

Do model the letters and words daily after you begin your BOOK C handwriting program. Spend 15 to 20 minutes four or five times a week in direct handwriting instruction. This instruction, together with opportunities for integrating handwriting into other areas of the curriculum can provide 25 to 40 minutes of practice four or five times a week.

From day one, have DESK STRIPS and the WALL CHART in place. For extra practice, use BLACKLINE MASTERS.

As your program progresses, each week have students save at least one page of handwriting of their choice to be included in their individual portfolios.

NOTE: Teachers who run highly individualized programs report that handwriting is one subject that is best taught to the whole group.

swung up into t, u from any letter with an exit serif

CURSIVE ITALIC • Join #2 • diagonal swing up to form sharp angle (page 2)

1 at at at at at

Trace, then write:

2 at dt it

3 kt mt ut

4 plate fact kite

Read, then trace:

5 Pat built her own paper kite

Copy line 5:

6

7 au au au au

Trace, then write:

8 au du nu

9 du nu

10 Paul lunch

Read, then trace:

11 Paul ate too much lunch today

Copy line 11:

12

6 mm • C 47 © 1994 Getty/Dubay

Remind students to trace the models, both large and small, before writing their own joins and sentences.

Letter joins that have already been introduced are underlined.

Writing on first line of each join is larger for ease in establishing correct movements.

Student writes "best" join in the empty box. The letters may float, sit on the bottom of the box, or some children may draw a baseline in the box on which to sit the joined letters. All are correct.

Pages 29-58 have spaces of 6 mm from baseline to waistline.

That's celery!

41 Joins are used for *speed* only, and generally are not used when writing large, as models shown on pp. 39-42; however, this large size helps students *see* and *feel* the joining of letters together for cursive italic.

44 Introduce one join at a time. All joins are underlined.

47 Say, "branch into *u*," as in *au*, *du*, *lu*, *nu*, etc.

54 Write student's name in your best cursive italic, then student traces your writing and copies it on blank space below.

See INSTRUCTION MANUAL

LETTER DESCRIPTIONS

Basic and cursive italic lowercase, pp 32-41
Basic italic capitals, page 42
Transition and cursive italic joins, pp 45-49

LETTER DIMENSIONS

Options, page 56
Shape Guidelines, page 57
Size Guidelines, page 58
Slope Guidelines, page 59
Spacing Guidelines, page 60

ASSESSMENT QUESTIONS

Basic italic lowercase, pp 62-63
Basic italic capitals, page 64
Cursive italic lowercase joins, page 66

A PLAN FOR EFFICIENT USE OF DIRECT INSTRUCTION TIME

1. Students have sharpened pencils available.
2. Students have workbooks available in desks or teacher and students have a system for quick distribution.
3. Teacher provides overview of the day's lesson, introducing a letter, word, cursive join and/or sentence *before* students open workbook to the correct page. (Joins begin on p. 39.)
4. After discussion and practice of the letter, word, cursive join and/or sentence, *then* workbooks are opened and students write the lesson.
5. Teacher circulates classroom helping students individually.
6. Student and teacher assess the day's work.