

## Edición del maestro



Nombre del maestro \_\_\_\_\_

Nombre de la escuela \_\_\_\_\_

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

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

Atentamente,  
  
Thomas Wasyluk  
Autor y escritor experto

Cuarto grado: Reforzando la letra cursiva

## Edición del maestro



Thomas Wasylyk  
Jennifer Schweighofer

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Aa Bb Cc Chch Dd

Aa

Bb

Cc

Ch

ch

Dd

Ee

Ff

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## Message from the Author



Dear Educators,

Every day, students write. They write spelling words and vocabulary words. They write math problems and 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 handwriting 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.

At the fourth grade level, most students are making that transition from "learning to write" to "writing to learn". There may be some students who never learned cursive writing. They will benefit greatly from this workbook as it introduces and reviews every aspect of cursive writing. Fluidity is a major factor not only in the speed at which you write, but also in keeping what you write legible so others can read it. Almost all writing assignments are done with a pencil and paper at this level and many assignments have limits on time.

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

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

Sincerely,

  
Thomas Wasylyk

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



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

In fourth grade, students are expected to use their handwriting skills to create and communicate information across subject areas. At this stage of their educational journey, they will be provided with multiple opportunities to gather and interpret information and to translate it from manuscript to cursive as they take notes and create written products. The demands for speed and legibility increase, as does the need to manage diverse handwriting spaces efficiently. As students strive for a fluid and legible handwriting style, they will rely heavily upon their visual and cognitive skills to produce content that sufficiently conveys their thoughts and knowledge. It is important, then, to provide fourth-grade students with opportunities to enhance their visual-perceptual skills in their quest for handwriting mastery. These are the foundational skills that will help them manage time constraints and to meet the expectations of legibility and comprehension. Fourth-grade handwriting skills pave the way for a successful transition from “handwriting practice” to “functional handwriting.”

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 fourth 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". The signature is fluid and cursive, matching the theme of the book.

Handwriting With Katherine

## Why Teach Handwriting?

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

### Handwriting & Reading

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

### Handwriting & Spelling

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

### Handwriting & Composition

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

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

### Beyond Language Arts

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

### Writing by Hand in a Keyboarding World

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

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

**HANDWRITING: Every Student, Every Day, Every Subject**

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

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

**Beyond the Elementary Classroom**

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



Student writing notes from laptop.

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



College students taking notes during class.

**REFERENCES**

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- 4 Graham, S., Harris, K. R., & Fink, B. (2000). “Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers.” *Journal of Educational Psychology*, 92, 620-633.
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- 6 “Standards for School Mathematics: Communication.” NCTM. Accessed 28 October 2011. <http://www.nctm.org/standards/content.aspx?id=26854>
- 7 Bounds, Gwendolyn. “How Handwriting Trains the Brain.” *Wall Street Journal*. Accessed 1 Oct 2011. <http://online.wsj.com/article/SB10001424052748704631504575531932754922518.html>

## Checklist for Effective Handwriting Instruction

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



### **Handwriting Curriculum**

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

### **Modeling Good Handwriting in the Classroom**

1. Do you have letter models displayed in your classroom for easy student reference? YES  NO   
(Cursive Alphabet Wall Strips)
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**

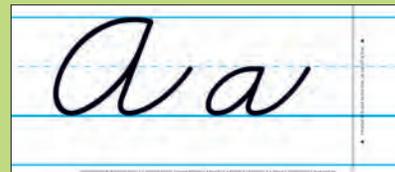
1. Do you teach/review the basic strokes before you begin teaching the letters? YES  NO
2. Do you follow the three teaching steps? (Model/Discuss, Practice, Self-evaluate) YES  NO
3. Are you consistent with handwriting terminology, letter forms, and presentation? YES  NO
4. Do your students trace/write,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

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



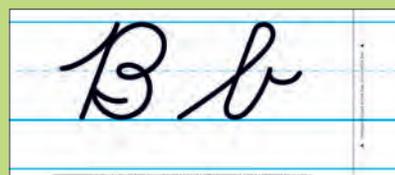
## Preparing the Classroom for Handwriting Instruction

All students write frequently throughout the day - not just during handwriting lessons. It's extremely important to support handwriting instruction by providing students with large letter models displayed in the classroom for reference throughout the day. Students will refer to these letter models as needed while doing their writing assignments in other subjects.



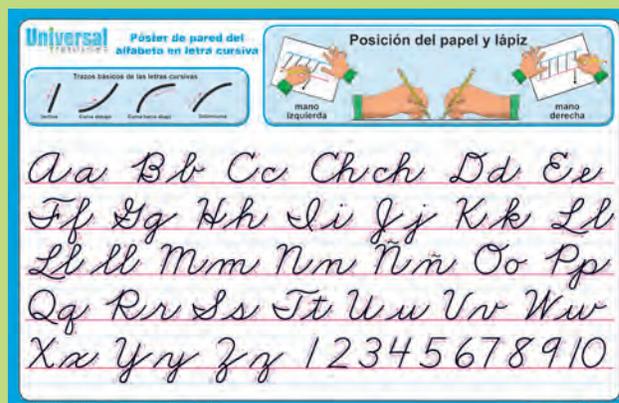
**Cursive Alphabet Wall Strips** Be sure to display the Cursive Alphabet Wall Strips in your classroom so that students have “far point” letter models to reference. The wall strips should be placed high on a wall so all students can see them easily.

(Item #178, ISBN 97801-934732-47-2)



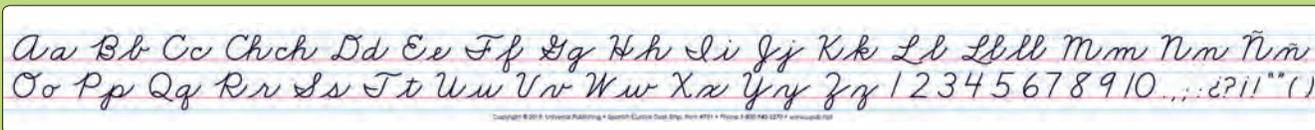
**Alphabet Wall Poster** Another helpful classroom alphabet reference is the Alphabet Wall Poster. This large poster shows all the basic strokes, letter forms, numerals, and paper and pencil position. This poster should be placed where all students can see it clearly. Sometimes a student may wish to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

(Item #183, ISBN 97801-934732-50-2)



**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 cursive letters and numerals for quick reference. They can be placed on the top of each child's desk.

(Item #141, ISBN 978-1-931181-69-3)



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

All of these products can be purchased at [upub.net](http://upub.net) or by phone at 1-800-940-2270.

J j K k L l Ll ll M m

## 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 one-half of the writing space.



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

**Intermediate Letters** - Fill three-quarters of the writing space.



The letters t and d are intermediate letters.

**Descenders** - The letters f, g, j, p, q, y, z, J, Y, and Z 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. See the different joinings 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

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

## 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 in maintaining legible cursive 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, the 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. Also, the pencil should be a standard No.2 pencil.

### Too Heavy



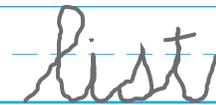
This is caused by using a "fat" lead jumbo pencil. It can also be caused by using a pencil with very soft lead. Magic markers will also make the letters appear too heavy.

### Too Light



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

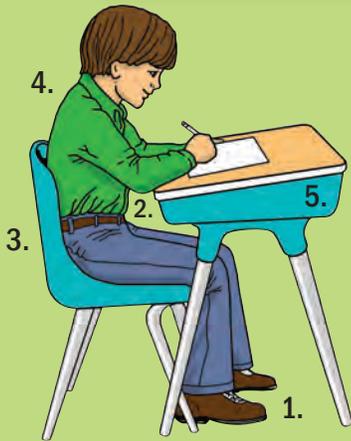
### Shaky



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

This page is available in Spanish on page T35.

## Posture, Paper and Pencil Position



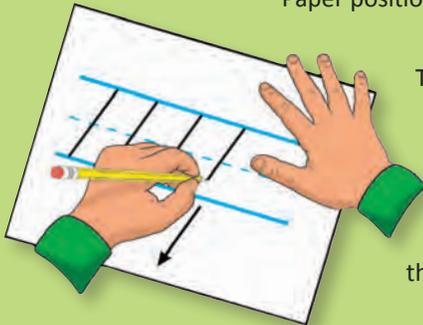
Good posture can be affected greatly by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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.

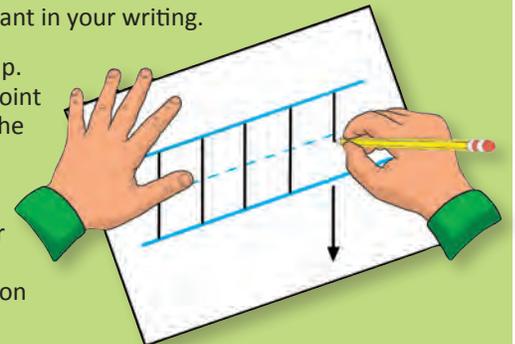
1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

### 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.

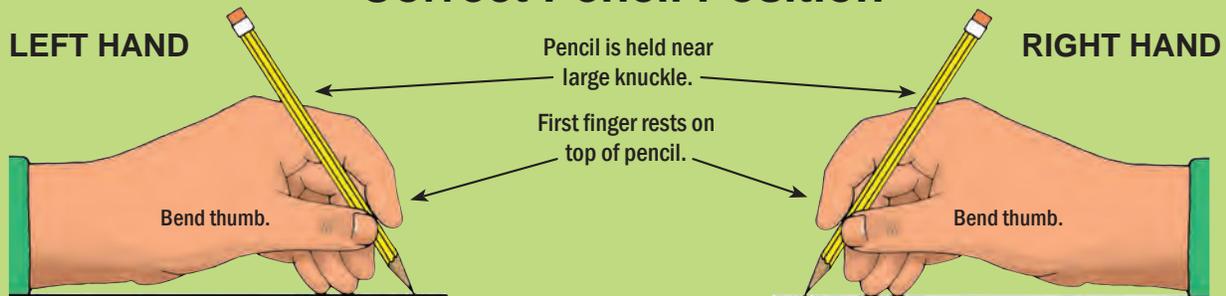


**Right Hand** - Tilt the right side of the paper up and to the left. The left, lower edge of the paper should point toward the mid-section of the body. Pull the slant strokes toward the left elbow.

**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 a pencil that is smaller in length than their middle finger. Tiny pencils are extremely hard to control for students of any age. The pencil should extend at least an inch above the large knuckle of the first finger. In a few cases, when a student struggles or is challenged because of perceptual and/or motor skill difficulties, an occupational therapist may recommend a short pencil for that student.

# How to Use the Teacher Edition

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

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

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

**3** Clearly stated objectives for every lesson.

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

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

In the back of this Teacher Edition you will find:

- Possible errors and corrective techniques for all letters
- Spanish Send-Home page of the letters and numerals so parents can reinforce what is being taught in the classroom
- Spanish Send-Home pages of stroke descriptions for the 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.*

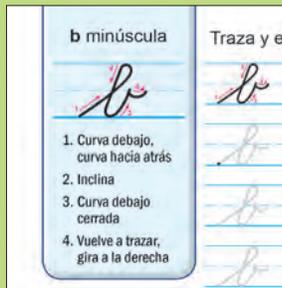
## Step 1: Model & Discuss

**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.

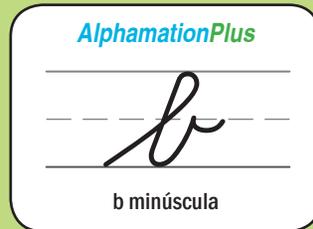
### 1. Model & Discuss (Example of actual lesson for the lowercase **b**.)

Have the students open their books to page 15 and study the cursive **b** in the blue tab, use *AlphamationPlus* to model the letter (see page T17 for details), or write a large cursive **b** on writing lines on the board.



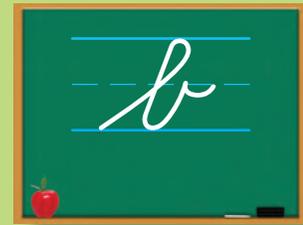
Letter model in the blue tab in the student workbook.

Have the students say the strokes as they trace over the model with their index fingers.



### *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



Write the letter on the chalkboard or whiteboard on writing lines. Have the students say the strokes as you trace over the model on the board.

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

1. ¿Cuántas curvas hacia abajo están en esta letra? (2)
2. ¿Dónde cruza la vuelta? (la línea de medio)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿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 to themselves.

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

## Step 2: Practice

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 letter on the first line.

Have them start at each dot and trace and write the letters on the first and second lines. 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. Next, have the students trace and write the letters on the third and fourth lines. Then trace and write the joinings and words. Finish by writing the sentences.

This tab provides the name of the letter, 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 joinings and words.

Students write sentences directly below the model sentences.

Students self-evaluate their work. Check the box if the element is correct. Put an X in the box if the element needs improvement.

**b** minúscula

Traza y escribe la letra, uniones y palabras.

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

Tracing practice lines for the letter 'b' with directional arrows and dots.

Joining and word practice: be, bebé, ba, ballena, balón

Escribe las oraciones.

Los vertebrados son animales que tienen columna vertebral (vértebras). Los invertebrados no tienen columna vertebral.

**REVISAR**  Calidad de líneas  Uniones  Forma de letras  Alineación  Espacio entre palabras

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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 look closely at their writing, recognize any errors, and immediately correct those errors. Self-evaluation on a regular basis is the best way to maintain fluent, legible handwriting.

Students should pause at the end of each line of practice to review their writing. Ask them to circle their best letter and put an X over the letter they feel needs the most improvement. Discussing what they did right and what they need to improve makes this step even more effective.

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

**Self-Evaluate Letters** Students circle their best letter and put an X on the letter that needs the most improvement.

### Self-Evaluate Joinings & Words

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



### Self-Evaluate All Handwriting.

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

**b minúscula** Traza y escribe la letra, uniones y palabras.

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

Traza y escribe la letra, uniones y palabras.

be bebé ba ballena balón

Escribe las oraciones.

Los vertebrados son animales  
Los vertebrados son animales  
que tienen columna vertebral  
que tienen columna vertebral  
(vértebras). Los invertebrados  
(vértebras). Los invertebrados  
no tienen columna vertebral.  
no tienen columna vertebral

**REVISA**  Calidad de líneas  Uniones  Forma de letras  Alineación  Espacio entre palabras

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## 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](http://alphamationplus.com).

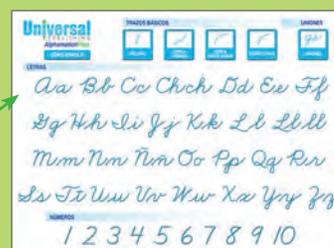


### Choose a Letter to Teach: \_\_\_\_\_

#### MENU

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

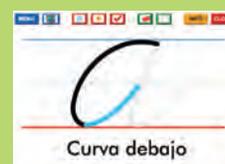
Let's say you want to teach the uppercase letter **A**. Just click or touch that letter on the menu and it will appear.



### Watch the Animation \_\_\_\_\_



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



### Trace, Write, and Check \_\_\_\_\_

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



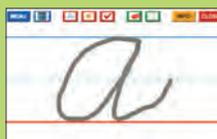
#### Trace



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



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.

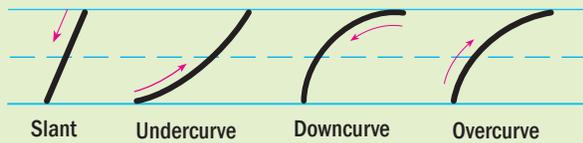
# Student Edition - Basic Strokes

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.

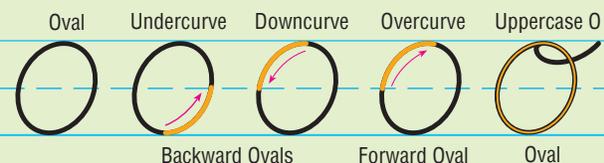
When evaluating cursive letter forms and joinings, most errors relate back to the basic strokes. Teaching the basic strokes first is the most effective way to prevent errors from becoming habits. As you will see, special attention has been given to reviewing the basic strokes in this book.

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. This builds the student's knowledge of the strokes and their relationship to the letters.

**Trazos básicos de cursiva**

**Inclina** - El trazo inclinado se usa en muchas letras curvas. ¿Puedes nombrar las letras que contienen un trazo inclinado?  
Traza y escribe los trazos inclinados.

**Curva debajo** - La curva debajo se usa para iniciar quince letras minúsculas. ¿Puedes nombrarlas?  
Traza y escribe las curvas debajo.

**Curva hacia abajo** - La curva hacia abajo se usa en siete letras minúsculas. ¿Puedes nombrarlas?  
Traza y escribe las curvas hacia abajo.

**Sobrecurva** - La sobrecurva se usa para iniciar siete letras minúsculas. ¿Puedes nombrarlas?  
Traza y escribe las sobrecurvas.

6 **REVISAR** Inclina Curva abajo Curva hacia abajo Sobrecurva

**Trazos básicos de cursiva** La mano y el brazo deben moverse juntos al hacer los ejercicios que aparecen a continuación. No uses los dedos al escribir.

Traza y escribe el ejercicio de unión de curva debajo a curva debajo.

Traza y escribe el ejercicio de unión de curva debajo a curva hacia abajo.

Traza y escribe el ejercicio de unión de curva debajo a sobrecurva.

**Relaciona** - Dibuja una línea desde cada trazo hasta el nombre correcto.

- SOBRECURVA
- INCLINA
- CURVA DEBAJO
- CURVA HACIA ABAJO

Relaciona los trazos iniciales con la letra correcta.

Relaciona los trazos finales con la letra correcta.

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# Student Edition: Letter Pages

By fourth grade, most students have been introduced to cursive writing. Reinforcing cursive writing in fourth grade is extremely important; building on the students' previous cursive instruction will help them move toward writing fluently and automatically. In this book, students follow a step-by-step review of the cursive basic strokes, letters, and joinings. The letter pages provide traceable models of letters, joinings, and words to reinforce proper formation. Students trace and write the letter several times before moving on to joinings, words, and sentences. To emphasize appropriate letter and word spacing, students write directly below word and sentence models.

This tab provides the name of the letter, 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 joinings and words.

Students write sentences directly below the model sentences.

Students self-evaluate by placing a check in the box if the element is correct and an X in the box if the element needs improvement.

**b minúscula** Traza y escribe la letra, uniones y palabras.

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

Tracing practice: *b b b b b b b*

Joinings and words: *be bebé ba ballena balón*

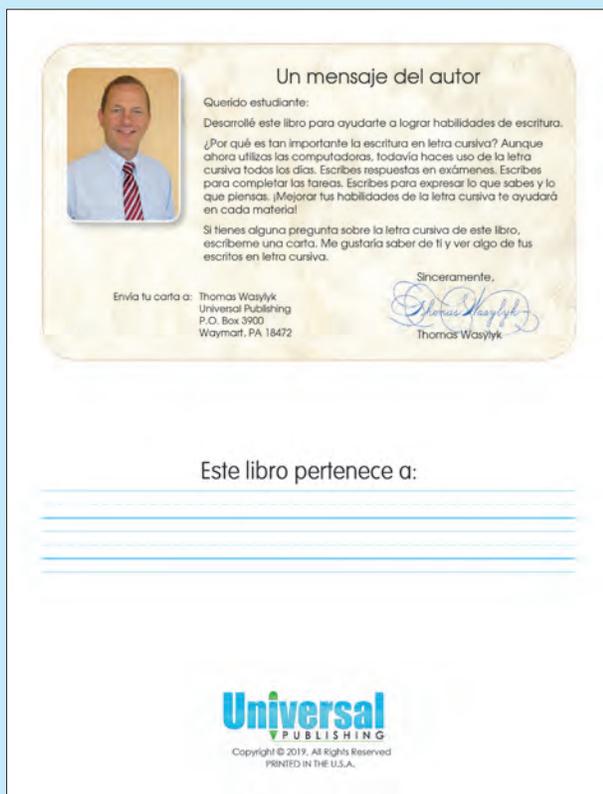
Sentences: *Los vertebrados son animales que tienen columna vertebral (vértebras). Los invertebrados no tienen columna vertebral.*

REVISAR  Calidad de líneas  Uniones  Forma de letras  Alineación  Espacio entre palabras

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Grade 4 Student Edition  
Front Cover



Grade 4 Student Edition  
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### Cuarto grado

Reforzando  
la letra cursiva

Thomas M. Wasylyk  
Jennifer L. Schweighofer

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# Examen previo

## Objetivos:

- Evaluar la legibilidad de la formas de letras cursivas.
- Evaluar los elementos de legibilidad.
- Determinar las fluidez de uso de la escritura cursiva.

## 1. Model and Discuss

Have the students open their workbooks to page 2. Ask them the following questions:

1. ¿Cuándo fue escrito “The Star-Spangled Banner”? (septiembre de 1814)
2. ¿Quién escribió “The Star-Spangled Banner”? (Francis Scott Key)
3. ¿Cuál es otro nombre de “The Star-Spangled Banner”? (el himno nacional de Estados Unidos de América)

## 2. Practice

Have the students write the beginning of “The Star-Spangled Banner.”

**3. Self-Evaluate** Have the students look at their work carefully and then complete the **REVISA** at the bottom of the page.

Make copies of **Worksheet 2** for each student. Have them write the remainder of the first verse of “The Star-Spangled Banner.”

Examen previo

## HIMNO NACIONAL DE LOS ESTADOS UNIDOS

Oh, decidme, ¿veis a la primera luz de la aurora,  
la que izamos con orgullo, al último rayo del crepúsculo.  
Cuyas anchas bandas y brillantes estrellas, en la fiera lucha,  
contemplamos ondeando gallardas sobre las murallas.

Francis Scott Key

Escribe el comienzo de nuestro himno en las líneas.

Evalúa tu escritura utilizando los elementos de legibilidad.  
Marca la casilla si el elemento es correcto.

**REVISA**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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**Worksheet 2**  
You can download and print copies  
of Worksheet 2 at:  
[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)



**Katherine's OT Tip** Visual, auditory, and tactile cues provide vital information for handwriting mastery. Frequent use of them 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 fourth-grade program, I will be sharing many activities that do just that! Have fun!

# Postura y posición del papel y lápiz



## Postura correcta

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

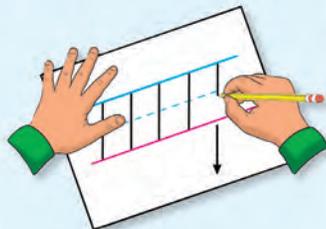


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## Posición del papel



mano izquierda



mano derecha

3

## Objetivos:

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

Tell them that correct paper position helps maintain slant in cursive writing.

## 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!

## 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 adelante.
5. Altura adecuada del escritorio.

## Paper Position

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

# El alfabeto en letra de imprenta

## Objetivos:

- Reconocer y nombrar las letras de imprenta.
- Escribir las letras de imprenta.

## 1. Model and Discuss

Have the students open their workbooks to page 4. Ask them the following questions:

1. ¿Cuándo usas la escritura en letra de imprenta? (respuestas variarán)
2. ¿Es escribir en letra de imprenta más fácil o más difícil para tí que la letra cursiva? (respuestas variarán)
3. ¿Puedes nombrar los trazos básicos para las letras de imprenta? (vertical, horizontal, inclina a la derecha, inclina a la izquierda, círculo hacia atrás y círculo hacia delante)
4. Nombre los signos de puntuación en la 6ª línea. (punto, coma, punto y coma, dos puntos, apóstrofe, signo de exclamación, signo de interrogación)

Ask the students what “en letra de imprenta” (or “manuscript” in English”) means. Tell them it means written by hand.

## 2. Practice

Have the students write the manuscript letters and numerals directly under the model letters.

**3. Self-Evaluate** Have the students look at their work carefully and then complete the **REVISAR** at the bottom of the page.

## El alfabeto en letra de imprenta

Escribe las letras y números en imprenta.

A a B b C c Ch ch D d E e

F f G g H h I i J j K k

L l M m N n Ñ ñ

O o P p Q q R r S s

T t U u V v W w X x

Y y Z z . , ; : ' ¡ ¿ ? “ ”

## Números

1 2 3 4 5 6 7 8 9 10

**REVISAR**  Calidad de líneas  Tamaño de letras  Forma de letras

4

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Make copies of **Worksheet 4** for each student. Have the students draw a line from each manuscript letter to the matching cursive letter.

### Worksheet 4

You can download and print copies of Worksheet 4 at:  
[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)



**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.

# El alfabeto en letra cursiva

**El alfabeto en letra cursiva** Escribe las letras y números cursivos.

Aa Bb Cc Chch Dd  
 Ee Ff Gg Hh Ii Jj  
 Kk Ll Ll ll Mm Nn  
 Ññ Oo Pp Qq Rr  
 Ss Tt Uu Ur Ww  
 Xx Yy Zz . , : ' ! ? " "

## Números

1 2 3 4 5 6 7 8 9 10

**REVISAR**  Calidad de líneas  Tamaño de letras  Forma de letras

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### 1. Model and Discuss

Have the students open their workbooks to page 5. Ask them the following questions:

1. ¿Cómo son diferentes las letras cursivas de las letras de imprenta? (respuestas variarán)
2. ¿Es escribir en letra curvisva más fácil que en letra de imprenta? (respuestas variarán)
3. ¿Levantas más el lápiz cuando escribes en cursiva o en letra de imprenta? (letra de imprenta)
4. ¿Puedes pensar en una situación donde se requiere la letra de imprenta? (completar formularios)

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

### 2. Practice

Have the students write the cursive letters and numerals directly under the model letters and numerals.

### Objetivos:

- Reconocer y nombrar las letras cursivas.
- Escribe las letras y los números en cursiva.

**3. Self-Evaluate** Have the students look at their work carefully and then complete the **REVISAR** at the bottom of the page.

Make copies of **Worksheet 5** for each student. This Send-Home worksheet shows the cursive and manuscript alphabet and numerals and will allow parents to reinforce the letter forms being taught and used in the classroom.



#### Worksheet 5

You can download and print copies of Worksheet 5 at: [upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)

**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.

# Trazos básicos de cursiva

## Objetivos:

- Reconocer y nombrar los trazos básicos en cursiva.
- Escribir los trazos básicos en cursiva.

## 1. Model & Discuss

Have the students open their workbooks to page 6. Ask them if they know what the cursive basic strokes are (slant, undercurve, downcurve, overcurve). Tell them correct paper position plays an important part in maintaining proper slant in their cursive writing. Have them review the illustrations of proper paper positions shown on page 3.

Ask the students to look at the word *literal* at the top of the page and count all the slant strokes. Remind them the slant strokes in all the letters are pulled all the way to the bottom line.

## 2. Practice

Tell the students to look at the first two lines of **slant** strokes. Tell them to begin at each dot and trace and write the slant strokes. Have them stop and evaluate their work as described in Step 3 before going to the next line.

Tell the students to look at the two lines of **undercurves**. Tell them that fifteen lowercase cursive letters begin with an undercurve (**b, e, f, h, i, j, k, l, ll, p, r, s, t, u, w**). Ask them to name some of the letters. Next, have them begin at each dot and trace and write the undercurves.

Tell the students to look at the two lines of **downcurves**. Tell them that four lowercase cursive letters begin with a downcurve (**a, d, g, q**) and that the letters **o, c,** and **ch** contain a steep downcurve. Next, have the students begin at each dot and trace and write the downcurves.

## Trazos básicos de cursiva

**Inclina** - El trazo inclinado se usa en muchas letras cursivas. ¿Puedes nombrar las letras que contienen un trazo inclinado?

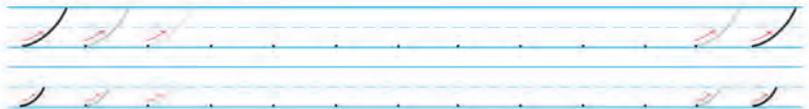
Traza y escribe los trazos inclinados.



Estudia los trazos inclinados de las letras a la derecha.



**Curva debajo** - La curva debajo se usa para iniciar quince letras minúsculas. ¿Puedes nombrarlas? Traza y escribe las curvas debajo.



Estudia las curvas debajo de las letras a la derecha.



**Curva hacia abajo** - La curva hacia abajo se usa en siete letras minúsculas. ¿Puedes nombrarlas? Traza y escribe las curvas hacia abajo.



Estudia las curvas hacia abajo de las letras a la derecha.



**Sobrecurva** - La sobrecurva se usa para iniciar siete letras minúsculas. ¿Puedes nombrarlas? Traza y escribe las sobrecurvas.



Estudia las sobrecurvas de las letras a la derecha.



6  **REVISA**  Inclina  Curva abajo  Curva hacia abajo  Sobrecurva

Tell the students to look at the two lines of **overcurves**. Tell them that seven lowercase cursive letters begin with an overcurve (**m, n, ñ, v, x, y, z**). Next, have the students begin at each dot and trace and write the overcurves.

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

Have the students carefully evaluate their basic strokes and then complete the **REVISA** at the bottom of the page.

**Katherine's OT Tip** Cursive letters challenge students to change directions with their handwriting from straight up-down strokes to those that slant. A simple way to provide support for those skills is by using a 3-inch binder to raise their writing surface. Place the binder with the rings toward the top of the desk and positioned correctly for writing. This places the wrist in a slightly extended position, allowing the forearm to rest on the desk. This strategy is especially helpful for left-handed writers.

# Trazos básicos de cursiva

## Trazos básicos de cursiva

La mano y el brazo deben moverse juntos al hacer los ejercicios que aparecen a continuación. No uses los dedos al escribir.

Traza y escribe el ejercicio de unión de curva debajo a curva debajo.



Traza y escribe el ejercicio de unión de curva debajo a curva debajo.



Traza y escribe el ejercicio de unión de curva debajo a curva hacia abajo.



Traza y escribe el ejercicio de unión de curva debajo a sobrecurva.



**Relaciona** - Dibuja una línea desde cada trazo hasta el nombre correcto.

Relaciona los trazos **iniciales** con la letra correcta.

Relaciona los trazos  **finales** con la letra correcta.

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### 1. Model & Discuss

Have the students open their books to page 7. Tell them to look at the basic stroke joining exercises and ask them to name the type of joining used in each exercise.

### 2. Practice

The first line shows an **undercurve to short undercurve** joining exercise. Have the students trace and write the joining exercise.

The second line shows an **undercurve to tall undercurve** joining exercise. Have the students trace and write the joining exercise.

The third line shows an **undercurve to downcurve** joining exercise. Have the students trace and write the joining exercise.

The fourth line shows an **undercurve to overcurve** joining exercise. Have the students trace and write the joining exercise.

**Matching** Have the students draw a line from each basic stroke to its correct name. Next, have them draw a line from each beginning stroke to the correct letter. Finally, have them draw a line from each ending stroke to the correct letter.

**3. Self-Evaluate** Have the students carefully evaluate each joining exercise. Check each for consistent spacing and correct joining strokes.

**Katherine's OT Tip** Cursive curves can throw students a curve ball! Warm-ups can include large movement activities, such as air writing and drawing large letter formations on a vertical surface, 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 them trace those tricky curves there as a warm-up to their workbook pages.

# Calidad de líneas y formas de las letras

## Objetivos:

- Escribir con la calidad de línea correcta.
- Comprender los trazos básicos y demostrar la correcta formación de letras.

## 1. Model & Discuss

Have the students open their workbooks to page 8 and read the heading in the blue panel. Tell them that line quality refers to the smoothness, evenness, color, and thickness of the pencil line. Have them study the examples of line quality and tell them to avoid making their pencil lines too heavy, too light, or wavering.

Have the students read the second heading in the blue panel. Tell them that all letter forms are made from basic strokes, and that the beginning stroke of a letter must be formed correctly or the entire letter may be illegible.

## 2. Practice

Tell the students to look at the first line of letters. Tell them that these letters begin with an a wide undercurve. Have them write the letters and check their undercurves.

Have the students look at the second line of letters. Tell them that the letters **A, a, d, g,** and **q** begin with a wide downcurve and that the letters **o, c,** and **ch** contain a sharp downcurve. Have them write the letters and check their downcurves.

Tell the students to look at the third line of letters. Tell

### Calidad de líneas

La calidad de la línea se refiere a la suavidad, la igualdad, el color y el grosor de la línea del lápiz.

Asegúrate de aplicar la presión correcta al lápiz. Demasiada presión puede hacer que tu escritura sea demasiado oscura. Una presión insuficiente puede hacer que tu escritura sea demasiado clara. Sostener el lápiz con demasiada fuerza crea una línea desigual. Estudia estos ejemplos.

CORRECTO

azul

MUCHA PRESIÓN

azul

MUY POCa PRESIÓN

azul

DESIGUAL

azul

### Formas de las letras

Todas las formas de las letras se hacen con trazos básicos. Si haces tus trazos básicos correctamente, tu escritura será legible.

Estudia los trazos básicos a continuación. Presta mucha atención a su uso en las formas de las letras.

Asegúrate de que tus curvas debajo sean anchas.

No termines la curva debajo demasiado pronto.

b e f h i l t

b e f h

Escribe las letras con curva debajo i, f, u, w, e, l, ll, h, b, k, f, r, s, j, y p.

Haz las curvas hacia abajo anchas en las letras a, d, g y q. Haz curvas hacia abajo cerradas en las letras o, c y ch.

Las curvas hacia abajo están demasiado cerradas, deben ser anchas.

a a d g q o c

u ch y q

Escribe las letras con curvas hacia abajo a, d, g, q, A, o, c y ch. Haz correctamente las curvas hacia abajo.

Haz tus sobrecurvas anchas.

No subas la sobrecurva demasiado rápido.

m m n v y

m n y

Escribe las letras con sobrecurva m, n, ñ, v, x, y y z. Asegúrate de que tus sobrecurvas sean correctas.



REVISAR

Calidad de líneas

Curva abajo

Curva hacia abajo

Sobrecurva

Forma de letras

8

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them these letters begin with an overcurve. Have them write the letters and check their overcurves.

**3. Self-Evaluate** Have the students carefully evaluate their handwriting and then complete the **REVISAR** at the bottom of the page.

**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**. A fun way to add a bit of tactile awareness to a handwriting session involves crayons, some drawing paper, and a pencil. Have your students cover a portion of their paper with a layer of crayon scribbles. Then have them write a message in cursive in the wax with their pencils. Both the coloring and the writing will work on enhancing tactile awareness.

## Tamaño y alineación

El tamaño es la altura de las letras por sobre la línea inferior. La alineación es la igualdad de las letras a lo largo de la línea inferior y que la parte superior de todas las letras sea del mismo tamaño, incluso en altura.

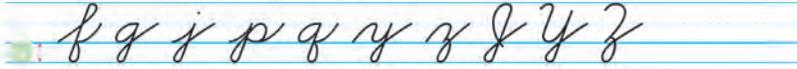
**Letras altas** - Letras altas cubren todo el espacio entre la línea de abajo y la de arriba. Todas las letras mayúsculas y las letras minúsculas **b, f, h, k** y **l** son letras altas.



**Letras cortas** - Letras que ocupan aproximadamente la mitad del espacio de escritura.



**Letras con cola** - Letras con bucles inferiores que ocupan aproximadamente la mitad del espacio debajo de la línea inferior.



**Letras intermedias** - Las letras minúsculas **d** y **t** ocupan aproximadamente dos tercios del espacio de escritura.



Escribe las oraciones.

El tamaño correcto y la alineación de las letras son elementos importantes para una escritura legible. La buena formación de letras también ayuda a que tu escritura sea fácil de leer.

Handwriting practice lines for writing sentences.

**REVISAR**  Espacio de letras  Uniones  Alineación  Inclina  Espacio entre palabras

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### Objetivos:

- Comprender los tamaños de letras altas, cortas e intermedias.

## 1. Model & Discuss

Have the students open their books to page 9. Tell them that correct letter size and alignment are important elements of legibility. Have them study the examples of letter size.

**Maximum Letters:** Explain that these letters fill the entire space from bottom line to the top line.

**Minimum Letters:** Explain that these letters fill one-half the space above the bottom line.

**Descender Letters:** Explain that these letters fill the space below the bottom line.

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

Ask the students to write their full name on a sheet of paper using correct uppercase and lowercase letters.

Ask them if their name has any:

- Maximum Letters
- Minimum Letters
- Intermediate Letters
- Descender Letters

## 2. Practice

Have the students read the sentences in the green box and then write them on the writing lines at the bottom of the page.

**3. Self-Evaluate** Have the students carefully evaluate their handwriting and then complete the **REVISAR** at the bottom of the page.

# Uniones de trazo elevado

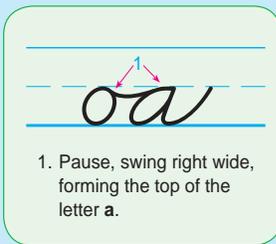
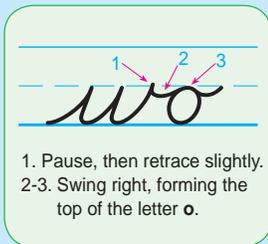
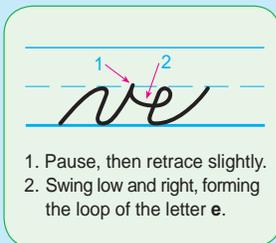
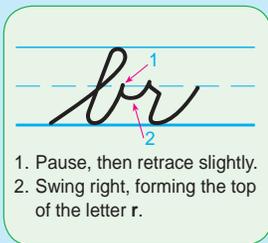
## Objetivos:

- Reconocer las uniones de trazos elevados.
- Trazar y escribir las uniones de trazos elevados en palabras y oraciones.

## 1. Model & Discuss

Have the students open their books to page 10. Tell them the lowercase letters **b**, **v**, **o**, and **w** have a checkstroke ending. Have the students look at the **br** joining in the green box and read the joining description to the class (see **br** joining below).

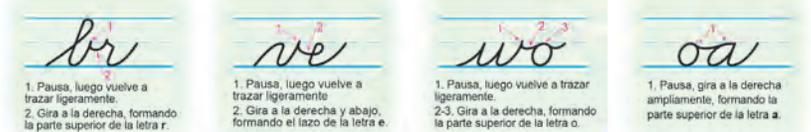
Do the same for the **ve**, **wo**, and **oa** joinings. Have the students study the joinings parts the red arrows are pointing to.



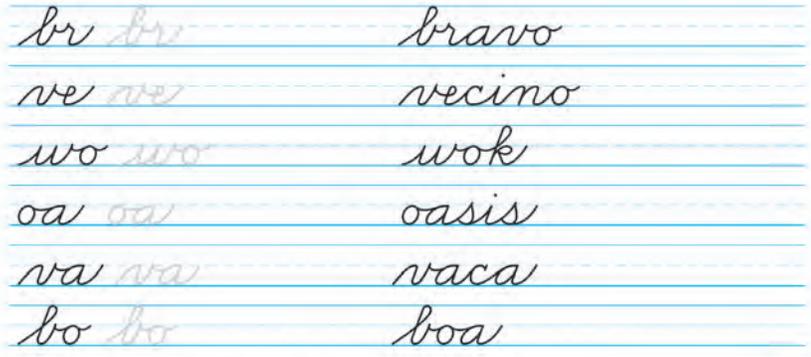
**Key Point** Before the students start tracing and writing the joinings, have them look at the pencil position illustration at the bottom of their workbook page. Tell them to make certain they are holding their pencils as the illustration indicates.

## Uniones de trazo elevado

Las letras minúsculas **b**, **v**, **o** y **w** terminan con un trazo elevado. Las uniones de trazo elevado siempre giran hacia la derecha en la siguiente letra. Estudia las uniones a continuación.

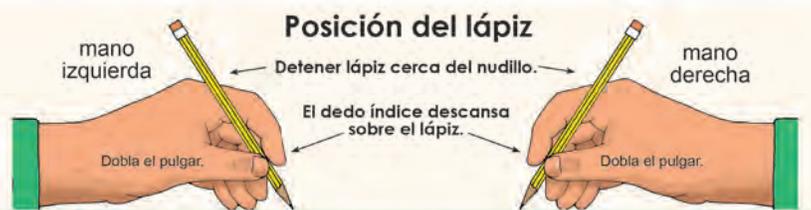


Traza las uniones. Escribe cada unión dos veces. Escribe las palabras.



Escribe la oración. Revisa tus trazos de uniones.

El fútbol y el hockey son deportes muy físicos.



10 **REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclinación  Espacio entre palabras

## 2. Practice

Have the students trace and write the joinings and words. Have them write the sentence.

**3. Self-Evaluate** After the students have completed the writing activities, have them go back and self-evaluate their letter forms, joinings, word spacing, and line quality and complete the **REVISAR** at the bottom of the page.

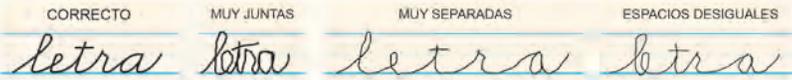
**Katherine's OT Tip** Joining letters requires efficient **visual-spatial** and **visual-motor skills**. The combining stroke for cursive writing asks students to manage space and to plan their next motor movement consecutively. A fun way to help students enhance their motor memory and **visualization 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.

# Espacio entre letras, palabras y oraciones

## Espacio entre letras

El espacio entre las letras debe ser consistente. Si las letras están muy juntas o muy separadas, tu escritura será difícil de leer. Estudia el ejemplo a continuación. Muestra el espacio de letras correcto.

*Este es un buen espacio de letras.*



## Espacio entre palabras

El espacio correcto entre palabras hace la escritura fácil de leer. Mantén consistente el espacio entre palabras. Deja suficiente espacio entre las palabras para un óvalo pequeño. Estudia el ejemplo a continuación.

*Este es buen espacio entre palabras.*

Escribe la oración: **El nuevo camión es azul.** Revisa el espacio entre palabras.

## Espacio entre oraciones

Deja suficiente espacio entre oraciones para un óvalo grande. Estudia el ejemplo a continuación.

*El carro es rojo. ¡Me gusta!*

Escribe las oraciones: **Me gusta la pizza. ¿Y a ti?** Estudia el ejemplo a continuación.

## Sangría de párrafo

Al iniciar un párrafo nuevo, deja suficiente espacio para dos óvalos grandes. Estudia el ejemplo a continuación.

*Esto muestra la sangría correcta para un párrafo.*

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### Objetivos:

- Aprender el espacio correcto entre letras.
- Aprender el espacio correcto entre palabras.
- Aprender el espacio correcto de la oración.
- Aprender la sangría correcta de párrafo.

**Sentence Spacing:** Ask the students to look at the sentence spacing example. Tell them they should allow enough space between sentences to fit a large oval.

**New Paragraph Spacing:** Ask the students to look at the New Paragraph Indent spacing example at the bottom of page 11. Tell them to indent enough space for two large ovals.

### Discuss

Have the students open their books to page 11.

**Letter Spacing:** As students examine the first line, 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. Explain that there should be enough room between words for a small oval. It is better to allow a bit more space between words than to crowd them.

Make a copy of **Worksheet 11** for each student. Have them study page 11, then complete the worksheet and check their writing against the spacing models in their books.

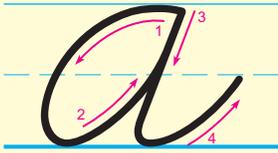
### Worksheet 11

You can download and print copies of Worksheet 11 at:  
[pub.net/756worksheets.pdf](http://pub.net/756worksheets.pdf)



**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.

## A mayúscula



### Objetivos:

- Repasar los trazos de la letra **A** cursiva.
- Trazar y escribir la letra **A** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **A** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 12 and study the cursive **A** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **A** in the blue tab as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two more times.

**Key Point** Make sure the top of the downcurve is wide and briefly traces along the top line before it begins to curve down.

### 2. Practice

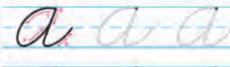
On the first line, have the students start at each dot to trace and write the cursive **A** as they say “**curva hacia abajo, curva debajo, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **A**

#### A mayúscula

Traza y escribe la letra, uniones y palabras.



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



Ab Abuela ad adición

Ab Abuela ad adición

Escribe la oración.

Los nativos americanos

vivieron en las Américas

durante siglos antes de que

llegaran los primeros

exploradores europeos.

12



Espacio de letras

Uniones

Espacio entre palabras

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directly under the letters in the first line.

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

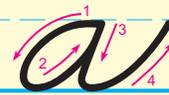
Have the students trace and write the joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine's OT Tip** Functional Fun! Skill mastery takes on a special meaning when it becomes functional. Bringing handwriting from the practice stage to functional use is a key element in building a healthy respect for its importance in school success. As students transfer their handwriting skills across subject areas, it is important to remind them that every time they use their handwriting to communicate information they must check their work for legibility. Stayed tuned for more “Functional Fun” tips along the way!



a minúscula

Traza y escribe la letra, uniones y palabras.



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



al álgebra av avión

al álgebra av avión

Escribe la oración.

Algunas tribus nativo  
americanas son los  
Algonquines, Navajos,  
Cherokees, Apaches e Iroqués.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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13

### 1. Model & Discuss

Have the students open their books to page 13 and study the cursive **a** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

1. ¿Cómo se llama el primer trazo? (curva hacia abajo)
2. ¿Cuántas curvas debajo tiene esta letra? (2)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Qué letras minúsculas comienzan como esta letra? (d, g, q)

After you discuss the letter, have the students trace over the cursive **a** in the blue tab as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two more times.

**Key Point** Make sure the top of the downcurve is wide and briefly traces along the midline before it begins to curve down.

### Objetivos:

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

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **a** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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.

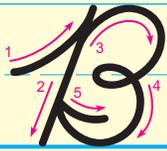
Have the students trace and write the joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

**Letter a 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, such as with the lowercase letter **a**, 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, and that this is the stopping point for the first letter and the beginning point for the next. This will assist auditory learners in understanding this stroke. Have the students place the highlighting themselves to enhance tactile and visual awareness.

## B mayúscula



### Objetivos:

- Repasar los trazos de la letra **B** cursiva.
- Trazar y escribir la letra **B** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **B** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 14 and study the cursive **B** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

After you discuss the letter, have the students trace over the cursive **B** in the blue tab as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha.**” Repeat this two more times.

**Key Point** Retrace the slant stroke almost to the top before you curve forward. Loop at the midline.

### 2. Practice

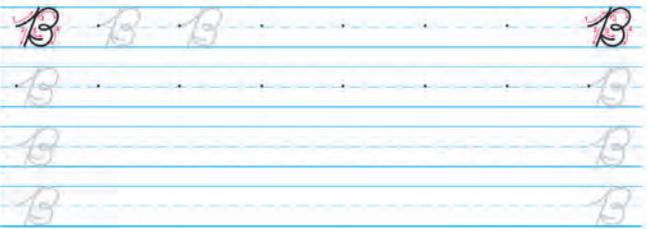
On the first line, have the students start at each dot to trace and write the cursive **B** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the

### B mayúscula

Traza y escribe la letra y palabras.



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



Benjamin Banneker Boston

Benjamin Banneker Boston

Escribe la oración.

Al comienzo de la Guerra

Revolucionaria, en 1775, la

batalla de Bunker Hill

tuvo lugar en Boston.



**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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second, third, and fourth lines, have the students trace and write the cursive **B** directly under the letters in the first line.

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

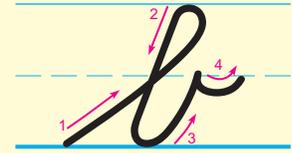
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**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 games with models, block copying designs, and tangrams.

## b minúscula



### b minúscula

Traza y escribe la letra, uniones y palabras.



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



be bebé ba ballena balón

be bebé ba ballena balón

Escribe las oraciones.

Los vertebrados son animales

que tienen columna vertebral

(vértebras). Los invertebrados

no tienen columna vertebral.



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### Objetivos:

- Repasar los trazos de la letra **b** cursiva.
- Trazar y escribir la letra **b** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **b** en oraciones.

### 2. Practice

On the first line, have the students start at each dot to 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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **b** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.   

**Letter 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 strive to master 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.

### 1. Model & Discuss

Have the students open their books to page 15 and study the cursive **b** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

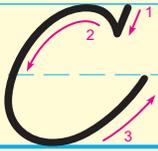
Ask the students the following questions as they look at the model of the cursive **b**:

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

After you discuss the letter, have the students trace over the cursive **b** in the blue tab as they say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two more times.

**Key Point** The first undercurve in this letter is wide; the second undercurve curves up sharply.

## C mayúscula



### Objetivos:

- Repasar los trazos de la letra **C** cursiva.
- Trazar y escribir la letra **C** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **C** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 16 and study the cursive **C** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **C**:

1. ¿Cómo se llama el primer trazo? (inclina cortamente)
2. ¿Dónde termina el último trazo? (la línea del medio)
3. ¿Cómo se llama el último trazo? (curva debajo)
4. ¿Dónde comienza esta letra? (la línea de arriba)

After you discuss the letter, have the students trace over the cursive **C** in the blue tab as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo.**” Repeat this two more times.

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



### 2. Practice

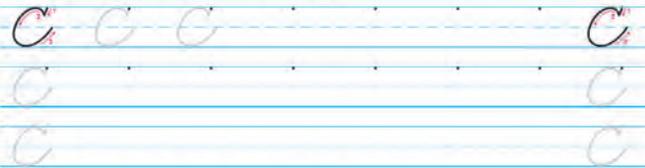
On the first line, have the students start at each dot to trace and write the cursive **C** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **C** directly under the letters in the first line.

### C mayúscula



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

Traza y escribe la letra, uniones y palabras.



Cr Cristóbal Co Colón

Cr Cristóbal Co Colón

Escribe las oraciones.

Los circuitos son dispositivos

por los que pasa la

electricidad. El alambre de

cobre se utiliza con frecuencia

para hacer circuitos eléctricos.



16

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter C 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 large shoulder and arm movements. Using pencils or crayons versus markers enhances **tactile awareness**.



c minúscula

Traza y escribe la letra, uniones y palabras.



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



ca carbón co concreto

ca carbón co concreto

Escribe la oración.

Un circuito cerrado es un  
circuito que permite que una  
corriente eléctrica fluya

constantemente a

través de él.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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17

### 1. Model & Discuss

Have the students open their books to page 17 and study the cursive **c** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **c**:

1. ¿Cómo se llama el primer trazo? (inclina cortamente)
3. ¿Dónde termina el último trazo? (la línea del medio)
3. ¿Cómo se llama el último trazo? (curva debajo)
4. ¿Dónde comienza esta letra? (la línea del medio)

After you discuss the letter, have the students trace over the cursive **c** in the blue tab as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo.**” Repeat this two more times.

**Key Points** The short slant stroke increases legibility. The left side of the letter is a backward oval motion. The undercurve swings wide.



### Objetivos:

- Repasar los trazos de la letra **c** cursiva.
- Trazar y escribir la letra **c** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **c** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **c** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **c** directly under the letters in the first line.

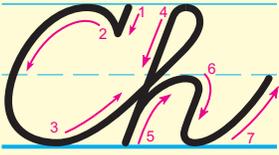
**3. Self-Evaluate** After each line of practice, students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through. Have the students trace and write the joinings and words. Finally, have them write the sentence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

**Extra Practice:** Students can trace, write, and self-evaluate letters with *AlphamationPlus*.   

**Letter 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 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 mayúscula



### Objetivos:

- Repasar los trazos de la letra **Ch** cursiva.
- Trazar y escribir la letra **Ch** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **Ch** en oraciones.

### 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 hacia atrás, curva hacia abajo, 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 18. 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

Ch mayúscula

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 la letra.

Ch Ch

Ch

Ch

Ch

Ch

Ch

Ch

Ch

Escribe las palabras.

Chile

Chávez

Chihuahua

Escribe la oración.

Chile es un país

sudamericano que ocupa

una franja de tierra

larga y estrecha entre los

Andes y el Océano Pacífico.

18 **REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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their work as described in Step 3 before continuing with the next line. On the second, 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 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**.



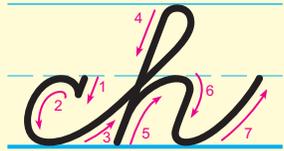
Trace



Write



Check



ch minúscula

Traza y escribe la letra.

ch

ch 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 palabras.

chicharos chamarra charro

chicharos chamarra charro

Escribe la oración.

Cuando cumpla quince años,

Alberto será mi chambelán.



**Objetivos:**

- Repasar los trazos de la letra **ch** cursiva.
- Trazar y escribir la letra **ch** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **ch** en oraciones.

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**

On the first line, have the students start at the dots and trace and write the cursive **ch** as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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 **ch** directly below the letters on the first line as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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

Have the students trace and write the words, write the sentence, and complete the **REVISAR**.

**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 cortamente)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Cuántas veces toca la línea del medio? (6)

After you discuss the letter, trace over the model of the cursive **ch** and say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Repeat

# Escribiendo números

## Objetivos:

- Reconocer y nombrar los números cursivos **1-10**.
- Aprender los trazos básicos en los números **1-10**.
- Trazar y escribir los números **1-10**.

## 1. Model & Discuss

Have the students open their books to page 20 and look at the numeral **1** on the first line (or use *AlphamationPlus* to model the numeral; see page T17 for details).

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

1. ¿Dónde comienza el primer trazo? (ver página del estudiante)
2. ¿Cuántos trazos hay en este número? (ver página del estudiante)
3. ¿Se levanta el lápiz? (sí, en el 4, 5 y 10)

Have the students trace over the numeral **1** in their books as they say “**inclina**.”

## 2. Practice

On the first line, have the students start at each dot and trace and write the numeral **1** as they say “**inclina**” to themselves.” Have them stop and evaluate their work as described in Step 3 before going to the next line.

**3. Self-Evaluate** After each line of practice, 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** Step 1 (using the same questions above) and Step 2 (using the stroke descriptions below) for the cursive numerals **2-10**.

Stroke descriptions for numerals 2 through 10:

Numeral **2** say “**curva hacia adelante, inclina, desliza a la derecha.**”

Numeral **3** say “**curva hacia adelante, abajo, y atrás, curva hacia adelante, abajo, y atrás.**”

## Escribiendo números

Traza y escribe los números



Le fecha 4 de julio de 2014, también se puede escribir 4/7/14, que indica el séptimo mes (julio), y el cuarto día del mes y el año 2014. Mira el ejemplo a la derecha.

Escribe las fechas a continuación usando solo números.

día mes año  
7/4/14

- |                             |                            |
|-----------------------------|----------------------------|
| 1. primero de enero de 2014 | 5. 13 de febrero de 2002   |
| 2. 25 de noviembre de 2005  | 6. 30 de mayo de 2008      |
| 3. 28 de julio de 2000      | 7. 22 de diciembre de 2011 |
| 4. 10 de octubre de 2009    | 8. 4 de agosto de 2003     |
1. 1/1/14    2. 11/25/05    3. 7/28/00    4. 10/10/09  
 5. 2/13/02    6. 5/30/08    7. 12/22/11    8. 8/4/03

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

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

Numeral **6** say “**curva hacia abajo, curva hacia arriba, abajo.**”

Numeral **7** say “**desliza a la derecha, inclina.**”

Numeral **8** say “**curva hacia atrás, curva hacia abajo, curva hacia atrás, inclina hacia arriba.**”

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

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

Finally, have the students complete the writing dates activity.

**Katherine's OT Tip** Dot grid activities are especially helpful for students who struggle with number formations. Draw a number on the grid and have them trace it first with tracing paper. On a fresh grid below it, have them reproduce the number from the model. They can check their work by placing their traced version on top of it. Using a colored pencil, have the students make any corrections on their reproduction. This activity helps kinesthetic learners to “see, touch, and compare” their work. This works well with letter formations, as well!

## Letras descendentes

Las letras cursivas f, g, j, p, q, y, J, Y, y Z tienen partes que van por debajo de la línea inferior.



# Letras descendentes

Traza y escribe las letras. Escribe las palabras.

f	jugó
g	regalo
f	familia
p	planta
q	que
y	yelmo
z	zacate
Y	Yesenia
Z	Zacarías

Escribe la oración.

La familia de Maggie se fue a Wyoming por un año.

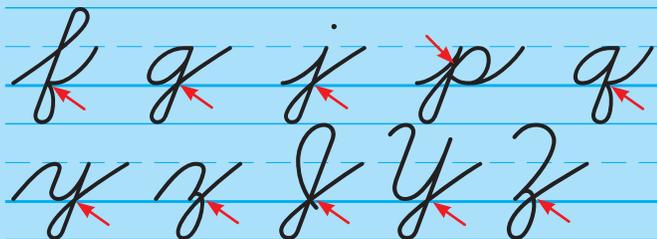


### 1. Model & Discuss

Have the students open their books to page 21. Ask them to look at the gray letter models on the left side of the page. Tell them that these letters are called descending letters because a part of the letter descends below the bottom line. The descending part of the letters **f, g, j, p, q, y, z, J, Y, and Z** fills the space below the bottom line.

Ask the students if they have any descending letters in their name.

**Key Points** Tell the students to pay attention to where the descenders cross or touch the slant strokes.



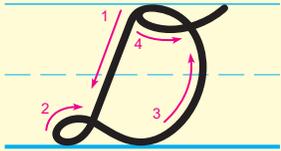
### 2. Practice

Have the students trace and write the letters, then write the words. Have them write the sentence at the bottom of the page.

**3. Self-Evaluate** Have the students carefully self-evaluate their work and complete the **REVISAR** at the bottom of the page. Tell the students to be sure their descenders fill the entire space below the bottom line.

**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 minimal. Efficient handwriting is produced through shoulder movements that glide the arm and hand across the page. This is an isolated movement versus individual movements that use the wrist, hand, and fingers separately. Practice on a large vertical surface can enhance smooth shoulder movements.

## D mayúscula



### Objetivos:

- Repasar los trazos de la letra **D** cursiva.
- Trazar y escribir la letra **D** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **D** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 22 and study the cursive **D** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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 abajo? (la línea de abajo)
4. ¿Esta letra se une a la siguiente letra?(no)

After you discuss the letter, have the students trace over the cursive **D** in the blue tab as they say “**inclina, curva, curva hacia arriba, curva.**” Repeat this two more times.

**Key Points** Both loops in this letter are horizontal loops. Be sure the top loop connects to the first stroke.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **D** as they say “**inclina, curva, curva hacia arriba, curva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **D** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, students circle their best letter and put an X on the one that needs

D mayúscula

Traza y escribe la letra y palabras.



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



Escribe la oración.

*El Dust Bowl, o Dirty Thirties, se refiere a una sequía severa que causó grandes tormentas de polvo en la década de 1930.*

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

22

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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. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine's OT Tip** A functional handwriting style requires the writer to transfer handwriting skills to a myriad of communication mediums. Many of them will not provide lines and will have spacing constraints. Sketch book activities can address the **visual-motor** and **visual-perceptual skills** needed for managing these spacing and alignment issues. Students can copy simple picture models or designs using pencils, adding a piece of sand paper under their sketch paper to enhance their **tactile awareness**. Visual learners can expand their **visual-spatial skills** by sketching an object or person in the room.

## d minúscula



### d minúscula

Traza y escribe la letra, uniones y palabras.

*d*

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



*de dentista da danza*  
*de dentista da danza*

Escribe la oración.

*Estas tormentas de polvo*

*causaron que cientos de*

*miles de personas en los*

*estados centrales*



*abandonaran sus hogares.*

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23

### Objetivos:

- Repasar los trazos de la letra **d** cursiva.
- Trazar y escribir la letra **d** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **d** en oraciones.

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the letter **d**.

### 3. Self-Evaluate

After each line of practice, 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 joinings and words. Finally, have them write the sentence.

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



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

**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.

### 1. Model & Discuss

Have the students open their books to page 23 and study the cursive **d** in the blue tab (or use [AlphamationPlus](#) to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **d**:

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo se llama el primer trazo? (curva hacia abajo)
3. ¿Cómo se llama el trazo más alto? (inclina)
4. ¿Cuántas veces toca la línea del medio? (4)

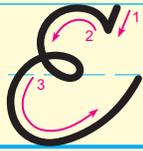
After you discuss the letter, have the students trace over the cursive **d** in the blue tab as they say “**curva hacia abajo, curva debajo, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Close the downcurve-undercurve motion. This letter fills 3/4 of the writing space. Pull the slant stroke to the baseline.



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## E mayúscula



### Objetivos:

- Repasar los trazos de la letra **E** cursiva.
- Trazar y escribir la letra **E** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **E** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 24 and study the cursive **E** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **E** in the blue tab as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo.**” Repeat this two more times.

**Key Points** The left side of the letter should have correct slant. The loop lies on the midline.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **E** as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to

#### E mayúscula



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

Traza y escribe la letra, uniones y palabras.



Ed Educador Eu Europa

Ed Educador Eu Europa

Escribe la oración.

Los ecosistemas son

comunidades de organismos

vivos y el medio ambiente

donde viven esos organismos.



REVISAR

Espacio de letras

Uniones

Tamaño de letras

Inclina

Espacio entre palabras

24

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the next line. On the second, third, and fourth lines, have the students trace and write the cursive **E** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

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

**Katherine's OT Tip** **Visual-Spatial Skills** are key ingredients for managing spaces without lines on workbook pages or worksheets. Students may be inconsistent with their letter sizing and spacing, at times squeezing words into a space or spreading them out to fill the space. They would benefit from a bit of highlighting to define the “invisible” bottom line, marking only the amount of space they will need for each word. As their skills improve, have them place the highlighting themselves to enhance their **visualization skills**.

e minúscula

Traza y escribe la letra, uniones y palabras.

ed educación en entrada

Escribe las oraciones.  
Los arrecifes de coral y las

selvas tropicales son ejemplos de ecosistemas.



Muchas plantas y animales viven en estos ecosistemas.

**Objetivos:**

- Repasar los trazos de la letra **e** cursiva.
- Trazar y escribir la letra **e** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **e** en oraciones.

**2. Practice**

On the first line, have the students start at the dots and trace and write the cursive **e** as they say “**curva debajo, curva hacia atrás, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **e** directly under the letters in the first line.

**1. Model & Discuss**

Have the students open their books to page 25 and study the cursive **e** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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

After you discuss the letter, have the students trace over the cursive **e** in the blue tab as they say “**curva debajo, curva hacia atrás, inclina, curva debajo.**” Repeat this two more times.

**Key Points** The undercurve beginning is made wide to allow for the loop. Pull the slant stroke to the baseline.



**3. Self-Evaluate**

After each line of practice, 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 joinings and words. Finally, have them write the sentences.

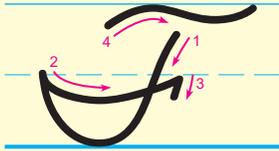
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**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.

## F mayúscula



### Objetivos:

- Repasar los trazos de la letra **F** cursiva.
- Trazar y escribir la letra **F** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **F** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 26 and study the cursive **F** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **F**:

1. ¿Cómo se llama el primer trazo? (inclina)
2. ¿Hay un levantamiento del lápiz en esta letra? (sí)
3. ¿Cuántas curvas debajo hay en esta letra? (3)
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, have the students trace over the cursive **F** in the blue tab as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba.**” Repeat this two more times.

**Key Point** The swing-right crosses the slant stroke and stops at the midline. The top does not touch the first slant stroke.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **F** as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **F** directly under the letters in the first line.

### F mayúscula



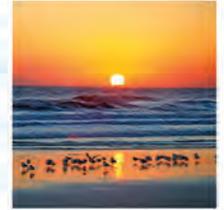
1. Inclina, curva hacia arriba
2. Gira a la derecha
3. Inclina cortamente
4. Curva hacia arriba, abajo, arriba

Traza y escribe la letra y palabras.



Francia Florida

Francia Florida



Escribe la oración.

Jefferson Finis Davis fue

Presidente de los Estados

Confederados de América

desde febrero de 1861

hasta mayo de 1865.



**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

26

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**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

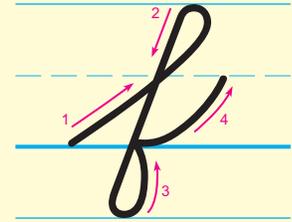
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**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, as well!

## f minúscula



f minúscula

Traza y escribe la letra, uniones y palabras.



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



fr frágil fo foto forma  
fr frágil fo foto forma

Escribe la oración.

Las mujeres lucharon por  
el sufragio (el derecho a  
votar) hasta que la 19<sup>a</sup>  
enmienda fue finalmente  
ratificada en 1920.

**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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27

### Objetivos:

- Repasar los trazos de la letra **f** cursiva.
- Trazar y escribir la letra **f** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **f** en oraciones.

**hacia atrás, inclina, curva hacia arriba, ata, curva debajo.** Repeat this two more times.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **f** as they say “**curva debajo, curva hacia atrás, inclina, curva hacia arriba, ata, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **f** directly under the letters in the first line.

### 1. Model & Discuss

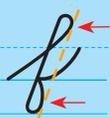
Have the students open their books to page 27 and study the cursive **f** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

1. ¿Cuántas curva 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. ¿Dónde cruza la vuelta? (la línea del medio)
5. ¿Qué otras letras comienzan como la letra **f** minúscula? (b, h, k, l minúsculas en cursiva)

After you discuss the letter, have the students trace over the cursive **f** in the blue tab as they say “**curva debajo, curva**

**Key Point** The top and bottom loops should be the same size and both must be on the right side of the slant stroke.



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

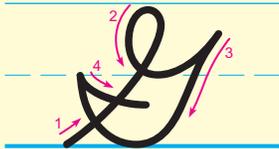
Have the students trace and write the joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**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.” This works for “b and d,” as well!

## G mayúscula



### Objetivos:

- Repasar los trazos de la letra **G** cursiva.
- Trazar y escribir la letra **G** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **G** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 28 and study the cursive **G** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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 otra letras mayúsculas terminan como la letra G? (B, I, S, T)

After you discuss the letter, have the students trace over the cursive **G** in the blue tab as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**” Repeat this two more times.

**Key Points** The big loop crosses at the midline. The ending is just like the first part of the uppercase T.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **G** as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **G** directly under the letters in the first line.

### G mayúscula



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

Traza y escribe la letra y palabras.



George Gettysburg

George Gettysburg



Escribe la oración.

El general Thomas Gage y

George Washington sirvieron

a Gran Bretaña en la

Guerra Francesa e India.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

28

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

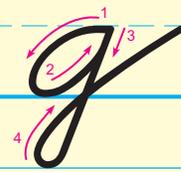
Have the students trace and write the words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter G Corrective Techniques** See page T30.

**Katherine's OT Tip** Educational success depends upon students' ability to convey their knowledge through their writings. Journal writing provides opportunities for students to use their handwriting skills to formulate their thoughts and create a written product that can be read and understood. Provide them with a “One-Minute Write It” time each day to jot down a thought or two in their journals. Inform them that you will be randomly reviewing their wonderful work to discover their handwriting progress. Daily or weekly review will alert you to their needs, as well.

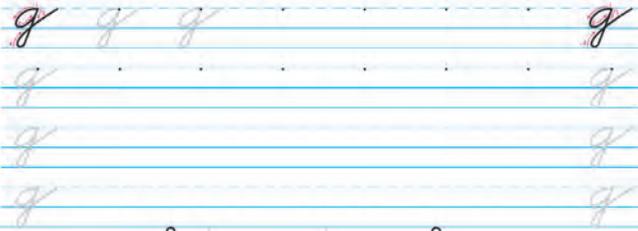


g minúscula

Traza y escribe la letra, uniones y palabras.



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



ge general go gobierno  
ge general go gobierno

Escribe las oraciones.

Durante la Guerra Revolucionaria, Gage y Washington lucharon en lados opuestos. Gage continuó sirviendo a Inglaterra, mientras que Washington lideró el Ejército Continental.

Blank handwriting lines for writing the sentences.

**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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29

### 1. Model & Discuss

Have the students open their books to page 29 and study the cursive **g** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

After you discuss the letter, have the students trace over the cursive **g** in the blue tab as they say “**curva hacia abajo, curva debajo, inclina, sobrecurva.**” Repeat this two more times.

**Key Point** The slant stroke fills the space below the bottom line. The overcurve ending crosses the slant stroke at the baseline.



### Objetivos:

- Repasar los trazos de la letra **g** cursiva.
- Trazar y escribir la letra **g** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **g** en oraciones.

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **g** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

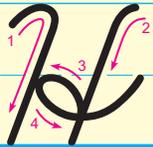
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**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 their parents and an occupational therapist about possible additional needs.

# H mayúscula



## Objetivos:

- Repasar los trazos de la letra **H** cursiva.
- Trazar y escribir la letra **H** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **H** en oraciones.

## 1. Model & Discuss

Have the students open their books to page 30 and study the cursive **H** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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? (de abajo del primer trazo)
5. ¿Esta letra se une a la siguiente letra? (sí)

After you discuss the letter, have the students trace over the cursive **H** in the blue tab as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha.**” Repeat this two more times.

**Key Points** The two slant strokes in this letter are parallel. Keep the loop below the midline.



## 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **H** as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **H** directly under the letters in the first line.

### H mayúscula



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

Traza y escribe la letra, uniones y palabras.



He Hemán Ho Honduras

He Hemán Ho Honduras

Escribe las oraciones.

El río Hudson lleva el

nombre de Henry Hudson.

Hudson era un explorador

británico en el siglo 17.

30



**REVISA**

Espacio de letras

Uniones

Tamaño de letras

Espacio entre palabras

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISA** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with *AlphamationPlus*.



Trace

Write

Check

**Letter H Corrective Techniques** See page T30.

**Katherine's OT Tip** Homework assignment lists are ideal for the transfer of handwriting from practice to functional use. Instruct your students to write their daily homework assignments on paper you have provided. Begin with paper that offers ample lines and spaces. Gradually diminish the amount of space provided and finally proceed to paper without lines. This daily routine has many benefits, as it offers structure and reminders for homework, as well as an easy way to demonstrate students' handwriting successes to their parents.

### h minúscula

Traza y escribe la letra, uniones y palabras.



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



Escribe la oración.

Hay muchas cosas que  
 pueden cambiar la  
 superficie de la Tierra, como  
 el clima y los terremotos.



### REVISAR

- Espacio de letras  Uniones  Tamaño de letras  Espacio entre palabras

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31

## 1. Model & Discuss

Have the students open their books to page 31 and study the cursive **h** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

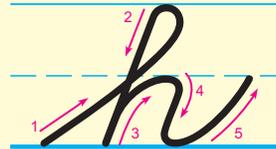
1. ¿Cómo se llama el último trazo? (curva debajo)
2. ¿Cuántos trazos inclinados hay en esta letra? (2)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Cómo se llama el primer trazo? (curva debajo)
5. ¿Hay una sobrecurva en esta letra? (sí)

After you discuss the letter, have the students trace over the cursive **h** in the blue tab as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two more times.

**Key Points** The undercurve is made wide to allow room for the upper loop. The two slant strokes are parallel.



## h minúscula



### Objetivos:

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

## 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **h** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

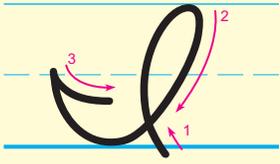
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine’s OT Tip** Letters that combine many curves and slants, such as the uppercase **T** and **E**, can be a struggle for some students. Sand paper tracing can provide the **tactile awareness** they need to master the motor movements. Tracing the letter formation with their finger over a model drawn on the chalkboard or on a piece of construction paper can do this as well. Tracing paper adds 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.

## I mayúscula



### Objetivos:

- Repasar los trazos de la letra **I** cursiva.
- Trazar y escribir la letra **I** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **I** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 32 and study the cursive **I** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **I**:

1. ¿Cómo se llama el primer trazo? (curva arriba)
2. ¿Hay un levantamiento del lápiz en esta letra? (no)
3. ¿Dónde termina el último trazo? (debajo de la línea del medio)
4. ¿Dónde comienza el giro hacia la derecha? (la línea del medio)
5. ¿Dónde comienza esta letra? (debajo de la línea de abajo)

After you discuss the letter, have the students trace over the cursive **I** in the blue tab as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha.**” Repeat this two more times.

**Key Points** This letter starts below the bottom line. The big loop (curve up and down strokes) should have the correct slant.



### 2. Practice

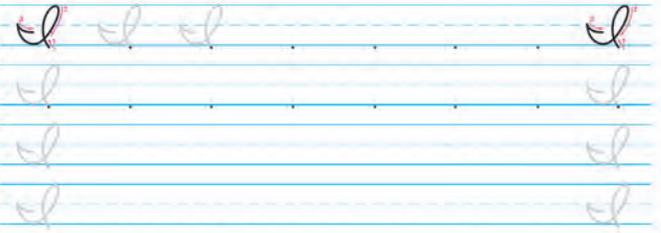
On the first line, have the students start at each dot to trace and write the cursive **I** as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **I** directly under the letters in the first line.

### I mayúscula



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

Traza y escribe la letra y palabras.



Irwin Inglaterra Ingrid  
Irwin Inglaterra Ingrid

Escribe las oraciones.

En 1774, el rey Jorge creó lo que los colonos llamaron "Actos intolerables".  
Estas leyes estaban destinadas a castigar a los colonos por la fiesta de té de Boston.

Blank handwriting lines for writing the sentences.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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

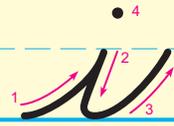
Have the students trace and write the words, write the sentences, and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

**Letter I Corrective Techniques** See page T30.

**Katherine's OT Tip** Functional Fun! Even in this age of technology, students will discover the need to fill out many forms by hand as they travel through school and life. A fun way to provide additional **visual-spatial** and **visual-motor practice** for this task is to offer them opportunities to complete the types of forms they will encounter. They will enjoy filling out telephone messages, grocery lists, sticky notes, order forms, and yes, even a job application. Have them work together on a project to create a “Functional Forms Collage” for your bulletin board.

## i minúscula



i minúscula

Traza y escribe la letra, uniones y palabras.



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



*in inspirar if identificar*  
*im inspirar if identificar*

Escribe la oración.

Independence Hall  
Philadelphia, PA



*Los Actos intolerables*  
*llevaron a los colonos a*  
*tener el primer Congreso*  
*Continental en Filadelfia.*

**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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### Objetivos:

- Repasar los trazos de la letra **i** cursiva.
- Trazar y escribir la letra **i** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **i** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **i** as they say “**curva debajo, inclina, curva debajo, punto.**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **i** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.   

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

**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. Be sure to use 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!

### 1. Model & Discuss

Have the students open their books to page 33 and study the cursive **i** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

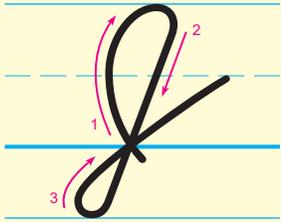
1. ¿Cuántos trazos hay en esta letra? (3 y un punto)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Cuál es el nombre del tercer trazo? (curva debajo)
4. ¿Dónde se coloca el punto en esta letra? (a la mitad del camino entre la línea de arriba y la línea del medio)
5. ¿Cuál es el nombre del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

After you discuss the letter, have the students trace over the cursive **i** in the blue tab as they say “**curva debajo, inclina, curva debajo, punto.**” Repeat this two more times.

**Key Point** Be sure to pause after the first undercurve to avoid making a loop. Pull the slant stroke to the baseline before you make the undercurve.



## J mayúscula



### Objetivos:

- Repasar los trazos de la letra **J** cursiva.
- Trazar y escribir la letra **J** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **J** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 34 and study the cursive **J** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **J** in the blue tab as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva.**” Repeat this two more times.

**Key Points** Curve up wide to keep the top loop open. The slant stroke fills the space below the bottom line.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **J** as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **J** directly under the letters in the first line.

### J mayúscula



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

Traza y escribe la letra, uniones y palabras.



Jo Josué Ja Jayden  
Jo Josué Ja Jayden

Escribe la oración.

Thomas Jefferson, John

Adams, John Jay y

James Madison fueron cuatro  
de los Padres Fundadores.



THOMAS JEFFERSON



JAMES MADISON

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

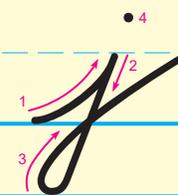
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**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 good **eye-hand coordination**. Strugglers 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**.

## j minúscula

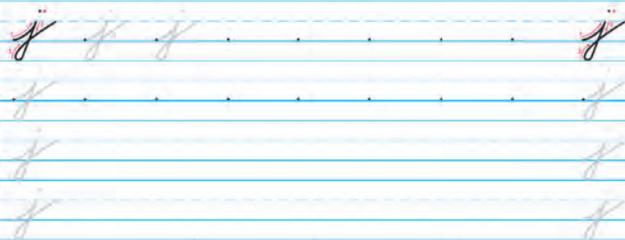


### j minúscula

Traza y escribe la letra, uniones y palabras.



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



ju juzgar ja jardinero

ju juzgar ja jardinero

Escribe las oraciones.

Una conjunción de coordinación es una palabra que une otras palabras en una oración.  
Las siete conjunciones coordinadoras son: para, y, ni, pero, o, aún, así.

Blank lines for writing sentences.



REVISAR

- Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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### Objetivos:

- Repasar los trazos de la letra **j** cursiva.
- Trazar y escribir la letra **j** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **j** en oraciones.

**inclina, curva hacia atrás, sobrecurva, punto.** Repeat this two more times.

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **j** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine’s OT Tip** Efficient **visual memory skills** help us to translate manuscript text and numerals into written words. They allow us to remember letter and word formations and recall them quickly for use in copying and 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 memory games can be good warm-up activities for these students.

### 1. Model & Discuss

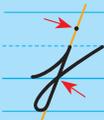
Have the students open their books to page 35 and study the cursive **j** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **j**:

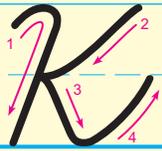
1. ¿Cómo se llama el último trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)
6. ¿Hay una sobrecurva en esta letra? (sí)

After you discuss the letter, have the students trace over the cursive **j** in the blue tab as they say “**curva debajo,**

**Key Points** The dot should line up with the slant stroke. The overcurve ending crosses at the bottom line.



## K mayúscula



### Objetivos:

- Repasar los trazos de la letra **K** cursiva.
- Trazar y escribir la letra **K** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **K** en oraciones.

### 1. Model & Discuss

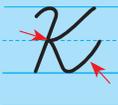
Have the students open their books to page 36 and study the cursive **K** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **K** in the blue tab as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo.**” Repeat this two times.

**Key Points** The slant-left stroke ties to the first slant stroke at the midline. The undercurve ending swings wide to allow room for the next letter.



### 2. Practice

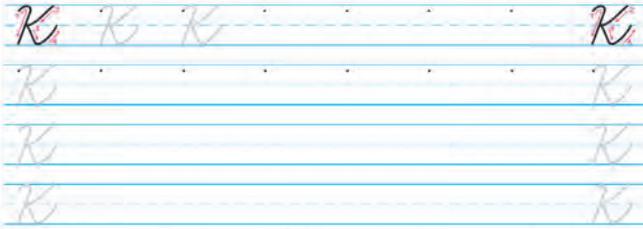
On the first line, have the students start at each dot to trace and write the cursive **K** as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **K** directly under

K mayúscula



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

Traza y escribe la letra, uniones y palabras.



Ke Kentucky Ka Kaitlyn  
Ke Kentucky Ka Kaitlyn

Escribe las oraciones.

Kublai Khan fue el quinto

Khagan, o gobernante, del

Imperio mongol. Él gobernó

desde 1260 hasta 1294 d.C.



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the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Letter K Corrective Techniques** See page T30.

**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 they can consult with their pediatrician.

## k minúscula

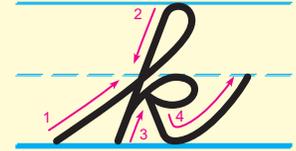
Traza y escribe la letra, uniones y palabras.



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



## k minúscula



### Objetivos:

- Repasar los trazos de la letra **k** cursiva.
- Trazar y escribir la letra **k** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **k** en oraciones.

ki kilómetro ki kilogramo  
 ki kilómetro ki kilogramo

Escribe las oraciones.

Leif Eriksson era un  
 explorador vikingo. Él es el  
 primer europeo conocido en  
 llegar a América del Norte.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclinación  Espacio entre palabras

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### 1. Model & Discuss

Have the students open their books to page 37 and study the cursive **k** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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. ¿Esta letra toca la línea de arriba? (sí)
5. ¿Cuántas veces toca la línea del medio? (4)

After you discuss the letter, have the students trace over the cursive **k** in the blue tab as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, curva hacia atrás, une, inclina a la derecha, curva debajo.**” Repeat two times.

**Key Point** The “nose” of the letter, formed by the overcurve and loop back, must be large so the letter is easy to read. Be sure to close the loop in the “nose” of the letter.



### 2. Practice

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**” to themselves. Have them evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **k** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**Katherine’s OT Tip** Finger dexterity and in-hand manipulation are important fine-motor skills that lead to an efficient pencil grasp and mastery of letters like the lowercase **k**. Students who struggle with grasping skills would benefit from warm-up activities that provide tactile and visual input. Before today’s session, have your students play a simple game to exercise these skills. Ask them to 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” warm-up activity along the way!

# Uniones con sobrecurva

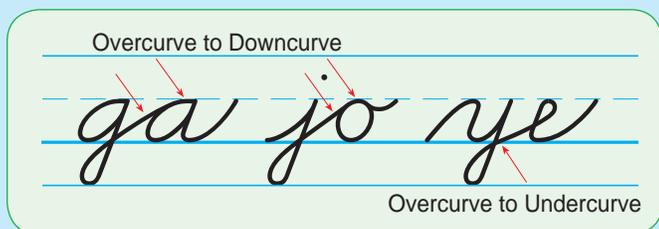
## Objetivos:

- Escribir las uniones de sobrecurva de manera legible y con fluidez.

### 1. Model & Discuss

Have the students open their books to page 38. Tell the students to look at the overcurve joinings in the green panel at the top of the page. Tell them that the **ga** and **jo** joinings are overcurve to downcurve joinings. When writing this joining the overcurve ending extends to form the top of the downcurve letter that follows.

Tell them the **ye** joining takes a different turn. The overcurve ending changes to an undercurve quickly at the bottom line.



Before students start the Practice step, have them review the pencil position illustration and then check their own to be sure it is correct.

### 2. Practice

Have the students trace and then write the ten overcurve joinings. Then have them write the words.

## Uniones con sobrecurva

Traza y escribe las uniones con sobrecurva.

Escribe las palabras.

Sobrecurva a Curva hacia abajo

Sobrecurva a Curva debajo

La unión de **ga** se balancea ampliamente en la línea del en medio (1) formando la parte superior de la letra **a** que sigue (2). La unión **ja** se balancea ampliamente (1) formando la parte superior de la letra **a** que sigue (2).

Las uniones de sobrecurva cambian a una curva debajo en la línea inferior (1), luego se balancea ampliamente (2) para dejar espacio para la curva hacia atrás y el trazo inclinado en la letra **e**.



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### 3. Self-Evaluate

Have the students carefully self-evaluate their work and complete the **REVISAR** at the bottom of the page. Tell the students to be sure their overcurve joinings are formed correctly.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**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.

# Formas de vivir una vida sana

## Formas de vivir una vida sana

Es importante tomar buenas decisiones que ayudarán a tu cuerpo a mantenerse fuerte y saludable. Piensa en tres cosas que puedes hacer para mantenerte saludable (comer alimentos saludables, hacer ejercicio con regularidad, dormir lo suficiente, etc.) Explica cómo estos comportamientos te ayudarán y cómo descuidarlos podría hacerte daño.



Comportamiento #1: \_\_\_\_\_

¿Por qué esto es bueno? \_\_\_\_\_

Qué podría suceder si no hago esto? \_\_\_\_\_

Comportamiento #2: \_\_\_\_\_

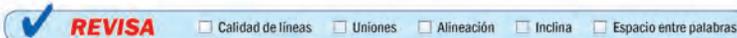
¿Por qué esto es bueno? \_\_\_\_\_

Qué podría suceder si no hago esto? \_\_\_\_\_

Comportamiento #3: \_\_\_\_\_

¿Por qué esto es bueno? \_\_\_\_\_

Qué podría suceder si no hago esto? \_\_\_\_\_



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### Objetivos:

- Discutir algunas maneras de vivir una vida saludable.
- Explicar por qué ciertos comportamientos son saludables y describa las consecuencias de no hacer estas cosas.

### Discuss

Have the students open their books to page 39. Read the directions or call on a student to read them. Ask the students to name some things they can do to stay healthy and call on volunteers to answer.

### Write

Ask the students to answer each section. They can then use these notes to write an essay on a separate sheet of paper or you can give them copies of **Worksheet 39** (writing lines) to write their essay.

### Self-Evaluate

Have the students evaluate their handwriting carefully and complete the **REVISAR** at the bottom of page 39.

Make copies of **Worksheet 39** for those students who may need extra writing lines for extended writing.

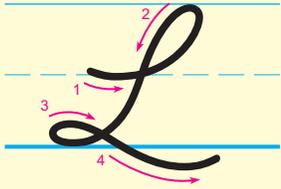
#### Worksheet 39

You can download and print copies of this worksheet at:  
[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)



**Katherine's OT Tip** Creative and descriptive writing places a big demand on your students' ability to "think then write." This will be a valuable learning tool for their entire school experience. This type of writing requires **automatic letter recall** and utilizes **visualization skills** to turn a thought in the mind's eye into words on the paper. A fun way to help students hone these skills while they develop a fluid handwriting style is to bring out the Writing Prompts Jar. Have them choose one for their next journal entry. This will also assist students who need a nudge for a writing topic.

## L mayúscula



### Objetivos:

- Repasar los trazos de la letra **L** cursiva.
- Trazar y escribir la letra **L** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **L** en oraciones.

### 1. Model & Discuss

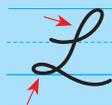
Have the students open their books to page 40 and study the cursive **L** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **L**:

1. ¿Dónde comienza esta letra? (la línea del medio)
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, have the students trace over the cursive **L** in the blue tab as they say “**curva debajo, curva inclina, curva, curva hacia abajo.**” Repeat this two more times.

**Key Points** The top loop fills one-half of the writing space; the lower-loop lies flat on the bottom line.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **L** as they say “**curva debajo, curva inclina, curva, curva hacia abajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **L** directly under the letters in the first line.

### L mayúscula



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

Traza y escribe la letra y palabras.



Escribe la oración.

William Lloyd Garrison  
fundó El Liberator, un  
periódico antiesclavitud  
semanal, en 1831.



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**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

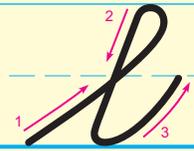
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter L Corrective Techniques** See page T30.

**Katherine's OT Tip** Functional Fun! **Visual sequential memory skills** are those that help students to perceive and remember a sequence of shapes, letters, or words in order to produce legible handwriting that sufficiently conveys a message. The “Let’s Follow Directions Game” addresses this skill. Ask students to write directions for a simple task, such as “making a jelly sandwich.” Tell them they need to be concise and give the reader every step. Using the ingredients for the sandwich, have your students compare their instructions to the actual preparation of it. It’s a fun way to help them get the message!

## I minúscula



### I minúscula

Traza y escribe la letra, uniones y palabras.



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



la lámpara le lenguaje  
la lámpara le lenguaje

Escribe las oraciones.

El Parque Nacional Yellowstone es el primer parque nacional del mundo.  
Yellowstone está en Wyoming, pero se extiende a Montana y Idaho también.

### Objetivos:

- Repasar los trazos de la letra l cursiva.
- Trazar y escribir la letra l cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva l en oraciones.

**curva hacia atrás, inclina, curva debajo.”**

Repeat this two more times.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive l as they say “**curva debajo, curva hacia atrás, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive l directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISa** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.   

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

**Katherine’s OT Tip** **Visual-spatial skills** help students understand and interpret the relationship between one object and another on the page. For strugglers, the right margin becomes a bother when they have “just one more word” they want to write on the line. It doesn’t occur to them to move down to the next line and write it there. These students can benefit from a bit of highlighter along the right margin. Make it a rule that no pencil marks can be found on the highlighter. If they discover some marks there, they can erase them and move that word down to the next line. A simple visual cue can do the trick!

### 1. Model & Discuss

Have the students open their books to page 41 and study the cursive l in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

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

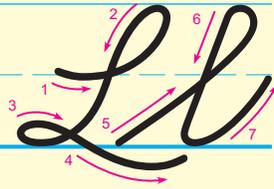
1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Dónde termina el último trazo? (la línea del medio)
4. ¿Dónde cruza la vuelta? (la línea del medio)
5. ¿Qué otras letras comienzan como la l minúscula? (b, f, h, k minúsculas en cursiva)

After you discuss the letter, have the students trace over the cursive l in the blue tab as they say “**curva debajo,**

**Key Points** Make the beginning of the undercurve extra wide to allow room for the loop. Pull the slant stroke all the way to the bottom line.



## LI mayúscula



### Objetivos:

- Repasar los trazos de la letra **LI** cursiva.
- Trazar y escribir la letra **LI** cursiva.

### 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 hacia 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

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 hacia abajo, curva debajo, inclina, curva debajo.**” Ask them to stop and evaluate their

### LI mayúscula

Traza y escribe la letra.



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



*Sostén tu lápiz correctamente y tendrás una escritura legible.*



42

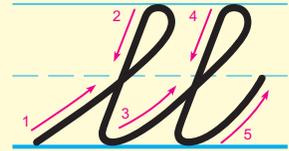
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work as described in Step 3 before continuing with the next line. On the second, third and fourth lines, students trace and write the cursive **LI** directly below the letters on the previous line as they say “**curva debajo, curva inclina, curva, curva 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.

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

## ll minúscula



### ll minúscula

Traza y escribe la letra, uniones y palabras.



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



Escribe la oración.

Una llama es la parte visible y gaseosa de un fuego.



### 1. Model & Discuss

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

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

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

### Objetivos:

- Repasar los trazos de la letra **ll** cursiva.
- Trazar y escribir la letra **ll** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **ll** en oraciones.

the cursive **ll**, have the students trace the letter in the air and say the strokes.

### 2. Practice

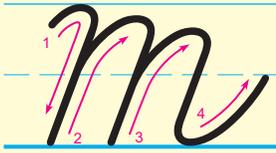
On the first line, have the students trace and write the letter **ll**. Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines students trace and write the cursive **ll** as they say “**curva debajo, curva hacia atrás, inclina, 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 trace and write the joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**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.

## M mayúscula



### Objetivos:

- Repasar los trazos de la letra **M** cursiva.
- Trazar y escribir la letra **M** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **M** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 44 and study the cursive **M** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **M** in the blue tab as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Keep all three slant strokes parallel. The second and third overcurves are slightly shorter than the first stroke.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **M** as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **M** directly under the letters in the first line.

### M mayúscula

Traza y escribe la letra, uniones y palabras.



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



Mo Montana Me México

Mo Montana Me México

Escribe la oración.

Millones de inmigrantes

llegaron a los EE.UU. en

los siglos XVIII y XIX.

Muchos eran de Europa.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter M Corrective Techniques** See page T30.

**Katherine's OT Tip** Students may struggle with fluidity as they begin to use their cursive across subject areas. 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.



m minúscula

Traza y escribe la letra, uniones y palabras.



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



me mercado mo momento  
me mercado mo momento

Escribe las oraciones.

Inmigrar significa entrar en un nuevo país para vivir allí.  
Emigrar significa dejar el país de origen para vivir en otro lugar.

**Objetivos:**

- Repasar los trazos de la letra **m** cursiva.
- Trazar y escribir la letra **m** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **m** en oraciones.

**2. Practice**

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **m** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVIS**A at the bottom of the page.

**1. Model & Discuss**

Have the students open their books to page 45 and study the cursive **m** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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. ¿Cuántas veces toca esta letra la línea del medio? (4)

After you discuss the letter, have the students trace over the cursive **m** in the blue tab as they say “**sobrecurva, inclina, sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Keep all three slant strokes parallel. Be sure to pause at the bottom of the first two slant strokes.



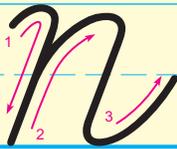
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine’s OT Tip** The 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 letter **n**. To help students visualize the similarities between the manuscript and cursive versions, bring out the fine-tipped highlighter. Trace overcurves 2 and 3 in the **m** and overcurve 2 in the **n**, pointing out that these are the “bumps” they have in common with their manuscript partners.

## N mayúscula



### Objetivos:

- Repasar los trazos de la letra **N** cursiva.
- Trazar y escribir la letra **N** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **N** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 46 and study the cursive **N** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **N** in the blue tab as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Keep the two slant strokes parallel. Be sure to pause at the bottom of the first slant stroke.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **N** as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **N** directly under the letters in the first line.

### N mayúscula



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

Traza y escribe la letra, uniones y palabras.



Na Nadia Ne Nevada

Na Nadia Ne Nevada

Escribe la oración.

Nueva York, Nueva Hampshire,

Nueva Jersey y Carolina del

Norte formaron parte de las

trece colonias originales.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with *AlphamationPlus*.



**Letter N Corrective Techniques** See page T30.

**Katherine's OT Tip** Mastery of the **M** and **N** letter formations can benefit from additional practice using tactile and auditory cues. Ask students to trace over the highlighted “bumps” to enhance motor planning as they provide themselves with both visual and tactile cues. Having the students verbalize the strokes as they are formed in sequence provides additional auditory feedback for motor memory skills.



n minúscula

Traza y escribe la letra, uniones y palabras.



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



no noche nu nutrientes  
no noche nu nutrientes

Escribe la oración.

Virginia, Pennsylvania,  
Maryland y Connecticut  
también formaron parte de  
las trece colonias.

Escribe una de las cinco colonias restantes que no se mencionan en las páginas 46 o 47.

**Objetivos:**

- Repasar los trazos de la letra **n** cursiva.
- Trazar y escribir la letra **n** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **n** en oraciones.

**2. Practice**

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **n** directly under the letters in the first line.

**1. Model & Discuss**

Have the students open their books to page 47 and study the cursive **n** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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, have the students trace over the cursive **n** in the blue tab as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Keep the two slant strokes parallel. Be sure to pause at the bottom of the first slant stroke.



**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence.

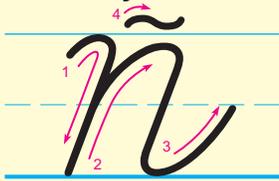
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine’s OT Tip** Here’s another “handy” warm-up activity to build **finger dexterity** and **in-hand manipulation skills** for an efficient pencil grasp. Ask your students to position their hands on their desks palm up. Then have them place a small eraser or cotton ball in the palm of their hand, one hand at a time, and practice moving it around using the fingers of that hand without dropping it. Speed is not the goal, but accuracy is!

## Ñ mayúscula



### Objetivos:

- Repasar los trazos de la letra Ñ cursiva.
- Trazar y escribir la letra Ñ cursiva.
- Escribir la letra cursiva Ñ en oraciones.

### 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

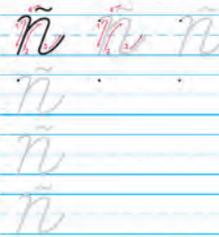
On the first line, have the students start at the dots and trace and write the cursive Ñ as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with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

### Ñ mayúscula

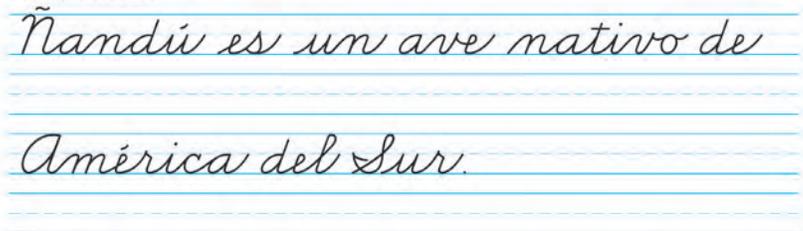


1. Sobrecurva, inclina
2. Vuelve a trazar, sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba

Traza y escribe la letra.



Escribe la oración.



**REVISA**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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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 study the correct pencil position illustration and then write the sentence.

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

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



Trace



Write



Check

ñ minúscula

Traza y escribe la letra, uniones y palabras.



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



Escribe la oración.

La piña es una planta tropical con una fruta múltiple comestible que consiste en bayas unidas.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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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, 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.



### Objetivos:

- Repasar los trazos de la letra **ñ** cursiva.
- Trazar y escribir la letra **ñ** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **ñ** en oraciones.

### 2. Practice

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

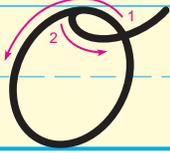
After each line of practice, ask students to circle their best letter and put an X through the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Have the students trace and write the joinings and words and then write the sentences. Have the students complete the **REVISAR** at the bottom of the page.

#### 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.

## O mayúscula



### Objetivos:

- Repasar los trazos de la letra **O** cursiva.
- Trazar y escribir la letra **O** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **O** en oraciones.

### 1. Model & Discuss

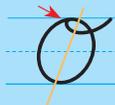
Have the students open their books to page 50 and study the cursive **O** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **O**:

1. ¿En qué se diferencia esta letra de la **o** minúscula? (tamaño, termina con una vuelta)
2. ¿Levantas el lápiz al escribir esta letra? (no)
3. ¿Dónde cruza la vuelta? (justo debajo de la línea de arriba)
4. ¿Cuántos trazos inclinados hay en esta letra? (ninguno)
5. ¿Dónde comienza esta letra? (debajo de la línea de arriba)

After you discuss the letter, have the students trace over the cursive **O** in the blue tab as they say “**óvalo hacia atrás, curva cerrada, curva.**” Repeat this two more times.

**Key Points** The uppercase **O** should have the same slant as all the other letters. Be sure the loop closes the letter.



### 2. Practice

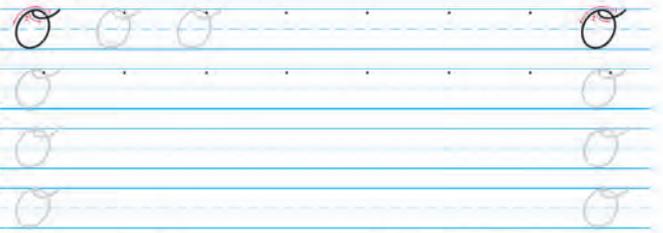
On the first line, have the students start at each dot to trace and write the cursive **O** as they say “**óvalo hacia atrás, curva cerrada, curva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **O** directly under the letters in the first line.

O mayúscula



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

Traza y escribe la letra y palabras.



Orlando Oscar Oklahoma  
Orlando Oscar Oklahoma

Escribe las oraciones.

Los objetos que permiten que  
los electrones fluyan a través  
de ellos se llaman conductores.

El cobre es un conductor.



REVISAR

Espacio de letras

Uniones

Espacio entre palabras

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CONDUCTORES  
DE COBRE



**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

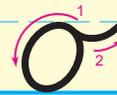
**Extra Practice:** Students can trace, write, and self-evaluate letters with *AlphamationPlus*.



Trace Write Check

**Letter O Corrective Techniques** See page T30.

**Katherine's OT Tip** Visualization skills allow students to form a mental image of letter formations without a visual model and to enhance their **automatic recall** during independent writing activities. The “I've Got Your Back Game” addresses this skill. Have students sit back-to-back in two-person teams. Provide one student with a simple sketch of an object and the other with a clipboard, paper, and pencil. The student describes the picture using only shapes and directions (e.g., a straight line at the top of the page) and the other draws what is visualized from the instructions. This will produce lots of giggles!



o minúscula

Traza y escribe la letra, uniones y palabras.



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



oo horroroso ol boleto

oo horroroso ol boleto

Escribe las oraciones.

Los aisladores son objetos o

materiales que no conducen

electricidad. El vidrio

y el hule son aisladores.



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### Objetivos:

- Repasar los trazos de la letra **o** cursiva.
- Trazar y escribir la letra **o** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **o** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **o** as they say “**óvalo hacia atrás (cierra óvalo), gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **o** directly under the letters in the first line.

### 1. Model & Discuss

Have the students open their books to page 51 and study the cursive **o** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive **o**:

1. ¿Cuántos trazos inclinados hay en esta letra? (0)
2. ¿Dónde comienza esta letra? (debajo de la línea del medio)
3. ¿Dónde termina el óvalo? (la línea del medio)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el trazo final? (trazo elevado)

After you discuss the letter, have the students trace over the cursive **o** in the blue tab as they say “**óvalo hacia atrás (cierra óvalo), gira a la derecha.**” Repeat this two more times.

**Key Points** Be sure to close the oval. Pause after you close the oval, then swing right, ending at the midline. Maintain proper slant.



### 3. Self-Evaluate

After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter 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 games that utilize a model. Reading directions or movement sequences aloud can help auditory learners as well.

# Uniones cursivas

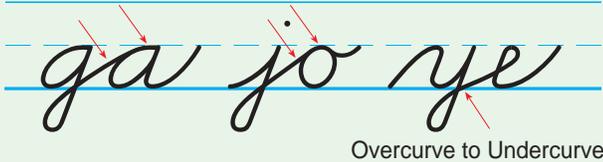
## Objetivo:

- Escribe las uniones cursivas de forma legible y con fluidez.

## 1. Model & Discuss

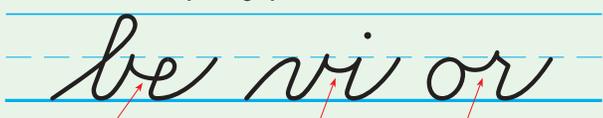
Have the students open their books to page 52. Tell the students to look at the eleven cursive joinings. Tell them that lowercase cursive letters end with an undercurve, overcurve, or a checkstroke and they begin with an undercurve, downcurve, or overcurve. They should be careful to make all their joinings correctly.

Overcurve to Downcurve



Overcurve to Undercurve

Checkstroke joinings join "above" the bottom line.



## 2. Practice

Have the students trace and then write the eleven joinings. Then have them write the words and sentence.

## Uniones cursivas

Traza y escribe las uniones. Escribe las palabras.

pt	Neptuno
je	granjero
ut	fútbol
sa	saludo
ll	bella
bt	obtener
or	comedor
bl	blanco
uo	duo
os	osito
es	escoba

Escribe la oración. ¿Están correctas tus uniones de trazos?

Sara donó algunas de sus cosas favoritas a la caridad.

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## 3. Self-Evaluate

Have the students carefully self-evaluate their work and complete the **REVISAR** at the bottom of the page. Tell the students to be sure all of their joinings are formed correctly.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

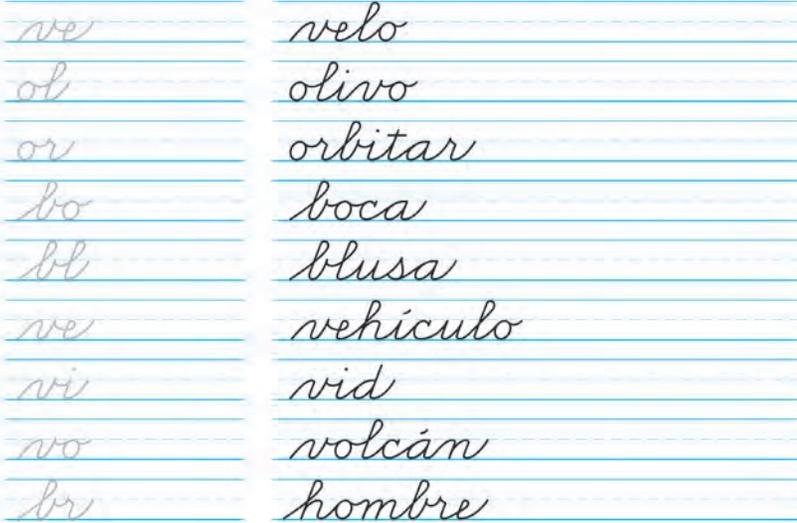


**Katherine's OT Tip** Visual scanning and visual attention skills allow students to move their eyes smoothly across a page and to maintain attention on the task without losing their place or becoming distracted by extraneous information or pictures. Students who miss errors or important information can benefit from the "Scrambled Word Game." Select a handwriting or spelling word and gather the letter tiles for it plus a few extras. Scramble them and place them on the desk. Write 3-4 words on the board that contain some of the letters, plus your chosen word. Have students arrange the tiles to find your word.

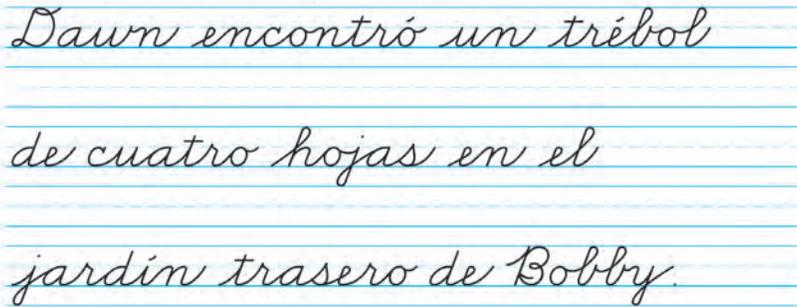
# Uniones de trazo elevado

## Uniones de trazo elevado

Traza y escribe las uniones. Escribe las palabras.



Escribe la oración. ¿Están correctas tus uniones de trazos?



### 1. Model & Discuss

Have the students open their books to page 53. Have the students look at the nine checkstroke joinings on the left side of the page. Tell the students that checkstroke joinings are different than undercurve or overcurve joinings. Undercurve and overcurve joinings start from the bottom line whereas checkstroke joinings start from **above** the bottom line. Remind the students to be careful when writing checkstroke joinings.

Checkstroke joinings join "above" the bottom line.



### 2. Practice

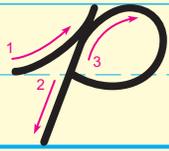
Have the students trace and then write the nine checkstroke joinings. Then have them write the words and sentence.

### 3. Self-Evaluate

Have the students carefully self-evaluate their work and complete the **REVISAR** at the bottom of the page. Tell the students to be sure their checkstroke joinings are formed correctly.

**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.

## P mayúscula



### Objetivos:

- Repasar los trazos de la letra **P** cursiva.
- Trazar y escribir la letra **P** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **P** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 54 and study the cursive **P** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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 y R)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Esta letra se une a la siguiente letra? (no)

After you discuss the letter, have the students trace over the cursive **P** in the blue tab as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás.**” Repeat this two more times.

**Key Points** The oval part of the letter fills one-half the space. The ending stroke ties to the slant stroke at the midline.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **P** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **P** directly under the letters in the first line.

### P mayúscula



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

Traza y escribe la letra y palabras.



Pia Pablo Picasso

Pia Pablo Picasso



Escribe la oración.

El jefe Powhatan, padre

de Pocahontas, fue el líder

de varias tribus nativas

americanas en el siglo XVII.



**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter P Corrective Techniques** See page T30.

**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 lines below the models just like the ones in their practice area above. Auditory cues such as “blue at the top, blue 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.

## p minúscula



### p minúscula

Traza y escribe la letra, uniones y palabras.



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



pi pingüino po porción

pi pingüino po porción

Escribe la oración.

Hay muchos tipos diferentes

de mapas, como mapas

políticos, mapas de

población y mapas físicos.



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### Objetivos:

- Repasar los trazos de la letra **p** cursiva.
- Trazar y escribir la letra **p** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **p** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **p** as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **p** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**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!

### 1. Model & Discuss

Have the students open their books to page 55 and study the cursive **p** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

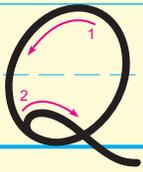
1. ¿Cómo se llama el primer trazo? (curva debajo)
2. ¿Dónde se cruza la vuelta en esta letra? (por encima de la línea de abajo)
3. ¿Cuántas curvas debajo hay en esta letra? (2)
4. ¿Ves parte de alguna otra letra minúscula en esta letra? (todas las letras minúsculas, excepto **b** y **o**)

After you discuss the letter, have the students trace over the cursive **p** in the blue tab as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo.**” Repeat two times.

**Key Points** The overcurve crosses the slant stroke above the bottom line, then continues to the midline, down, and back.



## Q mayúscula



### Objetivos:

- Repasar los trazos de la letra **Q** cursiva.
- Trazar y escribir la letra **Q** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **Q** en oraciones.

### 1. Model & Discuss

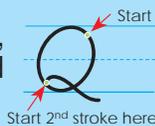
Have the students open their books to page 56 and study the cursive **Q** in the blue tab (or use [AlphamationPlus](#) to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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. ¿A qué otra letra se parece esta letra? (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, have the students trace over the cursive **Q** in the blue tab as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo.**” Repeat this two more times.

**Key Points** Make a backward oval, lift, touch the oval at 7 o'clock, curve up and down through the right side of the oval.



### 2. Practice

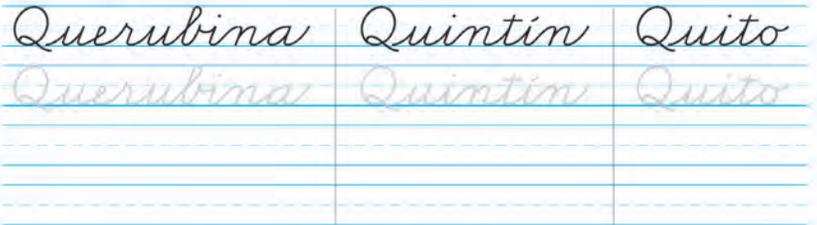
On the first line, have the students start at each dot to trace and write the cursive **Q** as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **Q** directly under the letters in the first line.

Q mayúscula



1. Óvalo hacia atrás, curva cerrada
2. Curva hacia arriba y abajo

Traza y escribe la letra y palabras.



Escribe las oraciones.

La reina Isabel I gobernó

Inglaterra e Irlanda de

1558 a 1603. Su padre era

el rey Enrique VIII.



REVISAR

Calidad de líneas

Uniones

Alineación

Inclina

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REINA ISABEL I

**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

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



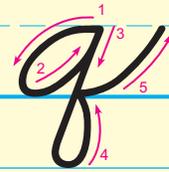
Trace

Write

Check

**Letter Q Corrective Techniques** See page T31.

**Katherine's OT Tip** Self-editing skills rely heavily upon efficient **visual scanning skills**. Strugglers can benefit from using their finger 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 their paper to demonstrate handwriting skills. This activity provides both visual scanning and handwriting practice.

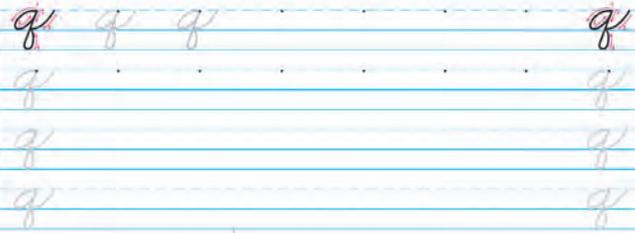


q minúscula

Traza y escribe la letra, unión y palabras.



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



qu equipaje queso

qu equipaje queso



Escribe las oraciones.

Un equilátero es una figura  
con todos sus lados iguales.

El rombo y el cuadrado  
son equilátero.



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57

### 1. Model & Discuss

Have the students open their books to page 57 and study the cursive **q** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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, have the students trace over the cursive **q** in the blue tab as they say “**curva hacia abajo, curva debajo, inclina, curva hacia arriba, une, curva debajo.**” Repeat this two more times.

**Key Points** Make a wide downcurve. The slant stroke curves up and ties to the slant stroke at the bottom line.

Wide downcurve



### Objetivos:

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

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **q** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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 joining and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

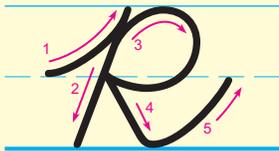


**Letter q Corrective Techniques** See page T28.

### Katherine's OT Tip

Spacing between words depends upon **visual-spatial skills** to determine the placement of each word as it relates to the others. Struggling students can benefit from “Boxed Up Practice” on graph paper that has three lines per inch. On a writing space that includes three rows of boxes, outline the top, middle, and bottom guide lines. Using a sentence from the lesson, count the spaces for each word and highlight the space between them on the bottom writing line. Students benefit from visual cues for spacing as they write the letters for each word in the boxes and attend to the appropriate spacing.

## R mayúscula



### Objetivos:

- Repasar los trazos de la letra **R** cursiva.
- Trazar y escribir la letra **R** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **R** en oraciones.

### 1. Model & Discuss

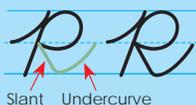
Have the students open their books to page 58 and study the cursive **R** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

1. ¿Esta letra se une a la siguiente letra? (sí)
2. ¿Cómo se llama el primer trazo? (curva debajo)
3. ¿Qué dos letras comienzan así como esta letra? (B y P)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Dónde comienza esta letra? (la línea del medio)

After you discuss the letter, have the students trace over the cursive **R** in the blue tab as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo.**” Repeat this two more times.

**Key Points** This letter is written just like the uppercase P, but ends with slant right and undercurve.



### 2. Practice

On the first line, have the students start at each dot to 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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive

### R mayúscula

Traza y escribe la letra, uniones y palabras.



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



Ri Richmond Ro Roanoke

Ri Richmond Ro Roanoke

Escribe las oraciones.

Las rocas vienen en tres

formas básicas. Rocas que

son forma sedimentaria de

sedimentos, como el lodo.



**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

58

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**R** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter R Corrective Techniques** See page T31.

**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."



r minúscula

Traza y escribe la letra, uniones y palabras.

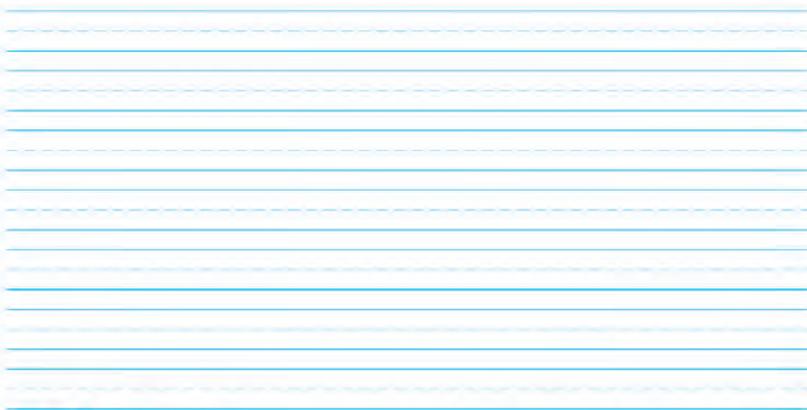


1. Curva debajo
2. Vuelve a trazar, inclina a la derecha
3. Inclina
4. Curva debajo



Escribe las oraciones.

Las rocas metamórficas se forman cuando el calor y la presión cambian la estructura de una roca. Las rocas ígneas se forman cuando el magma se enfría y se endurece.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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**Objetivos:**

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

**2. Practice**

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive r directly under the letters in the first line.

**3. Self-Evaluate**

After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**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!

**1. Model & Discuss**

Have the students open their books to page 59 and study the cursive r in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the cursive r:

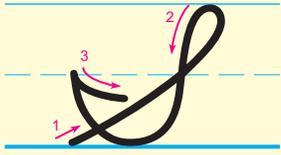
1. ¿Cómo se llama el último trazo? (curva debajo)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Dónde termina el último trazo? (la línea del medio)
5. ¿Cómo se llama el primer trazo? (curva debajo)

After you discuss the letter, have the students trace over the cursive r in the blue tab as they say “**curva debajo, vuelve a trazar, inclina a la derecha, inclina, curva debajo.**” Repeat this two more times.

**Key Points** The first stroke stops just above the midline. The slant-right stroke determines the width of the letter.



# S mayúscula



## Objetivos:

- Repasar los trazos de la letra **S** cursiva.
- Trazar y escribir la letra **S** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **S** en oraciones.

## 1. Model & Discuss

Have the students open their books to page 60 and study the cursive **S** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **S** in the blue tab as they say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha.**” Repeat this two more times.

**Key Points** The upper loop crosses at the midline. The ending is the same as the uppercase letters B, I, G, and T.



## 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **S** as they say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **S** directly under the letters in the first line.

### S mayúscula



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

Traza y escribe la letra y palabras.



Saturno

Carolina del Sur

Saturno

Carolina del Sur

Escribe las oraciones.

Saturno es el segundo

planeta más grande de

nuestro sistema solar. Es el

sexto planeta desde el Sol.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

60

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**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

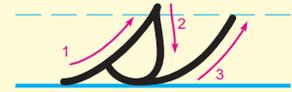
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter S Corrective Techniques** See page T31.

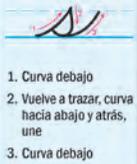
**Katherine's OT Tip** **Automatic letter recall** lays the foundation for handwriting and reading success. In fourth grade, some students may continue to struggle with tasks that ask them to provide handwritten proof of their knowledge or to reproduce material from a book or the board. If you observe students who repeatedly appear to be disinterested, bored, or avoiding these activities, it would be wise to consult with the parents and an occupational therapist about other possible needs.

## s minúscula

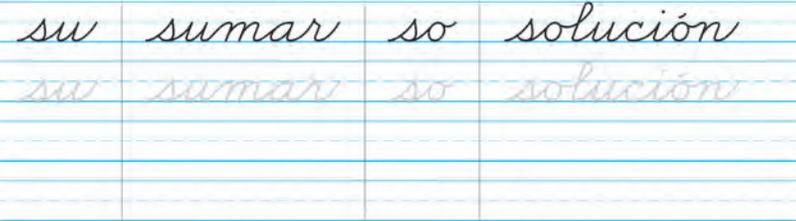


### s minúscula

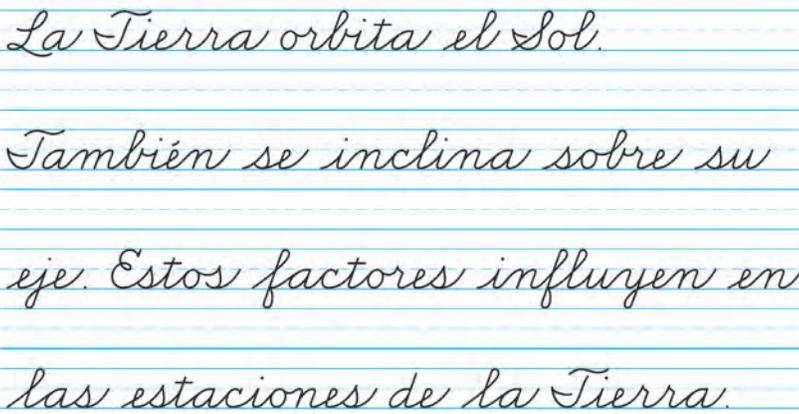
Traza y escribe la letra, uniones y palabras.



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



Escribe las oraciones.



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61

### 1. Model & Discuss

Have the students open their books to page 61 and study the cursive **s** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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. ¿Esta letra toca la línea de arriba? (no)
5. ¿Cuántas veces toca la línea del medio? (3)

After you discuss the letter, have the students trace over the cursive **s** in the blue tab as they say “**curva debajo, vuelve a trazar, curva hacia abajo y atrás, une, curva debajo.**” Repeat this two more times.

**Key Points** The first stroke ends just above the midline. The curve back ties to the undercurve just above the bottom line.



### Objetivos:

- Repasar los trazos de la letra **s** cursiva.
- Trazar y escribir la letra **s** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **s** en oraciones.

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **s** directly under the letters in the first line.

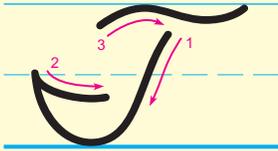
**3. Self-Evaluate** After each line of practice, students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through. Have the students trace and write the joinings and words. Finally, have them write the sentences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

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

**Letter 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 flattened 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 a 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 students’ editing with visual cues. All this in one activity!

## T mayúscula



### Objetivos:

- Repasar los trazos de la letra **T** cursiva.
- Trazar y escribir la letra **T** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **T** en oraciones.

### 1. Model & Discuss

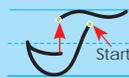
Have the students open their books to page 62 and study the cursive **T** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **T** in the blue tab as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba**.” Repeat this two more times.

**Key Points** The letter starts just below the top line. The top starts directly above the ending stroke of the bottom part.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **T** as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **T** directly under the letters in

### T mayúscula



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

Traza y escribe la letra y palabras.



Tomás Paine

Tejas

Tomás Paine

Tejas



Escribe las oraciones.

La rama legislativa de

nuestro gobierno se llama

Congreso. Esta rama hace

las leyes de nuestro país.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

62

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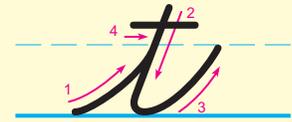
the first line.

**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Letter T Corrective Techniques** See page T31.

**Katherine's OT Tip** Functional Fun! A fun way to use cursive skills to hone creative thinking 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. They can edit their work by comparing it to your models or those in their workbooks. Turn this from “practice to practical” by having them address an envelope and mail the letter. Fun activities like this can increase students' confidence and build pride in their handwriting skills.



t minúscula

Traza y escribe la letra, uniones y palabras.



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



te tecnología to tomate

te tecnología to tomate

Escribe la oración.

El Congreso consiste en dos

partes separadas: el

Senado y la Cámara

de Representantes.



REVISAR  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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**Objetivos:**

- Repasar los trazos de la letra **t** cursiva.
- Trazar y escribir la letra **t** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **t** en oraciones.

**2. Practice**

On the first line, have the students start at the dots and trace and write the cursive **t** as they say “**curva debajo, inclina, curva debajo, cruza**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **t** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**Katherine’s OT Tip** Handwriting skills are functional tools that will be relevant and important throughout your students’ educational journey, as well as for their lifetimes. You can increase students’ awareness of their 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.

**1. Model & Discuss**

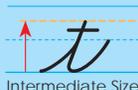
Have the students open their books to page 63 and study the cursive **t** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos totales hay en esta letra? (4)
3. ¿Cuántos trazos inclinados hay en esta letra? (1)
4. ¿Dónde cruzamos esta letra? (justo por encima de la línea del medio)

After you discuss the letter, have the students trace over the cursive **t** in the blue tab as they say “**curva debajo, inclina, curva debajo, cruza.**” Repeat this two more times.

**Key Points** Letter recognition is an important factor for reading. The intermediate size of this letter makes it easier to read.



# Letras con bucle superior

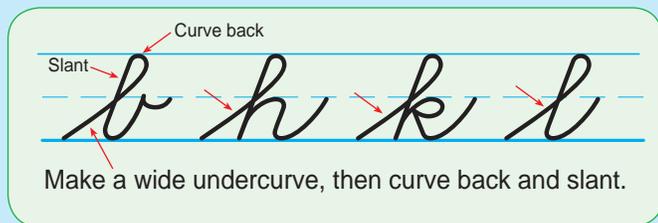
## Objetivo:

- Escribir las letras con bucle superior de forma legible y con fluidez.

## 1. Model & Discuss

Have the students open their books to page 64. Tell them the upper-loop letters **b**, **f**, **h**, **k**, and **l** are often written incorrectly. Tell them the beginning undercurve must be made wide to allow room for the slant stroke that follows. Have them trace and write the letters and words.

Ask them to look at the five joinings **bb**, **lt**, **ll**, **bl**, and **fl**. Tell them these are common joinings used in words and should be written legibly. Call on students to name a few words that have these joinings in them.



## 2. Practice

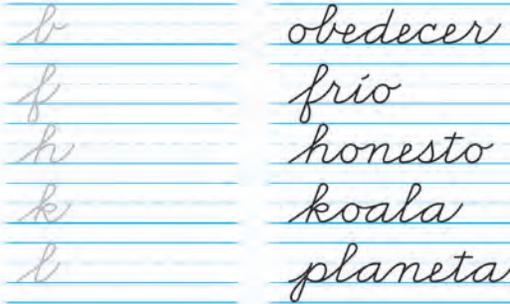
Have the students trace and write the upper-loop letters **b**, **f**, **h**, **k**, and **l** and then write the words.

Next, have them write the upper-loop joinings **bb**, **lt**, **ll**, **bl**, and **fl** and then write the words.

Now have the students write the sentence.

## Letras con bucle superior

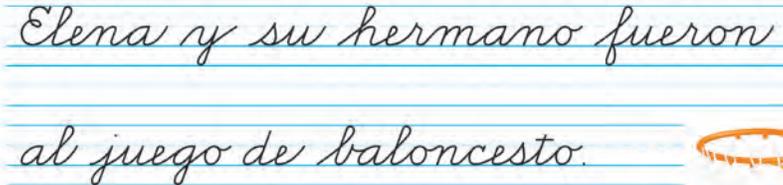
Traza las letras. Escribe cada letra dos veces. Escribe las palabras.



Traza y escribe las uniones. Escribe las palabras.



Escribe la oración.



**3. Self-Evaluate** Have the students carefully self-evaluate their work and complete the **REVISAR** at the bottom of the page. Tell the students to be sure their upper-loop letters are formed correctly.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**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.

## Ecosistemas en peligro de extinción

Describe un ecosistema en peligro de extinción. ¿Qué plantas y animales viven allí?  
¿Por qué está en peligro? ¿Qué podemos hacer para preservar este ecosistema?

# Ecosistemas en peligro de extinción

### Objetivos:

- Describir un ecosistema en peligro de extinción, las cosas en él, por qué corre peligro y cómo protegerlo.
- Escribir un ensayo informativo corto.



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65

### 1. Discuss

Have the students open their books to page 65. Ask the students if they can think of any endangered ecosystems and call on volunteers to answer. Read the directions on page 65 or call on a student to read them.

### 2. Write

Ask students to describe an endangered ecosystem. Remind them to include details about what plants and animals live in the ecosystem, why it's endangered, and what we can do to protect it. They may want to brainstorm and/or write a first draft on a separate sheet of paper before writing in their workbooks.

### 3. Self-Evaluate

Have the students complete the handwriting **REVISAR** at the bottom of page 65.

### Worksheet 65

You can download and print copies of Worksheet 65 at:

[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)



**Katherine's OT Tip** Automatic letter formation is the primary building block for fluid handwriting. 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.

## U mayúscula



### Objetivos:

- Repasar los trazos de la letra **U** cursiva.
- Trazar y escribir la letra **U** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **U** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 66 and study the cursive **U** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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, have the students trace over the cursive **U** in the blue tab as they say “**sobrecurva, inclina, curva debajo, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Be sure to make the two slant strokes parallel. The second under-curve stops at 3/4 of the space height.



### 2. Practice

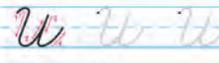
On the first line, have the students start at each dot to trace and write the cursive **U** as they say “**sobrecurva, inclina, curva debajo, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **U** directly under the letters in the first line.

### U mayúscula



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

Traza y escribe la letra, uniones y palabras.



Ug Uganda Ur Úrsula

Ug Uganda Ur Úrsula

Escribe la oración.

El ferrocarril subterráneo se

refiere a una red secreta

utilizada para ayudar a

los esclavos a escapar al

norte de los EE.UU.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

66

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter U Corrective Techniques** See page T31.

**Katherine's OT Tip** 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.



u minúscula

Traza y escribe la letra, uniones y palabras.

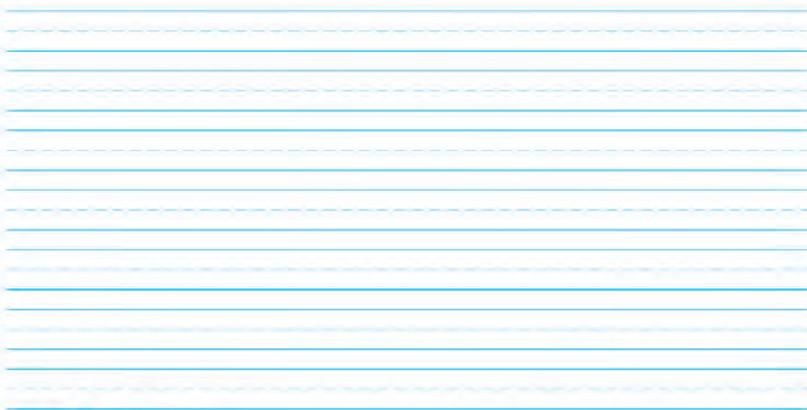


1. Curva debajo
2. Inclina, curva debajo
3. Inclina, curva debajo



Escribe la oración.

La palabra "cultura" se refiere a las costumbres, creencias, idiomas, y otras características únicas de una sociedad o grupo en particular.



**REVISAR**  Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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### 1. Model & Discuss

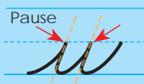
Have the students open their books to page 67 and study the cursive **u** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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

After you discuss the letter, have the students trace over the cursive **u** in the blue tab as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo.**” Repeat this two more times.

**Key Points** Be sure to make the two slant strokes parallel. Pause after the under-curves to avoid looping the strokes.



### Objetivos:

- Repasar los trazos de la letra **u** cursiva.
- Trazar y escribir la letra **u** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **u** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **u** as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **u** directly under the letters in the first line.

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

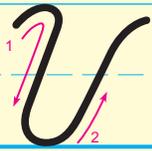
Have the students trace and write the joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

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

**Katherine’s OT Tip** Timeliness can be a tricky requirement for some young writers. As they progress through elementary school and the demands for a legible handwritten product increase, time constraints can become a concern. A fun way to build confidence in their speed is with the “Race for Tenth Place Game.” Provide appropriately lined paper with 10 distinct writing areas. Write 10 familiar words on the board and instruct students to copy them as fast as they can in cursive on the worksheet! No erasing allowed. The first to reach 10th place wins. Have students edit their work to fix any errors.

## V mayúscula



### Objetivos:

- Repasar los trazos de la letra **V** cursiva.
- Trazar y escribir la letra **V** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **V** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 68 and study the cursive **V** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

Ask the students the following questions:

1. ¿Esta letra se une a la siguiente letra? (no)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Qué otras letras comienzan así como esta letra? (H, K, M, N, U, W, X, Y)

After you discuss the letter, have the students trace over the cursive **V** in the blue tab as they say “**sobrecurva, inclina, curva debajo cerrada, curva hacia adelante.**” Repeat this two more times.

**Key Points** Be sure to make the letter wide enough. The last undercurve curves up sharply almost like a slant stroke.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **V** as they say “**sobrecurva, inclina, curva debajo cerrada, curva hacia adelante**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace

V mayúscula



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

Traza y escribe la letra y palabras.



Vasco da Gama      Venezuela  
Vasco da Gama      Venezuela



El Amerigo Vespucci

Escribe las oraciones.

América lleva el nombre del explorador italiano Amerigo Vespucci. Vespucci exploró Sudamérica a principios del siglo dieciséis.

**REVISAR**     Espacio de letras     Uniones     Tamaño de letras     Inclina     Espacio entre palabras

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and write the cursive **V** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Letter V Corrective Techniques** See page T31.

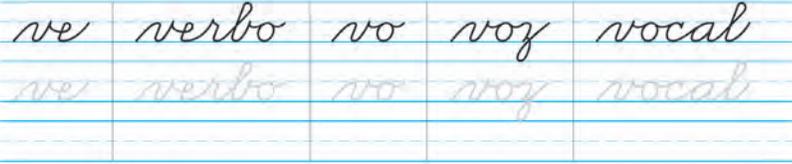
**Katherine's OT Tip** Book reports are excellent learning activities as they ask students to gather information, formulate opinions, and share information with their readers. Another fun way to practice these skills is to have students take their handwriting out of the classroom and become newspaper reporters. Give them an assignment to interview a parent, sibling, or another 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 jot down appropriate questions in language arts class.

v minúscula

Traza y escribe la letra, uniones y palabras.



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



Escribe las oraciones.

Los herbívoros, como las vacas,  
comen plantas. Los carnívoros,  
como los leones, comen carne.  
Los omnívoros comen las  
plantas y la carne.

### 1. Model & Discuss

Have the students open their books to page 69 and study the cursive **v** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

1. ¿Cuántos trazos inclinados hay en esta letra? (1)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (trazo elevado)
5. ¿Qué otras letras terminan como la **v**? (b, o, w)
6. ¿Cuántas curvas hacia abajo hay en esta letra? (ninguna)

After you discuss the letter, have the students trace over the cursive **v** in the blue tab as they say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha.**” Repeat this two more times.

**Key Points** The overcurve-slant is the same as in the cursive **m** and **n**. The sharp undercurve stops slightly above the midline.



Sharp undercurve



### Objetivos:

- Repasar los trazos de la letra **v** cursiva.
- Trazar y escribir la letra **v** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **v** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **v** as they say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **v** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVIS**A at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine’s OT Tip** Functional Fun! The art of handwriting deserves to maintain its place in the realm of communication. Technology hasn’t replaced it; it has just nudged it out of the way. A fun way to maintain interest in handwriting is to organize a Pen Pal Group within your school. Join other teachers in gathering names of students interested in having a pen pal, mix them up, and pair them together randomly. Students will have fun using stationery to share happy events and to “mail” their letters in a special school mail box. Different students can have the honor of delivering them each week.

## W mayúscula



### Objetivos:

- Repasar los trazos de la letra **W** cursiva.
- Trazar y escribir la letra **W** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **W** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 70 and study the cursive **W** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **W** in the blue tab as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva.**” Repeat this two more times.

**Key Points** This letter has three sharp edges. The second, third, and fourth strokes are preceded by a pause.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **W** as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **W** directly under the letters in the first line.

W mayúscula



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

Traza y escribe la letra y palabras.



Escribe la oración.

Durante la Guerra Civil, la  
Batalla de Williamsburg se  
libró el 5 de mayo de 1862,  
en Williamsburg, Virginia.



**3. Self-Evaluate** After each line of practice, 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. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**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.



w minúscula

Traza y escribe la letra, uniones y palabras.



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

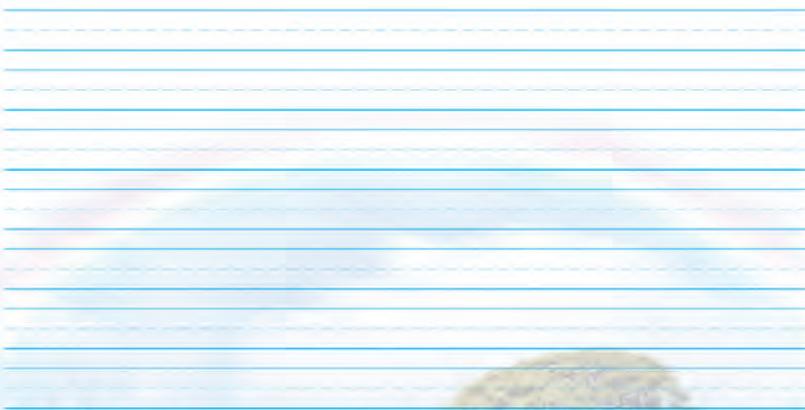


we página web wi wi-fi

we página web wi wi-fi

Escribe las oraciones.

Los arcoíris ocurren cuando la luz pasa a través de las gotas de agua. Si llueve y el sol brilla al mismo tiempo, podemos ver un arcoíris.



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### 1. Model & Discuss

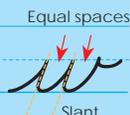
Have the students open their books to page 71 and study the cursive **w** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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? (5)
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, have the students trace over the cursive **w** in the blue tab as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo, vuelve a trazar, gira a la derecha.**” Repeat this two more times.

**Key Points** The two slant strokes should be parallel. The openings at the top of the slant-undercurve strokes should be even.



### Objetivos:

- Repasar los trazos de la letra **w** cursiva.
- Trazar y escribir la letra **w** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **w** en oraciones.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **w** as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo, vuelve a trazar, gira a la derecha**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **w** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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 joinings and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.

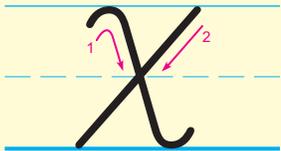


**Letter w Corrective Techniques** See page T28.

### 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. These skills allow students to determine quickly that the cursive letter with one “undercurve and a swing right” is a lowercase **v** and not a **w**. 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 its name.

## X mayúscula



### Objetivos:

- Repasar los trazos de la letra **X** cursiva.
- Trazar y escribir la letra **X** cursiva.
- Trazar y escribir las palabras en letra cursiva.
- Escribir la letra cursiva **X** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 72 and study the cursive **X** in the blue tab (or use *AlphamationPlus* to model the letter; see page T17 for details).

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

After you discuss the letter, have the students trace over the cursive **X** in the blue tab as they say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda.**” Repeat this two more times.

**Key Points** This letter is made with two strokes. The slant strokes cross at the midline. Be sure to make the letter wide.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **X** as they say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **X** directly under the letters in the first line.

#### X mayúscula



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

Traza y escribe la letra y palabras.



Xena Xavier Xylia Xander  
Xena Xavier Xylia Xander



¿Por qué son importantes la posición correcta del lápiz y el papel? Escribe tu respuesta abajo.

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**3. Self-Evaluate** After each line of practice, 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. Finally, have them write their answer to the question at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with *AlphamationPlus*.



**Letter X Corrective Techniques** See page T31.

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

## x minúscula



x minúscula

Traza y escribe la letra, uniones y palabras.



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



xa hexágono xp explique  
xa hexágono xp explique

### Objetivos:

- Repasar los trazos de la letra **x** cursiva.
- Trazar y escribir la letra **x** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **x** en oraciones.

Escribe la oración.

El Rio Grande sirve como  
frontera natural entre  
México y cuatro estados,  
incluyendo Tejas.



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- Calidad de líneas  Uniones  Alineación  Inclina  Espacio entre palabras

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### 1. Model & Discuss

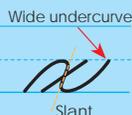
Have the students open their books to page 73 and study the cursive **x** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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, have the students trace over the cursive **x** in the blue tab as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba.**” Repeat this two more times.

**Key Points** The slant stroke must slant left. The undercurve is wide to allow for the upstroke that crosses the letter.



### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **x** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**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.

## Y mayúscula



### Objetivos:

- Repasar los trazos de la letra **Y** cursiva.
- Trazar y escribir la letra **Y** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **Y** en oraciones.

### 1. Model & Discuss

Have the students open their books to page 74 and study the cursive **Y** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **Y** in the blue tab as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” Repeat this two more times.

**Key Points** Be sure the two slant strokes are parallel. The overcurve ending crosses at the bottom line.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **Y** as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **Y** directly under the letters in the first line.

### Y mayúscula



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

Traza y escribe la letra, uniones y palabras.



Yu Yucatán Yo Nueva York  
Yu Yucatán Yo Nueva York

Escribe la oración.

La Batalla de Yorktown,

una de las batallas más

importantes de la Guerra

Revolucionaria, ocurrió en 1861.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter Y Corrective Techniques** See page T31.

**Katherine's OT Tip** Worksheets and notebook paper ask students to transfer their cursive skills without the benefit of guide lines. Drawing addresses many facets of handwriting mastery and enhances **visual-spatial** and **perceptual skills** for efficient use of space. Creating a picture from memory or copying proportional designs utilizes the **visualization skills** that help students to produce handwritten work legibly on unlined paper and forms. Dot-grid activities are also great warm-ups for these **vision skill** activities.



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



yo hoyo ya guayaba  
yo hoyo ya guayaba

Escribe la oración.

Un pasajero del Mayflower

llamado Myles Standish se

convirtió en el líder militar

de la Colonia Plymouth.



**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Espacio entre palabras

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### 1. Model & Discuss

Have the students open their books to page 75 and study the cursive **y** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

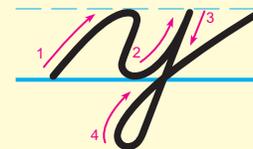
1. ¿Dónde cruza la vuelta? (la línea de abajo)
2. ¿Cómo se llama el primer trazo? (sobrecurva)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Cómo se llama el último trazo? (sobrecurva)
5. ¿Hay una curva debajo de esta letra? (sí)
6. ¿Cuántas sobrecurvas hay en esta letra? (2)

After you discuss the letter, have the students trace over the cursive **y** in the blue tab as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva.**” Repeat this two more times.

**Key Points** The overcurve ending crosses at the bottom line. Be sure the two slant strokes are parallel.



## y minúscula



### Objetivos:

- Repasar los trazos de la letra **y** cursiva.
- Trazar y escribir la letra **y** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **y** en oraciones.

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **y** directly under the letters in the first line.

**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

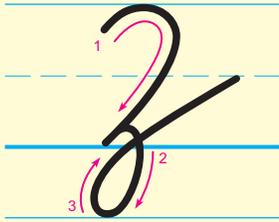
**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

**Katherine's OT Tip** Complicated joining movements, such as **h-y-p**, demand efficient motor planning skills. An effective activity to enhance the skills for this type of movement is the “Visualize and Verbalize Game.” Warm-up your joining practice by having the students use their **visualization skills** to “see” the movement in their “mind’s eye.” They can close their eyes and move them along with their thoughts. Then, as you write the joined letters on the board, have them verbalize the sequence of strokes provided in their workbooks. Finally, as they copy them, have them verbalize the strokes once more.

## Z mayúscula



### Objetivos:

- Repasar los trazos de la letra **Z** cursiva.
- Trazar y escribir la letra **Z** cursiva.
- Trazar y escribir las uniones y palabras en letra cursiva.
- Escribir la letra cursiva **Z** en oraciones.

### 1. Model & Discuss

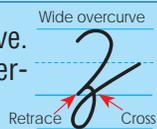
Have the students open their books to page 76 and study the cursive **Z** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

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, have the students trace over the cursive **Z** in the blue tab as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva.**” Repeat this two more times.

**Key Points** Begin with a wide overcurve. Retrace the slant stroke slightly. The over-curve ending crosses at the bottom line.



### 2. Practice

On the first line, have the students start at each dot to trace and write the cursive **Z** as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **Z** directly under the letters in the first line.

### Z mayúscula

Traza y escribe la letra, uniones y palabras.



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



za zambia zi zimbabue  
za zambia zi zimbabue

Escribe las oraciones.

Zheng He fue un famoso

explorador marítimo chino.

Sirvió a Zhu Di, el Emperador

Yongle en el siglo XV.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

76

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**3. Self-Evaluate** After each line of practice, 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 joinings and words. Finally, have them write the sentence and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



**Letter Z Corrective Techniques** See page T31.

**Katherine's OT Tip** The uppercase **Z** can only be described as a bear to be mastered! The small “retrace” and immediate “curve down-curve back” strokes are **visual motor** challenges that can end up causing 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 the students trace those. Finally, have them trace the entire model. Students can highlight the pieces themselves for added tactile awareness.

## z minúscula

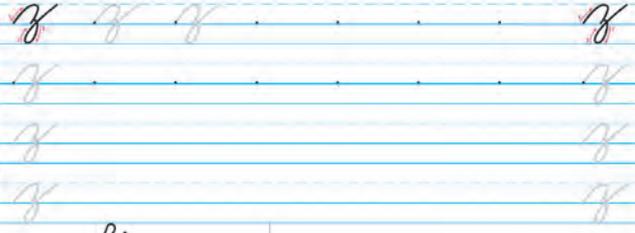


z minúscula

Traza y escribe la letra, unión y palabras.



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



za analizar zarzamora  
za analizar zarzamora

Escribe las oraciones.

Montezuma fue el noveno emperador de la civilización azteca. Esta civilización cayó cuando los españoles invadieron en el siglo XVI.



### Objetivos:

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

### 2. Practice

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**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second, third, and fourth lines, have the students trace and write the cursive **z** directly under the letters in the first line.

### 3. Self-Evaluate

After each line of practice, 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 joining and words. Finally, have them write the sentences and complete the **REVISAR** at the bottom of the page.

**Extra Practice:** Students can trace, write, and self-evaluate letters with **AlphamationPlus**.



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

### Katherine's OT Tip

The lowercase **z** can be as troublesome as its uppercase partner. The same “take it apart and puzzle it back together again” strategy that we used with the uppercase **Z** will work here. 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.

### 1. Model & Discuss

Have the students open their books to page 77 and study the cursive **z** in the blue tab (or use **AlphamationPlus** to model the letter; see page T17 for details).

Ask the students the following questions:

1. ¿Cómo se llama el primer trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el último trazo? (sobrecurva)
4. ¿Dónde cruza la vuelta? (la línea de abajo)
5. ¿Hay un trazo inclinado en esta letra? (sí)

After you discuss the letter, have the students trace over the cursive **z** in the blue tab as they say “**sobrecurva, inclina, curva hacia arriba y hacia abajo, sobrecurva.**” Repeat this two more times.

**Key Points** The slant is slightly curved. Retrace the slant slightly. The overcurve ending crosses at the bottom line.



# Protegiendo nuestro medio ambiente

## Objetivos:

- Discutir cómo los humanos han impactado negativamente el medio ambiente y cómo evitar daños mayores.
- Escribir un ensayo de opinión.

## Protegiendo nuestro medio ambiente

Muchas amenazas ponen en peligro nuestro medio ambiente: la contaminación, la deforestación, la superpoblación, etc. Los seres humanos son responsables de muchas de estas amenazas. ¿Cuál crees que es la mayor amenaza humana para nuestro medio ambiente y qué podemos hacer para evitar daños mayores?

Handwriting practice lines for the text above.



**REVISA**

Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

78

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## Discuss

Have the students open their books to pages 78 and 79. Discuss how humans actions negatively affect the environment and how we can prevent more damage. Call on volunteers to share their answers. Remind students that when they write an opinion essay, they should include an introduction, several points to support their opinion, and a conclusion. Read the directions or call on a student to read them.

## Write

Ask the students to write an opinion essay about how humans negatively impact the environment and what we can do to prevent more damage. They may want to use a separate sheet of paper to brainstorm and write a draft before writing their final essay in the workbook.

## Self-Evaluate

Have the students complete the **REVISA** at the bottom of page 78 and then the **REVISA** at the bottom of page 79.

**Extended Activity** For an even more in-depth activity, print copies of Worksheets 78A, 78B, 78C, 78D, and 78E (shown on the next page) for your students.

Tell the students to draw their own symbol as labeled on each worksheet, then write why that particular environmental concern is important.

**Katherine's OT Tip** Visual scanning skills play a vital role in research and independent writing activities as students scan books, the internet, or the dictionary for information and words. Inefficient scanning strategies can cause students to lose their place, miss important information, and copy incorrectly. The "Sentence Scramble Game" can help to hone scanning skills. Choose a sentence from a textbook or worksheet, mix up the words, and write it on the board, adding one extra word. Have the students read the correct sentence, compare it with the words on the board, and find the one that doesn't belong.

# Protegiendo nuestro medio ambiente

Worksheets 78A - 78E  
You can download and print copies of these worksheets at:  
[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)

Worksheet 78A



Worksheet 78B



Worksheet 78C



Worksheet 78D



Worksheet 78E



**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.

# Examen final

## Objetivos:

- Evaluar la legibilidad de la formas de las letras cursivas.
- Evaluar los elementos de legibilidad.
- Determinar las fluidez de uso de la escritura cursiva.

## 1. Model and Discuss

Have the students open their workbooks to page 80. Ask them the following questions:

1. ¿Cuándo fue escrito “The Star-Spangled Banner?” (septiembre de 1814)
2. ¿Quién escribió “The Star-Spangled Banner?” (Francis Scott Key)
3. ¿Cuál es otro nombre de “The Star-Spangled Banner?” (el himno nacional de Estados Unidos de América)

Ask the students what the word “manuscript” means. Tell them manuscript means written by hand.

## 2. Practice

Have the students write the beginning of “The Star-Spangled Banner.”

## 3. Self-Evaluate

Have the students examine their work carefully and then complete the **REVISAR** at the bottom of the page.

Make copies of **Worksheet 80** for the students. Have them write the remainder of the first verse of “The Star-Spangled Banner.”

Examen Final

### HIMNO NACIONAL DE LOS ESTADOS UNIDOS

Oh, decidme, ¿veis a la primera luz de la aurora,  
la que izamos con orgullo, al último rayo del crepúsculo.  
Cuyas anchas bandas y brillantes estrellas, en la fiera lucha,  
contemplamos ondeando gallardas sobre las murallas.

Francis Scott Key

Escribe el comienzo de nuestro himno en las líneas.

Evalúa tu escritura utilizando los elementos de legibilidad. Marca la casilla si el elemento es correcto.

**REVISAR**  Espacio de letras  Uniones  Tamaño de letras  Inclina  Espacio entre palabras

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## Worksheet 80

You can download and print copies of this worksheet at:  
[upub.net/756worksheets.pdf](http://upub.net/756worksheets.pdf)



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



## 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](http://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



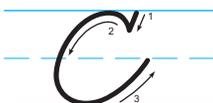
### B mayúscula

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



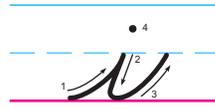
### h minúscula

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



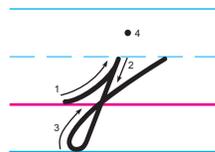
### i minúscula

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



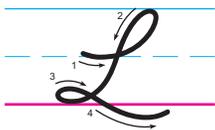
### K mayúscula

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



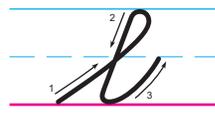
### k minúscula

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



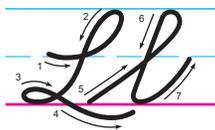
### L mayúscula

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](http://upub.net/spanishcursivestrokedescriptions.pdf)



### **Ñ mayúscula**

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



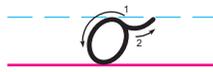
### **ñ minúscula**

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



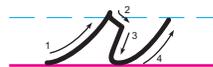
### **q minúscula**

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



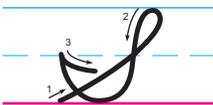
### **R mayúscula**

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



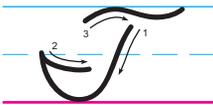
### **S mayúscula**

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 ►

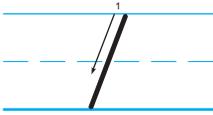
Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.

## 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.



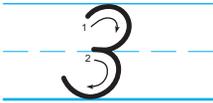
**Número 1**

1. Inclina



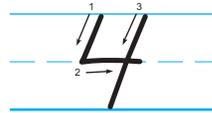
**Número 2**

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



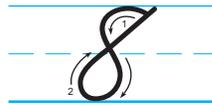
**Número 6**

1. Curva hacia abajo, curva hacia arriba,  
abajo



**Número 7**

1. Desliza a la derecha 2. Inclina



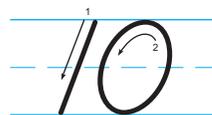
**Número 8**

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.

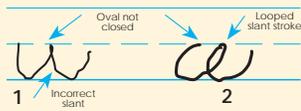


The **overcurve** is the beginning stroke for six lowercase letters. They are: **m, n, v, x, y,** and **z**.



## 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*.

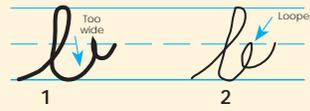
### Corrective Techniques



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.

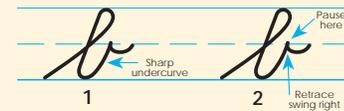
## Lowercase *b*

### Possible Errors



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

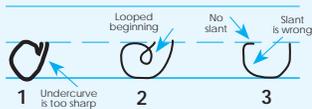
### Corrective Techniques



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.

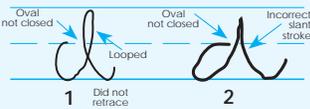
### Corrective Techniques



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.

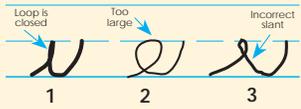
### Corrective Techniques



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.

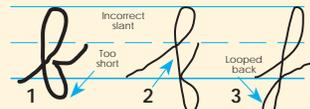
### Corrective Techniques



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.

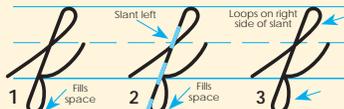
## Lowercase *f*

### 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.

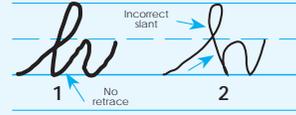
### Corrective Techniques



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

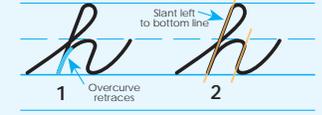
## Lowercase *h*

### Possible Errors



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

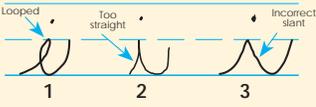
### Corrective Techniques



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

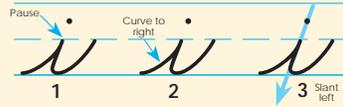
## Lowercase *i*

### 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.

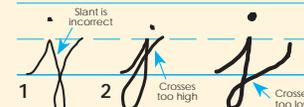
### Corrective Techniques



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.

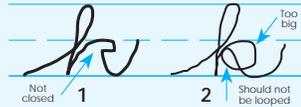
### Corrective Techniques



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

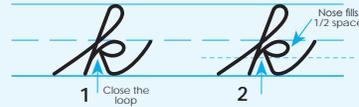
## Lowercase *k*

### 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.

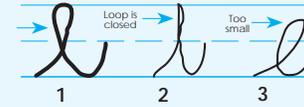
### Corrective Techniques



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

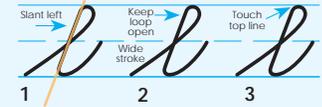
## Lowercase *l*

### Possible Errors



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

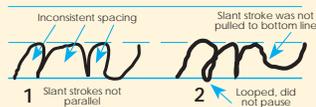
### Corrective Techniques



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.

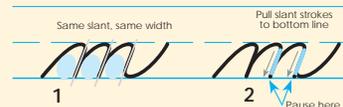
## Lowercase *m*

### 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.

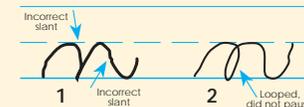
### Corrective Techniques



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.

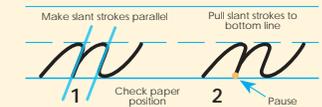
## Lowercase *n*

### Possible Errors



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

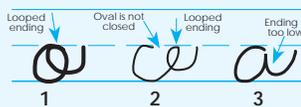
### Corrective Techniques



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

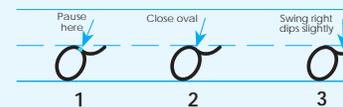
## Lowercase *o*

### 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.

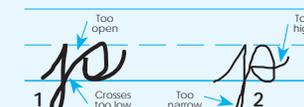
### Corrective Techniques



1. Pause before the swing right.
2. Close oval, pause, then swing right.
3. Swing right dips slightly, but stays near the midline.

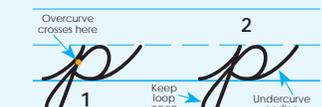
## Lowercase *p*

### 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

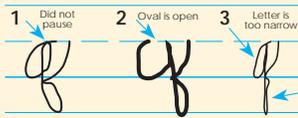


1. Overcurve crosses the slant stroke above the bottom line.
2. Keep the loop open, undercurve ends at the midline.

# Corrective Techniques for Lowercase Cursive Letters (continued)

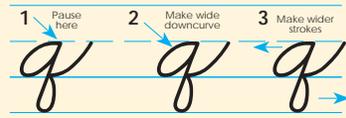
## Lowercase q

### Possible Errors



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

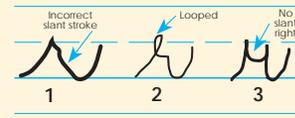
### Corrective Techniques



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

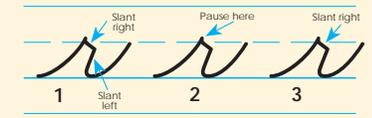
## Lowercase r

### 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.

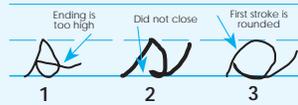
### Corrective Techniques



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.

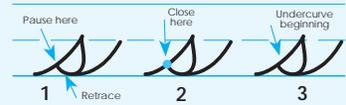
## Lowercase s

### Possible Errors



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

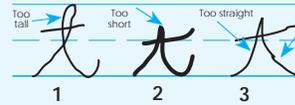
### Corrective Techniques



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

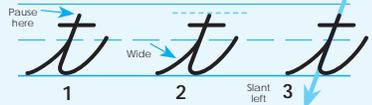
## Lowercase t

### 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.

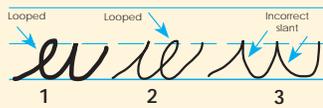
### Corrective Techniques



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.

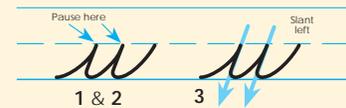
## Lowercase u

### 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.

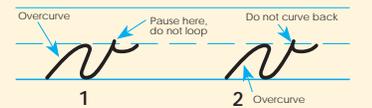
## Lowercase v

### 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.

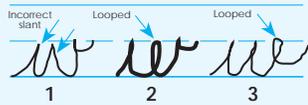
### Corrective Techniques



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.

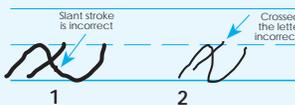
### Corrective Techniques



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.

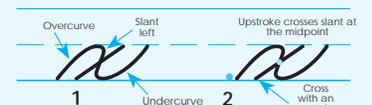
## Lowercase x

### 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.

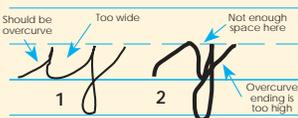
### Corrective Techniques



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."

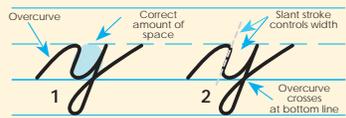
## Lowercase y

### 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.

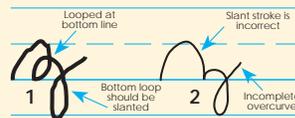
### Corrective Techniques



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.

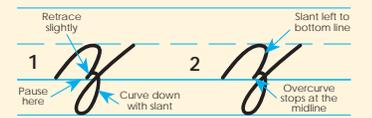
## Lowercase z

### 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.

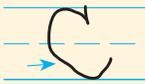
### KEY POINTS

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.



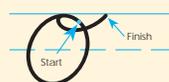
## Uppercase O

### 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.

### KEY POINTS

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



## Uppercase R

### Possible Errors



The round part (curve forward) of the letter is too narrow.

### Corrective Techniques



Make the curve forward part of the R just like the curve forward in the P. Both are open and round.

### KEY POINTS

The letter R is just like the letter P with a slant right and undercurve. Keep the top open by making a wide curve forward that curves down below the midline and ties to the slant.



## Uppercase S

### Possible Errors



First stroke is not wide enough. No loop back at the top line. Ending is too low.

### Corrective Techniques



Make a very wide undercurve, curve back and loop (cross) at the midline. End with a swing right.

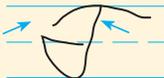
### KEY POINTS

The wide undercurve is necessary to maintain correct slant and to have room for the top loop. The ending is like that of the letters T and G.



## Uppercase T

### Possible Errors



First stroke starts too high and it has no slant. The top starts too far to the left.

### Corrective Techniques



Start below the top line and slant to the bottom line. The top starts above the end of the swing right.

### KEY POINTS

Do not connect the top and bottom of the letter. The top curves up, down, and up. The slant stroke has a slight curve in it. The base of the T is much like that of the G, S, and F.



## Uppercase U

### Possible Errors



Incorrect slant and did not pause after the first undercurve.

### Corrective Techniques



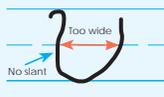
Be sure the two slant strokes are parallel. Pause after the undercurve, then slant to the bottom line.

### KEY POINTS

The two slant strokes are key to the shape of this letter. The first undercurve extends to halfway between the midline and top line, the last undercurve ends at the midline.

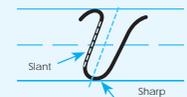
## Uppercase V

### Possible Errors



The letter is too wide, looks like the letter U. Letter has no slant.

### Corrective Techniques



Make the undercurve at the bottom of the first slant stroke very sharp. Check paper position for slant.

### KEY POINTS

The undercurve in this letter controls the width of the letter. It should be made very sharp as the letter should not be too wide. The second slant stroke is a slant-up stroke that curves slightly at the end.

## Uppercase W

### Possible Errors



Writing too fast. Did not complete all the strokes in the letter. Looks like V or U.

### Corrective Techniques



Slow down! Complete every stroke. Pull the slant to the bottom line, then end with an overcurve.

### KEY POINTS

Begin with overcurve slant, then undercurve, slant, and overcurve. Be sure to pause after each stroke. The second slant stroke has a slight curve in it.



## Uppercase X

### Possible Errors



Did not cross the two strokes at the midline. Looks like the letter V.

### Corrective Techniques



Be sure that the second stroke, the slant-left stroke, crosses at the midline.

### KEY POINTS

The two strokes must be angled correctly to maintain proper slant. Begin the second slant stroke far enough to the left so the letter is the proper width.



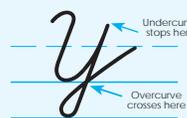
## Uppercase Y

### Possible Errors



The undercurve is far too short. The overcurve ending crosses too low.

### Corrective Techniques



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

### KEY POINTS

This letter begins exactly like the letter U. The second slant stroke fills the space below the bottom line (on primary lines). The two slant strokes are parallel.



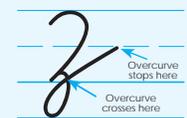
## Uppercase Z

### Possible Errors



The overcurve crosses too low below the bottom line.

### Corrective Techniques



The overcurve ending crosses slightly above the bottom line.

### KEY POINTS

The slant stroke curves left more than usual. It stops at the bottom line under the beginning of the letter. The lower loop and top of the letter should have the proper slant.



# 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

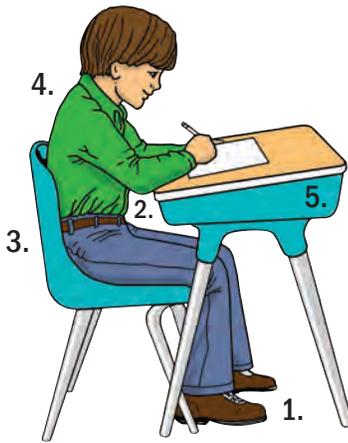
Student Name \_\_\_\_\_

Download and print copies of this progress chart at: [upub.net/spanishcursiveprogress.pdf](http://upub.net/spanishcursiveprogress.pdf)

<b>Position</b>		
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"/>
<b>Basic Strokes</b>		
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"/>
<b>Uppercase Letters</b>		
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"/>

<b>Lowercase Letters</b>		
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"/>
<b>Numerals</b>		
Numeral 1	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 2	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 3	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 4	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 5	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 6	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 7	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 8	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 9	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>
Numeral 10	Needs Improvement <input type="checkbox"/>	Proficient <input type="checkbox"/>

## Postura y posición del papel y lápiz



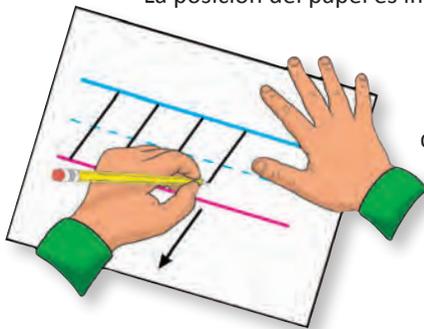
La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado

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.

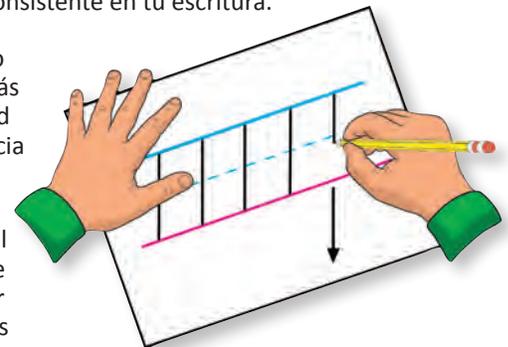
bajo. Si el escritorio es demasiado alto, los hombros del estudiante estarán levantados y muy tensos. Estar sentado mucho tiempo en esa posición causará fatiga y el estudiante se sentirá frustrado, se moverá mucho y será difícil prestar atención. Si el escritorio está demasiado bajo, causará dolor en 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.

## 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.

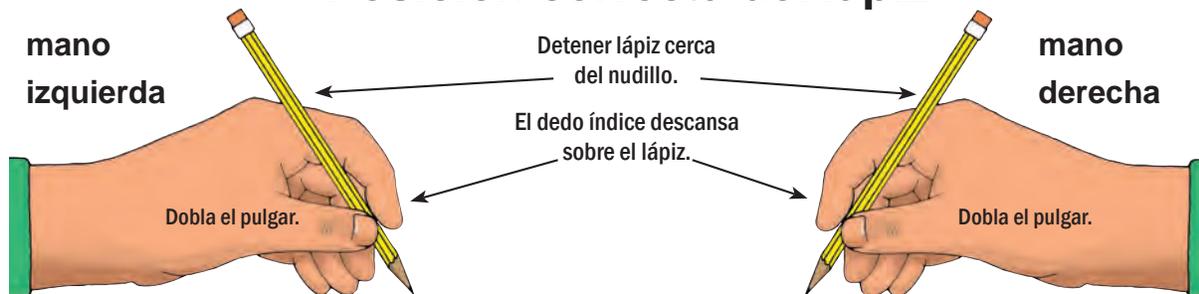


**Mano derecha** – Inclina el lado derecho del papel hacia arriba y a la izquierda. El borde izquierdo más bajo del papel debe apuntar hacia la mitad del cuerpo. Escribe los trazos inclinados hacia el codo izquierdo.

**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.



## El alfabeto en letra cursiva

Escribe las letras y números cursivos.

A a B b C c Ch ch D d

E e F f G g H h I i J j

K k L l Ll ll M m N n

Ñ ñ O o P p Q q R r

S s T t U u V v W w

X x Y y Z z . , ; : ' ! ¿ ? " "

## Números

1 2 3 4 5 6 7 8 9 10



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