# Cursive

# THE Rhythm OF HANDWRITING

DENISE EIDE Logicof English

The Rhythm of Handwriting: Cursive Student Book

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## 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.

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