

Teacher Edition

UNIVERSAL  
HANDWRITING

Many colorful fish  
and plants live  
in the ocean.

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

2MC

Manuscript Review & Introduction to Cursive

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](mailto:tom@upub.net) with any of your concerns.

Sincerely,

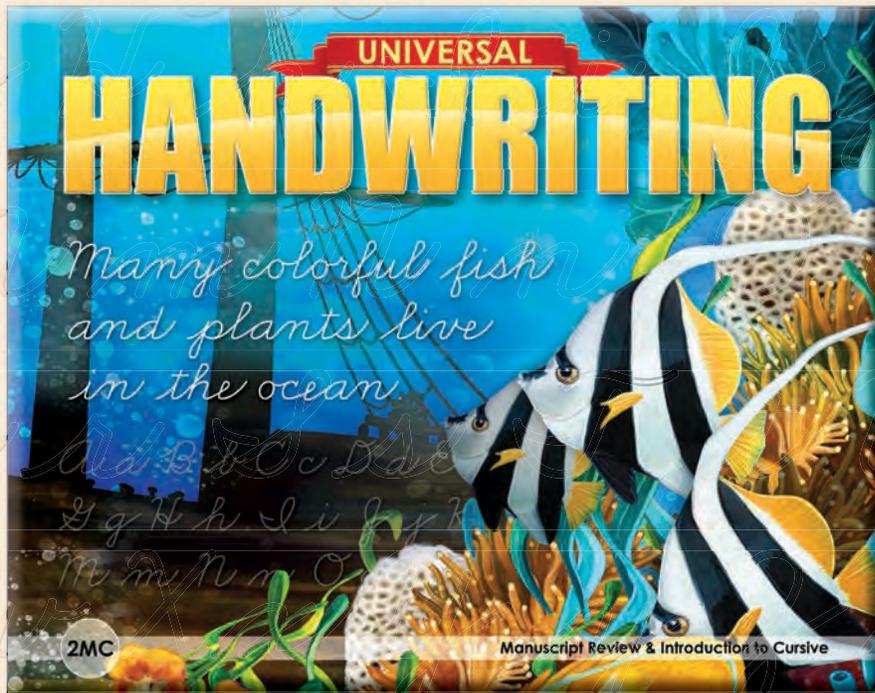


Thomas Wasylyk

Author and Master Penman

Grade 2MC:  
Manuscript Review & Introduction to Cursive

**Teacher Edition**



Thomas Wasylyk  
Jennifer Schweighofer

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Aa Bb Cc Dd Ee

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Universal Handwriting Teacher Edition

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## Message from the Author



Dear Educators,

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

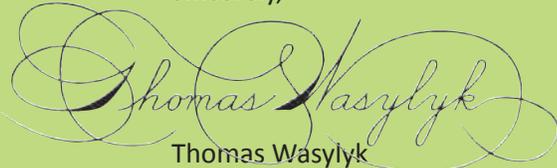
As I developed the Universal Handwriting student workbooks, I focused on a clear, developmentally appropriate sequence in which every line of practice has a real purpose. Each stage, from learning the basic strokes to tracing and writing words and sentences, builds your students' perceptual and motor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

The first section of this workbook is dedicated to manuscript review. Many students will have already had one or more years of manuscript instruction. However, some students may have never been formally taught manuscript letters and for those students this section is critical. The introduction to cursive is a very exciting time for students, especially when they experience success in cursive writing. Success can be achieved if the students are taught the basic strokes and letter forms following the three steps explained in this book.

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,

  
Thomas Wasylyk

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



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

In second grade, students who are learning cursive will journey into the transition from straight lines and curves to fluid strokes that are slanted and connect with one another. At this stage of learning, handwriting mastery relies heavily upon efficient visual discrimination and perception skills, visual memory and retention abilities, and an adequate ability to transfer these skills from manuscript to cursive. At the same time, students are expected to take their handwriting skills to a higher level in all of their classes as they are offered opportunities to work on lines of different sizes and worksheets with limited spaces. The demand upon their speed and legibility increases, as does the requirement that they be able to attend and concentrate on their work. It is important, then, to provide second grade students with multiple visual discrimination and visual perceptual opportunities to experiment with sizes, spaces, and details. Mastery of these skills lays 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 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 second-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 Handwriting series and my OT Tips. And I wish all your students the joy of a functional handwriting style!

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

A handwritten signature in blue ink that reads "Katherine J. Collmer, M.Ed., OTR/L". The signature is fluid and cursive, matching the theme of the document.

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



College students taking notes during class.

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- 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.
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- 4 Graham, S., Harris, K. R., & Fink, B. (2000). “Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers.” *Journal of Educational Psychology*, 92, 620-633.
- 5 Willis, Dr. Judy. “The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5).” *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
- 7 Bounds, Gwendolyn. “How Handwriting Trains the Brain.” *Wall Street Journal*. Accessed 1 Oct 2011. <http://online.wsj.com/article/SB10001424052748704631504575531932754922518.html>

## Checklist for Effective Handwriting Instruction

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



### Handwriting Curriculum

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

### Modeling Good Handwriting in the Classroom

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

### Preparing the Students for Handwriting Instruction

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

### Elements for Effective Handwriting Instruction

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

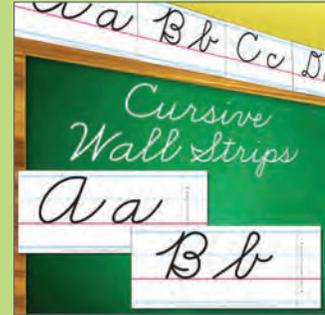
If you have any questions about this checklist or handwriting in general, contact Thomas Wasyluk at 1-800-940-2270 or e-mail him at [tom@upub.net](mailto:tom@upub.net).



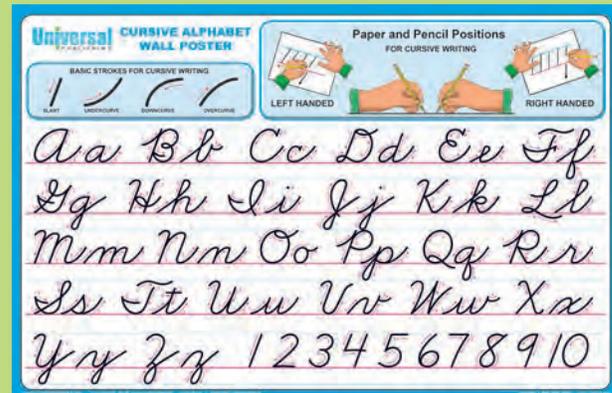
## Preparing the Classroom for Handwriting Instruction

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.

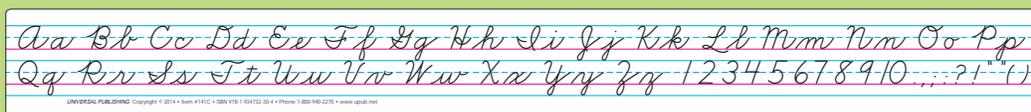
**Alphabet Wall Strips** Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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



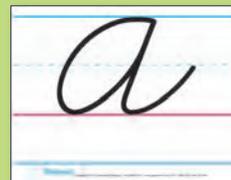
**Alphabet Wall Poster** Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to 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.



**Cursive Alphabet Cards** This is one of the best handwriting instruction materials you could have in your classroom. These large cards (11" X 8.5") are made of heavy paper stock and can be seen from any point in the classroom. You can use one letter at a time, an upper- and lowercase letter, or groups of letters. These Cursive 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.

# 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, f, h, k, and l and all of the uppercase letters are tall letters.

**Short Letters** - Letters that fill 1/2 of the writing space.



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

**Intermediate Letters** - Letters that fill 3/4 of the writing space.



The letters t and d are intermediate letters.

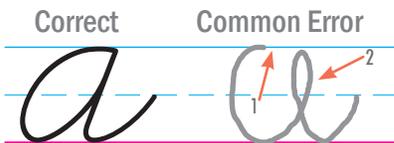
**Tail Letters** - Any letters that fill the space below the bottom line.



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



**Letter Forms** Letter formation is influenced by many factors, including paper position, posture, pencil grip, basic strokes, and speed of writing. Any one of these can affect the legibility of your writing.



1. Downcurve not wide enough.
2. Did not close the top of the letter and did not pause after the undercurve.

See page T24 for Possible Errors and Corrective Techniques.

**Joinings** Joining one letter to another is what cursive writing is all about. Cursive means flowing and continuous. Cursive joinings influence spacing, slant, and letter formation. Be sure to discuss the detailed joining descriptions on each lowercase cursive letter page. The different joinings are shown below:



## Elements of Legibility

### MANUSCRIPT WRITING

**Letter Spacing** Letter spacing should be consistent. Inconsistent letter spacing makes reading very difficult. The examples below show three different combinations of letters and the correct spacing between them.

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 and Sentence Spacing** There should be enough space between words to fit a lowercase letter o, and enough space between sentences to fit an uppercase O. Use two uppercase O's for indentation.

A cat is in the box. I will...

### CURSIVE WRITING

**Letter Spacing** Letter spacing in cursive writing is controlled entirely by the joinings (connecting strokes). Learning to be consistent with cursive joinings will go a long way in maintaining legible cursive handwriting. Inconsistent letter spacing makes handwriting very difficult to read. Study the examples below.

artist

CORRECT

artist

TOO TIGHT

artist

TOO OPEN

artist

VARYING

**Word Spacing** Allow enough space between words to fit one small oval.

A cat climbed the tree.

**Sentence Spacing** Allow enough space for one large oval.

He is tall. She is short.

**Paragraph Indent** Allow enough space for two large ovals.

The next time she...

## Correct Posture, Paper and Pencil Position



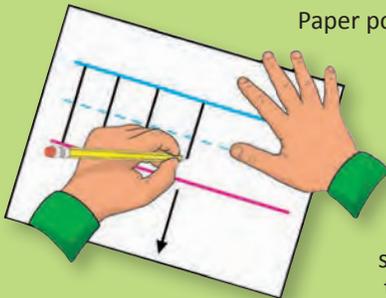
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height for the student. It is easy to notice when the

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

desk is too high or too low. If 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.

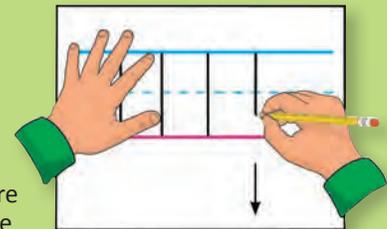
### Manuscript Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

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

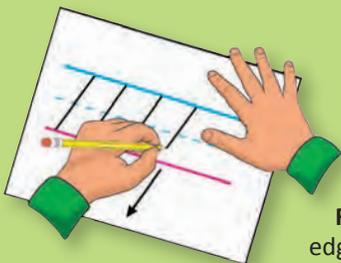


RIGHT HAND

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

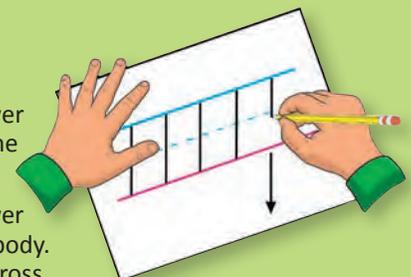
### Cursive Paper Position

Paper position is important for maintaining consistent slant in cursive writing.



LEFT HAND

**Left Hand** - Tilt the left side of the paper up. The right, lower edge of the paper is pointing toward the mid-section of the body. Pull the slant strokes toward the left elbow.

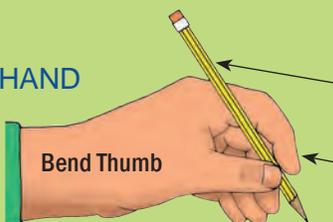


RIGHT HAND

**Right Hand** - Tilt the right side of the paper up. The left, lower edge of the paper should point toward the midsection of the body. Be sure to shift the paper as the cursive writing progresses across the paper. Pull the slant strokes toward the center of the body.

### Correct Pencil Position

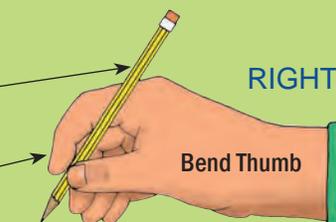
LEFT HAND



Pencil is held near large knuckle.

First finger rests on top of pencil.

RIGHT HAND



Bend Thumb

# 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** Lowercase b



**Objectives:**

- Review the strokes in the lowercase cursive b.
- Trace and write the lowercase cursive b.
- Write the joinings and words.

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

**1. Model & Discuss**  
Write a large cursive **b** on writing lines on the board or use *Alphabetization Plus!* (see page T17 for details). Ask the students the following questions as they look at a large model of the lowercase cursive **b**:

1. Where does the first stroke begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. Where does the loop cross? (midline)
4. How many slant strokes are in this letter? (1)
5. Where does the last stroke end? (midline)
6. What other letters end like the letter b? (o, v, w)

After you discuss the letter, trace over the model of the cursive **b** and say "undercurve, curve back, slant, sharp undercurve, retrace, swing right." Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

**2. Practice**  
Students open their books to page 40. On the first line, have the students start at the dots and trace and write the strokes as they say "undercurve, curve back, slant, sharp undercurve." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **b** as they say "un-

**2**



**dercurve, curve back, slant, sharp undercurve, retrace, swing right."**

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students read the words and complete the **CHECK-UP**.

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

**Cursive b Corrective Techniques** See page T38.

**Katherine's OT Tip** The lowercase cursive **b** can sometimes be troublesome for students as they are faced with an open space and a joining stroke right at the end of its formation. This space can either disappear or be wide as they begin to learn it. It is helpful to use a phrase to provide auditory awareness to its special formation. For example, "b stays open up for a bit of air" or "b stays open like a small door." It's important to use cue words that indicate the appropriate formation, such as "open" and "small," to reinforce the **visual-motor memory** for that movement.

- In the back of this Teacher Edition you will find:
- Possible errors and corrective techniques for all letters
  - Send-Home pages of stroke descriptions for all the letters and numerals
  - Glossary of Occupational Therapy Terms
  - Student Progress Chart
  - Send-Home page of correct posture, pencil position, and paper position
  - Send-Home page of the cursive alphabet (parents can reinforce what is being taught in the classroom)

*Modeling is teaching.*

## Step 1: Model & Discuss

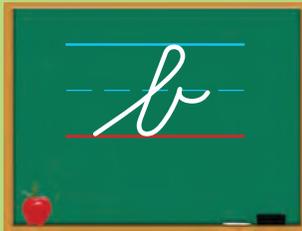
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

**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.

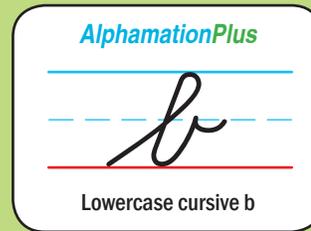
**Discuss:** Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens **BEFORE** the students pick up a pencil to practice.

### 1. Model & Discuss (Example of actual lesson for the lowercase **b**.)

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



OR



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

If you are using a chalkboard or whiteboard, write a large lowercase cursive **b** on writing lines as you say the strokes.

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

1. Where does the first stroke begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. Where does the loop cross? (midline)
4. How many slant strokes are in this letter? (1)
5. Where does the last stroke end? (midline)
6. What other letters end like the letter **b**? (o, v, w)

After you have discussed the letter, trace over the large lowercase cursive **b** and say “**undercurve, curve back, slant, sharp undercurve, retrace, swing right.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

If you are using *AlphamationPlus*, open to the menu and select the cursive **b**. 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 **b**.

1. Where does the first stroke begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. Where does the loop cross? (midline)
4. How many slant strokes are in this letter? (1)
5. Where does the last stroke end? (midline)
6. What other letters end like the letter **b**? (o, v, w)

After you have discussed the letter, trace over the large lowercase cursive **b** and say “**undercurve, curve back, slant, sharp undercurve, retrace, swing right.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

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

Practice makes permanent.

## Step 2: Practice

Students need their workbooks and pencil for this step.

Practice makes permanent; therefore, how and what we practice is important! Tracing over a gray model of a stroke, letter, or word develops perceptual and motor skills. It also gives students an opportunity to practice each stroke correctly and identify what part of the letter (stroke) it is as they trace. This teaches students to write letters based on their strokes instead of just copying a shape.

### 2. Practice

Have the students open their books to the letter you are teaching. Ask them to start at each dot and trace and write the stroke or letter on the first line.

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

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

Dots show students where to begin the letter.

Reinforcement model at the end of each writing line.

**Lower case b**

1. Undercurve, curve back
2. Slant
3. Sharp undercurve
4. Retrace, swing right

Trace and write the strokes and letter.

**JOINING**  
Checkstroke to Undercurve

1. The ending of the letter b swings wide into the loop of the letter l.
2. Loop back, slant to the bottom line.

Trace and write the joinings and words.

bl	blue	bu	bulb
bl	blue	bu	bulb

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

Trace

Write

Check

Read the cursive words. *blew belt*

**CHECK-UP**

Letter Forms
  Line Quality
  Joinings

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Students complete the **CHECK-UP** at the bottom of the page.

Vertical lines help students learn important spacing factors.

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

## Step 3: Self-Evaluate

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

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

### 3. Self-Evaluate

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

**Self-evaluate each line of practice.**

Students circle their best letter and write an X on the letter that needs the most improvement.



**Lowercase b**

1. Undercurve, curve back
2. Slant
3. Sharp undercurve
4. Retrace, swing right

Trace and write the strokes and letter.

**JOINING**  
Checkstroke to Undercurve

1. The ending of the letter **b** swings wide into the loop of the next letter.

Trace and write the joinings and words.

bl	blue	bu	bulb
bl	blue	bu	bulb
bl	blue	bu	bulb
bl	blue	bu	bulb

Read the cursive words.

blew belt

**CHECK-UP**

Letter Forms  Line Quality  Joinings

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**Self-evaluate joinings & words.**

Students trace and write the joinings and words and then self-evaluate their writing against the models.

**Self-evaluate all their handwriting.**

Students self-evaluate for the elements listed in the **CHECK-UP** box. If the element being evaluated is correct, they put a check in the box. If it is incorrect, they put an X in the box.



Modeling is teaching.

## How to Use **AlphamationPlus**™

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

To see if you qualify, call us at 1-800-940-2270. You can also try a demo at [alphamationplus.com](http://alphamationplus.com).

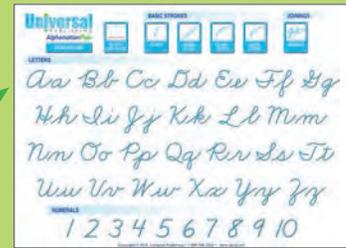


### Choose a Letter to Teach: \_\_\_\_\_

#### **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.

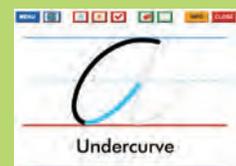
Let's say you want to teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



### 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 cursive letters and numerals. Most students are eager to learn cursive writing; however, to achieve success, students must be able to recognize the basic strokes, say the name of each basic stroke, understand directionality of the strokes, and write the basic strokes.

When evaluating cursive letter forms and joinings, most errors relate back to the basic strokes. Teaching the basic strokes first is the most effective way to prevent errors from becoming habits. As you will see, special attention has been given to reviewing the basic strokes in this book.

There are four basic strokes in cursive writing. They are slant, undercurve, downcurve, and overcurve. The slant stroke is used in 46 of the cursive letters. The undercurve begins 14 lowercase letters and ends 18 letters. Six lowercase letters contain a downcurve and six lowercase letters begin with an overcurve.

### Cursive Basic Strokes

Slant      Undercurve      Downcurve      Overcurve

The undercurve, downcurve, and overcurve are parts of an oval motion. The undercurve and the downcurve come from the backward oval motion. The overcurve is part of the forward oval.

Oval      Undercurve      Downcurve      Overcurve      Uppercase O

Backward Ovals      Forward Oval      Oval

Students trace and write the basic strokes. Then they trace the strokes in letters and words. This builds the students' knowledge of the strokes and their relationship to the letters.

#### Cursive Basic Strokes

The basic strokes are the building blocks for all cursive letters. The four cursive basic strokes are: Slant, Undercurve, Downcurve, and Overcurve.

##### Slant

All cursive letters start. Thirty-eight letters contain one or more slant strokes. Slant is determined by the paper position and the direction strokes are pulled.

Trace and write the slant strokes.

Trace the slant strokes in the letters and words below.

*A B h M T P y U m*  
*little glue bubble mine*

Circle the letters that have one or more slant strokes in them.

*l o i A b s Q m*

##### Undercurve

The undercurve is used to begin fourteen lowercase letters. The undercurve swings wide to the right. Trace and write the tall and short undercurves.

Trace the undercurves in the letters and words below. Be sure your book is in the correct position for cursive writing.

*l h i f b s u r*  
*it let rust hill letter*

Circle the letters that have an undercurve in them.

*l Q i B k o t m*

##### Undercurve-Slant

The undercurve-slant motion is used often in cursive writing. Be sure you pull the slant strokes to the bottom line. Trace and write the undercurve-slant strokes.

Trace and write the undercurve-slant strokes.

The first line of practice on the lowercase cursive i, t, u, w, e, l, b, and f letter pages emphasize the beginning strokes that determine the overall legibility of the letter.

#### Lowercase w

Trace and write the strokes and letter.

1. Undercurve  
2. Slant undercurve  
3. Slant undercurve  
4. Follow, swing right

#### JOINING

Checkable to Undercurve

Trace and write the joinings and word.

*wi wt tw wit*

1. the starting stroke of the w swings right into the top of the letter.  
2. Slant to the bottom line.

Look at the pictures. Read the cursive words.

wren      whale      wheat      well

# Student Edition: Letter Pages

This student workbook was developed to allow all students an opportunity to succeed in learning cursive handwriting. Students follow a step-by-step sequence of learning the cursive basic strokes, letters, and joinings. Students trace and write the strokes, letters, joinings, and words. Seeing the models and tracing the models is a very important step in achieving handwriting success.

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

Students trace and write the strokes and letter.

Dots show students where to begin the letter.

Reinforcement letter model at the end of each writing line.

**Lowercase b**



1. Undercurve, curve back
2. Slant
3. Sharp undercurve
4. Retrace, swing right

Trace and write the strokes and letter.



**JOINING**  
Checkstroke to Undercurve



1. The ending of the letter **b** swings wide into the loop of the letter **l**.
2. Loop back, slant to the bottom line.

Trace and write the joinings and words.





40

Read the cursive words. *blew* *belt*

✓ CHECK-UP
 Letter Forms
  Line Quality
  Joinings

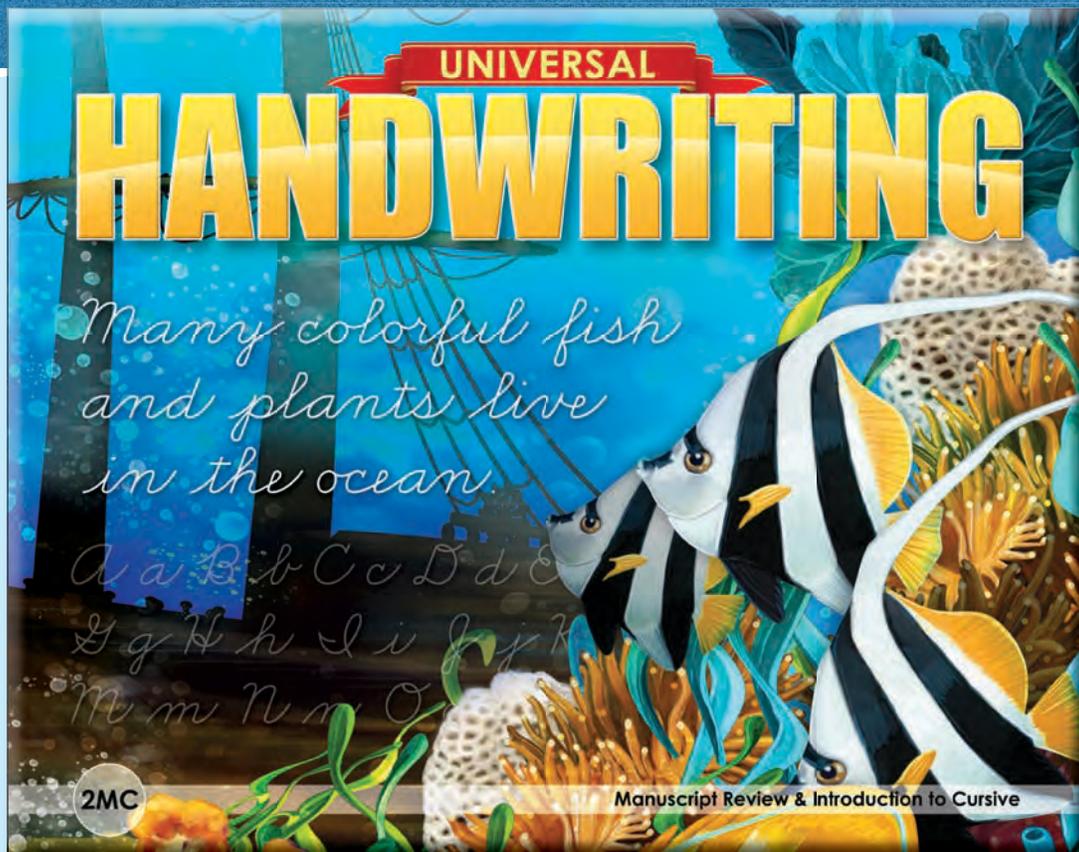


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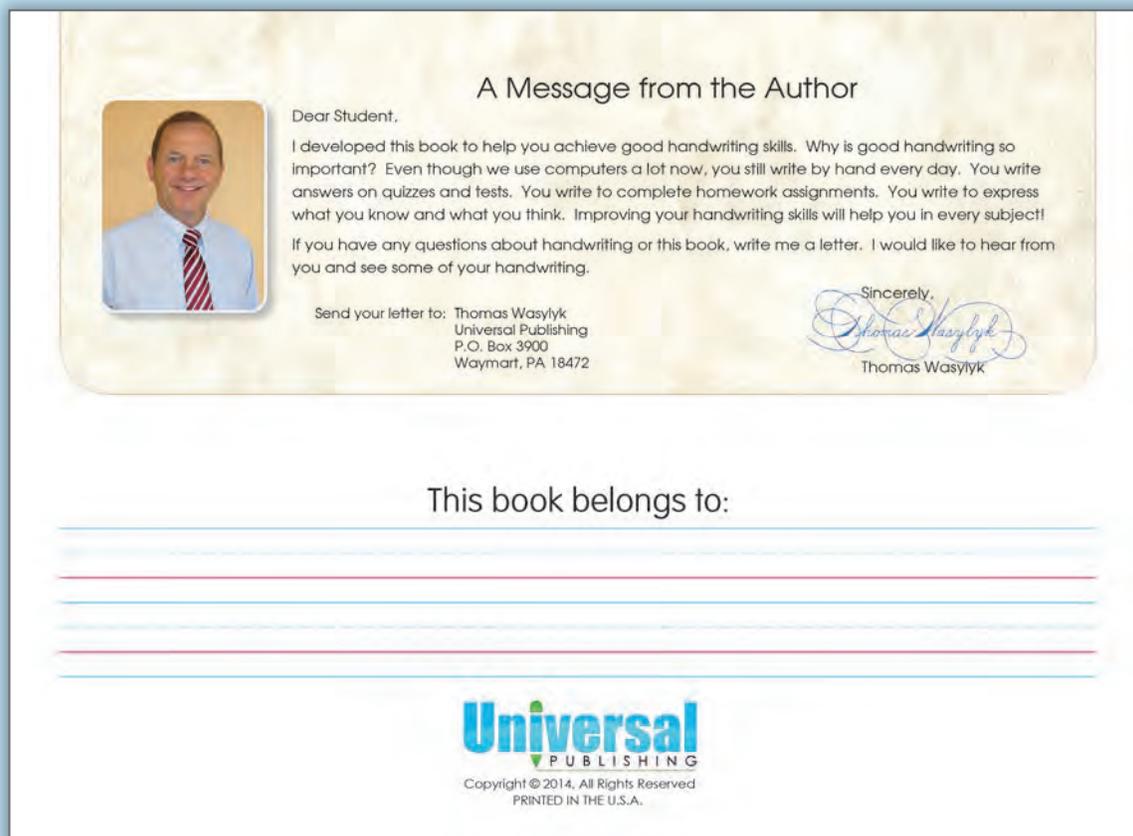
Cursive joining with stroke description on every lowercase letter page.

Self-evaluation where students check the box if the element is correct and X the box if it needs improvement.

Students trace and write the joinings and words.



2MC Student Edition Front Cover



2MC Student Edition Front Inside Cover

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**Grade 2MC**

Manuscript Review &  
Introduction to Cursive

Thomas M. Wasyluk  
Jennifer L. Schweighofer

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# Manuscript Pretest



I use handwriting every day  
in every subject. My handwriting  
should always be neat  
so others can read what I write.

Write the sentences.

Handwriting practice lines consisting of multiple sets of blue top and bottom lines with a dashed midline.

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

2

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## Objectives:

- Check legibility of the manuscript letter forms.
- Evaluate the elements of legibility.
- Determine the student's fluency of using manuscript writing.

## Discuss

Ask the students to open their books to page 2 and look at the illustration of the quill pen. Tell the students that many famous documents were written with this type of pen. Ask them if they can name any famous United States documents. (Possible answers: the Declaration of Independence, the Gettysburg Address, "The Star-Spangled Banner," the Constitution of the United States, etc.)

If they need some help, tell them many of these documents are on display in Washington, D.C., and that we celebrate the Fourth of July because of one of them.

Read the sentences at the top of the page, then have the class read the sentences with you. Ask the students the following questions:

1. What do you use handwriting for when you are in school?
2. What do you use handwriting for when you are at home?
3. What do you use handwriting for when you are with your friends?
4. Why is it important to write neatly?
5. Did you ever try to read something that was not written neatly?

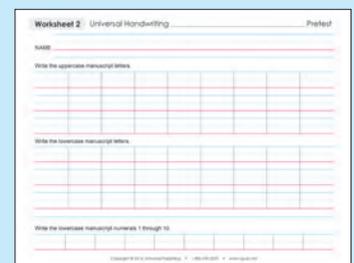
## Write

Have the students write the sentences. After they finish writing the sentences, have them complete the **CHECK-UP** at the bottom of the page. They should put a check in the box if the element is correct. If the element needs improvement, they should put an X in the box.

**Manuscript Pretest** - You can pretest your students in writing the upper- and lowercase manuscript letters and numerals with **Worksheet 2**.

### Worksheet 2

You can download and print copies of Worksheet 2 at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



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

# Posture Paper & Pencil

## GOOD POSTURE

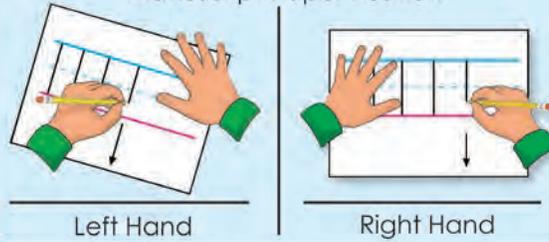
1. Both feet on the floor
2. Elbows off the edge of desk
3. Sit back in chair
4. Shoulders slightly forward
5. Proper desk height



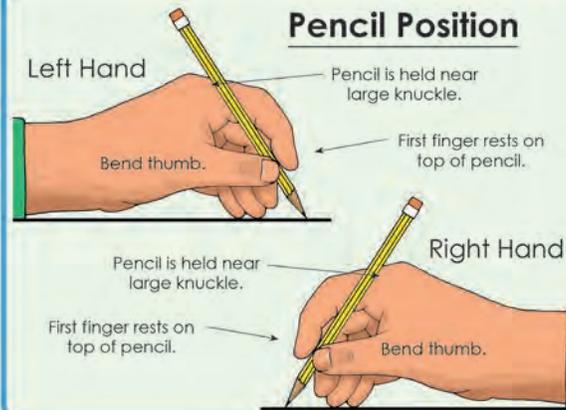
## GOOD HANDWRITING

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### Manuscript Paper Position



### Pencil Position



3

### Objectives:

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

## Writing Posture

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

Have the students open their books to page 3 and look at the illustration of posture as you read 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

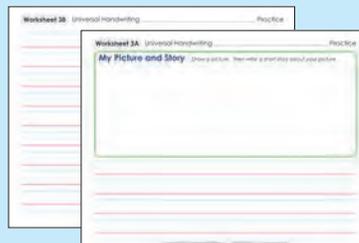
Have the students look at and study the left and right hand paper position illustrations at the top of page 3. Ask them how the two paper positions are different.

Give each student a copy of **Worksheet 3A**. Have them position the worksheet correctly, draw a picture, and write a story. Use **Worksheet 3B** for students who need extra writing lines.

### Worksheets 3A & 3B

You can download and print copies of these worksheets at:

[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



## Pencil Position

Holding a pencil incorrectly can cause handwriting problems, especially hand and arm fatigue. Have the students look at the illustration of pencil position on page 3 in their workbooks. Tell them to hold the pencil, about one inch from the tip, between the thumb and the middle finger. The first finger rests on top of the pencil. The upper part of the pencil should rest near the large knuckle of the first finger.

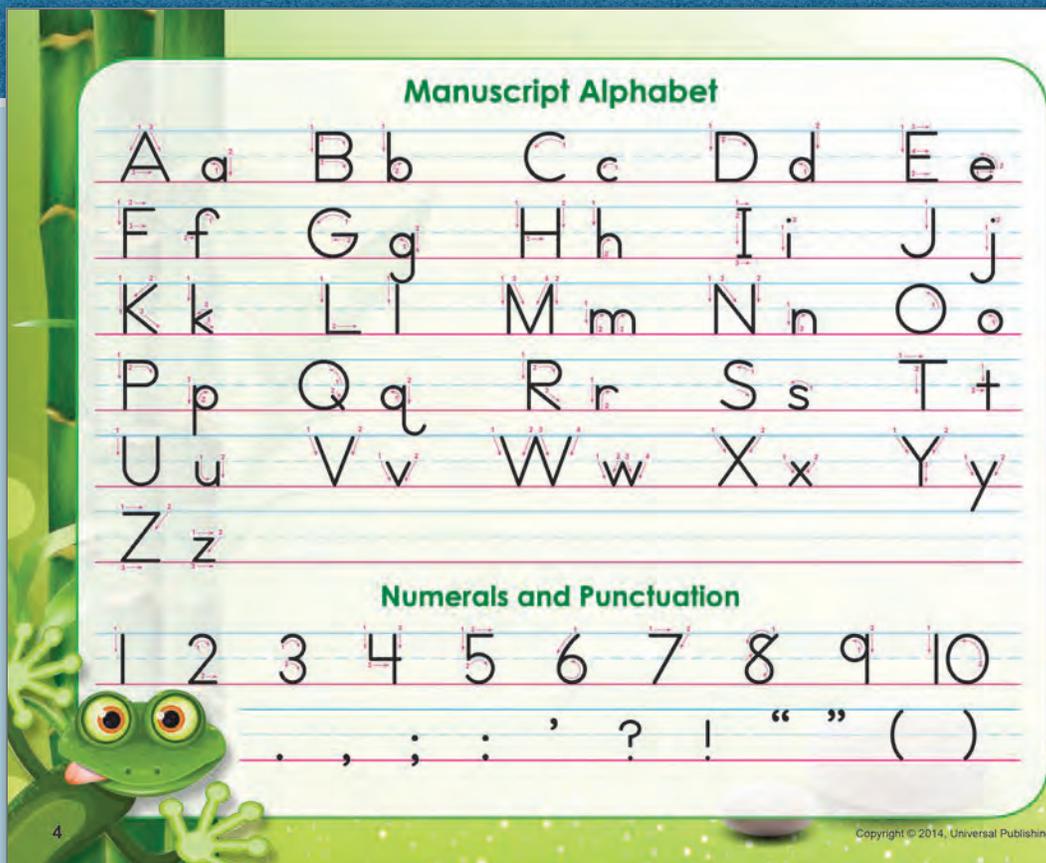
Be sure the students are not gripping the pencil too tightly. This will cause early muscle fatigue and make writing a frustrating experience for students.

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

# Manuscript Alphabet

## Objectives:

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



## 1. Model & Discuss

Open [AlphamationPlus](#) and display the complete manuscript alphabet on your screen or have the students open their books to page 4 and look the manuscript alphabet. Call on students to answer the following questions:

1. What do we call the first **A**? (uppercase A)
2. What do we call the second **a**? (lowercase a)
3. What is the first letter in your name? (uppercase \_\_\_\_)
4. Who can name the strokes in the uppercase **A**? (slant left, slant right, left to right)
5. Who can name the manuscript basic strokes? (top to bottom, left to right, backward circle, forward circle, slant left, slant right)
6. What are the strokes in the lowercase **g**? (backward circle, top to bottom, and curve left)
7. What uppercase letters have a slant stroke in them? (A, K, M, N, Q, R, V, W, X, Y, and Z)
8. What uppercase letters contain two top-to-bottom strokes? (H, M, and N)
9. Name the lowercase letters that contain a backward circle. (a, d, g, q, and o)

Make copies of **Worksheet 4** for your students and have them write the manuscript letters and numerals. Ask them to self-evaluate their letters and numerals with the model letters on the worksheet. Have them circle the letters they feel are written well and put an X on the letters that need improvement.

**Worksheet 4**  
You can download and print copies of Worksheet 4 at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



**Katherine's OT Tip** Visual, auditory, and tactile cues provide vital information for handwriting mastery. Frequent use of these cues during handwriting sessions and all opportunities for handwritten work can provide the most appropriate link between cognitive and **visual-motor skills** to meet your students' individual learning style needs. As we travel through this second-grade program, I will be sharing many activities that do just that. Have fun!

# Basic Strokes

## Manuscript Basic Strokes

### Top to Bottom

Trace and write the top-to-bottom strokes. Write four letters that contain a top-to-bottom stroke.

### Left to Right

Trace and write the left-to-right strokes. Write four letters that contain a left-to-right stroke.

### Slant Right

Trace and write the slant-right strokes. Write four letters that contain a slant-right stroke.

### Slant Left

Trace and write the slant-left strokes. Write four letters that contain a slant-left stroke.

### Backward Circle

Trace and write the backward circles. Write four letters that contain a backward circle.

### Forward Circle

Trace and write the forward circles. Write the two letters that contain a forward circle.

Say the name of the stroke each arrow is pointing to.



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### Objectives:

- Review the manuscript basic strokes.
- Trace and write the basic strokes.
- Identify the basic strokes in letters and numerals.

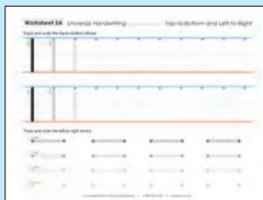
## Review of the Basic Strokes

Have the students open their books to page 5 and review the six basic strokes on the page. Tell the students to complete the page as directed.

If any students need extra review or practice on the manuscript basic strokes, have them complete one or all of the worksheets below.

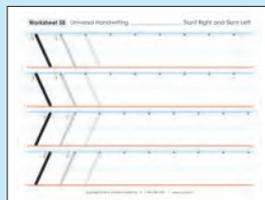
### Worksheet 5A

You can download and print copies of Worksheet 5A at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



### Worksheet 5B

You can download and print copies of Worksheet 5B at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



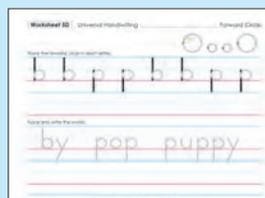
### Worksheet 5C

You can download and print copies of Worksheet 5C at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



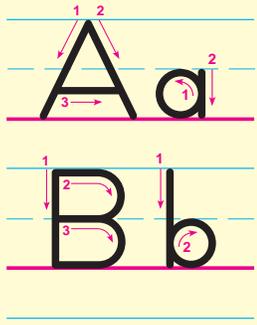
### Worksheet 5D

You can download and print copies of Worksheet 5D at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



**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 students' shoulder height enhances visual skills for **eye-hand coordination** while they guide their arm and shoulder movements against gravity.

## Letters A, a, B, b



### Objectives:

- Write the manuscript letters **A**, **a**, **B**, and **b**.
- Write a sentence that contains the letters **A**, **a**, **B**, and **b**.

Trace and write the letters.

Write the sentence.

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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### 1. Model & Discuss

Have the students open their books to page 6. Tell them to look at the letter **A** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **A** as they say the strokes to themselves. Repeat this for the letters **a**, **B**, and **b**.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

### 2. PRACTICE

Have the students start at the dots and trace and write the uppercase **A** as they say “**slant left, slant right, slide right.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **a** as they say “**circle left, pull down straight.**”

Have them trace and write the uppercase **B** as they say

“**pull down straight, slide right, curve down, slide left, slide right, curve down, slide left.**”

Have them trace and write the lowercase **b** as they say “**pull down straight, circle right.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Finally, have the students complete the **CHECK-UP**.

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

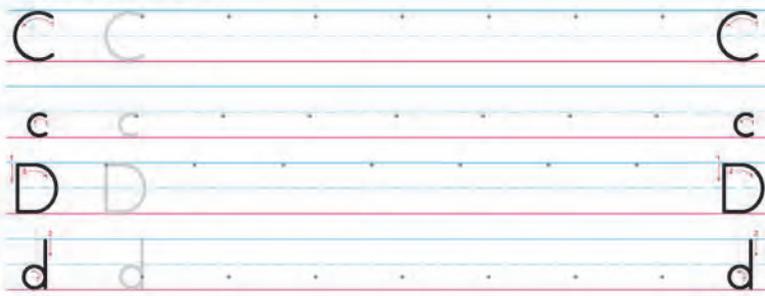


**Letters A, a, B, b Corrective Techniques** See page T24.

**Katherine's OT Tip** Lowercase **b** and **d** have earned their place in “The Frustrating Hall of Fame.” Students who struggle with directional concepts and proper placement of the **b-d** circles on paper will benefit from kinesthetic cues. Face the board and draw several top-to-bottom lines to your left and right, using the hand on that side. As you draw them, say “left” and “right” appropriately. Then draw a **d** circle on one left line and say “**d** is on my left.” Switch hands for the **b** circle on your right side, saying “**b** is on my right.” Have students come up and try their hand at this to add tactile cues.



Trace and write the letters.



Write the sentence.

Did Marie Curie, who was

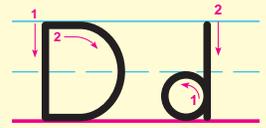
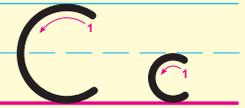
a scientist, study radioactivity?

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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## Letters C, c, D, d



### Objectives:

- Write the manuscript letters **C, c, D, and d**.
- Write a sentence that contains the letters **C, c, D, and d**.

### 1. Model & Discuss

Have the students open their books to page 7. Tell them to look at the letter **C** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **C** as they say the strokes to themselves. Repeat this for the letters **c, D, and d**.

For students who need more instruction, write the letter on writing lines on the board or use **AlphamationPlus** to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the **AlphamationPlus** Trace, Write, and Check touch-screen features.

### 2. PRACTICE

Have the students start at the dots and trace and write the uppercase **C** as they say “**circle left.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **c** as they say “**circle left.**”

Have them trace and write the uppercase **D** as they say “**pull down straight, slide right, curve down, slide left.**”

Have them trace and write the lowercase **d** as they say “**circle left, pull down straight.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Finally, have the students complete the **CHECK-UP**.

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



Trace



Write

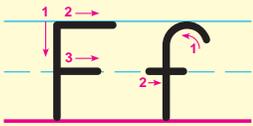
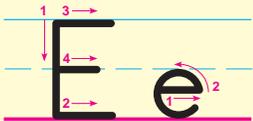


Check

**Letters C, c, D, d Corrective Techniques** See page T24.

**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 back and forth over their heads like windshield wipers 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!

## Letters E, e, F, f



### Objectives:

- Write the manuscript letters E, e, F, and f.
- Write a sentence that contains the letters E, e, F, and f.

Trace and write the letters.

Write the sentence.

Benjamin Franklin's wife  
was Elizabeth Downes.

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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### 1. Model & Discuss

Have the students open their books to page 8. Tell them to look at the letter E in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter E as they say the strokes to themselves. Repeat this for the letters e, F, and f.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase E as they say “**pull down straight, slide right, slide right, slide right.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase e as they say “**slide right, circle left.**”

Have them trace and write the uppercase F as they say “**pull down straight, slide right, slide right.**”

Have them trace and write the lowercase f as they say “**curve left, pull down straight, slide right.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Finally, have the students complete the **CHECK-UP**.

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



Trace



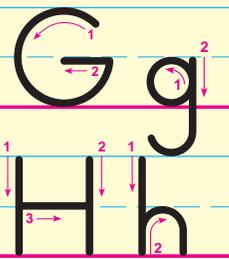
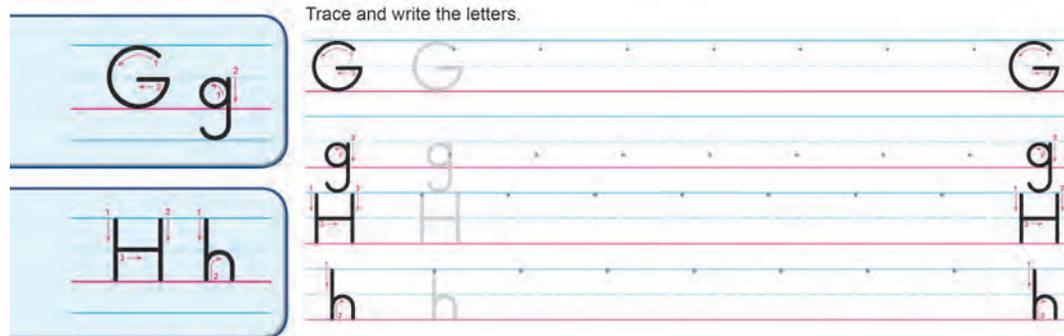
Write



Check

**Letters E, e, F, 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 arms, hands, and pencils more fluidly across the paper with greater speed. And that's what efficient handwriting is all about!



**Letter Spacing** Letter spacing should be consistent. Study the examples below.

TOO TIGHT

holding

TOO OPEN

holding

CORRECT LETTER SPACING

holding

**Word Spacing** Allow enough room for one lowercase o between words. Write the sentence.

How is the weather in Georgia?

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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**Objectives:**

- Write the manuscript letters G, g, H, and h.
- Write a sentence that contains the letters G, g, H, and h.

**1. Model & Discuss**

Have the students open their books to page 9. Tell them to look at the letter G in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter G as they say the strokes to themselves. Repeat this for the letters g, H, and h.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

**2. Practice**

Have the students start at the dots and trace and write the uppercase G as they say, “circle left, slide left.” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase g as they say “circle left, pull down straight, curve left.”

Have them trace and write the uppercase H as they say “pull down straight, pull down straight, slide right.” Have them trace and write the lowercase h as they say

“pull down straight, push up straight, curve right, pull down straight.”

**3. Self-Evaluate** After each line of practice, have the students 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.

Discuss the letter and word spacing examples with the students.

Have the students write the sentence.

Finally, have the students complete the *CHECK-UP*.

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



**Letters G, g, H, h Corrective Techniques** See page T25.

**Katherine’s OT Tip** Spacing between words is a skill that should receive a lot 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 each word 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**.

# Writing Numerals

## Objectives:

- Write the manuscript numerals **1** through **5** fluently and legibly.
- Write prices using dollar signs and decimals to indicate dollars and cents.

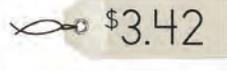
## Writing Numerals

Trace and write the numerals.



## Price Tags

Add one dollar to each price tag. Write the new price.

	\$4.31		\$5.35
	\$2.43		\$2.24
	\$5.55		\$3.13
	\$3.24		\$4.42

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## 1. Model & Discuss

Have the students open their books to page 10. Tell them to look at the numeral **1** at the top of the page. Review the red arrow showing the stroke. Then have the students trace the numeral **1** as they say the stroke to themselves. Repeat this for the numerals **2**, **3**, **4**, and **5**.

For students who need more instruction, write the numeral on writing lines on the board or use *AlphamationPlus* to model the numeral (see page T17 for details). Have them trace over the model of the numeral as they say the strokes.

Students who have difficulty writing these numerals would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

## 2. Practice

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

Have them trace and write the numeral **2** as they say “**curve right, slant left, slide right.**”

Have them trace and write the numeral **3** as they say “**circle right, circle right.**”

Have them trace and write the numeral **4** as they say “**pull down straight, slide right, pull down straight.**”

Have them trace and write the numeral **5** as they say “**pull down straight, circle right, slide right.**”

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

Have the students complete the numeral activity.

### Worksheet 10A & 10B

You can download and print copies of these worksheets at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



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

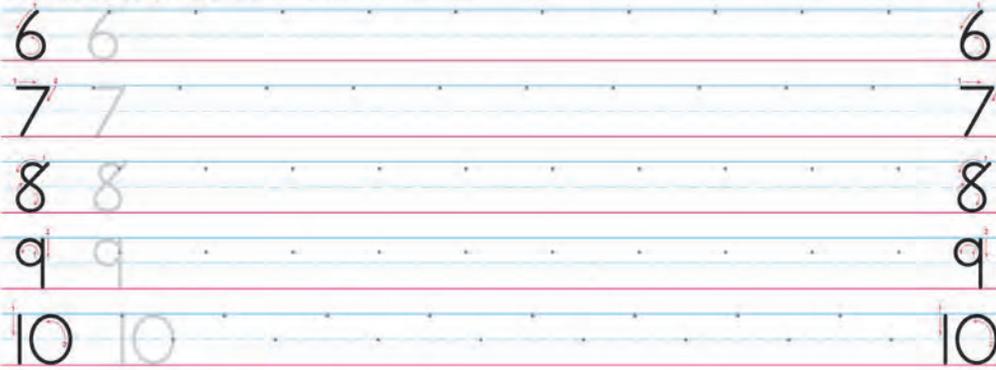


**Katherine's OT Tip** Young students are continuing to build the muscles in their shoulders, arms, wrists, hands, and fingers for the complex task of handwriting. A simple way to provide a bit of support for the small muscles of the wrist is by using a 3-inch binder to raise the writing surface. Place 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.

# Writing Numerals

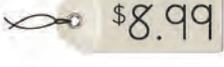
## Writing Numerals

Trace and write the numerals.



## Price Tags

Subtract one dollar from each price tag. Write the new price.

	\$9.61		\$8.67
	\$6.89		\$10.69
	\$8.96		\$6.88
	\$7.70		\$7.99

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## Objectives:

- Write the manuscript numerals **6** through **10** fluently and legibly.
- Write prices using dollar signs and decimals to indicate dollars and cents.

## 1. Model & Discuss

Have the students open their books to page 11. Tell them to look at the numeral **6** at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the numeral **6** as they say the strokes to themselves. Repeat this for the numerals **7**, **8**, **9**, and **10**.

For students who need more instruction, write the numeral on writing lines on the board or use *AlphamationPlus* to model the numeral (see page T17 for details). Have them trace over the model of the numeral as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

## 2. Practice

Have the students start at the dots and trace and write the numeral **6** as they say “**curve down, curve right, curve left, close.**” (After they complete each line, have them evaluate their numerals as described in Step 3.)

Have them trace and write the numeral **7** as they say “**slide right, slant left.**”

Have them trace and write the numeral **8** as they say “**curve left, curve down, curve left, slant right.**”

Have them trace and write the numeral **9** as they say

“**circle left, pull down straight.**”

Have them trace and write the numeral **10** as they say “**pull down straight; circle left.**”

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

Have the students complete the numeral activity.

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



Trace



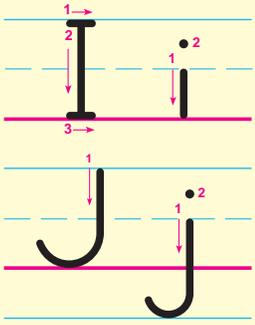
Write



Check

**Katherine's OT Tip** Warm-ups for curvy numerals such as **6** and **8** can include large movement activities like air writing and vertical surface drawings to reinforce their sequence. These provide whole body movements to enhance **motor memory** and the development of **visualization skills** for **automatic recall**. Tactile and visual learners can benefit from “Sand Paper Tracing.” On a sheet of paper placed over fine sand paper of equal size, have students trace those tricky numerals as a warm-up to their workbook pages. Auditory and kinesthetic learners can repeat the directional cues aloud to plan their motor movements.

## Letters I, i, J, j



### Objectives:

- Write the manuscript letters **I**, **i**, **J**, and **j**.
- Write a sentence that contains the letters **I**, **i**, **J**, and **j**.

Trace and write the letters.

**Line Quality** Line Quality refers to the smoothness, color, and weight of the pencil line.

CORRECT      TOO LIGHT      TOO HEAVY      VARYING      CORRECT

Unscramble the names. Write them correctly on the lines.

asIac	auJil	emsJa	rIsi
Isaac	Julia	James	Iris

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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### 1. Model & Discuss

Have the students open their books to page 12. Tell them to look at the letter **I** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **I** as they say the strokes to themselves. Repeat this for the letters **i**, **J**, and **j**.

For students who need more instruction, write the letter on writing lines on the board or use **Alphamation-Plus** to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the **AlphamationPlus** Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **I** as they say “**slide right, pull down straight, slide right.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **i** as they say “**pull down straight, dot.**”

Have them trace and write the uppercase **J** as they say “**pull down straight, curve left.**”

Have them trace and write the lowercase **j** as they say “**pull down straight, curve left, dot.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Discuss line quality with the students and have them unscramble the names.

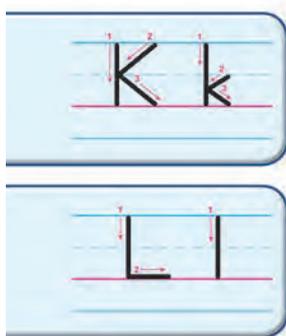
Finally, have the students complete the **CHECK-UP**.

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

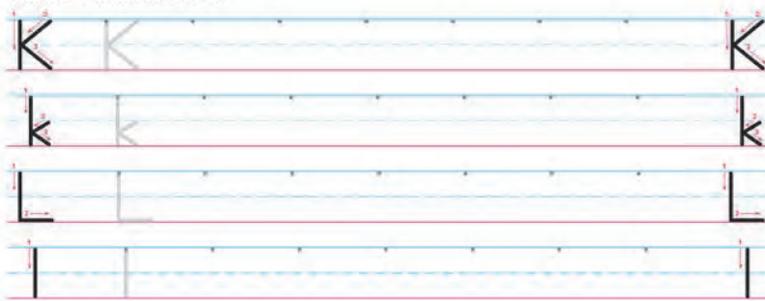


**Letters I, i, J, j Corrective Techniques** See page T26.

**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 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.



Trace and write the letters.



Write the sentence.

Helen Keller wrote a book

called The World I Live In.

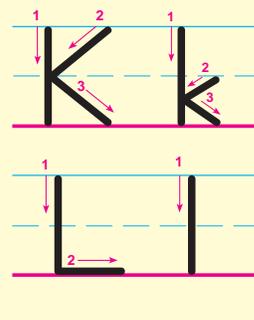


CHECK-UP  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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## Letters K, k, L, l



### Objectives:

- Write the manuscript letters K, k, L, and l.
- Write a sentence that contains the letters K, k, L, and l.

### 1. Model & Discuss

Have the students open their books to page 13. Tell them to look at the letter **K** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **K** as they say the strokes to themselves. Repeat this for the letters **k**, **L**, and **l**.

For students who need more instruction, write the letter on writing lines on the board or use **AlphamationPlus** to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the **AlphamationPlus** Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **K** as they say “**pull down straight, slant left, slant right.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **k** as they say “**pull down straight, slant left, slant right.**”

Have them trace and write the uppercase **L** as they say “**pull down straight, slide right.**”

Have them trace and write the lowercase **l** as they say “**pull down straight.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence. Tell them that the underlined words in the sentence are the title of a book, and that book titles must be underlined.

Finally, have the students complete the **CHECK-UP**.

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



Trace



Write

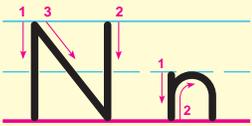
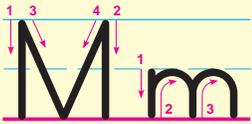


Check

**Letters K, k, L, l Corrective Techniques** See page T26.

**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.

## Letters M, m, N, n



### Objectives:

- Write the manuscript letters **M**, **m**, **N**, and **n**.
- Write a sentence that contains the letters **M**, **m**, **N**, and **n**.

Trace and write the letters.

Write the sentences.

Mars is the fourth planet from  
the sun. Neptune is the eighth.

### 1. Model & Discuss

Have the students open their books to page 14. Tell them to look at the letter **M** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **M** as they say the strokes to themselves. Repeat this for the letters **m**, **N**, and **n**.

For students who need more instruction, write the letter on writing lines on the board or use [AlphamationPlus](#) to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the [AlphamationPlus](#) Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **M** as they say “**pull down straight, pull down straight, slant right, slant left.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them 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.**”

Have them trace and write the uppercase **N** as they say “**pull down straight, pull down straight, slant right.**”

Have them trace and write the lowercase **n** as they say “**pull down straight, push up straight, curve right, pull down straight.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentences.

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



**Letters M, m, N, n Corrective Techniques** See pages T26.

**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 their pediatrician.

# Scrambled Sentences

## Scrambled Sentences

Unscramble each group of words to make a sentence. There may be more than one way to correctly write some of the sentences. Remember to capitalize the first word of each sentence and use proper punctuation.

freezes Fahrenheit at water 32°

Water freezes at 32° Fahrenheit.

plants do flowers have why

Why do plants have flowers?

helps recycling earth the

Recycling helps the earth.

cold is planet a Saturn very

Saturn is a very cold planet. -OR- Is Saturn a very cold planet?

breathe all oxygen mammals

Mammals all breathe oxygen.

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### Objectives:

- Unscramble words to write complete sentences.
- Write sentences using correct spacing and letter forms.

## Scrambled Sentences

**Note:** The practice worksheets below can be used before or after the students write in their books.

**Workbook Practice** Have the students open their books to page 15. Tell them that each group of words is scrambled (out of order). Direct the students to unscramble each group of words to make a sentence. Have them write each sentence on the writing lines.

**Extended Activities:** The practice worksheets below can be used before or after the students write in their books.

### Worksheet 15A

You can download and print copies of this worksheet at: [pub.net/154worksheets.pdf](http://pub.net/154worksheets.pdf)



### Worksheet 15B

You can download and print copies of this worksheet at: [pub.net/154worksheets.pdf](http://pub.net/154worksheets.pdf)



After the students finish writing all the sentences, have them evaluate their writing for:

- spacing between letters
- spacing between words
- line quality
- letter formation

If you notice a letter that students are having difficulty writing, have them trace it, write it, and then check it against a model letter with **AlphamationPlus**.

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



Trace



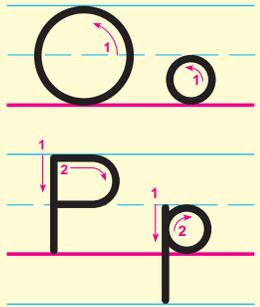
Write



Check

**Katherine's OT Tip** Self-editing skills rely upon efficient **visual scanning skills**. If your students are struggling with finding their own errors, they could benefit from using their index fingers 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.

## Letters O, o, P, p



### Objectives:

- Write the manuscript letters **O**, **o**, **P**, and **p**.
- Write a sentence that contains the letters **O**, **o**, **P**, and **p**.

### 1. Model & Discuss

Have the students open their books to page 16. Tell them to look at the letter **O** in the blue panel at the top of the page. Review the red arrow showing the stroke. Then have the students trace the letter **O** as they say the stroke to themselves. Repeat this for the letters **o**, **P**, and **p**.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **O** as they say “**circle left.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **o** as they say “**circle left.**”

Have them trace and write the uppercase **P** as they say “**pull down straight, slide right, curve down, slide left.**”

Trace and write the letters.

Write the sentence.

Our planet has a North Pole  
and a South Pole.

**CHECK-UP**  Letter Forms  Letter Spacing  Word Spacing

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Have them trace and write the lowercase **p** as they say “**pull down straight, circle right.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

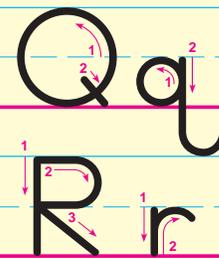
Finally, have the students complete the **CHECK-UP**.

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



**Letters O, o, P, p Corrective Techniques** See page T27.

**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 students 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!



Trace and write the letters.

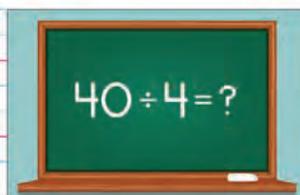
Q q

R r

Write the sentence.

Quickly tell Ryan what forty

divided by four equals.



**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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**Objectives:**

- Write the manuscript letters Q, q, R, and r.
- Write a sentence that contains the letters Q, q, R, and r.

**1. Model & Discuss**

Have the students open their books to page 17. Tell them to look at the letter Q in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter Q as they say the strokes to themselves. Repeat this for the letters q, R, and r.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

**2. Practice**

Have the students start at the dots and trace and write the uppercase Q as they say “circle left, slant right.” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase q as they say “circle left, pull down straight, curve right.”

Have them trace and write the uppercase R as they say “pull down straight, slide right, curve down, slide left, slant right.”

Have them trace and write the lowercase r as they say “pull down straight, push up straight, curve right.”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Finally, have the students complete the *CHECK-UP*.

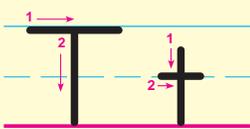
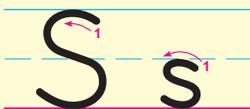
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.

 Trace  Write  Check

**Letters Q, q, R, r Corrective Techniques** See page T27.

**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.

## Letters S, s, T, t



### Objectives:

- Write the manuscript letters **S**, **s**, **T**, and **t**.
- Write a sentence that contains the letters **S**, **s**, **T**, and **t**.

Trace and write the letters.

Write the sentence.

Harriet Tubman helped  
slaves escape from the South.

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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### 1. Model & Discuss

Have the students open their books to page 18. Tell them to look at the letter **S** in the blue panel at the top of the page. Review the red arrow showing the stroke. Then have the students trace the letter **S** as they say the stroke to themselves. Repeat this for the letters **s**, **T**, and **t**.

For students who need more instruction, write the letter on writing lines on the board or use **AlphamationPlus** to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the **AlphamationPlus** Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **S** as they say “**curve left, curve down, curve left.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **s** as they say “**curve left, curve down, curve left.**”

Have them trace and write the uppercase **T** as they say

“**slide right, pull down straight.**”

Have them trace and write the lowercase **t** as they say “**pull down straight, slide right.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Finally, have the students complete the **CHECK-UP**.

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



Trace



Write



Check

**Letters S, s, T, t Corrective Techniques** See page T28.

**Katherine's OT Tip** The eyes lead the hand in the mastery of handwriting skills. **Vision skills** such as **tracking**, **scanning**, and smooth eye movements enhance students' ability to produce consistent and legible handwriting in a timely manner. **Eye-hand coordination** is the underlying skill that guides their progress. Eye-hand warm-ups for struggling students include pegboards and tangrams, dot-to-dot and maze activities, and card games. If students struggle with these skills and activities, it would be wise to discuss this with the parents and an occupational therapist to determine any possible additional needs.

# Writing Numerals

## Writing Numerals

972538516378452759385

Write the numerals for the number words below.

Twenty-three 23	Sixty-seven 67	Ninety-nine 99	Seven hundred one 701
--------------------	-------------------	-------------------	--------------------------

Two hundred seven 207	Four hundred four 404	Twenty-eight 28	Five hundred eight 508
--------------------------	--------------------------	--------------------	---------------------------

## Numbers to think about

275930418736259736

Write your age. Answers will vary.	Write your grade. Answers will vary.	Write your zip code. Answers will vary.	Write the number of windows in the room. Answers will vary.
---------------------------------------	---	--	--

Write the number of months in a year. 12	Write the number of days in a week. 7	Write the number of hours in a day. 24	Write the number of minutes in an hour. 60
---	--	---	---

Write the number of students in your class. Answers will vary.	Write the largest number you can say. Answers will vary.		
---	---	--	--

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## Writing Numerals

Have the students open their books to page 19. Tell them that we use numerals every day when we speak and write. Explain that they write numerals in math, science, and many other subjects and that someone is going to read the numerals they write, so they must be sure to write them legibly.

### Practice

Have the students complete the activities on page 19. Remind them to keep their numeral spacing correct, not too tight and not too open.

**Self-Evaluate** After the students have completed page 19, have them circle their best numeral in each row and put an X through the numeral that needs the most improvement. Ask them what needs to be improved on the set of numerals they put an X through.

### Extra Practice

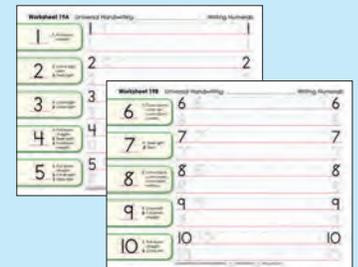
Finally, if you feel your students need extra practice in forming the numerals make copies of **Worksheets 19A** and **19B** and have them do the activities. When they are finished, have them evaluate the following:

1. Size and alignment of their numerals
2. Line quality of their numerals
3. Spacing between numerals

### Objectives:

- Write the manuscript numerals fluently and legibly.

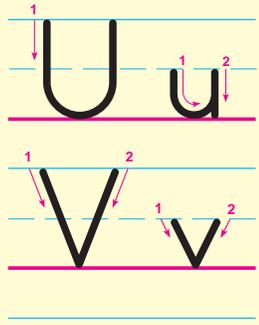
**Worksheets 19A & 19B**  
You can download and print copies of these worksheets at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



If you notice a numeral that students are having difficulty forming, have them trace it, write it, and then check it against a model with **AlphamationPlus**.

**Katherine's OT Tip** Visual scanning skills are key players in copying words on workbook pages. As students move their eyes across the page to locate the correct word and then over to the line for writing, they are using small eye movements to capture and reproduce the information. This process can be slow and tedious if they struggle to locate or relocate their place on the lines. Mazes, word searches, and activities that have students find specific letters or pictures can offer scanning practice. It is important to observe their work to ensure that they are using left-to-right and top-to-bottom movements in scanning.

## Letters U, u, V, v



### Objectives:

- Write the manuscript letters **U**, **u**, **V**, and **v**.
- Write a sentence that contains the letters **U**, **u**, **V**, and **v**.

Trace and write the letters.

Write the sentence.

Utah is southwest of Vermont.

Match each abbreviation to the correct state. Write the two states that begin with the letter V.

VT	Utah
VA	Vermont
UT	Virginia

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### 1. Model & Discuss

Have the students open their books to page 20. Tell them to look at the letter **U** in the blue panel at the top of the page. Review the red arrow showing the stroke. Then have the students trace the letter **U** as they say the strokes to themselves. Repeat this for the letters **u**, **V**, and **v**.

For students who need more instruction, write the letter on writing lines on the board or use [AlphamationPlus](#) to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the [AlphamationPlus](#) Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **U** as they say “**pull down straight, curve right, push up straight.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **u** as they say “**pull down straight, curve right, push up straight, pull down straight.**”

Have them trace and write the uppercase **V** as they say

“**slant right, slant left.**”

Have them trace and write the lowercase **v** as they say “**slant right, slant left.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence. Then have them complete the matching activity, then write the two states that begin with an uppercase letter **V**.

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



**Letters U, u, V, v Corrective Techniques** See page T28.

**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.

Trace and write the letters.

Write the sentence.

When did Xavier see a white fox?



**Pencil Position**

LEFT HAND      RIGHT HAND

Pencil is held near large knuckle.

First finger rests on top of pencil.

Bend thumb.      Bend thumb.

**CHECK-UP**     Letter Forms     Letter Spacing     Word Spacing

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## Letters W, w, X, x

### Objectives:

- Write the manuscript letters **W**, **w**, **X**, and **x**.
- Write a sentence that contains the letters **W**, **w**, **X**, and **x**.

### 1. Model & Discuss

Have the students open their books to page 21. Tell them to look at the letter **W** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **W** as they say the strokes to themselves. Repeat this for the letters **w**, **X**, and **x**.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase **W** as they say “**slant right, slant left, slant right, slant left.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **w** as they say “**slant right, slant left, slant right, slant left.**”

Have them trace and write the uppercase **X** as they say “**slant right, slant left.**”

Have them trace and write the lowercase **x** as they say “**slant right, slant left.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Tell the students to study the pencil position illustration.

Finally, have the students complete the **CHECK-UP**.

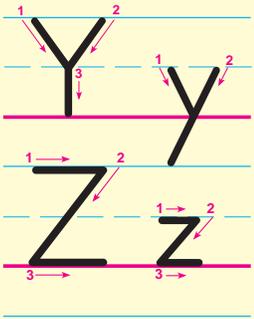
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.

Trace    Write    Check

**Letters W, w, X, x Corrective Techniques** See page T28.

**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.

## Letters Y, y, Z, z



### Objectives:

- Write the manuscript letters Y, y, Z, and z.
- Write a sentence that contains the letters Y, y, Z, and z.

Trace and write the letters.

Write the sentence.

Yoshi saw many zebras at the zoo.

**PAPER POSITION**

LEFT HAND      RIGHT HAND

22

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### 1. Model & Discuss

Have the students open their books to page 22. Tell them to look at the letter Y in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter Y as they say the strokes to themselves. Repeat this for the letters y, Z, and z.

For students who need more instruction, write the letter on writing lines on the board or use *AlphamationPlus* to model the letter (see page T17 for details). Have them trace over the model of the letter as they say the strokes.

Students who have difficulty writing these letter forms would benefit from using the *AlphamationPlus* Trace, Write, and Check touch-screen features.

### 2. Practice

Have the students start at the dots and trace and write the uppercase Y as they say “**slant right, slant left, pull down straight.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase y as they say “**slant right, slant left.**”

Have them trace and write the uppercase Z as they

say “**slide right, slant left, slide right.**”

Have them trace and write the lowercase z as they say “**slide right, slant left, slide right.**”

**3. Self-Evaluate** After each line of practice, have the students 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 sentence.

Have the students study the paper position illustration and then check their book position.

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



**Letters Y, y, Z, z Corrective Techniques** See page T29.

**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.”



# Cursive Alphabet

## Objective:

- Recognize the uppercase and lowercase cursive letters and numerals.

**Cursive Basic Strokes** Study the cursive basic strokes, letters, and numerals.

Slant Undercurve Downcurve Overcurve

**Cursive 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

**Cursive Punctuation & Numerals**

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

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## 1. Model & Discuss

Open *AlphamationPlus* and display the complete cursive alphabet on your screen or have the students open their books to page 24 and look at the cursive alphabet.

Ask the students what the word “cursive” means. Tell them cursive means flowing, continuous strokes and letters that are joined together.

Call on students to answer the following questions:

1. What do we call the first A? (uppercase A)
2. What do we call the second a? (lowercase a)
3. What is the first letter in your name? (uppercase \_\_\_)
4. Who can name the strokes at the top of the page? (slant, undercurve, downcurve, overcurve)
5. Do you see one of these basic strokes in a letter? (answers will vary)
6. How does the uppercase manuscript A differ from the uppercase cursive A? (answers will vary)
7. Name some cursive letters that contain a slant stroke. (every letter except I, L, O, o, Q, S, and s)
8. What cursive letters go below the bottom line? (f, g, j, p, q, y, z, l, j, L, Q, Y, and Z)
9. Name the cursive letters that are made the same except for size. (A, a, C and c)

Make copies of the Cursive Alphabet Send-Home **Worksheet 24** for your students. Have them take the cursive alphabet home and give it to their parents. Parents will then know what letter forms are being taught in the classroom and can reinforce good handwriting at home. This worksheet will also help the student when he or she is doing homework and has a question about a letter form.

**Worksheet 24**  
You can download and print copies of this worksheet at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)

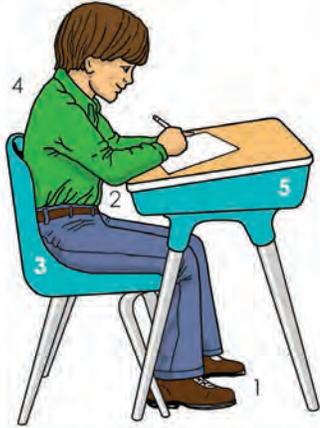


**Katherine’s OT Tip** The transition from manuscript to cursive challenges students to use their **visual perceptual** and **visual-motor skills** to connect and slant their handwriting in smooth, fluid strokes. A great way to work on these skills and remain within a handwriting theme is with the “Doodle-It-Write Game.” Draw a doodle shape on the board, such as a long line with a curve at the end, and have students copy it at their desks. Have them create an animal or object from the shape with colored pencils and give it a name. Doodling, like handwriting, uses fine-motor skills to communicate!

# Posture, Paper & Pencil

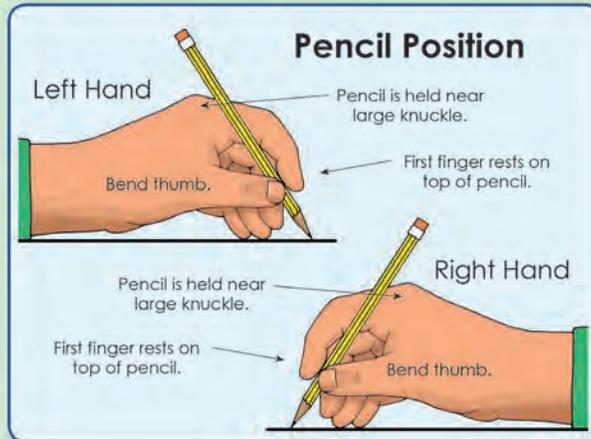
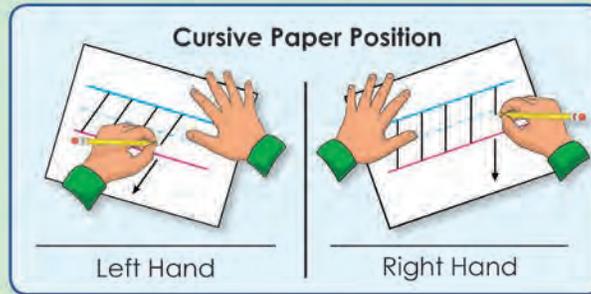
## GOOD POSTURE

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



## GOOD HANDWRITING

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### Objectives:

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

## Writing Posture

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

Have the students open their books to page 25 and look at the illustration of posture as you read 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 25.

Ask them how the two paper positions are different. Give each student a copy of **Worksheet 25**. Have them take the worksheet home so parents can reinforce good handwriting at home.

### Worksheet 25

You can download and print copies of this worksheet at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



## Pencil Position

Holding a pencil incorrectly can cause handwriting problems, especially hand and arm fatigue. Have the students look at the illustration of pencil position on page 25 in their workbooks. Tell them to hold the pencil, about one inch from the tip, between the thumb and the middle finger. The first finger rests on top of the pencil. The upper part of the pencil should rest near the large knuckle of the first finger.

Be sure the students are not gripping the pencil too tightly. This will cause frustration and early fatigue.

**Katherine's OT Tip** Cursive handwriting turns the tables on right-handed writers. They can benefit from a visual cue to slant their paper for handwriting lessons. A simple piece of card stock cut the length and width of a ruler can do the trick. At the beginning of any lesson where they will use their handwriting skills, have them tape the card stock on their desk above their paper as a guide for proper slant. Observe their placement and provide them with guidance for adjustments. The angle of the slant will vary according to each student's individual needs based upon height and arm length.

# Matching Manuscript and Cursive

## Objectives:

- Recognize and name the manuscript letters.
- Recognize and name the cursive letters.
- Match manuscript and cursive letters.

**Matching Manuscript and Cursive**

Match each manuscript letter to the correct cursive letter. Discuss how the letters are alike and different.

26 Copyright © 2014, Universal Publishing

Have the students open their books to page 26. Tell students to look at the uppercase and lowercase cursive letters, then ask for volunteers to name letters they recognize.

## Discuss

Ask the students to look at the first letter on page 26. Call on a student to identify the first letter (lowercase manuscript **h**). Now ask the class to find the lowercase cursive **h** in the right column by counting down the list of letters (it is the 4th letter down).

Have the students draw a line from the lowercase manuscript **h** to the lowercase cursive **h**.

Call on a student to identify the second letter (lowercase manuscript **m**). Now ask the class to find the lowercase cursive **m** in the right column by counting down the list of letters (it is the 6th letter down).

Have the students draw a line from the lowercase manuscript **m** to the lowercase cursive **m**.

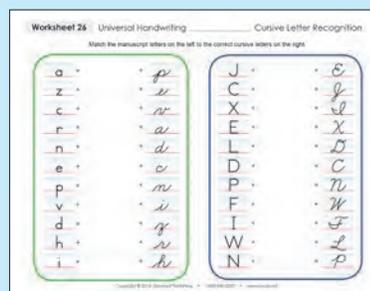
**Repeat this for the rest of the letters on page 26.**

Be sure that the students are saying the name of the letters correctly. The letter must be preceded by the words **uppercase** or **lowercase manuscript** or **uppercase** or **lowercase cursive**.

If some students have difficulty with manuscript and/or cursive letter recognition, make copies of **Worksheet 26** for them. This will help them with manuscript and cursive letter recognition.

### Worksheet 26

You can download and print copies of this worksheet at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



**Katherine's OT Tip** **Visual discrimination** is the ability to recognize the distinctive features of forms, such as their shape, orientation, size, and color. The successful transition from manuscript to cursive relies on these skills for the recognition of cursive letters that are written in a similar fashion to and those that have no similarity to manuscript letters. Fun warm-up activities that address these skills are "spot the difference" pictures, dot-grid worksheets for copying designs, and art projects that call for drawing the mirror image from one side of the page on the other side.

## Size and Alignment

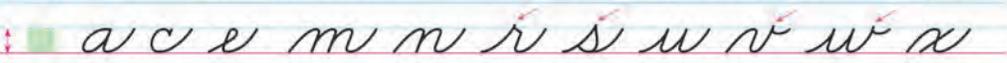
Size is the height of the letters within the writing lines. Alignment is the evenness of the letters on the bottom line and along their tops, with all letters of the same size even in height.

**Tall Letters** Tall letters fill the entire writing space between the bottom line and the top line.



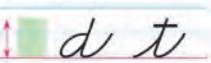
All the uppercase letters and the lowercase letters b, f, h, k, and l are tall letters.

**Short Letters** Short letters fill the space between the bottom line and midline. Notice the r, s, v, and w extend slightly higher.

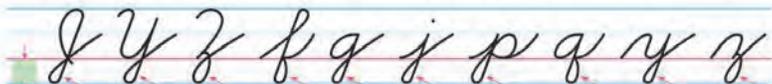


### Intermediate Letters

Intermediate letters fill three-quarters of the writing space.



**Tail Letters** Tail letters fill the space below the bottom line. The letters J, Y, Z, f, g, j, p, q, y, and z have lower loops that fill the space below the bottom line.



## Line Quality

The smoothness, evenness, color, and thickness of the pencil line.

### CORRECT

*cursive*

Smooth and even.

### UNEVEN

*cursive*

Holding pencil too tight, using fingers to draw.

### TOO LIGHT

*cursive*

Not enough pressure on pencil or the pencil lead is too hard.

### TOO HEAVY

*cursive*

Too much pressure on pencil or the pencil lead is too soft.

This sentence shows good line quality.

*Jen gave her mother a gift.*

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# Size and Alignment, Line Quality

## Objectives:

- Understand tall, short, and intermediate letter size.
- Demonstrate correct line quality in writing.

Have the students open their books to page 27.

## Discuss

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

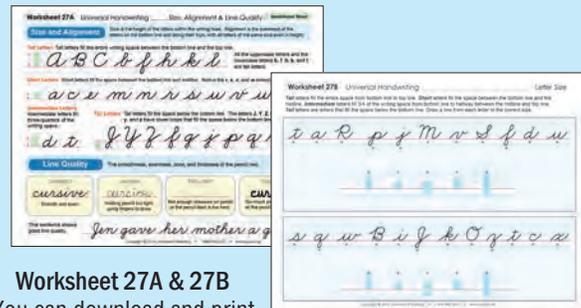
**Tail Letters:** Explain that the tail letters (descenders) fill the space below the bottom line.

Ask the students if their name has any:

- tall letters
- short letters
- intermediate letters
- tail letters

**Line Quality:** Have the students look at and discuss the examples of line quality. Explain that good line quality is important for neat, legible handwriting.

If some students have difficulty with Size and Alignment, make copies of **Worksheets 27A** and **27B** for them. These worksheets will help them to better understand the size of letters and their relationship to the writing lines.



### Worksheet 27A & 27B

You can download and print copies of these worksheets at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)

**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. The "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 students need practice with or the words being taught in the lesson. Write the letters or words lightly in the boxes and have students trace them.

# Letter, Word, and Sentence Spacing

## Objectives:

- Learn proper letter spacing.
- Learn proper word spacing.
- Learn proper sentence spacing.
- Learn proper paragraph indent.

## Discuss

Have the students open their books to page 28.

**Letter Spacing:** Ask them to look at the first line and explain that in cursive writing, the letters in words join together. There is not a lift of the pencil after every letter like in manuscript writing. Although the letters are all joined or connected, the spacing between the letters must be consistent or the word will be very difficult to read.

Have the students look at the second line and discuss the examples of letter spacing. Tell them the first example shows correct letter spacing, the second one shows letter spacing that is too tight, the third example shows letter spacing that is too open, and the last example shows letter spacing that varies.

**Word Spacing:** Ask the students to look at the Word Spacing example and explain that there should be enough room between words for a small oval. If there is any doubt, it is always better to allow a bit more space between words.

**Sentence Spacing:** Ask the students to look at the Sentence Spacing example. Tell them that they should allow enough space between sentences to fit a large oval. Another visual/kinesthetic method is to allow one finger space between sentences.

**Letter Spacing** Letter spacing should be consistent. If your letter spacing is too tight or too open your writing will be difficult to read.

*This is good letter spacing.*

Correct Letter Spacing   Letter Spacing Too Tight   Letter Spacing Too Open   Letter Spacing Varies

*letter letter letter letter*

**Word Spacing** Allow enough space between words to fit a small oval. Spacing should be consistent. If your spacing is too tight or too open your writing will be difficult to read.

*This is good word spacing.*

**Sentence Spacing** Allow enough space between sentences to fit one large oval.

*I like cats. My cat is brown.*

**Paragraph Indent** When you indent for a new paragraph, allow enough space for two large ovals.

*This shows the correct indent for a new paragraph.*

**New Paragraph Spacing:** Ask the students to look at the New Paragraph Spacing example at the bottom of page 28. Tell them to allow enough space for two large ovals at the beginning of a new paragraph.

Make copies of **Worksheets 28A** and **28B** for each of your students. Have them take the worksheet home so parents can reinforce good cursive spacing when students are writing at home.

**Worksheet 28A & 28B**  
You can download and print copies of this worksheet at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



**Katherine's OT Tip** Letter spacing within words depends upon **visual spatial skills** to determine the placement of each letter and its relationship to other letters. Struggling students can benefit from "Boxed Up Practice" on graph paper that has two lines per inch. On a writing space that includes three rows of boxes, outline the blue, middle, and red guide lines. Using a word from the lesson, highlight the bottom writing line of one box for each letter in the word. Students benefit from both visual and tactile cues for letter spacing as they write the letters with appropriate sizing in the appropriate boxes on the line.

## Cursive Basic Strokes

The basic strokes are the building blocks for all cursive letters. The four cursive basic strokes are: Slant, Undercurve, Downcurve, and Overcurve.

### Slant

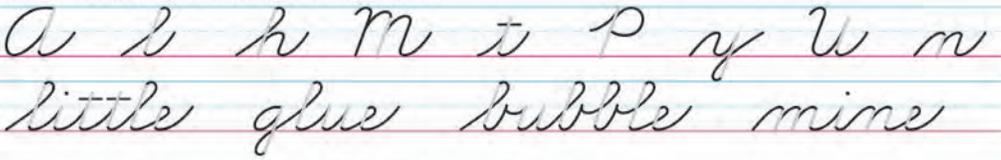
All cursive letters slant. Thirty-eight letters contain one or more slant strokes. Slant is determined by the paper position and the direction strokes are pulled.



Trace and write the slant strokes.



Trace the slant strokes in the letters and words below.



Circle the letters that have one or more slant strokes in them.



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## Basic Stroke Slant

### Objectives:

- Recognize the slant stroke in cursive letters.
- Trace and write the slant stroke.
- Understand correct paper position.

### 1. Model & Discuss

Write a large slant stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 29. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the slant stroke.

1. Where does this stroke begin? (top line)
2. Where does this stroke end? (bottom line)
3. Name some lowercase cursive letters that contain a slant stroke? (every letter except the o and s)
4. Name some uppercase cursive letters that contain a slant stroke? (every letter except I, L, O, Q, S)

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

### 2. Practice

Students open their books to page 29. Have the students look at the word *little* and count the slant strokes (6). Ask them to look at the cursive paper positions and discuss the difference between the left hand paper position and the right hand paper position.

On lines 1 and 2, have the students start at the dots and trace and write the slant stroke as they say “**slant left.**” After they finish, have them evaluate the slant strokes as described in Step 3. On lines 3 and 4, have the students trace the slant strokes in the letters and words. Finish by having the students circle the letters that contain one or more slant strokes.

**3. Self-Evaluate** After each line of slant stroke practice, have the students circle their best slant stroke and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

**Katherine's OT Tip** Cursive letters challenge students to change directions with their handwriting from straight up-down strokes to those that slant. Practice sessions on a vertical surface can help with these skills. Be sure the writing surface is slightly higher than the students' shoulders. This places the wrist and hand in a natural position for handwriting and the head and eyes straight ahead. Sand paper, card stock, construction paper, chalk, paint, and colored pencils will add tactile and visual cues for enhanced motor movements for slanted strokes. Be sure to add verbal cues for auditory learners.

# Basic Stroke Undercurve

## Objectives:

- Recognize the undercurve stroke in cursive letters.
- Trace and write the undercurve stroke.
- Trace and write the undercurve-slant stroke.

**Undercurve** The undercurve is used to begin fourteen lowercase letters. The undercurve swings wide to the right. Trace and write the tall and short undercurves.

Trace the undercurves in the letters and words below. Be sure your book is in the correct position for cursive writing.

Circle the letters that have an undercurve in them.

**Undercurve-Slant** The undercurve-slant motion is used often in cursive writing. Be sure you pull the slant strokes to the bottom line. Trace and write the undercurve-slant strokes.

Trace and write the undercurve-slant exercise.

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## 1. Model & Discuss

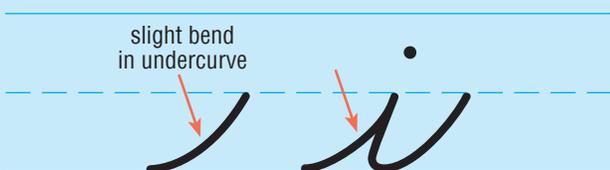
Write a large undercurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 30. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the undercurve.

1. What are some lowercase cursive letters that contain an undercurve? (all except z)
2. What are some uppercase cursive letters that contain an undercurve? (A, B, C, E, G, K, L, M, N, P, R, S, U, V, W, X, and Y)

After you have discussed this stroke, trace over the large undercurve and say “**undercurve.**” Repeat this two times. The third time you trace the stroke, have the students trace it in the air and say “**undercurve.**”

Point out that the undercurve swings wide and bends slightly in the middle. See below.



## 2. Practice

Students open their books to page 30. Have the students start at the dots and trace and write the undercurves on lines 1 and 2. After they finish, have them evaluate their undercurves as described in Step 3. On lines 3 and 4 they trace the undercurves in letters and words. Next, they circle the letters that contain an undercurve.

At the bottom of the page, students trace and write the undercurve-slant strokes. Be sure they pull the slant stroke to the bottom line.

**3. Self-Evaluate** After each line of undercurves, have the students circle their best undercurve and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

**Katherine’s OT Tip** Cursive curves can throw students a curve ball! Warm-ups can include large movement activities such as air writing and vertical surface drawings to reinforce **motor planning patterns**. This type of work provides whole body movements to enhance **motor memory**, as well as development of the **visualization skills** that hone **automatic recall**. Tactile and visual learners will benefit from “Sand Paper Tracing.” Place a sheet of paper over fine sand paper of equal size. Have students trace those tricky curves there as a warm-up to their workbook pages.

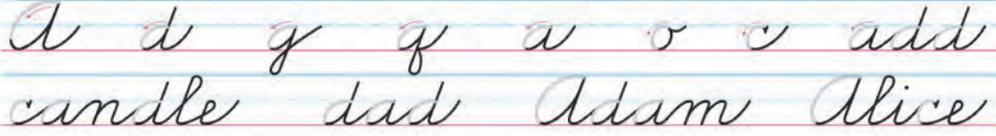
# Basic Stroke Downcurve

## Downcurve

The downcurve is used to begin the lowercase letters a, d, g, and q. The letters o and c also contain a downcurve. Trace and write the downcurves.



Trace the downcurves in the letters and words below. Be sure your book is in the correct position for cursive writing.



Circle the letters that have a downcurve in them.



## Downcurve-Undercurve

Be sure to make the downcurve stroke wide. The undercurve swings up and closes the two strokes. Trace and write the downcurve-undercurve strokes.



Circle the letters that have a downcurve-undercurve motion in them.



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### Objectives:

- Recognize the downcurve stroke in cursive letters.
- Trace and write the downcurve stroke.
- Trace and write the downcurve-undercurve stroke.

### 1. Model & Discuss

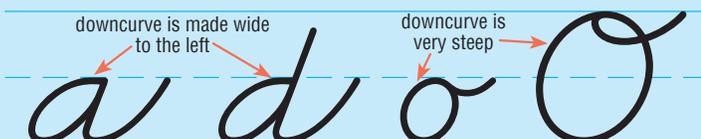
Write a large downcurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 31. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the downcurve.

1. Which lowercase cursive letters contain a downcurve? (a, c, d, g, o, q)
2. Which uppercase cursive letters contain a downcurve? (A, C, E, O, Q)

After you have discussed this stroke, trace over the large downcurve and say “**downcurve.**” Repeat this two times. The third time you trace the stroke, have the students trace it in the air and say “**downcurve.**”

Point out that the downcurve is part of the backward oval motion (see page T18). The downcurve in the letters a, d, g, q, and A is made wide to the left. The downcurve in the letters c, o, O, and Q is a very steep downcurve.



### 2. Practice

Students open their books to page 31. Have the students start at the dots and trace and write the downcurves on lines 1 and 2. After they finish, have them evaluate their downcurves as described in Step 3. On lines 3 and 4 they trace the downcurves in letters and words. Next, they circle the letters that contain an downcurve.

At the bottom of the page, students trace and write the downcurve-undercurve strokes. Be sure they close (connect) the two strokes.

**3. Self-Evaluate** After each line of downcurves, have the students circle their best downcurve and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

**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.

# Basic Stroke Overcurve

## Objectives:

- Recognize the overcurve stroke in cursive letters.
- Trace and write the overcurve stroke.
- Trace and write the overcurve-slant stroke.

**Overcurve** The overcurve is used to begin the lowercase letters m, n, v, x, y, and z. This stroke curves up, wide to the right. Trace and write the tall and short overcurves.



Trace the overcurves in the letters and words below. Be sure your book is in the correct position for cursive writing.

*m n v x y z M Y*  
*N nine vine my zoo*

Circle the letters below that have an overcurve in them.

*m s o n M e v x*

**Overcurve-Slant** Be sure to make the overcurves rounded. Pull the slant strokes to the bottom line. Trace and write the overcurve-slant strokes.



Circle the letters that have an overcurve-slant motion in them.

*n c o M v x e*

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## 1. Model & Discuss

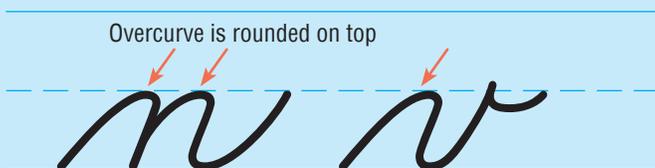
Write a large overcurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 32. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the overcurve.

1. What are some lowercase cursive letters that contain an overcurve? (g, j, k, m, n, p, v, x, y, z)
2. What are some uppercase cursive letters that contain an overcurve? (H, K, M, N, U, V, W, X, Y, Z)

After you have discussed this stroke, trace over the large overcurve and say, “**overcurve.**” Repeat this two times. The third time you trace the stroke, have the students trace it in the air and say, “**overcurve.**”

Point out that the overcurve is rounded on the top. See below.



## 2. Practice

Students open their books to page 32. Have the students start at the dots and trace and write the overcurves on lines 1 and 2. After they finish, have them evaluate their overcurves as described in Step 3. On lines 3 and 4 they trace the overcurves in letters and words. Next, they circle the letters that contain an overcurve.

At the bottom of the page, students trace and write the overcurve-slant strokes. Be sure they pull the slant stroke to the bottom line.

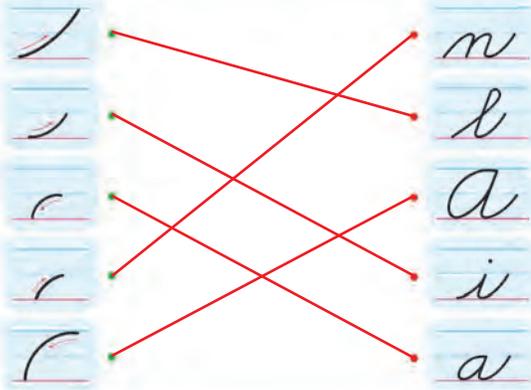
**3. Self-Evaluate** After each line of overcurves, have the students circle their best overcurve and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

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

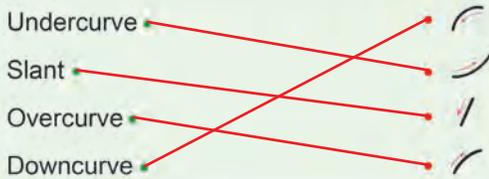
# Basic Stroke REVIEW

## Review of Cursive Basic Strokes

Match each stroke to the letter it begins.



Match the name to the correct basic stroke.



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## How Many?

Count all the undercurves in the word **little**.  
Write the number in the box.

*little* 7

Count all the downcurves in the word **add**.  
Write the number in the box.

*add* 3

Count all the overcurves in the word **nine**.  
Write the number in the box.

*nine* 4

Count all the slant strokes in the word **letter**.  
Write the number in the box.

*letter* 6

Name the stroke the arrow is pointing to  
in each letter below.

*r a h o r*

33

### Objectives:

- Identify basic strokes in letters.
- Match basic strokes to their names.
- Identify basic strokes in words.

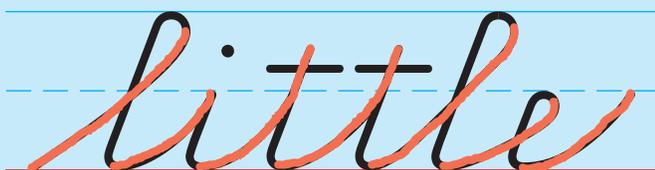
## PRACTICE

Have the students open their books to page 33. Tell them to look carefully at the list of basic strokes on the left and then find the cursive letter on the right that contains that stroke.

Have the students read the name of each stroke, and then draw a line from the name to the correct stroke.

On the right hand side of the page, have students identify and count the strokes in the words according to the directions in their books.

**little** - Have the students count all the undercurves in the word **little**. (6 undercurves) For this activity, you should write the word **little** on the board and trace the undercurves with a different color or have students come up and trace over the undercurves as everyone counts. Follow the same procedure for the rest of the words.



**add** - Have the students count all the downcurves in the word **add**. (3 downcurves)

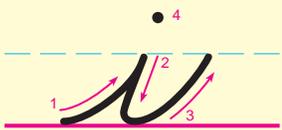
**nine** - Have the students count all the overcurves in the word **nine**. (4 overcurves)

**letter** - Have the students count all the slant strokes in the word **letter**. (6 slant strokes)

Have the students say the name of the stroke each red arrow is pointing to. (undercurve, downcurve, slant, downcurve, overcurve)

**Katherine's OT Tip** Letters come in all shapes and sizes, from squat to tall, and some even have tails. Students who struggle with letter alignment can benefit from visual cues to assist them in recognizing the ways that letters and words fit into the lines. Write the words you are practicing on a large, appropriately lined sheet of paper taped to the board. Cover the letters of each word one at a time with a yellow highlighter to indicate their placement on, above, or below the line. Provide the same visual cues on students' worksheets to help them transfer this information to their work.

## Lowercase i



### Objectives:

- Review the strokes in the lowercase cursive *i*.
- Trace and write the lowercase cursive *i*.
- Write the joining.

### Important:

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

### 1. Model & Discuss

Write a large cursive *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 the large model of the lowercase cursive *i*:

1. Where does the first stroke begin? (bottom line)
2. How many strokes are in this letter? (3)
3. What is the name of the first stroke? (undercurve)
4. How many slant strokes are in this letter? (1)
5. What is the name of the third stroke? (undercurve)
6. Where do we dot this letter? (halfway between the top line and the midline)
7. How many undercurves are in this letter? (2)

After you discuss the letter, trace over the model of the cursive *i* and say “**undercurve, slant, undercurve, dot.**” Repeat this two times. The third time you trace the cursive *i*, have the students trace the letter in the air and say the strokes.

### 2. Practice

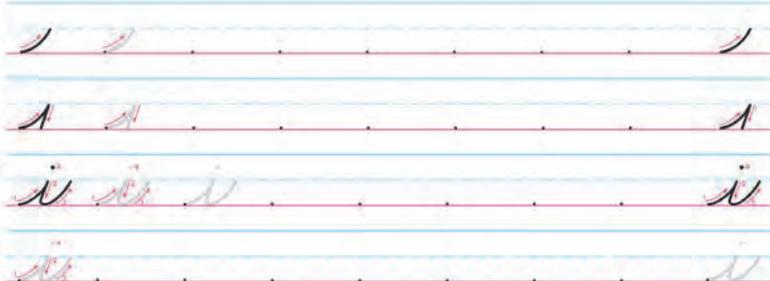
Students open their books to page 34. On the first line, have the students start at the dots and trace and write the undercurve as they say “**undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, students trace and write the undercurve-slant as they say

#### Lowercase i



1. Undercurve
2. Slant
3. Undercurve
4. Dot

Trace and write the strokes and letter.



#### JOINING

##### Undercurve to Undercurve



The undercurve swings up wide to the top of the second letter *i*.

Trace and write the joinings.



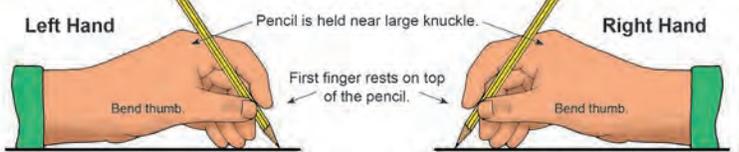
Look at the picture.  
Read the cursive word.



*ice*

34

#### Pencil Position



#### CHECK-UP

- Letter Size
- Letter Forms
- Slant
- Joinings

“**undercurve, slant.**” On the third and fourth lines they trace and write the cursive *i* as they say “**undercurve, slant, undercurve, dot.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the undercurve joinings.

Have the students complete the **CHECK-UP** and then review the pencil position illustrations.

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



Trace



Write



Check

**Letter i Corrective Techniques** See page T39.

**Katherine's OT Tip** Joining letters will be a new motor movement for your cursive writers. This new skill relies upon smooth shoulder and arm movements that allow the hand to glide along the desk surface. This is an isolated movement versus individual ones that use the wrist, hand, and fingers separately. Warm-up activities for joining practice can be fun by tracing the movements in the lesson on a large piece of paper on a vertical surface. Draw enhanced versions of the strokes and have students use large arm movements to trace them. This will enhance their shoulder movements and **motor memory patterns.**

## Lowercase t



1. Undercurve
2. Slant
3. Undercurve
4. Cross

Trace and write the strokes and letter.



## JOINING

Undercurve to Undercurve



The undercurve swings up wide, stopping at the top of the letter t.

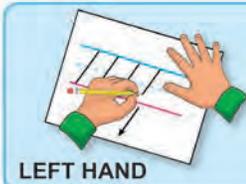
Look at the picture.  
Read the cursive word.



kitten

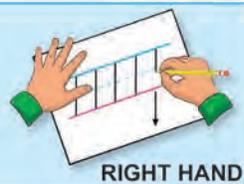
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Trace and write the joinings and word.



LEFT HAND

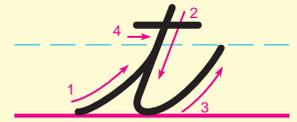
Cursive  
Paper  
Position



RIGHT HAND

35

## Lowercase t



### Objectives:

- Review the strokes in the lowercase cursive t.
- Trace and write the lowercase cursive t.
- Write the joinings and word.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **t**:

1. How many undercurves are in this letter? (2)
2. How many total strokes are in this letter? (4)
3. What is the name of the first stroke? (undercurve)
4. How many slant strokes are in this letter? (1)
5. What is the name of the third stroke? (undercurve)
6. Where do we cross this letter? (above the midline)
7. Where does the first undercurve end? (halfway between the midline and the top line)

After you discuss the letter, trace over the model of the cursive **t** and say “**undercurve, slant, undercurve, cross.**” Repeat this two times. The third time you trace the cursive **t**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 35. On the first line, have the students start at the dots and trace and write the undercurve as they say “**undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, students trace and write the strokes as they say “**undercurve,**

**slant.**” On the third and fourth lines they trace and write the cursive **t** as they say “**undercurve, slant, undercurve, cross.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the undercurve joinings and words.

Have the students complete the **CHECK-UP** and then review the paper position illustrations.

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



Trace



Write



Check

**Letter t Corrective Techniques** See page T40.

**Katherine's OT Tip** Visual scanning skills are critical elements for efficient editing. For beginning cursive 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.

## Lowercase u



### Objectives:

- Review the strokes in the lowercase cursive **u**.
- Trace and write the lowercase cursive **u**.
- Write the joinings.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **u**.

1. Where does the first stroke begin? (bottom line)
2. How many strokes are in this letter? (5)
3. What is the name of the first stroke? (undercurve)
4. How many slant strokes are in this letter? (2)
5. Name the last stroke? (undercurve)
6. How many times does this letter touch the midline? (3)
7. How many undercurves are in this letter? (3)

After you discuss the letter, trace over the model of the cursive **u** and say “**undercurve, slant, undercurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **u**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 36. On the first line, have the students start at the dots and trace and write the undercurve-slant as they say “**undercurve, slant.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cur-

#### Lowercase u



1. Undercurve
2. Slant, undercurve
3. Slant, undercurve

Trace and write the strokes and letter.



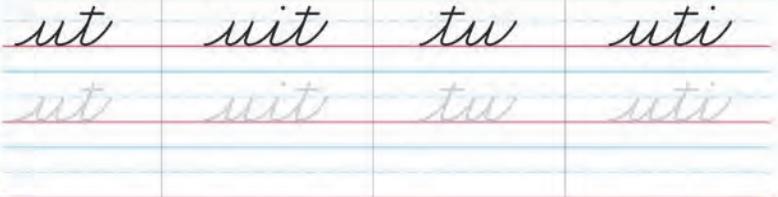
#### JOINING

Undercurve to Undercurve



The undercurve ending of the **u** swings right into the undercurve beginning of the letter **t**.

Trace and write the joinings.



#### LINE QUALITY

Line quality is the smoothness, evenness, color, and thickness of the pencil line. Is your line quality correct?

CORRECT

*cursive*

UNEVEN

*baseball*

TOO LIGHT

*little*

TOO HEAVY

*blue*

36

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sive **u** as they say “**undercurve, slant, undercurve, slant, undercurve.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the undercurve joinings.

Discuss with the students the Line Quality information at the bottom of the page.

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



Trace



Write



Check

**Cursive u Corrective Techniques** See page T40.

**Katherine's OT Tip** Joining letters requires efficient **visual-spatial** and **visual-motor skills**. The combining stroke for cursive writing asks students to manage space and to plan their next motor movement consecutively. A fun way to help students enhance their **motor memory** and **visualization skills** for this task is by playing the “Ghost Writer Game.” On the board or a piece of paper taped to the wall, have students draw larger versions of the connecting strokes in today's lesson with their eyes closed. Ask them to “see” the movements in their minds' eye as they move their arms.

## Lowercase w

W w

1. Undercurve
2. Slant, undercurve
3. Slant, undercurve
4. Retrace, swing right

Trace and write the strokes and letter.



## JOINING

Checkstroke to Undercurve

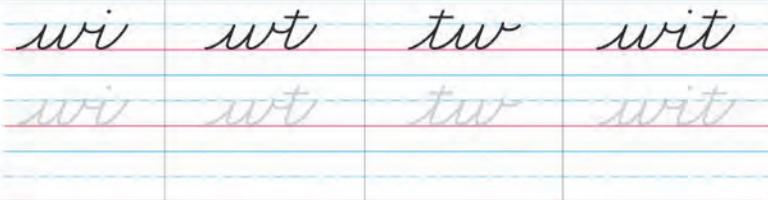
wi

1. The ending stroke of the w swings right into the top of the letter i.
2. Slant to the bottom line.

Look at the pictures.  
Read the cursive words.



Trace and write the joinings and word.



## Lowercase w



### Objectives:

- Review the strokes in the lowercase cursive **w**.
- Trace and write the lowercase cursive **w**.
- Write the joinings and word.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **w**:

1. How many undercurves are in this letter? (3)
2. How many total strokes are in this letter? (6)
3. How many times does this letter touch the midline? (4)
4. How many slant strokes are in this letter? (2)
5. Is there a retrace in this letter? (yes)
6. Where does the third undercurve stop? (just above the midline)

After you discuss the letter, trace over the model of the cursive **w** and say “**undercurve, slant, undercurve, slant, undercurve, retrace, swing right.**” Repeat this two times. The third time you trace the cursive **w**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 37. On the first line, have the students start at the dots and trace and write the undercurve-slant as they say “**undercurve, slant.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the sec-

ond, third, and fourth lines students trace and write the cursive **w** as they say “**undercurve, slant, undercurve, slant, undercurve, retrace, swing right.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and word.

Have the students read the cursive words.

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



Trace



Write



Check

**Cursive w Corrective Techniques** See page T40.

**Katherine's OT Tip** The ability to determine the “just right” amount of space between joined letters is a critical facet of cursive legibility. Too much or too little space can also decrease the writer's speed as it hinders fluid and concise movements across the page. Fun activities that enhance the **visual spatial skills** needed for this task include tracing zig-zag and curvy lines with colored pencils, sketching copies of simple drawings, and completing dot-grid designs. These activities focus on pencil control and spatial relationships as they draw students' attention to precision and accuracy.

## Lowercase e



### Objectives:

- Review the strokes in the lowercase cursive **e**.
- Trace and write the lowercase cursive **e**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **e**:

1. How many undercurves are in this letter? (2)
2. How many slant strokes are in this letter? (1)
3. Where does the last stroke end? (midline)
4. What is the first stroke called? (undercurve)
5. Where does this letter begin? (bottom line)
6. What letters begin with a short undercurve? (lowercase cursive i, j, p, r, s, u, and w)

After you discuss the letter, trace over the model of the cursive **e** and say “**undercurve, curve back, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **e**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 38. On the first line, have the students start at the dots and trace and write the strokes as they say “**undercurve, curve back, slant.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write

#### Lowercase e



1. Undercurve, curve back
2. Slant
3. Undercurve

#### JOINING

##### Undercurve to Undercurve



1. The joining swings low and wide forming the loop of the second letter **e**.
2. Loop back and slant to the bottom line.



Trace and write the strokes and letter.



Trace and write the joinings and words.



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the cursive **e** as they say “**undercurve, curve back, slant, undercurve.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

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



Trace



Write

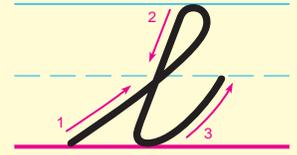


Check

**Cursive e Corrective Techniques** See page T38.

**Katherine's OT Tip** Students who struggle with the placement of their joining stroke at the midline or bottom line could benefit from a bit of yellow highlighting at that spot during tracing practice. Point out to them that this is the place where their letters will join - the stopping point for the first letter and the beginning point for the next. This will assist auditory learners in understanding this stroke. Have them place the highlighting themselves to enhance tactile and visual awareness.

## Lowercase l



### Lowercase l



1. Undercurve, curve back
2. Slant
3. Undercurve

Trace and write the strokes and letter.



### JOINING

Undercurve to Undercurve



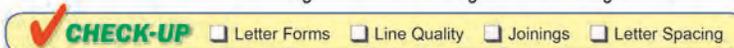
1. The joining swings wide forming the loop of the second letter l.
2. Loop back and slant to the bottom line.

Trace and write the joinings and words.



Read the cursive words.

leaf lamp light



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39

### Objectives:

- Review the strokes in the lowercase cursive l.
- Trace and write the lowercase cursive l.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive 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 the large model of the lowercase cursive l:

1. Where does this letter begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. How many slant strokes are in this letter? (1)
4. Where does the last stroke end? (midline)
5. What is the first stroke called? (undercurve)
6. Where does the loop cross? (midline)
7. What other letters begin like the lowercase l?  
(lowercase cursive b, f, h, and k)

After you discuss the letter, trace over the model of the cursive l and say “undercurve, curve back, slant, undercurve.” Repeat this two times. The third time you trace the cursive l, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 39. On the first line, have the students start at the dots and trace and write the strokes as they say “undercurve, curve back, slant.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace

and write the cursive l as they say “undercurve, curve back, slant, undercurve.”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students read the cursive words and complete the **CHECK-UP**.

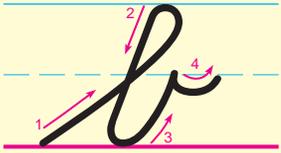
**Extra Practice:** Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



**Cursive l Corrective Techniques** See page T39.

**Katherine's OT Tip** Small fingers and hands sometimes find traditional sized pencils difficult to manage. 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 these 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!

## Lowercase b



### Objectives:

- Review the strokes in the lowercase cursive **b**.
- Trace and write the lowercase cursive **b**.
- Write the joinings and words.

### Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **b**:

1. Where does the first stroke begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. Where does the loop cross? (midline)
4. How many slant strokes are in this letter? (1)
5. Where does the last stroke end? (midline)
6. What other letters end like the letter **b**? (o, v, w)

After you discuss the letter, trace over the model of the cursive **b** and say “**undercurve, curve back, slant, sharp undercurve, retrace, swing right.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 40. On the first line, have the students start at the dots and trace and write the strokes as they say “**undercurve, curve back, slant, sharp undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **b** as they say “**un-**

### Lowercase b



1. Undercurve, curve back
2. Slant
3. Sharp undercurve
4. Retrace, swing right

### JOINING

#### Checkstroke to Undercurve



1. The ending of the letter **b** swings wide into the loop of the letter **l**.
2. Loop back, slant to the bottom line.



40

Trace and write the strokes and letter.



Trace and write the joinings and words.



Read the cursive words.

blew belt



**CHECK-UP**



Letter Forms



Line Quality



Joinings

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**dercurve, curve back, slant, sharp undercurve, retrace, swing right.”**

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students read the cursive words and complete the **CHECK-UP**.

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



Trace



Write

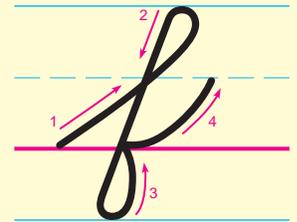


Check

**Cursive b Corrective Techniques** See page T38.

**Katherine's OT Tip** The lowercase cursive **b** can sometimes be troublesome for students as they are faced with an open space and a joining stroke right at the end point of its formation. This space can either disappear or open wide as they begin to learn to write the letter. It is helpful to use a fun phrase to provide auditory awareness to its special formation. For example, “**b** stays open up for a bit of air” or “**b** stays open like a small door.” It's important to use cue words that indicate the appropriate formation, such as “open” and “small,” to reinforce the **visual-motor memory** for that movement.

## Lowercase f

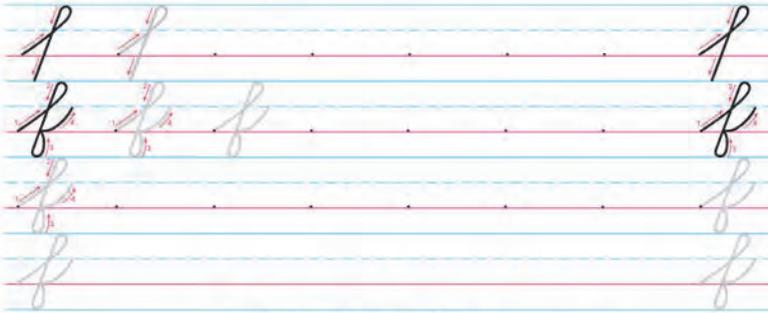


### Lowercase f



1. Undercurve, curve back
2. Slant
3. Curve up, tie
4. Undercurve

Trace and write the strokes and letter.



### JOINING

Undercurve to Undercurve



1. The joining swings wide into the loop of the letter l.
2. Loop back and slant.

Trace and write the joinings and words.



**CHECK-UP**

Letter Forms

Line Quality

Joinings

Letter Spacing

41

### Objectives:

- Review the strokes in the lowercase cursive **f**.
- Trace and write the lowercase cursive **f**.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **f**:

1. Where does this letter begin? (bottom line)
2. How many undercurves are in this letter? (2)
3. How many slant strokes are in this letter? (1)
4. Where does the last stroke end? (midline)
5. What is the first stroke called? (undercurve)
6. Where does the loop cross? (midline)
7. What other letters begin like the lowercase **f**? (lowercase cursive b, h, k, l)

After you discuss the letter, trace over the model of the cursive **f** and say “**undercurve, curve back, slant, curve up, tie, undercurve.**” Repeat this two times. The third time you trace the cursive **f**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 41. On the first line, have the students start at the dots and trace and write the strokes as they say “**undercurve, curve back, slant.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and

write the cursive cursive **f** as they say “**undercurve, curve back, slant, curve up, tie, undercurve.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students complete the **CHECK-UP**.

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



Trace



Write

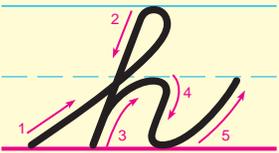


Check

**Cursive f Corrective Techniques** See page T38.

**Katherine's OT Tip** Letters that combine many curves and slants, such as the lowercase **f**, can be a struggle for some students. Sand Paper Tracing can provide the **tactile awareness** they need to master the motor movements. Tracing the letter formation with their index fingers over a model drawn on the chalkboard or on a piece of construction paper can do this as well. Tracing paper can add visual reinforcement as the students can see how their movements compare to the model instantly. It is always important to provide opportunities for students to voice the sequencing aloud to enhance their **motor memory patterns**.

## Lowercase h



### Objectives:

- Review the strokes in the lowercase cursive **h**.
- Trace and write the lowercase cursive **h**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **h**:

1. What is the last stroke called? (undercurve)
2. Where does this letter begin? (bottom line)
3. How many slant strokes are in this letter? (2)
4. Where does the last stroke end? (midline)
5. What is the first stroke called? (undercurve)
6. Is there an overcurve in this letter? (yes)

After you discuss the letter, trace over the model of the cursive **h** and say “**undercurve, curve back, slant, overcurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **h**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 42. On the first line, have the students start at the dots and trace and write the cursive **h** as they say “**undercurve, curve back, slant, overcurve, slant, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **h** directly below the letters on the previous line as they say “**un-**

#### Lowercase h



1. Undercurve, curve back
2. Slant
3. Overcurve
4. Slant
5. Undercurve

#### JOINING

Undercurve to Undercurve



1. The joining swings wide into the loop of the **e**.
2. Loop back and slant to the bottom line.

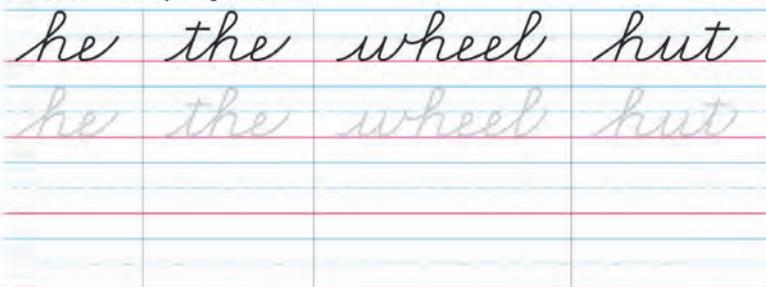


42

Trace and write the letter.



Trace and write the joining and words.



Write the words in cursive.

hill

white

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**dercurve, curve back, slant, overcurve, slant, undercurve.”**

**3. Self-Evaluate** After each line of practice, ask 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.

Next, discuss the joining in the blue box. Have the students trace and write the joining and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive h Corrective Techniques** See page T39.

**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 one, 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!

## Lowercase k



1. Undercurve, curve back
2. Slant
3. Overcurve, curve back, tie
4. Slant, undercurve

Trace and write the letter.



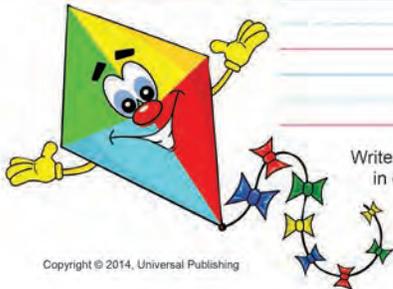
## JOINING

Undercurve to Undercurve



The undercurve ending of the **k** swings wide and up into the top of the letter **i**.

Trace and write the joinings and words.



Write the words in cursive.

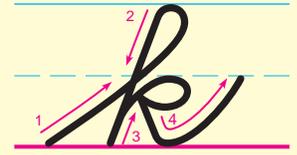
hike

week

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43

## Lowercase k



### Objectives:

- Review the strokes in the lowercase cursive **k**.
- Trace and write the lowercase cursive **k**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **k**:

1. Where does the loop cross? (midline)
2. Where does this letter begin? (bottom line)
3. How many undercurves are in this letter? (2)
4. What is the red writing line called? (bottom line)
5. Does this letter touch the top line? (yes)
6. How many times does it touch the midline? (4)

After you discuss the letter, trace over the model of the cursive **k** and say “**undercurve, curve back, slant, overcurve, curve back, tie, slant right, undercurve.**” Repeat this two times. The third time you trace the cursive **k**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 43. On the first line, have the students start at the dots and trace and write the cursive **k** as they say “**undercurve, curve back, slant, overcurve, curve back, tie, slant right, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and

fourth lines, students trace and write the cursive **k** directly below the letters on the previous line as they say “**undercurve, curve back, slant, overcurve, curve back, tie, slant right, undercurve.**”

**3. Self-Evaluate** After each line of practice, ask 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write

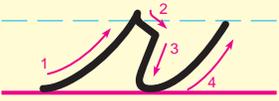


Check

**Cursive k Corrective Techniques** See page T39.

**Katherine's OT Tip** The lowercase **k** can elicit a groan or two from some students. Letters are like puzzles and contain pieces that fit together to make a whole picture. Have struggling students take the puzzle **k** apart and master those parts before having them put it all together. Add a bit of fine highlighter to the 1st and 2nd strokes on the complete model. Have students trace over that portion with their pencils and then continue on by tracing over the rest of the model. Repeat for strokes 3 and 4. Have students add the highlighter themselves for more tactile and visual awareness.

## Lowercase r



### Objectives:

- Review the strokes in the lowercase cursive **r**.
- Trace and write the lowercase cursive **r**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **r**.

1. What is the last stroke called? (undercurve)
2. Where does this letter begin? (bottom line)
3. How many slant strokes are in this letter? (2)
4. Where does the last stroke end? (midline)
5. What is the first stroke called? (undercurve)
6. Is there an overcurve in this letter? (no)

After you discuss the letter, trace over the model of the cursive **r** and say “**undercurve, retrace, slant right, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **r**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 44. On the first line, have the students start at the dots and trace and write the cursive **r** as they say “**undercurve, retrace, slant right, slant, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **r** directly below the letters on the

### Lowercase r



1. Undercurve
2. Retrace, slant right
3. Slant
4. Undercurve

### JOINING

#### Undercurve to Undercurve



1. The undercurve swings wide into the top of the letter **u**.
2. Pause, then slant.

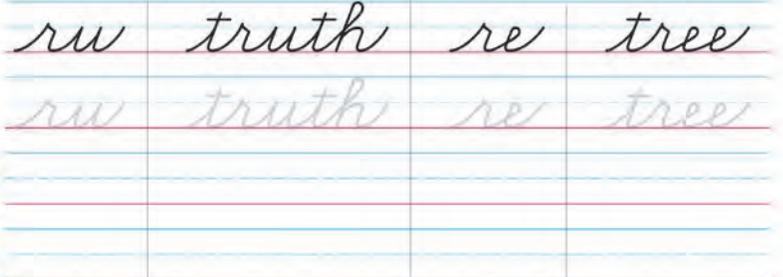


44

Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

ruler

write

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previous line as they say “**undercurve, retrace, slant right, slant, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students circle their best letter or joining 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive r Corrective Techniques** See page T40.

**Katherine's OT Tip** The lowercase **r** offers a special challenge as it throws in a “retrace” and a tiny “slant right” just before it slants down to the “undercurve.” Tactile and visual cues can enhance motor memory skills for the planning of those movements. Warm-up opportunities to enhance **motor memory patterns** can include sand paper tracing, tracing paper, chalk, and air writing. Have students close their eyes and form the letter with chalk on the board or on construction paper as they vocalize the sequencing steps. This one activity hits all of the learning style bases!

## Lowercase s



1. Undercurve
2. Retrace, curve down and back, tie
3. Undercurve

## JOINING

### Undercurve to Undercurve



1. The joining swings wide into the loop of the h.
2. Loop back and slant to the bottom line.



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Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

trust

settle

45

## Lowercase s



### Objectives:

- Review the strokes in the lowercase cursive **s**.
- Trace and write the lowercase cursive **s**.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **s**.

1. Where does this letter begin? (bottom line)
2. Where does this letter end? (midline)
3. How many undercurves are in this letter? (2)
4. What is the red writing line called? (bottom line)
5. Does this letter touch the top line? (no)
6. How many times does it touch the midline? (3)

After you discuss the letter, trace over the model of the cursive **s** and say “**undercurve, retrace, curve down and back, tie, undercurve.**” Repeat this two times. The third time you trace the cursive **s**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 45. On the first line, have the students start at the dots and trace and write the cursive **s** as they say “**undercurve, retrace, curve down and back, tie, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **s** directly below the letters on the

previous line as they say “**undercurve, retrace, curve down and back, tie, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students circle their best letter or joining 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace

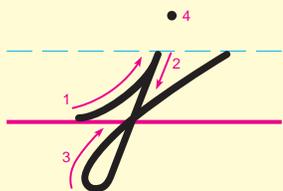
Write

Check

**Cursive s Corrective Techniques** See page T40.

**Katherine's OT Tip** The lowercase **s** asks students to form a tiny point at its very top that can end up flat or rounded. Kinesthetic learners would benefit from opportunities that provide a variety of mediums to master this letter. A fun activity for practicing any difficult letter is to set up the “Q-Tip Challenge.” On a chalkboard or piece of construction paper taped to the wall, challenge each student to use a Q-tip dipped in water to trace over the model you've written with chalk. The Q-tip provides **tactile feedback** and the water guides their editing with visual cues. All this in one activity!

## Lowercase j



### Objectives:

- Review the strokes in the lowercase cursive j.
- Trace and write the lowercase cursive j.
- Write the joinings and words.

Important:

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

### Lowercase j



1. Undercurve
2. Slant, curve back
3. Overcurve
4. Dot

### JOINING

Overcurve to Undercurve

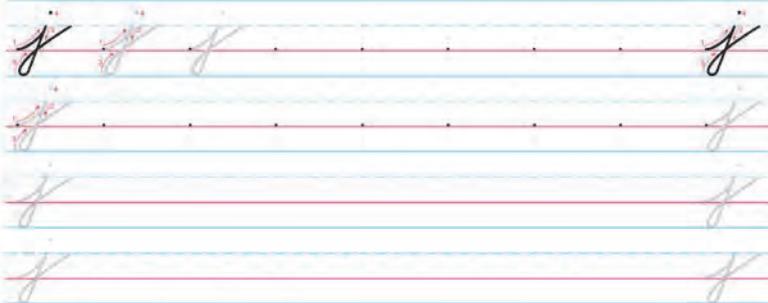


1. The overcurve ending of j turns into an undercurve forming the loop of letter e.
2. Loop back and slant.



46

Trace and write the letter.



Trace and write the joining and words.



Read the cursive words.

stones diamonds earth



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## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **j**.

1. What is the last stroke called? (overcurve)
2. Where does this letter begin? (bottom line)
3. How many slant strokes are in this letter? (1)
4. Where does the last stroke end? (midline)
5. What is the first stroke called? (undercurve)
6. Is there an overcurve in this letter? (yes)

After you discuss the letter, trace over the model of the cursive **j** and say “**undercurve, slant, curve back, overcurve, dot.**” Repeat this two times. The third time you trace the cursive **j**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 46. On the first line, have the students start at the dots and trace and write the cursive **j** as they say “**undercurve, slant, curve back, overcurve, dot.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **j** directly below the letters on the previous

line as they say “**undercurve, slant, curve back, overcurve, dot.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joining and words.

Have the students read the cursive words and complete the **CHECK-UP**.

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



Trace



Write



Check

**Cursive j Corrective Techniques** See page T39.

**Katherine's OT Tip** The lowercase **f** and **j** rely upon the mastery of directional concepts as they ask students to curve up or curve back as they form the tail. Visual and auditory cues for directional awareness can help with mastery. Face the board and draw several top-to-bottom slant lines to your left and right, using the hand on either side. As you draw them, say “left” and “right” appropriately. With your left hand, draw a “curve back” on one left line and say “j is on my left.” Switch hands for the “curve up” on your right side, saying “f is on my right.” Students can come up and try them too!

## Lowercase p



1. Undercurve
2. Slant, curve back
3. Overcurve
4. Curve down, back, tie
5. Undercurve

## JOINING

### Undercurve to Undercurve



1. The undercurve ending swings up into the top of the next letter p.
2. Pause, then slant.



Trace and write the letter.



Trace and write the joinings and words.



Read the cursive words.

puppy play park



47

## Lowercase p



### Objectives:

- Review the strokes in the lowercase cursive **p**.
- Trace and write the lowercase cursive **p**.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **p**.

1. What is the first stroke called? (undercurve)
2. Where does the first stroke end? (midline)
3. Where does the loop in this letter cross? (above the bottom line)
4. How many undercurves are in this letter? (2)
5. Do you see a part of any other letter in this letter? (answers will vary)

After you discuss the letter, trace over the model of the cursive **p** and say “**undercurve, slant, curve back, overcurve, curve down, back, tie, undercurve.**” Repeat this two times. The third time you trace the cursive **p**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 47. On the first line, have the students start at the dots and trace and write the cursive **p** as they say “**undercurve, slant, curve back, overcurve, curve down, back, tie, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth

lines, students trace and write the cursive **p** directly below the letters on the previous line as they say “**undercurve, slant, curve back, overcurve, curve down, back, tie, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students read the cursive words and complete the **CHECK-UP**.

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



Trace



Write



Check

**Cursive p Corrective Techniques** See page T39.

**Katherine's OT Tip** Students may struggle with fluidity as they begin to write their words in cursive. If you observe students writing with slow, tedious movements that resemble tracing more than copying, it is important to provide them with opportunities to hone their **visual-motor skills**. Activities that can help with fluidity are pencil control worksheets for curvy lines and loops, step-by-step learn-to-draw activities, mazes with medium-width lines, and word searches. Completion of these activities on a vertical surface allows for large shoulder and arm movements that enhance handwriting fluidity.

# Basic Stroke Downcurve

## Objectives:

- Recognize the downcurve stroke in cursive letters.
- Trace and write the downcurve stroke.
- Trace and write the downcurve-undercurve strokes.

Downcurve

a d g q o c

Begin the downcurve with a slide-left motion. Slide to the left and slowly curve down. Trace and write the tall and short downcurves.

Trace the downcurves in the letters and words below. Be sure your book is in the correct position for cursive writing.

a d g q a o c add  
candle dad Adam Alice

Circle the letters that have a downcurve in them.

s A d b g e q o

Downcurve-Undercurve

Be sure to make the downcurve stroke wide. The undercurve swings up and closes the two strokes. Trace and write the downcurve-undercurve strokes.

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## 1. Model & Discuss

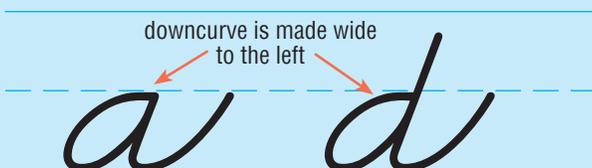
Write a large downcurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 48. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the downcurve.

1. Which lowercase cursive letters contain a downcurve? (a, c, d, g, o, q)
2. Which uppercase cursive letters contain a downcurve? (A, C, E, O, Q)

After you have discussed this stroke, trace over the large downcurve and say “**downcurve.**” Repeat this two times. The third time you trace the stroke, have the students trace it in the air and say “**downcurve.**”

Point out that the downcurve should be made wide to the left. See below.



## 2. Practice

Students open their books to page 48. Have the students start at the dots and trace and write the downcurves on lines 1 and 2. After they finish, have them evaluate their downcurves as described in Step 3. On lines 3 and 4 they trace the downcurves in the letters and words. Next, they circle the letters that contain a downcurve.

At the bottom of the page, students trace and write the downcurve-undercurve strokes. Be sure they close (connect) the two strokes.

**3. Self-Evaluate** After each line of downcurves, have the students circle their best downcurve and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

**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 palm up. Then have them place a small eraser or cotton ball in the palm of each of their hands (one at a time) 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 a



### Lowercase a



1. Downcurve
2. Undercurve
3. Slant
4. Undercurve

Trace and write the letter.



### JOINING

Undercurve to Undercurve



1. The undercurve ending swings wide forming the loop of the letter f.
2. Loop back and slant.

Trace and write the joinings and words.



Write the words in cursive.

apple

artist

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49

### Objectives:

- Review the strokes in the lowercase cursive **a**.
- Trace and write the lowercase cursive **a**.
- Write the joinings and words.

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

## 1. Model & Discuss

Write a large cursive **a** on writing lines on the board or use **AlphamationPlus** to model the letter. Ask the students the following questions as they look at the large model of the lowercase cursive **a**.

1. Where does this letter begin? (midline)
2. Where does this letter end? (midline)
3. Do you see another letter in this letter? (i)
4. What is the red writing line called? (bottom line)
5. Does this letter touch the top line? (no)
6. How many times does it touch the midline? (3)

After you have discussed the letter, trace over the large cursive **a** and say, “**downcurve, undercurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **a**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 49. On lines 1 and 2, have the students start at the dots and trace and write the cursive **a** as they say “**downcurve, undercurve, slant, undercurve.**” After they complete each line, have them evaluate the strokes as described in Step 3. On lines 3 and 4 they trace and write the cursive **a** as they say “**downcurve, undercurve, slant, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students circle their best letter or joining 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Letter a Corrective Techniques** See page T38.

### Katherine's OT Tip

Fluid movements that use the shoulders and arms to glide the hand across the page will allow students to complete their work in a timely manner. As handwriting demands increase each year, slow speed could lead to poor grades. Have some artistic fun with this skill by having students draw large pictures on the board or a piece of paper taped to the wall. Draw a random stroke, curve, or shape on each of their papers and challenge them to create an object or person from it. Using pencils or crayons versus markers enhances **tactile awareness**. Be sure they use large shoulder and arm movements.

## Lowercase d



### Objectives:

- Review the strokes in the lowercase cursive **d**.
- Trace and write the lowercase cursive **d**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **d**.

1. Where does this letter begin? (midline)
2. What size is this letter? (intermediate)
3. What is the first stroke called? (downcurve)
4. What is the tallest stroke called? (slant)
5. What do we call this letter? (lowercase d)
6. How many times does this letter touch the midline? (4)

After you discuss the letter, trace over the model of the cursive **d** and say “**downcurve, undercurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **d**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 50. On the first line, have the students start at the dots and trace and write the cursive **d** as they say “**downcurve, undercurve, slant, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write

#### Lowercase d



1. Downcurve
2. Undercurve
3. Slant
4. Undercurve

#### JOINING

Undercurve to Downcurve



1. The undercurve swings up wide forming the beginning of the letter **d**.
2. The downcurve of the second **d** retraces some of the joining.

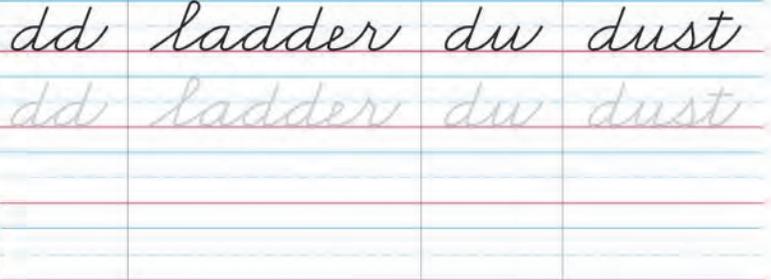


50

Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

dessert

disk

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the cursive **d** directly below the letters on the previous line as they say “**downcurve, undercurve, slant, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive d Corrective Techniques** See page T38.

**Katherine's OT Tip** Art can play a key role in handwriting mastery by providing opportunities to enhance fine motor and **visual-perceptual skills**. Sketch book activities can address the copying and **visual-motor skills** used in handwriting. Students should use pencils to copy simple picture models or designs to hone these skills. Both the use of pencils and the addition of a piece of sand paper under their sketch paper enhance students' **tactile awareness**. Visual learners can expand their **visual-spatial skills** by sketching an object or person in the room. Such a great way to transfer skills across subject areas!

## Lowercase g

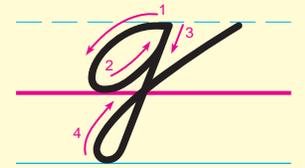
g g

1. Downcurve
2. Undercurve
3. Slant, curve back
4. Overcurve

Trace and write the letter.



## Lowercase g



### Objectives:

- Review the strokes in the lowercase cursive **g**.
- Trace and write the lowercase cursive **g**.
- Write the joinings and words.

Important:

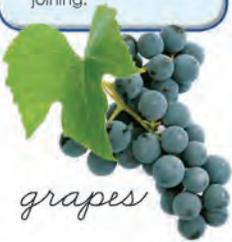
No workbooks or pencils on the students' desks for Step 1.

### JOINING

Overcurve to Downcurve

ga

1. The overcurve ending swings wide and forms the top of the letter **a**.
2. First stroke of the letter **a** retraces some of the joining.



Trace and write the joinings and words.



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## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **g**.

1. Where does this letter begin? (midline)
2. How many slant strokes are in this letter? (1)
3. Where does the last stroke end? (midline)
4. What is the first stroke called? (downcurve)
5. What is the last stroke called? (overcurve)

After you discuss the letter, trace over the model of the cursive **g** and say “**downcurve, undercurve, slant, curve back, overcurve.**” Repeat this two times. The third time you trace the cursive **g**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 51. On the first line, have the students start at the dots and trace and write the cursive **g** as they say “**downcurve, undercurve, slant, curve back, overcurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **g** directly below the letters on the previous line as they say “**downcurve, undercurve,**

**slant, curve back, overcurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students complete the **CHECK-UP**.

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



Trace



Write

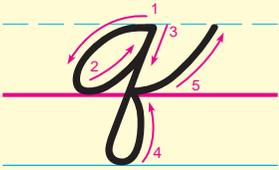


Check

**Cursive g Corrective Techniques** See page T39.

**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**. These are all great warm-up activities!

## Lowercase q



### Objectives:

- Review the strokes in the lowercase cursive **q**.
- Trace and write the lowercase cursive **q**.
- Write the joinings and words.

### Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **q**.

1. What is the first stroke called? (downcurve)
2. Where does this letter begin? (midline)
3. Where does the loop tie? (bottom line)
4. Where does the last stroke end? (midline)
5. What is the last stroke called? (undercurve)
6. How many slant strokes are in this letter? (1)

After you discuss the letter, trace over the model of the cursive **q** and say “**downcurve, undercurve, slant, curve up, tie, undercurve.**” Repeat this two times. The third time you trace the cursive **q**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 52. On the first line, have the students start at the dots and trace and write the cursive **q** as they say “**downcurve, undercurve, slant, curve up, tie, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third line, students trace and write the cursive **q** directly below the letters on the previous

### Lowercase q



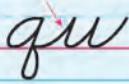
1. Downcurve
2. Undercurve
3. Slant
4. Curve up, tie
5. Undercurve

Trace and write the letter.



### JOINING

Undercurve to Undercurve



The undercurve ending of the **q** swings into the **u**.

Trace and write the joining and words.



Left Hand



### Pencil Position

Pencil is held near large knuckle.

Right Hand



First finger rests on top of the pencil.

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line as they say “**downcurve, undercurve, slant, curve up, tie, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joining and words.

Have the students review the pencil position illustrations and then check their own pencil positions.

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



Trace



Write



Check

**Cursive q Corrective Techniques** See page T40.

**Katherine's OT Tip** An efficient pencil grasp is one that will benefit students for their entire educational experience. Although they may have been taught an appropriate grasp, some students will continue to find that their ring and little fingers are sometimes reluctant to get out of the way. It is easy to give those fingers a bit of encouragement. A simple cotton ball placed in the palm of the hand can do the trick. As the students hold their pencils with the thumb, index, and middle fingers, they keep the cotton ball in their palm with the other two. Inexpensive yet effective!

## Lowercase o



1. Backward oval (close oval)
2. Swing right

## JOINING

### Checkstroke to Undercurve



1. The ending stroke swings wide and forms the top of the letter s.
2. Pause, then curve down and back.



Write the words in cursive.

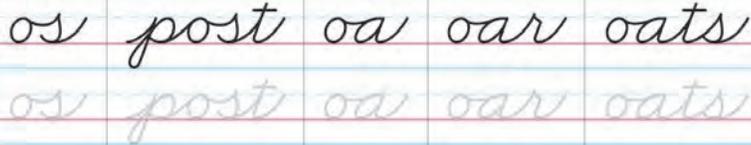
boat

ghost

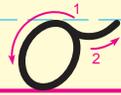
Trace and write the letter.



Trace and write the joinings and words.



## Lowercase o



### Objectives:

- Review the strokes in the lowercase cursive **o**.
- Trace and write the lowercase cursive **o**.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **o**.

1. How many slant strokes are in this letter? (none)
2. Where does this letter begin? (midline)
3. Where does the oval end? (midline)
4. Where does the last stroke end? (midline)
5. What do we call the ending stroke? (checkstroke)

After you discuss the letter, trace over the model of the cursive **o** and say “**backward oval, close oval, swing right.**” Repeat this two times. The third time you trace the cursive **o**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 53. On the first line, have the students start at the dots and trace and write the cursive **o** as they say “**backward oval, close oval, swing right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **o** directly below the letters on the previous line as they say “**backward oval, close oval, swing right.**”

**3. Self-Evaluate** After each line of practice, have the students circle their best letter or joining 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace

Write

Check

**Cursive o Corrective Techniques** See page T39.

**Katherine's OT Tip** The “swing right” stroke of the lowercase **o** can be a show-stopper! Students may struggle with the fluid movement that remains at the midline, finding themselves straying toward the bottom line. For words that include many letters that end and join at the midline, such as “book,” they will slow down to think about each movement. **Visual perceptual** activities that provide tactile and visual cues for placement and size include block patterns, puzzles, and construction toys that utilize a model. Reading directions or movement sequences aloud can help auditory learners as well.

## Lowercase c



### Objectives:

- Review the strokes in the lowercase cursive **c**.
- Trace and write the lowercase cursive **c**.
- Write the joinings and words.

Important:

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

### Lowercase c



1. Short slant
2. Curve back, sharp downcurve
3. Undercurve

### JOINING

#### Undercurve to Undercurve



1. The undercurve ending swings low and wide to allow room for the loop of the letter **e**.
2. Loop back and slant.



Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

could \_\_\_\_\_ cattle \_\_\_\_\_

54

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## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **c**.

1. Where does this letter begin? (midline)
2. What do we call this letter? (lowercase c)
3. What is the first stroke called? (slant)
4. What is the last stroke called? (undercurve)
5. How many times does it touch the midline? (3)

After you discuss the letter, trace over the model of the cursive **c** and say “**short slant, curve back, sharp downcurve, undercurve.**” Repeat this two times. The third time you trace the cursive **c**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 54. On the first line, have the students start at the dots and trace and write the cursive **c** as they say “**short slant, curve back, sharp downcurve, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **c** directly below the letters on

the previous line as they say “**short slant, curve back, sharp downcurve, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive c Corrective Techniques** See page T38.

**Katherine's OT Tip** As students begin to copy manuscript words into cursive, it is important for them 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 cursive letter formation, spacing, alignment, or line quality errors on a large piece of paper or on the board using the same writing spaces that the students use in their workbooks. Have the students review, edit, and correct your work. They will enjoy being the teacher!

## REVIEW

You have now learned the lowercase cursive letters **i, t, u, w, e, l, b, f, h, k, r, s, j, p, a, d, g, q, o, and c.** Write the words below in cursive.



grapes

father

gold



feather

block

pails



whale

quart

boots



just



dog

chase



bird



**CHECK-UP**



Letter Forms



Line Quality



Letter Spacing



Letter Size



Joinings

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55

## Review of Undercurve and Downcurve Letters

### Objectives:

- Write the undercurve letters **i, t, u, w, e, l, b, f, h, k, r, s, j, p.**
- Write the downcurve letters **a, d, g, q, o, c.**
- Write cursive joinings.

### 1. Discuss

Have the students open their books to page 55.

Tell the students that they have now learned all the undercurve and downcurve lowercase cursive letters. Explain that this is a review page and they will be writing words that contain many of these letters.

Ask the students the following questions:

1. Look at the picture of the **grapes**. Ask students if they like grapes. What is the first stroke in the lowercase cursive **g**? (downcurve)
2. Look at the picture of the **feather**. Ask students to name some of the colors in this feather. (blue, brown, green) What bird did this feather come from? (peacock) What is the first stroke in the lowercase cursive **f**? (undercurve)
3. Look at the picture of the **boots**. Ask the students if they have a pair of boots. Ask them where the loop in the letter **b** crosses. (midline) What stroke does the last letter in the word **boots** start with and end with? (undercurve)
4. Look at the picture of the **dog**. Ask the students if any of them have a pet dog. What stroke does the letter **d** begin with? (downcurve) What other letters in the word **dog** are downcurve letters? (all of them)

5. Look at the picture of the **gold**. How many downcurves in the word **gold**? (3)

### 2. Practice

Have the students write the words in their best cursive writing.

**3. Self-Evaluate** After they have finished writing, have them complete the **CHECK-UP** at the bottom of the page.

Any student having difficulty forming a cursive letter should review the letter with the Trace, Write, and Check features of **AlphamationPlus**.

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



Trace



Write



Check

### Katherine's OT Tip

Time for Boot Camp! Little shoulders, elbows, and arms can benefit from a warm-up before tackling tracing and independent handwriting activities. Before today's session, have your students stand at their desks and stretch their arms side-by-side out in front of them, palms up. Then play the "Full And Empty Game." In this position, their hands are full. Turn them over and they are empty! Be sure students keep their elbows fairly straight and turn their arms at the shoulders. This will increase the blood flow to the shoulders and arms and limber up the shoulders and elbows. Have fun!

# Basic Stroke Overcurve

## Objectives:

- Recognize the overcurve stroke in cursive letters.
- Trace and write the overcurve stroke.
- Trace and write the overcurve-slant stroke.

**Overcurve**

m n v x y z

The overcurve is used to begin the lowercase cursive letters m, n, v, x, y, and z. This stroke curves up and wide to the right. Trace and write the overcurves.

Trace the overcurves in the letters and words below. The overcurve goes up and over to the right.

m n v x y z M Y  
N nine vine my zoo

Circle the letters below that have an overcurve in them.

m s o n M e v x

**Overcurve-Slant**

Be sure to make the overcurve rounded. Pull the slant strokes to the bottom line. Trace and write the overcurve-slant strokes.

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## 1. Model & Discuss

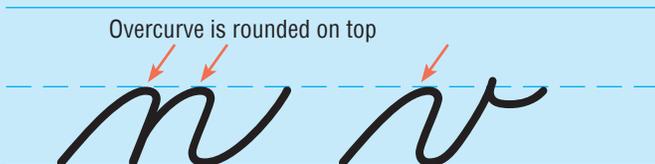
Write a large overcurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 56. (See page 17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the overcurve.

1. Name some lowercase cursive letters that contain an overcurve? (g, h, j, k, m, n, p, v, x, y, z)
2. Name some uppercase cursive letters that contain an overcurve? (H, K, M, N, U, V, W, X, Y, Z)

After you have discussed this stroke, trace over the large overcurve and say “**overcurve.**” Repeat this two times. The third time you trace the stroke, have the students trace it in the air and say “**overcurve.**”

Point out that the overcurve is rounded on the top. See below.



## 2. Practice

Students open their books to page 56. Have the students start at the dots and trace and write the overcurves on lines 1 and 2. After they finish, have them evaluate their overcurves as described in Step 3. On lines 3 and 4 they trace the overcurves in letters and words. Next, they circle the letters that contain an overcurve.

At the bottom of the page, students trace and write the overcurve-slant strokes. Be sure they pull the slant stroke to the bottom line.

**3. Self-Evaluate** After each line of overcurves, have the students circle their best overcurve and put an X through the one that needs the most improvement. Ask them what needs to be improved on the stroke they put an X through.

**Katherine's OT Tip** **Visual memory skills** are important foundations for the storage and retrieval of letter and word formations and the timely completion of legible work. A kinesthetic way to build memory skills is to play the “What’s Missing Game!” Place eight to ten familiar objects on the desk and have the children name them. You can write the names of the objects on the board to provide visual reinforcement as students try to remember all of them. Erase the board and cover the objects while you sneak one away. Uncover and ask students to determine which is missing. Have students raise their hands to allow strugglers sufficient time to answer as well.

## Lowercase m



1. Overcurve, slant
2. Overcurve, slant
3. Overcurve, slant
4. Undercurve

## JOINING

### Undercurve to Downcurve



1. The undercurve ending swings up and over to form the top of the letter o.
2. Pause, downcurve

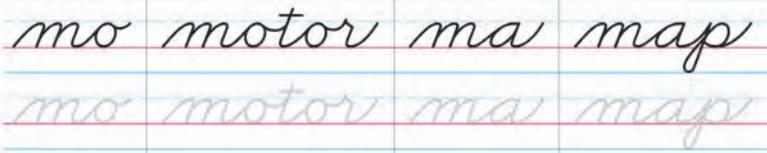


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Trace and write the letter.



Trace and write the joinings and words.



Write the words  
in cursive.

mother

miracle

57

## Lowercase m



### Objectives:

- Review the strokes in the lowercase cursive **m**.
- Trace and write the lowercase cursive **m**.
- Write the joining and words.

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **m**.

1. How many overcurves are in this letter? (3)
2. How many slant strokes are in this letter? (3)
3. What is the ending stroke called? (undercurve)
4. Where does the letter begin? (bottom line)
5. How many times does this letter touch the midline? (4)

After you have discussed the letter, trace over the large cursive **m** and say “**overcurve, slant, overcurve, slant, overcurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **m**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 57. On lines 1 and 2, have the students start at the dots and trace and write the cursive **m** as they say “**overcurve, slant, overcurve, slant, overcurve, slant, undercurve.**” After they complete each line, have them evaluate the strokes as described in Step 3. On lines 3 and 4 they trace

and write the cursive **m** as they say “**overcurve, slant, overcurve, slant, overcurve, slant, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students circle their best letter or joining 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive m Corrective Techniques** See page T39.

**Katherine's OT Tip** The lowercase cursive **m** and **n** have proven to be challenging as students misinterpret the initial overcurve as a “bump.” They count the overcurves in the **m** as three bumps, compare them to the manuscript **m** that has two bumps and struggle to find the similarity. They do the same with the lowercase **n**. To help students visualize the similarities between the manuscript and cursive versions, bring out the fine-tipped highlighter. Trace overcurves 2 and 3 in the **m** and overcurve 2 in the **n**, pointing out that these are the “bumps” they have in common with their manuscript partners.

## Lowercase n



### Objectives:

- Review the strokes in the lowercase cursive **n**.
- Trace and write the lowercase cursive **n**.
- Write the joinings and words.

Important:

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

### Lowercase n



1. Overcurve, slant
2. Overcurve, slant
3. Undercurve

### JOINING

#### Undercurve to Overcurve



1. The undercurve ending swings up and over to form the top of the letter **n**.
2. Overcurve, slant



58

Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

nation

nurse

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## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **n**.

1. How many overcurves are in this letter? (2)
2. Where does this letter begin? (bottom line)
3. What is the first stroke called? (overcurve)
4. What is the last stroke called? (undercurve)
5. What other letters begin like the **n**? (m, v, x, y, z)

After you discuss the letter, trace over the model of the cursive **n** and say “**overcurve, slant, overcurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **n**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 58. On the first line, have the students start at the dots and trace and write the cursive **n** as they say “**overcurve, slant, overcurve, slant, undercurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **n** directly below the letters on the previous

line as they say “**overcurve, slant, overcurve, slant, undercurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive n Corrective Techniques** See page T39.

**Katherine's OT Tip** Mastery of the lowercase **m** and **n** can be enhanced further by adding a bit of **tactile awareness** to the strategy we used earlier. Kinesthetic learners will benefit from tracing the overcurves themselves with the highlighter. All students will benefit from tracing the highlighted model from beginning to end, first with their index fingers, then with pencils, in order to hone **eye-hand coordination skills** as they memorize the **motor movement patterns**. Sand Paper Tracing works well, too. Auditory learners will benefit from verbalizing the strokes in sequence as they trace the letters.

## Lowercase v



1. Overcurve, slant
2. Sharp undercurve
3. Retrace, swing right

## JOINING

### Checkstroke to Undercurve



1. The checkstroke ending swings low and wide into the loop of the letter e.
2. Loop back and slant.



Trace and write the letter.



Trace and write the joinings and words.



Write the words  
in cursive.

volcano

vacation

59

## Lowercase v



### Objectives:

- Review the strokes in the lowercase cursive v.
- Trace and write the lowercase cursive v.
- Write the joinings and words.

Important:

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

## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **v**.

1. How many slant strokes are in this letter? (1)
2. Where does this letter begin? (bottom line)
3. What is the first stroke called? (overcurve)
4. What is the last stroke called? (checkstroke)
5. What other letters end like the v? (b, o, w)
6. How many downcurves are in this letter? (none)

After you discuss the letter, trace over the model of the cursive **v** and say “**overcurve, slant, sharp undercurve, retrace, swing right.**” Repeat this two times. The third time you trace the cursive **v**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 59. On the first line, have the students start at the dots and trace and write the cursive **v** as they say “**overcurve, slant, sharp undercurve, retrace, swing right.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **v** directly below the letters on

the previous line as they say “**overcurve, slant, sharp undercurve, retrace, swing right.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive v Corrective Techniques** See page T40.

**Katherine's OT Tip** The “Secret Message Game” can enhance **short-term memory** and **automatic letter recall skills**. Shake out letter tiles or dice and have students help you form three or four words. Secretly choose one word for the game and put the letter models away. Draw the appropriate number of lines on the board for your word and ask students to raise their hands and suggest a letter to discover the word. Each time a letter is selected, have that student come up and write it either on the line or in the discard list to the side. Observe the students to see who takes a peek at your room's letter models.

## Lowercase x



### Objectives:

- Review the strokes in the lowercase cursive **x**.
- Trace and write the lowercase cursive **x**.
- Write the joinings and words.

Important:

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



60

### Lowercase x



1. Overcurve, slant
2. Undercurve
3. Cross with an upstroke

### JOINING

#### Undercurve to Undercurve

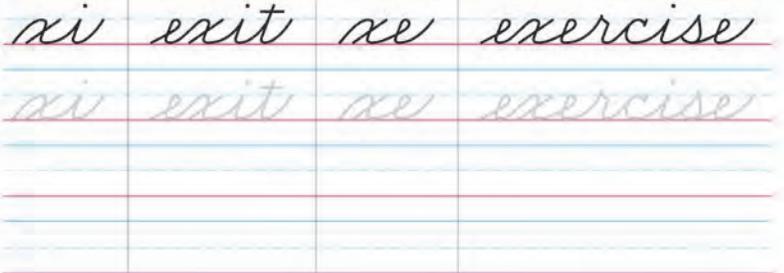


1. The undercurve swings wide into the top of the letter i.
2. Pause, then slant.

Trace and write the letter.



Trace and write the joinings and words.



Write the words in cursive.

extra

taxes

boxes

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## 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **x**.

1. What is the first stroke called? (overcurve)
2. Where does this letter begin? (bottom line)
3. Is there a slant stroke in this letter? (yes)
4. What is the last stroke called? (upstroke)
5. Is there an undercurve in this letter? (yes)
6. Where does the upstroke start? (bottom line)

After you discuss the letter, trace over the model of the cursive **x** and say “**overcurve, slant, undercurve, cross with an upstroke.**” Repeat this two times. The third time you trace the cursive **x**, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 60. On the first line, have the students start at the dots and trace and write the cursive **x** as they say “**overcurve, slant, undercurve, cross with an upstroke.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **x** directly below the letters on

the previous line as they say “**overcurve, slant, undercurve, cross with an upstroke.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the words in cursive.

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



Trace



Write



Check

**Cursive x Corrective Techniques** See page T40.

**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**.

## Lowercase y



1. Overcurve, slant
2. Undercurve
3. Slant, curve back
4. Overcurve

Trace and write the letter.



## JOINING

Overcurve to Undercurve



1. The overcurve ending turns into a wide undercurve that forms the loop in the letter e.
2. Loop back and slant.

Trace and write the joinings and words.



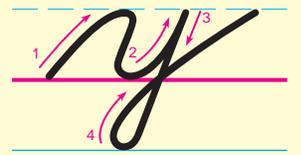
yolk

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**CHECK-UP**  Letter Forms  Line Quality  Joinings  Letter Spacing

61

## Lowercase y



### Objectives:

- Review the strokes in the lowercase cursive **y**.
- Trace and write the lowercase cursive **y**.
- Write the joinings and words.

Important:

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

### 1. Model & Discuss

Write a large cursive **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 the large model of the lowercase cursive **y**.

1. Where does the loop cross? (bottom line)
2. What is the first stroke called? (overcurve)
3. How many slant strokes are in this letter? (2)
4. What is the last stroke called? (overcurve)
5. Is there an undercurve in this letter? (yes)
6. How many overcurves are in this letter? (2)

After you discuss the letter, trace over the model of the cursive **y** and say “**overcurve, slant, undercurve, slant, curve back, overcurve.**” Repeat this two times. The third time you trace the cursive **y**, have the students trace the letter in the air and say the strokes.

### 2. Practice

Students open their books to page 61. On the first line, have the students start at the dots and trace and write the cursive **y** as they say “**overcurve, slant, undercurve, slant, curve back, overcurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **y** directly below the letters

on the previous line as they say “**overcurve, slant, undercurve, slant, curve back, overcurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students complete the **CHECK-UP**.

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



Trace



Write

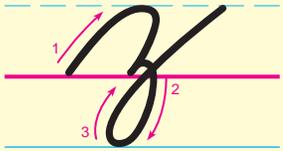


Check

**Cursive y Corrective Techniques** See page T40.

**Katherine's OT Tip** Time for Boot Camp! Second grade students are full of energy and will benefit from a cool-down activity, such as “Frozen in Place,” before handwriting sessions. Have students stand behind their chairs and wait for your command. Call out small movements that can be done without moving their feet, such as waving hands in the air or clapping hands quietly, and shout “freeze in place” as students are doing them. Count to five 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!

## Lowercase z



### Objectives:

- Review the strokes in the lowercase cursive z.
- Trace and write the lowercase cursive z.
- Write the joinings and words.

### Important:

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



62

### Lowercase z



1. Overcurve, slant
2. Curve up and down
3. Overcurve

### JOINING

#### Overcurve to Downcurve



1. The overcurve ending goes up and over to form the top of the letter o.
2. Pause, downcurve

Trace and write the letter.



Trace and write the joinings and words.



Read the cursive words.

lion turtle bear rabbit dove

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## 1. Model & Discuss

Write a large cursive 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 the large model of the lowercase cursive z.

1. What is the first stroke called? (overcurve)
2. Where does this letter begin? (bottom line)
3. Is there a slant stroke in this letter? (yes)
4. What is the last stroke called? (overcurve)
5. Is there an undercurve in this letter? (no)
6. Where does the loop cross? (bottom line)

After you discuss the letter, trace over the model of the cursive z and say “**overcurve, slant, curve up and down, overcurve.**” Repeat this two times. The third time you trace the cursive z, have the students trace the letter in the air and say the strokes.

## 2. Practice

Students open their books to page 62. On the first line, have the students start at the dots and trace and write the cursive z as they say “**overcurve, slant, curve up and down, overcurve.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive z directly below the letters on the previous

line as they say “**overcurve, slant, curve up and down, back, overcurve.**”

**3. Self-Evaluate** After each line of practice, have the students 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.

Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students read the words.

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



Trace



Write



Check

**Cursive z Corrective Techniques** See page T40.

**Katherine's OT Tip** **Figure-ground discrimination** is the ability to separate the object we are focusing on from other objects in the background. Students who are distracted by workbook pages that are too cluttered will benefit from a fun and inexpensive activity you can create yourself. The “Can You Spot It Book” uses small familiar objects from your room, such as crayons, bingo chips, and magnetic numbers, and turns them into a visual scanning exercise. Arrange the objects randomly on sheets of black construction paper. Take pictures, laminate them, put them in a binder, and have students spot objects that you name.

## REVIEW

You have now learned all the lowercase cursive letters. Study the words below. Write the words in cursive.



quiz



glasses



bicycle



mother



songs

heavy



fruit

football



rabbit

yellow

neighbor

map



## Review of Lowercase Cursive Letters

### Objectives:

- Write the lowercase cursive letters in words
- Write cursive joinings.



CHECK-UP

Letter Forms

Line Quality

Letter Spacing

Letter Size

Joinings

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### 1. Discuss

Have the students open their books to page 63.

Tell the students that they have now learned all the lowercase cursive letters. Explain that this is a review page and they will be writing words that contain many of the lowercase cursive letters they have learned.

Ask the students the following questions:

1. Look at the picture of the **quiz**. What is a quiz? (quick test) How many times have we had a quiz? What is the first letter in the word quiz? (q) What is the first stroke in the **q**? (downcurve)
2. Look at the picture of the **fruit**. Ask the students to name some different kinds of fruit. (answers will vary) What is the first stroke in the lowercase cursive **f**? (undercurve)
3. Look at the picture of the **football**. Ask the students if any of them play football. Then ask them where the top loop in the letter **f** crosses. (midline) How many undercurves are in the last two **l**'s? (3)
4. Look at the picture of the **rabbit**. Ask the students if they ever had a pet rabbit. What stroke starts the letter **r** in rabbit? (undercurve)
5. Look at the picture of the **map**. How many overcurves are in the letter **m**? (3)

### 2. Practice

Have the students write the words in their best cursive writing.

**3. Self-Evaluate** After they have finished writing, have them complete the **CHECK-UP** at the bottom of the page.

Any student having difficulty forming a cursive letter should review the letter with the Trace, Write, and Check features of **AlphamationPlus**.

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



Trace



Write



Check

**Katherine's OT Tip** A strong seated posture is the foundation for the learning of handwriting skills. Appropriate desk and chair heights are elements that are often overlooked during practice sessions. During the year, there will be times when chairs become too low for some students. This can be remedied by placing a book or rubber cushion on the seat to add height and adjust joints into the appropriate 90-degree angles for good posture. The students' feet should rest flat on the floor.

# Writing Numerals 1 through 5

## Objectives:

- Recognize and name the cursive numerals **1-5**.
- Learn the basic strokes in the numerals **1-5**.
- Trace and write the numerals **1-5**.

Important: No workbooks or pencils for Step 1.

**Writing Numerals** Trace and write the numerals.

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## 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the cursive numeral **1**.

1. What is the stroke in this numeral called? (slant)
2. Where does this numeral begin? (top line)
3. Where does the slant stroke end? (bottom line)

Next, trace over the model of the numeral **1** and say “**slant**.” Repeat this two times. The third time you trace the numeral **1**, have the students trace the numeral in the air as they say the stroke.

## 2. Practice

Have the students open their books to page 64. On the first line, have them trace and write the numeral **1** as they say “**slant**.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, have them trace and write the numeral **1** directly below the letters on the previous line as they say “**slant**.”

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

Repeat the three steps for the cursive numerals **2-5**.

### Questions for numerals 2-5:

1. What is the first stroke called? (see page above)
2. Where does the first stroke start? (see page above)
3. How many strokes in this numeral? (see page above)
4. Is there a lift of the pencil? (yes, only in 4 and 5)
5. Where does this numeral end? (see page above)

### Stroke descriptions for numerals 2-5.

Numeral **2** say “**curve forward, slant, slide right**.”

Numeral **3** say “**curve forward, down, and back, curve forward, down, and back**.”

Numeral **4** say “**slant, slide right, slant**.”

Numeral **5** say “**slant, curve forward, down and back, slide right**.”

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



Trace



Write



Check

**Katherine’s OT Tip** Dot grid activities are especially helpful for students who struggle with number formations. Draw a number on the grid and have them trace it first with tracing paper. On a fresh grid below it, have students reproduce the number from the model. They can check their work by placing their traced version on top of it. Using a colored pencil, have them make any corrections on their reproduction. This activity helps kinesthetic learners to see, touch, and compare their work.

# Writing Numerals 6 through 10

## Objectives:

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

Important: No workbooks or pencils for Step 1.

**Writing Numerals** Trace and write the numerals.

**6** 6 6 6  
1. Curve down  
2. Curve up and down

**7** 7 7 7  
1. Slide right 2. Slant

**8** 8 8 8  
1. Curve back, curve down, curve back 2. Slant up

**9** 9 9 9  
1. Downcurve, undercurve 2. Slant

**10** 10 10 10  
1. Slant 2. Backward oval

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## 1. Model & Discuss

Write a large numeral **6** on writing lines on the board or use *AlphamationPlus* (see page T17 for details).

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

1. What is the first stroke called? (curve down)
2. Where does this numeral begin? (top line)
3. How many times does this numeral touch the midline? (2 times)

Next, trace over the model of the numeral **6** and say “**curve down, curve up and down.**” Repeat this two times. The third time you trace the numeral **6**, have the students trace the numeral in the air as they say the strokes.

## 2. Practice

Have the students open their books to page 65. On the first line, have them trace and write the numeral **6** as they say “**curve down, curve up and down.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, have them trace and write the numeral **6** directly below the letters on the previous line as they say “**curve down, curve up and down.**”

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

Repeat the three steps for the cursive numerals **7-10**.

## Questions for numerals 7-10:

1. What is the first stroke called? (see page above)
2. Where does the first stroke start? (see page above)
3. How many strokes in this numeral? (see page above)
4. Is there a lift of the pencil? (yes, only in 10)
5. Where does this numeral end? (see page above)

## Stroke descriptions for numerals 7-10.

Numeral **7** say “**slide right, slant.**”

Numeral **8** say “**curve back, curve down, curve back, slant up.**”

Numeral **9** say “**downcurve, undercurve, slant.**”

Numeral **10** say “**slant; backward oval.**”

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



Trace



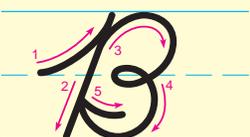
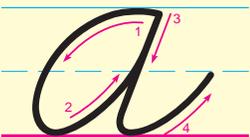
Write



Check

**Katherine's OT Tip** Visual memory skills are important foundations for the storage and retrieval of letter and word formations. A kinesthetic way to build memory and visualization skills is with “The Bag of Tricks Game.” Gather five to six familiar objects from your room, show them to your students, and have students name each one. Have students hold and manipulate the objects to get the feel of them before you place them in a paper bag. Ask students one at a time to reach in and select the one you name without peeking. You can also ask them to list from memory the objects you placed in the bag.

## Cursive A and B



### Objectives:

- Recognize and name the cursive letters **A** and **B**.
- Learn the basic strokes in the cursive letters **A** and **B**.
- Trace and write the cursive letters **A** and **B**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **A**.

1. What is the first stroke called? (downcurve)
2. How many slant strokes are in this letter? (1)
3. Where does the last stroke end? (midline)
4. How many undercurves are in this letter? (2)
5. Where does this letter begin? (top line)

Next, trace over the large cursive **A** and say “**downcurve, undercurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **A**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 66. On the first and second lines have the students start at the dots and trace and write the cursive **A** as they say “**downcurve, undercurve, slant, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **A**.

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

#### Uppercase A



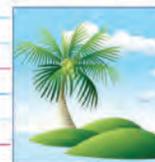
1. Downcurve
2. Undercurve
3. Slant
4. Undercurve

#### Uppercase B



1. Undercurve
2. Slant
3. Retrace, curve forward and back
4. Curve forward and back
5. Swing right

Trace and write the letters. Write the sentence.



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**Repeat** the three steps for the cursive **B**, using the questions and stroke description below.

Questions:

1. What is the first stroke called? (undercurve)
2. How many slant strokes are in this letter? (1)
3. How many undercurves are in this letter? (1)
4. Where does the loop occur in this letter? (midline)
5. What other uppercase letters contain a slant stroke? (A, C, D, E, F, G, H, J, K, M, N, P, R, T, U, V, W, X, Y, and Z)

Stroke Description: “**undercurve, slant, retrace, curve forward and back, curve forward and back, swing right.**”

Read the model sentence to the students. Have them write the sentence and then complete the **CHECK-UP**.

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



Trace



Write

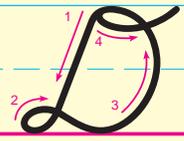
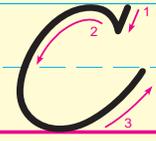


Check

**Letters A & B Corrective Techniques** See page T42.

**Katherine's OT Tip** Uppercase letters such as **B, D, P,** and **R** can pose spatial challenges for some students. The breadth of the curved lines could be drawn either too wide or too narrow. Either way, this is a movement that demands quick attention in order to avoid poor handwriting habits. A quick and simple strategy to help those students is by placing a dot at the widest point of the curves to provide a visual cue for tracing that letter. Begin by marking each letter sample, then move toward adding only a few until the student has mastered the letter formation.

## Cursive C and D

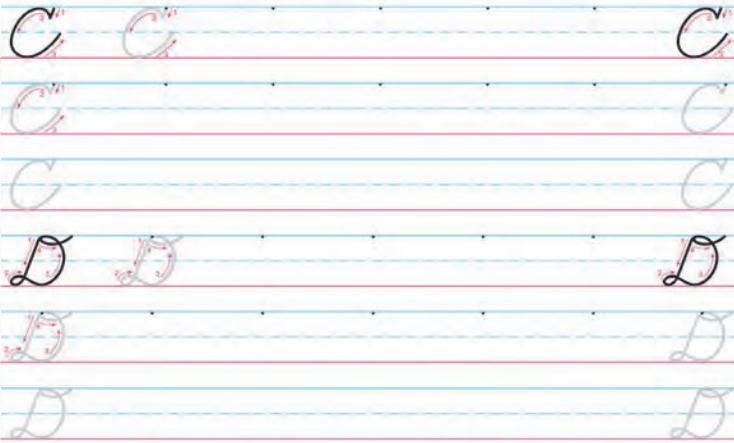


### Uppercase C



1. Short slant
2. Curve back, downcurve
3. Undercurve

Trace and write the letters. Write the sentence.



### Uppercase D



1. Slant
2. Loop
3. Curve up
4. Loop



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### Objectives:

- Recognize and name the cursive letters **C** and **D**.
- Learn the basic strokes in the cursive letters **C** and **D**.
- Trace and write the cursive letters **C** and **D**.

Important: No workbooks or pencils for Step 1.

## 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **C**.

1. What is the first stroke called? (short slant)
2. Where does the last stroke end? (midline)
3. What is the last stroke called? (undercurve)
4. Where does this letter begin? (top line)

Next, trace over the large cursive **C** and say “**short slant, curve back, downcurve, undercurve.**” Repeat this two times. The third time you trace the cursive **C**, have the students trace the letter in the air as they say the strokes.

## 2. Practice

Have the students open their books to page 67. On the first and second lines have the students start at the dots and trace and write the cursive **C** as they say “**short slant, curve back, downcurve, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **C**.

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

**Repeat** the three steps for the cursive **D**, using the questions and stroke description below.

Questions:

1. How many loops in this letter? (2)
2. How many slant strokes are in this letter? (1)
3. What line is the top loop made on? (top line)
4. What line is the bottom loop made on? (bottom line)
5. Does this letter join to the next letter? (no)

Stroke Description: “**slant, loop, curve up, loop.**”

Read the model sentence to the students. Have them write the sentence.

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



Trace



Write

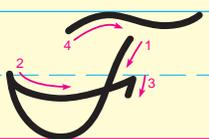
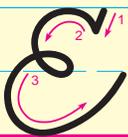


Check

**Letters C & D Corrective Techniques** See page T41.

**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 use small eye movements to capture and reproduce the information. This process can be slow and tedious if they consistently lose their place. Make two copies of a hidden picture activity that has fairly large pictures of the hidden objects. Laminate each and cut out the pictures on one. Students can find the hidden objects by matching the cut-outs to those objects in the picture. This takes planning, but it's worth it!

## Cursive E and F



### Objectives:

- Recognize and name the cursive letters **E** and **F**.
- Learn the basic strokes in the cursive letters **E** and **F**.
- Trace and write the cursive letters **E** and **F**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **E**.

1. What is the first stroke called? (short slant)
2. Where is the loop in this letter? (midline)
3. Where does the last stroke end? (midline)
4. What is the last stroke called? (undercurve)
5. Where does this letter begin? (top line)

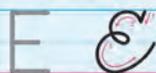
Next, trace over the large cursive **E** and say “**short slant, curve back and down, curve back and down, undercurve.**” Repeat this two times. The third time you trace the cursive **E**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 68. On the first and second lines have the students start at the dots and trace and write the cursive **E** as they say “**short slant, curve back and down, curve back and down, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **E**.

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

#### Uppercase E



1. Short slant
2. Curve back and down
3. Curve back and down, undercurve

#### Uppercase F



1. Slant, curve up
2. Swing right
3. Slant
4. Curve up, down, up

Trace and write the letters. Write the sentence.



Fred and Eve found rare

rocks in France.



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**Repeat** the three steps for the cursive **F**, using the questions and stroke description below.

Questions:

1. What is the first stroke called? (slant)
2. Is there a lift of the pencil in this letter? (yes)
3. How many undercurves are in this letter? (1)
4. Where does the swing right end? (midline)
5. How many uppercase letters have a swing-right stroke? (B, F, G, I, S, T)

Stroke Description: “**slant, curve up, swing right, slant, curve up, down and up.**”

Read the model sentence to the students. Have them write the sentence and then complete the **CHECK-UP**.

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



Trace



Write

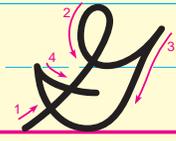


Check

**Letters E & F Corrective Techniques** See page T41.

**Katherine's OT Tip** **Visual Closure** and **visual discrimination skills** allow students to recognize letters, numbers, or words automatically as their eyes scan over the page. This lets them determine quickly that the cursive letter with the “swing right” that crosses its middle is the uppercase **F** and not an uppercase **T**. The “Hidden Picture Game” can help strugglers with **automatic letter recognition**. Cover a portion of a picture, leaving just enough visual information to provide students with a hint of what it depicts. Ask them to think about the visible clues and use the clues to determine its name.

## Cursive G and H



### Uppercase G



1. Undercurve
2. Curve down, up
3. Slant, curve up
4. Swing right

### Uppercase H



1. Overcurve, slant
2. Slant
3. Retrace, curve up
4. Swing right

Trace and write the letters. Write the sentence.



*Galileo Galilei and George*



*Hale were astronomers.*

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69

### Objectives:

- Recognize and name the cursive letters **G** and **H**.
- Learn the basic strokes in the cursive letters **G** and **H**.
- Trace and write the cursive letters **G** and **H**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **G**.

1. What is the first stroke called? (undercurve)
2. Where does the loop cross? (midline)
3. Where does the swing right start? (midline)
4. Is there a slant stroke in this letter? (yes)
5. What other uppercase letters end like the letter **G**? (B, I, S, and T)

Next, trace over the large cursive **G** and say “**undercurve, curve down and up, slant, curve up, swing right.**” Repeat this two times. The third time you trace the cursive **G**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 69. On the first and second lines have the students start at the dots and trace and write the cursive **G** as they say “**undercurve, curve down and up, slant, curve up, swing right.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **G**.

**3. Self-Evaluate** After each line of practice, have the students circle their best letter and put an X on the one

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

**Repeat** the three steps for the cursive **H**, using the questions and stroke description below.

Questions:

1. How many slant strokes are in this letter? (2)
2. Where does the loop touch the first stroke? (midline)
3. Where does the first stroke start? (just below top line)
4. Where do you lift the pencil? (bottom of first stroke)
5. Does this letter join to the next letter? (yes)

Stroke Description: “**overcurve, slant, slant, retrace, curve up, swing right.**”

Read the model sentence to the students. Have them write the sentence and then discuss the illustration.

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



Trace



Write

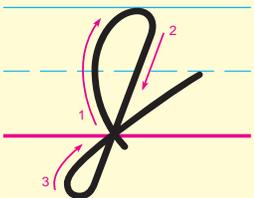


Check

**Letters G & H Corrective Techniques** See page T41.

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

## Cursive I and J



### Objectives:

- Recognize and name the cursive letters **I** and **J**.
- Learn the basic strokes in the cursive letters **I** and **J**.
- Trace and write the cursive letters **I** and **J**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **I**.

1. What is the first stroke called? (curve up)
2. How many slant strokes are in this letter? (1)
3. Where does the last stroke end? (midline)
4. How many undercurves are in this letter? (1)
5. Where does this letter begin? (below bottom line)

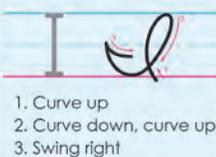
Next, trace over the large cursive **I** and say “**curve up, curve down, curve up, swing right.**” Repeat this two times. The third time you trace the cursive **I**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 70. On the first and second lines have the students start at the dots and trace and write the cursive **I** as they say “**curve up, curve down, curve up, swing right.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **I**.

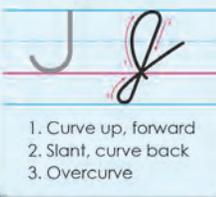
**3. Self-Evaluate** After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

#### Uppercase I



1. Curve up
2. Curve down, curve up
3. Swing right

#### Uppercase J



1. Curve up, forward
2. Slant, curve back
3. Overcurve

Trace and write the letters. Write the sentence.



Is Jamaica an island

near Haiti and Cuba?



70

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**Repeat** the three steps for the cursive **J**, using the questions and stroke description below.

Questions:

1. Where do the strokes cross? (bottom line)
2. How many slant strokes are in this letter? (1)
3. Is there an overcurve in this letter? (yes)
4. Does this letter join to the next letter? (yes)

Stroke Description: “**curve up and forward, slant, curve back, overcurve.**”

Read the model sentence to the students. Have them write the sentence.

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

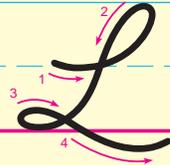
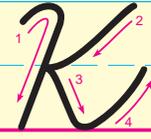


Trace Write Check

**Letters I & J Corrective Techniques** See page T42.

**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 into your handwriting session.

## Cursive K and L



### Objectives:

- Recognize and name the cursive letters **K** and **L**.
- Learn the basic strokes in the cursive letters **K** and **L**.
- Trace and write the cursive letters **K** and **L**.

Important: No workbooks or pencils for Step 1.

### Uppercase K



1. Overcurve, slant
2. Slant left
3. Slant right
4. Undercurve

Trace and write the letters. Write the sentences.



Leopards live in Kenya.



Lions live there, too.



**CHECK-UP**

Word Spacing

Letter Size

Letter Forms

Joinings

71

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## 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **K**.

1. How many slant strokes are in this letter? (3)
2. Where do the slant strokes meet? (midline)
3. What stroke does this letter end with? (undercurve)
4. Is there a lift of the pencil in this letter? (yes)
5. What other uppercase letters end with an undercurve? (A, C, E, K, M, N, R, and U)

Next, trace over the large cursive **K** and say “**overcurve, slant, slant left, slant right, undercurve.**” Repeat this two times. The third time you trace the cursive **K**, have the students trace the letter in the air as they say the strokes.

## 2. Practice

Have the students open their books to page 71. On the first and second lines have the students start at the dots and trace and write the cursive **K** as they say “**overcurve, slant, slant left, slant right, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **K**.

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

**Repeat** the three steps for the cursive **L**, using the questions and stroke description below.

Questions:

1. Where does this letter end? (below bottom line)
2. Where does the top loop cross? (midline)
3. Where does the bottom loop cross? (bottom line)
4. What is the first stroke called? (undercurve)
5. Does this letter join to the next letter? (no)

Stroke Description: “**undercurve, curved slant, loop, curve down.**”

Read the model sentences to the students. Have them write the sentences and then complete the **CHECK-UP**.

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



Trace



Write



Check

**Letters K & L Corrective Techniques** See page T42.

**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.

## Cursive M and N



### Objectives:

- Recognize and name the cursive letters **M** and **N**.
- Learn the basic strokes in the cursive letters **M** and **N**.
- Trace and write the cursive letters **M** and **N**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **M**.

1. What is the first stroke called? (overcurve)
2. How many slant strokes are in this letter? (3)
3. What is the last stroke called? (undercurve)
4. How many overcurves in this letter? (3)
5. Where does this letter begin? (below top line)

Next, trace over the large cursive **M** and say “**overcurve, slant, retrace, overcurve, slant, retrace, overcurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **M**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 72. On the first and second lines have the students start at the dots and trace and write the cursive **M** as they say “**overcurve, slant, retrace, overcurve, slant, retrace, overcurve, slant, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **M**.

**3. Self-Evaluate** After each line of practice, have the students circle their best letter and put an X on the one

#### Uppercase M



1. Overcurve, slant
2. Retrace, overcurve, slant
3. Retrace, overcurve, slant
4. Undercurve

#### Uppercase N



1. Overcurve, slant
2. Retrace, overcurve, slant
3. Undercurve

Trace and write the letters. Write the sentence.



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

**Repeat** the three steps for the cursive **N**, using the questions and stroke description below.

Questions:

1. How many overcurves in this letter? (2)
2. How many slant strokes are in this letter? (2)
3. What stroke does this letter end with? (undercurve)
4. Does this letter join to the next letter? (yes)

Stroke Description: “**overcurve, slant, retrace, overcurve, slant, undercurve.**”

Read the model sentence to the students. Have them write the sentence.

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



Trace



Write

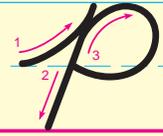
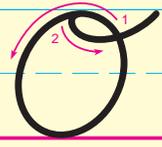


Check

**Letters M & N Corrective Techniques** See page T42.

**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.

## Cursive O and P



### Objectives:

- Recognize and name the cursive letters **O** and **P**.
- Learn the basic strokes in the cursive letters **O** and **P**.
- Trace and write the cursive letters **O** and **P**.

Important: No workbooks or pencils for Step 1.

### Uppercase O



1. Backward oval (close oval)
2. Loop

Trace and write the letters. Write the sentence.



### Uppercase P



1. Undercurve
2. Slant
3. Retrace, curve forward and back

Ohio and Pennsylvania

are next to each other.



73

## 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **O**.

1. How many slant strokes are in this letter? (none)
2. Where does the last stroke end? (top line)
3. What stroke does this letter begin with? (backward oval)
4. Is there a lift of the pencil in this letter? (no)

Next, trace over the large cursive **O** and say “**backward oval, close oval, loop.**” Repeat this two times. The third time you trace the cursive **O**, have the students trace the letter in the air as they say the strokes.

## 2. Practice

Have the students open their books to page 73. On the first and second lines have the students start at the dots and trace and write the cursive **O** as they say “**backward oval, close oval, loop.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **O**.

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

**Repeat** the three steps for the cursive **P**, using the questions and stroke description below.

Questions:

1. Where does this letter begin? (midline)
2. What is the first stroke called? (undercurve)
3. What two letters start just like this letter? (B and R)
4. What is the second stroke called? (slant)
5. Does this letter join to the next letter? (no)

Stroke Description: “**undercurve, slant, retrace, curve forward and back.**”

Read the model sentence to the students. Have them write the sentence and then complete the **CHECK-UP**.

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



Trace

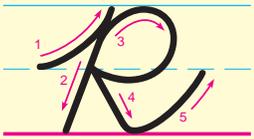
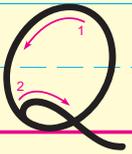
Write

Check

**Letters O & P Corrective Techniques** See page T42.

**Katherine's OT Tip** A fun way to encourage the functional use of handwriting is to “Play Detective.” Before today's session, have students look around the room and locate three objects that include their favorite color or begin with the first letter in their name. Ask them to keep their choices a secret as they write them in their best handwriting on handwriting paper. Then have them share clues about their selections as you travel around the room to find the objects. When students appreciate that handwriting is fun, they will tend to use it independently more often.

## Cursive Q and R



### Objectives:

- Recognize and name the cursive letters **Q** and **R**.
- Learn the basic strokes in the cursive letters **Q** and **R**.
- Trace and write the cursive letters **Q** and **R**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **Q**.

1. What is the first stroke called? (backward oval)
2. What other letters contain a backward oval? (o, O)
3. Where does the last stroke end? (below bottom line)
4. Where does this letter begin? (just below the top line)

Next, trace over the large cursive **Q** and say “**backward oval, close oval, curve up and down.**” Repeat this two times. The third time you trace the cursive **Q**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 74. On the first and second lines have the students start at the dots and trace and write the cursive **Q** as they say “**backward oval, close oval, curve up and down.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **Q**.

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

### Uppercase Q



1. Backward oval (close oval)
2. Curve up and down

### Uppercase R



1. Undercurve
2. Slant
3. Retrace, curve forward and back
4. Slant right
5. Undercurve

Trace and write the letters. Write the sentences.



Quails are a type of bird.

Babe Ruth loved baseball.

74

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**Repeat** the three steps for the cursive **R**, using the questions and stroke description below.

Questions:

1. Does this letter join to the next letter? (yes)
2. Where does this letter begin? (midline)
3. What is the first stroke called? (undercurve)
4. What is the second stroke called? (slant)
5. What two letters start just like this letter? (B and P)

Stroke Description: “**undercurve, slant, retrace, curve forward and back, slant right, undercurve.**”

Read the model sentences to the students. Have them write the sentence.

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



Trace

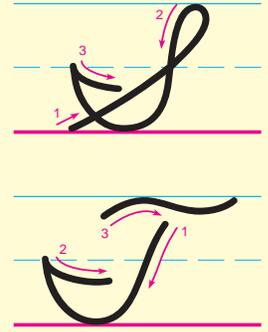
Write

Check

**Letters Q & R Corrective Techniques** See page T43.

**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.

## Cursive S and T



### Uppercase S



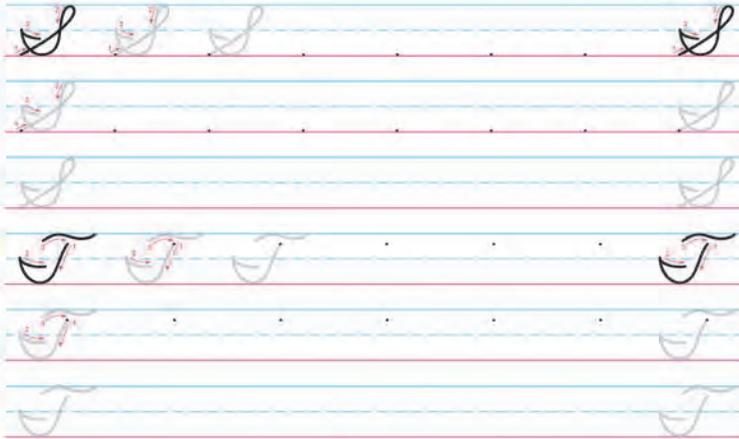
1. Undercurve, curve back
2. Curve down, curve up
3. Swing right

### Uppercase T



1. Slant, curve up
2. Swing right
3. Curve up, down, up

Trace and write the letters. Write the sentence.



Tom Sawyer is a book  
that Mark Twain wrote.



75

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### Objectives:

- Recognize and name the cursive letters **S** and **T**.
- Learn the basic strokes in the cursive letters **S** and **T**.
- Trace and write the cursive letters **S** and **T**.

Important: No workbooks or pencils for Step 1.

## 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **S**.

1. Where does the loop cross? (midline)
2. Where does the last stroke end? (below midline)
3. Where does the first stroke begin? (bottom line)
4. Is there a lift of the pencil in this letter? (no)
5. What other uppercase letters end with a swing right? (B, I, G, and T)

Next, trace over the large cursive **S** and say “**undercurve, curve back, curve down, curve up, swing right.**” Repeat this two times. The third time you trace the cursive **S**, have the students trace the letter in the air as they say the strokes.

## 2. Practice

Have the students open their books to page 75. On the first and second lines have the students start at the dots and trace and write the cursive **S** as they say “**undercurve, curve back, curve down, curve up, swing right.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **S**.

**3. Self-Evaluate** After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be

improved on the letter they put an X through.

**Repeat** the three steps for the cursive **T**, using the questions and stroke description below.

Questions:

1. Where does this letter begin? (just below top line)
2. What is the first stroke called? (slant)
3. What other letter looks much like this letter? (F)
4. Is there a lift of the pencil in the letter? (yes)
5. Does this letter join to the next letter? (no)

Stroke Description: “**slant, curve up, swing right, curve up, down, and up.**”

Read the model sentence to the students. Have them write the sentence.

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



Trace



Write



Check

**Letters S & T Corrective Techniques** See page T43.

**Katherine's OT Tip** The uppercase **S** can pose a “weighty” problem for students as they tend to make its “curve back, curve down” strokes either too fat or too skinny. Sand paper tracing and tracing paper activities provide the essential tactile and visual cues they need to produce the appropriate motor movements for a sleek uppercase **S**. These activities can offer an additional visual advantage when performed on a vertical surface just above students’ shoulder height that allows their eyes to focus straight ahead.

## Cursive U and V



### Objectives:

- Recognize and name the cursive letters **U** and **V**.
- Learn the basic strokes in the cursive letters **U** and **V**.
- Trace and write the cursive letters **U** and **V**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **U**.

1. How many undercurves are in this letter? (2)
2. How many slant strokes are in this letter? (2)
3. Where does this letter begin? (just below top line)
4. Does this letter join to the next letter? (yes)
5. Where does this letter end? (midline)

Next, trace over the large cursive **U** and say “**overcurve, slant, undercurve, slant, undercurve.**” Repeat this two times. The third time you trace the cursive **U**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 76. On the first and second lines have the students start at the dots and trace and write the cursive **U** as they say “**overcurve, slant, undercurve, slant, undercurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **U**.

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

#### Uppercase U



1. Overcurve, slant
2. Undercurve
3. Slant
4. Undercurve

#### Uppercase V



1. Overcurve, slant
2. Sharp undercurve, curve forward

Trace and write the letters. Write the sentence.



76



**Repeat** the three steps for the cursive **V**, using the questions and stroke description below.

Questions:

1. Does this letter join to the next letter? (no)
2. Where does this letter begin? (just below top line)
3. What is the first stroke called? (overcurve)
4. What is the second stroke called? (slant)
5. What other letters begin just like this letter? (H, K, M, N, U, W, and Y)

Stroke Description: “**overcurve, slant, sharp undercurve, curve forward.**”

Read the model sentence to the students. Have them write the sentence and then complete the **CHECK-UP**.

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



Trace



Write

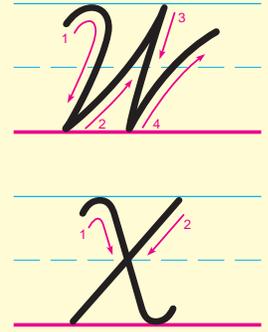


Check

**Letters U & V Corrective Techniques** See page T43.

**Katherine's OT Tip** Uppercase letters such as **F, T, U** and **V** demand efficient **visual-motor skills** for good pencil control. Inefficient pencil movements can slow students down or cause them to rush. In either case, legibility and content suffer. Daily pencil control practice can be accomplished easily and without interruption in 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 be time well spent on regrouping, too.

## Cursive W and X



### Objectives:

- Recognize and name the cursive letters **W** and **X**.
- Learn the basic strokes in the cursive letters **W** and **X**.
- Trace and write the cursive letters **W** and **X**.

Important: No workbooks or pencils for Step 1.

**Uppercase W**

1. Overcurve, slant  
2. Undercurve  
3. Slant  
4. Overcurve

**Uppercase X**

1. Overcurve, slant right, undercurve  
2. Slant left

Trace and write the letters. Write the sentence.

Every Wednesday, Wyatt  
and Xavier exercise.

**CHECK-UP**

- Joinings
- Letter Forms
- Slant

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### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **W**.

1. Where does the first stroke begin? (just below top line)
2. How many slant strokes are in this letter? (2)
3. Where does the second stroke end? (top line)
4. Is there a lift of the pencil in this letter? (no)
5. Does this letter join to the next letter? (no)

Next, trace over the large cursive **W** and say “**overcurve, slant, undercurve, slant, overcurve.**” Repeat this two times. The third time you trace the cursive **W**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 77. On the first and second lines have the students start at the dots and trace and write the cursive **W** as they say “**overcurve, slant, undercurve, slant, overcurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **W**.

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

**Repeat** the three steps for the cursive **X**, using the questions and stroke description below.

Questions:

1. Where does this letter begin? (just below top line)
2. What is the second stroke called? (slant left)
3. Is there a lift of the pencil in the letter? (yes)
4. Does this letter join to the next letter? (no)

Stroke Description: “**overcurve, slant right, undercurve, slant left.**”

Read the model sentence to the students. Have them write the sentence and then complete the **CHECK-UP**.

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



Trace



Write



Check

**Letters W & X Corrective Techniques** See page T43.

**Katherine's OT Tip** Precise movements like the “sharp undercurve” in the uppercase **W** ask students to rely upon their **visual motor skills** to plan the movements with their eyes as they guide their hand toward their completion. Fun activities that provide practice with visual motor planning are construction games that include a model, block designs and tangrams, and dot-to-dot worksheets. Art projects, such as clay modeling and sketching, help to transfer these skills across subject areas.

## Cursive Y and Z



### Objectives:

- Recognize and name the cursive letters **Y** and **Z**.
- Learn the basic strokes in the cursive letters **Y** and **Z**.
- Trace and write the cursive letters **Y** and **Z**.

Important: No workbooks or pencils for Step 1.

### 1. Model & Discuss

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

Ask the students the following questions as they look at the large model of the uppercase cursive **Y**.

1. How many overcurves in this letter? (2)
2. How many slant strokes are in this letter? (2)
3. Where does this letter begin? (just below top line)
4. Does this letter join to the next letter? (yes)
5. What is the name of the last stroke? (overcurve)

Next, trace over the large cursive **Y** and say “**overcurve, slant, undercurve, slant, curve back, overcurve.**” Repeat this two times. The third time you trace the cursive **Y**, have the students trace the letter in the air as they say the strokes.

### 2. Practice

Have the students open their books to page 78. On the first and second lines have the students start at the dots and trace and write the cursive **Y** as they say “**overcurve, slant, undercurve, slant, curve back, overcurve.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **Y**.

**3. Self-Evaluate** After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs

Uppercase Y

1. Overcurve, slant
2. Undercurve
3. Slant, curve back
4. Overcurve

Uppercase Z

1. Curve forward, slant
2. Retrace, curve down
3. Overcurve

Trace and write the letters. Write the words.

**Left Hand**

Bend thumb.

**Pencil Position**

Pencil is held near large knuckle.

First finger rests on top of the pencil.

**Right Hand**

Bend thumb.

CHECK-UP

- Letter Size
- Letter Forms
- Slant
- Joinings

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to be improved on the letter they put an X through.

**Repeat** the three steps for the cursive **Z**, using the questions and stroke description below.

Questions:

1. Does this letter join to the next letter? (yes)
2. Where does this letter begin? (just below top line)
3. What is the first stroke called? (overcurve)
4. What is the second stroke called? (slant)
5. What other uppercase letters end with an overcurve? (J and Y)

Stroke Description: “**curve forward, slant, retrace, curve down, overcurve.**”

Have the students write the words, review the pencil position illustrations, and complete the **CHECK-UP**.

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



**Letters Y & Z Corrective Techniques** See page T43.

**Katherine's OT Tip** The uppercase **Z** can only be described as a bear to be mastered! The small “retrace” and immediate “curve down-curve back” strokes are **visual motor** challenges that can cause confusion and frustration. Strugglers can benefit from taking the **Z** apart and piecing it back together again. Trace the first stroke of a model **Z** with a fine-tipped yellow highlighter. Have the students trace that portion. On a fresh model, trace steps 2 and 3 and have students trace those. Finally, have them trace the entire model. They can highlight the pieces themselves for added tactile awareness.

# Making Words Plural

## Making Words Plural

Write the plural form of each word below.

watch watches



mouse



mice

life lives

shelf

shelves

tooth teeth

echo

echoes

this these

person

people

foot feet

potato

potatoes

Write the sentence. Make the underlined word plural.

The child played baseball after school.

The children played baseball after school.



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79

### Objectives:

- Discuss the plural form of words.
- Write words in the plural form.
- Write a sentence using plural words.

### Discuss

Ask the students to open their book to page 79 and look at the two pictures at the top of the page. Write the words mouse and potato on the board.

Ask them if they know what the word **plural** means. Tell them that the word **plural** means “more than one of something.” Explain that we make most words plural by adding an s or es to the end of the word, but some words change altogether (foot becomes feet, mouse becomes mice, etc.).

Read the directions at the top of the page, or ask for a volunteer to read them. Ask the students to write the correct plural form of each word. For a more interactive activity, you can read each word with your students and ask volunteers to provide the correct answer. Students can then write before moving on to the next word.

watch = watches	mouse = mice
life = lives	shelf = shelves
tooth = teeth	echo = echoes
this = these	person = people
foot = feet	potato = potatoes

After completing the first activity, read the directions at the bottom of the page with your students. Ask the students to write the sentence using the correct plural form of child (children) on the writing lines.

If any of your students need additional practice with plurals, you can make copies of **Worksheets 79A & 79B**.

### Worksheet 79A & 79B

You can download and print copies of these worksheets at: [upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



# Post Test

## Objectives:

- Check legibility of the cursive letter forms.
- Evaluate the elements of legibility.
- Determine the student's fluency of using cursive writing.

Post Test

I use handwriting every day  
in every subject. My handwriting  
should always be neat  
so others can read what I write.

Write the sentences.

**CHECK-UP**  Letter Forms  Line Quality  Letter Spacing  Letter Size  Word Spacing

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## Discuss

Ask the students to open their book to page 80 and look at the illustration of the quill pen. Remind the students that you talked about famous documents on page 2 of their workbooks.

Ask students if they can name any famous United States documents. (Possible answers: the Declaration of Independence, the Gettysburg Address, "The Star-Spangled Banner," the Constitution of the United States, etc.)

If they need some help, tell them many of these documents are on display in Washington, DC, and that we celebrate the Fourth of July because of one of them.

Read the sentences at the top of the page, then have the class read the sentences with you. Ask them the following questions:

1. What do you use handwriting for when you are in school?
2. What do you use handwriting for when you are at home?
3. What do you use handwriting for when you are with your friends?
4. Why is it important to write neatly?
5. Did you ever try to read something that was not written neatly?

## Write

**Cursive Post Test** - Have the students complete page 80 in their book using their best cursive writing. After they have finished writing, have them complete the **CHECK-UP** at the bottom. They should put a check in the box if the element is correct. If the element needs improvement, put an X in the box.

**Manuscript Post Test** - Make copies of **Worksheet 80** and have the students use their best manuscript writing to complete the worksheet. Compare their manuscript handwriting on **Worksheet 80** to their handwriting on page 2 of this book. Discuss the differences.

**Worksheet 80**  
You can download and print  
copies of Worksheet 80 at:  
[upub.net/154worksheets.pdf](http://upub.net/154worksheets.pdf)



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



Trace



Write



Check

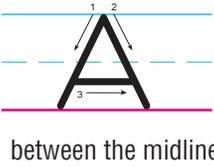


# Manuscript Stroke Descriptions



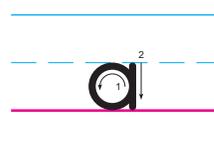
The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download the stroke descriptions at: [upub.net/manuscriptstrokedescriptions.pdf](http://upub.net/manuscriptstrokedescriptions.pdf)



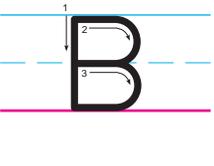
## Uppercase A

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**.



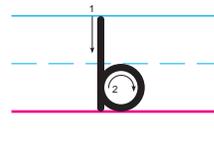
## Lowercase a

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



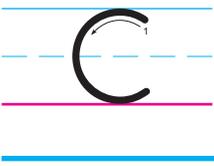
## Uppercase B

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.



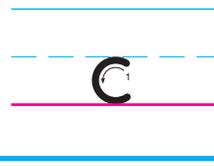
## Lowercase b

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**.



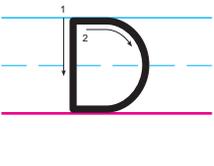
## Uppercase C

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



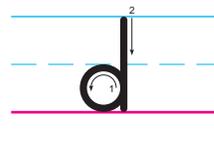
## Lowercase c

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



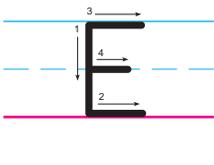
## Uppercase D

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.



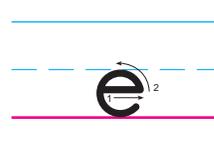
## Lowercase d

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



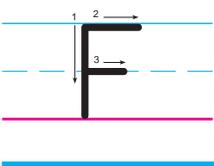
## Uppercase E

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**.



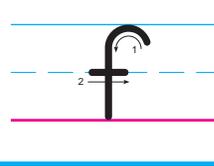
## Lowercase e

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.



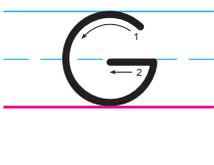
## Uppercase F

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**.



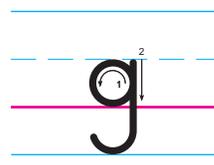
## Lowercase f

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



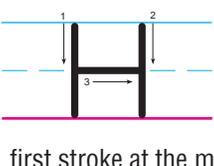
## Uppercase G

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



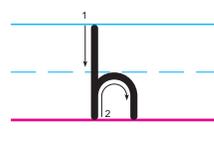
## Lowercase g

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

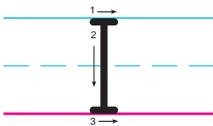


## Lowercase h

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

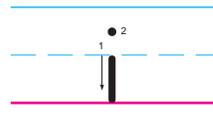
## Manuscript Stroke Descriptions (continued)

Be sure to review the names of the writing lines and the basic strokes with your child/children. The relationship of the strokes in the letters to the writing lines is important for mastery of this skill.



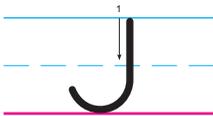
### Uppercase I

Begin at the top line, **slide right**. Touch the middle of the first stroke, **pull down straight** to the bottom line. **Slide right** on the bottom line.



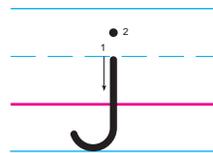
### Lowercase i

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



### Uppercase J

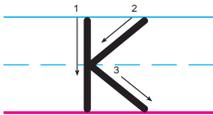
Begin at the top line, **pull down straight**, **curve left** touching the bottom line, ending halfway between the bottom line and the midline.



### Lowercase j

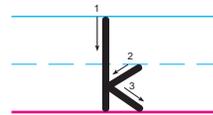
Begin at the midline, **pull down straight** filling one-half of the space below the bottom line, **curve left** touching the descender line, ending just above the line.

**Dot** halfway between the midline and the top line.



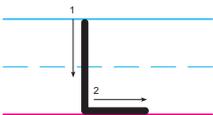
### Uppercase K

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slant left** touching the first stroke at the midline; **slant right** to the bottom line.



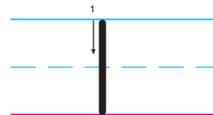
### Lowercase k

Begin at the top line, **pull down straight** to the bottom line. Begin at the midline, **slant left** touching the first stroke halfway between the midline and the bottom line; **slant right** to the bottom line.



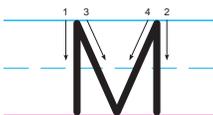
### Uppercase L

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



### Lowercase l

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



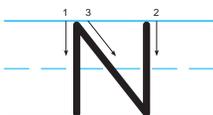
### Uppercase M

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



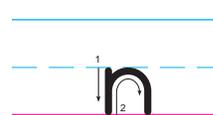
### Lowercase m

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



### Uppercase N

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



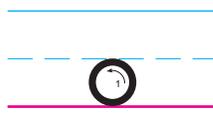
### Lowercase n

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



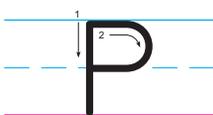
### Uppercase O

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



### Lowercase o

Begin halfway between the midline and the bottom line, **circle left** touching the midline and the bottom line.



### Uppercase P

Begin at the top line, **pull down straight** to the bottom line. Begin at the top line, **slide right**, **curve down** to the midline, **slide left** touching the first stroke.



### Lowercase p

Begin at the midline, **pull down straight** filling the space below the bottom line. Touch the first stroke halfway between the midline and the bottom line, **circle right**.

## Manuscript Stroke Descriptions (continued)



The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download these stroke descriptions at: [upub.net/manuscriptstrokedescriptions.pdf](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.



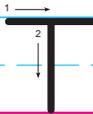
### Uppercase S

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.



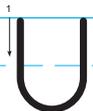
### Uppercase T

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.



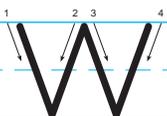
### Uppercase V

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.



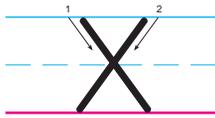
### Lowercase w

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.

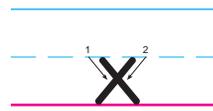
## Manuscript Stroke Descriptions (continued)

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.



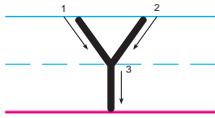
### Uppercase X

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.



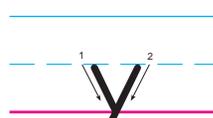
### Lowercase x

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.



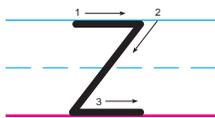
### Uppercase Y

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.



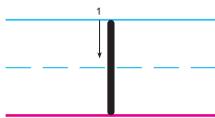
### Uppercase Z

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.



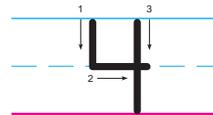
### Numeral 2

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**.



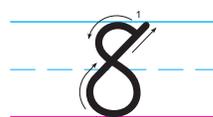
### Numeral 6

Begin at the top line, **curve down** to the bottom line, **curve right**, **curve left** touching the midline and closing the circle.



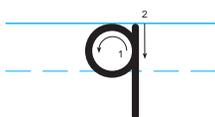
### Numeral 7

Begin at the top line, **slide right**; **slant left** to the bottom line.



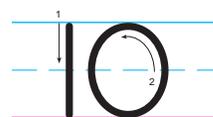
### Numeral 8

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.

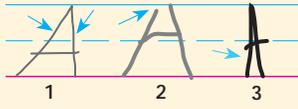
# Corrective Techniques for Manuscript Letters

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.

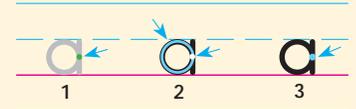
## Lowercase a

### Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

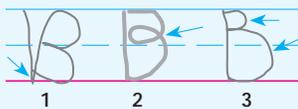
### Corrective Techniques



1. and 3. Start at 3:00 o'clock, be sure to close the circle.
2. Trace the circle in a model of the letter.

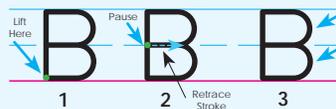
## Uppercase B

### Possible Errors



1. Did not lift after first stroke.
2. Looped the middle of the letter.
3. Top of the letter is too small, bottom is too big.

### Corrective Techniques



1. Lift pencil after first stroke.
2. Pause, then slide right.
3. Use the midline as your guide for keeping top and bottom the same size.

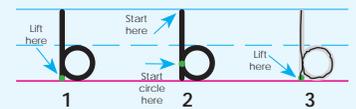
## Lowercase b

### Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

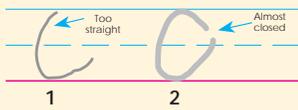
### Corrective Techniques



1. Lift the pencil after the first stroke.
2. Start on top line. Touch the first stroke, then make a full circle.
3. Trace a model of the letter, lift after first stroke then make the circle.

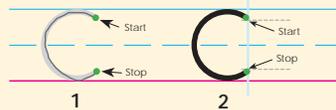
## Uppercase C

### Possible Errors



1. The first stroke is too straight. Looks like the letter L.
2. The letter is almost closed. Looks like the letter O.

### Corrective Techniques



1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

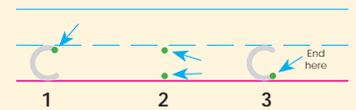
## Lowercase c

### Possible Errors



1. The first stroke is too straight. Looks like the letter i.
2. Curves up at end, looks like u.
3. Almost closed, looks like o.

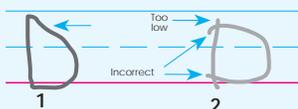
### Corrective Techniques



1. Trace over a model of the letter c.
2. Make a start dot and end dot for student to use as guides.
3. Trace over a model of the letter c.

## Uppercase D

### Possible Errors



1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

### Corrective Techniques



1. Trace a model letter, emphasize the length of the horizontal strokes.
2. Trace a model of the letter, emphasize where the letter starts (top line).

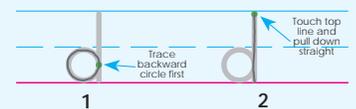
## Lowercase d

### Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

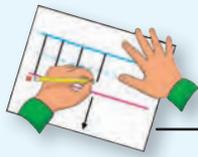
### Corrective Techniques



1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

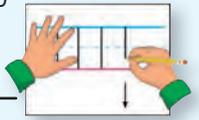
# Corrective Techniques for Manuscript Letters (continued)



LEFT HAND



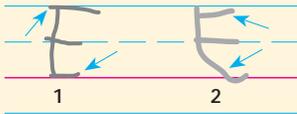
RIGHT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

## Uppercase E

### Possible Errors



1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

### Corrective Techniques



1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

## Lowercase e

### Possible Errors



1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

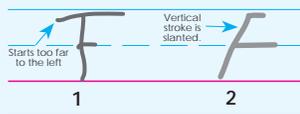
### Corrective Techniques



1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

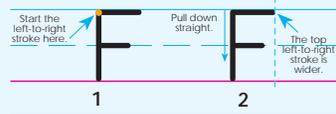
## Uppercase F

### Possible Errors



1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

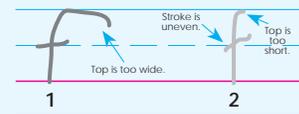
### Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

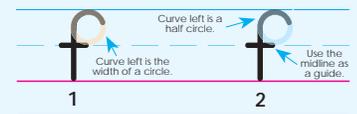
## Lowercase f

### Possible Errors



1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

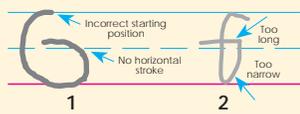
### Corrective Techniques



1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

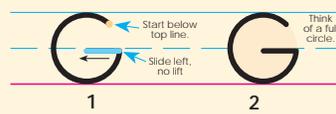
## Uppercase G

### Possible Errors



1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

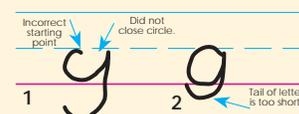
### Corrective Techniques



1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

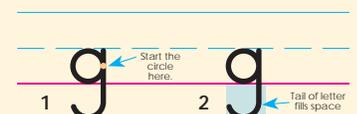
## Lowercase g

### Possible Errors



1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

### Corrective Techniques



1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

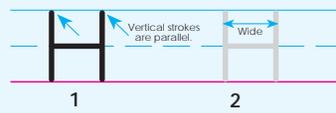
## Uppercase H

### Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

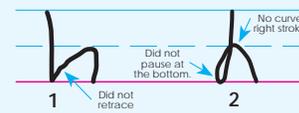
### Corrective Techniques



1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

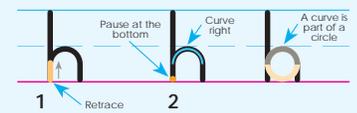
## Lowercase h

### Possible Errors



1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

### Corrective Techniques



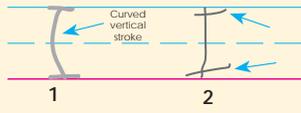
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

# Corrective Techniques for Manuscript Letters (continued)

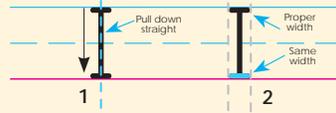
## Uppercase I

### Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

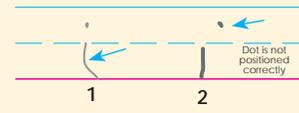
### Corrective Techniques



1. Check paper position. Use edge of paper as a guide for vertical strokes.
2. Start on the top line and slide right, start on the bottom line slide right.

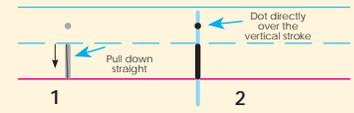
## Lowercase i

### Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

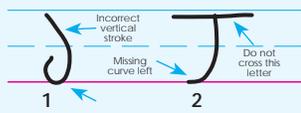
### Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

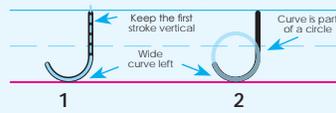
## Uppercase J

### Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

### Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

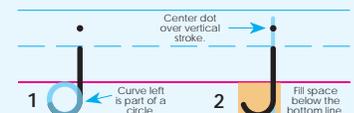
## Lowercase j

### Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

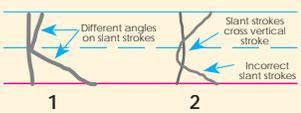
### Corrective Techniques



1. Think of making the bottom half of a circle for the curve-left stroke.
2. Highlight tail space with a colored marker so students see the area.

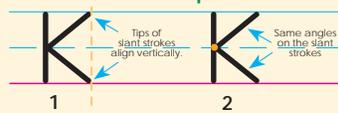
## Uppercase K

### Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

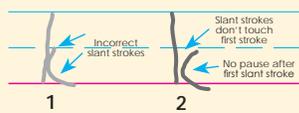
### Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

## Lowercase k

### Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

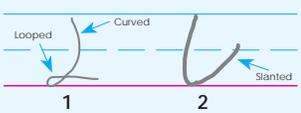
### Corrective Techniques



1. and 2. Trace a model of the letter k several times as you say the strokes. Be sure to pause after the slant-left stroke, then slant right to bottom line.

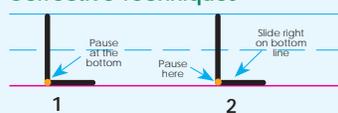
## Uppercase L

### Possible Errors



1. Curved first stroke. No pause at bottom line, looped strokes.
2. Left-to-right stroke is slanted and off the bottom line.

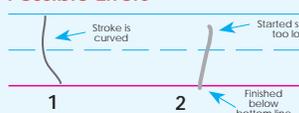
### Corrective Techniques



1. Writing too fast, slow down, pause on bottom line before slide right.
2. Pull down straight to the bottom line. Slide right, staying on the bottom line.

## Lowercase l

### Possible Errors



1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

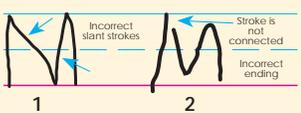
### Corrective Techniques



1. Pull down straight to the bottom line. Check paper position.
2. Begin at the top line and pull down straight to the bottom line.

## Uppercase M

### Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

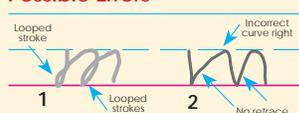
### Corrective Techniques



1. Place a dot between the two vertical strokes, then make the slant strokes.
2. All of the strokes in the letter connect at the top line or bottom line.

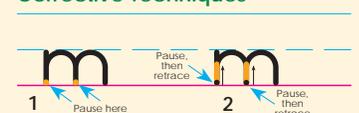
## Lowercase m

### Possible Errors



1. The vertical strokes are looped.
2. There should be a retrace of the vertical stroke before the curve-right stroke.

### Corrective Techniques



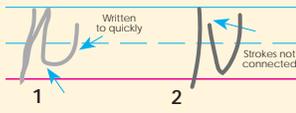
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

# Corrective Techniques for Manuscript Letters (continued)

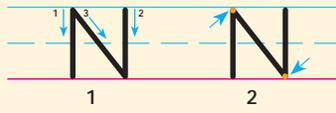
## Uppercase N

### Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

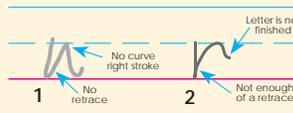
### Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

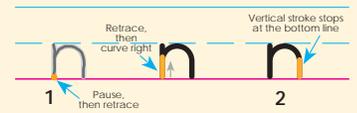
## Lowercase n

### Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

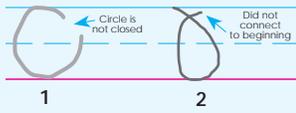
### Corrective Techniques



1. Trace over a model of the letter n. Retrace the first stroke part way.
2. Finish the letter by pulling the vertical stroke to the bottom line.

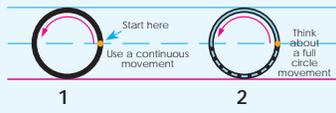
## Uppercase O

### Possible Errors



1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

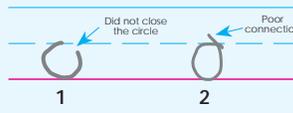
### Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the midline and close the circle.

## Lowercase o

### Possible Errors



1. Did not close the circle.
2. Did not make a smooth closing of the circle.

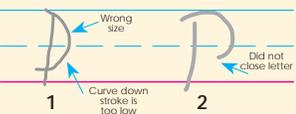
### Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

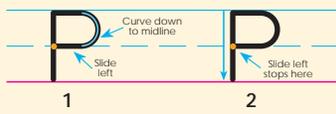
## Uppercase P

### Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

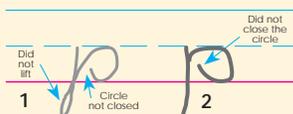
### Corrective Techniques



1. Trace over a model of the letter P, curve down stroke stops at midline.
2. Slide-left on the midline to close the top of the letter.

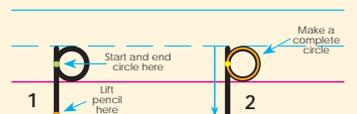
## Lowercase p

### Possible Errors



1. Did not lift the pencil after the first stroke. Circle is not closed.
2. Vertical stroke is curved. The circle is not closed.

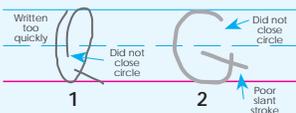
### Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter 6 to 8 times as you say the strokes.

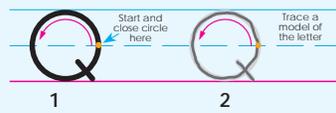
## Uppercase Q

### Possible Errors



1. Circle starts and ends incorrectly, not closed, letter is too narrow.
2. Circle not closed, slant stroke is too long and too high.

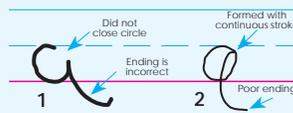
### Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

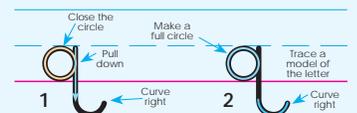
## Lowercase q

### Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

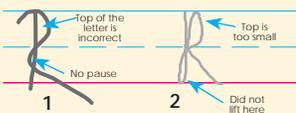
### Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

## Uppercase R

### Possible Errors



1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

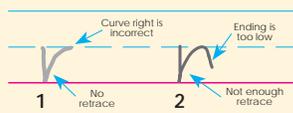
### Corrective Techniques



1. Trace over a model of the letter R 6 to 8 times as you say each stroke.
2. Lift after the first stroke. Touch the top of the first stroke and finish letter.

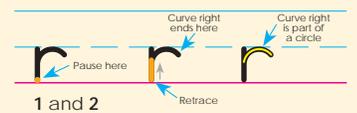
## Lowercase r

### Possible Errors



1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

### Corrective Techniques



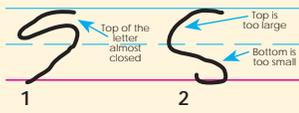
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

# Corrective Techniques for Manuscript Letters (continued)

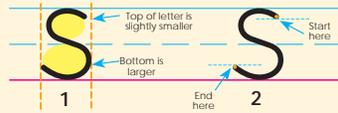
## Uppercase S

### Possible Errors



1. The top of the letter is small, bottom stroke is too straight.
2. The top and bottom of the letter are way out of proportion.

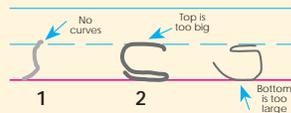
### Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times paying attention to the top and bottom parts of the letter.

## Lowercase s

### Possible Errors



1. The letter was made with no curves. Looks like the letter i.
2. The top and bottom parts of the letter are incorrect.

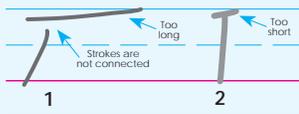
### Corrective Techniques



1. The letter is all curves: curve left, curve down, curve left. Keep curves wide.
2. The top and bottom of the letter are equal in size.

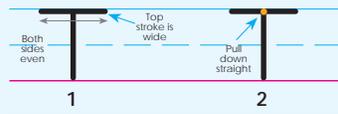
## Uppercase T

### Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

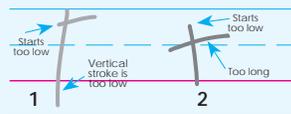
### Corrective Techniques



1. and 2. Touch the top line and make a wide left-to-right stroke, lift, touch the middle of first stroke, pull down straight to the bottom line.

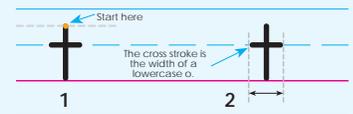
## Lowercase t

### Possible Errors



1. Vertical stroke too long. Left-to-right stroke is tilted and too low.
2. Left-to-right stroke too long and low. Vertical stroke is too low.

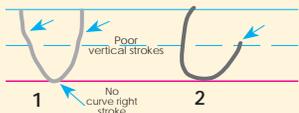
### Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

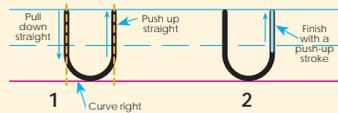
## Uppercase U

### Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

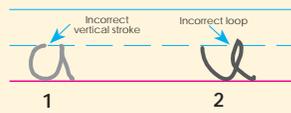
### Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to the top-to-bottom strokes and curve right stroke.

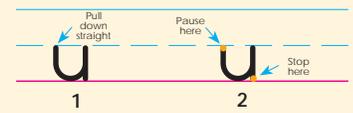
## Lowercase u

### Possible Errors



1. Almost closed, looks like letter a. Vertical stroke is slanted.
2. Did not pause after the push up stroke causing a loop.

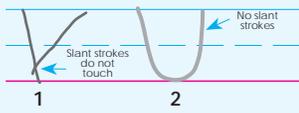
### Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

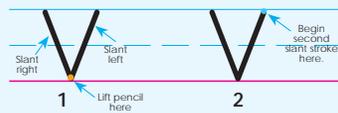
## Uppercase V

### Possible Errors



1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

### Corrective Techniques



1. and 2. Begin at the top line, slant right to the bottom line. Lift the pencil, begin second stroke at the top line and slant left to the bottom line. Trace the letter.

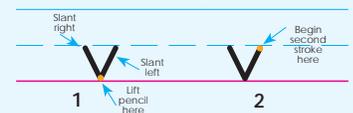
## Lowercase v

### Possible Errors



1. First stroke does not slant. Did not lift at bottom line. Looks like the letter u.
2. First stroke is too long. Second stroke is short.

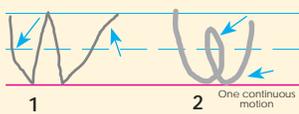
### Corrective Techniques



1. and 2. Begin at midline, slant right to the bottom line. Lift the pencil, begin second stroke at the midline and slant left to the bottom line. Trace over a model.

## Uppercase W

### Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

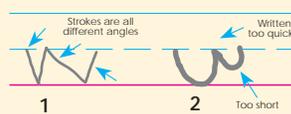
### Corrective Techniques



1. Slow down. Finish all four strokes in the letter. Use the writing lines as guides.
2. The two slant-right strokes are parallel, the two slant-left strokes are parallel.

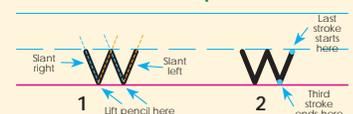
## Lowercase w

### Possible Errors



1. The slant-right and slant-left strokes are at different angles.
2. The letter was written too quickly. Strokes are not aligned.

### Corrective Techniques



1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.



# Manuscript Handwriting Progress Chart

Name \_\_\_\_\_ Download and print copies of this progress chart at: [upub.net/manuscriptprogress.pdf](http://upub.net/manuscriptprogress.pdf)

<i>Position</i>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>		
Top to Bottom	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Left to Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Backward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Forward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Left	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

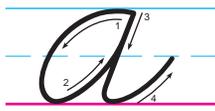


## Cursive Stroke Descriptions



The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download these stroke descriptions at: [upub.net/cursivestrokedescriptions.pdf](http://upub.net/cursivestrokedescriptions.pdf)



### Uppercase A

Begin at the top line, **downcurve** to the bottom line, **undercurve** to the top line; **slant** to the bottom line, **undercurve** to the midline.



### Lowercase a

Begin at the midline, **downcurve** to the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to the midline.



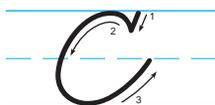
### Uppercase B

Begin at the midline, **undercurve** to the top line; **slant** to the bottom line; **retrace** to just below the top line, **curve forward** and **back**, **curve forward** (forming the loop) and **back**; **swing right**.



### Lowercase b

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **slant** to the bottom line, make a **sharp undercurve** to slightly above the midline; **retrace** and **swing right** to the midline.



### Uppercase C

Begin at the top line, **short slant**; **curve back** touching the top line, **downcurve** to the bottom line, **undercurve** ending at the midline.



### Lowercase c

Begin at the midline, **short slant**; **curve back** touching the midline, **sharp downcurve** to the bottom line, **undercurve** ending at the midline.



### Uppercase D

Begin at the top line, **slant** to the bottom line, **loop** touching the bottom line, **curve up** touching the top line, **loop** ending at the top line.



### Lowercase d

Begin at the midline, **downcurve** to the bottom line, **undercurve** to halfway between the top line and the midline; **slant** to the bottom line, **undercurve** to the midline.



### Uppercase E

Begin at the top line, **short slant**; **curve back** and **down** touching the top line and midline, **curve back** (forming the loop) and **down** touching the bottom line, **undercurve** ending at the midline.



### Lowercase e

Begin at the bottom line, **undercurve** to just below the midline, **curve back** touching the midline, **slant** to the bottom line, **undercurve** to the midline.



### Uppercase F

Begin halfway between the top line and midline, **slant** to the bottom line, **curve up** to the midline; **swing right** through the slant stroke to the midline; **slant**. Begin just below the top line, **curve up**, **down**, and **up**, ending at the top line.



### Lowercase f

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **slant** filling the space below the bottom line, **curve up** and **tie** at the bottom line; **undercurve** to the midline.



### Uppercase G

Begin this letter at the bottom line, **undercurve** to the top line, **curve down**, touching the midline, and **up**; **slant** to the bottom line, **curve up** to the midline; **swing right**.



### Lowercase g

Begin at the midline, **downcurve** to the bottom line, **undercurve** to the midline; **slant** filling the space below the bottom line, **curve back** and **overcurve** crossing the slant stroke at the bottom line, ending at the midline.

## Cursive 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 H

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line. Begin at the top line, **slant** to the bottom line, **retrace**, **curve up**, **swing right**, ending at the midline.



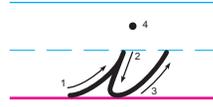
### Lowercase h

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **slant** to the bottom line; **overcurve** to the midline, **slant** to the bottom line, **undercurve** to the midline.



### Uppercase I

Begin below the bottom line, **curve up** touching the top line, **curve down** touching the bottom line, **curve up** to just above the midline; **swing right**.



### Lowercase i

Begin at the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to the midline. **Dot** halfway between the top line and the midline.



### Uppercase J

Begin below the bottom line, **curve up** and **forward** touching the top line, **slant** filling the space below the bottom line, **curve back** and **overcurve** crossing the slant stroke at the bottom line and ending at the midline.



### Lowercase j

Begin at the bottom line, **undercurve** to the midline; **slant** filling the space below the bottom line, **curve back**, **overcurve** crossing the slant stroke at the bottom line, ending at the midline. **Dot** the letter halfway between the top line and the midline.



### Uppercase K

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line. Begin at the top line, **slant left** touching the first stroke at the midline; **slant right** to the bottom line, **undercurve** to the midline.



### Lowercase k

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **slant** to the bottom line; **overcurve** to the midline, **curve back** and **tie**; **slant right** to the bottom line, **undercurve** to the midline.



### Uppercase L

Begin at the midline, **undercurve** to the top line, make a **curved slant** to the bottom line, **loop** and **curve down**, ending below the bottom line.



### Lowercase l

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **slant** to the bottom line, **undercurve** to the midline.



### Uppercase M

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line; **retrace** and **overcurve** to just below the top line, **slant** to the bottom line; **retrace** and **overcurve** to halfway between the top line and midline, **slant** to the bottom line, **undercurve** to the midline.



### Lowercase m

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line; **overcurve** to the midline, **slant** to the bottom line; **overcurve** to the midline, **slant** to the bottom line, **undercurve** to the midline.



### Uppercase N

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line; **retrace** and **overcurve** to just below the top line, **slant** to the bottom line, **undercurve** to the midline.



### Lowercase n

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line; **overcurve** to the midline, **slant** to the bottom line, **undercurve** to the midline.

## Cursive Stroke Descriptions (continued)



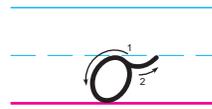
The detailed stroke descriptions below reinforce handwriting instruction at home and in the classroom. If you wish to simplify the stroke descriptions, say only the words in **bold** type.

You can download these stroke descriptions at: [upub.net/cursivestrokedescriptions.pdf](http://upub.net/cursivestrokedescriptions.pdf)



### Uppercase O

Begin below the top line, make a **backward oval** touching the top line and bottom line, **close oval**, **loop** ending at the top line.



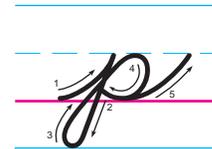
### Lowercase o

Begin slightly below the midline, make a **backward oval** touching the midline and the bottom line, **close oval**, **swing right** ending at the midline.



### Uppercase P

Begin at the midline, **undercurve** to the top line; **slant** to the bottom line; **retrace** to just below the top line, **curve forward** and **back** touching the slant stroke at the midline.



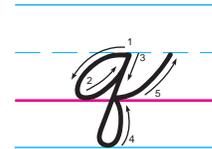
### Lowercase p

Begin at the bottom line, **undercurve** to the midline; **slant** filling the space below the bottom line, **curve back**, **overcurve** crossing the slant stroke above the bottom line and touching the midline, **curve down** and **back** touching the bottom line and **tie** at the slant stroke; **undercurve** to the midline.



### Uppercase Q

Begin below the top line, make a **backward oval** touching the top line and bottom line; **close oval**. Touch the oval at the 7 o'clock position, **curve up** and **down** to below the bottom line.



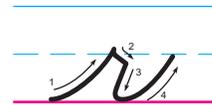
### Lowercase q

Begin at the midline, **downcurve** to the bottom line, **undercurve** to the midline; **slant** filling the space below the bottom line, **curve up** and **tie** at the bottom line; **undercurve** to the midline.



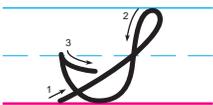
### Uppercase R

Begin at the midline, **undercurve** to the top line; **slant** to the bottom line; **retrace** to just below the top line, **curve forward** and **back**, touching the slant stroke at the midline; **slant right** to the bottom line, **undercurve** to the midline.



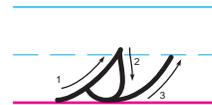
### Lowercase r

Begin at the bottom line, **undercurve** to slightly above the midline; **retrace**, **slant right** a short distance; **slant** to the bottom line, **undercurve** to the midline.



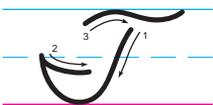
### Uppercase S

Begin at the bottom line, **undercurve** to just below the top line, **curve back** touching the top line, **curve down** touching the bottom line, **curve up** to the midline; **swing right**.



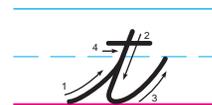
### Lowercase s

Begin at the bottom line, **undercurve** to slightly above the midline; **retrace**, **curve down** and **back** touching the bottom line, **tie** to the first stroke, **undercurve** to the midline.



### Uppercase T

Begin halfway between the top line and midline, **slant** to the bottom line, **curve up** to the midline; **swing right**. Begin just below the top line, **curve up**, **down**, and **up**, ending at the top line.



### Lowercase t

Begin at the bottom line, **undercurve** to halfway between the midline and the top line; **slant** to the bottom line, **undercurve** to the midline. **Cross** just above the midline.

Parents: 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.

## Cursive 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 U

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line, **undercurve** to halfway between the midline and top line; **slant** to the bottom line, **undercurve** to the midline.



### Lowercase u

Begin at the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to the midline.



### Uppercase V

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line, **sharp undercurve**, **curve forward** ending just below the top line.



### Lowercase v

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line, **sharp undercurve** to slightly above the midline; **retrace** and **swing right** ending at the midline.



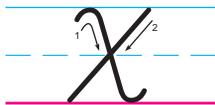
### Uppercase W

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line; **undercurve** to the top line; **slant** to the bottom line; **overcurve** ending halfway between the midline and the top line.



### Lowercase w

Begin at the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to the midline; **slant** to the bottom line, **undercurve** to slightly above the midline; **retrace** and **swing right** to the midline.



### Uppercase X

Begin just below the top line, **overcurve** touching the top line, **slant right** to the bottom line, **undercurve** ending just above the bottom line. Begin at the top line, **slant left** to the bottom line.



### Lowercase x

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line, **undercurve** to the midline. **Cross with an upstroke**. *Note: Make the cross with an upstroke for better control.*



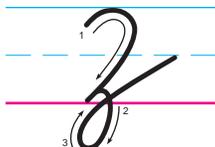
### Uppercase Y

Begin just below the top line, **overcurve** touching the top line, **slant** to the bottom line, **undercurve** to halfway between the midline and top line; **slant** filling the space below the bottom line, **curve back**, **overcurve** crossing the slant stroke at the bottom line, ending at the midline.



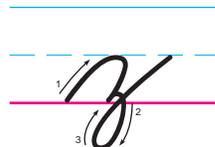
### Lowercase y

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line, **undercurve** to the midline; **slant** filling the space below the bottom line, **curve back**, **overcurve** crossing the slant stroke at the bottom line, ending at the midline.



### Uppercase Z

Begin just below the top line, **curve forward** touching the top line, **slant** to the bottom line, **retrace** slightly, **curve down** filling the space below the bottom line, **overcurve** crossing at the bottom line, ending at the midline.



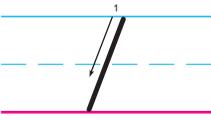
### Lowercase z

Begin at the bottom line, **overcurve** to the midline, **slant** to the bottom line; **curve up** and **down** filling the space below the bottom line, **overcurve** crossing at the bottom line, ending at the midline.

## Cursive 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.



### Numeral 1

Begin at the top line, **slant** to the bottom line.



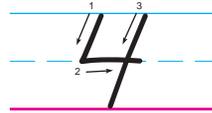
### Numeral 2

Begin slightly below the top line, **curve forward** touching the top line, **slant** to the bottom line; **slide right**.



### Numeral 3

Begin slightly below the top line, **curve forward**, **down**, and **back** touching the top line and stopping at the midline; **curve forward**, **down**, and **back** touching the bottom line, ending just above the bottom line.



### Numeral 4

Begin at the top line, **slant** to the midline; **slide right** on the midline. Begin at the top line, **slant** to the bottom line.



### Numeral 5

Begin at the top line, **slant** to the midline; **curve forward**, **down**, and **back** touching the bottom line and ending just above the bottom line. Begin at the top line, **slide right**.



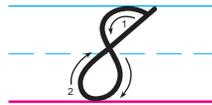
### Numeral 6

Begin at the top line, **curve down** to the bottom line, **curve up** touching the midline, **curve down**, close the oval.



### Numeral 7

Begin at the top line, **slide right**; **slant** to the bottom line.



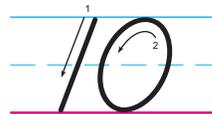
### Numeral 8

Begin just below the top line, **curve back** touching the top line, **curve down**, **curve back** touching the bottom line, **slant up** to the top line.



### Numeral 9

Begin at the top line, **downcurve** to the midline, **undercurve** to the top line; **slant** to the bottom line.



### Numeral 10

Begin at the top line, **slant** to the bottom line. Begin just below the top line, make a **backward oval** touching the top line and bottom line.

## Notes

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# Corrective Techniques for Lowercase Cursive Letters

The following pages show possible handwriting errors and corrective techniques for the lowercase and uppercase cursive 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 students trace over a screened (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.

Use the **AlphamationPlus** touch screen **Trace, Write, Check** feature that allows students to trace over a letter as many times as they like, write the letter without the model, and then check their writing against the model.

Students can trace, write, and check (self-evaluate) their cursive letters with **AlphamationPlus**.



## Lowercase Letter Groupings

Corrective techniques for one letter can often be used for other letters with similar strokes.

The **undercurve** is the first stroke of fourteen lowercase letters. They are: **b, e, f, h, i, j, k, l, p, r, s, t, u, and w.**



The **downcurve** is the first stroke of the lowercase letters **a, d, g,** and **q.** The letters **o** and **c** contain a steep downcurve.

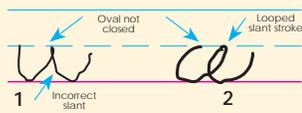


The **overcurve** is the beginning stroke for six lowercase letters. They are: **m, n, v, x, y, and z.**



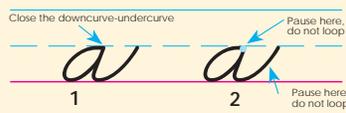
## Lowercase a

### Possible Errors



1. The downcurve-undercurve was not closed, looks like the letter u.
2. Did not pause after undercurve, slant stroke is looped, looks like ce.

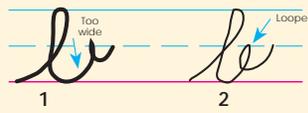
### Corrective Techniques



1. Make a wide downcurve, close the downcurve-undercurve motion.
2. Pause after closing the two strokes. Pull the slant stroke to the bottom line.

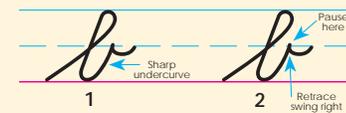
## Lowercase b

### Possible Errors



1. Undercurve is too wide, looks like the letters li.
2. Did not pause after the sharp undercurve, looks like le.

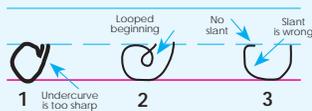
### Corrective Techniques



1. Make a sharp undercurve.
2. You must pause after the sharp undercurve, then retrace slightly and swing right.

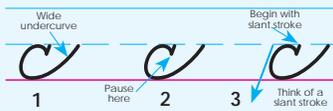
## Lowercase c

### Possible Errors



1. Undercurve ending is too sharp.
2. Did not pause after slant stroke.
3. No slant, letter is too wide.

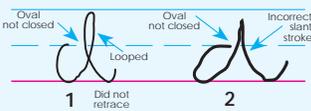
### Corrective Techniques



1. Make undercurve wide.
2. Pause after first slant stroke.
3. Begin with slant stroke. Make the downcurve slant to left.

## Lowercase d

### Possible Errors



1. The downcurve-undercurve was not closed, looks like the letters cl.
2. Did not slant "left" to the bottom line.

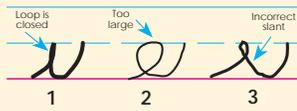
### Corrective Techniques



1. Make a wide downcurve and the undercurve will close the motion easily.
2. Pause, then pull the slant stroke to the bottom line. Check paper position.

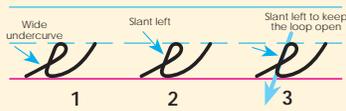
## Lowercase e

### Possible Errors



1. Loop in e is closed, looks like the letter i.
2. Loop is too large, too rounded.
3. Slant stroke is slanting in the wrong direction.

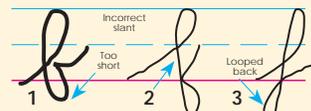
### Corrective Techniques



1. Begin with a wide undercurve.
2. Make a good slant left to the bottom line.
3. Curve back, then slant left to the bottom line.

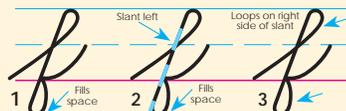
## Lowercase f

### Possible Errors



1. Lower loop is too short, looks like the letter b.
2. The slant stroke slants in the wrong direction.
3. Loop is on left side of slant stroke.

### Corrective Techniques



1. Loop fills space below bottom line.
2. Slant left fills descender space.
3. Both loops end up on the right side of the slant stroke.

# Corrective Techniques for Lowercase Cursive Letters (continued)

## Lowercase *g*

### Possible Errors



1. First stroke too steep, looks like y.
2. Descender (slant stroke) is too short.
3. Slant stroke is going in wrong direction.

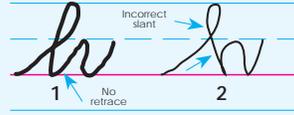
### Corrective Techniques



1. Make a wide downcurve.
2. Slant stroke fills descender space.
3. Make the downcurve-undercurve correctly, then slant left.

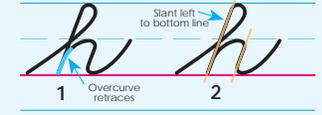
## Lowercase *h*

### Possible Errors



1. The overcurve breaks away from the slant stroke too quickly, no retrace.
2. Slant strokes are going in the wrong direction.

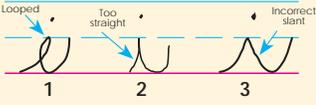
### Corrective Techniques



1. The overcurve retraces part of the slant stroke.
2. The slant strokes slant left all the way to the bottom line.

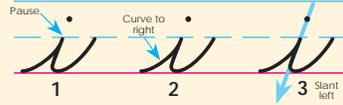
## Lowercase *i*

### Possible Errors



1. The letter is looped, looks like e.
2. The first undercurve is too straight.
3. Slant stroke is slanting right instead of left.

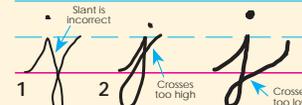
### Corrective Techniques



1. Pause at top of undercurve, then slant to bottom line.
2. Curve more to right, then up slowly.
3. Slant left to the bottom line, not right.

## Lowercase *j*

### Possible Errors



1. Slant goes in the wrong direction.
2. Overcurve ending is too high or too low.

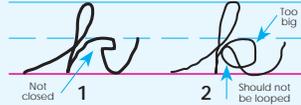
### Corrective Techniques



1. Check paper/book position, slant strokes should slant left.
2. The overcurve ending crosses the slant stroke at the bottom line.

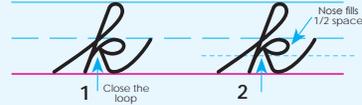
## Lowercase *k*

### Possible Errors



1. The "nose" of the letter is not closed. Looks like the letter h.
2. The curve back and slant stroke are looped, the "nose" is too big.

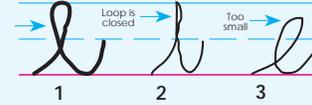
### Corrective Techniques



1. Curve back until you touch the overcurve stroke.
2. The "nose" fills 1/2 of the space. Pause before the slant-undercurve.

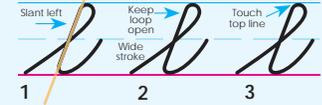
## Lowercase *l*

### Possible Errors



1. Slant stroke is slanting in the wrong direction.
2. The loop is closed.
3. Letter too small, looks like e.

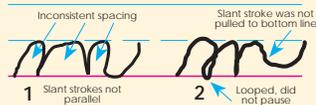
### Corrective Techniques



1. Curve back, then pull the slant left stroke to the bottom line.
2. Begin with a wide undercurve.
3. Undercurve to the top line.

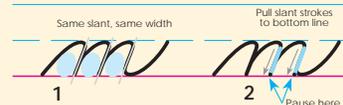
## Lowercase *m*

### Possible Errors



1. Overcurves and slant strokes are incorrect. Space between strokes varies.
2. Did not pause after slant stroke. Slant was not pulled to bottom line.

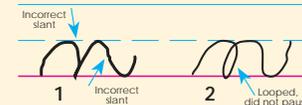
### Corrective Techniques



1. First overcurve-slant motion is the same as the second and third motions.
2. Pause after first two slant strokes, pull slant strokes to the bottom line.

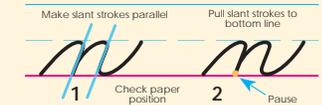
## Lowercase *n*

### Possible Errors



1. Both slant strokes are incorrect.
2. Did not pause at the bottom of the slant stroke.

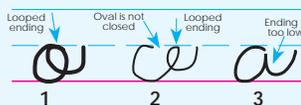
### Corrective Techniques



1. Slant strokes should be parallel. Check paper position.
2. Pause at the bottom line, then make the second overcurve.

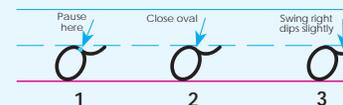
## Lowercase *o*

### Possible Errors



1. The ending is looped.
2. Did not close the oval, ending is looped, looks like the letters ce.
3. Ending stroke is too low, looks like a.

### Corrective Techniques



1. Pause before the swing right.
2. Close oval, pause, then swing right.
3. Swing right dips slightly, but stays near the midline.

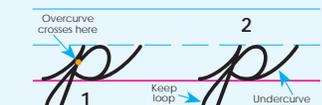
## Lowercase *p*

### Possible Errors



1. Overcurve crosses too low and separates the two parts of the letter.
2. Lower loop is too narrow, ending stroke is too high.

### Corrective Techniques



1. Overcurve crosses the slant stroke above the bottom line.
2. Keep the loop open, undercurve ends at the midline.

# Corrective Techniques for Lowercase Cursive Letters (continued)

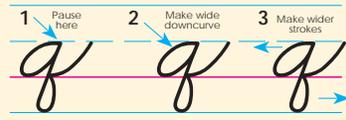
## Lowercase q

### Possible Errors



1. No pause after closing the oval.
2. First stroke is too steep, oval is not closed.
3. Letter is too narrow.

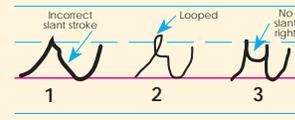
### Corrective Techniques



1. Pause after closing the oval.
2. Make a wide downcurve.
3. Use more wrist-arm motion and less finger motion, make strokes wider.

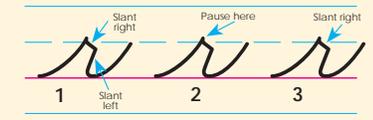
## Lowercase r

### Possible Errors



1. Incorrect slant stroke, looks like the letter i.
2. Did not pause after undercurve.
3. Slant right is too deep and curved.

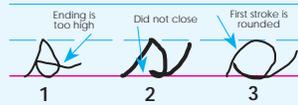
### Corrective Techniques



1. Slant right, pause, then slant left.
2. Pause after the first undercurve.
3. The slant right stroke starts at the midline after a short retrace.

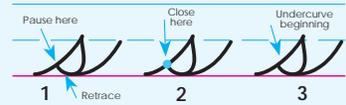
## Lowercase s

### Possible Errors



1. Ending stroke is looped too high.
2. Did not close the letter.
3. First stroke is too round.

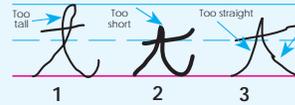
### Corrective Techniques



1. Pause, then retrace with ending stroke.
2. Continue until you touch first stroke.
3. Begin letter with an undercurve.

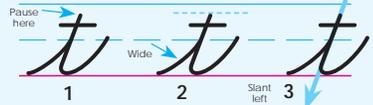
## Lowercase t

### Possible Errors



1. Too tall and looped, looks like l.
2. Undercurve is too short.
3. Undercurve too straight, slant stroke is slanting right instead of left.

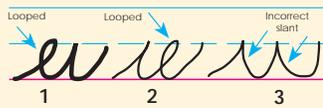
### Corrective Techniques



1. Pause halfway between midline and top line, then slant left to bottom line.
2. Undercurve to halfway between midline and top line.
3. Slant left to the bottom line, not right.

## Lowercase u

### Possible Errors



1. & 2. The undercurve-slant motions are looped, looks like the letters ei and ie.
3. The slant strokes slant forward (right).

### Corrective Techniques



1. & 2. Pause after the undercurves, then slant left to the bottom line.
3. Pull the slant left strokes to the bottom line. Check paper position.

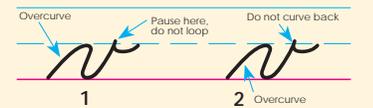
## Lowercase v

### Possible Errors



1. Ending is looped. Did not pause before the retrace.
2. Did not begin with an overcurve. Letter is almost closed, looks like the letter o.

### Corrective Techniques



1. Pause after the sharp undercurve, then retrace and swing right.
2. Begin with an overcurve, sharp undercurve swings up to the right rather than back.

## Lowercase w

### Possible Errors



1. Slant strokes are at different angles
2. Undercurve-slant motion is looped, letter looks like the letters ie.
3. Ending stroke looped, looks like the letters ue.

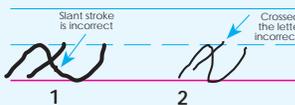
### Corrective Techniques



1. Use the first slant stroke as a guide for the second slant stroke.
2. & 3. Pause at the top of each of the undercurves.

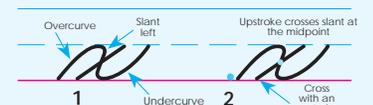
## Lowercase x

### Possible Errors



1. The slant stroke should slant left rather than right.
2. The cross stroke was made from top to bottom, in the wrong position.

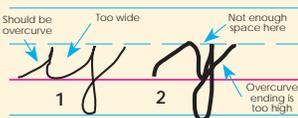
### Corrective Techniques



1. The slant stroke is pulled down to the left, not to the right. Check your paper position.
2. Cross the letter from the bottom line with an "upstroke."

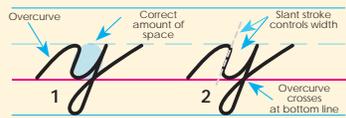
## Lowercase y

### Possible Errors



1. Did not begin with overcurve. Too much space between slant strokes.
2. First slant stroke is incorrect. Overcurve ending is too high.

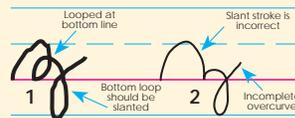
### Corrective Techniques



1. Space between slant strokes should be about the width of a small oval.
2. Slant stroke controls width. The overcurve ending crosses at the bottom line.

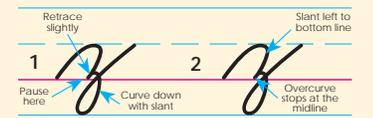
## Lowercase z

### Possible Errors



1. Looped after slant stroke, lower loop is not slanted correctly.
2. The slant stroke does not slant left.

### Corrective Techniques



1. Pause after the slant stroke, then retrace and curve down with slant.
2. After the overcurve, pull down to the bottom line with a slant-left stroke.

# Corrective Techniques for Uppercase Cursive Letters

**Uppercase Letter Groupings** Corrective techniques for one letter can often be used for other letters with similar strokes. Although there are many detailed corrective techniques below, one of the most effective techniques is tracing over a screened (gray) model of the letter. Tracing helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

The **curve up, retrace, and swing right** are common strokes used in the six uppercase letters below.

The **overcurve-slant** are common strokes used in all the uppercase letters below.



The **forward oval** is a common stroke in the three uppercase letters below.

The strokes are the same but the size differs.



The **backward oval** motion (or part of the oval) is common in the five uppercase letters below.

The **curve up** is common in the two uppercase letters below.

The uppercase L is a double-loop letter. The X is a double slant-stroke letter.



## Uppercase a

### Possible Errors



The downcurve and undercurve strokes are not closed.

### Corrective Techniques



Make a wide downcurve so there is room for the undercurve.

### KEY POINTS

The top of the first stroke has to be wide (almost horizontal) and then it gradually curves down. This stroke is often made too steep and the wide undercurve that follows does not connect.

## Uppercase B

### Possible Errors



Did not retrace the slant stroke.

### Corrective Techniques



Be sure to retrace the slant stroke almost to the top, then curve forward.

### KEY POINTS

The two curve-forward motions should maintain the correct slant of the letter. The loop is at the midline.



## Uppercase C

### Possible Errors



The slant of the letter is not correct.

### Corrective Techniques



Be sure to check your paper position. It will help you maintain proper slant in your writing.

### KEY POINTS

The first short slant stroke gives definition to your letter. The oval part of the letter should also be slanted.



## Uppercase D

### Possible Errors



The two loops in the letter are too big.

### Corrective Techniques



Keep the top and bottom loops small. The top loop is horizontal, the bottom is shorter and tilted slightly.

### KEY POINTS

The first stroke is a slant stroke that loops quickly at the bottom line. The rest of the letter is much like the letter O.



## Uppercase E

### Possible Errors



The top part of the letter is too big. The slant of the letter is not correct.

### Corrective Techniques



Start with a short slant stroke. Curve back, be sure the loop is above the midline.

### KEY POINTS

The first short slant stroke gives definition to your letter. The two curve back motions should be at the same slant.



## Uppercase F

### Possible Errors



The top part of the letter is connected. The bottom is too big and round.

### Corrective Techniques



Start with a curved slant stroke, curve back, pause, then swing right. Do not connect the top.

### KEY POINTS

The top of the letter is not connected. The uppercase F never connects to the following letter.



# Corrective Techniques for Uppercase Cursive Letters (continued)

## Uppercase G

### Possible Errors



No loop, first undercurve is too straight. Second undercurve is too high.

### Corrective Techniques



Make the undercurve wide. The second undercurve swings wide, stops below the top line.

### KEY POINTS

Make a wide undercurve to allow room for the loop. The ending is just like the letters B, I, S, and T.



## Uppercase H

### Possible Errors



The first and second parts of the letter are not connected.

### Corrective Techniques



After the second slant, retrace slightly and curve back touching the first slant at the midline. Connect the top.

### KEY POINTS

Be sure to make the two slant strokes parallel. The uppercase H always connects to the next letter.



## Uppercase I

### Possible Errors



The first stroke does not curve back soon enough to maintain good slant.

### Corrective Techniques



The curve up and curve down strokes form the big loop. This loop should have the correct slant.

### KEY POINTS

The slant of this letter is established by the first stroke. Curve up, at midpoint curve forward, and then curve down. The ending is like the letters T and G.



## Uppercase J

### Possible Errors



The first stroke is too straight up, allowing no room for the big loop in the letter.

### Corrective Techniques



Curve up (left), curve forward (midpoint of stroke). Slant, filling the space below the bottom line.

### KEY POINTS

Keep the top portion of the letter open by curving up and left. The overcurve ending crosses at the bottom line. The first stroke, slant stroke, and overcurve cross at the bottom line.



## Uppercase K

### Possible Errors



The slant strokes are too straight and there is a wide loop in the middle. Looks like H.

### Corrective Techniques



Make the slant-left and slant-right strokes at a sharp angle. The slant-left stroke ties here (1), do not loop.

### KEY POINTS

The angle of the two slant strokes on the right side of the letter defines the letter. Both strokes are at sharp angles. The slant left ties to the first stroke at the midpoint.



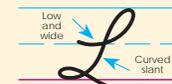
## Uppercase L

### Possible Errors



The first stroke is too straight. Does not swing low and wide. Slant has no curve.

### Corrective Techniques



First stroke is low and wide to allow room for the loop. The slant stroke is a curved slant.

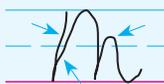
### KEY POINTS

The curved slant sets up for the horizontal loop on the bottom line. The ending curves down below the bottom line and then up slightly, ending below the bottom line.



## Uppercase m

### Possible Errors



Slant strokes and overcurves are incorrect. Ending is too short.

### Corrective Techniques



All three slant strokes are parallel. Retrace the slant strokes and keep the overcurves consistent.

### KEY POINTS

The letter starts with a short overcurve and has two more overcurves. Each overcurve is shorter in height. The undercurve ending stops at the midline.



## Uppercase n

### Possible Errors



Writing too fast. The overcurves are not rounded. Did not retrace on slant.

### Corrective Techniques



Slow down! The overcurve retraces some of the slant stroke then curves over into the second slant.

### KEY POINTS

A short overcurve starts the letter. The second slant stroke should be parallel to the first one. Pull the slant strokes to the bottom line. End at the midline.



## Uppercase O

### Possible Errors



Started in the wrong spot. The "oval" was not closed. The letter has no slant.

### Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop.

### KEY POINTS

Keep the letter (oval) open and even. The loop stops at the top line. Do not make the loop too big. This letter has no slant strokes, but it should have slant.



## Uppercase P

### Possible Errors



Did not pause and retrace at the bottom line. The ending is too high.

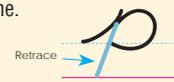
### Corrective Techniques



Pause at the bottom line, retrace, curve forward and tie to the slant stroke at the midline.

### KEY POINTS

The undercurve beginning starts at the midline. Pause after the slant stroke and retrace almost to the top, then curve forward and tie at the midline.



# Corrective Techniques for Uppercase Cursive Letters (continued)

## Uppercase Q

### Possible Errors



The oval is too narrow. The tail on the Q is too short, looks like the letter O.

### Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop. *Keep oval open*

### KEY POINTS

The letter Q is made just like the letter O. Lift the pencil, touch the oval at the 7 o'clock position and make the tail. The tail is a curve up and curve down and ending below the bottom line.



## Uppercase R

### Possible Errors



The round part (curve forward) of the letter is too narrow.

### Corrective Techniques



Make the curve forward part of the R just like the curve forward in the P. Both are open and round.

### KEY POINTS

The letter R is just like the letter P with a slant right and undercurve. Keep the top open by making a wide curve forward that curves down below the midline and ties to the slant.



## Uppercase S

### Possible Errors



First stroke is not wide enough. No loop back at the top line. Ending is too low.

### Corrective Techniques



Make a very wide undercurve, curve back and loop (cross) at the midline. End with a swing right.

### KEY POINTS

The wide undercurve is necessary to maintain correct slant and to have room for the top loop. The ending is like that of the letters T and G.



## Uppercase T

### Possible Errors



First stroke starts too high and it has no slant. The top starts too far to the left.

### Corrective Techniques



Start below the top line and slant to the bottom line. The top starts above the end of the swing right.

### KEY POINTS

Do not connect the top and bottom of the letter. The top curves up, down, and up. The slant stroke has a slight curve in it. The base of the T is much like that of the G, S, and F.



## Uppercase U

### Possible Errors



Incorrect slant and did not pause after the first undercurve.

### Corrective Techniques



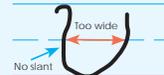
Be sure the two slant strokes are parallel. Pause after the undercurve, then slant to the bottom line.

### KEY POINTS

The two slant strokes are key to the shape of this letter. The first undercurve extends to halfway between the midline and top line, the last undercurve ends at the midline.

## Uppercase V

### Possible Errors



The letter is too wide, looks like the letter U. Letter has no slant.

### Corrective Techniques



Make the undercurve at the bottom of the first slant stroke very sharp. Check paper position for slant.

### KEY POINTS

The undercurve in this letter controls the width of the letter. It should be made very sharp as the letter should not be too wide. The second slant stroke is a slant-up stroke that curves slightly at the end.

## Uppercase W

### Possible Errors



Writing too fast. Did not complete all the strokes in the letter. Looks like V or U.

### Corrective Techniques



Slow down! Complete every stroke. Pull the slant to the bottom line, then end with an overcurve.

### KEY POINTS

Begin with overcurve slant, then undercurve, slant, and overcurve. Be sure to pause after each stroke. The second slant stroke has a slight curve in it.



## Uppercase X

### Possible Errors



Did not cross the two strokes at the midline. Looks like the letter V.

### Corrective Techniques



Be sure that the second stroke, the slant-left stroke, crosses at the midline.

### KEY POINTS

The two strokes must be angled correctly to maintain proper slant. Begin the second slant stroke far enough to the left so the letter is the proper width.



## Uppercase Y

### Possible Errors



The undercurve is far too short. The overcurve ending crosses too low.

### Corrective Techniques



Start with a short slant stroke. Curve back, be sure the loop is above the midline.

### KEY POINTS

This letter begins exactly like the letter U. The second slant stroke fills the space below the bottom line (on primary lines). The two slant strokes are parallel.



## Uppercase Z

### Possible Errors



The overcurve crosses too low below the bottom line.

### Corrective Techniques



The overcurve ending crosses slightly above the bottom line.

### KEY POINTS

The slant stroke curves left more than usual. It stops at the bottom line under the beginning of the letter. The lower loop and top of the letter should have the proper slant.



# Cursive Handwriting Progress Chart

Download and print copies of this progress chart at: [upub.net/cursiveprogress.pdf](http://upub.net/cursiveprogress.pdf)

Student Name \_\_\_\_\_

<i>Position</i>			
Posture	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>			
Slant	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Undercurve	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Downcurve	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Overcurve	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>			
Uppercase A	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>			
Lowercase a	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>			
Numeral 1	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement	<input type="checkbox"/>	Proficient <input type="checkbox"/>

# 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.

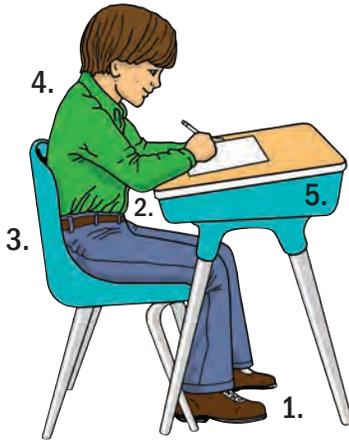
**Visual Figure-Ground** is the ability to focus on a particular piece of information without distraction from background images.

**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.



# Posture, Paper and Pencil Position



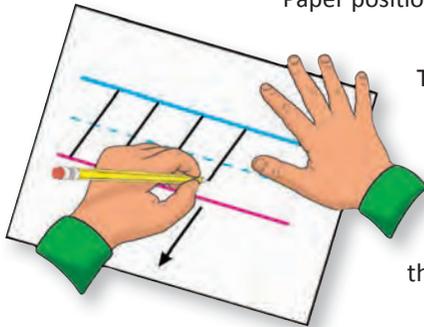
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

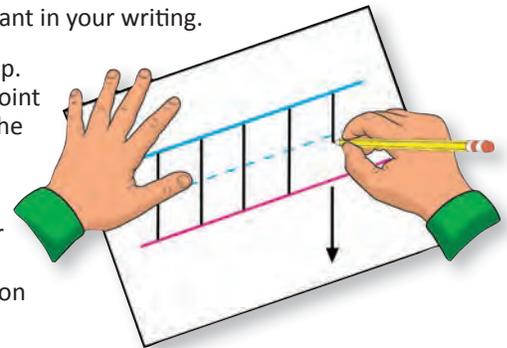
the desk is too high, the student's shoulders will be raised and very tense. Sitting for a long time in that position will cause fatigue and the student will become frustrated, move a lot, and find it difficult to pay attention. If the desk is too low, it will cause pain in the spine, shoulders, and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

## Cursive Paper Position

Paper position is important for maintaining consistent slant in your writing.



**Left Hand** - Tilt the left side of the paper up. The right, lower edge of the paper should point toward the mid-section of the body. Pull the slant strokes toward the left elbow.

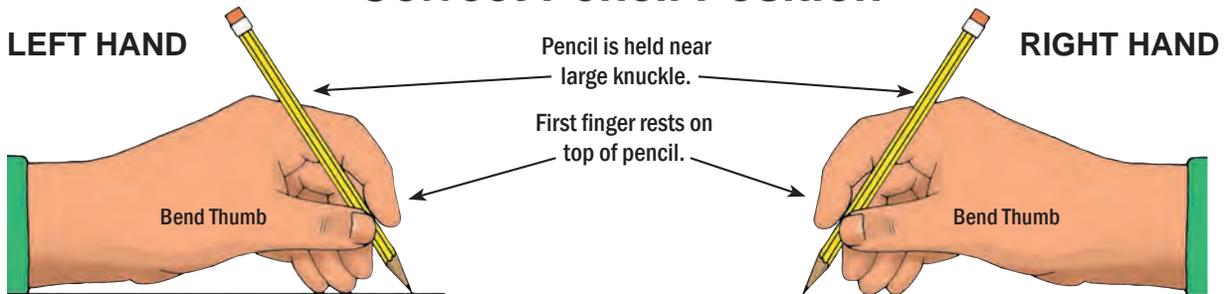


**Right Hand** - Tilt the right side of the paper up and to the left. The left, lower edge of the paper should point toward the mid-section of the body. Pull the slant strokes toward the left elbow.

**LEFT HAND**

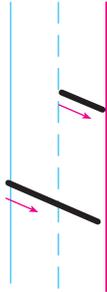
**RIGHT HAND**

## Correct Pencil Position



Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are shorter in length than their middle fingers. Tiny pencils are extremely hard to control for 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.

# Cursive Basic Strokes



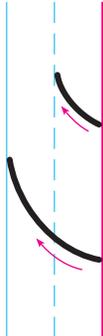
Slant



Undercurve



Downcurve



Overcurve

## Cursive 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

## Cursive

### Punctuation & Numerals

. , ' ? ! " ( )

1 2 3 4 5 6 7 8 9 10



