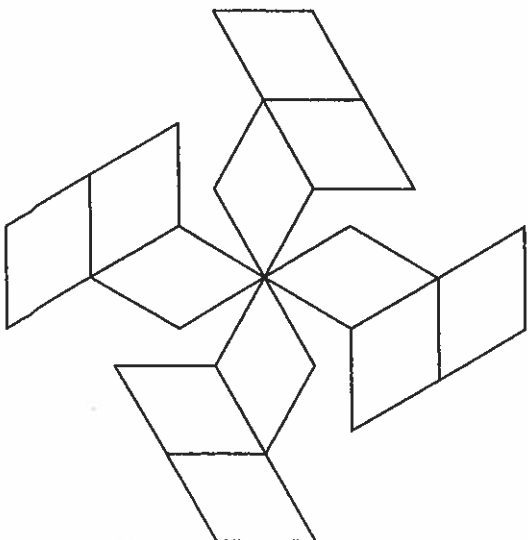
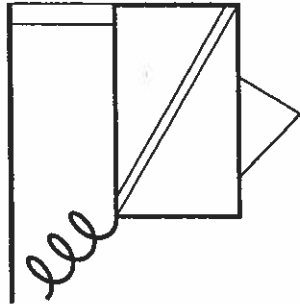
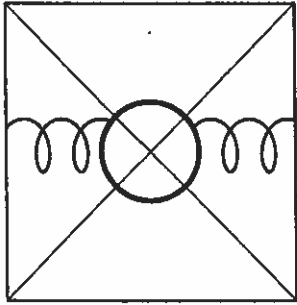
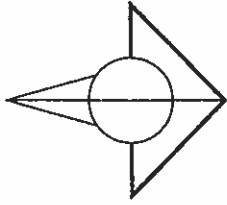
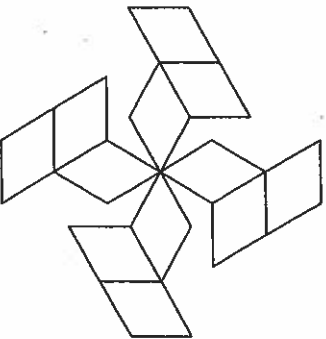


Name



# The Teodorescu Perceptuo-Motor Programme

Ion Teodorescu and Lois M. Addy • A Perceptuo-Motor approach to handwriting



# Handwriting booklet 5



# Booklet 5

## Booklet 5

Booklet pages

A. Spatial organisation  
Additional worksheets

1-10  
11-19

### A. Spatial organisation

Booklet pages 1-10

The following series of exercises aims to enhance an area of perception known as **spatial organisation**. This is the ability to perceive the position of two or more objects in relation to self and in relation to each other.

The ability to measure distances between objects and self is a step forward from seeing the relationship between one's self and an object. It differs from figure-ground discrimination, in which perception is separated into two parts: a prominent object and one which is in the background. In visualising spatial relationships, a number of parts can be seen simultaneously and all are given equal attention.

This is the way objects are perceived but in reality, all parts are not actually seen simultaneously. Instead they are mentally scanned and then organised so as to form a complete picture.

To take an example from football, the player in the goalkeeper position can scan the whole field and form a picture which includes the exact position of all the players, their distance from each other and their distance from the goal. With this information, the goalkeeper can prepare to move swiftly into the most appropriate position.

### Sequential assessment of space

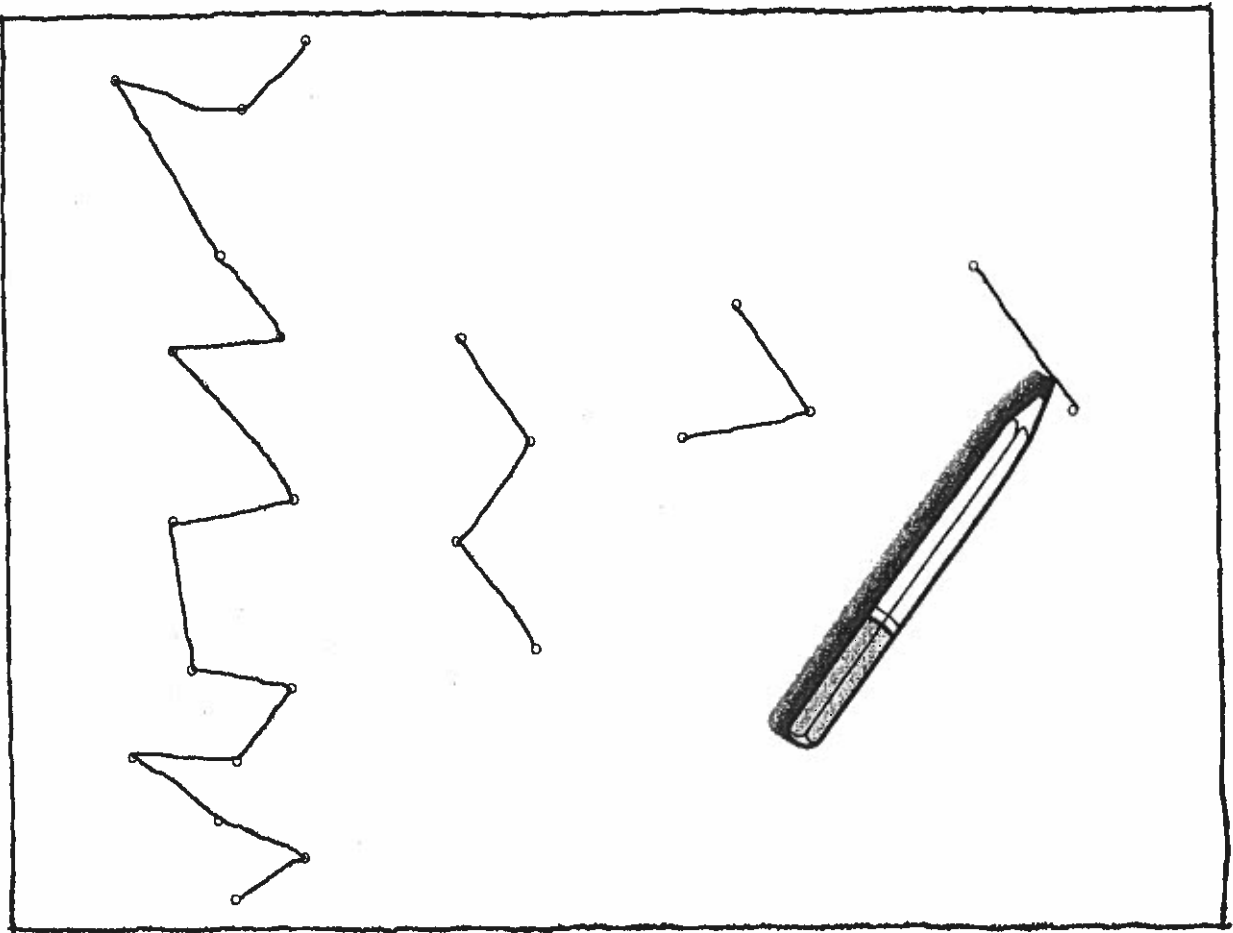
Children who experience difficulties in this area of their perceptual development will be unable to see the necessary spaces between words, and may produce erratically sized letters, oblivious to their lack of uniformity. They may also experience some spelling difficulties, finding the scanning of words difficult to remember and subsequently reproduce.

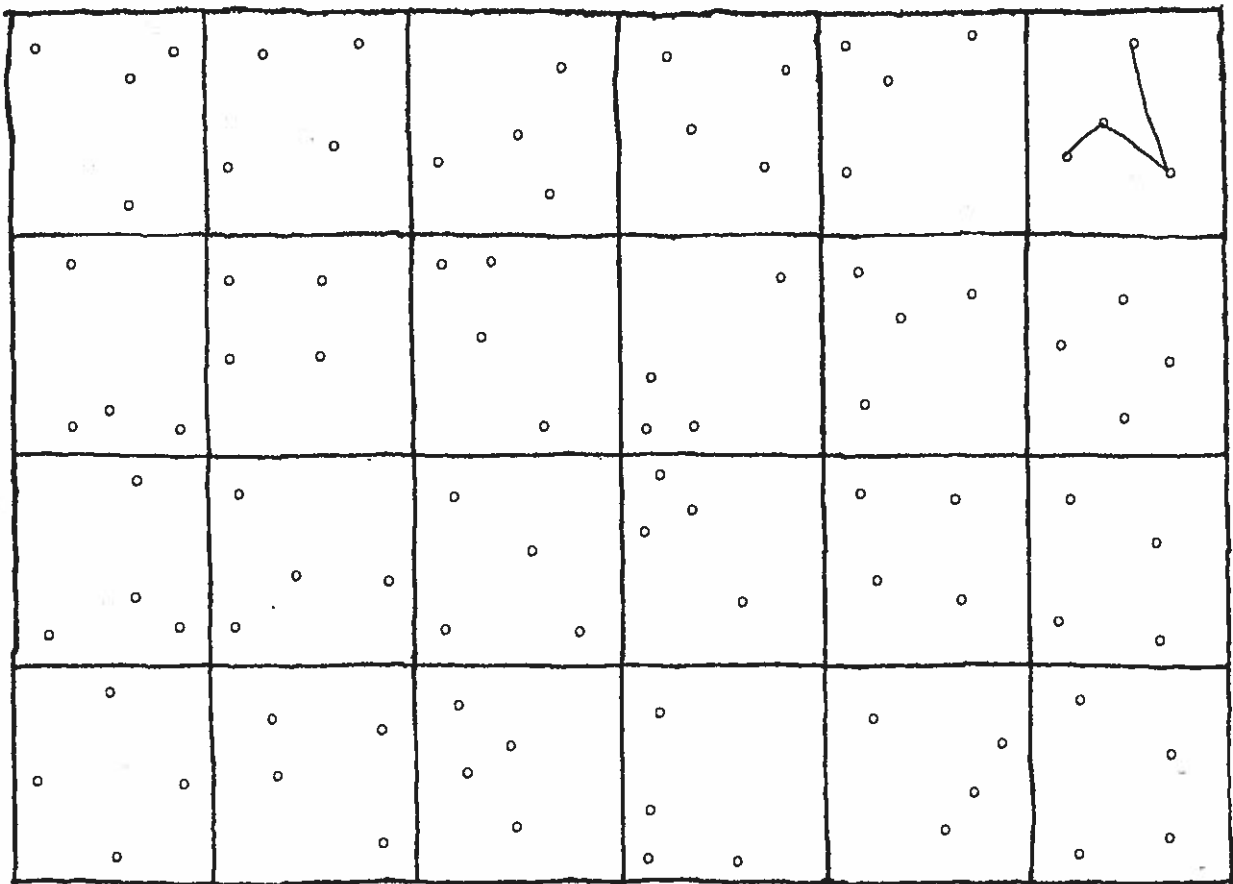
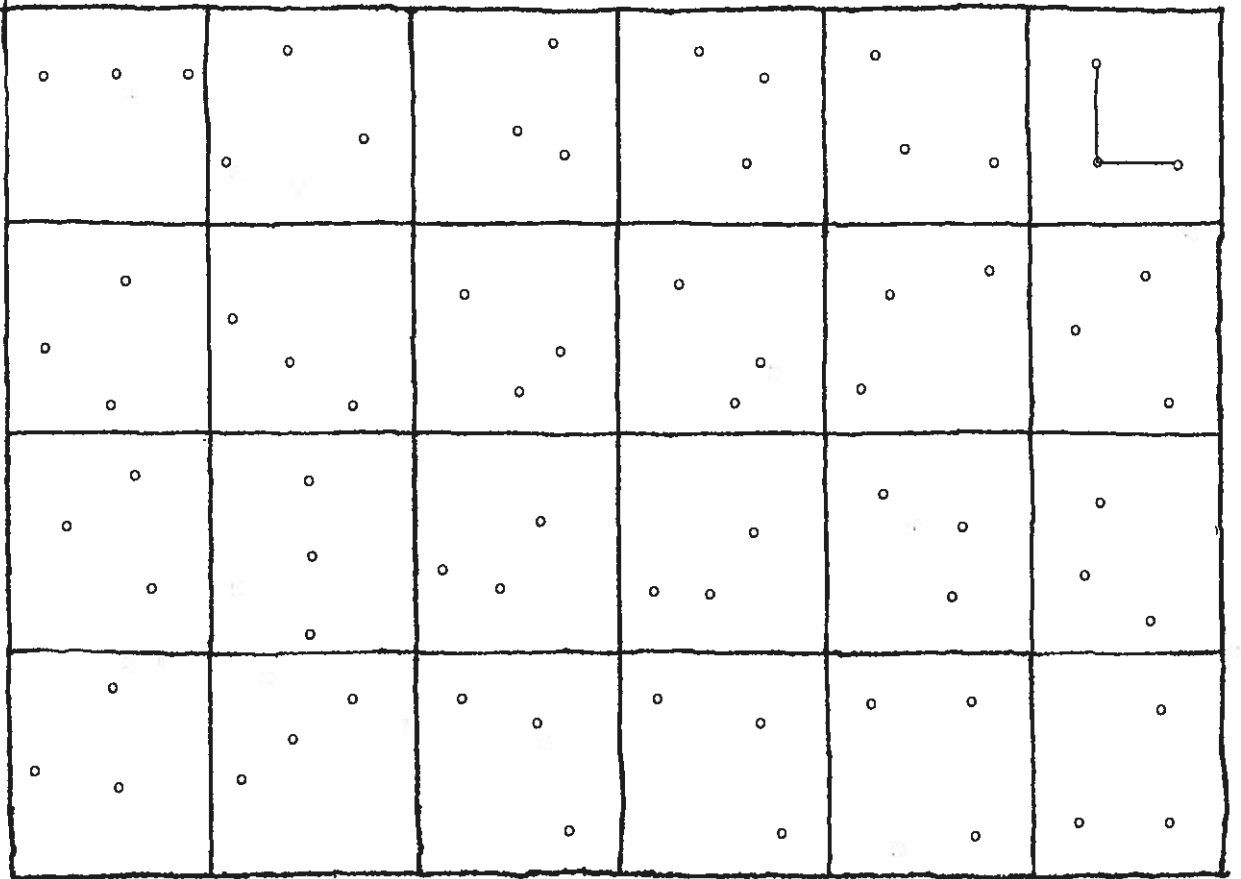
This set of exercises provides a framework in which to develop visual organisation. They begin simply with two points to join, and progress with a gradually increasing number of points to join in an organised manner, thus encouraging scanning, hand-eye co-ordination, pencil control and spatial organisation.

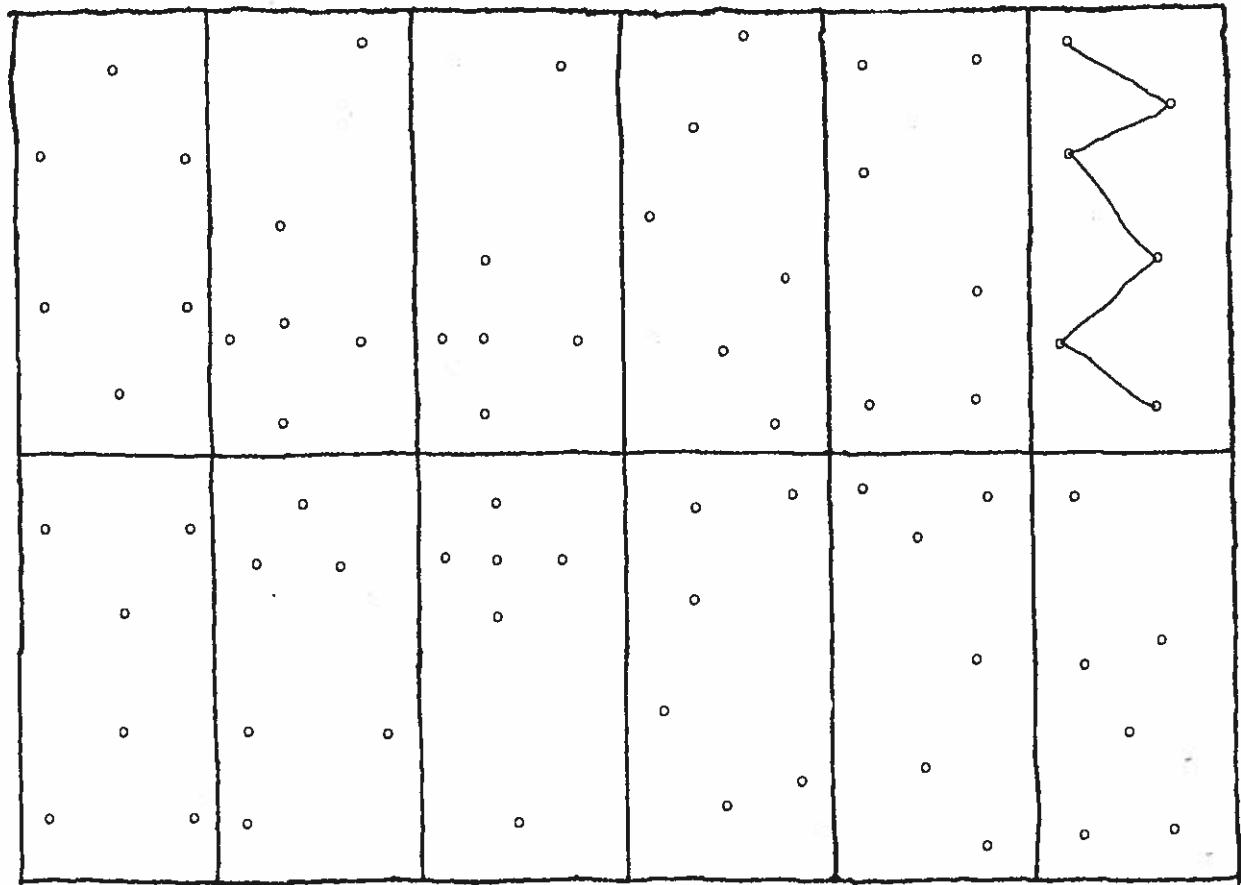
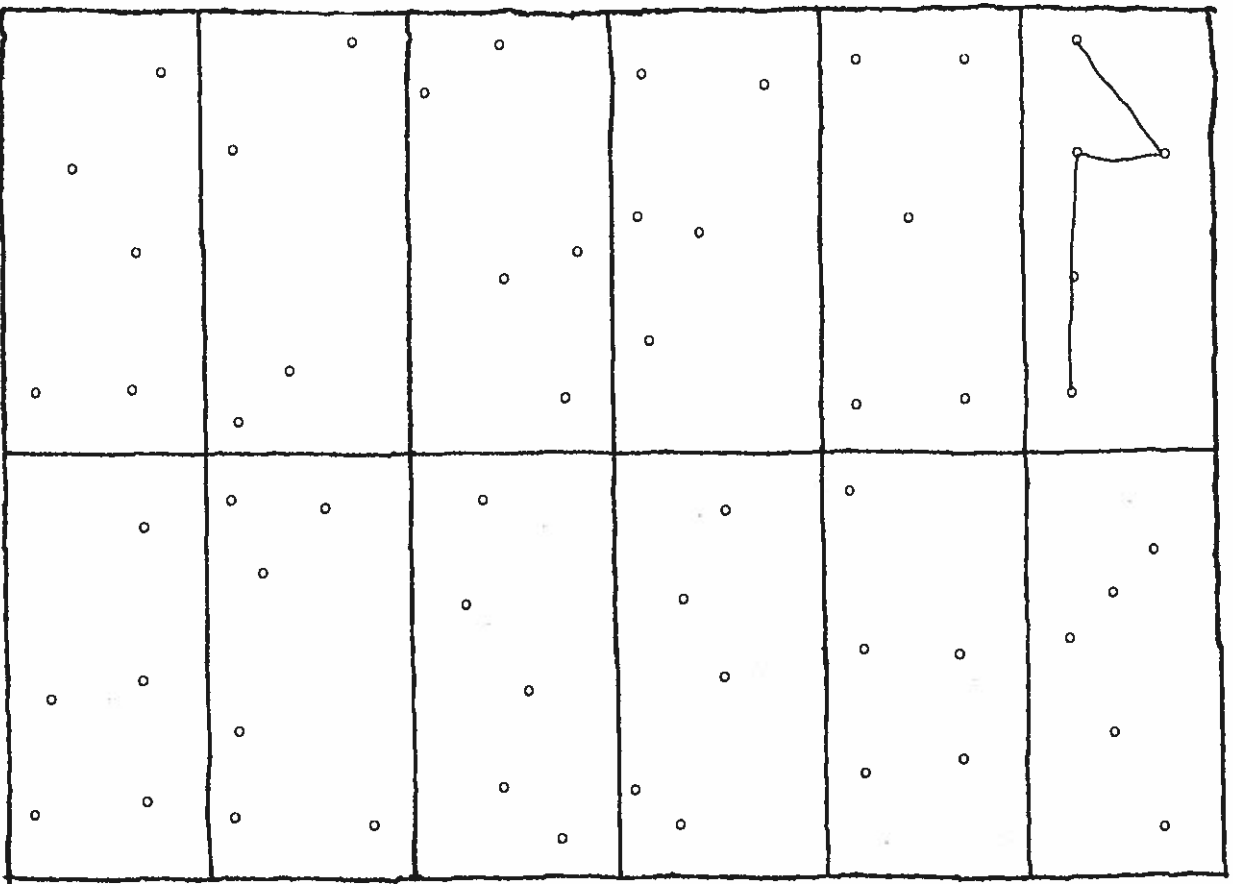
The points do not join to create an object or particular shape. As the child joins every point, without crossing over lines, they create order out of chaos.

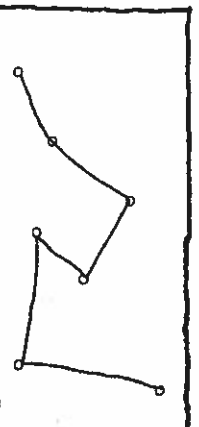
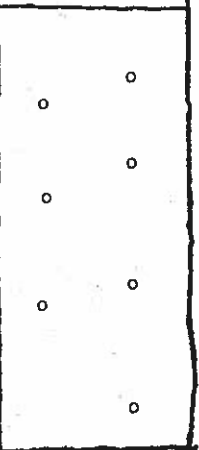
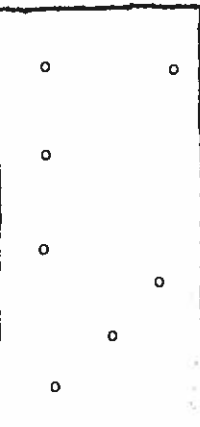
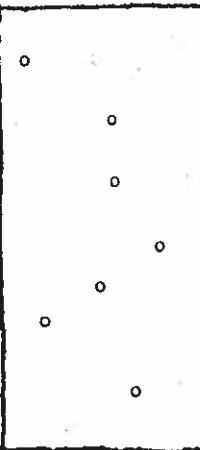
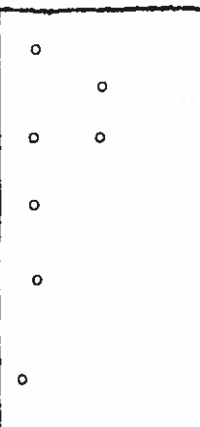
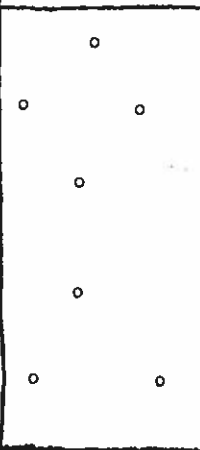
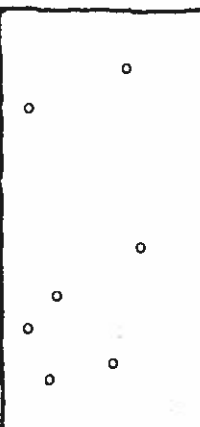
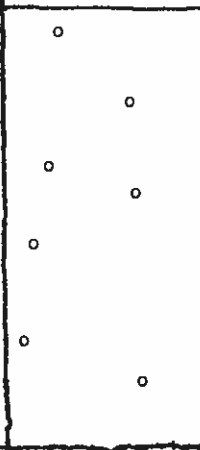
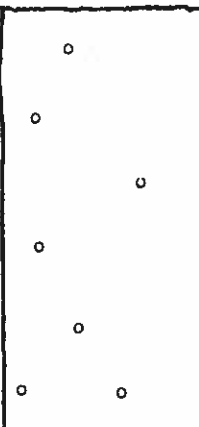
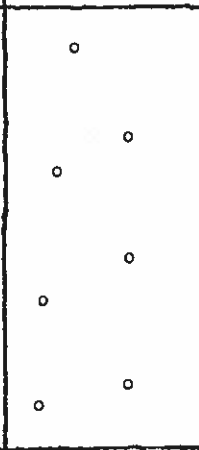

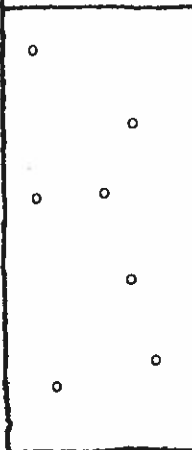
**Supplementary activities**

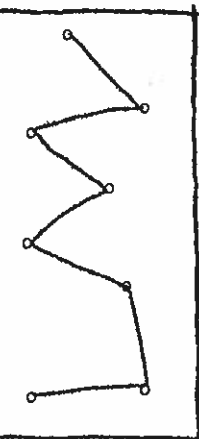
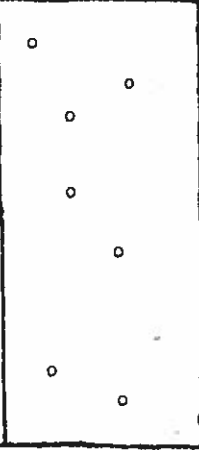
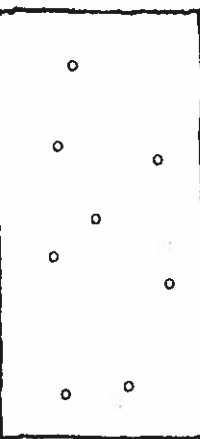
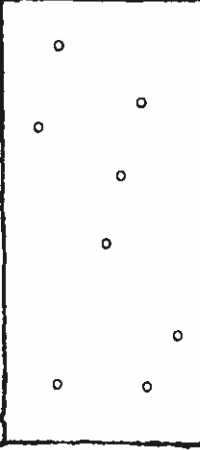
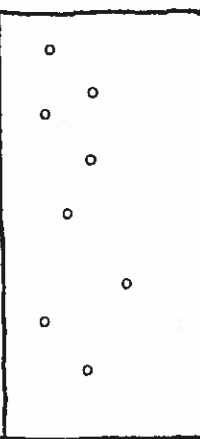
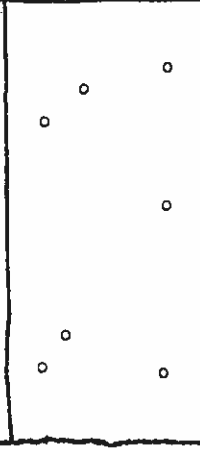
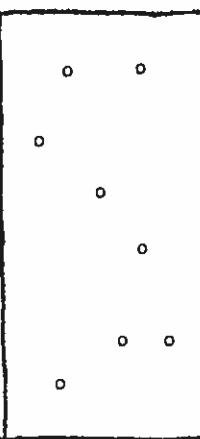
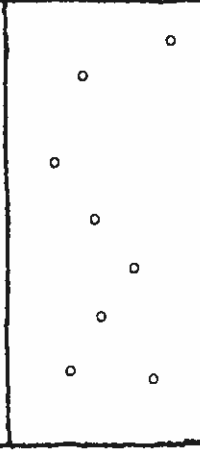
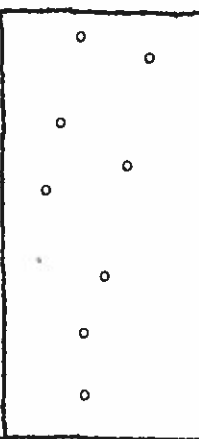
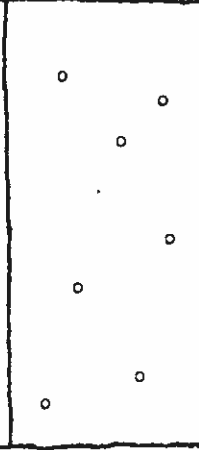
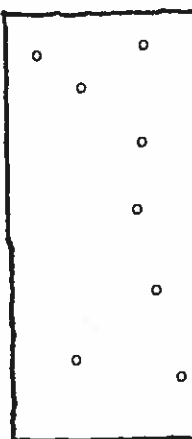
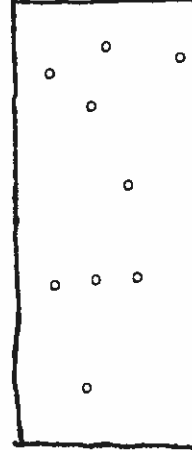
- 1 Find the word hiding within the sequence of letter forms and patterns. An example is given on additional worksheet 19.
- 2 Take a square of wood, hammer small tacks in at random around the board. The child creates patterns by stretching elastic bands from one tack to another, creating order out of disorder. This can also be achieved using either string or thread.
- 3 Copy a pattern onto a grid. Some examples are given on additional worksheets 11–13
- 4 Copy coloured patterns on a peg board using either small or large pegs.
- 5 Using coloured mosaic shapes follow a given pattern. An example is given on worksheet 18.
- 6 Copy various two and three dimensional models using small blocks.

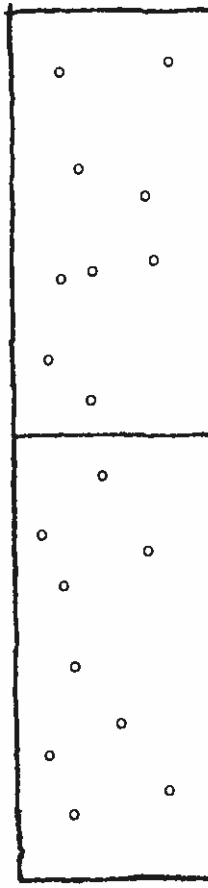
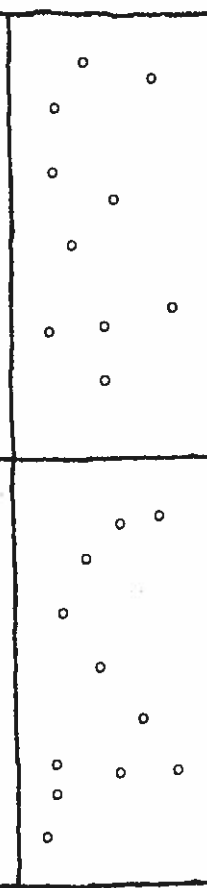
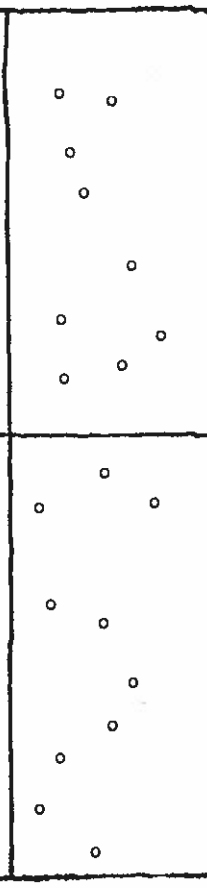
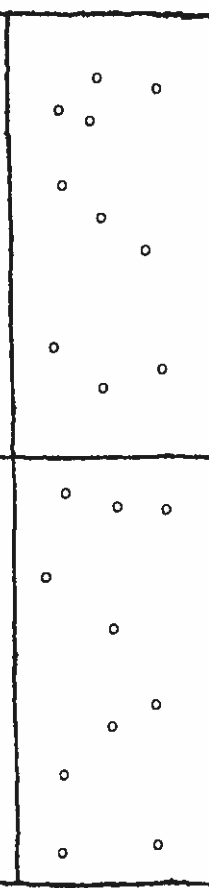
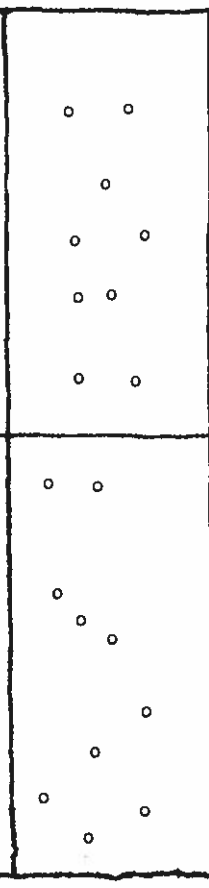
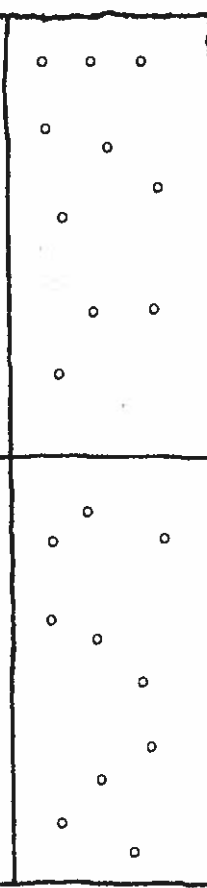
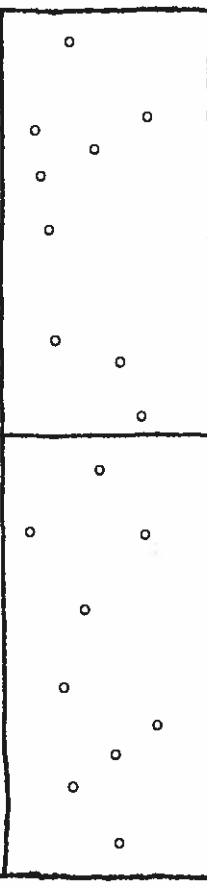
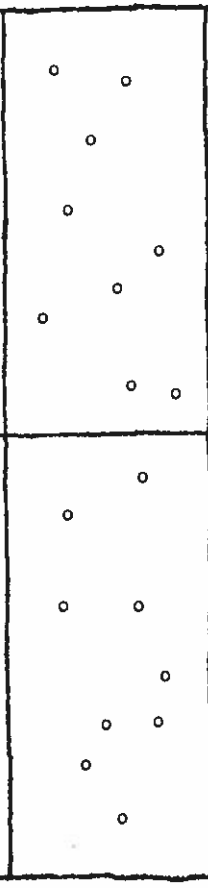
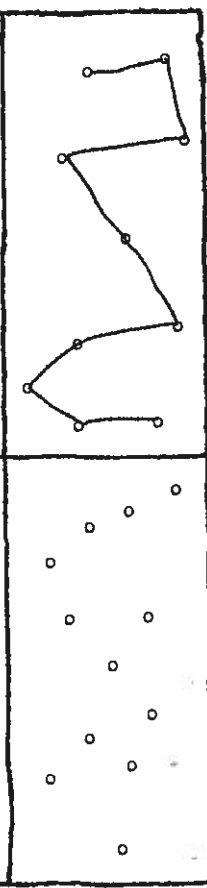
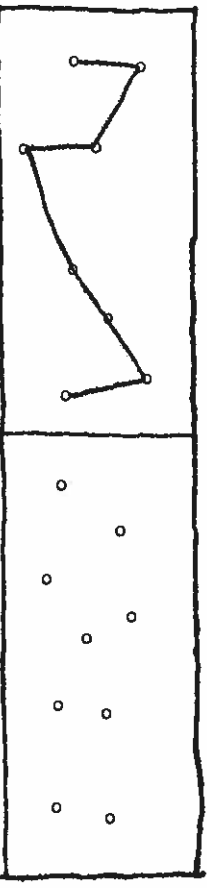


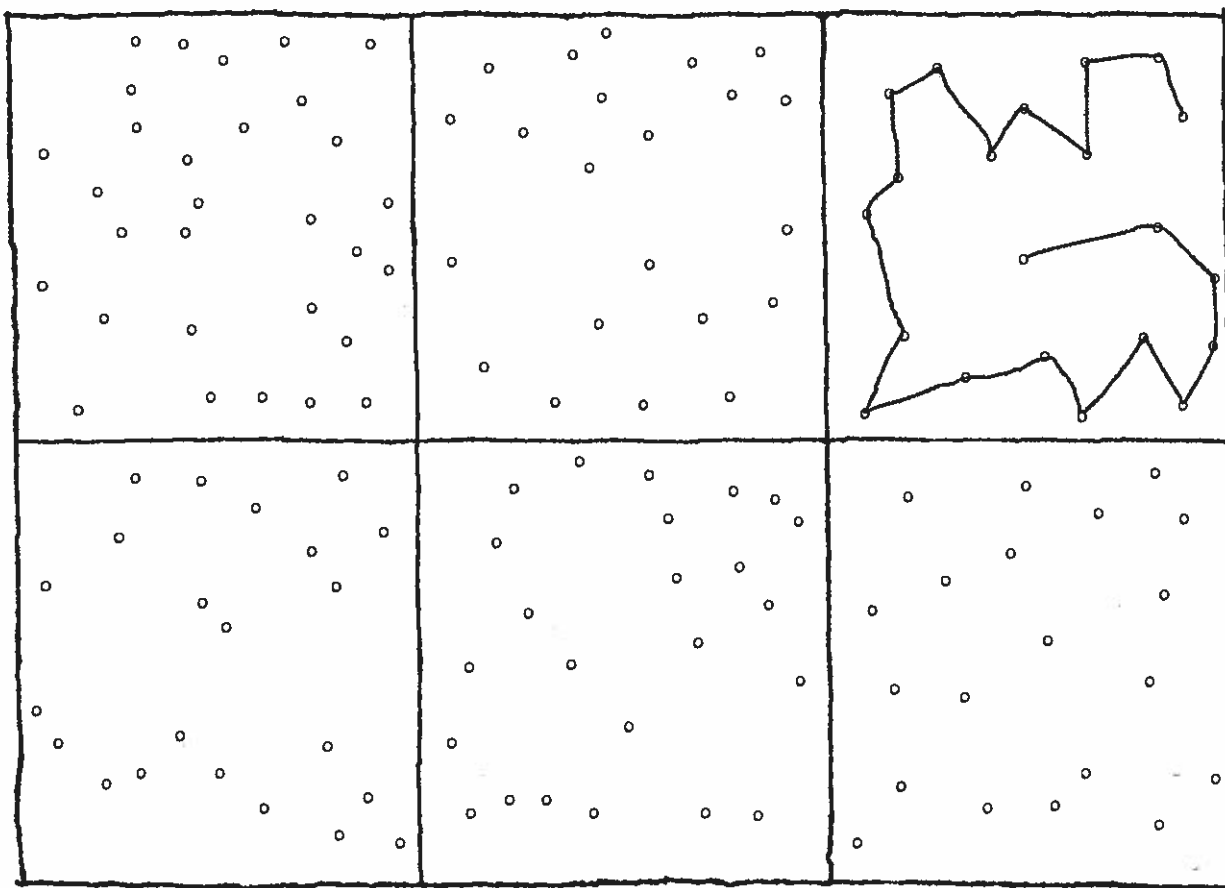
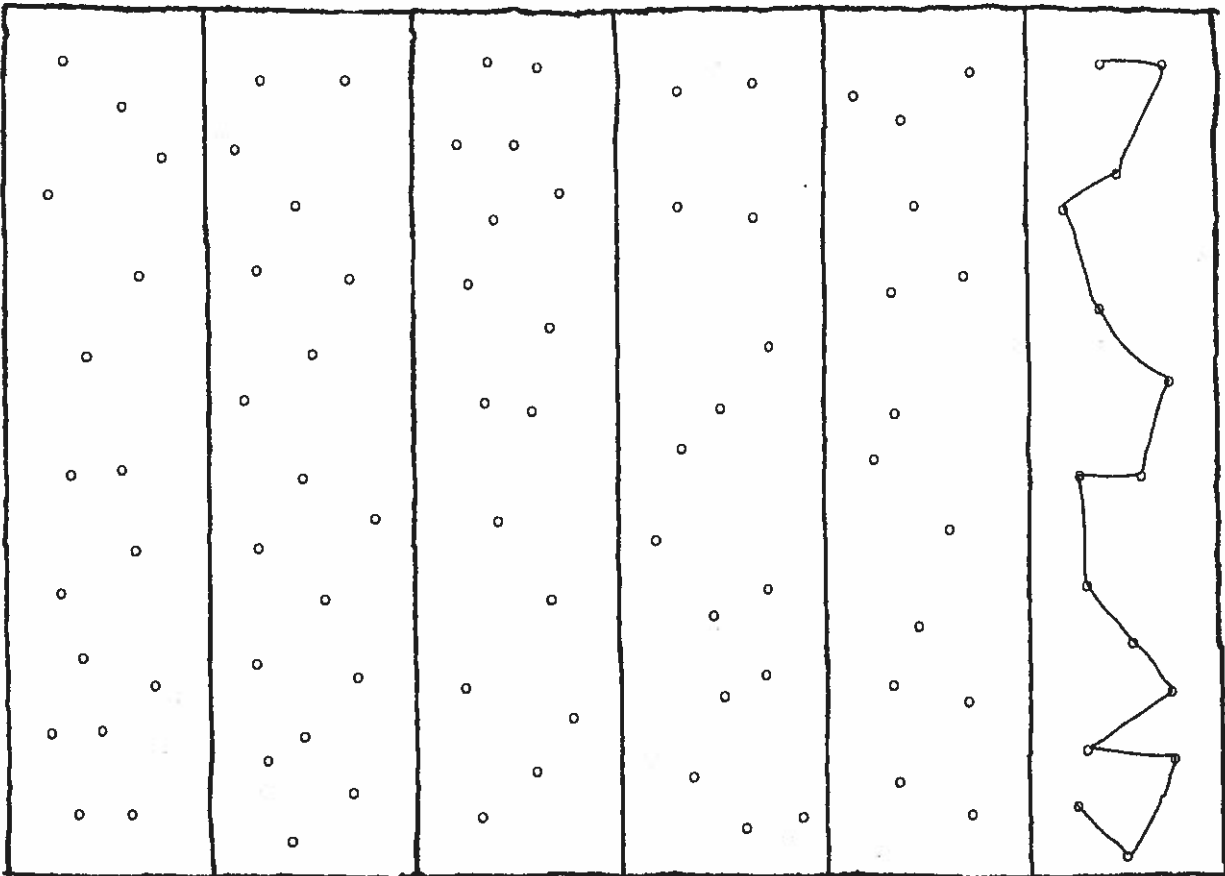


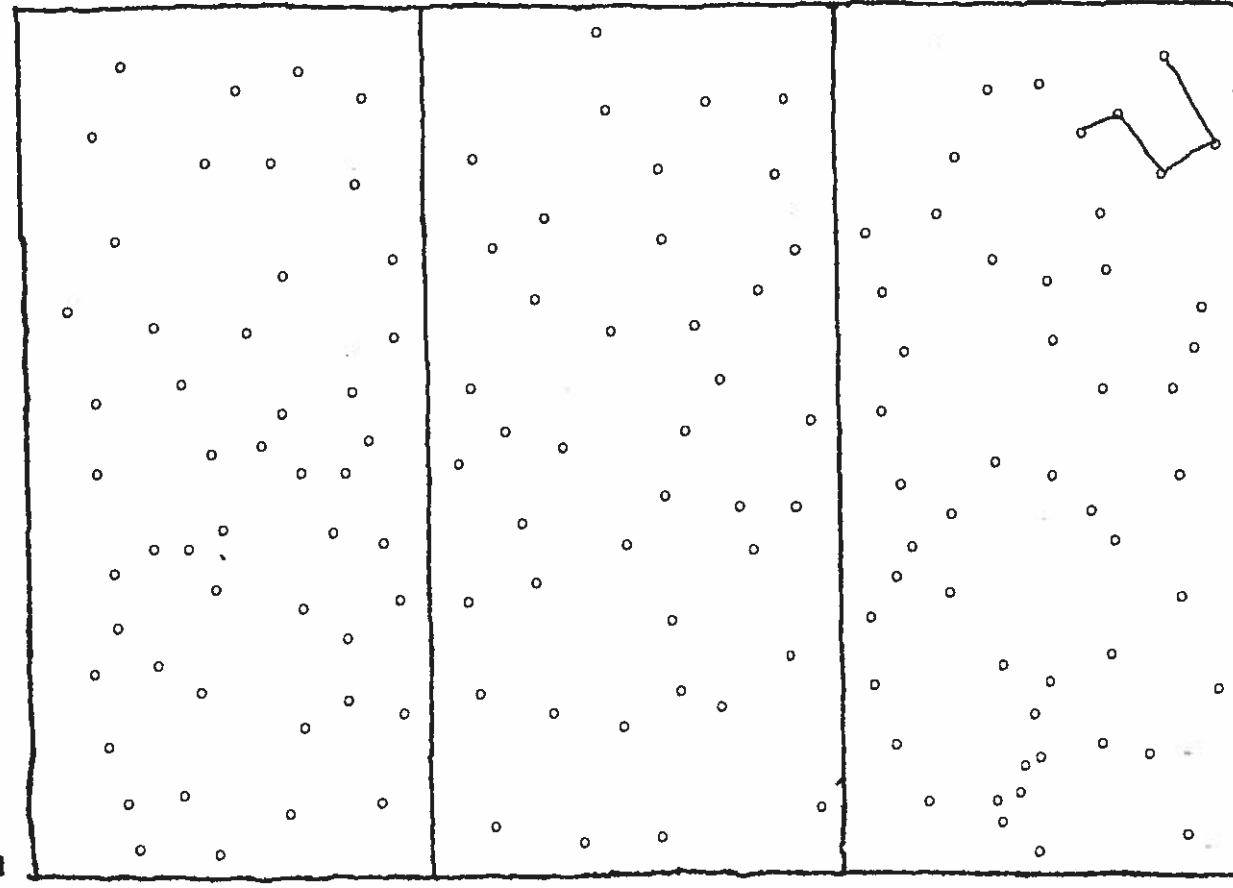
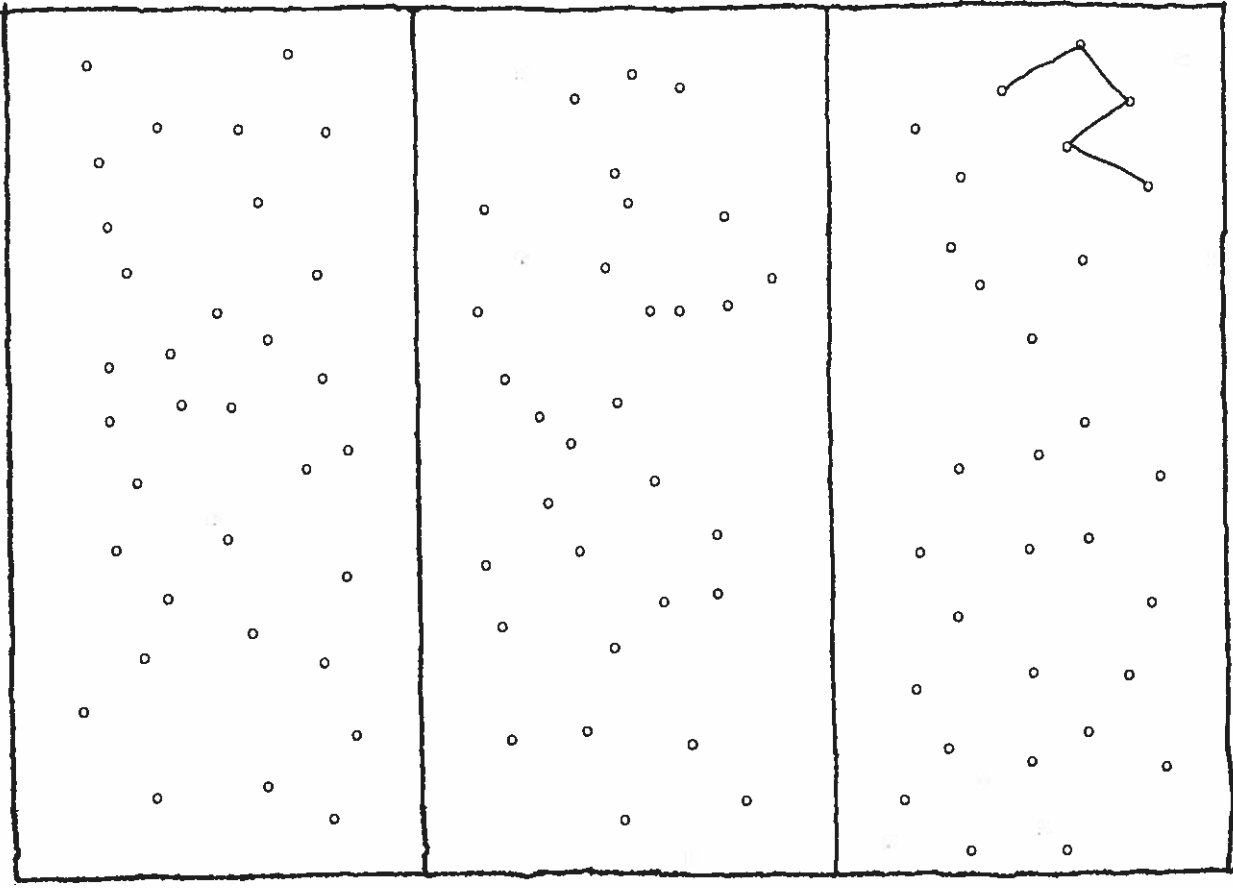
	
	
	
	
	
	

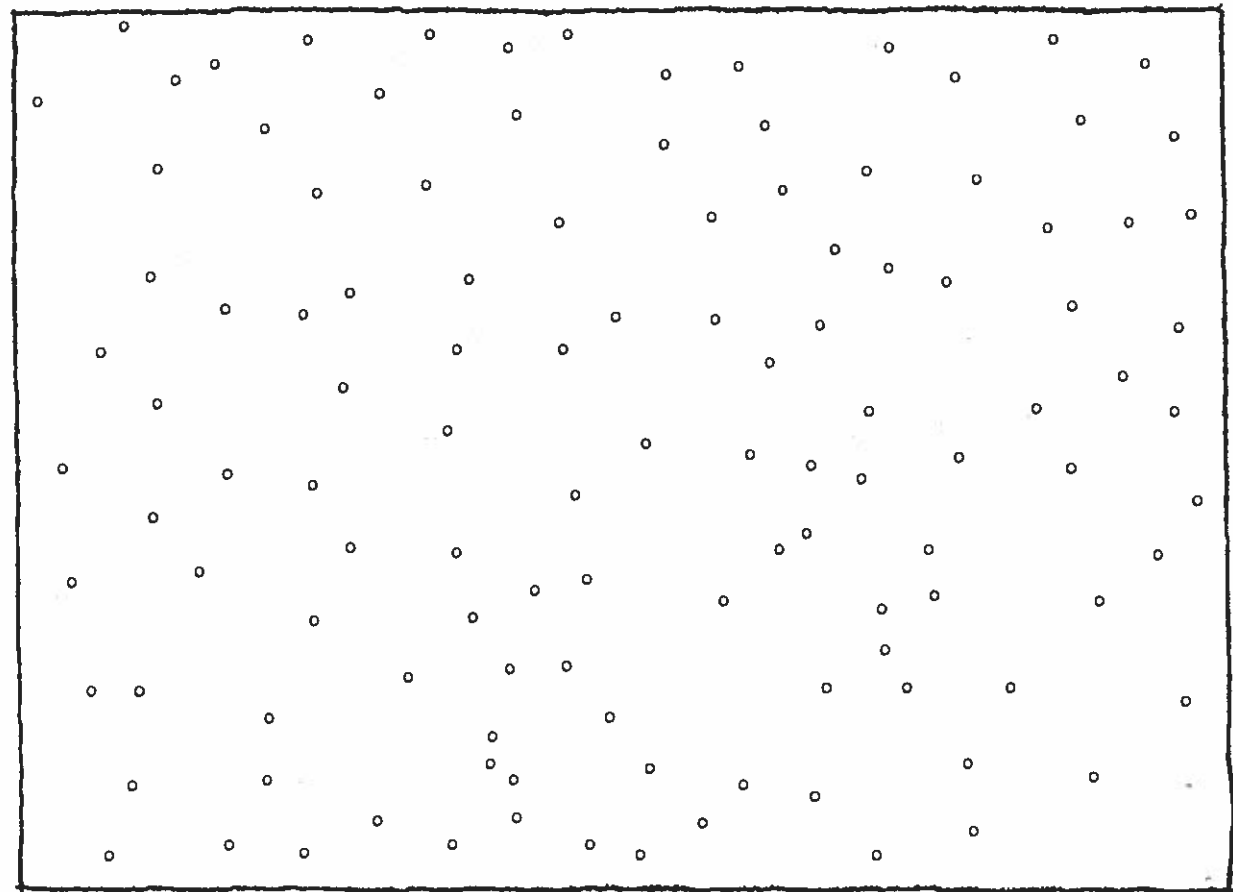
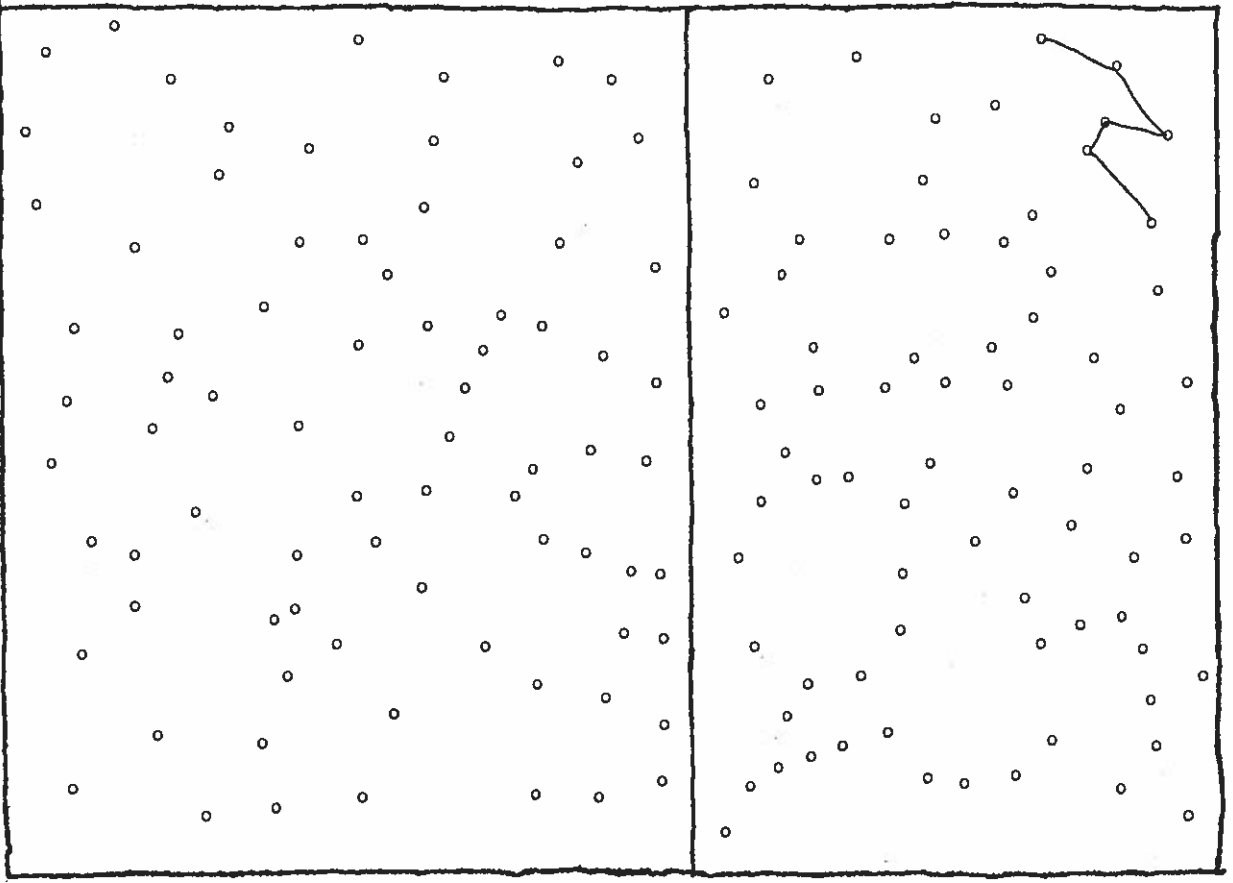
	
	
	
	
	
	

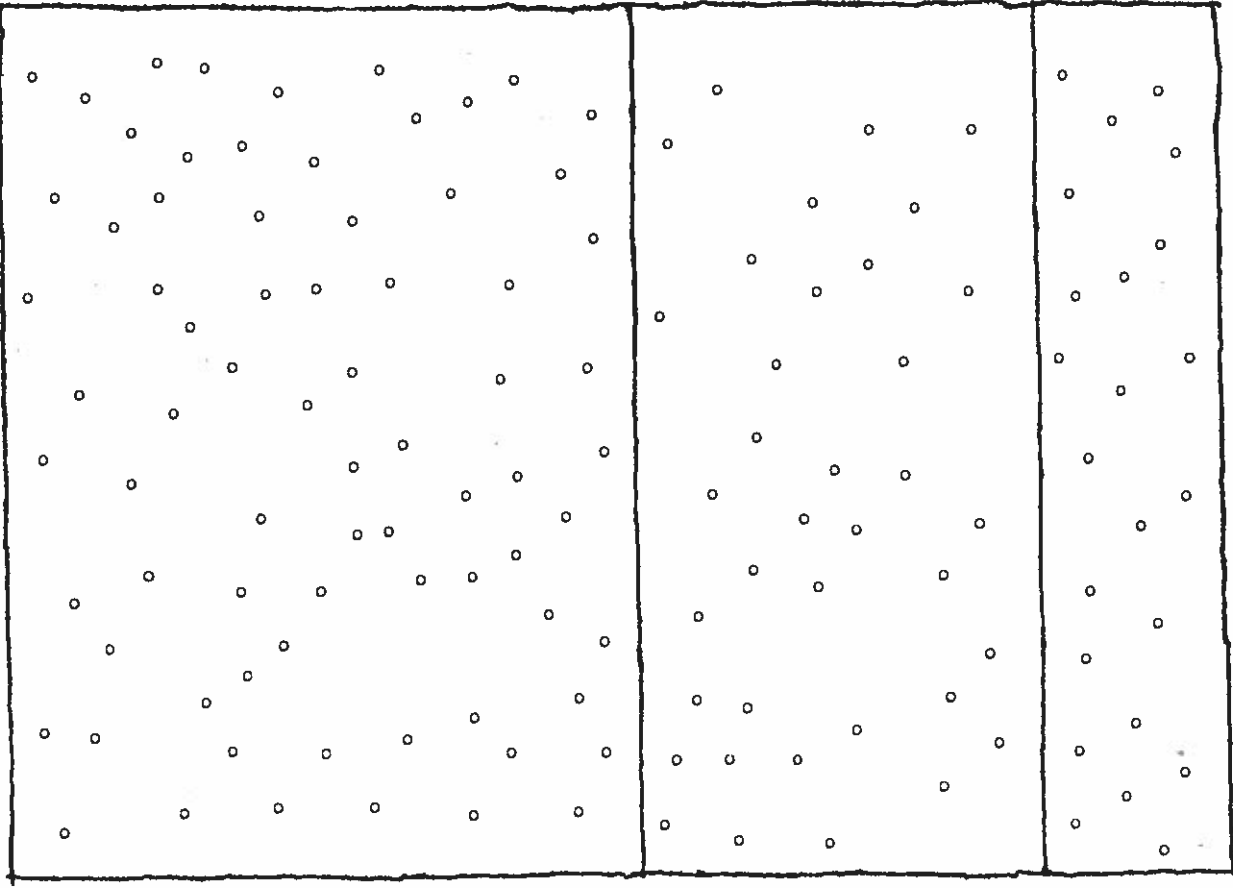
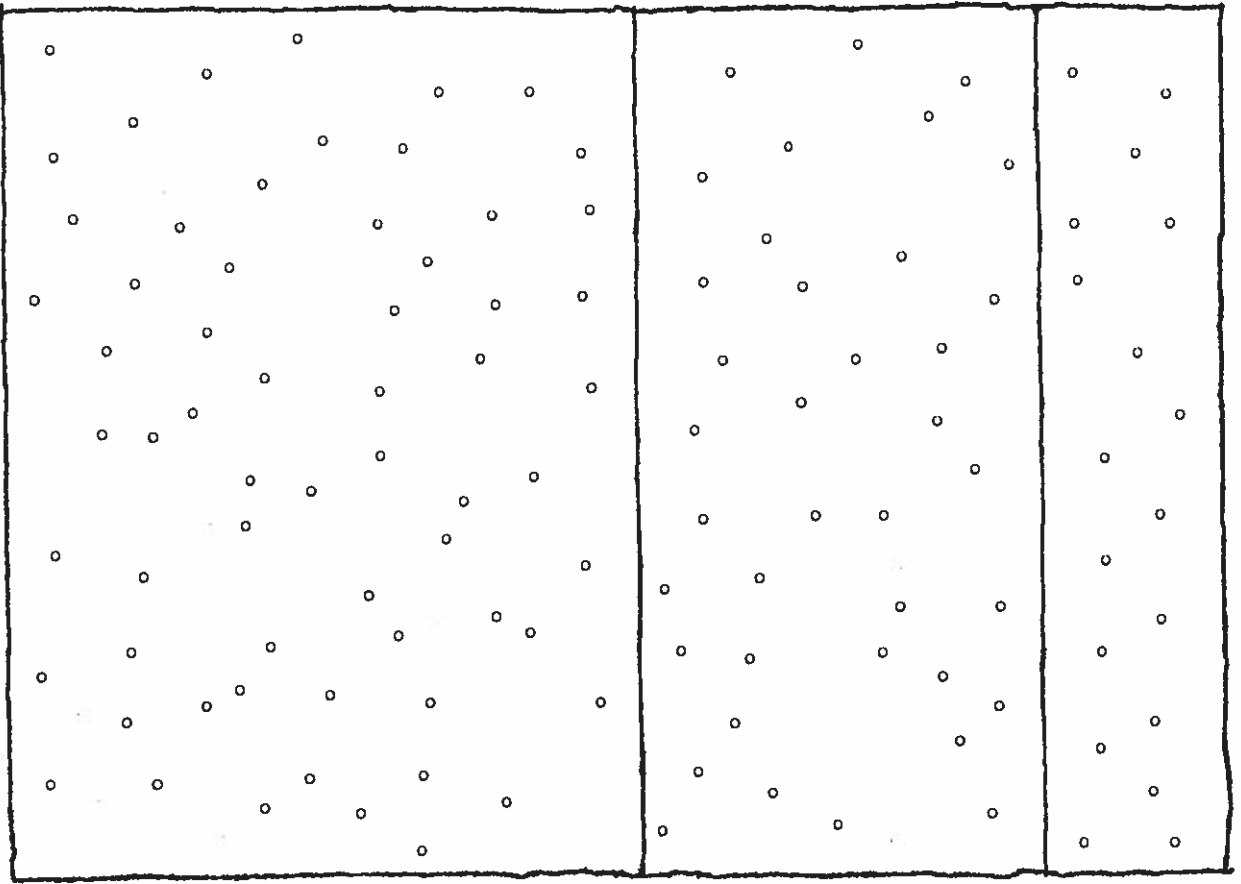


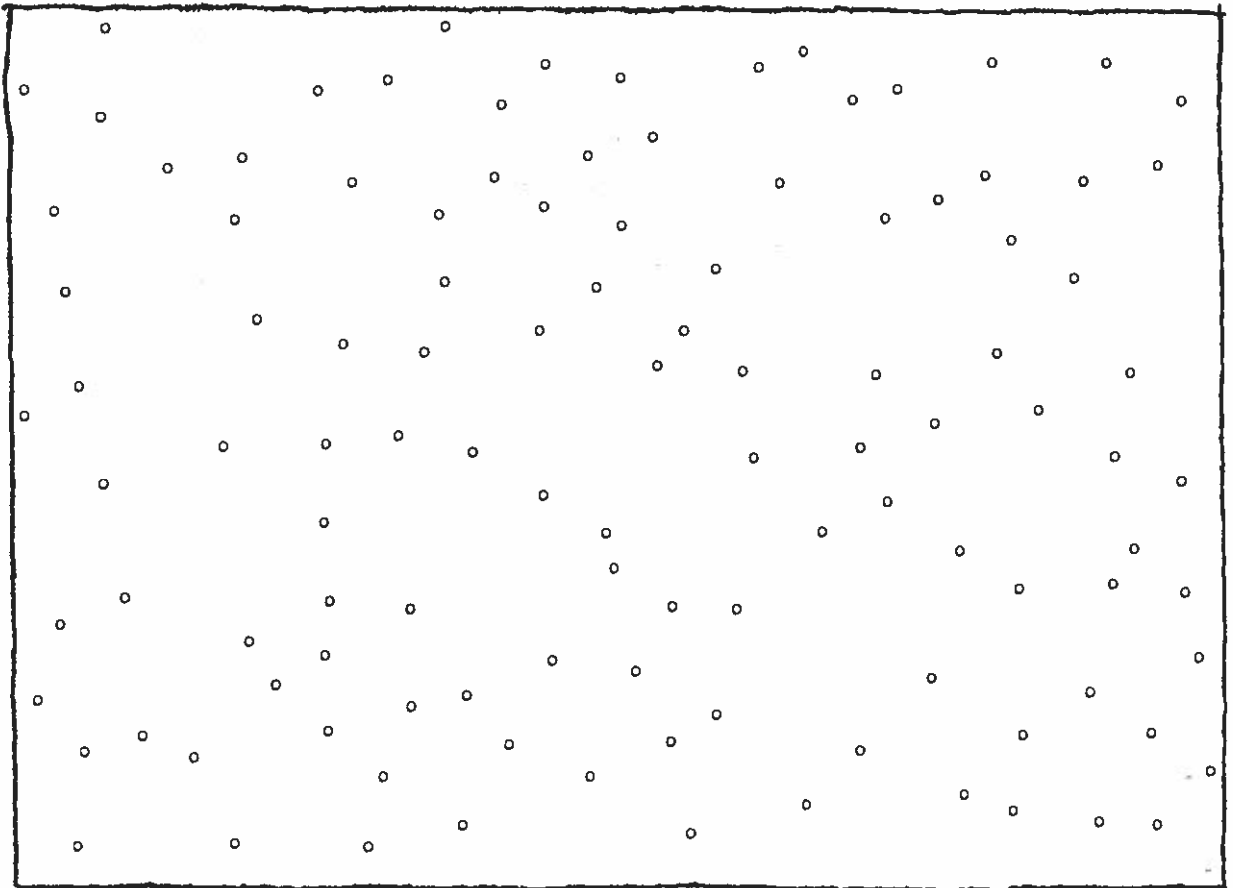
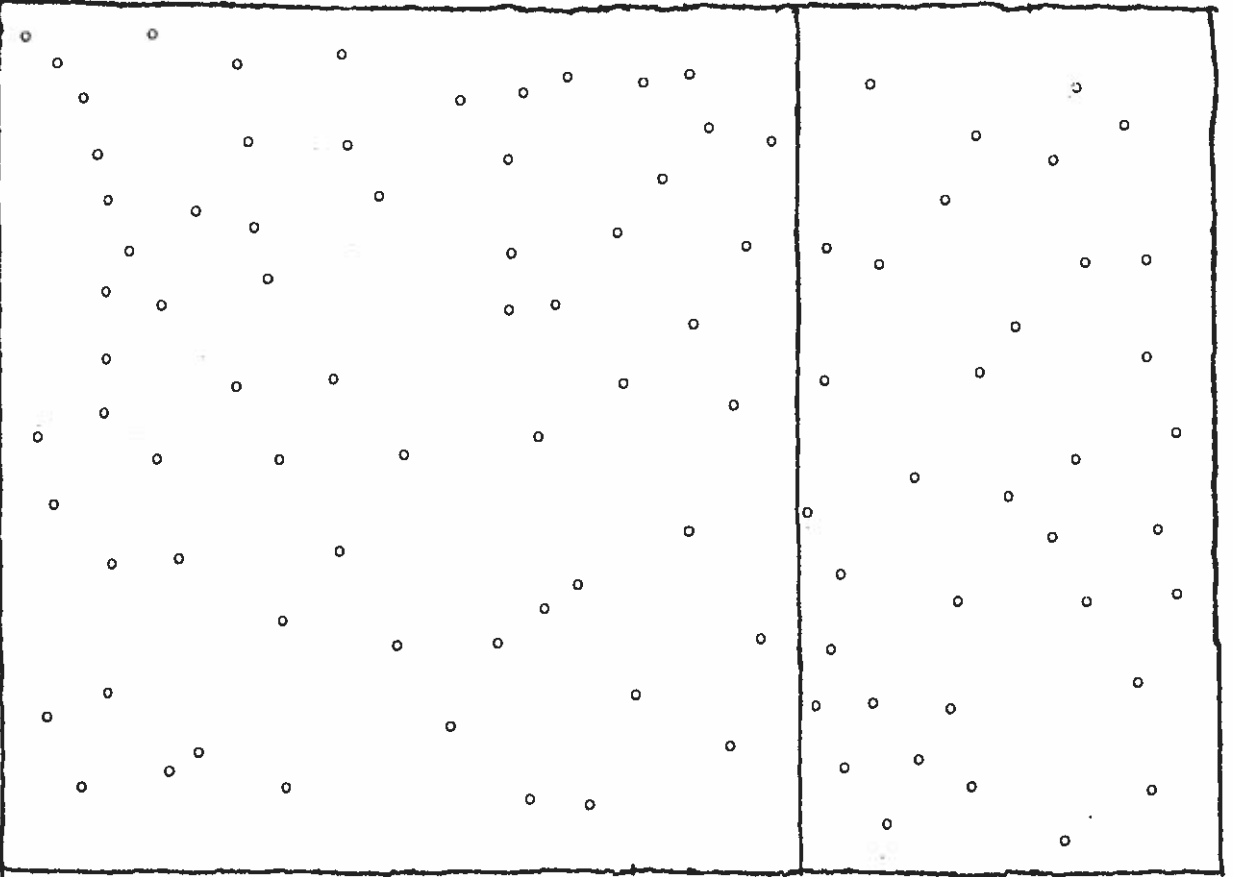






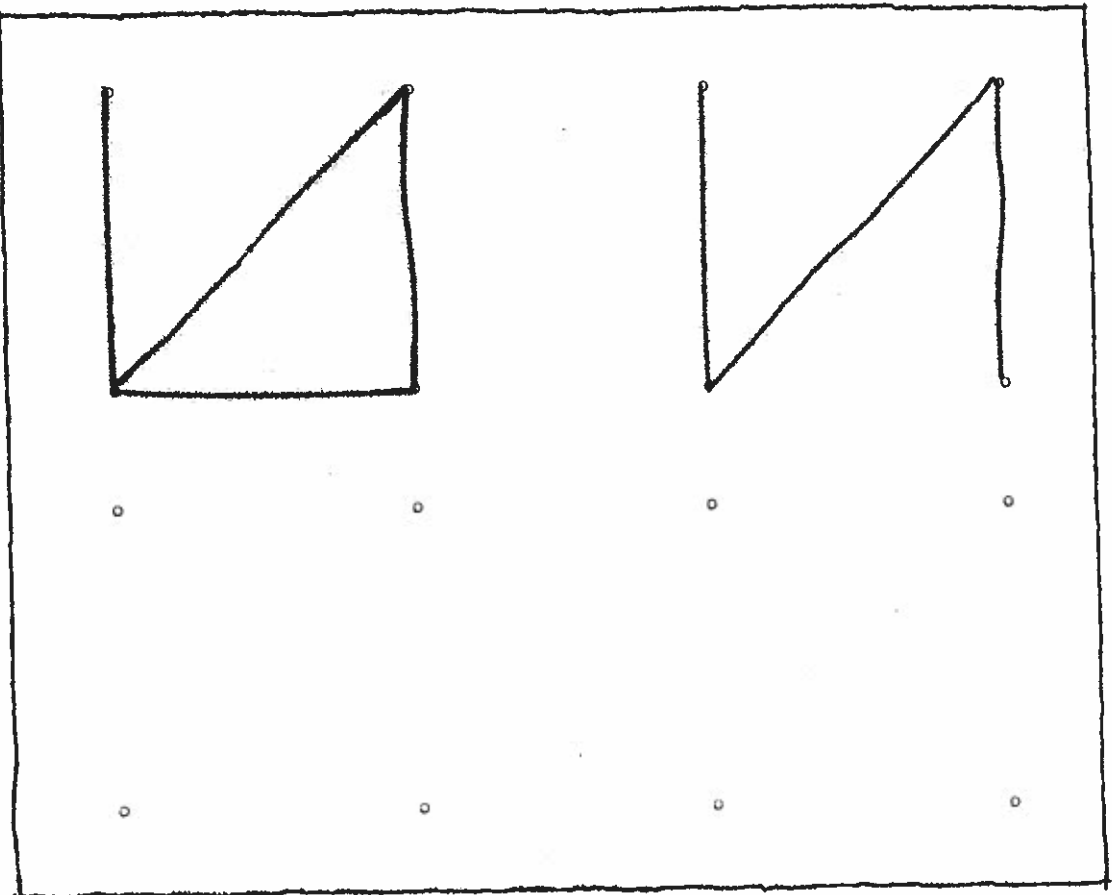
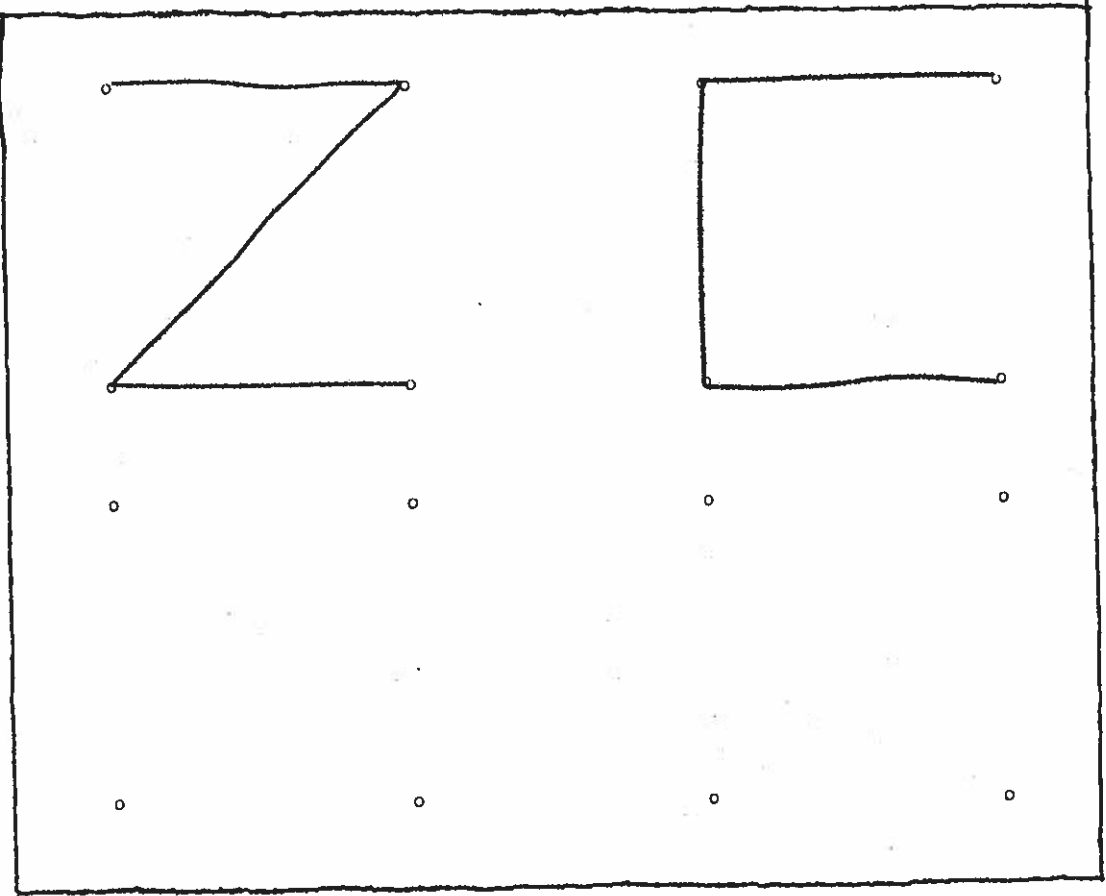






Booklet 5A

Copy the pattern.



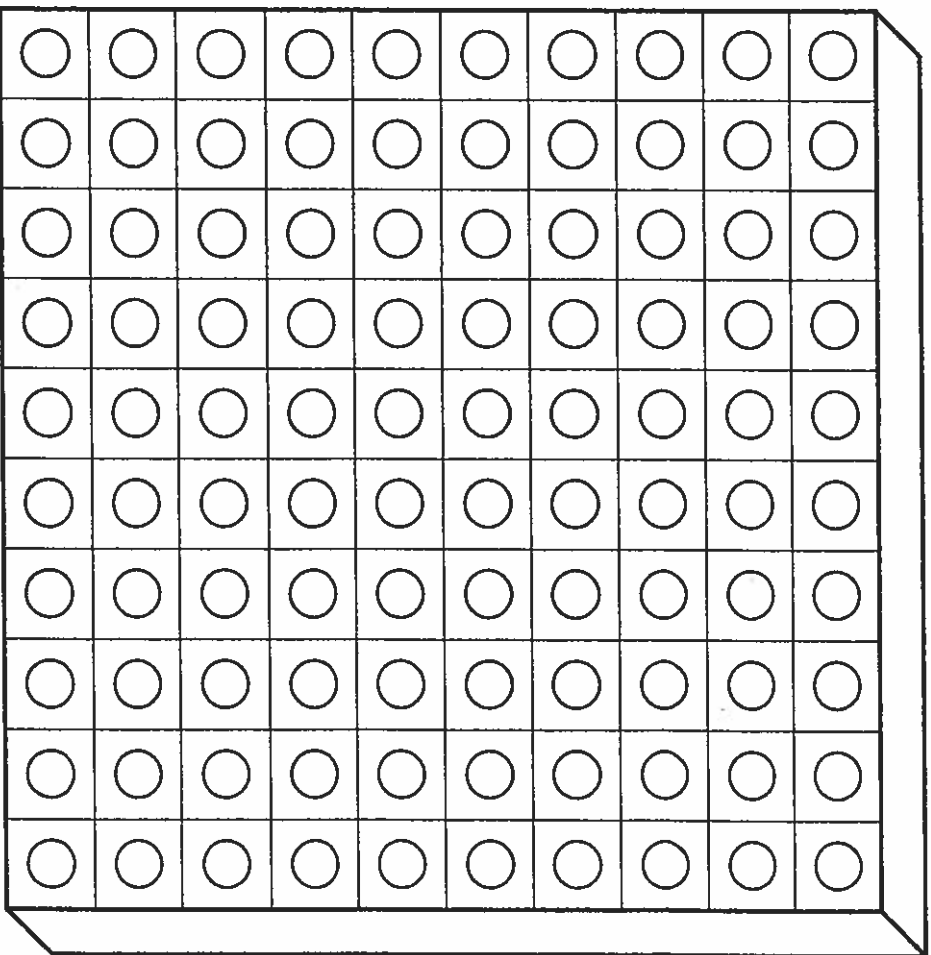
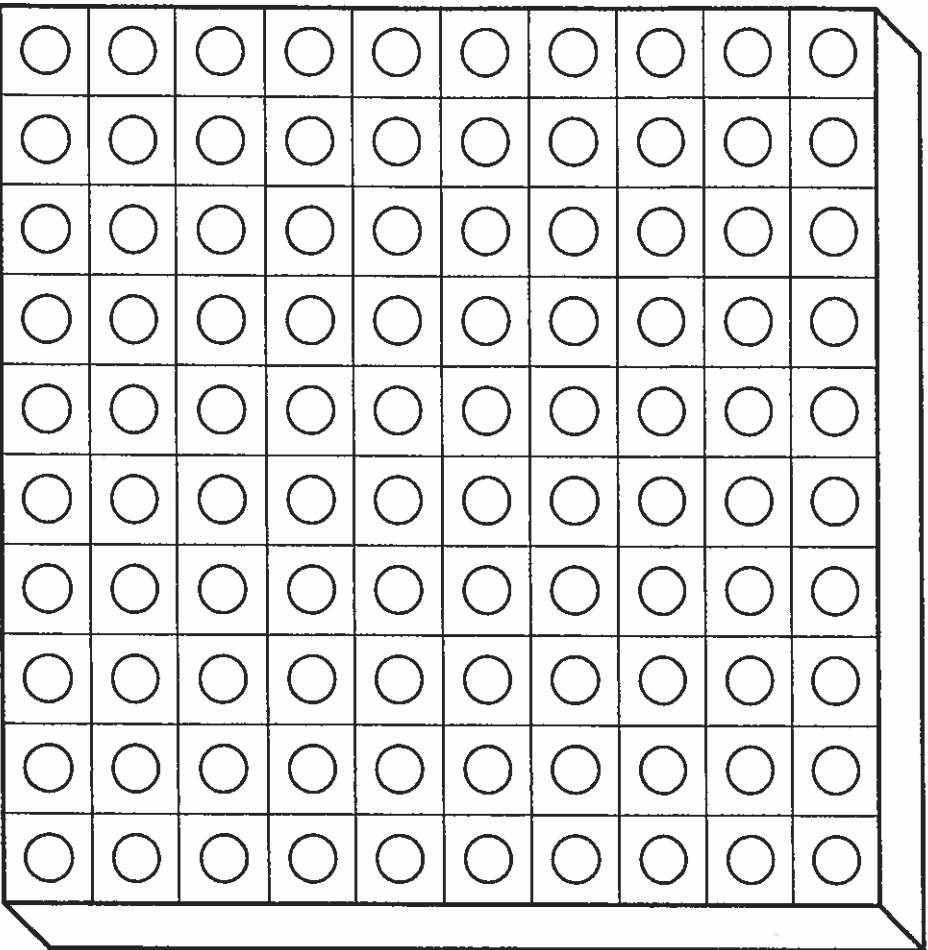




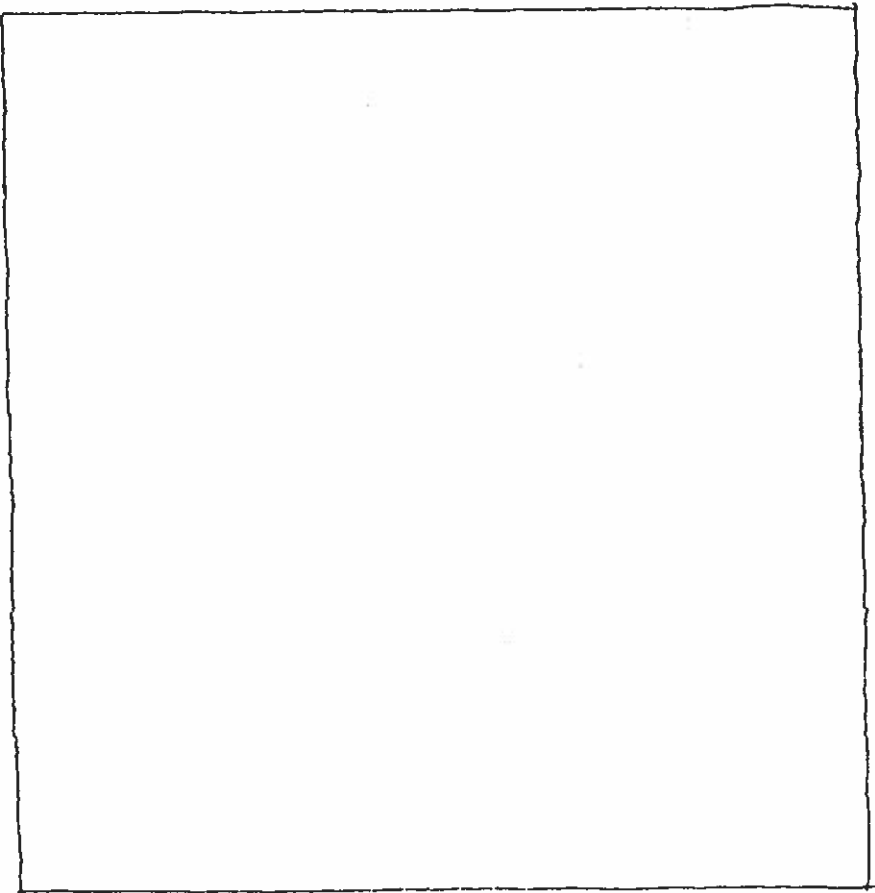
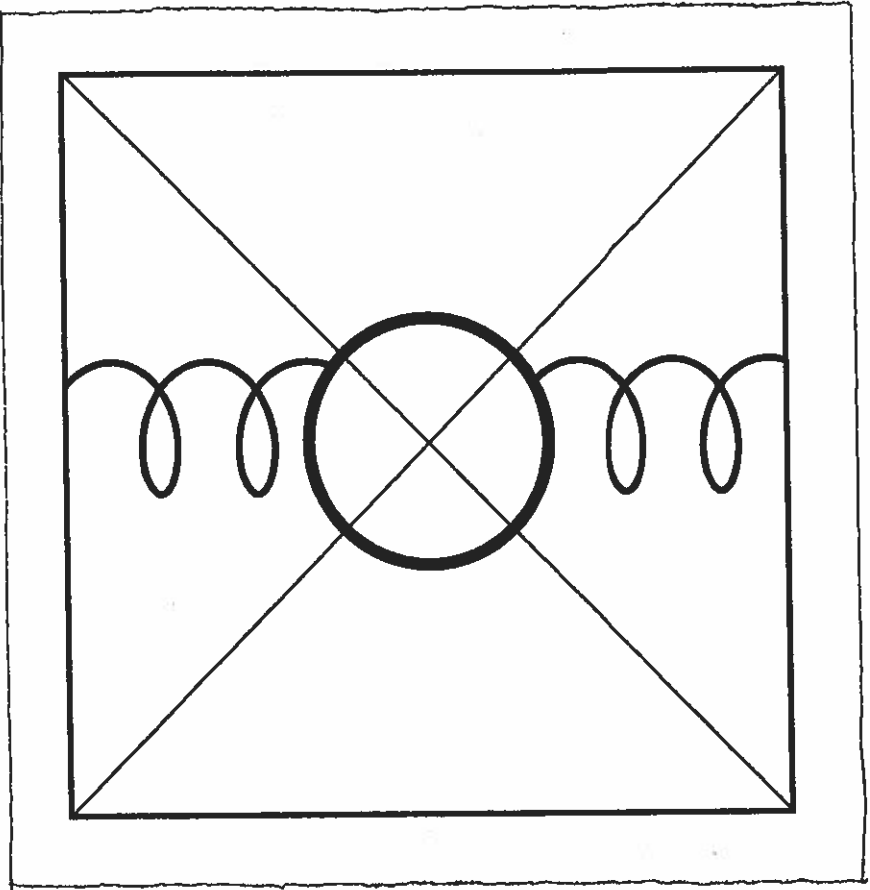


# Booklet 5A B

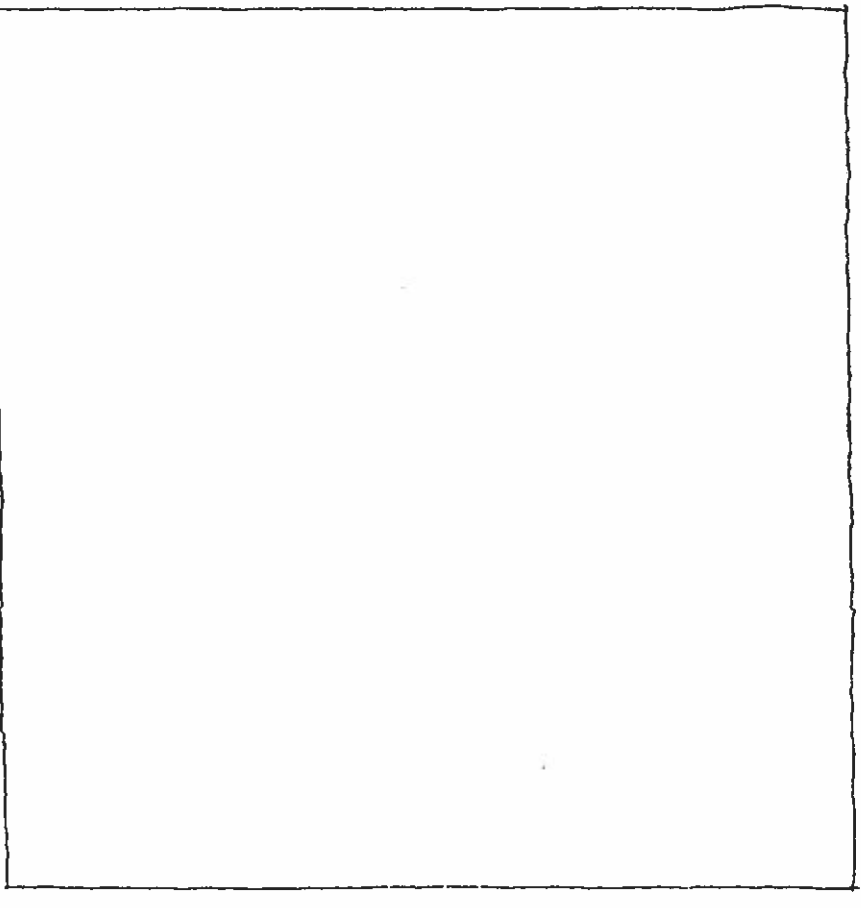
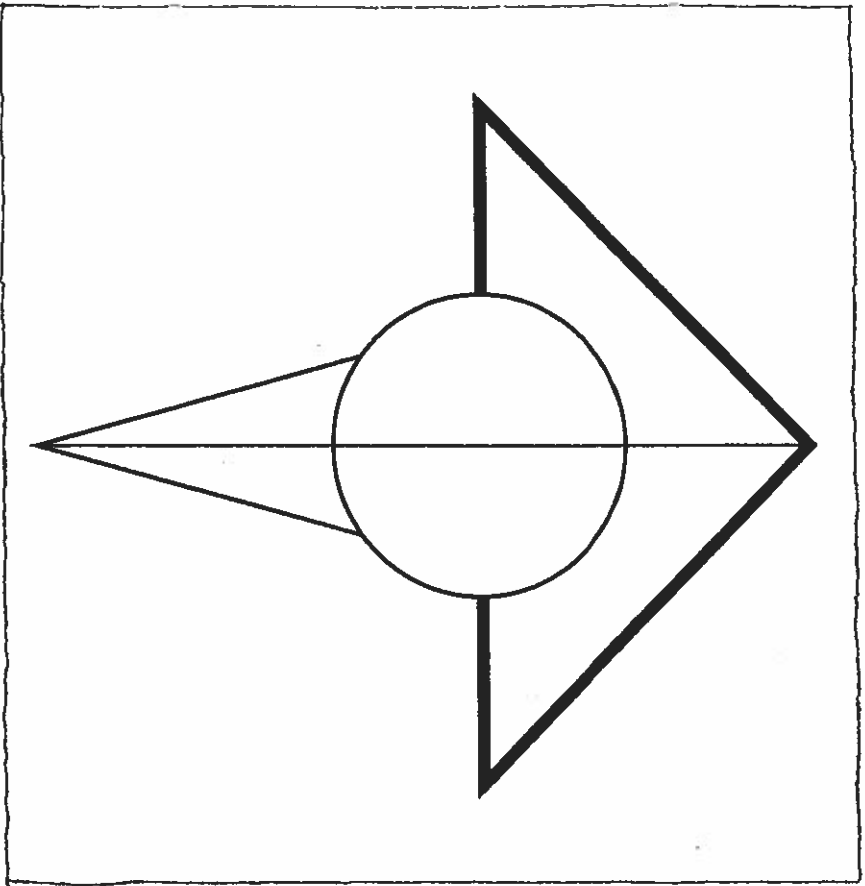
Here are some patterns for you to colour and then copy using a peg board.



Copy the diagram.

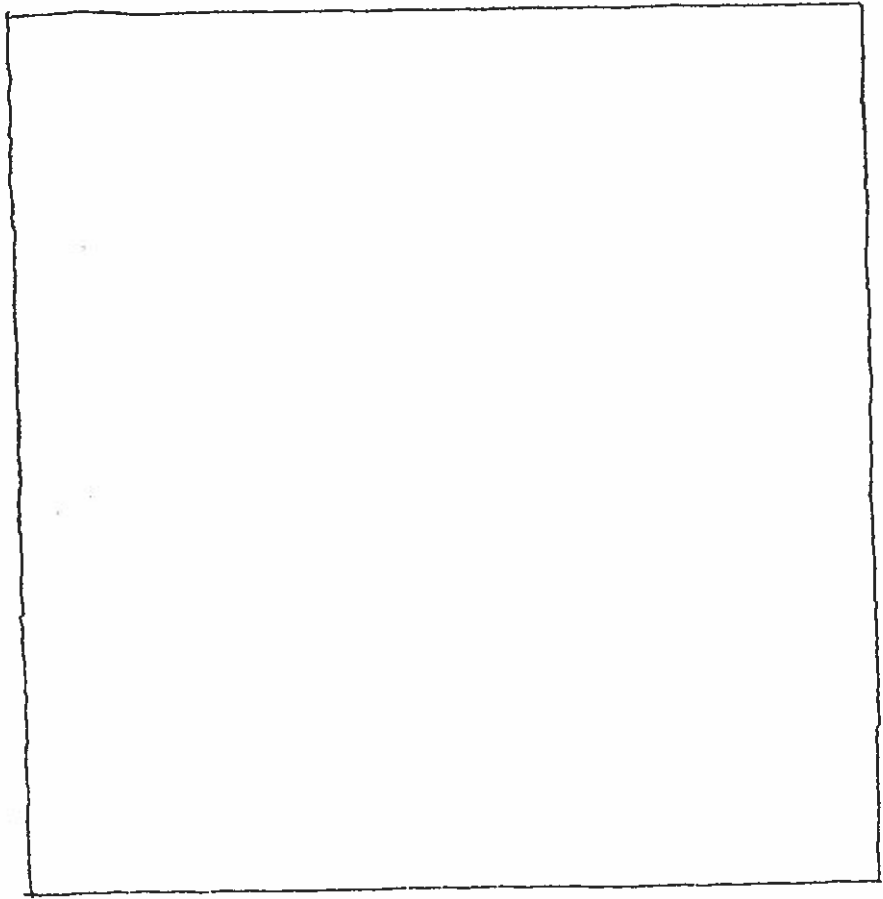
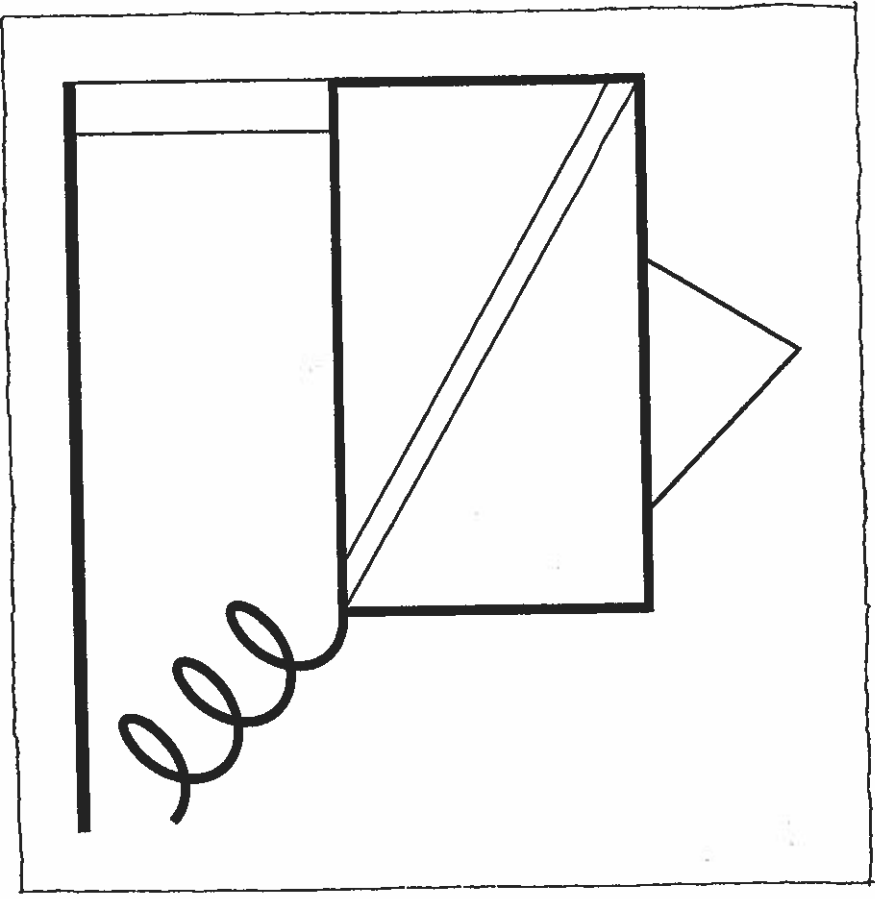


Copy the diagram.



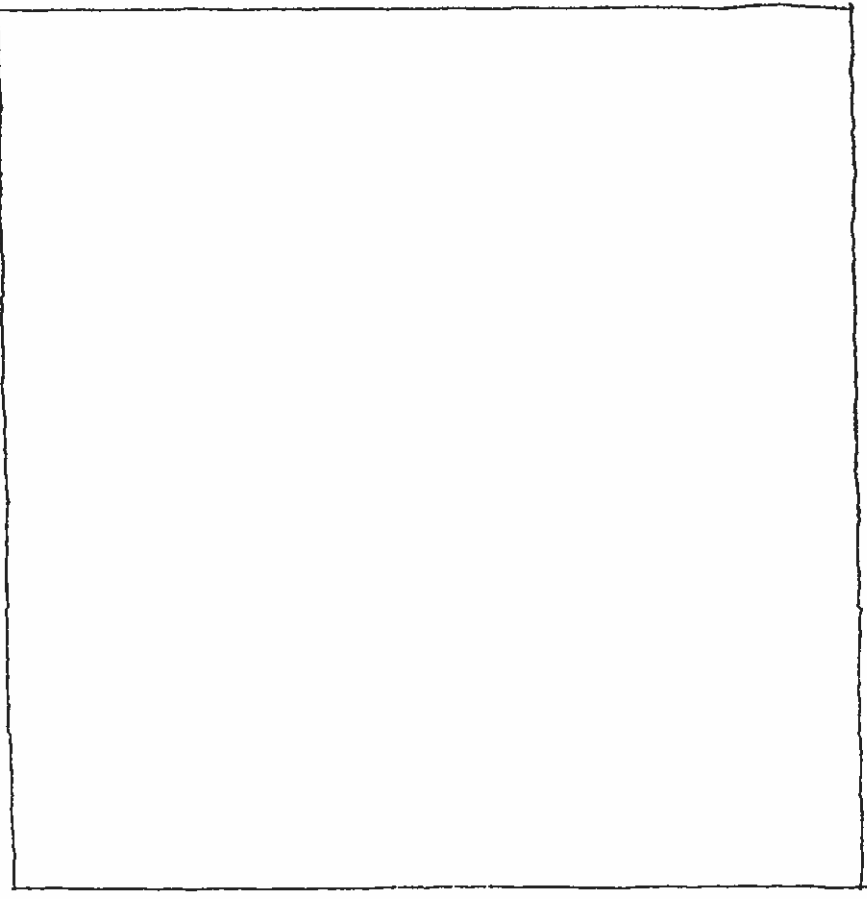
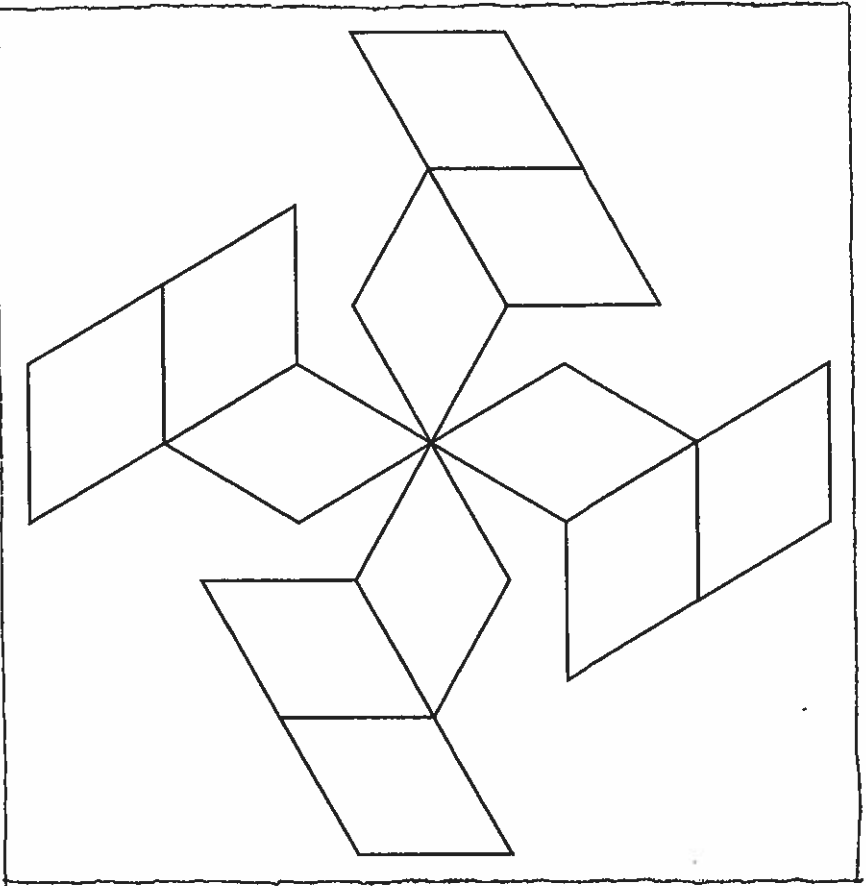
~~~~~ Booklet 5A B

Copy the diagram.



# ~~~~~ Booklet 5A B

Colour this mosaic and then try to copy it.





# Booklet 5A

Can you find the word hiding in each row?  
The first one is done for you.

g g **o** g g g g g g g g  
m m m a n m m m m m m  
d d d d d d d d d d a d d  
o l o l o l o l o t o l o l o l o  
l l l b b b l l l b b l l l b a l l  
c a c c a c a r c a c a c a c a c a

m u m m m m m m m m m m  
s h s h s h o p s h s h s h s h  
b o o k b o o k b o o k b o o k b o o k  
p e n e n e n e n e n e n e n e n  
b i b i b i b i b i b i k e b i b i  
t a p t a a t a t a t a t a t a