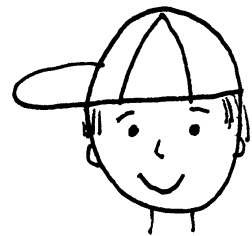


Manuscript Handwriting



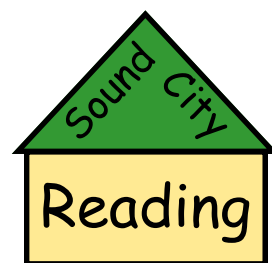
On Ledger Paper



A a B b C c



Large Letters To Trace And Copy



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Teaching Notes

- Print the pages on 11 by 17 inch paper.
- This activity is adapted from *The Slingerland Multisensory Approach* developed by Beth H. Slingerland. See www.slingerland.org.
- See www.soundcityreading.net for demonstration videos showing how to introduce new handwriting letters using these pages.
- For first graders teach one new letter (both capital and lower case) per day. Adjust the pace as needed for younger students.
- It works well to use thick triangular shaped pencils without erasers. These are easier to hold.
- The easiest-to-write letters are taught first. This helps students gain confidence while developing fine motor skills.
- The lines are labeled as follows. The top line is the sky line. The middle line is the cloud line. The bottom line is the ground line. Use these terms to describe the placement of each letter on the lines. If you have a different way to describe the lines, use the words you normally use.
- Fold the students papers vertically into thirds before handing them out. This provides three areas to write in, going across the paper.
- When a students traces a letter on the chalkboard or on a large paper pattern, gently guide their hand if necessary so that they can feel the shape of the letter as their arm moves.
- If a student copies a letter incorrectly on the large pattern pages, use a red crayon to write the letter correctly directly over the student's attempt. If a student copies a letter incorrectly on regular lined paper, use a red pencil to write a model directly over the student's letter. In either case, have the student trace the red model several times before continuing.
- The initial handwriting instruction using large patterns is time consuming for the period of 26 days that the letters are being introduced. This allocation of time at the beginning will pay off handsomely, saving considerable time in future lessons, as most students will be able to write quickly and accurately when working as a group, copying, or doing independent writing.

Introducing Letters

Read The Sound Story Aloud

A Sound Story is used to introduce the letters. Pictures from the story represent letter sounds. Read the story aloud to students over a period of several days. Point to each sound picture and have students repeat the sound. Point to the letters by the pictures and tell the students that these letters represent the same sound in words.

Demonstrate The Correct Letter Formation On The Board And Guide Students To Traced The Letters For The First Time

To teach a new letter, draw large lines on the board and model the capital and lower case letter formation. As you write each letter, explain verbally how it is formed. For example, for capital T, "Start at the sky. Come straight down and stop at the ground. Pick up your pencil and jump back to the sky line. Make a straight line going across." See the letter formation page for letter models with arrows showing how to form each letter. Have students come to the board one at a time to trace the letters.

Have Groups Students Trace Large Letters On The Board

Write six to eight large capital and lower-case letters (written on widely spaced lines) spread out across the chalkboard. Call on six to eight students at a time to come to the chalkboard and trace the letters. Assist as needed, being sure that all students are tracing correctly. Students say the name and sound ("Capital T, /t/") each time they trace the capital letter. They say just the sound each time they trace the lower case letter. As each group traces, show the remaining students at their desks how to write the letter "in the air." They should point two fingers straight ahead with a straight arm, and swing the entire arm from the shoulder as they form the letter, verbalizing as before. Continue rotating small groups until all the students have come to the board.

Doing The Large Letter Pages

Students say the name and sound for capital letters each time they're write or trace them. They say only the sound for lower case letters. It is important to keep a steady rhythm. The tracing should not be too fast or too slow. Students should move

their entire arm freely as they trace. Move around the room and monitor the students carefully, giving guidance as needed. Make sure students touch the lines as they write without overshooting. If a student writes a letter incorrectly in the middle or third box use a red crayon to write the letter correctly directly over the student's letter. The student then traces the red letter repeatedly.

At each step students should trace continuously until you give directions to go to the next step. Allow them to trace at least six to eight times. If you have to stop and correct the letters for individual students the tracing will continue longer. The first few letters will be the most challenging as students learn the protocol. After that you and the students will settle into the routine. Give praise for good effort and careful work.

Large Capital Letters

In the first box students trace the letter.

1. Students trace the capital letter repeatedly with one or two pointed fingers.
2. Students trace the capital letter repeatedly with the unsharpened edge of the pencil.
3. Students trace the new capital letter repeatedly with the sharpened edge of the pencil.

In the middle box, students copy the letter.

1. Students show how to write the letter using two fingers.
2. Students write the letter one time with a pencil. They immediately go back to the first letter and trace until the teacher checks their paper. If the middle letter is written correctly, the teacher will say "trace" as she passes the child's desk. The student then traces his or her own letter.

In the last box, students write the letter from memory.

1. Have students fold the paper so only the last box can be seen.
2. Students write the letter one time with a pencil. They immediately go back to the middle letter and trace it until the teacher checks their paper. If the letter is correct the teacher will tell the student to "trace." The student then traces the letter in the third box. If necessary, the teacher writes the letter correctly once again with a red crayon, and the student traces the red pattern.

Large Lower Case Letters

Do the page with the lower case letter in the same way. For the lower case letter, students say only the sound of the letter as they trace.

Write The New Letter On Regular Lined Paper

Students should say the name and sound for each capital letter or the sound for each lower case letter every time they write or trace it.

Draw a set of three lines on the board. Review the letter formation for the new capital and lower case letter. Students copy the letter on regular lined paper. Check each paper and have students trace the letter if it is correct. Use a red pencil to provide a correct pattern for students to trace as needed.

Review Lower Case Letters On Regular Lined Paper

Review the remaining letters that have been taught. Dictate the sound of each letter and have students write it while saying the sound. Focus mostly on lower case letters. Make corrections with a red pencil and have students trace as needed.

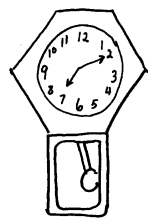
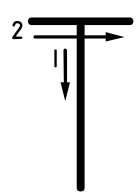
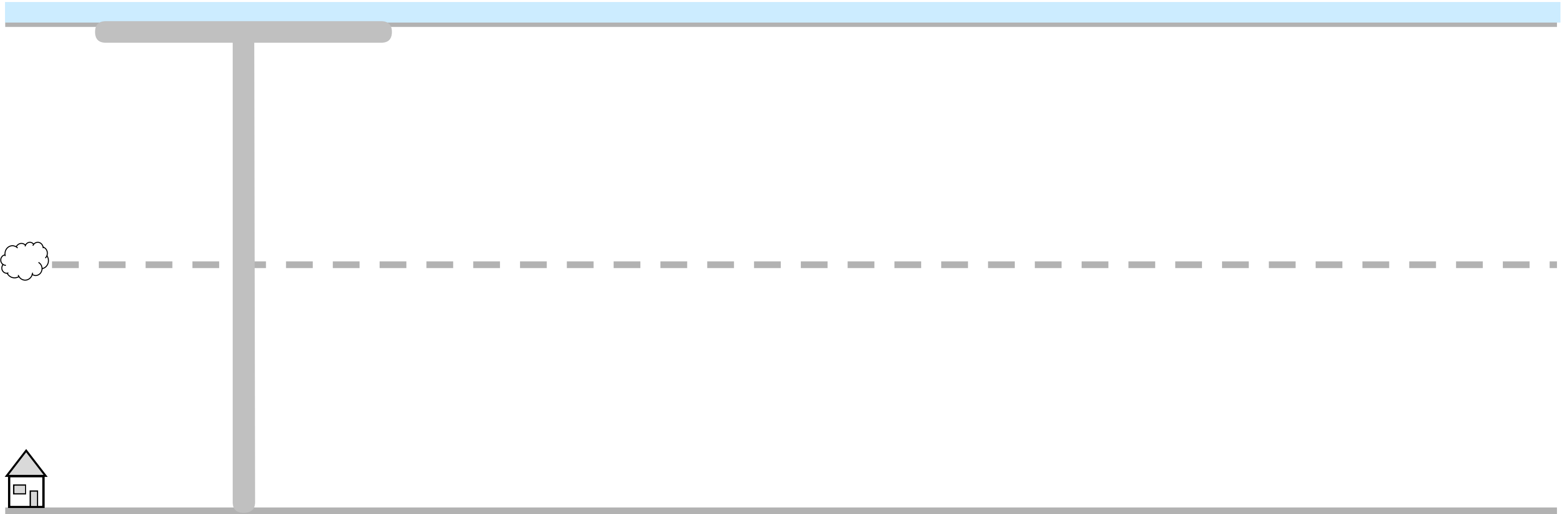
There are two different levels of support you can use at this point. You will need to judge how much structure students need. In general, provide a high level of support in the beginning and less structure after students have become confident with their handwriting skills.

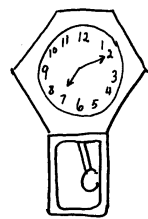
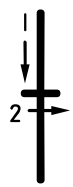
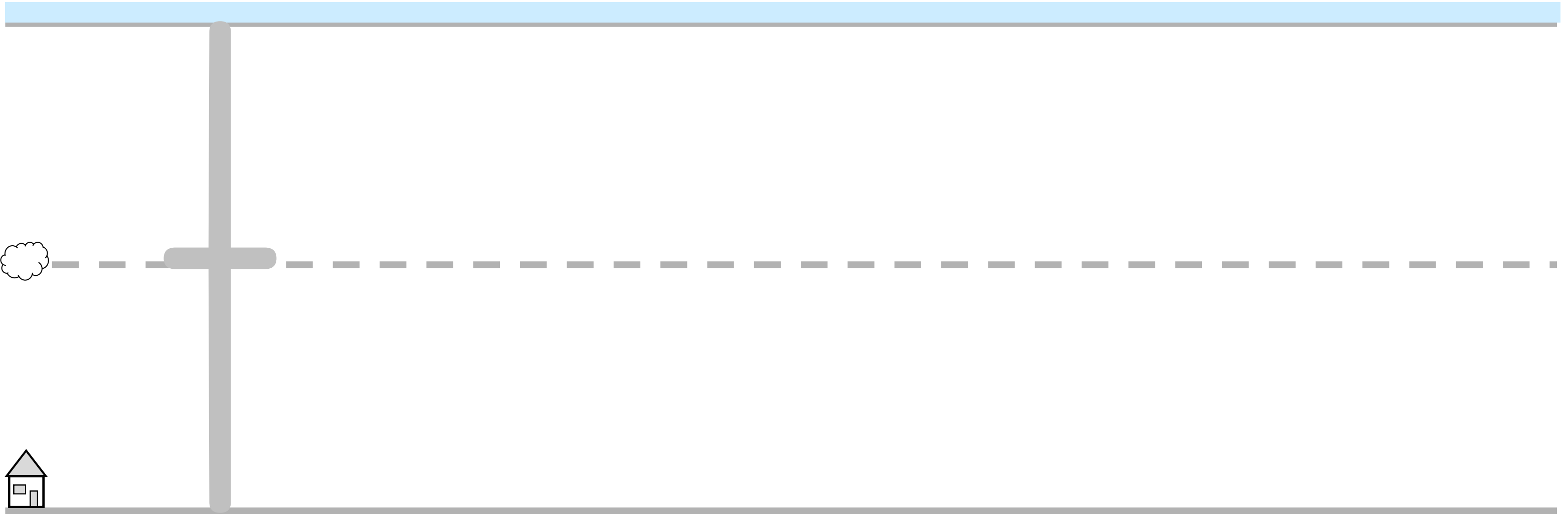
1. Draw handwriting lines on the board. Review how to form each review letter as you write it on the lines. Students copy the letter on their papers.

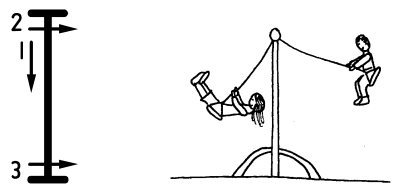
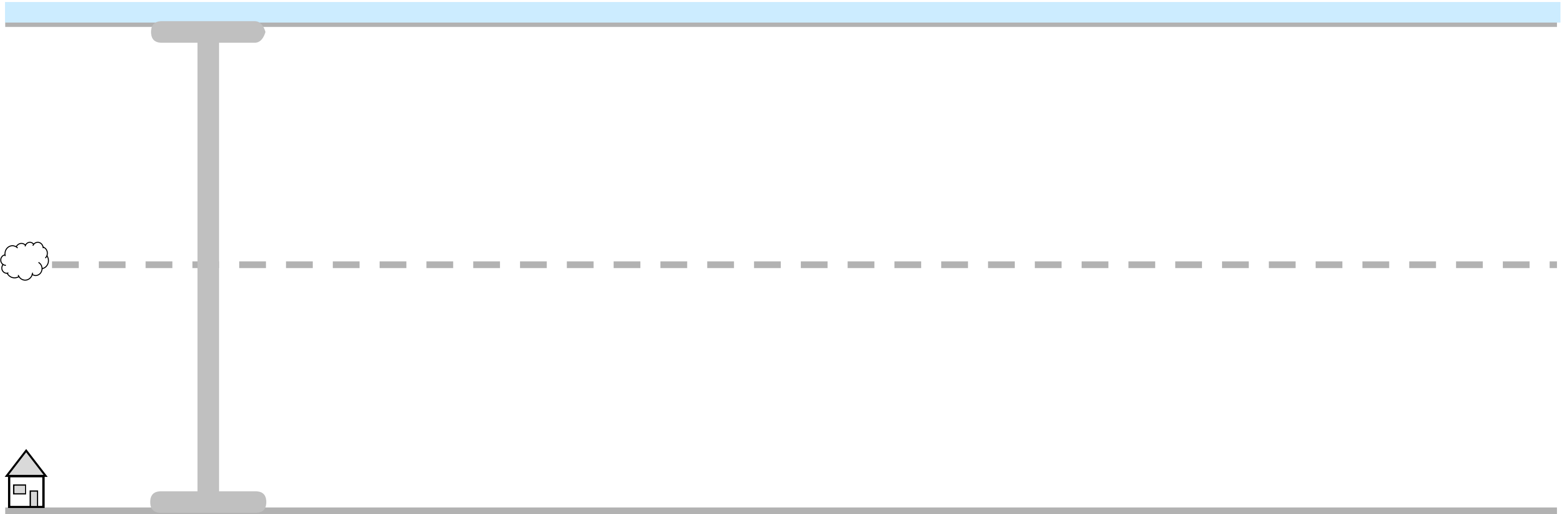
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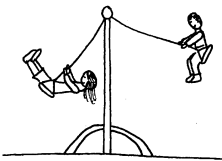
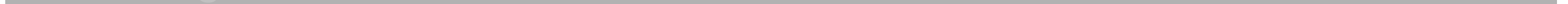
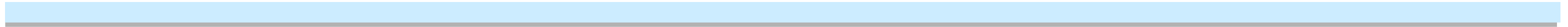
2. Just dictate the sound for each letter and have students write the letter on their papers while saying the sound.

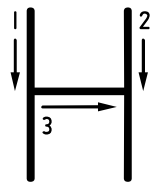
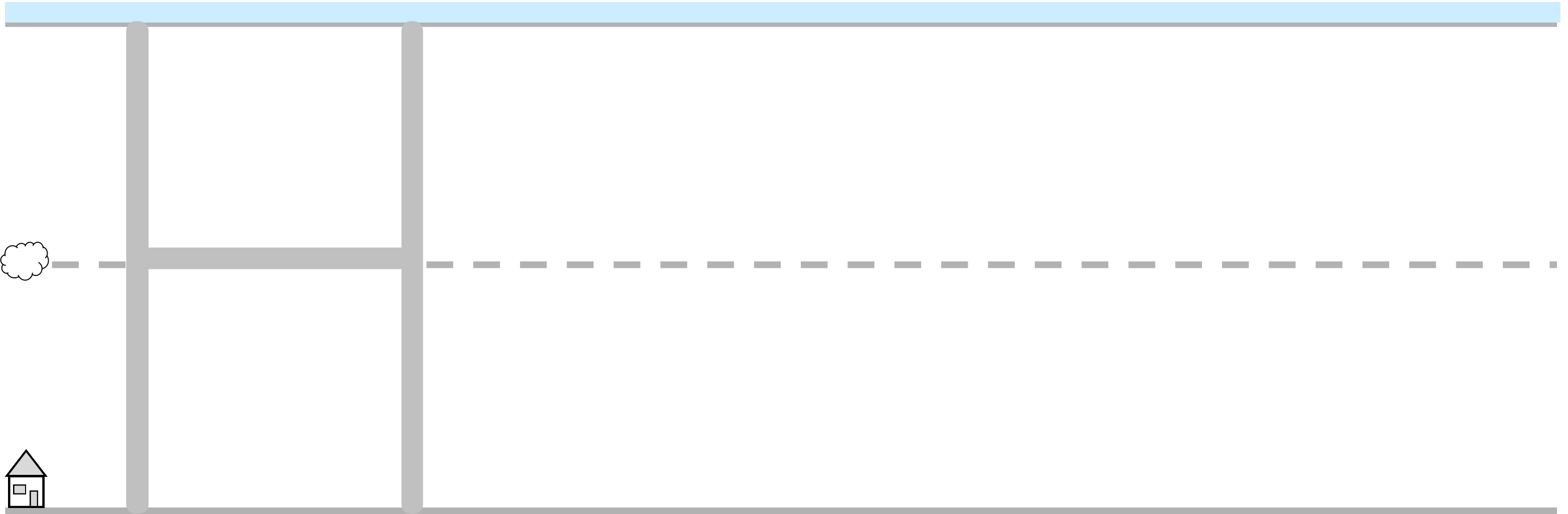
At the beginning it is helpful to sometimes model "wrong" letter formation on the board. Show a letter that is not touching the correct lines, a letter that is too high, too low, too fat, too skinny, too crooked, etc. Call on students to tell you what is wrong with each example. Then ask students to write the letter correctly on their papers.

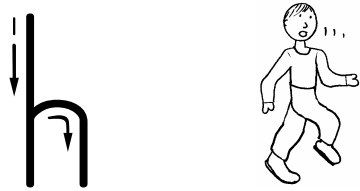
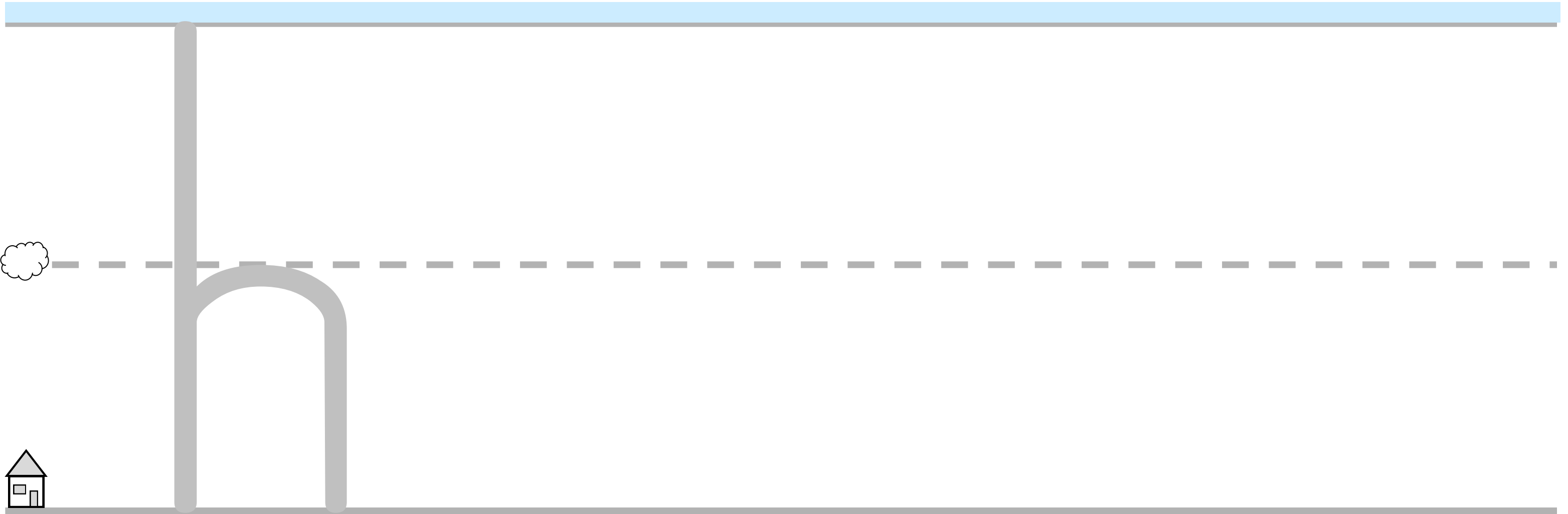


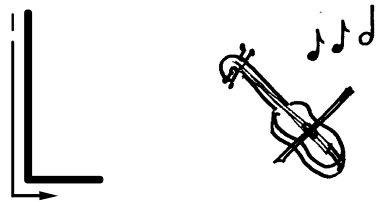
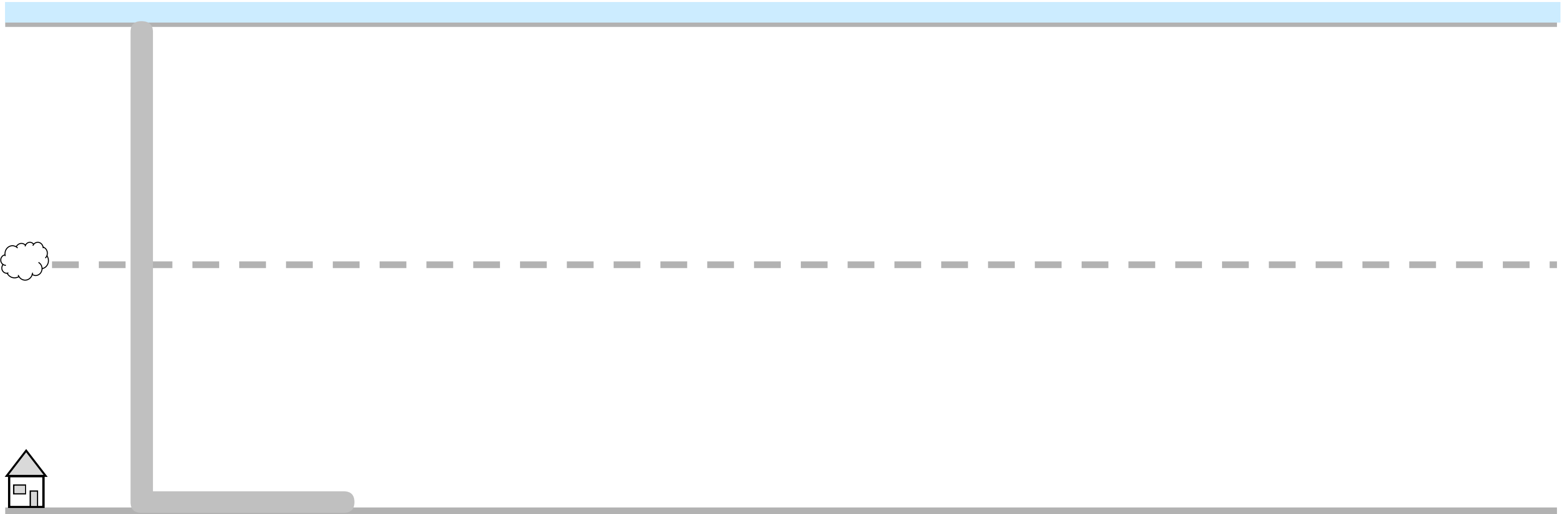


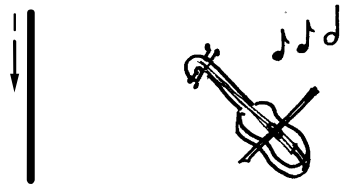
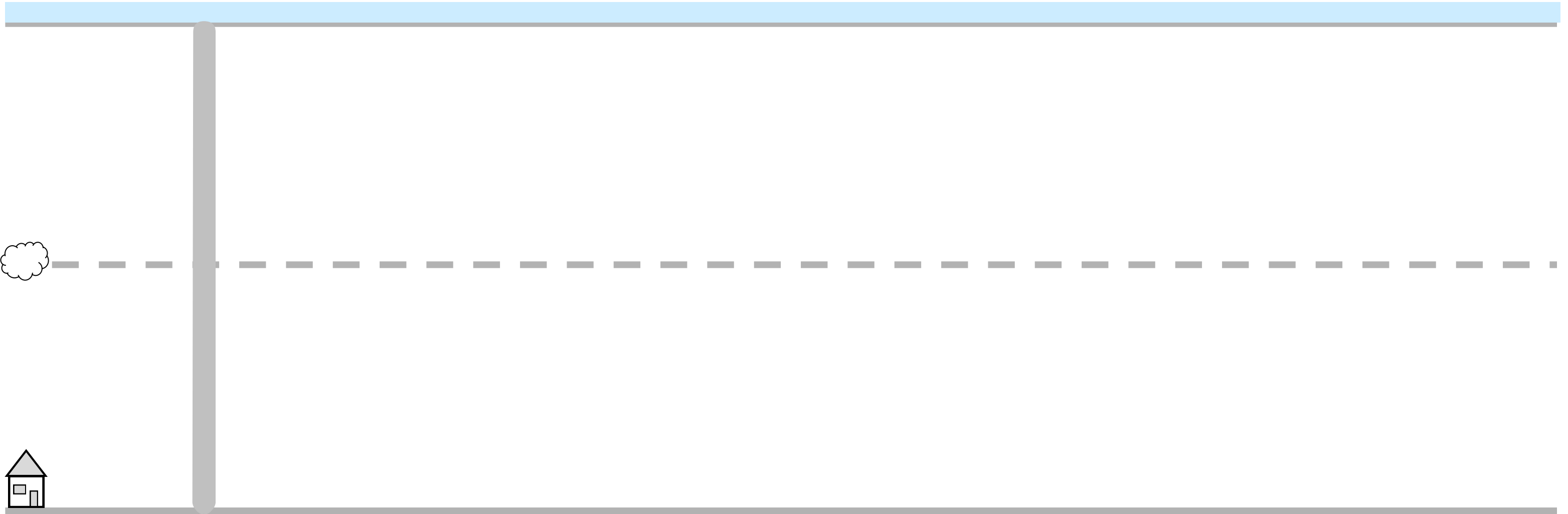


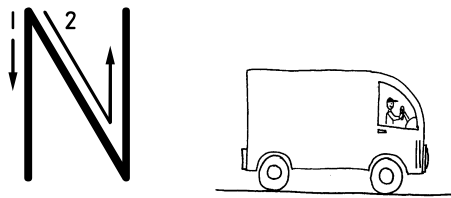
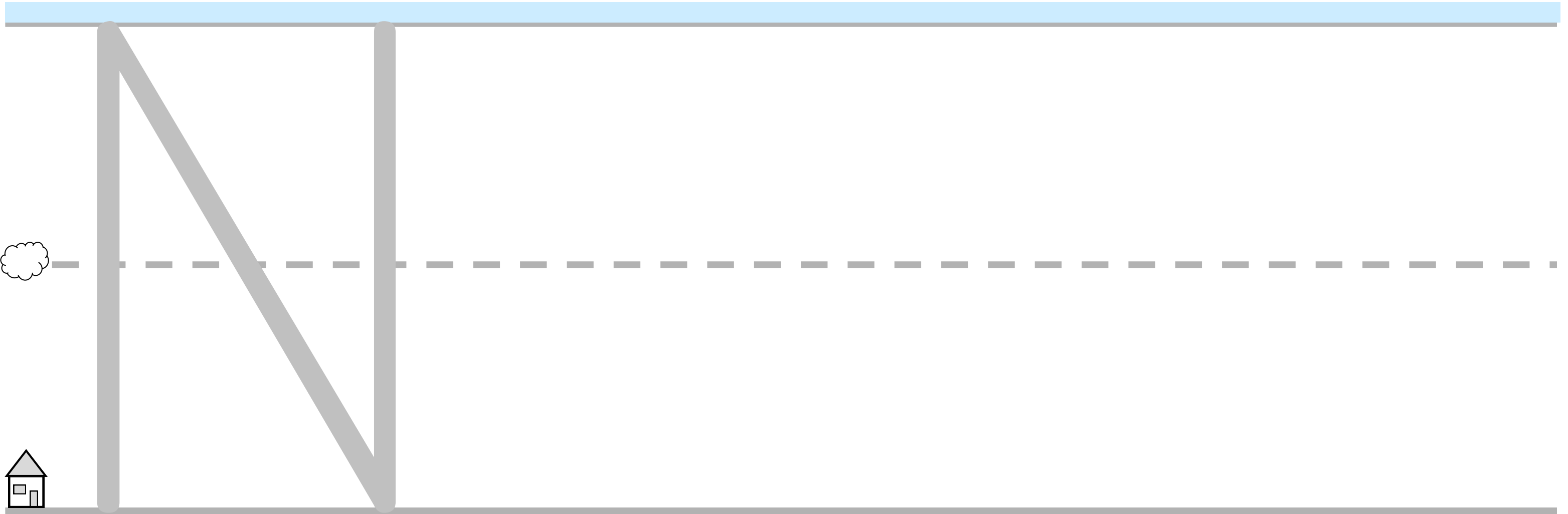


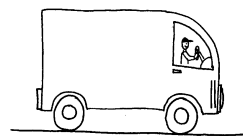
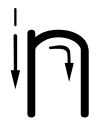
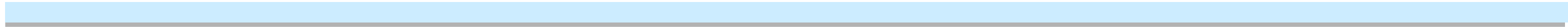


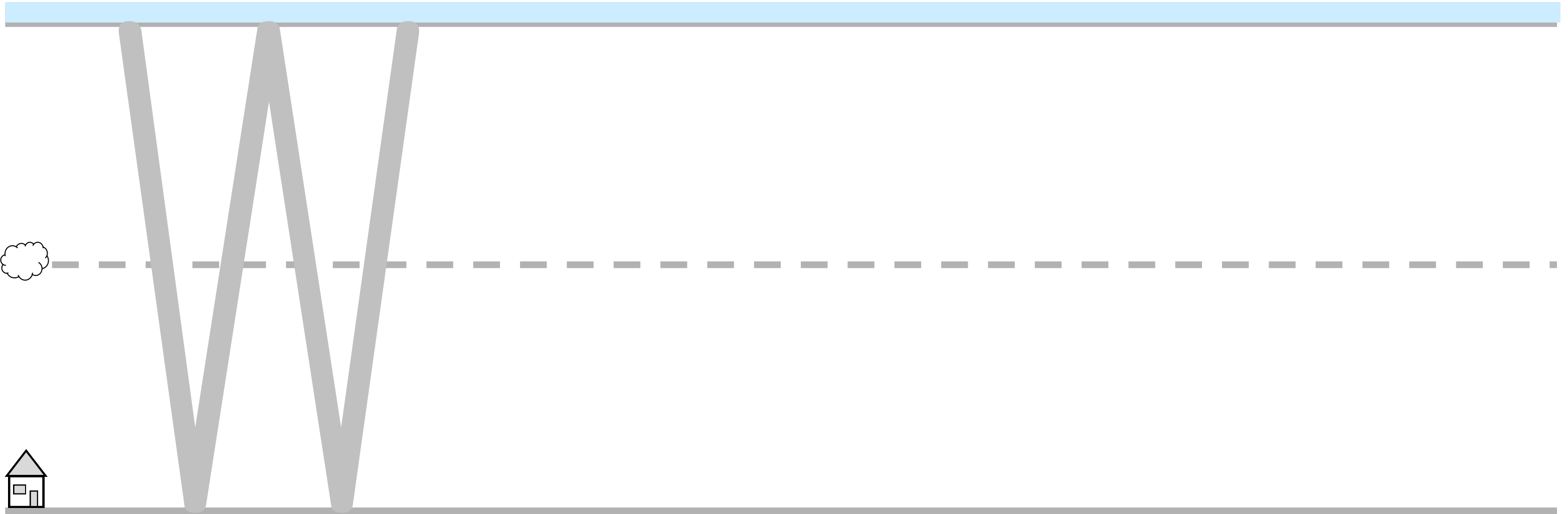


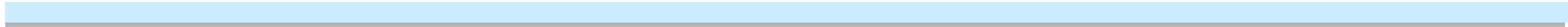


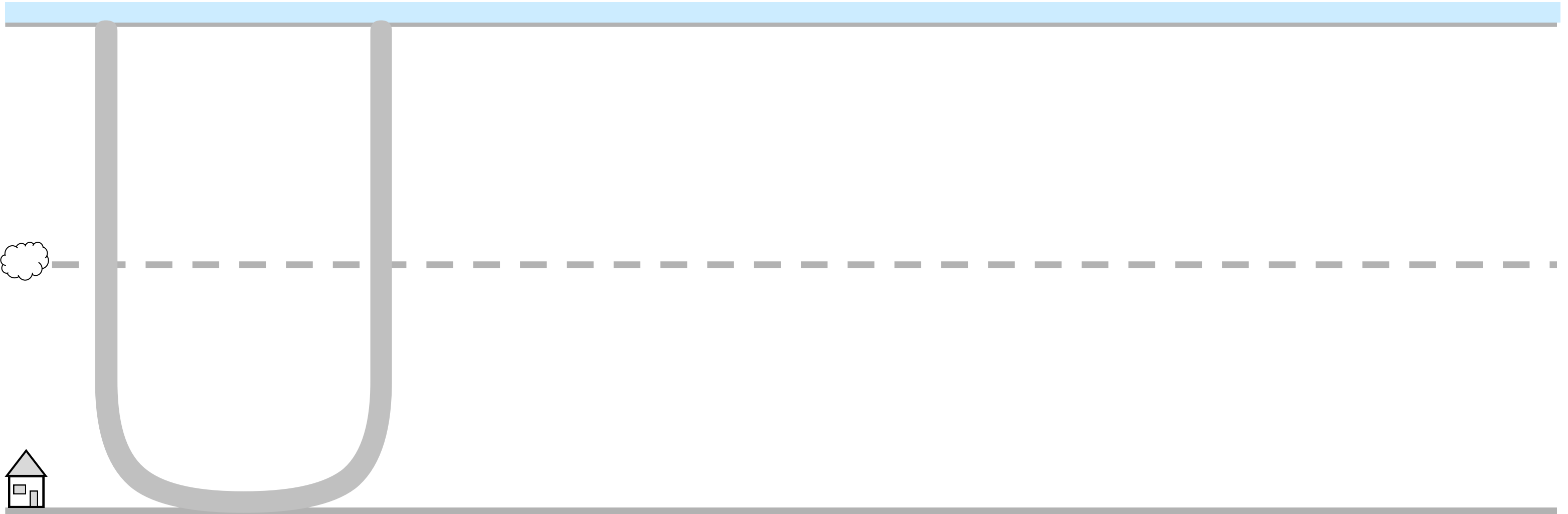


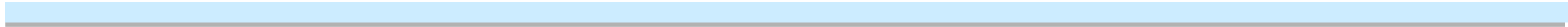


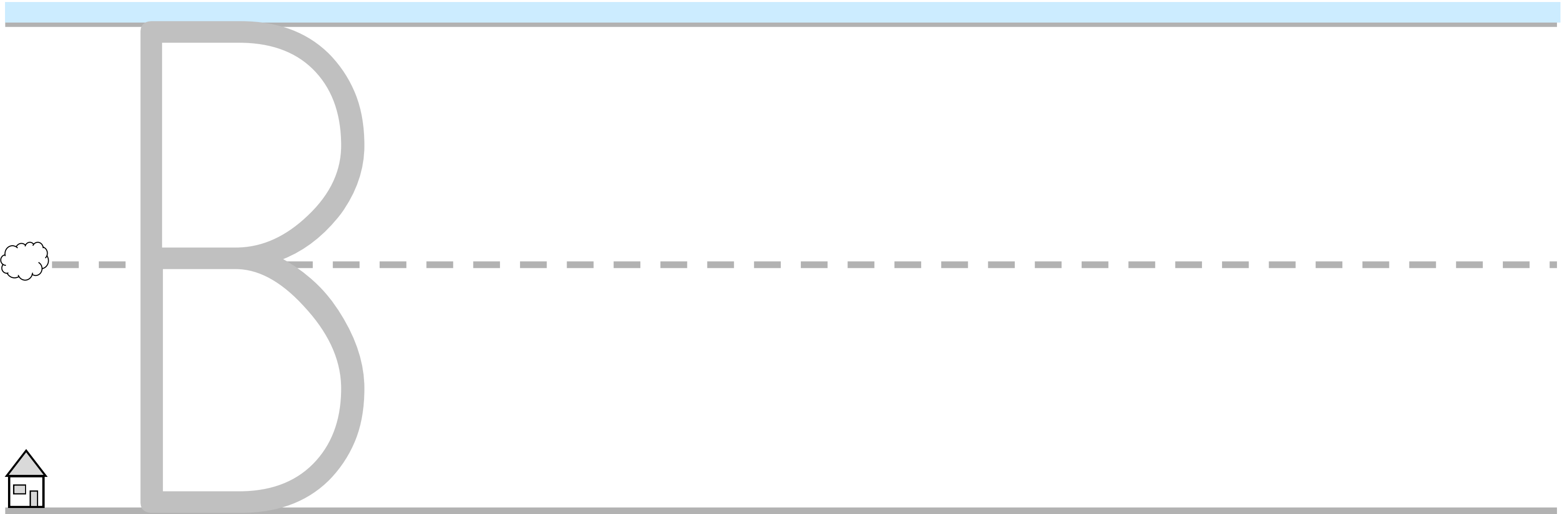


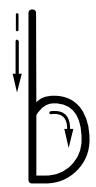
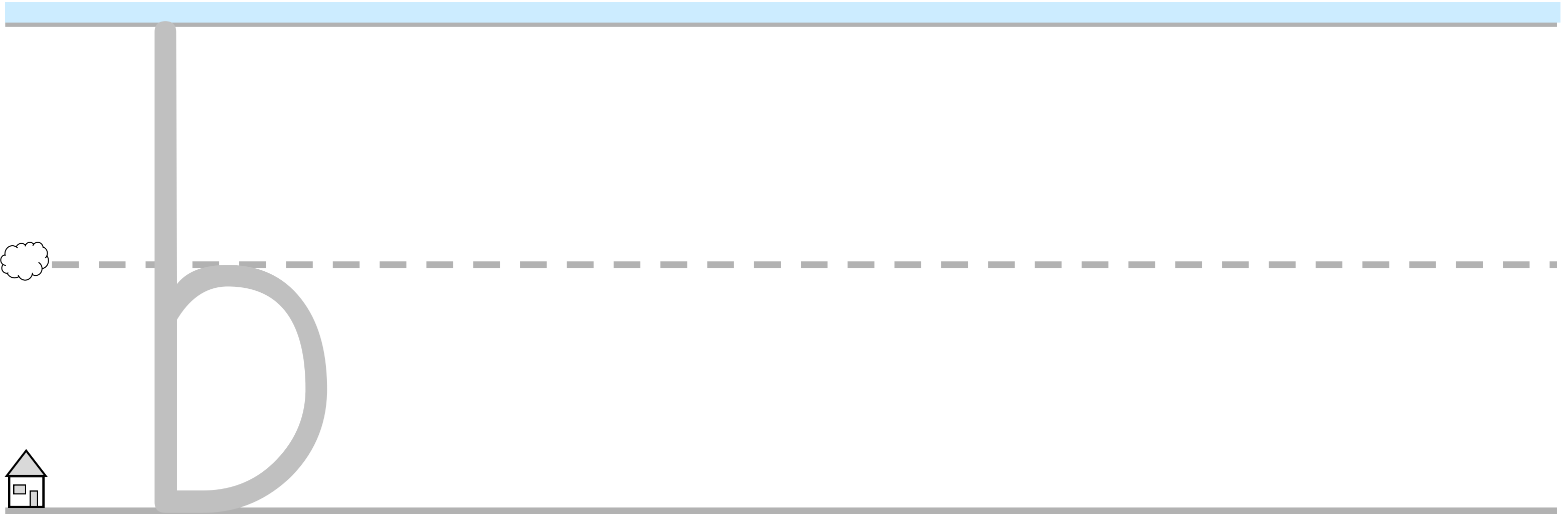


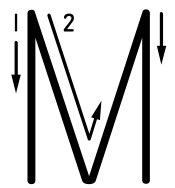
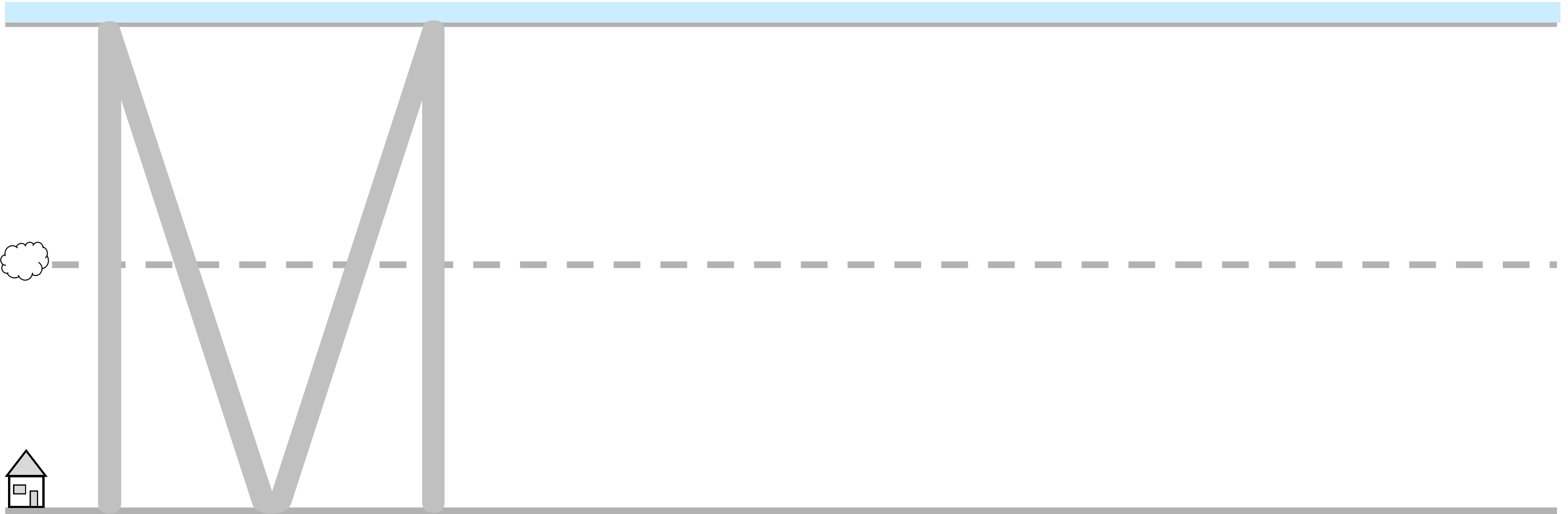


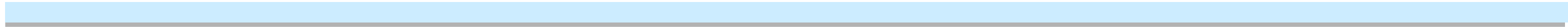


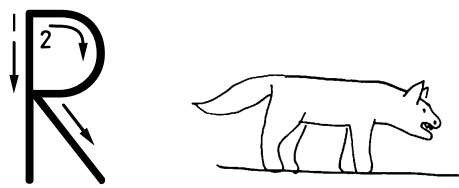
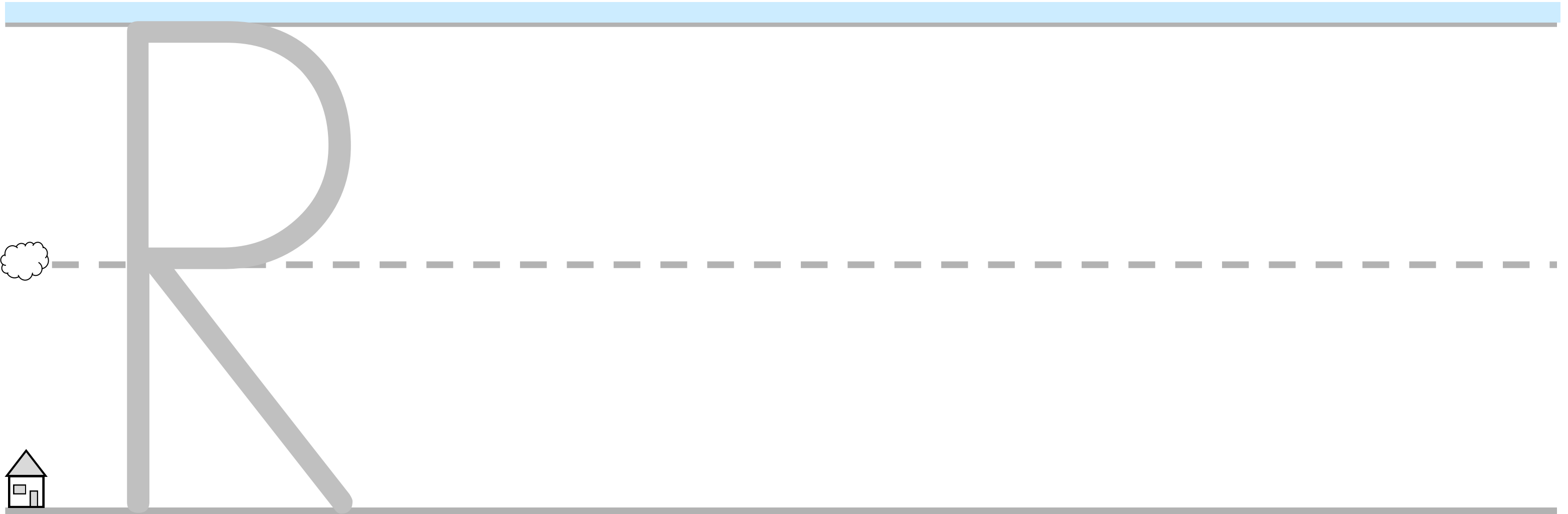


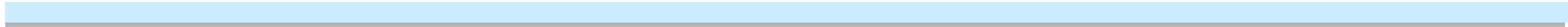


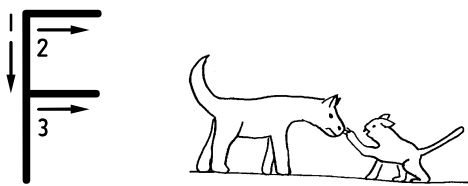
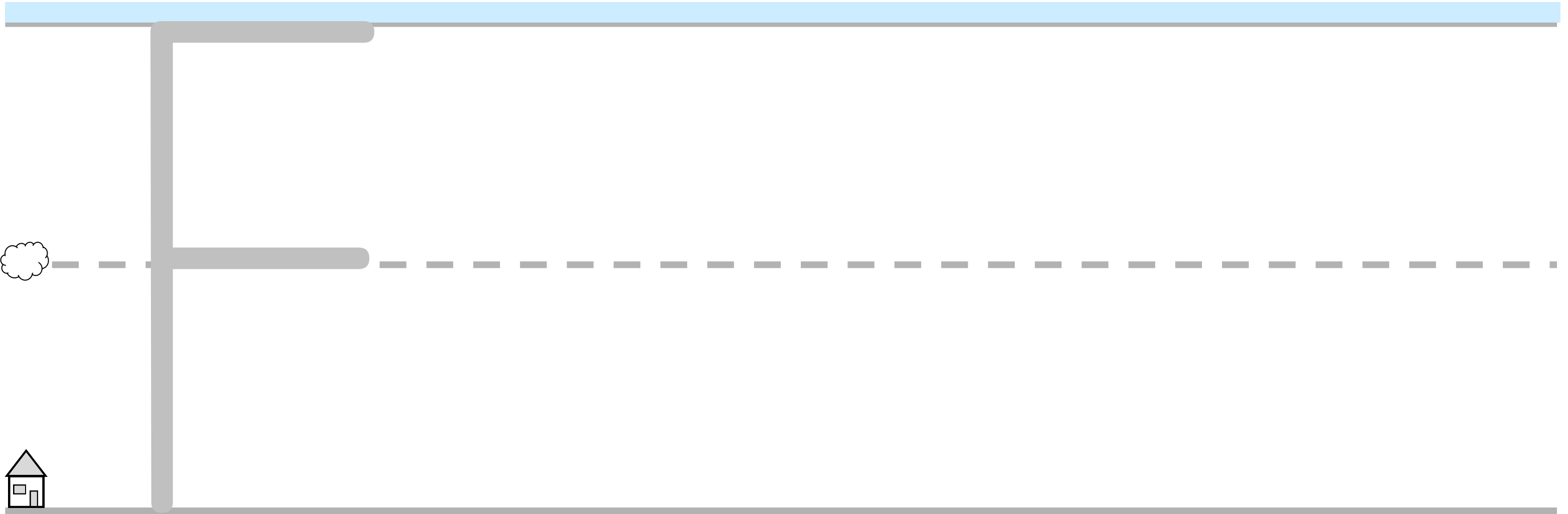


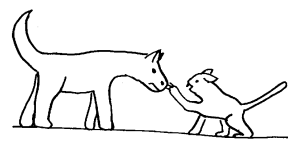
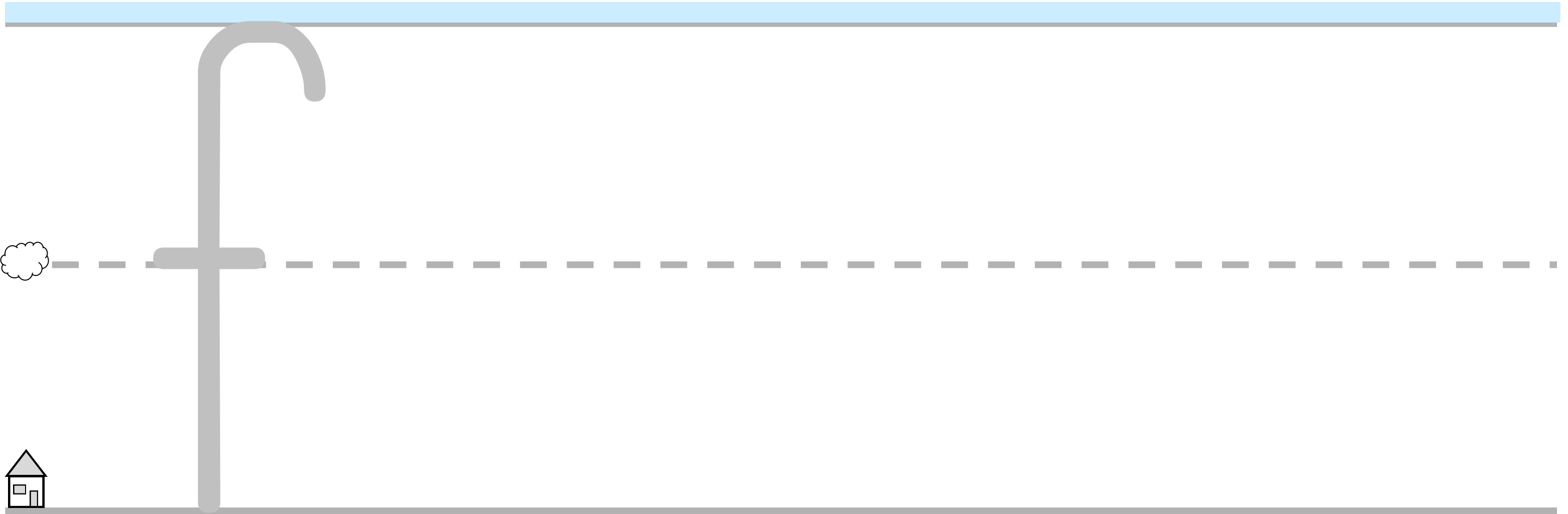


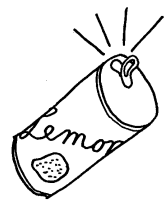
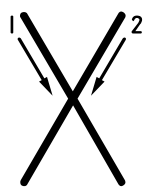


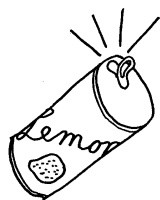
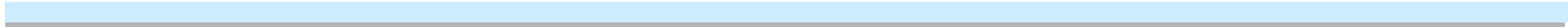


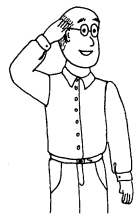
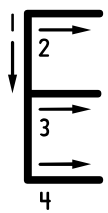
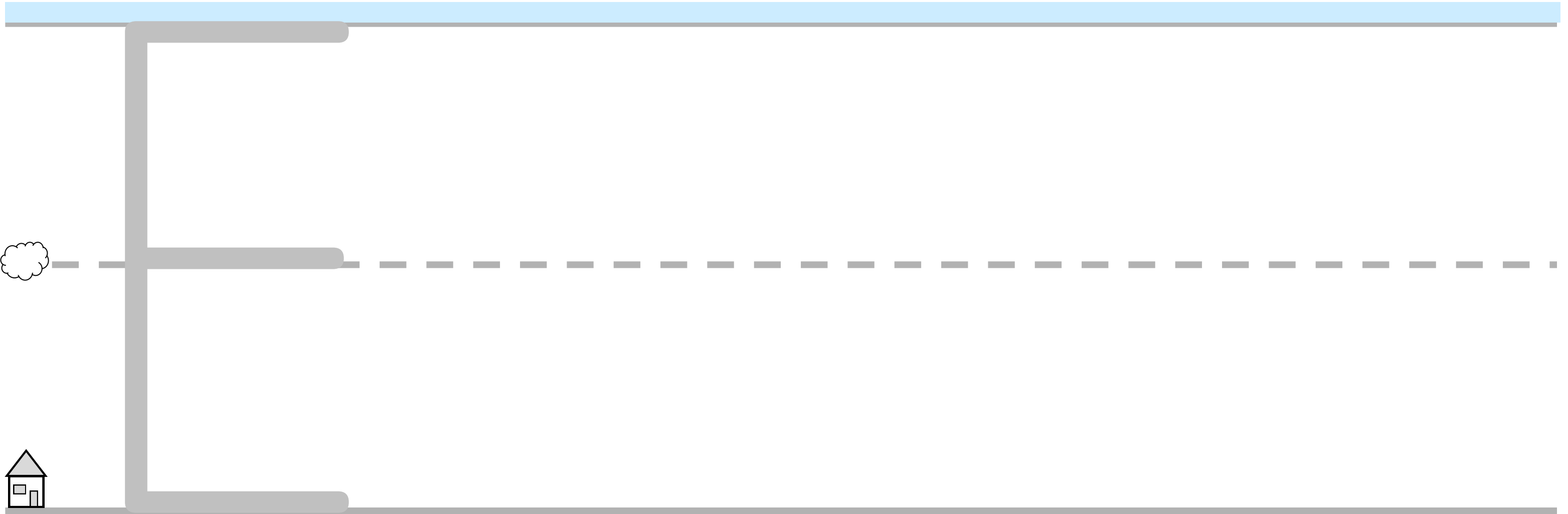


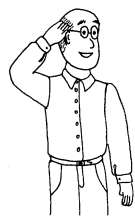
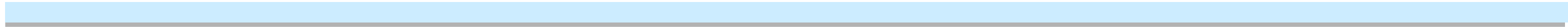


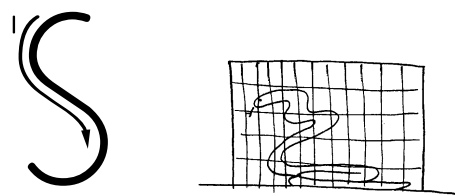
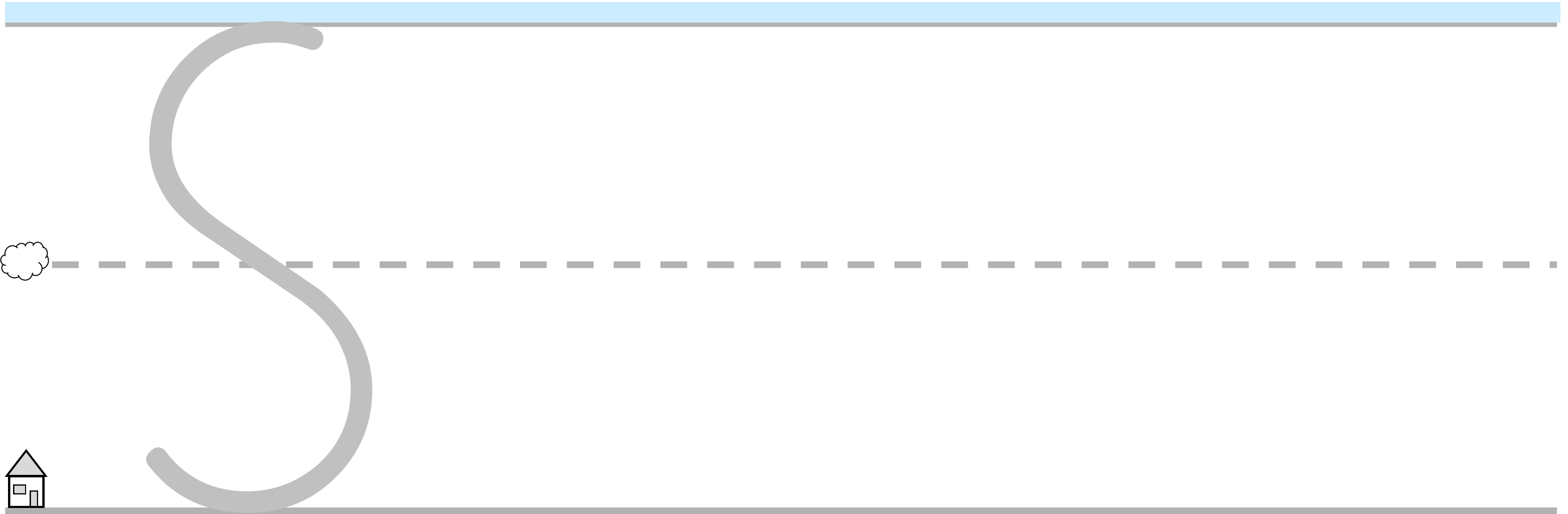


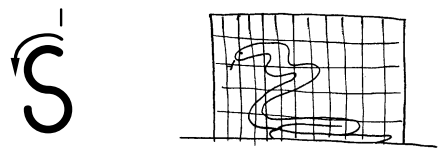
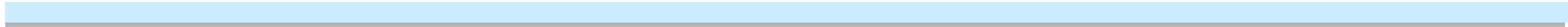


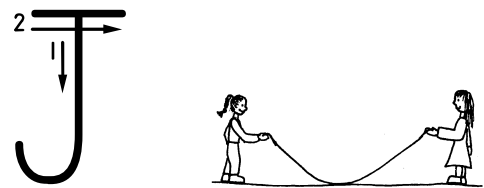
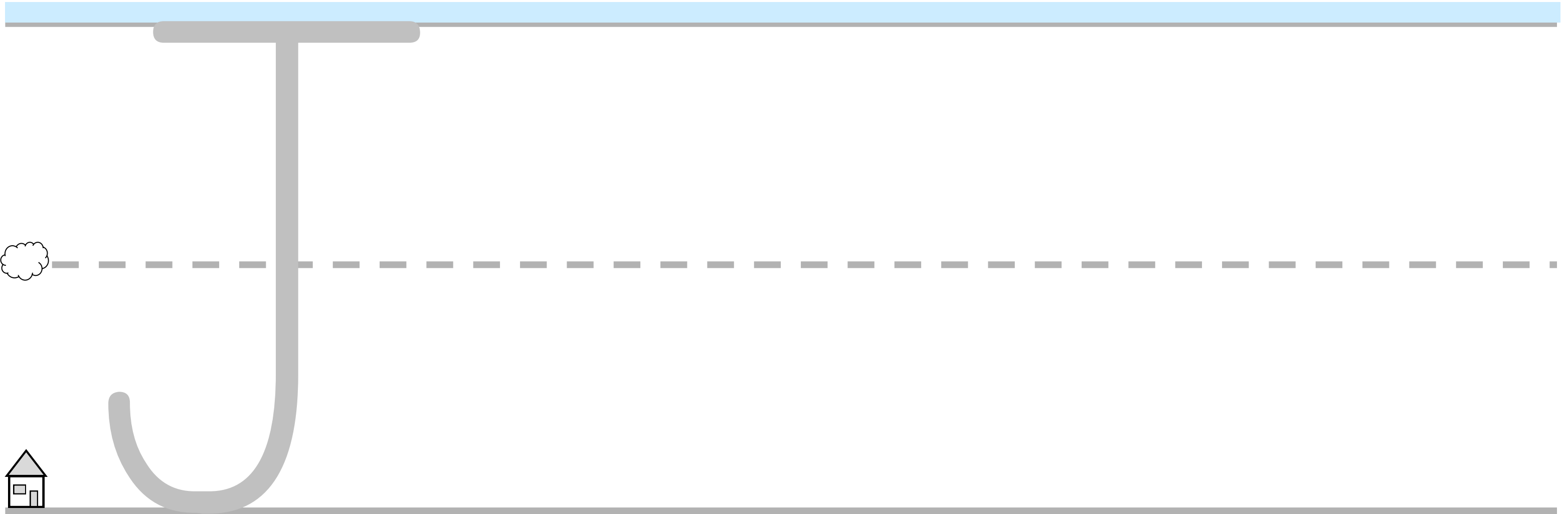


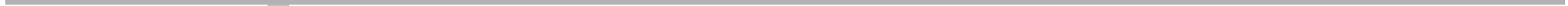
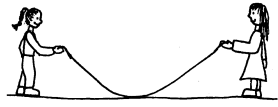
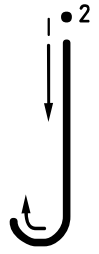
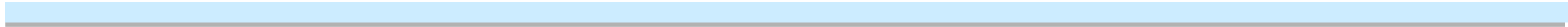


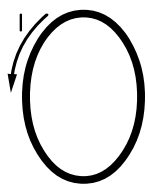
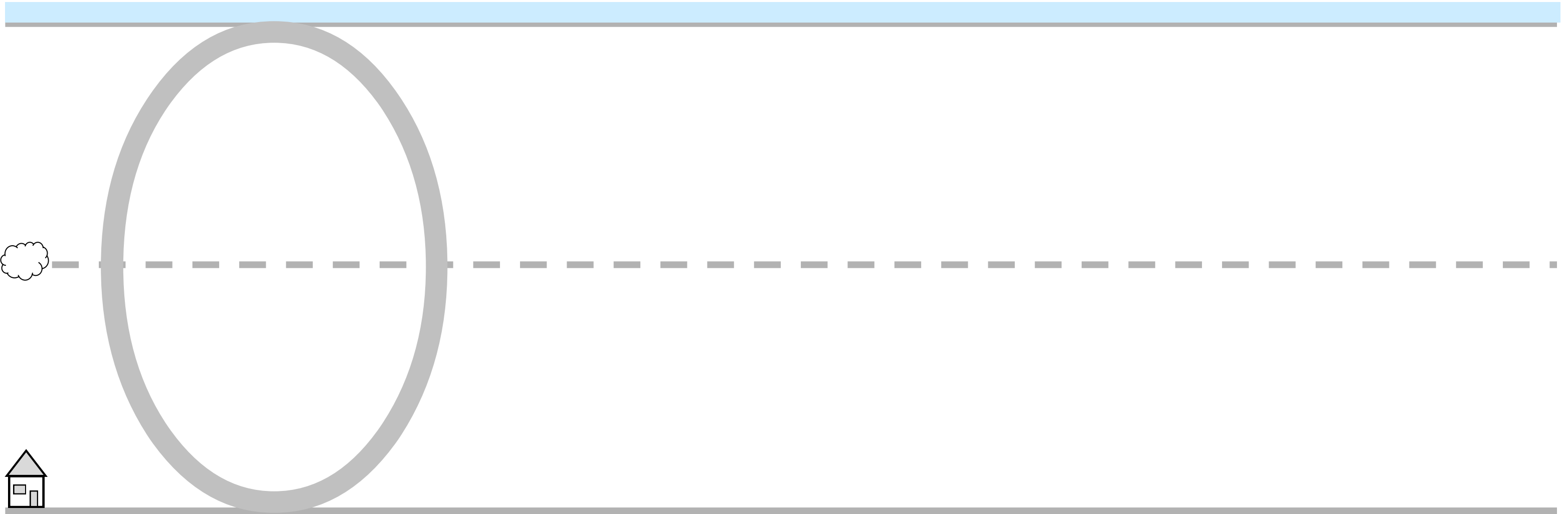


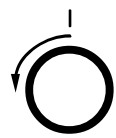
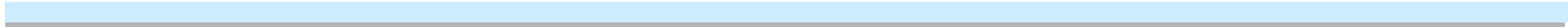


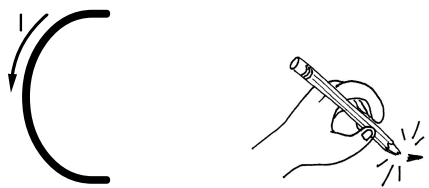


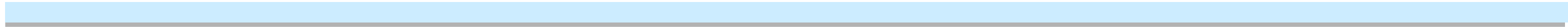


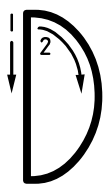
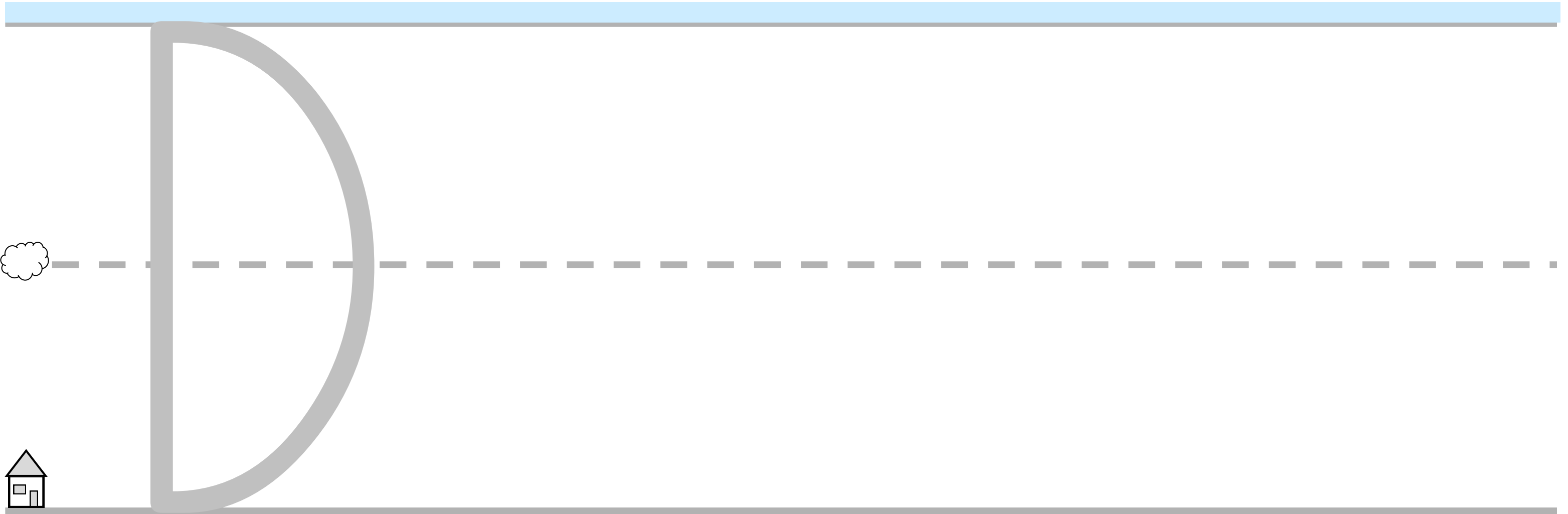


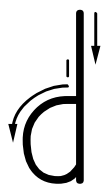
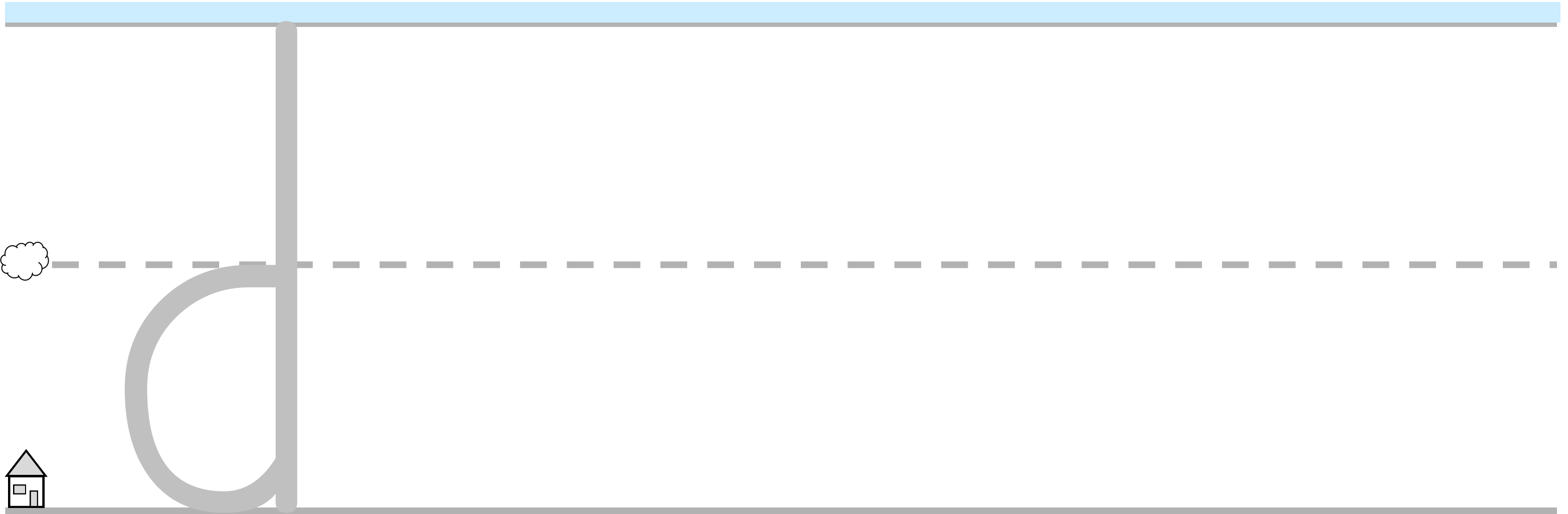


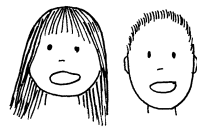


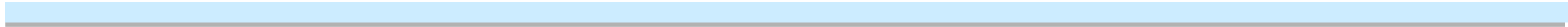


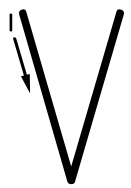
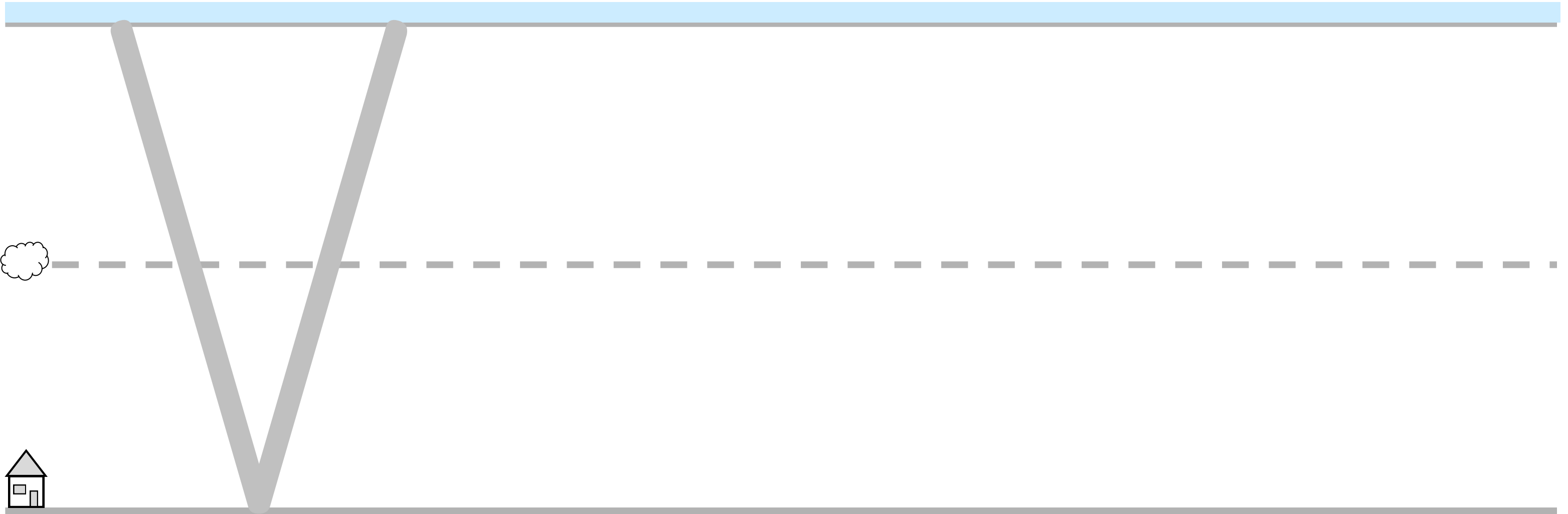


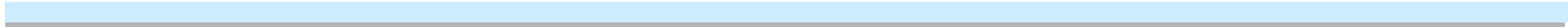


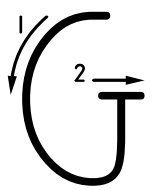




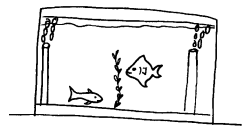
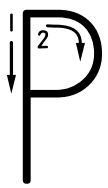
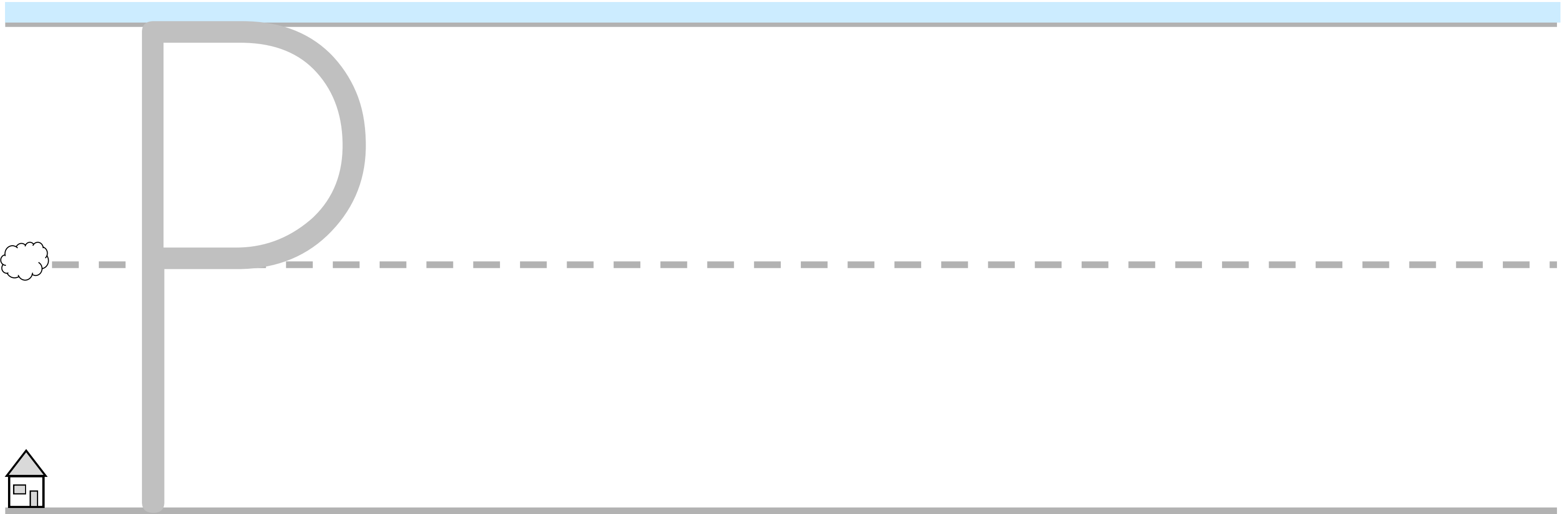


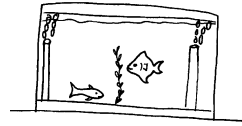
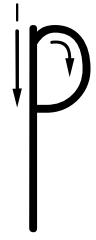


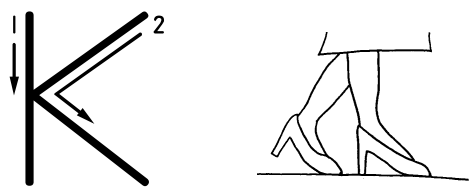
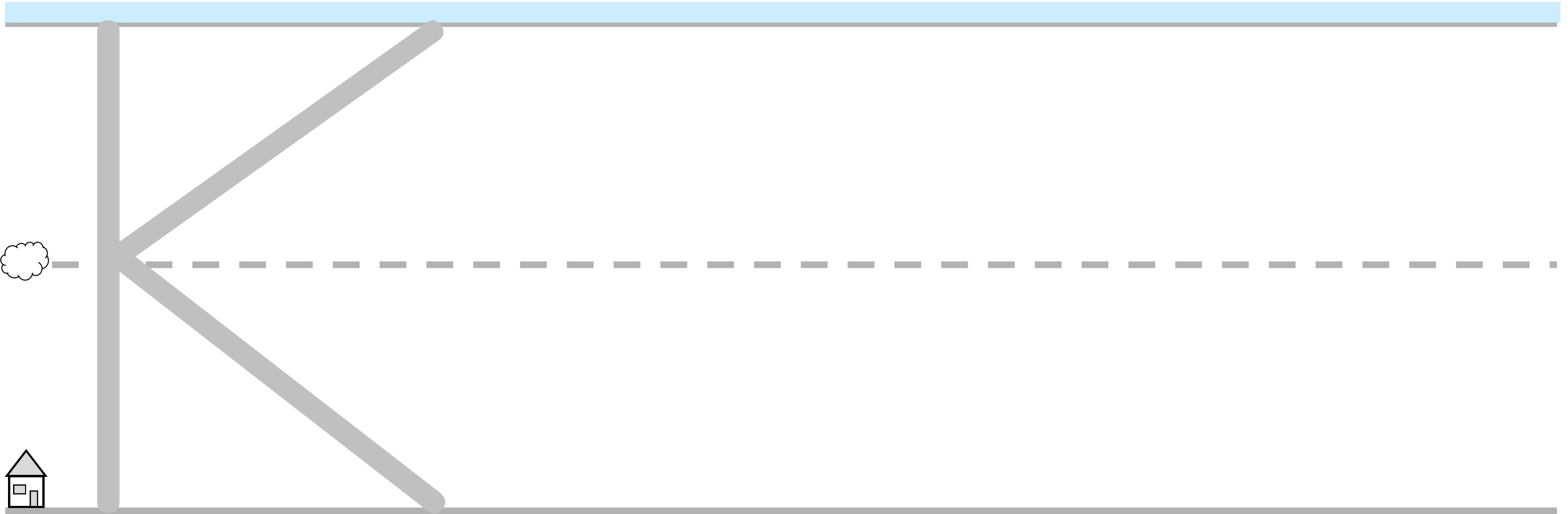


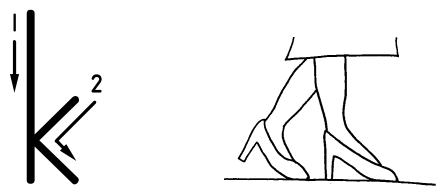
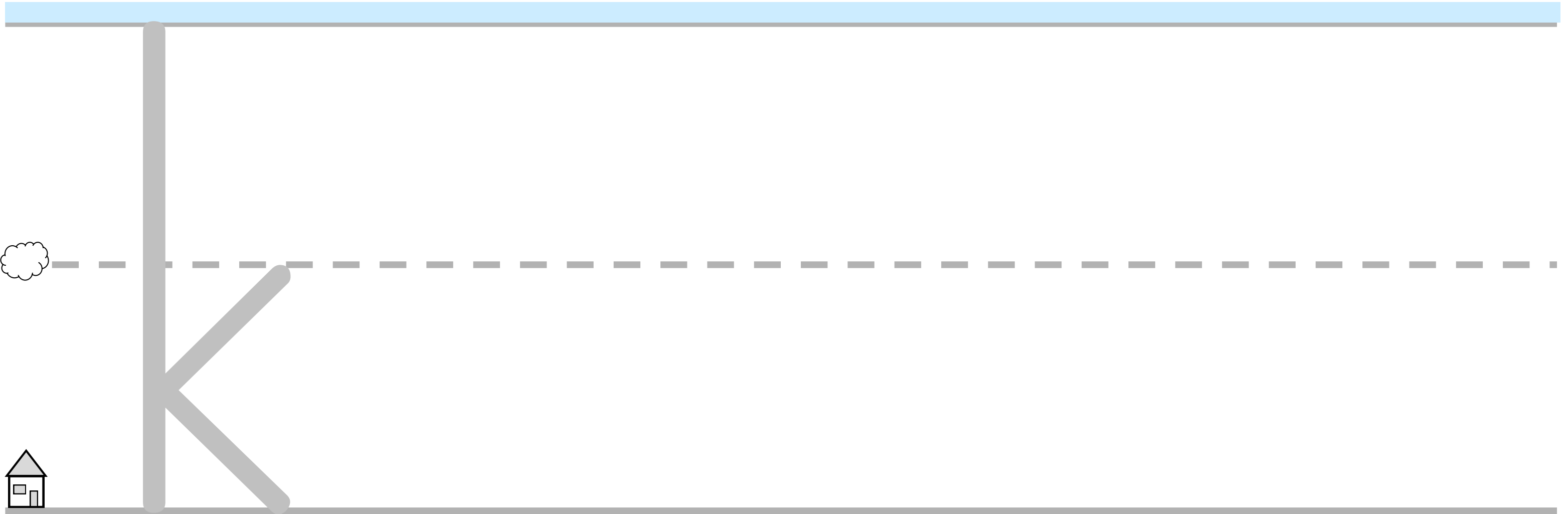


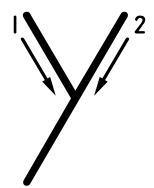


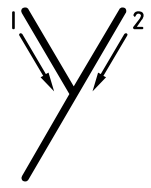


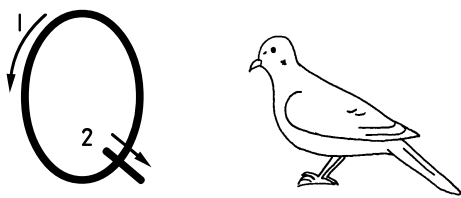


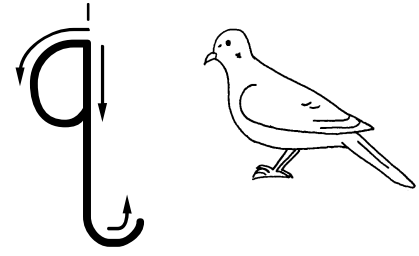


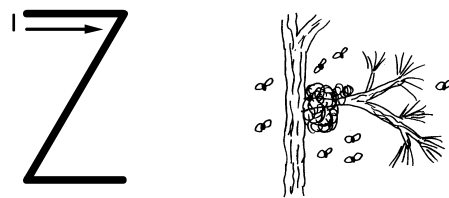
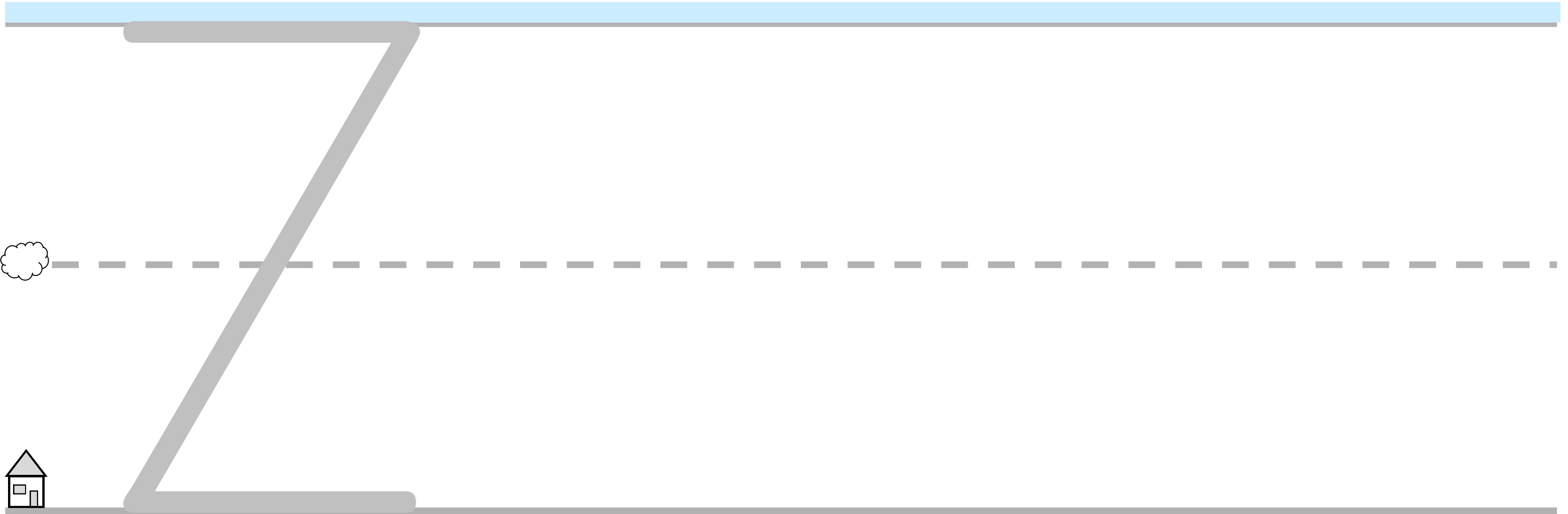


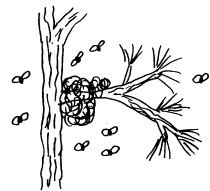
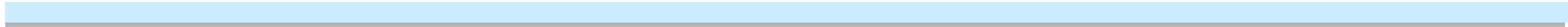


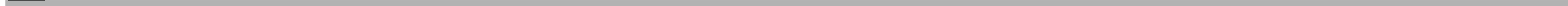






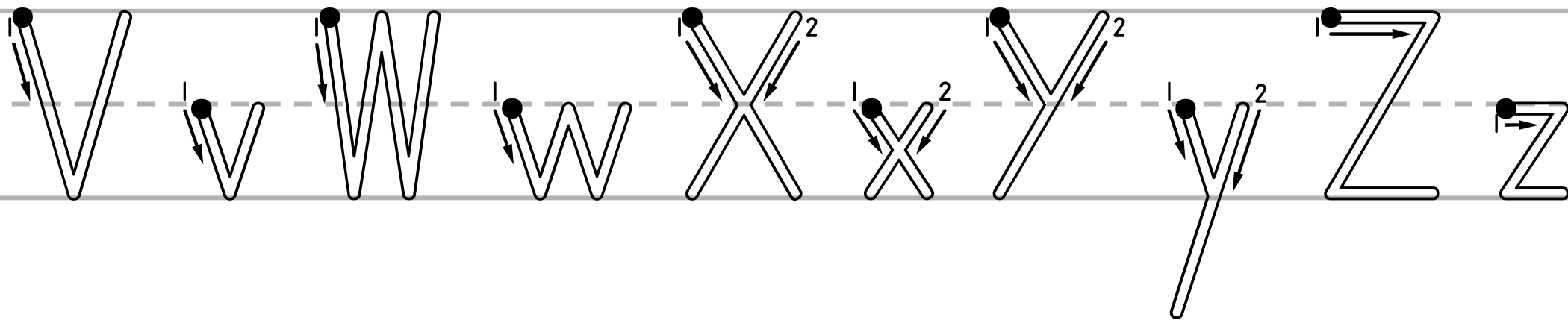
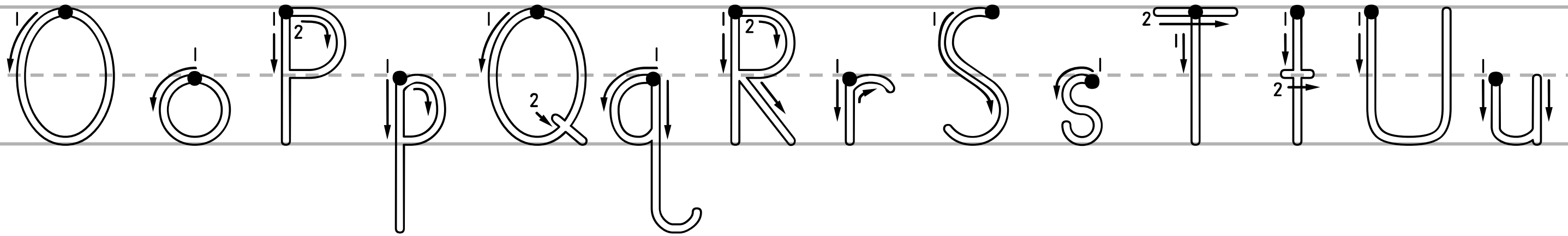
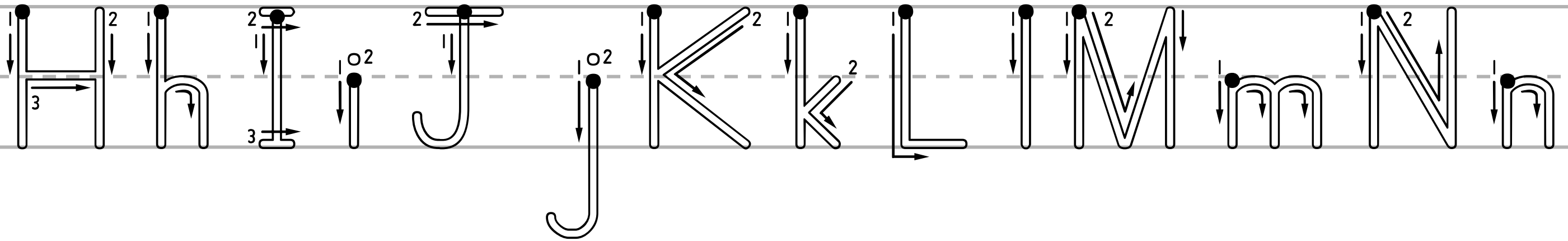
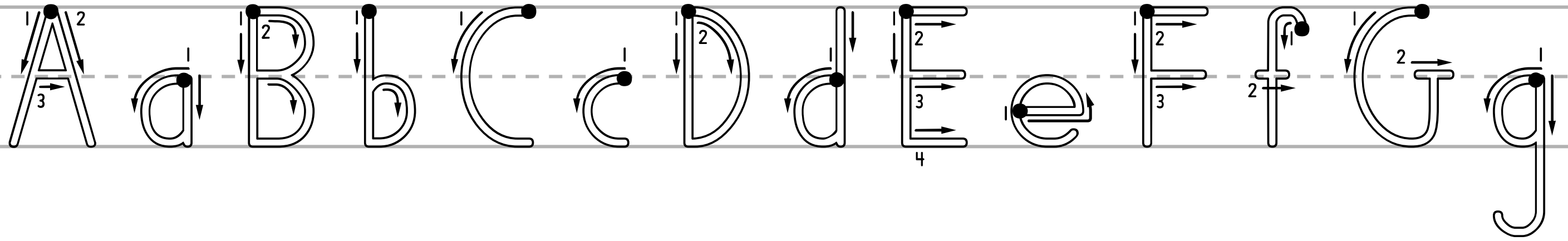






This page may be copied for extra practice or placed under a clear cover sheet. Students can practice writing on the cover sheet with dry erase markers.





Use this page with a clear cover as a dry erase board. Students may use a dry erase marker to trace the letters.