

Kinder: Inicio de la letra de imprenta

Edición del maestro

UNIVERSAL

La escritura



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Inicio de la letra de imprenta

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Sus preguntas, comentarios y sugerencias continúan siendo muy importantes para mí. Por favor no dude en contactarme al 1-800-940-2270 o enviarme un email en tom@upub.net con cualquier inquietud.

Atentamente,

Thomas Wasyluk
Autor y escritor experto

Kinder: Inicio de la letra de imprenta

Edición del maestro



Thomas Wasylyk
Jennifer Schweighofer

Universal
PUBLISHING

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Universal La escritura: Edición del maestro

Kinder: Inicio de la letra de imprenta

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Message from the Author



Dear Educators,

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

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

This kindergarten workbook is specifically developed for young children who are learning the manuscript letter forms. On the first line of practice students trace the letters (one stroke at a time) and say the strokes as they are tracing each one. This helps students build incredible background knowledge of the basic strokes and writing lines and their relationship to the whole letter. My three-step teaching method (1. Model and Discuss, 2. Practice, and 3. Self-evaluate) has proven to engage students and get excellent results.

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

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

Sincerely,

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

Thomas Wasylyk

Thomas Wasylyk

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



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

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

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

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

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

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

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

Handwriting With Katherine

Why Teach Handwriting?

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

Handwriting & Reading

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

Handwriting & Spelling

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

Handwriting & Composition

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

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

Beyond Language Arts

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

Writing by Hand in a Keyboarding World

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

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

HANDWRITING: Every Student, Every Day, Every Subject

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

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

Beyond the Elementary Classroom

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



Student writing notes from laptop.

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



College students taking notes during class.

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- 5 Willis, Dr. Judy. “The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5).” *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
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Checklist for Effective Handwriting Instruction

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



Handwriting Curriculum

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

Modeling Good Handwriting in the Classroom

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

Preparing the Students for Handwriting Instruction

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

Elements for Effective Handwriting Instruction

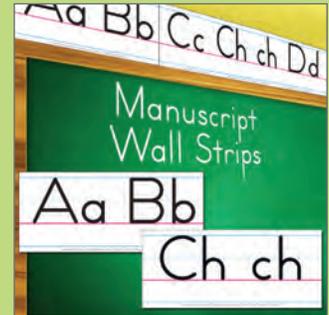
1. Do you teach/review the basic strokes before you begin teaching the letters? YES NO
2. Do you follow the three teaching steps? (Model/Discuss, Practice, Self-evaluate) YES NO
3. Are you consistent with handwriting terminology, letter forms, and presentation? YES NO
4. Do your students trace/write,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

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

Preparing the Classroom for Handwriting Instruction

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

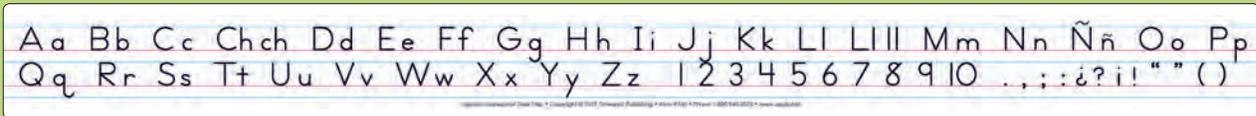
Alphabet Wall Strips Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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



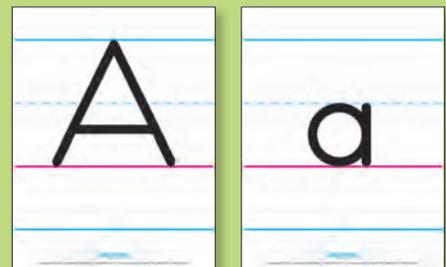
Alphabet Wall Poster Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk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



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



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



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

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

Elements of Legibility

The Writing Lines



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

Tall Letters - Letters that fill the entire writing space.



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

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



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

Intermediate Letter

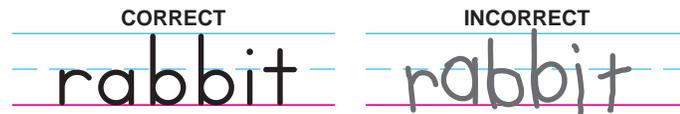


Fills three-quarters of the writing space.

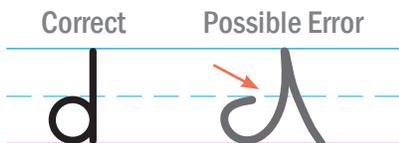
Tail Letters - The tail letters g, j, p, q, and y fill the space below the bottom line.



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



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



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



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



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

See page T24 for Possible Errors and Corrective Techniques.

Elements of Legibility

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



The widest space is between two straight line letters.



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



The least amount of space is between two circle letters.

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



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

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

Correct Line Quality



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

Too Heavy



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

Too Light



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

Shaky



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

This page is available in Spanish on page T33.

Correct Posture, Paper and Pencil Position



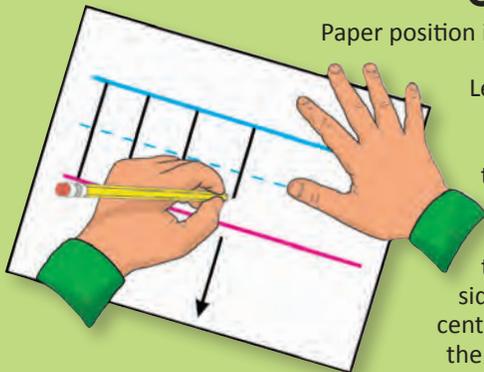
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

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

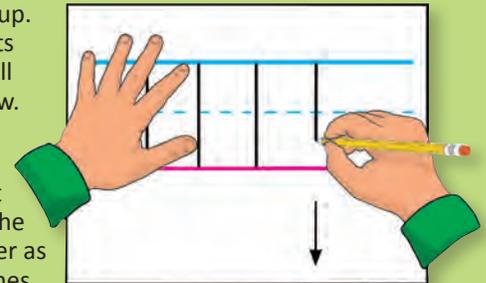
Correct Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

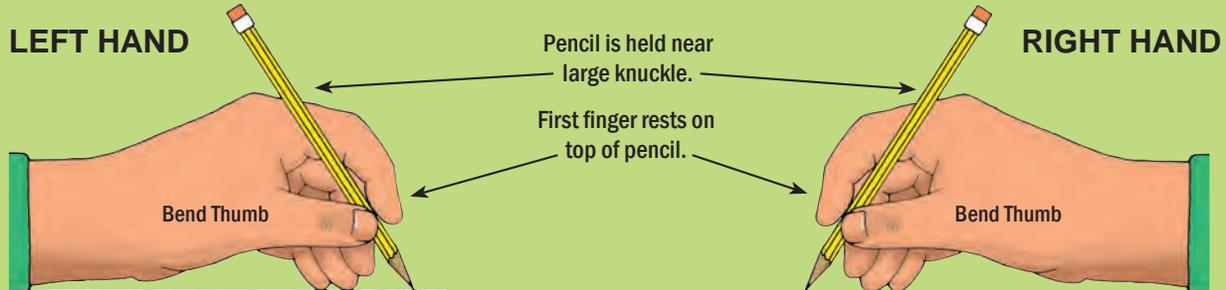
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.



RIGHT HAND

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

Correct Pencil Position



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

How to Use the Teacher Edition

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

- 1 Letter model for quick page identification.
- 2 Student workbook page for easy reference while planning and teaching the lesson.
- 3 Clearly stated objectives for every lesson.
- 4 Detailed, step-by-step instructions for the three teaching steps:
 1. Model and Discuss
 2. Practice
 3. Self-Evaluate
- 5 Tips by occupational therapist Katherine Collmer, M.Ed., OTR/L.

1

A mayúscula

Objetivos:

- Reconocer y nombrar la letra **A** mayúscula.
- Aprender los trazos básicos en la letra **A** mayúscula.
- Trazar y escribir la letra **A** mayúscula.
- Escribir la letra **A** mayúscula para iniciar una oración.

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

1. Model & Discuss

Write a large letter **A** on writing lines on the board or use *AlphabetianPlus* (see page T17 for details). Ask the students the following questions:

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Cuántos trazos hay en esta letra? (3: inclina a la izquierda, inclina a la derecha y de izquierda a derecha.
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde comienza la inclinación derecha del trazo? (la línea de arriba)
5. ¿Qué otras letras tienen trazos inclinados? (K, M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z)

After you discuss the letter, trace over the model of the letter **A** and say "inclina a la izquierda, inclina a la derecha, desliza a la derecha." Repeat this two times. The third time you trace the letter **A**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 10. On the first line, students start at the green dots and trace the uppercase **A** as they say "inclina a la izquierda, inclina a la derecha, desliza a la derecha." Ask them to stop and evaluate their work as described in Step 3

2

Traza y escribe la letra **A** mayúscula.

3

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

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

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

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

Letter A Corrective Techniques: See page T24.

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

In the back of this Teacher Edition you will find:

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

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T13

Modeling is teaching.

Step 1: Model & Discuss

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

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

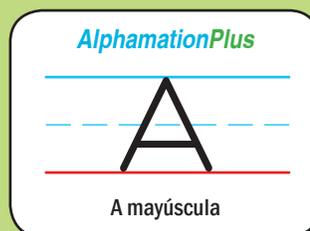
Discuss: Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens **BEFORE** the students pick up a pencil to practice.

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

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



OR



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

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

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

1. ¿Dónde comienza el primer trazo?
(la línea de arriba)
2. ¿Cuántos trazos hay en esta letra?
(3: inclina a la izquierda, inclina a la derecha y de izquierda a derecha.)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde comienza la inclinación derecha del trazo? (la línea de arriba)
5. ¿Qué otras letras tienen trazos inclinados?
(K, M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z)

After you discuss the letter, trace over the model of the letter **A** and say “**inclina a la izquierda, inclina a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **A**, have the students trace the letter in the air and say the strokes.

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

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

1. ¿Dónde comienza el primer trazo?
(la línea de arriba)
2. ¿Cuántos trazos hay en esta letra?
(3: inclina a la izquierda, inclina a la derecha y de izquierda a derecha.)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde comienza la inclinación derecha del trazo? (la línea de arriba)
5. ¿Qué otras letras tienen trazos inclinados?
(K, M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z)

After you discuss the letter, trace over the model of the letter **A** and say “**inclina a la izquierda, inclina a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **A**, have the students trace the letter in the air and say the strokes.

Step 2: next page.

Practice makes permanent.

Step 2: Practice

Students need their workbooks and pencils for this step.

Practice makes permanent; therefore, how and what we practice is important! We begin by having the students trace a screened (gray) model of the letter. In addition to developing perceptual and motor skills, tracing allows students to practice each stroke correctly and identify what part of the letter it is. Tracing the letter stroke by stroke encourages students to write letters based on the strokes, rather than just copying a shape. After tracing the first line of letters, the students practice writing the letter several times independently.

2. Practice

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

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

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

Students trace and write the letters on the second line.

Reinforcement letter model at the end of each line.

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

A mayúscula

1. Inclina a la izquierda
2. Inclina a la derecha
3. Desliza a la derecha

Traza y escribe la letra A mayúscula

Green dots show students where to begin the letter.

Students build their vocabulary through discussion of the illustrations.

Encuentra el camino correcto.

Escribe la letra A mayúscula para completar la oración.

_____zul es un color.

REVISAR
 ¿Están bien tus líneas inclinadas?
 Sí No

Students write the uppercase A to begin the sentence.

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



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

Step 3: Self-Evaluate

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

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

3. Self-Evaluate

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

Self-Evaluate Traced Letters

Students circle the letter they traced the best and put an X through the letter they did not trace well.

A mayúscula

1. Inclina a la izquierda
2. Inclina a la derecha
3. Desliza a la derecha

Traza y escribe la letra A mayúscula.

Encuentra el camino correcto.

Escribe la letra A mayúscula para completar la oración.

A _____ azul es un color.

REVISAR

¿Están bien tus líneas inclinadas?

Sí No

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Self-Evaluate Written Letters

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

Students self-evaluate their uppercase A.

Students check the words they traced.

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

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.



Choose a Letter to Teach: _____

MENU

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

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



Watch the Animation _____



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



Trace, Write, and Check _____

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



Trace



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



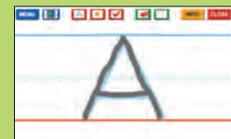
Write



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



Check



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

Erase and Writing Lines: _____



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



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

Student Edition: Basic Strokes

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

When evaluating letter forms, we find that nine out of ten errors relate back to the incorrect formation of one or more of the basic strokes. Teaching the basic strokes, before any letter forms are taught, will prevent many errors.

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

Basic Strokes

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

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

De arriba hacia abajo Traza y escribe las líneas de arriba hacia abajo.

Traza de arriba hacia abajo las líneas en las letras.

4

Student Edition Page 4

De izquierda a derecha Traza y escribe las líneas de izquierda a derecha.

Traza las líneas de izquierda a derecha en las letras.

5

Student Edition Page 5

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



Student Edition: Letter Pages

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

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

Green dot shows where to begin the letter.

Reinforcement letter model at the end of each line.

A mayúscula

Traza y escribe la letra **A** mayúscula.

1. Inclina a la izquierda
2. Inclina a la derecha
3. Desliza a la derecha

Encuentra el camino correcto.

Escribe la letra **A** mayúscula para completar la oración.

zul es un color.

REVISAR
 ¿Están bien tus líneas inclinadas?
 Sí No

10

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Each line begins with a traceable letter model.

Students write the uppercase A to begin the sentence.

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

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



Kindergarten Student Edition Cover



Kindergarten Student Edition Inside Cover

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Kinder

Inicio de la letra de imprenta

Thomas M. Wasylyk
Jennifer L. Schweighofer

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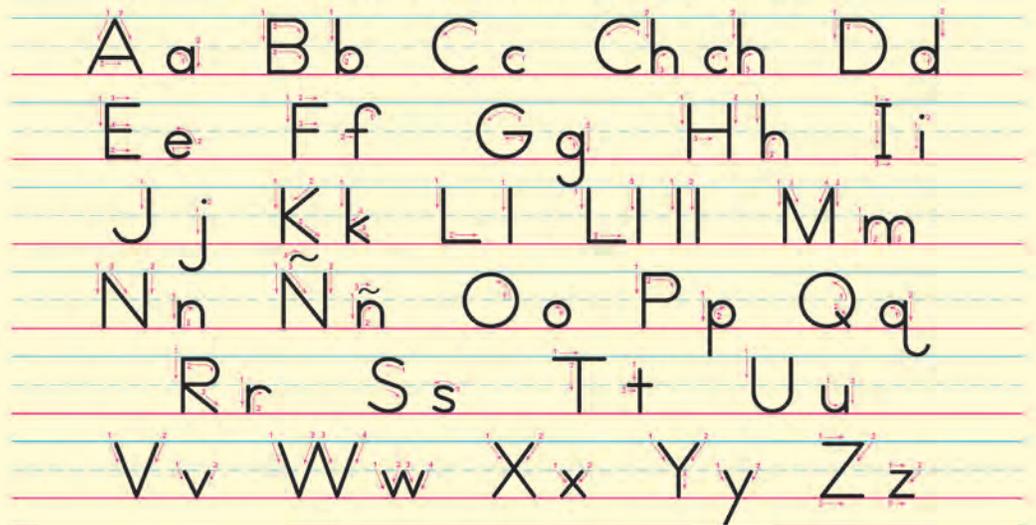
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Student Book Pages

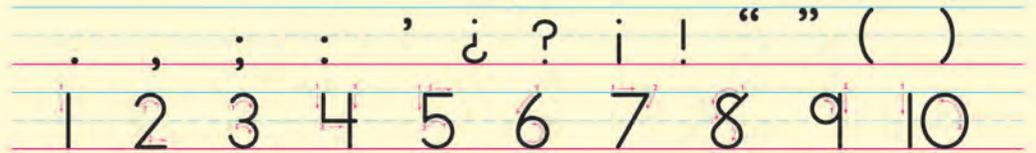
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G mayúscula.....	26	P mayúscula	52	Mi escuela	79
		p minúscula	53	Examen final.....	80

El alfabeto en letra de imprenta

El alfabeto en letra de imprenta



Puntuación y números



2

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Objetivos:

- Reconocer las letras mayúsculas.
- Reconocer las letras minúsculas.
- Nombrar las letras mayúsculas y minúsculas y los números.

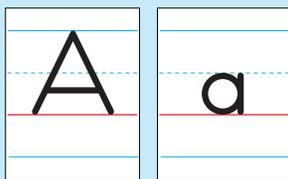
1. Model

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

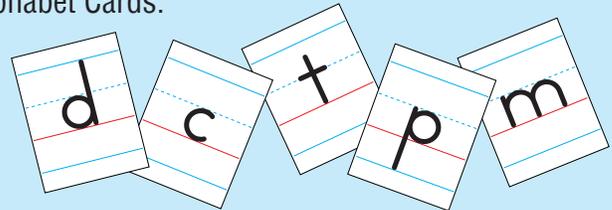
You can download and print the Manuscript Alphabet Cards at: upub.net/spanishmanuscriptcards.pdf

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

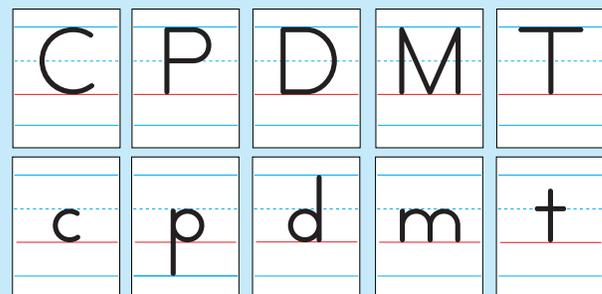
Manuscript Alphabet Cards



Mix up the same lowercase letters (**c**, **p**, **d**, **m**, and **t**) and place them on a table in front of the uppercase Alphabet Cards.



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

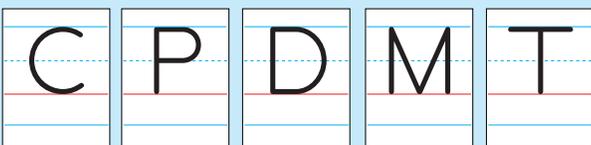


Repeat this letter recognition activity with five new uppercase and lowercase letters. Repeat until you have discussed all sets of the upper- and lowercase letters.

2. Discuss

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

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



Postura, posición del lápiz/papel

Postura correcta

1. Ambos pies en el suelo.
2. No poner codos en el borde del escritorio.
3. Sentarse hacia atrás en la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.



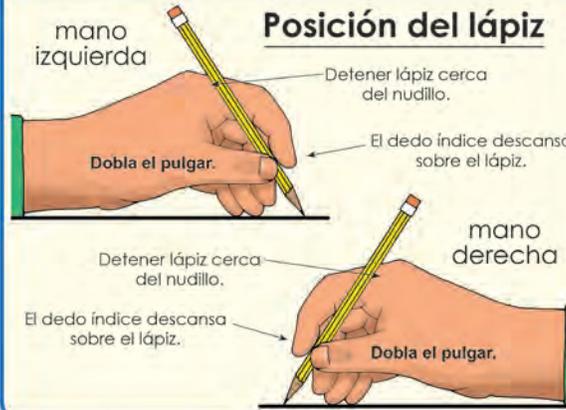
Escritura correcta

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Posición del papel



Posición del lápiz



3

Objetivos:

- Demostrar la postura correcta para sentarse.
- Demostrar la posición correcta del papel/libro.
- Demostrar la posición correcta del lápiz.

Writing Posture

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

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

1. Ambos pies en el suelo.
2. No poner codos en el borde del escritorio.
3. Sentarse hacia atrás en la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.

Paper Position

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

Pencil Position

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

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

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

Worksheet 3A

You can download and print copies of Worksheet 3A at:
pub.net/751worksheets.pdf

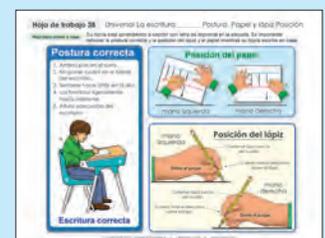


Now have the students pick up their pencils and touch the top line and pull down straight to the bottom line. Have them do two more top-to-bottom lines.

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

Worksheet 3B

You can download and print copies of Worksheet 3B at:
pub.net/751worksheets.pdf



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De arriba hacia abajo



Objetivos:

- Aprender la dirección de la línea de arriba hacia abajo.
- Trazar y escribir la línea de arriba hacia abajo.
- Identificar líneas de arriba hacia abajo en letras.

De arriba hacia abajo Traza y escribe las líneas de arriba hacia abajo.

Traza de arriba hacia abajo las líneas en las letras.

Tracing practice for letters: H, F, E, P, D, n, o, V, t.

REVISAR

¿Tus líneas son rectas?

Sí No

4

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1. Model & Discuss

Write a large top-to-bottom line on writing lines on the board or use *AlphamationPlus* to model the top-to-bottom line. (See page T17 for details on using *AlphamationPlus* for Step 1.) Have the students watch as the basketball, skydiver, and leaf go from top to bottom. The letters **D**, **N**, **P**, and **I** will appear on the screen and immediately the top-to-bottom line(s) will appear in blue. As *AlphamationPlus* recycles this sequence a second and third time, have the students trace the top-to-bottom line in the air and say “**de arriba hacia abajo.**”

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



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

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

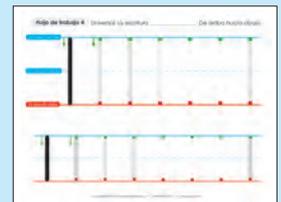
Tell the students to look around the classroom and identify any top-to-bottom lines they see.

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

dents to touch the top blue line (line1) and say “**la línea de arriba**”; touch the broken blue line (line 2) and say “**la línea del medio**”; and touch the bottom red line (line 3) and say “**la línea de abajo.**” Have students start at the green dots and trace and write the top-to-bottom lines.

Worksheet 4

Download and print copies at:
upub.net/751worksheets.pdf



3. Practice

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

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

3. Self-Evaluate

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

Read the **REVISAR** question and then have the students self-evaluate and check the Sí or No box.

De izquierda a derecha



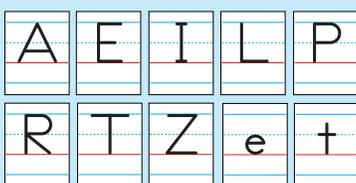
De izquierda a derecha Traza y escribe las líneas de izquierda a derecha.

- Objetivos:**
- Aprender la dirección de la línea de izquierda a derecha.
 - Trazar y escribir la línea de izquierda a derecha.
 - Identificar líneas de izquierda a derecha en letras.

1. Model & Discuss

Write a large left-to-right line on writing lines on the board or use *AlphamationPlus* to model the left-to-right line. (See page T17 for details on using *AlphamationPlus* for Step 1.) Have the students watch as the airplane, ship, and hot air balloon slide right. The letters H, F, T, and E will appear on the screen and immediately the slide-right stroke(s) will appear in blue in these letters. Have the students trace the left-to-right line in the air and say “**desliza a la derecha**” as *AlphamationPlus* recycles this sequence a second and third time.

Display the Alphabet Cards shown below.



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

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

3. Practice

Have the students open their books to page 5 and look at the left-to-right lines. Have the students start at the green dots and trace and write the left-to-right lines

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

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

Worksheet 5
Download and print copies at: pub.net/751worksheets.pdf

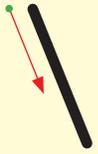


3. Self-Evaluate Ask the students to look at the left-to-right lines they traced at the top of the page and circle the one they traced the best. Then have them evaluate the gray left-to-right lines they traced in the letters and have them circle the one on each line they traced the best.

Read the **REVISAR** question to the students, then have them self-evaluate and check the Sí or No box.

Katherine’s OT Tip Movement from left to right requires an accurate awareness of one’s midline. In fine motor tasks, the eyes lead the hand in crossing the midline and in staying on the path from start to finish. A fun way to begin lessons on the concept of left to right is to introduce movement and auditory input that will encourage the use of the eyes. Beanbag or ball toss games can guide movements across the midline with auditory cues to aim for targets on the left or right. Be sure students are using their eyes for aiming and cross their midlines to throw, versus turning their bodies to aim straight ahead.

Inclina a la derecha



Objetivos:

- Aprender la dirección de la línea inclinada a la derecha.
- Trazar y escribir la línea inclinada a la derecha.
- Identificar líneas inclinadas a la derecha en letras.

Inclina a la derecha Traza las líneas inclinadas a la derecha.

Traza las líneas inclinadas a la derecha en las letras.

REVISAR
¿Están bien tus líneas inclinadas?
Sí No

6

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1. Model & Discuss

Write a large slant-right line on writing lines on the board or use **AlphamationPlus** to model the slant-right line. (See page T17 for details on using **AlphamationPlus** for Step 1.) Have the students watch as the bear, snow tube, and snowboard slant right. The letters **N**, **R**, **K**, and **W** will appear on the screen and immediately the slant right stroke(s) will appear in blue in these letters. You can pause the action at any time to discuss. Have the students trace the slant-right stroke in the air and say “**inclina a la derecha**” as **AlphamationPlus** recycles this sequence a second and third time.

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



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

3. Practice

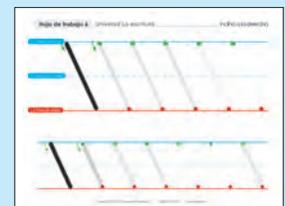
Have the students open their books to page 6 and look at the slant-right lines. Tell the students to start at the green dots and trace the slant-right lines with a crayon as they say “**inclina a la derecha.**” Discuss the pictures associated with each slant-right line.

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

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

Worksheet 6

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3. Self-Evaluate

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

Read the **REVISAR** question to the students, then have them self-evaluate and check the Sí or No box.

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

Inclina a la izquierda Traza las líneas inclinadas a la izquierda.

Traza las líneas inclinadas a la izquierda en las letras.

REVISAR
 ¿Están bien tus líneas inclinadas?
 Sí No

Inclina a la izquierda



Objetivos:

- Aprender la dirección de la línea inclinada a la izquierda.
- Trazar y escribir la línea inclinada a la izquierda.
- Identificar líneas inclinadas a la izquierda en letras.

1. Model & Discuss

Write a large slant-left line on writing lines on the board or use *AlphamationPlus* to model the slant-left line. (See page T17 for details on using *AlphamationPlus* for Step 1.) Have the students watch as the sled, skier, and penguin slant left. The letters **V**, **M**, **Y**, and **Z** will appear on the screen and immediately the slant left line will appear in blue in these letters. You can pause the action at any time to discuss. Have the students trace the slant-left stroke in the air and say “**inclina a la izquierda**” as *AlphamationPlus* recycles this sequence a second and third time.

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



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

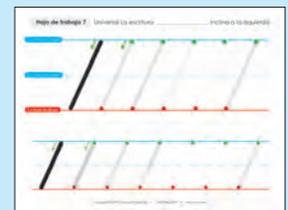
3. Practice

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

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

Worksheet 7

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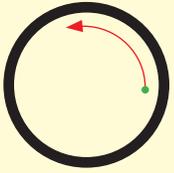
3. Self-Evaluate

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

Read the **REVISAR** question to the students, then have them self-evaluate and check the Sí or No box.

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

Círculo hacia atrás



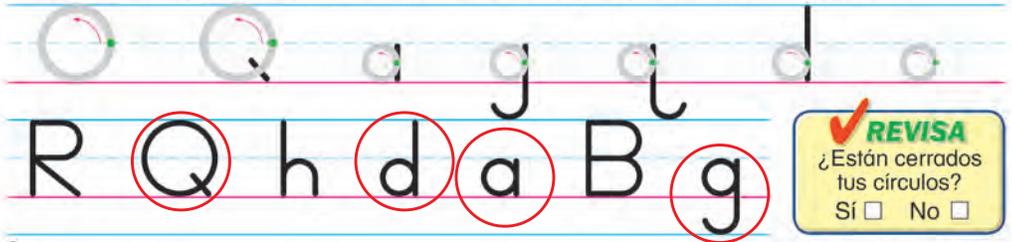
Objetivos:

- Aprender la dirección del círculo hacia atrás.
- Trazar y escribir el círculo hacia atrás.
- Identificar el círculo hacia atrás en las letras.

Círculo hacia atrás (Círculo a la izquierda) Traza los círculos hacia atrás en las imágenes abajo.



Traza el círculo hacia atrás. Encierra en un círculo las letras que contienen un círculo hacia atrás.



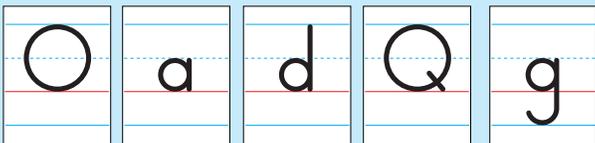
8

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1. Model & Discuss

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

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



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

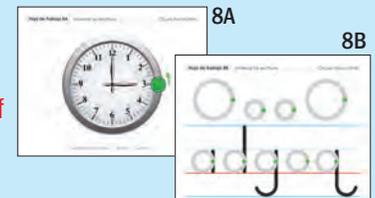
3. Practice

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

backward circle.

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

Worksheet 8A and 8B
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3. Self-Evaluate

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

Read the **REVISAR** question to the students, then have them self-evaluate and check the Sí or No box.

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

Círculo hacia delante (Círculo a la derecha) Traza los círculos hacia delante en las imágenes de abajo.



Traza los círculos hacia delante. ¿Qué dos letras tienen un círculo hacia delante en ellas?

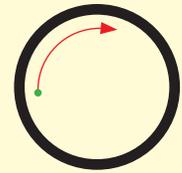


REVISAR
 ¿Están cerrados tus círculos?
 Sí No

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9

Círculo hacia delante



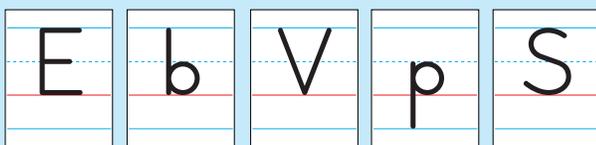
Objetivos:

- Aprender la dirección del círculo hacia delante.
- Trazar y escribir el círculo hacia delante.
- Identificar el círculo hacia delante en letras.

1. Model & Discuss

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

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



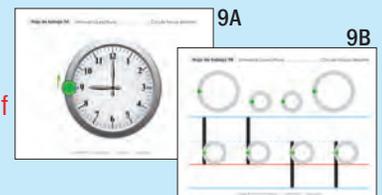
Call on students to say the name of the letters. Ask them what two letters contain a circle? Have them trace the forward circle in the b and p.

3. Practice

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

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

Worksheet 9A and 9B
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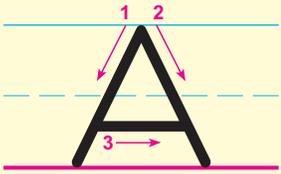
3. Self-Evaluate

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

Read the **REVISAR** question to the students, then have them self-evaluate and check the Sí or No box.

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

A mayúscula



Objetivos:

- Reconocer y nombrar la letra **A** mayúscula.
- Aprender los trazos básicos en la letra **A** mayúscula.
- Trazar y escribir la letra **A** mayúscula.
- Escribir la letra **A** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

Ask the students the following questions:

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Cuántos trazos hay en esta letra? (3: inclina a la izquierda, inclina a la derecha y de izquierda a derecha.)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde comienza la inclinación derecha del trazo? (la línea de arriba)
5. ¿Qué otras letras tienen trazos inclinados? (K, M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z)

After you discuss the letter, trace over the model of the letter **A** and say “**inclina a la izquierda, inclina a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **A**, have the students trace the letter in the air and say the strokes.

2. Practice

Have the students open their books to page 10. On the first line, students start at the green dots and trace the uppercase **A** as they say “**inclina a la izquierda, inclina a la derecha, desliza a la derecha.**” Ask them to stop and evaluate their work as described in Step 3

A mayúscula

Traza y escribe la letra **A** mayúscula.



1. Inclina a la izquierda
2. Inclina a la derecha
3. Desliza a la derecha



Escribe la letra **A** mayúscula para completar la oración.

_____ zules un color.

REVISAR
¿Están bien tus líneas inclinadas?
Sí No

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

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

Activity Have the students complete the maze.

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

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Letter A Corrective Techniques See page T24.

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



Objetivos:

- Reconocer y nombrar la letra **a** minúscula.
- Aprender los trazos básicos en la letra **a** minúscula.
- Trazar y escribir la letra **a** minúscula.
- Escribir la letra **a** minúscula para completar las palabras.

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

a minúscula Traza y escribe la letra **a** minúscula.

1. Círculo a la izquierda
2. Línea recta hacia abajo

Encierra en un círculo las palabras que comienzan con la letra **a**.

azul manzana helado avión agua

Escribe la letra **a** minúscula para completar cada palabra.

zul vión gua

REVISAR

¿Están tus círculos cerrados?

Sí No

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1. Model & Discuss

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

Ask the students the following questions:

1. ¿Cuántos trazos hay en esta letra? (2)
2. ¿Cómo se llama el primer trazo?
(círculo hacia atrás)
3. ¿Dónde comienza el círculo? (3 en punto)
4. ¿Qué otras letras tienen un círculo?
(O, Q, b, d, g, o, p, q)

After you discuss the letter, trace over the model of the letter **a** and say “**círculo a la izquierda, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **a**, have the students trace the letter in the air and say the strokes.

2. Practice

Have the students open their books to page 11. On the first line, students start at the green dots and trace the lowercase **a** as they say “**círculo a la izquierda, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **a**.

3. Self-Evaluate

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

Activity Have the students look at the words and circle the ones that begin with the letter **a**.

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

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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

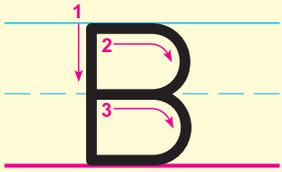


Letter a Corrective Techniques See page T24.

Katherine's OT Tip

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

B mayúscula



Objetivos:

- Reconocer y nombrar la letra **B** mayúscula.
- Aprender los trazos básicos en la letra **B** mayúscula.
- Trazar y escribir la letra **B** mayúscula.
- Escribir la letra **B** mayúscula para iniciar una oración.

Important:

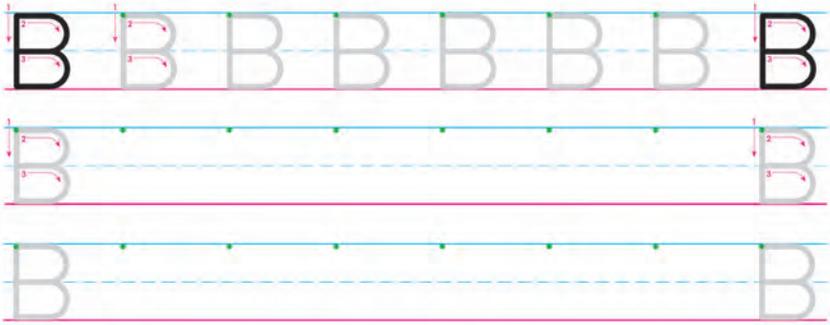
No workbooks or pencils on the students' desks for Step 1.

B mayúscula

Traza y escribe la letra **B** mayúscula.



1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda
3. Desliza a la derecha, curva hacia abajo, desliza a la izquierda



Encuentra el camino correcto.



Escribe la letra **B** mayúscula para completar la oración.



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1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Cómo se llama la línea roja? (la línea de abajo)
3. ¿Cuántos trazos de curva hay en esta letra? (2)
4. ¿Cuántos trazos en esta letra se deslizan hacia la derecha? (2)
5. ¿Cuántos trazos diferentes hay en esta letra? (4)
6. ¿Qué otras letras tienen trazos de curva? (C, D, G, J, P, R, S, U, c, e, f, g, h, j, m, n, q, r, s, u)

After you discuss the letter, trace over the model of the letter **B** and say “línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda, desliza a la derecha, curva hacia abajo, desliza a la izquierda.” Repeat this two times. The third time you trace the letter **B**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 12. On the first line, students start at the green dots and trace the

uppercase **B** as they say “línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda, desliza a la derecha, curva hacia abajo, desliza a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **B**.

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

Activity Have the students complete the maze.

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

Letter B Corrective Techniques See page T24.

Katherine's OT Tip Uppercase letters such as **B**, **D**, **P**, and **R** can pose spatial challenges for some students. The breadth of the curved lines could be drawn either too wide or too narrow. Either way, this is a movement that demands quick attention in order to avoid poor handwriting habits. A quick and simple strategy to help those students is by placing a dot at the end of the "curve down" strokes as they turn away to meet the "slide left." Begin by marking each letter sample, then move toward adding only a few dots until the student has mastered the letter formation.

b minúscula

Traza y escribe la letra **b** minúscula.

1. Línea recta hacia abajo
2. Círculo a la derecha

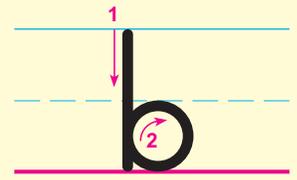
Encierra en un círculo las palabras que comienzan con la letra **b**.

Escribe la letra **b** minúscula para completar cada palabra.

oca arco otas

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b minúscula



Objetivos:

- Reconocer y nombrar la letra **b** minúscula.
- Aprender los trazos básicos en la letra **b** minúscula.
- Trazar y escribir la letra **b** minúscula.
- Escribir la letra **b** minúscula para completar las palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo?
(de arriba hacia abajo)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿De qué color es la línea de arriba? (azul)
4. ¿Dónde comienza el círculo hacia delante?
(9 en punto)
5. ¿Dónde comienza el trazo de arriba hacia abajo?
(la línea de arriba)

After you discuss the letter, trace over the model of the letter **b** and say “**línea recta hacia abajo, círculo a la derecha.**” Repeat this two times. The third time you trace the letter **b**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 13. On the first line, students start at the green dots and trace the lowercase **b** as they say “**línea recta hacia abajo, círculo a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

On the second and third lines, the students trace and write the lowercase **b**.

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

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

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

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



Trace

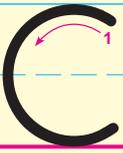
Write

Check

Letter b Corrective Techniques See page T24.

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

C mayúscula



Objetivos:

- Reconocer y nombrar la letra **C** mayúscula.
- Aprender los trazos básicos en la letra **C** mayúscula.
- Trazar y escribir la letra **C** mayúscula.
- Escribir la letra **C** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (debajo de la línea de arriba)
2. ¿Cuántos trazos hay en esta letra? (1)
3. ¿Dónde termina la letra **C** mayúscula? (por encima de la línea de abajo)
4. ¿Qué lado de la letra está abierto? (lado derecho)
5. ¿Cómo se llama la línea roja de escritura? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **C** and say “**círculo a la izquierda.**” Repeat this two times. The third time you trace the letter **C**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 14. On the first line, students start at the green dots and trace the uppercase **C** as they say “**círculo a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3

C mayúscula

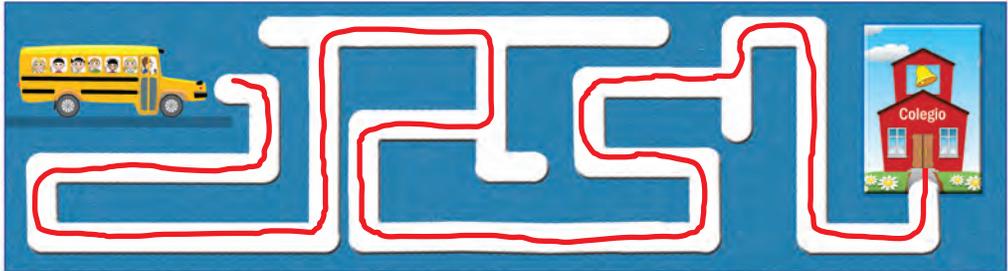


1. Círculo a la izquierda

Traza y escribe la letra **C** mayúscula.



Encuentra el camino correcto.



Escribe la letra **C** mayúscula para completar la oración.



14

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

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

Activity Have the students complete the maze.

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

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



Letter C Corrective Techniques See page T24.

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



c minúscula

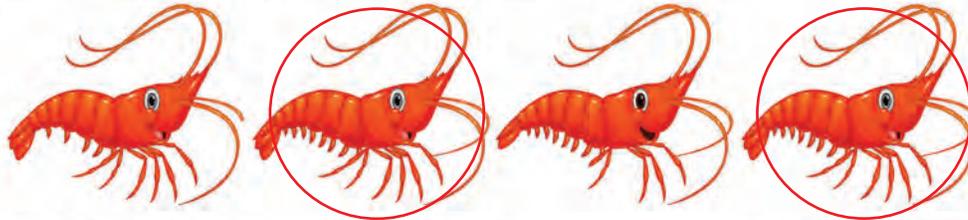
Traza y escribe la letra c minúscula.



1. Círculo a la izquierda



Encierra en un círculo los dos camarones que son iguales.



Escribe la letra c minúscula para completar cada palabra.

amarón aballo

REVISAR
 ¿Son tus letras de la forma correcta?
 Sí No

Objetivos:

- Reconocer y nombrar la letra c minúscula.
- Aprender los trazos básicos en la letra c minúscula.
- Trazar y escribir la letra c minúscula.
- Escribir la letra c minúscula para completar las palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (círculo hacia la izquierda)
2. ¿Cuántos trazos hay en esta letra? (1)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿Es esta una letra alta o corta? (letra corta)
5. ¿Dónde comienza el trazo? (debajo de la línea del medio)

After you discuss the letter, trace over the model of the letter **c** and say “**círculo a la izquierda.**” Repeat this two times. The third time you trace the letter **c**, have the students trace the letter in the air and say the strokes.

2. Practice

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

3. Self-Evaluate

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

Activity Circle the two pictures that are the same.

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

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Trace



Write



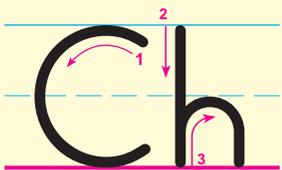
Check

Letter c Corrective Techniques See page T24.

Katherine's OT Tip

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!

Ch mayúscula



Objetivos:

- Reconocer y nombrar la letra **Ch** mayúscula.
- Aprender los trazos básicos en la letra **Ch** mayúscula.
- Trazar y escribir la letra **Ch** mayúscula.
- Escribir la letra **Ch** mayúscula para comenzar una palabra.

Important:

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

Ch mayúscula

Traza y escribe la letra **Ch** mayúscula.



1. Círculo a la izquierda
2. Línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



Traza la letra **Ch** mayúscula.



16

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1. Model & Discuss

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

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

1. ¿Cuántos trazos de curva hay en esta letra? (2)
2. ¿Cuántos trazos hay en esta letra? (5)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿Dónde comienza esta letra? (debajo de la línea de arriba)

After you discuss the letter, trace over the model of the letter **Ch** and say “círculo a la izquierda, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Repeat this two times. The third time you trace the letter **Ch**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 16. On the first line, students start at the green dots and trace the uppercase **Ch** as they say “círculo a la izquierda, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **Ch**.

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

Activity Ask the students to look at the pictures and say the name of each child. Have the students trace the uppercase **Ch** to complete the names.

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



Trace



Write



Check

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

ch minúscula

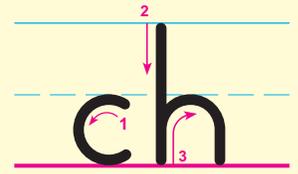
Traza y escribe la letra **ch** minúscula.

ch

1. Círculo a la izquierda
2. Línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



ch minúscula



Objetivos:

- Reconocer y nombrar la letra **ch** minúscula.
- Aprender los trazos básicos en la letra **ch** minúscula.
- Trazar y escribir la letra **ch** minúscula.
- Trazar la letra **ch** minúscula para completar las palabras.

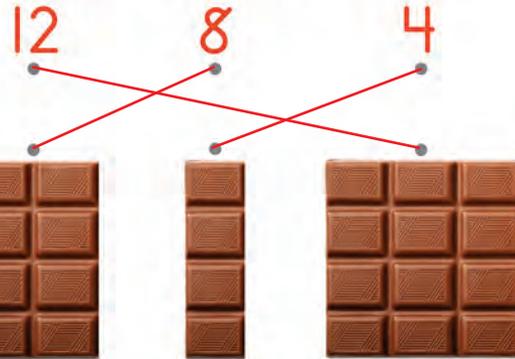


Traza la letra **ch** minúscula.

chocolate

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Cuenta las piezas en cada barra de chocolate. Iguala el número con la barra de chocolate correcta.



17

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

1. Model & Discuss

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

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

1. ¿De qué color es la línea de arriba? (azul)
2. ¿Cómo se llama el primer trazo? (círculo hacia la izquierda)
3. ¿Cuántos trazos hay en esta letra? (5)

After you discuss the letter, trace over the model of the letter **ch** and say “círculo a la izquierda, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Repeat this two times. The third time you trace the letter **ch**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 17. On the first line, students start at the green dots and trace the lowercase **ch** as they say “círculo a la izquierda, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **ch**.

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

Activity Have the students trace the **ch** in the word chocolate. Then have them draw a line from each numeral to the correct chocolate bar.

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



Trace



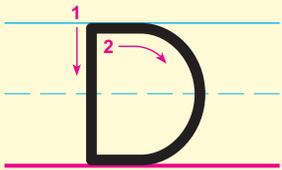
Write



Check

Katherine's OT Tip Worksheets that include several different activities can be visually distracting and overwhelming for some children. These students can benefit from small adaptations such as covering or folding under the bottom half of the page as they work on the top portion. It is best not to fold the left or right side under, as it is important for them to work on crossing their midlines.

D mayúscula



Objetivos:

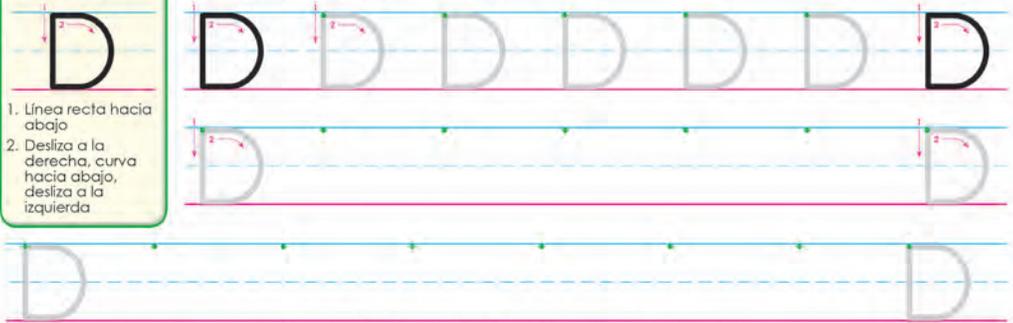
- Reconocer y nombrar la letra **D** mayúscula.
- Aprender los trazos básicos en la letra **D** mayúscula.
- Trazar y escribir la letra **D** mayúscula.
- Escribir la letra **D** mayúscula para iniciar una oración.

Important:

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

D mayúscula

Traza y escribe la letra **D** mayúscula.



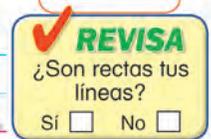
1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda

Enumera los dibujos en el orden correcto de eventos.



Escribe la letra **D** mayúscula para completar la oración.

_____ ani vio un delfín.



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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Es esta letra mayúscula o minúscula? (mayúscula)
3. ¿Cuántos trazos hay en esta letra? (4)
4. ¿De qué color es la línea de escritura de abajo? (rojo)
5. ¿Ves una parte de alguna otra letra en esta letra? (B, E, F, H, I, K, L, M, N, P, R, T, Z, b,d, h, k, l)

After you discuss the letter, trace over the model of the letter **D** and say “**línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda.**” Repeat this two times. The third time you trace the letter **D**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 18. On the first line, students start at the green dots and trace the uppercase **D** as they say “**línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda.**” Ask them to stop and evaluate their work

as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **D**.

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

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

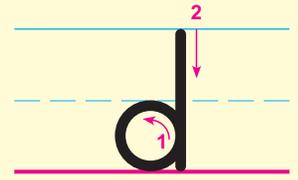
On the last line on the page have the students write the uppercase **D** to complete the sentence. Tracing the gray letters in the sentence is optional.

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

Letter D Corrective Techniques See page T24.

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

d minúscula



Objetivos:

- Reconocer y nombrar la letra **d** minúscula.
- Aprender los trazos básicos en la letra **d** minúscula.
- Trazar y escribir la letra **d** minúscula.
- Escribir la letra **d** minúscula para completar las palabras.

Important:

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

d minúscula

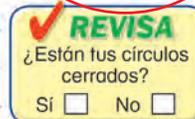
Traza y escribe la letra **d** minúscula.



Encierra en un círculo los dibujos con la letra **d**.



Escribe la letra **d** minúscula para completar cada palabra.



19

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿Dónde comienza el círculo? (3 en punto)
5. ¿Dónde comienza el segundo trazo? (la línea de arriba)
6. ¿Cuál es la diferencia entre la letra **D** mayúscula y la letra **d** minúscula? (tamaño, forma y trazos)

After you discuss the letter, trace over the model of the letter **d** and say “**círculo a la izquierda, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **d**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 19. On the first line, students start at the green dots and trace the lowercase **d** as they say “**círculo a la izquierda, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

next line. On the second and third lines, the students trace and write the lowercase **d**.

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

Activity Have the students study each picture and word carefully. Have them circle the pictures and words that begin with the letter **d**.

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

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

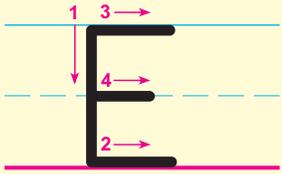
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter d Corrective Techniques See page T24.

Katherine's OT Tip Worksheets that include several different activities can be visually distracting and overwhelming for some children. These students can benefit from small adaptations such as covering or folding under the bottom half of the page as they work on the top portion. It is best not to fold the left or right side under, as it is important for them to work on crossing their midlines.

E mayúscula



Objetivos:

- Reconocer y nombrar la letra **E** mayúscula.
- Aprender los trazos básicos en la letra **E** mayúscula.
- Trazar y escribir la letra **E** mayúscula.
- Escribir la letra **E** mayúscula para iniciar una oración.

Important:

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

E mayúscula



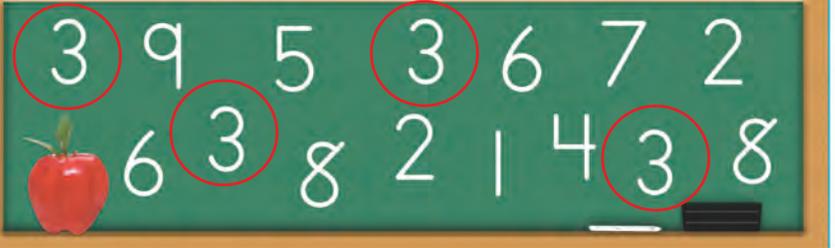
1. Línea recta hacia abajo
2. Desliza a la derecha
3. Desliza a la derecha
4. Desliza a la derecha

Traza y escribe la letra **E** mayúscula.



Encierra en un círculo los números que coincidan.

3



Escribe la letra **E** mayúscula para completar la oración.



20

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1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿Cuántos trazos en esta letra se deslizan hacia la derecha? (3)
4. ¿Cuántos trazos totales hay en esta letra? (4)
5. ¿Qué otras letras ves en la letra **E** mayúscula? (F, L, I)

After you discuss the letter, trace over the model of the letter **E** and say “**línea recta hacia abajo, desliza a la derecha, desliza a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **E**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 20. On the first line, students start at the green dots and trace the uppercase **E** as they say “**línea recta hacia abajo,**

desliza a la derecha, desliza a la derecha, desliza a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **E**.

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

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

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

Letter E Corrective Techniques See page T25.

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



e minúscula

Traza y escribe la letra e minúscula.

e

e e e e e e e e e e

1. Desliza a la derecha
2. Círculo a la izquierda

e e e e e e e e e e

e e e e e e e e e e

Encierra en un círculo el elefante que coincide.



Escribe la letra e minúscula para completar cada palabra.

REVISAR
 ¿Es correcto tu espacio entre letras?
 Sí No

- Objetivos:**
- Reconocer y nombrar la letra e minúscula.
 - Aprender los trazos básicos en la letra e minúscula.
 - Trazar y escribir la letra e minúscula.
 - Escribir la letra e minúscula para completar las palabras.

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (2)
2. ¿Cómo se llama el primer trazo? (desliza hacia la derecha)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿El deslice a la derecha se hace entre qué dos líneas de escritura? (la línea del medio y la línea de abajo)
5. ¿En qué se diferencia la letra **E** mayúscula de la letra e minúscula? (tamaño y trazos)

After you discuss the letter, trace over the model of the letter **e** and say “**desliza a la derecha, círculo a la izquierda.**” Repeat this two times. The third time you trace the letter **e**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 21. On the first line, students start at the green dots and trace the lowercase **e** as they say “**desliza a la derecha, círculo a la izquierda.**” Ask them to stop and evaluate their

work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **e**.

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

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

On the last line on the page have the students write the lowercase **e** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

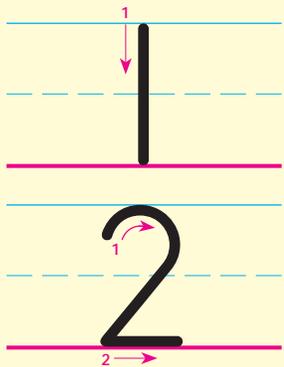
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace  Write  Check 

Letter e Corrective Techniques See page T25.

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

Escribiendo números



Objetivos:

- Reconocer y nombrar los números 1 y 2.
- Aprender los trazos básicos en los números 1 y 2.
- Trazar y escribir los números 1 y 2 y los números en palabras.

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

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el trazo del número uno? (de arriba hacia abajo)
2. ¿Cuántos trazos hay en este número? (1)

Students watch and listen as you trace over the model of the numeral 1 and say "línea recta hacia abajo." Repeat this two times. The third time you trace the numeral 1, have the students trace the it in the air and say the stroke.

2. Practice

Students open their books to page 22. On the first line, students start at the green dots and trace each gray numeral 1 as they say "línea recta hacia abajo." Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral 1, saying the stroke as they write.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an

Escribiendo números

Traza y escribe los números.

1. Línea recta hacia abajo

Traza y escribe los números.

1. Curva a la derecha, inclina a la izquierda
2. Desliza a la derecha

22 **REVISAR** ¿Son tus números de la forma correcta? Sí No

Traza el número en palabra.

uno

Traza el número en palabra.

dos

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

Repeat Steps 1-3 for the numeral 2.

Use the questions and stroke description below.

Questions:

1. ¿Cuántos trazos hay en este número? (3)
2. Nombra los tres trazos en el número 2. (curva a la derecha, inclina a la izquierda, desliza a la derecha)

Stroke description: "curva a la derecha, inclina a la izquierda, desliza a la derecha."

ACTIVITIES Students trace the number words.

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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

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

Katherine's OT Tip The numeral 2 has earned its place when it comes to being a challenge. It spins off from an irregular spot and throws in a "slant left" immediately after a curve. The beginning dot is an excellent visual cue that may need to be kept a while for strugglers. Another important helper would be a bit of highlighting along the end of the curve as it turns the corner into the "slant left." For those who need it, an additional dot can be placed at step 2 in the sequence to assist with motor movement control.

Escribiendo números

Traza y escribe los números.

1. Círculo a la derecha
2. Círculo a la derecha

Traza y escribe los números.

1. Línea recta hacia abajo
2. Desliza a la derecha
3. Línea recta hacia abajo

REVISAR ¿Son tus números de la forma correcta? Sí No

Traza el número en palabra.

tres

tres

Traza el número en palabra.

cuatro

cuatro

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Escribiendo números

Objetivos:

- Reconocer y nombrar los números **3** y **4**.
- Aprender los trazos básicos en los números **3** y **4**.
- Trazar y escribir los números **3** y **4** y los números en palabras.

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

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

1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (debajo de la línea de arriba)
2. ¿Cuántos trazos hay en este número? (2)

Students watch and listen as you trace over the large numeral **3** and say “círculo a la derecha, círculo a la derecha.” Repeat this two times. The third time you trace the numeral **3**, have the students trace the it in the air and say the strokes.

2. Practice

Students open their books to page 23. On the first line, students start at the green dots and trace each gray numeral **3** as they say “círculo a la derecha, círculo a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **3**, saying the stroke as they write.

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best letter and put

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

Repeat Steps 1-3 for the numeral 4.

Use the questions and stroke description below.

Questions:

1. ¿Cuántos trazos hay en este número? (3)
2. Nombra los tres trazos en el número **4**. (línea recta abajo, desliza hacia la derecha, línea recta abajo)

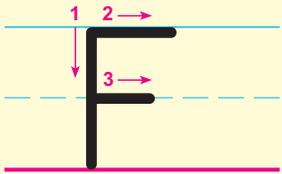
Stroke description: “línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo.”

ACTIVITIES Students trace the number words.

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

Katherine's OT Tip The numeral **3** has many complexities with its irregular starting point, curves, and two stopping points. The beginning dot may need to be retained a while for strugglers. Additional dots at the midline stopping point and the end point can also help students to maintain visual contact on the future target as they plan their motor movements. Practice for challenging numerals such as **2**, **3**, and **8**, can be done on a vertical surface to allow students to feel the movements in their shoulders and arms to enhance **motor memory skills**.

F mayúscula



Objetivos:

- Reconocer y nombrar la letra **F** mayúscula.
- Aprender los trazos básicos en la letra **F** mayúscula.
- Trazar y escribir la letra **F** mayúscula.
- Escribir la letra **F** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (3)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿Cómo se llama el segundo trazo? (de izquierda a derecha)
4. ¿En qué se diferencia la letra **F** de la letra **E**? (la letra **F** tiene dos trazos que se deslizan hacia la derecha, la letra **E** tiene tres)
5. ¿En qué línea se forma el tercer trazo? (la línea del medio)

After you discuss the letter, trace over the model of the letter **F** and say “**línea recta hacia abajo, desliza a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **F**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 24. On the first line, students start at the green dots and trace the uppercase **F** as they say “**línea recta hacia abajo, desliza a la derecha, desliza a la derecha.**” Ask them to stop and

F mayúscula

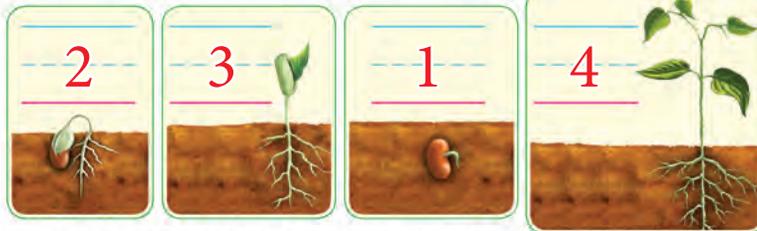


1. Línea recta hacia abajo
2. Desliza a la derecha
3. Desliza a la derecha

Traza y escribe la letra **F** mayúscula.



Numera los dibujos en el orden correcto de eventos.



Escribe la letra **F** mayúscula para completar la oración.



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evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **F**.

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

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

On the last line on the page have the students write the uppercase **F** to complete the sentence. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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



Trace



Write

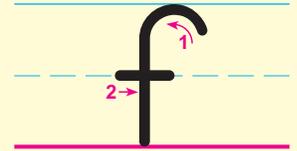


Check

Letter F Corrective Techniques See page T25.

Katherine's OT Tip Time for Boot Camp! Little shoulders, elbows, and arms can benefit from a warm-up before tackling tracing and independent handwriting activities. Before today's session, have your students stand at their desks and stretch their arms out in front of them side-by-side, palms up. Then play the “Full And Empty Game.” In this position, their hands are full. Turn them over and they are empty! Be sure they keep their elbows fairly straight and turn their arms at the shoulders. This will increase the blood flow to the shoulders and arms and limber up the shoulders and elbows. Have fun!

f minúscula



Objetivos:

- Reconocer y nombrar la letra **f** minúscula.
- Aprender los trazos básicos en la letra **f** minúscula.
- Trazar y escribir la letra **f** minúscula.
- Escribir la letra **f** minúscula para completar las palabras.

Important:

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

f minúscula Traza y escribe la letra **f** minúscula.

1. Curva a la izquierda, línea recta hacia abajo
2. Desliza a la derecha

fuego **Posición del lápiz** **familia**

Escribe la letra **f** minúscula para completar cada palabra.

lor _ iesta _ uego

REVISAR

¿Son tus letras del tamaño correcto?

Sí No

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (curva a la izquierda)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿En qué línea se desliza hacia la derecha? (la línea del medio)
4. ¿Es esta una letra alta o corta? (letra alta)
5. ¿En qué se diferencia la letra **F** mayúscula de la letra **f** minúscula? (el tamaño y los trazos)

After you discuss the letter, trace over the model of the letter **f** and say “**curva a la izquierda, línea recta hacia abajo, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **f**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 25. On the first line, students start at the green dots and trace the lowercase **f** as they say “**curva a la izquierda, línea recta hacia abajo, desliza a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third

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

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

Activity Have the students say the words **fuego** and **familia** and discuss the pictures, then study the pencil position illustration.

On the last line on the page have the students write the lowercase **f** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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



Trace



Write

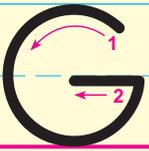


Check

Letter f Corrective Techniques See page T25.

Katherine's OT Tip Sitting posture can tell you a great deal about your students. Slouching in chairs or leaning on the desk could be due to fatigue or poor muscle strength. In some cases, these postures can signal a visual concern. Eyestrain or poor eyesight can cause students to place their heads and eyes in a more comfortable position to perform fine motor work. Unfortunately, those postures are not conducive for learning. If students fail to correct these postures with cues and reinforcement, it would be wise to notify their parents so that they can consult with their pediatrician.

G mayúscula



Objetivos:

- Reconocer y nombrar la letra **G** mayúscula.
- Aprender los trazos básicos en la letra **G** mayúscula.
- Trazar y escribir la letra **G** mayúscula.
- Escribir la letra **G** mayúscula para iniciar una oración.

Important:

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

G mayúscula

Traza y escribe la letra **G** mayúscula.



1. Círculo a la izquierda
2. Desliza a la izquierda



Dibuja una línea a cada parte correspondiente.



Escribe la letra **G** mayúscula para completar la oración.

igi es la ganadora.



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1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (2)
2. ¿Cómo se llama el primer trazo? (círculo a la izquierda)
3. ¿Cómo se llama el segundo trazo? (desliza a la izquierda)
4. ¿Dónde comienza esta letra? (debajo de la línea de arriba)
5. ¿En qué línea termina esta letra? (la línea de arriba)

After you discuss the letter, trace over the model of the letter **G** and say “**círculo a la izquierda, desliza a la izquierda.**” Repeat this two times. The third time you trace the letter **G**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 26. On the first line, students start at the green dots and trace the uppercase **G** as they say “**círculo a la izquierda, desliza a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines,

the students trace and write the uppercase **G**.

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

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

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

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



Trace



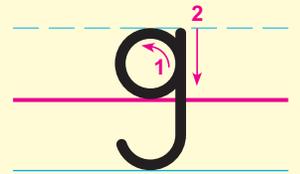
Write



Check

Letter G Corrective Techniques See page T25.

Katherine's OT Tip A fun way to practice letters and numbers is to erase them. Have your students use small erasers to “wash away” the models you have drawn for them on their paper. Small erasers position the fingers into the appropriate tripod grasp. The **tactile feedback** offered through erasing can assist writers in developing correct **motor movement patterns** – but only if they are erasing in the correct letter or number sequence! This is also a perfect opportunity to remind students to clear away eraser dust to make a spot for their best handwriting!”



Objetivos:

- Reconocer y nombrar la letra **g** minúscula.
- Aprender los trazos básicos en la letra **g** minúscula.
- Trazar y escribir la letra **g** minúscula.
- Escribir la letra **g** minúscula para completar las palabras.

Important:

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

g minúscula Traza y escribe la letra **g** minúscula.

1. Círculo a la izquierda
2. Línea recta hacia abajo, curva a la izquierda

Encierra en un círculo el gato que es igual.

Escribe la letra **g** minúscula para completar cada palabra.

REVISAR
¿Es correcto tu espacio entre letras?
Sí No

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿Levantamos el lápiz después del primer trazo? (sí)
4. ¿De qué color es la línea del medio? (azul)
5. ¿En qué se diferencia la letra **G** mayúscula de la letra **g** minúscula? (tamaño y trazos)

After you discuss the letter, trace over the model of the letter **g** and say “círculo a la izquierda, línea recta hacia abajo, curva a la izquierda.” Repeat this two times. The third time you trace the letter **g**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 27. On the first line, students start at the green dots and trace the lowercase **g** as they say “círculo a la izquierda, línea recta hacia abajo, curva a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third

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

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

Activity Students circle the picture that matches.

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

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

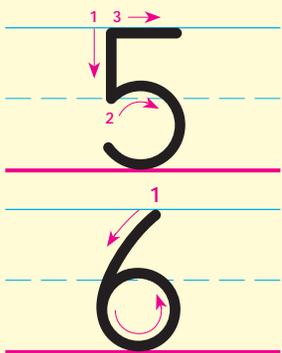
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter g Corrective Techniques See page T25.

Katherine's OT Tip The tails of the lowercase **g** and lowercase **q** can make a wrong turn for some students. "Getting it right the first time" can make all the difference for them. Kinesthetic learners would benefit from a hands-on approach for creating these letters using clay or pipe cleaners. Auditory learners will depend upon their awareness of left and right as you repeat the stroke directions aloud. Visual learners could benefit from forming the letters in sand or shaving cream. The students should be observed to ensure they are using the correct directional and sequential movements for each letter formation.

Escribiendo números



Objetivos:

- Reconocer y nombrar los números **5** y **6**.
- Aprender los trazos básicos en los números **5** y **6**.
- Trazar y escribir los números **5** y **6** y los números en palabras.

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

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cuántos trazos hay en este número? (3)

Students watch and listen as you trace over the model of the numeral **5** and say “**línea recta hacia abajo, círculo a la derecha, desliza a la derecha.**” Repeat this two times. The third time you trace the numeral **5**, have the students trace the it in the air and say the stroke.

2. Practice

Students open their books to page 28. On the first line, students start at the green dots and trace each gray numeral **5** as they say “**línea recta hacia abajo, círculo a la derecha, desliza a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **5**, saying the strokes as they write.

Escribiendo números

Traza y escribe los números.

Traza y escribe los números.

28

REVISAR ¿Son tus números de la forma correcta? Sí No

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Traza el número en palabra.

cinco

cinco

Traza el número en palabra.

seis

seis

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

Repeat Steps 1-3 for the numeral 6.

Use the questions and stroke description below.

Questions:

1. ¿Dónde comienza el número **6**? (la línea de arriba)
2. Nombra los trazos en el número **6**. (curva hacia abajo, curva hacia la derecha, curva hacia la izquierda)

Stroke description: “**curva hacia abajo, curva a la derecha, curva a la izquierda,**” close.

ACTIVITIES Students trace the number words.

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

Katherine's OT Tip The numeral **5** asks students to work on and adapt many of their previously learned letter formation skills. Pull down straight (only half way), circle right (only half way), and then hop back to the top to slide right! Students who struggle with this numeral can benefit from an additional dot at the end point of the first step, as well as the end point of the circle right. A bit of highlighting at the beginning of the circle will help as well. These visual cues will guide writers to plan their motor movements. As students begin to master the formation, remove the aids they no longer need.

Escribiendo números

Traza y escribe los números.

1. Desliza a la derecha
2. Inclina a la izquierda

Traza y escribe los números.

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha

REVISAR ¿Son tus números de la forma correcta? Sí No

Traza el número en palabra.

siete

Traza el número en palabra.

ocho

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Escribiendo números

Objetivos:

- Reconocer y nombrar los números 7 y 8.
- Aprender los trazos básicos en los números 7 y 8.
- Trazar y escribir los números 7 y 8 y los números en palabras.

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

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

1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Cuántos trazos hay en este número? (2)

Students watch and listen as you trace over the large numeral 7 and say “**desliza a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the numeral 7, have the students trace the it in the air and say the strokes.

2. Practice

Students open their books to page 29. On the first line, students start at the green dots and trace each gray numeral 7 as they say “**desliza a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral 7, saying the strokes as they write.

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

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

Repeat Steps 1-3 for the numeral 8.

Use the questions and stroke description below.

Questions:

1. ¿Qué letra ves en el número 8? (S)
2. Nombra los trazos en el número 8. (curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha)

Stroke description: “**curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha.**”

ACTIVITIES Students trace the number words and then complete the **REVISAR** question.

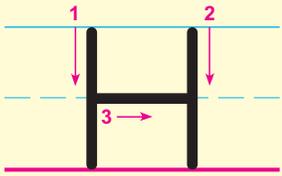
Extra Practice: Students can trace, write, and check (self-evaluate)

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



Katherine's OT Tip Curvy numerals such as 6 and 8 can use extra help with their practice. Warm-ups can include large movement activities, such as air writing and vertical surface drawings, to introduce their sequence. This type of work provides whole body movements to enhance **motor memory skills**, as well as the **visualization skills** that hone **automatic recall**. Tactile and visual learners will benefit from writing the letters in sand with their index fingers. Have students repeat the sequencing aloud to assist auditory and kinesthetic learners in planning their motor movements.

H mayúscula



Objetivos:

- Reconocer y nombrar la letra **H** mayúscula.
- Aprender los trazos básicos en la letra **H** mayúscula.
- Trazar y escribir la letra **H** mayúscula.
- Escribir la letra **H** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (3)
2. ¿Qué dos trazos son iguales? (de arriba hacia abajo)
3. ¿En qué línea se hace el deslice hacia la derecha? (la línea del medio)
4. ¿Qué otra letra ves en la letra **H** mayúscula? (la letra **l** minúscula)
5. ¿Dónde comienza el primer trazo? (la línea de arriba)
6. ¿Qué trazo se hace al final? (desliza a la derecha)

After you discuss the letter, trace over the model of the letter **H** and say “**línea recta hacia abajo, línea recta hacia abajo, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **H**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 30. On the first line, students start at the green dots and trace the up-

H mayúscula

Traza y escribe la letra **H** mayúscula.



1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Desliza a la derecha



Enumera las imágenes en el orden correcto de los eventos.



4



3



5



1



2

Escribe la letra **H** mayúscula para completar la oración.

_____ilda me hace huevos.

30

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percase **H** as they say “**línea recta hacia abajo, línea recta hacia abajo, desliza a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **H**.

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

Activity Have the students study the pictures and then number them in the correct order of events.

Finally, have the students write the uppercase **H** to complete the sentence.

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



Trace



Write



Check

Letter H Corrective Techniques See page T25.

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

h minúscula

Traza y escribe la letra **h** minúscula.

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo

Escribe la letra **h** arriba de las imágenes que comienzan con la letra **h**.

h hilo **h** sombrero **h** huevo **h** helado **h** conejo

Escribe la letra **h** minúscula para completar cada palabra.

ilo uevo ielo

REVISAR
¿Es correcto tu espacio entre letras?
Sí No

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h minúscula

- Objetivos:**
- Reconocer y nombrar la letra **h** minúscula.
 - Aprender los trazos básicos en la letra **h** minúscula.
 - Trazar y escribir la letra **h** minúscula.
 - Escribir la letra **h** minúscula para completar las palabras.

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cuántos trazos hay en esta letra? (4)
3. ¿Es esta una letra alta o corta? (letra alta)
4. ¿Ves otras letras en esta letra? (l, n, r)
5. ¿Qué letras minúsculas contienen un trazo con curva? (c, e, f, g, h, j, m, n, q, r, s, u)

After you discuss the letter, trace over the model of the letter **h** and say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **h**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 31. On the first line, students start at the green dots and trace the lowercase **h** as they say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third

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

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

Activity Students write the letter **h** on the line above the words that begin with the letter **h**.

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

Have the students complete the **REVISAR**.

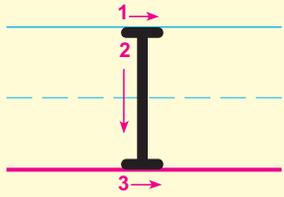
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace Write Check

Letter h Corrective Techniques See page T25.

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

I mayúscula



Objetivos:

- Reconocer y nombrar la letra **I** mayúscula.
- Aprender los trazos básicos en la letra **I** mayúscula.
- Trazar y escribir la letra **I** mayúscula.
- Escribir la letra **I** mayúscula para iniciar una oración.

Important:

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

I mayúscula

Traza y escribe la letra **I** mayúscula.



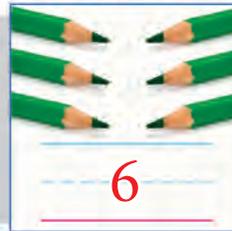
Cuenta los objetos en cada conjunto. Escribe el número correcto.



8



5



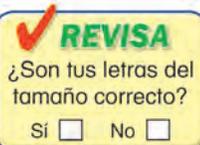
6



7

Escribe la letra **I** mayúscula para completar la oración.

ris vive en talia.



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1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Qué trazo se hace al final? (desliza a la derecha)
3. ¿Cuántos trazos hay en esta letra? (3)
4. ¿Qué dos trazos son iguales? (desliza a la derecha)
5. ¿Es esta una letra alta o corta? (alta)
6. ¿Qué otra letra ves en la letra **I**? (la letra **i** minúscula)

After you discuss the letter, trace over the model of the letter **I** and say “**desliza a la derecha, línea recta hacia abajo, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **I**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 32. On the first line, students start at the green dots and trace the uppercase **I** as they say “**desliza a la derecha, línea recta**

hacia abajo, desliza a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **I**.

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

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

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

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

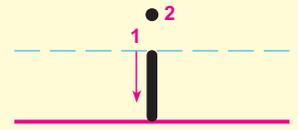
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter I Corrective Techniques See page T26.

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

i minúscula



Objetivos:

- Reconocer y nombrar la letra i minúscula.
- Aprender los trazos básicos en la letra i minúscula.
- Trazar y escribir la letra i minúscula.
- Escribir la letra i minúscula para completar las palabras.

Important:

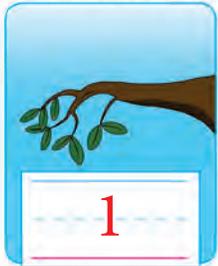
No workbooks or pencils on the students' desks for Step 1.

i minúscula Traza y escribe la letra i minúscula.

1. Línea recta hacia abajo
2. Punto



Enumera las imágenes en el orden correcto de los eventos.



Escribe la letra i minúscula para completar cada palabra.

sla _____ nvierno

REVISAR
¿Pusiste el punto encima de la letra i correctamente?
Sí No

33

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿Es esta una letra alta o corta? (letra corta)
4. ¿Dónde se coloca el punto en la letra i?(entre la línea de arriba y la línea del medio)
5. ¿Dónde comienza el primer trazo? (la línea del medio)

After you discuss the letter, trace over the model of the letter **i** and say “**línea recta hacia abajo, punto.**” Repeat this two times. The third time you trace the letter **i**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 33. On the first line, students start at the green dots and trace the lowercase **i** as they say “**línea recta hacia abajo, punto.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and

third lines, the students trace and write the lowercase **i**.

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

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

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

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Trace



Write

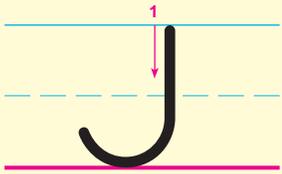


Check

Letter i Corrective Techniques See page T26.

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

J mayúscula



Objetivos:

- Reconocer y nombrar la letra **J** mayúscula.
- Aprender los trazos básicos en la letra **J** mayúscula.
- Trazar y escribir la letra **J** mayúscula.
- Escribir la letra **J** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea de arriba)
2. ¿Qué trazo se hace primero? (de arriba hacia abajo)
3. ¿Cuántos trazos hay en esta letra? (2)
4. ¿Que trazo se hace al final? (curva a la izquierda)
5. ¿Es esta una letra alta o corta? (alta)
6. ¿Dónde termina el trazo de la curva izquierda? (justo por encima de la línea de abajo)

After you discuss the letter, trace over the model of the letter **J** and say “**línea recta hacia abajo, curva a la izquierda.**” Repeat this two times. The third time you trace the letter **J**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 34. On the first line, students start at the green dots and trace the uppercase **J** as they say “**línea recta hacia abajo, curva a la izquierda.**” Ask them to stop and evaluate

J mayúscula

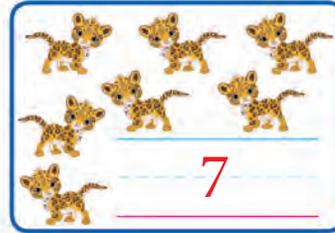


1. Línea recta hacia abajo, curva a la izquierda

Traza y escribe la letra **J** mayúscula.



¿Cuántos? Escribe el número correcto.



Escribe la letra **J** mayúscula para completar la oración.



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their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **J**.

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

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

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

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



Trace



Write



Check

Letter J Corrective Techniques See page T26.

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

j minúscula

Objetivos:

- Reconocer y nombrar la letra j minúscula.
- Aprender los trazos básicos en la letra j minúscula.
- Trazar y escribir la letra j minúscula.
- Escribir la letra j minúscula para completar las palabras.

Important:

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

j minúscula

Traza y escribe la letra j minúscula.

1. Línea recta hacia abajo, curva a la izquierda
2. Punto

Encierra en un círculo las imágenes que comienzan con la letra j.

juguete botas jugo avión jabón

Escribe la letra j minúscula para completar cada palabra.

_____ ugo _____ uguete _____ abón

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (línea recta hacia abajo)
2. ¿Qué trazo está en la parte de abajo de la letra **j**? (curva a la izquierda)
3. ¿Cómo se llama la línea de escritura roja? (la línea de abajo)
4. ¿Es esta una letra alta o corta? (letra corta)
5. ¿Dónde se coloca el punto en la letra **j**? (entre la línea de arriba y la línea del medio)
6. ¿Dónde comienza el primer trazo? (la línea del medio)

After you discuss the letter, trace over the model of the letter **j** and say “**línea recta hacia abajo, curva a la izquierda, punto.**” Repeat this two times. The third time you trace the letter **j**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 35. On the first line, students start at the green dots and trace the lower-

case **j** as they say “**línea recta hacia abajo, curva a la izquierda, punto.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **j**.

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

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

On the last line on the page have the students write the lowercase **j** to complete the words.

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



Trace



Write

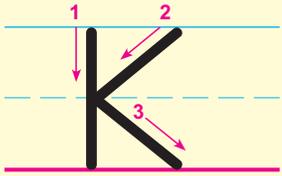


Check

Letter j Corrective Techniques See page T26.

Katherine's OT Tip Kindergarten students are continuing to build the muscles in their shoulders, arms, wrists, hands, and fingers for the delicate task of fine-motor work. A simple way to provide support for the small muscles of the wrist is by using a 3-inch binder to raise the writing surface. Place the binder with the rings toward the top of the desk and positioned correctly for writing. This places the wrist in a slightly extended position, allowing the forearm to rest on the desk. This strategy is especially helpful for left-handed writers.

K mayúscula



Objetivos:

- Reconocer y nombrar la letra **K** mayúscula.
- Aprender los trazos básicos en la letra **K** mayúscula.
- Trazar y escribir la letra **K** mayúscula.
- Escribir la letra **K** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Qué trazo se hace al final? (inclina a la derecha)
3. ¿Cuántos trazos hay en esta letra? (3)
4. ¿Cómo se llama el segundo trazo? (inclina a la izquierda)
5. ¿Es esta una letra alta o corta? (alta)
6. ¿Dónde termina la inclinación izquierda del trazo? (la línea del medio)

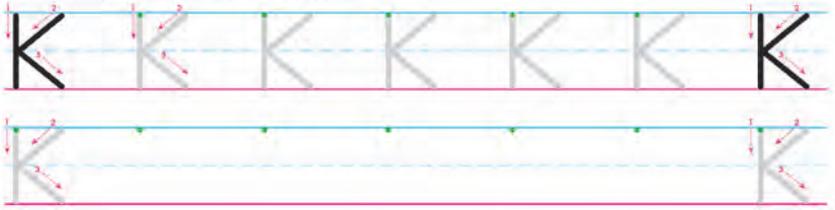
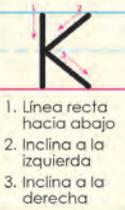
After you discuss the letter, trace over the model of the letter **K** and say “**línea recta hacia abajo, inclina a la izquierda, inclina a la derecha.**” Repeat this two times. The third time you trace the letter **K**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 36. On the first line, students start at the green dots and trace the uppercase **K** as they say “**línea recta hacia abajo,**

K mayúscula

Traza y escribe la letra **K** mayúscula.

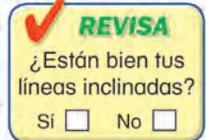


Escribe una **X** sobre las cosas que no puedes comer.



Escribe la letra **K** mayúscula para completar la oración.

im vio un koala.



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inclina a la izquierda, inclina a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **K**.

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

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

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

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



Trace



Write



Check

Letter K Corrective Techniques See page T26.

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

k minúscula

Traza y escribe la letra **k** minúscula.

1. Línea recta hacia abajo
2. Inclina a la izquierda
3. Inclina a la derecha

Cuenta los objetos. Escribe los números.

6	9	12	5

Escribe la letra **k** minúscula para completar cada palabra.

arate oala iwi

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k minúscula

- Objetivos:**
- Reconocer y nombrar la letra **k** minúscula.
 - Aprender los trazos básicos en la letra **k** minúscula.
 - Trazar y escribir la letra **k** minúscula.
 - Escribir la letra **k** minúscula para completar las palabras.

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el segundo trazo? (inclina a la izquierda)
2. ¿Cómo se llama el tercer trazo? (inclina a la derecha)
3. ¿De qué color es la línea de escritura de arriba? (azul)
4. ¿Es esta una letra alta o corta? (letra alta)
5. ¿Dónde termina la inclinación izquierda del trazo? (la línea del medio)
6. ¿Dónde comienza el primer trazo? (la línea de arriba)

After you discuss the letter, trace over the model of the letter **k** and say “**línea recta hacia abajo, inclina a la izquierda, inclina a la derecha.**” Repeat this two times. The third time you trace the letter **k**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 37. On the first line, students start at the green dots and trace the

lowercase **k** as they say “**línea recta hacia abajo, inclina a la izquierda, inclina a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **k**.

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

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

Have the students write the **k** to complete the words.

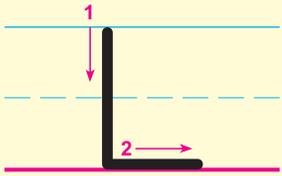
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace Write Check

Letter k Corrective Techniques See page T26.

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

L mayúscula



Objetivos:

- Reconocer y nombrar la letra **L** mayúscula.
- Aprender los trazos básicos en la letra **L** mayúscula.
- Trazar y escribir la letra **L** mayúscula.
- Escribir la letra **L** mayúscula para iniciar una oración.

Important:

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

L mayúscula Traza y escribe la letra **L** mayúscula.

1. Línea recta hacia abajo
2. Desliza a la derecha

Escribe la letra **L** mayúscula para completar la oración.

REVISAR
¿Son tus letras del tamaño correcto?
Sí No

38

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cómo se llama el segundo trazo? (de izquierda a derecha)
3. ¿Cuántos trazos hay en esta letra? (2)
4. ¿Dónde comienza el segundo trazo? (la línea de abajo)
5. ¿Es esta una letra alta o corta? (alta)
6. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **L** and say “**línea recta hacia abajo, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **L**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 38. On the first line, students start at the green dots and trace the uppercase **L** as they say “**línea recta hacia abajo, desliza a**

la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **L**.

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

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

On the last line on the page have the students write the uppercase **L** to complete the sentence. Have the students complete the **REVISAR** question.

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



Trace



Write



Check

Letter L Corrective Techniques See page T26.

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

I minúscula

Traza y escribe la letra I minúscula.

1. Línea recta hacia abajo

Posición del papel

mano izquierda mano derecha

Escribe la letra I minúscula para completar cada palabra.

eón ápiz ibro

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I minúscula

Objetivos:

- Reconocer y nombrar la letra I minúscula.
- Aprender los trazos básicos en la letra I minúscula.
- Trazar y escribir la letra I minúscula.
- Escribir la letra I minúscula para completar las palabras.

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

1. Model & Discuss

Write a large letter I on writing lines on the board or use **AlphamationPlus** (see page T17 for details). Ask the students the following questions as they look at a large model of the lowercase I:

1. ¿Cómo se llama el trazo? (de arriba hacia abajo)
2. ¿De qué color es la línea de abajo? (rojo)
3. ¿De qué color es la línea de arriba? (azul)
4. ¿Es esta letra alta o corta? (letra alta)
5. ¿Dónde comienza la letra? (la línea de arriba)
6. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter I and say “**línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter I, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 39. On the first line, students start at the green dots and trace the lowercase I as they say “**línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase I.

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

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

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

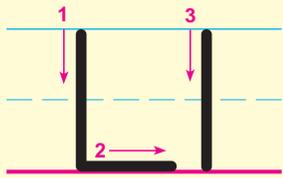
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter I Corrective Techniques See page T26.

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

LI mayúscula



Objetivos:

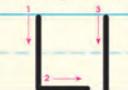
- Reconocer y nombrar la letra **LI** mayúscula.
- Aprender los trazos básicos en la letra **LI** mayúscula.
- Trazar y escribir la letra **LI** mayúscula.

Important:

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

LI mayúscula

Traza y escribe la letra **LI** mayúscula.



1. Línea recta hacia abajo
2. Desliza a la derecha
3. Línea recta hacia abajo



Encuentra el camino correcto.



1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿De qué color es la línea de abajo? (azul)
4. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **LI** and say “**línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo**” Repeat this two times. The third time you trace the letter **LI**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 40. On the first line, students start at the green dots and trace the uppercase **LI** as they say “**línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **LI**.

3. Self-Evaluate

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

Activity Have the students look at the maze. Tell them to use a pencil to draw the correct path to the treasure.

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



Trace

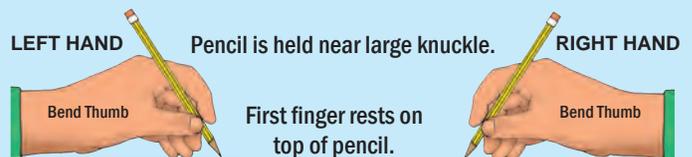


Write



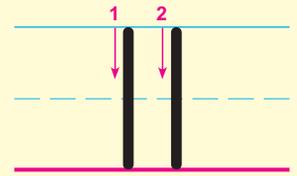
Check

Note: Review hold to hold a pencil.



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

ll minúscula



Objetivos:

- Reconocer y nombrar la letra ll minúscula.
- Aprender los trazos básicos en la letra ll minúscula.
- Trazar y escribir la letra ll minúscula.
- Escribir la letra ll minúscula para completar las palabras.

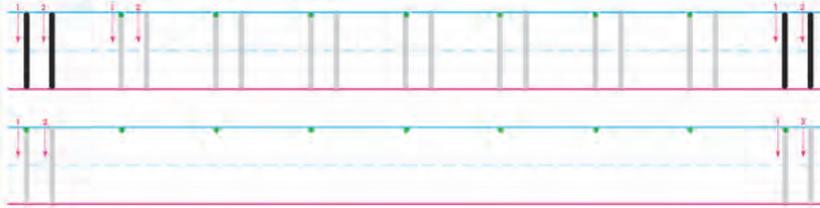
Important:

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

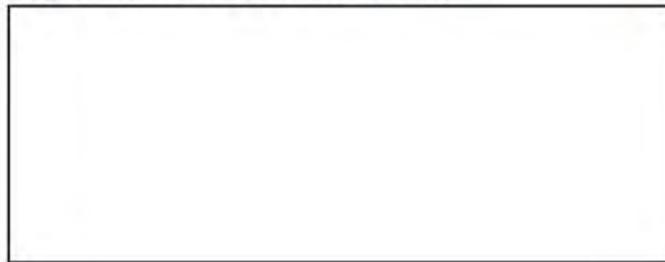
ll minúscula

Traza y escribe la letra ll minúscula.

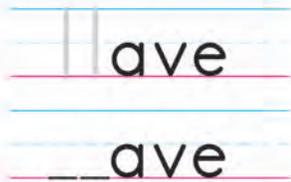
1. Línea recta hacia abajo
2. Línea recta hacia abajo



Dibuja una de las llaves que se muestran arriba.



Traza y escribe la ll minúscula.



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1. Model & Discuss

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

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

1. ¿Es esta letra alta o corta? (letra alta)
2. ¿Dónde comienza la letra? (la línea de arriba)
3. ¿Dónde termina el primer trazo? (la línea de abajo)
4. ¿Cuántos trazos hay en esta letra? (2)

After you discuss the letter, trace over the model of the letter ll and say “línea recta hacia abajo, línea recta hacia abajo.” Repeat this two times. The third time you trace the letter ll, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 41. On the first line, students start at the green dots and trace the lowercase ll as they say “línea recta hacia abajo, línea recta hacia abajo.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase ll.

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.

On the last line on the page have the students trace and write the lowercase ll to complete the word.

Activity Have the students study the three keys on the page. Ask them which key they think is the oldest and which key is the newest key. Have them draw a picture of a key.

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



Trace



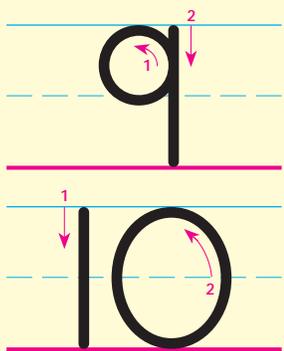
Write



Check

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

Escribiendo números



Objetivos:

- Reconocer y nombrar los números **9** y **10**.
- Aprender los trazos básicos en los números **9** y **10**.
- Trazar y escribir los números **9** y **10** y los números en palabras.

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

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (círculo a la izquierda)
2. ¿Cuántos trazos hay en este número? (2)

Students watch and listen as you trace over the model of the numeral **9** and say “**círculo a la izquierda, línea recta hacia abajo.**” Repeat this two times. The third time you trace the numeral **9**, have the students trace the it in the air and say the stroke.

2. Practice

Students open their books to page 42. On the first line, students start at the green dots and trace each gray numeral **9** as they say “**círculo a la izquierda, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the numeral **9**, saying the strokes as they write.

3. Self-Evaluate At the end of each line of practice,

Escribiendo números

Traza y escribe los números.

1. Círculo a la izquierda
2. Línea recta hacia abajo

Traza el número en palabra.

nueve

nueve

Traza y escribe los números.

1. Línea recta hacia abajo
2. Círculo a la izquierda

Traza el número en palabra.

diez

diez

42 **REVISAR** ¿Son las formas de tus números correctas? Sí No

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ask the students to circle their best numeral and put an X through the one that needs the most improvement. Ask them what needs to be improved on the numeral they put an X through.

Repeat Steps 1-3 for the numeral 10.

Use the questions and stroke description below.

Questions:

1. ¿Dónde comienza el número **1**? (la línea de arriba)
2. Nombra los dos trazos en el número **10**. (línea recta abajo, círculo a la izquierda)

Stroke description: “**línea recta hacia abajo, círculo a la izquierda.**”

ACTIVITIES Students trace the number words.

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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

Escribiendo números

Dibuja una línea desde los dibujos hasta el número correcto.

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Objectives:

- Igualar conjuntos de objetos con el número correcto.
- Reconocer los números del 1 al 10.

Counting and Matching Numerals

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

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

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

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

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

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

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

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

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

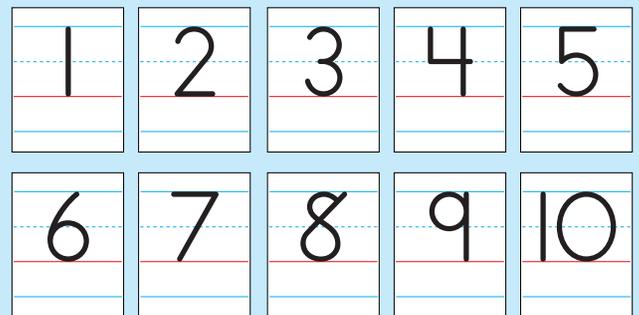
Have the students count the shamrocks and then draw a line to the correct numeral (6).

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

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

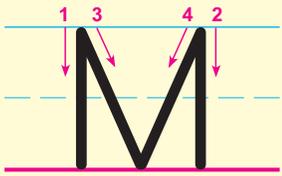
Ask students to count the insects and panda. (9)

Use the Manuscript Alphabet Cards shown below for numeral recognition and other activities. If you do not have the Alphabet Cards you can download and print them at upub.net/spanishmanuscriptcards.pdf or you can order a heavy duty set by calling 1-800-940-2270.



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

M mayúscula



Objetivos:

- Reconocer y nombrar la letra **M** mayúscula.
- Aprender los trazos básicos en la letra **M** mayúscula.
- Trazar y escribir la letra **M** mayúscula.
- Escribir la letra **M** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Ves otras letras en esta letra? (la letra **I** minúscula y la letra **V** mayúscula)
3. ¿Cuántos trazos hay en esta letra? (4)
4. ¿Dónde comienza el segundo trazo? (la línea de arriba)
5. ¿Dónde terminan los trazos inclinados? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **M** and say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **M**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 44. On the first line, students start at the green dots and trace the uppercase **M** as they say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha, inclina**

M mayúscula



1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha
4. Inclina a la izquierda

Traza y escribe la letra **M** mayúscula.



Encierra en un círculo la manzana que coincida.



Escribe la letra **M** mayúscula para completar la oración.

_____ ari es mi amiga.

REVISAR
¿Son tus letras del tamaño correcto?
Sí No

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a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **M**.

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

Activity Ask the students to circle the picture that matches the first one.

Have the students write the uppercase **M** to complete the sentence. Read the **REVISAR** question to the students. Have them check the Sí or No box.

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



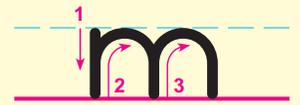
Trace

Write

Check

Letter M Corrective Techniques See page T26.

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



m minúscula

Traza y escribe la letra m minúscula.

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



Encierra en un círculo las palabras que comienzan con la letra m.



Escribe la letra m minúscula para completar cada palabra.

aíz ono ás

REVISAR
 ¿Son tus letras de la forma correcta?
 Sí No

Objetivos:

- Reconocer y nombrar la letra m minúscula.
- Aprender los trazos básicos en la letra m minúscula.
- Trazar y escribir la letra m minúscula.
- Escribir la letra m minúscula para completar las palabras.

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos de curva hay en la letra **m**? (2)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿De qué color es la línea de escritura de abajo? (rojo)
4. ¿Dónde comienza la letra? (la línea del medio)
5. ¿Qué otras letras ves en la letra **m**? (r, n)

After you discuss the letter, trace over the model of the letter **m** and say “línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Repeat this two times. The third time you trace the letter **m**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 45. On the first line, students start at the green dots and trace the lowercase **m** as they say “línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Ask them to stop and evaluate their work as described

in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **m**.

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

Activity Have the students circle the words and pictures that begin with the letter **m**.

Have the students write the lowercase **m** to complete the words. Tracing the gray letters in the words is optional. Read the **REVISAR** question to the students.

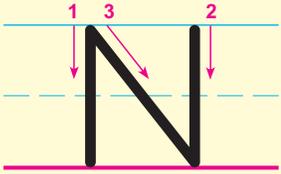
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter m Corrective Techniques See page T26.

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

N mayúscula



Objetivos:

- Reconocer y nombrar la letra **N** mayúscula.
- Aprender los trazos básicos en la letra **N** mayúscula.
- Trazar y escribir la letra **N** mayúscula.
- Escribir la letra **N** mayúscula para iniciar una oración.

Important:

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

N mayúscula

Traza y escribe la letra N mayúscula.



1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha

Enumera el crecimiento del tomate en el orden correcto.



Escribe la letra N mayúscula para completar la oración.



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1. Model & Discuss

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

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

1. ¿Cómo se llama el trazo del medio? (inclina a la derecha)
2. ¿Cuántos trazos hay de arriba hacia abajo? (2)
3. ¿Cuántos trazos totales hay en esta letra? (3)
4. ¿Dónde comienza el trazo inclinado? (la línea de arriba)
5. ¿Es esta letra alta o corta? (alta)
6. ¿Dónde termina el trazo inclinado? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **N** and say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha.**” Repeat this two times. The third time you trace the letter **N**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 46. On the first line, students start at the green dots and trace the uppercase **N** as they say “**línea recta hacia abajo,**

línea recta hacia abajo, inclina a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **N**.

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

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

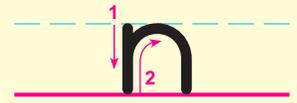
On the last line on the page have the students write the uppercase **N** to complete the sentence. Tracing the gray letters in the sentence is optional.

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



Letter N Corrective Techniques See page T27.

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



Objetivos:

- Reconocer y nombrar la letra **n** minúscula.
- Aprender los trazos básicos en la letra **n** minúscula.
- Trazar y escribir la letra **n** minúscula.
- Escribir la letra **n** minúscula para completar las palabras.

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

n minúscula Traza y escribe la letra n minúscula.

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo

¿Cuántos? Escribe el número correcto.

6 9 13 16

Escribe la letra n minúscula para completar cada palabra.

ido uez oche

REVISAR
¿Son tus letras del tamaño correcto?
Sí No

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿De qué color es la línea de abajo? (rojo)
3. ¿De qué color es la línea de escritura de arriba? (azul)
4. ¿Cuántos trazos de curvas hay en la letra **n**? (1)
5. ¿Dónde comienza la letra? (la línea del medio)
6. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **n** and say “línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Repeat this two times. The third time you trace the letter **n**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 47. On the first line, students start at the green dots and trace the lowercase **n** as they say “línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.” Ask them to

stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **n**.

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

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

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

Read the **REVISAR** question to the students.

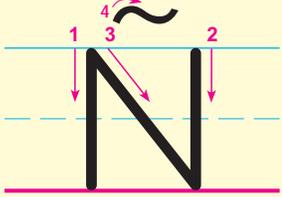
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter n Corrective Techniques See page T27.

Katherine's OT Tip Vision skills play a key role in learning. As you observe your students during handwriting sessions, pay careful attention to their posture. Note if they are turning sideways in their chairs to write. Are they leaning close to the paper? Do they turn their heads to one side as they work? Are they rubbing their eyes or squinting? Fine motor activities place a big demand on students' eyes. If one or more of these symptoms occurs regularly, it is important to inform the parents so that they can check with their child's pediatrician.

Ñ mayúscula



Objetivos:

- Reconocer y nombrar la letra Ñ mayúscula.
- Aprender los trazos básicos en la letra Ñ mayúscula.
- Trazar y escribir la letra Ñ mayúscula.

Important:

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

Ñ mayúscula

Traza y escribe la letra Ñ mayúscula.

1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha
4. Curva hacia arriba, abajo, arriba

mano izquierda

Posición del lápiz

Detener lápiz cerca del nudillo.

El dedo índice descansa sobre el lápiz.

Dobla el pulgar.

mano derecha

Detener lápiz cerca del nudillo.

El dedo índice descansa sobre el lápiz.

Dobla el pulgar.

Posición del papel

mano izquierda

mano derecha

48

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1. Model & Discuss

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

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

1. ¿Cómo se llama el trazo de en medio? (inclina a la derecha)
2. ¿Cuántos trazos hay de arriba hacia abajo? (2)
3. ¿Cuántos trazos totales hay en esta letra? (3)
4. ¿Dónde comienza el trazo inclinado? (la línea de arriba)
5. ¿Es esta letra alta o corta? (alta)
6. ¿Dónde termina el trazo inclinado? (la línea de abajo)

After you discuss the letter, trace over the model of the letter Ñ and say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha, curva hacia arriba, abajo, arriba.**” Repeat this two times. The third time you trace the letter Ñ, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 48. On the first line, students start at the green dots and trace the uppercase Ñ as they say “**línea recta hacia abajo,**

línea recta hacia abajo, inclina a la derecha, curva hacia arriba, abajo, arriba.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase Ñ.

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

Activity Have the students study the illustrations of correct paper and pencil position and then check their own paper and pencil position.

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



Trace

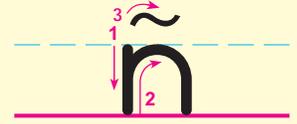


Write



Check

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



Objetivos:

- Reconocer y nombrar la letra ñ minúscula.
- Aprender los trazos básicos en la letra ñ minúscula.
- Trazar y escribir la letra ñ minúscula.
- Escribir la letra ñ minúscula para completar las palabras.

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

ñ minúscula

Traza y escribe la letra ñ minúscula.

Traza y escribe la letra ñ minúscula.

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿De qué color es la línea de abajo? (rojo)
3. ¿De qué color es la línea de escritura de arriba? (azul)
4. ¿Cuántos trazos de curvas hay en la letra ñ? (1)
5. ¿Dónde comienza la letra? (la línea del medio)
6. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter ñ and say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo, curva hacia arriba, abajo, arriba.**” Repeat this two times. The third time you trace the letter ñ, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 47. On the first line, students start at the green dots and trace the lowercase ñ as they say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo,**

curva hacia arriba, abajo, arriba.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase ñ.

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.

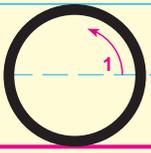
At the bottom of the page, have the students trace and write the lowercase ñ to complete the words.

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



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.

O mayúscula



Objetivos:

- Reconocer y nombrar la letra **O** mayúscula.
- Aprender los trazos básicos en la letra **O** mayúscula.
- Trazar y escribir la letra **O** mayúscula.
- Escribir la letra **O** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿De qué color es la línea del medio? (azul)
2. ¿Dónde comienza el círculo? (3 en punto)
3. ¿Qué tipo de círculo es? (círculo hacia atrás)
4. ¿Ves otra letra en la letra **O**? (la letra **C** mayúscula)
5. ¿Es esta letra alta o corta? (alta)
6. ¿De qué color es la línea de abajo? (rojo)

After you discuss the letter, trace over the model of the letter **O** and say “**círculo a la izquierda.**” Repeat this two times. The third time you trace the letter **O**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 50. On the first line, students start at the green dots and trace the uppercase **O** as they say “**círculo a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **O**.

O mayúscula



1. Círculo a la izquierda

Traza y escribe la letra **O** mayúscula.



Encierra en un círculo el oso que coincide.



Escribe la letra **O** mayúscula para completar la oración.



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

Activity Ask the students to circle the picture that matches the first one.

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

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



Trace



Write



Check

Letter O Corrective Techniques See page T27.

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



Objetivos:

- Reconocer y nombrar la letra **o** minúscula.
- Aprender los trazos básicos en la letra **o** minúscula.
- Trazar y escribir la letra **o** minúscula.
- Escribir la letra **o** minúscula para completar las palabras.

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

o minúscula Traza y escribe la letra o minúscula.

1. Círculo a la izquierda

Encierra en un círculo las palabras que comienzan con la letra o.

ojo boca oreja

Escribe la letra o minúscula para completar cada palabra.

jo so reja

Colorea el oso.

51

1. Model & Discuss

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

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

1. ¿De qué color es la línea de escritura de arriba? (azul)
2. ¿Dónde comienza la letra? (3 en punto)
3. ¿De qué color es la línea de escritura del medio? (azul)
4. ¿Qué otras letras minúsculas tienen un círculo hacia atrás? (a, d, g, q)
5. ¿De qué color es la línea de abajo? (rojo)

After you discuss the letter, trace over the model of the letter **o** and say “círculo a la izquierda.” Repeat this two times. The third time you trace the letter **o**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 51. On the first line, students start at the green dots and trace the lowercase **o** as they say “círculo a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third

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

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

Activity Have the students study each picture carefully, then circle the ones that start with the letter **o**. Then have the students color the bear.

Finally, have the students write the lowercase **o** to complete the words.

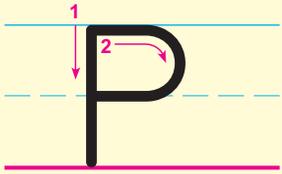
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter o Corrective Techniques See page T27.

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

P mayúscula



Objetivos:

- Reconocer y nombrar la letra **P** mayúscula.
- Aprender los trazos básicos en la letra **P** mayúscula.
- Trazar y escribir la letra **P** mayúscula.
- Escribir la letra **P** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Dónde termina el trazo de curva? (la línea del medio)
3. ¿Dónde termina el primer trazo? (la línea de abajo)
4. ¿Ves otras letras en la letra **P**? (minúscula l, mayúscula F)
5. ¿Es esta letra mayúscula o minúscula? (mayúscula)

After you discuss the letter, trace over the model of the letter **P** and say “**línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda.**” Repeat this two times. The third time you trace the letter **P**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 52. On the first line, students start at the green dots and trace the uppercase **P** as they say “**línea recta hacia abajo,**

P mayúscula

Traza y escribe la letra **P** mayúscula.



1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda

Encierra en un círculo el pez que coincide.



Escribe la letra **P** mayúscula para completar la oración.

edro atrapó un pez.

52

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desliza a la derecha, curva hacia abajo, desliza a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **P**.

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

Activity Ask the students to circle the fish that matches.

On the last line on the page have the students write the uppercase **P** to complete the sentence.

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



Trace



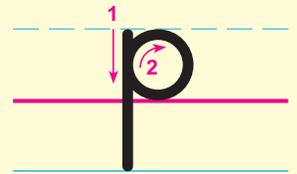
Write



Check

Letter P Corrective Techniques See page T27.

Katherine's OT Tip A strong seated posture is the foundation for the learning of handwriting skills. Appropriate desk and chair heights are elements that are often overlooked during practice sessions. During the year, there will be times when chairs become too low for some students. This can be remediated by placing a book or rubber cushion on the seat to add height and to adjust joints into the appropriate 90-degree angles for good posture. The students' feet should rest flat on the floor.



Objetivos:

- Reconocer y nombrar la letra **p** minúscula.
- Aprender los trazos básicos en la letra **p** minúscula.
- Trazar y escribir la letra **p** minúscula.
- Escribir la letra **p** minúscula para completar las palabras.

Important:

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

p minúscula Traza y escribe la letra **p** minúscula.

1. Línea recta hacia abajo
2. Círculo a la derecha

Encierra en un círculo las imágenes que comienzan con la letra **p**.

cerdo pez pato gato pavo

Escribe la letra **p** minúscula para completar cada palabra.

ato avo erro

REVISAR
¿Son tus letras de la forma correcta?
Sí No

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1. Model & Discuss

Write a large letter **p** on writing lines on the board or use **AlphamationPlus** (see page T17 for details). Ask the students the following questions as they look at a large model of the lowercase **p**:

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Cómo se llama el segundo trazo? (círculo hacia delante)
3. ¿Qué otras letras hay en esta letra? (la letra **o** minúscula)
4. ¿Dónde termina el primer trazo? (la línea de arriba de la siguiente línea de escritura)
5. ¿Dónde comienza la letra? (la línea del medio)

After you discuss the letter, trace over the model of the letter **p** and say “**línea recta hacia abajo, círculo a la derecha.**” Repeat this two times. The third time you trace the letter **p**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 53. On the first line, students start at the green dots and trace the lowercase **p** as they say “**línea recta hacia abajo, círculo a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

next line. On the second and third lines, the students trace and write the lowercase **p**.

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

Activity Have the students look at the words and pictures, then circle the ones that begin with the letter **p**. On the last line on the page have the students write the lowercase **p** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

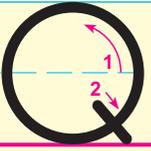
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.

Trace Write Check

Letter p Corrective Techniques See page T27.

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

Q mayúscula



Objetivos:

- Reconocer y nombrar la letra **Q** mayúscula.
- Aprender los trazos básicos en la letra **Q** mayúscula.
- Trazar y escribir la letra **Q** mayúscula.
- Escribir la letra **Q** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (2)
2. Nombra los trazos. (círculo hacia atrás, inclina a la derecha)
3. ¿Dónde comienza el círculo hacia atrás? (3 en punto)
4. ¿Qué otras letras hay en la **Q**? (las letras C y O mayúsculas)
5. ¿En qué línea descansa esta letra? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **Q** and say “**círculo a la izquierda, inclina a la derecha.**” Repeat this two times. The third time you trace the letter **Q**, have the students trace the letter in the air and say the strokes.

2. Practice

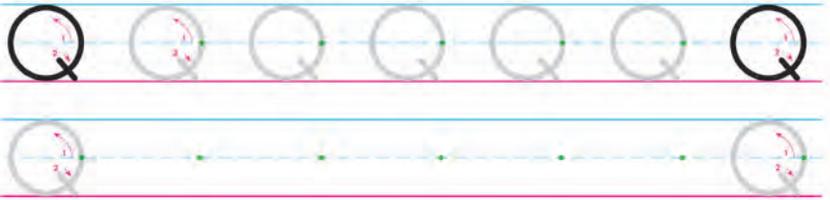
Students open their books to page 54. On the first line, students start at the green dots and trace the uppercase **Q** as they say “**círculo a la izquierda, inclina a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

Q mayúscula

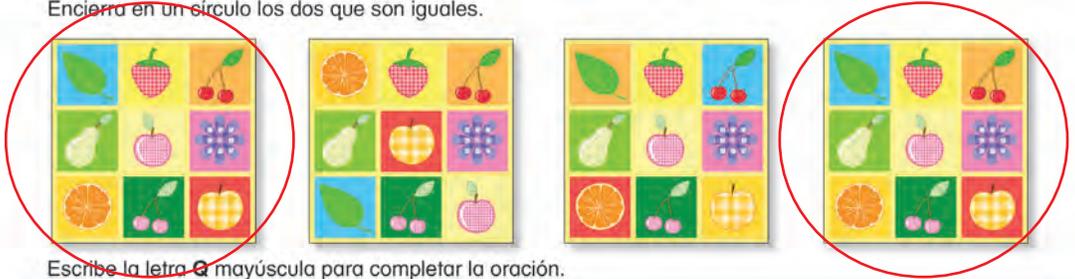


1. Círculo a la izquierda
2. Inclina a la derecha

Traza y escribe la letra **Q** mayúscula.



Encierra en un círculo los dos que son iguales.



Escribe la letra **Q** mayúscula para completar la oración.

_____ uinn vio quince gatos.

54

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next line. On the second and third lines, the students trace and write the uppercase **Q**.

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

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

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

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



Trace



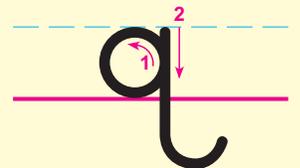
Write



Check

Letter Q Corrective Techniques See page T27.

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



q minúscula

Traza y escribe la letra q minúscula.



1. Círculo a la izquierda
2. Línea recta hacia abajo, curva a la derecha

Encierra en un círculo el que es diferente.



Escribe la letra q minúscula para completar la palabra.

Cuenta todos los agujeros en el queso. Escribe el número.

REVISAR

¿Son tus letras del tamaño correcto?

Sí No

Objetivos:

- Reconocer y nombrar la letra q minúscula.
- Aprender los trazos básicos en la letra q minúscula.
- Trazar y escribir la letra q minúscula.
- Escribir la letra q minúscula para completar la palabra.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza la letra? (debajo de la línea del medio)
2. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
3. ¿Cómo se llama el último trazo? (curva a la derecha)
4. ¿Qué otras letras hay en esta letra? (a, c, o)
5. ¿Va esta letra por debajo de la línea? (sí)

After you discuss the letter, trace over the model of the letter **q** and say “círculo a la izquierda, línea recta hacia abajo, curva a la derecha.” Repeat this two times. The third time you trace the letter **q**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 55. On the first line, students start at the green dots and trace the lowercase **q** as they say “círculo a la izquierda, línea recta hacia abajo, curva a la derecha.” Ask them to stop and evaluate their work as described in Step 3

before going to the next line. On the second and third lines, the students trace and write the lowercase **q**.

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

Activity Have the students circle the picture of cheese that is different.

Have the students count all the holes in the cheese and write the number. Have them write the lowercase **q** to complete the word. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

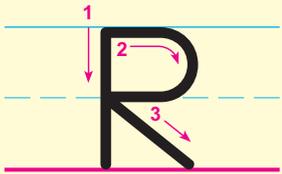
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter q Corrective Techniques See page T27.

Katherine's OT Tip Checkpoints for posture, paper positioning, and pencil grasp are an ongoing practice during handwriting instruction. Struggling students will benefit from interactive auditory cues to maintain their awareness of these important facets of handwriting mastery. Before or during each lesson, call out these three elements and ask your students to check for themselves and respond. It's as simple as: “Posture – Check! Paper Positioning – Check! Pencil Grasp – Check!”

R mayúscula



Objetivos:

- Reconocer y nombrar la letra **R** mayúscula.
- Aprender los trazos básicos en la letra **R** mayúscula.
- Trazar y escribir la letra **R** mayúscula.
- Escribir la letra **R** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (5)
2. Nombra los trazos. (de arriba hacia abajo, izquierda a derecha, curva hacia abajo, de derecha a izquierda e inclina a la derecha)
3. ¿Qué otras letras ves en la **R**? (I, F, P)
4. ¿Ves una parte de alguna otra letra en la **R**? (I, B, E, F, H, I, K, L, M, N, P, T)
5. ¿Dónde comienza el trazo inclinado? (la línea del medio)

After you discuss the letter, trace over the model of the letter **R** and say “línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda, inclina a la derecha.” Repeat this two times. The third time you trace the letter **R**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 56. On the first line, students start at the green dots and trace the uppercase **R** as they say “línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a

R mayúscula

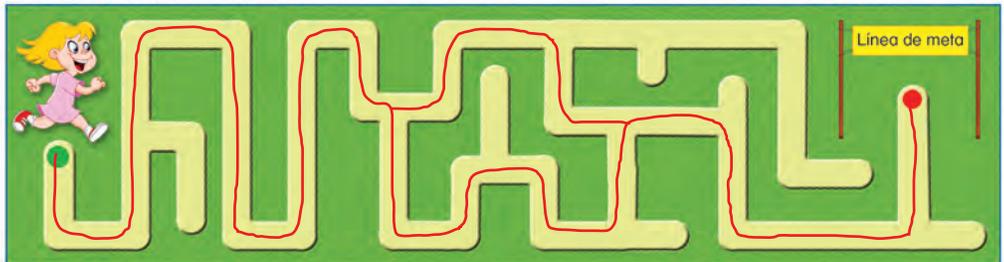
Traza y escribe la letra **R** mayúscula.



1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda
3. Inclina a la derecha



Encuentra el camino correcto.



Escribe la letra **R** mayúscula para completar la oración.



56

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la izquierda, inclina a la derecha.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **R**.

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

Activity Ask the students to complete the maze.

On the last line on the page have the students write the uppercase **R** to complete the sentence.

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



Trace



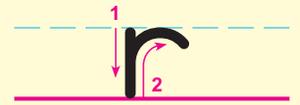
Write



Check

Letter R Corrective Techniques See page T27.

Katherine's OT Tip Fine-motor tasks such as handwriting place a big demand on your students' **visual skills**. They will move their eyes up and down, left and right, as they watch you write, copy from their workbooks, and write their own letters. Eye muscles need exercise just like all the others. “Act Like A Statue” is one way to have fun with vision exercises. Hide familiar objects in the front of the room. Ask the students to find one first by turning their heads only and not their bodies, then without moving their heads. They will enjoy the challenge!



Objetivos:

- Reconocer y nombrar la letra r minúscula.
- Aprender los trazos básicos en la letra r minúscula.
- Trazar y escribir la letra r minúscula.
- Escribir la letra r minúscula para completar las palabras.

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

r minúscula

Traza y escribe la letra r minúscula.

1. Línea recta hacia abajo
2. Sube, curva a la derecha

Encierra en un círculo el ratón que coincide.

ratón

Escribe la letra r minúscula para completar cada palabra.

atón ojo ico

REVISAR

¿Es correcta tu posición del papel?

Sí No

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1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿Cómo se llama el último trazo? (curva a la derecha)
4. ¿Qué otras dos letras minúsculas comienzan como la letra **r**? (n, m)
5. ¿De qué color es la línea de abajo? (rojo)

After you discuss the letter, trace over the model of the letter **r** and say “**línea recta hacia abajo, sube, curva a la derecha.**” Repeat this two times. The third time you trace the letter **r**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 57. On the first line, students start at the green dots and trace the lowercase **r** as they say “**línea recta hacia abajo, sube, curva a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines,

the students trace and write the lowercase **r**.

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

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

On the last line on the page have the students write the lowercase **r** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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



Letter r Corrective Techniques See page T27.

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

S mayúscula

Objetivos:

- Reconocer y nombrar la letra **S** mayúscula.
- Aprender los trazos básicos en la letra **S** mayúscula.
- Trazar y escribir la letra **S** mayúscula.
- Escribir la letra **S** mayúscula para iniciar una oración.

Important:

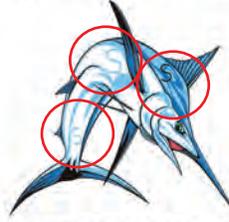
No workbooks or pencils on the students' desks for Step 1.

S mayúscula

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda

Traza y escribe la letra **S** mayúscula.

¿Encuentra la letra **S** en las imágenes? ¿Cuántas encontraste? Escribe el número.



9

Escribe la letra **S** mayúscula para completar la oración.

aul tiene seis años.

REVISAR
¿Son tus letras del tamaño correcto?
Sí No

58

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1. Model & Discuss

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

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

1. ¿Dónde comienza la letra? (justo debajo de la línea de arriba)
2. ¿Dónde termina la línea? (justo por encima de la línea de abajo)
3. ¿Cuántos trazos de curva hay en la letra **S**? (3)
4. ¿Es esta una letra mayúscula o una letra minúscula? (letra mayúscula)

After you discuss the letter, trace over the model of the letter **S** and say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**” Repeat this two times. The third time you trace the letter **S**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 58. On the first line, students start at the green dots and trace the uppercase **S** as they say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before

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

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

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

On the last line on the page have the students write the uppercase **S** to complete the sentence.

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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



Trace



Write



Check

Letter S Corrective Techniques See page T28.

Katherine's OT Tip Upper- and lowercase **S** can give students quite a challenge as they attempt to manage two different curves as well as a transition point in the middle! Warm-up activities using large motor movements can ease them into the pencil-and-paper practice. Have your students sit or lie on the floor and trace large **S** formations over and over again. Bring out the crayons and let them create rainbow letters. Take the activity back to the desk and downsize it to paper drawings. Repetition and practice using these visual cues will reinforce correct motor **planning movements**.

s

Objetivos:

- Reconocer y nombrar la letra **s** minúscula.
- Aprender los trazos básicos en la letra **s** minúscula.
- Trazar y escribir la letra **s** minúscula.
- Escribir la letra **s** minúscula para completar las palabras.

Important:

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

s minúscula

Traza y escribe la letra **s** minúscula.

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda

Encierra en un círculo las palabras que comienzan con la letra **s**.

salida jugo seis sombrero agua

Escribe la letra **s** minúscula para completar cada palabra.

alida ombbrero

REVISAR

¿Es correcto tu espacio entre letras?

Sí No

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1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (justo debajo de la línea del medio)
2. ¿Cómo se llama el primer trazo? (curva a la izquierda)
3. ¿Dónde termina la letra? (justo por encima de la línea de abajo)
4. ¿En qué se diferencia esta letra de la **S** mayúscula? (tamaño)
5. ¿De qué color es la línea de abajo? (rojo)

After you discuss the letter, trace over the model of the letter **s** and say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**” Repeat this two times. The third time you trace the letter **s**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 59. On the first line, students start at the green dots and trace the lowercase **s** as they say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

next line. On the second and third lines, the students trace and write the lowercase **s**.

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

Activity Have the students study each word and picture, then circle the ones that begin with the letter **s**.

On the last line on the page have the students write the lowercase **s** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

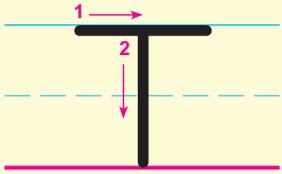
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter s Corrective Techniques See page T28.

Katherine's OT Tip Lower-case “s” is not simply a smaller version of its uppercase partner. It requires special attention for sizing to manage all of its curves and transitions in a small space. Struggling students would benefit from “Boxed Up Practice” for sizing and line placement. Draw boxes on appropriately lined paper that match the size and placement of the upper- and lowercase “s.” Write each version of the letter inside the appropriate box and have them trace it. Add empty boxes and ask them to match the upper- and lowercase models with the correct box and write it inside.

T mayúscula



Objetivos:

- Reconocer y nombrar la letra **T** mayúscula.
- Aprender los trazos básicos en la letra **T** mayúscula.
- Trazar y escribir la letra **T** mayúscula.
- Escribir la letra **T** mayúscula para iniciar una oración.

Important:

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

T mayúscula

Traza y escribe la letra **T** mayúscula.

1. Desliza a la derecha
2. Línea recta hacia abajo

Usa el código de color para colorear el tren.

Código de color

1 2 3 4 5

Escribe la letra **T** mayúscula para completar la oración.

ito coloreó la imagen.

60

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1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Dónde comienza el segundo trazo? (en el medio del primer trazo en la línea de arriba)
3. ¿Cuántos trazos hay en la letra **T**? (2)
4. Nombra los dos trazos. (de izquierda a derecha, de arriba hacia abajo)
5. ¿Dónde termina el segundo trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **T** and say “**desliza a la derecha, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **T**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 60. On the first line, students start at the green dots and trace the uppercase **T** as they say “**desliza a la derecha, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

next line. On the second and third lines, the students trace and write the uppercase **T**.

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

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

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

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



Trace



Write

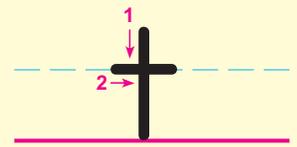


Check

Letter T Corrective Techniques See page T28.

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

t minúscula



Objetivos:

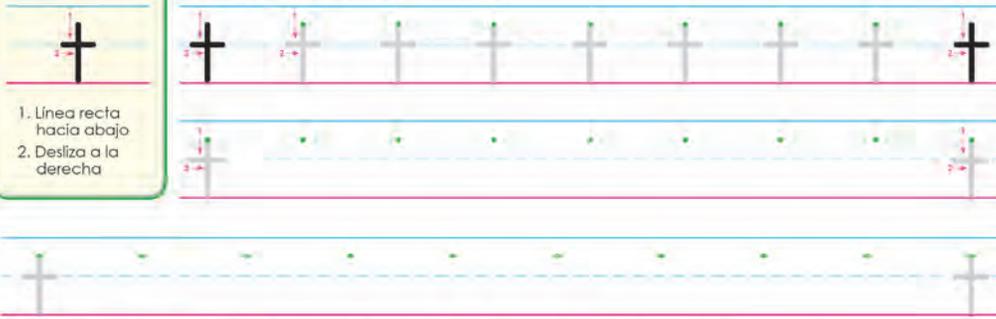
- Reconocer y nombrar la letra **t** minúscula.
- Aprender los trazos básicos en la letra **t** minúscula.
- Trazar y escribir la letra **t** minúscula.
- Escribir la letra **t** minúscula para completar la palabra.

Important:

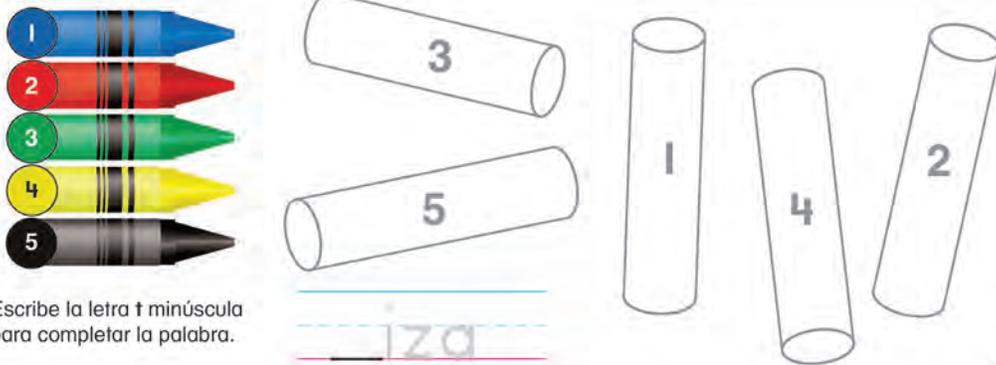
No workbooks or pencils on the students' desks for Step 1.

t minúscula

Traza y escribe la letra **t** minúscula.



Colorea por número Usa el color indicado para colorear los 5 pedazos de tizas.



Escribe la letra **t** minúscula para completar la palabra.

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61

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (debajo de la línea de arriba)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿Dónde se hace el trazo de deslizamiento hacia la derecha? (la línea del medio)
4. ¿Cuántos trazos hay en esta letra? (2)
5. ¿De qué color es la línea de arriba? (azul)

After you discuss the letter, trace over the model of the letter **t** and say “**línea recta hacia abajo, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **t**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 61. On the first line, students start at the green dots and trace the lowercase **t** as they say “**línea recta hacia abajo, desliza a la derecha.**” Ask them to stop and

evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **t**.

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

Activity Explain the color code to the students. Have them follow the color code to color each piece of chalk.

On the last line on the page have the students write the lowercase **t** to complete the word.

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



Trace



Write



Check

Letter t Corrective Techniques See page T28.

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

Escribiendo números 11 y 12

Objetivos:

- Reconocer y nombrar los números **11** y **12**.
- Aprender los trazos básicos en los números **11** y **12**.
- Trazar y escribir los números **11** y **12**.

Escribiendo números

Traza y escribe los números.

Traza y escribe los números.

Cuenta las mariquitas volando. Escribe el número. Cuenta las mariquitas caminando. Escribe el número.

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

1. Model & Discuss

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

Have the students open their books to page 62 and review the numeral **11** in the yellow tab or you can write the numeral **11** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **1** and **2** if you feel your students need it.)

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

1. ¿Cuáles son los dos trazos en este número? (trazos de arriba hacia abajo)
2. ¿Qué otros números contienen un trazo de arriba hacia abajo? (4, 5, 9)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **11** as they say “**línea recta hacia abajo, línea recta hacia abajo.**”

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

Repeat Steps 1-3 for the numeral **12**.

Use the questions and stroke description below.

Questions:

1. Nombra todos los trazos en el número **12**. (línea recta hacia abajo, curva a la derecha, inclina a la izquierda, desliza a la derecha)
2. ¿Qué otros números comienzan como el número **2**? (el número 3)

Stroke description: “**línea recta hacia abajo; curva a la derecha, inclina a la izquierda, desliza a la derecha.**”

Activity Have the students count the ladybugs that are flying and write the number. Have the students count the ladybugs that are walking and write the number.

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

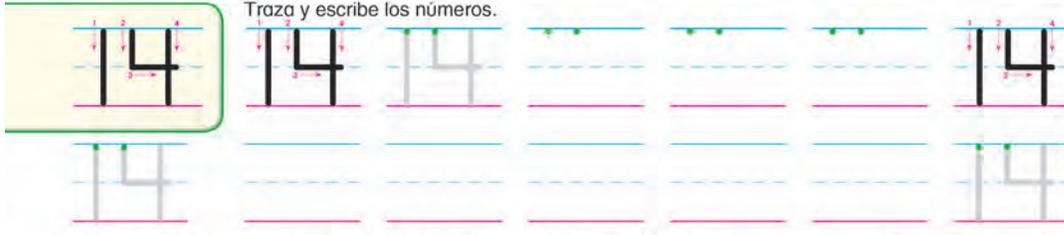


Katherine’s OT Tip Self-editing skills rely upon efficient **visual scanning skills**. If your students are struggling with finding their own errors, they could benefit from using their finger to point out each letter they’ve written as they scan across the page. It would also benefit them to cover the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

Escribiendo números

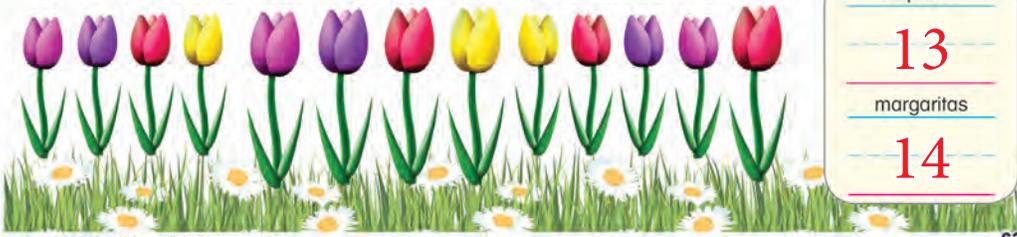


Traza y escribe los números.



Traza y escribe los números.

Cuenta los tulipanes. Escribe el número. Cuenta las margaritas. Escribe el número.



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63

Escribiendo números 13 y 14

Objetivos:

- Reconocer y nombrar los números **13** y **14**.
- Aprender los trazos básicos en los números **13** y **14**.
- Trazar y escribir los números **13** y **14**.

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

1. Model & Discuss

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

Have the students open their books to page 63 and review the numeral **13** in the yellow tab or you can write the numeral **13** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **3** and **4** if you feel your students need it.)

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

1. ¿Cuáles son los tres trazos en el número **13**? (de arriba hacia abajo, círculo a la derecha, círculo a la derecha)
2. ¿Qué otros números comienzan como el número **3**? (2)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **13** as they say “**línea recta hacia abajo; círculo a la derecha, círculo a la derecha.**”

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

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

Repeat Steps 1-3 for the numeral 14.

Use the questions and stroke description below.

Questions:

1. Nombra todos los trazos en el número **14**. (línea recta hacia abajo, línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo)
2. ¿Qué otros números contienen un trazo deslizándose a la derecha? (los números 2, 5, 7)

Numeral 14 stroke description: “**línea recta hacia abajo; línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo.**”

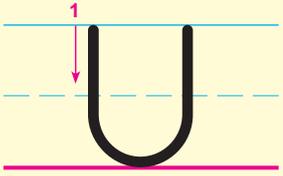
Activity Ask the students to count and write the number of tulips, then count and write the number of daisies.

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



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

U mayúscula



Objetivos:

- Reconocer y nombrar la letra **U** mayúscula.
- Aprender los trazos básicos en la letra **U** mayúscula.
- Trazar y escribir la letra **U** mayúscula.
- Trazar y escribe las palabras.

Important:

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

U mayúscula

Traza y escribe la letra **U** mayúscula.

1. Línea recta hacia abajo, curva a la derecha, sube

Traza y escribe las palabras.

Estados Unidos de América

64

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1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Dónde comienza el primer trazo? (justo debajo de la línea del medio)
3. ¿Cuál es el nombre de esta letra? (U mayúscula)
4. ¿Cuántos trazos hay en la letra U? (3)
5. ¿Dónde termina el último trazo? (la línea de arriba)

After you discuss the letter, trace over the model of the letter **U** and say “**línea recta hacia abajo, curva a la derecha, sube.**” Repeat this two times. The third time you trace the letter **U**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 64. On the first line, students start at the green dots and trace the uppercase **U** as they say “**línea recta hacia abajo, curva a la derecha, sube.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students

trace and write the uppercase **U**.

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

Activity Ask the students to count the red stripes on the flag (7), count the white stripes (6), count all the stripes (13). Tell the students the 13 stripes represent the thirteen original colonies in the U.S.

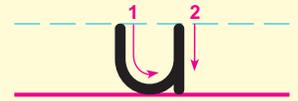
Have the students trace and write the words **Estados Unidos de América** (United States of America).

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



Letter U Corrective Techniques See page T28.

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



Objetivos:

- Reconocer y nombrar la letra **u** minúscula.
- Aprender los trazos básicos en la letra **u** minúscula.
- Trazar y escribir la letra **u** minúscula.
- Escribir la letra **u** minúscula para completar la palabra.

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

u minúscula

Traza y escribe la letra **u** minúscula.

mano izquierda Posición del lápiz mano derecha

mano izquierda Posición del papel mano derecha

1

Escribe la palabra.

uno

Traza y escribe.

vas

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Hay un trazo de curva en esta letra? (sí)
3. ¿Hay un trazo de curva en esta letra? (sí)
4. ¿Cuántos trazos de arriba hacia abajo hay en esta letra? (2)
5. ¿De qué color es la línea de abajo? (rojo)

After you discuss the letter, trace over the model of the letter **u** and say “**línea recta hacia abajo, curva a la derecha, sube, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **u**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 65. On the first line, students start at the green dots and trace the lowercase **u** as they say “**línea recta hacia abajo, curva a la derecha, sube, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described

in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **u**.

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

Activity Have the students study each illustration and then demonstrate correct pencil grip and paper position.

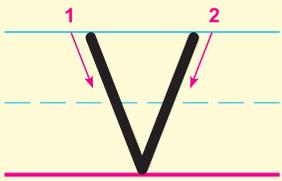
Finish by having the students write the word **uno** and then trace and write the letter **u** to complete a word.

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

Letter u Corrective Techniques See page T28.

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

V mayúscula



Objetivos:

- Reconocer y nombrar la letra **V** mayúscula.
- Aprender los trazos básicos en la letra **V** mayúscula.
- Trazar y escribir la letra **V** mayúscula.
- Escribir la letra **V** mayúscula para iniciar una oración.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en esta letra? (2)
2. Nombra los dos trazos. (inclina a la derecha, inclina a la izquierda)
3. ¿Dónde comienzan los trazos inclinados? (la línea de arriba)
4. ¿Qué otras letras tienen dos trazos inclinados? (A, K, M, W, X, Y, k, v, w, x, y)
5. ¿Dónde terminan ambos trazos inclinados? (la línea de abajo)

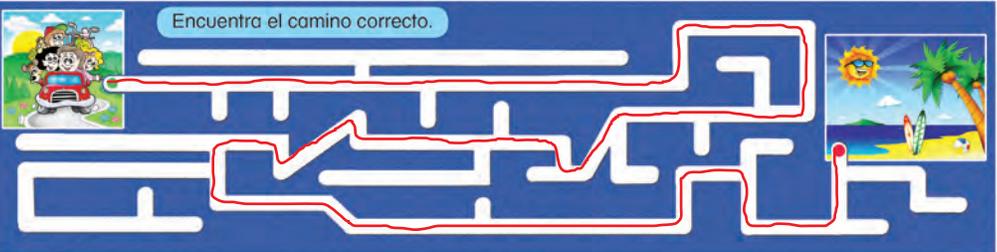
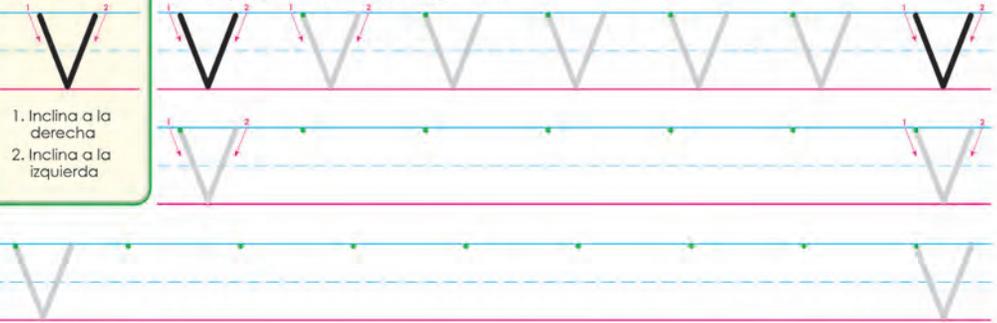
After you discuss the letter, trace over the model of the letter **V** and say “**inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **V**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 66. On the first line, students start at the green dots and trace the uppercase **V** as they say “**inclina a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their

V mayúscula

Traza y escribe la letra **V** mayúscula.



Escribe la letra **V** mayúscula para completar la oración.

_____ icki está de vacaciones.

66

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work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **V**.

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

Activity Have the students complete the maze.

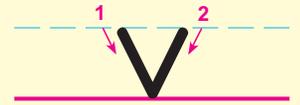
Finish by having the students write the uppercase **V** to complete the sentence. Tracing the gray letters in the sentence is optional.

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



Letter V Corrective Techniques See page T28.

Katherine's OT Tip Slanted lines can pose a problem for some students. A visual and tactile trick for learning the letter **V** is as close as the fingers on their hands. Have them place their helper hand on paper that's taped to the door and form a **V** with their index and long fingers. Guide them with your hand as they trace the inner sides of their fingers with a crayon or pencil. This hand-over-hand strategy is important to help create the correct **motor memory pattern**. This activity provides visual learners with a model while auditory learners will benefit from verbal repetition of the steps.



Objetivos:

- Reconocer y nombrar la letra **v** minúscula.
- Aprender los trazos básicos en la letra **v** minúscula.
- Trazar y escribir la letra **v** minúscula.
- Escribir la letra **v** minúscula para completar las palabras.

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

v minúscula

Traza y escribe la letra v minúscula.

1. Inclina a la derecha
2. Inclina a la izquierda

¿Cuántos? Escribe el número.

16

14

12

Escribe la letra v minúscula para completar cada palabra.

ioletas iolín

REVISAR
¿Es correcto tu espacio entre letras?
Sí No

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1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (inclina a la derecha)
3. ¿Dónde se encuentran ambos trazos inclinados? (la línea de abajo)
4. ¿En qué se diferencia la letra **v** minúscula de la letra **V** mayúscula? (tamaño)
5. ¿De qué color es la línea de arriba? (azul)

After you discuss the letter, trace over the model of the letter **v** and say “**inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **v**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 67. On the first line, students start at the green dots and trace the lowercase **v** as they say “**inclina a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their

work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **v**.

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

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

On the last line on the page have the students write the lowercase **v** to complete the words. Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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

Letter v Corrective Techniques See page T28.

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

Escribiendo números 15 y 16

Objetivos:

- Reconocer y nombrar los números **15** y **16**.
- Aprender los trazos básicos en los números **15** y **16**.
- Trazar y escribir los números **15** y **16**.

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

Escribiendo números

Traza y escribe los números.

Traza y escribe los números.

¿Cuántos peces ves? Escribe el número.

1. Model & Discuss

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

Have the students open their books to page 68 and review the numeral **15** in the yellow tab or you can write the numeral **15** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **5** and **6** if you feel your students need it.)

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

1. Cuáles son los cuatro trazos en el número **15**? (de arriba hacia abajo, línea recta hacia abajo, círculo a la derecha, desliza a la derecha)
2. ¿Qué otros números contienen un trazo de arriba hacia abajo? (4 y 9)

2. Practice

Have the students to start at the green dots and trace and write the numeral **15** as they say “**línea recta hacia abajo, línea recta hacia abajo, círculo a la derecha, desliza a la derecha.**”

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement.

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

Repeat Steps 1-3 for the numeral 16.

Use the questions and stroke description below.

Questions:

1. Nombra todos los trazos en el número **16**. (línea recta hacia abajo, curva hacia abajo, curva a la derecha, curva a la izquierda, cierra)
2. ¿Dónde comienza el número **6**? (la línea de arriba)

Stroke description: “**línea recta hacia abajo, curva hacia abajo, curva a la derecha, curva a la izquierda.**”

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

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



Trace



Write



Check

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

Escribiendo números 17 y 18

Escribiendo números

Traza y escribe los números.



Traza y escribe los números.



Cuenta las mariposas.
Cuenta las flores.

Escribe los números.

mariposas

flores

17

18

69

Objetivos:

- Reconocer y nombrar los números **17** y **18**.
- Aprender los trazos básicos en los números **17** y **18**.
- Trazar y escribir los números **17** y **18**.

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

1. Model & Discuss

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

Have the students open their books to page 69 and review the numeral **17** in the yellow tab or you can write the numeral **17** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numerals **7** and **8** if you feel your students need it.)

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

1. ¿Cuáles son los tres trazos en el número **17**? (de arriba hacia abajo, desliza a la derecha, inclina a la izquierda)
2. ¿Qué otro número tiene un trazo inclinado a la izquierda? (2)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **17** as they say “**línea recta hacia abajo, desliza a la derecha, inclina a la izquierda.**”

3. Self-Evaluate At the end of each line of practice, ask the students to circle their best numeral and put an X through the one that needs the most improvement.

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

Repeat Steps 1-3 for the numeral 18.

Use the questions and stroke description below.

Questions:

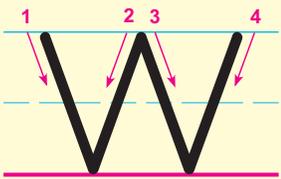
1. Nombra todos los trazos en el número **18**. (línea recta hacia abajo, curva a la izquierda, curva a abajo, curva a la izquierda, inclina hacia arriba)
2. ¿Qué letra mayúscula ves en el número **8**? (la letra S mayúscula)

Stroke description: “**línea recta hacia abajo, curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha.**”

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

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

W mayúscula



Objetivos:

- Reconocer y nombrar la letra **W** mayúscula.
- Aprender los trazos básicos en la letra **W** mayúscula.
- Trazar y escribir la letra **W** mayúscula.
- Escribir la letra **W** mayúscula para iniciar una oración.

Important:

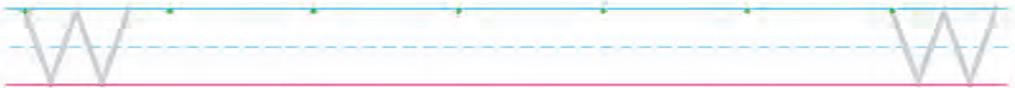
No workbooks or pencils on the students' desks for Step 1.

W mayúscula



1. Inclina a la derecha
2. Inclina a la izquierda
3. Inclina a la derecha
4. Inclina a la izquierda

Traza y escribe la letra **W** mayúscula.



Encierra en un círculo los dos que son iguales.



Escribe la letra **W** mayúscula para completar la oración.



70

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1. Model & Discuss

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

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

1. ¿Dónde comienzan todos los trazos inclinados? (la línea de arriba)
2. ¿Dónde se encuentran los dos primeros trazos inclinados? (la línea de abajo)
3. ¿Cuántos trazos hay en la letra **W**? (4)
4. Nombra los cuatro trazos. (inclina a la derecha, inclina a la izquierda, inclina a la derecha, inclina a la izquierda)

After you discuss the letter, trace over the model of the letter **W** and say “**inclina a la derecha, inclina a la izquierda, inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **W**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 70. On the first line, students start at the green dots and trace the uppercase **W** as they say “**inclina a la derecha, inclina a la izquierda, inclina a la derecha, inclina**

a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **W**.

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

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

Have the students write the uppercase **W** to complete the sentence. Tracing the gray letters is optional.

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



Trace



Write



Check

Letter W Corrective Techniques See page T28.

Katherine's OT Tip The letter **W** comes with many parts and can become a pest for some students. The recognition that it is the simple combination of two **V**'s can be the answer for visual learners. The same strategy for introducing the uppercase **V** can work here as well, with the addition of another finger drawing next to the first. Have them copy the two **V**'s below and connect them at step 3 to transfer their tactile information into motor movements. Additional hands-on activities for kinesthetic learners could include designing the **W** formation out of clay, dried beans, or pipe cleaners.



Objetivos:

- Reconocer y nombrar la letra **w** minúscula.
- Aprender los trazos básicos en la letra **w** minúscula.
- Trazar y escribir la letra **w** minúscula.
- Escribir palabras que contengan la letra **w**.

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

w minúscula

Traza y escribe la letra w minúscula.

1. Inclina a la derecha
2. Inclina a la izquierda
3. Inclina a la derecha
4. Inclina a la izquierda

Colorea la letra.

Traza y escribe la palabra.

walabí

¿Están bien tus líneas inclinadas?
Sí NO

71

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1. Model & Discuss

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

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

1. ¿Es esta letra mayúscula o minúscula? (minúscula)
2. ¿Cómo se llama el primer trazo? (inclina a la derecha)
3. ¿Dónde comienzan todos los trazos inclinados? (la línea del medio)
4. ¿Cuántos trazos hay en esta letra? (4)
5. ¿En qué se diferencia la w minúscula de la **W** mayúscula? (tamaño)

After you discuss the letter, trace over the model of the letter **w** and say “**inclina a la derecha, inclina a la izquierda, inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **w**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 71. On the first line, students start at the green dots and trace the lowercase **w** as they say “**inclina a la derecha,**

inclina a la izquierda, inclina a la derecha, inclina a la izquierda.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase **w**.

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

Activity Have the students color the letter **w**.

Finally, have the students write the word **walabí**.

Read the **REVISA** question to the students. Have them self-evaluate their work and check the Sí or No box.

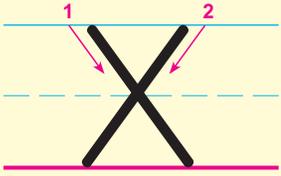
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter w Corrective Techniques See page T28.

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

X mayúscula



Objetivos:

- Reconocer y nombrar la letra **X** mayúscula.
- Aprender los trazos básicos en la letra **X** mayúscula.
- Trazar y escribir la letra **X** mayúscula.

Important:

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

X mayúscula



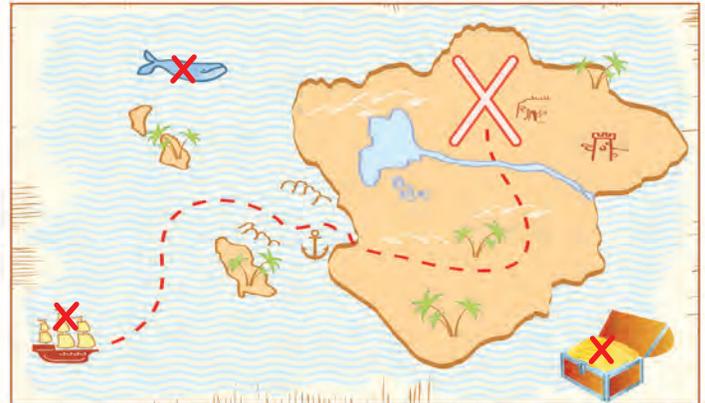
1. Inclina a la derecha
2. Inclina a la izquierda

Traza y escribe la letra **X** mayúscula.



Mapa del tesoro

- Colorea la **X** en el mapa.
- Escribe una **X** en la ballena.
- Escribe una **X** en el barco.
- Escribe una **X** en el cofre del tesoro.



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1. Model & Discuss

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

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

1. ¿Dónde se cruzan los dos trazos? (la línea del medio)
2. ¿Dónde comienza el segundo trazo? (la línea de arriba)
3. ¿Cuántos trazos hay en la letra **X**? (2)
4. Nombra los dos trazos. (inclina a la derecha, inclina a la izquierda)
5. ¿Dónde termina el primer trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **X** and say “**inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **X**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 72. On the first line, students start at the green dots and trace the uppercase **X** as they say “**inclina a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their

work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **X**.

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

Activity Read the directions to the students. Have them complete all the activities.

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Trace



Write



Check

Letter X Corrective Techniques See page T29.

Katherine's OT Tip The letter **X** can be perplexing to some students as it combines two slanted lines that start at different points and cross in the middle. A colored dot at the intersecting point can add a visual guide that helps students anticipate their next move. Vertical platforms allow the use of fluid movements on a large space for practice. Be sure the writing area is slightly higher than the students' shoulder height for an efficient visual perspective.

x minúscula

Traza y escribe la letra x minúscula.

1. Inclina a la derecha
2. Inclina a la izquierda

Dibuja una línea para que coincida con los colores.

Traza y escribe la palabra.

xilófono

xilófono

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73

x minúscula

- Objetivos:**
- Reconocer y nombrar la letra x minúscula.
 - Aprender los trazos básicos en la letra x minúscula.
 - Trazar y escribir la letra x minúscula.
 - Escribir palabras que contengan la letra x.

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (inclina a la derecha)
3. ¿Dónde comienza el trazo inclinado a la izquierda? (la línea del medio)
4. ¿Cuántos trazos hay en esta letra? (2)
5. ¿Qué letras tienen solo un trazo inclinado? (N, Q, R, Z, z)

After you discuss the letter, trace over the model of the letter x and say “**inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter x, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 73. On the first line, students start at the green dots and trace the lowercase x as they say “**inclina a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next

line. On the second and third lines, the students trace and write the lowercase x.

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

Activity Have the students draw lines from the colored circles to the matching colors on the **xilófono**.

Finally, have the students trace and write the word **xilófono**.

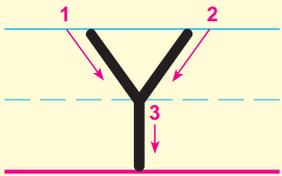
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with *AlphamationPlus*.



Letter x Corrective Techniques See page T29.

Katherine's OT Tip The lowercase letter x increases its difficulty by placing itself below the midpoint of the line and asking students to anticipate its intersecting point. A simple colored dot will once again help students to anticipate movement to this spot and prevent interrupted writing.

Y mayúscula



Objetivos:

- Reconocer y nombrar la letra **Y** mayúscula.
- Aprender los trazos básicos en la letra **Y** mayúscula.
- Trazar y escribir la letra **Y** mayúscula.
- Escribir la letra **Y** mayúscula para iniciar una oración.

Important:

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

Y mayúscula

Traza y escribe la letra **Y** mayúscula.

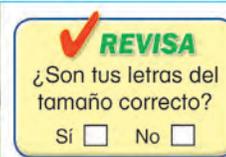


1. Inclina a la derecha
2. Inclina a la izquierda
3. Línea recta hacia abajo



Traza y escribe la oración.

Yanni ama a su caballo.



1. Model & Discuss

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

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

1. ¿Cuántos trazos hay en la letra **Y** mayúscula? (3)
2. ¿Dónde termina el primer trazo inclinado? (la línea del medio)
3. ¿Dónde termina el trazo de arriba hacia abajo? (la línea de abajo)
4. Nombra los tres trazos en la letra **Y** mayúscula. (inclina a la derecha, inclina a la izquierda, de arriba hacia abajo)
5. ¿Dónde comienza el trazo de arriba hacia abajo? (la línea del medio)

After you discuss the letter, trace over the model of the letter **Y** and say “**inclina a la derecha, inclina a la izquierda, línea recta hacia abajo.**” Repeat this two times. The third time you trace the letter **Y**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 74. On the first line, students start at the green dots and trace the

uppercase **Y** as they say “**inclina a la derecha, inclina a la izquierda, línea recta hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **Y**.

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

Have the students trace and write the sentence.

Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Trace



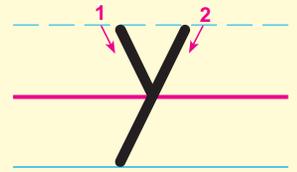
Write



Check

Letter Y Corrective Techniques See page T29.

Katherine's OT Tip The only letters some students will have difficulty with will be the upper- and lowercase **Y**. There are no other letters that ask as much of students. Although they are drawn with familiar strokes, they use them in different lengths, at different locations on the line, and with a short top-to-bottom line along with slanted ones. To avoid frustration, the uppercase **Y** may need to keep its visual cue at the meeting point for a while to allow struggling students to anticipate that place. That simple yellow dot can make all the difference!



Objetivos:

- Reconocer y nombrar la letra **y** minúscula.
- Aprender los trazos básicos en la letra **y** minúscula.
- Trazar y escribir la letra **y** minúscula.
- Escribe palabras que contengan la letra **y**.

Important:

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

y minúscula

Traza y escribe la letra y minúscula.

1. Inclina a la derecha
2. Inclina a la izquierda

Encierra en un círculo las palabras que comienzan con la letra y.

yema yak perro yo-yo tren

Escribe las palabras que comienzan con la letra y.

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1. Model & Discuss

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

Ask the students the following questions:

1. ¿Dónde comienza el primer trazo? (la línea del medio)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿Cómo se llama el primer trazo? (inclina a la derecha)
4. ¿Cómo se llama el segundo trazo? (inclina a la izquierda)
5. ¿Qué otras letras llenan el espacio debajo de la línea de abajo? (g, j, p, q)

After you discuss the letter, trace over the model of the letter **y** and say “**inclina a la derecha, inclina a la izquierda.**” Repeat this two times. The third time you trace the letter **y**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 75. On the first line, students start at the green dots and trace the lowercase **y** as they say “**inclina a la derecha, inclina a la izquierda.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next

line. On the second and third lines, the students trace and write the lowercase **y**.

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

Activity Ask the students say the name of each picture, then circle each word and picture that **begins** with the letter **y**.

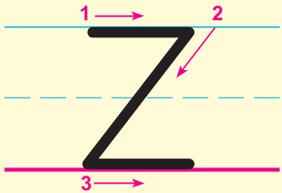
Finally, have the students write the words that begin with the lowercase **y**.

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

Letter y Corrective Techniques See page T29.

Katherine’s OT Tip The lowercase **y** can tend to lie down on the job for some students. They may find that their “slant left” becomes flat as they attempt to connect it with the “slant right” at the middle of the line. These students would benefit from extra practice on a vertical surface for the slant left stroke as a warm up to this lesson. In addition, a colored dot at the meeting point of the **y** would add the visual cue they may need to direct their motor movements. Repeated over-tracing with different colored pencils can be a fun way to practice the upper- and lowercase **Y** letter formations.

Z mayúscula



Objetivos:

- Reconocer y nombrar la letra **Z** mayúscula.
- Aprender los trazos básicos en la letra **Z** mayúscula.
- Trazar y escribir la letra **Z** mayúscula.
- Escribir la letra **Z** mayúscula para iniciar una oración.

Important:

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

Z mayúscula



1. Desliza a la derecha
2. Inclina a la izquierda
3. Desliza a la derecha

Traza y escribe la letra **Z** mayúscula.



Traza y escribe la oración.



1. Model & Discuss

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

Ask the students the following questions:

1. ¿El primer trazo se hace en qué línea de escritura? (la línea de arriba)
2. ¿Qué dos trazos son iguales? (de izquierda a derecha)
3. ¿Cuántos trazos totales hay en esta letra? (3)
4. ¿Nombra todos los trazos en orden? (de izquierda a derecha, inclina a la izquierda, de izquierda a derecha)
5. ¿Dónde termina el segundo trazo? (la línea de abajo)

After you discuss the letter, trace over the model of the letter **Z** and say “**desliza a la derecha, inclina a la izquierda, desliza a la derecha.**” Repeat this two times. The third time you trace the letter **Z**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 76. On the first line, students start at the green dots and trace the uppercase **Z** as they say “**desliza a la derecha, inclina a la izquierda, desliza a la derecha.**” Ask them to stop

and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, the students trace and write the uppercase **Z**.

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

Have the students trace and write the sentence.

Read the **REVISAR** question to the students. Have them self-evaluate their work and check the Sí or No box.

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



Trace



Write



Check

Letter Z Corrective Techniques See page T29.

Katherine's OT Tip The letter **Z** depends on accurate **visual perceptual skills** to align the starting point of the bottom stroke to the starting point of the top one following a slanted stroke. The “Boxed Up Practice” strategy can help those who struggle with this sequencing issue. Draw a tall rectangular box. Place dots for points 1 and 3 at the top and bottom left corners of the box to provide a visual cue for alignment. Be sure that the students fill in the box with the entire letter by going completely to the top and bottom right. Try this as a warm-up before transferring their skills to the worksheet.



Objetivos:

- Reconocer y nombrar la letra z minúscula.
- Aprender los trazos básicos en la letra z minúscula.
- Trazar y escribir la letra z minúscula.
- Escribir palabras que contengan la letra z.

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

z minúscula Traza y escribe la letra z minúscula.

1. Desliza a la derecha
2. Inclina a la izquierda
3. Desliza a la derecha

Encierra en un círculo los dos pares de zapatillas que son iguales.

Escribe las palabras.

zapatillas zapato

REVISAR
¿Es correcto tu espacio entre letras?
Sí NO

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1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (izquierda a derecha)
3. ¿Dónde termina el trazo inclinado? (la línea de abajo)
4. ¿Cuántos trazos hay en esta letra? (3)
5. ¿En qué se diferencia esta letra de la letra Z mayúscula? (tamaño)

After you discuss the letter, trace over the model of the letter z and say “**desliza a la derecha, inclina a la izquierda, desliza a la derecha.**” Repeat this two times. The third time you trace the letter z, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 77. On the first line, students start at the green dots and trace the lowercase z as they say “**desliza a la derecha, inclina a la izquierda, desliza a la derecha.**” Ask them to stop and evaluate their work as described in

Step 3 before going to the next line. On the second and third lines, the students trace and write the lowercase z.

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

Activity Have the students look at the pictures and circle the two pair of sneakers that are the same.

On the last line on the page have the students write the two words. Read the **REVISAR** question to the students. Have them self-evaluate and check the Sí or No box.

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



Letter z Corrective Techniques See page T29.

Katherine's OT Tip The lowercase letter z could use a jumpstart with the “Boxed Up Practice” strategy, as well. Draw a smaller box on handwriting paper beginning at the middle line. The same directions we used for its uppercase partner will work here. The two letters can be mixed on the page to give the students an opportunity to practice their **visual discrimination skills** by matching the correct sized letter to the appropriate box. Students who struggle with the letter Z and other letters with slanted strokes could benefit from the sand paper tracing activity and practice on a vertical surface.

Escribiendo números 19 y 20

Objetivos:

- Reconocer y nombrar los números **19** y **20**.
- Aprender los trazos básicos en los números **19** y **20**.
- Trazar y escribir los números **19** y **20**.

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

Escribiendo números

Traza y escribe los números.

Traza y escribe los números.

¿Cuántos pajaros están volando? **20**

¿Cuántos pajaros están descansando? **19**

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1. Model & Discuss

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

Have the students open their books to page 78 and review the numeral **19** in the yellow tab or you can write the numeral **19** on writing lines on the board. (Use *AlphamationPlus* to review the formation of the numeral **9** if you feel your students need it.)

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

1. ¿Cuáles son los tres trazos en el número **19**?
(de arriba hacia abajo, círculo a la izquierda, línea recta hacia abajo)
2. ¿Qué otros números contienen un trazo con círculo a la izquierda? (0, 9)

2. Practice

Tell the students to start at the green dots and trace and write the numeral **19** as they say “**línea recta hacia abajo; círculo a la izquierda, línea recta hacia abajo.**”

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

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

Use the questions and stroke description below.

Questions:

1. Nombra todos los trazos en el número **20**.
(curva a la derecha, inclina a la izquierda, desliza a la derecha, círculo a la izquierda)
2. ¿Qué números tienen un trazo con curva?
(2, 3, 5, 6, 8)

Stroke description: “**curva a la derecha, inclina a la izquierda, desliza a la derecha; círculo a la izquierda.**”

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

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



Trace



Write



Check

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

Mi escuela

Mi escuela
Haz un dibujo de tu escuela.

Escribe la oración: **Me gusta mi escuela.**

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Objetivos:

- Haz un dibujo después de instrucciones específicas.
- Traza las palabras.

DISCUSS

Have the students open their books to page 79. Ask them to describe their school. Ask them the following questions:

1. ¿De qué está hecha tu escuela? (las repuestas variarán)
2. ¿Cuántas habitaciones hay en tu escuela? (las repuestas variarán)
3. Si caminas por los pasillos, ¿qué verás? (las repuestas variarán)
4. ¿Cuál es el nombre de tu escuela?
5. ¿Qué tipo de trabajo se hace en tu escuela? (las repuestas variarán)
6. ¿Cuántos estudiantes hay en tu clase? (las repuestas variarán)
7. ¿Cuál es tu cosa favorita para hacer en la escuela? (las repuestas variarán)
8. ¿Viajas en autobús a la escuela? (las repuestas variarán)

Now have the students draw a picture of their school and then write the sentence: **Me gusta mi escuela.**

Make copies of **Worksheet 79** and have your students draw a picture of their classroom.



You can download and print copies of Worksheet 79 at: upub.net/751worksheets.pdf

Katherine's OT Tip Visualization skills are one of the building blocks for **automatic letter formation recall**. Activities that ask students to produce a physical picture of an object they've seen or an experience they've had exercises these skills. Extra practice to enhance visualization skills can be fun by adding a quick letter formation review at the end of each session. Call out a letter the students have mastered and have a student write it in the air and on the board. This will utilize their visualization skills as they produce the letter from memory. Be sure they don't peek at your letter models!

Mi escuela

Mi escuela

Escribe sobre tu escuela.



Objetivos:

- Escribe una descripción.
- Escribe oraciones.

DISCUSS

Have the students open their books to page 80. Ask them if they know what it means to describe something. Ask the students to describe the following:

1. Un avión
2. Un camión de bomberos
3. Un conejo
4. Una manzana
5. Un sándwich
6. Tu mascota
7. Qué comiste para la cena
8. Qué vestía ayer tu maestro
9. El tiempo de hoy
10. Tu última fiesta de cumpleaños

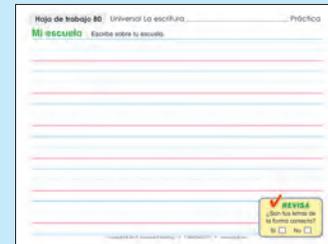
Call on students to describe something and see if anyone in the class can guess what is being described.

Make copies of **Worksheet 80** and have your students use this worksheet for writing words and short descriptions of their school as a rough draft before they write in their books.

80

 **REVISAR**
¿Son tus letras de la forma correcta?
Sí No

Worksheet 80



You can download and print copies of Worksheet 80:

upub.net/751worksheets.pdf

WRITE Now have the students write a description of their school on page 80. Then, have them complete the **REVISAR** at the bottom of the page.

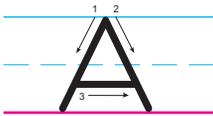
Katherine's OT Tip Independent writing requires efficient carry-over skills to enhance handwriting mastery. Young writers will benefit from guided practice in the initial stages of independent writing activities in order to prevent them from forming poor habits. Each time your students are asked to produce information by hand, it is important that they recognize the need to maintain the same standards as they do in their handwriting sessions. Remind them to check their spacing, line placement, and letter formation each time they write.

Descripciones de los trazos de la letra de imprenta



Hoja para el hogar

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: upub.net/spanishmanuscriptstrokedescriptions.pdf



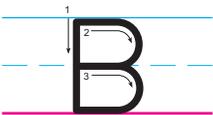
A mayúscula

1. Inclina a la izquierda
2. Inclina a la derecha
3. Desliza a la derecha



a minúscula

1. Círculo a la izquierda
2. Línea recta hacia abajo



B mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda
3. Desliza a la derecha, curva hacia abajo, desliza a la izquierda



b minúscula

1. Línea recta hacia abajo
2. Círculo a la derecha



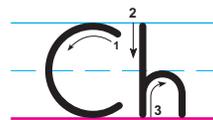
C mayúscula

1. Círculo a la izquierda



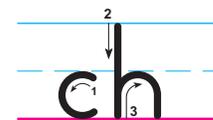
c minúscula

1. Círculo a la izquierda



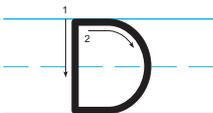
Ch mayúscula

1. Círculo a la izquierda
2. Línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



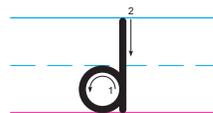
ch minúscula

1. Círculo a la izquierda
2. Línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



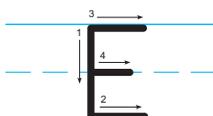
D mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda



d minúscula

1. Círculo a la izquierda
2. Línea recta hacia abajo



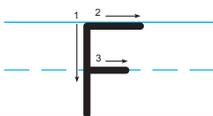
E mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha
3. Desliza a la derecha
4. Desliza a la derecha



e minúscula

1. Desliza a la derecha
2. Círculo a la izquierda



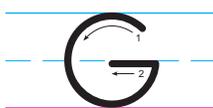
F mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha
3. Desliza a la derecha



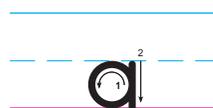
f minúscula

1. Curva a la izquierda, línea recta hacia abajo
2. Desliza a la derecha



G mayúscula

1. Círculo a la izquierda
2. Desliza a la izquierda



g minúscula

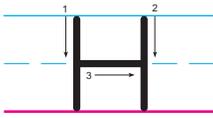
1. Círculo a la izquierda
2. Línea recta hacia abajo, curva a la izquierda

Descripciones de los trazos de la letra de imprenta (continúa)



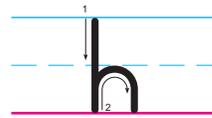
Hoja para el hogar

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: upub.net/spanishmanuscriptstrokedescriptions.pdf



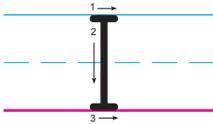
H mayúscula

1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Desliza a la derecha



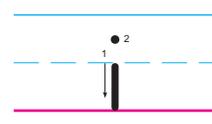
h minúscula

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo



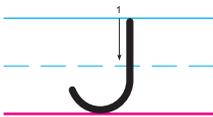
I mayúscula

1. Desliza a la derecha
2. Línea recta hacia abajo
3. Desliza a la derecha



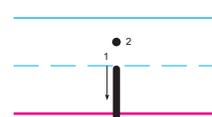
i minúscula

1. Línea recta hacia abajo
2. Punto



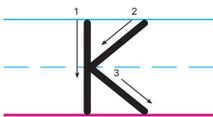
J mayúscula

1. Línea recta hacia abajo, curva a la izquierda



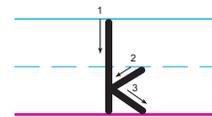
j minúscula

1. Línea recta hacia abajo, curva a la izquierda
2. Punto



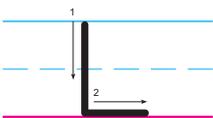
K mayúscula

1. Línea recta hacia abajo
2. Inclina a la izquierda
3. Inclina a la derecha



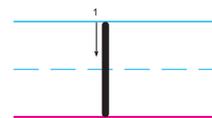
k minúscula

1. Línea recta hacia abajo
2. Inclina a la izquierda
3. Inclina a la derecha



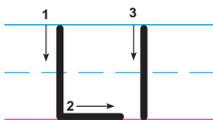
L mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha



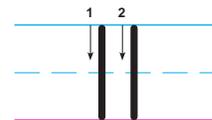
l minúscula

1. Línea recta hacia abajo



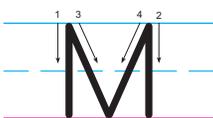
ll mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha
3. Línea recta hacia abajo



ll minúscula

1. Línea recta hacia abajo
2. Línea recta hacia abajo



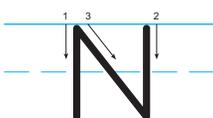
M mayúscula

1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha
4. Inclina a la izquierda



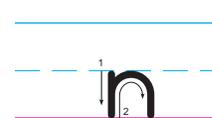
m minúscula

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo
3. Sube, curva a la derecha, línea recta hacia abajo



N mayúscula

1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha



n minúscula

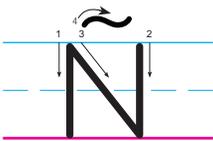
1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo

Descripciones de los trazos de la letra de imprenta (continúa)



Hoja para el hogar

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: upub.net/spanishmanuscriptstrokedescriptions.pdf



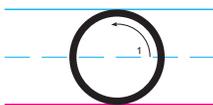
Ñ mayúscula

1. Línea recta hacia abajo
2. Línea recta hacia abajo
3. Inclina a la derecha
4. Curva hacia arriba, abajo, arriba



ñ minúscula

1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo
4. Curva hacia arriba, abajo, arriba



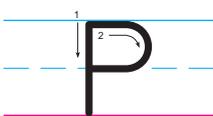
O mayúscula

1. Círculo a la izquierda



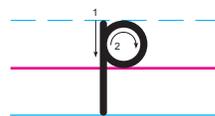
o minúscula

1. Círculo a la izquierda



P mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda



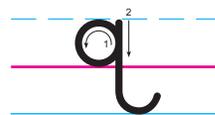
p minúscula

1. Línea recta hacia abajo
2. Círculo a la derecha



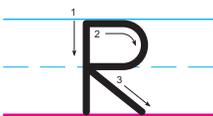
Q mayúscula

1. Círculo a la izquierda
2. Inclina a la derecha



q minúscula

1. Círculo a la izquierda
2. Línea recta hacia abajo, curva a la derecha



R mayúscula

1. Línea recta hacia abajo
2. Desliza a la derecha, curva hacia abajo, desliza a la izquierda
3. Inclina a la derecha



r minúscula

1. Línea recta hacia abajo
2. Sube, curva a la derecha



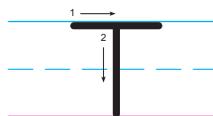
S mayúscula

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda



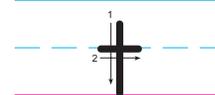
s minúscula

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda



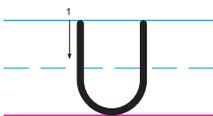
T mayúscula

1. Desliza a la derecha
2. Línea recta hacia abajo



t minúscula

1. Línea recta hacia abajo
2. Desliza a la derecha



U mayúscula

1. Línea recta hacia abajo, curva a la derecha, sube



u minúscula

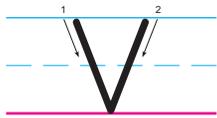
1. Línea recta hacia abajo, curva a la derecha, sube
2. Línea recta hacia abajo

Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.

Descripciones de los trazos de la letra de imprenta (continúa)

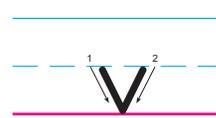


Hoja para el hogar



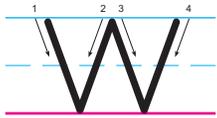
V mayúscula

1. Inclina a la derecha
2. Inclina a la izquierda



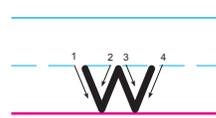
v minúscula

1. Inclina a la derecha
2. Inclina a la izquierda



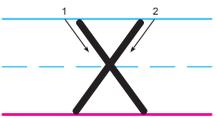
W mayúscula

1. Inclina a la derecha
2. Inclina a la izquierda
3. Inclina a la derecha
4. Inclina a la izquierda



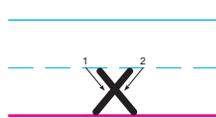
w minúscula

1. Inclina a la derecha
2. Inclina a la izquierda
3. Inclina a la derecha
4. Inclina a la izquierda



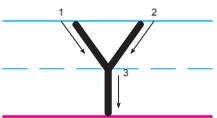
X mayúscula

1. Inclina a la derecha
2. Inclina a la izquierda



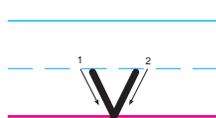
x minúscula

1. Inclina a la derecha
2. Inclina a la izquierda



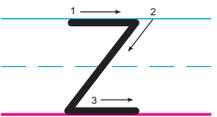
Y mayúscula

1. Inclina a la derecha
2. Inclina a la izquierda
3. Línea recta hacia abajo



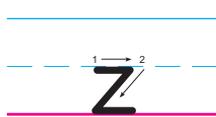
y minúscula

1. Inclina a la derecha
2. Inclina a la izquierda



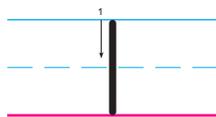
Z mayúscula

1. Desliza a la derecha
2. Inclina a la izquierda
3. Desliza a la derecha



z minúscula

1. Desliza a la derecha
2. Inclina a la izquierda
3. Desliza a la derecha



Número 1

1. Línea recta hacia abajo



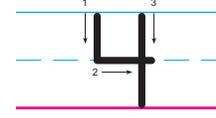
Número 2

1. Curva a la derecha, inclina a la izquierda
2. Desliza a la derecha



Número 3

1. Círculo a la derecha
2. Círculo a la derecha



Número 4

1. Línea recta hacia abajo
2. Desliza a la derecha
3. Línea recta hacia abajo



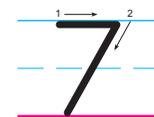
Número 5

1. Línea recta hacia abajo
2. Círculo a la derecha
3. Desliza a la derecha



Número 6

1. Curva hacia abajo, curva a la derecha, curva a la izquierda



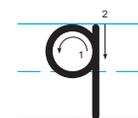
Número 7

1. Desliza a la derecha
2. Inclina a la izquierda



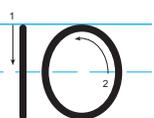
Número 8

1. Curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha



Número 9

1. Círculo a la izquierda
2. Línea recta hacia abajo



Número 10

1. Línea recta hacia abajo
2. Círculo a la izquierda

Corrective Techniques for Manuscript Letters

The following pages show possible handwriting errors and corrective techniques for all the uppercase and lowercase manuscript letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective

corrective techniques for any letter form error is having the student trace over a gray model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

Uppercase A

Possible Errors



1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

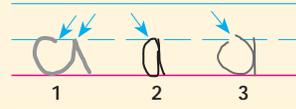
Corrective Techniques



1. Trace over a model of the letter.
2. Touch top of first slant stroke, then slant right.
3. Trace over a model of the letter.

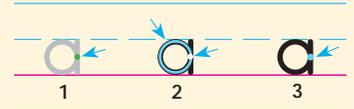
Lowercase a

Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

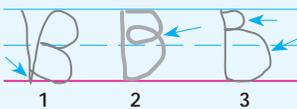
Corrective Techniques



1. and 3. Start at 3:00 o'clock, be sure to close the circle.
2. Trace the circle in a model of the letter.

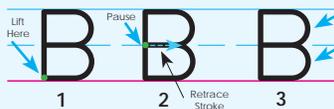
Uppercase B

Possible Errors



1. Did not lift after first stroke.
2. Looped the middle of the letter.
3. Top of the letter is too small, bottom is too big.

Corrective Techniques



1. Lift pencil after first stroke.
2. Pause, then slide right.
3. Use the midline as your guide for keeping top and bottom the same size.

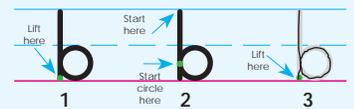
Lowercase b

Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

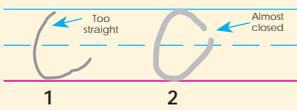
Corrective Techniques



1. Lift the pencil after the first stroke.
2. Start on top line. Touch the first stroke, then make a full circle.
3. Trace a model of the letter, lift after first stroke then make the circle.

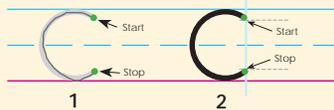
Uppercase C

Possible Errors



1. The first stroke is too straight. Looks like the letter L.
2. The letter is almost closed. Looks like the letter O.

Corrective Techniques



1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

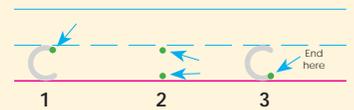
Lowercase c

Possible Errors



1. The first stroke is too straight. Looks like the letter i.
2. Curves up at end, looks like u.
3. Almost closed, looks like o.

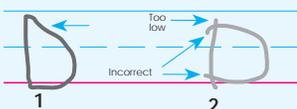
Corrective Techniques



1. Trace over a model of the letter c.
2. Make a start dot and end dot for student to use as guides.
3. Trace over a model of the letter c.

Uppercase D

Possible Errors



1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

Corrective Techniques



1. Trace a model letter, emphasize the length of the horizontal strokes.
2. Trace a model of the letter, emphasize where the letter starts (top line).

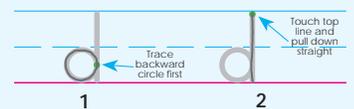
Lowercase d

Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

Corrective Techniques



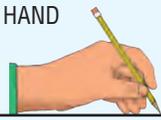
1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

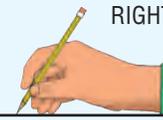
Corrective Techniques for Manuscript Letters (continued)



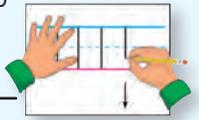
LEFT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

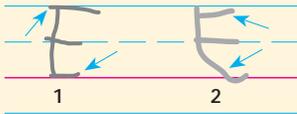


RIGHT HAND



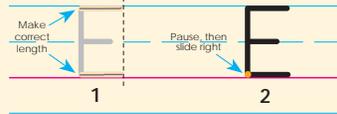
Uppercase E

Possible Errors



1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

Corrective Techniques



1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

Lowercase e

Possible Errors



1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

Corrective Techniques



1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

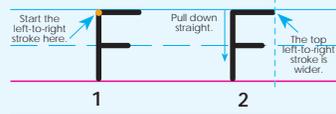
Uppercase F

Possible Errors



1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

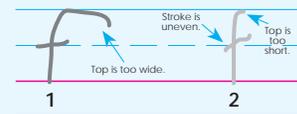
Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

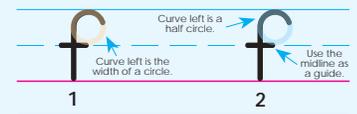
Lowercase f

Possible Errors



1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

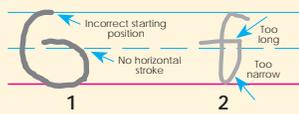
Corrective Techniques



1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

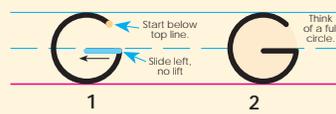
Uppercase G

Possible Errors



1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

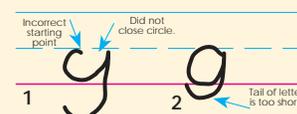
Corrective Techniques



1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

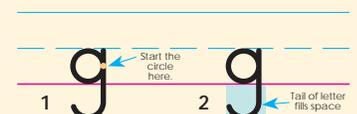
Lowercase g

Possible Errors



1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

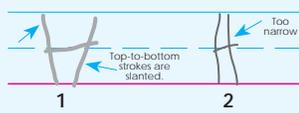
Corrective Techniques



1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

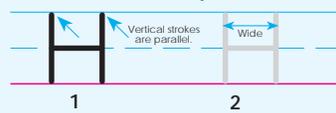
Uppercase H

Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

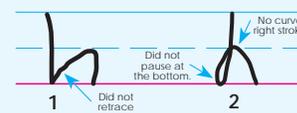
Corrective Techniques



1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

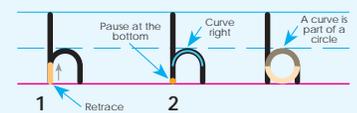
Lowercase h

Possible Errors



1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

Corrective Techniques



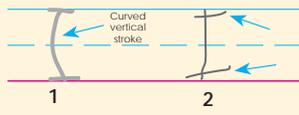
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

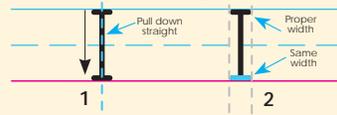
Uppercase I

Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

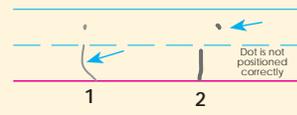
Corrective Techniques



1. Check paper position. Use edge of paper as a guide for vertical strokes.
2. Start on the top line and slide right, start on the bottom line slide right.

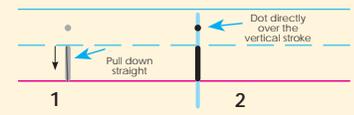
Lowercase i

Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

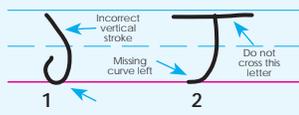
Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

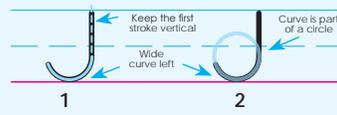
Uppercase J

Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

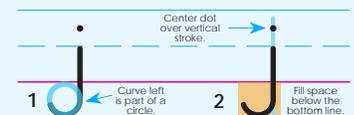
Lowercase j

Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

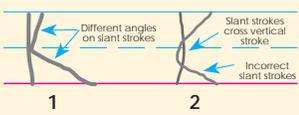
Corrective Techniques



1. Think of making the bottom half of a circle for the curve-left stroke.
2. Highlight tail space with a colored marker so students see the area.

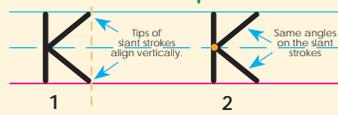
Uppercase K

Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

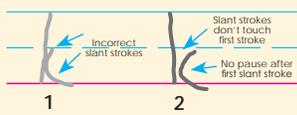
Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

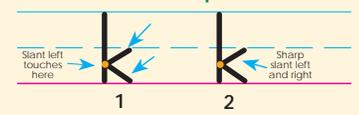
Lowercase k

Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

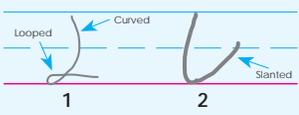
Corrective Techniques



1. and 2. Trace a model of the letter k several times as you say the strokes. Be sure to pause after the slant-left stroke, then slant right to bottom line.

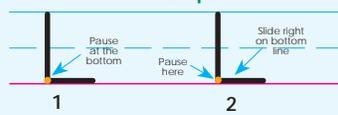
Uppercase L

Possible Errors



1. Curved first stroke. No pause at bottom line, looped strokes.
2. Left-to-right stroke is slanted and off the bottom line.

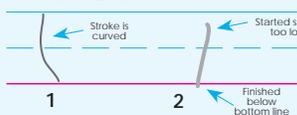
Corrective Techniques



1. Writing too fast, slow down, pause on bottom line before slide right.
2. Pull down straight to the bottom line. Slide right, staying on the bottom line.

Lowercase l

Possible Errors



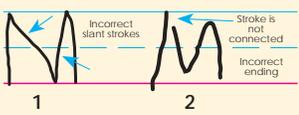
1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

Corrective Techniques



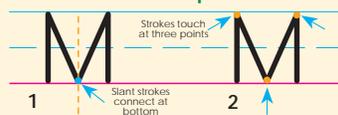
Uppercase M

Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

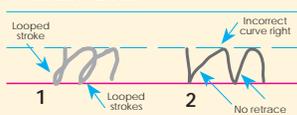
Corrective Techniques



1. Place a dot between the two vertical strokes, then make the slant strokes.
2. All of the strokes in the letter connect at the top line or bottom line.

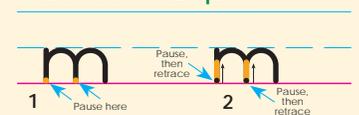
Lowercase m

Possible Errors



1. The vertical strokes are looped.
2. There should be a retrace of the vertical stroke before the curve-right stroke.

Corrective Techniques



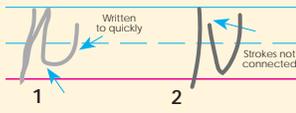
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

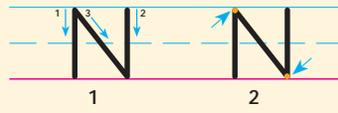
Uppercase N

Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

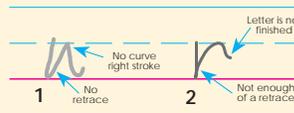
Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

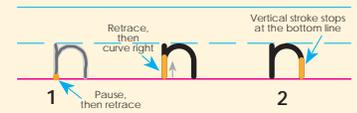
Lowercase n

Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

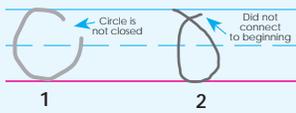
Corrective Techniques



1. Trace over a model of the letter n. Retrace the first stroke part way.
2. Finish the letter by pulling the vertical stroke to the bottom line.

Uppercase O

Possible Errors



1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

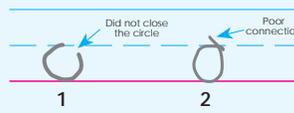
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the midline and close the circle.

Lowercase o

Possible Errors



1. Did not close the circle.
2. Did not make a smooth closing of the circle.

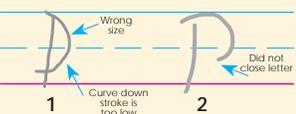
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

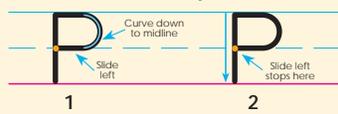
Uppercase P

Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

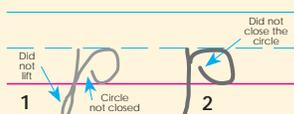
Corrective Techniques



1. Trace over a model of the letter P, curve down stroke stops at midline.
2. Slide-left on the midline to close the top of the letter.

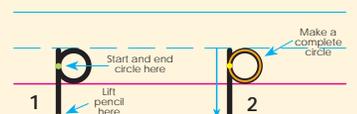
Lowercase p

Possible Errors



1. Did not lift the pencil after the first stroke. Circle is not closed.
2. Vertical stroke is curved. The circle is not closed.

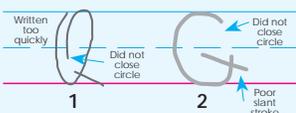
Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter 6 to 8 times as you say the strokes.

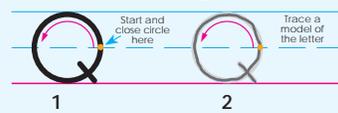
Uppercase Q

Possible Errors



1. Circle starts and ends incorrectly, not closed, letter is too narrow.
2. Circle not closed, slant stroke is too long and too high.

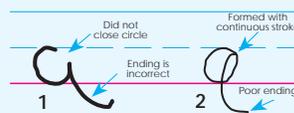
Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

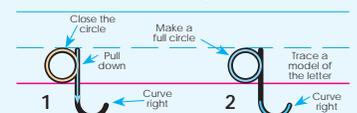
Lowercase q

Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

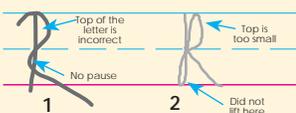
Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

Uppercase R

Possible Errors



1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

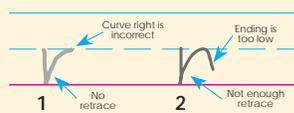
Corrective Techniques



1. Trace over a model of the letter R 6 to 8 times as you say each stroke.
2. Lift after the first stroke. Touch the top of the first stroke and finish letter.

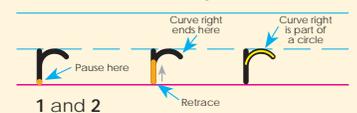
Lowercase r

Possible Errors



1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

Corrective Techniques



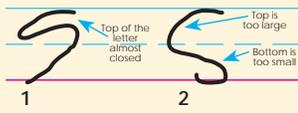
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

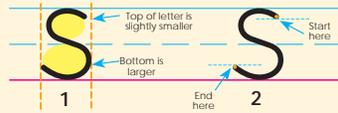
Uppercase S

Possible Errors



1. The top of the letter is small, bottom stroke is too straight.
2. The top and bottom of the letter are way out of proportion.

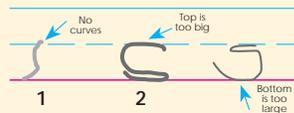
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times paying attention to the top and bottom parts of the letter.

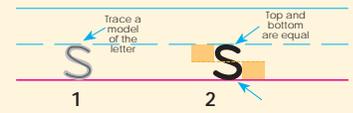
Lowercase s

Possible Errors



1. The letter was made with no curves. Looks like the letter i.
2. The top and bottom parts of the letter are incorrect.

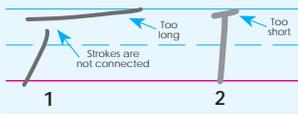
Corrective Techniques



1. The letter is all curves: curve left, curve down, curve left. Keep curves wide.
2. The top and bottom of the letter are equal in size.

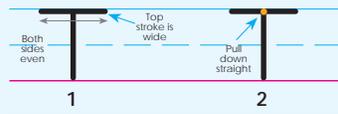
Uppercase T

Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

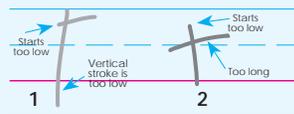
Corrective Techniques



1. and 2. Touch the top line and make a wide left-to-right stroke, lift, touch the middle of first stroke, pull down straight to the bottom line.

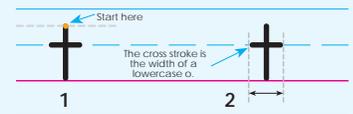
Lowercase t

Possible Errors



1. Vertical stroke too long. Left-to-right stroke is tilted and too low.
2. Left-to-right stroke too long and low. Vertical stroke is too low.

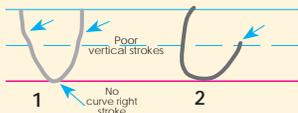
Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

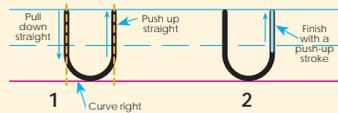
Uppercase U

Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to the top-to-bottom strokes and curve right stroke.

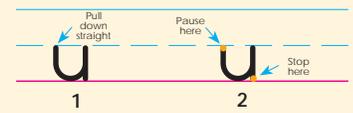
Lowercase u

Possible Errors



1. Almost closed, looks like letter a. Vertical stroke is slanted.
2. Did not pause after the push up stroke causing a loop.

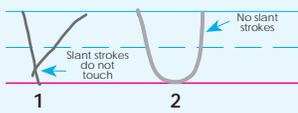
Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

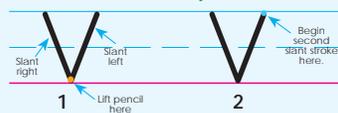
Uppercase V

Possible Errors



1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

Corrective Techniques



1. and 2. Begin at the top line, slant right to the bottom line. Lift the pencil, begin second stroke at the top line and slant left to the bottom line. Trace the letter.

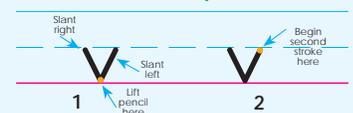
Lowercase v

Possible Errors



1. First stroke does not slant. Did not lift at bottom line. Looks like the letter u.
2. First stroke is too long. Second stroke is short.

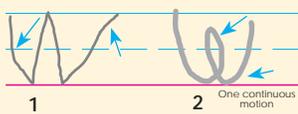
Corrective Techniques



1. and 2. Begin at midline, slant right to the bottom line. Lift the pencil, begin second stroke at the midline and slant left to the bottom line. Trace over a model.

Uppercase W

Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

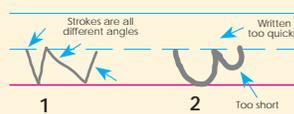
Corrective Techniques



1. Slow down. Finish all four strokes in the letter. Use the writing lines as guides.
2. The two slant-right strokes are parallel, the two slant-left strokes are parallel.

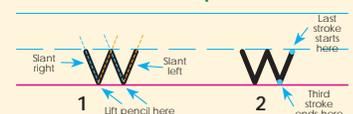
Lowercase w

Possible Errors



1. The slant-right and slant-left strokes are at different angles.
2. The letter was written too quickly. Strokes are not aligned.

Corrective Techniques



1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.

Glossary of Occupational Therapy Terms

Automaticity (automatic letter recall) is the ability to recall information from memory quickly and accurately without conscious thought.

Body Awareness is the mental picture of one's own body parts that is formed through input we receive from the joints and muscles. This picture provides an awareness of their location in space, how they are working together, and how they are interacting with other objects. Its development begins at birth from exposure to movement and visual stimulation.

Binocular Vision (eye teaming) is the ability of the eyes to work together efficiently to form a single clear visual image.

Bilateral Coordination is the ability to use both sides of the body together in a smooth, synchronized, and coordinated manner.

Fine Motor Dexterity (finger-hand dexterity) is the ability to make coordinated hand and finger movements to grasp and manipulate objects, such as pencils and scissors.

Proprioception (proprioceptive input) provides us with a sense of body position through sensory input from our muscles and joints that indicates weight, pressure, stretch, movement, and changes in position.

Tactile System (feedback) processes information through the skin and touch to assist us in learning characteristics of objects such as size, shape, texture, and weight, as well as to develop stereognosis, the ability to recognize an object through touch alone.

Two Sides of the Hand (hand separation) refers to our ability to use our hands to perform fine motor skills. The hands are separated into two sides: the pinky and ring side for stability, and the thumb, index, and middle finger side for manipulation. This separation is vital for an efficient and comfortable pencil grasp and writing style.

Vestibular System (input) is located in the inner ear and provides information to the brain about the location of our head in space. This information is essential for spatial orientation and balance as it affects posture and visual focus.

Vision Skills are comprised of seventeen skills that include eyesight, eye movement control, focusing, depth perception, and visual-perceptual processing.

Visual Attention Skills allow us to view and distinguish the defining characteristics of an object that is the target of our attention, filter out background details, and shift attention between information for an extended period of time.

Visual Perceptual Processing Skills are a set of visual cognitive skills that allow us to gather, process, analyze, and interpret visual information received through our eyesight. This information is integrated with our other senses and past experiences in order to derive meaning from what we see. This set of skills includes:

Visual Closure is the ability to visualize a complete whole when provided with incomplete information or a partial picture.

Visual Discrimination is the ability to distinguish between the differences and similarities of forms, including shape, colors, orientation, size, patterns, and positions.

Visual Figure-Ground is the ability to focus on a particular piece of information without distraction from background images.

Visual Form Constancy is the ability to mentally manipulate objects in order to identify them by their details and characteristics regardless of size, configuration, color, or dimension.

Visual Memory is the ability to visually process information, store it in memory, match it to previously stored experiences, and retrieve it upon command.

Manuscript Handwriting Progress Chart

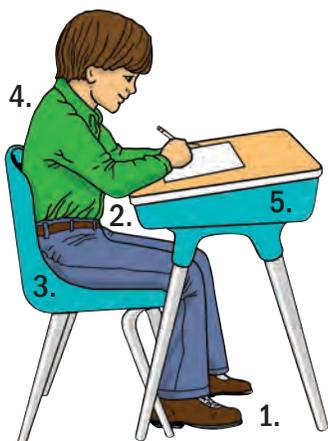
Download and print copies of this progress chart at: upub.net/spanishmanuscriptprogress.pdf

Student Name _____

Position		
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"/>
Basic Strokes		
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"/>
Uppercase Letters		
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 Ch	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 Ll	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 Ñ	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"/>

Lowercase Letters		
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 ch	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 ll	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 ñ	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"/>
Numerals		
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"/>

Postura y posición del papel y lápiz



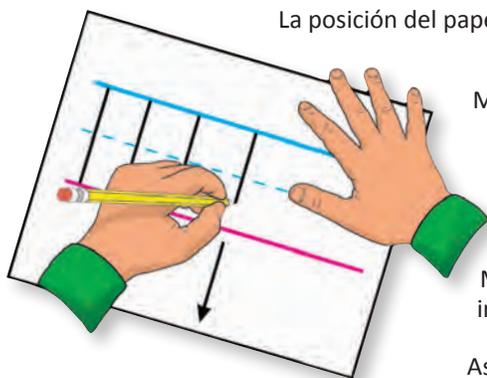
La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado

bajo. Si el escritorio es demasiado alto, los hombros del estudiante estarán levantados y muy tensos. Estar sentado mucho tiempo en esa posición causará fatiga y el estudiante se sentirá frustrado, se moverá mucho y será difícil prestar atención. Si el escritorio está demasiado bajo, causará dolor en la columna vertebral, los hombros y el cuello. Si esperamos que los estudiantes hagan su mejor esfuerzo, debemos asegurarnos de que se sientan cómodos sentados en sus escritorios.

1. Ambos pies en el suelo.
2. No poner codos en el borde del escritorio.
3. Sentarse hacia atrás de la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.

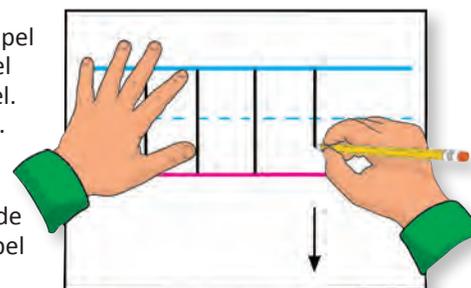
Posición correcta del papel

La posición del papel es importante para mantener una escritura vertical consistente.



mano izquierda

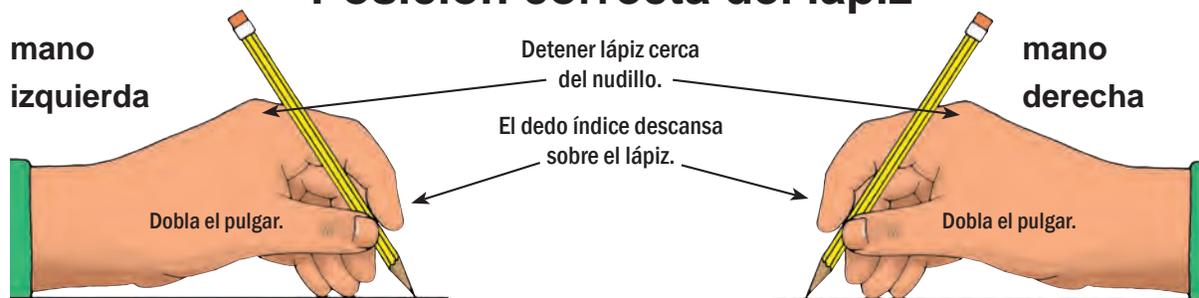
Mano izquierda-Inclina el lado izquierdo del papel hacia arriba. El borde inferior a la derecha del papel apunta hacia la sección media del papel. Haz trazos verticales hacia el codo izquierdo.



mano derecha

Mano derecha-Coloca el papel paralelo al borde inferior del escritorio. El lado izquierdo del papel debe estar alineado con el centro del papel. Asegúrate de mover el papel a medida que avance la escritura a través de las líneas de escritura. Haz trazos verticales hacia el centro del papel.

Posición correcta del lápiz



Vigila de cerca la longitud de los lápices que tus estudiantes están usando. No deberían usar lápices más pequeños que sus dedos del medio. Los lápices pequeños son extremadamente difíciles de controlar para estudiantes de cualquier edad. El lápiz debe extenderse por lo menos una pulgada por encima del nudillo grande del primer dedo. En ocasiones, cuando a un estudiante le cuesta o debe esforzarse debido a dificultades por situaciones perceptivas y/o motrices, un terapeuta ocupacional puede recomendar un lápiz corto para ese estudiante.



El alfabeto en letra de imprenta

Aa Bb Cc Ch ch Dd
 Ee Ff Gg Hh Ii
 Jj Kk Ll ll Mm
 Nn Ññ Oo Pp Qq
 Rr Ss Tt Uu
 Vv Ww Xx Yy Zz

Puntuación y números

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 1 2 3 4 5 6 7 8 9 10



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