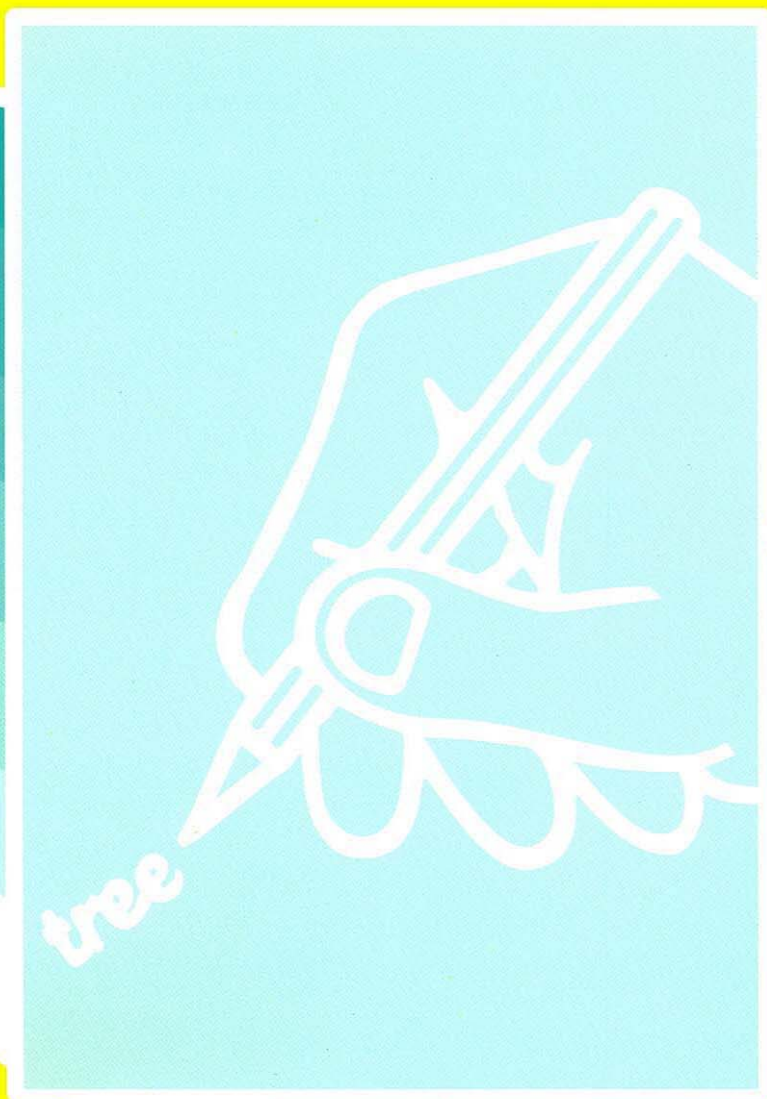


# *My second handwriting book*



Donald Dallas  
Longman 

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● *My second handwriting book* is for children who need to learn and practise cursive writing in English. It teaches children how to write letters, words and sentences.

● The letter shapes are presented initially using lively pictures which children will find both enjoyable and motivating. Plenty of space is provided for the practice of each letter, word and sentence.

● *My second handwriting book* can be used by teachers with their classes or by parents at home with their children. It is ideal support material for the *Pathway* course and can be used alongside any other course at this level.



# My second handwriting book

## About this book

This book is for children who need to learn how to write in cursive handwriting. It can be used after *My first handwriting book* which taught children how to write English letters and numbers in their printed form, or it can be used on its own.

In this book the children learn how to write letters in the cursive form, how to join letters into words and how to write sentences.

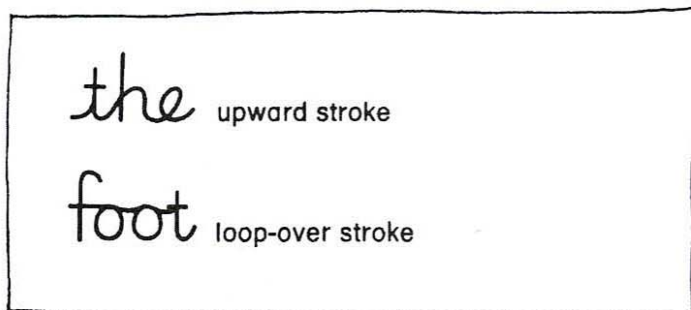
## Some points to remember when teaching cursive writing

### 1 A personal handwriting style

In this book we advocate certain methods of joining letters and groups of letters. However we also believe that children should be encouraged to develop a style of their own. A personal style is usually easy to write and providing it is legible we feel it should be encouraged.

### 2 How letters join

In *My second handwriting book* we suggest a flowing style that joins certain letters with an upward stroke and other letters in a loop-over stroke.



The method of joining letters is determined by the ligatures given to the individual letters and these are practised before the children write them in words.

Note that children should not be expected to join all possible letters all the time. In long words some letters are not joined where the writer has to move his or her hand.

In this book capital letters are not joined to lower case letters.

## How to use this book

There are three main teaching steps for each letter (pages 3–15). The following is a list of the steps, their aims and how to teach them.

### 1 Finish the picture

**Aim:** to practise the overall shape of a letter or family of letters using pictures. (Letter families are groups of letters which have similar shapes.) Teach the step in the following way:

- Practise tracing the shape in the air. Stand with your back to your child or class and get them to imitate your movements as you trace the shape in the air. Next, stand behind them and tell them to trace the shape. You will be able to see if they are making mistakes from this position.
- Practise tracing the shapes in the book using the blunt end of the pencil. Tell the children to start to trace from left to right following the completed example.
- The children then complete the picture. Go round the class checking that they are moving from left to right.

### 2 Trace the letter

**Aim:** To practise tracing the shape of letters which are slightly larger than normal.

- Begin with the first letter. Show the children how to trace the shape of the first letter using the blunt end of the pencil. Explain that they must begin at the dot and follow the numbered arrows.
- Let the children practise doing this on their own a number of times. Watch them carefully to make sure that they follow the shape of the letter correctly.

### 3 Copy the letters

**Aim:** to practise tracing and writing letters.

- Draw four parallel lines on the board and show the children how to write the letter. Tell them what to do as you write it. For example, 'Start at the bottom, go up and round and down'.
- The children practise tracing the letter on top of the three solid examples. Then, they complete the dotted letters. Finally, they go on to copy the letters from left to right on the lines below. Make sure that they use



the heavy black line as the base line and that the letters are positioned correctly between the other lines.

There are also three main teaching steps for each word (pages 17–29). The following is a list of the steps, their aims and how to teach them.

### **1 Copy the letters**

**Aim:** to revise the initial letter of each word.

- Draw four parallel lines on the board and show the children how to write the letter. Tell them what to do as you write. For example, 'Begin on this line and go up and over, round and down.'
- The children then trace over the solid example and complete the dotted letters.

### **2 Trace the words**

**Aim:** to join the letter practised in Step 1 with others in a word.

- Look at the picture and say the word. Get the children to repeat it after you.
- Draw four parallel lines on the board and show the children how to join the letters to make the word. Say the sounds of letters and parts of the word as you write them.
- The children trace over the solid example of the word with the blunt end of their pencils.

### **3 Practise the words**

**Aim:** to practise tracing and writing words.

- The children trace over the word in their books and complete the dotted word. They say the sounds of the letters and groups of letters as they write.
- The children copy the words in the lines underneath the words they have traced. Go round checking that they are using the heavy black line as their base line and positioning the words correctly between the other lines.

When you have completed these three steps for the first word on the page, repeat them for the second word.

There are two main teaching steps for writing sentences. They are as follows:

#### **1 Write and say the words**

**Aim:** to revise or practise words needed to write sentences.

- Look at the pictures and say the words. The children trace over the solid model then copy it below.

#### **2 Complete the sentences, then copy them**

- The children complete the sentences using the pictures to help them.
- They copy the sentences on the line below. Remind the children to put a capital letter at the beginning of the sentence and a full stop at the end.

## **Children with writing difficulties**

Deal with writing problems by observation of individual children. It is as important to watch children writing as it is to correct their work after they have written it. Only by individual observation can you find out why children are having writing difficulties. The following is a short outline of some common causes of difficulties.

### **1 Writing from right to left**

Observe the child carefully to check if he or she is writing some or all letters from right to left. The best way of correcting this difficulty is to demonstrate left to right writing on a piece of paper. Working from a blackboard can be less effective because the arm motions of blackboard writing are not the same as the hand movements which the children must learn. You can also draw four lines in the child's exercise book and indicate that the letters or words start at the left by marking the starting point with an arrow or a dot.

### **2 Writing the letter strokes in the incorrect order**

Train children to write the letter strokes in the order indicated by the numbered arrows in the book. If a child is writing them in the wrong order copy an example of the letter and arrows into the child's exercise book. Get the child to copy this while you watch. The child should repeat the problem word several times at regular intervals.

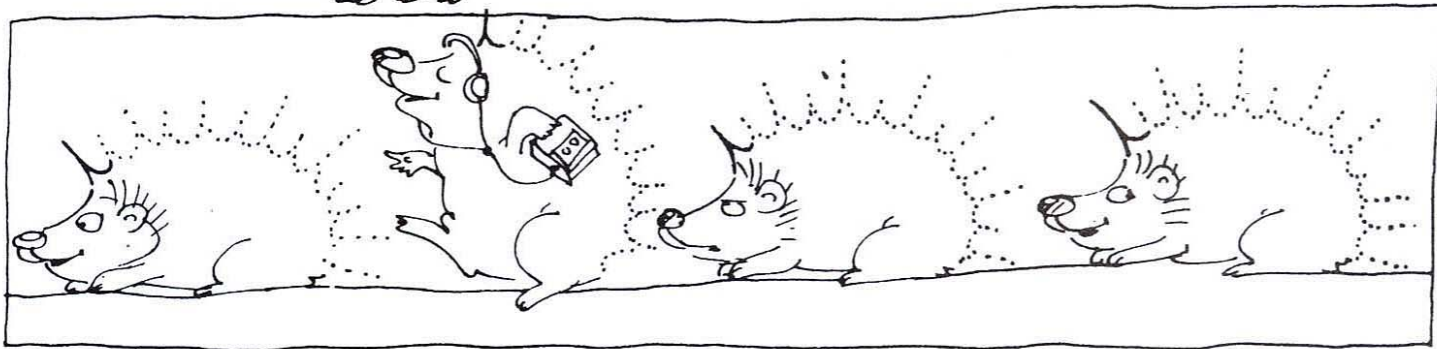
### **3 An awkward grip**

An awkward grip is another common cause of writing difficulties. Explain what is wrong to the child and demonstrate the correct grip by writing on a piece of paper. Ask the child to copy you.

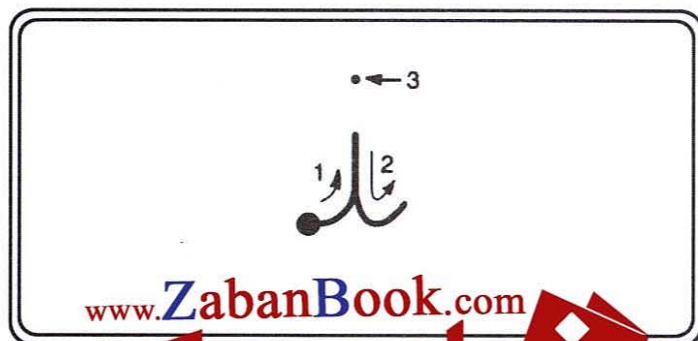
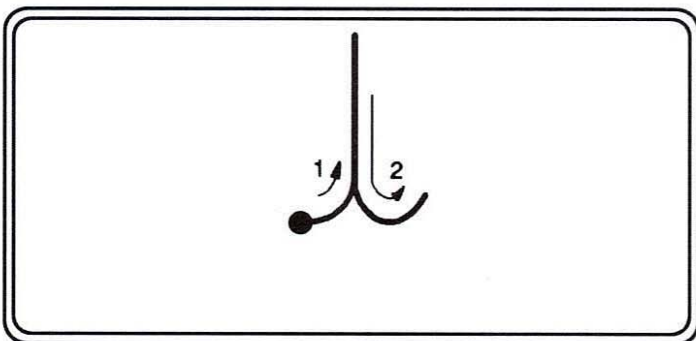
### **4 Lack of motivation**

Motivation is probably the most important element in any skill training for young children. Fortunately doing well and receiving praise is sufficient motivation for most children. However in remedial training it is necessary to think of ways of arousing children's interest in order to encourage them to put in extra effort which is required to make improvements or correct bad habits. Motivation depends on individual children's interests. Children should be encouraged to write and draw about things that interest them. Use can be made of drawings with explanatory captions, notes to other members of the class or family, or lists of games, hobbies, foods etc.

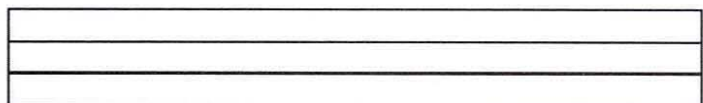
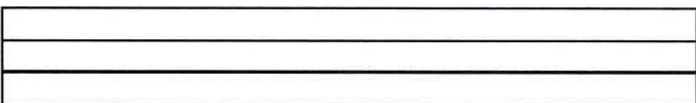
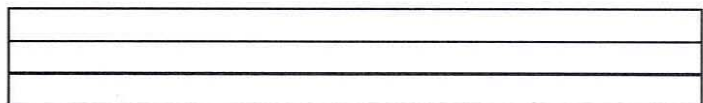
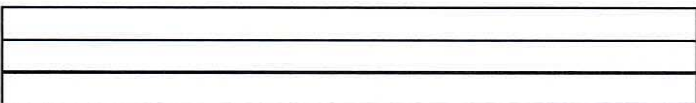
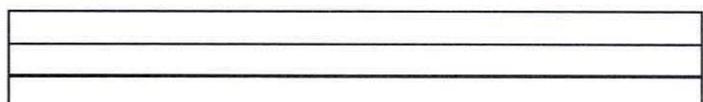
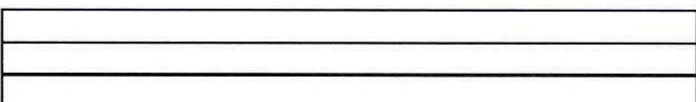
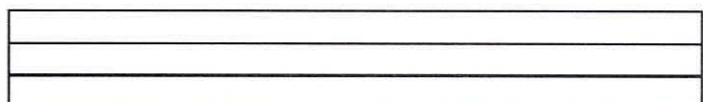
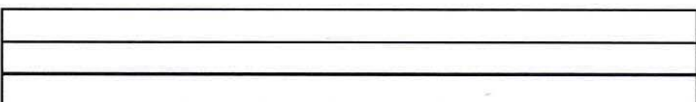
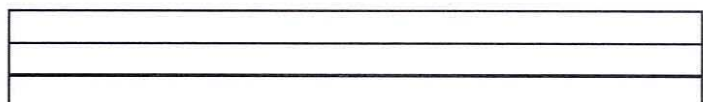
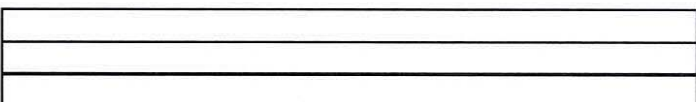
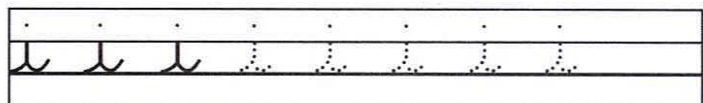
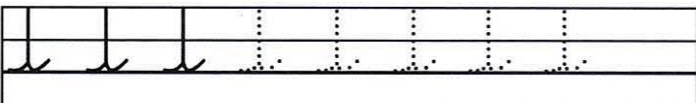
# 1 Finish the picture.



## 2 Trace the letters.

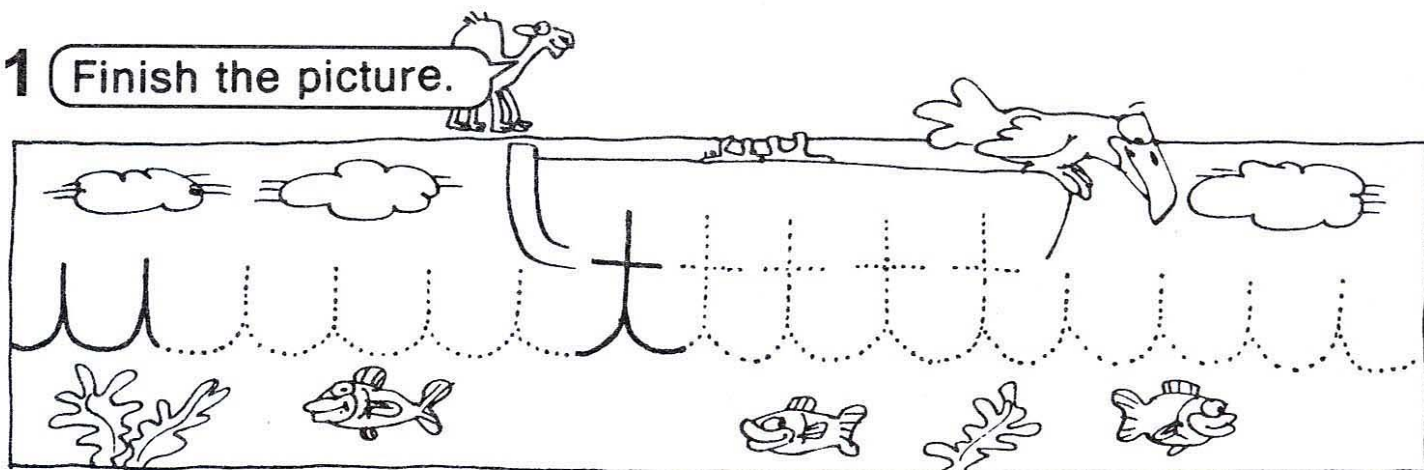


## 3 Copy the letters.

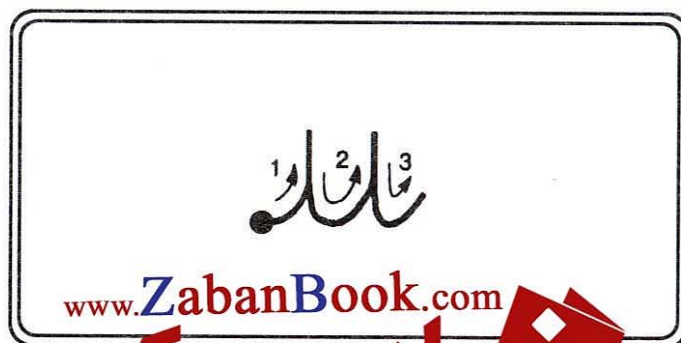
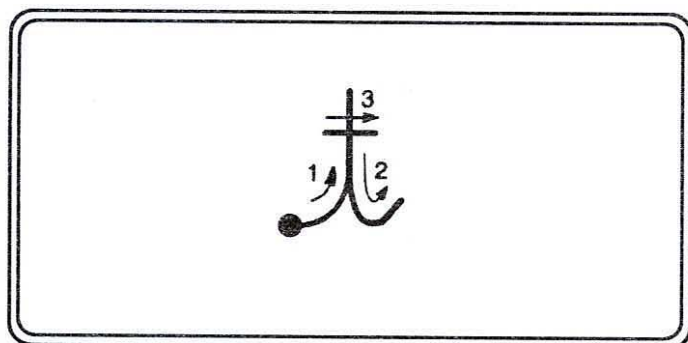




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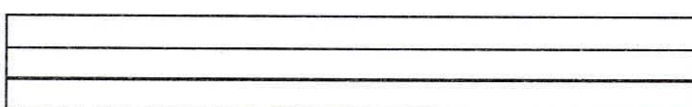
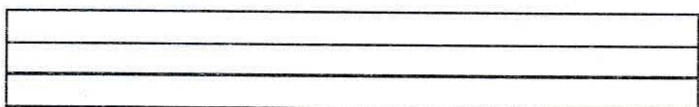
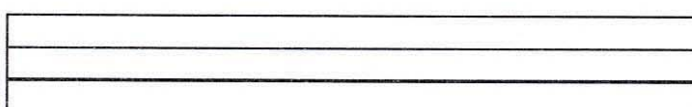
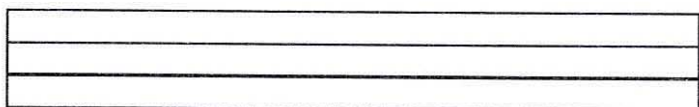
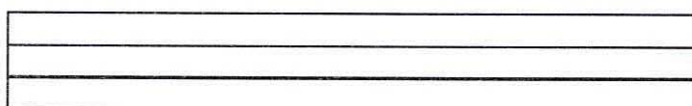
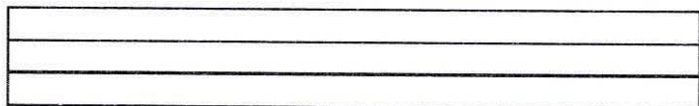
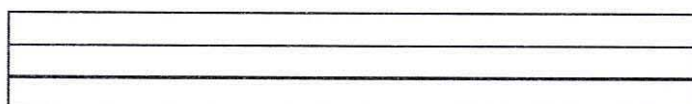
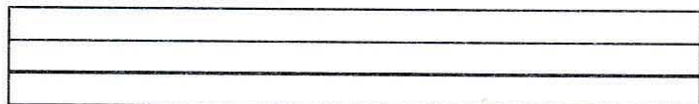
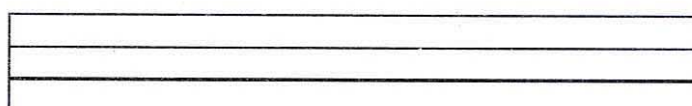
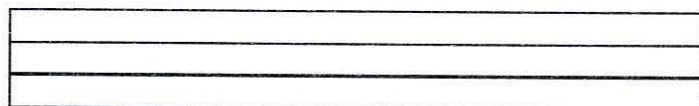
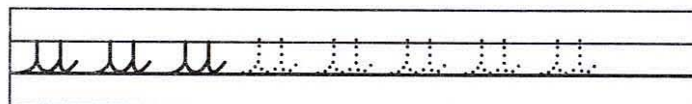
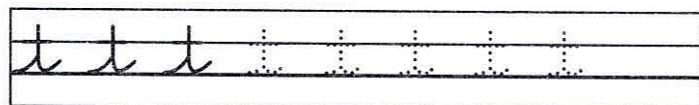
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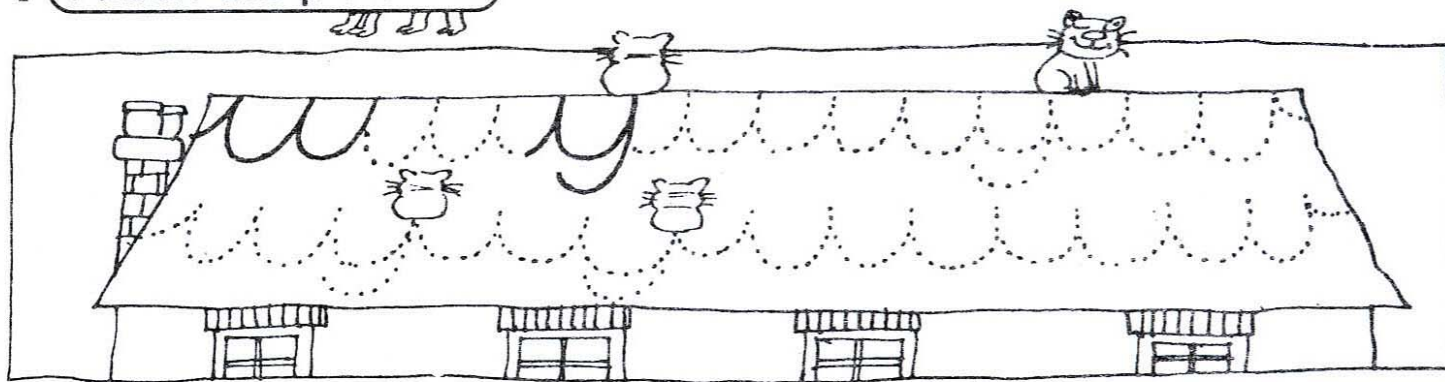
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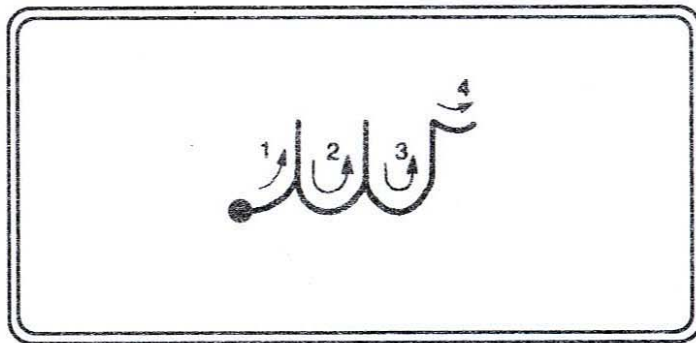
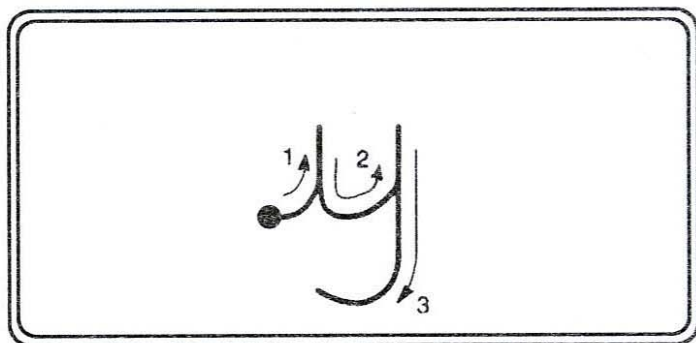
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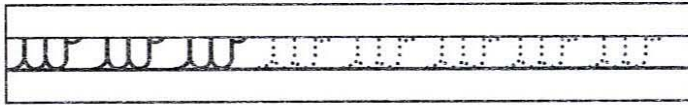
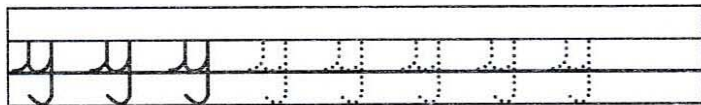
1 Finish the picture.



2 Trace the letters.



3 Copy the letters.




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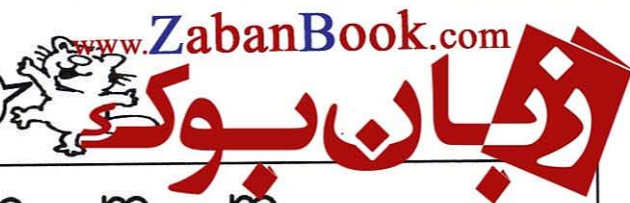


1 Match the correct joined up letter on the right with the printed letter on the left.



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

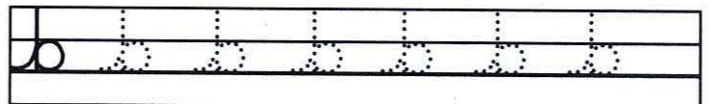
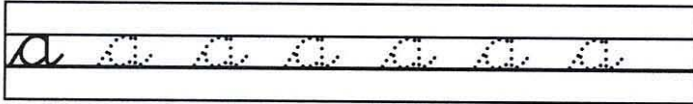
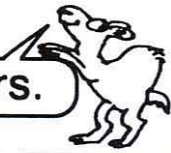
2 Draw a circle round the odd letter.



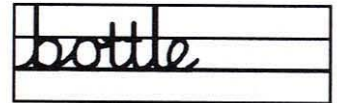
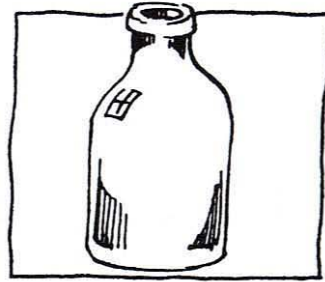
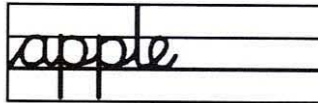
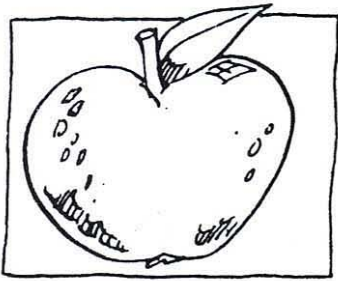
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p	p	p	p	p	b	p	p	p
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s	s	z	s	s	s	s	s	s



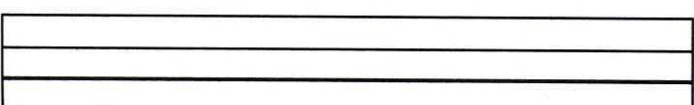
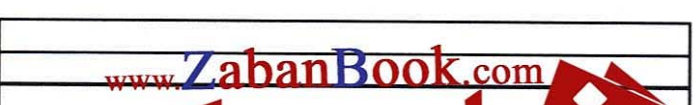
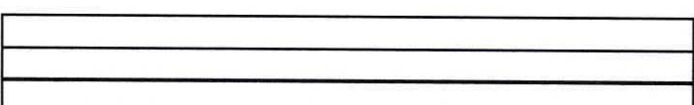
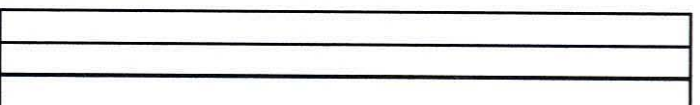
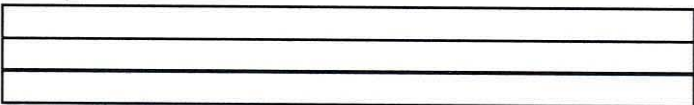
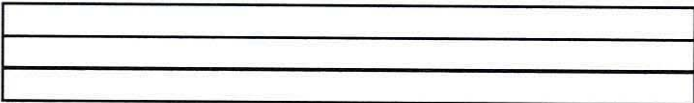
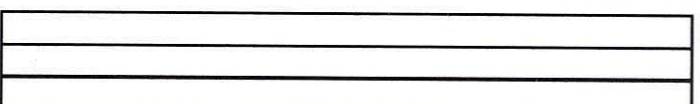
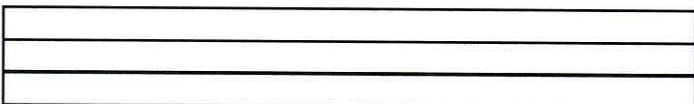
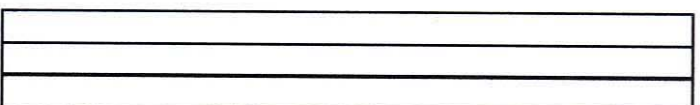
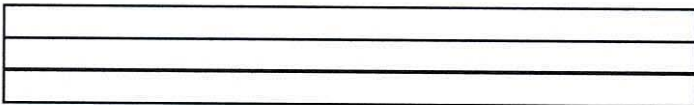
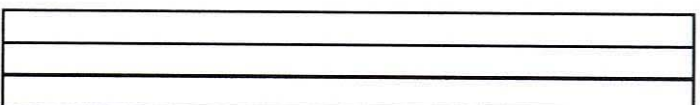
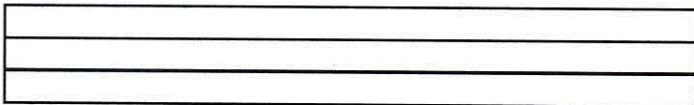
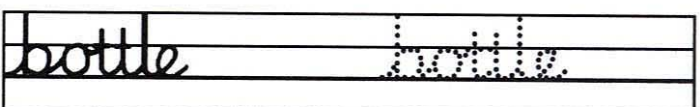
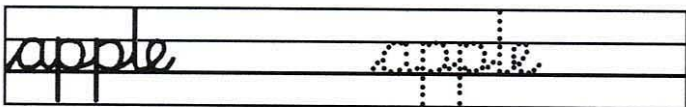
1 Copy the letters.



2 Trace the words.



3 Practise the words.



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a A

b B

c C

d D

e E

f F

g G

h H

i I

j J

k K

l L

m M

n N

o O

p P

q Q

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