





## ABOUT THIS COURSE

The images, artwork, and words used in this course are all designed to connect children to the good and the beautiful: family, faith, high moral character, and the wonders and beauty of nature and human life.

Handwriting Level 1 is designed for children ages 5–7 who are in Level K or Level 1 language arts. This level focuses on correct print formation of letters and numbers and, near the end of the course, introduces short words and sentences. This course also helps children practice spelling number words. The text size reduces halfway through the course as the child gains the motor skills for smaller print.

It is critical that children gain a strong foundation in correct letter formation. Do not move too fast through these foundational skills. Many new writers attempt to begin letters at the bottom rather than at the top. It is important to follow the arrows shown and begin at the top, as this will benefit the child when he or she is learning cursive, and it will help the child develop nice penmanship without straining the hand or wrist.

### COURSE ORGANIZATION

At the beginning of the course, and at different times throughout the course, the child will complete “overview” sheets. These sheets give the child general exposure to all letters and numbers. The rest of the course introduces 2–3 new letters at a time, going in order of the most frequently used letters. This approach helps the child focus on mastering letters before moving on and, at the same time, gives the child experience with all letters, which is helpful as he or she may need to write words and letters for other

subjects. This workbook includes 100 sheets, or about 3–4 sheets per week for a normal school year.

### COLORING AND DRAWING

Each sheet in this course provides an opportunity for the child to draw, color, or complete an activity such as a maze or dot-to-dot. These are not merely for fun; they also improve both drawing and fine motor skills. Many children also enjoy handwriting sheets much more with the opportunity to do a little art or other activity after the handwriting portion of the sheet is completed.

### DOING HANDWRITING AS A FAMILY

Handwriting time can be done together as a family. As some children will not finish one page in the same amount of time as others, you may want to set a certain length of time for handwriting each day, such as 10–15 minutes. Wherever children are on the page, have them stop at the end of the specified time. At the next handwriting session, they can pick up right where they left off. Some children may complete more than one page during a session, and some children may complete less than a page.

### TIPS FOR LEFT-HANDED WRITERS

Left-handed writers often find it more comfortable to tilt the book slightly to the right and position it closer to the left side. If the child tends to write from right to left, placing a dot at the left side to remind him or her where to start may be helpful. Left-handed writers often tend to “hook” their wrists above what they are writing in order to see what they have already written. This can cause strain on the wrist and make writing difficult. Remind the child to keep the wrist straight.

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**60 POINT FONT**

Form Drawing

Writing First Name

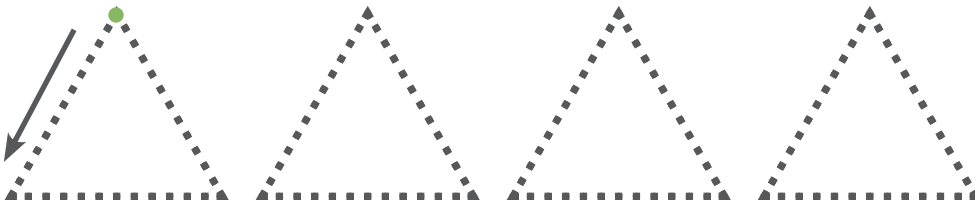
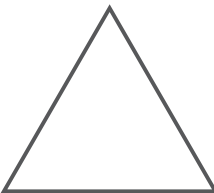
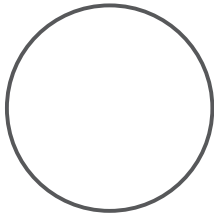
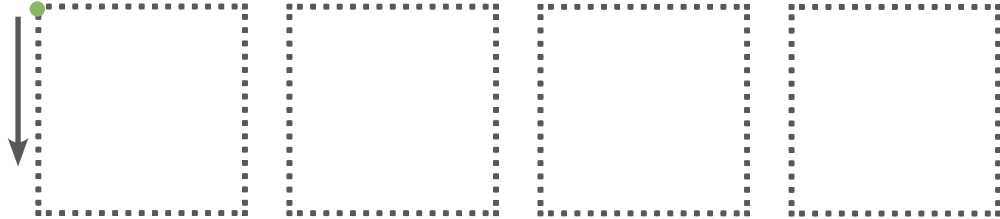
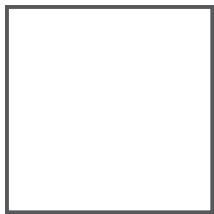
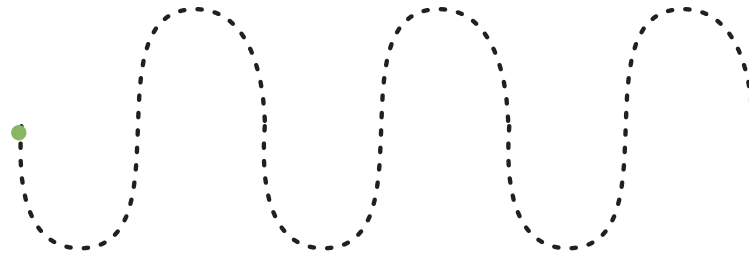
Writing Letters and Numbers

Tracing and Writing Words and Sentences

Drawing

# Introduction to Handwriting—Form Drawing

Practice the strokes used to create letters by tracing the dotted lines and shapes. Start on the green dot.

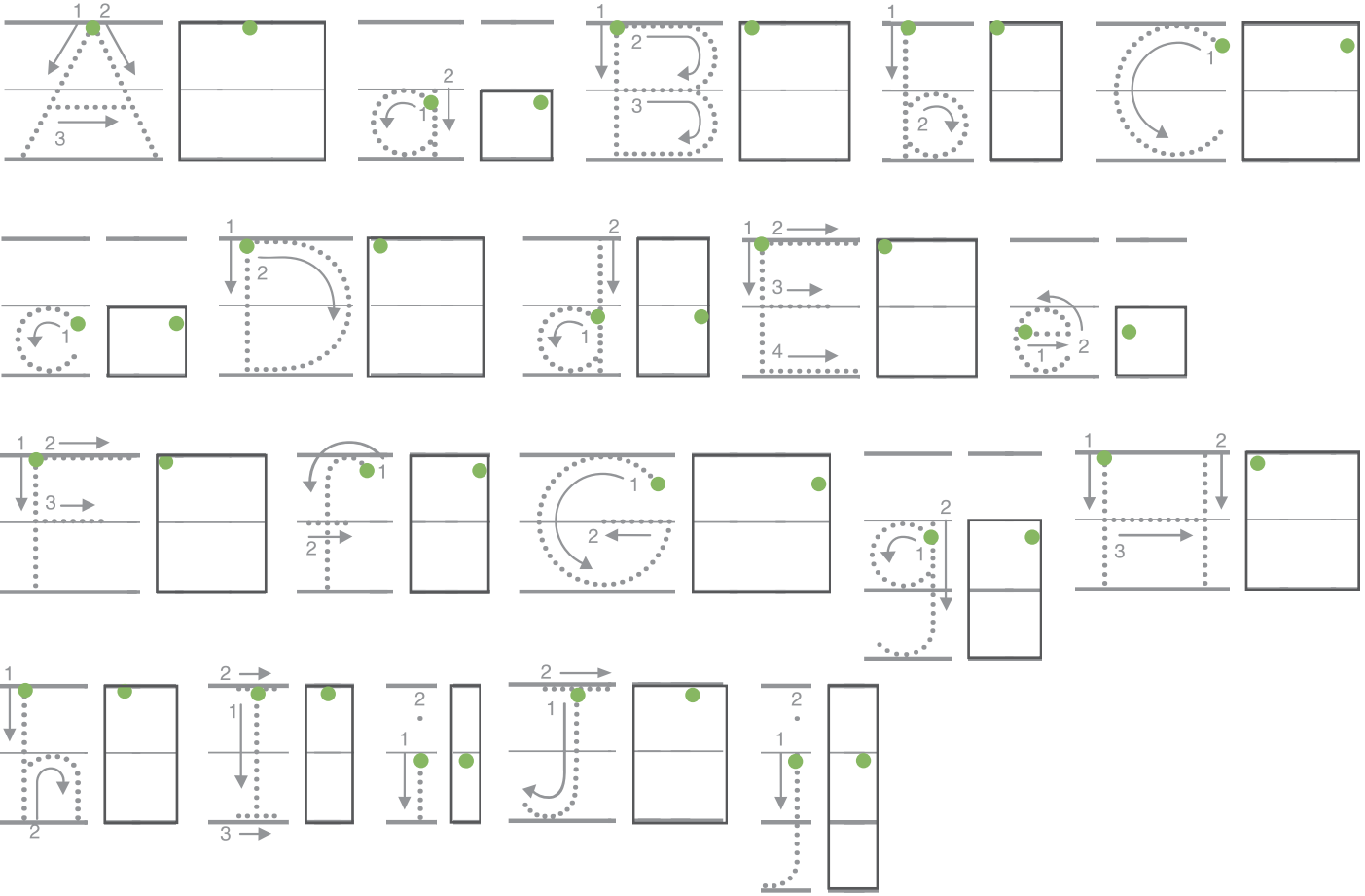


Copy the lines into the boxes below. Start on the green dot.

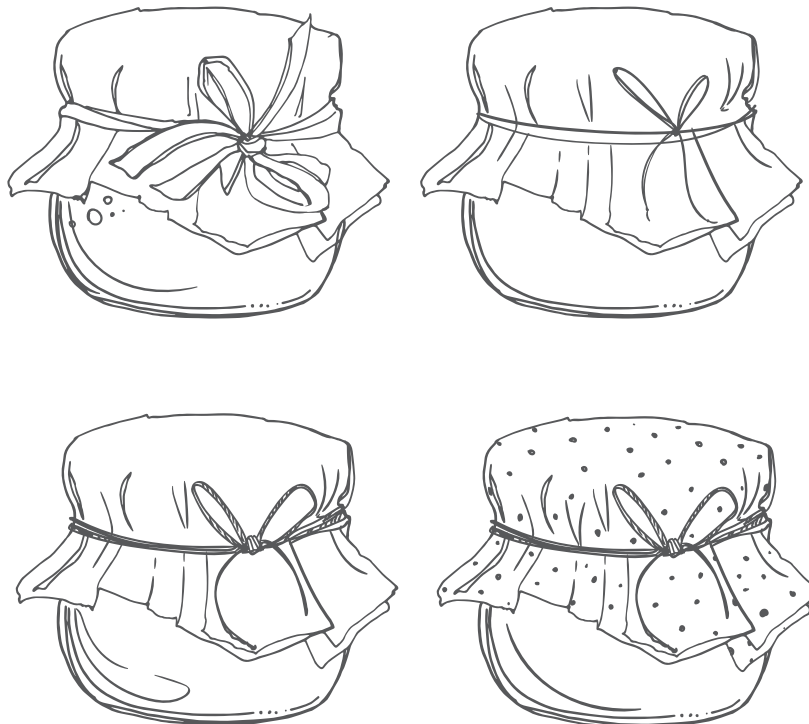


# Overview of Letters A-J

Trace each letter and then write it again, starting on the dot.



Color the jars so it looks like they contain different colors of jam.



# Introducing Letters Cc and Oo

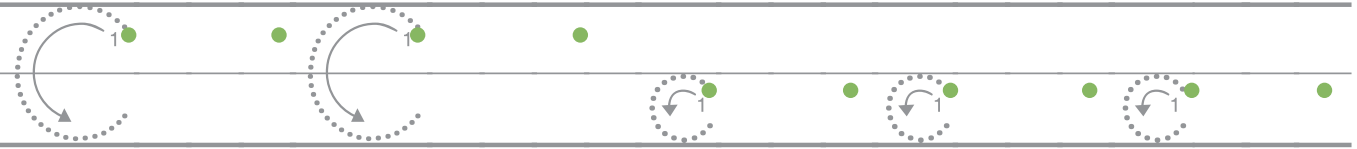
Write your first name. If needed, have a parent or teacher write it down, and then you trace it here.

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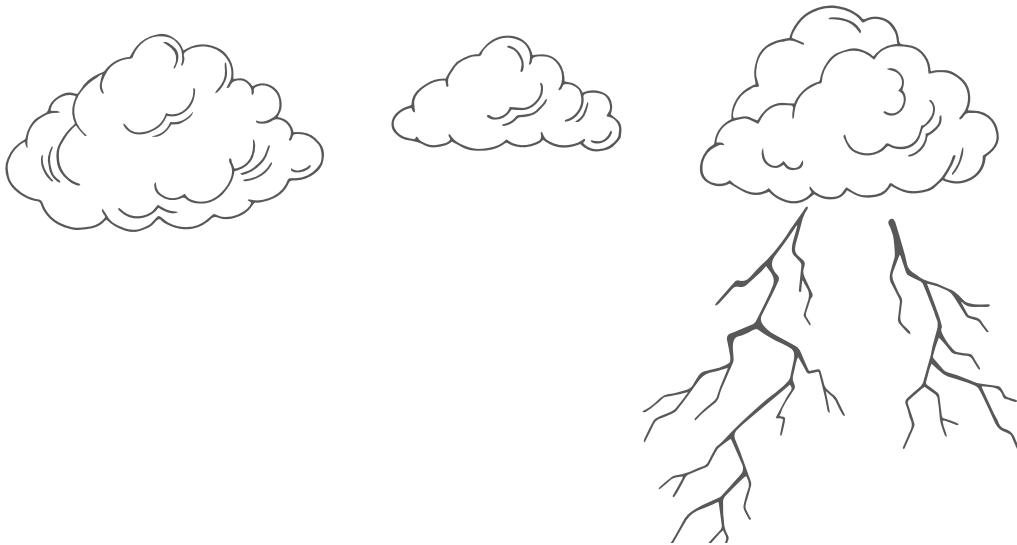
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Trace each letter and then write it again, starting on the dot. The letter C shape is how many letters start.



Draw rain falling from the clouds.



Trace each letter and then write it, starting on the dot.



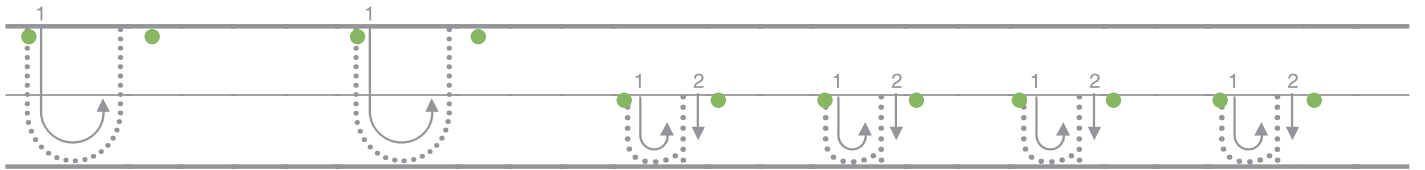
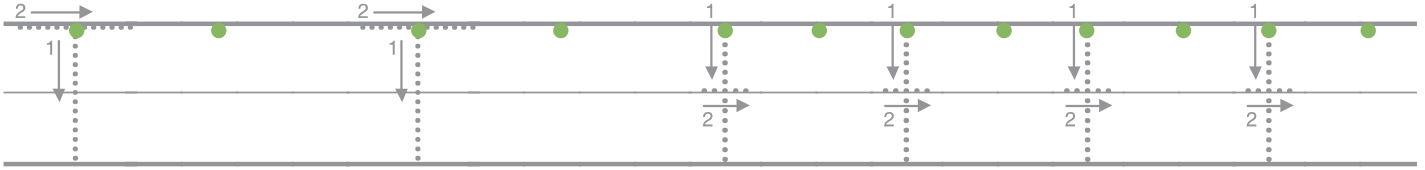
Write your first name. If needed, have a parent or teacher write it down, and then you trace it here.

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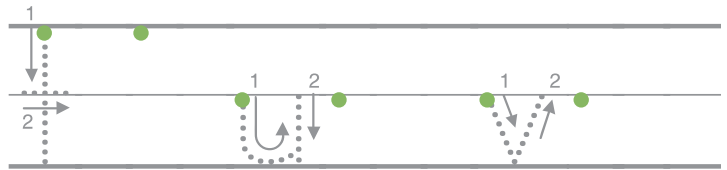
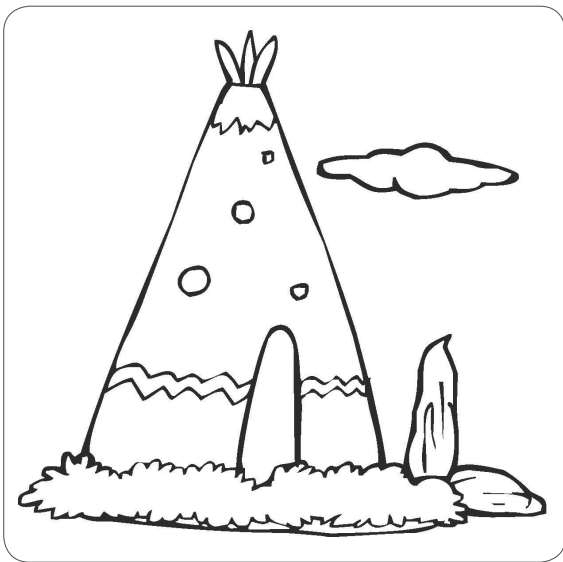
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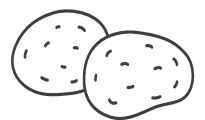
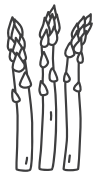
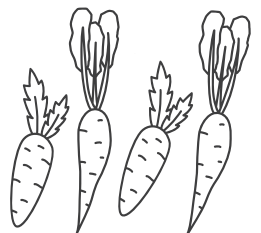
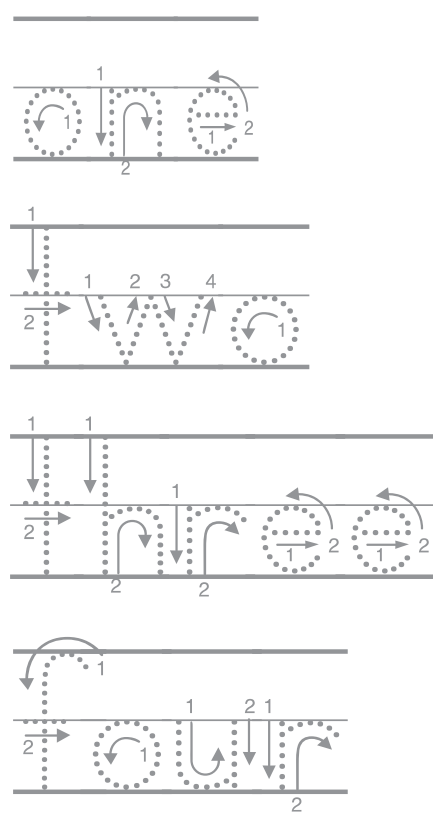
Trace each letter and then write it again, starting on the dot.



Copy the picture into the box below and then color it.

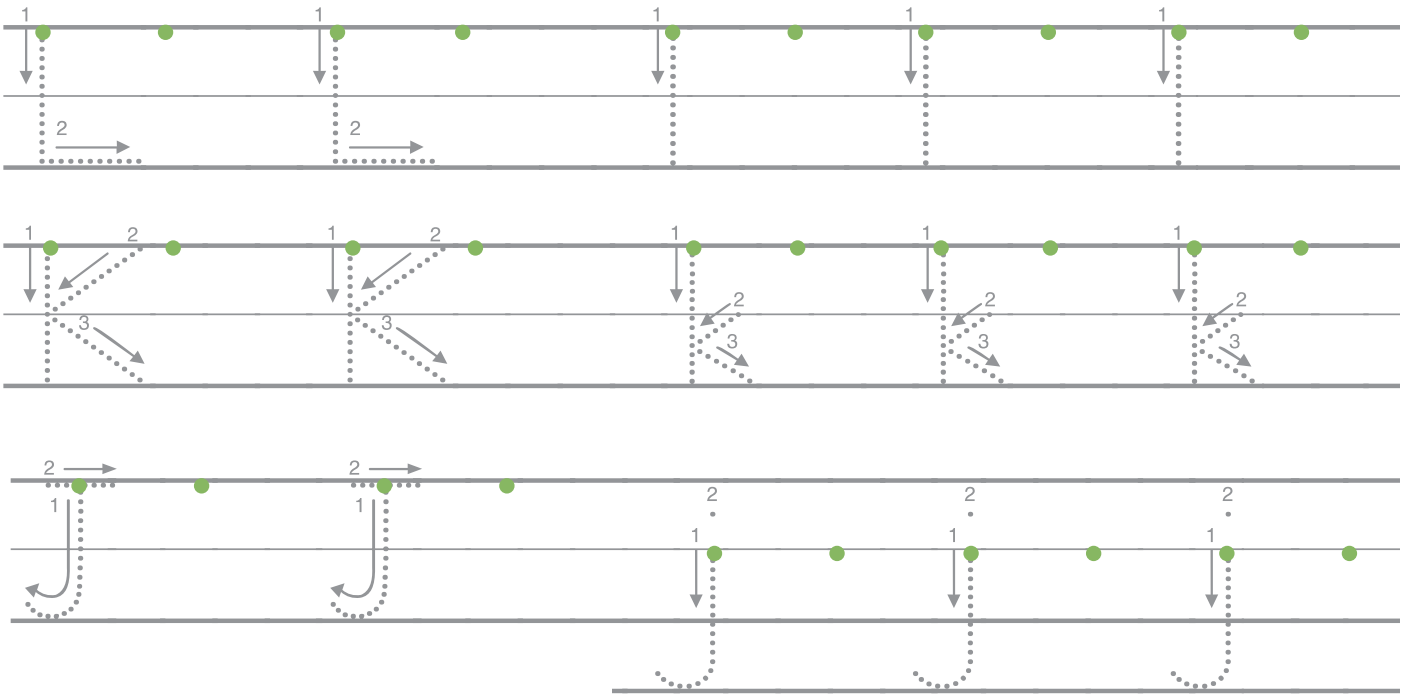


Trace the words. Draw a line to the correct number of vegetables.

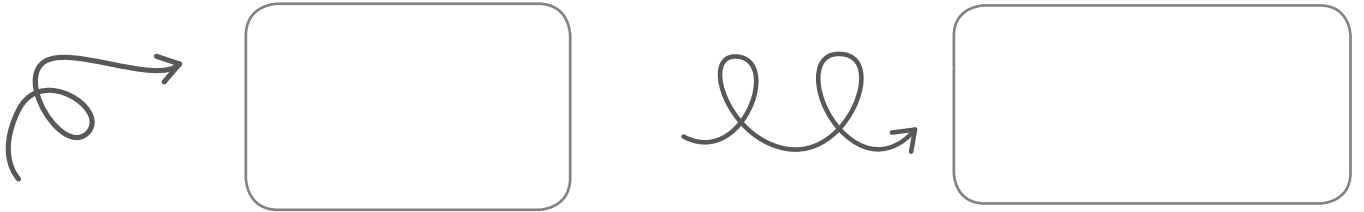




Trace each letter and then write it again, starting on the dot.



Trace the lines with your finger. Then copy them into the boxes.



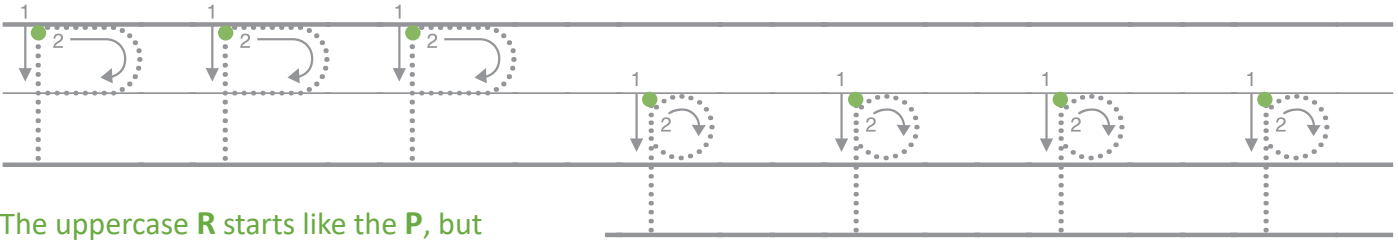
Color the picture.



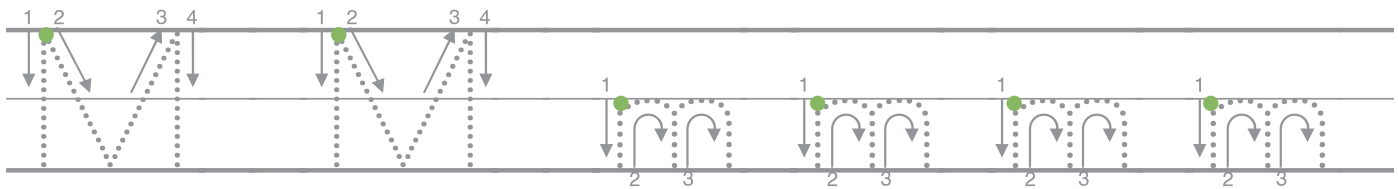
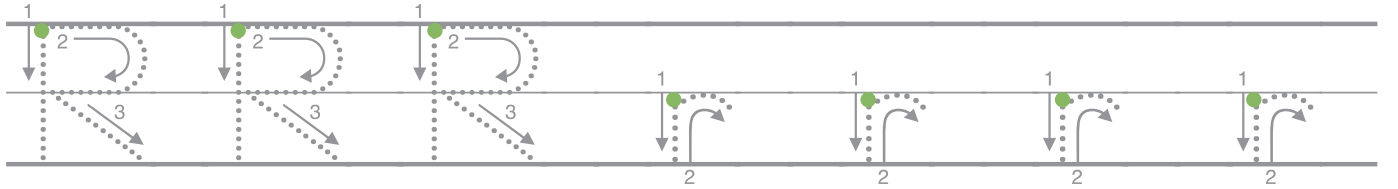


# Review of Letters Xx, Yy, and Zz - Introducing Letters Pp, Rr, and Mm

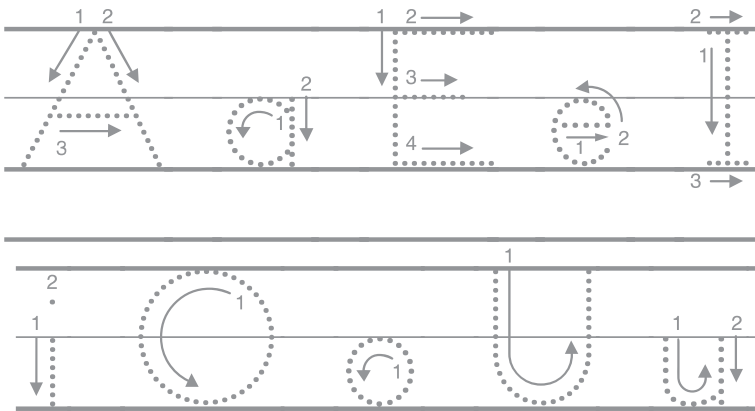
Trace each letter, starting on the dot. All of these letters begin with a downward stroke.



The uppercase **R** starts like the **P**, but it has an extra line coming out in front.



Trace each letter. These are the vowels.



Color the picture.  
What do you think  
the mice might be  
looking at? Add it to  
the scene.





**45 POINT FONT**

Writing First and Last Name

Writing Letters and Numbers

Tracing and Writing Words and Sentences

Drawing

Write your first and last name. Start each one with a capital letter.

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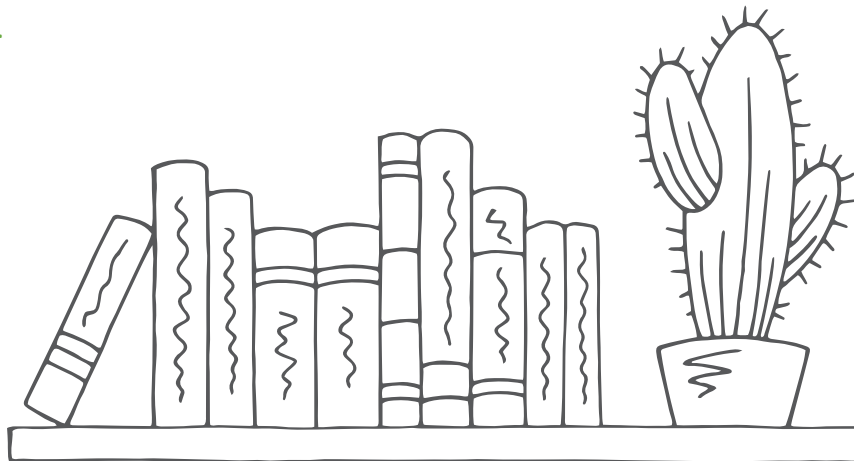
Trace and then write each letter.

Tracing practice for letters S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z. Each letter is shown in a dotted format with numbered arrows indicating the stroke order for writing.

Trace the sentence.

Tracing practice for the sentence "I like to read." Each letter in the sentence is shown in a dotted format with numbered arrows indicating the stroke order for writing.

Color the books.



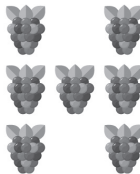
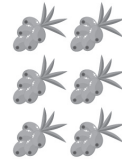
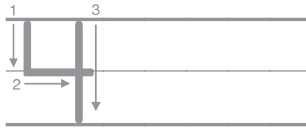
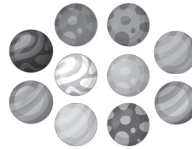
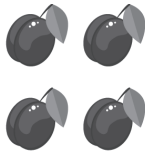
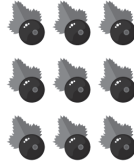
Write your first and last name. Start each one with a capital letter.

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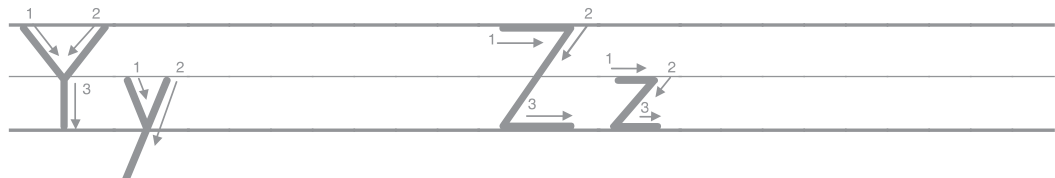
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Write each number. Then draw a line to the image with the correct number of items.

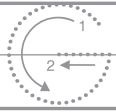


Review letters S–Z. Write each set of letters once.

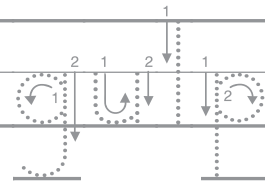
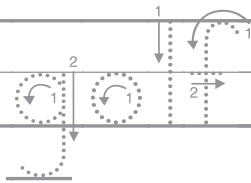
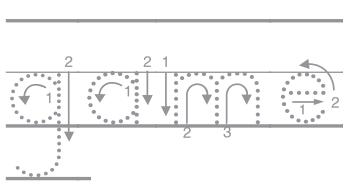
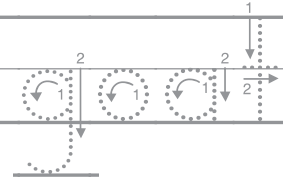
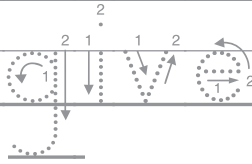
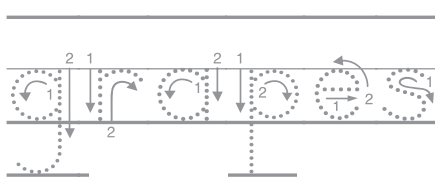


# Letter Gg

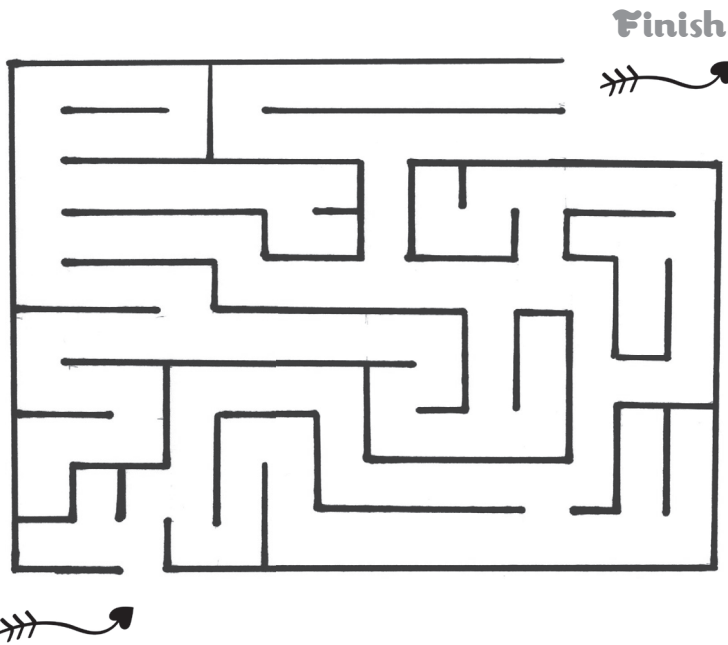
Trace each letter and then write it four times.



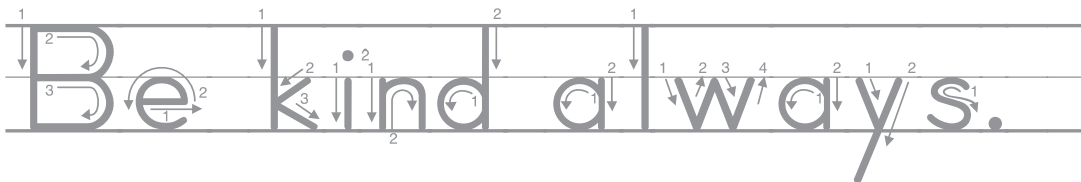
Trace each word.



Complete the maze.



Copy the sentence on the line below.

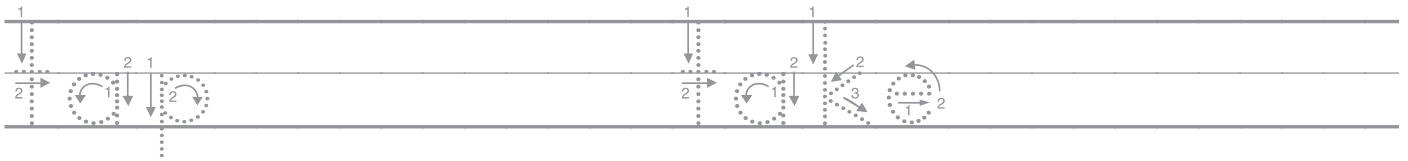
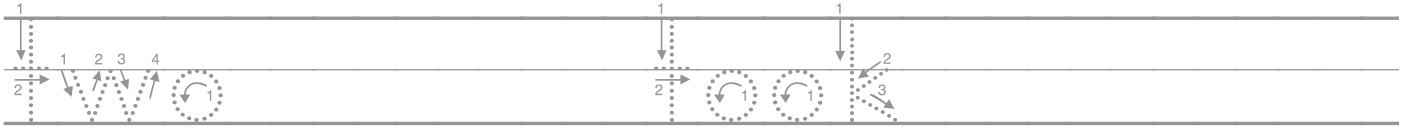


# Letter Tt

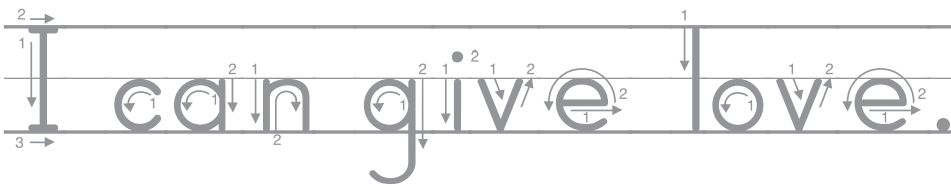
Trace each letter and then write it four times.



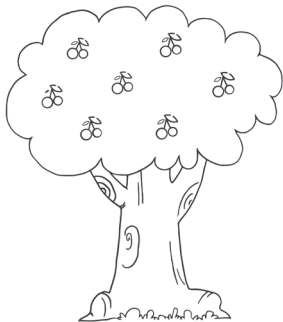
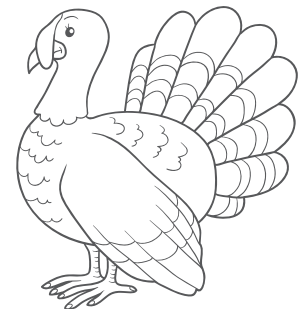
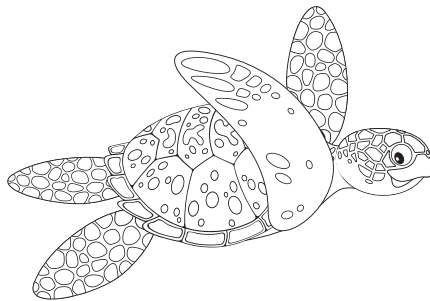
Trace each word and then write it.



Copy the sentence on the line below.

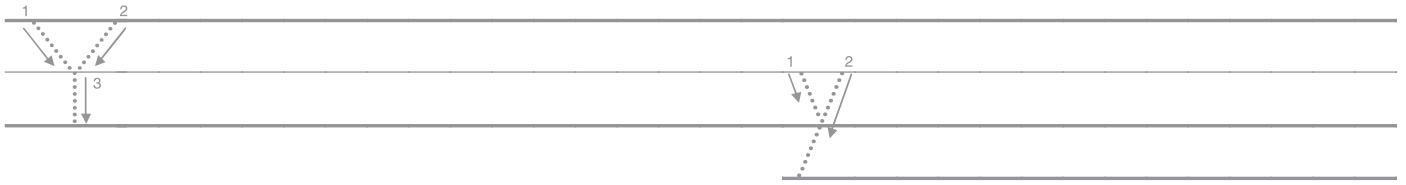


Circle the pictures that begin with the letter T. Color the pictures.

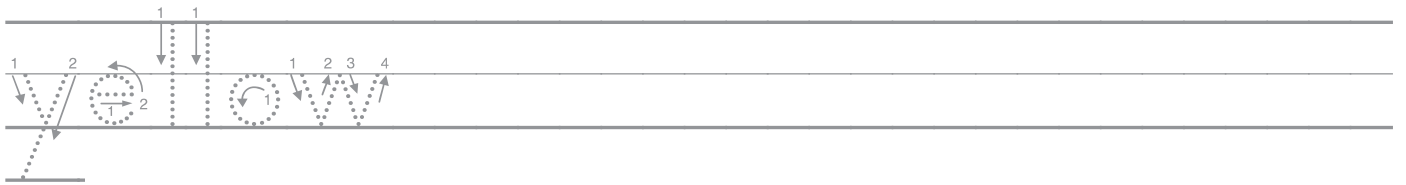
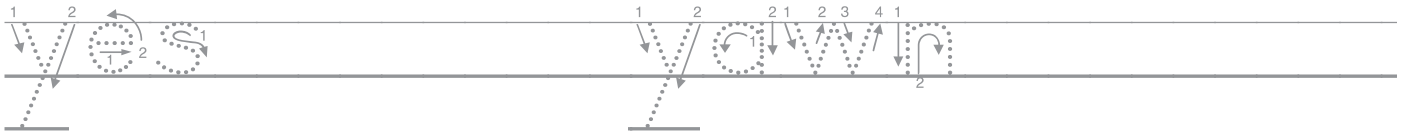


# Letter Yy

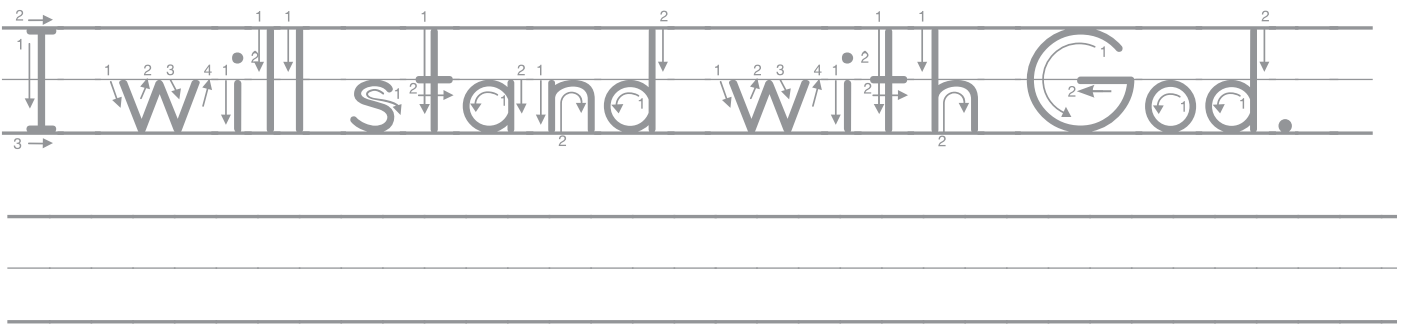
Trace each letter and then write it four times.



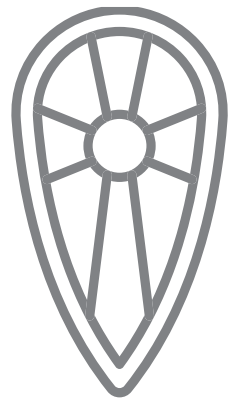
Trace each word and then write it.



Copy the sentence on the line below.



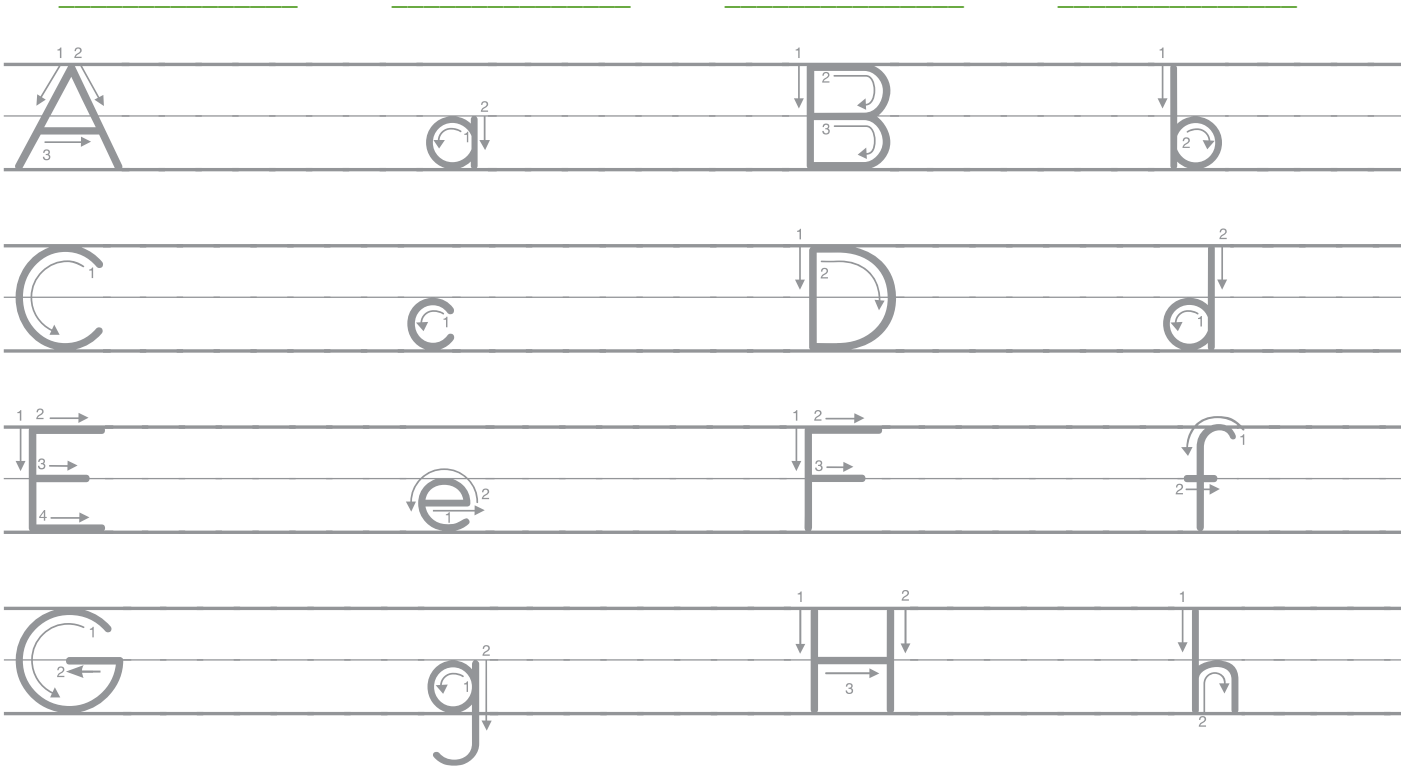
Color the shields.



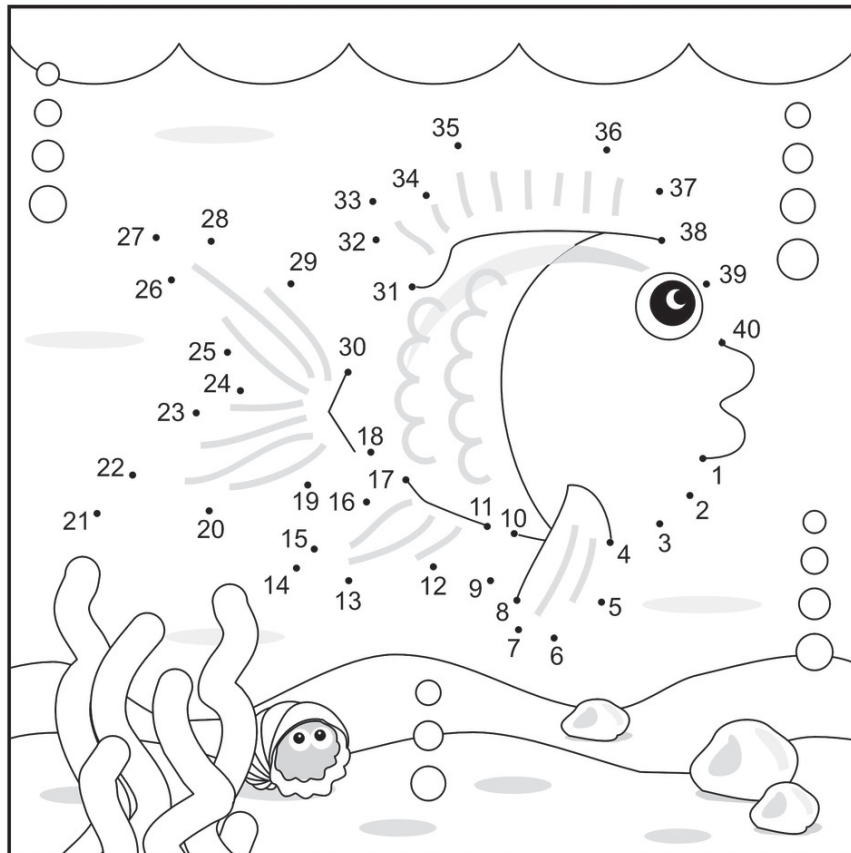


# End of Section Evaluation # 1

**Parent or Teacher:** Have the child write each letter while you watch. Choose and write four letters on the blank lines that the child does not form correctly or that need the most work. Then use the following page to have the child practice those letters.



Connect the dots and color the picture.



## Evaluation #1 Results Practice

**Parent or Teacher:** Have the child practice writing the letters that you wrote on the blank lines on the previous page. First, write the letter in the box, showing the child how to form it. Then watch the child as he or she writes, immediately correcting any mistakes.

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Color the picture.

