

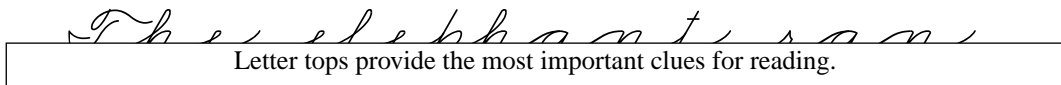
## WORD MASTERS from Peterson Directed Handwriting

These blackline reproducibles contain pages for special *patterning* practice with high frequency words. The words are *not* presented according to frequency of use. They are presented according to the type of joining strokes needed to write the words for accuracy and fluency. These practice pages have proven to be highly effective in all cursive handwriting practice situations, including remedial work for hard to motivate middle school and high school students. Directed practice will bring improvement much faster than independent work.

While the science is complex, the Word Masters strategy is simple and easy to understand. We have followed Vince Lombardi's famous dictum -- "Simple strategies, well executed, produce dramatic results."

### THE STUDENT NEEDS TO UNDERSTAND THE GOALS FOR THE PRACTICE EXERCISE

You will note that the words are divided into families using two factors: the *shape* of the letter tops and the *control* factors related to joining strokes.



GOAL 1. LETTER SHAPES - The lowercase cursive alphabet is based on four (4) basic shapes (basic strokes). Each of these basic strokes can be formed with rhythmic movements (out-right, back-left). The goal is to produce legible shapes while using rhythmic movement.

Sharp Tops:



Loop Tops:



Round Tops  
(with slant):



Roll Tops  
(with a left-curve retrace):



The names of these basic strokes can be used as "action words" to direct practice sessions. Chanting action words aloud as shapes are written creates a rhythmic template for movement. Verbalization is key to the exercise since it indicates the use of the internal model in the writing process. If the voice won't work your student is unable to produce at the same rate and falls behind all of those who can keep the voice going. It is a very basic goal involving a direct challenge for the brain. The student who cannot produce the word with rhythmic movement needs to solve the problem if he or she ever hopes to write legibly at a fluent pace.

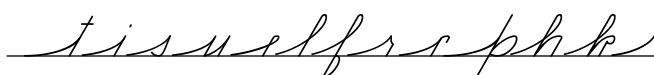
Word writing involves a motor process that operates a bit like a computer. When you open a document that is stored on your hard drive, it is moved from storage to the active RAM. When the brain calls up a word, it is moved into an active motor system for application. However, the first interruption of rhythmic flow (dysfluency) in the sequence shuts down the motor pattern forcing the brain to use only the visual feedback system in order to continue. Fluent production stops because the visual system cannot execute rhythmic, goal-oriented movement. This practice is designed to allow the brain to encounter and correct dysfluencies in the word sequences so that fluent production can be maintained.

Goal 2. JOINING CONTROL - The letters of the lowercase cursive alphabet can be grouped by joining control characteristics. There are three distinct groups of letters that have a common control mechanism - the rhythmic end point. Dysfluency is most frequently shown, in thousands of digital samples, to be related to confusion about the end point of a cursive letter. Remember that the fluent type of movement is goal oriented. The goal of cursive print is to exaggerate the end point of each letter in the word to address any confusion that might exist.

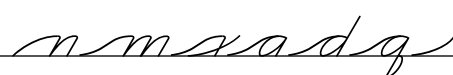
*Baseline Joining Group (18 letters end on the baseline. Two Baseline Joiners Required)*



Sharp and Loop Top Beginning Strokes:



Round and Roll Top Beginning Strokes:



*Above-line Joining Group (Four letters end above the baseline. Two Tarzan Joiners Required)*

*bow bubble van over*

*Below-line Joining Group (Four letters end below the baseline. Two Submarine Joiners Required)*

*joy jet go-giggle tough*

WORD MASTERS helps students develop and improve control because the words are presented for practice in sensorimotor families. If the student practices each word thoughtfully he or she will develop better muscle patterns that should lead to observable improvement in applied cursive work.

Hundreds of teachers tell us that many students ask to print for applied work. This common situation is a call for help. The student is experiencing the need to concentrate on what needs to be said in the writing task. To focus on text generation the brain needs to call on the automatic guidance system for control of the pencil. The pupil is not confused about end points for manuscript letters and can therefore, handle text generation tasks more easily.

When they ask, the answer could be, “Yes, but print the cursive letters.” This technique allows students to use rhythmic movement for words - one letter at a time. As cursive dysfluencies are eliminated and words are integrated students will “forget” to lift and adult flow will begin to show in applied work as the brain focuses upon text generation and reaches for the automatic type of movement. The initial pages include words that use *baseline joiners only* and in a sequence that correlates with the *We Write To Read* lesson plans for skill development.

#### DIRECTION OF RHYTHMIC PRACTICE WITH COUNT

The motor research is clear. Rhythm is a key to integration of control for improved legibility as demands for more speed are realized. Teach students how to count aloud as they write the words. While action words are effective for emphasizing the shape we need to make, count is a much easier way to direct word integration practice. The color rhythm alphabet provided by Peterson in the *We Write To Read* materials makes it easy for students to figure out the count. In reality, we count for the rocks and rolls - not for the downstrokes. While count is provided for each letter in the student text, Color Rhythm shows the count on wall cards as well. When a letter is one color (i, t, s, e, l) only one count is needed in word production. Two-color letters need two counts, three-color letters need three counts. Count also for the ending stroke that spaces words in a sentence. Count for capital letters is great for pattern integration but we seldom use it in words. Instead we say the name of the capital letter as we write it, then count for the lowercase forms. Add dots, crosses and punctuation like the apostrophe after the word is written.

*is it it's little*  
1 2 3    1 2 3    1 2 3 4    1 2 3 4 5 6 7

*hand ham*  
1,2    3,4    5,6    7,8 9    1,2    3,4    5,6,7 8

The “Rock & Roll Reading Puzzle” below shows only the rock and roll strokes for which we count.

*hand ham*  
1,2    3,4    5,6    7,8 9    1,2    3,4    5,6,7 8

You will find a number of “Reading Puzzle” pages as you work through the lists. As movement patterns are internalized the dynamic information in the motor pattern will make it easy for your students to “see” the letters and solve the puzzles. We believe it is a great illustration of the powerful contribution handwriting lessons offer for improvement of reading fluency.

You can create your own reading puzzles using the PM Cursive Rock and Roll font that will be included in the 2004/2005 version of the font family.



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

*1 2 3* i t *1 2 3* i s *1 2 3 4* u s *1 3 4* f t .  
Cursive Print

Join

*1 2 3 4* i f *1 2 3 4* i s s *1 2 3 4* i t ' s  
Cursive Print

Join

*1 2 3 4* i t s *1 2 3 4* s s s *1 2 3 4* s i r  
Cursive Print

Join

*1 2 3 4* s i t *1 2 3 4 5* u s s *1 2 3 4 5* r u t  
Cursive Print

Join

*1 2 3 4* s t *1 2 3 4 5* t e l l *1 2 3 4 5* t e s t  
Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

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*1 2 3 4 5 1 2 3 4 5*  
Cursive Print

Join

*1 2 3 4 5 6 1 2 3 4 5 6*  
Cursive Print

Join

*1 2 3 4 5 6 1 2 3 4 5*  
Cursive Print

Join

*1 2 3 4 5 6 1 2 3 4 5 6*  
Cursive Print

Join

*1 2 3 4 5 1 2 3 4 5 6 1 2 3 4 5*  
Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6    1 2 3 4 5 6    1 2 3 4 5  
*Cursive Print*    *Cursive Print*    *Cursive Print*

Join

1 2 3 4 5 6    1 2 3 4 5 6    1 2 3 4 5 6  
*Cursive Print*    *Cursive Print*    *Cursive Print*

Join

1 2 3 4 5 6    1 2 3 4 5 6    1 2 3 4 5 6  
*Cursive Print*    *Cursive Print*    *Cursive Print*

Join

1 2 3 4 5 6    1 2 3 4 5 6  
*Cursive Print*    *Cursive Print*

Join

1 2 3 4 5 6 7    1 2 3 4 5 6 7  
*Cursive Print*    *Cursive Print*

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

*i s s u p s t i l l*  
Cursive Print

Join

*r e f e r r e l l s*  
Cursive Print

Join

*s p e r t f i r s t*  
Cursive Print

Join

*m e h a m a t*  
Cursive Print

Join

*a n a s u p*  
Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

*m a n m a p*  
Cursive Print

Join

*m n p u t a r t*  
Cursive Print

Join

*h a d h a s h a t*  
Cursive Print

Join

*h e r h i m h i s*  
Cursive Print

Join

*s i s s u m a i s*  
Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 1 2 3 4 5 6 7 1 2 3 4 5  
 Cursive Print

Join

1 2 3 4 5 6 7 1 2 3 4 5 1 2 3 4 5 6  
 Cursive Print

Join

1 2 3 4 5 1 2 3 4 5 6 7 1 2 3 4 5 6  
 Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 1 2 3 4 5  
 Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 6 7  
 Cursive Print

Join





Name \_\_\_\_\_

Date \_\_\_\_\_

Students should learn to figure out the count. Use the book or wall cards. Color rhythm shows the count - one count for each color.

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

*red run sad*  
Cursive Print

Join

*sat spa she*  
Cursive Print

Join

*tax ten art*  
Cursive Print

Join

*the each*  
Cursive Print

Join

*exam east*  
Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

rain rate

Cursive Print

Join

read real

Cursive Print

Join

ride hall

Cursive Print

Join

hand hard

Cursive Print

Join

head hear

Cursive Print

Join



Name \_\_\_\_\_

Date \_\_\_\_\_

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

l i f t

l i s t

l e f t

s t i l l

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

heat held

Cursive Print

Join

help here

Cursive Print

Join

hurt keep

Cursive Print

Join

kept kill

Cursive Print

Join

kind area

Cursive Print

Join