



Pegs to Paper

Pegs to Paper
is a
NeXus
product

*National
Handwriting
Association*
Corporate member

Step **II**: Giant Pegboard Pattern Work Cards



The Importance of Left and Right

**Please ensure you are using the correct work card for left and right handers
(left and right hand versions of each work card included)**

The pattern work cards progress in difficulty from 1-24 and should be completed in this order.

Each pattern work card has two versions, one for left handers and one for right handers.

The hands either side of the number at the top of the card are coded white and black.
The black hand indicates what the dominant hand is for that card.

The icons indicate the Listen, Do, Say and Draw method of working with the pattern work cards.
(see questions and answers section).

The triangular shapes indicate the pots and pegs. The hands represent which hand you take the peg with (less dominant) and which hand you use to place the peg into the pegboard (dominant).

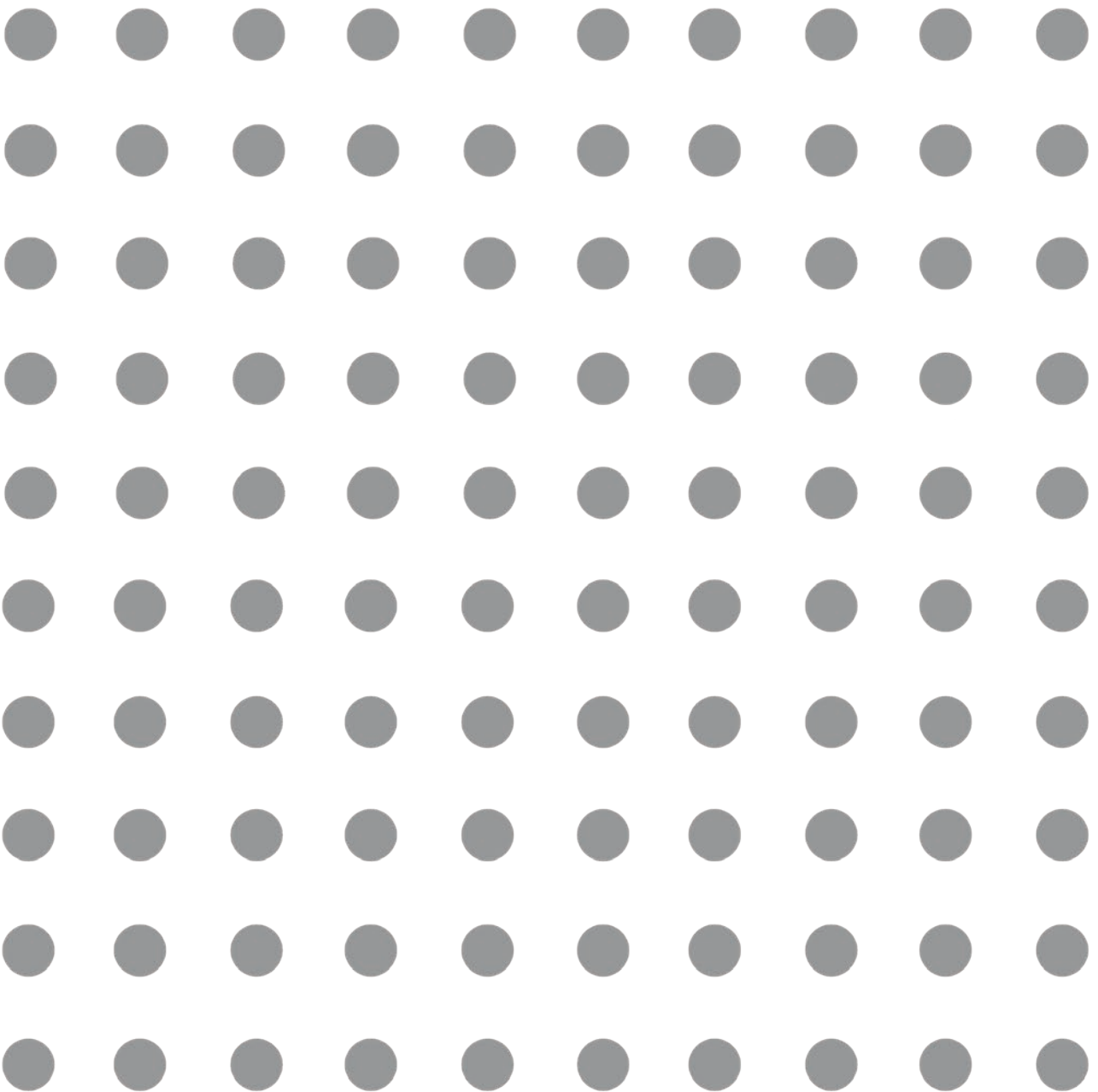
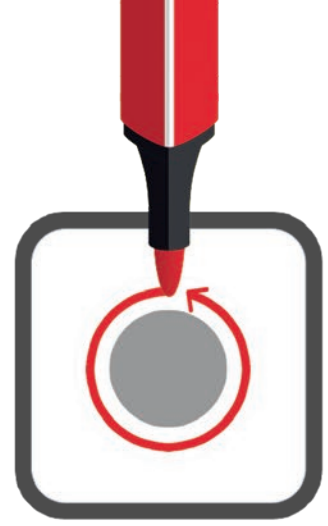
This use of both hands is crucial to engaging both halves of the brain whilst working through these exercises.



Example of a Right Handed
Pattern Work Card



Example of a Left Handed
Pattern Work Card



In order to gain maximum benefit from the Pegs to Paper programme it is important that the pegs and the pegboard are used in a specific way, as follows:

How To Use The Pegs

1. Posture. The child should sit as he or she would to write, always working at a table of the correct height (with elbows at a right angle to the surface) and with his or her feet flat on the floor (with knees also at a right angle). He or she should sit upright with their bottom in the middle of the seat of the chair.
2. Pegboard position. The peg board should be placed directly in front of the child. The pegs should be sorted into the correctly coloured linking pots, and they should be placed on the side of the non- dominant hand (i.e. on the left for right-handers or vice versa).
3. Peg use. Pegs should be picked up with a non-writing hand and transferred to the writing hand to be placed into the board. This integrated movement of the two hands is important and should be repeated throughout the exercises. When clearing the board, however, the child can use both hands together to grasp as many pegs as his or her hands will hold. This will strengthen his or hers grasp.
4. Peg grip. Each peg must be held firmly with the whole hand whilst being pushed into the board. It should sit snugly in the palm of the hand while the thumb and first finger grip the neck of the peg, strengthening muscles for the tripod grasp. The ridges on the pegs give sensory feedback through the hand and when the pegs are pushed into the board, muscles appropriate to a firm grip in the hand and arm are also strengthened.

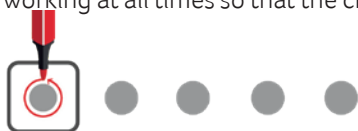
Procedure

To ensure full understanding of the handwriting concepts, the child should be encouraged to use language to describe what he or she is doing at every stage. Begin by giving clear instructions using correct words for each position and direction. This way the child learns the language and practises using it. For example, say:

“ Make a line of 10 red pegs down the left side of the peg board. “

The child has to listen for information regarding number, colour, position and direction. Once the pegs have been placed into the board, ask him or her to describe what they have just done (i.e. repeating the language that you supplied in the instruction). This should be the method of working at all times so that the child becomes fluent in using language to describe what he or she is doing.

Transference onto paper



When each peg exercise has been completed the child copies the pattern onto the photocopyable dots' sheet (supplied on page 2) with the Nexus P2P triangular colouring pens. The child should draw circles around the dots to represent the pegs on the board. When drawing the circles make sure he or she always starts above the dot (or at “1 o'clock”) and moves towards the left (reinforcing the correct anticlockwise direction for the start of curved letters). The circling is a vital part of the programme as it gives the child practice in coordinating and reproducing the simple movement required for handwriting.

Pattern Work Cards - Questions and Answers



i

Listen

The child listens to the instruction from the corresponding work card text (page 4 + 5).



ii

Do

The child carries out the instruction onto the pegboard with the pegs.



iii

Say

The child says what he or she has done on the pegboard to develop language and understanding.



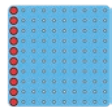
iiii

and Draw

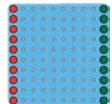
The child then copies his or hers pattern from the pegboard onto the photocopyable dots sheet with the pens.

Pattern Work Cards - Questions and Answers

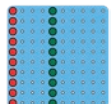
Card 1 What do you see on the sheet? (10 red pegs going down from top to bottom on the left). Now make it, tell me what you did then draw it on the dots' sheet.



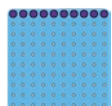
Card 2 What do you see now? (10 red pegs going down on the left and 10 green pegs going down on the right). Now make it, tell me what you did then draw it on the dots' sheet.



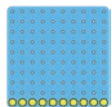
Card 3 The red pegs are in the same position. Where are the green pegs now? (Going down the middle from top to bottom). Where will you start to make this line? (number 5 in the first row) and finish? (number 5 in the last row). Now make it, tell me what you did and draw it on the dots' sheet



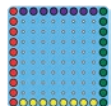
Card 4 What do you see on this work sheet? (10 purple pegs going across the top). Where will you start? (On the left). Now make it, tell me what you did then draw it on the dots' sheet.



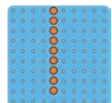
Card 5 And this? (10 yellow pegs going across the bottom). When you have made it tell me what you did then draw it on the dots' sheet.



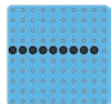
Card 6 There are four straight lines on this card. What shape do they make? (a square). Make it starting on the left working down, then across the bottom, up the right and back across the top. Now make it, tell me what you did then draw it on the dots' sheet.



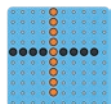
Card 7 Where is this line? (down the middle). Count how many pegs you will need (9). Now make it, tell me what you did then draw it on the dots' sheet.



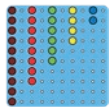
Card 8 And this? (across the middle). Again, count carefully. Now make it, tell me what you did then draw it on the dots' sheet.



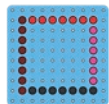
Card 9 What shape do you see here? (a cross). Make it counting carefully how many pegs of each colour you need and then draw it on the dots' sheet.



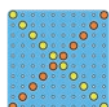
Card 10 Make this pattern. Start on the left and count each line going down. Can you find a way to remember the pattern? (each line has 2 pegs fewer than the line before). Now make it, tell me what you did then draw it on the dots' sheet.



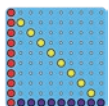
Card 11 Look carefully at the position of this square. Which row does it start on? (second) and end? (ninth). Which number in that row does it start and end on? (number 2 and 9). Now tell me again what you did then draw it on the dots' sheet.



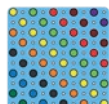
Card 12 Copy this pattern. What kind of lines are they? (diagonal) Make the yellow line first. Where does it start? (at the top left) and end? (bottom right). Now make the orange. Where does it start? (at the top right) and end? (bottom left). What shape have you made? (a diagonal cross). Now make it, tell me what you did then draw it on the dots' sheet.



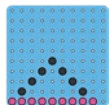
Card 13 What shape do you see on this sheet? (a triangle). It uses both straight and diagonal lines. Which are straight? (red and purple) and which is diagonal? (yellow). Now make it, tell me what you did then draw it on the dots' sheet.



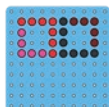
Card 14 Now make this pattern of diagonal lines. Where will you start and finish? Now make it, tell me what you did then draw it on the dots' sheet.



Card 15 Here is another triangle to copy. Where does it start? (on number 5 in the 6th row). Say where the pegs should go on each line (numbers 4 and 6 in the 7th row; numbers 3 and 7 in the 8th row; numbers 2 and 8 in the 9th row; numbers 1 to 9 in the 10th row). Now make it, tell me what you did then draw it on the dots' sheet.

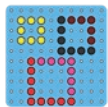


Card 16 What is the same about them? (shape); What is different? (size, colour, position). Now make it, tell me what you did then draw it on the dots' sheet.

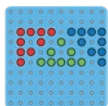


Pattern Work Cards - Questions and Answers

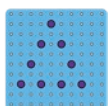
Card 17 Now copy these squares. What is the same about them? (shape). What is different? (colour, size, position, orientation). Work out where they start and end. Now make it, tell me what you did then draw it on the dots' sheet.



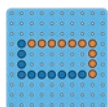
Card 18 Now look at these triangles in the same way. What is the same about them? (shape). What is different? (size, colour, position, orientation). Again, work out where they start and finish. Now make it, tell me what you did then draw it on the dots' sheet.



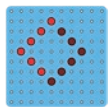
Card 19 How many pegs will you need for this triangle? Take care to count exactly where each peg will go (row and number in the row). Now make it, tell me what you did and draw it on the dots' sheet



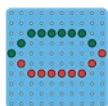
Card 20 What shape is made here? (a rectangle). Are there pegs on every row? (no). Make sure you put in pegs only where the pattern sheet puts them. Now make it, tell me what you did then draw it on the dots' sheet.



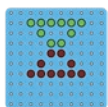
Card 21 What shape is this? (a square on its end, NOT a diamond). What is the difference? Now make it, tell me what you did then draw it on the dots' sheet.



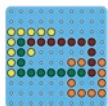
Card 22 Here is a different shape. You can make it by counting the rows and the positions of the pegs in each row. Now tell me again what you did then draw it on the dots' sheet.



Card 23 Do the same with these. Now make it, tell me what you did then draw it on the dots' sheet.

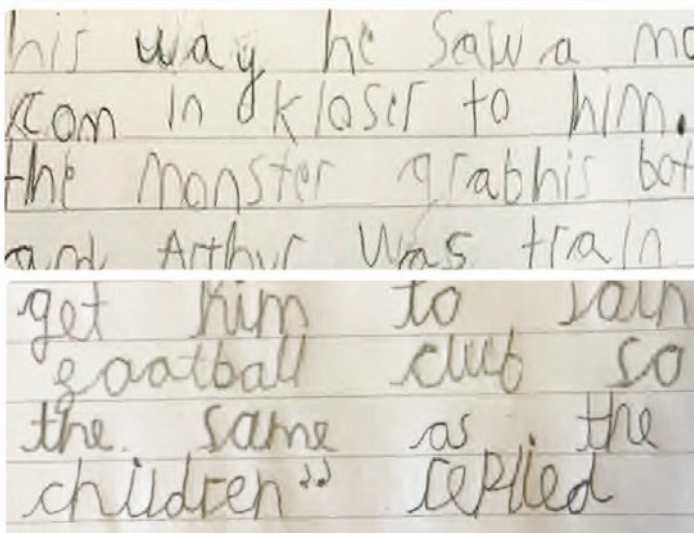
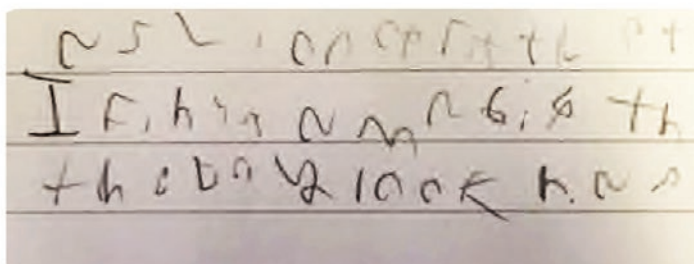
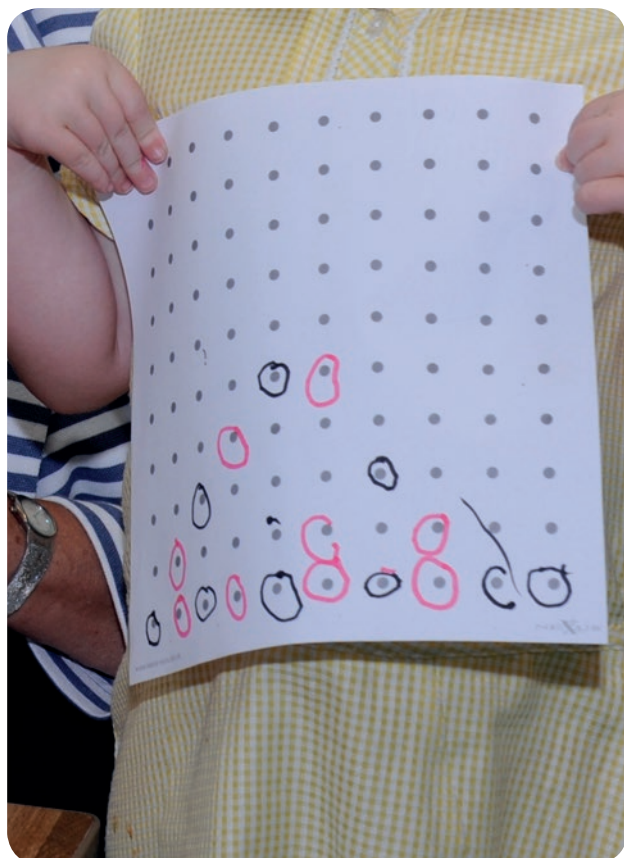


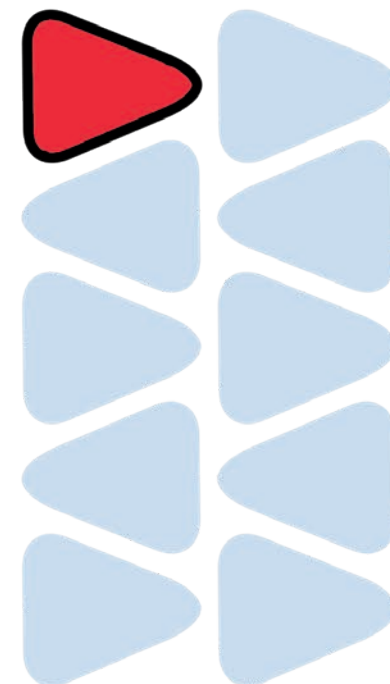
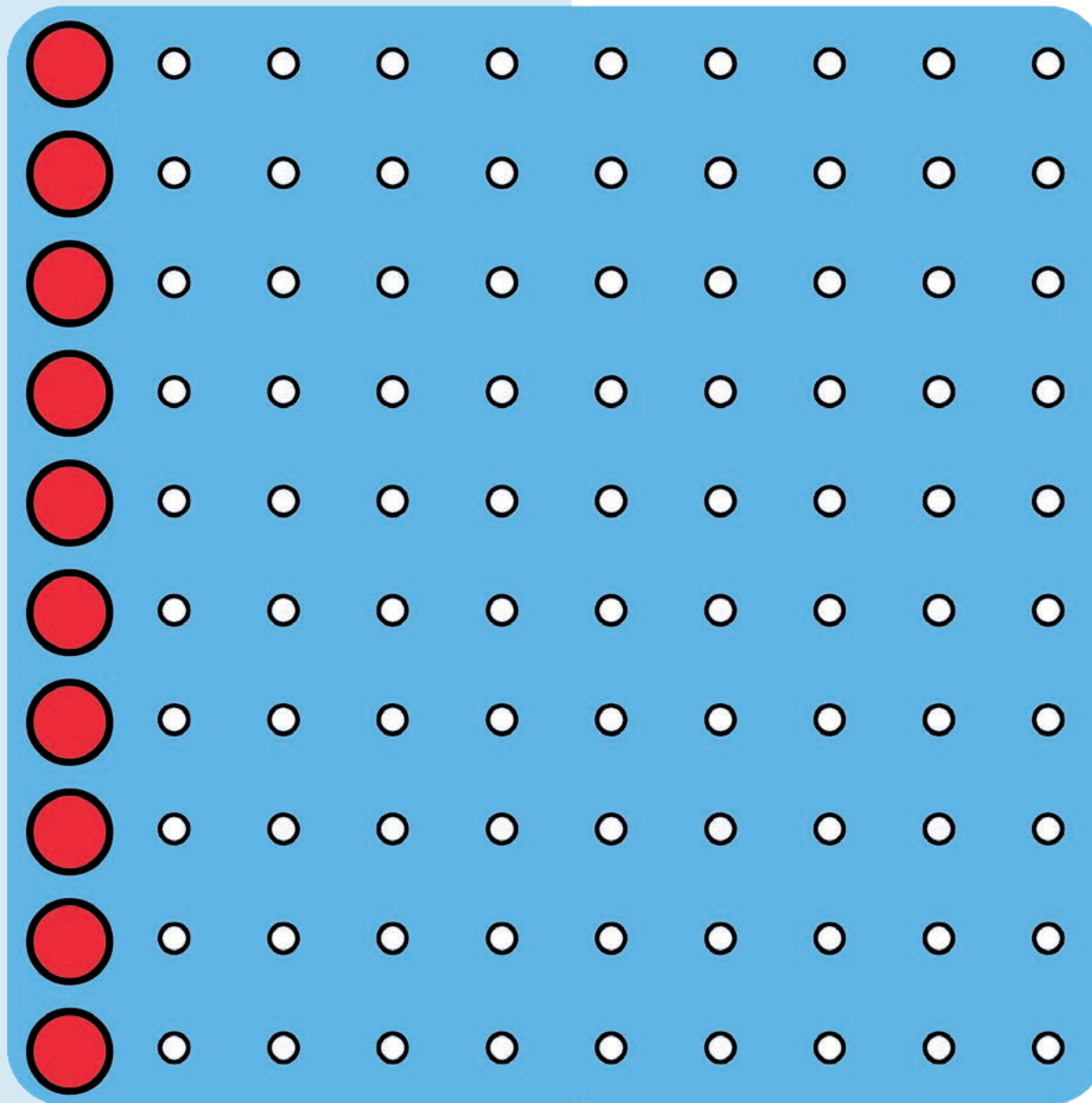
Card 24 How many shapes can you see in this pattern? Work out each one and copy it in exactly the correct position. Now make it, tell me what you did then draw it on the dots' sheet.

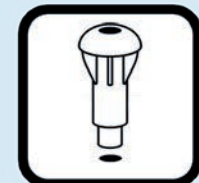
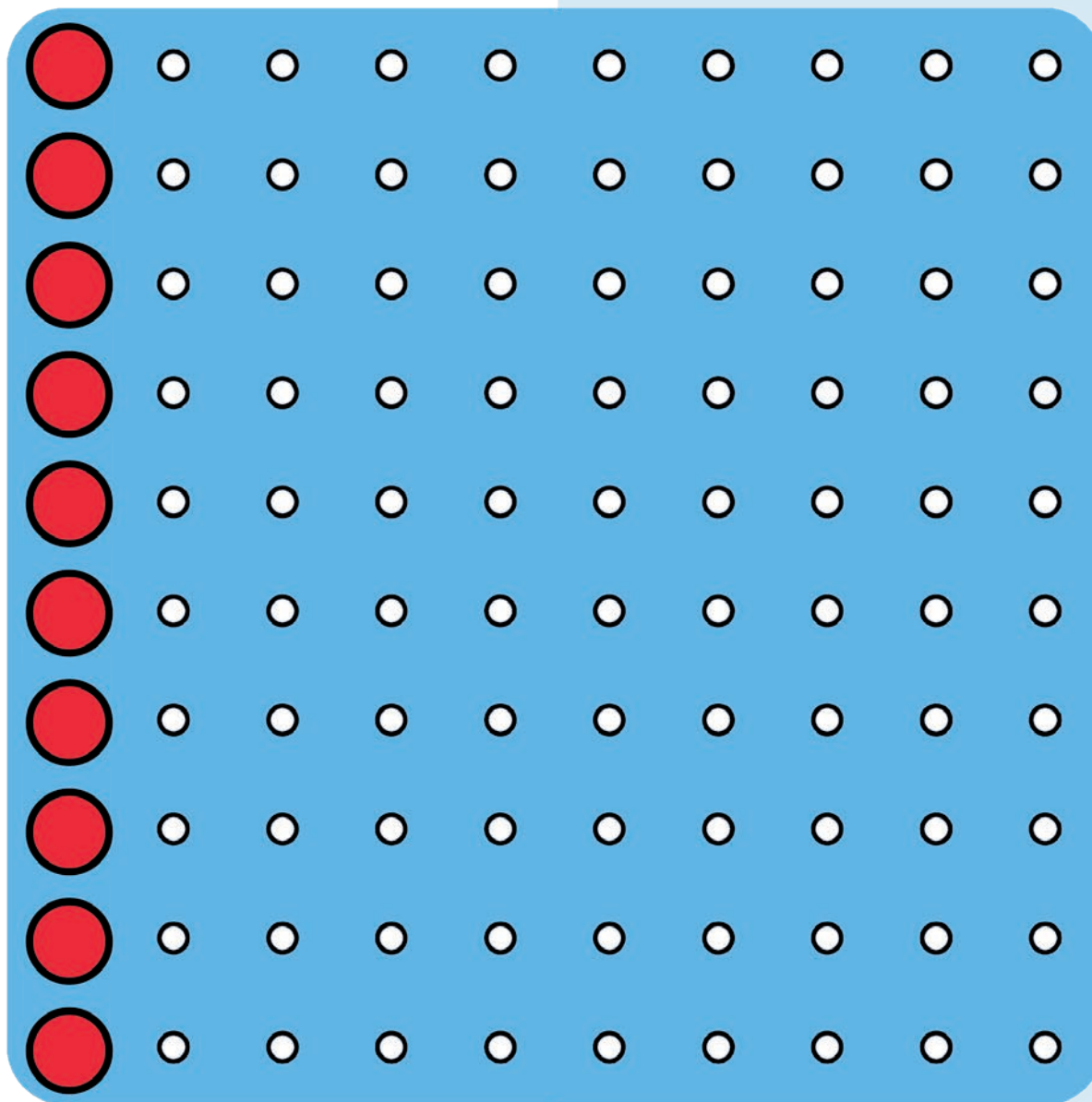
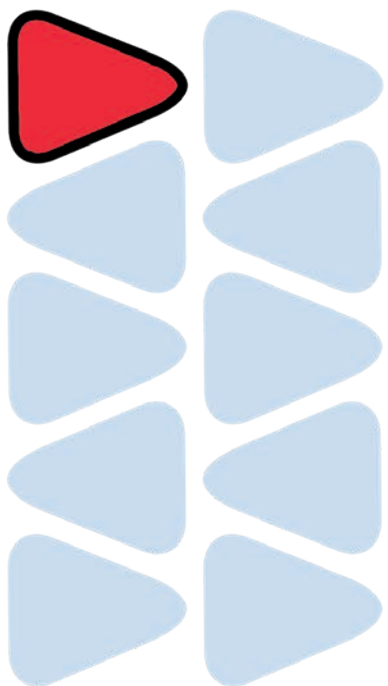


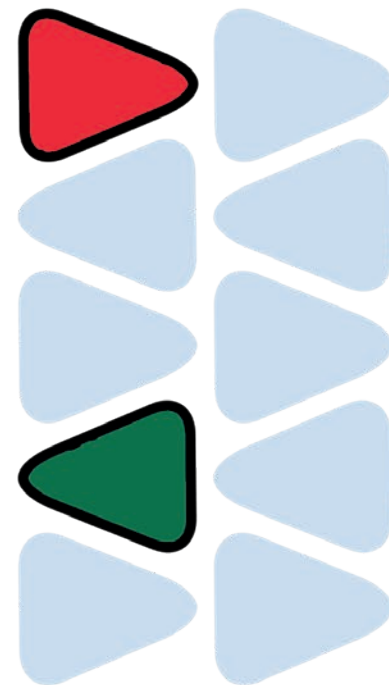
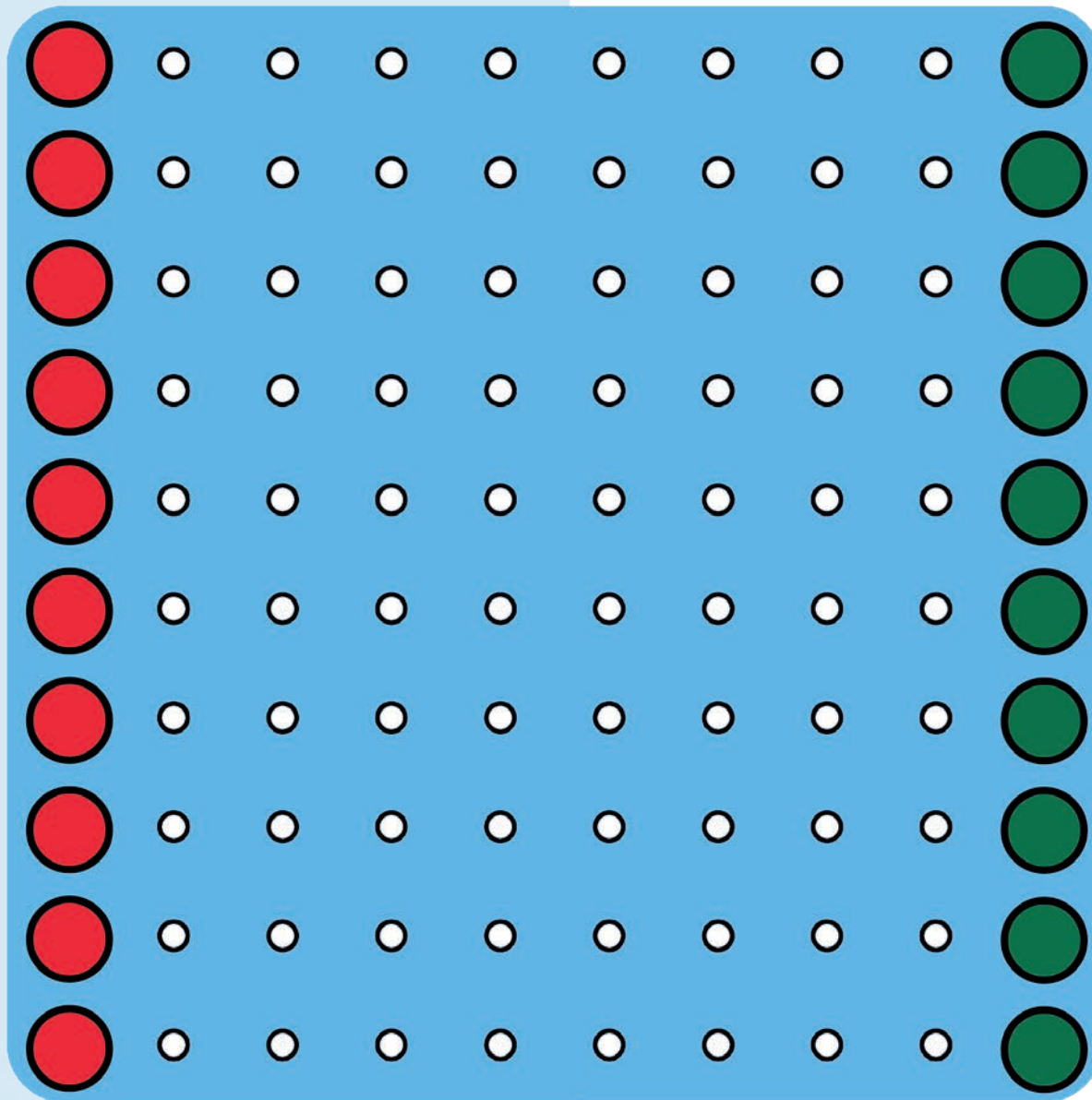
Recommended Practice

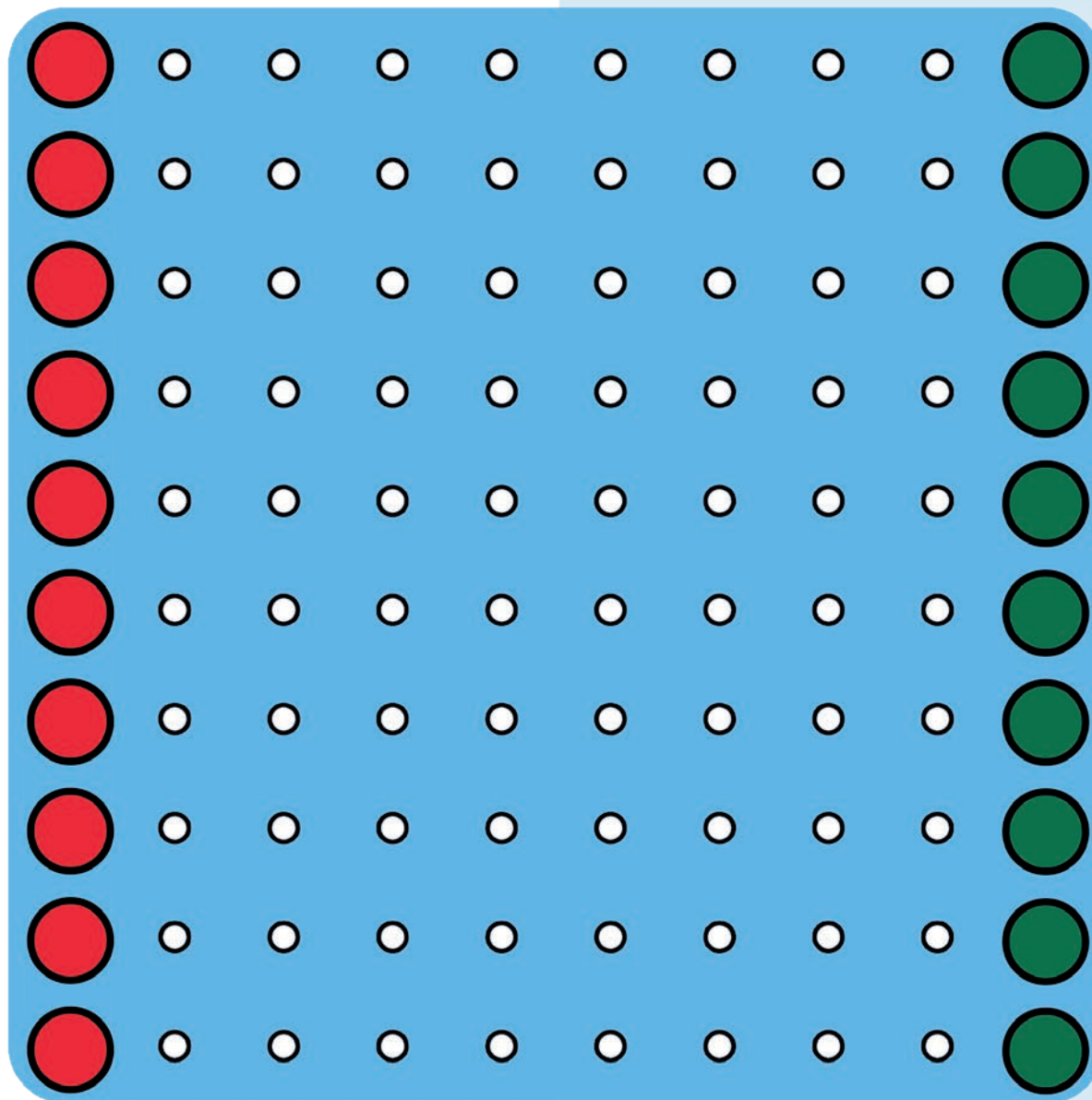
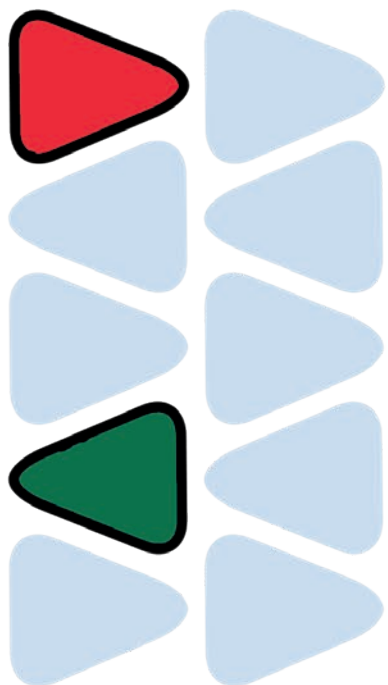
In order to see effective results, each child is recommended to receive a 20 minute session 3 times a week for six weeks (either one to one or in small groups). This process is then rested over a period of 1-2 weeks and then repeated for another 6 weeks.











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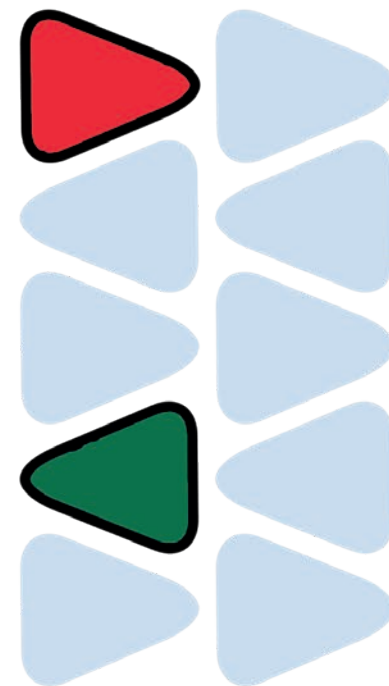
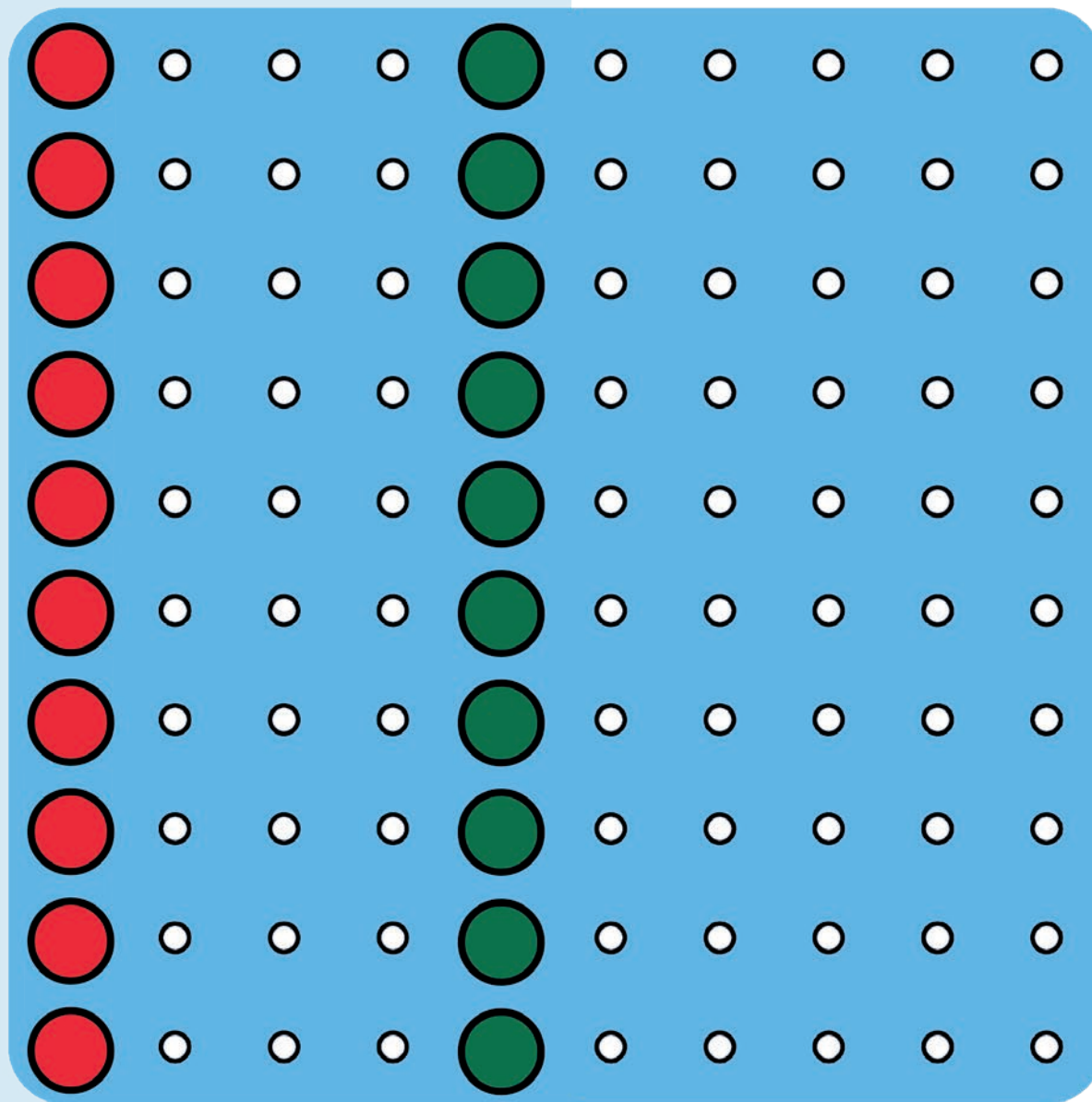


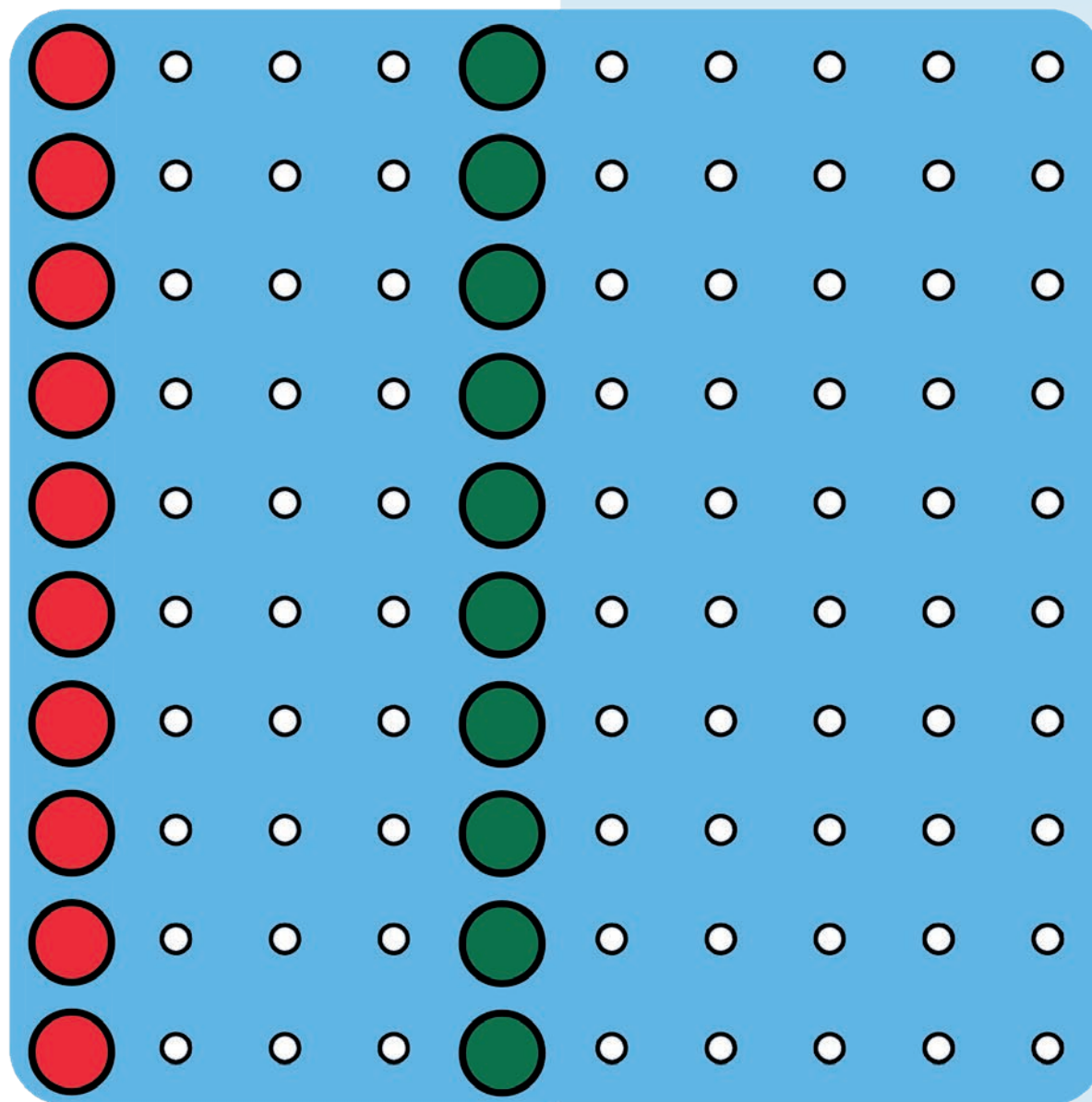
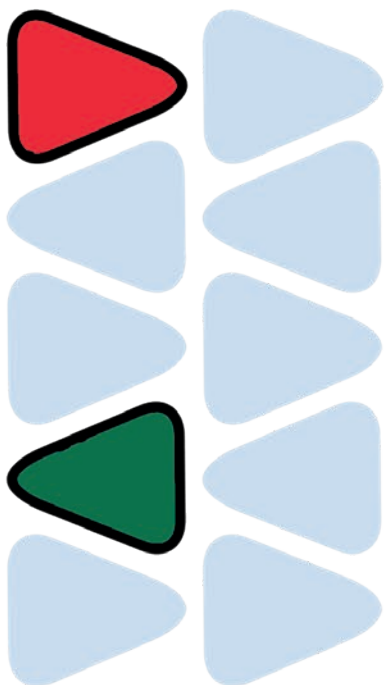
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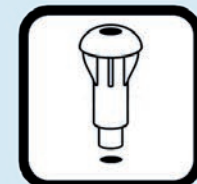
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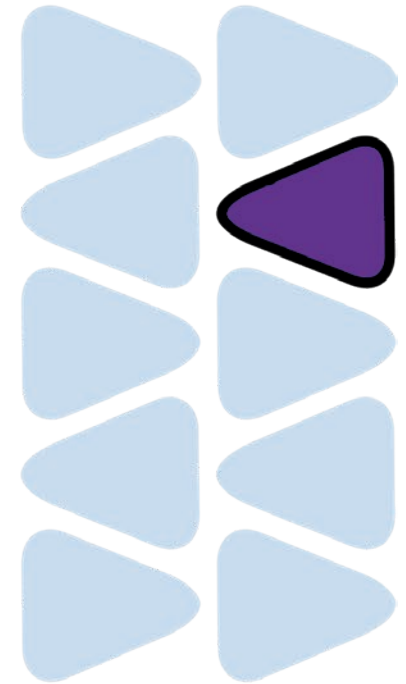
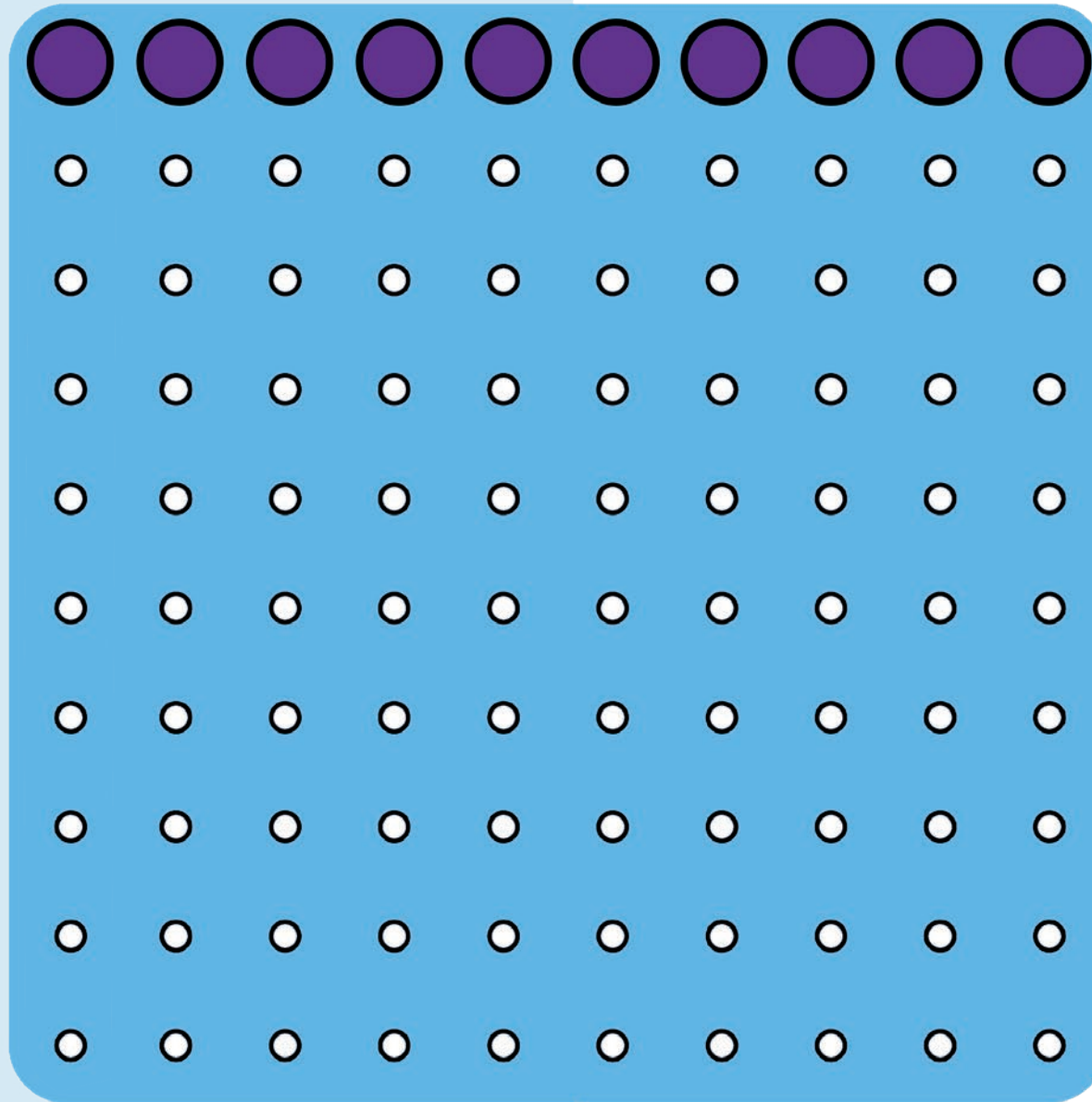
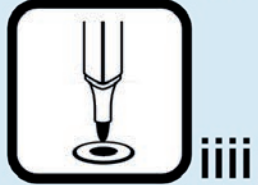


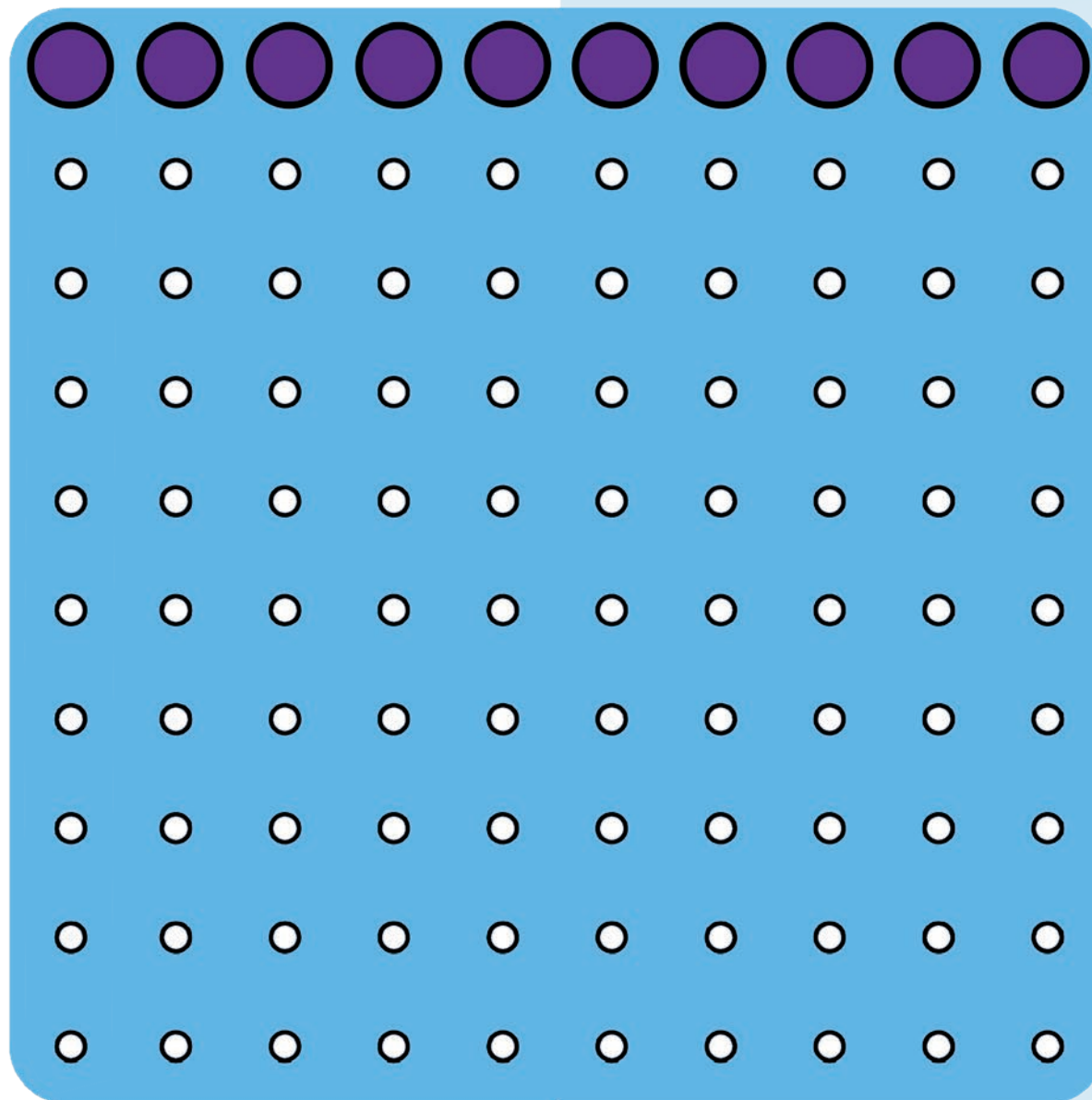
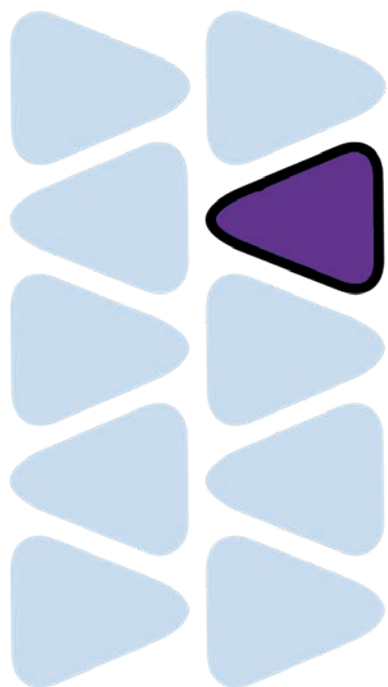
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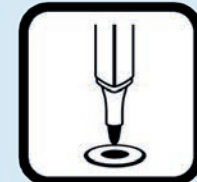
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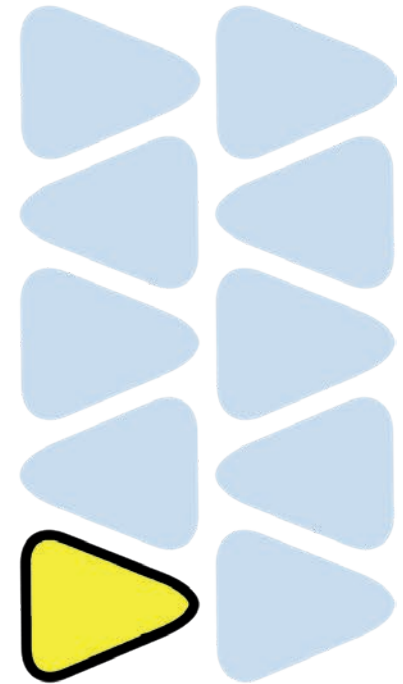
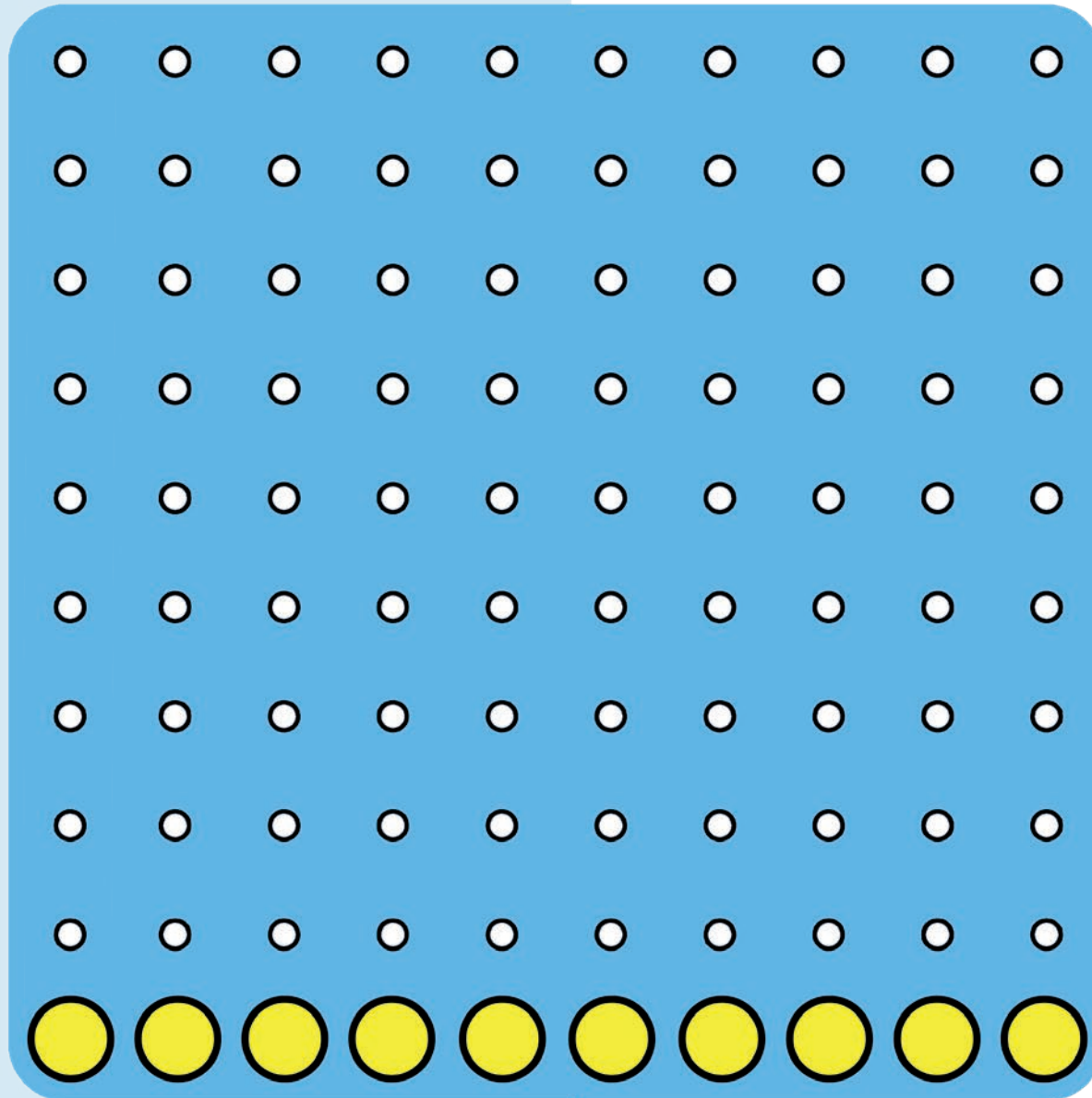


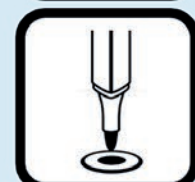
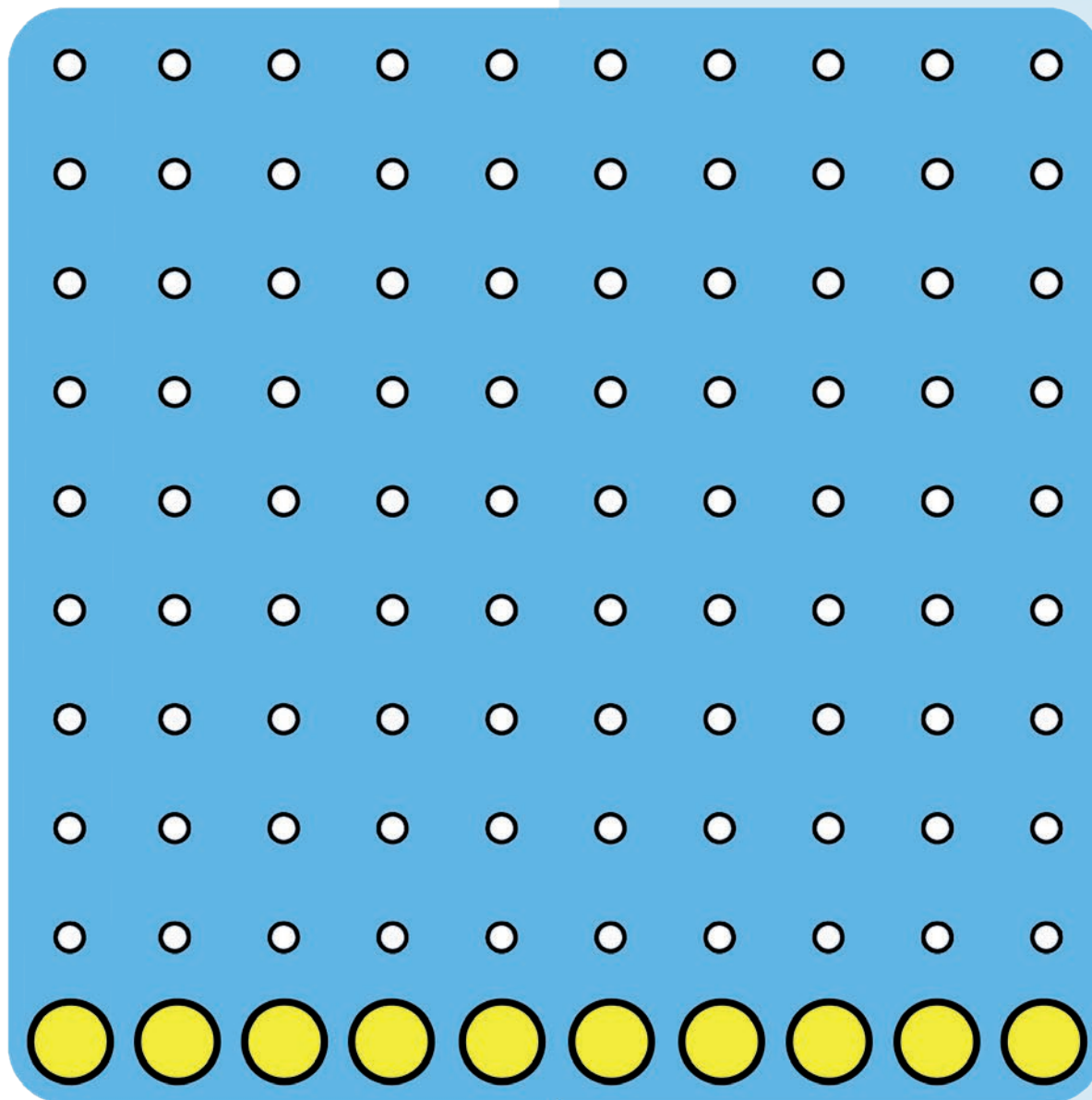
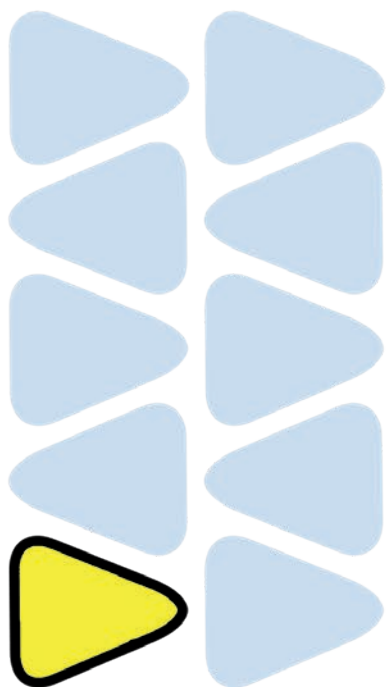
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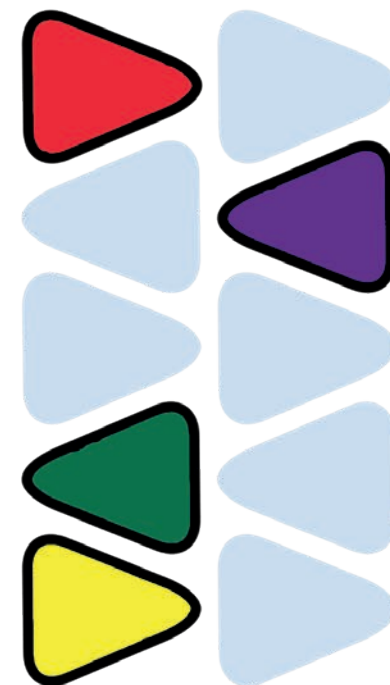
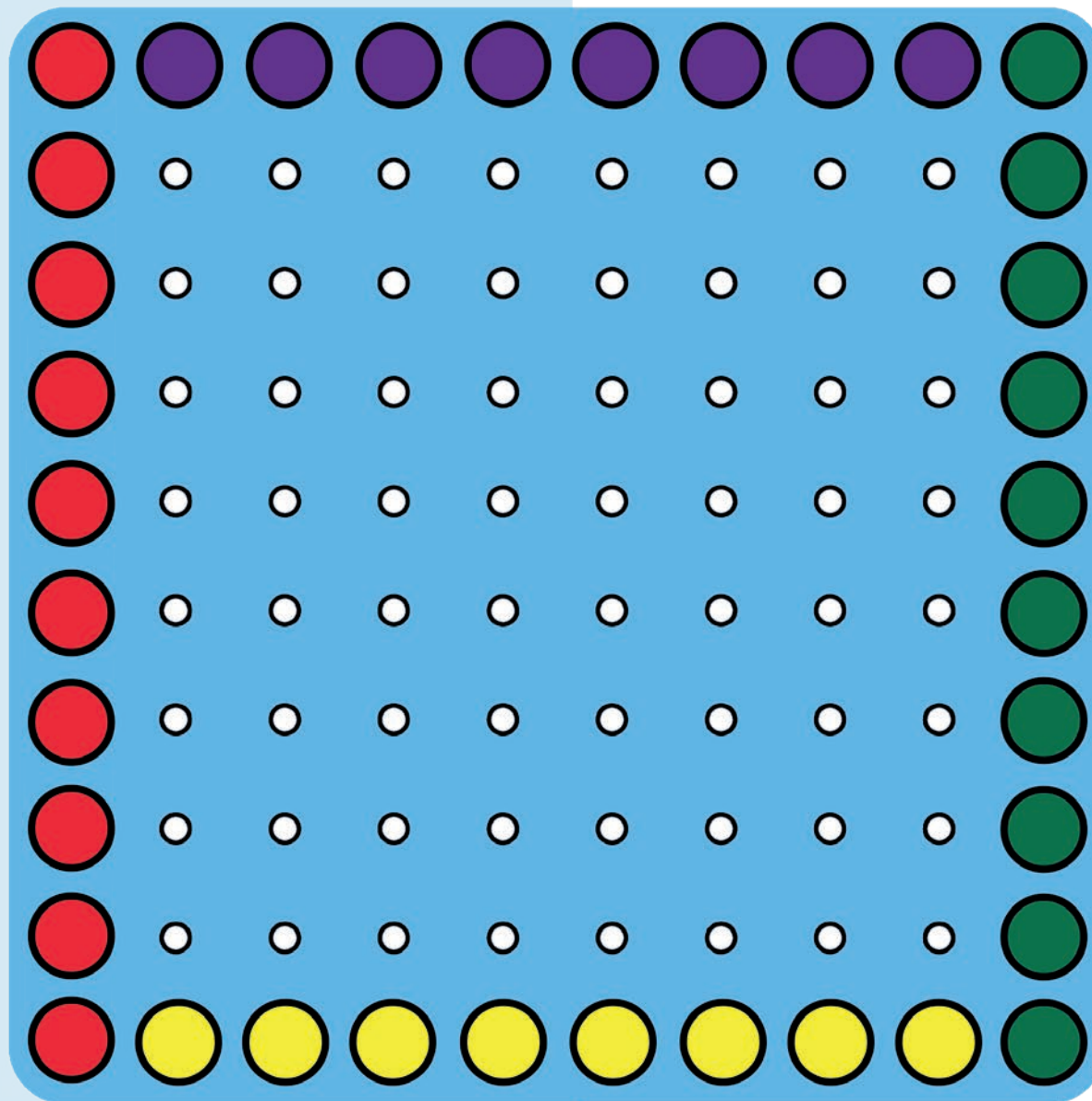
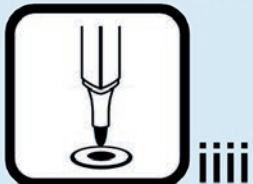


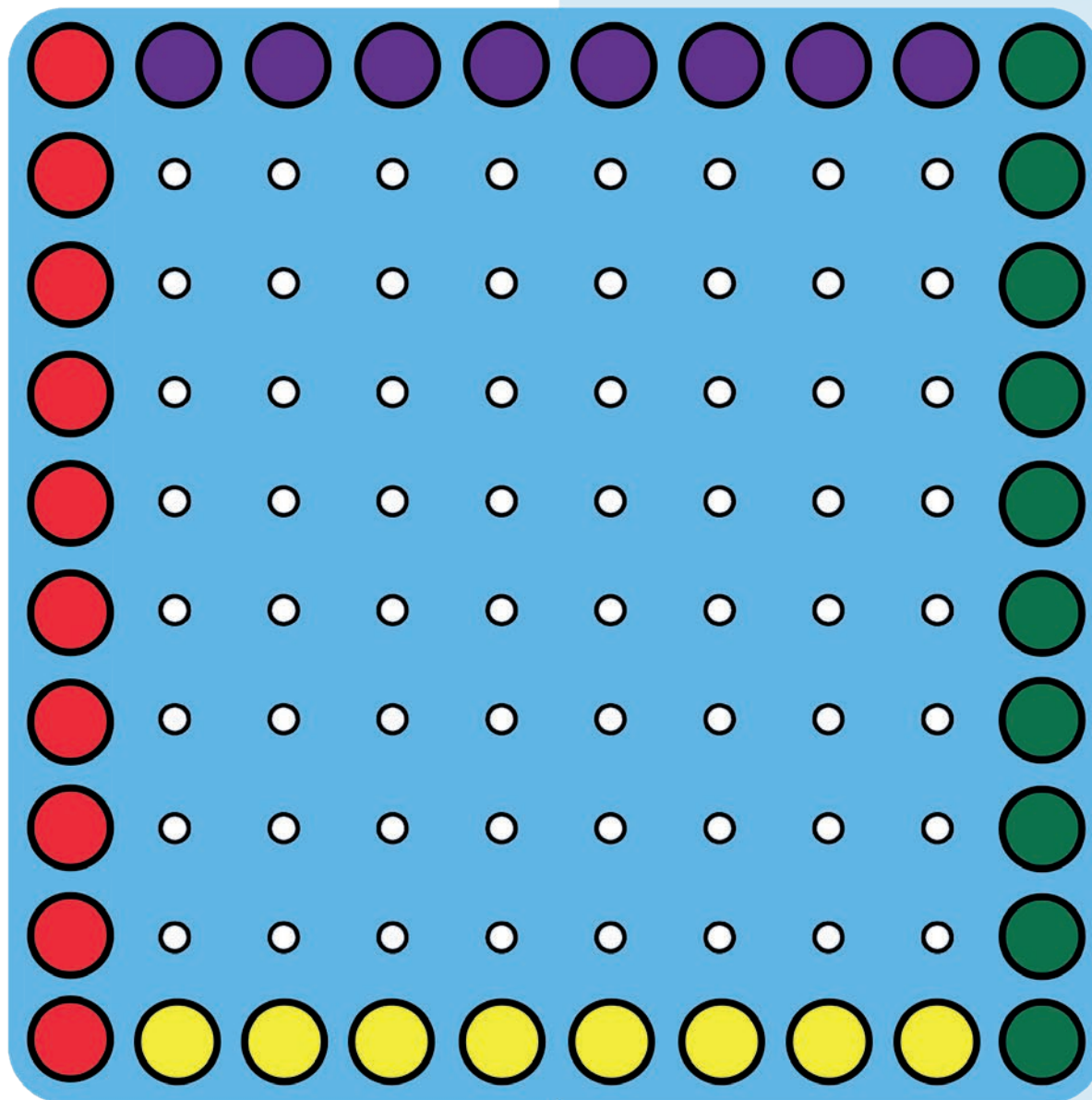
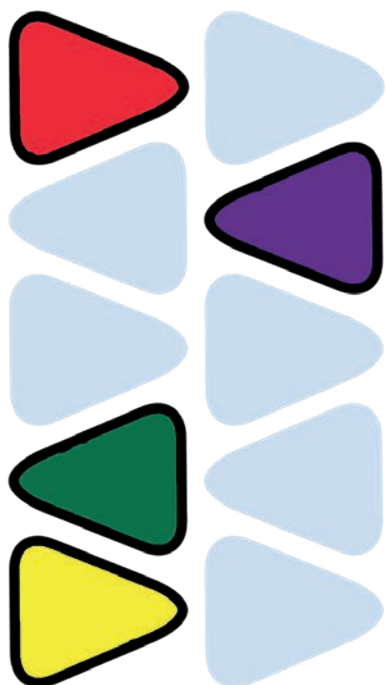
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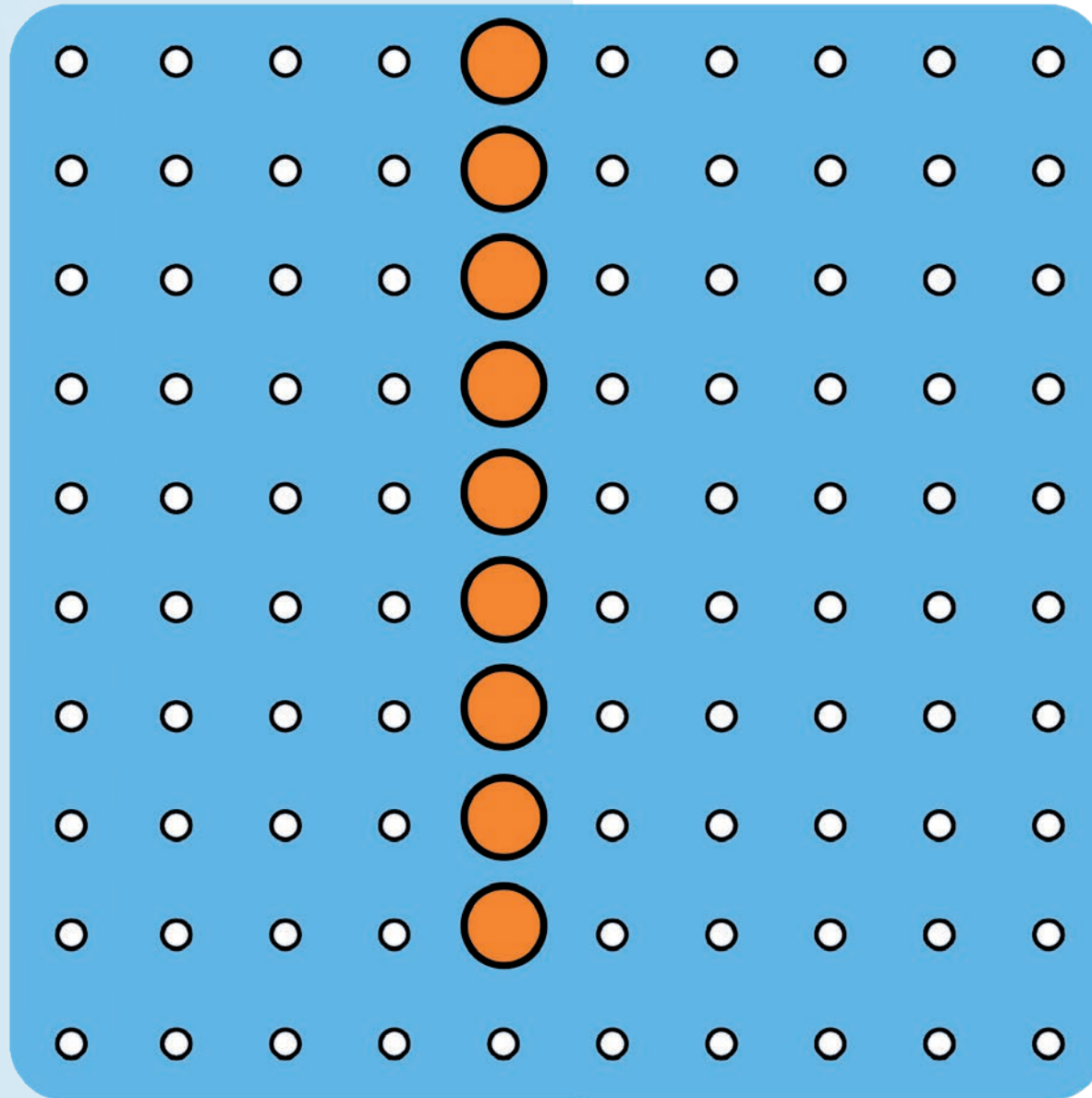


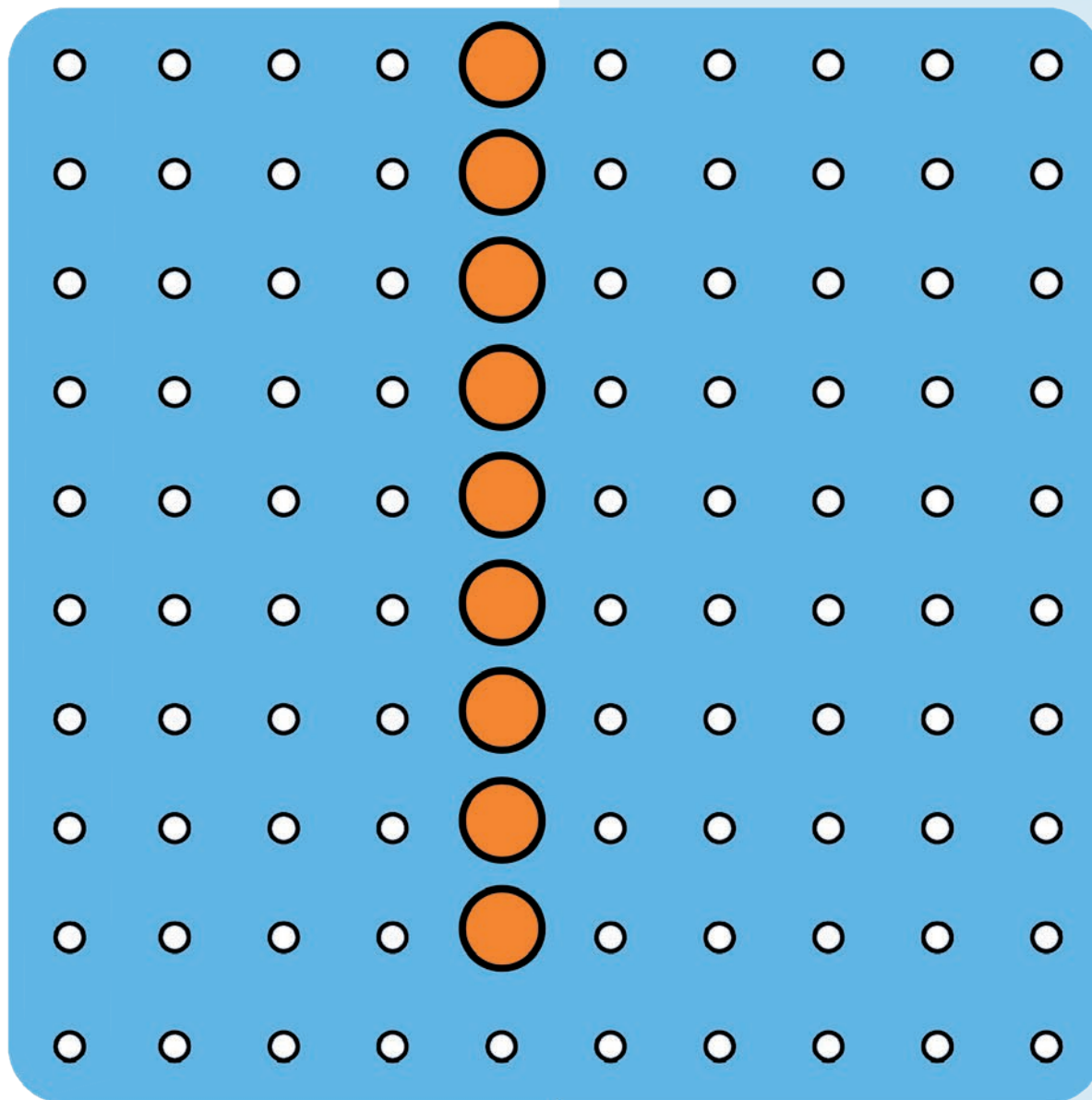
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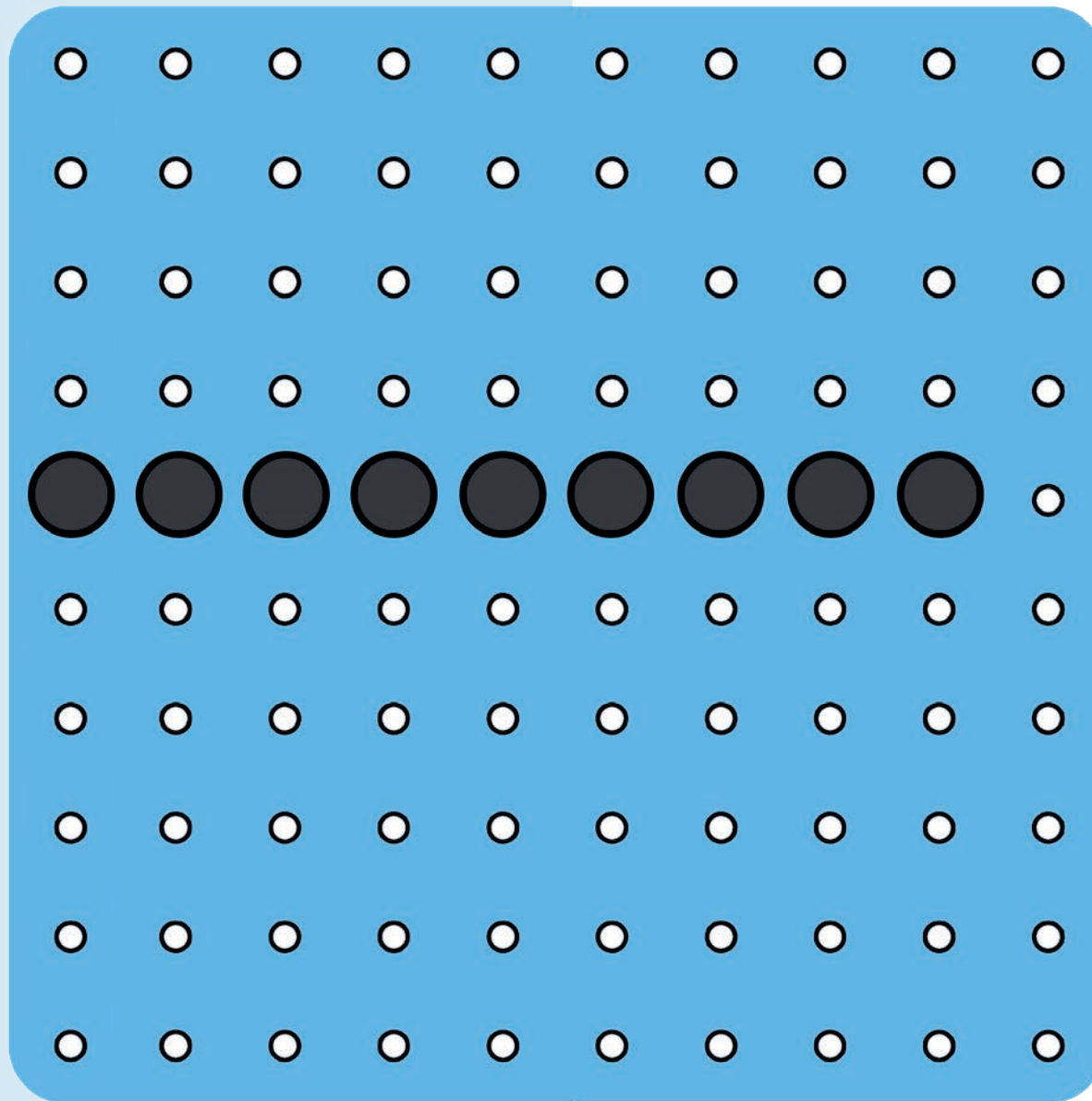
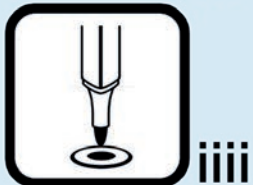


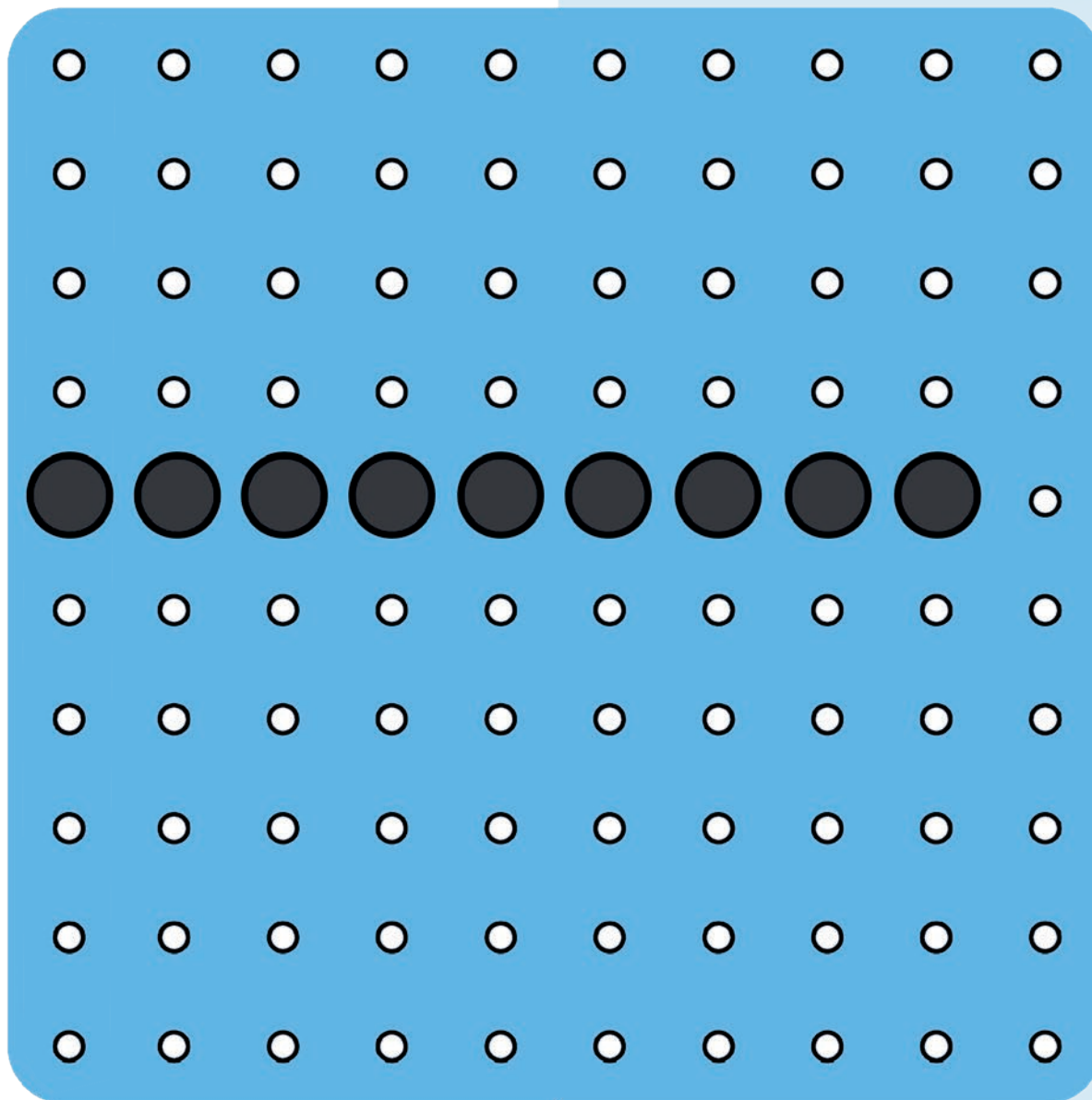
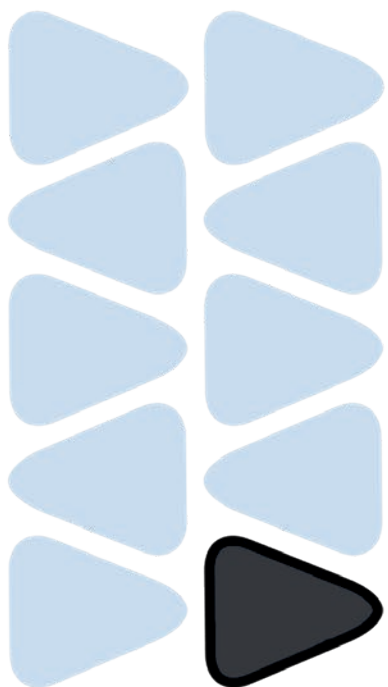
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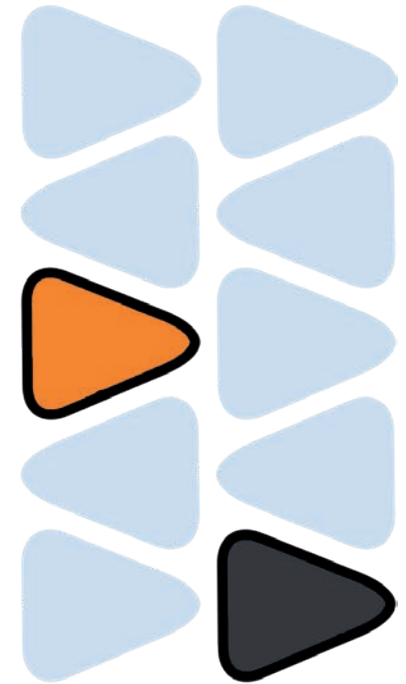
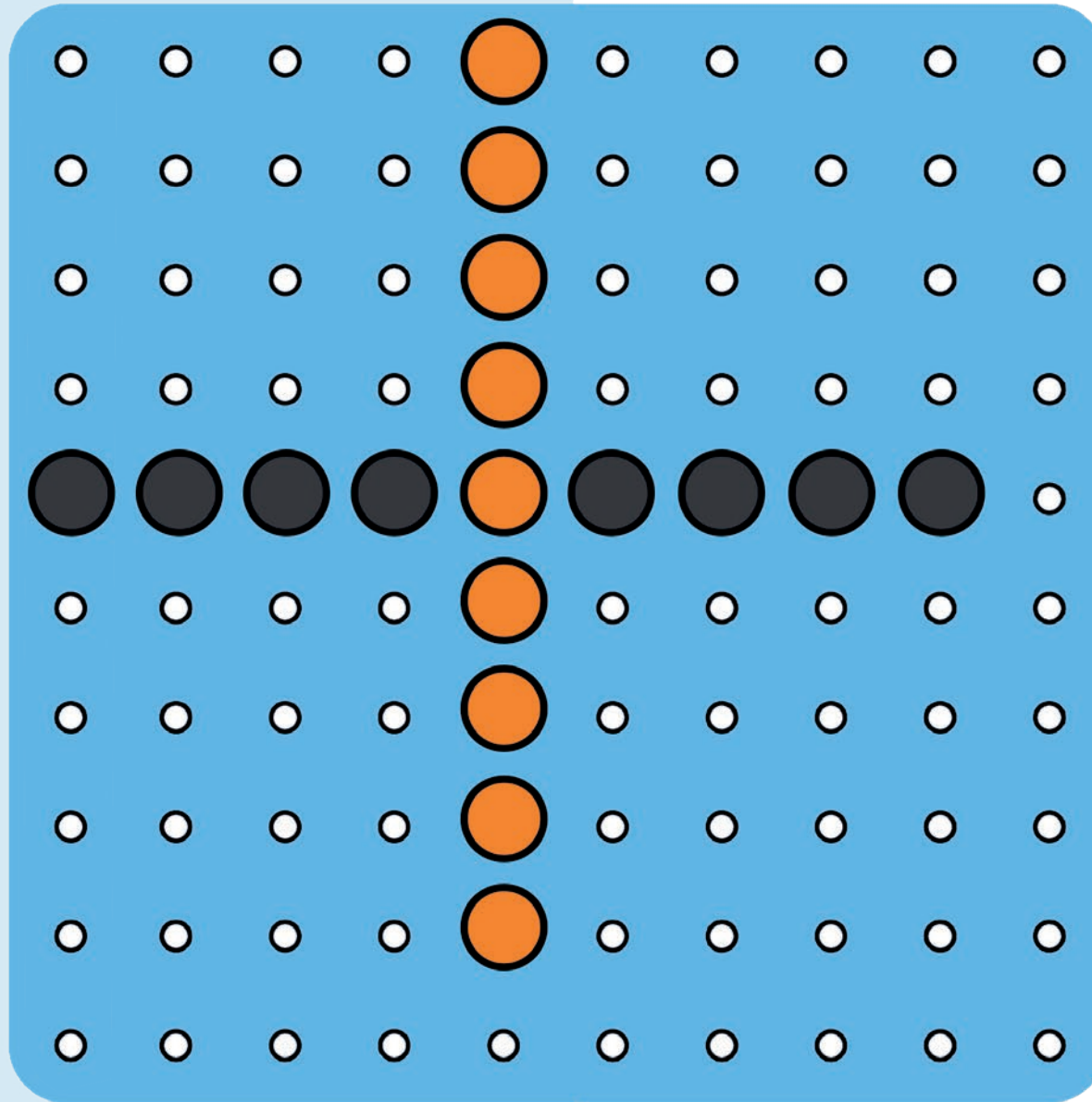
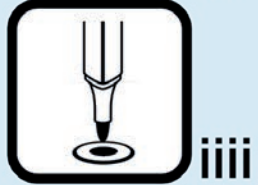


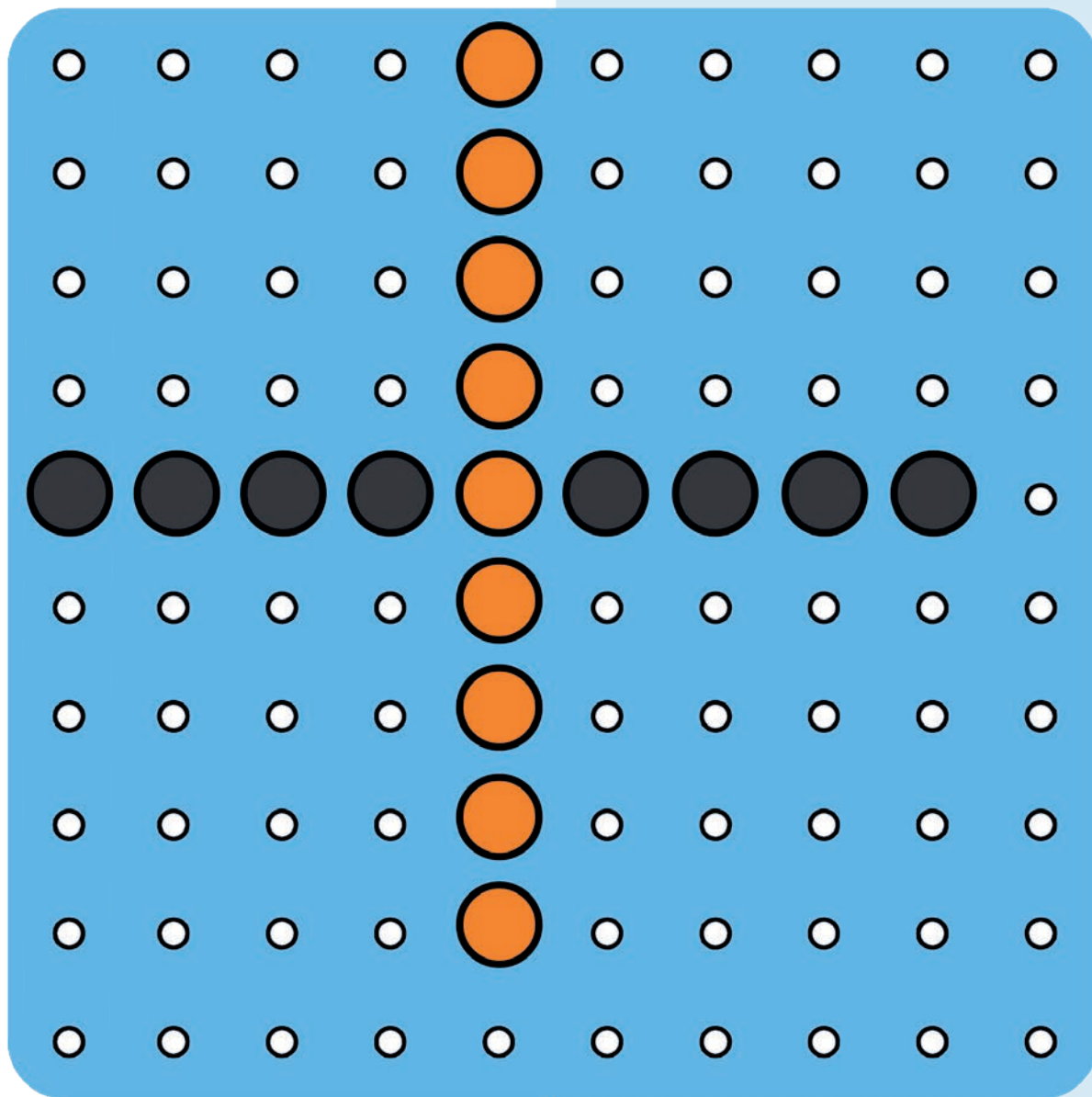
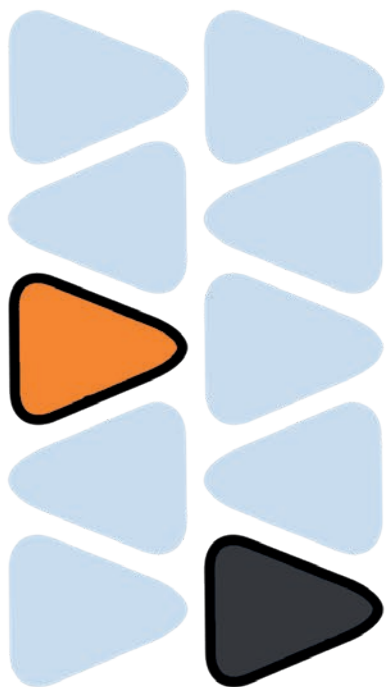
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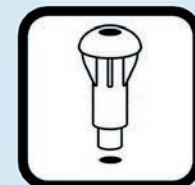
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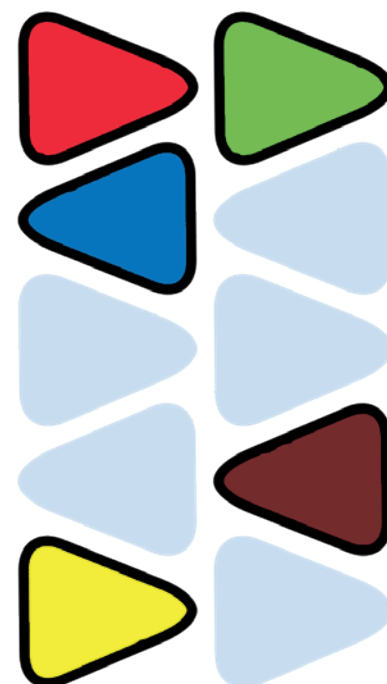
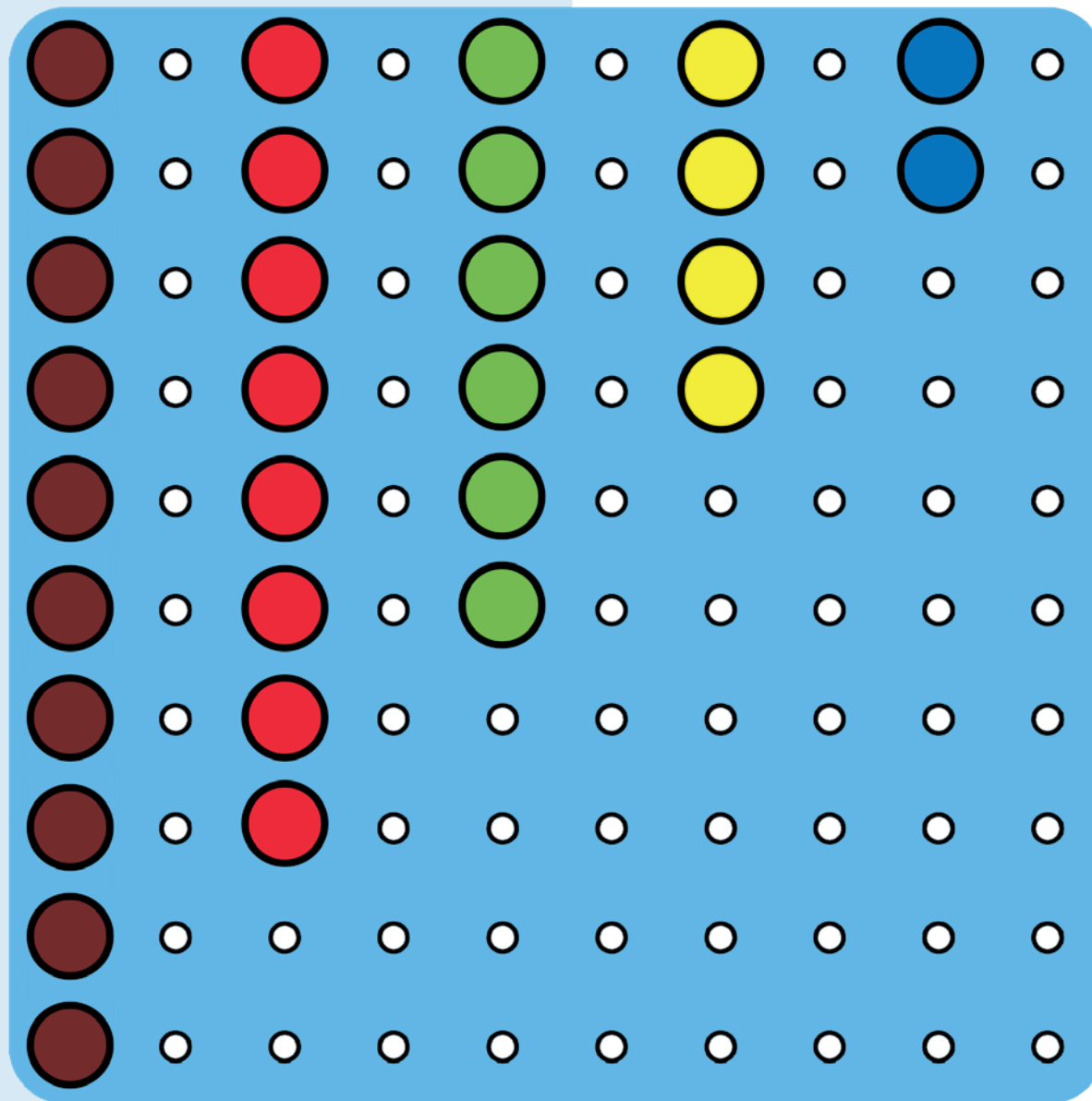


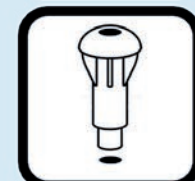
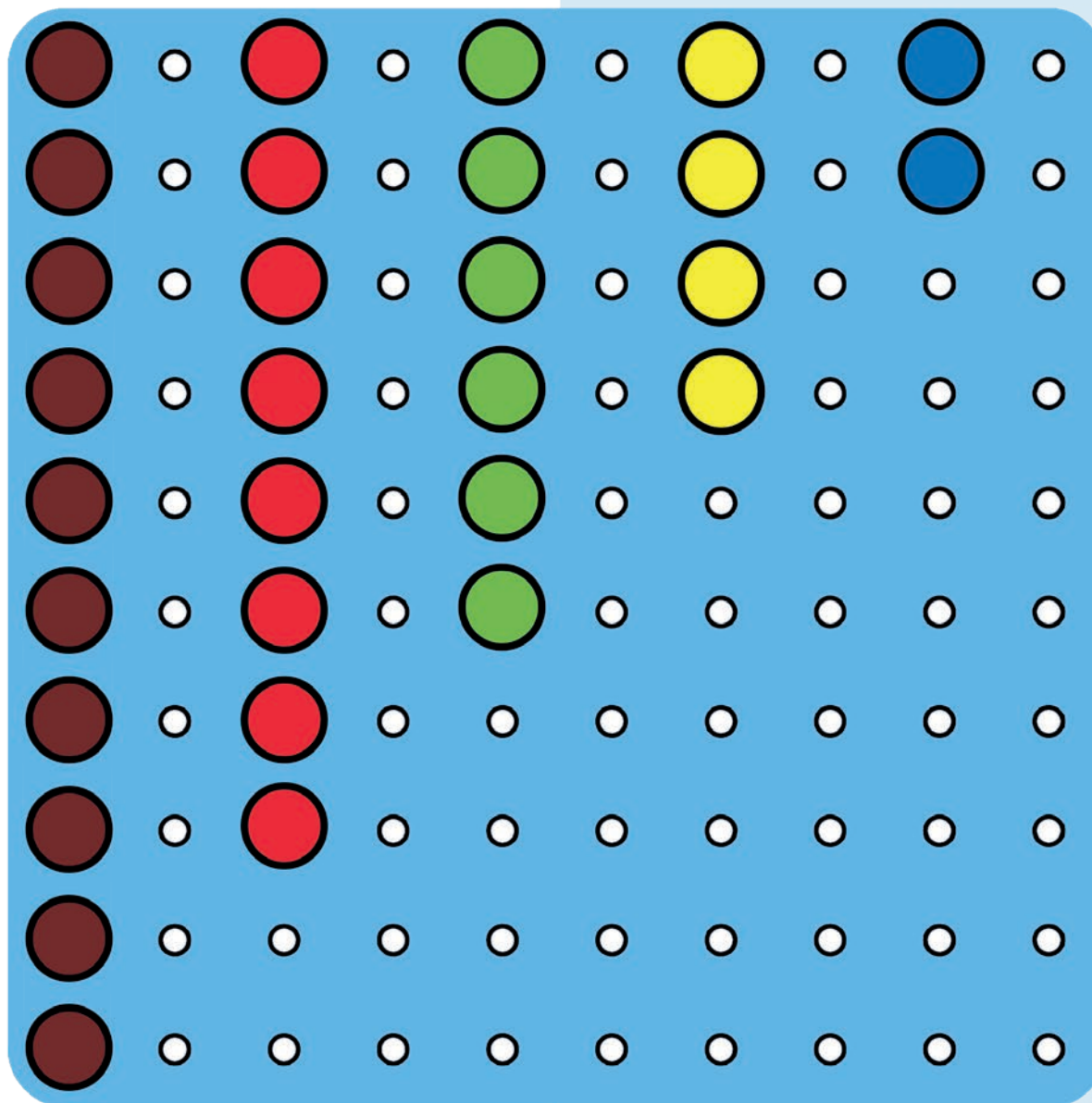
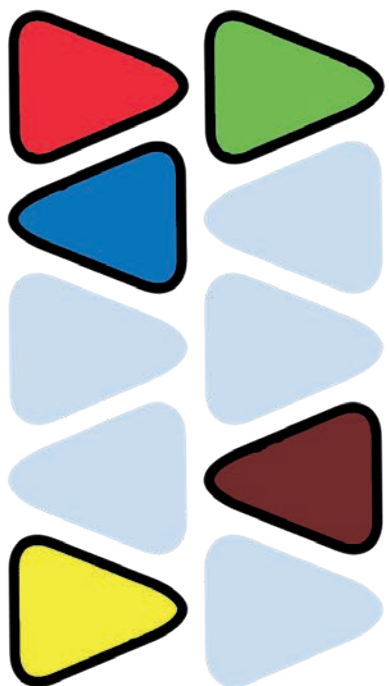
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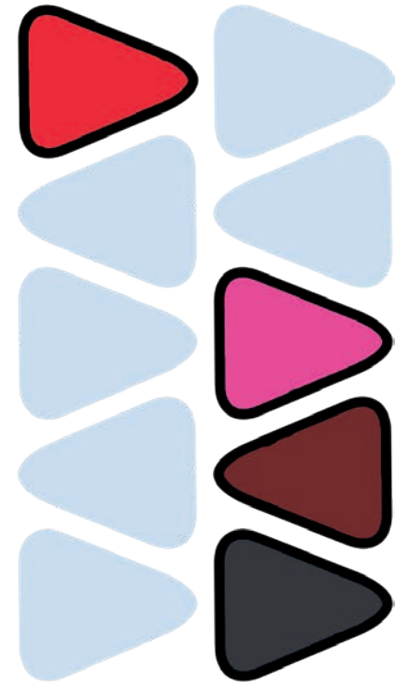
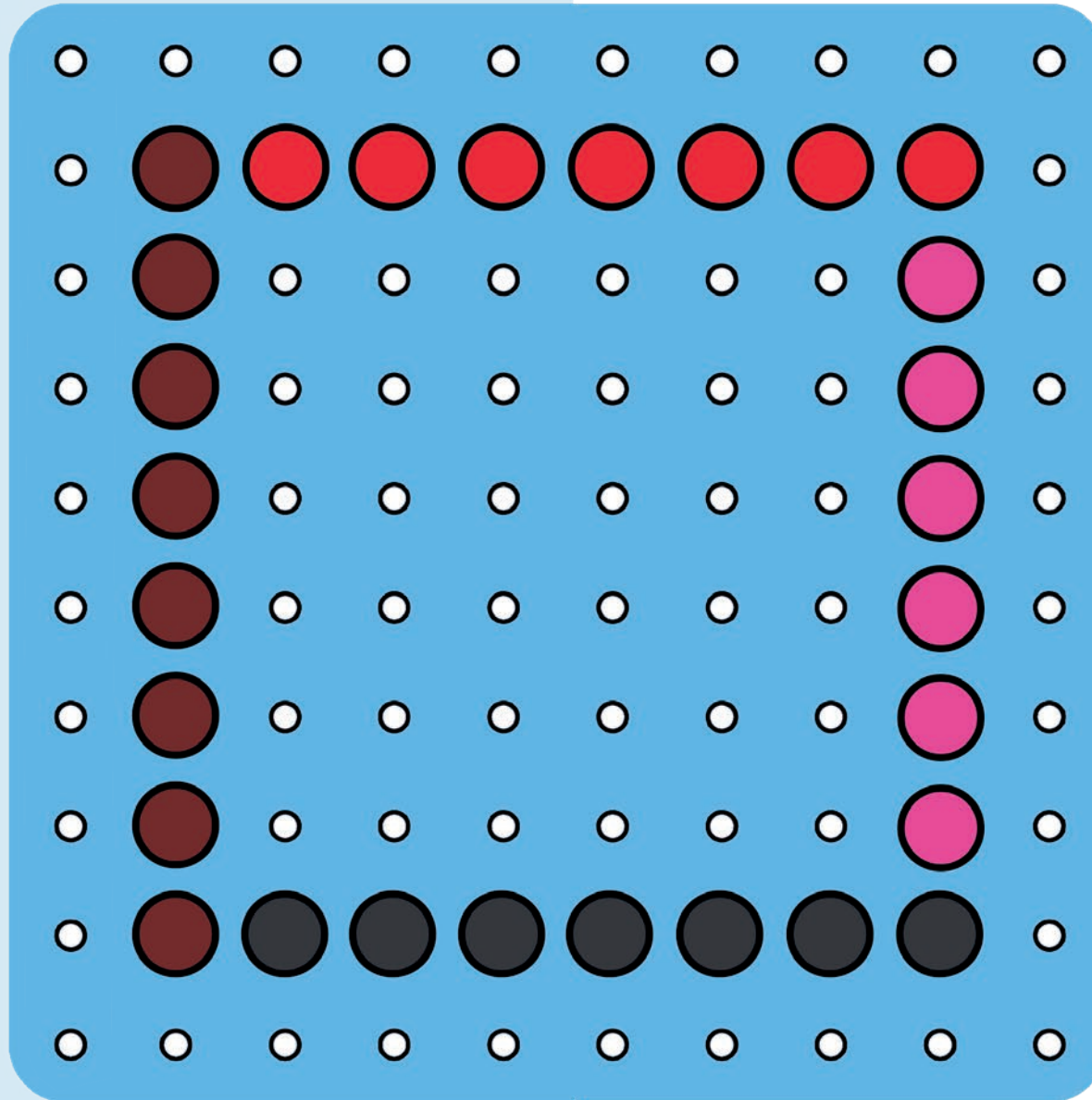
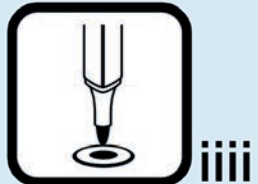
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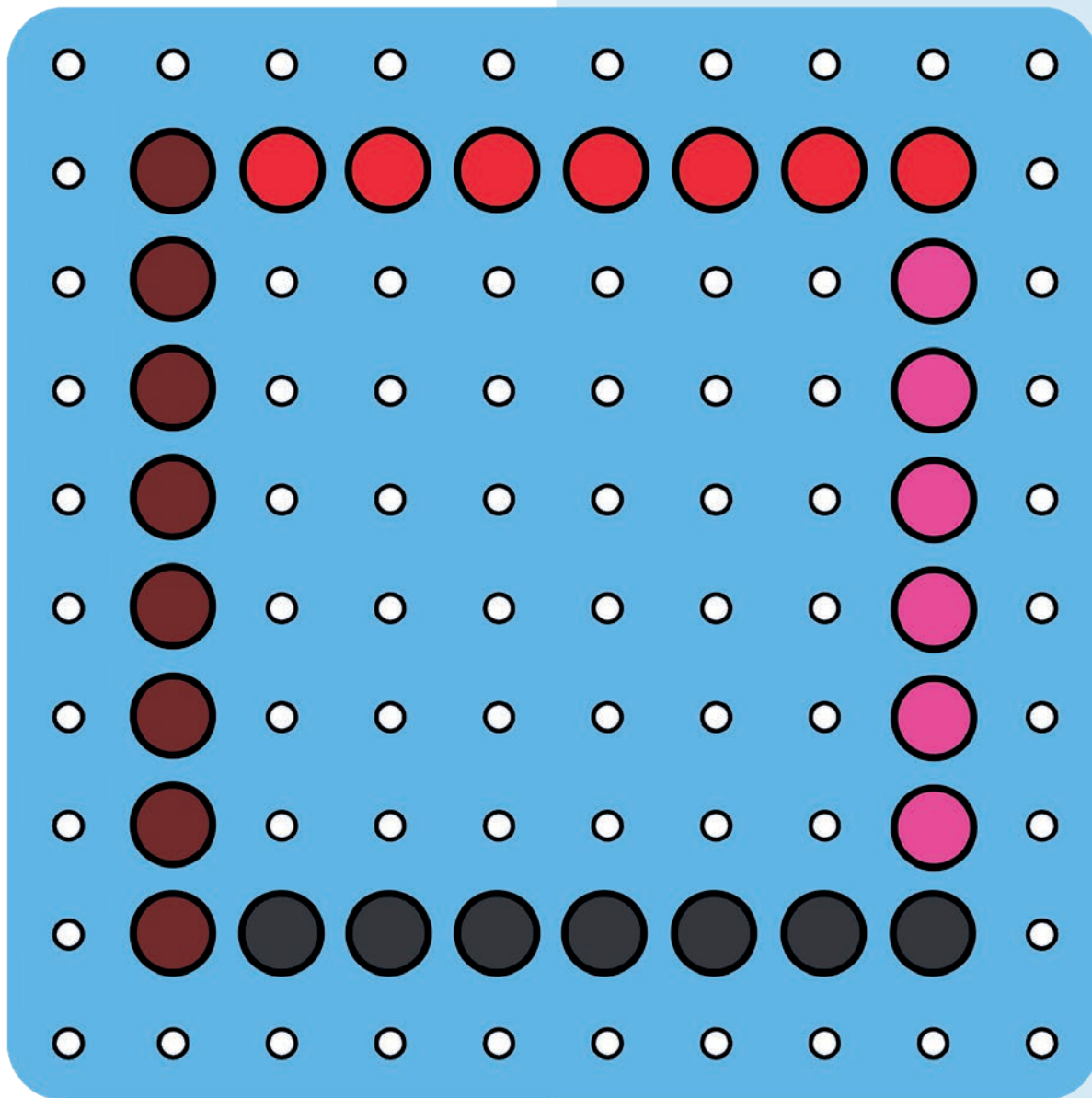
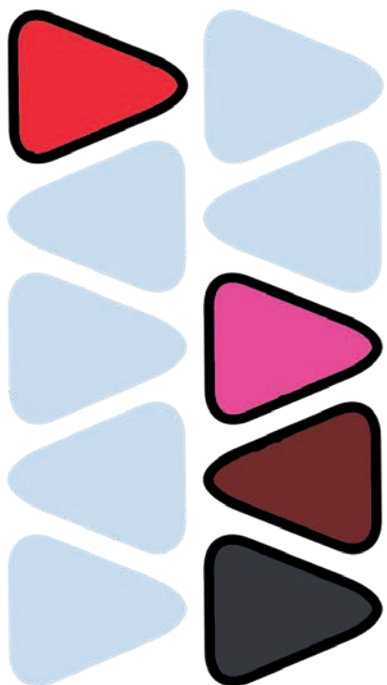




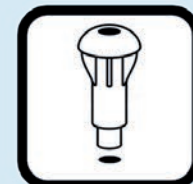


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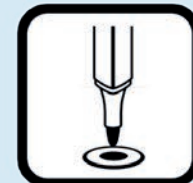
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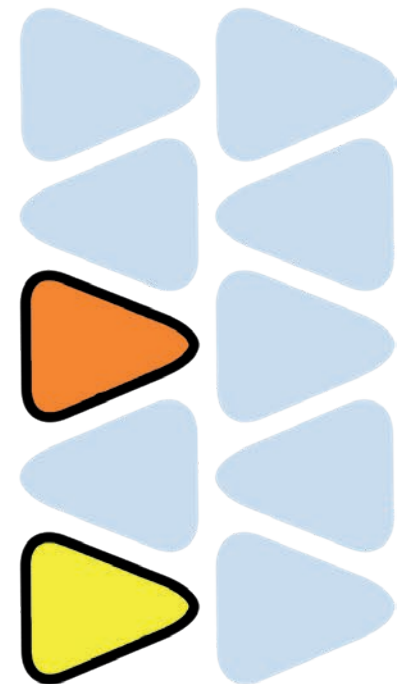
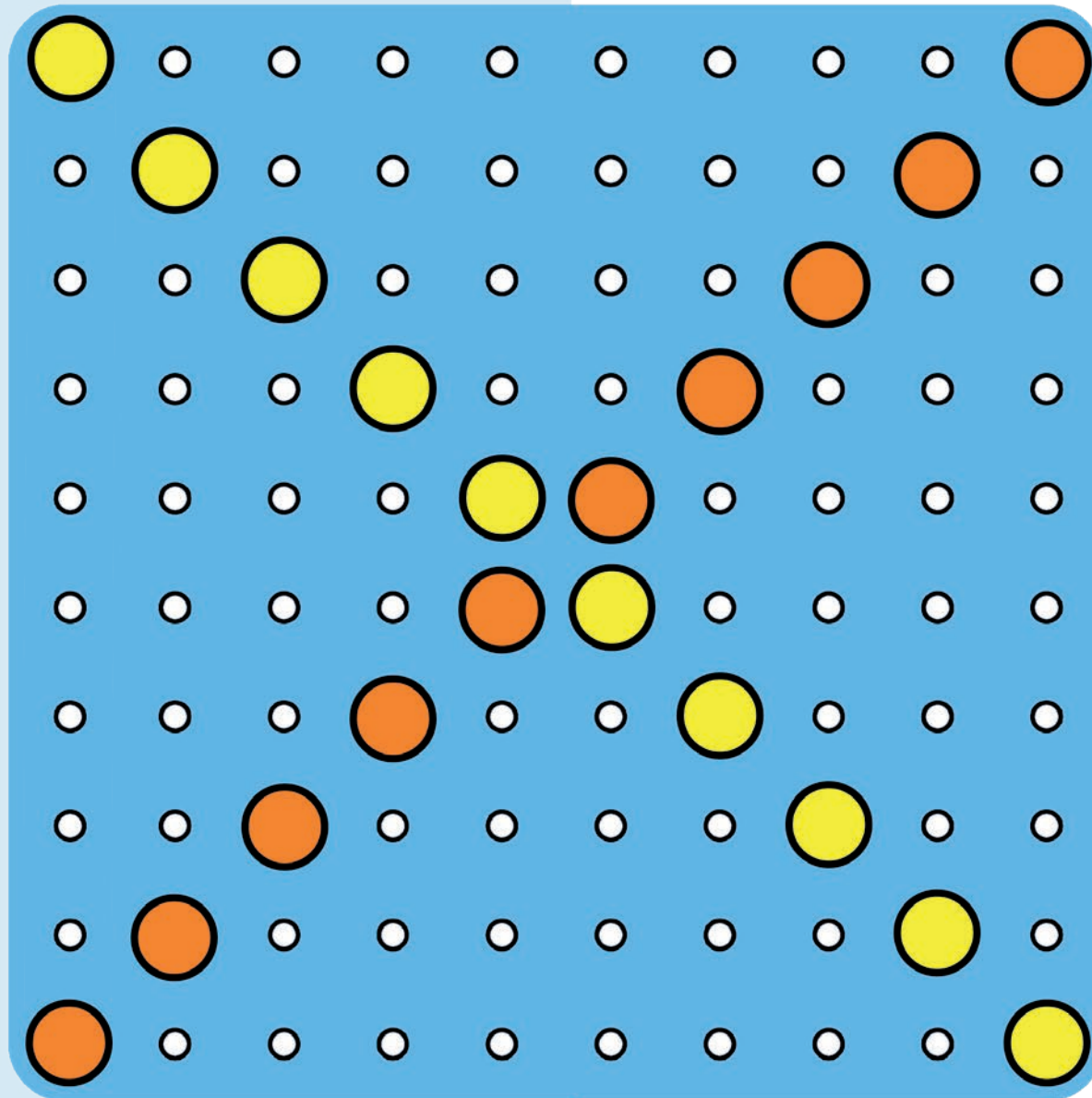


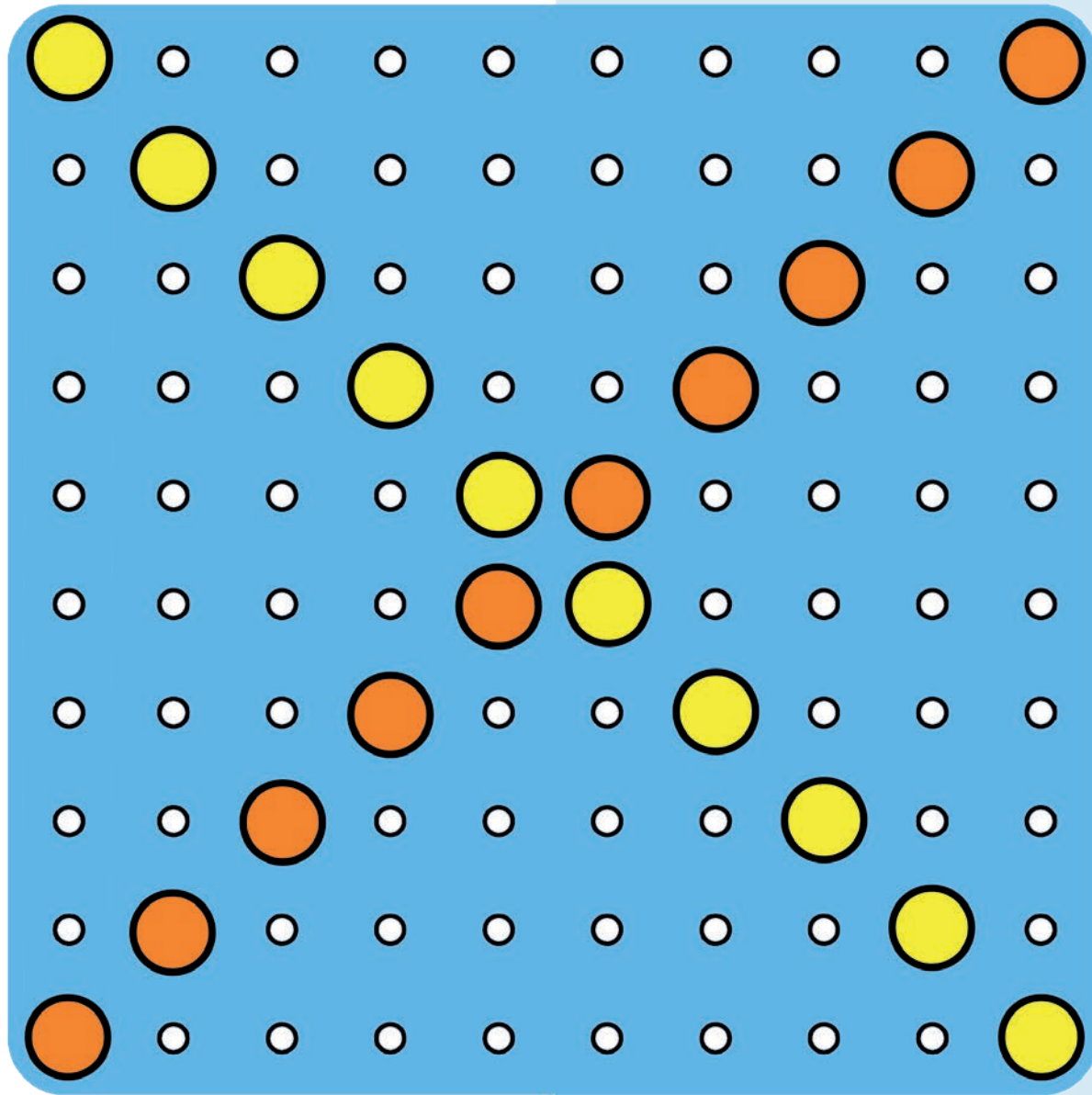
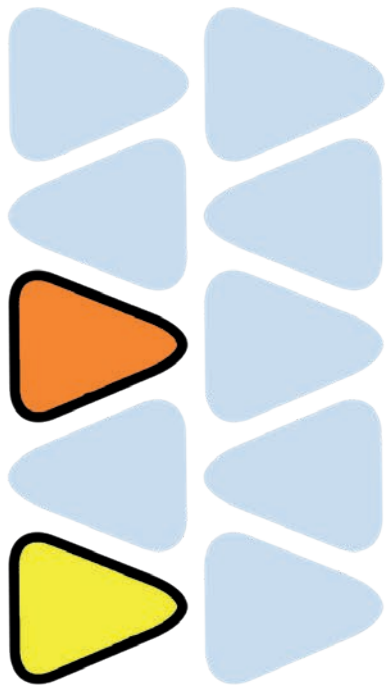
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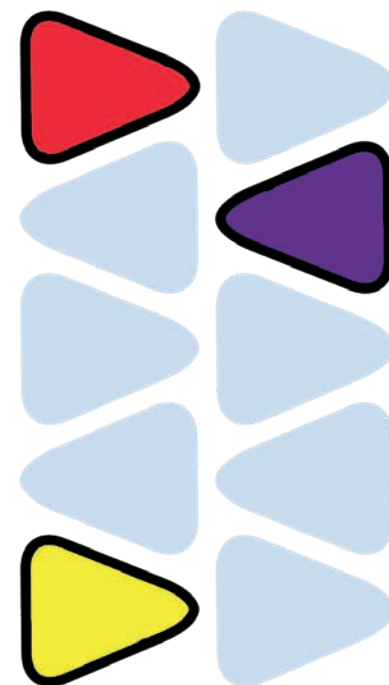
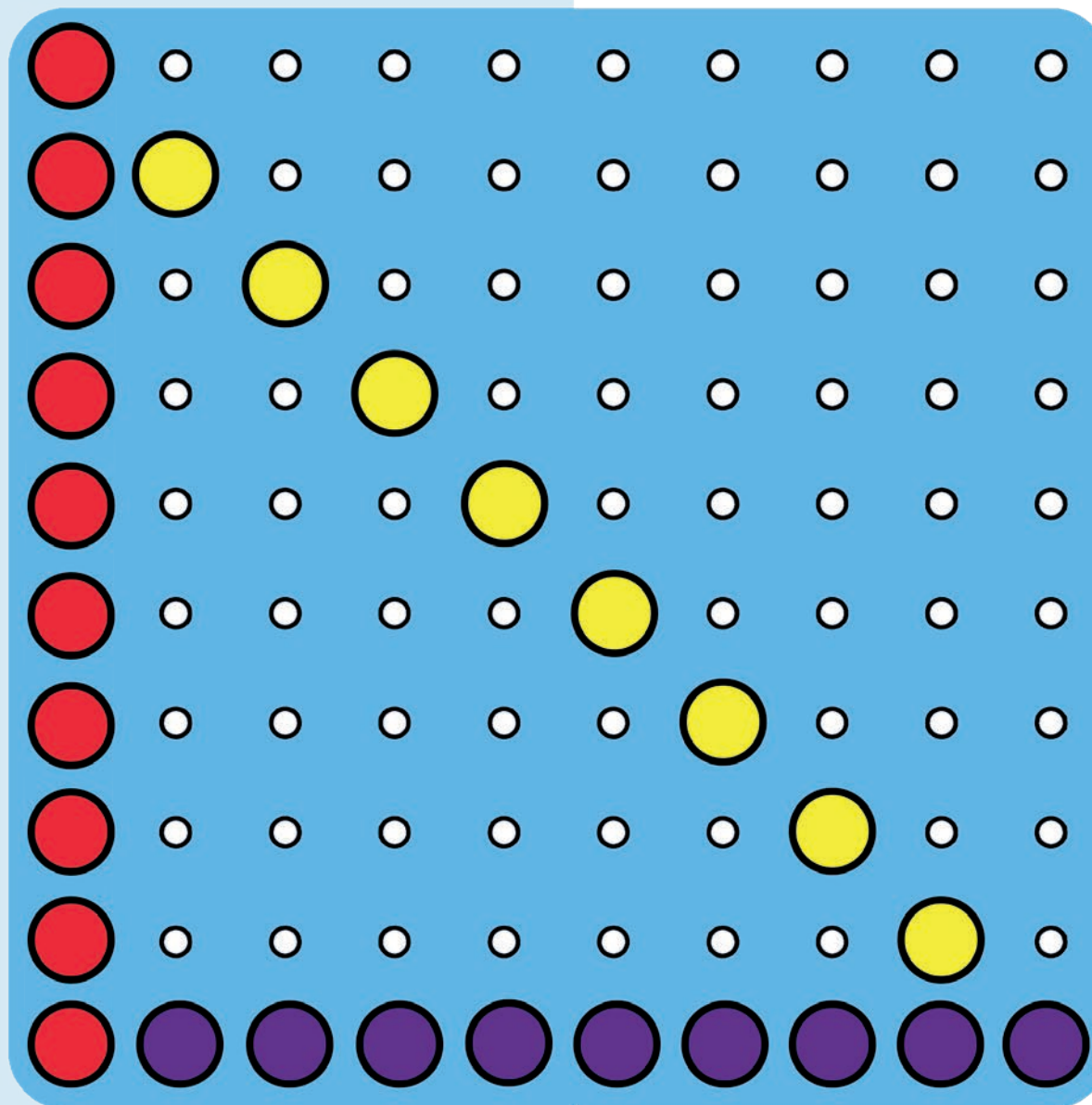
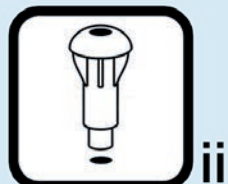
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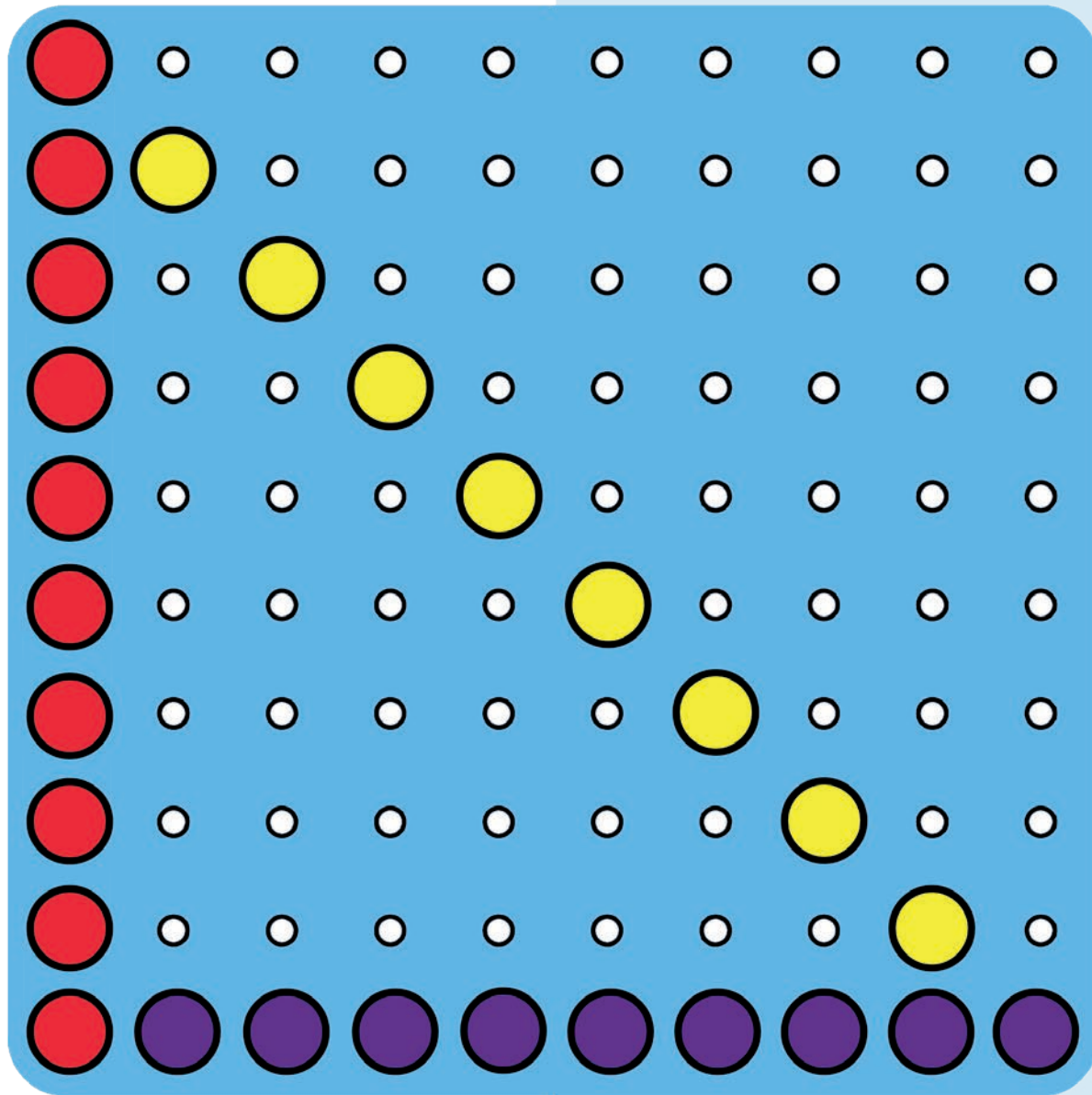
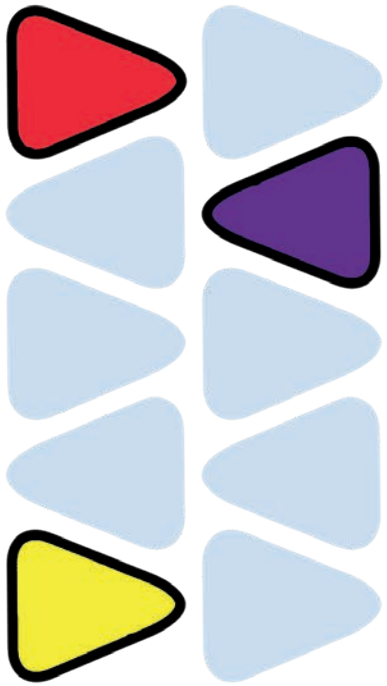






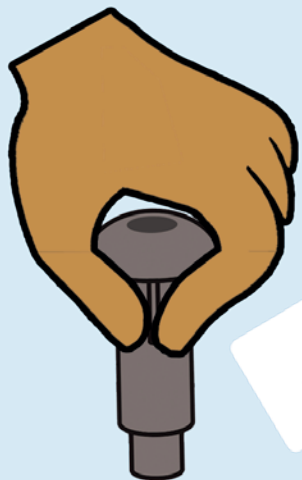
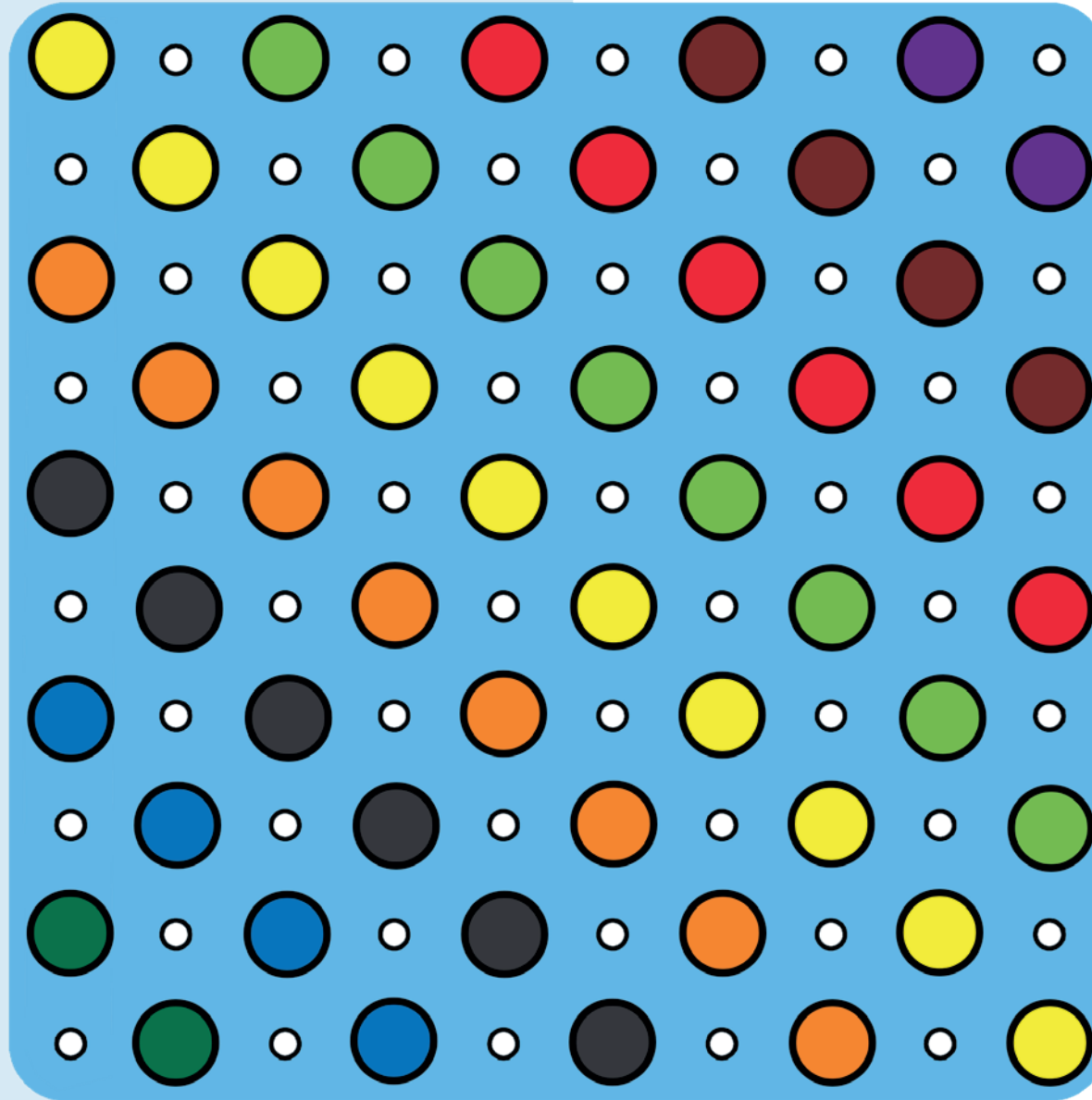
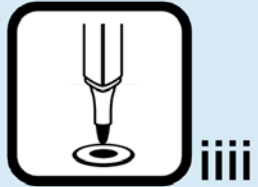
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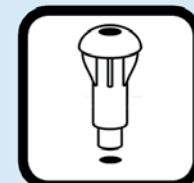
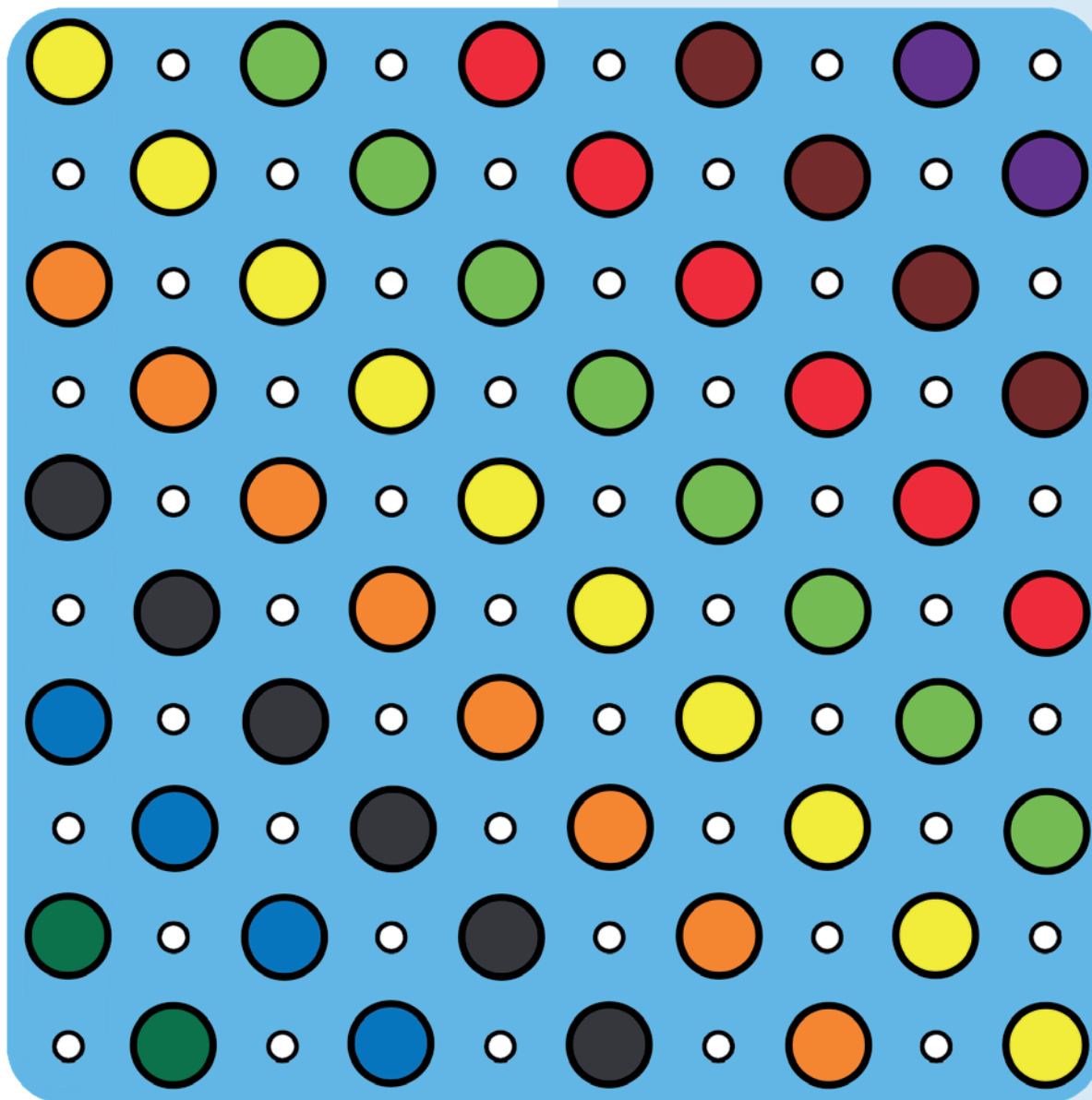




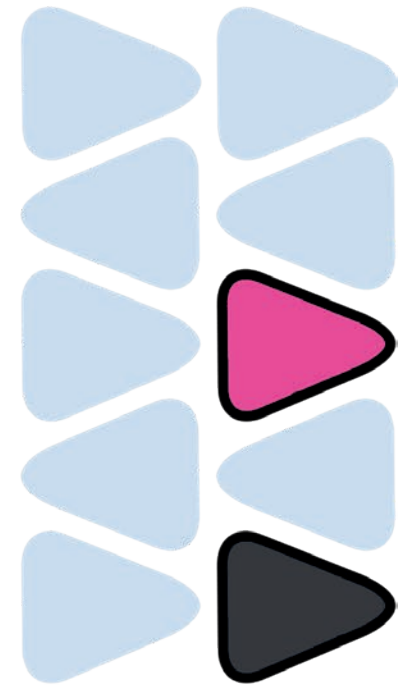
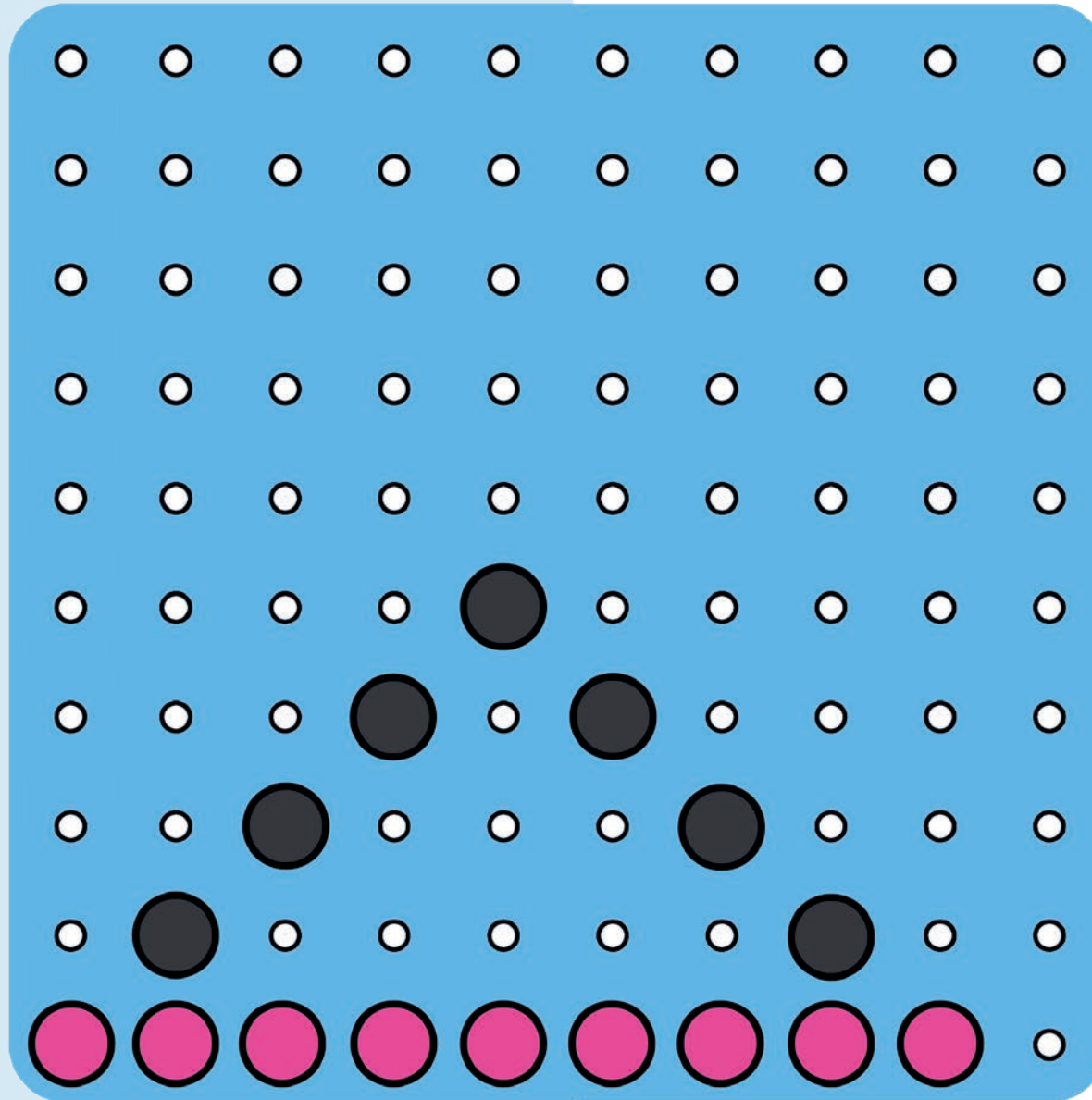
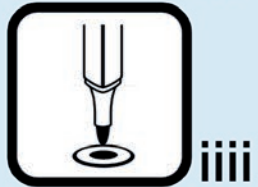
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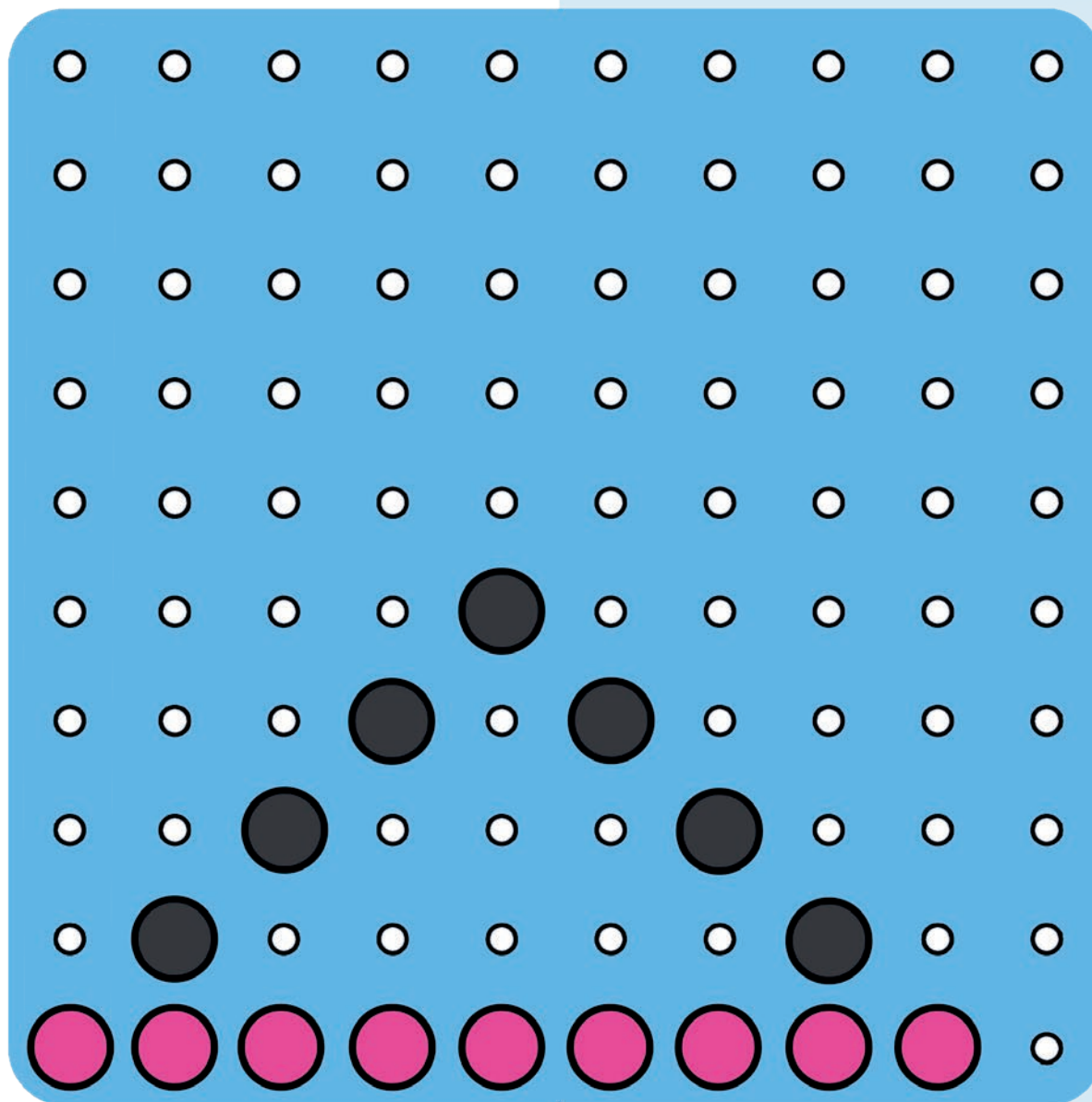
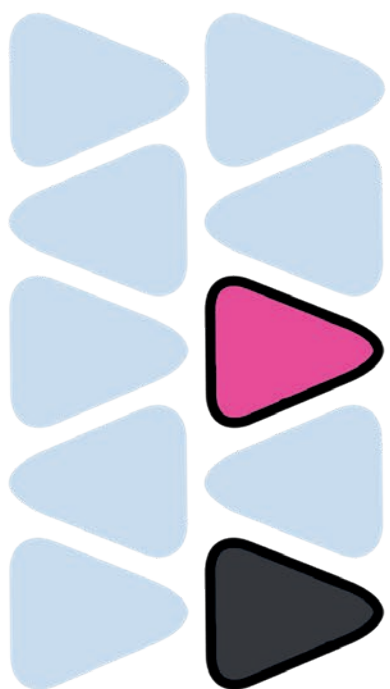




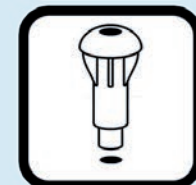


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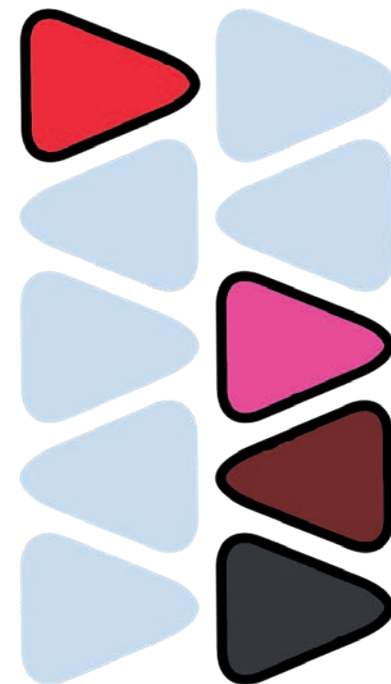
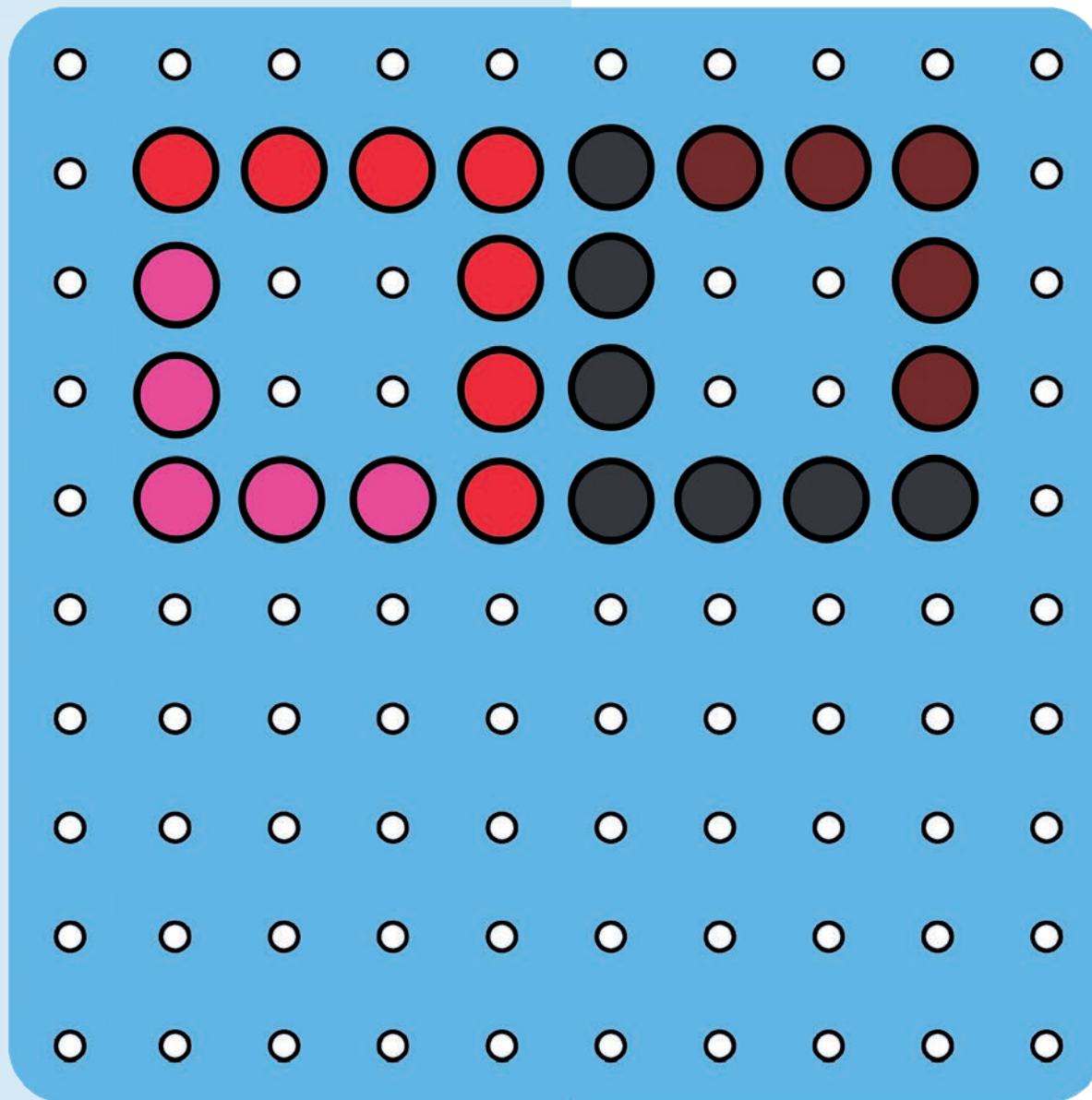
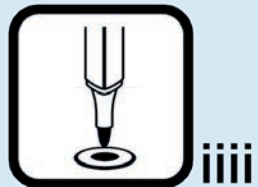
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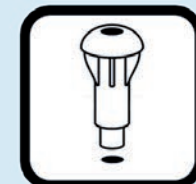
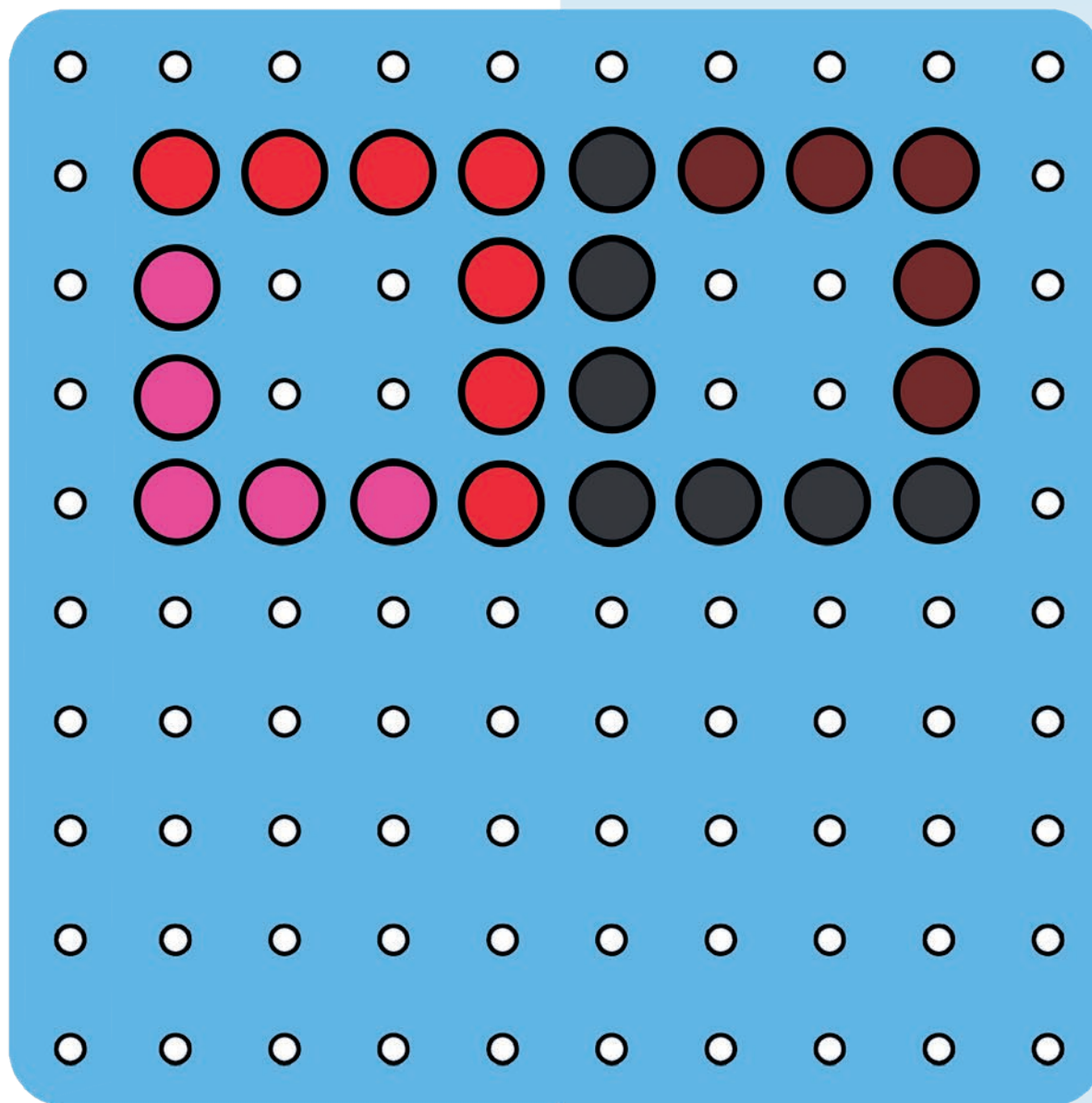
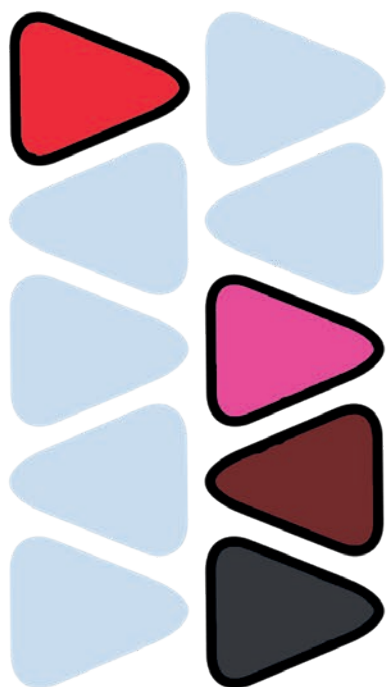


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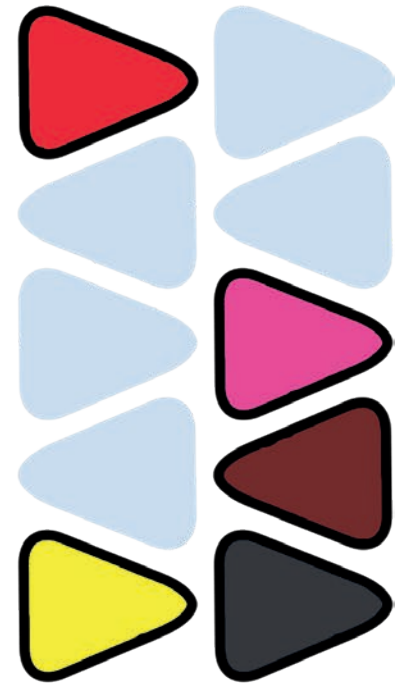
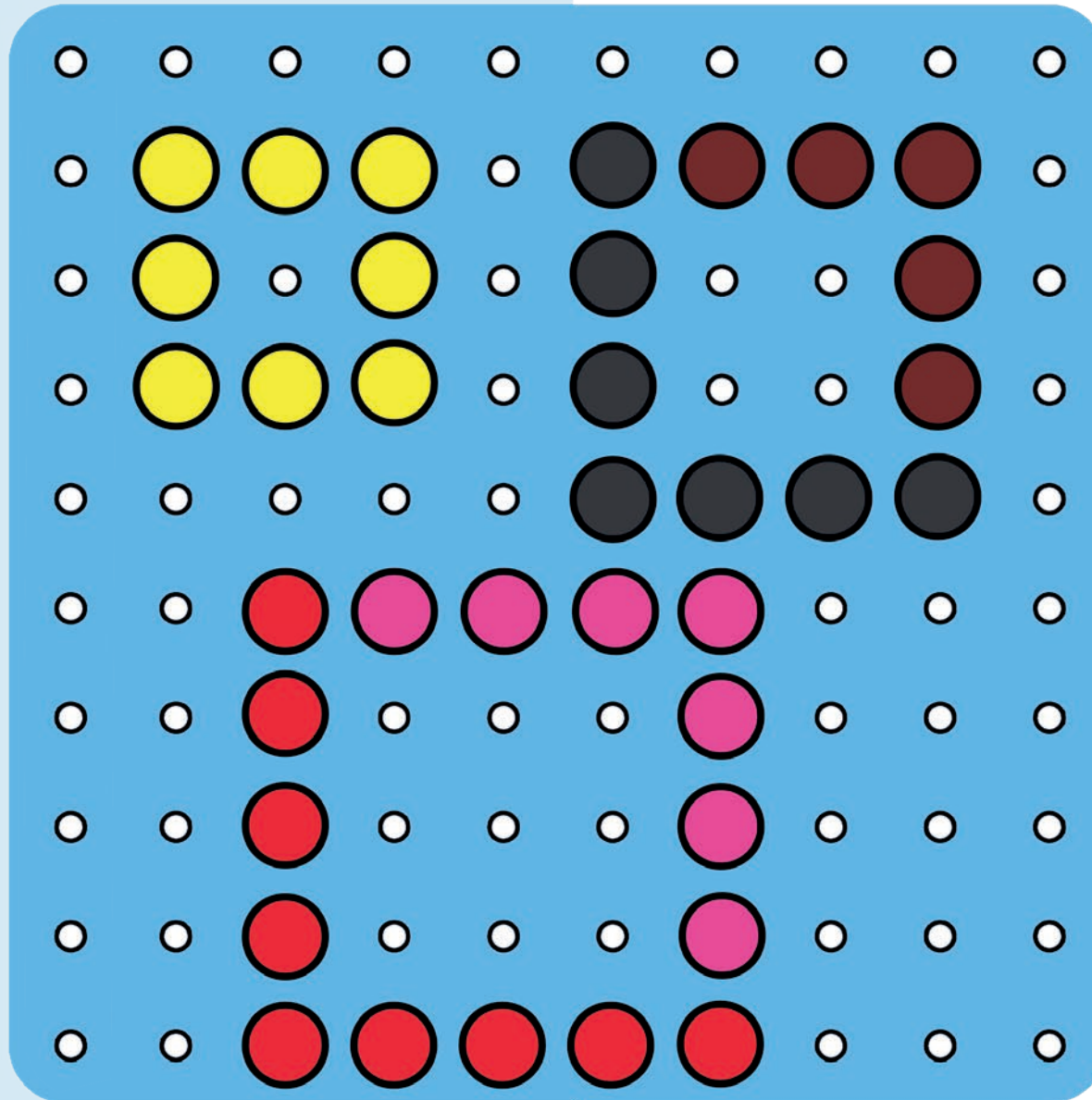


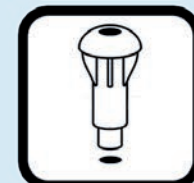
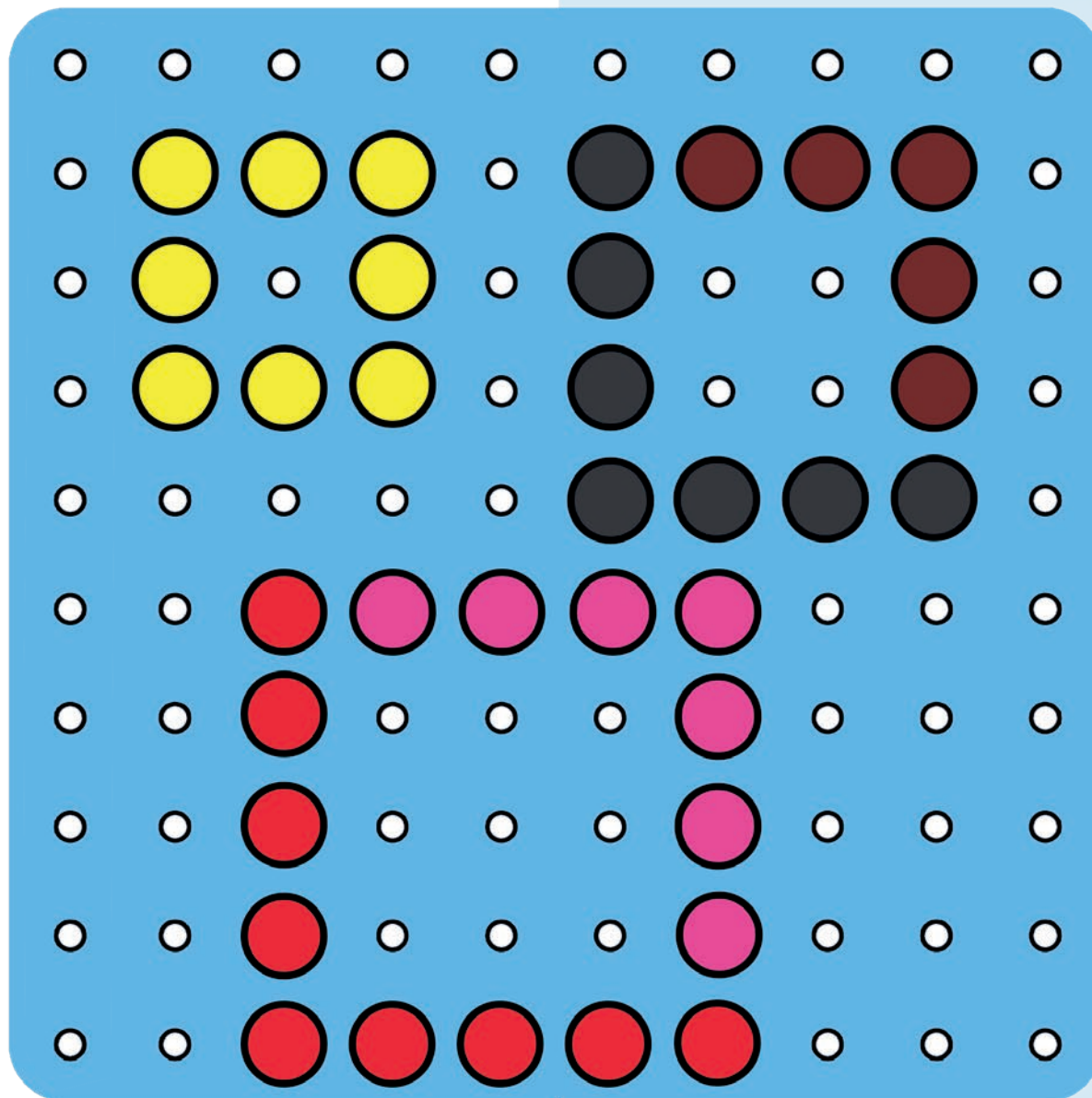
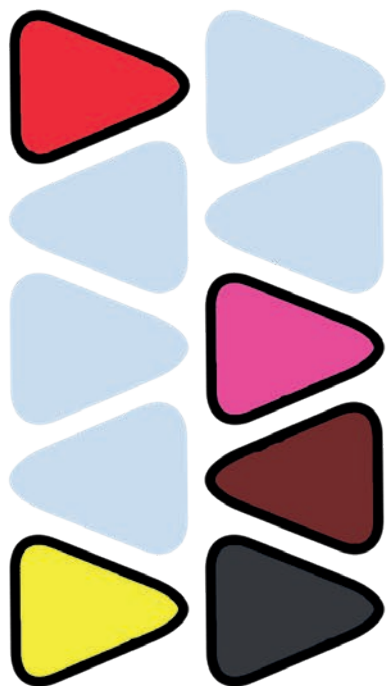
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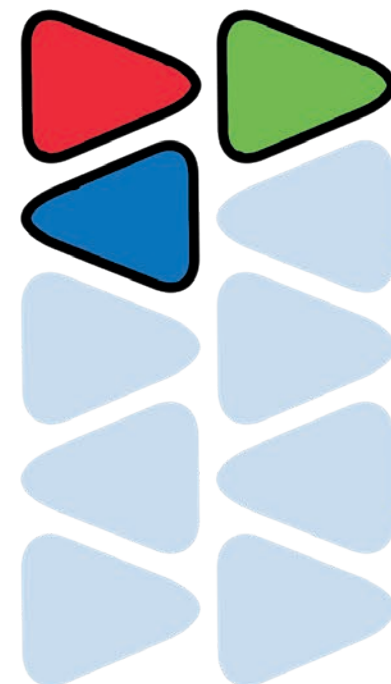
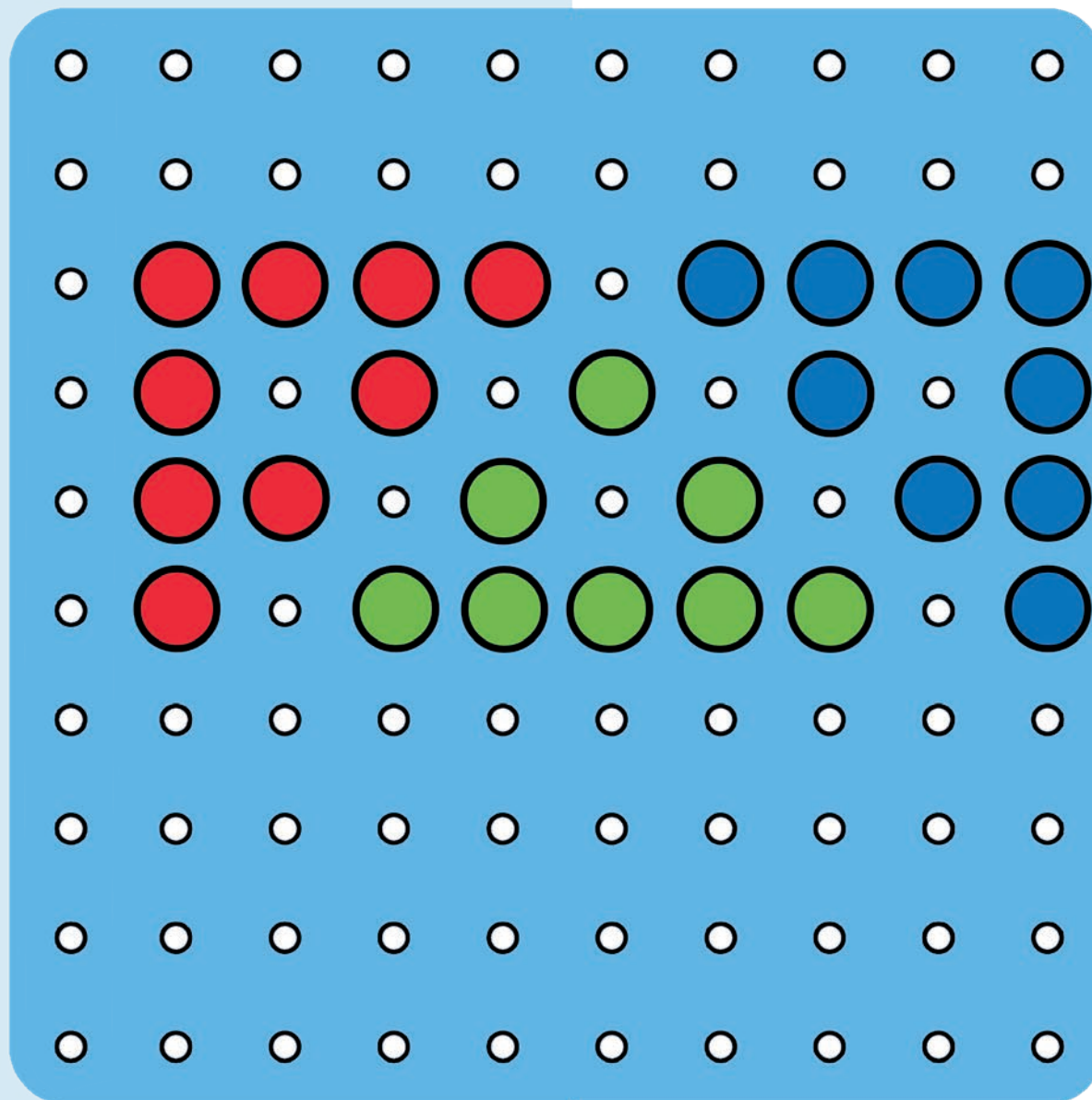
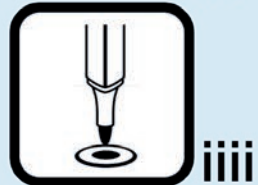
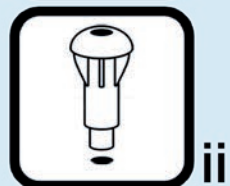


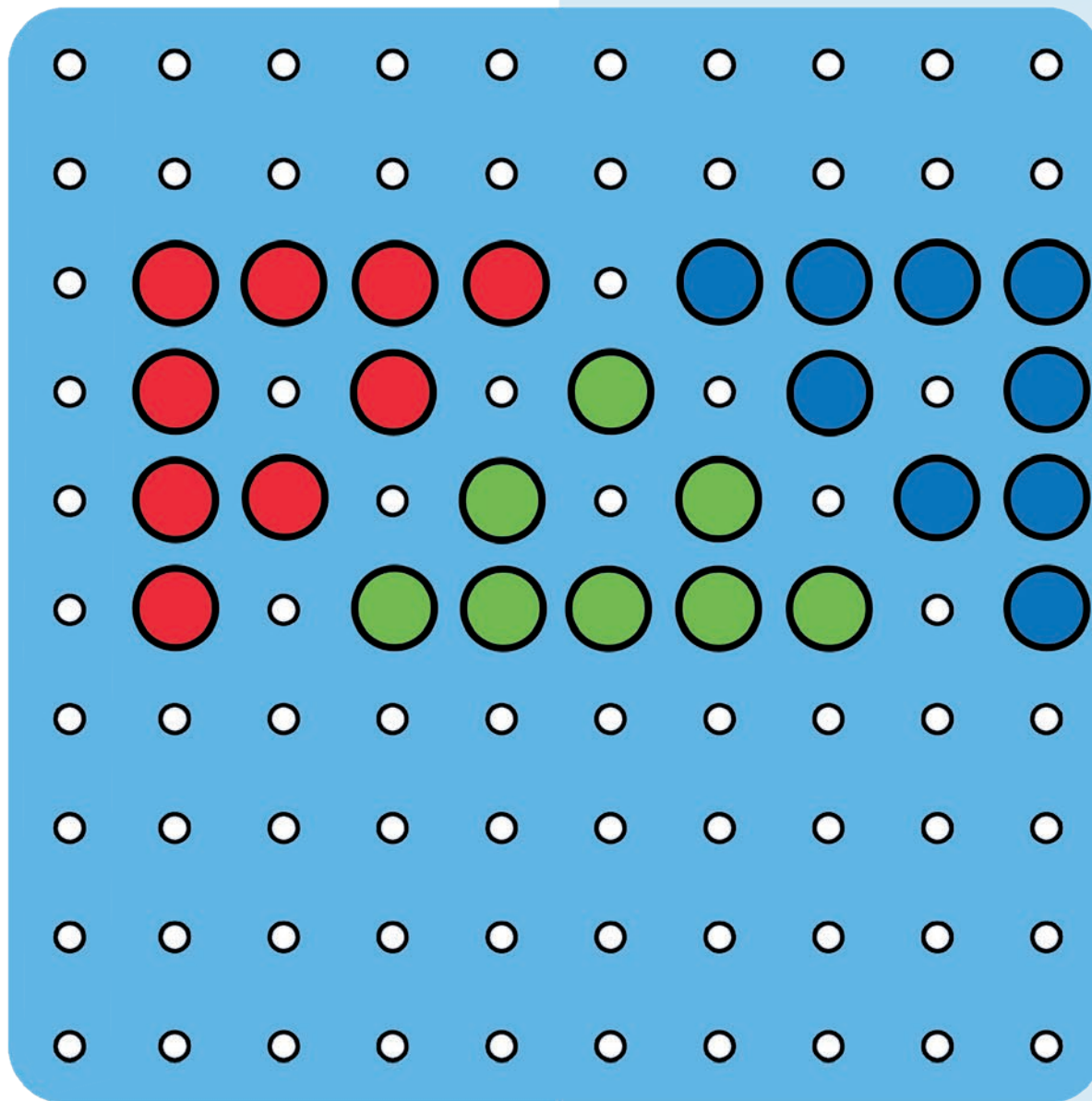
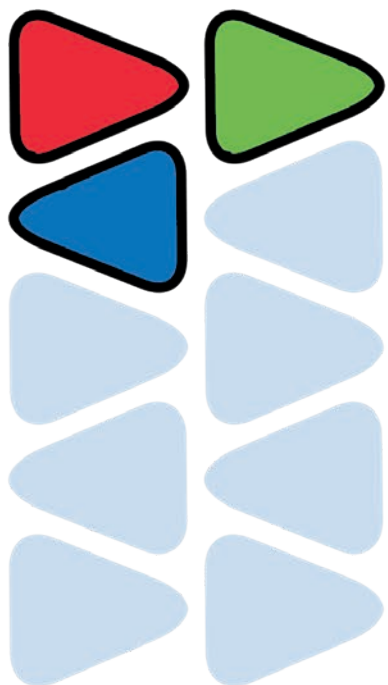
17





 **18** 





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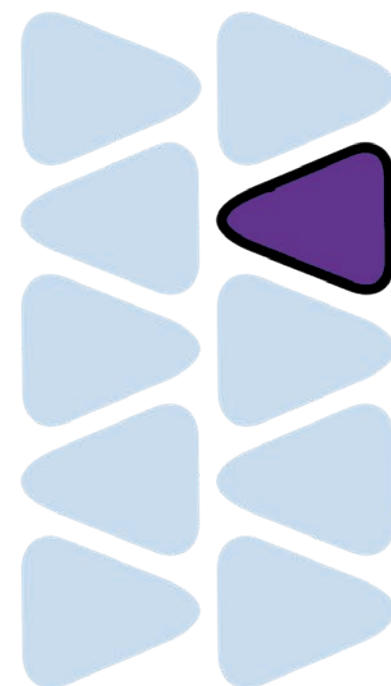
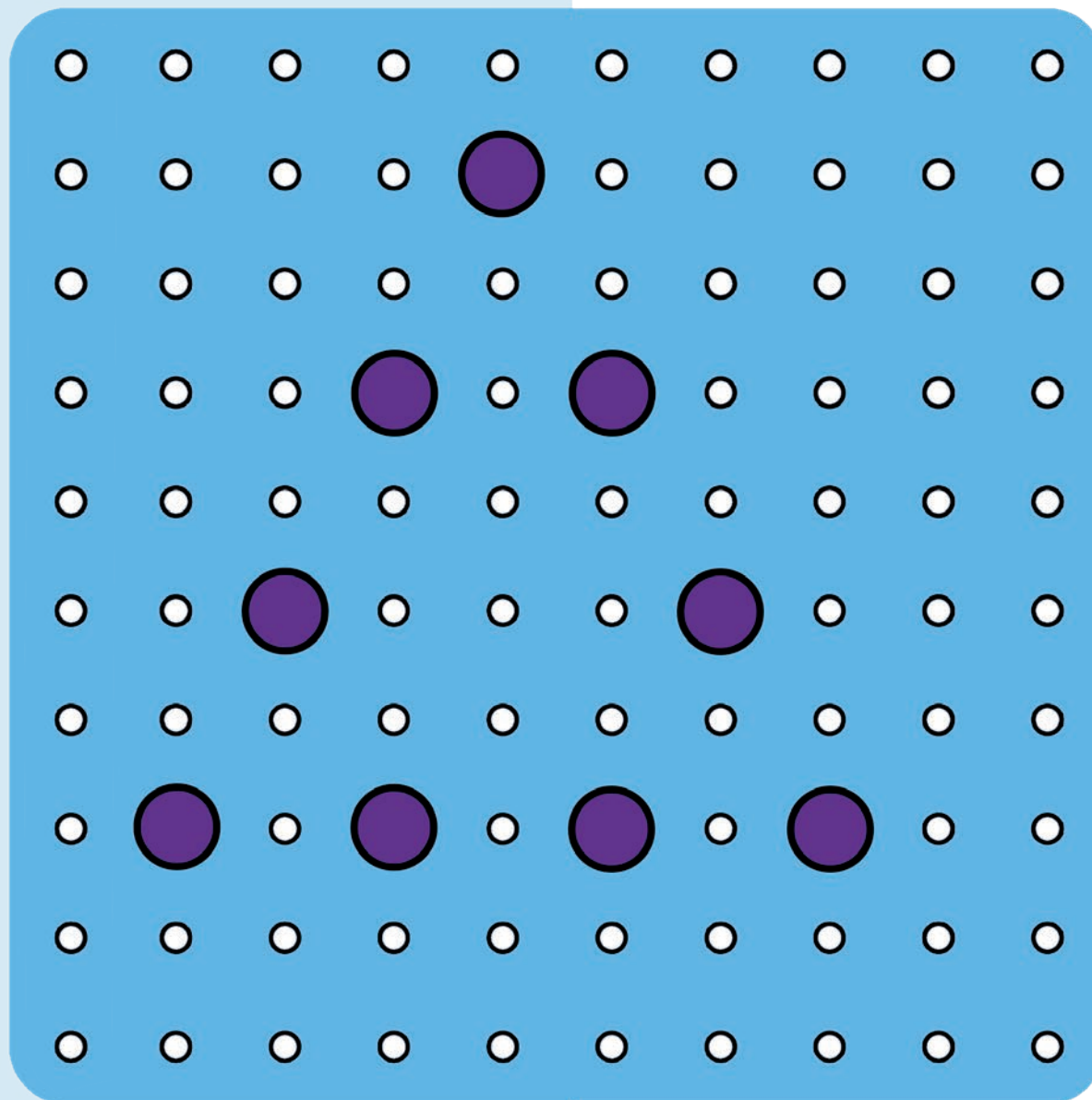
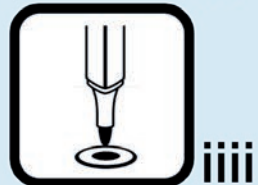
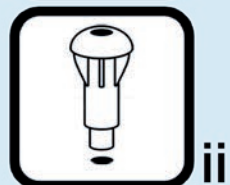
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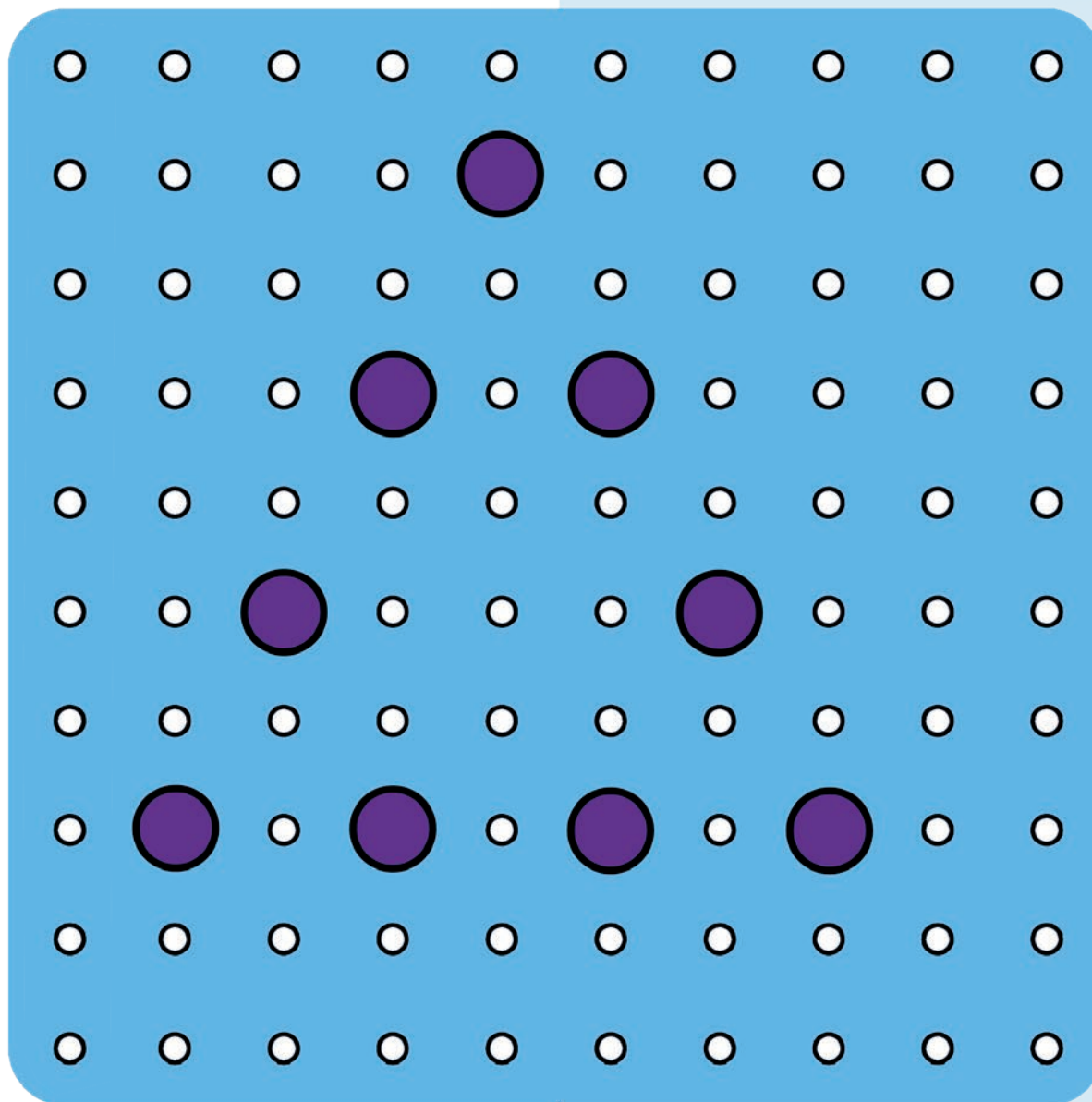
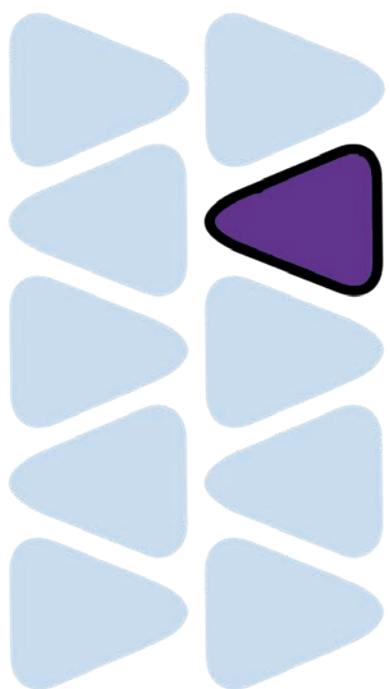


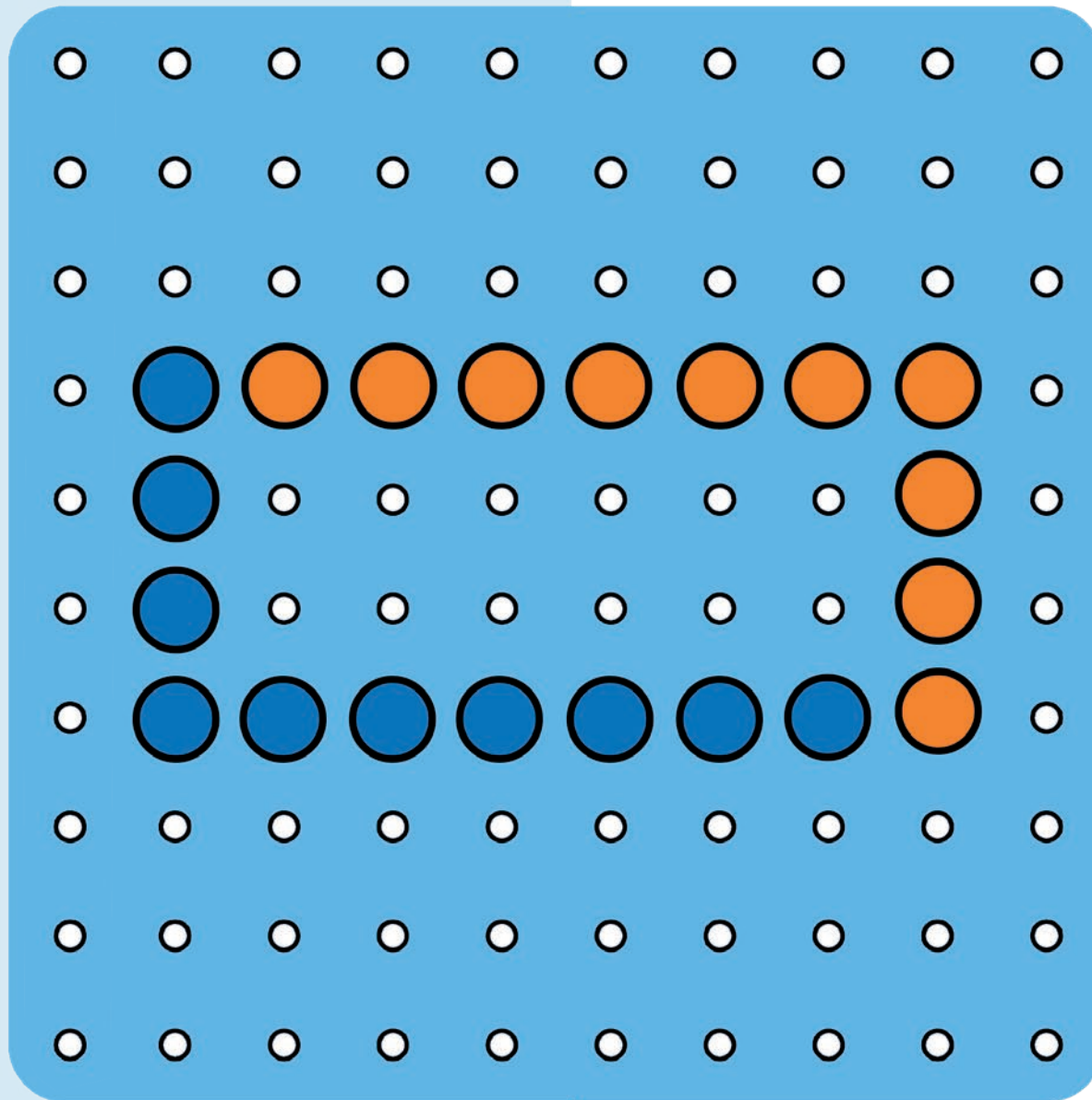
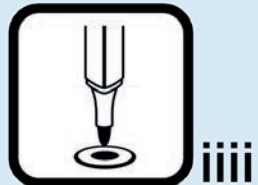
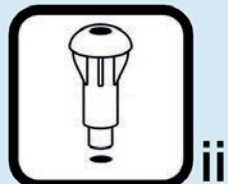
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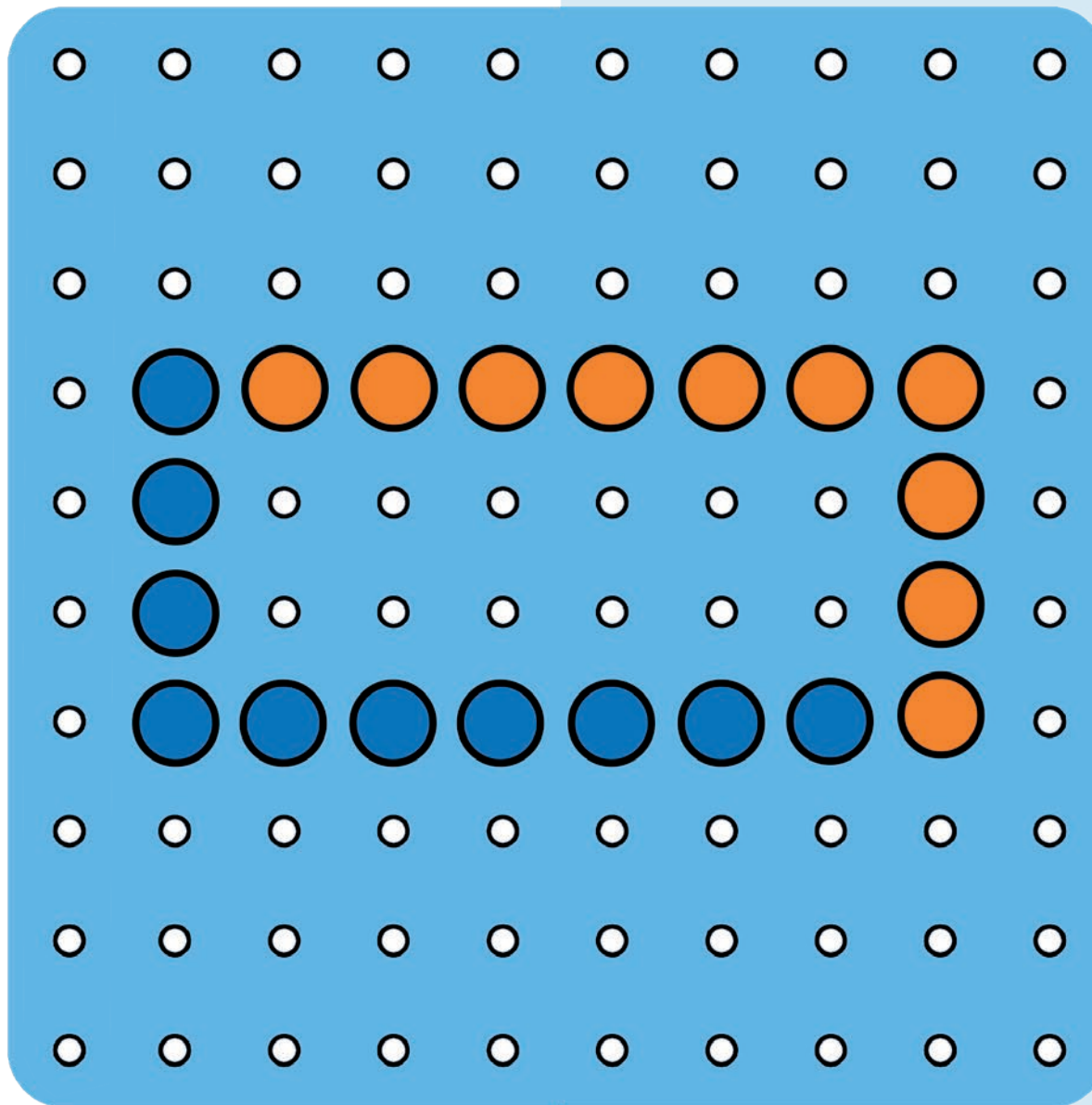


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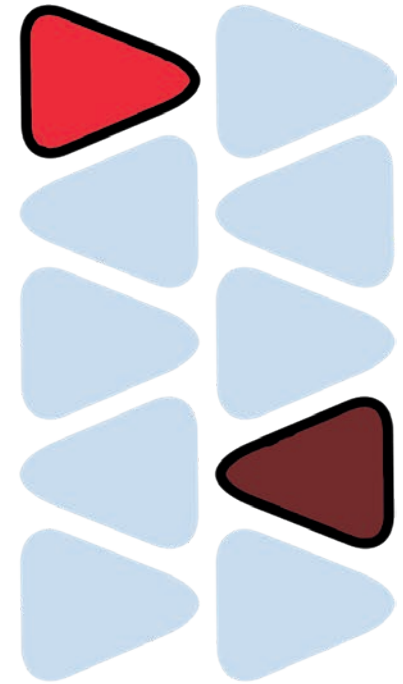
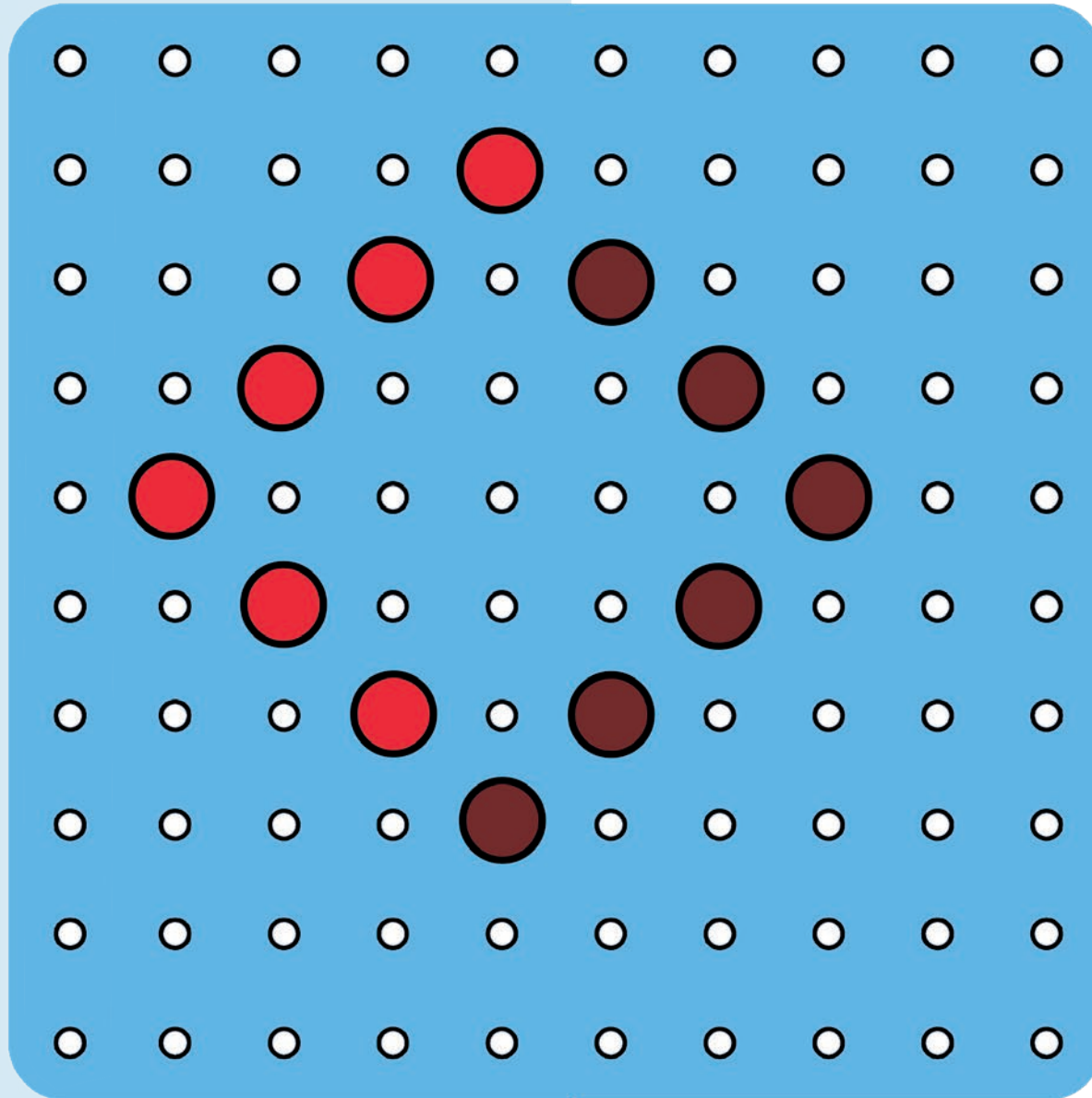
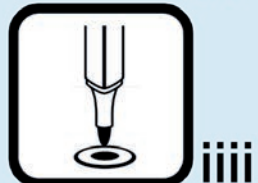
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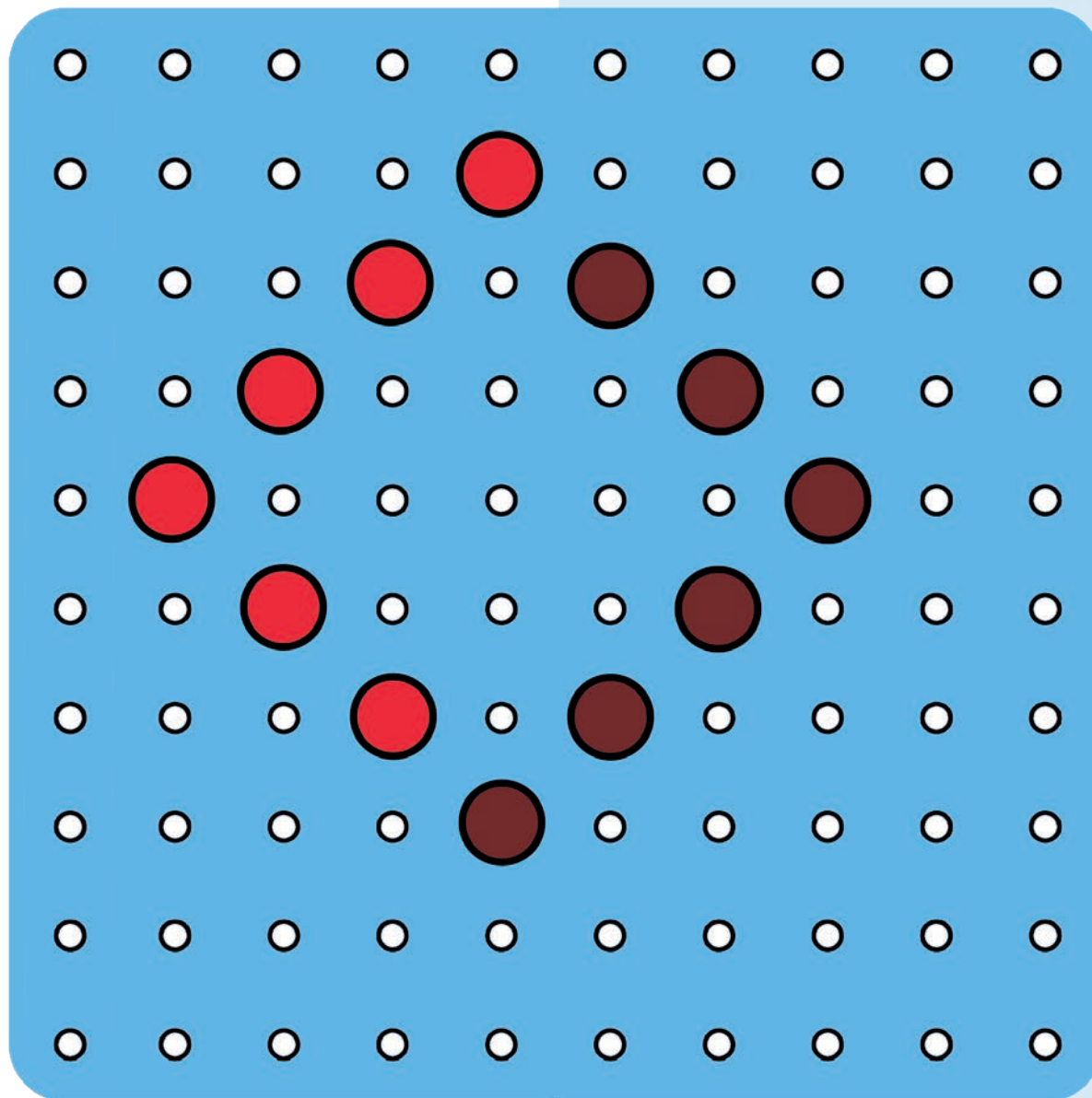
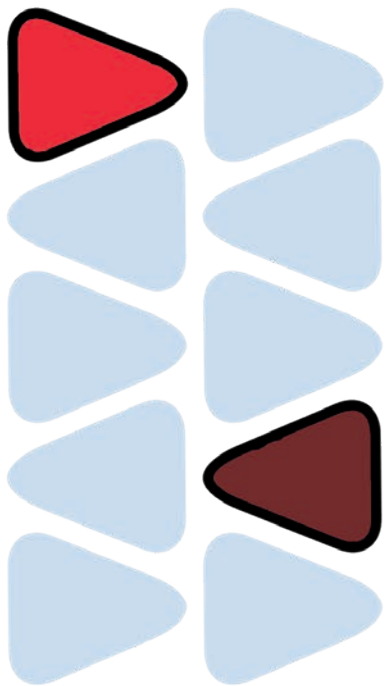


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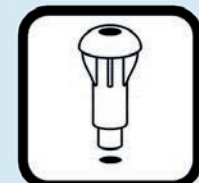


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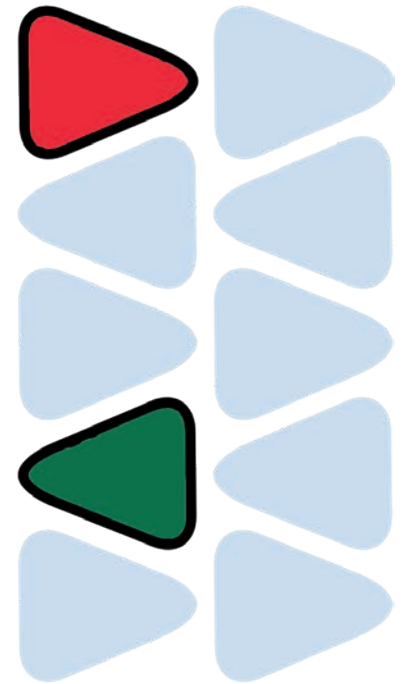
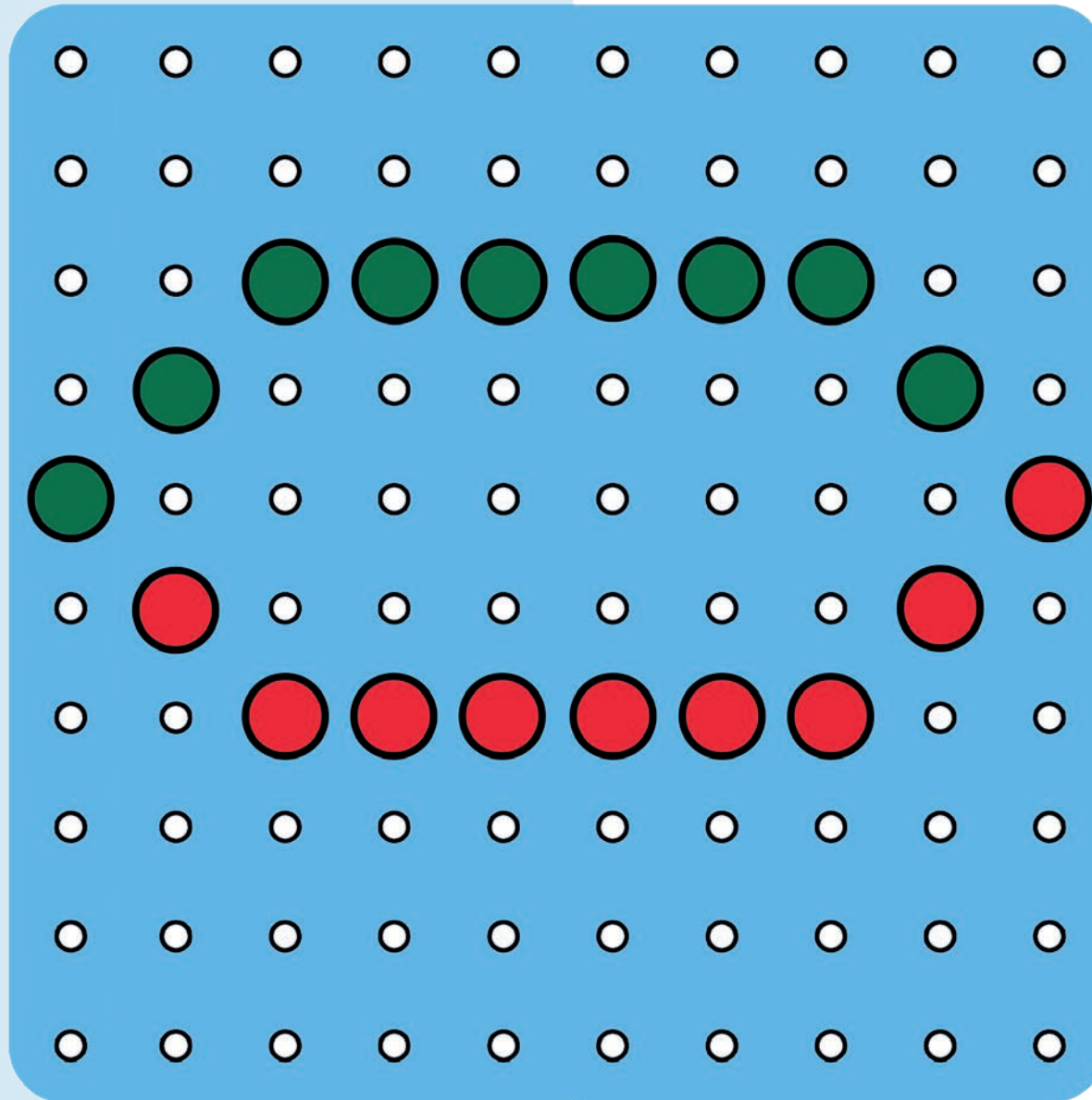
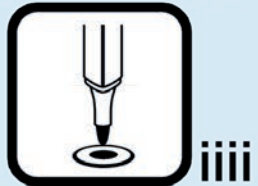
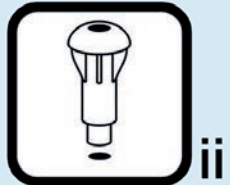


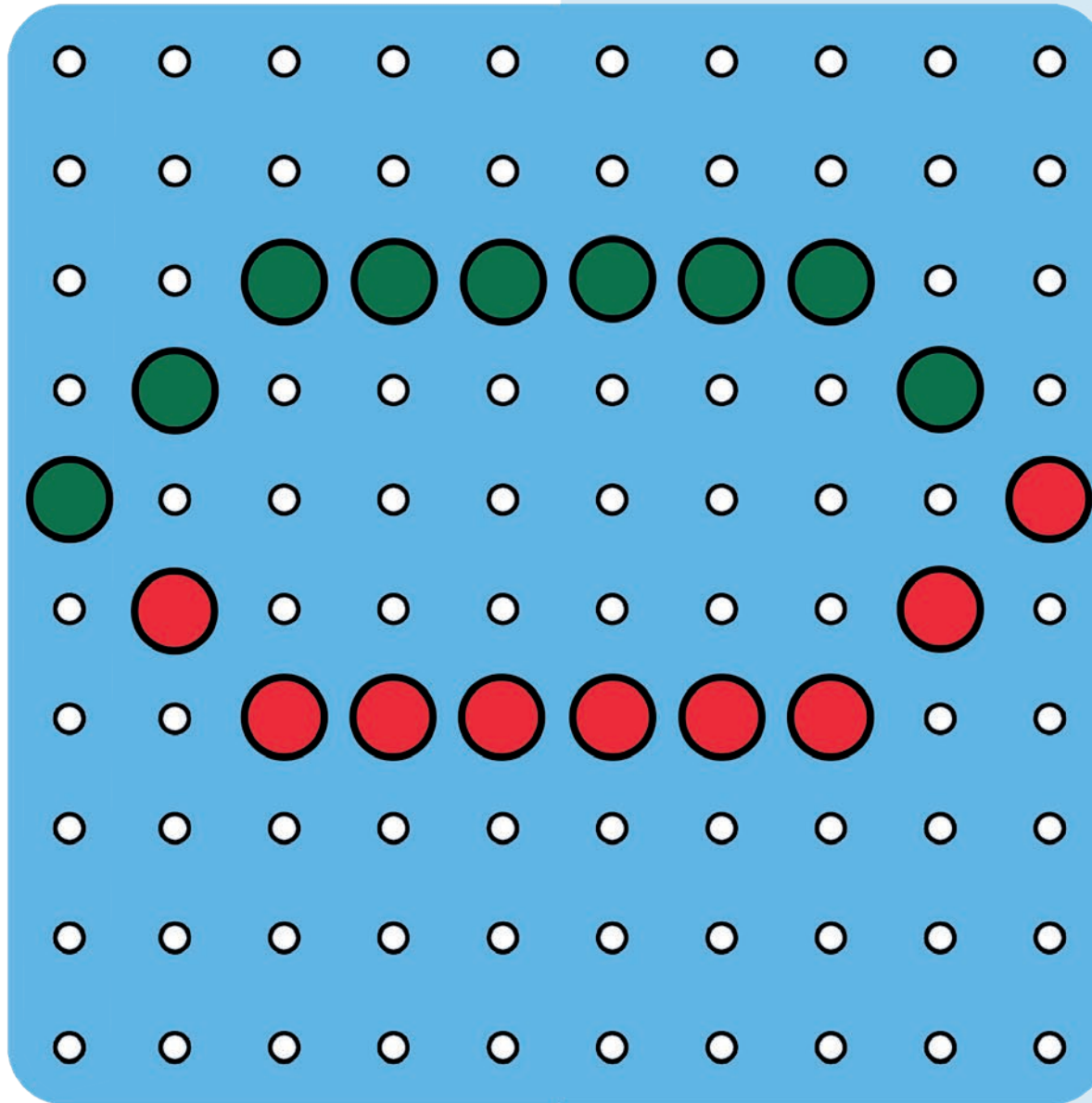
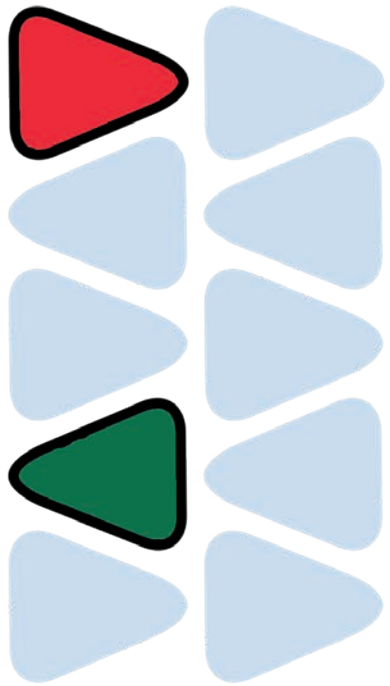
iii



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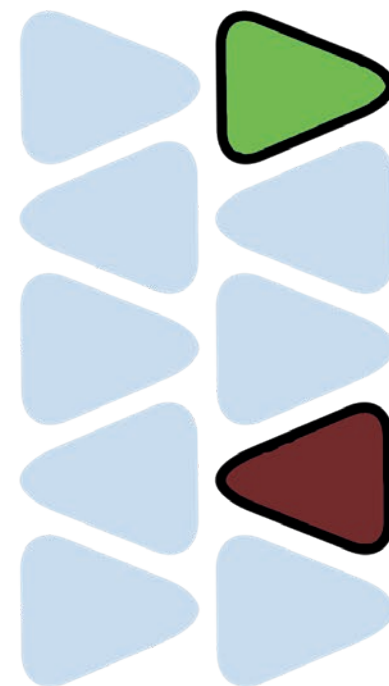
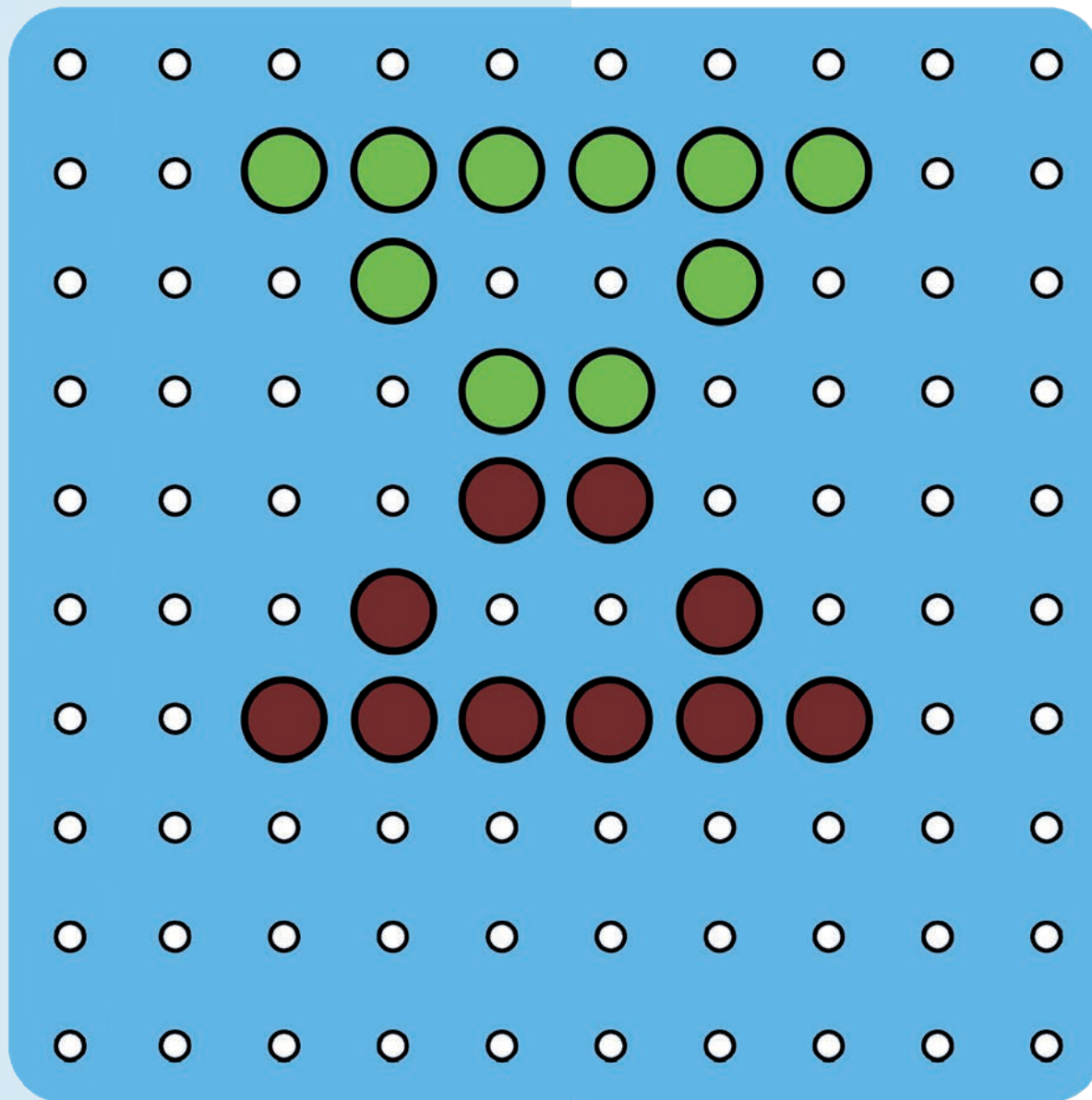
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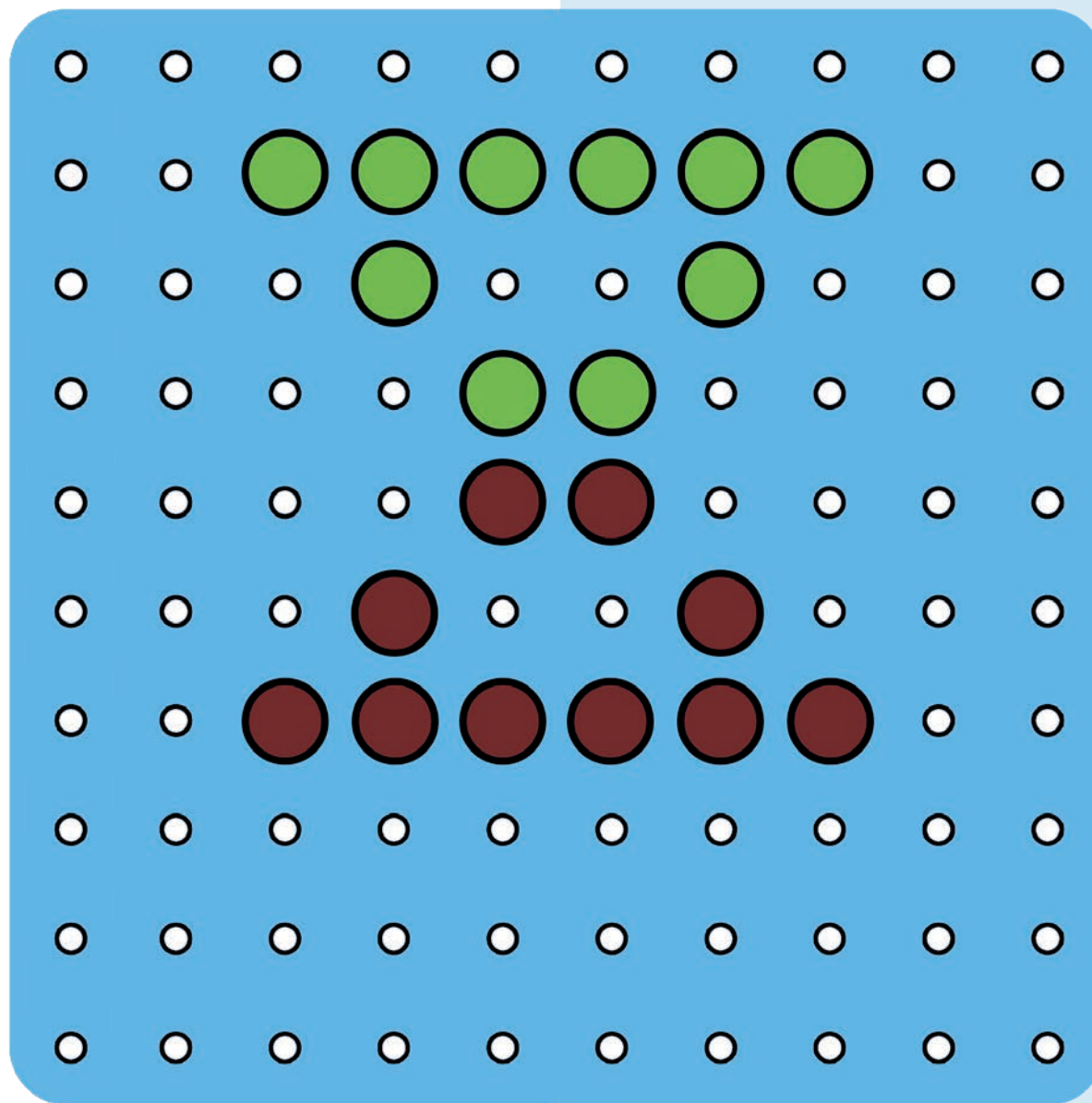
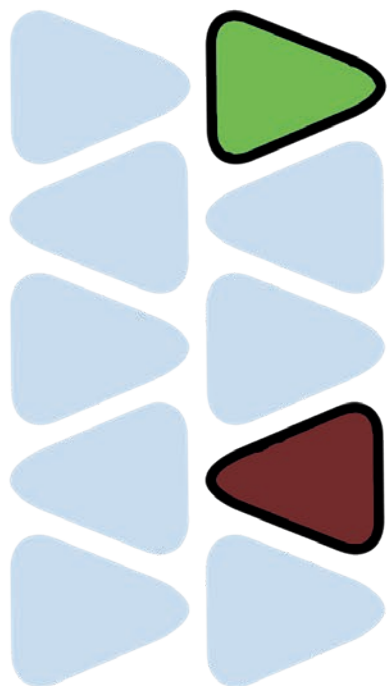


iiii



Hand icon 23 Hand icon





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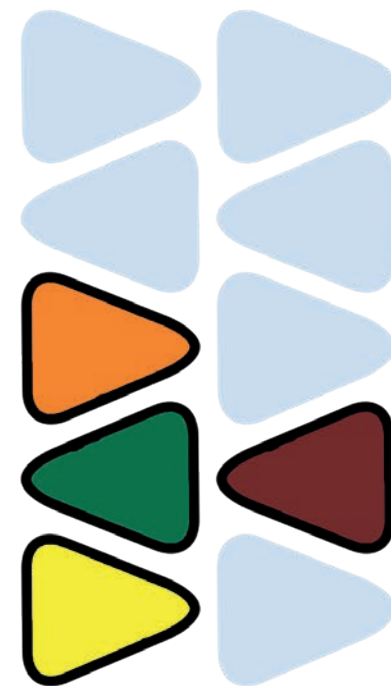
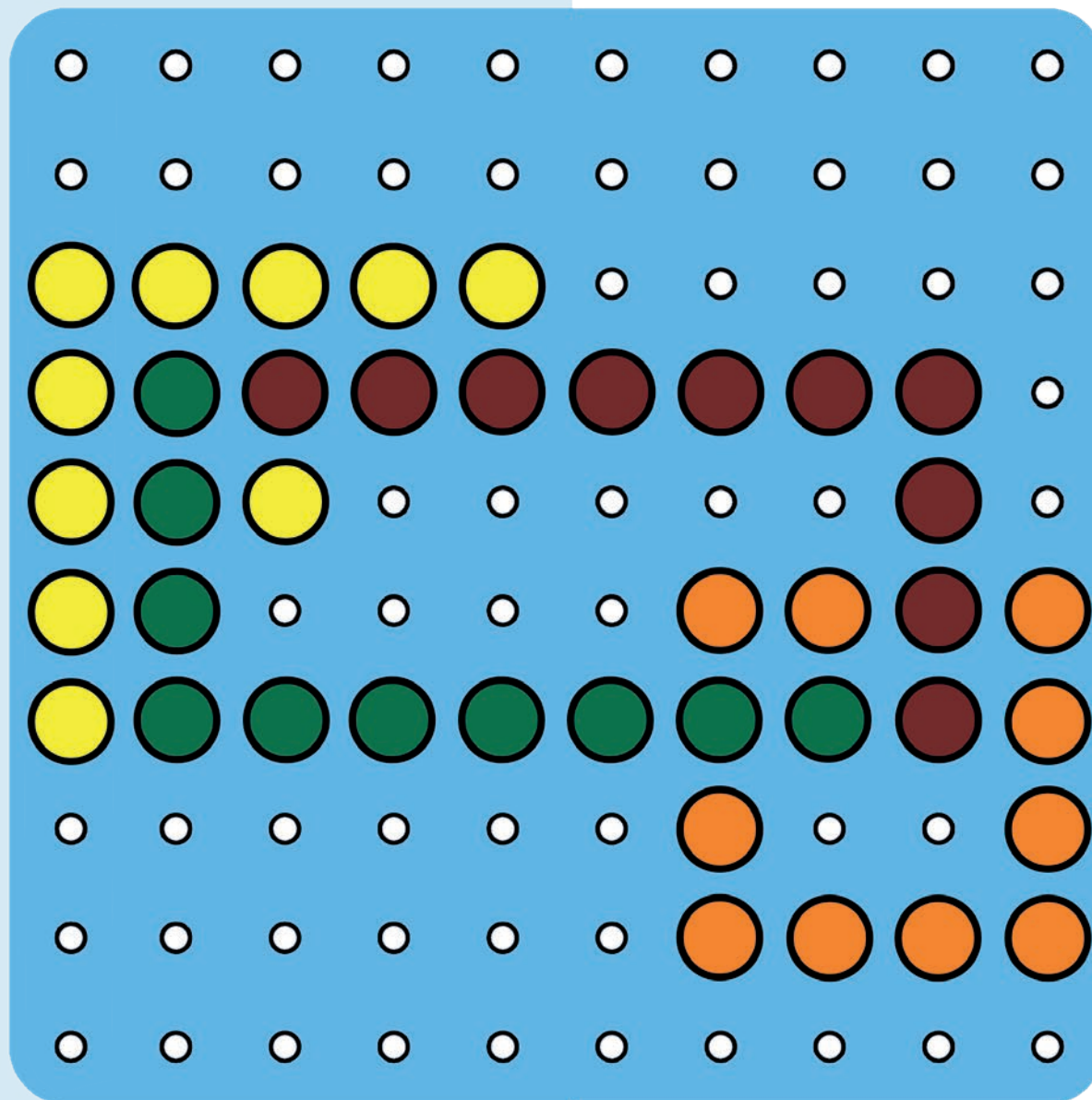
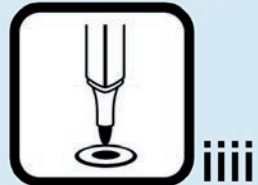
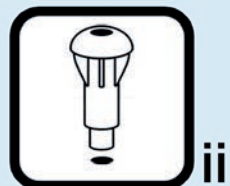
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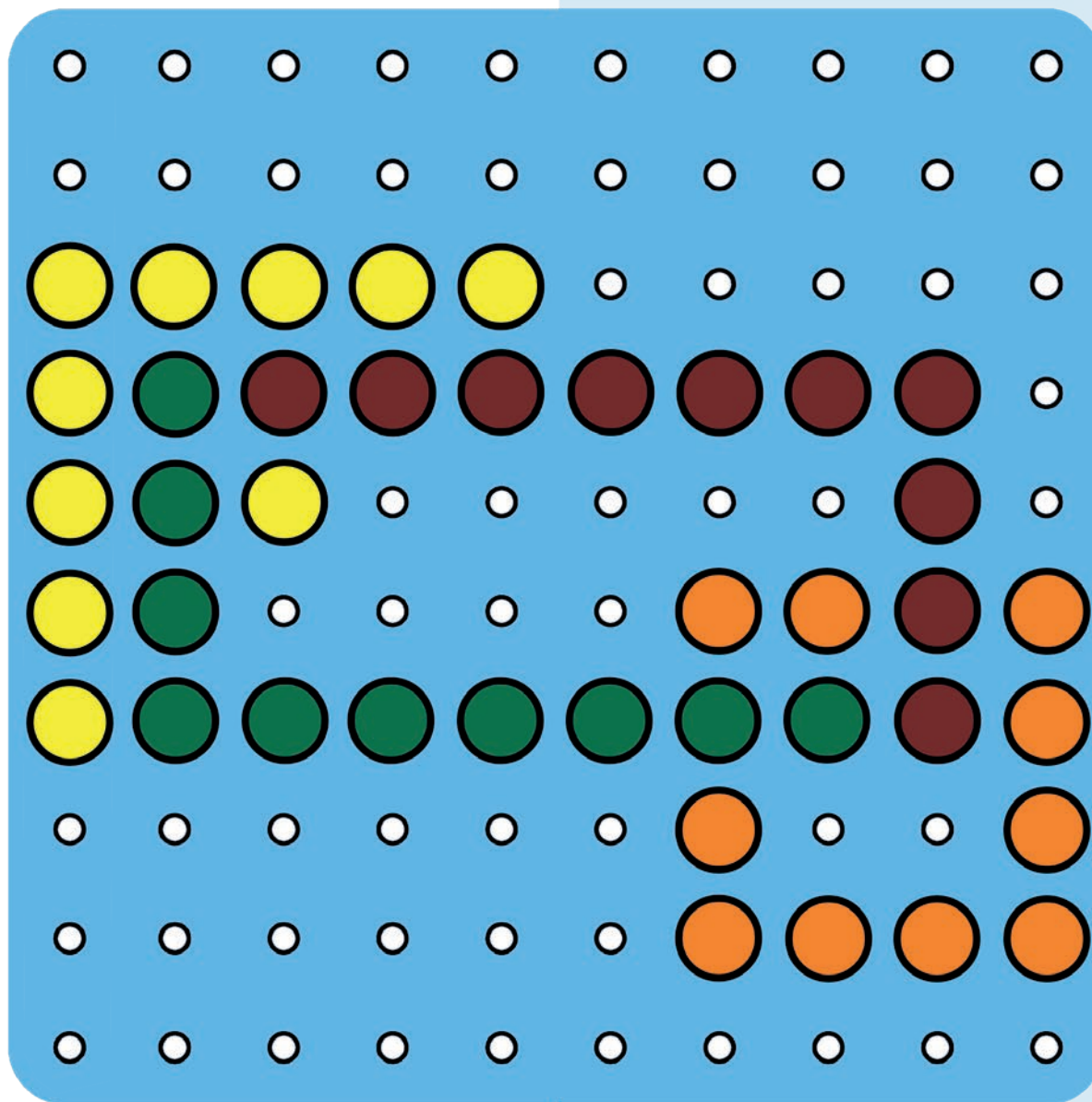
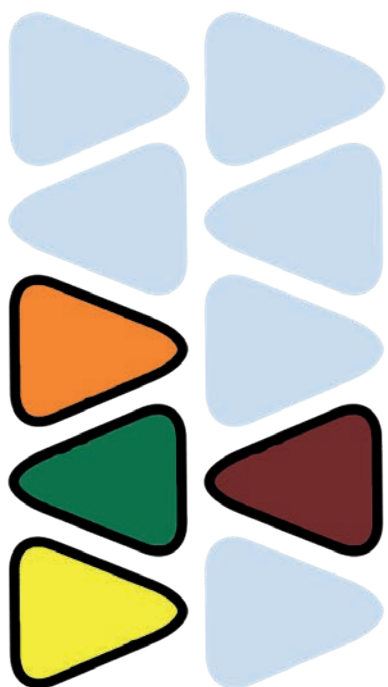


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