Primer grado: Reforzando la letra de imprenta

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Atentamente,

Thomas Wasylyk
Autor y escritor experto

Universal PUBLISHING

Primer grado: Reforzando la letra de imprenta

# Edición del maestro

Thomas Wasylyk
Jennifer Schweighofer

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# Message from the Author

Dear Educators,

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

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

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

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

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

Sincerely,

Thomas Wasylyk

Thomas Wasylyk



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

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

First Grade is an adventurous stage for students as they begin to use their handwriting skills in the expression of ideas, for connecting their drawings to writing, and while copying information from the board or a book. They are challenged with lines that offer less working space and with the need to correctly place their words on the paper. They are expected to recall letter formations and to produce words automatically and legibly in a timely manner that matches their developmental level. With these goals in mind, it is important to provide students with supplemental opportunities to enhance their foundational skills. Handwriting mastery relies upon efficient visual scanning and tracking skills, appropriate hand and finger strength, and adequate memory and recall skills. Students who struggle in these areas will experience difficulty in keeping up with the demands of first grade work. As the intensity of the handwriting requirement increases, so does the need to ensure the efficiency of these skills. First grade handwriting skills lay the foundation for the increasing demands of independent writing.

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

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

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

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

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

Handwriting With Katherine

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# 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


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

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

**Beyond the Elementary Classroom**

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

Student writing notes from laptop.

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

College students taking notes during class.

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# Checklist for Effective Handwriting Instruction

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

### *Handwriting Curriculum*

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

### *Modeling Good Handwriting in the Classroom*

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

### *Preparing the Students for Handwriting Instruction*

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

### *Elements for Effective Handwriting Instruction*

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

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


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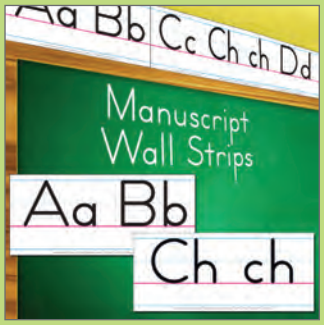
# Preparing the Classroom for Handwriting Instruction

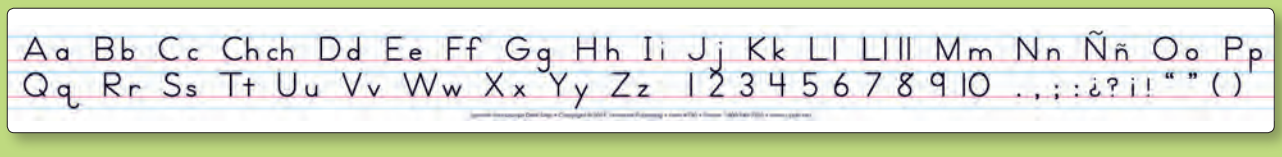
Your students write frequently throughout the day - not just during handwriting lessons. It's extremely important to support handwriting instruction by providing students with alphabet models to reference when needed. You should also properly prepare your students' desks.



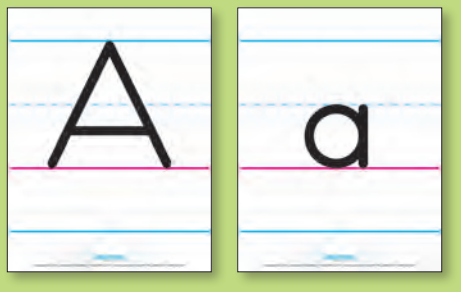

**Alphabet Wall Strips** Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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

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

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




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




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

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

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# Elements of Legibility

## The Writing Lines

## Letter Size

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

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

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

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

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

**Intermediate Letter**

Fills three-quarters of the writing space.

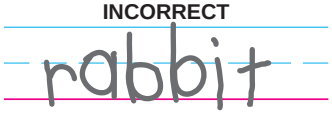
**Tail Letters** - The tail letters g, j, p, q, and y fill the space below the bottom line.

## Alignment

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

CORRECT

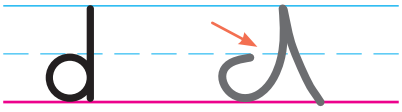
INCORRECT




## Letter Forms

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

Correct Possible Error

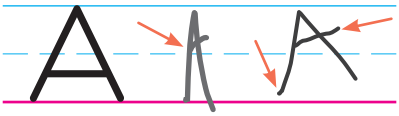



Letter was written with a continuous stroke causing the circle to be open. Make the complete circle first, then pull down straight.

Correct Possible Errors

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

Correct Possible Errors




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

See page T24 for Possible Errors and Corrective Techniques.



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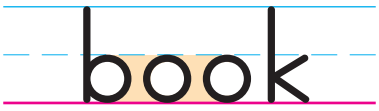
# Elements of Legibility

## Letter Spacing

Correct letter spacing when writing words requires good visual skills. There are many different letter shapes and combinations of letters in words. The most important aspect of letter spacing is consistency. Inconsistent letter spacing makes writing very difficult to read. The examples below show three different combinations of letters with correct spacing.

The widest space is between two straight line letters.

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




The least amount of space is between two circle letters.

## Word Spacing

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

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

## Line Quality

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

### Correct Line Quality

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

### Too Heavy

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

### Too Light

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

### Shaky

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

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This page is available in Spanish on page T33.

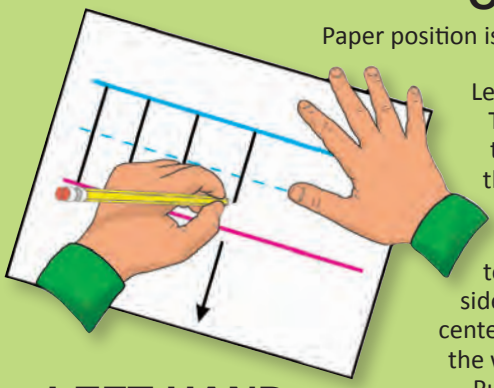
# Correct Posture, Paper and Pencil Position

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 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.

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

## Correct Paper Position

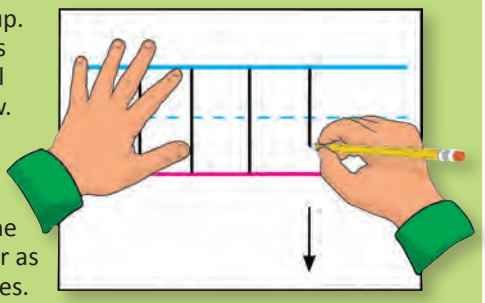
Paper position is important for maintaining consistent vertical writing.



LEFT HAND

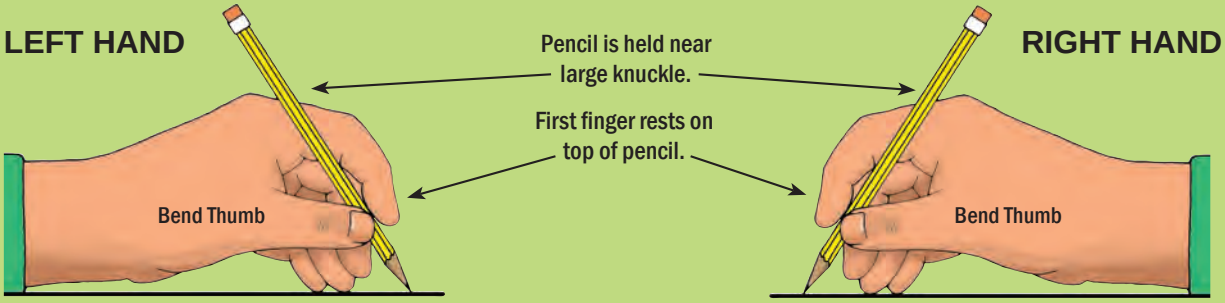
Left Hand - Tilt the left side of the paper up. The lower-right edge of the paper points toward the mid-section of the body. Pull the vertical strokes toward the left elbow.

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



RIGHT HAND

## Correct Pencil Position




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



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# 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.

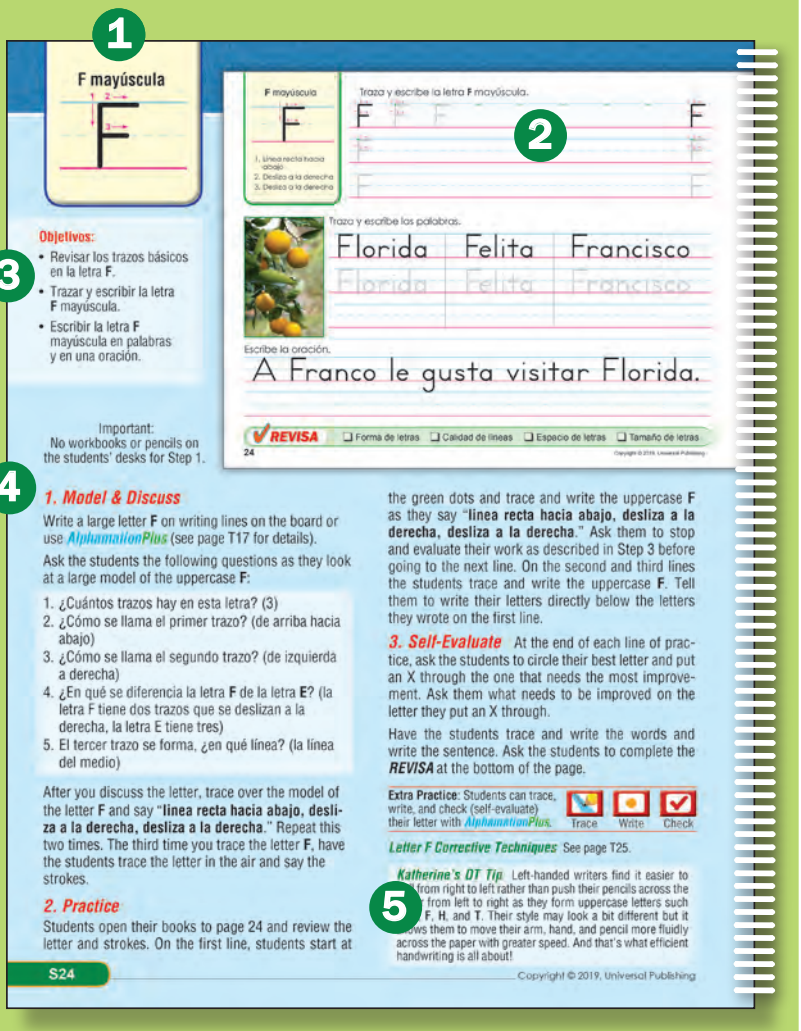
**1** Letter model for quick page identification.

**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.




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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*Modeling is teaching.*

# Step 1: Model & Discuss

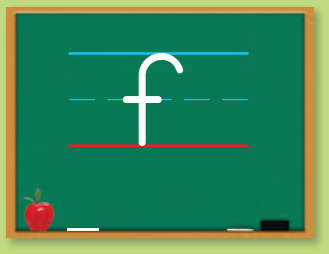
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

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

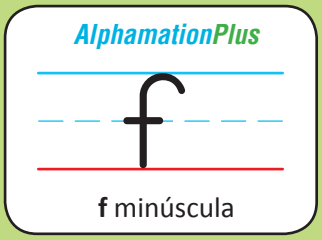
***Discuss***: Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens BEFORE the students pick up a pencil to practice.

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

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




OR




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

If you are using a chalkboard or whiteboard, write a large lowercase **f** on writing lines as you say the strokes. Make the letter 8 to 10 inches top line to bottom line.

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

1. ¿Cómo se llama el primer trazo? (curva a la izquierda)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿En qué línea se desliza hacia la derecha? (la línea del medio)
5. ¿Es esta una letra alta o corta? (letra alta)
6. ¿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.

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

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

1. ¿Cómo se llama el primer trazo? (curva a la izquierda)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿En qué línea se desliza hacia la derecha? (la línea del medio)
5. ¿Es esta una letra alta o corta? (letra alta)
6. ¿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.

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



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# Step 2: Practice

Students need their workbooks and pencils for this step.

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

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

## 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 and write the letters 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, have the students trace and write the words and write the sentence.

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

Reinforcement letter model at the end of each line.

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

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

Students trace and write words directly below the models.

Students write a sentence directly below the model sentence.

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

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

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

# Step 3: Self-Evaluate

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

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

## 3. Self-Evaluate

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

**Self-Evaluate Letters**

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

**Self-Evaluate Words**

Students self-evaluate their letter forms and letter spacing.

**Self-Evaluate Sentence**

Students evaluate letter and word spacing.

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

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



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*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***.

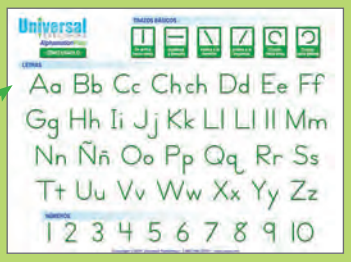
To see if you qualify, call us at 1-800-940-2270. You can also try a demo at alphamationplus.com.

## Choose a Letter to Teach:

**MENU**

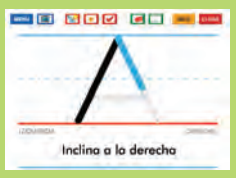
Use the menu (shown at right) to choose a basic stroke, uppercase letter, lowercase letter, or numeral. Select colored writing lines to match the writing lines in your handwriting workbooks.

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

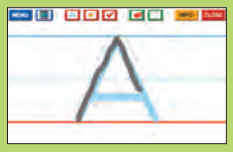
The animation of the letter you selected is used in Teaching Step 1 (see page T14). When you click on "Play" the movie will start. Students should watch this movie and listen to the verbalization of the strokes three times. After the third cycle, when the letter is solid black, hit the "pause" button.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

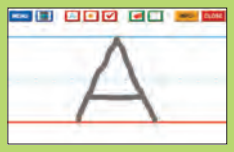
The trace, write, and check (self-evaluate) features are most effective after the handwriting lesson has been completed. Students can improve their perceptual and fine-motor skills using these special features.

**Trace**



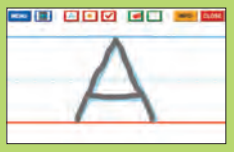
First, students trace over a model of the letter being taught.

**Write**



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

**Check**



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

## Erase and Writing Lines:

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

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

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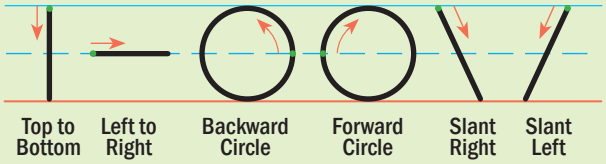
# Student Edition: Basic Strokes

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

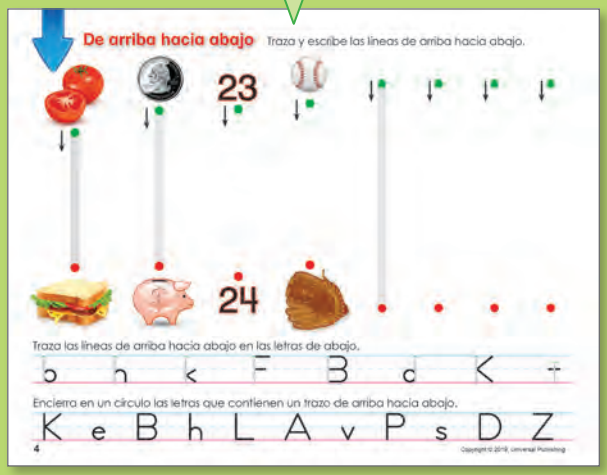
When evaluating letter forms, we find that nine out of ten errors relate back to the incorrect formation of one or more of the basic strokes. Teaching the basic strokes thoroughly from the start will prevent many of these errors.

## Basic Strokes




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

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.




Student Edition Page 4

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***.

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# Student Edition: Letter Pages

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

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

Green dot shows where to begin the letter.

Reinforcement letter model at the end of each line.

Each line begins with a traceable letter model.

Students self-evaluate their handwriting in the ***REVISA*** box.

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

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Grade 1 Student Edition Cover

## Un mensaje del autor

Querido estudiante:

Desarrollé este libro para ayudarte a lograr buenas habilidades de escritura. ¿Por qué es tan importante la escritura a mano? Aunque ahora hacemos uso de las computadoras, todavía escribes a mano todos los días. Escribes respuestas en exámenes y pruebas. Escribes para completar las tareas en casa. Escribes para expresar lo que sabes y lo que piensas. ¡Mejorar tus habilidades de escritura a mano te ayudará en cada materia!

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**Cover and Inside Cover**

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**Primer grado**

Reforzando la letra de imprenta


Thomas M. Wasylyk
Jennifer L. Schweighofer



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# El alfabeto en letra de imprenta

**Objetivos:**

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

## *1. Model & Discuss*

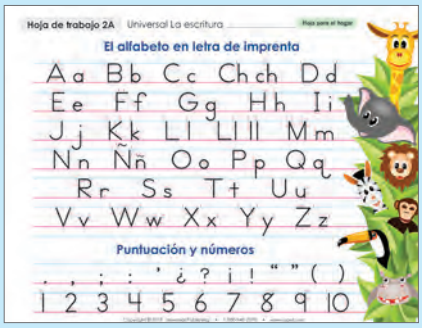
Have the students open their workbooks to page 2 and look at the manuscript alphabet.

Tell the students to look at the first two letters (**A** and **a**) in their workbook. Explain that the first **A** is called **A mayúscula** and that the second **a** is called **a minúscula**. Call on students to say the correct name of these two letters. Ask them how the two letters are different.

Continue by selecting another set of upper- and lowercase letters and discussing how they are different or the same. Do this with several sets of letters until you are confident the students know all the manuscript letters.

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

**Worksheet 2A**
You can download and print copies at: upub.net/752worksheets.pdf




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

**Worksheet 2B**
You can download and print copies at: upub.net/752worksheets.pdf

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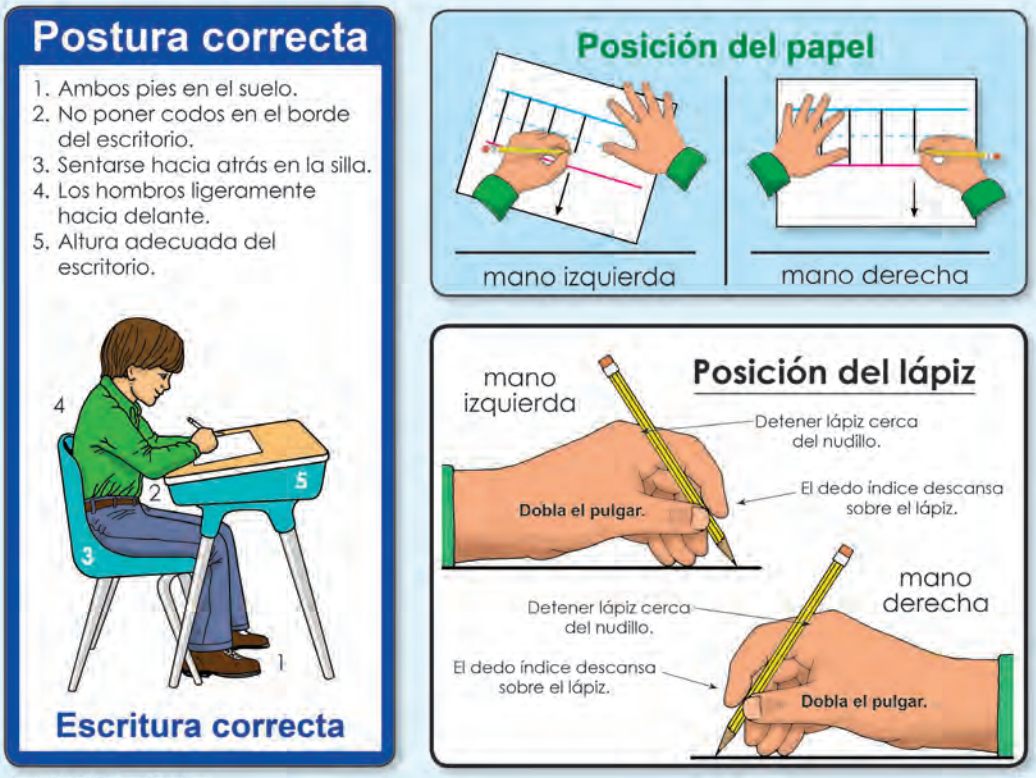
# Postura y posición correctas del papel y lápiz




**Objetivos:**

- Demostrar la postura correcta para sentarse.
- Demostrar la posición correcta de 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.

Give each student a copy of **Worksheet 3A**. Tell them to look at the illustration of paper position in their workbooks and place their worksheet in the correct position. Have the students touch the top line and say "**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 this worksheet at:
upub.net/752worksheets.pdf

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

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

**Worksheet 3B**
You can download and print copies of this worksheet at:
upub.net/752worksheets.pdf

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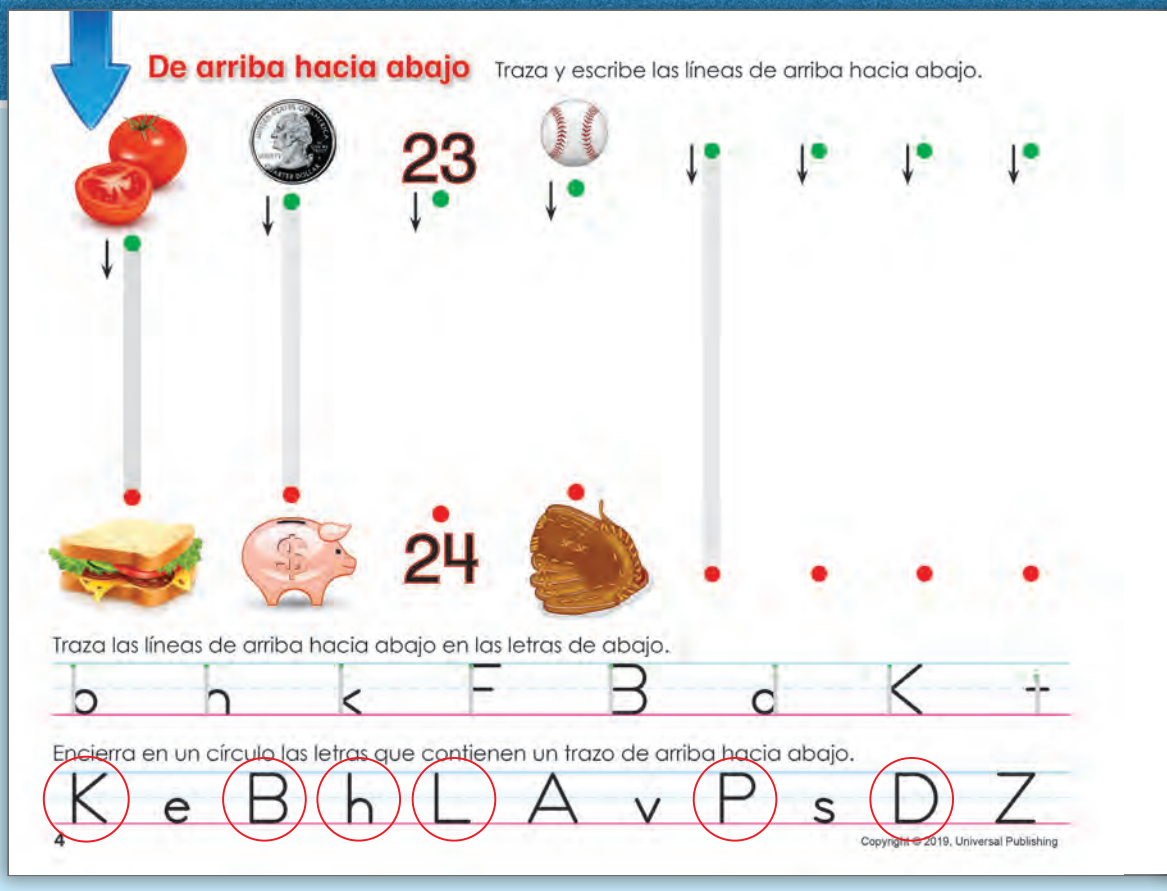
# De arriba hacia abajo

**Objetivos:**

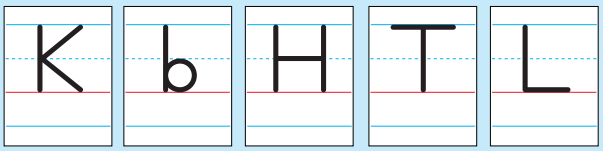
- Aprender la dirección de la línea de arriba hacia abajo.
- Trazar y escribir la línea de arriba hacia abajo.
- Identificar líneas de arriba hacia abajo en letras.




## 1. Model & Discuss

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

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




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

Ask students to say the name of the letters. Have them trace over the top-to-bottom lines in the letters as they say "**de arriba hacia abajo**." Tell the students to look around the classroom and identify any top-to-bottom lines they see.

## 2. Practice

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

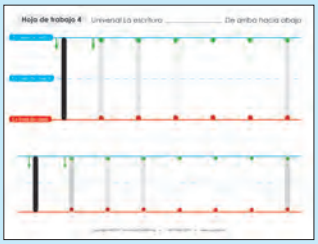
Have the students say the name of the letters at the bottom of page 4 and then use a pencil to trace the top-to-bottom lines in each letter. On the last line, they circle the letters that have a top-to-bottom line.

## 3. Self-Evaluate

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

**Worksheet 4**

Use this worksheet for extra practice on the top-to-bottom line. You can download and print copies at: upub.net/752worksheets.pdf

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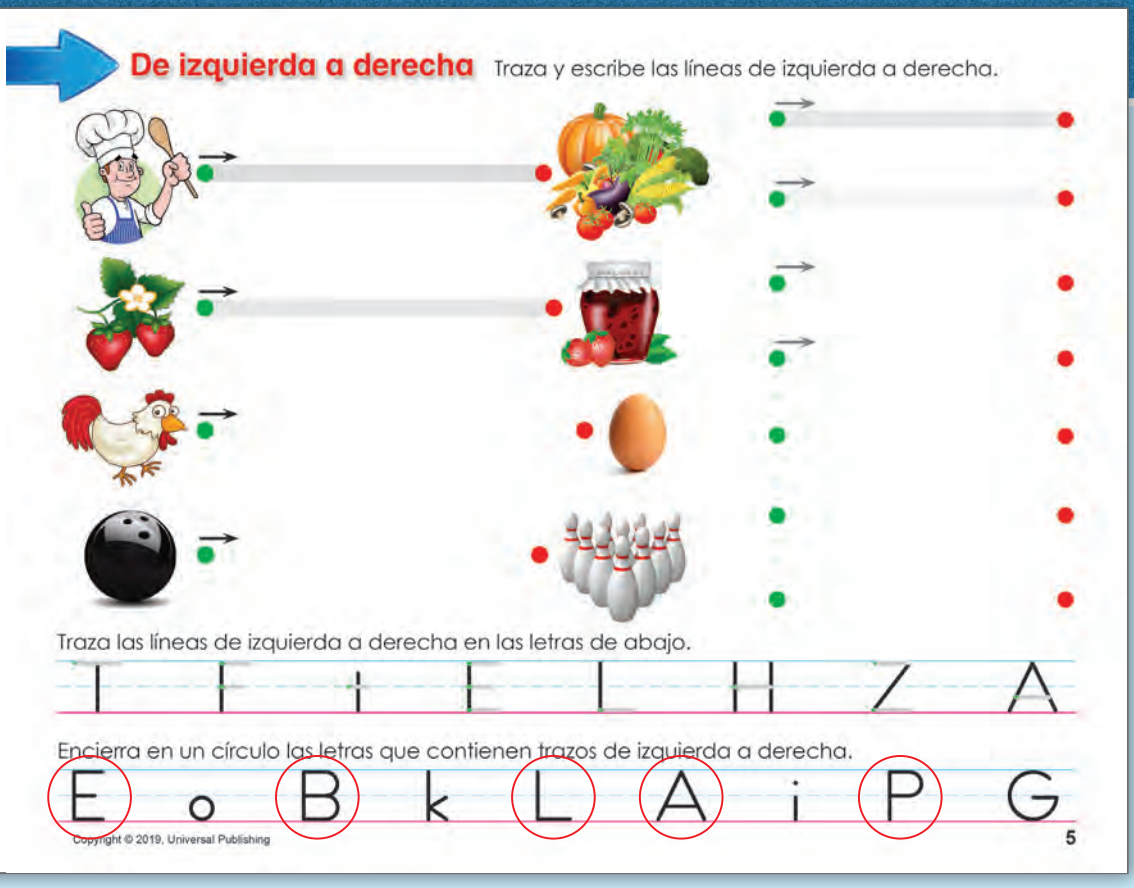



# De izquierda a derecha

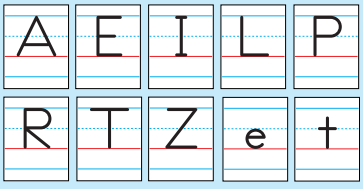
**Objetivos:**

- 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). Have the students watch as the airplane, ship, and hot air balloon slide right. The letters **H**, **F**, **T**, and **E** will appear on the screen and immediately the left-to-right strokes will appear in blue in the letters. Students trace the left-to-right line in the air and say "**desliza a la derecha**" as ***AlphamationPlus*** recycles this sequence a second and third time.

Display the Manuscript Alphabet Cards shown below.




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

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

## 2. Practice

Have the students open their books to page 5 and look at the left-to-right lines. Have the students start at the green dots and trace and write the left-to-right lines with a crayon as they say "**desliza a la derecha.**" Discuss the pictures that are associated with each left-to-right line.

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

## 3. Self-Evaluate

Ask the students to look at the left-to-right lines they traced at the top of the page and circle the one they traced the best. Have them study the left-to-right lines they traced in the letters and circle the one they traced the best.

**Worksheet 5**

Use this worksheet for extra practice on the left-to-right line. You can download and print copies at: upub.net/752worksheets.pdf

***Katherine's OT Tip*** A fun way to begin each handwriting session is to perform a "Boot Camp" exercise. Before today's lesson, have your students move their arms slowly over their heads like windshield wipers, back and forth, to limber up their arms and shoulders. Flexible and strong shoulders provide stability and agility for smooth, fluid handwriting movements. Add a rhythmic song, such as "Row, Row, Row Your Boat," for auditory and **vestibular** input. Stay tuned for more Boot Camp exercises along the way!

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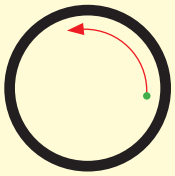
# Círculo hacia atrás



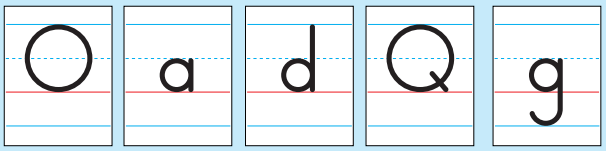
**Objetivos:**

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

## 1. Model & Discuss

Write a large backward circle on writing lines on the board or use *AlphamationPlus* to model the backward circle (see page T17 for details). Have the students watch as the butterfly, ladybug, and dragonfly circle left. The letters **a**, **d**, **g**, and **o** will appear on the screen and immediately the backward circle will appear in blue in the letters. You can pause the action at any time for discussion. Students trace the backward circle in the air and say "**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.




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

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

## 2. Practice

Have the students open their books to page 6 and look at the backward circles. Tell the students to start at the green dots (3 o'clock position) and trace the backward circles with a crayon as they say "**círculo a la izquierda.**" On the first two lines, have the students trace and write the backward circles. After each line of practice ask them to stop and evaluate their work as described in Step 3. On the last line, have them circle the letters that contain a backward circle.

**Worksheet 6**
**Use this worksheet** for extra backward circle practice. You can download and print copies at:
upub.net/752worksheets.pdf

## 3. Self-Evaluate

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

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



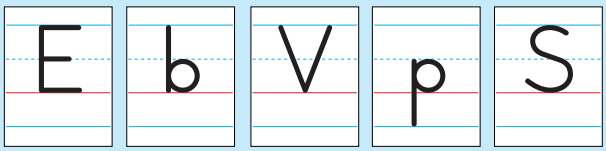
## Objetivos:

- 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 (see page T17 for details). Have the students watch as the earth, sun, and star circle forward (right). The letters **b** and **p** will appear on the screen and immediately the forward circle will appear in blue in the letters. Have the students trace the forward circle in the air and say "**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 letters **b** and **p**.

## 2. Practice

Have the students open their books to page 7 and look at the forward circles at the top of the page (snowballs and snowman). Tell them to start at the green dots (9 o'clock position) and trace each forward circle with a crayon as they say to themselves "**círculo a la derecha**." At the bottom of the page, have the students start at the green dots and trace and write the forward circles. On the last line, have the students circle the two letters that have a forward circle in them (**b** and **p**).

**Worksheet 7**
**Use this worksheet** for extra forward circle practice. You can download and print copies at:
upub.net/752worksheets.pdf

## 3. Self-Evaluate

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

***Katherine's OT Tip*** Pencil control demands steady **eye-hand coordination**. First grade students who continue to struggle with this skill will find "Sand Paper Tracing" to be a fun way to practice it. Place a sheet of paper over fine sand paper of equal size. Have them trace their circles or letters there as a warm-up to their workbook pages. Include sand paper activities in their art lessons to reinforce tactile input outside of handwriting sessions. I'm sure all the students will enjoy these activities!

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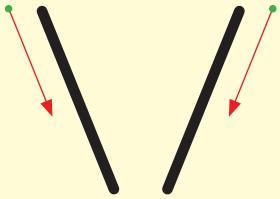
# Inclina a la derecha
# Inclina a la izquierda



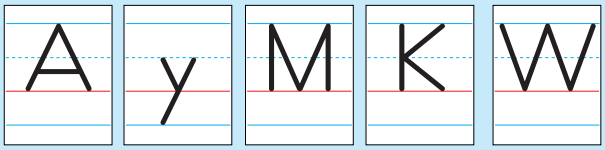
**Objetivos:**

- Aprender los trazos inclinados a la derecha y a la izquierda.
- Trazar y escribir los trazos inclinados a la derecha y a la izquierda.
- Identificar los trazos inclinados a la derecha y a la izquierda en letras.

## 1. Model & Discuss

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

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




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

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

## 2. Practice

Have the students open their books to page 8 and look at the slant-right strokes. Tell the students to start at the green dots and trace the slant-right strokes with a pencil as they say "**inclina a la derecha**."

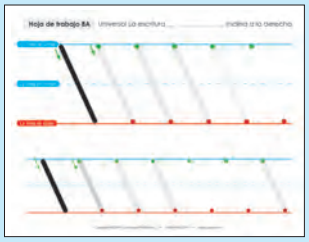
## 3. Self-Evaluate

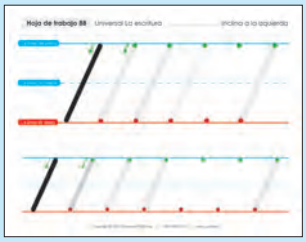
Ask the students to look at the slant-right strokes they traced at the top of the page and circle the one they traced the best. Then have them study the gray slant-right strokes they traced in the letters and have them circle the one on each line they traced the best.

**Repeat the three steps for the slant-left (inclina a la izquierda) stroke.**

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

Download and print copies at: upub.net/752worksheets.pdf





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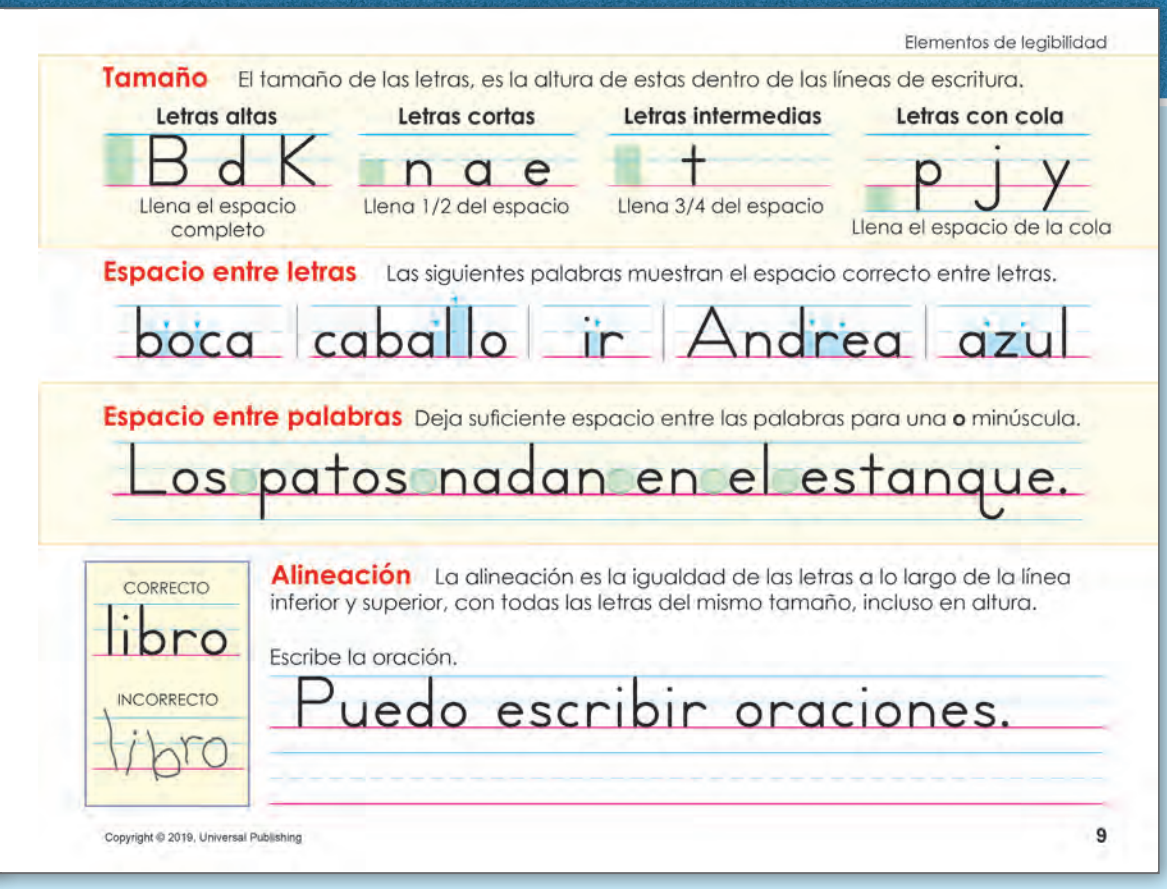
# Tamaño, espacio entre letras, espacio entre palabras, y alineación


Elementos de legibilidad

**Tamaño** El tamaño de las letras, es la altura de estas dentro de las líneas de escritura.

| Letras altas | Letras cortas | Letras intermedias | Letras con cola |
|---|---|---|---|
| B d K | n a e | t | p j y |
| Llena el espacio completo | Llena 1/2 del espacio | Llena 3/4 del espacio | Llena el espacio de la cola |

**Espacio entre letras** Las siguientes palabras muestran el espacio correcto entre letras.

boca | caballo | ir | Andrea | azul

**Espacio entre palabras** Deja suficiente espacio entre las palabras para una **o** minúscula.

Los patos nadan en el estanque.

CORRECTO libro

INCORRECTO libro

**Alineación** La alineación es la igualdad de las letras a lo largo de la línea inferior y superior, con todas las letras del mismo tamaño, incluso en altura.

Escribe la oración.

Puedo escribir oraciones.

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**Objetivos:**

- Aprender letras de tamaño correcto.
- Aprender la letra correcta y espacio entre palabras.
- Aprender la alineación correcta.

## *Discuss*

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

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

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

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

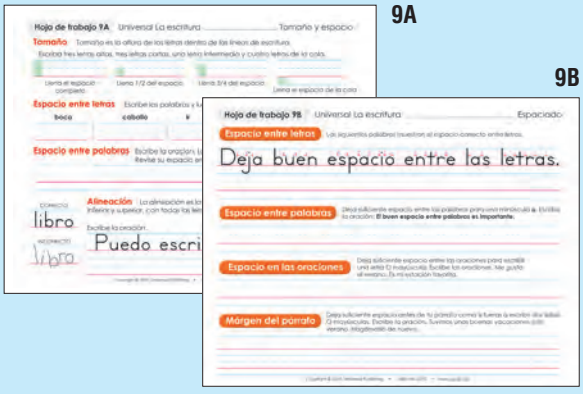
Ask the students if their names have any tall letters, then short letters, then finally, intermediate or tail letters.

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

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

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

Worksheets **9A** and **9B**.
Download and print copies at: upub.net/752worksheets.pdf




***Katherine's OT Tip*** Spacing between letters in a word requires precise **visual-spatial skills**. A fun way to help struggling students keep their letters close (but not stuck together or placed too far apart) is the "How Do I Look? Game." On a white board, draw handwriting lines large enough to accommodate upper- and lower-case magnetic letters and have students use them to form words there. Place a small dot to cue them for too much space between letters. Have students write the words below and draw a line between letters that are too close. This approach provides tactile and visual input for kinesthetic learners.

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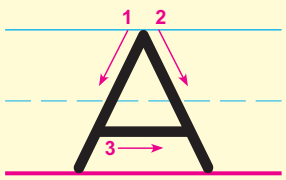
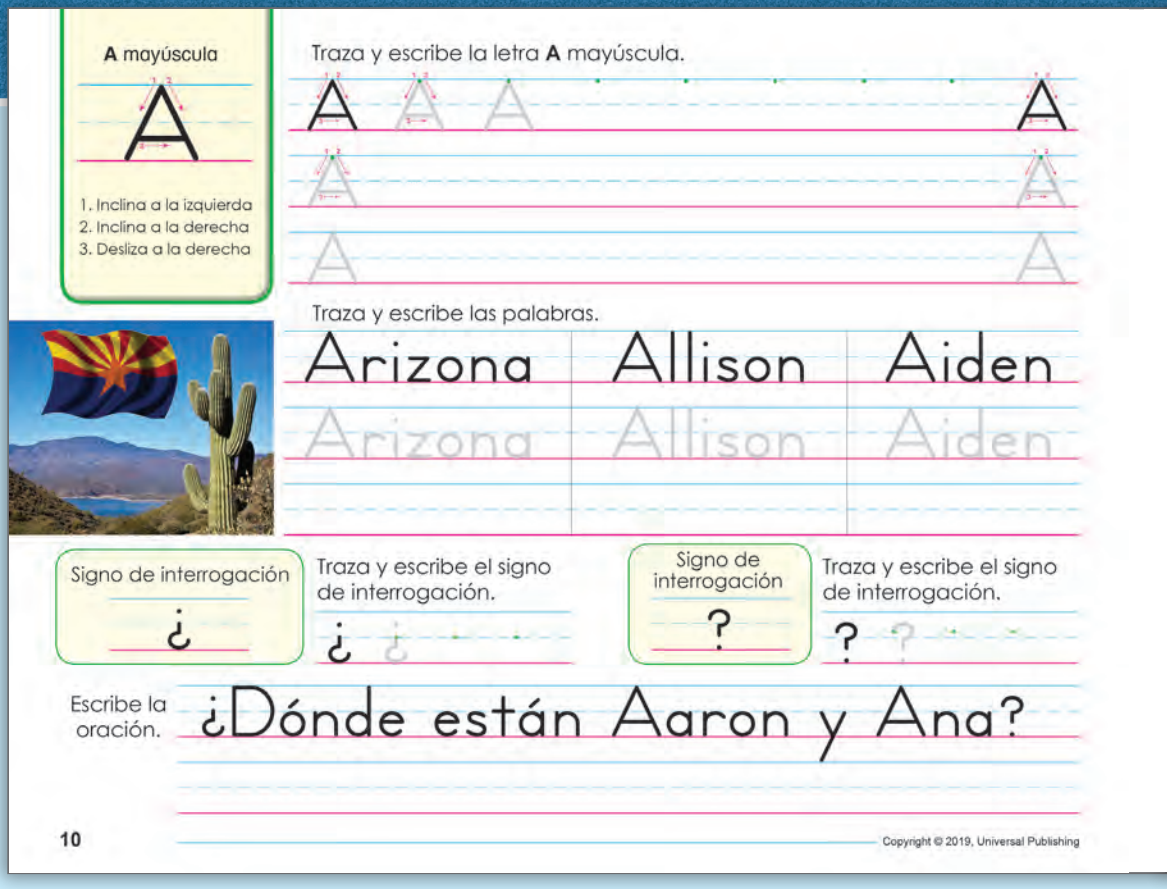
## A mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **A**.
- Trazar y escribir la letra **A** mayúscula.
- Escribir la letra **A** mayúscula en palabras y en una oración.
- Escribir el signo de interrogación.

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




### *1. Model & Discuss*

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

Ask the students the following questions as they look at a large model of the 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, izquierda a derecha)
3. ¿Cuántos trazos inclinados tiene esta letra? (2)
4. ¿Dónde comienza el trazo inclinado a la derecha? (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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **A** as they say "**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 before going to the next line. On the second and third lines the students trace and write the uppercase **A**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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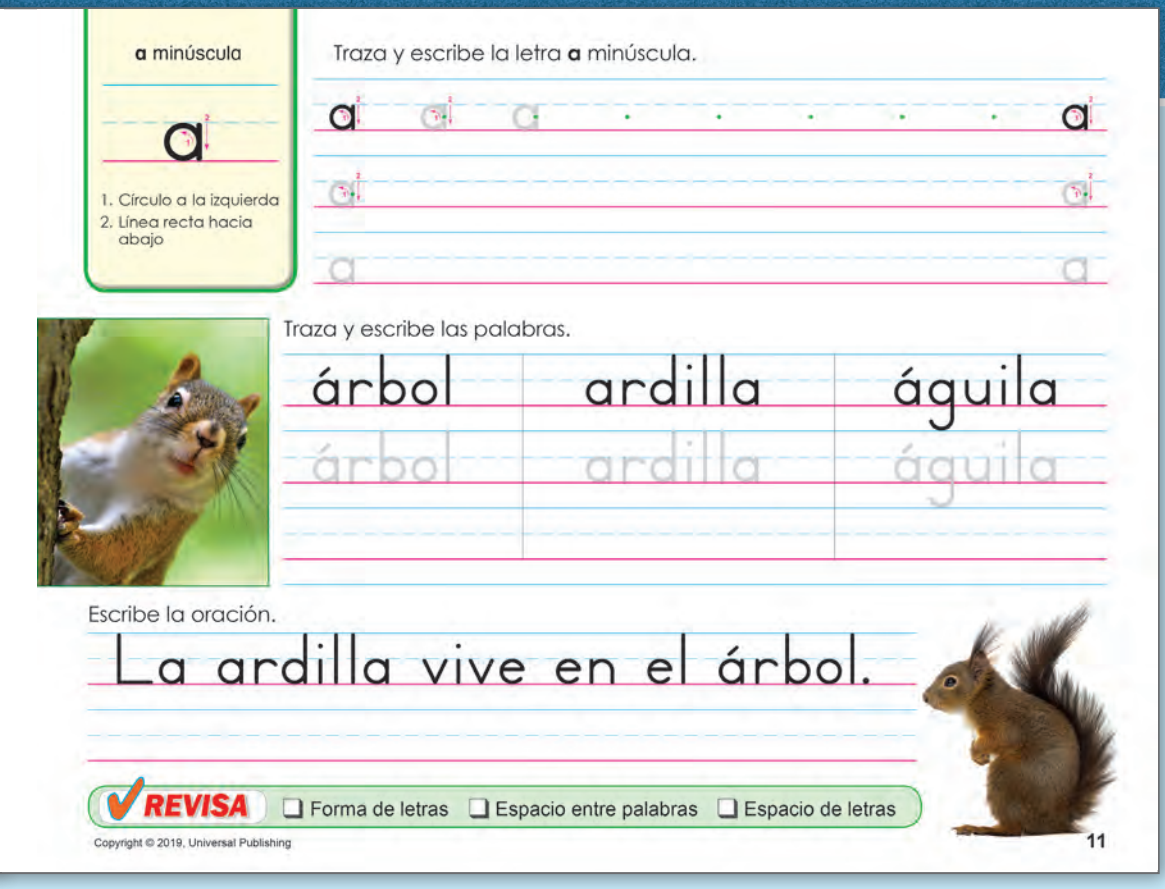


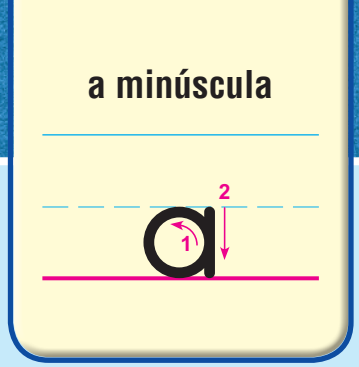


**Objetivos:**

- Revisar los trazos básicos en la letra **a**.
- Trazar y escribir la letra **a** minúscula.
- Escribir la letra **a** minúscula en palabras y en 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 as they look at a large model of the lowercase **a**:

1. ¿Cuántos trazos hay en esta letra? (2)
2. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
3. ¿Dónde comienza el segundo trazo? (la línea del medio)
4. ¿Dónde comienza el círculo? (3 en punto)
5. ¿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

Students open their books to page 11 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **a** as they say "**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 lowercase **a**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

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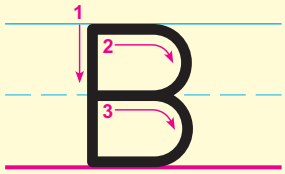
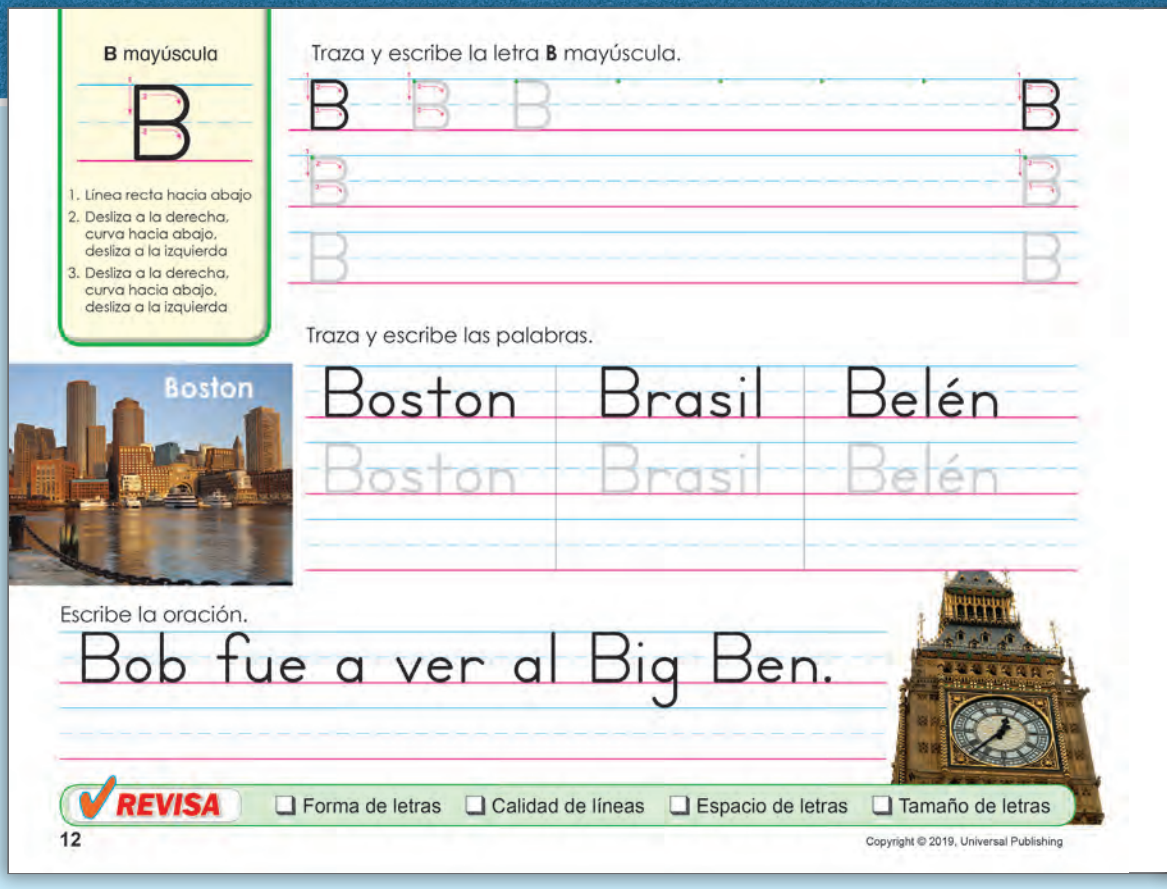
## B mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **B**.
- Trazar y escribir la letra **B** mayúscula.
- Escribir la letra **B** mayúscula en palabras y en una oración.

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




### 1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **B** as they say "**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 students trace and write the uppercase **B**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

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

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

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

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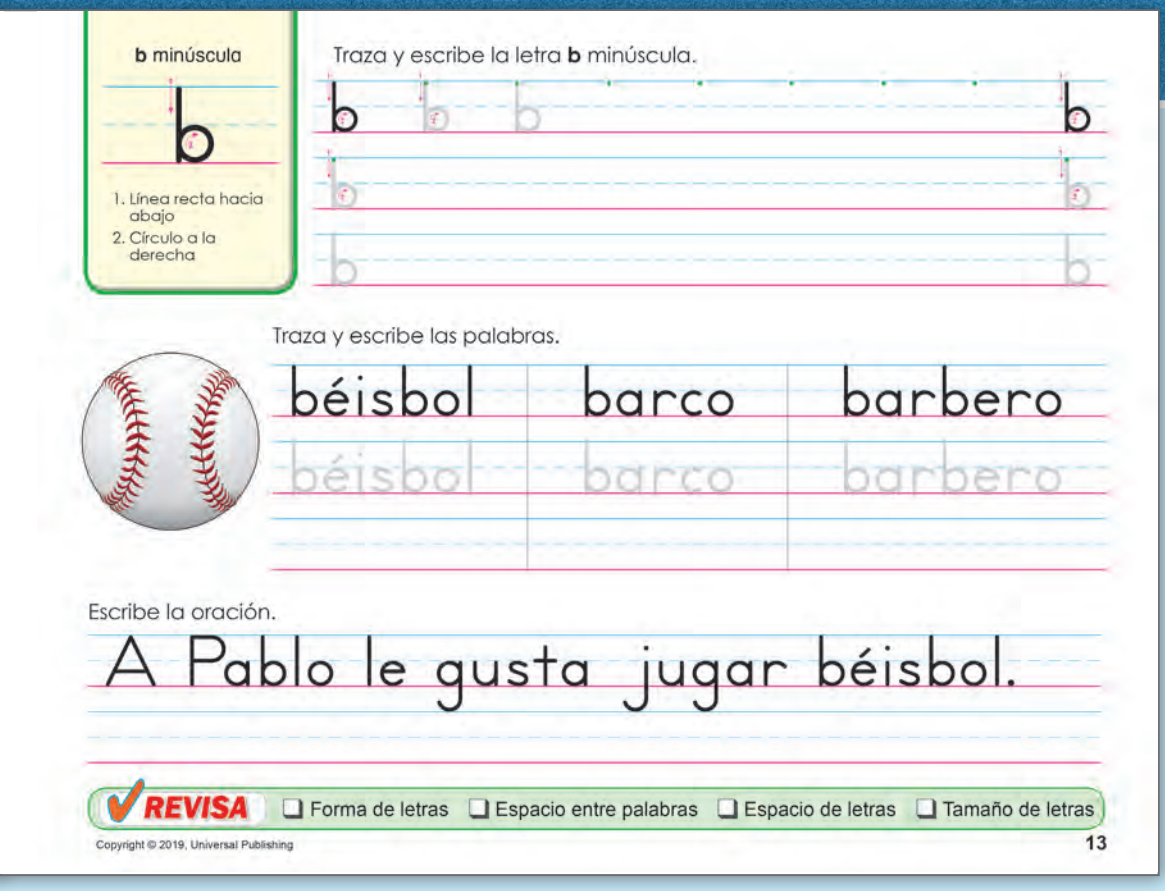


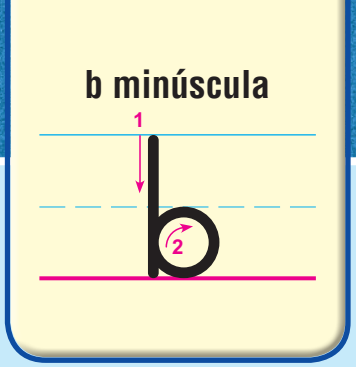


**Objetivos:**

- Revisar los trazos básicos en la letra **b**.
- Trazar y escribir la letra **b** minúscula.
- Escribir la letra **b** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **b** as they say "**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 students trace and write the lowercase **b**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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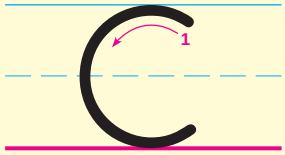
## C mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **C**.
- Trazar y escribir la letra **C** mayúscula.
- Escribir la letra **C** mayúscula en palabras y en 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **C** as they say "**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 students trace and write the uppercase **C**. Tell them to write their letters below the letters they wrote on the first line.

### 3. Self-Evaluate

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

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

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

- Revisar los trazos básicos en la letra **c**.
- Trazar y escribir la letra **c** minúscula.
- Escribir la letra **c** minúscula en palabras y en 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 lowercase **c**:

1. ¿Cómo se llama el primer trazo? (Círculo a 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)
6. ¿Cuál es la única diferencia entre la letra **C** mayúscula y la letra **c** minúscula? (el tamaño)

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

## 3. Self-Evaluate

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

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

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

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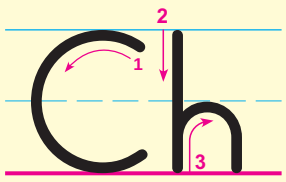
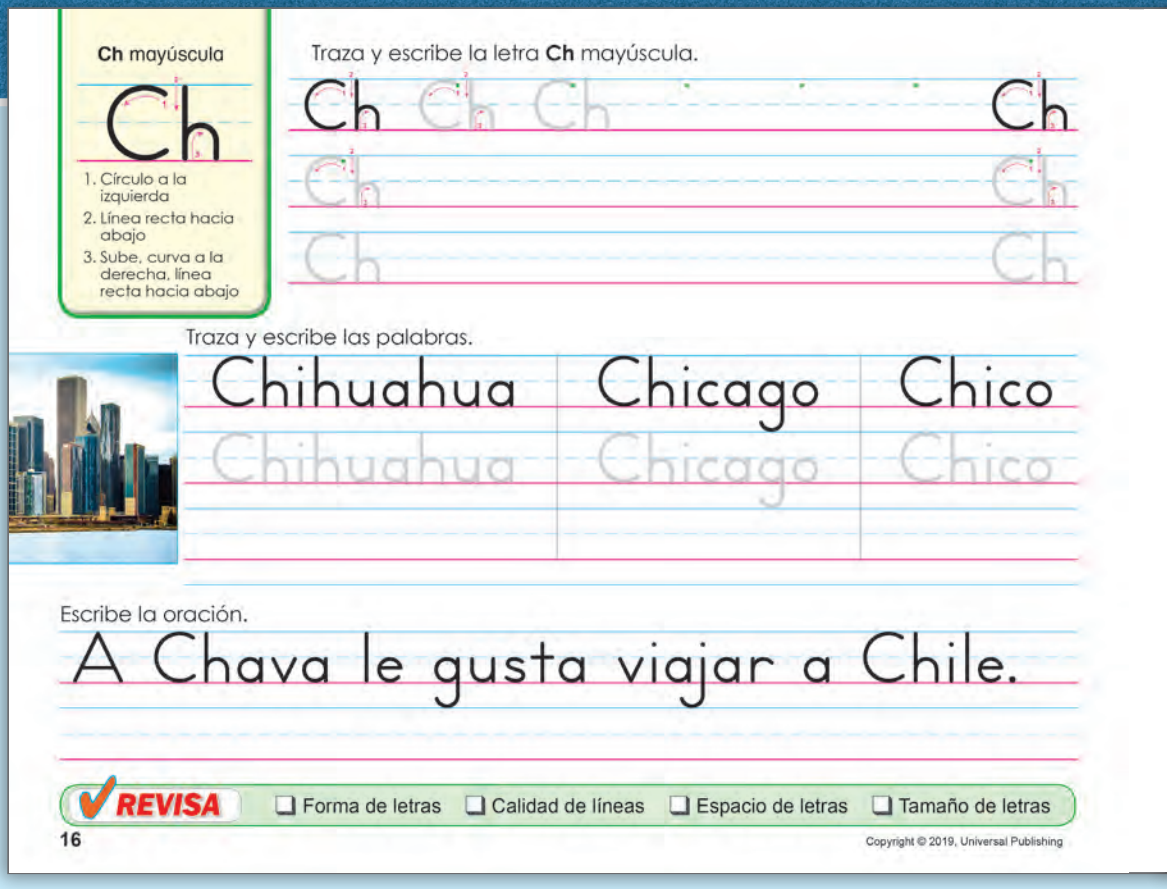
## Ch mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **Ch**.
- Trazar y escribir la letra **Ch** mayúscula.
- Escribir la letra **Ch** mayúscula en palabras y en una oración.

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* to show the letter **Ch**.

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

1. ¿Dónde comienza esta letra? (debajo de la línea de arriba)
2. ¿Cómo se llama la línea roja de escritura? (la línea de abajo)
3. ¿Cuántos trazos hay en esta letra? (5)
4. ¿En qué línea descansa esta letra? (la línea de abajo)

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

### *3. Self-Evaluate*

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

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

***Letter C Corrective Techniques*** See page T24.
***Letter h Corrective Techniques*** See page T25.

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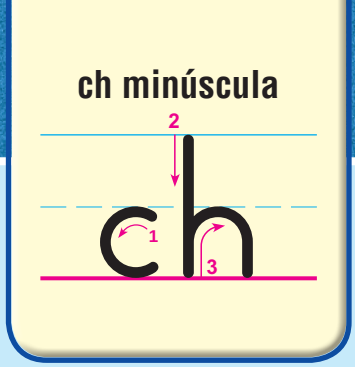


**Objetivos:**

- Revisar los trazos básicos en la letra **ch**.
- Trazar y escribir la letra **ch** minúscula.
- Escribir la letra **ch** minúscula en palabras y en una oración.

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

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

## 3. Self-Evaluate

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

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

***Letter c Corrective Techniques*** See page T24.
***Letter h Corrective Techniques*** See page T25.

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

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# La palabra correcta

**Objetivos:**

- Leer oraciones.
- Elegir el tiempo verbal correcto.
- Escribir palabras en letra de imprenta.

La palabra correcta

Escribe la palabra correcta para completar cada oración.

Los cubos de hielo (es, son) fríos. son

Los perros y gatos (tienen, tiene) la piel. tienen

(Comeremos, Comemos) pescado para la cena. comeremos

Me gusta (jugar, juega) juegos. jugar

Los pájaros (vuela, volaron) lejos. volaron

Las ranas pueden (saltas, saltar) y nadar. saltar

Mi amigo me (ayudó, ayuda) hoy. ayuda

Dos más tres (es, son) cinco. son

(Vimos, Vemos ) la luna anoche. vimos

18

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## 1. Discuss

Ask the students to open their books to page 18 and look at the picture of the **ice cubes** as you ask them:

1. ¿Los cubitos de hielo son fríos o calientes?
2. ¿De qué están hechos los cubitos de hielo?
3. ¿De qué manera diferente usamos el hielo?

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

1. ¿Qué tipo de pájaros son estos? (las respuestas variarán)
2. ¿Qué tipo de pájaros tienes por tu casa? (las repuestas variarán)
3. ¿Cuál es el pájaro más grande que has visto? (las respuestas variarán)

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

1. ¿Alguna vez atraspaste una rana? (las respuestas varían)
2. ¿De qué color son las ranas? (las respuestas varían)
3. ¿Cuántas ranas hay en la página?(3)

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

1. ¿Es esta una luna llena?(sí)
2. ¿A qué hora de la noche crees que es? (las respuestas varían)
3. ¿Qué más ves en esta foto? (las respuestas varían)

## 2. Writing Activity

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

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



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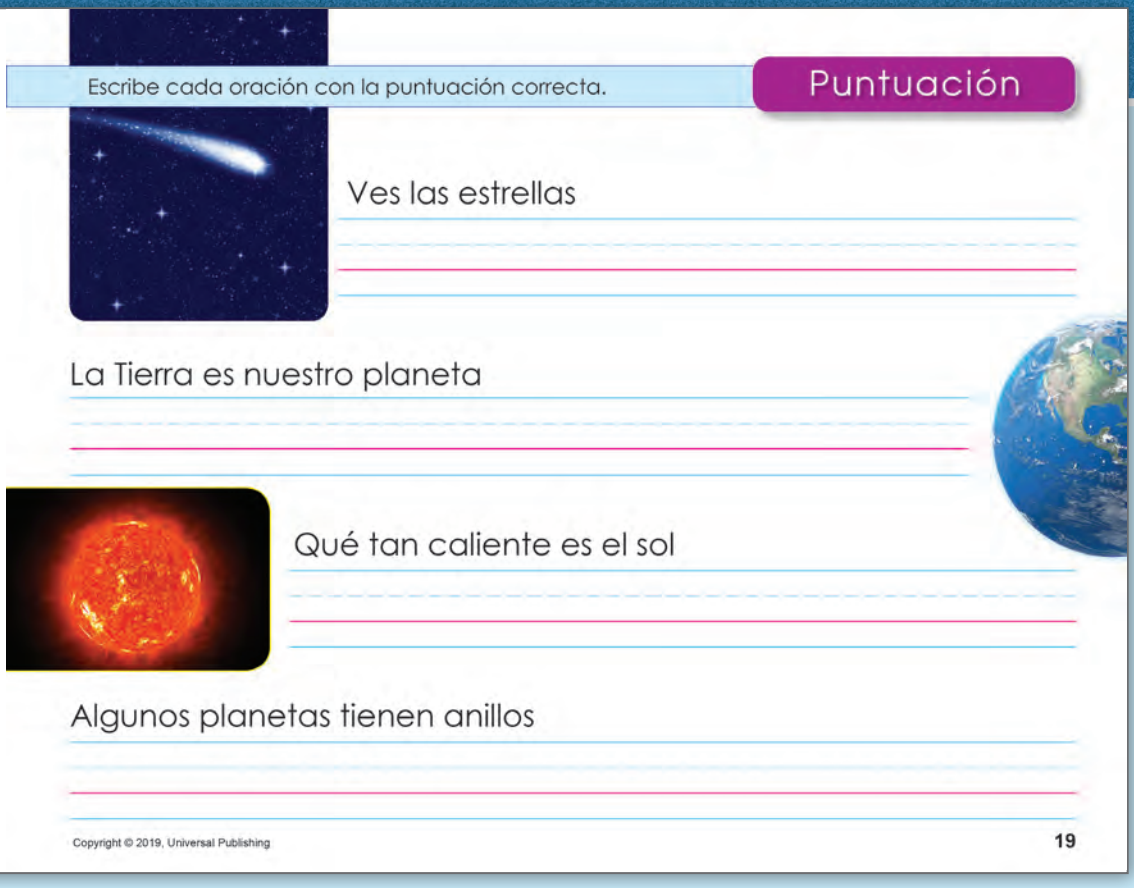
# Puntuación




**Objetivos:**

- Leer oraciones.
- Eligir la punctuación correcta para terminar una oración.
- Escribir las oraciones en letra de imprenta.

## 1. Discuss

Ask the students to open their books to page 19 and look at the word **Puntuación** in the purple box. Ask them to name some different types of punctuation (period, exclamation point, question mark, etc.).

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

1. ¿Alguna vez haz visto una estrella fugaz?
2. ¿Qué colores viste?
3. ¿Cuántas estrellas crees que hay?

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

1. ¿Qué parte de la Tierra está cubierta de agua? (3/4)
2. ¿Por qué la Tierra es diferente del Sol? (tamaño, temperatura, color, etc.)
3. ¿Cuántos planetas hay? (8)

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

1. ¿Qué tan grande es el Sol comparado con la Tierra? (El Sol pesa alrededor de 333,000 veces más que la Tierra. Es tan grande que alrededor de 1,300,000 planetas Tierra pueden caber dentro de él.)
2. ¿De qué color es el Sol? (Es un error común pensar que el Sol es amarillo, o anaranjado o incluso rojo. Sin embargo, el Sol esencialmente es todos los colores mezclados, lo que nuestros ojos perciben como blanco.)
3. ¿Qué tan caliente es el Sol? (La temperatura del Sol en su núcleo es de 27 millones de grados Fahrenheit, pero solo unos diez mil de grados en su superficie.)

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

1. ¿Por qué crees que algunos de los planetas tienen anillos alrededor de ellos? (los anillos se forman a partir de los escombros de las lunas planetarias)
2. ¿Crees que algunos de los planetas tienen vida en ellos?

## 2. Practice

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

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

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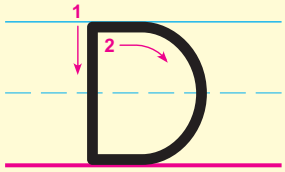
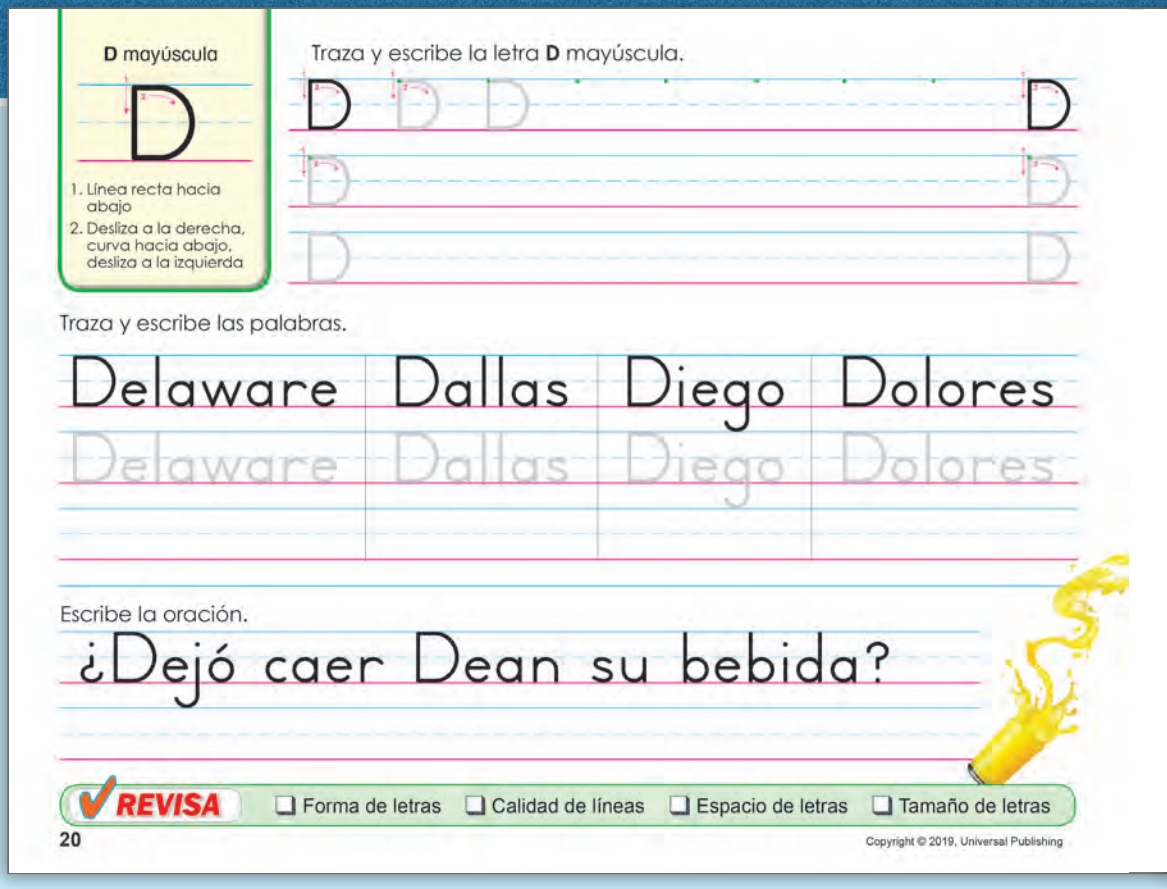
## D mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **D**.
- Trazar y escribir la letra **D** mayúscula.
- Escribir la letra **D** mayúscula en palabras y en una oración.

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




### *1. Model & Discuss*

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

Ask the students the following questions as they look at a large model of the 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 20 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **D** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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

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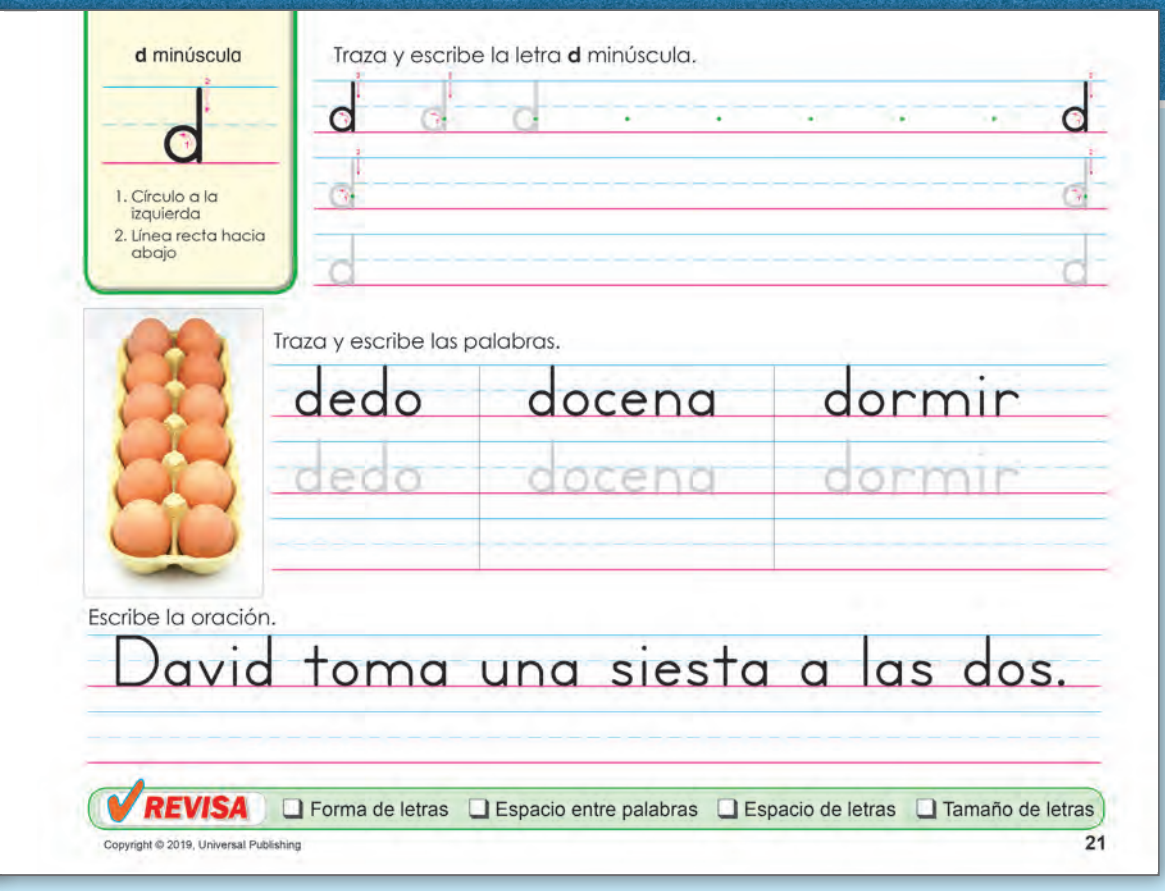


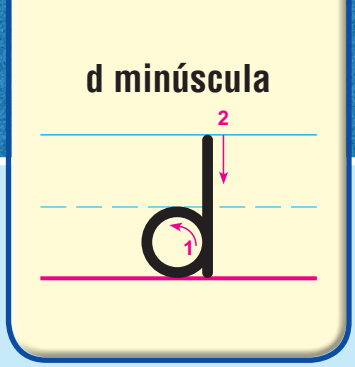


**Objetivos:**

- Revisar los trazos básicos en la letra **d**.
- Trazar y escribir la letra **d** minúscula.
- Escribir la letra **d** minúscula en palabras y en una oración.

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

## *1. Model & Discuss*

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

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

1. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿Dónde comienza el círculo? (3 en punto)
4. ¿Es esta una letra alta o corta? (letra alta)
5. ¿Dónde comienza el segundo trazo? (la línea de arriba)
6. ¿Cuál es la diferencia entre la **D** mayúscula y la **d** minúscula? (tamaño, forma, 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 21 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **d** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

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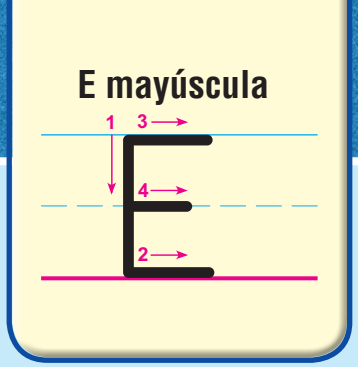
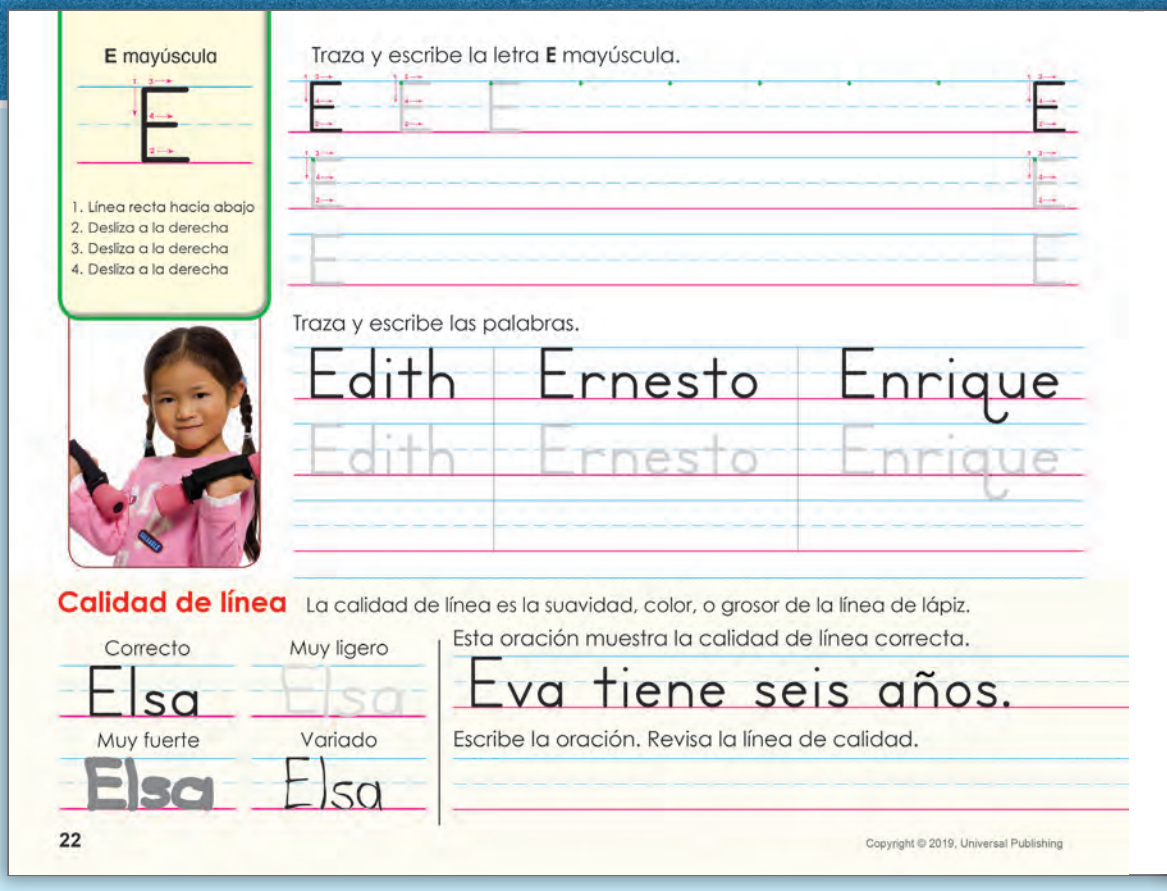



**Objetivos:**

- Revisar los trazos básicos en la letra **E**.
- Trazar y escribir la letra **E** mayúscula.
- Escribir la letra **E** mayúscula en palabras y en una oración.

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*** (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 22 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **E** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

Have the students trace and write the words and write the sentence. Finally, have the students check the line quality of their writing.

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

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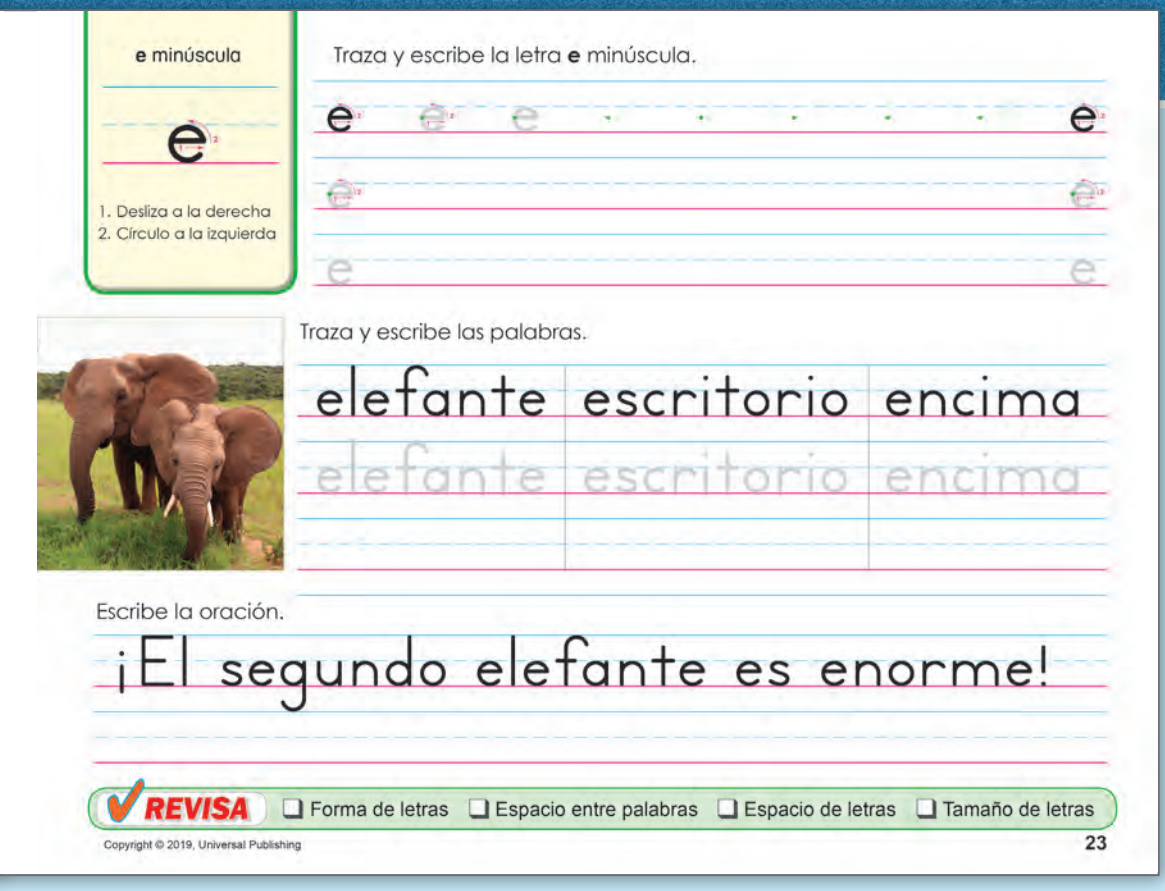


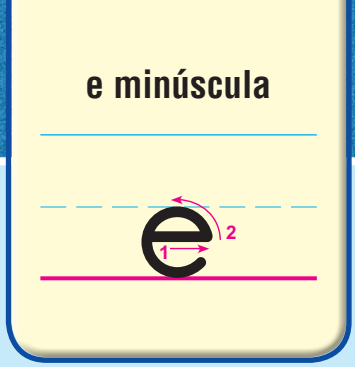


**Objetivos:**

- Revisar los trazos básicos en la letra **e**.
- Trazar y escribir la letra **e** minúscula.
- Escribir la letra **e** minúscula en palabras y en una oración.

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*** (see page T17 for details).

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 a la derecha)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿Deslizar 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 23 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **e** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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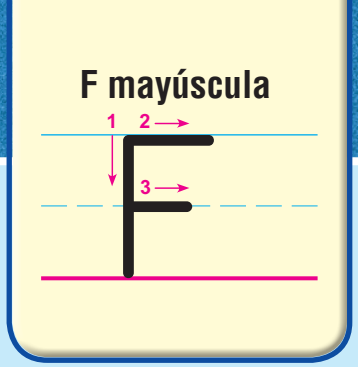
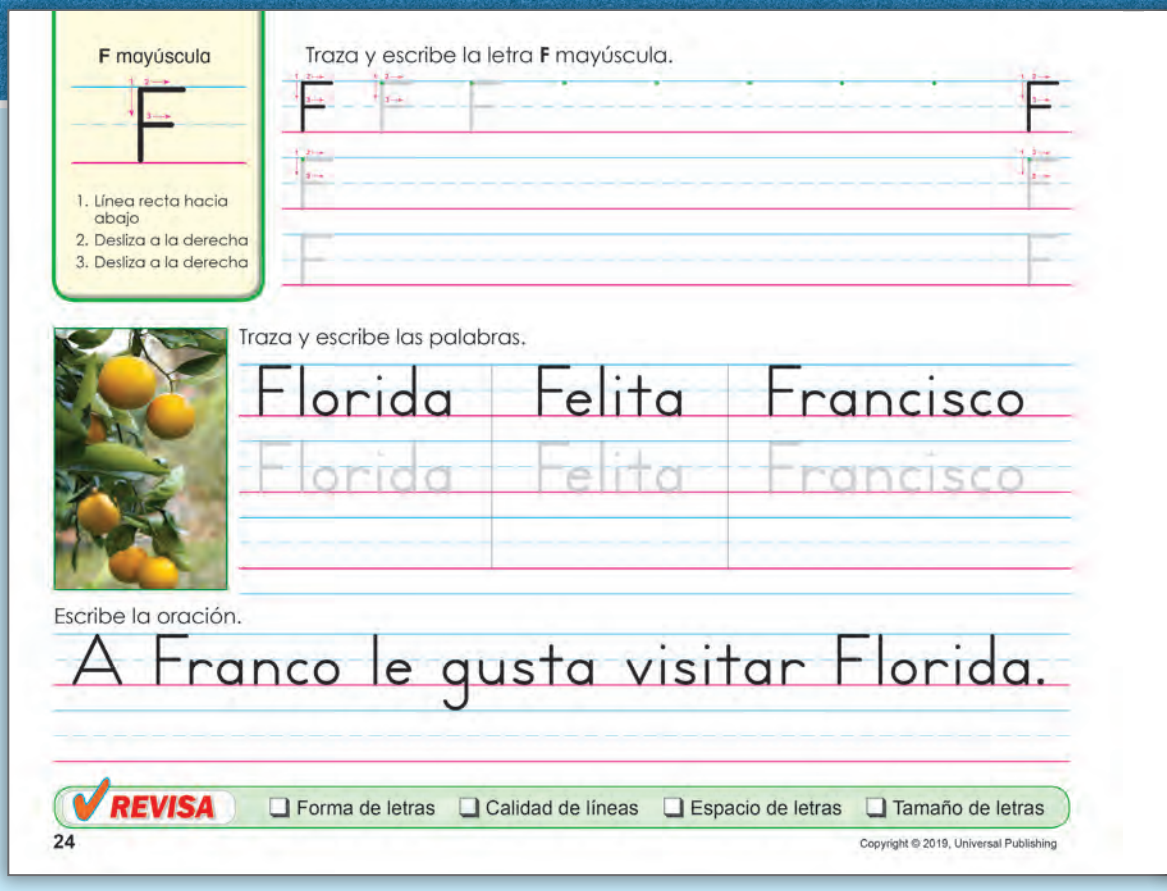



**Objetivos:**

- Revisar los trazos básicos en la letra **F**.
- Trazar y escribir la letra **F** mayúscula.
- Escribir la letra **F** mayúscula en palabras y en 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 a la derecha, la letra E tiene tres)
5. El tercer trazo se forma, ¿en qué línea? (la línea del medio)

After you discuss the letter, trace over the model of the letter **F** and say "**linea 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **F** as they say "**linea recta hacia abajo, 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 **F**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

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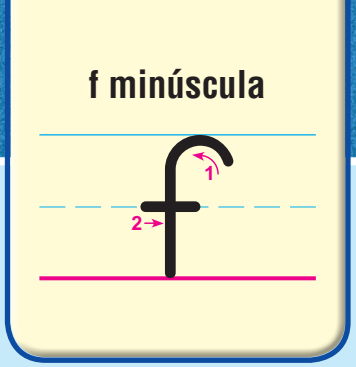


**Objetivos:**

- Revisar los trazos básicos en la letra **f**.
- Trazar y escribir la letra **f** minúscula.
- Escribir la letra **f** minúscula en palabras y en 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 lowercase **f**:

1. ¿Cómo se llama el primer trazo? (curva a la izquierda)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿De qué color es la línea de abajo? (rojo)
4. ¿En qué línea se desliza hacia la derecha? (la línea del medio)
5. ¿Es esta una letra alta o corta? (letra alta)
6. ¿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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **f** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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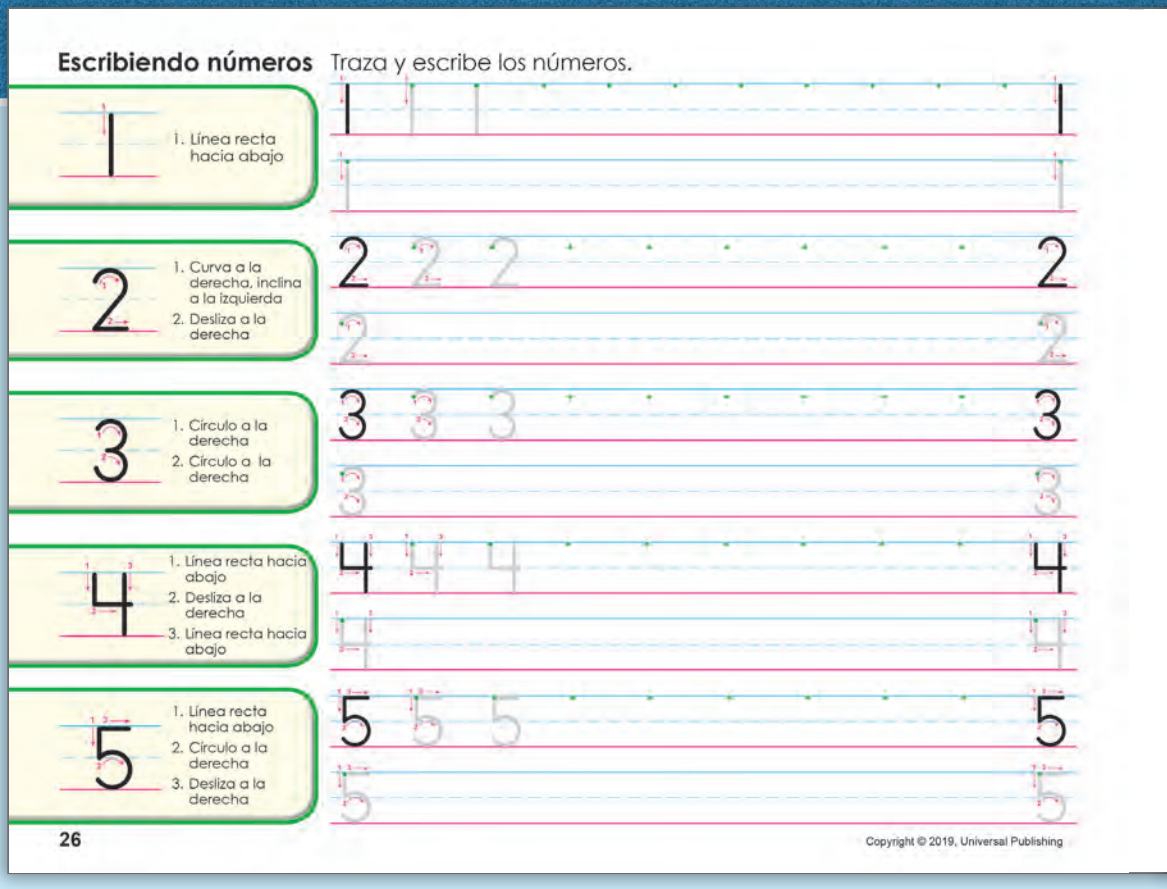
# Escribiendo números 1-5

**Objetivos:**

- Reconocer y nombrar los números del **1** al **5**.
- Aprender los trazos básicos en los números del **1** al **5**.
- Trazar y escribir los números del **1** al **5** y las palabras de los números.




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

## *1. Model and Discuss*

Write the manuscript numeral **1** on writing lines on the board, ***or*** use ***AlphamationPlus*** to model each numeral (see page T17 for details) ***or*** have the students open their books to page 26 and look at the model of the numeral **1**.

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

1. ¿Dónde comienza este número?
2. Nombra los trazos en este número.
3. ¿Dónde termina el último trazo en este número?

## *2. Practice*

Have the students open their books to page 26. Have them start at the green dots and trace and write the numeral **1** as they say "**línea recta hacia abajo**." After they complete each line, have them evaluate their work as described in Step 3.

## *3. Self-Evaluate*

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

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

**Questions for numerals 2 through 5:**

1. ¿Dónde comienza este número?
2. Nombra los trazos en este número.
3. ¿Dónde termina el último trazo en este número?

**Stroke descriptions for numerals 2 through 5:**

Numeral **2**: "**curva a la derecha, inclina a la izquierda, desliza a la derecha**."

Numeral **3**: "**círculo a la derecha, círculo a la derecha**."

Numeral **4**: "**línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo**."

Numeral **5**: "**línea recta hacia abajo**, **círculo a la derecha**, **desliza a la derecha**."

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

***Katherine's OT Tip*** The numerals **2**, **3**, **5**, **6** and **8** can continue to be troublesome for some first grade students. Their curves tend to get in the way of fluid and controlled movements causing students to stop and pick up their pencils to look ahead toward the next step. This interrupted pencil movement decreases speed as well as accuracy, as students can often replace their pencil at an incorrect spot when they restart their movements. A small yellow dot at the beginning of the confusing curve or at the midpoints of **3** and **8** can visually guide motor movements.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# Escribiendo números 6-10

**Objetivos:**

- Reconocer y nombrar los números del **6** al **10**.
- Aprender los trazos básicos de los números del **6** al **10**.
- Trazar y escribir los números del **6** al **10** y las palabras de los números.

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

## *1. Model and Discuss*

Write the manuscript numeral **6** on writing lines on the board, ***or*** use ***AlphamationPlus*** to model each numeral (see page T17 for details) ***or*** have the students open their books to page 27 and look at the model of the numeral **6**.

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

1. ¿Dónde comienza este número?
2. Nombra los trazos en este número.
3. ¿Dónde termina el último trazo en este número?

## *2. Practice*

Have the students open their books to page 27. Have them start at the green dots and trace and write the numeral **6** as they say "**curva hacia abajo**, **curva a la derecha**, **curva a la izquierda**." After they complete each line, have them evaluate their work as described in Step 3.

## *3. Self-Evaluate*

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

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

**Questions for numerals 7 through 10:**

1. ¿Dónde comienza este número?
2. Nombra los trazos en este número.
3. ¿Dónde termina el último trazo en este número?

**Stroke descriptions for numerals 7 through 10:**

Numeral **7**: "**desliza a la derecha, inclina a la izquierda**."

Numeral **8**: "**curva a la izquierda, curva hacia abajo, curva a la izquierda, inclina a la derecha**."

Numeral **9**: "**círculo a la izquierda, línea recta hacia abajo**."

Numeral **10**: "**línea recta hacia abajo, círculo a la izquierda**."

***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.

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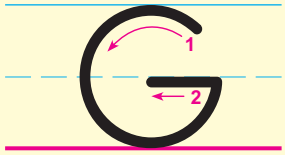
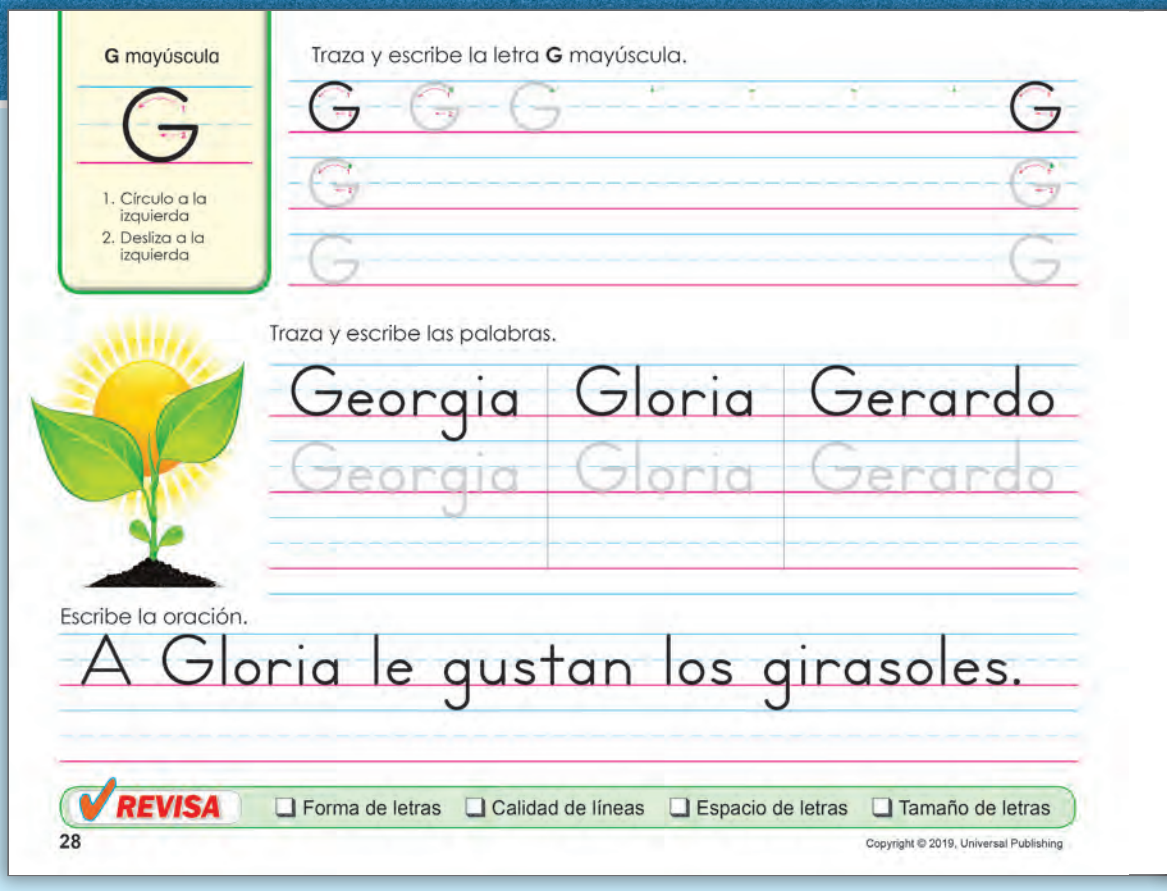
## G mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **G**.
- Trazar y escribir la letra **G** mayúscula.
- Escribir la letra **G** mayúscula en palabras y en una oración.

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




### 1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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. ¿Qué otra letra ves en la **G** mayúscula? (la C mayúscula)
5. ¿Dónde comienza esta letra? (debajo de la línea de arriba)
6. ¿En qué línea termina esta letra? (la línea del medio)

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

### 3. Self-Evaluate

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

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

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

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

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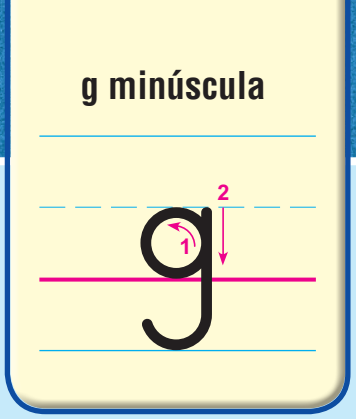


**Objetivos:**

- Revisar los trazos básicos en la letra **g**.
- Trazar y escribir la letra **g** minúscula.
- Escribir la letra **g** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (círculo hacia atrás)
2. ¿Cuántos trazos hay en esta letra? (3)
3. ¿Esta letra va por debajo de la línea de abajo? (sí)
4. ¿Levantamos el lápiz después del primer trazo? (sí)
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 29 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **g** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** **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.

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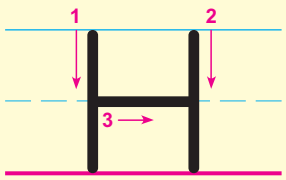
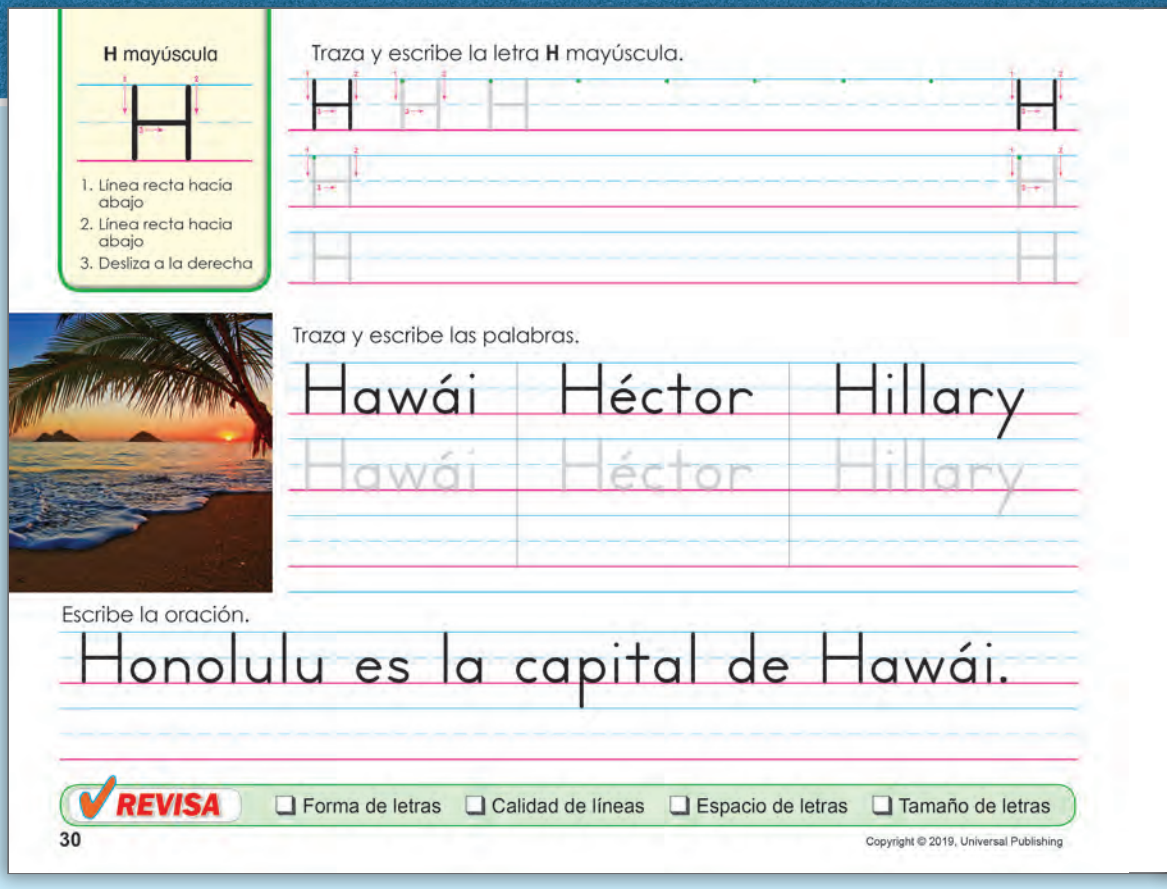
## H mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **H**.
- Trazar y escribir la letra **H** mayúscula.
- Escribir la letra **H** mayúscula en palabras y en 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 desliza a 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **H** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

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

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

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

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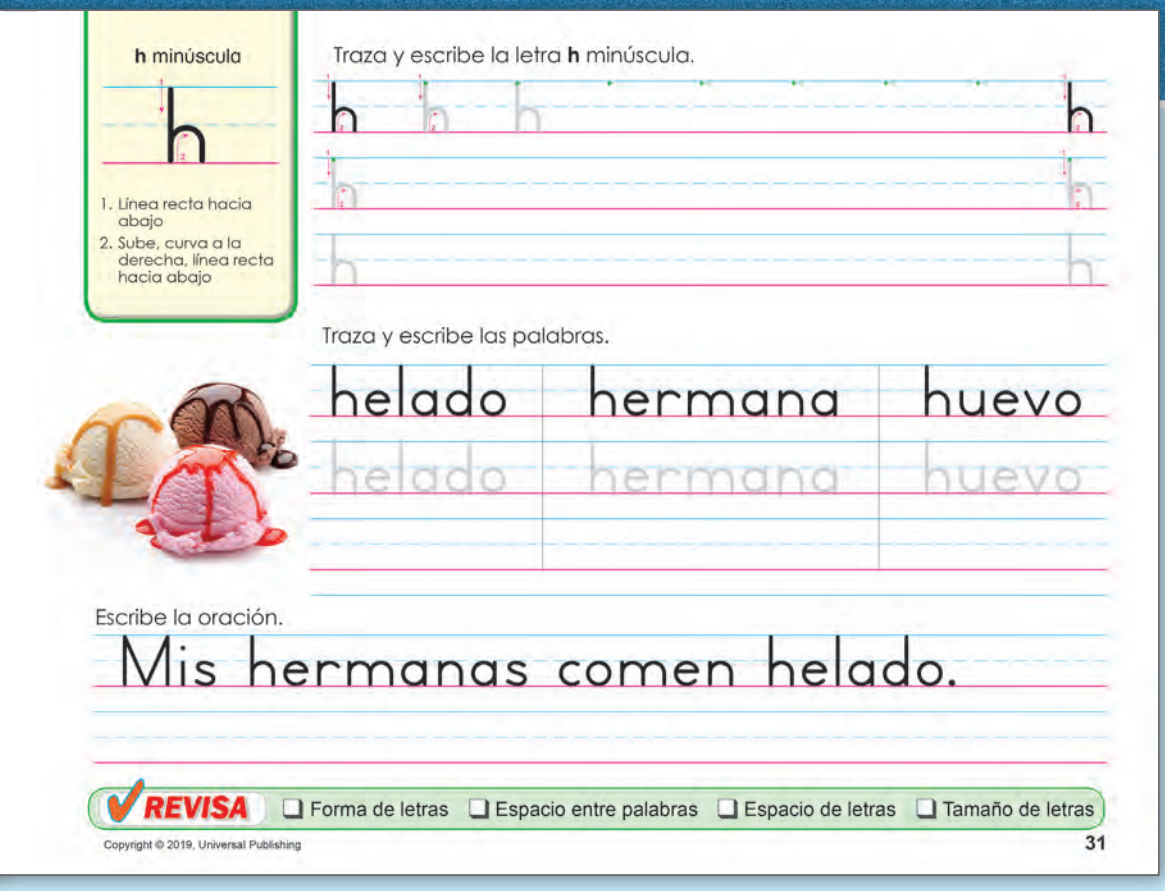


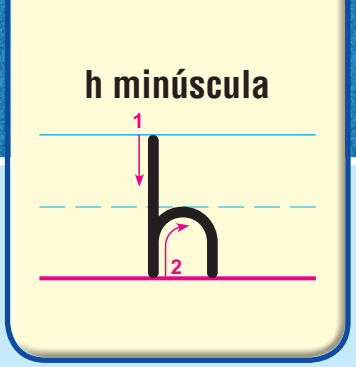


**Objetivos:**

- Revisar los trazos básicos en la letra **h**.
- Trazar y escribir la letra **h** minúscula.
- Escribir la letra **h** minúscula en palabras y en 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 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 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **h** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

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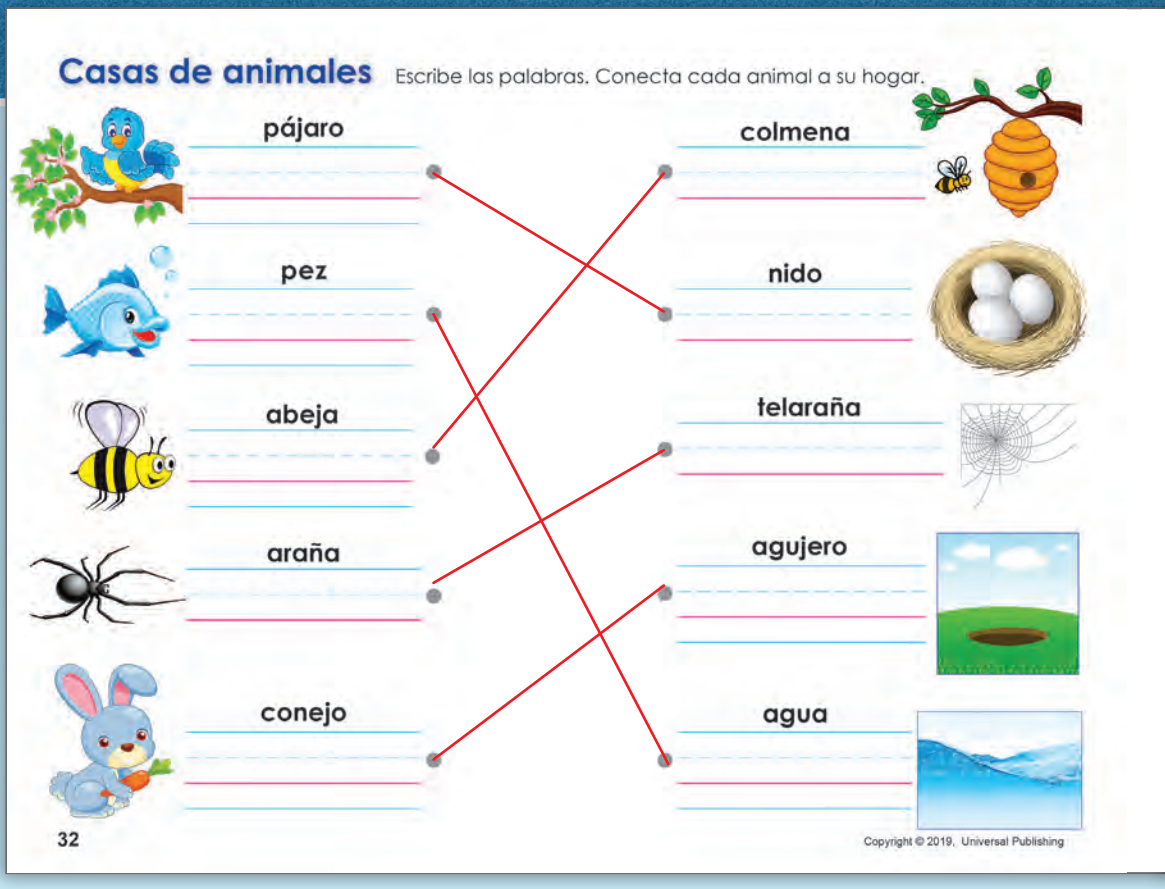
# Casas de animales




**Objetivos:**

- Entender que los animales diferentes tienen hogares diferentes.
- Escribir palabras con letra de imprenta.

## 1. Discuss

Have the students open their books to page 32. Explain that different animals live in different kinds of homes. Ask the students if they can think of some different kinds of animal homes.

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

1. ¿Qué tipo de pájaros es? (pájaro azul)
2. ¿Alguna vez has encontrado un nido de pájaros?
3. ¿Cuántos huevos hay en el nido? (3)

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

1. ¿Dónde viven los peces?
2. ¿Alguna vez fuiste a pescar?
3. ¿Cuál es el pez más grande que has visto?

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

1. ¿Alguna vez viste abejas en las flores?
2. ¿Qué tipo de abejas hacen miel? (las abejas de miel)
3. ¿Dónde has visto una colmena de abejas?

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

1. ¿Alguna vez viste una telaraña?
2. ¿Te gustan las arañas?

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

1. ¿Alguna vez tuviste un conejo mascota?
2. ¿Dónde se construye un nido de conejo?

## 2. Writing Activity

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

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

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

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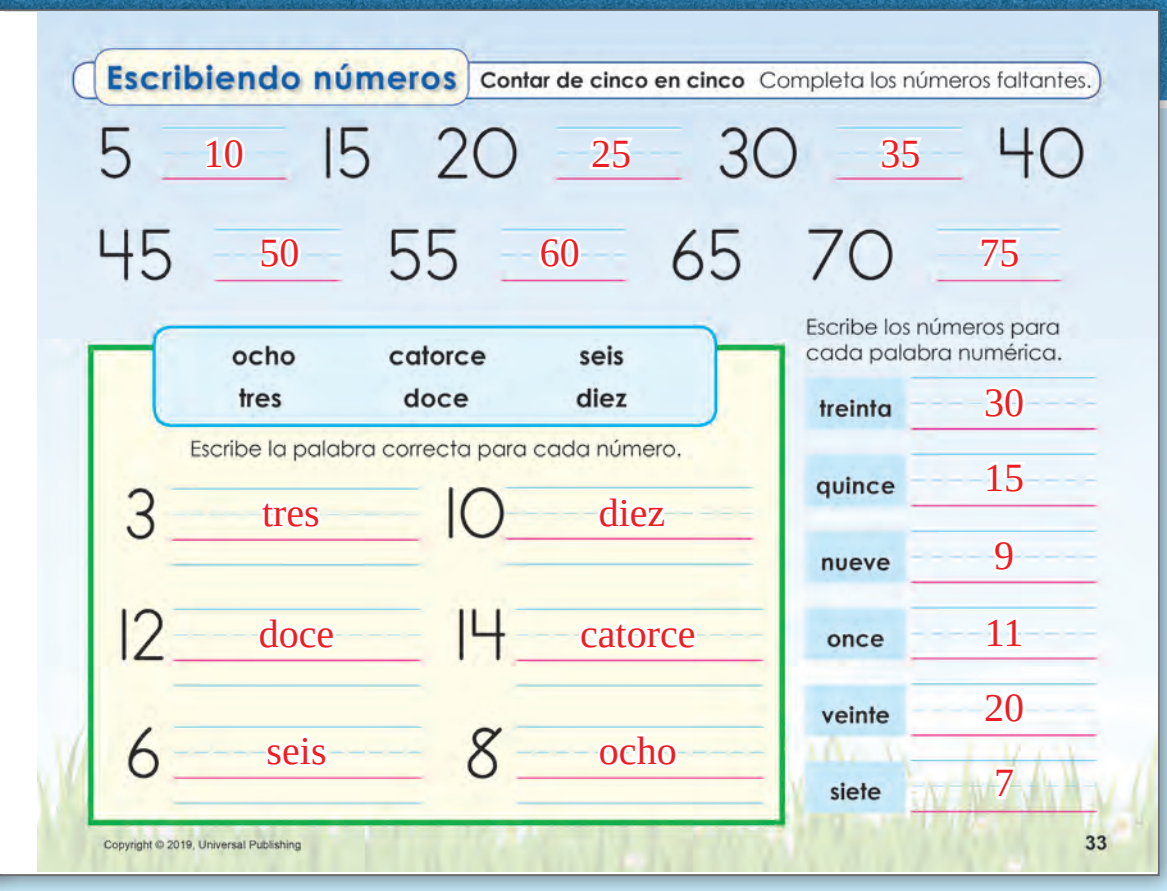
# Escribiendo números




**Objetivos:**

- Contar de cinco en cinco.
- Escribir números en letra de imprenta.
- Escribir palabras numéricas.

## *Discuss and Practice*

Have the students open their books to page 33. Tell the students that they will be counting by fives in the first activity on the page. Ask if any of them ever counted by fives before. If some students say yes, ask one of them to count by fives.

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

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

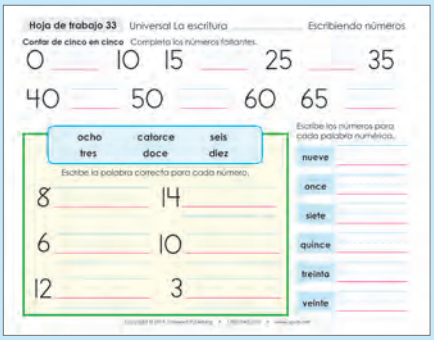
Finally, have the students look at the activity at the bottom-right of page 33. Have the students read each number word and then write the correct numeral next to each number word.

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

***Extra Practice*** If you want your students to have additional practice in writing numerals you can download and print copies of **Worksheet 33**.

**Worksheets 33**

You can print copies at: upub.net/752worksheets.pdf




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

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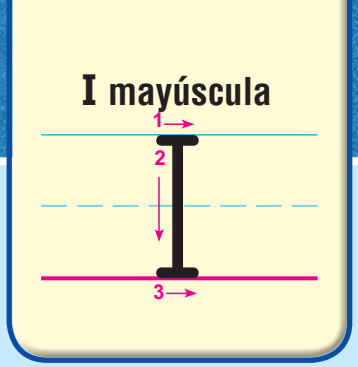


**Objetivos:**

- Revisar los trazos básicos en la letra **I**.
- Trazar y escribir la letra **I** mayúscula.
- Escribir la letra **I** mayúscula en palabras y en una oración.

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

## 3. Self-Evaluate

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

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

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

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

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


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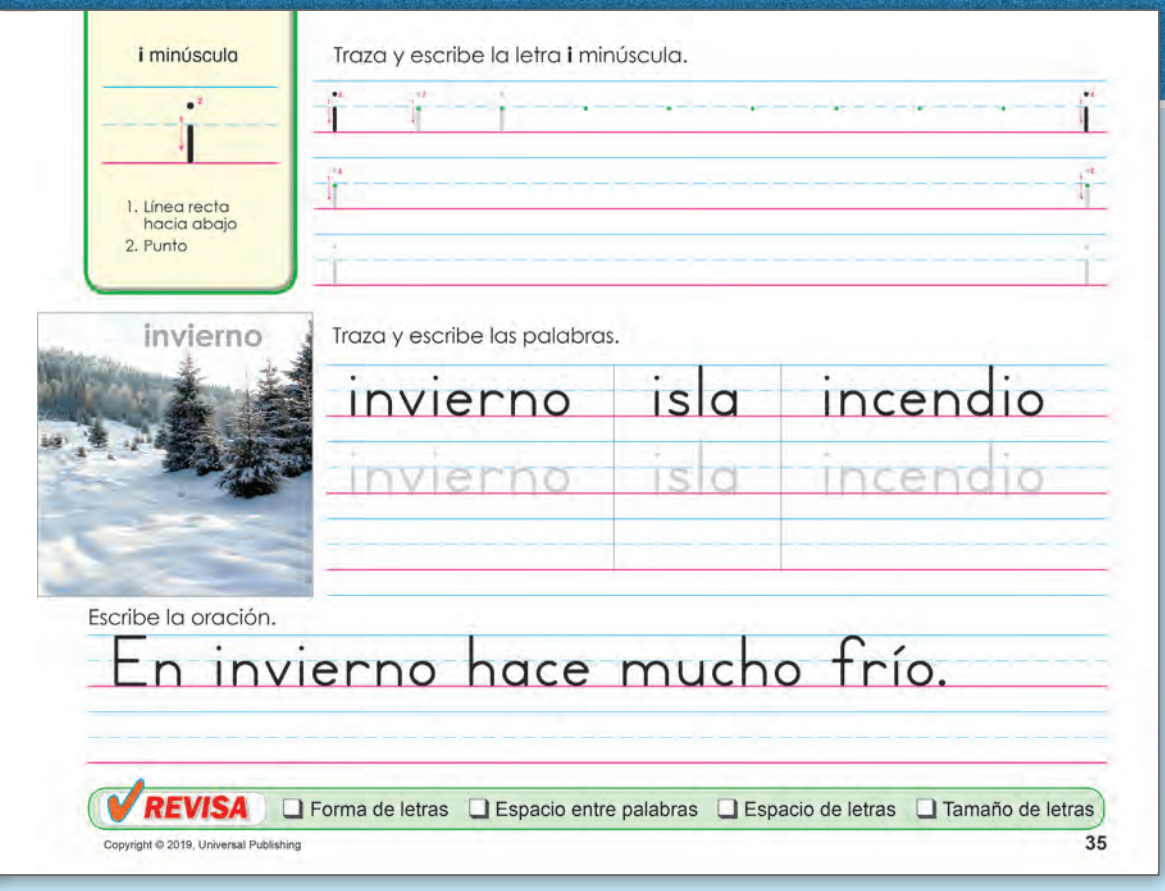


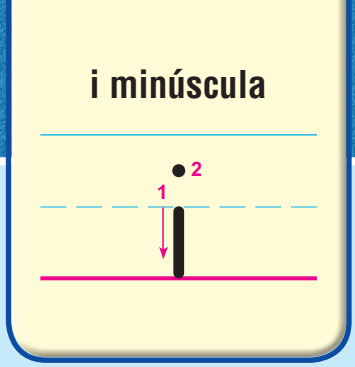


**Objetivos:**

- Revisar los trazos básicos en la letra **i**.
- Trazar y escribir la letra **i** minúscula.
- Escribir la letra **i** minúscula en palabras y en una oración.

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 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. ¿Es esta una letra alta o corta? (letra corta)
5. ¿Dónde esta colocado el punto en la letra **i**? (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 **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 35 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **i** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

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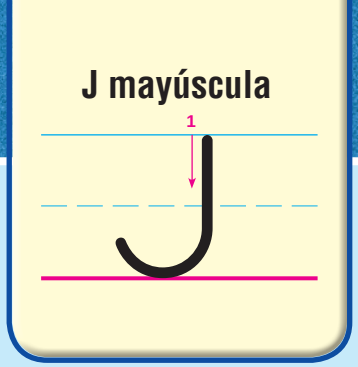
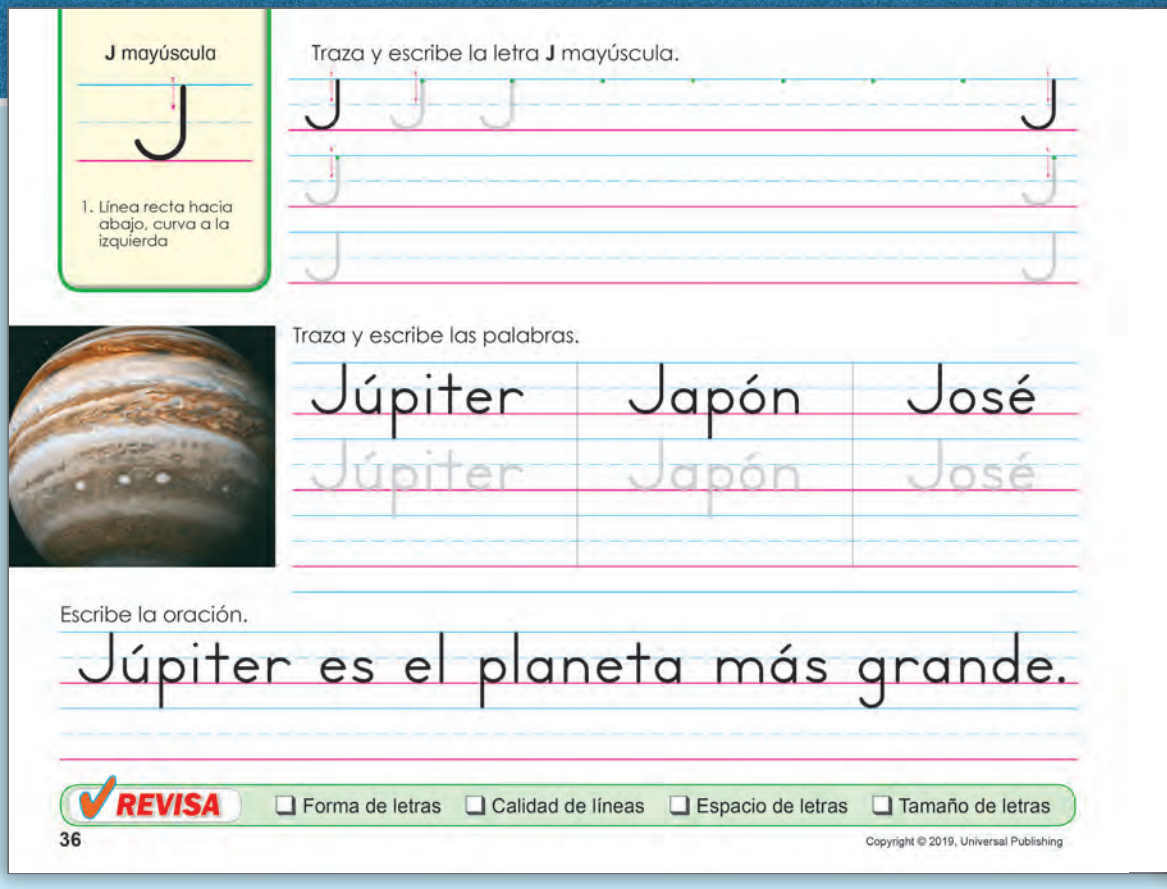



**Objetivos:**

- Revisar los trazos básicos en la letra **J**.
- Trazar y escribir la letra **J** mayúscula.
- Escribir la letra **J** mayúscula en palabras y en 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. ¿Qué 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 a la 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 36 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **J** as they say "**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 uppercase **J**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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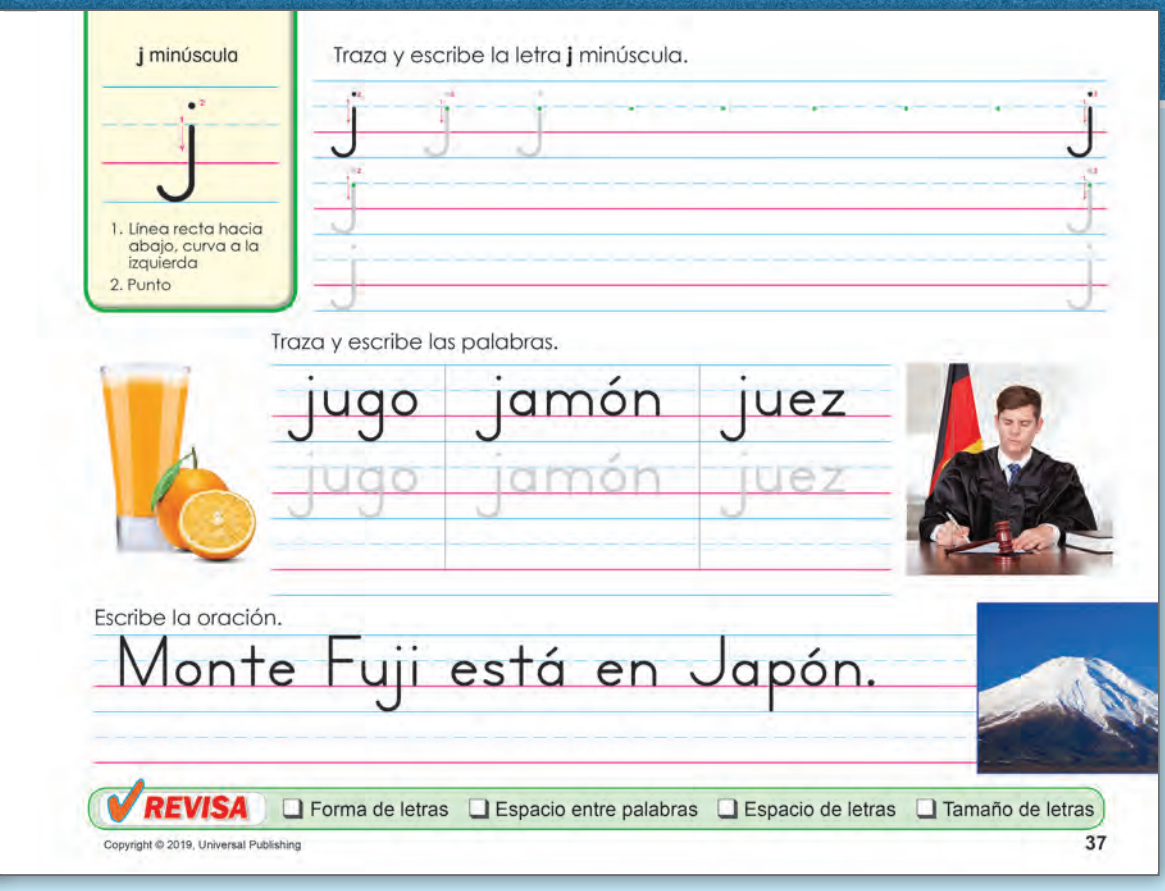

**Objetivos:**

- Revisar los trazos básicos en la letra **j**.
- Trazar y escribir la letra **j** minúscula.
- Escribir la letra **j** minúscula en palabras y en 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 lowercase **j**:

1. ¿Cómo se llama el primer trazo? (de arriba 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. ¿Donde 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 37. Ask them to trace the first line of lowercase **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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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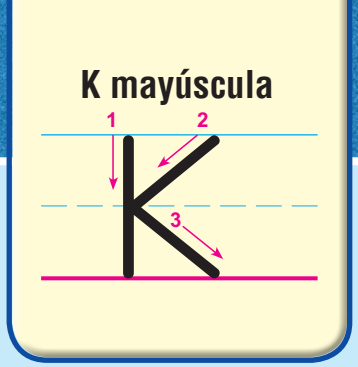
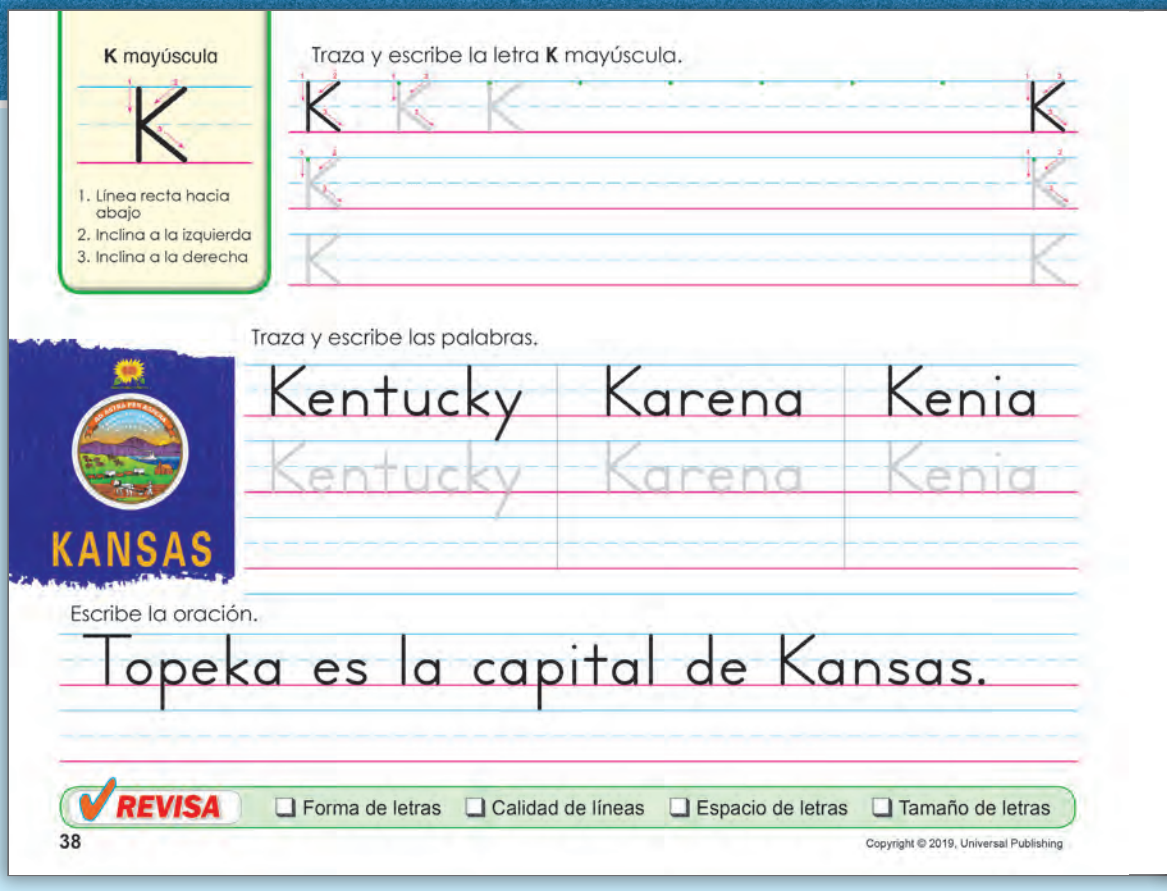



**Objetivos:**

- Revisar los trazos básicos en la letra **K**.
- Trazar y escribir la letra **K** mayúscula.
- Escribir la letra **K** mayúscula en palabras y en 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 el trazo izquierdo inclinado? (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 38 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **K** as they say "**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 uppercase **K**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** Letters that ask students to guide a slanted or curved stroke toward the middle line and then away again, such as the uppercase **K** and **R**, require strong **visual-motor** and **spatial skills**. Hitting the correct mark on the midline and not straying too far on the bottom line can be a challenge. Depending on which movements give them trouble, struggling students could benefit from dots placed at step 2 on the **K**, at the start of the "slide left" on the **R**, at the midline on both to guide the "slide left," or on the bottom line to guide the "slant right."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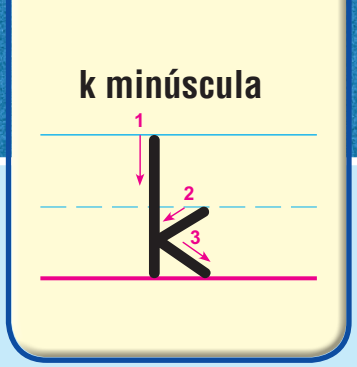


**Objetivos:**

- Revisar los trazos básicos en la letra **k**.
- Trazar y escribir la letra **k** minúscula.
- Escribir la letra **k** minúscula en palabras y en 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 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 comienza el trazo izquierdo inclinado? (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 39 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **k** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

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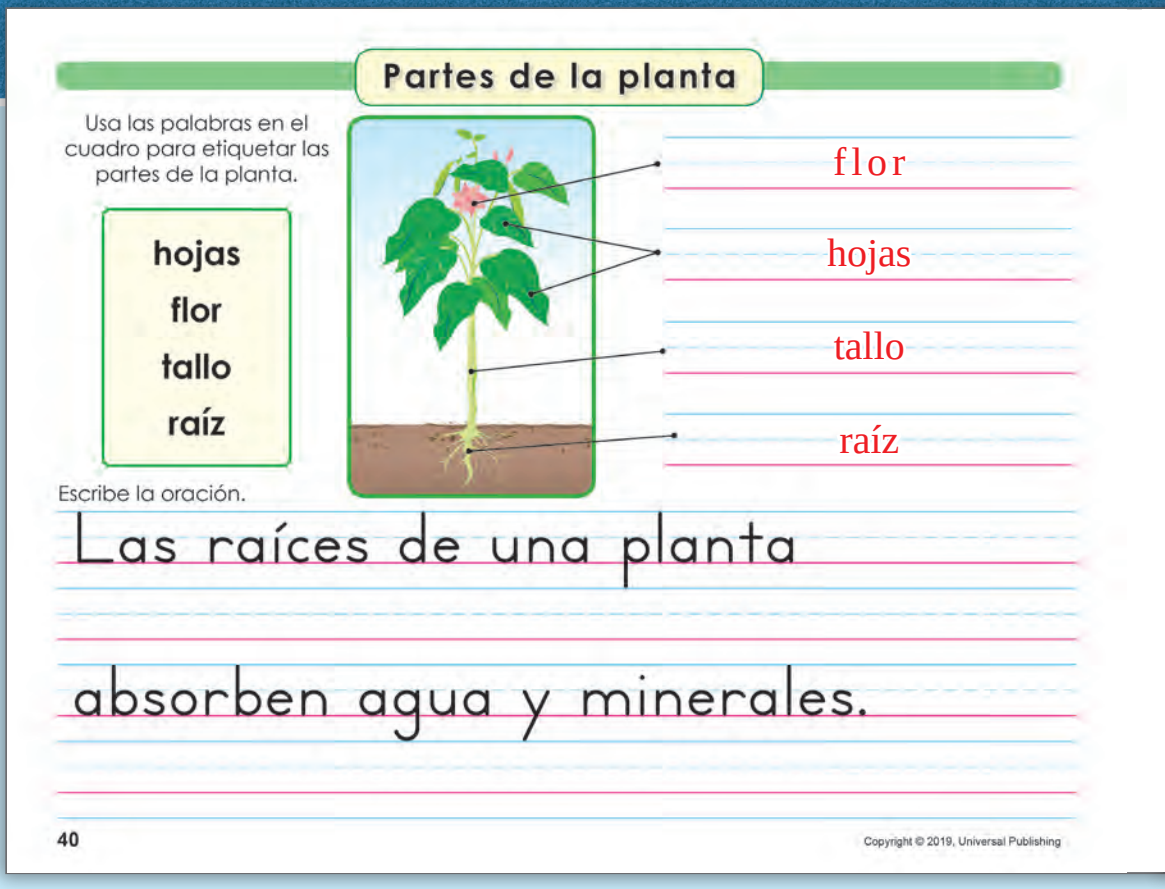
# Partes de la planta

**Objetivos:**

- Identificar partes de la planta.
- Escribir palabras en letra de imprenta.
- Escribir una oración en letra de imprenta.




## 1. Discuss

Have the students open their books to page 40. Tell the student to look at the illustration of the plant. Ask them the following questions:

1. ¿Qué parte de la planta es rosa? (la flor)
2. ¿Qué sostiene una planta al suelo? (la raíz)
3. ¿Cómo obtiene agua una planta? (a través de las raíces)
4. Cuenta el número de hojas en la planta. (16)
5. ¿Tienes alguna planta en tu casa? (las respuestas varían)
6. Si tuvieras un jardín, ¿qué te gustaría cultivar en tu jardín? (las respuestas varían)
7. ¿Cuál es tu comida favorita? (las respuestas varían)
8. ¿Cuál es tu vegetal favorito? (las respuestas varían)

## 2. Practice

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

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

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

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

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

## 3. Self-Evaluate

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

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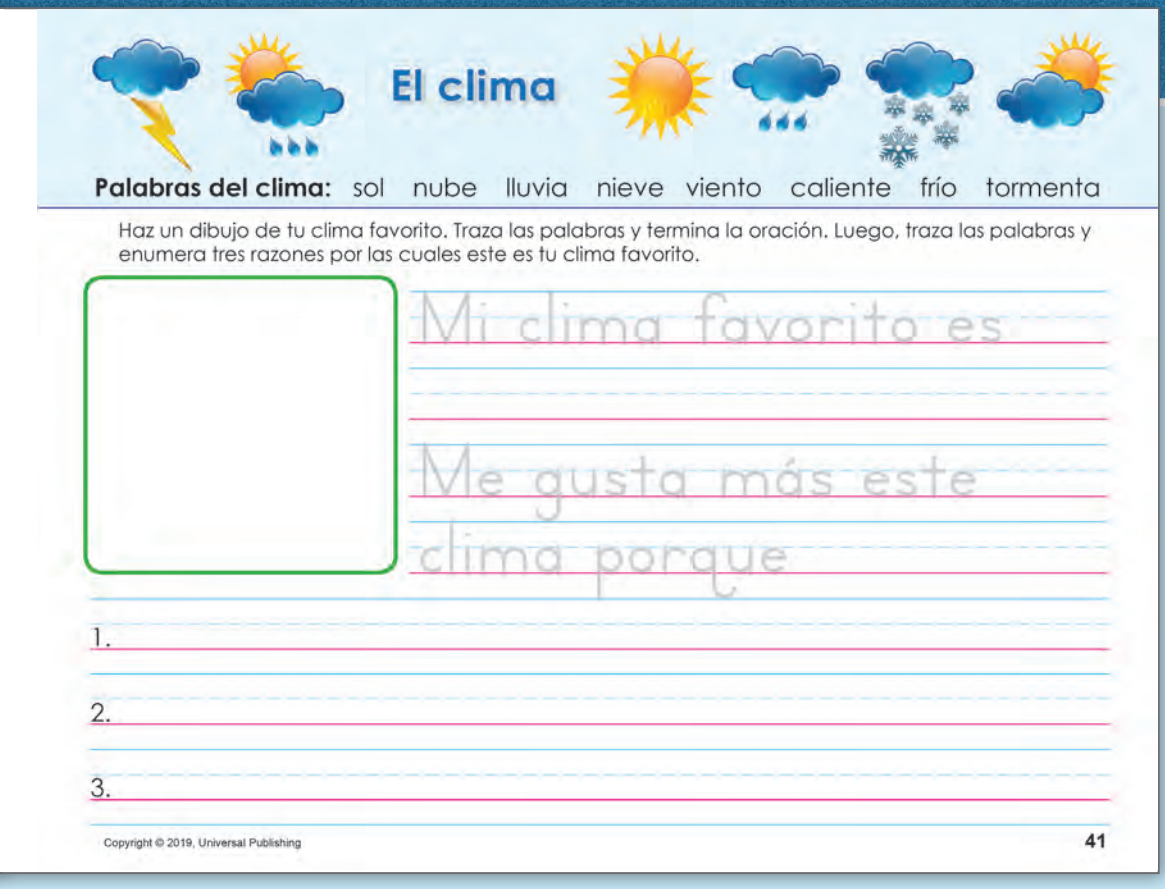
# El clima




**Objetivos:**

- Entender las palabras del tiempo.
- Hacer un dibujo de su clima favorito.
- Describir su clima favorito.

## *1. Discuss*

Have the students open their books to page 41. Tell the student to look at the illustrations at the top of the page.

Ask them the following questions:

1. ¿Qué tipo de clima muestra la primera ilustración? (nubes y rayos)
2. ¿Qué muestra la segunda ilustración? (parcialmente nublado con algo de sol y lluvia)
3. ¿Qué tipo de clima es la tercera ilustración? (soleado)
4. ¿Qué tipo de clima muestra la cuarta ilustración? (nubes y lluvia)
5. ¿Qué tipo de clima muestra la primera ilustración? (nublado, frío y algo de nieve)
6. ¿Qué tipo de clima muestra la última ilustración? (parcialmente nublado con algo del sol)
7. ¿Qué puede pasar cuando llueve y el sol brilla? (puedes ver un arcoiris)

## *2. Practice*

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

Now have the students trace the words, **Mi clima favorito es**, and finish the sentence.

Then have them trace the words, **Me gusta más este clima porque**, and list three reasons why this is their favorite weather.

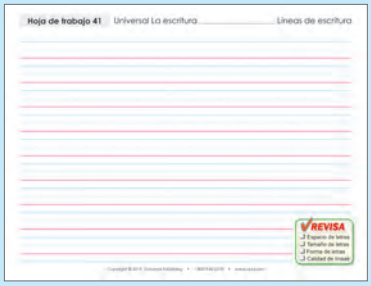
## *3. Self-Evaluate*

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

Make copies of **Worksheet 41** for those students who need additional writing lines.

**Worksheet 41.** You can download and print copies at:

upub.net/752worksheets.pdf




***Katherine's OT Tip*** Creative and descriptive writing requires **automatic letter formation recall** and fluid movements to assist the thought process. The initial stages of independent writing can be daunting for young children as they struggle to turn their ideas from thoughts into words, especially those who struggle with letter formations. To assist strugglers with independent writing and letter formation, provide them with a written model of their thoughts that they can copy from the board. As they become more skilled, provide models of key words from their thoughts to facilitate the thought process.

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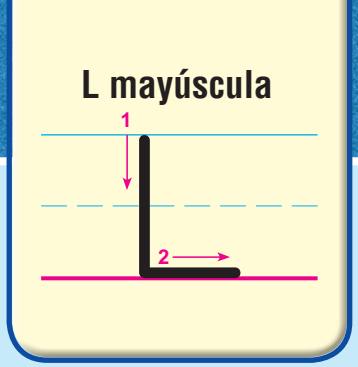
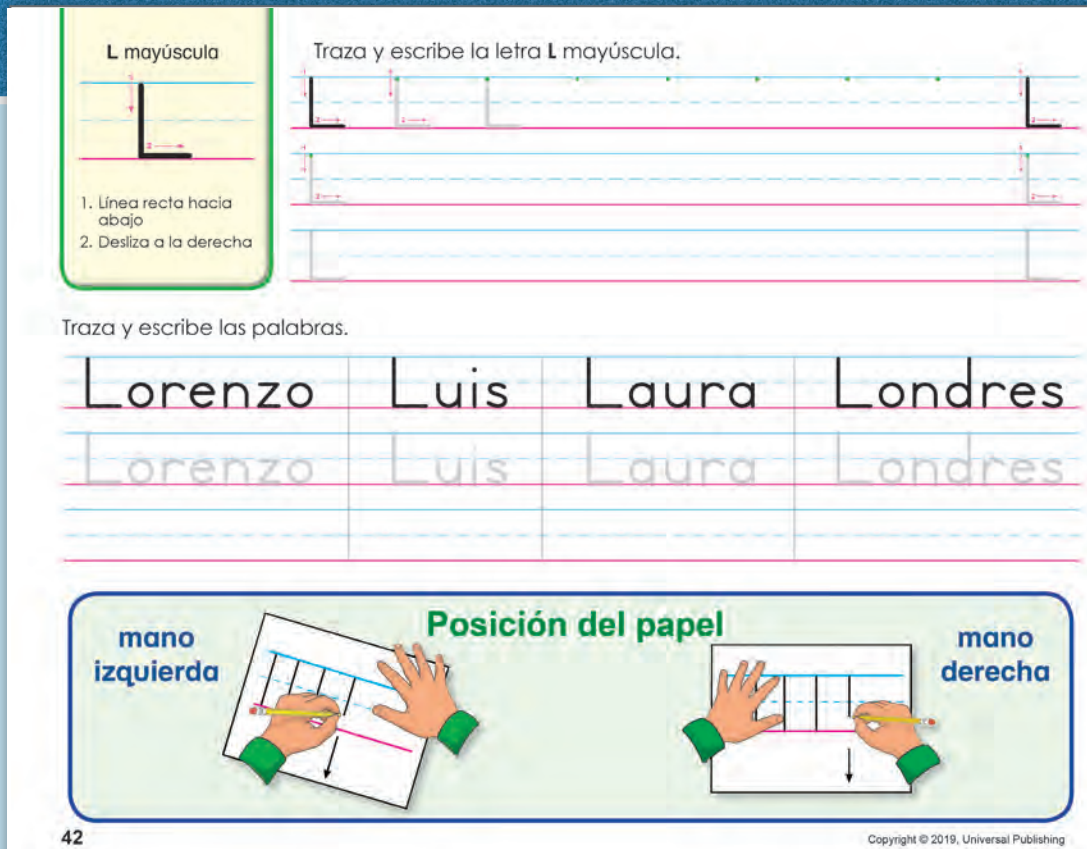



**Objetivos:**

- Revisar los trazos básicos en la letra **L**.
- Trazar y escribir la letra **L** mayúscula.
- Escribir la letra **L** mayúscula en palabras y en una oración.

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




## 1. Model & Discuss

Write a large letter **L** on writing lines on the board or use ***AlphamationPlus*** (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 42 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **L** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

Have the students trace and write the words. Have them study the illustrations of correct paper position.

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

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

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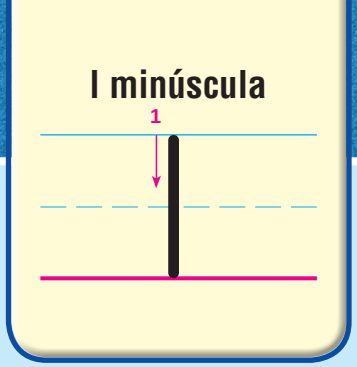


**Objetivos:**

- Revisar los trazos básicos en la letra **l**.
- Trazar y escribir la letra **l** minúscula.
- Escribir la letra **l** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

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 escritura 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 **l** and say "**línea recta hacia abajo**." 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 43 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **l** 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 **l**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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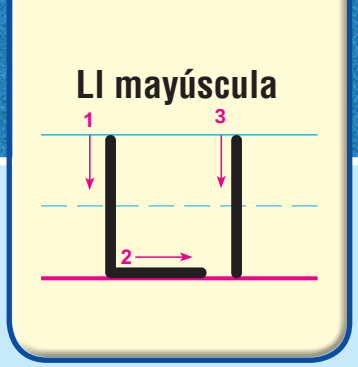
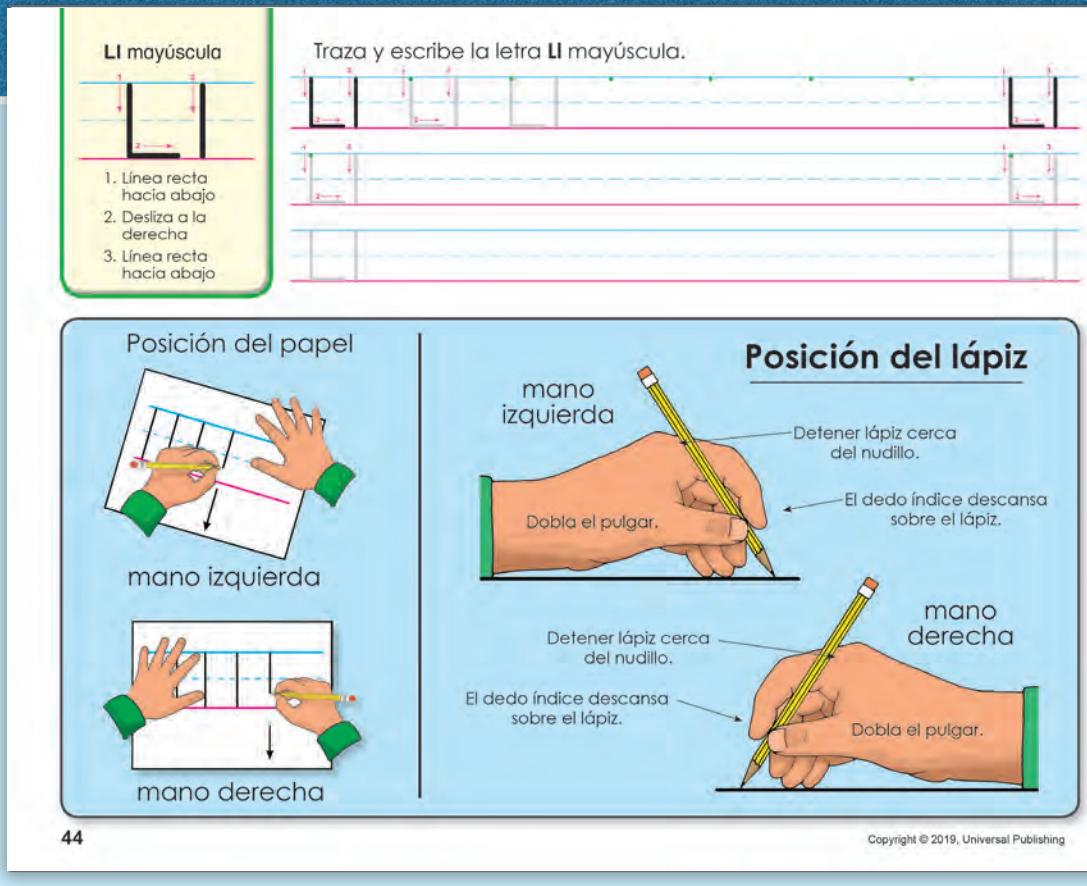



**Objetivos:**

- Revisar los trazos básicos en la letra **LI**.
- Trazar y escribir la letra **LI** mayúscula.
- Escribir la letra **LI** mayúscula en palabras y en una oración.

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




## 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. ¿Cómo se llama el segundo trazo? (de izquierda a derecha)
3. ¿Cuántos trazos hay en esta letra? (3)
4. ¿Dónde comienza el segundo trazo? (la línea de abajo)
5. ¿Dónde termina el tercer 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 44 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

Have the students study the illustrations of correct paper position and correct pencil position. Ask them to demonstrate each to be sure they are doing it correctly.

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

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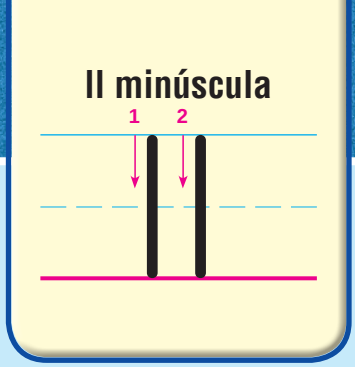


**Objetivos:**

- Revisar los trazos básicos en la letra **ll**.
- Trazar y escribir la letra **ll** minúscula.
- Escribir la letra **ll** minúscula en palabras y en una oración.

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

## *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. ¿Cómo se llaman los dos trazos? (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 una 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 **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 45 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

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

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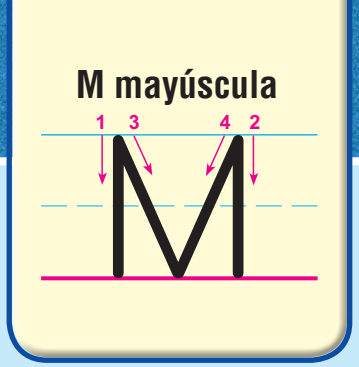


**Objetivos:**

- Revisar los trazos básicos en la letra **M**.
- Trazar y escribir la letra **M** mayúscula.
- Escribir la letra **M** mayúscula en palabras y en 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 l 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. ¿Es esta letra alta o corta? (alta)
6. ¿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 46 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **M** as they say "**línea recta hacia abajo, línea recta hacia abajo, 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 **M**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** A fun way to practice multi-step letters, such as the uppercase **M**, is to erase them! Have your students use small erasers to "wash away" the models you have drawn for them on their paper. Small erasers position the fingers into an appropriate tripod grasp. The **tactile feedback** offered through erasing can assist writers in developing correct motor movement patterns – but only if they are erasing in the correct letter sequence! And this is a perfect opportunity for you to remind them "that all eraser droppings must be pushed away to clear the spot for efficient handwriting!"


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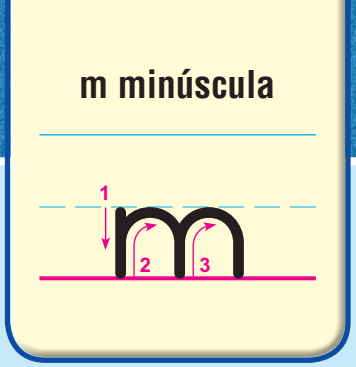


**Objetivos:**

- Revisar los trazos básicos en la letra **m**.
- Trazar y escribir la letra **m** minúscula.
- Escribir la letra **m** minúscula en palabras y en 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 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. ¿Qué aspecto tiene la línea del medio? (línea punteada de azul)
4. ¿Es esta letra alta o corta? (letra corta)
5. ¿Dónde comienza la letra? (la línea del medio)
6. ¿Qué otras letras ves en la letra **m**? (r y 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 47 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **m** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

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

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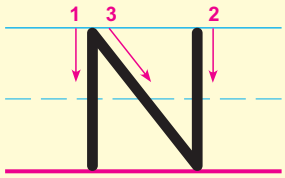
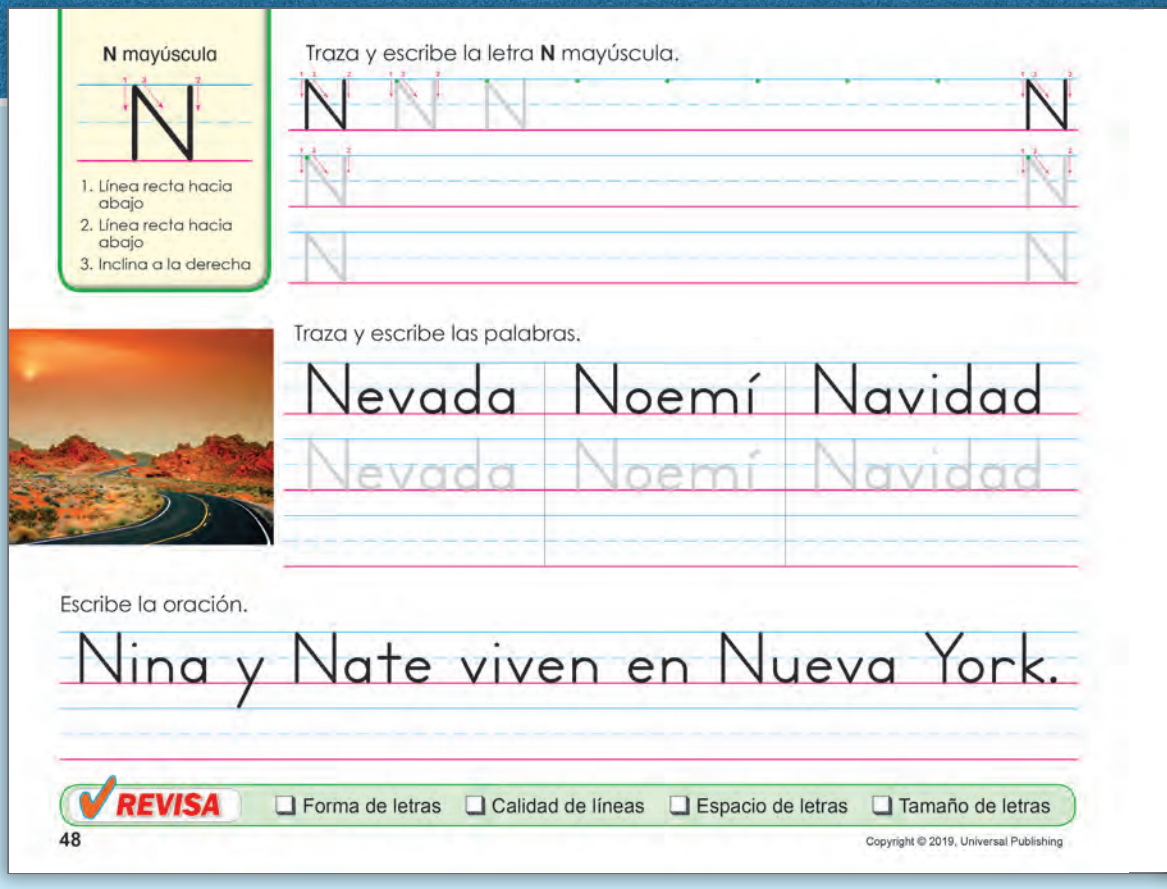
## N mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **N**.
- Trazar y escribir la letra **N** mayúscula.
- Escribir la letra **N** mayúscula en palabras y en una oración.

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




### 1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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 48 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **N** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** 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 simples as: "Posture – Check! Paper Positioning – Check! Pencil Grasp – Check!"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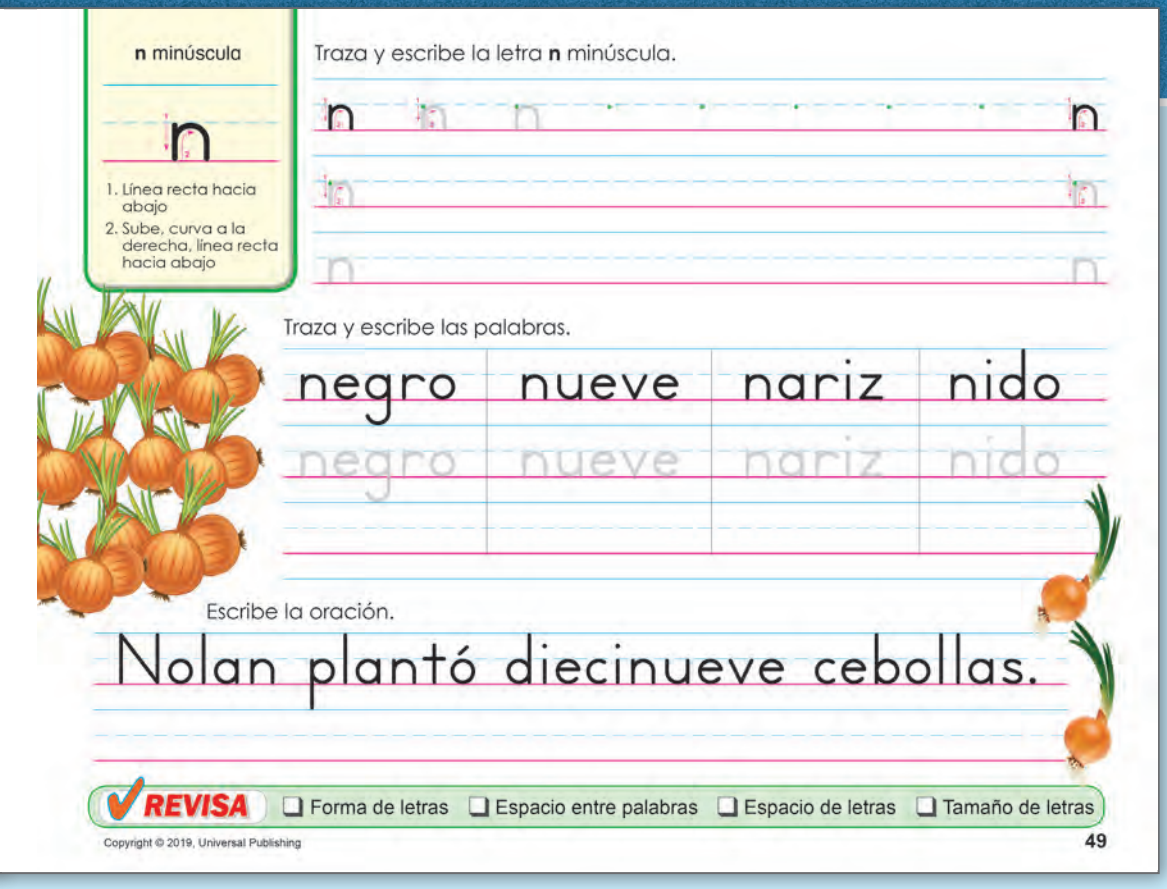
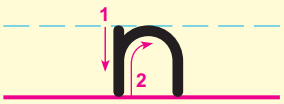



## n minúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **n**.
- Trazar y escribir la letra **n** minúscula.
- Escribir la letra **n** minúscula en palabras y en una oración.

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

### *1. Model & Discuss*

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

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

1. ¿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 en la letra **n**? (1, curva a la derecha)
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 49 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **n** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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

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

***Katherine's OT Tip*** **Visual scanning skills** are critical elements in your students' ability to edit their own work. For beginning writers, editing is an important step toward learning good handwriting habits. **Visual skills** that enhance editing proficiency can be included in your sessions by playing the "Spot It First Game." At the end of each line of practice, ask students to stop and check their work to see if they can spot their errors before you do. They will love the challenge! Strugglers in particular benefit from this game as it exercises their **visual scanning skills** and can increase their confidence.

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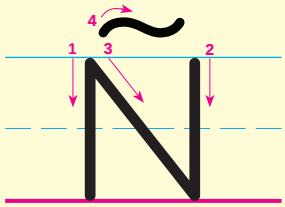
## Ñ mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **Ñ**.
- Trazar y escribir la letra **Ñ** mayúscula.
- Escribir la letra **Ñ** mayúscula en palabras y en una oración.

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

### 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 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 en la letra **Ñ**? (1 curva hacia arriba, abajo, arriba)
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 **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 50 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

Have the students study the illustrations of correct paper position and pencil position. Ask the students to complete the ***REVISA*** at the bottom of the page.

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

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

***Katherine's OT Tip*** 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 simples as: "Posture – Check! Paper Positioning – Check! Pencil Grasp – Check!"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ñ minúscula

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

Traza y escribe la letra ñ minúscula.

Traza y escribe las palabras.

| | | |
|---|---|---|
| ñandú | ñame | piña |
| ñandú | ñame | piña |

Escribe la oración.

El ñandú es un ave que vive en Chile.

REVISA ❑ Forma de letras ❑ Espacio entre palabras ❑ Espacio de letras ❑ Tamaño de letras

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51

**Objetivos:**

- Revisar los trazos básicos en la letra **ñ**.
- Trazar y escribir la letra **ñ** minúscula.
- Escribir la letra **ñ** minúscula en palabras y en una oración.

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

## *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 en la letra **ñ**? (1, curva a la derecha)
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 51 and review the letter and strokes. On the first line, students start at the green dots and trace and write 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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

***Katherine's OT Tip*** **Visual scanning skills** are critical elements in your students' ability to edit their own work. For beginning writers, editing is an important step toward learning good handwriting habits. **Visual skills** that enhance editing proficiency can be included in your sessions by playing the "Spot It First Game." At the end of each line of practice, ask students to stop and check their work to see if they can spot their errors before you do. They will love the challenge! Strugglers in particular benefit from this game as it exercises their **visual scanning skills** and can increase their confidence.

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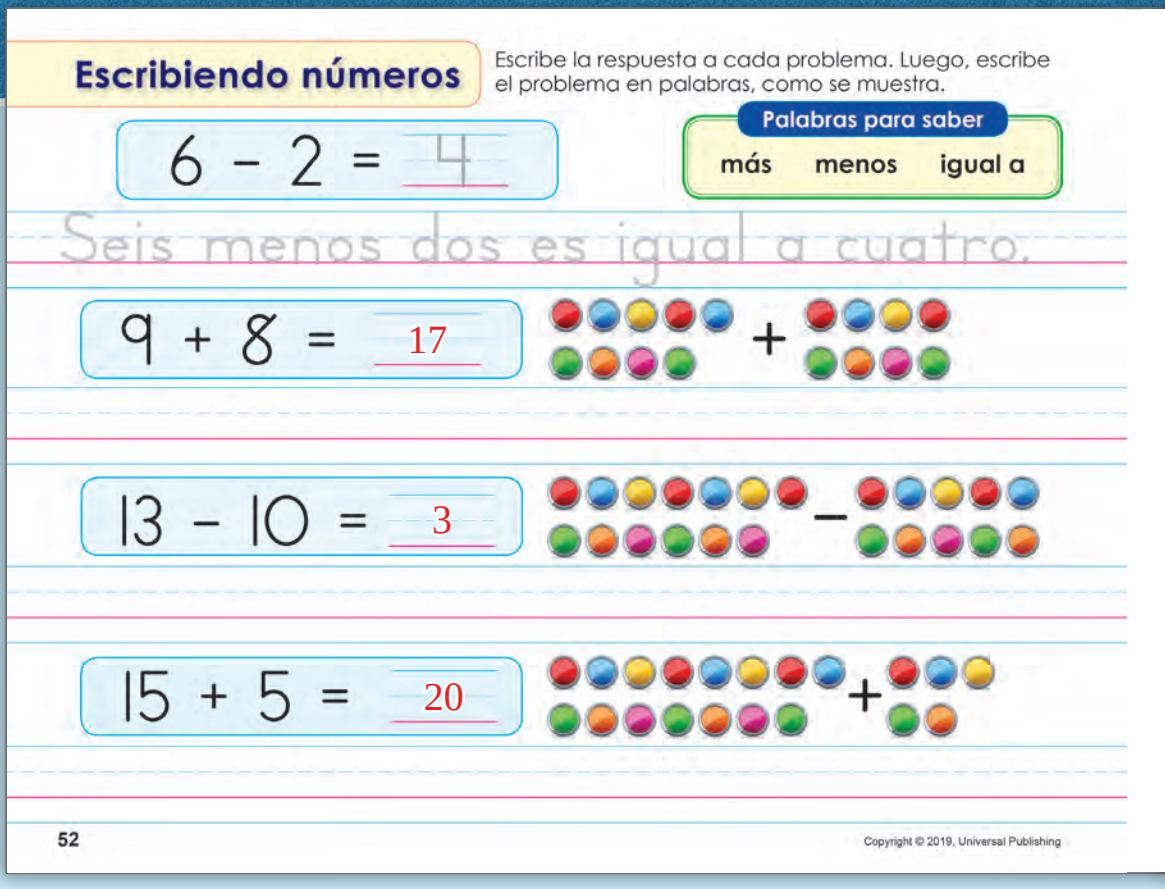
# Escribiendo números

**Objetivos:**

- Sumar y restar números.
- Escribir números en letra de imprenta.
- Escribir oraciones numéricas.




## *Discuss and Practice*

Have the students open their books to page 52. Have them look at the words plus, minus, and equals in the yellow box on the right side of the page. Call on students to explain what these words mean and what symbols are used to represent the words.

plus **+**
minus **-**
equals **=**

Now have the students look at the math problem:

**6 - 2 = 4**

Have the students trace over the sentence.

Have the students look at the second math problem:

**9 + 8 = _____**

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

Have the students look at the third math problem:

**13 - 10 = _____**

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

Have the students look at the last math problem:

**15 + 5 = _____**

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

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

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

**Objetivos:**

- Hacer dibujos sobre eventos.
- Secuenciar los eventos.
- Escribir oraciones en letra de imprenta para describir las imágenes.

## *1. Discuss*

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

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

## *2. Practice*

Have the students open their books to page 53 and look at the four illustrations at the top of the page. Call on students to explain what is happening in each of the pictures.

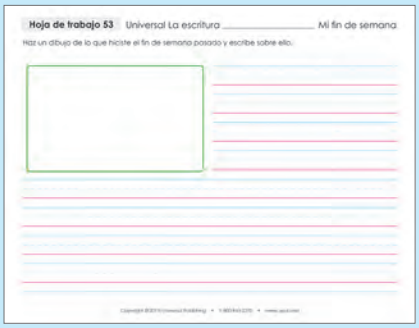
Now have the students draw pictures of two things they did last weekend. Tell them to draw the pictures in the order they happened. Then have them write about the events they depicted in their drawings.

Tell the students to trace over the story starter, **El fin de semana pasado,** at the bottom of the page and then continue to write about their two drawings.

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

Use **Worksheet 53** for additional drawing and writing about My Weekend. Students can draw a picture of where they would like to go for a weekend and then write a story about their drawing.

**Worksheet 53**
You can download and print copies at:
upub.net/752worksheets.pdf




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

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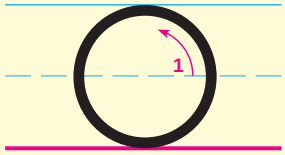
## O mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **O**.
- Trazar y escribir la letra **O** mayúscula.
- Escribir la letra **O** mayúscula en palabras y en 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 54 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **O** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

1. Círculo a la izquierda

Traza y escribe la letra o minúscula.

Traza y escribe las palabras.

ojo oveja oso ocho

ojo oveja oso ocho

Escribe la oración.

Mis ojos son verdes.

REVISA ❑ Forma de letras ❑ Espacio entre palabras ❑ Espacio de letras ❑ Tamaño de letras

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55

**o minúscula**

**Objetivos:**

- Revisar los trazos básicos en la letra **o**.
- Trazar y escribir la letra **o** minúscula.
- Escribir la letra **o** minúscula en palabras y en 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 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 55 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **o** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

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

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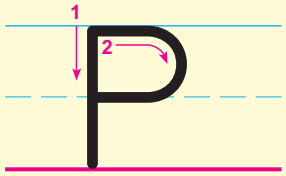
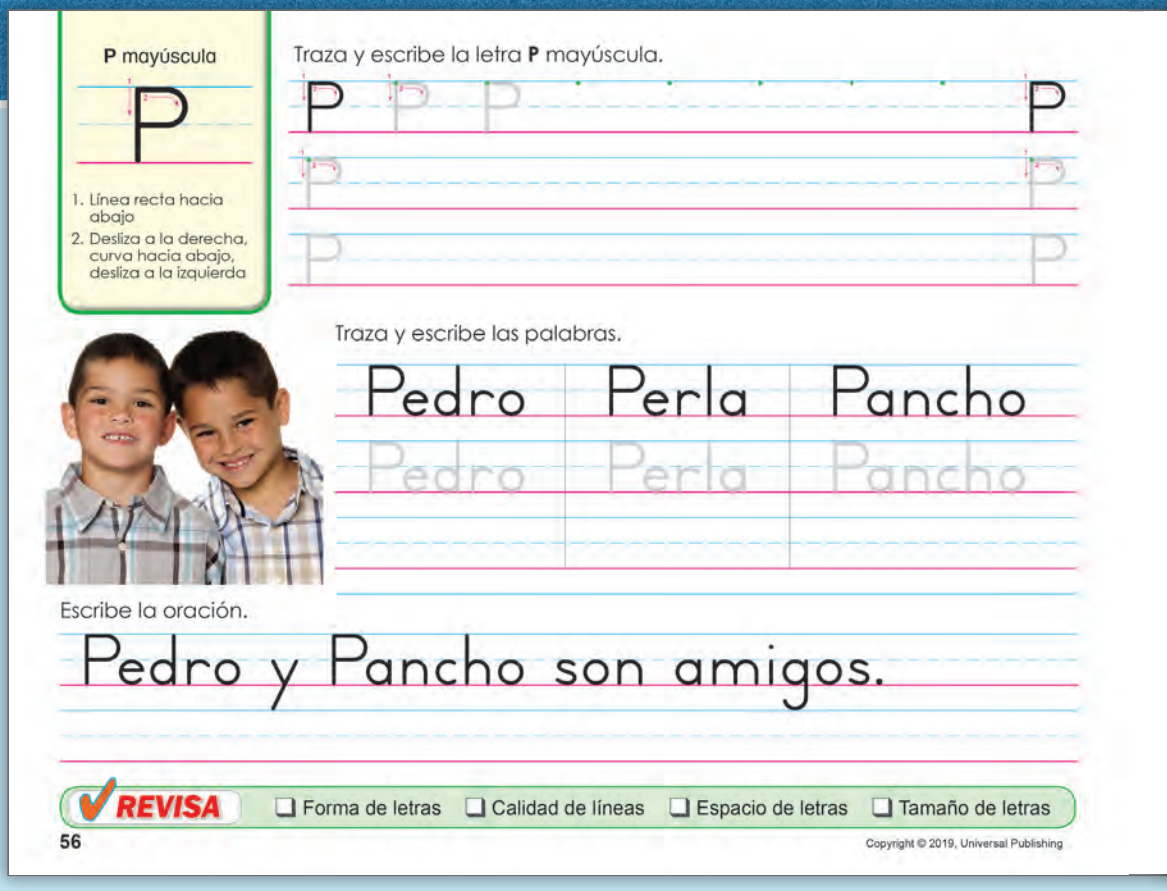
## P mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **P**.
- Trazar y escribir la letra **P** mayúscula.
- Escribir la letra **P** mayúscula en palabras y en 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 trazo de curva? (la línea del medio)
4. ¿Ves otras letras en la letra **P**? (minúscula l, mayúscula F)
5. ¿Es esta letra mayúscula o minúscula? (mayúscula)
6. ¿De qué color es la línea de abajo? (rojo)

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

### 3. Self-Evaluate

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

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

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

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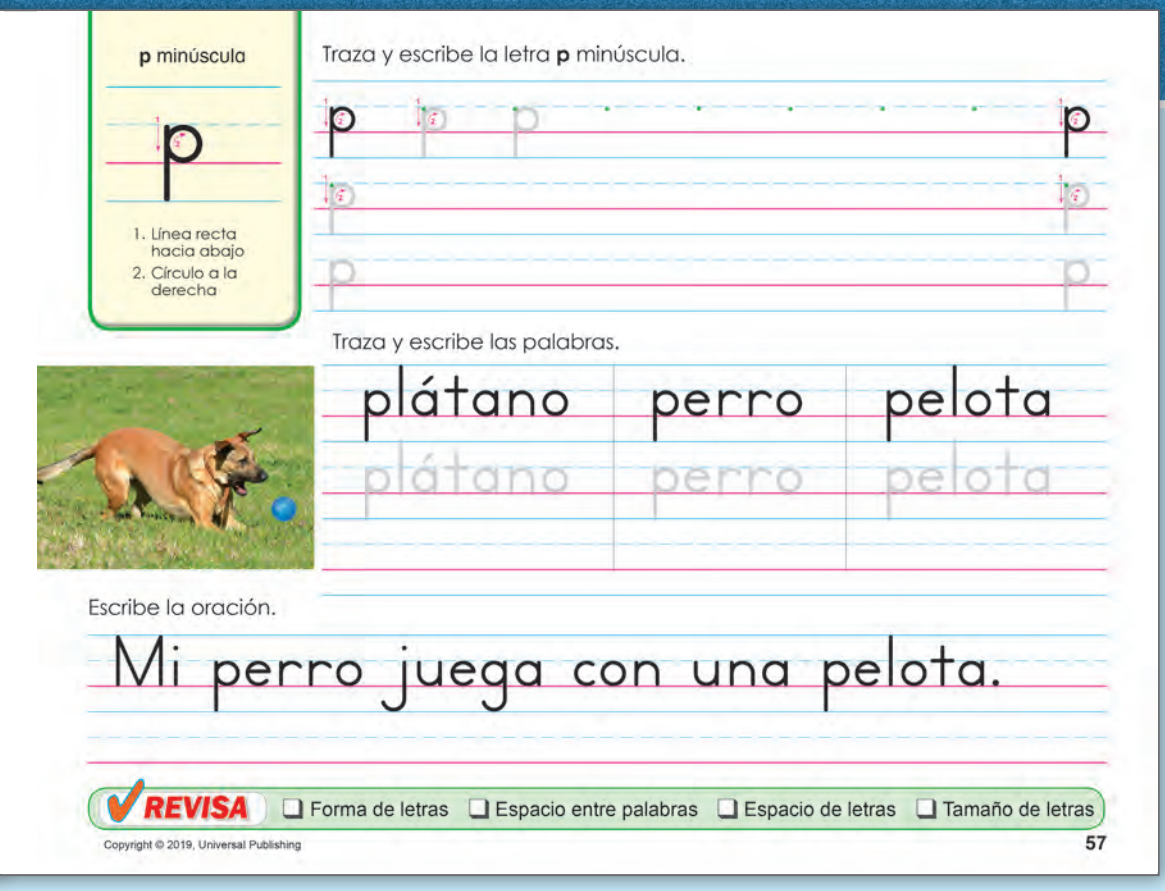


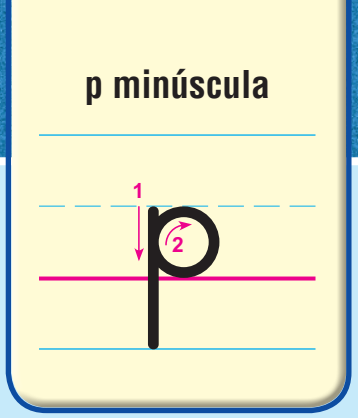


**Objetivos:**

- Revisar los trazos básicos en la letra **p**.
- Trazar y escribir la letra **p** minúscula.
- Escribir la letra **p** minúscula en palabras y en 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 lowercase **p**:

1. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
2. ¿Como se llama el segundo trazo? (círculo hacia delante)
3. ¿De qué color es la línea de escritura del medio? (azul)
4. ¿Qué otras letras hay en esta letra? (la letra o minúscula)
5. ¿Dónde termina el primer trazo? (la línea de arriba de la siguiente línea de escritura)
6. ¿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 57 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **p** as they say "**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 uppercase **p**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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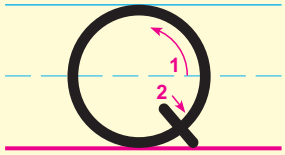
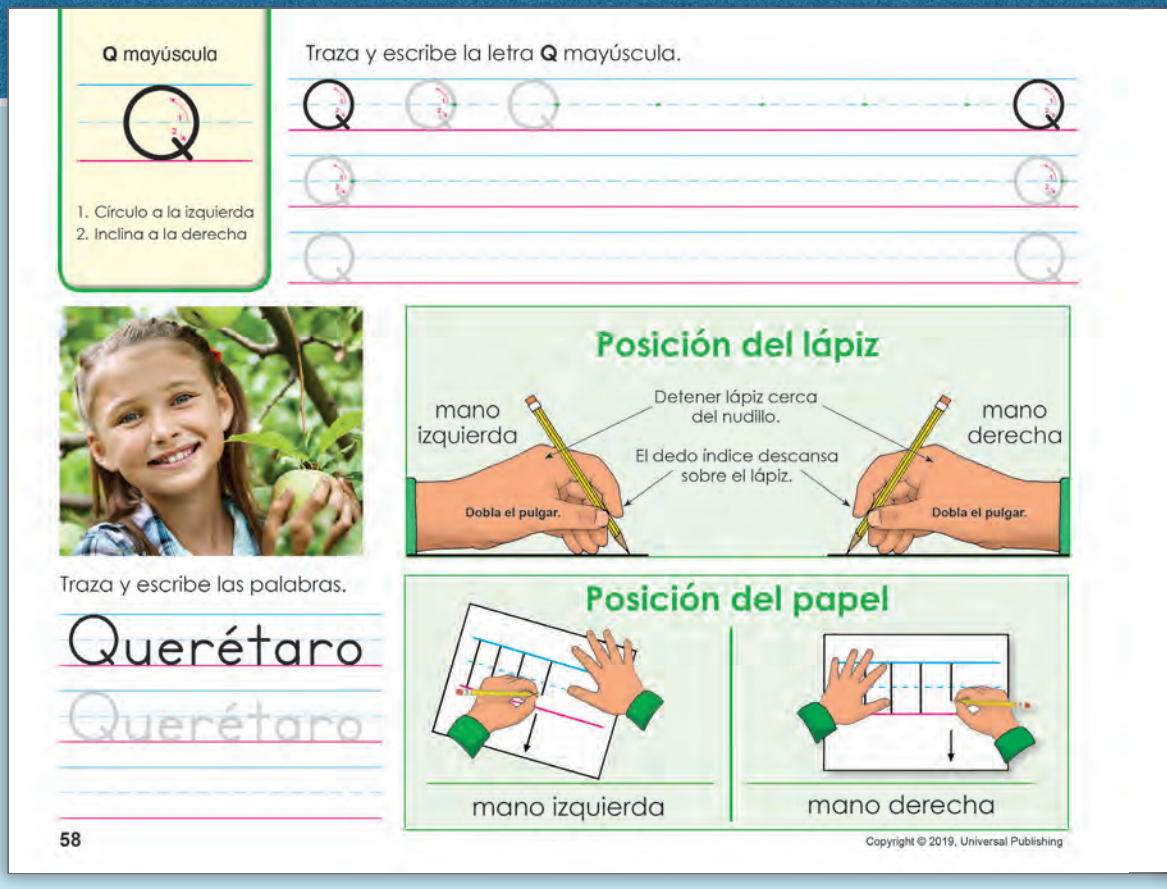
## Q mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **Q**.
- Trazar y escribir la letra **Q** mayúscula.
- Escribir la letra **Q** mayúscula en palabras y en 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)
6. ¿De qué color es la línea de abajo? (rojo)

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 58 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **Q** as they say "**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 next line. On the second and third lines the students trace and write the uppercase **Q**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

Have the students trace and write the word **Querétaro**. Discuss proper paper and pencil position with the students.

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

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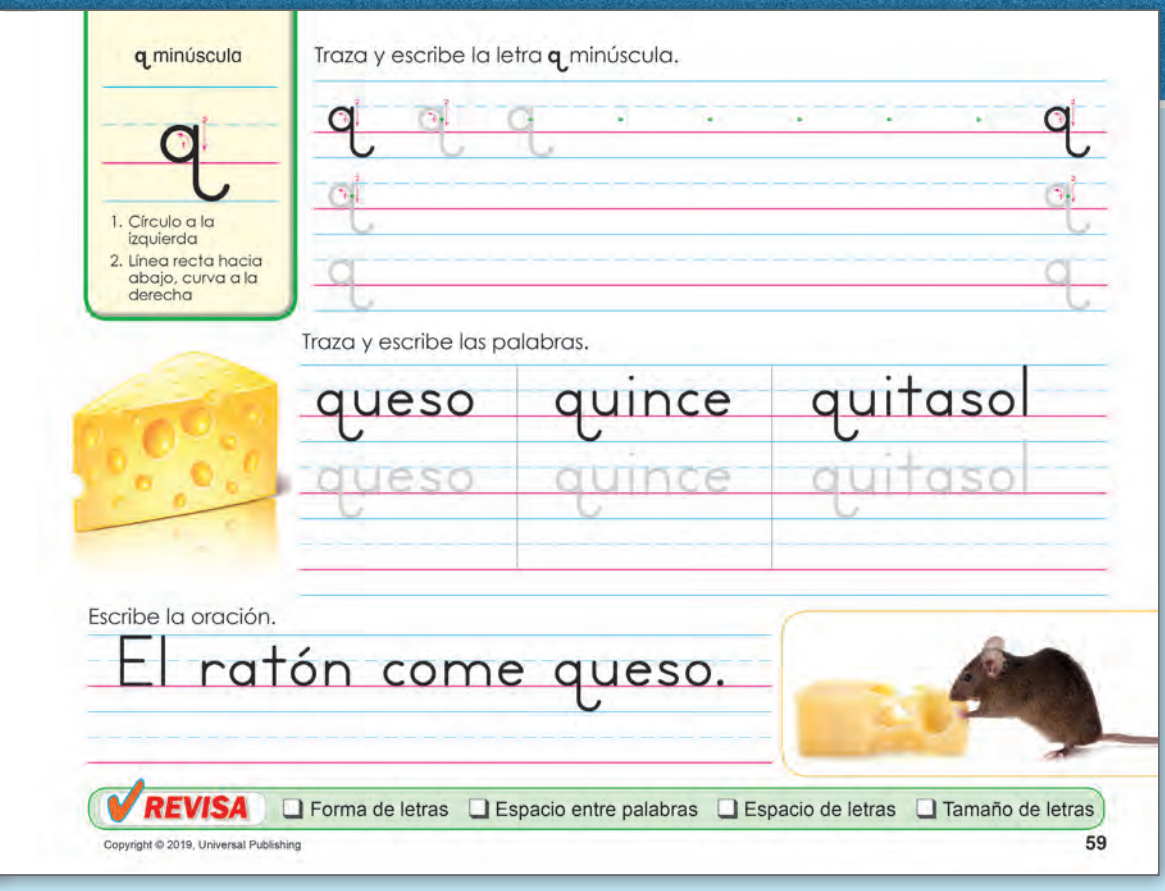


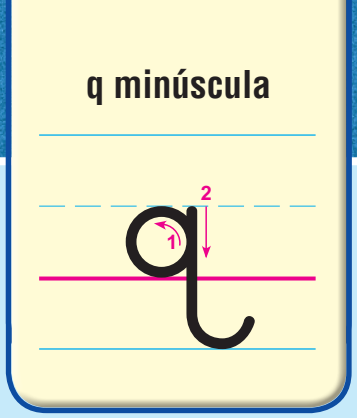


**Objetivos:**

- Revisar los trazos básicos en la letra **q**.
- Trazar y escribir la letra **q** minúscula.
- Escribir la letra **q** minúscula en palabras y en 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 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. ¿Esta letra va por debajo de la línea de abajo? (sí)
6. ¿De qué color es la línea de escritura del medio? (azul)

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 59. Ask them to trace the first line of 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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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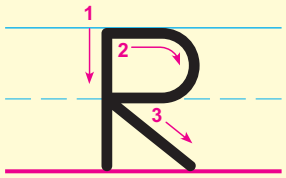
## R mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **R**.
- Trazar y escribir la letra **R** mayúscula.
- Escribir la letra **R** mayúscula en palabras y en 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, derecha a izquierda, y 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**? (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 60 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **R** as they say "**línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza 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 **R**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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

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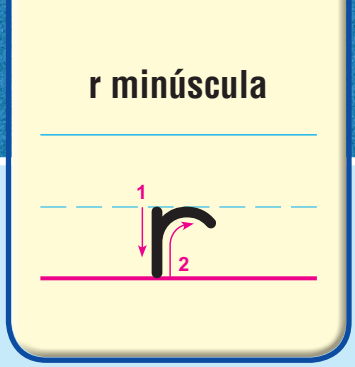


**Objetivos:**

- Revisar los trazos básicos en la letra **r**.
- Trazar y escribir la letra **r** minúscula.
- Escribir la letra **r** minúscula en palabras y en 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 lowercase **r**:

1. ¿Dónde comienza esta letra? (la linea 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)

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

## 3. Self-Evaluate

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

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

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

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

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

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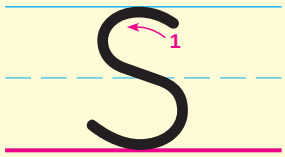
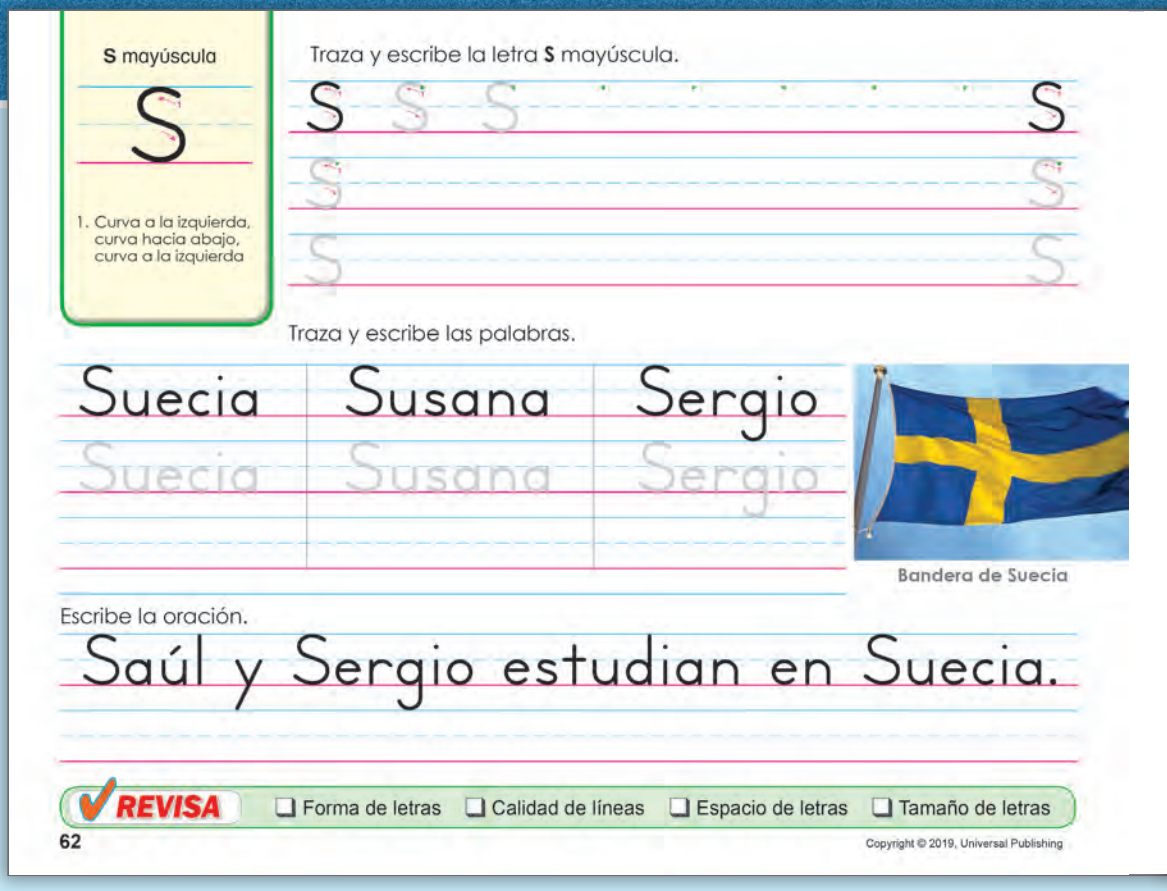
## S mayúscula



**Objetivos:**

- Revisar los trazos básicos en la letra **S**.
- Trazar y escribir la letra **S** mayúscula.
- Escribir la letra **S** mayúscula en palabras y en una oración.

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




### *1. Model & Discuss*

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

Ask the students the following questions as they look at a large model of the 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 62 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **S** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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

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

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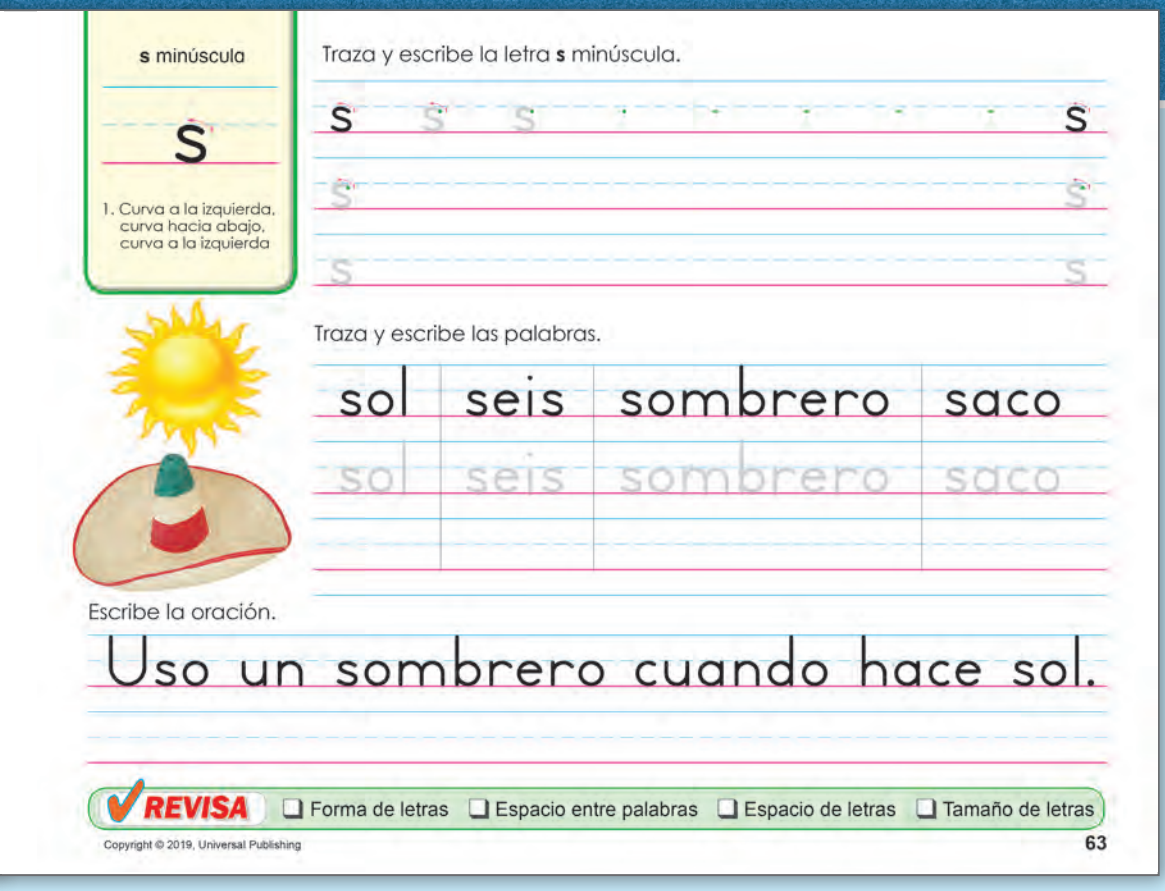
s minúscula

s

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

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

Traza y escribe las palabras.

| sol | seis | sombrero | saco |
|---|---|---|---|
| sol | seis | sombrero | saco |

Escribe la oración.

Uso un sombrero cuando hace sol.

REVISA ❑ Forma de letras ❑ Espacio entre palabras ❑ Espacio de letras ❑ Tamaño de letras

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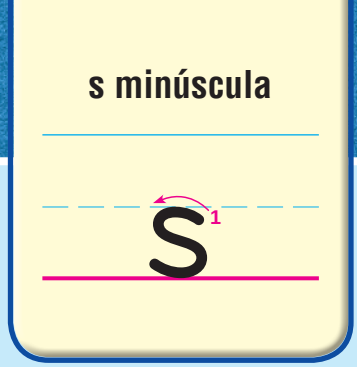
63




**Objetivos:**

- Revisar los trazos básicos en la letra **s**.
- Trazar y escribir la letra **s** minúscula.
- Escribir la letra **s** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza está 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 está 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 63 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **s** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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

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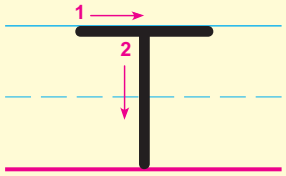
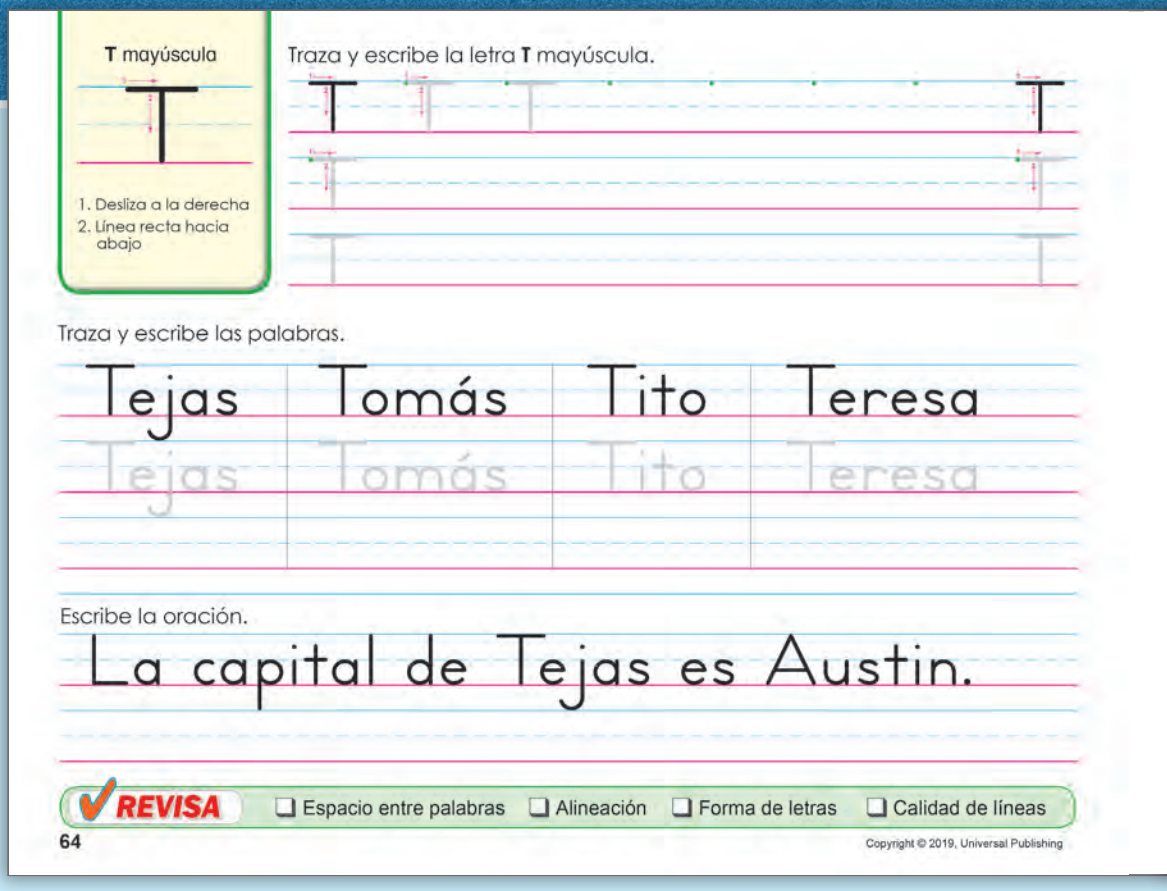
## T mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **T**.
- Trazar y escribir la letra **T** mayúscula.
- Escribir la letra **T** mayúscula en palabras y en una oración.

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




### *1. Model & Discuss*

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

Ask the students the following questions as they look at a large model of the 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 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 64 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **T** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### *3. Self-Evaluate*

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

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

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

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

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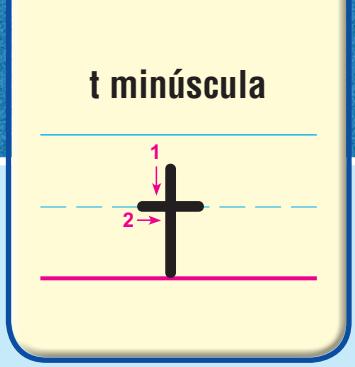


**Objetivos:**

- Revisar los trazos básicos en la letra **t**.
- Trazar y escribir la letra **t** minúscula.
- Escribir la letra **t** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza está 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 está 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 65 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **t** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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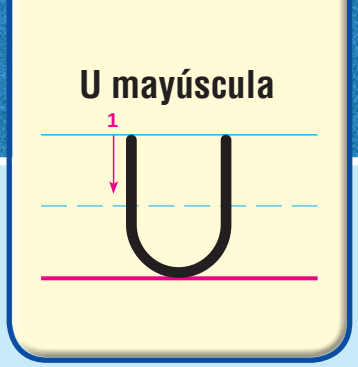
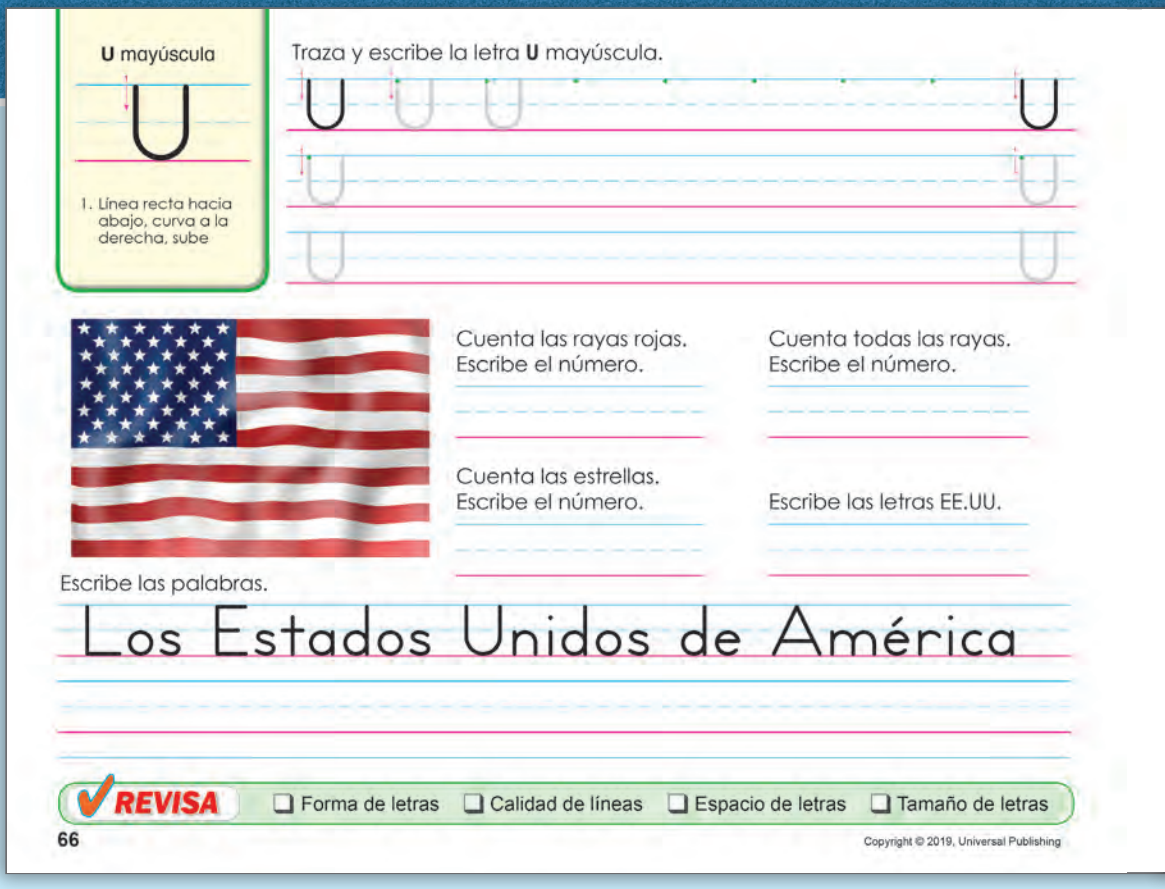



**Objetivos:**

- Revisar los trazos básicos en la letra **U**.
- Trazar y escribir la letra **U** mayúscula.
- Escribir la letra **U** mayúscula en palabras y en una oración.

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




## *1. Model & Discuss*

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

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

1. ¿Dónde comienza el primer trazo? (la línea de arriba)
2. ¿Dónde comienza el trazo de la curva a la derecha? (justo debajo de la línea del medio)
3. ¿Cuál es el nombre de está letra? (**U** mayúscula)
4. ¿Cuántos trazos 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 66 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **U** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

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

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

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

***Katherine's OT Tip*** 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.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**Objetivos:**

- Revisar los trazos básicos en la letra **u**.
- Trazar y escribir la letra **u** minúscula.
- Escribir la letra **u** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza está letra? (la línea de arriba)
2. ¿Cómo se llama el primer trazo? (de arriba hacia abajo)
3. ¿Hay un trazo de curva en esta letra? (sí)
4. ¿Cuántos trazos de arriba hacia abajo hay en está 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 67 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **u** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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

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# Saliendo del huevo

**Objetivos:**

- Entender que algunos animales salen de los huevos.
- Hacer un dibujo de un animal que sale de un huevo.
- Escribe oraciones para describir una imagen.

## 1. Discuss

Have the students open their books to page 68 and ask them what they see on the page. Ask them to name the animals on the top of the page from left to right (duck, turtle, snake, bird, dinosaur). Ask them the following questions:

1. Nombra algunos animales que salen de los huevos.
2. ¿Alguna vez has visto un nido con huevos?
3. ¿Qué tipo de nido era?
4. ¿Haz visto romperse un cascarón?

## 2. Practice

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

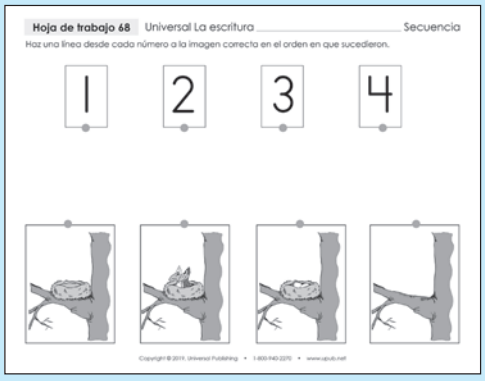
## Extended Activity

Make copies of **Worksheet 68** and pass them out to the students. Have them look closely at the four pictures to determine the correct order of events. Have them draw a line from each numeral to the correct picture.

Ask the students the following questions:

1. ¿Los pájaros construyen nidos en otros lugares además de los árboles?
2. ¿Qué usan los pájaros para construir un nido?
3. ¿Los pájaros usan el mismo nido cada año?
4. ¿Cuál es el nido de pájaro más grande que alguna vez viste?
5. ¿Qué comen los pajaritos?

**Worksheet 68** You can download and print copies at:
upub.net/752worksheets.pdf




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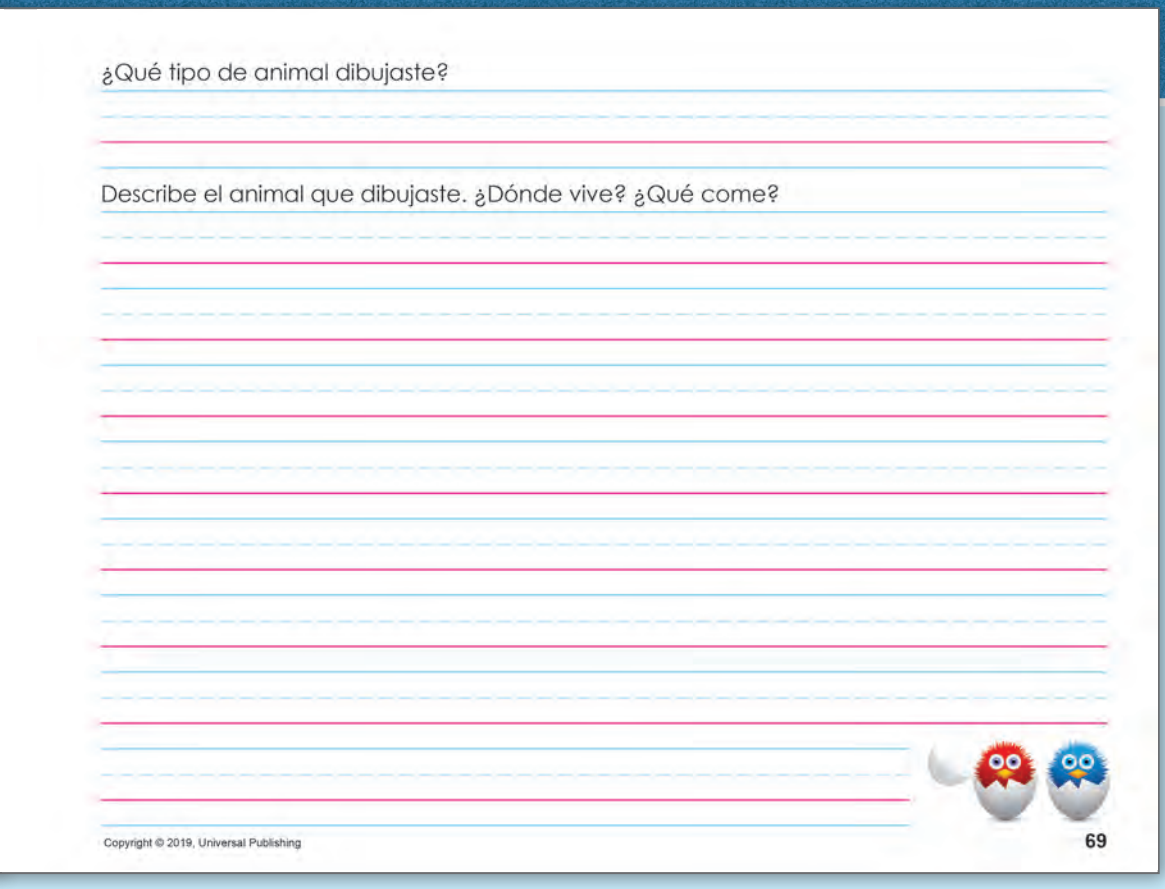
# Describe los detalles




## *Discuss and Practice*

Have the students open their books to page 69 and ask them, "What kind of animal did you draw on page 68"? Have them write the name of the animal on the first line at the top of page 69.

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

## *Extended Activity*

Make copies of **Worksheet 69A** and pass them out to the students. Have them look closely at the four baby animals at the top of the worksheet. Ask them to name each of the animals. Have them look at the animals at the bottom of the worksheet and tell them these are the mothers of the baby animals. Tell the students to draw a line from the baby animal to the correct mother animal. Use **Worksheet 69B** for students who need extra writing lines.

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

1. ¿Dónde vive cada animal?
2. ¿Qué come cada animal?
3. ¿Alguno de los animales vive en el agua?
4. ¿Alguna vez viste un dinosaurio real?
5. ¿Cuál de los animales puede volar?

**Worksheet 69A and 69B**. Download and print copies at: upub.net/752worksheets.pdf

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

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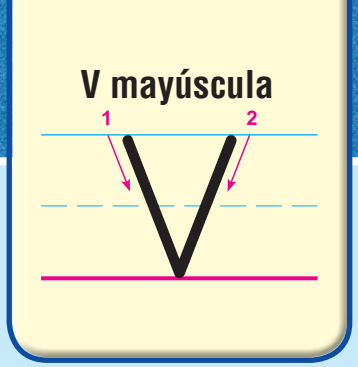
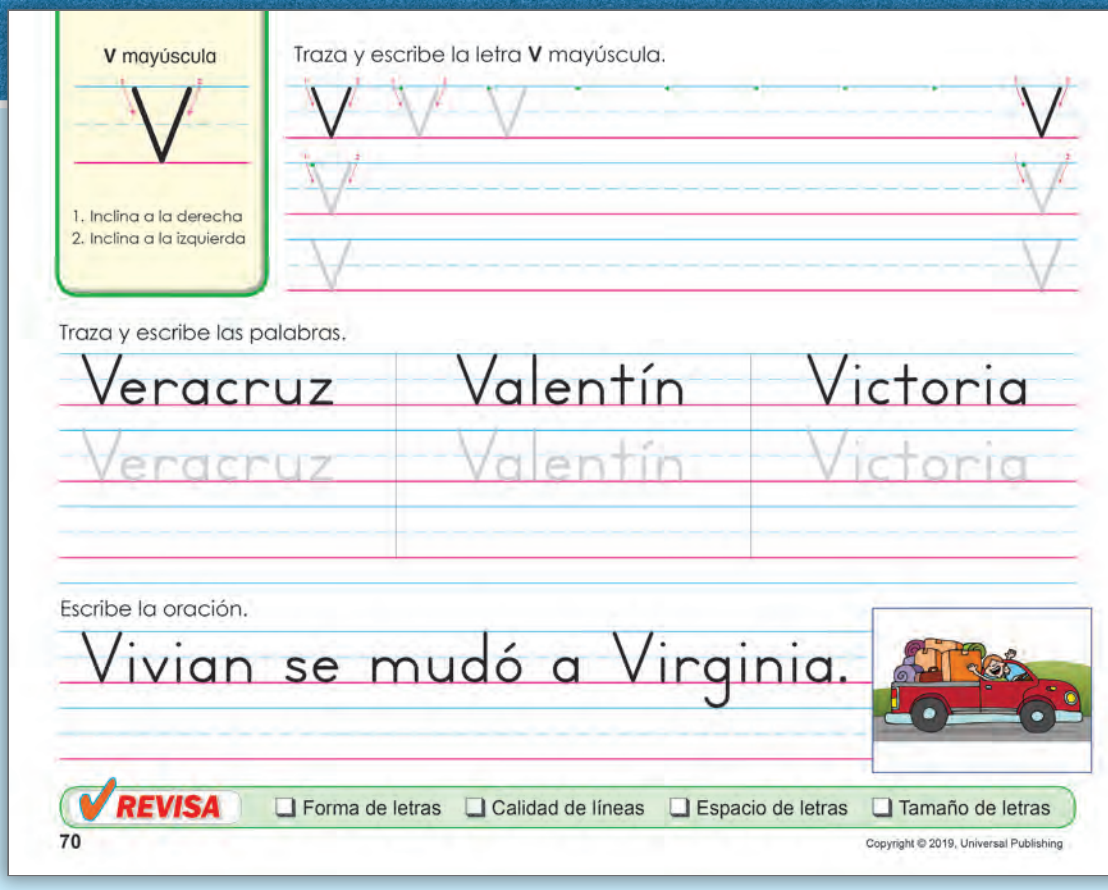



**Objetivos:**

- Revisar los trazos básicos en la letra **V**.
- Trazar y escribir la letra **V** mayúscula.
- Escribir la letra **V** mayúscula en palabras y en 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 está 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, 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 70 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **V** as they say "**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 **V**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

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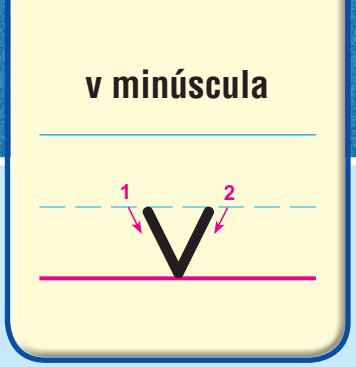


**Objetivos:**

- Revisar los trazos básicos en la letra **v**.
- Trazar y escribir la letra **v** minúscula.
- Escribir la letra **v** minúscula en palabras y en 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 lowercase **v**:

1. ¿Dónde comienza está letra? (la línea de arriba)
2. ¿Cómo se llama el primer trazo? (inclina a la derecha)
3. ¿Dónde comienza el trazo inclinada a la izquierda? (la línea del medio)
4. ¿Cuántos trazos hay en esta letra? (2)

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

## *3. Self-Evaluate*

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

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

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

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

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

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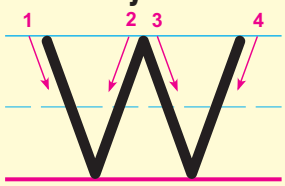
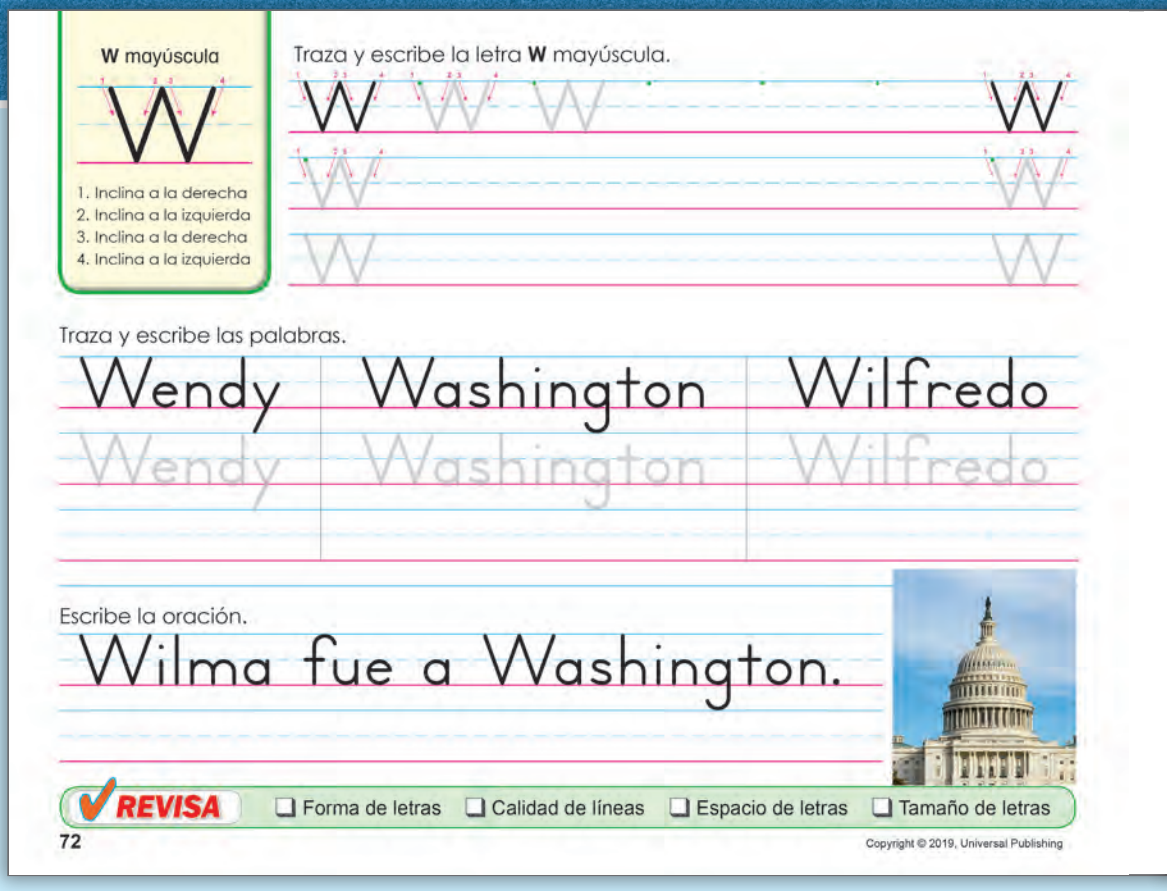
## W mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **W**.
- Trazar y escribir la letra **W** mayúscula.
- Escribir la letra **W** mayúscula en palabras y en una oración.

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




### *1. Model & Discuss*

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

Ask the students the following questions as they look at a large model of the 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 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)
5. ¿Dónde comienza el tercer trazo inclinado? (la línea de arriba)

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

### *3. Self-Evaluate*

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

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

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

***Katherine's OT Tip*** The letter **W** has many parts and can remain a struggle for some students. The recognition that it is the simple combination of two **V**'s can be the answer for visual learners. Kinesthetic learners would benefit from practice using the "Q-Tip Challenge." On a chalkboard or piece of construction paper taped to the wall, challenge each student to use a Q-tip dipped in water to trace over the model you've written with chalk. The Q-tip provides **tactile feedback** and the water guides their editing with visual cues. All this in one activity!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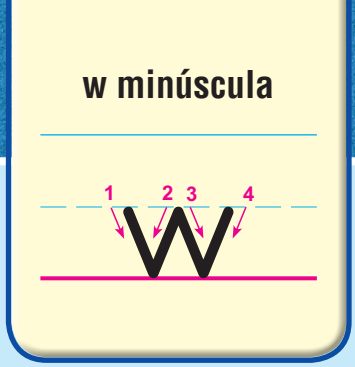


**Objetivos:**

- Revisar los trazos básicos en la letra **w**.
- Trazar y escribir la letra **w** minúscula.
- Escribir la letra **w** minúscula en palabras y en una oración.

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

## *1. Model & Discuss*

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

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

1. ¿Es está 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 73 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **w** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## *3. Self-Evaluate*

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

Have the students trace and write the word and write the sentence. Ask the students to complete the ***REVISA*** at the bottom of the page.

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

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

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

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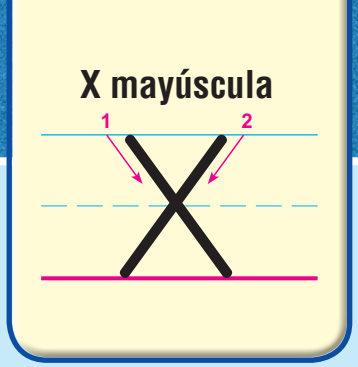


**Objetivos:**

- Revisar los trazos básicos en la letra **X**.
- Trazar y escribir la letra **X** mayúscula.
- Escribir la letra **X** mayúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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 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 74 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **X** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

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

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

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

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

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


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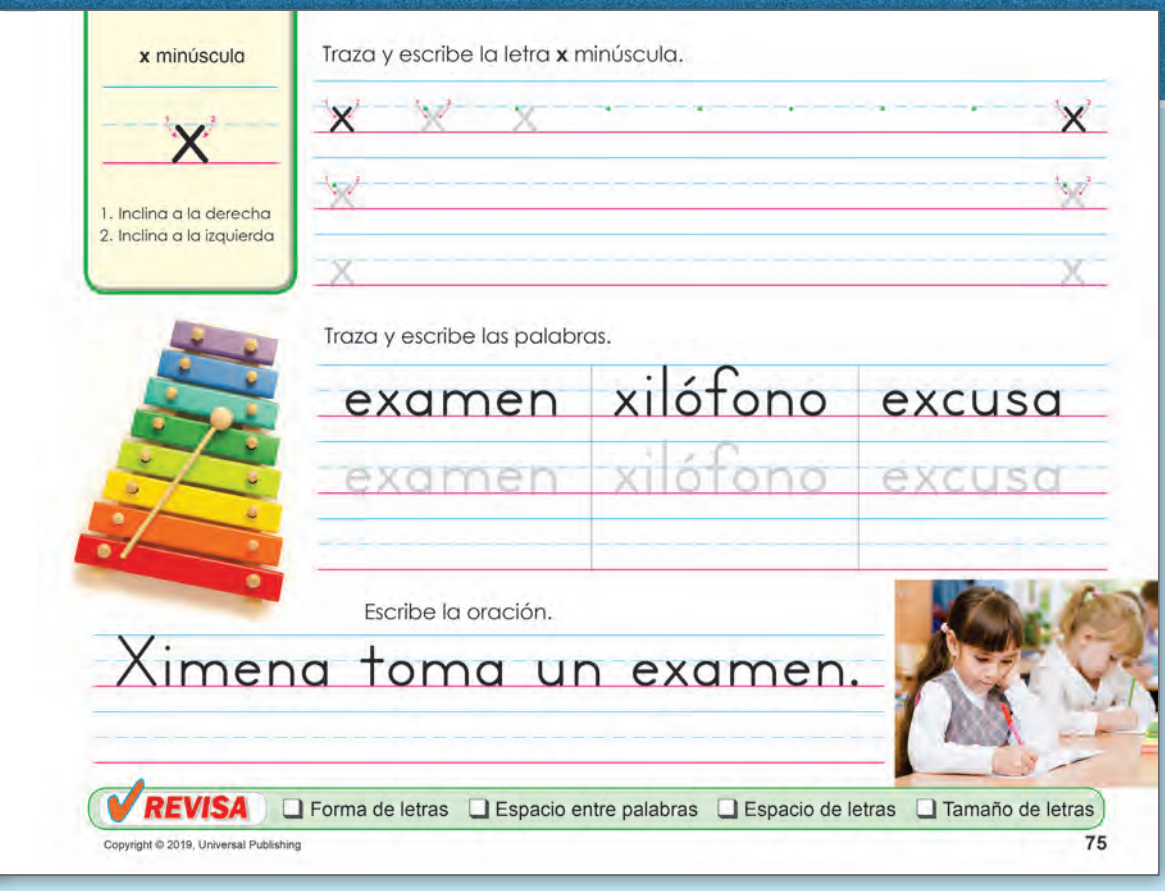


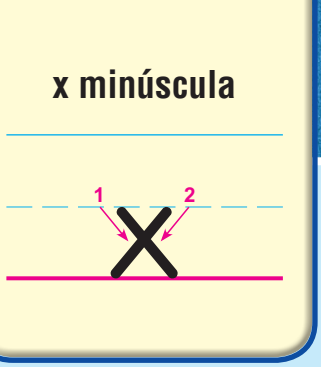


**Objetivos:**

- Revisar los trazos básicos en la letra **x**.
- Trazar y escribir la letra **x** minúscula.
- Escribir la letra **x** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza está letra? (la línea de arriba)
2. ¿Cómo se llama el primer trazo? (inclina a la derecha)
3. ¿En qué se diferencia esta letra de la **X** mayúscula? (tamaño)
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 75 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **x** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** The letter **X** can be perplexing as it combines two slanted lines that start at different points and cross in the middle. The lowercase letter **x** increases its difficulty by placing itself below the midpoint of the line and asking students to anticipate its tiny intersecting point. A colored dot at the intersecting point can add a visual guide that helps students anticipate their next move. Vertical platforms allow the use of fluid movements on a large space for practice. Be sure the writing area is slightly higher than the students' shoulder height for an efficient visual perspective.

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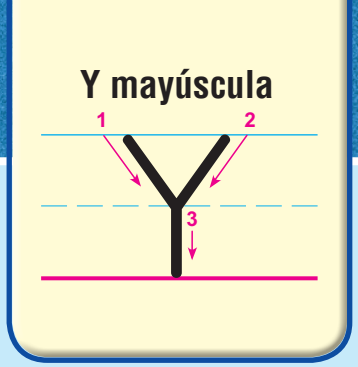
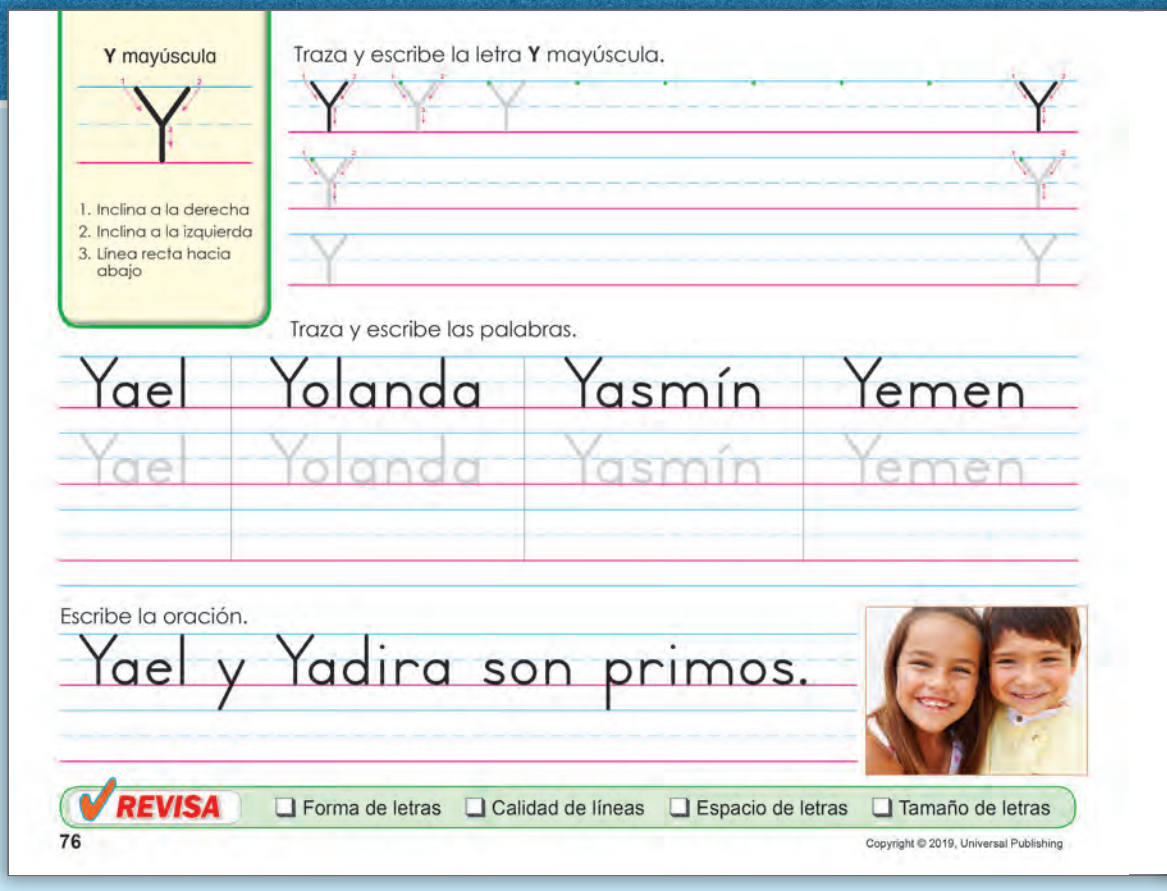



**Objetivos:**

- Revisar los trazos básicos en la letra **Y**.
- Trazar y escribir la letra **Y** mayúscula.
- Escribir la letra **Y** mayúscula en palabras y en una oración.

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




## 1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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 76 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **Y** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** Students who are struggling may have difficulty with the upper- and lowercase **Y**. There are no other letters that ask as much of students. Although they are formed with similar strokes, the different lengths and locations of the strokes on the writing line can challenge some students. To avoid frustration, the uppercase **Y** may need to keep its visual cue at the meeting point for a while to allow struggling students to anticipate that place. That simple yellow dot can make all the difference!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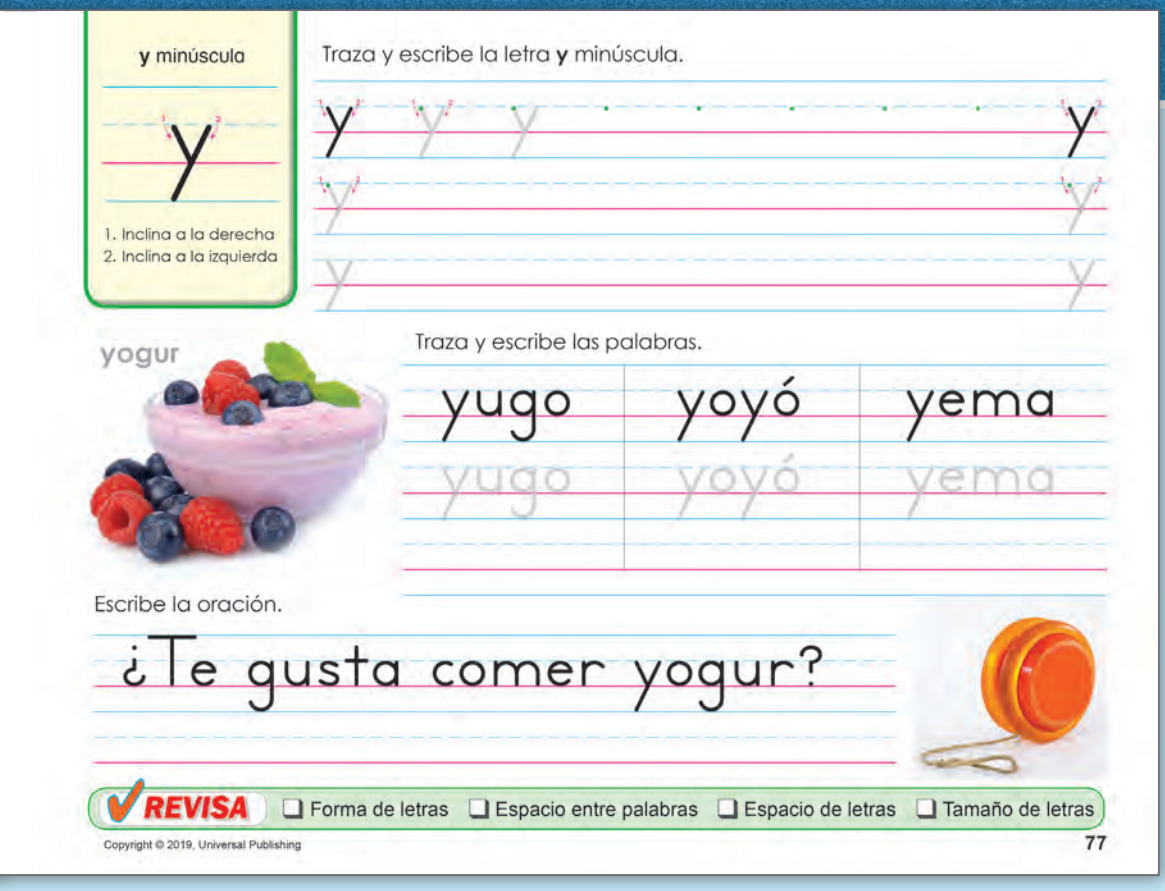


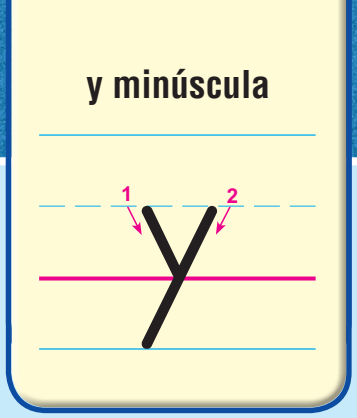


**Objetivos:**

- Revisar los trazos básicos en la letra **y**.
- Trazar y escribir la letra **y** minúscula.
- Escribir la letra **y** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea del medio)
2. ¿Cuántos trazos hay en esta letra? (2)
3. ¿Cómo se llama el primer trazo? (derecha inclinada)
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 77 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **y** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** The lowercase **y** can tend to lie down on the job for some students. They may find that their "slant left" becomes flat as they attempt to connect it with the "slant right" at the middle of the line. These students would benefit from extra practice on a vertical surface for the slant left stroke as a warm up to this lesson. In addition, a colored dot at the meeting point of the **y** would add the visual cue they may need to direct their motor movements. Repeated over-tracing with different colored pencils can be a fun way to practice the upper- and lowercase **Y** letter formations.

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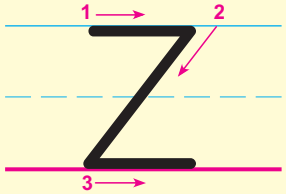
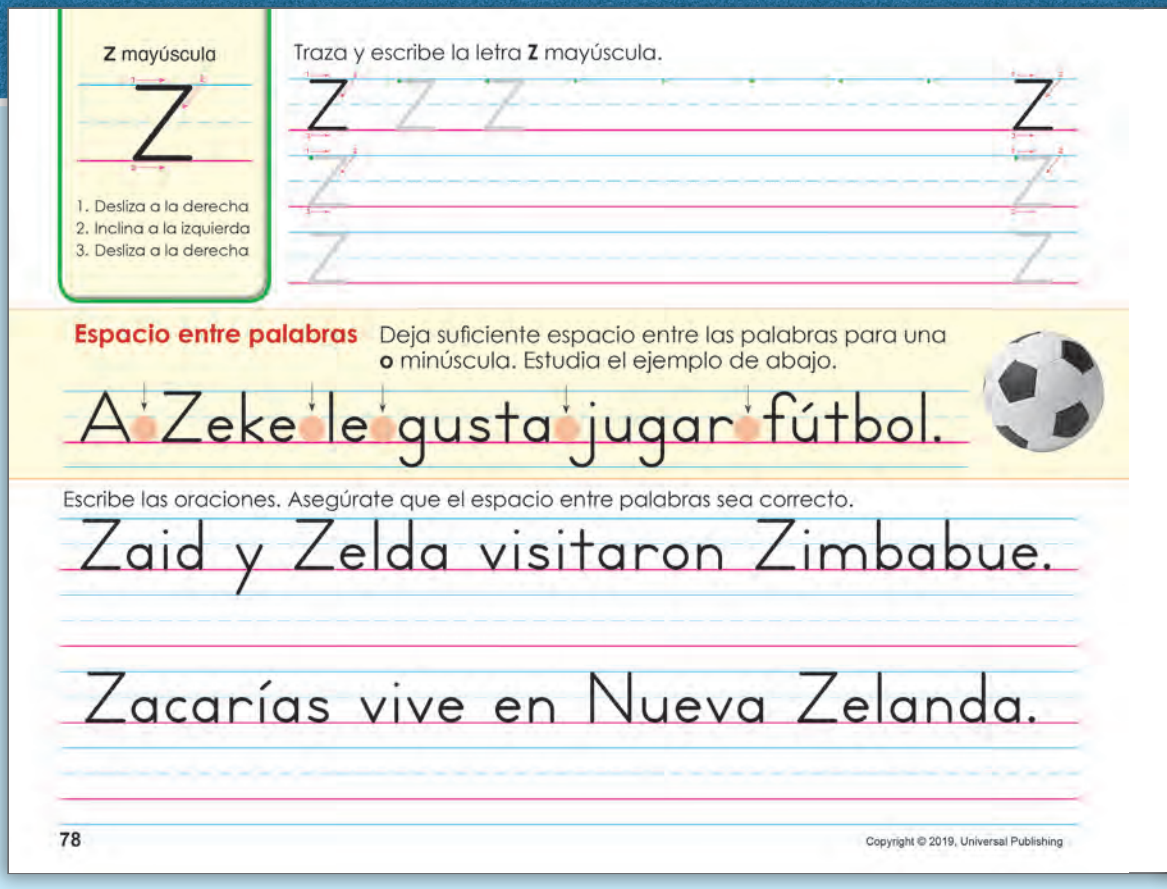
## Z mayúscula




**Objetivos:**

- Revisar los trazos básicos en la letra **Z**.
- Trazar y escribir la letra **Z** mayúscula.
- Escribir la letra **Z** mayúscula en palabras y en una oración.

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




### 1. Model & Discuss

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

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

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. (izquierda a derecha, inclina a la izquierda, 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 78 and review the letter and strokes. On the first line, students start at the green dots and trace and write the uppercase **Z** as they say "**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**. Tell them to write their letters directly below the letters they wrote on the first line.

### 3. Self-Evaluate

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

Have the students write the sentences.

***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.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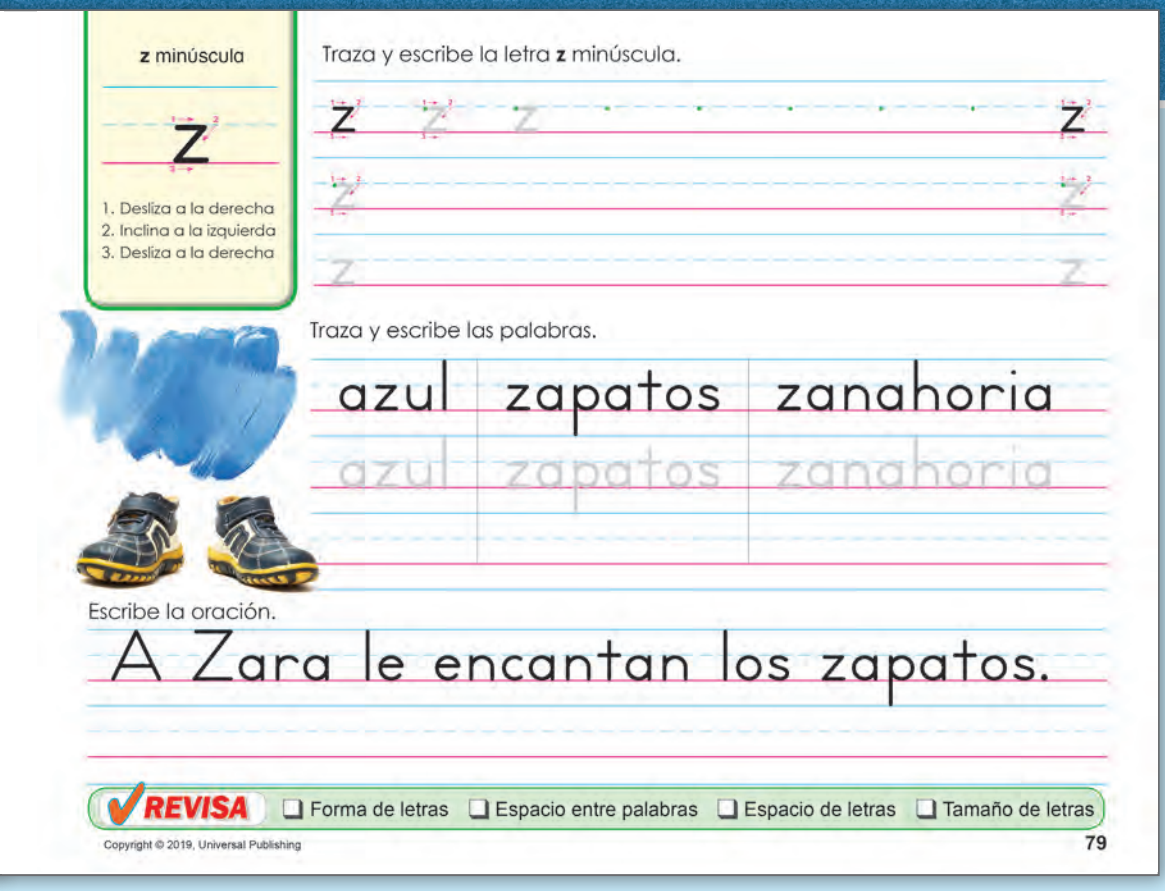


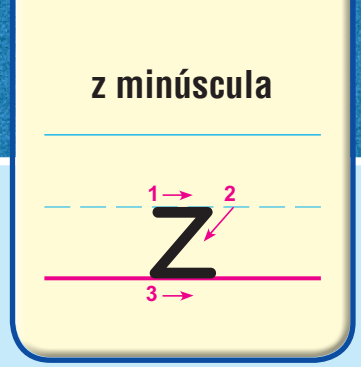


**Objetivos:**

- Revisar los trazos básicos en la letra **z**.
- Trazar y escribir la letra **z** minúscula.
- Escribir la letra **z** minúscula en palabras y en una oración.

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

## 1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea de arriba)
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 79 and review the letter and strokes. On the first line, students start at the green dots and trace and write the lowercase **z** as they say "**desliza a la derecha, inclina a la izquierda, desliza a la derecha**." On the second and third lines, have them start at the green dots and trace and write the lowercase **z**. As they complete each line, ask them to stop and evaluate their work as described in Step 3 before continuing to the next line.

## 3. Self-Evaluate

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

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

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

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

***Katherine's OT Tip*** The lowercase letter **z** could use a jumpstart with the "Boxed Up Practice" strategy, as well. Draw a smaller box on handwriting paper beginning at the middle line. The same directions we used for its uppercase partner will work here. The two letters can be mixed on the page to give the students an opportunity to practice their **visual discrimination skills** by matching the correct sized letter to the appropriate box. Students who struggle with the letter **Z** and other letters with slanted strokes could benefit from the sand paper tracing activity and practice on a vertical surface.

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# Examen final

**Objetivo:**

- Escribir las oraciones en letra de imprenta.

## *Discuss*

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

1. ¿Qué dice la señal roja? (alto)
2. ¿Qué hacen las dos personas en la ilustración? (caminan por la calle)
3. ¿Qué debes hacer antes de cruzar la calle? (parar, mirar y escuchar)
4. ¡Nunca cruces la calle solo! Camina con un adulto o un niño mayor, o espera a que el guardia de cruce detenga el tráfico.
5. ¿Qué significa un semáforo rojo? (alto)
6. ¿Qué significa un semáforo verde? (siga)
7. ¿Qué significa una luz amarilla? (precaución, prepárate para parar)

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

## *Self-Evaluate*

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

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

You can download and print copies of **Worksheet 80** at: upub.net/752worksheets.pdf

***Katherine's OT Tip*** Copying skills will continue to be important throughout your students' educational experience. As they travel through each school year, the demands for copying will increase, as will the demand for fast and legible handwriting. End-of-the-year activities that ask the students to copy words and to reproduce them with accuracy will help you to determine their skills and future needs. This will be good information to share with their next teacher, and you will be pleased to see how far they have come with their handwriting mastery!


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# El alfabeto en letra de imprenta

## *Notes*

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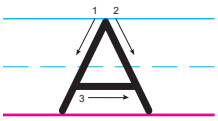
# Descripciones de los trazos de la letra de imprenta

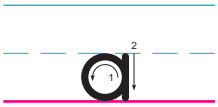
**Hoja para el hogar**

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



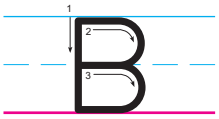
**A mayúscula**

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



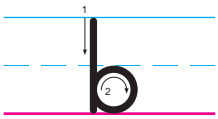
**a minúscula**

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



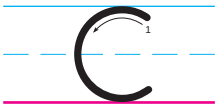
**B mayúscula**

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



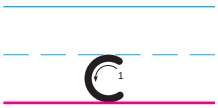
**b minúscula**

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



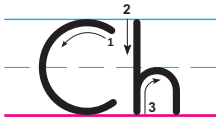
**C mayúscula**

1. Círculo a la izquierda



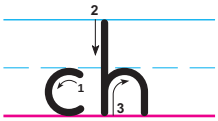
**c minúscula**

1. Círculo a la izquierda



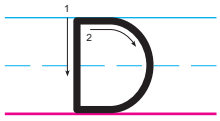
**Ch mayúscula**

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



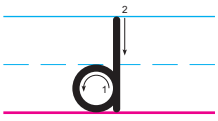
**ch minúscula**

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



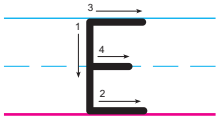
**D mayúscula**

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



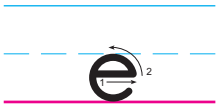
**d minúscula**

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



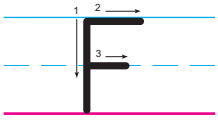
**E mayúscula**

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



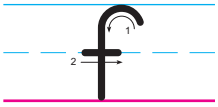
**e minúscula**

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

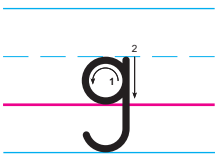


**f minúscula**

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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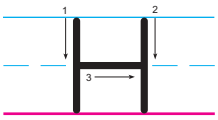
# Descripciones de los trazos de la letra de imprenta (continúa)

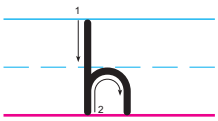
**Hoja para el hogar**

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



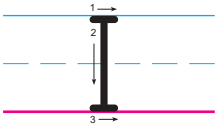
**H mayúscula**

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



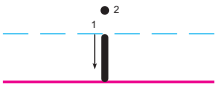
**h minúscula**

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



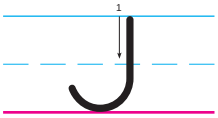
**I mayúscula**

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



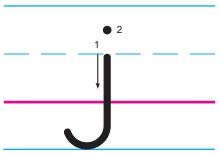
**i minúscula**

1. Línea recta hacia abajo
2. Punto



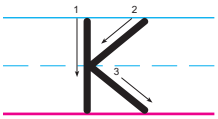
**J mayúscula**

1. Línea recta hacia abajo, curva a la izquierda



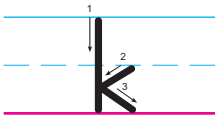
**j minúscula**

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



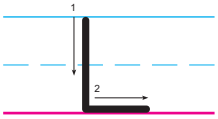
**K mayúscula**

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



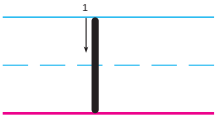
**kminúscula**

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



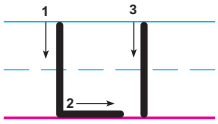
**L mayúscula**

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



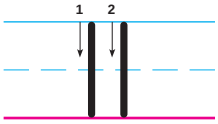
**l minúscula**

1. Línea recta hacia abajo



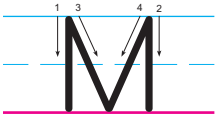
**Ll mayúscula**

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

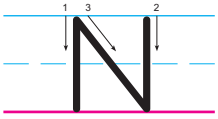


**M mayúscula**

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

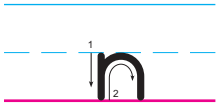
**m minúscula**

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

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# Descripciones de los trazos de la letra de imprenta (continúa)

**Hoja para el hogar**

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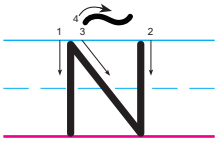
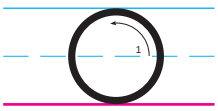


### Ñ mayúscula

1. Línea recta hacia abajo 2. Línea recta hacia abajo 3. Inclina a la derecha 4. Curva hacia arriba, abajo, arriba

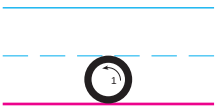
### ñ minúscula

1. Línea recta hacia abajo 2. Sube, curva a la derecha, línea recta hacia abajo 4. Curva hacia arriba, abajo, arriba



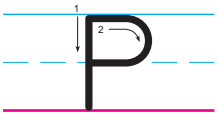
### O mayúscula

1. Círculo a la izquierda



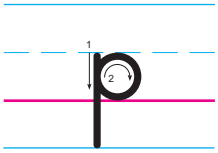
### o minúscula

1. Círculo a la izquierda



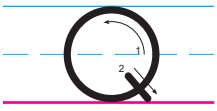
### P mayúscula

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



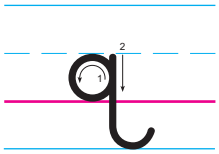
### p minúscula

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



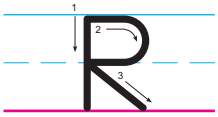
### Q mayúscula

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



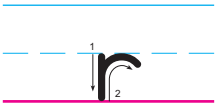
### q minúscula

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, cuva hacia abajo, desliza a la izquierda 3. Inclina a la derecha

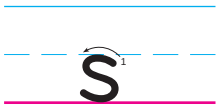


### r minúscula

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

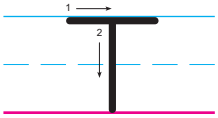
### S mayúscula

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



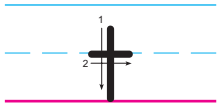
### s minúscula

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



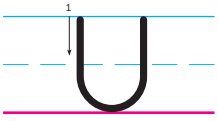
### T mayúscula

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



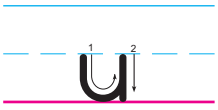
### t minúscula

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.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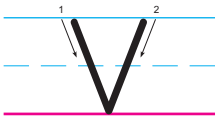
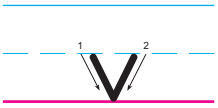
# Descripciones de los trazos de la letra de imprenta (continúa)

Hoja para el hogar



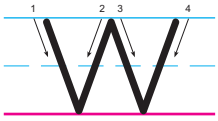
**V mayúscula**

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



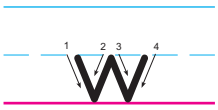
**v minúscula**

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



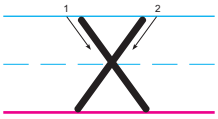
**W mayúscula**

1. Inclina a la derecha 2. Inclina a la izquierda 3. Inclina a la derecha 4. Inclina a la izquierda



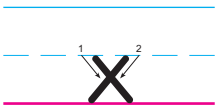
**w minúscula**

1. Inclina a la derecha 2. Inclina a la izquierda 3. Inclina a la derecha 4. Inclina a la izquierda



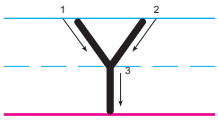
**X mayúscula**

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



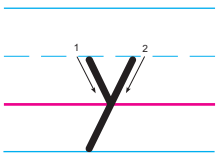
**x minúscula**

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



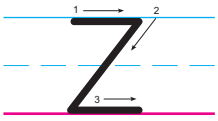
**Y mayúscula**

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



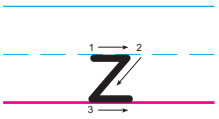
**y minúscula**

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



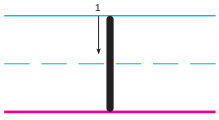
**Z mayúscula**

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



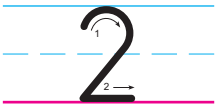
**z minúscula**

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



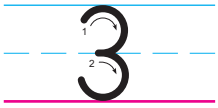
**Número 1**

1. Línea recta hacia abajo



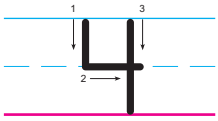
**Número 2**

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**

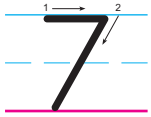
1. Línea recta hacia abajo 2. Desliza a la derecha 3. Línea recta hacia abajo

**Número 5**

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

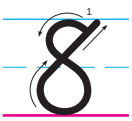
**Número 6**

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



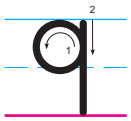
**Número 7**

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



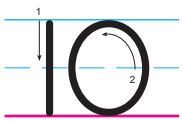
**Número 8**

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

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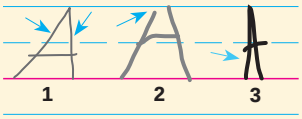
# Corrective Techniques for Manuscript Letters

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.

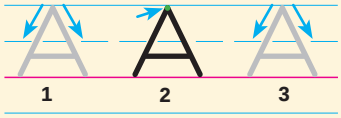
## Uppercase A

**Possible Errors**




1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

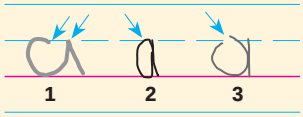
**Corrective Techniques**




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.

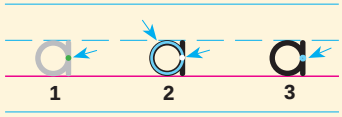
## Lowercase a

**Possible Errors**




1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

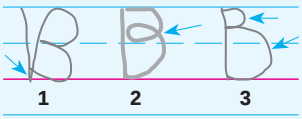
**Corrective Techniques**




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.

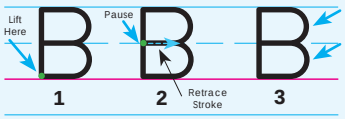
## Uppercase B

**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.

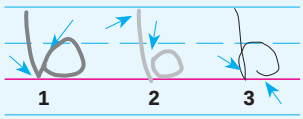
**Corrective Techniques**




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.

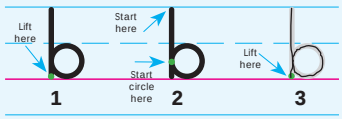
## Lowercase b

**Possible Errors**




1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

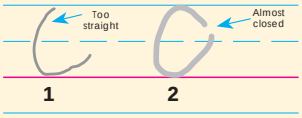
**Corrective Techniques**




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.

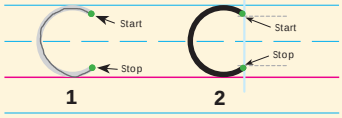
## Uppercase C

**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.

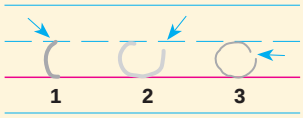
**Corrective Techniques**




1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

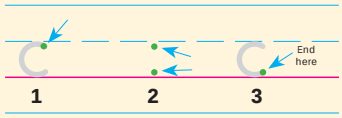
## Lowercase c

**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.

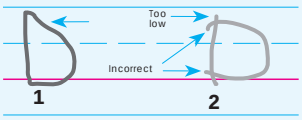
**Corrective Techniques**




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.

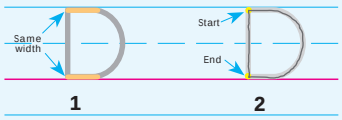
## Uppercase D

**Possible Errors**




1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

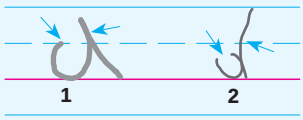
**Corrective Techniques**




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).

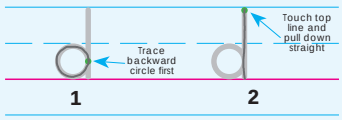
## Lowercase d

**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.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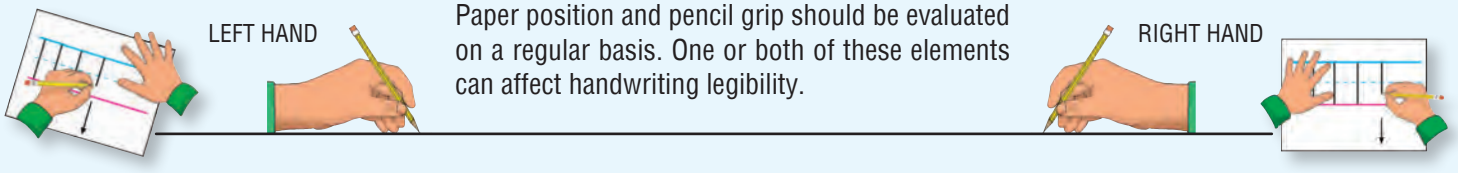
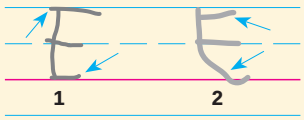
# Corrective Techniques for Manuscript Letters (continued)




Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

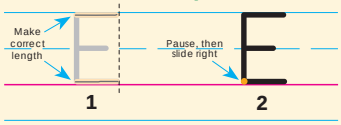
## Uppercase E

### Possible Errors




1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

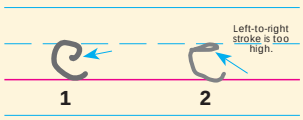
### Corrective Techniques




1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

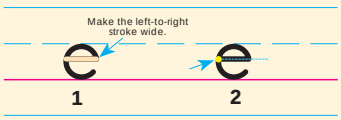
## Lowercase e

### Possible Errors




1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

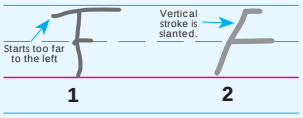
### Corrective Techniques




1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

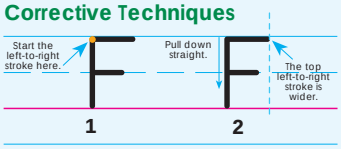
## Uppercase F

### Possible Errors




1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

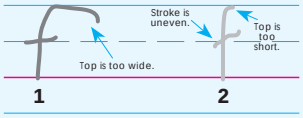
### Corrective Techniques




1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

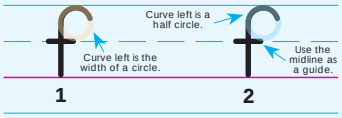
## Lowercase f

### Possible Errors




1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

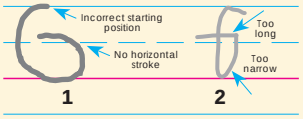
### Corrective Techniques




1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

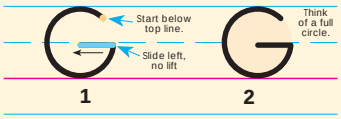
## Uppercase G

### Possible Errors




1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

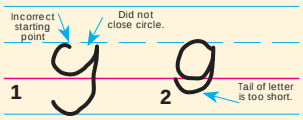
### Corrective Techniques




1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

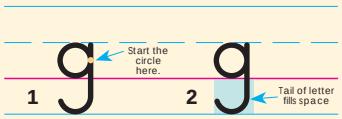
## Lowercase g

### Possible Errors




1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

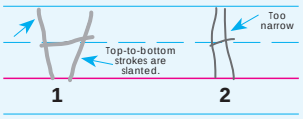
### Corrective Techniques




1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

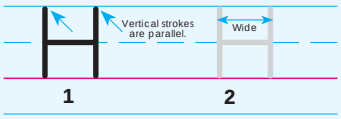
## Uppercase H

### Possible Errors




1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

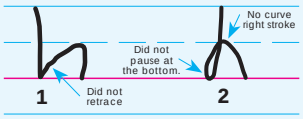
### Corrective Techniques




1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

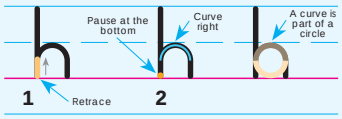
## Lowercase h

### Possible Errors




1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

### Corrective Techniques




1. Retrace the first stroke about half-way 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.

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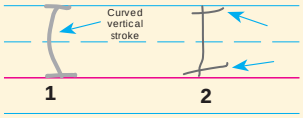
# Corrective Techniques for Manuscript Letters (continued)

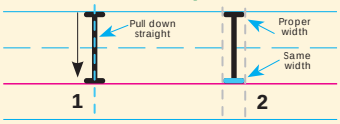
## Uppercase I

### Possible Errors




1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

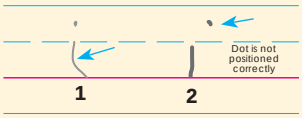
### Corrective Techniques




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.

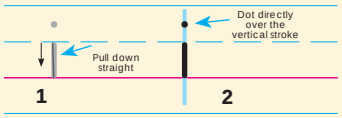
## Lowercase i

### Possible Errors




1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

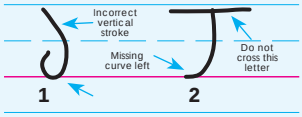
### Corrective Techniques




1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

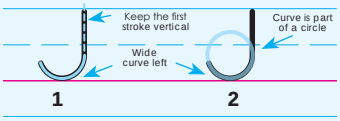
## Uppercase J

### Possible Errors




1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

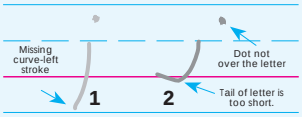
### Corrective Techniques




1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

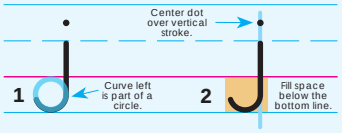
## Lowercase j

### Possible Errors




1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

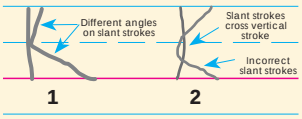
### Corrective Techniques




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.

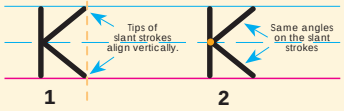
## Uppercase K

### Possible Errors




1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

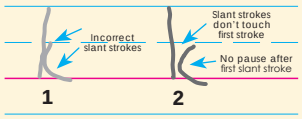
### Corrective Techniques




1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

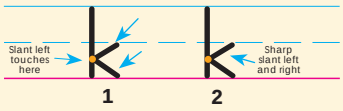
## Lowercase k

### Possible Errors




1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

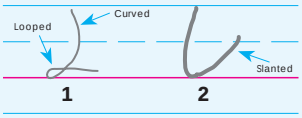
### Corrective Techniques




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.

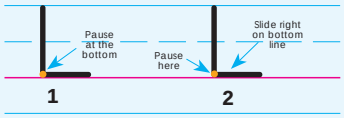
## Uppercase L

### 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.

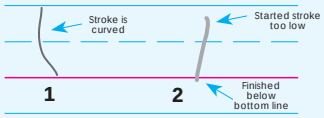
### Corrective Techniques




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.

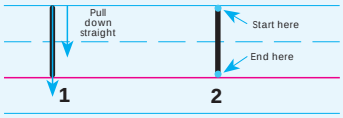
## Lowercase l

### Possible Errors



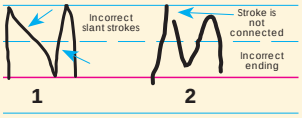

1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

### Corrective Techniques



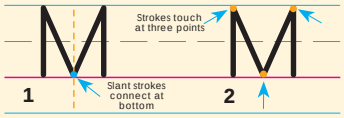

## Uppercase M

### Possible Errors




1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

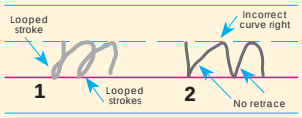
### Corrective Techniques




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.

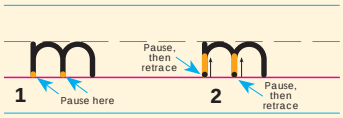
## Lowercase m

### 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.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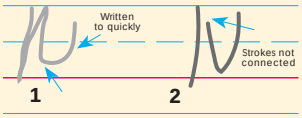
# Corrective Techniques for Manuscript Letters (continued)

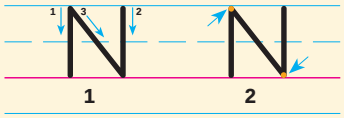
## Uppercase N

### Possible Errors




1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

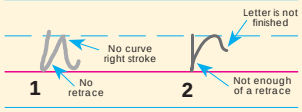
### Corrective Techniques




1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

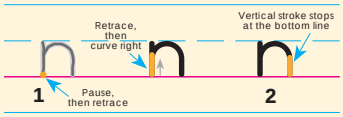
## Lowercase n

### Possible Errors




1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

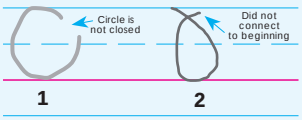
### Corrective Techniques




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.

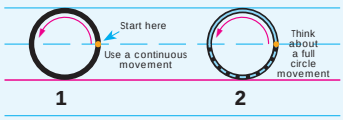
## Uppercase O

### Possible Errors




1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

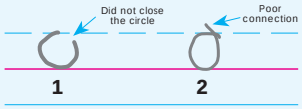
### Corrective Techniques




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.

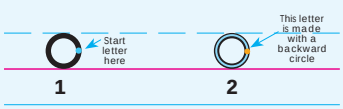
## Lowercase o

### Possible Errors




1. Did not close the circle.
2. Did not make a smooth closing of the circle.

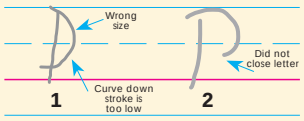
### Corrective Techniques




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.

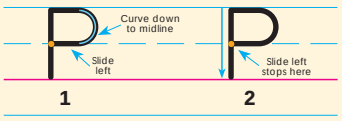
## Uppercase P

### Possible Errors




1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

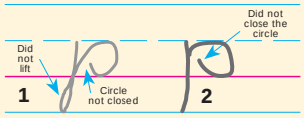
### Corrective Techniques




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.

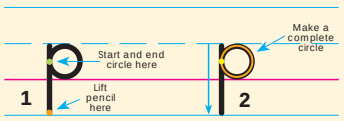
## Lowercase p

### 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.

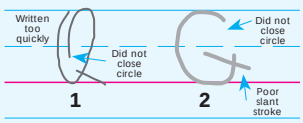
### Corrective Techniques




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.

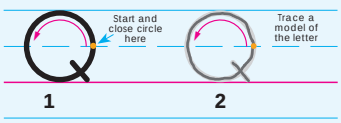
## Uppercase Q

### 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.

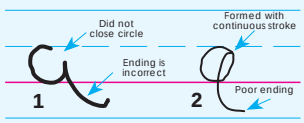
### Corrective Techniques




1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to where the slant stroke starts and ends.

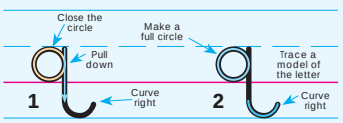
## Lowercase q

### Possible Errors




1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

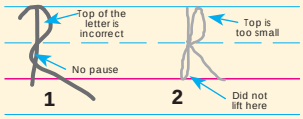
### Corrective Techniques




1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

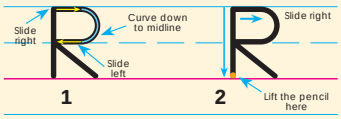
## Uppercase R

### Possible Errors




1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

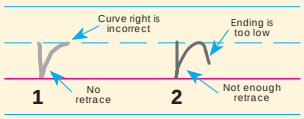
### Corrective Techniques




1. Trace over a model of the letter 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.

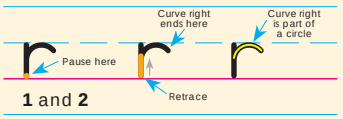
## Lowercase r

### 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.

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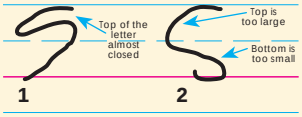
# Corrective Techniques for Manuscript Letters (continued)

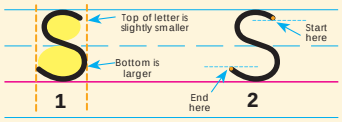
## Uppercase S

### 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.

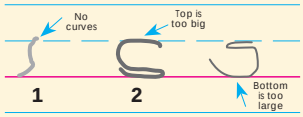
### Corrective Techniques




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.

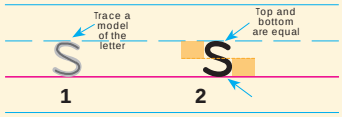
## Lowercase s

### 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.

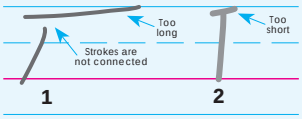
### Corrective Techniques




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.

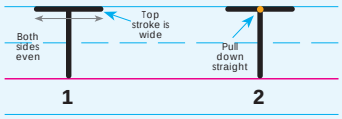
## Uppercase T

### Possible Errors




1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

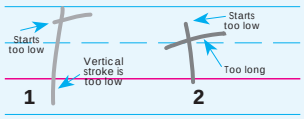
### Corrective Techniques




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.

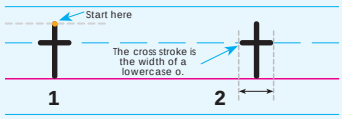
## Lowercase t

### 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.

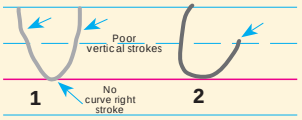
### Corrective Techniques




1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

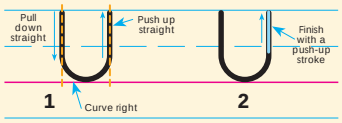
## Uppercase U

### Possible Errors




1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

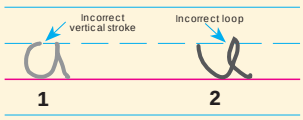
### Corrective Techniques




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.

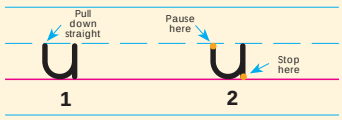
## Lowercase u

### 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.

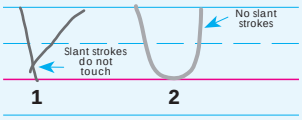
### Corrective Techniques




1. First stroke is straight, not curved.
2. Pause before making last stroke.

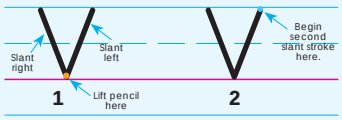
## Uppercase V

### Possible Errors




1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

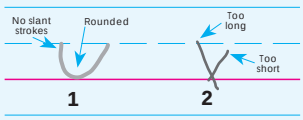
### Corrective Techniques




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.

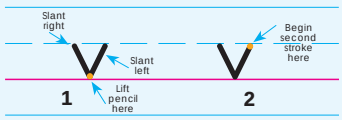
## Lowercase v

### 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.

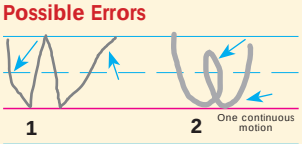
### Corrective Techniques




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.

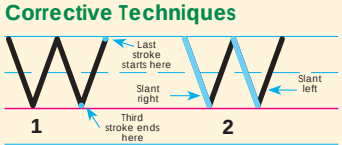
## Uppercase W

### Possible Errors




1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

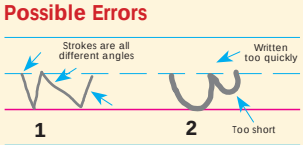
### Corrective Techniques




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.

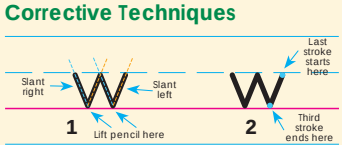
## Lowercase w

### 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.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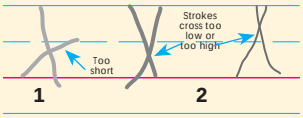
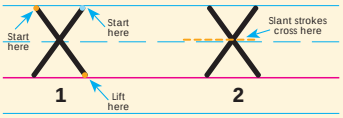
## Uppercase X

### Possible Errors




1. Slant stroke angles vary.
2. The slant strokes cross too high or too low.

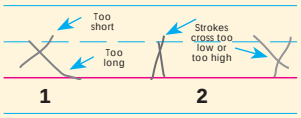
### Corrective Techniques




1. Touch the top line and slant right. Lift, touch the top line, slant left.
2. The two slant-right strokes cross just above the midline.

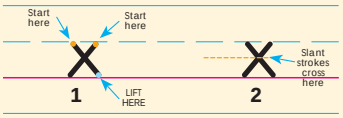
## Lowercase x

### Possible Errors




1. Slant strokes are not the correct size, too long or too short.
2. The slant strokes cross too high or too low.

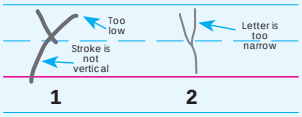
### Corrective Techniques




1. Trace over a model of the letter 6 to 8 times as you say the strokes. The slant strokes cross in the middle.

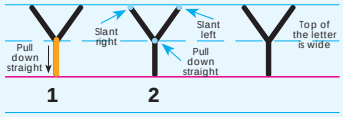
## Uppercase Y

### Possible Errors




1. Letter is too low, last stroke is not vertical.
2. The first two strokes are too low, letter is too narrow.

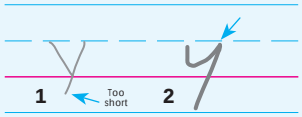
### Corrective Techniques




1. Pull down straight.
2. Trace over a model of the letter 6 to 8 times as you say each stroke.

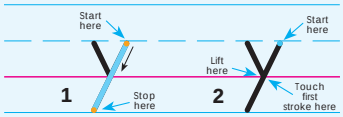
## Lowercase y

### Possible Errors




1. The slant-left stroke is too short. Looks like the letter v.
2. Writing too fast. Did not lift after first slant stroke.

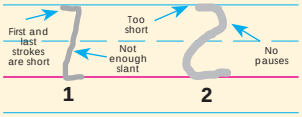
### Corrective Techniques




1. Second slant stroke fills the space below the bottom line.
2. Lift the pencil after the first slant stroke. Touch midline and slant left.

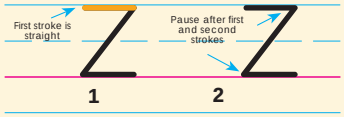
## Uppercase Z

### Possible Errors




1. First and last strokes too short, slant stroke is too straight.
2. No pauses in the letter, strokes are rounded off.

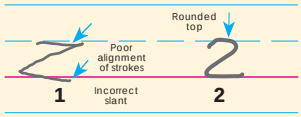
### Corrective Techniques




1. First and last left-to-right strokes are as wide as the top of the T.
2. Pause after first and second strokes.

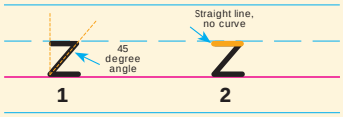
## Lowercase z

### Possible Errors




1. Poor alignment of letter.
2. Stroke is rounded. Looks like the numeral 2.

### Corrective Techniques




1. Make left-to-right strokes on writing lines. Slant is 45 degree angle.
2. Trace over a model of the letter 6 to 8 times as you say each stroke.

## *Notes*

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# 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.


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**Visual-Motor** (eye-hand coordination) is the ability to use vision to coordinate fine-motor movements of the hands.

**Visual Sequential Memory** is the ability to remember and reproduce a sequence of words, symbols, or sentences in the correct order.

**Visual-Spatial Skills** (spatial relationship skills) are those that allow us to perceive our position in relation to others, as well as the position of two objects in space. These skills are developed from laterality (an internal awareness of the two sides of our body) and directionality (the understanding of directional concepts on ourselves and in space).

**Visual Scanning Skills** allow us to obtain and process information through a series of organized, systematic, and efficient eye movements called saccades.

**Visual Tracking Skills** are those that allow us to quickly locate, follow, and relocate fixed or moving objects accurately, such as words on the board or the page during copying tasks or a ball on the playground.

**Visualization Skills** allow us to form a mental picture (in our "mind's eye) of something without the benefit of a visual model.

**Working Memory** is a temporary system for storing and managing information that is needed to carry out complex cognitive tasks such as learning, reasoning, and comprehension, as well as handwriting.

## *Notes*

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# Manuscript Handwriting Progress Chart

Student Name_____

Download and print copies of this progress chart at: upub.net/spanishmanuscriptprogress.pdf

| Position | | |
|---|---|---|
| Posture | Needs Improvement ☐ | Proficient ☐ |
| Paper Position | Needs Improvement ☐ | Proficient ☐ |
| Pencil Position | Needs Improvement ☐ | Proficient ☐ |
| **Basic Strokes** | | |
| Top to Bottom | Needs Improvement ☐ | Proficient ☐ |
| Left to Right | Needs Improvement ☐ | Proficient ☐ |
| Backward Circle | Needs Improvement ☐ | Proficient ☐ |
| Forward Circle | Needs Improvement ☐ | Proficient ☐ |
| Slant Right | Needs Improvement ☐ | Proficient ☐ |
| Slant Left | Needs Improvement ☐ | Proficient ☐ |
| **Uppercase Letters** | | |
| Uppercase A | Needs Improvement ☐ | Proficient ☐ |
| Uppercase B | Needs Improvement ☐ | Proficient ☐ |
| Uppercase C | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Ch | Needs Improvement ☐ | Proficient ☐ |
| Uppercase D | Needs Improvement ☐ | Proficient ☐ |
| Uppercase E | Needs Improvement ☐ | Proficient ☐ |
| Uppercase F | Needs Improvement ☐ | Proficient ☐ |
| Uppercase G | Needs Improvement ☐ | Proficient ☐ |
| Uppercase H | Needs Improvement ☐ | Proficient ☐ |
| Uppercase I | Needs Improvement ☐ | Proficient ☐ |
| Uppercase J | Needs Improvement ☐ | Proficient ☐ |
| Uppercase K | Needs Improvement ☐ | Proficient ☐ |
| Uppercase L | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Ll | Needs Improvement ☐ | Proficient ☐ |
| Uppercase M | Needs Improvement ☐ | Proficient ☐ |
| Uppercase N | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Ñ | Needs Improvement ☐ | Proficient ☐ |
| Uppercase O | Needs Improvement ☐ | Proficient ☐ |
| Uppercase P | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Q | Needs Improvement ☐ | Proficient ☐ |
| Uppercase R | Needs Improvement ☐ | Proficient ☐ |
| Uppercase S | Needs Improvement ☐ | Proficient ☐ |
| Uppercase T | Needs Improvement ☐ | Proficient ☐ |
| Uppercase U | Needs Improvement ☐ | Proficient ☐ |
| Uppercase V | Needs Improvement ☐ | Proficient ☐ |
| Uppercase W | Needs Improvement ☐ | Proficient ☐ |
| Uppercase X | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Y | Needs Improvement ☐ | Proficient ☐ |
| Uppercase Z | Needs Improvement ☐ | Proficient ☐ |

| Lowercase Letters | | |
|---|---|---|
| Lowercase a | Needs Improvement ☐ | Proficient ☐ |
| Lowercase b | Needs Improvement ☐ | Proficient ☐ |
| Lowercase c | Needs Improvement ☐ | Proficient ☐ |
| Lowercase ch | Needs Improvement ☐ | Proficient ☐ |
| Lowercase d | Needs Improvement ☐ | Proficient ☐ |
| Lowercase e | Needs Improvement ☐ | Proficient ☐ |
| Lowercase f | Needs Improvement ☐ | Proficient ☐ |
| Lowercase g | Needs Improvement ☐ | Proficient ☐ |
| Lowercase h | Needs Improvement ☐ | Proficient ☐ |
| Lowercase i | Needs Improvement ☐ | Proficient ☐ |
| Lowercase j | Needs Improvement ☐ | Proficient ☐ |
| Lowercase k | Needs Improvement ☐ | Proficient ☐ |
| Lowercase l | Needs Improvement ☐ | Proficient ☐ |
| Lowercase ll | Needs Improvement ☐ | Proficient ☐ |
| Lowercase m | Needs Improvement ☐ | Proficient ☐ |
| Lowercase n | Needs Improvement ☐ | Proficient ☐ |
| Lowercase ñ | Needs Improvement ☐ | Proficient ☐ |
| Lowercase o | Needs Improvement ☐ | Proficient ☐ |
| Lowercase p | Needs Improvement ☐ | Proficient ☐ |
| Lowercase q | Needs Improvement ☐ | Proficient ☐ |
| Lowercase r | Needs Improvement ☐ | Proficient ☐ |
| Lowercase s | Needs Improvement ☐ | Proficient ☐ |
| Lowercase t | Needs Improvement ☐ | Proficient ☐ |
| Lowercase u | Needs Improvement ☐ | Proficient ☐ |
| Lowercase v | Needs Improvement ☐ | Proficient ☐ |
| Lowercase w | Needs Improvement ☐ | Proficient ☐ |
| Lowercase x | Needs Improvement ☐ | Proficient ☐ |
| Lowercase y | Needs Improvement ☐ | Proficient ☐ |
| Lowercase z | Needs Improvement ☐ | Proficient ☐ |
| **Numerals** | | |
| Numeral 1 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 2 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 3 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 4 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 5 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 6 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 7 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 8 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 9 | Needs Improvement ☐ | Proficient ☐ |
| Numeral 10 | Needs Improvement ☐ | Proficient ☐ |


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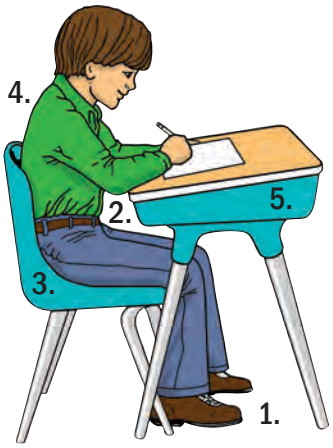
*Hoja para el hogar*

# Postura y posición del papel y lápiz

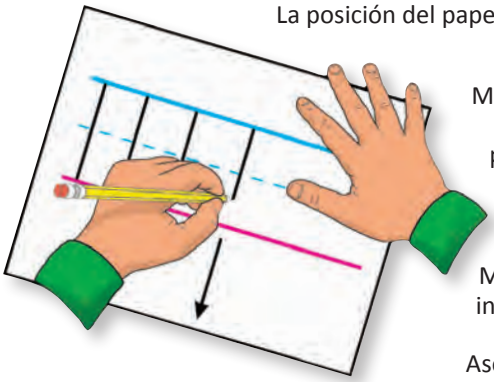



La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado bajo. Si el escritorio es demasiado alto, los hombros del estudiante estarán 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

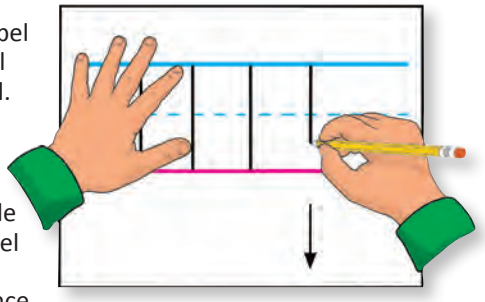
La posición del papel es importante para mantener una escritura vertical consistente.



**mano izquierda**

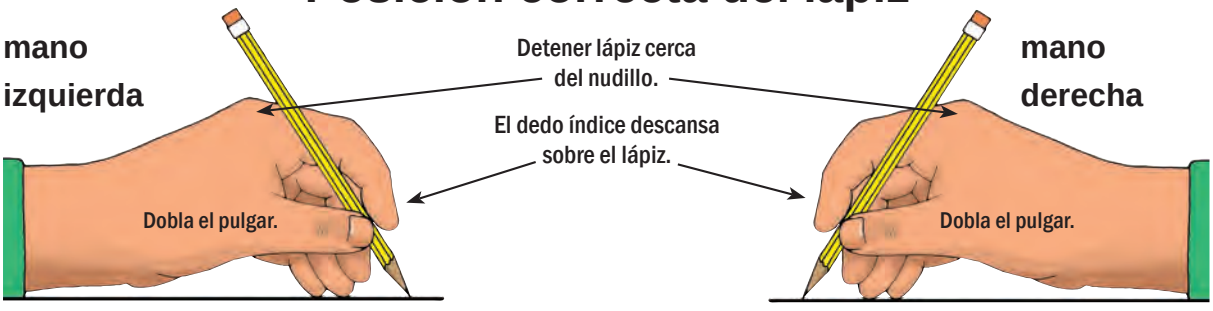
Mano izquierda-Inclina el lado izquierdo del papel hacia arriba. El borde inferior a la derecha del papel apunta hacia la sección media del papel. Haz trazos verticales hacia el codo izquierdo.

Mano derecha-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.



**mano derecha**

## 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 dificiles 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.

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# El alfabeto en letras de imprenta

A a B b C c Ch ch D d

E e F f G g H h I i

J j K k L l Ll ll M m

N n Ñ ñ O o P p Q q

R r S s T t U u

V v W w X x Y y Z z

## Puntuación y números

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1 2 3 4 5 6 7 8 9 10

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