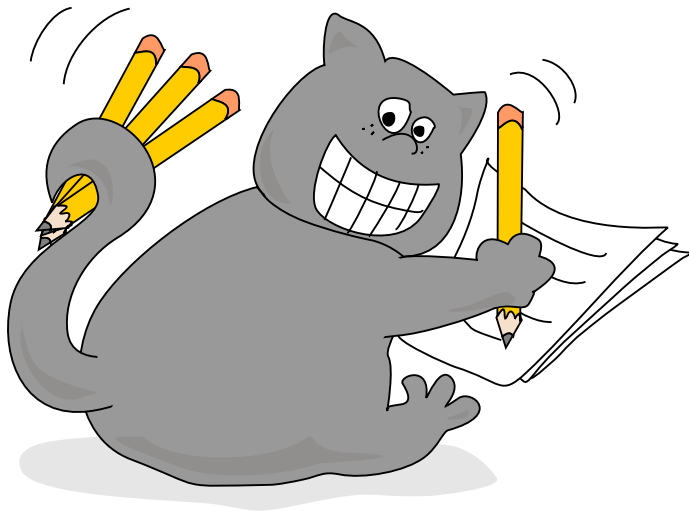


Progressive Printing^{T.M.}

age
5½+



Book 1: The Basics

Letters: t, c, a, d, n, m, h, r, s.

Shapes taught: Vertical and horizontal lines, the "c" shape, "bunny hops" (arches).

The easy, fun (and FREE!) way to teach handwriting.

Step 1

Take the test! Is your child ready for handwriting?

Step 2

Print out these instructions and worksheets. For more than one student, print copies of the "Worksheets Only" version of this booklet.

Step 3

One lesson a day! If you have extra time, starting **AFTER** lesson 4, use the "Extra Worksheets" for extra practice (but don't overdo it).

Step 4

Don't skip the "Air Writing" – the big motions help commit the patterns to memory. The motions also help strengthen the shoulder and arm muscles for writing.

Test

Before starting

Check readiness.

For more than one student, save paper by printing copies of the "Test Only" file.

1 Important!

Although some children learn to read at an early age, most children aren't ready for handwriting until age five or six.

This is because, unlike reading, handwriting relies on physical strength and coordination.

2 Take the test

Have your child/students copy each shape in the empty box next to the shape.

If a child can draw the shapes and is using any pencil grip other than a "fist" or "overhand" grip (see examples on the next page), then he/she is ready for handwriting instruction.

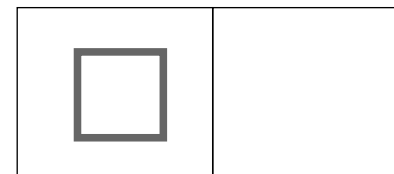
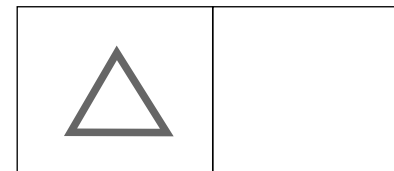
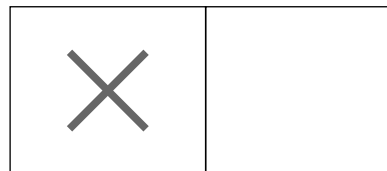
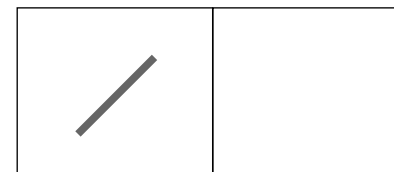
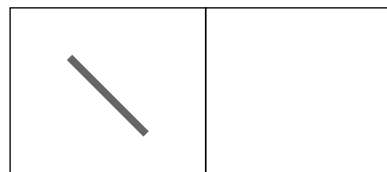
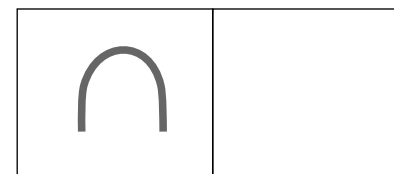
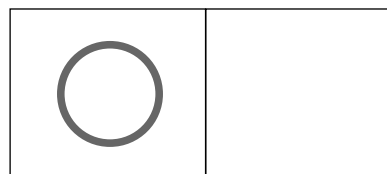
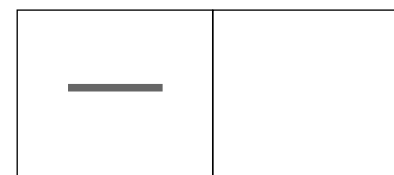
You aren't looking for perfection, you are looking to see if lines are lines (they don't have to be perfectly straight), if angles are angles (not squiggles or blobs), and if circles are "roundish."

If the shapes are poorly executed (see examples on next page), then the child should wait until he/she is older and has developed more physical strength and coordination.

Beginner Handwriting Test

Full Name: _____

Age: _____ Date: _____



(cut or fold)



Pencil Grip

Assessing pencil grip.

Check readiness.

(See our website, ProgressivePhonics.com, for more information.)

Fist Grip or “Overhand” Grip = **NOT READY**



Almost all children use a “first grip” or “overhand grip” at some point in their development. Unless they have a physical disability, most children “grow out” of these grips, but only when their arm and hand muscles are strong enough. A child who uses one of these grips is not doing anything wrong – he/she is simply not ready to hold a pencil differently, and is **NOT READY FOR HANDWRITING INSTRUCTION**.

Do not force a child to adopt a different pencil grip. Let them grow out of it naturally, at their own pace.

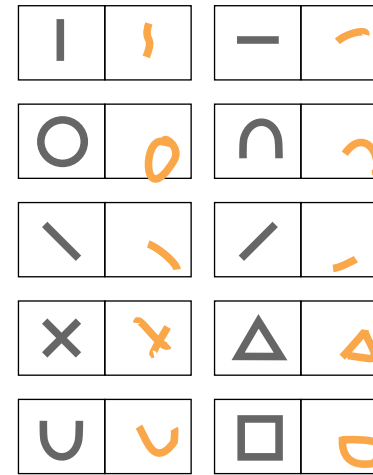
ALL OTHER PENCIL GRIPS ARE OKAY FOR BEGINNERS. (See website for examples and more information.)

Test Results

Assessing the results.

(See website for more info)

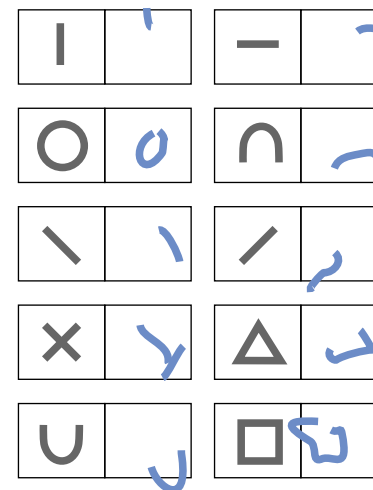
PASS



Lines are inside the boxes (mostly), and the shapes look more or less like the desired shapes.

This shows enough eye-hand coordination and hand-strength to begin handwriting instruction, but don't move too quickly – it takes time to develop muscles. A little bit every day is more beneficial than a “marathon.”

NOT A PASS



Multiple lines are outside the boxes. Only a few shapes look more or less like the shapes being copied.

Eye-hand coordination is not yet developed enough to engage in a handwriting program. Needs more time and practice with coloring pages and simple crafts to develop hand strength and motor skills.

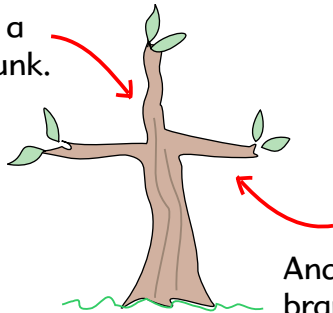


How to write the letter 't'

(Demonstrate on a blackboard or piece of paper.)

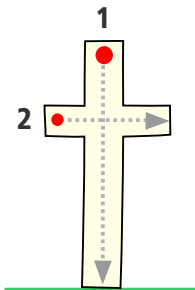
The letter <t> is like a little tree.

It has a tall trunk.



And little branches sticking out.

When we write the letter <t>, we always draw the tall line first, always going from top to bottom, and then we draw the sideways line, always going from left to right.



continued...

Air "Writing"

"Write" the letter <t> in the air, using big arm movements, saying:

"Tall line down. Little line across."

Then have your child/students "air write" the letter many times, also saying the steps out loud. Make sure they are (1) "drawing" the tall line from top to bottom, and (2) "drawing" the side line from left to right.

Writing BIG letters in the air (while saying the steps out loud) helps to place the "pattern" in a child's memory. Air writing also strengthens arm and shoulder muscles for writing.

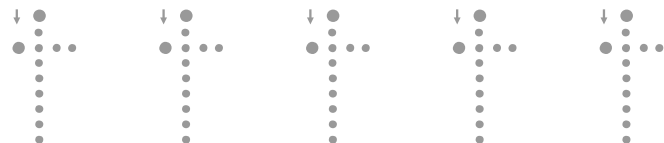
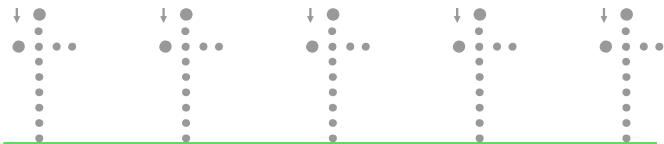
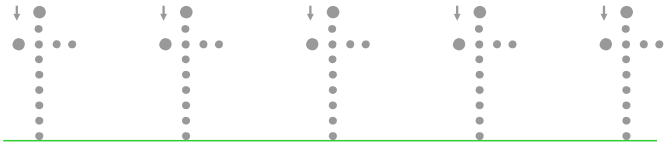
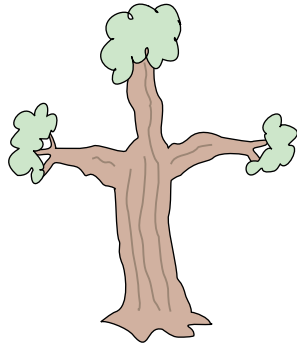
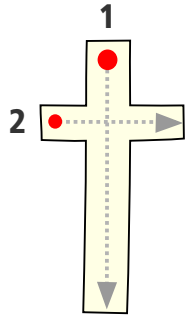
Note: Children/students should use the arm they write with.

(cut or fold)



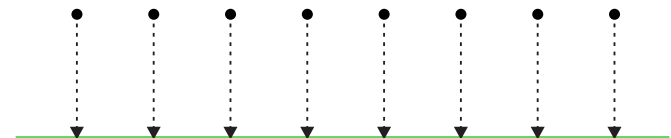
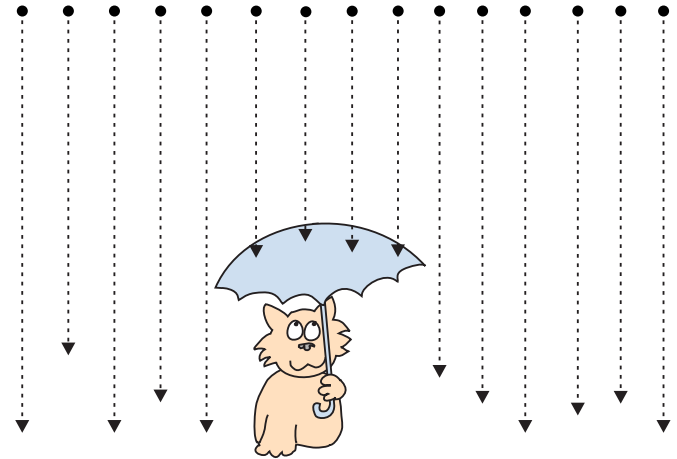
Lesson 1 – practice page (A)

(Name) _____



Lesson 1 – practice page (B)

(Name) _____



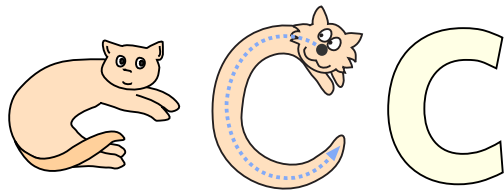


How to write the letter 'c'

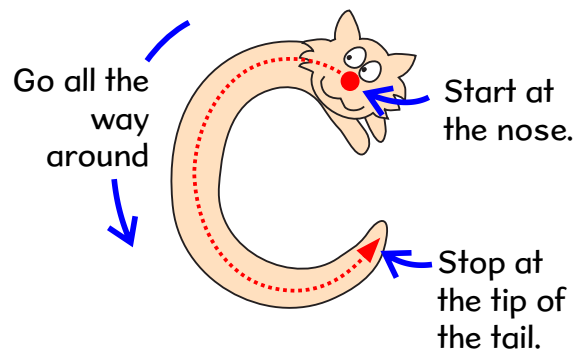
(Demonstrate on a blackboard or piece of paper.)

We are now going to learn how to write the letter <c> –

The letter <c> looks like a little cat lying down.



To write the letter <c>, start at the nose, go all the way around, and then stop at the tip of the tail.



continued...

Air "Writing"

"Write" the letter <c> in the air, using big arm movements, saying:

"Start at the cat's 'nose,' go around and stop."

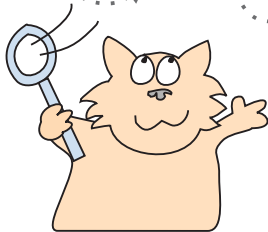
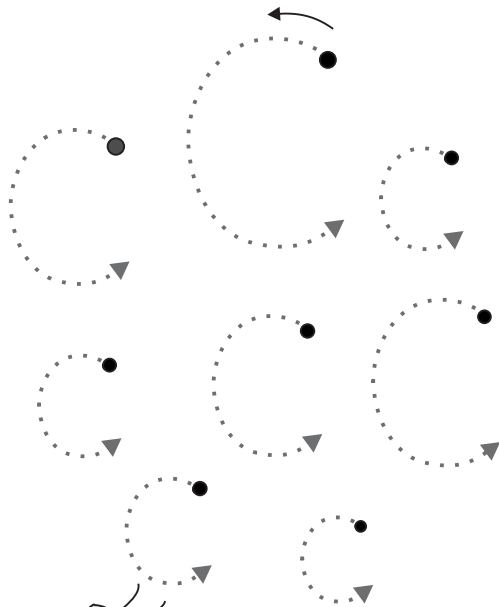
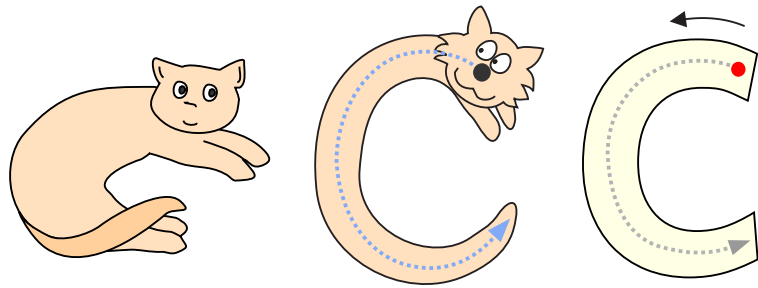
Then have your child/students "air write" the letter many times, also saying the steps out loud.

(cut or fold)



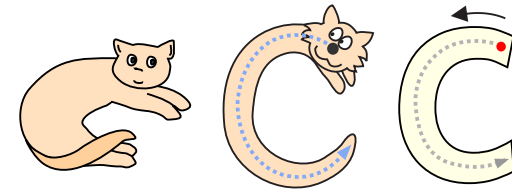
Lesson 2 – practice page (A)

(Name) _____



Lesson 2 – practice page (B)

(Name) _____

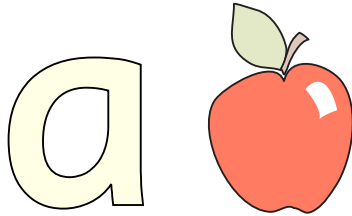




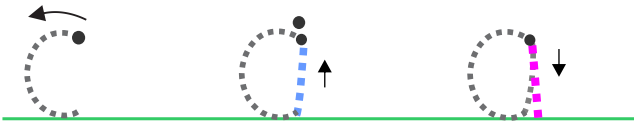
How to write the letter 'a'

(Demonstrate on a blackboard or piece of paper.)

The letter <a> looks little bit like an apple –



To write the letter <a>:



First make a letter <c>.

Then, instead of stopping, go back up to the dot where you started.

Then, without lifting your pencil, make a straight line down to the grass.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <a> in the air, using big arm movements, saying:

"Make a <c>, but don't stop! Draw a little line up, then a little line down. Don't lift your pencil until you are done."

(Or, for short, "Make a <c>, then a little line up and a little line down.")

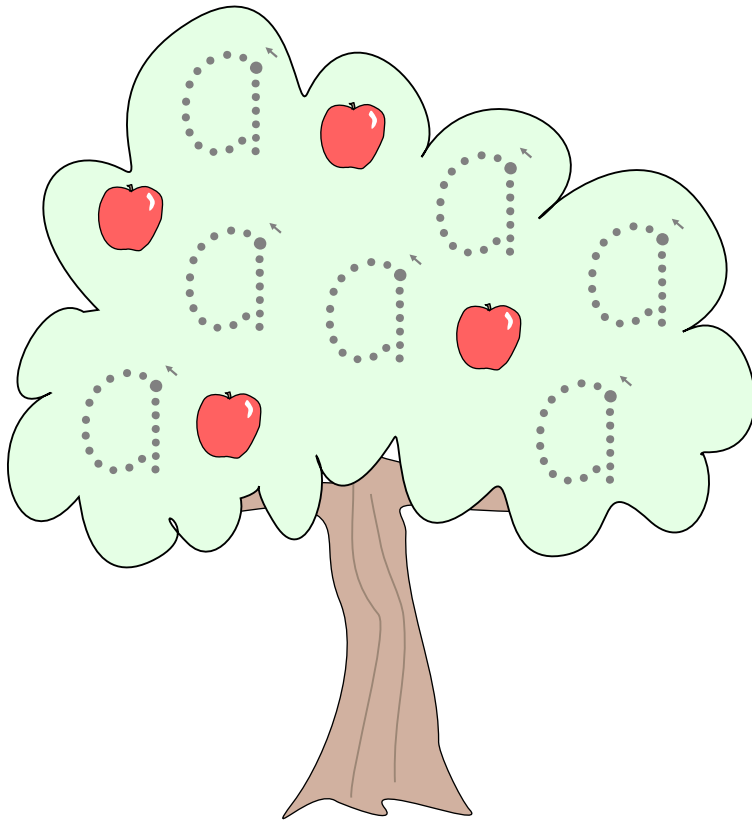
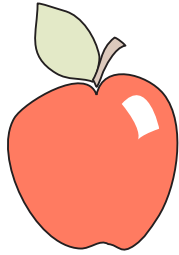
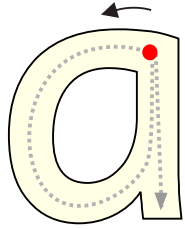
Then have your child/students "air write" the letter many times, also saying the steps out loud.

(cut or fold)



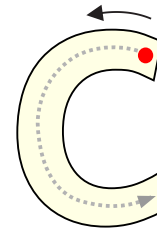
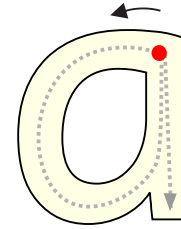
Lesson 3 – practice page (A)

(Name) _____



Lesson 3 – practice page (B)

(Name) _____

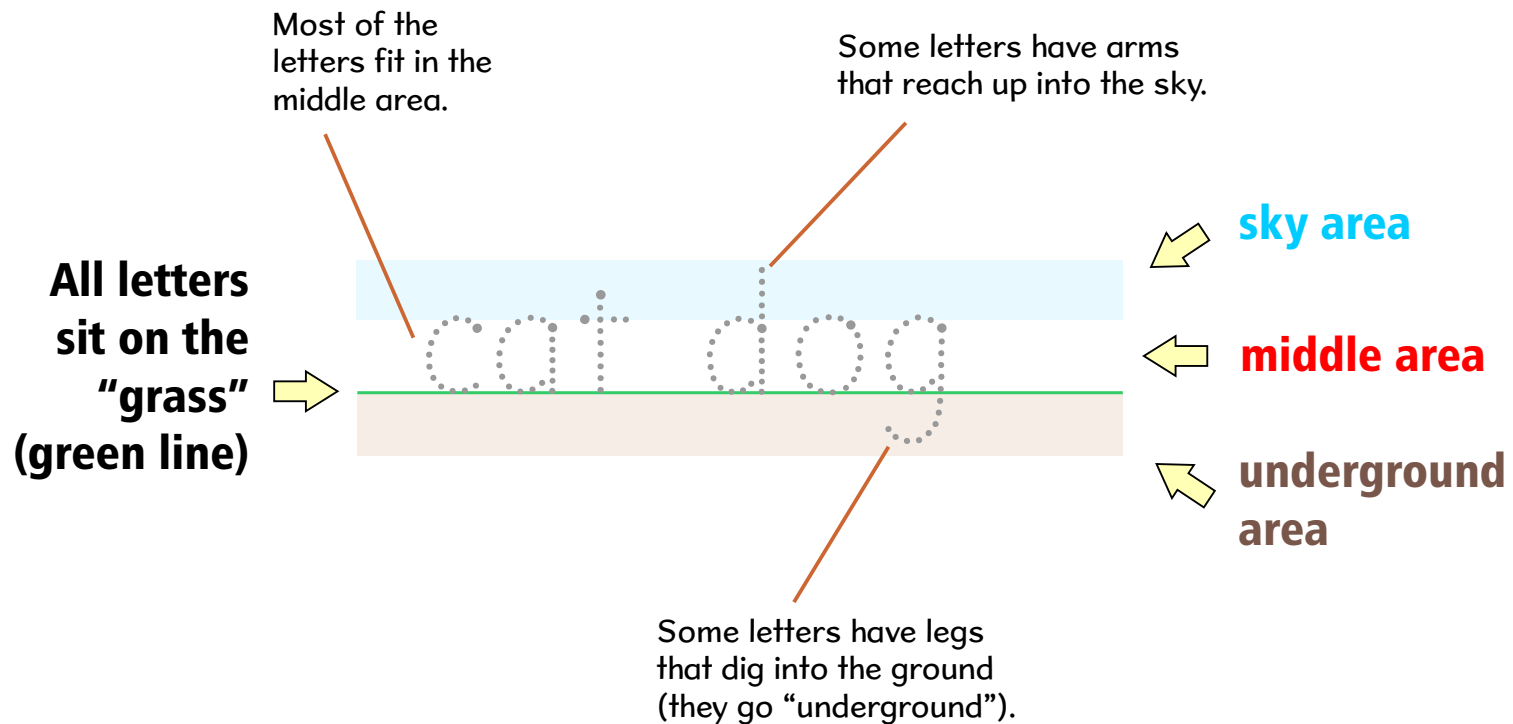




Writing letters on the right lines

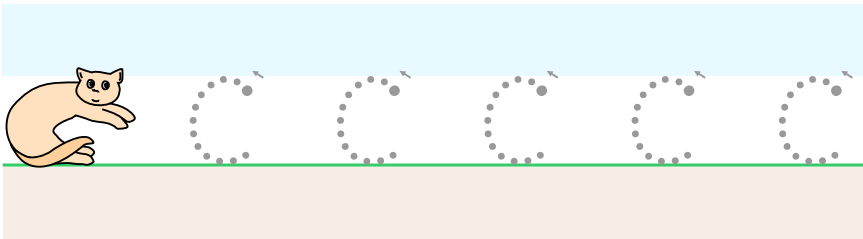
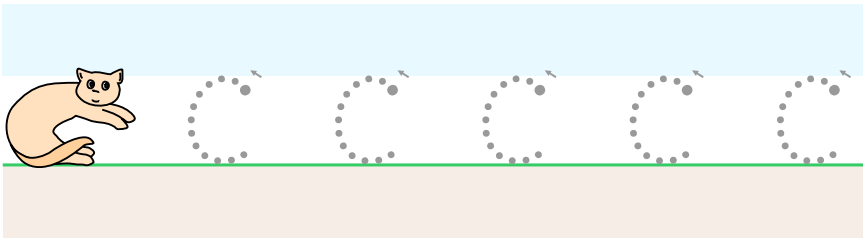
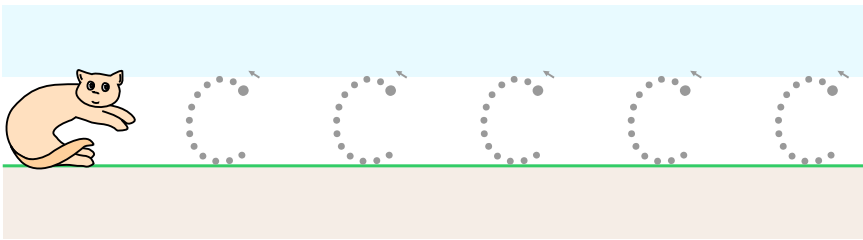
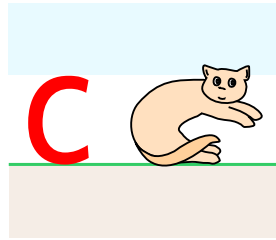
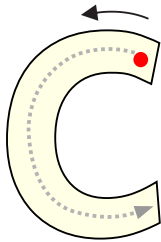
(Demonstrate on a blackboard or piece of paper.)

- 1) Show your child/students the lines and explain to them what the different lines mean.
- 2) Then have your child/students do the next two student practice pages.



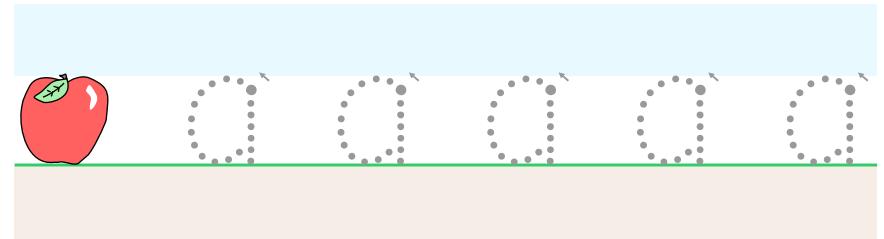
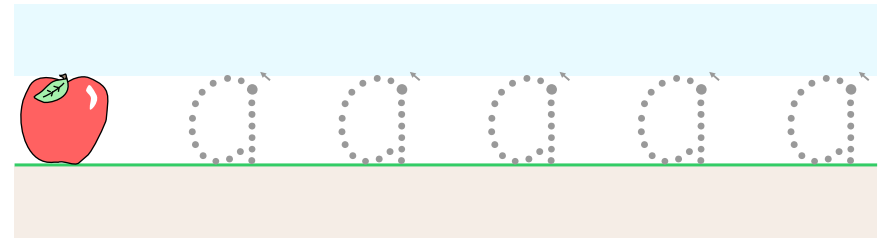
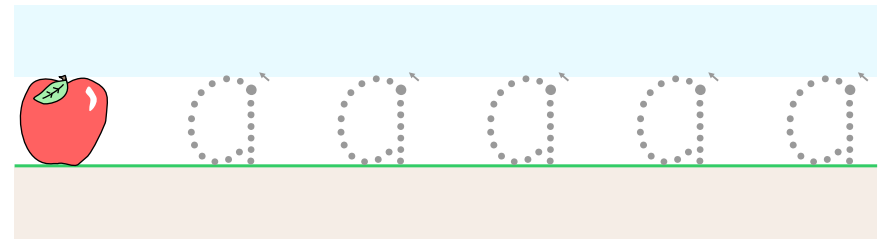
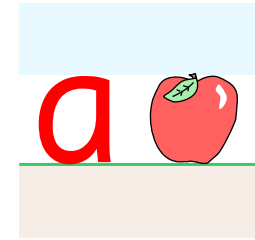
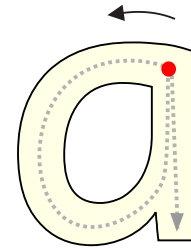
Lesson 4 – practice page (A)

(Name) _____



Lesson 4 – practice page (B)

(Name) _____



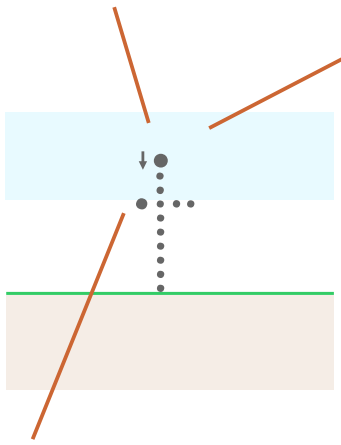


Writing the letter 't' on the lines

(Demonstrate on a blackboard or piece of paper.)

Let look at how the letter <t> fits on the lines –

The letter <t> is tall, so it reaches up into the sky.

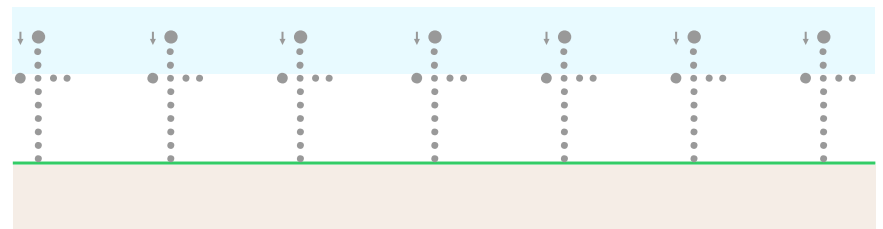
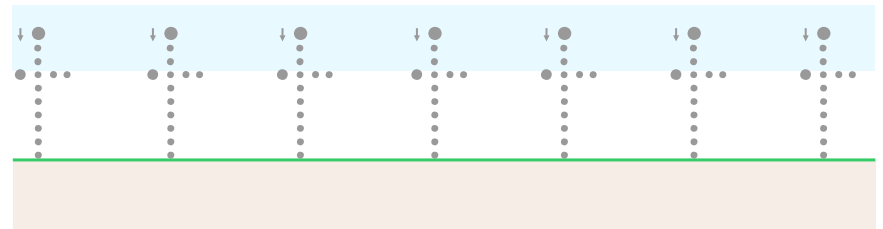
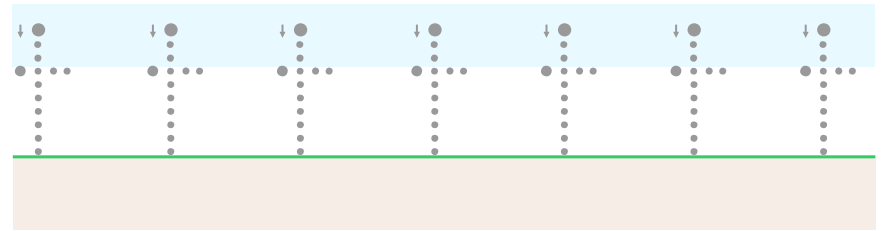
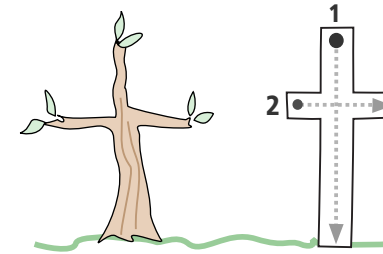


But not tall enough to touch the top of the sky. It's a "little" <t>, so it doesn't go all the way up.

The "cross" part goes right here, where the middle meets the sky.

Lesson 5 – practice page

(Name) _____





Spaces between words

(Demonstrate on a blackboard or piece of paper.)

We put spaces between words, so that it is easy to see where one word stops and another word starts.

Right:

A rat sat on a cat.

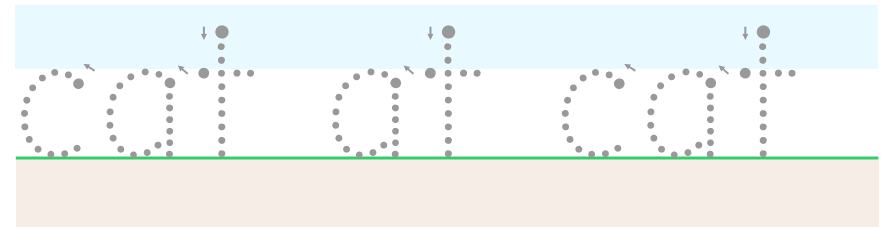
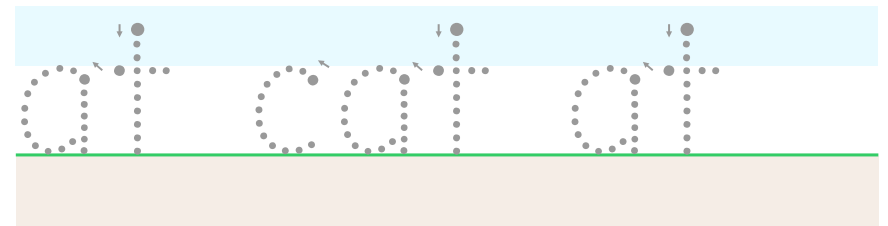
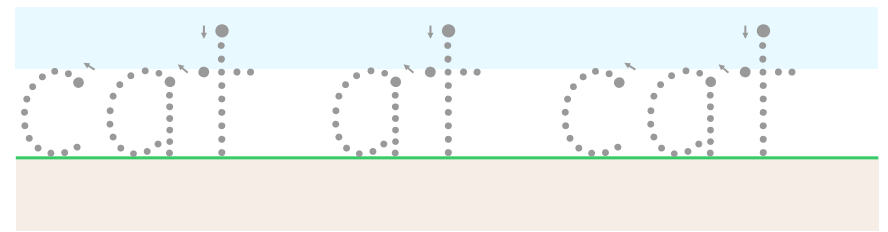
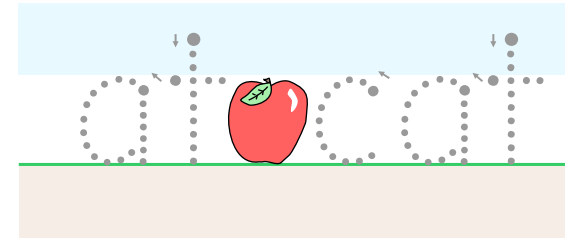
Wrong:

Aratsatonacat.

How much space? About the size of one letter <a>, so think of it like putting a little apple between each word.

Lesson 6 – practice page

_____ (Name)



(cut or fold)

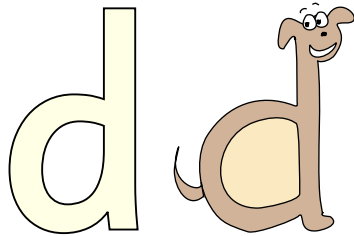




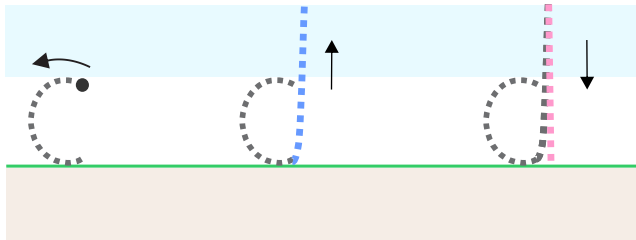
How to write the letter 'd'

(Demonstrate on a blackboard or piece of paper.)

The letter <d> looks a little like a dog sitting down –



To write the letter <d>:



First make a letter <c>.

Then, instead of stopping, go all the way up to the top of the sky.

Then, without lifting your pencil, make a straight line all the way down to the grass.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <d> in the air, using big arm movements, saying:

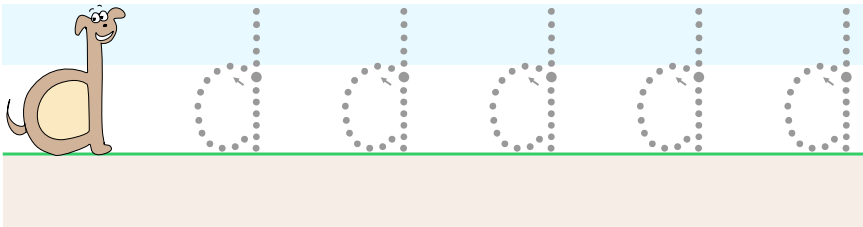
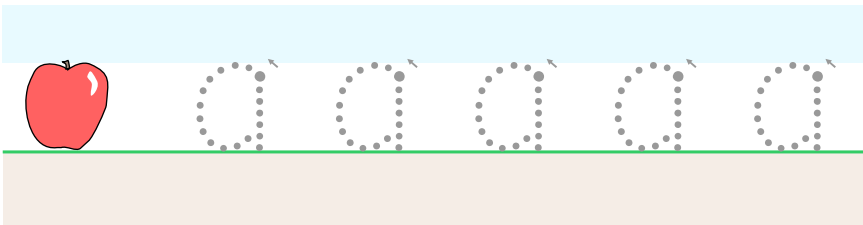
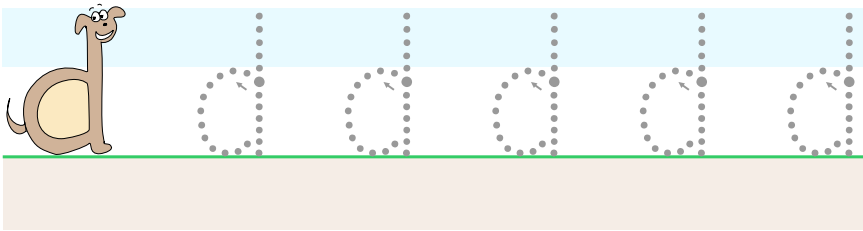
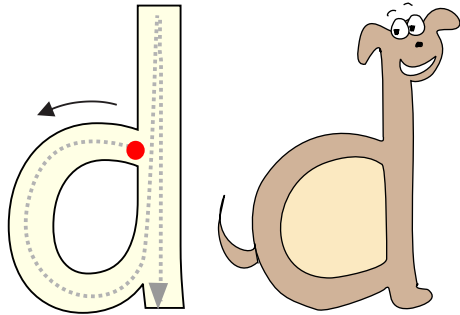
"Start with a <c>; then a tall line up and a tall line down."

Then have your child/students "air write" the letter <d> many times, also saying the steps out loud.



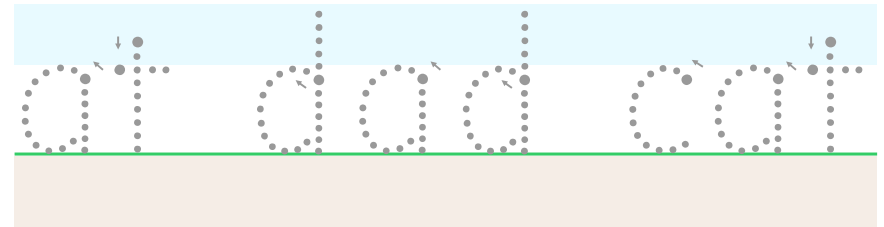
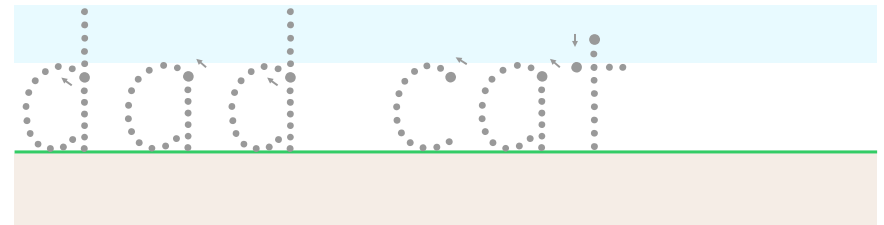
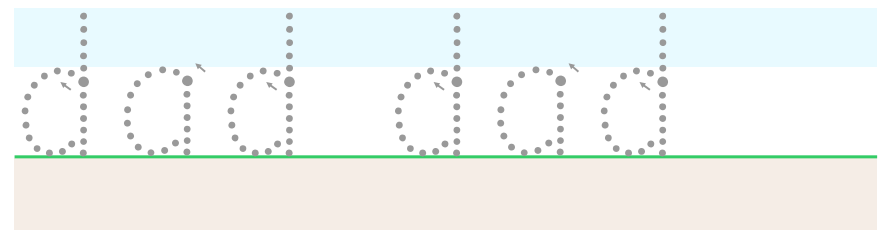
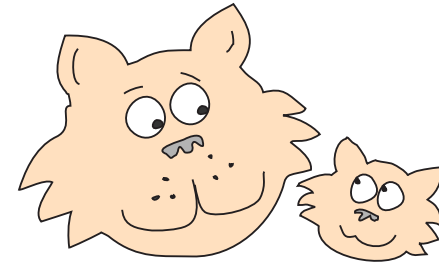
Lesson 7 – practice page (A)

(Name) _____



Lesson 7 – practice page (B)

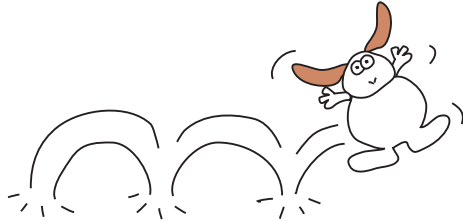
(Name) _____





Bunny Hops

(Demonstrate on a blackboard or piece of paper.)



Does anyone know how a bunny hops?
(Have your child/students show you with their hands.) (A “bunny” is another name for a rabbit.)

That’s right – a bunny hops like this...
(draw some arches on the blackboard or on a piece of paper).



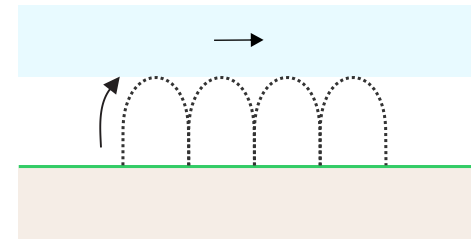
Some letters have this shape – like the letters ‘n’ and ‘m’ and ‘h’ (draw them on the blackboard or on a piece of paper).

n m h



continued...

When we draw bunny hops on paper, we always go from left to right, like this...
(draw on blackboard or show on paper).



Draw bunny hops in one continuing movement – you don’t lift your pencil until you are done.

Air “Writing”

Draw bunny hops in the air, using big arm movements, saying, “To write ‘right’ bunny hops, go to the right...to the right...to the right...” (Say “to the right” for each bunny hop you draw in the air.)

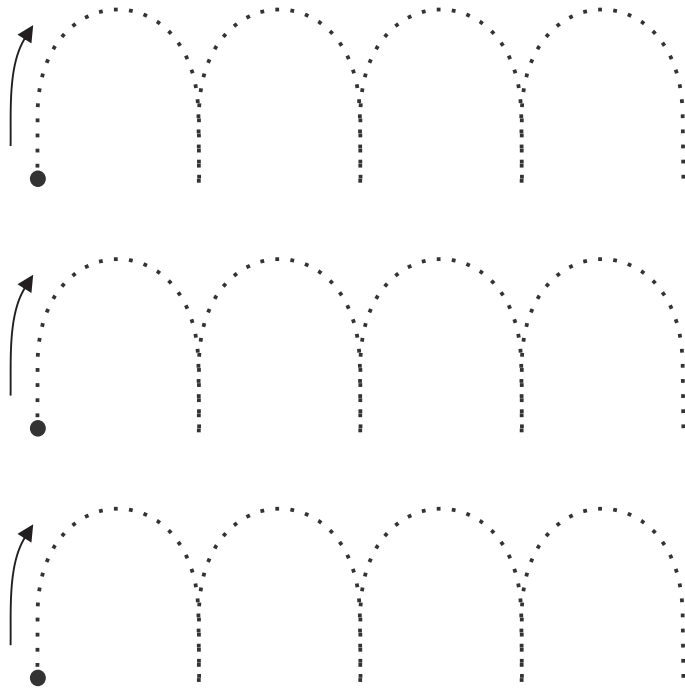
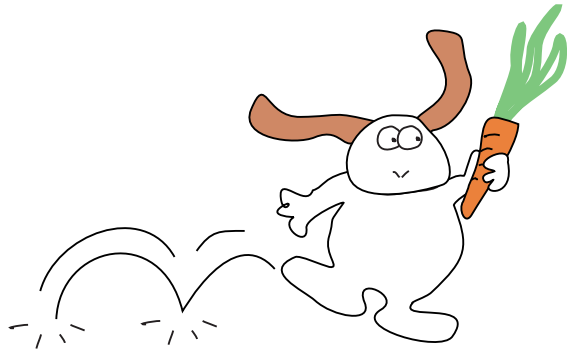
Then have your child/students “air write” bunny hops, also saying the words out loud.

(cut or fold)



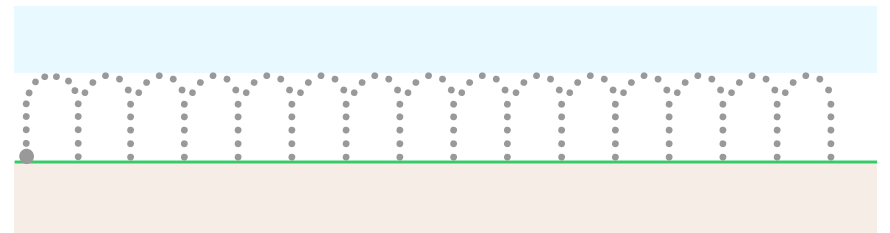
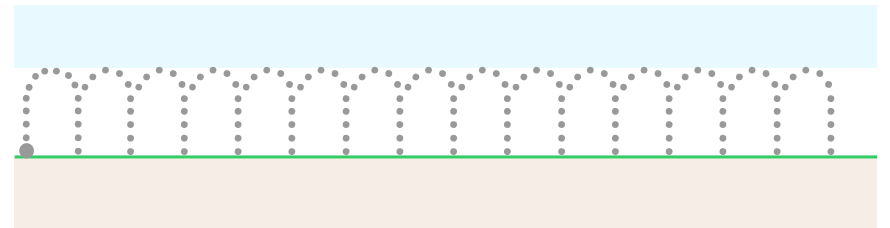
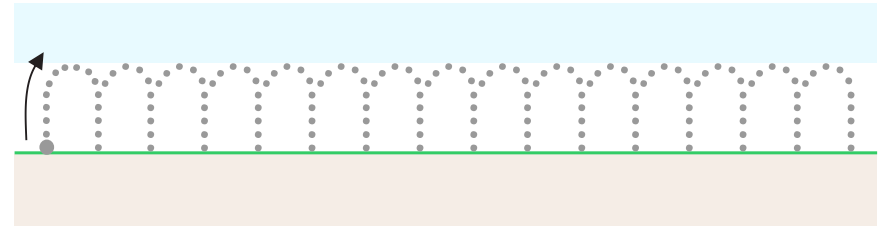
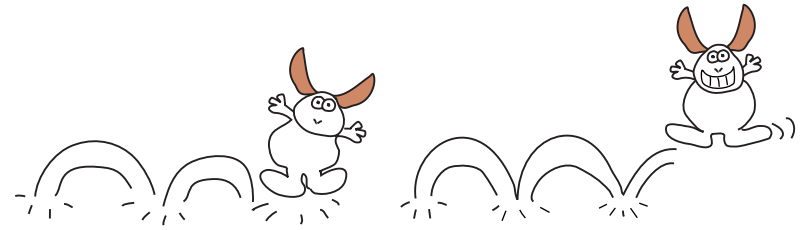
Lesson 8 – practice page (A)

(Name) _____



Lesson 8 – practice page (B)

(Name) _____

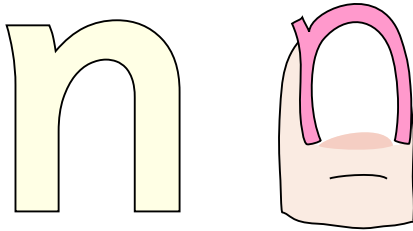




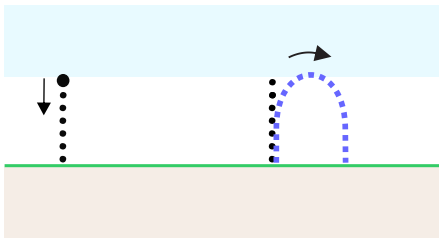
How to write the letter 'n'

(Demonstrate on a blackboard or piece of paper.)

The letter <n> looks a little bit like one of the nails on your fingers –



To write the letter <n>:



First draw a short line down.

Then, without lifting your pencil, draw one bunny hop.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <n> in the air, using big arm movements, saying:

"Little line down; then one bunny hop."

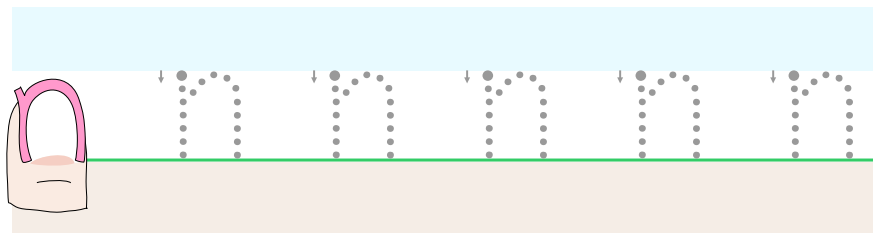
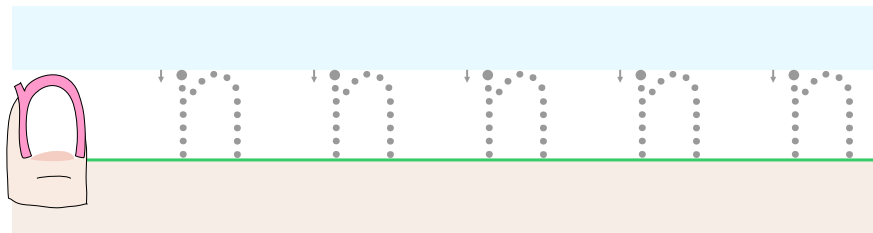
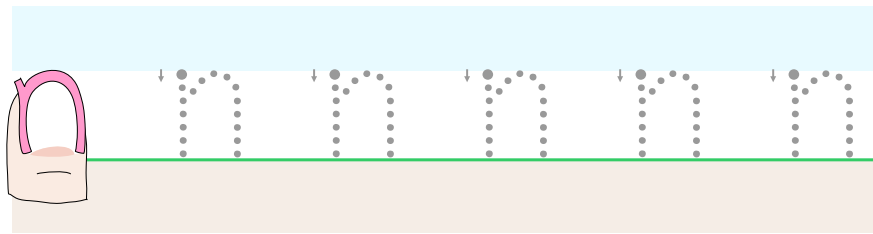
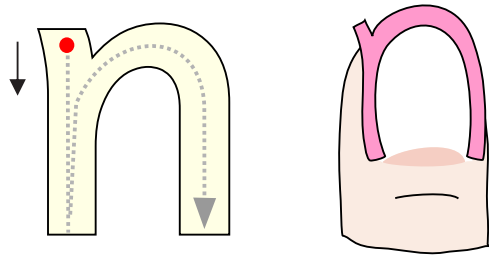
Then have your child/students "air write" the letter <n> many times, also saying the steps out loud.

(cut or fold)



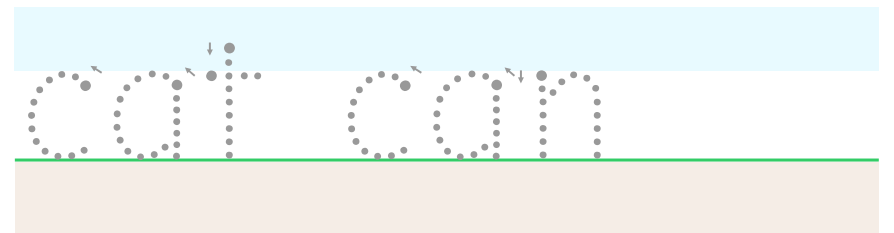
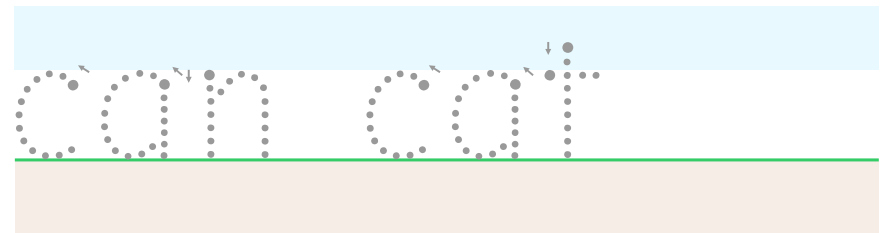
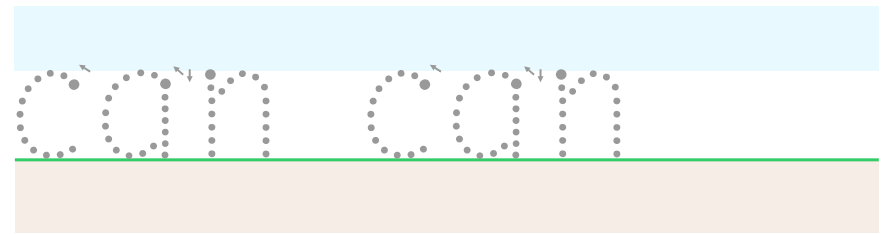
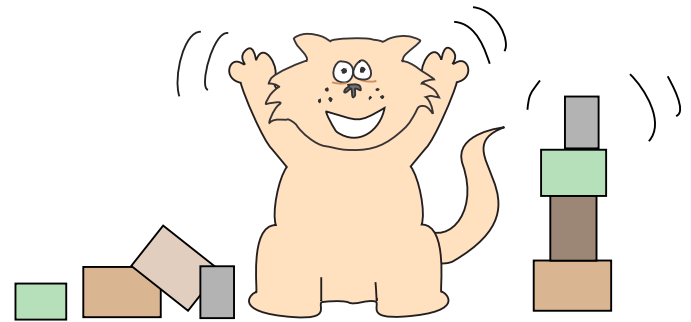
Lesson 9 – practice page (A)

(Name) _____



Lesson 9 – practice page (B)

(Name) _____

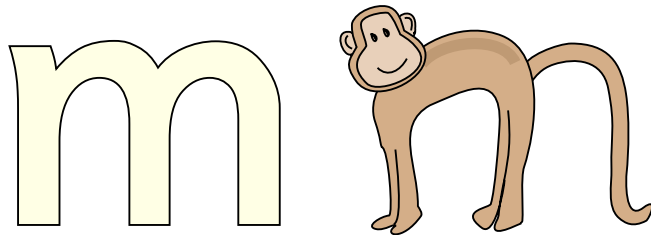




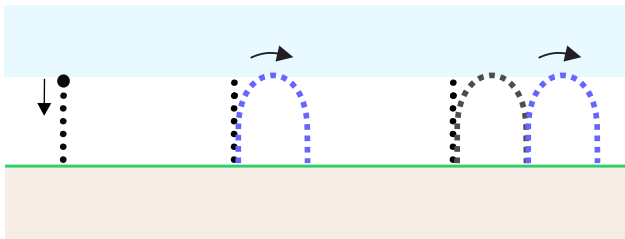
How to write the letter 'm'

(Demonstrate on a blackboard or piece of paper.)

The letter <m> looks a little bit like a monkey with a tail –



To write the letter <m>:



First draw a short line down.

Then, without lifting your pencil, draw one bunny hop.

Then, again without lifting your pencil, draw one more bunny hop.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <m> in the air, using big arm movements, saying:

"Little line down; then TWO bunny hops."

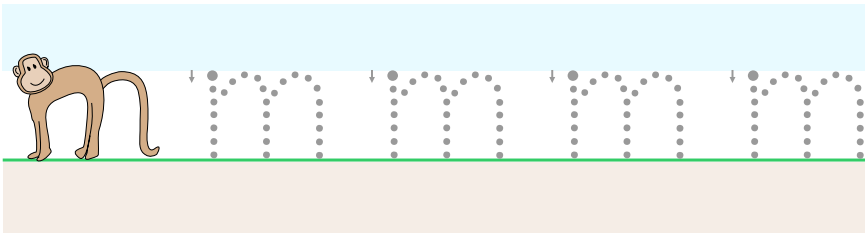
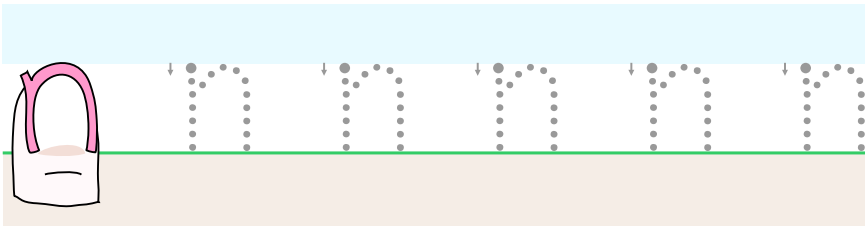
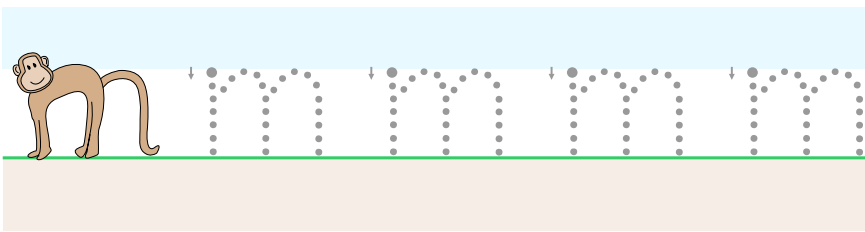
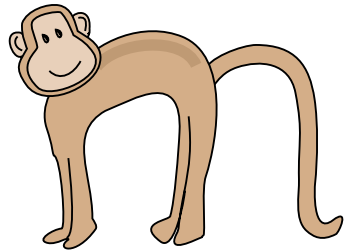
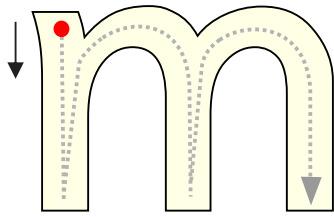
Then have your child/students "air write" the letter <m> many times, also saying the steps out loud.

(cut or fold)



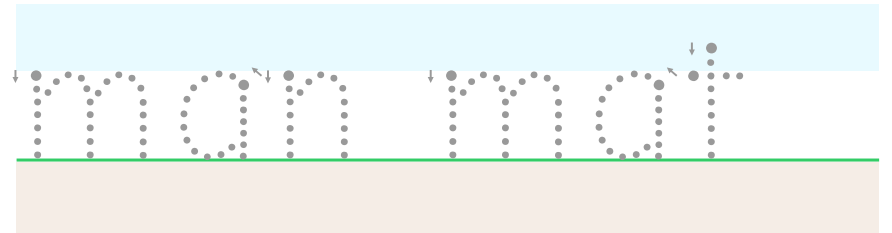
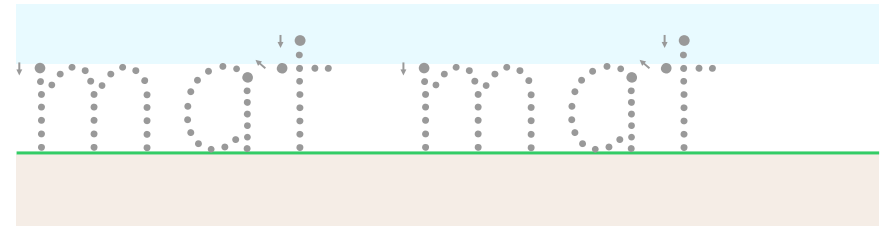
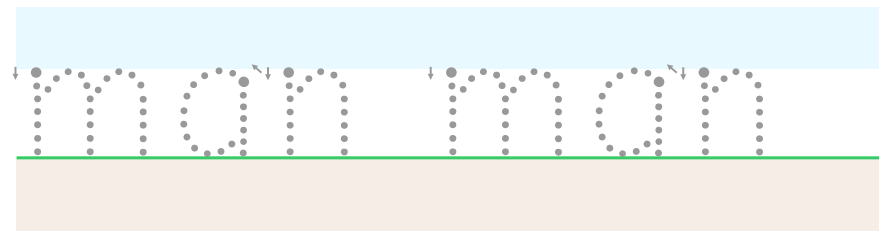
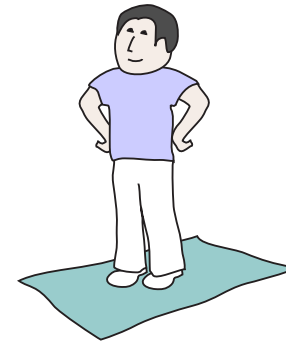
Lesson 10 – practice page (A)

(Name) _____



Lesson 10 – practice page (B)

(Name) _____

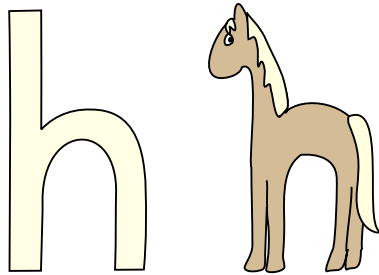




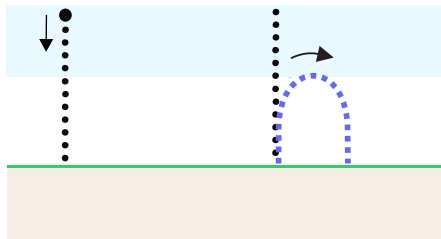
How to write the letter 'h'

(Demonstrate on a blackboard or piece of paper.)

The letter <h> looks like a little horse –



To write the letter <h>:



First draw a tall line, starting at the top of the sky.

Then, without lifting your pencil, draw one bunny hop.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



11 continued...

Air "Writing"

"Write" the letter <h> in the air, using big arm movements, saying:

"Tall line down; then ONE bunny hop."

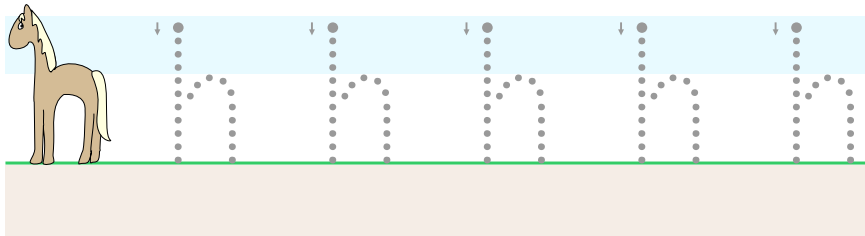
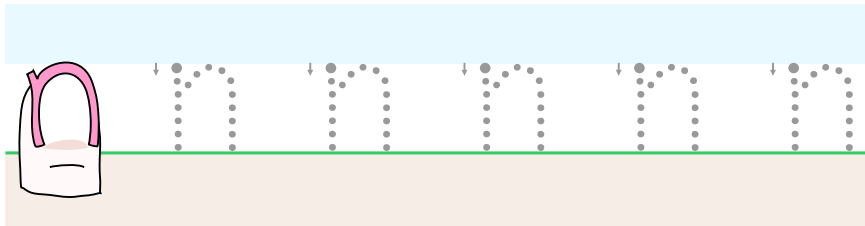
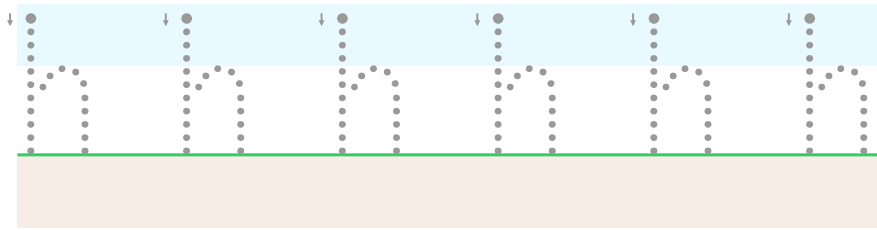
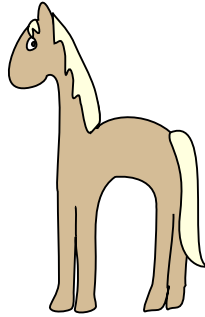
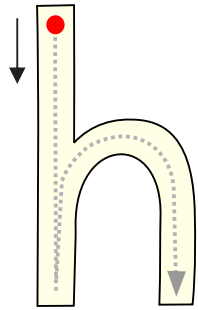
Then have your child/students "air write" the letter <h> many times, also saying the steps out loud.

(cut or fold)



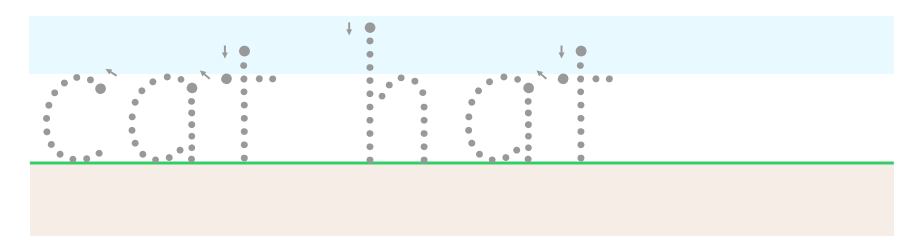
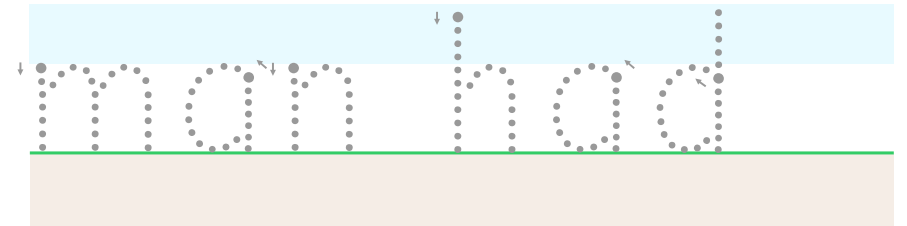
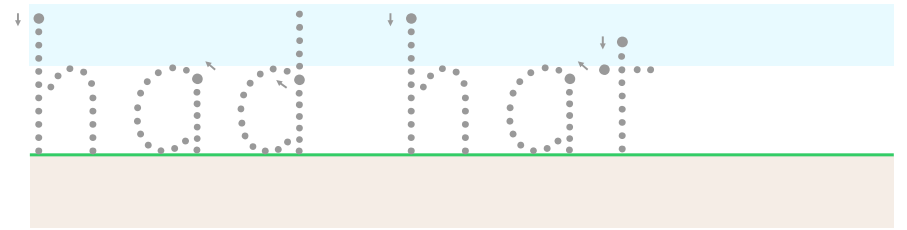
Lesson 11 – practice page (A)

(Name) _____



Lesson 11 – practice page (B)

(Name) _____



(cut or fold)

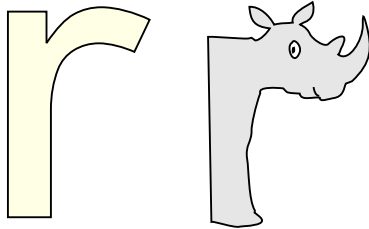




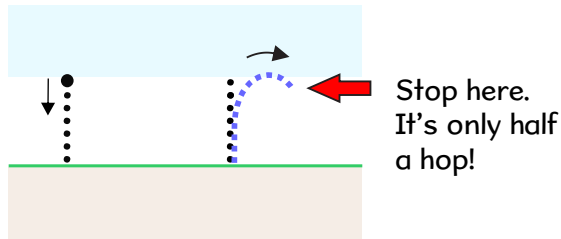
How to write the letter 'r'

(Demonstrate on a blackboard or piece of paper.)

The letter <r> looks a little bit like a rhino (rhinoceros) –



To write the letter <r>:



First draw a short line down.

Then, without lifting your pencil, draw HALF a bunny hop, and then stop right there.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <r> in the air, using big arm movements, saying:

"Little line down; then HALF a bunny hop."

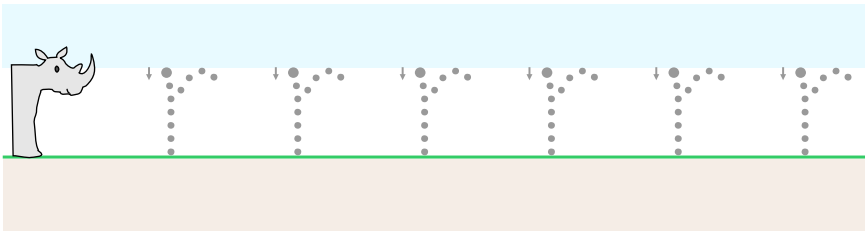
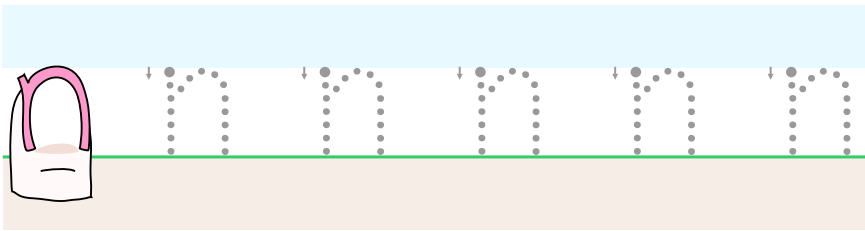
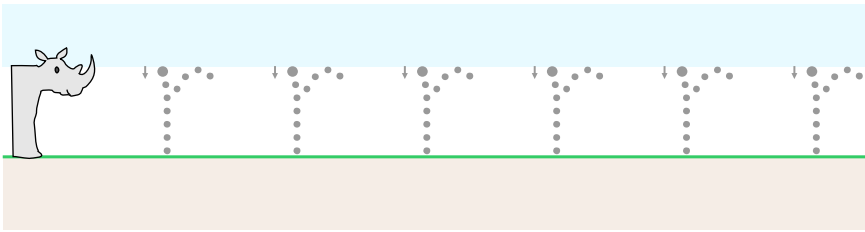
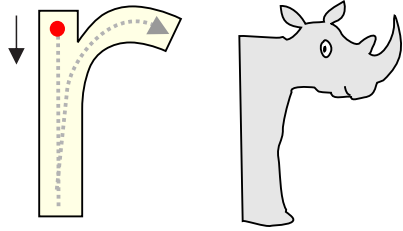
Then have your child/students "air write" the letter <r> many times, also saying the steps out loud.

(cut or fold)



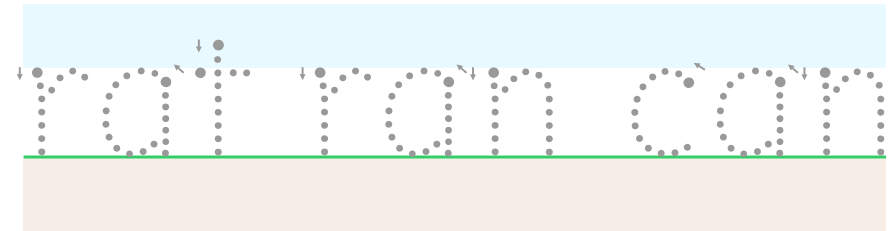
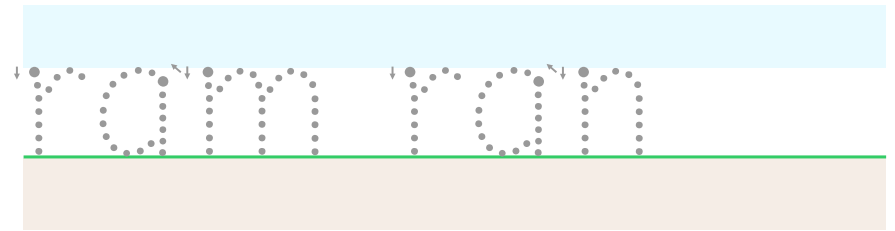
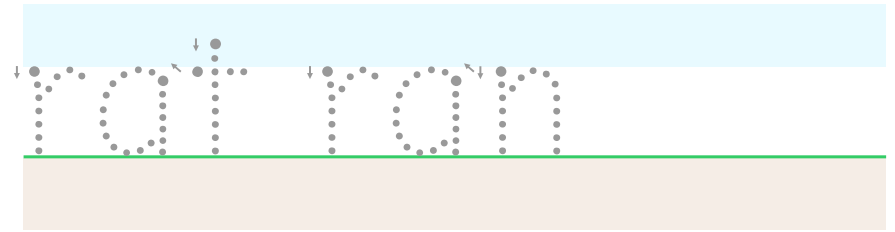
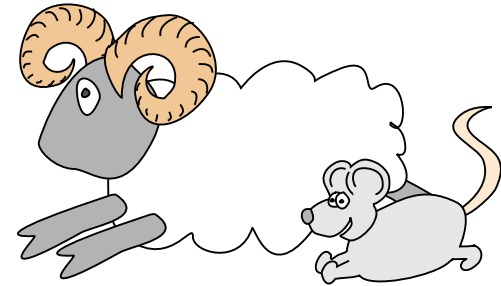
Lesson 12 – practice page (A)

(Name) _____



Lesson 12 – practice page (B)

(Name) _____

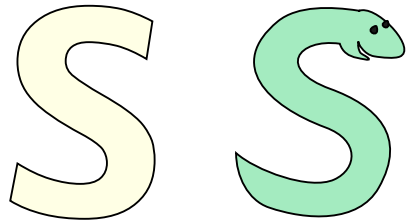




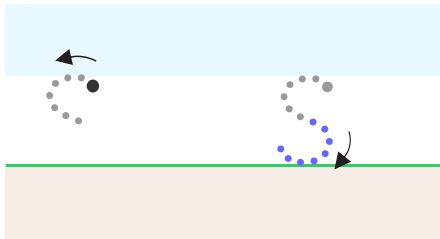
How to write the letter 's'

(Demonstrate on a blackboard or piece of paper.)

The letter <s> looks like a snake –



To write the letter <s>:



First draw a very small <c>.

Then, without lifting your pencil, curl around the other way.

Write the letter in one continuing movement. Don't lift your pencil until you are done.



continued...

Air "Writing"

"Write" the letter <s> in the air, using big arm movements, saying:

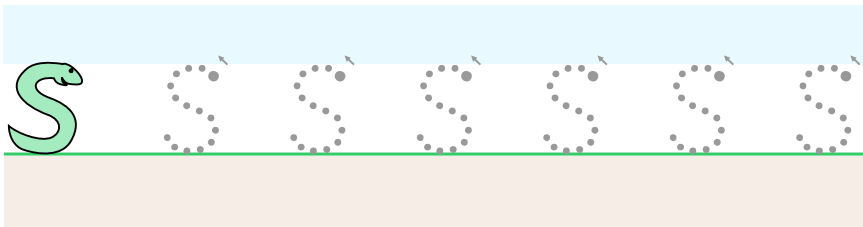
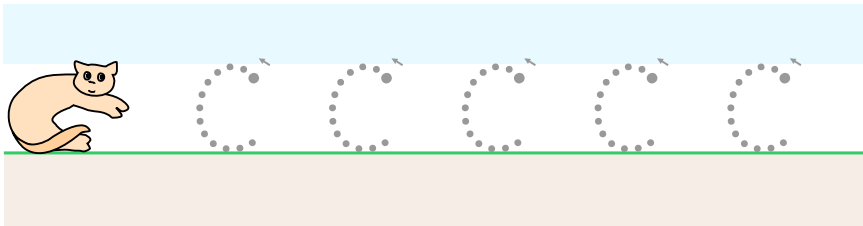
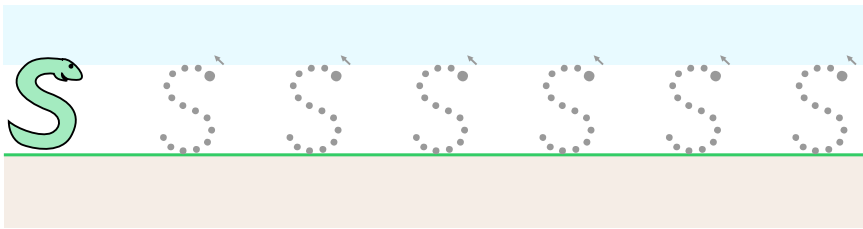
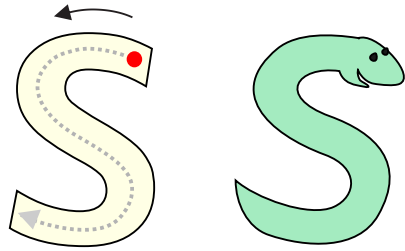
"Little <c>; then 'curl' it around."

Then have your child/students "air write" the letter <s> many times, also saying the steps out loud.



Lesson 13 – practice page (A)

(Name) _____



Lesson 13 – practice page (B)

(Name) _____

