

Printing is a difficult skill for some students to learn. Printing requires many foundation skills, including small muscles of his/her hands to work together (i.e. eye-hand coordination), literacy skills, attention, knowledge of letters and formations, spelling etc.

POSTURE

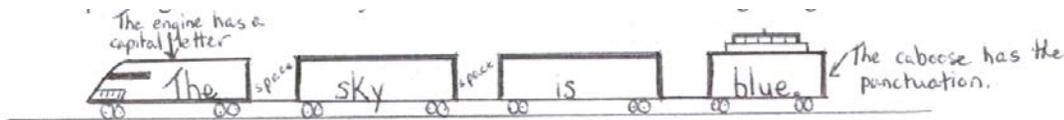
Posture is important in order to enhance a student's performance with printing. Refer to [Classroom Positioning Handout](#) for further details. Here are some quick strategies to use to improve posture during printing tasks:

- Feet are flat on the floor
- Head is up with eyes on paper
- Hands/arms resting on table surface
- The hand that is not printing should hold the paper still (i.e. hold the paper with an open hand)
- Model of letter at the top of the page or both margins (left side model is not sufficient for left-handed students).

VISUAL AIDS

The Printing 'Train'

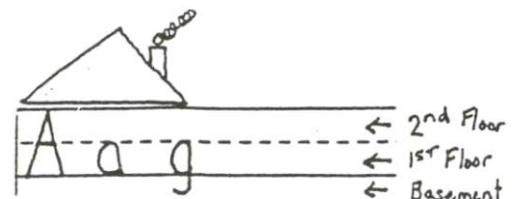
Utilizing the comparison of printing a sentence to a train on its track or comparing printing a word to building a house may help them form letters of an appropriate size, shape, and formation. In this case:



- The train's engine should have a CAPITAL letter, just as the first letter in a sentence.
- The train's caboose should have appropriate punctuation mark at the end of the sentence (e.g. a period [.] or an exclamation mark [!] or a question mark, [?], etc.)
- Between the cars on the train, there are spaces. Make sure there are spaces between the words in your sentence. (Hint: Have your student use his/her index finger of their non-writing hand to make the space, or use a popsicle stick to ensure that there is enough space between words.)
- Just as the train needs to ride on the track, the letters of each word must sit on the line.

The Printing 'House'

- Capital letters – take up first and second floors.



- Small letters – stay on the first floor.
- Digger letters – hang into the basement.

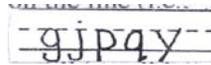
Green Grass/Blue Sky

- Highlight the top line blue to resemble the “blue sky”
- Highlight the bottom line green to resemble the “green grass”
- All upper case and tall, lower case letters go up to the blue sky
- All letters stay on the green grass
- Lower case “digger” letters dig below the green grass

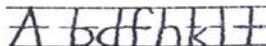
Other hints:

- Encourage students to have their letters sitting on the line (i.e. “letters are sitting on the couch”)

- Monkey letters have tails that hang below the line.



- Tall letters touch the ceiling/sky



*** Using paper that has a dividing dotted line may help as it provides a cue for letter size. Once he/she is able to form letters using appropriate size and formation, move to paper without dividing line. In this case, remind them to use their imagination to see the centre line so that ‘small’ letters (i.e. lowercase letters) are *smaller* than capital letters (i.e. uppercase letters).

- It may be helpful to highlight the area below the dashed line initially to cue letter size (i.e. Hi-Write paper)
- Consider using graph paper for sizing and alignment (i.e. 1 letter per box)