

Cursive

THE
Rhythm
OF HANDWRITING

DENISE EIDE

Logicof**English**[®]

The Rhythm of Handwriting: Cursive Student Book

Copyright © 2012, 2014 Pedia Learning Inc.
First edition 2012. Second edition 2014. All rights reserved.

Copyright Notice

Single User License

Family Use: If you are using this publication at home, you may make copies or use it on computers or other electronic devices ONLY for instructing MEMBERS OF YOUR OWN FAMILY. If you are tutoring additional students, you must purchase an additional digital copy of the book for each student, or purchase the Limited Annual Reproduction License.

Schools, Tutors, Co-ops: This digital license is for use by only ONE student. You may not reproduce any portion of this electronic version for multiple students. Additional copies of this publication and/or a Limited Annual Reproduction License may be purchased at store.logicofenglish.com.

According to the United States Copyright Office, “Copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.” For further information, see <http://www.copyright.gov/help/faq/faq-definitions.html>.

“The Logic of English” is a Registered Trademark of Pedia Learning Inc.
Printed in the United States of America.

Pedia Learning Inc.
10800 Lyndale Ave S. Suite 181
Minneapolis, MN 55420

Cover Design: Dugan Design Group
LOE School Font: David Occhino Design

ISBN: 978-1-936706-70-9

Second Edition

10 9 8 7 6 5 4 3 2 1

www.LogicOfEnglish.com

TABLE OF CONTENTS

<i>Introduction</i>	5
<i>Steps to Teaching Handwriting</i>	6
<i>Handwriting Tips</i>	7
<i>Suggested Schedules</i>	12
<i>Ideas for Handwriting Practice</i>	13

LOWERCASE LETTERS

Handwriting Chart	17
Swing Letters – i, t, u, s, j, p, r, w	19
Curve Letters – a, d, g, qu, c, o	37
Letters that Connect at the Baseline.	51
Loop Letters – l, b, f, e, h, k	59
Letters that Connect with a Dip Connector.	77
Bump Letters – n, m, y, v, x, z	85

UPPERCASE LETTERS

Curve Letters – P, B, R, N, M, K, H, U, Y, W, V, X, Z	109
Uppercase Letters that Connect at the Baseline	135
Uppercase Letters that Do Not Connect	141
Roll Letters – A, O, C, E.	147
Loop Letters – G, S	159
Circle Letters – J, Q.	167
Slash Letters – T, F, D	175
Miscellaneous Letters – I, L	187

NUMBERS

Numbers – 1, 2, 3, 4, 5, 6, 7, 8, 9, 0.	201
---	-----

INTRODUCTION

Research has shown that students who write fluently and legibly have:

1. A clear understanding of how each letter is formed.
2. Rhythmic handwriting which pauses only at the natural stopping points.
3. Automatic muscle memory for each letter.

The explicit instruction and rhythmic language in *The Rhythm of Handwriting Series* aids students with each of these points, fostering the development of beautiful and consistent handwriting.

In order to most efficiently develop muscle memory, letters are organized by their initial strokes, rather than alphabetically.

Before beginning, introduce the lines using the Handwriting Chart on page 17 or the *Logic of English Whiteboard*. Show the students the baseline, top line, and midline. Ask the students to repeat back the name of each line.

Teachers may choose whether or not to teach the strokes needed to form each letter. Some students benefit from isolated stroke instruction, whereas other students prefer to see how all the pieces fit together. The strokes needed for each letter are listed at the beginning of each section.

STEPS TO TEACHING HANDWRITING

1. Show the students the *Phonogram Flash Card* for the targeted letter. Say the sound(s) found on the back of the flashcard.
2. Ask the students to repeat the sound(s). (Correct errors in pronunciation.)
3. Show the students the targeted letter in the workbook. Discuss how the cursive letter is the same as or different from the bookface form. Point out the connector strokes and how they make it easier to write the letter and connect it to other letters.
4. Using your pointer finger, demonstrate how to write the letter while saying the full directions aloud. (For many students, it is beneficial to teach step one, ask the students to demonstrate, then reteach step one and add step two, ask the students to demonstrate, etc.)
5. Ask the students to write the letter with their pointer fingers, while saying the full directions aloud followed by the sounds.
6. Model writing the letter using the shortened, bold instructions. Emphasize the rhythm. End by saying the sound(s) made by the letter.
7. Ask the students to model correct formation 3-5 times with their pointer fingers while repeating the rhythmic directions, followed by the letter's sound(s). Check that the students are developing fluid and rhythmic motions.
8. **Optional:** Direct the students to trace the enlarged letter in the workbook with their pointer fingers, or practice with the *Rhythm of Handwriting Tactile Cards*.

STUDENTS WITH WEAK FINE-MOTOR SKILLS

9. Practice the letters using large-motor motions on the *Logic of English Whiteboard*, a chalkboard, or in a sensory box. Continue to develop fine-motor skills by coloring, stringing beads, playing with building toys, and other activities. When the students' motor skills have developed, move on to Step 10.

STUDENTS WITH STRONG FINE-MOTOR SKILLS

10. Practice writing the letter with a pencil. Allow students to choose the line size that is most comfortable for their hands.