

My
Cursive
Workbook
Level 1

Teacher Edition



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Preface

Welcome to the Achievements Educational Service's Cursive Handwriting Curriculum – Level One

To keep the student books user-friendly and age-appropriate, all the activities and exercises will be explained here in detail.

The preface to the teacher's edition consists of the following four components:

- An explanation of the format and flow of each lesson
- A “menu” of repeating activities and how to facilitate them (for reference)
- A chart containing an overview of the entire curriculum, assigned activities, and exercises for each lesson
- An overview of the additional resources provided in posters and on the USB drive

The Format and Flow of Each Lesson:

The cursive handwriting lessons can either be completed by students independently or as a whole or small group activity with the teacher facilitating.

Each lesson has the following components:

- Warmup
- Movement activity
- Pre-writing self-cue
- Modeling
- Guided practice
- Independent practice
- Chapter review

Warmup:

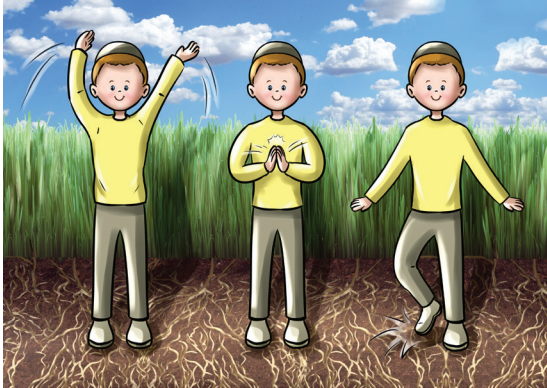
The warmup appears in both the teacher's and students' editions. The warmup can either be done by students independently or as a whole group activity.

The warmup is a short activity, game, or review with the goal of getting students interested in the lesson and relating it to their prior knowledge. It also allows a review of some basic concepts.

Six different warmups are used throughout this handwriting curriculum. The warmup activity will be on the first page of each lesson in the students' edition. The teacher can find an explanation and a sequence for facilitating the activity in the teacher's guide in the warmup menu and on the first page of each lesson. The six warmups are rotated throughout the lessons to balance routine and variety.

Movement Activity - The Letter Wave:

The movement activity appears in the teacher's edition and the appendix of the students' edition. The movement activity can either be done by students independently or as a whole group activity.



The goal of the movement activity is to get students moving and make the learning active and multisensory.

The movement activity is used throughout this handwriting curriculum and is found in the students' appendix and on the USB. (The teacher can print it as a classroom poster as well.)

The teacher can facilitate the Letter Wave movement activity with the students in a whole group or small group setting or assign it as an independent activity.

The Letter Wave movement activity only appears in the teacher's guide at the appropriate point in the lesson. After students complete the warmup activity, the teacher can cue them to turn to the Letter Wave movement activity page in their appendix or find the corresponding flashcard on their flashcard rings. The teacher can also print classroom posters from the USB and use them to cue students to complete the Letter Wave movement activity.

The Letter Wave movement activity provides an engaging format for reviewing letter sizing and line placement.

The Letter Wave activity looks like this on the poster and flashcards and in the appendix:

Students stand up and stretch their arms out in front of them with their palms open. The teacher calls out a letter from the letters learned so far.

The students change their positions to match the letter the teacher calls out.

If the letter is a "sky/grass letter," meaning that it stretches from the sky line down to the dirt line (in which case the entire letter appears in the sky and grass part of the visual), students wave their hands in the air.

If the letter is a "grass letter," meaning that it stretches from the grass line to the dirt line (in which case the entire letter appears in the grass part of the visual only), students clap with their arms at chest level.

If the letter is a "grass/roots letter," meaning that it stretches from the grass line to the roots line (in which case the entire letter appears in the grass and roots part of the visual), students stamp their feet.

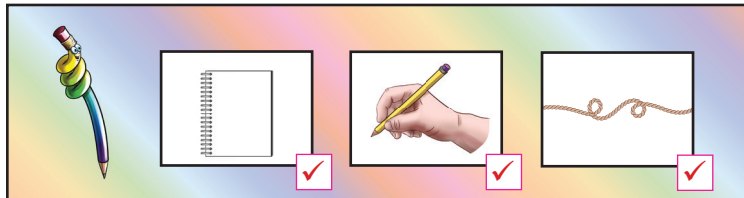
The teacher should call out a variety of letters from the letters students have learned so far in the curriculum, utilizing this movement as a cumulative review.

Pre-writing Self-Cue:

The pre-writing self-cue appears in the students' edition for most lessons. The self-cue can either be done by students independently or as a whole group activity.

The goal of the self-cue is to get students in the right position for writing. Students can use the visual checklist in the students' edition to check their position and finger grip.

In the students' edition, the self-cue usually contains an image that looks like this:



The first image is Ropey, the handwriting mascot. Ropey reminds students to:

- 2) Orient their paper correctly
- 3) Grip their pencil correctly and get ready to write
- 4) Hold on tightly to the "rope" and not lift their pencil until the end of the word

Modeling:

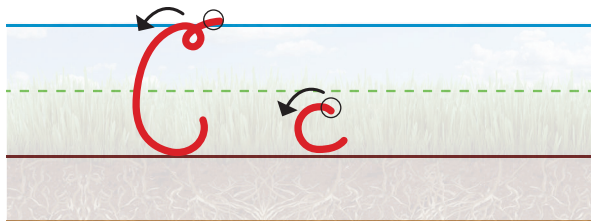
The modeling section appears in the students' and teacher's editions for most lessons. The modeling can either be done by students independently or as a whole group activity.

The goal of the modeling activity is to demonstrate to students visually how to form a given letter. There are two components to the modeling section.

The first component is visual. Visual instructions modeling how to form a letter are laid out in the students' edition.

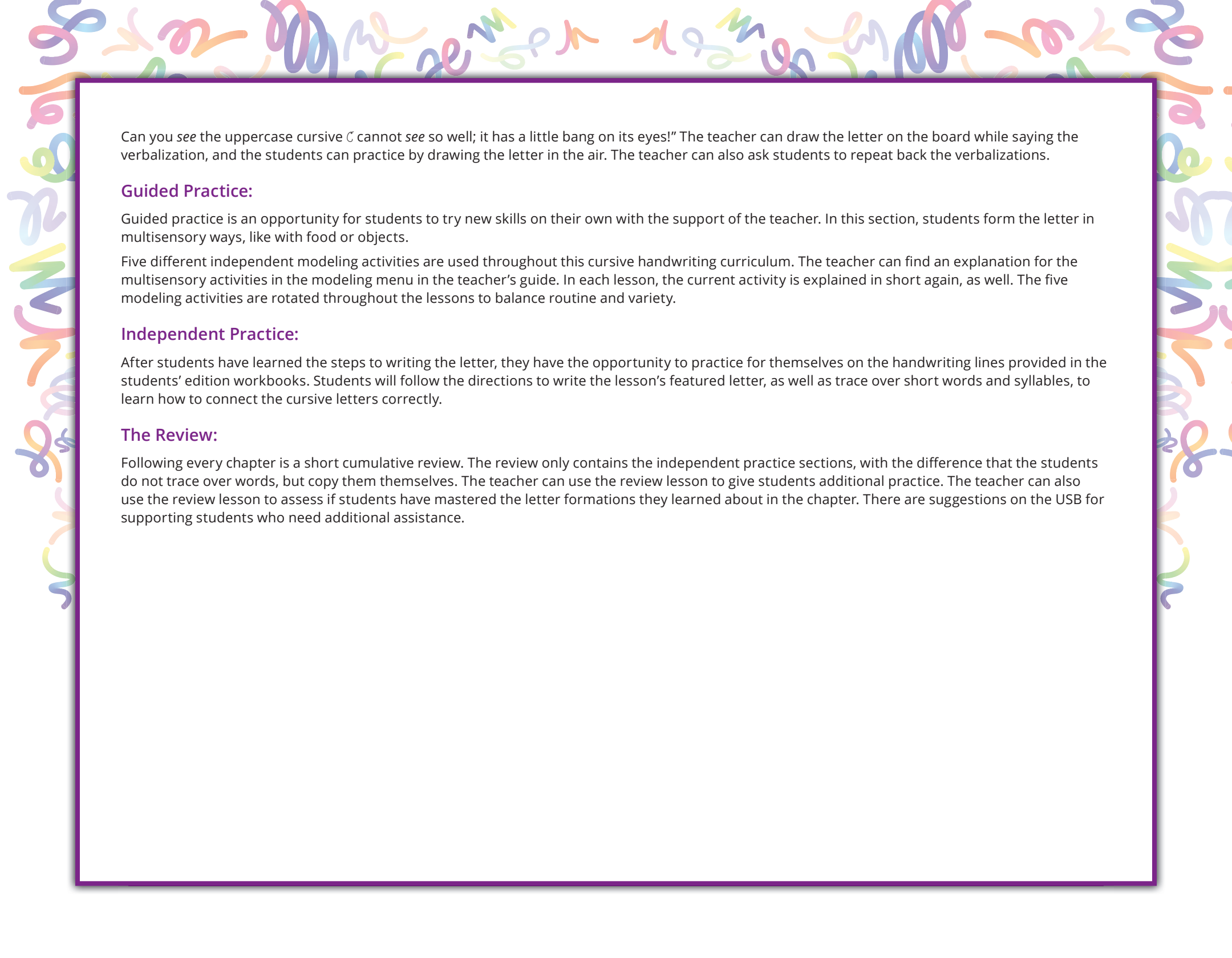
The second component is auditory. The teacher's edition contains a verbalization with all the steps needed to form the letter.

In the modeling section, the students will see the following lines, referred to as "sky, grass, dirt, and roots" in the lessons, corresponding to the four points on a handwriting line.



The bubble shows where to begin the letter, and the arrow shows how to continue. The students can either just look at the visual model or trace it with their fingers or pencils.

The verbalization that accompanies this image appears in the teacher's edition. As students are not beginners to handwriting, they don't need exact instructions on how to align the letter in the correct lines (they can see it visually). The verbalization is usually just a fun way of explaining the letter formation. For example, the verbalization for the uppercase and lowercase letter C is "Draw a tiny circle at the top and then a half circle, like a regular C. That's the uppercase C. And now a regular small half circle; that's the lowercase c!"



Can you see the uppercase cursive C cannot see so well; it has a little bang on its eyes!" The teacher can draw the letter on the board while saying the verbalization, and the students can practice by drawing the letter in the air. The teacher can also ask students to repeat back the verbalizations.

Guided Practice:

Guided practice is an opportunity for students to try new skills on their own with the support of the teacher. In this section, students form the letter in multisensory ways, like with food or objects.

Five different independent modeling activities are used throughout this cursive handwriting curriculum. The teacher can find an explanation for the multisensory activities in the modeling menu in the teacher's guide. In each lesson, the current activity is explained in short again, as well. The five modeling activities are rotated throughout the lessons to balance routine and variety.

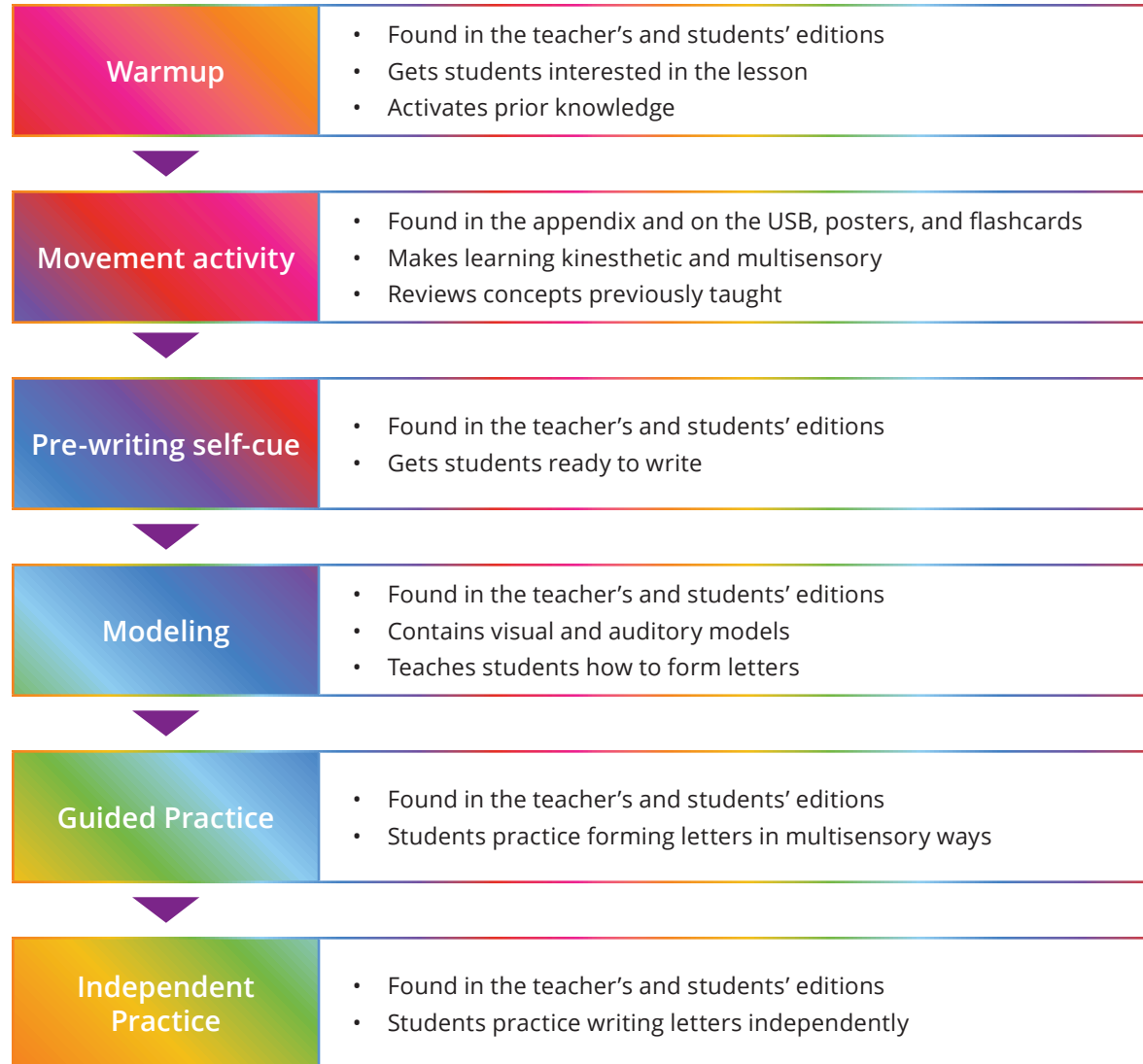
Independent Practice:

After students have learned the steps to writing the letter, they have the opportunity to practice for themselves on the handwriting lines provided in the students' edition workbooks. Students will follow the directions to write the lesson's featured letter, as well as trace over short words and syllables, to learn how to connect the cursive letters correctly.

The Review:

Following every chapter is a short cumulative review. The review only contains the independent practice sections, with the difference that the students do not trace over words, but copy them themselves. The teacher can use the review lesson to give students additional practice. The teacher can also use the review lesson to assess if students have mastered the letter formations they learned about in the chapter. There are suggestions on the USB for supporting students who need additional assistance.

This visual shows the flow of most lessons in the curriculum.



Menus of Activities:

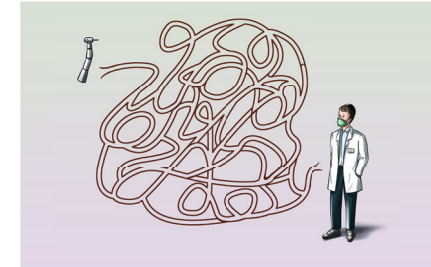
The Warmup Menu:

1. Letter Maze

Goal: Students will get used to not lifting their pencils when writing in cursive.

This activity allows students to practice different strokes involved in the formation of different letters (for example, straight lines, curved lines, and slanted lines). It also teaches students how to keep their pencils on the paper throughout the writing activity.

Students have to solve the maze by drawing a line from the start to the finish without touching any of the maze walls.



2. Find the Hidden Letters

Goal: Students' eyes will get used to how cursive letters look.

Students will see a picture in their workbooks of an exciting and relatable scene, such as an amusement park, a zoo, a barber shop, a shopping mall, or an ice cream truck.

Students need to find the hidden cursive letter in the picture. For example, below, the letters U/u are hidden in the curls on the floor, in the scissors, and in the barber's glasses.

Students should trace over the hidden letters with a pencil or marker. As an extra challenge, students can also try to find one object in the picture that begins with the relevant letter.



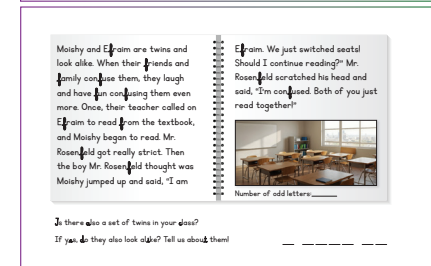
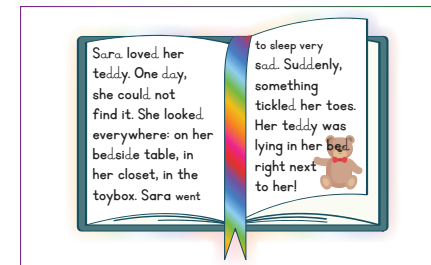
3. Who is the Odd One Out?

Goal: Students will be able to spot cursive letters in a text that is written with print letters and differentiate between print and cursive.

Students will see a short story in print writing. One cursive letter will appear several times within the text. Students spot the "Odd Ones Out" and highlight them.

Students then write in the box the number of "Odd Ones Out" they have found.

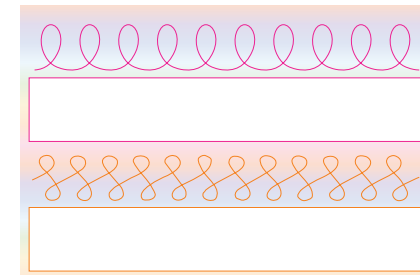
As soon as the students have learned a few letters and are more advanced, there is an extra phrase or sentence that includes some previously learned letters as a review. Students will then highlight the cursive letters. Students then write out the cursive letters that they found in the right order and split them into words to form a phrase, as seen below:



4. Copy the Patterns

Goal: Students will get used to the flow and gentle type of cursive writing.

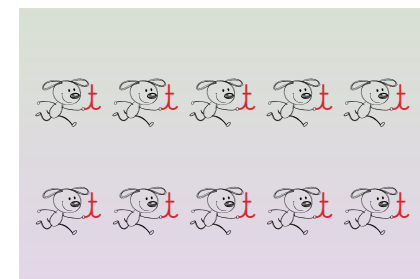
The students will copy patterns similar to the ones seen below.



5. Hold My Hand

Goal: Students will get used to the twirl at the end of each cursive letter and to connecting letters to others.

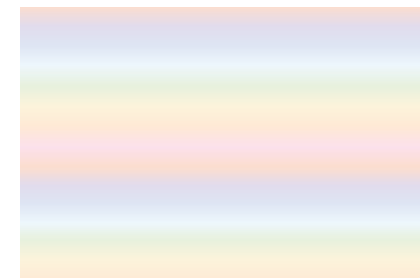
The students see a page full of figures (children, animals, etc.) stretching out their hands. The students will make sure each child or animal has a mother that will hold its hand. The “mother” is the letter that we are introducing (since the students haven’t yet learned it, it doesn’t have to be perfect). As the students get more used to the exercise, there is an object in the picture as well, to make it more interesting for the students, for example, firemen with hoses spurting out water, the letter serving as the hose. See the two examples below.



6. Memory Game

Goal: Students will remember what the letter in cursive writing looks like in print writing.

The students see a few balloons at the top of the page and a few children who are looking for their balloons at the bottom of the page. Each balloon will have a cursive writing letter inside, and each child will have a print writing letter. The students have to color the balloons in the same color as the corresponding child, as seen in the example below.



A decorative border at the top of the page features a variety of colorful, stylized letters and symbols in shades of blue, orange, green, and purple, arranged in a repeating pattern.

The Guided Practice Menu:

- Students form the letter with a piece of playdough.
- Students form the letter with a little rope.
- Students form the letter with a sweet, like lasso/sour sticks, and are then allowed to eat it as a treat.
- Students spell the letter in a plate of salt.
- Students trace the letter in the face of a friend with a finger.

Curriculum Overview:

This chart provides a lesson-by-lesson breakdown of the assigned letters, verbalizations, and menu items. In short, it provides a summary of all the pieces necessary for facilitating each lesson.

The teacher can use this chart as a quick reference for facilitating each lesson.

This chart also appears on the USB so the teacher can print it for quick reference in the classroom.

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
1	1	1		Review letter position, introduce cursive writing	N/A	N/A	N/A
	2	1		Uppercase and lowercase letters A/a	Find the Hidden Letters	Draw a Circle backward down. Keep circling back up. Slide forward down and end with a wave. That's the uppercase A. Circle backward down. Keep circling back up. Slide forward down and end with a wave. That's the lowercase a." !	Form the rope
		2		Uppercase and lowercase letters C/c	Copy the Patterns	Make a little little loop. Then curve backward down. That's the uppercase C. Can you see the uppercase cursive C cannot see so well it has bangs covering its eyes! Curve backward down. That's the lowercase c.	Write in the salt
		3		Uppercase letter D	Letter Maze	Pull down. Make a little loop. Curve forward up to close the D. That's the uppercase D. The D can't deal with the heel of his shoe!"	Shape the playdough
		4		Lowercase letter d	Odd One Out	Curve backward down. Climb up. Pull down and end with a wave. That's the lowercase d."	Trace it on the face
		5		Uppercase letter Q	Hold My Hand	Circle backward down. Keep circling back up. Continue circling backward down again. Curve forward across the circle you have made and end with a wave. That's the uppercase Q.	Spell with the sour stick

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
1	2	6		Lowercase letter q	Find the Hidden Letters	Circle backward down. Keep circling back up. Pull down. Curve forward back up and end with a wave. That's the lowercase q.	Form the rope
		7		Chapter Review	N/A	N/A	N/A
	3	1		Uppercase and lowercase letters Gg	Letter Maze	Curve backward down. Climb up to close the G. Pull down and make a big loop across the line you have made. That's the uppercase G. Curve backward down. Climb up to close the g. Pull down and make a loop across the line you have made. That's the lowercase g.	Write in the salt
		2		Uppercase letter I	Hold My Hand	Walk forward. Pull down. Curve backward up. That's the uppercase I. I think the I is shy; he turned backward!	Spell with the sour stick
		3		Lowercase letter i	Odd One Out	Pull down and end with a wave. Make a little dot on top. That's the lowercase i. I do not make a dot for the i until I have finished writing the whole word!	Trace it on the face
		4		Uppercase letter T	Copy the Patterns	Pull down and end with a wave. On top of the line you made, walk forward in a wavy line. That's the uppercase T. We can't put tea on this table because the top is slanty!	Write in the salt
		5		Lowercase letter t	Hold My Hand	Pull down and end with a wave. In the middle of the line you made, walk forward. That's the lowercase t. The t is like a regular t with a "teeny" difference; we only make the horizontal line at the end of the word!	Spell with the sour stick

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
1	3	6		Uppercase and lowercase letters P/p	Letter Maze	Pull down and end with a backwards wave. Climb up again. Curve forward down to close the P. That's the uppercase P. Pull down. Climb up again. Curve forward down to close the p. That's the lowercase p.	Form the rope
		7		Chapter Review	N/A	N/A	N/A
	4	1		Uppercase and lowercase letters U/u	Find the Hidden Letters	Start with a small upwards wave. Pull down. Curve forward and climb up. Pull down again and end with a wave. That's the uppercase U. Pull down. Curve forward and climb up. Pull down again and end with a wave. That's the lowercase u.	Shape the playdough
		2		Uppercase and lowercase letters W/w	Odd One Out	Start with a small upwards wave. Slide down and slide up. Slide down and slide up again and end with a small upwards wave. That's the uppercase W. Start with a small upwards wave. Slide down and slide up. Slide down and slide up again and end with a small upwards wave. That's the lowercase w. We can see the W is like waves in the sea!	Trace it on the face
		3		Uppercase Letter J	Copy the Patterns	Walk forward. Pull down. Curve backward up and make a big loop across the vertical line you made. That's the uppercase J. The J has a loop, do you think it's big enough to put a jelly in there?	Shape the playdough
		4		Lowercase letter j	Find the Hidden Letters	Slide up in a short line. Pull down. Curve backward up and make a loop across the vertical line you made. Make a little dot on top. That's the lowercase j. The j only gets a jelly on top at the end of the word!	Trace it on the face

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
		5		Uppercase letter E	Copy the Pattern	Curve backward down and walk forward in a short line. Curve backward down again and walk forward in a short line. That's the uppercase E.	Spell with the sour stick
1	4	6		Lowercase letter e	Hold My Hand	Walk forward. Curve backward up and continue on down. That's the lowercase e. The e looks like we made a crack in the middle of an egg! Great, "eggxactly" like this!	Write in the salt
		7		Chapter Review	N/A	N/A	N/A
	5	1		Uppercase letter L	Memory Game	Make a loop upwards and pull down. Make a backwards small loop. Walk forward and end with a wave. That's the uppercase L. The L for sure loves loops!	Shape the playdough
		2		Lowercase letter l	Find the Hidden Letters	Make a big loop upwards and pull down. Curve forward up. That's the lowercase l. The l for sure loves loops!	Form the rope
		3		Uppercase letter F	Letter Maze	Pull down and end with a backwards wave. On top of the vertical line you made, walk forward in a wavy line. Then jump to the middle of the vertical line you made and walk forward from it in a short wavy line. That's the uppercase F! The F is having fun; it's the only cursive letter with three steps to it!	Write in the salt
		4		Lowercase letter f	Odd One Out	Make a big loop upwards and pull down. Curve forward back up and end with a wave. That's the lowercase f. The f is fine, fancy, and tall!	Shape the playdough

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
1	5	5		Uppercase letter H	Copy the Patterns	Slide up in a short line. Pull down. Curve backward up and in a loop cross over the line you have made. Curve forward up and make a loop. Pull down and end with a wave. That's the uppercase H. The H might now take ages because it's got two stages, but don't worry; soon, you'll fill pages with the H's!	Spell with the sour stick
		6		Lowercase letter h	Hold My Hand	Make a loop upwards, then make a line down and a little mountain, like with the regular h. That's the lowercase h!	Trace it on the face
		7		Uppercase letter K	Memory Game	Slide up in a short line. Pull down and end with a backwards wave. Then, next to the vertical line you have made, starting with a backwards wave, slide down touching the middle of the vertical line. Slide down again away from the vertical line and end with a wave. That's the uppercase K. The K is carrying a triangle, ok?	Write in the salt
		8		Lowercase letter k	Odd One Out	Make a big loop upwards. Pull down. Climb up and make a small circle. Slide forward down and end with a wave. That's the lowercase k."	Form the rope
		9		Chapter Review	N/A	N/A	N/A
	6	1		Uppercase letter R	Copy the Patterns	Slide up in short line. Pull down. Climb up again. Curve forward down. Slide down and end with a wave. That's the uppercase R. The R likes to run with his leg!"	Spell with the sour stick
		2		Lowercase letter r	Find the Hidden Letters	Start with a wave, climb up, make a wave, pull down and end with a wave. That's the lowercase r. The r is rowing on the waves!	Trace it on the face

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
	6	3		Uppercase letter S	Hold My Hand	Make a big loop upwards. Pull down and end with a backwards wave. That's the uppercase S. The S is like a fun slide!	Shape the playdough
		4		Lowercase letter s	Letter Maze	Slide up in a short line. Pull down and end with a backwards wave. That's the lowercase s. The lowercase s is so simple!	Form the rope
		5		Uppercase letter B	Memory Game	Slide up in a short line. Pull down. Climb up again. Curve forward down and walk backward in a short line. Curve forward down and walk backward in a short line, closing the B. That's the uppercase B. The B is carrying two balls!	Write in the salt
		6		Lowercase letter b	Letter Maze	Make a big loop upwards and pull down. Curve forward up and end with a wave. That's the lowercase b. The "b-baker" is serving you some bread with his hand outstretched!	Spell with the sour stick
		7		Uppercase letter O	Find the Hidden Letters	Circle backward down. Keep circling back up. Curve forward across the circle you have made and end with a wave. That's the uppercase O. The O is an oval circle with a wave. Oh, how easy is that!"	Trace it on the face
		8		Lowercase letter o	Odd One Out	Circle backward down. Keep circling back up. Curve forward across the small circle you have made and end with a wave. That's the lowercase o."	Form the rope
		9		Chapter Review	N/A	N/A	N/A

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
	7	1		Uppercase and lowercase letters V/v	Copy the Patterns	"Start with a small upward wave. Slide down. Slide up and end with a wave. That's the uppercase V. Start with a small upward wave. Slide down. Slide up and end with a wave. That's the lowercase v. The V looks like a very big smile!"	Write in the salt
		2		Uppercase and lowercase letters M/m	Hold My Hand	"Start with a small upward wave. Pull down and pull back up again. Curve forward down and pull down. Pull back up again. Curve forward down, pull down, and end with a wave. That's the uppercase M. Start with a small upward wave. Pull down and pull back up again. Curve forward down and pull down. Pull back up again. Curve forward down, pull down, and end with a wave. That's the lowercase m. The M has two mountains!"	Shape the playdough
		3		Uppercase and lowercase letters N/n	Letter Maze	"Start with a small upward wave. Pull down and pull back up again. Curve forward down, pull down, and end with a wave. That's the uppercase N. Start with a small upward wave. Pull down and pull back up again. Curve forward down, pull down, and end with a wave. That's the lowercase n. The N is a neat, easy letter, no?"	Spell with the sour stick
		4		Uppercase and lowercase letters Y/y	Memory Game	"Start with a small upward wave. Pull down. Curve forward up and pull up. Pull down and make a big loop across the line you have made. That's the uppercase Y. Start with a small upward wave. Pull down. Curve forward up and pull up. Pull down and make a loop across the line you have made. That's the lowercase y. The Y is like a yoyo. You let it drop, bring it up again, and then let it drop all the way down again!"	Trace it on the face
		5		Chapter Review	N/A	N/A	N/A

Unit	Chapter	Lesson number	Page Number	Featured letter or concept	Warmup Activity	Modeling Verbalization	Guided Practice
	8	1		Uppercase and lowercase letters X/x	Odd One Out	"Slide up in a short line. Pull down. Curve backward up and in a loop. Cross over the line you have made. Curve forward up and make a loop attached to the line. Pull down and end with a wave. That's the uppercase X. Slide up in a short line. Pull down. Curve backward up and in a loop. Cross over the line you have made. Curve forward up and make a loop attached to the line. Pull down and end with a wave. That's the lowercase x. The X is like a "glued together" H!"	Form the rope
		2		Uppercase and lowercase letters Z/z	Find the Hidden Letters	"Curve forward down and walk backward in a short line. Curve forward down again and pull down. Make a loop across the line you have made. That's the uppercase Z. Curve forward down and walk backward in a short line. Curve forward down again and pull down. Make a loop across the line you have made. That's the lowercase z."	Shape the playdough
		3		Chapter Review	N/A	N/A	N/A
	9	1		Final Review Part One	N/A	N/A	N/A
		2		Final Review Part Two	N/A	N/A	N/A

Additional Resources:

The cursive handwriting curriculum comes along with the following additional resources:

- Extra material in the students' edition appendix
- Printable documents on a USB

Appendix Material

The material in the appendix includes the following:

- A page containing the visual for the Letter Wave movement activity

USB Resources:

The USB contains the following resources:

- Instructions for using the drive and a list of the resources included on it
- A chart containing the curriculum overview in a printable format for the teacher to print and reference
- Printable versions of the guided practice activity, movement activity, and pre-writing checklist
- A list of interventions the teacher can use to support students who are struggling to master concepts introduced in the lesson
- Suggestions for extension activities and additional ways to practice letter formation throughout the school day
- Additional themed practice and homework pages
- A set of flashcards that the teacher can print for each student
- Printable versions of the following posters: a poster for the movement activity, a poster of each of the five guided practice activities, and a printable version of the pre-writing checklist

The flashcards include the following:

- A separate flashcard for each uppercase and lowercase cursive letter that visually models the steps and line placement for forming that letter
- A flashcard with the self-cueing steps for right-handed students
- A flashcard with the self-cueing steps for left-handed students
- A flashcard for the Letter Wave movement activity

The teacher can print the flashcards for students to put on a book ring near their desks and reference as needed during daily writing activities.

Chapter I, Lesson I

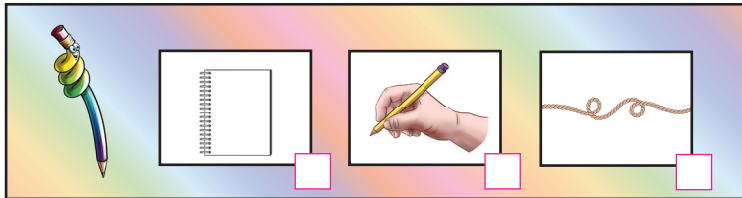
The goal of this lesson is to introduce students to cursive writing and review the prewriting skills. “Ropey” will be the “mascot” guiding students through the lessons of cursive writing. The teacher should start by explaining to students what cursive writing is all about: Cursive is Connected! While in print script, the letters are separate entities, in cursive writing, the letters of a word are connected to each other.

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Introduce students to Ropey, the handwriting mascot. Ropey reminds students to always hold onto the rope and never let go. In cursive writing, we always need to hold on to the pencil, continue the “cursive rope,” and not let go until the end of the word. Even when the letter has a dot, like the *i* for example, we do not lift our pencil until the end of the word. There are only three exceptions where we do need to lift our pencil in the middle of a letter in order to write the letter, and those are the uppercase letter *F*, the uppercase letter *K*, and the upper- and lowercase letters *T* and *t*, as is shown in the visual models of the respective lessons.

The students should now review the pre writing skills.

The pre writing skills consist of three steps. The first step is making sure the paper is oriented correctly with the sky line at the top and root line at the bottom. Using the poster, review with the students the sky, grass, dirt and roots lines, and explain to them that the cursive letters are mostly in the same position as the print letters which they have already learnt. The second step is making sure the students have their hands are in the correct place, one gripping the pencil properly and the other assisting as a helping hand. The third step is making sure to remember to hold on tight to the rope and not to let go until the end of the word.



Now students should work on the two pages in the students' workbook.

On the first page, students practice drawing long lines and loops without lifting their pencils. Ropey is in a climbing park and has to get to his climbing equipment. The students need to help Ropey get to his helmet, his drink, and his safety gear. Students use a pencil or marker to trace over the lines going from Ropey to his equipment.

On the second page, students practice differentiating between cursive writing, where the letters are connected to each other, and print writing, where the letters are separate entities. Ropey now needs to hand out helmets to the climbers, but only to the ones who are “cursive climbers” and know not to let go of the rope. Students draw a helmet on top of the children whose names are written in cursive writing.

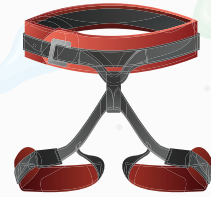
Note that these two exercises are very easy and should only take students a few minutes to complete. They are here simply to introduce students to the new look and feel of cursive writing.



Chapter 1, Lesson 1

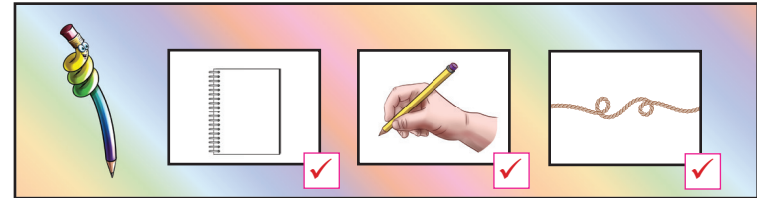
Trace over the lines to get Ropey to his climbing equipment!
Remember, don't let go of the rope!

When we write
in cursive, we hold tight onto the
"rope" and don't let go until the end of
the word. All our letters in each word are
connected to each other and our pencil
stays on the paper until we finish
writing the whole word.



Draw helmets on all the “cursive climbers” (climbers whose names are written in cursive).

Then, try to read the names on their shirts. See how many you are able to read!



Chapter 2, Lesson 1

The goal of this lesson is to teach students how to write the upper and lowercase *a* in cursive writing.

Warmup:

Students should complete the “Find the Hidden Letter” warmup on page of their workbooks.

Movement:

The teacher should lead the class in a short letter wave movement of both the upper and lowercase *a*. As most cursive letters are in the same “line position” as the print writing letters, this will just be a quick review. Students can follow the movement in their appendix, on their flashcards, or on the classroom poster.

Prewriting Self-Check:

Students check if they are ready for cursive writing by using the checklist. Students make sure their paper is oriented correctly, their hand is in the right place, and that they will aim not to lift their hand in the middle of a letter or word. If all is in place, they may check the three boxes.

Modeling & Writing:

The teacher should model the letter formation verbally and visually. Then, students repeat the phrase and motion independently.

Verbally capital V: The teacher verbalizes the formation of the letter, and students draw the letter in the air: “Draw a big oval circle and a slide for the uppercase *a* and now, again, a small oval circle and a slide for the lowercase *a*!”

Visually: Students trace over the visual model showing them how to form the letter with the help of the arrow. This consists of one step only, as we do not lift our pencil in the middle of a letter or word.

Independently: With a ribbon, pipe cleaner, or similar manipulative, students try to form the upper and lowercase letter *a*. The teacher checks if the letters are formed correctly.

Independent Practice:

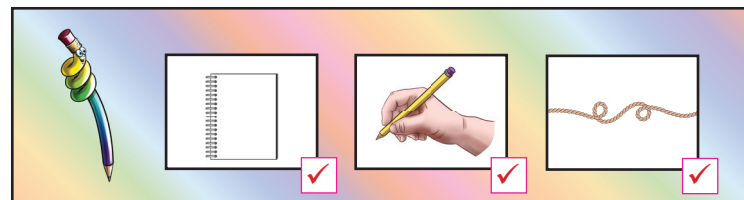
The students then complete the handwriting practice by filling out the lines independently.



Chapter 2, Lesson 1

Find the hidden letter *a*s and *a*s





A A A A A A A

A A A A A A A

a a a a a a a a

a a a a a a a a

la la la la la la

al am an ab ar at

al am an ab ar at

Ma Pa Sa Ha La Ba

ma pa ba ha la ba