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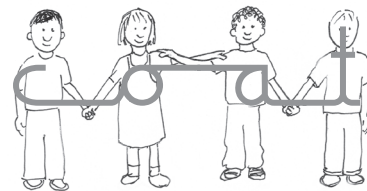
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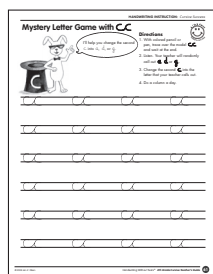
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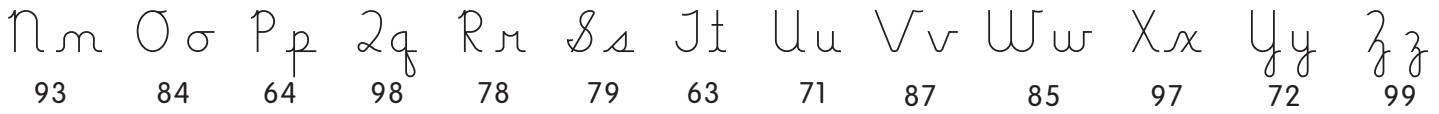
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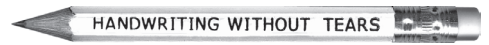


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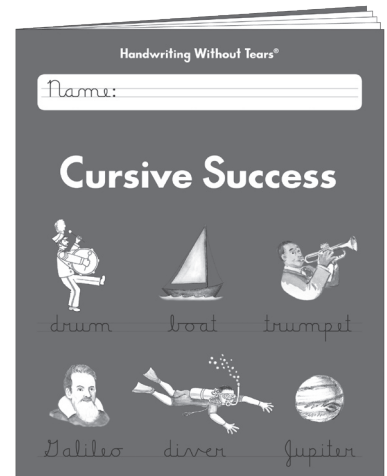
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CONNECTION INSPECTION

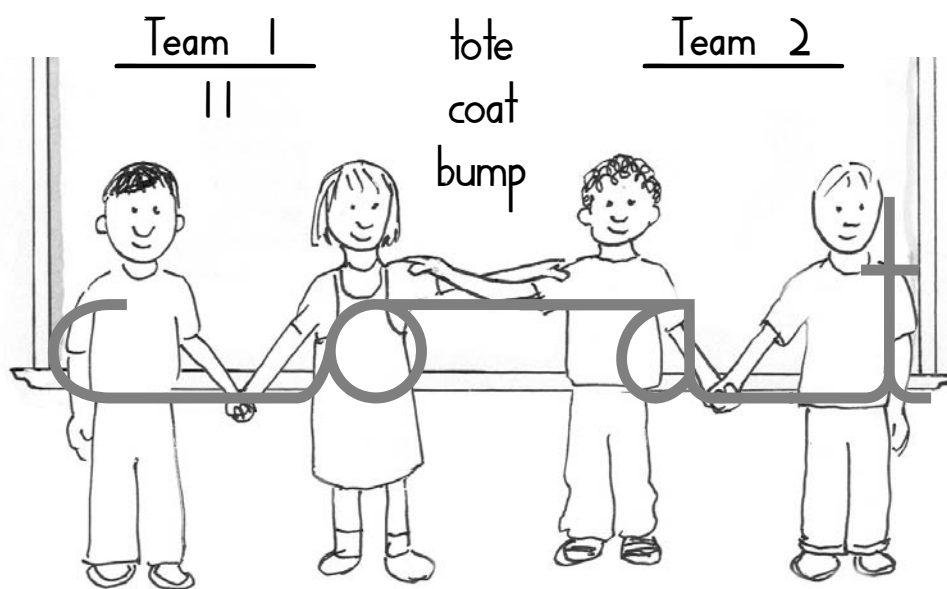
Bring cursive connections to life by turning children into words. They will be the letters; their arms the connections. For letters that end on the baseline, keep left hand down low. For letters that end up high (tow truck letters - *σ* *l* *v* *w*), put the left arm out. Explain to the next student (letter) that they have to start wherever the previous letter ends. Remember who's the boss of the connection - the first letter (see reminder below). If the hand is down, reach down. Arm up, put arm up. Play this unique activity in teams of four, and allow children to problem solve together in order to pass inspection!

Preparation

1. Choose words to connect/inspect (see Review & Mastery pages 70, 76, 82, 91, 96, 102 of this guide).
2. Write the words on the board.
 - Write them in cursive for an easy start.
 - Write them in print for a challenge.

Directions

1. Divide your class into teams.
2. Choose one student (with the teacher's help) to be the inspector.
3. Write words on the board.
4. Have the teams problem solve the words. Connect them by becoming the letters/connections.
5. Wait for the inspection.



A Reminder of Who's Boss

When teaching connections, it is best to use just two letters and explain how to connect them. Write the letters separately and then write them connected. Explain that the ending of the first letter (low or high) can never, ever change. Because the ending part of a cursive letter can't change, we like to say that the ending of the first letter is the boss of the connection. The second letter has to start where the first letter ended, even if that is not the spot where the second letter usually starts.



Tips

- For more of a challenge, try longer words.
- Choose really long words, print them on the board, and see if your class can connect them.
- Give children time to problem solve. If it is a printed word, model the cursive form for them.

Review and Mastery

To reinforce this practice, at the end of each group of cursive letters, there is a Review and Mastery section. Review and Mastery sections have three levels. Each level prepares the child for the next progressively more challenging level. This developmentally based approach enables children to build their skills efficiently and confidently. Most importantly, it sets them up to write cursive neatly with speed so they are free to think about the content rather than the mechanics of what they are writing.

Review and Mastery: Cursive to Cursive

a c d e f g h i l p t

Play The Freeze Game. Directions are on the next page.

gdt = det fat = cat
had = pad bst = bud
pig = leg tag = bag
tap = cap fad = bad
pit = apt gag = bag

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Level 1 - Cursive to Cursive
Children copy models of cursive words using recently taught letters. The correct cursive habits are reinforced by having them do word pairs that have similar parts (i.e. age/page).



Review and Mastery: Print to Cursive

a c d e f g h i l p t

Translating

1. f 2. cat 3. cap 4. flag 5. price 6. called 7. fetched 8. accepted 9. delegated 10. tattletale

Total Translating

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Level 2 - Print to Cursive

Children look at a printed word and then have to write ("translate") that word into cursive. This builds their visual memory of cursive formations.



You can play the Translate Print to Cursive game:

- Children think of words using only the letters that have been taught and then print them.
- They trade with their neighbor.
- Their neighbor has to write their printed words in cursive.

Review and Mastery: Silly Spelling

cap, c-a-p

cap

Write the Silly Spelling words in cursive.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Extreme Challenge

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Level 3 - Oral to Cursive

This is the most advanced level before children go on to independent writing. This level entails a child hearing letters spoken and then writing that word out in cursive. This builds students' auditory memory.



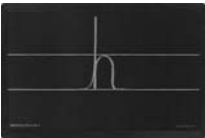
Teach

	travel up like a helicopter		slide down bump!		climb back up and over		and down bump travel away	
---	-----------------------------	---	------------------	---	------------------------	---	---------------------------	---

Get Started

Say, "Turn to page 12. This is cursive **h**. It looks like printed **h**, but it starts on the baseline. I make it like this."

Multisensory Activities



Wet-Dry-Try

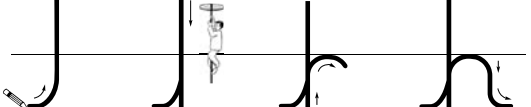
Use the Blackboard with Double Lines. See page 24 of this guide.



Imaginary Writing

Follow the Ball and air write **h**. See page 27 of this guide.

h is h



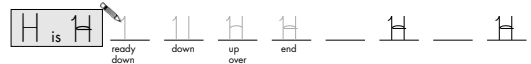
travel up like a helicopter
slide down bump!
climb back up and over
and down bump travel away

Copy **h**. Write & Check **h**

Copy words.

ha ha ha ha ha
had had had
hag hag hag
cha cha cha
ah ah ah

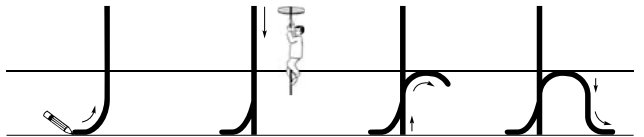
Do you remember capital **H**? Trace and copy.



H is H
ready down down up over end

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Finger Trace Models Step-by-Step



travel up like a helicopter
slide down bump!
climb back up and over
and down bump travel away

Copy and Check h

Copy **h**. Write & Check **h**


h h h h h

Copy h connections

ha ha ha

Trace and Copy Capital H

Do you remember capital **H**? Trace and copy.



H is H
ready down down up over end

Tips

- The letter **h** is the first letter that starts on the baseline.
- Encourage careful line tracing to avoid loops *h* and *h* gaps.
- Point out that cursive capital **H** looks like printed capital **H**.


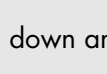
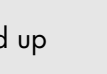
Say the step-by-step directions for **h** while children finger trace each step.

Demonstrate **h**, saying the step-by-step directions. Children watch, then copy **h**s.
 Check letter: start, steps, bump

Demonstrate **h** to **a** (and **h** to other letters). Children watch, then copy.

Demonstrate **H**. Children watch, then trace and copy **H**.

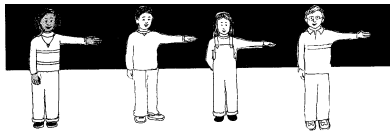
Teach

 <p>down and up</p>	 <p>down and up</p>	 <p>end with tow</p>
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Get Started

Say, "Turn to page 35. Printed **w** looks like a double **v**, but cursive **w** looks like a double **u**, a double **u** with a tow. Watch me write cursive **w**."

Multisensory Activities

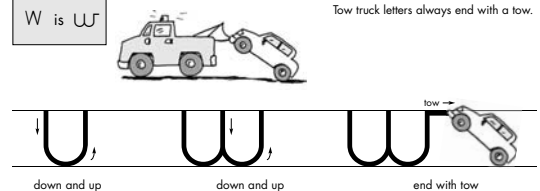


Tow Truck Activity
Cursive **w** never drops its tow or it will turn into **uu**. See page 83 of this guide.



Connection Inspection
Form **w** words together and inspect connections. See page 28 of this guide.

Tow truck letters always end with a tow.



Copy **w**. Write & Check **w**

Copy models.

wash wash


watch watch

would would

claw claw

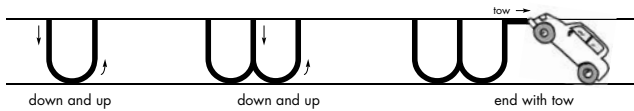
flew flew

Do you remember capital **W**? Trace and copy. Check **flew**

W is **W**  **W** **W** **W** **W** **W**

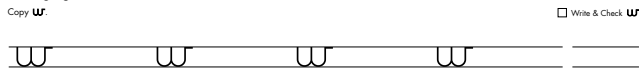
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Finger Trace Models Step-by-Step



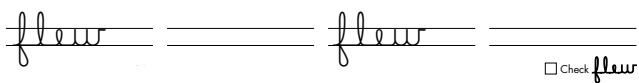
Say the step-by-step directions for **w** while children finger trace each step.

Copy and Check w



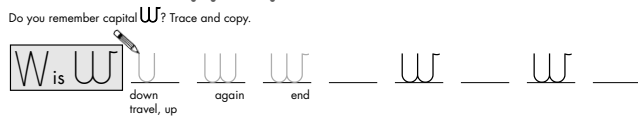
Demonstrate **w**, saying the step-by-step directions. Children watch, then copy **w**s.
 Check letter: start, steps, bump

Copy and Check Words with w



Demonstrate **flew**. Children watch, then copy.
 Check word: size, placement, connections

Trace and Copy Capital W







Demonstrate **W**. Children watch, then trace and copy **W**.

Tips

- Make the tow straight on the **w**.
- Make the tow long enough so that the next letter won't be too close.
- If **w** is pointy **w**, tell students to travel on the bottom line before going up.

Activity Page – PARAGRAPH

Here are two paragraphs about a famous place and the story associated with it.

<p>PARAGRAPH</p>  <p>Galileo 1564-1642</p>  <p>Copy.</p> <p>Go to Italy! See the Leaning Tower of Pisa. People say that's where Galileo dropped two cannon balls, one heavy, one light, to see which one would land first.</p> <p>62 Handwriting Without Tears® Cursive Success © 2008 Jan Z. Olsen</p>	  <p>Aristotle 384 BCE-322 BCE</p> <p>For centuries people believed Aristotle, the Greek philosopher who claimed that the heavier one would land first. Galileo proved him wrong. They landed together. That's physical!</p> <p>© 2008 Jan Z. Olsen Handwriting Without Tears® Cursive Success 63</p>
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Tell them...

Look at that tower. It's leaning. It started leaning when they were building it. What a problem! But the leaning made the tower famous and there's a story about the tower. We'll read the paragraphs to find out. I want you to notice the dates. Aristotle lived centuries before Galileo. He was Greek. Galileo was Italian. There's a map. Can you find Italy and Greece on a globe?

How do I teach this?

Read Have students take turns reading the sentences.

Review the three paragraph basics.

1. Paragraphs have a topic.

Notice that the first sentence, "Go to Italy!" is not a standard topic sentence, but one with a hook to catch the reader's attention.

2. Paragraphs are indented.

At the board: Move
Write
Remind

Chalk or marker over to indent.

Go to Italy.

Do not connect I in Italy.
Just write the next letter close.

3. Paragraphs have sentences.

Remind

Copy the ending punctuation. (! and .)
Sentences in paragraphs may go from one line to the next line and even from one page to the next page.