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*Los leones viven
en manadas.*

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Atentamente,

Thomas Wasyluk
Autor y escritor experto

Tercer grado: Principio de las letras cursivas

Edición del maestro



Thomas Wasylyk
Jennifer Schweighofer

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Aa

Bb

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Universal La escritura: Edición del maestro
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Table of Contents

Message from the Author	T4	I minúscula.....	17	H mayúscula.....	55
Message from		ll minúscula.....	18	I mayúscula.....	56
Katherine Collmer.....	T5	b minúscula	19	Escribiendo números	57
Why Teach Handwriting.....	T6	f minúscula	20	J mayúscula.....	58
Handwriting Checklist.....	T8	h minúscula	21	K mayúscula.....	59
Preparing the Classroom.....	T9	k minúscula.....	22	L mayúscula	60
Elements of Legibility.....	T10	r minúscula	23	Ll mayúscula.....	61
Correct Posture	T12	s minúscula.....	24	M mayúscula	62
Paper and Pencil Position	T12	j minúscula.....	25	N mayúscula.....	63
How to Use the		p minúscula	26	Ñ mayúscula.....	64
Teacher Edition.....	T13	Curva hacia abajo.....	27	O mayúscula.....	65
Step 1: Model & Discuss	T14	a minúscula	28	P mayúscula	66
Step 2: Practice	T15	d minúscula	29	Q mayúscula.....	67
Step 3: Self-Evaluate.....	T16	g minúscula	30	R mayúscula.....	68
AlphamationPlus.....	T17	q minúscula	31	S mayúscula.....	69
Basic Strokes.....	T18	o minúscula	32	T mayúscula	70
Letter Pages	T19	c minúscula.....	33	U mayúscula.....	71
		ch minúscula.....	34	V mayúscula	72
Student Edition Pages		Sobrecurva	35	W mayúscula	73
El alfabeto en letra cursiva	2	m minúscula	36	X mayúscula	74
Postura, posición del		n minúscula	37	Y mayúscula	75
lápiz/papel	3	ñ minúscula	38	Z mayúscula	76
Iguala letra de imprenta		v minúscula.....	39	Redondea números.....	77
a cursiva	4	x minúscula.....	40	¿Qué pasa?.....	78
Tamaño, alineación y calidad		y minúscula.....	41	Partes de la oración.....	79
de líneas.....	5	z minúscula.....	42	Mi escritura en cursiva	
Espacio.....	6	Repaso de letra minúscula.....	43	(Examen final)	80
Inclina	7	Repaso	44		
Curva debajo	8	Números	45	Resource Materials	
Curva hacia abajo.....	9	A mayúscula	47	Spanish Stroke Descriptions	
Sobrecurva	10	B mayúscula	48	(Send-Home Pages).....	T20
Repaso	11	C mayúscula.....	49	Corrective Techniques	T26
i minúscula.....	12	Ch mayúscula.....	50	Glossary of OT Terms.....	T32
t minúscula	13	D mayúscula.....	51	Cursive Progress Chart	T34
u minúscula	14	E mayúscula	52	Spanish Send-Home Pages ...	T35
w minúscula.....	15	F mayúscula	53		
e minúscula	16	G mayúscula.....	54		

Message from the Author



Dear Educators,

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

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

This workbook may be my most treasured, as I am so passionate about cursive writing. I believe many third-graders share this passion; learning to write in cursive is a rite of passage most students look forward to. They want to learn this skill! However, their excitement may be short lived if the methodology used to teach cursive results in unresolved struggles. I designed this program to offer students the best chance to succeed from the beginning.

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.”

Third grade cursive challenges students to reach for mastery as they use their handwriting skills to create and communicate information. As they strive for a fluid handwriting style, they will rely heavily upon their visual and cognitive skills to produce legible content that sufficiently conveys their thoughts and knowledge. At this stage of their educational journey, students are being asked to produce handwritten products in a timely manner that follow the rules of grammar and punctuation and display a command of spelling. It is important, then, to provide third grade students with opportunities to enhance their visual-perceptual skills, as these are the skills that will help them to manage time constraints and meet the expectations of legibility and comprehension. Third-grade handwriting skills pave the way for a successful transition from “learning-to-write to writing-to-learn.”

Handwriting is a complex skill, one that requires appropriate and consistent instruction, careful observation, and effective guidance to allow children 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 third 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 offer fun and easy suggestions for enhancing the development of efficient handwriting skills and to guide your planning for students 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 purple ink that reads "Katherine J. Collmer, M.Ed., OTR/L".

Handwriting With Katherine

Why Teach Handwriting?

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

Handwriting & Reading

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

Handwriting & Spelling

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

Handwriting & Composition

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

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

Beyond Language Arts

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

Writing by Hand in a Keyboarding World

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

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

HANDWRITING: Every Student, Every Day, Every Subject

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

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

Beyond the Elementary Classroom

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



Student writing notes from laptop.

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



College students taking notes during class.

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- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
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Checklist for Effective Handwriting Instruction

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



Handwriting Curriculum

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

Modeling Good Handwriting in the Classroom

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

Preparing the Students for Handwriting Instruction

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

Elements for Effective Handwriting Instruction

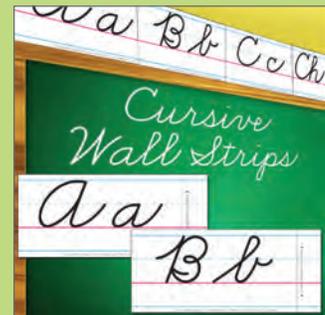
1. Do you teach/review the basic strokes before you begin teaching the letters? YES NO
2. Do you follow the three teaching steps? (Model/Discuss, Practice, Self-evaluate) YES NO
3. Are you consistent with handwriting terminology, letter forms, and presentation? YES NO
4. Do your students trace/write,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

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

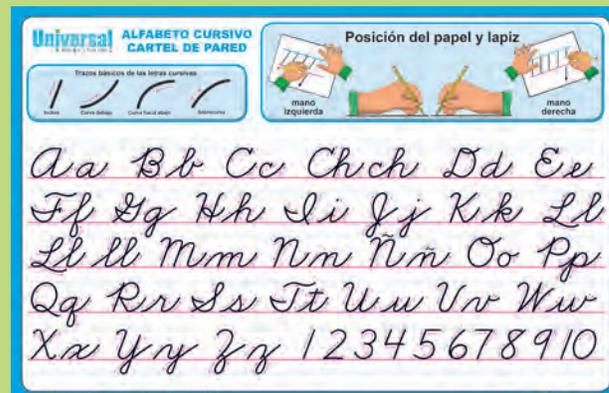
Preparing the Classroom for Handwriting Instruction

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

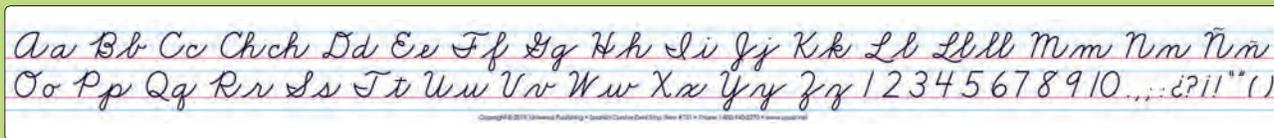
Alphabet Wall Strips Every classroom should have Alphabet Wall Strips, which are usually displayed above the chalkboard or along a wall. They should be placed high enough so that all students can see them clearly. Alphabet Wall Strips are “far point” models and therefore should not be cluttered with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



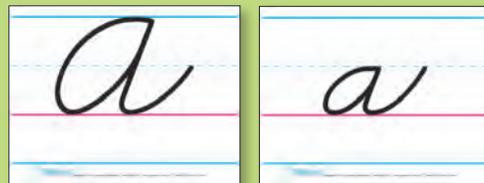
Alphabet Wall Poster Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to walk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



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



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 your 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.



Self-evaluation helps maintain legible handwriting in all subject areas.

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.

CORRECT



INCORRECT

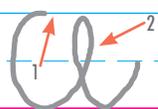


Letter Forms Letter formation is influenced by many factors, including paper position, posture, pencil grip, basic strokes, and speed of writing. Any one of these can affect the legibility of your writing.

Correct



Common Error



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

See page T26 for Possible Errors and Corrective Techniques.

Joinings Joining one letter to another is what cursive writing is all about. Cursive means flowing, 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:

Checkstroke to Undercurve



Checkstroke to Downcurve



Checkstroke to Overcurve



Overcurve to Undercurve



Overcurve to Downcurve



Overcurve to Overcurve



Undercurve to Undercurve



Undercurve to Downcurve



Undercurve to Overcurve



Elements of Legibility

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



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



Sentence Spacing Allow enough space for one large oval.



Paragraph Indent Allow enough space for two large ovals.



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

Correct Line Quality



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

Too Heavy



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

Too Light



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

Shaky



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

Posture, Paper and Pencil Position



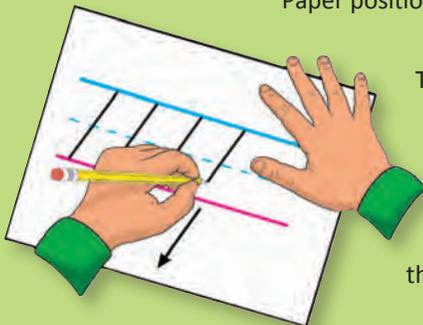
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

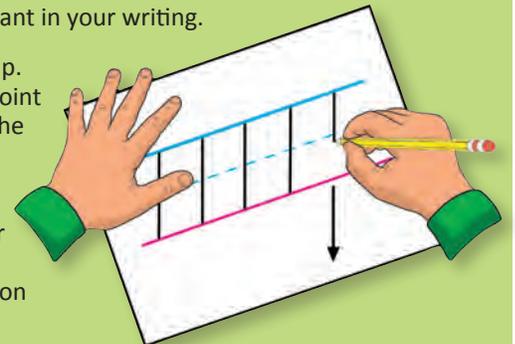
1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

Cursive Paper Position

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



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

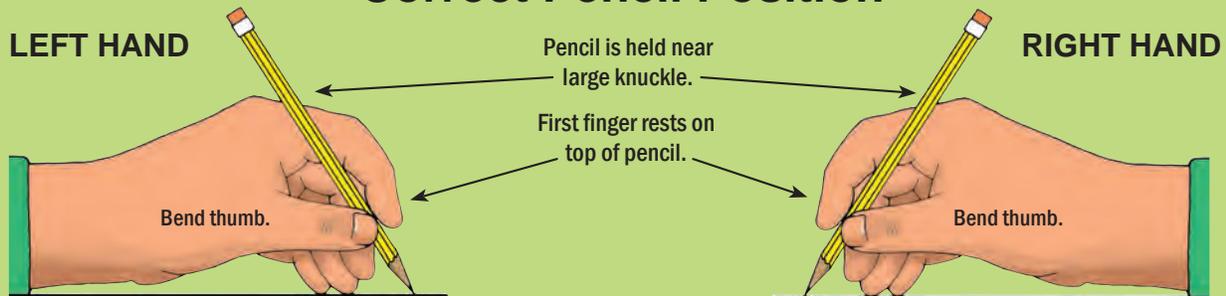


Right Hand - Tilt the right side of the paper up and to the left. The left, lower edge of the paper should point toward the mid-section of the body. Pull the slant strokes toward the left elbow.

LEFT HAND

RIGHT HAND

Correct Pencil Position



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

How to Use the Teacher Edition

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

1

Letter model for quick page identification.

2

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

3

Clearly stated objectives for every lesson.

4

Detailed, step-by-step instructions for the three teaching steps:
 1. Model and Discuss
 2. Practice
 3. Self-Evaluate

5

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

1 Letter model for quick page identification.

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

3 Clearly stated objectives for every lesson.

4 Detailed, step-by-step instructions for the three teaching steps:
 1. Model and Discuss
 2. Practice
 3. Self-Evaluate

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

In the back of this Teacher Edition you will find:

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

Modeling is teaching.

Step 1: Model & Discuss

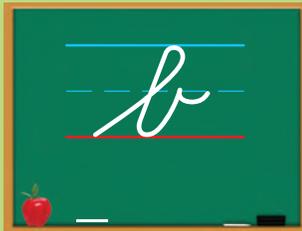
The students should not have anything on their desks for Step 1 (no books, pencils, or paper). Full attention must be focused on the letter being modeled and discussed.

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.

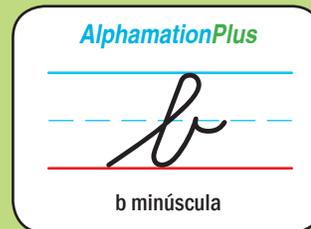
Discuss: Discussing all aspects of the letter with the students builds incredible background knowledge of the strokes and letter, as well as their relationship to the writing lines. It is important that this happens BEFORE the students pick up a pencil to practice.

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 a 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 discuss the letter, trace over the large lowercase 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.

If you use *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 a 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 discuss the letter, trace over the large lowercase 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.

See Step 2 on the next page.

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 line. 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.

Students trace and write the letter.

Cursive joining with stroke description on every page.

Extra Practice:

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



b minúscula

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

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 **e**.
2. Da vuelta atrás, inclina a la línea debajo.

Traza y escribe las uniones.

Traza y escribe la palabra.

Lee las palabras.

REVISAR

- Inclina
- Uniones
- Forma de letras
- Tamaño de letras

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Students look at and read a manuscript word and then write the word in cursive.

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

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 de la letra b da un giro amplio en la curva de la letra e.
2. Da vuelta atrás y se une a la línea.

Trazo y escribe los trazos y letras.

Trazo y escribe las uniones.

Trazo y escribe la palabra.

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Lee las palabras.

REVISAR

- Inclina
- Uniones
- Forma de letras
- Tamaño de letras

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 students 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.

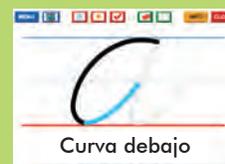
Let's say you want to teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



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.



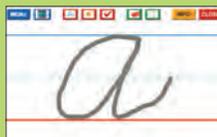
Trace



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 student's 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.

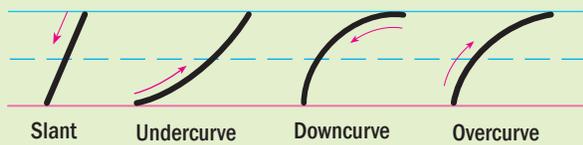
Student Edition: Basic Strokes

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.

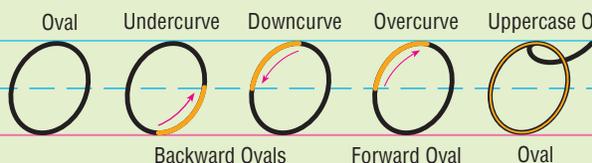
When evaluating cursive letter forms and joinings, most errors relate back to the basic strokes. Teaching the basic strokes first is the most effective way to prevent errors from becoming habits. As you will see, special attention has been given to reviewing the basic strokes in this book.

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



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.



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 la fundación para todas las letras cursivas. Los cuatro trazos básicos de la letra cursiva son: inclinación, curva debajo, curva hacia abajo, y sobrecorva.

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: *beisbol*

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 ü p y u m*
beisbol helado libro

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

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

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

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

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

Trazo y escribe las líneas inclinadas con curva debajo: *uu*

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

minúscula Trazo y escribe los trazos y letras: *e e*

1. Curva debajo, curva hacia arriba.
2. Inclinación.
3. Curva debajo.

Uniones Curva debajo a curva debajo. Trazo y escribe las uniones: *ee ew ie et eu tt*

1. La terminación de la curva debajo se balancea ampliamente desde el comienzo de la segunda letra e.
2. Dejé vueltas altas, inclinación.

Lee las palabras: *enorme* *elefante* *edificio*

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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.

b minúscula



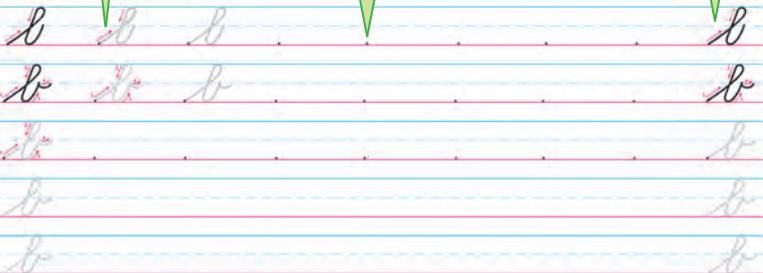
1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo cerrada
4. Vuelve a trazar, gira a la derecha

Uniones
Trazo elevado a curva debajo



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

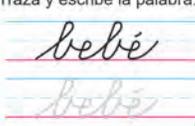
Taza y escribe los trazos y letras.



Taza y escribe las uniones.



Taza y escribe la palabra.



Lee las palabras.



REVISAR

- Inclina
- Uniones
- Forma de letras
- Tamaño de letras

Cursive joining with stroke description on every page.

Meaningful illustrations allow students to build their vocabulary through discussion.

Students trace and write the joinings and words.

Students read the cursive words

Students self-evaluate their work



Grade 3 Student Edition Front Cover



Grade 3 Student Edition Front Inside Cover

Tabla de contenido

El alfabeto en letra cursiva.....	2	x minúscula	40
Postura, posición del lápiz/papel.....	3	y minúscula	41
Iguala letra de imprenta a cursiva	4	z minúscula	42
Tamaño, alineación y calidad de línea	5	Repaso de letra minúscula	43
Espacio.....	6	Repaso	44
Inclina	7	Números.....	45
Curva debajo	8	A mayúscula	47
Curva hacia abajo.....	9	B mayúscula	48
Sobrecurva	10	C mayúscula	49
Repaso	11	Ch mayúscula	50
i minúscula	12	D mayúscula	51
t minúscula	13	E mayúscula	52
u minúscula	14	F mayúscula	53
w minúscula.....	15	G mayúscula	54
e minúscula	16	H mayúscula	55
l minúscula	17	I mayúscula	56
ll minúscula	18	Escribiendo números	57
b minúscula	19	J mayúscula	58
f minúscula	20	K mayúscula	59
h minúscula	21	L mayúscula.....	60
k minúscula	22	Ll mayúscula.....	61
r minúscula.....	23	M mayúscula.....	62
s minúscula	24	N mayúscula	63
j minúscula	25	Ñ mayúscula	64
p minúscula	26	O mayúscula	65
Curva hacia abajo.....	27	P mayúscula	66
a minúscula	28	Q mayúscula	67
d minúscula	29	R mayúscula	68
g minúscula	30	S mayúscula	69
q minúscula	31	T mayúscula	70
o minúscula	32	U mayúscula	71
c minúscula	33	V mayúscula	72
ch minúscula.....	34	W mayúscula	73
Sobrecurva	35	X mayúscula	74
m minúscula	36	Y mayúscula	75
n minúscula	37	Z mayúscula	76
ñ minúscula	38	Redondea números	77
v minúscula	39	¿Qué pasa?.....	78
		Partes de la oración.....	79
		Mi escritura en cursiva (Examen final).....	80



Tercer grado

Principio de las letras cursivas

Thomas M. Wasylyk
Jennifer L. Schweighofer



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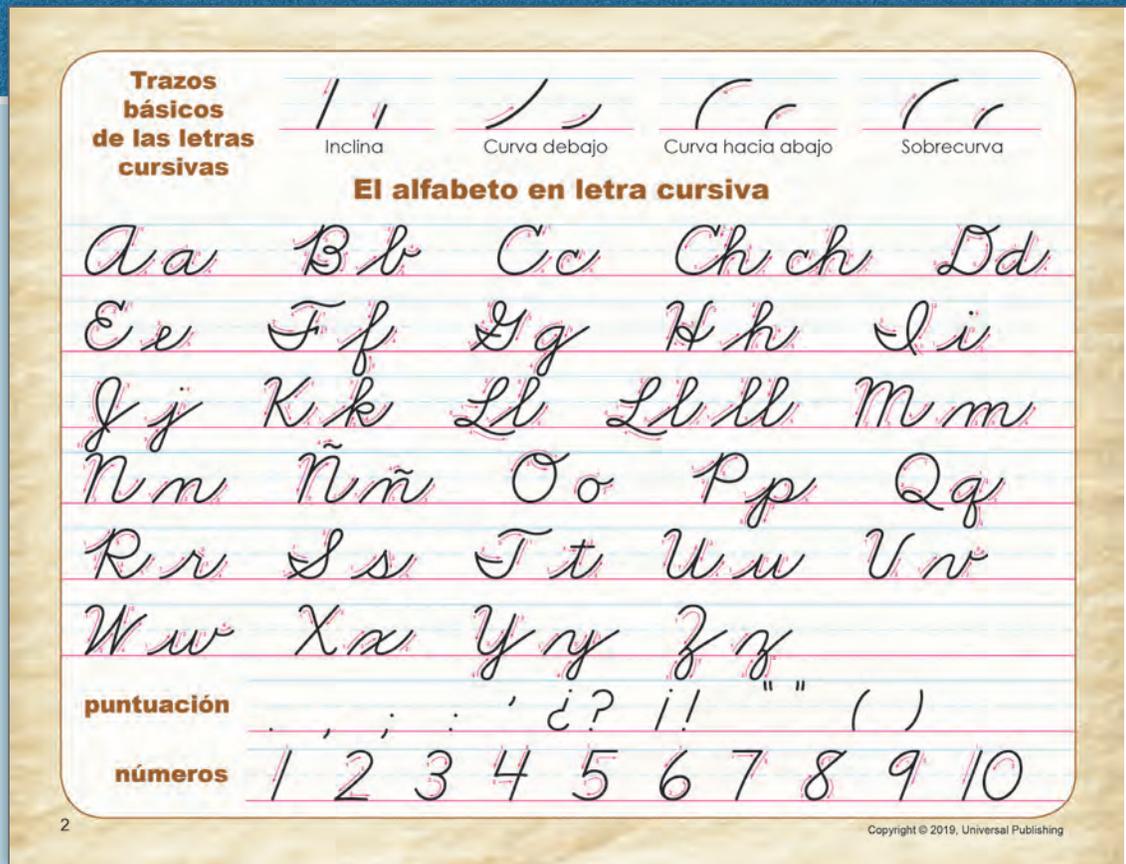
Student Edition Table of Contents

El alfabeto en letra cursiva	2	Curva hacia abajo.....	27	H mayúscula.....	55
Postura, posición del lápiz/papel...	3	a minúscula	28	I mayúscula.....	56
Iguala letra de imprenta		d minúscula	29	Escribiendo números	57
a cursiva	4	g minúscula	30	J mayúscula.....	58
Tamaño, alineación y calidad		q minúscula	31	K mayúscula	59
de línea.....	5	o minúscula	32	L mayúscula	60
Espacio.....	6	c minúscula.....	33	Ll mayúscula.....	61
Inclina	7	ch minúscula.....	34	M mayúscula	62
Curva debajo	8	Sobrecurva	35	N mayúscula.....	63
Curva hacia abajo.....	9	m minúscula	36	Ñ mayúscula.....	64
Sobrecurva	10	n minúscula	37	O mayúscula.....	65
Repaso	11	ñ minúscula	38	P mayúscula	66
i minúscula.....	12	v minúscula.....	39	Q mayúscula.....	67
t minúscula	13	x minúscula.....	40	R mayúscula.....	68
u minúscula	14	y minúscula.....	41	S mayúscula	69
w minúscula.....	15	z minúscula.....	42	T mayúscula	70
e minúscula	16	Repaso de letra minúscula	43	U mayúscula.....	71
l minúscula.....	17	Repaso	44	V mayúscula	72
ll minúscula.....	18	Números.....	45	W mayúscula.....	73
b minúscula	19	A mayúscula	47	X mayúscula	74
f minúscula	20	B mayúscula	48	Y mayúscula	75
h minúscula	21	C mayúscula.....	49	Z mayúscula	76
k minúscula.....	22	Ch mayúscula.....	50	Redondea números	77
r minúscula	23	D mayúscula.....	51	¿Qué pasa?.....	78
s minúscula.....	24	E mayúscula	52	Partes de la oración.....	79
j minúscula.....	25	F mayúscula	53	Mi escritura en cursiva	
p minúscula	26	G mayúscula.....	54	(Examen final)	80

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.



Model & Discuss

Open [AlphamationPlus](#) and display the complete cursive alphabet on your screen or have the students open their books to page 2 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.

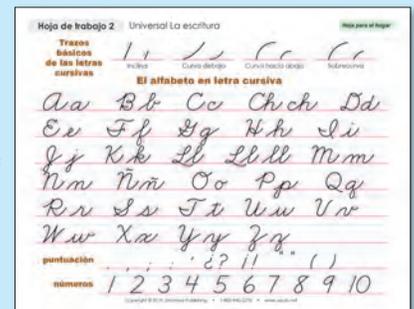
Call on students to answer the following questions:

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 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 el tamaño. (A, a, C, c)

Make copies of **Worksheet 2** for your students. Have them take the cursive alphabet worksheet home and give it to their parents. Parents will then have a copy of the letter forms being taught in the classroom and can reinforce the correct letter forms at home. This worksheet will also help students if they question a letter form while doing homework.

Worksheet 2
You can download and print copies of Worksheet 2 at:
upub.net/755worksheets.pdf

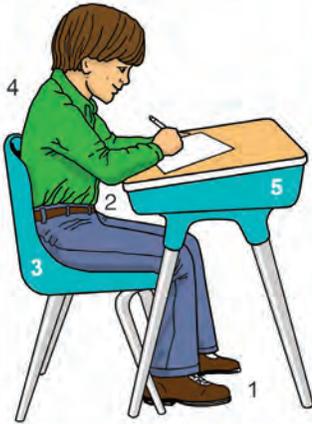


Katherine's OT Tip Visual, auditory, and tactile cues provide vital information for handwriting mastery. Frequent use of the cues during handwriting sessions and all opportunities for handwritten work can provide the most appropriate link between cognitive and **visual-motor** skills to meet your students'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

Postura y posición correctas del papel y lápiz

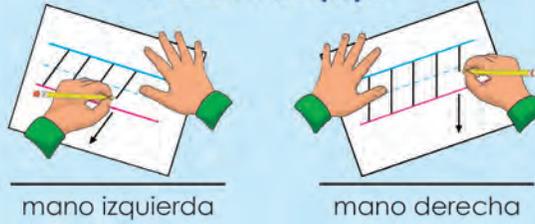
Postura correcta

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



Objetivos:

- Sentarse con la postura de escritura adecuada.
- Escribir usando la posición correcta del papel/libro.
- Escribir usando 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. Tell them that correct paper position helps maintain slant in cursive writing.

Make copies of **Worksheet 3** for your students. Have them take the worksheet home and give it to their parents. Parents will then have a copy of correct posture and pencil and paper position and can reinforce these important elements at home.

Worksheet 3

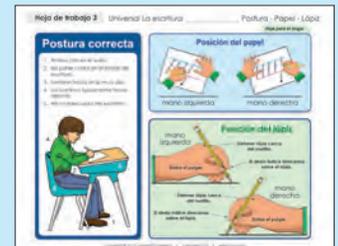
You can download and print copies of Worksheet 3 at: upub.net/755worksheets.pdf

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 frustration and early fatigue.

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!



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.

4

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Have the students open their books to page 4. Ask them to look at and name the manuscript and cursive letters.

Discuss

Ask the students to look at the first letter on page 4. 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 4.

Be sure that the students are saying the names of the letters correctly by including the words **uppercase** or **lowercase** and **manuscript** or **cursive**. Example:

Lowercase manuscript b
(b minúscula en letra de imprenta)

Uppercase cursive W
(W mayúscula en letra cursiva)

If you have some students who are having difficulty with manuscript and/or cursive letter recognition, make copies of **Worksheet 4** for them. This will help them with manuscript and cursive letter recognition.

Worksheet 4

You can download and print copies of Worksheet 4 at:
upub.net/755worksheets.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 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 to the other.

Tamaño, alineación y calidad de líneas

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 todos 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 de arriba. Observa que r, s, v y w se extienden un poco más arriba.



Letras intermedias

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

Jan le dio a su mamá doce rosas.

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5

Have the students open their books to page 5.

Discuss

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

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

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

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

Ask the students if their names have any:

- Tall Letters
- Short Letters
- Intermediate Letters
- Tail Letters

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

If you have some students who are having difficulty with Size and Alignment make copies of **Worksheet 5A** for them to take home. Use **5B** as additional practice. These worksheets will help them better understand sizes of letters and their relationships to the writing lines.

Worksheets 5A & 5B

You can download and print copies of these worksheets at: upub.net/755worksheets.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. "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 that depict the shapes and proper alignment of the letters that need practice or the words being taught in the lesson. Write the letters or words lightly in the boxes and have students trace them.

Espacio de letras, palabras y oración

Objetivos:

- Aprender el espacio correcto entre letras.
- Aprender el espacio correcto entre palabras.
- Aprender el espacio correcto de la oración.
- Aprender el margen del párrafo correcto.

Discuss

Have the students open their books to page 6.

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.

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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New Paragraph Indent: Ask the students to look at the New Paragraph Indent example at the bottom of page 6. Tell them to allow enough space for two large ovals at the beginning of the first line of a new paragraph.

Make a copy of **Worksheets 6A & 6B** for each of your students. Have them take the cursive spacing **6A** worksheet home and give it to their parents. Parents will then have a copy of correct letter, word, and sentence spacing and can reinforce these concepts at home.

Use **6B** as needed for extra practice.

Worksheets 6A & 6B
You can download and print copies of these worksheets at:
upub.net/755worksheets.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 their 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



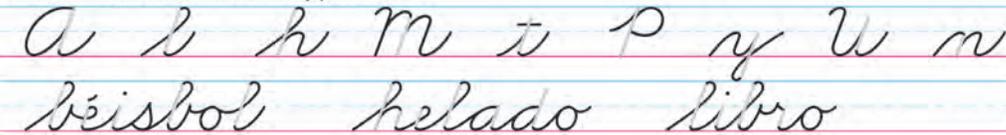
Posición del papel



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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7

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 7. (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 discuss 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 7. Have the students look at the word **béisbol** and count the slant strokes (5). Ask them to look at the cursive paper positions and discuss the difference between the left hand paper

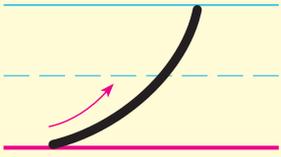
position and the right hand paper position.

On lines 1 and 2, have the students start at the dots and trace and write the slant stroke as they say “**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. On the last line, have the students circle the letters that contain one or more slant strokes (l, i, A, b, m).

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 why they put an X through the stroke.

Katherine's OT Tip Cursive letters challenge students to change directions with their handwriting from straight top-to-bottom strokes to those that slant. Practice sessions on a vertical surface can help with these skills. Be sure that 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



Objetivos:

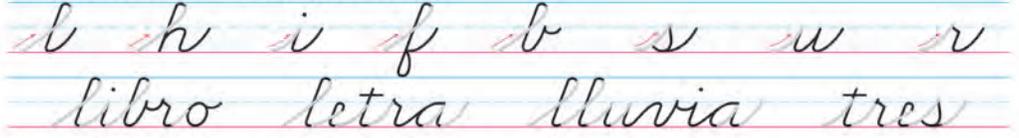
- Reconocer el trazo con curva debajo en letras cursivas.
- Trazar y escribir el trazo con curva debajo.
- Trazar y escribir el trazo inclinado con curva debajo.

Curva debajo

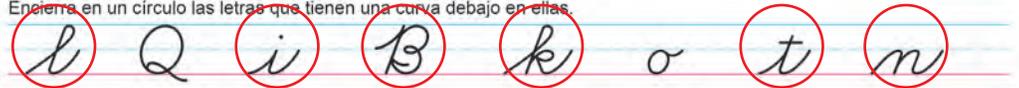
La curva debajo se usa para comenzar quince letras minúsculas. La curva debajo se desvía a la derecha. Traza y escribe curvas altas y cortas.



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 de abajo. Traza y escribe las líneas inclinadas con curva debajo.



Traza y escribe las líneas inclinadas con curva debajo.



8

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1. Model & Discuss

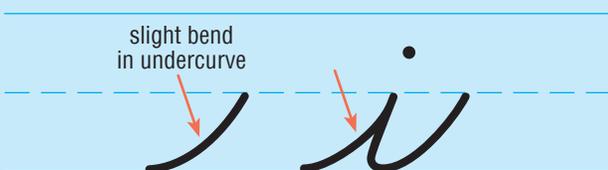
Write a large undercurve stroke on writing lines on the board, use [AlphamationPlus](#) to model the stroke, or have the students open their books to page 8. (See page T17 for details on how to use [AlphamationPlus](#) for Step 1.)

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 discuss 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 8. 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, have the students circle the letters that contain an undercurve. (l, i, B, k, t, n)

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 why they put an X through the stroke.

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.

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

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 a d d g g a o c

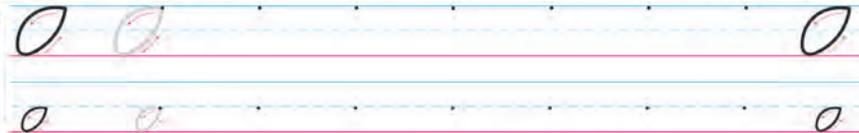
Adán añadir gallo

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.



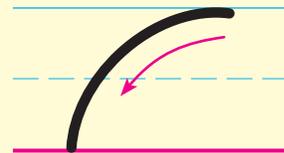
Encierra en un círculo las letras que contiene trazos con curvas hacia abajo - curva debajo.

A e g b d a i

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9

Curva hacia abajo



Objetivos:

- Reconocer el trazo con curva hacia abajo en 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

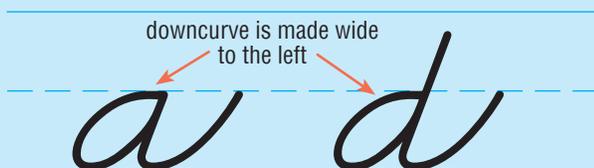
Write a large downcurve stroke on writing lines on the board, use **AlphamationPlus** to model the stroke, or have the students open their books to page 9. (See page T17 for details on how to use **AlphamationPlus** for Step 1.)

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 discuss 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 swings wide and bends slightly in the middle. See below.



2. Practice

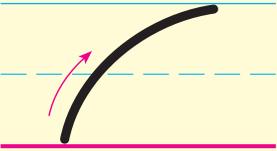
Students open their books to page 9. Have the students start at the dots and trace and write the downcurves on lines 1 and 2. After they finish, have them evaluate their downcurves as described in Step 3. On lines 3 and 4 they trace the downcurves in letters and words. Next, they circle the letters that contain a downcurve. (A, d, g, q, o)

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 why they put an X through the stroke.

At the bottom of the page, students trace and write the downcurve-undercurve strokes. Be sure they close (connect) the two strokes. Then, have them circle the letters that contain a downcurve-undercurve. (A, g, d, a)

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:

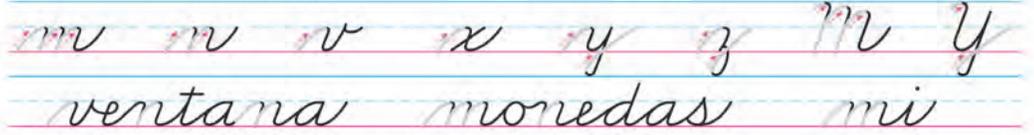
- Reconocer el trazo de sobrecurva en letras cursivas.
- Trazar y escribir el trazo de sobrecurva.
- Trazar y escribir el trazo de sobrecurva inclinada.

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.

10



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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 10. (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 discuss 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 10. 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. (m, n, M, v, x)

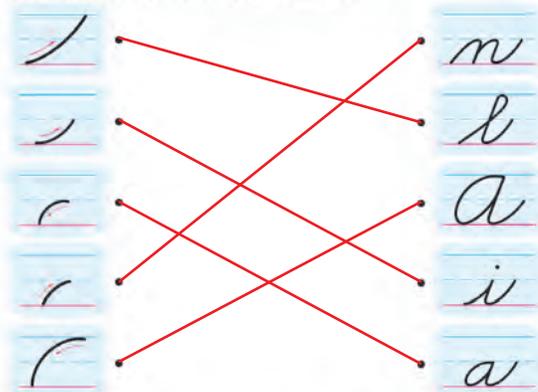
3. Self-Evaluate After each line of overcurves, have the students circle their best overcurve and put an X through the one that needs the most improvement. Ask why they put an X through the stroke.

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. Next, they circle the letters that contain an overcurve-slant. (n, M, v, x)

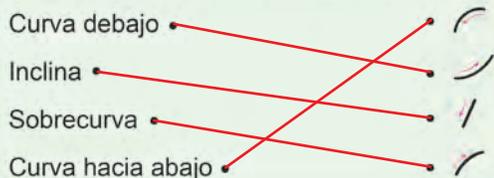
Katherine's OT Tip Functional Fun! The ultimate mastery of handwriting skills results in the functional use of them across every subject area and in everyday life activities. The best way to guide students toward that goal is with fun activities that enhance their awareness of the important role that handwriting plays in education and in life. I will be sharing Functional Fun activities along the way for you to try. I think your students will enjoy them!

Inclina, curva debajo, curva hacia abajo, y sobrecurva

Iguala cada letra con el trazo que comienza.



Une el nombre con el trazo principal.



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¿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 n

11

Inclina, curva debajo, curva hacia abajo y sobrecurva

Objetivos:

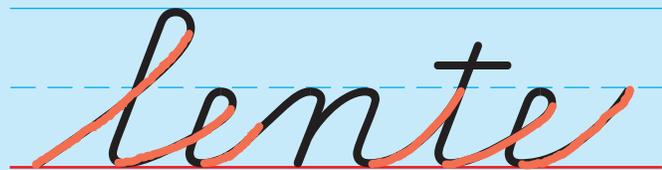
- Identificar trazos básicos en letras.
- Unir los trazos básicos con sus nombres.
- Identificar trazos básicos en palabras.

Basic Stroke Review

Match Basic Stroke to Letter: Have the students open their books to page 11. 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.

Match Word to Basic Stroke: Have the students read the name of each stroke and then draw a line from the name to the correct stroke.

How Many?: The students identify and count the strokes in the words. For this activity, write each word on the board (one at a time) and ask the students to count the number of strokes in question. Use a different color to trace the strokes you are counting. You can trace the strokes yourself or have students come up and trace over the strokes as everyone counts. (See example below.)



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)

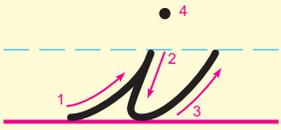
yema - Have the students count all the overcurves in the word **yema**. (5 overcurves)

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 squatty 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 the 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.
- 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 a 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 12. On the first line, have the students start at the dots and trace and write each undercurve as they say “**curva debajo.**” Ask them to stop and evaluate their work as described in Step

i minúscula



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

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.

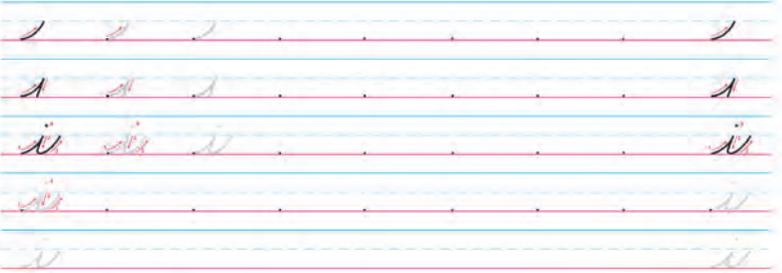
Lee la palabra.

insecto



12

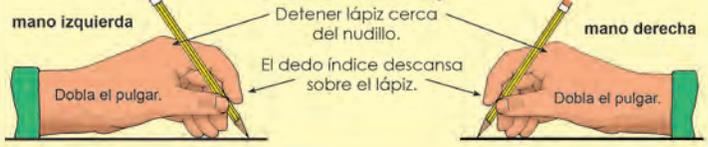
Traza y escribe los trazos y letras.



Traza y escribe las uniones.



Posición del lápiz



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3 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, fourth, and fifth 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**.



Trace



Write



Check

Cursive i Corrective Techniques See page T27.

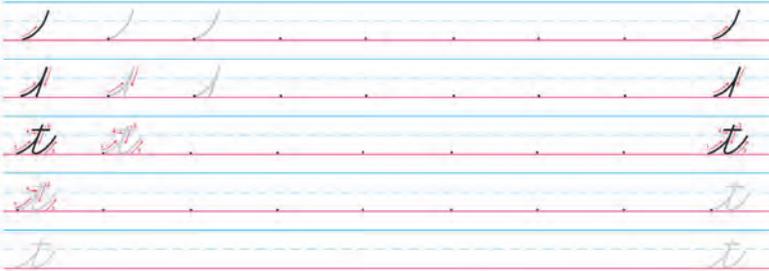
Katherine's OT Tip Joining letters will be a new motor movement for your cursive writers. This new skill relies upon smooth shoulder and arm movements that allow the hand to glide along the desk surface. This is an isolated movement versus individual ones that use the wrist, hand, and fingers separately. 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



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.

tortuga



13

t minúscula



Objetivos:

- Repasar los trazos en la letra t minúscula.
- Trazar y escribir la letra t minúscula.
- 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 a 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 13. On the first line, have the students start at the dots and trace and write each undercurve as they say “**curva debajo.**” Ask them to stop and evaluate their work as described in Step 3

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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, fourth, and fifth 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, students circle their best stroke or letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the one they put an X through.

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

Have the students complete the **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 t Corrective Techniques See page T28.

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 paper placement and provide students with guidance for adjustments. The angle of the slant will vary according to each student's individual needs based upon height and arm length.

u minúscula



Objetivos:

- Repasar los trazos en la letra **u** minúscula.
- Trazar y escribir la letra **u** minúscula.
- 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 a 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 14. 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

u minúscula



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

Uniones

Curva debajo a curva debajo



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

Calidad de línea

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

14

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work as described in Step 3 before going to the next line. On the second, third, fourth, and fifth 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.

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



Trace



Write



Check

Cursive u Corrective Techniques See page T28.

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

Traza y escribe los trazos y letras.



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



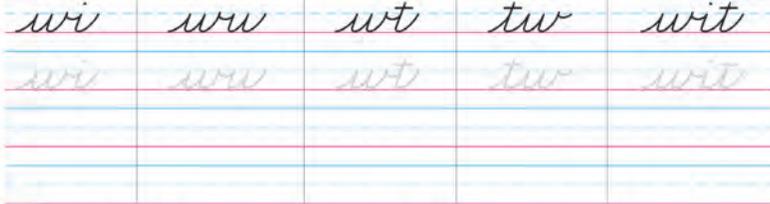
Uniones

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.



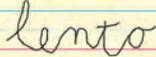
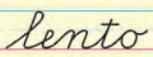
Tamaño y alineación

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.



Objetivos:

- Repasar los trazos en la letra w minúscula.
- Trazar y escribir la letra w minúscula.
- 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 a 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 15. 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, fourth, and fifth 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 Follow the same procedures as described on the previous page.

Next, discuss the checkstroke joining in the blue box.

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

Have the students trace and write the undercurve joinings. Have them complete the Alignment activity.

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



Cursive w Corrective Techniques See page T28.

Katherine's OT Tip Line quality that is too light or varying can be the result of poor finger and hand strength or tactile sensitivity. Art sessions can include strengthening with one-hole punch or cutting activities. A fun way to include tactile awareness in an art project involves old crayons and some drawing paper - and a pencil, of course! 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.

e minúscula



Objetivos:

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

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 los trazos y letras.



Traza y escribe las uniones.

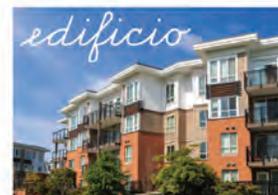


Lee las palabras.



enorme

elefante



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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 a 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? (cursiva en minúsculas i, j, p, r, s, u, w)

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 16. 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 evalu-

ate their work as described in Step 3 before going to the next line. On the second, third, fourth, and fifth 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.

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



Trace



Write



Check

Cursive e Corrective Techniques See page T26.

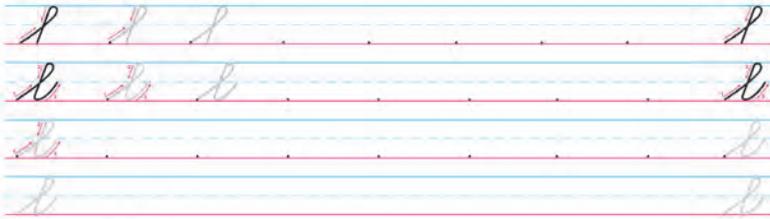
Katherine's OT Tip Students who struggle with the placement of their joining stroke at the midline or bottom line could benefit from a bit of yellow highlighting at that spot during tracing practice. Point out to them that this is the place where their letters will join - the stopping point for the first 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



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. Se balancea ampliamente formando la curva de la letra l.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones.



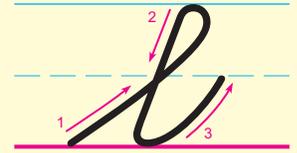
Lee las palabras.



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17

I minúscula



Objetivos:

- Repasar los trazos en la letra l minúscula.
- Trazar y escribir la letra l minúscula.
- 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 a 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? (cursiva en minúsculas b, f, h, k)

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 17. 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 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 and words.

Finally, 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](#).



Trace



Write

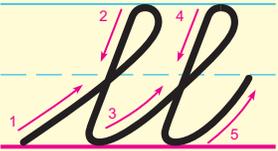


Check

Cursive l 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.

ll minúscula



Objetivos:

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

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 cruza la vuelta? (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 18. On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva**

ll minúscula

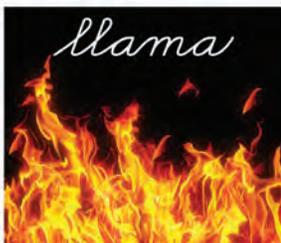


1. Curva debajo, curva hacia atrás
2. Inclina
3. Curva debajo, curva hacia atrás
4. Inclina
5. Curva debajo

Traza y escribe los trazos y letras.



Lee las palabras.



18

REVISAR

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

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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 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.

Have the students read the cursive words, study the pencil position illustration, and complete the **REVISAR**.

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



Trace



Write



Check

Cursive I Corrective Techniques See page T27.

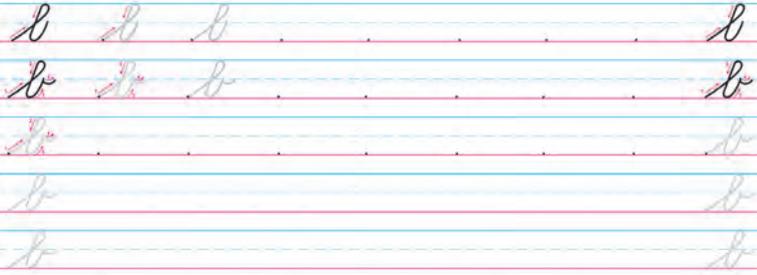
Katherine's OT Tip The ability to determine the “just right” amount of space between joined letters is a critical facet of cursive legibility. Too much or too little space can also decrease the writer's speed as it hinders fluid and concise movements across the page. Fun activities that enhance the **visual-spatial 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



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 **e**.
2. Da vuelta atrás, inclina a la línea debajo.

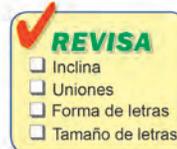
Traza y escribe las uniones.



Traza y escribe la palabra.

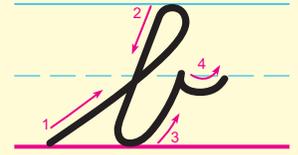


Lee las palabras.



19

b minúscula



Objetivos:

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

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 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 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 19. 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, fourth, and fifth 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.

Have the students trace and write the joinings and words, read the cursive words, and complete the **REVISAR**.

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



Trace



Write

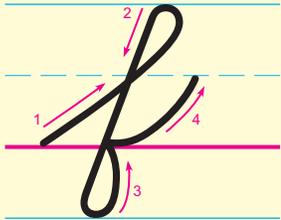


Check

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.
- Escribir las uniones y palabras.

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

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Cuántas curva 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? (cursivas en minúsculas b, h, k, l)

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 20. 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

f minúscula



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

Uniones

Curva debajo a curva debajo

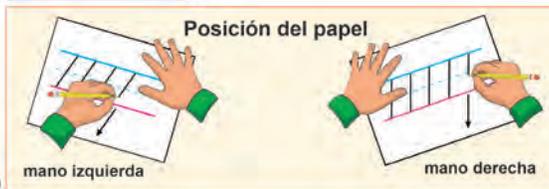


1. La unión de trazos da un giro amplio en la curva de la letra l.
2. Da vuelta atrás e inclina.

Traza y escribe los trazos y letras.



Traza y escribe las uniones y palabras.



Posición del papel

20

mano izquierda

mano derecha

Lee las palabras.

flauta

fruta



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

Discuss the joining in the blue box. Have the students trace and write the joinings and words, study the paper positions, and read the cursive words.

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



Trace



Write

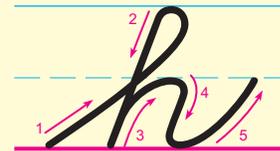


Check

Cursive f Corrective Techniques See page T26.

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 a finger 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



Objetivos:

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

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

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

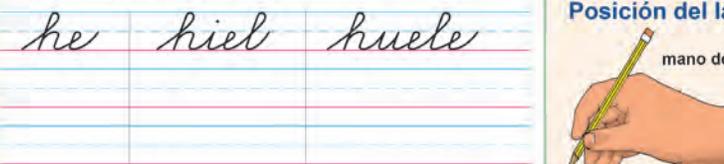


1. La curva debajo se balancea ampliamente en la parte de arriba de la letra u.
2. Pausa, luego inclina.

Traza y escribe las uniones.

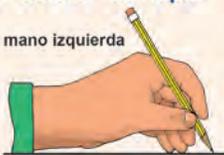


Escribe cada palabra dos veces.



Posición del lápiz

mano izquierda



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Posición del lápiz

mano derecha



21

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 21. 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. 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 joinings and words.

Review the pencil position illustrations and then have the students write the words in cursive.

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



Trace



Write

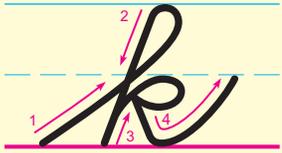


Check

Cursive h Corrective Techniques See page T26.

Katherine's OT Tip Functional Fun! A fun way to transfer cursive skills is by writing a silly note to parents or a friend. Select five or six words from previous practice sessions and write them on the board. On handwriting paper, have students use them to create a silly sentence or two. Instruct them beforehand that they will be sharing this with someone and to be sure to use their best handwriting skills. They can edit their work by comparing it to your models or those in their workbooks. Fun activities like this can increase students' confidence and their pride in their handwriting skills.

k minúscula



Objetivos:

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

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

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



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

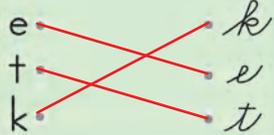
Traza y escribe las uniones.



Escribe cada palabra dos veces.



Une cada letra de imprenta con la letra cursiva correcta.



22

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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 a 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 22. 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 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 write the word **kiwi** and complete the **REVISAR**.

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



Cursive k Corrective Techniques See page T27.

Katherine's OT Tip The lowercase **k** has certainly earned its place in the “Frustrating Hall of Fame.” 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 to 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

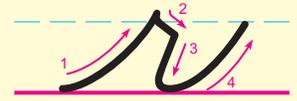
Traza y escribe las letras.



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



r minúscula



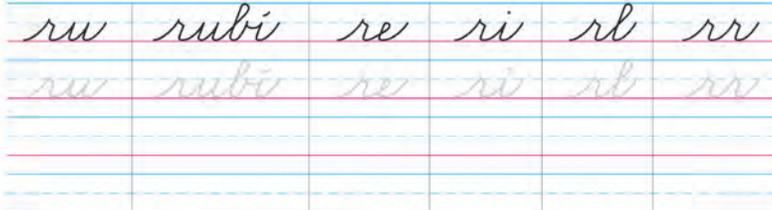
Uniones

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 y palabras.



Escribe cada palabra dos veces.

Lee las palabras.

rubi

rana

árbitro

REVISA

- Inclina
- Uniones
- Forma de letras
- Tamaño de letras



Objetivos:

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

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 a 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 23. 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

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



Trace



Write



Check

Cursive r Corrective Techniques See page T26.

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 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.
- 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 palabras.



Escribe la palabra dos veces.



seis el este si subir



24

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

1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Dónde termina esta letra? (la línea del 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 24. 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

Finally, have the students write the words in cursive.

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



Trace



Write

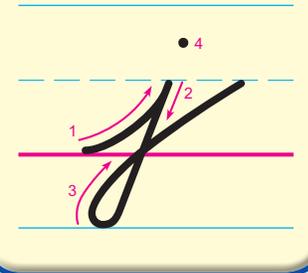


Check

Cursive s Corrective Techniques See page T28.

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.



REVISAR

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

Lee las palabras.



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25

Objetivos:

- Repasar los trazos en la letra j minúscula.
- Trazar y escribir la letra j minúscula.
- 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 a 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 25. 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, 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. Now have the students trace and write the joinings.

Finally, have the students read the cursive words and complete the **REVISAR**.

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



Trace

Write

Check

Cursive j Corrective Techniques See page T27.

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 that 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.
- Escribir las uniones.

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

1. Model & Discuss

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

Ask the students the following questions as they look at a 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)
4. ¿Cuántas curvas debajo hay en esta letra? (2)
5. ¿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 atrás, sobrecurva, curva 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 26. 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 atrás, sobrecurva, curva abajo, atrás, une, curva debajo.**” Ask them to stop and evaluate

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 r.
2. Pausa, vuelve a trazar levemente.

papas



26

Traza y escribe las letras.



Traza y escribe las uniones.

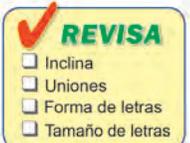


Lee las palabras.

perro



pelota



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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 atrás, sobrecurva, curva abajo, atrás, une, 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 why they put an X over the letter.

Next, discuss the joining in the blue box. Have the students trace and write the joinings. Have them read the words in cursive and complete the **REVISAR**.

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



Trace



Write



Check

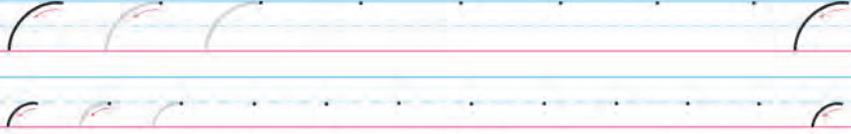
Cursive p Corrective Techniques See page T27.

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.

a d g q a o c

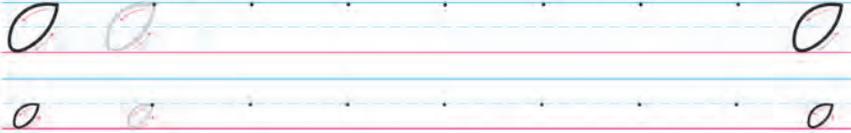
Adán añadir gallo

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 curva hacia abajo - curva debajo.

a e g b d a i

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27

Objetivos:

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

1. Model & Discuss

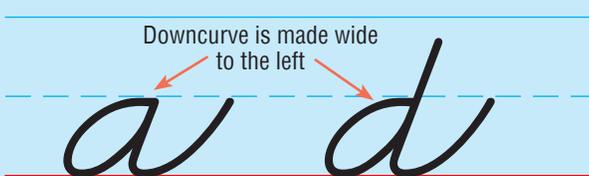
Write a large downcurve on writing lines on the board, use *AlphamationPlus* to model the downcurve, or have the students open their books to page 27 and look at the large model of the downcurve.

Ask the students the following questions as they look 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 mayúsculas que contienen una curva hacia abajo? (A, C, E, O, Q)

After you discuss this stroke, trace over the model of the 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 swings wide left and bends slightly in the middle. See below.



2. Practice

Students open their books to page 27. 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. (A, d, g, q, o)

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 downcurve 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. (A, g, d, a)

Katherine's OT Tip Functional Fun! Journaling is an excellent way to take handwriting from “Fun to Functional” by allowing your students to chronicle their handwriting success. It is also a great way to share their progress with parents! As your students master their cursive basic strokes, have them enter them into their Cursive Challenge Journal. Continue to use this journal during the year as a fun way to encourage and challenge them to work toward mastery and to provide them with a “picture” of their success along the journey. Be sure to review their entries to determine their strengths and needs.

a minúscula



Objetivos:

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

Important:

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

1. Model & Discuss

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

Ask the students the following questions as they look at a 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 discuss the letter, trace over the model of the 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 28. On the first line, 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.**” 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

a minúscula



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

Uniones

Curva debajo a curva debajo



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

Traza y escribe las letras.



Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.



28

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and write the cursive **a** 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

Finally, have the students write the words in cursive and complete the **REVISAR**.

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



Trace



Write



Check

Cursive a Corrective Techniques See page T26.

Katherine's OT Tip Unlined spaces can sometimes cause students to lose sight of the sizing and alignment of letters. The “Invisible Line Game” can enhance the visual awareness skills needed for this task. As a warm-up, have them look at the open space and imagine that there are invisible blue and red lines below the models just like the ones in their practice area above. Auditory cues such as “blue at the top, red at the bottom, and dotted in the middle” will help them with imagery. They can discover the invisible line by placing a ruler under their work to see if it stayed on the correct path.

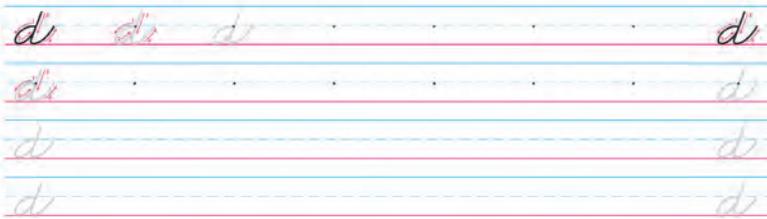


d minúscula

Traza y escribe las letras.



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



Uniones

Curva debajo a curva hacia abajo

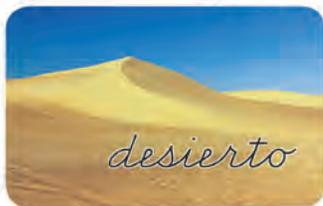


1. La terminación de la curva se balancea hacia arriba y encima para formar la parte superior de la letra a.
2. Pausa, curva hacia abajo

Traza y escribe las uniones.



Lee las palabras.



diamante



dólar



REVISAR

- Inclina
- Uniones
- Forma de letras
- Tamaño de letras

Objetivos:

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

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 a 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 29. 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, 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.

Finally, have the students read the four cursive words and complete the **REVISAR**.

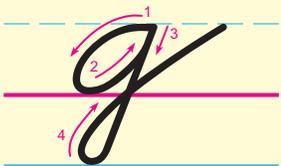
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with **AlphamationPlus**.



Cursive d Corrective Techniques See page T26.

Katherine's OT Tip Line quality is an important facet of handwriting fluidity. When too much pencil pressure leads to hand fatigue, the “Tissue Paper Challenge” can make all the difference. Place a light-colored piece of tissue paper over a letter model. Have students trace over the letter carefully to avoid tearing the paper. Use this strategy several times for reinforcement. If additional practice with adaptive strategies and appropriate reinforcement do not seem to help students with their line quality, it would be wise to consult with the parents and an occupational therapist about other possible needs.

g minúscula



Objetivos:

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

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

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.



30

Traza y escribe las letras.



Traza y escribe las uniones.



gato



Lee las palabras.

gorila



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1. Model & Discuss

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

Ask the students the following questions as they look at a 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 30. 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

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

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.

Finally, have the students read the four cursive words.

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



Trace



Write



Check

Cursive g Corrective Techniques See page T26.

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.

q minúscula

Traza y escribe las letras.



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



Traza y escribe las uniones y palabras.

Uniones

Curva debajo a curva debajo

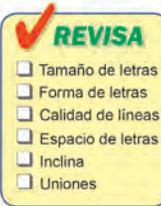
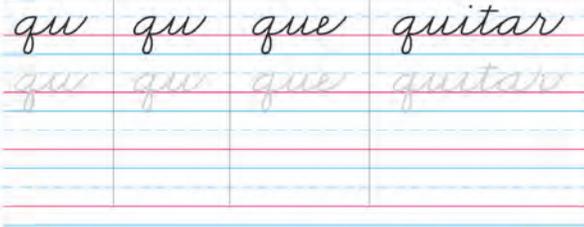


La unión de trazos se balancea ampliamente en la parte superior de la letra u.

Lee la palabra.

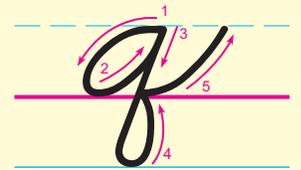


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31

q minúscula



Objetivos:

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

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 a 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 31. 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 and fourth lines, 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

Finally, have the students read the cursive word, review pencil position, and complete the **REVISAR**.

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



Trace



Write

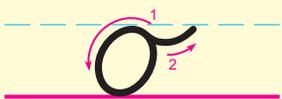


Check

Cursive q Corrective Techniques See page T27.

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.

o minúscula



Objetivos:

- Repasar los trazos en la letra **o** minúscula.
- Trazar y escribir la letra **o** minúscula.
- 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 a 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)

The **backward oval** consists of a sharp downcurve and undercurve.



After you discuss the letter, trace over the model of the cursive **o** and say “**óvalo hacia atrás, 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 32. On the first line, have the students start at the dots and trace and write the cursive **o** as they say “**óvalo hacia atrás, gira a la derecha.**” Ask them to stop and evaluate their work as described in Step 3 before going to the

o minúscula



1. Óvalo hacia atrás (cierra óvalo)
2. Gira a la derecha

Traza y escribe las letras.



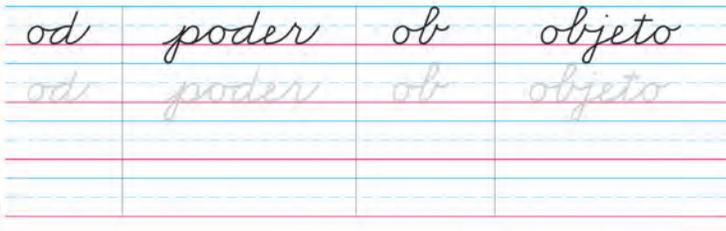
Uniones

Traza elevado a curva hacia abajo



1. El trazo final de la letra **o** gira hacia la derecha formando la parte superior de la curva hacia abajo en la letra **d**.
2. Pausa, curva hacia abajo.

Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.



Escribe las palabras en cursiva.



32

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next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **o** directly below the letters on the previous line as they say “**óvalo hacia atrás, gira a la derecha.**”

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

Next, discuss the checkstroke joining in the blue box.

Checkstroke Explain to the students the **swing right** ending in the lowercase cursive **o** is called a checkstroke. When joining to a downcurve or undercurve letter, the **swing-right** forms the top of the next letter. Have the students trace and write the joinings and words. Have them write the words in cursive.

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



Cursive o Corrective Techniques See page T27.

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.



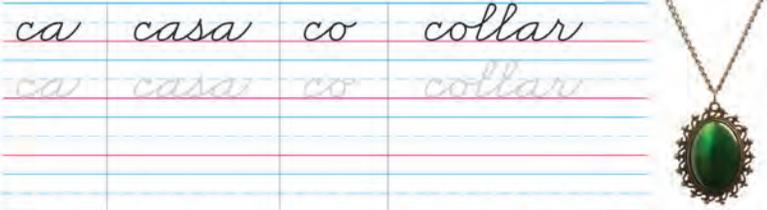
Uniones

Curva debajo a curva hacia abajo



1. La terminación de la curva debajo se balancea hacia arriba y encima formando la parte superior de la letra a.
2. Pausa, curva hacia abajo.

Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.



Escribe las palabras en cursiva.

carretera

capa



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33

Objetivos:

- Repasar los trazos en la letra **c** minúscula.
- Trazar y escribir la letra **c** minúscula.
- 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 a 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, 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 33. 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, 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, 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 and words.

Finally, have the students write the words in cursive.

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



Trace



Write

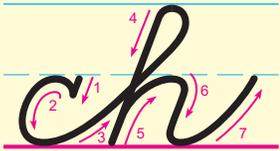


Check

Cursive c Corrective Techniques See page T26.

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.

ch minúscula



Objetivos:

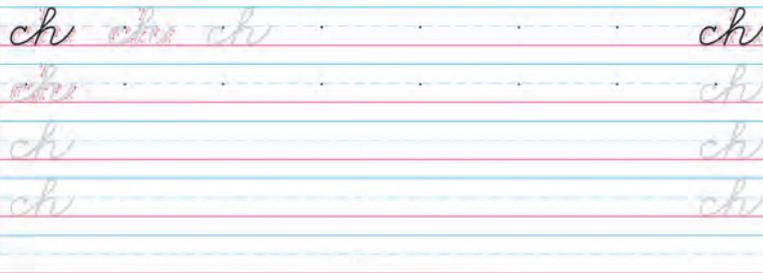
- Repasar los trazos en la letra **ch** minúscula.
- Trazar y escribir la letra **ch** minúscula.
- Escribir la palabra.

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

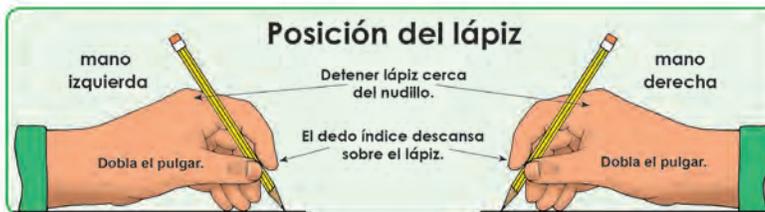
Traza y escribe las letras.



Traza y escribe la palabra.

chocolate

chocolate



34

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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, curva debajo, 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 34. 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, curva debajo, 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 **ch** directly below the letters on the previous line as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo, 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.

Slant strokes are parallel to each other.

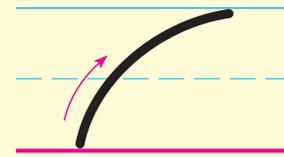


Corrective Techniques
for cursive **c** and **h**

See page T26.

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

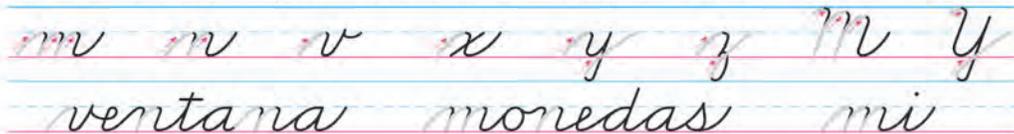


Sobrecurva

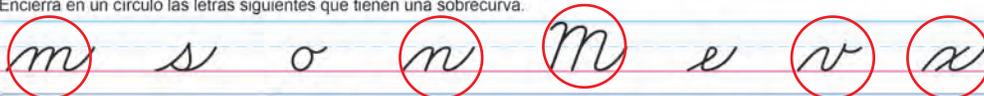
La sobrecurva se usa para comenzar las letras minúsculas m, n, v, x, y, y z. Este trazo curva hacia arriba, ampliamente a la derecha. Traza y escribe las sobrecurvas altas y cortas.



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 de abajo. Traza y escribe el trazo sobrecurva - inclina.



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



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35

Objetivos:

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

1. Model & Discuss

Write a large overcurve on writing lines on the board, use *AlphamationPlus* to model the overcurve, or have the students open their books to page 35 and look at the large model of the overcurve.

Ask the students the following questions as they look 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 discuss 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 35. Have the students start at the dots and trace and write the overcurves on the first and second lines. Ask them to stop and evaluate their work as described in Step 3 before going to the next line.

On lines 3 and 4 they trace the overcurves in letters and words. Next, have the students circle the letters that contain an overcurve. (m, n, M, v, x)

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 overcurve 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 circle the letters that contain an overcurve-slant. (n, M, v, x)

Katherine's OT Tip Finger dexterity and in-hand manipulation are important fine-motor skills that lead to an efficient pencil grasp. Before today's session, have your students play a simple game to exercise these skills. 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. Slow but sure wins the race! Stay tuned for another “handy” trick along the way!

m minúscula



Objetivos:

- Repasar los trazos en la letra **m** minúscula.
- Trazar y escribir la letra **m** minúscula.
- 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

Traza y escribe las letras.



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.

Traza y escribe las uniones y palabras.



36

Escribe cada palabra dos veces.

mamífero

Escribe las palabras en cursiva.

madre

mineral

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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 a 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 discuss the letter, trace over the model of the 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 36. On the first line, 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.**” 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 **m** directly below the letters on the previous line 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 and put an X through the one that needs the most improvement. Ask them why they put an X over the letter.

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

Finally, have the students write the words in cursive.

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



Trace



Write



Check

Cursive m Corrective Techniques See page T27.

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 a 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.



Escribe cada palabra dos veces.



Escribe las palabras en cursiva.

nunca

nosotros

Objetivos:

- Repasar los trazos en la letra **n** minúscula.
- Trazar y escribir la letra **n** minúscula.
- 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 a 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 37. 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

Have the students write the words in cursive.

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



Trace



Write



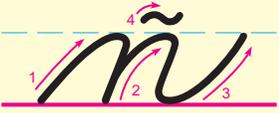
Check

Cursive n Corrective Techniques See page T27.

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 with their fingers, then pencils, 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.
- Escribir las uniones y palabras.

ñ minúscula



1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba

Traza y escribe las letras.



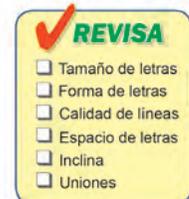
Traza y escribe las uniones y palabras.



Lee las palabras.



38



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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 38. 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 ñ 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. Finally, have them read the three words at the bottom of the page and then complete the **REVISAR**.

Cursive ñ Corrective Techniques See page T27.

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 with their fingers, then pencils, 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.

v minúscula

Traza y escribe las letras.



1. Sobrecurva, inclina
2. Curva debajo cerrada
3. Vuelve a trazar, gira a la derecha



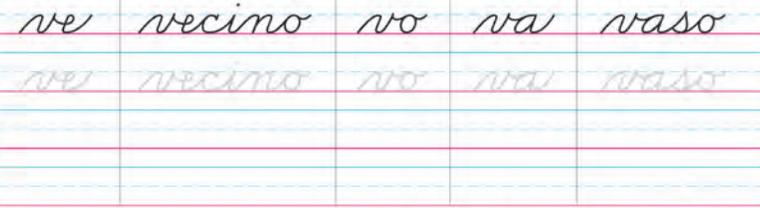
Uniones

Traza elevado a curva debajo

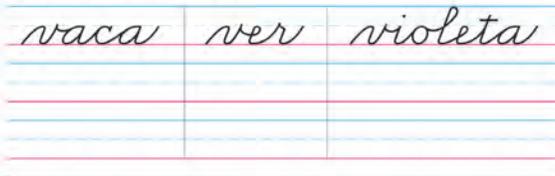


1. El trazo final de la v se balancea ampliamente en la parte de arriba de la letra e.
2. Curva hacia atrás e inclina.

Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.



Escribe las palabras en cursiva.

villa

viento



39

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v minúscula



Objetivos:

- Repasar los trazos en la letra **v** minúscula.
- Trazar y escribir la letra **v** minúscula.
- 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 a 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? (revisión de trazo)
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, 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 39. 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, 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, 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 **v** is called a checkstroke. When joining to another letter, the **retrace** is slight and the **swing-right** forms the top of the next letter.

Have the students trace and write the joinings and words. Finally, have the students write the words.

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



Trace



Write



Check

Cursive v Corrective Techniques See page T28.

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

x minúscula



Objetivos:

- Repasar los trazos en la letra **x** minúscula.
- Trazar y escribir la letra **x** minúscula.
- 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 a 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

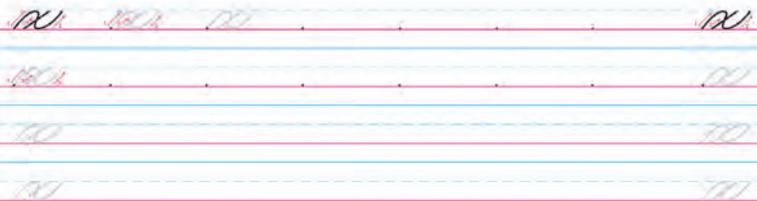
Students open their books to page 40. On the first line, have the students start at the dots and trace and write the cursive **x** as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba.**” Ask

x minúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Cruza con un trazo hacia arriba

Traza y escribe las letras.



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.

Traza y escribe las uniones y palabras.



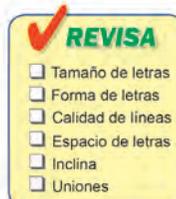
Escribe cada palabra dos veces.

experto excusa

Escribe las palabras en cursiva.

xilófono

exceso



40

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them to stop and evaluate their work as described in Step 3 before going to the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **x** directly below the letters on the previous line as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia 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.

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

Have the students write the four words at the bottom of the page in cursive and then complete the **REVISAR**.

Cursive x Corrective Techniques See page T28.

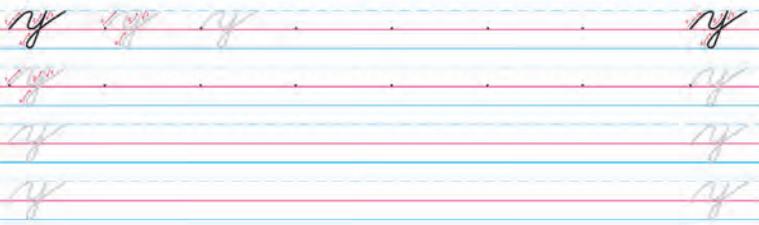
Katherine's OT Tip Automatic letter formation is the primary building block for fluid handwriting. Simple games can help with mastery of tricky letters such as **w**, **x**, **y**, and **z**. You can add a magical twist to Tic-Tac-Toe by including a tracing component. All you need is a fine-tipped yellow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

y minúscula



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

Traza y escribe las letras.



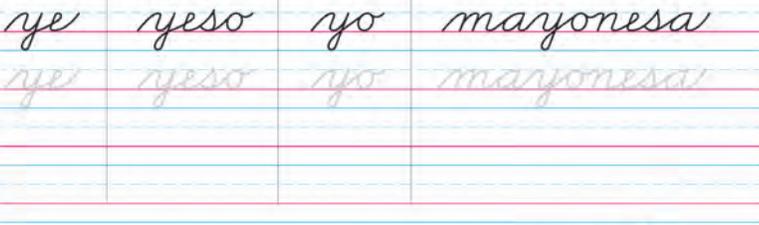
Uniones

Sobrecurva a curva debajo



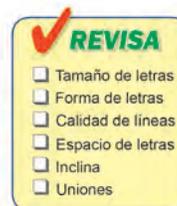
1. La terminación de la sobrecurva se convierte en una curva amplia formando la letra e.
2. Da vuelta atrás e inclina.

Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.

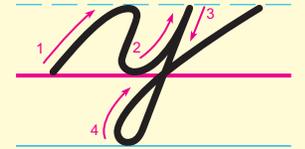
yogur yema mayo



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41

y minúscula



Objetivos:

- Repasar los trazos en la letra **y** minúscula.
- Trazar y escribir la letra **y** minúscula.
- 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 a 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 de 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 41. 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, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

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

Finally, have the students write the words in cursive and complete the **REVISAR**.

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



Trace



Write

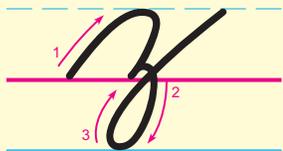


Check

Cursive y Corrective Techniques See page T28.

Katherine's OT Tip The ability to maintain letter sizing and alignment without the benefit of lines relies upon efficient **visual discrimination** and **visual-spatial skills**. **Visual discrimination** is the awareness of the distinctive features of forms including shape, orientation, size, and color, while visual-spatial is the perception of an object's position in relation to another. Activities that address these skills are mazes with narrow paths, construction toys with models, block copying designs, and tangrams.

z minúscula



Objetivos:

- Repasar los trazos en la letra z minúscula.
- Trazar y escribir la letra z minúscula.
- Escribir las uniones y palabras.

Important:

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

z minúscula



1. Sobrecurva, inclina
2. Curva hacia arriba y hacia abajo
3. Sobrecurva

Traza y escribe las letras.



Uniones

Sobrecurva a curva hacia abajo



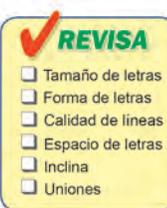
1. La terminación de la sobrecurva sube y baja para formar la parte superior de la letra o.
2. Pausa, curva hacia abajo.

Traza y escribe las uniones y palabras.



Escribe cada palabra dos veces.

pizza zafiro



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1. Model & Discuss

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

Ask the students the following questions as they look at a 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 42. 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

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

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

Finally, have the students write the words in cursive and complete the **REVISAR**.

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



Trace



Write



Check

Cursive z Corrective Techniques See page T28.

Katherine's OT Tip The lowercase 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 end up in 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. Students can highlight the pieces themselves for added tactile awareness.

Repaso de letras minúsculas

Escribe cada palabra dos veces.



galón promesa violetas



Escribe las oraciones.

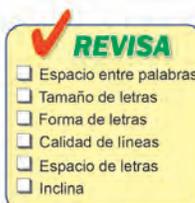
Me gusta escribir con letra cursiva.

Me

Puedo escribir todas las

p

letras minúsculas.



Escribe todas las minúsculas con letra cursiva.

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43

Repaso de letras minúsculas

Objetivos:

- Escribir palabras y oraciones usando las letras cursivas en minúsculas.
- Auto evaluación de la escritura en cursiva.

Discuss and Write

Have the students open their books to page 43. Tell them to look at the picture of the gallon of milk. Ask them if they know how many quarts it takes to make a **galón** (4). Have them write the word gallon on the writing line.

Ask them what the word **promesa** means and did they ever make a promise to someone. Have them write the word.

Ask them to say and spell the word **violetas**. Ask them if they can name any other flowers. Have them write the word **violetas**.

Next, have the students read the first sentence. Ask them if they like writing in cursive. Have them write the sentence in their books.

Ask them to read the next sentence. Ask them how many lowercase letter there are (29). Have them write the sentence in their books.

Finally, have them write all the lowercase cursive letters on the writing lines at the bottom of page 43.

(a, b, c, ch, d, e, f, g, h, i, j, k, l, ll, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, and z)

Self-Evaluate

After the students have completed the entire page have them go back and self-evaluate the elements of legibility listed in the **REVISAR** box. Have them check the box if the element is correct and have them put an X in the box if the element needs improvement.

If any of your students need additional practice on any of the lowercase cursive letters, have them use the **AlphamationPlus** touch-screen feature.

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



Trace



Write



Check

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

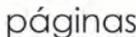
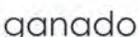
Repaso de letras minúsculas

Objetivos:

- Escribe las letras minúsculas en cursiva.
- Escribir uniones y palabras en cursiva.

Repaso

Ve las palabras. Escribe las palabras en letra cursiva.

✓ REVISAR
 Forma de letras
 Calidad de líneas
 Espacio de letras
 Tamaño de letras

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1. Discuss

Have the students open their books to page 44.

Tell the students that they have now learned 29 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 uvas. ¿A cuántos de ustedes les gustan las uvas? ¿Qué son las pasas? (uvas secas) ¿Cuál es el primer trazo en la letra **g** minúscula en cursiva? (curva hacia abajo)
2. Mira la imagen de las joyas. Nombra algunos tipos diferentes de joyas. (diamante, rubí, esmeralda, zafiro, ópalo, topacio, etc.) ¿Cuál es el primer trazo en la letra **j** minúscula en cursiva? (curva debajo)
3. Mira la imagen del golfista. ¿Alguna vez has jugado al golf? ¿Con qué trazo termina la **g** minúscula? (sobrecurva)
4. Mira la imagen del queso. ¿A cuántos de ustedes les gusta el queso? ¿Qué tipo de queso se muestra en la imagen? (Suizo) ¿Cuál es el primer trazo que haces al escribir la letra **c** minúscula en cursiva? (inclina cortamente)
5. Mira la imagen del ganado. ¿Cuántas curvas hacia abajo hay en la palabra ganado? (5)

2. Practice

Have the students write the words in their best cursive writing.

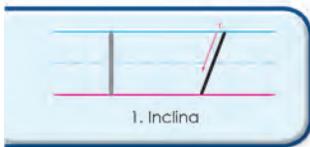
3. Self-Evaluate After they have finished, have them complete the **REVISAR** at the bottom of the page. Any students having difficulty forming any of the undercurve or downcurve beginning cursive letters should review the letters with the **AlphamationPlus** Trace, Write, and Check features.

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

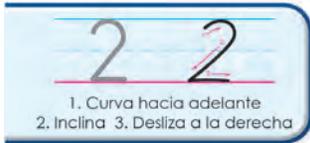


Katherine's OT Tip Sitting posture can tell you a great deal about your students. Slouching in chairs or leaning on the desks could be due to fatigue or poor muscle strength. In some cases, these postures can signal a visual concern. Eyestrain or poor eyesight can cause students to place their head and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

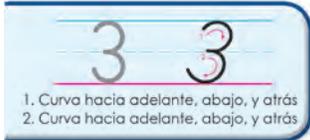
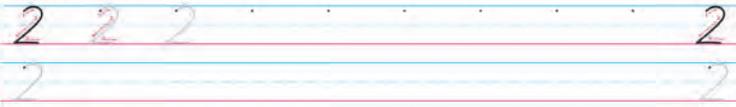
Escribiendo números 1 - 5



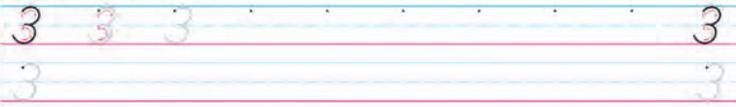
Traza y escribe el número 1.



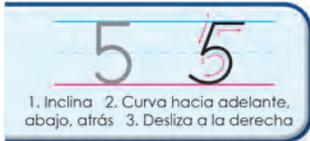
Traza y escribe el número 2.



Traza y escribe el número 3.



Traza y escribe el número 4.



Traza y escribe el número 5.



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45

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.

1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the 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 45. 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** 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, and atrás.**”

Numeral **4** say “**inclina, desliza a la derecha, inclina.**”

Numeral **5** say “**inclina, curva hacia adelante, abajo y atrás, desliza a la derecha.**”

Katherine's OT Tip Dot grid activities are especially helpful for students who struggle with numeral formations. Draw a numeral on the grid and have them trace it first with tracing paper. On a fresh grid below it, have them reproduce the numeral from the model. They can check their work by placing their traced version on top of it. Have students make corrections to their reproductions with colored pencils. This activity helps kinesthetic learners to see, touch, and compare their work.

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.

Traza y escribe el número 6.

Traza y escribe el número 7.

Traza y escribe el número 8.

Traza y escribe el número 9.

Traza y escribe el número 10.

46

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1. Model & Discuss

Write a large numeral **6** on writing lines on the board or use [AlphamationPlus](#) (see page T17 for details).

Ask the students the following questions as they look at a 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 46. 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** 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 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 abajo, curva hacia atrás, inclina arriba.**”

Numeral **9** say “**curva hacia abajo, curva debajo, inclina**”

Numeral **10** say “**inclina, óvalo hacia atrás.**”

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.

A mayúscula

A A

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

Traza y escribe las letras.



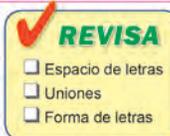
Traza y escribe las palabras. Escribe la oración.

Abril Adriana Argentina
 Abril Adriana Argentina



Ansel Adams fue un fotógrafo

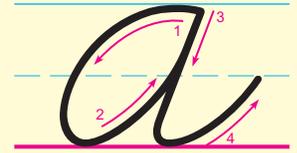
famoso estadounidense.



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47

A mayúscula



Objetivos:

- Reconocer y nombrar la letra **A** mayúscula.
- Aprender los trazos básicos de la letra **A** cursiva.
- Escribir la letra **A** en palabras y en una oración.

Important: No workbooks or pencils needed for Step 1.

1. Model & Discuss

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

Ask the students the following questions as they look at a large model of the uppercase 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)

After you discuss the letter, trace over the model of the 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 47.

On the first line, 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.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the

next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **A** 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 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 words and then write the sentence. Remind them to follow letter and word spacing as shown in the models.

Have the students self-evaluate their work and complete the **REVISAR** at the bottom of the page.

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



Trace



Write

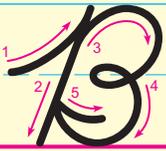


Check

Letter A Corrective Techniques See page T29.

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.

B mayúscula



Objetivos:

- Reconocer y nombrar la letra **B** mayúscula.
- Aprender los trazos básicos de la letra **B** cursiva.
- Escribir la letra **B** en palabras y en una oración.

Important: No workbooks or pencils needed 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 uppercase cursive **B**.

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)

After you discuss the letter, trace over the model of the cursive **B** and say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, 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 as they say the strokes.

2. Practice

Have the students open their books to page 48. On the first line, have the students start at the dots and trace and write the cursive **B** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha.**” Ask them to stop and evaluate their work as described in

B mayúscula

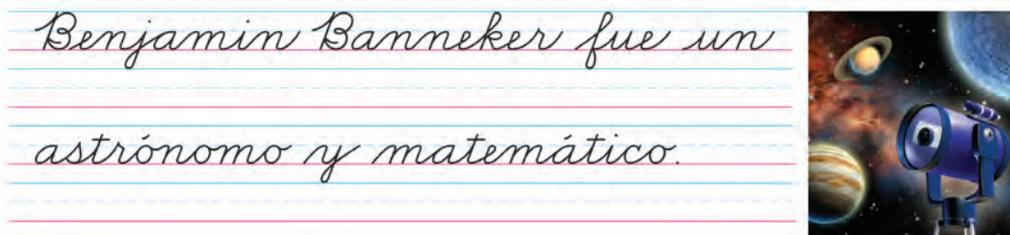


1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Curva hacia adelante y atrás
5. Gira a la derecha

Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.



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48

Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **B** directly below the letters on the previous line as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha.**”

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 words and then write the sentence. Remind them to follow the letter and word spacing as shown in the models.

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



Trace



Write

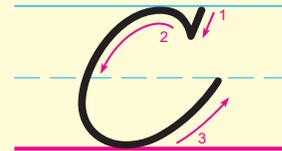


Check

Letter B Corrective Techniques See page T29.

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 mayúscula



C mayúscula



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

Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.

California Colorado Cuba Canadá

California Colorado Cuba Canadá

César Chávez ayudó a los

trabajadores migrantes en California.

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49

Objetivos:

- Reconocer y nombrar la letra **C** mayúscula.
- Aprender los trazos básicos de la letra **C** cursiva.
- Escribir la letra **C** en palabras y en una oración.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

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

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

1. ¿Cómo se llama el primer trazo? (inclina cortamente)
2. ¿Es la curva hacia abajo en esta letra la misma que la curva hacia abajo en la letra mayúscula A? (no, es más empinado)
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)

After you discuss the letter, trace over the model of the 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 49. 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,**

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. 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, curva debajo.**”

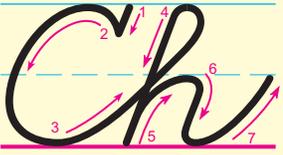
3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Have the students trace and write the words and then write the sentence. Remind them to follow the letter and word spacing as shown in the models.

Letter C Corrective Techniques See page T29.

Katherine’s OT Tip Functional Fun! Handwriting skills are functional tools that will be relevant and important throughout your students’ educational journeys, as well as for their lifetimes. You can increase your students’ awareness of handwriting’s importance by encouraging them to use their handwriting skills outside of their handwriting lessons. Provide appropriately lined paper near your desk so that students can write you a note when they have a question or bit of information that can wait until you have time to read it. This will help them to realize that they can communicate with others using their handwriting!

Ch mayúscula



Objetivos:

- Reconocer y nombrar la letra **Ch** mayúscula.
- Aprender los trazos básicos de la letra **Ch** cursiva.
- Escribir la letra **Ch** en palabras y en una oración.

Ch mayúscula

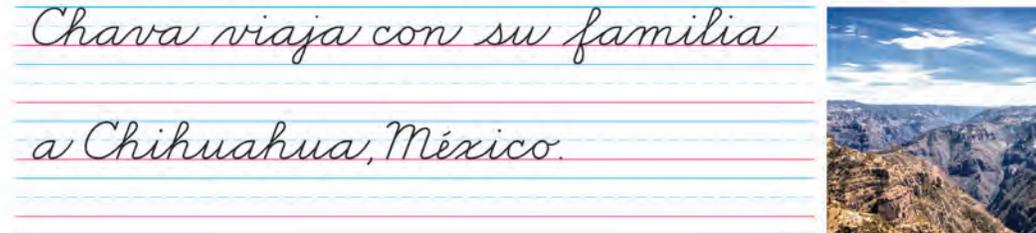
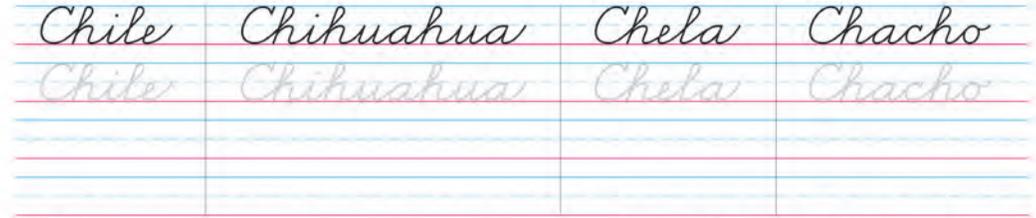
Ch Ch

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.



Traza y escribe las palabras. Escribe la oración.



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50

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 uppercase cursive **Ch**.

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)

After you discuss the letter, trace over the model of the cursive **Ch** and say “**inclina cortamente, curva hacia atrás, curva hacia abajo, 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 as they say the strokes.

2. Practice

Have the students open their books to page 50. 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, 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. 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, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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 words and then write the sentence. Have them check their letter and word spacing against the models in the book.

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



Trace



Write

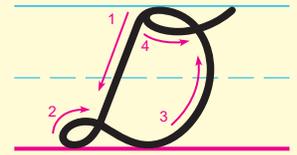


Check

Letter C Corrective Techniques See page T29.

Katherine's OT Tip Functional Fun! Handwriting skills are functional tools that will be relevant and important throughout your students' educational journeys, as well as for their lifetimes. You can increase your students' awareness of handwriting's importance by encouraging them to use their handwriting skills outside of their handwriting lessons. Provide appropriately lined paper near your desk so that students can write you a note when they have a question or bit of information that can wait until you have time to read it. This will help them to realize that they can communicate with others using their handwriting!

D mayúscula



D mayúscula



1. Inclina
2. Curva
3. Curva hacia arriba
4. Curva

Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.

Durango David Daniela Denver

Durango David Daniela Denver

Daniel Boone fue un explorador

y pionero estadounidense.



51

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Objetivos:

- Reconocer y nombrar la letra **D** mayúscula.
- Aprender los trazos básicos de la letra **D** cursiva.
- Escribir la letra **D** en palabras y en una oración.

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 51. 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 and fourth lines, 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 words and then write the sentence. Remind them to follow letter and word spacing as shown in the models.

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



Trace



Write

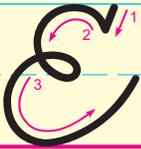


Check

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

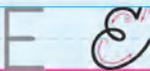


Objetivos:

- Reconocer y nombrar la letra **E** mayúscula.
- Aprender los trazos básicos de la letra **E** cursiva.
- Escribir la letra **E** en palabras y en una oración.

Important: No workbooks or pencils for Step 1.

E mayúscula



1. Inclina cortamente
2. Curva hacia atrás y abajo
3. Curva hacia atrás y abajo, curva debajo

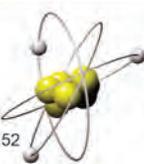
Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.



La electricidad es un tipo de energía



que es creada por electrones.

52

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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 a 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)

After you discuss the letter, trace over the model of the 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 52. On the first line, 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.**” Ask them to stop and

evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **E** directly below the letters on the previous line as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo.**”

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.

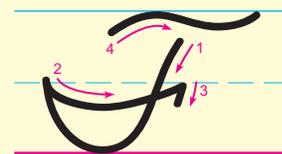
Have the students trace and write the words and then write the sentence. Remind them to follow letter and word spacing as shown in the models.

Finish by having the students self-evaluate their work.

Letter E Corrective Techniques See page T29.

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 them name each one. Have them hold and manipulate them 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 the objects you placed in the bag without reaching in.

F mayúscula



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.



Traza y escribe las palabras. Escribe la oración.

Florida Francia Finlandia
Florida Francia Finlandia

Frederick Douglass fue un
líder antiesclavista en los 1800.



FREDERICK DOUGLASS

53

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Objetivos:

- Reconocer y nombrar la letra **F** mayúscula.
- Aprender los trazos básicos de la letra **F** cursiva.
- Escribir la letra **F** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **F**.

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)

After you discuss the letter, trace over the model of the cursive **F** and say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba.**” Repeat this two times. The third time you trace the cursive **F**, have the students trace the letter in the air as they say the strokes.

2. Practice

Have the students open their books to page 53. On the first line, have the students start at the dots and trace and write the cursive **F** as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in

Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **F** directly below the letters on the previous line as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba.**”

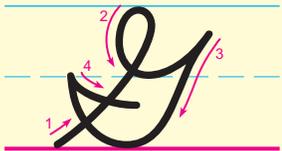
3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Have the students trace and write the words and then write the sentence. Remind them to self-evaluate their work.

Letter F Corrective Techniques See page T29.

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 them to determine what is pictured.

G mayúscula



Objetivos:

- Reconocer y nombrar la letra **G** mayúscula.
- Aprender los trazos básicos de la letra **G** cursiva.
- Escribir la letra **G** en palabras y en una oración.

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](#) (see page T17 for details).

Ask the students the following questions as they look at a 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)

After you discuss the letter, trace over the model of the 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 54. On the first line, 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.**” Ask them to stop and evaluate their work as described in Step 3

G mayúscula



1. Curva debajo
2. Curva hacia abajo, arriba
3. Inclina, curva hacia arriba
4. Gira a la derecha



Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.



La gravedad es la fuerza que hace
que todos los objetos caigan al suelo.

54

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before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **G** directly below the letters on the previous line as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**”

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 words and then write the sentence. Remind them to check their letter and word spacing with the models on the page.

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



Trace



Write

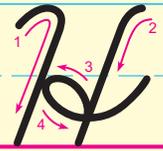


Check

Letter G Corrective Techniques See page T29.

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 their thumbs, index fingers, and middle fingers, they keep the cotton ball in their palm with the other two. Inexpensive yet effective!

H mayúscula



H mayúscula



1. Sobrecurva, inclina
2. Inclina
3. Vuelve a trazar, curva hacia arriba
4. Gira a la derecha

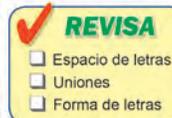
Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.



La bahía de Hudson lleva el nombre
de Henry Hudson.



55

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Objetivos:

- Reconocer y nombrar la letra **H** mayúscula.
- Aprender los trazos básicos de la letra **H** cursiva.
- Escribir la letra **H** en palabras y en una oración.

Important: No workbooks or pencils 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 uppercase cursive **H**.

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? (al terminar el primer trazo)
5. ¿Esta letra se une a la siguiente letra? (sí)

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

2. Practice

Have the students open their books to page 55. On the first line, have the students start at the dots and trace and write the cursive **H** as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha.**” Ask them to stop and evaluate their work as described in Step

3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **H** directly below the letters on the previous line as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha.**”

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 words, write the sentence, and complete the **REVISAR** at the bottom of the page.

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



Trace



Write

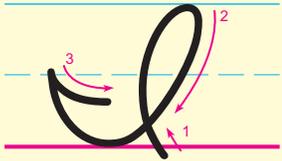


Check

Letter H Corrective Techniques See page T29.

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



Objetivos:

- Reconocer y nombrar la letra **I** mayúscula.
- Aprender los trazos básicos de la letra **I** cursiva.
- Escribir la letra **I** en palabras y en una oración.

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](#) (see page T17 for details).

Ask the students the following questions as they look at a 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 a la derecha? (la línea del medio)
5. ¿Dónde comienza esta letra? (debajo de la línea de abajo)

After you discuss the letter, trace over the model of the 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 56.

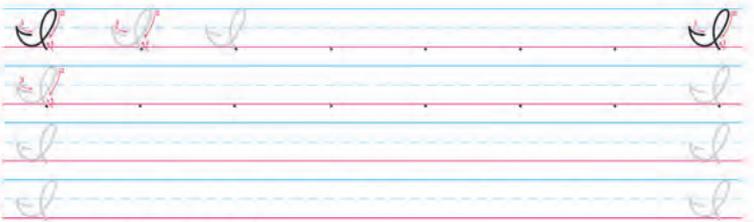
On the first line, have the students start at the dots and trace and write the cursive **I** as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha.**” Ask them to stop

I mayúscula



1. Curva hacia arriba
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.

Italia Irlanda Indiana
Italia Irlanda Indiana

Los inmigrantes abandonan sus países

de origen para vivir en otro lugar.

56

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and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **I** directly below the letters on the previous line as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha.**”

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 words and then write the sentence.

Finish by having the students self-evaluate their work.

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



Trace



Write



Check

Letter I Corrective Techniques See page T30.

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

Escribiendo números en cursiva

Escribiendo números 7183905

Escribe el número correcto para los números en palabras a continuación.

Treinta y siete 37	Cincuenta y tres 53	Noventa y nueve 99	Setecientos seis 706
Doscientos once 211	Cuatrocientos cuatro 404	Setenta y ocho 78	Quinientos ochenta y dos 582

Números sobre los que pensar

Escribe el número correcto.

Escribe tu edad. Las respuestas variarán.	Escribe el número de minutos en una hora. 60	Escribe el número de meses en un año. 12	Escribe el número de estudiantes en tu clase. Las respuestas variarán.
Escribe el número de páginas en este libro. 80	Escribe el número de horas en un día. 24	Escribe el número de días en un año. 365	Escribe tu código postal. Las respuestas variarán.
Escribe el año. Las respuestas variarán.	Escribe el número más grande que puedes decir. Las respuestas variarán.		

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57

Objetivos:

- Escribir los números en cursiva con fluidez y legiblemente.

Discuss

Have the students open their books to page 57. Tell them that we use numerals every day when we speak and write. Explain that they write numerals in math, science, and many other subjects and that someone must read the numerals they write, so be sure to write them legibly.

Practice

Have the students complete the activities on page 57. Remind them to keep their numeral spacing correct, not too tight and not too open.

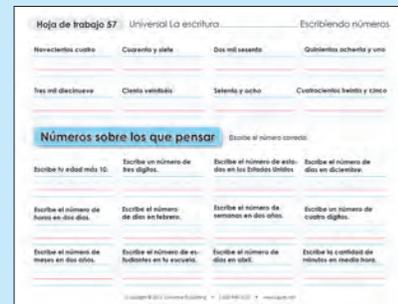
Self-Evaluate After the students have completed page 57, have them circle their best set of numerals in each row and put an X through the one set of numerals that need the most improvement. Ask the students to explain what they did not like about the set of numerals they put an X through.

Extra Practice

Finally, if you feel your students need extra practice in forming the cursive numerals, make copies of Worksheet 57 and have them practice writing numerals. When they are finished, have them evaluate the following:

1. Size and Alignment of their numerals.
2. Line Quality
3. Spacing between each numeral.

You can download and print copies of **Worksheet 57** at: upub.net/755worksheets.pdf



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

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



Trace



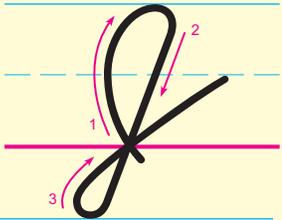
Write



Check

Katherine's OT Tip Self-editing skills rely heavily upon efficient **visual scanning skills**. Strugglers can benefit from using their index fingers to point out words they've written as they scan the page. Covering information below that line eliminates any distractions. The "Find A Word Game" is a fun editing warm-up activity. Place tiles or dice on desks and divide students into small groups. On handwriting paper, have each group build five or six words. Every student writes the selected words on his or her paper to demonstrate handwriting skills. This activity provides both **visual scanning** and handwriting practice.

J mayúscula



Objetivos:

- Reconocer y nombrar la letra **J** mayúscula.
- Aprender los trazos básicos de la letra **J** cursiva.
- Escribir la letra **J** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **J**.

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)

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

2. Practice

Have the students open their books to page 58. On the first line, have the students start at the dots and trace and write the cursive **J** as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **J** directly below the letters on

J mayúscula



1. Curva hacia arriba, adelante
2. Inclina, curva hacia atrás
3. Sobrecurva

Traza y escribe las palabras.

Japón Josué Josefina

Japón Josué Josefina

Escribe la oración.

Jefferson Davis fue el presidente de
la Confederación de 1861 a 1865.

58

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Traza y escribe las letras.



the previous line as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva.**”

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 words and then write the sentence. Remind them to follow correct letter and word spacing as shown in the models.

Finish by having the students self-evaluate their work.

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



Trace



Write



Check

Letter J Corrective Techniques See page T30.

Katherine's OT Tip Production of the “curve up and curve back” proportions in the uppercase **J** demand efficient visual perception skills to discriminate between the size of the “curve up” and that of the lower “curve back.” The skill for producing these differences relies on eye-hand coordination. Students can benefit from taking the **J** apart and comparing the top and bottom pieces. On a vertical writing surface, write a large uppercase **J**. Highlight the “curve up” in yellow and the “curve back” in black. Repeat in reverse on another model. Students can copy the movements for **tactile feedback**.

K mayúscula



1. Sobrecurva, inclina
2. Inclina a la izquierda
3. Inclina a la derecha
4. Curva debajo

Traza y escribe las letras.



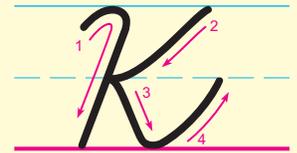
Traza y escribe las palabras. Escribe la oración.



59

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K mayúscula



Objetivos:

- Reconocer y nombrar la letra **K** mayúscula.
- Aprender los trazos básicos de la letra **K** cursiva.
- Escribir la letra **K** en palabras y en una oración.

Important: No workbooks or pencils 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 a 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)

After you discuss the letter, trace over the model of the 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 59.

On the first line, 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.**” Ask them to stop and evaluate their work as described in Step 3

before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **K** directly below the letters on the previous line as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo.**”

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 words and then write the sentence. Finish by having the students self-evaluate their work and complete the **REVISAR**.

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



Trace



Write

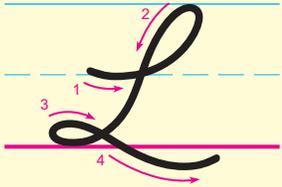


Check

Letter K Corrective Techniques See page T30.

Katherine's OT Tip Here's another fun activity to build finger dexterity and in-hand manipulation skills for an efficient pencil grasp. 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. Speed is not the goal, but accuracy is!

L mayúscula



Objetivos:

- Reconocer y nombrar la letra **L** mayúscula.
- Aprender los trazos básicos de la letra **L** cursiva.
- Escribir la letra **L** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **L**.

1. ¿Dónde termina esta letra? (debajo de la línea de abajo)
2. ¿Dónde se cruza la vuelta de arriba? (la línea del medio)
3. ¿Dónde se cruza la vuelta de abajo? (la línea de abajo)
4. ¿Cómo se llama el primer trazo? (curva debajo)
5. ¿Esta letra se une a la siguiente letra? (no)

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

2. Practice

Have the students open their books to page 60.

On the first line, have the students start at the dots and trace and write the cursive **L** as they say “**curva debajo, curva inclina, curva, curva hacia abajo.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the

L mayúscula

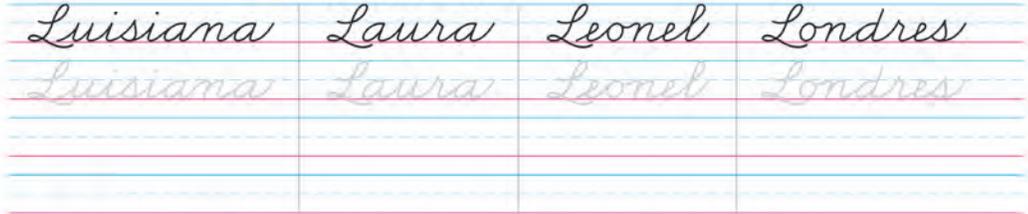


1. Curva debajo
2. Curva inclina
3. Curva
4. Curva hacia abajo

Traza y escribe las letras.



Traza y escribe las palabras.

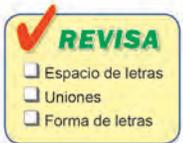


Escribe la oración.



El apodo de Charles Lindbergh

fue, "Lucky Lindy."



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

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 words and then write the sentence.

Finish by having the students self-evaluate their work and complete the **REVISAR**.

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



Letter L Corrective Techniques See page T30.

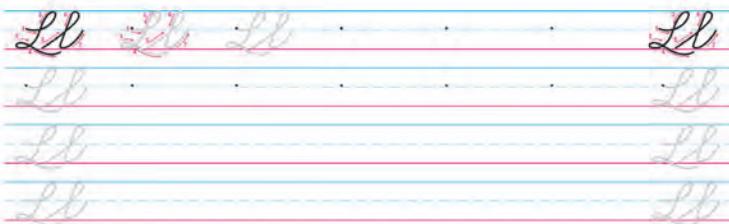
Katherine's OT Tip As students begin to use their cursive across subject areas, it is important for them to recognize the need to edit and correct their own work. You can assist young learners with the development of good editing habits by providing them with opportunities to edit **YOUR** work! Write 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!

LI mayúscula

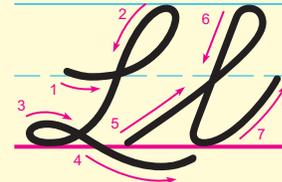


1. Curva debajo
2. Curva inclina
3. Curva
4. Curva hacia abajo
5. Curva debajo
6. Inclina
7. Curva debajo

Traza y escribe las letras.



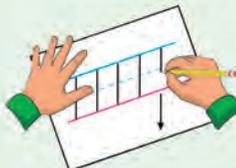
LI mayúscula



Posición del papel



mano izquierda



mano derecha

Sostén tu lápiz correctamente y tendrás una escritura legible.



61

Objetivos:

- Reconocer y nombrar la letra **LI** mayúscula.
- Aprender los trazos básicos de la letra **LI** cursiva.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

Write a large cursive **LI** on writing lines on the board or use **AlphamationPlus** to review the letter **LI**.

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

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Dónde cruzan las vueltas de arriba? (la línea del medio)
3. ¿Dónde cruza la vuelta de abajo? (la línea de abajo)
4. ¿Cómo se llama el primer trazo? (curva debajo)
5. ¿Dónde termina esta letra? (la línea del medio)

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

2. Practice

Have the students open their books to page 61. On the first line, have the students start at the dots and trace and write the cursive **LI** as they say “**curva debajo, curva inclina, curva, curva abajo, curva debajo, 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. On the third and fourth lines, students trace and write the cursive **LI** directly below the letters on the previous line as they say “**curva debajo, curva inclina, curva, curva 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 on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

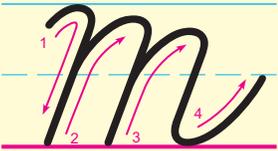
Have the students self-evaluate their work.

Finish by reviewing the illustrations showing correct paper position and how to hold the pencil.

Letter L Corrective Techniques See page T30.

Katherine's OT Tip As students begin to use their cursive across subject areas, 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!

M mayúscula



Objetivos:

- Reconocer y nombrar la letra **M** mayúscula.
- Aprender los trazos básicos de la letra **M** cursiva.
- Escribir la letra **M** en palabras y en una oración.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

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

Ask the students the following questions as they look at a 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)

After you discuss the letter, trace over the model of the 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 62. On the first line, 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.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line.

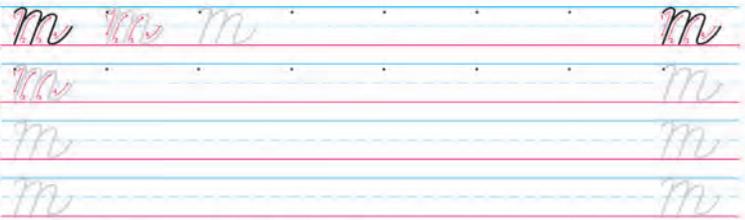
M mayúscula



1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Vuelve a trazar, sobrecurva, inclina
4. Curva debajo



Traza y escribe las letras.



Traza y escribe las palabras. Escribe la oración.



Martin Luther King, Jr. fue un líder del movimiento por los derechos civiles.

62

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Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **M** directly below the letters on the previous line as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**”

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 words and then write the sentence. Remind them to study correct letter and word spacing as shown in the models.

Finish by having the students self-evaluate their work.

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



Trace



Write



Check

Letter M Corrective Techniques See page T30.

Katherine's OT Tip Mastery of the uppercase **M** and **N** can be enhanced by the same strategy that we used for their lowercase counterparts. Highlighting the “bumps” will provide a visual cue, while tracing the highlighted models will enhance tactile awareness for motor planning. It's always a good idea for you and your students to verbalize the strokes in sequence as they are formed to provide auditory feedback for memory skills.

N mayúscula

N n

1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo

Traza y escribe las letras.



Traza y escribe las palabras.

Neida Nicolás Nebraska

Neida Nicolás Nebraska



Escribe la oración.

Los sustantivos son palabras que

nombran personas, lugares, cosas o ideas.

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63

N mayúscula



Objetivos:

- Reconocer y nombrar la letra **N** mayúscula.
- Aprender los trazos básicos de la letra **N** cursiva.
- Escribir la letra **N** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **N**.

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)

After you discuss the letter, trace over the model of the cursive **N** and say “**sobrecurva, inclina, vuelve a trazar, 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 as they say the strokes.

2. Practice

Have the students open their books to page 63.

On the first line, have the students start at the dots and trace and write the cursive **N** as they say “**sobrecurva, inclina, vuelve a trazar, 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. 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, vuelve a trazar, sobrecurva, inclina, curva debajo.**”

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 words and then write the sentence. Remind them to follow letter and word spacing as shown in the models.

Finish by having the students self-evaluate their work.

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



Trace



Write

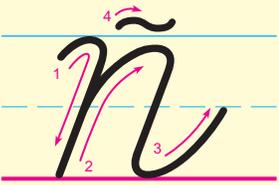


Check

Letter N Corrective Techniques See page T30.

Katherine's OT Tip Functional Fun! An interesting way to have your students take their handwriting out of the classroom is to turn them into newspaper reporters. Give them an assignment to interview a parent or teacher and to write their news reports in their best cursive. A warm-up activity that can transfer their skills across subject areas is to have them create appropriate questions in language arts class.

Ñ mayúscula



Objetivos:

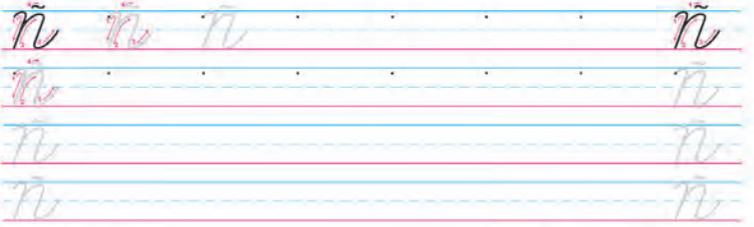
- Reconocer y nombrar la letra Ñ mayúscula.
- Aprender los trazos básicos de la letra Ñ cursiva.
- Escribir la letra Ñ en palabras y en una oración.

Ñ mayúscula



1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba

Traza y escribe las letras.



Escribe la oración.

Ñandú es un ave nativo
de América del Sur.



pájaro joven ñandú



64

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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 uppercase cursive Ñ.

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)

After you discuss the letter, trace over the model of the cursive Ñ and say “**sobrecurva, inclina, vuelve a trazar, 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 as they say the strokes.

2. Practice

Have the students open their books to page 64.

On the first line, have the students start at the dots and trace and write the cursive Ñ as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On

the third and fourth lines, students trace and write the cursive Ñ directly below the letters on the previous line as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**”

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 write the sentence.

Finish by having the students study the pencil position illustration and then self-evaluate their work and complete the **REVISAR**.

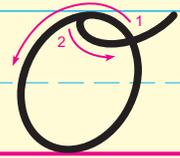
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with [AlphamationPlus](#).



Letter Ñ Corrective Techniques See page T30.

Katherine's OT Tip Functional Fun! An interesting way to have your students take their handwriting out of the classroom is to turn them into newspaper reporters. Give them an assignment to interview a parent or teacher and to write their news reports in their best cursive. A warm-up activity that can transfer their skills across subject areas is to have them create appropriate questions in language arts class.

O mayúscula



O mayúscula



1. Óvalo hacia atrás (cierra óvalo)
2. Curva

Traza y escribe las letras.



Traza y escribe las palabras.

Orlando Olivia Octavio
Orlando Olivia Octavio



Escribe las oraciones.

Ottawa es la capital de Canadá.

Está ubicada en Ontario.



65

Objetivos:

- Reconocer y nombrar la letra **O** mayúscula.
- Aprender los trazos básicos de la letra **O** cursiva.
- Escribir la letra **O** en palabras y en una oración.

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](#) (see page T17 for details).

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

1. ¿En qué se diferencia esta letra de la minúscula **o**? (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)

After you discuss the letter, trace over the model of the cursive **O** and say “**óvalo hacia atrás, curva cerrada, 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 65. On the first line, have the students start at the dots and trace and write the cursive **O** as they say “**óvalo hacia atrás, curva cerrada, 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 and fourth lines, students trace and write the cursive **O** directly below the letters on the previous line as they say “**óvalo hacia atrás, curva cerrada, curva.**”

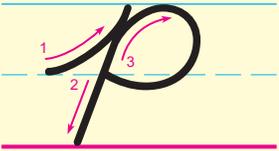
3. Self-Evaluate After each line of practice, have the students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Have the students trace and write the words and then write the sentences. Finish by having the students self-evaluate their work and complete the **REVISAR**.

Letter O Corrective Techniques See page T30.

Katherine's OT Tip 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 “slant” line with a “curve-right” at the end, and have your students copy it at their desks. Bring out the colored pencils and have them create an animal or object from the shape and give it a name. Doodling, like handwriting, uses fine-motor skills to communicate an idea!

P mayúscula



Objetivos:

- Reconocer y nombrar la letra **P** mayúscula.
- Aprender los trazos básicos de la letra **P** cursiva.
- Escribir la letra **P** en palabras y en una oración.

Important: No workbooks or pencils for Step 1.

1. Model & Discuss

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

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

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, R)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Esta letra se une a la siguiente letra? (no)

After you discuss the letter, trace over the model of the cursive **P** and say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás.**” Repeat this two times. The third time you trace the cursive **P**, have the students trace the letter in the air as they say the strokes.

2. Practice

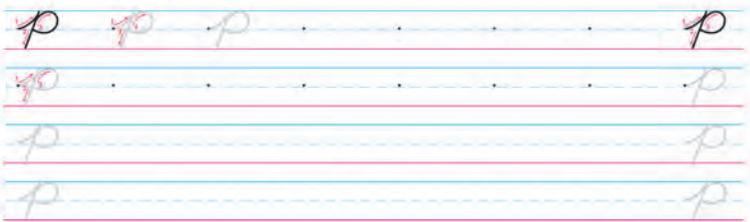
Have the students open their books to page 66. On the first line, have the students start at the dots and trace and write the cursive **P** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of

P mayúscula



1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás

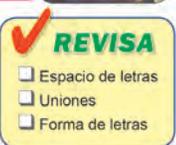
Traza y escribe las letras.



Traza y escribe las palabras.



Escribe la oración.



66

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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, vuelve a trazar, curva hacia adelante y atrás.**”

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 words and then write the sentence.

Finish by having the students self-evaluate their work and complete the **REVISAR**.

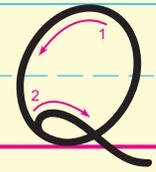
Extra Practice: Students can trace, write, and check (self-evaluate) their letter with [AlphamationPlus](#).



Letter P Corrective Techniques See page T30.

Katherine's OT Tip Writing without the benefit of lines demands efficient fine motor and visual-perceptual skills. Art can play a key role in enhancing and transferring skills across subject areas. 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 their tactile awareness. Visual learners can expand their **visual-spatial skills** by sketching an object or person in the room.

Q mayúscula

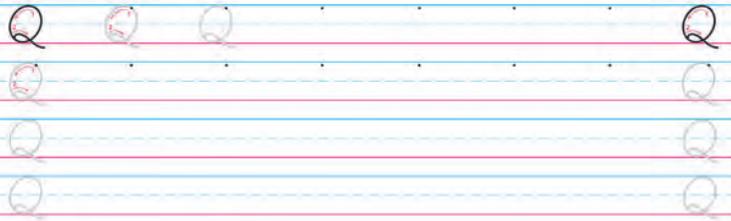


Q mayúscula



1. Óvalo hacia atrás, (cierra óvalo)
2. Curva hacia arriba y abajo

Traza y escribe las letras.



Traza y escribe las palabras.

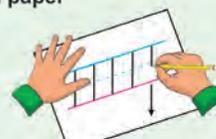
Quito Quebec

Quito Quebec

Posición del papel



mano izquierda



mano derecha

Escribe la oración.

Quito es la capital
de Ecuador.



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Objetivos:

- Reconocer y nombrar la letra **Q** mayúscula.
- Aprender los trazos básicos de la letra **Q** cursiva.
- Escribir la letra **Q** en palabras y en una oración.

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](#) (see page T17 for details).

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

1. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
2. ¿Hay un levantamiento del lápiz en esta letra? (sí)
3. ¿Qué otra letra se parece a esta? (O)
4. ¿Esta letra se une a la siguiente letra? (no)
5. ¿Dónde termina esta letra? (debajo de la línea de abajo)

After you discuss the letter, trace over the model of the 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 67. On the first line, 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.**” 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

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the third and fourth lines, students trace and write the cursive **Q** directly below the letters on the previous line as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo.**”

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 words and then write the sentence. Remind them to study the correct letter and word spacing models on the page. Finish by having the students self-evaluate their work.

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



Trace



Write

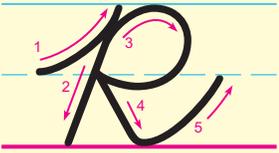


Check

Letter Q Corrective Techniques See page T31.

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

R mayúscula



Objetivos:

- Reconocer y nombrar la letra **R** mayúscula.
- Aprender los trazos básicos de la letra **R** cursiva.
- Escribir la letra **R** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **R**.

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, P)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Dónde comienza esta letra? (la línea del medio)

After you discuss the letter, trace over the model of the cursive **R** and say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo.**” Repeat this two times. The third time you trace the cursive **R**, 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 **R** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the

R mayúscula



1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Inclina a la derecha
5. Curva debajo

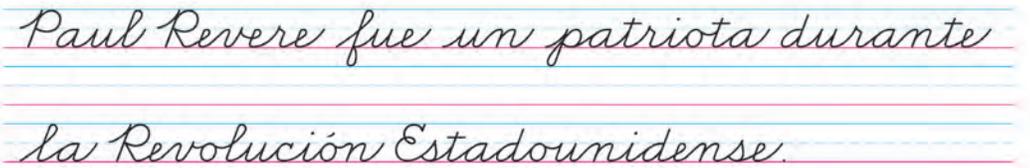
Traza y escribe las letras.



Traza y escribe las palabras.



Escribe la oración.



68

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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, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo.**”

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 words and then write the sentence. Finish by having the students self-evaluate their work.

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



Trace



Write

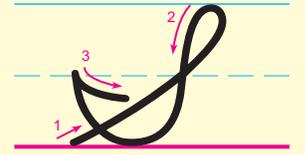


Check

Letter R Corrective Techniques See page T31.

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 fail to develop an awareness of the importance of handwriting skills.

S mayúscula



S mayúscula



1. Curva debajo, curva hacia atrás
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

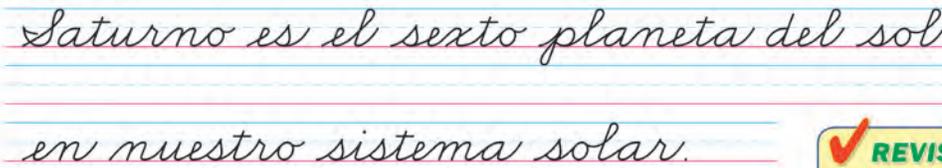
Traza y escribe las letras.



Traza y escribe las palabras.



Escribe la oración.



Saturno



69

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Objetivos:

- Reconocer y nombrar la letra **S** mayúscula.
- Aprender los trazos básicos de la letra **S** cursiva.
- Escribir la letra **S** en palabras y en una oración.

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** (see page T17 for details).

Ask the students the following questions as they look at a 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)

After you discuss the letter, trace over the model of the 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 69. On the first line, 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.**” Ask them to stop

and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **S** directly below the letters on the previous line as they say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha.**”

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 words and then write the sentence. Finish by having the students self-evaluate their work and complete the **REVISAR**.

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



Trace



Write

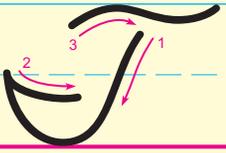


Check

Letter S Corrective Techniques See page T31.

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 shoulder height that allows students' eyes to focus straight ahead.

T mayúscula



Objetivos:

- Reconocer y nombrar la letra **T** mayúscula.
- Aprender los trazos básicos de la letra **T** cursiva.
- Escribir la letra **T** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **T**.

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)

After you discuss the letter, trace over the model of the cursive **T** and say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba.**” Repeat this two times. The third time you trace the cursive **T**, 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 line, have the students start at the dots and trace and write the cursive **T** as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the

T mayúscula



1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Curva hacia arriba, abajo, arriba

Traza y escribe las letras.



Traza y escribe las palabras.

Tailandia Tomás Teresa Tejas
Tailandia Tomás Teresa Tejas

Escribe la oración.

El Tea Party de Boston protestó por
el alto impuesto al té importado.

70

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second line of practice. On the third and fourth lines, students trace and write the cursive **T** directly below the letters on the previous line as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba.**”

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 words and then write the sentence. Finish by having the students self-evaluate their work.

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



Trace



Write



Check

Letter T Corrective Techniques See page T31.

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 both cases, legibility and content suffer. Daily pencil control practice can be accomplished easily and without interruption to your lesson plans. Simply place a basket of pencil control worksheets just inside your classroom door and ask the students to work on them quietly at their desks after lunch or recess. This can be time well spent on regrouping, too!

U mayúscula



U mayúscula



1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Curva debajo

Traza y escribe las letras.



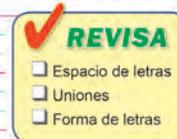
Traza y escribe las palabras.

Uruguay Úrsula Ulises
Uruguay Úrsula Ulises



Escribe la oración.

Tío Sam es un apodo para el
gobierno de los Estados Unidos.



Objetivos:

- Reconocer y nombrar la letra **U** mayúscula.
- Aprender los trazos básicos de la letra **U** cursiva.
- Escribir la letra **U** en palabras y en una oración.

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](#) (see page T17 for details).

Ask the students the following questions as they look at a 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)

After you discuss the letter, trace over the model of the 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 71.

On the first line, have the students start at the dots and trace and write the cursive **U** as they say “**sobrecurva, inclina, curva debajo, 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. On

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

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 words and then write the sentence. Finish by having the students self-evaluate their work and complete the **REVISAR**.

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



Trace



Write

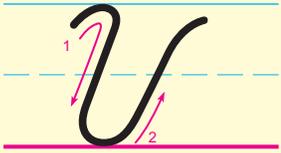


Check

Letter U Corrective Techniques See page T31.

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

V mayúscula



Objetivos:

- Reconocer y nombrar la letra **V** mayúscula.
- Aprender los trazos básicos de la letra **V** cursiva.
- Escribir la letra **V** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **V**.

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 a la izquierda)
5. ¿Qué otras letras comienzan así como esta letra? (H, K, M, N, U, W, X, Y)

After you discuss the letter, trace over the model of the cursive **V** and say “**sobrecurva, inclina, curva debajo cerrada, curva hacia adelante.**” Repeat this two times. The third time you trace the cursive **V**, 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 line, have the students start at the dots and trace and write the cursive **V** as they say “**sobrecurva, inclina, curva debajo cerrada, curva hacia adelante.**” Ask them to stop and evaluate their work as described in Step 3 before continuing

V mayúscula

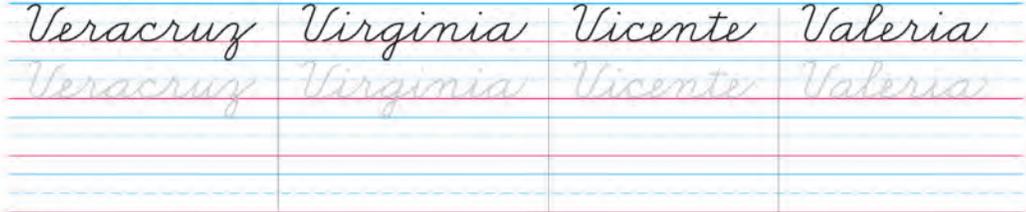


1. Sobrecurva, inclina
2. Curva debajo cerrada, curva hacia adelante

Traza y escribe las letras.



Traza y escribe las palabras.



Escribe la oración.



72

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with 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, curva hacia adelante.**”

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 words and then write the sentence. Finish by having the students self-evaluate their work.

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



Trace



Write



Check

Letter V Corrective Techniques See page T31.

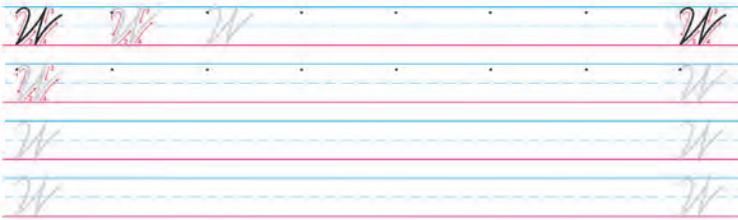
Katherine's OT Tip Functional Fun! Cursive Clubs take handwriting from fun to functional! Handwriting is a complex skill that needs to be taught, practiced, and utilized for mastery. Sloppy, labored, and illegible handwriting stand in the way of independent use when students are frustrated or ashamed of their skills. A well-planned and organized Cursive Club can come to the rescue to show students how to have “Fun with Handwriting” every day. All you need to encourage them are some exciting and functional ideas like writing favorite recipes, notes to friends, stories and poems, and directions to the park!

W mayúscula

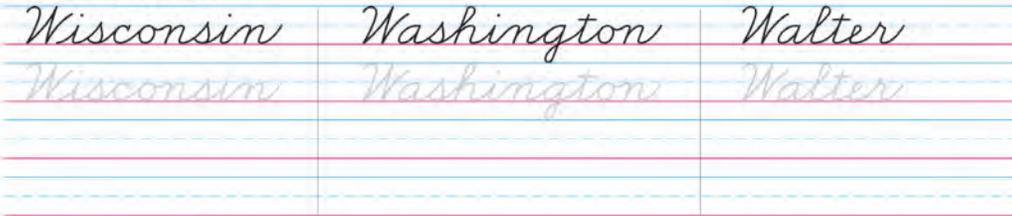


1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Sobrecurva

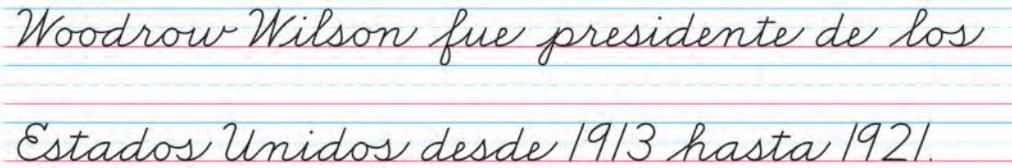
Traza y escribe las letras.



Traza y escribe las palabras.



Escribe la oración.



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73

W mayúscula



Objetivos:

- Reconocer y nombrar la letra **W** mayúscula.
- Aprender los trazos básicos de la letra **W** cursiva.
- Escribir la letra **W** en palabras y en una oración.

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](#) (see page T17 for details).

Ask the students the following questions as they look at a 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)

After you discuss the letter, trace over the model of the 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 73. On the first line, have the students start at the dots and trace and write the cursive **W** as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with

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

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 words and then write the sentence. Finish by having the students self-evaluate their work.

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



Trace



Write

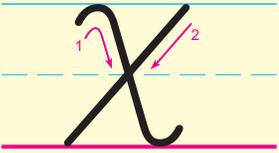


Check

Letter W Corrective Techniques See page T31.

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.

X mayúscula



Objetivos:

- Reconocer y nombrar la letra **X** mayúscula.
- Aprender los trazos básicos de la letra **X** cursiva.
- Escribir la letra **X** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **X**.

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 a la izquierda)
5. ¿Qué dos letras comienzan así como esta letra? (H, K, M, N, U, V, W, Y)

After you discuss the letter, trace over the model of the cursive **X** and say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda.**” Repeat this two times. The third time you trace the cursive **X**, 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 line, have the students start at the dots and trace and write the cursive **X** as they say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda.**” Ask them to

X mayúscula



1. Sobrecurva, inclina a la derecha, curva debajo
2. Inclina a la izquierda

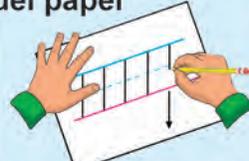
Traza y escribe las letras.



Posición del papel



mano izquierda



mano derecha



Escribe la oración.

*Xavier toca el xilófono en
la banda de su escuela.*

74

REVISAR

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

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stop and evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **X** directly below the letters on the previous line as they say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda.**”

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 write the sentence, self-evaluate their work, and complete the **REVISAR**.

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



Trace



Write

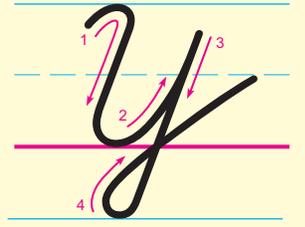


Check

Letter X Corrective Techniques See page T31.

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.

Y mayúscula



Y mayúscula



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

Traza y escribe las letras.



Traza y escribe las palabras.

Nueva York Yale Yosemite

Nueva York Yale Yosemite



Escribe la oración.

El poeta irlandés William Butker

Yeats escribió "La juventud y la edad."

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75

Objetivos:

- Reconocer y nombrar la letra **Y** mayúscula.
- Aprender los trazos básicos de la letra **Y** cursiva.
- Escribir la letra **Y** en palabras y en una oración.

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** (see page T17 for details).

Ask the students the following questions as they look at a 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)

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 as they say the strokes.

2. Practice

Have the students open their books to page 75.

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 continuing with the next line. Repeat this for the

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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 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 words and then write the sentence. Finish by having the students self-evaluate their work.

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



Trace



Write

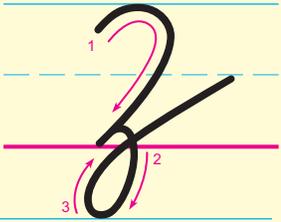


Check

Letter Y Corrective Techniques See page T31.

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

Z mayúscula



Objetivos:

- Reconocer y nombrar la letra **Z** mayúscula.
- Aprender los trazos básicos de la letra **Z** cursiva.
- Escribir la letra **Z** en palabras y en una oración.

Important: No workbooks or pencils 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 a large model of the uppercase cursive **Z**.

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)

After you discuss the letter, trace over the model of the cursive **Z** and say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva.**” Repeat this two times. The third time you trace the cursive **Z**, 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 line, have the students start at the dots and trace and write the cursive **Z** as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva.**” Ask them to stop and

Z mayúscula



1. Curva hacia adelante, inclina
2. Vuelve a trazar, curva hacia abajo
3. Sobrecurva

Traza y escribe las letras.



Espacio entre palabras.

Deja suficiente espacio entre las palabras para que quepa un pequeño óvalo. Escribe la oración. Revisa tu espacio entre palabras.

Este es un buen espacio de palabras.

Escribe la oración.

Las cebras y muchos otros animales

viven en zimbabue y zambia.



76

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evaluate their work as described in Step 3 before continuing with the next line. Repeat this for the second line of practice. On the third and fourth lines, students trace and write the cursive **Z** directly below the letters on the previous line as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva.**”

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 study the word spacing model and write the sentence. Then have them write the sentence and self-evaluate their work.

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



Trace



Write



Check

Letter Z Corrective Techniques See page T31.

Katherine's OT Tip The uppercase **Z** can be as troublesome as its lowercase partner. The same “take it apart and puzzle it back together again” strategy that we used with the lowercase **z** will work here as well. Be sure that students are provided with opportunities to work on a vertical surface with large movements before practice at their desks. For those who continue to struggle, bring out the modeling clay or pipe cleaners and provide kinesthetic feedback by forming the letters in 3-D.

Redondea números

7482139056

Redondea números

8213905639

Redondea cada número a la centena más cercana.

528	913	8,038	474	1,692
500	900	8,000	500	1,700

Redondea cada número al millar más cercano.

2,647	6,137	18,318	4,758	9,909
3,000	6,000	18,000	5,000	10,000

Número en palabras

Traza el ejemplo. Escribe el número en palabras para cada número.

971	<i>novecientos setenta y uno</i>
503	quinientos tres
816	ochocientos dieciseis
764	setecientos sesenta y cuatro
208	doscientos ocho
192	ciento noventa y dos

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77

Objetivos:

- Escribir los números en cursiva con fluidez y legiblemente.
- Redondear los números a la centena más cercana y al mil.
- Escribir los números en palabras.

Discuss

Have the students open their books to page 77. Tell them that we use numerals every day when we speak and write. Explain that they write numerals in math, science, and many other subjects and that someone must read what they write, so they must be sure to write legibly.

Practice

Have the students complete the Rounding Numbers activity at the top of page 77. Remind them to keep their spacing between numerals correct, not too tight and not too open.

Next, have them do the Number Words activity at the bottom of the page. Have them trace over the first one (971). Remind the students to keep their letter and word spacing correct.

Self-Evaluate

After the students have completed the page, have them circle their best set of numerals at the top of the page and put an X through the one set of numerals that need the most improvement. Ask the students to explain what they did not like about the set of numerals they put an X through.

Extra Practice

Finally, if you feel your students need extra practice in forming the cursive numerals, make copies of Worksheets 77A and 77B and have them practice writing the numerals.

Worksheets 77A & 77B

You can download and print copies of these worksheets at:
upub.net/755worksheets.pdf



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

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



Trace



Write



Check

Katherine's OT Tip Efficient **visual-memory** skills help us to translate numerals into written words. They allow us to remember letter and word formations and recall them quickly for use in independent handwriting tasks. Students who struggle with automatic letter recall lose time and concentration as they are forced to call up each letter, often appearing disinterested by looking into space to visualize them. Hidden letter, word search, and alphabet memory games can be good warm-up activities for these students.

¿Qué pasa?

¿Qué pasa?

Cada oración contiene dos errores (mayúsculas, tiempo verbal, etc.). Escribe cada oración correctamente.



El 12 de octubre son el día de Colón.

El 12 de octubre es el día de Colón.

¡Los planetas órbitas alrededor del sol!

¿Los planetas orbitan el sol?



Lewis y clark explorando el oeste.

Lewis y Clark exploraron el oeste.

¿De dónde eres tus antepasados.

¿De dónde son tus antepasados?



Las plantas se ponen energía del sol?

Las plantas obtienen energía del sol.

78

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Objetivos:

- Reconocer errores en una oración.
- Escribir una oración usando mayúsculas, puntuación y gramática apropiadas.

Discuss

Have the students open their books to page 78. Read the directions together. Have the students carefully read each sentence, identify the errors, and write the sentence correctly. You may want to ask students to circle the errors and discuss the correct answers before they write the sentences.

Sentence 1

El 12 de octubre *es* el día de Colón.

Sentence 2

¿*Los* planetas orbitan el sol?

Sentence 3

Lewis y *Clark* exploraron el oeste.

Sentence 4

¿*De* dónde *son* tus antepasados?

Sentence 5

Las plantas *obtienen* energía del sol.

Katherine's OT Tip Visual-scanning and visual-attention skills allow students to move their eyes smoothly across a page and to maintain attention on the task without losing their place or becoming distracted by extraneous information or pictures. Students who miss errors or important information can benefit from the "Scrambled Word Game." Choose tiles that display letters in a handwriting or spelling word, scramble them, and place them on the desk. Write 3-4 words on the board that contain some of the letters, plus your word. Have students manipulate and arrange the tiles to find which one they can form.

Partes de la oración

Escribe la oración.

Sustantivos, pronombres, verbos, adjetivos

y adverbios son parte del discurso.



Lee cada oración. Escribe si la palabra subrayada es un sustantivo, pronombre, verbo, adjetivo o adverbio.

Latisha e Isaac juegan fútbol juntos.

verbo

Henry decidió usar su chaqueta azul.

adjetivo

Tengo que terminar mi proyecto para la clase de ciencias.

pronombre

El chef cortó cuidadosamente las verduras.

adverbio

Natalia siempre ha querido visitar Hawái.

sustantivo



Forma de letras

Calidad de líneas

Espacio de letras

Tamaño de letras

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79

Partes de la oración

Objetivos:

- Entender partes de la oración.
- Identificar sustantivos, pronombres, verbos, adjetivos y adverbios en oraciones.

Discuss

Have the students open their books to page 79. Ask the students to write the sentence at the top of the page.

Read the directions in the second part of the lesson together. Have the students carefully read each sentence and write whether the underlined word is a noun, pronoun, verb, adjective, or adverb. You may want to review the definition of each part of speech before students complete this activity.

Sentence 1: verbo

Sentence 2: adjetivo

Sentence 3: pronombre

Sentence 4: adverbio

Sentence 5: sustantivo

Self-Evaluate Have the students evaluate their writing by completing the **REVISAR** at the bottom of the page. Tell the students to put a check in the box if the element is correct and put an X in the box if the element needs improvement.

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.

Mi escritura en cursiva

Objetivo:

- Escribir el texto asignado de forma fluida y legible en cursiva.

Mi escritura en cursiva

El poema de abajo es "Quién ha visto el viento" de Christina Rossetti. Escribe el poema usando tu mejor escritura en cursiva.

¿Quién ha visto el viento?
Ni yo ni tú;
pero cuando las hojas cuelgan temblando,
el viento está pasando.

¿Quién ha visto el viento?
Ni tú ni yo;
pero cuando los árboles inclinan sus cabezas,
el viento pasa.

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

80 * Rossetti, C. (1963). Who has seen the wind?. In Rossetti: Poems (Everyman's Library Pocket Poets) Everyman's Library. Copyright © 2019, Universal Publishing

Discuss

Have the students open their books to page 80. Ask the students if they have ever written their own poem. Have them read the poem on page 80 and then write it in their books.

Self-Evaluate

Have the students complete the **REVISAR** at the bottom of page 80.

Extended Activity

Make copies of Worksheet 80 for the students and have them write their own poems.

Worksheet 80



You can download and print copies of Worksheet 80 at: upub.net/755worksheets.pdf

Notes

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



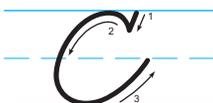
B mayúscula

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



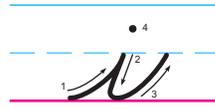
h minúscula

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



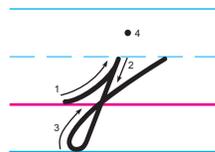
i minúscula

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



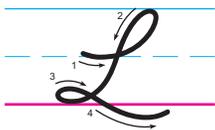
K mayúscula

1. Sobrecurva, inclina
2. Inclina a la izquierda
3. Inclina a la derecha
4. Curva debajo



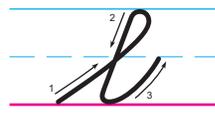
k minúscula

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



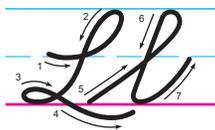
L mayúscula

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



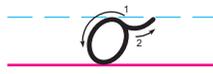
ñ minúscula

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



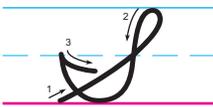
R mayúscula

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



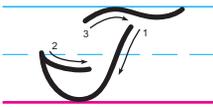
S mayúscula

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 ►

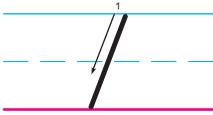
Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.

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



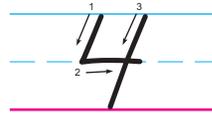
Número 2

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



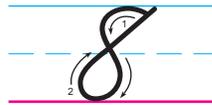
Número 6

1. Curva hacia abajo, curva hacia arriba,
abajo



Número 7

1. Desliza a la derecha 2. Inclina



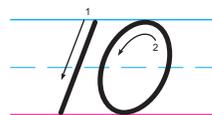
Número 8

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.

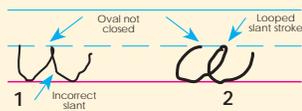


The **overcurve** is the beginning stroke for six lowercase letters. They are: **m, n, v, x, y,** and **z**.



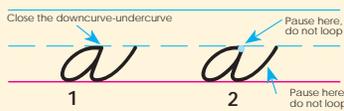
Lowercase *a*

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*.

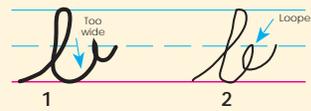
Corrective Techniques



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.

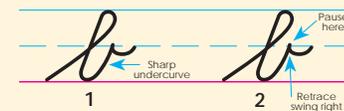
Lowercase *b*

Possible Errors



1. Undercurve is too wide, looks like the letters *li*.
2. Did not pause after the sharp undercurve, looks like *le*.

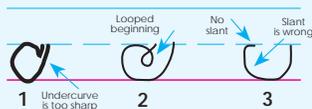
Corrective Techniques



1. Make a sharp undercurve.
2. You must pause after the sharp undercurve, then retrace slightly and swing right.

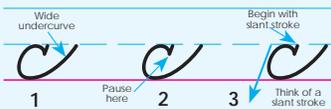
Lowercase *c*

Possible Errors



1. Undercurve ending is too sharp.
2. Did not pause after slant stroke.
3. No slant, letter is too wide.

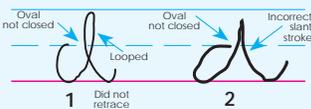
Corrective Techniques



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.

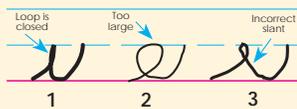
Corrective Techniques



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.

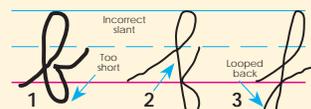
Corrective Techniques



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.

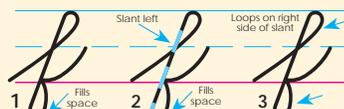
Lowercase *f*

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.

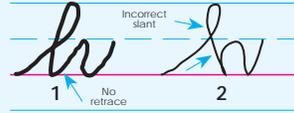
Corrective Techniques



1. Make a wide downcurve.
2. Slant stroke fills descender space.
3. Make the downcurve-undercurve correctly, then slant left.

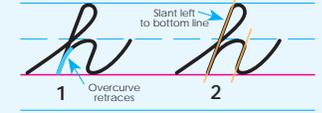
Lowercase *h*

Possible Errors



1. The overcurve breaks away from the slant stroke too quickly, no retrace.
2. Slant strokes are going in the wrong direction.

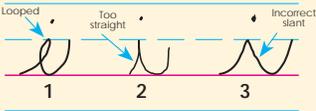
Corrective Techniques



1. The overcurve retraces part of the slant stroke.
2. The slant strokes slant left all the way to the bottom line.

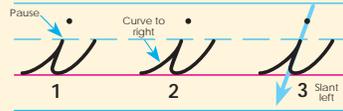
Lowercase *i*

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.

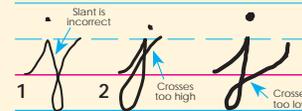
Corrective Techniques



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.

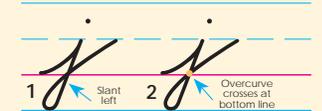
Lowercase *j*

Possible Errors



1. Slant goes in the wrong direction.
2. Overcurve ending is too high or too low.

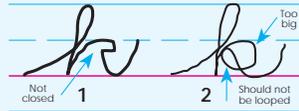
Corrective Techniques



1. Check paper/book position, slant strokes should slant left.
2. The overcurve ending crosses the slant stroke at the bottom line.

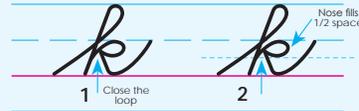
Lowercase *k*

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.

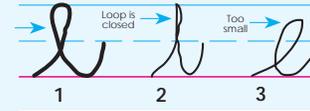
Corrective Techniques



1. Curve back until you touch the overcurve stroke.
2. The "nose" fills 1/2 of the space. Pause before the slant-undercurve.

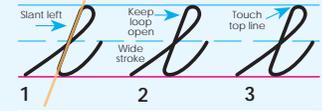
Lowercase *l*

Possible Errors



1. Slant stroke is slanting in the wrong direction.
2. The loop is closed.
3. Letter too small, looks like e.

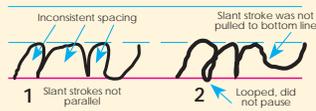
Corrective Techniques



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.

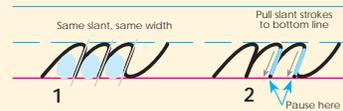
Lowercase *m*

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.

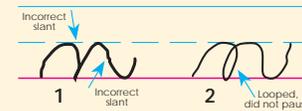
Corrective Techniques



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.

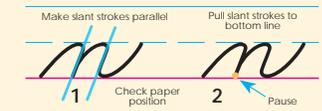
Lowercase *n*

Possible Errors



1. Both slant strokes are incorrect.
2. Did not pause at the bottom of the slant stroke.

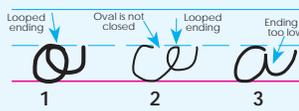
Corrective Techniques



1. Slant strokes should be parallel. Check paper position.
2. Pause at the bottom line, then make the second overcurve.

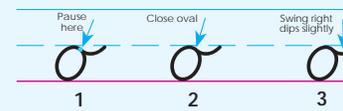
Lowercase *o*

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.

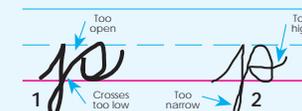
Corrective Techniques



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)

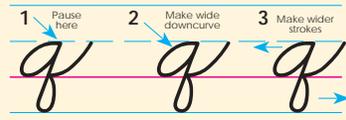
Lowercase q

Possible Errors



1. No pause after closing the oval.
2. First stroke is too steep, oval is not closed.
3. Letter is too narrow.

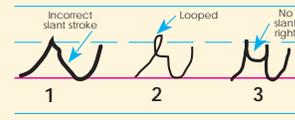
Corrective Techniques



1. Pause after closing the oval.
2. Make a wide downcurve.
3. Use more wrist-arm motion and less finger motion, make strokes wider.

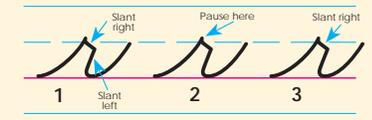
Lowercase r

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.

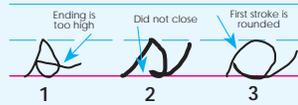
Corrective Techniques



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.

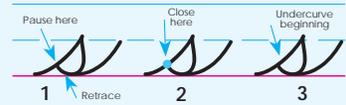
Lowercase s

Possible Errors



1. Ending stroke is looped too high.
2. Did not close the letter.
3. First stroke is too round.

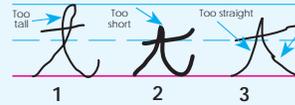
Corrective Techniques



1. Pause, then retrace with ending stroke.
2. Continue until you touch first stroke.
3. Begin letter with an undercurve.

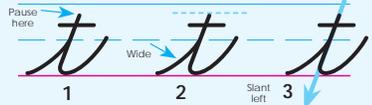
Lowercase t

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.

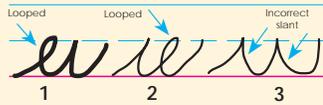
Corrective Techniques



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.

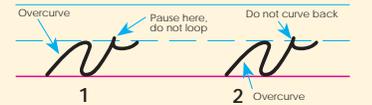
Lowercase v

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.

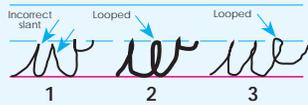
Corrective Techniques



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.

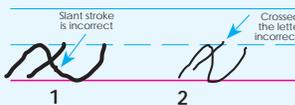
Corrective Techniques



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.

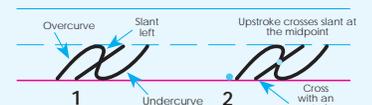
Lowercase x

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.

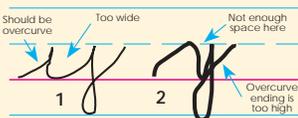
Corrective Techniques



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."

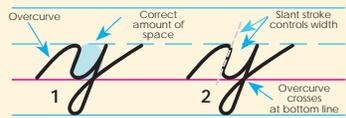
Lowercase y

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.

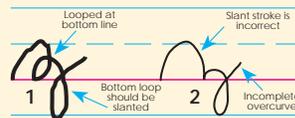
Corrective Techniques



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.

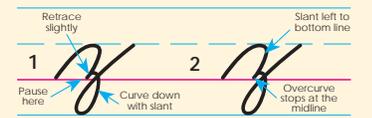
Lowercase z

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



The downcurve and undercurve strokes are not closed.

Corrective Techniques



Make a wide downcurve so there is room for the undercurve.

KEY POINTS

The top of the first stroke has to be wide (almost horizontal) and then it gradually curves down. This stroke is often made too steep and the wide undercurve that follows does not connect.

Uppercase B

Possible Errors



Did not retrace the slant stroke.

Corrective Techniques



Be sure to retrace the slant stroke almost to the top, then curve forward.

KEY POINTS

The two curve-forward motions should maintain the correct slant of the letter. The loop is at the midline.



Uppercase C

Possible Errors



The slant of the letter is not correct.

Corrective Techniques



Be sure to check your paper position. It will help you maintain proper slant in your writing.

KEY POINTS

The first short slant stroke gives definition to your letter. The oval part of the letter should also be slanted.



Uppercase D

Possible Errors



The two loops in the letter are too big.

Corrective Techniques



Keep the top and bottom loops small. The top loop is horizontal, the bottom is shorter and tilted slightly.

KEY POINTS

The first stroke is a slant stroke that loops quickly at the bottom line. The rest of the letter is much like the letter O.



Uppercase E

Possible Errors



The top part of the letter is too big. The slant of the letter is not correct.

Corrective Techniques



Start with a short slant stroke. Curve back, be sure the loop is above the midline.

KEY POINTS

The first short slant stroke gives definition to your letter. The two curve back motions should be at the same slant.



Uppercase F

Possible Errors



The top part of the letter is connected. The bottom is too big and round.

Corrective Techniques



Start with a curved slant stroke, curve back, pause, then swing right. Do not connect the top.

KEY POINTS

The top of the letter is not connected. The uppercase F never connects to the following letter.



Corrective Techniques for Uppercase Cursive Letters (continued)

Uppercase G

Possible Errors



No loop, first undercurve is too straight. Second undercurve is too high.

Corrective Techniques



Make the undercurve wide. The second undercurve swings wide, stops below the top line.

KEY POINTS

Make a wide undercurve to allow room for the loop. The ending is just like the letters B, I, S, and T.



Uppercase H

Possible Errors



The first and second parts of the letter are not connected.

Corrective Techniques



After the second slant, retrace slightly and curve back touching the first slant at the midline. Connect the top.

KEY POINTS

Be sure to make the two slant strokes parallel. The uppercase H always connects to the next letter.



Uppercase I

Possible Errors



The first stroke does not curve back soon enough to maintain good slant.

Corrective Techniques



The curve up and curve down strokes form the big loop. This loop should have the correct slant.

KEY POINTS

The slant of this letter is established by the first stroke. Curve up, at midpoint curve forward, and then curve down. The ending is like the letters T and G.



Uppercase J

Possible Errors



The first stroke is too straight up, allowing no room for the big loop in the letter.

Corrective Techniques



Curve up (left), curve forward (midpoint of stroke). Slant, filling the space below the bottom line.

KEY POINTS

Keep the top portion of the letter open by curving up and left. The overcurve ending crosses at the bottom line. The first stroke, slant stroke, and overcurve cross at the bottom line.



Uppercase K

Possible Errors



The slant strokes are too straight and there is a wide loop in the middle. Looks like H.

Corrective Techniques



Make the slant-left and slant-right strokes at a sharp angle. The slant-left stroke ties here (1), do not loop.

KEY POINTS

The angle of the two slant strokes on the right side of the letter defines the letter. Both strokes are at sharp angles. The slant left ties to the first stroke at the midpoint.



Uppercase L

Possible Errors



The first stroke is too straight. Does not swing low and wide. Slant has no curve.

Corrective Techniques



First stroke is low and wide to allow room for the loop. The slant stroke is a curved slant.

KEY POINTS

The curved slant sets up for the horizontal loop on the bottom line. The ending curves down below the bottom line and then up slightly, ending below the bottom line.



Uppercase m

Possible Errors



Slant strokes and overcurves are incorrect. Ending is too short.

Corrective Techniques



All three slant strokes are parallel. Retrace the slant strokes and keep the overcurves consistent.

KEY POINTS

The letter starts with a short overcurve and has two more overcurves. Each overcurve is shorter in height. The undercurve ending stops at the midline.



Uppercase n

Possible Errors



Writing too fast. The overcurves are not rounded. Did not retrace on slant.

Corrective Techniques



Slow down! The overcurve retraces some of the slant stroke then curves over into the second slant.

KEY POINTS

A short overcurve starts the letter. The second slant stroke should be parallel to the first one. Pull the slant strokes to the bottom line. End at the midline.



Uppercase o

Possible Errors



Started in the wrong spot. The "oval" was not closed. The letter has no slant.

Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop.

KEY POINTS

Keep the letter (oval) open and even. The loop stops at the top line. Do not make the loop too big. This letter has no slant strokes, but it should have slant.



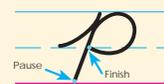
Uppercase p

Possible Errors



Did not pause and retrace at the bottom line. The ending is too high.

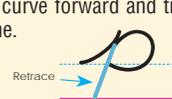
Corrective Techniques



Pause at the bottom line, retrace, curve forward and tie to the slant stroke at the midline.

KEY POINTS

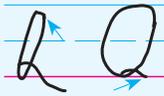
The undercurve beginning starts at the midline. Pause after the slant stroke and retrace almost to the top, then curve forward and tie at the midline.



Corrective Techniques for Uppercase Cursive Letters (continued)

Uppercase Q

Possible Errors



The oval is too narrow. The tail on the Q is too short, looks like the letter O.

Corrective Techniques



Start just below the top line, think of the complete oval as you write. Close the oval and loop. *Keep oval open*

KEY POINTS

The letter Q is made just like the letter O. Lift the pencil, touch the oval at the 7 o'clock position and make the tail. The tail is a curve up and curve down and 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



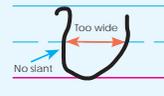
Be sure the two slant strokes are parallel. Pause after the undercurve, then slant to the bottom line.

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.



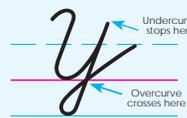
Uppercase Y

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.



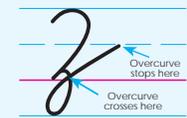
Uppercase Z

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.



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.

Cursive Handwriting Progress Chart

Student Name _____

Download and print copies of this progress chart at: upub.net/spanishcursiveprogress.pdf

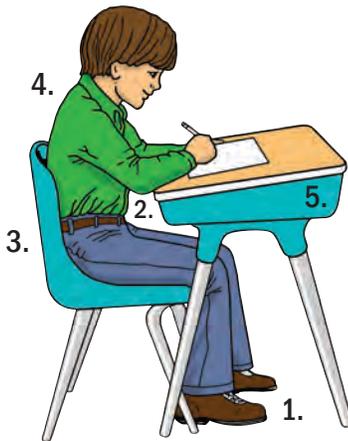
Position		
Posture	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Paper Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Pencil Position	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Basic Strokes		
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"/>
Uppercase Letters		
Uppercase A	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase B	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase C	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase D	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase E	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase F	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase G	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase H	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase I	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase J	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase K	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase L	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase M	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase N	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase O	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase P	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase R	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase S	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase T	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase U	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase V	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase W	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase X	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Uppercase Z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

Lowercase Letters		
Lowercase a	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase b	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase c	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ch	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase d	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase e	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase f	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase g	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase h	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase i	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase j	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase k	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase l	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ll	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase m	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase n	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase ñ	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase o	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase p	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase q	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase r	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase s	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase t	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase u	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase v	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase w	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase x	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase y	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Lowercase z	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numerals		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
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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"/>



Hoja para el hogar

Postura y posición del papel y lápiz



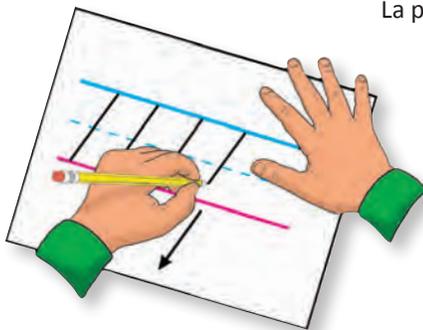
La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado

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.

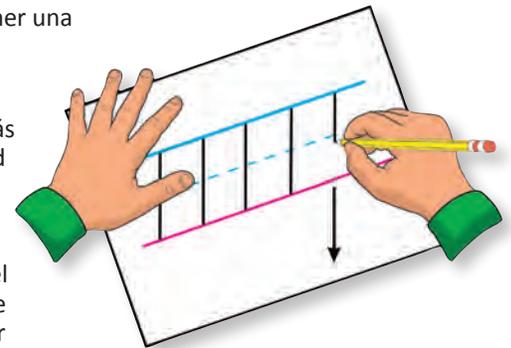
1. Ambos pies en el suelo.
2. No poner codos en el borde del escritorio.
3. Sentarse hacia atrás de la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.

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.

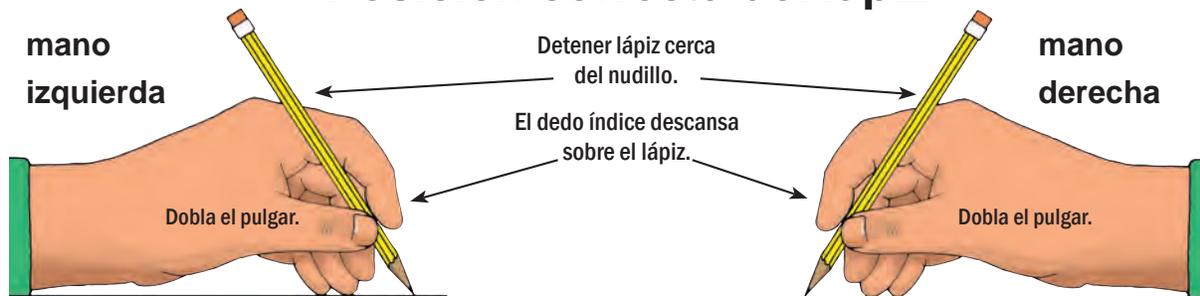


Mano derecha – Inclina el lado derecho del papel hacia arriba y a la izquierda. El borde izquierdo más bajo del papel debe apuntar hacia la mitad del cuerpo. Escribe los trazos inclinados hacia el codo izquierdo.

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

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