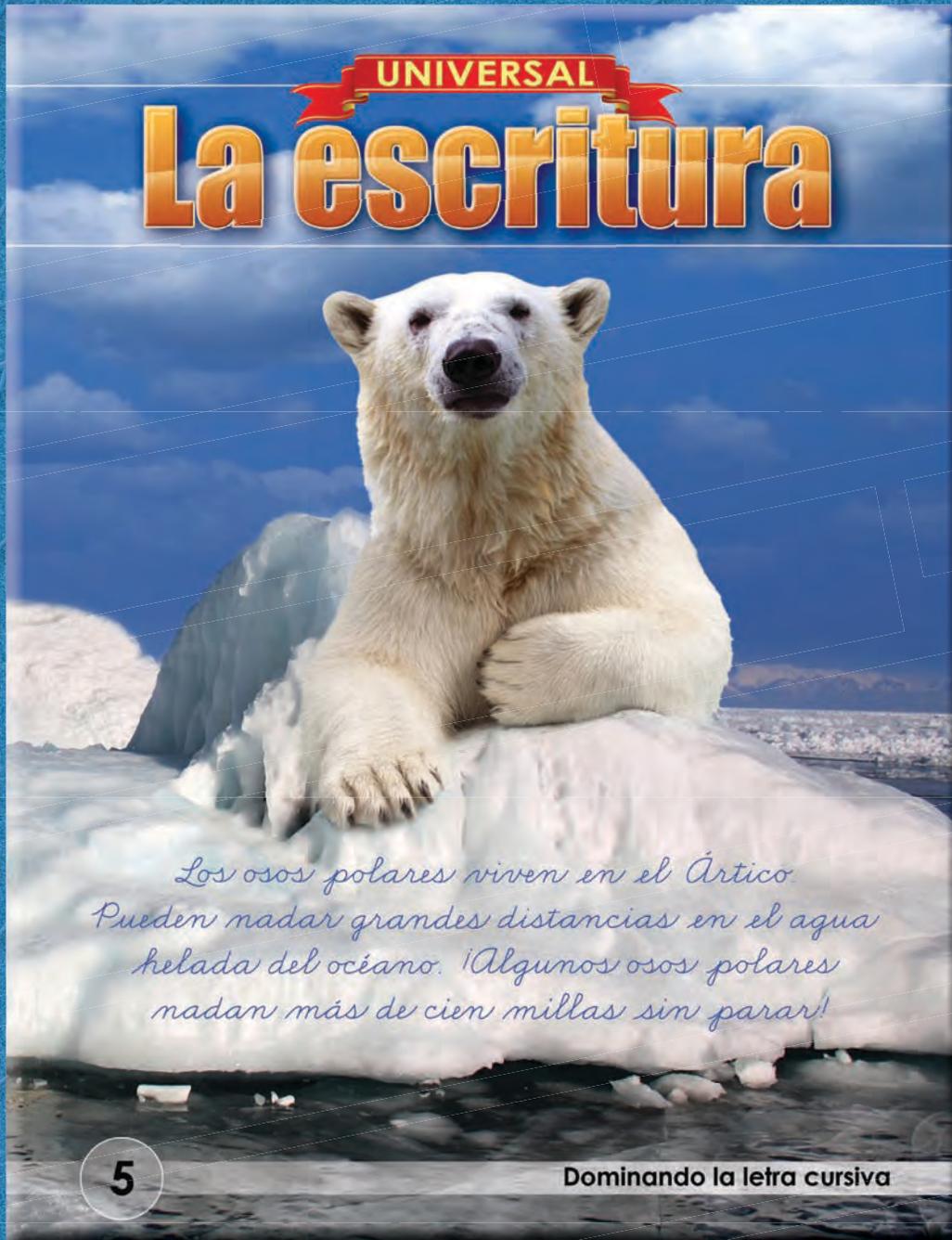


## Edición del Maestro



**UNIVERSAL**  
**La escritura**

*Los osos polares viven en el Ártico.  
Pueden nadar grandes distancias en el agua  
helada del océano. ¡Algunos osos polares  
nadan más de cien millas sin parar!*

5

Dominando la letra cursiva

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

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

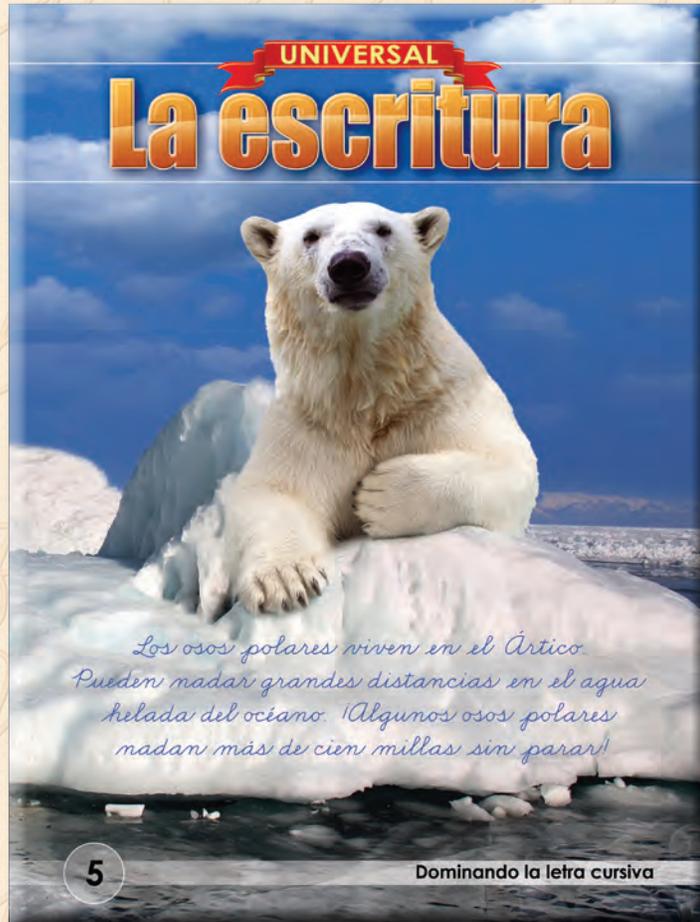
Gracias por utilizar los libros de Universal La escritura en su salón de clases. Estos libros son el resultado de tres décadas de investigación, pruebas en el salón de clases y la retroalimentación de educadores como usted.

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

Atentamente,  
  
Thomas Wasyluk  
Autor y escritor experto

Quinto Grado: Dominando 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

Universal La escritura: Edición del maestro  
Quinto Grado: Dominando la letra cursiva

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## Message from the Author



Dear Educators,

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

This fifth grade handwriting book was developed to help students to progress toward mastering cursive writing. However, I am well aware that some students at this level may never have had any formal cursive handwriting instruction. Students who had handwriting instruction in second or third grade may have lost what they learned because there were no legibility standards enforced or no periodic cursive maintenance reviews. Because of this, I made certain that this book includes a clear, simple page format that reviews the basics of cursive writing before moving on to words and sentences. This workbook is suitable for students just beginning cursive, as well as students who are near mastering cursive.

With my three-step approach to instruction, students will not only see significant improvement with each line of practice, they will also experience writing words and sentences more fluently and legibly. Keep in mind that the best way to determine students' handwriting success is not by how well they write some letters on a page. It's best determined by their ability to apply the skill automatically, without it interfering with their thought process, as they write words and sentences to express themselves throughout the day.

This workbook is one of my most treasured as I am so passionate about cursive writing. I believe this passion for cursive is felt by all students when they begin to learn cursive writing. This excitement can be short lived if the student does not continue to experience success with cursive writing. Students who do things well and feel successful get a huge boost in self-esteem. This is especially true with cursive handwriting. You and your students are about to experience the most engaging and effective cursive handwriting book available.

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,

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

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.”

Fifth grade is an exciting time for students as they begin to develop their personal handwriting style. This year will provide them with opportunities to build upon and master the skills they have learned, and to use them to produce fluid and legible classroom notes. Handwriting will become a useful tool as it turns the corner from a practiced skill to a functional one. It is imperative, then, that fifth-grade students be encouraged to transfer their handwriting skills across subject areas and into their daily lives. At this stage, it is equally important to monitor their skills to assist them in areas where they may continue to struggle. A confident hand-writer is one who uses the skill automatically and with self-assurance. Fifth-grade handwriting skills can introduce students to a lifetime of confidence with effective written communication.

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 fifth-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 blue ink that reads "Katherine J. Collmer, M.Ed., OTR/L". The signature is fluid and cursive.

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.

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# Elements of Legibility

## The Writing Lines



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

**Maximum Letters** - Letters that fill almost the entire writing space.



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

**Minimum 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 minimum letters.

**Intermediate Letters** - Fill two-thirds of the writing space.



The letters t and d are intermediate letters.

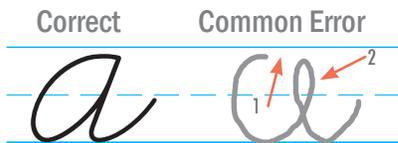
**Descenders** - The letters f, g, j, p, q, y, z, J, Y, and Z fill one-half the space below the bottom line.



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



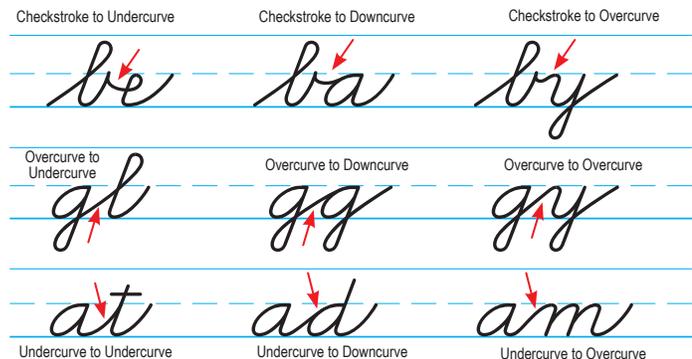
**Letter Forms** Letter formation is influenced by many factors, including paper position, posture, pencil grip, basic strokes, and speed of writing. Any one of these can affect the legibility of your writing.



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

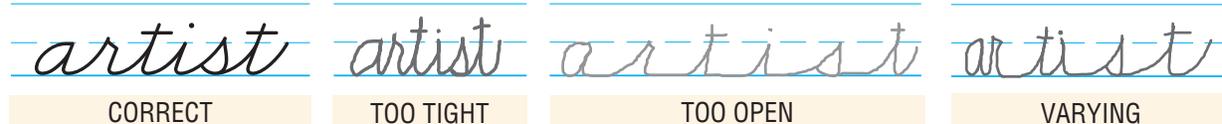
See page T29 for Possible Errors and Corrective Techniques.

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



## Elements of Legibility

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



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



**Sentence Spacing** Allow enough space for one large oval. See example below.



**Paragraph Indent** Allow enough space for two large ovals. See example below.



**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. 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.

## Correct Posture, Paper and Pencil Position



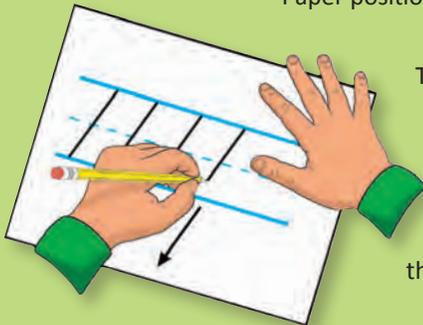
Good posture can be greatly affected by the height of a student's desk. The flat or slanted surface of the desk should be the proper height. It is easy to notice when the desk is too high or too low. If

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

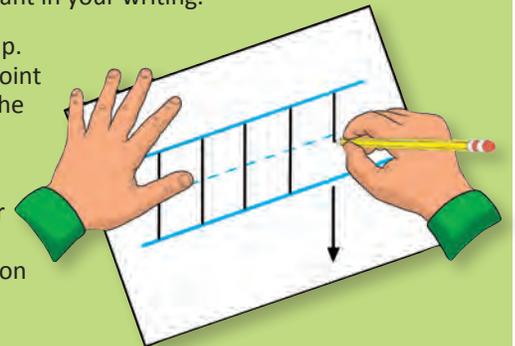
1. Both feet flat on the floor
2. Elbows off the edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

## Cursive Paper Position

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



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

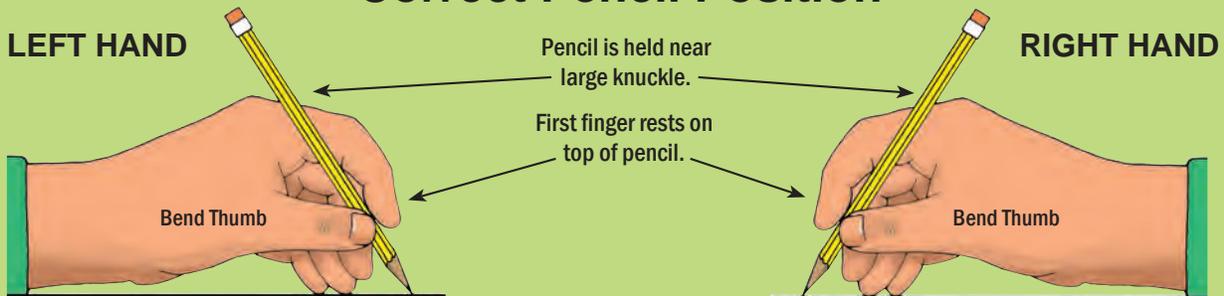


Right Hand - Tilt the right side of the paper up and to the left. The left, lower edge of the paper should point toward the mid-section of the body. Pull the slant strokes toward the left elbow.

**LEFT HAND**

**RIGHT HAND**

## Correct Pencil Position



Keep a close watch on the length of the pencils your students are using. They should not be using pencils that are shorter in length than their middle fingers. Tiny pencils are extremely hard to control, for students of any age. The pencil should extend at least an inch above the large knuckle of the first finger. 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 teaching the lesson.

3

Objectives for every lesson are clearly stated to maintain focus on the lesson.

4

Key Points about the letter being taught.

5

Detailed, step-by-step instructions for the three teaching steps:

1. Model & Discuss
2. Practice
3. Self-Evaluate

6

Occupational Therapist Tips by Katherine J. Collmer, M.Ed, OTR/L

**1** **i** minúscula

Contiene esta letra con una curva debajo ancha. Asegúrate de trazar pausas en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.

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

**2**

Traza y escribe las uniones y las palabras.

*id idéntico in insecto is isla*

Escribe las oraciones. Revisa tu escritura.

*La investigación científica es un proceso que usan los científicos para investigar el mundo natural. El proceso incluye formar hipótesis, recopilar datos y llegar a una conclusión basada en el análisis de los datos.*

**3** **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.

**4** **Key Points:** Begin this letter with a wide undercurve. Pause at the top of the letter. Pull the slant stroke to the bottom line.

the students trace and write the cursive i directly below the letters on the previous line. Then, on the fourth line, have them write the cursive i.

**5** **1. Model & Discuss**

Have the students open their books to page 31 and study the cursive i in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive i.

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. ¿Cuál es el nombre del primer trazo? (curva debajo)

After you discuss the letter, have the students trace over the cursive i in their books as they say “**curva debajo, inclina, curva debajo, punto**” to themselves.

**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 and third lines, have

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Functional Fun! **Visual tracking skills** allow students to quickly locate and relocate text as they copy information, while **visual scanning skills** help them to obtain a process that information. The ability to convey a written message accurately depends upon both of these skills. To enhance students' awareness of the need for accuracy, have them copy their favorite recipe on a recipe card and then review their work to see if their directions would actually produce their favorite food. This activity also works on **visual spatial skills**, as recipe cards provide limited space for writing.

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S31

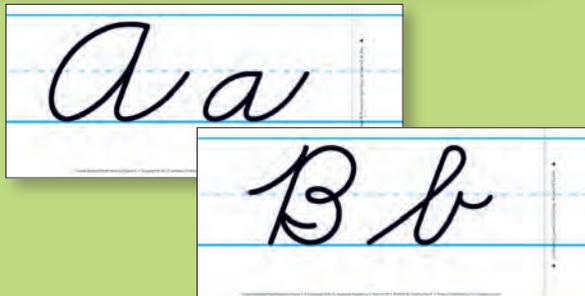
In the back of this Teacher Edition you will find:

- Possible errors and corrective techniques for all letters
- Spanish Send-Home page of the letters and numerals to 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.

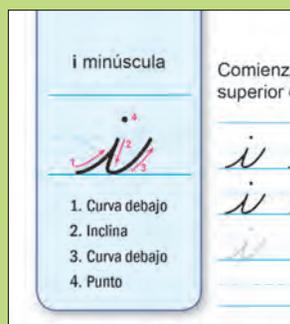
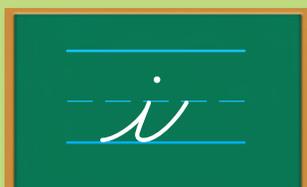
## Step 1: Model & Discuss

**Letter Models in your Classroom:** Be sure to have large cursive letter models displayed in your classroom where all students can see them clearly. These letter models will be used by the students for reference throughout the day long after handwriting lessons are completed. Modeling is teaching. The Alphabet Wall Strips for this grade level are shown at the right.



### 1. Model & Discuss (Example of actual lesson for the lowercase cursive i.)

Write a large lowercase cursive *i* on writing lines on the board.



Have your students open their books to page 31 and look at the letter *i* in the blue box at the top of the page.

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

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

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. ¿Cuál es el nombre del primer trazo? (curva debajo)

After you discuss the letter, have the students trace over the lowercase cursive *i* as they say “**curva debajo, inclina, curva debajo, punto.**” to themselves.

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

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. ¿Cuál es el nombre del primer trazo? (curva debajo)

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

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 before independent practice. 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 black dot and trace and write the letters on the first line. 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 second and third line. On the fourth line, have the students practice writing the letter.

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 models at end of three writing lines.

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.

**i minúscula**

Comienza esta letra con una curva en el espacio ancho. Asegúrate de hacer pausa en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.

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

Traza y escribe las uniones y las palabras.

*id idéntico in insecto is isla*

Escribe las oraciones. Revisa tu escritura.

*La investigación científica es un proceso que usan los científicos para investigar el mundo natural. El proceso incluye formar hipótesis, recopilar datos y llegar a una conclusión basada en el análisis de los datos.*

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31

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 write an X through 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 write 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 write an X through 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 for 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.

**i minúscula**

Comienza esta letra con una curva debajo ancha. Asegúrate de hacer punto en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.

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

Traza y escribe las uniones y las palabras.

id	idéntico	in	insecto	is	isla
id	idéntico	in	insecto	is	isla
id	idéntico	in	insecto	is	isla
id	idéntico	in	insecto	is	isla

Escribe las oraciones. Revisa tu escritura.

La investigación científica es un proceso que usan los científicos para investigar el mundo natural. El proceso incluye formar hipótesis, recopilar datos y llegar a una conclusión basada en el análisis de los datos.

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**REVISA**

ESPACIO DE LETRAS

UNIONES

TAMAÑO DE LETRAS

INCLINA

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## Checklist for Effective Handwriting Instruction

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



### **Handwriting Curriculum**

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

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

1. Do you have letter models displayed in your classroom for easy student reference?  
(Cursive Alphabet Wall Strips) YES  NO
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 Wasylyk at **1-800-940-2270** or e-mail him at **tom@upub.net**.

# Student Edition - Basic Strokes

Regardless of the the grade level, when teaching handwriting you must 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 the 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 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.

Students trace and write the basic strokes, then identify the basic strokes in letters. This builds the students' knowledge of the strokes as they relate to the letters and to the writing lines.

### Cursive Basic Strokes

Slant      Undercurve      Downcurve      Overcurve

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

Oval      Undercurve      Downcurve      Overcurve      Uppercase O

Backward Ovals      Forward Oval      Oval

### Trazos básicos de cursiva

*literal*

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: *l b a h i H f k*

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: *b c f i r s t B P*

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: *a d g q o c A*

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: *m n r x y y*

Escribe las palabras letra, además y mínimo. Revisa tus trazos básicos.

Basic strokes are used in these simple exercises.

### 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.

- 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

Many fifth-grade students have been writing in cursive since second or third grade; however, some students may not have ever received formal cursive handwriting instruction. This book accommodates both ends of that spectrum by thoroughly reviewing the basic strokes before moving on to practice joinings, letters, words, and sentences. Although the writing lines no longer include a descender space, a dotted guideline helps students visualize proper letter size on standard writing lines. Longer, more complex sentence models help prepare students for the functional application of cursive writing as they take notes and complete longer assignments in other subjects.

Dots show students where to begin the letter.

Reinforcement model at the end of each writing line.

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

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.

**i minúscula**

Comienza esta letra con una curva hacia abajo ancha. Asegúrate de hacer pausa en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.

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

Traza y escribe las uniones y las palabras.

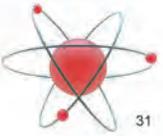
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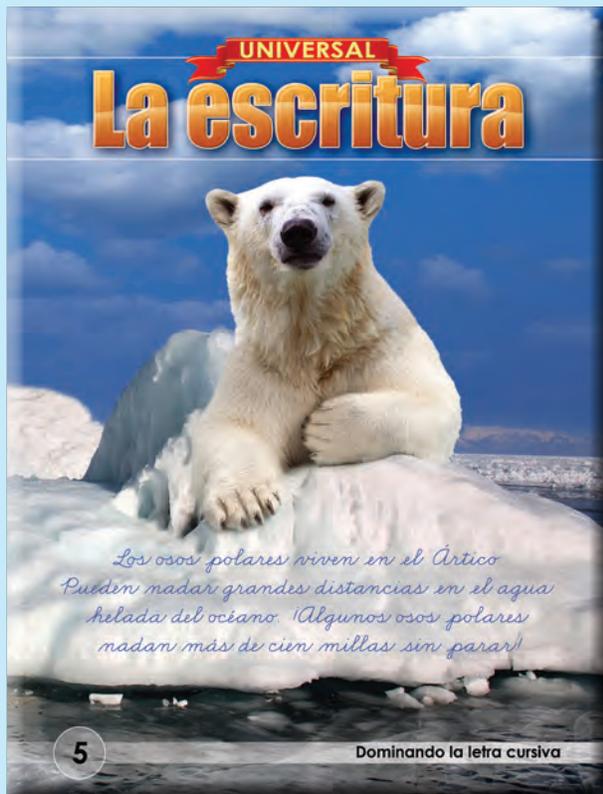
Escribe las oraciones. Revisa tu escritura.

La investigación científica es un proceso que usan los científicos para investigar el mundo natural. El proceso incluye formar hipótesis, recopilar datos y llegar a una conclusión basada en el análisis de los datos.

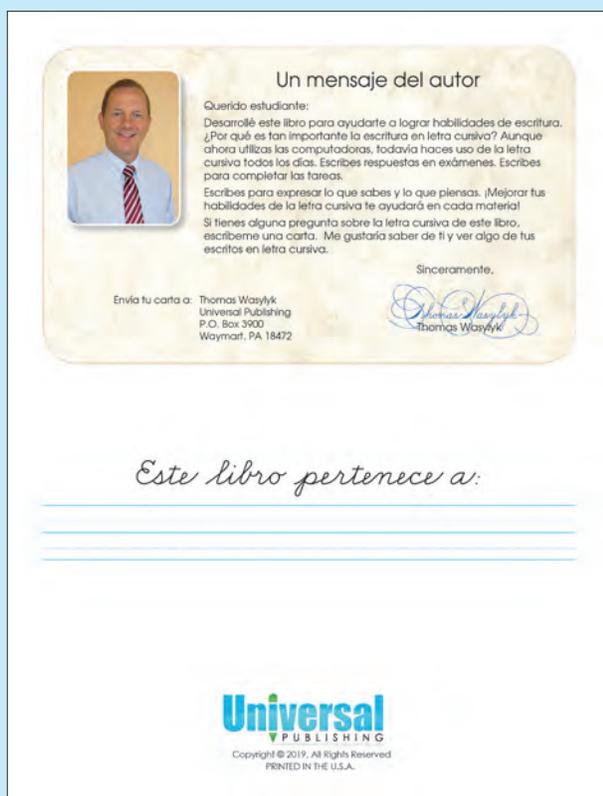
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Grade 5  
Student Edition Front Cover



Grade 5 Student Edition  
Inside Front Cover

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**Quinto grado**

Dominando la  
letra cursiva

Thomas M. Wasyluk  
Jennifer L. Schweighofer

**Universal**  
PUBLISHING

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# Examen previo

## Objetivos:

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

## 1. Model & Discuss

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

1. ¿Quién escribió el discurso de Gettysburg? (Abraham Lincoln)
2. ¿En qué estado se peleó la Batalla de Gettysburg? (Pennsylvania)
3. Cuando Abraham Lincoln dijo: “Hace ochenta y siete años”, ¿a qué evento se refería? (La firma de la Declaración de la Independencia)

## 2. Practice

Have the students write the beginning of the *Gettysburg Address*.

**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 more of the *Gettysburg Address*.

## EXAMEN PREVIO

### El discurso de Gettysburg

Hace ochenta y siete años, nuestros padres hicieron nacer en este continente una nueva nación concebida en la libertad y consagrada en el principio de que todas las personas son creadas iguales.

Ahora estamos empeñados en una gran guerra civil que pone a prueba si esta nación, o cualquier nación así concebida y así consagrada, puede perdurar en el tiempo.

~ Abraham Lincoln



Escribe las oraciones anteriores del discurso de Gettysburg.

Lined writing area for the student to write the beginning of the Gettysburg Address.

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## Worksheet 2

You can download and print copies of this worksheet at:  
[upub.net/757worksheets.pdf](http://upub.net/757worksheets.pdf)



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

# Postura y posición del papel y lápiz

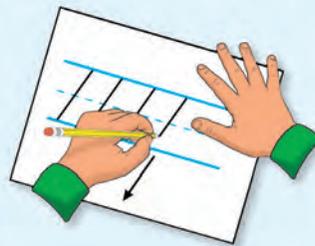


## Postura correcta

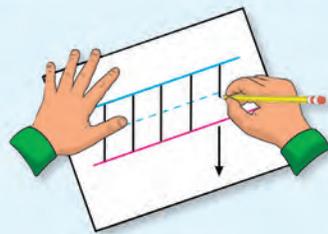
1. Ambos pies en el suelo.
2. No poner los codos en el borde del escritorio.
3. Sentarse hacia atrás en la silla.
4. Los hombros ligeramente hacia adelante.
5. Altura adecuada del escritorio.



## Posición del papel



mano izquierda



mano derecha

## Objetivos:

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

## Writing Posture

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

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

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

## 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.

## Paper Position

Have the students look at and study the left and right hand paper position illustrations at the top of page 3.

Ask them how the two paper positions are different. Tell them that correct paper position helps maintain slant in cursive writing.

**Katherine's OT Tip** Appropriate posture for efficient handwriting begins with chair height. 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 low, sitting on a book can bring the pelvis, back, and neck into correct alignment, as well as place the feet flat on the floor. If children are sitting on their feet, chances are their chairs are too low.

## El alfabeto en letra de imprenta

## El alfabeto en letra cursiva

### Objetivos:

- Reconocer y nombrar las letras de imprenta.
- Escribir las letras de imprenta.
- Reconocer y nombrar las letras cursivas.
- Escribir las letras y los números en cursiva.

### 1. Model & Discuss

Have the students open their workbooks to page 4 and look at the two alphabets. Ask them the following questions:

1. ¿Cuándo usas la escritura en letra de imprenta? (las respuestas variarán)
2. ¿Es para tí más fácil escribir en letra de imprenta o en letra cursiva? (las respuestas variarán)
3. ¿Cómo se diferencian las letras cursivas de las letras de imprenta? (las respuestas variarán)
4. ¿Qué significa la palabra “manuscrito”? (escrito a mano)
5. ¿Qué significa la palabra “cursiva”? (trazos fluidos y continuos donde las letras se unen entre sí)

### 2. Practice

Have the students write the manuscript and cursive letters and numerals directly under the models.

**3. Self-Evaluate** Have the students look at their work carefully and check their letter forms and numerals.

**Letter Recognition** **Worksheet 4** can be used to

### El alfabeto en letra de imprenta

Escribe las letras y números en letra de imprenta.

A a B b C c Ch ch D d E e F f  
G g H h I i J j K k L l Lll 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  
. , ; : ' ! ? " " ( ) 1 2 3 4 5 6 7 8 9 10

### El alfabeto en letra cursiva

Escribe las letras y números en letra cursiva.

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 Lll 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 . , ; : ' ! ? " " ( )  
1 2 3 4 5 6 7 8 9 10

4

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evaluate your students' manuscript and cursive letter recognition skills. Have the students draw a line from each manuscript letter to the matching cursive letter.

#### Worksheet 4

You can download and print copies of this worksheet at:

[upub.net/757worksheets.pdf](http://upub.net/757worksheets.pdf)



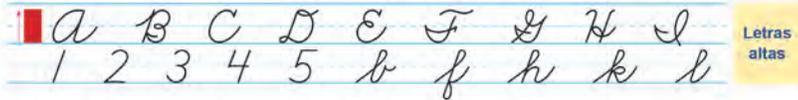
**Katherine's OT Tip** **Vision skills** play a key role in learning. As you observe your students during handwriting sessions, pay careful attention to their posture. Note if they are turning sideways in their chairs to write. Are they leaning close to the paper? Do they turn their heads to one side 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.

# Tamaño y alineación

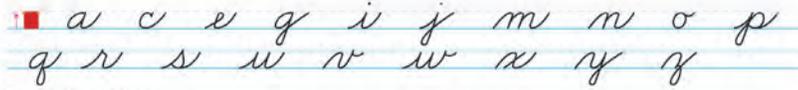
## Tamaño y alineación

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.

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.

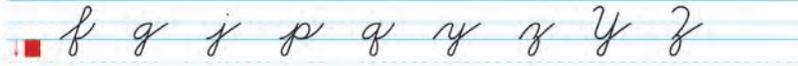


**Letras cortas** - Letras que ocupan aproximadamente la mitad del espacio de escritura.



**Letras descendentes**

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.



La escritura es un vehículo que transmite un mensaje al lector.

Si la escritura es ilegible, el mensaje jamás llegará a su destino.

Si lo que escribes será leído por otros, debe estar escrito de manera legible.

Escribe las oraciones.

Blank handwriting lines for practicing writing sentences.

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### Objetivos:

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

Ask the students to write their full name on a sheet of paper using correct upper- and lowercase letters. Ask them if their name has any:

- maximum letters
- minimum letters
- intermediate letters
- descender letters

## 1. Model & Discuss

Have the students open their books to page 5. 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 almost the entire space from the bottom line to the top line.

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

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

**Descender Letters:** Explain that these letters fill approximately one-half the space below the bottom line.

## 2. Practice

Have the students read the sentences in the yellow 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.

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

# Calidad de línea

## 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 6 and read the heading **Line Quality** 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 **Letter Forms** in the blue panel. Tell them that all letter forms are made from basic strokes. 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 (**b, e, f, h, i, l, ll, and t**). Tell them that these letters begin with 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 the letters **o, c,** and **ch** contain a sharp downcurve. Have them write the letters and check their downcurves.

### 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.



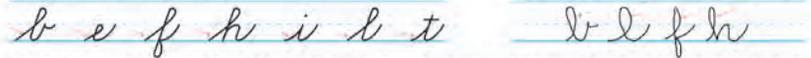
### Formas de las letras

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.

Haz tus curvas debajo anchas.

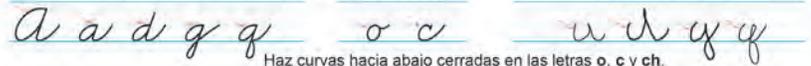
No termines la curva debajo demasiado pronto.



Escribe las letras con curva debajo i, t, u, e, l, ll, b, f, h y k. Asegúrate de que tus curvas debajo sean anchas.

Haz tus curvas hacia abajo anchas en las letras a, d, g y q.

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



Haz curvas hacia abajo cerradas en las letras o, c y ch.

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

Haz tus sobrecurvas anchas.

No subas la sobrecurva demasiado rápido.



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



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Have the students to look at the third line of letters (**m, n, ñ, v, x, y,** and **z**). Tell 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 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.

## Espacio entre letras, palabras y oraciones

### Sangría de párrafo

### 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 entre letras correcto.

*Este es un buen espacio de letras.*

CORRECTO

MUY JUNTAS

MUY SEPARADAS

ESPACIOS DESIGUALES

*letra*

*letra*

*letra*

*letra*

### 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: **Esta noche vi la primera estrella.** Revisa el espacio entre palabras.

### Espacio entre oraciones

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

*Perdi mi anillo nuevo. Era de oro.*

Escribe las oraciones: **Val es mi hermana. ¡Ella es genial!** Revisa tu espacio entre oraciones.

### 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.*

**REVISA**

ESPACIO ENTRE PALABRAS

UNIONES

ALINEACIÓN

INCLINA

ESPACIO DE LETRAS

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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 de párrafo correcta.

**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 Spacing example at the bottom of page 7. Tell them to allow enough space for two large ovals.

### Discuss

Have the students open their books to page 7.

**Letter Spacing** Ask them to look at the first line as you 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 as you explain that there should be enough room between words for a small oval. It is always better to allow a bit more space between words.

Make a copy of **Worksheet 7** for each student. Have them study page 7, then complete the worksheet and check their writing against the spacing models in their books.

### Worksheet 7

You can download and print copies of this worksheet at:

[upub.net/757worksheets.pdf](http://upub.net/757worksheets.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.

# 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 8. 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 handwriting. 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 trace and write the slant strokes. Have them stop and evaluate their work as described in Step 3 before going to the next line.

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

Ask the students to look at the two lines of **downcurves**. Tell them that four lowercase cursive letters begin with a downcurve (**a, d, g, and q**) and the

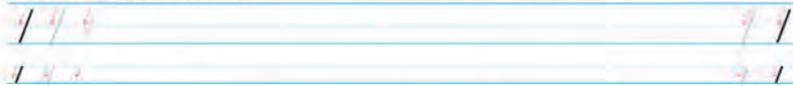
## Trazos básicos de cursiva

Trazos inclinados

*literal*

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

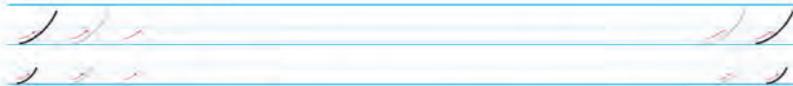
Traza y escribe los trazos inclinados.



Estudia los trazos inclinados de las letras a la derecha.

*l b a h i H f K*

**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.

*b c f i r s t B P*

**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.

*a d g q o c A*

**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.

*m n ñ v x y z*

Escribe las palabras **letra, además** y **mínimo**. Revisa tus trazos básicos.

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letters **o, c,** and **ch** contain a steep downcurve. Now have the students trace and write the downcurves.

Ask 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,** and **z**). Now have the students 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.

**Katherine's OT Tip** Cursive curves challenge students to perform gliding movements across the page. A simple way to provide support for this skill 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

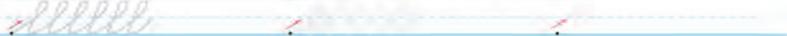
## Trazos básicos de cursiva

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.



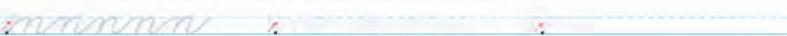
Traza y escribe el ejercicio de unión de curva debajo a curva debajo.



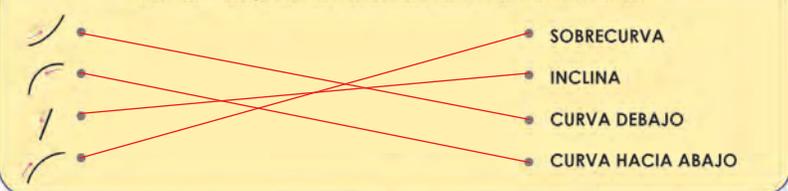
Traza y escribe el ejercicio de unión de curva debajo a curva hacia abajo.



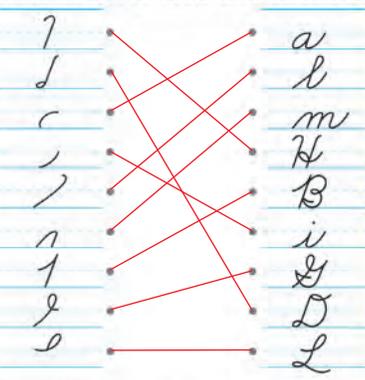
Traza y escribe el ejercicio de unión de curva debajo a sobrecurva.



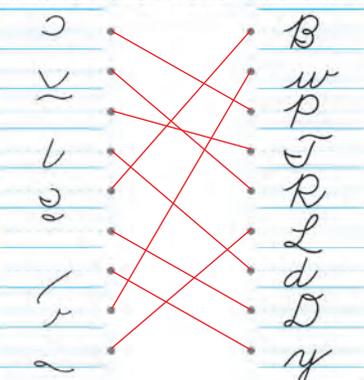
Relaciona - Dibuja una línea desde cada trazo hasta el nombre correcto.



Relaciona los trazos iniciales con la letra correcta.



Relaciona los trazos finales con la letra correcta.



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### Objetivos:

- Reconocer y escribir los trazos cursivos básicos.
- Unir una serie de trazos básicos.
- Relacionar los trazos con las letras.

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

### 1. Model & Discuss

Have the students open their books to page 9. 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.

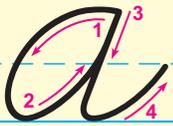
The third line shows an **undercurve to downcurve** joining exercise. Have the students trace and write the joining exercise.

**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** 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. The benefits of independent writing will be lost on students who struggle with fluency and pencil grip. 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.

## 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.

**Key Points** Be sure to close the downcurve-undercurve motion. Pull the slant stroke all the way to the bottom line.



### 1. Model & Discuss

Have the students open their books to page 10 and study the cursive **A** in the blue tab at the top of the page. Ask the students the following questions as they look at the model of the uppercase cursive **A**.

1. ¿Cómo se llama el primer trazo? (curva hacia abajo)
2. ¿Cuántos trazos inclinados hay en esta letra? (1)
3. ¿Cuántas curvas debajo hay en esta letra? (2)

After you discuss the letter, have the students trace over the cursive **A** in their books as they say “**curva hacia abajo, curva debajo, inclina, curva debajo**” to themselves.

### 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 and third lines, have the students trace and write the cursive **A** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **A**.

### A mayúscula

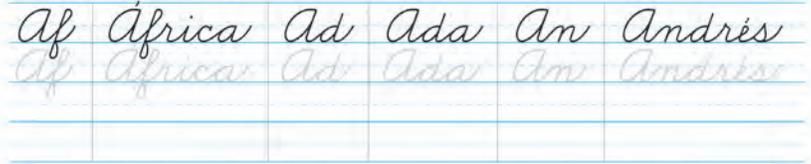


1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo

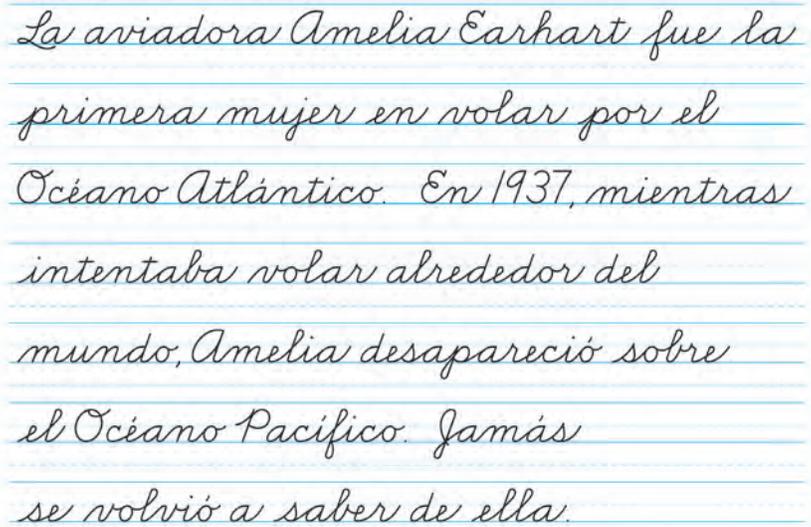
Asegúrate de cerrar el movimiento de curva hacia abajo-curva debajo. Lleva el trazo inclinado a la línea inferior antes de hacer la curva debajo. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Smooth, fluid handwriting movements are products of a keen sense of **tactile awareness**. The pull down and glide up of the letter **A** ask students to measure their strokes accurately to close the letter properly and to place it evenly on the bottom line. Students who continue to struggle in these areas would benefit from the “Sand Paper Tracing” activity to add tactile and visual cues for enhanced motor movements. Place a sheet of paper over fine sand paper of equal size. Have them trace those tricky strokes there as a warm-up. Be sure to add verbal cues for auditory learners.



a minúscula

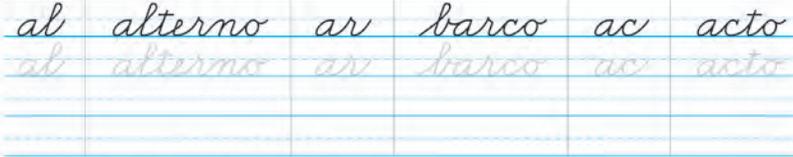
Comienza esta letra con una curva hacia abajo ancha. Lleva el trazo inclinado hacia la línea inferior antes de hacer el final de la curva debajo. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

En 1803, Estados Unidos adquirió el territorio de Francia. A esto lo llamamos la Compra de Luisiana. La compra incluyó Missouri, Kansas, Arkansas, Oklahoma, Nebraska, y Iowa, además de partes de varios estados más.



**REVISAR**  CALIDAD DE LÍNEAS  UNIONES  ALINEACIÓN  INCLINA  ESPACIO ENTRE PALABRAS

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**Objetivos:**

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

**Key Points** Begin this letter with a wide downcurve. Pull slant stroke all the way to the bottom line.



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** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **a**.

**1. Model & Discuss**

Have the students open their books to page 11 and study the cursive **a** in the blue tab at the top of the page. Ask the students the following questions as they look at the model of the lowercase cursive **a**.

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

After you discuss the letter, have the students trace over the cursive **a** in their books as they say “**curva hacia abajo, curva debajo, inclina, curva debajo**” to themselves.

**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

**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.

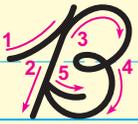
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**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. Stay tuned for more “Functional Fun” tips along the way!

## 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.

**Key Points** Keep the top and bottom sections of this letter the same size. The loop is made on the midline.



### 1. Model & Discuss

Have the students open their books to page 12 and study the cursive **B** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **B**.

1. ¿Cuántos trazos inclinados hay en esta letra? (1)
2. ¿Cuántas curvas debajo hay en esta letra? (1)
3. ¿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 their books 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.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **B** as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, curva hacia adelante y atrás, gira a la derecha**” 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

### B mayúscula

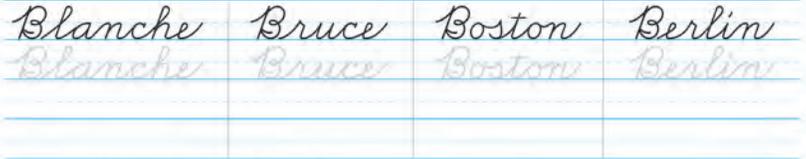


1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Curva hacia adelante y atrás
5. Gira a la derecha

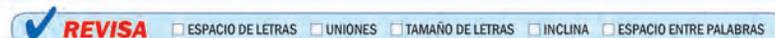
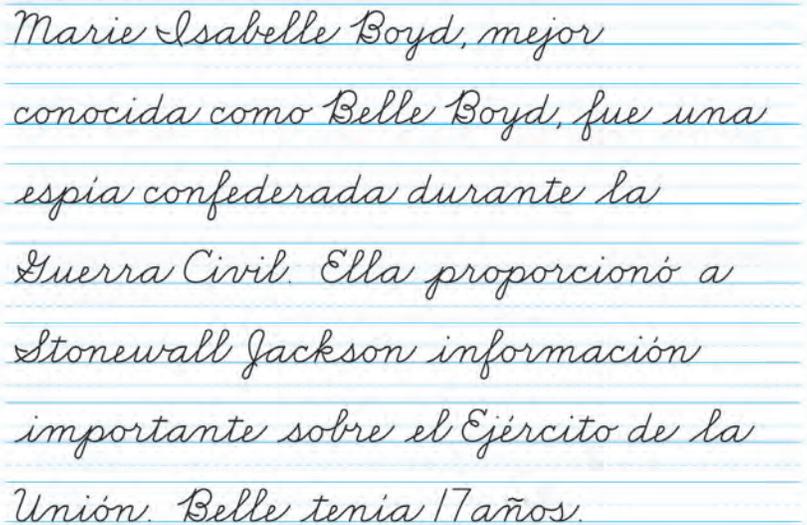
Mantén las secciones superior e inferior de esta letra del mismo tamaño. El bucle se hace en la línea media. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.



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the cursive **B** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **B**.

**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.

Next, have the students trace and write the words and then have them write the sentences.

Have the students complete the **REVISAR**.

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

**Katherine's OT Tip** Uppercase letters such as **B**, **D**, **P**, and **R** can pose spatial challenges for some students. The breadth of the curved lines could be drawn either too wide or too narrow. Either way, this is a movement that demands quick attention in order to avoid poor handwriting habits. A quick and simple strategy to help those students is by placing a dot at the widest point of the curves to provide a visual cue for tracing that letter. Begin by marking each letter sample then move toward adding dots to only a few until the student has mastered the letter formation. Students can also mark it themselves.

## b minúscula



### b minúscula

Comienza con una curva debajo ancha. Mantén el bucle abierto. Lleva el trazo inclinado a la línea inferior y haz una curva debajo pronunciada. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Un mechero Bunsen es un instrumento de laboratorio que produce una llama. Gas inflamable, como metano, butano o propano fluye a una base a través de una manguera de hule. Una válvula combina el gas con aire para crear una llama muy caliente.



### 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.

**Key Points** The first undercurve is wide. The second undercurve curves up sharply. Keep the loop open.



**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 and third lines, have the students trace and write the cursive **b** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **b**.

## 1. Model & Discuss

Have the students open their books to page 13 and study the cursive **b** in the blue tab at the top of the page.

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 their books as they say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **b** as they say “**curva debajo, curva hacia atrás, inclina, curva debajo cerrada, vuelve**

**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.

Next, have the students trace and write the joinings and words and then have them write the sentences.

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

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

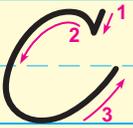
**Katherine’s OT Tip** The lowercase cursive **b** can sometimes be troublesome for students as they are faced with an open space and a joining stroke right at the end point of its formation. This space can either disappear or open wide as they strive to master it. Sketch book activities can address the **visual-motor** and **visual-perceptual skills** used with this letter. Have students copy simple picture models or designs with pencils, perhaps over sandpaper, to hone these skills and enhance their **tactile awareness**. Visual learners can expand their **visual-spatial skills** by sketching an object or person in the room.

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# 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.

**Key Points** Begin with a short slant stroke. Think of a backward-oval motion as you write this letter.



## 1. Model & Discuss

Have the students open their books to page 14 and study the cursive **C** in the blue tab at the top of the page.

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 their books as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo**” to themselves.

## 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, 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 below the letters on the previous line. Then, on the fourth line, have

### C mayúscula

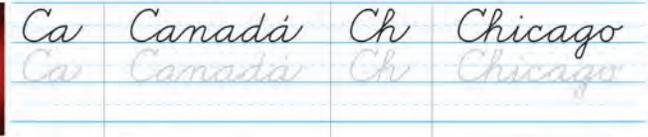


1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo

Comienza con un trazo inclinado corto. Piensa en un movimiento de óvalo hacia atrás al escribir esta letra. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

*Carrie Chapman Catt fue una lideresa del movimiento de sufragio femenino a principios del siglo XIX. Catt hizo una campaña para modificar la Constitución de Estados Unidos para que las mujeres tuvieran el derecho de votar.*



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them write the cursive **C**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Joining multiple letters requires efficient **visual-spatial** and **visual-motor skills** as the combining strokes ask students to manage space and to plan their next motor movement consecutively. Students who struggle with joining strokes can enhance their **motor memory** and **visualization skills** by practicing with the “Ghost Writer Game.” On the board or piece of paper taped to a wall, have them 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. Auditory learners can say them aloud.

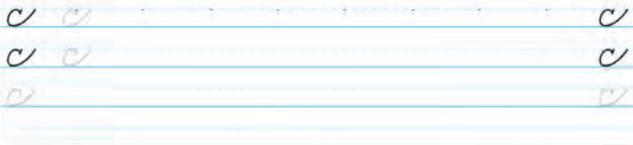


c minúscula

Esta letra también comienza con un trazo inclinado corto. El final de la curva debajo se hace ancho; no lo fuerces hacia arriba demasiado rápido. Traza y escribe la letra.



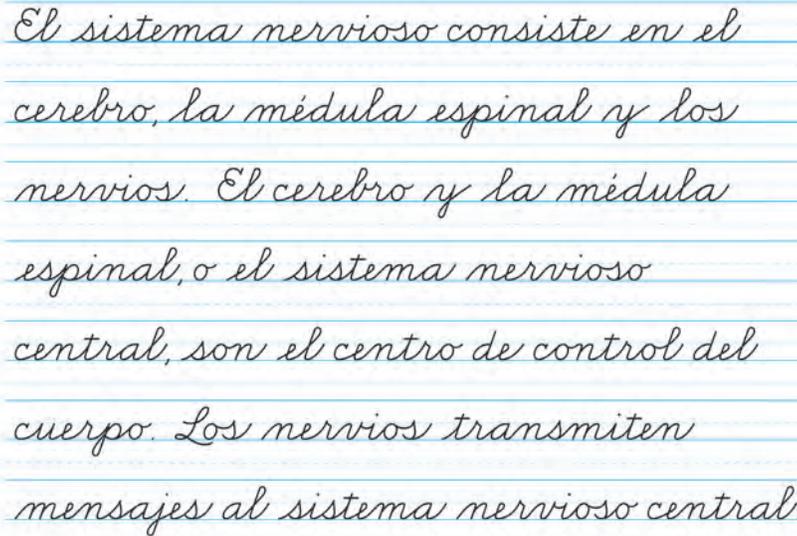
1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo cerrada
3. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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**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.

**Key Points** This letter begins with a short slant stroke. The undercurve ending is made wide to the right.



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 below the letters on the previous line. Then, on the fourth line, have them write the cursive **c**.

**1. Model & Discuss**

Have the students open their books to page 15 and study the cursive **c** in the blue tab at the top of the page.

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 del medio)

After you discuss the letter, have the students trace over the cursive **c** in their books as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo**” to themselves.

**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

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

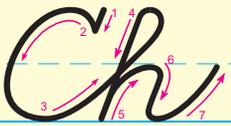
Have the students carefully evaluate their handwriting and complete the **REVISAR** at the bottom of the page.

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

**Katherine’s OT Tip**

The “swing right” stroke of the lowercase **o** can be a show-stopper! Students may continue to 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 “coast,” they will slow down to think about each movement. **Visual perceptual warm-up** activities that provide tactile and visual cues for smooth movements include tracing the model with tracing paper or on paper placed over sand paper. Repeating the movement sequences aloud can help auditory learners as well.

## 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

Have the students open their books to page 16 and study the cursive **Ch** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **Ch** in their books as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” to themselves. Repeat this two times.

### 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, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” Ask them to stop and evaluate their work as described in Step 3 before continuing with the next line.

### Ch mayúscula

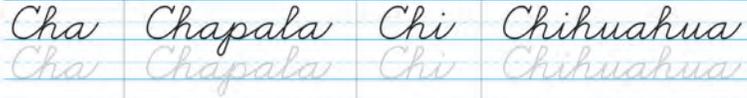
Comienza con un trazo inclinado corto. Piensa en un movimiento de óvalo hacia atrás al escribir esta letra. Traza y escribe la letra.



1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo, curva hacia atrás
4. Inclina 5. Sobrecurva
6. Inclina 7. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Chicago también es conocida como  
"la Ciudad de los Vientos." Se  
encuentra en la costa suroeste del  
lago Michigan. Es la tercera  
ciudad más habitada  
de Estados Unidos.

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On the second and third line, have them trace and write the letter **Ch**. On the fourth line, students write the **Ch** directly below the letters on the previous line as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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

Have the students trace and write the joinings and words, then write the sentences. Have them evaluate their writing and complete the **REVISA** at the bottom of the page.

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



Trace



Write



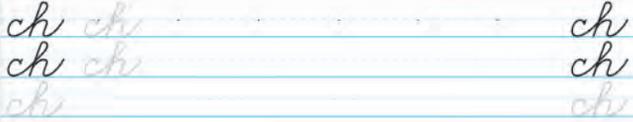
Check

ch minúscula

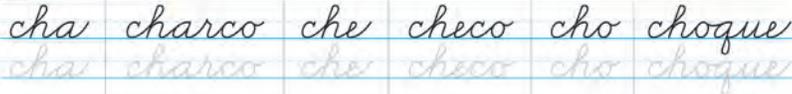
Esta letra también comienza con un trazo inclinado corto. El final de la curva debajo se hace ancho; no lo fuerces hacia arriba demasiado rápido. Traza y escribe la letra.



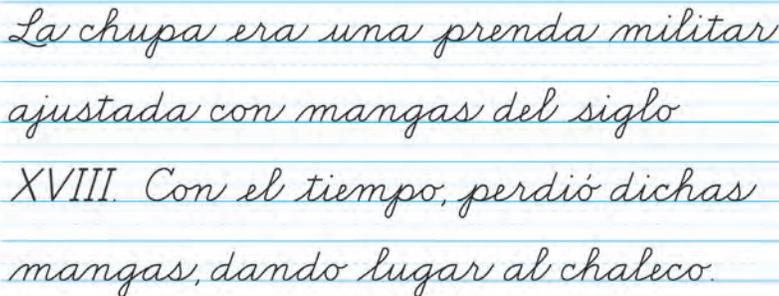
1. Inclina cortamente
2. Curva hacia atrás, curva hacia abajo
3. Curva debajo, curva hacia atrás
4. Inclina 5. Sobrecurva
6. Inclina 7. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

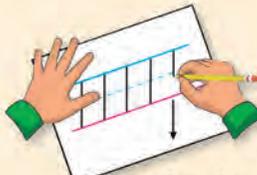


Posición del papel

La posición de tu papel o libro es importante para mantener la inclinación consistente en tu escritura. También ayuda con la legibilidad general de tu escritura.



mano izquierda



mano derecha

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**1. Model & Discuss**

Have the students open their books to page 17 and study the cursive **ch** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **ch**.

1. ¿Dónde comienza esta letra? (la línea del medio)
2. ¿Cómo llamamos a esta letra? (letra ch minúscula)
3. ¿Cómo se llama el primer trazo? (inclina)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Cuántas veces toca la línea del medio? (6)

After you discuss the letter, have the students trace over the cursive **ch** in their books as they say “**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**” to themselves. Repeat this two times.

**2. Practice**

On the first line, have the students start at the dots and

**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.

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 and third lines, have them trace and write the letter. On the fourth line, students write the cursive **ch** directly below the letters on the previous line as they say

“**inclina cortamente, curva hacia atrás, curva hacia abajo cerrada, curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo.**”

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

Have the students trace and write the joinings and words and then write the sentences. Finally, review the paper position illustrations and complete the **REVISAR**.

**Katherine’s OT Tip**

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

# Números en cursiva

## 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 18 and look at the numerals **1** through **10**. Ask the students the following questions as they look at the models of the numerals:

1. ¿Cuántos trazos hay en el número **2**? (3)
2. ¿Cuántos trazos hay en el número **7**? (2)
3. ¿Qué números requieren un levantamiento del lápiz? (4, 5, 10)

Note: It is recommended that you review the stroke descriptions below for each numeral before students write in their books.

Numeral 1 say “**inclina.**”

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

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

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

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

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.**”

## Números en cursiva

Traza y escribe los números.



Escribe los números de **mayor a menor**.

62,645  
5,084  
71,921  
3,875  
35.20  
85.93  
103,567  
489  
85.25  
85.90

103,567  
71,921  
62,645  
5,084  
3,875  
489  
85.93  
85.90  
85.25  
35.20

Escribe los números de **menor a mayor**.

3,983  
752,217  
410  
3,166  
65  
78,036  
904  
53  
751,351  
61,938  
752,217  
53  
65  
410  
904  
3,166  
3,983  
61,938  
78,036  
751,351  
752,217

## Cálculo de números

12 pulgadas = 1 pie  
3 pies = 1 yarda  
5,280 pies = 1 milla

¿Cuántas pulgadas tiene una milla?

63,360

¿Cuántas pulgadas tienen 100 yardas?

3,600

## 2. Practice

Have the students study the red directional arrows that show the sequence of strokes. Now have them trace and write the numerals **1** through **10**. 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.

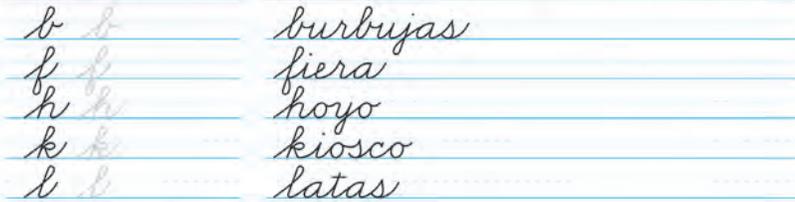
Finally, have the students complete the writing numerals activities at the bottom of the page.

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

# Letras con bucle superior

## Letras con bucle superior

Estudia los bucles superiores de estas letras. Traza y escribe las letras. Escribe las palabras.



Traza y escribe las uniones. Escribe las palabras.



Mantén los bucles superiores abiertos.



Escribe la oración a continuación. Revisa tu escritura.

Mantén los bucles superiores abiertos en las letras b, f, h, k, l, y ll.

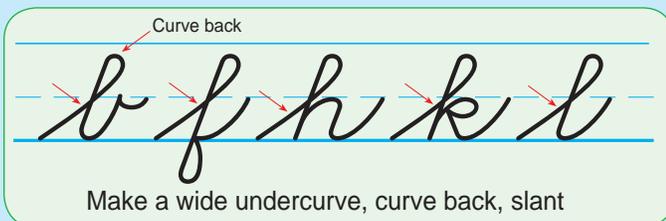


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### 1. Model & Discuss

Have the students open their books to page 19. Remind them to hold their pencils properly. Have them review the pencil position illustration at the bottom of the page.

Tell them the upper-loop letters **b**, **f**, **h**, **k**, and **l** are often written incorrectly. Explain that the beginning undercurve must be made wide to allow room for the slant stroke that follows.



Ask the students to look at the six joinings **bb**, **fl**, **bl**, **ll**, **lk**, and **ff**. Tell them these are common joinings used in

### Objetivo:

- Escribir las letras del bucle superior de forma legible y con fluidez.

words and should be written legibly. Call on students to name a few words that have these joinings in them.

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

### 2. Practice

Have the students trace and write the upper-loop letters **b**, **f**, **h**, **k**, and **l** and then write the words.

Have them trace write the upper-loop joinings **bb**, **fl**, **bl**, **ll**, **lk**, and **ff** and then write the words.

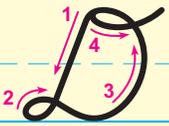
Then have the students write the sentence.

### 3. Self-Evaluate

Have the students look carefully at all the upper-loop letters, circle the best three, and put an X through the two that need the most improvement.

**Katherine's OT Tip** Finger dexterity and in-hand manipulation are important fine-motor skills that lead to an efficient pencil grasp and smooth, fluid handwriting movements. Joining letters such as **f**, **l**, **b**, and **k** can be a struggle for students with a poor pencil grasp. Before today's session, have your students play a simple game to exercise their hand and finger skills. Have them place their hands on their desks, palms up, and use their thumb to touch each finger, first on one hand, then the other. Slow but sure wins the race! Stay tuned for another "handy" trick along the way!

# 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.

**Key Points** Begin this letter with a slant stroke that loops at the bottom line. Keep the letter open and rounded.



## 1. Model & Discuss

Have the students open their books to page 20 and study the cursive **D** in the blue tab at the top of the page.

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 está 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 their books as they say “**inclina, curva, curva hacia arriba, curva**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **D** as they say “**inclina, curva, curva hacia arriba, curva**” 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 line, have the students trace and write the cursive **D** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **D**.

### D mayúscula



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

Comienza esta letra con un trazo inclinado que forme un bucle en la línea inferior. Mantén la letra abierta y redondeada. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.

Frank Duryea construyó el primer  
automóvil a gas en Estados Unidos.

El hermano de Frank, Charles  
Duryea, dibujó el diseño y Frank  
hizo todo el trabajo mecánico.

Los hermanos fundaron Duryea  
Motor Wagon Company en 1895.

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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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**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 process 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 students' work to ensure that they are using left-to-right and top-to-bottom movements in scanning.

## d minúscula



### d minúscula

Asegúrate de cerrar el movimiento de curva hacia abajo-curva debajo. No formes un bucle en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.



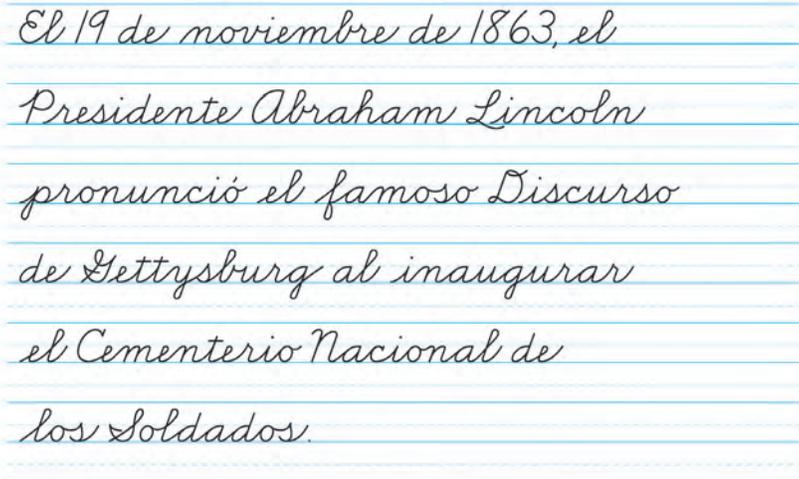
1. Curva hacia abajo
2. Curva debajo
3. Inclina
4. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe la oración. Revisa tu escritura.



### 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.

**Key Points** Be sure to close the downcurve-undercurve motion. Pull the slant stroke to the bottom line.



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 **d** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **d**.

### 1. Model & Discuss

Have the students open their books to page 21 and study the cursive **d** in the blue tab at the top of the page.

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 their books as they say “**curva hacia abajo, curva debajo, inclina, curva debajo**” to themselves.

### 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

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentence.

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

**Katherine's OT Tip** Appropriate closure for letters such as **a**, **d**, and **o** is a key element in legibility. In turn, legibility demands accurate editing skills to detect errors. **Vision skills** such as **tracking**, **scanning**, and smooth eye movements assist efficient **eye-hand coordination** to guide this process. Eye-hand warm-ups for struggling students include word-find and maze activities and tracing practice with tissue paper. If students continue to struggle with these skills and activities, it would be wise to discuss this with the parents and an occupational therapist to determine any possible additional needs.

## 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.

**Key Points** Keep the two sections of this letter well rounded. The loop occurs just above the midline.



### 1. Model & Discuss

Have the students open their books to page 22 and study the cursive **E** in the blue tab at the top of the page.

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)

After you discuss the letter, have the students trace over the cursive **E** in their books as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo**” to themselves.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **E** as they say “**inclina cortamente, curva hacia atrás y abajo, curva hacia atrás y abajo, curva debajo**” 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 **E** directly below the letters on the previous line. Then, on the fourth line,

#### E mayúscula



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

Mantén las dos secciones de esta letra bien redondeadas. La sección superior es un poco más pequeña. El bucle se forma justo arriba de la línea media. Traza y escribe la letra.

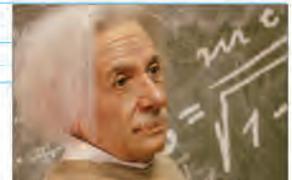


Traza y escribe las uniones y las palabras.

*En Ensenada Eu Europa El Elena*  
*En Ensenada Eu Europa El Elena*

Escribe las oraciones. Revisa tu escritura.

*Albert Einstein fue uno de los científicos más famosos de todos los tiempos. Einstein fue el físico que descubrió la ecuación  $E = mc^2$  (la energía equivale a la masa multiplicada por la velocidad de la luz al cuadrado).*



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have them write the cursive **E**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

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



e minúscula

El comienzo de la curva debajo debe ser bajo y ancho para dejar espacio para el bucle. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.

es estimado el electricidad



Escribe las oraciones. Revisa tu escritura.

Meriwether Lewis y William Clark dirigieron una expedición para explorar el territorio que E.E.U.U. recibió en la Compra de Luisiana. Salieron en 1804 y viajaron hacia el noroeste al Océano Pacífico.

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### 1. Model & Discuss

Have the students open their books to page 23 and study the cursive **e** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **e**.

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)

After you discuss the letter, have the students trace over the cursive **e** in their books as they say “**curva debajo, curva hacia atrás, inclina, curva debajo**” to themselves.

### 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

### 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.

**Key Points** The undercurve beginning must be low and wide. Pull the slant stroke to the bottom line.



Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **e** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **e**.

**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.

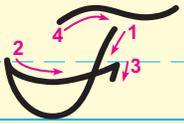
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

**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/or illegible handwriting can 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 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.

**Key Points** Begin this letter with a slant to the bottom line. Then curve up, retrace, swing right, and slant. Finish with a double curve.



## 1. Model & Discuss

Have the students open their books to page 24 and study the cursive **F** in the blue tab at the top of the page.

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. ¿Dónde termina el trazo que gira a la derecha? (la línea del medio)
4. ¿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 their books as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **F** as they say “**inclina, curva hacia arriba, gira a la derecha, inclina cortamente, curva hacia arriba, abajo, arriba**” 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 below the letters on the previous line. Then, on the

### F mayúscula



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

Comienza con un trazo inclinado a la línea inferior. Luego haz la curva hacia arriba, vuelve a trazar, balancea a la derecha e inclina y haz una curva doble. Traza y escribe la letra.



Traza y escribe las palabras.



F. Scott Fitzgerald Francia

Escribe las oraciones. Revisa tu escritura.

La Decimocuarta Enmienda se ratificó el 9 de julio de 1868. Aborda la ciudadanía, el debido proceso y la protección equitativa. La Decimoquinta Enmienda se ratificó el 3 de febrero de 1870 y establece que el derecho a votar no puede negarse con base en la raza o el color.

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fourth line, have them write the cursive **F**.

**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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

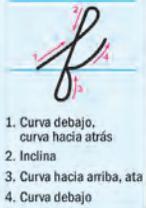
**Katherine's OT Tip** Visualization skills allow students to form a mental image of letter formations without a visual model and enhance their **automatic recall** when asked to produce cursive from text. The “I’ve Got Your Back Game” addresses this skill. Have students sit back-to-back in two-person 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!

## f minúscula



### f minúscula

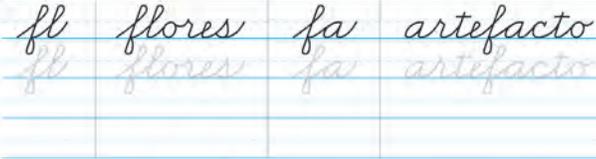
Asegúrate de que la curva debajo inicial sea ancha. Mantén los bucles superior e inferior abiertos y del mismo tamaño. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Levi Coffin fue cuáquero durante la Guerra Civil. Trabajó como comerciante y agricultor. Su apodo era "Presidente del Ferrocarril Subterráneo". Coffin y su esposa, Catherine, ayudaron a miles de esclavos a escapar.

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### 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.

**Key Point** Keep the upper and lower loops open and the same size. Pull the slant stroke below the bottom line.



**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 and third lines, have the students trace and write the cursive **f** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **f**.

### 1. Model & Discuss

Have the students open their books to page 25 and study the cursive **f** in the blue tab at the top of the page.

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? (cursivas en minúsculas b, h, k, l)

After you discuss the letter, have the students trace over the cursive **f** in their books as they say "**curva debajo, curva hacia atrás, inclina, curva hacia arriba, ata, curva debajo**" to themselves.

### 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,**

**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.

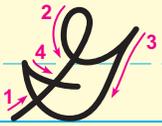
Next, have the students trace and write the joinings and words. Then have them write the sentences.

Have the students complete the **REVISAR**.

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

**Katherine's OT Tip** Students may struggle with fluidity as they begin to use their cursive for longer periods of time. 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 help with fluidity are pencil control worksheets for curvy lines and loops, step-by-step learn-to-draw activities, mazes with narrow lines, and word searches. Completion of these activities on a vertical surface allows for large shoulder and arm movements that enhance handwriting fluidity.

# 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.

**Key Points** Begin this letter with a wide undercurve. The loop crosses just above the midline.

## 1. Model & Discuss

Have the students open their books to page 26 and study the cursive **G** in the blue tab at the top of the page.

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. ¿Hay un trazo inclinado en esta letra? (sí)
4. ¿Qué otras 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 their books as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **G** as they say “**curva debajo, curva hacia abajo, arriba, inclina, curva hacia arriba, gira a la derecha.**” 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 **G** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **G**.

### G mayúscula

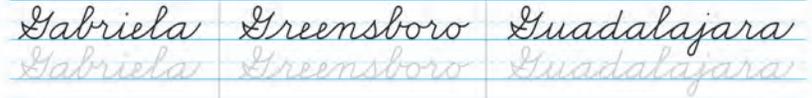


1. Curva debajo
2. Curva hacia abajo, arriba
3. Inclina, curva hacia arriba
4. Gira a la derecha

Comienza esta letra con una curva debajo ancha. El bucle grande cruza justo arriba de la línea media. Mantén la letra abierta. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.

La Batalla de Gettysburg tuvo lugar en julio de 1863 en Gettysburg, Pensilvania. Hubo más bajas que en cualquier otra batalla de la Guerra Civil. El Ejército de la Unión ganó esta batalla y terminó con la invasión del Norte por parte del General Robert E. Lee.

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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.

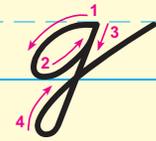
Next, have the students trace and write the words. Then have them write the sentences.

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

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

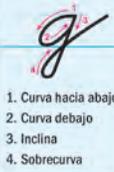
**Katherine's OT Tip** Educational success depends upon students' ability to convey their knowledge through their writings. Journal writing provides opportunities for students to use their handwriting skills to formulate their thoughts and create a written product that can be read and understood. Provide 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



### g minúscula

Asegúrate de cerrar el movimiento de curva hacia abajo-curva debajo. El final de la sobrecurva cruza el trazo inclinado en la línea inferior. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

*El sistema digestivo es el sistema que nos permite ingerir y procesar alimentos y convertirlos en energía. Este sistema tiene muchas partes, incluidas la boca, el esófago, el estómago, el intestino grueso y delgado y el colon.*

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### 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.

**Key Points** Be sure to close the downcurve-undercurve motion. The overcurve ending crosses the slant stroke at the bottom line.



Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **g** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **g**.

### 1. Model & Discuss

Have the students open their books to page 27 and study the cursive **g** in the blue tab at the top of the page.

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 their books as they say “**curva hacia abajo, curva debajo, inclina, sobrecurva**” to themselves.

### 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

**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.

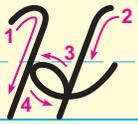
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**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 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.

**Key Points** Be sure the two slant strokes in this letter are parallel. The loop touches the midline, then swings down.



## 1. Model & Discuss

Have the students open their books to page 28 and study the cursive **H** in the blue tab at the top of the page.

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? (al final 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 their books as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **H** as they say “**sobrecurva, inclina, inclina, vuelve a trazar, curva hacia arriba, gira a la derecha**” 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 **H** directly below the letters on

## H mayúscula

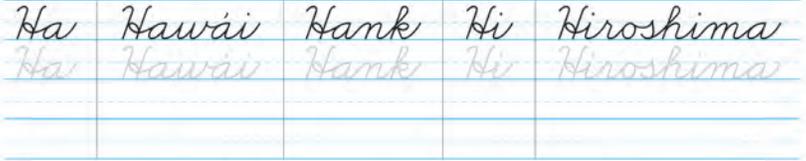


1. Sobrecurva, inclina
2. Inclina
3. Vuelve a trazar, curva hacia arriba
4. Gira a la derecha

Asegúrate de que los dos trazos inclinados de esta letra sean paralelos. El bucle toca la línea media y luego balancea hacia arriba y hacia abajo. Trazas y escribes la letra.



Trazas y escribes las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

El telescopio Hubble, nombrado por el astrónomo Edwin Hubble, se lanzó a la órbita de la Tierra en 1990. Debido a que el telescopio Hubble está fuera de la atmósfera de la Tierra, puede capturar imágenes nítidas de los objetos del espacio exterior.

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the previous line. Then, on the fourth line, have them write the cursive **H**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

Have the students complete the **REVISA**.

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

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

## h minúscula



### h minúscula

Comienza con una curva debajo ancha para dejar espacio para el bucle. Mantén el bucle abierto. Mantén paralelos los dos trazos inclinados de esta letra. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



he helado hu huevo



Escribe las oraciones. Revisa tu escritura.

John C. Calhoun fue Vicepresidente de Estados Unidos en dos ocasiones, primero en el mandato de John Quincy Adams y luego en el de Andrew Jackson. Previamente, había sido miembro de la Cámara de Representantes y del Senado.

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### 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.

**Key Points** Keep the loop open. Keep the two slant strokes in this letter parallel.



**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 **h** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **h**.

### 1. Model & Discuss

Have the students open their books to page 29 and study the cursive **h** in the blue tab at the top of the page.

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 their books as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, inclina, curva debajo**” to themselves.

### 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**

**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.

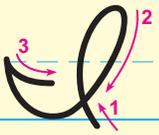
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**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 them edit their work to fix any errors.

# 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.

**Key Points** The letter starts below the bottom line. Keep the loop open. The loop should have good slant.



## 1. Model & Discuss

Have the students open their books to page 30 and study the cursive **I** in the blue tab at the top of the page.

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

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

After you discuss the letter, have the students trace over the cursive **I** in their books as they say “**curva hacia arriba, curva hacia abajo, curva hacia arriba, gira a la derecha**” to themselves.

## 2. Practice

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

### I mayúscula

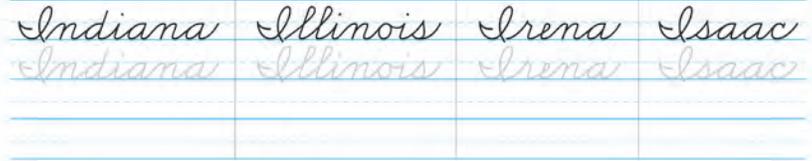


1. Curva hacia arriba
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

La letra empieza debajo de la línea inferior. Las curvas hacia arriba y hacia abajo forman el bucle. Mantén el bucle abierto, debe tener una buena inclinación. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.

Entre 1892 y 1954, millones de inmigrantes llegaron a Ellis Island. Ellis Island ahora es parte del Monumento Nacional de la Estatua de la Libertad. Se puede visitar el Museo de Inmigración de Ellis Island para aprender su historia.



**REVISA**

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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 **I** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **I**.

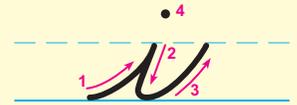
**3. Self-Evaluate** After each line of practice, students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Next, students trace and write the words, then write the sentences. Have the students complete the **REVISA**.

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

**Katherine's OT Tip** Formation of the uppercase I can pose a challenge for some students as they attempt the “reverse” direction of its strokes. Formation of its two “curve up” strokes demands efficient **visual perception skills** as they ask writers to produce fluid movements to the left while they perceive each stroke's position in relation to the other strokes. Strugglers would benefit from **visual spatial skill** activities such as mazes, word searches, and crossword puzzles. It would also help them to practice with the Sand Paper Tracing activity.

## i minúscula



### i minúscula

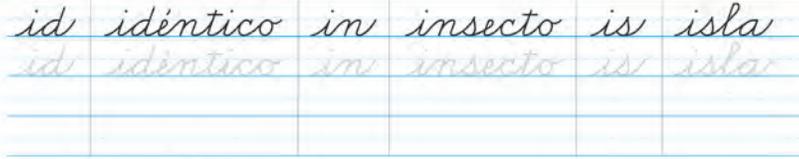
Comienza esta letra con una curva debajo ancha. Asegúrate de hacer pausa en la parte superior de la letra. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.



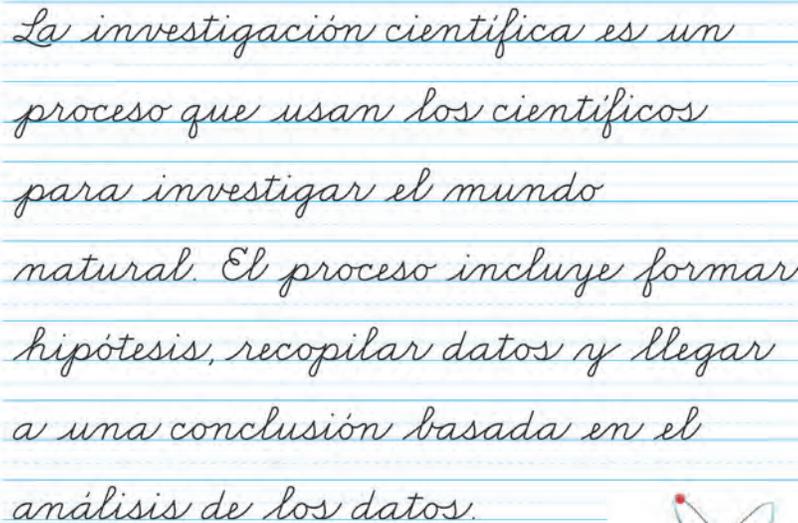
1. Curva debajo
2. Inclina
3. Curva debajo
4. Punto



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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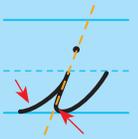


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### Objetivos:

- 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.

**Key Points** Begin this letter with a wide undercurve. Pause at the top of the letter. Pull the slant stroke to the bottom line.



the students trace and write the cursive **i** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **i**.

### 1. Model & Discuss

Have the students open their books to page 31 and study the cursive **i** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **i**.

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. ¿Cuál es el nombre del primer trazo? (curva debajo)

After you discuss the letter, have the students trace over the cursive **i** in their books as they say “**curva debajo, inclina, curva debajo, punto**” to themselves.

### 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 and third lines, have

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Functional Fun! **Visual tracking** skills allow students to quickly locate and relocate text as they copy information, while **visual scanning skills** help them to obtain and process that information. The ability to convey a written message accurately depends upon both of these skills. To enhance students' awareness of the need for accuracy, have them copy their favorite recipe on a recipe card and then review their work to see if their directions would actually produce their favorite food. This activity also works on **visual spatial skills**, as recipe cards provide limited space for writing.

# Uniones de trazo elevado

## Objetivo:

- Escribir las uniones de trazo elevado de forma legible y con fluidez.

## 1. Model & Discuss

Have the students open their books to page 32. Tell the students to look at the checkstroke joinings in the first beige panel at the top of the page. Tell them that the **ve**, **bl**, and **os** joinings are **checkstroke to undercurve** joinings. When writing these joinings, the checkstroke ending swings right, directly into the next letter.

Checkstroke joinings swing right and join “high” off the bottom line into the next letter.

Now have the students look at the second beige panel which shows the **checkstroke to downcurve** joinings **ba** and **vo**. This checkstroke ending extends straight across, wide to the right to form the top of the next letter.

Finally, have the students look at the last beige panel which shows the **checkstroke to overcurve** joinings **oy**, **by**, and **on**. This checkstroke ending swings right and continues up to form the first overcurve of the next letter.

Checkstroke to Undercurve

Checkstroke to Downcurve

Checkstroke to Overcurve

## Uniones de trazo elevado

El trazo que se usa para unir dos letras afecta la legibilidad de tu escritura.

### Trazo elevado a curva debajo

1. Haz pausa a medida que completas la primera letra (flechas superiores).  
2. Vuelve a trazar y balancea hacia la derecha según sea necesario para formar adecuadamente la siguiente letra (flechas inferiores).

*ve bl os*

Las letras que terminan en trazo elevado (b, v, o y w) se unen a las letras de curva debajo **b, e, f, h, i, j, k, l, ll, p, r, s, t, u y w** como se muestra en los ejemplos del recuadro. Traza y escribe las uniones. Escribe las palabras.

*ve ve vela*  
*bl bl cable*  
*os os los*  
*wi wi kiwi*

### Trazo elevado a curva hacia abajo

1. Haz pausa al terminar la primera letra (mira la primera flecha en cada unión arriba).  
2. Vuelve a trazar y balancea a la derecha, formando la parte superior de la siguiente letra (mira la segunda flecha de cada unión).

*ba vo*

Las letras que terminan en trazo elevado (b, v, o y w) se unen a las letras de curva hacia abajo **a, d, g, q, o, c y ch** como se muestra en los ejemplos del recuadro. Traza las uniones de trazo elevado a curva hacia abajo. Escribe las palabras.

*wa wa walabi*  
*ba ba bata*  
*vo vo voto*  
*oo oo cooperar*

### Trazo elevado a sobrecurva

1. Haz pausa al terminar la primera letra (mira la primera flecha en cada unión arriba).  
2. Vuelve a trazar y balancea a la derecha, formando la parte superior de la siguiente letra (mira la segunda flecha de cada unión).

*oy by on*

Las letras que terminan en trazo elevado (b, v, o y w) se unen a las letras de sobrecurva **m, n, ñ, v, x, y y z** como se muestra en los ejemplos del recuadro. Traza y escribe las uniones de trazo elevado a sobrecurva. Escribe las palabras.

*oy oy hoy*  
*on on bono*  
*by by byte*  
*wn wn ovni*

Escribe la oración.

*Las letras cursivas b, v, o y w terminan con un trazo elevado.*

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## 2. Practice

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

## 3. Self-Evaluate

Have the students carefully self-evaluate their checkstroke joinings. Also, have them self-evaluate their letter and word spacing.

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

# Uniones de trazo elevado

## Uniones de trazo elevado

Traza y escribe las uniones. Escribe las palabras.  
Revisa tus uniones.

br	br	bravo
be	be	bebida
bs	bs	absorber
va	va	valor
vo	vo	voz
vu	vu	vuela
vi	vi	vivir
oo	oo	cooperar
of	of	oferta
om	om	comprar
or	or	color
wa	wa	watt
we	we	web
wo	wo	wolframio

Escribe la oración. ¿Tus uniones de trazos elevados son correctas?

Nicole y Edward saludaron al  
pasar por la casa nueva de Gabriel.



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### 1. Model & Discuss

Have the students open their books to page 33. Tell the students to look at the fourteen checkstroke joinings on the left side of the page. They can reference the detailed descriptions of these joinings on page 32 if they need to.

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

### 2. Practice

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

### 3. Self-Evaluate

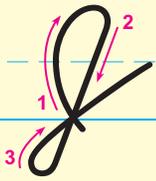
Have the students look carefully at their handwriting and circle their best three checkstroke joinings and put an X on the two that need the most improvement.

Checkstroke Joinings join "above" the bottom line.

be vi or  
wo va ol

**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, especially with those tricky checkstroke joinings. Ask your students to position their hands on their desks palms up. Then have them place a small eraser or cotton ball in the palm of their hands, one hand at a time, and practice moving it around using the fingers of that hand without dropping it. Again, speed isn't the goal, but accuracy is!

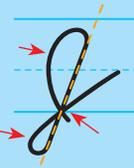
## J mayúscula



### 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.

**Key Points** Keep both loops open in this letter. The slant stroke is pulled below the bottom line. All three strokes cross at the bottom line.



### 1. Model & Discuss

Have the students open their books to page 34 and study the cursive **J** in the blue tab at the top of the page.

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 their books as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva**” to themselves.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **J** as they say “**curva hacia arriba, adelante, inclina, curva hacia atrás, sobrecurva**” 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 **J** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **J**.

### J mayúscula



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

Mantén ambos bucles abiertos en esta letra. El trazo inclinado se lleva más abajo de la línea inferior. Los tres trazos cruzan en la línea inferior. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

La Batalla de Iwo Jima tuvo lugar en 1945 en la Segunda Guerra Mundial. Iwo Jima es una pequeña isla cerca de la costa de Japón. Tras cinco semanas de lucha, Estados Unidos capturó a Iwo Jima del Imperio Japonés.

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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.

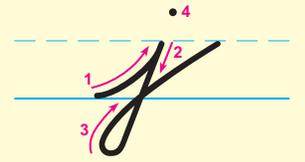
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

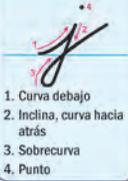
**Katherine's OT Tip** Production of the “curve up and curve back” proportions in the uppercase **J** demand efficient **visual perception skills** to discriminate between the size of the “curve up” and that of the lower “curve back.” The skill for producing these differences relies on good **eye-hand 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**. Have them highlight the “curve up” in yellow and the “curve back” in black. Repeat in reverse on another model. This provides visual and tactile feedback.

## j minúscula



### j minúscula

Haz pausa después de la curva debajo, luego inclina. Asegúrate de que tu libro esté en la posición correcta para escribir en cursiva. Traza y escribe la letra.



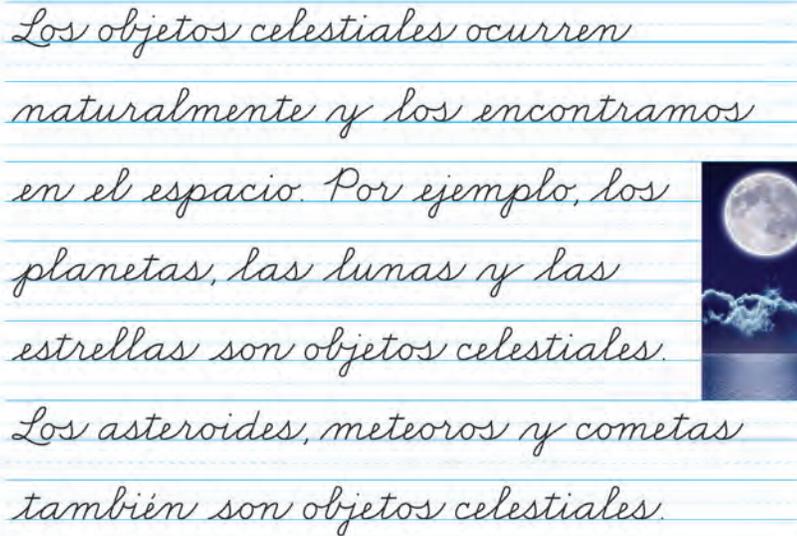
1. Curva debajo
2. Inclina, curva hacia atrás
3. Sobrecurva
4. Punto



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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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.

**Key Points** Pause after the undercurve, then slant. The overcurve ending crosses at the bottom line.



selves. 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 **j** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **j**.

### 1. Model & Discuss

Have the students open their books to page 35 and study the cursive **j** in the blue tab at the top of the page.

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. ¿Hay una sobrecurva en esta letra? (sí)

After you discuss the letter, have the students trace over the cursive **j** in their books as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, punto**” to themselves.

### 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 them-

**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.

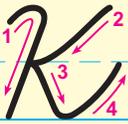
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

**Letter j 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 their subject areas. It is important to consider that these students may be experiencing difficulties with the underlying skills that foster handwriting mastery. It would be wise to consult with the parents and an occupational therapist about possible additional needs.

# 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.

**Key Points** The slant-left stroke ties at the midline. The wide slant-right stroke gives the letter a good base.



## 1. Model & Discuss

Have the students open their books to page 36 and study the cursive **K** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **K**.

1. ¿Dónde se encuentran los trazos inclinados?(la línea del medio)
2. ¿Con qué trazo termina esta letra? (curva debajo)
3. ¿Hay un levantamiento del lápiz en esta letra? (sí)
4. ¿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 their books as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **K** as they say “**sobrecurva, inclina, inclina a la izquierda, inclina a la derecha, curva debajo**” 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 **K** directly below the letters on the previous line. Then, on the fourth line, have

### K mayúscula

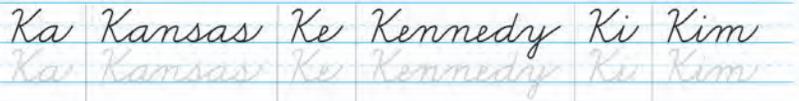


1. Sobrecurva, inclina
2. Inclina a la izquierda
3. Inclina a la derecha
4. Curva debajo

El trazo con inclinación a la izquierda se une en la línea media y tiene una pequeña curva doble. El ángulo de inclinación a la derecha es la base de la letra. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

La Guerra de Corea fue una guerra entre Corea del Norte y Corea del Sur. Tuvo lugar de 1950 a 1953. Al final de la Guerra de Corea, Corea del Norte y del Sur permanecieron separadas, como lo estaban antes del inicio de la guerra.

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them write the cursive **K**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip** As students begin to use their cursive across subject areas, it is important for them to recognize the need to edit and correct their own work. You can assist young learners with the development of good editing habits by providing them with opportunities to edit YOUR work. Write a sentence containing cursive letter formation, spacing, alignment, or line quality errors on a large piece of paper or on the board. 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!

## k minúscula



### k minúscula

Haz una curva debajo ancha para dejar espacio para el bucle. Asegúrate de cerrar la "nariz" (movimiento de sobrecurva y curva hacia atrás) de la letra. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Mark Twain es uno de los autores estadounidenses más conocidos. Escribió libros tales como *Las aventuras de Tom Sawyer* y *Las aventuras de Huckleberry Finn*. Twain basó el personaje de Huck Finn en su amigo de la infancia, Tom Blankenship.

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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 at the top of the page.

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. ¿Cuántas veces toca la línea del medio? (4)

After you discuss the letter, have the students trace over the cursive **k** in their books as they say “**curva debajo, curva hacia atrás, inclina, sobrecurva, curva hacia atrás, une, inclina a la derecha, curva debajo**” to themselves.

### 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.

### 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.

**Key Points** Begin with a wide undercurve to allow room for the loop. Be sure to close the “nose” part of the letter.



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 **k** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **k**.

**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.

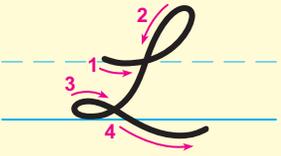
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

**Letter k 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 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!

## 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.

**Key Points** Start on the midline with a wide undercurve. Pay attention to the curved slant stroke. Loop on the bottom line and curve down.



### 1. Model & Discuss

Have the students open their books to page 38 and study the cursive **L** in the blue tab at the top of the page.

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

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

After you discuss the letter, have the students trace over the cursive **L** in their books as they say “**curva debajo, curva inclina, curva, curva hacia abajo**” to themselves.

### 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 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 and third lines, have the students trace and write the cursive **L** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **L**.

### L mayúscula



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

Comienza en la línea media con una curva debajo ancha. Presta atención al trazo inclinado en la curva. Haz un bucle en la línea inferior y la curva hacia abajo. Traza y escribe la letra.



Traza y escribe las palabras.

Lewis Latimer Lincoln Lee

Lewis Latimer Lincoln Lee



Escribe las oraciones. Revisa tu escritura.

Robert E. Lee fue el comandante del del Ejército Confederado de Virginia

del Norte durante la Guerra Civil.

El Presidente Lincoln le pidió a

Lee que dirigiera al Ejército de la

Unión, pero Lee decidió mantenerse

leal a su estado natal de Virginia.



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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.

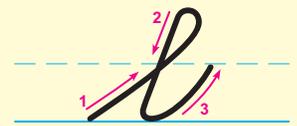
Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Some students may continue to struggle with spacing between words, especially when faced with unlined worksheets. This relies upon **visual spatial skills** to determine the placement of each word as it relates to the others. They can benefit from the “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. Count the spaces for each word in a model sentence, highlight the space between them on the bottom writing line, and have students use these cues for spacing as they write in the boxes.

## I minúscula



### I minúscula

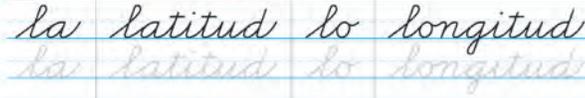
Mantén el bucle abierto en esta letra. Asegúrate de comenzar con una curva debajo ancha. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.



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

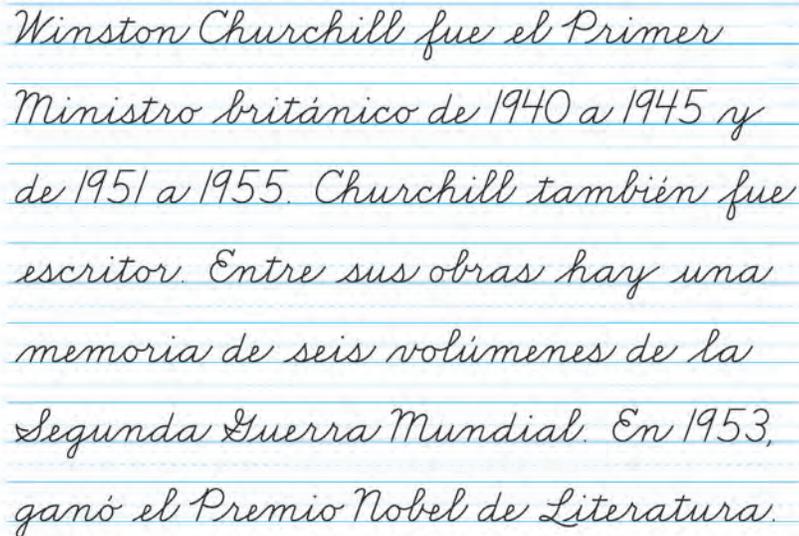


Traza y escribe las uniones y las palabras.



Winston Churchill

Escribe las oraciones. Revisa tu escritura.



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### 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.

**Key Points** Keep the loop open in this letter. Be sure you start with a wide undercurve. Pull the slant stroke to the bottom line.



**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 and third lines, have the students trace and write the cursive l directly below the letters on the previous line. Then, on the fourth line, have them write the cursive l.

### 1. Model & Discuss

Have the students open their books to page 39 and study the cursive l in the blue tab at the top of the page.

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 their books as they say “**curva debajo, curva hacia atrás, inclina, curva debajo**” to themselves.

### 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,**

**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.

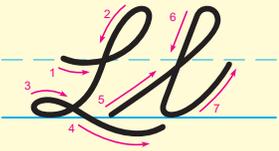
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip** Some students may continue to need a bit more support with **visual spatial relationships** as they transfer their skills to unlined worksheet spaces. To enhance these skills, draw lines for each word in a model sentence lightly on a piece of unlined paper and add a yellow dot between them to indicate the place for a space. Have students copy the sentence there using the lines and dots for visual cues for placement. To enhance this practice activity, have them draw the lines and place the dots themselves.

## LI mayúscula



### Objetivos:

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

### 1. Model & Discuss

Have the students open their books to page 40 and study the cursive **LI** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive **LI** in their books as they say “**curva debajo, curva inclina, curva, curva hacia abajo, curva debajo, inclina, curva debajo**” to themselves. Repeat this two times.

### 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, curva hacia atrás, inclina, curva**

### LI mayúscula



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

Comienza en la línea media con una curva debajo ancha. Presta atención al trazo inclinado en la curva. Haz un bucle en la línea inferior y la curva hacia abajo. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.

Llu Lluvia Llo Lloyd



Escribe las oraciones. Revisa tu escritura.

Carli Lloyd fue elegida la mejor futbolista del mundo de 2015.

En la final de la Copa Mundial Femenina de 2015, el gol de media

cancha de Lloyd fue

elegido como el

mejor del torneo.



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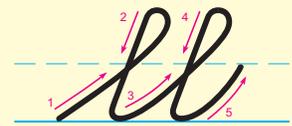
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**debajo.”** to themselves. Repeat this after each line of practice. On the second and third lines, students trace and write the cursive **LI** directly below the letters on the previous line as they say “**curva debajo, curva inclina, curva, curva hacia abajo, curva debajo, curva hacia atrás, inclina, curva debajo.**” On the fourth line students write the letter **LI**.

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

Have the students trace and write the joinings and words and then write the sentences. Finally, have them self-evaluate their work and complete the **REVISAR** at the bottom of the page.

## ll minúscula



### ll minúscula

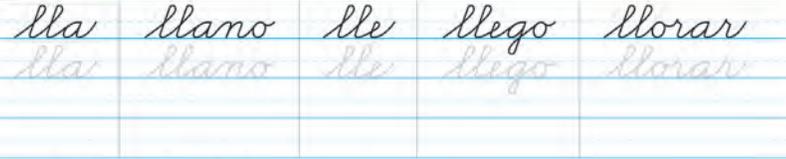
Mantén el bucle abierto en esta letra. Asegúrate de comenzar con una curva debajo ancha. Lleva el trazo inclinado hacia la línea inferior. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

La lluvia es la precipitación  
de partículas líquidas de agua  
de diámetro mayor de 0.5 mm.  
Si el diámetro de las gotas es  
menor, se llama llovizna.



### 1. Model & Discuss

Have the students open their books to page 41 and study the cursive **ll** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the 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. ¿Where do the loops cross? (la línea del medio)
7. ¿Qué otras letras comienzan como la **ll**? (b, f, h, k)

After you discuss the letter, have the students trace over the cursive **ll** in their books as they say “**curva debajo, curva hacia atrás, inclina, curva debajo, curva hacia atrás, inclina, curva debajo.**” to themselves. Repeat this two times.

### 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.

### 2. Practice

On the first line, have the students start at the dots and trace and write the strokes as they say “**curva debajo, curva hacia atrás, inclina, curva debajo, curva hacia atrás, 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 and third lines students trace and write the cursive **ll**. On the fourth line students write the letter **ll**.

**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 letter they put an X through.

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

**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.

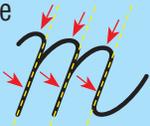
## M mayúscula



### 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.

**Key Points** This letter has three overcurves. Be sure to retrace the first and second slant strokes. The three slant strokes are parallel.



### 1. Model & Discuss

Have the students open their books to page 42 and study the cursive **M** in the blue tab at the top of the page.

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 their books as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo**” to themselves.

### 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, 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 and third lines, have the students trace and write the cursive **M** directly below the letters on the previous line. Then, on

### M mayúscula



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

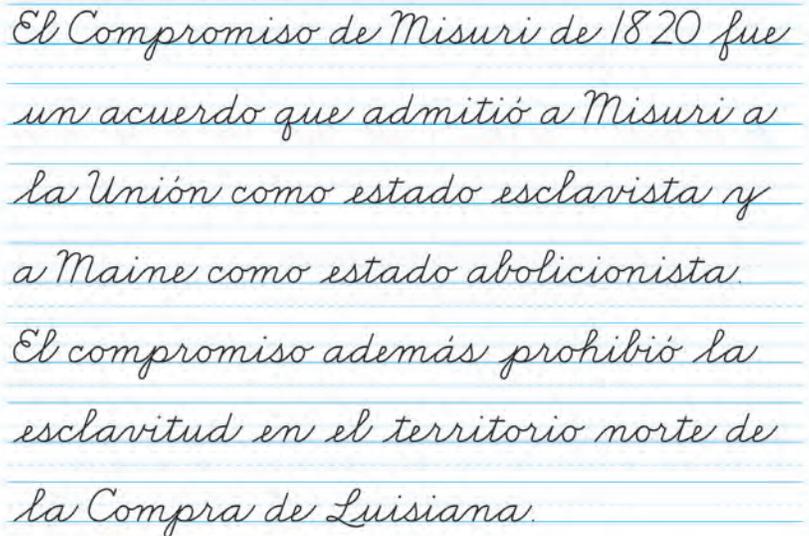
Esta letra tiene tres sobrecurvas. Asegúrate de volver a trazar los dos primeros trazos inclinados. Los tres trazos inclinados son paralelos. Trazo y escribe la letra.



Trazo y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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the fourth line, write the cursive **M**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**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.

## m minúscula

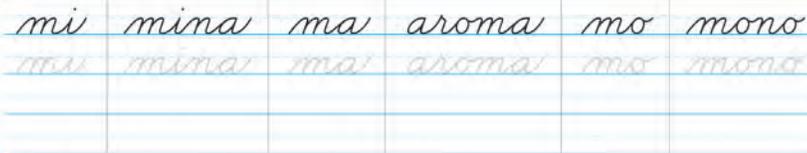
Esta letra también tiene tres sobrecurvas y tres trazos inclinados. Asegúrate de que los tres trazos inclinados sean paralelos. Traza y escribe la letra.



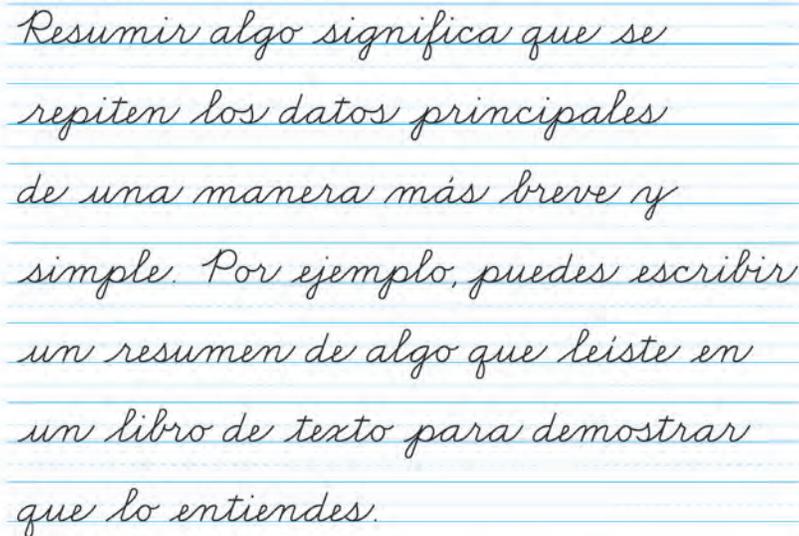
1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Sobrecurva, inclina
4. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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## m minúscula



### 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.

**Key Points** This letter also has three overcurves and three slant strokes. Be sure all three slant strokes are parallel.



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 **m** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **m**.

### 1. Model & Discuss

Have the students open their books to page 43 and study the cursive **m** in the blue tab at the top of the page.

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 their books as they say “**sobrecurva, inclina, sobrecurva, inclina, sobrecurva, inclina, curva debajo**” to themselves.

### 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

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** The lowercase cursive **m** and **n** can continue to be a challenge for some students as they struggle with the multiple overcurve stroke formations. They often add an initial overcurve or omit it altogether as they attempt to compare this letter formation to their knowledge of manuscript. These students can benefit from Sand Paper Tracing or Tracing Paper practice to enhance their motor memory patterns for these letters. Have them compare their cursive to the manuscript letter, pointing out the number of “bumps” that make up the manuscript letter, as well as the same number in the cursive model.

# 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.

**Key Points** Begin with a short overcurve, then slant to the bottom line. Retrace the slant stroke generously before making the second overcurve.



## 1. Model & Discuss

Have the students open their books to page 44 and study the cursive **N** in the blue tab at the top of the page.

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 their books as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo**” to themselves.

## 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, 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 and third lines, have the students trace and write the cursive **N** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **N**.

### N mayúscula



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

Comienza con una sobrecurva corta, luego inclina a la línea inferior. Vuelve a trazar el trazo inclinado generosamente antes de hacer la segunda sobrecurva. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.

Ne Nebraska No North Dakota

Escribe las oraciones. Revisa tu escritura.

Niels Bohr fue un fisico danés.

Desarrolló un modelo para  
mostrar la estructura de un

átomo. En 1922 Niels ganó el

Premio Nobel en Física por sus

contribuciones al entendimiento de

la estructura atómica.



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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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Handwriting skills are functional tools that will be relevant and important throughout your students' educational journeys, as well as for their lifetimes. You can increase their awareness of this importance by encouraging students 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.



n minúscula

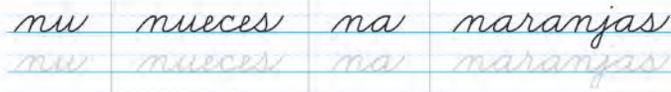
Las dos sobrecurvas son anchas y redondeadas. Los dos trazos inclinados deben ser paralelos. La letra termina con una curva debajo ancha. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Un mineral es una sustancia sólida que no contiene materia viva. Los minerales se forman mediante procesos naturales y pueden conformarse de uno o más elementos. El cuarzo, las gemas y el granito son minerales.



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**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.

**Key Points** The two overcurves are wide and rounded. The two slant strokes should be parallel. The letter ends with a wide undercurve.



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 n directly below the letters on the previous line. Then, on the fourth line, have them write the cursive n.

**1. Model & Discuss**

Have the students open their books to page 45 and study the cursive n in the blue tab at the top of the page.

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. ¿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 their books as they say “sobrecurva, inclina, sobrecurva, inclina, curva debajo” to themselves.

**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.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

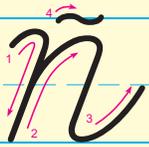
Have the students carefully evaluate their handwriting and complete the **REVISAR** at the bottom of the page.

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

**Katherine’s OT Tip**

If students need more help to master the m and n letter formations, they can benefit from additional practice using tactile and auditory cues. Have students highlight and trace over the “bumps” to enhance **motor planning** as they provide themselves with both visual and tactile cues. Add auditory feedback for enhancing **motor memory skills** by having them verbalize the strokes as they are formed in sequence.

# Ñ mayúscula



## 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.

### 1. Model & Discuss

Have the students open their books to page 46 and study the cursive Ñ in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the 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, have the students trace over the cursive Ñ in their books as they say “**sobrecurva, inclina, vuelve a trazar, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba**” to themselves. Repeat this two times.

### 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. On the second and third lines, have the students trace and write the cursive

#### N mayúscula



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

Comienza con una sobrecurva corta, luego inclina a la línea inferior. Vuelve a trazar el trazo inclinado generosamente antes de hacer la segunda sobrecurva. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.

Ñe Ñeca Ñeves Ñu Ñuflo

Ñe Ñeca Ñeves Ñu Ñuflo



Escribe las oraciones. Revisa tu escritura.

Ñuñoa es una comuna en la ciudad de Santiago, Chile.

En Ñuñoa vive la mayor cantidad de personas con estudios universitarios de Chile.



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Ñ directly below the letters on the previous line. Then, on the fourth line, have them write the cursive Ñ.

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

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



n minúscula

Las dos sobrecurvas son anchas y redondeadas. Los dos trazos inclinados deben ser paralelos. La letra termina con una curva debajo ancha. Traza y escribe la letra.



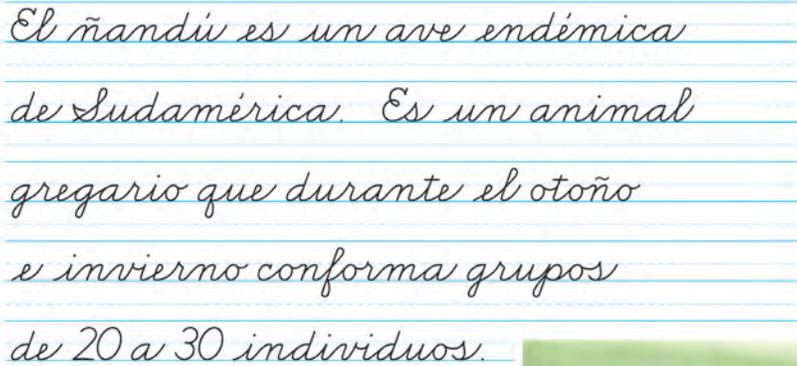
1. Sobrecurva, inclina
2. Sobrecurva, inclina
3. Curva debajo
4. Curva hacia arriba, abajo, arriba



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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## 1. Model & Discuss

Have the students open their books to page 47 and study the cursive ñ in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive ñ.

1. ¿Cuántos trazos inclinados hay en esta letra? (2)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (curva debajo)
5. ¿Qué otras letras comienzan como la ñ? (m, n, v, x, y, z)

After you discuss the letter, have the students trace over the cursive ñ in their books as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba**” to themselves. Repeat this two times.

## 2. Practice

On the first line, have the students start at the dots and

## 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.

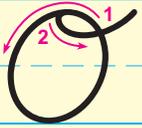
trace and write the cursive ñ as they say “**sobrecurva, inclina, sobrecurva, inclina, curva debajo, curva hacia arriba, abajo, arriba.**” Ask them to stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, students trace and write the cursive ñ directly below the letters on the previous line. On the fourth line the students write the letter ñ.

**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.

Finish by having the students complete the **REVISAR**.

**Katherine’s OT Tip** Mastery of the lowercase **m** and **ñ** 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.

**Key Points** Think of making a backward oval when you write this letter. After you close the oval, swing right forming the loop.



## 1. Model & Discuss

Have the students open their books to page 48 and study the cursive **O** in the blue tab at the top of the page.

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

After you discuss the letter, have the students trace over the cursive **O** in their books as they say “**óvalo hacia atrás (cierra óvalo), curva**” to themselves.

## 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), curva** 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 **O** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **O**.

## O mayúscula



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

Piensa en hacer un óvalo hacia atrás al escribir esta letra. Después de cerrar el óvalo, balancea a la derecha, formando el bucle. Traza y escribe la letra.



Traza y escribe las palabras.

Oklahoma Orlando Ohio



Escribe las oraciones. Revisa tu escritura.

La Ordenanza Noroeste de 1787,  
también conocida como la  
Ordenanza de Libertad, estableció el  
Territorio Noroeste. El Territorio  
Noroeste se dividiría más adelante  
en cinco estados: Ohio, Illinois,  
Indiana, Michigan y Wisconsin.

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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.

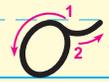
Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** As students transfer their handwriting skills between subject areas, they will be faced with worksheets and notebook paper that do not provide 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 skills**.

## o minúscula



o minúscula

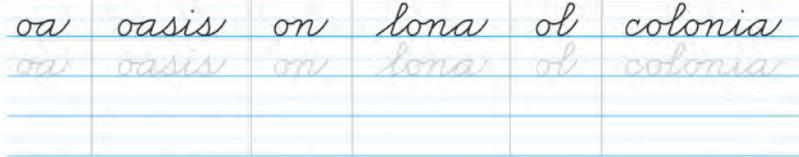
Esta letra también se hace con un óvalo hacia atrás. Asegúrate de que tu óvalo tenga una buena inclinación. Cierra el óvalo y balancea hacia la derecha. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Las moléculas se forman al unirse dos o más átomos. Si una molécula contiene átomos de más de un elemento, se le llama compuesto. Una molécula de dióxido de carbono contiene un átomo de carbono y dos átomos de oxígeno.

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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.

**Key Points** This letter is also made with a backward oval. Be sure your oval has good slant. Close the oval and swing right.



before going to the next line. On the second and third lines, have the students trace and write the cursive **o** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **o**.

### 1. Model & Discuss

Have the students open their books to page 49 and study the cursive **o** in the blue tab at the top of the page.

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

1. ¿Cuántos trazos inclinados hay en esta letra? (ninguno)
2. ¿Dónde comienza esta letra? (la línea del medio)
3. ¿Dónde termina el último trazo? (la línea del medio?)
4. ¿Cómo llamamos al trazo final? (trazo elevado)

After you discuss the letter, have the students trace over the cursive **o** in their books as they say “**óvalo hacia atrás (cierra óvalo), gira a la derecha**” to themselves.

### 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

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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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Complicated joining movements, such as “oxyg,” 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 joining practice by having the students use their **visualization skills** to “see” the joining movements 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 students verbalize the sequence of strokes provided in their workbooks. Finally, as they copy them, have them verbalize the strokes once more.

# Uniones de sobrecurvas

## Objetivo:

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

### 1. Model & Discuss

Have the students open their books to page 48. Tell the students to look at the overcurve joinings in the first beige panel at the top of the page. Tell them that the **gl**, **ye**, and **ju** joinings are **overcurve to undercurve** joinings. When writing these joinings the overcurve ending changes into an undercurve at the bottom line.

Tell them the **ye** joining takes a slightly different turn. The overcurve ending changes quickly into a low undercurve at the bottom line to allow room for the loop of the **e**.

Now have the students look at the second beige panel which shows the **overcurve to downcurve** joinings **ga** and **yo**. The overcurve ending extends wide to the right to form the top of the next letter.

Finally, have the students look at the last beige panel which shows the **overcurve to overcurve** joinings **zz** and **ym**. This overcurve ending continues up to form the first overcurve of the next letter.

Overcurve to Undercurve

Overcurve to Downcurve

Overcurve to Overcurve

## Uniones de sobrecurvas

El trazo que se usa para unir dos letras afecta la legibilidad de tu escritura.

### Sobrecurva a curva debajo

1. La sobrecurva cruza la línea inferior para formar el bucle inferior de la letra.  
2. Luego, la sobrecurva cambia de dirección según se requiera para formar adecuadamente la siguiente letra.

gl ye ju  
zi

Cualquier letra que termine en sobrecurva y que se una a las letras minúsculas cursivas **b, e, f, h, i, j, k, l, ll, p, r, s, t, u, y, w** se unirá como se muestra en uno de los ejemplos. Traza y escribe las uniones. Escribe las palabras.

gl globo  
ye oye  
ju jugar  
zi zinc

### Sobrecurva a curva hacia abajo

1. La sobrecurva cruza la línea inferior para formar el bucle inferior de la letra.  
2. Luego, la sobrecurva continúa hacia arriba con un trazo ancho para formar adecuadamente la siguiente letra.

ga yo  
zo

Cualquier letra que termine en sobrecurva y que se una a las letras cursivas minúsculas **a, d, g, q, o, c** o **ch** se unirá de la misma manera que se muestra en los ejemplos. Traza y escribe las uniones. Escribe las palabras.

ga gato  
yo yodo  
ja jabón  
zo zona

### Sobrecurva a sobrecurva

1. La sobrecurva cruza la línea inferior para formar el bucle inferior de la letra.  
2. Luego, la sobrecurva continúa hacia arriba con un trazo ancho para formar adecuadamente la siguiente letra.

zz ym

Cualquier letra que termine en sobrecurva y que se una a las letras **m, n, ñ, v, x, y** o **z** se unirá de la misma manera que se muestra en los ejemplos. Traza y escribe las uniones. Escribe las palabras.

gn digno  
ym quarymense  
zz pizza  
gn pugna

Escribe la oración.

Unir los trazos influye en tu inclinación y formación de letras.

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### 2. Practice

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

### 3. Self-Evaluate

Have the students carefully self-evaluate their overcurve joinings. Also, have them self-evaluate their letter and word spacing.

**Katherine's OT Tip** The ability to consistently produce complex joining movements depends upon good organization and execution skills to plan and carry out the task. Efficient timing and sequencing skills are critical elements in a smooth, legible handwriting style. It is easy to include **motor planning** activities as a warm-up to your sessions by playing the "Thinking Cap Game." Select a topic or object (such as "vacation" or "a broom") and give students five minutes to write ten ways they could engage in or use it. Or have students write the letters of the alphabet in order against the clock. Timing is everything!

## Uniones de sobrecurvas

Traza y escribe las uniones. Escribe las palabras.  
Revisa tus uniones.

gl gl  
je je  
yo yo  
za za  
gi gi  
ju ju  
ye ye  
zz zz  
gl gl  
jo jo  
gs gs  
ze ze  
gn gn  
ji ji

glotis  
jeque  
yodo  
pizza  
gira  
juego  
yema  
jazz  
gluten  
joya  
icebergs  
zeta  
gnomo  
jirafa

Escribe la oración.

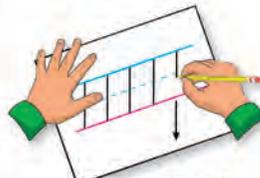
El trazo de unión determina  
el espacio entre las letras.



mano izquierda

### Posición del papel

La posición de tu papel o libro es importante para mantener la inclinación consistente en tu escritura. También ayuda con la legibilidad general de tu escritura.



mano derecha

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### 1. Model & Discuss

Have the students open their books to page 49. Tell the students to look at the fourteen overcurve joinings on the left side of the page. They can reference the detailed descriptions of these joinings on page 32 if they need to.

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

Study the six overcurve joinings below. Look how the joining stroke changes after it crosses the slant stroke at the bottom line.

gh je yo  
za gi ye

### 2. Practice

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

### 3. Self-Evaluate

Have the students look carefully at their handwriting and circle their best three overcurve joinings and put an X on the two that need the most improvement.

**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 students look at the open space and imagine that there are invisible blue lines across the page just like the ones on their workbook pages. 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 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.

**Key Points** Begin with a wide undercurve. Slant, retrace, curve forward, and tie at the midline.



## 1. Model & Discuss

Have the students open their books to page 52 and study the cursive **P** in the blue tab at the top of the page.

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 their books as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás**” to themselves.

## 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, 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 and third lines, have the students trace and write the cursive **P** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **P**.

### P mayúscula



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

Esta letra comienza con una curva debajo ancha. Haz pausa en la parte superior de la curva debajo. Inclina, vuelve a trazar, curva adelante y une en la línea media. Traza y escribe la letra.



Traza y escribe las palabras.

Paraguay Plymouth Panamá  
Paraguay Plymouth Panamá

Escribe las oraciones. Revisa tu escritura.

Promontory Point es el lugar en que los ferrocarriles Central Pacific y Union Pacific se encontraron el 10 de marzo de 1869. Esto marcó oficialmente la finalización del primer ferrocarril transcontinental en Estados Unidos.

**REVISA**  ESPACIO DE LETRAS  UNIONES

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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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Uppercase letters such as **P, R, S,** and **T** demand efficient **visual-motor skills** for good pencil control. Inefficient pencil movements can slow students down or cause them to rush. In either case, legibility and content suffer. Daily pencil control practice can be accomplished easily and without interruption to your lesson plans. Simply place a basket of pencil control worksheets just inside your classroom door and ask the students to work on them quietly at their desks after lunch or recess. This can be time well spent on regrouping, too.

p minúscula

Esta letra comienza como la letra j. La sobrecurva cruza el trazo inclinado mucho más alto. Haz la curva hacia abajo y une con el trazo inclinado. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.

pr primo pa pastura pl plano  
pr primo pa pastura pl plano

Escribe las oraciones. Revisa tu escritura.

La evaporación es el proceso a través del cual una sustancia cambia de la fase líquida a la fase gaseosa. La condensación es lo contrario: el proceso a través del cual una sustancia cambia de la fase gaseosa a la fase líquida.

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 53 and study the cursive **p** in the blue tab at the top of the page.

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

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 their books as they say “**curva debajo, inclina, curva hacia atrás, sobrecurva, curva hacia abajo, atrás, une, curva debajo**” to themselves.

### 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,**

### 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.

**Key Points** The overcurve crosses the slant stroke above the bottom line. The **curve back** ties to the slant stroke.



**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 and third lines, have the students trace and write the cursive **p** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **p**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip** Letter formations with multiple steps, such as the letter **p**, can continue to be a challenge for some students. This can be a particular problem when they are arranged side-by-side in a word such as “opposite.” These letters rely upon **visual sequential memory** and **eye-hand coordination** skills to produce smooth, well-proportioned formations. These tricky letters can be practiced on sand paper or tissue paper to enhance students’ tactile and visual skill awareness. Be sure to have the students slowly trace the letters first, then produce them independently while voicing the movement sequences.

## 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.

**Key Points** Begin by making a backward oval. Lift the pencil and add the tail to the letter.



### 1. Model & Discuss

Have the students open their books to page 54 and study the cursive **Q** in the blue tab at the top of the page.

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. ¿Qué otra letra se parece a 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 their books as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo**” to themselves.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **Q** as they say “**óvalo hacia atrás, curva cerrada, curva hacia arriba y abajo**” 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 **Q** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **Q**.

### Q mayúscula

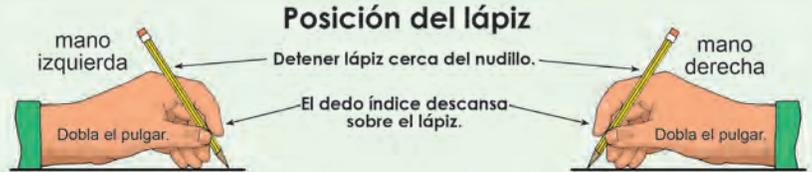
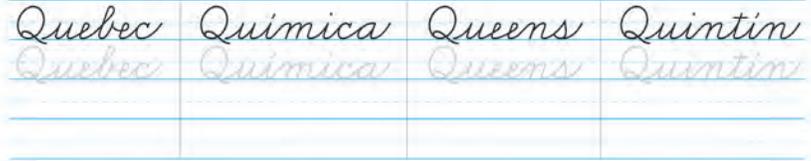


1. Óvalo hacia atrás, curva cerrada
2. Curva hacia arriba y abajo

Al igual que la mayúscula O, piensa en un óvalo hacia atrás al hacer esta letra. Después de cerrar el óvalo, añade la cola de la letra. Traza y escribe la letra.



Traza y escribe las palabras.



**Consejo de escritura:** Sostener el lápiz correctamente mejorará tu escritura. La posición correcta del lápiz te permite escribir con fluidez con la acción del brazo. Trata de no escribir usando solamente los dedos. Practica usar más movimiento del brazo y menos movimiento de los dedos.

Escribe las instrucciones para la posición del lápiz.

*El lápiz se sostiene cerca del nudillo grande. El dedo índice descansa sobre el lápiz. Dobla el pulgar.*

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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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Functional Fun! Despite their increased use of technology, students will be asked to fill out many forms by hand as they continue on their educational and life journeys. Give them an assignment to find a form at home or in the community and bring it to class. Spend some time guiding students as they fill out their forms and provide hints for keeping their writing legible and within the spaces provided. Remind them that anytime they use their handwriting skills, whether in or outside of school, they should be mindful of the legibility of their writing and proud of their finished product.



q minúscula

Esta letra comienza como la letra g y termina como la letra f. Asegúrate de cerrar el movimiento de curva hacia abajo-curva debajo. Traza y escribe la letra.



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



Traza y escribe la unión y las palabras.



Escribe las oraciones. Revisa tu escritura.

Quando citamos a alguien,  
repetimos las palabras exactas  
que la persona dijo o escribió. En  
la escritura, usamos comillas  
para indicar que las palabras le  
pertenecen a alguien más. Ejemplo:  
Quinn dijo: "Visité el acuario".

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### 1. Model & Discuss

Have the students open their books to page 55 and study the cursive **q** in the blue tab at the top of the page.

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

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

After you discuss the letter, have the students trace over the cursive **q** in their books as they say “**curva hacia abajo, curva debajo, inclina, curva hacia arriba, une, curva debajo**” to themselves.

### 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,**

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### Objetivos:

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

**Key Points** This letter begins like the letter **g** and ends like the letter **f**. Be sure to close the downcurve-undercurve motion.



**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 **q** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **q**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip** The lowercase **g** and **q** rely upon the mastery of directional concepts as students produce an “overcurve” to the left or a “curve up” to the right below the line. Strugglers can benefit from visual and auditory cues for directional awareness. Facing the board, draw several examples of steps 1, 2, and 3 to your left and right, using the hand on each side and saying “left” or “right” appropriately. On the left, with your left hand, draw an “overcurve,” saying “g is on my left.” Switch hands to your right for the “curve up,” saying “q is on my right.” Students can come up and try this too!

## 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.

**Key Points** Begin just like the uppercase cursive **P**, then make a wide slant right and undercurve.



### 1. Model & Discuss

Have the students open their books to page 56 and study the cursive **R** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **R**.

1. ¿Esta letra se une a la siguiente letra? (sí)
2. ¿Cómo se llama el primer trazo? (curva debajo)
3. ¿Qué dos letras comienzan así como esta letra? (B 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 their books as they say “**curva debajo, inclina, vuelve a trazar, curva hacia adelante y atrás, inclina a la derecha, curva debajo**” to themselves.

### 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, 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 and third lines, have the students trace and write the cursive **R** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **R**.

### R mayúscula

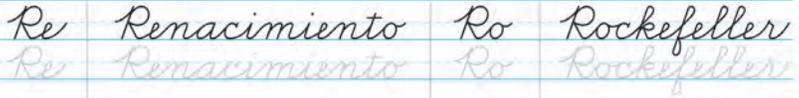


1. Curva debajo
2. Inclina
3. Vuelve a trazar, curva hacia adelante y atrás
4. Inclina a la derecha
5. Curva debajo

Esta letra comienza con un movimiento de inclinación con curva debajo. Luego vuelve a trazar, curva adelante, abajo y une. Termina con una inclinación a la derecha y curva debajo. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

En 1898, al inicio de la Guerra Hispano-Estadounidense, Theodore Roosevelt renunció como Subsecretario de la Armada para organizar la primera caballería de voluntarios de EE. UU. Esta caballería fue conocida como Rough Riders (Jinetes Rudos).

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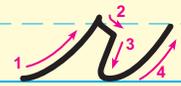
**3. Self-Evaluate** After each line of practice, students circle their best letter and put an X on the one that needs the most improvement. Ask them what needs to be improved on the letter they put an X through.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

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



r minúscula

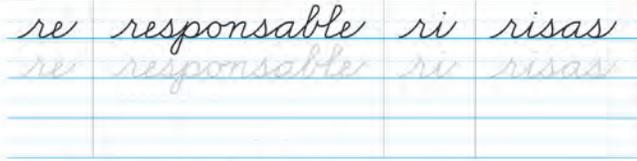
La curva debajo se extiende un poco por encima de la línea media. Vuelve a trazar, inclina a la derecha, inclina a la izquierda hasta la línea inferior y haz una curva debajo. Traza y escribe la letra.



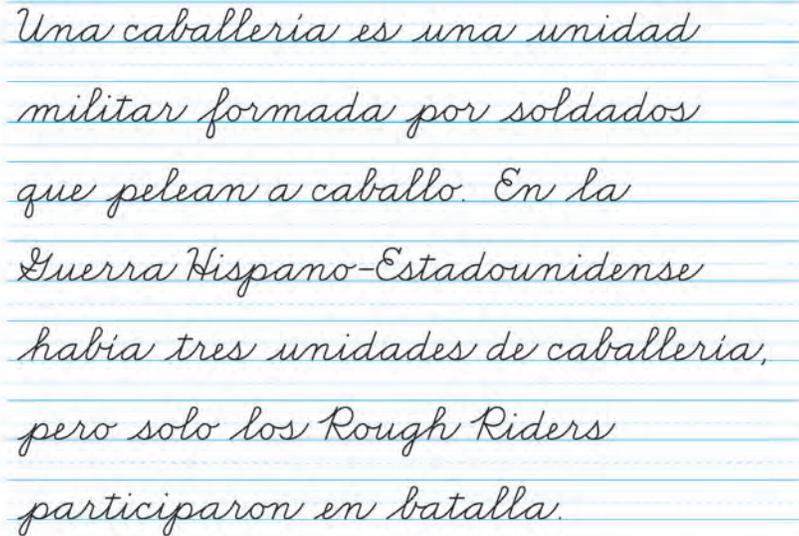
1. Curva debajo
2. Vuelve a trazar, inclina a la derecha
3. Inclina
4. Curva debajo



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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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.

**Key Points** The undercurve extends to slightly above the midline. Retrace, slant right, slant left, and undercurve.



described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive r directly below the letters on the previous line. Then, on the fourth line, have them write the cursive r.

**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. Next, have the students trace and write the joinings and words. Then have them write the sentences. Have the students carefully evaluate their handwriting and complete the **REVISA** at the bottom of the page.

**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." Strugglers can benefit from tactile and visual cues to 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. With their eyes closed, have students form the letter with chalk on the board or on construction paper as they vocalize the sequencing steps. This one activity hits all of the learning style bases.

### 1. Model & Discuss

Have the students open their books to page 57 and study the cursive r in the blue tab at the top of the page.

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. ¿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)

After you discuss the letter, have the students trace over the cursive r in their books as they say "curva debajo, vuelve a trazar, inclina a la derecha, inclina, curva debajo" to themselves.

### 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

# Uniones de curva debajo

## Objetivo:

- Escribir las uniones de debajo de la curva de forma legible y con fluidez.

### 1. Model & Discuss

Have the students open their books to page 58. Tell the students to look at the undercurve joinings in the first beige panel at the top of the page. Tell them that the **ll**, **te**, and **is** joinings are **undercurve to undercurve** joinings. When writing these joinings, the undercurve ending continues up, forming the undercurve beginning of the next letter.

Tell the students this is the easiest of all joinings because there is very little change in direction from an undercurve ending to an undercurve beginning.

Now have the students look at the second beige panel which shows the **undercurve to downcurve** joinings **so** and **na**. In this joining, the undercurve ending changes to extend wide to the right, forming the top of the next letter.

Finally, have the students look at the last beige panel which shows the **undercurve to overcurve** joinings **ly** and **en**. In this joining, the undercurve ending changes to an overcurve, forming the first stroke of the next letter.

<p>Undercurve to Undercurve</p>	<p>Undercurve to Downcurve</p>	<p>Undercurve to Overcurve</p>
---------------------------------	--------------------------------	--------------------------------

## Uniones de curva debajo

El trazo que se usa para unir dos letras afecta la legibilidad de tu escritura.

**Curva debajo a curva debajo**

*ll te is*

Esta es una unión muy fácil de hacer. La terminación de curva debajo se balancea naturalmente a la curva debajo que comienza la siguiente letra (mira la segunda flecha de cada unión arriba).

Las letras que terminan en curva debajo se unen a las letras que comienzan en curva debajo **b, e, f, h, i, j, k, l, ll, p, r, s, t, u y w** como se muestra en los ejemplos del recuadro. Traza y escribe las uniones. Escribe las palabras.

<i>ll ll</i>	<i>falla</i>
<i>te te</i>	<i>tener</i>
<i>is is</i>	<i>listo</i>
<i>cr cr</i>	<i>cráter</i>

**Curva debajo a curva hacia abajo**

*so na*

La terminación de la curva debajo se balancea hacia arriba de forma ancha, formando la parte superior de la siguiente letra (mira las flechas de cada unión). La curva hacia abajo de la segunda letra vuelve a trazar parte de la unión.

Las letras que terminan en curva debajo se unen a las letras que comienzan con curva hacia abajo **a, d, g, q, o, c, y ch** como se muestra en los ejemplos del recuadro. Traza y escribe las uniones de curva debajo a curva hacia abajo. Escribe las palabras.

<i>ld ld</i>	<i>toldo</i>
<i>so so</i>	<i>sopa</i>
<i>na na</i>	<i>nacho</i>
<i>ug ug</i>	<i>rugoso</i>

**Curva debajo a sobrecurva**

*ly en*

La terminación de la curva debajo se balancea hacia arriba de forma ancha, luego se convierte en la sobrecurva que comienza la siguiente letra (mira la flecha de cada unión arriba).

Las letras que terminan en curva debajo se unen a las letras que comienzan con sobrecurva **m, n, ñ, v, x, y y z** como se muestra en los ejemplos del recuadro. Traza y escribe las uniones de curva debajo a sobrecurva. Escribe las palabras.

<i>ly ly</i>	<i>rally</i>
<i>in in</i>	<i>pino</i>
<i>ev ev</i>	<i>eleve</i>
<i>ex ex</i>	<i>texto</i>

Escribe la oración. Revisa todas tus uniones de curva debajo.

*Dieciocho letras cursivas minúsculas terminan con una curva debajo.*

### 2. Practice

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

### 3. Self-Evaluate

Have the students carefully self-evaluate their undercurve joinings. Also have them self-evaluate their letter and word spacing, line quality, and letter forms.

**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.

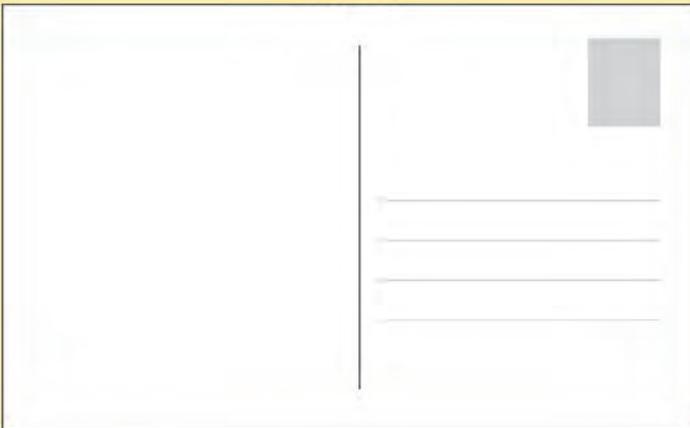
## MANTENIMIENTO DE LA LETRA DE IMPRENTA

Imagina que estás de vacaciones y deseas enviar una postal a un amigo o familiar. Dibuja el frente de la postal, luego escribe un mensaje al reverso. Puedes escribir tu mensaje en letra de imprenta o cursiva, pero asegúrate de usar tu mejor letra de imprenta para la dirección.

FRENTE



REVERSO



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## Mantenimiento de la letra de imprenta

### Objetivo:

- Escribir en letra de imprenta fluida y legiblemente en una tarjeta postal.

### 1. Discuss

Have the students open their books to page 59. Ask them if they have ever sent a friend or family member a postcard. Where did they send the postcard from?

Call on students to discuss which style of writing they would use to fill out a postcard. Ask them which style of writing they prefer and why.

### 2. Writing Activity

Have the students read the directions on page 59. Ask them to draw a picture on the “front” of the postcard.

Then, have them write a message using their best manuscript or cursive writing. Have them use manuscript writing for the address on the postcard.

### 3. Self-Evaluate

Have the students carefully self-evaluate their manuscript and or cursive handwriting. Also, have them self-evaluate their letter and word spacing, line quality, and letter forms.

### Worksheet 59

If you want any of the students to redo their postcards more neatly, give them copies of **Worksheet 59** to use.

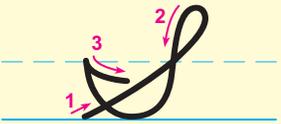
#### Worksheet 59

You can download and print copies at:  
[upub.net/757worksheets.pdf](http://upub.net/757worksheets.pdf)



**Katherine's OT Tip** Cursive handwriting turns the tables on right-handed writers! If some students continue to struggle with paper positioning, they can benefit from a visual cue to slant their paper for handwritten work. A simple ruler can do the trick. At the beginning of any lesson in which students will use their handwriting skills, have them place the ruler on their desk above their paper as a guide for proper slant. Observe their placement and provide them with guidance for adjustments. The angle of the slant will vary according to each student's individual needs based on height and length of arms.

# 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.

**Key Points** Must begin with a very wide undercurve. Curve back and down, cross at the midline. Curve up and swing right.



## 1. Model & Discuss

Have the students open their books to page 60 and study the cursive **S** in the blue tab at the top of the page.

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 their books as they say “**curva debajo, curva hacia atrás, curva hacia abajo, curva hacia arriba, gira a la derecha**” to themselves.

## 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, 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 and third lines, have the students trace and write the cursive **S** directly below the

### S mayúscula

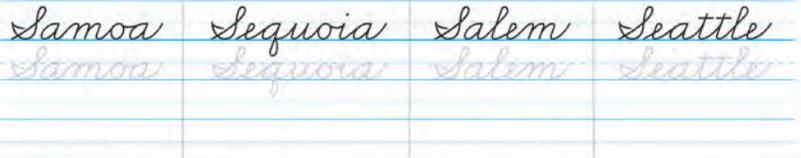


1. Curva debajo, curva hacia atrás
2. Curva hacia abajo, curva hacia arriba
3. Gira a la derecha

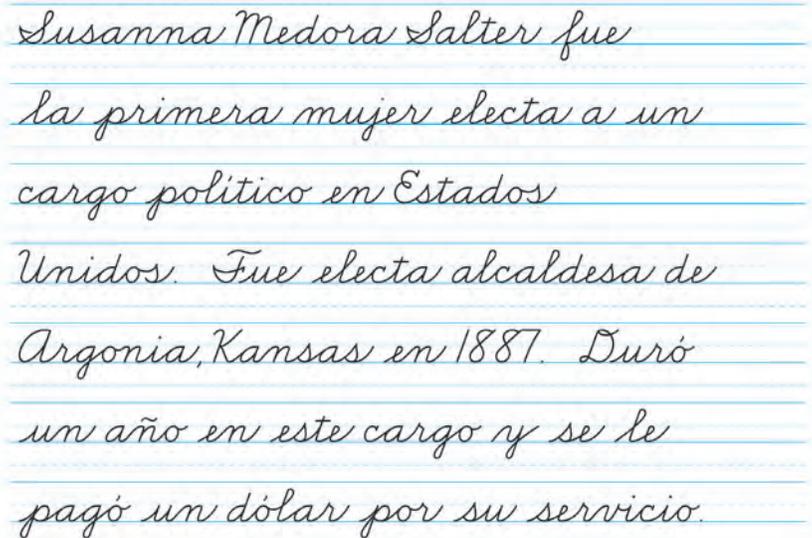
Esta letra comienza con una curva debajo muy ancha. Luego curva atrás y abajo, cruzando en la línea media. Haz una curva arriba y balancea a la derecha. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.



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letters on the previous line. Then, on the fourth line, have them write the cursive **S**.

**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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** The uppercase **S** can continue to pose a “weighty” problem for students as they tend to make its “curve back, curve down” strokes either too fat or too skinny. Strugglers can benefit from sand paper tracing and tracing paper activities to provide tactile and visual cues for efficient motor movements that result in a sleek uppercase **S**. These activities can offer an additional visual advantage when performed on a vertical surface just above students’ shoulder height that allows their eyes to focus straight ahead.



s minúscula

El inicio de la curva debajo se extiende un poco por encima de la línea media. Haz una curva abajo y hacia atrás a la curva debajo. Termina con una curva debajo. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

El agua es una sustancia que no sigue las reglas de los estados de la materia. Generalmente, la materia se contrae al cambiar de líquido a sólido. Sin embargo, cuando el agua se congela, las moléculas se expanden.



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**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.

**Key Points** The undercurve beginning extends to slightly above the midline. Curve down and back touching the first stroke.



**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 **s** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **s**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

**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 piece of construction paper taped to the wall, challenge each student to use a Q-tip dipped in water to trace over the model you’ve written with chalk. The Q-tip provides tactile feedback and the water guides their editing with visual cues. All this in one activity!

**1. Model & Discuss**

Have the students open their books to page 61 and study the cursive **s** in the blue tab at the top of the page.

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

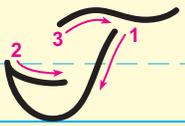
1. ¿Dónde comienza esta letra? (la línea de abajo)
2. ¿Dónde termina esta letra? (la línea del medio)
3. ¿Cuántas curvas debajo hay en esta letra? (2)
4. ¿Esta letra toca la línea de arriba? (no)
5. ¿Cuántas veces toca la línea del medio? (3)

After you discuss the letter, have the students trace over the cursive **s** in their books as they say “**curva debajo, vuelve a trazar, curva hacia abajo y atrás, une, curva debajo**” to themselves.

**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**

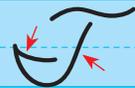
# T mayúscula



## 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.

**Key Points** Begin with a curved slant. Curve up, retrace, and swing right. Make the base of the letter wide.



## 1. Model & Discuss

Have the students open their books to page 62 and study the cursive **T** in the blue tab at the top of the page.

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 their books as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba**” to themselves. Repeat this two times.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **T** as they say “**inclina, curva hacia arriba, gira a la derecha, curva hacia arriba, abajo, arriba**” 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 **T** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **T**.

### T mayúscula



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

Comienza con una inclinación curva, luego haz la curva hacia arriba, vuelve a trazar y balancea hacia la derecha. Asegúrate de hacer ancha la base de la letra. Trazas y escribes la letra.



Trazas y escribes las palabras.

Tomás Taylor Tennessee Texas

Escribes las oraciones. Revisa tu escritura.

El Sendero de Lágrimas es la ruta que usó el gobierno de los E.E.U.U. al reubicar a más de 15,000 indios cheroquis en 1938-1939. Los cheroquis fueron sacados de sus hogares y obligados a viajar miles de millas al oeste.

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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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** **Visual Closure** and **visual discrimination skills** allow students to recognize letters, numbers, or words automatically as their eyes scan over the page. This lets them determine quickly that the cursive letter with the “swing right” that crosses its middle is the uppercase **F** and not an uppercase **T**. Strugglers can benefit from the “Hidden Picture Game” to enhance 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 the object's name.



t minúscula

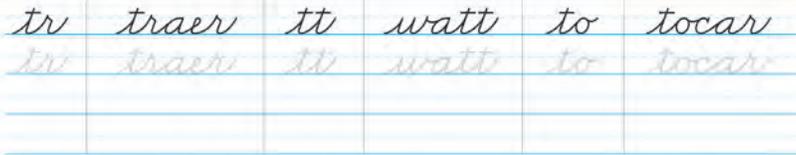
La curva debajo ocupa dos tercios de la altura del espacio. El trazo inclinado vuelve a trazar parte de la curva debajo. Cruza justo sobre la línea media. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

*Esta ruta se llama el Sendero de las Lágrimas porque alrededor de 4,000 personas no sobrevivieron el viaje. A menudo se las obligaba a caminar descalzas durante millas y sufrieron hambre, cansancio y enfermedades.*

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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.

**Key Points** The undercurve fills two-thirds of the space height. Cross just above the midline.



going to the next line. On the second and third lines, have the students trace and write the cursive **t** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **t**.

**1. Model & Discuss**

Have the students open their books to page 63 and study the cursive **t** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **t**.

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 their books as they say “**curva debajo, inclina, curva debajo, cruza**” to themselves.

**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

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**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 “putting on a coat” or “tying your shoes.” Tell them they need to be concise and give the reader every step. Then have your students complete the task using each other’s directions to see if they show them how. It’s a fun way to help them get the message!

# 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.

**Key Points** Make the two slant strokes parallel. Keep the letter the proper width.



## 1. Model & Discuss

Have the students open their books to page 64 and study the cursive **U** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **U**.

1. ¿Cuántas curvas debajo hay en esta letra? (2)
2. ¿Cuántos trazos inclinados hay en esta letra? (2)
3. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
4. ¿Esta letra se une a la siguiente letra? (sí)
5. ¿Dónde termina esta letra? (la línea del medio)

After you discuss the letter, have the students trace over the cursive **U** in their books as they say “**sobrecurva, inclina, curva debajo, inclina, curva debajo**” to themselves.

## 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **U** as they say “**sobrecurva, inclina, curva debajo, inclina, curva debajo**” 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 below the letters on the previous line. Then, on the fourth line, have them write the cursive **U**.

### U mayúscula

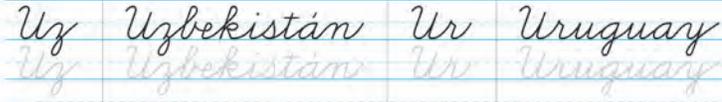
Asegúrate de que hacer paralelos los dos trazos inclinados de esta letra. Mantén la letra del ancho adecuado. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

*Las Naciones Unidas (conocida también como la ONU) es una organización internacional. Su propósito es fomentar la paz y la cooperación entre los países de todo el mundo. Las Naciones Unidas consta de 191 países.*



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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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** An efficient pencil grasp is one that will benefit students for their entire educational experience. Although they may have been taught an appropriate grasp, some students will continue to find that their ring and little fingers are sometimes reluctant to get out of the way. It is easy to give those fingers a bit of encouragement. A simple cotton ball placed in the palm of the hand can do the trick. As the students hold their pencils with the thumb, index, and middle fingers, they keep the cotton ball in their palm with the other two. Inexpensive yet effective!

## u minúscula



### u minúscula

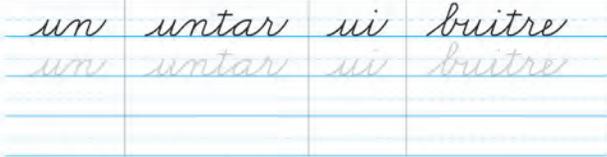
Las tres curvas debajo de esta letra son muy semejantes. La última curva debajo es un poco más ancha. Ambos trazos inclinados deben ser paralelos. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Al escribir un ensayo de opinión, es importante proporcionar detalles que respalden tu argumento. Una manera eficaz de estructurar tu ensayo de opinión es introducir tu opinión, proporcionar varios puntos para respaldarla y resumir tu opinión en una conclusión.

Blank handwriting lines for writing sentences and reviewing the student's work.

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### 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.

**Key Points** The three undercurves in this letter are very similar. The last undercurve is a bit wider. Both slant strokes should be parallel.



before going to the next line. On the second and third lines, have the students trace and write the cursive **u** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **u**.

### 1. Model & Discuss

Have the students open their books to page 65 and study the cursive **u** in the blue tab at the top of the page.

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

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 their books as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo**” to themselves.

### 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

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Efficient **visual memory skills** help us to translate manuscript text and numerals into written words. They also 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.

## 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.

**Key Points** Keep the first slant stroke at the proper angle. Make a sharp undercurve at the bottom line.



### 1. Model & Discuss

Have the students open their books to page 66 and study the cursive **V** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **V**.

1. ¿Esta letra se une a la siguiente letra? (no)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
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 their books as they say “**sobrecurva, inclina, curva debajo cerrada, curva adelante**” to themselves.

### 2. Practice

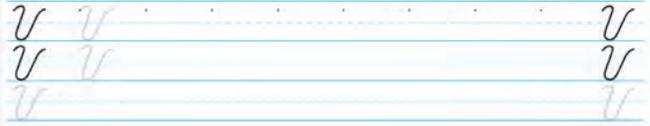
On the first line, have the students start at the dots and trace and write the cursive **V** as they say “**sobrecurva, inclina, curva debajo cerrada, curva adelante**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third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

### V mayúscula



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

Mantén el primer trazo inclinado en el ángulo apropiado. Asegúrate de que tu libro esté en la posición correcta para la escritura cursiva. Traza y escribe la letra.



Traza y escribe las palabras.

Virginia Versailles Vermont  
Virginia Versailles Vermont



Escribe las oraciones. Revisa tu escritura.

El Monumento a los Veteranos de Vietnam en Washington, D.C, honra a los soldados que murieron en la Guerra de Vietnam. Está hecho de granito negro y tiene grabados los nombres de casi 60,000 soldados caidos durante la guerra.

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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.

Next, have the students trace and write the words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Visual scanning skills are a critical element 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 with the “Spot It First” activity. At the end of a worksheet practice page, 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 activity as it exercises their visual scanning skills and can increase their confidence with handwriting.



v minúscula

El tercer trazo es una curva debajo pronunciada. Vuelve a trazar la curva debajo pronunciada ligeramente antes de balancear a la derecha con la terminación. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Un ensayo narrativo cuenta una historia. Describe una experiencia o evento y provee detalles acerca de lo que ocurrió. Un ensayo narrativo puede tratar de algo que realmente ocurrió o puede ser ficticio.

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**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.

**Key Points** The third stroke is a sharp undercurve. Retrace slightly before you swing right with the ending.



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 and third lines, have the students trace and write the cursive **v** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **v**.

**1. Model & Discuss**

Have the students open their books to page 67 and study the cursive **v** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **v**.

1. ¿Cuántos trazos inclinados hay en esta letra? (1)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el último trazo? (revisión de trazo)
5. ¿Qué otras letras terminan como la v? (b, o, w)

After you discuss the letter, have the students trace over the cursive **v** in their books as they say “**sobrecurva, inclina, curva debajo cerrada, vuelve a trazar, gira a la derecha**” to themselves.

**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**

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip**

Fifth grade students are learning to use their handwriting across subject areas and in their daily lives. This can be an exciting adventure for them if they have developed confidence in their handwriting style. For some students, however, handwriting continues to be a struggle and has become a barrier to their educational success. If this is the case for some of your students, it would be wise to consult with their parents and an occupational therapist to determine any possible additional needs.

## 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.

**Key Points** Begin this letter with an overcurve-slant motion. Pause after the first, second, and third strokes.



### 1. Model & Discuss

Have the students open their books to page 68 and study the cursive **W** in the blue tab at the top of the page.

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)

After you discuss the letter, have the students trace over the cursive **W** in their books as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva**” to themselves.

### 2. Practice

On the first line, have the students start at the dots and trace and write the cursive **W** as they say “**sobrecurva, inclina, curva debajo, inclina, sobrecurva**” 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 **W** directly below the letters on the previous line. Then, on the fourth

#### W mayúscula

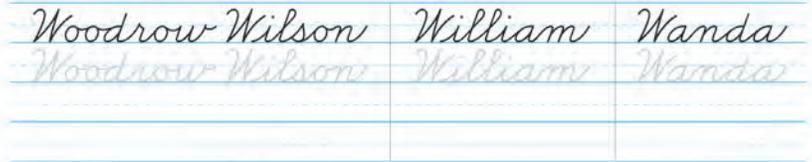
Comienza esta letra con el movimiento de inclinación de sobrecurva. Los últimos tres trazos son curva debajo, inclina y sobrecurva. Traza y escribe la letra.



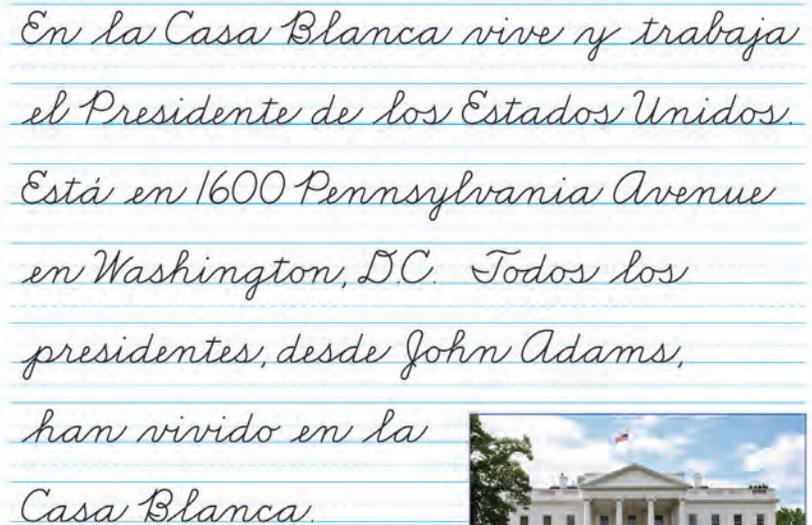
1. Sobrecurva, inclina
2. Curva debajo
3. Inclina
4. Sobrecurva



Traza y escribe las palabras.



Escribe las oraciones. Revisa tu escritura.



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line, have them write the cursive **W**.

**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.

Next, have the students trace and write the words. Then have them write the sentences.

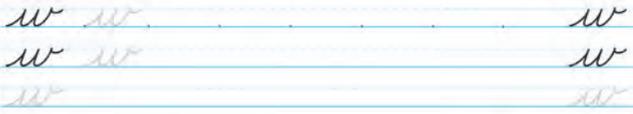
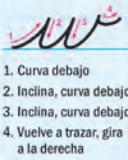
Have the students carefully evaluate their handwriting and complete the **REVISAR** at the bottom of the page.

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

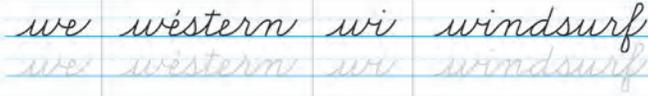
**Katherine's OT Tip** Precise movements like the “sharp undercurve” in the uppercase **W** ask students to rely upon their **visual motor skills** to plan the movements with their eyes as they guide their hand toward their completion. Fun activities that provide practice with visual motor planning include dot grid worksheets, sketching from a model, and mirror drawings. Provide students with limited space for completion of sketches or drawings to help them hone their **visual attention skills** as they produce accurate and precise movements. This will help them to write on paper without lines, as well.

w minúscula

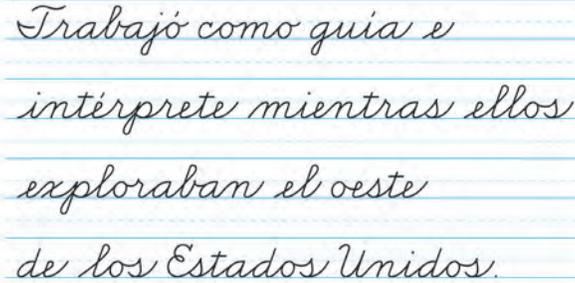
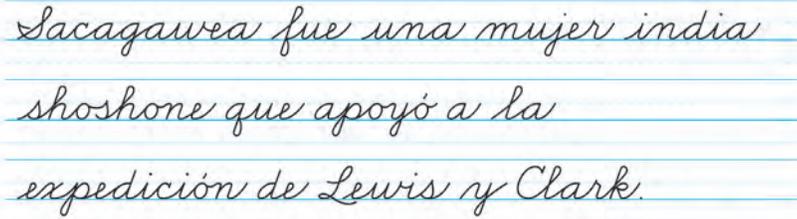
Esta letra es muy semejante a la u minúscula. En esta letra, la última curva debajo se extiende ligeramente por encima de la línea media; vuelve a trazar y balancea hacia la derecha. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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### 1. Model & Discuss

Have the students open their books to page 69 and study the cursive **w** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **w**.

1. ¿Cuántas curvas debajo hay en esta letra? (3)
2. ¿Cuántos trazos totales hay en esta letra? (6)
3. ¿Cuántas veces toca esta letra la línea del medio? (4)
4. ¿Cuántos trazos inclinados hay en esta letra? (2)

After you discuss the letter, have the students trace over the cursive **w** in their books as they say “**curva debajo, inclina, curva debajo, inclina, curva debajo, vuelve a trazar, gira a la derecha**” to themselves.

### 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

### 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.

**Key Points** The last undercurve extends slightly above the the midline. Keep the two slant strokes parallel.



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 **w** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **w**.

**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.

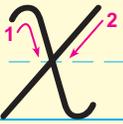
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Some students will continue to struggle with the multiple slant and undercurve strokes in the lowercase **w**. They may form them too wide or too thin as they attempt to glide their hand across the page. These students would benefit from the Sand Paper Tracing activity to help them monitor their speed and experience the feel of the movement. Practice on a vertical surface that is slightly higher than students' shoulder height will provide them with the freedom to experiment with large motor movements as they use their shoulders to glide the pencil across the page.

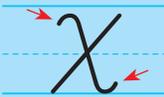
# X mayúscula



## 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.

**Key Point** The slant right stroke begins with an overcurve and ends with an undercurve.



## 1. Model & Discuss

Have the students open their books to page 70 and study the cursive **X** in the blue tab at the top of the page.

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 their books as they say “**sobrecurva, inclina a la derecha, curva debajo, inclina a la izquierda**” to themselves.

## 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 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 and third lines, have the students trace

### X mayúscula

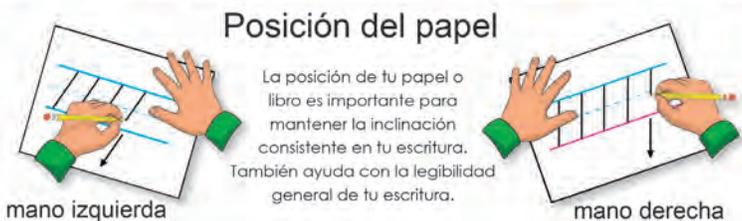
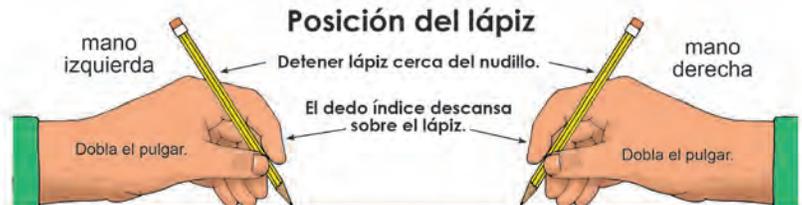
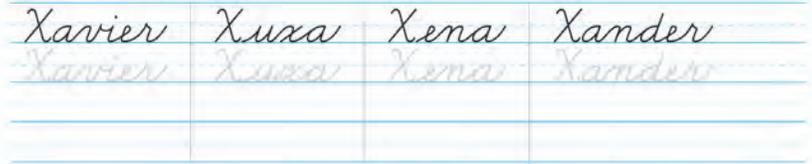


1. Sobrecurva, inclina a la derecha, curva debajo
2. Inclina a la izquierda

Esta letra consta de dos trazos inclinados. El primer trazo inclinado comienza con una sobrecurva y termina con una curva debajo. Traza y escribe la letra.



Traza y escribe las palabras.



Escribe por qué es importante la posición correcta del lápiz y del papel.

and write the cursive **X** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **X**.

**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.

Next, have the students trace and write the words. Then have them write why correct pencil and paper position are important.

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

**Katherine's OT Tip** Left-handed writers can sometimes 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.”



x minúscula

Recuerda hacer una buena sobrecurva y llevar el trazo inclinado hacia la línea inferior. Cruza la letra con un trazo hacia arriba. Traza y escribe la letra.



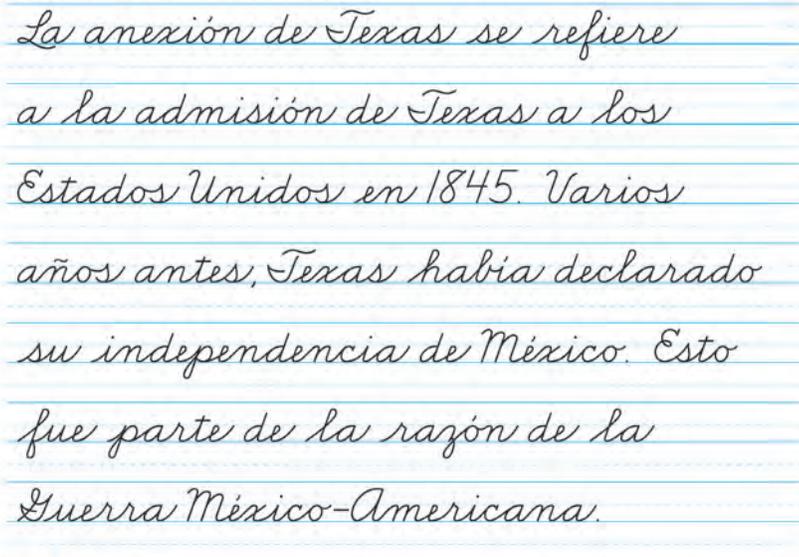
1. Sobrecurva, inclina
2. Curva debajo
3. Cruza con un trazo hacia arriba



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.



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**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.

**Key Points** Make a good overcurve and pull the slant stroke to the bottom line. Cross the letter with an upstroke.



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 x directly below the letters on the previous line. Then, on the fourth line, have them write the cursive x.

**1. Model & Discuss**

Have the students open their books to page 71 and study the cursive x in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive x.

1. ¿Cómo se llama el primer trazo? (sobrecurva)
2. ¿Dónde comienza esta letra? (la línea de abajo)
3. ¿Hay un trazo inclinado en esta letra? (sí)
4. ¿Cómo se llama el último trazo? (trazo hacia arriba)
5. ¿Hay una curva debajo en esta letra? (sí)

After you discuss the letter, have the students trace over the cursive x in their books as they say “**sobrecurva, inclina, curva debajo, cruza con un trazo hacia arriba**” to themselves.

**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**”

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip**

Functional Fun! Electronic technology has turned letter writing into a quick method of communication with access to email and texting. However, students will continue to find it necessary to jot a handwritten note and address an envelope as they progress throughout their lives. A fun way to encourage and practice this skill is by having them write and post a letter to a friend or relative describing their success with their handwriting program. Remind them that a handwritten note can add a personal touch to any thank-you note, as well.

# Letras descendentes

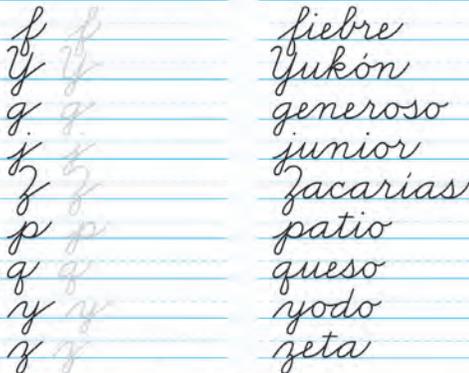
## Objetivo:

- Escribir las letras descendentes en palabras y oraciones.

## Letras descendentes

Estudia detenidamente las letras descendentes a continuación.

Traza y escribe las letras. Escribe las palabras. Mantén los bucles inferiores abiertos en las letras descendentes.



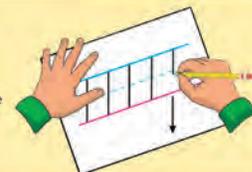
Escribe las oraciones. Revisa tu escritura.

Peggy le dijo a Jary que eligiera solo las uvas púrpuras grandes. Planean hacer jalea de uva esta noche.



### Posición del papel

La posición de tu papel o libro es importante para mantener la inclinación consistente en tu escritura. También ayuda con la legibilidad general de tu escritura.



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## 1. Model & Discuss

Have the students open their books to page 72. Ask them to look at the ten 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** fill about one-half the space below the bottom line.

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

## Descending Letters



Keep the lower loops on the descenders open.

## 2. Practice

Have the students trace and write the letters, then write the words. Have them write the sentences 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 the loops on their descenders are open.

**Katherine's OT Tip** Speed and legibility are key partners in a functional handwriting style. For some students, these components compete with each other as the writing demands increase, sometimes ending with legibility winning the race. The desire for each letter to be perfect slows the writer's speed and diminishes comprehension. If you find that some of your fifth grade students continue to struggle with speed and legibility, it would be wise to consult with the parents and an occupational therapist to determine any possible additional needs.

# Velocidad al escribir

## Velocidad al escribir

Escribe cada oración tres veces. Usa tu mejor letra cursiva. Cada vez que escribas la oración, trata de escribirla con mayor rapidez al tiempo que mantienes la legibilidad.

El niño exclama de alegría viendo al fabuloso periquito comer jugosos kiwis y zanahoria.

1.

2.

3.

Trata de escribir rápidamente, ¡pero asegúrate de que tu escritura sea legible!

1.

2.

3.

¿Por qué crees que es importante poder escribir con rapidez y claramente?

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### Objetivo:

- Escribir en cursiva con velocidad y legibilidad.

### 1. Discuss

Have the students open their books to page 73. Tell them to read the title on the page: Writing for Speed. Tell the students that everyone has a different rate of speed that they can write at while still maintaining legible handwriting. When legibility suffers, the rate or speed at which you write should slow down. Writing too quickly is a major cause of illegible handwriting.

### 2. Writing Activity

Have the students read the directions at the top of page 73. Have them write the first sentence three times. Each time they write the sentence, they should attempt to write it just a little bit faster while maintaining legibility.

Repeat the above procedure for the second sentence.

Finally, have the students write why they think it is important to be able to write quickly and neatly.

**3. Self-Evaluate** Have the students self-evaluate their

handwriting and complete the **REVISAR** at the bottom of the page. Tell the students to be sure they evaluate all six of their speed writing sentences.

**Katherine's OT Tip** Some fifth grade students will continue to struggle with the spacing for maximum-size letters, tending to bring them completely to the top line. They would benefit from a small bit of yellow highlighting along the space at the top to remind them where to stop. Have them edit their work to see if any pencil marks have invaded that space. They can add the highlighting themselves to enhance their **tactile** and **visual spatial awareness**.

## 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.

**Key Points** The two slant strokes should be parallel. The overcurve ending crosses at the bottom line.



### 1. Model & Discuss

Have the students open their books to page 74 and study the cursive **Y** in the blue tab at the top of the page.

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 their books as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva**” to themselves.

### 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 and third lines, have the students trace and write

### Y mayúscula



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

Esta letra comienza como la mayúscula **U**. Los dos trazos inclinados deben ser paralelos. La terminación de la sobrecurva cruza en la línea inferior. Traza y escribe la letra.



Traza y escribe las uniones y las palabras.

Yuma, Arizona

Yo Yorktown Yu Yuma



Escribe las oraciones. Revisa tu escritura.

El periodismo amarillista consiste en imprimir historias exageradas o falsas. El término proviene de la competencia entre William Randolph Hearst (dueño del New York Journal) y Joseph Pulitzer II (dueño de New York World). En la década de 1890, Hearst y Pulitzer publicaban historias sensacionalizadas solamente para vender más periódicos.

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the cursive **Y** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **Y**.

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** Copying tasks that include multiple sentences demand efficient **visual scanning** and **tracking skills**. For children who struggle with locating and relocating their place on the manuscript text, provide them with the opportunity to cover the text below that line to avoid distractions and to focus their **visual attention**. For fifth grade students who continue to struggle in this area, it would be wise to consult with the parents and an occupational therapist to determine any possible additional needs.



y minúscula

Asegúrate de estar sosteniendo el lápiz correctamente y de que tu libro esté en la posición correcta. Mantén los trazos inclinados paralelos. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.

yo yoyo ya guayaba



guayaba

Escribe las oraciones. Revisa tu escritura.

Un ensayo explicativo, también llamado ensayo informativo, explica cómo funciona algo. Este tipo de ensayo también puede usarse para explicar cómo hacer algo.

Piensa en el último ensayo explicativo que escribiste. ¿De qué se trataba?

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**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.

**Key Points** The two slant strokes are parallel. The overcurve ending crosses the slant at the bottom line.



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 **y** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **y**.

**1. Model & Discuss**

Have the students open their books to page 75 and study the cursive **y** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **y**.

1. ¿Dónde cruza la vuelta? (la línea de abajo)
2. ¿Cómo se llama el primer trazo? (sobrecurva)
3. ¿Cuántos trazos inclinados hay en esta letra? (2)
4. ¿Cómo se llama el último trazo? (sobrecurva)
5. ¿Cuántas sobrecurvas hay en esta letra? (2)

After you discuss the letter, have the students trace over the cursive **y** in their books as they say “**sobrecurva, inclina, curva debajo, inclina, curva hacia atrás, sobrecurva**” to themselves.

**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**”

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine’s OT Tip**

An excellent way to learn a skill is to teach it! Peer group practicing sessions are perfect for mastering difficult letter formations. Pair up two or three students, one of whom has mastered the skill, and have them demonstrate and teach the letters to each other. Provide them with vertical space to encourage smooth shoulder movements before moving to worksheet activities. It is important to monitor these sessions to ensure that the instructions are accurate.

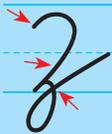
## Z mayúscula



### 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.

**Key Points** Begin with a wide overcurve, then slant to the bottom line. The overcurve crosses near the bottom line.



### 1. Model & Discuss

Have the students open their books to page 76 and study the cursive **Z** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **Z**.

1. ¿Esta letra se une a la siguiente letra? (sí)
2. ¿Dónde comienza esta letra? (justo debajo de la línea de arriba)
3. ¿Cómo se llama el primer trazo? (sobrecurva)
4. ¿Cómo se llama el segundo trazo? (inclina)
5. ¿Qué otras letras mayúsculas terminan con una sobrecurva? (J, Y)

After you discuss the letter, have the students trace over the cursive **Z** in their books as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva**” to themselves.

### 2. Practice

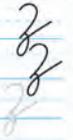
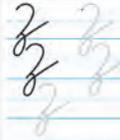
On the first line, have the students start at the dots and trace and write the cursive **Z** as they say “**curva hacia adelante, inclina, vuelve a trazar, curva hacia abajo, sobrecurva**” to themselves. Have them stop and evaluate their work as described in Step 3 before going to the next line. On the second and third lines, have the students trace and write the cursive **Z** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **Z**.

### Z mayúscula

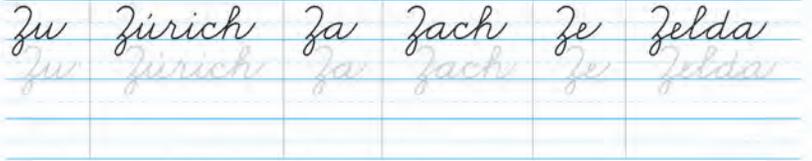


1. Curva hacia adelante, inclina
2. Vuelve a trazar, curva hacia abajo
3. Sobrecurva

Comienza con una sobrecurva ancha, luego inclina a la línea inferior. La terminación de la sobrecurva cruza cerca de la línea inferior. Trazas y escribe la letra.



Trazas y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

Zora Neale Hurston fue una autora  
y antropóloga afroamericana.

Es conocida por su novela de 1937,

Sus ojos miraban a Dios. Zora

también escribió tres novelas más

y docenas de cuentos, obras y

ensayos.

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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.

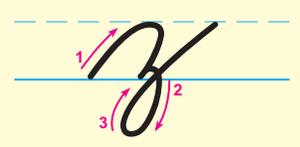
Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

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

**Katherine's OT Tip** For some students, 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 in confusion and frustration. Strugglers can benefit from taking the **z** apart and piecing it back together. Trace the first stroke of a **z** with a fine-tipped yellow highlighter, then have students trace that portion. On a fresh model, highlight steps 2 and 3 and have them trace those steps. Finally, have them trace the entire model. They can highlight the pieces themselves for added tactile awareness.

## z minúscula



### z minúscula

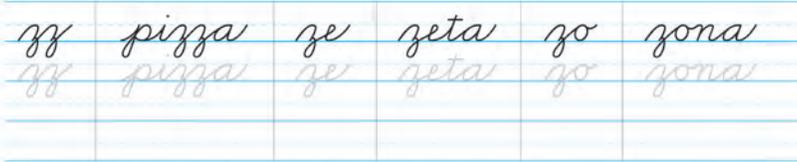
Asegúrate de que el inicio de la sobrecurva esté redondeado y de que el trazo inclinado se lleve hacia la línea inferior. La sobrecurva cruza en la línea inferior. Traza y escribe la letra.



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



Traza y escribe las uniones y las palabras.



Escribe las oraciones. Revisa tu escritura.

La capa de ozono de la atmósfera terrestre nos protege de la dañina radiación solar. El ozono se forma a partir del oxígeno, pero cada molécula de ozono tiene tres átomos de oxígeno. Las moléculas de oxígeno que respiramos tienen dos átomos de oxígeno.

Blank handwriting lines for practicing the cursive letter z.

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### 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.

**Key Points** Pull the slant stroke to the bottom line. The overcurve crosses near the bottom line.



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 **z** directly below the letters on the previous line. Then, on the fourth line, have them write the cursive **z**.

### 1. Model & Discuss

Have the students open their books to page 77 and study the cursive **z** in the blue tab at the top of the page.

Ask the students the following questions as they look at the model of the cursive **z**.

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 their books as they say “**sobrecurva, inclina, curva hacia arriba y hacia abajo, sobrecurva**” to themselves.

### 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**”

**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.

Next, have the students trace and write the joinings and words. Then have them write the sentences.

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

**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 as well. Be sure that students are provided with opportunities to work on a vertical surface with large movements before practice at their desk. 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.

# La puerta misteriosa

## Objetivos:

- Pensar y discutir qué pasaría si de repente apareciera una puerta misteriosa.
- Escribir un ensayo narrativo.



## ¿ LA PUERTA MISTERIOSA ?

Imagina que llegas de la escuela a casa el día de hoy y encuentras una puerta misteriosa. ¡Esta puerta jamás estuvo ahí antes y no tienes idea de lo que podría haber del otro lado! Escribe una historia acerca de lo que ocurre cuando abres la puerta.

Lined writing area for the student to write their story.

## 1. Discuss

Have the students open their books to page 78 and read the directions. Ask the students the following questions:

1. Si al llegar a tu casa vieras una puerta misteriosa en tu hogar, ¿la abrirías? ¿Por qué o por qué no?
2. ¿De dónde crees que vino la puerta?
3. ¿Qué piensas que podría haber detrás de la puerta?

## 2. Brainstorm

Before completing their essays, ask students to brainstorm. They can use **Worksheet 78** as a prewriting activity or just make notes on a blank sheet of paper.

## 3. Write

Have the students use their brainstorming notes to write their essays in their workbooks.

**Worksheet 78**  
You can download and print copies of this worksheet at:  
[upub.net/757worksheets.pdf](http://upub.net/757worksheets.pdf)



**Katherine's OT Tip** Functional Fun! Students are valuable sources of classroom feedback. Questionnaires are excellent methods for picking their brains about the past year's classroom experience. This will also prepare them for filling out these types of thought-provoking forms. Design a questionnaire without lines that allows them to focus upon specific areas, such as handwriting class or free-time activities, in order to provide structure for their thoughts. As with any handwriting activity, remind them to use complete sentences and edit their work. This will let them know that you care what they think!

 **REVISIA**  CALIDAD DE LÍNEAS  UNIONES  ALINEACIÓN  INCLINA  ESPACIO ENTRE PALABRAS

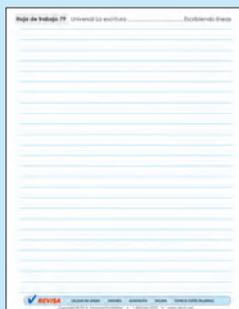
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79

If your students need extra writing lines, you can download and print copies of **Worksheet 79** for them.

### Worksheet 79

You can download and print copies of this worksheet at:  
[upub.net/757worksheets.pdf](http://upub.net/757worksheets.pdf)



**Katherine's OT Tip** A letter to their parents would be a productive end of the year project for the students. They can show off their cursive handwriting progress as they write about their past year's accomplishments. The students will experience pride in their work and the parents will recognize the success of your handwriting program!

# Examen final

## Objetivos:

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

## 1. Model & Discuss

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

1. ¿Quién escribió el discurso de Gettysburg? (Abraham Lincoln)
2. ¿En qué estado se peleó la Batalla de Gettysburg? (Pennsylvania)
3. Cuando Abraham Lincoln dijo: “Hace ochenta y siete años”, ¿a qué evento se refería? (La firma de la Declaración de la Independencia)

## 2. Practice

Have the students write the beginning of the *Gettysburg Address*.

**3. Self-Evaluate** Have the students look at their work carefully and complete the **REVISAR** at the bottom of the page. Then ask them to compare their writing on this page with their writing on page 2.

## EXAMEN FINAL

### El discurso de Gettysburg

Hace ochenta y siete años, nuestros padres hicieron nacer en este continente una nueva nación concebida en la libertad y consagrada en el principio de que todas las personas son creadas iguales.

Ahora estamos empeñados en una gran guerra civil que pone a prueba si esta nación, o cualquier nación así concebida y así consagrada, puede perdurar en el tiempo.

~ Abraham Lincoln



Escribe las oraciones anteriores del discurso de Gettysburg.

Handwriting practice lines for the Gettysburg Address. The page features multiple sets of blue horizontal lines with dashed midlines, designed for students to practice writing the text in cursive.

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Make copies of **Worksheet 80** for each student. Have them write more of the *Gettysburg Address*.

**Worksheet 80**  
You can download and print copies of this worksheet at:  
[upub.net/757worksheets.pdf](http://upub.net/757worksheets.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 students to copy words and to reproduce them with accuracy will help you to determine their skills and future needs. This will be good information to share with their next teacher, and you will be pleased to see how far they have come with their handwriting mastery.

## El alfabeto en letra de imprenta

Escribe las letras y números en letra de imprenta.

A a B b C c Ch ch D d E e F f  
G g H h I i J j K k L l L l l l M m  
N n Ñ ñ O o P p Q q R r S s  
T t U u V v W w X x Y y Z z  
, . ; : ' ¡ ! ¿ ? " " ( ) 1 2 3 4 5 6 7 8 9 10

## El alfabeto en letra cursiva

Escribe las letras y números en letra cursiva.

A a B b C c Ch ch D d E e  
F f G g H h I i J j K k L l  
L l l l M m N n Ñ ñ O o P p  
Q q R r S s T t U u V v W w  
X x Y y Z z , . ; : ' ¡ ! ¿ ? " " ( )  
1 2 3 4 5 6 7 8 9 10

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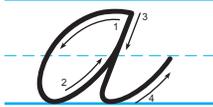
## Notes

## Descripciones de los trazos de la letra cursiva



**Hoja para el hogar**

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases. Usted puede descargar estas descripciones de trazos en: [upub.net/spanishcursivestrokedescriptions.pdf](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



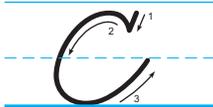
### B mayúscula

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



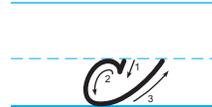
### b minúscula

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



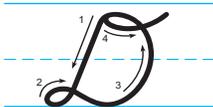
### Ch mayúscula

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



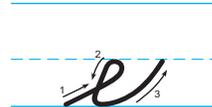
### d minúscula

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



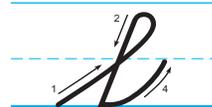
### e minúscula

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



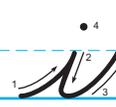
### h minúscula

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



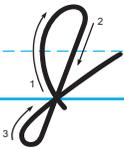
### I mayúscula

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



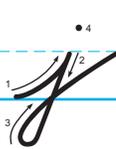
### i minúscula

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



### J mayúscula

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



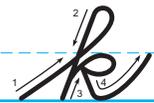
### j minúscula

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



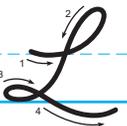
### K mayúscula

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



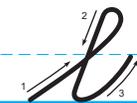
### k minúscula

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)



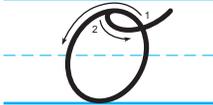
### **N mayúscula**

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



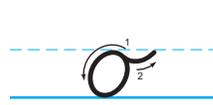
### **ñ minúscula**

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



### **O mayúscula**

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



### **o minúscula**

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



### **P mayúscula**

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



### **p minúscula**

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



### **Q mayúscula**

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



### **q minúscula**

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



### **R mayúscula**

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



### **r minúscula**

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



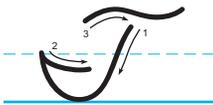
### **S mayúscula**

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



### **s minúscula**

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



### **T mayúscula**

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



### **t minúscula**

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

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

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases.



### U mayúscula

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



### u minúscula

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



### V mayúscula

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



### v minúscula

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



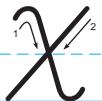
### W mayúscula

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



### w minúscula

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



### X mayúscula

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



### x minúscula

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



### Y mayúscula

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



### y minúscula

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



### Z mayúscula

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



### z minúscula

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

La línea de arriba ► \_\_\_\_\_

La línea del medio ► - - - - -

La línea de abajo ► \_\_\_\_\_

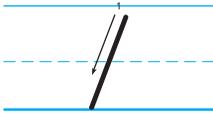
Asegúrese de repasar los nombres de las líneas de escritura y los trazos básicos con su hijo/sus hijos. La relación de los trazos en las letras y las líneas de escritura es importante para dominar esta destreza.

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



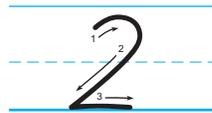
**Hoja para el hogar**

Las descripciones de los trazos de abajo se usan para reforzar la instrucción de la escritura a mano en el hogar y en el salón de clases.



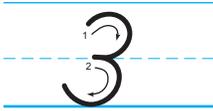
**Número 1**

1. Inclina



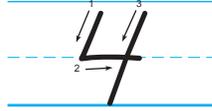
**Número 2**

1. Curva hacia adelante 2. Inclina  
3. Desliza a la derecha



**Número 3**

1. Curva hacia adelante, abajo, y atrás  
2. Curva hacia adelante, abajo, y atrás



**Número 4**

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



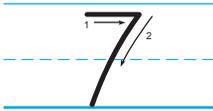
**Número 5**

1. Inclina 2. Curva hacia adelante, abajo,  
atrás 3. Desliza a la derecha



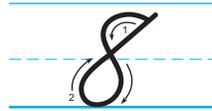
**Número 6**

1. Curva hacia abajo 2. Curva hacia arriba,  
abajo



**Número 7**

1. Desliza a la derecha 2. Inclina



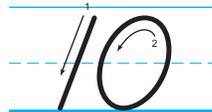
**Número 8**

1. curva hacia atrás, curva hacia abajo,  
curva hacia atrás 2. Inclina hacia  
arriba



**Número 9**

1. Curva hacia abajo, curva debajo  
2. Inclina



**Número 10**

1. Inclina 2. Óvalo hacia atrás

### Notas

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# Corrective Techniques for Lowercase Cursive Letters

The following pages show possible handwriting errors and corrective techniques for the lowercase and uppercase cursive letters. Each corrective technique describes what should be emphasized when working with students who are having letter formation difficulties. One of the most effective corrective techniques for any letter form error is having the students trace over a screened (gray) model of the letter. Tracing always helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

Use the **AlphamationPlus** touch screen **Trace, Write, Check** feature that allows students to trace over a letter as many times as they like, write the letter without the model, and then check their writing against the model.

Students can trace, write, and check (self-evaluate) their cursive letters with **AlphamationPlus**.



## Lowercase Letter Groupings

Corrective techniques for one letter can often be used for other letters with similar strokes.

The **undercurve** is the first stroke of fourteen lowercase letters. They are: **b, e, f, h, i, j, k, l, p, r, s, t, u, and w.**



The **downcurve** is the first stroke of the lowercase letters **a, d, g,** and **q.** The letters **o** and **c** contain a steep downcurve.

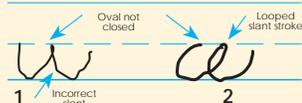


The **overcurve** is the beginning stroke for six lowercase letters. They are: **m, n, v, x, y, and z.**



## Lowercase a

### Possible Errors



1. The downcurve-undercurve was not closed, looks like the letter u.
2. Did not pause after undercurve, slant stroke is looped, looks like ce.

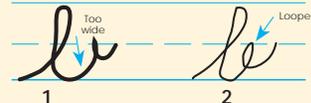
### Corrective Techniques



1. Make a wide downcurve, close the downcurve-undercurve motion.
2. Pause after closing the two strokes. Pull the slant stroke to the bottom line.

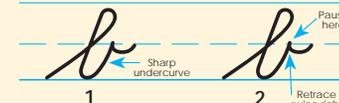
## Lowercase b

### Possible Errors



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

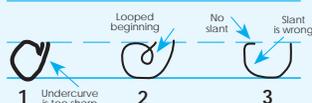
### Corrective Techniques



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

## Lowercase c

### Possible Errors



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

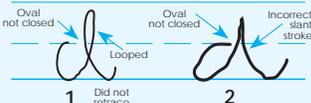
### Corrective Techniques



1. Make undercurve wide.
2. Pause after first slant stroke.
3. Begin with slant stroke. Make the downcurve slant to left.

## Lowercase d

### Possible Errors



1. The downcurve-undercurve was not closed, looks like the letters cl.
2. Did not slant "left" to the bottom line.

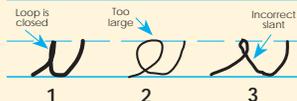
### Corrective Techniques



1. Make a wide downcurve and the undercurve will close the motion easily.
2. Pause, then pull the slant stroke to the bottom line. Check paper position.

## Lowercase e

### Possible Errors



1. Loop in e is closed, looks like the letter i.
2. Loop is too large, too rounded.
3. Slant stroke is slanting in the wrong direction.

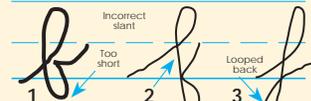
### Corrective Techniques



1. Begin with a wide undercurve.
2. Make a good slant left to the bottom line.
3. Curve back, then slant left to the bottom line.

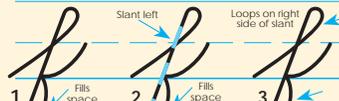
## Lowercase f

### Possible Errors



1. Lower loop is too short, looks like the letter b.
2. The slant stroke slants in the wrong direction.
3. Loop is on left side of slant stroke.

### Corrective Techniques



1. Loop fills space below bottom line.
2. Slant left fills descender space.
3. Both loops end up on the right side of the slant stroke.

# Corrective Techniques for Lowercase Cursive Letters (continued)

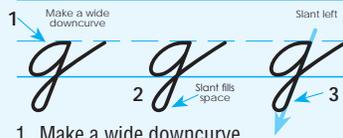
## Lowercase *g*

### Possible Errors



1. First stroke too steep, looks like y.
2. Descender (slant stroke) is too short.
3. Slant stroke is going in wrong direction.

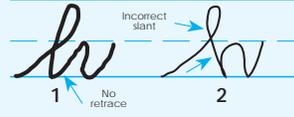
### Corrective Techniques



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

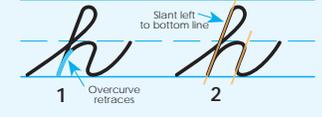
## Lowercase *h*

### Possible Errors



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

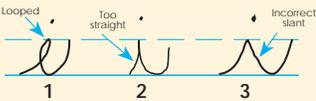
### Corrective Techniques



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

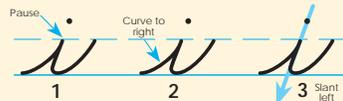
## Lowercase *i*

### Possible Errors



1. The letter is looped, looks like e.
2. The first undercurve is too straight.
3. Slant stroke is slanting right instead of left.

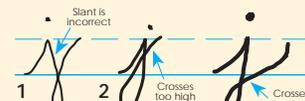
### Corrective Techniques



1. Pause at top of undercurve, then slant to bottom line.
2. Curve more to right, then up slowly.
3. Slant **left** to the bottom line, not right.

## Lowercase *j*

### Possible Errors



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

### Corrective Techniques



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

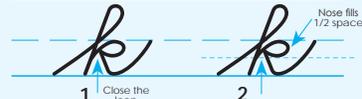
## Lowercase *k*

### Possible Errors



1. The "nose" of the letter is not closed. Looks like the letter h.
2. The curve back and slant stroke are looped, the "nose" is too big.

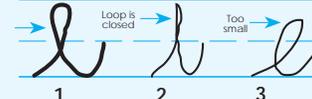
### Corrective Techniques



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

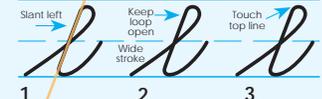
## Lowercase *l*

### Possible Errors



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

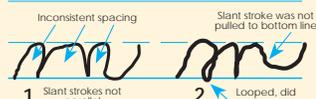
### Corrective Techniques



1. Curve back, then pull the slant left stroke to the bottom line.
2. Begin with a wide undercurve.
3. Undercurve to the top line.

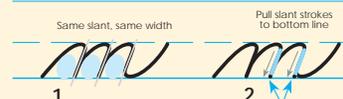
## Lowercase *m*

### Possible Errors



1. Overcurves and slant strokes are incorrect. Space between strokes varies.
2. Did not pause after slant stroke. Slant was not pulled to bottom line.

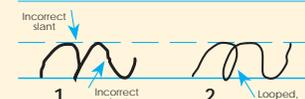
### Corrective Techniques



1. First overcurve-slant motion is the same as the second and third motions.
2. Pause after first two slant strokes, pull slant strokes to the bottom line.

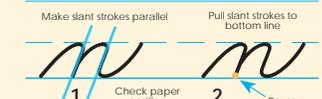
## Lowercase *n*

### Possible Errors



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

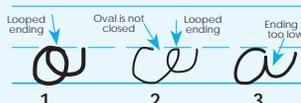
### Corrective Techniques



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

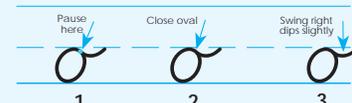
## Lowercase *o*

### Possible Errors



1. The ending is looped.
2. Did not close the oval, ending is looped, looks like the letters ce.
3. Ending stroke is too low, looks like a.

### Corrective Techniques



1. Pause before the swing right.
2. Close oval, pause, then swing right.
3. Swing right dips slightly, but stays near the midline.

## Lowercase *p*

### Possible Errors



1. Overcurve crosses too low and separates the two parts of the letter.
2. Lower loop is too narrow, ending stroke is too high.

### Corrective Techniques



1. Overcurve crosses the slant stroke above the bottom line.
2. Keep the loop open, undercurve ends at the midline.

# Corrective Techniques for Lowercase Cursive Letters (continued)

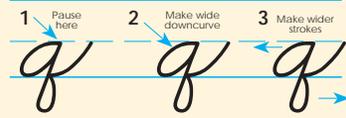
## Lowercase q

### Possible Errors



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

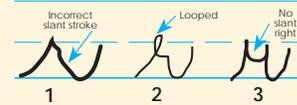
### Corrective Techniques



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

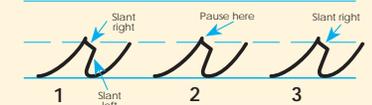
## Lowercase r

### Possible Errors



1. Incorrect slant stroke, looks like the letter i.
2. Did not pause after undercurve.
3. Slant right is too deep and curved.

### Corrective Techniques



1. Slant right, pause, then slant left.
2. Pause after the first undercurve.
3. The slant right stroke starts at the midline after a short retrace.

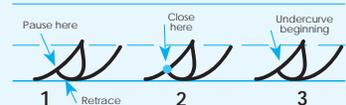
## Lowercase s

### Possible Errors



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

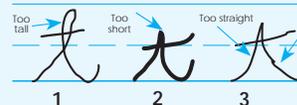
### Corrective Techniques



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

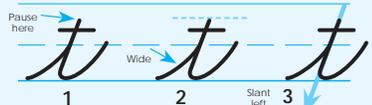
## Lowercase t

### Possible Errors



1. Too tall and looped, looks like l.
2. Undercurve is too short.
3. Undercurve too straight, slant stroke is slanting right instead of left.

### Corrective Techniques



1. Pause halfway between midline and top line, then slant left to bottom line.
2. Undercurve to halfway between midline and top line.
3. Slant left to the bottom line, not right.

## Lowercase u

### Possible Errors



1. & 2. The undercurve-slant motions are looped, looks like the letters ei and ie.
3. The slant strokes slant forward (right).

### Corrective Techniques



1. & 2. Pause after the undercurves, then slant left to the bottom line.
3. Pull the slant left strokes to the bottom line. Check paper position.

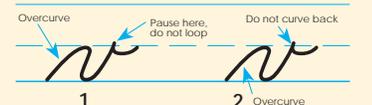
## Lowercase v

### Possible Errors



1. Ending is looped. Did not pause before the retrace.
2. Did not begin with an overcurve. Letter is almost closed, looks like the letter o.

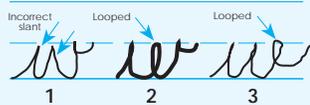
### Corrective Techniques



1. Pause after the sharp undercurve, then retrace and swing right.
2. Begin with an overcurve, sharp undercurve swings up to the right rather than back.

## Lowercase w

### Possible Errors



1. Slant strokes are at different angles
2. Undercurve-slant motion is looped, letter looks like the letters ie.
3. Ending stroke looped, looks like the letters ue.

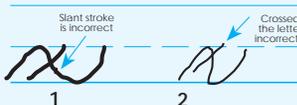
### Corrective Techniques



1. Use the first slant stroke as a guide for the second slant stroke.
2. & 3. Pause at the top of each of the undercurves.

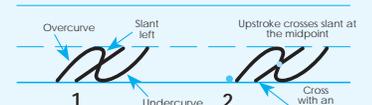
## Lowercase x

### Possible Errors



1. The slant stroke should slant left rather than right.
2. The cross stroke was made from top to bottom, in the wrong position.

### Corrective Techniques



1. The slant stroke is pulled down to the left, not to the right. Check your paper position.
2. Cross the letter from the bottom line with an "upstroke."

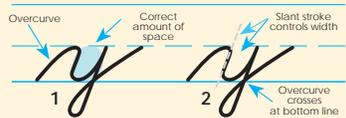
## Lowercase y

### Possible Errors



1. Did not begin with overcurve. Too much space between slant strokes.
2. First slant stroke is incorrect. Overcurve ending is too high.

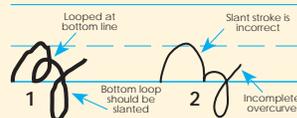
### Corrective Techniques



1. Space between slant strokes should be about the width of a small oval.
2. Slant stroke controls width. The overcurve ending crosses at the bottom line.

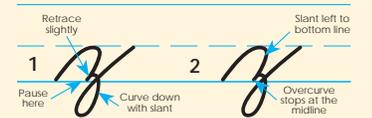
## Lowercase z

### Possible Errors



1. Looped after slant stroke, lower loop is not slanted correctly.
2. The slant stroke does not slant left.

### Corrective Techniques



1. Pause after the slant stroke, then retrace and curve down with slant.
2. After the overcurve, pull down to the bottom line with a slant-left stroke.

# Corrective Techniques for Uppercase Cursive Letters

**Uppercase Letter Groupings** Corrective techniques for one letter can often be used for other letters with similar strokes. Although there are many detailed corrective techniques below, one of the most effective techniques is tracing over a screened (gray) model of the letter. Tracing helps students with perceptual and motor skill development and helps establish an understanding of the basic strokes and their relationship to the writing lines.

The **curve up, retrace, and swing right** are common strokes used in the six uppercase letters below.

The **overcurve-slant** are common strokes used in all the uppercase letters below.



The **forward oval** is a common stroke in the three uppercase letters below.

The strokes are the same but the size differs.



The **backward oval** motion (or part of the oval) is common in the five uppercase letters below.

The **curve up** is common in the two uppercase letters below.

The uppercase L is a double-loop letter. The X is a double slant-stroke letter.



## Uppercase a

**Possible Errors**

**Corrective Techniques**



The downcurve and undercurve strokes are not closed.

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

### KEY POINTS

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

## Uppercase B

**Possible Errors**

**Corrective Techniques**



Did not retrace the slant stroke.

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

### KEY POINTS

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



## Uppercase C

**Possible Errors**

**Corrective Techniques**



The slant of the letter is not correct.

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

### KEY POINTS

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



## Uppercase D

**Possible Errors**

**Corrective Techniques**



The two loops in the letter are too big.

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

### KEY POINTS

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



## Uppercase E

**Possible Errors**

**Corrective Techniques**



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

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

### KEY POINTS

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



## Uppercase F

**Possible Errors**

**Corrective Techniques**



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

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

### KEY POINTS

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



# Corrective Techniques for Uppercase Cursive Letters (continued)

## Uppercase G

### Possible Errors



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

### Corrective Techniques



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

### KEY POINTS

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



## Uppercase H

### Possible Errors



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

### Corrective Techniques



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

### KEY POINTS

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



## Uppercase I

### Possible Errors



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

### Corrective Techniques



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

### KEY POINTS

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



## Uppercase J

### Possible Errors



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

### Corrective Techniques



Curve up (left), curve forward (midpoint of stroke). Slant to 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.

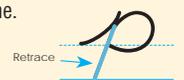
### Corrective Techniques



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

### KEY POINTS

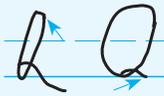
The undercurve beginning starts at the midline. Pause after the slant stroke and retrace almost to the top, then curve forward and tie at the midline.



# 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



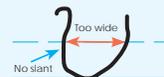
Be sure the two slant strokes are parallel. Pause after the undercurve, then slant to the bottom line.

### 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.

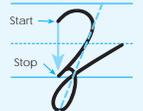
### Corrective Techniques



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

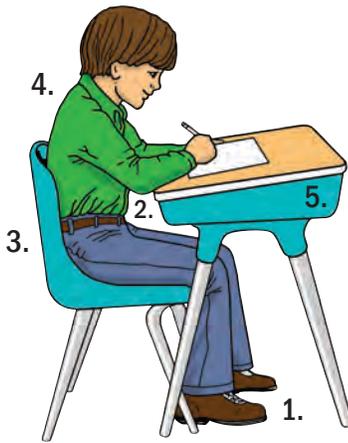
Student Name \_\_\_\_\_

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



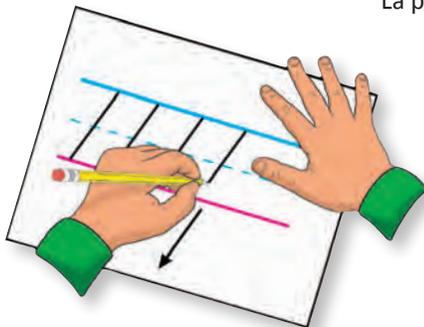
La buena postura puede verse afectada por la altura del escritorio del estudiante. La superficie plana o inclinada del escritorio debe tener la altura adecuada. Es fácil notar cuando el escritorio es demasiado alto o demasiado

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.

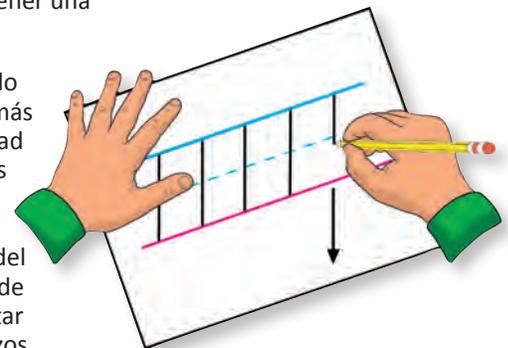
bajo. Si el escritorio es demasiado alto, los hombros del estudiante estarán levantados y muy tensos. Estar sentado mucho tiempo en esa posición causará fatiga y el estudiante se sentirá frustrado, se moverá mucho y será difícil prestar atención. Si el escritorio está demasiado bajo, causará dolor en 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.

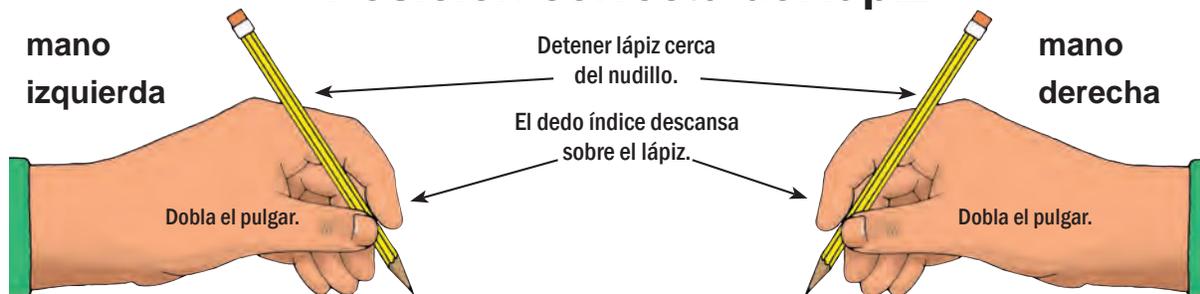


Mano derecha – Inclina el lado derecho del papel hacia arriba y a la izquierda. El borde izquierdo más bajo del papel debe apuntar hacia la mitad del cuerpo. Escribe los trazos inclinados hacia el codo izquierdo.

**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 de imprenta

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

G g H h I i J j K k L l Ll ll M m

N n Ñ ñ O o P p Q q R r S s

T t U u V v W w X x Y y Z z

.,;: ' ¡ ¿ ? “ ” ( ) | 2 3 4 5 6 7 8 9 10

## El alfabeto en letra cursiva

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 . , ; : ' ¡ ¿ ? “ ” ( )

1 2 3 4 5 6 7 8 9 10



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