

SCOPE AND SEQUENCE CHART
Chapter 1 : Get Ready to Write

Lesson	Activity	Objective	K to 12 Curriculum Standard
			Developmentally Appropriate Practice
Lesson 1 Arts, Crafts, and Fingerplays	<ul style="list-style-type: none"> • Do arts and crafts • Sing songs or recite poems for fingerplays 	<ul style="list-style-type: none"> • Demonstrate fine motor skills and gross motor skills using the arms through pounding, pinching, painting, and doing actions • Demonstrate a sense of rhythm necessary to writing through songs and dances 	<ul style="list-style-type: none"> • Develop joy and a positive attitude toward learning. • Enjoy and learn through hands-on activities English words, its use by following one-step directions. • Develop pincer grip using paint brush, by pasting, tearing, and doing other crafts. • Be familiar with English through songs, poems, and directions. • Develop thinking by doing interesting and novel activities hands-on. • Use and articulate words in English by answering open-ended questions.
Lesson 2 Left and Right	<ul style="list-style-type: none"> • Sing songs or recite poems for fingerplays • Do arts, crafts, and play games 	<ul style="list-style-type: none"> • Label positions as <i>left</i> and <i>right</i>; and <i>left to right</i> • Identify the left and right hands • Exercise fine motor skills by controlling pressure on paper as the pupil dips, presses, paints, and does actions with the fingers through artworks • Show a sense of rhythm through songs and dances 	<ul style="list-style-type: none"> • Develop confidence in doing challenging tasks by starting with simple activities and concepts. • Develop listening, speaking, eye-hand coordination and memory through fingerplay, songs, and poems; and thinking through following simple instructions. • Exercise and prepare further the hands, fingers, and arms using paint to identify left and right.

Lesson 3 Up and Down	<ul style="list-style-type: none"> • Do arts and crafts • Play a game • Sing songs and recite poems for fingerplays 	<ul style="list-style-type: none"> • Trace arrows that start from the top • Control the hand-and-arms movement by exerting the right amount of pressure in using tools to paste • Demonstrate a sense of rhythm and eye-hand coordination through enjoyable activities 	<ul style="list-style-type: none"> • Widen vocabulary like learning the directions and positions (up, down; left to right) to make strokes and write the letters of the alphabet in the future.
Lesson 4 Big and Small	<ul style="list-style-type: none"> • Do arts and crafts • Do pen and paper exercise 	<ul style="list-style-type: none"> • Differentiate <i>big</i> from <i>small</i> • Develop keenness by matching big and small animals by their skin patterns • Demonstrate pincer grip by tearing and pasting • Control pressure on paper through tearing, pasting; and moving, placing the grouped papers within the designated line 	<ul style="list-style-type: none"> • Play tangible games. • Do sensorial and discovery activities. • Develop thinking, visual perception, and discriminating things that are all necessary in writing letters of the alphabet in the future.
Lesson 5 The Same Things	<ul style="list-style-type: none"> • Observe the likeness among different things • Group the same letters • Do paper and crayon exercise • Compare the pictures to find out if they are the same 	<ul style="list-style-type: none"> • Find similarities among objects • Demonstrate keenness and prevent overextensions in language • Group the same <i>As</i> and <i>Bs</i> by coloring them with the designated colors • Compare to find out if the food/vegetable/fruit are the same in appearance 	<ul style="list-style-type: none"> • Do simple to complex activities. • Become more motivated by answering age-appropriate worksheets.

<p>Lesson 6 Different in a Group</p>	<ul style="list-style-type: none"> • Observe what is different among things in a group • Do pen, crayon, and paper exercises • Play an interactive game 	<ul style="list-style-type: none"> • Identify what is different in a group • Write and color the object/letter that is different in a group; color within the borders and lines of a picture • Demonstrate the gross motor skill through clapping and making other movements • Work and play collaboratively with others 	<ul style="list-style-type: none"> • Play games to develop self regulation, promote language, cognition, and social competence.
<p>Lesson 7 Exercises for the Use of the Pencil</p>	<ul style="list-style-type: none"> • Do pencil holding exercises • Do hands-on activities 	<ul style="list-style-type: none"> • Perform through chants rhythmic movements that are vital in writing letters • Demonstrate pincer grasp by exercising the fingers through activities such as scooping beans • Imitate pictures showing the correct way of holding writing materials and sitting position • Show perseverance and attention to follow directions correctly 	<ul style="list-style-type: none"> • Develop cognitive, physical, and language through memorizing, doing, and saying the chant for finger exercises: Pinch, Count, Snaps. • Learn by experience holding the different writing materials properly. • Master pincer grasp through enjoyable activities like chants and scooping beans.

Chapter 2 : Draw Different Kinds of Lines

Lesson	Activity	Objective	K to 12 Curriculum Standard
			Developmentally Appropriate Practice
Lesson 1 Vertical Lines	<ul style="list-style-type: none"> Use different art media to draw/make vertical lines 	<ul style="list-style-type: none"> Demonstrate pincer grasp and control pressure exerted on paper when writing through tracing, drawing, pasting, and painting vertical lines Show creativity and do proper spacing between the vertical lines made Demonstrate awareness of the importance of making one's work neat 	<ul style="list-style-type: none"> Develop control and focus; and perseverance through child-centered activities like painting and pasting lines. Do novel and enjoyable activities to motivate pupils and prepare them to learn lessons that become more challenging each time. Do activities that capitalize on the imagination of the pupils. Develop language, attention, interest to learn, self-regulation, and fine motors through worksheets that require imagination and design.
Lesson 2 Horizontal Lines	<ul style="list-style-type: none"> Use different art media to draw/make horizontal lines 	<ul style="list-style-type: none"> Demonstrate pincer grasp and control of pressure exerted on paper when writing through tracing, drawing, coloring, pasting, and painting horizontal lines Show creativity and do proper spacing between the horizontal lines made 	<ul style="list-style-type: none"> Develop control and focus; and perseverance through child-centered activities like painting, and pasting lines. Do novel and enjoyable activities to motivate pupils and prepare them to learn lessons that become more challenging each time. Do activities that capitalize on the imagination of the pupils. Develop language, attention, interest to learn, self-regulation and fine motors through worksheets that require imagination and design.

<p>Lesson 3 Slanting Lines</p>	<ul style="list-style-type: none"> • Use different art media to draw/make slanting lines 	<ul style="list-style-type: none"> • Demonstrate proper pincer grasp of pencil and crayon when connecting the green and red dots to make slants • Build confidence as one attempts through trial and error to control movement of his/her hands and pencil to make slants in artworks 	<ul style="list-style-type: none"> • Develop control, focus; and perseverance through child-centered activities like painting, and pasting lines. • Do novel and enjoyable activities to motivate pupils and prepare them to learn lessons that become more challenging each time. • Do activities that capitalize on the imagination of the pupils. • Develop language, attention, interest to learn, self-regulation, and fine motors through worksheets that require imagination and design. • Develop further neatness and accuracy through a fun activity of connecting the green and red dots to draw lines.
<p>Lesson 4 Curved Lines</p>	<ul style="list-style-type: none"> • Use different art media and various ways to draw curved lines • Trace curved lines using one's fingers 	<ul style="list-style-type: none"> • Demonstrate control of fingers by tracing within the curved lines and pressing stamps to make imprints of curves as designs • Show confidence in completing pictures with curved lines 	<ul style="list-style-type: none"> • Experience discovery learning through drawing curved lines to complete the pictures. • Maximize one's imagination and creativity in drawing curved lines. • Develop further memory, language, and discovery by being familiar with secondary and tertiary colors used for the curved lines.
<p>Lesson 5 Circles</p>	<ul style="list-style-type: none"> • Do pencil-and-paper exercises 	<ul style="list-style-type: none"> • Demonstrate correct way of holding the pencil and putting just the right amount of pressure on paper when writing • Write within the space and line provided by tracing the dotted lines of the balls and balloons 	<ul style="list-style-type: none"> • Connect dotted lines to form familiar things and which are colorful • Trace dotted lines with size and spacing appropriate to the pupil's developmental stage

<p>Lesson 6 Arrange Pictures</p>	<ul style="list-style-type: none"> • Sing songs and recite poems for sequencing events • Cut and paste in the correct spaces the sequence of pictures that tells about the songs/poems • Introduce the numbers 1, 2, 3, and 4 	<ul style="list-style-type: none"> • Arrange pictures to show the sequence of events in the story • Show familiarity with numbers 1, 2, 3, and 4 and use it to show a sequence or in sequencing things • Demonstrate vocabulary and concepts learned (directions/ positions) by singing carefully selected poems/ songs • Use humor to increase motivation and imagination 	<ul style="list-style-type: none"> • Paste the pictures of nursery rhymes in sequence. • Develop further thinking and keenness to details through fun activities like doing fingerplays and songs, cutting and pasting pictures in correct sequence.
<p>Lesson 7 Follow the Arrows and Numbers</p>	<ul style="list-style-type: none"> • Trace with the pointer finger the arrows from left to right; from the top going down • Connect the dots in a sequential order (1, 2, 3, 4) • Discover and describe the picture after connecting the dots 	<ul style="list-style-type: none"> • Show further control of movement of fingers in connecting the dots • Show mastery of sequencing numbers 1 to 4 • Express verbally what he/she discovers about the activity • Prepare to copy the letterforms in the succeeding pages by following the numbered arrows in correct sequence 	<ul style="list-style-type: none"> • Follow instructions by being motivated with colorful pictures and arrows. • Develop the pupil's divergent thinking by letting him/her say the formed figure after connecting the dots in proper sequence. • Develop further visual perception and discrimination by following the direction of the colorful arrows, and age-appropriate sized illustrations of numerals 1 to 4.

Chapter 3 : Write the English Alphabet

Lesson	Activity	Objective	K to 12 Curriculum Standard
			Developmentally Appropriate Practice
Lesson 1 Write the Vowel <i>Aa</i> Lesson 2 Write the Vowel <i>Ee</i> Lesson 3 Write the Vowel <i>Ii</i> Lesson 4 Write the Vowel <i>Oo</i> Lesson 5 Write the Vowel <i>Uu</i>	<ul style="list-style-type: none"> • Do pencil-and-paper exercises • Memorize writing the large-sized letterforms of the vowels by following the numbers and arrows sequentially • Connect the broken lines to form the big vowels on lined spaces • Copy and write using freehand on unlined space the small vowels and progress to rewriting it on lined spaces (blue-red-blue lines) • Rewrite the pair of big and small vowels by tracing broken lines 	<ul style="list-style-type: none"> • Copy big and colorful letterforms of the vowels • Write from a starting point (green dot) on an unlined space • Connect the broken lines to form the vowels • Write the vowels on blue-red-blue lines • Show mastery of writing the vowels on lined spaces • Demonstrate awareness of the short sound of the vowels • Demonstrate awareness of the proper use of big and small vowels 	<ul style="list-style-type: none"> • Able to persist tracing, copying, and writing freehand the letters of the alphabet by applying past skills and lessons learned like starting from the green dot, following the arrows and numerals in proper sequence and direction of the arrow to write a letter. • Enjoy writing the letters of the alphabet with the age-appropriate size of drawings, letters, and writing lines.

<p>Lesson 6 Write the Consonant <i>Bb</i></p> <p>Lesson 7 Write the Consonant <i>Cc</i></p> <p>Lesson 8 Write the Consonant <i>Dd</i></p> <p>Lesson 9 Write the Consonant <i>Ff</i></p> <p>Lesson 10 Write the Consonant <i>Gg</i></p> <p>Lesson 11 Write the Consonant <i>Hh</i></p> <p>Lesson 12 Write the Consonant <i>Jj</i></p> <p>Lesson 13 Write the Consonant <i>Kk</i></p> <p>Lesson 14 Write the Consonant <i>Ll</i></p> <p>Lesson 15 Write the Consonant <i>Mm</i></p> <p>Lesson 16 Write the Consonant <i>Nn</i></p>	<ul style="list-style-type: none"> • Do pencil-and-paper exercises • Memorize how to write the large-sized letterforms <i>Bb</i> to <i>Zz</i> model by following the numbers and arrows sequentially • Connect the broken lines of the big letters 	<ul style="list-style-type: none"> • Copy big and colorful letterforms of the consonants • Write from a starting point (green dot) the small consonants on an unlined space • Connect the broken lines to form each consonant • Write each big and small consonants on blue-red-blue lines • Show mastery of writing the big and small consonants on lined spaces • Demonstrate awareness of the different sounds of each consonant • Demonstrate awareness of the proper use of big and small letters 	<ul style="list-style-type: none"> • Do activities that progress from simple to complex tasks. • Able to persist tracing, copying, and writing freehand the letters of the alphabet by applying past skills and lessons learned like starting from the green dot, following the arrows and numerals in proper sequence and direction to write a letter. • Enjoy writing the letters of the alphabet with the age-appropriate size of drawings, letters, and writing lines.
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<p>Lesson 17 Write the Consonant <i>Pp</i></p> <p>Lesson 18 Write the Consonant <i>Qq</i></p> <p>Lesson 19 Write the Consonant <i>Rr</i></p> <p>Lesson 20 Write the Consonant <i>Ss</i></p> <p>Lesson 21 Write the Consonant <i>Tt</i></p> <p>Lesson 22 Write the Consonant <i>Vv</i></p> <p>Lesson 23 Write the Consonant <i>Ww</i></p> <p>Lesson 24 Write the Consonant <i>Xx</i></p> <p>Lesson 25 Write the Consonant <i>Yy</i></p> <p>Lesson 26 Write the Consonant <i>Zz</i></p>			
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Chapter 4 : Write the Letters of the Alphabet

Lesson	Activity	Objective	K to 12 Curriculum Standard
Developmentally Appropriate Practice			
<p>Lesson 1 Use the Big Letters Correctly</p>	<ul style="list-style-type: none"> • Do pencil/crayon and paper exercises 	<ul style="list-style-type: none"> • Show awareness that specific names of people begin with a big/capital letters • Demonstrate keenness in identifying the big/small letters by comparing how they are written in blue-red-blue lines • Write repeatedly the beginning letter of one’s own name 	<ul style="list-style-type: none"> • Appreciate self and identity by writing the beginning letter of his/her name. • Develop a positive self-concept by drawing oneself. • Use colors and illustrations in order to develop greater complexity, self-regulation, and symbolic representational capacities.

Chapter 5 : Write Numbers 0 to 10 and Their Number Words

Lesson	Activity	Objective	K to 12 Curriculum Standard
			Developmentally Appropriate Practice
Lesson 1 Write 0 Lesson 2 Write 1 Lesson 3 Write 2 Lesson 4 Write 3 Lesson 5 Write 4 Lesson 6 Write 5 Lesson 7 Write 6 Lesson 8 Write 7 Lesson 9 Write 8 Lesson 10 Write 9 Lesson 11 Write 10	<ul style="list-style-type: none"> • Memorize how to write the large-sized numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 by following the numbers and arrows sequentially • Practice writing 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 freehand with ease on an unlined space • Rewrite the same numerals by connecting the broken lines of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 • Rewrite freehand the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 on the lined spaces (blue-red-blue lines) • Color the set of objects that corresponds to the given number word • Trace the broken lines of the numeral that matches the given set of objects • Trace the beginning letter of the number word that corresponds to a given number 	<ul style="list-style-type: none"> • Identify numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • Count objects from 1 (one) up to 10 (ten), and also 0 (zero) • Read along number words <i>zero, one, two, three, four, five, six, seven, eight, nine, and ten</i> • Demonstrate understanding of the practical use of numeracy, number words, and numerals through approaches that are fun and age-appropriate 	<ul style="list-style-type: none"> • Use interesting and age-appropriate visual/symbolic representations of concepts to boost the pupil’s motivation to take on more challenging tasks.

Appendix

Mastery	Activity	Objective	K to 12 Curriculum Standard
			Developmentally Appropriate Practice
<p>A. Master Holding Your Pencil Properly</p> <p>B. Master Writing Your Name</p> <p>C. Master Saying the Names and Sounds of the Alphabet</p>	<p>Pencil-and-Paper Exercises:</p> <ul style="list-style-type: none"> • Use pincer grip in holding the pencil and other writing materials • Writing own name on a lined paper 	<ul style="list-style-type: none"> • Practice and eventually master pincer grip when writing and coloring • Control the fingers and put a sufficient pressure on paper when writing one’s name on unlined paper • <i>For the Teacher:</i> Assesses the present ability of the pupil using the rubrics provided for in the appendix of <i>Write This Way</i>; and on a regular basis • <i>For the Parent and Teacher:</i> Work hand-in-hand to maximize the pupil’s potential; or otherwise respond to the pupil’s needs by using the appendix as their “communicating tool” for the pupil, (<i>example:</i> a quick/convenient reference to monitor the pupils’ progress/ regress) 	<ul style="list-style-type: none"> • Learning and development follow a sequence and as such assessment tools (<i>monitoring charts in the appendix</i>) manifest assessing from simple to complex skills • Development and learning proceed at varying rates. <i>Note:</i> Preschoolers are not expected to be able to write his/her whole name. The pupil is able to write his/her name based on the following underlying factors: the orientation of environment, maturation or genetic factors, and early exposure and experiences at home. Hence, the pupil must not be forced to successfully do the task. Consider other factors first that must be observed and addressed.