

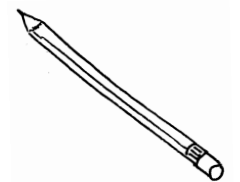
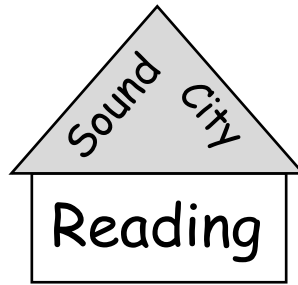
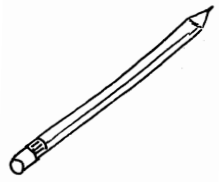
# Cursive Handwriting

Aa Bb Cc

On Letter Sized Paper



*Letters And Words To Trace And Copy*



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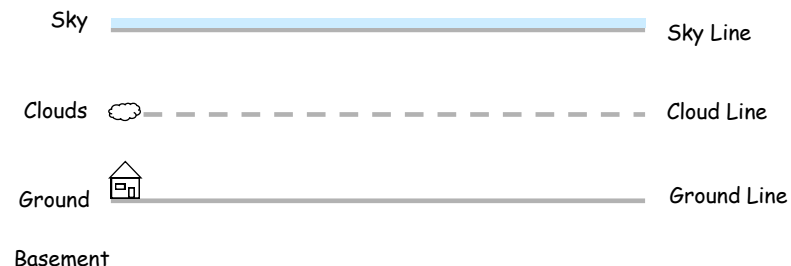
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## Using The Lines

When teaching letter formation, refer to the lines using the labels shown. Model how to write each letter on large lines on the board. Explain where to begin, which way to go, which lines to bump, where to end, and so on.



## How To Hold The Pencil

Show students how to make a circle with their thumb and first finger. Have them show you how they can make a circle. Then show students how to keep the circle, while holding a pencil between the tip of the thumb and the tip of the first finger. Show students how to keep the pencil in position as they move their hands up and down and from side to side. Then have them rotate their wrist back and forth, moving the pencil like a metronome. Finally, show students how to fold their remaining fingers down with their tallest finger behind the pencil, holding it securely in place.

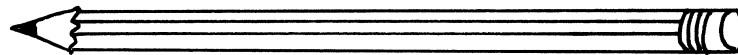
Show students what happens when the thumb slides up so that it is sticking up and not helping to hold the pencil. Explain that in this position, they will have less control over the pencil and find it more difficult to write. If this happens, they should form their circle again, and re-place the pencil correctly.

## Say The Sounds While Writing The Letters!

Students say the name and sound of each capital letter every time it is traced. Students say just the sound of each lower case letter whenever it is traced. Do this on every page, for both large and small letters and for letters in words. The teacher verbalizes in the same way when modeling how to write the letters.

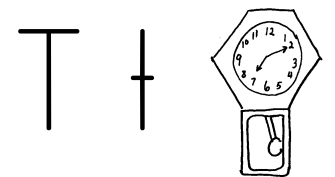
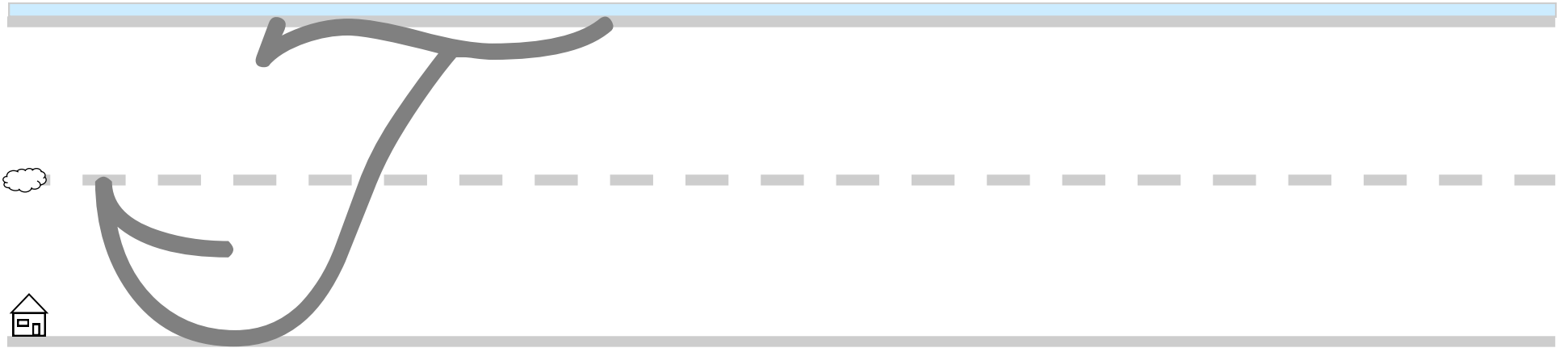
## To Do The Large Letters

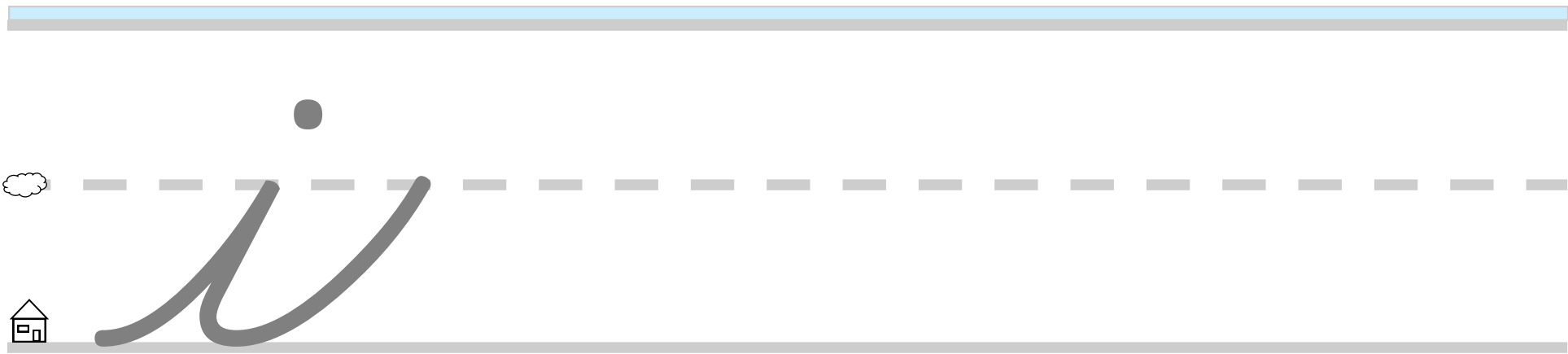
- 1) Model the correct letter formation for the capital letter on large lines on the board. Students watch carefully, then trace the capital letter in this book about eight to ten times. Students move the whole arm to trace, not too fast and not too slow, keeping a steady rhythm, watching the lines.
- 2) When you give the signal, students move over on the line and write the letter by themselves. They retrace the first letter while waiting for you to check their work. Give the signal to trace their own letter to students whose letters are written correctly. If a student's attempt needs improvement, use a red colored pencil to draw a perfect pattern directly over the letter. Students trace their own letters, or the red letter, until given further directions.
- 3) If space on the lines permits, tell students to move over on the lines and write the letter again. Students retrace the previous letter while waiting for the teacher to check their work. Check and provide a red pattern for students to trace, as needed, allowing the other students to trace their own patterns.
- 4) Do the lower case letter in the same way, following steps one through three above.



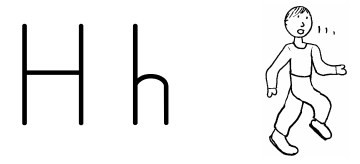
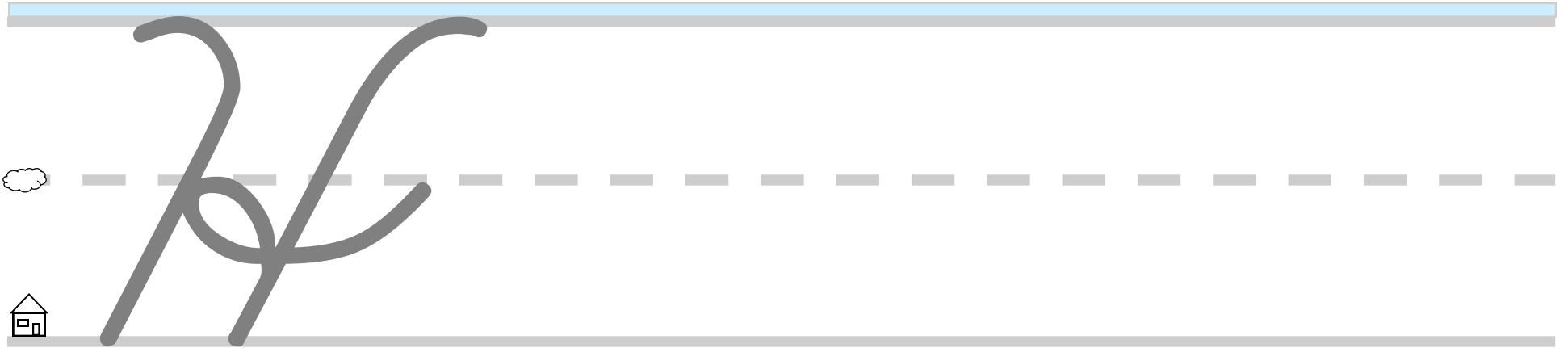
## To Do The Small Letters

- 1) Students trace each new letter several times and then write it several more times to fill the space on the lines, verbalizing as before. Correct students' letters as needed by writing directly over the attempt with a red colored pencil. Students trace the correct model several times before continuing.
- 2) Students trace each word and then copy it, saying the sounds as they write the letters.
- 3) Students trace and copy the review letters, words, and sentences.









T

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H

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it

hit

t

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h

th

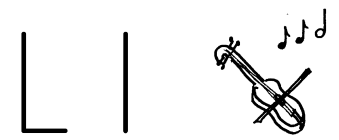
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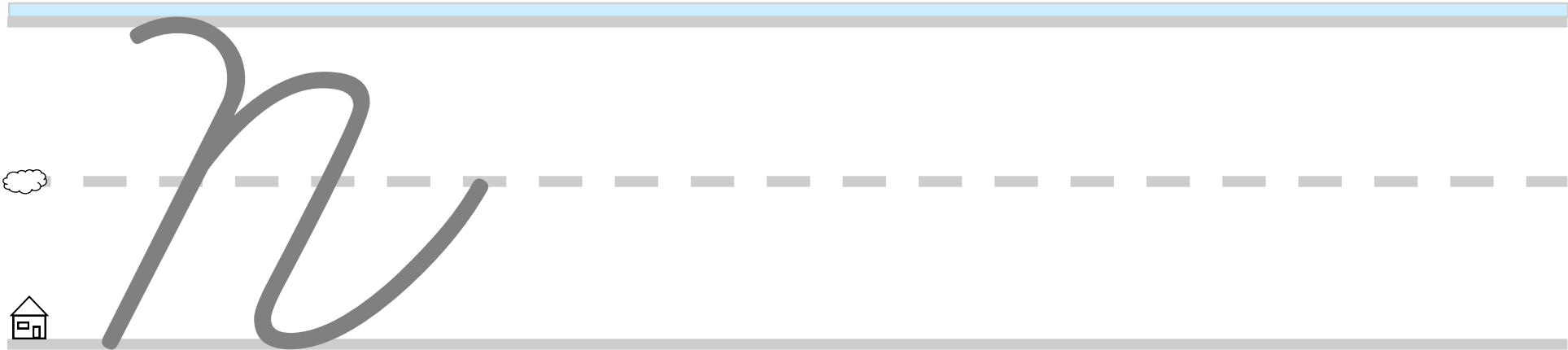
Hh

tt ii

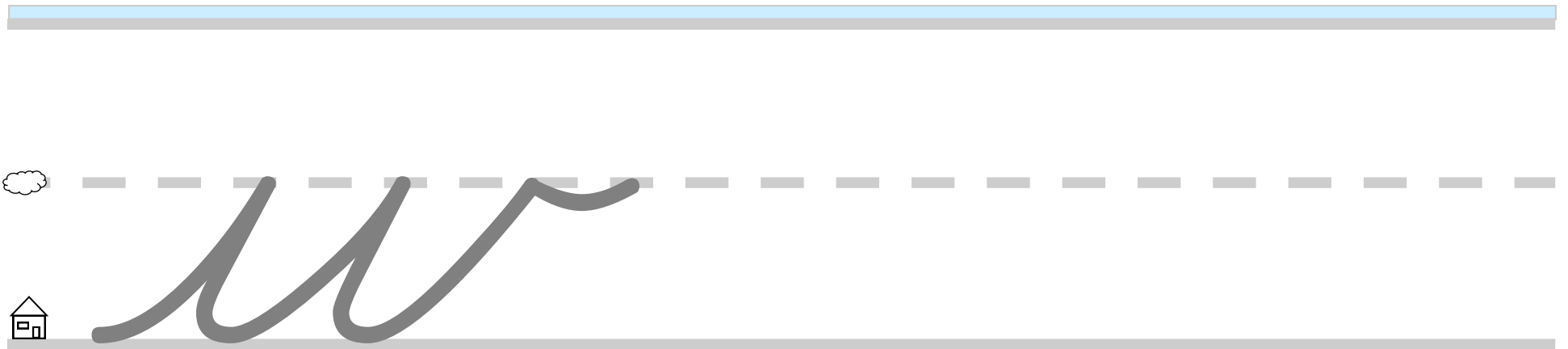
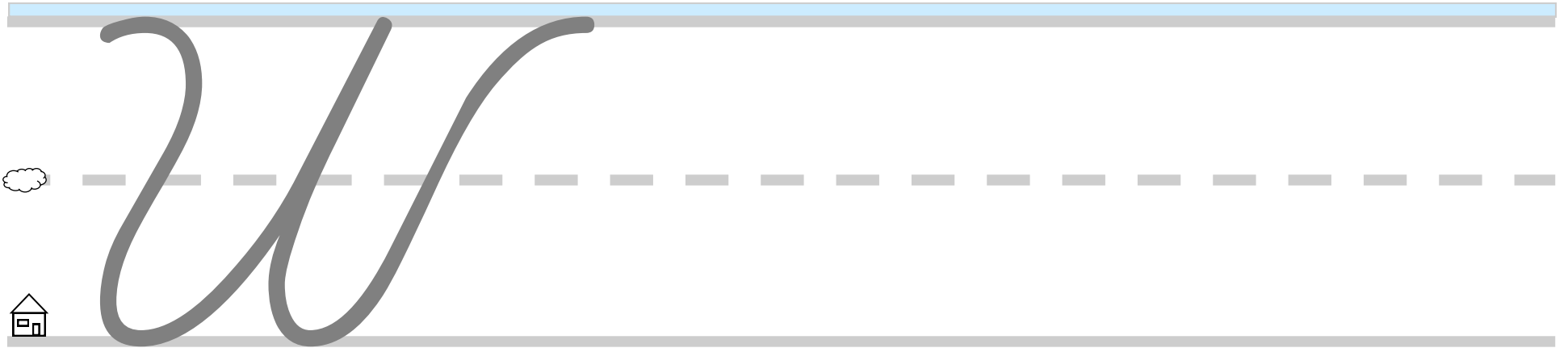
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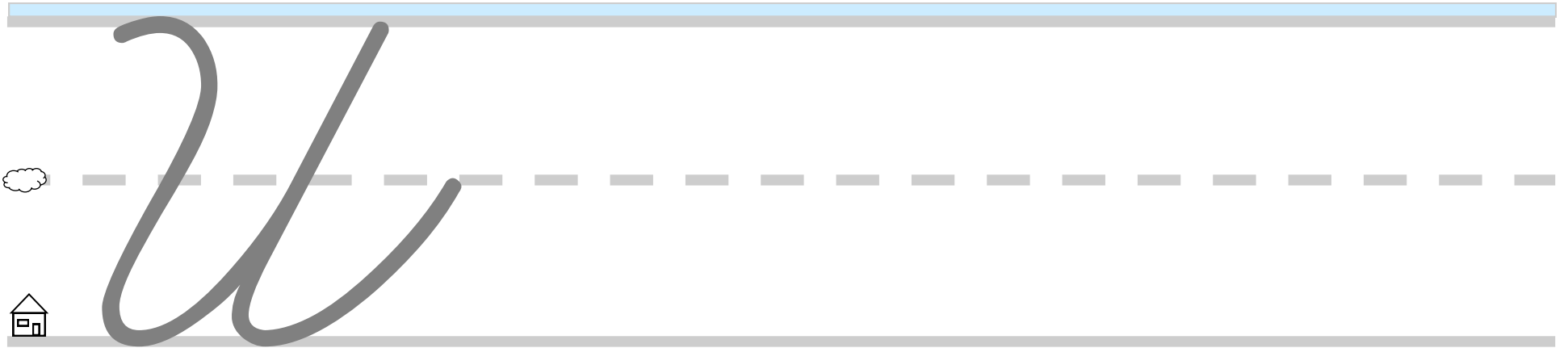
Ll

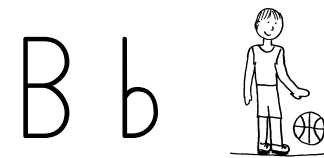
Nn

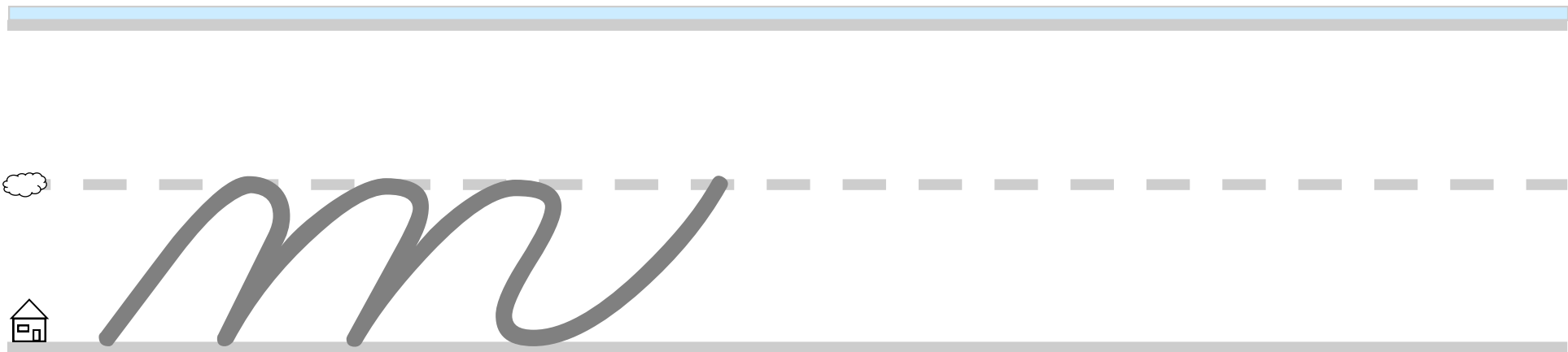
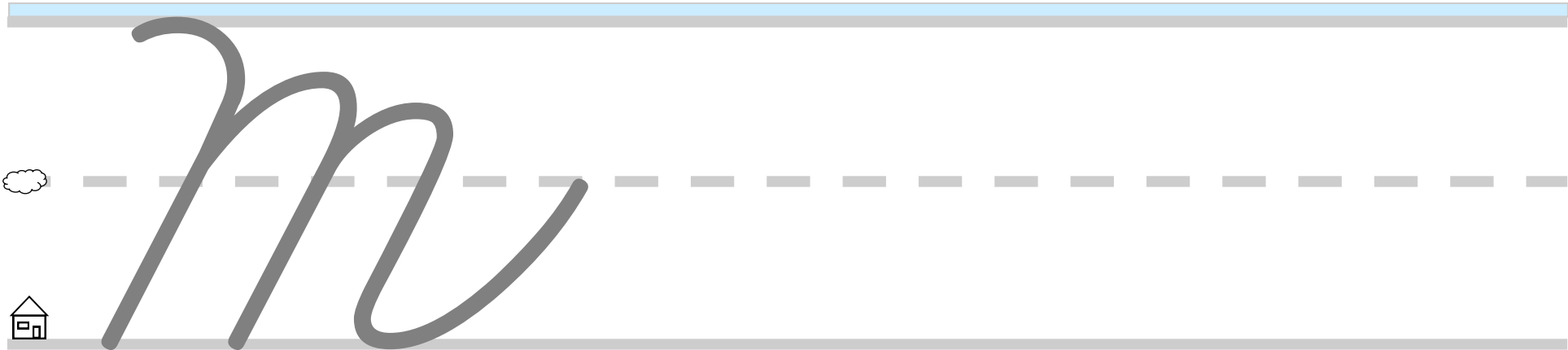
Ww

I will hit it.









U

u

B

b

m

m

bi

bu

bl

tub

hum

Tt

li

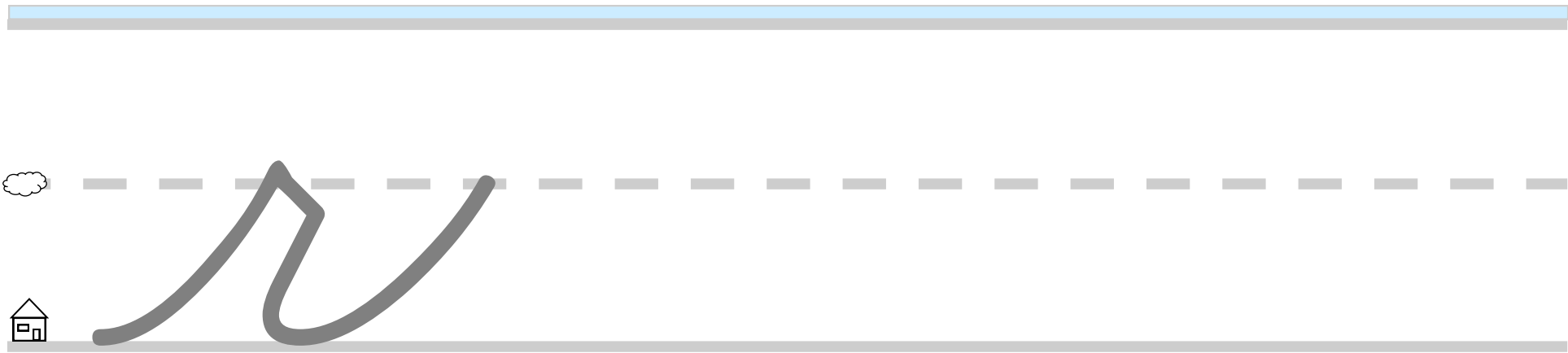
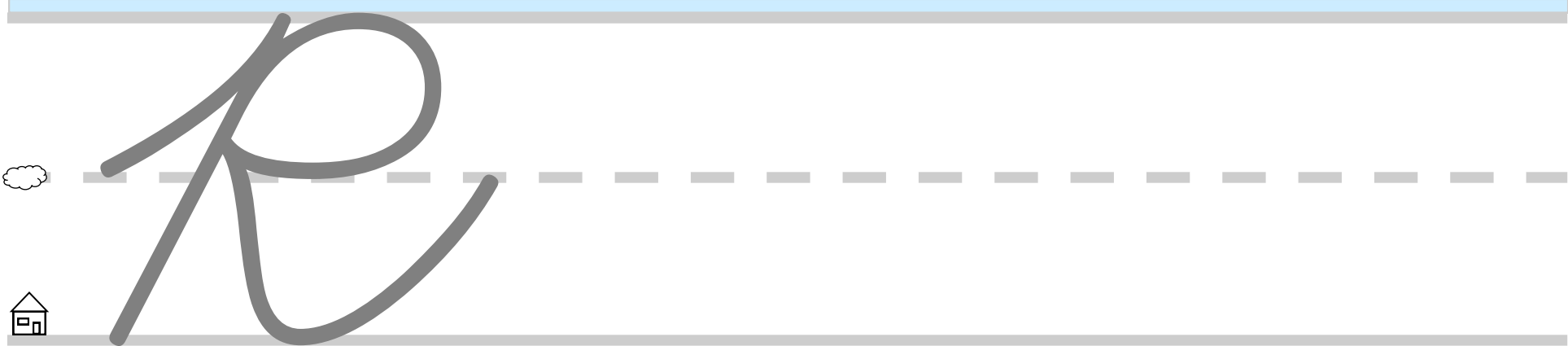
Hh

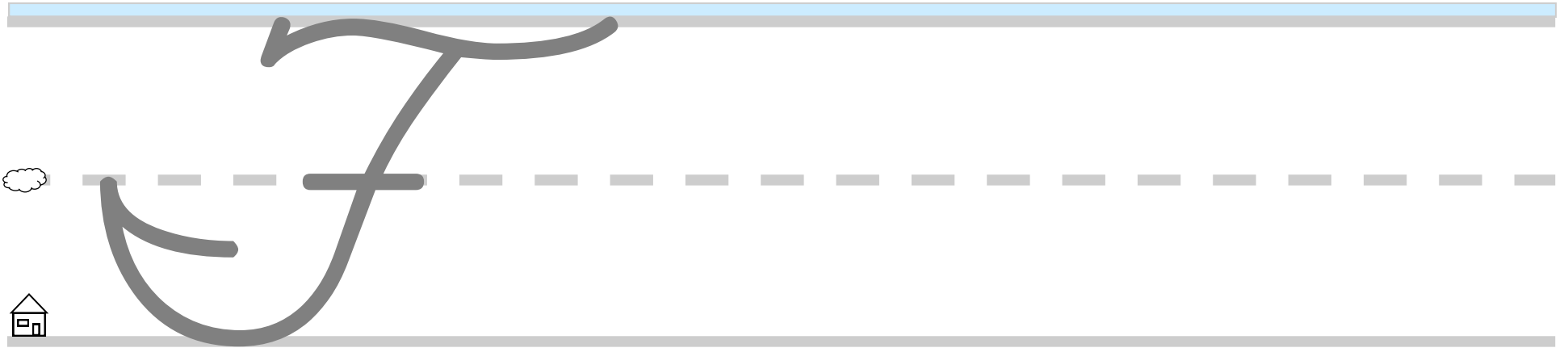
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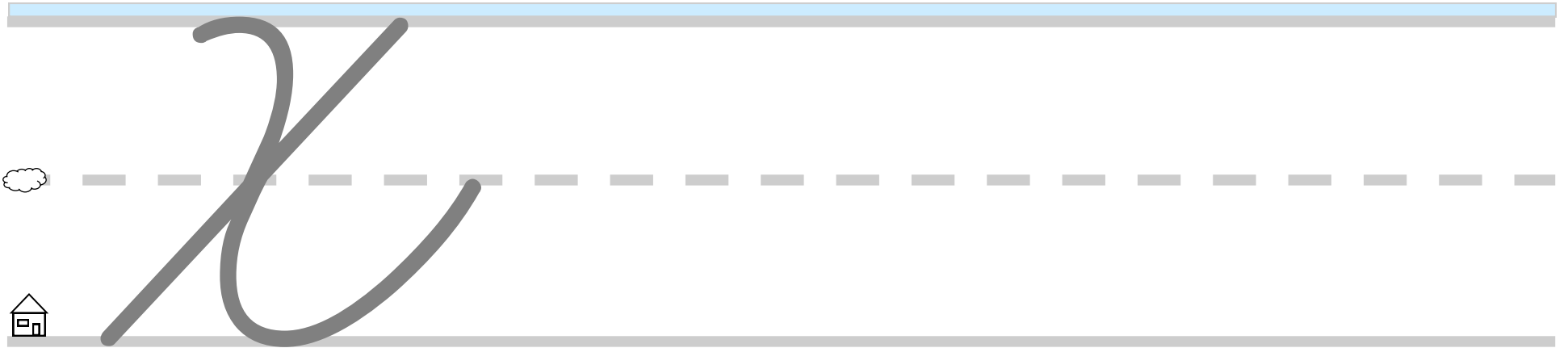
Nn

Ww

I will hum.









R

r

F

f

X

x

tr

ur

br

run

fix

Ll

Nn

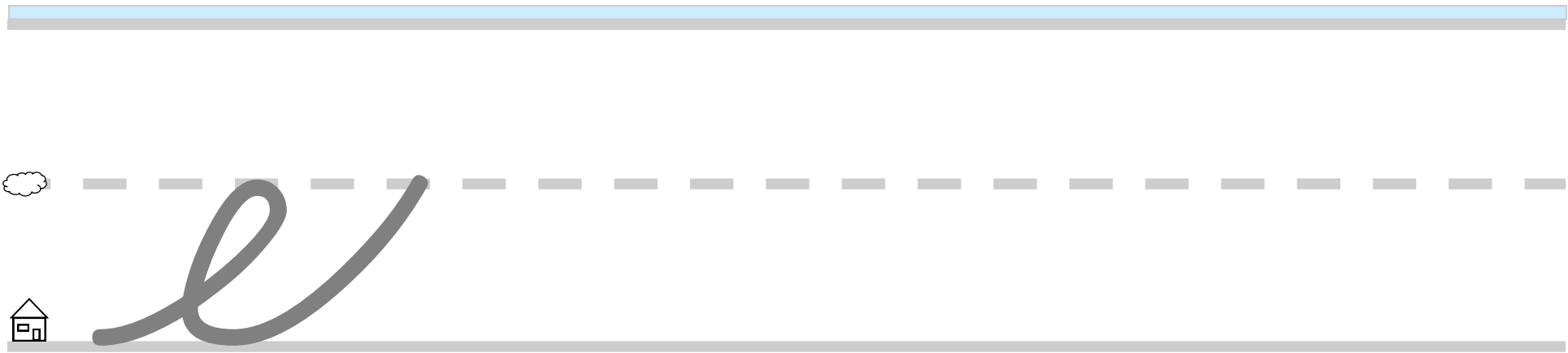
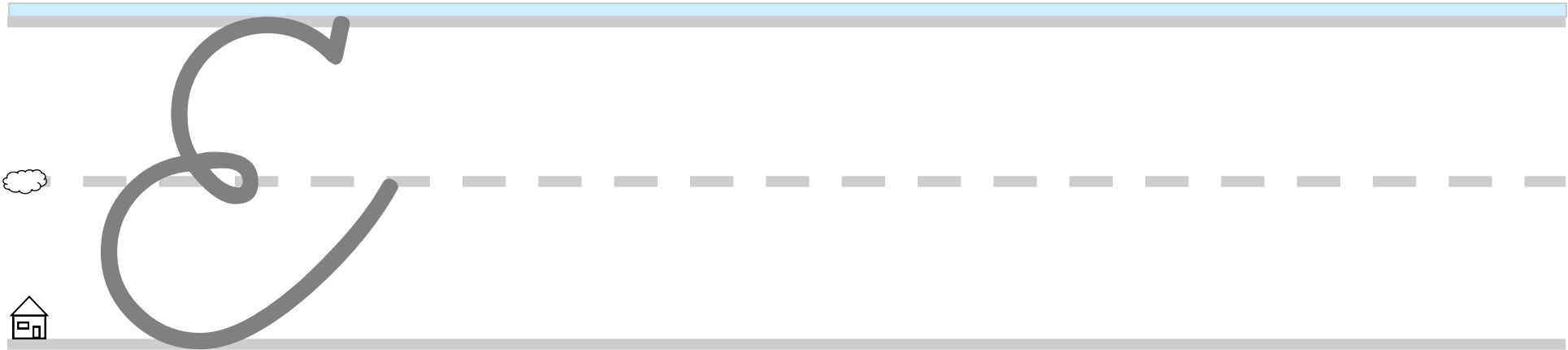
Uu

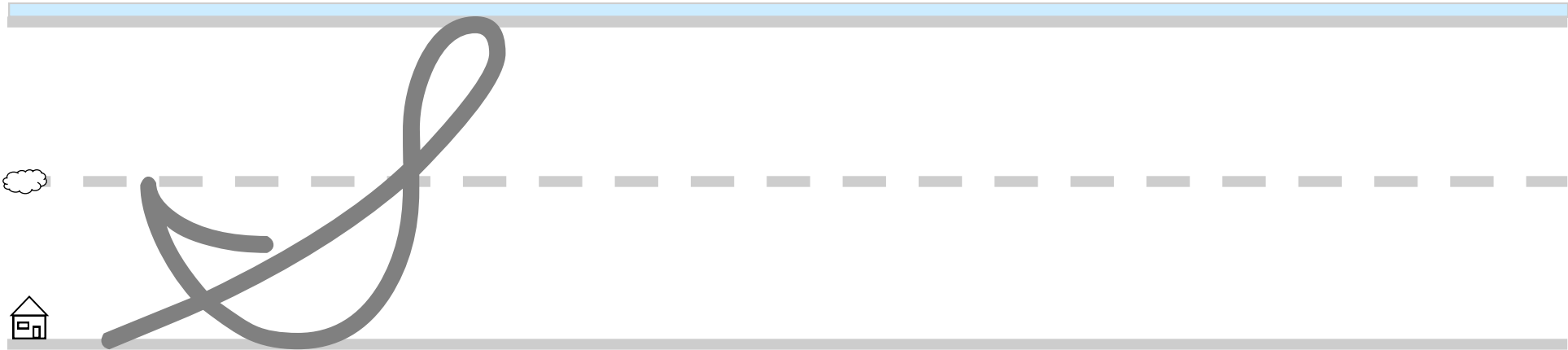
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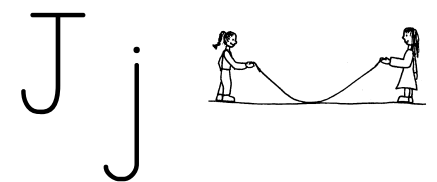
Bb

Mm

I will run.







E

e

S

s

J

j

ee

we

be

sun

jet

Uu

Bb

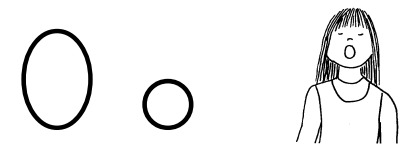
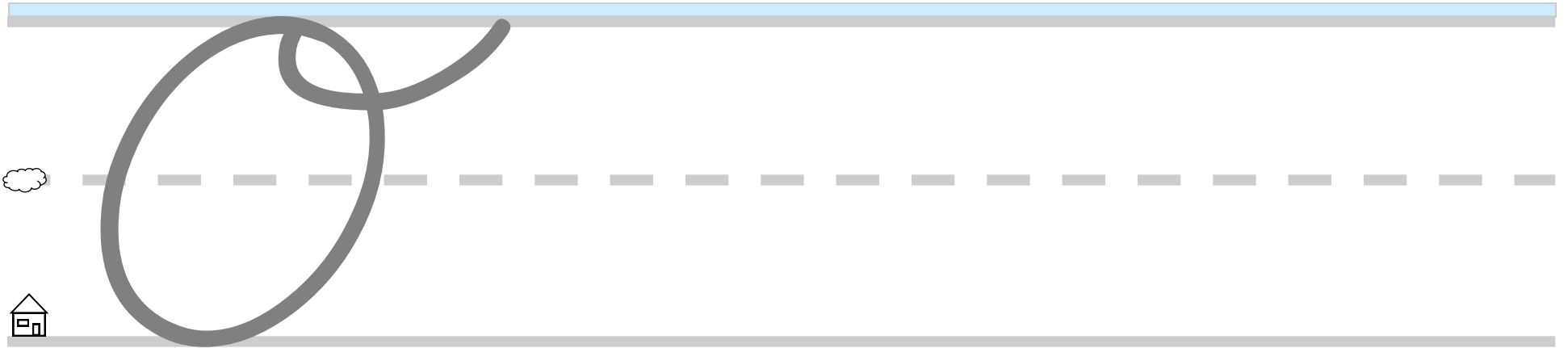
Mm

Rr

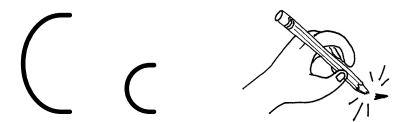
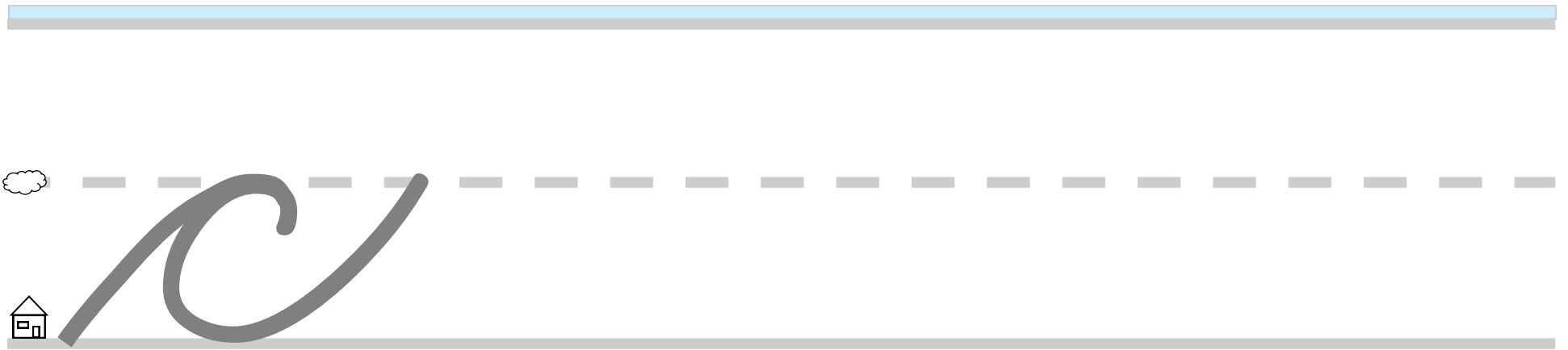
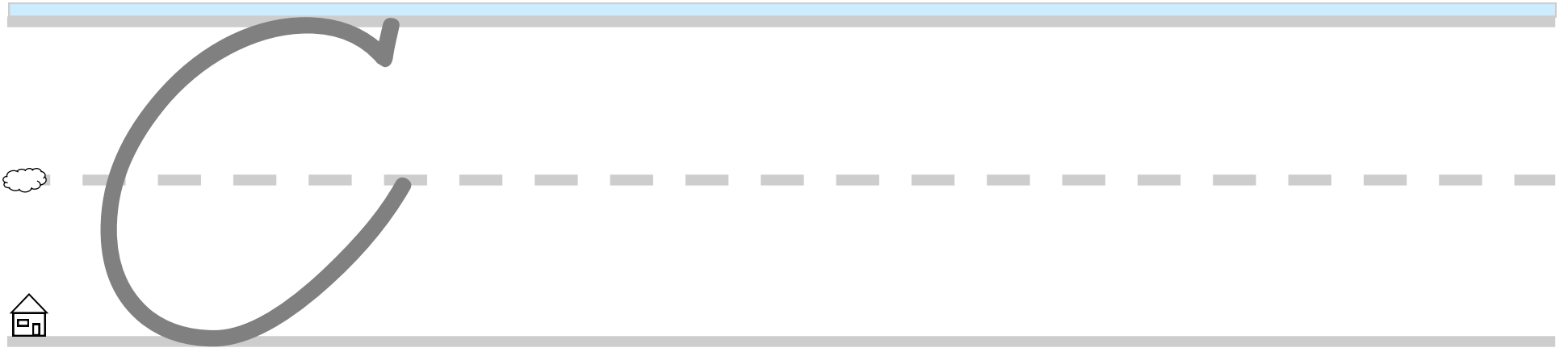
Ff

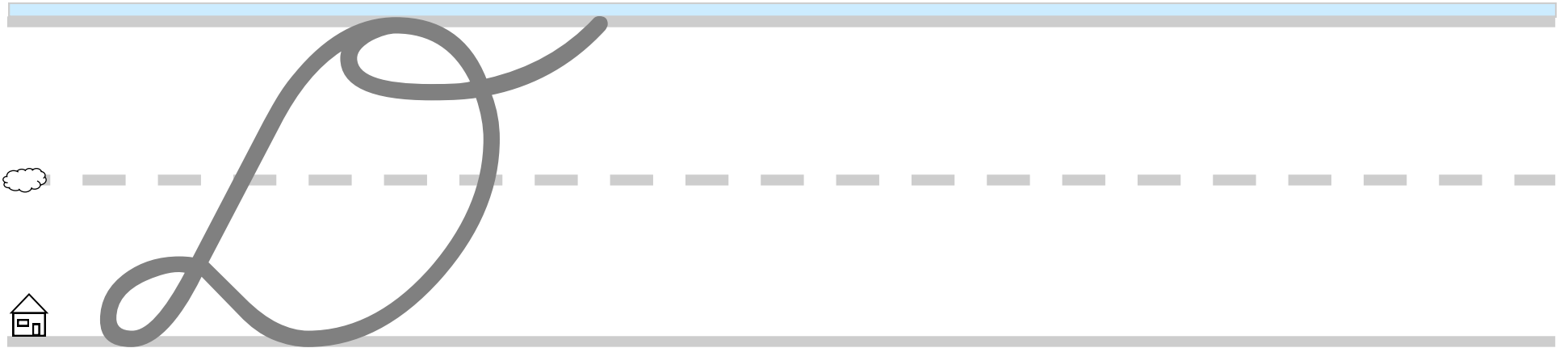
Xx

It is fun.









O

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C

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D

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ou

job

cod

Rr

Ff

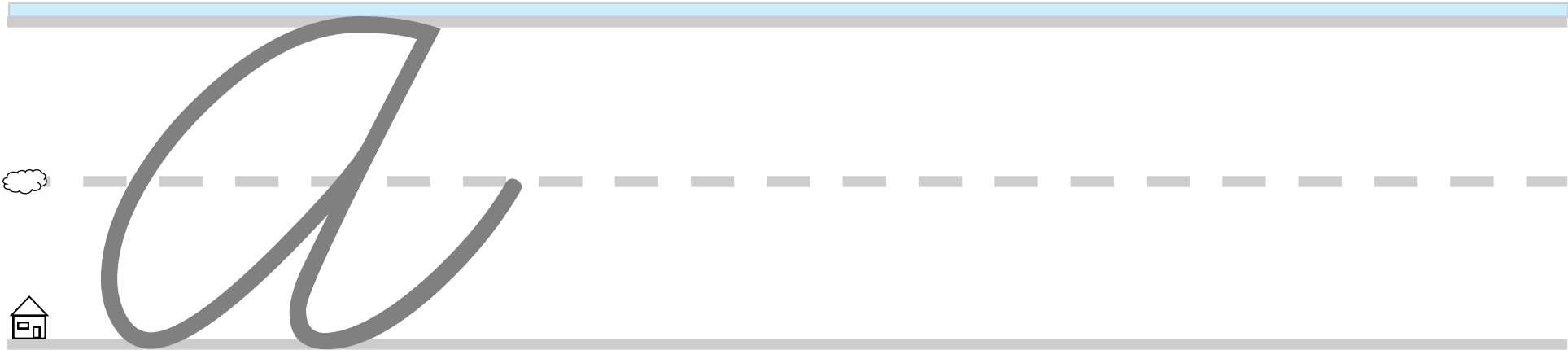
Xx

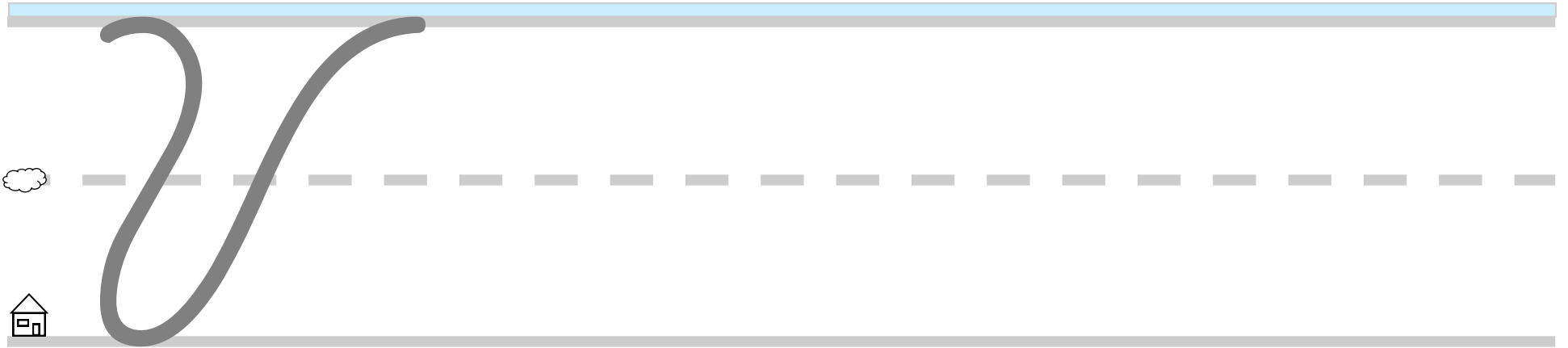
Ee

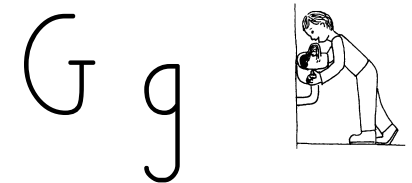
Ss

Ii

It is his job.







A a

V v

G g

vi ve va

gas van



Ee

Ss

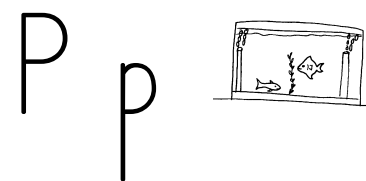
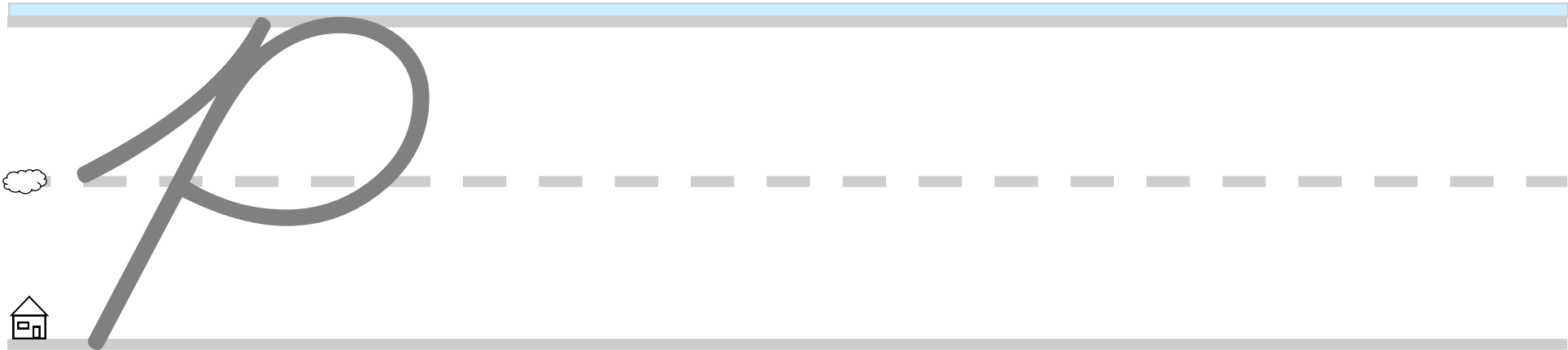
Ii

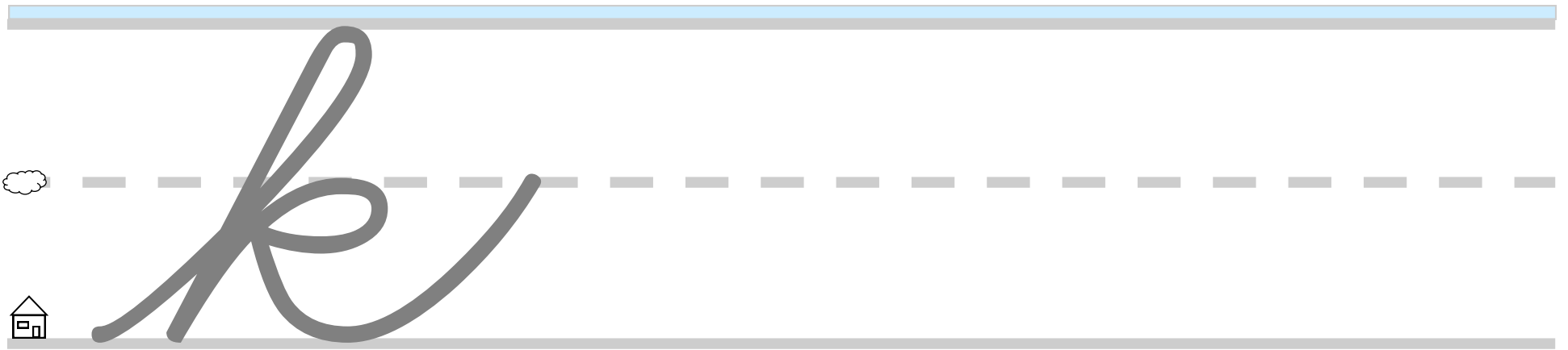
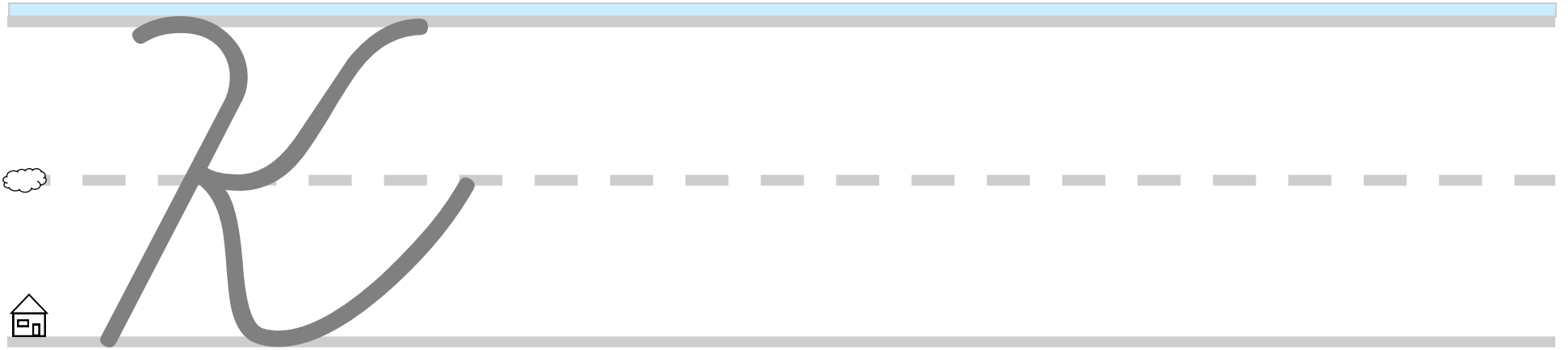
Oo

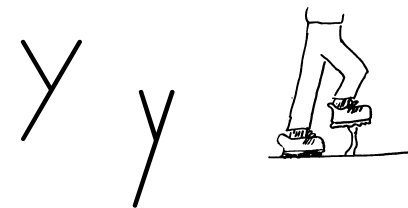
Cc

Dd

A man ran fast.







P

p

K

k

y

y

sp

sk

ay

pan

yak

Oo

Cc

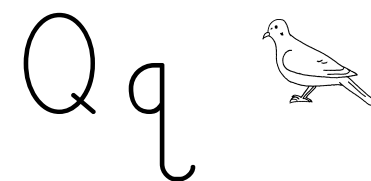
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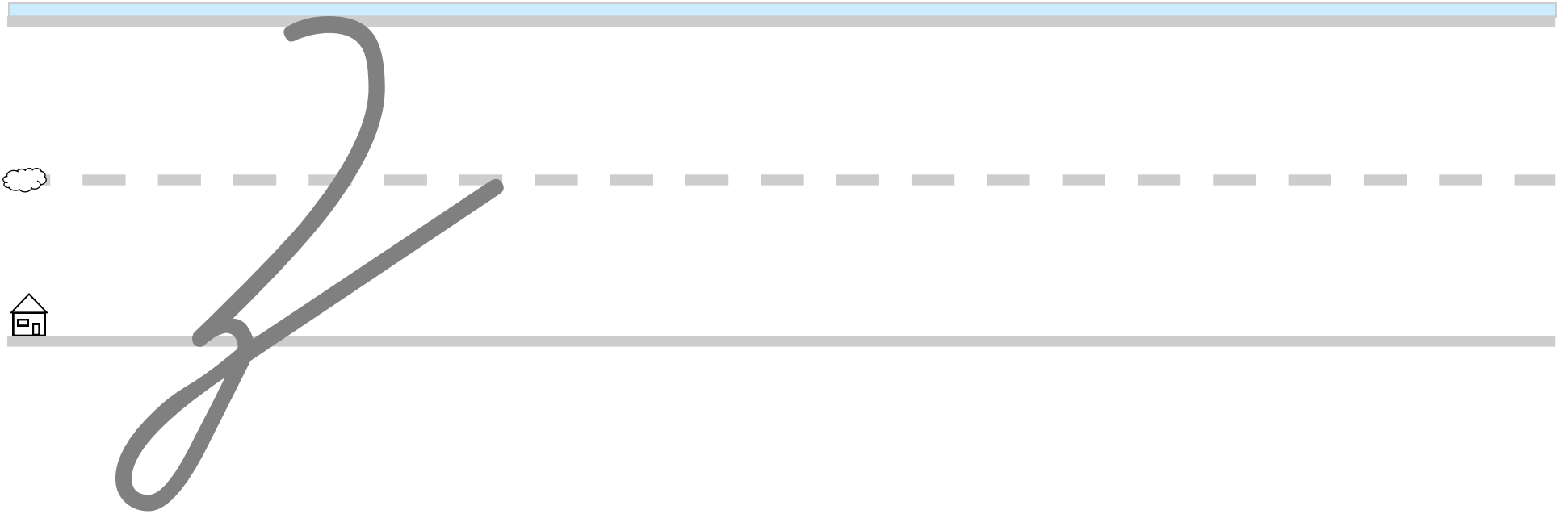
Aa

Vv

Gg

Pick it up.







Qu

qu

Z

z

squ

zz

quilt

fuzzy

Aa

Vv

Gg

Pp

Kk

Yy

We'll have a quiz.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

qu

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

brag

fed

luck

hop

jam

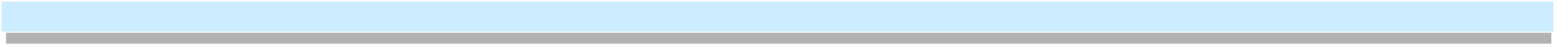
sun

quiz

yes

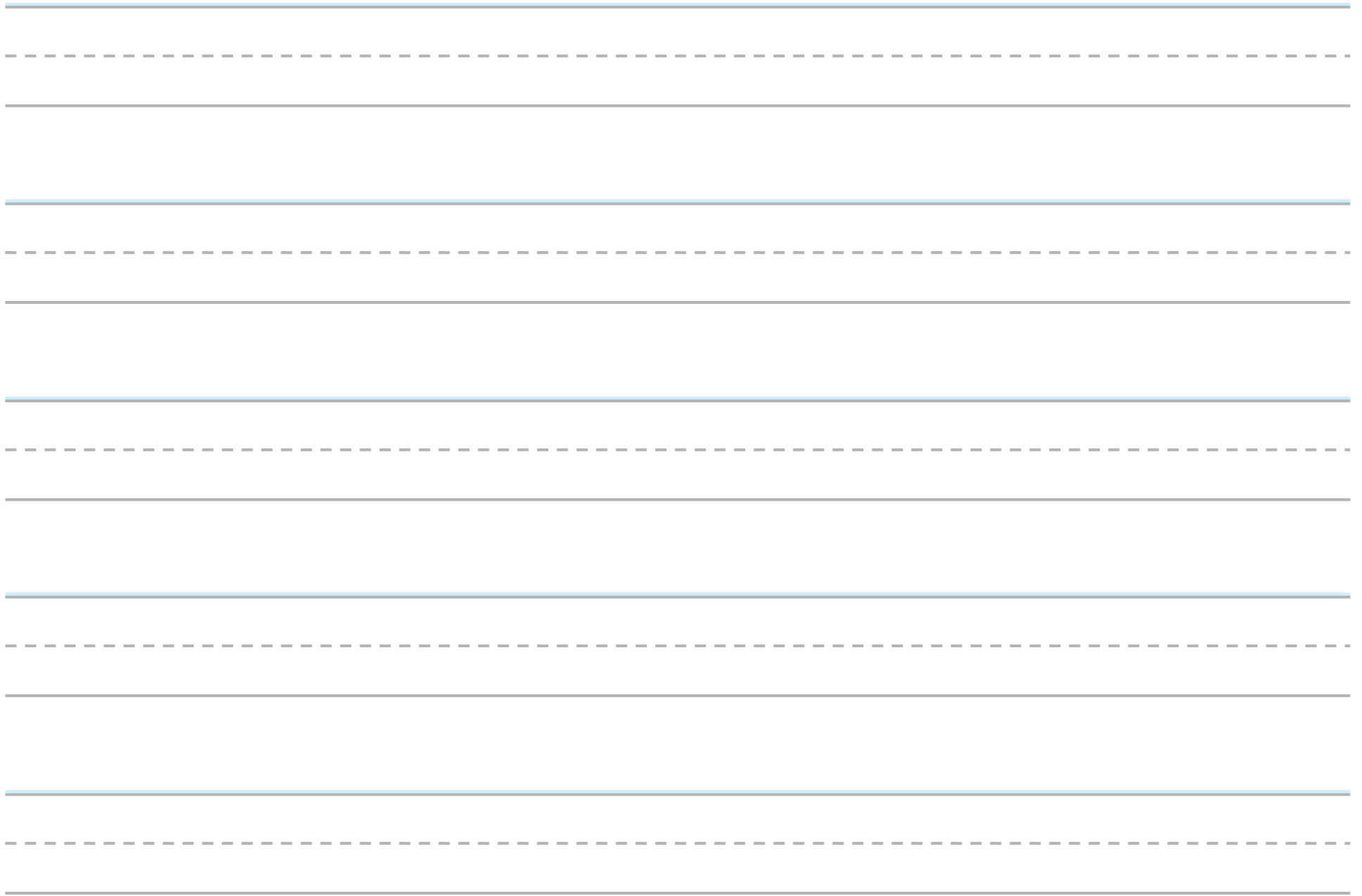
net

wax



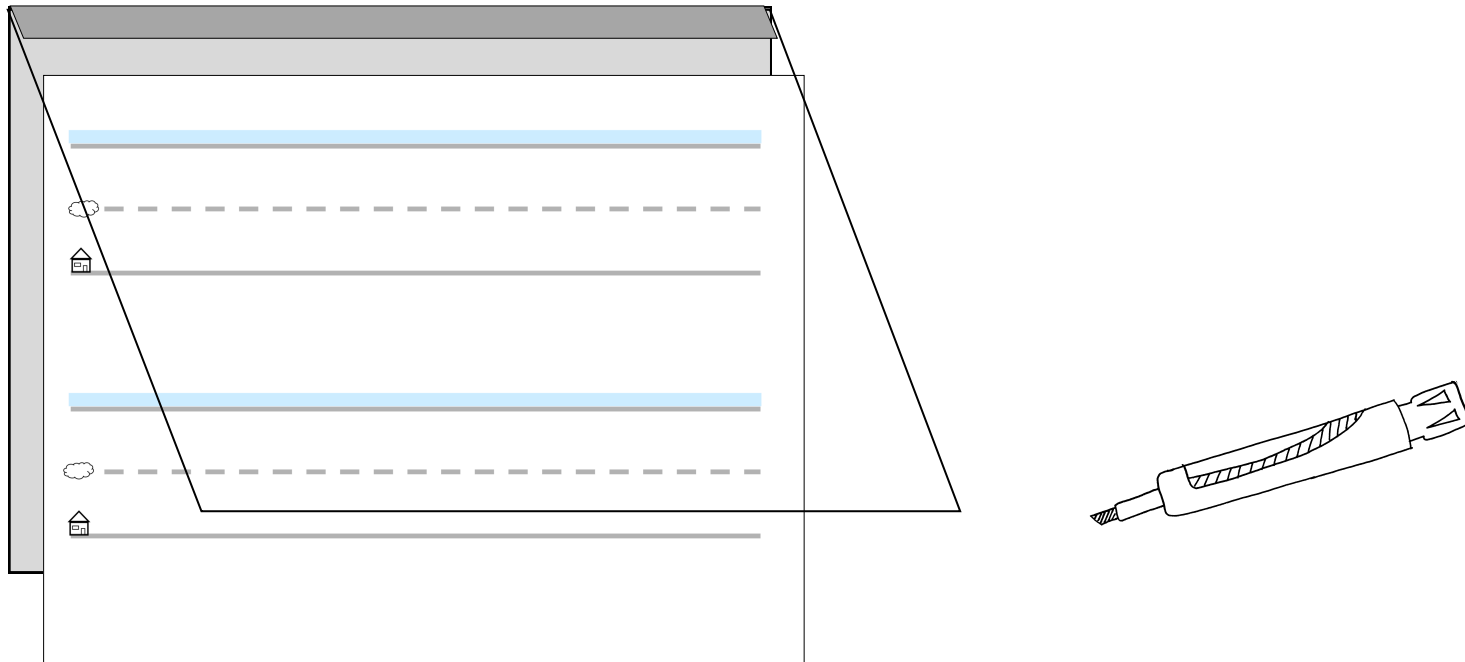






This page is left blank on purpose so the previous lined pages may be removed and placed under a clear cover sheet to make a dry-erase frame. Tape a clear cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Students can practice writing letters, words, and sentences with a dry-erase marker.





Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz