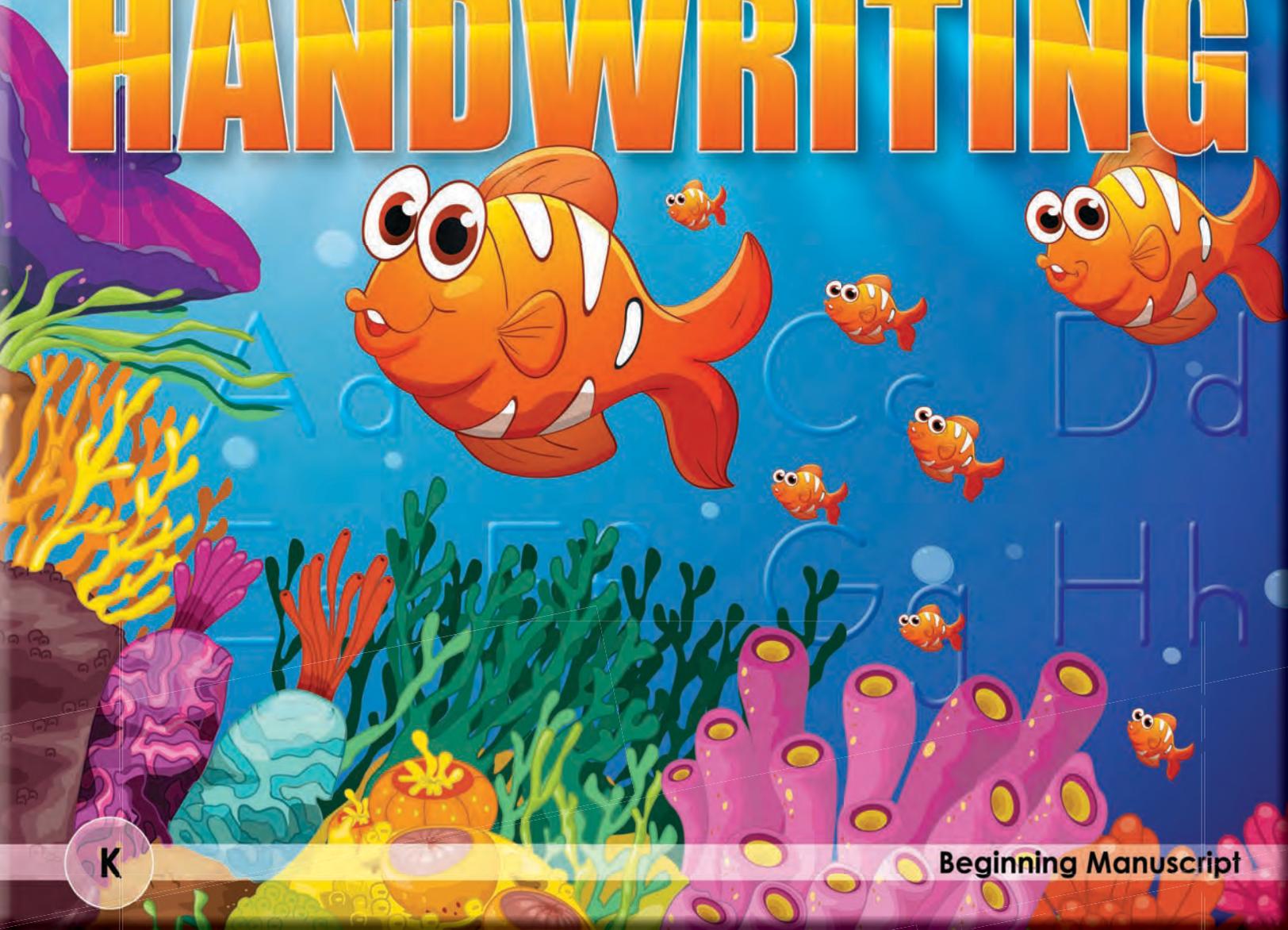


Kindergarten: Beginning Manuscript

Teacher Edition

UNIVERSAL
HANDWRITING



K

Beginning Manuscript

Universal
PUBLISHING

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,

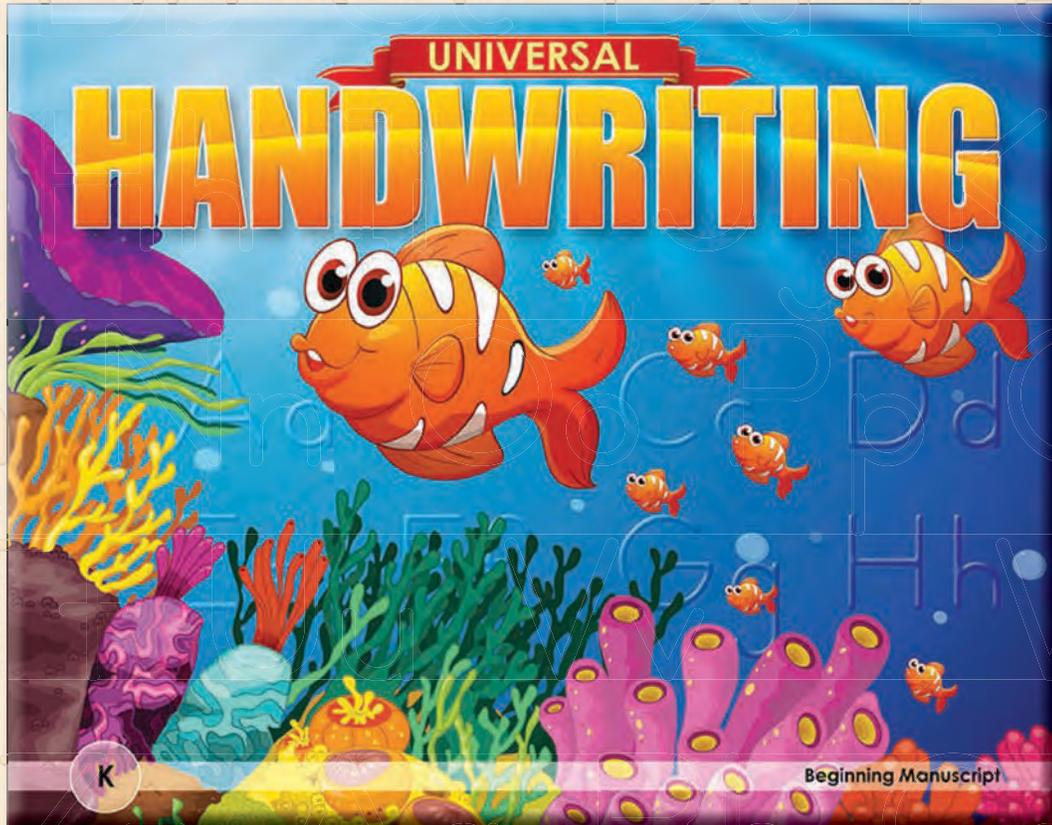


Thomas Wasylyk

Author and Master Penman

Kindergarten: Beginning Manuscript

Teacher Edition



Thomas Wasylyk
Jennifer Schweighofer

Universal
PUBLISHING

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Item #151TE • ISBN 978-1-934732-39-7
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Aa Bb Cc Dd Ee Ff Gg

Aa

Bb

Cc

Dd

Ee

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Universal Handwriting Teacher Edition

Grade K: Beginning Manuscript

- Item #151TE
- ISBN 978-1-934732-39-7

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Universal Publishing
P.O. Box 3900
677 Roosevelt Highway
Waymart, PA 18472

Printed in the United States of America

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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 explain 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.

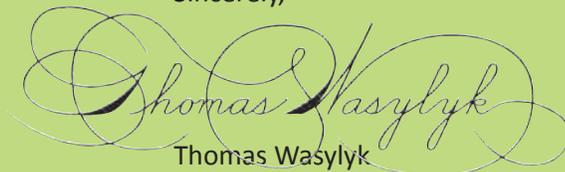
As I developed the Universal Handwriting student workbooks, I focused on a clear, developmentally appropriate sequence in which every line of practice has a real purpose. Each stage, from learning the basic strokes to tracing and writing words and sentences, builds your students' perceptual and motor skills and deepens their knowledge of each letter form. When you follow my three-step approach to instruction, students will not only see significant improvement with each line of practice, they will experience writing words and sentences and all their thoughts more fluently and legibly. Keep in mind that the best way to determine students' handwriting success is not by how well they wrote 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 kindergarten workbook is specifically developed for young children who are learning the manuscript letter forms. On the first line of practice students trace the letters (one stroke at a time) and say the strokes as they are tracing each one. This helps students build incredible background knowledge of the basic strokes and writing lines and their relationship to the whole letter. My three-step teaching method (1. Model and Discuss, 2. Practice, and 3. Self-evaluate) has proven to engage students and get excellent results.

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 soar to new heights with handwriting success!

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,


Thomas Wasylyk

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.”

Kindergarten is a child’s first experience with a structured learning environment and offers the opportunity to receive consistent and effective handwriting practice. As students transition from preschool activities to kindergarten lessons, they are ready developmentally to experience the use of pencils, lined paper, and guided practice as they continue their journey into handwriting mastery. Their hands and fingers have reached a level of maturity adequate for enhanced pencil control, and their visual skills are now able to sustain more extended periods of time spent on fine motor work. They will begin to build upon their visual memory skills as they produce letters automatically and fluidly.

Kindergarten is the arena that can provide insight into students’ strengths and needs as they demonstrate their ability to master the underlying fine motor skills utilized in handwriting. Careful teacher observation and planning can ease their struggles and enhance their development. Handwriting mastery at the kindergarten level lays the foundation for the future success of a student’s experience with handwriting.

Handwriting is a complex skill, one that requires appropriate and consistent instruction, careful observation, and effective guidance that allows a child 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 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 address fun and easy suggestions for enhancing the development of efficient handwriting skills and to guide your planning for children 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 Publishing 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

A handwritten signature in purple ink that reads "Katherine J. Collmer, M.Ed, OTR/L". The signature is written in a cursive style.

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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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 Wasyluk at 1-800-940-2270 or e-mail him at tom@upub.net.

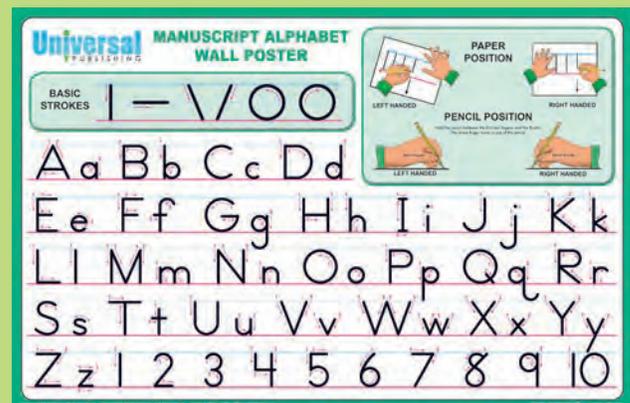
Preparing the Classroom for Handwriting Instruction

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.

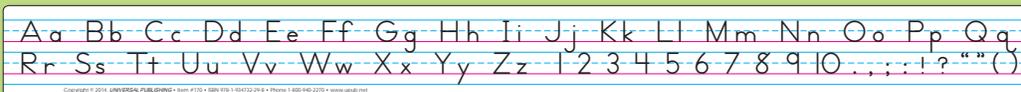
Alphabet Wall Strips Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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



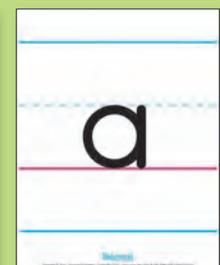
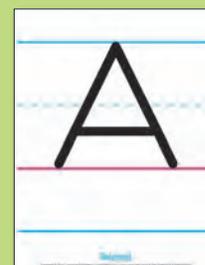
Alphabet Wall Poster Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk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

Correct

Possible Error



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

Correct

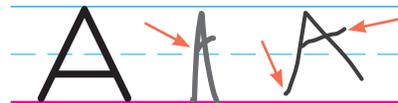
Possible Errors



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.

Correct

Possible Errors

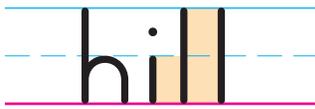


Letter is too narrow, left-to-right stroke too high, slant strokes too short. Correct errors by tracing a model of the letter three times as you say the strokes.

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 a young child to place their pencils or their 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



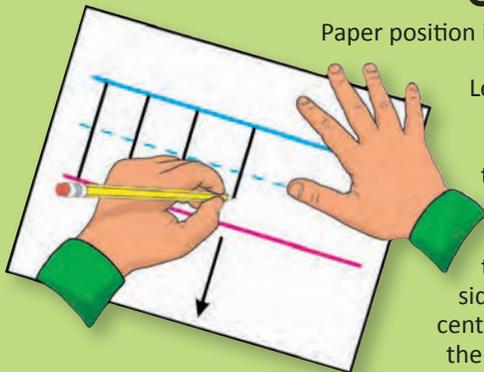
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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.

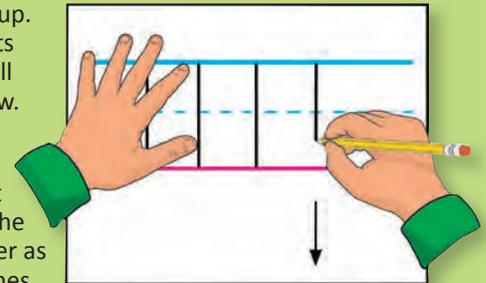
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

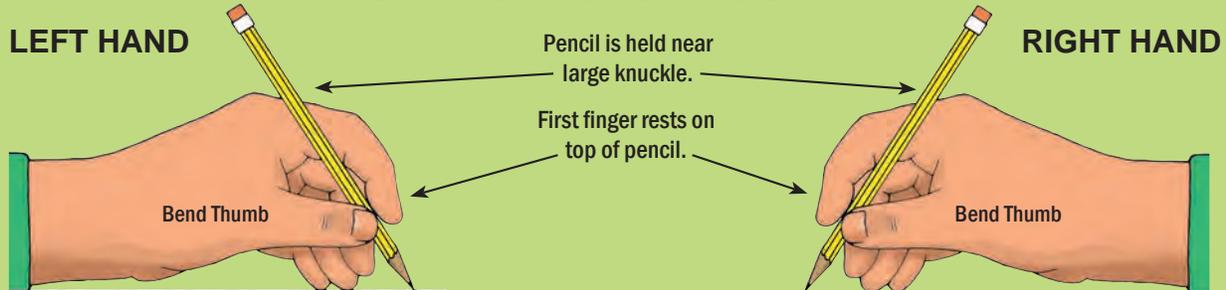
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



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 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.

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 A

Objectives:

- Recognize and name the uppercase letter **A**.
- Learn the basic strokes in the uppercase **A**.
- Trace and write the uppercase **A**.
- Write the uppercase **A** to begin a sentence.

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* (see page T17 for details). Ask the students the following questions:

- Where does the first stroke begin? (top line)
- How many strokes are in this letter? (3: slant left, slant right, and left to right)
- How many slant strokes are in this letter? (2)
- Where does the slant-right stroke begin? (top line)
- 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 discuss 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 10. On the first line, students start at the green dots and trace the uppercase **A** as they say "slant left, slant right, slide right." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **A**.

2

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.

Activity Have the students look at and discuss the pictures, then circle the pictures that begin with the uppercase letter **A**.

Write the uppercase **A** to complete the sentence at the bottom of the page. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 Line placement skills can sometimes be the mark when students begin to transfer them to independent writing activities. "Getting it right the first time" is an element in handwriting success. Struggling students benefit from practice on a vertical surface to provide them with a visual advantage that allows their eyes to focus straight ahead. Place paper with handwriting lines slightly above the students' shoulder height and highlight the starting point of 3-4 models of the same letter. Have them complete these, plus a few more independently, before moving back to their desks.

S10

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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

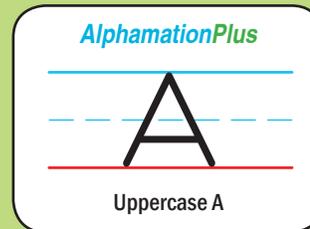
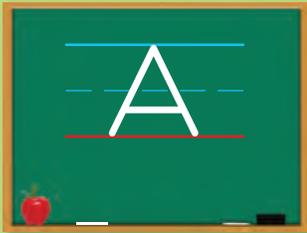
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

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 A.)

Write a large uppercase **A** 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 are using a chalkboard or whiteboard, write a large uppercase A on writing lines as you say the strokes.

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, slide right)
3. What is the red line called? (bottom line)
4. Where does the slide-right stroke begin? (halfway between midline and bottom line)
5. What other uppercase letters can you name that contain a slant stroke? (K, M, N, Q, R, V, W, X, Y, and Z)

After you discuss 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.

If you use *AlphamationPlus*, open to the menu and select the uppercase A. 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 **A**.

1. Where does the first stroke begin? (top line)
2. How many strokes are in this letter? (3: slant left, slant right, slide right)
3. What is the red line called? (bottom line)
4. Where does the slide-right stroke begin? (halfway between midline and bottom line)

After you discuss 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.

Next, your students will practice the letter based on plenty of background knowledge instead of just trying to copy a shape. Step 2: 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 a screened (gray) model of the letter. In addition to developing perceptual and motor skills, tracing allows students to practice each stroke correctly and identify what part of the letter it is. Tracing the letter stroke by stroke encourages students to write letters based on the strokes, rather than just copying a shape. After tracing the first line of letters, the students practice writing the letter several times independently.

2. Practice

Have the students open their books to the letter you are teaching. On the first line, students start at the green dots and trace each letter model as they say the strokes to themselves. Ask them to stop and evaluate their work as described in Step 3 (next page) before going to the next line. On the second and third lines, the students trace and write the letter.

Finally, direct the students to complete the activities on the bottom half of the page.

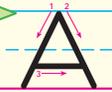
Starting at the green dots, students trace the first row of letters.

Students trace and write the letters on the second line.

Reinforcement letter model at the end of each line.

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

Uppercase A



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

Trace and write the uppercase A.



Green dots show students where to begin the letter.



Students build their vocabulary through discussion of the illustrations.

Circle the things that begin with the letter A.



Apple



Fish



Alligator



Ant

Write the uppercase A to complete the sentence.

_____nts are small.

CHECK-UP
Are your slant lines correct?
YES NO

Students write the uppercase A to begin the sentence.

Students may trace over the words in the sentence (optional).

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

Step 3: Self-Evaluate

Self-evaluation is a very important 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.

Students should pause at the end of each line of practice to evaluate their writing. Ask them to circle the letter they did the best and put an X through the one they feel needs the most improvement. Discussing what they did correctly and what they need to 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 Letters
Students circle the letter they traced the best and put an X through the letter they did not trace well.

Uppercase A

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

Trace and write the uppercase A.

Circle the things that begin with the letter A.

Apple

Fish

Alligator

Ant

Write the uppercase A to complete the sentence.

A nts are small.

✓ CHECK-UP
Are your slant lines correct?
YES NO

Self-Evaluate Written Letters
After students complete each line, they circle their best letter and write an X through the letter that needs the most improvement.

Students self-evaluate their uppercase A.

Students check the words they traced.

Students self-evaluate their slant lines and check the correct box.

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 is 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, before any letter forms are taught, will prevent many 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.

CHECK-UP
Are your lines straight?
YES NO

Student Edition Page 4

Left to Right

Trace and write the left-to-right lines.

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

CHECK-UP
Are your lines straight?
YES NO

Student Edition Page 5

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 was absolutely certain I wanted the students to trace the first line of letters. When tracing, students' perceptual and motor skills work in tandem with the brain to remember what is being done. Tracing over a gray model of the letter allows the student to practice writing the letter correctly. After tracing a letter several times, the students' recall displayed through independent letter practice is incredible! It is important that students see and trace the whole letter, stroke by stroke. This helps them understand the basic strokes and writing lines and their relationship to the entire letter. This process is a sure bet for the students' success!

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

Green dot shows where to begin the letter.

Reinforcement letter model at the end of each line.

Each line begins with a traceable letter model.

Uppercase A

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

Trace and write the uppercase A

Circle the things that begin with the letter A.

Apple Fish Alligator Ant

Write the uppercase A to complete the sentence.

_____ nts are small.

10

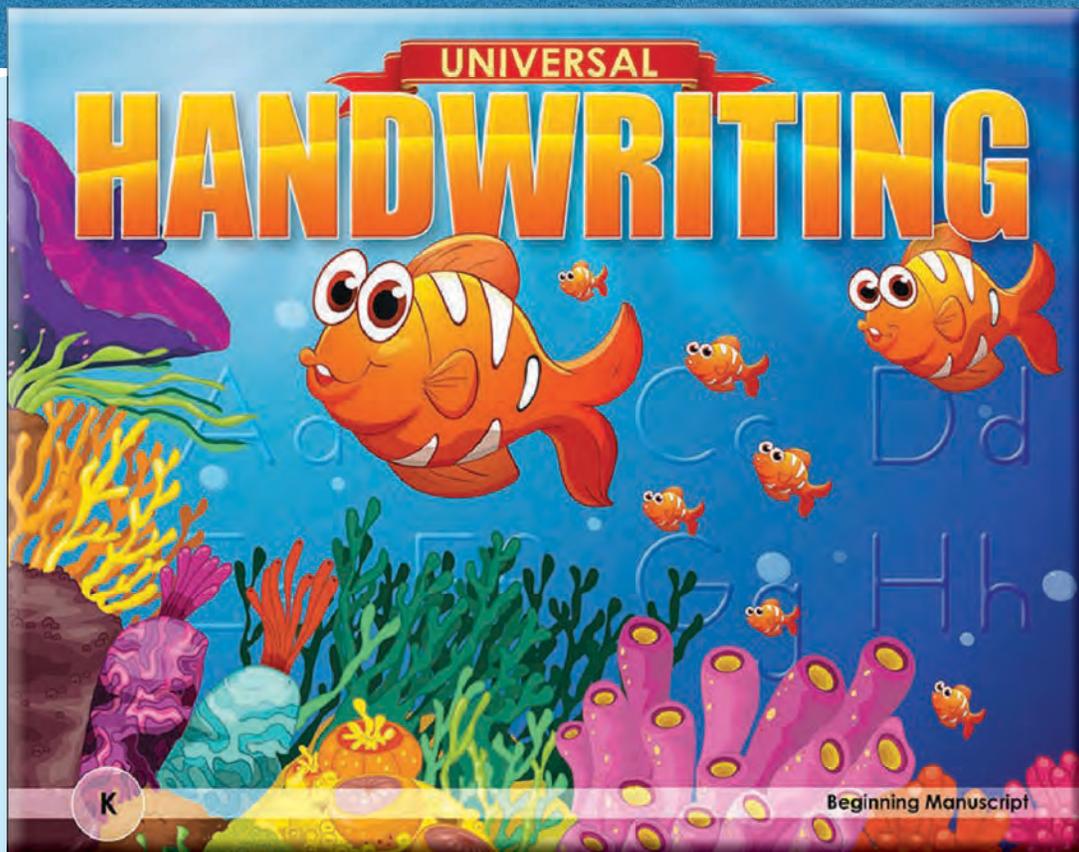
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Students write the uppercase A to begin the sentence.

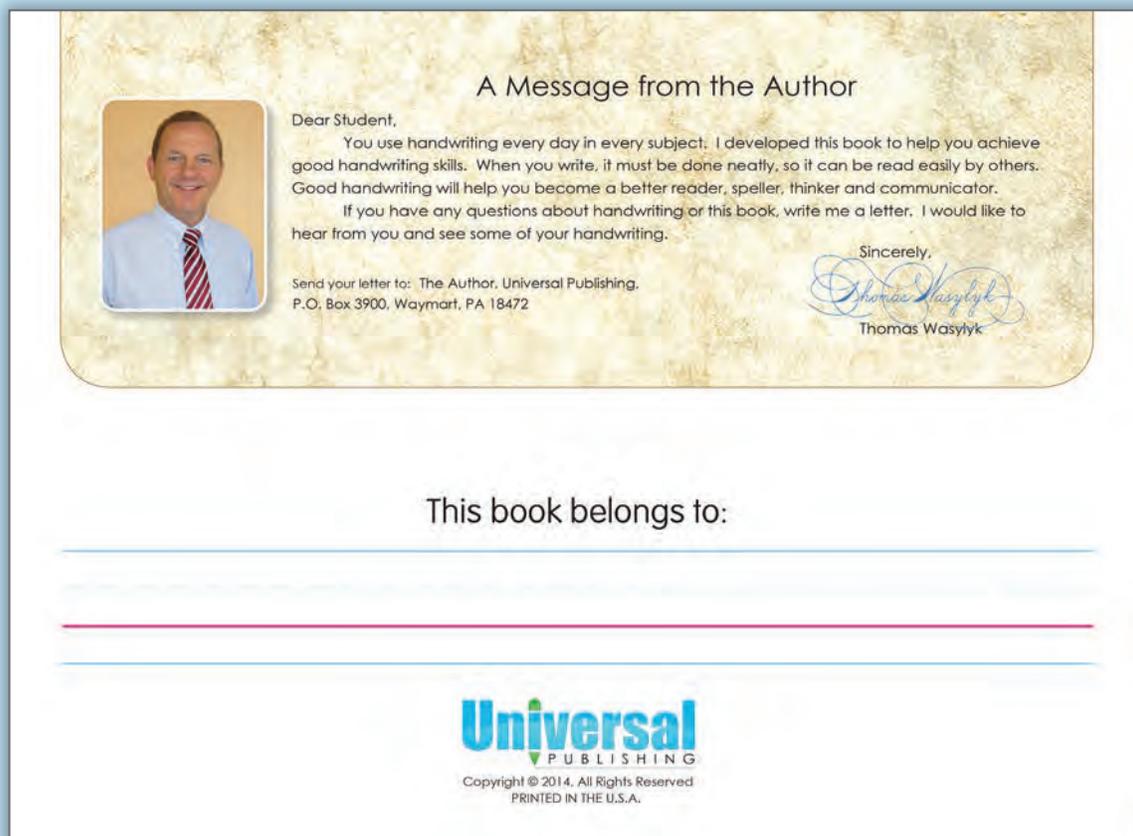
Students may trace over the words in the sentence (optional).

Students self-evaluate their slant lines and check the correct box.

CHECK-UP
Are your slant lines correct?
YES NO



Kindergarten Student Edition Cover



Kindergarten Student Edition Inside Cover

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Kindergarten

Beginning Manuscript

Thomas M. Wasylyk
Jennifer L. Schweighofer

Universal
PUBLISHING

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Item #151 • ISBN 978-1-934732-21-2

1-800-940-2270 • www.upub.net

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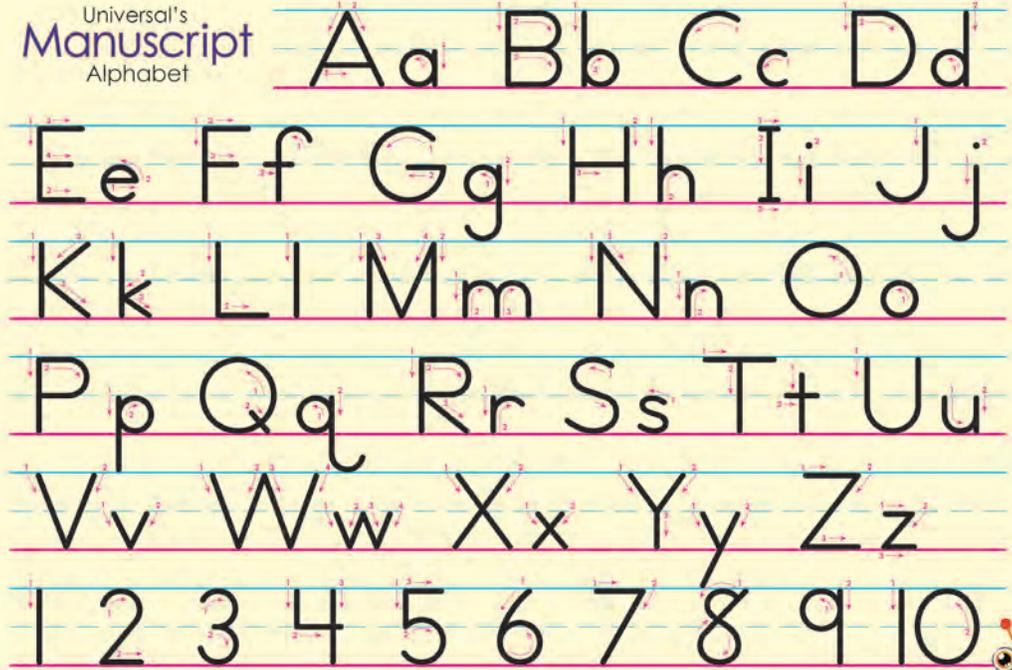
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Manuscript Alphabet

Universal's
Manuscript
Alphabet



Objectives:

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

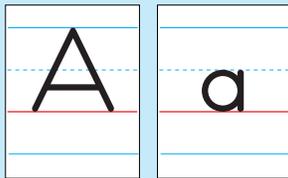
1. Model

Open *AlphamationPlus* and display the complete alphabet on your screen, or have the students open their books to page 2 and look the manuscript alphabet. If you have the Manuscript Alphabet Cards you can use them for step 2.

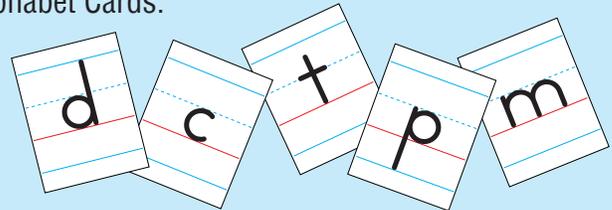
You can download and print the Manuscript Alphabet Cards at: upub.net/manuscriptcards.pdf

To purchase a heavy duty set of Manuscript Alphabet Cards call: 1-800-940-2270

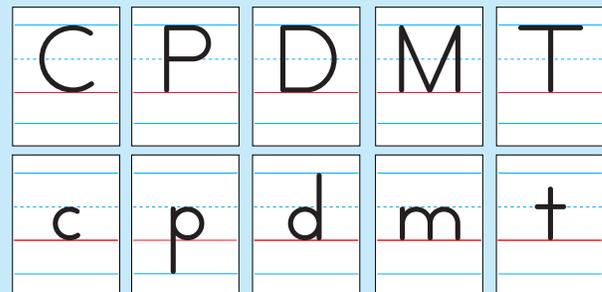
Manuscript Alphabet Cards



Mix up the same lowercase letters (**c, p, d, m, and t**) 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.

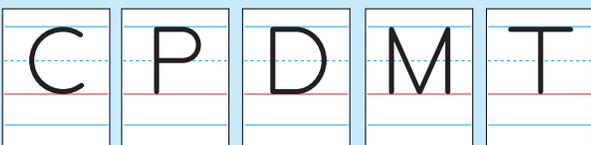


Repeat this letter recognition activity with five new uppercase and lowercase letters. Repeat until you have discussed all sets of the upper- and lowercase letters.

2. Discuss

Tell the students to look at the letters **A** and **a** (in their book, Alphabet Cards, or *AlphamationPlus*). Explain that the first **A** is called uppercase **A** and that the second **a** is called lowercase **a**. Call on students to say the correct name of these two letters. Ask them how the two letters are different. Continue by selecting another set of upper- and lowercase letters and discussing how they are different or the same.

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



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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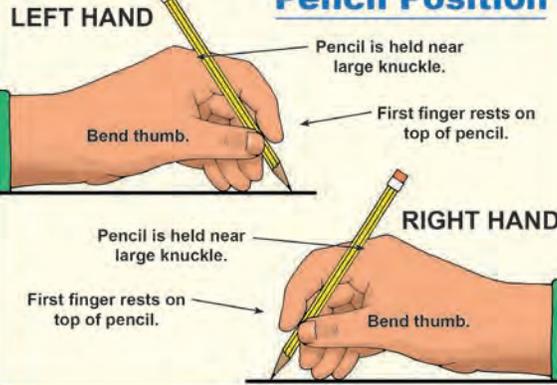
PAPER POSITION



LEFT HAND

RIGHT HAND

Pencil Position



LEFT HAND

RIGHT HAND

3

Objectives:

- Demonstrate proper sitting posture.
- Demonstrate proper paper 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

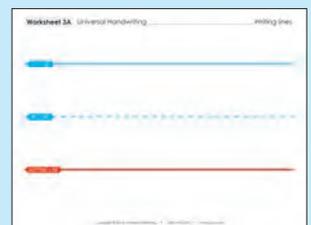
Holding a pencil or crayon incorrectly can cause many handwriting problems, including hand and arm fatigue. Have the students look at the illustration of

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/151worksheets.pdf

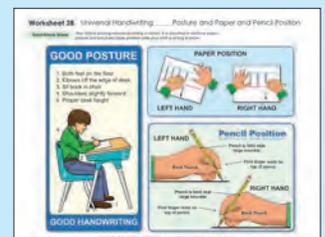


Now have the students pick up their pencils and touch the top line and pull down straight to the bottom line. Have them do two more top-to-bottom lines.

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/151worksheets.pdf



Top to Bottom



Objectives:

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

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

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

H F T E P

D n o V t

CHECK-UP
Are your lines straight?
YES NO

4

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1. Model & Discuss

Write a large top-to-bottom line on writing lines on the board or use *AlphamationPlus* to model the top-to-bottom line. (See page T17 for details on using *AlphamationPlus* for Step 1.) 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 line(s) will appear in blue. As *AlphamationPlus* recycles this sequence a second and third time, have the students trace the top-to-bottom line in the air and say “**top to bottom.**”

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



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

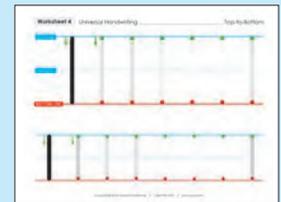
Ask students to say the name of the letters. Have them trace over the top-to-bottom lines in the letters as they say, “**top to bottom.**”

Tell the students to look around the classroom and identify any top-to-bottom lines they see.

Writing Lines (Use Worksheet 4 for this activity.) Print out a worksheet for each student. Tell the stu-

dents to touch the top blue line (line 1) and say, “**top line**”; touch the broken blue line (line 2) and say “**mid-line**”; and touch the bottom red line (line 3) and say, “**bottom line.**” Have students start at the green dots and trace and write the top-to-bottom lines.

Worksheet 4
Download and print copies at:
upub.net/151worksheets.pdf



3. Practice

Have the students open their books to page 4 and look at the top-to-bottom lines. Tell the students to start at the green dots and trace the top-to-bottom lines with a crayon as they say “**pull down straight.**” Discuss the pictures associated with each top-to-bottom line.

Have the students say the name of the letters at the bottom of page 4. Tell them to use their pencils to trace the top-to-bottom lines in each letter.

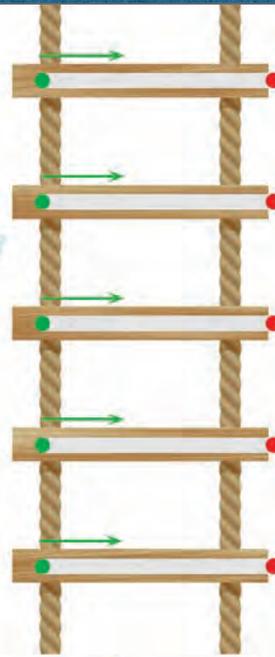
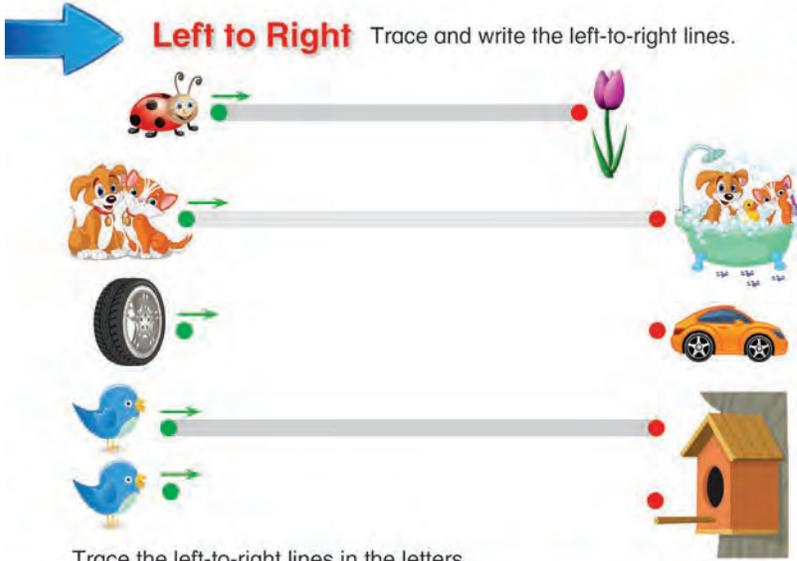
3. Self-Evaluate

Ask the students to look at the top-to-bottom lines they traced at the top of the page and circle the one they traced the best. Then have them study the gray top-to-bottom lines they traced in the letters and have them circle the one on each line they traced the best. Finally, have the students complete the **CHECK-UP** at the bottom of the page.

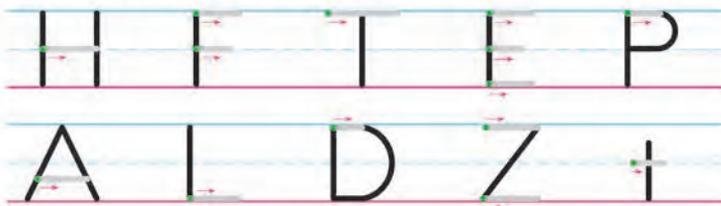
Left to Right



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



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



5

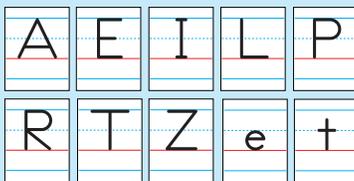
Objectives:

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

1. Model & Discuss

Write a large left-to-right line on writing lines on the board or use *AlphamationPlus* to model the left-to-right line. (See page T17 for details on using *AlphamationPlus* for Step 1.) 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 slide-right stroke(s) will appear in blue in these letters. Have the students trace the left-to-right line in the air and say “slide right” as *Alphamation-Plus* recycles this sequence a second and third time.

Display the Alphabet Cards shown below.



You can download and print a set of these cards at: pub.net/manuscriptcards.pdf or you can order a set of heavy-duty Manuscript Alphabet Cards 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 line in the letter. Have them trace over the left-to-right line(s) as they say, “slide right.”

3. Practice

Have the students open their books to page 5 and look at the left-to-right lines. Have the students start at the green dots and trace and write the left-to-right lines with a crayon as they say “slide right.” Discuss the

pictures that are associated with each left-to-right line.

Call on students to name the ten letters at the bottom of page 5. Have them trace the left-to-right lines in the letters as they say “slide right.”

Worksheet 5
Download and print copies at:
pub.net/151worksheets.pdf

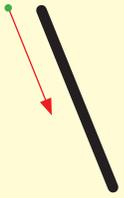


3. Self-Evaluate Ask the students to look at the left-to-right lines they traced at the top of the page and circle the one they traced the best. Then have them evaluate the gray left-to-right lines they traced in the letters and have them circle the one on each line they traced the best.

Read the **CHECK-UP** question to the students, then have them self-evaluate and check the YES or NO box.

Katherine's OT Tip Movement from left to right requires an accurate awareness of one's 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. Beanbag or ball toss games can guide movements across the midline with auditory cues to aim for targets on the left or right. Be sure students are using their eyes for aiming and cross their midlines to throw, versus turning their bodies to aim straight ahead.

Slant Right



Objectives:

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

Slant Right Trace the slant-right lines.

Trace the slant-right lines in the letters below.

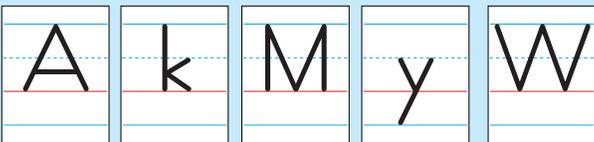
CHECK-UP
Are your slant lines correct?
YES NO

6
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1. Model & Discuss

Write a large slant-right line on writing lines on the board or use *AlphamationPlus* to model the slant-right line. (See page T17 for details on using *AlphamationPlus* for Step 1.) Have the students watch as the bear, snow tube, and snowboard 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. You can pause the action at any time to discuss. Have the students trace the slant-right stroke in the air and say “**slant right**” as *AlphamationPlus* recycles this sequence a second and third time.

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



Call on students to say the name of the letters, then have them trace over the slant-right lines in each letter.

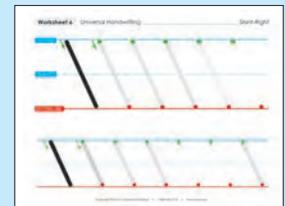
3. Practice

Have the students open their books to page 6 and look at the slant-right lines. Tell the students to start at the green dots and trace the slant-right lines with a crayon as they say “**slant right**.” Discuss the pictures associated with each slant-right line.

Have the students say the name of the 10 letters at the

bottom of the page 6. Tell them to use their pencils to trace the slant-right lines in each letter.

Worksheet 6
Download and print copies at:
upub.net/151worksheets.pdf



3. Self-Evaluate

Ask the students to look at the slant-right lines they traced at the top of the page and circle the one they traced the best. Then have them evaluate the gray slant-right lines they traced in the letters and have them circle the one on each line they traced the best.

Read the **CHECK-UP** question to the students, then have them self-evaluate and check the YES or NO box.

Katherine's OT Tip Pencil control for slanted lines can continue to be difficult for some kindergarteners. This movement skill can be enhanced with the use of visual and **tactile feedback**. Tracing slanted lines with small pieces of chalk or slim-handled paintbrushes provides resistance and visual cues. Working with these activities on a vertical surface engages the shoulders and arms in the mastery of the skill and enhances their strength and precision. Be sure to position the writing surface slightly higher than the students' shoulder height to engage their **visual skills**.

Slant Left



Objectives:

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

Slant Left Trace the slant-left lines.

Trace the slant-left lines in the letters below.

CHECK-UP
Are your slant lines correct?
YES NO

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7

1. Model & Discuss

Write a large slant-left line on writing lines on the board or use *AlphamationPlus* to model the slant-left line. (See page T17 for details on using *AlphamationPlus* for Step 1.) 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 line will appear in blue in these letters. You can pause the action at any time to discuss. Have the students trace the slant-left stroke in the air and say “**slant left**” as *AlphamationPlus* recycles this sequence a second and third time.

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



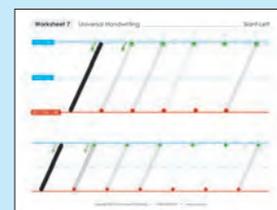
Call on students to say the name of the letters, then have them trace over the slant-left lines in each letter.

3. Practice

Have the students open their books to page 7 and look at the slant-left lines. Tell the students to start at the green dots and trace the slant-left lines with a crayon as they say “**slant left**.” Discuss the pictures associated with each slant-left line.

Have the students say the name of the 10 letters at the bottom of the page 7. Tell them to use their pencils to trace the slant-left lines in each letter.

Worksheet 7
Download and print copies at:
upub.net/151worksheets.pdf



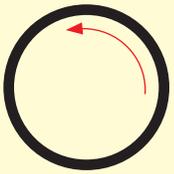
3. Self-Evaluate

Ask the students to look at the slant-left lines they traced at the top of page 7 and circle the one they traced the best. Then have them evaluate the gray slant-left strokes they traced in the letters and have them circle the one on each line they traced the best.

Read the **CHECK-UP** question to the students, then have them self-evaluate and check the YES or NO box.

Katherine's OT Tip Good posture is the product of strong back and shoulder muscles. Students who slouch or lean forward at their desks can be experiencing muscle fatigue. A fun way to begin each handwriting session is to perform a “Boot Camp” exercise. Marching in place is great for waking up the large muscle groups that support good posture. Swinging the arms enhances **bilateral coordination skills** and warms up the arms and shoulders. Stay tuned for more Boot Camp exercises along the way!

Backward Circle



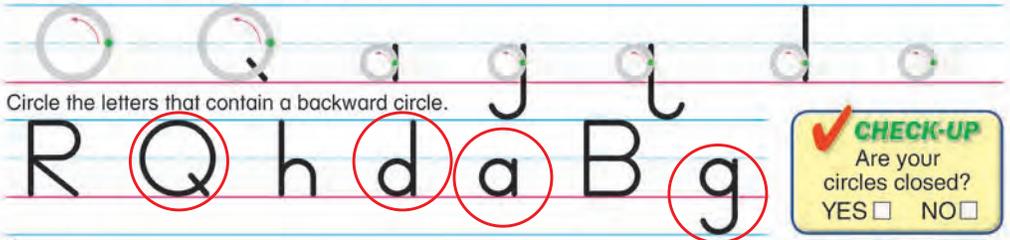
Objectives:

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

Backward Circle (Circle Left) Trace the backward circles in the pictures below.



Trace the backward circles in the letters.



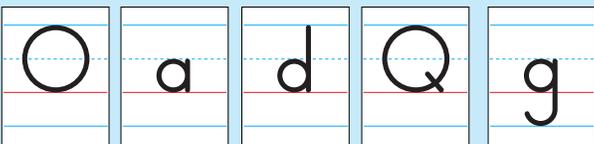
8

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1. Model & Discuss

Write a large backward circle on writing lines on the board or use *AlphamationPlus* to model the backward circle. (See page T17 for details on using *AlphamationPlus* for Step 1.) Have the students watch as the butterfly, ladybug, and dragonfly 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. You can pause the action at any time to discuss. Have the students trace the backward circle in the air and say “circle left” as *AlphamationPlus* recycles this sequence a second and third time.

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



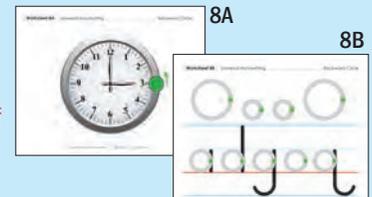
Ask students to say the name of the letters, have them trace over the backward circles in each of the letters.

3. Practice

Have the students open their books to page 8 and look at the backward circles. Tell the students to start at the green dots (3 o'clock position) and trace the backward circles with a crayon as they say “circle left.” Discuss the pictures associated with each backward circle.

Have the students say the name of the 7 letters at the bottom of the page 8. Tell them to use their pencils to trace the gray backward circles in each letter. Remind them that the backward circle begins at the 3 o'clock position. Then, on the last line, have them circle the letters that contain a backward circle.

Worksheet 8A and 8B
Download and print
copies at:
upub.net/151worksheets.pdf



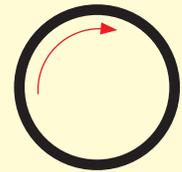
3. Self-Evaluate

Ask the students to look at the backward circles they traced at the top of page 8 and circle the one they traced the best. Then have them look at the first line of letters and circle the one they traced the best.

Read the **CHECK-UP** question to the students, then have them self-evaluate and check the YES or NO box.

Katherine's OT Tip Handwriting skills challenge the use of a child's hands and fingers. As they work to achieve mastery over circles, lines, and angles, students will sometimes experience fatigue or cramping in their hands. Warm-up activities for handwriting lessons can be fun by pulling out the tweezers and forming the shapes with pompoms before tackling tracing activities. Substituting clay or pipe cleaners can add **tactile** resistance for **finger and hand dexterity**. Be sure the students are using the correct directional patterns for creating the shapes to form correct **motor memory patterns**.

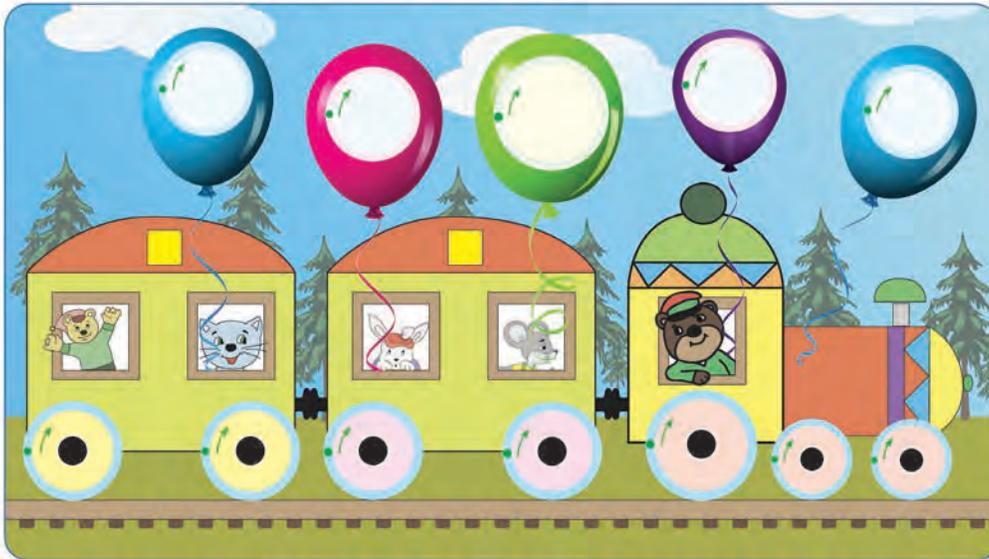
Forward Circle



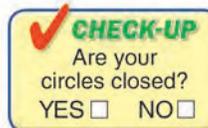
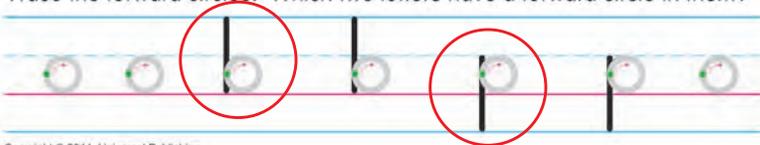
Objectives:

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

Forward Circle (Circle Right) Trace the forward circles in the picture below.



Trace the forward circles. Which two letters have a forward circle in them?



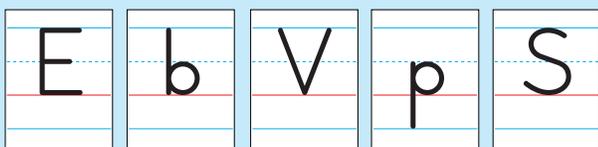
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9

1. Model & Discuss

Write a large forward circle on writing lines on the board or use *AlphamationPlus* to model the forward circle. Have the students watch as the earth, sun, and star circle forward (right). The letters **b** and **p** will appear on the screen and immediately the forward circle will appear in blue in these letters. You can pause the action at any time to discuss. Have the students trace the forward circle in the air and say, “**circle right**” as *AlphamationPlus* recycles this sequence a second and third time.

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



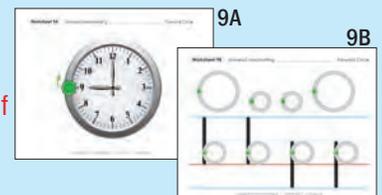
Call on students to say the name of the letters. Ask them what two letters contain a circle? Have them trace the forward circle in the b and p.

3. Practice

Have the students open their books to page 9 and look at the forward circles. Have them start at the green dots (9 o'clock position) and trace each forward circle with a crayon or pencil as they say, “**circle right**”.

Have the students say the name of the 2 letters at the bottom of the page 9 (**b** and **p**). Tell them to use their pencils to trace the forward circle in each letter.

Worksheet 9A and 9B
Download and print
copies at:
upub.net/151worksheets.pdf



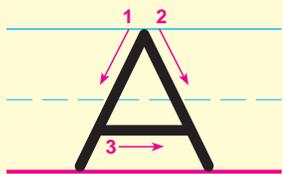
3. Self-Evaluate

Ask the students to look at the forward circles they traced at the top of page 9 and circle the one they traced the best. Then have them look at the gray forward circles they traced in the letters **b** and **p** and have them circle the one they traced the best.

Read the **CHECK-UP** question to the students, then have them self-evaluate and check the YES or NO box.

Katherine's OT Tip Pencil control demands steady **eye-hand coordination**. Kindergarten students can benefit from help to enhance this skill. A fun way to do this is to introduce your students to “Sand Paper Tracing.” Place a sheet of paper over fine sand paper of equal size. Have them trace their circles or letters there as a warm-up to their workbook pages. Include sand paper at their writing and art activity centers to reinforce tactile input outside of handwriting sessions. I'm sure they will find it to be a fun activity!

Uppercase A



Objectives:

- Recognize and name the uppercase letter **A**.
- Learn the basic strokes in the uppercase **A**.
- Trace and write the uppercase **A**.
- Write the uppercase **A** to begin a sentence.

Important:

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

Uppercase A Trace and write the uppercase **A**.

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

Circle the things that begin with the letter **A**.

Apple Fish Alligator Ant

Write the uppercase **A** to complete the sentence.

nts are small.

CHECK-UP
Are your slant lines correct?
YES NO

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1. Model & Discuss

Write a large letter **A** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

Ask the students the following questions:

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. How many slant strokes are in this letter? (2)
4. Where does the slant-right stroke begin? (top line)
5. 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 discuss 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 10. On the first line, students start at the green dots and trace the uppercase **A** as they say “**slant left, slant right, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **A**.

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.

Activity Have the students look at and discuss the pictures, then circle the pictures that begin with the uppercase letter **A**.

Write the uppercase **A** to complete the sentence at the bottom of the page. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

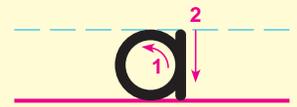


Check

Letter A Corrective Techniques See page T24.

Katherine's OT Tip Line placement skills can sometimes miss the mark when students begin to transfer them to independent writing activities. “Getting it right the first time” is a key element in handwriting success. Struggling students can benefit from practice on a vertical surface to provide them with a visual advantage that allows their eyes to focus straight ahead. Place paper with handwriting lines slightly above the students' shoulder height and highlight the starting point of 3-4 models of the same letter. Have them complete these, plus a few more independently, before moving back to their desks.

Lowercase a



Objectives:

- Recognize and name the lowercase letter **a**.
- Learn the basic strokes in the lowercase **a**.
- Trace and write the lowercase **a**.
- Write the lowercase **a** to complete words.

Important:

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

Lowercase a

Trace and write the lowercase a.

1. Circle left
2. Pull down straight

Circle the apple that matches.

Write the lowercase a to complete each word.

pple nd sk

CHECK-UP
Are your circles closed?
YES NO

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1. Model & Discuss

Write a large letter **a** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

Ask the students the following questions:

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

After you discuss 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 11. On the first line, students start at the green dots and trace the lowercase **a** as they say “**circle left, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **a**.

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.

Activity Have the students look at the apples and circle the one in the box that matches.

On the last line on the page have the students write the lowercase **a** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

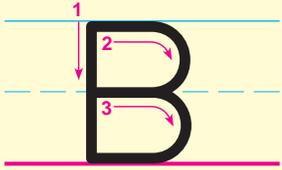
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter a Corrective Techniques See page T24.

Katherine's OT Tip Letters that require students to stop in one spot and begin again in another, such as the lowercase **a** and **d**, place a demand on their **visual-spatial skills**. During independent writing, struggling students will tend to begin the next step too far away on the line, thus failing to connect this part of the letter with the previous one. This results in disconnected letter formations and illegible writing. Guided sequential practice can help. After students have written the first step in the letter, add a small dot for the beginning of the next, pointing out the need to connect the parts.

Uppercase B



Objectives:

- Recognize and name the uppercase letter **B**.
- Learn the basic strokes in the uppercase **B**.
- Trace and write the uppercase **B**.
- Write the uppercase **B** to begin a sentence.

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.

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. What is the red line called? (bottom line)
3. How many curve strokes in this letter? (2)
4. How many slide-right strokes in the letter? (2)
5. How many different strokes in this letter? (4)
6. 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 discuss 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 12. On the first line, students start at the green dots and trace the uppercase **B** as they say “**pull down straight, slide right, curve down, slide left, slide right, curve down, slide left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

Uppercase B

Trace and write the uppercase B.

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

Find the correct path.

Write the uppercase B to complete the sentence.

e back by five.

CHECK-UP
Are your letter forms correct?
YES NO

12

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On the second and third lines, the students trace and write the uppercase **B**.

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.

Activity Have the students complete the maze.

On the last line on the page have the students write the uppercase **B** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write



Check

Letter B Corrective Techniques See page T24.

Katherine's OT Tip Uppercase letters such as **B**, **D**, **P**, and **R** can pose spatial challenges for some students. The breadth of the curved lines could be drawn either too wide or too narrow. 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 "curve down" strokes as they turn away to meet the "slide left." Begin by marking each letter sample, then move toward adding only a few dots until the student has mastered the letter formation.

Lowercase b

Trace and write the lowercase b.

1. Pull down straight
2. Circle right

Circle the pictures that begin with the letter b.

football basketball soccer ball baseball bowling ball

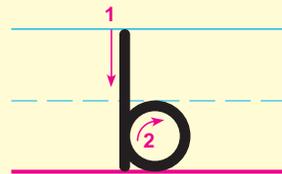
Write the lowercase b to complete each word.

us ook at

CHECK-UP
Are your circles closed?
YES NO

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Lowercase b



Objectives:

- Recognize and name the lowercase letter **b**.
- Learn the basic strokes in the lowercase **b**.
- Trace and write the lowercase **b**.
- Write the lowercase **b** to complete words.

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.

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 start? (9 o'clock)
6. Where does the top-to-bottom stroke start? (top line)

After you discuss 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 13. On the first line, students start at the green dots and trace the lowercase **b** as they say “**pull down straight, circle right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **b**.

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.

Activity Have the students look at the pictures and circle only those that begin with the lowercase **b**.

On the last line on the page have the students write the lowercase **b** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

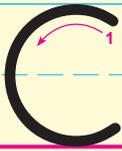


Check

Letter b Corrective Techniques See page T24.

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 skilled handwriting tasks. 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 the start to the finish line. To enhance accurate **visual skills**, be sure to include a target that must be hit in order to win.

Uppercase C



Objectives:

- Recognize and name the uppercase letter **C**.
- Learn the basic strokes in the uppercase **C**.
- Trace and write the uppercase **C**.
- Write the uppercase **C** to begin a sentence.

Important:

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

Uppercase C

Trace and write the uppercase **C**.

1. Circle left

Circle the cat that matches.

Write the uppercase **C** to complete the sentence.

ows make milk.

CHECK-UP
Is your letter height correct?
YES NO

14

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1. Model & Discuss

Write a large letter **C** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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. How many strokes are in this letter? (1)
3. Where does the uppercase letter **C** end? (above the bottom line)
4. What side of the letter is open? (right side)
5. What is the red writing line called? (bottom line)

After you discuss 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 strokes.

2. Practice

Students open their books to page 14. On the first line, students start at the green dots and trace the uppercase **C** as they say "circle left." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **C**.

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.

Activity Have the students look at the cats and circle the one that matches the first cat.

On the last line on the page have the students write the uppercase **C** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 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.

Lowercase c

Trace and write the lowercase c.

1. Circle left

Follow the path.

Write the lowercase c to complete each word.

at ry ook

✓ CHECK-UP
Are your letter forms correct?
YES NO

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Objectives:

- Recognize and name the lowercase letter **c**.
- Learn the basic strokes in the lowercase **c**.
- Trace and write the lowercase **c**.
- Write the lowercase **c** to complete words.

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** (see page T17 for details).

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 start? (below midline)

After you discuss 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 strokes.

2. Practice

Students open their books to page 15. On the first line, students start at the green dots and trace the lowercase **c** as they say “**circle left**.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **c**.

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 improve-

ment. Ask them what needs to be improved on the letter they put an X through.

Activity Ask the students how they get to school (bus, van, car, walk, ride a bike, etc). Have them complete the maze.

On the last line on the page have the students write the lowercase **c** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

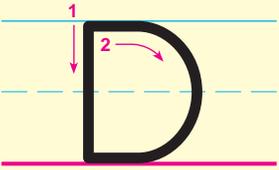
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter c Corrective Techniques See page T24.

Katherine's OT Tip 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 when their feet are 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 D



Objectives:

- Recognize and name the uppercase letter **D**.
- Learn the basic strokes in the uppercase **D**.
- Trace and write the uppercase **D**.
- Write the uppercase **D** to begin a sentence.

Important:

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

Uppercase D

Trace and write the uppercase **D**.

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

Circle the pictures that begin with the letter **D**.

Duck Bird Dog Deer Raccoon

Write the uppercase **D** to complete the sentence.

o ducks swim?

CHECK-UP
Is your pencil position correct?
YES NO

16

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1. Model & Discuss

Write a large letter **D** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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

1. What is the first stroke called? (top to bottom)
2. Is this letter uppercase or lowercase? (uppercase)
3. How many strokes are in this letter? (4)
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 discuss the letter, trace over the model of 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 16. On the first line, students start at the green dots and trace the uppercase **D** as they say “**pull down straight, slide right, curve down, slide left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **D**.

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.

Activity Ask the students to look at the pictures and say the name of each animal. Then have them circle the pictures that begin with the uppercase **D**.

On the last line on the page have the students write the uppercase **D** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

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. All this in one activity!

Lowercase d

Trace and write the lowercase d.

1. Circle left
2. Pull down straight

Number the pictures in the correct order of events.

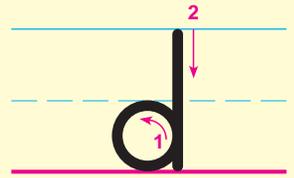
Write the lowercase d to complete each word.

ad ish id

CHECK-UP
Are your circles closed?
YES NO

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Lowercase d



Objectives:

- Recognize and name the lowercase letter **d**.
- Learn the basic strokes in the lowercase **d**.
- Trace and write the lowercase **d**.
- Write the lowercase **d** to complete words.

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** (see page T17 for details).

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 bottom line? (red)
4. Where does the circle start? (3 o'clock)
5. Where does the second stroke start? (top line)
6. What is different between uppercase **D** and lowercase **d**? (size, shape, strokes,)

After you discuss 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 17. On the first line, students start at the green dots and trace the lowercase **d** as they say "circle left, pull down straight." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **d**.

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.

Activity Have the students study each picture carefully, then have them number the pictures in the correct order of events.

On the last line on the page have the students write the lowercase **d** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

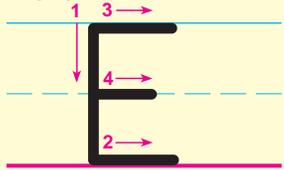


Check

Letter d Corrective Techniques See page T24.

Katherine's OT Tip Worksheets that include several different activities can be visually distracting and overwhelming for some children. These students 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 midlines.

Uppercase E



Objectives:

- Recognize and name the uppercase letter **E**.
- Learn the basic strokes in the uppercase **E**.
- Trace and write the uppercase **E**.
- Write the uppercase **E** to begin a sentence.

Important:

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

Uppercase E

Trace and write the uppercase **E**.

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

Circle the numbers that match.

3

3 9 5 3 6 7 2
6 3 8 2 1 4 3 8

Write the uppercase **E** to complete the sentence.

at healthy food!

CHECK-UP
Is your line quality correct?
YES NO

18

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1. Model & Discuss

Write a large letter **E** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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

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

After you discuss 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 18. On the first line, students start at the green dots and trace the uppercase **E** as they say “**pull down straight, slide right, slide right, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **E**.

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.

Activity Ask the students to look at the red numeral 3 and then circle the numerals that match.

On the last line on the page have the students write the uppercase **E** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 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 e

Trace and write the lowercase e.

1. Slide right
2. Circle left

Circle the elephant that matches.

Write the lowercase e to complete each word.

CHECK-UP
Is your letter spacing correct?
YES NO

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Objectives:

- Recognize and name the lowercase letter e.
- Learn the basic strokes in the lowercase e.
- Trace and write the lowercase e.
- Write the lowercase e to complete words.

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.

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

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

After you discuss 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 19. On the first line, students start at the green dots and trace the lowercase e's as they say "slide right, circle left." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase e.

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.

Activity

Have the students study each picture carefully and then circle the elephant that matches. On the last line on the page have the students write the lowercase e to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

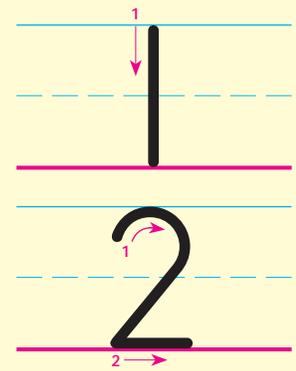


Letter e Corrective Techniques See page T25.

Katherine's OT Tip

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 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 lines 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.

Numerals 1 & 2



Objectives:

- Recognize and name the numerals **1** and **2**.
- Learn the basic stroke(s) in the numerals **1** and **2**.
- Trace and write the numerals **1** and **2** and the number words.

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

Complete all steps for numeral **1**, then continue to numeral **2**.

1. Model & Discuss

Write a large numeral **1** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions as they look at a large model of the numeral **1**:

1. What is the one stroke called? (top to bottom)
2. How many strokes in this numeral? (1)

Students watch and listen as you trace over the model of 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 it in the air and say the stroke.

2. Practice (student workbooks needed here)

Students open their books to page 20. On the first line, students start at the green dots and trace each gray numeral **1** as they say "**pull down straight.**" Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **1**, saying the stroke as they write.

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.

Writing Numerals

Trace and write the numerals.

1. Pull down straight

1. Curve right, slant left
2. Slide right

20



CHECK-UP

Are your numeral forms correct? YES NO

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The earth has **one** moon.

Trace and write the number word.

one



We have **two** eyes and **two** ears.

Trace and write the number word.

two



Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral **2**.

Use the questions and stroke description below.

Questions:

1. How many strokes are in this numeral? (3)
2. Name the three strokes in the numeral 2.
(curve right, slant left, slide right)

Stroke description: "**curve right, slant left, slide right.**"

ACTIVITIES Students trace and write number words.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

Extra Practice: Students can trace, write, and check (self-evaluate)

their numeral with **AlphamationPlus**. Trace Write Check



Katherine's OT Tip The numeral **2** has earned its place 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 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 the "slant left." For those who need it, an additional dot can be placed at step 2 in the sequence to assist with motor movement control.

Writing Numerals

Trace and write the numerals.

1. Circle right
2. Circle right

A triangle has **three** sides.

Trace and write the number word.

three

Trace and write the numerals.

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

There are **four** quarters in a dollar.

Trace and write the number word.

four

CHECK-UP Are your numeral forms correct? YES NO

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21

Numerals 3 & 4

Objectives:

- Recognize and name the numerals **3** and **4**.
- Learn the basic strokes in the numerals **3** and **4**.
- Trace and write the numerals **3** and **4** and the number words.

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

Complete all steps for numeral **3**, then continue to numeral **4**.

1. Model & Discuss

Write a large numeral **3** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions as they look at a large model of the numeral **3**:

1. Where does the first stroke start? (below top line)
2. How many strokes in this numeral? (2)

Students watch and listen as you trace over the large 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 it in the air and say the strokes.

2. Practice (student workbooks needed here)

Students open their books to page 21. On the first line, students start at the green dots and trace each gray numeral **3** as they say “**circle right, circle right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **3**, saying the stroke as they write.

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 improve-

ment. Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral 4.

Use the questions and stroke description below.

Questions:

1. How many strokes are in this numeral? (3)
2. Name the three strokes in the numeral 4.
(pull down straight, slide right, pull down straight)

Stroke description: “**pull down straight, slide right, pull down straight.**”

ACTIVITIES Students trace and write number words.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

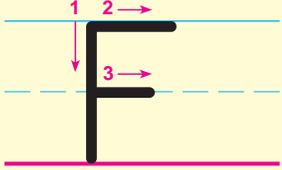
Extra Practice: Students can trace, write, and check (self-evaluate)

their numeral with **AlphamationPlus**. Trace Write Check



Katherine's OT Tip The numeral **3** has many complexities with its irregular starting point, curves, and two stopping points. The beginning dot may need to be retained a while for strugglers. Additional dots at the midline stopping point and the end point can also help students 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 be done on a vertical surface to allow students to feel the movements in their shoulders and arms to enhance **motor memory skills**.

Uppercase F



Objectives:

- Recognize and name the uppercase letter F.
- Learn the basic strokes in the uppercase F.
- Trace and write the uppercase F.
- Write the uppercase F to begin a sentence.

Important:

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

Uppercase F

Trace and write the uppercase F.

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

Number the pictures in the correct order of events.

Write the uppercase F to complete the sentence.

rogs have four feet.

22

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1. Model & Discuss

Write a large letter **F** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 slide-right strokes, E has three)
5. The third stroke is made on what line? (midline)

After you discuss 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 22. On the first line, students start at the green dots and trace the uppercase **F** as they say “**pull down straight, slide right, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **F**.

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.

Activity Ask the students to look at the pictures and then number them in the correct order of events.

On the last line on the page have the students write the uppercase **F** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

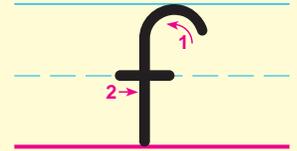
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter F Corrective Techniques See page T25.

Katherine's OT Tip 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!

Lowercase f



Objectives:

- Recognize and name the lowercase letter f.
- Learn the basic strokes in the lowercase f.
- Trace and write the lowercase f.
- Write the lowercase f to complete words.

Important:

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

Lowercase f

Trace and write the lowercase f.

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

Circle the fish that matches.

Write the lowercase f to complete each word.

ish un or

CHECK-UP

Are your letters the correct size?

YES NO

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1. Model & Discuss

Write a large letter **f** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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. The slide right is made on what line? (midline)
4. Is this a tall or short letter? (tall letter)
5. How is the uppercase **F** different than lowercase **f**? (size and strokes)

After you discuss 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 23. On the first line, students start at the green dots and trace the lowercase **f** as they say “**curve left, pull down straight, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **f**.

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.

Activity Have the students study each picture carefully, then circle the fish that matches.

On the last line on the page have the students write the lowercase **f** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

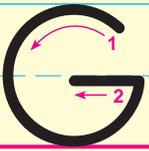
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter f Corrective Techniques See page T25.

Katherine's OT Tip 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 heads and eyes in a more comfortable position to perform fine motor work. Unfortunately, those 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.

Uppercase G



Objectives:

- Recognize and name the uppercase letter **G**.
- Learn the basic strokes in the uppercase **G**.
- Trace and write the uppercase **G**.
- Write the uppercase **G** to begin a sentence.

Important:

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

Uppercase G

Trace and write the uppercase **G**.

1. Circle left
2. Slide left

Draw a line to each matching part.

Write the uppercase **G** to complete the sentence.

rass is green.

CHECK-UP
Are your letter forms correct?
YES NO

24

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1. Model & Discuss

Write a large letter **G** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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? (circle left)
3. What is the second stroke called? (slide left)
4. What other letter do you see in the uppercase **G**? (uppercase C)
5. Where does this letter begin? (below top line)
6. What line does this letter end on? (midline)

After you discuss 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 24. On the first line, students start at the green dots and trace the uppercase **G** as they say “**circle left, slide left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **G**.

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.

Activity Ask the students to draw a line from the backhoe to each of its matching parts.

On the last line on the page have the students write the uppercase **G** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 A fun way to practice letters and numbers 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 movement patterns** – but only if they are erasing in the correct letter or number sequence! This is also a perfect opportunity to remind students to clear away eraser dust to make a spot for their best handwriting!”

Lowercase g

Trace and write the lowercase g.

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

Circle the grasshoppers that are alike. Put an X on the one that is different.

Write the lowercase g to complete each word.

o _____ et _____ ift _____

CHECK-UP

Are your letters the correct size?

YES NO

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Objectives:

- Recognize and name the lowercase letter **g**.
- Learn the basic strokes in the lowercase **g**.
- Trace and write the lowercase **g**.
- Write the lowercase **g** to complete words.

Important:

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

1. Model & Discuss

Write a large letter **g** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 discuss 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 25. On the first line, students start at the green dots and trace the lowercase **g** as they say “**circle left, pull down straight, curve left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **g**.

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.

Activity Students circle the grasshoppers that are alike and put an X on the one that is different.

On the last line on the page have the students write the lowercase **g** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

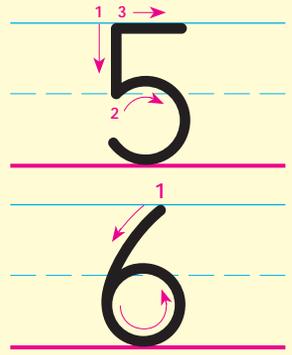


Letter g Corrective Techniques See page T25.

Katherine's OT Tip

The tails of the lowercase **g** and lowercase **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 for 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 to ensure they are using the correct directional and sequential movements for each letter formation.

Numerals 5 & 6



Objectives:

- Recognize and name the numerals **5** and **6**.
- Learn the basic stroke(s) in the numerals **5** and **6**.
- Trace and write the numerals **5** and **6** and the number words.

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

Complete all steps for numeral **5**, then continue to numeral **6**.

1. Model & Discuss

Write a large numeral **5** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions as they look at a large model of the numeral **5**:

1. What is the first stroke called? (top to bottom)
2. How many strokes in this numeral? (3)

Students watch and listen as you trace over the model of 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 it in the air and say the stroke.

2. Practice

(student workbooks needed here)

Students open their books to page 26. On the first line, students start at the green dots and trace each gray numeral **5** as they say “**pull down straight, circle right, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **5**, saying the stroke as they write.

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.

Writing Numerals

Trace and write the numerals.

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

1. Curve down, curve right, curve left (close)

26

We have **five** fingers on each hand.

Trace and write the number word.

five

An insect has **six** legs.

Trace and write the number word.

six

CHECK-UP Are your numeral forms correct? YES NO

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Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral **6**.

Use the questions and stroke description below.

Questions:

1. Where does the numeral 6 start? (top line)
2. Name the strokes in the numeral 6.
(curve down, curve right, curve left)

Stroke description: “**curve down, curve right, curve left,**” close.

ACTIVITIES Students trace and write number words.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

Extra Practice: Students can trace, write, and check (self-evaluate)

their numeral with **AlphamationPlus**. Trace Write Check



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 students begin to master the formation, remove the aids they no longer need.

Writing Numerals

Trace and write the numerals.

1. Slide right
2. Slant left

There are **seven** days
in a week.

Trace and write the number word.

seven

Trace and write the numerals.

1. Curve left,
curve down,
curve left,
slant right

A stop sign has
eight sides.



Trace and write the number word.

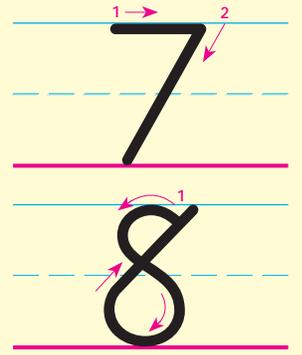
eight

CHECK-UP Are your numeral forms correct? YES NO

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27

Numerals 7 & 8



Objectives:

- Recognize and name the numerals **7** and **8**.
- Learn the basic strokes in the numerals **7** and **8**.
- Trace and write the numerals **7** and **8** and the number words.

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

Complete all steps for numeral **7**, then continue to numeral **8**.

1. Model & Discuss

Write a large numeral **7** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions as they look at a large model of the numeral **7**:

1. Where does the first stroke start? (top line)
2. How many strokes in this numeral? (2)

Students watch and listen as you trace over the large 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 it in the air and say the strokes.

2. Practice (student workbooks needed here)

Students open their books to page 27. On the first line, students start at the green dots and trace each gray numeral **7** as they say “**slide right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **7**, saying the stroke as they write.

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 improve-

ment. Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral **8**.

Use the questions and stroke description below.

Questions:

1. What letter do you see in the numeral **8**? (S)
2. Name the strokes in the numeral **8**.
(curve left, curve down, curve left, slant right)

Stroke description: “**curve left, curve down, curve left, slant right.**”

ACTIVITIES Students trace and write number words.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

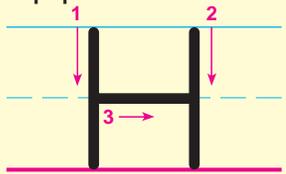
Extra Practice: Students can trace, write, and check (self-evaluate)

their numeral with **AlphamationPlus**. Trace Write Check



Katherine's OT Tip Curvy numerals such as **6** and **8** can use extra help 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.

Uppercase H



Objectives:

- Recognize and name the uppercase letter **H**.
- Learn the basic strokes in the uppercase **H**.
- Trace and write the uppercase **H**.
- Write the uppercase **H** to begin a sentence.

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

Trace and write the uppercase **H**.



Write the letter **H** above the pictures that begin with the letter **H**.

H



H

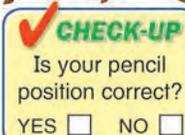


H



Write the uppercase **H** to complete the sentence.

H e has two hats.



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1. Model & Discuss

Write a large letter **H** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 slide right 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 discuss 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. On the first line, students start at the green dots and trace the uppercase **H** as they say “**pull down straight, pull down straight, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **H**.

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.

Activity Ask the students to write the uppercase **H** above the pictures that begin with the letter **H**.

On the last line on the page have the students write the uppercase **H** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 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

Trace and write the lowercase h.

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

Circle the hen that matches.

Write the lowercase h to complete each word.

ave ow im

CHECK-UP

Is your letter spacing correct?

YES NO

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Lowercase h

- Objectives:**
- Recognize and name the lowercase letter **h**.
 - Learn the basic strokes in the lowercase **h**.
 - Trace and write the lowercase **h**.
 - Write the lowercase **h** to complete words.

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* (see page T17 for details).

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 discuss 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. On the first line, students start at the green dots and trace the lowercase **h** as they say “**pull down straight, push up straight, curve right, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **h**.

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.

Activity Have the students study each picture carefully, then circle the hen that matches.

On the last line on the page have the students write the lowercase **h** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

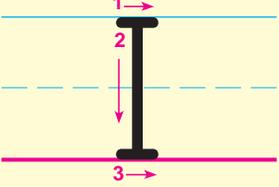


Letter h Corrective Techniques See page T25.

Katherine's OT Tip

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 utilizes gravity to enhance 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.

Uppercase I



Objectives:

- Recognize and name the uppercase letter **I**.
- Learn the basic strokes in the uppercase **I**.
- Trace and write the uppercase **I**.
- Write the uppercase **I** to begin a sentence.

Important:

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

Uppercase I

Trace and write the uppercase I.

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

Count the objects in each set. Write the correct numeral.

8 5 6 7

Write the uppercase I to complete the sentence.

f go, will you?

CHECK-UP
Are your letters the correct size?
YES NO

30

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1. Model & Discuss

Write a large letter **I** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 l)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **I** as they say “**slide right, pull down straight, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **I**.

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.

Activity Ask the students to count the objects in each set and then write the correct numeral.

On the last line on the page have the students write the uppercase **I** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

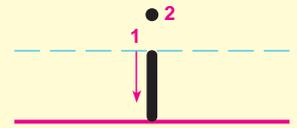


Letter I Corrective Techniques See page T26.

Katherine's OT Tip

Time for Boot Camp! Before today's lesson, have your students rhythmically flex their fingers closed and then open again, 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.
- Learn the basic strokes in the lowercase i.
- Trace and write the lowercase i.
- Write the lowercase i to complete words.

Important:

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

Lowercase i

Trace and write the lowercase i.

1. Pull down straight
2. Dot

Number the pictures in the correct order of events.

Write the lowercase i to complete each word.

Did you dot the letter i correctly?
YES NO

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1. Model & Discuss

Write a large letter **i** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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

1. What is the first stroke called? (pull down straight)
2. How many strokes are in this letter? (2)
3. Is this a tall or short letter? (short letter)
4. Where is the dot on the **i** placed? (between top line and midline)
5. Where does the first stroke start? (midline)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **i** as they say “**pull down straight, dot.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **i**.

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.

Activity Have the students study each picture carefully, then have them number the pictures in the correct order of events.

On the last line on the page have the students write the lowercase **i** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

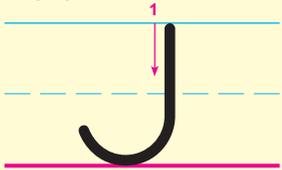


Check

Letter i Corrective Techniques See page T26.

Katherine's OT Tip An efficient pencil grasp 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 J



Objectives:

- Recognize and name the uppercase letter **J**.
- Learn the basic strokes in the uppercase **J**.
- Trace and write the uppercase **J**.
- Write the uppercase **J** to begin a sentence.

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](#) (see page T17 for details).

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. What stroke is made last? (curve left)
5. Is this a tall or short letter? (tall)
6. Where does the curve-left stroke end? (just above the bottom line)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **J** as they say “**pull down straight, curve left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **J**.

Uppercase J

Trace and write the uppercase J.

1. Pull down straight, curve left

How Many? Write the correct numeral.

8

7

6

Write the uppercase J to complete the sentence.

ump up and down.

32

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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.

Activity Ask the students to count the objects and write the correct numeral.

On the last line on the page have the students write the uppercase **J** to complete the sentence. Tracing the gray letters in the sentence is optional.

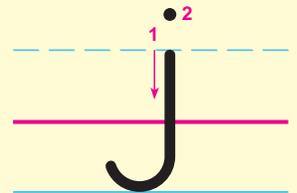
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with [AlphamationPlus](#).



Letter J Corrective Techniques See page T26.

Katherine's OT Tip Visual 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 j



Objectives:

- Recognize and name the lowercase letter j.
- Learn the basic strokes in the lowercase j.
- Trace and write the lowercase j.
- Write the lowercase j to complete words.

Important:

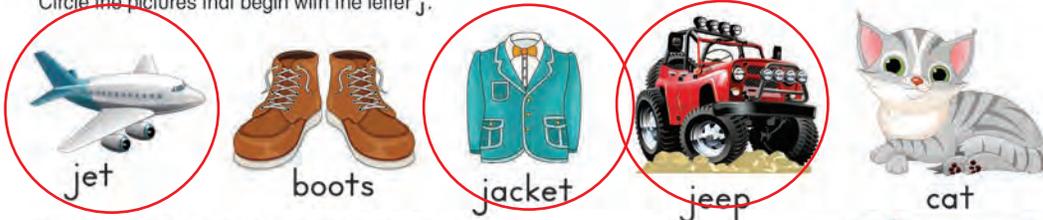
No workbooks or pencils on the students' desks for Step 1.

Lowercase j

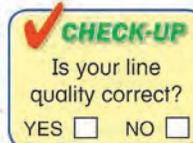
Trace and write the lowercase letter j.



Circle the pictures that begin with the letter j.



Write the lowercase j to complete each word.



33

1. Model & Discuss

Write a large letter **j** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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

1. What is the first stroke called? (pull down straight)
2. What stroke is at the bottom of the **j**? (curve left)
3. What is the red writing line called? (bottom line)
4. Is this a tall or short letter? (short letter)
5. Where is the dot on the **j** placed? (between top line and midline)
6. Where does the first stroke start? (midline)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **j** as they say “**pull down straight, curve left, dot.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **j**.

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.

Activity Students look at the pictures and words, and then circle the pictures that begin with the letter **j**.

On the last line on the page have the students write the lowercase **j** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

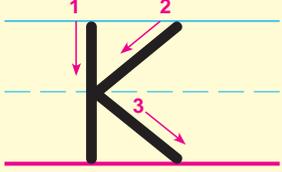
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter j Corrective Techniques See page T26.

Katherine's OT Tip Kindergarten students are continuing to build the muscles in their shoulders, arms, wrists, hands, and fingers for the delicate task of fine-motor work. A simple way to provide support for the 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 places the wrist in a slightly extended position, allowing the forearm to rest on the desk. This strategy is especially helpful for left-handed writers.

Uppercase K



Objectives:

- Recognize and name the uppercase letter **K**.
- Learn the basic strokes in the uppercase **K**.
- Trace and write the uppercase **K**.
- Write the uppercase **K** to begin a sentence.

Important:

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

Uppercase K

Trace and write the uppercase K.

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

Write an X over the things you cannot eat.

Write the uppercase K to complete the sentence.

CHECK-UP
Are your slant strokes correct?
YES NO

34

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1. Model & Discuss

Write a large letter **K** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 discuss 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. On the first line, students start at the green dots and trace the uppercase **K** as they say “**pull down straight, slant left, slant right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **K**.

On the last line on the page have the students write the uppercase **K** to complete the sentence. Tracing the gray letters in the sentence is optional.

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.

Activity Ask the students to look at the pictures and write an X over the things you cannot eat.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write



Check

Letter K Corrective Techniques See page T26.

Katherine's OT Tip Letters that ask students to guide a slanted stroke toward the middle line and then away again, such as the upper- and lowercase **K**, require strong **visual-motor** and **spatial skills**. Hitting the correct mark on the midline and not straying too far on the bottom line can be a challenge. Struggling students could use dots at step 2 and at the midline to guide the "slant left," as well as a dot on the bottom line to guide the "slant right." Practice on a vertical surface can provide these students with a better visual advantage.

Lowercase k

Trace and write the lowercase k.

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

Count the objects. Write the numeral.

keys: 6
kittens: 8
kings: 7
kites: 5

Write the lowercase k to complete each word.

ind_ ey_ eep_

CHECK-UP
Is your letter spacing correct?
YES NO

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Uppercase k

- Objectives:**
- Recognize and name the lowercase letter k.
 - Learn the basic strokes in the lowercase k.
 - Trace and write the lowercase k.
 - Write the lowercase k to complete words.

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** (see page T17 for details).

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 start? (top line)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **k** as they say “**pull down straight, slant left, slant right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **k**.

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.

Activity Ask the students to count the objects in each group and write the correct numeral.

On the last line on the page have the students write the lowercase **k** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

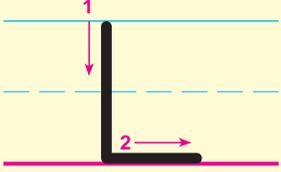
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace Write Check

Letter k Corrective Techniques See page T26.

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**. Letters like these 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 L



Objectives:

- Recognize and name the uppercase letter L.
- Learn the basic strokes in the uppercase L.
- Trace and write the uppercase L.
- Write the uppercase L to begin a sentence.

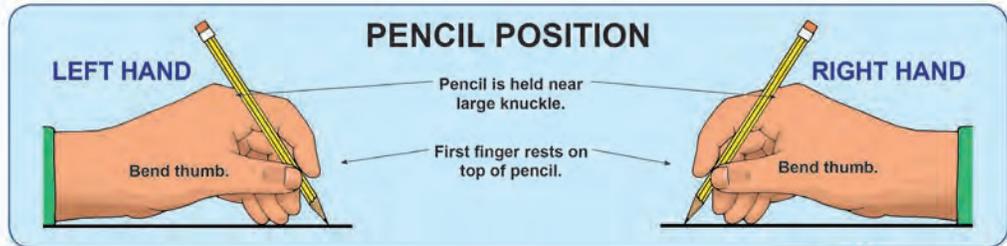
Important:

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

Uppercase L

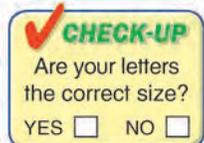
Trace and write the uppercase L.

1. Pull down straight
2. Slide right



Write the uppercase L to complete the sentence.

ook at the lion.



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1. Model & Discuss

Write a large letter L on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 start? (bottom line)
5. Is this a tall or short letter? (tall)
6. Where does the first stroke end? (bottom line)

After you discuss 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 36. On the first line, students start at the green dots and trace the uppercase L as they say “**pull down straight, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase L.

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.

Activity Ask the students to look at the picture of pencil position and check their own pencil position.

On the last line on the page have the students write the uppercase L to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 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. Start out with small pencils, such as golf pencils, and top them off with an eraser. This gives students' hands less to manipulate and more time to adjust to working with pencils. To enhance their 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 observe that they are doing it correctly in order to prevent poor habits from forming.

Lowercase I

1. Pull down straight

Trace and write the lowercase I.

PAPER POSITION
for Manuscript Writing

LEFT HAND

RIGHT HAND

Write the lowercase I to complete each word.

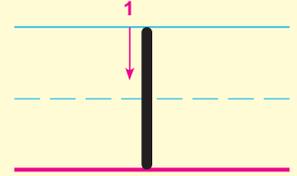
and ike ow

CHECK-UP
Are your letter forms correct?
YES NO

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37

Lowercase I



Objectives:

- Recognize and name the lowercase letter I.
- Learn the basic strokes in the lowercase I.
- Trace and write the lowercase I.
- Write the lowercase I to complete words.

Important:

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

1. Model & Discuss

Write a large letter I on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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

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 discuss the letter, trace over the model of the letter I and say “**pull down straight.**” 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 37. On the first line, students start at the green dots and trace the lowercase I as they say “**pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase I.

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.

Activity Have the students examine the paper position illustrations and then check their own.

On the last line on the page have the students write the lowercase I to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

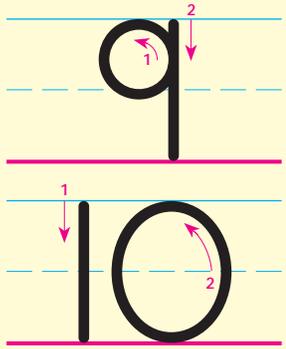


Check

Letter I Corrective Techniques See page T26.

Katherine's OT Tip Proper positioning of the “helper hand” is an important facet of efficient handwriting skills. Having both hands on the desk maintains each student's body position in midline for directing the head and eyes forward. The helper hand provides stability to the paper and to each student's posture when leaning slightly toward the desk to write. Simple verbal cues during handwriting sessions can assist children to “Keep those helper hands working!”

Numerals 9 & 10



Objectives:

- Recognize and name the numerals **9** and **10**.
- Learn the basic stroke(s) in the numerals **9** and **10**.
- Trace and write the numerals **9** and **10** and the number words.

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

Complete all steps for numeral **9**, then continue to numeral **10**.

1. Model & Discuss

Write a large numeral **9** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions as they look at a large model of the numeral **9**:

1. What is the first stroke called? (circle left)
2. How many strokes in this numeral? (2)

Students watch and listen as you trace over the model of 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 it in the air and say the stroke.

2. Practice (student workbooks needed here)

Students open their books to page 38. On the first line, students start at the green dots and trace each gray numeral **9** as they say “**circle left, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **9**, saying the stroke as they write.

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.

Writing Numerals

Trace and write the numerals.

Four plus five equals **nine**.

Trace and write the number word.

nine

$$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$$

A bowling lane has **ten** bowling pins.

Trace and write the number word.



CHECK-UP Are your numeral forms correct? YES NO

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Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral **10**.
Use the questions and stroke description below.

Questions:

1. Where does the numeral 1 start? (top line)
2. Name the two strokes in the numeral 10.
(pull down straight, circle left)

Stroke description: “**pull down straight; circle left.**”

ACTIVITIES Students trace and write number words.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

Extra Practice: Students can trace, write, and check (self-evaluate)

their numeral with **AlphamationPlus**. Trace Write Check



Katherine's OT Tip Time for Boot Camp! 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.

Writing Numerals

Draw a line from the picture to the correct numeral. Trace the numerals.

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Objectives:

- Matching sets of objects to the correct numeral.
- Recognize the numerals 1 through 10.
- Trace the numerals 1 through 10.

Counting and Matching Numerals

Have the students count the birthday cakes and then draw a line to the correct numeral (5).

Have the student count the tulips and draw a line to the correct numeral (3).

Have the students count the pandas and then draw a line to the correct numeral (1).

Have the students count the children and draw a line to the correct numeral (4).

Have the students count all the insects and then draw a line to the correct numeral (8).

Have the students count the bird houses and then draw a line to the correct numeral (2).

Have the students count the stars and then draw a line to the correct numeral (9).

Have the students count the fish and then draw a line to the correct numeral (10).

Have the students count the flowers and then draw a line to the correct numeral (7).

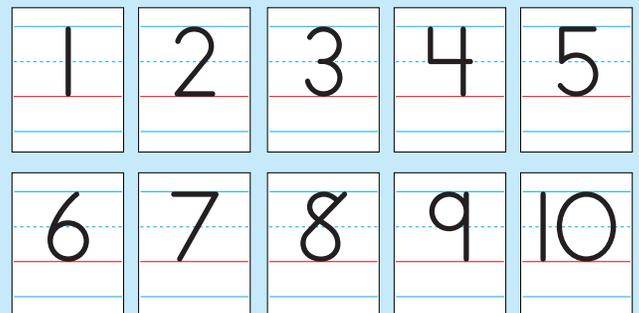
Have the students count the shamrocks and then draw a line to the correct numeral (6).

Ask the students to count the shamrocks and tulips and tell you the total number. (9)

Ask students to count the fish and the stars. (19)

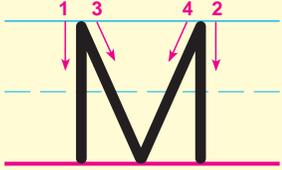
Ask students to count the insects and panda. (9)

Use the Manuscript Alphabet Cards shown below for the activities on page 39. If you do not have the 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.



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 M



Objectives:

- Recognize and name the uppercase letter **M**.
- Learn the basic strokes in the uppercase **M**.
- Trace and write the uppercase **M**.
- Write the uppercase **M** to begin a sentence.

Important:

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

Uppercase M

Trace and write the uppercase M.

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

Circle the pictures that begin with the letter M.

Moth Turtle Rabbit Monkey

Write the uppercase M to complete the sentence.

ay I meet Max?

CHECK-UP
Is your letter spacing correct?
YES NO

40

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1. Model & Discuss

Write a large letter **M** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 start? (top line)
5. Where do the slant strokes end? (bottom line)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **M** as they say “**pull down straight, pull down straight, slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **M**.

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.

Activity Ask the students to circle the pictures that begin with the letter **M**.

On the last line on the page have the students write the uppercase **M** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 **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-down strokes can remind them of spacing. The verbal repetition of the sequential numbers and directions help auditory learners.

Lowercase m

Trace and write the lowercase m.



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

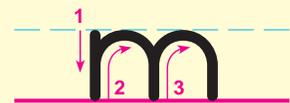


Write the lowercase m to complete each word.

om ix an

✓ CHECK-UP
Are your letter forms correct?
YES NO

Lowercase m



Objectives:

- Recognize and name the lowercase letter **m**.
- Learn the basic strokes in the lowercase **m**.
- Trace and write the lowercase **m**.
- Write the lowercase **m** to complete words.

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** (see page T17 for details).

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

1. How many curve strokes 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. Where does the letter begin? (midline)
5. Where other letters do you see in the **m**? (r, n)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **m** as they say “**pull down straight, push up straight, curve right, pull down straight, push up straight, curve right, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third

lines, the students trace and write the lowercase **m**.

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.

Activity Have the students complete the maze.

On the last line on the page have the students write the lowercase **m** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

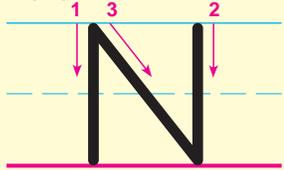
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter m Corrective Techniques See page T26.

Katherine's OT Tip 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.

Uppercase N



Objectives:

- Recognize and name the uppercase letter **N**.
- Learn the basic strokes in the uppercase **N**.
- Trace and write the uppercase **N**.
- Write the uppercase **N** to begin a sentence.

Important:

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

Uppercase N

Trace and write the uppercase N.

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

Number the growth of the tomato in the correct order.

Write the uppercase N to complete the sentence.

o, I can't see it.

CHECK-UP
Are your slant strokes correct?
YES NO

42

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1. Model & Discuss

Write a large letter **N** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 total strokes in this letter? (3)
4. Where does the slant stroke start? (top line)
5. Is this a tall or short letter? (tall)
6. Where does the slant stroke end? (bottom line)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **N** as they say “**pull down straight, pull down straight, slant right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **N**.

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.

Activity Ask the students to number the growth of the tomato in the correct order.

On the last line on the page have the students write the uppercase **N** to complete the sentence. Tracing the gray letters in the sentence is optional.

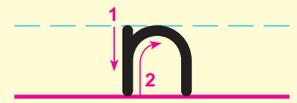
Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 Students who continue to struggle with their pencil grasping skills after sufficient guidance and practice may be experiencing muscle fatigue or **tactile sensitivities**. Additional hand and finger strengthening activities with materials such as clay, tweezers, or a one-hole punch can help to work on strengthening. If extra strengthening work does not appear to improve a pencil grasp, it would be wise to consult with the parents and an occupational therapist about other possible needs.



Objectives:

- Recognize and name the lowercase letter **n**.
- Learn the basic strokes in the lowercase **n**.
- Trace and write the lowercase **n**.
- Write the lowercase **n** to complete words.

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

Lowercase n

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

Trace and write the lowercase n.

HOW MANY? Write the correct numeral.

5

7

10

8

Write the lowercase n to complete each word.

ut est ail

CHECK-UP

Are your letters the correct size?

YES NO

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1. Model & Discuss

Write a large letter **n** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 in the **n**? (1, curve right)
5. Where does the letter begin? (midline)
6. Where does the first stroke end? (bottom line)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **n** as they say “**pull down straight, push up straight, curve right, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **n**.

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.

Activity Have the students count the objects and then write the correct numeral.

On the last line on the page have the students write the lowercase **n** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

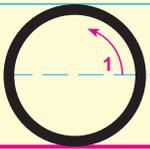
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter n Corrective Techniques See page T27.

Katherine's OT Tip **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 work? 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 regularly, it is important to inform the parents so that they can check with their child's pediatrician.

Uppercase O



Objectives:

- Recognize and name the uppercase letter **O**.
- Learn the basic strokes in the uppercase **O**.
- Trace and write the uppercase **O**.
- Write the uppercase **O** to begin a sentence.

Important:

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

Uppercase O

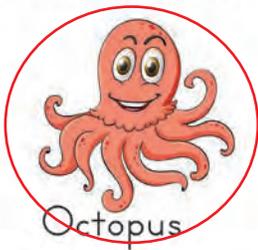


1. Circle left
Be sure to close the circle.

Trace and write the uppercase **O**.



Circle the pictures that begin with the letter **O**.



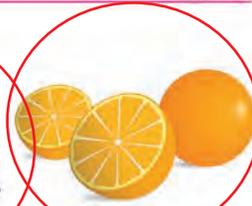
Octopus



Boat



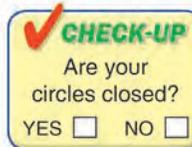
Ostrich



Oranges

Write the uppercase **O** to complete the sentence.

ur boat is old.



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1. Model & Discuss

Write a large letter **O** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 discuss the letter, trace over the model of the letter **O** and say “circle left.” 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. On the first line, students start at the green dots and trace the uppercase **O** as they say “circle left.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **O**.

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.

Activity Ask the students to look at the pictures and say the name of each animal. Then have them circle the pictures that begin with the uppercase **O**.

On the last line on the page have the students write the uppercase **O** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

Trace and write the lowercase o.

1. Circle left
Be sure to close the circle.

Circle the owl that matches.

Write the lowercase o to complete each word.

n ff ut

CHECK-UP

Are your circles closed?

YES NO

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Objectives:

- Recognize and name the lowercase letter **o**.
- Learn the basic strokes in the lowercase **o**.
- Trace and write the lowercase **o**.
- Write the lowercase **o** to complete words.

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** (see page T17 for details).

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 discuss the letter, trace over the model of the letter **o** and say "circle left." 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 45. On the first line, students start at the green dots and trace the lowercase **o** as they say "circle left." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **o**.

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.

Activity Have the students study each picture carefully, then circle the one that matches.

On the last line on the page have the students write the lowercase **o** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

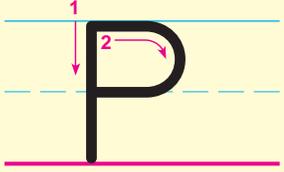
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace Write Check

Letter o Corrective Techniques See page T27.

Katherine's OT Tip **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 skills** that enhance editing proficiency can be included in your sessions by playing the "Spot It First Game." At the end of each line of practice, ask students to stop and check their work to see if they 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.

Uppercase P



Objectives:

- Recognize and name the uppercase letter **P**.
- Learn the basic strokes in the uppercase **P**.
- Trace and write the uppercase **P**.
- Write the uppercase **P** to begin a sentence.

Important:

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

Uppercase P Trace and write the uppercase P.

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

Circle the pictures that begin with the letter **P**.

Pig Pony Cat Parrot

Write the uppercase **P** to complete the sentence.

lease pay Paul.

CHECK-UP
Is your line quality correct?
YES NO

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1. Model & Discuss

Write a large letter **P** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 discuss 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. On the first line, students start at the green dots and trace the uppercase **P** as they say “**pull down straight, slide right, curve down, slide left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **P**.

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.

Activity Ask the students to look at the pictures and say the name of each animal. Then have them circle the pictures that begin with the uppercase **P**.

On the last line on the page have the students write the uppercase **P** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

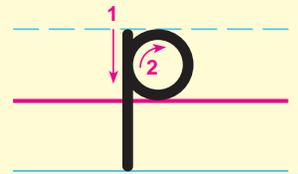


Check

Letter P Corrective Techniques See page T27.

Katherine's OT Tip 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 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 p



Objectives:

- Recognize and name the lowercase letter **p**.
- Learn the basic strokes in the lowercase **p**.
- Trace and write the lowercase **p**.
- Write the lowercase **p** to complete words.

Important:

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

Lowercase p

Trace and write the lowercase p.

1. Pull down straight
2. Circle right

Write the lowercase p to complete each word.

ie lay ond

CHECK-UP

Are your letter forms correct?

YES NO

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1. Model & Discuss

Write a large letter **p** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 discuss 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. On the first line, students start at the green dots and trace the lowercase **p** as they say “**pull down straight, circle right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **p**.

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.

Activity Have the students study the illustrations of pencil position, then have them check their own.

On the last line on the page have the students write the lowercase **p** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

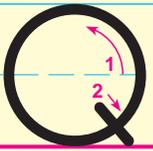
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter p Corrective Techniques See page T27.

Katherine's OT Tip An efficient pencil grip is one of the foundational skills for a smooth, legible handwriting style. Sufficient pencil control relies upon appropriate finger placement above the beginning of the painted surface on the barrel to provide stability as the pencil is guided across the page. Correct placement is 1” above for right-handed writers and 1.5” for left-handed writers. An inexpensive and unobtrusive adaptation for finger placement is a simple piece of adhesive tape on the correct spot. This provides a visual and tactile cue that won't get in the way or get lost!

Uppercase Q



Objectives:

- Recognize and name the uppercase letter **Q**.
- Learn the basic strokes in the uppercase **Q**.
- Trace and write the uppercase **Q**.
- Write the uppercase **Q** to begin a sentence.

Important:

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

Uppercase Q Trace and write the uppercase **Q**.

1. Circle left
2. Slant right

Circle the two that are alike.

Write the uppercase **Q** to complete the sentence.

quilts keep us warm.

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1. Model & Discuss

Write a large letter **Q** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 start? (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 discuss the letter, trace over the model of the letter **Q** and say “**circle left, slant 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 48. On the first line, students start at the green dots and trace the uppercase **Q** as they say “**circle left, slant right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **Q**.

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.

Activity Ask the students to look at the pictures of the quilts and circle the two that are alike.

On the last line on the page have the students write the uppercase **Q** to complete the sentence. Tracing the gray letters in the sentence is optional.

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



Letter Q Corrective Techniques See page T27.

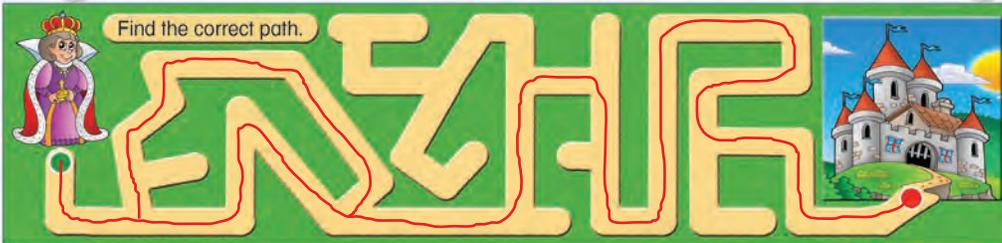
Katherine's OT Tip Time for Boot Camp! Poor sitting posture can result in slouching or leaning on the desk. These positions place the head and eyes in an inefficient position for fine-motor work. Before today's session, have your students stand up and stretch their arms up toward the ceiling and then 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!

Lowercase q

Trace and write the lowercase q.



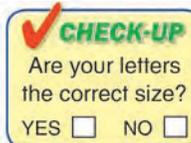
1. Circle left
2. Pull down straight, curve right



Write the lowercase q to complete each word.

ueen

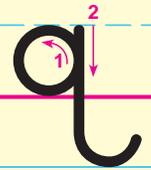
uiet



49

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Lowercase q



Objectives:

- Recognize and name the lowercase letter q.
- Learn the basic strokes in the lowercase q.
- Trace and write the lowercase q.
- Write the lowercase q to complete words.

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* (see page T17 for details).

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 is the last stroke called? (curve right)
4. What other letters are in this letter? (a, c, o)
5. Does this letter go below the bottom line? (yes)
6. What color is the middle writing line? (blue)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase q as they say "circle left, pull down straight, curve right." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students

trace and write the lowercase q.

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.

Activity Have the students complete the maze.

On the last line on the page have the students write the lowercase q to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

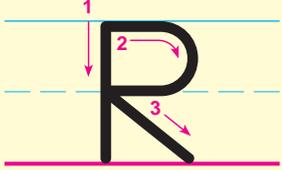
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter q Corrective Techniques See page T27.

Katherine's OT Tip 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 R



Objectives:

- Recognize and name the uppercase letter **R**.
- Learn the basic strokes in the uppercase **R**.
- Trace and write the uppercase **R**.
- Write the uppercase **R** to begin a sentence.

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* (see page T17 for details).

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 start? (midline)

After you discuss 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

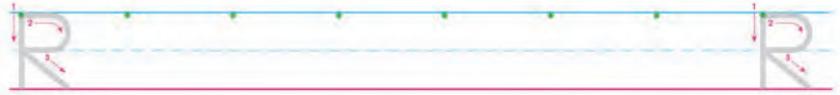
Students open their books to page 50. On the first line, students start at the green dots and trace the uppercase **R** as they say “**pull down straight, slide right, curve down, slide left, slant right.**” Ask them to stop and evaluate their work as described in Step 3 before

Uppercase R

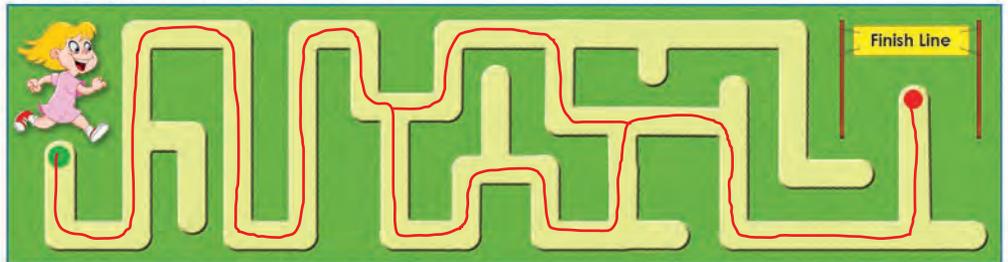


1. Pull down straight
2. Slide right, curve down, slide left
3. Slant right

Trace and write the uppercase R.



Help the runner find her way to the finish line.



Write the uppercase R to complete the sentence.



50

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going to the next line. On the second and third lines, the students trace and write the uppercase **R**.

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.

Activity Ask the students to complete the maze.

On the last line on the page have the students write the uppercase **R** to complete the sentence. Tracing the gray letters in the sentence is optional.

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



Trace



Write

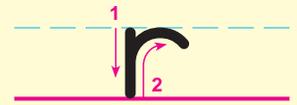


Check

Letter R Corrective Techniques See page T27.

Katherine's OT Tip 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 one first by turning their heads only and not their bodies, then without moving their heads. They will enjoy the challenge!

Lowercase r



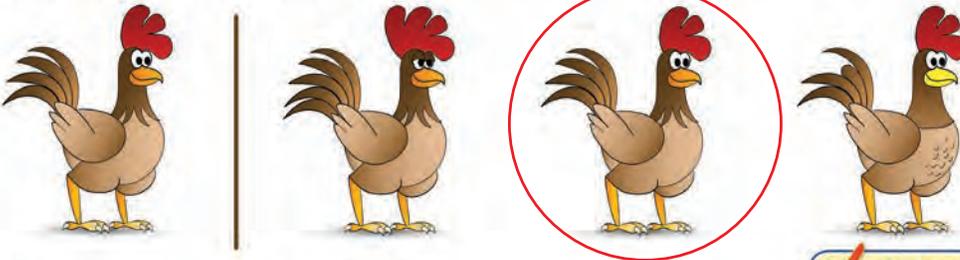
Lowercase r

Trace and write the lowercase r.

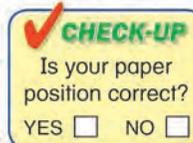
1. Pull down straight
2. Push up, curve right



Circle the rooster that matches.



Write the lowercase r to complete each word.



51

Objectives:

- Recognize and name the lowercase letter r.
- Learn the basic strokes in the lowercase r.
- Trace and write the lowercase r.
- Write the lowercase r to complete words.

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* (see page T17 for details).

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. What is the last stroke called? (curve right)
4. What other two lowercase letters start like the letter r? (n and m)
5. What color is the bottom line? (red)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase r as they say “**pull down straight, push up straight, curve right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase r.

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.

Activity Have the students study each picture and then circle the rooster that matches.

On the last line on the page have the students write the lowercase r to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 Letters that ask students to “push up” on the same line to begin the next step require efficient **visual-motor skills** for tracing. Legibility with the lowercase letters h, r, m, n, and u depends upon this skill to avoid open or disconnected letter formations. Struggling students would benefit from additional practice with tracing shapes, such as squares and triangles, that utilize the “push up” stroke. These activities work well on a vertical surface that allows students to focus their eyes forward on their work. Be sure to position the paper slightly above their shoulder heights.

Uppercase S



Objectives:

- Recognize and name the uppercase letter **S**.
- Learn the basic strokes in the uppercase **S**.
- Trace and write the uppercase **S**.
- Write the uppercase **S** to begin a sentence.

Important:

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

Uppercase S Trace and write the uppercase **S**.

1. Curve left, curve down, curve left

Find the letter **S** in the pictures. How many did you find? Write the numeral.

Write the uppercase **S** to complete the sentence.

he saw six seals.

9

CHECK-UP
Are your letters the correct size?
YES NO

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1. Model & Discuss

Write a large letter **S** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 in the letter **S**? (3)
4. Is this an uppercase letter or a lowercase letter? (uppercase letter)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **S** as they say “**curve left, curve down, curve left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **S**.

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.

Activity Have the students find the hidden **S** letters, count them (9), and write the number in the box.

On the last line on the page have the students write the uppercase **S** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 for will reinforce correct motor **planning movements**.



Objectives:

- Recognize and name the lowercase letter **s**.
- Learn the basic strokes in the lowercase **s**.
- Trace and write the lowercase **s**.
- Write the lowercase **s** to complete words.

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

Lowercase s

Trace and write the lowercase s.

1. Curve left, curve down, curve left

Circle the two pairs of sneakers that are the same.

Count all the sneakers. Write the numeral. **10**

Write the lowercase **s** to complete each word.

ad ee un

CHECK-UP

Is your letter spacing correct?

YES NO

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1. Model & Discuss

Write a large letter **s** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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. What is the first stroke called? (top to bottom)
3. Where does the letter end? (just above bottom line)
4. How is this letter different from the uppercase **S**? (size)
5. What color is the bottom line? (red)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **s** as they say “**curve left, curve down, curve left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **s**.

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.

Activity Have the students study each picture carefully and then circle the two pairs of sneakers that match. On the last line on the page have the students write the lowercase **s** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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

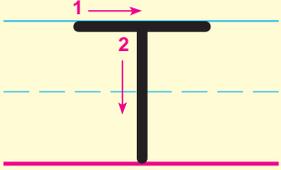


Letter s Corrective Techniques See page T28.

Katherine's OT Tip

Lower-case “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 them 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.
- Learn the basic strokes in the uppercase T.
- Trace and write the uppercase T.
- Write the uppercase T to begin a sentence.

Important:

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

Uppercase T

Trace and write the uppercase T.

1. Slide right
2. Pull down straight

Circle the pictures that begin with the letter T.

Frog Tiger Lemon Tree Truck

Write the uppercase T to complete the sentence.

he toy is Tira's.

CHECK-UP
Is your line quality correct?
YES NO

54

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1. Model & Discuss

Write a large letter **T** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 in the letter **T**? (2)
4. Name the two strokes?(left to right, top to bottom)
5. Where does the second stroke end? (bottom line)

After you discuss 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. On the first line, students start at the green dots and trace the uppercase **T** as they say “**slide right, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **T**.

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.

Activity Ask the students to look at the pictures and say the name of each animal. Then have them circle the pictures that begin with the uppercase **T**.

On the last line on the page have the students write the uppercase **T** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

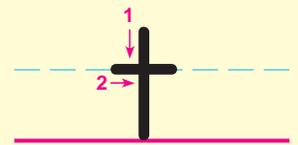


Check

Letter T Corrective Techniques See page T28.

Katherine's OT Tip Left-handed writers find it easier to pull from right to left rather than push their pencils across the paper from left to right as they form uppercase letters such as “E, F, H, and T.” Their style may look a bit different but it allows them to move their arm, hand, and pencil more fluidly across the paper with greater speed. And that's what efficient handwriting is all about!

Lowercase t



Objectives:

- Recognize and name the lowercase letter t.
- Learn the basic strokes in the lowercase t.
- Trace and write the lowercase t.
- Write the lowercase t to complete words.

Important:

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

Lowercase t

Trace and write the lowercase t.

Use the code to color the train.

Color Code

Write the lowercase t to complete each word.

rain op ie

CHECK-UP
Are your letters the correct size?
YES NO

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1. Model & Discuss

Write a large letter **t** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 slide-right stroke made? (midline)
4. How many strokes are in this letter? (2)
5. What color is the top line? (blue)

After you discuss 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. On the first line, students start at the green dots and trace the lowercase **t** as they say “**pull down straight, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **t**.

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.

Activity Explain the color code to the students. Have them follow the color code to color the train.

On the last line on the page have the students write the lowercase **t** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 **Visual-spatial skills** are those that allow us to recognize the placement of objects in space relative to those around them. They are key skills for letter sizing and alignment. Color-by-number activities are excellent for students who struggle with these handwriting elements as they provide them with visual cues about boundaries and positioning. Other fun activities for this skill are block designs and construction toys.

Numerals 11 and 12

Objectives:

- Recognize and name the numerals **11** and **12**.
- Learn the strokes in the numerals **11** and **12**.
- Trace and write the numerals **11** and **12** and the number words.

Writing Numerals

Trace and write the numeral **11**.

Trace and write the numeral **12**.

Count the flying ladybugs. Write the numeral.

Count the walking ladybugs. Write the numeral.

Flying **11** Walking **12**

Complete all steps for numeral **11**, then continue to numeral **12**.

1. Model & Discuss

Students have already learned how to write the numerals **1** and **2**. Now it is time to write them together as **11** and **12**.

Have the students open their books to page 56 and review the numeral **11** in the yellow tab or you can write the numeral **11** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **1** and **2** if you feel your students need it.)

Ask the students the following questions as they look at the model of the numeral **11**.

1. What are the two strokes in this numeral?
(top to bottom strokes)
2. What other numerals contain a top to bottom stroke? (4, 5, and 9)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **11** as they say “**pull down straight; pull down straight.**”

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.

Repeat Steps 1-3 for the numeral **12**.
Use the questions and stroke description below.

Questions:

1. Name all the strokes in the numeral **12**.
(pull down straight; curve right, slant left, slide right)
2. What other numeral begins like the numeral **2**?
(the numeral **3**)

Stroke description: “**pull down straight; curve right, slant left, slide right.**”

Activity Students count and write the number of flying ladybugs and then the walking ladybugs.

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



Trace



Write



Check

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've written 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 to allow adequate time for strugglers to be successful.

Numerals 13 and 14

Writing Numerals

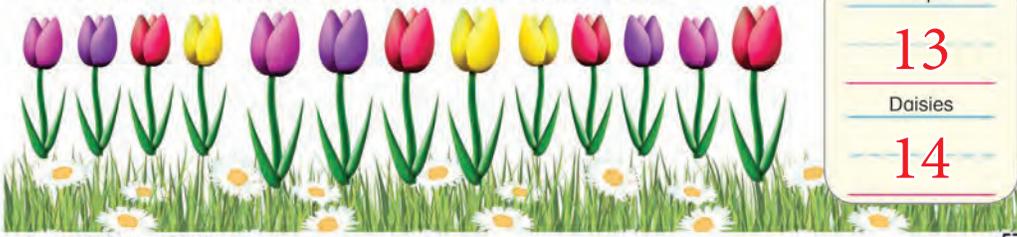
Trace and write the numeral 13.



Trace and write the numeral 14.



Count the tulips. Write the numeral. Count the daisies. Write the numeral.



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Objectives:

- Recognize and name the numerals **13** and **14**.
- Learn the strokes in the numerals **13** and **14**.
- Trace and write the numerals **13** and **14** and the number words.

Complete all steps for numeral **13**, then continue to numeral **14**.

1. Model & Discuss

Students have already learned how to write the numerals **1**, **3**, and **4**. Now it is time to write them together as **13** and **14**.

Have the students open their books to page 57 and review the numeral **13** in the yellow tab or you can write the numeral **13** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **3** and **4** if you feel your students need it.)

Ask the students the following questions as they look at the model of the numeral **13**.

1. What are the three strokes in the numeral 13?
(top to bottom; circle right, circle right)
2. What other numeral begins like the numeral 3? (2)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **13** as they say “**pull down straight; circle right, circle right.**”

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 numeral they put an X through.

Repeat Steps 1-3 for the numeral 14.

Use the questions and stroke description below.

Questions:

1. Name all the strokes in the numeral 14.
(pull down straight; pull down straight, slide right, pull down straight)
2. What other numeral contains a slide right stroke?
(the numerals 2, 5, and 7)

Numeral 14 stroke description: “**pull down straight; pull down straight, slide right, pull down straight.**”

Activity Students count and write the number of tulips and then the number of daisies.

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



Trace



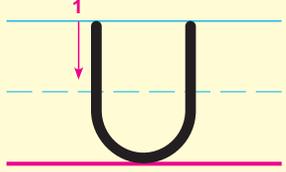
Write



Check

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 paper positioning.

Uppercase U



Objectives:

- Recognize and name the uppercase letter **U**.
- Learn the basic strokes in the uppercase **U**.
- Trace and write the uppercase **U**.
- Write the uppercase **U** to begin a sentence.

Important:

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

Uppercase U

Trace and write the uppercase **U**.

1. Pull down straight, curve right, push up straight



Count the red stripes on the flag. Write the number.

Count the white stripes on the flag. Write the number.

Count the colors on the flag. Write the number.

Count the stars on the flag. Write the number.

Trace the words.

Write the letters U.S.A.

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1. Model & Discuss

Write a large letter **U** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 in the letter **U**? (3)
5. Where does the last stroke end? (top line)

After you discuss 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 58. On the first line, students start at the green dots and trace the uppercase **U** as they say “**pull down straight, curve right, push up straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **U**.

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.

Activity Have the students count as directed and then write the correct number on the writing line.

On the last line on the page have the students write the uppercase **U** to complete the sentence. Tracing the gray letters in the sentence is optional.

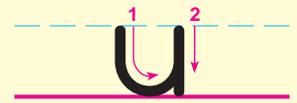
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter U Corrective Techniques See page T28.

Katherine's OT Tip Letters that reverse directions can be challenging motor movement sequences. The upper- and lowercase “U” ask students to pull down straight from the line, form a curve, then push their pencils upward again. The breadth of the curve must be measured visually before beginning the journey back to the top. Kinesthetic learners would benefit from tactile and visual feedback with sand paper tracing and vertical platform work. Repeated verbal directions will aid auditory learners, while visual learners would benefit from a sticker placed inside the curve to define the needed space.

Lowercase u



Objectives:

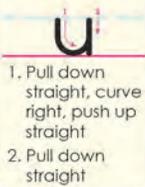
- Recognize and name the lowercase letter **u**.
- Learn the basic strokes in the lowercase **u**.
- Trace and write the lowercase **u**.
- Write the lowercase **u** to complete words.

Important:

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

Lowercase u

Trace and write the lowercase **u**.



1. Pull down straight, curve right, push up straight
2. Pull down straight

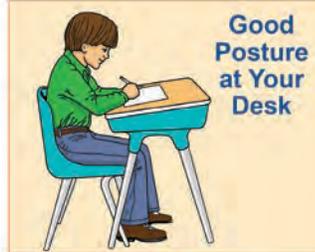


LEFT HAND



PENCIL POSITION

RIGHT HAND



Good Posture at Your Desk

Write the lowercase **u** to complete each word.



59

1. Model & Discuss

Write a large letter **u** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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 in this letter? (2)
5. What color is the bottom line? (red)

After you discuss 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 59. On the first line, students start at the green dots and trace the lowercase **u** as they say “**pull down straight, curve right, push up straight, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **u**.

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.

Activity Have students study each illustration and then demonstrate correct pencil grip and posture.

On the last line on the page have the students write the lowercase **u** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

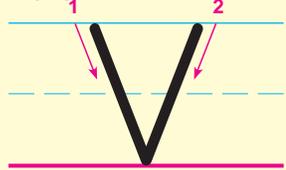


Check

Letter u Corrective Techniques See page T28.

Katherine's OT Tip Students who are challenged by the size of the curve of the upper- and lowercase **u** can benefit from a bit of highlighting in that area. Use a fine-tipped highlighter to emphasize the curve on a row of practice letters for tracing. Reduce the number of highlights on the next line and work toward fewer as the student masters the letter formation. To increase your students' awareness of the size of the curve, have them help you highlight the area themselves. Guided practice can lead them to mastery.

Uppercase V



Objectives:

- Recognize and name the uppercase letter **V**.
- Learn the basic strokes in the uppercase **V**.
- Trace and write the uppercase **V**.
- Write the uppercase **V** to begin a sentence.

Important:

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

Uppercase V Trace and write the uppercase V.

1. Slant right
2. Slant left

How Many? Write the numeral.

16

14

12

Write the uppercase V to complete the sentence.

ets help animals.

CHECK-UP
Are your slant strokes correct?
YES NO

60

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1. Model & Discuss

Write a large letter **V** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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. Name the two strokes? (slant right and slant left)
3. Where do the slant strokes start? (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 discuss 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 60. On the first line, students start at the green dots and trace the uppercase **V** as they say “**slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **V**.

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.

Activity Ask the students to count the objects in each group and write the correct numerals on the lines.

On the last line on the page have the students write the uppercase **V** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

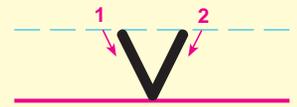
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter V Corrective Techniques See page T28.

Katherine's OT Tip Slanted lines can pose a problem for some students. A visual and tactile trick for learning the letter **V** is as close as the fingers on their hands. 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**. This activity provides visual learners with a model while auditory learners will benefit from verbal repetition of the steps.

Lowercase v



Objectives:

- Recognize and name the lowercase letter **v**.
- Learn the basic strokes in the lowercase **v**.
- Trace and write the lowercase **v**.
- Write the lowercase **v** to complete words.

Important:

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

Lowercase v

Trace and write the lowercase v.

1. Slant right
2. Slant left

Find the way to the vacation site.

Write the lowercase v to complete each word.

an ery ote

CHECK-UP
Is your letter spacing correct?
YES NO

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1. Model & Discuss

Write a large letter **v** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 discuss 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 61. On the first line, students start at the green dots and trace the lowercase **v** as they say “**slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **v**.

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.

Activity Have the students complete the maze.

On the last line on the page have the students write the lowercase **v** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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 upper- and lowercase **v** can use some help from “Boxed Up Practice” for appropriate sizing of its two versions. Add a visual and tactile twist by matching magnetic letters of each version with appropriate squares drawn on a white board. Following this activity, have students transfer their skills to a chalkboard task or paper-and-pencil worksheet of the same nature. The use of pencils or chalk versus felt-tip markers provides students with resistance for the **tactile feedback** that hones **motor memory skills**. This activity is useful for the letter **w**, as well.

Numerals 15 and 16

Objectives:

- Recognize and name the numeral **15** and **16**.
- Learn the strokes in the numeral **15** and **16**.
- Trace and write the numeral **15** and **16** and the number words.

Complete all steps for numeral **15**, then continue to numeral **16**.

Writing Numerals

Trace and write the numeral **15**.

Trace and write the numeral **16**.

How many fish do you see? Write the numeral.

1. Model & Discuss

Students have already learned how to write the numerals **1**, **5**, and **6**. Now it is time to write them together as **15** and **16**.

Have the students open their books to page 62 and review the numeral **15** in the yellow tab or you can write the numeral **15** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **5** and **6** if you feel your students need it.)

Ask the students the following questions as they look at the model of the numeral **15**.

1. What are the four strokes in the numeral 15?
(top to bottom; pull down straight, circle right, slide right)
2. What other numerals contain a top to bottom stroke? (4 and 9)

2. Practice

Have the students to start at the green dots and trace and write the numeral **15** as they say “**pull down straight; pull down straight, circle right, slide right.**”

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.

Repeat Steps 1-3 for the numeral 16.
Use the questions and stroke description below.

Questions:

1. Name all the strokes in the numeral 16.
(pull down straight; curve down, curve right, curve left, close)
2. Where does the numeral 6 start? (top line)

Stroke description: “**pull down straight; curve down, curve right, curve left, close.**”

Activity Have the students count the fish and write the correct numeral on the writing line.

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



Trace



Write



Check

Katherine's OT Tip Time for Boot Camp! Before today's session, provide your students with a "Thinking Cap Challenge." Have them stand up for this activity to increase mental and **visual attention**. Tell them that you are thinking of an object in the room and that they need to guess which one it is. Provide them with clues, one at a time, until someone guesses it correctly. Have a student do the same for the class to maintain their cognitive engagement before sitting down to begin handwriting practice.

Numerals 17 and 18

Writing Numerals

Trace and write the numeral 17.



Trace and write the numeral 18.



Objectives:

- Recognize and name the numeral **17** and **18**.
- Learn the strokes in the numeral **17** and **18**.
- Trace and write the numeral **17** and **18** and the number words.

Complete all steps for numeral **17**, then continue to numeral **18**.

1. Model & Discuss

Students have already learned how to write the numerals **1**, **7**, and **8**. Now it is time to write them together as **17** and **18**.

Have the students open their books to page 63 and review the numeral **17** in the yellow tab or you can write the numeral **17** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **7** and **8** if you feel your students need it.)

Ask the students the following questions as they look at the model of the numeral **17**.

1. What are the three strokes in the numeral 17?
(top to bottom; slide right, slant left)
2. What other numeral has a slant-left stroke? (2)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **17** as they say “**pull down straight; slide right, slant left.**”

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.

Repeat Steps 1-3 for the numeral **18**.

Use the questions and stroke description below.

Questions:

1. Name all the strokes in the numeral 18.
(pull down straight; curve left, curve down, curve left, slant up)
2. What uppercase letter do you see in the numeral 8? (the uppercase S)

Stroke description: “**pull down straight; curve left, curve down, curve left, slant right.**”

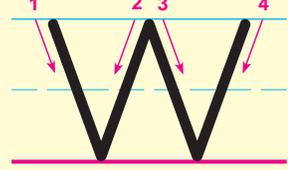
Activity Have the students count the butterflies and write the numeral, then count the flowers and write the numeral.

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



Katherine's OT Tip Handwriting is a developmental process that evolves from scribbling and drawing. As young children begin to understand that writing communicates information, they attempt to convey messages through pictures and their scribbled version of connected lines and shapes. It is natural to continue using art and pictures in the development of handwriting skills. All students, strugglers in particular, will benefit from a journal that utilizes appropriately lined paper for letter formation practice and includes an area for drawing at the top to continue their handwriting development.

Uppercase W



Objectives:

- Recognize and name the uppercase letter **W**.
- Learn the basic strokes in the uppercase **W**.
- Trace and write the uppercase **W**.
- Write the uppercase **W** to begin a sentence.

Important:

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

Uppercase W

Trace and write the uppercase W.

1. Slant right
2. Slant left
3. Slant right
4. Slant left

Circle the two that are alike.

Write the uppercase W to complete the sentence.

_____hy is snow white?

64

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1. Model & Discuss

Write a large letter **W** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 in the letter **W**? (4)
4. Name the four strokes? (slant right, slant left, slant right, and slant left)
5. Where does the third slant stroke begin? (top line)

After you discuss 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 64. On the first line, students start at the green dots and trace the uppercase **W** as they say “**slant right, slant left, slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **W**.

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.

Activity Ask the students to look at the pictures and circle the two pictures that are alike.

On the last line on the page have the students write the uppercase **W** to complete the sentence. Tracing the grey letters in the sentence is optional.

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



Trace



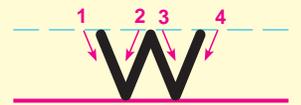
Write



Check

Letter W Corrective Techniques See page T28.

Katherine's OT Tip 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.



Objectives:

- Recognize and name the lowercase letter **w**.
- Learn the basic strokes in the lowercase **w**.
- Trace and write the lowercase **w**.
- Write the lowercase **w** to complete words.

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

Lowercase w

Trace and write the lowercase w.

Circle the pictures that begin with the letter w.

Write the lowercase w to complete each word.

et as ho

CHECK-UP

Are your slant strokes correct?

YES NO

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1. Model & Discuss

Write a large letter **w** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 start? (midline)
4. How many strokes are in this letter? (4)
5. How is the lowercase **w** different from the uppercase **W**? (size)

After you discuss 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 65. On the first line, students start at the green dots and trace the lowercase **w** as they say “**slant right, slant left, slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **w**.

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.

Activity Have the students look at each picture carefully, then have them circle the pictures that begin with the letter **w**.

On the last line on the page have the students write the lowercase **w** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

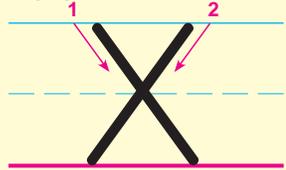
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter w Corrective Techniques See page T28.

Katherine's OT Tip Left-handed writers can benefit from holding their pencils about 1.5” above the tip. This affords them a clear view of what they are writing and helps to prevent smudging. A 3-ring binder under the paper is especially helpful for them as it provides a slight slant to the writing surface and allows for fluid handwriting movements.

Uppercase X



Objectives:

- Recognize and name the uppercase letter **X**.
- Learn the basic strokes in the uppercase **X**.
- Trace and write the uppercase **X**.
- Write the uppercase **X** to begin a sentence.

Important:

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

Uppercase X Trace and write the uppercase X.

1. Slant right
2. Slant left

Circle all the X's in the picture. How many did you find? Write the numeral. 10

Count the foxes in the picture. Write the numeral. 4

Circle the two strokes that make the uppercase letter X.

CHECK-UP Are your slant strokes correct?
YES NO

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1. Model & Discuss

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

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 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 discuss 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 66. On the first line, students start at the green dots and trace the uppercase **X** as they say “**slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **X**.

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.

Activity Tell the students the letter X is hidden in the picture. Have them count all the X's and write the numeral (10). Then, have them count all the foxes and write the numeral (4). Have them circle the two strokes that make the uppercase X.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

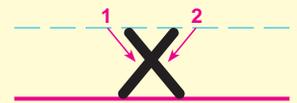
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



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



Objectives:

- Recognize and name the lowercase letter **x**.
- Learn the basic strokes in the lowercase **x**.
- Trace and write the lowercase **x**.
- Write the lowercase **x** to complete words.

Important:

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

Lowercase x

Trace and write the lowercase x.

1. Slant right
2. Slant left

Count the taxis. Write the numeral. **14**

Count the foxes. Write the numeral. **17**

Write the lowercase x to complete each word.

bo fi wa

CHECK-UP
Are your letters the correct size?
YES NO

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1. Model & Discuss

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

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 does the slant-left stroke start? (midline)
4. How many strokes are in this letter? (2)
5. What letters have just one slant stroke in them?
(N, Q, R, Z, z)

After you discuss 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 67. On the first line, students start at the green dots and trace the lowercase **x** as they say “**slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **x**.

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.

Activity Have the students count the taxis and write the numeral (14), then count the foxes and write the numeral (17).

On the last line on the page have the students write the lowercase **x** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Trace



Write

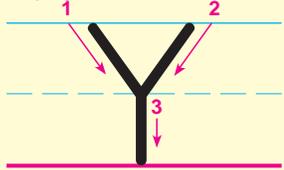


Check

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 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**.
- Learn the basic strokes in the uppercase **Y**.
- Trace and write the uppercase **Y**.
- Write the uppercase **Y** to begin a sentence.

Important:

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

Uppercase Y

Trace and write the uppercase letter **Y**.

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

Find the correct path.

Write the uppercase **Y** to complete the sentence.

ou are my friend.

68

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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.

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

1. How many strokes 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 start? (midline)

After you discuss 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 68. On the first line, students start at the green dots and trace the uppercase **Y** as they say “**slant right, slant left, pull down straight.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

On the second and third lines, the students trace and write the uppercase **Y**.

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.

Activity Have students complete the maze by finding the path between the clouds.

On the last line on the page have the students write the uppercase **Y** to complete the sentence. Tracing the gray letters in the sentence is optional.

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



Trace



Write

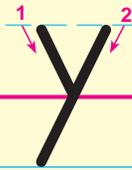


Check

Letter Y Corrective Techniques See page T29.

Katherine's OT Tip The only letters some students 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 drawn with familiar strokes, they use them in different lengths, at different locations on the line, and with a short top-to-bottom line along with slanted ones. To avoid frustration, the uppercase **Y** may need to keep its visual cue at the meeting point for a while to allow struggling students to anticipate that place. That simple yellow dot can make all the difference!

Lowercase y



Objectives:

- Recognize and name the lowercase letter **y**.
- Learn the basic strokes in the lowercase **y**.
- Trace and write the lowercase **y**.
- Write the lowercase **y** to complete words.

Important:

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

Lowercase y

Trace and write the lowercase y.

1. Slant right
2. Slant left

Circle the pictures that end with the letter y.

Write the lowercase y to complete each word.

es ear am

CHECK-UP
Is your line quality correct?
YES NO

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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.

Ask the students the following questions:

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 discuss 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 69. On the first line, students start at the green dots and trace the lowercase **y** as they say “**slant right, slant left.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **y**.

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.

Activity Ask the students say the name of each picture, then have them circle the pictures that **end** with the letter **y**.

On the last line on the page have the students write the lowercase **y** to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

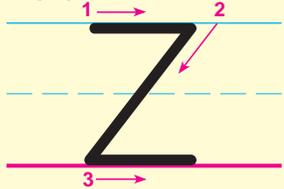
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter y Corrective Techniques See page T29.

Katherine's OT Tip The lowercase **y** can tend to lie 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 middle of the 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**.
- Learn the basic strokes in the uppercase **Z**.
- Trace and write the uppercase **Z**.
- Write the uppercase **Z** to begin a sentence.

Important:

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

Uppercase Z

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

Trace and write the uppercase Z.

Number the pictures in the correct order of events.

4 3 5 1 2

Write the uppercase Z to complete the sentence.

eke likes zebras.

CHECK-UP

Are your letter forms correct?

YES NO

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1. Model & Discuss

Write a large letter **Z** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

Ask the students the following questions:

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 total strokes in this letter? (3)
4. Name all the strokes in order? (left to right, slant left, left to right)
5. Where does the second stroke end? (bottom line)

After you discuss 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 70. On the first line, students start at the green dots and trace the uppercase **Z** as they say “**slide right, slant left, slide right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **Z**.

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.

Activity Ask the students to look at the pictures and number them in the correct order of events.

On the last line on the page have the students write the uppercase **Z** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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



Objectives:

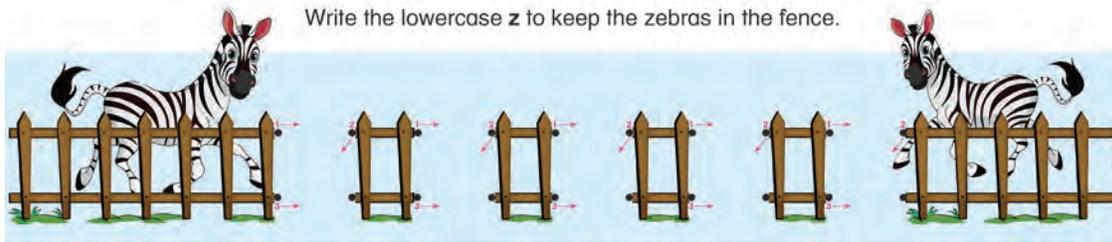
- Recognize and name the lowercase letter z.
- Learn the basic strokes in the lowercase z.
- Trace and write the lowercase z.
- Write the lowercase z to complete words.

Important:

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

Lowercase z

Trace and write the lowercase z.



Write the lowercase z to complete each word.

oo pi a ip

CHECK-UP

Is your letter spacing correct?

YES NO

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1. Model & Discuss

Write a large letter z on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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 discuss 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 71. On the first line, students start at the green dots and trace the lowercase z as they say “slide right, slant left, slide right.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase z.

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.

Activity Have the students look at the picture and then write the lowercase z to complete the fence.

On the last line on the page have the students write the lowercase z to complete the words. Tracing the gray letters in the words is optional.

Read the **CHECK-UP** question to the students. Have them self-evaluate and check the YES or NO box.

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.

Numerals 19 and 20

Objectives:

- Recognize and name the numeral **19** and **20**.
- Learn the basic strokes in the numeral **19** and **20**.
- Trace and write the numeral **19** and **20** and the number words.

Complete all steps for numeral **19**, then continue to numeral **20**.

Writing Numerals

Trace and write the numeral **19**.

Trace and write the numeral **20**.

How many birds are flying? **20**

How many birds are resting? **19**

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1. Model & Discuss

Students have already learned how to write the numerals **1**, **2**, **9**, and **0**. Now it is time to write them together as **19** and **20**.

Have the students open their books to page 72 and review the numeral **19** in the yellow tab or you can write the numeral **19** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numeral **9** if you feel your students need it.)

Ask the students the following questions as they look at the model of the numeral **19**.

1. What are the three strokes in this numeral 19?
(top to bottom; circle left, pull down straight)
2. What other numerals contain a circle left stroke? (0 and 9)

2. Practice (student workbooks needed here)

Tell the students to start at the green dots and trace and write the numeral **19** as they say “**pull down straight; circle left, pull down straight.**”

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.

Repeat Steps 1-3 for the numeral **20**.

Use the questions and stroke description below.

Questions:

1. Name all the strokes in the numeral 20.
(curve right, slant left, slide right; circle left)
2. What numerals have a curve stroke in them?
(2, 3, 5, 6, and 8)

Stroke description: “**curve right, slant left, slide right; circle left.**”

Activity Have the students count the birds flying and write the numeral, then count the birds resting and write the numeral.

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



Trace



Write



Check

Katherine's Tip Time for Boot Camp! Before today's session, add a few giggles to your handwriting work with “Cross-Over Challenges.” Have students stand and follow your lead: Raise your left leg and touch the knee with your right elbow, then repeat the action with your right leg and left elbow. This can be difficult for some kindergarteners so go slowly and use auditory cues with directional terms. As a warm-up, practice in their chairs first, lessening the need for balance control. This activity increases blood flow to the muscles and brain, limbers up the large muscles, and strengthens **bilateral coordination skills**.

Making Words Plural

Write **s** or **es** to make each word plural. Then draw a line from each word to the correct picture.

bird **s**

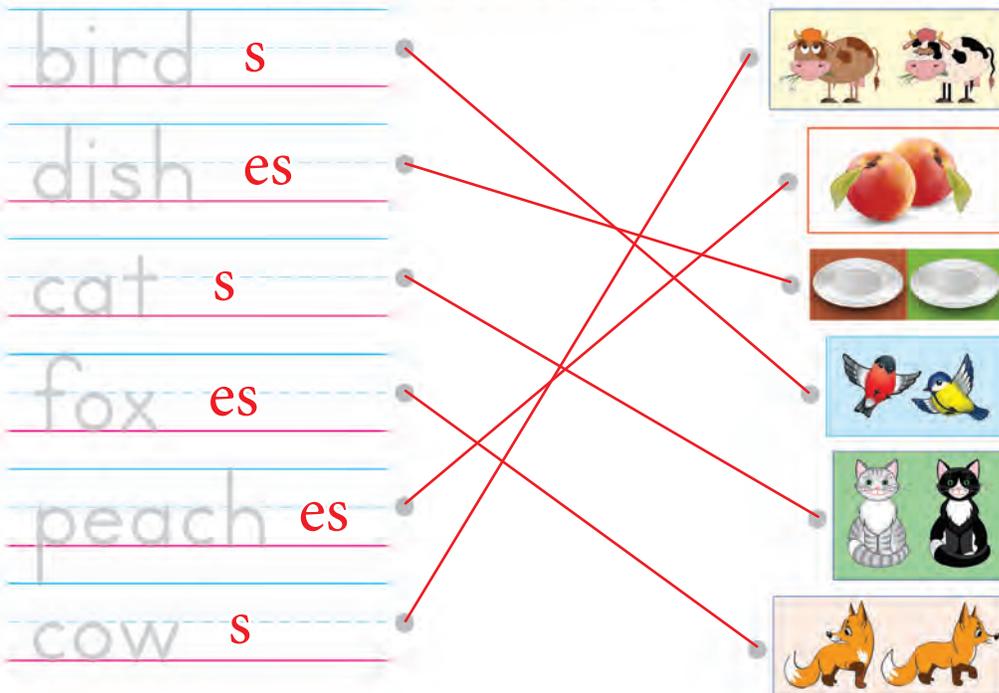
dish **es**

cat **s**

fox **es**

peach **es**

cow **s**



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73

Making Words Plural

Objectives:

- Trace letters in words.
- Adding **s** or **es** to make a word plural.
- Matching words to correct pictures.

Making Words Plural

Have the students open their books to page 73 and look at the pictures on the right side of the page. Ask them to say the name of each picture starting at the top.

1. cows
2. peaches
3. dishes
4. birds
5. cats
6. foxes

1. Now ask them to look at the first word and say, **bird**. Ask them what the difference is between the words **bird** and **birds**. (answers will vary). Have them trace over the word **bird** and then add the letter **s** at the end. Tell them to draw a line from the word **birds** to the correct picture.

2. Now ask them to look at the second word and say, **dish**. Ask them what the difference is between the words **dish** and **dishes**. (answers will vary). Have them trace over the word **dish** and then add the letter **es** at the end. Tell them to draw a line from the word **dishes** to the correct picture.

3. Now ask them to look at the third word and say, **cat**. Ask them what the difference is between the words **cat** and **cats**. (answers will vary). Have them trace over the word **cat** and then add the letter **s** at the end. Tell them to draw a line from the word **cats** to the correct picture.

4. Now ask them to look at the fourth word and say, **fox**. Ask them what the difference is between the words **fox** and **foxes**. (answers will vary). Have them trace over the word **fox** and then add the letter **es** at the end. Tell them to draw a line from the word **foxes** to the correct picture.

5. Now ask them to look at the fifth word and say, **peach**. Ask them what the difference is between the words **peach** and **peaches**. (answers will vary). Have them trace over the word **peach** and then add the letter **es** at the end. Tell them to draw a line from the word **peaches** to the correct picture.

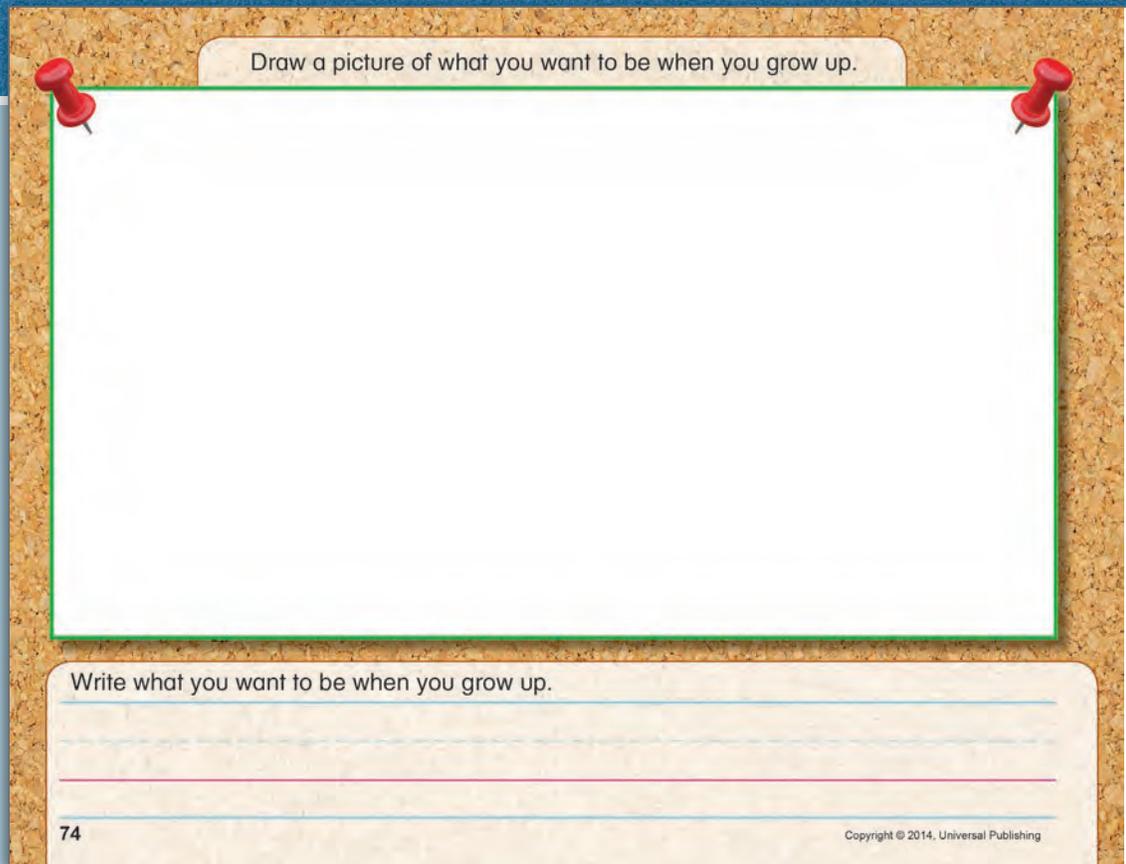
6. Now ask them to look at the last word and say, **cow**. Ask them what the difference is between the words **cow** and **cows**. (answers will vary). Have them trace over the word **cow** and then add the letter **s** at the end. Tell them to draw a line from the word **cows** to the correct picture.

Katherine's OT Tip Kindergarten students are continuing to hone **fine motor dexterity** and **visual skills** for handwriting mastery. Collages are fun activities where they can practice fine motor skills that transfer to handwriting. Select a coloring book picture with large coloring areas. Students can tear construction or tissue paper into small pieces and glue them inside the spaces. The tearing action builds pencil grasp skills. Gluing, if they use a glue bottle, builds hand strength. And filling in the spaces with colored paper enhances visual spatial skills. So much in such a simple project!

When I Grow Up

Objectives:

- Draw a picture from specific directions
- Write words or a sentence.



DISCUSS

Have the students open their books to page 74. Ask them what they want to be when they grow up. Ask them the following questions:

1. What do we call people who put fires out? (firemen)
2. What do we call people who fix car engines? (mechanics)
3. Who are the people who keep our town safe? (police or state police)
4. What do we call people who fly airplanes? (pilots)
6. What kind of work is done on farms? (answers will vary)
7. What kind of work is done in a hospital? (answers will vary)
8. What kind of work is done in a restaurant? (answers will vary)
8. What kind of work is done in zoo? (answers will vary)
9. Who works in a school? (answers will vary)

Ask the students what kind of work their parents do.

Make copies of **Worksheet 74** and have your students practice drawing and writing what they want to be when they grow up. Have students transfer their drawings and words or sentences from Worksheet 74 into their books.



You can download and print copies of Worksheet 74 at: upub.net/151worksheets.pdf

Katherine's OT Tip Independent writing requires efficient carry-over skills to enhance handwriting mastery. Young writers will benefit from guided practice in the initial stages of independent writing activities in order to prevent them from forming poor habits. Each time your students are asked to produce information by hand, it is important that they recognize the need to maintain the same standards as they do in their handwriting sessions. Remind them to check their spacing, line placement, and letter formation each time they write.

My Weekend

Draw a picture of what you did last weekend.



Write about what you did last weekend.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing about the weekend activities.

What I Did Last Weekend

Objectives:

- Draw a picture from specific directions
- Write words or a sentence.

DISCUSS

Have the students open their books to page 75. Ask them what they did last weekend. Ask them the following questions:

1. Did you travel in a car? (answers will vary)
2. Did you visit a friend or relative? (answers will vary)
3. Did you do something by yourself? (answers will vary)
4. What days are weekend days? (Saturday and Sunday)
6. What is your favorite weekend day? (answers will vary)
7. What is your favorite weekend TV show? (answers will vary)

Make copies of **Worksheet 75** and have your students practice drawing and writing about what they want to do next weekend.



You can download and print copies of Worksheet 75 at: upub.net/151worksheets.pdf

Katherine's OT Tip Creative and descriptive writing requires **automatic letter formation recall** and fluid movements to assist the thought process. The initial stages of independent writing can be daunting for young children as they struggle to turn their ideas from thoughts into words. This is especially true for those who struggle with letter formations. To assist strugglers with independent writing, provide them with a written model of their thoughts that they can copy from the board. This encourages the production of correct letter formations and increases their confidence in independent writing.

MY SCHOOL

Objectives:

- Draw a picture from specific directions
- Trace words

My School
Draw a picture of your school.

Trace the words.

school fun read play

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DISCUSS

Have the students open their books to page 76. Ask them to describe their school. Ask them the following questions:

1. What is our school made out of?
(answers will vary)
2. How many rooms in our school?
(answers will vary)
3. If you walk through the halls, what will you see?
(answers will vary)
4. What is the name of our school?
6. What kind of work is done in our school?
(answers will vary)
7. How many students in our class?
(answers will vary)
8. What is your favorite thing to do in school?
(answers will vary)
8. Do you ride the school bus?
(answers will vary)

Make copies of **Worksheet 76** and have your students draw a picture of their classroom.



You can download and print copies of Worksheet 76 at: upub.net/151worksheets.pdf

Katherine's OT Tip Visualization skills are one of the building blocks for **automatic letter formation recall**. Activities that ask students to produce a physical picture of an object they've seen or an experience they've had exercises these skills. Extra practice to enhance visualization skills can be fun by adding a quick letter formation review at the end of each session. Call out a letter the students have mastered and have a student write it in the air and on the board. This will utilize their visualization skills as they produce the letter from memory. Be sure they don't peek at your letter models!

Describe your school.

Handwriting practice lines for writing a description of a school. The page includes a decorative graphic on the right side with the letters 'A', 'B', and 'C' and an illustration of a clock and books.

CHECK-UP
Are your letter forms correct?
YES NO

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77

DESCRIBE MY SCHOOL

Objectives:

- Write a description.
- Write sentences.

DISCUSS

Have the students open their books to page 77. Ask them if they know what it means to describe something.

Ask the students to describe the following:

1. An airplane
2. A firetruck
3. A rabbit
4. An apple
5. A sandwich
6. Your pet
7. What you ate for dinner last night
8. What your teacher was wearing yesterday
9. The weather today
10. Your last birthday party

Call on students to describe something and see if anyone in the class can guess what is being described.

Make copies of **Worksheet 77** and have your students use this worksheet for writing words or short descriptions of their school as a rough draft before they write in their books.



You can download and print copies of Worksheet 77 at: upub.net/151worksheets.pdf

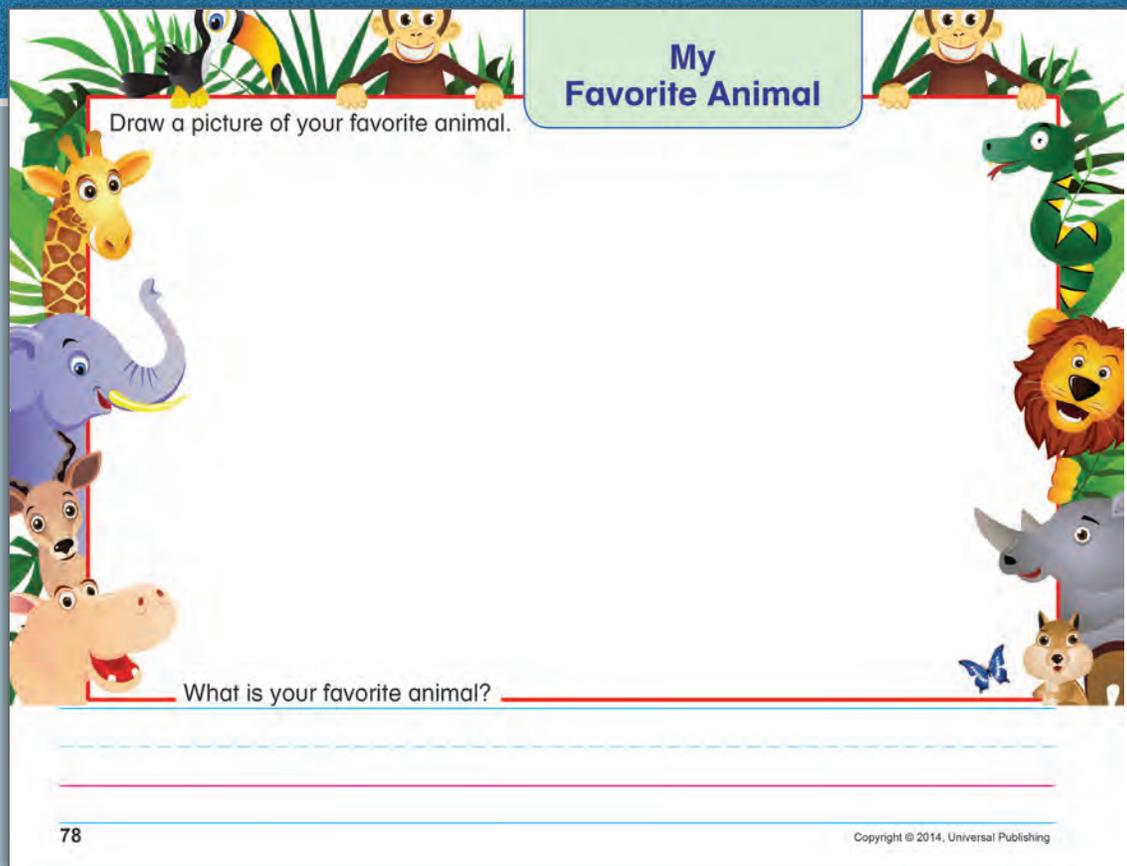
Complete the **CHECK-UP** at the bottom of the page.

Katherine's OT Tip Handwriting practice is easy to include in almost any lesson. However, the consistent use of your chosen handwriting paper is important for beginning learners. It should be provided whenever they will be expected to produce a handwritten product. This allows students to transfer their skills and to understand that efficient handwriting is an important part of their educational experience. A healthy respect for legible handwriting will carry them a long way toward success in school.

MY FAVORITE ANIMAL

Objectives:

- Draw a picture from specific directions
- Write words



DISCUSS

Have the students open their books to page 78. Ask them what their favorite animal is and have them describe their favorite animal. Ask them the following questions:

1. What is the biggest animal in a zoo? (answers will vary)
2. Do you have a pet? (answers will vary)
3. What is your pet's name? (answers will vary)
4. What is the strongest animal you know? (answers will vary)
6. Name an animal that lives in the jungle. (answers will vary)
7. What is the smallest animal you can think of? (answers will vary)
8. What is your funniest story about an animal? (answers will vary)
8. Did you ever ride an animal? What animal? (answers will vary)
9. What do we call animal doctors? (veterinarians)

Make copies of **Worksheet 78** and have your students draw a picture of their friend. Then have them write their friend's name at the bottom.



You can download and print copies of Worksheet 78 at: upub.net/151worksheets.pdf

Katherine's OT Tip Art plays a key role in handwriting mastery by offering ample opportunities to enhance fine-motor and **visualization skills**. Sketch books are fun ways to address the copying and **visual-motor skills** that are vital for efficient handwriting. Provide students with simple picture models that utilize basic shapes and encourage imaginative artistic play. A group of circles becomes a bear and a few long and short strokes transform into a horse. Ask them to name and label their creation in their neatest handwriting. This is an easy way to link handwriting with their other educational experiences.

Describe Your Favorite Animal

Describe your favorite animal.

 **CHECK-UP**
Are your letter forms correct?
YES NO

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79

Objectives:

- Write a description.
- Write sentences.

DISCUSS

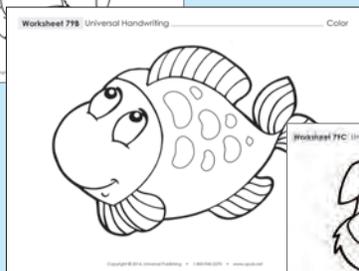
Have the students open their books to page 79. Ask them if they know what it means to describe something.

Make copies of **Worksheets 79A, 79B, and 79C** and have your students color the animals on the worksheets.

Make copies of **Worksheet 79D** and have your students use this worksheet for writing words or short descriptions of their favorite animal as a rough draft before they write in their books.



79A



79B



79C



79D

You can download and print copies of Worksheet 79D at: upub.net/151worksheets.pdf

Complete the **CHECK-UP** at the bottom of the page.

Katherine's OT Tip Independent writing is the best way to determine your students' progress with handwriting skills as it allows you to evaluate their **automatic letter formation recall, spatial awareness,** and pencil control. Encourage them to write whatever comes to mind to instill confidence in their creative writing skills. As they begin to spend more time on this facet of writing, you will start to see the areas they have mastered, as well as those that will continue to need work next year. This will be important information to pass along to their new teacher!

WRITE A SENTENCE

Objective:

- Trace and write a sentence

Trace and write the sentence.

The quick red fox

jumps over

the lazy brown dog.



80 Copyright © 2014, Universal Publishing

DISCUSS

Have the students open their books to page 80. Have them to look at the illustration and ask them the following questions:

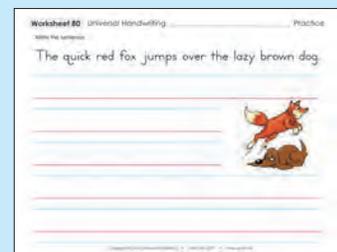
1. Describe what kind of animals are in the picture.
2. Describe what is happening in the picture.
3. Did you ever see a real fox.
4. Do you have a dog?
5. What kind of dog?
6. What color is the dog in the illustration on page 80? (brown)
7. Which of the two animals looks lazy? (dog)
8. Which one can jump high? (fox)

Have the students look at the gray words as you read the sentence to them three times. Have the entire class read the sentence aloud with you twice. Ask if anyone would like to read the sentence. Call on students to read (recite) the sentence.

Next, have them trace the words with their finger as they say each word and then have them trace the words with their pencil.

Finally have them write the words. Remind them to write directly below the model words.

Make copies of **Worksheet 80** and have your students practice their writing by copying the sentence on the lines after they have completed the activity in their books.



You can download and print copies of Worksheet 80 at: upub.net/151worksheets.pdf

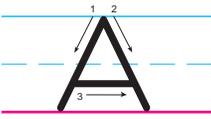
Katherine's OT Tip Copying skills will continue to be important throughout your students' educational experience. As they travel through each school year, the demands for copying will increase, as will the demand for fast and legible handwriting. End-of-the-year activities that ask them to copy words and to reproduce accurate spacing will help you to determine their skills and future needs. You will be pleased to see how far they have come with their handwriting mastery!

Manuscript Stroke Descriptions



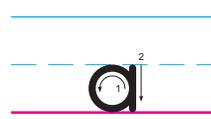
The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download the stroke descriptions at: upub.net/manuscriptstrokedescriptions.pdf



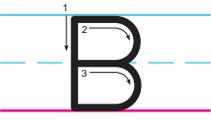
Uppercase A

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**.



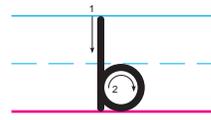
Lowercase a

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**.



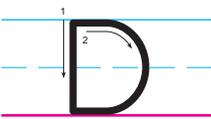
Uppercase C

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending just above the bottom line.



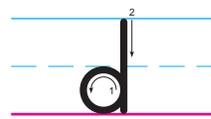
Lowercase c

Begin slightly below the midline, **circle left** touching the midline and the bottom line, ending just above the bottom line.



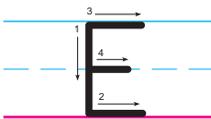
Uppercase D

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.



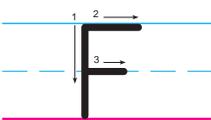
Uppercase E

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**.



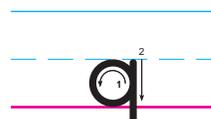
Lowercase f

Begin slightly below the top line, **curve left** touching the top line, **pull down straight** to the bottom line. **Slide right** on the midline.



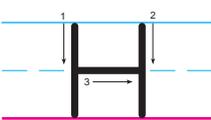
Uppercase G

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending at the midline; **slide left**.



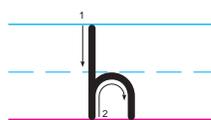
Lowercase g

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.

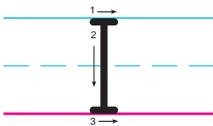


Lowercase h

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.

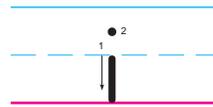
Manuscript Stroke Descriptions (continued)

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.



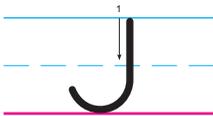
Uppercase I

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.



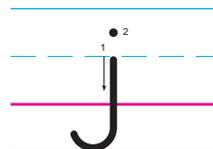
Lowercase i

Begin at the midline, **pull down straight** to the bottom line. **Dot** halfway between the midline and the top line.



Uppercase J

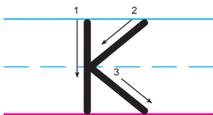
Begin at the top line, **pull down straight**, **curve left** touching the bottom line, ending halfway between the bottom line and the midline.



Lowercase j

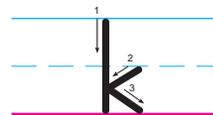
Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the line.

Dot halfway between the midline and the top line.



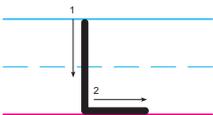
Uppercase K

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.



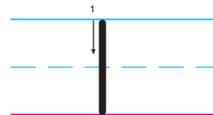
Lowercase k

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.



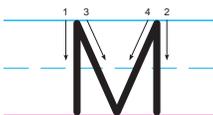
Uppercase L

Begin at the top line, **pull down straight** to the bottom line; **slide right**.



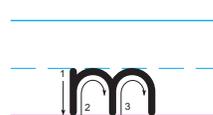
Lowercase l

Begin at the top line, **pull down straight** to the bottom line.



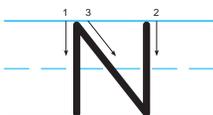
Uppercase M

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.



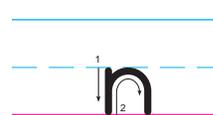
Lowercase m

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.



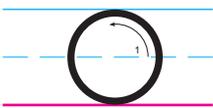
Uppercase N

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.



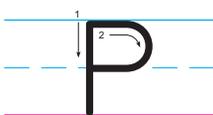
Uppercase O

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.



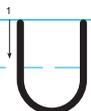
Uppercase T

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.



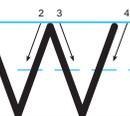
Uppercase V

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.



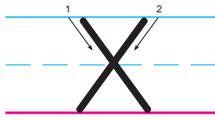
Lowercase w

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.

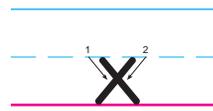
Manuscript Stroke Descriptions (continued)

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.



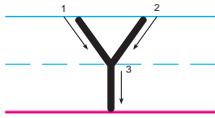
Uppercase X

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.



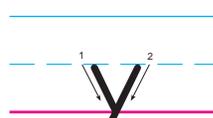
Lowercase x

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.



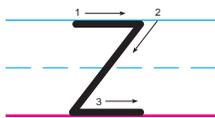
Uppercase Y

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.



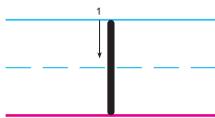
Uppercase Z

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.



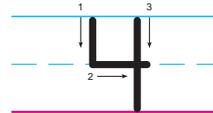
Numeral 2

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**.



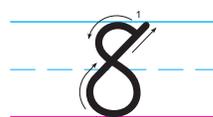
Numeral 6

Begin at the top line, **curve down** to the bottom line, **curve right**, **curve left** touching the midline and closing the circle.



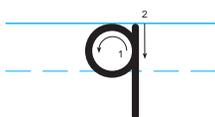
Numeral 7

Begin at the top line, **slide right**; **slant left** to the bottom line.



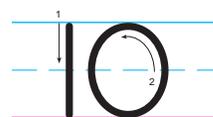
Numeral 8

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.

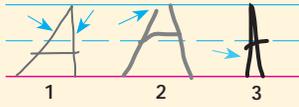
Corrective Techniques for Manuscript Letters

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.

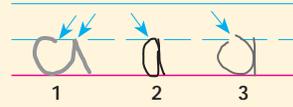
Corrective Techniques



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.

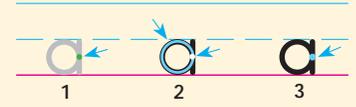
Lowercase a

Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

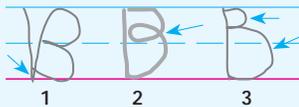
Corrective Techniques



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.

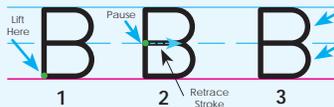
Uppercase B

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.

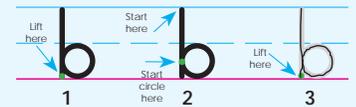
Lowercase b

Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

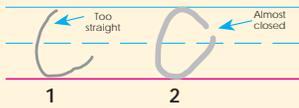
Corrective Techniques



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.

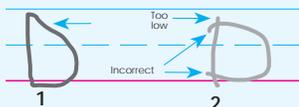
Corrective Techniques



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).

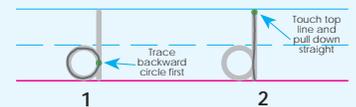
Lowercase d

Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

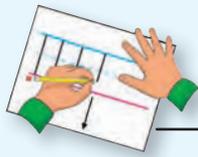
Corrective Techniques



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.

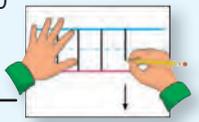
Corrective Techniques for Manuscript Letters (continued)



LEFT HAND



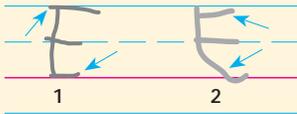
RIGHT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

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.

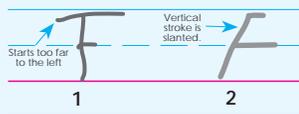
Corrective Techniques



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.

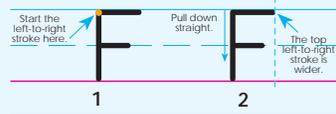
Uppercase F

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.

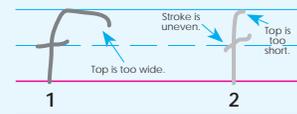
Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

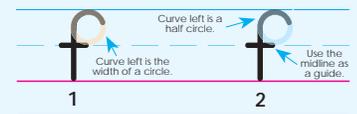
Lowercase f

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.

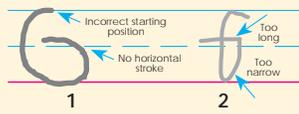
Corrective Techniques



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.

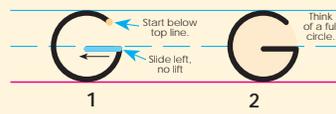
Uppercase G

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.

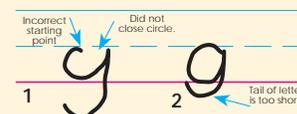
Corrective Techniques



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.

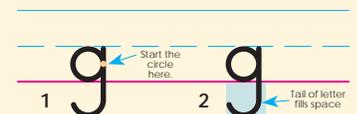
Lowercase g

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.

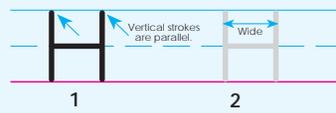
Uppercase H

Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

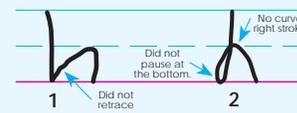
Corrective Techniques



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.

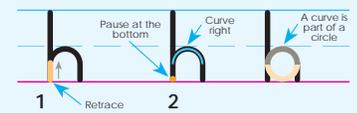
Lowercase h

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



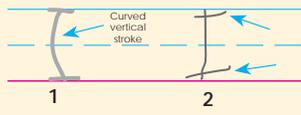
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

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)

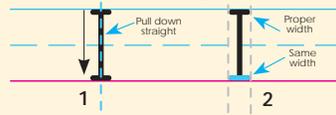
Uppercase I

Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

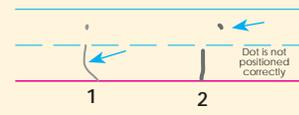
Corrective Techniques



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.

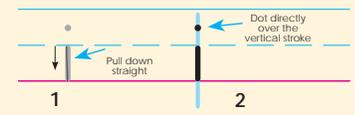
Lowercase i

Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

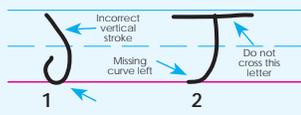
Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

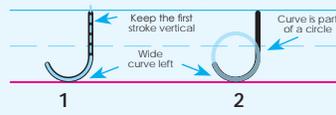
Uppercase J

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.

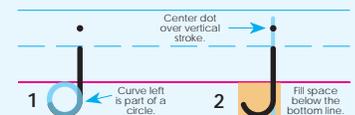
Lowercase j

Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

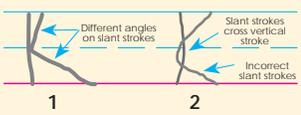
Corrective Techniques



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.

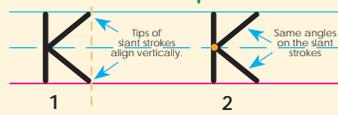
Uppercase K

Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

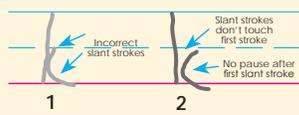
Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

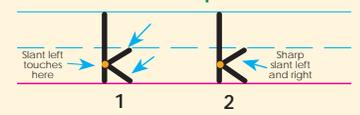
Lowercase k

Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

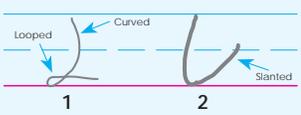
Corrective Techniques



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.

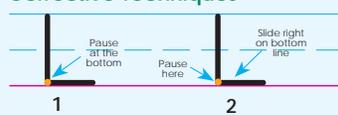
Uppercase L

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.

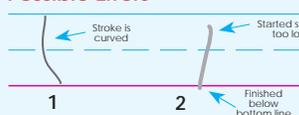
Corrective Techniques



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



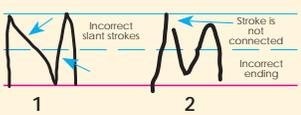
1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

Corrective Techniques



Uppercase M

Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

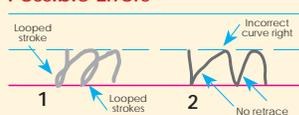
Corrective Techniques



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.

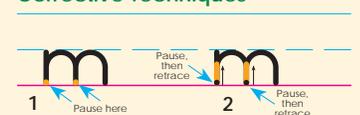
Lowercase m

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



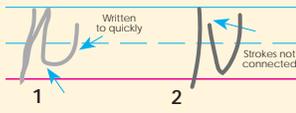
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

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)

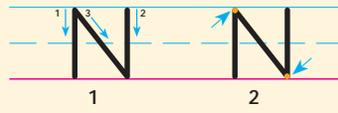
Uppercase N

Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

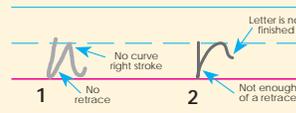
Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

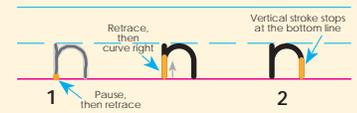
Lowercase n

Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

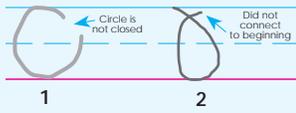
Corrective Techniques



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.

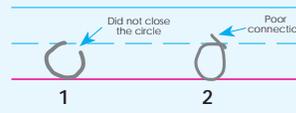
Corrective Techniques



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.

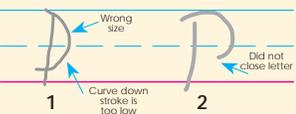
Corrective Techniques



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.

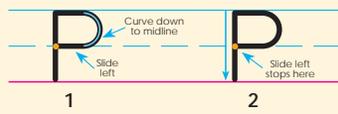
Uppercase P

Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

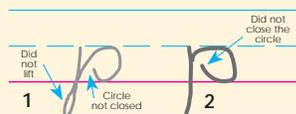
Corrective Techniques



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.

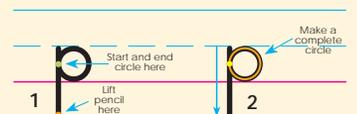
Lowercase p

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.

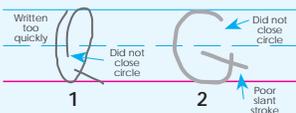
Corrective Techniques



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.

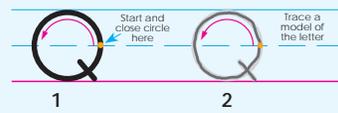
Uppercase Q

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.

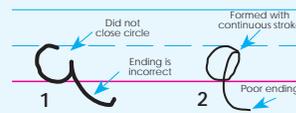
Corrective Techniques



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.

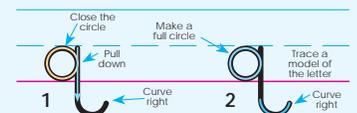
Lowercase q

Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

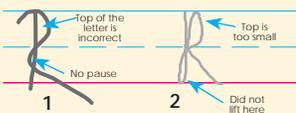
Corrective Techniques



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.

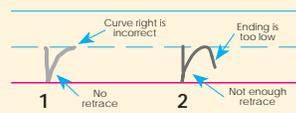
Corrective Techniques



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.

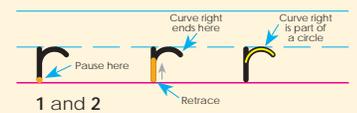
Lowercase r

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



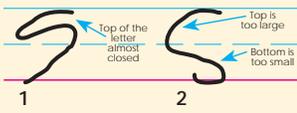
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

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)

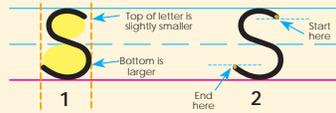
Uppercase S

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.

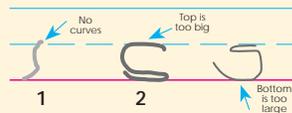
Corrective Techniques



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.

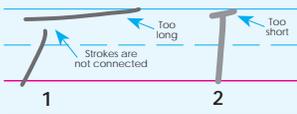
Corrective Techniques



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.

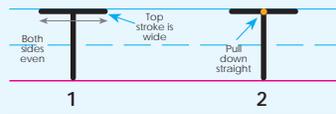
Uppercase T

Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

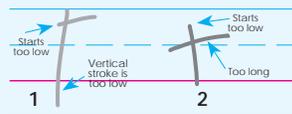
Corrective Techniques



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.

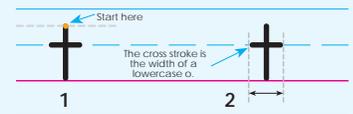
Lowercase t

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.

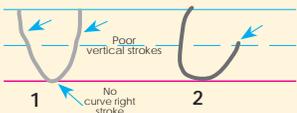
Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

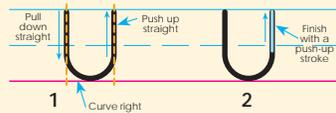
Uppercase U

Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

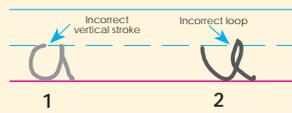
Corrective Techniques



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.

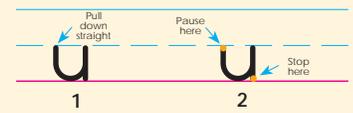
Lowercase u

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.

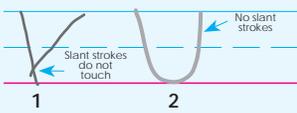
Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

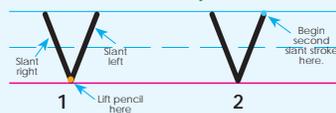
Uppercase V

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.

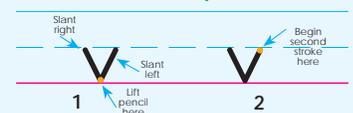
Lowercase v

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.

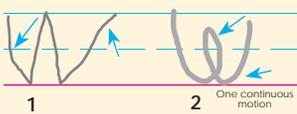
Corrective Techniques



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.

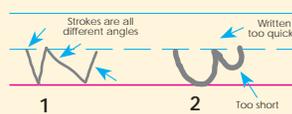
Corrective Techniques



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.

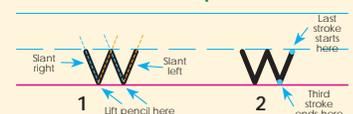
Lowercase w

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



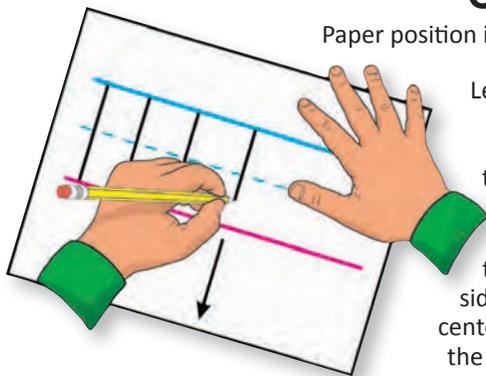
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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.

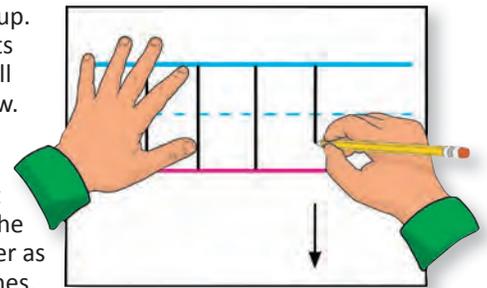
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

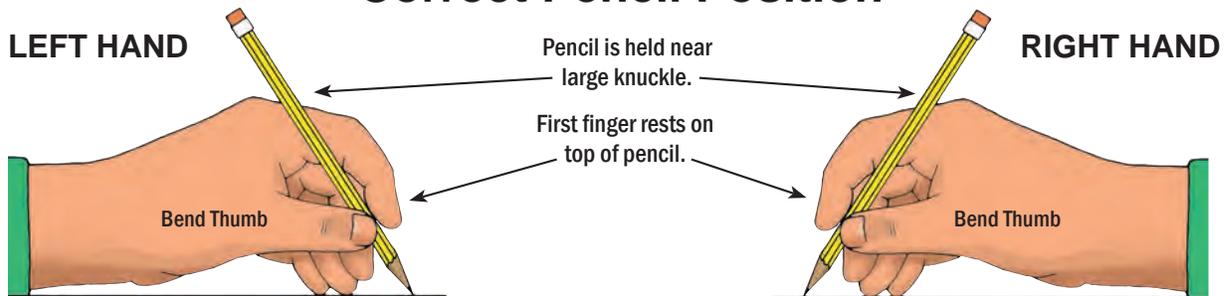
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



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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Item #151TE, ISBN 978-1-934732-39-7

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1-800-940-2270 www.upub.net

ISBN-13: 978-1-934732-39-7
ISBN-10: 1-934732-39-7



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