

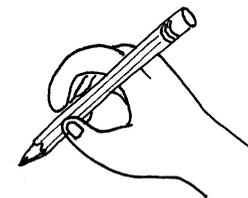
# Cursive Handwriting



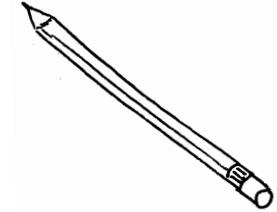
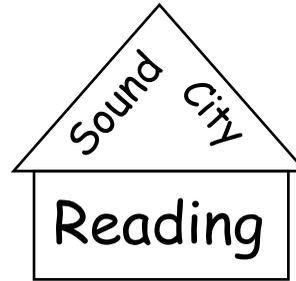
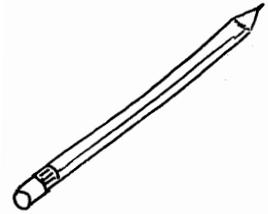
Introduction On Legal Paper



*Aa Bb Cc*



*Large And Small Letters To Trace And Copy*



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## Overview

- This book teaches one handwriting letter at a time. The letters are introduced in the order in which they appear in *A Sound Story About Audrey And Brad*. The easiest-to-write letters are taught first. This helps the student gain confidence while developing visual and motor skills.
  - Students trace large patterns when learning to write each new letter. This helps students internalize the muscle movements needed to form the letters, making them easier to remember. By tracing multiple times, students learn to write the letters automatically, so they don't have to slow down to think about every letter as they write words and sentences. This teaching technique is adapted from the method developed by Beth Slingerland. For more information see <http://www.slingerland.org/>
  - As students trace and write the lower case letters, they will simultaneously say the related sound. In this way they are feeling the muscle movement needed to shape the letter, feeling their mouth and throat pronounce the sound, hearing the sound as they pronounce it, and seeing the letter as they form it. This powerful form of instruction is known as multi-sensory teaching.
  - When teaching and reviewing the alphabet letters, emphasize the letter sounds, not their names. When students begin to spell and read words the letter sounds must come to mind automatically. If students are used to thinking the names of letters instead of the sounds they will find reading and spelling much more difficult.
  - However, when tracing and writing capital letters, have students say both the name of the letter ("Capital T") and the sound ("/t/"). This prepares students to recall the form of each capital letter when needed at the beginning of sentences and proper nouns.
- Students learn to write each new letter by completing a series of four pages. On the first page, students trace and verbalize very large capital and lower case letters so that students become accustomed to the correct letter formation. On the next page students trace and copy large capital and lowercase letters in a three panel format. The third and fourth pages are for tracing and copying smaller letters and words.
  - The instructions on the following pages explain the steps to use when teaching a new letter. After the first few days, the students will be familiar with the routine and the steps will go quickly. If it is impossible to complete every step, do as many as possible. For younger students you may want to take several days to complete the steps for each letter.
  - If you take the time to teach one new letter per day, then you will finish the entire series of lessons in the first twenty-six days. Afterwards, you will only need a brief handwriting review daily, in which you model the formation of several letters while students copy the letters on a dry-erase board or regular lined paper. The payoff for spending this much time at the beginning of the year is that the class as a whole will be able to spell, copy, complete workbook pages, and do independent creative writing with much more confidence, while taking less class time to do so. In the long run, you will end saving time. And it will be much easier to read the students' handwriting!
  - To make an inexpensive lined dry-erase frame, use masking tape to attach a clear legal sized cover sheet to a legal sized file folder along the folded edge. The folded edge should be at the top. Lift the cover sheet, remove all of the blank lined handwriting sheets from the end of this book, and place them under the clear sheet. Students can use dry erase markers to write letters and words on these frames. They are useful for reviewing letter formation and practicing spelling. Dictate a few letters (give the sounds), phonetic words, and sight words. You may also want to dictate a short sentence. Students should listen

and pronounce each sound as they write individual letters. For words, students should repeat the word slowly, listening carefully to the beginning, middle, and ending sound in the word. Then they should say each sound separately while writing the letter that represents that sound. After writing, students can hold up the frames for you to check. Students enjoy this activity and are less likely to get discouraged because they can easily erase if they make a mistake and try again. Give guidance on letter formation and spelling as needed.

- You can find more information at [www.soundcityreading.net](http://www.soundcityreading.net).

## HOW TO TEACH A NEW LETTER

### Demonstrate How To Hold The Pencil

Show students how to make a circle with their pointer finger and thumb, and have students do the same thing. Place a pencil between the tips of these fingers and have students do the same. The other fingers should slightly raised so that they are out of the way at this point. Move the pencil up and down in the air, and from side to side. Then rotate the wrist so that the pencil goes back and forth like a windshield wiper. Students copy these movements.

Now tuck the tallest finger behind the tips of the first finger and thumb to help support the pencil from the back. Have students do the same thing. Check and assist as needed. Remind students to keep their thumb and pointer fingers rounded when they hold the pencil.



For beginners, it is very helpful to purchase extra thick triangular

shaped pencils that do not have erasers for students to use. The triangular shape makes them easier to hold. These Try-Rex Jumbo Untipped pencils are perfect: [http://catalog.theknowledgetree.com/Products/PENCILS-TRY-REX-JUMBO-UNTIPPED-12PK\\_\\_JRMB21.aspx](http://catalog.theknowledgetree.com/Products/PENCILS-TRY-REX-JUMBO-UNTIPPED-12PK__JRMB21.aspx).

### Demonstrate How To Write The New Letter

To introduce a new letter, draw widely spaced lines on a chalkboard or dry erase board. Make the lines match the ones on these pages, with a solid line at the top and bottom, and a dashed line in the middle. Draw a small cloud at the beginning of the middle line, and a small house at the beginning of the bottom line. Explain that the top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. Point to the lines and ask students to name each one. You will use these line names to help students understand where to start a letter, which direction to go, and where to stop.

Talk through the correct letter formation as you demonstrate how to write the new letter on the large lines. After demonstrating, ask for a volunteer to explain how to write each letter.

Draw more lines on the board and write several letters incorrectly. Show a letter that doesn't touch the ground line. Show a letter that goes past the ground line. Show letters that are too small, too big, too crooked, and so on. Call on students to tell you what is wrong with each letter.

### Have Students Trace Large Letters At The Board

Draw several sets of large lines on the board, as many as will fit. Write the new capital and lower case letters on each set of lines. Call on one row of students at a time to come up and trace the new letters repeatedly. Students should move their whole arm as they trace. They should say the name and sound while tracing capital letters. They should say only the sound for lower case letters. Be ready to guide students as needed so that

they form the letter correctly.

### **Working With The First Page - The Largest Letters**

The first handwriting page has a very large capital letter and lower case letter. Have students trace each letter, with a pencil. Model as needed. Students should trace repeatedly at each step, without stopping, until further instructions are given. For capital letters, students say the name of the letter and its sound, "Capital T, /t/," each time they trace it. For lower case letters, students say only the sound, "/t/," each time. Watch to make sure students are using correct letter formation and assist as needed. Make sure students are verbalizing as they start tracing the letter, not when they finish it.

Encourage students to develop a steady rhythm when tracing the letters. Students should move their whole arms as they trace. The forearm and elbow should move freely above the paper, not dragging on the desk. Students should move the pencil steadily, maintaining a good pencil grip, without bending their wrists. It should take about one or two seconds each time they trace, or about twenty to thirty seconds to trace a letter about ten times. Model as needed.

It will take some time to explain what to do during the first lesson. Afterwards, students will be familiar with the routine.

### **Working With The Next Page - Large Letters, Three Panels**

- 1) Have students trace the capital letter many times with a pencil, while saying the name of the letter and its sound.
- 2) Tell students to write the letter for themselves one time in the center box, and immediately go back to the first letter and continue tracing. Walk around the room quickly to check the papers. Tell each student whose written letter is correct to trace it. Students should trace re-

peatedly until they receive further instructions. If the letter has not been written correctly, use a red crayon to go over it, showing the correct formation. Tell those students to trace the corrected letter.

- 3) Have students fold the third box under along the line. They should turn the paper over so they cannot see the letters that have been written. Tell students to write the letter again in this box, from memory, verbalizing as before. Proceed in the same way as step two. Students trace the third letter if it is correct, or they trace the preceding letter until you have written a corrected letter in red for them to trace.

Follow the same procedure for the lower case letter. For lower case letters, students say the sound only.

### **Writing The New Letters On Smaller Lines**

After learning one, two, or three new letters, students trace and write the new letters on smaller lines. Students trace each capital letter while saying its name and sound ( "Capital T, /t/" ) and then copy it to fill the empty space on the line. Students trace and copy the lower case letters, giving only the sound . After completing the new capital and lower case letters, stop. Save the remaining letters until they have been introduced. When all the letters have been introduced, write the words on the board to show students how to connect the letters. Have students read the words aloud, and then trace and copy them. Assist as needed.

Some lower case letters (w, b, o, v) require the writer to use a "swing out" stroke to connect to the next letter. Extra practice is provided for these letters so that students can master the "swing out" stroke.

### **Practicing Letters On Regular Lined Paper**

Pass out regular lined paper and demonstrate how to write the new

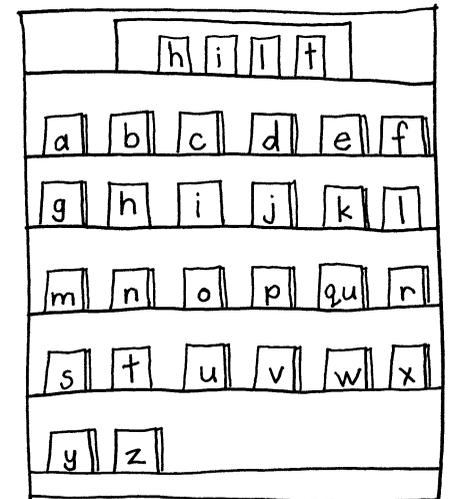
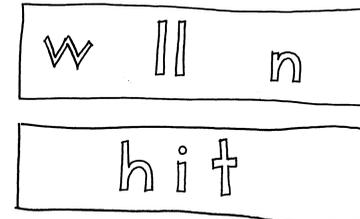
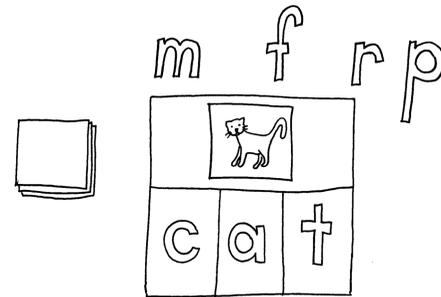
letter on the board again. Then dictate the new letter. Say, "Write capital T, /t/." Students repeat as they write the capital letter. Say, "Write /t/." Students say the sound as they write the lower case letter. Walk around the room and watch carefully as students write. If needed, write the correct form with a red pencil for the student to trace several times. Students who do not need correction may trace their own letter as soon as you check it and give the word to go ahead. This sequence should go quickly and smoothly.

Continue dictating all of the previously taught letters in the same way, including a few capital letters but focusing mainly on the lower case letters.

### Spelling Words

Using the dictation chart in this book, dictate several words for students to spell. The words are selected so that students will need only the letters that have been taught to spell them.

To spell, students need to segment the word, saying each sound individually as they write the related letters. You can use plastic letters on a work mat or moveable letter cards on a pocket chart to model this process, so that students can see how to build words one sound at a time.



Words And Sentences To Write From Dictation			
Day	New Letter	Words	Sentences
1	T t		
2	I i	it	
3	H h	hit, I, hi	I hit it.
4	L l	lit, hill, till, ill, tilt, hilt,	I lit it.
5	N n	in, tin, tint, thin	
6	W w	win, will, wit, with, wilt	Will I win? I will win. I hit it.
7	U u	nut, hut, hull, null, nun, hunt	
8	B b	bun, but, tub, hub, nub, bulb, bull	
9	M m	mutt, hum, mum, thumb	I will hum.
10	R r	run, rub, rut, turn, burn, hurt, birth, whirl, rib, rim, brim, him	I will run. It will run.
11	F f	fun, muff, huff, buff, fur, fluff, flit, flint, firm, fir, if, fin, fib	
12	X x	tux, lux, flux, fix, mix	
13	E e	tell, well, bell, fell, let, net, wet, bet, met, went, when, flex, time, while, fine, tune, rude, here, theme, me, we, be, tree, free, the, then, them, there, where	I fell. It fell.
14	S s	us, bus, fuss, sub, sun, sum, is, his, six, Bill, she, see, sell, mess, these, miss, shell, sheet, rush, wish, fish, fresh, flush, brush	Bill will fuss. It is fun. Bill is in his tub.
15	J j	jet, jut, Jill, Jim, jest, Jeff	I met Bill. Jill is ill.

1. After each new letter is introduced, you may want to dictate some of the words on this chart for students to spell. Each word on the chart uses only the letters that have already been introduced. When students seem ready, you can try dictating one of the sentences, too. See the *Exploring Sounds In Words* and *Short Vowel Words And Sentences* books for ideas about how to teach beginning spelling skills.
2. You may also want to write some of the words and sentences on the board or a large chart tablet for students to copy and illustrate during a seatwork period. Go over the words and sentences first to prepare the students. Discuss the meanings of any words and sentences to help students understand them by putting them in context. When would someone say this sentence? Why?
3. If you prefer, teach all of the handwriting letters before starting to spell words.

Words And Sentences To Write From Dictation

Day	New Letter	Words	Sentences
16	O o	not, box, job, hot, off, on, mom, moth, both, home, hole, Joe, John, troll, bolt, jolt, wool, hood, soon, booth, moon, robe, shoe, whole, who, to	It is on. It is off. It is hot. It is his box. Mom will fuss.
17	C c	cut, cub, cuff, chin, cheese, rich, much, such, which, hatch, switch, colt, come, clue, cross, duct, crow	Jill cut it.
18	D d	mud, bud, suds, dull, and, wind, find, bird, did, friend, do, door, wood, drip, done, ride, dime, rude,	It is dull. It is in mud.
19	A a	Sam, ram, had, sad, ran, fan, Jan, man, has, hat, that, watch, want, trash, toad, Joan, scare, clap, crab, claw, fact, dear, read, head, date, draw, hard, dad, smart	Sight Words: a, A A man had a hat. Jan has a fan. A ram ran. Sam is sad.
20	V v	van, vat, vet, vex, vim, live, have, serve, carve, even, ever, never, vent, vest, love, dove, over, dive, leave	Nan is a vet. Jill has vim. Sam is in his van.
21	G g	bug, rug, jug, tug, gum, Gus, gas, got, go, girl, give, guard, guess, leg, sing, long, great, grass, glow, ground, through, though, laugh	A bug is on a rug. Gus is on a bus.
22	P p	cup, pup, up, putt, pin, lip, lap, pan, pen, spin, split, plan, pot, drop, stop, step, press, graph, phone, pass, trip, clap, lamp, jump, shrimp, jeep	A man dug up a jug. A pup is up. I will putt it.
23	K k	kid, kit, kiss, Kim, yak, wok, look, broke, kite, bark, lock, back, truck, neck, pick, fork, bucket, jacket	Mom will kiss him. Kim will win. His kit is in his van.
24	Y y	yap, yak, yip, yet, yell, yes, yum, yam, year, say, play, toy, boy, they, key, very, my, by, why, try, yellow	Yes, Sam can win. A dog can yap. A kid can yell. I will fix it, but not yet.
25	Qu qu	quit, quill, quilt, queen, quest, quiet, square, squash, squeal, squid, quart	Will Tom quit? Mom has a quilt.
26	Z z	zip, zap, fizz, fuzz, buzz, fez, jazz, quiz, zero, bronze, freeze, doze, size, puzzle, snooze	Jim will zip it. It can buzz. It has fuzz on it. It can fizz. Jan had a quiz.

Sky

Sky Line

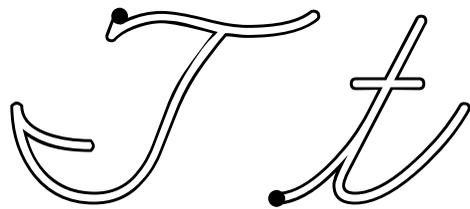
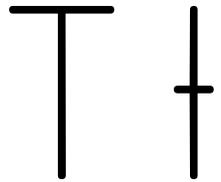
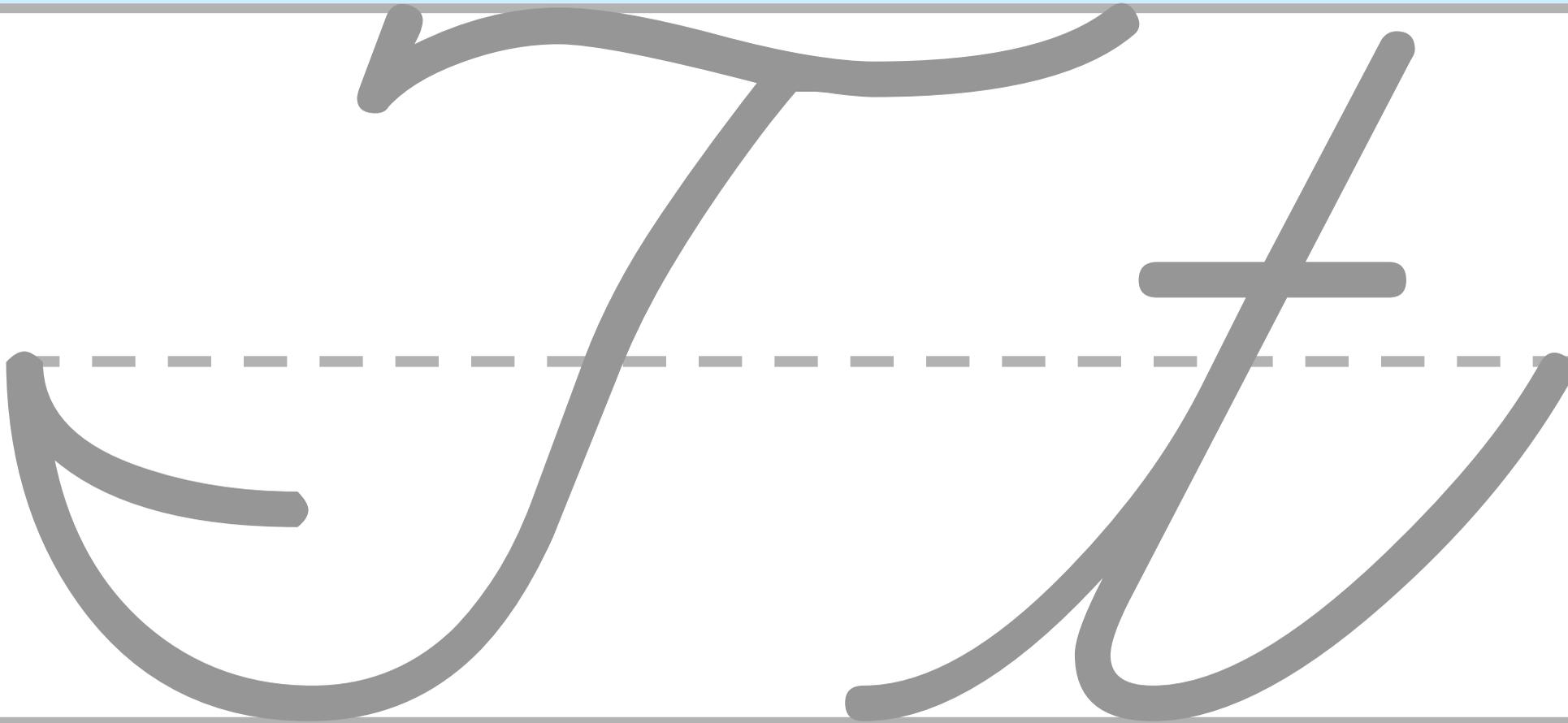
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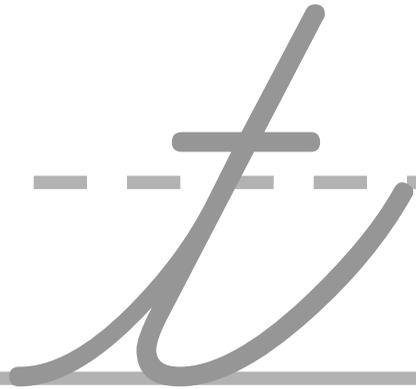
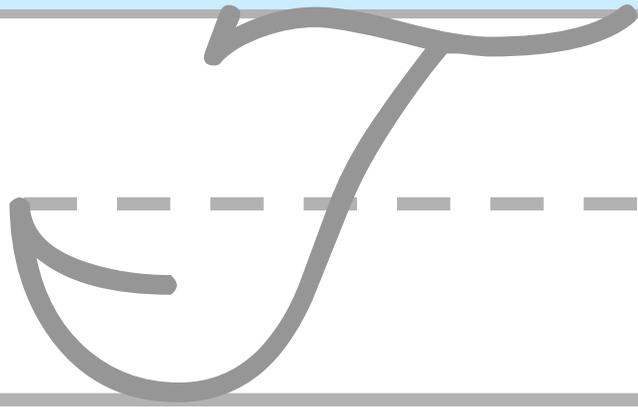
Cloud Line

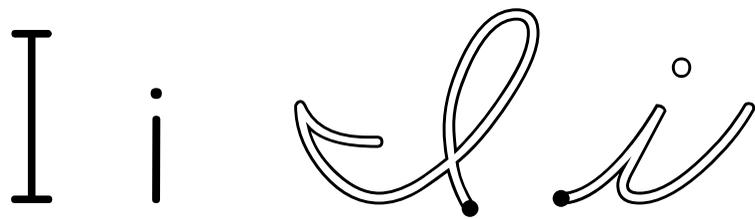


Ground

Ground Line

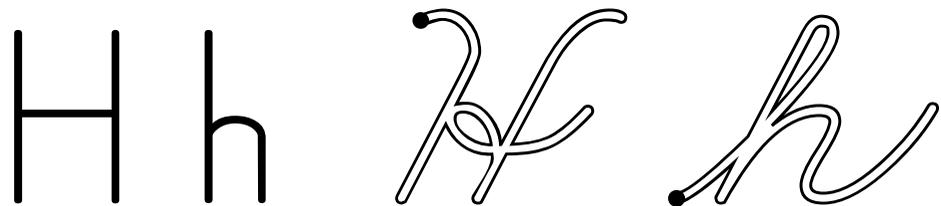
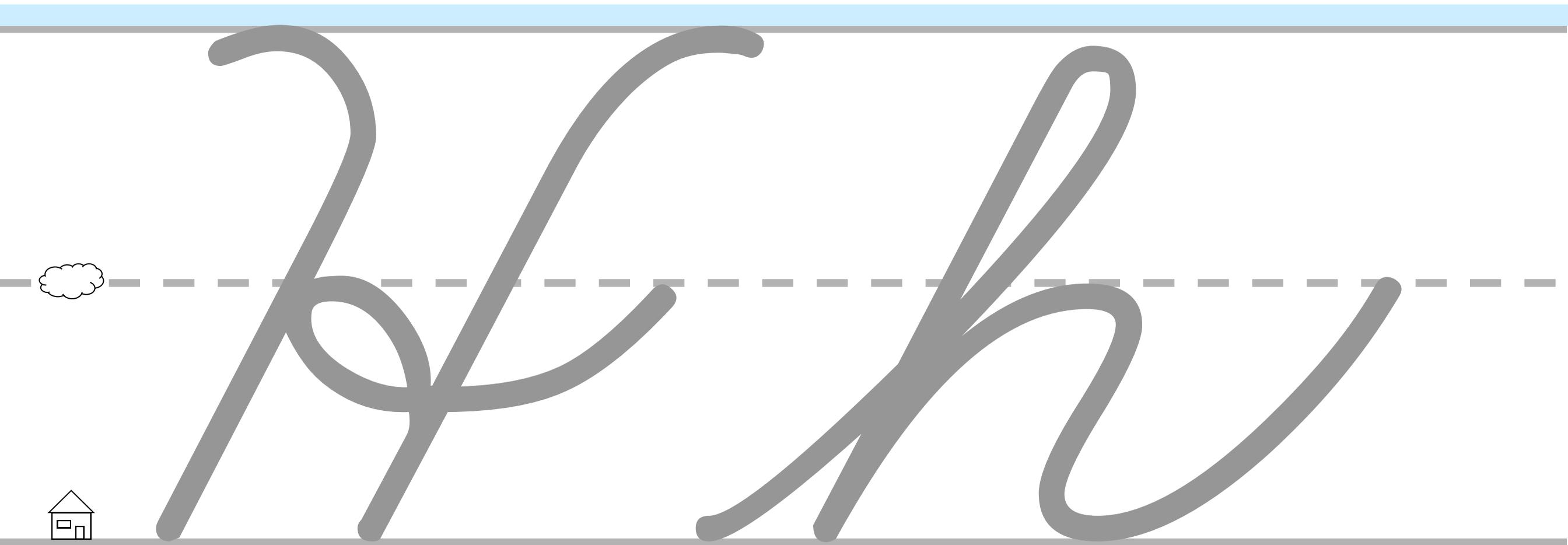






*l*

*i*



H

h

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*t t t t*

*i i i i*

*h h h h*

*it*

*it*

*hit*

*hit*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

t t

t t t t

i i

i i i i

h h

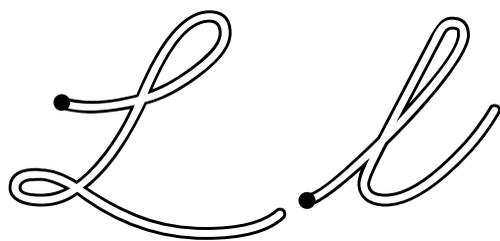
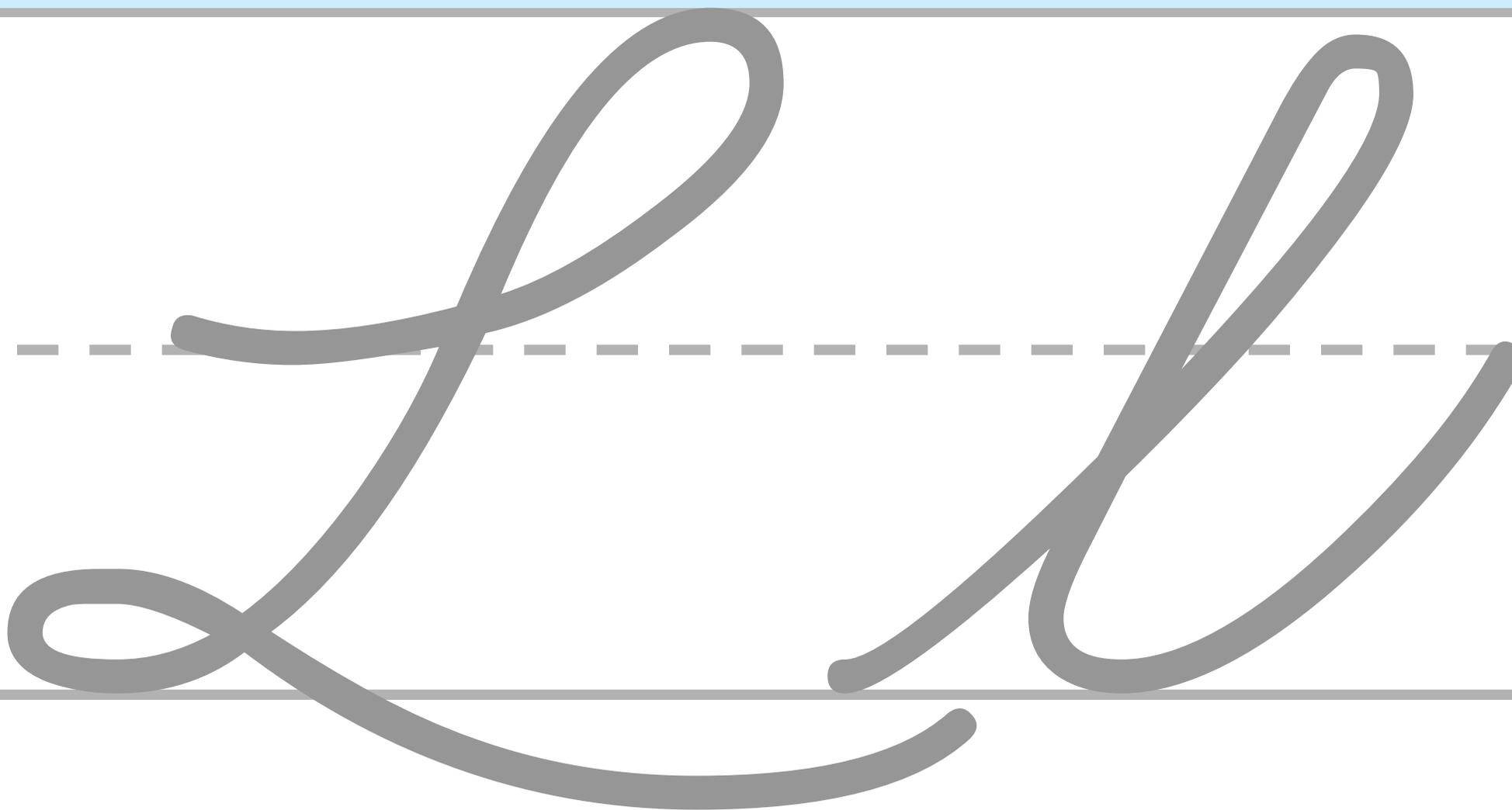
h h h h

hit

hit

hit

hit



L

l



N n n m

*n*

*m*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

l l l l

m m m m

in tin

ill hill

hint thin

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

l l l l

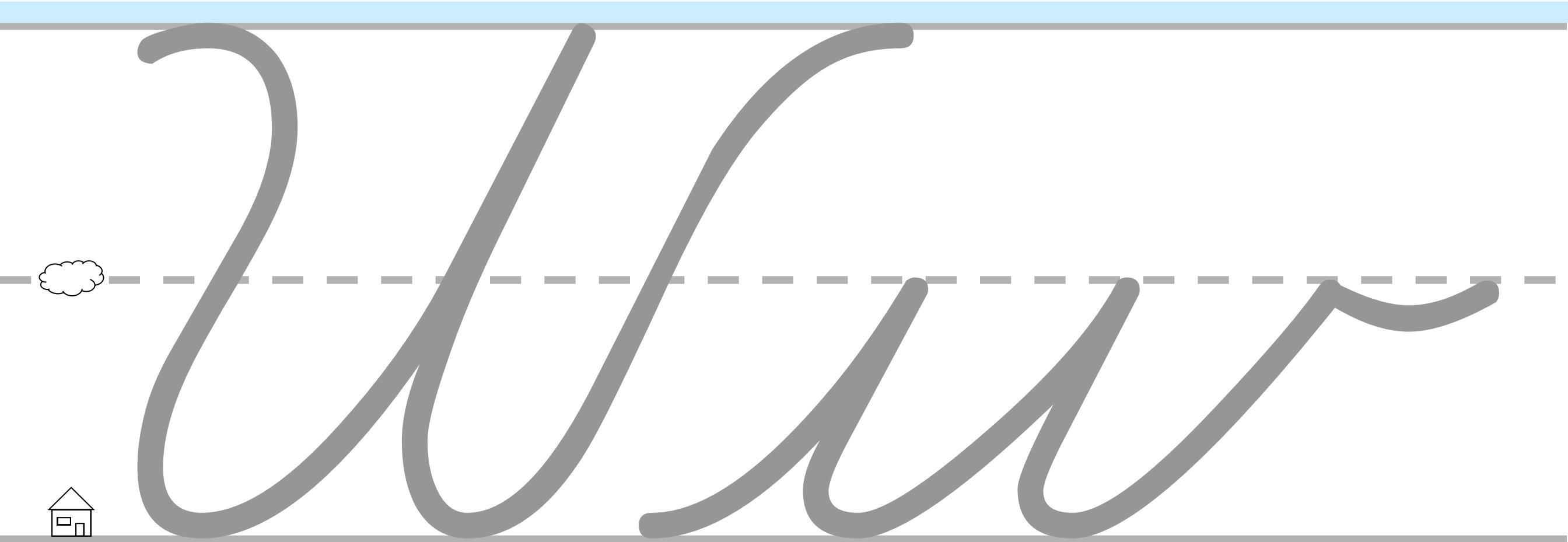
L L L L

m m m m

n n n n

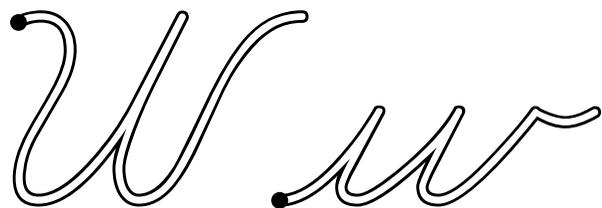
Lit

Im



W

w



U

u

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

w w w w

wi wi

win will

twin with

wilt twill

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

w w w w

W W W W

Will

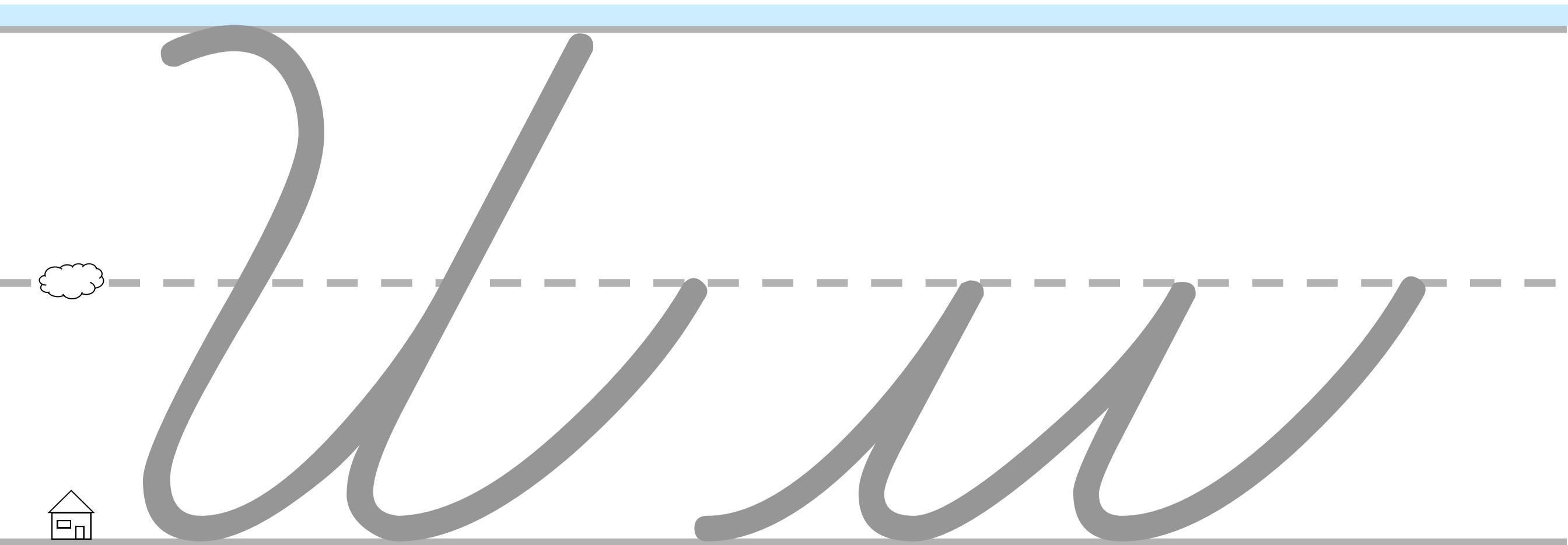
Win

With

Tim

Twin

Hill



U u U u

U

u



B

R

B b

B b

B

b

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*w w w w*

*b b b b*

*bi bu bl*

*bit bun*

*tub bulb*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

w w w w

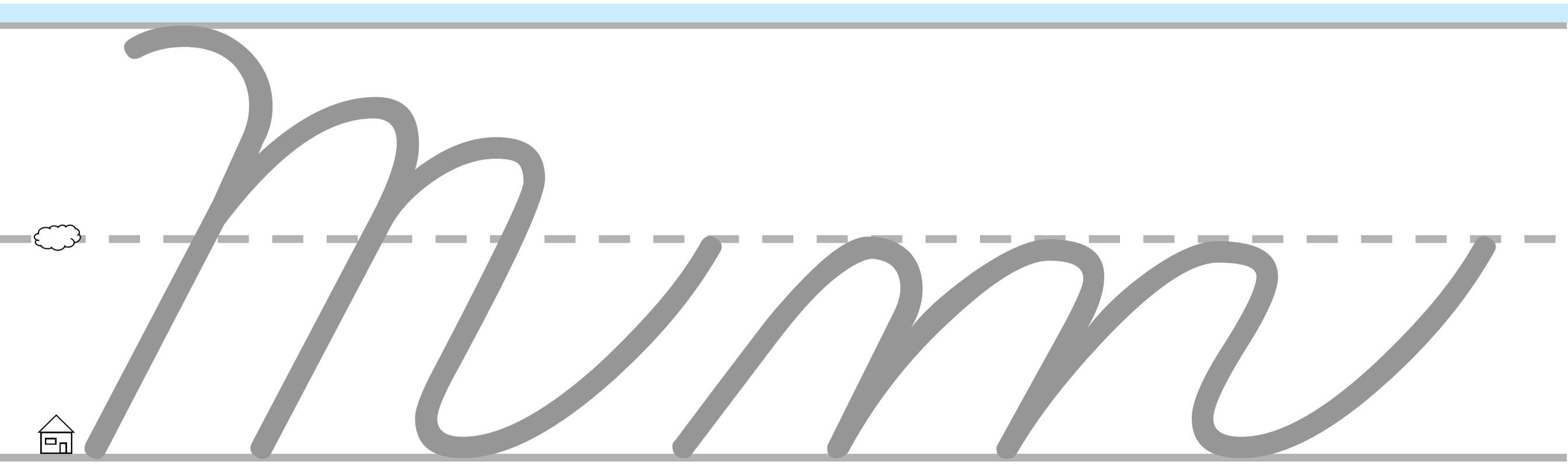
W W W W

b b b b

B B B B

Bill

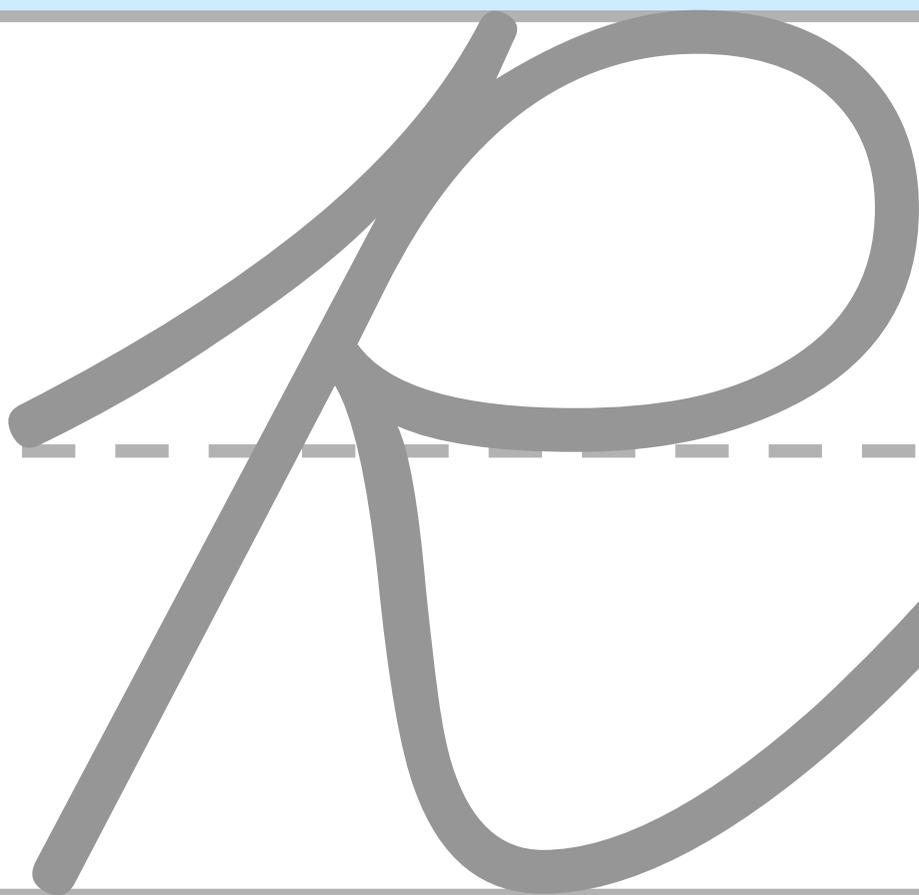
Up



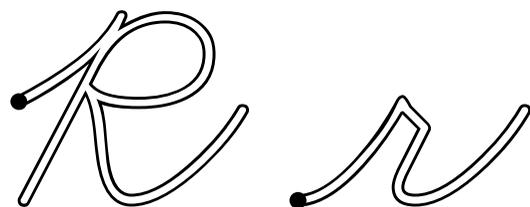
M m *M m*

*m*

*m*



R r



R

r

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*m m m m m*

*n n n n*

*br*

*wh*

*run*

*brim*

*rib*

*whim*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

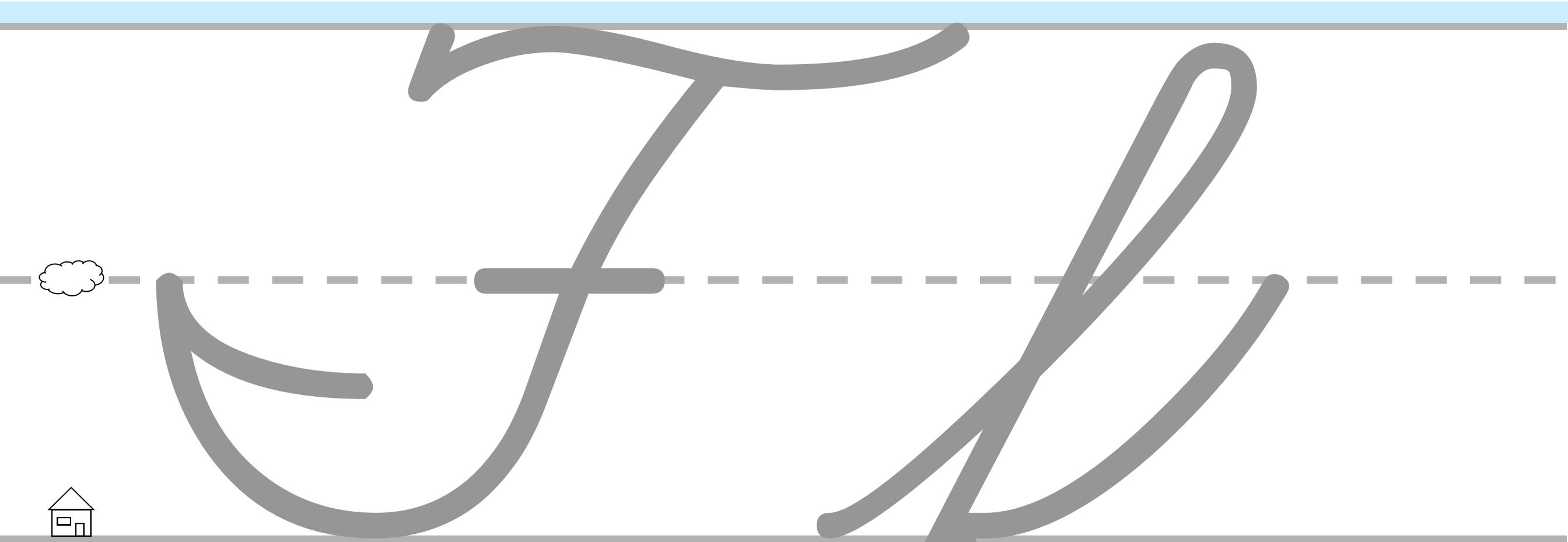
m m m m

M M M M

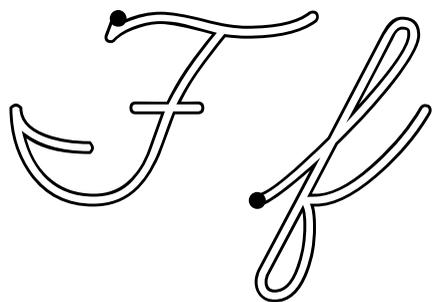
n n n n

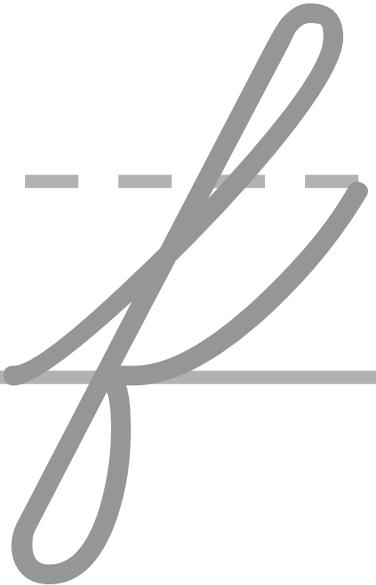
R R R R

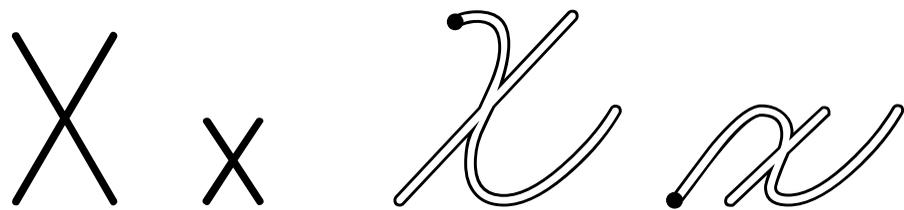
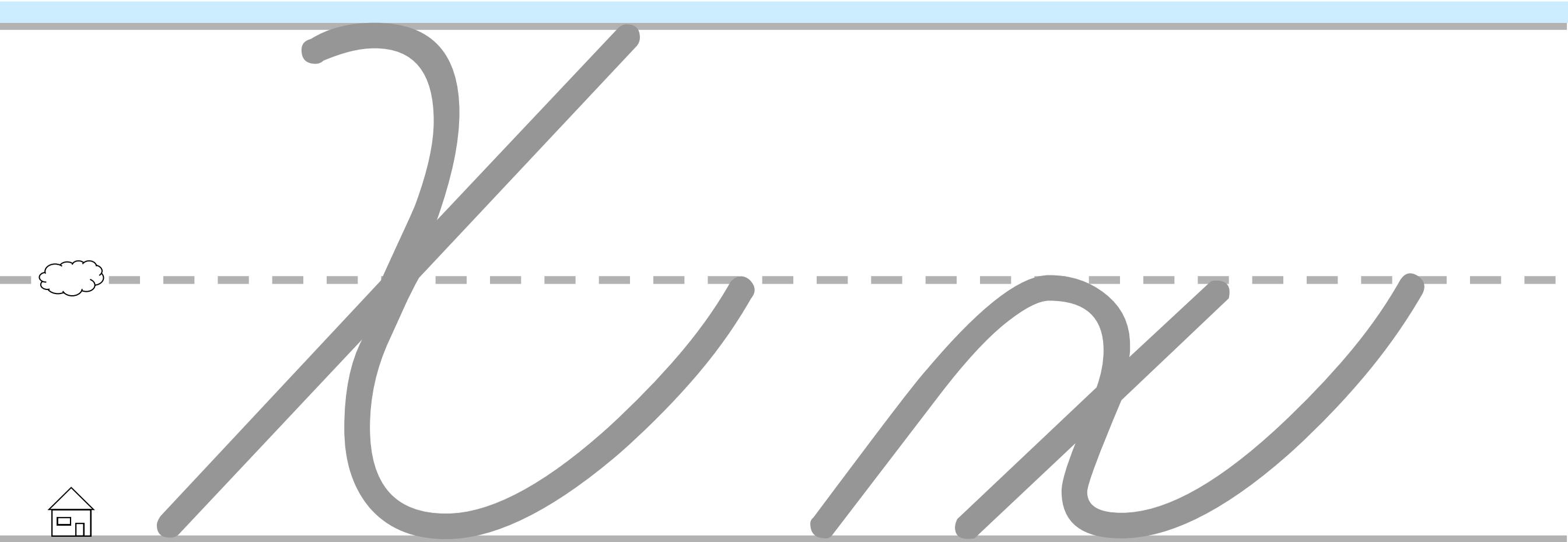
Run Meet



F f







x

x

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

f f f f

x x x x

fix

tux

fun

fluff

if

whiff

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

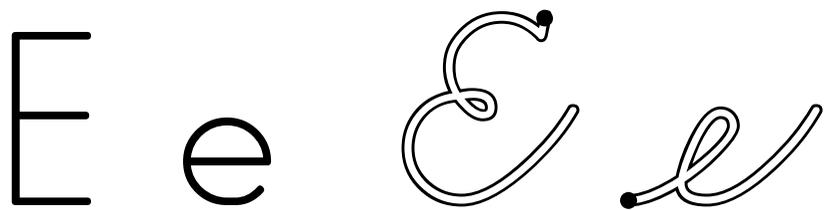
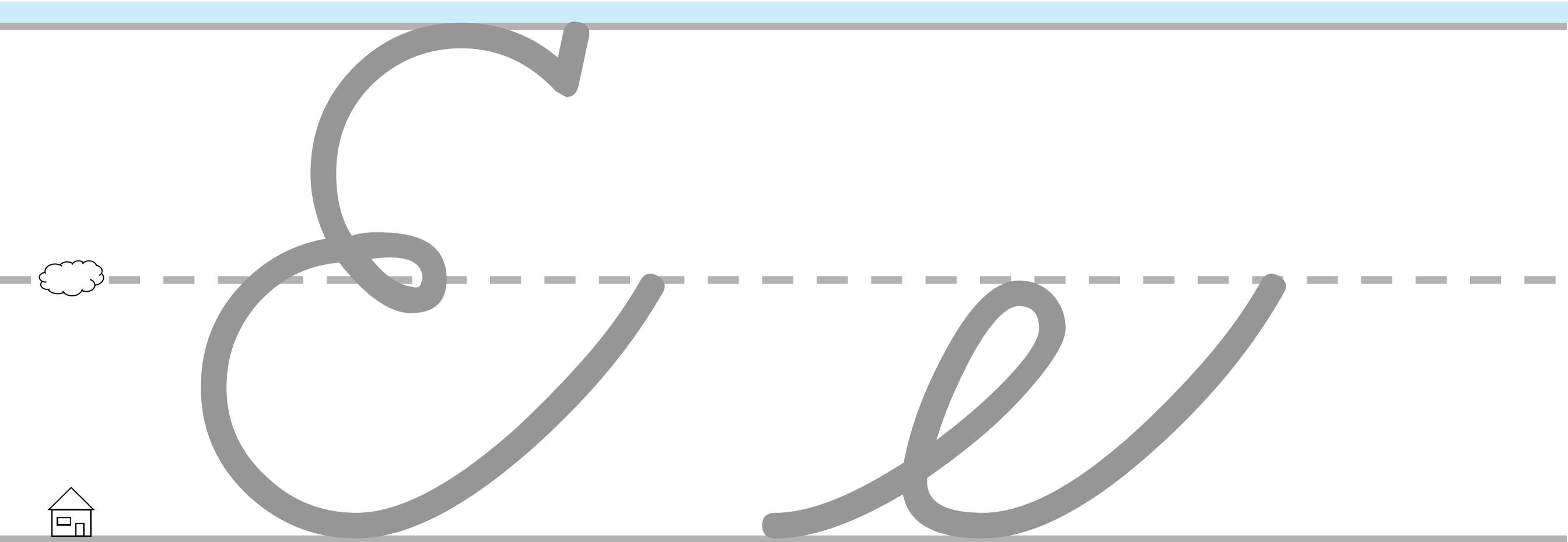
f f f f

F F F F

x x x x

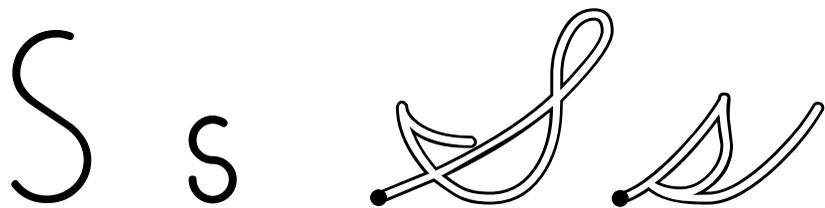
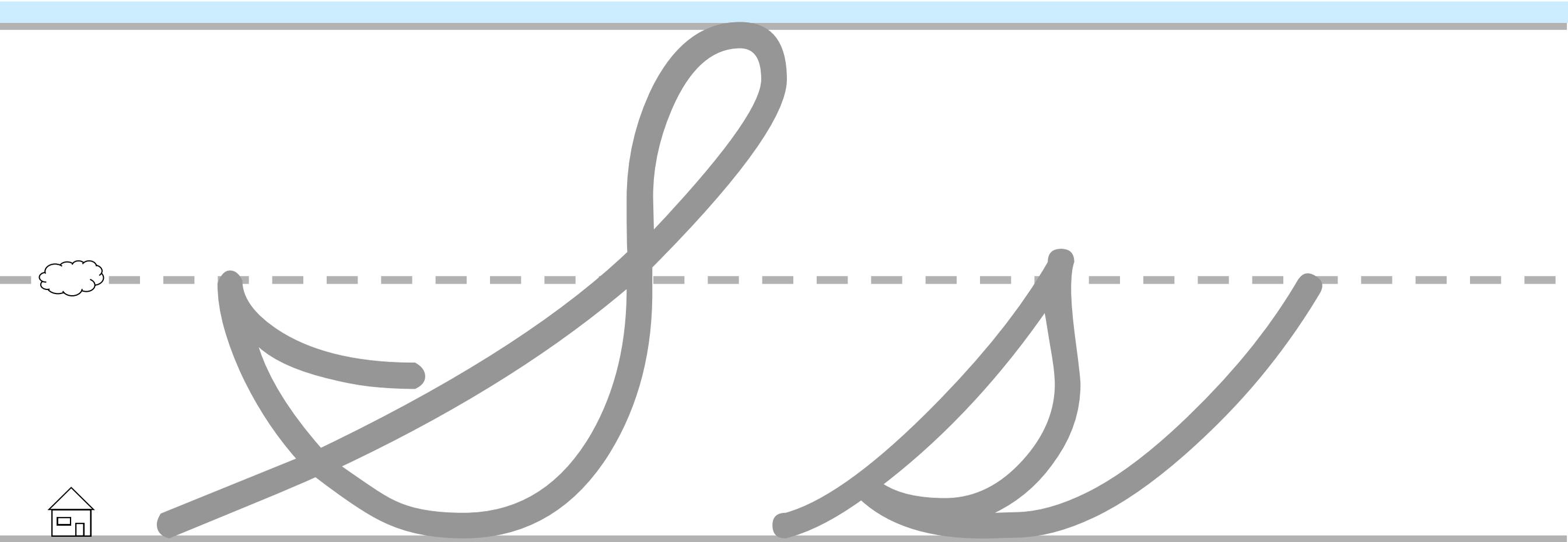
X X X X

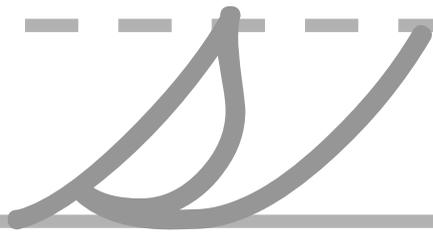
Fill x-ray



E

e





Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

e e e e

s s s s

we be

well best

web sent

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

e e e e

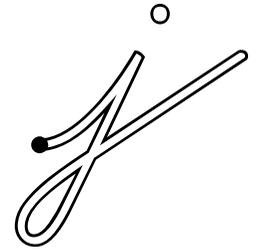
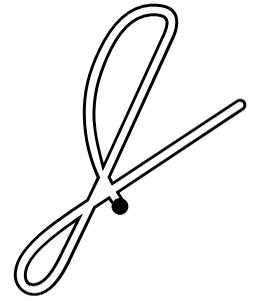
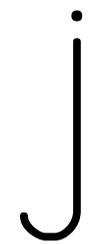
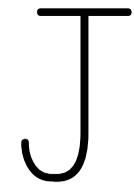
E E E E

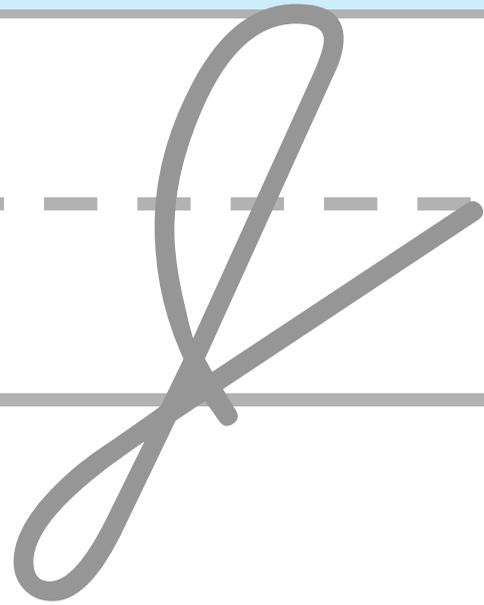
s s s s

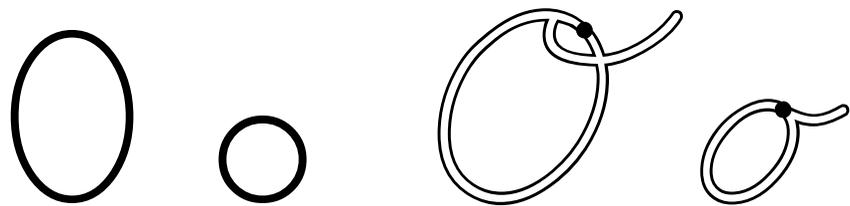
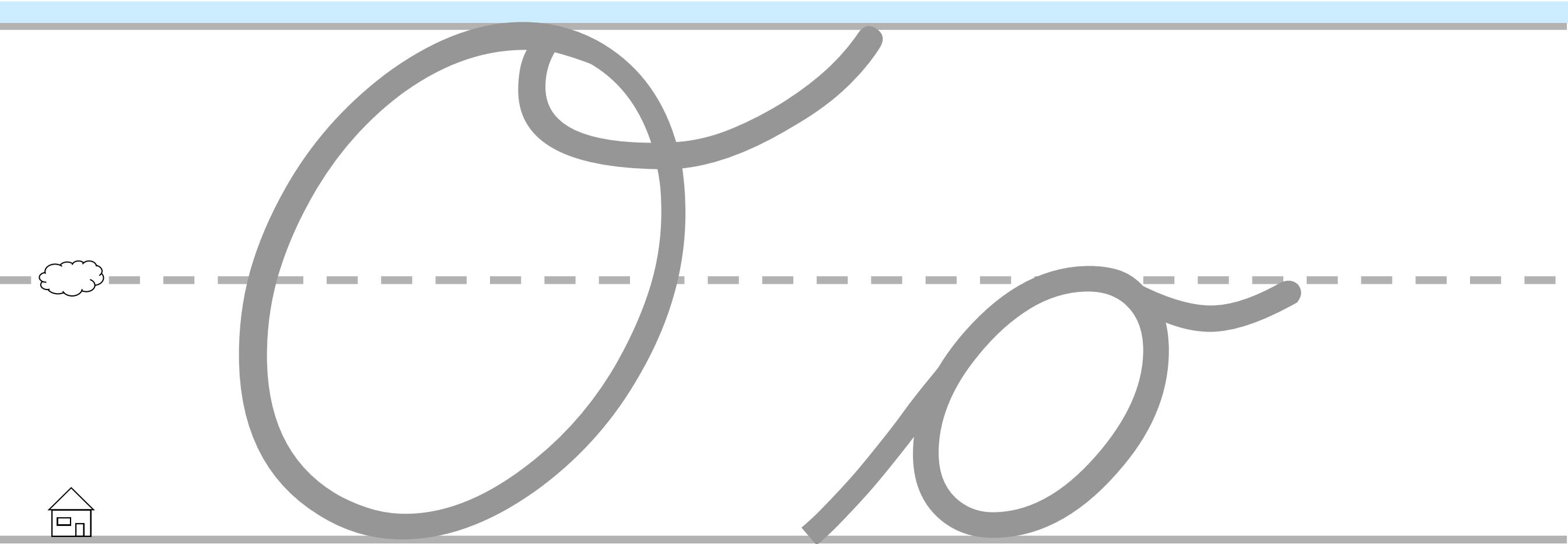
S S S S

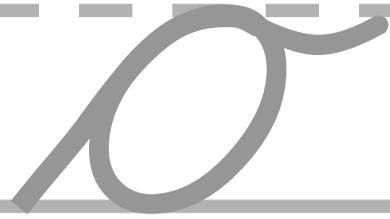
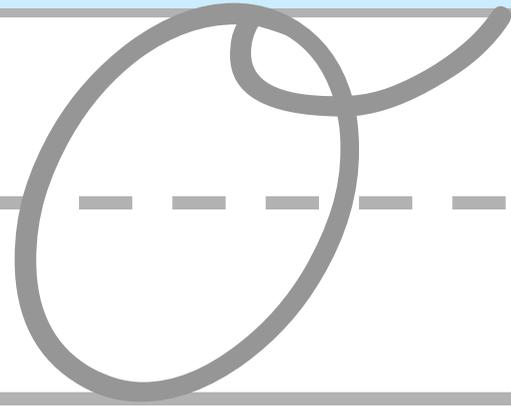
See

Enter









Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*j j j j*

*o o o o*

*ob ot on*

*oo os of*

*job soft*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*j j j j*

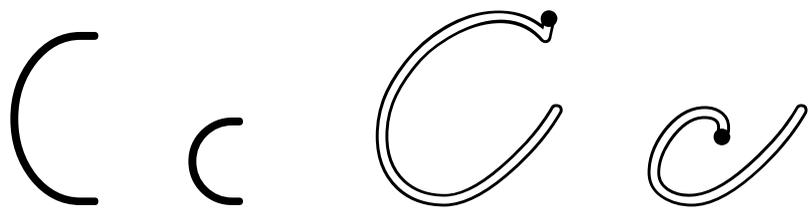
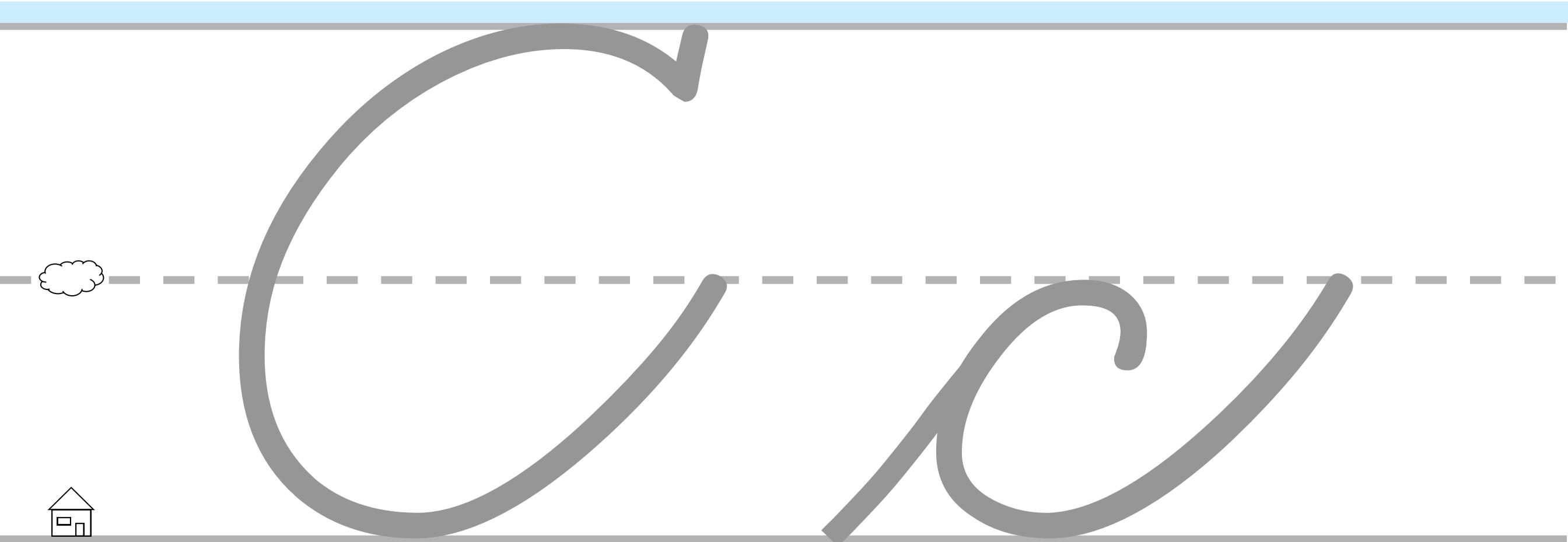
*l l l l*

*o o o o*

*O O O O*

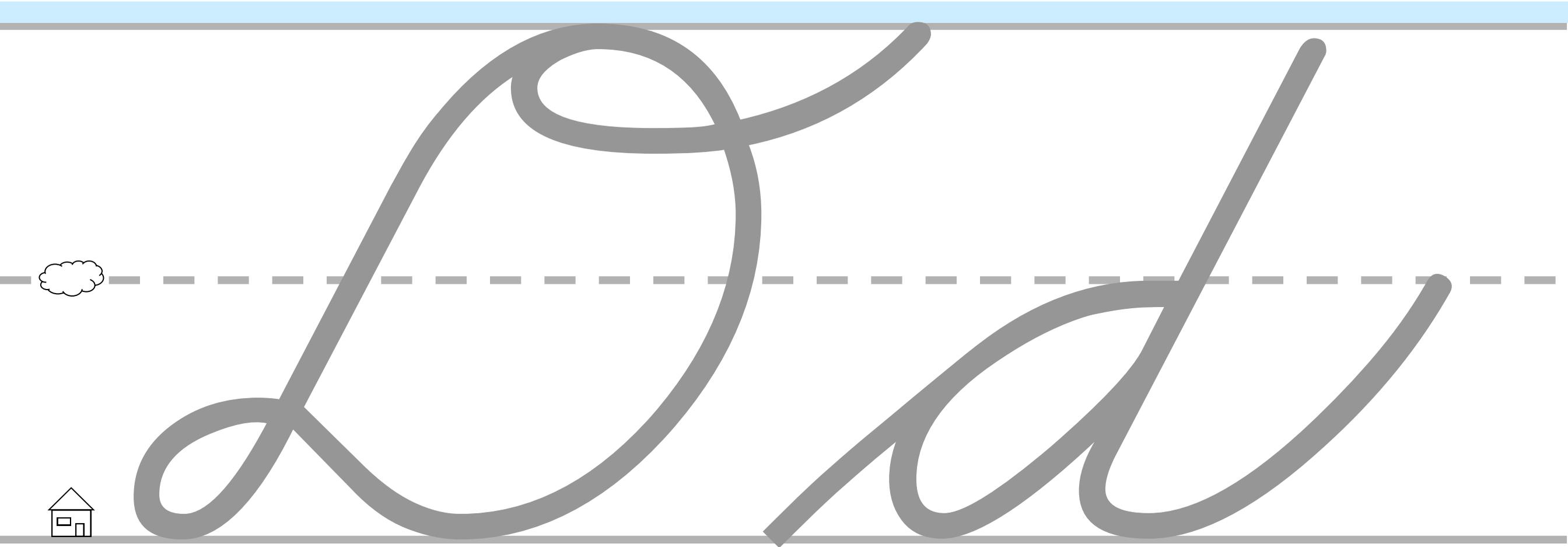
*Jim*

*Om*



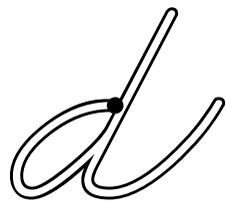
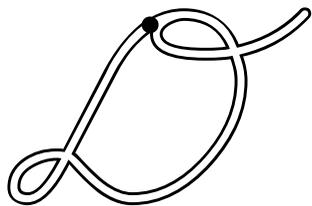
C

c



D

d



L

d

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*c c c c*

*d d d d*

*id ud od*

*did cut*

*cod fond*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*n n n n*

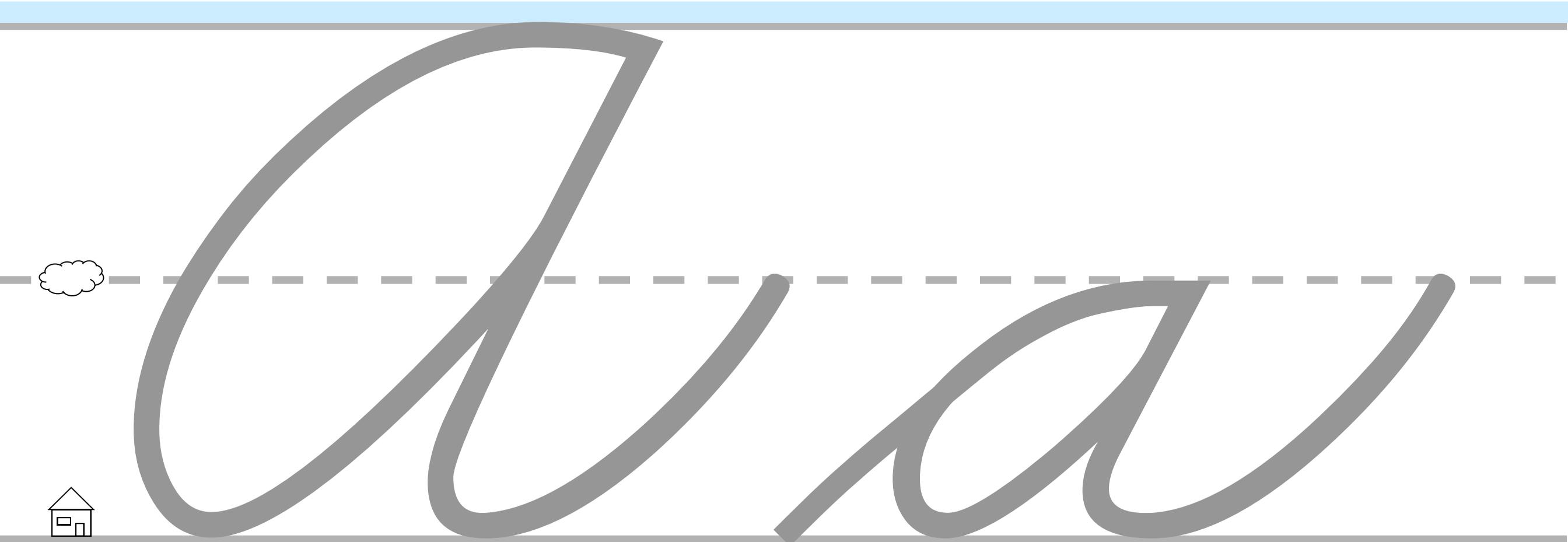
*c c c c*

*d d d d*

*D D D D*

*Come*

*Did*



A a A a

a

a

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

a a a a

la ma ca

ba wa oa

can last

was goat

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

a a a a

A A A A

At

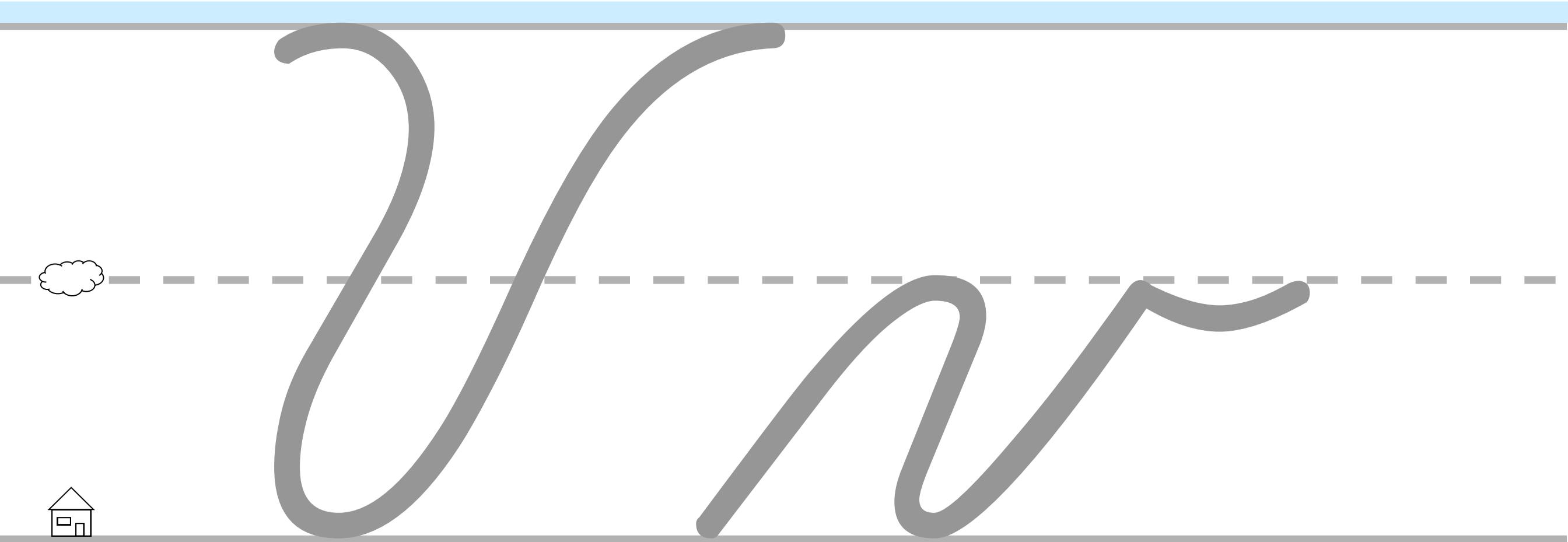
And

Are

All

Can

Dear



v

n

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

*n n n n*

*na ni ne*

*no nu*

*nan have*

*note nim*

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

v v v v

V V V V

Vote

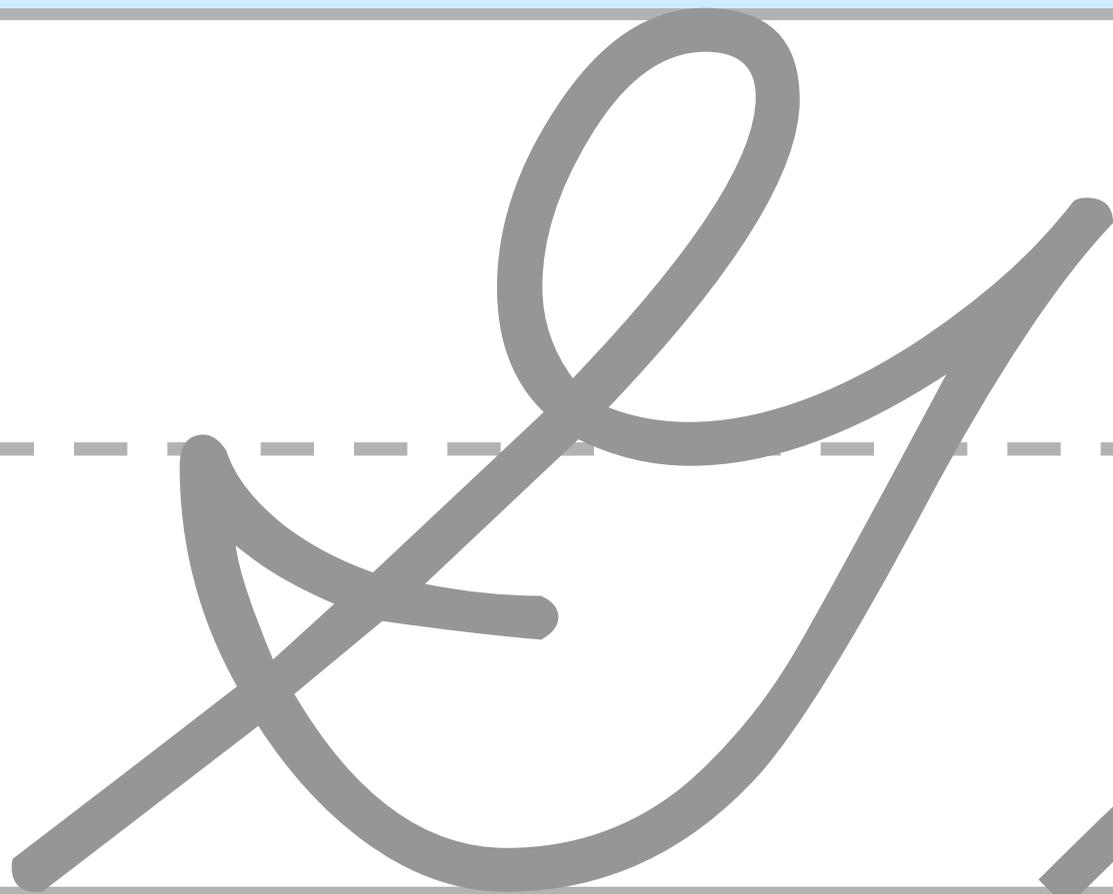
Love

Very

Have

Give

Vast



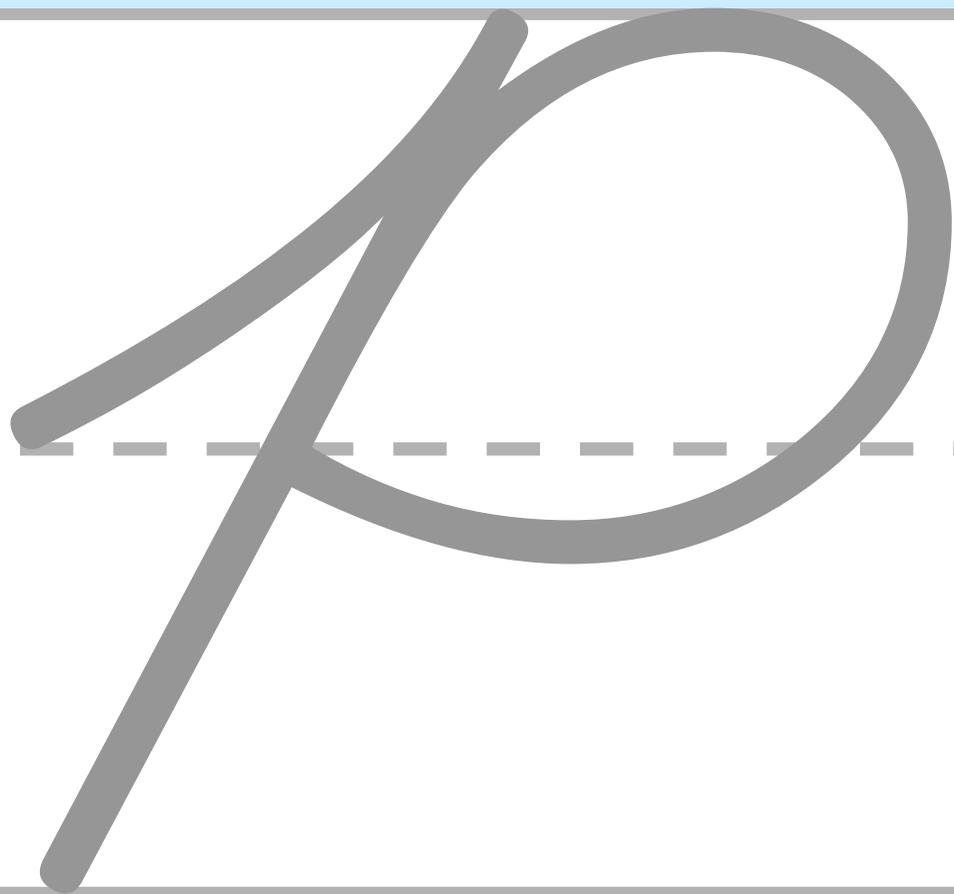
G

g



*g*

*g*



P

p



p

p

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

g g g g

p p p p

ig og ip op

gas

dog

pig

top

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

g g g g

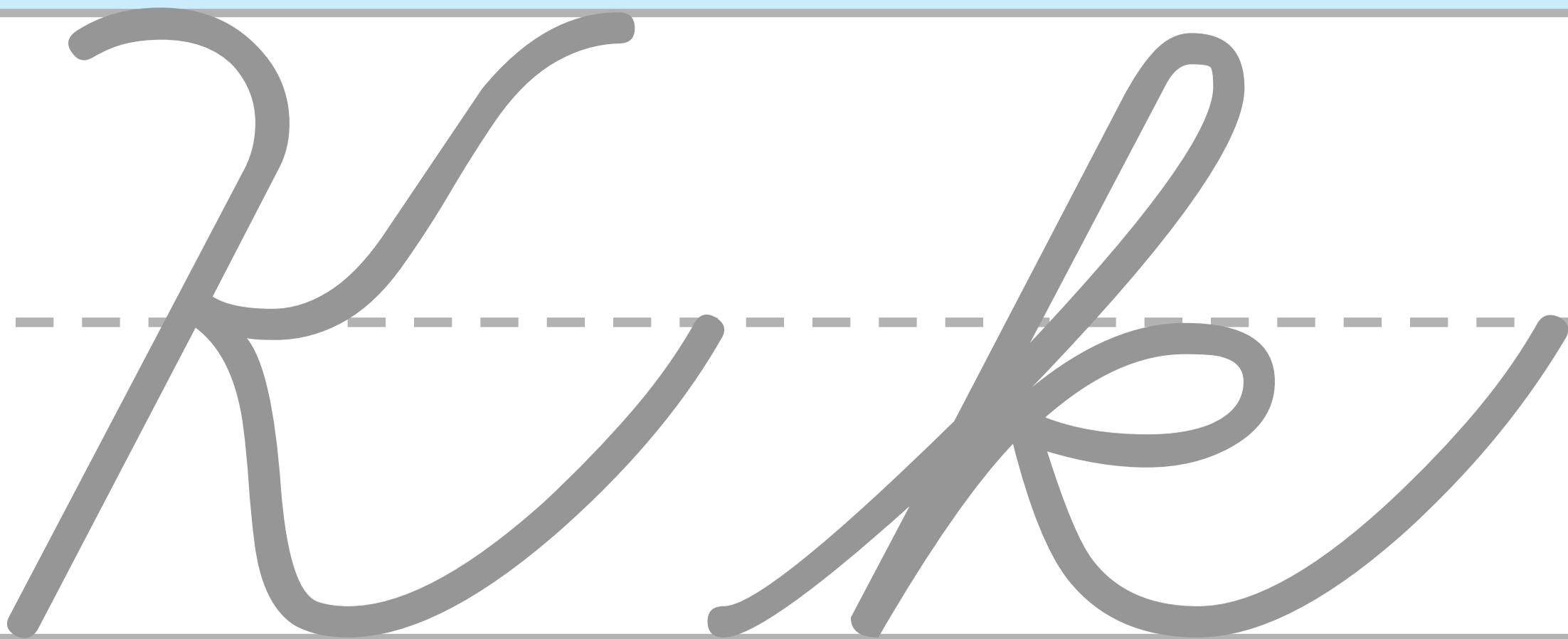
G G G G

p p p p

P P P P

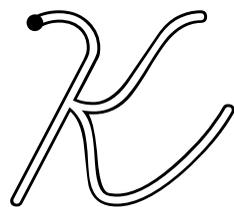
Get

Paul



K

k



K

k



z

z

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

k k k k

y y y y

ay ey oy

pay key

yes lock

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

k k k k

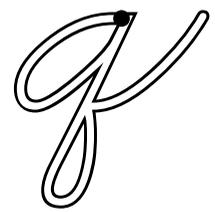
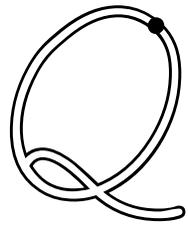
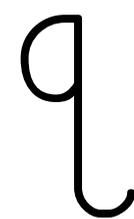
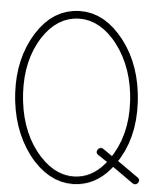
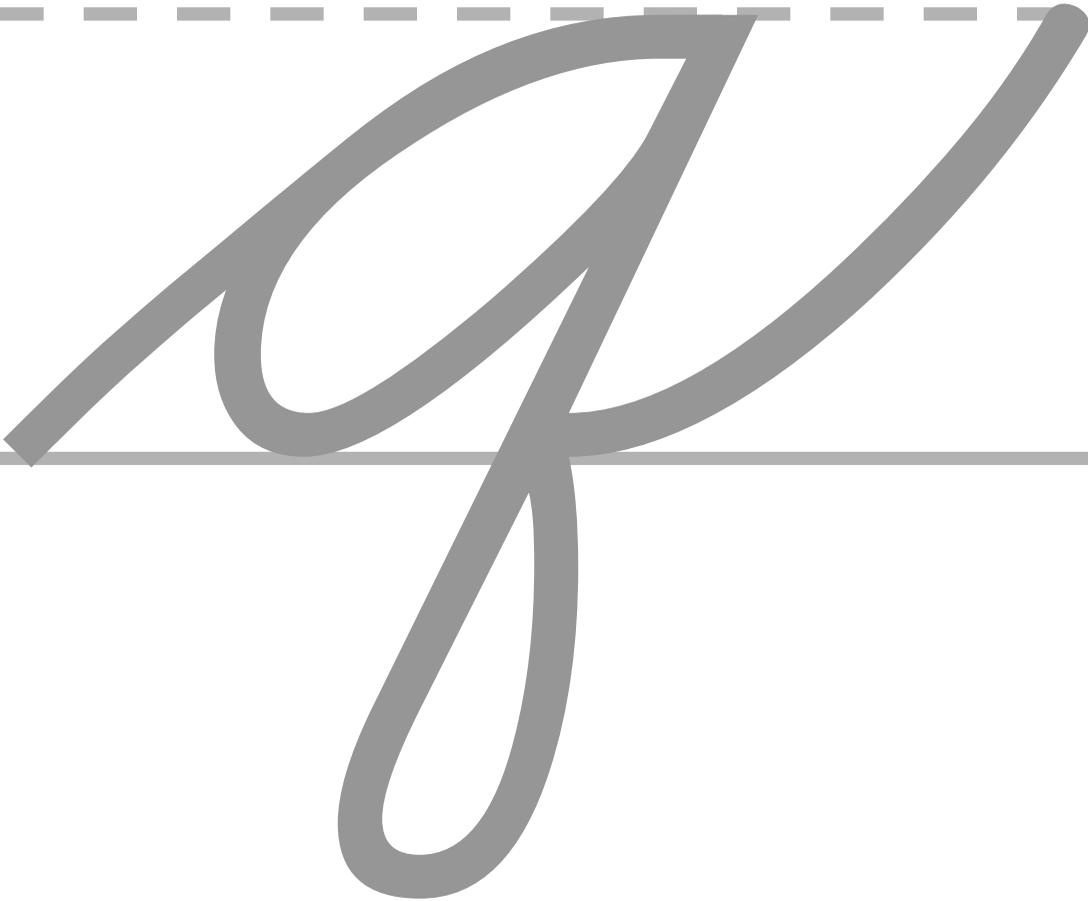
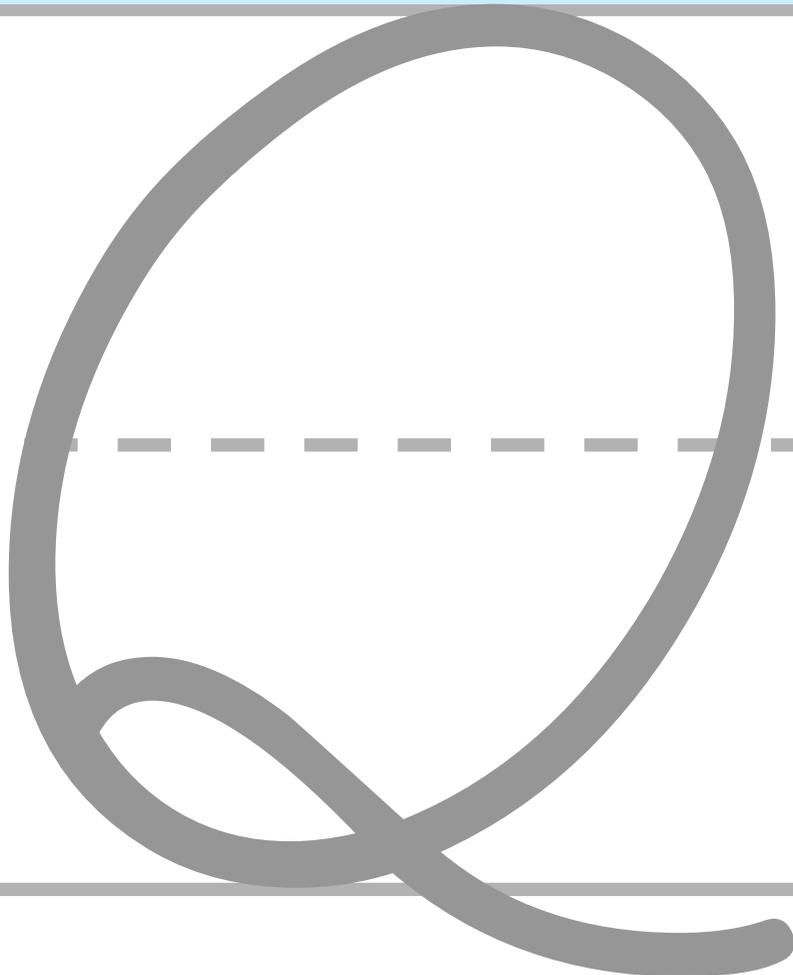
K K K K

y y y y

Y Y Y Y

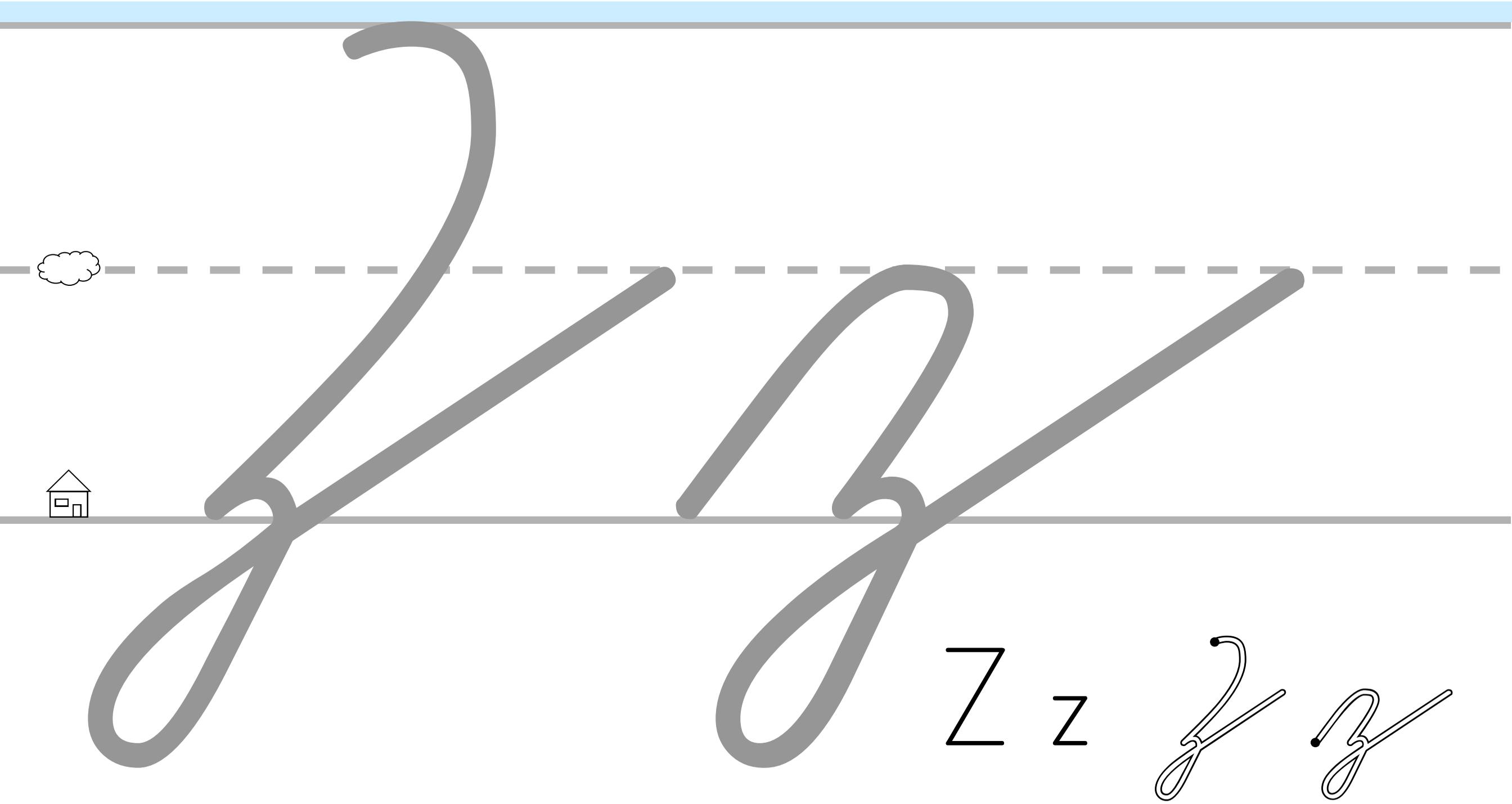
Kathy

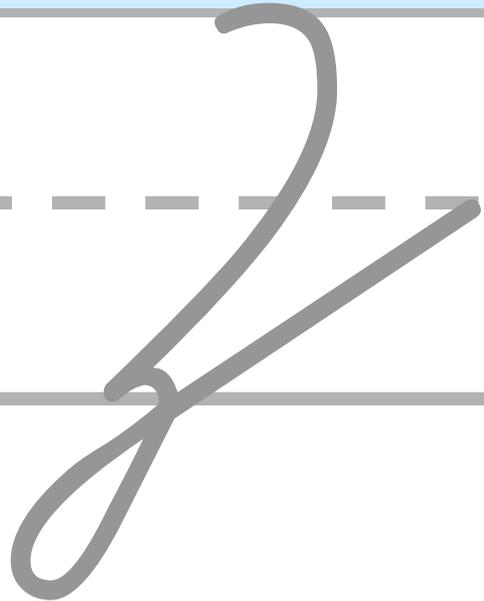
You



Q

q





Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

qu qu qu qu

z z z z

quit

zip

quack

zero

buzz

quiz

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

qu qu qu qu

Qu Qu Qu Qu

z z z z

Z Z Z Z

Quiet

Zoo

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Trace and copy the letters. Say the sound for each letter. Read each word. Say the sounds as you trace and write it.

Oo

Pp

Qq

Rr

Ss

Tt

Uu

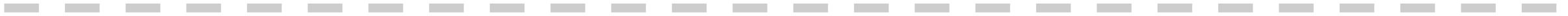
Vv

Ww

Xx

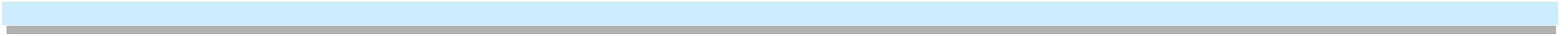
Yy

Zz



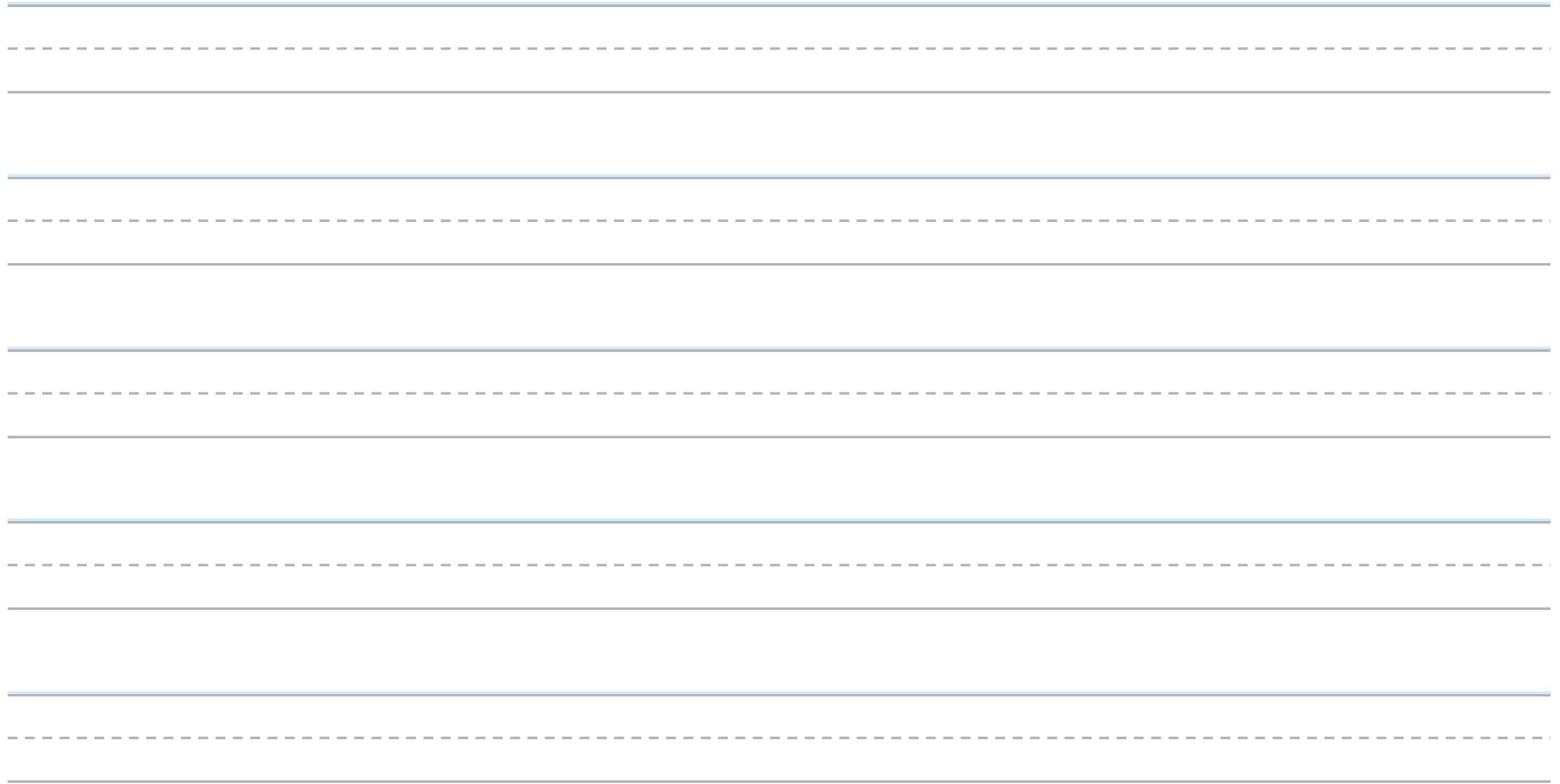














Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz