

SESSION 2

Component/Time	Description	OT/Teacher responsibility
Preparation/ 2 mins	Students organize into their small groups	Teachers and OT help to organize students into groups.
Recall of learning/ 5 mins	Recall and review of letters learned in session one. Practice the letters on individual dry erase boards and discuss letter attributes. Adult assigned to station monitors student performance and provides specific feedback.	Occupational Therapist leads.
Handwriting sample/ 5 mins	Students are given a sentence to copy. As a whole class, the students copy the sentence for 2 minutes.	OT or Teacher gives instructions and provide worksheet with preprinted sentence on lined paper.
Weeks 1-6: Small group rotations/ 20 minutes **Beginning in week #7, students no longer rotate through small groups for activities.	Student small groups rotate to stations. There are 3 stations, each with a specific focus and activity. Students spend 9 minutes at each activity, with 1 minute allotted for cleanup and transition. 1. Motor learning (coordination, motor planning, kinesthetic awareness) 2. Visual motor integration (writing mechanics, spatial organization) 3. Cognitive strategies (memory, self appraisal, fun applications)	Two rotations of small groups. Teacher, occupational therapist, and teacher assistant lead groups.
Weeks 1-6: Writing application and conventions/ 10 minutes	Whole class engages in the same writing application activity. Students remain in small groups for close monitoring, feedback and instruction. Initially the activity is limited by level of literacy development, such as words lists, simple fill ins, word finds. The activities become more extensive as students' literacy develops.	Teacher leads, OT and other teacher or specialist monitor their assigned groups and provide feedback, monitoring and support as needed. All adults facilitate peer review and support.
Weeks 7-12: Writing workshop/ 30 minutes **Beginning in week #7, the 20 minute small group rotation time is combined with the writing application time to provide 30 minutes of writing application time every week during session	Students remain in small groups for close monitoring, feedback and instruction, but engage in the same writing application activity. OT and teachers assigned to the stations monitor student writing and provide specific feedback, support and instruction as needed. OT and teachers facilitate peer support and collaboration.	Teacher leads, OT and other teacher or specialist monitor their assigned groups and provide feedback, monitoring and support as needed. All adults facilitate peer review and support