

WHAT IS A TYPICAL CLASS LIKE?

- 5 minutes of large motor work - tracing giant sized letters while emphasizing the First Stroke of the letter
- 15 minutes of medium motor work in FUN multi-sensory mediums such as Exploding paint, shaving cream, punch writing, with good touchpoints on the writing lines
- 10 minutes of workbook practice
- Zany craft activity for the letters of the day, with more practice of letters/words/sentences on handwriting paper or unlined paper
- Motor Gym work on visual memory of the letters of the day. For example, writing the letters in the air with eyes closed, then jumping in our letter pit or riding down a scooter board ramp.
- Last 5 minutes of class is always show and tell and parent training!

The Handwriting Clinic

MULTI-SENSORY CURSIVE CLASS!

2nd - 5th graders

CURSIVE CLASS

- Learn and practice consistent sizing on notebook paper
- Learn cursive
- Learn correct letter formation
- Develop a functional speed and visual memory of cursive (a - z in 40 seconds)
- Generalize sizing to handwriting
- Improve legibility
- Zany Writing Topic

**1506 Capital St, Ste. 150
Plano, Texas 75074
972 633-1974**

CURSIVE CLASS

Sensory-Motor Cursive I Class - (2nd - 5th) Beginning or remedial cursive class using simple, easy to remember formation strategies for lower case letters. Class works on visual memory and increasing speed of writing while maintaining legibility. Cool, zany writing topics to generalize cursive into functional handwriting skills. (This session is 10 sessions during the school year. (\$350 plus a workbook fee of \$16.23))

We work on cursive speed and visual memory in our multi-sensory GYM!!!

We use the First Strokes® curriculum! See www.FirstStrokesHandwriting.com for more information.

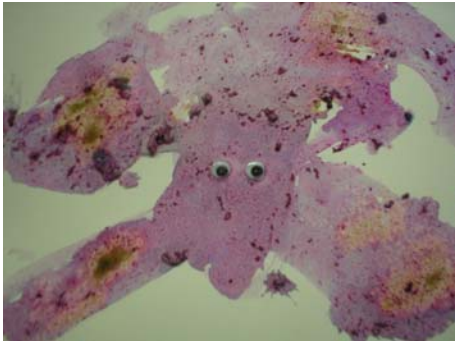
Legibility Techniques Learned in Class:

Handwriting Legibility:
 Body of letter is 1/3 space
 Tall letters touch the top line
 Sinking letters go well below the writing line

Handwriting Errors: Try not to make these errors in cursive
 Poor closure
 Hyper-closure
 Teepees
 Lakes
 Retracing Errors
 Big loops

Cursive Techniques Learned in Class:

Letter formation (even if students know cursive, they often do not know all the letters from memory). We practice letter formation in giant handwriting lines with cognitive cues for each stroke.

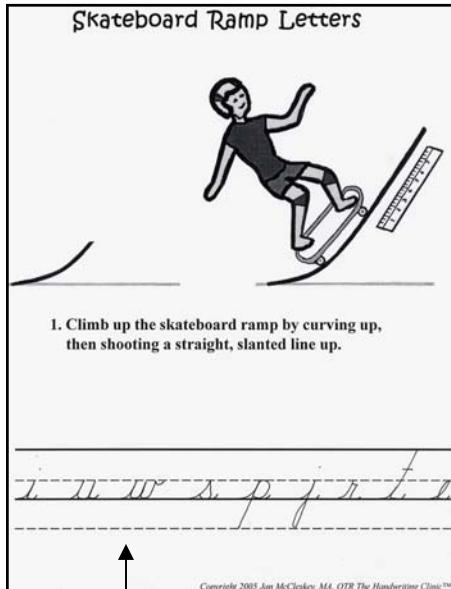


Zany Writing Topics like exploding playdough creatures, jello alien monsters, etc make writing topics fun. We also do some fun science experiments - but of course the kids have to write about their activities using all the techniques they have learned for good legibility!

**Call 972 633-1974 to schedule. Classes fill quickly so call early!
www.TheHandwritingClinic.com www.FirstStrokesHandwriting.com**

Overview of First Strokes Cursive Program:

Letters are grouped by their “First Stroke”. Students learn letter formation through medium motor activities in FUN ways in giant handwriting lines. Then they do workbook practice. Then after each letter group, they begin visual memory, and speed work - in our GYM!! Then they work on legibility within notebook paper and generalization skills.



Letters are grouped by their “First Stroke”

Each page has a section on recognizing common errors in handwriting

Stroke section visually teaches students the strokes for the letter formation

Letter practice section: Note - the bottom space is approximately 1/3 space. Student practices on workbook page, then on ruled notebook paper (comes in kit), and eventually on standard notebook paper with a nice, mature size of writing! Separate section for **word practice** after each category of letters!

Letter u: DIRECTIONS: Practice writing the letter on this page, then practice writing the letter on the lined notebook paper included in this kit to work on developing consistency of size and form of the letter. The goal is to always write without handwriting errors, with the body of the letters within the bottom 1/3 space.

Correct: Retr: Backslant Error:

Teepieces: Sizing Error: Touchpoint/Bridging Error:

Remember to make TOUCHPOINTS when the letter should touch the handwriting lines!

ALWAYS make a touchpoint on the writing line before making a finishing stroke (unless it is a bridging letter)!

1. Climb up the skateboard ramp by curving up, then shooting a straight, slanted stroke up. 2. Retrace down to the writing line and trace the writing line. 3. Climb up the skateboard ramp by curving up, then shooting a straight, slanted stroke up. 4. Retrace down to the writing line and touch and trace the writing line before bridging to the next letter.

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Visual Memory Practice:

DIRECTIONS TO TEACHER/PARENT: Students should progress from copying the letters to writing the letters from memory.

Step 1: Call out the letters in this group of letters, one at a time. Students should practice writing the letters from visual memory with eyes closed.

Step 2: Call out the practice words in this group of letters. Students should practice writing the letters with eyes closed from visual memory. The student is not working on legibility, but working on increasing speed of writing from visual memory.

Fun ways to work on visual memory (as a teacher or parent calls out letters and words):

- Stand at desk and write letters with a ruler, wand, or cut off piece of a foam swimming noodle, from memory, with eyes closed.
- When lining up for lunch or recess, have the student write the letters in the letter group in the air with eyes closed.
- Stand on one leg, to write letters and words from memory, with eyes closed.
- Go to the gym and work on writing the letters while sitting on balls, or on a balance beam.
- Have students lay on floor and write practice words on a sheet of newspaper or large manila paper with eyes closed.
- Use chalk to write letters and words on the sidewalk or chalkboard with eyes closed.
- Write letters and words in shaving cream, fingerpaint, or colored sand sprinkled in baking tin with eyes closed.
- Give each student a sheet of paper placed over an opaque sheet of knitting plastic (available from arts and crafts stores). Have the student write letters and words with eyes closed, on paper placed over the knitting plastic.

Student should be able to write all the letters and practice words from memory, with eyes closed before progressing to the next letter group.

Letters worked on in this group:

i u w s p j t e

Speed Tests:

DIRECTIONS:

1. The following words contain letters worked on within this letter group. Have the student writing the following words. Write down the time for each word. Add seconds for each handwriting error (reversing, poor closure, superscript, space, backslant, line error, teepieces error, bridging error). For example, if the student wrote the word within 20 seconds, but had three handwriting errors, the student used one word in 23 seconds. The student should seek to increase speed, while decreasing handwriting errors. The student will therefore increase speed, without decreasing legibility of handwriting.

2. After each speed test, have the student practice writing these words from visual memory by writing the words three times in the air, with eyes closed, then three times on a sheet of white paper with a pencil. Then record the total time to determine if the student improved speed over time.

3. Homework: The student should practice writing the words, in the air with eyes closed from visual memory.

Speed Word:	Speed Word:
<i>just</i>	<i>hipper</i>
Trial 1:	Trial 1:
Trial 2:	Trial 2:
Trial 3 time (seconds):	Trial 3 time (seconds):
Plus no. of handwriting errors:	Plus no. of handwriting errors:
TOTAL TRIAL 1 TIME:	TOTAL TRIAL 1 TIME:
TOTAL TRIAL 2 TIME:	TOTAL TRIAL 2 TIME:
TOTAL TRIAL 3 TIME:	TOTAL TRIAL 3 TIME:

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After students complete lower and upper case sections of workbook, there are additional pages of generalization activities:

- Zany Writing Topics
- Bridging Letter Practice Pages
- Generalization to Standard Notebook Paper Practice Activities
- Speed Tests writing a - z
- Certificate of Achievement for making the 40 second club (a - z)

Why Do Older Children Often Revert to Print after They Learn Cursive?

*Article by Jan McCleskey, MA, OTR
Clinical Director - The Handwriting Clinic*

SPEED and VISUAL MEMORY! Most children in 3rd, 4th and 5th grades do not learn cursive well enough to functionally use it! The Handwriting Clinic, along with some graduate students at Texas Woman's University School of Occupational Therapy, did a study in May of 2006 at a local elementary school. We tested 3rd, 4th and 5th graders to determine the speed of handwriting in cursive. The norm time for writing cursive a - z, connected together, is 23 - 25 seconds, for an adult. At The Handwriting Clinic, we try to get our students in the 40 seconds club! If our students, many of whom really struggled with the writing process, could get into the 40 seconds club, then we were interested how they compared with local elementary school students.

The results were that the average time for the 3rd graders to write a - z was 2 minutes, 5 seconds. The 4th and 5th graders still averaged over a minute. This was at a school that was "handwriting friendly", where the teachers did put an emphasis on teaching cursive. One good aspect of the study, was that almost all of the students actually did know cursive well enough to write all the letters of the alphabet in cursive.

I think back to my own children. My oldest daughter learned cursive by independently going through a cursive workbook after she finished other assignments. There was no "teaching", but independent practice. After she finished the workbook, she received her "cursive handwriting license" and was expected to write in cursive in class. I was very excited to see my 4th child come home with cursive homework sheets. Later I realized that the only cursive practice he did at school, was primarily the homework pages for cursive.

The problem is that most teachers cannot adequately spend enough time on cursive, especially for the struggling student. Sadly, many students revert back to print.

B = before
A = after

BEFORE AND AFTER SAMPLES
June 19 – 28, 2006
1 hour/day Monday – Thursday for 2 weeks

Cursive I
before
a b c d e f g h i k l
m n o p q r s t u v
x y z **B**

abcde fghijklmnopq rstu vwx yz **A**

abcde fghijklmnopq rstu vwx
yz **B**

abcde fghijklmnopq rstu vwx yz **A**

abcde fghijklmnopq rstu
vwx yz **B**

abcde fghijklmnopq rstu vwx yz **A**

Abc d e f g h i j k l m n o p q
r s t u v w x y z **B**

abcde fghijklmnopq rs
t u v w x y z **B**

AFTER
abcde fghijklmnopq rstu vwx yz **A**

abcde fghijklmnopq rstu vwx yz
t u v w x y z **A**