

Manuscript

THE
Rhythm
OF HANDWRITING

DENISE EIDE

Logicof**English**[®]

The Rhythm of Handwriting: Manuscript

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TABLE OF CONTENTS

<i>Steps to Teaching Handwriting</i>	1
<i>Handwriting Tips</i>	3
<i>Suggested Schedules</i>	8
<i>Ideas for Handwriting Practice</i>	9

LOWERCASE LETTERS

Handwriting Chart	13
Straight Letters – i, t, r, l, b, p, k, h, n, m	15
Drop-Swoop Letter – j	35
Down Letters – u, w, y	43
Writing Words	53
Roll Letters – a, d, g, c, o, qu, s, f.	59
Writing Words	77
Slant Letter – e.	85
Kick Letters – x, v	95
Cross Letter – z.	105

UPPERCASE LETTERS

Straight Letters – T, I, H, P, B, R, N, M, K, L, E, F, D	121
Drop-Swoop Letter – J	151
Down Letter – U	157
Roll Letters – C, G, O, Q, S	165
Slash Letter – A	181
Kick Letters – Y, W, V, X	189
Cross Letter – Z	201

NUMBERS

Numbers - 1, 2, 3, 4, 5, 6, 7, 8, 9, 0	217
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STEPS TO TEACHING HANDWRITING

The twenty-six letters of the alphabet are the basis for writing the 74 basic phonograms which describe 98% of English words. For students who are new to *The Logic of English*[®], it is best to combine teaching the sounds of the single-letter phonograms with learning how to write them.

The Rhythm of Handwriting Series provides both explicit instruction and rhythmic language which aids the development of muscle memory. 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, and 3) automatic muscle memory so they are not struggling to remember how to form each letter.

In order to facilitate mastery, letters are organized by their initial strokes. In this way students will have concentrated practice developing the muscle memory needed for these letters.

Before beginning to teach how to write the letters, introduce the lines on the Handwriting Chart on page 17, or use the *Logic of English Whiteboard*. Show the students the baseline, top line, and midline. Then ask them 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 others gain more by seeing how all the pieces fit together. The strokes needed for each letter are listed at the beginning of each section.

1. Show the students the Phonogram Flash Card for the targeted letter. (These may be purchased at www.LogicOfEnglish.com/store.)
2. Say the sound(s) found on the back of the flashcard.
3. Ask the students to repeat the sound(s). (Correct errors in pronunciation here.)

4. Show the students the targeted letter in the workbook. Discuss how the hand-written form is the same as the bookface form, and how it is different.
5. Using your pointer finger and the Handwriting Chart provided, point to where the letter begins and identify it aloud.
6. Ask the students to point to where the letter begins and identify its location aloud.
7. Using your pointer finger, demonstrate how to write the first step of the letter using movements that originate from the elbow while saying the directions aloud.
8. Ask the students to demonstrate the motion and repeat the directions aloud.
9. Demonstrate the first and second steps while saying the directions aloud.
10. Ask the students to repeat the first and second steps while restating the directions. (Continue in this manner until all the steps have been introduced.)
11. Ask the students to repeat forming the letter while saying the directions aloud 2-3 times. End by saying the sound(s) made by the letter.
12. Model the letter using the shortened bold instructions. Emphasize the rhythm. End by saying the sound(s) made by the letter.
13. Ask the students to model correct formation 3-5 times while stating the rhythmic directions, followed by the letter's sound(s). Check to make sure that the students are developing fluid and rhythmic motions.
14. Optional: Direct the students to trace the enlarged letter in the workbook with their pointer finger. Check that the students are demonstrating fluid, rhythmic motions.

STUDENTS WITH UNDEVELOPED FINE-MOTOR SKILLS

15. Practice the letters using large-motor motions on the *Logic of English Whiteboard*, a chalkboard, or in a sensory box. Practice fine-motor skills by using scissors, coloring, and other activities. When the students' motor skills have developed, move on to step 16.

STUDENTS WITH DEVELOPED FINE-MOTOR SKILLS

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