

Beginning Cursive Handwriting Workbook

Handwriting and fine-motor practice

Introduce continuous writing movements, lowercase cursive forms and simple joins with adult demonstration and spacious practice.

Parent-led. Child-active.

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Approximately 5–8 years; beginning cursive writer

Printable PDF | US Letter | modeled writing and practice lines

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Before you begin

Starting point: Ready to copy simple strokes and recognize the letters being practiced

Learning objectives

- Use a comfortable writing position and controlled movements
- Follow an adult's model to form lowercase cursive letters
- Keep letters on a baseline and explore consistent size
- Join familiar letters into short words and explain a movement

Materials and use

Print selected pages at actual size on US Letter paper. Keep an adult beside the learner. Choose one small activity and repeat or stop based on the child's response. Use a pencil and paper; pointing, air-writing or moving objects can replace written answers.

A beginning lowercase cursive workbook, not a complete penmanship course. Uppercase-first remains the reading approach; cursive is a separate later writing path. No printed shipment or pencils.

Scope and sequence

Prepare

Relaxed grip, comfortable paper angle, large air movements, curves and loops.

Small forms

i u t; a c d g q; e l h b k f; n m r v w y; o s p j x z; ñ.

Join

Practice connecting familiar letters in mi, sol, luna, mano and casa.

Use

Copy a short phrase, try it independently and teach one useful stroke.

Teach the child in front of you

Learning loop: Break > Name > Do > Teach

Break the idea into one small piece. Name what matters. Let the child act. Invite the child to teach it back. For reading, naming means noticing the sound, not drilling the alphabet name.

Support loop

Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back. Watch what happened, ask for a demonstration and isolate one difficulty before offering help.

Correction ladder

1. Pause: Muéstrame cómo pensaste.
2. Cue: Escucha otra vez. Mira mi boca.
3. Isolate one part and offer a choice or a fresh model.
4. Try together, then let the child act.
5. Try one similar example, invite teach-back, or stop.

The adult makes letter sounds. Stretch S, L, M and F when useful; keep stop sounds brief. Begin reading with uppercase. Move through the validated sequence without introducing future vowels early.

Keep the first S session around 7-10 minutes or shorter. No timers, scores, streaks or mastery labels. Observe an action or explanation instead of assigning a performance rating.

A comfortable start

Cursive is a later writing path. Keep the uppercase-first approach for beginning reading. Practice lowercase here only when the child recognizes the corresponding letters and is ready for small controlled movements.

Support the feet, relax the shoulders and place the paper at a comfortable angle. Let either hand write. Start with a finger in the air, then a large paper movement, and finally a short pencil attempt.

Model before tracing

Use the model letters as a visual guide, not as a substitute for a live stroke demonstration. Show one movement slowly and invite the child to describe it. Letter styles vary; use a consistent adult model.

Warm-up invitations

Draw a rising curve, a rounded turn and a gentle loop. Use the blank lines below. Repeat only while comfortable.

Letter family: i u t

Short rising strokes. Return to the baseline. Add dots and crosses after the main movement.

i u t

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

i u t

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: a c d g q

Begin with a curved form. Notice which letters rise above or descend below the main letter body.

a c d g q

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

a c d g q

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: e l h b k f

Explore entry curves and taller loops. Model one letter at a time; compare the height of e and l.

e l h b k f

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

e l h b k f

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: n m r v w y

Notice repeated humps and turns. Let the adult demonstrate changes of direction slowly.

n m r v w y

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

n m r v w y

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: o s p j x z

Compare rounded forms, descenders and crossing movements. These letters need individual models.

o s p j x z

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

o s p j x z

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Letter family: ñ

Build n, then add the tilde above it. Keep the tilde separate from the next letter.

ñ

Adult: model the first letter. Child: trace the light model, then try it on the lines. Repeat the page for each letter in the family.

ñ

Teach-back: show where the movement starts and how it returns to the baseline. Notice one comfortable movement rather than rating the whole line.

Join familiar letters: mi

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

mi

Trace gently, then try your own version.

mi mi

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: sol

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

sol

Trace gently, then try your own version.

sol sol

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: luna

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

luna

Trace gently, then try your own version.

luna luna

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: mano

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

mano

Trace gently, then try your own version.

mano mano

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

Join familiar letters: casa

Adult: read the word and confirm its meaning. Demonstrate each connection slowly. Cursive joins can vary by handwriting style; use the same model throughout.

casa

Trace gently, then try your own version.

casa casa

Point to one connection that felt comfortable. Teach someone the movement. Stop if the hand is tired.

A small phrase

Adult: read the phrase aloud. Child: watch, trace, then try it with the model visible.

mi mano

mi mano

The printable model uses Playwrite ES, an openly licensed handwriting font. Model style needs the publisher's final pedagogical review.

Notice, adapt, return

Date: _____ Activity: _____

What did the child do or explain?

What kind of support helped?

What small invitation might come next?

Use descriptive observations. These notes are not an assessment, a diagnosis or a mastery record.