

Grade PK/K: Basic Strokes & Letters

Teacher Edition

UNIVERSAL

HANDWRITING

Aa Bb Cc



PK/K

Basic Strokes & Letters

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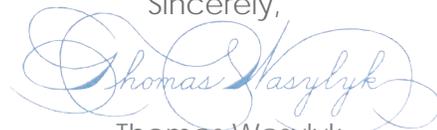
Teacher's Name _____

School Name _____

Thank you for using Universal Handwriting workbooks in your classroom. These workbooks are the result of over three decades of research, classroom testing, and feedback from educators just like you.

Your questions, comments, and suggestions continue to be very important to me. Please do not hesitate to call me at 1-800-940-2270 or email me at tom@upub.net with any of your concerns.

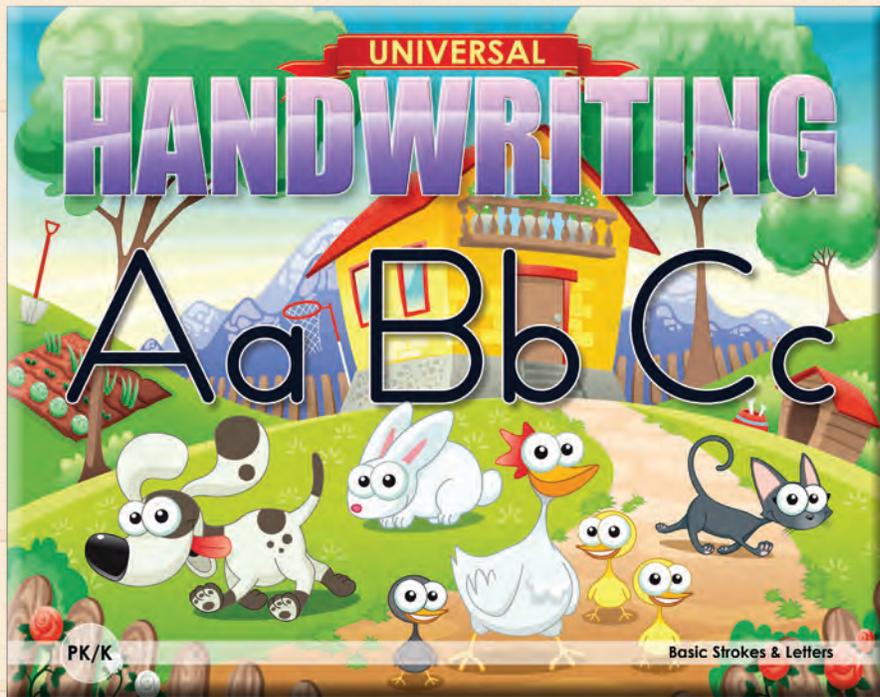
Sincerely,



Thomas Wasyluk
Author and Master Penman

PK/K: Basic Strokes & Letters

Teacher Edition



Thomas Wasylyk
Jennifer Schweighofer

Universal
PUBLISHING

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Aa Bb Cc Dd Ee Ff Gg

Aa

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Universal Handwriting Teacher Edition
Grade PK/K: Basic Strokes & Letters

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Message from the Author



Dear Educators,

Every day, students write. They write spelling words and vocabulary words. They write math problems and science concepts. They write to show what they think and what they have learned. They write by hand in nearly every class, every day, yet handwriting is often an overlooked skill. Students must learn a skill before they can apply that skill, and many students struggle across the curriculum simply because they never mastered the physical task of writing by hand.

As I developed the Universal Handwriting student workbooks, I focused on a clear, developmentally appropriate sequence in which every line of practice has a real purpose. Each stage, from learning the basic strokes to tracing and writing words and sentences, builds your students' perceptual and motor skills and deepens their knowledge of each letter form. When you follow my three-step approach to handwriting instruction, students will not only see significant improvement with each line of practice, but as they write in other subjects as well. Keep in mind that the best way to determine students' handwriting success is not just by how well they write a letter on a page of their handwriting workbooks. It's best determined by their ability to apply the skill when necessary, as they write words and sentences to express themselves throughout the day.

This PK/K workbook is like no other ever published. I specifically developed it for young children learning letter forms for the first time. Students trace the strokes in a letter (one stroke at a time), and every time they finish tracing a stroke they see it as part of the whole letter. It is important that the students see the complete letter, even though they traced just one part of the letter. This helps students recognize the relationship between the basic strokes and the complete letter and more clearly understand how the letter is formed. The process guarantees student success because it's based on six simple basic strokes, the "building blocks" for all manuscript letters.

I've done my best to make handwriting instruction both simple and effective for you and your students. The information in this Teacher Edition will help you guide your students toward mastering a skill they will use throughout their academic careers. Follow the three teaching steps during handwriting lessons, reinforce those lessons as students write throughout the day, and watch your students' handwriting improve.

If you have any questions or concerns regarding handwriting instruction, please feel free to contact me. You can reach me at tom@upub.net or 1-800-940-2270.

Sincerely,

A cursive handwritten signature of Thomas Wasyluk in black ink. The signature is fluid and elegant, with large loops and flourishes.

Thomas Wasyluk

Thomas Wasyluk

Katherine J. Collmer, M.Ed., OTR/L



Welcome to the exciting world of handwriting mastery! As a pediatric occupational therapist, my view of handwriting extends to the multiple layers of foundational skills that link together to build legibility, fluidity, and a functional handwriting style. My focus is based upon the developmental levels of each age group and the importance of “getting it right the first time.”

Pre-kindergarten handwriting skills revolve around movement and exploration activities designed to build an accurate sense of body awareness and spatial concepts. At this age, children begin to develop their pencil grasp as they explore their drawing skills and experiment with sensory mediums. Their visual skills are maturing and are ready for the beginning stages of pencil control and the visual memory skills necessary for automatic letter formation in the future. As they achieve greater hand and finger control, lines and shapes begin to transform into picture stories as they strive to express themselves. This journey begins in toddlerhood with scribbling and travels toward the recognition of shapes and forms as a means to communicate with others. The pre-kindergarten stages of learning should not be rushed, as they are vital to the overall mastery of handwriting skills. “Getting it right the first time” provides students with a solid base upon which to build the skills they will learn in kindergarten.

Handwriting is a complex skill, one that requires appropriate and consistent instruction, careful observation, and effective guidance to allow children to successfully explore and master it. The learning process is enhanced when the underlying skills required for mastery are considered and addressed during the program. As an occupational therapist with over 15 years of experience, I have found it important to share this information with teachers. My previous teaching experience complements my occupational therapy role as it provides me with knowledge of learning and teaching styles. I have dedicated my therapy practice to the assessment and remediation of children’s handwriting skills and to the training of teachers and therapists in their quest to help struggling students. I enjoy talking about and working with handwriting and wonder at the thrill that it provides children as they learn to use it.

As you guide your students in their journey toward the mastery of pre-kindergarten handwriting skills, you will find that each child brings a personal learning style and level of development to the classroom. As a helpful hint, I will be sharing “Katherine’s OT Tips” that will offer fun and easy suggestions for enhancing the development of efficient handwriting skills and to guide your planning for students who struggle with them. Children enjoy learning experiences that include movement, sensory input, and the opportunity to be creative. I think you will find that my tips will offer them all of that!

I’m sure you and your students will enjoy working with the Universal Handwriting series and my OT Tips. And I wish all your students the joy of a functional handwriting style!

Katherine J. Collmer, M.Ed., OTR/L

Handwriting With Katherine

Why Teach Handwriting?

Like reading, handwriting is a basic educational building block. It is an essential part of early literacy development and enhances learning across the curriculum, from pre-kindergarten through adulthood. Here are some of the ways your students will benefit from including handwriting instruction in the curriculum:

Handwriting & Reading

Reading and writing are like yin and yang; they are perfectly harmonizing opposites. Reading involves the process of *decoding*, while writing involves the process of *encoding*. Although completely different in function, each process reinforces the other. In a paper published in *Advances in Haptics*, Anne Mangen and Jean-Luc Velay report that, “Brain imaging studies... show that the specific hand movements involved in handwriting support the visual recognition of letters.”¹ When students learn to form ball-and-stick letters, this process reinforces reading development by promoting letter recognition.

Handwriting & Spelling

A 1990 study showed that writing by hand reinforces spelling skills. In this study, first-grade students who wrote their spelling words by hand scored higher on spelling tests than those who typed the spelling words.² Similarly, a 1998 study (Virginia Berninger, et al.) revealed that second-grade students writing highly predictable words scored higher than those practicing the words on a computer.³

Handwriting & Composition

Handwriting difficulties can negatively impact the quality and length of students’ compositions. When students struggle to form letters, they cannot fully devote their attention to the content of their writing. They may forget what they intended to write or be unable to finish their composition in the time allowed. Conversely, when handwriting becomes an automatic process, students produce longer and higher-quality compositions. Steve Graham states, “If educators want

to improve the writing of [their] students, they need to focus not just on the content and process of writing, but on transcription skills such as handwriting as well.”⁴

Beyond Language Arts

The ability to write by hand really is a skill that students use in *every* subject. Aside from the fact that students complete hand-written assignments and tests across the curriculum, the act of writing by hand itself enhances learning in all subject areas. As neurologist-turned-educator Judy Willis states in her blog, “Writing can help the brain to develop the logical functions required for successful math and science learning.”⁵ Additionally, the National Council of Teachers of Mathematics states, “The ability to write about mathematics should be particularly nurtured across the grades.”⁶

Writing by Hand in a Keyboarding World

While computers certainly have their place, writing by hand offers undeniable benefits: literacy development, motor skill development, retention and comprehension of material, and so much more! Dr. Karin James’ research using fMRI scans shows how the brain “lights up” with adult-level activation when young students write by hand. Conversely, in scans taken while the same students are typing, this type of activation does not occur.

In “How Handwriting Trains the Brain,”⁷ Gwendolyn Bounds discusses the results of another study by Dr. Karin James: “Adults were asked to distinguish between new characters and a mirror image of them after producing the characters using pen-and-paper writing and a computer keyboard. The result: For those writing by hand, there was stronger and longer-lasting recognition of the characters’ proper orientation, suggesting that the specific movements memorized when learning how to write aided the visual identification of graphic shapes.” Dr. James, an assistant professor in the Department of Psychological and Brain

HANDWRITING: Every Student, Every Day, Every Subject

Sciences at Indiana University, comments, "It seems there is something really important about manually manipulating and drawing out two-dimensional things we see all the time."

Additionally, Dr. Judy Willis states in her blog, "The practice of writing can enhance the brain's intake, processing, retaining, and retrieving of information. Through writing, students can increase their comfort with and success in understanding complex material, unfamiliar concepts, and subject-specific vocabulary."⁵ Research shows that the cognitive process of writing by hand improves retention and comprehension of information in a way that simply does not occur when typing.

Beyond the Elementary Classroom

Handwriting is often viewed as an "elementary" subject. However, students continue to write by hand through high school and college. They use handwriting to take notes, quizzes, and tests (including the handwritten essay section on the SATs). Blue books are still commonly used in college classrooms, and what happens to a student's grade when the professor cannot read that student's writing? And although many students today use laptops to take notes during class, they are likely to retain and comprehend more of the material if they rewrite those notes by hand.



Student writing notes from laptop.

When Thomas Wasylyk, one of the country's leading authorities on handwriting instruction, asked a group of Yale law students whether they use laptops or pen and paper to take notes during class, they unanimously answered "laptops." However, when asked if they copy any of their notes by hand outside of the classroom, they smiled and answered (again unanimously), "Yes... everything that we need to remember."



College students taking notes during class.

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- 4 Graham, S., Harris, K. R., & Fink, B. (2000). "Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers." *Journal of Educational Psychology*, 92, 620-633.
- 5 Willis, Dr. Judy. "The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5)." *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 "Standards for School Mathematics: Communication." NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
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Checklist for Effective Handwriting Instruction

Important factors that should be considered for effective handwriting instruction. Any items checked NO can significantly affect your students' handwriting success.



Handwriting Curriculum

1. Is there a school or system-wide philosophy concerning the teaching of handwriting? YES NO
2. Do you use a formal handwriting program with consumable workbooks? YES NO
3. Do you teach handwriting on a regular basis? YES NO
4. Do you have the appropriate classroom materials for handwriting instruction? YES NO
(Student Workbooks, Teacher's Manual, AlphamationPlus)

Modeling Good Handwriting in the Classroom

1. Do you have letter models displayed in your classroom for easy student reference? YES NO
(Alphabet Wall Strips, Alphabet Desk Strips, Alphabet Wall Poster)
2. Do you have a whiteboard or chalkboard available for handwriting instruction? YES NO
3. Do you display your students' work in the classroom and/or outside the classroom? YES NO
4. Do you model good handwriting in all subject areas? YES NO

Preparing the Students for Handwriting Instruction

1. Do you check your students' sitting posture and their desk height? YES NO
2. Do you show your students how to hold their pencils correctly? YES NO
3. Do you show your students correct paper position for handwriting? YES NO
4. Are the desks arranged so all students can easily see the whiteboard/chalkboard? YES NO

Elements for Effective Handwriting Instruction

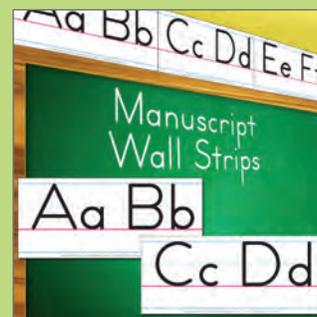
1. Do you teach/review the basic strokes before you begin teaching the letters? YES NO
2. Do you follow the three teaching steps? (Model/Discuss, Practice, Self-evaluate) YES NO
3. Are you consistent with handwriting terminology, letter forms, and presentation? YES NO
4. Do your students trace/write, letters, joinings (in cursive), words, and sentences? YES NO
5. Do you have your students complete the self-evaluation Check-Up boxes? YES NO
6. Do you teach the Elements of Legibility: spacing, line quality, size, alignment, etc.? YES NO
7. Do you enforce/maintain handwriting standards for your students in **all** subjects? YES NO

If you have any questions about this checklist or handwriting in general, contact Thomas Wasylyk at 1-800-940-2270 or e-mail him at tom@upub.net.

Preparing the Classroom for Handwriting Instruction

Your students write frequently throughout the day - not just during handwriting lessons. It's extremely important to support handwriting instruction by providing students with alphabet models to reference when needed. You should also properly prepare your students' desks.

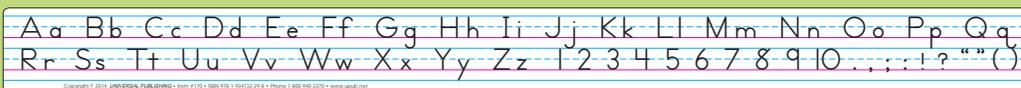
Alphabet Wall Strips Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with illustrations. These are for letter recognition purposes and should have nothing but the letters on them.



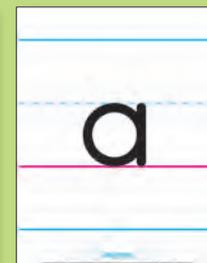
Alphabet Wall Poster Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk up to the poster and trace the letter in question with his or her finger. This provides great visual and kinesthetic/tactile reinforcement.



Alphabet Desk Strips It's also important for students to have "near point" letter models to reference when they write at their desks. Alphabet Desk Strips include all the uppercase and lowercase letters and numerals for quick reference. They can be placed on the top of each child's desk.



Manuscript Alphabet Cards This is one of the best handwriting instruction materials you could have in your classroom. These large cards (8.5" X 11") are made of heavy paper stock and can be seen from any point in the classroom. You can use one letter at a time, an uppercase and lowercase letter, or groups of letters. These Manuscript Alphabet Cards are used in some of the lessons in this Teacher Edition and can be downloaded and printed for use in the classroom.



Desk Height: Bad posture can cause pain, fatigue, and frustration. Be sure the students' desks are the proper height and remind the students on a regular basis to sit properly at their desks.

All of these products can be purchased at upub.net or by phone at 1-800-940-2270.

Elements of Legibility

The Writing Lines



Letter Size Letter size refers to the height of the letters from the bottom line to the top line.

Tall Letters - Letters that fill the entire writing space.



The lowercase letters b, d, f, h, k, and l and all of the uppercase letters are tall letters.

Short Letters - Letters that fill one-half of the writing space.



The letters a, c, e, i, m, n, o, r, s, u, v, w, x, are short letters.

Intermediate Letter



Fills three-quarters of the writing space.

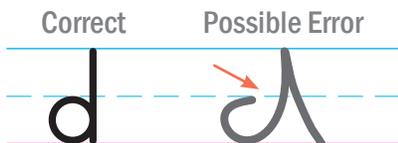
Tail Letters - The tail letters g, j, p, q, and y fill the space below the bottom line.



Alignment Alignment refers to the evenness of the letters along the bottom line and along their tops. All letters of the same size should be even in height.



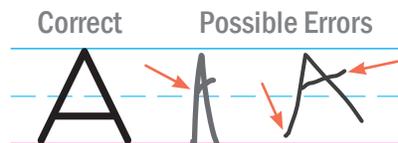
Letter Forms Letter formation is influenced by many factors, including paper position, posture, pencil grip, basic strokes, and speed of writing. Any one of these can affect the legibility of your writing. When you evaluate letter formation you are actually evaluating the basic strokes within a letter. If students can write the basic strokes correctly, they should be able to write every letter correctly. Shown below are some common letter form errors.



Letter was written with a continuous stroke causing the circle to be open. Make the complete circle first, then pull down straight.



Written too fast with a continuous stroke, causing a poor left-to-right stroke and circle-left stroke. Slide right and pause, then make the circle left.



Letter is too narrow, left-to-right stroke too high, slant strokes too short. Correct errors by tracing a model of the letter three times as you say the strokes.

See page T24 for Possible Errors and Corrective Techniques.

Elements of Legibility

Letter Spacing Although this workbook focuses on learning the uppercase and lowercase letters, some students will certainly be writing words. Correct letter spacing when writing words requires good visual skills. There are many different letter shapes and combinations of letters in words. The most important aspect of letter spacing is consistency. Inconsistent letter spacing makes writing very difficult to read. The examples below show three different combinations of letters with correct spacing.



The widest space is between two straight line letters.



There is less space between a straight line letter and a circle letter.



The least amount of space is between two circle letters.

Word Spacing There should be enough space between words to fit a small letter o.



The circle is a basic stroke that students learn quickly or may already know. This is the simplest word spacing method for young children to understand and it does not interfere with the flow of their writing. Asking young children to place their pencils or fingers between words as they are writing requires difficult lifting, placing, and writing around an object. These movements are both frustrating and unnatural.

Line Quality Line quality refers to the color, weight, and smoothness of the pencil line. Many factors can affect line quality. The examples below illustrate the most common line quality problems, their causes, and how to correct them.

Correct Line Quality



Correct line quality is the result of proper pencil grip and proper pressure on the pencil. The pencil should be a standard No. 2 pencil.

Too Heavy



This is caused by using a "fat" lead jumbo pencil. It can also be caused by using a pencil with very soft lead. Magic markers will also make the letters appear too heavy.

Too Light



This is caused by using a pencil with very hard lead. It can also be caused by not applying enough pressure to the pencil which can happen with poor pencil grip.

Shaky



This is caused by gripping the pencil too tightly and trying to draw the letters. It can also be caused by using a pencil with a very fine point.

Correct Posture, Paper and Pencil Position



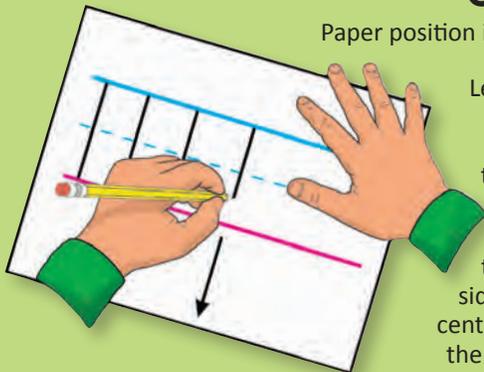
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

the desk is too high the student's shoulders will be raised and very tense. Sitting for a long time in that position will cause fatigue and the student will become frustrated, move a lot, and find it difficult to pay attention. If the desk is too low, it will cause pain in the spine, shoulders, and neck. If we expect students to do their best, we must be sure they are comfortable sitting at their desks.

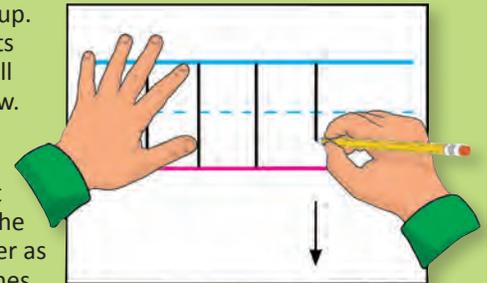
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

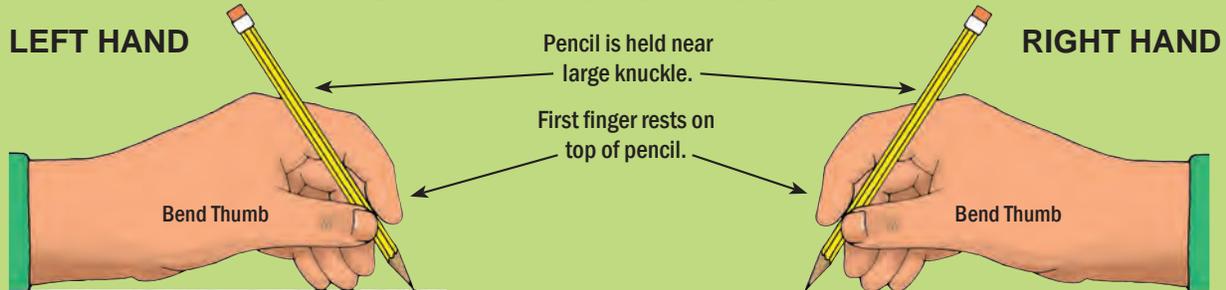
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



RIGHT HAND

Right Hand - Place the paper parallel to the bottom edge of the desk. The left side of the paper should be aligned with the center of the body. Be sure to shift the paper as the writing progresses across the writing lines. Pull the vertical strokes toward the center of the body.

Correct Pencil Position



Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are shorter in length than their middle fingers. Tiny pencils are extremely hard to control, for any age student. The pencil should extend at least an inch above the large knuckle of the first finger. In a few cases, when a student struggles or is challenged because of perceptual and/or motor skill difficulties, an occupational therapist may recommend a short pencil for that student.

How to Use the Teacher Edition

Teacher Edition pages include simple step-by-step instructions for the three teaching steps. This page and the following pages will show and explain in detail all teaching steps.

1
Letter model for quick page identification.

2
Student workbook page for easy reference while planning and teaching the lesson.

3
Clearly stated objectives for every lesson.

4
Detailed, step-by-step instructions for the three teaching steps:
1. Model and Discuss
2. Practice
3. Self-Evaluate

5
Tips by occupational therapist Katherine Collmer, M.Ed., OTR/L.

1 Uppercase D

2

3

4

5

Objectives:

- Recognize and name the uppercase letter **D**.
- Review the basic strokes in the uppercase **D**.
- Trace and write the uppercase **D**.

Important: No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **D** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **D**:

- Is this letter uppercase or lowercase? (uppercase)
- What is the first stroke called? (top to bottom)
- What color is the top writing line? (blue)
- What color is the bottom writing line? (red)
- Do you see a part of any other letter in this letter? (B, E, F, H, I, K, L, M, N, P, R, T, Z, b, d, h, k, and l)

After you have discussed the letter, trace over the letter **D** and say "pull down straight, slide right, curve down, slide left." Repeat this two times. The third time you trace the letter **D**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 20. Ask them to trace the first part of the letter **D** as they say "pull down straight." Have them trace the second part of the letter as they say "slide right, curve down, slide left."

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **D** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*. Trace Write Check

Letter D Corrective Techniques See page T24.

Katherine's OT Tip Tracing letter formations is an excellent way to build **motor memory patterns**. However, some students find it difficult to maintain accuracy as they engage in long lessons and begin to stray away from the correct letter formation. A fun way to enhance accuracy is to introduce your students to Sand Paper Tracing. Place a sheet of paper over fine sand paper of equal size. Have them experiment with this **tactile** experience by drawing pictures independently. Then have them trace a model of the letter there as a warm-up to their workbook pages. I'm sure they will find it a fun activity!

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In the back of this Teacher Edition you will find:

- Possible errors and corrective techniques for all letters
- Send-Home page of the letters and numerals so parents can reinforce what is being taught in the classroom
- Send-Home pages of stroke descriptions for the manuscript letters and numerals
- Send-Home page of correct posture, pencil position, and paper position
- Glossary of Occupational Therapy Terms
- Student Progress Chart

Modeling is teaching.

Step 1: Model & Discuss

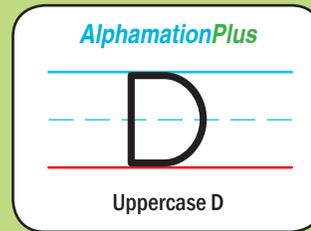
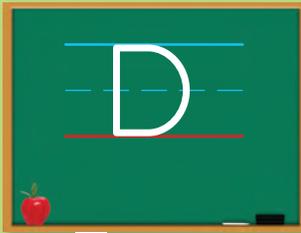
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

Model: Modeling is teaching. Students benefit greatly from seeing the letter being written, one stroke at a time. Modeling reinforces the starting and ending points and directionality of the strokes in the letter.

Discuss: Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens **BEFORE** the students pick up a pencil to practice.

1. Model & Discuss (Example of actual lesson for the uppercase D.)

Write a large uppercase **D** on writing lines on the board or use *AlphamationPlus* to model the letter.



See page T17 for details on how to use *AlphamationPlus*.

If you use a chalkboard or whiteboard, write a large uppercase **D** on writing lines as you say the strokes.

Ask the students the following questions as they look at a large model of the uppercase **D**.

1. Is this letter uppercase or lowercase? (uppercase)
2. What is the first stroke in this letter called? (top to bottom)
3. What color is the top writing line? (blue)
4. What color is the bottom writing line? (red)
5. Do you see a part of any other letter in this letter? (B, E, F, H, I, K, L, M, N, P, R, T, Z, b, d, h, k, and l)

After you have discussed the letter, trace over the letter **D** and say “**pull down straight, slide right, curve down, slide left.**” Repeat this two times. The third time you trace the letter **D**, have the students trace the letter in the air and say the strokes.

If you use *AlphamationPlus*, open to the menu and select the uppercase **D**. Have the students watch and listen as the letter is being formed. Cycle the letter three times then pause the movie when the letter is solid black, as shown above.

Ask the students the following questions as they look at a large model of the uppercase **D**.

1. Is this letter uppercase or lowercase? (uppercase)
2. What is the first stroke in this letter called? (top to bottom)
3. What color is the bottom writing line? (red)
4. Do you see a part of any other letter in this letter? (B, E, F, H, I, K, L, M, N, P, R, T, Z, b, d, h, k, and l)

After you have discussed the letter, trace over the letter **D** and say “**pull down straight, slide right, curve down, slide left.**” Repeat this two times. The third time you trace the letter **D**, have the students trace the letter in the air and say the strokes.

Next, your students will practice the letter based on plenty of background knowledge instead of just trying to copy a shape. See Step 2 on the next page.

Practice makes permanent.

Step 2: Practice

Students need their workbooks and pencils for this step.

Practice makes permanent; therefore, how and what we practice is important! We begin by having the students trace basic strokes and letters. In addition to developing perceptual and motor skills, this allows students to practice each stroke correctly and identify what part of the letter it is. This teaches students to write letters based on the strokes, rather than just copying a shape.

After students have traced the basic strokes and the complete letter, they have the opportunity to practice writing the letter independently.

2. Practice

Have the students open their books to the letter you are teaching. Ask them to trace the first part of the letter as they say the stroke(s). Repeat this for each part of the letter.

Next, ask the students to trace the letters in the third line. In the fourth and fifth lines, ask the students to trace and write the letters. As they complete each line, ask them to stop and evaluate their work as described in Step 3 (next page) before continuing to the next line.



Students trace one part of the letter at a time, but always see the complete letter.

Students review the sequence and direction of the strokes as well as the stroke description.

Starting at the green dot students trace the complete letter.

Vertical lines help student learn important spacial factors.

Uppercase D

1. Pull down straight
2. Slide right, curve down, slide left

1. Trace the first part of the uppercase D.

2. Trace the second part of the uppercase D.

Trace and write the uppercase D.

Match uppercase to lowercase.

D	•	•	p
P	•	•	r
R	•	•	d

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Students write the letter four times on their own starting at the green dots.

Students match uppercase letters to the correct lowercase letters.

Self-evaluation is the first step to self-correction.

Step 3: Self-Evaluate

Self-evaluation is a vital part of handwriting instruction. It makes students recognize and immediately correct any errors. This is the best way to prevent students from developing bad writing habits.

To evaluate their work, students should pause at the end of each line of practice to review their writing. Ask them to circle the stroke or letter they did best and put an X through the one they feel needs the most improvement. Discussing what they did right and what they need work on makes this step even more effective.

3. Self-Evaluate

At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Self-Evaluate Traced Strokes

Students circle the stroke they traced the best and write an X on the stroke they did not trace well.

Uppercase D

1. Pull down straight
2. Slide right, curve down, slide left

1. Trace the first part of the uppercase **D**.

2. Trace the second part of the uppercase **D**.

Dog

Trace and write the uppercase **D**.

Match uppercase to lowercase.

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Self-Evaluate Traced Letters

Students circle the letter they traced the best. Then they write an X on the letter that needs the most improvement.

Self-Evaluate Written Letters

In each line, students circle the letter they wrote the best and write an X on the letter that needs the most improvement.

How to Use *AlphamationPlus*™

We highly recommend that you use *AlphamationPlus* during your handwriting lessons. If you're using the Universal Handwriting student workbooks in your classroom, you may qualify for free access to *AlphamationPlus*.

To see if you qualify, call us at 1-800-940-2270. You can also try a demo at alphamationplus.com.



Choose a Letter to Teach: _____

MENU

Use the menu (shown at right) to choose a basic stroke, uppercase letter, lowercase letter, or numeral. Select colored writing lines to match the writing lines in your handwriting workbooks.

Let's say you want to teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



Watch the Animation _____



The animation of the letter you selected is used in Teaching Step 1 (see page T14). When you click on "Play" the movie will start. Students should watch this movie and listen to the verbalization of the strokes three times. After the third cycle, when the letter is solid black, hit the "pause" button. This solid black letter model will be needed for the Discuss part of Step 1. Replay the animation as often as you like.



Trace, Write, and Check _____

The trace, write, and check (self-evaluate) features are most effective after the handwriting lesson has been completed. Students can improve their perceptual and fine-motor skills using these special features.



Trace



First, students trace over a model of the letter being taught.



Write



Next, starting at the orange dot, students write the letter on their own.



Check



Finally, click the check icon and the letter model will appear behind the students' writing.

Erase and Writing Lines: _____



Clicking the erase button will immediately erase anything the student has written.



The writing lines button will give students a set of writing lines for practicing letters, numerals, or words.

Student Edition: Basic Strokes

When teaching handwriting, it's absolutely critical to begin with the basic strokes. The basic strokes are the DNA of letter forms; they are the building blocks for all of the manuscript letters and numerals. To achieve handwriting success at this level, students must be able to recognize the basic strokes, say the name of each basic stroke, understand the directionality of the strokes, and write the basic strokes.

When evaluating letter forms, we find that nine out of ten errors relate back to the incorrect formation of one or more of the basic strokes. Teaching the basic strokes thoroughly from the start will prevent many of these errors.

Students trace and write the strokes. Then they trace the strokes in letters. This builds the students' knowledge of each stroke and its relationship to the letters.

Basic Strokes

Top to Bottom Left to Right Backward Circle Forward Circle Slant Right Slant Left

All manuscript basic strokes are either a straight line or a circle. The straight line can be a vertical line, a horizontal line, or a slant line. The circle can be a backward circle or a forward circle. The slant line can be slant right or slant left. Directionality is very important as it relates to the basic strokes and forming letters. To define the direction, we name the strokes top to bottom, left to right, backward circle, forward circle, slant right, and slant left.

Top to Bottom

Trace and write the top-to-bottom lines.

Trace the top-to-bottom lines in the letters.

Student Edition Page 5

Left to Right

Trace and write the left-to-right lines.

Trace the left-to-right lines in the letters.

Student Edition Page 7

When teaching the circle, be sure to tell the students that any part of a circle is a **curve**. Twenty-one manuscript letters contain a curve stroke. **All curves are part of a circle.**



Student Edition: Letter Pages

When I designed the letter practice pages for this workbook, I spent a lot of time considering the most developmentally appropriate way to approach letter formation. Rather than immediately asking students to trace and write a complete letter, I added a transition step in which students trace each basic stroke within the letter. Every time they finish tracing a stroke, they see how it applies to the letter as a whole. It is important that the students see the complete letter, even though they traced just one part of the letter. This helps them build thorough knowledge of the basic strokes and writing lines and their relationship to the complete letter. The process guarantees student success because it's based on six simple basic strokes, the "building blocks" for all manuscript letters.

This tab provides the name of the letter, a letter model with directional arrows, and the stroke description for the letter.

Green dots show where to begin each stroke or letter.

Red arrows reinforce the direction of each stroke.

Uppercase A

1. Slant left
2. Slant right
3. Slide right

1. Trace the first part of the uppercase A. 2. Trace the second part of the uppercase A.

3. Trace the third part of the uppercase A.

Trace and write the uppercase A.

14

Match uppercase to lowercase.

V	a
A	k
K	v

Alligator

Reinforcement letter model.

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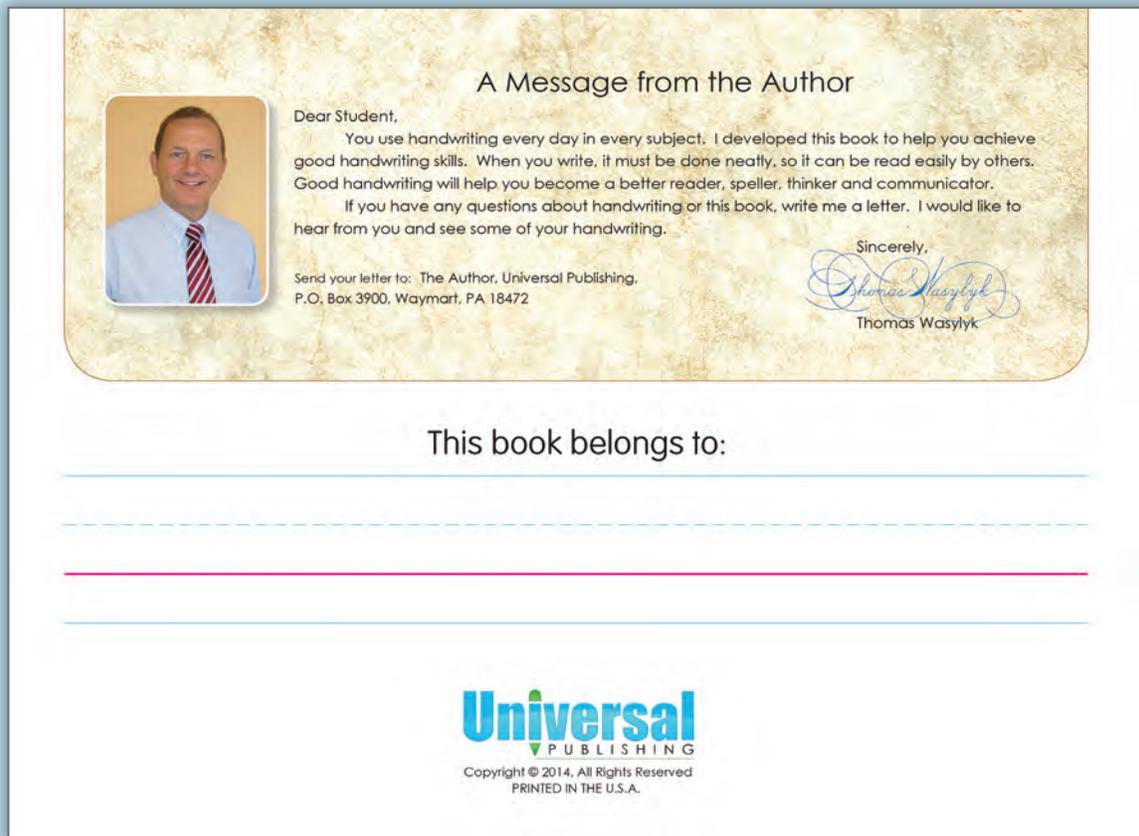
Traceable letter models with numbered arrows to reinforce the direction and sequence of strokes.

Students write the letter starting at the green dot.

Each letter page contains a letter recognition activity to help students understand the relationship between uppercase and lowercase letters and to help prevent reversal issues.



PK/K Student Edition Cover



PK/K Student Edition Inside Front Cover

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PK/K
Basic Strokes & Letters

Thomas M. Wasylyk
Jennifer L. Schweighofer

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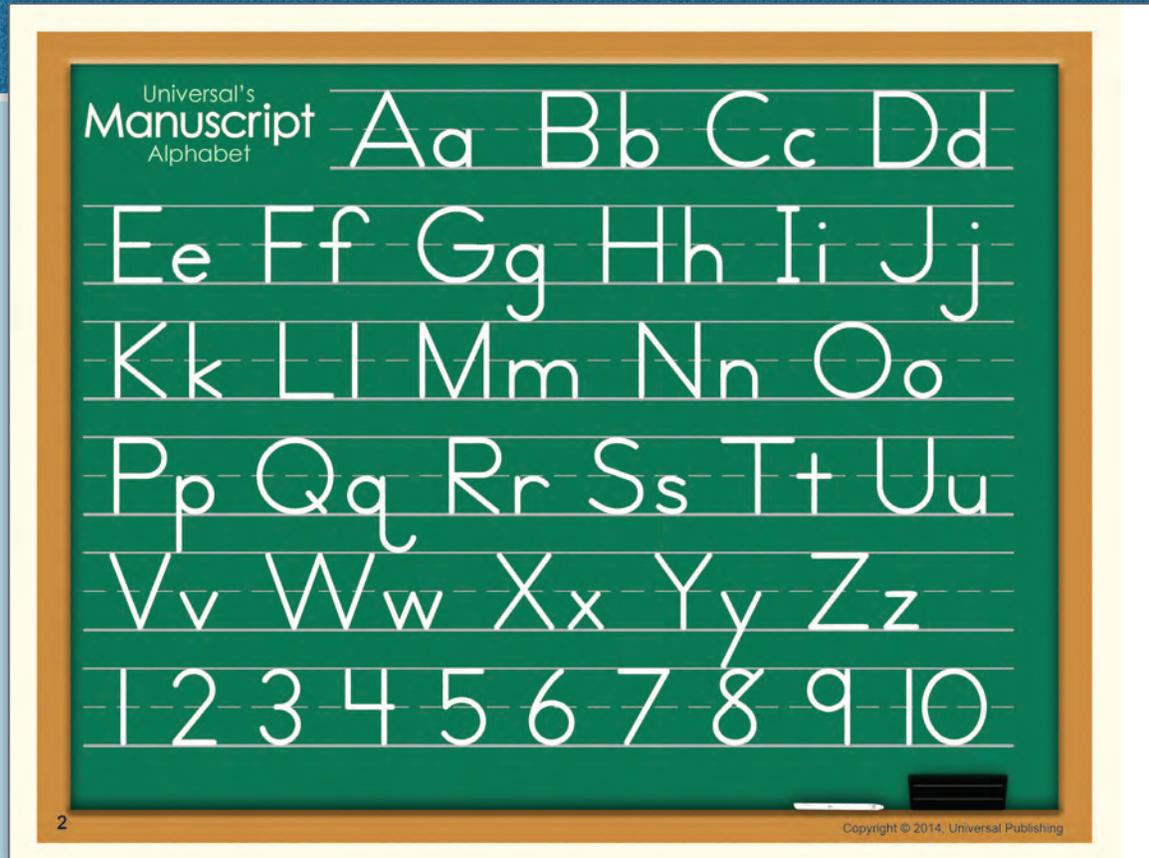
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Manuscript Alphabet

Objectives:

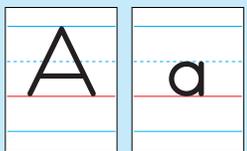
- Recognize the uppercase and lowercase letters and numerals.
- Name the uppercase and lowercase letters and numerals.



1. Model & Discuss

Have the students open their books to page 2 and look at the manuscript alphabet or use the Manuscript Alphabet Cards. You can also open [AlphamationPlus](#) and display the complete manuscript alphabet on your whiteboard.

Manuscript Alphabet Cards



Download and print the Alphabet Cards free at: upub.net/manuscriptcards.pdf or purchase a heavy-duty set of Alphabet Cards by calling 1-800-940-2270.

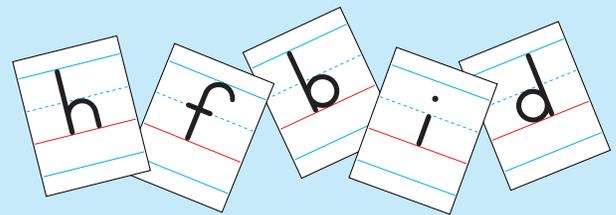
2. Discuss

Tell the students to look at the letters **A** and **a**. Explain that the first **A** is called uppercase **A** and that the second **a** is called lowercase **a**. Point to different letters on the screen and call on students to say the correct name of the letters.

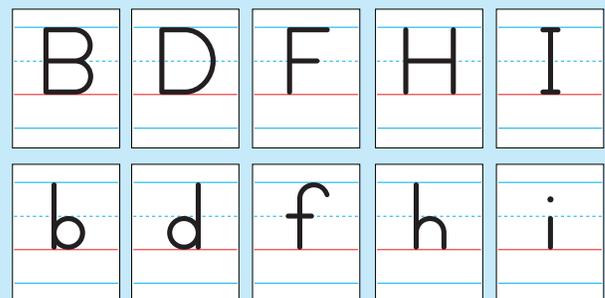
If you are using the Alphabet Cards display five uppercase letters in an upright position as shown.



Mix up the same lowercase letters (**b**, **d**, **f**, **h**, and **i**) and place them on a table in front of the uppercase Alphabet Cards.



Have the students pick up one lowercase letter at a time and place it below the correct uppercase letter. Continue until all the lowercase letters are matched with the correct uppercase letter as shown below.



Repeat this letter recognition activity with five new uppercase and lowercase letters.

Posture, Paper and Pencil Position

GOOD POSTURE

1. Both feet on the floor
2. Elbows off the edge of desk
3. Sit back in chair
4. Shoulders slightly forward
5. Proper desk height



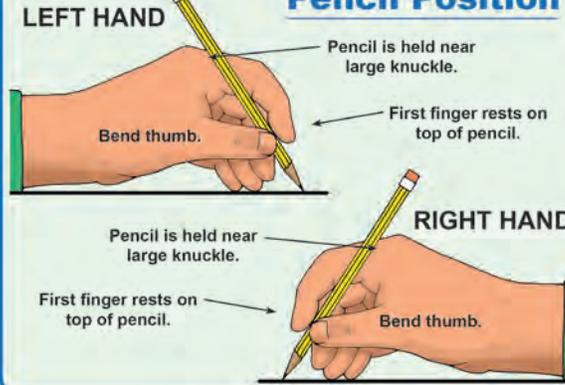
GOOD HANDWRITING

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PAPER POSITION



Pencil Position



3

Objectives:

- Demonstrate proper sitting posture.
- Demonstrate proper paper/book position.
- Demonstrate proper pencil position.

Writing Posture

Writing posture is very important for maintaining legible writing and for avoiding fatigue. Be sure the desk height is correct for the student.

Have the students look at the illustration of posture on page 3 as you read to them the five points of maintaining good posture.

1. Both feet on the floor.
2. Elbows off the edge of the desk.
3. Sit back in your seat.
4. Shoulders slightly forward.
5. Be sure desk is proper height.

Paper Position

Have the students look at and study the left and right hand paper position illustrations at the top of page 3 in their workbooks. Ask them how the two paper positions are different. Ask the students which hand they use to draw pictures or to write letters. Have them raise that hand. Ask them if the hand they raised is their left hand or their right hand. Identify the left and right hand for them if they are not sure.

Pencil Position

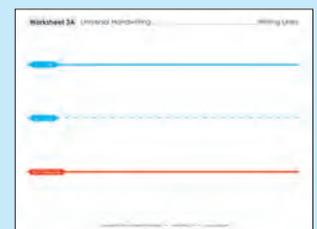
Holding a pencil or crayon incorrectly can cause many handwriting problems, including hand and arm fatigue. Have the students look at the illustration of

pencil position in their books. Be sure all students can see you clearly as you demonstrate and explain how to hold the pencil.

Worksheets 3A & 3B Give each student a copy of Worksheet 3A. Tell them to look at the illustration of paper position in the book and place their worksheet in the correct position. Have the students touch the top line with their finger and say, “**top line**,” touch the broken middle line and say, “**midline**,” and touch the bottom line and say, “**bottom line**.”

Worksheet 3A

You can download and print copies of Worksheet 3A at:
upub.net/150worksheets.pdf

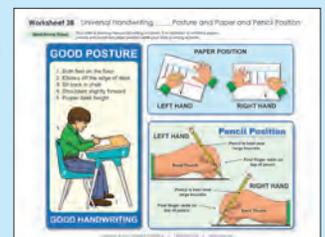


Now have the students pick up their pencils and touch the top line and pull down straight to the bottom line. Have them do two more top-to-bottom lines.

Finally, make copies of Worksheet 3B for students to take home for parents to reinforce good handwriting habits at home.

Worksheet 3B

You can download and print copies of Worksheet 3B at:
upub.net/150worksheets.pdf

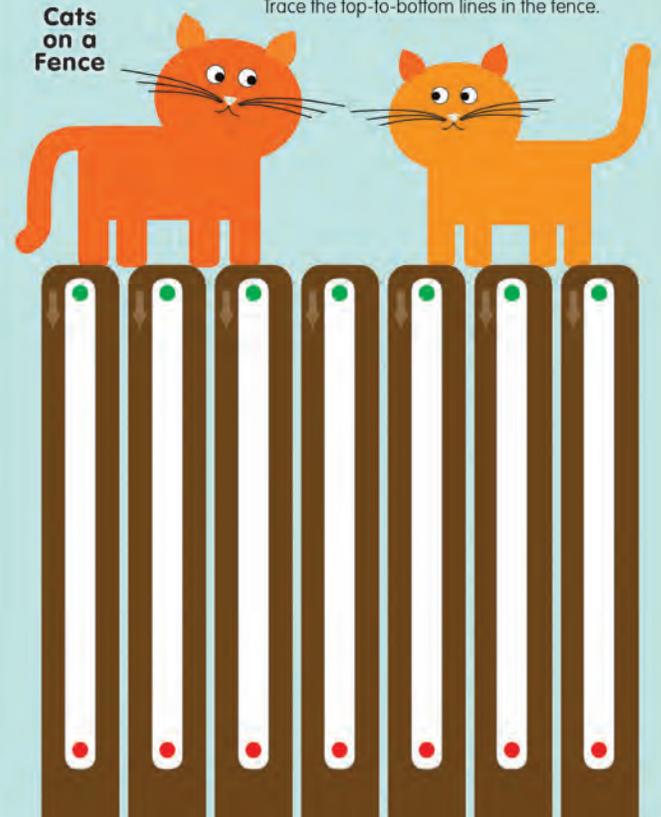
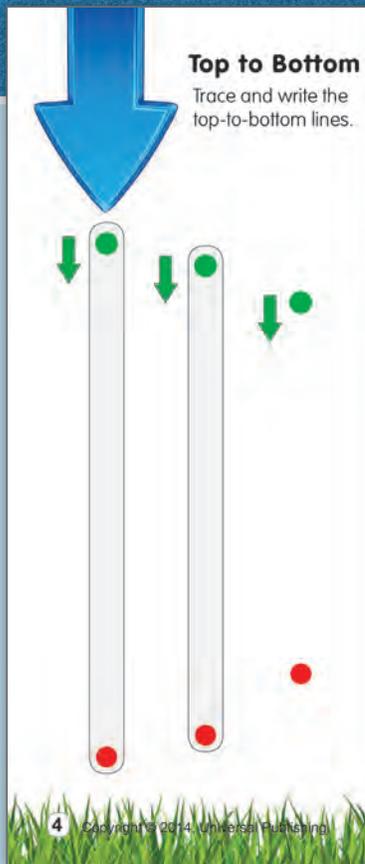


Top to Bottom



Objectives:

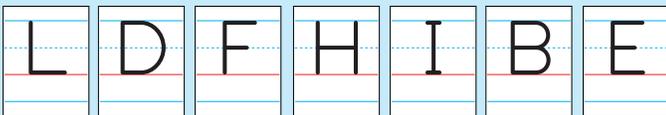
- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom lines.



1. Model & Discuss

Write a large top-to-bottom line on writing lines on the board or open [AlphamationPlus](#) and click on the top-to-bottom stroke. Have the students watch as the basketball, skydiver, and leaf go from top to bottom. The letters **D**, **N**, **P**, and **I** will appear on the screen and immediately the top-to-bottom strokes will appear in blue. As [AlphamationPlus](#) recycles this sequence a second and third time, have the students trace the top-to-bottom stroke in the air and say “**top to bottom.**”

Display the Alphabet Cards* shown below in the classroom so all students can see them.



Ask students to say the name of the letters. Have them trace over the top-to-bottom strokes in the letters as they say “**pull down straight.**” Tell the students to look around the classroom and identify any top-to-bottom lines they see.

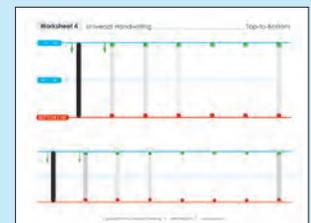
2. Practice

Have the students open their books to page 4 and look at the top-to-bottom lines. Tell them the green dots mean “**start**” and the red dots mean “**stop.**” Ask the students to touch the first green dot with their finger

and trace the top-to-bottom line. Have them continue tracing with their finger as they say “**start at the top**” and “**stop at the bottom.**” Now have them use a crayon to trace and write the top-to-bottom lines.

Worksheet 4 Print out a worksheet for each student. Tell the students to touch the top blue line (line 1) and say “**top line.**” Tell the students to touch the middle broken blue line (line 2) and say “**midline.**” Tell the students to touch the bottom red line (line 3) and say “**bottom line.**” Have the students start at the green dots and trace and write the top-to-bottom lines.

Worksheet 4
You can download and print
copies of Worksheet 4 at:
upub.net/150worksheets.pdf

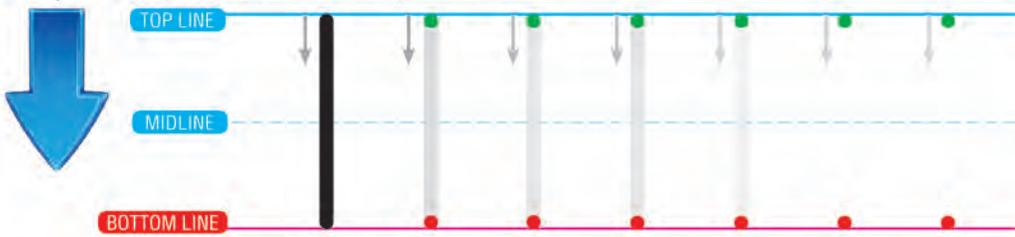


Katherine's OT Tip The understanding of directional concepts such as top to bottom is built upon a strong sense of **body awareness**. As children explore their environments and the ways in which their bodies move to adapt to them, they are learning about “their” top to bottom. The addition of fun movement and auditory experiences in your lesson can help those children who are continuing to build their body awareness. Saying “top to bottom” as you “draw” the strokes in the air will provide visual and auditory cues to enhance memory retention.

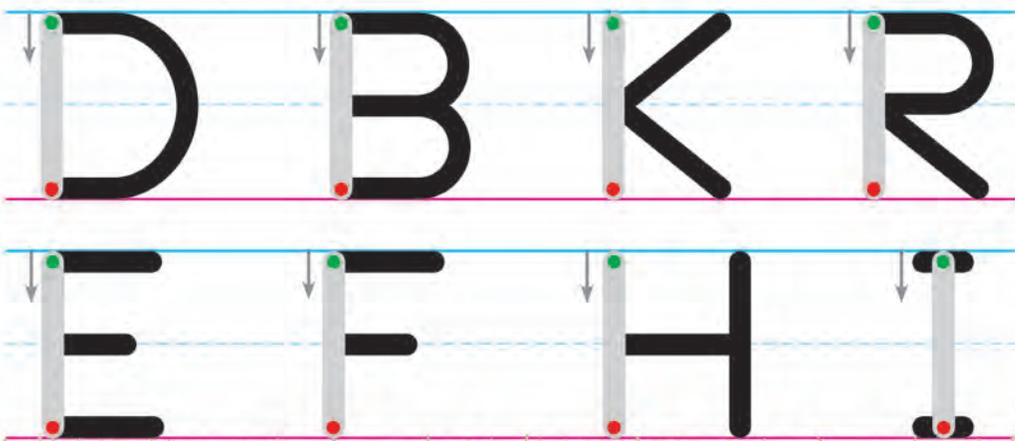
Top to Bottom



Top to Bottom Trace and write the top-to-bottom lines.



Trace the top-to-bottom lines in the letters.



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5

Objectives:

- Learn the direction of the top-to-bottom line.
- Trace and write the top-to-bottom line.
- Identify the top-to-bottom line in letters.

1. Model & Discuss

Have the students open their books to page 5 and look at the top-to-bottom lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. Is the green dot on top or bottom of the line? (top)
4. Is the red dot on top or bottom of the line? (bottom)
5. How many green dots do you see at the top of the page? (6)
6. What is the first letter on the page? (D)
7. Can you name the other letters on the page?

2. Practice

Have the students raise their writing hand and point with their finger as they say, “**top.**” Have them slide their hand down as they say, “**top-to-bottom.**” Repeat this two times.

Now have the students look at the top-to-bottom lines at the top of page 5. Tell them to start at the green dots and trace the top-to-bottom lines with their finger as they say “**pull down straight.**” Then have them use a crayon to trace and write the top-to-bottom lines. After they finish, ask them to circle

their best top-to-bottom line.

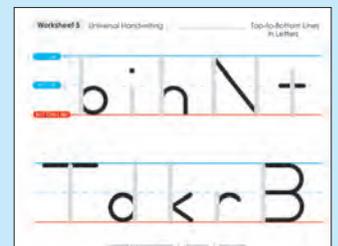
Next, have them start at the green dots and trace the top-to-bottom lines in the letters with their finger. Finish by having the students use a crayon to trace the top-to-bottom lines in the letters.

3. Self-Evaluate

Ask the students to look at all of their top-to-bottom lines and circle the one that they did the best.

Worksheet 5 Extra practice on the top-to-bottom line, letter recognition skills, and the writing lines.

Worksheet 5
You can download and print
copies of Worksheet 5 at:
upub.net/150worksheets.pdf



Katherine's OT Tip Spatial concepts such as top, middle, and bottom are easier to understand when they are viewed from a position that can be related to the student's body. Getting your students standing and working at a vertical surface, such as the chalkboard or paper taped to the wall, will provide them with a visual reference to these concepts. Their eyes scan their work from top to bottom on the paper as their arms move in the same direction as “their” top to bottom. As their eyes move over the middle dotted line, they can visualize the top and the bottom of their work in relation to their own bodies.

Left to Right



Left to Right Trace the left-to-right lines.



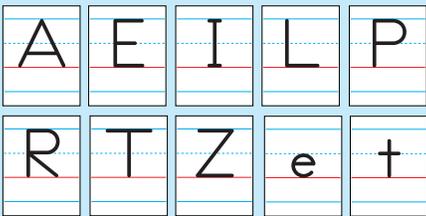
Objectives:

- Learn the direction of the left-to-right line.
- Trace and write left-to-right lines.
- Identify the left-to-right line in letters.

1. Model & Discuss

Write a large left-to-right line on the board or open *AlphamationPlus* and click on the left-to-right stroke. Have the students watch as the airplane, ship, and hot air balloon slide right. The letters **H**, **F**, **T**, and **E** will appear on the screen and immediately the left-to-right stroke(s) will appear in blue in these letters. Have the students trace the left-to-right stroke in the air and say “slide right” as *AlphamationPlus* recycles this sequence a second and third time.

Display the Alphabet Cards* shown below.



You can download and print a set of Alphabet Cards at: upub.net/manuscriptcards.pdf or order a heavy-duty set by calling 1-800-940-2270.

Call on students to point to a card and say the name of the letter. Ask them if there is a left-to-right stroke in the letter. Have them trace over the left-to-right stroke(s) as they say “slide right.”

2. Practice

Have the students open their books to page 6 and look at the left-to-right lines at the top of the page. Discuss the spider going to the web, the baby lion going to the lion family, and the fork going to the salad.

Tell the students to start at the green dot and trace the left-to-right line as they say “slide right.” Remind them to stop at the red dot.

Ask the students to look at the train. Ask them to name the letters on the train windows. (A, B, C, D, E, F, G, H, I, J, and K) Tell the students to start at the green dots and write the left-to-right lines on each of the train cars. Ask the students to count the green dots on the train cars and engine. (8 green dots) Ask them to count the wheels on the train. (9 visible wheels; if including other side of train, 18)

3. Self-Evaluate

Have the students look at the left-to-right lines they made and ask them if they stayed inside the gray tolerance areas.

Katherine's OT Tip Movement from left to right requires an accurate awareness of one's own midline. In fine motor tasks, the eyes lead the hand in crossing the midline and in staying on the path from start to finish. A fun way to begin lessons on the concept of left to right is to introduce movement and auditory input that will encourage the use of the eyes. Participating in beanbag games, rolling balls between them on the floor, or following your lead in jumping jacks can help students warm up their **visual skills**. Be sure to encourage movement across the body and to use the word “across” frequently.

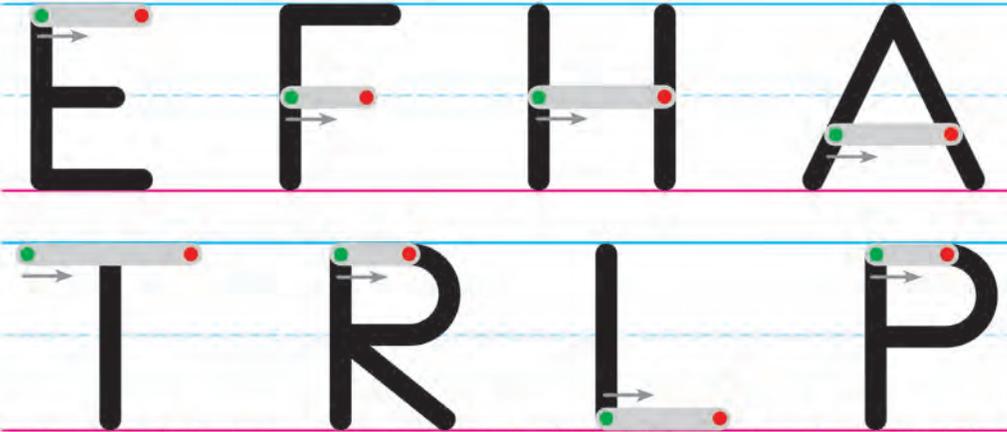
Left to Right



Left to Right Trace and write the left-to-right lines.



Trace the left-to-right lines in the letters.



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7

Objectives:

- Learn the direction of the left-to-right line.
- Trace and write left-to-right lines.
- Identify the left-to-right line in letters.

1. Model & Discuss

Have the students open their books to page 7 and look at the left-to-right lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. What side of the left-to-right lines is the green dot on? (left side)
4. What side of the left-to-right lines is the red dot on? (right side)
5. How many green dots do you see at the top of the page? (9)
6. What is the first letter on the page? (E)
7. Can you name any other letters on the page?

2. Practice

Have the students look at the left-to-right lines at the top of page 7. Tell them to touch each green dot with their finger and trace the left-to-right lines as they say “slide right.” Then have them use a crayon to trace and write the left-to-right lines. After they finish, ask them to stop and circle their best left-to-right line.

Next, have them touch the green dot in the letter **E** with their finger and trace the left-to-right line. Repeat

this for the letters F, H, A, T, R, L, and P. Now have the students use a crayon to trace the left-to-right lines in the letters E, F, H, A, T, R, L, and P.

3. Self-Evaluate

Ask the students to look at all of the left-to-right lines they traced or wrote and circle the one that they feel is the best.

Worksheet 7 Extra practice on the left-to-right line, letter recognition skills, and the writing lines.

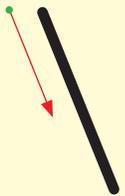
Worksheet 7

You can download and print copies of Worksheet 7 at:
upub.net/150worksheets.pdf



Katherine's OT Tip Many students struggle with the directional concepts of left and right. Simon Says and Hokey Pokey are excellent movement activities for working on this skill. However, for those who continue to find these concepts challenging, it is helpful to concentrate on one side at a time and to work toward bringing them together in the middle. A fun way to do this is to use hand puppets on one hand to point out objects in the room, switching hands when they've mastered that side. Remember to use cues such as “with my left/right hand, I see...” to reinforce the concepts with auditory input.

Slant Right



Objectives:

- Learn the direction of the slant-right line.
- Trace and write slant-right lines.
- Identify the slant-right line in letters.

Slant Right Trace and write the slant-right lines.

TOP LINE

MIDLINE

BOTTOM LINE

Trace the slant-right lines in the letters.

1. Model & Discuss

Write a large slant-right line on writing lines on the board or open *AlphamationPlus* and click on the slant-right stroke. Have the students watch as the fish, bee, and butterfly slant right. The letters **N**, **R**, **K**, and **W** will appear on the screen and immediately the slant-right stroke(s) will appear in blue in these letters. Have the students trace the slant-right stroke in the air and say, “**slant right.**”

Have the students open their books to page 8 and look at the slant-right lines.

Ask them the following questions:

1. What does the green dot mean? (start)
2. What does the red dot mean? (stop)
3. Where is the green dot on the slant-right line? (top)
4. Where is the red dot on the slant-right line? (bottom)
5. Can you name any of the letters on this page?

2. Practice

Have the students look at the slant-right lines at the top of page 8. Tell them to touch each green dot with their finger and trace the slant-right lines as they say “**slant right.**” Then have them use a crayon to trace and write the slant-right lines. After they finish, ask them to stop and circle their best slant-right line.

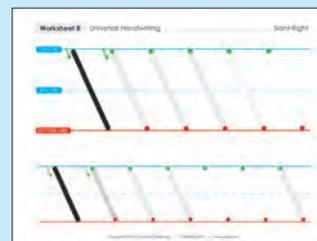
Next, have them touch the green dot in the letter **A** with their finger and trace the slant-right line. Repeat this for the letters **K**, **M**, **N**, **V**, **W**, **X**, and **Y**. Now have the students use a crayon to trace the slant-right lines in the letters **A**, **K**, **M**, **N**, **V**, **W**, **X**, and **Y**.

3. Self-Evaluate

Ask the students to look at all of the slant-right lines they traced in the letters and circle the one that they feel is the best.

Worksheet 8 Extra practice on the slant-right line.

Worksheet 8
You can download and print
copies of Worksheet 8 at:
upub.net/150worksheets.pdf

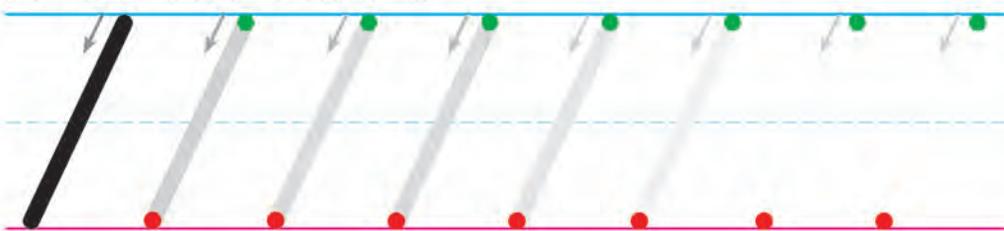


Katherine's OT Tip Slanted lines can be challenging for some students as they struggle to master the arm movement across the midline on their paper. Activities that provide **tactile feedback** can enhance this movement skill. Practicing slanted lines using their finger in sand, drawing with chalk, or working with paintbrushes provides resistance combined with visual feedback. Working with chalk and paint on a vertical surface, as well as allowing children to use large movements, engages the arms and body in the mastery of the skill. Be sure to reinforce the concept by describing these lines as “slanted.”

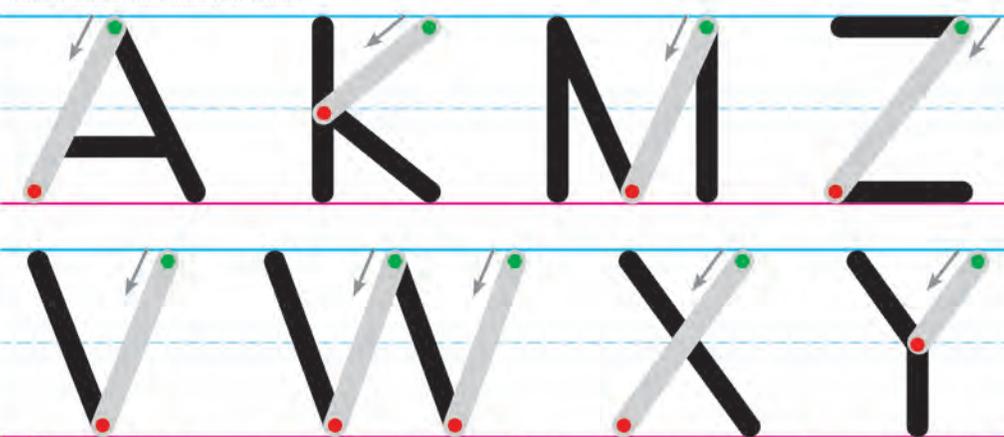
Slant Left



Slant Left Trace and write the slant-left lines.



Trace the slant-left lines in the letters.



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9

Objectives:

- Learn the direction of the slant-left line.
- Trace and write slant-left lines.
- Identify the slant-left line in letters.

1. Model & Discuss

Write a large slant-left line on writing lines on the board or open [AlphamationPlus](#) and click on the slant-left stroke. Have the students watch as the sled, skier, and penguin slant left. The letters **V**, **M**, **Y**, and **Z** will appear on the screen and immediately the slant-left stroke(s) will appear in blue in these letters. Have the students trace the slant-left stroke in the air and say, “**slant-left.**”

Have the students open their books to page 9 and look at the slant-left lines.

Ask them the following questions:

1. How many green dots do you see at the top of the page? (7)
2. How many red dots do you see on the page? (16)
3. Can you name any of the letters on this page?
4. How many slant-left lines in the letters? (9)

2. Practice

Have the students look at the slant-left lines at the top of page 9. Tell them to touch each green dot with their finger and trace the slant-left lines as they say “**slant left.**” Then have them use a crayon to trace and write the slant-left lines. After they finish, ask them to stop and circle their best slant-left line.

Next, have them touch the green dot in the letter **A** with their finger and trace the slant-left line. Repeat this for the letters **K**, **M**, **Z**, **V**, **W**, **X**, and **Y**. Now have the students use a crayon to trace the slant-left lines in the letters **A**, **K**, **M**, **Z**, **V**, **W**, **X**, and **Y**.

3. Self-Evaluate

Ask the students to look at all of the slant-left lines they traced in the letters and circle the one that they feel is the best.

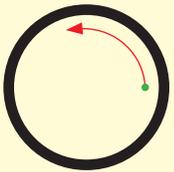
Worksheet 9 Extra practice on the slant-left line.

Worksheet 9
You can download and print copies of Worksheet 9 at:
upub.net/150worksheets.pdf



Katherine's OT Tip It is important to remember that, although hand dominance begins to emerge between the ages of 2 and 4, it is not expected to be fully developed until between the ages of 5 and 6. Children who are working at pre-handwriting skills before that time may switch hands during practice or from session to session. Most children will tend to use one hand primarily for writing and drawing by the ages of 4 - 4.5 and will benefit from pre-handwriting practice. Handwriting readiness and hand dominance should not be pushed as they are developmental skills that require maturity to master.

Circle Left



Objectives:

- Learn the direction of the backward circle.
- Trace and write backward circles.
- Identify the backward circle in letters.

1. Model & Discuss

Write a large backward circle on writing lines on the board or open *AlphamationPlus* and click on the backward circle stroke. Have the students watch as the butterfly, ladybug, and dragonfly make backward circles (circle left). The letters **a**, **d**, **g**, and **o** will appear on the screen and immediately the backward circle will appear in blue in these letters. As *AlphamationPlus* recycles this sequence a second and third time, have the students trace the backward circle in the air and say “**circle left.**”

Give each student a copy of Worksheet 10A or show them a picture of a circular clock. Have them point to the numeral 3 or touch the green dot on the worksheet and **circle left** all the way around.

Worksheet 10A & 10B

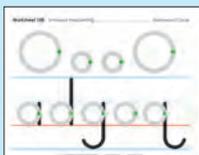
You can download and print copies of these worksheets at:

upub.net/150worksheets.pdf

10A



10B



Worksheet 10B - Tell the students the backward circle begins at the green dot (3 o'clock). Have them touch the green dot with their finger or use a crayon and **circle left** all the way around.

2. Practice

Have the students open their books to page 10 and

Backward Circle

Use a crayon to trace the backward circles.



Use a crayon to trace the backward circle in each letter. Say the name of each letter.

TOP LINE

MIDLINE

BOTTOM LINE

10

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look at the four backward circles at the top of the page. Have them start at the green dots and trace the backward circles with a crayon as they say “**circle left.**”

Next, have the students look at the pictures of the different sport balls and name the types of balls (basketball, soccer ball, golf ball, and baseball).

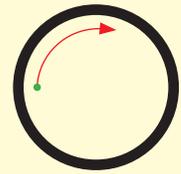
Review the names of the writing lines. Then ask the students to name the four letters at the bottom of the page. Have them trace the backward circles with a crayon as they say “**circle left.**”

3. Self-Evaluate

Ask students to look carefully at all the backward circles they traced and then circle the one they traced the best and put an X over the one they did not trace well.

Katherine's OT Tip Circles are important facets of legible handwriting and it is important that students “get it right the first time.” All students, but especially those who struggle with the correct formation of circles, will benefit from large movement activities that mimic their direction and formation. Drawing circles in the air, the larger the better, provides the arm, hand, and the whole body with **proprioceptive input** that encourages memory skills. Drawing large circles on paper or the chalkboard as they shout out the directional concepts adds **tactile** and auditory feedback for kinesthetic learners.

Circle Right

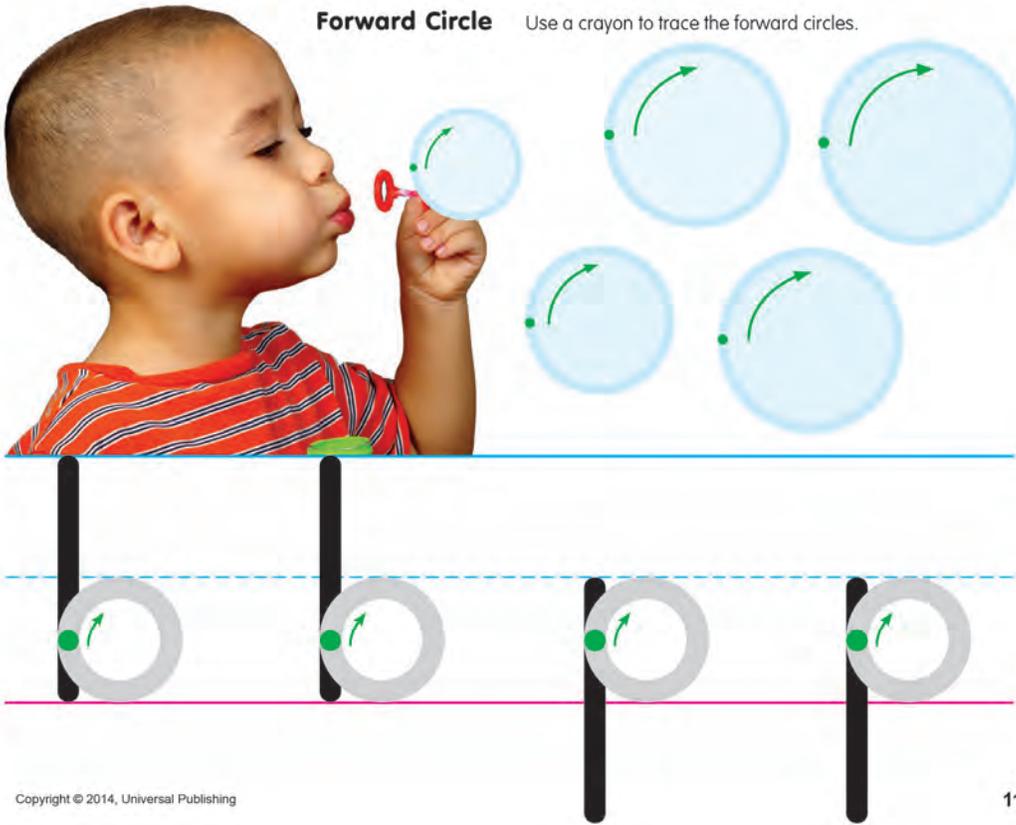


Objectives:

- Learn the direction of the forward circle.
- Trace and write forward circles.
- Identify the forward circle in letters.

Forward Circle

Use a crayon to trace the forward circles.



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11

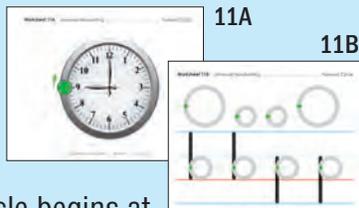
1. Model & Discuss

Write a large forward circle on writing lines on the board or open *AlphamationPlus* and click on the forward circle stroke. Have the students watch as the earth, sun, and star make forward circles (circle right). The letters **b** and **p** will appear on the screen and immediately the forward circle will appear in blue in the two letters. Have the students trace the forward circle in the air and say “**circle right**” as *AlphamationPlus* recycles this sequence a second and third time.

Print a copy of Worksheet 11A for your students or show them a picture of a circular clock. Have the students point to the numeral 9 or touch the green dot on the worksheet and **circle right**, all the way around.

Worksheet 11A & 11B

You can download and print copies of these worksheets at: upub.net/150worksheets.pdf



Worksheet 11B -Tell the students the forward circle begins at the green dot (9 o'clock). Have the students touch the green dot with their finger or use a crayon and **circle right** all the way around.

2. Practice

Have the students open their books to page 11 and

look at the five forward circles at the top of the page. Have the students start at the green dots and trace the forward circles with a crayon as they say “**circle right**.”

Ask the students to name the letters at the bottom of the page. Have them start at the green dots and trace the circles with a crayon as they say “**circle right**.”

Next, ask the students if they ever blew bubbles. Ask them if the bubbles they blew were always circles.

3. Self-Evaluate

Ask students to look carefully at all the forward circles they traced and then circle the one they traced the best and put an X over the one they did not trace well.

Katherine's OT Tip “Circle Challenges” are a great way to enhance mastery for those who continue to struggle with that shape. They provide students with an opportunity to match the 2-D mental image of a circle with a 3-D object in order to build a **visual perceptual** picture of its shape. Challenge your students to find objects in the classroom, at home, or in nature that are circle-shaped. A warm-up activity for a handwriting lesson on circles can begin with describing the objects, with a focus on their shape. Be sure to emphasize that they are closed shapes, with a beginning that meets their end!

Letter Recognition

Objectives:

- Letter recognition: match uppercase letters to the correct lowercase letters.
- Identify the basic strokes in uppercase and lowercase letters.

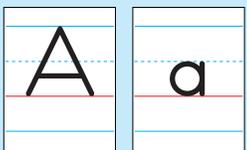
Letter Recognition

Have the students turn to the manuscript alphabet on page 2 in their books, or use your Manuscript Alphabet Cards for the first step of this lesson.

1. Discuss

Start by asking the students if anyone can recite the alphabet. Call on students who can. Have the entire class recite or sing the alphabet together.

Have the students look at the uppercase **A** and lowercase **a** and ask the following questions:



Manuscript Alphabet Cards
You can download and print them at:
upub.net/manuscriptcards.pdf
or you can order a heavy-duty set
by calling 1-800-940-2270.

1. How are the letters different?
2. Are the letters the same size?
3. Can you name some basic strokes in the letters?
4. Are there any slant strokes in the letters?
5. Are there any circles in the letters?
6. Do you see any top-to-bottom strokes?

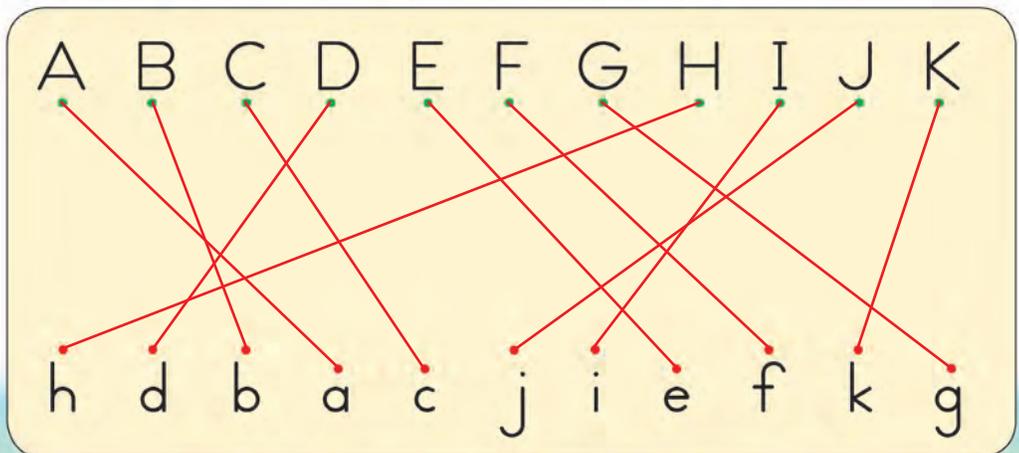
Have the students look at the B and b, C and c, up to the letters K and k and ask the same questions.

2. Matching Activity

Have the students open their books to page 12 and look at the **top row** of letters. Ask them:

1. What do we call these letters? (uppercase letters).
2. Who can name these uppercase letters? Call on different student to name the letters.

Letter Recognition Draw a line from each uppercase letter to the matching lowercase letter.



Tell the students to look at the **bottom row** of letters on page 12. Ask them the following questions:

1. What do we call these letters? (lowercase letters).
2. Who can name these lowercase letters? Call on different student to name the letters.

Direct the students to start at the green dots below the uppercase letters and draw a line to the correct lowercase letters.

Next, ask the students to name the different things they see in the illustration. Ask them to talk about some things they can do in the snow.

Katherine's OT Tip Drawing lines from one point to another independently requires efficient **eye-hand coordination**. Some students will find this difficult, although they have mastered tracing from top-to-bottom and left-to-right. A simple way to guide their vision along the correct path from start to finish is to highlight the space between the two dots that need to be connected. For complicated activities, it would help to break down the task into a simpler one, such as aligning the uppercase **A** over the lowercase one for matching. Return to the original activity as the student begins to master the skill.

Letter Recognition Draw a line from each uppercase letter to the matching lowercase letter.

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Letter Recognition

Objectives:

- Letter recognition: match uppercase letters to the correct lowercase letters.
- Identify the basic strokes in the uppercase and lowercase letters.

Letter Recognition

Have the students turn to the alphabet on page 2 in their books or use your Manuscript Alphabet Cards for the first step of this lesson.

You can download and print the Alphabet Cards at: upub.net/manuscriptcards.pdf

Manuscript Alphabet Cards



1. Discuss

Have the students look at the uppercase **L** and lowercase **l** and ask the following questions:

1. How are these letters different?
2. Are they the same size?
3. Are there any slant strokes in these letters?
4. Do you see any top-to-bottom strokes?
5. Can you name any other basic strokes in these letters?

Have the students look at the **M** and **m**, **N** and **n**, up to the letters **Z** and **z** and ask the same questions.

2. Matching Activity

Have the students open their books to page 13 and look at all the **uppercase** letters. Ask them:

1. What do we call these letters? (uppercase letters).
2. Who can name the uppercase letters? Call on different student to name the letters.

Tell the students to look at the **lowercase** letters on page 13. Ask them the following questions:

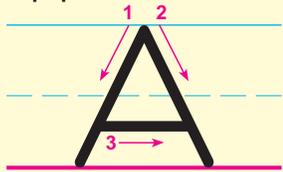
1. What do we call these letters? (lowercase letters).
2. Who can name the lowercase letters? Call on different student to name the letters.

Direct the students to start at the green dot below the uppercase **L** and draw a line to the red dot above the lowercase **l**. Have the students continue until they have matched all the letters on the page.

Next, have the students count the circles in the snowman and slant strokes in the sled.

Katherine's OT Tip Eye-hand coordination can prove to be a challenging skill to master. The eyes lead the hand in handwriting mastery and need to be able to focus efficiently both near and far. The "Cotton Ball Game" is a fun way to warm up the eyes before tasks that require skilled movements, such as drawing lines between dots independently. All you need are some cotton balls, straws, and a table or the floor. The children will enjoy blowing through the straw to move their cotton ball from start to finish lines. To enhance accurate **visual skills**, include a target that must be hit in order to win.

Uppercase A



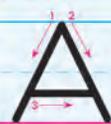
Objectives:

- Recognize and name the uppercase letter **A**.
- Review the basic strokes in the uppercase **A**.
- Trace and write the uppercase **A**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase A



1. Slant left
2. Slant right
3. Slide right

1. Trace the first part of the uppercase **A**.



2. Trace the second part of the uppercase **A**.



3. Trace the third part of the uppercase **A**.



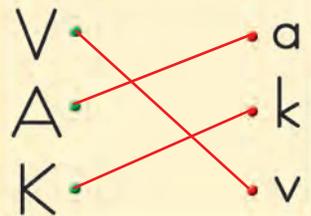
Alligator



Trace and write the uppercase **A**.



Match uppercase to lowercase.



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1. Model & Discuss

Write a large letter **A** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **A**:

1. Where does the first stroke begin? (top line)
2. How many strokes are in this letter? (3: slant left, slant right, and left to right)
3. What is the red line called? (bottom line)
4. How many slant strokes are in this letter? (2)
5. Where does the slant-right stroke begin? (top line)
6. What other letters have slant strokes?

(K, M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, and z)

After you have discussed the letter, trace over the model of the letter **A** and say “**slant left, slant right, slide right.**” Repeat this two times. The third time you trace the letter **A**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 14. Ask them to trace the first part of the letter **A** as they say “**slant left.**” Have them trace the second part of the letter as they say “**slant right**” and trace the third part as they say “**slide right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **A** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter A Corrective Techniques See page T24.

Katherine's OT Tip Students can struggle with handwriting practice as worksheets begin to include more information and the tasks become more visually demanding. Repetitive practice aimed toward the mastery of letter formations can prove to be distracting for some children. You may find that their skills diminish as they move further down the page. These children can benefit from small adaptations such as covering or folding under the bottom half of the page as they work on the top portion. It is best not to fold the left or right side under, as it is important for them to work on crossing their midline.

Lowercase a



1. Circle left
2. Pull down straight

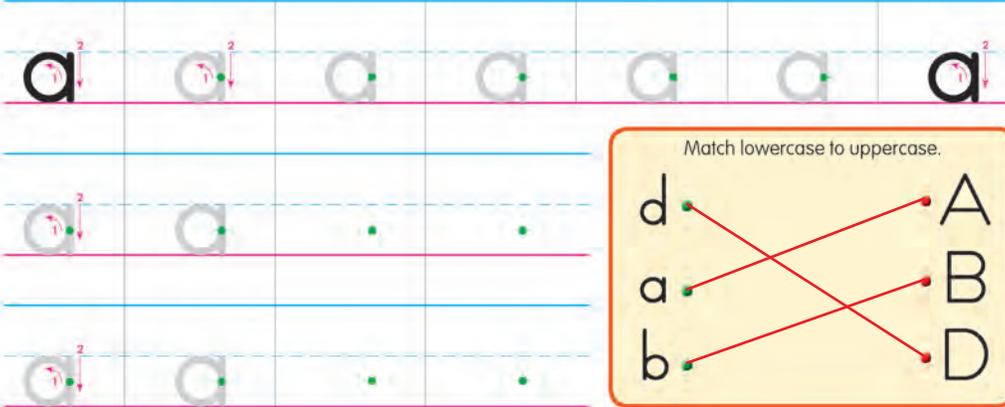
1. Trace the first part of the lowercase **a**.



2. Trace the second part of the lowercase **a**.



Trace and write the lowercase **a**.



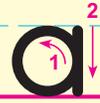
Match lowercase to uppercase.

d	A
a	B
b	D

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Lowercase a



Objectives:

- Recognize and name the lowercase letter **a**.
- Review the basic strokes in the lowercase **a**.
- Trace and write the lowercase **a**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **a** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **a**:

1. What is the first stroke called? (backward circle)
2. How many strokes are in this letter? (2)
3. What color is the top line? (blue)
4. Where does the backward circle begin? (3 o'clock)
5. Is this a tall or short letter? (short letter)
6. What other letters have a circle in them? (O, Q, b, d, g, o, p, and q,)

After you have discussed the letter, trace over the model of the letter **a** and say “**circle left, pull down straight.**” Repeat this two times. The third time you trace the letter **a**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 15. Ask the students to trace the first part of the letter **a** as they say, “**circle left.**” Have them trace the second part of the letter as they say “**pull down straight.**”

Next, the students trace the five gray letters as they

say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **a** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

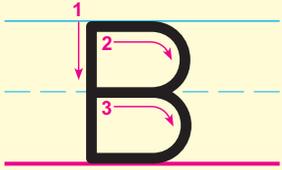


Check

Letter a Corrective Techniques See page T24.

Katherine's OT Tip Time for Boot Camp! Before today's lesson, have your students move their arms slowly over their heads like windshield wipers, back and forth, to limber up their arms and shoulders. Flexible and strong shoulders provide stability and agility for smooth, fluid handwriting movements. Add a rhythmic song, such as “Row, Row, Row Your Boat,” for auditory and **vestibular** input.

Uppercase B



Objectives:

- Recognize and name the uppercase letter **B**.
- Review the basic strokes in the uppercase **B**.
- Trace and write the uppercase **B**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase B

1. Trace the first part of the uppercase **B**.

2. Trace the second part of the uppercase **B**.

3. Trace the third part of the uppercase **B**.

1. Pull down straight
2. Slide right, curve down, slide left
3. Slide right, curve down, slide left

Trace and write the uppercase **B**.

Match uppercase to lowercase.

B — p
P — b
R — r

Blueberries

16

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1. Model & Discuss

Write a large letter **B** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **B**:

1. Where does the first stroke begin? (top line)
2. How many curve strokes are in this letter? (2)
3. How many left-to-right strokes are in the letter? (2)
4. How many different strokes are in this letter? (4)
5. What other letters have curve strokes? (C, D, G, J, P, R, S, U, c, e, f, g, h, j, m, n, q, r, s, u,)

After you have discussed the letter, trace over the model of the letter **B** and say “**pull down straight, slide right, curve down, slide left, slide right, curve down, slide left.**” Repeat this two times. The third time you trace the letter **B**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 16. Ask them to trace the first part of the letter **B** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right, curve down, slide left**” and trace the third part as they say “**slide right, curve down, slide left.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **B** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter B Corrective Techniques See page T24.

Katherine's OT Tip Letters that are built in three steps require efficient sequencing skills. These are developed as children hone their **visual perceptual skills**. Students who struggle with more complicated letters would benefit from warm-up activities that provide kinesthetic feedback such as forming 3-D letters using various mediums. Clay, pipe cleaners, straws, and pompoms are good materials to enhance visual perception and to create **motor memory patterns** for letter formations. Be sure to have them produce the 3-D letters in the same sequential patterns that they will use on their practice sheets.

Lowercase b

1. Trace the first part of the lowercase **b**.

2. Trace the second part of the lowercase **b**.

1. Pull down straight
2. Circle right

bird butterfly bear

Trace and write the lowercase **b**.

Match lowercase to uppercase.

d B
k D
b K

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Lowercase b

Objectives:

- Recognize and name the lowercase letter **b**.
- Review the basic strokes in the lowercase **b**.
- Trace and write the lowercase **b**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **b** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **b**:

1. What is the first stroke called? (top to bottom)
2. How many strokes are in this letter? (2)
3. What color is the top line? (blue)
4. Where does the forward circle begin? (9 o'clock)
5. Is this a tall or short letter? (tall letter)
6. Where does the top-to-bottom stroke begin? (top line)

After you have discussed the letter, trace over the model of the letter **b** and say “**pull down straight, circle right.**” Repeat this two times. The third time you trace the letter **b**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 17. Ask the students to trace the first part of the letter **b** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**circle right.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **b** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

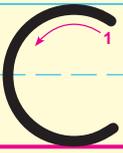
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter b Corrective Techniques See page T24.

Katherine's OT Tip During the pre-kindergarten years, children are building their **fine motor dexterity**. Their fingers and hands are not yet equipped to spend sustained amounts of time on handwriting activities. It is easy to enhance your students' dexterity and strength outside of the lessons by including small bits of chalk and crayons at their activity centers. These will encourage the development of an efficient pencil grasp by positioning the thumb, index, and long finger correctly and by building their strength at the same time.

Uppercase C



Objectives:

- Recognize and name the uppercase letter **C**.
- Review the basic strokes in the uppercase **C**.
- Trace and write the uppercase **C**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase C

1. Trace the uppercase C.

1. Circle left

Trace and write the uppercase C.

Corn

Match uppercase to lowercase.

C O G g o c

18

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1. Model & Discuss

Write a large letter **C** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **C**:

1. Where does this letter begin? (below top line)
2. Where does it end? (above the bottom line)
3. Which stroke is used in this letter? (backward circle)
4. Which side of the letter is open? (right side)
5. What is the red writing line called? (bottom line)

After you have discussed the letter, trace over the model of the letter **C** and say “circle left.” Repeat this two times. The third time you trace the letter **C**, have the students trace the letter in the air and say the stroke.

2. Practice

Students open their books to page 18. Ask them to trace the first and second line of the letter **C** as they say “circle left.”

Next, the students trace the four gray letters as they say the stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **C** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter C Corrective Techniques See page T24.

Katherine's OT Tip Visual skills, particularly **binocular vision**, play a key role in the development of **motor memory**. It is important for children to view their work and participate in handwriting practice with their eyes focusing together to develop accurate perceptions. Easels and chalkboards provide them with opportunities to build their **visual-motor skills** on a vertical surface using fluid arm movements while maintaining their eyes forward on their work. Be sure that the writing surface is slightly above their shoulder level in order to allow for efficient eye and arm movements.

Lowercase c

c

1. Circle left

1. Trace the lowercase c.



Lowercase c

c

Objectives:

- Recognize and name the lowercase letter **c**.
- Review the basic strokes in the lowercase **c**.
- Trace and write the lowercase **c**.

Trace and write the lowercase c.



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Important:
No workbooks or pencils on
the students' desks for Step 1.

1. Model & Discuss

Write a large letter **c** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **c**:

1. What is the first stroke called? (circle left)
2. How many strokes are in this letter? (1)
3. What color is the bottom line? (red)
4. Is this a tall or short letter? (short letter)
5. Where does the stroke begin? (below midline)
6. What is the only different between the uppercase **C** and the lowercase **c**? (size)

After you have discussed the letter, trace over the model of the letter **c** and say “**circle left**.” Repeat this two times. The third time you trace the letter **c**, have the students trace the letter in the air and say the stroke.

2. Practice

Students open their books to page 19. Ask the students to trace the letter **c** as they say “**circle left**.” Have them trace the letter **c** on the second line as they say “**circle left**.”

Next, the students trace the five gray letters as they say the stroke. Have them stop and evaluate their work

as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **c** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

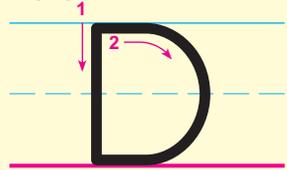


Check

Letter c Corrective Techniques See page T24.

Katherine's OT Tip Seating posture is an important element of handwriting mastery. At times, pre-kindergarten students find it difficult to stay in their seats and resort to fidgeting and slouching as they practice their letter formations. They will love it when you call a “stand-up break” and have them practice a few letters while they stand at their desks. Stretching is allowed, as well, as it increases blood flow and wakes up the brain. They will be ready to return to their seats and sit tall. One minute will do the trick!

Uppercase D



Objectives:

- Recognize and name the uppercase letter **D**.
- Review the basic strokes in the uppercase **D**.
- Trace and write the uppercase **D**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase D

1. Trace the first part of the uppercase **D**.

2. Trace the second part of the uppercase **D**.

Trace and write the uppercase **D**.

Match uppercase to lowercase.

D — p
P — r
R — d

20

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1. Model & Discuss

Write a large letter **D** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **D**:

1. Is this letter uppercase or lowercase? (uppercase)
2. What is the first stroke called? (top to bottom)
3. What color is the top writing line? (blue)
4. What color is the bottom writing line? (red)
5. Do you see a part of any other letter in this letter? (B, E, F, H, I, K, L, M, N, P, R, T, Z, b, d, h, k, and l)

After you have discussed the letter, trace over the letter **D** and say “**pull down straight, slide right, curve down, slide left.**” Repeat this two times. The third time you trace the letter **D**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 20. Ask them to trace the first part of the letter **D** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right, curve down, slide left.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as

described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **D** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter D Corrective Techniques See page T24.

Katherine's OT Tip Tracing letter formations is an excellent way to build **motor memory patterns**. However, some students find it difficult to maintain accuracy as they engage in tracing lessons and begin to stray away from the correct letter formation. A fun way to enhance accuracy is to introduce your students to Sand Paper Tracing. Place a sheet of paper over fine sand paper of equal size. Have them experiment with this **tactile** experience by drawing pictures independently. Then have them trace a model of the letter there as a warm-up to their workbook pages. I'm sure they will find it a fun activity!

Lowercase d

1. Trace the first part of the lowercase **d**.

2. Trace the second part of the lowercase **d**.

1. Circle left
2. Pull down straight

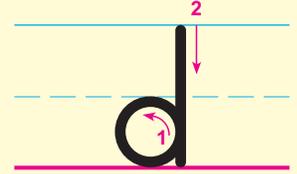
Trace and write the lowercase **d**.

Match lowercase to uppercase.

d o b B D O

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Lowercase d



Objectives:

- Recognize and name the lowercase letter **d**.
- Review the basic strokes in the lowercase **d**.
- Trace and write the lowercase **d**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **d** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **d**:

1. What is the first stroke called? (backward circle)
2. How many strokes are in this letter? (2)
3. What color is the middle line? (blue)
4. Where does the top-to-bottom stroke in the letter **d** begin? (top line)
5. How is the lowercase **d** different from the uppercase **D**? (answers will vary)

After you have discussed the letter, trace over the model of the letter **d** and say “**circle left, pull down straight.**” Repeat this two times. The third time you trace the letter **d**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 21. Ask the students to trace the first part of the letter **d** as they say “**circle left.**” Have them trace the second part of the letter as they say “**pull down straight.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work

as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **d** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace

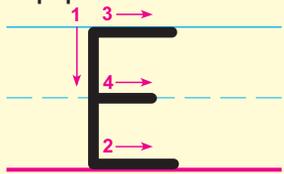
Write

Check

Letter d Corrective Techniques See page T24.

Katherine's OT Tip Letters that require students to stop in one spot and begin again in another, such as the lowercase **a** and **d**, put a demand on their **visual-spatial skills**. As they pick up their pencil from the paper, they must divert their eyes and hand to the next place in the sequence. Some students may begin the next step where they left off without moving their hand or fail to place their pencil correctly on the next point, resulting in illegible or disconnected letter formations. Mazes and box puzzles are excellent visual-spatial warm-up activities for your young learners.

Uppercase E



Objectives:

- Recognize and name the uppercase letter **E**.
- Review the basic strokes in the uppercase **E**.
- Trace and write the uppercase **E**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase E

1. Pull down straight
2. Slide right
3. Slide right
4. Slide right

1. Trace the first part of the uppercase **E**.
2. Trace the second part of the uppercase **E**.
3. Trace the third part of the uppercase **E**.
4. Trace the fourth part of the uppercase **E**.

Trace and write the uppercase **E**.

Match uppercase to lowercase.

F	I
L	e
E	f

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1. Model & Discuss

Write a large letter **E** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **E**:

1. Where does the first stroke begin? (top line)
2. What is the first stroke called? (top to bottom)
3. How many left-to-right strokes are in the letter? (3)
4. How many strokes are in this letter? (4)
5. What other letters do you see in the uppercase **E**? (F, L, and I)

After you have discussed the letter, trace over the model of the letter **E** and say “**pull down straight, slide right, slide right, slide right.**” Repeat this two times. The third time you trace the letter **E**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 22. Ask them to trace the first part of the letter **E** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right,**” trace the third part of the letter as they say “**slide right,**” and trace the fourth part of the letter as they say “**slide right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **E** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter E Corrective Techniques See page T25.

Katherine's OT Tip Warm-up exercises are a good idea with any physical routine. Pre-handwriting activities are physical tasks, as they work the muscles of the eyes, as well as the shoulder, wrist, hand, and fingers. It is important to prepare little ones for the fine-motor work ahead by getting these muscles engaged before the task begins. A fun way to engage the shoulder muscles is by playing the “I Don't Know Game.” Someone asks a silly question and everyone shrugs their shoulders and says, “I don't know!” This is sure to bring giggles to your handwriting session.

Lowercase e

1. Slide right
2. Circle left

1. Trace the first part of the lowercase e.



2. Trace the second part of the lowercase e.



Trace and write the lowercase e.

Tracing and writing practice for the lowercase letter e. The first row shows seven examples of the letter e on a three-line writing grid, with stroke order arrows. The second row shows four examples of the letter e, with the first one having stroke order arrows and the others being gray. The third row shows four examples of the letter e, with the first one having stroke order arrows and the others being gray. A matching activity box is included with the text 'Match lowercase to uppercase.' and a diagram showing lowercase letters n, e, and u connected to uppercase letters N, U, and E by red lines.

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Lowercase e

Objectives:

- Recognize and name the lowercase letter e.
- Review the basic strokes in the lowercase e.
- Trace and write the lowercase e.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **e** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **e**:

1. What is the first stroke called? (left to right)
2. How many strokes are in this letter? (2)
3. What color is the bottom line? (red)
4. Slide right is made between what writing lines? (midline and bottom line)
5. How is uppercase **E** different than lowercase **e**? (size and strokes)

After you have discussed the letter, trace over the model of the letter **e** and say “slide right, circle left.” Repeat this two times. The third time you trace the letter **e**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 23. Ask the students to trace the first part of the letter **e** as they say “slide right.” Have them trace the second part of the letter as they say “circle left.”

Next, the students trace the five gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **e** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

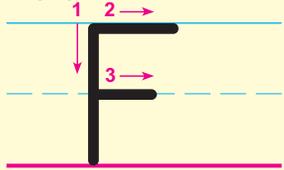


Check

Letter e Corrective Techniques See page T25.

Katherine's OT Tip Children love colors. Their eyes are drawn to them as they work with crafts, toys, and games. For students who struggle with lowercase letters that sit on the bottom line but only reach the midline, such as **e** and **c**, use a fine-tipped yellow highlighter to trace the dashed middle line to give it some color. The starting point will be visible and the mid- and bottom line will be distinctive as well. Be sure to use guiding words such as “touch the yellow line and sit on the red line” in order to reinforce line placement. This is a simple idea to assist both visual and auditory learners.

Uppercase F



Objectives:

- Recognize and name the uppercase letter **F**.
- Review the basic strokes in the uppercase **F**.
- Trace and write the uppercase **F**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase F

1. Pull down straight
2. Slide right
3. Slide right

1. Trace the first part of the uppercase F.

2. Trace the second part of the uppercase F.

3. Trace the third part of the uppercase F.

Trace and write the uppercase F.

Match uppercase to lowercase.

H a
F h
A f

24

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1. Model & Discuss

Write a large letter **F** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **F**:

1. How many strokes are in this letter? (3)
2. What is the first stroke called? (top to bottom)
3. What is the second stroke called? (left to right)
4. How is the letter **F** different from the letter **E**? (F has two left-to-right strokes; E has three)
5. The third stroke is made on what line? (midline)

After you have discussed the letter, trace over the model of the letter **F** and say “**pull down straight, slide right, slide right.**” Repeat this two times. The third time you trace the letter **F**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 24. Ask them to trace the first part of the letter **F** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right,**” and trace the third part of the letter as they say “**slide right.**”

Next, the students trace the four gray letters as they

say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **F** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter F Corrective Techniques See page T25.

Katherine's OT Tip The size of the pencil and its position in the hand are key facets in the mastery of handwriting skills. Little fingers take time to adjust to using them for fine motor work. For students who struggle, start out with small pencils, such as golf pencils, and top them off with an eraser. This gives their hands less to manipulate and more time to adjust to pencils. To enhance their pencil grasp, leave off the top eraser and have them use a separate one, giving them plenty of opportunities to pick up and grasp their pencil. Be sure to verify that they are grasping it correctly in order to prevent poor habits from forming.

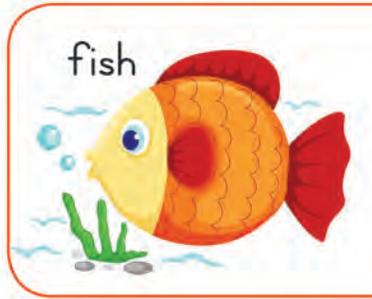
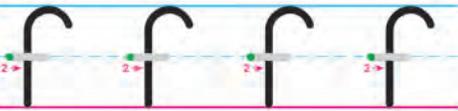
Lowercase f

1. Curve left, pull down straight
2. Slide right

1. Trace the first part of the lowercase f.



2. Trace the second part of the lowercase f.



Trace and write the lowercase f.

Tracing and writing practice for the lowercase letter f on a four-line grid. The first line shows a solid 'f' with stroke order arrows, followed by five dashed 'f's for tracing. The second line shows a dashed 'f' with stroke order arrows, followed by three dashed 'f's for tracing. The third line shows a dashed 'f' with stroke order arrows, followed by two dashed 'f's for tracing. The fourth line shows a dashed 'f' with stroke order arrows, followed by one dashed 'f' for tracing. The final column shows a solid 'f' for writing practice.

Match lowercase to uppercase.

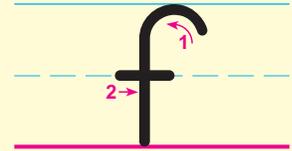
t	I
i	F
f	T

Red lines connect lowercase 't' to uppercase 'I', lowercase 'i' to uppercase 'F', and lowercase 'f' to uppercase 'T'.

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Lowercase f



Objectives:

- Recognize and name the lowercase letter f.
- Review the basic strokes in the lowercase f.
- Trace and write the lowercase f.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **f** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **f**:

1. What is the first stroke called? (curve left)
2. How many strokes are in this letter? (3)
3. What color is the bottom line? (red)
4. The left-to-right stroke is made on which line? (midline)
5. Is this a tall or short letter? (tall letter)
6. How is the uppercase **F** different than lowercase **f**? (size and strokes)

After you have discussed the letter, trace over the model of the letter **f** and say “**curve left, pull down straight, slide right.**” Repeat this two times. The third time you trace the letter **f**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 25. Ask the students to trace the first part of the letter **f** as they say “**curve left, pull down straight.**” Have them trace the second part of the letter as they say “**slide right.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **f** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

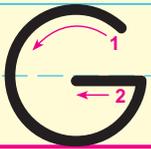


Check

Letter f Corrective Techniques See page T25.

Katherine's OT Tip Pre-kindergarten students are just beginning to build the muscles in their shoulders, arms, wrists, hands, and fingers for the precise motor movements of handwriting. It is important to give their muscles time to prepare and adjust to these movements. A simple way to provide a bit of support for those small muscles of the wrist is by using a 3-inch binder to raise the writing surface. Place the binder with the rings toward the top of the desk and positioned correctly for writing. This will place the wrist in a slightly extended position, allowing the forearm to rest on the desk.

Uppercase G



Objectives:

- Recognize and name the uppercase letter **G**.
- Review the basic strokes in the uppercase **G**.
- Trace and write the uppercase **G**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase G

1. Circle left
2. Slide left

1. Trace the first part of the uppercase **G**.

2. Trace the second part of the uppercase **G**.

Trace and write the uppercase **G**.

Green Grass

Match uppercase to lowercase.

G	g
C	g
Q	c

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1. Model & Discuss

Write a large letter **G** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on using **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **G**:

1. How many strokes are in this letter? (2)
2. What is the first stroke called? (backward circle)
3. What other letter do you see in the uppercase **G**? (uppercase C)
4. Where does this letter begin? (below top line)
5. What line does this letter end on? (midline)

After you have discussed the letter, trace over the model of the letter **G** and say “**circle left, slide left.**” Repeat this two times. The third time you trace the letter **G**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 26. Ask them to trace the first part of the letter **G** as they say “**circle left.**” Have them trace the second part of the letter as they say “**slide left.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as

described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **G** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter G Corrective Techniques See page T25.

Katherine's OT Tip A fun activity for practicing difficult letters is to set up the “Q-Tip Challenge.” On a chalkboard or piece of construction paper taped to the wall, challenge each student to use a Q-tip dipped in water to trace over the model you've written with chalk. Be sure that they are using an appropriate “pencil grasp” with the Q-tip. The Q-tip provides extra grasping practice and the water gives them the visual awareness that is needed for self-editing. The vertical surface allows for fluidity and shoulder strengthening.

Lowercase g



1. Circle left
2. Pull down straight, curve left

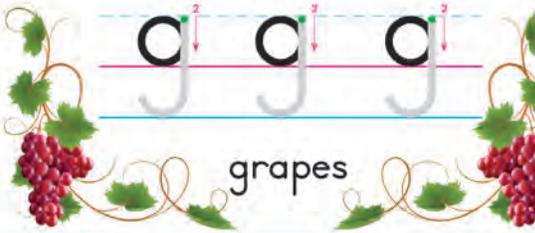
1. Trace the first part of the lowercase g.



2. Trace the second part of the lowercase g.



Trace and write the lowercase g.



Lowercase g

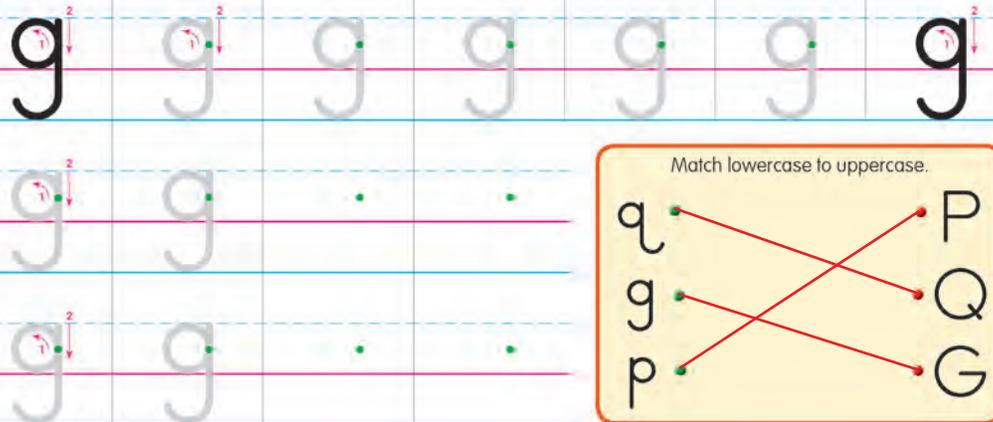


Objectives:

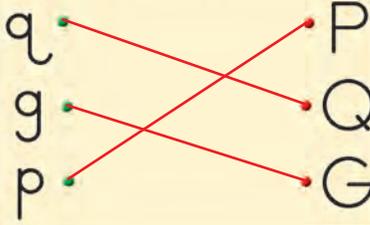
- Recognize and name the lowercase letter g.
- Review the basic strokes in the lowercase g.
- Trace and write the lowercase g.

Important:

No workbooks or pencils on the students' desks for Step 1.



Match lowercase to uppercase.



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1. Model & Discuss

Write a large letter **g** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **g**:

1. What is the first stroke called? (backward circle)
2. How many strokes are in this letter? (3)
3. What color is the bottom line? (red)
4. Do we lift the pencil after the first stroke? (yes)
5. How is uppercase **G** different than lowercase **g**? (size and strokes)

After you have discussed the letter, trace over the model of the letter **g** and say “**circle left, pull down straight, curve left.**” Repeat this two times. The third time you trace the letter **g**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 27. Ask the students to trace the first part of the letter **g** as they say “**circle left.**” Have them trace the second part of the letter as they say “**pull down straight, curve left.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **g** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

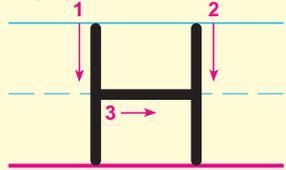


Check

Letter g Corrective Techniques See page T25.

Katherine's OT Tip Visual perceptual skills play a major role in the completion of “start-stop” letters, such as the lowercase **g** and **k**. These letters come together like puzzles and demand that a child understand how the different parts create a whole picture. Visual and kinesthetic learners can benefit from hands-on activities that allow them to physically bring the pieces together to form the letter with putty, Q-tips, or simple shapes cut from paper. Auditory learners benefit from songs or silly phrases that help them to remember the sequencing, such as “circle first, then the tail.”

Uppercase H



Objectives:

- Recognize and name the uppercase letter **H**.
- Review the basic strokes in the uppercase **H**.
- Trace and write the uppercase **H**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase H

1. Pull down straight
2. Pull down straight
3. Slide right

1. Trace the first part of the uppercase **H**.

2. Trace the second part of the uppercase **H**.

3. Trace the third part of the uppercase **H**.

Trace and write the uppercase **H**.

Match uppercase to lowercase.

I	b
B	h
H	i

28

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1. Model & Discuss

Write a large letter **H** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **H**:

1. How many strokes are in this letter? (3)
2. What two strokes are the same? (top to bottom)
3. What line is the left-to-right stroke made on? (midline)
4. What other letter do you see in the uppercase **H**? (lowercase **l**)
5. Where does the first stroke begin? (top line)
6. What stroke is made last? (slide right)

After you have discussed the letter, trace over the model of the letter **H** and say “**pull down straight, pull down straight, slide right.**” Repeat this two times. The third time you trace the letter **H**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 28. Ask them to trace the first part of the letter **H** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**pull down straight**” and trace the third part as they say “**slide right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **H** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter H Corrective Techniques See page T25.

Katherine's OT Tip Students can struggle with the spacing for letters that stop on the left and begin again in a different spot on the right, such as the uppercase **H** and **K**. It can be helpful to add a sticker the size of the space between these two spots during the tracing portion to provide a visual signal that this is indeed a space. During independent practice, place the sticker at the right of the starting point to help students transfer their skills. For kinesthetic learners, it would benefit them to place the sticker themselves to increase their **spatial awareness skills**.

Lowercase h

1. Pull down straight
2. Push up, curve right, pull down straight

1. Trace the first part of the lowercase h.

2. Trace the second part of the lowercase h.

Trace and write the lowercase h.

Match lowercase to uppercase.

m	h	d	H	M	D
---	---	---	---	---	---

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Lowercase h

- Objectives:**
- Recognize and name the lowercase letter **h**.
 - Review the basic strokes in the lowercase **h**.
 - Trace and write the lowercase **h**.

Important:
No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **h** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **h**:

1. What is the first stroke called? (top to bottom)
2. How many strokes are in this letter? (4)
3. Is this a tall or short letter? (tall letter)
4. Do you see any other letters in this letter? (l, n, and r)
5. What lowercase letters contain a curve stroke? (c, e, f, g, h, j, m, n, q, r, s, and u)

After you have discussed the letter, trace over the model of the letter **h** and say “**pull down straight, push up straight, curve right, pull down straight.**” Repeat this two times. The third time you trace the letter **h**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 29. Ask the students to trace the first part of the letter **h** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**push up straight, curve right, pull down straight.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **h** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

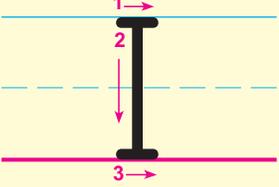
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.

Trace Write Check

Letter h Corrective Techniques See page T25.

Katherine’s OT Tip Automatic letter recognition is a basic requirement for handwriting and reading proficiency. Students who struggle with matching upper- and lowercase models of the same letter could benefit from activities such as bingo that add auditory, visual, and tactile learning experiences. Each bingo game can be designed around the letters of your choice, mixing the upper- and lowercase versions on the game board. As you call out the letter, draw the opposite version on the chalkboard. If this strategy proves to be difficult, be consistent with keeping only upper- or lowercase on the game board.

Uppercase I



Objectives:

- Recognize and name the uppercase letter **I**.
- Review the basic strokes in the uppercase **I**.
- Trace and write the uppercase **I**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase I

1. Trace the first part of the uppercase **I**.

2. Trace the second part of the uppercase **I**.

3. Trace the third part of the uppercase **I**.

1. Slide right
2. Pull down straight
3. Slide right

Trace and write the uppercase **I**.

Match uppercase to lowercase.

J h
H i
I j

30

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1. Model & Discuss

Write a large letter **I** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **I**:

1. Where does the first stroke begin? (top line)
2. What stroke is made last? (slide right)
3. How many strokes are in this letter? (3)
4. What two strokes are the same? (slide right)
5. Is this a tall or short letter? (tall)
6. What other letter do you see in the letter **I**.
(lowercase **i**)

After you have discussed the letter, trace over the model of the letter **I** and say “**slide right, pull down straight, slide right.**” Repeat this two times. The third time you trace the letter **I**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 30. Ask them to trace the first part of the letter **I** as they say “**slide right.**” Have them trace the second part of the letter as they say “**pull down straight**” and trace the third part of the letter as they say “**slide right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **I** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

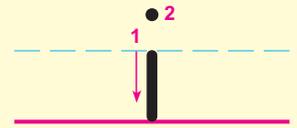
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter I Corrective Techniques See page T26.

Katherine's OT Tip Time for Boot Camp! Before today's lesson, have your students flex their fingers closed and then extend them open again rhythmically, perhaps in time with a song. Slow, gentle movements provide an increased blood flow to the fingers and hands and prepare them for the flexible, smooth movements required for handwriting mastery. This is also an excellent “cool down” exercise for after the session.

Lowercase i



Objectives:

- Recognize and name the lowercase letter i.
- Review the basic strokes in the lowercase i.
- Trace and write the lowercase i.

Important:

No workbooks or pencils on the students' desks for Step 1.

Lowercase i

1. Pull down straight
2. Dot

1. Trace the first part of the lowercase i.

2. Trace the second part of the lowercase i.

insects

Trace and write the lowercase i.

Match lowercase to uppercase.

i		N
u		I
n		U

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1. Model & Discuss

Write a large letter **i** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **i**:

1. What is the first stroke called? (top to bottom)
2. How many strokes are in this letter? (2)
3. What color is the top line? (blue)
4. Is this a tall or short letter? (short letter)
5. Where is the dot on the **i** placed? (between top line and midline)
6. Where does the first stroke begin? (midline)

After you have discussed the letter, trace over the model of the letter **i** and say “**pull down straight, dot.**” Repeat this two times. The third time you trace the letter **i**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 31. Ask the students to trace the first part of the letter **i** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**dot.**”

Next, the students trace the five gray letters as they

say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **i** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

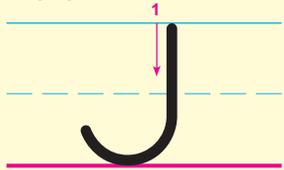
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter i Corrective Techniques See page T26.

Katherine's OT Tip Appropriate posture for efficient handwriting begins with chair height. Students come in all sizes and classroom chairs often come in only one. You can assess and adapt chairs to match your students' needs by using the “90-Degree Angle Rule.” The students' joints (elbows, hips, knees, and ankles) should rest comfortably at this angle, with their feet placed flat on the floor. If a chair is too high, a book or short stool under the feet can bring the pelvis, back, and neck into correct alignment for desk work. If children are sitting on their feet, chances are their chairs are too high!

Uppercase J



Objectives:

- Recognize and name the uppercase letter **J**.
- Review the basic strokes in the uppercase **J**.
- Trace and write the uppercase **J**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase J

1. Pull down straight, curve left

1. Trace the uppercase **J**.

Trace and write the uppercase **J**.

Match uppercase to lowercase.

U	j
E	u
J	e

32

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1. Model & Discuss

Write a large letter **J** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **J**:

1. Where does this letter begin? (top line)
2. What stroke is made first? (top to bottom)
3. How many strokes are in this letter? (2)
4. Is this a tall or short letter? (tall)
5. Where does the curve-left stroke end? (just above the bottom line)

After you have discussed the letter, trace over the model of the letter **J** and say “**pull down straight, curve left.**” Repeat this two times. The third time you trace the letter **J**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 32. Ask them to trace the first and second line of the letter **J** as they say “**pull down straight, curve left.**”

Next, the students trace the four gray letters as they say the stroke. Have them stop and evaluate their work

as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **J** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter J Corrective Techniques See page T26.

Katherine's OT Tip Visual scanning skills are critical elements in your students' ability to edit their own work. For beginning writers, editing is an important step toward learning good handwriting habits. Visual skill practice that enhances editing proficiency can be as easy as playing the “Spot It First Game.” At the end of each line of practice, when you get to the self-evaluation step of the lesson, see if students can spot their errors before you do. They will love the challenge! Strugglers in particular benefit from this game as it exercises their visual scanning skills and can increase their confidence.

Lowercase j

1. Trace the first part of the lowercase j.

2. Trace the second part of the lowercase j.

1. Pull down straight, curve left
2. Dot

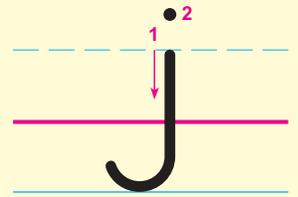
Trace and write the lowercase j.

Match lowercase to uppercase.

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33

Lowercase j



Objectives:

- Recognize and name the lowercase letter j.
- Review the basic strokes in the lowercase j.
- Trace and write the lowercase j.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **j** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **j**:

1. What is the first stroke called? (top to bottom)
2. What is the red writing line called? (bottom line)
3. Is this a tall or short letter? (short letter)
4. Where is the dot on the **j** placed? (between top line and midline)
5. Where does the first stroke begin? (midline)

After you have discussed the letter, trace over the model of the letter **j** and say “**pull down straight, curve left, dot.**” Repeat this two times. The third time you trace the letter **j**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 33. Ask the students to trace the first part of the letter **j** as they say, “**pull down straight, curve left.**” Have them trace the second part of the letter as they say “**dot.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as

described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **j** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

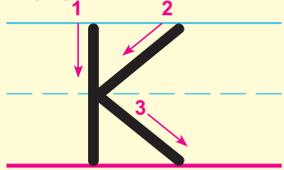
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter j Corrective Techniques See page T26.

Katherine's OT Tip An efficient pencil grasp is one that will benefit students for their entire educational experience. It is important to encourage the use of an appropriate grasp from the start. However, the ring and little fingers are sometimes reluctant to get out of the way and need to be encouraged. A simple cotton ball placed in the palm of the hand can do the trick! As the students hold their pencils with their thumbs, index fingers, and middle fingers, they keep the cotton ball in their palm with the other two. Inexpensive yet effective.

Uppercase K



Objectives:

- Recognize and name the uppercase letter **K**.
- Review the basic strokes in the uppercase **K**.
- Trace and write the uppercase **K**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase K

1. Trace the first part of the uppercase **K**.

2. Trace the second part of the uppercase **K**.

3. Trace the third part of the uppercase **K**.

1. Pull down straight
2. Slant left
3. Slant right

Trace and write the uppercase **K**.

Match uppercase to lowercase.

K **X**
X **V**
V **k**

34

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1. Model & Discuss

Write a large letter **K** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **K**:

1. What is the first stroke called? (top to bottom)
2. What stroke is made last? (slant right)
3. How many strokes are in this letter? (3)
4. What is the second stroke called? (slant left)
5. Is this a tall or short letter? (tall)
6. Where does the slant left stroke end? (midline)

After you have discussed the letter, trace over the model of the letter **K** and say “**pull down straight, slant left, slant right.**” Repeat this two times. The third time you trace the letter **K**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 34. Ask them to trace the first part of the letter **K** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slant left**” and trace the third part of the letter as they say “**slant right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **K** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter K Corrective Techniques See page T26.

Katherine's OT Tip Left-handed writers who struggle with pencil grasp and display a tendency to “hook” their wrist will benefit from fine-motor skill practice on a vertical surface, such as an easel or chalkboard. This position provides a platform that allows for a natural, slight extension of the wrist and the use of gravity for smooth, fluid movements. These sessions can include handwriting practice or simply be spent creatively on art projects. In either case, they will strengthen both the muscles and **motor memory patterns** for an efficient left-hander's grasp.

Lowercase k

1. Trace the first part of the lowercase k.

2. Trace the second part of the lowercase k.

3. Trace the third part of the lowercase k.

Trace and write the lowercase k.

Match lowercase to uppercase.

t	+	H
k	+	K
h	+	T

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Uppercase k

- Objectives:**
- Recognize and name the lowercase letter **k**.
 - Review the basic strokes in the lowercase **k**.
 - Trace and write the lowercase **k**.

Important:
No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **k** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **k**:

1. What is the second stroke called? (slant left)
2. What is the third stroke called? (slant right)
3. What color is the top writing line? (blue)
4. Is this a tall or short letter? (tall letter)
5. Where does the slant left stroke begin? (midline)
6. Where does the first stroke begin? (top line)

After you have discussed the letter, trace over the model of the letter **k** and say “**pull down straight, slant left, slant right.**” Repeat this two times. The third time you trace the letter **k**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 35. Ask the students to trace the first part of the letter **k** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slant left**” and the third part of the letter as they say “**slant right.**”

Next, the students trace the five gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **k** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.

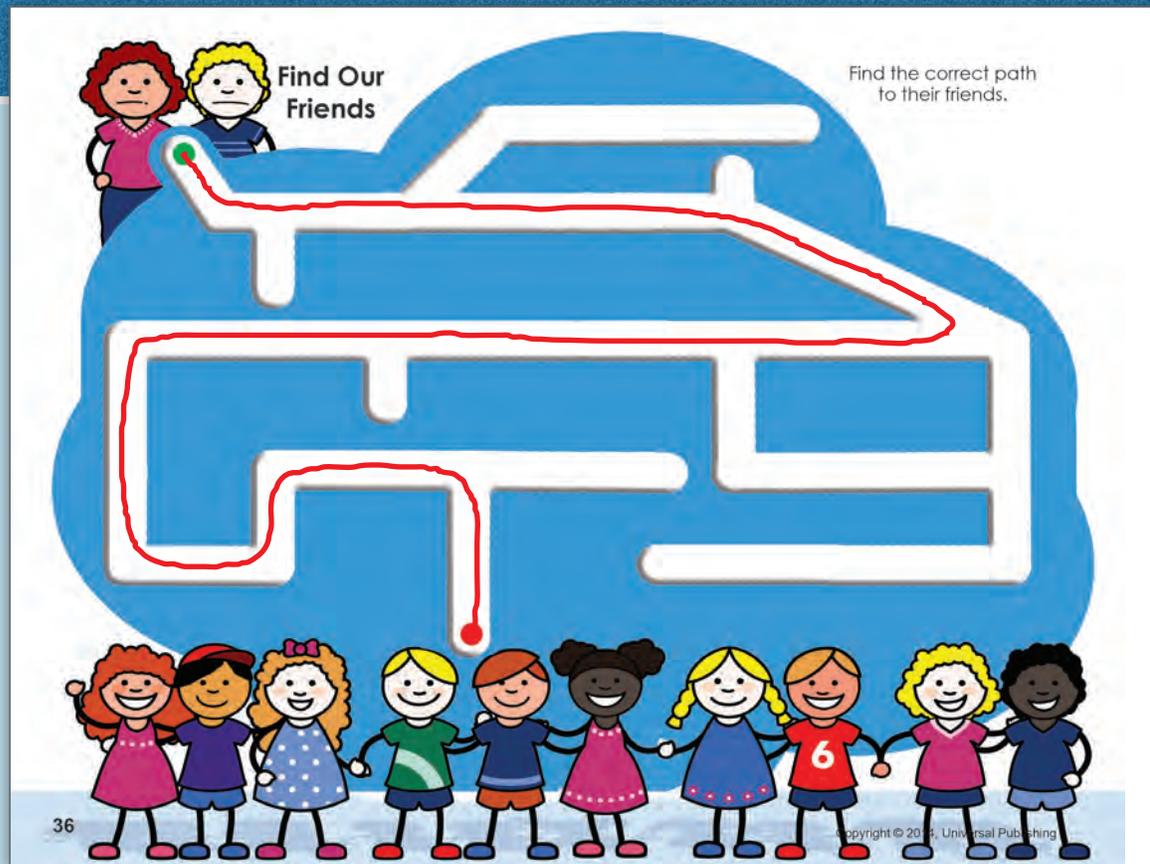
Letter k Corrective Techniques See page T26.

Katherine's OT Tip Stop-and-start letters can be confusing for early learners. For those who struggle with letters such as the lowercase **k** and **y**, it can be helpful to maintain the visual cues for the starting points on steps 2 and 3. As students begin to master the letter formation, reduce the number of visual cues. Kinesthetic learners would benefit from placing the dots themselves on the starting points. Auditory learners will find it helpful to repeat the sequences aloud as they complete them.

Find Our Friends

Objectives:

- Develop fine motor skills.
- Determine correct path.
- Keep pencil line within white path.



1. Discuss

Have the students open their books to page 36 and look at the maze.

Ask the students the following questions:

1. What is a **friend**?
2. What are your friends' names?
3. Who is your best friend?
4. What kinds of things do you like to do with your friends?

Ask the students to look at the two children at the top of page 36. Ask them if the children are happy or sad. Ask the students why they think the children are sad (because they are not with their friends).

Have the students look at the children at the bottom of page 36. Ask them if the children are happy or sad. Ask the students why they think the children are happy? (because they are with their friends)

Tell the students they have to find the correct path for the two sad children at the top of the page to get to the happy children at the bottom of the page.

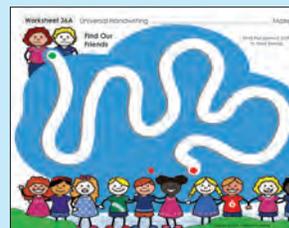
2. Complete the Maze

Tell the students to use their **finger** to touch the green

dot and trace along the white path until they get to the red dot by the happy children.

Now, have the students use their **pencils** and repeat the process, starting at the green dot and ending at the red dot.

Extra Mazes - Use these worksheets as necessary to meet the needs of your students.



Worksheet 36A



Worksheet 36B

Download and print these worksheets at:

upub.net/150worksheets.pdf

Katherine's OT Tip Mazes are excellent activities for enhancing pencil control. This task, however, requires students to look ahead to scan the page and track their future movements. Students who struggle with **visual scanning** and **tracking skills** will often stop repeatedly to find their place or continue to "go down the wrong road" over and over. These actions lessen the pencil control benefits and increase frustration for the students. You can assist strugglers initially by highlighting the correct path on the maze, then reducing the amount of highlighting on the path as they begin to master the skill.

My Family

Objectives:

- Identify family members.
- Draw picture of family.
- Understand family relations.



1. Discuss

Have the students open their books to page 37.

Call on students to answer the following questions:

1. What is a **family**?
2. Are all families the same? Why or why not?
3. Do you have any brothers or sisters? How many?
4. Do you have any pets? Do you think they're part of your family?

2. Draw

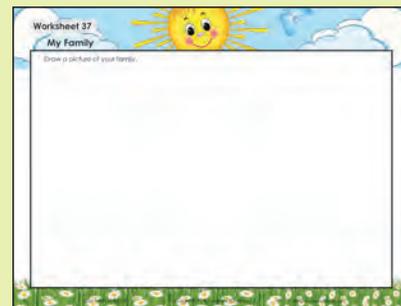
Tell the students to draw a picture of their family.

Remind students that they can include their pet(s) in their drawing. Many people consider pets to be "family members."

Note: If students would like to draw additional family members (such as grandparents, aunts, uncles, cousins, etc.), use Worksheet 37.

Use Worksheet 37 for students who would like to draw additional family members.

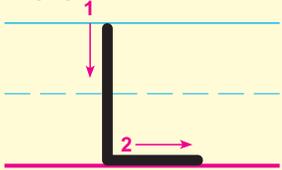
Worksheet 37



Download and print Worksheet 37 at:
upub.net/150worksheets.pdf

Katherine's OT Tip Self-editing skills rely upon efficient **visual scanning skills**. If your students are struggling with finding their own errors, they could benefit from using their finger to point out each letter they wrote as they scan across the page. It would also benefit them to cover the information below that line to eliminate any distractions. A fun activity that enhances visual scanning skills is "Room For A Spy!" One at a time, ask your students to locate an object in the room that you've named. It is important to do this individually as it allows adequate time for strugglers to be successful.

Uppercase L



Objectives:

- Recognize and name the uppercase letter **L**.
- Review the basic strokes in the uppercase **L**.
- Trace and write the uppercase **L**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase L

1. Pull down straight
2. Slide right

1. Trace the first part of the uppercase L.

2. Trace the second part of the uppercase L.

Trace and write the uppercase L.

Match uppercase to lowercase.

S	l
L	s
I	i

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1. Model & Discuss

Write a large letter **L** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **L**:

1. What is the first stroke called? (top to bottom)
2. What the second stroke called? (left to right)
3. How many strokes are in this letter? (2)
4. What does the second stroke begin? (bottom line)
5. Is this a tall or short letter? (tall)
6. Where does the first stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **L** and say “**pull down straight, slide right.**” Repeat this two times. The third time you trace the letter **L**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 38. Ask them to trace the first part of the letter **L** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **L** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter L Corrective Techniques See page T26.

Katherine's OT Tip Fine-motor dexterity and pencil grasp are partners in creating a fluid handwriting style. Beginning learners can build both of these skills with tweezers and pompoms as they learn their letter formations. As a lesson warm-up, have students use the tweezers to place the pompoms on their desks in the lines, curves, and sequences of the letter they are learning. This fun activity provides both a visual and tactile component to their learning experience. For those who need additional visual cues, they can complete the activity over a letter model.

Lowercase l

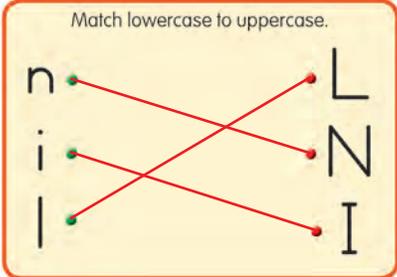
1. Pull down straight

1. Trace the lowercase l.



Trace and write the lowercase l.

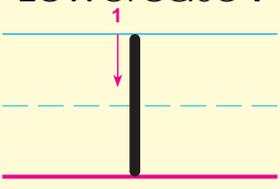
Match lowercase to uppercase.



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39

Lowercase l



Objectives:

- Recognize and name the lowercase letter l.
- Review the basic strokes in the lowercase l.
- Trace and write the lowercase l.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter l on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase l:

1. What is the stroke called? (top to bottom)
2. What color is the bottom line? (red)
3. What color is the top writing line? (blue)
4. Is this a tall or short letter? (tall letter)
5. Where does the letter begin? (top line)
6. Where does the first stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter l and say “pull down straight.” Repeat this two times. The third time you trace the letter l, have the students trace the letter in the air and say the stroke.

2. Practice

Students open their books to page 39. Ask the students to trace the first and second lines of the letter l as they say “pull down straight.”

Next, the students trace the five gray letters as they say the stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter l two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

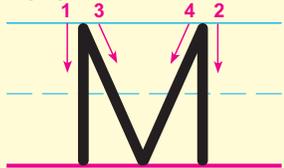


Check

Letter l Corrective Techniques See page T26.

Katherine's OT Tip Simple start-and-stop letters, such as the lowercase l, as well as the beginning strokes of letters such as uppercase K and F, can be challenging for students who fail to look ahead to see the bottom line. It can be helpful to start them off with a bit of yellow highlighter on that line to indicate the stopping point, reducing the frequency of highlighting as they progress down the page. Additional warm-up activities for lessons that address these letters would be games such as Musical Chairs that require students to look before they leap.

Uppercase M



Objectives:

- Recognize and name the uppercase letter **M**.
- Review the basic strokes in the uppercase **M**.
- Trace and write the uppercase **M**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **M** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **M**:

1. What is the first stroke called? (top to bottom)
2. Do you see any other letters in this letter? (lowercase l and uppercase V)
3. How many strokes are in this letter? (4)
4. What does the second stroke begin? (top line)
5. Is this a tall or short letter? (tall)
6. Where do the slant strokes end? (bottom line)

After you have discussed the letter, trace over the model of the letter **M** and say “**pull down straight, pull down straight, slant right, slant left.**” Repeat this two times. The third time you trace the letter **M**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 40. Ask them to trace the first part of the letter **M** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**pull down straight,**” trace the third part of the letter as they say “**slant right,**” and trace the fourth part of the letter as they say “**slant left.**”

Uppercase M

1. Trace the first part of the uppercase **M**.
2. Trace the second part of the uppercase **M**.
3. Trace the third part of the uppercase **M**.
4. Trace the fourth part of the uppercase **M**.

1. Pull down straight
2. Pull down straight
3. Slant right
4. Slant left

Trace and write the uppercase **M**.

Match uppercase to lowercase.

N	m
M	v
V	n

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Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **M** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter M Corrective Techniques See page T26.

Katherine's OT Tip **M** is a multi-step letter that includes stop-start points, a space between the top-to-bottom lines, and a meeting point in the middle. It's no wonder that it can be a struggle for some students! Kinesthetic learners can benefit from building the letter sequentially with hands-on activities. Visual learners can be helped by placing a small colored dot at the meeting point to draw their attention there. A star between the two starting points of the top-to-bottom strokes can remind them of spacing. The verbal repetition of the sequential numbers and directions help auditory learners.

Lowercase m



1. Pull down straight
2. Push up, curve right, pull down
3. Push up, curve right, pull down

1. Trace the first part of the lowercase **m**.



2. Trace the second part of the lowercase **m**.



3. Trace the third part of the lowercase **m**.



Trace and write the lowercase **m**.



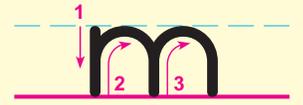
Match lowercase to uppercase.

u	N
m	U
n	M

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41

Lowercase m



Objectives:

- Recognize and name the lowercase letter **m**.
- Review the basic strokes in the lowercase **m**.
- Trace and write the lowercase **m**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **m** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **m**:

1. How many curve strokes are in the letter **m**? (2)
2. What is the first stroke called? (top to bottom)
3. What color is the bottom writing line? (red)
4. Is this a tall or short letter? (short letter)
5. Where does the letter begin? (midline)
6. Where other letters do you see in the **m**? (r, n)

After you have discussed the letter, trace over the model of the letter **m** and say “**pull down straight, push up straight, curve right, pull down straight, push up straight, curve right, pull down straight.**” Repeat this two times. The third time you trace the letter **m**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 41. Ask the students to trace the first part of the letter **m** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**push up straight, curve right, pull down straight**” and trace the third part of the let-

ter as they say “**push up straight, curve right, pull down straight.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **m** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

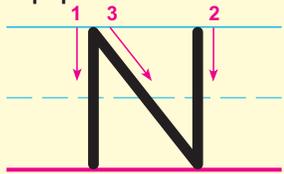


Check

Letter m Corrective Techniques See page T26.

Katherine's OT Tip Handwriting is a complex skill that demands cognitive and **visual attention for mastery**. Cluttered desks can be distracting for some students who are struggling to learn the letter formations. A fun way to be sure that you have their full attention is to call “Clear the decks!” at the beginning of each lesson. This will signal the students to put away anything they won't need for their handwriting work. In preparation for this, explain to them what they **WILL** need for each lesson and then set them to work getting ready!

Uppercase N



Objectives:

- Recognize and name the uppercase letter **N**.
- Review the basic strokes in the uppercase **N**.
- Trace and write the uppercase **N**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase N

1. Pull down straight
2. Pull down straight
3. Slant right

1. Trace the first part of the uppercase **N**.

2. Trace the second part of the uppercase **N**.

3. Trace the third part of the uppercase **N**.

Trace and write the uppercase **N**.

Match uppercase to lowercase.

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1. Model & Discuss

Write a large letter **N** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **N**:

1. What is the middle stroke called? (slant right)
2. How many top-to-bottom strokes? (2)
3. How many strokes are in this letter? (3)
4. Where does the slant stroke begin? (top line)
5. Is this a tall or short letter? (tall)
6. Where does the slant stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **N** and say “**pull down straight, pull down straight, slant right.**” Repeat this two times. The third time you trace the letter **N**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 42. Ask them to trace the first part of the letter **N** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**pull down straight**” and trace the third part of the letter as they say “**slant right.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **N** two times.

3. Self Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter N Corrective Techniques See page T27.

Katherine's OT Tip Slanted lines can be easy in one direction and challenging in the opposite for some students. You may see them turn their papers at an awkward angle to facilitate the difficult movements. To avoid poor handwriting habits and to facilitate fluidity and legibility, they can benefit from practice on a vertical surface, such as a chalkboard or large piece of paper taped to the wall. Have them trace large slanted lines and copy them directly below. Provide crayons or colored chalk to add visual and tactile elements as they trace over models presented in pencil or white chalk.

Lowercase n



1. Pull down straight
2. Push up, curve right, pull down

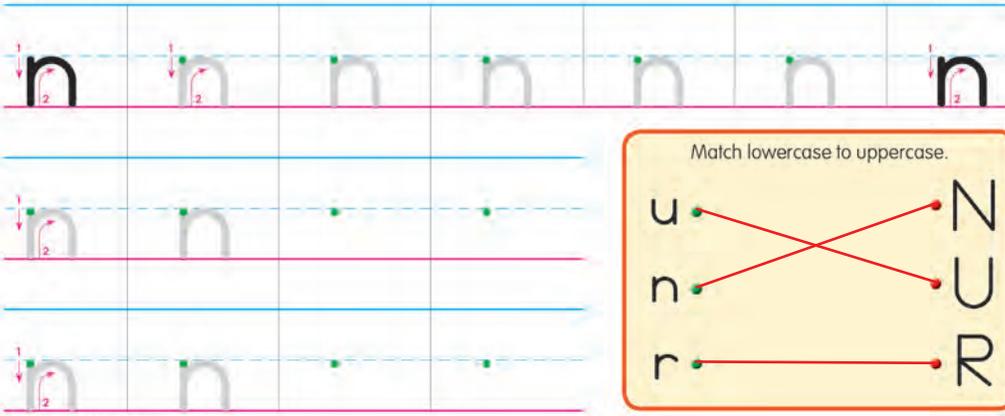
1. Trace the first part of the lowercase n.



2. Trace the second part of the lowercase n.



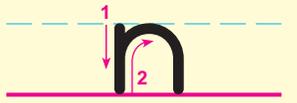
Trace and write the lowercase n.



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43

Lowercase n



Objectives:

- Recognize and name the lowercase letter n.
- Review the basic strokes in the lowercase n.
- Trace and write the lowercase n.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **n** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **n**:

1. What is the stroke called? (top to bottom)
2. What color is the bottom line? (red)
3. What color is the top writing line? (blue)
4. How many curve strokes are in the **n**? (1)
5. Where does the letter begin? (midline)
6. Where does the first stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **n** and say “**pull down straight, push up straight, curve right, pull down straight.**” Repeat this two times. The third time you trace the letter **n**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 43. Ask the students to trace the first part of the letter **n** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**push up straight, curve right, pull down straight.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **n** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

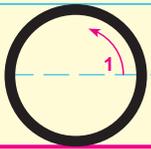


Check

Letter n Corrective Techniques See page T27.

Katherine's OT Tip Paper positioning is a key element in fluid and legible letter formations. As a visual self-check guide, have your students tape a piece of colored card stock the length and width of a ruler just above the appropriate placement of their paper before each session. This will be different not only for left- and right-handed writers but also for varying student heights and arm lengths. Daily, guided placement will increase their awareness for appropriate paper positioning.

Uppercase O



Objectives:

- Recognize and name the uppercase letter **O**.
- Review the basic stroke in the uppercase **O**.
- Trace and write the uppercase **O**.

Important:

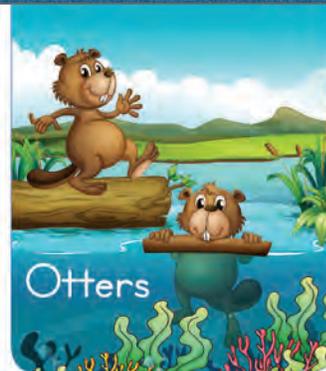
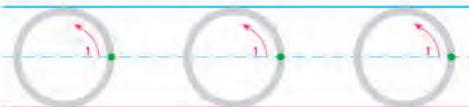
No workbooks or pencils on the students' desks for Step 1.

Uppercase O



1. Circle left
Be sure to close the circle.

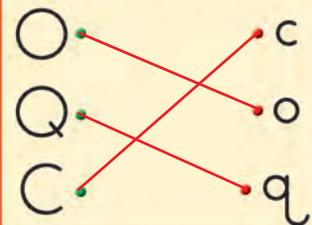
1. Trace the uppercase **O**.



Trace and write the uppercase **O**.



Match uppercase to lowercase.



44

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1. Model & Discuss

Write a large letter **O** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **O**:

1. What color is the midline? (blue)
2. Where does the circle begin? (3 o'clock)
3. What kind of circle is it? (backward circle)
4. Do you see another letter in the **O**? (uppercase C)
5. Is this a tall or short letter? (tall)
6. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **O** and say "circle left." Be sure to close the circle. Repeat this two times. The third time you trace the letter **O**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 44. Ask them to trace the letter **O** on the first and second line as they say "circle left." Be sure to close the circle.

Next, the students trace the four gray letters as they say the stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **O** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write



Check

Letter O Corrective Techniques See page T27.

Katherine's OT Tip Closed circles are important for handwriting legibility. It is important for students who tend to stop before they reach the end point to "get it right the first time" to avoid poor handwriting habits. Guided practice on large vertical or horizontal surfaces such as a chalkboard or paper on the floor can help. Place a sticker at the start-stop point of large circles and have students trace them from beginning to end using large, fluid arm movements and correct directional patterns for the circles you are working on. Draw some circles that do not meet and have them connect the open space.

Lowercase o



1. Circle left
Be sure to
close the
circle.

1. Trace the lowercase o.



Lowercase o



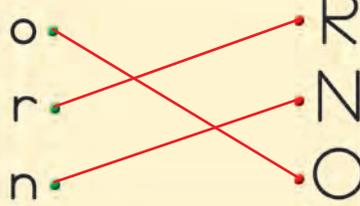
Objectives:

- Recognize and name the lowercase letter o.
- Review the basic stroke in the lowercase o.
- Trace and write the lowercase o.

Trace and write the lowercase o.



Match lowercase to uppercase.



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45

Important:
No workbooks or pencils on
the students' desks for Step 1.

1. Model & Discuss

Write a large letter **o** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **o**:

1. What color is the top writing line? (blue)
2. Where does the letter begin? (3 o'clock)
3. What color is the middle writing line? (blue)
4. What other lowercase letters have a backward circle in them? (a, d, g, and q.)
5. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **o** and say “**circle left.**” Be sure to close the circle. Repeat this two times. The third time you trace the letter **o**, have the students trace the letter in the air and say the stroke.

2. Practice

Students open their books to page 45. Ask the students to trace the letter **o** on the first and second line as they say, “**circle left.**” Be sure to close the circle.

Next, the students trace the five gray letters as they say the stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **o** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

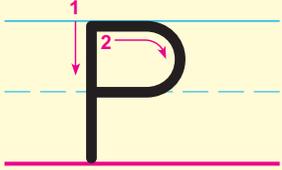


Check

Letter o Corrective Techniques See page T27.

Katherine's OT Tip Time for Boot Camp! Poor sitting posture can result in slouching or leaning on the desk. These positions place the head and eyes in an inefficient position for fine-motor work. Before today's session, have your students stand up and stretch their arms up toward the ceiling and then reach down to touch their toes. As they stretch upward, ask them to think about how straight their back feels. Repeat this in slow, smooth movements to help lengthen their back muscles and enhance their awareness of a straight and strong back. This will help to keep their heads up and it feels good, too!

Uppercase P



Objectives:

- Recognize and name the uppercase letter **P**.
- Review the basic strokes in the uppercase **P**.
- Trace and write the uppercase **P**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase P

1. Pull down straight
2. Slide right, curve down, slide left

1. Trace the first part of the uppercase **P**.

2. Trace the second part of the uppercase **P**.

Panda

Trace and write the uppercase **P**.

Match uppercase to lowercase.

B		r
P		b
R		p

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1. Model & Discuss

Write a large letter **P** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **P**:

1. What is the first stroke called? (top to bottom)
2. Where does the curve stroke end? (midline)
3. Where does the first stroke end? (bottom line)
4. Do you see any other letters in the **P**?
(lowercase l, uppercase F)
5. Is this letter uppercase or lowercase? (uppercase)
6. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **P** and say “**pull down straight, slide right, curve down, slide left.**” Repeat this two times. The third time you trace the letter **P**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 46. Ask them to trace the first part of the letter **P** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right, curve down, slide left.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **P** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter P Corrective Techniques See page T27.

Katherine's OT Tip Uppercase letters such as **B, D, P,** and **R** can pose spatial challenges for some students. The length of the “slide right and left” lines could be drawn either too long or too short. Either way, this is a movement that demands quick attention in order to avoid poor handwriting habits. A quick and simple strategy to help those students is by placing a dot at the end of the “slide right” stroke. This will provide a visual cue for proportion and guide the length of the strokes. Mark each practice model and move toward fewer cues as the student masters the letter formation.

Lowercase p



1. Pull down straight
2. Circle right

1. Trace the first part of the lowercase p.



2. Trace the second part of the lowercase p.



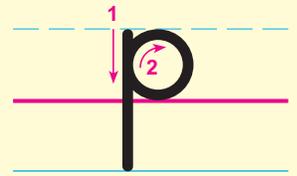
Trace and write the lowercase p.



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47

Lowercase p



Objectives:

- Recognize and name the lowercase letter p.
- Review the basic strokes in the lowercase p.
- Trace and write the lowercase p.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **p** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **p**:

1. What is the first stroke called? (top to bottom)
2. What is the second stroke called? (forward circle)
3. What color is the middle writing line? (blue)
4. What other letter is in this letter? (lowercase o)
5. Where does the first stroke end? (top line of next writing line)
6. Where does the letter begin? (midline)

After you have discussed the letter, trace over the model of the letter **p** and say “**pull down straight, circle right.**” Repeat this two times. The third time you trace the letter **p**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 47. Ask the students to trace the first part of the letter **p** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**circle right.**”

Next, the students trace the five gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **p** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

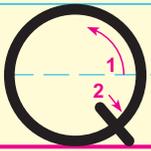


Check

Letter p Corrective Techniques See page T27.

Katherine's OT Tip The lowercase letters **p** and **q** are two of the most difficult to master for students who struggle with visual-spatial awareness. The others are **b** and **d**. Spatial awareness forms our perception of the placement of each object in space as it relates to other objects and to our self. An accurate awareness of left and right is vital for beginning writers as these terms are used to describe letter formations. Warm-up games that enhance body awareness and directional concepts are the old standards, Hokey Pokey and Simon Says. They go a long way toward helping students to mind their “p’s and q’s”!

Uppercase Q



Objectives:

- Recognize and name the uppercase letter **Q**.
- Review the basic strokes in the uppercase **Q**.
- Trace and write the uppercase **Q**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase Q

1. Circle left
2. Slant right

1. Trace the first part of the uppercase **Q**.

2. Trace the second part of the uppercase **Q**.

Trace and write the uppercase **Q**.

Match uppercase to lowercase.

O	o
Q	c
C	q

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1. Model & Discuss

Write a large letter **Q** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **Q**:

1. How many strokes are in this letter? (2)
2. Name the strokes. (backward circle, slant right)
3. Where does the backward circle begin? (3 o'clock)
4. What other letters are in the **Q**? (uppercase C, O)
5. What line does this letter rest on? (bottom line)
6. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **Q** and say “**circle left, slant right.**” Be sure to close the circle. Repeat this two times. The third time you trace the letter **Q**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 48. Ask them to trace the first part of the letter **Q** as they say “**circle left.**” Have them trace the second part of the letter as they say “**slant right.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **Q** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

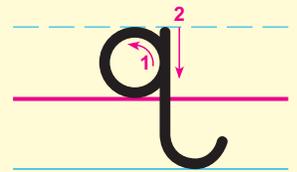
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter Q Corrective Techniques See page T27.

Katherine's OT Tip Students may struggle with recalling letters they have previously learned. A quick review can be easy if your classroom is equipped with a “See It, Say It, Write It Jar!” After each practice session, add that letter to the jar. Once a day, have a student pull one out and ask the class to “see” the letter by closing their eyes and thinking about it. Visualization is a key element in automatic letter recall. Then ask students to “say” it out loud and lastly to “write” it down. This strategy engages the visual, auditory, and tactile learning styles.

Lowercase q



Lowercase q

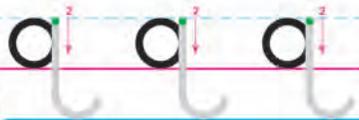


1. Circle left
2. Pull down straight, curve right

1. Trace the first part of the lowercase q.



2. Trace the second part of the lowercase q.



Trace and write the lowercase q.

Match lowercase to uppercase.

p	Q
q	G
g	P

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49

Objectives:

- Recognize and name the lowercase letter q.
- Review the basic strokes in the lowercase q.
- Trace and write the lowercase q.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **q** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **q**:

1. Where does the letter begin? (below midline)
2. What is the first stroke called? (backward circle)
3. What other letters are in this letter? (a, c, o)
4. Does this letter go below the bottom line? (yes)
5. What color is the middle writing line? (blue)

After you have discussed the letter, trace over the model of the letter **q** and say “**circle left, pull down straight, curve right.**” Repeat this two times. The third time you trace the letter **q**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 49. Ask the students to trace the first part of the letter **q** as they say “**circle left.**” Have them trace the second part of the letter as they say “**pull down straight, curve right.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as

described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **q** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

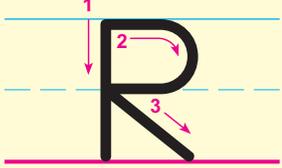


Check

Letter q Corrective Techniques See page T27.

Katherine's OT Tip The tails of the lowercase g and q can make a wrong turn for some students. “Getting it right the first time” can make all the difference for them. Kinesthetic learners would benefit from a hands-on approach to creating these letters using clay or pipe cleaners. Auditory learners will depend upon their awareness of left and right as you repeat the stroke directions aloud. Visual learners could benefit from forming the letters in sand or shaving cream. The students should be observed during these activities to ensure they are using the correct directional and sequential movements.

Uppercase R



Objectives:

- Recognize and name the uppercase letter **R**.
- Review the basic strokes in the uppercase **R**.
- Trace and write the uppercase **R**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **R** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **R**:

1. How many strokes are in this letter? (5)
2. Name the strokes. (top to bottom, left to right, curve down, right to left, and slant right)
3. What other letters do you see in the **R**? (I, F, P)
4. Do you see a part of any other letter in the **R**? (I, B, E, F, H, I, K, L, M, N, P, T)
5. Where does the slant stroke begin? (midline)

After you have discussed the letter, trace over the model of the letter **R** and say “**pull down straight, slide right, curve down, slide left, slant right.**” Repeat this two times. The third time you trace the letter **R**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 50. Ask them to trace the first part of the letter **R** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right, curve down, slide left**” and trace the third part as they say, “**slant right.**”

Uppercase R

1. Pull down straight
2. Slide right, curve down, slide left
3. Slant right

1. Trace the first part of the uppercase **R**.

2. Trace the second part of the uppercase **R**.

3. Trace the third part of the uppercase **R**.

Trace and write the uppercase **R**.

Match uppercase to lowercase.

D	r
B	d
R	b

50

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Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **R** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter R Corrective Techniques See page T27.

Katherine's OT Tip A strong seated posture is the foundation for the learning of handwriting skills. Appropriate desk and chair heights are elements that are often overlooked during practice sessions. During the year, there will be times when chairs become too low for some students. This can be remediated by placing a large book or rubber cushion on the seat to add height and to adjust joints into the appropriate 90-degree angles for good posture. The students' feet should rest flat on the floor.

Lowercase r

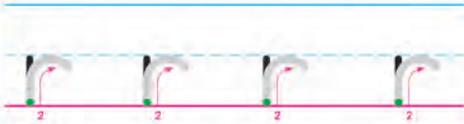


1. Pull down straight
2. Push up, curve right

1. Trace the first part of the lowercase r.



2. Trace the second part of the lowercase r.

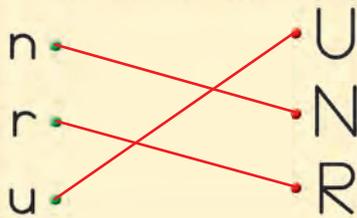


Trace and write the lowercase r.

Tracing practice for the lowercase letter r. The first row shows a solid 'r' followed by five dashed 'r's for tracing. The second row shows a solid 'r' followed by four dashed 'r's for tracing. The third row shows a solid 'r' followed by three dashed 'r's for tracing. The fourth row shows a solid 'r' followed by two dashed 'r's for tracing. The fifth row shows a solid 'r' followed by one dashed 'r' for tracing. The sixth row shows a solid 'r' followed by one dashed 'r' for tracing. The seventh row shows a solid 'r' followed by one dashed 'r' for tracing. The eighth row shows a solid 'r' followed by one dashed 'r' for tracing. The ninth row shows a solid 'r' followed by one dashed 'r' for tracing. The tenth row shows a solid 'r' followed by one dashed 'r' for tracing.

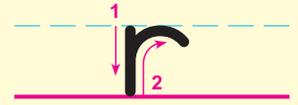
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Match lowercase to uppercase.



51

Lowercase r



Objectives:

- Recognize and name the lowercase letter r.
- Review the basic strokes in the lowercase r.
- Trace and write the lowercase r.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **r** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **r**:

1. Where does the letter begin? (midline)
2. What is the first stroke called? (top to bottom)
3. How many curve strokes are in the **r**? (1)
4. What other two lowercase letters start like the letter **r**? (n and m)
5. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **r** and say “**pull down straight, push up straight, curve right.**” Repeat this two times. The third time you trace the letter **r**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 51. Ask the students to trace the first part of the letter **r** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**push up straight, curve right.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as

described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **r** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write



Check

Letter r Corrective Techniques See page T27.

Katherine's OT Tip Pre-kindergarten students are mastering many fine-motor skills in your classroom and many of those skill activities can work to strengthen pencil grasp at the same time. Scissor skills work to develop finger flexibility, strength, and the two **sides of the hand**. Art activities using a one-hole punch build strength in the arches of the hand. Clay, sand, finger paints, and shaving cream enhance **tactile awareness** and a pencil grip that is not too loose or too tight. Struggling students can be guided toward the activity centers that will help them build the skills they need for handwriting.

Uppercase S

Objectives:

- Recognize and name the uppercase letter **S**.
- Review the basic strokes in the uppercase **S**.
- Trace and write the uppercase **S**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase S

1. Trace the uppercase **S**.

1. Curve left, curve down, curve left

Trace and write the uppercase **S**.

Match uppercase to lowercase.

S h
Z s
H z

52

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1. Model & Discuss

Write a large letter **S** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **S**:

1. Where does the letter begin? (just below top line)
2. Where does the letter end? (just above the bottom line)
3. How many curve strokes are in the letter **S**? (3)
4. Is this an uppercase letter or a lowercase letter? (uppercase letter)

After you have discussed the letter, trace over the model of the letter **S** and say “**curve left, curve down, curve left.**” Repeat this two times. The third time you trace the letter **S**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 52. Ask them to trace the letter **S** on the first and second line as they say “**curve left, curve down, curve left.**”

Next, the students trace the four gray letters as they say

the strokes. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **S** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter S Corrective Techniques See page T28.

Katherine's OT Tip Upper- and lowercase **S** can give students quite a challenge as they attempt to manage two different curves as well as a transition point in the middle! Warm-up activities using large motor movements can ease them into the pencil-and-paper practice. Have your students sit or lie on the floor and trace large S formations over and over again. Bring out the crayons and let them create rainbow letters. Take the activity back to the desk and downsize it to paper drawings. Repetition and practice using these visual cues will reinforce correct **motor planning movements**.

Lowercase s

S

1. Curve left,
curve down,
curve left

1. Trace the lowercase s.



singing



Trace and write the lowercase s.



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53

Lowercase s

S

Objectives:

- Recognize and name the lowercase letter **s**.
- Review the basic strokes in the lowercase **s**.
- Trace and write the lowercase **s**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **s** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **s**.

1. Where does this letter begin? (just below midline)
2. Where does the letter end? (just above bottom line)
3. How is this letter different from the uppercase **S**? (size)
4. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **s** and say “**curve left, curve down, curve left.**” Repeat this two times. The third time you trace the letter **s** have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 53. Ask the students to trace the letter **s** on the first and second line as they say “**curve left, curve down, curve left.**”

Next, the students trace the five gray letters as they say the strokes. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **s** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

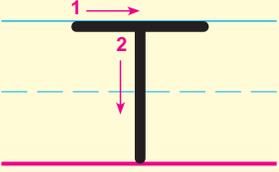


Check

Letter s Corrective Techniques See page T28.

Katherine's OT Tip Lowercase **s** is not simply a smaller version of its uppercase partner. It requires special attention for sizing to manage all of its curves and transitions in a small space. Struggling students would benefit from “Boxed Up Practice” for sizing and line placement. Draw boxes on appropriately lined paper that match the size and placement of the upper- and lowercase **s**. Write each version of the letter inside the appropriate box and have the students trace it. Add empty boxes and ask them to match the upper- and lowercase models with the correct box and write it inside.

Uppercase T



Objectives:

- Recognize and name the uppercase letter **T**.
- Review the basic strokes in the uppercase **T**.
- Trace and write the uppercase **T**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase T

1. Slide right
2. Pull down straight

1. Trace the first part of the uppercase T.

2. Trace the second part of the uppercase T.

Trace and write the uppercase T.

Match uppercase to lowercase.

T f
I t
F i

54

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1. Model & Discuss

Write a large letter **T** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **T**:

1. Where does the first stroke begin? (top line)
2. Where does the second stroke begin? (middle of first stroke on top line)
3. How many strokes are in the letter **T**? (2)
4. Which two strokes are used in the letter **T**? (left to right, top to bottom)
5. Where does the second stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **T** and say “**slide right, pull down straight.**” Repeat this two times. The third time you trace the letter **T** have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 54. Ask them to trace the first part of the letter **T** as they say “**slide right.**” Have them trace the second part of the letter as they say “**pull down straight.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **T** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter T Corrective Techniques See page T28.

Katherine's OT Tip Letters are created from parts that make a whole, much like a puzzle. As students learn the sequencing and strokes that make up those puzzles, they will rely on their **visual memory skills** to remember and recall letter formations automatically for handwriting speed and legibility. Students who struggle with automatic recall are stuck in the learning stage and are unable to move on to mastery. Memory games, “what’s missing” pictures, and drawing from memory are fun ways to address visual memory skills.

Lowercase t

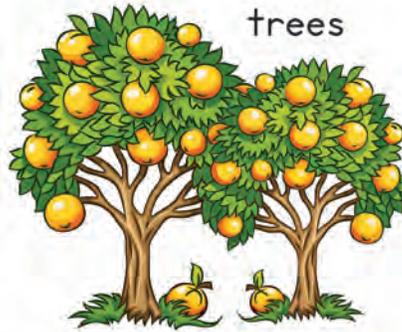


1. Pull down straight
2. Slide right

1. Trace the first part of the lowercase t.



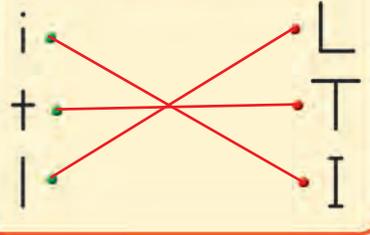
2. Trace the second part of the lowercase t.



Trace and write the lowercase t.



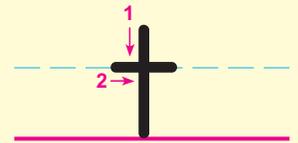
Match lowercase to uppercase.



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55

Lowercase t



Objectives:

- Recognize and name the lowercase letter t.
- Review the basic strokes in the lowercase t.
- Trace and write the lowercase t.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **t** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **t**:

1. Where does this letter begin? (below top line)
2. What is the first stroke called? (top to bottom)
3. Where is the left-to-right stroke made? (midline)
4. How many strokes are in this letter? (2)
5. What color is the top line? (blue)

After you have discussed the letter, trace over the model of the letter **t** and say “**pull down straight, slide right.**” Repeat this two times. The third time you trace the letter **t**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 55. Ask the students to trace the first part of the letter **t** as they say “**pull down straight.**” Have them trace the second part of the letter as they say “**slide right.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **t** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace

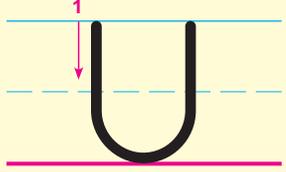
Write

Check

Letter t Corrective Techniques See page T28.

Katherine's OT Tip Time for Boot Camp! Before today's session, ask your students to place the palms of their hands together at chest level. Have them push them together with mild resistance and then release. Five or six repetitions of this exercise will get the blood flowing through the arms and hands and limber up the wrists and fingers. It will also enhance shoulder and upper arm strength for pencil control skills!

Uppercase U



Objectives:

- Recognize and name the uppercase letter **U**.
- Review the basic strokes in the uppercase **U**.
- Trace and write the uppercase **U**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase U

1. Pull down straight, curve right, push up straight

1. Trace the uppercase **U**.

Trace and write the uppercase **U**.

United States of America

Match uppercase to lowercase.

U	s
S	a
A	u

56

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1. Model & Discuss

Write a large letter **U** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **U**:

1. Where does the first stroke begin? (top line)
2. Where does the curve right stroke begin? (just below the midline)
3. What is the name of this letter? (uppercase U)
4. How many strokes are in the letter **U**? (3)
5. Where does the last stroke end? (top line)

After you have discussed the letter, trace over the model of the letter **U** and say “**pull down straight, curve right, push up straight.**” Repeat this two times. The third time you trace the letter **U**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 56. Ask them to trace the letter **U** on the first and second line as they say “**pull down straight, curve right, push up straight.**”

Next, the students trace the four gray letters as they say the stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **U** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter U Corrective Techniques See page T28.

Katherine's OT Tip The letter **U** can throw a curve ball at some students! After they've mastered top-to-bottom strokes, with their beginning and end points, suddenly we ask them to turn the bend and push up without stopping. Tracing is certainly an effective practice strategy, but some students will need extra visual cues to guide their motor movements. Use a thin highlighter to accentuate the curved portion of the **U**. Provide many opportunities to practice with this method until the students begin to trace the letter fluidly. Decrease the frequency of visual cues until they have mastered the letter.

Lowercase u



1. Pull down straight, curve right, push up straight
2. Pull down straight

1. Trace the first part of the lowercase **u**.



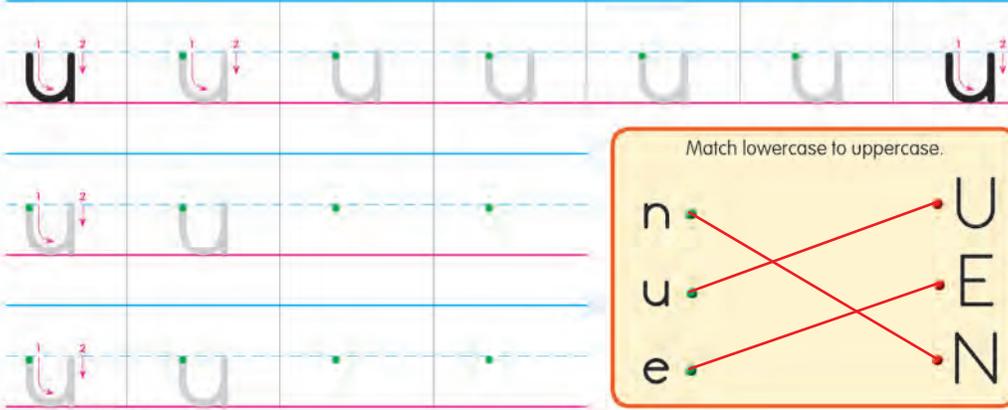
2. Trace the second part of the lowercase **u**.



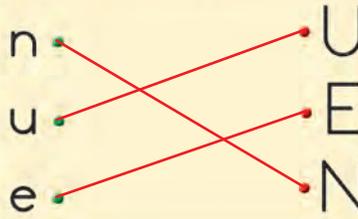
umbrella



Trace and write the lowercase **u**.



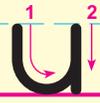
Match lowercase to uppercase.



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57

Lowercase u



Objectives:

- Recognize and name the lowercase letter **u**.
- Review the basic strokes in the lowercase **u**.
- Trace and write the lowercase **u**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **u** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **u**:

1. Where does this letter begin? (midline)
2. What is the first stroke called? (top to bottom)
3. Is there a curve stroke in this letter? (yes)
4. How many top-to-bottom strokes are in this letter? (2)
5. What color is the bottom line? (red)

After you have discussed the letter, trace over the model of the letter **u** and say “**pull down straight, curve right, push up straight, pull down straight.**” Repeat this two times. The third time you trace the letter **u**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 57. Ask the students to trace the first part of the letter **u** as they say “**pull down straight, curve right, push up straight.**” Have them trace the second part of the letter as they say “**pull down straight.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **u** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

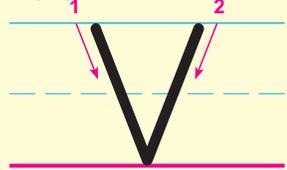


Check

Letter u Corrective Techniques See page T28.

Katherine's OT Tip Fine motor tasks such as handwriting place a big demand on your students' visual skills. They will move their eyes up and down, left and right, as they watch you write, copy from their workbooks, and write their own letters. Eye muscles need exercise just like all the others. “Act Like a Statue” is one way to have fun with vision exercises. Hide familiar objects in the front of the room. Ask the students to find them first by turning their heads only and not their bodies, then without moving their heads. They will enjoy the challenge!

Uppercase V



Objectives:

- Recognize and name the uppercase letter **V**.
- Review the basic strokes in the uppercase **V**.
- Trace and write the uppercase **V**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase V

1. Slant right
2. Slant left

1. Trace the first part of the uppercase **V**.

2. Trace the second part of the uppercase **V**.

Trace and write the uppercase **V**.

Vines

Match uppercase to lowercase.

X	→	a
A	→	v
V	→	x

58

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1. Model & Discuss

Write a large letter **V** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **V**:

1. How many strokes are in this letter? (2)
2. What are the two strokes? (slant right and slant left)
3. Where do the slant strokes begin? (top line)
4. What other letters have two slant strokes in them? (A, K, M, W, X, Y, k, v, w, x, and y)
5. Where do both slant strokes end? (bottom line)

After you have discussed the letter, trace over the model of the letter **V** and say “**slant right, slant left.**” Repeat this two times. The third time you trace the letter **V**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 58. Ask them to trace the first part of the letter **V** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left.**”

Next, the students trace the four gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **V** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter V Corrective Techniques See page T28.

Katherine's OT Tip The uppercase **V** can be a “hands-on letter” for students who struggle with its slanted lines. Have them place their helper hand on paper that’s taped to the door and form a V with their index and long fingers. Guide them with your hand as they trace the inner sides of their fingers with a crayon or pencil. This hand-over-hand strategy is important to help create the correct motor memory pattern. All of your students will benefit from this fun activity that adds tactile and visual feedback to the letter **V**.

Lowercase v



1. Slant right
2. Slant left

1. Trace the first part of the lowercase v.



2. Trace the second part of the lowercase v.



violets



Trace and write the lowercase v.

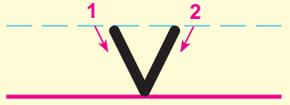
Match lowercase to uppercase.

v	z
r	R
z	V

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59

Lowercase v



Objectives:

- Recognize and name the lowercase letter v.
- Review the basic strokes in the lowercase v.
- Trace and write the lowercase v.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **v** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **v**:

1. Where does the first stroke begin? (midline)
2. What is the first stroke called? (slant right)
3. Where do both slant strokes meet? (bottom line)
4. How is the lowercase **v** different from the uppercase **V**? (size)
5. What color is the top line? (blue)

After you have discussed the letter, trace over the model of the letter **v** and say “**slant right, slant left.**” Repeat this two times. The third time you trace the letter **v**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 59. Ask the students to trace the first part of the letter **v** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **v** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

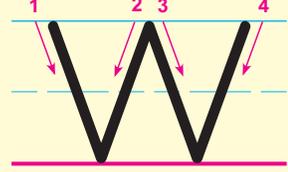


Check

Letter v Corrective Techniques See page T28.

Katherine's OT Tip Checkpoints for posture, paper positioning, and pencil grasp are an ongoing practice during handwriting instruction. Struggling students will benefit from interactive auditory cues to maintain their awareness of these important facets of handwriting mastery. Before or during each lesson, call out these three elements and ask your students to check for themselves and respond. It's as simple as: “Posture – Check! Paper Positioning – Check! Pencil Grasp – Check!”

Uppercase W



Objectives:

- Recognize and name the uppercase letter **W**.
- Review the basic strokes in the uppercase **W**.
- Trace and write the uppercase **W**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase W

1. Trace the first part of the uppercase **W**.

2. Trace the second part of the uppercase **W**.

3. Trace the third part of the uppercase **W**.

4. Trace the fourth part of the uppercase **W**.

Trace and write the uppercase **W**.

Match uppercase to lowercase.

V		X
X	W	V
W	V	W

60

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1. Model & Discuss

Write a large letter **W** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on using **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **W**:

1. Where do all the slant strokes begin? (top line)
2. Where do the first two slant strokes meet? (bottom line)
3. How many strokes are in the letter **W**? (4)
4. What are the four strokes? (slant right, slant left, slant right, and slant left)
5. What other letters do you see in the **W**? (**V**)

After you have discussed the letter, trace over the model of the letter **W** and say “**slant right, slant left, slant right, slant left.**” Repeat this two times. The third time you trace the letter **W**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 60. Ask them to trace the first part of the letter **W** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left,**” trace the third part of the letter as they say “**slant right,**” and trace the fourth part of the letter as they say “**slant left.**”

Next, the students trace the three gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **W** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter W Corrective Techniques See page T28.

Katherine's OT Tip The letter **W** comes with many parts and can become a pest for some students. The recognition that it is the simple combination of two **V**'s can be the answer for visual learners. The same strategy for introducing the uppercase **V** can work here as well, with the addition of another finger drawing next to the first. Have them copy the two **V**'s below and connect them at Step 3 to transfer their tactile information into motor movements. Additional hands-on activities for kinesthetic learners could include designing the **W** formation out of clay, dried beans, or pipe cleaners.

Lowercase w



1. Slant right
2. Slant left
3. Slant right
4. Slant left

1. Trace the first part of the lowercase w.



2. Trace the second part of the lowercase w.



3. Trace the third part of the lowercase w.



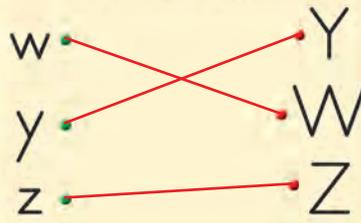
4. Trace the fourth part of the lowercase w.



Trace and write the lowercase w.



Match lowercase to uppercase.



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61

Lowercase w



Objectives:

- Recognize and name the lowercase letter **w**.
- Review the basic strokes in the lowercase **w**.
- Trace and write the lowercase **w**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **w** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **w**:

1. Is this letter uppercase or lowercase? (lowercase)
2. What is the first stroke called? (slant right)
3. Where do all the slant strokes begin? (midline)
4. How many strokes are in this letter? (4)
5. How is the lowercase **w** different from the upper case **W**? (size)

After you have discussed the letter, trace over the model of the letter **w** and say “**slant right, slant left, slant right, slant left.**” Repeat this two times. The third time you trace the letter **w**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 61. Ask the students to trace the first part of the letter **w** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left,**” trace the third part of the letter as they say “**slant right,**” and trace the fourth part of the letter as they say “**slant left.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **w** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

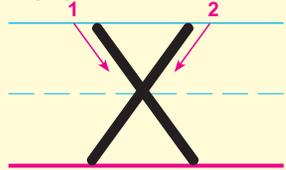


Check

Letter w Corrective Techniques See page T28.

Katherine's OT Tip Vision skills play a key role in learning. As you observe your students during handwriting sessions, pay careful attention to their posture. Note if they are turning sideways in their chairs to write. Are they leaning close to the paper? Do they turn their heads to one side as they write? Are they rubbing their eyes or squinting? Fine motor activities place a big demand on students' eyes. If one or more of these symptoms occurs frequently, it is important to inform the parents so that they can check with their pediatrician.

Uppercase X



Objectives:

- Recognize and name the uppercase letter **X**.
- Review the basic strokes in the uppercase **X**.
- Trace and write the uppercase **X**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase X

1. Trace the first part of the uppercase **X**.

2. Trace the second part of the uppercase **X**.

1. Slant right
2. Slant left

Trace and write the uppercase **X**.

Match uppercase to lowercase.

X	n
H	x
N	h

62

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An exit sign graphic showing a green silhouette of a person running towards a doorway with the word 'EXIT' written below it.

1. Model & Discuss

Write a large letter **X** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **X**:

1. Where do the two strokes cross? (midline)
2. Where does the second stroke begin? (top line)
3. How many strokes are in the letter **X**? (2)
4. Name the two strokes?(slant right, slant left)
5. Where does the first stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **X** and say “**slant right, slant left.**” Repeat this two times. The third time you trace the letter **X**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 62. Ask them to trace the first part of the letter **X** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **X** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an **X** through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an **X** through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter X Corrective Techniques See page T29.

Katherine's OT Tip The letter **X** can be perplexing to some students as it combines two slanted lines that start at different points and cross in the middle. A colored dot at the intersecting point can add a visual guide that helps students anticipate their next move. Vertical platforms allow the use of fluid movements on a large space for practice. Be sure the writing area is slightly higher than the students' shoulder height for an efficient visual perspective.

Lowercase x



1. Slant right
2. Slant left

1. Trace the first part of the lowercase x.



2. Trace the second part of the lowercase x.



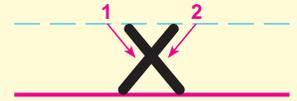
Trace and write the lowercase x.

Tracing practice for the lowercase letter x on writing lines. The first row shows a solid 'x' followed by four dashed 'x's for tracing. The second row shows a dashed 'x' followed by three green dots on the midline. The third row shows a dashed 'x' followed by two green dots on the midline. The fourth row shows a dashed 'x' followed by one green dot on the midline.

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63

Lowercase x



Objectives:

- Recognize and name the lowercase letter x.
- Review the basic strokes in the lowercase x.
- Trace and write the lowercase x.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **x** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **x**:

1. Where does this letter begin? (midline)
2. What is the first stroke called? (slant right)
3. Where is the left-to-right stroke made? (midline)
4. How is the lowercase x different from the upper case X? (size)
5. What letters have just one slant stroke in them? (N, Q, R, Z, z)

After you have discussed the letter, trace over the model of the letter **x** and say “**slant right, slant left.**” Repeat this two times. The third time you trace the letter **x**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 63. Ask the students to trace the first part of the letter **x** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work

as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **x** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

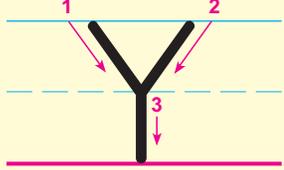


Check

Letter x Corrective Techniques See page T29.

Katherine's OT Tip The lowercase letter **x** increases its difficulty by placing itself below the midpoint of the line and asking students to anticipate its tiny intersecting point. A simple colored dot will once again help students to anticipate movement to this spot and prevent interrupted writing.

Uppercase Y



Objectives:

- Recognize and name the uppercase letter **Y**.
- Review the basic strokes in the uppercase **Y**.
- Trace and write the uppercase **Y**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase Y



1. Slant right
2. Slant left
3. Pull down straight

1. Trace the first part of the uppercase Y.



2. Trace the second part of the uppercase Y.



3. Trace the third part of the uppercase Y.



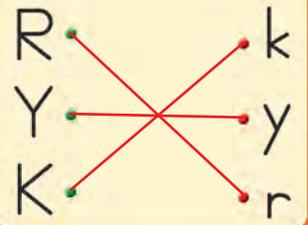
Yak



Trace and write the uppercase Y.



Match uppercase to lowercase.



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1. Model & Discuss

Write a large letter **Y** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.) Ask the students the following questions as they look at a large model of the uppercase **Y**:

1. How many strokes are in the uppercase **Y**? (3)
2. Where does the first slant stroke end? (midline)
3. Where does the top-to-bottom stroke end? (bottom line)
4. Name all three strokes in the uppercase **Y**. (slant right, slant left, top to bottom)
5. Where does the top-to-bottom stroke begin? (midline)

After you have discussed the letter, trace over the model of the letter **Y** and say “**slant right, slant left, pull down straight.**” Repeat this two times. The third time you trace the letter **Y**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 64. Ask them to trace the first part of the letter **Y** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left**” and trace the third part of the letter as they say “**pull down straight.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **Y** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

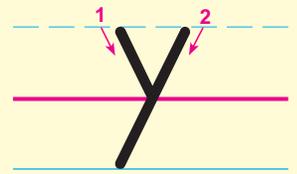
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter Y Corrective Techniques See page T29.

Katherine's OT Tip For some students, the only letters they will have difficulty with will be the upper- and lowercase **Y**. There are no other letters that ask as much of students. Although they are made with familiar strokes, they use them in different lengths, at different locations on the line, and with a combination of short and long slanted lines along with a top to bottom. To avoid frustration, you may need to keep the visual cue at the meeting point of the uppercase **Y** for a while to allow struggling students to anticipate that place. That simple yellow dot can make all the difference!

Lowercase y



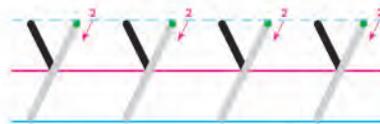
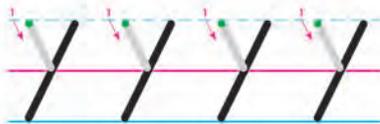
Lowercase y

1. Trace the first part of the lowercase y.

2. Trace the second part of the lowercase y.



1. Slant right
2. Slant left



Trace and write the lowercase y.



Tracing practice for the lowercase letter y. The first row shows a solid black 'y' followed by five gray 'y's for tracing. The second row shows a solid black 'y' followed by five gray 'y's for tracing. The third row shows a solid black 'y' followed by five gray 'y's for tracing. The fourth row shows a solid black 'y' followed by five gray 'y's for tracing. The fifth row shows a solid black 'y' followed by five gray 'y's for tracing. The sixth row shows a solid black 'y' followed by five gray 'y's for tracing. The seventh row shows a solid black 'y' followed by five gray 'y's for tracing. The eighth row shows a solid black 'y' followed by five gray 'y's for tracing. The ninth row shows a solid black 'y' followed by five gray 'y's for tracing. The tenth row shows a solid black 'y' followed by five gray 'y's for tracing. The eleventh row shows a solid black 'y' followed by five gray 'y's for tracing. The twelfth row shows a solid black 'y' followed by five gray 'y's for tracing. The thirteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The fourteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The fifteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The sixteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The seventeenth row shows a solid black 'y' followed by five gray 'y's for tracing. The eighteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The nineteenth row shows a solid black 'y' followed by five gray 'y's for tracing. The twentieth row shows a solid black 'y' followed by five gray 'y's for tracing.

Match lowercase to uppercase.

y	g	e	E	Y	G
---	---	---	---	---	---

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65

Objectives:

- Recognize and name the lowercase letter y.
- Review the basic strokes in the lowercase y.
- Trace and write the lowercase y.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter **y** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase **y**:

1. Where does the first stroke begin? (midline)
2. How many strokes are in this letter? (2)
3. What is the first stroke called? (slant right)
4. What is the second stroke called? (slant left)
5. What other letters fill the space below the bottom line? (g, j, p, and q)

After you have discussed the letter, trace over the model of the letter **y** and say “**slant right, slant left.**” Repeat this two times. The third time you trace the letter **y**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 65. Ask the students to trace the first part of the letter **y** as they say “**slant right.**” Have them trace the second part of the letter as they say “**slant left.**”

Next, the students trace the five gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **y** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write

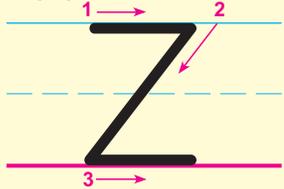


Check

Letter y Corrective Techniques See page T29.

Katherine's OT Tip The lowercase **y** can tend to lay down on the job for some students. They may find that their “slant left” becomes flat as they attempt to connect it with the “slant right” at the bottom line. These students would benefit from extra practice on a vertical surface for the slant-left stroke as a warm up to this lesson. In addition, a colored dot at the meeting point of the **y** would add the visual cue they may need to direct their motor movements. Repeated over-tracing with different colored pencils can be a fun way to practice the upper- and lowercase **Y** letter formations.

Uppercase Z



Objectives:

- Recognize and name the uppercase letter **Z**.
- Review the basic strokes in the uppercase **Z**.
- Trace and write the uppercase **Z**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Uppercase Z

1. Trace the first part of the uppercase Z.

2. Trace the second part of the uppercase Z.

3. Trace the third part of the uppercase Z.

1. Slide right
2. Slant left
3. Slide right

Trace and write the uppercase Z.

Match uppercase to lowercase.

Z X
X V
V Z

66

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1. Model & Discuss

Write a large letter **Z** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on using **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at a large model of the uppercase **Z**:

1. The first stroke is made on what writing line? (top line)
2. What two strokes are the same? (left to right)
3. How many strokes are in this letter? (3)
4. What are the strokes in this letter, in order? (left to right, slant left, left to right)
5. Where does the second stroke end? (bottom line)

After you have discussed the letter, trace over the model of the letter **Z** and say “**slide right, slant left, slide right.**” Repeat this two times. The third time you trace the letter **Z**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 66. Ask them to trace the first part of the letter **Z** as they say “**slide right.**” Have them trace the second part of the letter as they say “**slant left**” and trace the third part of the letter as they say “**slide right.**”

Next, the students trace the four gray letters as they say each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter **Z** two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Students draw a line from each uppercase letter to the correct lowercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter Z Corrective Techniques See page T29.

Katherine's OT Tip The letter **Z** depends on accurate visual perceptual skills to align the starting point of the bottom stroke to the starting point of the top one following a slanted stroke. The “Boxed Up Practice” strategy can help those who struggle with this sequencing issue. Draw a tall rectangular box. Place dots for points 1 and 3 at the top and bottom left corners of the box to provide a visual cue for alignment. Be sure that the students fill in the box with the entire letter by going completely to the top and bottom right. Try this as a warm-up before transferring their skills to the worksheet.

Lowercase z



Lowercase z



1. Slide right
2. Slant left
3. Slide right

1. Trace the first part of the lowercase z.



2. Trace the second part of the lowercase z.



3. Trace the third part of the lowercase z.



Trace and write the lowercase z.

Tracing and writing practice for the lowercase letter z. The first row shows a solid letter z followed by five dashed letters for tracing. The second row shows a solid letter z followed by four dashed letters for tracing. The third row shows a solid letter z followed by four dashed letters for tracing. A matching activity box is included with the title 'Match lowercase to uppercase.' and pairs: f to Z, z to N, and n to F.

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67

Objectives:

- Recognize and name the lowercase letter z.
- Review the basic strokes in the lowercase z.
- Trace and write the lowercase z.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large letter z on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the lowercase z:

1. Where does this letter begin? (midline)
2. What is the first stroke called? (left to right)
3. Where does the slant stroke end? (bottom line)
4. How many strokes are in this letter? (3)
5. How is this letter different from the uppercase Z? (size)

After you have discussed the letter, trace over the model of the letter z and say “**slide right, slant left, slide right.**” Repeat this two times. The third time you trace the letter z, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 67. Ask the students to trace the first part of the letter z as they say “**slide right.**” Have them trace the second part of the letter as they say “**slant left**” and trace the third part of the letter as they say “**slide right.**”

Next, the students trace the five gray letters as they say

each stroke. Have them stop and evaluate their work as described in Step 3 before going to the next line.

On the last two lines, the students trace the letter twice and then write the letter z two times.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Matching Activity Ask students to draw a line from each lowercase letter to the correct uppercase letter.

Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Trace



Write



Check

Letter z Corrective Techniques See page T29.

Katherine's OT Tip The lowercase letter z could use a jumpstart with the “Boxed Up Practice” strategy, as well. Draw a smaller box on handwriting paper beginning at the middle line. The same directions we used for its uppercase partner will work here. The two letters can be mixed on the page to give the students an opportunity to practice their visual discrimination skills by matching the correct sized letter to the appropriate box. Students who struggle with the letter Z and other letters with slanted strokes could benefit from the sand paper tracing activity and practice on a vertical surface.

Basic Stroke Recognition

Objectives:

- Identify basic strokes in letters.
- Say the name of basic strokes in letters.
- Match basic strokes to letters.

Basic Stroke Recognition Draw a line matching the stroke to the correct letter.

What other letters contain these strokes?

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1. Discuss

Have the students open their books to page 68. Ask them to say the name of the strokes in the left column (circle, left to right, top to bottom, and slant right).

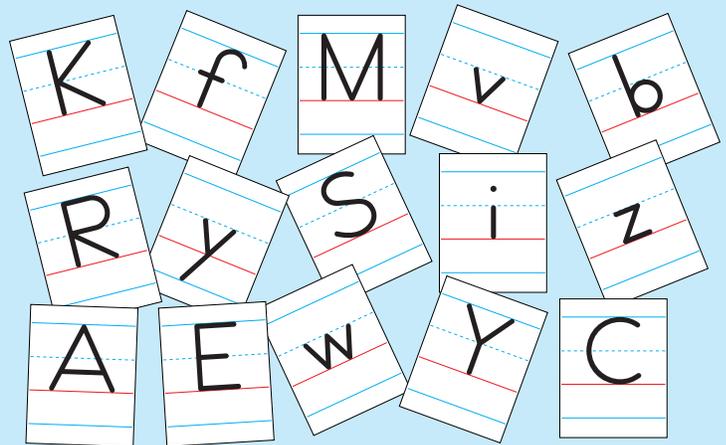
Have the students look at the letters in the column on the right and say the names of the letters (lowercase **r**, uppercase **V**, uppercase **T**, and lowercase **d**). Have them draw a line from the first stroke (circle) to the letter that contains that stroke. Repeat for the other three strokes.

After the students complete the matching activity, review the correct answers with them. Then ask them the following questions:

1. What other letters contain a circle?
(O, Q, a, b, d, g, o, p, and q)
2. What kind of circle is used in the lowercase **d**?
(backward circle)
3. What kind of circle is used in the lowercase **b** and **p**? (forward circle)
4. What other letters contain a left-to-right stroke?
(A, B, D, E, F, H, I, L, P, R, T, Z, e, f, t, and z)
5. Name some uppercase letters that contain a top-to-bottom stroke. (B, D, E, F, H, I, J, K, L, M, N, P, R, T, U, and Y)

Put the Alphabet Cards (shown below) on a table and call on students to select a letter that has a slant stroke in it. After they select the letter have them trace the slant stroke with their finger.

Have the student trace the slant stroke again saying what kind of slant stroke it is, slant right or slant left.



Katherine's OT Tip Automatic recall of letter formations will be THE foundational handwriting skill utilized as students work toward manuscript mastery. Additional work on those letters that give students a struggle can be fun with dried beans, colored cotton balls, or plastic bingo markers. First, have them copy a letter model in the correct sequence using the materials. Remove the model for the next try and have them produce it from memory. Mix it up with letters they have mastered, pointing out similarities to assist them in transferring their skills.

Basic Stroke Recognition

Objectives:

- Identify basic strokes in letters.
- Say the name of basic strokes in letters.
- Match basic strokes to letters.

Basic Stroke Recognition Draw a line matching the stroke to the correct letter.

What other letters contain these strokes?

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1. Discuss

Have the students open their books to page 69. Ask them to say the name of the strokes in the left column (left to right, slant left, top to bottom, and circle).

Have the students look at the letters in the column on the right and say the names of the letters (uppercase **A**, lowercase **b**, uppercase **E**, and lowercase **n**). Have them draw a line from the first stroke (left to right) to the letter that contains that stroke. Repeat for the other three strokes.

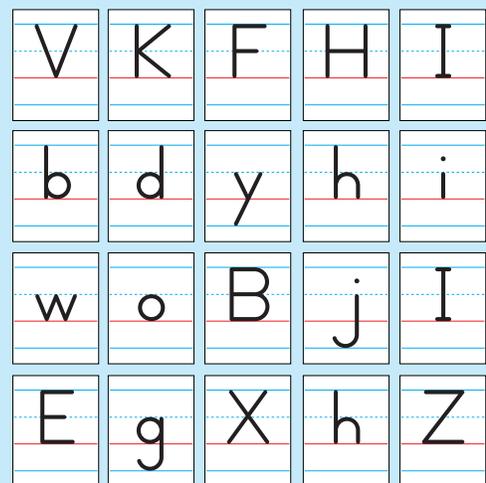
Have the students turn to the manuscript alphabet on page 2 in their books. Ask them the following questions:

1. Name some uppercase letters that have a left-to-right stroke. (A, B, D, E, F, H, I, L, P, R, T, and Z)
2. What lowercase letters contain a slant stroke? (k, v, w, x, y, and z)
3. What letters have a tail on them that goes below the bottom line? (g, j, p, q, and y)
4. Name some lowercase letters that contain a top-to-bottom stroke? (a, b, d, f, g, h, i, j, k, l, m, n, p, q, r, t, and u)

Place the Manuscript Alphabet Cards (shown at the

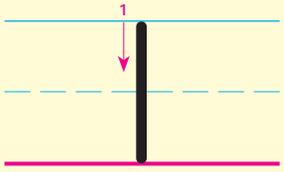
right) on a table and call on students to select a letter that has a top-to-bottom stroke in it. After they select the letter have them trace the top-to-bottom stroke(s) with their finger.

Have the student trace the top-to-bottom stroke again as they say, **pull down straight**.



Katherine's OT Tip For students who continue to struggle with automatic recognition skills for many letters after additional practice and adaptive strategies, it would be wise to consult with their parents and an occupational therapist to determine the possible existence of additional needs.

Numerals 1



Objectives:

- Recognize and name the numeral 1.
- Review the basic stroke in the numeral 1.
- Trace and write the numeral 1.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numerals 1

1. Trace the numeral 1.

1. Pull down straight

Trace and write the numeral 1.

Match the numerals.

1	2
2	1
3	3

70

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1. Model & Discuss

Write a large numeral 1 on writing lines on the board or use [AlphamationPlus](#) to model the numeral. (See page T17 for details on using [AlphamationPlus](#) for Step 1.)

Ask the students the following questions as they look at a large model of the numeral 1.

1. Where does the numeral begin? (top line)
2. Where does the numeral end? (bottom line)
3. How many strokes are in the numeral 1? (1)
4. What is the name of the stroke? (top to bottom)

After you have discussed the numeral, trace over the numeral 1 and say “**pull down straight.**” Repeat this two times. The third time you trace the numeral 1, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 70. Ask them to trace the first and second line of the numeral 1 as they say “**pull down straight.**”

Next, ask the students to trace and write the numerals in the third line, fourth, and fifth lines. As they complete each line, ask them to stop and evaluate their

work as described in Step 3 before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with [AlphamationPlus](#).



Katherine's OT Tip Time for Boot Camp! Little shoulders, elbows, and arms can benefit from a warm-up before tackling tracing and independent handwriting activities. Before today's session, have your students stand at their desks and stretch their arms out in front of them side-by-side, palms up. Then play the “Full And Empty Game.” In this position, their hands are full. Turn them over and they are empty! Be sure they keep their elbows fairly straight and turn their arms at the shoulders. This will increase the blood flow to the shoulders and arms and limber up the shoulders and elbows. Have fun!

Numeral 2



Objectives:

- Recognize and name the numeral 2.
- Review the basic strokes in the numeral 2.
- Trace and write the numeral 2.

Important:

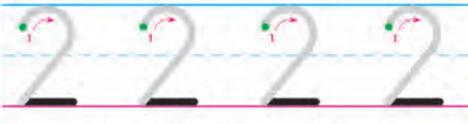
No workbooks or pencils on the students' desks for Step 1.

Numeral 2



1. Curve right, slant left
2. Slide right

1. Trace the first part of the numeral 2.

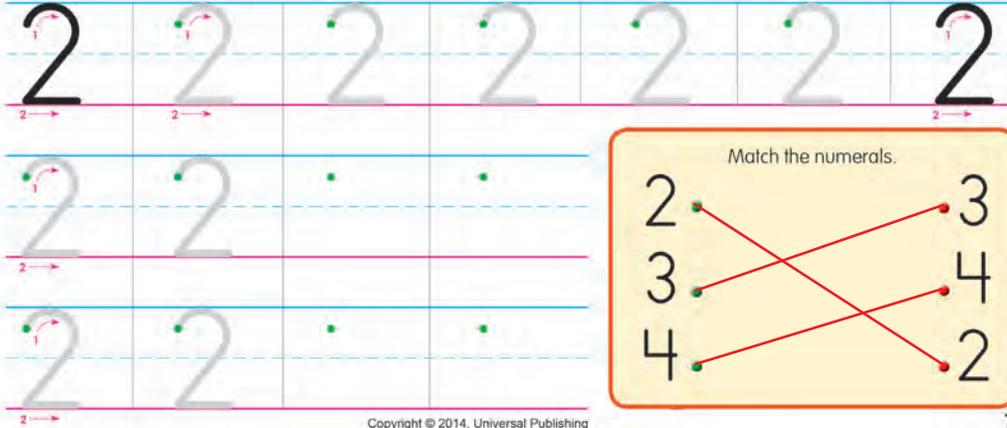


2. Trace the second part of the numeral 2.



Two Koalas

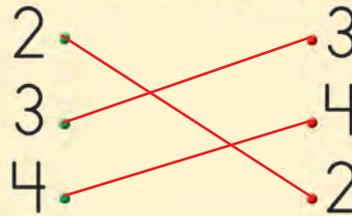
Trace and write the numeral 2.



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71

Match the numerals.



1. Model & Discuss

Write a large numeral 2 on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral 2.

1. Where does the first stroke of numeral 2 begin? (below the top line)
2. Where does the slant stroke end? (bottom line)
3. How many strokes are in the numeral 2? (3)
4. What is the name of the last stroke? (slide right)

After you have discussed the numeral, trace over the large numeral 2 and say “**curve right, slant left, slide right.**” Repeat this two times. The third time you trace the numeral 2, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 71. Ask the students to trace the first part of the numeral 2 as they say “**curve right, slant left.**” Then, ask them to trace the second part of the numeral as they say “**slide right.**”

Next, ask the students to trace the numerals in the

third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they complete each line, have the students evaluate their work as described in Step 3, before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Trace



Write



Check

Katherine's OT Tip The numeral 2 takes its place right beside the letter s when it comes to being a challenge. It spins off from an irregular spot and throws in a “slant left” immediately after a curve! The beginning dot is an excellent visual cue that may need to be kept for a while for strugglers. Another important helper would be a bit of highlighting along the end of the curve as it turns the corner into a slant. For those who continue to need it, the dot can remain at step 2 in the sequence to assist with motor movement control.

Numeral 3



Objectives:

- Recognize and name the numeral 3.
- Review the basic strokes in the numeral 3.
- Trace and write the numeral 3.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numeral 3

1. Circle right
2. Circle right

1. Trace the first part of the numeral 3.

2. Trace the second part of the numeral 3.

Three Butterflies

Trace and write the numeral 3.

Match the numerals.

3		4
4		5
5		3

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1. Model & Discuss

Write a large numeral **3** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **3**.

1. Where does the first stroke begin? (just below the top line)
2. Where does the first stroke end? (midline)
3. Where does the second stroke begin? (midline)
4. How many strokes are in the numeral **3**? (2)

After you have discussed the numeral, trace over the numeral **3** and say **“circle right, circle right.”** Repeat this two times. The third time you trace the numeral **3**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 72. Ask them to trace the first part of the numeral **3** as they say **“circle right.”** Then, ask them to trace the second part of the numeral as they say **“circle right.”**

Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to

trace and write the numerals. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

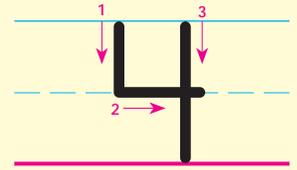
Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip The numeral **3** has many complexities with its irregular starting point, various curves, and two stopping points. The beginning and midway dots may need to be retained for a while for strugglers. An additional dot at the end point can help them to maintain visual contact on the future target as they plan their motor movements. Practice for challenging numerals such as **2**, **3**, and **8** can begin on a vertical surface to allow students to feel the movements in their shoulders and arms in order to enhance motor memory skills.

Numeral 4



Objectives:

- Recognize and name the numeral 4.
- Review the basic strokes in the numeral 4.
- Trace and write the numeral 4.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numeral 4

1. Trace the first part of the numeral 4.

2. Trace the second part of the numeral 4.

3. Trace the third part of the numeral 4.

Four Pencils

Trace and write the numeral 4.

Match the numerals.

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1. Model & Discuss

Write a large numeral 4 on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral 4.

1. Where does the first stroke of numeral 4 begin? (top line)
2. What line is the second stroke made on? (midline)
3. How many strokes are in the numeral 4? (3)
4. What are the names of the strokes? (top to bottom, left to right, top to bottom)

After you have discussed the numeral, trace over the large numeral 4 and say “pull down straight, slide right, pull down straight.” Repeat this two times. The third time you trace the numeral 4, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 73. Ask the students to trace the first part of the numeral 4 as they say “pull down straight.” Then, ask them to trace the second part of the numeral as they say “slide right” and trace the third part of the numeral as they say “pull down straight.”

Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they complete each line, have the students evaluate their work as described in Step 3, before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

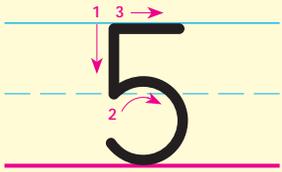
Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip Sitting posture can tell you a great deal about your students. Slouching in chairs or leaning on the desk could be due to fatigue or poor muscle strength. In some cases, these postures can signal a visual concern. Eyestrain or poor eyesight can cause students to place their head and eyes in a more comfortable position to perform fine motor work. Unfortunately, these postures are not conducive for learning. If students fail to correct these postures with cues and reinforcement, it would be wise to notify their parents so that they can consult with their pediatrician.

Numeral 5



Objectives:

- Recognize and name the numeral 5.
- Review the basic strokes in the numeral 5.
- Trace and write the numeral 5.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numeral 5

1. Pull down straight
2. Circle right
3. Slide right

1. Trace the first part of the numeral 5.

2. Trace the second part of the numeral 5.

3. Trace the third part of the numeral 5.

Trace and write the numeral 5.

Five Hats

Match the numerals.

5	7
7	6
6	5

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1. Model & Discuss

Write a large numeral **5** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **5**.

1. Where does the first stroke begin? (top line)
2. Where does the first stroke end? (midline)
3. Where does the second stroke begin? (midline)
4. How many strokes are in the numeral **5**? (3)

After you have discussed the numeral, trace over the numeral **5** and say “**pull down straight, circle right, slide right.**” Repeat this two times. The third time you trace the numeral **5**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 74. Ask them to trace the first part of the numeral **5** as they say, “**pull down straight.**” Then, ask them to trace the second part of the numeral as they say “**circle right**” and trace the third part of the numeral as they say “**slide right.**” Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to

trace and write the numerals. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip The numeral **5** asks students to work on and adapt many of their previously learned letter formation skills. Pull down straight (only half way), circle right (only half way), and then hop back to the top to slide right! Students who struggle with this numeral can benefit from an additional dot at the end point of the first step, as well as the end point of the circle right. A bit of highlighting at the beginning of the circle will help as well. These visual cues will guide writers to plan their motor movements. As they begin to master the formation, remove the aids they no longer need.

Numeral 6



Objectives:

- Recognize and name the numeral **6**.
- Review the basic strokes in the numeral **6**.
- Trace and write the numeral **6**.

Important:

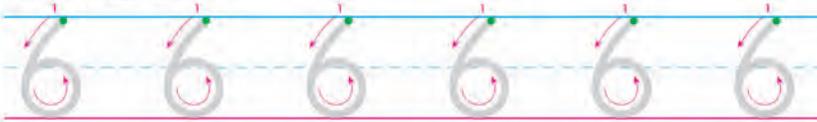
No workbooks or pencils on the students' desks for Step 1.

Numeral 6



1. Curve down, curve right, curve left (close)

1. Trace the numeral 6.



Trace and write the numeral **6**.



Match the numerals.

7	8
6	7
8	6

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75

1. Model & Discuss

Write a large numeral **6** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **6**.

1. Where does the first stroke of numeral **6** begin? (top line)
2. Where does the stroke end? (midline)
3. How much of the writing space does the circle fill? (one-half of the space)

After you have discussed the numeral, trace over the large numeral **6** and say “**curve down, curve right, curve left.**” Repeat this two times. The third time you trace the numeral **6**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 75. Ask the students to trace the first line of the numeral **6** as they say “**curve down, curve right, curve left.**” Next, ask the students to trace the numerals in the second line. In the third and fourth lines, ask students to trace and write the numerals. As they complete each line, have

the students evaluate their work as described in Step 3, before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Trace



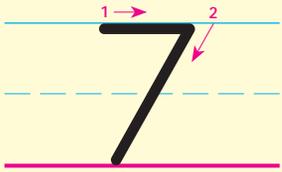
Write



Check

Katherine's OT Tip Curvy numerals such as **6** and **8** can use a hand with their practice. Warm-ups can include large movement activities, such as air writing and vertical surface drawings, to introduce their sequence. This type of work provides whole body movements to enhance motor memory skills, as well as the visualization skills that hone automatic recall. Tactile and visual learners will benefit from writing the letters in sand with their index fingers. Have students repeat the sequencing aloud to assist auditory and kinesthetic learners in planning their motor movements.

Numeral 7



Objectives:

- Recognize and name the numeral 7.
- Review the basic strokes in the numeral 7.
- Trace and write the numeral 7.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Trace the first part of the numeral 7.

2. Trace the second part of the numeral 7.

Trace and write the numeral 7.

Match the numerals.

76

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1. Model & Discuss

Write a large numeral 7 on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral 7.

1. What is the first stroke called? (left to right)
2. Where does the slant stroke begin? (top line)
3. Where does the slant stroke end? (bottom line)
4. Is it a slant left or slant-right stroke? (slant left)
5. What are the names of the strokes? (left to right, slant left)

After you have discussed the numeral, trace over the numeral 7 and say “slide right, slant left.” Repeat this two times. The third time you trace the numeral 7, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 76. Ask them to trace the first part of the numeral 7 as they say “slide right.” Then, ask them to trace the second part of the numeral as they say “slant left.”

Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

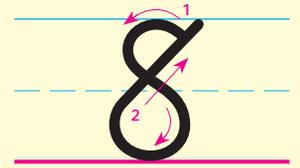
Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip A fun way to practice numerals and letters is to erase them! Have your students use small erasers to “wash away” the models you have drawn for them on their paper. Small erasers position the fingers into the appropriate tripod grasp. The tactile feedback offered through erasing can assist writers in developing correct motor movements – but only if they are erasing in the correct numeral or letter sequence. And this is also a perfect opportunity for you to remind them that all eraser droppings must be pushed away to clear the spot for efficient handwriting!

Numeral 8



Objectives:

- Recognize and name the numeral **8**.
- Review the basic strokes in the numeral **8**.
- Trace and write the numeral **8**.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numeral 8

1. Curve left, curve down, curve left
2. Slant right

1. Trace the first part of the numeral 8.

2. Trace the second part of the numeral 8.

Trace and write the numeral 8.

Match the numerals.

9		10
8		9
10		8

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1. Model & Discuss

Write a large numeral **8** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **8**.

1. Where does the first stroke of numeral **8** begin?
(just below the top line)
2. Where does the last stroke end? (top line)
3. What letter do you see in the numeral **8**? (S)

After you have discussed the numeral, trace over the large numeral **8** and say “**curve left, curve down, curve left, slant right.**” Repeat this two times. The third time you trace the numeral **8**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 77. Ask the students to trace the first part of the numeral **8** as they say “**curve left, curve down, curve left.**” Then, ask them to trace the second part of the numeral as they say “**slant right.**” Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they

complete each line, have the students evaluate their work as described in Step 3, before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip The numeral **8** can be a stumbling block for even the most proficient learners. It combines the uppercase **S** with a slant right that travels backward to the top of the line. Struggling students will benefit from a hands-on approach for introducing this numeral. Clay and pipe cleaners provide a 3-D element to learning and offer tactile input through resistance and pliability. Repeated opportunities to try this by hand can aid in the development of visualization skills and appropriate motor movement patterns, as well as a provide chance to make mistakes that can be corrected with a bit of twist and stretch.

Numeral 9



Objectives:

- Recognize and name the numeral 9.
- Review the basic strokes in the numeral 9.
- Trace and write the numeral 9.

Important:

No workbooks or pencils on the students' desks for Step 1.

Numeral 9

1. Circle left
2. Pull down straight

1. Trace the first part of the numeral 9.

2. Trace the second part of the numeral 9.

Trace and write the numeral 9.

Match the numerals.

4	7
7	9
9	4

9 Owls

78

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1. Model & Discuss

Write a large numeral **9** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **9**.

1. What is the first stroke called? (backward circle)
2. Where does the backward circle begin? (3 o'clock, halfway between the top line and midline)
3. Where does the second stroke begin? (top line)
4. Where does the second stroke end? (bottom line)
5. What are the two strokes in the numeral **9**? (backward circle and top to bottom)

After you have discussed the numeral, trace over the numeral **9** and say “**circle left, pull down straight.**” Repeat this two times. The third time you trace the numeral **9**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 78. Ask them to trace the first part of the numeral **9** as they say “**circle left.**” Then, ask them to trace the second part of the numeral as they say “**pull down straight.**”

Next, ask the students to trace the numerals in the third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip Visual motor skills are commonly referred to as eye-hand coordination skills. They rely on efficient vision skills, as well as strong hand and finger strength. It is easy to offer activities that work on all three by adding a basket of tracing and drawing worksheets just inside your classroom door. As the students arrive each day, have them choose one to complete as they settle in. This simple routine can prepare the eyes and hands for fine motor work, as well as help students get ready to concentrate on your lessons and activities.

Numeral 10

1. Trace the first part of the numeral 10.

2. Trace the second part of the numeral 10.

Trace and write the numeral 10.

Match the numerals.

9 6
6 10
10 9

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Numeral 10

Objectives:

- Recognize and name the numeral **10**.
- Review the basic strokes in the numeral **10**.
- Trace and write the numeral **10**.

Important:

No workbooks or pencils on the students' desks for Step 1.

1. Model & Discuss

Write a large numeral **10** on writing lines on the board or use *AlphamationPlus* to model the numeral. (See page T17 for details on using *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at a large model of the numeral **10**.

1. Where does the first stroke of the numeral **1** begin? (top line)
2. Where does the numeral **0** begin? (midline)
3. What other numerals have a circle in them? (6, 9)
4. What are the strokes in the numeral **10**? (pull down straight, backward circle)

After you have discussed the numeral, trace over the large numeral **10** and say “**pull down straight, circle left.**” Repeat this two times. The third time you trace the numeral **10**, have the students trace the numeral in the air and say the strokes.

2. Practice

Students open their books to page 79. Ask the students to trace the first part of the numeral **10** as they say “**pull down straight.**” Then, ask them to trace the second part of the numeral as they say “**circle left.**” Next, ask the students to trace the numerals in the

third line. In the fourth and fifth lines, ask students to trace and write the numerals. As they complete each line, have the students evaluate their work as described in Step 3, before continuing to the next line.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Matching Activity Ask students to draw a line to match the numerals.

Extra Practice: Students can trace, write, and check (self-evaluate) their numeral with *AlphamationPlus*.



Katherine's OT Tip The “Drop It and Pick It Up Game” is a simple and fun activity to enhance a pencil grasp. Have students sit on the floor in a circle with pencils in hand. Ask them to drop their pencils in front of them and pick them up with their writing hand - using the correct finger positioning for writing. Self-checking provides them with an opportunity to look at their grasp, compare it with others if they'd like, and make any needed adjustments. This activity takes careful observation on your part to ensure that students are aware of and able to produce the correct grasp in the game.

Write Name & Draw School

Objectives:

- Write your first name.
- Write letters correctly on writing lines.
- Draw a picture of your school.

My name is:

Draw a picture of your school.

80

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1. Discuss

Have the students open their books to page 80. Tell them they will write their first name on the writing lines at the top of the page. Remind them that the first letter in their name is an uppercase letter. The remaining letters are lowercase letters.

Before they write their name, review the writing lines with the students by asking:

1. What is the top blue line called? (top line)
2. What is the middle blue line called? (midline)
3. How is the midline different from the top line? (the midline is broken, the top line is solid)
4. What is the red line called? (bottom line)

2. Practice

Have the students write their first name on the writing lines at the top of page 80. Call on students to say their first name and spell their name.

For additional practice use Worksheet 80. This worksheet has four sets of writing lines.

*You can download and print copies of this worksheet at:
upub.net/150worksheets.pdf



Drawing

Have the students look at the crayons at the top and bottom of page 80. Ask them the following questions:

1. What colors do you see? (answers will vary)
2. What is your favorite color? (answers will vary)
3. What color means hot? (red or orange)
4. What color means cold? (blue)
5. What color means start or go? (green)
6. What color is a banana? (yellow)
7. What color is your pet? (answers will vary)
8. What color is your school? (answers will vary)

Ask the students to draw a picture of their school in the space provided on page 80.

3. Self-Evaluate Ask the students to look carefully at all the letters in their name. Ask them the following questions:

1. Are all the circles in letters closed?
2. Are your letters touching the correct writing lines?
3. Are your top-to-bottom strokes straight?
4. Do the tail letters (g, j, p, q, and y) fill the space below the bottom line?
5. Is there an uppercase letter to begin your name?
6. How many letters in your first name?

Manuscript Alphabet

Universal
Manuscript
Alphabet

Aa Bb Cc Dd
Ee Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz
1 2 3 4 5 6 7 8 9 10

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Objectives:

- Students recognize all uppercase and lowercase letters.
- Final discussion and review of all the manuscript letters and numerals.

Discuss

Have the students open their books to the inside back cover. Tell them to look at the manuscript alphabet and ask them the following questions:

1. What letter does your first name begin with?
2. What letter does your last name begin with?
3. How many letters are in your first name?
4. How many letters are in your last name?
5. How many letters are in both your first and last name?
6. Do we start our names with an uppercase letter or a lowercase letter? (uppercase)
7. How many uppercase letters are in the alphabet? (26)
8. Count all the letters that have a circle in them. (10 letters: a, b, d, g, q, o, p, q, O, Q)
9. Count all the letters that have a slant stroke. (17 letters: k, v, w, x, y, z, A, K, M, N, Q, R, V, W, X, Y, Z)
10. Count the letters that have ONLY slant strokes. (7 letters: v, w, x, y, V, W, X,)
11. How many letters go below the bottom line? (5 letters: g, j, p, q, y)
12. How many numerals have a circle in them? (3 numerals: 6, 9, 10)

Call on students to name the basic strokes that are used to make the manuscript letters (top to bottom, left to right, slant right, slant left, backward circle, and forward circle).

Review

Ask the students if there are any letters that they would like to review. If a student selects a letter to review, open [AlphamationPlus](#) and select the letter. Have the students watch the letter formation three times and then pause the animation when the letter is solid black. If you do not have [AlphamationPlus](#), write the letter (large) on the board on writing lines.

Discuss all aspects of the letter, just as you have done with all the other letters.

Finish reviewing the letter by touching the **Trace** icon at the top of [AlphamationPlus](#). Call on students to **trace** over the letter, **write** the letter without a model, and then **check** their writing against the letter model.

Extra Practice: Students can trace, write, and then check (evaluate) their letter with [AlphamationPlus](#).



Trace



Write



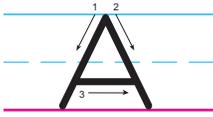
Check

Manuscript Stroke Descriptions



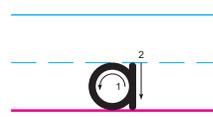
The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download the stroke descriptions at: upub.net/manuscriptstrokedescriptions.pdf



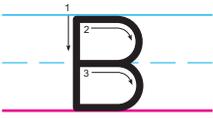
Uppercase A

Begin at the top line, **slant left** to the bottom line. Begin at the top line, **slant right** to the bottom line. Touch the first stroke halfway between the midline and bottom line, **slide right**.



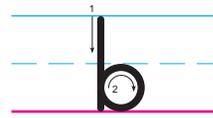
Lowercase a

Begin halfway between the midline and the bottom line, **circle left**. Begin at the midline, **pull down straight** to the bottom line.



Uppercase B

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right, curve down** to the midline, **slide left** to the first stroke; **slide right, curve down** to the bottom line, **slide left** to the first stroke.



Lowercase b

Begin at the top line, **pull down straight** to the bottom line. Touch the first stroke halfway between the bottom line and the midline, **circle right**.



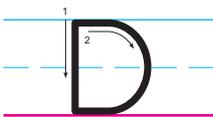
Uppercase C

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending just above the bottom line.



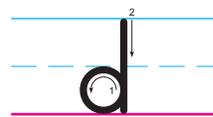
Lowercase c

Begin slightly below the midline, **circle left** touching the midline and the bottom line, ending just above the bottom line.



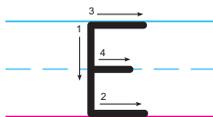
Uppercase D

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right, curve down** to the bottom line, **slide left** to the first stroke.



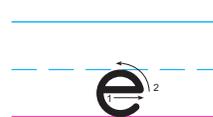
Lowercase d

Begin halfway between the midline and the bottom line, **circle left**. Begin at the top line, **pull down straight** to the bottom line.



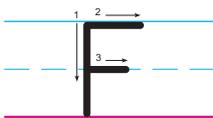
Uppercase E

Begin at the top line, **pull down straight** to the bottom line; **slide right** on the bottom line. Begin at the top line, **slide right**. Begin at the midline, **slide right**.



Lowercase e

Begin halfway between the midline and the bottom line, **slide right**; **circle left** touching the midline and bottom line, ending just above the bottom line.



Uppercase F

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**. Begin at the midline, **slide right**.



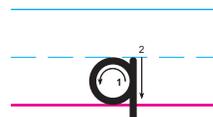
Lowercase f

Begin slightly below the top line, **curve left** touching the top line, **pull down straight** to the bottom line. **Slide right** on the midline.



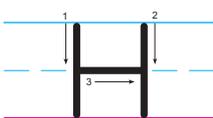
Uppercase G

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending at the midline; **slide left**.



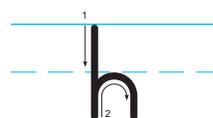
Lowercase g

Begin halfway between the midline and the bottom line, **circle left** touching the midline and bottom line. Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the descender line.



Uppercase H

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Touch the first stroke at the midline, **slide right** to the second stroke.

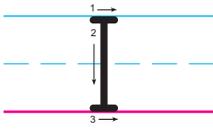


Lowercase h

Begin at the top line, **pull down straight** to the bottom line; **push up straight, curve right** touching the midline, **pull down straight** to the bottom line.

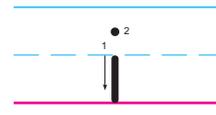
Manuscript Stroke Descriptions (continued)

Be sure to review the names of the writing lines and the basic strokes with your child/children. The relationship of the strokes in the letters to the writing lines is important for mastery of this skill.



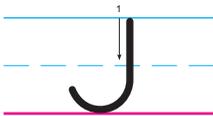
Uppercase I

Begin at the top line, **slide right**. Touch the middle of the first stroke, **pull down straight** to the bottom line. **Slide right** on the bottom line.



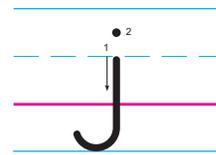
Lowercase i

Begin at the midline, **pull down straight** to the bottom line. **Dot** halfway between the midline and the top line.



Uppercase J

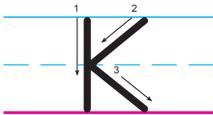
Begin at the top line, **pull down straight**, **curve left** touching the bottom line, ending halfway between the bottom line and the midline.



Lowercase j

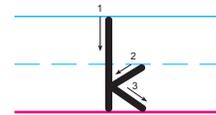
Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the line.

Dot halfway between the midline and the top line.



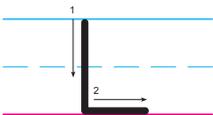
Uppercase K

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant left** touching the first stroke at the midline; **slant right** to the bottom line.



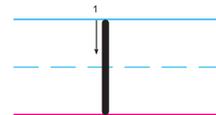
Lowercase k

Begin at the top line, **pull down straight** to the bottom line. Begin at the midline, **slant left** touching the first stroke halfway between the midline and the bottom line; **slant right** to the bottom line.



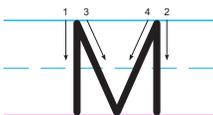
Uppercase L

Begin at the top line, **pull down straight** to the bottom line; **slide right**.



Lowercase l

Begin at the top line, **pull down straight** to the bottom line.



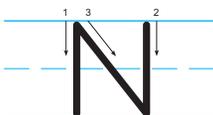
Uppercase M

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



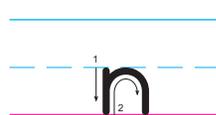
Lowercase m

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line.



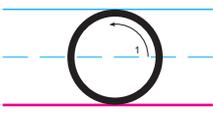
Uppercase N

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant right** to the bottom line.



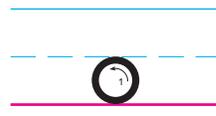
Lowercase n

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline, **pull down straight** to the bottom line.



Uppercase O

Begin at the midline, **circle left** touching the top line and the bottom line.



Lowercase o

Begin halfway between the midline and the bottom line, **circle left** touching the midline and the bottom line.



Uppercase P

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**, **curve down** to the midline, **slide left** touching the first stroke.



Lowercase p

Begin at the midline, **pull down straight** filling the space below the bottom line. Touch the first stroke halfway between the midline and the bottom line, **circle right**.

Manuscript Stroke Descriptions (continued)



The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download these stroke descriptions at: upub.net/manuscriptstrokedescriptions.pdf



Uppercase Q

Begin at the midline, **circle left** touching the top line and the bottom line. Make a short **slant right** through the lower right bottom of the circle.



Lowercase q

Begin halfway between the midline and the bottom line, **circle left**. Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve right** touching the descender line, ending just above the descender line.



Uppercase R

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**, **curve down** to the midline, **slide left**, **slant right** to the bottom line.



Lowercase r

Begin at the midline, **pull down straight** to the bottom line; **push up straight**, **curve right** touching the midline and ending just below the midline.



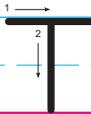
Uppercase S

Begin slightly below the top line, **curve left**, touching the top line, **curve down**, **curve left** touching the bottom line, ending just above the bottom line.



Lowercase s

Begin slightly below the midline, **curve left** touching the midline, **curve down**, **curve left** touching the bottom line, ending just above the bottom line.



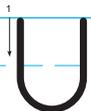
Uppercase T

Begin at the top line, **slide right**. Touch the middle of the first stroke, **pull down straight** to the bottom line.



Lowercase t

Begin halfway between the top line and the midline, **pull down straight** to the bottom line. **Slide right** on the midline.



Uppercase U

Begin at the top line, **pull down straight**, **curve right** touching the bottom line, **push up straight** to the top line.



Lowercase u

Begin at the midline, **pull down straight**, **curve right** touching the bottom line, **push up straight** to the midline; **pull down straight** to the bottom line.



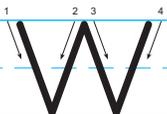
Uppercase V

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



Lowercase v

Begin at the midline, **slant right** to the bottom line. Begin at the midline **slant left** to the bottom line.



Uppercase W

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line. Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line.



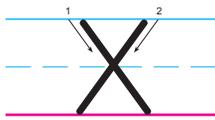
Lowercase w

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line. Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line.

Be sure to review the names of the writing lines and the basic strokes with your child/children. The relationship of the strokes in the letters to the writing lines is important for mastery of this skill.

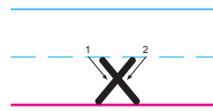
Manuscript Stroke Descriptions (continued)

The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.



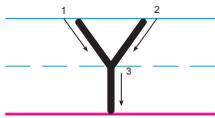
Uppercase X

Begin at the top line, **slant right** to the bottom line. Begin at the top line, **slant left** to the bottom line, crossing the first stroke at the midline.



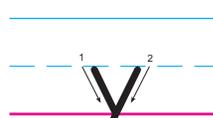
Lowercase x

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** to the bottom line, crossing the first stroke halfway between the midline and the bottom line.



Uppercase Y

Begin at the top line, **slant right** to the midline. Begin at the top line, **slant left** to the midline; **pull down straight** to the bottom line.



Lowercase y

Begin at the midline, **slant right** to the bottom line. Begin at the midline, **slant left** filling the space below the bottom line.



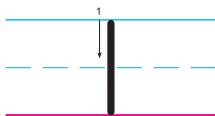
Uppercase Z

Begin at the top line, **slide right**; **slant left** to the bottom line; **slide right**.



Lowercase z

Begin at the midline, **slide right**; **slant left** to the bottom line; **slide right**.



Numeral 1

Begin at the top line, **pull down straight** to the bottom line.



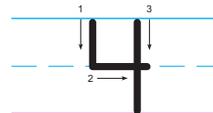
Numeral 2

Begin slightly below the top line, **curve right** touching the top line and continuing to halfway between the top line and the midline, **slant left** to the bottom line; **slide right** on the bottom line.



Numeral 3

Begin slightly below the top line, **circle right** touching the top line and ending at the midline; **circle right** touching the bottom line, ending just above the bottom line.



Numeral 4

Begin at the top line, **pull down straight** to the midline; **slide right**. Begin at the top line, **pull down straight** to the bottom line.



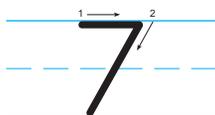
Numeral 5

Begin at the top line, **pull down straight** to the midline; **circle right** touching the bottom line, ending just above the bottom line. Begin at the top line, **slide right**.



Numeral 6

Begin at the top line, **curve down** to the bottom line, **curve right**, **curve left** touching the midline and closing the circle.



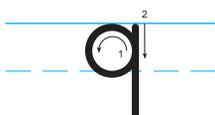
Numeral 7

Begin at the top line, **slide right**; **slant left** to the bottom line.



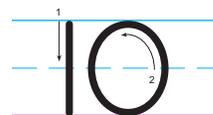
Numeral 8

Begin below the top line, **curve left** touching the top line, **curve down**, **curve left** touching the bottom line, **slant right** to the top line.



Numeral 9

Begin halfway between the top line and the midline, **circle left** touching the top line and the midline. Begin at the top line, **pull down straight** to the bottom line.



Numeral 10

Begin at the top line, **pull down straight** to the bottom line. Begin at the midline, **circle left** touching the top line and the bottom line.

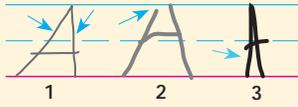
Corrective Techniques for Manuscript Letters

The following pages show possible handwriting errors and corrective techniques for all the uppercase and lowercase manuscript letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective

corrective techniques for any letter form error is having the student trace over a gray model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

Uppercase A

Possible Errors



1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

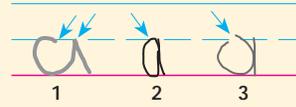
Corrective Techniques



1. Trace over a model of the letter.
2. Touch top of first slant stroke, then slant right.
3. Trace over a model of the letter.

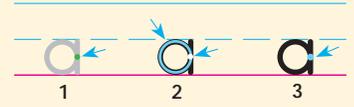
Lowercase a

Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

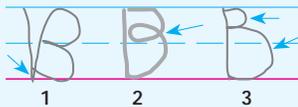
Corrective Techniques



1. and 3. Start at 3:00 o'clock, be sure to close the circle.
2. Trace the circle in a model of the letter.

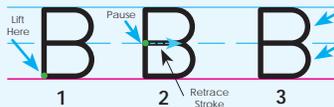
Uppercase B

Possible Errors



1. Did not lift after first stroke.
2. Looped the middle of the letter.
3. Top of the letter is too small, bottom is too big.

Corrective Techniques



1. Lift pencil after first stroke.
2. Pause, then slide right.
3. Use the midline as your guide for keeping top and bottom the same size.

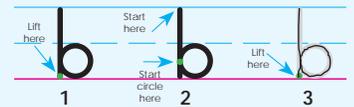
Lowercase b

Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

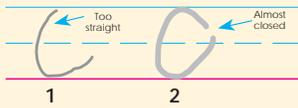
Corrective Techniques



1. Lift the pencil after the first stroke.
2. Start on top line. Touch the first stroke, then make a full circle.
3. Trace a model of the letter, lift after first stroke then make the circle.

Uppercase C

Possible Errors



1. The first stroke is too straight. Looks like the letter L.
2. The letter is almost closed. Looks like the letter O.

Corrective Techniques



1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

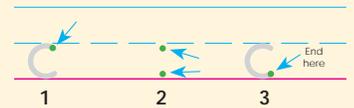
Lowercase c

Possible Errors



1. The first stroke is too straight. Looks like the letter i.
2. Curves up at end, looks like u.
3. Almost closed, looks like o.

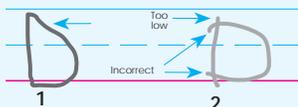
Corrective Techniques



1. Trace over a model of the letter c.
2. Make a start dot and end dot for student to use as guides.
3. Trace over a model of the letter c.

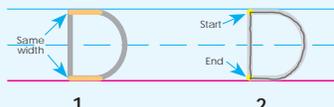
Uppercase D

Possible Errors



1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

Corrective Techniques



1. Trace a model letter, emphasize the length of the horizontal strokes.
2. Trace a model of the letter, emphasize where the letter starts (top line).

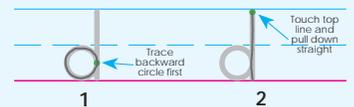
Lowercase d

Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

Corrective Techniques



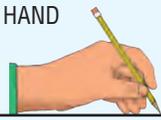
1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

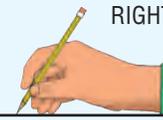
Corrective Techniques for Manuscript Letters (continued)



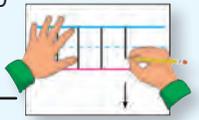
LEFT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

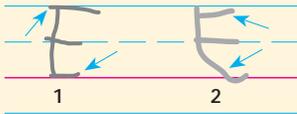


RIGHT HAND



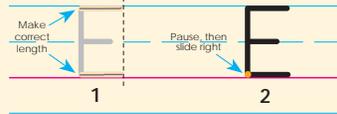
Uppercase E

Possible Errors



1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

Corrective Techniques



1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

Lowercase e

Possible Errors



1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

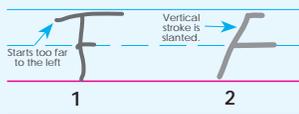
Corrective Techniques



1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

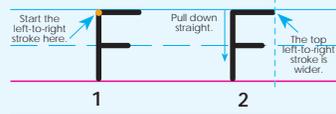
Uppercase F

Possible Errors



1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

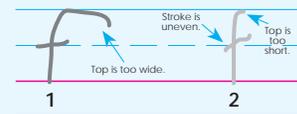
Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

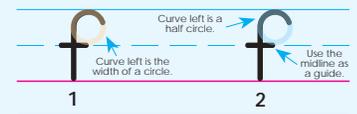
Lowercase f

Possible Errors



1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

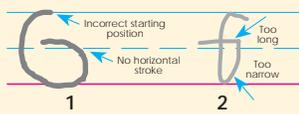
Corrective Techniques



1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

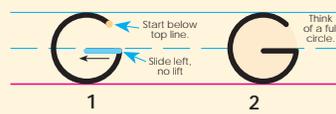
Uppercase G

Possible Errors



1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

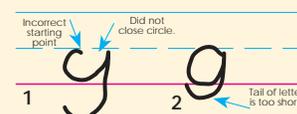
Corrective Techniques



1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

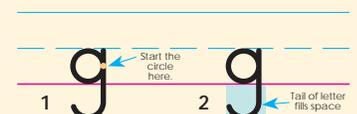
Lowercase g

Possible Errors



1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

Corrective Techniques



1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

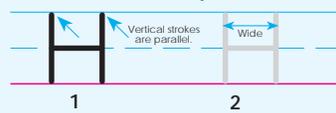
Uppercase H

Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

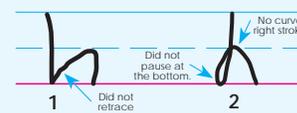
Corrective Techniques



1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

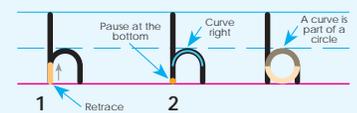
Lowercase h

Possible Errors



1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

Corrective Techniques



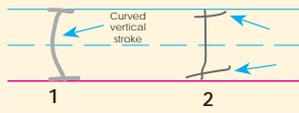
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

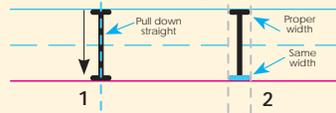
Uppercase I

Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

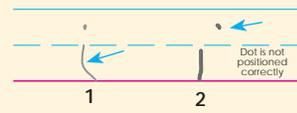
Corrective Techniques



1. Check paper position. Use edge of paper as a guide for vertical strokes.
2. Start on the top line and slide right, start on the bottom line slide right.

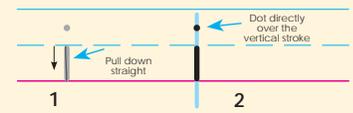
Lowercase i

Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

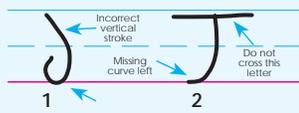
Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

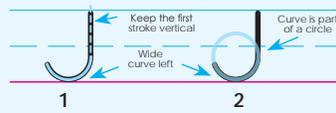
Uppercase J

Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

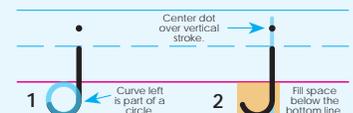
Lowercase j

Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

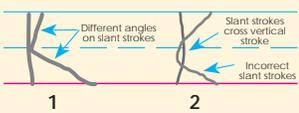
Corrective Techniques



1. Think of making the bottom half of a circle for the curve-left stroke.
2. Highlight tail space with a colored marker so students see the area.

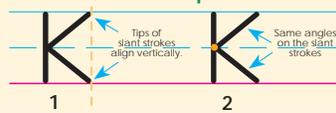
Uppercase K

Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

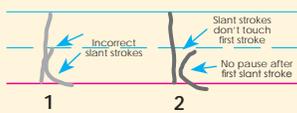
Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

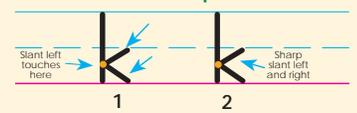
Lowercase k

Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

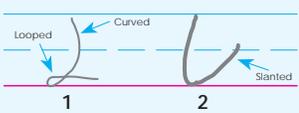
Corrective Techniques



1. and 2. Trace a model of the letter k several times as you say the strokes. Be sure to pause after the slant-left stroke, then slant right to bottom line.

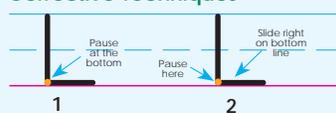
Uppercase L

Possible Errors



1. Curved first stroke. No pause at bottom line, looped strokes.
2. Left-to-right stroke is slanted and off the bottom line.

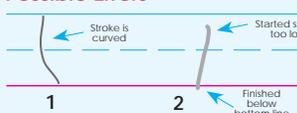
Corrective Techniques



1. Writing too fast, slow down, pause on bottom line before slide right.
2. Pull down straight to the bottom line. Slide right, staying on the bottom line.

Lowercase l

Possible Errors



1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

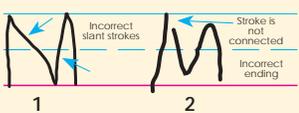
Corrective Techniques



1. Pull down straight to the bottom line. Check paper position.
2. Begin at the top line and pull down straight to the bottom line.

Uppercase M

Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

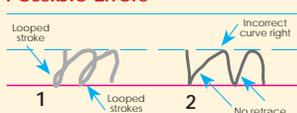
Corrective Techniques



1. Place a dot between the two vertical strokes, then make the slant strokes.
2. All of the strokes in the letter connect at the top line or bottom line.

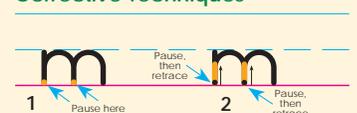
Lowercase m

Possible Errors



1. The vertical strokes are looped.
2. There should be a retrace of the vertical stroke before the curve-right stroke.

Corrective Techniques



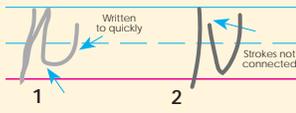
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

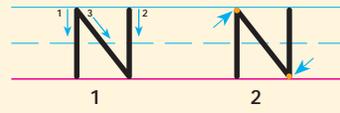
Uppercase N

Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

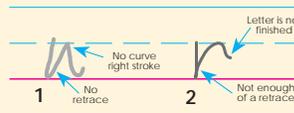
Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

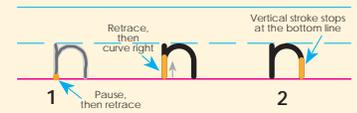
Lowercase n

Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

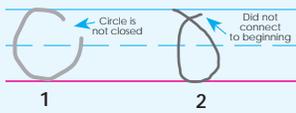
Corrective Techniques



1. Trace over a model of the letter n. Retrace the first stroke part way.
2. Finish the letter by pulling the vertical stroke to the bottom line.

Uppercase O

Possible Errors



1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

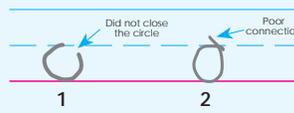
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the midline and close the circle.

Lowercase o

Possible Errors



1. Did not close the circle.
2. Did not make a smooth closing of the circle.

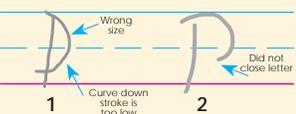
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

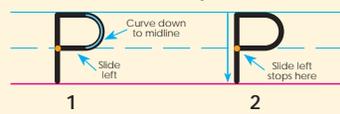
Uppercase P

Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

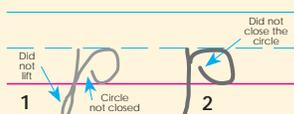
Corrective Techniques



1. Trace over a model of the letter P, curve down stroke stops at midline.
2. Slide-left on the midline to close the top of the letter.

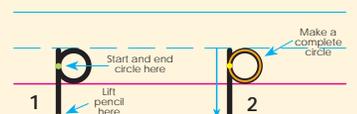
Lowercase p

Possible Errors



1. Did not lift the pencil after the first stroke. Circle is not closed.
2. Vertical stroke is curved. The circle is not closed.

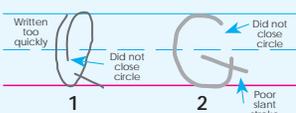
Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter 6 to 8 times as you say the strokes.

Uppercase Q

Possible Errors



1. Circle starts and ends incorrectly, not closed, letter is too narrow.
2. Circle not closed, slant stroke is too long and too high.

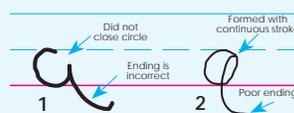
Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

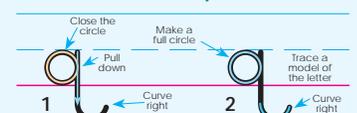
Lowercase q

Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

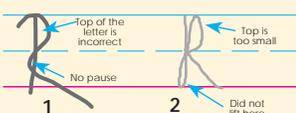
Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

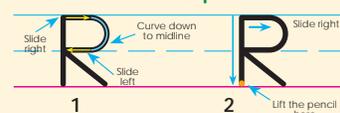
Uppercase R

Possible Errors



1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

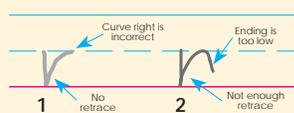
Corrective Techniques



1. Trace over a model of the letter R 6 to 8 times as you say each stroke.
2. Lift after the first stroke. Touch the top of the first stroke and finish letter.

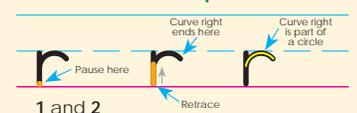
Lowercase r

Possible Errors



1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

Corrective Techniques



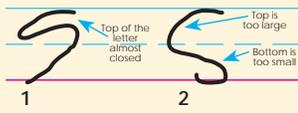
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

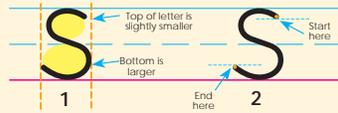
Uppercase S

Possible Errors



1. The top of the letter is small, bottom stroke is too straight.
2. The top and bottom of the letter are way out of proportion.

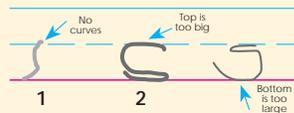
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times paying attention to the top and bottom parts of the letter.

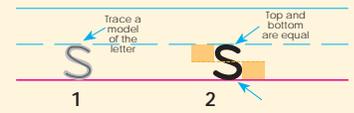
Lowercase s

Possible Errors



1. The letter was made with no curves. Looks like the letter i.
2. The top and bottom parts of the letter are incorrect.

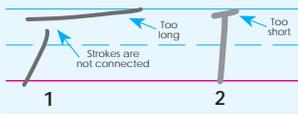
Corrective Techniques



1. The letter is all curves: curve left, curve down, curve left. Keep curves wide.
2. The top and bottom of the letter are equal in size.

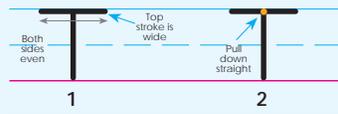
Uppercase T

Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

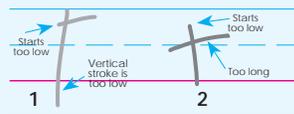
Corrective Techniques



1. and 2. Touch the top line and make a wide left-to-right stroke, lift, touch the middle of first stroke, pull down straight to the bottom line.

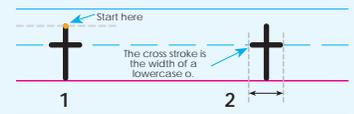
Lowercase t

Possible Errors



1. Vertical stroke too long. Left-to-right stroke is tilted and too low.
2. Left-to-right stroke too long and low. Vertical stroke is too low.

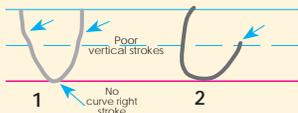
Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

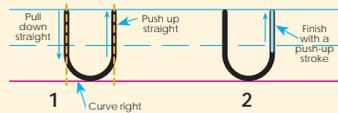
Uppercase U

Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to the top-to-bottom strokes and curve right stroke.

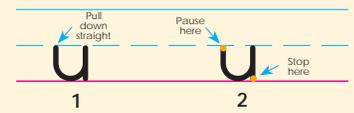
Lowercase u

Possible Errors



1. Almost closed, looks like letter a. Vertical stroke is slanted.
2. Did not pause after the push up stroke causing a loop.

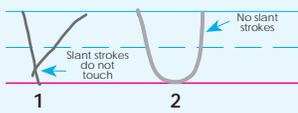
Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

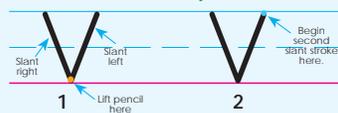
Uppercase V

Possible Errors



1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

Corrective Techniques



1. and 2. Begin at the top line, slant right to the bottom line. Lift the pencil, begin second stroke at the top line and slant left to the bottom line. Trace the letter.

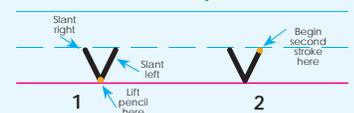
Lowercase v

Possible Errors



1. First stroke does not slant. Did not lift at bottom line. Looks like the letter u.
2. First stroke is too long. Second stroke is short.

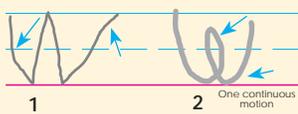
Corrective Techniques



1. and 2. Begin at midline, slant right to the bottom line. Lift the pencil, begin second stroke at the midline and slant left to the bottom line. Trace over a model.

Uppercase W

Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

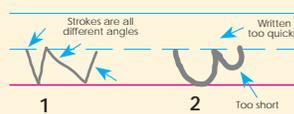
Corrective Techniques



1. Slow down. Finish all four strokes in the letter. Use the writing lines as guides.
2. The two slant-right strokes are parallel, the two slant-left strokes are parallel.

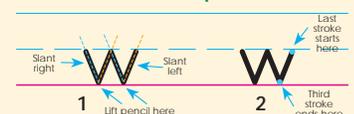
Lowercase w

Possible Errors



1. The slant-right and slant-left strokes are at different angles.
2. The letter was written too quickly. Strokes are not aligned.

Corrective Techniques



1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.

Glossary of Occupational Therapy Terms

Automaticity (automatic letter recall) is the ability to recall information from memory quickly and accurately without conscious thought.

Body Awareness is the mental picture of one's own body parts that is formed through input we receive from the joints and muscles. This picture provides an awareness of their location in space, how they are working together, and how they are interacting with other objects. Its development begins at birth from exposure to movement and visual stimulation.

Binocular Vision (eye teaming) is the ability of the eyes to work together efficiently to form a single clear visual image.

Bilateral Coordination is the ability to use both sides of the body together in a smooth, synchronized, and coordinated manner.

Fine Motor Dexterity (finger-hand dexterity) is the ability to make coordinated hand and finger movements to grasp and manipulate objects, such as pencils and scissors.

Proprioception (proprioceptive input) provides us with a sense of body position through sensory input from our muscles and joints that indicates weight, pressure, stretch, movement, and changes in position.

Tactile System (feedback) processes information through the skin and touch to assist us in learning characteristics of objects such as size, shape, texture, and weight, as well as to develop stereognosis, the ability to recognize an object through touch alone.

Two Sides of the Hand (hand separation) refers to our ability to use our hands to perform fine motor skills. The hands are separated into two sides: the pinky and ring side for stability, and the thumb, index, and middle finger side for manipulation. This separation is vital for an efficient and comfortable pencil grasp and writing style.

Vestibular System (input) is located in the inner ear and provides information to the brain about the location of our head in space. This information is essential for spatial orientation and balance as it affects posture and visual focus.

Vision Skills are comprised of seventeen skills that include eyesight, eye movement control, focusing, depth perception, and visual-perceptual processing.

Visual Attention Skills allow us to view and distinguish the defining characteristics of an object that is the target of our attention, filter out background details, and shift attention between information for an extended period of time.

Visual Perceptual Processing Skills are a set of visual cognitive skills that allow us to gather, process, analyze, and interpret visual information received through our eyesight. This information is integrated with our other senses and past experiences in order to derive meaning from what we see. This set of skills includes:

Visual Closure is the ability to visualize a complete whole when provided with incomplete information or a partial picture.

Visual Discrimination is the ability to distinguish between the differences and similarities of forms, including shape, colors, orientation, size, patterns, and positions.

Visual Figure-Ground is the ability to focus on a particular piece of information without distraction from background images.

Visual Form Constancy is the ability to mentally manipulate objects in order to identify them by their details and characteristics regardless of size, configuration, color, or dimension.

Visual Memory is the ability to visually process information, store it in memory, match it to previously stored experiences, and retrieve it upon command.

Manuscript Handwriting Progress Chart

Name _____ Download and print copies of this progress chart at: upub.net/manuscriptprogress.pdf

<i>Position</i>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>		
Top to Bottom	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Left to Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Backward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Forward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Left	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

Posture, Paper and Pencil Position



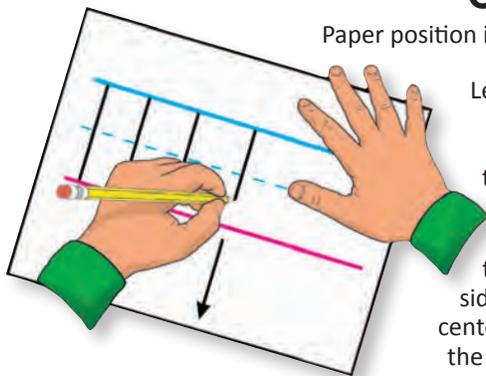
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

the desk is too high, the student's shoulders will be raised and very tense. Sitting for a long time in that position will cause fatigue and the student will become frustrated, move a lot, and find it difficult to pay attention. If the desk is too low, it will cause pain in the spine, shoulders, and neck. If we expect students to do their best, we must be sure they are comfortable sitting at their desks.

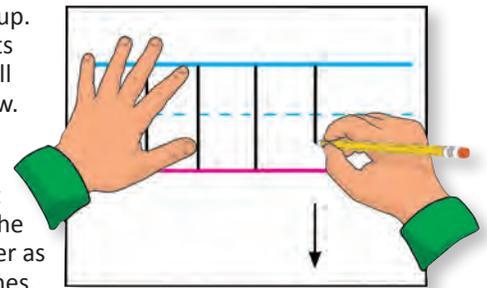
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

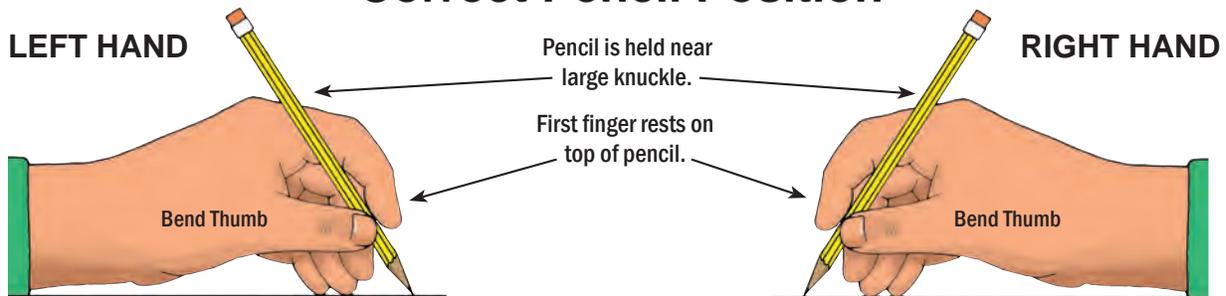
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



RIGHT HAND

Right Hand - Place the paper parallel to the bottom edge of the desk. The left side of the paper should be aligned with the center of the body. Be sure to shift the paper as the writing progresses across the writing lines. Pull the vertical strokes toward the center of the body.

Correct Pencil Position



Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are smaller in length than their middle fingers. Tiny pencils are extremely hard to control, for students of any age. The pencil should extend at least an inch above the large knuckle of the first finger. Occasionally, when a student struggles or is challenged because of perceptual and/or motor skill difficulties, an occupational therapist may recommend a short pencil for that student.

Universal's
Manuscript
Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10



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