



# *Slant Print*

## **PDF File Practice Pages For iPad, Android or Surface Tablets**

**from  
Peterson Directed Handwriting**

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Published in the USA by  
*Peterson Directed Handwriting*  
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724.837.4900

### **Use Your Technology For Handwriting Practice**

Tablet devices are incredibly engaging and offer a number of advantages when it comes to learning fluent handwriting. This PDF document is designed specifically for use on an iPad or Android tablet and in conjunction with the Peterson Handwriting app that is available for either operating system.

### **Animations Make Learning Each Movement Process Easy**

The Peterson Handwriting app lets you call up an image of the letter that will show the stroke-by-stroke process for writing the form. The action words are displayed along with the color/rhythm strokes as they are written by an invisible hand. Teach the child to say the action words, chant the colors or count while pointing at the screen to write in the air along with the animated strokes.

The air-writing activity allows a child to get the movements and voice in sync and without realizing it, they are recording a pattern in muscle memory that will make it easier to use that fluent kind of movement when they begin to practice. You will be surprised by the impact the exercises have on learning. There are a number of sample animations available on our web site. Use the URL below to direct your browser to the samples.

<http://www.peterson-handwriting.com/products/peterson-animated-letter-cards.html>

The link below will bring up a video demonstrating the use of the App. Incidentally, you can also get the animations on a CD for your computer.

[http://www.peterson-handwriting.com/products/PetersonHandwriting\\_App.html](http://www.peterson-handwriting.com/products/PetersonHandwriting_App.html)

In GooglePlay search for PetersonHandwriting with no space between the words. In your Apple App store search for Peterson Handwriting with a space between the words. The app brings you Animated Letter Cards for Vertical Print, Slant Print and Cursive alphabets.

### **Using This Document for Practice**

The next step is to practice writing the target form while chanting the action words. Gaining control of the vocally-guided movements takes practice so this tool will save a lot of paper. Open this document in one of the tablet apps that allow handwriting on screen. There are a lot of apps that will open PDF files for annotation, but here are some suggestions that worked well in our testing.

**PDF Expert** allows you to lock the page in place so inadvertent hand touches won't cause scrolling. You can use a stylus or write with your finger to practice on the chosen page, and easily clear the page for unlimited practice of the target form.

**OneNote** will import the PDF file for use of the pages. It offers a very good "ink engine" which means it produces smooth traces by collecting more points as the finger or stylus moves on the screen. Yes, you can clear the pages easily for lots of practice.

**Notability**, for iPad, is an incredible app which offers additional, powerful capabilities. It will record sound in addition to writing on the screen. This recording capability offers great advantages for teaching and learning handwriting. It records the sound and the strokes written during a recording. When you play back the recording you also see how the strokes were written as well as hear the voice. We are teaching the child to move with the voice, and the feature offers some great options.

### **Advantage For Preschool And Kindergarten Children**

Watch a preschooler attempting to use a pencil or crayon and you will quickly see how challenging it can be. Typically the need for better-brain-to-finger connections causes awkward, very tight and cramped gripping. These debilitating postures can easily become a habit that will cause problems with fluency, legibility and writer's cramp later on.

Learning the correct "process" for building letters is a challenge for beginners. Being able to learn how to build the letters, and practice that process using the pointer finger, lets the child deal with learning a correct pencil hold later. Learning to hold the pencil correctly will be easier because the child will already be comfortable with letter-building.

And, we offer the **Ergo Stylus** which is fitted with a gripper that will help the child develop a workable pencil holding posture while practicing on the tablet.

### **Correlation Into Reading Readiness**

Reading-readiness programs may introduce the letters in many possible sequences. Typically the program suggests handwriting practice as part of the lesson. The pages are arranged alphabetically to make it easier to find a specific page for letter practice when your reading readiness program introduces the form. Physical practice of the form will help to embed the shape in long-term, Muscle Memory.

The vocally guided movement during air-writing, finger-tracing and “write & say” practice enhances input of dynamic information that is needed later when language skills develop to a point that allows composition to begin. We recommend following the well-established learning paradigm called, Develop, Practice, Apply. Direct the handwriting exercise portion to maximize internalization of the sound-to-letters, letters-to-sound connection. Practice of phonograms is an application of the learned letter patterns and will continue to build motor skills and the very important physical connections between hearing, seeing and writing the symbols to enhance reading, spelling and text generation fluency as language instruction progresses.

We provide pages without models that can be used for directed, applied practice of legibility skills like spacing and size as letters are introduced. Teach the child to write pairs or sets of the target letter while chanting. The concept of spacing is pretty easy to understand, but the anchoring movement needs practice to improve accuracy as a controlled production rate challenges the child to anchor between letters quickly to keep up with the pace. There is another important process included. The child must bring the target letter out of the brain because there is no model to copy.

### **Correlation Into Spelling**

Some of these pages will also serve for practice of spelling and vocabulary words as they are introduced. Dictation of the words is recommended because the child is challenged to correctly spell the sounds they hear when you pronounce the word. It is a great way to emphasize which letter or letters “spell the sound.”

*say they date sleigh*

### **The Practice Page Sequence**

There is a sequence of three pages for each letter pair. Each “Model Page” is followed by two pages for practice that do not show models. Color/rhythm models on the initial page show the capital and the lowercase form on wide-spread baselines. The pages with models are in alphabetic order.

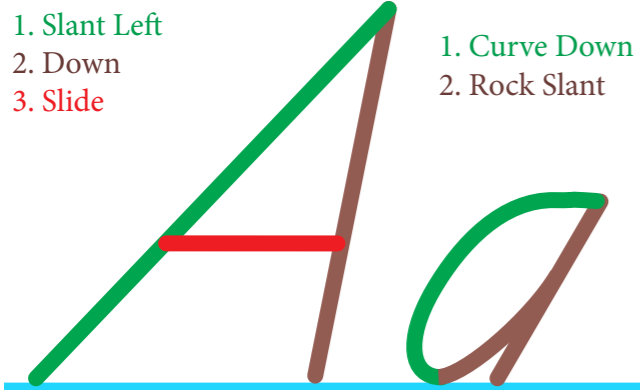
The initial goal is to embed the production “process” in the student’s motor memory. The voice-guided movement is something new. It will take practice to bring this type of movement under control. Initial attempts to **Write & Say** may not produce very accurate forms. That’s no problem as long as the child is executing the correct process (start point, direction and stroke sequence). The product will quickly improve with continued practice of the voice-guided the movements.

The second page in the sequence offers the same widespread baselines, but there are no models. We want the pupil to bring the forms out of the brain and muscle memory. A quick review with air writing may be necessary. Instructions ask the student to practice spacing by writing pairs or sets of each letter, capital and lowercase. You will most likely have to teach the child about the spacing goal, close together makes a group, and larger spaces separate the groups of letters. This is practice of the motor skill called anchoring. The term refers to the movement made when the pencil is lifted and moved to touch in a new spot.

The third page in the sequence offers sets of lines; top line, midline and baseline. We will use the lines to help with size/proportion and place-in-space for tall letters. You will note that the line sets demand a bit smaller outcome. Make sure the child knows where the target letter starts and which line the letter will touch first. And, make sure the voice remains as a goal. We want the pupil to learn how to use the lines as targets for the movements.

The goal is to come close to the target and practice will improve timing and control leading to better accuracy. Demands for precision will cause the pupil to revert to drawing carefully. The pupil will not be able to chant and write when guiding the strokes visually. Expect that strokes will miss the target frequently until practice allows improved control and better accuracy.

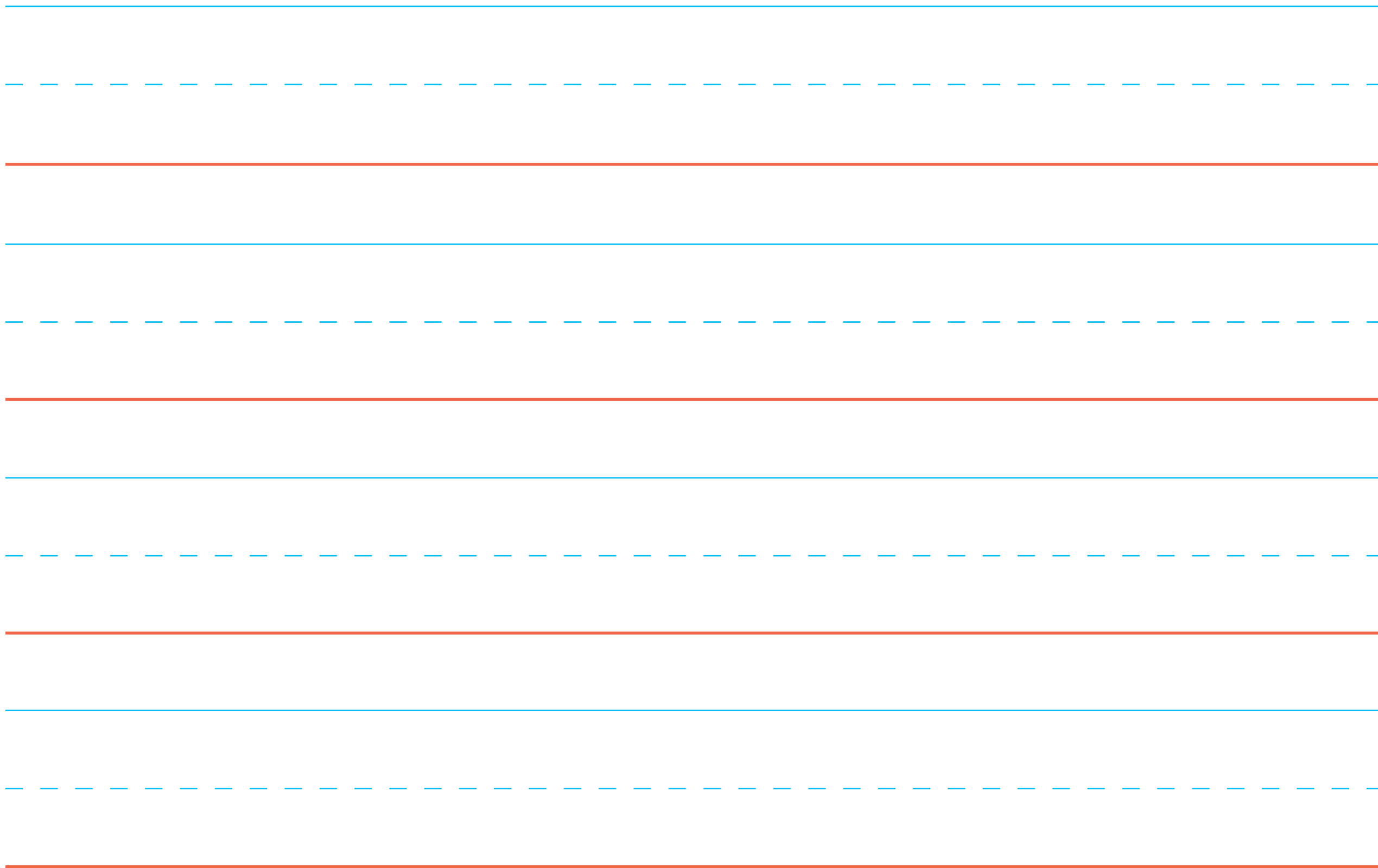
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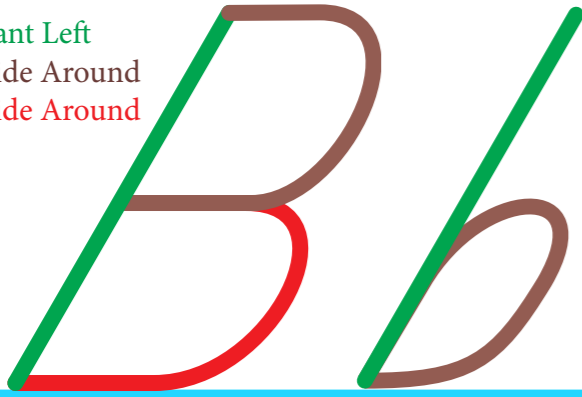
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The page contains five sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid blue line at the top, a dashed blue line in the middle, and a solid red line at the bottom. These lines are spaced evenly down the page to provide a guide for letter height and placement.

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1. Slant Left
2. Slide Around
3. Slide Around



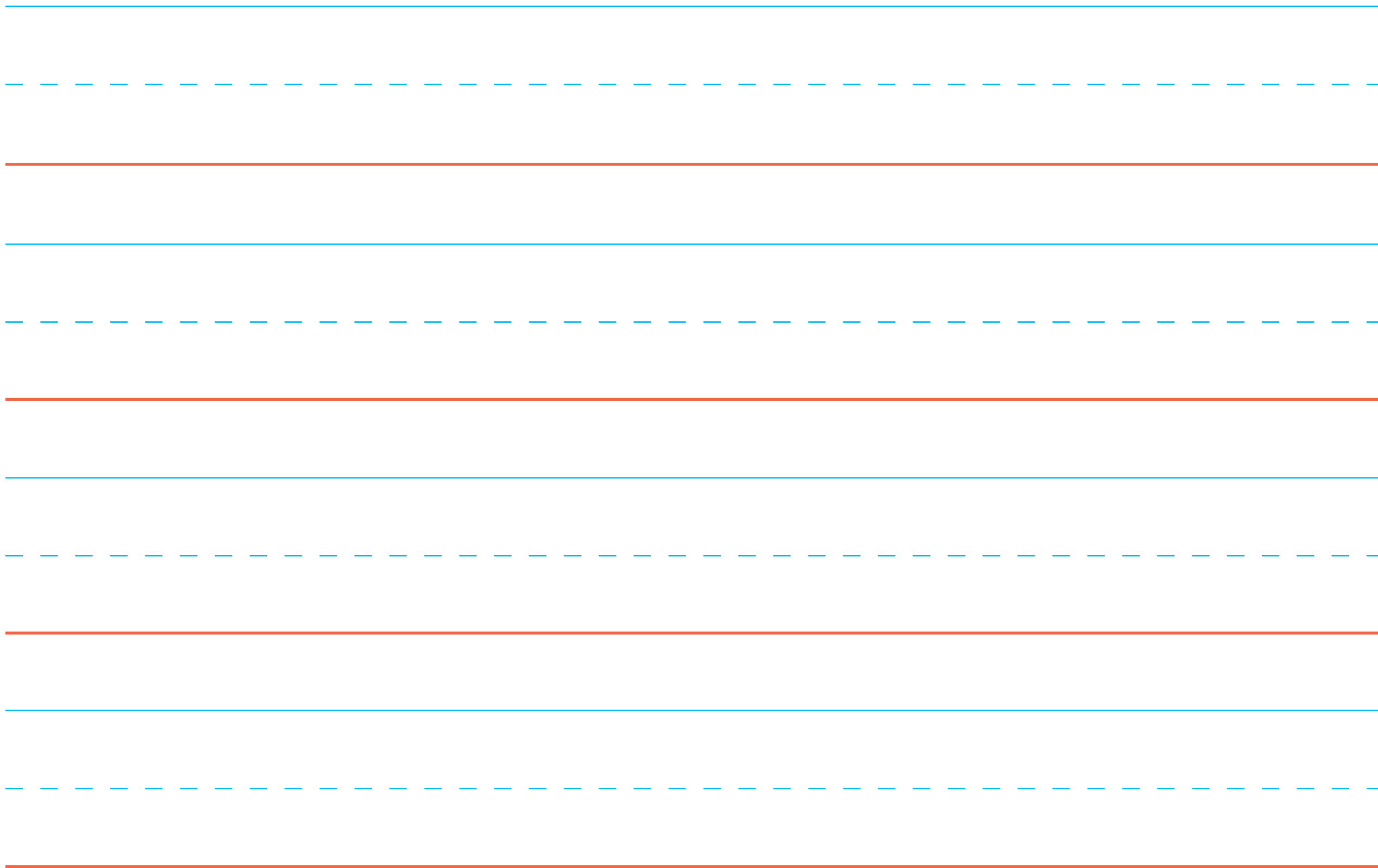
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2. Roll Around

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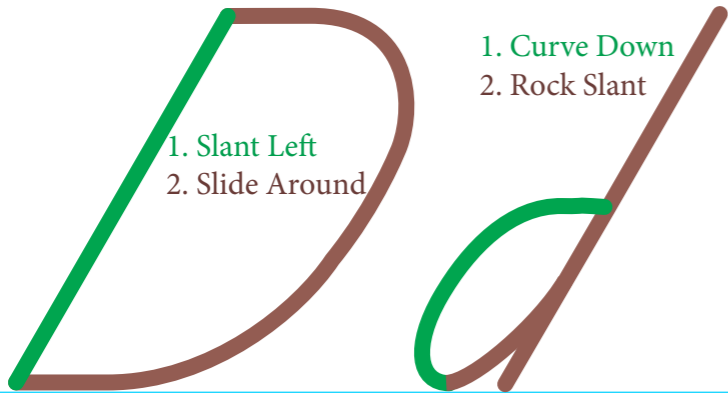
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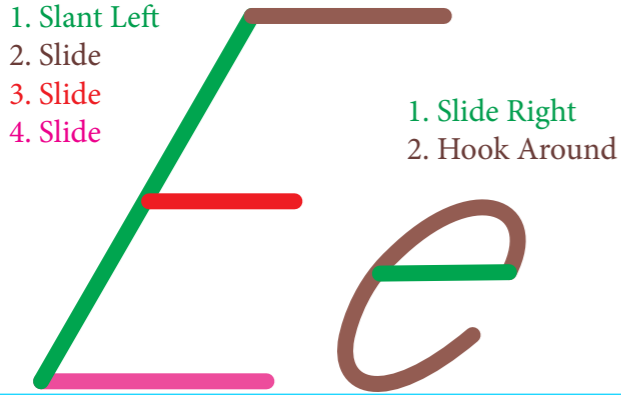
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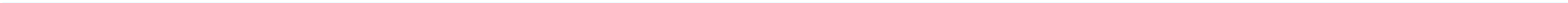
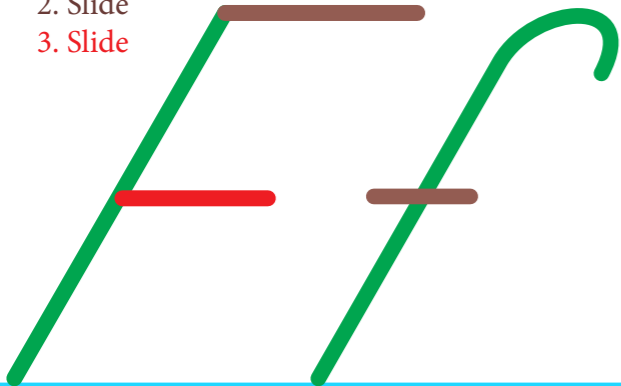
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- 1. Slant Left
- 2. Slide
- 3. Slide

- 1. Hook Slant
- 2. Cross



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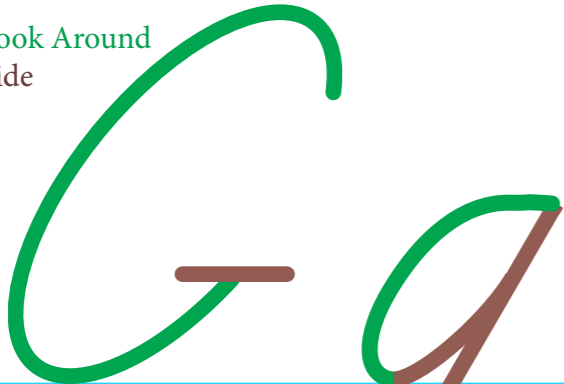


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- 1. Hook Around
- 2. Slide



- 1. Curve Down
- 2. Rock, Tail

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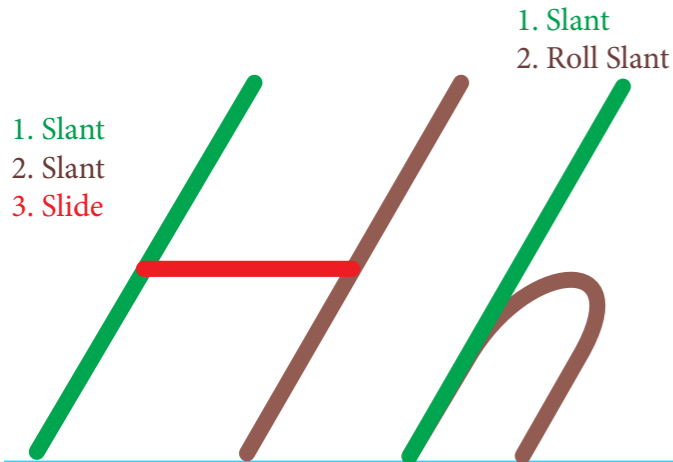


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- 1. Slant
- 2. Slide
- 3. Slide



- 1. Slant
- 2. Dot



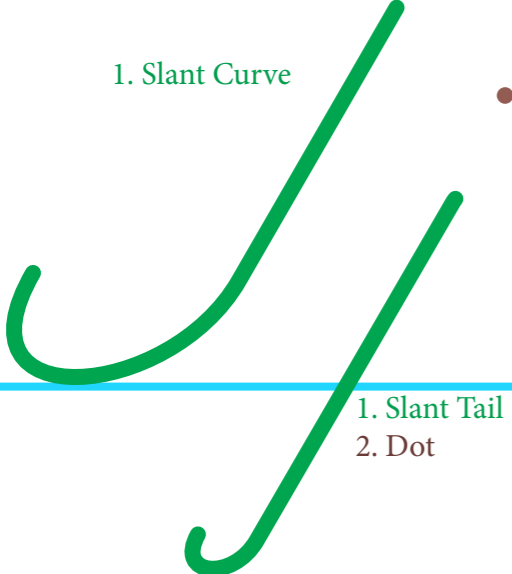
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The diagram illustrates the stroke order for writing the lowercase letter 'a'. It features a horizontal blue baseline. Two examples of the letter 'a' are shown above the line. Each 'a' is composed of three strokes: a green slanted line starting from the baseline and going up and to the right; a brown slanted line starting from the top of the green stroke and going up and to the right; and a red slanted line starting from the top of the brown stroke and going down and to the right. To the left of the first 'a', the stroke order is listed: '1. Slant' (green), '2. Slant' (brown), and '3. Down' (red). To the right of the second 'a', the stroke order is listed: '1. Slant' (green), '2. Slant' (brown), and '3. Down' (red). Below the first blue line, there are two more horizontal blue lines, providing space for practice.

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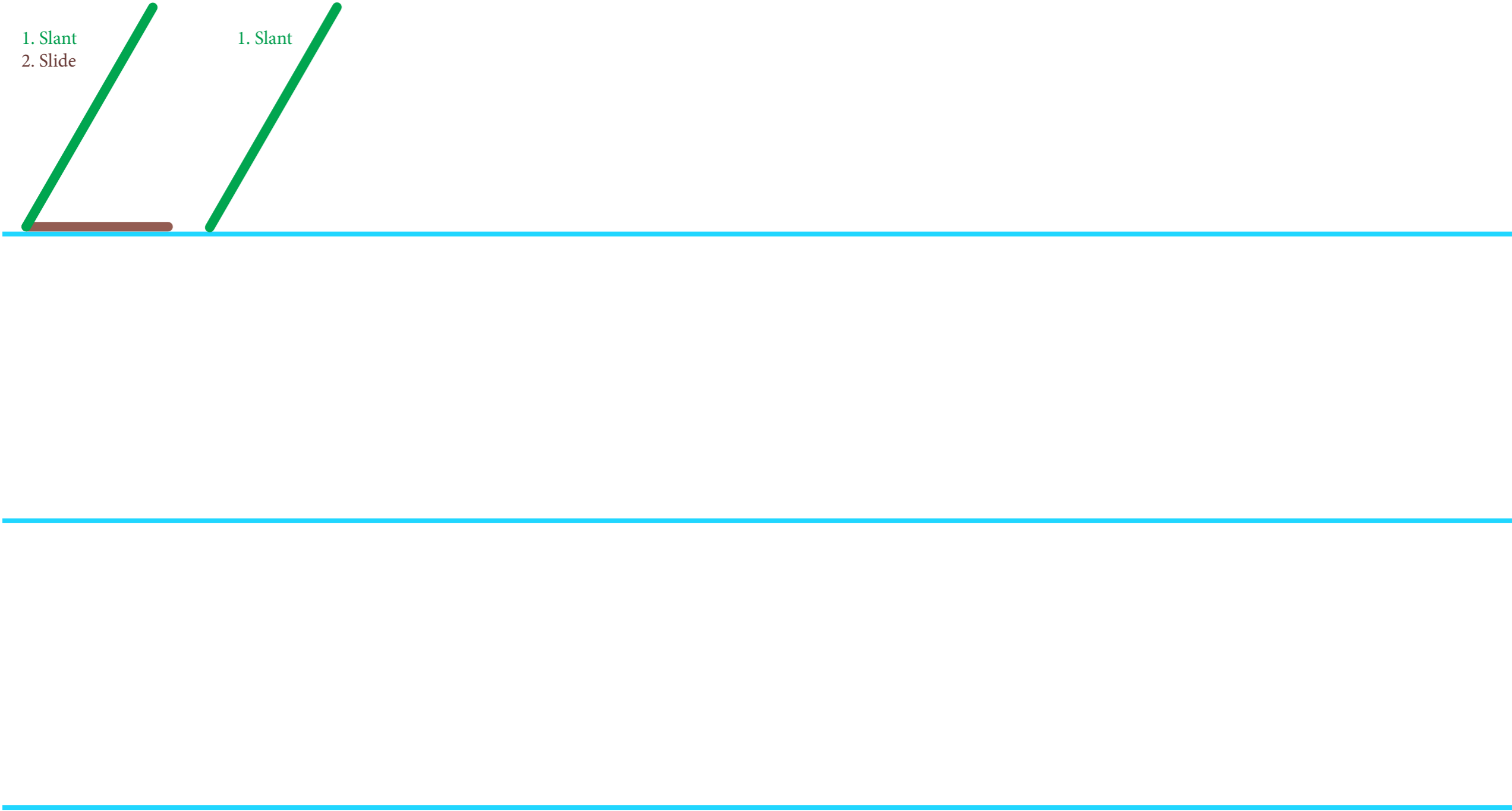
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1. Slant  
2. Slide

1. Slant



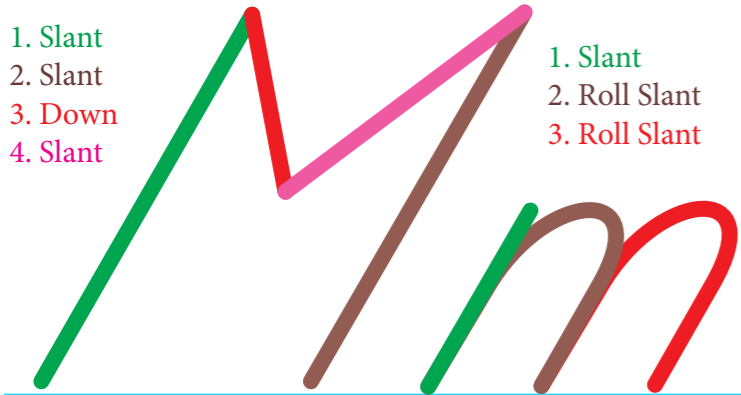
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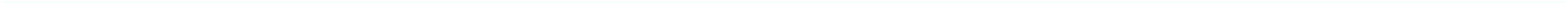
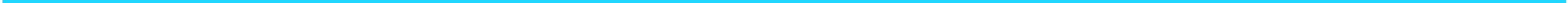
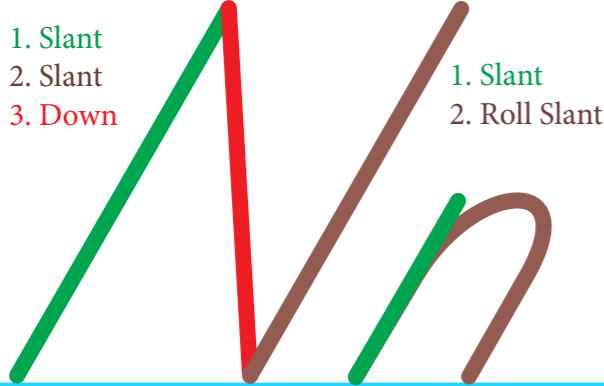
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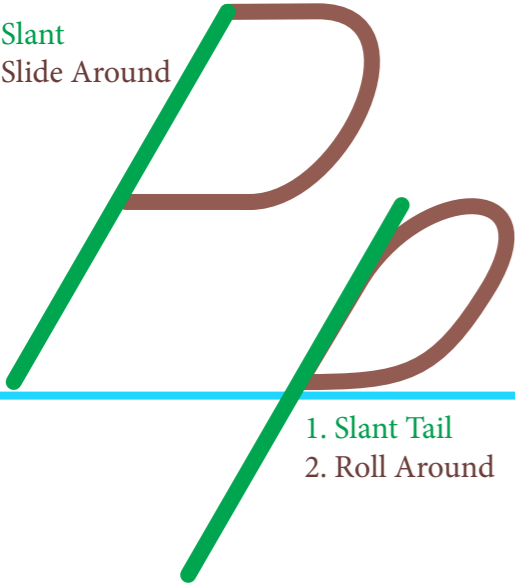
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1. Slant  
2. Slide Around



1. Slant Tail  
2. Roll Around



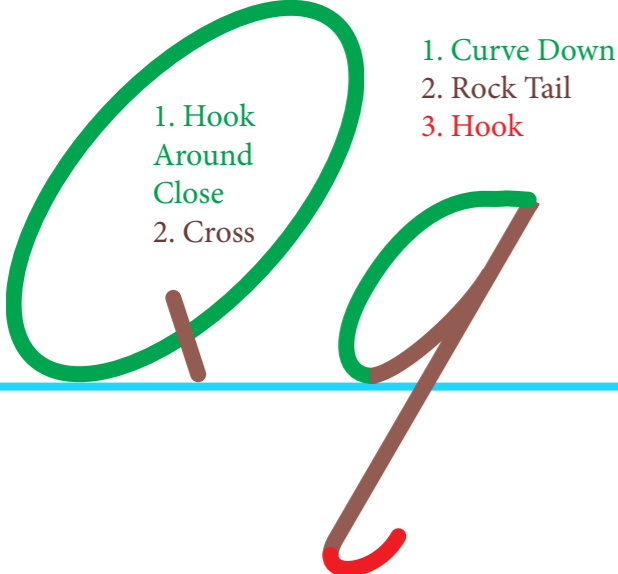
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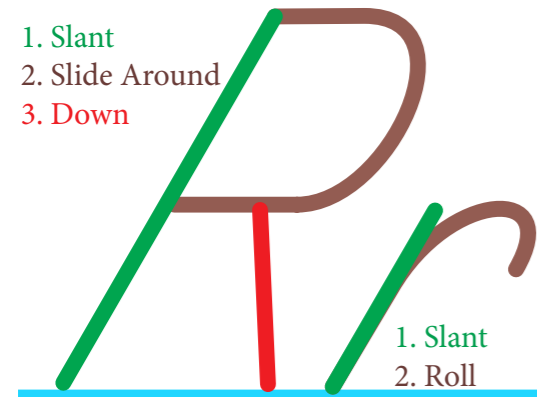
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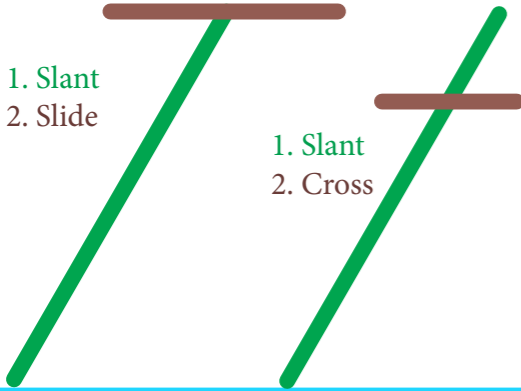
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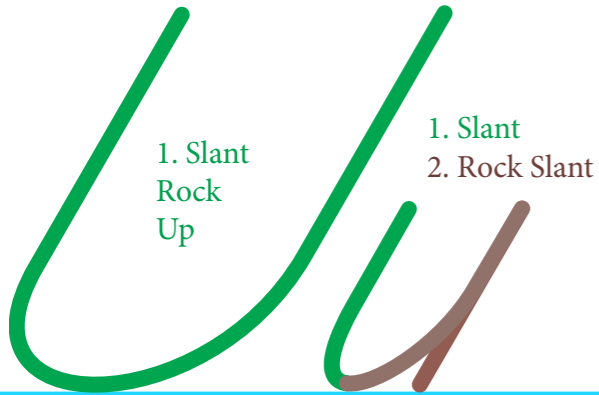
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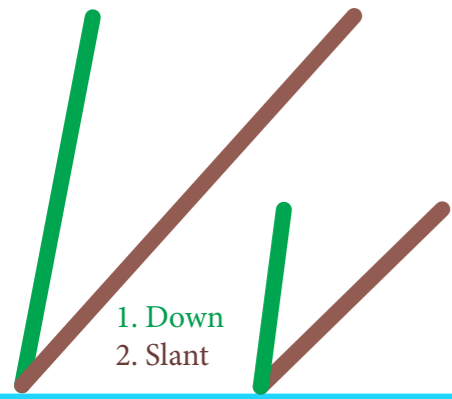
Practice spacing by writing sets of 3 letters as you chant to guide the strokes. Write 4 sets of the lowercase letter on each baseline then erase to practice the capital letter.



Print letters have tall and small parts. Practice size and spacing by writing sets of 3 letters using the top, middle and baseline. Practice until you can write ten nice sets in about one minute.

The page contains four sets of handwriting practice lines. Each set consists of three horizontal lines: a solid blue line at the top, a dashed blue line in the middle, and a solid red line at the bottom. These lines are spaced evenly down the page to provide a guide for letter height and placement.

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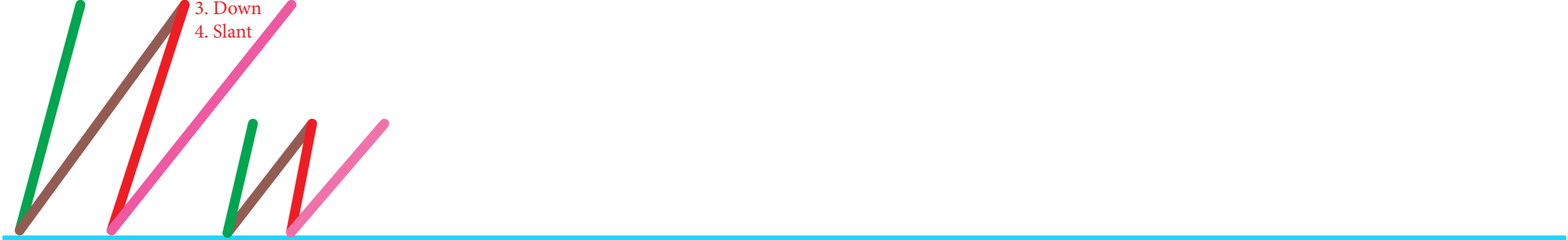


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- 1. Down
- 2. Slant
- 3. Down
- 4. Slant



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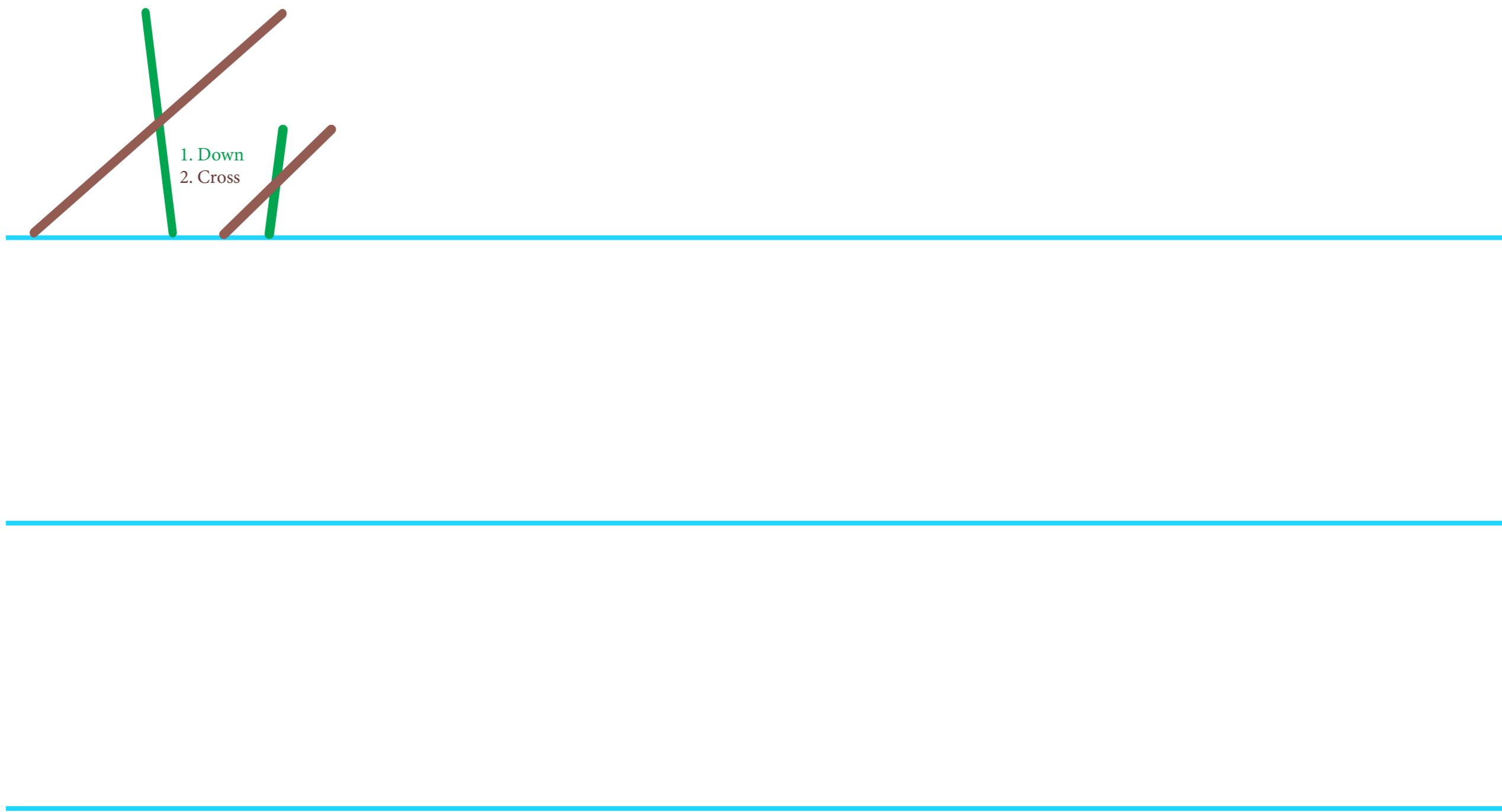


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The diagram illustrates the stroke order for two letters on a blue horizontal baseline. The first letter is formed by three strokes: a red slant down from the baseline, a green vertical down stroke, and a brown slant up from the red stroke. The second letter is formed by two strokes: a green vertical down stroke and a brown slant down from the top of the green stroke. Below the blue baseline are two more horizontal lines, one light blue and one dark blue, providing space for practice.

1. Down  
2. Slant  
3. Slant

1. Down  
2. Slant Tail

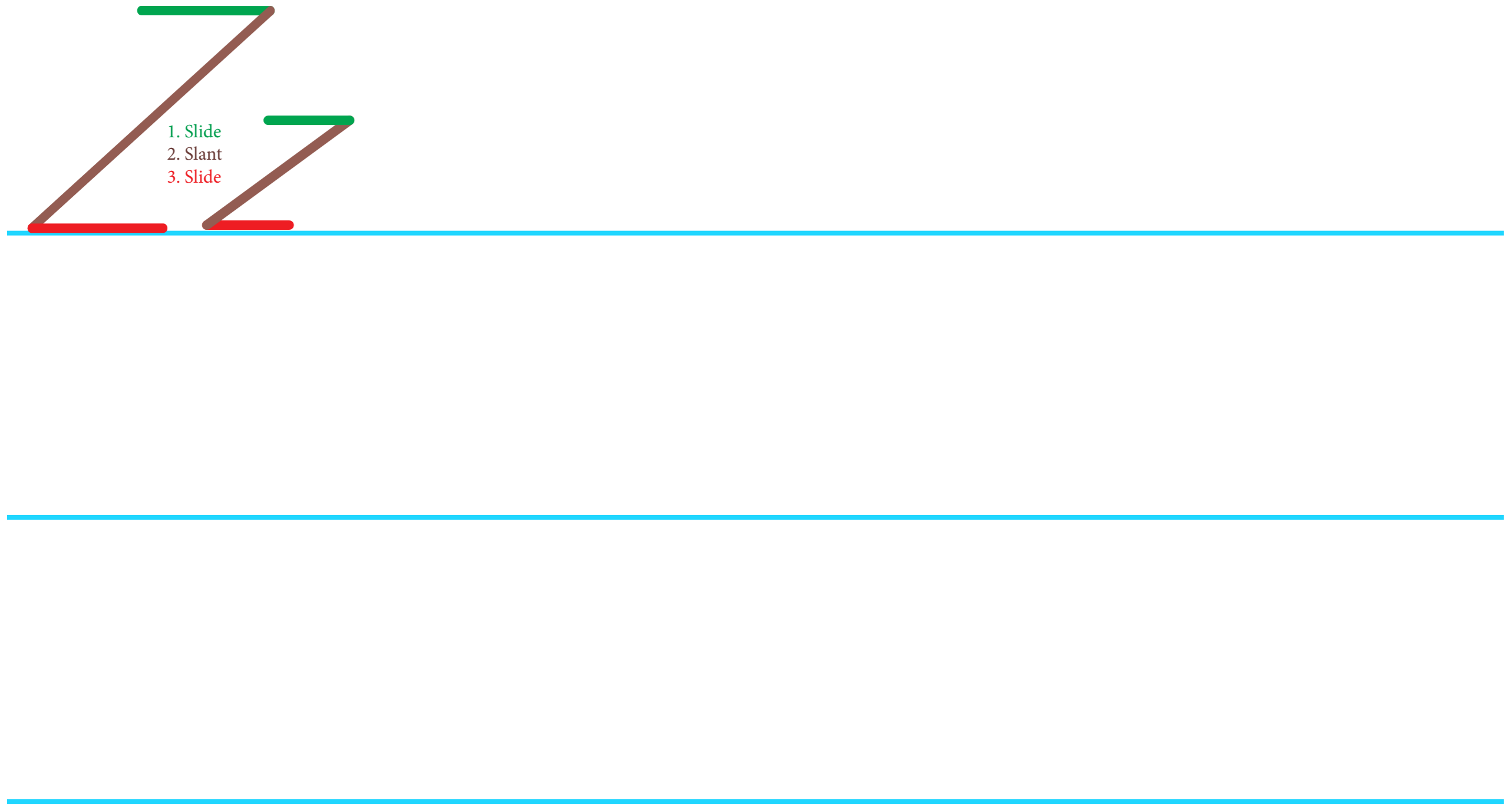
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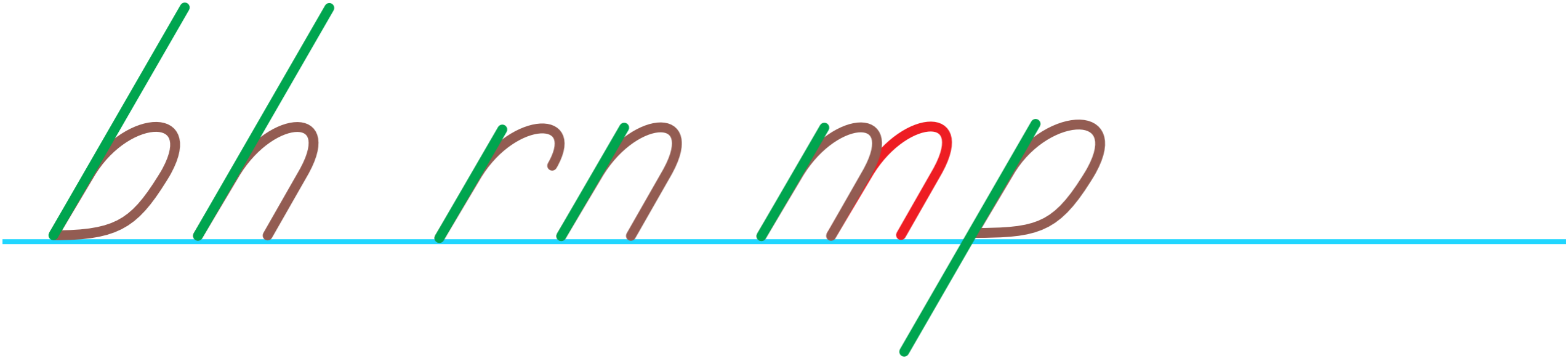


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Right-Curve Letters

Right-Curves always follow downstrokes in letters, but two numerals begin with right-curves. Do you know which two numerals start with right curves? Count as you write the letters. Count once for each color.



Count aloud as you write these left-curve letters, one count for each color.

a c d e f g o q s u

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Practice writing the lowercase alphabet from a to z. Have some fun by measuring how many seconds it takes you to write all 26 letters. Can you write them all in less than 20 seconds? Remember, only legible letters count! Try again with the capital letters, then erase and write both in order from Aa to Zz.



Practice size and spacing by writing the alphabet in pairs from Aa to Zz. Use this page and task for the timed-writing exercise too.

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