

Grade 1: Reinforcing Manuscript

Teacher Edition

UNIVERSAL

# HANDWRITING

Pond

Water

Ladybug

Frog

Snail

Reinforcing Manuscript

1

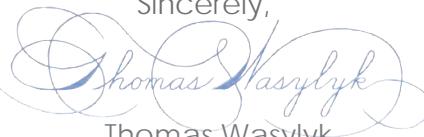
**Universal**  
PUBLISHING

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



Grade 1: Reinforcing Manuscript

Teacher Edition



Thomas Wasylky  
Jennifer Schweighofer

**Universal**  
PUBLISHING

Copyright © 2014, Universal Publishing

Item #152TE • ISBN 978-1-934732-40-3  
Phone: 1-800-940-2270 • [www.upub.net](http://www.upub.net)

# Aa Bb Cc Dd Ee Ff Gg

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Universal Handwriting Teacher Edition

Grade 1: Reinforcing Manuscript

- Item #152TE
- ISBN 978-1-934732-40-3

Copyright © 2014 Universal Publishing

All rights reserved. This book is not to be reproduced in any manner whatsoever, in part or in whole, including but not limited to electronic, mechanical, or photocopying, without the written permission of the publisher.

For additional information contact Universal Publishing at 1-800-940-2270.

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

Printed in the United States of America

# Hh Ii Jj Kk Ll Mm Nn

## Table of Contents

Message from the Author .....	T4	Punctuation.....	S17	Uppercase P .....	S52
Message from		Uppercase D.....	S18	Lowercase p .....	S53
Katherine Collmer.....	T5	Lowercase d .....	S19	Uppercase Q .....	S54
Why Teach Handwriting.....	T6	Uppercase E .....	S20	Lowercase q .....	S55
Handwriting Checklist.....	T8	Lowercase e.....	S21	What Do You See in the Sky? .....	S56
Preparing the Classroom.....	T9	Uppercase F .....	S22	Uppercase R.....	S58
Elements of Legibility.....	T10	Lowercase f.....	S23	Lowercase r .....	S59
Pencil, Paper, and Posture .....	T12	Writing Numerals .....	S24	Uppercase S.....	S60
How to Use Teacher Edition....	T13	Uppercase G .....	S26	Lowercase s .....	S61
Step 1: Model & Discuss .....	T14	Lowercase g .....	S27	Uppercase T .....	S62
Step 2: Practice .....	T15	Uppercase H.....	S28	Lowercase t .....	S63
Step 3: Self-Evaluate.....	T16	Lowercase h .....	S29	Uppercase U .....	S64
AlphamationPlus.....	T17	Animal Homes.....	S30	Lowercase u .....	S65
Basic Strokes.....	T18	Writing Numerals .....	S31	Just Hatched.....	S66
Letter Pages .....	T19	Uppercase I .....	S32	Uppercase V .....	S68
		Lowercase i .....	S33	Lowercase v .....	S69
<b>Student Edition Pages</b>		Uppercase J .....	S34	Uppercase W .....	S70
Table of Contents.....	S1	Lowercase j .....	S35	Lowercase w .....	S71
Manuscript Alphabet.....	S2	Uppercase K .....	S36	Uppercase X .....	S72
Posture.....	S3	Lowercase k .....	S37	Lowercase x .....	S73
Paper & Pencil Position.....	S3	Plant Parts .....	S38	Uppercase Y .....	S74
Top to Bottom .....	S4	The Weather.....	S39	Lowercase y .....	S75
Left to Right .....	S5	Uppercase L .....	S40	Uppercase Z .....	S76
Backward Circle.....	S6	Lowercase l .....	S41	Lowercase z .....	S77
Forward Circle .....	S7	Uppercase M .....	S42	President for a Day.....	S78
Slant Right and Slant Left.....	S8	Lowercase m .....	S43	Post Test.....	S80
Size, Spacing, & Alignment .....	S9	Words That Rhyme.....	S44		
Uppercase A .....	S10	Contractions .....	S45	<b>Resource Materials</b>	
Lowercase a .....	S11	Uppercase N .....	S46	Stroke Descriptions .....	T20
Uppercase B .....	S12	Lowercase n .....	S47	Corrective Techniques .....	T24
Lowercase b .....	S13	Writing Numerals .....	S48	Glossary of OT Terms.....	T30
Uppercase C .....	S14	My Weekend.....	S49	Manuscript Progress Chart.....	T32
Lowercase c .....	S15	Uppercase O .....	S50	Send-Home Pages .....	T33
The Right Word .....	S16	Lowercase o .....	S51		

## 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.

The first grade student workbook is dedicated to reinforcing manuscript writing. Many students will have already had one or more years of manuscript instruction. However, some students may have never been formally taught manuscript letters in pre-kindergarten or kindergarten. The student workbook includes many solid and traceable letter, numeral, and word models to help students refine their manuscript writing skills. Also included are numerous sentence models to help students master letter and word spacing.

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 in the handwriting lessons, reinforce those lessons by setting handwriting standards as students write throughout the day, and watch your students soar in academic achievement!

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

Sincerely,

A handwritten signature in black ink that reads "Thomas Wasyluk". Below the signature, the name "Thomas Wasyluk" is printed in a smaller, sans-serif font.

## 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."

First Grade is an adventurous stage for students as they begin to use their handwriting skills in the expression of ideas, for connecting their drawings to writing, and while copying information from the board or a book. They are challenged with lines that offer less working space and with the need to correctly place their words on the paper. They are expected to recall letter formations and to produce words automatically and

legibly in a timely manner that matches their developmental level. With these goals in mind, it is important to provide students with supplemental opportunities to enhance their foundational skills. Handwriting mastery relies upon efficient visual scanning and tracking skills, appropriate hand and finger strength, and adequate memory and recall skills. Students who struggle in these areas will experience difficulty in keeping up with the demands of first grade work. As the intensity of the handwriting requirement increases, so does the need to ensure the efficiency of these skills. First grade handwriting skills lay the foundation for the increasing demands of independent writing.

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 first-grade 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

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

Handwriting With Katherine

## Why Teach Handwriting?

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

### Handwriting & Reading

Reading and writing are like yin and yang; they are perfectly harmonizing opposites. Reading involves the process of *decoding*, while writing involves the process of *encoding*. Although completely different in function, each process reinforces the other. In a paper published in *Advances in Haptics*, Anne Mangen and Jean-Luc Velay report that, “Brain imaging studies... show that the specific hand movements involved in handwriting support the visual recognition of letters.”<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

### 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.”<sup>4</sup>

### 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.”<sup>5</sup> Additionally, the National Council of Teachers of Mathematics states, “The ability to write about mathematics should be particularly nurtured across the grades.”<sup>6</sup>

### 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,”<sup>7</sup> 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."<sup>5</sup> 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 Wasylky, 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.

### REFERENCES

- 1 Mangen, A., & Velay, J.-L. "Digitizing literacy: reflections on the haptics of writing." *Advances in Haptics*. Accessed 21 Dec 2011. <http://www.intechopen.com/articles/show/title/digitizing-literacy-reflections-on-the-haptics-of-writing>.
- 2 Cunningham, A. E., & Stanovich, K. E. (1990). "Early spelling acquisition: Writing beats the computer." *Journal of Educational Psychology*, 82, 159-162.
- 3 Berninger, V. W., Abbott, R. D., Rogan, L., Reed, E., Abbot, S., Brooks, S., et al. (1998) "Teaching spelling to children with specific learning disabilities: The mind's ear and eye beat the computer or pencil." *Learning Disability Quarterly*, 21, 1-17.
- 4 Graham, S., Harris, K. R., & Fink, B. (2000). "Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers." *Journal of Educational Psychology*, 92, 620-633.
- 5 Willis, Dr. Judy. "The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5)." *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 "Standards for School Mathematics: Communication." NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
- 7 Bounds, Gwendolyn. "How Handwriting Trains the Brain." *Wall Street Journal*. Accessed 1 Oct 2011. <http://online.wsj.com/article/SB10001424052748704631504575531932754922518.html>

# Oo Pp Qq Rr Ss T+Uu

## 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 <input type="checkbox"/> | NO <input type="checkbox"/> |
| 2. Do you use a formal handwriting program with consumable workbooks?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 3. Do you teach handwriting on a regular basis?   | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 4. Do you have the appropriate classroom materials for handwriting instruction?<br><br>(Student Workbooks, Teacher's Manual, AlphamationPlus) | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

### ***Modeling Good Handwriting in the Classroom***

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

### ***Preparing the Students for Handwriting Instruction***

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

### ***Elements for Effective Handwriting Instruction***

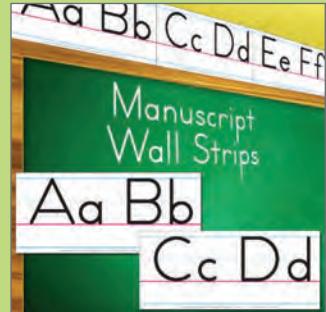
- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Do you teach/review the basic strokes before you begin teaching the letters?            | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 2. Do you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

If you have any questions about this checklist or handwriting in general,  
contact Thomas Waslyk at 1-800-940-2270 or e-mail him at [tom@upub.net](mailto:tom@upub.net).

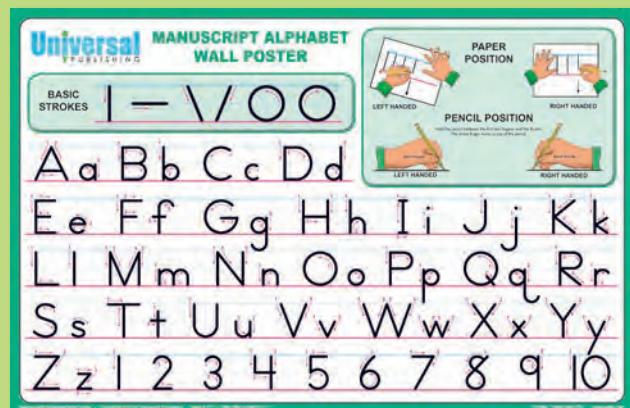
## Preparing the Classroom for Handwriting Instruction

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.

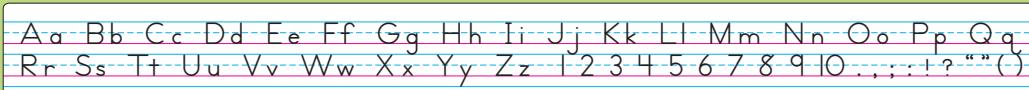
**Alphabet Wall Strips** Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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



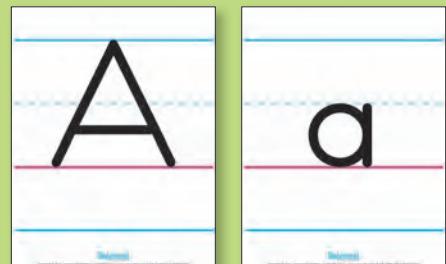
**Alphabet Wall Poster** Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to 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 uppercase and lowercase letter, or groups of letters. These Manuscript Alphabet Cards are used in some of the lessons in this Teacher Edition and can be downloaded and printed for use in the classroom.



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

All of these products can be purchased at [upub.net](http://upub.net) or by phone at 1-800-940-2270.

# Aa Bb Cc Dd Ee Ff Gg

## Elements of Legibility

### The Writing Lines



### Letter Size

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

**Tall Letters** - Letters that fill the entire writing space.



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

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



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



**Intermediate Letter**



Fills three-quarters of the writing space.

**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.

**CORRECT**



**INCORRECT**



### 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**

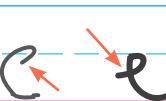


Letter was written with a continuous stroke causing the circle to be open. Make the complete circle first, then pull down straight.

**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

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.

hill

The widest space is between two straight line letters.

load

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

book

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.

A cat is in the box.

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

### Line Quality

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

#### Correct Line Quality

birds

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

birds

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

birds

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

birds

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



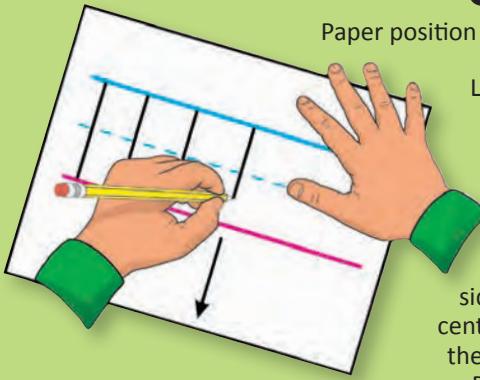
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

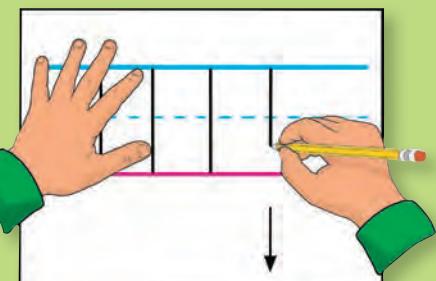
Paper position is important for maintaining consistent vertical writing.



**LEFT HAND**

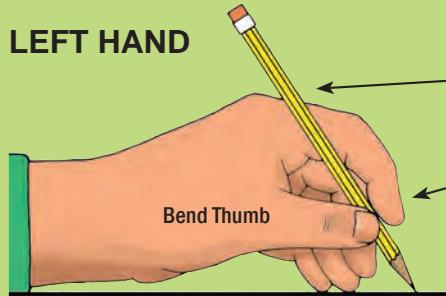
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.

Right Hand - 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.



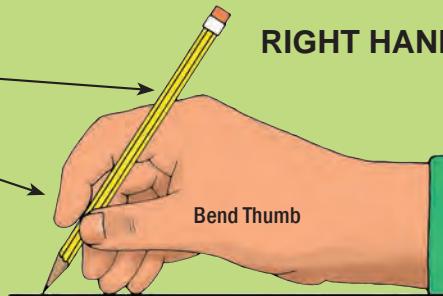
**RIGHT HAND**

### Correct Pencil Position



Pencil is held near large knuckle.

First finger rests on top of pencil.



**RIGHT HAND**

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

## How to Use the Teacher Edition

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

**1**

Letter model for quick page identification.

**2**

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

**3**

Clearly stated objectives for every lesson.

**4**

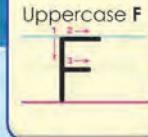
Detailed, step-by-step instructions for the three teaching steps:

1. Model and Discuss
2. Practice
3. Self-Evaluate

**5**

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

**1**



**Objectives:**

- Review the basic strokes in the uppercase F.
- Trace and write the uppercase F.
- Write the uppercase F in words and in a sentence.

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

22

**1. Model & Discuss**

Write a large letter F on writing lines on the board or use *Alphabetizing Plus* (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 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)

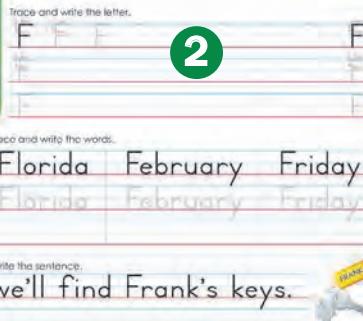
After you discuss the letter, trace over the model of the letter F and say "pull down straight, slide right, slide right." Repeat this two times. The third time you trace the letter F, have the students trace the letter in the air and say the strokes.

**2. Practice**

Students open their books to page 22 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 upper-

S22

**2**



case F. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the *CHECK-UP* at the bottom of the page.

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

**Letter F Corrective Techniques** See page T25.

**5**

*Katherine's Tip* Left-handed writers find it easier to pull 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!

Copyright © 2014, Universal Publishing

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

# Aa Bb Cc Dd Ee Ff Gg

*Modeling is teaching.*

## Step 1: Model & Discuss

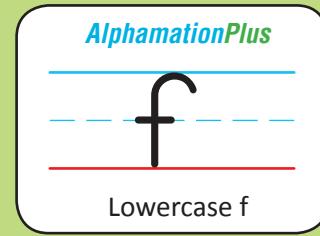
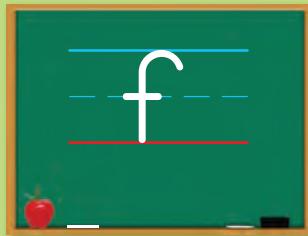
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

**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 f.)

Write a large lowercase f 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 lowercase f on writing lines as you say the strokes. Make the letter 8 to 10 inches top line to bottom line.

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

1. What is the first stroke called? (curve left)
2. How many strokes are in this letter? (3)
3. What color is the bottom line? (red)
4. Where is the left-to-right stroke made? (midline)
5. Is this a tall or short letter? (tall letter)
6. How is the uppercase F different from the lowercase f? (no curve stroke in uppercase F)

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.

If you use **AlphamationPlus**, open to the menu and select the lowercase f. 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 the large model of the lowercase f:

1. What is the first stroke called? (curve left)
2. How many strokes are in this letter? (3)
3. What color is the bottom line? (red)
4. Where is the left-to-right stroke made? (midline)
5. Is this a tall or short letter? (tall letter)
6. How is the uppercase F different from the lowercase f? (no curve strokes in uppercase F)

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.

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

Hh Ii Jj Kk Ll Mm Nn

*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! Students are given green dots to show where to begin the letters. Students start at the green dots, and trace and write the letters. In addition to developing perceptual and motor skills, tracing a few model letters allows students to practice each stroke correctly and identify what part of the letter it is. This teaches students to write letters based on the strokes, rather than just copying a shape.

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

Starting at the green dots, students trace and write the lowercase f.

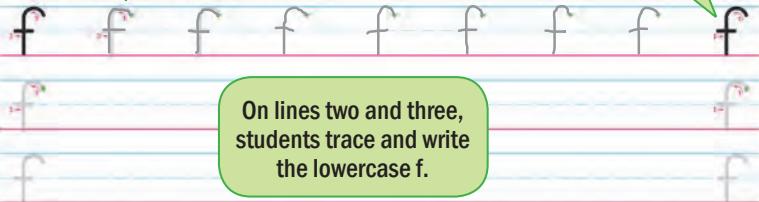
Reinforcement letter model at the end of each line.

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

Lowercase f

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

Trace and write the letter.



On lines two and three, students trace and write the lowercase f.

Students trace and write words directly below the models.



Trace and write the words.

far feet father friend  
far feet father friend

Write the sentence.

Why do fish have fins?



Students write a sentence directly below the model sentence.



Copyright © 2014 Universal Publishing

Word Spacing

Letter Size

Letter Forms

Line Quality

Letter Spacing

23

Students self-evaluate their writing to be sure all elements are correct.

Students check the box if the element is correct and put an X in the box if the element needs improvement.

# Oo Pp Qq Rr Ss T+Uu

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

## Step 3: Self-Evaluate

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

To evaluate their work, students should pause at the end of each line of practice to review their writing. Ask them to circle their best letter 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.

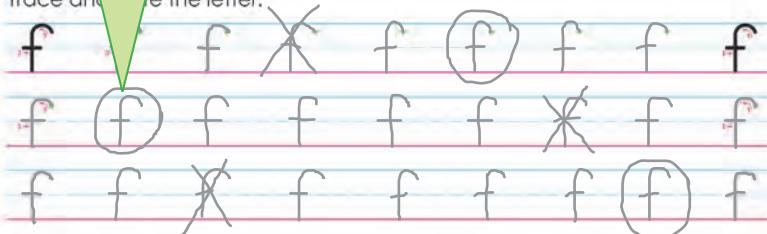
#### Self-Evaluate Letters

After they complete each line, students circle their best letter and put an X on the letter that needs the most improvement.

Lowercase f



Trace and write the letter.



Trace and write the words.

far feet father friend  
far feet father friend  
far feet father friend

#### Self-Evaluate Words

Students self-evaluate their letter forms and letter spacing.

#### Self-Evaluate Sentence

Students evaluate letter and word spacing.

Write the sentence.

Why do fish have fins?

Why do fish have fins?



Word Spacing

Letter Size

Letter Forms

Line Quality

Letter Spacing

23

Students self-evaluate their writing to be sure all elements are correct.

Students check the box if the element is correct and put an X in the box if the element needs improvement.

## How to Use *AlphamationPlus*<sup>TM</sup>

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

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



### Choose a Letter to Teach:

#### MENU

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

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



### Watch the Animation



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



### Trace, Write, and Check

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



Trace



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



Write



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



Check



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

### Erase and Writing Lines:



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



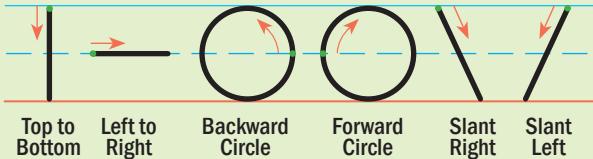
The writing lines button will give students a set of writing lines for practicing letters, numerals, or words.

## Student Edition: Basic Strokes

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

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

### Basic Strokes



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.

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.**

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.

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

Trace the top-to-bottom strokes in the letters below.

Circle the letters that contain a top-to-bottom stroke.

Copyright © 2014, Universal Publishing

Student Edition Page 4

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

Trace the left-to-right strokes in the letters below.

Circle the letters that contain left-to-right strokes.

Copyright © 2014, Universal Publishing

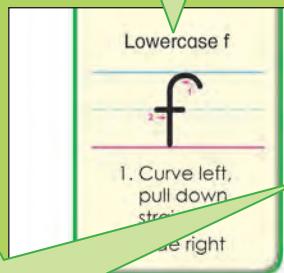
Student Edition Page 5



## Student Edition: Letter Pages

By first grade, students are beginning to put letters together to form words and sentences. The letter pages in this book provide traceable models to reinforce proper letter formation, but they also provide the opportunity for more independent writing. Students trace the letter and then write the letter on their own before moving on to tracing and writing words and, finally, writing sentences. Emphasizing letter and word spacing is essential at this level; for this reason, students write directly below word and sentence models to help them understand and practice proper spacing.

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



Each line begins with a traceable letter model.



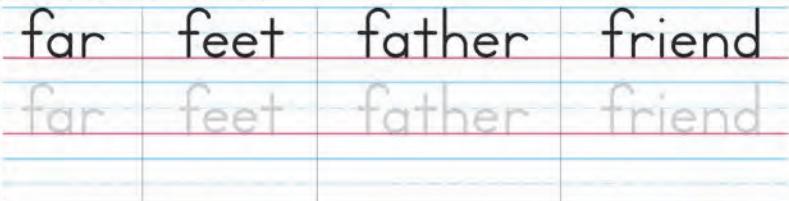
Green dot shows where to begin the letter.

Trace and write the letter.



Reinforcement letter model at the end of each line.

Trace and write the words.



Write the sentence.

Why do fish have fins?



Copyright © 2014, Universal Publishing

Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

23

Students self-evaluate their handwriting in the **CHECK-UP** box.

Students write sentence(s) directly below the model sentence.



Grade 1 Student Edition Cover

The inside cover of the Grade 1 Student Edition features a portrait of the author, Thomas Wasyluk, in the top left corner. The title "A Message from the Author" is centered above his photo. The message reads:

Dear Student,  
I developed this book to help you achieve good handwriting skills. Why is good handwriting so important? Even though we use computers a lot now, you still write by hand every day. You write answers on quizzes and tests. You write to complete homework assignments. You write to express what you know and what you think. Improving your handwriting skills will help you in every subject! If you have any questions about handwriting or this book, write me a letter. I would like to hear from you and see some of your handwriting.

Send your letter to: Thomas Wasyluk  
Universal Publishing  
P.O. Box 3900  
Waymart, PA 18472

Sincerely,  
*Thomas Wasyluk*  
Thomas Wasyluk

This book belongs to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Universal**  
PUBLISHING  
Copyright © 2014, All Rights Reserved  
PRINTED IN THE U.S.A.

Grade 1 Student Edition Inside Cover

# Student Edition Table of Contents

## Table of Contents

Manuscript Alphabet.....	2	Lowercase l .....	.41
Posture, Paper/Pencil Position .....	3	Uppercase M.....	.42
Top to Bottom.....	4	Lowercase m .....	.43
Left to Right.....	5	Words That Rhyme.....	.44
Backward Circle.....	6	Contractions .....	.45
Forward Circle.....	7	Uppercase N .....	.46
Slant Right and Slant Left .....	8	Lowercase n .....	.47
Size, Spacing, & Alignment .....	9	Writing Numerals .....	.48
Uppercase A .....	10	My Weekend.....	.49
Lowercase a .....	11	Uppercase O .....	.50
Uppercase B .....	12	Lowercase o .....	.51
Lowercase b .....	13	Uppercase P .....	.52
Uppercase C .....	14	Lowercase p .....	.53
Lowercase c .....	15	Uppercase Q .....	.54
The Right Word.....	16	Lowercase q .....	.55
Punctuation .....	17	What Do You See in the Sky? .....	.56
Uppercase D .....	18	Uppercase R .....	.58
Lowercase d .....	19	Lowercase r .....	.59
Uppercase E .....	20	Uppercase S .....	.60
Lowercase e .....	21	Lowercase s .....	.61
Uppercase F .....	22	Uppercase T .....	.62
Lowercase f .....	23	Lowercase t .....	.63
Writing Numerals .....	24	Uppercase U .....	.64
Uppercase G .....	26	Lowercase u .....	.65
Lowercase g .....	27	Just Hatched.....	.66
Uppercase H .....	28	Uppercase V .....	.68
Lowercase h .....	29	Lowercase v .....	.69
Animal Homes .....	30	Uppercase W .....	.70
Writing Numerals .....	31	Lowercase w .....	.71
Uppercase I .....	32	Uppercase X .....	.72
Lowercase i .....	33	Lowercase x .....	.73
Uppercase J .....	34	Uppercase Y .....	.74
Lowercase j .....	35	Lowercase y .....	.75
Uppercase K .....	36	Uppercase Z .....	.76
Lowercase k .....	37	Lowercase z .....	.77
Plant Parts .....	38	President for a Day.....	.78
The Weather .....	39	Post Test .....	.80
Uppercase L .....	40		



**Grade 1**

Reinforcing Manuscript

Thomas M. Wasylky  
Jennifer L. Schweighofer

**Universal**  
PUBLISHING

Copyright © 2014, All Rights Reserved  
Item #152 • ISBN 978-1-934732-22-9  
1-800-940-2270 • www.upub.net

**It is ILLEGAL to copy  
this book in any manner whatsoever.**

This book is not to be reproduced in any manner  
whatsoever, in part or whole, without the  
written permission of the publisher. For additional  
information contact Universal Publishing.

## Student Edition Table of Contents

### **Student Book Pages**

Manuscript Alphabet.....	2	Uppercase H.....	28	Uppercase Q .....	54
Posture, Paper/Pencil Position ..	3	Lowercase h .....	29	Lowercase q .....	55
Top to Bottom .....	4	Animal Homes .....	30	What Do You See in the Sky? .....	56
Left to Right .....	5	Writing Numerals .....	31	Uppercase R .....	58
Backward Circle.....	6	Uppercase I .....	32	Lowercase r .....	59
Forward Circle .....	7	Lowercase i .....	33	Uppercase S .....	60
Slant Right and Slant Left.....	8	Uppercase J .....	34	Lowercase s .....	61
Size, Spacing, & Alignment .....	9	Lowercase j .....	35	Uppercase T .....	62
Uppercase A .....	10	Uppercase K .....	36	Lowercase t .....	63
Lowercase a .....	11	Lowercase k .....	37	Uppercase U .....	64
Uppercase B .....	12	Plant Parts .....	38	Lowercase u .....	65
Lowercase b .....	13	The Weather .....	39	Just Hatched.....	66
Uppercase C .....	14	Uppercase L .....	40	Uppercase V .....	68
Lowercase c .....	15	Lowercase l .....	41	Lowercase v .....	69
The Right Word .....	16	Uppercase M .....	42	Uppercase W .....	70
Punctuation.....	17	Lowercase m .....	43	Lowercase w .....	71
Uppercase D .....	18	Words That Rhyme.....	44	Uppercase X .....	72
Lowercase d .....	19	Contractions .....	45	Lowercase x .....	73
Uppercase E .....	20	Uppercase N .....	46	Uppercase Y .....	74
Lowercase e .....	21	Lowercase n .....	47	Lowercase y .....	75
Uppercase F .....	22	Writing Numerals .....	48	Uppercase Z .....	76
Lowercase f .....	23	My Weekend.....	49	Lowercase z .....	77
Writing Numerals .....	24	Uppercase O .....	50	President for a Day.....	78
Uppercase G .....	26	Lowercase o .....	51	Post Test.....	80
Lowercase g .....	27	Uppercase P .....	52		
		Lowercase p .....	53		

# Manuscript Alphabet

## Objectives:

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

### 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

### Punctuation and Numerals

. , ; : ' ? ! " " ( )  
1 2 3 4 5 6 7 8 9 10

Copyright © 2014, Universal Publishing

2

## 1. Model & Discuss

Have the students open their workbooks to page 2 and look at the manuscript alphabet.

Tell the students to look at the first two letters (**A** and **a**) in their workbook. 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. Do this with several sets of letters until you are confident the students know all the manuscript letters.

Give each student a copy of **Worksheet 2A** for parents so they can reinforce the letters being taught in the classroom.

### Worksheet 2A

You can download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

Worksheet 2A: Universal Handwriting

Write the manuscript letters.

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y
Z z				

Manuscript Letters

Send Home Sheet Practice

Numerals and Punctuation

1 2 3 4 5 6 7 8 9 10

Copyright © 2014, Universal Publishing • 1-800-460-2276 • www.upub.net

Give each student a copy of **Worksheet 2B**. Have them complete the worksheet.

### Worksheet 2B

You can download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

Worksheet 2B: Universal Handwriting

Pretest

NAME \_\_\_\_\_

Write the uppercase manuscript letters.


Write the lowercase manuscript letters.

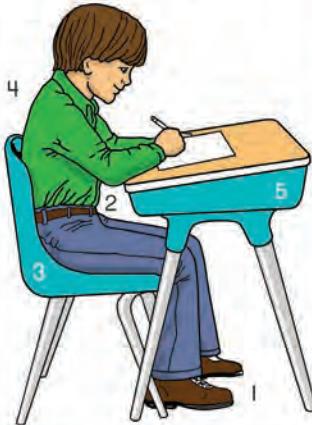

Write the manuscript numerals 1 through 10.


Copyright © 2014, Universal Publishing • 1-800-460-2276 • www.upub.net

# Posture, Paper and Pencil Position

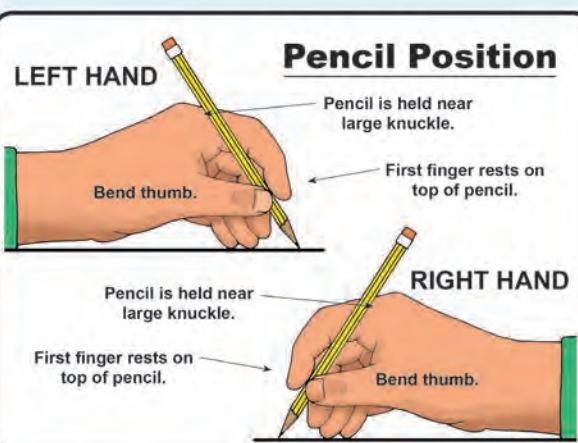
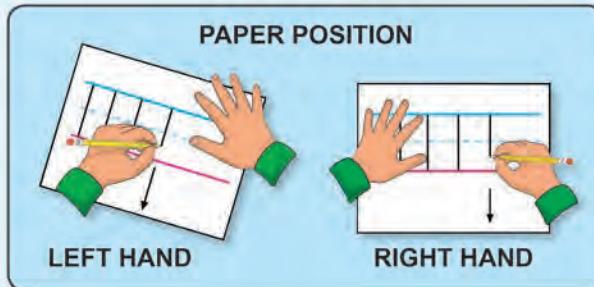
## GOOD POSTURE

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

Copyright © 2014, Universal Publishing



3

### 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.

Give each student a copy of **Worksheet 3A**. Tell them to look at the illustration of paper position in their workbooks and place their worksheet in the correct position. Have the students touch the top line 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 this worksheet at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

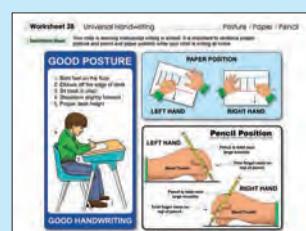


Now have the students pick up their pencils and touch the top line and pull down straight to the bottom line. Have them do two more top to bottom lines.

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 this worksheet at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



## Top to Bottom



### Objectives:

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



Trace the top-to-bottom strokes in the letters below.

b h k F B d K +

Circle the letters that contain a top-to-bottom stroke.

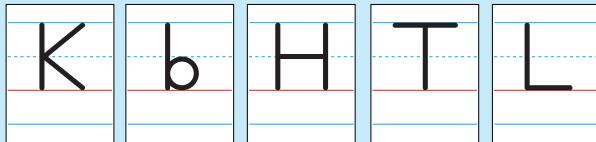
K e B h L A v P s D Z

Copyright © 2014, Universal Publishing

### 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). 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 lines will appear in blue. Students trace the top-to-bottom line in the air and say “**top to bottom**” as **AlphamationPlus** recycles this sequence a second and third time.

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



You can download and print the Manuscript Alphabet Cards at: [upub.net/manuscriptcards.pdf](http://upub.net/manuscriptcards.pdf) or you can order a heavy-duty set of 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.

### 2. 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 “**top to bottom**.” 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 and then use a pencil to trace the top-to-bottom lines in each letter. On the last line, they circle the letters that have a top-to-bottom line.

### 3. Self-Evaluate

Students look at all the top-to-bottom lines they traced/wrote at the top of the page and circle the one they traced/wrote the best. Have them study the top-to-bottom lines they traced in the letters at the bottom of the page and circle the one they traced the best.

#### Worksheet 4

Use this worksheet for extra practice on the top-to-bottom line. You can download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

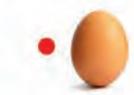


## Left to Right



### Left to Right

Trace and write the left-to-right lines.



Trace the left-to-right strokes in the letters below.

E F E L H Z A

Circle the letters that contain left-to-right strokes.

E o B k L A i P G

Copyright © 2014, Universal Publishing



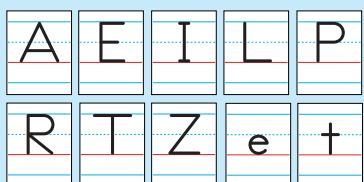
### Objectives:

- Learn the direction of the left-to-right line.
- Trace and write the left-to-right line.
- Identify 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). Have the students watch as the airplane, ship, and hot air balloon slide right. The letters **H**, **F**, **T**, and **E** will appear on the screen and immediately the left-to-right strokes will appear in blue in the letters. Students trace the left-to-right line in the air and say “slide right” as *AlphamationPlus* recycles this sequence a second and third time.

Display the Manuscript Alphabet Cards shown below.



You can download and print a set of these cards at:  
[upub.net/manuscriptcards.pdf](http://upub.net/manuscriptcards.pdf)  
or you can order a set by calling 1-800-940-2270.

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

## 2. 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

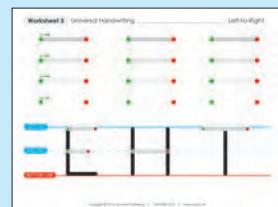
with a crayon as they say “slide right.” Discuss the pictures that are associated with each left-to-right line.

Have the students trace the left-to-right lines in the letters at the bottom of page 5. On the last line, they circle the letters that have a left-to-right line in them.

**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. Have them study the left-to-right lines they traced in the letters and circle the one they traced the best.

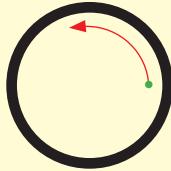
### Worksheet 5

Use this worksheet for extra practice on the left-to-right line. You can download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** A fun way to begin each handwriting session is to perform a “Boot Camp” exercise. 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. Stay tuned for more Boot Camp exercises along the way!

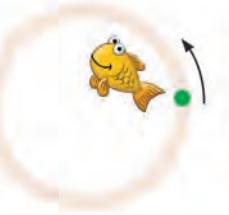
## Backward Circle



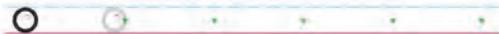
### Objectives:

- 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.



Trace and write the backward circles.



Trace the backward circles in the letters below.



Circle the letters that contain a backward circle.

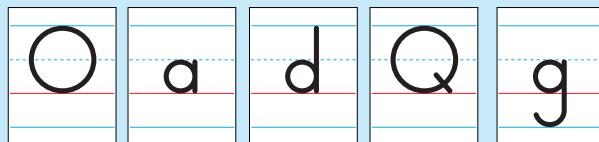


Copyright © 2014, Universal Publishing

### 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). 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 the letters. You can pause the action at any time for discussion. Students trace the backward circle in the air and say “**circle left**” as **Alphamation-Plus** recycles this sequence a second and third time.

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



You can download and print Alphabet Cards at:  
[upub.net/manuscriptcards.pdf](http://upub.net/manuscriptcards.pdf)

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

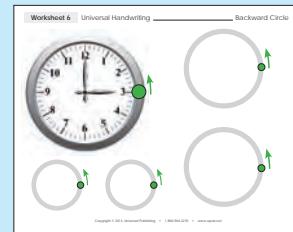
### 2. Practice

Have the students open their books to page 6 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**.”

On the first two lines, have the students trace and write the backward circles. After each line of practice ask them to stop and evaluate their work as described in Step 3. On the last line, have them circle the letters that contain a backward circle.

#### Worksheet 6

Use this worksheet for extra backward circle practice. You can download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**3. Self-Evaluate** Ask the students to look at the backward circles they traced at the top of page 6 and circle the one they traced the best. Have them look at the first and second line of backward circles they traced/wrote and circle the best one in each line.

**Katherine's OT Tip** Pencil control is a key element in legible and smooth handwriting. Increased demands for speed can reveal poor pencil control skills that were hidden during the early learning years. This could result from weak shoulder and arm muscles or **visual skills** that are continuing to develop. Tracing straight, curvy, and slanted lines on a vertical surface can help with each of these components. A writing surface positioned slightly higher than the height of the students' shoulders enhances visual skills for **eye-hand coordination** while they guide their arm and shoulder movements against gravity.

**Forward Circle** (Circle Right) Trace the forward circles.



Draw a hat, face, and scarf on the snowman below.



Trace and write the forward circles.



Trace the forward circles in the letters below.

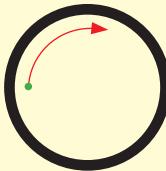


Circle the letters that contain a forward circle.



Copyright © 2014, Universal Publishing

## Forward Circle



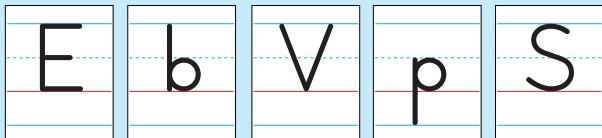
### Objectives:

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

### 1. Model & Discuss

Write a large forward circle on writing lines on the board or use **AlphamationPlus** to model the forward circle (see page T17 for details). 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 the letters. Have the students trace the forward circle in the air and say “circle right” as **AlphamationPlus** recycles this sequence a second and third time.

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 letters **b** and **p**.

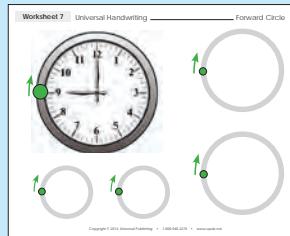
### 2. Practice

Have the students open their books to page 7 and look at the forward circles at the top of the page (snowballs and snowman). Tell them to start at the green dots (9 o’clock position) and trace each forward circle with a crayon as they say to themselves “circle right”.

At the bottom of the page, have the students start at the green dots and trace and write the forward circles. On the last line, have the students circle the two letters that have a forward circle in them (**b** and **p**).

#### Worksheet 7

Use this worksheet for extra forward circle practice. You can download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

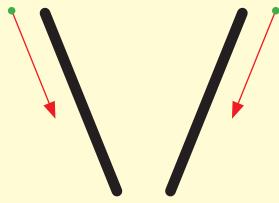


### 3. Self-Evaluate

Ask the students to look at the forward circles they traced at the top of page 7 and circle the one they traced the best. Then have them study the forward circles they traced in the letters **b** and **p** and circle the one they traced the best.

**Katherine’s OT Tip** Pencil control demands steady **eye-hand coordination**. First grade students who continue to struggle with this skill will find “Sand Paper Tracing” to be a fun way to practice it. 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 activities in their art lessons to reinforce tactile input outside of handwriting sessions. I’m sure all the students will enjoy these activities!

## Slant Right and Slant Left



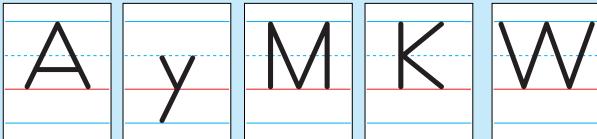
### Objectives:

- Learn slant-right and slant left strokes.
- Trace and write slant-right and slant-left strokes.
- Identify slant-right and slant-left strokes in letters.

### 1. Model & Discuss

Write a large slant-right stroke on writing lines on the board or use **AlphamationPlus** to model the slant-right stroke (see page T17 for details). 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 strokes 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 the stroke a second and third time.

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



You can download and print Alphabet Cards at:  
[upub.net/manuscriptcards.pdf](http://upub.net/manuscriptcards.pdf)

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

### 2. Practice

Have the students open their books to page 6 and look at the slant-right strokes. Tell the students to start at the green dots and trace the slant-right strokes with a pencil as they say, “**slant right**.”



**Slant Right** Trace and write the slant-right strokes.



Trace the slant-right strokes in the letters below.



**Slant Left** Trace and write the slant-left strokes.



Trace the slant-left strokes in the letters below.



Circle the letters that contain a slant stroke.



8

Copyright © 2014, Universal Publishing

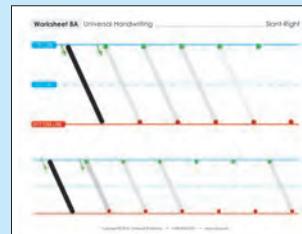
### 3. Self-Evaluate

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

**Repeat the three steps for the slant-left stroke.**

For extra practice on the slant-right stroke use **Worksheet 8A**, for the slant-left stroke use **Worksheet 8B**.

Download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

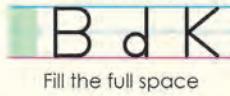


**Katherine's OT Tip** An efficient pencil grasp will benefit students for their entire educational experience. It is important that they recognize its importance. The “Drop It and Pick It Up Game” is a simple and fun activity to help them monitor and enhance their pencil grasp. Before any handwriting activity, have students gently drop their pencils onto their desks and pick them up again with their writing hands. Have them perform a self check of their grasp. This provides them with an opportunity to look at their grasp, to compare it with others if they'd like, and to make any needed adjustments.

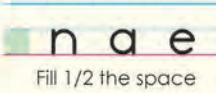
# Letter Size, Letter Spacing, Word Spacing, and Alignment

**Size** Size is the height of the letters within the writing lines.

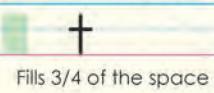
Tall Letters



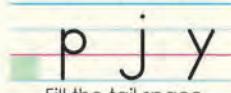
Short Letters



Intermediate Letter



Tail Letters



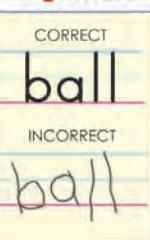
**Letter Spacing** The words below show correct letter spacing.

book | ball | am | are | ate

**Word Spacing** Allow enough space between words for one lowercase o.

Many ducks swim on our pond.

**Alignment**



Alignment is the evenness of the letters along the bottom line and along their tops, with all letters of the same size even in height.

Write the sentence.



I like to write sentences.



Letter Size    Letter Spacing    Word Spacing    Alignment

9

Copyright © 2014, Universal Publishing

## Objectives:

- Learn correct letter size.
- Learn correct letter and word spacing.
- Learn correct alignment.

## DISCUSS

**Tall Letters:** Explain to the class that tall letters fill the entire space from bottom line to the top line.

**Short Letters:** Explain that the short letters fill the space from the bottom line to the midline.

**Intermediate Letters:** Explain that the lowercase cursive letters **d** and **t** fill three-quarters of the writing space.

**Tail Letters:** Explain that the tail letters (descenders) fill the space below the bottom line.

Ask the students if their names have any tall letters, then short letters, then finally, intermediate or tail letters.

**Letter and Word Spacing:** Have the students look at and discuss the examples of letter and word spacing. Emphasize that spacing is important for legible handwriting.

**Alignment:** Have the students look at and discuss the examples of good and bad alignment.

If any students have difficulty with size, letter and word spacing, or alignment, make copies of **Worksheet 9A** for them. **Worksheet 9B** will help students

better understand letter spacing, word spacing, sentence spacing, and paragraph indenting.

## Worksheets 9A and 9B.

Download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



9A

Letter Spacing: The words and then check your letter spacing.

book ball am

Fill the full space Fill 1/2 the space Fill 3/4 of the space Fill the tail space

Word Spacing: Write the sentence: Many ducks s \_\_\_\_\_

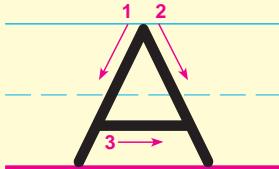
Alignmen \_\_\_\_\_ Alignment is the evenness of the letters along their tops, with all letters of the same size even in height.

Correct Incorrect

ball I like to pla

bad ball I like

# Uppercase A



## Objectives:

- Review the basic strokes in the uppercase **A**.
- Trace and write the uppercase **A**.
- Write the uppercase **A** in words and sentences.
- Write the period and the question mark.

### Important:

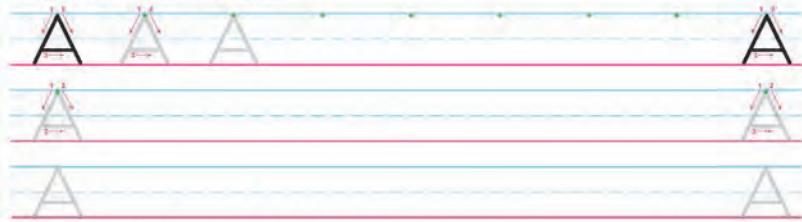
No workbooks or pencils on the students' desks for Step 1.

Uppercase A

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



Trace and write the letter.



Trace and write the words.

Arizona Allison Aiden

Arizona Allison Aiden

Period

Trace and write the period.

Write the sentences.

Question Mark

Trace and write the question mark.

Ann is here. Where is Aaron?

10

Copyright © 2014, Universal Publishing

## 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 as they look at a large model of the uppercase **A**:

1. Where does the first stroke begin? (top line)
2. How many strokes are in this letter? (3: slant left, slant right, and left to right)
3. How many slant strokes in this letter? (2)
4. Where does the slant-right stroke begin? (top line)
5. What other letters have slant strokes in them? (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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 upper-

case **A**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and punctuation marks. Then have them write the sentences.

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



Trace

Write

Check

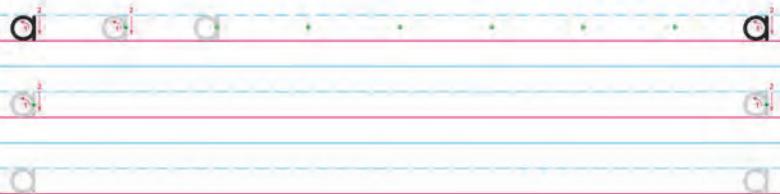
**Letter A Corrective Techniques** See page T24.

**Katherine's OT Tip** Spacing between words in sentences can be a challenging aspect of handwriting mastery. "Getting it right the first time" can prevent future struggles with legibility. A simple way to combine **visual-spatial skills** with movement and to provide visual and **tactile feedback** is to play the "Am I Too Close or Too Far Game?" Have students practice standing too close and then too far away from each other. Masking tape on the floor can indicate the "just right" spot for standing. Then, at their desks, have the students push their chairs in or out in order to demonstrate too close or too far.

## Lowercase a

1. Circle left
2. Pull down straight

Trace and write the letter.



Trace and write the words.

**animal again arms able**  
**animal again arms able**

Write the sentence.

**Do all mammals have hair?** Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

11

## Lowercase a



## Objectives:

- Review the basic strokes in the lowercase a.
- Trace and write the lowercase a.
- Write the lowercase a in words and in 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 as they look at a large model of the lowercase **a**:

1. How many strokes are in this letter? (2)
2. What is the first stroke called? (backward circle)
3. Where does the second stroke start? (midline)
4. Where does the circle begin? (3 o'clock)
5. 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 students trace and write the lowercase **a**. Tell them to write their letters directly below the letters

they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

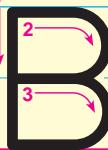
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter a Corrective Techniques** See page T24.

**Katherine's OT Tip** Letters come in all shapes and sizes, from short to tall and some even have tails. As the writing spaces get smaller for first graders, visual cues can assist them in recognizing the ways that letters and words fit into the lines. Provide a model of the words in your lesson on a large, appropriately lined sheet of paper taped to the board. Cover individual letters of each word, no spaces, one at a time with a yellow highlighter to indicate their placement on, above, or below the line. Use the visual cues on their worksheets to help them transfer this **visual-spatial** information to their work.

## Uppercase B



### Objectives:

- Review the basic strokes in the uppercase **B**.
- Trace and write the uppercase **B**.
- Write the uppercase **B** in words and in a sentence.

#### Important:

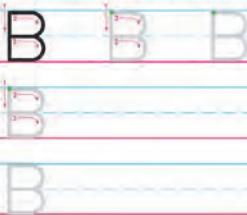
No workbooks or pencils on the students' desks for Step 1.

### Uppercase B



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

Trace and write the letter.



Trace and write the words.

Bill Bella Blake Bonnie

Bill Bella Blake Bonnie

Write the sentence.

Bob went to see Big Ben.



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 1. Model & Discuss

Write a large letter **B** 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 **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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. On the second and third lines students trace and write the uppercase **B**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter B Corrective Techniques** See page T24.

**Katherine's OT Tip** Students who continue to struggle with letter alignment can benefit from working with the “Boxed-Up Practice” activity. Write individual letters from the session on a large piece of appropriately lined paper taped to the board. Draw a colored line that follows its alignment around the letter as a visual cue to define its boundaries. Have the students trace over the line for increased visual and tactile awareness. They can use these cues on their worksheets to help transfer these **visual-spatial skills** to their work.

Lowercase b



1. Pull down straight
2. Circle right

Trace and write the letter.



Trace and write the words.

boy by best blue big  
boy by best blue big

Write the sentence.

When are baby black bears born?

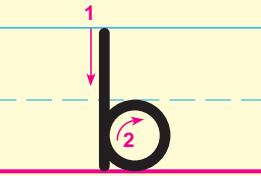


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

13

Lowercase b



### Objectives:

- Review the basic strokes in the lowercase b.
- Trace and write the lowercase b.
- Write the lowercase b in words and in 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* (see page T17 for details).

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)
5. 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 students trace and write the lowercase b. Tell them to write their letters directly below the letters

they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

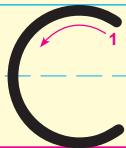
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



**Letter b Corrective Techniques** See page T24.

**Katherine's OT Tip** Lowercase b and d have earned their place in "The Frustrating Hall of Fame!" While there are many strategies that assist children in the correct formation of each, the underlying skill that defines their success or failure is body awareness. Those who struggle with directional concepts and proper placement of the b-d circles on paper will benefit from movement opportunities that address right-and-left awareness on themselves and on objects in space. Go back to the basics with Simon Says and the Hokey Pokey, using hand-over-hand guidance from behind students to enhance motor memory skills.

# Uppercase C

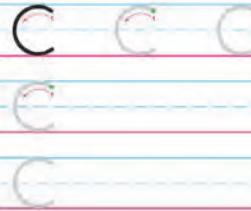


Uppercase C



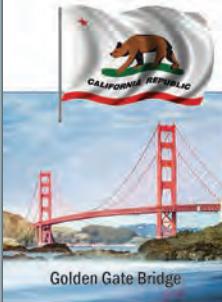
1. Circle left

Trace and write the letter.



## Objectives:

- Review the basic strokes in the uppercase **C**.
- Trace and write the uppercase **C**.
- Write the uppercase **C** in words and in a sentence.



Trace and write the words.

California Chicago China

California Chicago China

Write the sentence.

Chloe came to Carson City.



14

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 students trace

and write the uppercase **C**. Tell them to write their letters below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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! Sitting for handwriting tasks can be trying for young students, especially if the session comes after lunch! Marching in place before the beginning of their work can loosen up the large muscle groups, increase blood flow to the brain, and enhance visual and mental awareness. Add a bit of auditory and **vestibular** input by having them sing a rhythmic song and swing their arms. Movement plays a vital role in learning at any age.

## Lowercase c

1. Circle left

Trace and write the letter.



Trace and write the words.

**cat cold cup color can**

**cat cold cup color can**

Write the sentence.

**A baby cow is called a calf.**


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

15

## Lowercase c

## Objectives:

- Review the basic strokes in the lowercase c.
- Trace and write the lowercase c.
- Write the lowercase c in words and in a sentence.

## 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)
6. What is the only different between the uppercase **C** and the lowercase **c**? (size)

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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 students trace and write the lowercase **c**. Tell them to write their letters below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Pencil control skill development is an ongoing process for first grade students. As handwriting demands increase, so will the need to hone this skill. Art and math lessons are great places to address it. Stencils for drawing enhance smooth, precise movements. Rulers for drawing straight lines for math problems help students use their eyes to guide their hands for increased fine motor control. Tracing lines and circles on a vertical surface slightly higher than shoulder height enhances smooth hand and arm movements. These are great ways to transfer skills across subject areas.

# The Right Word

## Objectives:

- Read sentences.
- Choose the correct verb tense.
- Write words in manuscript.

**The Right Word**

Write the correct word to complete each sentence.

Ice cubes (**is, are**) cold. **are**

Dogs and cats (**have, had**) fur. **have**

I like to (**play, plays**) games. **play**

The birds (**flies, flew**) away. **flew**

My friend (**helped, help**) me today. **helped**

Two plus three (**is, are**) five. **is**

We will (**ate, eat**) fish for dinner. **eat**

Frogs can (**jumps, jump**) and swim. **jump**

We (**saw, see**) the moon last night. **saw**

Copyright © 2014, Universal Publishing

## 1. Discuss

Ask the students to open their books to page 16 and look at the picture of the ice cubes as you ask them:

1. Are ice cubes cold or hot?
2. What are ice cubes made from?
3. What are some different ways we use ice?

Have the students look at all the birds on the page as you ask them:

1. What kind of birds are these? (answers will vary)
2. What kind of birds do you have by your house? (answers will vary)
3. What is the biggest bird you have ever seen? (answers will vary)

Have the students look at the picture of the frogs as you ask them:

1. Did you ever catch a frog? (answers vary)
2. What color are frogs? (answers vary)
3. How many frogs are on the page? (3)

Have the students look at the picture of the moon as you ask them:

1. Is this a full moon? (yes)
2. What time of night do you think it is? (answers will vary)
3. What else do you see in this photo? (answers will vary)

## 2. Writing Activity

Read the directions or call on a student to read them. Remind students that verbs are action words and that these action words change a little depending on whether the action already happened, is happening now, or will happen in the future. Then read each sentence with the students, calling on volunteers to give the correct answers. Have students write the correct answers on the writing lines.

**Katherine's OT Tip** Left-handed writers can find copying tasks frustrating when the work that needs to be reproduced is on the left side of the page. Proper paper positioning is a key factor in helping them view their work. The paper should be positioned to the left of the student's midline and tilted so that the top left edge is higher than the top right. It is important to note that the angle of the tilt will vary based upon individual heights and arm lengths. The helper hand should be placed at the top right corner and away from the writing and viewing surface.

# Punctuation

Write each sentence with the correct end punctuation.

## Punctuation



Do you see the stars

---

---

---

Earth is our planet



How hot is the sun

---

---

---

Some planets have rings

Copyright © 2014, Universal Publishing

17

### Objectives:

- Read sentences.
- Choose correct punctuation to end a sentence.
- Write sentences in manuscript.

## 1. Discuss

Ask the students to open their books to page 17 and look at the word **Punctuation** in the purple box. Ask them to name some different types of punctuation (period, exclamation point, question mark, etc.).

Have the students look at the picture of the **falling star** as you ask them the following questions:

1. Did you ever see a falling star?
2. What colors did you see?
3. How many stars do you think there are?

Have the students look at the picture of the **planet earth** as you ask them the following questions:

1. How much of the earth is covered with water? (3/4)
2. How is the earth different from the sun? (size, temperature, color, etc.)
3. How many planets are there? (8)

Have the students look at the picture of the **sun** as you ask them the following questions:

1. How big is the sun compared to the earth?  
(The sun weighs about 333,000 times as much as earth. It is so large about 1,300,000 planet Earths can fit inside of it.)
2. What color is the sun? (It is a common misconception that the sun is yellow, or orange or even red. However, the sun is essentially all colors mixed

together, which our eyes perceive as white.)

3. How hot is the sun? (The temperature of the sun at its core is 27 million degrees, but only about 10,000 degrees on its surface.)

Have the students look at and read the last sentence as you ask them the following question:

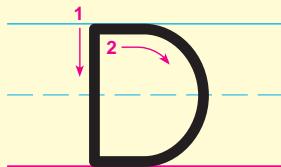
1. Why do you think some of the planets have rings around them? (rings are formed from the debris of planetary moons)
2. Do you think any of the planets have life on them?

## 2. Practice

Read the directions to the students. Then read the sentences or call on students to read them. After each sentence is read, ask the students to write the sentence using correct punctuation.

**Katherine's OT Tip** Spacing between words in a sentence can be a struggle for students as they begin to transfer their skills to independent writing activities. Warm-up practice using visual cues before these sessions can help. Trace portions of the lines below model sentences with a fine-tipped yellow highlighter to indicate the appropriate space for each word, pointing out the space in between. Have the students copy the words from the sentence on the yellow lines. Provide the model once again without the highlighting and have them try spacing on their own.

# Uppercase D



## Objectives:

- Review the basic strokes in the uppercase **D**.
- Trace and write the uppercase **D**.
- Write the uppercase **D** in words and in a sentence.

### Important:

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

## Uppercase D



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

Trace and write the letter.



Trace and write the words.

Delaware December Dad Drew

Delaware December Dad Drew

Write the sentence.

Did Dean drop Daisy's drink?



### CHECK-UP

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

18

Copyright © 2014, Universal Publishing

## 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 18 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Letter sizing relies upon **visual-spatial skills** to determine the amount of space that a letter will fill on a writing line. "Boxed-Up Practice" using graph paper with two lines per inch addresses these skills by using visual and tactile cues for alignment. On a writing space that includes three rows of boxes, outline the blue, middle, and red lines used in the workbooks. Draw outlines there that depict the shapes and proper alignment of the letters that need practice or the words being taught in the lesson. Write the letters or words lightly in the boxes and have students trace them.

### Lowercase d

d

1. Circle left
2. Pull down straight

Trace and write the letter.



Trace and write the words.

**didn't**   **doesn't**   **don't**   **I'd**  
**didn't**   **doesn't**   **don't**   **I'd**

Write the sentence.

**David, did Addie do the dishes?**



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

19

### Lowercase d

d

#### Objectives:

- Review the basic strokes in the lowercase **d**.
- Trace and write the lowercase **d**.
- Write the lowercase **d** in words and in a sentence.

#### 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. Where does the circle start? (3 o'clock)
4. Is this a tall or short letter? (tall letter)
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 19 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them

to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

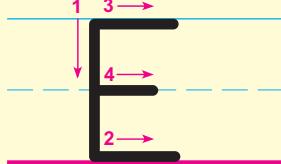
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter d Corrective Techniques** See page T24.

**Katherine's OT Tip** 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 E



### Objectives:

- Review the basic strokes in the uppercase **E**.
- Trace and write the uppercase **E**.
- Write the uppercase **E** in words and in a sentence.

#### Important:

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

### Uppercase E

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



Exercise

Trace and write the letter.



Trace and write the words.

Ethan Eva Eric Emily

Ethan Eva Eric Emily

### Line Quality

#### CORRECT

Elsa

#### TOO LIGHT

Elsa

#### TOO HEAVY

Elsa

#### VARYING

Elsa

Line quality refers to the smoothness, color, or thickness of the pencil line.

This sentence shows correct line quality.

Eve likes to exercise.

Write the sentence. Check your line quality.

20

Copyright © 2014, Universal Publishing

## 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. Where does the first stroke begin? (top line)
2. What is the first stroke called? (top to bottom)
3. How many slide right strokes in the letter? (3)
4. How many total strokes 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 20 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters

directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence.

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



Trace

Write

Check

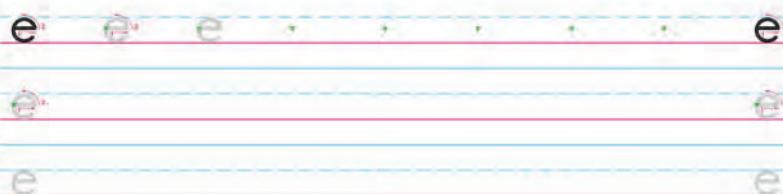
**Letter E Corrective Techniques** See page T25.

**Katherine's OT Tip** Line quality can be affected by hand and finger strength as well as **tactile sensitivity**. The “Sand Paper Tracing” activity can provide those who write too lightly with feedback for extra pressure. For too much pressure, the “Tissue Paper Challenge” can make all the difference. Place a light colored piece of tissue paper over a handwriting model and have students trace over the letters carefully to avoid tearing the paper. If these strategies do not seem to help students with line quality, it would be wise to consult with the parents and an occupational therapist about other possible needs.

### Lowercase e

1. Slide right
2. Circle left

Trace and write the letter.



Trace and write the words.

**eyes**    **east**    **earth**    **eight**

**eyes**    **east**    **earth**    **eight**

Write the sentence.

Please meet me at three o'clock.



Word Spacing     Letter Size     Letter Forms     Line Quality     Letter Spacing

Copyright © 2014, Universal Publishing

21

## 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 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 from 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 21 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **e** 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**. Tell

## Lowercase e



### Objectives:

- Review the basic strokes in the lowercase **e**.
- Trace and write the lowercase **e**.
- Write the lowercase **e** in words and in a sentence.

### Important:

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

them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

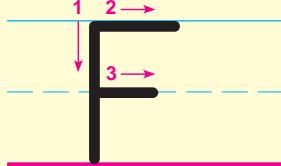
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter e Corrective Techniques** See page T25.

**Katherine's OT Tip** Time for Boot Camp! Effective breathing patterns increase blood flow to the brain and help to clear the head for learning. Breathing exercises can help students develop efficient breathing habits. Before today's session, have them stand nice and tall behind their chairs. Demonstrate breathing patterns as you inhale through your nose with a slightly exaggerated breath and exhale through a partially opened mouth. Be careful not to accentuate either step to prevent hyperventilation amongst your students! Just four or five repetitions will give them a thinking boost.

## Uppercase F



### Objectives:

- Review the basic strokes in the uppercase F.
- Trace and write the uppercase F.
- Write the uppercase F in words and in a sentence.

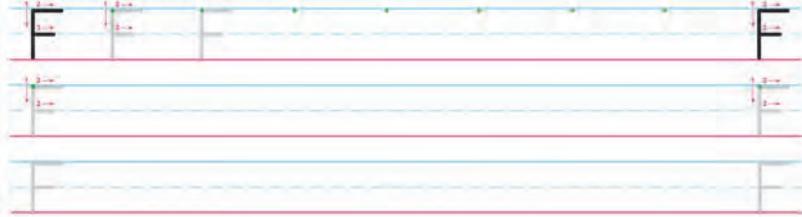
#### Important:

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

Uppercase F

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

Trace and write the letter.



Trace and write the words.

Florida February Friday

Florida February Friday

Write the sentence.

First, we'll find Frank's keys.



22

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 upper-

case F. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



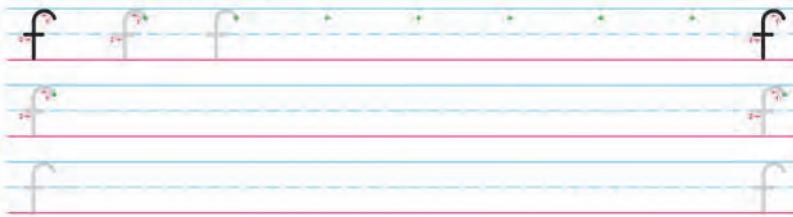
**Letter F Corrective Techniques** See page T25.

**Katherine's OT Tip** 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 f

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

Trace and write the letter.



Trace and write the words.

**far feet father friend**

**far feet father friend**

Write the sentence.

**Why do fish have fins?**


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

23

## Lowercase f

**Objectives:**

- Review the basic strokes in the lowercase f.
- Trace and write the lowercase f.
- Write the lowercase f in words and in a sentence.

**Important:**

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

**1. Model & Discuss**

Write a large letter f on writing lines on the board or use **AlphamationPlus** (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. What color is the bottom line? (red)
4. The slide right is made on what line? (midline)
5. Is this a tall or short letter? (tall letter)
6. How is the uppercase F different from 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter f Corrective Techniques** See page T25.

**Katherine's OT Tip** Handwriting is a skill that will be a valuable resource for your students for the rest of their lives. Handwriting practice should be a fun activity that brings them pride and encourages them to use their skill outside of classroom sessions. An excellent strategy for taking handwriting from fun to functional is journaling. The use of free-thought journaling provides a platform for testing their skills and for producing a product they can share with others. Journaling will also allow you to observe their carryover skills and to determine areas that need attention.

# Writing Numerals 1-5

## Objectives:

- Recognize and name the numerals 1-5.
- Learn the basic strokes in the numerals 1-5.
- Trace and write the numerals 1-5 and the number words.

Do all steps for the numeral 1 before you do numerals 2-5.

### Writing Numerals

1. Pull down straight



1. Curve right, slant left  
2. Slide right



1. Circle right  
2. Circle right



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



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

24

Trace and write the numerals.



Copyright © 2014, Universal Publishing

## 1. Model and Discuss

Write the manuscript numeral 1 on writing lines on the board, **or** use *AlphamationPlus* to model each numeral (see page T17 for details) **or** have the students open their books to page 24 and look at the model of the numeral 1.

Ask the following questions as the students look at the model of numeral 1.

1. Where does this numeral begin?
2. Name the strokes in this numeral.
3. Where does the last stroke end in this numeral?

## 2. Practice

Have the students open their books to page 24. Have them start at the green dots and trace and write the numeral 1 as they say “**pull down straight**.” After they complete each line, have them evaluate their work as described in Step 3.

## 3. Self-Evaluate

After each row of practice, have the students circle their best numeral and put an X through the one that needs the most improvement. Ask them to explain what needs to be improved on the numeral they put an X on.

Follow the same three steps for numerals 2, 3, 4, and 5.

### Questions for numerals 2 through 5:

1. Where does this numeral begin?
2. Name the strokes in this numeral.
3. Where does the last stroke end in this numeral?

### Stroke descriptions for numerals 2 through 5:

Numeral 2: “**curve right, slant left, slide right.**”

Numeral 3: “**circle right, circle right.**”

Numeral 4: “**pull down straight, slide right, pull down straight.**”

Numeral 5: “**pull down straight, circle right, slide right.**”

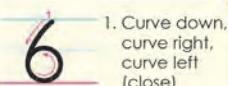
**Extra Practice:** Students can trace, write, and check (self-evaluate) their numerals with *AlphamationPlus*.



**Katherine’s OT Tip** The numerals 2, 3, 5, 6 and 8 can continue to be troublesome for some first grade students. Their curves tend to get in the way of fluid and controlled movements causing students to stop and pick up their pencils to look ahead toward the next step. This interrupted pencil movement decreases speed as well as accuracy, as students can often replace their pencil at an incorrect spot when they restart their movements. A small yellow dot at the beginning of the confusing curve or at the midpoints of 3 and 8 can visually guide motor movements.

# Writing Numerals 6-10

## Writing Numerals



Trace and write the numerals.

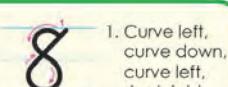
6 6 6

6



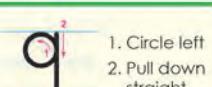
7 7 7

7



8 8 8

8



9 9 9

9



10 10 10

10

Copyright © 2014, Universal Publishing

25

## Objectives:

- Recognize and name the numerals **6-10**.
- Learn the basic strokes in the numerals **6-10**.
- Trace and write the numerals **6-10** and the number words.

Do all steps for the numeral **6** before you do numerals **7-10**.

## 1. Model and Discuss

Write the manuscript numeral **6** on writing lines on the board, **or** use **AlphamationPlus** to model each numeral (see page T17 for details) **or** have the students open their books to page 25 and look at the model of the numeral **6**.

Ask the following questions as the students look at the model of numeral **6**.

1. Where does this numeral begin?
2. Name the strokes in this numeral.
3. Where does the last stroke end in this numeral?

## 2. Practice

Have the students open their books to page 25. Have them start at the green dots and trace and write the numeral **6** as they say “**curve down, curve right, curve left**.” After they complete each line, have them evaluate their work as described in Step 3.

## 3. Self-Evaluate

After each row of practice, have the students circle their best numeral and put an X through the one that needs the most improvement. Ask them to explain what needs to be improved on the numeral they put an X on.

Follow the same three steps for numerals **7, 8, 9, and 10**.

### Questions for numerals 7 through 10:

1. Where does this numeral begin?
2. Name the strokes in this numeral.
3. Where does the last stroke end in this numeral?

### Stroke descriptions for numerals 7 through 10:

Numeral **7**: “**slide right, slant left**.”

Numeral **8**: “**curve left, curve down, curve left, slant right**.”

Numeral **9**: “**circle left, pull down straight**.”

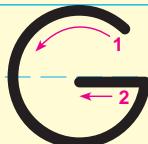
Numeral **10**: “**pull down straight; circle left**.”

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



**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.

## Uppercase G



### Objectives:

- Review the basic strokes in the uppercase **G**.
- Trace and write the uppercase **G**.
- Write the uppercase **G** in words and in a sentence.

### Important:

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

Uppercase G



1. Circle left
2. Slide left

Trace and write the letter.



Trace and write the words.

Georgia

Gavin

Grace

Georgia

Gavin

Grace



Write the sentence.

Green plants need light.



26

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 26 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Young 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 a bit of 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.

## Lowercase g

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

Trace and write the letter.

Trace and write the words.

girl green garden good

girl green garden good

Write the sentence.

Peggy's going to get a dog.

 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

27

## Objectives:

- Review the basic strokes in the lowercase **g**.
- Trace and write the lowercase **g**.
- Write the lowercase **g** in words and in a sentence.

## 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. Does this letter go below the bottom line? (yes)
4. Do we lift the pencil after the first stroke? (yes)
5. How is uppercase **G** different from 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 27 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below

the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

Write

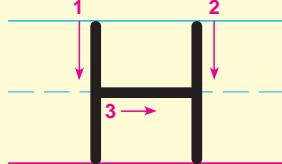
Check

**Letter g Corrective Techniques** See page T25.

**Katherine's OT Tip** 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.

## Lowercase g

## Uppercase H



### Objectives:

- Review the basic strokes in the uppercase **H**.
- Trace and write the uppercase **H**.
- Write the uppercase **H** in words and in a sentence.

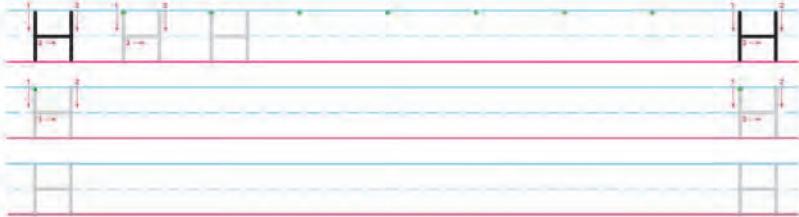
### Important:

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 letter.



Trace and write the words.

Hannah Hunter Hailey

Hannah Hunter Hailey

Write the sentence.

Honolulu is the capital of Hawaii.



28

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 **I**)
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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** First grade students can continue to benefit from pencil control practice. As they begin to copy and write sentences, the increased demand on their finger, hand, and wrist muscles can cause fatigue and result in illegible handwriting skills. Daily practice can be accomplished easily and without interruption to your lesson plans. Simply place a basket of pencil control worksheets just inside your classroom door and ask the students to work on them quietly at their desks after lunch or recess. This can prove to be time well spent on regrouping for the afternoon as well.

## Lowercase h



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

Trace and write the letter.



Trace and write the words.

happy help hand hope

Write the sentence.

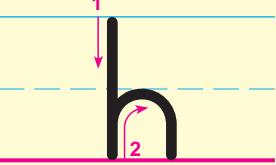
The weather has been hot.


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

29

## Lowercase h

**Objectives:**

- Review the basic strokes in the lowercase h.
- Trace and write the lowercase h.
- Write the lowercase h in words and in a sentence.

**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 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 stu-

dents trace and write the lowercase h. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Time for Boot Camp! **Finger dexterity** and **in-hand manipulation** are important fine motor skills for an efficient pencil grasp. Students can play two simple games to exercise these skills as warm-ups to your lesson. For the first game, have them place their hands on their desks palm up and use their thumb to touch each finger, first on one hand, then the other. This developmental skill might still be a challenge for some, so slow but sure wins the race. Stay tuned for the second game in our next Boot Camp!

# Animal Homes

## Objectives:

- Understand that different animals have different homes.
  - Write words in manuscript.

**Animal Homes** Write the words. Connect each animal to its home.

	bird		hive
	fish		nest
	bee		web
	spider		hole
	rabbit		water

## **1. Discuss**

Have the students open their books to page 30. Explain that different animals live in different kinds of homes. Ask the students if they can think of some different kinds of animal homes.

Tell the students to look at the illustration of the **bird** and ask them the following questions:

1. What kind of bird is it? (blue bird)
  2. Did you ever find a bird's nest?
  3. How many eggs are in the nest?

Tell the students to look at the illustration of the **fish** and ask them the following questions:

1. Where do fish live? (in the water)
  2. Did you ever go fishing?
  3. What is the biggest fish you ever saw?

Tell the students to look at the illustration of the **bee** and ask them the following questions:

1. Did you ever see bees on flowers?
  2. What kind of bees make honey? (honey bees)
  3. Where have you seen a bee hive?

Tell the students to look at the illustration of the **spider** and ask them the following questions:

1. Did you ever see a spider web?
  2. Do you like spiders?

Tell the students to look at the illustration of the **rabbit** and ask them the following question:

1. Did you ever have a pet rabbit?
  2. Where is a rabbit's nest built? (in the ground)

## **2. Writing Activity**

Read the directions. Have the students look at the illustrations on the left and say the name of each animal. As they say the name of each animal, have them look at the pictures on the right and find that animal's home.

Ask the students to write the words on the writing lines and then draw a line to connect each animal to its home.

**3. Self-Evaluate** Have the students self-evaluate their handwriting for proper letter spacing, alignment, line quality, and letter forms.

**Katherine's OT Tip** A great way to enhance students' appreciation for the value of handwriting skills is to link these skills to their reading skills. A key player in reading proficiency is spelling, which requires practice to hone memory skills. This practice can be matched with handwriting exercises to transfer skills between subject areas. Spelling worksheets that utilize the same lines used in the students' handwriting workbooks will provide an effective medium for the transfer of skills. Students should be reminded always to check their letter sizing, alignment, letter spacing, and line quality.

## Writing Numerals

Counting by Fives Fill in the missing numerals.

5 10 15 20 25 30 35 40

45 50 55 60 65 70 75

eight  
three      fourteen  
twelve      six  
ten

Write the correct word for each numeral below.

3 three 10 ten

12 twelve 14 fourteen

6 six 8 eight

Copyright © 2014, Universal Publishing

Write the numeral for each number word below.

thirty 30

fifteen 15

nine 9

eleven 11

twenty 20

seven 7

31

## Writing Numerals

### Objectives:

- Count by fives.
- Write numerals in manuscript.
- Write number words.

### Discuss and Practice

Have the students open their books to page 31. Tell the students that they will be counting by fives in the first activity on the page. Ask if any of them ever counted by fives before. If some students say yes, ask one of them to count by fives.

Have the students write the missing numerals in the Counting by Fives activity at the top of the page.

Now have the students look at and say the number words in the blue box (eight, three, fourteen, twelve, six, and ten). Next, have them look at the numerals 3, 12, 6, 10, 14, and 8 in the yellow box. Have them write the correct number word for each of the numerals.

Finally, have the students look at the activity at the bottom-right of page 31. Have the students read each number word and then write the correct numeral next to each number word.

**Self-Evaluate** Have the students self-evaluate their numerals for proper line quality and size.

**Extra Practice** If you want your students to have additional practice in writing numerals you can download and print copies of **Worksheet 31**.

### Worksheets 31

You can print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

Worksheet 31 Universal Handwriting Writing Numerals

10 30 40 60 40  
56 76 96 106

Write the numeral for each number word below.

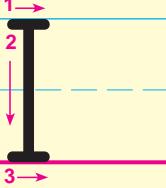
five	eleven	six
two	sixteen	nine

Write the correct word for each numeral below.

ten 10  
hour 60  
eight 8  
twelve 12  
forty 40  
sixty 60

**Katherine's OT Tip** Students who struggle with key areas of handwriting efficiency can often become discouraged as they attempt to utilize their handwriting skills across subject areas. It is important to guide them in their quest for proficiency by offering them the same visual cues, adaptive strategies, and assistance with editing that they receive in handwriting sessions. If students are allowed to forget all they know about handwriting outside of their handwriting lessons, they will lose valuable practice opportunities and will fail to develop an awareness of the importance of handwriting skills.

# Uppercase I



## Objectives:

- Review the basic strokes in the uppercase I.
- Trace and write the uppercase I.
- Write the uppercase I in words and in a sentence.

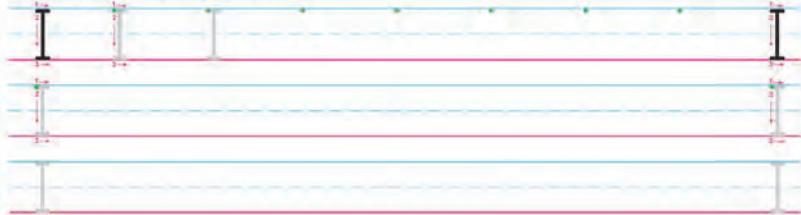
### Important:

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

## Uppercase I

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

Trace and write the letter.



Trace and write the words.

Iris Ireland Iowa Italy

Iris Ireland Iowa Italy

Write the sentence.

If I'm tired, I'll go to bed.



## CHECK-UP

32

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 32 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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

### Lowercase i



1. Pull down straight
2. Dot

Trace and write the letter.



Trace and write the words.

igloo isn't inch icicles

Write the sentence.

Ice is a solid, not a liquid.



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

33

### Lowercase i



#### Objectives:

- Review the basic strokes in the lowercase i.
- Trace and write the lowercase i.
- Write the lowercase i in words and in a sentence.

#### 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 first stroke called? (pull down straight)
2. How many strokes are in this letter? (2)
3. What color is the top line? (blue)
4. Is this a tall or short letter? (short letter)
5. Where is the dot on the i placed? (between top line and midline)
6. Where does the first stroke 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 33 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

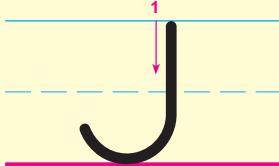
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter i Corrective Techniques** See page T26.

**Katherine's OT Tip** Some students will shy away from handwriting practice that becomes routine. Spice up your lessons a bit with letter tiles or dice. A fun warm-up activity for today's lesson is the “Find A Word Game.” Place tiles or dice on desks in your classroom and divide students into small groups. Have each group build five or six words. All students write the selected words on their own papers to demonstrate handwriting skills. This activity provides both **visual scanning** and handwriting practice and can alert you to students' handwriting needs.

## Uppercase J



### Objectives:

- Review the basic strokes in the uppercase **J**.
- Trace and write the uppercase **J**.
- Write the uppercase **J** in words and in a sentence.

### Important:

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

Uppercase J



1. Pull down straight, curve left

Trace and write the letter.



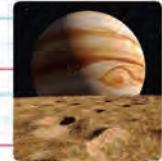
Trace and write the words.

January June July

January June July

Write the sentence.

Jupiter is the largest planet.



### CHECK-UP

34

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 34 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



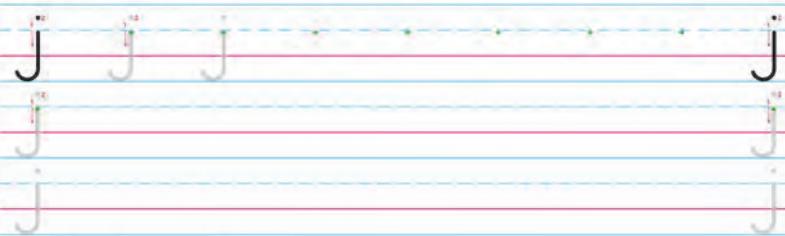
**Letter J Corrective Techniques** See page T26.

**Katherine's OT Tip** The tails of the lowercase **g** and **q** can continue to make a wrong turn for some students. Those who struggle with left-right directional concepts will find auditory cues for these letters confusing. A hands-on warm-up activity can help with the distinction between the left and right curve. Bring out the pipe cleaners or clay and have students create a “Mind Your g’s and q’s Display Model” at their desks. Provide letter models for this activity and then follow with handwriting practice for these letters. Your hand-over-hand editing of the display models will add visual and tactile cues.

## Lowercase j

1. Pull down straight,  
curve left  
2. Dot

Trace and write the letter.



Trace and write the words.



Write the sentence.

**Mount Fuji is in Japan.**


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

35

## Lowercase j

**Objectives:**

- Review the basic strokes in the lowercase j.
- Trace and write the lowercase j.
- Write the lowercase j in words and in 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 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 35. Ask them to trace the first line of 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. Tell them to write their letters directly below the letters they wrote

on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

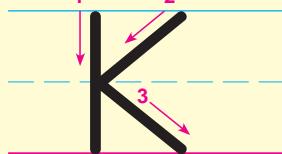
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter j Corrective Techniques** See page T26.

**Katherine's OT Tip** Small fingers and hands sometimes find traditional sized pencils difficult to manage. Some students may fumble with the manipulation of larger pencils and be inconsistent with their finger placement on the barrel. This will draw attention away from their pencil movements and lead to illegible handwritten products. Small pencils can benefit struggling students by giving them less to manage and a better visual cue for finger placement on the barrel. Golf pencils are the perfect size to use. An eraser cap can be placed at the top and the students are on their way to smoother handwriting movements!

## Uppercase K



### Objectives:

- Review the basic strokes in the uppercase **K**.
- Trace and write the uppercase **K**.
- Write the uppercase **K** in words and in a sentence.

#### Important:

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

### Uppercase K



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

Trace and write the letter.



Trace and write the words.



## KANSAS

Write the sentence.

Kentucky Kyra Kay Kim

Kentucky Kyra Kay Kim

Topeka is the capital of Kansas.



36

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 36 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below

the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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 or curved stroke toward the middle line and then away again, such as the uppercase **K** and **R**, 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. Depending on which movements give them trouble, struggling students could benefit from dots placed at step 2 on the **K**, at the start of the “slide left” on the **R**, at the midline on both to guide the “slant right,” or on the bottom line to guide the “slant right.”

Lowercase k



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

Trace and write the letter.



Trace and write the words.

kick knee keep kittens

kick knee keep kittens

Write the sentence.

Will these rocks sink in the lake?

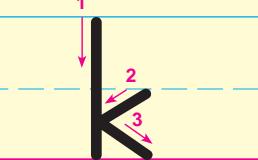


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

37

Uppercase k



### Objectives:

- Review the basic strokes in the lowercase k.
- Trace and write the lowercase k.
- Write the lowercase k in words and in a sentence.

### 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 37 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below

the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Eye-hand coordination is an essential skill for handwriting success. 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.

# Plant Parts

## Objectives:

- Identify parts of a plant.
- Write words in manuscript.
- Write a sentence in manuscript.

Use the words in the box to label the parts of the plant.

leaves  
flower  
stem  
roots

Write the sentence.



flower

leaves

stem

roots

A plant's roots hold it to the

ground and give the plant water.

38

Copyright © 2014, Universal Publishing

## 1. Discuss

Have the students open their books to page 38. Tell the student to look at the illustration of the plant. Ask them the following questions:

1. What part of the plant is pink? (flower)
2. What holds a plant to the ground? (roots)
3. How does a plant get water? (through the roots)
4. Count the number of leaves on the plant. (16)
5. Do you have any plants in your house?  
(answers vary)
6. If you had a garden, what would you want to grow in your garden? (answers vary)
7. What is your favorite fruit? (answers vary)
8. What is your favorite vegetable? (answers vary)

## 2. Practice

Have the students look at the list of words. Tell them to point to the first word and say “**leaves**.” Have them write the word on the writing line that points to the leaves.

Tell them to point to the second word and say “**flower**.” Have them write the word on the writing line that points to the flower.

Tell them to point to the third word and say “**stem**.” Have them write the word on the writing line that points to the stem.

Tell them to point to the last word and say “**roots**.” Have them write the word on the writing line that points to the roots.

Have the students read the sentence and then write the sentence on the writing lines directly below the model.

**3. Self-Evaluate** Have the students self-evaluate their handwriting for proper letter and word spacing, alignment, line quality, and letter forms.

**Katherine’s OT Tip** Spacing between words is a skill that should receive lots of attention during these early writing years to prevent struggles in the years ahead. The “Spaced-Out Sticker Game” is a kinesthetic approach to help students manage word spacing. Give each student a sheet of very small stickers. Write a sentence on the board and have them copy it one word at a time, placing a sticker right after it and saying “space” before they write the next. Observe the amount of space they leave after the sticker before writing the next word to reinforce appropriate **spatial awareness**.



## The Weather

Weather Words: sun cloud rain snow wind hot cold storm

Draw a picture of your favorite weather. Trace the words and finish the sentence. Then, trace the words and list three reasons why this is your favorite weather.



My favorite weather is

I like this weather

the best because

1.

2.

3.

Copyright © 2014, Universal Publishing

39

## The Weather

### Objectives:

- Understand weather words.
- Draw a picture of your favorite weather.
- Describe your favorite weather.

### 1. Discuss

Have the students open their books to page 39. Tell the student to look at the illustrations at the top of the page.

Ask them the following questions:

1. What kind of weather is the first illustration showing? (clouds and lightning)
2. What is the second illustration showing? (partly cloudy with some sun and rain)
3. What kind of weather is the third illustration showing? (sun)
4. What kind of weather is the fourth illustration showing? (clouds and rain)
5. What kind of weather is the first illustration showing? (cloudy, cold, and some snow)
6. What kind of weather is the last illustration showing? (partly cloudy with some sun)
7. What can happen when it is raining and the sun is shining? (you may see a rainbow)

### 2. Practice

Have the students look at and read the Weather Words. Ask them to draw a picture in the box of their favorite weather.

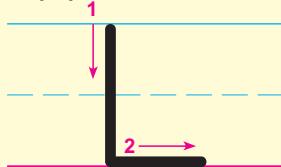
Now have the students trace the words, **My favorite weather is**, and finish the sentence.

Then have them trace the words, **I like this weather the best because**, and list three reasons why this is their favorite weather.

**3. Self-Evaluate** Have the students self-evaluate their writing for proper line quality, letter and word spacing, and letter size.

**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, especially those who struggle with letter formations. To assist strugglers with independent writing and letter formation, provide them with a written model of their thoughts that they can copy from the board. As they become more skilled, provide models of key words from their thoughts to facilitate the thought process.

## Uppercase L



### Objectives:

- Review the basic strokes in the uppercase L.
- Trace and write the uppercase L.
- Write the uppercase L in words.

#### Important:

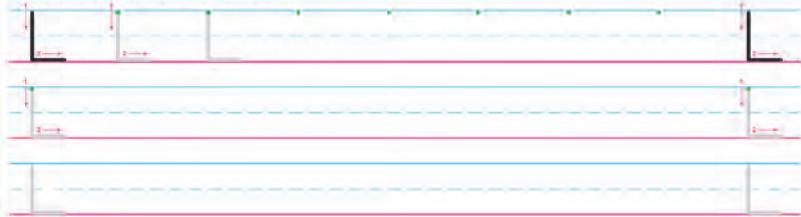
No workbooks or pencils on the students' desks for Step 1.

### Uppercase L



1. Pull down straight
2. Slide right

Trace and write the letter.

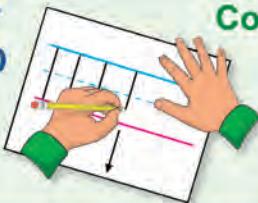


Trace and write the words.

Lila Logan Leah Luis Lynn

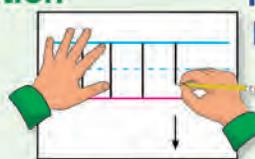
Lila Logan Leah Luis Lynn

LEFT  
HAND



Correct Paper Position

RIGHT  
HAND



40

Copyright © 2014, Universal Publishing

## 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 is 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 40 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words.

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



Trace

Write

Check

**Letter L Corrective Techniques** See page T26.

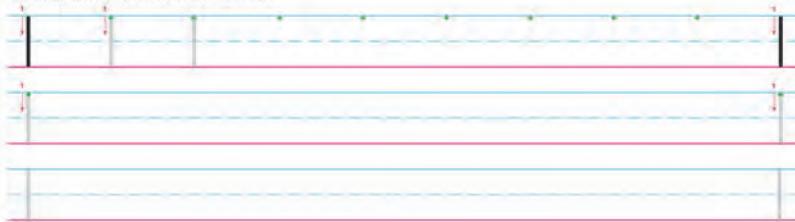
**Katherine's OT Tip** Time for Boot Camp! Our second finger dexterity and in-hand manipulation game is perfect for beginning today's session. Have your students position their hands on their desks palms up. Then have each student place a small eraser or cotton ball in the palm of first one hand then the other, and practice moving it around using the fingers of that hand without dropping it. This developmental skill might still be a challenge for some. Again, speed isn't the goal, but accuracy is!

## Lowercase I



1. Pull down straight

Trace and write the letter.



Trace and write the words.

**lily last left look leg**

Write the sentence.

**Hills are smaller than mountains.**



Copyright © 2014, Universal Publishing

Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

41

## Lowercase I

1

**Objectives:**

- Review the basic strokes in the lowercase I.
- Trace and write the lowercase I.
- Write the lowercase I in words and in a sentence.

**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 41 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

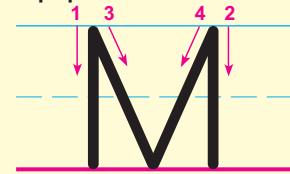
Write

Check

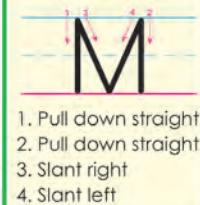
**Letter I Corrective Techniques** See page T26.

**Katherine's OT Tip** Sitting posture can tell you a great deal about your students. Slouching in chairs or leaning on the desk could be due to fatigue or poor muscle strength. In some cases, these postures can signal a visual concern. Eyestrain or poor eyesight can cause students to place their head and eyes in a more comfortable position to perform fine motor work. Unfortunately, these postures are not conducive to 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 a pediatrician.

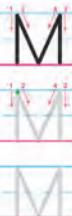
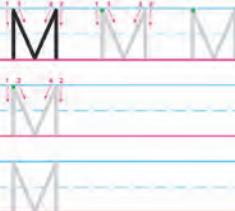
# Uppercase M



Uppercase M



Trace and write the letter.



## Objectives:

- Review the basic strokes in the uppercase **M**.
- Trace and write the uppercase **M**.
- Write the uppercase **M** in words and in a sentence.

### Important:

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



Trace and write the words.

Monday March Missouri

Monday March Missouri

Write the sentence.

Mother's Day is in May.



42

Word Spacing    Letter Spacing    Letter Forms

Copyright © 2014, Universal Publishing

## 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. Where does the second stroke start? (top line)
5. Is this a tall or short letter? (tall)
6. 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 42 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace



Write



Check

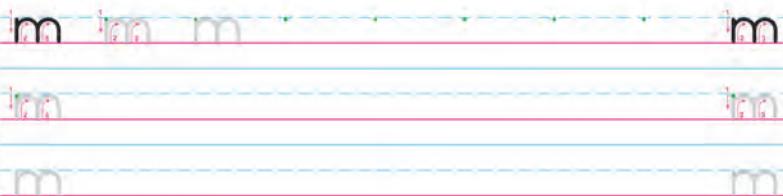
**Letter M Corrective Techniques** See page T26.

**Katherine's OT Tip** A fun way to practice multi-step letters, such as the uppercase **M**, 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 an 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 sequence! And this is a perfect opportunity for you to remind them “that all eraser droppings must be pushed away to clear the spot for efficient handwriting!”

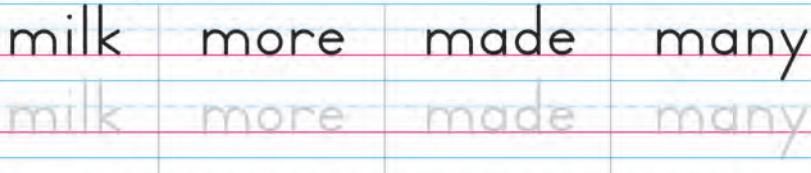
### Lowercase m

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

Trace and write the letter.



Trace and write the words.



Write the sentence.

I eat watermelon in the summer.

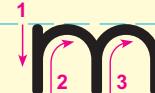


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

43

### Lowercase m



#### Objectives:

- Review the basic strokes in the lowercase m.
- Trace and write the lowercase m.
- Write the lowercase m in words and in a sentence.

#### 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 does the midline look like? (blue dotted line)
4. Is this a tall or short letter? (short letter)
5. Where does the letter begin? (midline)
6. What 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 43 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** A “Weekly Word Search Board” can help strugglers outside of their handwriting lessons. Create your own word search with letter formations fabricated with laminated cut-outs taped to a poster board. Design the search using words from spelling or handwriting lessons. Provide appropriately lined writing paper and pencils close by the board for students to use as they search and find the secret words. They won’t even realize they are practicing their handwriting skills! Be sure to have them hand in their work so that you can determine their spelling and handwriting strengths and needs.

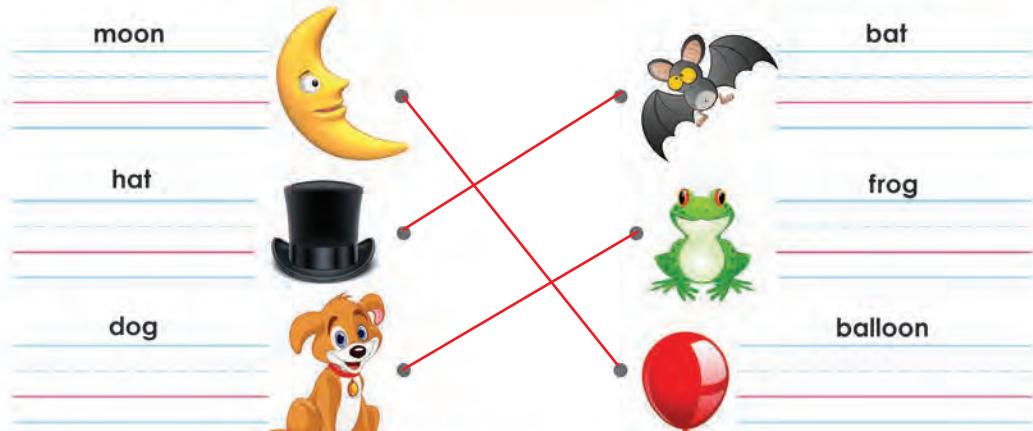
# Words That Rhyme

## Objectives:

- Match words that rhyme.
  - Write words in manuscript.

## Words That Rhyme

Write the word next to each picture. Then draw a line to the words that rhyme.



Write one word that rhymes with each of the words below.

ran

Answers will vary.

big

Answers will vary.

sun

Answers will vary.

well

Answers will vary.

44

Copyright © 2014, Universal Publishing

## ***Discuss and Practice***

Have the students open their books to page 44. Tell them to look at the word **moon**, the illustration of the **moon**, and then say the word **moon**. Next, have them look at the three illustrations at the right and say bat, frog, and balloon. Now have them draw a line from the **moon** to the illustration on the right that rhymes (balloon). Finally, have them write the word **moon** and the word **balloon**.

Tell the students to look at the word **hat**, the illustration of the **hat**, and then say the word **hat**. Next, have them look at the three illustrations at the right and say bat, frog, and balloon. Now have them draw a line from the **hat** to the word on the right that rhymes (bat). Finally, have them write the word **hat** and the word **bat**.

Tell the students to look at the word **dog**, the illustration of the **dog**, and then say the word **dog**. Next, have them look at the three illustrations at the right and say bat, frog, and balloon. Now have them draw a line from the **dog** to the word on the right that rhymes (frog). Finally, have them write the word **dog** and the word **frog**.

Ask the students to look at the words **ran**, **big**, **sun**, and **well** at the bottom of the page. Have them write a word that rhymes with each.

Self-Evaluate

Have the students self-evaluate their writing for proper letter spacing, line quality, and letter size.

**Use Worksheet 44** for extra student practice.

## Worksheets 44

You can print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)

**Katherine's OT Tip** Handwriting is a complex skill and demands cognitive and visual attention during the beginning stages. Cluttered desks can be distracting to students who are struggling to master 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 to 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!

## Contractions

Write each contraction as two words.

she's	she is
aren't	are not
he'd	he did
can't	can not
he'll	he will
we're	we are

Write each pair of words as a contraction.

we will	we'll
I will	I'll
do not	don't
you are	you're
will not	won't
is not	isn't

Write the sentence.

I'm sorry, I didn't know I'd be late.

Copyright © 2014, Universal Publishing

45

### Discuss and Practice

Have the students open their books to page 45. Tell them to look at the word **Contractions** at the top of the page. Ask the students if they know what this word means. Call on students to answer. Then explain that a contraction is when you take two words and make them one by removing some letters and adding an apostrophe in the place where the missing letters used to be.

Have the students say the first word in the list on the left side of the page (**she's**). Ask them to write the two words of the contraction. Repeat this for the next five contractions.

Now have the students looks at the list of words on the right side of the page. Have the students say the first words in the list (**we will**). Ask them to write the contraction for these words. Repeat this for the next five pair of words.

Finally, have the students write the sentence at the bottom of the page. Call on students to say the three contractions in the sentence.

**Self-Evaluate** Have the students self-evaluate their letter spacing, line quality, word spacing, and apostrophes.

### Objectives:

- Understand contractions.
- Write contractions as separate words.
- Write words as contractions.
- Write a sentence in manuscript.

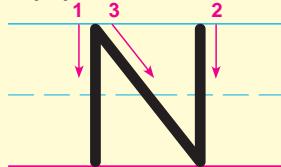
**Extra Practice** If you want your students to have additional practice in writing contractions, download and print copies of **Worksheet 45**. Students can draw a picture and write a story using at least two contractions.

**Worksheet 45** You can download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Copying from the board requires efficient **visual skills** for close and distance focusing. This task asks students to gather information from the board, find the appropriate place on their paper to write it, and then return their eyes to the board to gather more information. Students who consistently have difficulty locating their place will find it challenging to maintain attention to the task and to complete it in a timely manner. This may be the indication of a possible visual concern. It is important to provide this information to parents so that they can consult with a pediatrician.

## Uppercase N



### Objectives:

- Review the basic strokes in the uppercase **N**.
- Trace and write the uppercase **N**.
- Write the uppercase **N** in words and in a sentence.

#### Important:

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

### Uppercase N



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

Trace and write the letter.



Trace and write the words.

Natalie Nathan Nevada

Natalie Nathan Nevada

Write the sentence.

Thanksgiving is in November.



### CHECK-UP

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

46

Copyright © 2014, Universal Publishing

## 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 46 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters

directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace   Write   Check

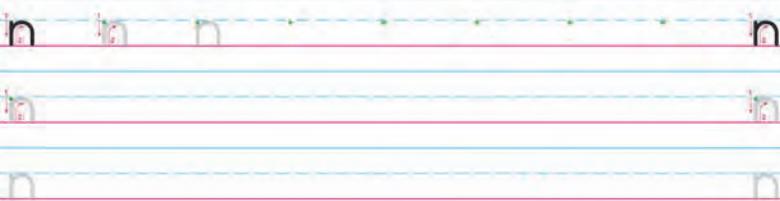
**Letter N Corrective Techniques** See page T27.

**Katherine's OT Tip** 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!”

## Lowercase n

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

Trace and write the letter.



Trace and write the words.

name noon nest nose

name noon nest nose

Write the sentence.

Nolan planted nineteen onions.


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

47

## Lowercase n

## Objectives:

- Review the basic strokes in the lowercase n.
- Trace and write the lowercase n.
- Write the lowercase n in words and in a sentence.

## Important:

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

**1. Model & Discuss**

Write a large letter n on writing lines on the board or use *AlphamationPlus* (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 first 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 47 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to

write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the *CHECK-UP* at the bottom of the page.

**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** 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.

# Writing Numerals

## Objectives:

- Add and subtract numbers.
- Write numerals in manuscript.
- Write number sentences.

## Writing Numerals

Write the answer to each problem. Then write the problem in words, as shown below.

### Words to Know

plus minus equals

$16 - 12 = \underline{4}$

Sixteen minus twelve equals four.

$9 + 8 = \underline{17}$



+

$13 - 10 = \underline{3}$



-

$15 + 5 = \underline{20}$



+

48

Copyright © 2014, Universal Publishing

## Discuss and Practice

Have the students open their books to page 48. Have them look at the words plus, minus, and equals in the yellow box on the right side of the page. Call on students to explain what these words mean and what symbols are used to represent the words.

plus  $+$

minus  $-$

equals  $=$

Now have the students look at the math problem:

$16 - 12 = 4$

Have the students trace over the sentence.

Have the students look at the second math problem:

$9 + 8 = \underline{\hspace{2cm}}$

Have them write the correct answer. If necessary, write the sentence on the board on writing lines for your students to copy.

Have the students look at the third math problem:

$13 - 10 = \underline{\hspace{2cm}}$

Have them write the correct answer. If necessary, write the sentence on the board on writing lines for your students to copy.

Have the students look at the last math problem:

$15 + 5 = \underline{\hspace{2cm}}$

Have them write the correct answer. If necessary, write the sentence on the board on writing lines for your students to copy.

**Self-Evaluate** Have the students self-evaluate their writing for proper line quality and word spacing.

**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 to the ceiling and then reach down to touch their toes. As they stretch upward, ask them to think about how straight their backs feel. 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 your students to keep their heads up and it feels good, too!



## My Weekend



Draw pictures of two things you did last weekend. Put them in the order they happened. Then, write about the events you showed in your pictures.

Last weekend, I

Copyright © 2014, Universal Publishing

49

# My Weekend

### Objectives:

- Draw pictures about events.
- Sequence events.
- Write sentences in manuscript to describe the pictures.

### 1. Discuss

Before students open their books, ask them what they did last weekend. Call on students to discuss what they did over the weekend.

Ask the students what they would do on a weekend if they could go anywhere in the world. How would they get there? What would they want to see there?

### 2. Practice

Have the students open their books to page 49 and look at the four illustrations at the top of the page. Call on students to explain what is happening in each of the pictures.

Now have the students draw pictures of two things they did last weekend. Tell them to draw the pictures in the order they happened. Then have them write about the events they depicted in their drawings.

Tell the students to trace over the story starter, **Last weekend, I...** at the bottom of the page and then continue to write about their two drawings.

**3. Self-Evaluate** Have the students self-evaluate their handwriting for proper letter and word spacing, line quality, letter size, and spacing between sentences.

Use **Worksheet 49** for additional drawing and writing about My Weekend. Students can draw a picture of where they would like to go for a weekend and then write a story about their drawing.

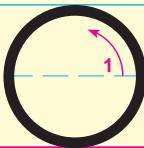
### Worksheet 49

You can download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** It is important for students to recognize the need to edit and correct their own work. You can assist young learners with the development of good editing habits by providing them with opportunities to edit YOUR work. Write a sentence containing letter formation, spacing, alignment, or line quality errors on a large piece of paper or on the board. Be sure to use the same writing spaces that the students use in their workbooks, including the blue, dotted middle, and red lines. Have the students review, edit, and correct your work. They will enjoy being the teacher!

# Uppercase O



## Objectives:

- Review the basic strokes in the uppercase **O**.
- Trace and write the uppercase **O**.
- Write the uppercase **O** in words and in a sentence.

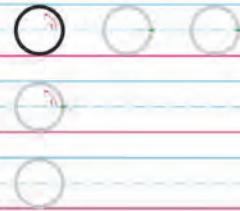
### Important:

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

Uppercase O

1. Circle left

Trace and write the letter.



Trace and write the words.

Orlando October Ohio

Orlando October Ohio

Write the sentence.

Oil and water don't mix.



Copyright © 2014, Universal Publishing



Word Spacing    Letter Spacing    Letter Forms

50

## 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 50 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write

their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter O Corrective Techniques** See page T27.

**Katherine's OT Tip** Students who continue to struggle with spacing between words can benefit from additional practice on graph paper. Using the model sentence in today's lesson and graph paper with two lines per inch, plot out the squares needed for the words and spaces in the sentence. Highlight the squares for spaces in yellow. Have the students write the words from the sentence in the appropriate blocks, pointing out to them as they go that the yellow square is “the place for a space.” Next, have them copy the sentence in the blocks below without cues for spacing to help them transfer their skills.

Lowercase o



1. Circle left

Trace and write the letter.



Trace and write the words.

open      orange      old      over  
open      orange      old      over



Write the sentence.

The moon goes around the earth.



Word Spacing     Letter Size     Letter Forms     Line Quality     Letter Spacing

Copyright © 2014, Universal Publishing

51

Lowercase o



### Objectives:

- Review the basic strokes in the lowercase o.
- Trace and write the lowercase o.
- Write the lowercase o in words and in a sentence.

### 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 51 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

## 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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter o Corrective Techniques** See page T27.

**Katherine's OT Tip** Visual scanning skills are key players in copying sentences on workbook pages. As students move their eyes across the page to view the sentence, then to the line below for writing, they are using small eye movements to capture and reproduce the information. To help those who struggle to relocate their place on either line, create a "Can You Spot It Book" as a visual scanning tool. Gather small familiar objects - crayons, bingo chips, magnetic numbers - and arrange them randomly on sheets of black construction paper. Take pictures, laminate the photos, and have students spot objects that you name.

## Uppercase P



### Objectives:

- Review the basic strokes in the uppercase **P**.
- Trace and write the uppercase **P**.
- Write the uppercase **P** in words and in a sentence.

### Important:

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

### Uppercase P



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

Trace and write the letter.



Trace and write the words.

Patrick Peyton Preston

Patrick Peyton Preston

Write the sentence.

Philadelphia is in Pennsylvania.



### CHECK-UP

- Word Spacing
- Alignment
- Letter Forms
- Line Quality
- Letter Spacing

52

Copyright © 2014, Universal Publishing

## 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 52 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Students who fall behind in their handwritten work or appear to be disinterested in copying or independent writing activities can often be struggling with **visual scanning skills**. This makes it challenging to maintain **visual attention** on tasks that ask them to move their eyes from place to place. Make two copies of a hidden picture activity that includes fairly good-sized pictures of the hidden objects. Laminate each and cut out the pictures on one copy. Have students find the hidden objects by matching the cut-outs to those in the picture. This takes planning, but it's worth it!

## Lowercase p

1. Pull down straight
2. Circle right

Trace and write the letter.



Trace and write the words.

**pond pet plant pepper**

**pond pet plant pepper**

Write the sentence.

**Piper picked purple tulips.**


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

53

## Lowercase p

**Objectives:**

- Review the basic strokes in the lowercase p.
- Trace and write the lowercase p.
- Write the lowercase p in words and in a sentence.

**Important:**

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

**1. Model & Discuss**

Write a large letter p on writing lines on the board or use *AlphamationPlus* (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 53 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 uppercase p. Tell

them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

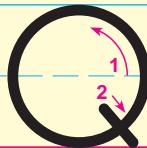
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



**Letter p Corrective Techniques** See page T27.

**Katherine's OT Tip** Auditory learners who struggle with visual scanning skills will benefit from additional sentence copying practice that allows them to use their voices. During today's lesson, ask individual students to read aloud model sentences that you've written on the board before they copy them. Use the same technique for workbook practice, having the class read the model sentence aloud together. This will provide auditory learners with a “heads-up cue” for what they will be copying. This strategy is simple to use as students transfer their handwriting skills across subject areas.

# Uppercase Q



## Objectives:

- Review the basic strokes in the uppercase **Q**.
- Trace and write the uppercase **Q**.
- Write the uppercase **Q** in words.

### Important:

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

Uppercase Q



1. Circle left
2. Slant right

Trace and write the letter.

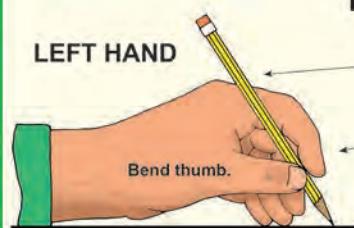


Write the words.

Quinton Quincy Quebec Quinn

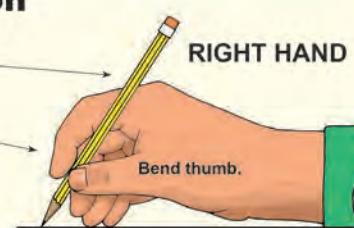
## Pencil Position

LEFT HAND



Bend thumb.

RIGHT HAND



Bend thumb.

54

Copyright © 2014, Universal Publishing

## 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 54 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell

them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students write the words. Discuss proper pencil position.

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



Trace

Write

Check

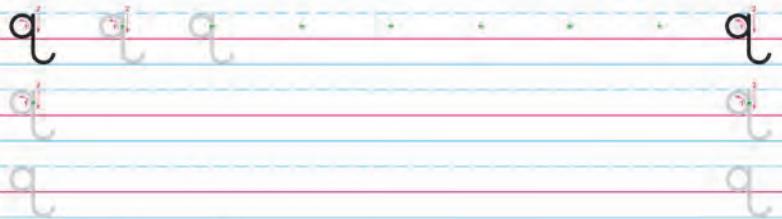
**Letter Q Corrective Techniques** See page T27.

**Katherine's OT Tip** 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 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.

## Lowercase q

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

Trace and write the letter.



Trace and write the words.

queen quiz quiet quit

Write the sentence.

The squirrel ran quickly.


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

55

## Lowercase q

**Objectives:**

- Review the basic strokes in the lowercase q.
- Trace and write the lowercase q.
- Write the lowercase q in words and in a sentence.

**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 55. Ask them to trace the first line of 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. Tell them

to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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! First grade students are full of energy and will benefit from a cool-down activity, such as “Frozen In Place,” before handwriting sessions. Have them stand behind their chairs and wait for your command. Call out small movements that can be done without moving their feet, like waving hands in the air or clapping their hands quietly, and shout “Freeze In Place” as students are doing them. Count to 5 as they remain “frozen” then call out a new movement for three or four repetitions. Students will love the challenge and you will have their attention for today’s lesson.

# What Do You See in the Sky?

## Objectives:

- Draw a picture of something you see in the sky.
- Write sentences to describe the picture.

## What Do You See in the Sky?

Draw a picture of the sky. Write about three things you see when you look at the sky.

Trace the words. To finish the sentence, write three things you see in the sky.

When I look at the sky, I see

56

Copyright © 2014, Universal Publishing

## 1. Discuss

Have the students open their books to page 56 and ask them what they see in the background on the page (moon, stars, clouds, blue sky). Ask them the following questions:

1. Name some things you see in the sky during the day. (answers will vary)
2. Name some things you see in the sky at night. (answers will vary)
3. What sounds do you hear coming from the sky? (birds, airplanes, wind, thunder, etc.)
4. What falls from the sky and makes plants grow. (rain)
5. What happens to the rain when it is very cold out? (turns to ice or snow)
6. Did you ever see a shooting star at night?

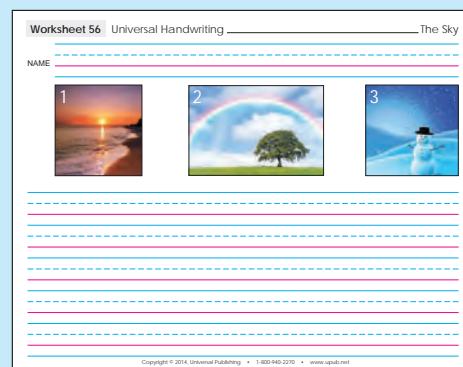
## 2. Writing Activity

Have the students draw a picture of the sky and three things they might see in the sky. Then have them trace the words at the bottom of the page and write three things they see in the sky.

## Extended Activity

Make copies of **Worksheet 56** and pass them out to the students. Have them look closely at the three pictures of the sky. Tell them to pick one and then write a story about it.

For extra practice use **Worksheet 56**. Download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Some students will continue to struggle with copying and independent writing skills despite your best adaptive strategies. They will appear to be bored and disinterested in any task that includes handwriting across their subject areas. It is important to consider that these students may be experiencing difficulties with the underlying skills that foster handwriting mastery. It would be wise to consult with the parents and an occupational therapist about possible additional needs.

## What Do You See in the Sky?

Write a sentence or two about each of the three things you see in the sky.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Write the sentence: These are some things I see in the sky.



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

57

### Writing Activity

On page 57, have the students write a sentence about each of the three things they said they see in the sky.

Have them write the sentence at the bottom of the page.

### Self-Evaluate

Have the students self-evaluate their writing on page 57 for word spacing, letter size, letter forms, line quality, and letter spacing.

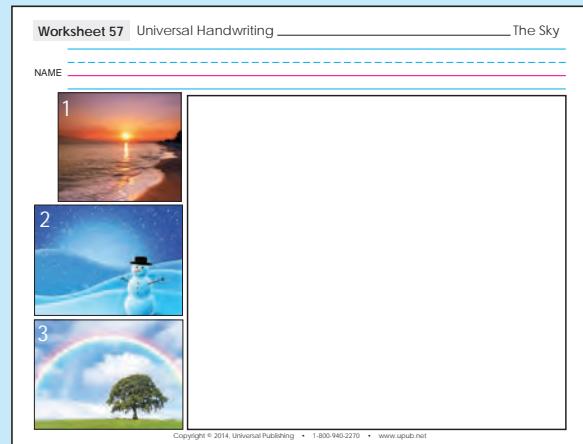
### Extended Activity

Make copies of **Worksheet 57** and pass them out to the students. Have them look closely at the three pictures of the sky. Ask them the following questions:

1. Which picture looks the warmest?
2. Which looks the coldest?
3. Which one is by the ocean?
4. Which one shows a night sky?
5. Which one shows a sunset sky?
6. Which one shows a rainbow?

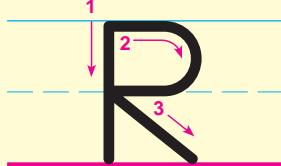
Tell the students to choose one of the pictures on the worksheet and then draw their own picture that is like the one they picked.

**Worksheet 57** - Download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Handwriting that is slow and tedious, resulting in hand fatigue and diminished comprehension despite its legibility, will not serve students well in their educational experiences. For students who struggle with fluency and pencil grip, the benefits of independent writing will be lost on them. Efficient handwriting is produced through shoulder movements that glide the arm and hand across the page. This is an isolated movement versus individual movements using the wrist, hand, and fingers separately. Drawing on a large vertical surface can enhance shoulder movements and handwriting mastery.

## Uppercase R



### Objectives:

- Review the basic strokes in the uppercase **R**.
- Trace and write the uppercase **R**.
- Write the uppercase **R** in words and in a sentence.

### Important:

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

### Uppercase R



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

Trace and write the letter.



Trace and write the words.

Rome Rebecca Richard

Rome Rebecca Richard

Write the sentence.

Is Ron from Rhode Island?



58

Word Spacing  Alignment  Letter Forms  Line Quality  Letter Spacing

Copyright © 2014, Universal Publishing

## 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 58 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 going to the

next line. On the second and third lines the students trace and write the uppercase **R**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

Write

Check

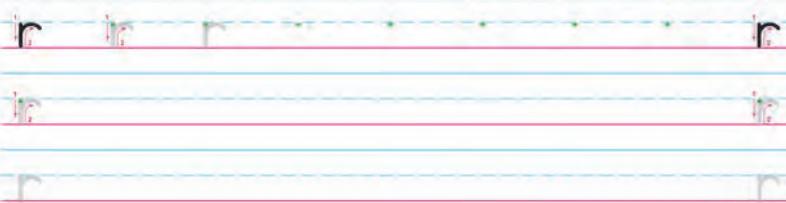
**Letter R Corrective Techniques** See page T27.

**Katherine's OT Tip** Students who continue to struggle with letter sizing can benefit from additional activities that address **visual perceptual skills**. Copying and completion tasks provide hands-on kinesthetic and visual feedback. Simple pictures can be copied on drawing sheets over sand paper. Shapes on dotted line grids can be reproduced on new grids to enhance accurate **visual-motor skills**. Matching games to locate likenesses and differences enhance **visual discrimination skills**. Mazes, board puzzles, and color-by-number activities work on **visual closure skills**. And all can be offered in activity centers!

## Lowercase r

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

Trace and write the letter.



Trace and write the words.

**rabbit river right read**  
**rabbit river right read**

Write the sentence.

**Terri carried the carrots.** Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

59

## Lowercase r



## Objectives:

- Review the basic strokes in the lowercase r.
- Trace and write the lowercase r.
- Write the lowercase r in words and in 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 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)

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 59 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter r Corrective Techniques** See page T27.

**Katherine's OT Tip** You can assist visual learners with letter alignment by adding a bit of yellow highlighting to their writing space. Practice tall, short, intermediate, and tail letters separately before mixing them up to master **visual perceptual skills**. Highlight the full, 1/2, 3/4, or tail space on the model letter. Add that same highlighting to a blank writing area. Write the letter on the line over this area to demonstrate appropriate alignment. Use auditory cues for size and placement. Provide the highlighted model and spaces for students to use as they verbalize letter size and placement.

## Uppercase S



### Objectives:

- Review the basic strokes in the uppercase **S**.
- Trace and write the uppercase **S**.
- Write the uppercase **S** in words and in a sentence.

### Important:

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

### Uppercase S



1. Curve left, curve down, curve left

Trace and write the letter.



Trace and write the words.

Sophia Sam Santa Fe

Sophia Sam Santa Fe



Write the sentence.

Steve and Susan speak Spanish.



60

Word Spacing  Alignment  Letter Forms  Line Quality  Letter Spacing

Copyright © 2014, Universal Publishing

## 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 60 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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 upper-

case **S**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

Write

Check

**Letter S Corrective Techniques** See page T28.

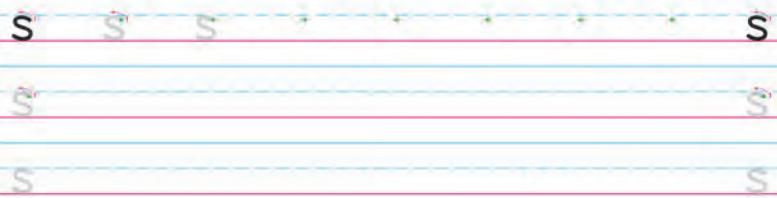
**Katherine's OT Tip** Upper- and lowercase **S** can continue to be a challenge as students attempt to manage two different curves as well as a transition point in the middle. Warm-up activities using large motor movements can help before workbook practice. Have students trace large and small **S**'s over and over again on a vertical surface with crayons to create rainbow letters. Return to the desk and provide models on lined paper of the upper- and lowercase **s** for the same activity using colored pencils. Repetition and practice using these visual cues will reinforce correct **motor planning movements**.

## Lowercase s

**s**

1. Curve left,  
curve down,  
curve left

Trace and write the letter.



Trace and write the words.

**shoes sister sleep sun**



**shoes sister sleep sun**



Write the sentence.

**Snails and slugs are slow.**



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

61

## Lowercase s

**S**

## Objectives:

- Review the basic strokes in the lowercase **s**.
- Trace and write the lowercase **s**.
- Write the lowercase **s** in words and in a sentence.

## Important:

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

**1. Model & Discuss**

Write a large letter **s** on writing lines on the board or use *AlphamationPlus* (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? (curve left)
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 61 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

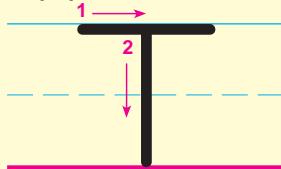
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



**Letter s Corrective Techniques** See page T28.

**Katherine's OT Tip** Curvy letters and numerals like **s** and **8** require adequate pencil control for correct formation and legibility. In turn, pencil control relies on shoulder stability. A fun way to enhance shoulder stability is the “Lie Down On The Job Activity.” Provide students with paper and have them lie down on their stomachs to practice large **s** and **8** formations with short colored pencils or small crayon pieces that reinforce pencil grasp and pencil control skills. They should rest on their elbows and forearms to strengthen shoulders, keep heads up, and focus eyes toward the paper.

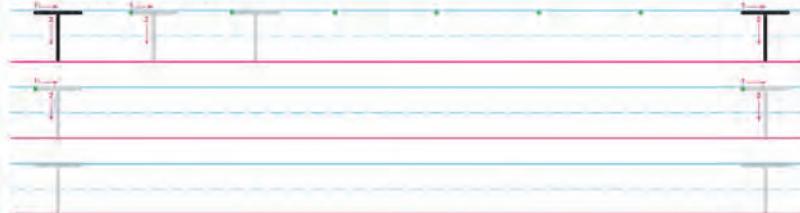
## Uppercase T



Uppercase T

1. Slide right
2. Pull down straight

Trace and write the letter.



### Objectives:

- Review the basic strokes in the uppercase T.
- Trace and write the uppercase T.
- Write the uppercase T in words and in a sentence.

#### Important:

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

Trace and write the words.

Taylor Thomas Tristan Tia

Taylor Thomas Tristan Tia

Write the sentence.

The capital of Texas is Austin.



### CHECK-UP

- Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

62

Copyright © 2014, Universal Publishing

## 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 62 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell

them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace   Write   Check

**Letter T Corrective Techniques** See page T28.

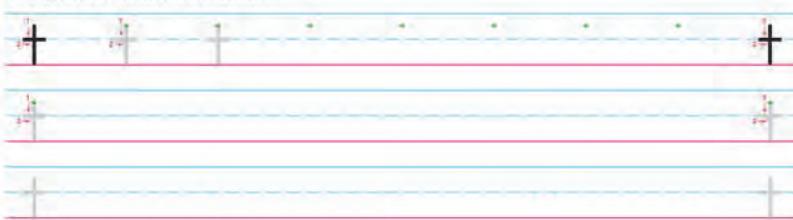
**Katherine's OT Tip** Left-handed writers can benefit from additional hands-on guidance for an appropriate pencil grasp that will enhance their comfort and legibility. Although they will use the same pencil grasping pattern as right-handed writers, it is important for you to demonstrate the appropriate pencil grasp using your left-hand to provide essential visual cues for mastery. Be sure to place your fingers 1.5” above the barrel’s painted edge. Left-handed writers should always position their hands below the writing line to avoid a “hooked wrist pattern.”

### Lowercase t



1. Pull down straight
2. Slide right

Trace and write the letter.



Trace and write the words.

turtle time truth talk

turtle time truth talk



Write the sentence.

**Don't cut down the trees!**

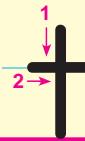


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

63

### Lowercase t



#### Objectives:

- Review the basic strokes in the lowercase t.
- Trace and write the lowercase t.
- Write the lowercase t in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

Write a large letter t on writing lines on the board or use **AlphamationPlus** (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 63 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

Copyright © 2014, Universal Publishing

## 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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

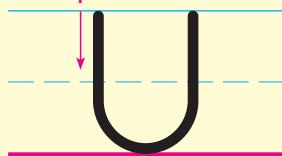
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter t Corrective Techniques** See page T28.

**Katherine's OT Tip** 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 and individual guidance do not appear to improve a pencil grasp, it would be wise to consult with the parents and an occupational therapist about other possible needs.

## Uppercase U



### Objectives:

- Review the basic strokes in the uppercase **U**.
- Trace and write the uppercase **U**.
- Write the uppercase **U** in a sentence.

#### Important:

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

### Uppercase U

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

Trace and write the letter.



Write the sentence.

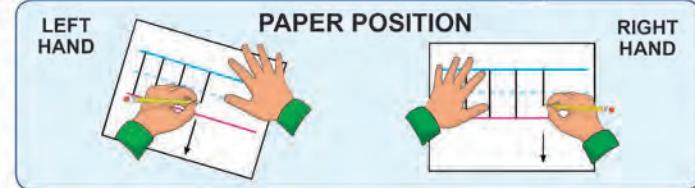
The letters **U.S.A.** stand for



United States of America.



64



Copyright © 2014, Universal Publishing

## 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 64 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence.

**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** 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

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

Trace and write the letter.



Trace and write the words.

**under**   **undo**   **use**   **uncle**

*under*   *undo*   *use*   *uncle*

Write the sentence.

**Do you like purple or blue?**


 Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

65

## Lowercase u

## Objectives:

- Review the basic strokes in the lowercase u.
- Trace and write the lowercase u.
- Write the lowercase u in words and in a sentence.

## Important:

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

**1. Model & Discuss**

Write a large letter **u** on writing lines on the board or use **AlphamationPlus** (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 65 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to

write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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** Time for Boot Camp! Before today's lesson ask your students to place the palms of their hands together at chest level. Have them push them together with mild resistance and then release. Five or six repetitions of this exercise will get the blood flowing through the arms and hands and limber up the wrists and fingers. It will also enhance shoulder and upper arm strength for pencil control skills!

# Just Hatched

## Objectives:

- Understand that some animals hatch from eggs.
- Draw a picture of an animal that hatches from an egg.
- Write sentences to describe a picture.



66

Copyright © 2014, Universal Publishing

## 1. Discuss

Have the students open their books to page 66 and ask them what they see on the page. Ask them to name the animals on the top of the page from left to right (duck, turtle, snake, bird, dinosaur). Ask them the following questions:

- Name some animals that hatch from eggs.
- Have you ever seen a nest with eggs in it?
- What kind of nest was it?
- Did you ever see the eggs hatch?

## 2. Practice

Have the students draw a picture of the animal they think hatched from the egg.

## Extended Activity

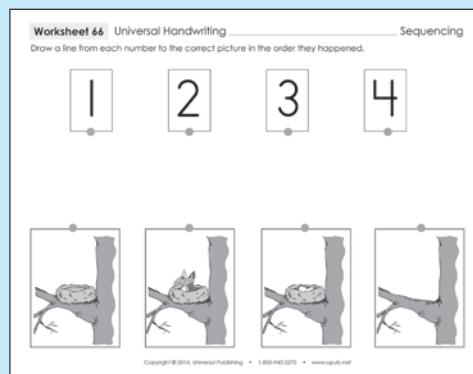
Make copies of **Worksheet 66** and pass them out to the students. Have them look closely at the four pictures to determine the correct order of events. Have them draw a line from each numeral to the correct picture.

Ask the students the following questions:

- Do birds build nests in other places besides trees?
- What do birds use to build a nest?

- Do birds use the same nest every year?
- What is the biggest bird nest you ever saw?
- What do baby birds eat?

**Worksheet 66** You can download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**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.

What kind of animal did you draw?

Describe the animal you drew. Where does it live? What does it eat?

Copyright © 2014, Universal Publishing



67

## Discuss and Practice

Have the students open their books to page 67 and ask them, "What kind of animal did you draw on page 66"? Have them write the name of the animal on the first line at the top of page 67.

Now call on students to describe the details of the animal they drew. Ask them where the animal lives and what it eats. Have them describe the animal. Include details such as where it lives and what it eats.

## Extended Activity

Make copies of **Worksheet 67** and pass them out to the students. Have them look closely at the four baby animals at the top of the worksheet. Ask them to name each of the animals. Have them look at the animals at the bottom of the worksheet and tell them these are the mothers of the baby animals. Tell the students to draw a line from the baby animal to the correct mother animal.

Ask the students the following questions about the animals on the worksheet:

1. Where does each animal live?
2. What does each animal eat?
3. Do any of the animals live in the water?

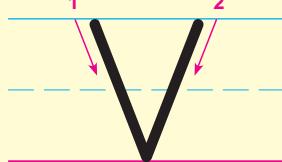
4. Did you ever see a real dinosaur?
5. Which one of the animals can fly?

**Worksheet 67.** Download and print copies at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Story writing allows students to transfer their handwriting skills to a functional activity. However, students who exert too much pressure on their pencils can experience fatigue and pain in their fingers and hands. The "Invisible Message Game" is a fun way to encourage a lighter pencil pressure. Have students write you a short note using their lightest pencil pressure. Then have them erase it until it disappears. See if you can uncover any remaining marks or grooves on their papers. It is important to explain the object of the game so they will try their best to write lightly!

## Uppercase V



### Objectives:

- Review the basic strokes in the uppercase **V**.
- Trace and write the uppercase **V**.
- Write the uppercase **V** in words and in a sentence.

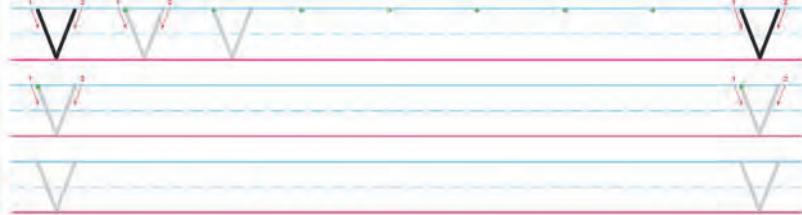
#### Important:

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

### Uppercase V

1. Slant right
2. Slant left

Trace and write the letter.



Trace and write the words.

Vermont Valentine's Day Vicky

Vermont Valentine's Day Vicky

Write the sentence.

Vivian moved to Virginia.



68

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 68 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to

write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace   Write   Check

**Letter V Corrective Techniques** See page T28.

**Katherine's OT Tip** A fun and efficient way to work on slanted lines is to practice on a vertical surface using various writing materials. Vertical platforms place the wrist and hand in a natural position for handwriting and position the head and eyes straight ahead when the work surface is slightly higher than the students' shoulders. Sand paper, card stock, construction paper, chalk, paint, and colored pencils are just a few of the simple materials that will add tactile and visual cues for enhanced motor movements for slanted letters. Be sure to add verbal cues for auditory learners!

### Lowercase v



1. Slant right
2. Slant left

Trace and write the letter.



Trace and write the words.

**vine**

**vase**

**vote**

**very**

**vine**

**vase**

**vote**

**very**

Write the sentence.

**Twelve minus seven equals five.**

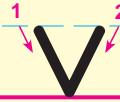


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

69

### Lowercase v



#### Objectives:

- Review the basic strokes in the lowercase **v**.
- Trace and write the lowercase **v**.
- Write the lowercase **v** in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

Write a large letter **v** on writing lines on the board or use **AlphamationPlus** (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 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)

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 69 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **v**'s 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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

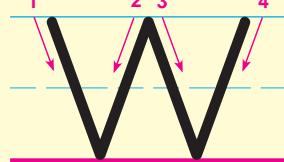
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter v Corrective Techniques** See page T28.

**Katherine's OT Tip** Line quality that is too light or varying can be the result of poor finger and hand strength or **tactile sensitivity**. Art sessions can include strengthening with one-hole punch or cutting activities. A fun way to include tactile awareness in an art project involves old crayons, some drawing paper, and a pencil. Have budding artists cover their paper with layers of crayon scribbles, making sure that no spot is left uncovered. Then have them draw a picture in the wax with their pencils. Both the coloring and the drawing will work on enhancing tactile awareness.

# Uppercase W



## Objectives:

- Review the basic strokes in the uppercase **W**.
- Trace and write the uppercase **W**.
- Write the uppercase **W** in words and in a sentence.

### Important:

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

## Uppercase W

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

Trace and write the letter.



Trace and write the words.

Wyatt

Wyatt

Willow

Willow

Washington

Washington

Write the sentence.

Where is West Virginia?



70

Word Spacing    Alignment    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

## 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 70 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

Write

Check

**Letter W Corrective Techniques** See page T28.

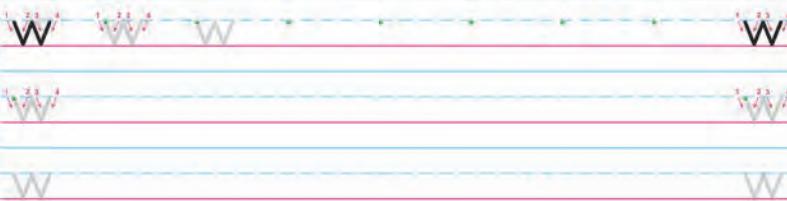
**Katherine's OT Tip** The letter **W** has many parts and can remain a struggle for some students. The recognition that it is the simple combination of two **V**'s can be the answer for visual learners. Kinesthetic learners would benefit from practice using the "Q-Tip Challenge." On a chalkboard or 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. The Q-tip provides **tactile feedback** and the water guides their editing with visual cues. All this in one activity!

### Lowercase w



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

Trace and write the letter.



Trace and write the words.

walk wish west woman

Write the sentence.

We saw white snow in the winter.

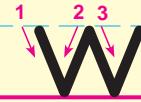


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

71

### Lowercase w



#### Objectives:

- Review the basic strokes in the lowercase w.
- Trace and write the lowercase w.
- Write the lowercase w in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

Write a large letter w on writing lines on the board or use **AlphamationPlus** (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 71 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly

below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

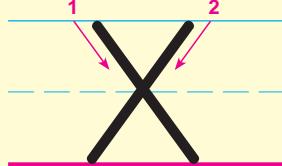
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



**Letter w Corrective Techniques** See page T28.

**Katherine's OT Tip** Automatic letter formation is the primary building block for fluid handwriting. Simple games can help with mastery of tricky letters such as w, x, y, and z. You can add a magical twist to Tic-Tac-Toe by including a tracing component. All you need is a fine-tipped yellow highlighter and a black crayon. Draw the grid with the highlighter and have students trace over the lines with the crayon. The yellow disappears! Use two of the tricky letters for the game, ensuring students trace your models with correct sequencing. Using a crayon versus a marker enhances tactile awareness.

## Uppercase X



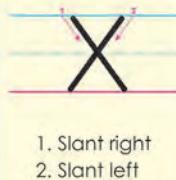
### Objectives:

- Review the basic strokes in the uppercase **X**.
- Trace and write the uppercase **X**.
- Write the uppercase **X** in a sentence.

#### Important:

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

### Uppercase X



Trace and write the letter.



Trace and write the sentence.

**X marks the spot!**

**X marks the spot!**



### Pencil Position

#### LEFT HAND

Bend thumb.



#### RIGHT HAND

Bend thumb.



72

### CHECK-UP

- Letter Spacing
- Letter Size
- Letter Forms
- Line Quality

Copyright © 2014, Universal Publishing

## 1. Model & Discuss

Write a large letter **X** 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 **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 72 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to

write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



**Letter X Corrective Techniques** See page T29.

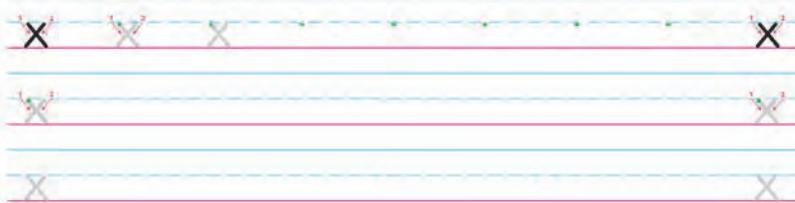
**Katherine's OT Tip** Spelling and sight words are excellent choices for helping students to transfer their handwriting skills across subject areas. Students who struggle with handwriting skills should be encouraged to use spelling and sight word practice to enhance their letter formations, sizing, and alignment. A fun way to join all three areas in practice is with a “Spelling and Sight Word Handwriting Journal.” Students can record their newest words in there journals using their best handwriting skills. As always, it’s important to have them edit all handwritten work.

### Lowercase x



1. Slant right
2. Slant left

Trace and write the letter.



Trace and write the words.



Write the sentence.

**Next, add six apples to the mix.**

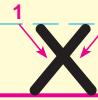


Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

73

### Lowercase x



#### Objectives:

- Review the basic strokes in the lowercase x.
- Trace and write the lowercase x.
- Write the lowercase x in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

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

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. How is this letter different from uppercase X? (size)
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 73 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace

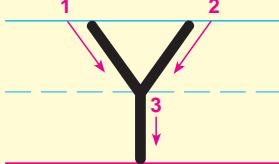
Write

Check

**Letter x Corrective Techniques** See page T29.

**Katherine's OT Tip** The letter X can be perplexing as it combines two slanted lines that start at different points and cross in the middle. The lowercase letter x increases its difficulty by placing itself below the midpoint of the line and asking students to anticipate its tiny intersecting point. A 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.

## Uppercase Y



### Objectives:

- Review the basic strokes in the uppercase Y.
- Trace and write the uppercase Y.
- Write the uppercase Y in words.

#### Important:

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

### Uppercase Y

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

Trace and write the letter.



Trace and write the words.

Yvette

Yolanda

Yoshi

### CHECK-UP

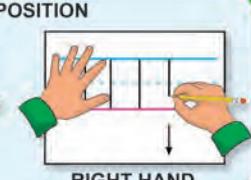
- Letter Spacing
- Letter Size
- Letter Forms
- Line Quality

### PENCIL POSITION



74

### PAPER POSITION



LEFT HAND

RIGHT HAND

Copyright © 2014, Universal Publishing

## 1. Model & Discuss

Write a large letter Y 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 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 74 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

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



Trace



Write



Check

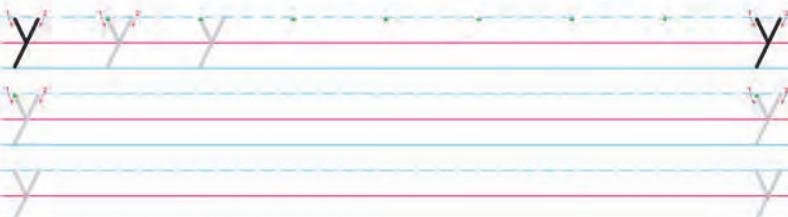
**Letter Y Corrective Techniques** See page T29.

**Katherine's OT Tip** Students who are struggling may have difficulty with the upper- and lowercase Y. There are no other letters that ask as much of students. Although they are formed with similar strokes, the different lengths and locations of the strokes on the writing line can challenge some students. 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

y  
1. Slant right  
2. Slant left

Trace and write the letter.



Trace and write the words.

yellow    yarn    your    yam  
yellow    yarn    your    yam

Write the sentence.

May I play with you today?



Word Spacing     Letter Size     Letter Forms     Line Quality     Letter Spacing

Copyright © 2014, Universal Publishing

75

### Lowercase y



#### Objectives:

- Review the basic strokes in the lowercase y.
- Trace and write the lowercase y.
- Write the lowercase y in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

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

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

1. Where does the first stroke begin? (midline)
2. How many strokes are in this letter? (2)
3. What is the first stroke called? (slant right)
4. What is the second stroke called? (slant left)
5. What other letters fill the space below the bottom line? (g, j, p, and q)

After you 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 75 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell them to

write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the *CHECK-UP* at the bottom of the page.

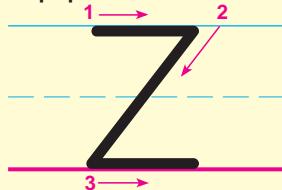
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



**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:

- Review the basic strokes in the uppercase Z.
- Trace and write the uppercase Z.
- Write the uppercase Z in sentences.

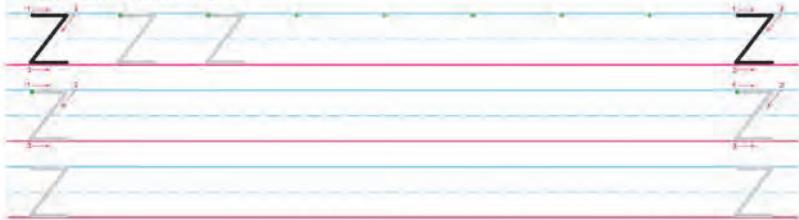
#### Important:

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 letter.



### Word Spacing

Allow enough space between words for one lowercase o.  
Study the example below.

Zeko loves to play football.



Write the sentences. Be sure your word spacing is correct.

Zac and Zelda visited Zimbabwe.

Zain lives in New Zealand.



- Word Spacing
- Size of Letters
- Letter Forms
- Line Quality

Copyright © 2014, Universal Publishing

76

## 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 uppercase Z:

1. The first stroke is made on what writing line? (top line)
2. What two strokes are the same? (left to right)
3. How many 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 76 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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. Tell

them to write their letters directly below the letters they wrote on the first line.

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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

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

Trace and write the letter.



Trace and write the words.

zone zero pizza size

zone zero pizza size

Write the sentence.

Liz saw a zebra at the zoo.



Word Spacing    Letter Size    Letter Forms    Line Quality    Letter Spacing

Copyright © 2014, Universal Publishing

77

### Lowercase z



#### Objectives:

- Review the basic strokes in the lowercase z.
- Trace and write the lowercase z.
- Write the lowercase z in words and in a sentence.

#### Important:

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

## 1. Model & Discuss

Write a large letter z on writing lines on the board or use **AlphamationPlus** (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 77 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase z as they say “slide right, slant left, slide right.” On lines 2 and 3, have them start at the green dots and trace and write the lowercase z. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

Copyright © 2014, Universal Publishing

**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.

Have the students trace and write the words and write the sentence. Ask the students to complete the **CHECK-UP** at the bottom of the page.

**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 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.

# President for a Day

## Objectives:

- Draw a picture.
- Write sentences to share information.

## President for a Day

Imagine you were the President for a whole day. Draw a picture of yourself as the President. Then, on the next page, write three things you would do as the President.



White House, Washington, D.C.

78

Copyright © 2014, Universal Publishing

## Discuss and Practice

Have the students open their books to pages 78 and 79. Ask them the following questions:

1. What is the name of the house where the President lives? (White House)
2. Who is the current President of the United States?
3. What is the President's job? (answers will vary)
4. Where is the White House located?  
(Washington, D.C.)

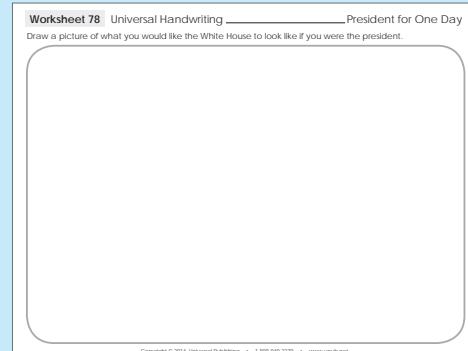
Ask the students to look at the photo of the White House on page 78 and discuss what they see in the photo.

Tell the students to imagine they were the President for one day. Have them draw a picture of themselves as President on page 78. Tell them to think about what kind of clothing they would wear if they were the President.

Finally, have the students talk about what three things they would do as President and write them on page 79. Tell the students to write in detail the three things they would do as president.

Give each student a copy of **Worksheet 78** and have them draw a picture of the White House as they would want it to look if they were President.

**Worksheet 78** Download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Creative writing places a big demand on your students' ability to think, then write. It utilizes **visualization skills** to turn a picture in the mind's eye into a story. This will be a valuable learning tool for their entire school experience. A fun way to help students hone both their handwriting and **visualization skills** is to bring out the Writing Prompts Jar and have them choose one for their next journal entry. Students who are still working on automatic letter and word recall will benefit from this additional practice as will those students who need a nudge for a writing topic.

# President for a Day



Handwriting practice lines consisting of five horizontal lines per row. The top line is solid blue, the middle line is dashed green, and the bottom line is solid red. There are two rows of these lines.

Copyright © 2014, Universal Publishing

79

## WRITING

Have the students open their books to page 79. Ask them to write three things they would do as President.

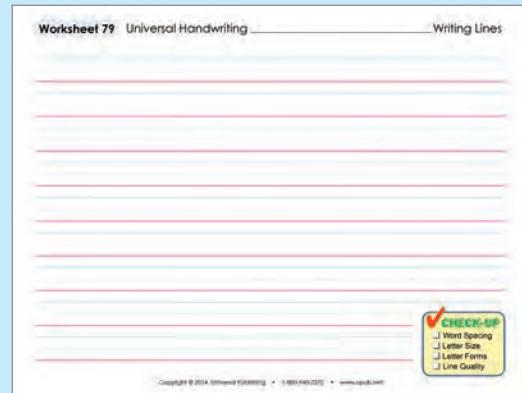
If you were President would you:

1. Help other countries who have less than we do?
2. Build a spaceship to fly to Mars?
3. Make sure we do not pollute the air?
4. Help feed people who have no food?
5. Pass a law that makes you go to school every day of the week?
6. Make a law that forbids smoking anywhere?
7. Make everyone get rid of their cars and get horses ?

**Self-Evaluate** Have the students check their handwriting for correct letter spacing, word spacing, line quality, letter size, and letter forms.

Make copies of **Worksheet 79** for those students who need additional writing lines.

**Worksheet 79.** You can download and print copies at:  
[upub.net/152worksheets.pdf](http://upub.net/152worksheets.pdf)



**Katherine's OT Tip** Time for Boot Camp! Warm-up exercises are a good idea with any physical routine. Handwriting activities are physical tasks as they work the muscles of the eyes, as well as the shoulder, wrist, hand, and fingers. 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.

## Post Test

### Objective:

- Write sentences in manuscript.

Post Test



Stop, look, and listen  
before you cross the street.  
Use your eyes and use your ears  
before you use your feet.



Write the poem.

Handwriting practice lines for writing the poem.

80



Copyright © 2014, Universal Publishing

### Discuss

Have the students open their books to page 80. Have them look at the illustration and ask them the following questions:

1. What does the red sign say? (stop)
2. What are the two people doing in the illustration? (walking across the street)
3. What should you do before you cross the street? (stop, look, and listen)
4. Never cross the street alone! Walk with an adult or older child, or wait for the crossing guard to stop the traffic.
5. What does a red traffic light mean? (stop)
6. What does a green traffic light mean? (go)
7. What does an orange light mean? (caution, get ready to stop)

Read the poem to the students and then have them write the poem on the lines in the book.

### Self-Evaluate

After the students have written the poem, have them complete the **CHECK-UP** at the bottom of the page. They should check their handwriting for correct letter spacing, word spacing, line quality, letter size, and letter forms.

Use copies of **Worksheet 80** and have your students practice writing the poem before they complete the post test in their books.



You can download and print copies of **Worksheet 80** at: [upub.net/152worksheets.pdf](http://upub.net/152worksheets.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 the students to copy words and to reproduce them with accuracy will help you to determine their skills and future needs. This will be good information to share with their next teacher, and you will be pleased to see how far they have come with their handwriting mastery!

## Manuscript Alphabet

### Manuscript Alphabet

A a B b C c D d

E e F f G g H h I i

J j K k L l M m

N n O o P p Q q

R r S s T t U u

V v W w X x Y y Z z



### Punctuation and Numerals

. , ; : ' ? ! " " ( )

1 2 3 4 5 6 7 8 9 10

Copyright © 2014, Universal Publishing

## Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

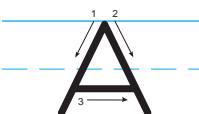
---

# Manuscript Stroke Descriptions



SEND  
HOME  
SHEET

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](http://upub.net/manuscriptstrokedescriptions.pdf)



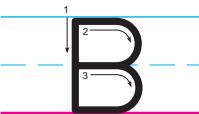
## Uppercase A

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.



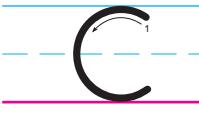
## Uppercase B

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**.



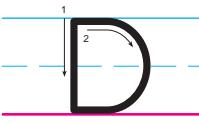
## Uppercase C

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending just above the bottom line.



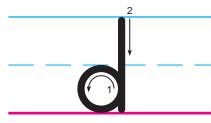
## Lowercase c

Begin slightly below the midline, **circle left** touching the midline and the bottom line, ending just above the bottom line.



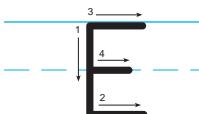
## Uppercase D

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.



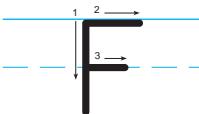
## Uppercase E

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**.



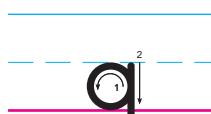
## Lowercase f

Begin slightly below the top line, **curve left** touching the top line, **pull down straight** to the bottom line. **Slide right** on the midline.



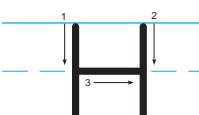
## Uppercase G

Begin slightly below the top line, **circle left** touching the top line and the bottom line, ending at the midline; **slide left**.



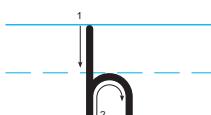
## Lowercase g

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, **push up straight, curve right** touching the midline, **pull down straight** to the bottom line. Touch the first stroke at the midline, **slide right** to the second stroke.



## Lowercase h

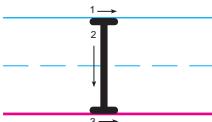
Begin at the top line, **pull down straight** to the bottom line; **push up straight, curve right** touching the midline, **pull down straight** to the bottom line.

## 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.

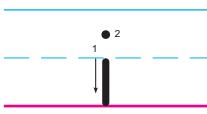


SEND  
HOME  
SHEET



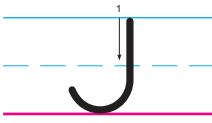
### Uppercase I

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.



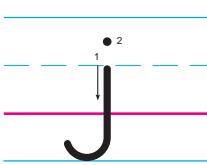
### Lowercase i

Begin at the midline, **pull down straight** to the bottom line. **Dot** halfway between the midline and the top line.



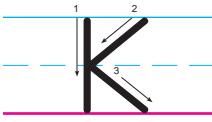
### Uppercase J

Begin at the top line, **pull down straight**, **curve left** touching the bottom line, ending halfway between the bottom line and the midline.



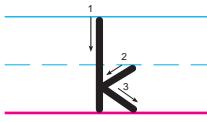
### Lowercase j

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.



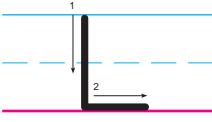
### Uppercase K

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.



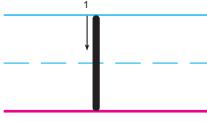
### Lowercase k

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.



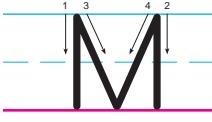
### Uppercase L

Begin at the top line, **pull down straight** to the bottom line; **slide right**.



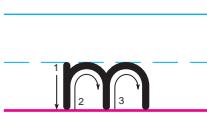
### Lowercase l

Begin at the top line, **pull down straight** to the bottom line.



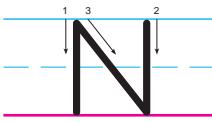
### Uppercase M

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.



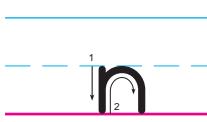
### Lowercase m

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.



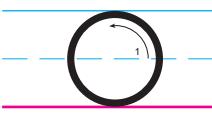
### Uppercase N

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.



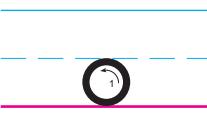
### Lowercase n

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.



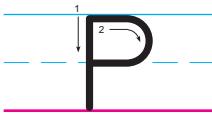
### Uppercase O

Begin at the midline, **circle left** touching the top line and the bottom line.



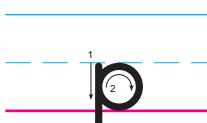
### Lowercase o

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](http://upub.net/manuscriptstrokedescriptions.pdf)



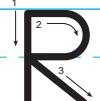
### Uppercase Q

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.



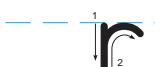
### Lowercase q

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.



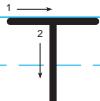
### Uppercase S

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.



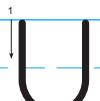
### Uppercase T

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.



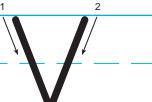
### Uppercase U

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.



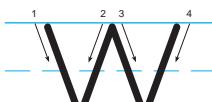
### Uppercase V

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.



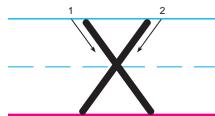
### Lowercase w

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.

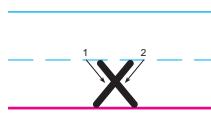
## Manuscript Stroke Descriptions (continued)

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.



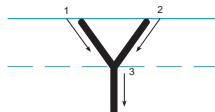
### Uppercase X

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.



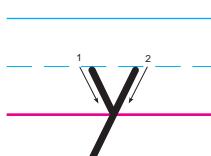
### Lowercase x

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.



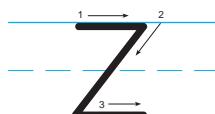
### Uppercase Y

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.



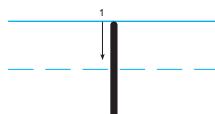
### Uppercase Z

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.



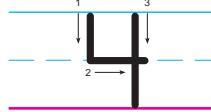
### Numeral 2

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.



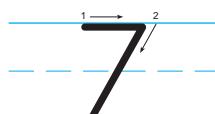
### Numeral 5

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.



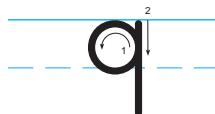
### Numeral 7

Begin at the top line, **slide right**; **slant left** to the bottom line.



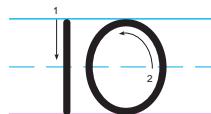
### Numeral 8

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.

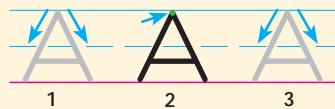
## Uppercase A

### Possible Errors



1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

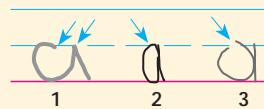
### Corrective Techniques



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.

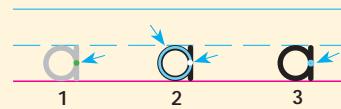
## Lowercase a

### Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
3. Started in wrong place.

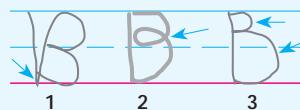
### Corrective Techniques



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.

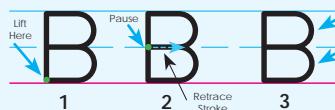
## Uppercase B

### 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.

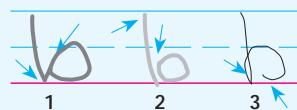
### Corrective Techniques



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.

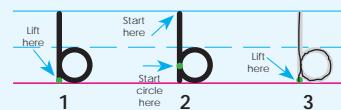
## Lowercase b

### Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

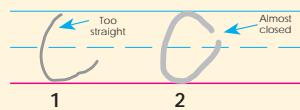
### Corrective Techniques



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.

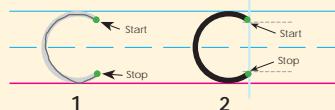
## Uppercase C

### 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.

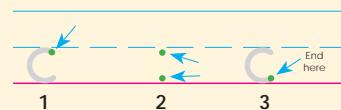
## Lowercase c

### 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.

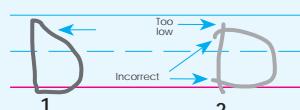
### Corrective Techniques



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).

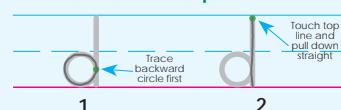
## Lowercase d

### 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



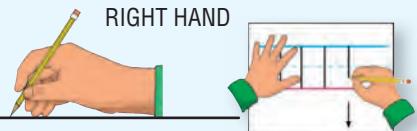
1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

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)

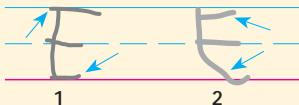


Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.



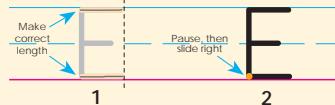
## Uppercase E

### 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.

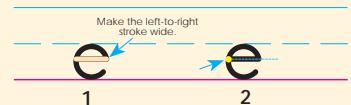
## Lowercase e

### 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.

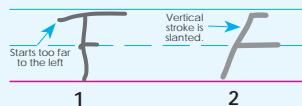
### Corrective Techniques



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.

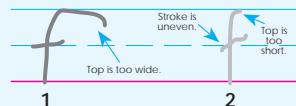
### Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

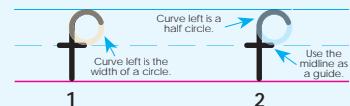
## Lowercase f

### 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.

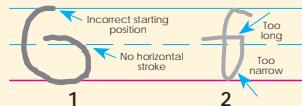
### Corrective Techniques



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.

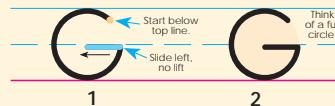
## Uppercase G

### 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.

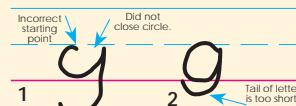
### Corrective Techniques



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.

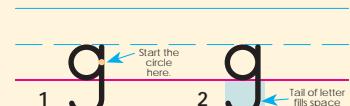
## Lowercase g

### 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.

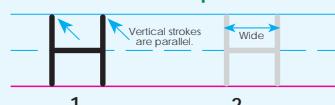
## Uppercase H

### Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

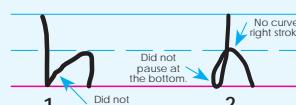
### Corrective Techniques



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.

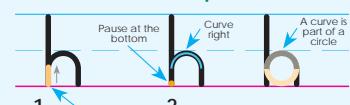
## Lowercase h

### 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



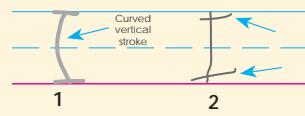
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

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)

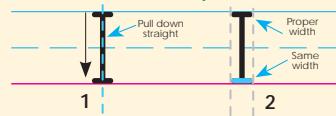
## Uppercase I

### Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

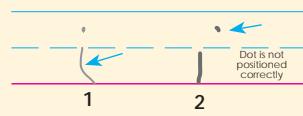
### Corrective Techniques



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.

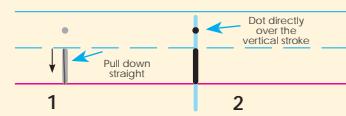
## Lowercase i

### Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

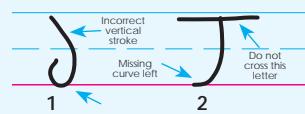
### Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

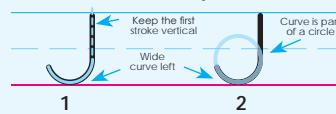
## Uppercase J

### Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

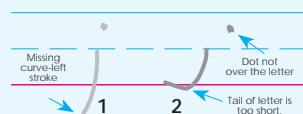
### Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

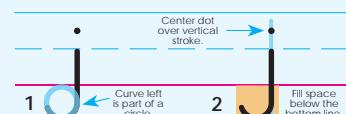
## Lowercase j

### Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

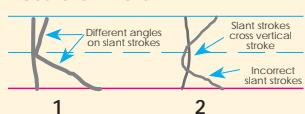
### Corrective Techniques



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.

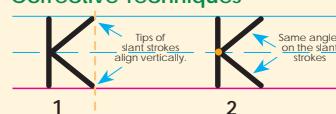
## Uppercase K

### Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

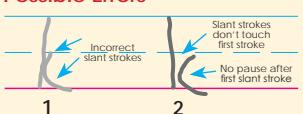
### Corrective Techniques



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.

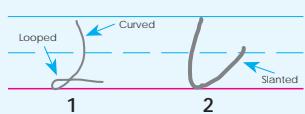
### Corrective Techniques



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.

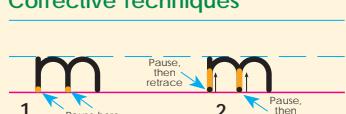
## Lowercase m

### 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)

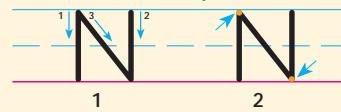
## Uppercase N

### Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

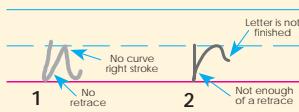
### Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

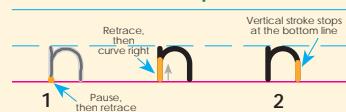
## Lowercase n

### Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

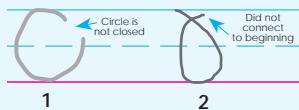
### Corrective Techniques



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.

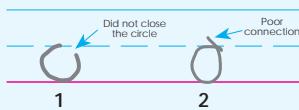
### Corrective Techniques



1. and 2. Trace over a model of the letter O 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.

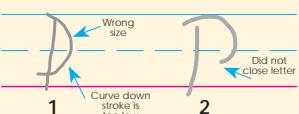
### Corrective Techniques



1. and 2. Trace over a model of the letter O 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

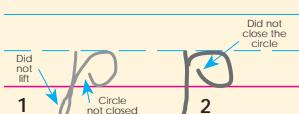
## Uppercase P

### Possible Errors



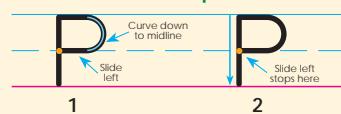
## Lowercase p

### 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. 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.

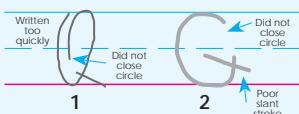
### Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter p 6 to 8 times as you say the strokes.

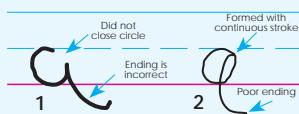
## Uppercase Q

### Possible Errors



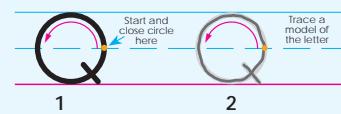
## Lowercase q

### Possible Errors



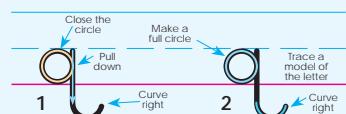
1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

### Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

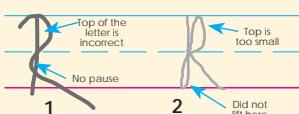
### Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

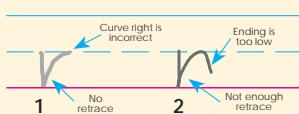
## Uppercase R

### Possible Errors



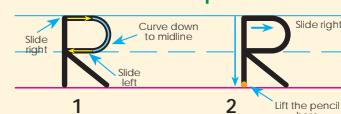
## Lowercase r

### Possible Errors



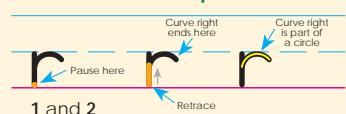
1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

### Corrective Techniques



1. 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.

### Corrective Techniques



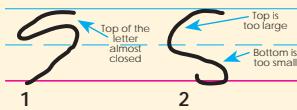
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

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.

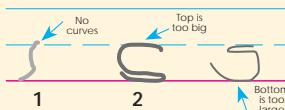
### Corrective Techniques



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.

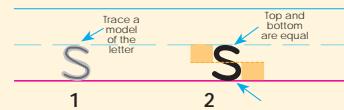
## Lowercase s

### 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.

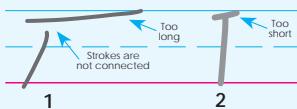
### Corrective Techniques



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.

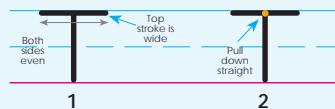
## Uppercase T

### Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

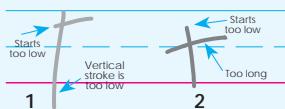
### Corrective Techniques



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.

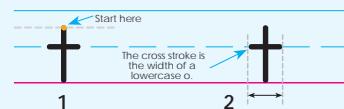
## Lowercase t

### 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.

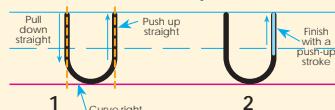
## Uppercase U

### Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

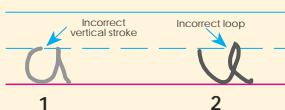
### Corrective Techniques



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.

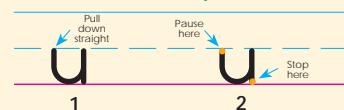
## Lowercase u

### 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.

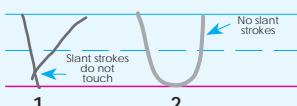
### Corrective Techniques



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.

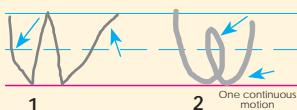
### Corrective Techniques



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.

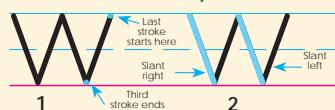
## Uppercase W

### Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

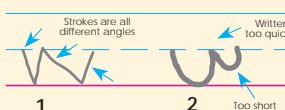
### Corrective Techniques



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.

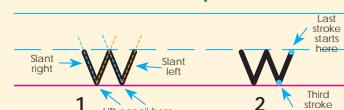
## Lowercase w

### 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

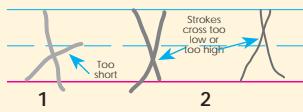


1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.

# Corrective Techniques for Manuscript Letters (continued)

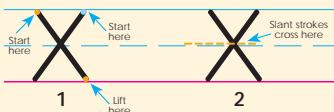
## Uppercase X

### Possible Errors



1. Slant stroke angles vary.
2. The slant strokes cross too high or too low.

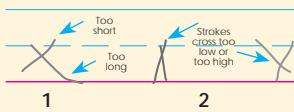
### Corrective Techniques



1. Touch the top line and slant right. Lift, touch the top line, slant left.
2. The two slant-right strokes cross just above the midline.

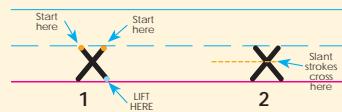
## Lowercase x

### Possible Errors



1. Slant strokes are not the correct size, too long or too short.
2. The slant strokes cross too high or too low.

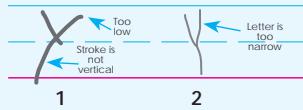
### Corrective Techniques



1. Trace over a model of the letter 6 to 8 times as you say the strokes. The slant strokes cross in the middle.

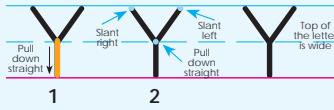
## Uppercase Y

### Possible Errors



1. Letter is too low, last stroke is not vertical.
2. The first two strokes are too low, letter is too narrow.

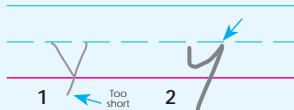
### Corrective Techniques



1. Pull down straight.
2. Trace over a model of the letter 6 to 8 times as you say each stroke.

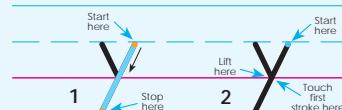
## Lowercase y

### Possible Errors



1. The slant-left stroke is too short. Looks like the letter v.
2. Writing too fast. Did not lift after first slant stroke.

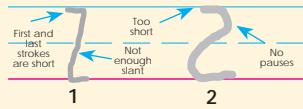
### Corrective Techniques



1. Second slant stroke fills the space below the bottom line.
2. Lift the pencil after the first slant stroke. Touch midline and slant left.

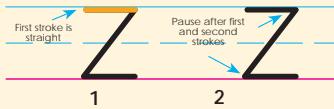
## Uppercase Z

### Possible Errors



1. First and last strokes too short, slant stroke is too straight.
2. No pauses in the letter, strokes are rounded off.

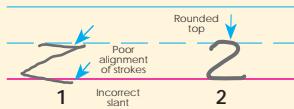
### Corrective Techniques



1. First and last left-to-right strokes are as wide as the top of the T.
2. Pause after first and second strokes.

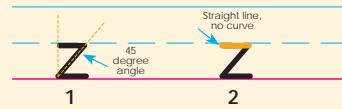
## Lowercase z

### Possible Errors



1. Poor alignment of letter.
2. Stroke is rounded. Looks like the numeral 2.

### Corrective Techniques



1. Make left-to-right strokes on writing lines. Slant is 45 degree angle.
2. Trace over a model of the letter 6 to 8 times as you say each stroke.

## Notes

---



---



---



---



---



---



---



---



---



---



---



---

# 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.

**Visual-Motor** (eye-hand coordination) is the ability to use vision to coordinate fine-motor movements of the hands.

**Visual Sequential Memory** is the ability to remember and reproduce a sequence of words, symbols, or sentences in the correct order.

**Visual-Spatial Skills** (spatial relationship skills) are those that allow us to perceive our position in relation to others, as well as the position of two objects in space. These skills are developed from laterality (an internal awareness of the two sides of our body) and directionality (the understanding of directional concepts on ourselves and in space).

**Visual Scanning Skills** allow us to obtain and process information through a series of organized, systematic, and efficient eye movements called saccades.

**Visual Tracking Skills** are those that allow us to quickly locate, follow, and relocate fixed or moving objects accurately, such as words on the board or the page during copying tasks or a ball on the playground.

**Visualization Skills** allow us to form a mental picture (in our "mind's eye) of something without the benefit of a visual model.

**Working Memory** is a temporary system for storing and managing information that is needed to carry out complex cognitive tasks such as learning, reasoning, and comprehension, as well as handwriting.

## *Notes*

# Manuscript Handwriting Progress Chart

Name \_\_\_\_\_

Download and print copies of this progress chart at: [upub.net/manuscriptprogress.pdf](http://upub.net/manuscriptprogress.pdf)

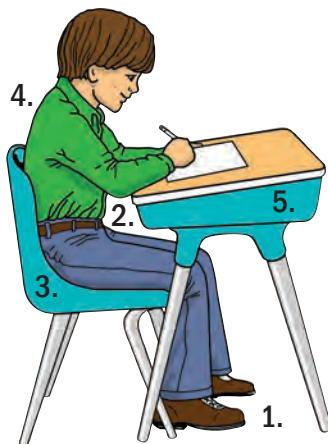
<b>Position</b>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<b>Basic Strokes</b>		
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"/>
<b>Uppercase Letters</b>		
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"/>

<b>Lowercase Letters</b>		
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"/>
<b>Numerals</b>		
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"/>



SEND  
HOME  
SHEET

# Posture, Paper and Pencil Position



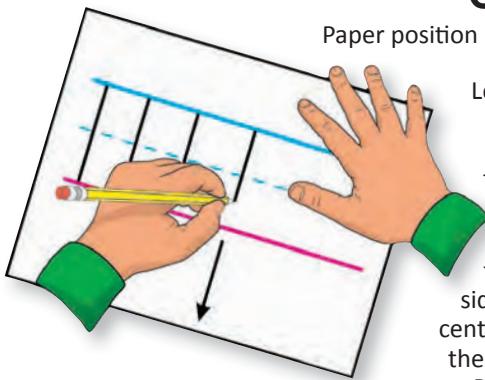
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

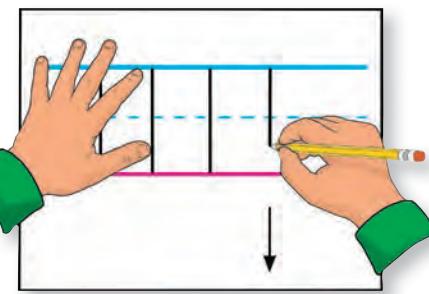
Paper position is important for maintaining consistent vertical writing.



**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.

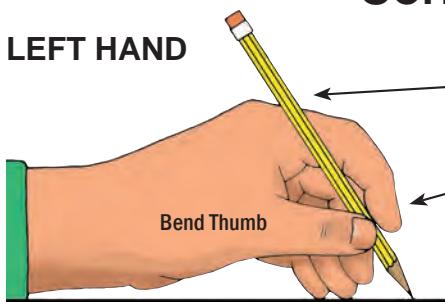
Right Hand - Place the paper parallel to the bottom edge of the desk. The left side of the paper should be aligned with the center of the body. Be sure to shift the paper as the writing progresses across the writing lines. Pull the vertical strokes toward the center of the body.



**RIGHT HAND**

## Correct Pencil Position

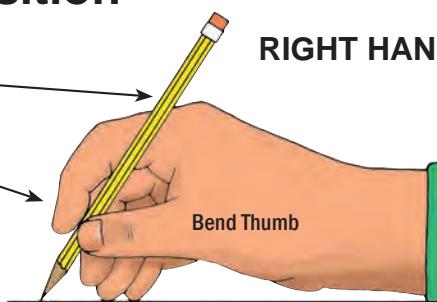
**LEFT HAND**



Pencil is held near large knuckle.

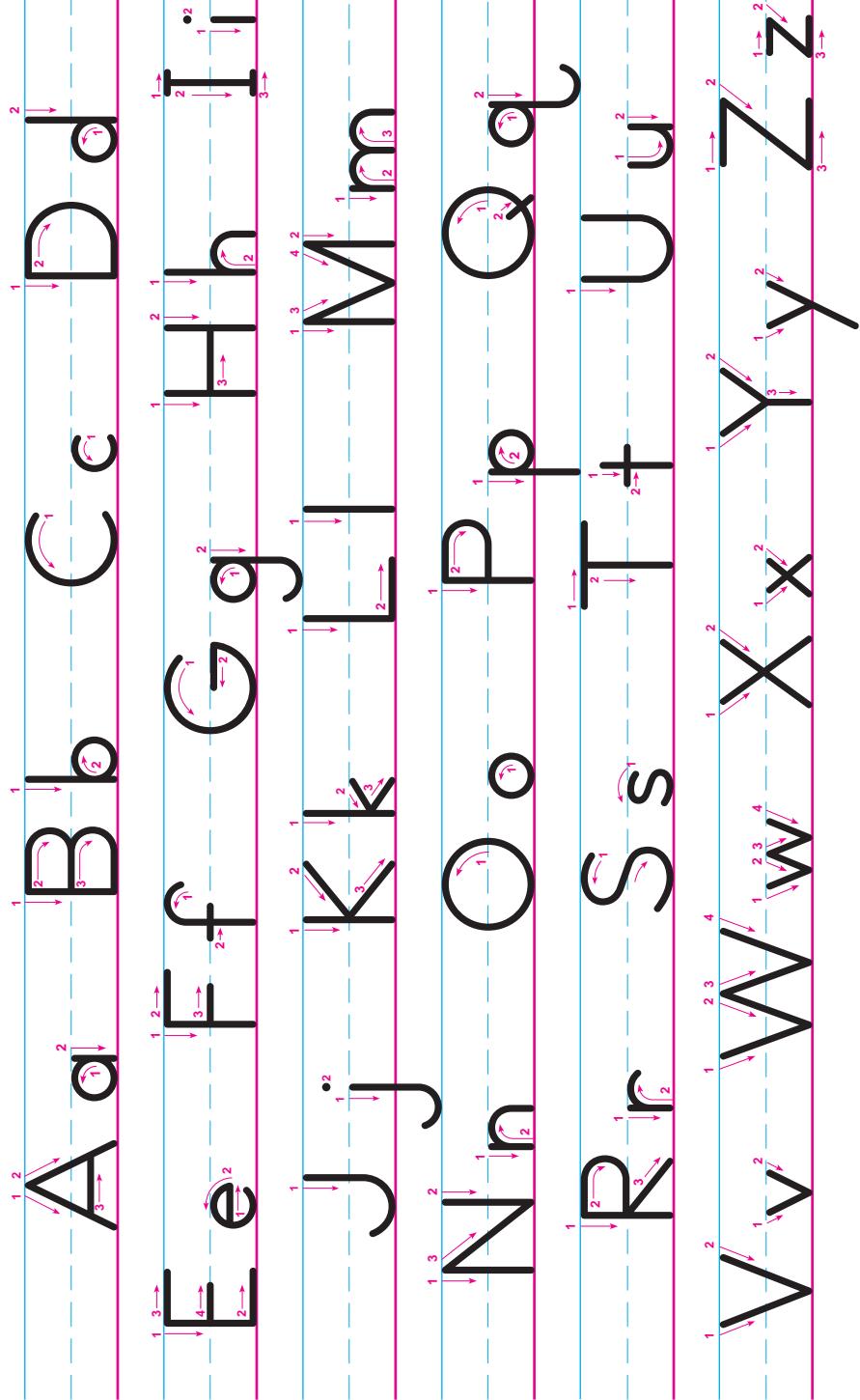
First finger rests on top of pencil.

**RIGHT HAND**

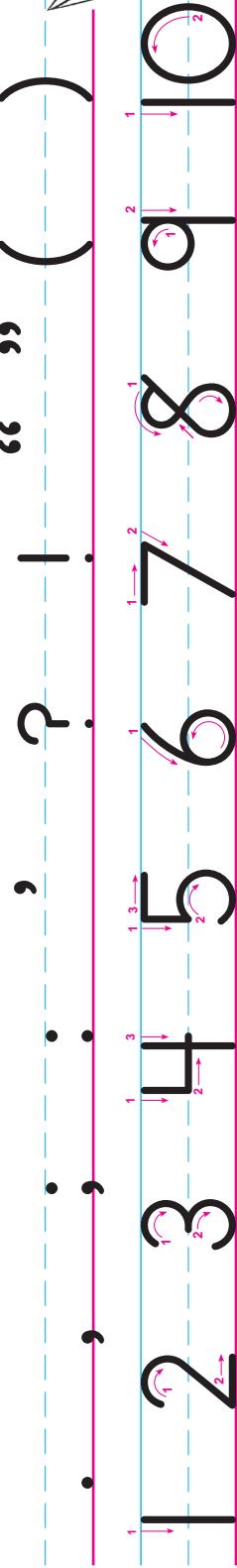


Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are smaller in length than their middle fingers. Tiny pencils are extremely hard to control, for students of any age. The pencil should extend at least an inch above the large knuckle of the 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.

# Manuscript Alphabet



# Punctuation and Numerals





Copyright © 2014, All Rights Reserved

Item #152TE, ISBN 978-1-934732-40-3

**IT IS ILLEGAL TO PHOTOCOPY THIS BOOK**

This book is not to be reproduced in any manner whatsoever, in part or in whole, without the written permission of the publisher.

1-800-940-2270    [www.upub.net](http://www.upub.net)

ISBN-13: 978-1-934732-40-3  
ISBN-10: 1-934732-40-0

A standard one-dimensional barcode is centered on the page, representing the ISBN number 9781934732403.