

Edición del maestro

UNIVERSAL
La escritura

Muchos peces y plantas
de colores viven
en el océano.

A a B b C c Ch ch
I i J j K k
M m N n Ñ ñ

2MC

Revisión de letra imprenta e introducción de la letra cursiva

Nombre del maestro _____

Nombre de la escuela _____

Gracias por utilizar los libros de Universal La escritura en su salón de clases. Estos libros son el resultado de tres décadas de investigación, pruebas en el salón de clases y la retroalimentación de educadores como usted.

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

Atentamente,

Thomas Wasyluk
Autor y escritor experto

Segundo grado MC: Revisión de letra imprenta e
introducción de la letra cursiva

Edición del maestro



Thomas Wasylyk
Jennifer Schweighofer

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Aa Bb Cc Ch ch Dd

Aa

Bb

Cc

Ch

ch

Dd

Ee

Universal La escritura: Edición del maestro

Segundo grado MC: Revisión de letra imprenta e introducción de la letra cursiva

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Message from the Author



Dear Educators,

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

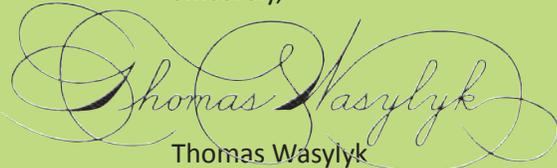
As I developed the Universal Handwriting student workbooks, I focused on a clear, developmentally appropriate sequence in which every line of practice has a real purpose. Each stage, from learning the basic strokes to tracing and writing words and sentences, builds your students' perceptual and motor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

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

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

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

Sincerely,


Thomas Wasylyk

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



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

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

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

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

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

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

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

Handwriting With Katherine

Why Teach Handwriting?

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

Handwriting & Reading

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

Handwriting & Spelling

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

Handwriting & Composition

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

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

Beyond Language Arts

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

Writing by Hand in a Keyboarding World

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

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

HANDWRITING: Every Student, Every Day, Every Subject

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

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

Beyond the Elementary Classroom

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



Student writing notes from laptop.

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



College students taking notes during class.

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- 3 Berninger, V. W., Abbott, R. D., Rogan, L., Reed, E., Abbot, S., Brooks, S., et al. (1998) “Teaching spelling to children with specific learning disabilities: The mind’s ear and eye beat the computer or pencil.” *Learning Disability Quarterly*, 21, 1-17.
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- 5 Willis, Dr. Judy. “The Brain-Based Benefits of Writing for Math and Science Learning (Part 2 of 5).” *Edutopia*. The George Lukas Educational Foundation, 11 July 2011. Web. 1 Oct 2011. <http://www.edutopia.org/blog/writing-executive-function-brain-research-judy-willis>
- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
- 7 Bounds, Gwendolyn. “How Handwriting Trains the Brain.” *Wall Street Journal*. Accessed 1 Oct 2011. <http://online.wsj.com/article/SB10001424052748704631504575531932754922518.html>

Checklist for Effective Handwriting Instruction

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



Handwriting Curriculum

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

Modeling Good Handwriting in the Classroom

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

Preparing the Students for Handwriting Instruction

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

Elements for Effective Handwriting Instruction

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

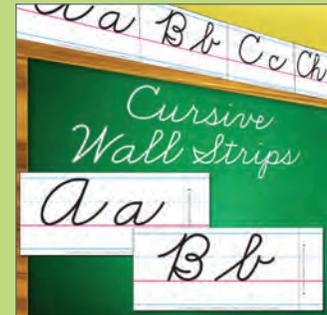
If you have any questions about this checklist or handwriting in general, contact Thomas Wasyluk at 1-800-940-2270 or e-mail him at tom@upub.net.

Ff Gg Hh Ii Jj

Preparing the Classroom for Handwriting Instruction

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

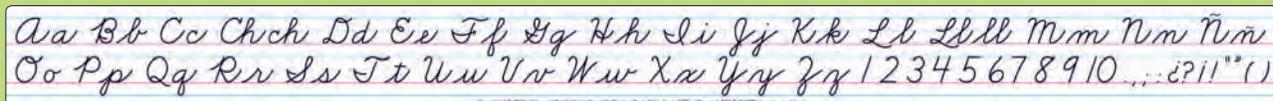
Alphabet Wall Strips Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are "far point" models and therefore should not be cluttered with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



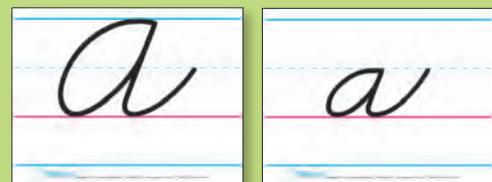
Alphabet Wall Poster Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk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



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



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



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

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

Elements of Legibility

The Writing Lines



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

Tall Letters - Letters that fill the entire writing space.



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

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



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

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



The letters t and d are intermediate letters.

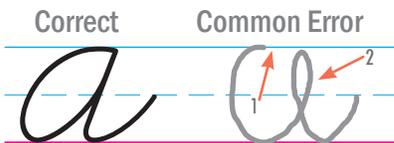
Tail Letters - Any letters that fill the space below the bottom line.



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



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



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

See page T24 for Possible Errors and Corrective Techniques.

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



Elements of Legibility

MANUSCRIPT WRITING

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

hill

The widest space is between two straight line letters.

load

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

book

The least amount of space is between two circle letters.

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

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

CURSIVE WRITING

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

artist

CORRECT

artist

TOO TIGHT

artist

TOO OPEN

artist

VARYING

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

A cat climbed the tree.

Sentence Spacing Allow enough space for one large oval.

He is tall. She is short.

Paragraph Indent Allow enough space for two large ovals.

The next time she...

This page is available in Spanish on page T47.

Correct Posture, Paper and Pencil Position



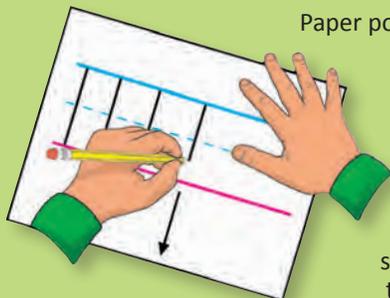
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height for the student. It is easy to notice when the

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

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

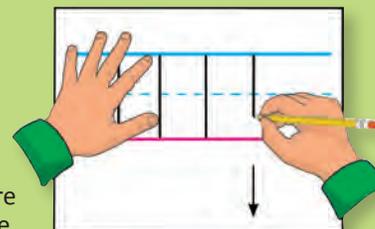
Manuscript Paper Position

Paper position is important for maintaining consistent vertical writing.



LEFT HAND

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

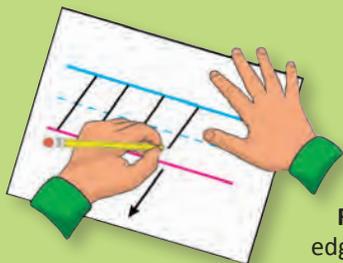


RIGHT HAND

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

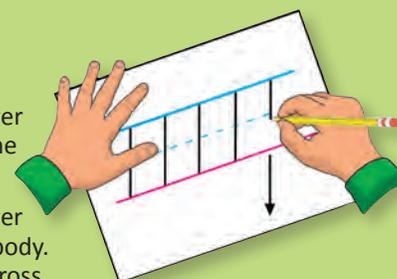
Cursive Paper Position

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



LEFT HAND

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

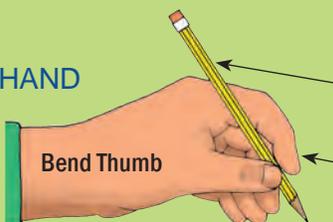


RIGHT HAND

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

Correct Pencil Position

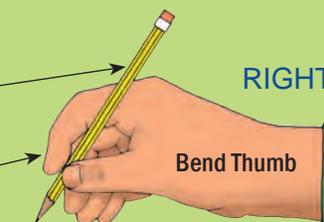
LEFT HAND



Pencil is held near large knuckle.

First finger rests on top of pencil.

RIGHT HAND



Bend Thumb

How to Use the Teacher Edition

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

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

The screenshot shows a student workbook page for the cursive letter 'b'. It includes a large model of the letter 'b' with stroke order numbers 1-4. Below the model are sections for 'Uniones' (joins) and 'Lea las palabras cursivas' (read the cursive words) with examples like 'beisbol' and 'barco'. A 'REVISAR' (check) box is also present. The page is numbered 39.

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

1. ¿Dónde comienza el primer trazo? (la línea de abajo)
2. ¿Cuántas curvas hacia abajo están en esta letra? (2)
3. ¿Dónde cruza la vuelta? (la línea del medio)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Dónde termina el último trazo? (la línea del medio)
6. ¿Qué otras letras terminan como la letra **b**? (o, v, w)

After you discuss the letter, trace over the model of the cursive **b** and say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

2. Practice
Students open their books to page 39. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **b** as they say

3. Self-Evaluate Follow the same procedures as described on previous pages. Next, discuss the checkstroke joining in the blue box. **Checkstroke** Explain to the students the **retrace** and **swing right** ending in the lowercase cursive **b** is called a checkstroke. When joining to another letter, the **retrace** is slight and the **swing-right** forms the top of the next letter. Finally, have the students trace and write the joinings and read the two cursive words.

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

Cursive b Corrective Techniques See page T26.

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

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In the back of this Teacher Edition you will find:

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

Modeling is teaching.

Step 1: Model & Discuss

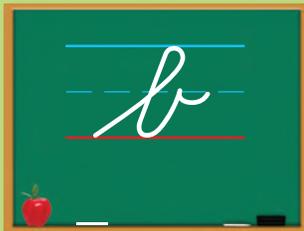
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

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

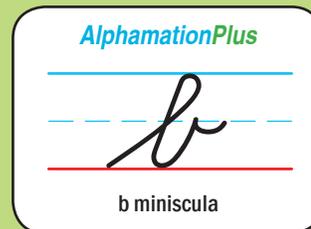
Discuss: Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens BEFORE the students pick up a pencil to practice.

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

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



OR



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

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

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

1. ¿Dónde comienza el primer trazo?
(la línea de abajo)
2. ¿Cuántas curva debajo hay en esta letra? (2)
3. ¿Dónde cruza la vuelta? (la línea del medio)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Dónde termina el último trazo?
(la línea del medio)
6. ¿Qué otras letras terminan como la letra **b**?
(o, v, w)

After you have discussed the letter, trace over the large lowercase cursive **b** and say “**curva hacia abajo, curva hacia atrás, inclina, curva abajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

See Step 2 on the next page.

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

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

1. ¿Dónde comienza el primer trazo?
(la línea de abajo)
2. ¿Cuántas curvas hacia abajo están en esta letra?
(2)
3. ¿Dónde cruza la vuelta? (la línea del medio)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Dónde termina el último trazo?
(la línea del medio)
6. ¿Qué otras letras terminan como la letra **b**?
(o, v, w)

After you have discussed the letter, trace over the large lowercase cursive **b** and say “**curva hacia abajo, curva hacia atrás, inclina, curva abajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

Practice makes permanent.

Step 2: Practice

Students need their workbooks and pencil for this step.

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

2. Practice

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

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

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

Dots show students where to begin the letter.

Reinforcement model at the end of each writing line.

b minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo cerrada
4. Vuelve a trazar, gira a la derecha

Traza y escribe los trazos y letras.

Uniones

Trazo elevado a curva debajo

1. El final de la letra **b** da un giro amplio en la curva de la letra **l**.
2. Da vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.

Lee las palabras cursivas.

béisbol

barco

REVISAR

Tamaño de letras

Forma de letras

Calidad de líneas

Cursive joining with stroke description on every page.

Extra Practice:

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



Vertical lines help students learn important spacing factors.

Students complete the *REVISAR* at the bottom of the page.

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

Step 3: Self-Evaluate

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

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

3. Self-Evaluate

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

Self-evaluate each line of practice.

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

Self-evaluate joinings & words.

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

b minúscula

Traza y escribe los trazos y letras.

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo cerrada
4. Vuelve a trazar, gira a la derecha

Uniones

Trazo elevado a curva debajo

1. El final... da... en la curva... vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.

Lee las palabras cursivas.

REVISAR

- Tamaño de letras
- Forma de letras
- Calidad de líneas

Self-evaluate all their handwriting.

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

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.

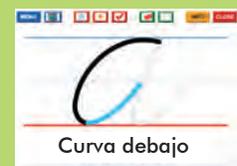
Let's say you want to teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



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.



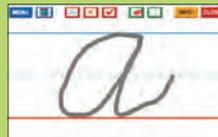
Trace



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.

Student Edition: Basic Strokes

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

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

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

Cursive Basic Strokes

Slant Undercurve Downcurve Overcurve

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

Oval Undercurve Downcurve Overcurve Uppercase O

Backward Ovals Forward Oval Oval

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

Trazos básicos de letra cursiva Los trazos básicos son los que se usan para formar las letras cursivas. Los cuatro trazos básicos de la letra cursiva son: inclinación, curva debajo, curva hacia abajo, y sobrecurva.

Inclina La inclinación de la línea se determina por la posición del papel y la dirección a la que se dirige la línea inclinada. Cuarente y cuatro letras contienen uno o más trazos inclinados.

Trazos inclinados Posición del papel (mano izquierda, mano derecha)

Trazo y escribe la línea inclinada.

Trazo la línea inclinada en las letras y palabras: a b h m r p y u m, beisbol, helado, libro.

Encierra en un círculo las letras que tienen uno o más trazos inclinados: b o i A b s Q m

Curva debajo La curva debajo se usa para comenzar quince letras minúsculas. La curva debajo se desliza a la derecha. Trazo y escribe curvas altas y cortas.

Trazo las curvas debajo en las letras y palabras: b h i f b s u r, libro, letra, lluvia, tres.

Encierra en un círculo las letras que tienen una curva debajo en ellas: b Q i B k o t m

Curva debajo - Inclina Asegúrate de hacer los trazos inclinados a la línea debajo. Trazo y escribe las líneas inclinadas con curva debajo.

Trazo y escribe las líneas inclinadas con curva debajo.

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

w minúscula Trazo y escribe los trazos y letras.

1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo
4. Vuelve a trazar, giro a la derecha

Uniones Trazo y escribe las uniones.

1. El trazo final de la w se prolonga ampliamente en la parte de arriba de la letra l.
2. Hazlo luego inclinas.

Una cada letra de imprenta con la letra cursiva correcta.

i	u	e	a	n	t
w	i	a	e	t	m

Student Edition: Letter Pages

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

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

Students trace and write the strokes and letter.

Dots show students where to begin the letter.

Reinforcement letter model at the end of each writing line.

Cursive joining with stroke description on every lowercase letter page.

h minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Sobrecurva
4. Inclina
5. Curva debajo

Traza y escribe las letras.

Uniones

Curva debajo a curva debajo

1. El final de la letra h da un giro amplio en la curva de la letra e.
2. Da vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.

Lee las palabras cursivas.

helado

huevo

REVISAR

- Tamaño de letras
- Forma de letras
- Calidad de líneas

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Students trace and write the joinings. Some pages may have joinings and words.

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



2MC Student Edition Front Cover



2MC Student Edition Front Inside Cover

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Segundo grado MC

Revisión de letra
imprenta e introducción
de la letra cursiva

Thomas M. Wasylyk
Jennifer L. Schweighofer



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Examen previo



Yo uso la letra de imprenta todos los días. Mi letra de imprenta debe ser siempre clara para que otros puedan leer lo que escribo.

Escribe las oraciones.

REVISA Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

2

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Objetivos:

- Evaluar la legibilidad de las letras.
- Evaluar los elementos de legibilidad.
- Evaluar la fluidez de la escritura.

Discuss

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

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

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

1. ¿Para qué usas la escritura cuando estás en la escuela?
2. ¿Para qué usas la escritura cuando estás en casa?
3. ¿Para qué usas la escritura cuando estás con tus amigos?
4. ¿Por qué es importante escribir prolijamente?
5. ¿Has tratado alguna vez leer algo que no estaba escrito prolijamente?

Write

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

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

Worksheet 2

You can download and print copies of Worksheet 2 at: upub.net/754worksheets.pdf

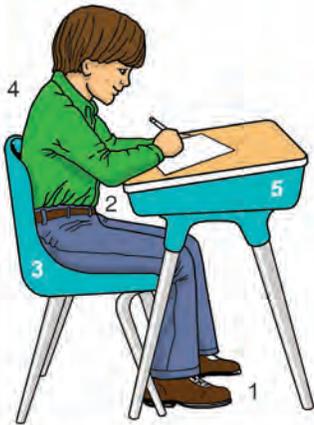


Katherine's OT Tip Handwriting is a complex skill and demands cognitive and visual attention for the achievement of mastery. Cluttered desks can be distracting for some students who are struggling to master this skill. A fun way to be sure that you have their full attention is to call "Clear the decks!"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

Postura y posición del papel y lápiz

Postura correcta

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



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Posición del papel



Posición del lápiz



3

Objetivos:

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

Writing Posture

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

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

1. 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 delante.
5. Altura adecuada del escritorio.

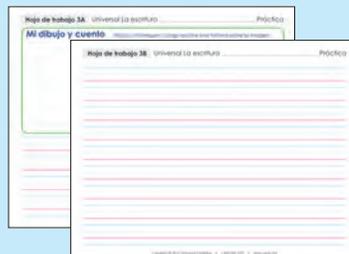
Paper Position

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

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

Worksheets 3A & 3B

You can download and print copies of these worksheets at:
upub.net/754worksheets.pdf



Pencil Position

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

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

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

El alfabeto en letra de imprenta

El alfabeto en letra 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 L l l l 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

. , ; : ' ¿ ? ¡ ! " " ()

1 2 3 4 5 6 7 8 9 10

Objetivos:

- Reconocer y nombrar las letras en letra de imprenta y los números.
- Escribir las letras mayúsculas y minúsculas y los números.

1. Model & Discuss

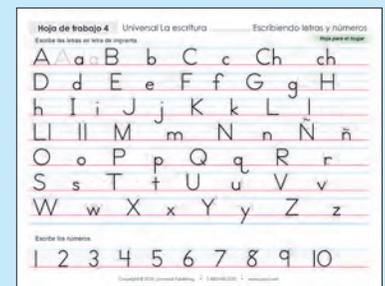
Open **AlphamationPlus** and display the complete manuscript alphabet on your screen or have the students open their books to page 4 and look the manuscript alphabet. Call on students to answer the following questions:

1. ¿Cómo llamamos la primera **A**? (A mayúscula)
2. ¿Cómo llamamos a la segunda **a**? (a minúscula)
3. ¿Cuál es la primera letra de tu nombre? (____ mayúscula)
4. ¿Quién puede nombrar los trazos en la letra **A** mayúscula? (inclina a la izquierda, inclina a la derecha, de izquierda a derecha)
5. ¿Quién puede nombrar los trazos básicos de la letra de imprenta? (de arriba hacia abajo, de izquierda a derecha, círculo hacia atrás, círculo hacia delante, inclina a la izquierda, inclina a la derecha)
6. ¿Qué trazos hay en la g minúscula? (círculo hacia atrás, de arriba hacia abajo y curva a la izquierda)
7. ¿Qué letras mayúsculas tienen un trazo inclinado? (A, K, M, N, Q, R, V, W, X, Y, Z)
8. ¿Qué letras mayúsculas tienen trazos de arriba hacia abajo? (H, M y N)
9. Nombra las letras minúsculas que contienen un círculo hacia atrás. (a, d, g, q y o)

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

Worksheet 4

You can download and print copies of Worksheet 4 at: upub.net/754worksheets.pdf



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

Trazos básicos de la letra de imprenta

Trazos básicos de la letra de imprenta

De arriba hacia abajo



Traza y escribe las líneas de arriba hacia abajo.



De izquierda a derecha



Traza y escribe las líneas de izquierda a derecha.



Inclina a la derecha



Traza y escribe las líneas inclinadas a la derecha.



Inclina a la izquierda



Traza y escribe las líneas inclinadas a la izquierda.



Círculo hacia atrás



Traza y escribe los círculos hacia atrás.



Círculo hacia delante



Traza y escribe los círculos hacia delante.



Di el nombre del trazo que señala cada flecha.



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5

Objetivos:

- Repasar los trazos básicos de la letra de imprenta.
- Trazar y escribir los trazos básicos.
- Identificar los trazos básicos en las letras.

Review of the Basic Strokes

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

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

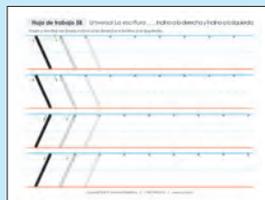
Worksheet 5A

You can download and print copies of Worksheet 5A at: upub.net/754worksheets.pdf



Worksheet 5B

You can download and print copies of Worksheet 5B at: upub.net/754worksheets.pdf



Worksheet 5C

You can download and print copies of Worksheet 5C at: upub.net/754worksheets.pdf



Worksheet 5D

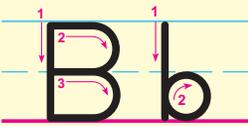
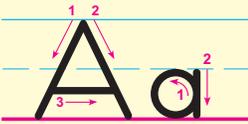
You can download and print copies of Worksheet 5D at: upub.net/754worksheets.pdf



After the students complete each of the four worksheets, have them identify letters that contain the strokes they practiced.

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

Letras A, a, B, b



Objetivos:

- Escribir las letras **A, a, B** y **b**.
- Escribir una oración.

Traza y escribe las letras.

Traza y escribe las letras.

Escribe la oración.

Alexander Graham Bell
nació en Edinburg.

REVISA Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **A** as they say “**inclina a la izquierda, inclina a la derecha, desliza a la derecha.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **a** as they say “**círculo a la izquierda, línea recta hacia abajo.**”

Have them 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.”

Have them trace and write the lowercase **b** as they say “**línea recta hacia abajo, círculo a la derecha.**”

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

Have the students write the sentence.

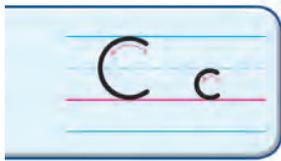
Finally, have the students complete the **REVISA**.

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

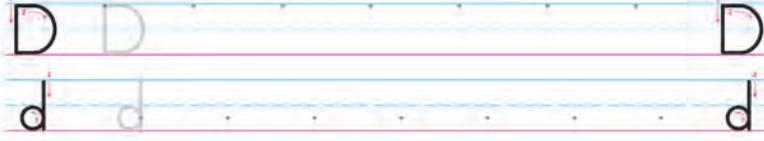
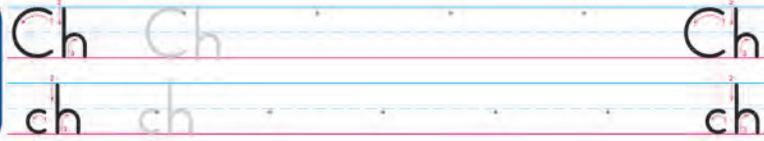
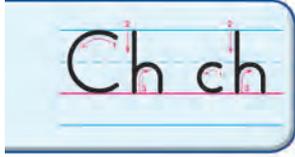
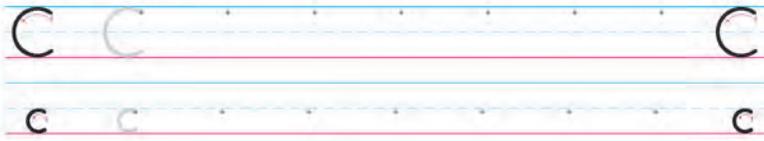


Letters A, a, B, b Corrective Techniques See page T24.

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



Traza y escribe las letras.



Escribe la oración.

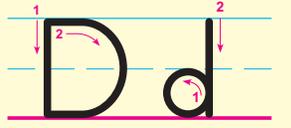
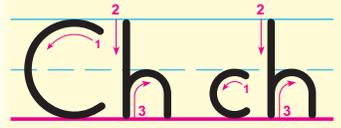
Marie Curie era una científica.

REVISAR Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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7

Letras C, c, Ch, ch, D, d



Objetivos:

- Escribir las letras **C, c, Ch, ch, D y d.**
- Escribir una oración.

1. Model & Discuss

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

For students who need more instruction, write the letter on writing lines or use *AlphamationPlus* to model each letter. Have them trace over the model of the letter as they say the strokes.

2. Practice

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

Have them trace and write the lowercase **c** as they say “**círculo a la izquierda.**”

Have them trace and write the uppercase **Ch** and say “**círculo a la izquierda, línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.**”

Have them trace and write the lowercase letter **ch** and say “**círculo a la izquierda, línea recta hacia**

abajo, sube, curva a la derecha, línea recta hacia abajo.”

Have them trace and write the uppercase **D** as they say “**línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda.**”

Have them trace and write the lowercase **d** as they say “**círculo a la izquierda, línea recta hacia abajo.**”

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

Have the students write the sentence and complete the **REVISAR**.

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



Trace



Write

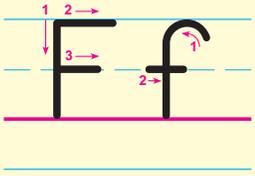
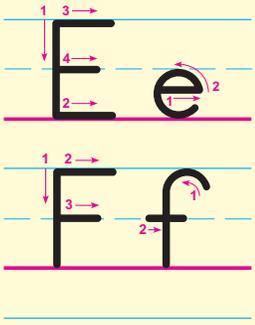


Check

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

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

Letras E, e, F, f



Objetivos:

- Escribir las letras E, e, F y f.
- Escribir una oración.

Traza y escribe las letras.

Traza y escribe las letras.

Escribe la oración.

La esposa de Benjamin Franklin
fue Elizabeth Downes.

REVISA Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase E as they say “**línea recta hacia abajo, desliza a la derecha, desliza a la derecha, desliza a la derecha.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase e as they say “**desliza a la derecha, círculo a la izquierda.**”

Have them trace and write the uppercase F as they say “**línea recta hacia abajo, desliza a la derecha, desliza a la derecha.**”

Have them trace and write the lowercase f as they say “**curva a la izquierda, línea recta hacia abajo, desliza a la derecha.**”

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

Have the students write the sentence.

Finally, have the students complete the **REVISA**.

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



Trace



Write

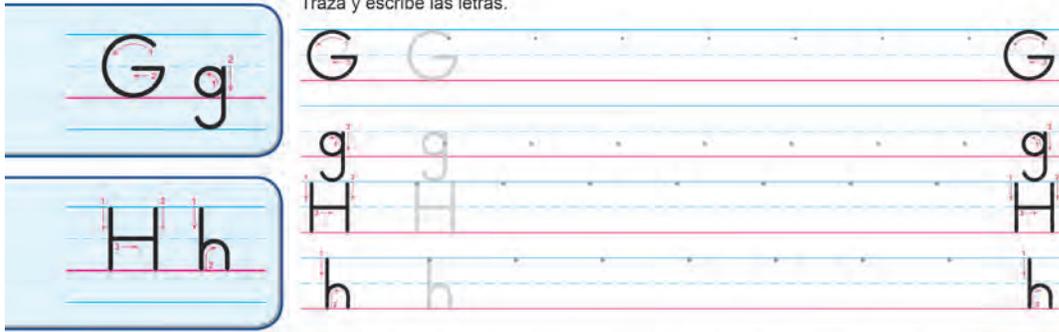


Check

Letters E, e, F, f Corrective Techniques See page T25.

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

Traza y escribe las letras.

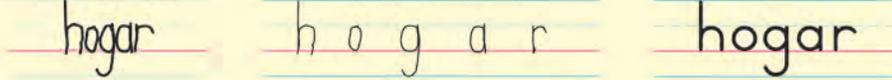


Espacio entre letras El espacio entre letras debe ser consistente. Estudia los ejemplos a continuación.

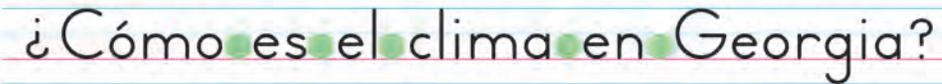
Demasiado cerca

Demasiado separado

Correcto



Espacio entre palabras Deja suficiente espacio entre las palabras para una minúscula o. Escribe la oración.



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Objetivos:

- Escribir las letras **G, g, H y h.**
- Escribir una oración.

1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **G** as they say “**círculo a la izquierda, desliza a la izquierda.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **g** as they say “**círculo a la izquierda, línea recta hacia abajo, curva a la izquierda.**”

Have them trace and write the uppercase **H** as they say “**línea recta hacia abajo, línea recta hacia abajo, desliza a la derecha.**”

Have them trace and write the lowercase **h** as they say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.**”

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

Discuss the letter and word spacing examples with the students.

Have the students write the sentence.

Finally, have the students complete the **REVISAR**.

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



Trace



Write



Check

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

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

Escribiendo números

Objetivos:

- Reconocer y nombrar los números **1-5**.
- Aprender los trazos básicos en los números **1-5**.
- Trazar y escribir el números **1-5**.

Escribiendo números

Traza y escribe los números.



Etiquetas de precio

Agrega un dólar a cada etiqueta de precio. Escribe el precio nuevo.

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

10

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1. Model & Discuss

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

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

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

2. Practice

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

Have them trace and write the numeral **2** as they say “**curva a la derecha, inclina a la izquierda, desliza hacia la derecha.**”

Have them trace and write the numeral **3** as they say “**círculo a la derecha, círculo a la derecha.**”

Have them trace and write the numeral **4** as they say

“**línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo.**”

Have them trace and write the numeral **5** as they say “**línea recta hacia abajo, círculo a la derecha, desliza a la derecha.**”

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

Have the students complete the numeral activity.

Worksheet 10A & 10B

You can download and print copies of these worksheets at: pub.net/754worksheets.pdf



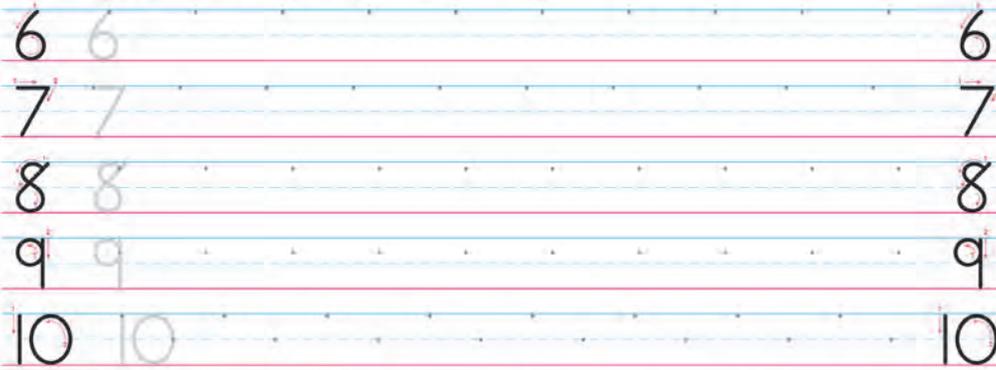
Extra Practice: Students can trace, write, and check (self-evaluate) their numerals with *AlphamationPlus*.



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

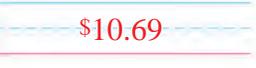
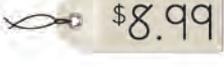
Escribiendo números

Escribiendo números Traza y escribe los números.



Etiquetas de precio

Resta un dólar a cada etiqueta de precio. Escribe el precio nuevo.

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11

Objetivos:

- Reconocer y nombrar los números **6-10**.
- Aprender los trazos básicos en los números **6-10**.
- Trazar y escribir el números **6-10**.

1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the numeral **6** as they say “**curva hacia abajo, curva a la derecha, curva a la izquierda.**” After they complete each line, have them evaluate their numerals as described in Step 3.

Have them trace and write the numeral **7** as they say “**desliza a la derecha, inclina a la izquierda.**”

Have them trace and write the numeral **8** as they say “**curva a la izquierda, curva hacia abajo, curva a la**

izquierda, inclina a la derecha.”

Have them trace and write the numeral **9** as they say “**círculo a la izquierda, línea recta hacia abajo.**”

Have them trace and write the numeral **10** as they say “**línea recta hacia abajo, círculo a la izquierda.**”

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

Have the students complete the numeral activity.

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



Trace



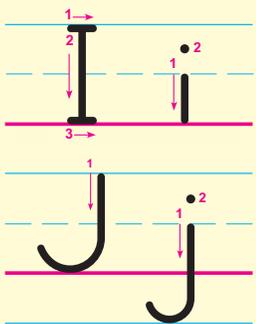
Write



Check

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

Letras I, i, J, j



Objetivos:

- Escribir las letras I, i, J y j.
- Descifrar y escribir palabras.

Traza y escribe las letras.

Calidad de línea La calidad de línea es la suavidad, color o grosor de la línea de lápiz.

Correcto Muy ligero Muy fuerte Variado Correcto

Julio Julio Julio Julio

Descifra los nombres. Escríbelos correctamente en las líneas.

asIac auJil niJulá rIsi

Isaac Julia Juliná Iris

REVISAR Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **I** as they say “**desliza a la derecha, línea recta hacia abajo, desliza a la derecha.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **i** as they say “**línea recta hacia abajo, punto.**”

Have them trace and write the uppercase **J** as they say “**línea recta hacia abajo, curva a la izquierda.**”

Have them trace and write the lowercase **j** as they say “**línea recta hacia abajo, curva a la izquierda, punto.**”

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

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

Finally, have the students complete the **REVISAR**.

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



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

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

Traza y escribe las letras. Escribe la oración.



Helen Keller escribió un libro

llamado, El mundo en el que vivo.

Letras K, k, L, l, LI, ll

Objetivos:

- Escribir las letras K, k, L, l, LI y ll.
- Escribir una oración.

1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **K** as they say “**línea recta hacia abajo, inclina a la izquierda, inclina a la derecha.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **k** as they say “**línea recta hacia abajo, inclina a la izquierda, inclina a la derecha.**”

Have them trace and write the uppercase **L** as they say “**línea recta hacia abajo, desliza a la derecha.**”

Have them trace and write the lowercase **l** as they say “**línea recta hacia abajo.**”

Have them trace and write the uppercase **LI** and say “**línea recta hacia abajo, desliza a la derecha, línea recta hacia abajo.**”

Have them trace and write the lowercase **ll** as they say “**línea recta hacia abajo, línea recta hacia abajo.**”

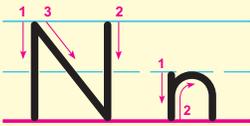
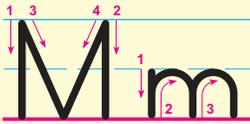
3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Have the students write the sentence. Tell them that the underlined words in the sentence are the title of a book, and that book titles must be underlined.

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

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

Letras M, m, N, n



Objetivos:

- Escribir las letras **M, m, N y n.**
- Escribir una oración.

Traza y escribe las letras.

Escribe las oraciones.

Marte es el cuarto planeta del
sol. Neptuno es el octavo.

1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **M** as they say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha, inclina a la izquierda.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **m** as they say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo, sube, curva a la**

derecha, línea recta hacia abajo.”

Have them trace and write the uppercase **N** as they say “**línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha.**”

Have them trace and write the lowercase **n** as they say “**línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo.**”

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

Have the students write the sentences.

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



Trace



Write



Check

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

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

Traza y escribe las letras.

Escribe la oración.

La Tierra tiene un Polo Norte.



REVISAR Forma de letras Espacio de letras Espacio entre palabras

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Objetivos:

- Escribir las letras Ñ, ñ, O, o, P y p.
- Escribir una oración.

1. Model & Discuss

Have the students open their books to page 15. Tell them to look at the letter Ñ in the blue panel at the top of the page. Review the red arrows showing the strokes. Then have the students trace the letter Ñ as they say the strokes to themselves. Repeat this for the letters ñ, O, o, P, and p.

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase Ñ as they say “línea recta hacia abajo, línea recta hacia abajo, inclina a la derecha, curva hacia arriba, abajo, arriba.”

After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase ñ and say “línea recta hacia abajo, sube, curva a la derecha, línea recta hacia abajo, curva hacia arriba, abajo, arriba.”

Have them trace and write the uppercase O as they say “círculo a la izquierda.”

Have them trace and write the lowercase o as they say “círculo a la izquierda.”

Have them trace and write the uppercase P as they say “línea recta hacia abajo, desliza a la derecha, curva hacia abajo, desliza a la izquierda.”

Have them trace and write the lowercase p as they say “línea recta hacia abajo, círculo a la derecha.”

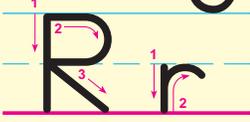
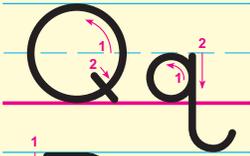
3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through. Have the students write the sentence and complete the *REVISAR* at the bottom of the page.

Letters Ñ, ñ, O, o, P, and p

Corrective Techniques See page T27.

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

Letras Q, q, R, r



Objetivos:

- Escribir las letras **Q, q, R y r**.
- Escribir una oración.

Traza y escribe las letras.

Escribe la oración.

Dile rápidamente a Ryan cuanto
es cuarenta dividido entre cuatro.

REVISAR Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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1. Model & Discuss

Have the students open their books to page 16. Tell them to look at the letter **Q** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **Q** as they say the strokes to themselves. Repeat this for the letters **q, R,** and **r**.

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **Q** as they say “**círculo a la izquierda, inclina a la derecha.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **q** as they say “**círculo a la izquierda, línea recta hacia abajo, curva a la derecha.**”

Have them trace and write the uppercase **R** as they say “**línea recta hacia abajo, desliza a la derecha,**

cuva hacia abajo, desliza a la izquierda, inclina a la derecha.”

Have them trace and write the lowercase **r** as they say “**línea recta hacia abajo, sube, curva a la derecha.**”

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

Have the students write the sentence.

Finally, have the students complete the **REVISAR**.

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



Trace Write Check

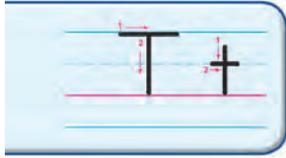
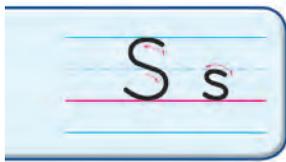
Letters Q, q, R, r Corrective Techniques See page T27.

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

Letras S, s, T, t

Objetivos:

- Escribir las letras **S, s, T y t**.
- Escribir una oración.



Traza y escribe las letras.



El Monumento del Ferrocarril Subterráneo



Escribe la oración.

Harriet Tubman ayudó

a los esclavos a escapar del sur.

REVISA Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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1. Model & Discuss

Have the students open their books to page 17. Tell them to look at the letter **S** in the blue panel at the top of the page. Review the red arrow showing the stroke. Then have the students trace the letter **S** as they say the stroke to themselves. Repeat this for the letters **s, T,** and **t**.

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **S** as they say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **s** as they say “**curva a la izquierda, curva hacia abajo, curva a la izquierda.**”

Have them trace and write the uppercase **T** as they say “**desliza a la derecha, línea recta hacia abajo.**”

Have them trace and write the lowercase **t** as they say “**línea recta hacia abajo, desliza a la derecha.**”

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

Have the students write the sentence.

Finally, have the students complete the **REVISA**.

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



Trace



Write

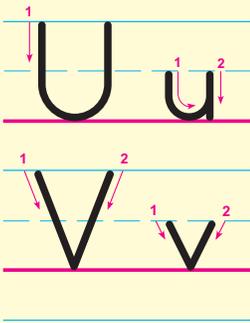


Check

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

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

Letras U, u, V, v



Objetivos:

- Escribir las letras **U, u, V y v**.
- Escribir palabras.
- Escribir una oración.

1. Model & Discuss

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

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **U** as they say “**línea recta hacia abajo, curva a la derecha, sube.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **u** as they say “**línea recta hacia abajo, curva a la derecha, sube, línea recta hacia abajo.**”

Have them trace and write the uppercase **V** as they say “**inclina a la derecha, inclina a la izquierda.**”

Traza y escribe las letras.

Escribe la oración.

Iguala cada abreviatura con el estado correcto. Escribe los dos estados que comienzan con la letra V.

VT → Vermont
VA → Virginia
UT → Utah

18

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Have them trace and write the lowercase **v** as they say “**inclina a la derecha, inclina a la izquierda.**”

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

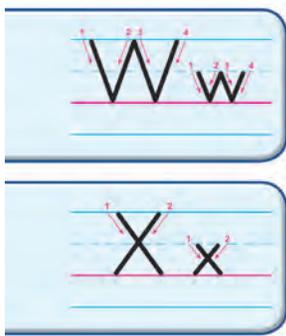
Have the students write the sentence. Then have them complete the matching activity and write the two states that begin with an uppercase letter **V**.

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



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

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



Traza y escribe las letras.



Escribe la oración.

¿Xavier vio a un zorro blanco?

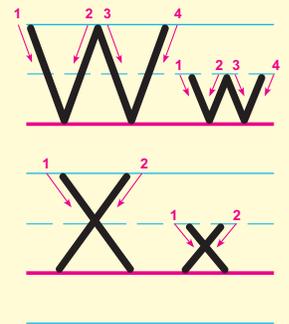


REVISAR Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Espacio entre palabras

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Letras W, w, X, x



Objetivos:

- Escribir las letras W, w, X y x.
- Escribir una oración.

1. Model & Discuss

Have the students open their books to page 19. Tell them to look at the letter **W** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **W** as they say the strokes to themselves. Repeat this for the letters **w**, **X**, and **x**.

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

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

2. Practice

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

Have them trace and write the lowercase **w** as they say “**inclina a la derecha, inclina a la izquierda, inclina a la derecha, inclina a la izquierda.**”

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

“**inclina a la derecha, inclina a la izquierda.**”

Have them trace and write the lowercase **x** as they say “**inclina a la derecha, inclina a la izquierda.**”

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

Have the students write the sentence.

Tell the students to study the pencil position illustration and be sure they are holding their pencils correctly.

Finally, have the students complete the **REVISAR**.

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



Trace

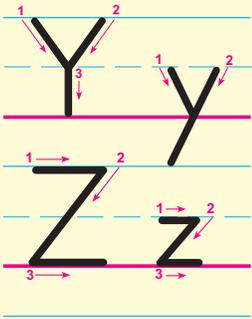
Write

Check

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

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

Letras Y, y, Z, z



Objetivos:

- Escribir las letras Y, y, Z y z.
- Escribir una oración.

Traza y escribe las letras.

Escribe la oración.

Yolanda vio cebras en el zoológico.

20

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1. Model & Discuss

Have the students open their books to page 20. Tell them to look at the letter **Y** in the blue panel at the top of the page. Review the red arrows showing the sequence of strokes. Then have the students trace the letter **Y** as they say the strokes to themselves. Repeat this for the letters **y**, **Z**, and **z**.

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

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

2. Practice

Have the students start at the dots and trace and write the uppercase **Y** as they say “**inclina a la derecha, inclina a la izquierda, línea recta hacia abajo.**” After students complete each line of practice, have them evaluate their work as described in Step 3.

Have them trace and write the lowercase **y** as they say “**inclina a la derecha, inclina a la izquierda.**”

Have them trace and write the uppercase **Z** as they say “**desliza a la derecha, inclina a la izquierda,**

desliza a la derecha.”

Have them trace and write the lowercase **z** as they say “**desliza a la derecha, inclina a la izquierda, desliza a la derecha.**”

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

Have the students write the sentence.

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

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



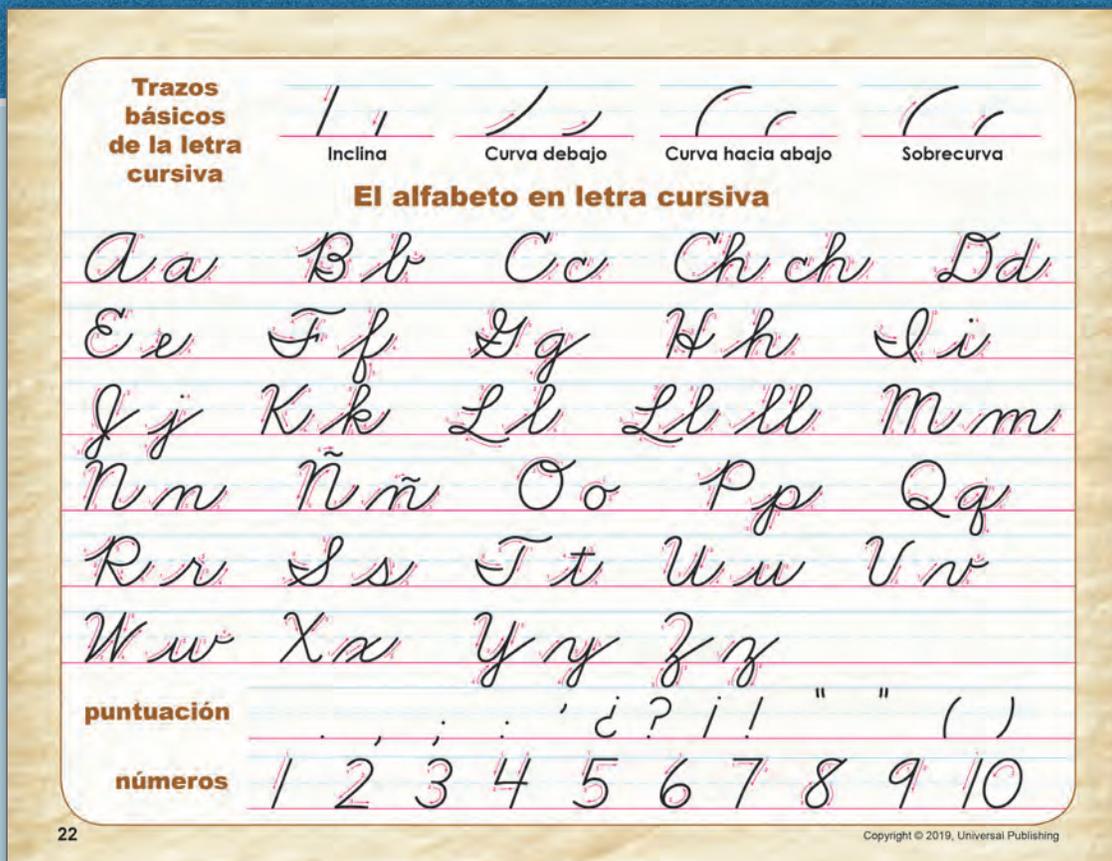
Letters Y, y, Z, z Corrective Techniques See page T29.

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

El alfabeto en letra cursiva

Objetivos:

- Reconocer trazos básicos de las letras cursivas.
- Reconocer las letras mayúsculas y letras minúsculas en cursiva.
- Reconocer la puntuación y números en cursiva.



1. Model & Discuss

Open **AlphamationPlus** and display the complete cursive alphabet on your screen or have the students open their books to page 22 and look at the cursive alphabet.

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

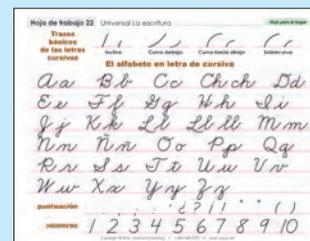
Call on students to answer the following questions:

1. ¿Cómo llamamos a la primera A? (A mayúscula)
2. ¿Cómo llamamos a la segunda a? (a minúscula)
3. ¿Cuál es la primera letra de tu nombre? (___ mayúscula)
4. ¿Quién puede nombrar los trazos en la parte superior de la página? (inclina, curva debajo, curva hacia abajo y sobrecurva)
5. ¿Ves algunos de estos trazos básicos en una letra? (las respuestas variarán)
6. ¿En qué se diferencia la letra A mayúscula en imprenta de la letra A mayúscula en cursiva? (las respuesta variarán)
7. Nombra algunas letras cursivas que contienen un trazo inclinado. (cada letra excepto L, O, o, Q, S, s)
8. ¿Qué letras cursivas van por debajo de la línea de abajo? (f, g, j, p, q, y, z, J, L, Y, Z)

9. Nombra las letras cursivas que se hacen iguales excepto por tamaño. (A, a, C, c)

Make copies of the Cursive Alphabet Send-Home **Worksheet 22** for your students. Have them take the cursive alphabet home and give it to their parents. Parents will then know what letter forms are being taught in the classroom and can reinforce good handwriting at home. This worksheet will also help the student when he or she is doing homework and has a question about a letter form.

Worksheet 22
 You can download and print copies of this worksheet at:
upub.net/754worksheets.pdf



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

Postura y posición del papel y lápiz

Postura correcta

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



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Posición del papel



Posición del lápiz



23

Objetivos:

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

Writing Posture

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

Have the students open their books to page 23 and look at the illustration of posture as you read them the five points of maintaining good posture.

1. Ambos pies en el suelo.
2. Codos fuera del borde del escritorio.
3. Sentarse hacia atrás en la silla.
4. Los hombros ligeramente hacia adelante.
5. Asegúrese de que el escritorio tenga la altura adecuada.

Paper Position

Have the students look at and study the left and right hand paper position illustrations at the top of page 23.

Ask them how the two paper positions are different. Give each student a copy of **Worksheet 23**. Have them take the worksheet home so parents can reinforce good handwriting at home.

Worksheet 23

You can download and print copies of this worksheet at:
upub.net/754worksheets.pdf



Pencil Position

Holding a pencil incorrectly can cause handwriting problems, especially hand and arm fatigue. Have the students look at the illustration of pencil position on page 23 in their workbooks. Tell them to hold the pencil, about one inch from the tip, between the thumb and the middle finger. The first finger rests on top of the pencil. The upper part of the pencil should rest near the large knuckle of the first finger.

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

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

Iguala letra de imprenta a cursiva

Objetivos:

- Reconocer y nombrar las letras de imprenta.
- Reconocer y nombrar las letras cursivas.
- Unir cada letra de imprenta con la letra cursiva.

Iguala letra de imprenta a cursiva

Une cada letra de imprenta con la letra cursiva correcta.
Habla cómo las letras son parecidas o diferentes.

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Have the students open their books to page 24. Tell students to look at the uppercase and lowercase cursive letters, then ask for volunteers to name letters they recognize.

Discuss

Ask the students to look at the first letter on page 24. Call on a student to identify the first letter (lowercase manuscript **h**). Now ask the class to find the lowercase cursive **h** in the right column by counting down the list of letters (it is the 4th letter down).

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

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

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

Repeat this for the rest of the letters on page 24.

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

If some students have difficulty with manuscript and/or cursive letter recognition, make copies of **Worksheet 24** for them. This will help them with manuscript and cursive letter recognition.

Worksheet 24

You can download and print copies of this worksheet at:
upub.net/754worksheets.pdf



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

Tamaño y alineación

El tamaño de las letras, es la altura de estas dentro de la línea de escritura. La alineación es la igualdad de las letras a lo largo de su parte inferior y superior, con todas las letras del mismo tamaño, incluso en altura.

Letras altas Letras altas cubren todo el espacio entre la línea de abajo y la de arriba.



Todas las letras mayúsculas y las letras minúsculas b, f, h, k y l son letras altas.

Letras cortas Letras cortas cubren el espacio entre la línea de abajo y la del medio. Observa que r, s, v y w se extienden un poco más arriba.



Letras intermedias

Las letras intermedias ocupan tres cuartas partes del espacio de la escritura.

Letras con cola Las letras con cola llenan un espacio en la línea de abajo. Las letras J, Y, Z, f, g, j, p, q, y y z tienen una curva hacia abajo que cubren el espacio.



Calidad de línea

La calidad de la línea es la suavidad, la igualdad, el color y el grosor de la línea de lápiz.

Correcto

cursiva

Las líneas son suaves y iguales.

Desigual

cursiva

Sosteniendo el lápiz sin fuerza.

Muy ligero

No hay suficiente presión sobre el lápiz o el lápiz es demasiado duro.

Muy fuerte

cursiva

Demasiada presión sobre el lápiz o el lápiz es demasiado suave.

Esta oración muestra la calidad de línea correcta.

Jen le dio a su mamá doce rosas.

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Tamaño, alineación y calidad de línea

Objetivos:

- Comprender los tamaños de letras altas, cortas e intermedias.
- Comprender la calidad de la línea adecuada.

Have the students open their books to page 25.

Discuss

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

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

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

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

Ask the students if their name has any:

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

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

If some students have difficulty with Size and Alignment, make copies of **Worksheets 25A** and **25B** for them. These worksheets will help them to better understand the size of letters and their relationship to the writing lines.



Worksheet 25A & 25B

You can download and print copies of these worksheets at: upub.net/754worksheets.pdf

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

Espacio de letras, palabras y oraciones

Objetivos:

- Aprender el espacio correcto entre letras.
- Aprender el espacio correcto entre palabras.
- Aprender el espacio correcto entre oraciones.
- Aprender el márgen del párrafo correcto.

Espacio entre letras

El espacio entre letras debe ser consistente.
El espacio incorrecto hace que su escritura sea difícil de leer.

Esto es un buen espacio entre letras.

Espacio correcto de letras

letra

Demasiado cerca

letra

Demasiado separado

letra

El espacio varía

letra

Espacio entre palabras

Deja suficiente espacio entre las palabras para que entre un óvalo pequeño.
El espacio entre las palabras debe ser consistente.

Este es un buen espacio de palabras.

Espacio entre oraciones

Entre dos oraciones deja suficiente espacio en donde puedas dibujar un óvalo grande.

Tengo un gato. Es marrón.

Sangría de párrafo

Cuando inicies un párrafo nuevo, deja suficiente espacio para dos óvalos grandes.

Esto muestra la sangría correcta en un párrafo nuevo.

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Discuss

Have the students open their books to page 26.

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

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

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

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

New Paragraph Spacing: Ask the students to look at the New Paragraph Spacing example at the bottom of page 26. Tell them to allow enough space for two large ovals at the beginning of a new paragraph.

Make copies of **Worksheets 26A** and **26B** for each of your students. Have them take the worksheet home so parents can reinforce good cursive spacing when students are writing at home.

Worksheet 26A & 26B

You can download and print copies of this worksheet at: upub.net/754worksheets.pdf



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

Trazos básicos de letra cursiva

Los trazos básicos son la fundación para todos las letras cursivas. Los cuatro trazos básicos de la letra cursiva son: inclina, curva debajo, curva hacia abajo, y sobrecurva.

Trazos básicos de letra cursiva: Inclina

Inclina

La inclinación de la línea se determina por la posición del papel y la dirección a la que se dirige la línea inclinada. Cuarenta y cuatro letras contienen uno o más trazos inclinados.

Trazos inclinados



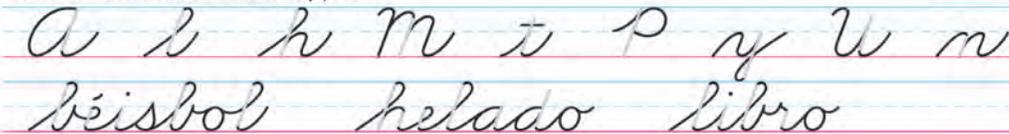
Posición del papel



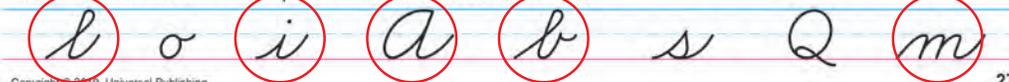
Traza y escribe la línea inclinada.



Traza la línea inclinada en las letras y palabras.



Encierra en un círculo las letras que tienen uno o más trazos inclinados.



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Objetivos:

- Reconocer los trazos inclinados en letras cursivas.
- Trazar y escribir el trazo inclinado.
- Comprender la posición correcta del papel.

1. Model & Discuss

Write a large slant stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 27. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

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

1. ¿Dónde comienza este trazo? (la línea de arriba)
2. ¿Dónde termina este trazo? (la línea de abajo)
3. ¿Cuáles son algunas letras cursivas en minúscula que contienen un trazo inclinado? (cada letra excepto la o y s)
4. ¿Cuáles son algunas letras cursivas en mayúscula que contienen un trazo inclinado? (cada letra excepto I, L, O, Q, S)

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

2. Practice

Students open their books to page 27. Have the students look at the word **béisbol** and count the slant strokes (5). Ask them to look at the cursive paper po-

sitions and discuss the difference between the left hand paper position and the right hand paper position.

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

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

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

Curva debajo

Curva debajo

La curva debajo se usa para comenzar quince letras minúsculas. La curva debajo se desvía a la derecha. Traza y escribe curvas altas y cortas.



Traza las curvas debajo en las letras y palabras.



Encierra en un círculo las letras que tienen una curva debajo en ellas.



Curva debajo - Inclina

Asegúrate de hacer los trazos inclinados a la línea debajo. Traza y escribe las líneas inclinadas con curva debajo.



Traza y escribe las líneas inclinadas con curva debajo.



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Objetivos:

- Reconocer el trazo con curva debajo en letras cursivas.
- Trazar y escribir el trazo con curva debajo.
- Trazar y escribir el trazo inclinado con curva debajo.

1. Model & Discuss

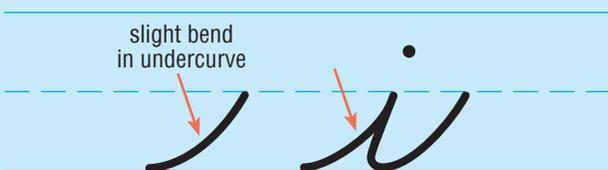
Write a large undercurve stroke on writing lines on the board, use **AlphamationPlus** to model the stroke, or have the students open their books to page 28. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

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

1. ¿Cuáles son algunas letras cursivas en minúscula que contienen una curva debajo? (todas excepto z)
2. ¿Cuáles son algunas letras cursivas en mayúscula que contienen una curva debajo? (A, B, C, E, G, K, L, M, N, P, R, S, U, V, W, X, Y)

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

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



2. Practice

Students open their books to page 28. Have the students start at the dots and trace and write the undercurves on lines 1 and 2. After they finish, have them evaluate their undercurves as described in Step 3. On lines 3 and 4 they trace the undercurves in letters and words. Next, they circle the letters that contain an undercurve.

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

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

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

Curva hacia abajo

Curva hacia abajo

Desliza ampliamente hacia la izquierda y lentamente haz una curva hacia abajo. Traza y escribe las curvas altas y cortas.



Traza las curvas hacia abajo en las letras y palabras. Asegúrate de que tu libro esté en la posición correcta para una mejor escritura.

a d g q a o c

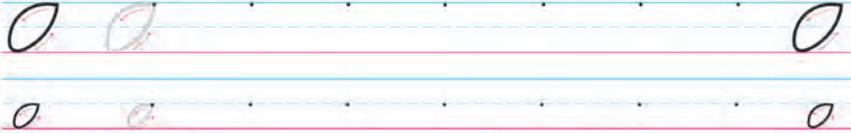
Adán añadir gallo

Encierra en un círculo las letras que tienen una curva hacia abajo.

s a d b g e q o

Curva hacia abajo-Curva debajo

Asegúrate de hacer amplia la curva hacia abajo. La curva debajo gira hacia arriba y cierra los dos trazos. Traza y escribe la curva hacia abajo - curva debajo.



Encierra en un círculo las letras que contienen trazos con curvas hacia abajo - curva debajo.

a e g b d a i

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Objetivos:

- Reconocer el trazo con curva hacia abajo en las letras cursivas.
- Trazar y escribir los trazos con curva hacia abajo.
- Trazar y escribir los trazos con curva hacia abajo-curva debajo.

1. Model & Discuss

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

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

1. ¿Cuáles son algunas letras cursivas en minúscula que contienen una curva hacia abajo? (a, c, d, g, q)
2. ¿Cuáles son algunas letras cursivas en mayúscula que contienen una curva hacia abajo? (A, C, E, O, Q)

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

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



2. Practice

Students open their books to page 29. Have the students start at the dots and trace and write the downcurves on lines 1 and 2. After they finish, have them evaluate their downcurves as described in Step 3. On lines 3 and 4 they trace the downcurves in letters and words. Next, they circle the letters that contain a downcurve.

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

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

Katherine's OT Tip **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.

Sobrecurva

Objetivos:

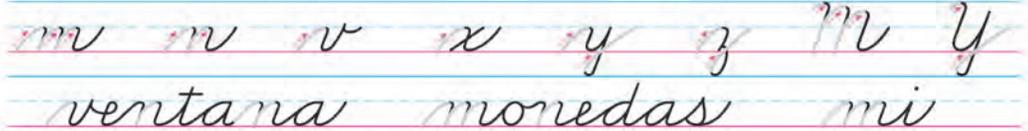
- Reconocer el trazo de sobrecurva en letras cursivas.
- Trazar y escribir el trazo de sobrecurva.
- Trazar y escribir el trazo de sobrecurva-inclina.

Sobrecurva

La sobrecurva se usa para comenzar las letras minúsculas m, n, ñ, v, x, y, y z. Este trazo curva hacia arriba, ampliamente a la derecha. Traza y escribe las sobrecurvas altas y cortas.



Traza las sobrecurvas en las letras y palabras. Las sobrecurvas van hacia arriba y hacia la derecha.



Encierra en un círculo las letras siguientes que tienen una sobrecurva

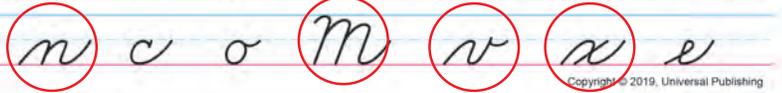


Sobrecurva - Inclina

Mantén la sobrecurva redonda. Haz los trazos inclinados a la línea debajo. Traza y escribe la sobrecurva inclinada.



Encierra en un círculo las letras que contienen trazos de sobrecurva inclinada.



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1. Model & Discuss

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

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

1. ¿Cuáles son algunas letras cursivas en minúscula que contienen una sobrecurva? (g, h, j, k, m, n, p, v, x, y, z)
2. ¿Cuáles son algunas letras cursivas en mayúscula que contienen una sobrecurva? (H, K, M, N, U, V, W, X, Y, Z)

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

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

Overcurve is rounded on top



2. Practice

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

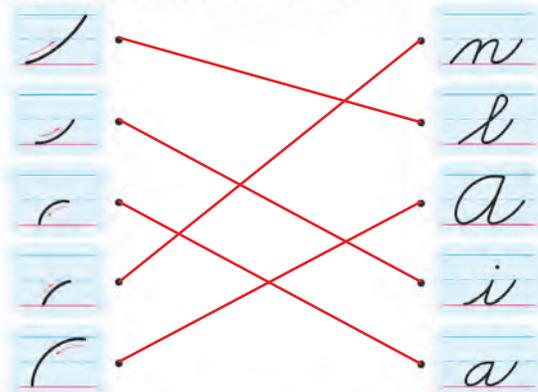
At the bottom of the page, students trace and write the overcurve-slant strokes. Be sure they pull the slant stroke to the bottom line.

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

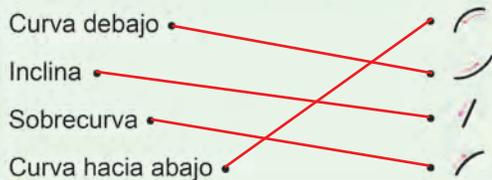
Katherine's OT Tip Time for Boot Camp! Before today's session, add a few giggles to your handwriting work with “Cross-Over Challenges.” Have students stand and follow your lead: Raise your left leg and touch the knee with your right elbow, then do the same with your right leg and left elbow. This can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

Inclina, curva debajo, curva hacia abajo, y sobrecurva

Iguala cada letra con el trazo que comienza.



Une el nombre con el trazo principal.



¿Cuántos?

Cuenta todas las curvas debajo en la palabra **lente**. Escribe el número en la caja.

lente 6

Cuenta todas las curvas hacia abajo en la palabra **dado**. Escribe el número en la caja.

dado 4

Cuenta todas las sobrecurvas en la palabra **yema**. Escribe el número en la caja.

yema 5

Cuenta todos los trazos inclinados en la palabra **letra**. Escribe el número en la caja.

letra 5

Nombra el trazo al que apunta la flecha en cada letra.

r a h o r

Inclina, curva debajo, curva hacia abajo y sobrecurva

Objetivos:

- Identificar trazos básicos en letras.
- Unir los trazos básicos con sus nombres.
- Identificar trazos básicos en palabras.

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31

Practice

Have the students open their books to page 31. Tell them to look carefully at the list of basic strokes on the left and then find the cursive letter on the right that contains that stroke.

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

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

lente

lente - Have the students count all the undercurves in the word **lente**. (6 undercurves)

dado - Have the students count all the downcurves in the word **dado**. (4 downcurves)

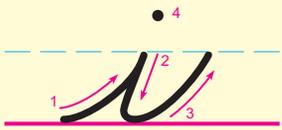
yema - Have the students count all the overcurves in the word **yema**. (5 overcurves)

letra - Have the students count all the slant strokes in the word **letra**. (5 slant strokes)

Finally, have the students say the name of the stroke each red arrow is pointing to. (From left to right: undercurve, downcurve, slant, downcurve, overcurve).

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

i minúscula



Objetivos:

- Repasar los trazos en la letra *i* minúscula.
- Trazar y escribir la letra *i* minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de abajo)
2. ¿Cuántos trazos hay en esta letra? (3 y un punto)
3. ¿Cuál es el nombre del primer trazo? (curva debajo)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Cuál es el nombre del tercer trazo? (curva debajo)
6. ¿Dónde se coloca el punto en esta letra? (a la mitad del camino entre la línea de arriba y la línea del medio)
7. ¿Cuántas curvas debajo hay en esta letra? (2)

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

2. Practice

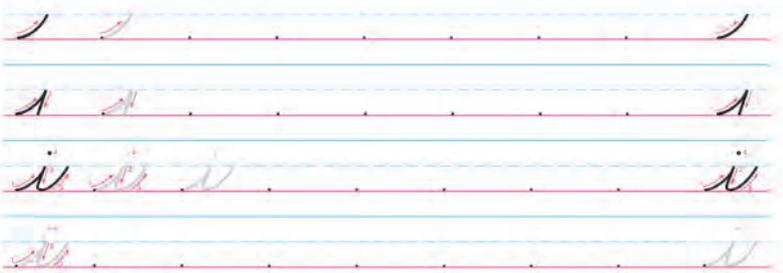
Students open their books to page 32. On the first line, have the students start at the dots and trace and write the undercurve as they say “**curva debajo.**” Ask them to stop and evaluate their work as described in Step 3

i minúscula



1. Curva debajo
2. Inclina
3. Curva debajo
4. Punto

Traza y escribe los trazos y letras.



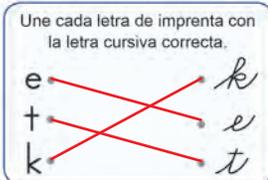
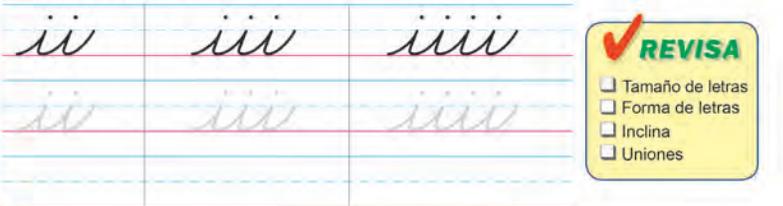
Uniones

Curva debajo a curva debajo



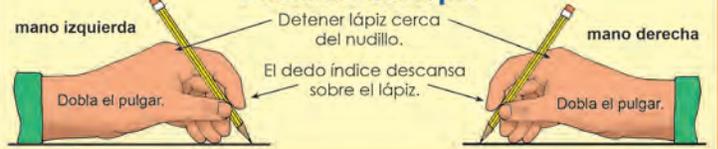
1. La terminación de la curva debajo se balancea ampliamente en la segunda letra *i*.
2. Pausa, luego inclina.

Traza y escribe las uniones.



32

Posición del lápiz



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before going to the next line. On the second line, students trace and write the undercurve-slant as they say “**curva debajo, inclina.**” On the third and fourth lines they trace and write the cursive *i* as they say “**curva debajo, inclina, curva debajo, punto.**”

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

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

Have the students complete the **REVISAR** and then review the pencil position illustrations.

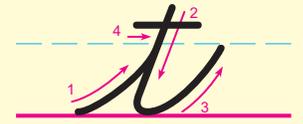
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Letter i Corrective Techniques See page T39.

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

t minúscula



t minúscula



1. Curva debajo
2. Inclina
3. Curva debajo
4. Cruza

Traza y escribe los trazos y letras.



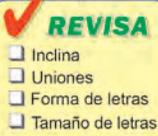
Uniones

Curva debajo a curva debajo



1. La terminación de la curva debajo se balancea ampliamente en la letra t.
2. Pausa, luego inclina.

Traza y escribe las uniones.



Lee la palabra.

tigre



33

Objetivos:

- Repasar los trazos en la letra t minúscula.
- Trazar y escribir la letra t minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos totales hay en esta letra? (4)
3. ¿Cuál es el nombre del primer trazo? (curva debajo)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Cuál es el nombre del tercer trazo? (curva debajo)
6. ¿Dónde cruzamos esta letra? (justo por encima de la línea del medio)
7. ¿Dónde termina la primera curva debajo? (a la mitad del camino entre la línea del medio y la línea de arriba)

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

2. Practice

Students open their books to page 33. On the first line, have the students start at the dots and trace and write the undercurve as they say “**curva debajo.**” Ask

them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, students trace and write the strokes as they say “**curva debajo, inclina.**” On the third and fourth lines they trace and write the cursive **t** as they say “**curva debajo, inclina, curva debajo, cruza.**”

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

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

Have the students complete the **REVISAR** and then review the paper position illustrations.

Letter t Corrective Techniques See page T40.

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

u minúscula



Objetivos:

- Repasar los trazos en la letra **u** minúscula.
- Trazar y escribir la letra **u** minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de abajo)
2. ¿Cuántos trazos hay en esta letra? (5)
3. ¿Cuál es el nombre del primer trazo? (curva debajo)
4. ¿Cuántos trazos inclinados hay en esta letra? (2)
5. Nombra el último trazo. (curva debajo)
6. ¿Cuántas veces toca esta letra la línea del medio? (3)
7. ¿Cuántas curvas debajo hay en esta letra? (3)

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

2. Practice

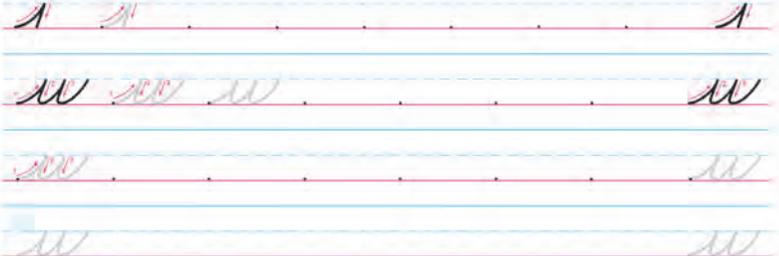
Students open their books to page 34. On the first line, have the students start at the dots and trace and write the undercurve-slant as they say “**curva debajo,**

u minúscula



1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo

Traza y escribe los trazos y letras.



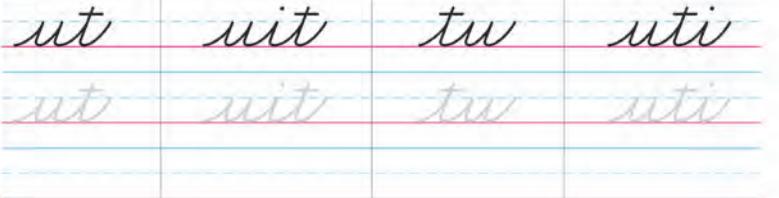
Uniones

Curva debajo a curva debajo



1. La terminación de la curva debajo se balancea ampliamente en la letra **t**.
2. Pausa, luego inclina.

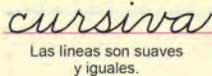
Traza y escribe las uniones.



Calidad de línea

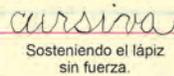
La calidad de la línea es la suavidad, la igualdad, el color y el grosor de la línea de lápiz.

Correcto



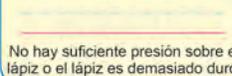
Las líneas son suaves y iguales.

Desigual



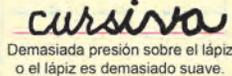
Sosteniendo el lápiz sin fuerza.

Muy ligero



No hay suficiente presión sobre el lápiz o el lápiz es demasiado duro.

Muy fuerte



Demasiada presión sobre el lápiz o el lápiz es demasiado suave.

34

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inclina.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **u** as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo.**”

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

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

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

Cursive u Corrective Techniques See page T40.

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



w minúscula



1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo
4. Vuelve a trazar, gira a la derecha

Traza y escribe los trazos y letras.



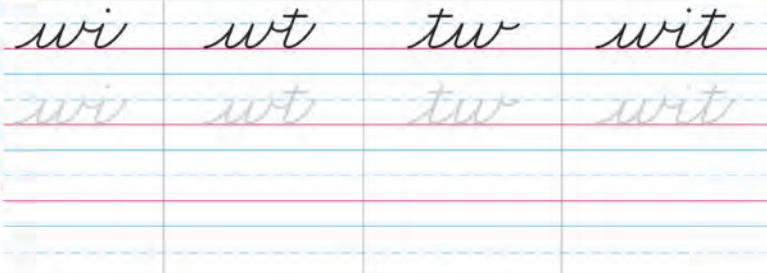
Uniones

Traza elevado a curva debajo



1. El trazo final de la w se balancea ampliamente en la parte de arriba de la letra i.
2. Pausa, luego inclina.

Traza y escribe las uniones.



Une cada letra de imprenta con la letra cursiva correcta.



Objetivos:

- Repasar los trazos en la letra w minúscula.
- Trazar y escribir la letra w minúscula.
- Trazar y escribir las uniones.

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

1. Model & Discuss

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

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

1. ¿Cuántas curvas debajo hay en esta letra? (3)
2. ¿Cuántos trazos totales hay en esta letra? (6)
3. ¿Cuántas veces toca esta letra la línea del medio? (4)
4. ¿Cuántos trazos inclinados hay en esta letra? (2)
5. ¿Dónde para la tercera curva debajo? (justo por encima de la línea del medio)

After you discuss the letter, trace over the model of the cursive **w** and say “**curva debajo, inclina, curva debajo, inclina, curva debajo, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **w**, have the students trace the letter in the air and say the strokes.

2. Practice

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

and write the cursive **w** as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo, vuelve a trazar, gira a la derecha.**”

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

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

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



Trace



Write



Check

Cursive w Corrective Techniques See page T40.

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

e minúscula



Objetivos:

- Repasar los trazos en la letra **e** minúscula.
- Trazar y escribir la letra **e** minúscula.
- Trazar y escribir las uniones.

Important:

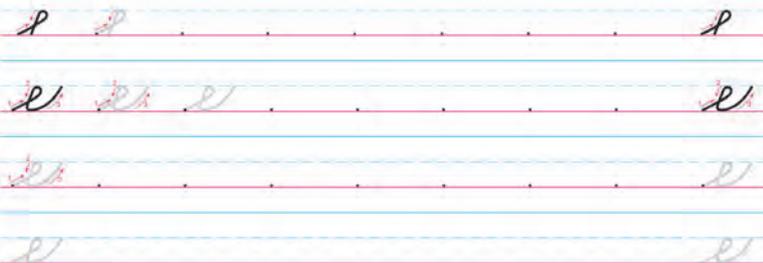
No workbooks or pencils on the students' desks for Step 1.

e minúscula



1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo

Traza y escribe los trazos y letras.



Uniones

Curva debajo a curva debajo



1. La terminación de la curva debajo se balancea ampliamente debajo en la curva de la segunda letra **e**.
2. Da vuelta atrás, inclina.

Traza y escribe las uniones.



36

Lee las palabras cursivas.

elefante



ballena

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1. Model & Discuss

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

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

1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el primer trazo? (curva debajo)
5. ¿Dónde comienza esta letra? (la línea de abajo)
6. ¿Qué letras comienzan con una curva debajo corta? (i, j, p, r, s, u, w minúsculas en cursiva)

After you discuss the letter, trace over the model of the cursive **e** and say “**curva debajo, curva hacia atrás, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **e**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 36. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina.**” Ask them to stop and evaluate their work as described in Step 3 before going to

the next line. On the second, third, and fourth lines students trace and write the cursive **e** as they say “**curva debajo, curva hacia atrás, inclina, curva debajo.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings. Finally, have the students read the cursive words at the bottom of the page.

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



Trace



Write

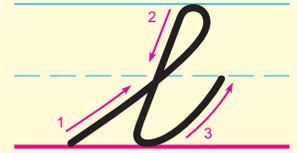


Check

Cursive e Corrective Techniques See page T38.

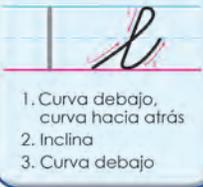
Katherine's OT Tip Students who struggle with the placement of their joining stroke at the midline or bottom line could benefit from a bit of yellow highlighting at that spot during tracing practice. Point out to them that this is the place where their letters will join - the stopping point for the first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

I minúscula



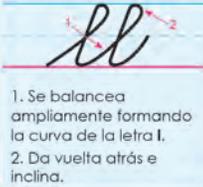
I minúscula

Traza y escribe los trazos y letras.

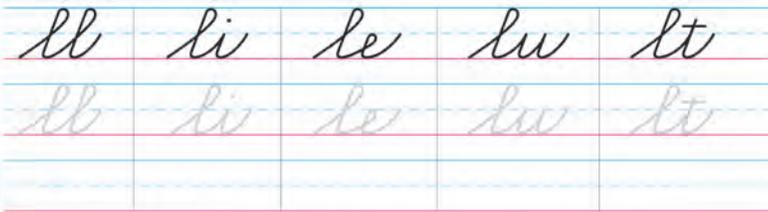


Uniones

Curva debajo a curva debajo



Traza y escribe las uniones.



Tamaño y alineación

Las líneas de escritura ayudan a mantener las letras ordenadas y de tamaño correcto. Asegúrate que todas las letras descansen en la línea de abajo.

Correcto

Incorrecto



Escribe las letras i, t, u, y w.
Revisa la forma y tamaño.

Lee las palabras cursivas.



lirio



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37

Objetivos:

- Repasar los trazos en la letra **l** minúscula.
- Trazar y escribir la letra **l** minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Cuántas curvas debajo hay en esta letra? (2)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Dónde cruza la vuelta? (la línea del medio)
7. ¿Qué otras letras comienzan como la minúscula **l**? (b, f, h, k minúsculas en cursiva)

After you discuss the letter, trace over the model of the cursive **l** and say “**curva debajo, curva hacia atrás, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **l**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 37. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina.**” 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 cursive **l** as they say “**curva debajo, curva hacia atrás, inclina, curva debajo.**”

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

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

Finally, have the students read the cursive words.

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



Trace



Write

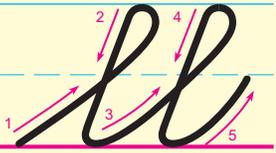


Check

Cursive l Corrective Techniques See page T39.

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

ll minúscula



Objetivos:

- Repasar los trazos en la letra ll minúscula.
- Trazar y escribir la letra ll minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

Write a large cursive 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 cursive ll:

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Cuántas curvas debajo hay en esta letra? (3)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Dónde se cruzan las vueltas? (la línea del medio)
7. ¿Qué otras letras comienzan como la ll?
(b, f, h, k)

After you discuss the letter, trace over the model of the cursive ll and say “**curva debajo, curva hacia atrás, inclina, curva debajo, curva hacia atrás, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive ll, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 38. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina.**” Ask them to stop and evaluate

ll minúscula

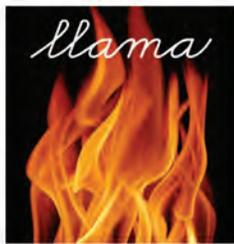


1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo, curva hacia atrás
4. Inclina
5. Curva debajo

Traza y escribe los trazos y letras.



Lee las palabras cursivas.



llave



38

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REVISAR

- Tamaño de letras
- Forma de letras
- Calidad de líneas
- Espacio de letras
- Inclina
- Uniones

their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive ll as they say “**curva debajo, curva hacia atrás, inclina, curva debajo, curva hacia atrás, inclina, curva debajo.**”

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

Next, have the students read the cursive words.

Have the students complete the **REVISAR** and then review the pencil position illustrations.

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



Trace



Write

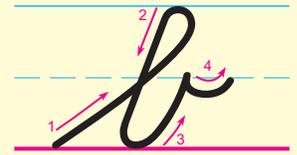


Check

Cursive I Corrective Techniques See page T27.

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

b minúscula



b minúscula



1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo cerrada
4. Vuelve a trazar, gira a la derecha

Traza y escribe los trazos y letras.



Uniones

Traza elevado a curva debajo



1. El final de la letra b da un giro amplio en la curva de la letra l.
2. Da vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.

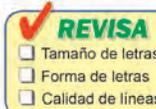


béisbol



barco

Lee las palabras cursivas.



39

Objetivos:

- Repasar los trazos en la letra **b** minúscula.
- Trazar y escribir la letra **b** minúscula.
- Trazar y escribir las uniones.

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

1. Model & Discuss

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

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

1. ¿Dónde comienza el primer trazo? (la línea de abajo)
2. ¿Cuántas curvas hacia abajo están en esta letra? (2)
3. ¿Dónde cruza la vuelta? (la línea del medio)
4. ¿Cuántos trazos inclinados hay en esta letra? (1)
5. ¿Dónde termina el último trazo? (la línea del medio)
6. ¿Qué otras letras terminan como la letra b? (o, v, w)

After you discuss the letter, trace over the model of the cursive **b** and say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **b**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 39. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **b** as they say

“**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**”

3. Self-Evaluate Follow the same procedures as described on previous pages.

Next, discuss the checkstroke joining in the blue box.

Checkstroke Explain to the students the **retrace** and **swing right** ending in the lowercase cursive **b** is called a checkstroke. When joining to another letter, the **retrace** is slight and the **swing-right** forms the top of the next letter.

Finally, have the students trace and write the joinings and read the two cursive words.

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



Trace



Write

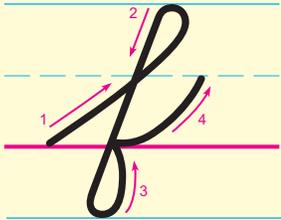


Check

Cursive b Corrective Techniques See page T26.

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

f minúscula



Objetivos:

- Repasar los trazos en la letra **f** minúscula.
- Trazar y escribir la letra **f** minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Cuántas curvas debajo hay en esta letra? (2)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Dónde cruza la vuelta? (la línea del medio)
7. ¿Qué otras letras comienzan como la letra **f** minúscula? (b, h, k, l minúsculas en cursiva)

After you discuss the letter, trace over the model of the cursive **f** and say “**curva debajo, curva hacia atrás, inclina, curva hacia arriba, ata, curva debajo.**” Repeat this two times. The third time you trace the cursive **f**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 40. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina.**” Ask them to stop and evaluate their work as described in Step 3 before going to

f minúscula



1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva hacia arriba, ata
4. Curva debajo

Uniones

Curva debajo a curva debajo



1. La unión de trazos da un giro amplio en la curva de la letra l.
2. Da vuelta atrás e inclina.

Traza y escribe los trazos y letras.



Traza y escribe las uniones.



Iguala las letras.



Lee las palabras cursivas.



fruta



fresa

40

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the next line. On the second, third, and fourth lines students trace and write the cursive cursive **f** as they say “**curva debajo, curva hacia atrás, inclina, curva hacia arriba, ata, curva debajo.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings. Then have them draw a line from each manuscript letter to the correct cursive letter. Have them read the cursive words.

Have the students complete the **REVISAR**.

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



Trace



Write

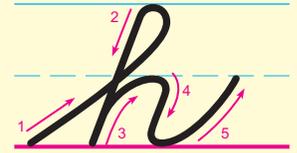


Check

Cursive f Corrective Techniques See page T38.

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

h minúscula

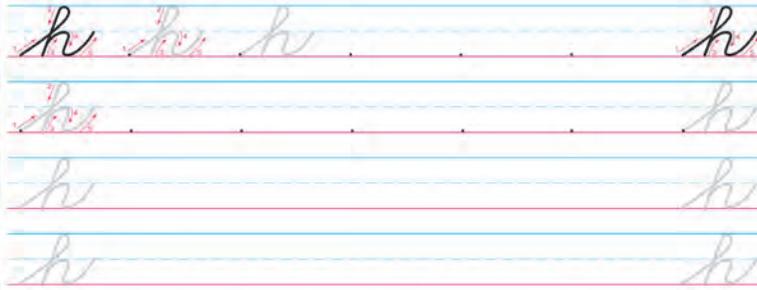


h minúscula



1. Curva debajo, curva hacia atrás
2. Inclina
3. Sobrecurva
4. Inclina
5. Curva debajo

Traza y escribe las letras.



Uniones

Curva debajo a curva debajo



1. El final de la letra **h** da un giro amplio en la curva de la letra **e**.
2. Da vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.



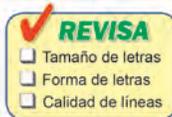
Lee las palabras cursivas.



helado



huevo



41

Objetivos:

- Repasar los trazos en la letra **h** minúscula.
- Trazar y escribir la letra **h** minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el último trazo? (curva debajo)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Hay una sobrecurva en esta letra? (sí)

After you discuss the letter, trace over the model of the cursive **h** and say “**curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **h**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 41. On the first line, have the students start at the dots and trace and write the cursive **h** as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice.

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On the third and fourth lines, students trace and write the cursive **h** directly below the letters on the previous line as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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

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

Have the students read the cursive words.

Have the students complete the **REVISAR** and then review the paper position illustrations.

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



Trace



Write

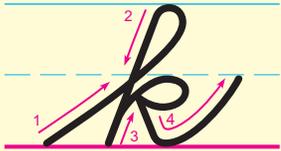


Check

Cursive h Corrective Techniques See page T39.

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

k minúscula



Objetivos:

- Repasar los trazos en la letra **k** minúscula.
- Trazar y escribir la letra **k** minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde cruza la vuelta? (la línea del medio)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántas curvas debajo hay en esta letra? (2)
4. ¿Cómo se llama la línea de escritura roja? (la línea de abajo)
5. ¿Esta letra toca la línea de arriba? (sí)
6. ¿Cuántas veces toca la línea del medio? (4)

After you discuss the letter, trace over the model of the cursive **k** and say “**curva debajo, curva hacia atrás, inclina, sobrecurva, curva hacia atrás, une, inclina a la derecha, curva debajo.**” Repeat this two times. The third time you trace the cursive **k**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 42. On the first line, have the students start at the dots and trace and write the cursive **k** as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, curva hacia atrás, une, inclina a la derecha, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of

k minúscula



1. Curva debajo, curva hacia atrás.
2. Inclina
3. Sobrecurva, curva hacia atrás, une
4. Inclina a la derecha, curva debajo

Traza y escribe las letras.



Uniones

Curva debajo a curva debajo



La curva debajo se balancea ampliamente en la parte de arriba de la letra i.

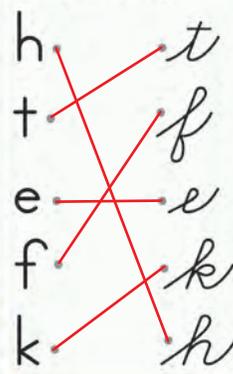
Traza y escribe las uniones.



Lee la palabra.

kiwis

Iguala las letras.



42



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practice. On the third and fourth lines, students trace and write the cursive **k** directly below the letters on the previous line as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, curva hacia atrás, une, inclina a la derecha, curva debajo.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings. Then have them draw a line from each manuscript letter to the correct cursive letter. Have them read the cursive word.

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



Trace



Write



Check

Cursive k Corrective Techniques See page T39.

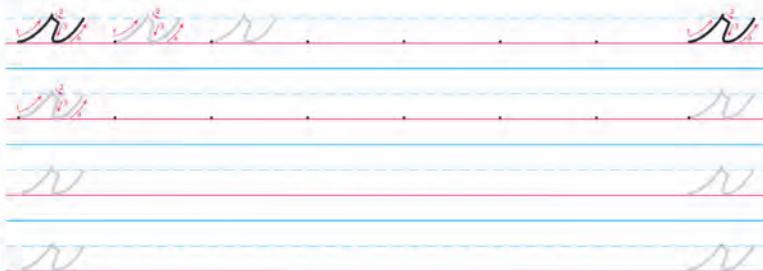
Katherine's OT Tip The lowercase **k** can elicit a groan or two from some students. Letters are like puzzles and contain pieces that fit together to make a whole picture. Have struggling students take the puzzle **k** apart and master those parts before having them put it all together. Add a bit of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

r minúscula

Traza y escribe las letras.



1. Curva debajo
2. Vuelve a trazar, inclina a la derecha
3. Inclina
4. Curva debajo



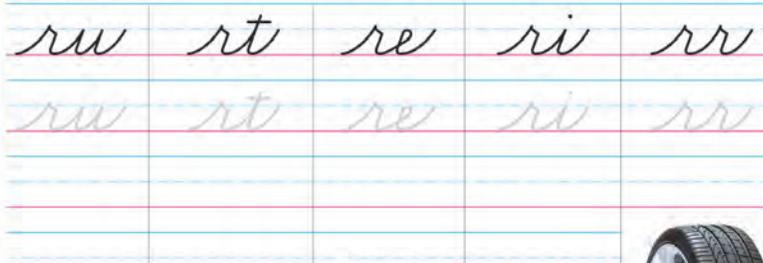
Uniones

Curva debajo a curva debajo



1. La curva debajo se balancea ampliamente en la parte de arriba de la letra u.
2. Pausa, luego inclina.

Traza y escribe las uniones.



Lee las palabras cursivas.



Objetivos:

- Repasar los trazos en la letra r minúscula.
- Trazar y escribir la letra r minúscula.
- Trazar y escribir las uniones.

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el último trazo? (curva debajo)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Hay una sobrecurva en esta letra? (no)

After you discuss the letter, trace over the model of the cursive **r** and say “**curva debajo, vuelve a trazar, inclina a la derecha, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **r**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 43. On the first line, have the students start at the dots and trace and write the cursive **r** as they say “**curva debajo, vuelve a trazar, inclina a la derecha, inclina, curva debajo.**” Ask them to stop and evaluate their work as described

in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **r** directly below the letters on the previous line as they say “**curva debajo, vuelve a trazar, inclina a la derecha, inclina, curva debajo.**”

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

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

Have the students read the three cursive words at the bottom of the page.

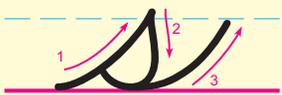
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Cursive r Corrective Techniques See page T40.

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

s minúscula



Objetivos:

- Repasar los trazos en la letra **s** minúscula.
- Trazar y escribir la letra **s** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

s minúscula



1. Curva debajo
2. Vuelve a trazar, curva hacia abajo y atrás, une
3. Curva debajo

Traza y escribe las letras.



Uniones

Curva debajo a curva debajo



1. El final de la curva debajo da un giro amplio en la curva formando la letra **e**.
2. Inclina.

Traza y escribe las uniones y palabra.



Escribe la palabra dos veces.

seis



44

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1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Dónde termina esta letra? (la línea de en medio)
3. ¿Cuántas curvas debajo hay en esta letra? (2)
4. ¿Cómo se llama la línea de escritura roja? (la línea de abajo)
5. ¿Esta letra toca la línea de arriba? (no)
6. ¿Cuántas veces toca la línea del medio? (3)

After you discuss the letter, trace over the model of the cursive **s** and say “**curva debajo, vuelve a trazar, curva hacia abajo y atrás, une, curva debajo.**”

Repeat this two times. The third time you trace the cursive **s**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 44. On the first line, have the students start at the dots and trace and write the cursive **s** as they say “**curva debajo, vuelve a trazar, curva hacia abajo y atrás, une, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **s** directly below the letters on the previous line as they say “**curva debajo, vuelve a trazar, curva hacia abajo y atrás, une, curva debajo.**”

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

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

Finally, have the students write the words **seis** and **sol** in cursive.

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



Trace



Write

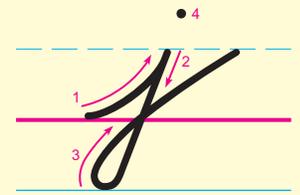


Check

Cursive s Corrective Techniques See page T40.

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

j minúscula

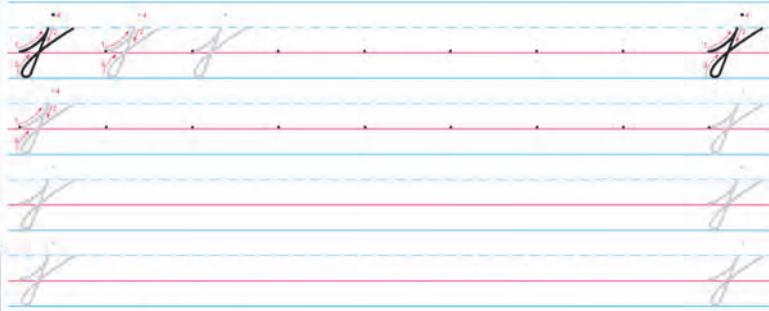


j minúscula



1. Curva debajo
2. Inclina, curva hacia atrás
3. Sobrecurva
4. Punto

Traza y escribe las letras.



Uniones

Sobrecurva a curva debajo



1. La terminación de la sobrecurva se convierte en una curva inferior amplia que forma la curva en la letra e.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones.



Lee las palabras.



jamón



joyas



jugo

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45

Objetivos:

- Repasar los trazos en la letra j minúscula.
- Trazar y escribir la letra j minúscula.
- Trazar y escribir las uniones.

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el último trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Cuántos trazos hay en esta letra? (3 y un punto)

After you discuss the letter, trace over the model of the cursive **j** and say “**curva debajo, inclina, curva hacia atrás, sobrecurva, punto.**” Repeat this two times. The third time you trace the cursive **j**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 45. On the first line, have the students start at the dots and trace and write the cursive **j** as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, punto.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the

second line of practice. On the third and fourth lines, students trace and write the cursive **j** directly below the letters on the previous line as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, punto.**”

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

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

Finally, have the students read the cursive words.

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



Trace



Write



Check

Cursive j Corrective Techniques See page T39.

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

p minúscula



Objetivos:

- Repasar los trazos en la letra **p** minúscula.
- Trazar y escribir la letra **p** minúscula.
- Trazar y escribir las uniones.

Important:

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

p minúscula



1. Curva debajo
2. Inclina, curva hacia atrás
3. Sobrecurva
4. Curva hacia abajo, atrás, une
5. Curva debajo

Uniones

Curva debajo a curva debajo



1. La curva debajo se balancea ampliamente en la parte de arriba de la letra **p**.
2. Pausa, luego inclina.

Traza y escribe las letras.



Traza y escribe las uniones.



Lee las palabras.



perro

pelota



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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (curva debajo)
2. ¿Dónde termina el primer trazo? (la línea del medio)
3. ¿Dónde se cruza la vuelta en esta letra? (por encima de la línea de abajo)
5. ¿Cuántas curvas debajo hay en esta letra? (2)
6. ¿Ves parte de alguna otra letra minúscula en esta letra? (todas las letras minúsculas, excepto b y o)

After you discuss the letter, trace over the model of the cursive **p** and say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo.**” Repeat this two times. The third time you trace the cursive **p**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 46. On the first line, have the students start at the dots and trace and write the cursive **p** as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo.**” Ask them to stop and evaluate their

work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **p** directly below the letters on the previous line as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo.**”

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

Next, discuss the joining in the blue box. Have the students trace and write the joinings and then read the two cursive words at the bottom of the page.

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



Trace



Write



Check

Cursive p Corrective Techniques See page T39.

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

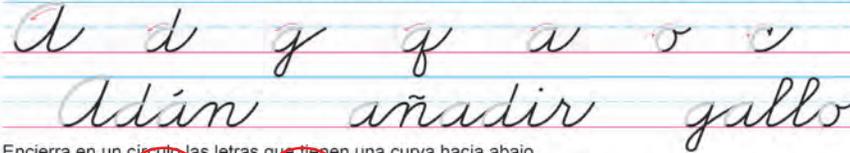
Curva hacia abajo

Curva hacia abajo

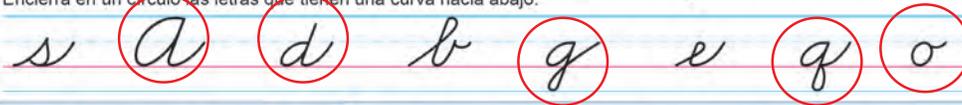
Desliza ampliamente hacia la izquierda y lentamente haz una curva hacia abajo. Traza y escribe las curvas altas y cortas.



Traza las curvas hacia abajo en las letras y palabras. Asegúrate de que tu libro esté en la posición correcta para una mejor escritura.



Encierra en un círculo las letras que tienen una curva hacia abajo.



Curva hacia abajo-Curva debajo

Asegúrate de hacer amplia la curva hacia abajo. La curva debajo gira hacia arriba y cierra los dos trazos. Traza y escribe la curva hacia abajo - curva debajo.



Encierra en un círculo las letras que contienen trazos con curva hacia abajo - curva debajo.



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47

Objetivos:

- Reconocer el trazo curva hacia abajo en letras cursivas.
- Trazar y escribir el trazo curva hacia abajo.
- Trazar y escribir el trazo curva hacia abajo-curva debajo.

1. Model & Discuss

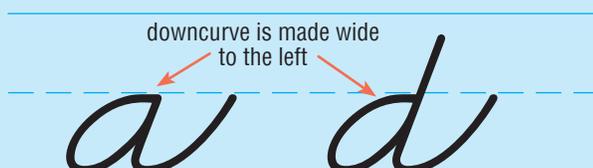
Write a large downcurve stroke on writing lines on the board, use **AlphamationPlus** to model the stroke, or have the students open their books to page 47. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

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

1. ¿Cuáles son algunas letras cursivas en minúsculas que contienen una curva hacia abajo? (a, c, d, g, o, q)
2. ¿Cuáles son las letras cursivas en mayúscula que contienen una curva hacia abajo? (A, C, E, O, Q)

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

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



2. Practice

Students open their books to page 47. Have the students start at the dots and trace and write the downcurves on lines 1 and 2. After they finish, have them evaluate their downcurves as described in Step 3. On lines 3 and 4 they trace the downcurves in the letters and words. Next, they circle the letters that contain a downcurve.

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

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

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

a minúscula



Objetivos:

- Repasar los trazos en la letra **a** minúscula.
- Trazar y escribir la letra **a** minúscula.
- Trazar y escribir las uniones y palabras.

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

a minúscula



1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo

Traza y escribe las letras.



Uniones

Curva debajo a curva debajo



1. El final de la curva debajo da un giro amplio en la curva formando la letra f.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones y palabra.



Escribe la palabra.

artista

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1. Model & Discuss

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Dónde termina esta letra? (la línea del medio)
3. ¿Ves otra letra en esta letra? (i)
4. ¿Cómo se llama la línea de escritura roja? (la línea de abajo)
5. ¿Esta letra toca la línea de arriba? (no)
6. ¿Cuántas veces toca la línea del medio? (3)

After you have discussed the letter, trace over the large cursive **a** and say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **a**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 48. On lines 1 and 2, have the students start at the dots and trace and write the cursive **a** as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” After they complete each line, have them evaluate the strokes as described in Step 3. On lines 3 and 4 they trace and write the cursive **a** as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**”

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

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

Have the students write the word **artista** in cursive and then self-evaluate their letter forms and joinings.

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



Trace



Write



Check

Letter a Corrective Techniques See page T38.

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



d minúscula



1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo

Traza y escribe las letras.



Uniones

Curva debajo a curva hacia abajo



1. La curva debajo se balancea ampliamente para formar el comienzo de la letra d.
2. La curva hacia abajo de la segunda d vuelve a trazar un poco la unión.

Traza y escribe las uniones y palabras.



Lee las palabras.



dormir



Objetivos:

- Repasar los trazos en la letra **d** minúscula.
- Trazar y escribir la letra **d** minúscula.
- Trazar y escribir las uniones y palabras.

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿De qué tamaño es esta letra? (intermedio)
3. ¿Cómo se llama el primer trazo? (curva hacia abajo)
4. ¿Cómo se llama el trazo más alto? (inclina)
5. ¿Cómo llamamos a esta letra? (la letra d minúscula)
6. ¿Cuántas veces toca la línea del medio? (4)

After you discuss the letter, trace over the model of the cursive **d** and say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **d**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 49. On the first line, have the students start at the dots and trace and write the cursive **d** as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of

practice. On the third and fourth lines, students trace and write the cursive **d** directly below the letters on the previous line as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**”

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

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

Have the students read the cursive words.

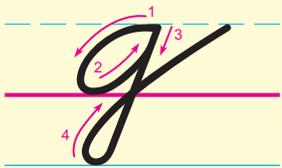
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Cursive d Corrective Techniques See page T38.

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

g minúscula



Objetivos:

- Repasar los trazos en la letra **g** minúscula.
- Trazar y escribir la letra **g** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el último trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea del medio)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva hacia abajo)
6. ¿Cómo se llama el segundo trazo? (curva debajo)

After you discuss the letter, trace over the model of the cursive **g** and say “**curva hacia abajo, curva debajo, inclina, sobrecurva.**” Repeat this two times. The third time you trace the cursive **g**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 50. On the first line, have the students start at the dots and trace and write the cursive **g** as they say “**curva hacia abajo, curva debajo, inclina, sobrecurva.**” Ask them to stop and evaluate their work as described in Step 3 before go-

g minúscula



1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Sobrecurva

Uniones

Sobrecurva a curva hacia abajo



1. La terminación de la sobrecurva se balancea hacia arriba y encima formando la parte superior de la letra **a**.
2. El primer trazo de la letra **a** vuelve a trazar un poco la unión.

Lee las palabras.

gato

50



gorila

águila

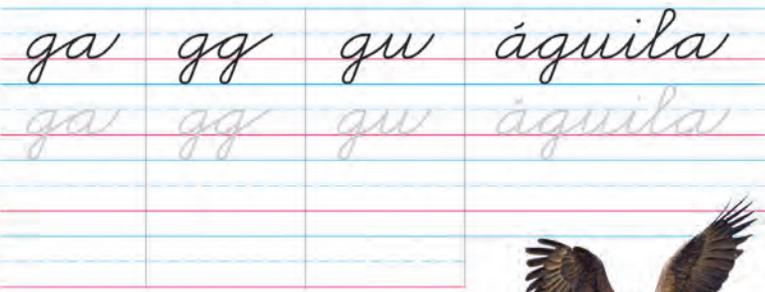
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Traza y escribe las letras.



Traza y escribe las uniones y palabra.



ing to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **g** directly below the letters on the previous line as they say “**curva hacia abajo, curva debajo, inclina, sobrecurva.**”

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

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

Have the students read the three cursive words.

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



Trace



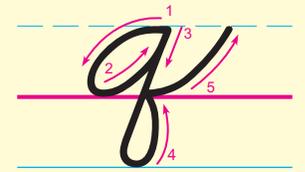
Write



Check

Cursive g Corrective Techniques See page T39.

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



q minúscula



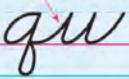
1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva hacia arriba, une
5. Curva debajo

Traza y escribe las letras.



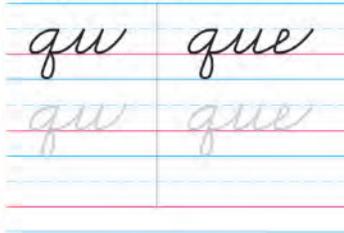
Uniones

Curva debajo a curva debajo



La unión de trazos se balancea ampliamente en la parte superior de la letra u.

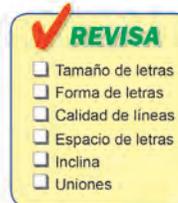
Traza y escribe las uniones.



Lee las palabras cursivas.



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51

Objetivos:

- Repasar los trazos en la letra q minúscula.
- Trazar y escribir la letra q minúscula.
- Trazar y escribir las uniones.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (curva hacia abajo)
2. ¿Dónde comienza esta letra? (la línea del medio)
3. ¿Dónde se une la vuelta de abajo? (la línea de abajo)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el último trazo? (curva debajo)
6. ¿Cuántos trazos inclinados hay en esta letra? (1)

After you discuss the letter, trace over the model of the cursive **q** and say “**curva hacia abajo, curva debajo, inclina, curva hacia arriba, une, curva debajo.**” Repeat this two times. The third time you trace the cursive **q**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 51. On the first line, have the students start at the dots and trace and write the cursive **q** as they say “**curva hacia abajo, curva debajo, inclina, curva hacia arriba, une, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third line, students trace and write

the cursive **q** directly below the letters on the previous line as they say “**curva hacia abajo, curva debajo, inclina, curva hacia arriba, une, curva debajo.**”

3. Self-Evaluate

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

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

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

Finally, have the students read the cursive words, review the pencil position, and complete the **REVISAR**.

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

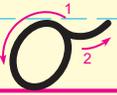


Cursive q Corrective Techniques See page T40.

Katherine's OT Tip

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

o minúscula



Objetivos:

- Repasar los trazos en la letra **o** minúscula.
- Trazar y escribir la letra **o** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (debajo de la línea del medio)
2. ¿Dónde termina el óvalo? (la línea del medio)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el trazo final? (revisión de trazo)

After you discuss the letter, trace over the model of the cursive **o** and say “**óvalo hacia atrás (cierra óvalo), gira a la derecha.**” Repeat this two times. The third time you trace the cursive **o**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 52. On the first line, have the students start at the dots and trace and write the cursive **o** as they say “**óvalo hacia atrás (cierra óvalo), gira a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write

o minúscula



1. Óvalo hacia atrás (cierra óvalo)
2. Gira a la derecha

Uniones

Trazo elevado a curva debajo



1. El trazo final de la **o** se balancea ampliamente en la parte de arriba de la letra **s**.
2. Pausa, luego baja la curva.



grillo

52

Traza y escribe las letras.



Traza y escribe las uniones y palabra.



Escribe la palabra.



beisbol

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the cursive **o** directly below the letters on the previous line as they say “**óvalo hacia atrás (cierra óvalo), gira a la derecha.**”

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

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

Have the students write the word **grillo** in cursive.

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



Trace



Write



Check

Cursive o Corrective Techniques See page T39.

Katherine's OT Tip The “swing right” stroke of the lowercase **o** can be a show-stopper! Students may struggle with the fluid movement that remains at the midline, finding themselves straying toward the bottom line. For words that include many letters that end and join at the midline, such as “book,” they will slow down to think about each movement. **Visual perceptual** activities that provide tactile and visual cues for placement and size include block patterns, puzzles, and construction toys that utilize a model. Reading directions or movement sequences aloud can help auditory learners as well.

c minúscula



1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo cerrada
3. Curva debajo

Traza y escribe las letras.



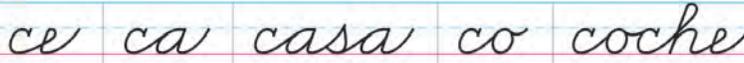
Uniones

Curva debajo a curva debajo



1. El final de la curva abajo da un giro amplio en la curva formando la letra e.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones y palabras.



Escribe la palabra.

careta



53

c minúscula



Objetivos:

- Repasar los trazos en la letra **c** minúscula.
- Trazar y escribir la letra **c** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo llamamos a esta letra? (letra c minúscula)
3. ¿Cómo se llama el primer trazo? (inclina)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Cuántas veces toca la línea del medio? (3)

After you discuss the letter, trace over the model of the cursive **c** and say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo.**” Repeat this two times. The third time you trace the cursive **c**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 53. On the first line, have the students start at the dots and trace and write the cursive **c** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo.**” Ask them to stop and evaluate their work

as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **c** directly below the letters on the previous line as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo.**”

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

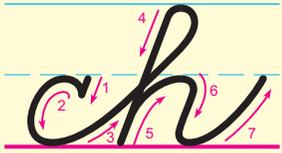
Next, discuss the joining in the blue box. Have the students trace and write the joinings and words.

Have the students write the word **careta** in cursive.

Cursive c Corrective Techniques See page T38.

Katherine's OT Tip As students begin to copy manuscript words into cursive, it is important for them to recognize the need to edit and correct their own work. You can assist young learners with the development of good editing habits by providing them with opportunities to edit YOUR work. Write a sentence containing cursive letter formation, spacing, alignment, or line quality errors on a large piece of paper or on the board using the same writing spaces that the students use in their workbooks. Have the students review, edit, and correct your work. They will enjoy being the teacher!

ch minúscula



ch minúscula

ch ch

1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo cerrada
3. Curva debajo, curva hacia atrás
4. Inclina
5. Sobrecurva
6. Inclina
7. Curva debajo

Traza y escribe las letras.



Objetivos:

- Repasar los trazos en la letra **ch** minúscula.
- Trazar y escribir la letra **ch** minúscula.
- Trazar y escribir las uniones y palabra.

Important:

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

1. Model & Discuss

Write a large cursive **ch** on writing lines on the board or use **AlphamationPlus** to review the letter **ch**.

Ask the students the following questions as they look at a large model of the letter **ch**.

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo llamamos a esta letra? (letra ch minúscula)
3. ¿Cómo se llama el primer trazo? (inclina)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Cuántas veces toca la línea del medio? (6)

After you discuss the letter, trace over the model of the cursive **ch** and say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **ch**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 54. On the first line, have the students start at the dots and trace and write the cursive **ch** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina,**

Posición del papel



Traza y escribe la palabra.

chocolate

Posición del lápiz



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sobrecurva, inclina, curva debajo.” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **ch** directly below the letters on the previous line as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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

Have the students trace and write the word in cursive.

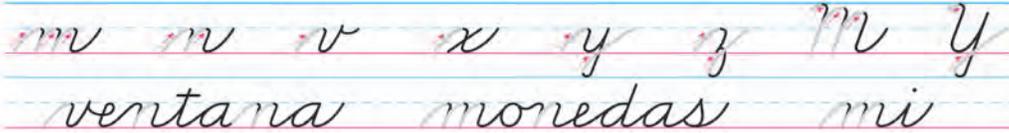
Katherine's OT Tip The eyes lead the hand in the mastery of handwriting skills. **Vision skills** such as tracking, scanning, and smooth eye movements enhance students' ability to produce consistent and legible handwriting in a timely manner. Eye-hand coordination is the underlying skill that guides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

Sobrecurva

La sobrecurva se usa para comenzar las letras minúsculas m, n, v, x, y, y z. Este trazo curva hacia arriba, ampliamente a la derecha. Traza y escribe las sobrecurvas altas y cortas.



Traza las sobrecurvas en las letras y palabras. Las sobrecurvas van hacia arriba y hacia la derecha.



Encierra en un círculo las letras siguientes que tienen una sobrecurva.

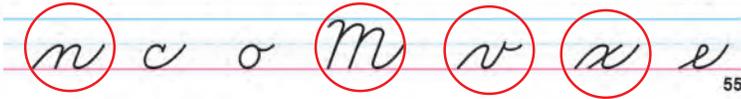


Sobrecurva - Inclina

Mantén la sobrecurva redonda. Haz los trazos inclinados a la línea debajo. Traza y escribe el trazo sobrecurva - inclina.



Encierra en un círculo las letras que contienen trazos de sobrecurva - inclina.



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Objetivos:

- Reconocer el trazo sobrecurva en letras cursivas.
- Trazar y escribir el trazo sobrecurva.
- Trazar y escribir el trazo sobrecurva-inclina.

1. Model & Discuss

Write a large overcurve stroke on writing lines on the board, use *AlphamationPlus* to model the stroke, or have the students open their books to page 56. (See page 17 for details on how to use *AlphamationPlus* for Step 1.)

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

1. ¿Cuáles son algunas letras cursivas en minúsculas que contienen una sobrecurva? (g, h, j, k, m, n, p, v, x, y, z)
2. ¿Cuáles son algunas letras cursivas en mayúsculas que contienen una sobrecurva? (H, K, M, N, U, V, W, X, Y, Z)

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

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

Overcurve is rounded on top



2. Practice

Students open their books to page 55. Have the students start at the dots and trace and write the overcurves on lines 1 and 2. After they finish, have them evaluate their overcurves as described in Step 3. On lines 3 and 4 they trace the overcurves in letters and words. Next, they circle the letters that contain an overcurve.

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

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

Katherine's OT Tip Visual memory skills are important foundations for the storage and retrieval of letter and word formations and the timely completion of legible work. A kinesthetic way to build memory skills is to play the “What’s Missing Game!” Place eight to ten familiar objects on the desk and have the children name them. You can write the names of the objects on the board to provide visual reinforcement as students try to remember all of them. Erase the board and cover the objects while you sneak one away. Uncover and ask students to determine which is missing. Have students raise their hands to allow strugglers sufficient time to answer as well.

m minúscula



Objetivos:

- Repasar los trazos en la letra **m** minúscula.
- Trazar y escribir la letra **m** minúscula.
- Trazar y escribir las uniones y palabras.

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

m minúscula



1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Sobrecurva, inclina
4. Curva debajo

Uniones

Curva debajo a curva hacia abajo

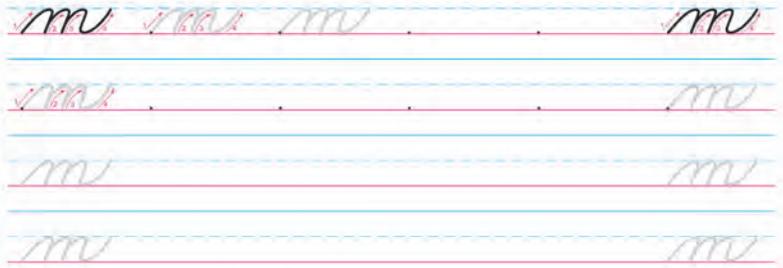


1. La terminación de la curva debajo se balancea hacia arriba y encima formando la parte superior de la letra **o**.
2. Pausa, curva hacia abajo.

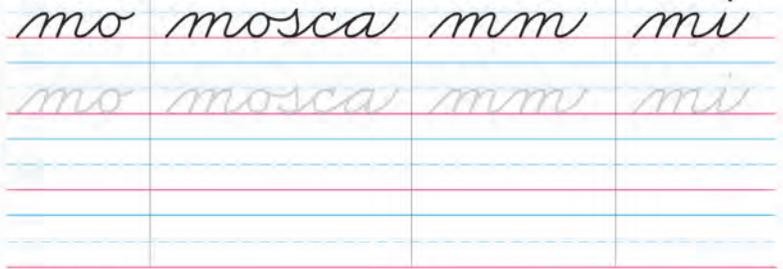


56

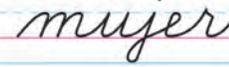
Traza y escribe las letras.



Traza y escribe las uniones y palabras.



Escribe la palabra.



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1. Model & Discuss

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

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

1. ¿Cuántas sobrecurvas hay en esta letra? (3)
2. ¿Cuántos trazos inclinados hay en esta letra? (3)
3. ¿Cómo se llama el trazo final? (curva debajo)
4. ¿Dónde comienza la letra? (la línea de abajo)
5. ¿Cuántas veces toca esta letra la línea del medio? (4)

After you have discussed the letter, trace over the large cursive **m** and say “**sobrecurva, inclina, sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **m**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 56. On lines 1 and 2, have the students start at the dots and trace and write the cursive **m** as they say “**sobrecurva, inclina, sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” After they complete each line, have them evaluate the strokes as described in Step 3. On

lines 3 and 4 they trace and write the cursive **m** as they say “**sobrecurva, inclina, sobrecurva, inclina, sobrecurva, inclina, curva debajo.**”

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

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

Have the students write the word **mujer** in cursive.

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



Trace



Write



Check

Cursive m Corrective Techniques See page T39.

Katherine's OT Tip The lowercase cursive **m** and **n** have proven to be challenging as students misinterpret the initial overcurve as a “bump.” They count the overcurves in the **m** as three bumps, compare them to the manuscript **m** that has two bumps and struggle to find the similarity. They do the same with the lowercase **n**. To help students visualize the similarities between the manuscript and cursive versions, bring out the fine-tipped highlighter. Trace overcurves 2 and 3 in the **m** and overcurve 2 in the **n**, pointing out that these are the “bumps” they have in common with their manuscript partners.

n minúscula

Traza y escribe las letras.



1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo



Uniones

Curva debajo a sobrecurva



1. La curva debajo se balancea hacia arriba y encima formando la parte superior de la letra n.
2. Sobrecurva, inclina.

Traza y escribe las uniones y palabras.



nido



Escribe la palabra.

nube

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- Objetivos:**
- Repasar los trazos en la letra n minúscula.
 - Trazar y escribir la letra n minúscula.
 - Trazar y escribir las uniones y palabras.

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

1. Model & Discuss

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

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

1. ¿Cuántas sobrecurvas hay en esta letra? (2)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Qué otras letras comienzan como la **n**? (m, ñ, v, x, y, z)

After you discuss the letter, trace over the model of the cursive **n** and say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **n**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 57. On the first line, have the students start at the dots and trace and write the cursive **n** as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students

trace and write the cursive **n** directly below the letters on the previous line as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo.**”

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

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

Have the students read the cursive words and write the word **nube** in cursive.

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



Cursive n Corrective Techniques See page T39.

Katherine’s OT Tip Mastery of the lowercase **m** and **n** can be enhanced further by adding a bit of **tactile awareness** to the strategy we used earlier. Kinesthetic learners will benefit from tracing the overcurves themselves with the highlighter. All students will benefit from tracing the highlighted model from beginning to end, first with their index fingers, then with pencils, in order to hone **eye-hand coordination skills** as they memorize the **motor movement patterns**. Sand Paper Tracing works well, too. Auditory learners will benefit from verbalizing the strokes in sequence as they trace the letters.

ñ minúscula



Objetivos:

- Repasar los trazos en la letra ñ minúscula.
- Trazar y escribir la letra ñ minúscula.
- Trazar y escribir las uniones y palabras.

ñ minúscula



1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba

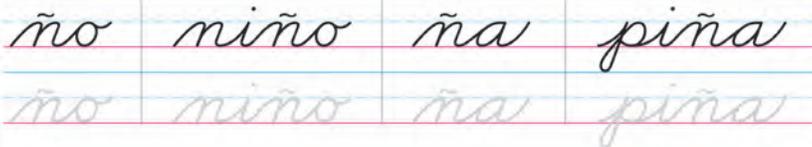


niño

Traza y escribe las letras.



Traza y escribe las uniones y palabras.



Lee las palabras.



otoño



piña

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1. Model & Discuss

Write a large cursive 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 cursive ñ.

1. ¿Cuántos trazos inclinados hay en esta letra? (2)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Qué otras letras comienzan como la ñ? (m, n, v, x, y, z)

After you discuss the letter, trace over the model of the cursive ñ and say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**” Repeat this two times. The third time you trace the cursive ñ, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 58. On the first line, have the students start at the dots and trace and write the cursive ñ as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in Step 3 before going to

the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **n** directly below the letters on the previous line as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**”

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

Have the students trace and write the joinings and words. Have them read the two words and complete the **REVISAR**.

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



Trace



Write



Check

Cursive n Corrective Techniques See page T39.

v minúscula



1. Sobrecurva, inclina
2. Curva debajo cerrada
3. Vuelve a trazar, gira a la derecha

Uniones

Trazo elevado a curva debajo

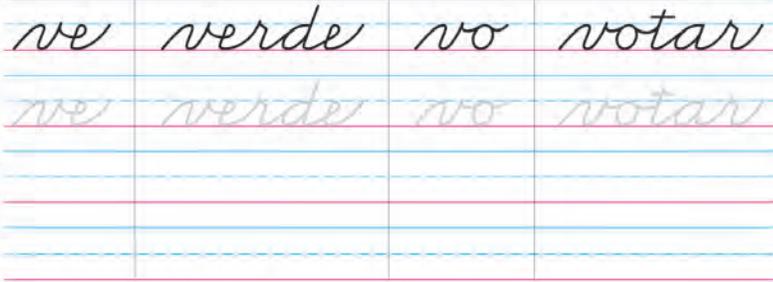


1. El trazo final de la v se balancea ampliamente en la parte de arriba de la letra e.
2. Curva hacia atrás e inclina.

Trazo y escribe las letras.



Trazo y escribe las uniones y palabras.



Escribe las palabras con cursiva.

violín

volcán

v minúscula



Objetivos:

- Repasar los trazos en la letra **v** minúscula.
- Trazar y escribir la letra **v** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cuántos trazos inclinados hay en esta letra? (1)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (trazo elevado)
5. ¿Qué otras letras terminan como la **v**? (b, o, w)
6. ¿Cuántas curvas hacia abajo hay en esta letra? (ninguna)

After you discuss the letter, trace over the model of the cursive **v** and say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **v**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 59. On the first line, have the students start at the dots and trace and write the cursive **v** as they say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **v** directly below the letters on the previous line as they say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**”

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

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

Finally, have the students write the two words at the bottom of the page in cursive.

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



Trace



Write



Check

Cursive v Corrective Techniques See page T40.

Katherine's OT Tip The “Secret Message Game” can enhance **short-term memory** and **automatic letter recall skills**. Shake out letter tiles or dice and have students help you form three or four words. Secretly choose one word for the game and put the letter models away. Draw the appropriate number of lines on the board for your word and ask students to raise their hands and suggest a letter to discover the word. Each time a letter is selected, have that student come up and write it either on the line or in the discard list to the side. Observe the students to see who takes a peek at your room's letter models.

x minúscula



Objetivos:

- Repasar los trazos en la letra **x** minúscula.
- Trazar y escribir la letra **x** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Hay un trazo inclinado en esta letra? (sí)
4. ¿Cómo se llama el último trazo? (trazo hacia arriba)
5. ¿Hay una curva debajo en esta letra? (sí)
6. ¿Dónde comienza el trazo hacia arriba? (la línea de abajo)

After you discuss the letter, trace over the model of the cursive **x** and say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba.**” Repeat this two times. The third time you trace the cursive **x**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 60. On the first line, have the students start at the dots and trace and write the cursive **x** as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for

x minúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Cruza con un trazo hacia arriba

Uniones

Curva debajo a curva debajo



1. La curva debajo se balancea ampliamente en la parte superior de la letra i.
2. Pausa, luego inclina.



60

Traza y escribe las letras.



Traza y escribe las uniones y palabra.



Escribe la palabra.



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the second line of practice. On the third and fourth lines, students trace and write the cursive **x** directly below the letters on the previous line as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba.**”

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

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

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



Trace



Write



Check

Cursive x Corrective Techniques See page T40.

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

y minúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Inclina, curva hacia atrás
4. Sobrecurva

Traza y escribe las letras.



Uniones

Sobrecurva a curva debajo



1. La terminación de la sobrecurva se convierte en una curva amplia formando la letra e.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones y palabras.



REVISAR

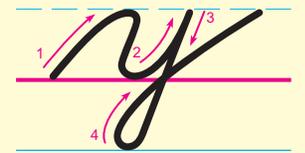
- Tamaño de letras
- Forma de letras
- Calidad de líneas
- Espacio de letras
- Inclina
- Uniones



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61

y minúscula



Objetivos:

- Repasar los trazos en la letra **y** minúscula.
- Trazar y escribir la letra **y** minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Dónde cruza la vuelta? (la línea de abajo)
2. ¿Cómo se llama el primer trazo? (sobrecurva)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Cómo se llama el último trazo? (sobrecurva)
5. ¿Hay una curva debajo en esta letra? (sí)
6. ¿Cuántas sobrecurvas hay en esta letra? (2)

After you discuss the letter, trace over the model of the cursive **y** and say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” Repeat this two times. The third time you trace the cursive **y**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 61. On the first line, have the students start at the dots and trace and write the cursive **y** as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On

the third and fourth lines, students trace and write the cursive **y** directly below the letters on the previous line as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**”

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

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

Have the students complete the **REVISAR**.

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



Trace



Write

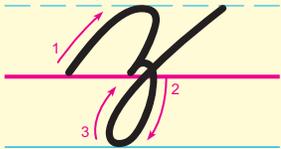


Check

Cursive y Corrective Techniques See page T40.

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

z minúscula



Objetivos:

- Repasar los trazos en la letra z minúscula.
- Trazar y escribir la letra z minúscula.
- Trazar y escribir las uniones y palabras.

Important:

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

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Hay un trazo inclinado en esta letra? (sí)
4. ¿Cómo se llama el último trazo? (sobrecurva)
5. ¿Hay una sobrecurva en esta letra? (no)
6. ¿Dónde cruza la vuelta? (la línea de abajo)

After you discuss the letter, trace over the model of the cursive **z** and say “**sobrecurva, inclina, curva hacia arriba y hacia abajo, sobrecurva.**” Repeat this two times. The third time you trace the cursive **z**, have the students trace the letter in the air and say the strokes.

2. Practice

Students open their books to page 62. On the first line, have the students start at the dots and trace and write the cursive **z** as they say “**sobrecurva, inclina, curva hacia arriba y hacia abajo, sobrecurva.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth

z minúscula



1. Sobrecurva, inclina
2. Curva hacia arriba y hacia abajo
3. Sobrecurva

Uniones

Sobrecurva a curva hacia abajo



1. La terminación de la sobrecurva se balancea hacia arriba y encima formando la parte superior de la letra **a**.
2. Pausa, curva hacia abajo.



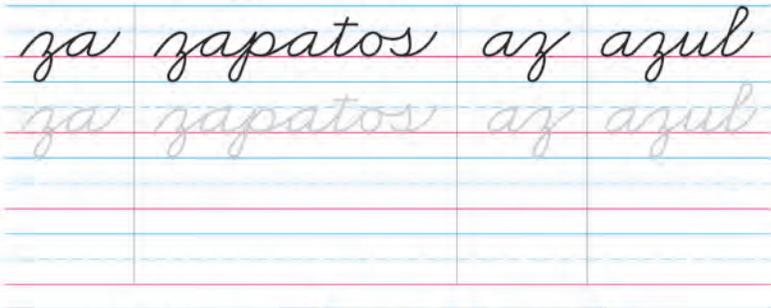
zapatos

62

Traza y escribe las letras.



Traza y escribe las uniones y palabras.



Lee las palabras.

azul

lines, students trace and write the cursive **z** directly below the letters on the previous line as they say “**sobrecurva, inclina, curva hacia arriba y hacia abajo, sobrecurva.**”

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

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

Have the students read the words **zapatos** and **azul**.

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



Trace



Write



Check

Cursive z Corrective Techniques See page T40.

Katherine's OT Tip **Figure-ground discrimination** is the ability to separate the object we are focusing on from other objects in the background. Students who are distracted by workbook pages that are too cluttered will benefit from a fun and inexpensive activity you can create yourself. The “Can You Spot It Book” uses small familiar objects from your room, such as crayons, bingo chips, and magnetic numbers, and turns them into a visual scanning exercise. Arrange the objects randomly on sheets of black construction paper. Take pictures, laminate them, put them in a binder, and have students spot objects that you name.

Has aprendido ahora todas las letras minúsculas en cursiva. Escribe las palabras con letra cursiva.

Repaso

rueda



gafas



bicicleta

helado

zanahoria

libro



fruta

cama

vaso



amarillo

llave



nido

 **REVISA** Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Uniones

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63

Repaso de la letra minúscula

Objetivos:

- Escribir letras minúsculas en cursiva en palabras.
- Escribir uniones en cursiva.

1. Discuss

Have the students open their books to page 63.

Tell the students that they have now learned all the lowercase cursive letters. Explain that this is a review page and they will be writing words that contain many of the lowercase cursive letters they have learned.

Ask the students the following questions:

1. Mira la imagen de las **gafas**. ¿Usas gafas? ¿Tienes un par de gafas de sol? ¿Cuál es el primer trazo en la letra cursiva minúscula **g**? (curva hacia abajo)
2. Mira la imagen de la **fruta**. Nombra algunos tipos de frutas diferentes. ¿Cuál es tu fruta favorita? ¿Cuál es el primer trazo en la letra cursiva minúscula **f**? (curva debajo)
3. Mira la imagen de la **bicicleta**. ¿Tienes una bicicleta? ¿De qué color es tu bicicleta? ¿Cuál es el primer trazo en la letra cursiva minúscula **b**? (curva debajo)
4. Mira la imagen de la lata de **pintura**. ¿De qué color es la pintura en la lata? (**amarillo**). ¿Has pintado alguna vez algo? ¿Qué colores usaste? ¿Cuál es el primer trazo en la letra cursiva minúscula **a**? (curva hacia abajo)
5. Mira la imagen del nido. ¿Has encontrado alguna vez un **nido**? ¿Cuántos huevos había en él? ¿De qué

color eran los huevos? ¿Cuántas sobrecurvas hay en la letra n? (2)

2. Practice

Have the students write the words in their best cursive writing.

3. Self-Evaluate After they have finished writing, have them complete the **REVISA** at the bottom of the page.

Any student having difficulty forming a cursive letter should review the letter with the Trace, Write, and Check features of **AlphamationPlus**.

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



Trace



Write



Check

Katherine's OT Tip A strong seated posture is the foundation for the learning of handwriting skills. Appropriate desk and chair heights are elements that are often overlooked during practice sessions. During the year, there will be times when chairs become too low for some students. This can be remedied by placing a book or rubber cushion on the seat to add height and adjust joints into the appropriate 90-degree angles for good posture. The students' feet should rest flat on the floor.

Escribiendo números 1 - 5

Objetivos:

- Reconocer y nombrar los números cursivos 1-5.
- Aprender los trazos básicos en los números 1-5.
- Trazar y escribir los números 1-5.

Important: No workbooks or pencils for Step 1.

Escribiendo números Traza y escribe los números.

1. Inclina

1. Curva hacia adelante
2. Inclina 3. Desliza a la derecha

1. Curva hacia adelante, abajo, y atrás
2. Curva hacia adelante, abajo, y atrás

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

1. Inclina 2. Curva hacia adelante, abajo, atrás 3. Desliza a la derecha

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1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (inclina)
2. ¿Dónde comienza este número? (la línea de arriba)
3. ¿Dónde termina el trazo inclinado? (la línea de abajo)

Next, trace over the model of the numeral **1** and say “**inclina.**” Repeat this two times. The third time you trace the numeral **1**, have the students trace the numeral in the air as they say the stroke.

2. Practice

Have the students open their books to page 64. On the first line, have them trace and write the numeral **1** as they say “**inclina.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, have them trace and write the numeral **1** directly below the letters on the previous line as they say the stroke.

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

Repeat the three steps for the cursive numerals **2-5**.

Questions for numerals 2-5:

1. ¿Cómo se llama el primer trazo? (ve la página de arriba)
2. ¿Dónde comienza el primer trazo? (ve la página de arriba)
3. ¿Cuántos trazos hay en este número? (ve la página de arriba)
4. ¿Hay un levantamiento del lápiz? (sí, solo en 4 y 5)
5. ¿Dónde termina este número? (ve la página de arriba)

Stroke descriptions for numerals 2-5.

Numeral 2 say “**curva hacia adelante, inclina, desliza a la derecha.**”

Numeral 3 say “**curva hacia adelante, abajo, y atrás, curva hacia adelante, abajo, y atrás.**”

Numeral 4 say “**inclina, desliza a la derecha, inclina.**”

Numeral 5 say “**inclina, curva hacia adelante, abajo, atrás, desliza a la derecha.**”

Katherine’s OT Tip Dot grid activities are especially helpful for students who struggle with number formations. Draw a number on the grid and have them trace it first with tracing paper. On a fresh grid below it, have students reproduce the number from the model. They can check their work by placing their traced version on top of it. Using a colored pencil, have them make any corrections on their reproduction. This activity helps kinesthetic learners to see, touch, and compare their work.

1. Curva hacia abajo
2. Curva hacia arriba, abajo

1. Desliza a la derecha 2. Inclina

1. Curva hacia atrás, curva hacia abajo, curva hacia atrás 2. Inclina hacia arriba

1. Curva hacia abajo, curva debajo 2. Inclina

1. Inclina 2. Óvalo hacia atrás

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Escribiendo números 6 - 10

Objetivos:

- Reconocer y nombrar los números cursivos **6-10**.
- Aprender los trazos básicos en los números **6-10**.
- Trazar y escribir los números **6-10**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large numeral **6** on writing lines on the board or use **AlphamationPlus** (see page T17 for details).

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

1. ¿Cómo se llama el primer trazo? (curva hacia abajo)
2. ¿Dónde comienza este número? (la línea de arriba)
3. ¿Cuántas veces toca este número la línea del medio? (2 veces)

Next, trace over the model of the numeral **6** and say “**curva hacia abajo, curva hacia arriba, abajo.**” Repeat this two times. The third time you trace the numeral **6**, have the students trace the numeral in the air as they say the strokes.

2. Practice

Have the students open their books to page 65. On the first line, have them trace and write the numeral **6** as they say “**curva hacia abajo, curva hacia arriba, abajo.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second line, have them trace and write the numeral **6** directly below the letters on the previous line as they say the strokes.

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

Repeat the three steps for the cursive numerals **7-10**.

Questions for the numerals 7-10:

1. ¿Cómo se llama el primer trazo? (ve la página de arriba)
2. ¿Dónde comienza el primer trazo? (ve la página de arriba)
3. ¿Cuántos trazos hay en este número? (ve la página de arriba)
4. ¿Hay un levantamiento del lápiz? (sí, solo en el 10)
5. ¿Dónde termina este número? (ve la página de arriba)

Stroke descriptions for numerals 7-10.

Numeral **7** say “**desliza a la derecha, inclina.**”

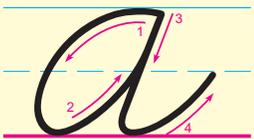
Numeral **8** say “**curva hacia atrás, curva hacia abajo, curva hacia atrás, inclina hacia arriba.**”

Numeral **9** say “**curva hacia abajo, curva debajo, inclina**”

Numeral **10** say “**inclina, óvalo hacia atrás.**”

Katherine’s OT Tip Visual memory skills are important foundations for the storage and retrieval of letter and word formations. A kinesthetic way to build memory and **visualization skills** is with “The Bag of Tricks Game.” Gather five to six familiar objects from your room, show them to your students, and have students name each one. Have students hold and manipulate the objects to get the feel of them before you place them in a paper bag. Ask students one at a time to reach in and select the one you name without peeking. You can also ask them to list from memory the objects you placed in the bag.

A y B mayúsculas



Objetivos:

- Reconocer y nombrar las letras **A** y **B** mayúsculas.
- Aprender los trazos básicos de las letras **A** y **B** cursivas.
- Trazar y escribir las letras **A** y **B**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **A** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

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

1. ¿Cómo se llama el primer trazo? (curva hacia abajo)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cuántas curvas debajo hay en esta letra? (2)
5. ¿Dónde comienza esta letra? (la línea de arriba)

Next, trace over the large cursive **A** and say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **A**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 66. On the first and second lines have the students start at the dots and trace and write the cursive **A** as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **A**.

A mayúscula



1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo

B mayúscula



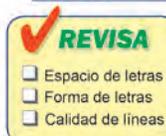
1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Curva hacia adelante y atrás
5. Gira a la derecha

Traza y escribe las letras. Escribe la oración.



Aruba y Barbados son

dos islas pequeñas.



66

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

Repeat the three steps for the cursive **B**, using the questions and stroke description below.

Questions:

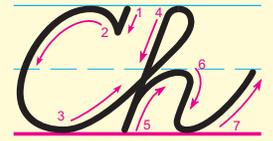
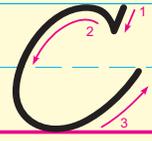
1. ¿Cómo se llama el primer trazo? (curva debajo)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Cuántas curvas debajo hay en esta letra? (1)
4. ¿Dónde ocurre la vuelta en esta letra? (la línea del medio)
5. ¿Qué otras letras mayúsculas tienen un trazo inclinado? (A, C, D, E, F, G, H, J, K, M, N, P, R, T, U, V, W, X, Y, Z)

Stroke Description: “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha.**”

Have them write the sentence and complete the **REVISAR**.
Letters A & B Corrective Techniques See page T42.

Katherine’s OT Tip Uppercase letters such as **B**, **D**, **P**, and **R** can pose spatial challenges for some students. The breadth of the curved lines could be drawn either too wide or too narrow. Either way, this is a movement that demands quick attention in order to avoid poor handwriting habits. A quick and simple strategy to help those students is by placing a dot at the widest point of the curves to provide a visual cue for tracing that letter. Begin by marking each letter sample, then move toward adding only a few until the student has mastered the letter formation.

C y Ch mayúsculas



Objetivos:

- Reconocer y nombrar las letras **C** y **Ch** mayúsculas.
- Aprender los trazos básicos de las letras **C** y **Ch** cursivas.
- Trazar y escribir las letras **C** y **Ch**.

Important: No workbooks or pencils for Step 1.

C mayúscula



1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo

Traza y escribe las letras.



Ch mayúscula



1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo, curva hacia atrás
4. Inclina 5. Sobrecurva
6. Inclina 7. Curva debajo

Traza y escribe las letras.



Escribe la oración.

Chava es de Chile.



Volcán Osorno - Los Lagos, Chile

67

1. Model & Discuss

Write a large cursive **C** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **C**.

1. ¿Cómo se llama el primer trazo? (inclina corta)
2. ¿Es la curva hacia abajo en esta letra la misma que la curva hacia abajo en la letra mayúscula A? (no, es más empujada)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Dónde comienza esta letra? (la línea de arriba)

Next, trace over the large cursive **C** and say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo.**” Repeat this two times. The third time you trace the cursive **C**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 67. On the first and second lines have the students start at the dots and trace and write the cursive **C** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **C**.

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

Repeat the three steps for the cursive **Ch**, using the questions and stroke description below.

1. ¿Cómo se llama el primer trazo? (inclina cortamente)
2. ¿Cuántas curvas debajo hay en esta letra? (2)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Dónde comienza esta letra? (la línea de arriba)

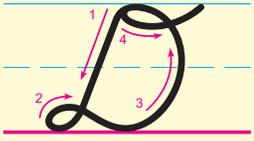
Stroke Description: “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

Have the students write the sentence.

Letters C & D Corrective Techniques See page T41.

Katherine's OT Tip **Visual scanning skills** are key players in copying sentences on workbook pages. As students move their eyes across the page to view the sentence then to the line below for writing, they use small eye movements to capture and reproduce the information. This process can be slow and tedious if they consistently lose their place. Make two copies of a hidden picture activity that has fairly large pictures of the hidden objects. Laminate each and cut out the pictures on one. Students can find the hidden objects by matching the cut-outs to those objects in the picture. This takes planning, but it's worth it!

D mayúscula

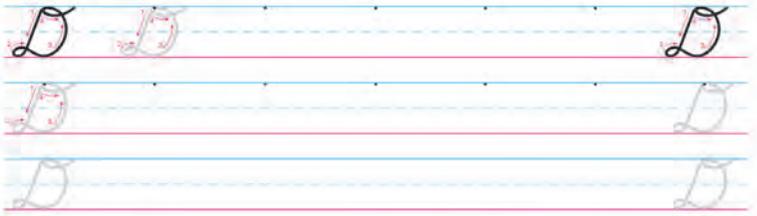


D mayúscula



1. Inclina
2. Curva
3. Curva hacia arriba
4. Curva

Traza y escribe las letras. Escribe la oración.



Denver es la ciudad

capital de Colorado.



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Objetivos:

- Reconocer y nombrar la letra **D** mayúscula.
- Aprender los trazos básicos de la letra **D** cursiva.
- Trazar y escribir las letras **D**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

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

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

1. ¿Cuántas vueltas hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿En qué línea esta hecha la vuelta de arriba? (la línea de arriba)
4. ¿En qué línea esta hecha la vuelta de abajo? (la línea de abajo)
5. ¿Esta letra se une a la siguiente letra? (no)

After you discuss the letter, trace over the model of the cursive **D** and say “**inclina, curva, curva hacia arriba, curva.**” Repeat this two times. The third time you trace the cursive **D**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 68. On the first line, have the students start at the dots and trace and write the cursive **D** as they say “**inclina, curva, curva hacia arriba, curva.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third line, students

trace and write the cursive **D** directly below the letters on the previous line as they say “**inclina, curva, curva hacia arriba, curva.**”

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

Have the students trace and write the sentence. Remind them to follow the letter and word spacing shown in the model sentence.

Have them study the pencil position illustration, then self-evaluate their work and complete the **REVISAR**.

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



Trace



Write



Check

Cursive D Corrective Techniques See page T29.

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

E mayúscula



1. Inclina cortamente
2. Curva hacia atrás y abajo
3. Curva hacia atrás y abajo, curva debajo

F mayúscula



1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Inclina cortamente
4. Curva hacia arriba, abajo, arriba

Traza y escribe las letras. Escribe la oración.



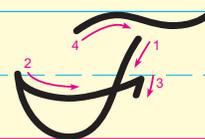
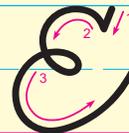
Fred y Eva encontraron

rocas raras en Francia.



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E y F mayúsculas



Objetivos:

- Reconocer y nombrar las letras E y F mayúsculas.
- Aprender los trazos básicos de las letras E y F cursivas.
- Trazar y escribir las letras E y F.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **E** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **E**.

1. ¿Cómo se llama el primer trazo? (inclina cortamente)
2. ¿Dónde está la vuelta en esta letra? (la línea del medio)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Dónde comienza esta letra? (la línea de arriba)

Next, trace over the large cursive **E** and say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo.**” Repeat this two times. The third time you trace the cursive **E**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 69. On the first and second lines have the students start at the dots and trace and write the cursive **E** as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **E**.

3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X on the one

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

Repeat the three steps for the cursive **F**, using the questions and stroke description below.

1. ¿Cómo se llama el primer trazo? (inclina)
2. ¿Hay un levantamiento del lápiz en esta letra? (sí)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde termina el trazo que gira a la derecha? (la línea del medio)
5. ¿Cuántas letras mayúsculas contienen un trazo que gira a la derecha? (6: B, F, G, I, S, T)

Stroke Description: “**inclina, curva hacia arriba, gira a la derecha, inclina, curva hacia arriba, abajo, arriba.**”

Have the students write the sentence.

Letters E & F Corrective Techniques See page T41.

Katherine’s OT Tip **Visual Closure** and **visual discrimination skills** allow students to recognize letters, numbers, or words automatically as their eyes scan over the page. This lets them determine quickly that the cursive letter with the “swing right” that crosses its middle is the uppercase **F** and not an uppercase **T**. The “Hidden Picture Game” can help strugglers with **automatic letter recognition**. Cover a portion of a picture, leaving just enough visual information to provide students with a hint of what it depicts. Ask them to think about the visible clues and use the clues to determine its name.

G y H mayúsculas



G mayúscula



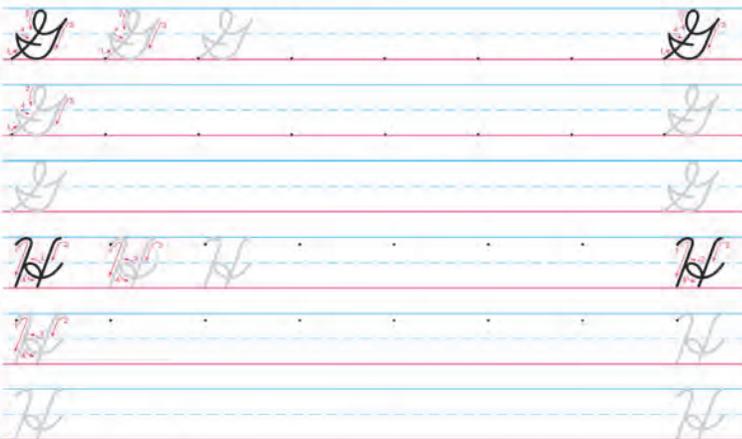
1. Curva debajo
2. Curva hacia abajo, arriba
3. Inclina, curva hacia arriba
4. Gira a la derecha

H mayúscula



1. Sobrecurva, inclina
2. Inclina
3. Vuelve a trazar, curva hacia arriba
4. Gira a la derecha

Traza y escribe las letras. Escribe la oración.



Galileo Galilei y George

Hale eran astrónomos.



70

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Objetivos:

- Reconocer y nombrar las letras **G** y **H** mayúsculas.
- Aprender los trazos básicos de las letras **G** y **H** cursivas.
- Trazar y escribir las letras **G** y **H**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **G** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **G**.

1. ¿Cómo se llama el primer trazo? (curva debajo)
2. ¿Dónde cruza la vuelta? (la línea del medio)
3. ¿Dónde comienza el trazo que gira a la derecha? (la línea del medio)
4. ¿Hay un trazo inclinado en esta letra? (sí)
5. ¿Qué otras letras mayúsculas terminan como la letra **G**? (B, I, S, T)

Next, trace over the large cursive **G** and say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **G**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 70. On the first and second lines have the students start at the dots and trace and write the cursive **G** as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **G**.

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

Repeat the three steps for the cursive **H**, using the questions and stroke description below.

1. ¿Cuántos trazos inclinados hay en esta letra? (2)
2. ¿Dónde toca la vuelta el primer trazo? (la línea del medio)
3. ¿Dónde comienza el primer trazo? (justo debajo de la línea de arriba)
4. ¿Dónde levantas el lápiz? (abajo del primer trazo?)
5. ¿Esta letra se une a la siguiente letra? (sí)

Stroke Description: “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha.**”

Have the students write the sentence.

Letters G & H Corrective Techniques See page T41.

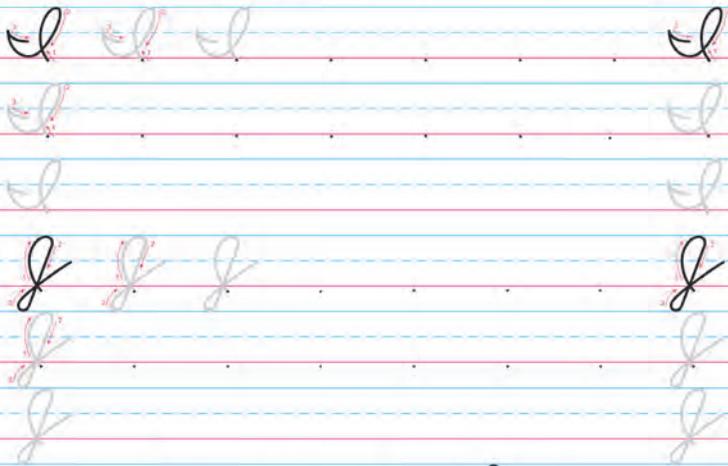
Katherine’s OT Tip Students can struggle with spacing for letters that stop on the left and begin again in a different spot on the right, such as the uppercase **H** and **K**. It can be helpful to add a sticker or a yellow dot between these two spots during the tracing portion to provide a visual signal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

I mayúscula

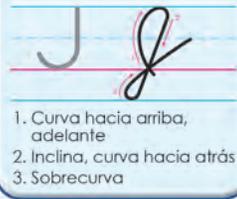


1. Curva hacia arriba
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

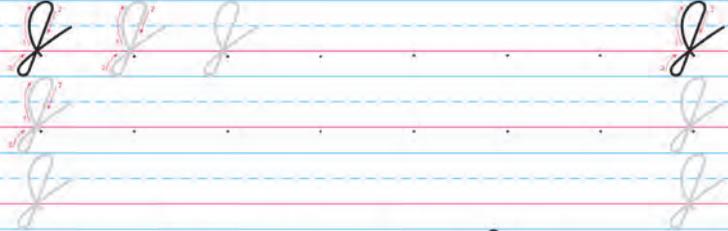
Traza y escribe las letras. Escribe la oración.



J mayúscula



1. Curva hacia arriba, adelante
2. Inclina, curva hacia atrás
3. Sobrecurva



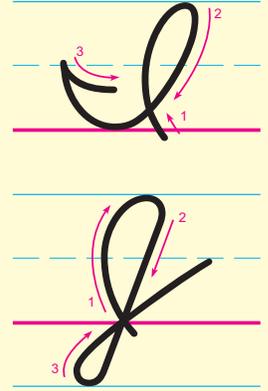
¿Jamaica es una isla

cercana a Haití y Cuba?



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I y J mayúsculas



Objetivos:

- Reconocer y nombrar las letras **I** y **J** mayúsculas.
- Aprender los trazos básicos de las letras **I** y **J** cursivas.
- Trazar y escribir las letras **I** y **J**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **I** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **I**.

1. ¿Cómo se llama el primer trazo? (curva hacia arriba)
2. ¿Hay un levantamiento del lápiz en esta letra? (no)
3. ¿Dónde termina el último trazo? (debajo de la línea del medio)
4. ¿Dónde comienza el giro hacia la derecha? (la línea del medio)
5. ¿Dónde comienza esta letra? (debajo de la línea de abajo)

Next, trace over the large cursive **I** and say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **I**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 71. On the first and second lines have the students start at the dots and trace and write the cursive **I** as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **I**.

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

Repeat the three steps for the cursive **J**, using the questions and stroke description below.

1. ¿Dónde cruzan los trazos? (la línea de abajo)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Hay una sobrecurva en esta letra? (sí)
4. ¿Esta letra se une a la siguiente letra? (sí)

Stroke Description: “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva.**”

Have the students write the sentence and then evaluate their writing.

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



Trace



Write

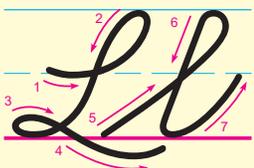
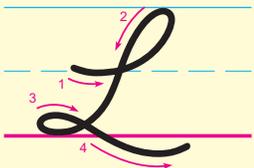


Check

Letters I & J Corrective Techniques See page T42.

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

K, L y LI mayúsculas



Objetivos:

- Reconocer y nombrar las letras **K**, **L** y **LI** mayúsculas.
- Aprender los trazos básicos de las letras **K**, **L** y **LI** cursivas.
- Trazar y escribir las letras **K**, **L** y **LI**.

1. Model & Discuss

Write a large cursive **K** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **K**.

1. ¿Cuántos trazos inclinados hay en esta letra? (3)
2. ¿Dónde se encuentran los trazos inclinados? (la línea del medio)
3. ¿Con qué trazo termina esta letra? (curva debajo)
4. ¿Hay un levantamiento del lápiz en esta letra? (sí)
5. ¿Qué otras letras mayúsculas terminan con una curva debajo? (A, C, E, K, M, N, R, U)

Next, trace over the large cursive **K** and say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo.**” Repeat this two times. The third time you trace the cursive **K**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 72. On the first and second lines have the students start at the dots and trace and write the cursive **K** as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo.**” After each line of practice,

K mayúscula



1. Sobrecurva, inclina
2. Inclina a la izquierda
3. Inclina a la derecha
4. Curva debajo

L mayúscula



1. Curva debajo
2. Curva inclina
3. Curva
4. Curva hacia abajo

LI mayúscula



Traza y escribe las letras. Escribe la oración.



Leopardos viven en Kenia.



72

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Important: No workbooks or pencils for Step 1.

have them evaluate as described in Step 3. On the third line have them trace and write the cursive **K**.

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

Repeat the three steps for the cursive **L** and **LI**, using the questions and stroke descriptions below.

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (curva debajo)

Stroke Description **L**: “**curva debajo, curva inclina, curva, curva hacia abajo.**”

Stroke Description **LI**: “**curva debajo, curva inclina, curva, curva hacia abajo, curva debajo, curva hacia atrás, inclina, curva debajo.**”

Have the students write the sentence and then evaluate their writing.

Letters K & L Corrective Techniques See page T42.

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



Trace

Write

Check

M mayúscula

Traza y escribe las letras. Escribe la oración.

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Vuelve a trazar, sobrecurva, inclina
4. Curva debajo

N mayúscula

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo

Ñ mayúscula

Me gusta Nuevo México.



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Objetivos:

- Reconocer y nombrar las letras **M**, **N** y **Ñ** mayúsculas.
- Aprender los trazos básicos de las letras **M**, **N** y **Ñ** cursivas.
- Trazar y escribir las letras **M**, **N** y **Ñ**.

1. Model & Discuss

Important: No workbooks or pencils for Step 1.

Write a large cursive **M** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **M**.

1. ¿Cómo se llama el primer trazo? (sobrecurva)
2. ¿Cuántos trazos inclinados hay en esta letra? (3)
3. ¿Cómo se llama el último trazo? (curva debajo)
4. ¿Cuántas sobrecurvas hay en esta letra? (3)
5. ¿Dónde comienza esta letra? (debajo de la línea superior)

Next, trace over the large cursive **M** and say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **M**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 73. On the first and second lines have the students start at the dots and trace and write the cursive **M** as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **M**.

3. Self-Evaluate

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

Repeat the three steps for the cursive **N** and **Ñ**, using the questions and stroke description below.

1. ¿Cuántas sobrecurvas hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (2)
3. ¿Con qué trazo termina esta letra? (curva debajo)
4. ¿Esta letra se une a la siguiente letra? (sí)

Stroke Description **N**: “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**”

Stroke Description **Ñ**: “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**”

Have the students write the sentence and then evaluate their writing.

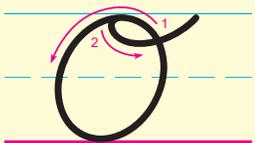
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Trace Write Check

Letters M & N Corrective Techniques See page T42.

O y P mayúsculas



Objetivos:

- Reconocer y nombrar las letras **O** y **P** mayúsculas.
- Aprender los trazos básicos de las letras **O** y **P** cursivas.
- Trazar y escribir las letras **O** y **P**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **O** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **O**.

1. ¿En qué se diferencia esta letra de la **o** minúscula? (tamaño, termina con una vuelta)
2. ¿Levantas el lápiz al escribir esta letra? (no)
3. ¿Dónde cruza la vuelta? (justo debajo de la línea de arriba)
4. ¿Cuántos trazos inclinados hay en esta letra? (ninguno)
5. ¿Dónde comienza esta letra? (debajo de la línea de arriba)

Next, trace over the large cursive **O** and say “**óvalo hacia atrás, cierra óvalo, curva.**” Repeat this two times. The third time you trace the cursive **O**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 74. On the first and second lines have the students start at the dots and trace and write the cursive **O** as they say “**óvalo hacia atrás, cierra óvalo, curva.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **O**.

O mayúscula



1. Óvalo hacia atrás, (cierra óvalo)
2. Curva

P mayúscula



1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás

Traza y escribe las letras. Escribe la oración.



Ohio y Pensilvania están

uno al lado del otro.



- Espacio de letras
- Forma de letras
- Calidad de líneas

74

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

Repeat the three steps for the cursive **P**, using the questions and stroke description below.

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (curva debajo)
3. ¿Qué dos letras comienzan así como esta letra? (B y R)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Esta letra se une a la siguiente letra? (no)

Stroke Description: “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás.**”

Read the model sentence to the students. Have them write the sentence and then complete the **REVISAR**.

Letters O & P Corrective Techniques See page T42.

Katherine's OT Tip A fun way to encourage the functional use of handwriting is to “Play Detective.” Before today's session, have students look around the room and locate three objects that include their favorite color or begin with the first letter in their name. Ask them to keep their choices a secret as they write them in their best handwriting on handwriting paper. Then have them share clues about their selections as you travel around the room to find the objects. When students appreciate that handwriting is fun, they will tend to use it independently more often.

Q mayúscula



1. Óvalo hacia atrás, curva cerrada
2. Curva hacia arriba y abajo

Traza y escribe las letras. Escribe las oraciones.



R mayúscula



1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Inclina a la derecha
5. Curva debajo

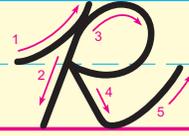


Quint hizo un jonrón.



Babe Ruth amaba el béisbol.

Q y R mayúsculas



Objetivos:

- Reconocer y nombrar las letras **Q** y **R** mayúsculas.
- Aprender los trazos básicos de las letras **Q** y **R** cursivas.
- Trazar y escribir las letras **Q** y **R**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **Q** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **Q**.

1. ¿Cómo se llama el primer trazo? (óvalo hacia atrás)
2. ¿Qué otras letras contienen un óvalo hacia atrás? (o, O)
3. ¿Dónde termina el último trazo? (debajo de la línea de abajo)
4. ¿Dónde empieza esta letra? (justo debajo de la línea de arriba)

Next, trace over the large cursive **Q** and say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo.**” Repeat this two times. The third time you trace the cursive **Q**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 75. On the first and second lines have the students start at the dots and trace and write the cursive **Q** as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **Q**.

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

Repeat the three steps for the cursive **R**, using the questions and stroke description below.

1. ¿Esta letra se une a la siguiente letra? (sí)
2. ¿Cómo se llama el primer trazo? (curva debajo)
3. ¿Qué dos letras comienzan así como esta letra? (B y P)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Dónde comienza esta letra? (la línea del medio)

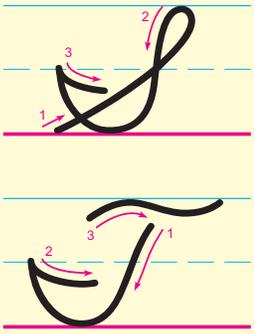
Stroke Description: “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo.**”

Have the students write the sentences.

Letters Q & R Corrective Techniques See page T43.

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

S y T mayúsculas



S mayúscula



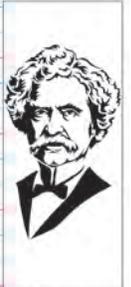
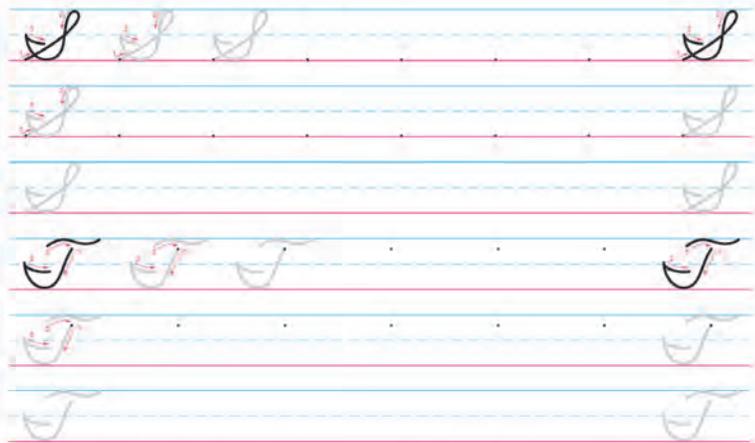
1. Curva debajo, curva hacia atrás
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

T mayúscula



1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Curva hacia arriba, abajo, arriba

Traza y escribe las letras. Escribe la oración.



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Objetivos:

- Reconocer y nombrar las letras **S** y **T** mayúsculas.
- Aprender los trazos básicos de las letras **S** y **T** cursivas.
- Trazar y escribir las letras **S** y **T**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **S** on writing lines on the board or use *AlphamationPlus* to model the letter. (See page T17 for details on how to use *AlphamationPlus* for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **S**.

1. ¿Dónde cruza la vuelta? (en la línea del medio)
2. ¿Dónde termina el último trazo? (debajo de la línea del medio)
3. ¿Dónde comienza el primer trazo? (la línea de abajo)
4. ¿Hay un levantamiento del lápiz en esta letra? (no)
5. ¿Qué otras letras minúsculas terminan con un trazo que gira a la derecha? (B, I, G, T)

Next, trace over the large cursive **S** and say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha.**” Repeat this two times. The third time you trace the cursive **S**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 76. On the first and second lines have the students start at the dots and trace and write the cursive **S** as they say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha.**” After each line of practice, have them evaluate as described in Step 3. On

the third line have them trace and write the cursive **S**.

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

Repeat the three steps for the cursive **T**, using the questions and stroke description below.

1. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
2. ¿Cómo se llama el primer trazo? (inclina)
3. ¿Qué otra letra se parece mucho a esta letra? (F)
4. ¿Hay un levantamiento del lápiz en esta letra? (sí)
5. ¿Esta letra se une a la siguiente letra? (no)

Stroke Description: “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba.**”

Have the students write the sentence.

Letters S & T Corrective Techniques See page T43.

Katherine’s OT Tip The uppercase **S** can pose a “weighty” problem for students as they tend to make its “curve back, curve down” strokes either too fat or too skinny. Sand paper tracing and tracing paper activities provide the essential tactile and visual cues they need to produce the appropriate motor movements for a sleek uppercase **S**. These activities can offer an additional visual advantage when performed on a vertical surface just above students’ shoulder height that allows their eyes to focus straight ahead.

U mayúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Curva debajo

Traza y escribe las letras. Escribe la oración.



V mayúscula



1. Sobrecurva, inclina
2. Curva debajo cerrada, curva hacia adelante

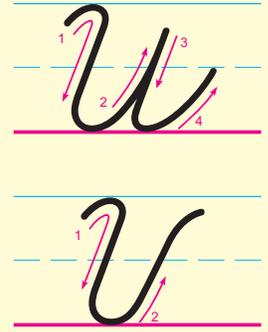
Vermont y Utah no están

uno al lado del otro.



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U y V mayúsculas



Objetivos:

- Reconocer y nombrar las letras **U** y **V** mayúsculas.
- Aprender los trazos básicos de las letras **U** y **V** cursivas.
- Trazar y escribir las letras **U** y **V**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **U** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **U**.

1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (2)
3. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
4. ¿Esta letra se une a la siguiente letra? (sí)
5. ¿Dónde termina esta letra? (la línea del medio)

Next, trace over the large cursive **U** and say “**sobrecurva, inclina, curva debajo, inclina, curva debajo.**” Repeat this two times. The third time you trace the cursive **U**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 77. On the first and second lines have the students start at the dots and trace and write the cursive **U** as they say “**sobrecurva, inclina, curva debajo, inclina, curva debajo.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **U**.

3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X on the one

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

Repeat the three steps for the cursive **V**, using the questions and stroke description below.

1. ¿Esta letra se une a la siguiente letra? (no)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Qué otras letras comienzan así como esta letra? (H, K, M, N, U, W, X, Y)

Stroke Description: “**sobrecurva, inclina, curva debajo cerrada, curva adelante.**”

Have the students write the sentence.

Letters U & V Corrective Techniques See page T43.

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



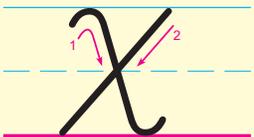
Trace

Write

Check

Katherine's OT Tip Uppercase letters such as **F, T, U** and **V** demand efficient **visual-motor skills** for good pencil control. Inefficient pencil movements can slow students down or cause them to rush. In either case, legibility and content suffer. Daily pencil control practice can be accomplished easily and without interruption in your lesson plans. Simply place a basket of pencil control worksheets just inside your classroom door and ask the students to work on them quietly at their desks after lunch or recess. This can be time well spent on regrouping, too.

W y X mayúsculas



W mayúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Sobrecurva

X mayúscula



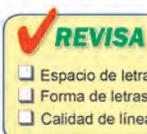
1. Sobrecurva, inclina a la derecha, curva debajo
2. Inclina a la izquierda

Traza y escribe las letras. Escribe la oración.



Todos los miércoles, Wyatt

y Xavier hacen ejercicio.



78

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Objetivos:

- Reconocer y nombrar las letras **W** y **X** mayúsculas.
- Aprender los trazos básicos de las letras **W** y **X** cursivas.
- Trazar y escribir las letras **W** y **X**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **W** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **W**.

1. ¿Dónde comienza el primer trazo? (justo debajo de la línea de arriba)
2. ¿Cuántos trazos inclinados hay en esta letra? (2)
3. ¿Dónde termina el segundo trazo? (la línea de arriba)
4. ¿Hay un levantamiento del lápiz en esta letra? (no)
5. ¿Esta letra se une a la siguiente letra? (no)

Next, trace over the large cursive **W** and say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva.**” Repeat this two times. The third time you trace the cursive **W**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 78. On the first and second lines have the students start at the dots and trace and write the cursive **W** as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **W**.

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

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

Repeat the three steps for the cursive **X**, using the questions and stroke description below.

1. ¿Esta letra se une a la siguiente letra? (no)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Qué dos letras comienzan así como esta letra? (H, K, M, N, U, V, W, Y)

Stroke Description: “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda.**”

Have the students write the sentence and complete the **REVISAR**.

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



Trace



Write



Check

Letters W & X Corrective Techniques See page T43.

Katherine’s OT Tip Precise movements like the “sharp undercurve” in the uppercase **W** ask students to rely upon their **visual motor skills** to plan the movements with their eyes as they guide their hand toward their completion. Fun activities that provide practice with visual motor planning are construction games that include a model, block designs and tangrams, and dot-to-dot worksheets. Art projects, such as clay modeling and sketching, help to transfer these skills across subject areas.

Y mayúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Inclina, curva hacia atrás
4. Sobrecurva

Traza y escribe las letras. Escribe las palabras.



Z mayúscula



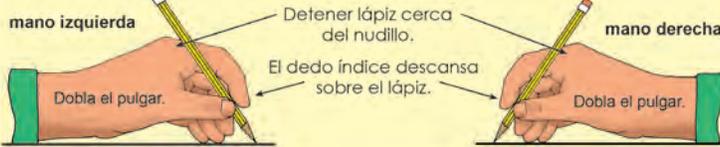
1. Curva hacia adelante, inclina
2. Vuelve a trazar, curva hacia abajo
3. Sobrecurva



Yvette

Zelda

Posición del lápiz



REVISAR

- Tamaño de letras
- Forma de letras
- Calidad de líneas
- Espacio de letras
- Inclina
- Uniones

79

Y y Z mayúsculas



Objetivos:

- Reconocer y nombrar las letras **Y** y **Z** mayúsculas.
- Aprender los trazos básicos de las letras **Y** y **Z** cursivas.
- Trazar y escribir las letras **Y** y **Z**.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **Y** on writing lines on the board or use **AlphamationPlus** to model the letter. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

Ask the students the following questions as they look at the large model of the uppercase cursive **Y**.

1. ¿Cuántas sobrecurvas hay en esta letra? (2)
2. ¿Cuántos trazos inclinados? (2)
3. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
4. ¿Esta letra se une a la siguiente letra? (sí)
5. ¿Cuál es el nombre del último trazo? (sobrecurva)

Next, trace over the large cursive **Y** and say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” Repeat this two times. The third time you trace the cursive **Y**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 79. On the first and second lines have the students start at the dots and trace and write the cursive **Y** as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” After each line of practice, have them evaluate as described in Step 3. On the third line have them trace and write the cursive **Y**.

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

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

Repeat the three steps for the cursive **Z**, using the questions and stroke description below.

1. ¿Esta letra se une a la siguiente letra? (sí)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Qué otras letras mayúsculas terminan con una sobrecurva? (J, Y)

Stroke Description: “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva.**”

Have the students write the words, review the pencil position illustration, and complete the **REVISAR**.

Letters Y & Z Corrective Techniques See page T43.

Katherine’s OT Tip The uppercase **Z** can only be described as a bear to be mastered! The small “retrace” and immediate “curve down-curve back” strokes are **visual motor** challenges that can cause confusion and frustration. Strugglers can benefit from taking the **Z** apart and piecing it back together again. Trace the first stroke of a model **Z** with a fine-tipped yellow highlighter. Have the students trace that portion. On a fresh model, trace steps 2 and 3 and have students trace those. Finally, have them trace the entire model. They can highlight the pieces themselves for added tactile awareness.

Examen final

Objetivos:

- Evaluar la legibilidad de la forma de las letras cursivas.
- Evaluar los elementos de legibilidad.
- Determinar la fluidez del uso de la escritura cursiva.

Discuss

Ask the students to open their book to page 80 and look at the illustration of the quill pen. Remind the students that you talked about famous documents on page 2 of their workbooks.

Ask students if they can name any famous United States documents. (Possible answers: the Declaration of Independence, the *Gettysburg Address*, "The Star-Spangled Banner," the Constitution of the United States, etc.)

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

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

1. ¿Para qué usas la escritura cuando estás en la escuela?
2. ¿Para qué usas la escritura cuando estás en casa?
3. ¿Para qué usas la escritura cuando estás con tus amigos?
4. ¿Por qué es importante escribir prolijamente?
5. ¿Has tratado alguna vez leer algo que no estaba escrito prolijamente?

Examen final



Mi letra cursiva debe ser siempre clara para que otros puedan leer lo que escribo.

Escribe la oración en cursiva.

Handwriting practice lines with a dashed midline and solid top and bottom lines.

REVISA Forma de letras Calidad de líneas Espacio de letras Tamaño de letras Uniones

80

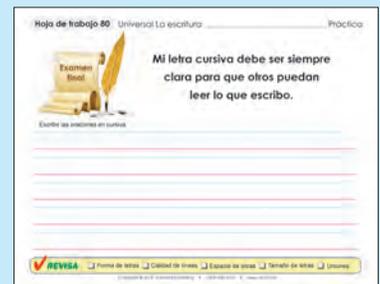
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Write

Cursive Post Test - Have the students complete page 80 in their book using their best cursive writing. After they have finished writing, have them complete the **REVISA** at the bottom. They should put a check in the box if the element is correct. If the element needs improvement, put an X in the box.

Manuscript Post Test - Make copies of **Worksheet 80** and have the students use their best manuscript writing to complete the worksheet. Compare their manuscript handwriting on **Worksheet 80** to their handwriting on page 2 of this book. Discuss the differences.

Worksheet 80
You can download and print copies of Worksheet 80 at:
upub.net/754worksheets.pdf

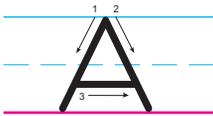


Descripciones de los trazos de la letra de imprenta



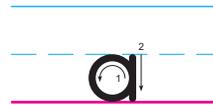
Hoja para el hogar

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: upub.net/spanishmanuscriptstrokedescriptions.pdf



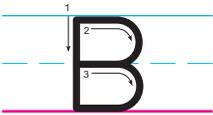
A mayúscula

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



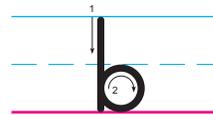
a minúscula

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



B mayúscula

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



b minúscula

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



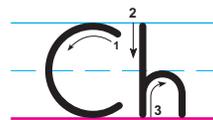
C mayúscula

1. Círculo a la izquierda



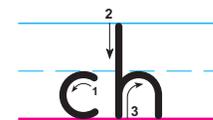
c minúscula

1. Círculo a la izquierda



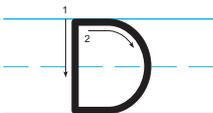
Ch mayúscula

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



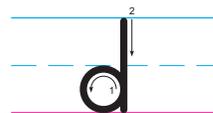
ch minúscula

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



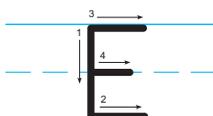
D mayúscula

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



d minúscula

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



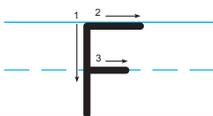
E mayúscula

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



e minúscula

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



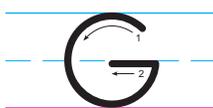
F mayúscula

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



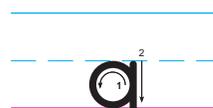
f minúscula

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



G mayúscula

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



g minúscula

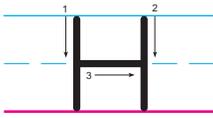
1. Círculo a la izquierda
2. Línea recta hacia abajo, curva a la izquierda

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



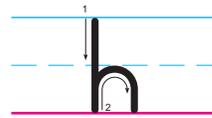
Hoja para el hogar

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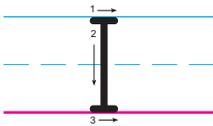
H mayúscula

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



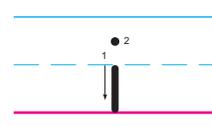
h minúscula

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



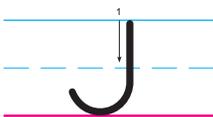
I mayúscula

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



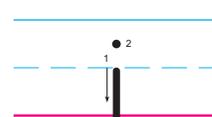
i minúscula

1. Línea recta hacia abajo
2. Punto



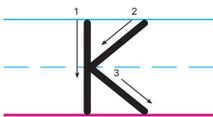
J mayúscula

1. Línea recta hacia abajo, curva a la izquierda



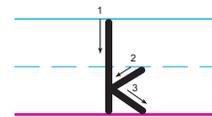
j minúscula

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



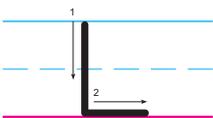
K mayúscula

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



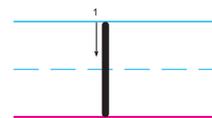
k minúscula

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



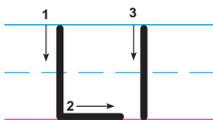
L mayúscula

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



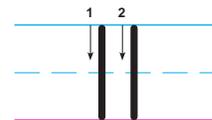
l minúscula

1. Línea recta hacia abajo



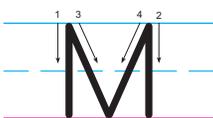
ll mayúscula

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



ll minúscula

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



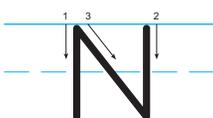
M mayúscula

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



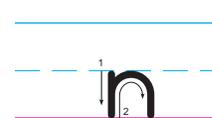
m minúscula

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



N mayúscula

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



n minúscula

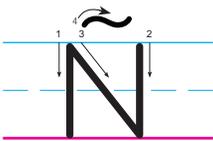
1. Línea recta hacia abajo
2. Sube, curva a la derecha, línea recta hacia abajo

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



Hoja para el hogar

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: upub.net/spanishmanuscriptstrokedescriptions.pdf



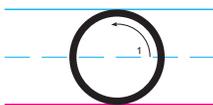
Ñ mayúscula

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



ñ minúscula

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



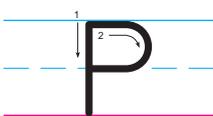
O mayúscula

1. Círculo a la izquierda



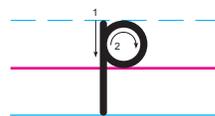
o minúscula

1. Círculo a la izquierda



P mayúscula

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



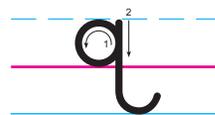
p minúscula

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



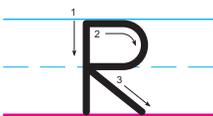
Q mayúscula

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



q minúscula

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



R mayúscula

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



r minúscula

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



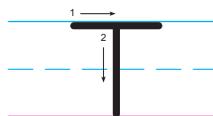
S mayúscula

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



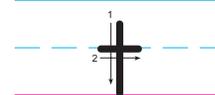
s minúscula

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



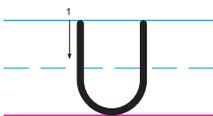
T mayúscula

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



t minúscula

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



U mayúscula

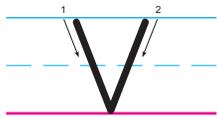
1. Línea recta hacia abajo, curva a la derecha, sube



u minúscula

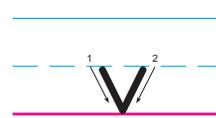
1. Línea recta hacia abajo, curva a la derecha, sube
2. Línea recta hacia abajo

Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.



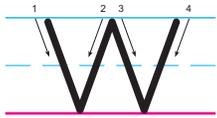
V mayúscula

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



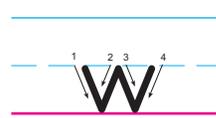
v minúscula

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



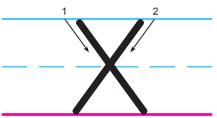
W mayúscula

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



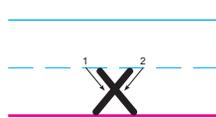
w minúscula

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



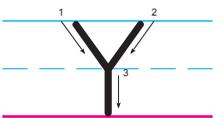
X mayúscula

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



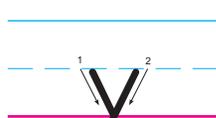
x minúscula

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



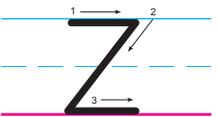
Y mayúscula

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



y minúscula

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



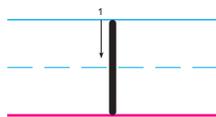
Z mayúscula

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



z minúscula

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



Número 1

1. Línea recta hacia abajo



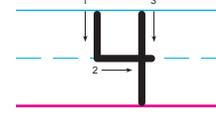
Número 2

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



Número 3

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



Número 4

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



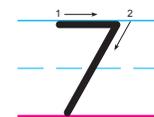
Número 5

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



Número 6

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



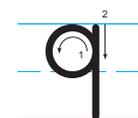
Número 7

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



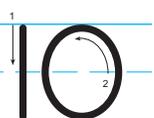
Número 8

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



Número 9

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



Número 10

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

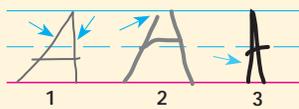
Corrective Techniques for Manuscript Letters

The following pages show possible handwriting errors and corrective techniques for all the uppercase and lowercase manuscript letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective

corrective techniques for any letter form error is having the student trace over a gray model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

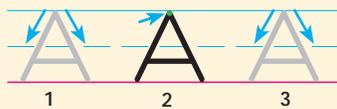
Uppercase A

Possible Errors



1. Slant strokes are uneven.
2. Top of letter is open.
3. Letter is too narrow.

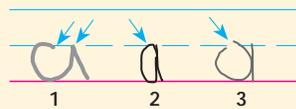
Corrective Techniques



1. Trace over a model of the letter.
2. Touch top of first slant stroke, then slant right.
3. Trace over a model of the letter.

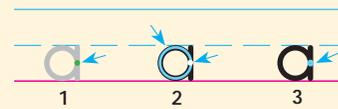
Lowercase a

Possible Errors



1. Did not close circle, did not lift.
2. Circle is too narrow.
1. and 3. Started in wrong place.

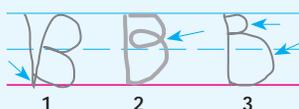
Corrective Techniques



1. and 3. Start at 3:00 o'clock, be sure to close the circle.
2. Trace the circle in a model of the letter.

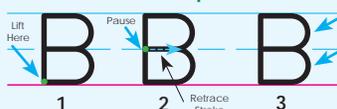
Uppercase B

Possible Errors



1. Did not lift after first stroke.
2. Looped the middle of the letter.
3. Top of the letter is too small, bottom is too big.

Corrective Techniques



1. Lift pencil after first stroke.
2. Pause, then slide right.
3. Use the midline as your guide for keeping top and bottom the same size.

Lowercase b

Possible Errors



1. Did not lift after first stroke.
2. Strokes not connected.
3. Looped after first stroke, did not close circle.

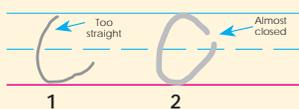
Corrective Techniques



1. Lift the pencil after the first stroke.
2. Start on top line. Touch the first stroke, then make a full circle.
3. Trace a model of the letter, lift after first stroke then make the circle.

Uppercase C

Possible Errors



1. The first stroke is too straight. Looks like the letter L.
2. The letter is almost closed. Looks like the letter O.

Corrective Techniques



1. Trace over a model of the uppercase letter C.
2. Begin just below the top line. End just above the bottom line.

Lowercase c

Possible Errors



1. The first stroke is too straight. Looks like the letter i.
2. Curves up at end, looks like u.
3. Almost closed, looks like o.

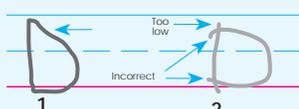
Corrective Techniques



1. Trace over a model of the letter c.
2. Make a start dot and end dot for student to use as guides.
3. Trace over a model of the letter c.

Uppercase D

Possible Errors



1. No left-to-right stroke.
2. First stroke starts too low. Second stroke starts and ends incorrectly.

Corrective Techniques



1. Trace a model letter, emphasize the length of the horizontal strokes.
2. Trace a model of the letter, emphasize where the letter starts (top line).

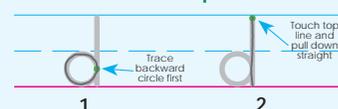
Lowercase d

Possible Errors



1. Circle not closed, made the letter with continuous stroke.
2. Circle too small, not closed, top-to-bottom stroke is curved.

Corrective Techniques



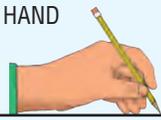
1. and 2. Trace over a model of the letter d. Be sure the students LIFT after they complete the circle. Move pencil up to top line, touch and pull down.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

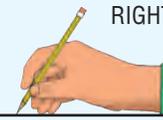
Corrective Techniques for Manuscript Letters (continued)



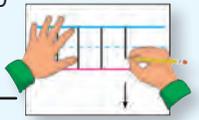
LEFT HAND



Paper position and pencil grip should be evaluated on a regular basis. One or both of these elements can affect handwriting legibility.

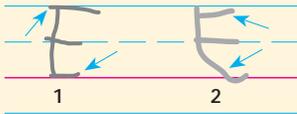


RIGHT HAND



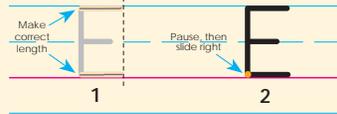
Uppercase E

Possible Errors



1. Left-to-right strokes vary in length, start in wrong position.
2. First stroke did not pause at bottom, no left-to-right stroke.

Corrective Techniques



1. Trace over a model of the letter, emphasize the length of the left-to-right strokes.
2. Pause at bottom, then slide right.

Lowercase e

Possible Errors



1. Left-to-right stroke is missing.
2. The horizontal stroke was made too high, the top of the letter is too small.

Corrective Techniques



1. Trace a model of the letter e, emphasize the length of the left-to-right stroke.
2. Start the left-to-right stroke halfway between midline and bottom line.

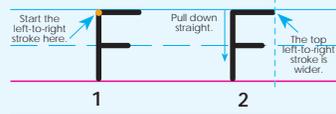
Uppercase F

Possible Errors



1. First left-to-right stroke is too far to left of vertical stroke.
2. Top-to-bottom stroke is not vertical, slide right is too short.

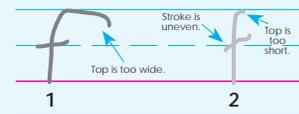
Corrective Techniques



1. Touch the top of the vertical stroke, then slide right.
2. Check paper position. Pull vertical stroke straight down.

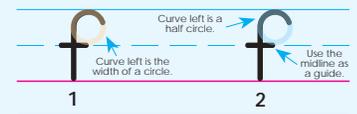
Lowercase f

Possible Errors



1. Top of letter is too wide.
2. The left-to-right stroke is made uneven. The curve-left stroke is too small.

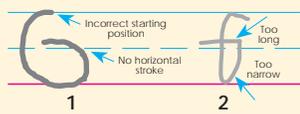
Corrective Techniques



1. Trace over a model, curve-left stroke is the width of a lowercase o.
2. Use midline for left-to-right stroke, curve left is the width of lowercase o.

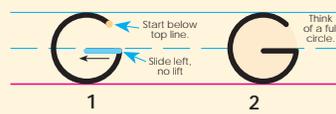
Uppercase G

Possible Errors



1. Started on the top line and there is no horizontal stroke.
2. The letter is too narrow and the slide-left stroke is too long.

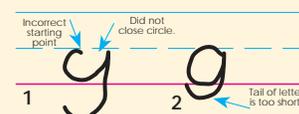
Corrective Techniques



1. Start circle at one o'clock, stop at three o'clock, slide left
2. Think of a complete circle, trace a model of the letter G.

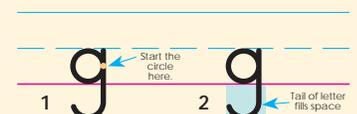
Lowercase g

Possible Errors



1. Started circle in the wrong place and did not close the circle.
2. The tail (descender) of the letter is too short.

Corrective Techniques



1. and 2. Trace a model of the letter that shows to start the circle at the 3 o'clock position. The tail fills the space below the bottom line.

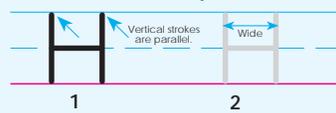
Uppercase H

Possible Errors



1. Both of the vertical strokes are slanted.
2. The letter is too narrow and the left-to-right stroke is tilted.

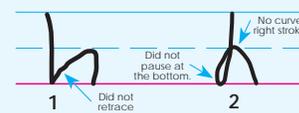
Corrective Techniques



1. Check paper position, pull strokes straight down, both top-to-bottom strokes should be parallel.
2. Trace over a model of the letter H.

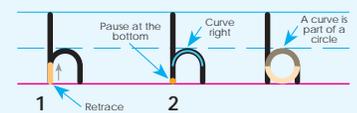
Lowercase h

Possible Errors



1. Did not retrace the vertical stroke.
2. Did not pause at the bottom of the first stroke, curve-right stroke is missing.

Corrective Techniques



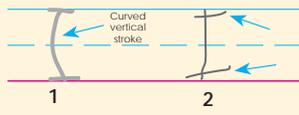
1. Retrace the first stroke about halfway before you curve right.
2. Pause at the bottom of the first stroke, then retrace and curve right.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

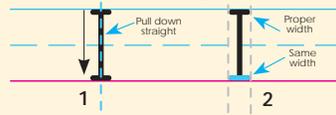
Uppercase I

Possible Errors



1. The vertical stroke is curved.
2. The left-to-right strokes are not made correctly.

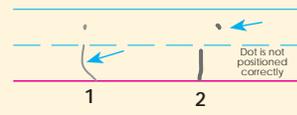
Corrective Techniques



1. Check paper position. Use edge of paper as a guide for vertical strokes.
2. Start on the top line and slide right, start on the bottom line slide right.

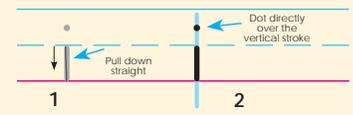
Lowercase i

Possible Errors



1. The vertical stroke is curved.
2. The dot on the letter i is not over the vertical stroke.

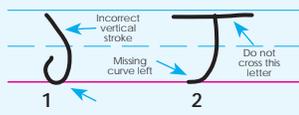
Corrective Techniques



1. Trace a model of the letter. Check the paper position.
2. Use the vertical stroke as a guide, dot directly above vertical stroke.

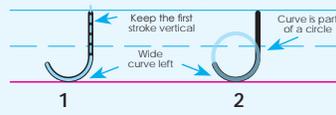
Uppercase J

Possible Errors



1. Vertical stroke and curve-left stroke are incorrect.
2. Cross makes the letter look like T. Curve-left stroke is incorrect.

Corrective Techniques



1. Trace over a model of the letter J. Make a wide curve left.
2. Make a wide curve-left ending stroke.

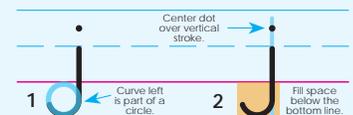
Lowercase j

Possible Errors



1. No curve-left stroke.
2. Dot is not in correct position, tail of letter is too short.

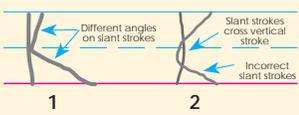
Corrective Techniques



1. Think of making the bottom half of a circle for the curve-left stroke.
2. Highlight tail space with a colored marker so students see the area.

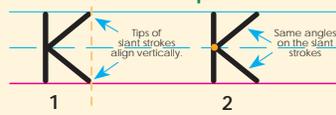
Uppercase K

Possible Errors



1. Incorrect slant strokes.
2. Slant strokes overlap the vertical stroke, no pause after first slant.

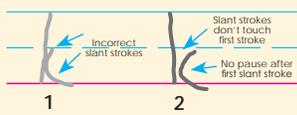
Corrective Techniques



1. Trace a model of the letter K.
2. Two strokes, two motions. First slant stroke stops at the vertical stroke.

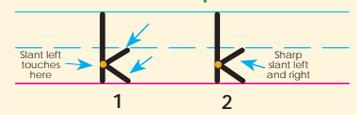
Lowercase k

Possible Errors



1. A curve stroke was used instead of two slant strokes.
2. Slant strokes do not connect to the vertical stroke.

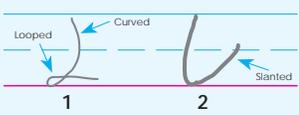
Corrective Techniques



1. and 2. Trace a model of the letter k several times as you say the strokes. Be sure to pause after the slant-left stroke, then slant right to bottom line.

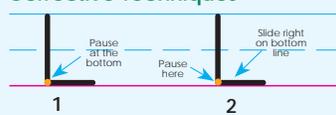
Uppercase L

Possible Errors



1. Curved first stroke. No pause at bottom line, looped strokes.
2. Left-to-right stroke is slanted and off the bottom line.

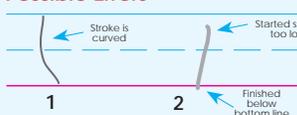
Corrective Techniques



1. Writing too fast, slow down, pause on bottom line before slide right.
2. Pull down straight to the bottom line. Slide right, staying on the bottom line.

Lowercase l

Possible Errors



1. Stroke is curved.
2. The top-to-bottom stroke was not started at the top line and ends below the bottom line.

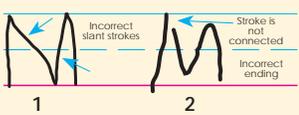
Corrective Techniques



1. Pull down straight to the bottom line. Check paper position.
2. Begin at the top line and pull down straight to the bottom line.

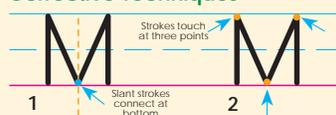
Uppercase M

Possible Errors



1. The angle of the two slant strokes is inconsistent.
2. Stroke is not connected. The letter size is incorrect.

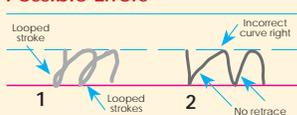
Corrective Techniques



1. Place a dot between the two vertical strokes, then make the slant strokes.
2. All of the strokes in the letter connect at the top line or bottom line.

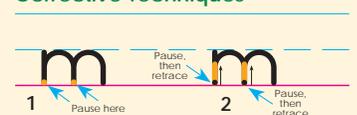
Lowercase m

Possible Errors



1. The vertical strokes are looped.
2. There should be a retrace of the vertical stroke before the curve-right stroke.

Corrective Techniques



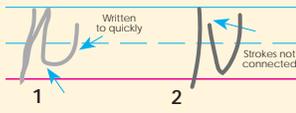
1. and 2. Pause at bottom of vertical strokes, retrace halfway, curve right. Trace a model of the letter m as you say each stroke.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

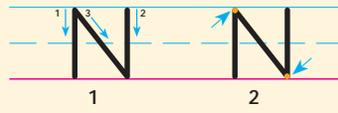
Uppercase N

Possible Errors



1. Retraced first stroke, poor slant stroke, written too fast!
2. The strokes are not connected.

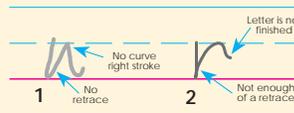
Corrective Techniques



1. Make the two vertical strokes first, then the slant right.
2. Be sure that you connect all of the strokes in the letter.

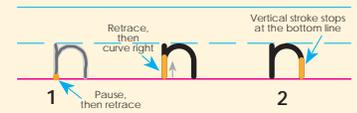
Lowercase n

Possible Errors



1. Letter was written too quickly. No retrace, no curve-right.
2. Poor retrace, did not finish the last vertical stroke.

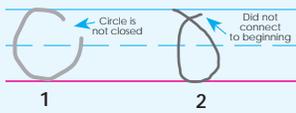
Corrective Techniques



1. Trace over a model of the letter n. Retrace the first stroke part way.
2. Finish the letter by pulling the vertical stroke to the bottom line.

Uppercase O

Possible Errors



1. Did not close the circle.
2. Written too quickly. Did not start or stop in the correct place.

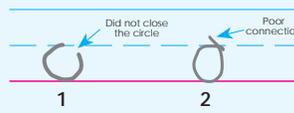
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the midline and close the circle.

Lowercase o

Possible Errors



1. Did not close the circle.
2. Did not make a smooth closing of the circle.

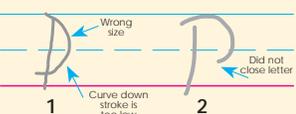
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Be sure to start at the 3 o'clock position and close the circle.

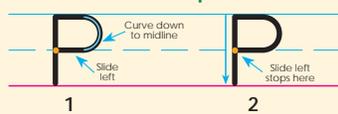
Uppercase P

Possible Errors



1. Curve down stroke is too low and too narrow.
2. Vertical stroke is too low. The slide-left stroke is missing.

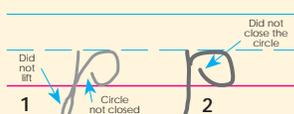
Corrective Techniques



1. Trace over a model of the letter P, curve down stroke stops at midline.
2. Slide-left on the midline to close the top of the letter.

Lowercase p

Possible Errors



1. Did not lift the pencil after the first stroke. Circle is not closed.
2. Vertical stroke is curved. The circle is not closed.

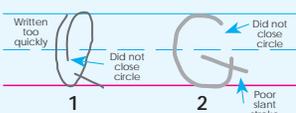
Corrective Techniques



1. Lift the pencil after first stroke. Touch first stroke and circle right.
2. Trace over a model of the letter 6 to 8 times as you say the strokes.

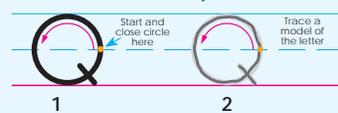
Uppercase Q

Possible Errors



1. Circle starts and ends incorrectly, not closed, letter is too narrow.
2. Circle not closed, slant stroke is too long and too high.

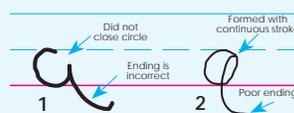
Corrective Techniques



1. and 2. Trace over a model of the letter Q 6 to 8 times. Pay attention to where the slant stroke starts and ends.

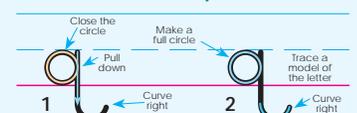
Lowercase q

Possible Errors



1. Did not close the circle or finish the ending stroke.
2. Did not lift the pencil after the circle was complete.

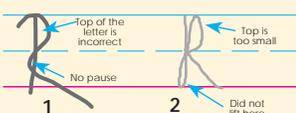
Corrective Techniques



1. Trace over the circle part of the letter.
2. The curve-right ending defines this letter, trace over a model several times.

Uppercase R

Possible Errors



1. All strokes are incorrect after the first vertical stroke.
2. No lift after first stroke, top of letter is too small.

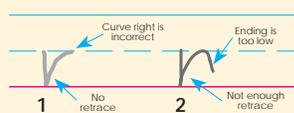
Corrective Techniques



1. Trace over a model of the letter R 6 to 8 times as you say each stroke.
2. Lift after the first stroke. Touch the top of the first stroke and finish letter.

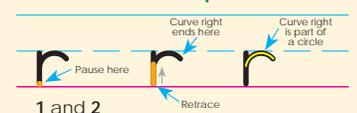
Lowercase r

Possible Errors



1. Looks like v; no retrace and ending stroke stops too soon.
2. Looks like n; not enough retrace, ending stroke too low.

Corrective Techniques



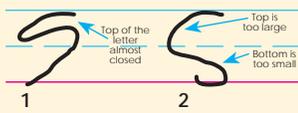
1. & 2. Pause after the first stroke, then retrace and curve right. The curve-right stroke ends slightly below the midline.

Just about every common error can be traced back to a basic stroke. Posture, paper position, pencil grip, and speed of writing can influence how legibly the strokes are written.

Corrective Techniques for Manuscript Letters (continued)

Uppercase S

Possible Errors



1. The top of the letter is small, bottom stroke is too straight.
2. The top and bottom of the letter are way out of proportion.

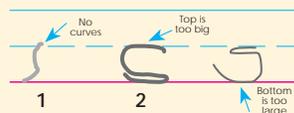
Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times paying attention to the top and bottom parts of the letter.

Lowercase s

Possible Errors



1. The letter was made with no curves. Looks like the letter i.
2. The top and bottom parts of the letter are incorrect.

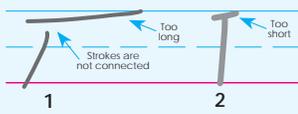
Corrective Techniques



1. The letter is all curves: curve left, curve down, curve left. Keep curves wide.
2. The top and bottom of the letter are equal in size.

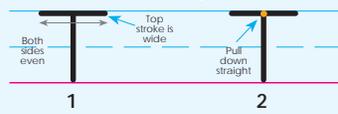
Uppercase T

Possible Errors



1. The vertical stroke is slanted and the top is too long.
2. The top stroke is too short.

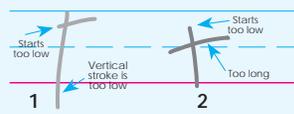
Corrective Techniques



1. and 2. Touch the top line and make a wide left-to-right stroke, lift, touch the middle of first stroke, pull down straight to the bottom line.

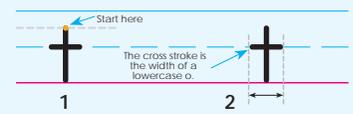
Lowercase t

Possible Errors



1. Vertical stroke too long. Left-to-right stroke is tilted and too low.
2. Left-to-right stroke too long and low. Vertical stroke is too low.

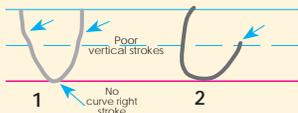
Corrective Techniques



1. Vertical stroke starts halfway between the top line and midline.
2. Start the left-to-right stroke on the midline, slide right.

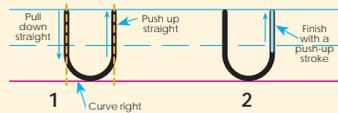
Uppercase U

Possible Errors



1. Top-to-bottom strokes are not straight. Curve-right is missing.
2. Did not finish the letter.

Corrective Techniques



1. and 2. Trace over a model of the letter 6 to 8 times. Pay attention to the top-to-bottom strokes and curve right stroke.

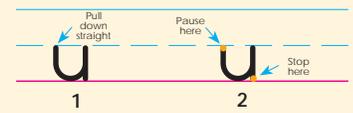
Lowercase u

Possible Errors



1. Almost closed, looks like letter a. Vertical stroke is slanted.
2. Did not pause after the push up stroke causing a loop.

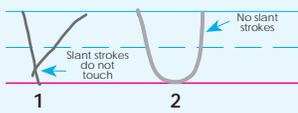
Corrective Techniques



1. First stroke is straight, not curved.
2. Pause before making last stroke.

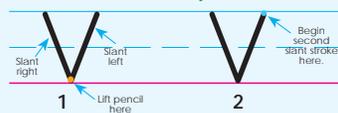
Uppercase V

Possible Errors



1. Did not connect the two slant strokes.
2. Continuous motion, rounded bottom. Looks like the letter U.

Corrective Techniques



1. and 2. Begin at the top line, slant right to the bottom line. Lift the pencil, begin second stroke at the top line and slant left to the bottom line. Trace the letter.

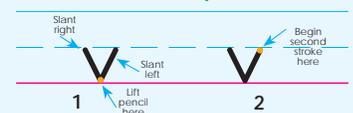
Lowercase v

Possible Errors



1. First stroke does not slant. Did not lift at bottom line. Looks like the letter u.
2. First stroke is too long. Second stroke is short.

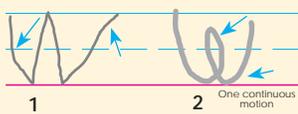
Corrective Techniques



1. and 2. Begin at midline, slant right to the bottom line. Lift the pencil, begin second stroke at the midline and slant left to the bottom line. Trace over a model.

Uppercase W

Possible Errors



1. Slant strokes are all made at different angles.
2. The entire letter made with one continuous motion, no pauses.

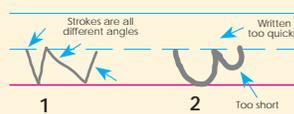
Corrective Techniques



1. Slow down. Finish all four strokes in the letter. Use the writing lines as guides.
2. The two slant-right strokes are parallel, the two slant-left strokes are parallel.

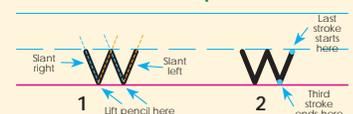
Lowercase w

Possible Errors



1. The slant-right and slant-left strokes are at different angles.
2. The letter was written too quickly. Strokes are not aligned.

Corrective Techniques



1. Make slant-right strokes parallel and slant-left strokes parallel.
2. Trace over a model of the letter 6 to 8 times, say the strokes as you trace.

Manuscript Handwriting Progress Chart

Download and print copies of this progress chart at: upub.net/spanishmanuscriptprogress.pdf

Student Name _____

<i>Position</i>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>		
Top to Bottom	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Left to Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Backward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Forward Circle	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Right	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Slant Left	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

Descripciones de los trazos de la letra cursiva



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/spanishcursivestrokedescriptions.pdf



A mayúscula

1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo



a minúscula

1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo



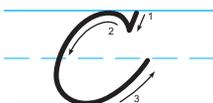
B mayúscula

1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Curva hacia adelante y atrás
5. Gira a la derecha



b minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo cerrada
4. Vuelve a trazar, gira a la derecha



C mayúscula

1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo



c minúscula

1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo cerrada
3. Curva debajo



Ch mayúscula

1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo, curva hacia atrás
4. Inclina
5. Sobrecurva
6. Inclina
7. Curva debajo



ch minúscula

1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo cerrada
3. Curva debajo, curva hacia atrás
4. Inclina
5. Sobrecurva
6. Inclina
7. Curva debajo



D mayúscula

1. Inclina
2. Curva
3. Curva hacia arriba
4. Curva



d minúscula

1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo



E mayúscula

1. Inclina cortamente
2. Curva hacia atrás y abajo
3. Curva hacia atrás y abajo, curva debajo



e minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo



F mayúscula

1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Inclina cortamente
4. Curva hacia arriba, abajo, arriba



f minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva hacia arriba, ata
4. Curva debajo



G mayúscula

1. Curva debajo
2. Curva hacia abajo, arriba
3. Inclina, curva hacia arriba
4. Gira a la derecha



g minúscula

1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Sobrecurva

Descripciones de los trazos de la letra cursiva (continúa)

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.



H mayúscula

1. Sobrecurva, inclina
2. Inclina
3. Vuelve a trazar, curva hacia arriba
4. Gira a la derecha



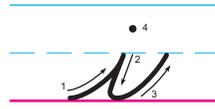
h minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Sobrecurva
4. Inclina
5. Curva debajo



I mayúscula

1. Curva hacia arriba
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha



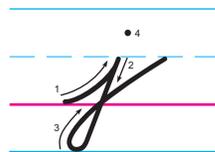
i minúscula

1. Curva debajo
2. Inclina
3. Curva debajo
4. Punto



J mayúscula

1. Curva hacia arriba, adelante
2. Inclina, curva hacia atrás
3. Sobrecurva



j minúscula

1. Curva debajo
2. Inclina, curva hacia atrás
3. Sobrecurva
4. Punto



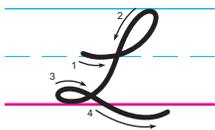
K mayúscula

1. Sobrecurva, inclina
2. Inclina a la izquierda
3. Inclina a la derecha
4. Curva debajo



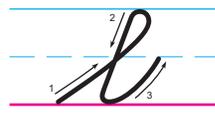
k minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Sobrecurva, curva hacia atrás, une
4. Inclina a la derecha, curva debajo



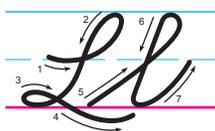
L mayúscula

1. Curva debajo
2. Curva inclina
3. Curva
4. Curva hacia abajo



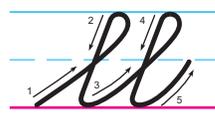
l minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo



Ll mayúscula

1. Curva debajo
2. Curva inclina
3. Curva
4. Curva hacia abajo
5. Curva debajo
6. Inclina
7. Curva debajo



ll minúscula

1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo, curva hacia atrás
4. Inclina
5. Curva debajo



M mayúscula

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Vuelve a trazar, sobrecurva, inclina
4. Curva debajo



m minúscula

1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Sobrecurva, inclina
4. Curva debajo



N mayúscula

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo



n minúscula

1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo

Descripciones de los trazos de la letra cursiva (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/spanishcursivestrokedescriptions.pdf



N mayúscula

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba



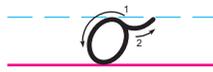
ñ minúscula

1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba



O mayúscula

1. Óvalo hacia atrás (cierra óvalo)
2. Curva



o minúscula

1. Óvalo hacia atrás (cierra óvalo)
2. Gira a la derecha



P mayúscula

1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás



p minúscula

1. Curva debajo
2. Inclina, curva hacia atrás
3. Sobrecurva
4. Curva hacia abajo, atrás, une
5. Curva debajo



Q mayúscula

1. Óvalo hacia atrás, curva cerrada
2. Curva hacia arriba y abajo



q minúscula

1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva hacia arriba, une
5. Curva debajo



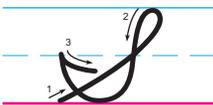
R mayúscula

1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Inclina a la derecha
5. Curva debajo



r minúscula

1. Curva debajo
2. Vuelve a trazar, inclina a la derecha
3. Inclina
4. Curva debajo



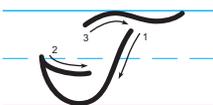
S mayúscula

1. Curva debajo, curva hacia atrás
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha



s minúscula

1. Curva debajo
2. Vuelve a trazar, curva hacia abajo y atrás, une
3. Curva debajo



T mayúscula

1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Curva hacia arriba, abajo, arriba



t minúscula

1. Curva debajo
2. Inclina
3. Curva debajo
4. Cruza

Descripciones de los trazos de la letra cursiva (continúa)

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.



U mayúscula

1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Curva debajo

u minúscula

1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo

V mayúscula

1. Sobrecurva, inclina
2. Curva debajo cerrada, curva hacia adelante

v minúscula

1. Sobrecurva, inclina
2. curva debajo cerrada
3. Vuelve a trazar, gira a la derecha

W mayúscula

1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Sobrecurva

w minúscula

1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo
4. Vuelve a trazar, gira a la derecha

X mayúscula

1. Sobrecurva, inclina a la derecha, curva debajo
2. Inclina a la izquierda

x minúscula

1. Sobrecurva, inclina
2. Curva debajo
3. Cruza con un trazo hacia arriba

Y mayúscula

1. Sobrecurva, inclina
2. Curva debajo
3. Inclina, curva hacia atrás
4. Sobrecurva

y minúscula

1. Sobrecurva, inclina
2. Curva debajo
3. Inclina, curva hacia atrás
4. Sobrecurva

Z mayúscula

1. Curva hacia adelante, inclina
2. Vuelve a trazar, curva hacia abajo
3. Sobrecurva

z minúscula

1. Sobrecurva, inclina
2. Curva hacia arriba y hacia abajo
3. Sobrecurva

- La línea de arriba ►
- La línea del medio ►
- La línea de abajo ►

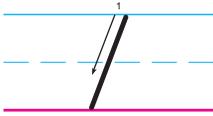
Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.

Descripciones de los trazos de la letra cursiva (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.



Número 1

1. Inclina



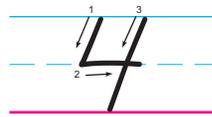
Número 2

1. Curva hacia adelante 2. Inclina
3. Desliza a la derecha



Número 3

1. Curva hacia adelante, abajo, y atrás
2. Curva hacia adelante, abajo, y atrás



Número 4

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



Número 5

1. Inclina 2. Curva hacia adelante, abajo,
atrás 3. Desliza a la derecha



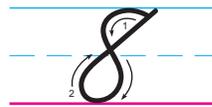
Número 6

1. Curva hacia abajo 2. Curva hacia arriba,
abajo



Número 7

1. Desliza a la derecha 2. Inclina



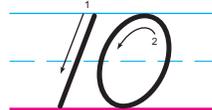
Número 8

1. curva hacia atrás, curva hacia abajo,
curva hacia atrás 2. Inclina hacia
arriba



Número 9

1. Curva hacia abajo, curva debajo
2. Inclina



Número 10

1. Inclina 2. Óvalo hacia atrás

Notas

Corrective Techniques for Lowercase Cursive Letters

The following pages show possible handwriting errors and corrective techniques for the lowercase and uppercase cursive letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective corrective techniques for any letter form error is having the students trace over a screened (gray) model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

Use the **AlphamationPlus** touch screen **Trace, Write, Check** feature that allows students to trace over a letter as many times as they like, write the letter without the model, and then check their writing against the model.

Students can trace, write, and check (self-evaluate) their cursive letters with **AlphamationPlus**.



Lowercase Letter Groupings

Corrective techniques for one letter can often be used for other letters with similar strokes.

The **undercurve** is the first stroke of fourteen lowercase letters. They are: **b, e, f, h, i, j, k, l, p, r, s, t, u,** and **w**.



The **downcurve** is the first stroke of the lowercase letters **a, d, g,** and **q**. The letters **o** and **c** contain a steep downcurve.

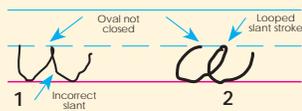


The **overcurve** is the beginning stroke for six lowercase letters. They are: **m, n, v, x, y,** and **z**.



Lowercase a

Possible Errors



1. The downcurve-undercurve was not closed, looks like the letter u.
2. Did not pause after undercurve, slant stroke is looped, looks like ce.

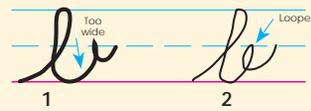
Corrective Techniques



1. Make a wide downcurve, close the downcurve-undercurve motion.
2. Pause after closing the two strokes. Pull the slant stroke to the bottom line.

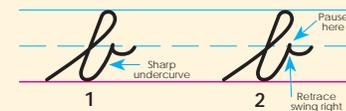
Lowercase b

Possible Errors



1. Undercurve is too wide, looks like the letters li.
2. Did not pause after the sharp undercurve, looks like le.

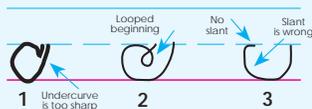
Corrective Techniques



1. Make a sharp undercurve.
2. You must pause after the sharp undercurve, then retrace slightly and swing right.

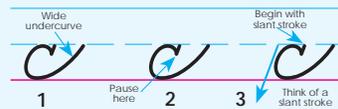
Lowercase c

Possible Errors



1. Undercurve ending is too sharp.
2. Did not pause after slant stroke.
3. No slant, letter is too wide.

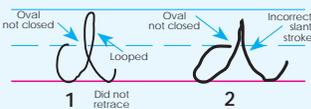
Corrective Techniques



1. Make undercurve wide.
2. Pause after first slant stroke.
3. Begin with slant stroke. Make the downcurve slant to left.

Lowercase d

Possible Errors



1. The downcurve-undercurve was not closed, looks like the letters cl.
2. Did not slant "left" to the bottom line.

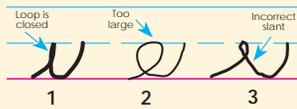
Corrective Techniques



1. Make a wide downcurve and the undercurve will close the motion easily.
2. Pause, then pull the slant stroke to the bottom line. Check paper position.

Lowercase e

Possible Errors



1. Loop in e is closed, looks like the letter i.
2. Loop is too large, too rounded.
3. Slant stroke is slanting in the wrong direction.

Corrective Techniques



1. Begin with a wide undercurve.
2. Make a good slant left to the bottom line.
3. Curve back, then slant left to the bottom line.

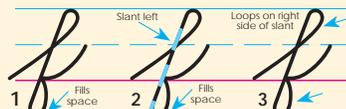
Lowercase f

Possible Errors



1. Lower loop is too short, looks like the letter b.
2. The slant stroke slants in the wrong direction.
3. Loop is on left side of slant stroke.

Corrective Techniques



1. Loop fills space below bottom line.
2. Slant left fills descender space.
3. Both loops end up on the right side of the slant stroke.

Corrective Techniques for Lowercase Cursive Letters (continued)

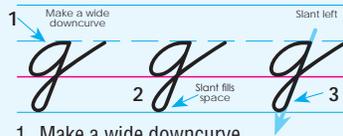
Lowercase *g*

Possible Errors



1. First stroke too steep, looks like y.
2. Descender (slant stroke) is too short.
3. Slant stroke is going in wrong direction.

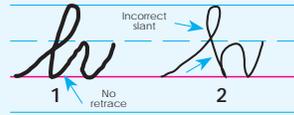
Corrective Techniques



1. Make a wide downcurve.
2. Slant stroke fills descender space.
3. Make the downcurve-undercurve correctly, then slant left.

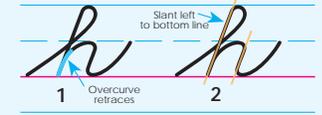
Lowercase *h*

Possible Errors



1. The overcurve breaks away from the slant stroke too quickly, no retrace.
2. Slant strokes are going in the wrong direction.

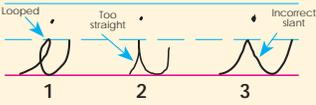
Corrective Techniques



1. The overcurve retraces part of the slant stroke.
2. The slant strokes slant left all the way to the bottom line.

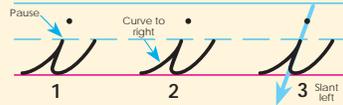
Lowercase *i*

Possible Errors



1. The letter is looped, looks like e.
2. The first undercurve is too straight.
3. Slant stroke is slanting right instead of left.

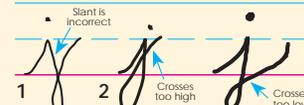
Corrective Techniques



1. Pause at top of undercurve, then slant to bottom line.
2. Curve more to right, then up slowly.
3. Slant left to the bottom line, not right.

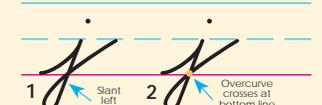
Lowercase *j*

Possible Errors



1. Slant goes in the wrong direction.
2. Overcurve ending is too high or too low.

Corrective Techniques



1. Check paper/book position, slant strokes should slant left.
2. The overcurve ending crosses the slant stroke at the bottom line.

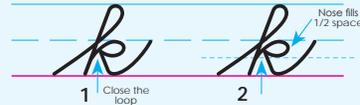
Lowercase *k*

Possible Errors



1. The "nose" of the letter is not closed. Looks like the letter h.
2. The curve back and slant stroke are looped, the "nose" is too big.

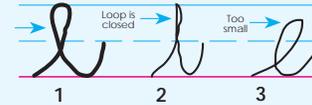
Corrective Techniques



1. Curve back until you touch the overcurve stroke.
2. The "nose" fills 1/2 of the space. Pause before the slant-undercurve.

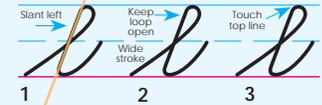
Lowercase *l*

Possible Errors



1. Slant stroke is slanting in the wrong direction.
2. The loop is closed.
3. Letter too small, looks like e.

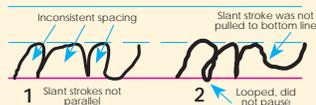
Corrective Techniques



1. Curve back, then pull the slant left stroke to the bottom line.
2. Begin with a wide undercurve.
3. Undercurve to the top line.

Lowercase *m*

Possible Errors



1. Overcurves and slant strokes are incorrect. Space between strokes varies.
2. Did not pause after slant stroke. Slant was not pulled to bottom line.

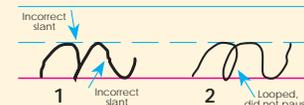
Corrective Techniques



1. First overcurve-slant motion is the same as the second and third motions.
2. Pause after first two slant strokes, pull slant strokes to the bottom line.

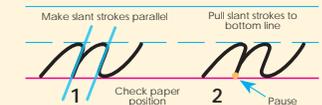
Lowercase *n*

Possible Errors



1. Both slant strokes are incorrect.
2. Did not pause at the bottom of the slant stroke.

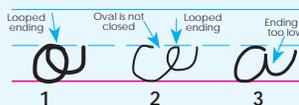
Corrective Techniques



1. Slant strokes should be parallel. Check paper position.
2. Pause at the bottom line, then make the second overcurve.

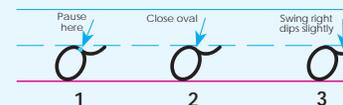
Lowercase *o*

Possible Errors



1. The ending is looped.
2. Did not close the oval, ending is looped, looks like the letters ce.
3. Ending stroke is too low, looks like a.

Corrective Techniques



1. Pause before the swing right.
2. Close oval, pause, then swing right.
3. Swing right dips slightly, but stays near the midline.

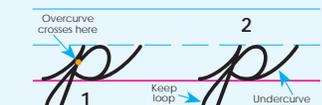
Lowercase *p*

Possible Errors



1. Overcurve crosses too low and separates the two parts of the letter.
2. Lower loop is too narrow, ending stroke is too high.

Corrective Techniques

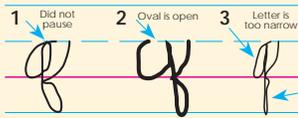


1. Overcurve crosses the slant stroke above the bottom line.
2. Keep the loop open, undercurve ends at the midline.

Corrective Techniques for Lowercase Cursive Letters (continued)

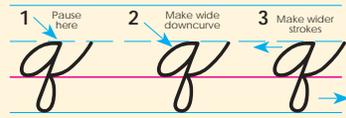
Lowercase *q*

Possible Errors



1. No pause after closing the oval.
2. First stroke is too steep, oval is not closed.
3. Letter is too narrow.

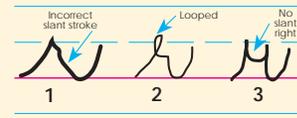
Corrective Techniques



1. Pause after closing the oval.
2. Make a wide downcurve.
3. Use more wrist-arm motion and less finger motion, make strokes wider.

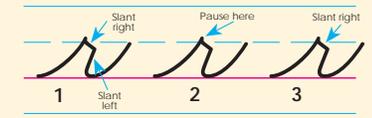
Lowercase *r*

Possible Errors



1. Incorrect slant stroke, looks like the letter *i*.
2. Did not pause after undercurve.
3. Slant right is too deep and curved.

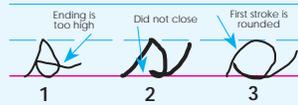
Corrective Techniques



1. Slant right, pause, then slant left.
2. Pause after the first undercurve.
3. The slant right stroke starts at the midline after a short retrace.

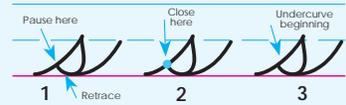
Lowercase *s*

Possible Errors



1. Ending stroke is looped too high.
2. Did not close the letter.
3. First stroke is too round.

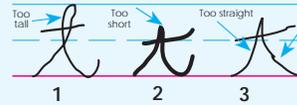
Corrective Techniques



1. Pause, then retrace with ending stroke.
2. Continue until you touch first stroke.
3. Begin letter with an undercurve.

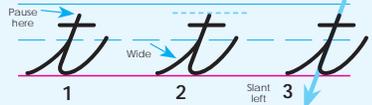
Lowercase *t*

Possible Errors



1. Too tall and looped, looks like *l*.
2. Undercurve is too short.
3. Undercurve too straight, slant stroke is slanting right instead of left.

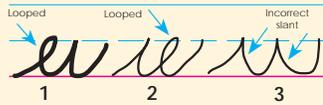
Corrective Techniques



1. Pause halfway between midline and top line, then slant left to bottom line.
2. Undercurve to halfway between midline and top line.
3. Slant left to the bottom line, not right.

Lowercase *u*

Possible Errors



1. & 2. The undercurve-slant motions are looped, looks like the letters *ei* and *ie*.
3. The slant strokes slant forward (right).

Corrective Techniques



1. & 2. Pause after the undercurves, then slant left to the bottom line.
3. Pull the slant left strokes to the bottom line. Check paper position.

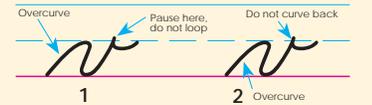
Lowercase *v*

Possible Errors



1. Ending is looped. Did not pause before the retrace.
2. Did not begin with an overcurve. Letter is almost closed, looks like the letter *o*.

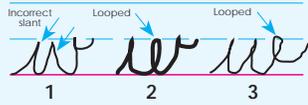
Corrective Techniques



1. Pause after the sharp undercurve, then retrace and swing right.
2. Begin with an overcurve, sharp undercurve swings up to the right rather than back.

Lowercase *w*

Possible Errors



1. Slant strokes are at different angles
2. Undercurve-slant motion is looped, letter looks like the letters *ie*.
3. Ending stroke looped, looks like the letters *ue*.

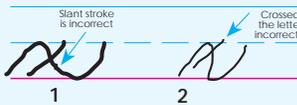
Corrective Techniques



1. Use the first slant stroke as a guide for the second slant stroke.
2. & 3. Pause at the top of each of the undercurves.

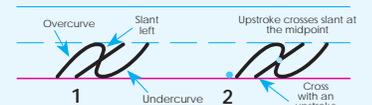
Lowercase *x*

Possible Errors



1. The slant stroke should slant left rather than right.
2. The cross stroke was made from top to bottom, in the wrong position.

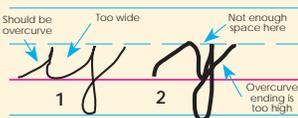
Corrective Techniques



1. The slant stroke is pulled down to the left, not to the right. Check your paper position.
2. Cross the letter from the bottom line with an "upstroke."

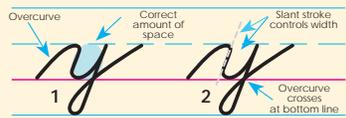
Lowercase *y*

Possible Errors



1. Did not begin with overcurve. Too much space between slant strokes.
2. First slant stroke is incorrect. Overcurve ending is too high.

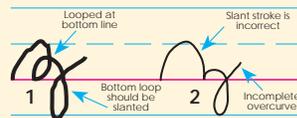
Corrective Techniques



1. Space between slant strokes should be about the width of a small oval.
2. Slant stroke controls width. The overcurve ending crosses at the bottom line.

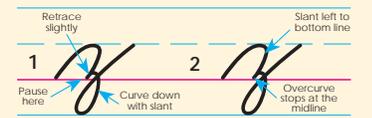
Lowercase *z*

Possible Errors



1. Looped after slant stroke, lower loop is not slanted correctly.
2. The slant stroke does not slant left.

Corrective Techniques



1. Pause after the slant stroke, then retrace and curve down with slant.
2. After the overcurve, pull down to the bottom line with a slant-left stroke.

Corrective Techniques for Uppercase Cursive Letters

Uppercase Letter Groupings Corrective techniques for one letter can often be used for other letters with similar strokes. Although there are many detailed corrective techniques below, one of the most effective techniques is tracing over a screened (gray) model of the letter. Tracing helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

The **curve up, retrace, and swing right** are common strokes used in the six uppercase letters below.

The **overcurve-slant** are common strokes used in all the uppercase letters below.



The **forward oval** is a common stroke in the three uppercase letters below.

The strokes are the same but the size differs.



The **backward oval** motion (or part of the oval) is common in the five uppercase letters below.

The **curve up** is common in the two uppercase letters below.

The uppercase L is a double-loop letter. The X is a double slant-stroke letter.



Uppercase a

Possible Errors

Corrective Techniques



The downcurve and undercurve strokes are not closed.

Make a wide downcurve so there is room for the undercurve.

KEY POINTS

The top of the first stroke has to be wide (almost horizontal) and then it gradually curves down. This stroke is often made too steep and the wide undercurve that follows does not connect.

Uppercase B

Possible Errors

Corrective Techniques



Did not retrace the slant stroke.

Be sure to retrace the slant stroke almost to the top, then curve forward.

KEY POINTS

The two curve-forward motions should maintain the correct slant of the letter. The loop is at the midline.



Uppercase C

Possible Errors

Corrective Techniques



The slant of the letter is not correct.

Be sure to check your paper position. It will help you maintain proper slant in your writing.

KEY POINTS

The first short slant stroke gives definition to your letter. The oval part of the letter should also be slanted.



Uppercase D

Possible Errors

Corrective Techniques



The two loops in the letter are too big.

Keep the top and bottom loops small. The top loop is horizontal, the bottom is shorter and tilted slightly.

KEY POINTS

The first stroke is a slant stroke that loops quickly at the bottom line. The rest of the letter is much like the letter O.



Uppercase E

Possible Errors

Corrective Techniques



The top part of the letter is too big. The slant of the letter is not correct.

Start with a short slant stroke. Curve back, be sure the loop is above the midline.

KEY POINTS

The first short slant stroke gives definition to your letter. The two curve back motions should be at the same slant.



Uppercase F

Possible Errors

Corrective Techniques



The top part of the letter is connected. The bottom is too big and round.

Start with a curved slant stroke, curve back, pause, then swing right. Do not connect the top.

KEY POINTS

The top of the letter is not connected. The uppercase F never connects to the following letter.



Corrective Techniques for Uppercase Cursive Letters (continued)

Uppercase G

Possible Errors



No loop, first undercurve is too straight. Second undercurve is too high.

Corrective Techniques



Make the undercurve wide. The second undercurve swings wide, stops below the top line.

KEY POINTS

Make a wide undercurve to allow room for the loop. The ending is just like the letters B, I, S, and T.



Uppercase H

Possible Errors



The first and second parts of the letter are not connected.

Corrective Techniques



After the second slant, retrace slightly and curve back touching the first slant at the midline. Connect the top.

KEY POINTS

Be sure to make the two slant strokes parallel. The uppercase H always connects to the next letter.



Uppercase I

Possible Errors



The first stroke does not curve back soon enough to maintain good slant.

Corrective Techniques



The curve up and curve down strokes form the big loop. This loop should have the correct slant.

KEY POINTS

The slant of this letter is established by the first stroke. Curve up, at midpoint curve forward, and then curve down. The ending is like the letters T and G.



Uppercase J

Possible Errors



The first stroke is too straight up, allowing no room for the big loop in the letter.

Corrective Techniques



Curve up (left), curve forward (midpoint of stroke). Slant, filling the space below the bottom line.

KEY POINTS

Keep the top portion of the letter open by curving up and left. The overcurve ending crosses at the bottom line. The first stroke, slant stroke, and overcurve cross at the bottom line.



Uppercase K

Possible Errors



The slant strokes are too straight and there is a wide loop in the middle. Looks like H.

Corrective Techniques



Make the slant-left and slant-right strokes at a sharp angle. The slant-left stroke ties here (1), do not loop.

KEY POINTS

The angle of the two slant strokes on the right side of the letter defines the letter. Both strokes are at sharp angles. The slant left ties to the first stroke at the midpoint.



Uppercase L

Possible Errors



The first stroke is too straight. Does not swing low and wide. Slant has no curve.

Corrective Techniques



First stroke is low and wide to allow room for the loop. The slant stroke is a curved slant.

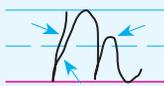
KEY POINTS

The curved slant sets up for the horizontal loop on the bottom line. The ending curves down below the bottom line and then up slightly, ending below the bottom line.



Uppercase m

Possible Errors



Slant strokes and overcurves are incorrect. Ending is too short.

Corrective Techniques



All three slant strokes are parallel. Retrace the slant strokes and keep the overcurves consistent.

KEY POINTS

The letter starts with a short overcurve and has two more overcurves. Each overcurve is shorter in height. The undercurve ending stops at the midline.



Uppercase n

Possible Errors



Writing too fast. The overcurves are not rounded. Did not retrace on slant.

Corrective Techniques



Slow down! The overcurve retraces some of the slant stroke then curves over into the second slant.

KEY POINTS

A short overcurve starts the letter. The second slant stroke should be parallel to the first one. Pull the slant strokes to the bottom line. End at the midline.



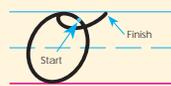
Uppercase O

Possible Errors



Started in the wrong spot. The "oval" was not closed. The letter has no slant.

Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop.

KEY POINTS

Keep the letter (oval) open and even. The loop stops at the top line. Do not make the loop too big. This letter has no slant strokes, but it should have slant.



Uppercase P

Possible Errors



Did not pause and retrace at the bottom line. The ending is too high.

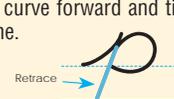
Corrective Techniques



Pause at the bottom line, retrace, curve forward and tie to the slant stroke at the midline.

KEY POINTS

The undercurve beginning starts at the midline. Pause after the slant stroke and retrace almost to the top, then curve forward and tie at the midline.



Corrective Techniques for Uppercase Cursive Letters (continued)

Uppercase Q

Possible Errors



The oval is too narrow. The tail on the Q is too short, looks like the letter O.

Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop.

KEY POINTS

The letter Q is made just like the letter O. Lift the pencil, touch the oval at the 7 o'clock position and make the tail. The tail is a curve up and curve down and curve down below the bottom line.



Uppercase R

Possible Errors



The round part (curve forward) of the letter is too narrow.

Corrective Techniques



Make the curve forward part of the R just like the curve forward in the P. Both are open and round.

KEY POINTS

The letter R is just like the letter P with a slant right and undercurve. Keep the top open by making a wide curve forward that curves down below the midline and ties to the slant.



Uppercase S

Possible Errors



First stroke is not wide enough. No loop back at the top line. Ending is too low.

Corrective Techniques



Make a very wide undercurve, curve back and loop (cross) at the midline. End with a swing right.

KEY POINTS

The wide undercurve is necessary to maintain correct slant and to have room for the top loop. The ending is like that of the letters T and G.



Uppercase T

Possible Errors



First stroke starts too high and it has no slant. The top starts too far to the left.

Corrective Techniques



Start below the top line and slant to the bottom line. The top starts above the end of the swing right.

KEY POINTS

Do not connect the top and bottom of the letter. The top curves up, down, and up. The slant stroke has a slight curve in it. The base of the T is much like that of the G, S, and F.



Uppercase U

Possible Errors



Incorrect slant and did not pause after the first undercurve.

Corrective Techniques



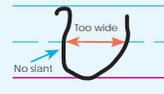
Be sure the two slant strokes are parallel. Pause after the undercurve, then slant to the bottom line.

KEY POINTS

The two slant strokes are key to the shape of this letter. The first undercurve extends to halfway between the midline and top line, the last undercurve ends at the midline.

Uppercase V

Possible Errors



The letter is too wide, looks like the letter U. Letter has no slant.

Corrective Techniques



Make the undercurve at the bottom of the first slant stroke very sharp. Check paper position for slant.

KEY POINTS

The undercurve in this letter controls the width of the letter. It should be made very sharp as the letter should not be too wide. The second slant stroke is a slant-up stroke that curves slightly at the end.

Uppercase W

Possible Errors



Writing too fast. Did not complete all the strokes in the letter. Looks like V or U.

Corrective Techniques



Slow down! Complete every stroke. Pull the slant to the bottom line, then end with an overcurve.

KEY POINTS

Begin with overcurve slant, then undercurve, slant, and overcurve. Be sure to pause after each stroke. The second slant stroke has a slight curve in it.



Uppercase X

Possible Errors



Did not cross the two strokes at the midline. Looks like the letter V.

Corrective Techniques



Be sure that the second stroke, the slant-left stroke, crosses at the midline.

KEY POINTS

The two strokes must be angled correctly to maintain proper slant. Begin the second slant stroke far enough to the left so the letter is the proper width.



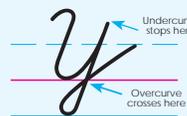
Uppercase Y

Possible Errors



The undercurve is far too short. The overcurve ending crosses too low.

Corrective Techniques



Start with a short slant stroke. Curve back, be sure the loop is above the midline.

KEY POINTS

This letter begins exactly like the letter U. The second slant stroke fills the space below the bottom line (on primary lines). The two slant strokes are parallel.



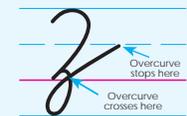
Uppercase Z

Possible Errors



The overcurve crosses too low below the bottom line.

Corrective Techniques



The overcurve ending crosses slightly above the bottom line.

KEY POINTS

The slant stroke curves left more than usual. It stops at the bottom line under the beginning of the letter. The lower loop and top of the letter should have the proper slant.



Cursive Handwriting Progress Chart

Student Name _____

Download and print copies of this progress chart at: upub.net/spanishcursiveprogress.pdf

<i>Position</i>		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Basic Strokes</i>		
Slant	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Undercurve	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Downcurve	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Overcurve	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Uppercase Letters</i>		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

<i>Lowercase Letters</i>		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
<i>Numerals</i>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

Glossary of Occupational Therapy Terms

Automaticity (automatic letter recall) is the ability to recall information from memory quickly and accurately without conscious thought.

Body Awareness is the mental picture of one's own body parts that is formed through input we receive from the joints and muscles. This picture provides an awareness of their location in space, how they are working together, and how they are interacting with other objects. Its development begins at birth from exposure to movement and visual stimulation.

Binocular Vision (eye teaming) is the ability of the eyes to work together efficiently to form a single clear visual image.

Bilateral Coordination is the ability to use both sides of the body together in a smooth, synchronized, and coordinated manner.

Fine Motor Dexterity (finger-hand dexterity) is the ability to make coordinated hand and finger movements to grasp and manipulate objects, such as pencils and scissors.

Proprioception (proprioceptive input) provides us with a sense of body position through sensory input from our muscles and joints that indicates weight, pressure, stretch, movement, and changes in position.

Tactile System (feedback) processes information through the skin and touch to assist us in learning characteristics of objects such as size, shape, texture, and weight, as well as to develop stereognosis, the ability to recognize an object through touch alone.

Two Sides of the Hand (hand separation) refers to our ability to use our hands to perform fine motor skills. The hands are separated into two sides: the pinky and ring side for stability, and the thumb, index, and middle finger side for manipulation. This separation is vital for an efficient and comfortable pencil grasp and writing style.

Vestibular System (input) is located in the inner ear and provides information to the brain about the location of our head in space. This information is essential for spatial orientation and balance as it affects posture and visual focus.

Vision Skills are comprised of seventeen skills that include eyesight, eye movement control, focusing, depth perception, and visual-perceptual processing.

Visual Attention Skills allow us to view and distinguish the defining characteristics of an object that is the target of our attention, filter out background details, and shift attention between information for an extended period of time.

Visual Perceptual Processing Skills are a set of visual cognitive skills that allow us to gather, process, analyze, and interpret visual information received through our eyesight. This information is integrated with our other senses and past experiences in order to derive meaning from what we see. This set of skills includes:

Visual Closure is the ability to visualize a complete whole when provided with incomplete information or a partial picture.

Visual Discrimination is the ability to distinguish between the differences and similarities of forms, including shape, colors, orientation, size, patterns, and positions.

Visual Figure-Ground is the ability to focus on a particular piece of information without distraction from background images.

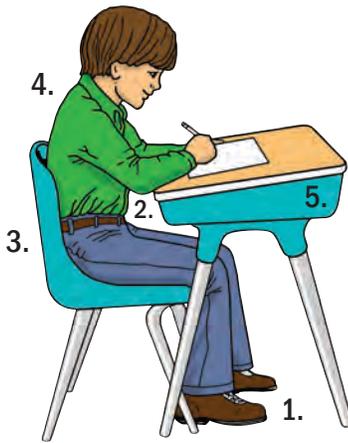
Visual Form Constancy is the ability to mentally manipulate objects in order to identify them by their details and characteristics regardless of size, configuration, color, or dimension.

Visual Memory is the ability to visually process information, store it in memory, match it to previously stored experiences, and retrieve it upon command.



Hoja para el hogar

Postura y posición del papel y lápiz



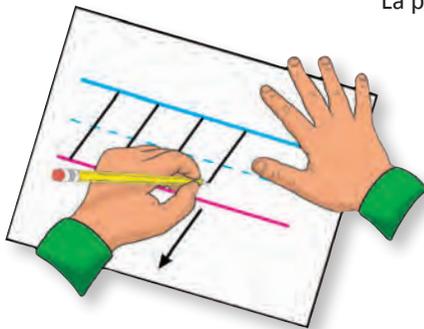
La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado

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.

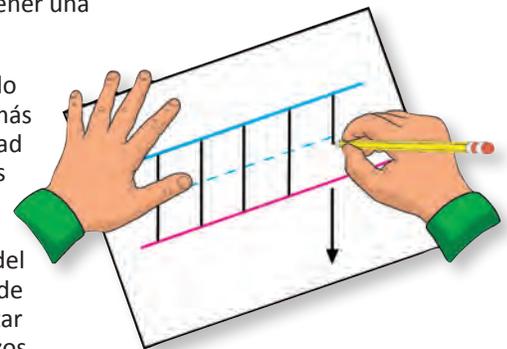
1. Ambos pies en el suelo.
2. No poner codos en el borde del escritorio.
3. Sentarse hacia atrás de la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.

Posición del papel en la letra cursiva

La posición del papel es importante para mantener una inclinación consistente en tu escritura.



Mano izquierda – Inclina el lado izquierdo del papel hacia arriba. El borde derecho más bajo del papel debe apuntar hacia la mitad del cuerpo. Escribe los trazos inclinados hacia el codo izquierdo.

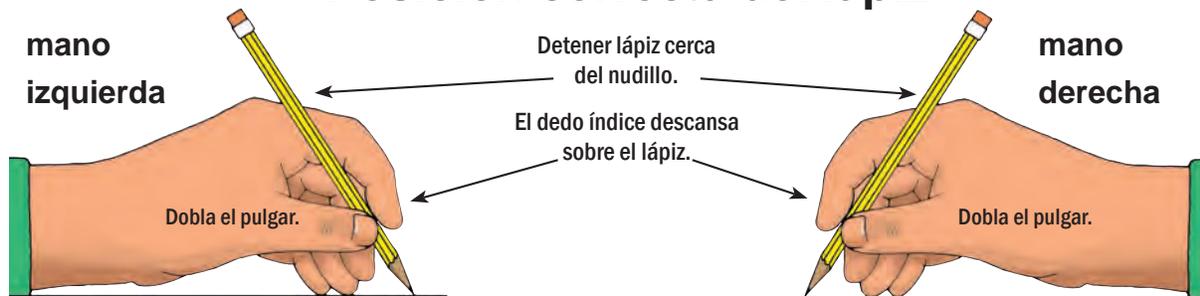


Mano derecha – Inclina el lado derecho del papel hacia arriba y a la izquierda. El borde izquierdo más bajo del papel debe apuntar hacia la mitad del cuerpo. Escribe los trazos inclinados hacia el codo izquierdo.

mano izquierda

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 difíciles de controlar para estudiantes de cualquier edad. El lápiz debe extenderse por lo menos una pulgada por encima del nudillo grande del primer dedo. En ocasiones, cuando a un estudiante le cuesta o debe esforzarse debido a dificultades por situaciones perceptivas y/o motrices, un terapeuta ocupacional puede recomendar un lápiz corto para ese estudiante.



Hoja para
el hogar



Inclina

Curva debajo

Curva hacia abajo

Sobrecurva

El alfabeto en letra cursiva

Aa Bb Cc Ch ch Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Ll Mm

Nn Ññ Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

puntuación

., ; : ' ¿ ? ¡ ! " ()

números

1 2 3 4 5 6 7 8 9 10



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