



VERBALIZATIONS FOR CURSIVE LETTERS

In the introductory lesson for each new letter use verbalizations: language that describes which way the students have to move their hands to form the new letter correctly.

Use the verbalizations while you demonstrate how to write the letter on the classroom's board, and while your students trace the large model of the letter in their handwriting books. On the subsequent page, where the children trace small models of the letter, you can stop giving verbal instructions for that letter.

Below are suggested verbalizations for the lower-case cursive letters. Your students do not need to memorize these verbalizations, but they may find them useful as a reference. When it comes time to teach the capital letters, use your own verbalizations. Just remember to always emphasize the starting line and directional changes for each letter.

Lower-Case Cursive Letter Groups

Curvy Letters

When they hear *curvy letter*, teach the children to put their pencil on the blue line, curve up to the dotted line, stop on the red dot, change direction toward the red line, and sit on the blue line.



c = curve up, stop at the red dot, change direction toward the red, sit on the blue writing line

a = curve up, stop at the red dot, change direction toward the red, close the circle, sit on the blue line

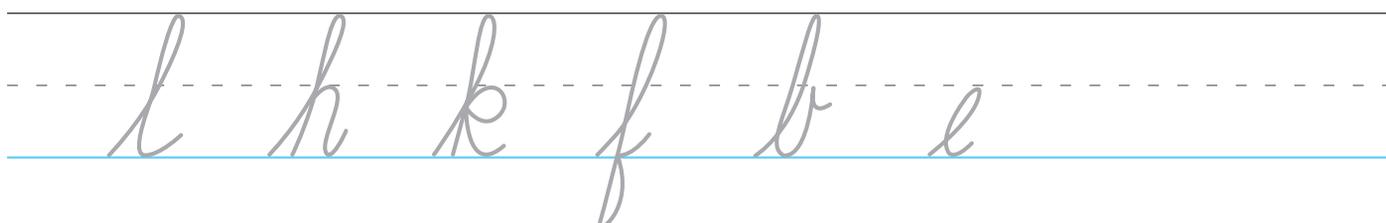
d = curve up, stop at the red dot, change direction toward the red, close the circle, all the way up to gray line down to blue line

g = curve up, stop at the red dot, change direction toward the red, close the circle, pull straight down, toward the red, cross at the blue line

qu = curve up, stop at the red dot and change direction toward the red, close the circle, pull half way straight down, away from the red, curve up to blue line. (Make sure the children can write a *u* before teaching *qu*.)

Tall Letters

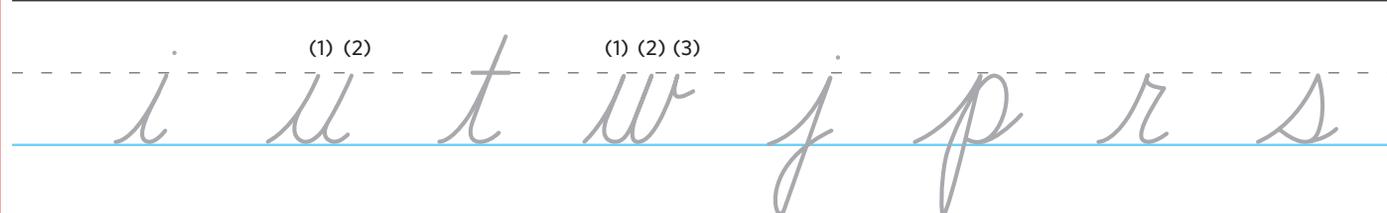
When they hear *tall letter*, teach the children they should make a curved line up to the black line and pull straight down.



- l* = tall letter, up to the black line, turn toward the red, pull down
- h* = tall letter, up to the dotted line and around
- k* = tall letter, up to the dotted line, around, and in and out
- f* = tall letter, pull halfway straight down, away from the red, curve up to blue line and around
- b* = tall letter, curve up to dotted line and bridge
- l* = (small) curve up to the dotted line, turn toward the red and pull down

Rocket Letters

When they hear *rocket letter*, teach the children to swing to the dotted line and to come down on the same line. The numerals indicate the number of times that the pencil hits the dotted line.



- i* = rocket letter, dot
- u* = rocket letter, 1, 2
- t* = rocket letter, almost to the black line and cross on the dotted line
- w* = rocket letter, 1, 2, 3 and bridge
- j* = rocket letter, pull halfway straight down, turn toward the red and cross at the blue line, dot
- p* = rocket letter, pull halfway straight down, turn toward the red, curve up and around
- r* = rocket letter, down and over, curve down (only hit the dotted line once)
- s* = rocket letter, a big fat belly, go in and out

Hill Letters

When they hear *hill letter*, teach the children to swing up to the dotted line and make a hill. The numerals indicate the number of times that the pencil hits the blue line.



n = hill 1, 2

m = hill 1, 2, 3

v = hill, up to dotted line and bridge

y = hill, up to dotted line, pull halfway straight down, turn to the red and cross at the blue line

x = hill, turn up, lift and slant to the red

z = hill, little hill, pull halfway straight down, turn to the red and cross at the blue line

Odd Ball o Letter

Teach the children to swing up to the dotted line and turn back to the red.



o = swing to the dotted line, turn back to red, close the circle and loop

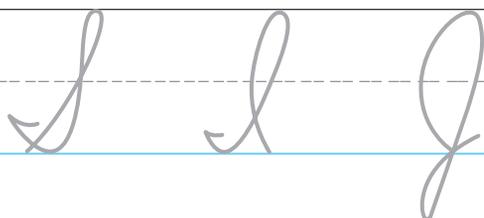
Capital Cursive Letter Group

All capitals are connected to the next letter except *D, O, P, U, W* and *X*.

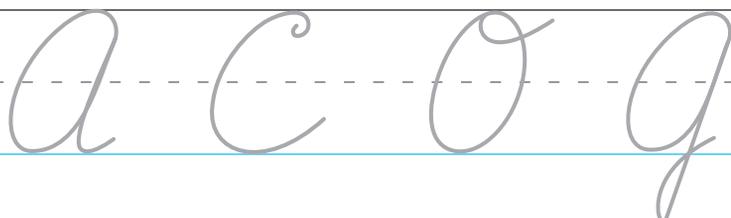
Several capitals end like a boat bottom. Demonstrate this association to facilitate the verbalization *make a boat*.



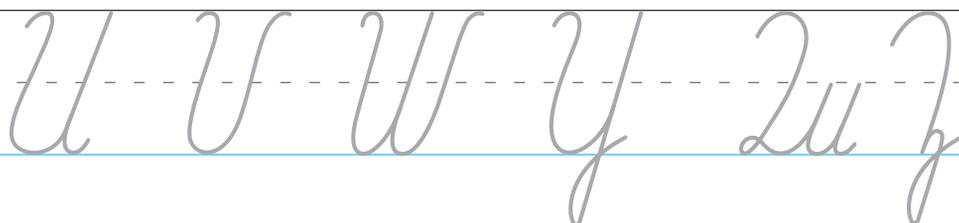
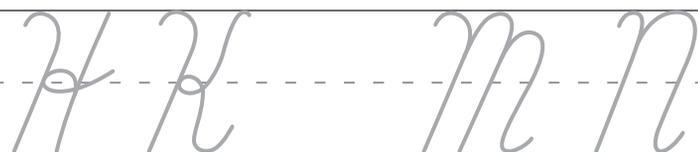
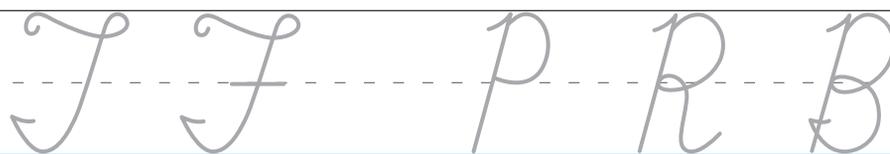
All capitals begin at the top except these:



These four letters have the same motor patterns as their lower-case partners.



The following letters are grouped for similar motor patterns.



Each of the remaining letters has its own motor pattern.

D L E X

The page is designed for handwriting practice. It features a vertical red line on the left side, serving as a margin. The main writing area is filled with horizontal lines. Each writing row consists of a solid blue top line, a dashed grey middle line, and a solid grey bottom line. There are ten such rows spaced evenly down the page.