Cosine Handwriting Introduction
On Ledger Paper
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Large Letters Jo Trace and Copy


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Note: The teacher leads the class through these steps. Students wait for the teacher's instructions before moving on to the next step.

## Start On The Chalkboard

1. To introduce a new letter, start on a chalkboard. Draw large lines on the board and write the new capital and lower case letter on the lines. Model how to write each letter, discussing where to start and where to finish.
2. Draw more sets of large lines on the chalkboard. Write the new capital and lower case letter on each set of lines. Have students come to the board in small groups. Students trace each letter repeatedly, about eight to ten times. Students say the name and sound each time they trace the capital letter. They say only the sound each time they trace the lower case letter. Rotate groups until all of the students have traced the letters.

## Trace The Largest Letters On The Handwriting Sheet

3. Pass out the handwriting sheet with the large patterns for the new letter. Students trace the largest capital and lower case letters repeatedly, about eight to ten times, while verbalizing as before.

## Trace The Large Capital Letter And Write It Two More Times

4. Students turn to the other side of the page. Fold the pages along the vertical lines ahead of time or have the students fold them now. This will create three panels on which to write the letters.
5. Students trace the capital letter repeatedly, saying its name and sound. At your signal, students write the capital letter for themselves in the middle panel. Quickly check each student's letter. If
incorrect, use a red crayon or red pencil to rewrite the letter directly over the student's letter and have students trace it repeatedly as before. If the letter is already correct, tell the student to trace it.
6. Have students fold the pages so that they only see the empty third panel. This time students must write the capital letter from memory, without seeing a model. They should continue to name the letter and say its sound as they trace. Correct as needed, again using a red crayon or pencil to provide a model for the student to trace. Students who write the letter correctly wait to trace it until you have looked at it and told them to trace. Students can go back and trace the previous letter while waiting for you to check.

## Trace The Large Lower Case Letter And Write It Two More Times

7. Continue in the same way with the lower case letter. Students trace it repeatedly, write and trace it in the second panel, then write it and trace it again in the third panel. Students say the sound of the letter each time they trace.

## Write New And Review Letters On Lined Paper From Dictation

8. The teacher dictates the new letter for students to write on lined paper. Students verbalize as before when writing the capital and lower case letters. The teacher corrects as needed, using a red pencil, providing a model for students to trace.
9. The teacher dictates previously learned cursive letters by saying their sounds. Students repeat as they write the letters. The teacher corrects as needed; students trace each correction several times before moving ahead.


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