

CASL
Handwriting
Program
(Grade 1)

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Appendix A: Student Workbooks

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Materials Needed

_____ **Stopwatch**

_____ **Pencil with eraser**

_____ **Yellow Highlighter**

_____ **Colored Markers**

_____ **Extra Lined Paper**

_____ **Jumbo Alphabet Cards (Available from Zaner
Bloser, Columbus, Ohio: 1-800-421-3018)**

_____ **Desk Alphabet Chart (Available from Zaner Bloser,
Columbus, Ohio; 1-800-421-3018)**

_____ **Student Unit Workbooks (Units 1 - 9; see Appendix
A)**

_____ **Rocket Charts (see Appendix B)**

Instruction

Instruction is divided into 9 units. Each unit consists of three 15 minutes lessons. The 9 units are devoted to learning the lowercase letters of the alphabet. The Zaner-Blosers continuous stroke manuscript letters are used in this program.

In each unit, three letters are introduced. The only exception is Unit 9 where only two letters are introduced. All of the letters introduced in each unit share common formational characteristics. The order for introducing letters are:

Unit 1 (l, i, t) - straight line letters

Unit 2 (o, e, a) - backward curved letters

Unit 3 (n, s, r) - curved letters

Unit 4 (p, h, f) - 2 tall and 1 tailed letter

Unit 5 (c, d, g) - backward circle letters

Unit 6 (b, u, m) - curved and 1 tall letter

Unit 7 (v, w, y) - slant letters

Unit 8 (x, k, z) - slant letters

Unit 9 (j, q) - tailed letters

The letters in the 9 units are arranged from more frequently used letters to less frequently used letters and from easier to more

difficult letters. There are only two exceptions to this arrangement. One, the letters in Unit 2 are more frequent than those in Unit 1, but Unit 1 letters are easier to produce. Two, the letters in Units 7 and 8 are not as difficult as those in Units 5 and 6. Furthermore, target letters in each unit are not letters that are easily confused or reversed with each other.

Lesson Format

Each lesson has four parts:

1. Alphabet Warm-up
2. Alphabet Practice
3. Alphabet Rockets
4. Alphabet Fun

The only exception to this basic setup is Unit 1 (where Alphabet Warm-up can be replaced with showing the child how to hold his pencil).

1. Alphabet Warm-up

Two minutes are allotted for Alphabet Warm-up. The purpose of Alphabet Warm-up is to help the child learn the letters of the alphabet and to gain quick access to them. This task does not involve writing on the part of the child. Introduce Alphabet Warm-up by telling the child: **Just as an athlete needs to warm up before a game, we are going to warm-up by saying letters before writing.**

During Alphabet Warm-up, the child participates in one or more of the four tasks described below.

A. **Alphabet Song** - (Materials needed: Desk Alphabet Chart)***

During the first lesson of Unit 1, place the Desk Alphabet Chart in front of the student and say: **Let's do the alphabet song together and I will point at each letter as we say it.** This will allow you to gauge the student's mastery of the alphabet song. On all subsequent repetitions of the Alphabet Song, the student points to the letter as the song is said. Only assist the student with the song for as long as he or she needs help. Once the child knows the song well enough to do it alone, provide assistance only as needed, correcting mistakes and giving feedback.

*** If the child needs to be shown a proper pencil grip (**SEE PENCIL GRIP SECTION**) then start the Alphabet Song during lesson 2 of Unit 1. Also, please note, that some children may require only a single session with the Alphabet Song.

Always Be Positive

When the child can recite the alphabet song fluently and accurately (pointing to all letters correctly on the Alphabet Chart), it is time to start the second Alphabet Warm-up activity, Letter ID.

B. Letter ID - (Materials needed: Desk Alphabet Chart and letter sequence suggested below (optional))

Once the child can do the Alphabet Song fluently and accurately, the Letter ID activity is introduced. The basic format for this activity is for you to say a letter name and ask the child to point to it on the Desk Alphabet Chart. Reinforce and provide feedback as needed.

The order for saying letters is printed below and ranges from the most frequently used letter (e) to the least frequently used letter (z). On the first day of doing this activity, start with the first letter e (underlined below) and continue until the 2 minutes allotted for ALPHABET WARM-UP are up. On the second day, start with the second letter underlined, h, and continue for 2 minutes. On the third day, start with the third letter underlined, w, and continue until the 2 minutes are up. On the fourth day, return to the letter e as the starting point, and continue in this order until the student can quickly and accurately identify letters.

<u>e</u>	n	d	p	v
t	s	c	g	k
a	r	u	<u>w</u>	x
o	<u>h</u>	m	y	j
i	l	f	b	q
z				

C. **Letter Naming** - (Materials needed: Desk Alphabet Chart and letter sequence suggested below (optional))

Once the child can do the Letter ID fluently and accurately, the Letter Naming activity is introduced. The basic format for this activity is for you to point to a letter on the Desk Alphabet Chart and say to the child: **What Letter is this?** Reinforce and provide feedback as needed.

The order for pointing to letters is the same as the Letter ID activity and is again printed below. Follow the same directions as the Letter ID activity and continue until the student can quickly and accurately name the letters.

e	n	d	p	v
t	s	c	g	k
a	r	u	w	x
o	h	m	y	j
i	l	f	b	q
z				

D. **Before & After** - (Materials needed: Desk Alphabet Chart and letter sequence printed below (optional))

Once the child can do Letter Naming fluently and accurately, the Before & After activity is introduced. The basic format for this activity is for you to say: **What letter comes after ___** or **What letter comes before ___**. The child then says the appropriate letter. Initially the child should be encouraged to refer to the Desk Alphabet Chart, but once the child no longer needs the chart, it should be removed. As with all of the other activities, reinforce and provide feedback as needed.

The order for saying letters is printed on the next page. On the first day of doing this activity, start with the first item. What letter comes after d? (underlined below) and continue until the 2 minutes allotted for **ALPHABET WARMUP** are up. On the second day, start with the second item underlined, What letter comes before q? and continue for 2 minutes. On the third day, start with the third letter underlined, What letter comes after w? and continue until the 2 minutes are up. On the fourth day, return to the item, What letter comes after d? as the starting point, and continue in this order until the program is over.

<u>After</u>	<u>d</u>	<u>Before</u>	<u>q</u>	<u>After</u>	<u>w</u>	<u>Before</u>	<u>w</u>
	s		h		r		l
	n		x		q		y
	h		z		g		k
	m		c		k		r
<u>Before</u>	<u>b</u>	<u>After</u>	<u>u</u>	<u>Before</u>	<u>c</u>		
	t		j		d		
	s		w		v		
	i		i		n		
	m		p		g		
<u>After</u>	<u>c</u>	<u>Before</u>	<u>f</u>	<u>After</u>	<u>o</u>		
	b		u		f		
	t		p		v		
	l		j		x		
	e		o		a		

2. Alphabet Practice

Six minutes are allotted for Alphabet Practice. The purpose of Alphabet Practice is to help the child learn how to correctly form the letters of the alphabet (speed is not emphasized on this task). Introduce by telling the child: **Next we are going to practice how to make the letters of the alphabet. Today, we are going to work on the letters _____.**

Materials needed: Jumbo Alphabet Cards (available from Zaner-Bloser, Inc., Columbus, Ohio) pencil, Student Workbook for each Unit --- see Appendix A, and a yellow highlighter)

The directions for Units 1-9 are the same for each unit.

Lesson 1. During Lesson 1 of each unit, get out the Jumbo Alphabet Cards corresponding to the target letters for that day (for example, l, i, and t for Unit 1).

First, you model how to form each letter (using your index finger) on the Jumbo Alphabet Card. Be sure you model how to form the letter correctly, while describing the process aloud. (A description of how to form each letter is provided at the bottom of the corresponding card if you are using the Jumbo Alphabet Cards from Zaner-Bloser. Be sure to use the bottom one if there are 2 descriptions on these cards; it is for continuous stroke option.)

Next, the student traces each letter on the Jumbo Alphabet Card with his or her index finger (using the arrows as a guide), while saying the name of the letter aloud. Be sure the child forms the letter properly.

Then, you ask the student: **How are the letters similar? How are they different?** For example, the letters in Unit 1 all have straight lines (similar), but the “t” is crossed and the “i” is dotted.

Second, have the student work on one letter at a time (e.g. “l”). For each letter (e.g., “l”), the student traces it with a pencil (using the arrowed example letter as a guide) the three letters written on the Student Worksheet, while simultaneously saying each aloud.

Next, the student writes the letter (e.g., “l”) within the lines (on the worksheet), while simultaneously saying it aloud.

Then, the child writes the letter 3 times (on the worksheet), while simultaneously saying it aloud.

Finally, the child circles the best letter he or she wrote.

Lesson 2. During Lesson 2 of each unit, get out the Jumbo Alphabet Cards corresponding to the target letters for that day (e.g., l, i, and t for Unit 1).

First, you review letter formation by modeling how to form each letter correctly (using your index finger) on the Jumbo Alphabet Card. Be sure to describe the process aloud.

Next, the student traces each letter on the Jumbo Alphabet Card with his or her index finger (using the arrows as a guide), while saying the name of the letter aloud. Be sure the child forms

the letter properly.

Second, the child traces each letter once on the Student Worksheet, while simultaneously saying its name aloud.

Next, the child writes and names each letter three times, directly under the letters that had just been traced.

Then, the child circles his or her best formed letter.

Third, the child writes the five or six words printed in the Student Workbook. Before writing begins, read the words with the student or have the student read the words to you if he or she is able.

Then, the child circles the word that is best formed.

Finally, use a yellow highlighter to highlight one area in need of improvement with one of the words written. Areas to highlight include: letter formation (breaks, extra additions, etc.), slant, alignment, spacing, and size. For example, for letter formation, you would correct with the highlighter miscues such as a failure to dot an *i*, cross a *t*, and close an *a*, or mistakes such as adding an extra stroke (cross out). For slant, you would use lines to show the correct slant of any poorly slanted letters. For alignment, you would use the highlighter to show where the letters were suppose to set. For spacing, you would use dashes to show where letters were to close together or too far apart. For size, you would use the highlighter to show the correct size. Have the student correct the highlighted miscue using a pencil. This can be done by either writing over the highlighted section or rewriting (depends on the correction). If time permits, work on a second word with the same

kind of problem.

Lesson 3. During Lesson 3 of each unit, get out the Jumbo Alphabet Cards corresponding to the target letters for that day (e.g., l, i, and t for Unit 1).

First, review correct letter formation again by modeling how to form each letter (using your index finger) on the Jumbo Alphabet Card. Describe the process aloud as you do so.

Next, the student traces each letter on the Jumbo Alphabet Card with his or her index finger (using the arrows as a guide), while saying the name of the letter aloud. Be sure the child forms the letter properly.

Second, the child traces each letter once on the Student Worksheet, while simultaneously saying its name aloud.

Next, the child writes and names each letter three times, directly under the letters that had just been traced.

Then, the child circles his or her best formed letter.

Third, the child writes the three, two word combos printed in the Student Workbook. Again, read the words with the student before writing begins.

Then the child circles the word combo that is best formed.

Finally, use a yellow highlighter to highlight one area in need of improvement with one of the word combos. Areas to highlight include: letter formation (breaks, extra additions, etc.), slant,

alignment, spacing, and size. For example, for letter formation, you would correct with the highlighters miscues such as a failure to dot an **i**, cross a **t**, and close an **a**, or mistakes such as adding an extra stroke (cross out). For slant, you would use lines to show the correct slant of any poorly slanted letters. For alignment, you would use the highlighter to show where the letters were suppose to set. For spacing, you would use dashes to show where letters were to close together or too far apart. For size, you would use the highlighter to show the correct size. Have the student correct the highlighted miscue using a pencil. This can be done by either writing over the highlighted section or rewriting (depends on the correction). If time permits, work on a second word combo with the same kind of problem.

3. Alphabet Rockets

Five minutes are allotted for Alphabet Rockets. The purpose of Alphabet Rockets is to help the child increase their speed of handwriting (accuracy is not emphasized on this task). Introduce this activity by telling the child: **Next we are going to practice copying a sentence that has the letters in it that we have been working on this week. We will continue to copy this sentence each day while we work on these letters. This will help you become faster at handwriting.**

Materials needed: appropriate student unit workbook (see Appendix A); rocket chart (one appropriate to level of child; see Appendix B), colored marker, stopwatch.

For Units 1 - 9, the format is the same in each lesson.

During Lesson 1 of each unit, read the sentence on the workbook page to the child (pointing to each word as it is read), and then read the sentence together. Give the child the following directions: **Copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, START WRITING.** (These instructions are also in the student Unit workbook). Start stopwatch. At the end of 3 minutes, say: **STOP WRITING.** Count with the child the number of letters written (the number of letters in the sentence are written at the bottom of the worksheet). Take the appropriate Rocket Chart for that unit and graph with the child (using a colored marker) his or her performance. If time permits, allow the child to color the rocket up to that point.

During Lesson 2 of each unit, review with the child his or her previous performance (e.g., 44 letters written) and ask the child to try to go a little faster today. **I would like for you to write _____ (e.g. 47 letters) letters today.** The goal should be set 3 letters higher than what the child wrote on the previous day. Be sure to record the score from the previous day and the goal on the Copy Task page in the Student Workbook. Say: **START WRITING** and after 3 minutes, say: **STOP WRITING.** Count with the child the number of letters written (the number of letters in the sentence are written at the bottom of the worksheet). Take the Rocket Chart for that unit and graph with the child (using the colored marker) his or her performance (on the second rocket). Ask the child: **Did you meet the goal?** Put a big star next to the rocket if the goal was met. If it was not met, say: **You worked hard and I'm sure you will meet the goal next time.** If time permits allow the child to color the rocket up to the number of letters written.

During Lesson 3 of each unit, the instructor reviews with the child

his or her performance from the previous day (e.g., 47 letters written) and ask the child to try to go a little faster today. I would like for you to write ___ (e.g. 50 letters) letters today. The goal should be set 3 letters higher than what the child wrote on the previous day. If the child did not meet the goal on the previous day, the same goal is used again. Be sure to record the score from the previous day and the goal for today on the Copy Task page in the Student Workbook. Say: **START WRITING** and after 3 minutes, say: **STOP WRITING**. Count with the child the number of letters written (the number of letters in the sentence are written at the bottom of the worksheet). Take the Rocket Chart for that unit and graph with the child (using the colored marker) his or her performance (on the third rocket). Ask the child: **Did you meet the goal?** Put a big star next to the rocket if they did. If it was not met the goal, say: **You worked hard and I'm sure you will meet the goal next time.** If time permits allow the child to color the rocket up to the number of letters written.

4. Alphabet Fun

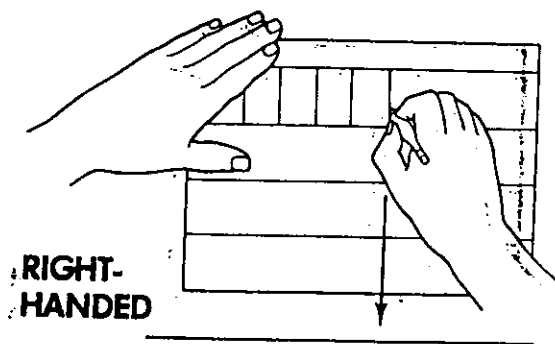
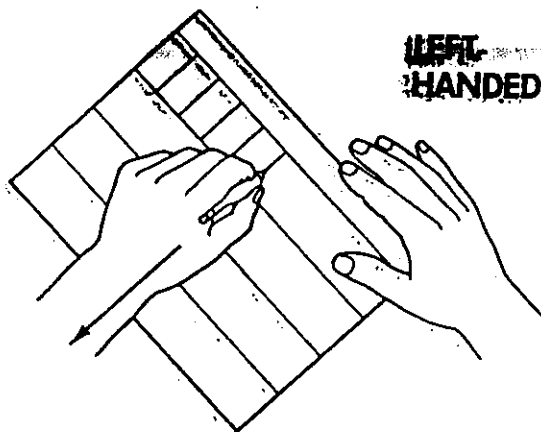
Two minutes are allotted for Alphabet Fun. The purpose of Alphabet Fun is just that -- to have a little fun with letters. This is the most expendable of the activities and can be skipped if time is an issue. The page from the worksheet can simply be given to the child to work on as he or she likes. Tell the child: **You have worked hard and you did a good job today. To end our time together, I am going to show you something fun to do with one of the letters we have been working on. After I show you how to do something fun with this letter, you can either do the same thing or get a little more practice writing the letter.**

Materials needed: colored marker, pencil, and appropriate page from student unit workbook.

Model how to draw the picture letter or unusually drawn letter under the model on the page in the student unit workbook. For pictures made with a letter, use a colored marker to write the letter part and a pencil to draw the rest. For an unusual letter (e.g., bubble letters, popcorn letters, etc.) Use a colored marker. Ask the child: **Which would you like to do? Make a picture letter (or funny letter) like I did or practice writing this letter some more?** Direct the child to the correct place for doing the picture letter or unusual letter (in the Draw section of the worksheet) or to continue to practice the letter (the Or Write section).

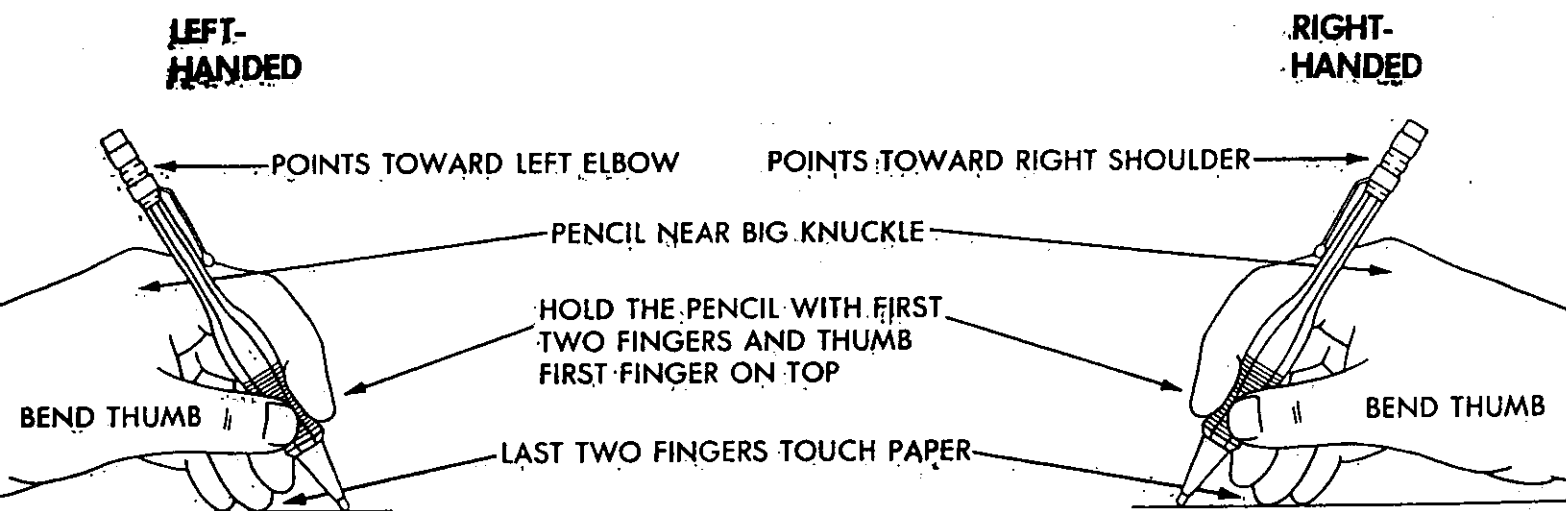
Paper Position

The two pictures below show traditional paper position for left- and right-handers. You want to encourage students to use these positions, especially left-handers.



Pencil Grip

If the child is using a pencil grip that impedes his handwriting performance, then you want to show him an alternative (This is done in place of the Alphabet Warmup Activity in Lesson 1 - Unit 1). You then reinforce this grip throughout the rest of lessons. The traditional tripod grip is shown below.



The Zaner-Bloser Alphabet. © Copyright, 1980, by Zaner-Bloser, Inc. Columbus, Ohio 43215

Appendix A

(Student Unit Workbooks)

Writing Instruments

All writing tasks are done with a regular pencil. The only exceptions involve the Alphabet Fun activities which are done with a colored marker and pencil, and the parts of the Rocket Chart which are completed with a colored marker.

Writing Paper

Students write in the Student Workbook. If you need extra paper for any exercise use lined paper the student would use in his or her classroom.

UNIT 1

Handwriting

CASL

Name: _____

School: _____

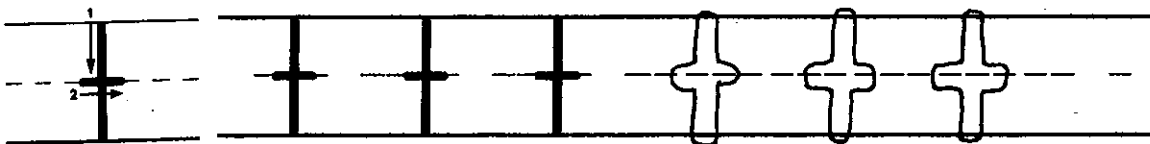
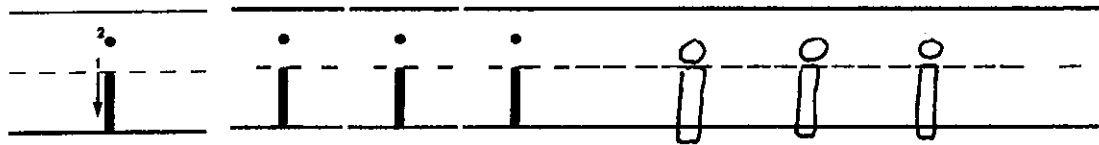
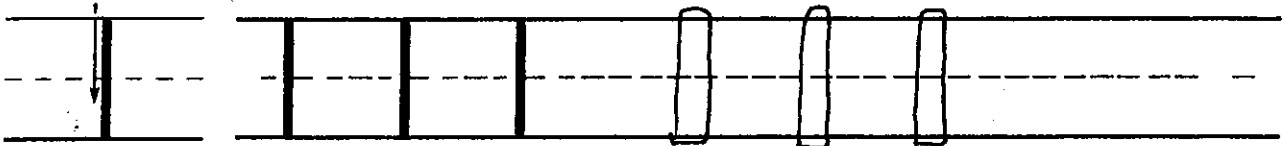
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Unit 1: Lesson 1

Name: _____

1. Model with Cards, Trace, Discuss Characteristics.

2. Trace and Say, Write in Lines and Say, Write and Say 3 Times.



Circle Best Letters

Unit 1.

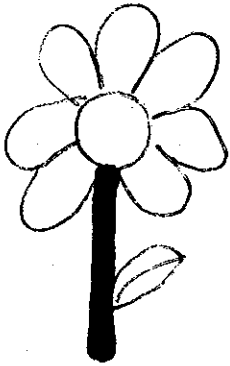
Name: _____

Little kids like to get letters.

(26 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "I"

Draw

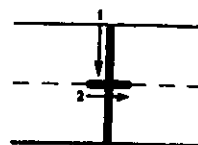
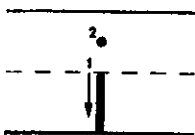
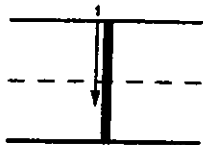


Or Write

Unit 1: Lesson 2

Name: _____

Model Trace and Say. Write and Say. Circle best Letter.



Copy Each Word.

till

it

lit

ill

little

Circle Best Word

(Highlighter Correction of Words)

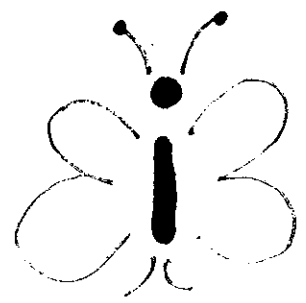
Unit 1. Score 1: _____ Goal: _____

Little kids like to get letters.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "i"

Draw

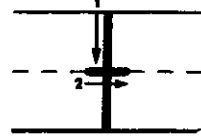
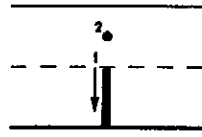
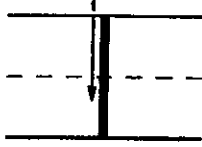


Or Write

Unit 1: Lesson 3

Name: _____

Model Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

tutti-frutti

willy-nilly

palsy-walsy

(Highlighter Correction of Words)

Unit 1. Score 2: _____ Goal: _____

Little kids like to get letters.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "t"

Draw



Or Write

UNIT 2

Handwriting

CASL

Name: _____

School: _____

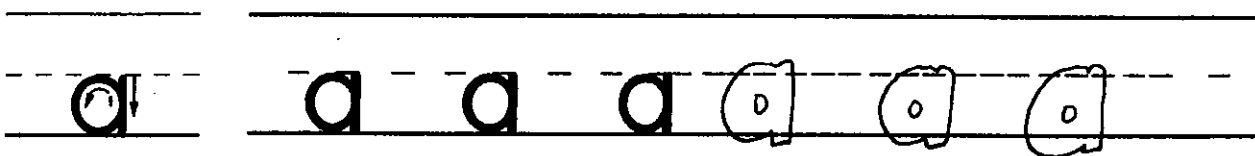
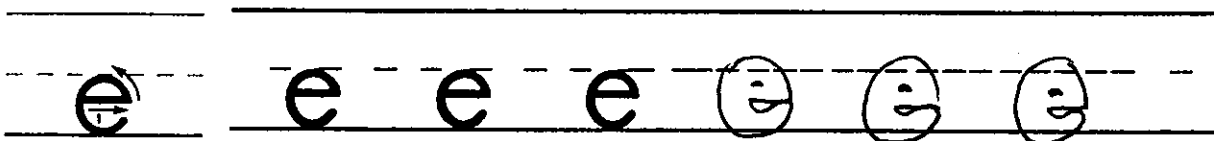
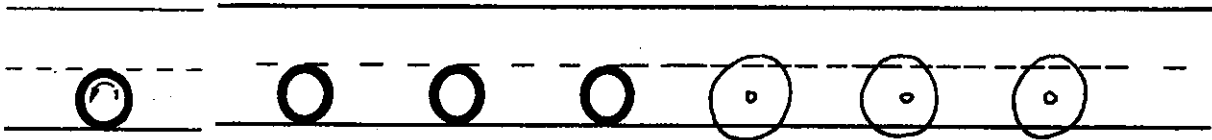
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Unit 2: Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Circle Best Letters

Unit 2.

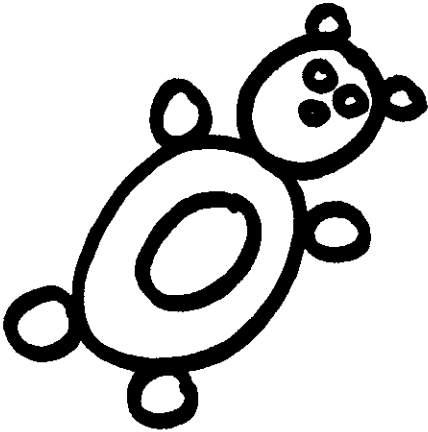
Name: _____

The brown goat ate that oatmeal.

(26 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "o"

Draw

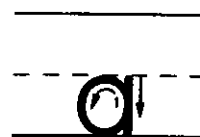
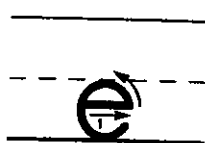
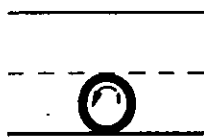


Or Write

Unit 2: Lesson 2

Name: _____

Model Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word

tie

toe

late

loot

oatmeal

Circle Best Word

(Highlighter Correction of Words)

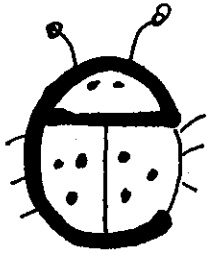
Unit 2. Score I: _____ Goal: _____

The brown goat ate that oatmeal.

(26 letters) **3-Min Daily Copy Task DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "e"

Draw

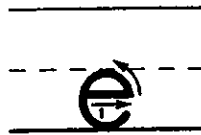
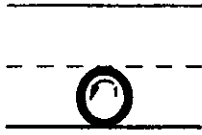


Or Write

Unit 2: Lesson 3

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Blank handwriting lines for practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Copy and Circle Best Word

rootin-tootin

Blank handwriting lines for practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

teeny-weeny

Blank handwriting lines for practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

fat-cat

Blank handwriting lines for practice, consisting of a solid top line, a dashed middle line, and a solid bottom line.

(Highlighter Correction of Words)

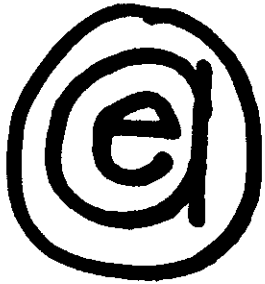
Unit 2. Score 2: _____ Goal: _____

The brown goat ate that oatmeal.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "a"

Draw



(draw letter in a letter)

Or Write

UNIT 3

Handwriting

CASL

Name: _____

School: _____

(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 3 Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.

n

n

n

n

n

n

n

s

s

s

s

s

s

s

r

r

r

r

r

r

r

Circle Best Letters

Unit 3.

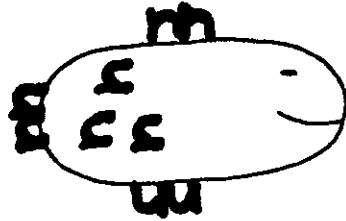
Name: _____

Her class is running in six races.

(27 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "n"

Draw

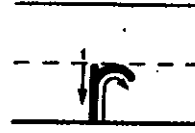


Or Write

Unit 3: Lesson 2

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word.

ran

reran

noses

snails

snare

Circle Best Word

(Highlighter Correction of Words)

Unit 3. Score I: _____ Goal: _____

Her class is running in six races.

(27 letters) **3-Min Daily Copy Task DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "s"

Draw

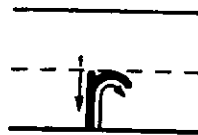
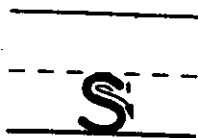


Or Write

Unit 3: Lesson 3

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

Henny-Penny

itsy-bitsy

merry-cherry

(Highlighter Correction of Words)

Unit 3. Score 2: _____ Goal: _____

Her class is running in six races.

(27 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say “START WRITING.” After 3-Min. say. “STOP WRITING.” Count and Graph. Provide feedback.

The letter "r"

Draw



Or Write

UNIT 4

Handwriting

CASL

Name: _____

School: _____

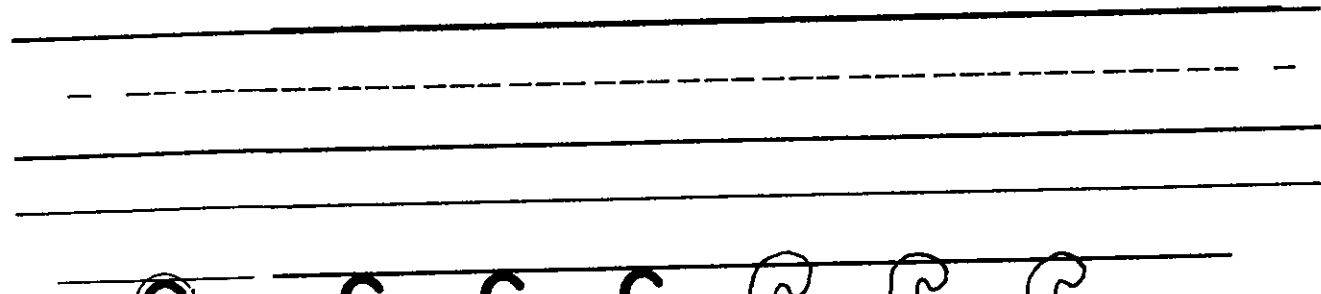
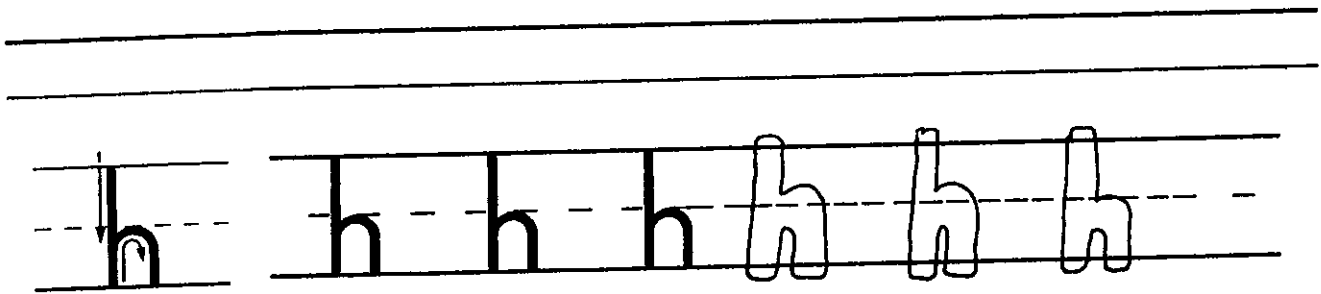
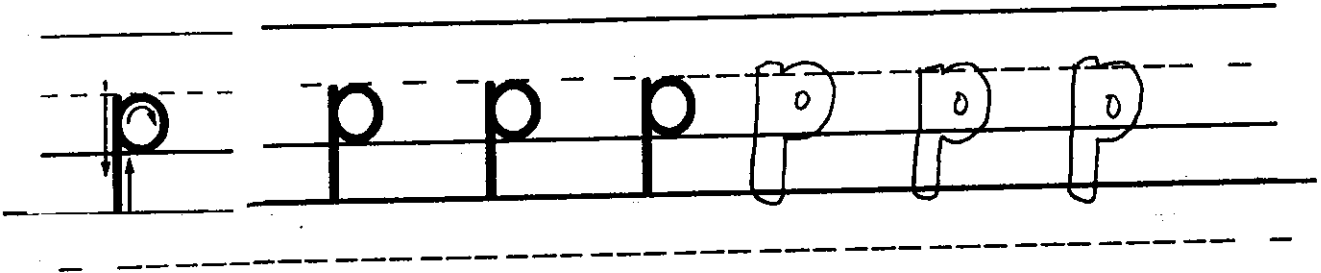
(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 4: Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Circle Best Letters

Unit 4.

Name: _____

Jeff has to shop for hot peppers.

(26 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "p"

Draw

phf

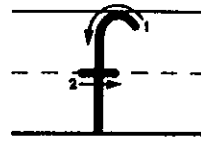
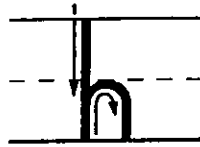
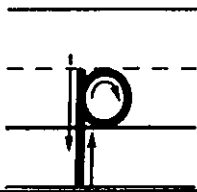
(tall and skinny)

Or Write

Unit 4 Lesson 2

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word

shops

half

shift

sniff

peppers

Circle Best Word

(Highlighter Correction of Words)

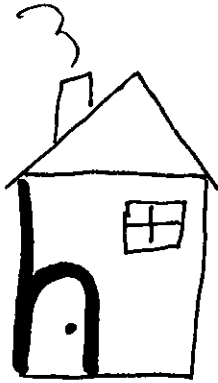
Unit 4. Score I: _____ Goal: _____

Jeff has to shop for hot peppers.

(26 letters) **3-Min Daily Copy Task** DIR: Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "h"

Draw

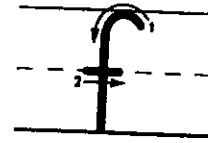
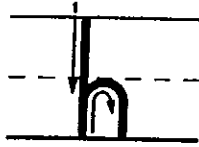
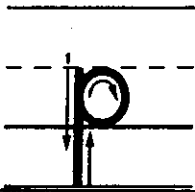


Or Write

Unit 4: Lesson 3

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

happy-sappy

huff-puff

hot-shot

(Highlighter Correction of Words)

Unit 4. Score 2: _____ Goal: _____

Jeff has to shop for hot peppers.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "f"

Draw



(beaded)

Or Write

UNIT 5

Handwriting

CASL

Name: _____

School: _____

(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 5 Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.

c c c c c c c

d d d d d d d

g g g g g g g

Circle Best Letters

Unit 5.

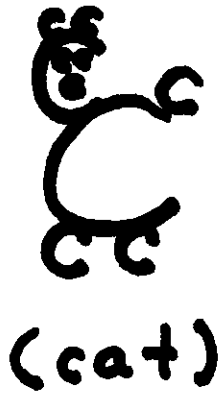
Name: _____

Daddy can gladly cook eggs and
corn.

(29 letters) **3-Min Daily Copy Task** **DIR: Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.**

The letter "c"

Draw



Or Write

Unit 5: Lesson 2

Name: _____

Model. Trace and Say; Write and Say; Circle Best Letter.

c

d

g

Copy Each Word.

doggies

adding

copper

codger

cuddling

Circle Best Word

(Highlighter Correction of Words)

Unit 5. Score I: _____ Goal: _____

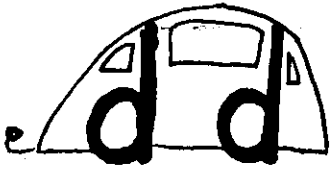
Daddy can gladly cook eggs and
corn.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for copying the text above.

(29 letters) **3-Min Daily Copy Task** DIR: Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "d"

Draw



Or Write

Unit 5: Lesson 3

Name: _____

Model: Trace and Say. Write and Say. Circle Best Letter.

c

d

g

Copy and Circle Best Word

tick-tock

fuddy-duddy

big-wig

(Highlighter Correction of Words)

Unit 5. Score 2: _____ Goal: _____

Daddy can gladly cook eggs and
corn.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines provided for copying the text.

(29 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "g" _____

Draw



(triple letter)

Or Write

UNIT 6

Handwriting

CASL

Name: _____

School: _____

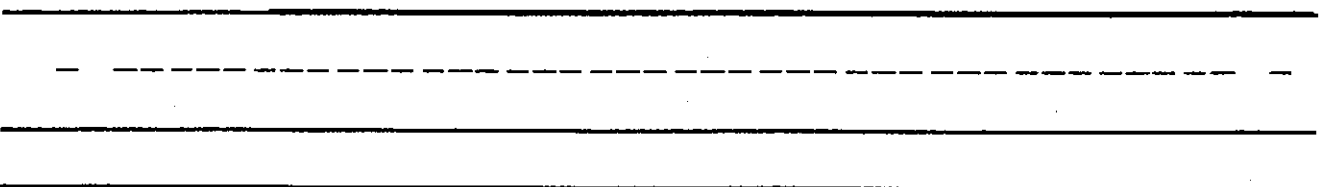
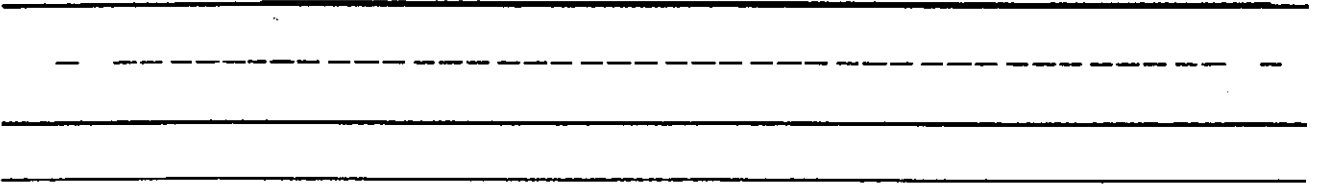
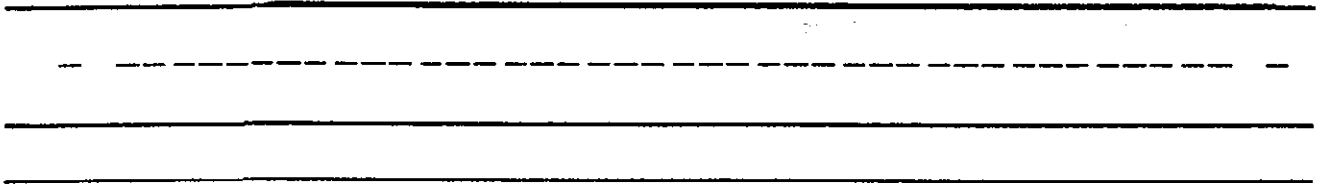
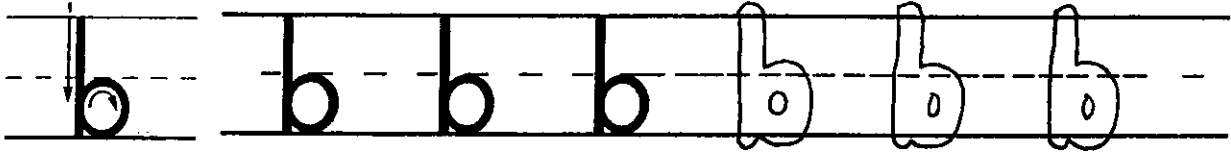
(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 6 Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Circle Best Letters

Unit 6.

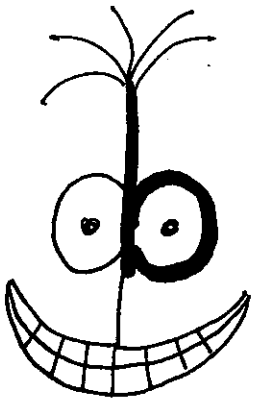
Name: _____

Sue eats bubble gum in the
summer.

(27 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "b"

Draw

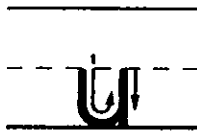
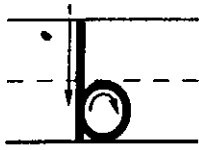


Or Write

Unit 6 Lesson 2

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word

mud

dud

drum

mumble

bubble

Circle Best Word

(Highlighter Correction of Words)

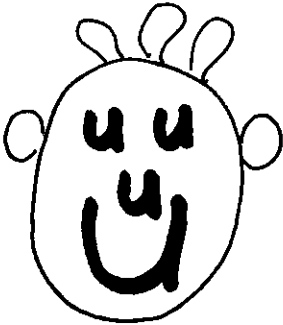
Unit 6. Score I: _____ Goal: _____

Sue eats bubble gum in the
summer.

(27 letters) **3-Min Daily Copy Task DIR:** Record previous score. Set goal 3 letters higher.
Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP
WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "u"

Draw

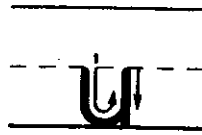
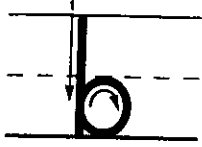


Or Write

Unit 6: Lesson 3

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

hub-bub

super-duper

mumbo-jumbo

(Highlighter Correction of Words)

Unit 6. Score 2: _____ Goal: _____

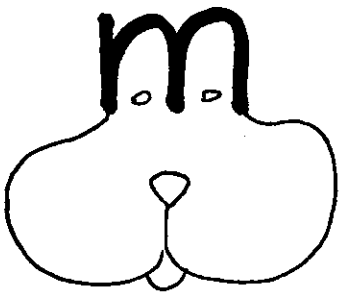
Sue eats bubble gum in the
summer.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines provided for copying the text.

(27 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING. Count and Graph." Provide feedback.

The letter "m"

Draw



Or Write

UNIT 7

Handwriting

CASL

Name: _____

School: _____

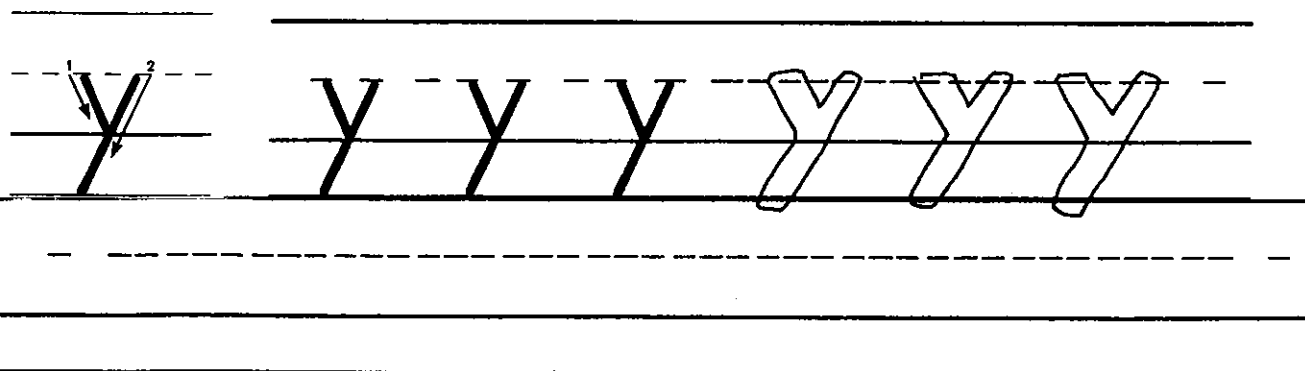
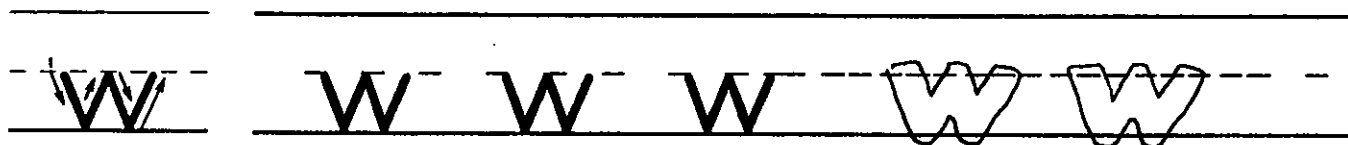
(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 7: Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Unit 7.

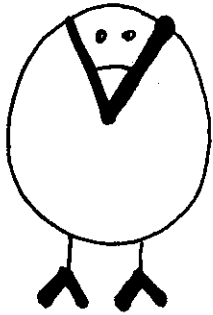
Name: _____

The wave washed every yo yo
away.

(26 letters) **3-Min Daily Copy Task** **DIR:** Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.

The letter "v"

Draw

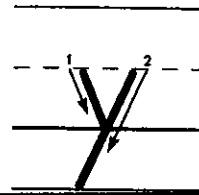


Or Write

Unit 7: Lesson 2

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word.

wow

yam

wave

wavy

very

yummy

Circle Best Word

(Highlighter Correction of Words)

Unit 7. Score 1: _____ Goal: _____

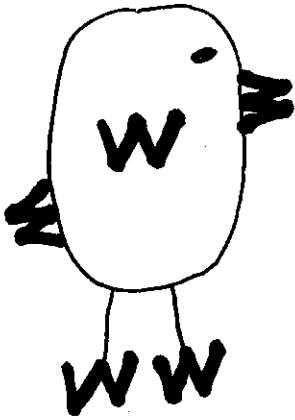
The wave washed every yo yo
away.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines provided for copying the text.

(26 letters) **3-Min Daily Copy Task DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "w"

Draw

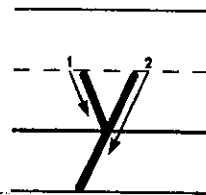


Or Write

Unit 7: Lesson 3

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

wishy-washy

handy-dandy

luvey-duvey

(Highlighter Correction of Words)

Unit 7. Score 2: _____ Goal: _____

The wave washed every yo yo
away.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "y"

Draw



Or Write

UNIT 8

Handwriting

CASL

Name: _____

School: _____

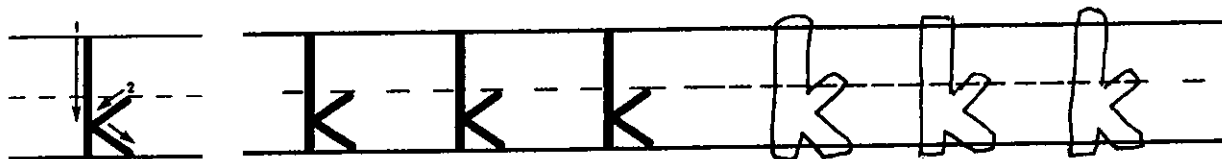
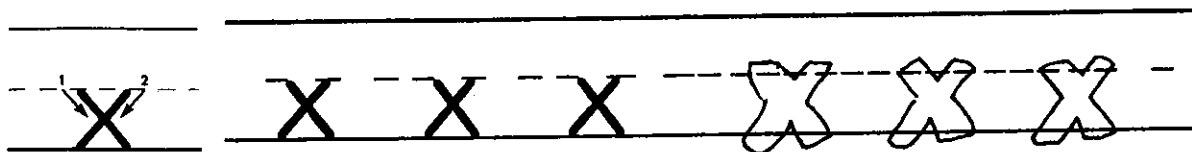
(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 8: Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Circle Best Letters

Unit 8.

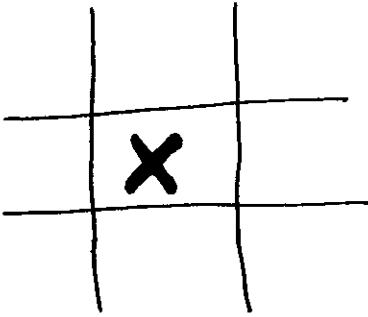
Name: _____

Fox liked to kick his puzzle box.

(26 letters) **3-Min Daily Copy Task** **DIR: Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.**

The letter "x"

Draw

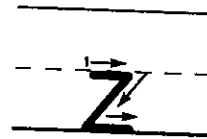
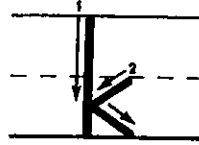
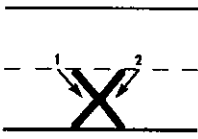


Or Write

Unit 8: Lesson 2

Name: _____

Model. Trace and Say. Write and Say. Circle Best Letter.



Copy Each Word.

ax

foxy

fuzzy

fizzy

kick

knock

Circle Best Word

(Highlighter Correction of Words)

Unit 8. Score I: _____ Goal: _____

Fox liked to kick his puzzle box.

(26 letters) **3-Min Daily Copy Task DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "k"

Draw



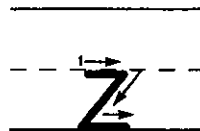
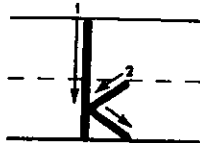
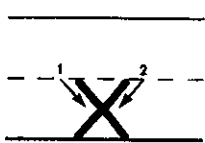
(short and fat)

Or Write

Unit 8: Lesson 3

Name: _____

Model: Trace and Say. Write and Say. Circle Best Letter.



Copy and Circle Best Word

razzle-dazzle

Foxy-Loxy

rinky-dinky

(Highlighter Correction of Words)

Unit 8. Score 2: _____ Goal: _____

Fox liked to kick his puzzle box.

(26 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

The letter "z"

Draw



Or Write

UNIT 9

Handwriting

CASL

Name: _____

School: _____

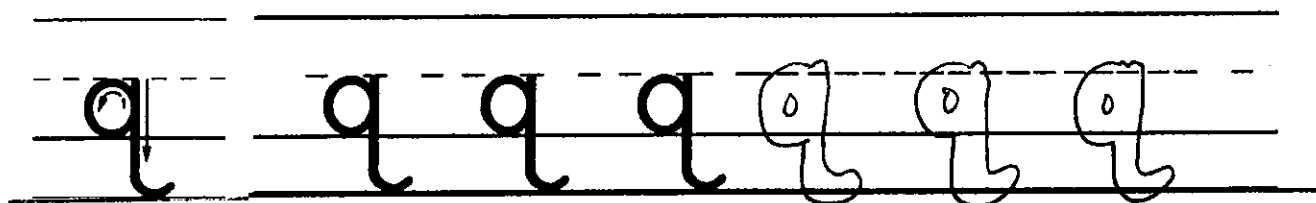
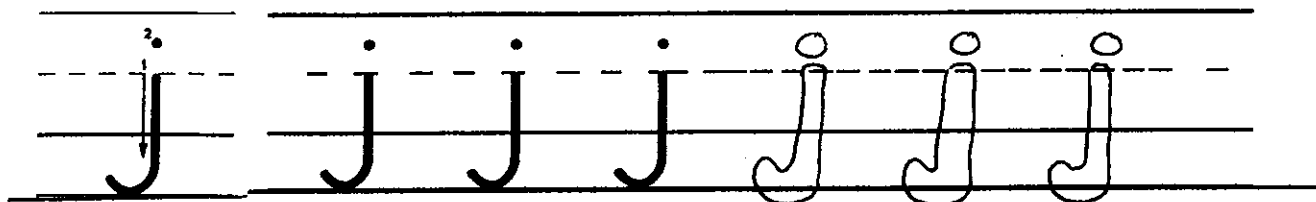
(Copyrighted 1999; Steve Graham & Karen Harris; University of Maryland)

Unit 9: Lesson 1

Name: _____

1. Model with Cards. Trace. Discuss Characteristics.

2. Trace and Say. Write in Lines and Say. Write and Say 3 Times.



Circle Best Letters

Unit 9.

Name: _____

The quiet queen ate the jar of
jam quickly.

(34 letters) **3-Min Daily Copy Task** **DIR: Read sentence alone and together. Say copy this sentence here over and over again. Write as quickly as you can without making mistakes. Okay, "START WRITING." After 3-Min. say. "STOP WRITING." Graph.**

The letter "j"

Draw



Or Write

Unit 9: Lesson 2

Name: _____

Model. Trace and Say, Write and Say, Circle Best Letter.

j

q

Copy Each Word

jack

joke

jump

queen

quack

quick

Circle Best Word

(Highlighter Correction of Words)

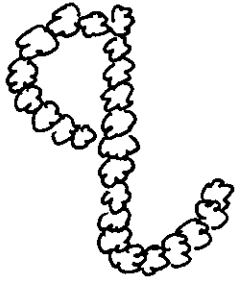
Unit 9. Score 1: _____ Goal: _____

The quiet queen ate the jar of
jam quickly.

(34 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. "Congratulations" if goal met; "Good try" if not.

The letter "q"

Draw



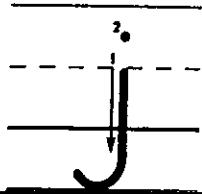
(popcorn letter)

Or Write

Unit 9: Lesson 3

Name: _____

Model Trace and Say, Write and Say, Circle Best Letter.



Copy and Circle Best Word

quacking-quackers

jumpin-jellies

hunk-junk

(Highlighter Correction of Words)

Unit 9. Score 2: _____ Goal: _____

The quiet queen ate the jar of
jam quickly.

(34 letters) **3-Min Daily Copy Task** **DIR:** Record previous score. Set goal 3 letters higher or retain prior goal if not met. Read sentence alone and together. Say "START WRITING." After 3-Min. say. "STOP WRITING." Count and Graph. Provide feedback.

Appendix B (Rocket Charts)

Name: _____

