

Aa Bb Cc Dd

Advanced

Word

Masters



Peterson Directed Handwriting
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E-Book

This e-book provides practice pages with cursive models for more than 1600 high frequency words illustrating the unique, Peterson Method control process which enables improvement of fluency and legibility. The pages are designed for word patterning at adult size using the Peterson “directed lesson” strategy explained herein.

Please Note:

We strongly recommend practice at large size on unlined paper or a chalkboard prior to working on adult size patterning. Improvement of gross patterns first will bring much better success at the fine level.

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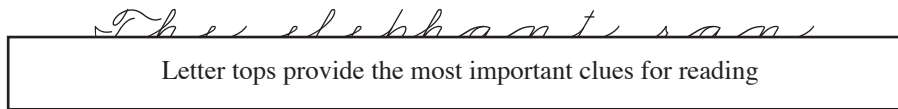
ADVANCED WORD MASTERS from Peterson Directed Handwriting

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 Top



Loop Top



Round Top



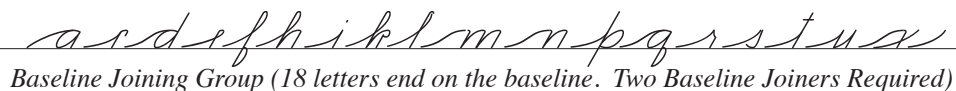
Roll Top



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.

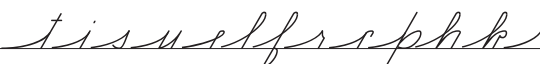
Word writing involves a motor process that operates a bit like a computer. When you open a document that is stored on your hard drive, it is moved from storage to the active RAM. When the brain calls up a word, it is moved into an active motor system for application. However, the first interruption of 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.



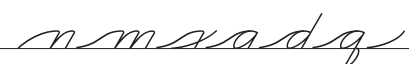
acdefghijklmnopqrstuv

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



t i s u e l f r c p h k

Sharp and Loop Top Beginning Strokes



n m x a d g

Round and Roll Top Beginning Strokes

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

b o v w b u b b l e v a n o v e r

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

j g y z j e t g o g i g g l e t o u g h

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. 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.

i s i t i t ' s l i t t l e
1 2 3 1 2 3 1 2 3 4 1 2 3 4 5 6 7

h a n d h a m
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.

h a n d h a m
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 patterns 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 is included in the Peterson Method font family.

The Impact of Gross Motor Patterning

The Word Masters sets provide models for practice at a practical size. In the set for grade 3, the lines are separated by half-inch spaces as shown below. Third grade children need to establish control of writing movements that will create a practical size in order to make the transition to using cursive in applied writing. But, our experience shows that presenting the child with production at adult size, will make it very hard for the child to use fluent movement. They quickly revert to drawing. This size is an accommodation that makes it a bit easier to keep the fluent movement goal.



If you try writing at the size shown using one of the grade three worksheets, you will quickly discover that you are forced to move your arm to achieve the size of the tall letters. That is by design and based upon new understanding of the relationship between the gross motor system and the motor system that controls smaller handwriting movements. You will discover that it is easier to count aloud as you write at a larger size than it is at adult size. You may not have very good control of the movement at first, but it is easier to move with rhythm.

We now know that the gross motor system gathers movement control information (patterns) rather easily and readily shares it with other muscle groups. Gross patterns are like super highways passing information in all directions. Fine patterns are like one-way streets. To prove this you need only try to write your name at adult size using your opposite hand. Very few people can do this without a lot of frustrating effort, and then still not achieve any sort of fluency.

The point is quite simple. Your effort to improve fluency and control of adult size writing will be far more successful if you master a target word at a large size prior to attempting to produce fluently at adult, fine motor size. You will find that it is much easier to write the target words while counting aloud at a large size than it is at adult size.



It also helps if you do this large writing on unlined paper or if possible, on a chalkboard. Once you have good control information patterned for the gross system, it will feed that information to the fine level and your effort to improve fine control will become much easier.

So, if you plan to use the Advanced Level Word Masters to improve adult handwriting, or that of an intermediate student, you should follow the large-to-small plan of attack. You can do this word-by-word or letter-by-letter. Based upon our experience and feedback from many clients, a little time invested in gross patterning first, will get much better results in much less time over all.

How large should the gross-motor practice be?

The answer is, large enough to demand arm movement. Judge your need by using your voice and the count technique. If you are not able to count aloud as you produce the strokes to complete a target word at adult size, try again at a larger size. Try “writing giant letters in the air” while counting several times. Then move back to unlined paper to try again at a smaller size.

A simple way to test for mastery of a target word, is to count and write with your eyes closed. If you are satisfied with that outcome, move on to the lined practice page and adult size. Test that outcome the same way. If you are not sure about self-evaluation, use the Letter Tops process to guide your critical thinking.

It should help your confidence to know that only three movements are used to create the four basic-stroke shapes for all 26 lowercase cursive letters. It is also true that only two of those movements, the under curve (rock) and the over curve (roll), control legibility factors. That means it should get easier to master control as you progress through the lists. Mastery of the first word will make it easier to internalize control for the second. At some point you may find that you can get through the gross motor step with just a bit of air writing.

A Tip For Professionals

Every profession has a technical, language. As you work through the common language words on Word Masters pages, it would be a good idea to build another list of words made up of the high frequency words of your profession. Apply the same practice techniques to the words on your professional list. Please also consider the ergonomics of your work situation.

You can practice on these sheets at a desk offering the best ergonomic situation. But, ideal ergonomics may be hard to find in your work environment. Adding notes to a patient chart while standing at the foot of a hospital bed, does not present a very good ergonomic situation for handwriting control. Dashing off notes during testimony at trial may demand more speed than you can control. Control always degrades as execution speed increases. And, control is adversely affected by less desirable ergonomics. Look for ways to improve a poor ergonomic situation and consider practicing your professional high frequency words in the same ergonomic situation you will encounter at work. If your goal is very high speed, recognize that a lot more practice will be needed, and that the high-speed goal becomes harder to reach as less than advantageous position skills are forced by the writing situation.

5/8"

let

5/8"

1/2"

1/2"

1/2"

1/2"

3/8"

3/8"

3/8"

3/8"

The Peterson Letter Tops Evaluation Process

The objective is to identify specific goals for improvement of legibility. Targeting one specific goal will make it easier to keep that goal in mind during all writing activities. The concept is quite simple and even kindergarten children can learn to do some critical thinking using this technique to analyze their handwriting.

Tools

A piece of paper about the size of an index card can serve as a Legibility Analysis Gauge. Use of the gauge is easy to demonstrate and explain to students.

Place the gauge on top of a paper on which the child has written - cursive or print. Slide the gauge to partially cover the letters in a target word. We want the gauge to cover the bottoms of the letters so that the lower half of vowel size letter parts are concealed across the word or words.

Example:

slice fire advantage

The primary clues for a reader are the tops of the letters. Four concepts (legibility subskills) can easily be identified and explained with this tool.

1. FORM - are the tops of the letters shaped well enough to decipher the letters in the group.
2. SLANT - are all letters leaning the same direction?
3. SIZE - (proportion) children can understand the word size. Are vowel size tops the same size or do some disappear because they are too small? Are tall tops noticeably taller than small tops?
4. SPACING - Print and cursive goals are different. Print letter tops must be close inside words with larger spaces between words. In cursive we want to slide between letters to control all four skills. For cursive we look for consistent space at the height of vowel size tops.

Sam ant ha

Needs = Size and Spacing

Samantha

Needs = Slant and Spacing

Samantha

Good form, slant, size and spacing.

Sam ant ha

Samantha

Note the exaggerated spacing in this model. Practice of exaggerated lateral slides will translate into better control of slant, size and spacing in applied work. Lateral movements control legibility.

Teaching Critical Thinking

Initially the problem is that the child knows what he or she has written and can therefore, read it. That may not be the case the following day or even after lunch. The analysis gauge creates a reading puzzle that is easier to solve when the tops are the right shape, consistently vertical or leaning forward, in good proportion, and spaced well. The technique helps the child to recognize the individual legibility issues. That understanding allows you to focus upon a specific skill goal, show the student how to achieve a better result and let him or her concentrate on one goal at a time.

With print levels, size, slant and spacing are all related to eye-hand coordination - a motor skill called "anchoring." Don't let the "continuous stroke" story fool you. A child must use eye-hand coordination to achieve good size and spacing - place in space also - by touching the pencil in a good spot to begin each letter. Improving that "anchoring" skill requires understanding and practice - more for some who might be lagging a bit in coordination development. Students who do not understand the goal cannot practice to improve control.

Printing words in a simple sentence with some fluency demands far more complex mental activity than many people realize. A process called TEXT GENERATION (the process of choosing words) must be advanced to a minimal degree before any real fluency can be accomplished. At first it is common to see size and spacing problems because the children are creating one letter at a time. They are not "thinking in words." They may skip letters entirely when copying from a model and easily forget the goal of keeping letters close together and leaving larger spaces between words. Directed practice of words allows opportunity for improvement of control while enhancing word internalization for text generation. Use the analysis gauge during these sessions to keep legibility skills in focus.

As more word patterns are internalized and text generation begins to improve, the same problems are seen with a different cause. The writing process (transcription) is becoming more automatic - less visual. The muscle memory still needs a lot of driving practice to go it alone. In this case it's a good sign - but we still need to address legibility issues and call attention to goals for form, slant, size, spacing and using the lines (control).

Letter Tops Correlation

Using the letter tops technique to call attention to a specific objective can offer regular opportunity to keep the child focused upon a goal during applied work as well as during handwriting lessons. Once the students know how to apply the gauge, a minimal amount of time is needed to correlate handwriting goals into all written work.

Choose your activities for correlation to minimize correction time. An activity with spelling or vocabulary would allow you to check one or more words - the same words on every paper. Announce the skill to be assessed at the outset. Strike a line through the words checked when reviewing the papers to show that you have used the technique on the papers. If the skill is demonstrated give a couple of points for handwriting. If not, don't give the handwriting points.

The letter tops technique also can be used as a game for word recognition practice with spelling and vocabulary. Ask students to close their eyes while you create a reading puzzle. Write the word on the board and erase the bottoms of the letters. Who can solve the reading puzzle? Add the bottom of one letter at a time to supply clues if necessary. You will find that directed word practice greatly increases the rate of recognition when playing the game.

The Impact of Slant

The slope of handwriting involves two considerations for the teacher and students. The concern for legibility is consistency. The other more important consideration is fluency. From a coaching standpoint slant provides important clues indicating a need for prompt attention if the child is to achieve a measure of fluent legibility later on.

Sam loves to play games.

Backward slant is a directionality issue for both reading and eventually writing with fluency. The illustration above shows great consistency in form, size, spacing and the downstrokes. But they travel in the wrong direction creating a backward slope that does not flow in the direction of eye travel when reading. You can read it because of the great consistency of all four skills. From the writing perspective however, it will be extremely difficult to maintain that consistency in applied work because it requires multiple muscle groups to create the shapes properly. Vertical cursive presents this same problem. Legibility is much more difficult to maintain at a fluent rate of production because of the need to coordinate multiple muscle groups to create legible shapes. If we don't get the direction of movement corrected quickly, the child will have great difficulty with applied work and with learning how to make cursive forms.

Sam loves to play games.

Forward slant is a sign of emerging fluency and cursive readiness! It is the result of good position for fluent application combined with more fluent lateral progression. When you see forward slant begin to happen in first grade, it is a good sign. Don't discourage - work for consistency. The shapes can be controlled by one muscle group and therefore, better legibility at a fluent production rate is achieved. This is particularly true for good left-handed process and for cursive writing. The out-right, back-left movement sequences that result in letters that slant forward, create four different cursive letter top shapes for all 26 lowercase forms using one group of muscles. It just makes sense that better control can be achieved during fluent writing.

Sam loves to play games.

Mixed slant makes decoding more difficult but it also indicates a much more troubling movement process that won't allow fluency. Check pencil and paper holding, writing arm position, the height of the table. Something is making it difficult for the child to move consistently in the best direction. Word internalization is being retarded along with spelling and composition skills. Fluent legibility will remain beyond reach until we can solve the problem that is causing the result. Watch the production process for each letter closely. You may find that the child is starting in the wrong place and moving in the wrong direction for some letters. Thousands of digital samples revealed a high incidence of sequence reversals. Many children printed several letters entirely backwards. Two wrote their name completely in reverse moving bottom-up and right-to-left rather than top-down and left to right. This was not mirror writing. All strokes were in place but produced with a reversed movement sequence as if writing in Hebrew or Arabic.

Tracking Fluency - The Handwriting Connection to Language Arts Skills

Gains in handwriting skill can be hard to judge when product (replication accuracy) is your focus. The fact is that a rather wide range of shapes can be read easily. If you must grade handwriting progress, it becomes a huge challenge to decide on the level of success. For that reason many teachers are never confident that efforts to teach are making a difference for their students. There is a better assessment and it does not demand a huge investment of time from your schedule.

You will have students who can duplicate very accurately, the models provided for handwriting instruction. But often that is only true when the student carefully attends to the handwriting task and takes for ever to finish a writing assignment. The production rate is far from fluent and automatic. Conversely, many students who work fluently on composition tasks, forget legibility goals entirely and you wind up struggling to read the writing. Fluent legibility should be the real goal of handwriting instruction and it is fluency that has been connected to development of all language arts skills. It makes sense to track fluency as your primary measure and include legibility as part of the equation. Your assessment of handwriting skills becomes totally different - much easier.

The strategy to track fluency is quite simple. Use the chart included here to collect fluency data periodically. You could actually do this frequently because it does not demand a lot of time. Spelling or vocabulary words offer an excellent opportunity for a quick timed exercise during practice that usually occurs anyway. If each student keeps a copy of the chart he or she can add data after each exercise that provides an objective indicator of fluency over time. The goal is to express fluency in letters per minute - a fluency quotient.

The Data Collection Process

Choose a target word (or more than one as fluency increases) to be written multiple times during a timed exercise. Have students start to write and stop on your command. Allow one minute before you call stop. Depending upon skill levels, attention span and your schedule, you can allow as little as 20 seconds for writing. Twenty seconds is one-third of a minute. Multiply the number of letters by three to convert the number to letters per minute.

When one minute is allowed for writing, expression of fluency quotient is easy. Simply count the number of letters written or count the number of words and multiply by the number of letters in the word. To include legibility employ the letter tops evaluation. Disqualify letters or words that are too difficult to read. You can adjust “legibility qualifications” as student skills improve over time.

It is a good idea to periodically collect papers and fluency data sheets to handle the assessment personally. But, a cooperative learning process can also be valuable and employed when time is available. Have pupils exchange papers after the writing. The peer partner does the letter tops evaluation and data conversion. Once your students know the drill, the process does not demand a lot of time and the fluency data accumulated gives you and the student an objective record of handwriting progress.

In Application

Writing one word multiple times is not as challenging as multiple words in a sequence or actual composition. A fluency quotient for composition would be the most telling. More of your time is necessary but three or four assessments during the year would be a good idea. Ask students to write definitions for vocabulary words. Note the start time and allow five or ten minutes for the activity noting the time allotment. Collect the papers to process the fluency data. Have students add the data on their fluency chart when you return the papers. The chart provided has a place for activity identification. Activity codes below are listed on the form.

SW = Single Word, SP = Signature Practice, MWS = Multiple Words, AW = Applied Work.

Word Masters for Advanced Cursive

Name _____

Date _____

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pen. 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.

accept *accident* *ad* *actually*
Cursive Print

Join

add *address* *affair* *afflict*
Cursive Print

Join

afraid *after* *ahead* *air* *alike*
Cursive Print

Join

all *arrest* *article* *as* *ask*
Cursive Print

Join

asked *assist* *assure* *at* *ate*
Cursive Print

Join

athletic *attached* *attempt*
Cursive Print

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

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attend audience aunt
Cursive Print

Join

capital captain capture car
Cursive Print

Join

card rare career careful
Cursive Print

Join

carefully carried carry case
Cursive Print

Join

cast cat catch cattle cause
Cursive Print

Join

center cents century certain
Cursive Print

Join

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chain chair chance chapter
Cursive Print

Join

character check chief child
Cursive Print

Join

children Christmas church
Cursive Print

Join

circle circular circumstance
Cursive Print

Join

chair check chase chapter
Cursive Print

Join

capital captain capture car
Cursive Print

Join

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1 2 3 4 5 6 7 8 9 10 11 12 13 1 2 3 4 5 6 7 1 2 3 4 5 1 2 3 4 5 6 7 8 9
Cursive Print *calendar cities city claim*

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 1 2 3 4 5 6 7 7 1 2 3 4 5 6 7 8 9
Cursive Print *class clean dear clerk climb-*

Join

1 2 3 4 5 6 7 8 9 10 11 1 2 3 4 5 6 1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 9 10
Cursive Print *climate clue cried current*

Join

1 2 3 4 5 1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print *cut dad daily dance dark*

Join

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7
Cursive Print *dash date day dead deal*

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 10
Cursive Print *dear death decide declare*

Join

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deep *delay* *department* *desert*
Cursive Print

Join

desire *details* *determined* *did*
Cursive Print

Join

didn't *die* *died* *differences*
Cursive Print

Join

different *difficult* *difficulty*
Cursive Print

Join

dime *dimmer* *dissect* *disappear*
Cursive Print

Join

discuss *disease* *district*
Cursive Print

Join

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do draw dress drill drink
Cursive Print

Join

dry due during dust duty
Cursive Print

Join

each earlier earliest early
Cursive Print

Join

earth east easy eat effect
Cursive Print

Join

either elect electric empire
Cursive Print

Join

electricity else empty end
Cursive Print

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

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entire entire entrance
Cursive Print

Join

entire entitle entrance equal
Cursive Print

Join

equipment escape especially
Cursive Print

Join

estate estimate exactly except
Cursive Print

Join

example excellent excited
Cursive Print

Join

exercise expect expense extra
Cursive Print

Join

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Cursive Print experience experiment explain

Join

Cursive Print express extreme face fact far

Join

Cursive Print fair fail fall familiar farm

Join

Cursive Print family farmer farther fathers

Join

Cursive Print fast fear feathers feature

Join

Cursive Print feed feel feet fell felt flew

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

Word Masters for Advanced Cursive

Name _____

Date _____

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field fifteen fifth fifty file
Cursive Print

Join

fill final finally find fine
Cursive Print

Join

finish fire firm first fish fit
Cursive Print

Join

fix flat flew fly free fresh
Cursive Print

Join

friend friendly fruit ft. full
Cursive Print

Join

fun funny furniture further
Cursive Print

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

Word Masters for Advanced Cursive

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future had hair half hand
Cursive Print

Join

happen happen happy hard
Cursive Print

Join

has hat he he's head healthy
Cursive Print

Join

heart heart heart held
Cursive Print

Join

help her his herself hill his
Cursive Print

Join

him himself hit human hurt
Cursive Print

Join

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hundreds ice idea identify if
Cursive Print

Join

illustrate immediate include
Cursive Print

Join

immediately in inch inches it
Cursive Print

Join

increase indeed indicate into
Cursive Print

Join

industry influence insects is
Cursive Print

Join

inside inspect instance isn't
Cursive Print

Join

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instead instrument interest
Cursive Print

Join

island issue it's its itself
Cursive Print

Join

keep kept key kill kind king
Cursive Print

Join

kitchen knew-knife lady let
Cursive Print

Join

laid lake land last late led
Cursive Print

Join

law-later lay lead less
Cursive Print

Join

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learn learned least leather
Cursive Print

Join

left less let's letter license
Cursive Print

Join

lie life lift like line liquid
Cursive Print

Join

list listen little machine me
Cursive Print

Join

madam made mail main
Cursive Print

Join

map ask man mannes
Cursive Print

Join

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many mark market married
Cursive Print

Join

match material raster may
Cursive Print

Join

mean means meant measure
Cursive Print

Join

meat medicine meet men met
Cursive Print

Join

crest mere middle mile
Cursive Print

Join

milk mind mine circuit Mrs.
Cursive Print

Join

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mistake much muscles must
Cursive Print

Join

my name natural nature no
Cursive Print

Join

near nearly necessary neck
Cursive Print

Join

need neither nephew new
Cursive Print

Join

next nice rich niece nine
Cursive Print

Join

nineteen paid pair paper
Cursive Print

Join

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Cursive Print parents part particular pay

Join

Cursive Print put poetry put path

Join

Cursive Print pattern peace pencil penny

Join

Cursive Print perfect perhaps pick picture

Join

Cursive Print piece place plain plan plane

Join

Cursive Print planet plant plants play

Join

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pleasant *pleasant* *pleasant*
Cursive Print

Join

practical *practical* *practice* *practice* *prefer* *prefer* *put*
Cursive Print

Join

preliminary *preliminary* *prepare* *prepare* *present* *present*
Cursive Print

Join

president *president* *press* *press* *pressure* *pressure* *price* *price*
Cursive Print

Join

pretty *pretty* *primary* *primary* *principal* *principal*
Cursive Print

Join

principle *principle* *print* *print* *pull* *pull* *purple* *purple*
Cursive Print

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

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Cursive Print push quality quarters quick

Join

Cursive Print quiet quit quite rare radio

Join

Cursive Print rain raise ran rapid rate

Join

Cursive Print rather reach read reading

Join

Cursive Print ready real really receipt

Join

Cursive Print recent recently red refer

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

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reference refuse relief ransin
Cursive Print

Join

repair repeat reply represent
Cursive Print

Join

request required respectfully
Cursive Print

Join

rest restrain result retire
Cursive Print

Join

return rich ride ring rise
Cursive Print

Join

rule run running sad safe
Cursive Print

Join

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said sail salary salt same
Cursive Print

Join

sand sat saw-say scale scene
Cursive Print

Join

science sea search seat secret
Cursive Print

Join

secretary secure see seem seem
Cursive Print

Join

set sell senate send sense
Cursive Print

Join

sent sentence separate set she
Cursive Print

Join

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settled shall shape share
Cursive Print

Join

skate sked skate skills skip
Cursive Print

Join

shut sick side silent similar
Cursive Print

Join

simple since sincerely sing so-
Cursive Print

Join

sis sister sit six sixteen sixty
Cursive Print

Join

skin shy sleep slide small
Cursive Print

Join

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Cursive Print space speak special speak

Join

Cursive Print speed spell spelling spend

Join

Cursive Print spent spread spring square

Join

Cursive Print stamp stand its seeds star

Join

Cursive Print start state statement stay

Join

Cursive Print steam steamer steel step

Join

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stick still stream street sum
Cursive Print

Join

string struck structure study
Cursive Print

Join

students success such sudden
Cursive Print

Join

suddenly suffers suit summer
Cursive Print

Join

sun supply sure surface talk
Cursive Print

Join

surprise tsil take tall teach
Cursive Print

Join

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t *tsa* *t* *tsch* *t* *tsm* *t* *tk* *t* *ll*
Cursive Print

Join

temperature *ten* *tenth* *term*
Cursive Print

Join

test *than* *thank* *that* *that's*
Cursive Print

Join

the *theater* *their* *them* *them*
Cursive Print

Join

these *these* *they* *thick* *thin*
Cursive Print

Join

thing *think* *third* *thirteen*
Cursive Print

Join

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thirty this three threw - thus
Cursive Print

Join

ticket till time times tiny
Cursive Print

Join

tire title track trade traffic
Cursive Print

Join

train treasure tree trip true
Cursive Print

Join

truck truly trust try turn
Cursive Print

Join

turnedurch under unless
Cursive Print

Join

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understand unit until up us
Cursive Print

Join

use useful using usual
Cursive Print

Join

usually thirty this there there
Cursive Print

Join

there there speak special
Cursive Print

Join

speak speak usually usually
Cursive Print

Join

instead interest interest
Cursive Print

Join

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ability absence account
Cursive Print

Join

across activities adopt alive
Cursive Print

Join

allow-allowed almost
Cursive Print

Join

amount another screw
Cursive Print

Join

appoint around arrive
Cursive Print

Join

arrived author Ave. avenue
Cursive Print

Join

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awful be bear best
Cursive Print

Join

beautiful became because
Cursive Print

Join

be been before behind being
Cursive Print

Join

believe how beneath beside
Cursive Print

Join

best better between big bike
Cursive Print

Join

bill bird bit black blow-
Cursive Print

Join

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ku bread break breakfast
Cursive Print

Join

breath bring broken brother
Cursive Print

Join

build built burn bus
Cursive Print

Join

business busy but buy cabin
Cursive Print

Join

cannot climbed close clothes
Cursive Print

Join

clothing coffee cold collect
Cursive Print

Join

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Cursive Print column copy cordially

Join

Cursive Print corn corner correct cost

Join

Cursive Print could couldn't council count

Join

Cursive Print country couple course court

Join

Cursive Print cousin cross describe swirl

Join

Cursive Print devise disappoint distribute

Join

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does doesn't dollars double
Cursive Print

Join

doubt drive driven drop
Cursive Print

Join

eleven enclose even evening
Cursive Print

Join

event ever every evidence
Cursive Print

Join

factory famous February five
Cursive Print

Join

flower folks follow-
Cursive Print

Join

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following for force forest
Cursive Print

Join

form forth fortune forty
Cursive Print

Join

found four fourteen fourth
Cursive Print

Join

have history hold hole hope
Cursive Print

Join

horse hospital hot hour
Cursive Print

Join

house how-however
Cursive Print

Join

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individual inform know
Cursive Print

Join

leave leaves level liberty
Cursive Print

Join

library live lived living lose
Cursive Print

Join

lost lot loud low- member
Cursive Print

Join

more morning most mother
Cursive Print

Join

motor mountain mouth
Cursive Print

Join

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narrow-never news noise

Cursive Print

Join

nor north nose not note

Cursive Print

Join

nothing notice now-number

Cursive Print

Join

observe obtain of off offer

Cursive Print

Join

offered office official often

Cursive Print

Join

oh oil old open operation

Cursive Print

Join

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opportunity opposite or
Cursive Print

Join

order ordinary other others
Cursive Print

Join

our out outside people poem
Cursive Print

Join

point police political
Cursive Print

Join

popular population possible
Cursive Print

Join

post potatoes pound powers
Cursive Print

Join

Write the word that uses a new Tarzan joiner in this box.

The "sway" joiner is used in the word, population. You must combine a rock and a roll to join the o to the first round top in the n.

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Date _____

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prevent probably problem
Cursive Print

Join

proper property protect
Cursive Print

Join

proud public publish
Cursive Print

Join

purpose receive record
Cursive Print

Join

relative remembers report
Cursive Print

Join

review- river rope round row-
Cursive Print

Join

Write the word that uses a new Tarzan joiner in this box.

probably - the joiner from the first b to the letter a must be a sway to form the roll top of the a.

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Name _____

Date _____

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sub-ber September serious
Cursive Print

Join

serve service seven seventeen
Cursive Print

Join

seventy several shop shore
Cursive Print

Join

short shot should shoulder
Cursive Print

Join

show- silver slow-snow-soft
Cursive Print

Join

soil sold soldiers solid solve
Cursive Print

Join

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sorry sort sound south spoke
Cursive Print

Join

spot stole stop stopped store
Cursive Print

Join

story support suppose
Cursive Print

Join

swimming table terrible
Cursive Print

Join

themselves therefore those
Cursive Print

Join

throw-told top total touch
Cursive Print

Join

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tourist trouble tube twelve
Cursive Print

Join

twenty twice unable
Cursive Print

Join

unfortunate very vessel
Cursive Print

Join

victim view-visit visitors
Cursive Print

Join

we well we're wear weather
Cursive Print

Join

week well went were west
Cursive Print

Join

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wet weather wheel when
Cursive Print

Join

whenever where whether
Cursive Print

Join

which while whisper white
Cursive Print

Join

who whole whose why wide
Cursive Print

Join

wife wild will wind
Cursive Print

Join

window-winter wise wish
Cursive Print

Join

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with within without witness
Cursive Print

Join

wreck write writing written
Cursive Print

Join

Up to this point you have worked to master the swing Tarzan joiner. Now it's time to master sway joiners. First you will notice a number of words require joining letter o to the c. The hook of the c is very important to those reading your work. It takes a little extra practice to master this joining stroke. You will also need to combine a rock and roll for the sway joiner that creates a round top and roll top shapes for letters like n and a. You will find Rock & Roll Reading Puzzles scattered through the lists. By now the reading puzzles should be easy to solve because your muscle memory can help.

associate block doctor loss
Cursive Print

Join

located orlock occupy occur
Cursive Print

Join

ocean proceed process rock
Cursive Print

Join

Problem Letters - When you discover a letter that stops you, write the word here at the bottom of the page. Circle the problem letter. Use the problem solving page (p.66) to correct your muscle memory.

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social aboard above
Cursive Print

Join

according action addition
Cursive Print

Join

afternoon alone along among
Cursive Print

Join

application attention
Cursive Print

Join

available await away baby
Cursive Print

Join

back bad bag balance ball
Cursive Print

Join

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band bank barbeque base
Cursive Print

Join

baseball basis bay board
Cursive Print

Join

boat body book bottom box
Cursive Print

Join

by boast coat come coming
Cursive Print

Join

command committee common
Cursive Print

Join

community company compare
Cursive Print

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complaint complete concern
Cursive Print

Join

condition conference conflict
Cursive Print

Join

correct connection consider
Cursive Print

Join

consideration construction
Cursive Print

Join

contain continue correct
Cursive Print

Join

debate decision destroy
Cursive Print

Join

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diamond dictionary dissection
Cursive Print

Join

discussion dog don't done
Cursive Print

Join

education butcher employ
Cursive Print

Join

examination foot from front
Cursive Print

Join

function God heavy horse
Cursive Print

Join

husband imprison income
Cursive Print

Join

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ison lesson long with
Cursive Print

Join

million model modern
Cursive Print

Join

moment Mordsy money month
Cursive Print

Join

moon nation artistal navy
Cursive Print

Join

nearby none noon omit on
Cursive Print

Join

or one only onto period
Cursive Print

Join

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Cursive Print person personal prison

Join

Cursive Print private produce product

Join

Cursive Print promise prompt question

Join

Cursive Print railroad us us recommend

Join

Cursive Print road rode room us us

Join

Cursive Print second section session

Join

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situation *is* *is* *some* *someone*
Cursive Print

Join

something *sometimes* *song*
Cursive Print

Join

sons *soon* *it* *is* *stomach*
Cursive Print

Join

stone *it* *is* *strong* *summon*
Cursive Print

Join

telephone *testimony* *today*
Cursive Print

Join

too *two* *upon* *is* *is*
Cursive Print

Join

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valley value variety voice
Cursive Print

Join

wait walk walked wall
Cursive Print

Join

want was warm was wash
Cursive Print

Join

wasn't watch waste way
Cursive Print

Join

woman women won won't
Cursive Print

Join

wonder wonderful wood
Cursive Print

Join

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wooden about association
Cursive Print

Join

automobile avoid become
Cursive Print

Join

belong blood born both
Cursive Print

Join

bottle bustle choose
Cursive Print

Join

colonies combine comfort
Cursive Print

Join

control convenient
Cursive Print

Join

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convention conventional

Cursive Print

Join

conversation convince cook

Cursive Print

Join

cool cotton covers crowd

Cursive Print

Join

discovers doors down drove

Cursive Print

Join

drown elaborate emotion

Cursive Print

Join

environment favor favorite

Cursive Print

Join

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Horse foot forenoon forward
Cursive Print

Join

horse improve improvement
Cursive Print

Join

information invitation
Cursive Print

Join

known look looked love
Cursive Print

Join

artist move movement
Cursive Print

Join

everybody opinion over own
Cursive Print

Join

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poor position pronounce
Cursive Print

Join

prove provide provision
Cursive Print

Join

publication cover
Cursive Print

Join

responsible school shook
Cursive Print

Join

shown solution somewhere
Cursive Print

Join

television tomorrow-took
Cursive Print

Join

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toward town transportation
Cursive Print

Join

various sum vote whom
Cursive Print

Join

word words wore work
Cursive Print

Join

would worse worth would
Cursive Print

Join

wouldn't wrong wrote
Cursive Print

Join

Well, we just cannot think of anymore words that use Tarzan letters. It must be time to start working on the most difficult joiners you need to use. The Submarine family of letters; g, j, y, and z are tricky letters to join because you must slide so far to the next letter. There are not as many words that require us to join submarine letters. That may be one of the reasons some people have trouble. You don't get to use these joiners as often as all of the others. We could only come up with 204 words for you to practice these new joining strokes.

Joiner #5 rolls then rocks to form sharp top and loop top letters. Joiner #6 rolls to form round top and roll top letters.

tight tight young young

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Date _____

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Cursive Print age agree agreement allege

Join

Cursive Print although altogether always

Join

Cursive Print as angry anything began

Join

Cursive Print anyway argument arrange

Join

Cursive Print arrangement August average

Join

Cursive Print begin beginning begun boy

Join

Joining strokes control the size of the letters. One of your goals has been to control joinings so that vowel size letters are only one third the size of tall letters. We have tried to arrange the words on each line to create a size challenge. If you have trouble getting the words on one line like the models are arranged, check the size of your vowel size letter parts. Using adult proportion allows many more letters on each line of writing.

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bicycle bought bridge days
Cursive Print

Join

right brought caught ago
Cursive Print

Join

change charge again against
Cursive Print

Join

anyone beyond citizen eight
Cursive Print

Join

college courage danger edge
Cursive Print

Join

dangerous daughter degree
Cursive Print

Join

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Cursive Print design eighteen eighty sixty

Join

Cursive Print emergency employee energy

Join

Cursive Print engage engine English eyes

Join

Cursive Print enough everybody everyone

Join

Cursive Print everything flight figure game

Join

Cursive Print finger flight foreign forest

Join

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frighten for garage gave
Cursive Print

Join

garden gas general getting
Cursive Print

Join

gentlemen get girl give goes
Cursive Print

Join

glad glass go going gold
Cursive Print

Join

gone good got government
Cursive Print

Join

grand grandfather grant
Cursive Print

Join

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Cursive Print grass gray gum

Join

Cursive Print great green grew-groceries

Join

Cursive Print ground group grow-grown

Join

Cursive Print guess quest guide height job-

Join

Cursive Print high huge hungry imagine

Join

Cursive Print injure investigate jail join

Join

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Cursive Print judge judgment jump June

Join

Cursive Print just justice knowledge large

Join

Cursive Print language susc length light

Join

Cursive Print longer magazine major page

Join

Cursive Print majority marriage maybe

Join

Cursive Print message might myself night

Join

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Cursive Print neighbor object objection

Join

Cursive Print oblige orange organ ought

Join

Cursive Print organization organize regard

Join

Cursive Print original oxygen physical

Join

Cursive Print played prism progress

Join

Cursive Print project realize recognize

Join

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recycle region regular right
Cursive Print

Join

rhythm rough royal says
Cursive Print

Join

right sign single size stage
Cursive Print

Join

straight strange strength
Cursive Print

Join

style subject sugar suggest
Cursive Print

Join

suggested symbol cut in yes
Cursive Print

Join

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they're together tongue type
Cursive Print

Join

tonight wps tsb village
Cursive Print

Join

ways weigh weight yard
Cursive Print

Join

years yellow-yesterday yet
Cursive Print

Join

you you'll you're young zoo
Cursive Print

Join

you yourself gift zero
Cursive Print

Join

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