

Hi-Write Beginner Paper Guide

Part of the Hi-Write Product Series, written by Lori Dillon, OTR/L



Introduction

Children with handwriting difficulties often produce written work with poor orientation on and within the writing lines, and decreased size differentiation between uppercase and lowercase letters. This can detract from the overall quality of their written work output. Often difficulties with handwriting legibility are due, in part, to visual-motor delays or learning difficulties. These students often respond well to assistance in the form of visual cues to guide their written work placement. This adapted paper with a highlighted lower-line space is extremely helpful when desiring visual cues to guide orientation of written work. The highlighted lower line space offers a clear visual cue for lowercase letter placement and helps with size differentiation between uppercase and lowercase letters.

The paper comes in four sizes:

- **Beginner 1:** (largest spacing): Best for beginning writers or children with vision issues, decreased fine-motor control, or decreased accuracy, who need larger lines to master formation and orientation. (Item# 089661)
- **Beginner 2:** Same as above with a slightly smaller writing space as children begin to show emerging skills in orientation of written work. (Item# 089662)
- **Intermediate 1:** Best for children who have the basic foundational skills in handwriting, are doing well with beginner paper, and are now ready for a smaller writing space but still need the visual cue. (Item# 089663)
- **Intermediate 2:** (narrowest spacing): More age-appropriate for students in the middle grades who still require the visual cue but want writing paper as close in presentation to that of their peers as possible. (Item# 027323)

Product Use

This paper can be used in one-on-one or small-group therapy sessions, during handwriting instruction, or during independent writing time in the classroom. Initial instruction or review regarding uppercase letters, tall lowercase letters, and short lower-lineresiding lowercase letters would be beneficial prior to use of the paper. Instruction and reminders for counterclockwise, left-to-right, and top-to-bottom formation are helpful precursors. Carry-over of the specific placement and orientation of letters on and within the writing lines is anticipated after consistent use of this paper.

Objectives

The goal of this paper is to offer students a visual cue for placement of written work on and within the writing lines. Consistent use of this paper and the highlighted lower-line space should ideally improve overall fine-motor control, legibility, and quality of written work output.

Activities

1. Start by copying letters onto the Hi-Write paper. You can use this paper when playing games such as Hangman, Letter Bingo, or Magnetic Letter Fishing. Whatever letter the child guesses or gets, he or she must write on the adapted paper.
2. Copy words onto the Hi-Write paper. Place different words on the six sides of a die and have the child roll it. Write the rolled word onto the Hi-Write paper.
3. Write answers to a questionnaire on the Hi-Write paper. The teacher or therapist can write out several questions such as:
 - What is your favorite color?
 - What are your favorite foods?
 - Who is your best friend?
 - What is the name of the last movie you watched?
 - What do you like to play?
4. Copy sentences onto Hi-Write paper. Have words written on cards taped to the floor. Have the child toss a beanbag onto a card and dictate a sentence using that word. The child then must copy that sentence on the Hi-Write paper.
5. Write self-constructed sentences onto the Hi-Write paper. Instruct students to form sentences using classroom spelling words.

Modifications

This paper may be used on a slantboard for improved visual orientation for the child and to assist with proper wrist positioning for a more functional pencil grasp. As well, this paper is ideally coupled with a multisensory approach to teaching handwriting. A multisensory approach might include the following:

- Tracing shapes, letters, and numbers in shaving cream, chocolate pudding, finger paint, or sand.
- Writing shapes, letters, and numbers on the sidewalk using chalk and then spraying with water in a spray bottle to erase.
- Tracing shapes, letters, and numbers on paper placed over sandpaper.
- Crumpling up tissue paper into small balls and gluing onto an outline of a shape, letter, or number.
- Tracing shapes, letters, and numbers with scented crayons or markers (smell is most closely linked to memory).
- Forming shapes, letters, and numbers out of theraputty, play-doh, or clay.
- Tracing shapes, letters, and numbers with a flashlight on a large sheet of vertically mounted paper.
- Walk, jump, hop, or crawl on a masking tape line that demonstrates the formation of shapes, letters, and numbers.
- Drive a toy car on a large model of a shape, letter, or number on the floor.

This multisensory approach helps children learn and master the correct formation of shapes, letters, and numbers in a fun manner. Hi-Write paper compliments to this multisensory approach to handwriting.



©2013 School Specialty • PO Box 1579, Appleton, WI 54912-1579 • USA • All rights reserved.

Customer Service 1-888-388-3224 • www.schoolspecialty.com

Or reach us via e-mail at: orders@schoolspecialty.com

1-YEAR GUARANTEE OF SATISFACTION

See more fun activity guides for other great  products at www.abilitations.com.