

180 DAYSTM

Lessons and Activities

Printing: Beginning

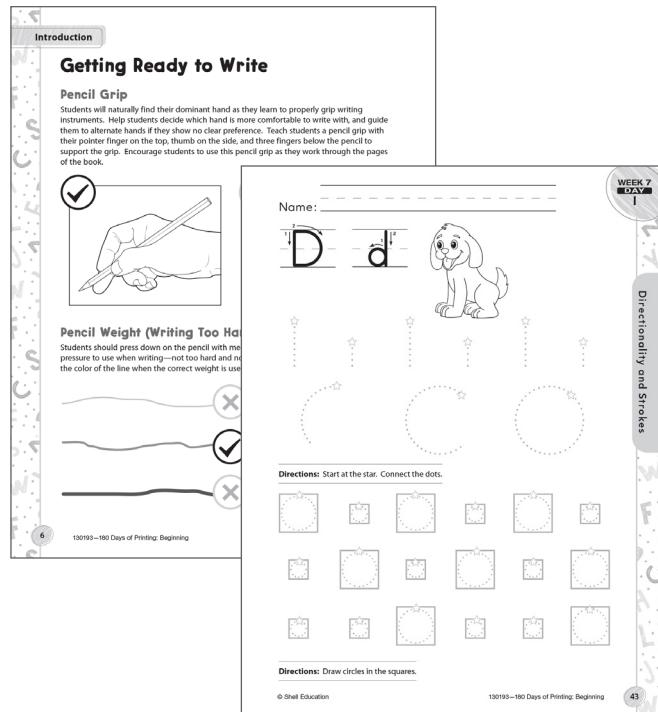
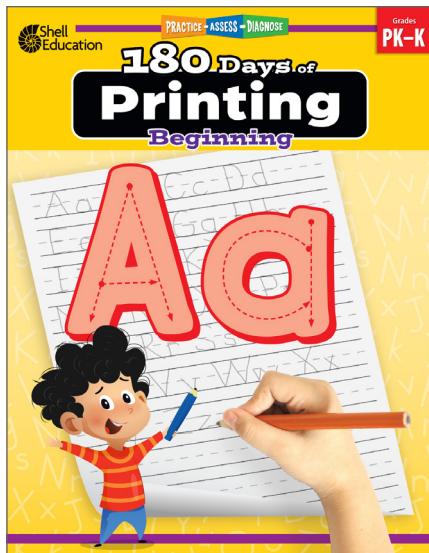
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Cover (1 page)

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Introduction (5 pages)

Lesson Pages (5 pages)



180 Days of Printing

Beginning

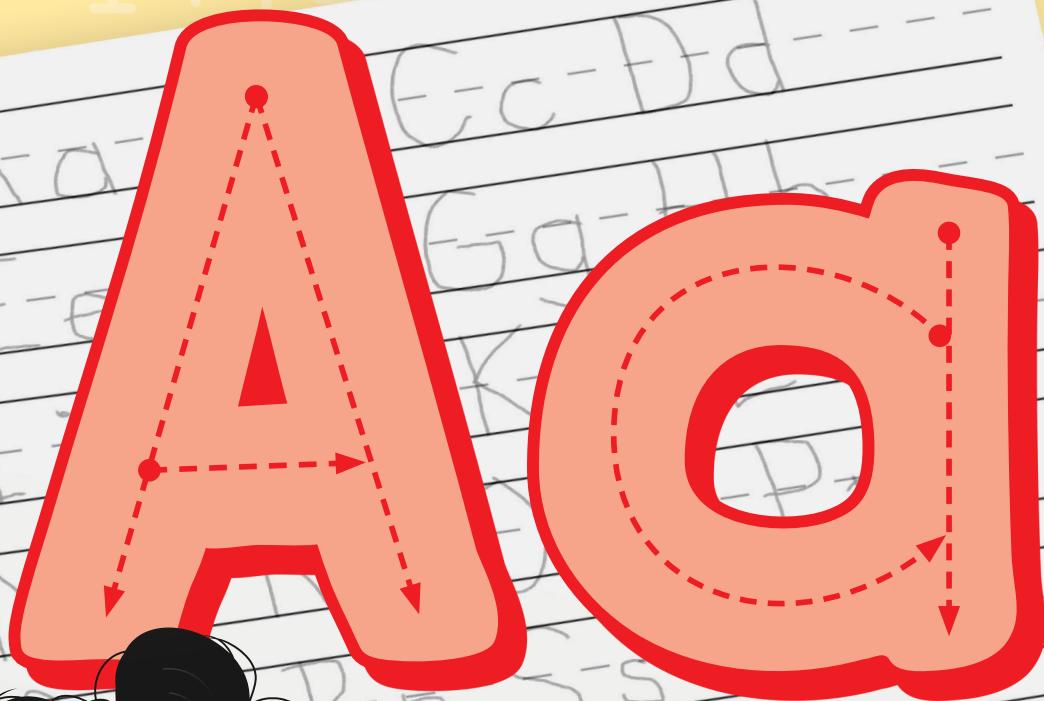


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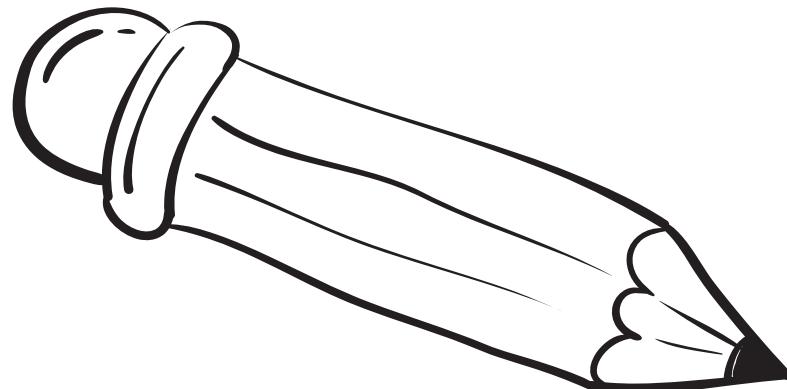
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Foundations for Handwriting

Welcome to *180 Days of Handwriting: Beginning!* Students will learn the foundations for handwriting and practice letter formation basics in this book. These practice pages provide fun and engaging ways for young learners to develop good handwriting habits.

Hand-eye Coordination

Hand-eye coordination is essential for handwriting. Students track lines with their eyes to guide, direct, and control hand movement. Coordination allows students to write on the line, properly space letters, write proper letter size, and more. This developmental approach is also seen in research-based programs, such as Handwriting Without Tears. Hand-eye coordination is reinforced throughout this book through engaging, age-appropriate activities and practice pages.

Shapes

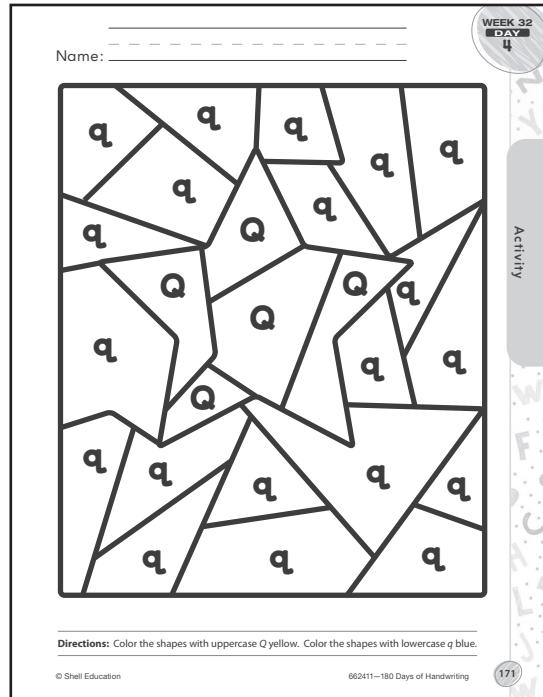
Drawing shapes provides a foundation for letter formation. As students become more familiar with strokes to write basic shapes, they become more capable of writing letters. Shapes help bridge the gap between the general strokes of drawing and the strokes that will later form letters.

Drawing

Drawing helps students develop fine-motor skills that extend to handwriting, such as holding a writing instrument correctly and applying the correct amount of force and speed to mark paper. Drawing also helps students with basic line formation. Drawing keeps young writers engaged through play-based activities and practice pages.

Coloring

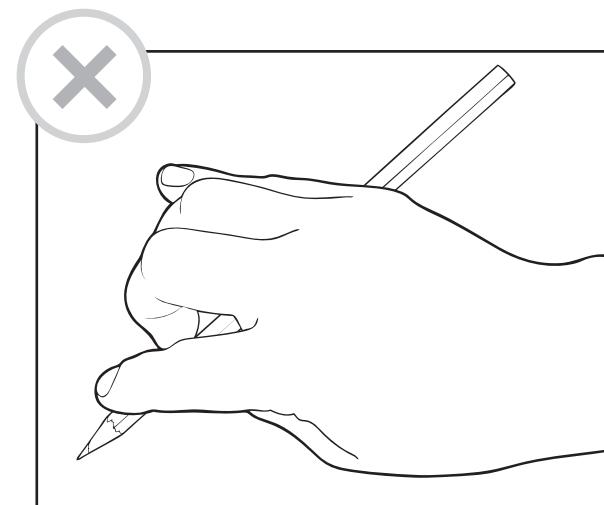
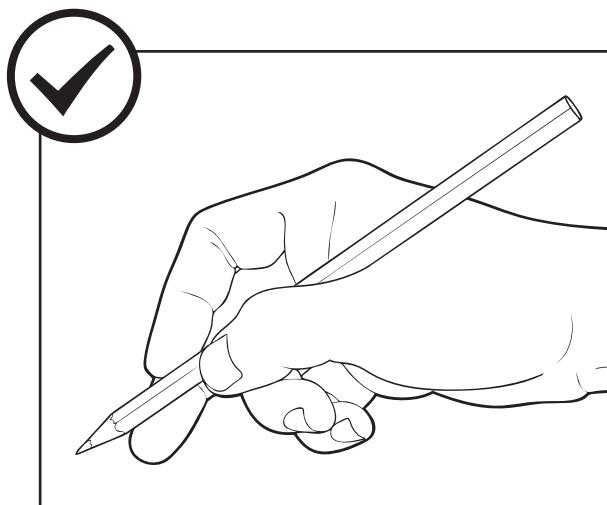
Coloring reinforces basic stroke formation along with hand-eye coordination. As a pre-writing skill, coloring helps students develop fine-motor skills later used in letter formation. Students also become more aware of spacing, which is essential for writing words and sentences.



Getting Ready to Write

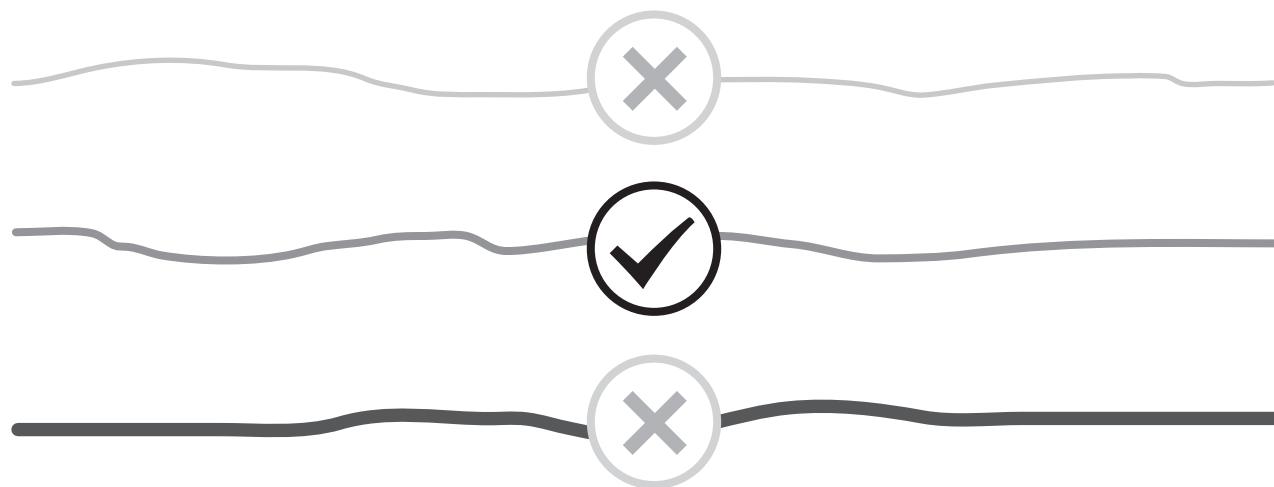
Pencil Grip

Students will naturally find their dominant hand as they learn to properly grip writing instruments. Help students decide which hand is more comfortable to write with, and guide them to alternate hands if they show no clear preference. Teach students a pencil grip with their pointer finger on the top, thumb on the side, and three fingers below the pencil to support the grip. Encourage students to use this pencil grip as they work through the pages of the book.



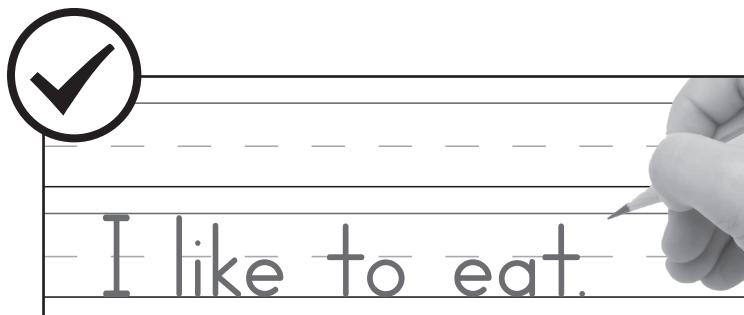
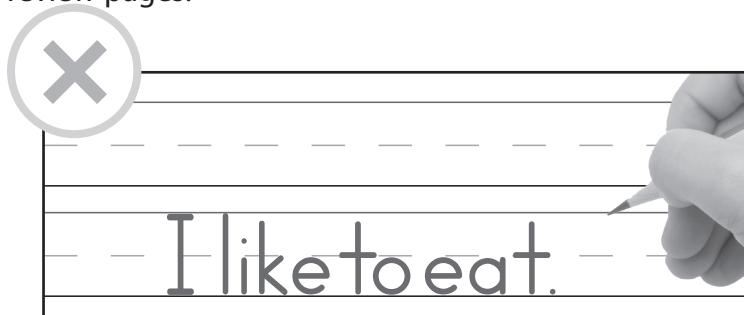
Pencil Weight (Writing Too Hard or Too Soft)

Students should press down on the pencil with medium weight. Demonstrate the proper pressure to use when writing—not too hard and not too soft. Bring students' attention to the color of the line when the correct weight is used.



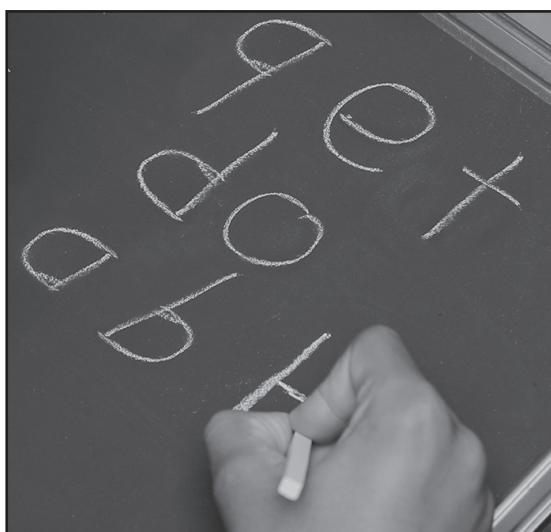
Letter Spacing

Teach students proper letter spacing within a word and between words in a sentence. Demonstrate that letters in a word do not touch but have minimal space between them. As students grasp spacing within words, demonstrate the required spacing between words. Encourage students to use their pointer fingers or popsicle sticks to properly space the words. Reinforce letter spacing as students practice writing uppercase and lowercase letters on the review pages.



Letter Reversal

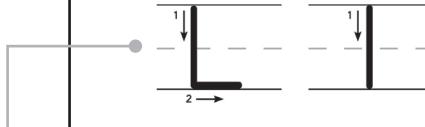
Some letter reversal is natural as students learn to write, especially with *p*, *q*, *d*, and *b*. Be sure to correct students in the case that they reverse letters and encourage quality letter formation instead of quantity. Provide adequate practice time so students understand the strokes for a particular letter. Letters in this program are presented by stroke, so encourage a focus on stroke directionality and order.



Letter Presentation Order

To give students a strong foundation in handwriting, this book builds off the smallest handwriting units—strokes. By presenting letters by strokes instead of alphabetical order, students can more easily make connections on how to write them. The letter presentation order also takes high-frequency letters into account, quickly providing a foundation to begin writing words and sentences. Presenting letters by stroke also gives students ample practice time to create and refine motor control when creating letter strokes. The use of repetition in presenting strokes across multiple weeks provides the practice young learners need to increase proficiency.

Name: _____








By presenting letters by strokes and directionality instead of alphabetical order, students can build on their skills to write letters.

Presenting letters by stroke gives students ample practice time to create and refine motor control when creating letter strokes.

Easy-to-follow directions help adults support students as they complete activities.

WEEK 1
DAY 1

Directionality and Strokes

Directions: Trace each line. Start at the star.

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13

8

130193—180 Days of Printing: Beginning

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Sight Words

This program takes a holistic approach to handwriting, teaching not only individual letters but also how they fit into words and sentences. High-frequency words pulled from Dr. Edward Fry's Instant Words list and Dr. Edward Dolch's Most Common Words list allow students to practice words they will see and write frequently. The use of these sight words to practice handwriting increases letter awareness as students are exposed to these letters and words in other age-appropriate learning materials.

WEEK 36
DAY
5

Review

Name: _____

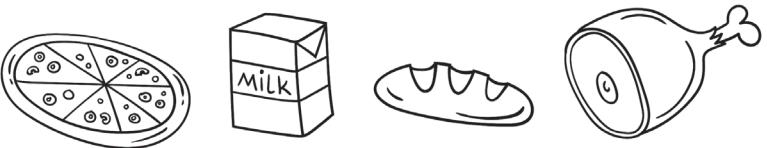
eat

I

like

to

Directions: Trace each word. Then, write your own words to fill each line.



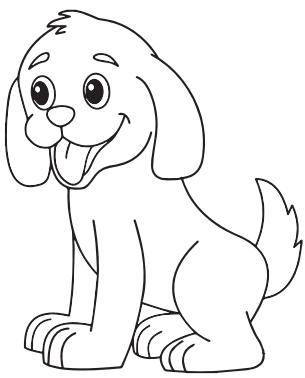
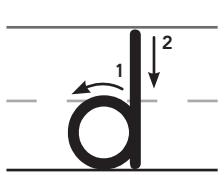
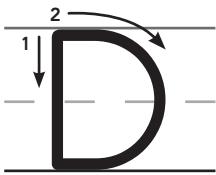
I like to eat.

Directions: Trace the sentence. Then, write the sentence on the line.

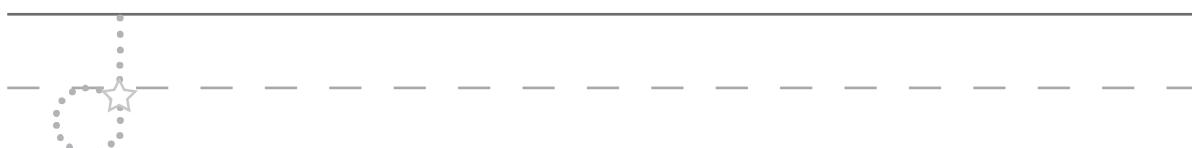
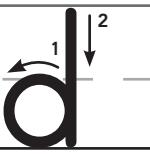
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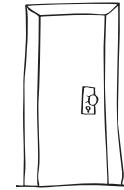
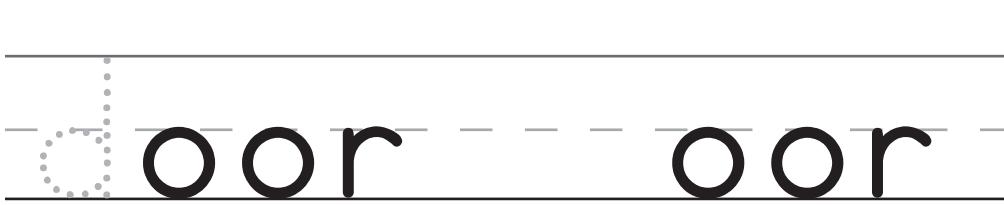
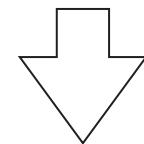
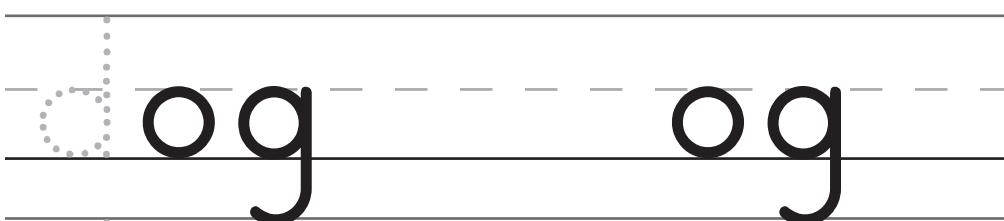
Name: _____

**Directions:** Start at the star. Connect the dots.**Directions:** Draw circles in the squares.

Name: _____

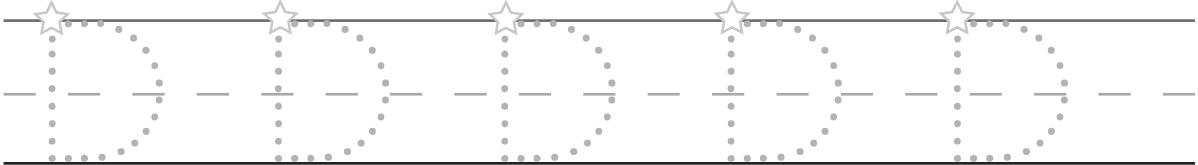
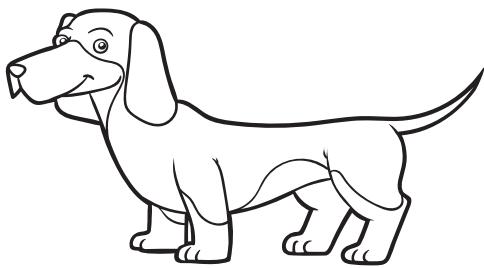
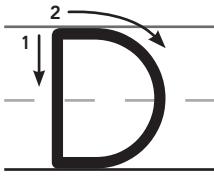


Directions: Start at the star. Trace each letter. Then, write your own letters to fill the lines.

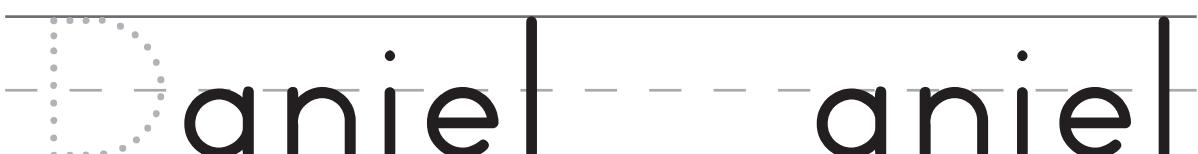
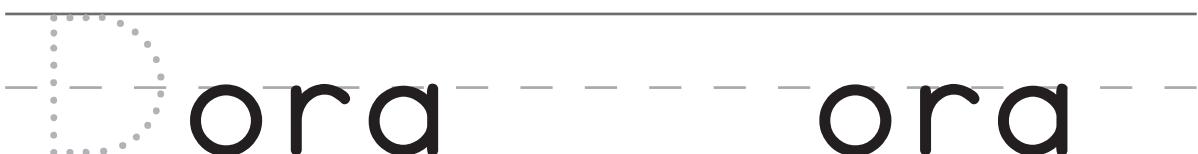


Directions: Trace the letters. Then, write the missing letter to complete each word.

Name: _____



Directions: Start at the star. Trace each letter. Then, write your own letters to fill the lines.

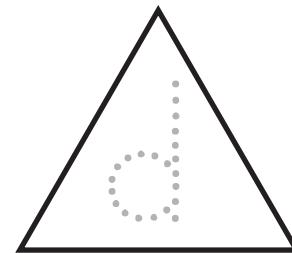
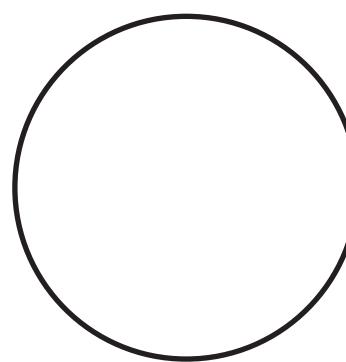
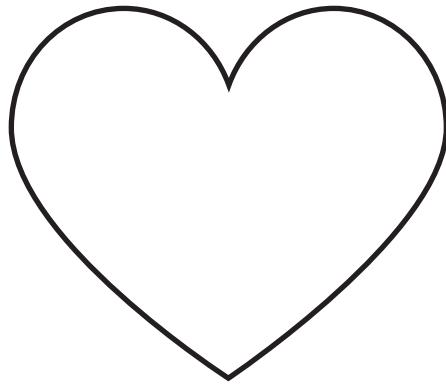
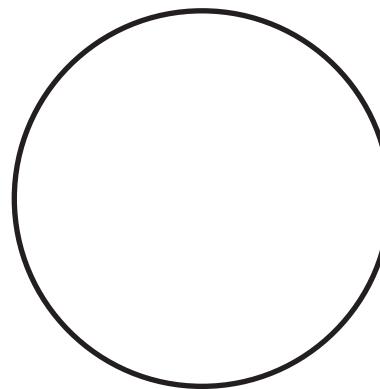
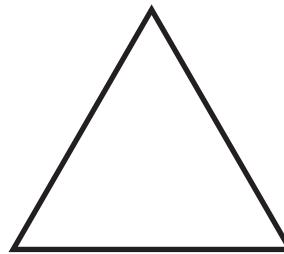
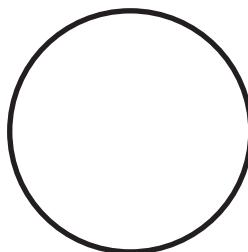
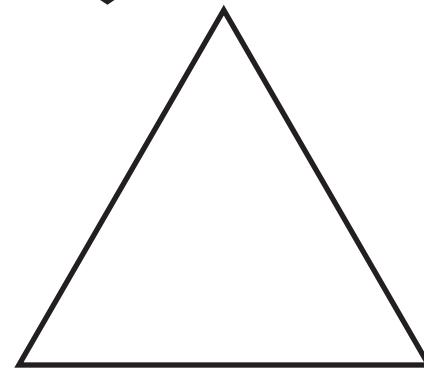
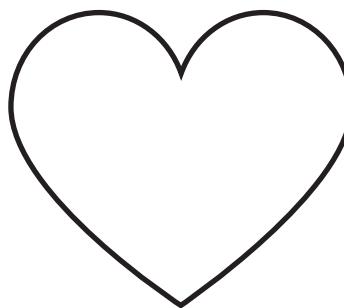
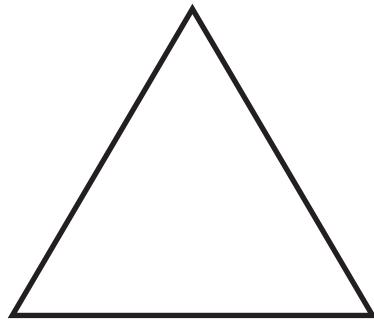
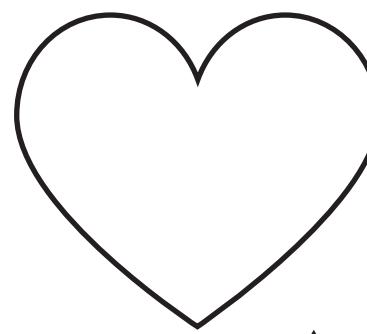
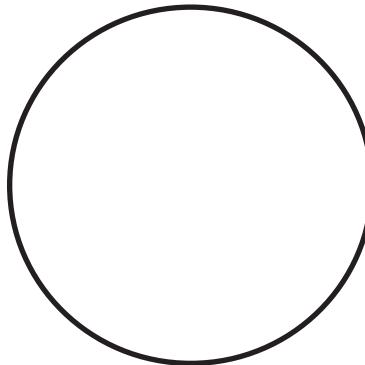
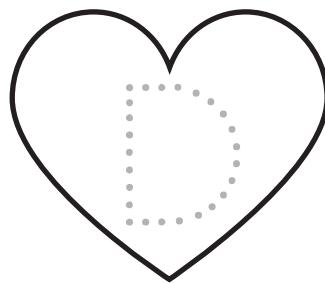


Directions: Trace the letters. Then, write the missing letter to complete each name.

Print Uppercase

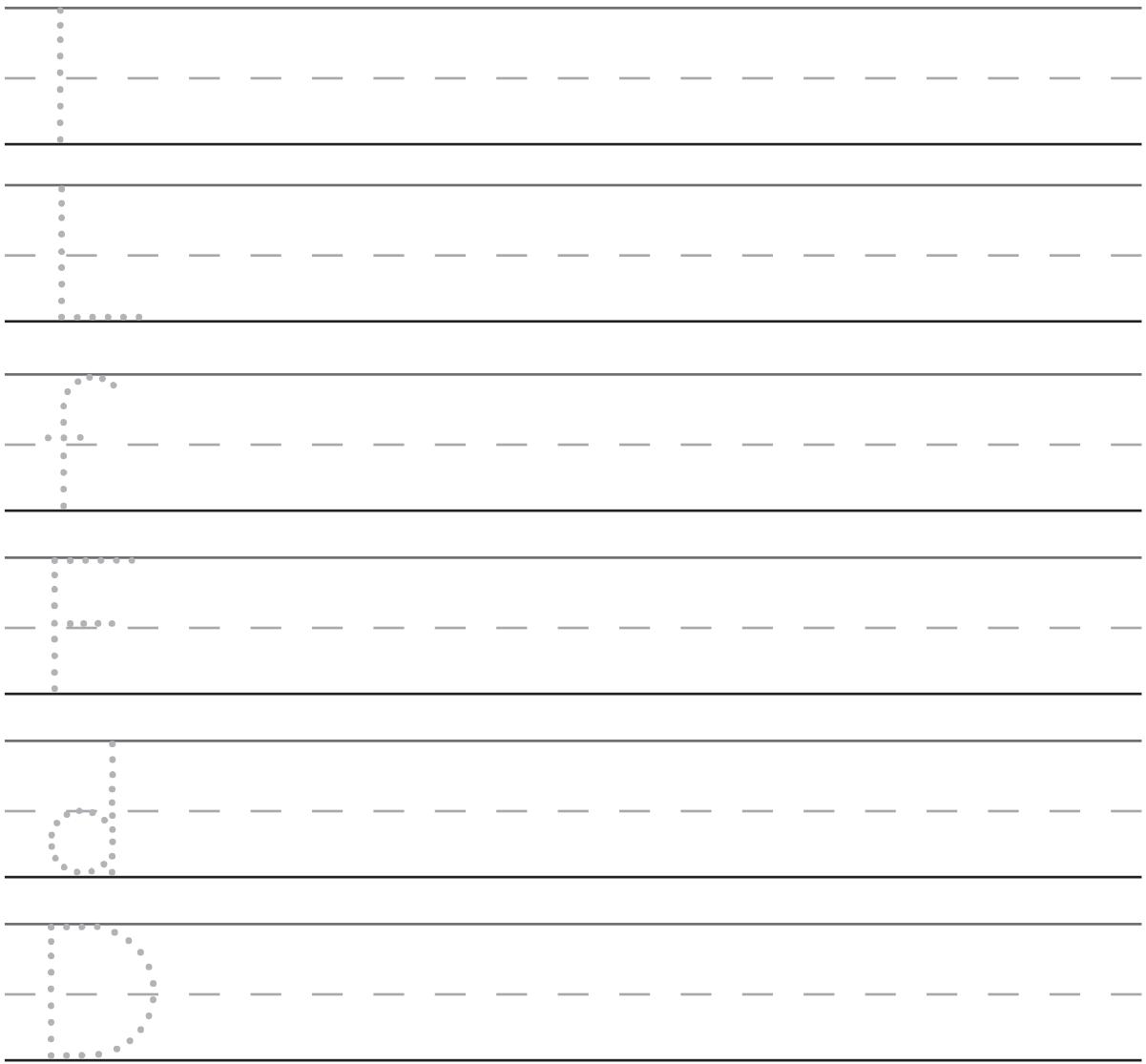
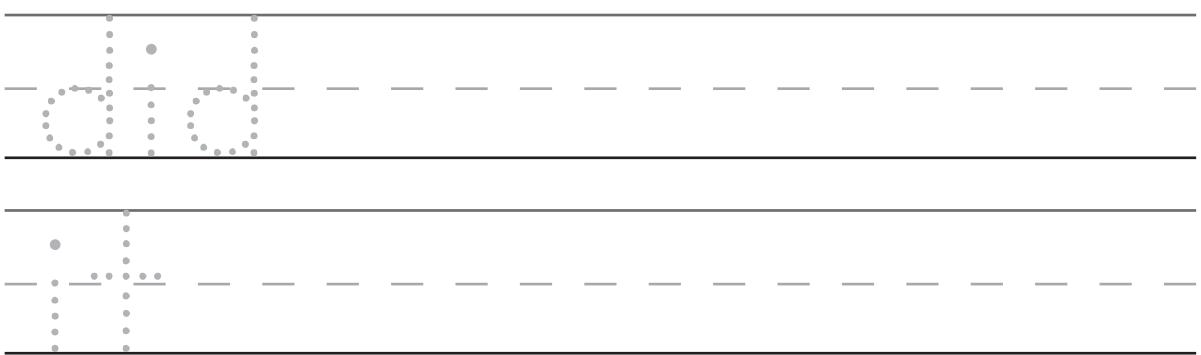
Name: _____

Activity



Directions: Write a *D* inside each heart and a *d* inside each triangle. Then, draw happy faces in the circles.

Name: _____

**Directions:** Trace the letters. Then, write your own letters to fill each line.**Directions:** Trace the letters to write the words. Then, write each word two more times.