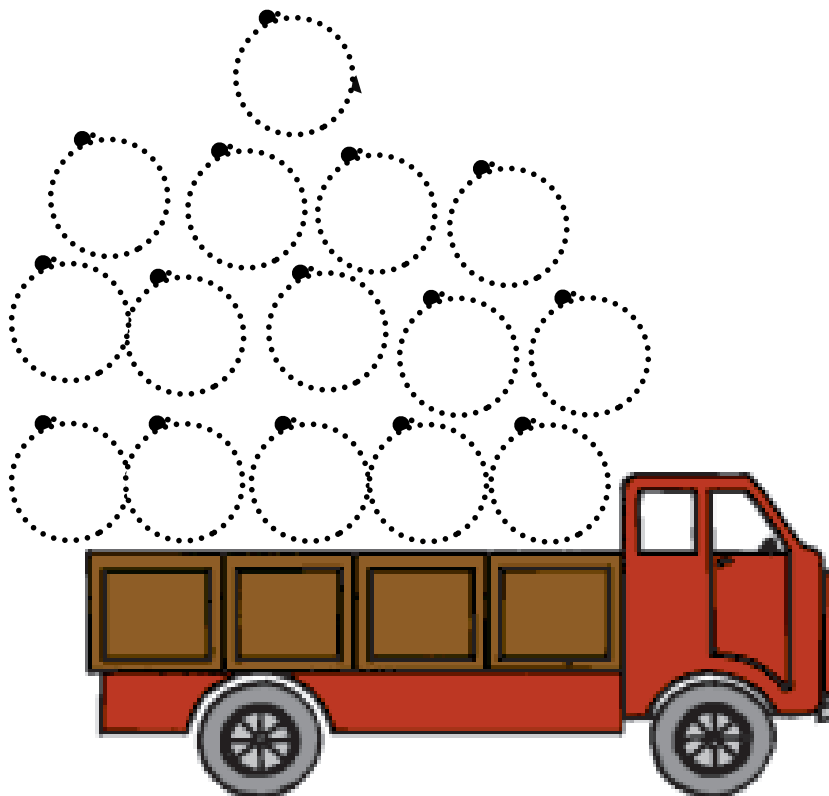
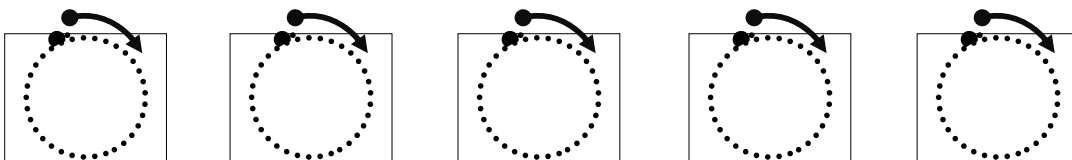
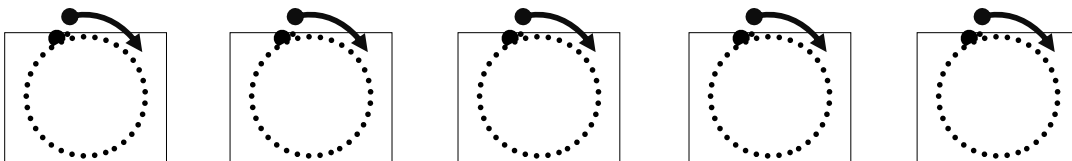
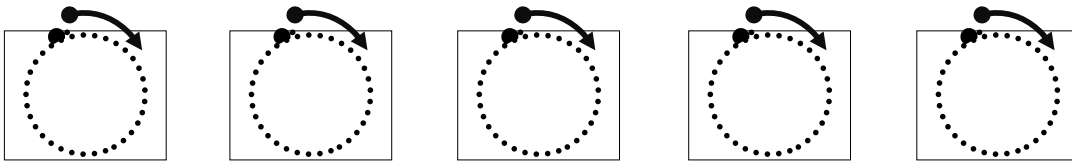
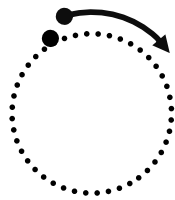


Trace the lines. Start at the dot.



12 Pattern 12: Clockwise pattern

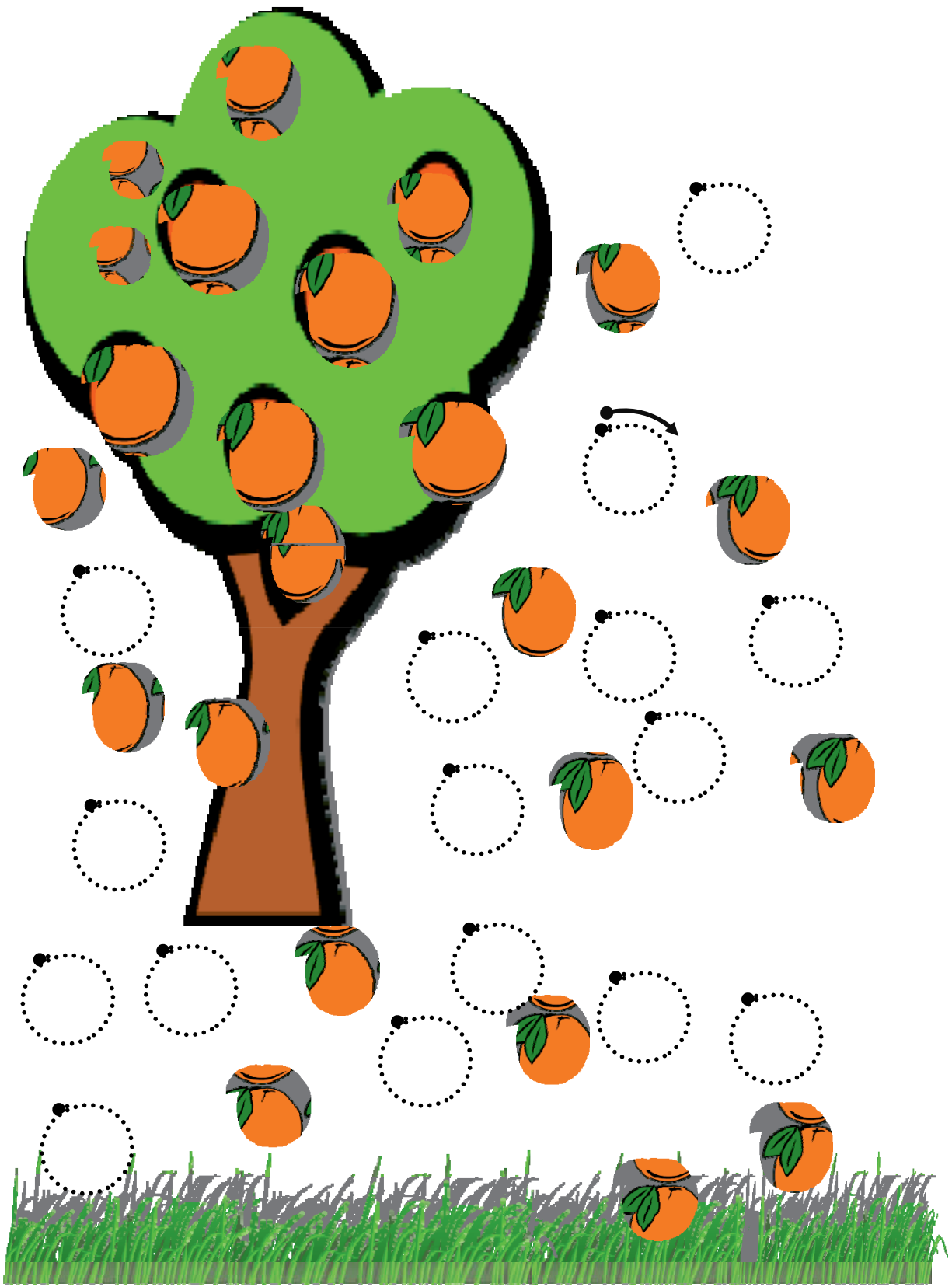
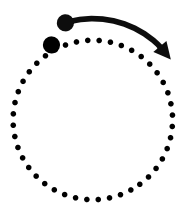
Trace the lines. Start at the dot.



Start at the dot. All the way round.

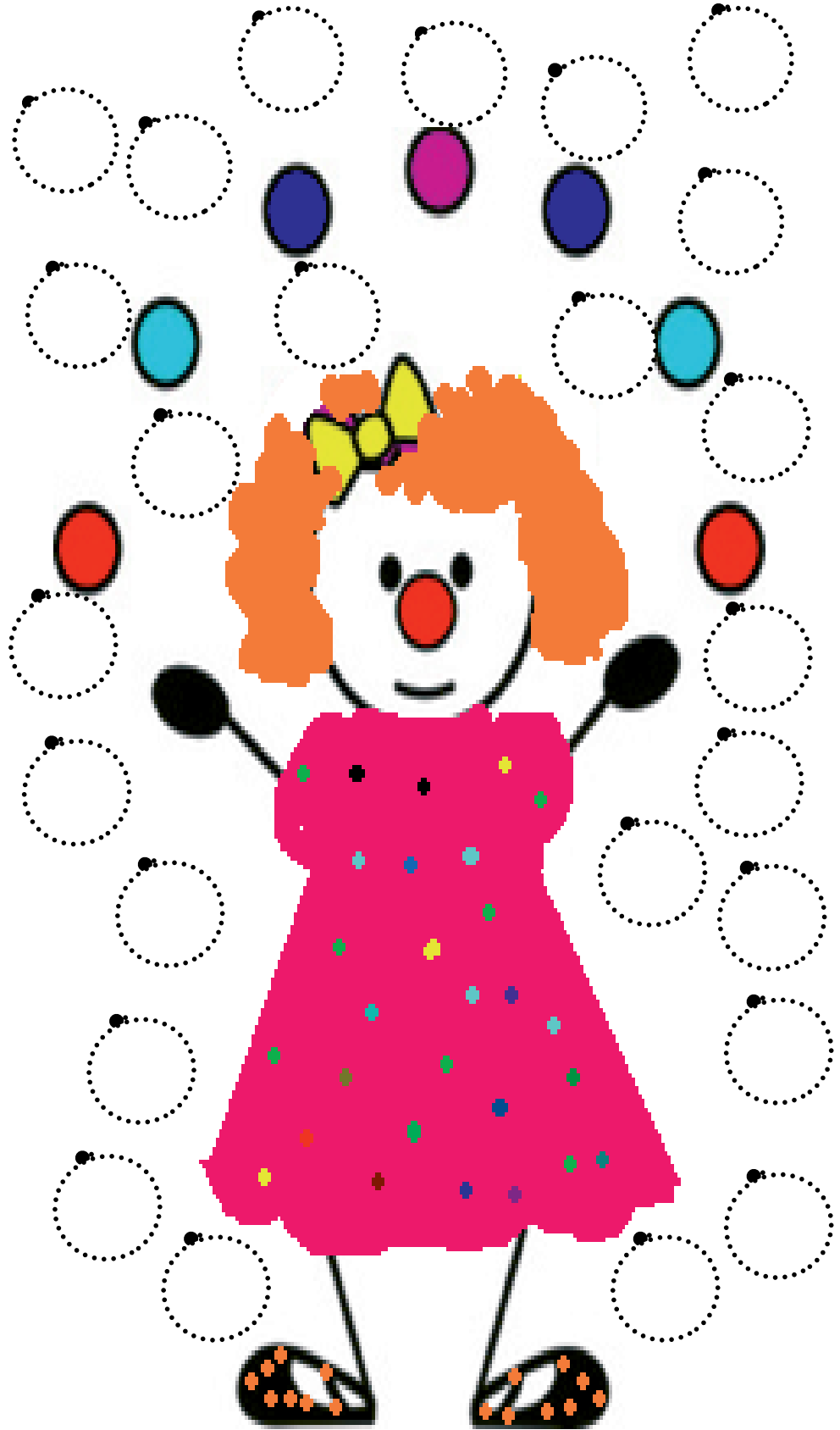
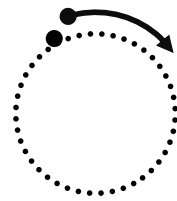
Pattern 12: Clockwise pattern

Trace the lines. Start at the dot.



12 Pattern 12: Clockwise pattern

Trace the lines. Start at the dot.



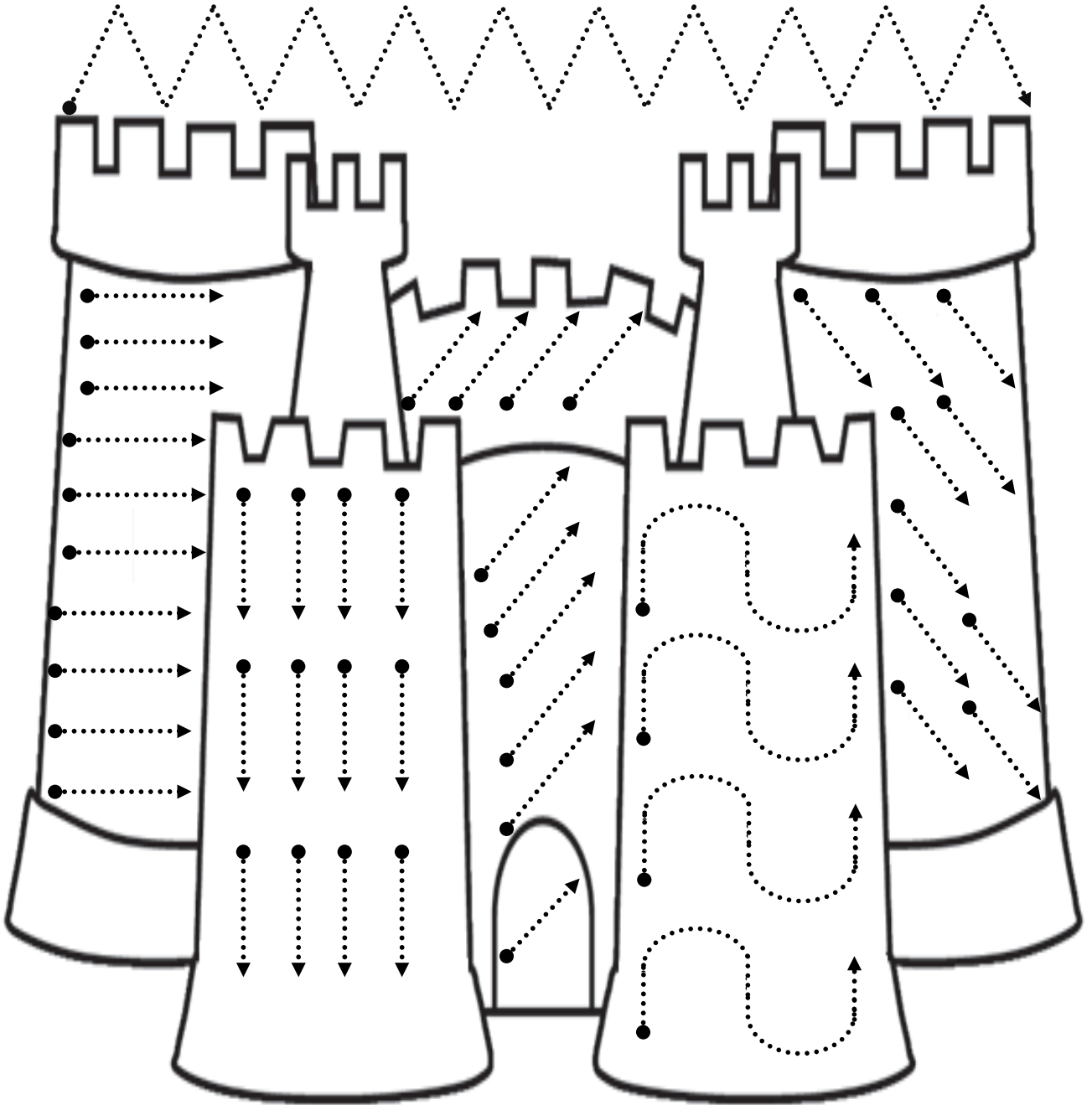


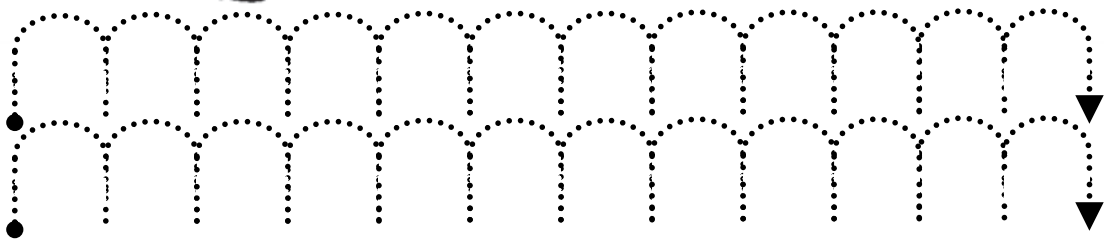
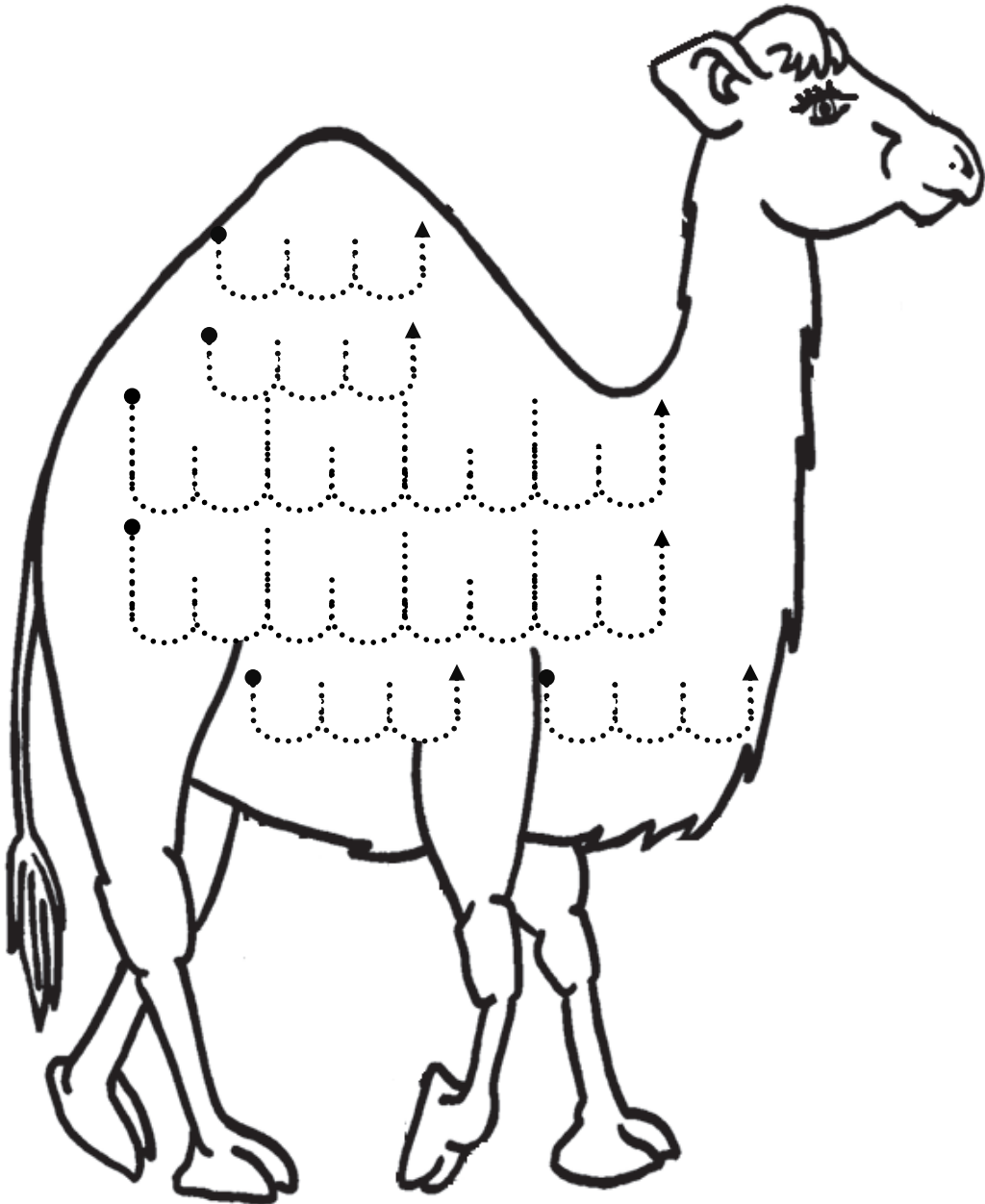
Patterns 11 and 12 review





Mixed patterns 1-6







Mixed patterns 10-12

The page features several tracing activities. The top section shows a baby blowing bubbles, with a 'Bubbles' canister and several dotted circles for tracing, some with arrows. The middle section features a snowman and snowflakes, with dotted circles for tracing. The right side has a winter house illustration. The bottom section contains two rows of a wavy dotted line pattern for tracing.

