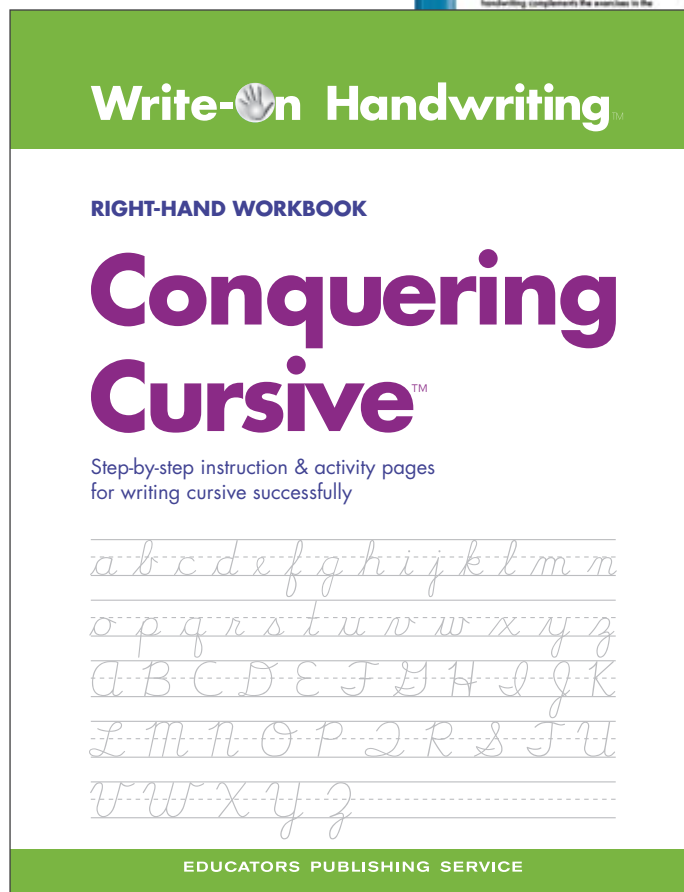
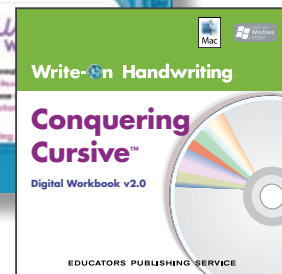


Write-n Handwriting™

Conquering Cursive™ Teacher's Guide

Unleash the power of writing in every student!

Conquering Cursive™
Digital Workbook



Conquering Cursive™
Paper Workbook



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Successful Strategies for Classroom Use

	Whole Group Instruction	Small Group Instruction	Individual Instruction
Computers and Location	One teacher station with projection device	Two to four computers in classroom	Computer Lab
Teacher Role	Demonstrate proper letter formation for entire class	Assign Letter Group or Single Letters	Assign Letter Group or Single Letters
Student Role	Use Paper Workbook or Digital Workbook at learning stations	Complete assigned work on computer	Complete assigned work on computer
Assessment	Monitor Paper Workbooks or view Summary Reports if using learning stations	View Summary Reports	View Summary Reports
Additional Practice	Students can use Paper Workbooks at home or at school or Digital Workbook can be purchased for home use	Students can use Paper Workbooks at home or at school or Digital Workbook can be purchased for home use	Students can use Paper Workbooks at home or at school or Digital Workbook can be purchased for home use

Conquering Cursive™ Digital Workbook

Write-On Handwriting's *Conquering Cursive™* Digital Workbook is a student-guided computer program that brings multiple senses to the task of learning to print. Even reluctant writers learn to write quickly and legibly. Using a computer mouse—the modern-day equivalent to writing in the air or on the chalkboard—students learn the proper spatial orientation and sequential movements of letter formation. This helps build the motor memory needed to reproduce letters using the finer coordination required by a pencil.

The step-by-step strategy for teaching handwriting in the Digital Workbook complements the exercises in the companion *Conquering Cursive™* Paper Workbook. Efficient handwriting follows from repeated practice. By using both tools, educators break the tedium frequently associated with handwriting instruction through fresh, engaging and diverse exercises.

Handwriting really can be fun!

Letter Groups

Lowercase

Curve 1—*c, a, d*

Curve 2—*g, o, q*

Dive—*i, j, t, p*

Loop 1—*e, l, f*

Loop 2—*h, k, b*

Hill—*n, m*

Slant—*r, s*

Valley—*u, w, v, y*

Other—*x, z*

Capital

Curve—*C, A, E, O*

Dive Down—*T, F, D*

Valley—*U, V, W, Y*

Handle 1—*P, R, B, K*

Handle 2—*H, N, M*

Curve Up—*I, J*

Other 1—*X, Z, Q*

Other 2—*G, S, L*

Numbers

1, 4, 5, 6; 2, 3, 7; 8, 9, 0

Getting Started

Step 1: **Macintosh:** Double-click the *Conquering Cursive* icon located in the *Conquering Cursive* folder, or click the *Conquering Cursive* icon on the dock.

Windows: Click the **Start** button on the **Taskbar**. Highlight the **Programs** menu and locate the *Conquering Cursive* folder. Select the *Conquering Cursive* option to start the software.

Step 2: At the main menu, select **Single** or **Group** button.



Step 3: **Single:** Select **Lowercase Letters**, **Numbers**, or **Capital Letters** button. Click on a **letter** or **number** button to start a lesson.

Group: Select **Lowercase Letters**, **Numbers**, or **Capital Letters** button. Click on a **group** button to start a lesson.



Lesson Instructions

Sound and movement capture students' attention through a four-step process as letters are individually presented and their patterns are reinforced on the writing lines:



Step 1: Step-by-Step button

Students see and hear the formation instructions as they watch the letter written with a pencil graphic.



Step 2: Review button

Students observe the star showing the starting point and watch as the pencil writes the letter in a continuous, fluid motion.



Step 3: Arrows button

The letter-writing pattern is reinforced as a sequential overlay of starting star and arrows appears on each letter. Arrow colors match the colors of the letter formation instructions.



Step 4: Your Turn button

After the auditory prompt *Now you try it*, students have the opportunity to write the letter using a mouse or stylus.



A starting star blinks to show start position with a visual and auditory prompt: *Click the star to begin.*

Students click the **star** and manipulate a mouse or stylus to follow the arrows to correctly form the letter; the pencil stroke fills in as the letter is successfully written. Each successful letter is rewarded with visual and auditory prompts: *Good job! Can you write it three more times? Great! Can you write it two more times? Fantastic! Just one more time.*

Helpful Tips

1. The mouse can be clicked and released or clicked and held down to write a letter.
2. Slow down. As adults, we know how to write and tend to move the mouse too quickly during interactive Step 4. Students are learning new letter patterns and need to move the mouse slowly so that the letter patterns are learned.
3. Change your "mouse speed." For Macs, under *System Preferences* choose *Keyboard & Mouse*, choose the *Mouse* tab, and move the *Tracking Speed* to slow. For Windows, under *Control Panel* choose *Printers and Other Hardware/Mouse* icon, choose the *Mouse* icon, choose *Pointer Option* tab, and change the *Motion* to slow.
4. Take the cursor arrow to the end or tips of the arrows. For example, when writing the letter "c," go to the end of the purple arrow before retracing left to the writing line.



The **Try Again** button must be clicked after each successful letter to activate the star for another try. Students write the letter four times. Each time they are increasingly challenged as the pencil stroke and arrows fade.



After the fourth successful writing of a letter, students are rewarded with applause, a fun graphic, and the visual and auditory prompt: *You did it! Click next to continue.*

Students who struggle with manipulating a mouse will still benefit from the multi-sensory instructional approach in steps 1, 2 and 3. After two attempts, they can move on to the next letter.

When students complete a letter or letter group, they can print a summary page of each letter or group. If the letter or group is successfully completed, a check mark appears in the box below each letter. If a student does not successfully complete a letter, the box remains empty.



Lessons will *not* save. Remind students to print the summary page before exiting the program.

Oops! Messages

Students cannot write the letters incorrectly. If they make an error, they are redirected with the visual and auditory prompt: *Oops! Try again*. Subsequent errors result in the visual and auditory prompt: *Oops! Try again or choose a button below*. This allows students to click steps 1, 2, or 3 to review the letter pattern.



From the lesson, click **End** to end a lesson.

From the Summary Report page, click the **Back** button to return to the lesson; click the **Print** button to print the summary report; or click the **Main** button to go to the main lesson menu.



From the main lesson menu, click the **Info.** button to get to the *Conquering Cursive™* information page.



From the main lesson menu or information page, click the **Exit** button to end the *Conquering Cursive™* program.

Use buttons in the upper right corner to reduce or enlarge the *Conquering Cursive™* program window.



This step-by-step strategy for teaching handwriting complements the exercises in the companion *Conquering Cursive™* Paper Workbook. Efficient handwriting follows from repeated practice. By using both tools, educators break the tedium frequently associated with handwriting instruction through fresh, engaging, and diverse exercises. Handwriting really can be fun!

Write On!

Conquering Cursive™ Paper Workbook*

Our purpose for developing a formal handwriting program is to provide a workbook that uses consistent and practical language appropriate for students of any age. Students learn and review handwriting at different ages.

In this workbook, directional terms are used so that students are not distracted or misdirected by the need to visualize (e.g., asking students to visualize a cave to reproduce the letter *c* or *d*). Furthermore, using directional terms helps students understand and apply the concepts of left and right, up and down, both on paper and with motor skills. When writing a letter, directional terms help students verbally guide the pencil strokes. Starting points are provided to help students know where to begin writing a letter.

Handwriting is a complex motor skill. Bilateral coordination, muscle tone, kinesthetic awareness, and repetitive sequencing are essential motor skills for mastery of handwriting. These developmental components are incorporated into the *Conquering Cursive™* handwriting curriculum. Here are some helpful teaching tips:

Key Points

- Begin by observing students' posture while seated. Have students sit with backs straight, feet on the floor, and legs under desks.
- Prompt students to use their helper hand to hold the workbook.
- Check each student's pencil grip to be sure the index finger is opposite the thumb, pinching the pencil; the middle finger is under the pencil, supporting the pincher grip.
- Review directional terms—*left, right, up, down*.
- When introducing a letter, closely monitor how each student writes the letter until consistent letter formation is attained.
- Remind students to keep letters within a word close together and to leave space between each word.

A Few Suggestions

- If students are having difficulty remembering the instructional sequence, offer shortened phrases for them to repeat (e.g., for lowercase *p* say, "down, up, and around").
- If students apply too much pressure, check the grip to see if more fingers or more muscles are being used to move the pencil. Having students hold a small object in the non-writing hand may help.
- As students advance through the workbook, make sure they are not drawing the letters but are using the prescribed sequence to write the letters.

*Left-hand and right-hand versions are both available.

Suggested Writing Activities

Timeline for Using Activities

- Prior to starting a formal handwriting program
- At the beginning of each handwriting lesson
- Prior to any writing assignments

Activities to aid finger coordination

- Picking up and stacking coins
- Twirling a pencil between the fingers
- Moving thumb, index finger, and middle finger up and down the pencil shaft
- Holding and rotating jar lids with the fingertips

Activities to enhance kinesthetic awareness

- Tracing textured letters (glitter, rice, sand, clay)
- Writing letters in sand, rice, or shaving cream
- Writing letters with eyes closed (this is incorporated on group review pages)
- Writing letters using Write-on Handwriting's Digital Workbook

Activities to improve the sequencing of finger movements

- Have students name each finger as they touch each finger to the thumb—with eyes closed
- Have students imitate various finger-thumb sequences
- Lock finger and thumb with the other hand's finger and thumb, and have students imitate various thumb-finger sequences

Activities to use for prewriting warm-ups

- Press down on seat, attempting to lift body ("Seat Push-Ups")
- Clasp hands and reach for the ceiling, keeping arms stretched forward as they are lowered in front of the chest
- Swing pencil using only the thumb and index finger

Sample Lesson Plan

Warm-Ups

- Seat Push-Ups
- Rub hands together
- Hold the pencil (15 seconds) with the thumb and index finger, palm toward ceiling
- Hold the pencil (15 seconds) with the thumb and middle finger, palm toward ceiling

Introduce a Letter or use Write-On Handwriting's Digital Workbook

- On a chalkboard or easel, show the writing line, mid line, and top line
- Write the letter on the board, stating the relationship of the letter to the line
- Write the letter a second time, emphasizing the height of the letter and direction of the movements

Reinforce Kinesthetic Movements

- On each lesson page, trace the letter with the index finger of writing hand
- Trace the letter with a pencil
- When tracing, help students say the direction as they move their fingers or pencils (e.g., curve up, dive down)

Pencil & Paper Movements

- Begin writing the letter on the lines provided
- As students progress down the page, ask them to write the letter or group of letters with their eyes closed. (Letter formation should become automatic.)



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