Activities for Differentiated Instruction

Kinesthetic Learners
- Walk out the letter strokes on the floor
- Form letters in the air using full arm movements
- Make letters with playdough, string, Wikki Stix.
- Use different writing tools: crayons, markers, pencils, chalk, paintbrushes
- Trace large strokes, letters and numbers on the board and on paper: first with fingers, then chalk, then other media
- Trace or copy letters on paper taped to a window so it is see through

Auditory Learners
- Verbalize each stroke in the letter as the letter is presented
- Encourage the student to verbalize the letter strokes and to explain how the strokes are alike and different
- Ask students to write the letter as you verbalize the strokes
- Be consistent in the language you use to describe letters, strokes, shapes, and numbers

Visual Learners
- Encourage students to first look at the letter as a whole and to ask themselves if the letter is tall, fat, short or skinny
- Have students look at each individual stroke carefully before they attempt to write the letter

Left Handed Writers
- **Paper Position**
  - *For Manuscript:* the lower righthand corner of the paper should point towards the left of the body’s midsection. Downstrokes are pulled toward the left elbow.
  - *For Cursive:* the lower right corner of the paper should point toward the body’s midsection. Downstrokes are pulled toward the left elbow.
- **Pencil Position:** the top of the pencil should point toward the left elbow. The writing tool should be held at least one inch above the point. This allows the student to see what they are writing.
- **Arm Position:** Hold the left arm close to the body and keeping the hand below the line of writing prevent “hooking” the wrist and smearing the writing.

Students with Reversal Tendencies
- Provide opportunities for the student to write at the board within a confined area, with frequent visual cues as a reminder of the left-right progression
- Prepare sheets of paper on which the left edges and the beginning stroke of a letter are colored green
- Attach a visual to the letter (i.e. “bed’ looks like a bed, “b” has a belly, “d” has a derriere)
- Emphasize each step of the stroke description before the student writes the letter
- Prove a letter for tracing that has been colored according to stroke order. Repeat the stroke description as the student write the letter
- Encourage the students to write the letter as they verbalize the stoke description

Adapted from Zaner Bloser K Teacher Edition