Handwriting

Special Interest Module Grades 4–6

Student Book with Home Instructor’s Guide
ACKNOWLEDGEMENTS

Alberta Learning acknowledges with appreciation the contribution of the following organization:

Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia, Canada, V8W 1T7
Internet: http://www.openschool.bc.ca/

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Special Interest Module
Handwriting
Student Book with Home Instructor’s Guide
Learning Technologies Branch
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This document is intended for

<table>
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<tr>
<td>Students</td>
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<td>Teachers</td>
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<td>Home Instructors</td>
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<td>General Public</td>
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<td>Other</td>
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You may find the following Internet sites useful:


The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Course Survey

Home Instructor’s Guide
  Daily Assignment Summary and Checklist
  Home Instructor’s Comments
Welcome, Student!

This book is just for you. You will work in it through the next nine sections. You will be developing your handwriting ability by learning to form the letters of the alphabet and numerals correctly. Using correct size, slant, and the correct procedure for joining letters will give you useful handwriting habits that will last a lifetime.

When you complete a section of work it will be time to send that work to your teacher. The pages that have the special send-in icon remind you to send in the section to the teacher. It is important to send in each section when you complete it, so that the teacher can help you make any adjustments to your handwriting technique as soon as possible. You want to form the best habits for correct cursive writing.

There is no better time to begin than now! Turn to page 1 in your Mini Module Booklet.

Note to Home Instructor

This book is designed for your student to write in.

At the back of this book is a guide for the home instructor. It contains information to help you guide your student through this module. Be sure to refer to it regularly. You should find information for either right- or left-handed students.

Remove the Home Instructor’s Guide, and keep it nearby for handy reference. This guide also contains a Daily Assignment Summary and Checklist that can be posted for easy tracking and reference.

At the end of the Home Instructor’s Guide is a Comments page for you to fill in and send with your student’s Section 9 assignments.
INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

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FAXING

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Handwriting Exercise Section 1, Day 1—Writing with Care

Checking My Own Handwriting

1. 

2. 

3. 

4. 

Student’s name ___________________________ Date ________________
Handwriting Exercise Section 1, Day 2—Capital Letters

The capital letters are

For instructor’s use

Handwriting Exercise Section 1, Day 3—Lowercase Letters

The lowercase letters are

For instructor’s use
Handwriting Exercise Section 1, Day 4—Numerals and a Special Chart

The numerals from 0 to 9 are

For instructor’s use

Now you are ready to select those letters and numerals that need special attention. Use the chart on the following page to list the letters and numerals you have underlined in your handwriting exercises for Days 2, 3, and 4. Write these underlined letters and numerals carefully on the chart.

When your teacher returns your work, you can post this chart near your desk. It will be a helpful reminder of where you need to use special care when you do your written work.
Handwriting Exercise Section 1, Day 4 (continued)—Numerals and a Special Chart

Letters and Numerals Needing Special Care

For instructor’s use
Handwriting Exercise Section 1, Day 5—Lowercase a

Complete each line.

---

For instructor’s use

---

MINI MODULE
Section 1
Day 6
Handwriting Exercise Section 1, Day 6—Lowercase o

Complete each line.

---

For instructor’s use

---
Handwriting Exercise Section 1, Day 7—Lowercase d

Complete each line.

r r

a a

d d

d d

d d

do
dad
odd

For instructor’s use
Handwriting Exercise Section 1, Day 8—Lowercase g

Complete each line.

_ _

_ _

_ _

_ _

For instructor’s use

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Handwriting Exercise Section 1, Day 9—Lowercase q

Complete each line.

q
q
q
q
q
quit

For instructor’s use

You have now completed Section 1. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
Teacher’s Comments:

__________________________________________

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Student File Number:

______________________________

Date Submitted:

______________________________

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 2

Grade: ____________

Date Received:

______________________________

FOR SCHOOL USE ONLY

Assigned Teacher: ________________________________

Assigned Code: ________________________________

Graded by: ________________________________
INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING STUDENT BOOK

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Section 2

Lowercase Letters

Handwriting Exercise Section 2, Day 1—Lowercase c

Complete each line.

c  c

c  c

c  c

cocoa

cocoon

For instructor’s use

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Handwriting Exercise Section 2, Day 2—Reviewing Letters

Complete each line of letters below.

When you have completed the lines of letters, review your own work. Put a circle around the letter that you think is the best in each row.

<table>
<thead>
<tr>
<th>a</th>
<th>a</th>
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</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
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<tr>
<td>d</td>
<td>d</td>
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<tr>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>g</td>
<td>g</td>
</tr>
<tr>
<td>c</td>
<td>c</td>
</tr>
</tbody>
</table>

Make up words using only letters you have written for this exercise. Write your words on the lines.

For instructor’s use
Handwriting Exercise Section 2, Day 3—Lowercase m

Complete each line.

m
m
m
mom
mad

For instructor’s use
Handwriting Exercise Section 2, Day 4—Lowercase \textit{n}

Complete each line.

\begin{itemize}
  \item \textit{n, n}
  \item \textit{nn, nn}
  \item \textit{noon}
  \item \textit{man}
\end{itemize}

For instructor’s use
Handwriting Exercise Section 2, Day 5—Lowercase z

Complete each line.

\[ \_ \_ \]  
\[ \_ \_ \]  
\[ \_ \_ \]  
zigzag  
zoom

For instructor’s use
Handwriting Exercise Section 2, Day 6—Lowercase x

Complete each line.

________________________

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________________________

________________________

For instructor’s use

________________________

________________________

________________________

________________________
Handwriting Exercise Section 2, Day 7—Lowercase \textit{i}

Complete each line.

\begin{itemize}
  \item \textit{i}
  \item \textit{i}
  \item \textit{i}
  \item \textit{did did}
  \item \textit{iti iti}
\end{itemize}

For instructor’s use

\begin{itemize}
\end{itemize}
Handwriting Exercise Section 2, Day 8—Lowercase u

Complete each line.

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Handwriting Exercise Section 2, Day 9—Lowercase e

Complete each line.

Complete each line.


d e e

d e e

d e e

d e e

d e e

d e e

For instructor’s use


You have now completed Section 2. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
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FAXING

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2. All faxing costs are the responsibility of the sender.
Handwriting Exercise Section 3, Day 1—Lowercase \( w \)

Complete each line.

\( w \)  
\( w \)  
\( w\)  
\( w\)  
\( w\)  
\( w\)  
\( w\)  
\( w\)  
\( w\)  

For instructor’s use
Handwriting Exercise Section 3, Day 2—Lowercase r

Complete each line.

/ r

/ r

rrr

roar

rudder

For instructor’s use
Handwriting Exercise Section 3, Day 3—Lowercase s

Complete each line.

s

s

s

s

s

s

s

s

For instructor’s use
Handwriting Exercise Section 3, Day 4—Lowercase j

Complete each line.

j

j

j

jog

jam

For instructor’s use
Handwriting Exercise Section 3, Day 5—Lowercase p

Complete each line.

\[ \_ \_ \_ \_ \_ \]

\[ \_ \_ \_ \_ \_ \]

\[ 1 \ 1 \ 1 \]

\[ p \ p \ p \]

\[ p u p \]

\[ p o p \]

For instructor’s use
Handwriting Exercise Section 3, Day 6—Reviewing Letters

Do today’s exercise by repeating the line of today’s letters and by completing each line of words.

i u w r s j p

rip

sip

purse

For instructor’s use
Handwriting Exercise Section 3, Day 7—Lowercase t

Complete each line.

/, /
/ /
/ /
/–/–
/–/–
t–t
toast
twist

For instructor’s use

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Handwriting Exercise Section 3, Day 8—Lowercase v

Complete each line.

v

vase

dive

wove

For instructor’s use
Handwriting Exercise Section 3, Day 9—Lowercase y

Complete each line.

---

You have now completed Section 3. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES
HANDWRITING: SECTION 4

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher’s Comments:

________________________________________________________________________

________________________________________________________________________

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Student File Number: ____________________________

Date Submitted: ____________________________

FOR SCHOOL USE ONLY

Assigned Teacher: ____________________________

Assigned Code: ____________________________

Graded by: ____________________________

FOR TEACHER USE ONLY

Special Interest Module: Handwriting: Section 4

Grade: ____________

Date Received: ____________________________

Please verify that preprinted label is for correct course.
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Handwriting Exercise Section 4, Day 1—Lowercase l

Complete each line. (You’ll see the word llama here. If you don’t know what it means, remember to use your dictionary.)

) /)

l l

dl—l

leg

plus

A llama is lovely.
Handwriting Exercise Section 4, Day 2—Lowercase b

Complete each line.

______

______

______

bubble

barb

For instructor’s use

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MINI MODULE
Section 4
Day 3
Handwriting Exercise Section 4, Day 3—Lowercase h

Complete each line.

\[ \]

\[ \]

\[ \]

\[ \]

\[ \]

\[ \]

\[ \]

\[ \]

\[ \]

thaw

throb

For instructor’s use
Handwriting Exercise Section 4, Day 4—Lowercase f

Complete each line.

\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]
\[ \text{\_\_\_\_\_\_\_} \]

For instructor’s use

\[ \text{\_\_\_\_\_\_\_} \]
Handwriting Exercise Section 4, Day 5—Lowercase k

Complete each line.

\(/ \)

\(\backslash \) \(\backslash \)

\(\backslash \) \(\backslash \)

\(k-k\)

\(key\)

\(keep\)

For instructor’s use
Handwriting Exercise Section 4, Day 6—Reviewing Letters

Write a line of letters under the samples.

Then complete each line in the rest of the handwriting exercise. You will see that e is not included in the first line because it has a shorter underswing.

___ l b h f k l b h f k ___

___ e e e ___

___ flit ___

___ bluff ___

___ shuffle ___

For instructor’s use
Handwriting Exercise Section 4, Day 7—Joining w to a and o

Complete each line.

wa

wo

wait

won

away

For instructor’s use
Handwriting Exercise Section 4, Day 8—Joining w to e and i

Complete each line.

wi
we
will
wet
awe

For instructor’s use
Handwriting Exercise Section 4, Day 9—Joining \( w \) to \( r \) and \( h \)

Complete each line.

\[ \text{wr} \]
\[ \text{wh} \]
\[ \text{write} \]
\[ \text{white} \]
\[ \text{wring} \]

For instructor’s use

You have now completed Section 4. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
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Handwriting Exercise Section 5, Day 1—Joining b to a and o

Complete each line.

\[ \begin{array}{c}
\text{ba} \\
\text{bo} \\
\text{bow-wow} \\
\text{baboon} \\
\text{baby} \\
\end{array} \]

For instructor’s use
Complete each line.

\[ \text{b\text{e}} \]

\[ \text{b\text{i}} \]

\[ \text{b\text{r}} \]

\[ \text{b\text{u}} \]

\[ \text{b\text{b}} \]

\[ \text{babble} \]

\[ \text{bramble} \]

For instructor’s use
Handwriting Exercise Section 5, Day 3—Joining o to Letters
Beginning with an Overswing

Write each combination of letters twice. Then choose any six of these combinations and think of words in which they occur. Write these six words on the blank lines.

oa | oc
---|---
od | og
om | on
oo | og
ov | ox
oy | oz

For instructor’s use
Write each combination of letters twice. Then choose any six of these combinations and think of six words in which they occur. Write these words on the blank lines.

<table>
<thead>
<tr>
<th>ob</th>
<th>of</th>
</tr>
</thead>
<tbody>
<tr>
<td>oh</td>
<td>oj</td>
</tr>
<tr>
<td>ok</td>
<td>ol</td>
</tr>
<tr>
<td>op</td>
<td>ou</td>
</tr>
<tr>
<td>ow</td>
<td></td>
</tr>
</tbody>
</table>

For instructor’s use
Handwriting Exercise Section 5, Day 5—Joining o to r, s, and t

Complete each line.

or

os

ot

sorry

boss

pot

For instructor’s use
Handwriting Exercise Section 5, Day 6—Difficult Joins

Complete each line.

ge  ge
ji  ji
nje  nje
gh  gh
wage
jinx
yellow
eight

For instructor’s use
Handwriting Exercise Section 5, Day 7—A Review of Joins

Complete each line.

\[ w + o = \]

\[ w + n = \]

\[ o + a = \]

\[ o + s = \]

\[ g + i = \]

\[ b + e = \]

\[ b + r = \]

For instructor’s use

____________________

____________________

____________________

____________________

____________________

____________________
Handwriting Exercise Section 5, Day 8—Judging a Sample

Follow the directions given in your Student Module Booklet.

<table>
<thead>
<tr>
<th></th>
<th>tail too long</th>
<th>a</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>✓</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>r</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td></td>
<td>w</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td>y</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>

For instructor’s use

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

MINI MODULE  
Section 5  
Day 9
Handwriting Exercise Section 5, Day 9—Letters and Numerals

This is the way I write the lowercase letters and the numerals.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I think I have improved these letters and numerals.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For instructor’s use

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You have now completed Section 5. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING STUDENT BOOK

When you are registered for this distance learning course, you are expected to regularly submit your Student Book for correction as soon as you complete it. Before submitting your Student Book, please check the following:

- Have you completed all of the required activities? If not, explain why.
- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

Do not enclose letters with the Student Book.

Send all letters in a separate envelope.

2. Postage Rates

Take your Student Book to the post office and have it weighed. Attach sufficient postage and seal the envelope. The Student Book will travel faster if sufficient postage is used and if it is placed in a large envelope that does not exceed two centimetres in thickness.

FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.
Handwriting Exercise Section 6, Day 1—Size, Slant, and Spacing

Write your paragraph on the following lines.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Look for these things in your handwriting:

• Are my letters the right size? ____________

• Are the downstrokes on the same slant? ____________

• Are there even spaces between the words? ____________

For instructor’s use

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Handwriting Exercise Section 6, Day 2—Reviewing Joins

Write the given words on these lines.

________________________________________

________________________________________

________________________________________

For instructor’s use

__________________________________________________________________

__________________________________________________________________

Handwriting Exercise Section 6, Day 3—Reviewing More Joins

Write the given words in the first column. Write your words in the second column.

________________________________________

________________________________________

________________________________________

For instructor’s use

__________________________________________________________________
Complete the first two lines. Circle any A you think is very well done. Complete the next two lines. Then write the sentence once.

A A A

Anna

Acadia

Arnie lives in Alberta.

For instructor’s use
Complete the first two lines. Circle any O’s you think are well done. Complete the next two lines, and write the sentence once.

O

O

Orville

Ojibwa

Ottawa is Ollie’s home.

For instructor’s use
Handwriting Exercise Section 6, Day 6—Capital Letter C

Complete each line. Choose the best letter you wrote on the first line, and circle it. Notice the way C is joined to the letters that follow it. Write the sentence once.

C C

Cathy

Charlie

British Columbia is in Canada

For instructor’s use
Handwriting Exercise Section 6, Day 7—Capital Letter E

Complete the first line, and circle the letter or letters you think are the best. Then complete the following lines. Write the sentence once. Notice the way E is joined to other letters.

E E

Earl

Eenyee

Every year we go to England.

For instructor’s use
Handwriting Exercise Section 6, Day 8—Reviewing Letters

Complete each line of letters, and circle the best letter in each line.

Make up a sentence that needs a capital A and a capital O and write the sentence once. Do the same for another sentence using capital letters C and E. Be sure to watch for the three s’s: size, slant, and spacing.

A a

O o

C c

E e

For instructor’s use
Handwriting Exercise Section 6, Day 9—Capital Letter I

Complete each line. Circle the best letter in the second line. Write the sentence once.

\[ \underline{I} \]

\[ \underline{I} \]

India

Ira comes from Ireland.

For instructor’s use

You have now completed Section 6. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES
HANDWRITING: SECTION 7

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher’s Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student File Number: __________________________

Date Submitted: ________________

FOR TEACHER USE ONLY

Special Interest Module:
Handwriting: Section 7

Grade: ________________

Date Received: __________________

FOR SCHOOL USE ONLY

Assigned Teacher: __________________________

Assigned Code: __________________________

Graded by: __________________________
INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING STUDENT BOOK

When you are registered for this distance learning course, you are expected to regularly submit your Student Book for correction as soon as you complete it. Before submitting your Student Book, please check the following:

- Have you completed all of the required activities? If not, explain why.
- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

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2. Postage Rates

Take your Student Book to the post office and have it weighed. Attach sufficient **postage** and seal the envelope. The Student Book will travel faster if sufficient postage is used and if it is placed in a large envelope that does not exceed two centimetres in thickness.

FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.
Handwriting Exercise Section 7, Day 1—Capital Letter J

Complete each line. Write the sentence once. Notice how J is joined to the letters that follow it. Circle the best letter in the second line.

J J

John

Jemma

January and June are names of months

Circle the best letter in the second line.
Handwriting Exercise Section 7, Day 2—Capital Letter T

Complete each line. Circle the best letter in the first line. Write the sentence once.

\[ T \]

Tom

Jerry

A Tlingit clan lives by the

Jaku River

For instructor’s use
Handwriting Exercise Section 7, Day 3—Capital Letter F

Complete each line. Circle the best letter in the first line. Write the sentence once.

F F

Fred

Fenwick

Findlay Fork is on the Findlay River

For instructor’s use
Write each of the following names in its proper column.

- France
- Toronto
- Fort St. John
- Jesse
- Jasper
- Thailand
- Iqaluit
- India
- Japan
- Irene
- Fiona
- Ted

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

For instructor’s use

_________________________________________________________________
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MINI MODULE
Section 7
Day 5
Handwriting Exercise Section 7, Day 5—Capital Letter M

Complete each line. Circle the best letter in the second line. Write the sentence once.

\[
\begin{align*}
\text{M} & \quad \text{M} \\
\text{Mona} & \\
\text{Mike} & \\
\text{Murray visited Mrs Main.} & \\
\end{align*}
\]

For instructor’s use
Handwriting Exercise Section 7, Day 6—Capital Letter $N$

Complete each line. Circle the best letter in the second line. Write the sentence once.

N
Ned
Nora
Nick drove to Nanton

For instructor’s use
Handwriting Exercise Section 7, Day 7—Capital Letter H

Complete each line. Circle the best letter in the third line. Write the sentence once.

\[ \text{? ?} \]
\[ \text{??} \]
\[ \text{??} \]
\[ \text{??} \]
\[ \text{Holly} \]
\[ \text{Hubert} \]
\[ \text{He lives in Hairy Hill.} \]

For instructor’s use
Handwriting Exercise Section 7, Day 8—Capital Letter K

Complete each line. Circle the best letter you wrote in the second line. Write the sentence once.

K

Kory

Keith

Kirsten lives at Kananaskis

For instructor’s use
Handwriting Exercise Section 7, Day 9—Reviewing Capital Letters $M$, $N$, $H$, and $K$

Complete each line. In each line, circle the letter you think is the best. Write each sentence once.

$m$

$n$

$h$

$k$

Helen travelled from Kindersley to North Battleford, Saskatchewan.
You have now completed Section 7. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
INSTRUCTIONS FOR SUBMITTING
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FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.
Handwriting Exercise Section 8, Day 1—Capital Letter $U$

Complete each line. Circle the best letter you made in the second line. Write the sentence once. Notice the way $U$ is joined to other letters.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$U$</td>
<td>$U$</td>
</tr>
<tr>
<td>Una</td>
<td></td>
</tr>
<tr>
<td>Uruguay</td>
<td></td>
</tr>
<tr>
<td>Use a map to find Ucluelet</td>
<td></td>
</tr>
</tbody>
</table>

For instructor’s use
Handwriting Exercise Section 8, Day 2—Capital Letter Y

Complete each line. Notice how Y is joined to the letters that follow it. The overswing from the tail of the Y sometimes has to be changed to suit the underswing of the letter that follows. Watch this part carefully. Circle the best letter you made in the third line. Write the sentence once.

Y Y
Y Y
Y Y

Write the sentence once.

Yvonne
Yorick

Yuri drove to Yakima.

For instructor’s use
Handwriting Exercise Section 8, Day 3—Capital Letter V

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

I I

V V

Věra

Vănce

Viking is north of Vălcan

For instructor’s use
Handwriting Exercise Section 8, Day 4—Capital Letter W

Complete each line. Circle the best letter you made in the fourth line. Write the sentence once. (Write the answer, too, if you can.)

W

W

W

W

Wendy

Where is Winnipeg?

For instructor’s use
Handwriting Exercise Section 8, Day 5—Capital Letter X

Complete each line. Circle the best letter you made in the third line. Write each sentence once.

I

XX

XX

Xylophones are fun to play.

Xuxa Xanto is my friend.

For instructor’s use
Complete each line. Circle the best letter you made in the third line. Write each sentence once. Notice how Z is joined to the letters that follow it.

**Jane Grey is an author.**

**Zeki went to Jama City.**

For instructor’s use
Handwriting Exercise Section 8, Day 7—Capital Letter G

Complete each line. Circle the best letter you made in the third line. Write the sentence once.

1.

2.

3.

G

George

Gloria

Go to Gimley, Manitoba

For instructor’s use
Handwriting Exercise Section 8, Day 8—Capital Letter S

Complete each line. Circle the best letter you made in the third line. Write the sentence once.

For instructor’s use
Handwriting Exercise Section 8, Day 9—Capital Letter D

Complete each line. Circle the best letter you made in the third line. Write each sentence once.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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<tr>
<td>L</td>
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<td>L</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Dan</td>
<td>Doris</td>
<td></td>
</tr>
<tr>
<td>Derwent is north of Didsbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dihani camps in Dawson City</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For instructor’s use

You have now completed Section 8. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your Home Instructor. Then follow the instructions on the back of that sheet for submitting your work.
ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

HANDWRITING: SECTION 9

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher’s Comments:

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student File Number: ____________________________

Date Submitted: __________

FOR SCHOOL USE ONLY

Assigned Teacher: ____________________________

Assigned Code: ____________________________

Graded by: ____________________________

FOR TEACHER USE ONLY

Special Interest Module: Handwriting: Section 9

Grade: __________

Date Received: __________

Please verify that preprinted label is for correct course.
INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING STUDENT BOOK

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- Have you filled out the Assignment Record Form and attached the correct address label?

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FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.
Handwriting Exercise Section 9, Day 1—Capital Letter L

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

|  ||  |
|---|---|
| L | L |

Lucy
Linda
Leduc and Lake Louise are in Alberta

For instructor’s use
Handwriting Exercise Section 9, Day 2—Capital Letter Q

Complete each line. Circle the best letter you made in the first line. Write the sentence once.

Q

Queen

Queen

Queens

Quincyn visits Fort Qu’Appelle.

For instructor’s use

MINI MODULE

Section 9

Day 3
Handwriting Exercise Section 9, Day 3—Capital Letter B

Complete each line. Circle the best letter you made in the second line. Write the sentence once.

/ /

B B

Bob

Brittany

Bill hiked at Beaver Bay.

For instructor’s use
Handwriting Exercise Section 9, Day 4—Capital Letter P

Complete each line. Circle the best letter you made in the first line. Write the sentence once.

P
Pryce
Philip
Pine Pass leads to the Peace River

For instructor’s use
Complete each line. Circle the best letter you made in the second line. Write the sentence once.

/\  
/\  
R
Rhoswen
Ruth
Ray explored Red Rock Coulee

For instructor’s use
Handwriting Exercise Section 9, Day 6—Judging a Sample

Follow the directions given in your Student Module Booklet.

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
<th>J</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>V</td>
<td>K</td>
<td>J</td>
</tr>
<tr>
<td>C</td>
<td>L</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>V</td>
<td></td>
</tr>
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<td>E</td>
<td>h</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>O</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>P</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Z</td>
<td>Z</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For instructor’s use
Handwriting Exercise Section 9, Day 7—Reviewing Capital Letters

Follow the directions given in your Student Module Booklet.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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________________________________________________________

________________________________________________________

________________________________________________________

I think I have improved these letters.

________________________________________________________

________________________________________________________

________________________________________________________

For instructor’s use

________________________________________________________

________________________________________________________

________________________________________________________
Handwriting Exercise Section 9, Day 8—Rewriting a Paragraph

Now rewrite the paragraph on the given lines. Pay special attention to the parts that needed improvement in your practice paragraph.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Carefully check the paragraph you just wrote. Rewrite the letters or words that you think still need improvement. Use the following lines. If you need more room, there are more lines on the next page.

________________________________________________________________________

________________________________________________________________________
Handwriting Exercise Section 9, Day 9—You Be the Judge

My handwriting has (improved a lot, improved quite a bit, improved a little) this year.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I (usually remember, sometimes remember, usually forget) to sit in a good position.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I would say my handwriting is usually (excellent, done quite well, just OK, poorly done).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My handwriting exercises are usually (a lot better than, about the same as) the rest of my written exercises.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Is there anything else you’d like to tell your teacher about your handwriting?

________________________________________________________________________

________________________________________________________________________

For instructor’s use

________________________________________________________________________
Reminder to home instructor: Please complete the Home Instructor Comments form (located in the Home Instructor’s Guide) and include it with the student’s Section 9 assignments.

Also, assist your student in completing the Course Survey for Handwriting, which is found on the following pages.

You have now completed Section 9. It’s time to send in all of your assignments for this section to your teacher. Be sure to fill in the Assignment Record Form at the beginning of this section with your home instructor. Then follow the instructions on the back of that sheet for submitting your work.
Note to the home instructor: After your student has completed the activities for this module, please help him or her fill out this questionnaire and mail it to the address given on the last page. We are interested in your responses. Your comments will be greatly appreciated, as we continually work to improve our courses. If you wish to add information or comments, please write your comments as well in the appropriate spaces.

Name ___________________________ Age _____ Grade ______

Address ___________________________ File No. ___________________________

__________________________________ Date ___________________________

Design

1. The Mini Module booklet is designed so you can work through it yourself. Did you find it easy to use on your own?

   ❑ Yes   ❑ No   Please explain.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Were the questions and directions easy to understand?

   ❑ Yes   ❑ No   Please explain.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Did you find the exercises at the beginning of each day helpful? Did they make the course more interesting? Please explain.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
4. If you needed special supplies or other material for this course, were you able to easily obtain them? Please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Content**

1. Which activity did you like the most? What did you like about it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Which activity did you like the least? What did you dislike about it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Did you find the workload and the content you were expected to learn reasonable? Please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Did you have any difficulty reading any part of the mini module? Please give details.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Additional Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Only complete the following questions if you are enrolled with the Alberta Distance Learning Centre.**

1. Did you contact a teacher at the Alberta Distance Learning Centre for help or extra information while doing this module? Please detail.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If you contacted the Alberta Distance Learning Centre, did you find the staff helpful? Please explain.

________________________________________________________________________
________________________________________________________________________

2. Did you fax your Student Book to your teacher? Did this work well?

________________________________________________________________________
________________________________________________________________________
3. Did you e-mail any of your Student Book to your teacher? Did this work well?

___________________________________________________________________________________

___________________________________________________________________________________

4. Was the feedback you received from your correspondence or distance learning teacher helpful? Please explain.

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Thanks for taking the time to complete this questionnaire. Your comments are important.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Student Book to ADLC, you may return this questionnaire with your Student Book.

Otherwise, please return this questionnaire to this address:

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4
What Is Handwriting About?

Clear communication is essential in today’s information age. Legible handwriting is a part of well-crafted, artistic language that conveys the ideas and values of a culture and can be a source of pleasure and delight. Communicating clearly and artistically enhances collaboration and builds community.

This module is designed to be used to review and correct cursive writing for students who have been introduced to handwriting previously, but still need to revisit the correct formation of letters. Students learn and practise cursive handwriting style that is consistent in alignment, shape, slant, and spacing. The course may be completed as a separate module, or it may be used or required as part of another course your student is taking, for example, English Language Arts 4.

In the nine sections of Handwriting, your child will explore and practise correct cursive writing skills each day.

What Will My Child Learn?

It is expected that students will make extensive functional use of cursive writing and develop fluidity while maintaining legibility. Specifically, your student will have opportunities to do the following:

- Practise keeping letter formation, size, slant, spacing, and alignment uniform. (Letters must sit properly on the line.)
- Write with uniform pressure, using a good quality, medium ballpoint.
- Maintain a good standard of printing for appropriate purposes.
- Maintain pleasure and pride in the process and product of handwriting.
- Practise judging handwriting quality with some assistance.
- Prepare samples of good cursive writing for display purposes and for others to examine.
- Observe good written work done by others and compare it with his or her own.
How Can I Help?

Here are some ideas to help your child get organized for this module.

- Read through the module in advance.

- Refer to the notes on Developing Handwriting Technique that are included in this guide. Read these notes with your child.

- Encourage and remind your child frequently of the importance of posture, the position of the paper, movement of the arm, and other handwriting techniques.

- Gather and display examples of cursive writing used in a variety of contexts, for example, notes left for family members, letters, and invitations you might receive.

- Help the student organize his or her materials and work space.

- Set aside 10 to 15 minutes each day for the handwriting lessons.

As the home instructor, you have an important role to play in ensuring that the student successfully completes this handwriting module. Make yourself available to the student when he or she is working on the module.

You also play an important role in student assessment by helping the teacher understand how the student is progressing with the work and by making the teacher aware of any successes or difficulties he or she may be experiencing.

At the end of most of the handwriting exercises, there is space available for your observations and comments. This information records progress and can also assist the teacher in suggesting alternate learning strategies for the student to try.

What You Need

- a desk or table and chair that allows the student to use proper posture and position: A small footstool may be necessary if the desk or table is quite high for the student.

- Alphabet Chart: Assist the student in finding the Alphabet Chart (located at the end of the Mini Module Booklet). Ensure the chart is put on a wall at the student’s eye level near where he or she will be writing.

- loose-leaf paper: Your student should have a supply of wide-ruled paper and regular loose-leaf paper.

- three-ring binder: Place the Student Book and Home Instructor’s Guide into this binder. The binder can also be used for loose-leaf paper.

- chalkboard or a whiteboard: This is not required, but it is a piece of equipment that can be very helpful. There will be references in the daily work to a chalkboard. Working on the different surface makes for a welcome change from the constant use of pencil, pen, and paper. Also, a child’s muscles are still developing and a piece of chalk or a felt pen is much easier to handle than the smaller pencil or pen.
Finishing Up a Section

There are nine sections in the Student Book. Each section takes nine days to complete. When the student has completed a section of handwriting exercises, you will need to help gather the work completed to be sent in to the teacher. Note that you do not complete the entire Student Book before submitting it. Submit only one section of assignments and any activities the student has done on his or her own paper during the nine days of a section. It is important that the teacher see the student’s writing often as it develops, to assist and encourage making any changes in writing technique before they become habits.

When assembling the materials to be sent in, make sure you read and complete the appropriate Assignment Record Form. Also, read the instructions (on the back of this form) for submitting the required assignments.

Developing Handwriting Technique

During the handwriting lessons, continue to give attention to correct letter formation, size, slant, spacing and alignment (letters must sit properly on the line). Later assist with the correct procedure for joining letter’s and the overall uniformity of the student’s writing.

Continue to place an emphasis on good writing habits. Poor posture will become increasingly difficult to change, so keep encouraging your child to sit correctly and to develop a free-flowing movement in all written work. The Freedom of Movement Exercises at the beginning of many of the day’s work are very important for developing handwriting technique and fluency.

Posture

The student’s feet should be flat on the floor, with arms resting comfortably on the desk or table top. The child’s back and shoulders should be straight, and the body should lean slightly forward. You may have to provide a footstool to enable proper posture.
Position and Use of Writing Materials

When doing any writing, make sure the paper is directly in front of the child and slanted as shown in the following diagrams. Also, notice the positions of the hands in the illustration. The writing hand is positioned below the writing. The other hand rests at the top of the paper.

*Left-Handed Writers*  
*Right-Handed Writers*

The pencil should be held loosely between the thumb and first finger. It should rest on the second finger. The pencil should be held about 2 to 3 cm above the point.

*Left-Handed Writers*  
*Right-Handed Writers*
Rhythmic Clues

Whether at the chalkboard or on paper, all writing forms are best developed rhythmically. Your child will be quick to agree that any physical exercise, such as skating, dancing, or walking becomes much easier to do when a certain rhythm is developed. Encourage your child to use the rhythmic clues given in the assignments and to voice them aloud when practising (either at the chalkboard or on paper).

Freedom of Movement Exercises

There is still a need at this level to encourage freedom of movement and to discourage the development of a cramped writing style. Writing at a chalkboard or on a large sheet of paper remains a good way to begin any writing lesson. In most lessons, the student will be directed to spend a few minutes each day trying one or two of the arm-movement exercises. Go for free, easy, gliding movements. These exercises are found in the back of the Mini Module Booklet following the Alphabet Chart.

Suggested Activities

The emphasis in this course is on developing and maintaining uniform letter formation, spacing, slant, and stroke. Using a pencil, students should practise writing on wide-ruled loose-leaf paper, eventually reducing letter size to the use of regular loose-leaf paper. The ballpoint should be used for good work and assignments.

Here are some activity suggestions you may wish to try with your student:

- keeping a diary or journal of personal or class events
- preparing samples of good cursive writing for display purposes and for beginning handwriting students to examine
- writing letters that are difficult to form properly by choosing poems that repeat a certain letter
- writing rhyming words containing problem letters
  
  pass lass mass

- writing sentences using words that contain difficult joins
  
  Four cabs came for us
• writing groups of letters containing above-the-line strokes and below-the-line strokes

  fghq ljtz

• finding and writing words containing several above-the-line strokes and several below-the-line strokes

  elephant gladly

• writing on labels, invitations, booklet covers, maps, charts, and posters using a lined guide under unlined paper (Letter size will be determined by the specific activity.)

• writing to pen pals in another school, district, city, or country

• using red pencil to circle letters or words showing good writing style

• exchanging writing samples with other students to proofread for legibility and for attention to slant, spacing, size, and formation

• observing good written work done by others and comparing it with their own

**Daily Assignment Summary and Checklist**

On the next few pages is a **Daily Assignment Summary and Checklist** of all assignments for each of the nine sections that your student will be submitting to the teacher. You may use this as a checklist for each day’s work as it is completed and as a quick reference to track the letters that have been covered. Removing this summary and posting it in the Student’s work area will make it easily accessible.
Daily Assignment Summary and Checklist

Section 1 Making a Start

- Day 1: Writing with Care
- Day 2: Capital Letters
- Day 3: Lowercase Letters
- Day 4: Numerals and a Special Chart
- Day 5: Lowercase a
- Day 6: Lowercase o
- Day 7: Lowercase d
- Day 8: Lowercase g
- Day 9: Lowercase q

Section 2 Lowercase Letters

- Day 1: Lowercase c
- Day 2: Reviewing Letters
- Day 3: Lowercase m
- Day 4: Lowercase n
- Day 5: Lowercase z
- Day 6: Lowercase x
- Day 7: Lowercase i
- Day 8: Lowercase u
- Day 9: Lowercase e

Section 3 Lowercase Letters Continued

- Day 1: Lowercase w
- Day 2: Lowercase r
- Day 3: Lowercase s
- Day 4: Lowercase j
- Day 5: Lowercase p
- Day 6: Reviewing Letters
- Day 7: Lowercase t
- Day 8: Lowercase v
- Day 9: Lowercase y
Section 4 Lowercase Letters and Joining

- Day 1: Lowercase l
- Day 2: Lowercase b
- Day 3: Lowercase h
- Day 4: Lowercase f
- Day 5: Lowercase k
- Day 6: Reviewing Letters
- Day 7: Joining w to a and o
- Day 8: Joining w to e and i
- Day 9: Joining w to r and h

Section 5 More Joining and Judging

- Day 1: Joining b to a and o
- Day 2: Joining b to Letters Beginning with an Underswing
- Day 3: Joining o to Letters Beginning with an Overswing
- Day 4: Joining o to letters beginning with an underswing
- Day 5: Joining o to r, s, and t
- Day 6: Difficult Joins
- Day 7: A Review of Joins
- Day 8: Judging a Sample
- Day 9: Letters and Numerals

Section 6 Reviewing and Beginning Capitals

- Day 1: Size, Slant, and Spacing
- Day 2: Reviewing Joins
- Day 3: Reviewing More Joins
- Day 4: Capital Letter A
- Day 5: Capital Letter O
- Day 6: Capital Letter C
- Day 7: Captial Letter E
- Day 8: Reviewing Letters
- Day 9: Capital Letter I
Section 7 Capital Letters

☐ Day 1: Capital Letter J
☐ Day 2: Capital Letter T
☐ Day 3: Capital Letter F
☐ Day 4: Reviewing Letters, I, J, T, and F
☐ Day 5: Capital Letter M
☐ Day 6: Capital Letter N
☐ Day 7: Capital Letter H
☐ Day 8: Capital Letter K
☐ Day 9: Reviewing Capital Letters M, N, H, and K

Section 8 More Capitals

☐ Day 1: Capital Letter U
☐ Day 2: Capital Letter Y
☐ Day 3: Capital Letter V
☐ Day 4: Capital Letter W
☐ Day 5: Capital Letter X
☐ Day 6: Capital Letter Z
☐ Day 7: Capital Letter G
☐ Day 8: Capital Letter S
☐ Day 9: Capital Letter D

Section 9 Capitals, Review, and Judging

☐ Day 1: Capital Letter L
☐ Day 2: Capital Letter Q
☐ Day 3: Capital Letter B
☐ Day 4: Capital Letter P
☐ Day 5: Capital Letter R
☐ Day 6: Judging a Sample
☐ Day 7: Reviewing Capital Letters
☐ Day 8: Rewriting a Paragraph
☐ Day 9: You Be the Judge
Handwriting

Please answer these questions about your student’s participation in the module. Then send this page in to the teacher with your student’s Section 9 assignments.

1. Think back over the work covered in the last nine sections. What interested your student the most?

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_____________________________________________________________________________

2. What trials or triumphs did your student experience when practicing her or his handwriting?

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_____________________________________________________________________________

3. In what ways did the exercises at the beginning of each day assist your student in developing appropriate handwriting?

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_____________________________________________________________________________
4. How successful was your student at evaluating his or her own handwriting?

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5. Is there anything else about this module you would like to comment on at this time?

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