Benchmark Advance Handwriting Practice Book Kindergarten

Student Name _____

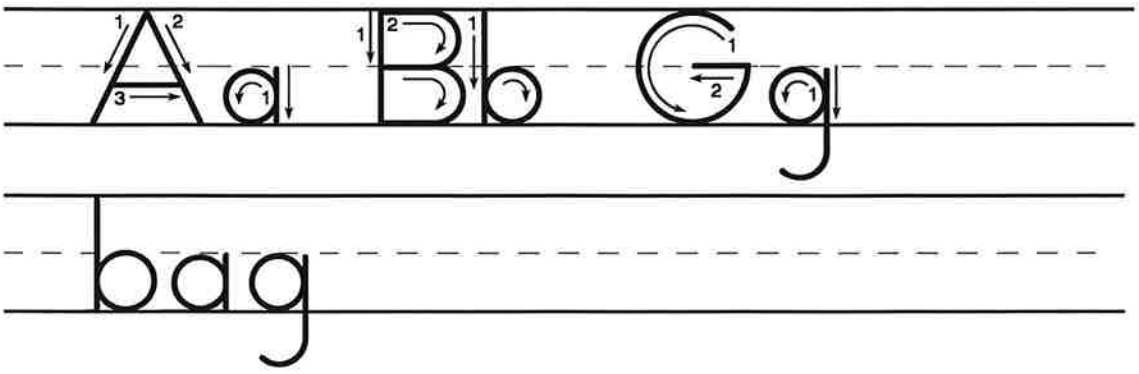
Handwriting Practice

Letter Formation and Spacing

When teaching handwriting, focus on letter formation, letter size, letter and word spacing, and pencil grip and body posture. Begin with teaching the starting and stopping point of each letter. You can model this by tracing the letters with your finger.

For letter size, the following lowercase letters are half the size of letters with ascenders and descenders: **a**, **c**, **e**, **i**, **m**, **n**, **o**, **r**, **s**, **u**, **v**, **w**, **x**, **z**. Letters with ascenders are **b**, **d**, **f**, **h**, **k**, **l**, and **t**. Letters with descenders are **g**, **j**, **p**, **q**, and **y**. Uppercase letters are the same height as ascenders.

The space between each letter in a word should be the same, and the space between each word in a sentence should be consistent. You can use your pinkie finger to measure the correct spacing between words.



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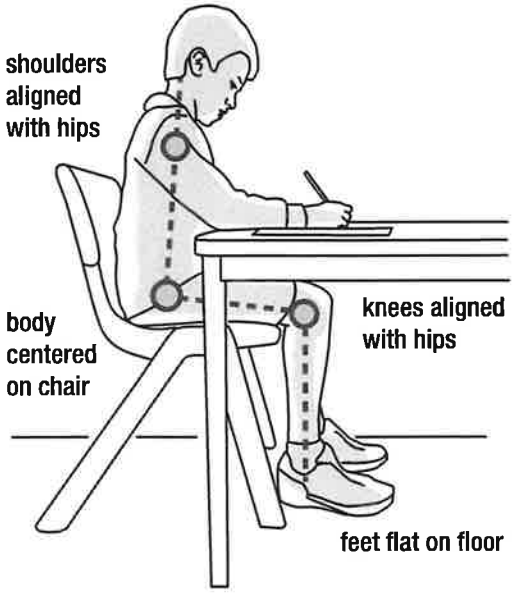
Proper Handwriting Grip and Body Posture

Tripod Grip

For the tripod grip, hold your pencil with your thumb, index finger, and middle finger.



Proper Posture

For good posture while writing, sit with your feet flat on the floor and your bottom in the center of your seat.

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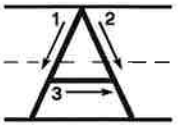
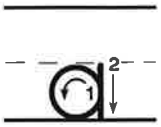
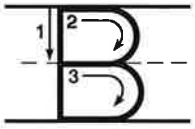
Forming Letters



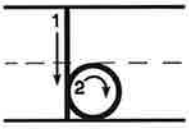
Uppercase **A**: slant left down, lift, slant right down, lift, slide across in the middle



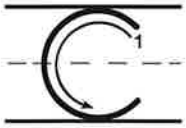
Lowercase **a**: circle back, lift, pull down



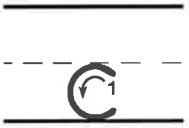
Uppercase **B**: pull down, push up to the top, curve forward, slide left, curve forward, slide left



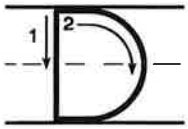
Lowercase **b**: pull down, push up, circle forward



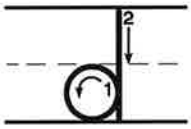
Uppercase **C**: circle back and open



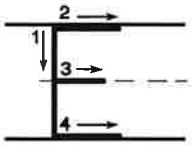
Lowercase **c**: circle back and open



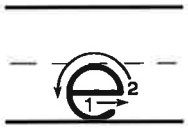
Uppercase **D**: pull down, lift, curve forward



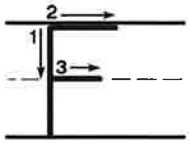
Lowercase **d**: circle back, push up, pull down



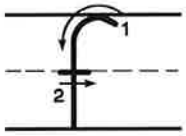
Uppercase **E**: pull down, lift, top slide right, lift, middle slide right, lift, bottom slide right



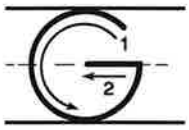
Lowercase **e**: slide right, circle back



Uppercase **F**: pull down, lift, top slide right, lift, middle slide right

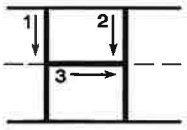


Lowercase **f**: curve back from the top, lift, cross in the middle

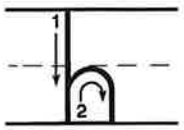


Uppercase **G**: circle back, slide left in the middle

Lowercase **g**: circle back, push up, pull down, curve back



Uppercase **H**: pull down, lift, pull down, lift, slide across in the middle



Lowercase **h**: pull down, push up, curve forward, pull down

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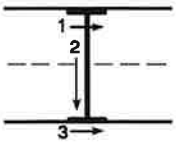
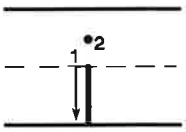
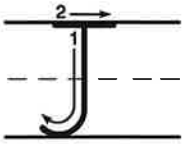
Forming Letters (continued)



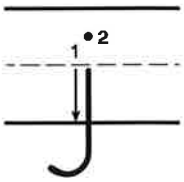
Uppercase **I**: cross the top, pull down, cross the bottom



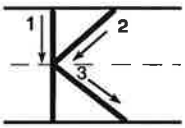
Lowercase **i**: pull down, dot above the top



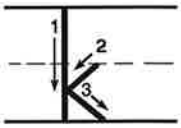
Uppercase **J**: pull down, curve back, lift, cross the top



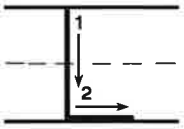
Lowercase **j**: pull down, curve back, dot above the top



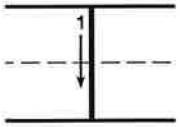
Uppercase **K**: pull down, lift, slant in, slant out



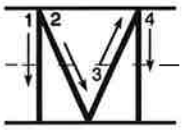
Lowercase **k**: pull down, lift, slant in, slant out



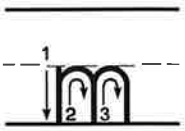
Uppercase **L**: pull down, slide right



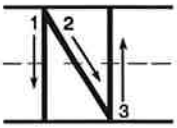
Lowercase **l**: pull down



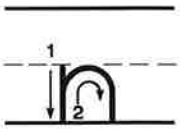
Uppercase **M**: pull down, lift, slant left down, slant up, pull down



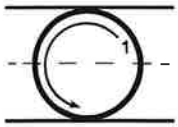
Lowercase **m**: pull down, push up, curve forward, pull down, push up, curve forward, pull down



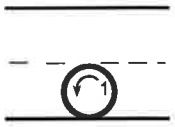
Uppercase **N**: pull down, lift, slant right down, push up



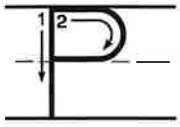
Lowercase **n**: pull down, push up, curve forward, pull down



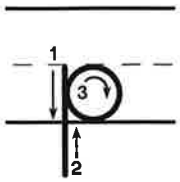
Uppercase **O**: circle around



Lowercase **o**: circle around



Uppercase **P**: pull down, lift, push up, curve forward, slide left



Lowercase **p**: pull down, push up, circle forward

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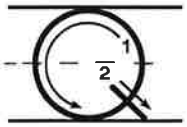
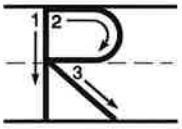
Forming Letters (continued)

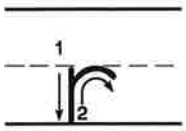


Uppercase **Q**: circle around, lift, slant right

Lowercase **q**: circle back, push up, pull down, curve back



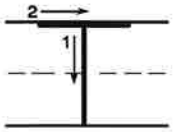
Uppercase **R**: pull down, lift, curve forward, slide left, slant right



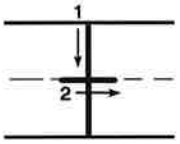
Lowercase **r**: pull down, push up, curve forward

Uppercase **S**: curve back, curve forward

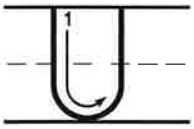
Lowercase **s**: curve back, curve forward



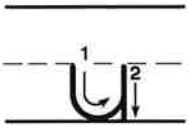
Uppercase **T**: pull down, lift, cross the top



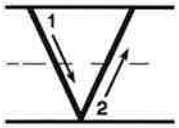
Lowercase **t**: pull down, lift, cross in the middle



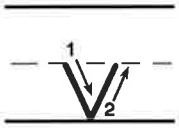
Uppercase **U**: pull down, curve forward, push up



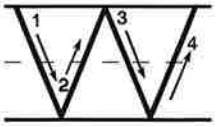
Lowercase **u**: pull down, curve forward, push up, pull down



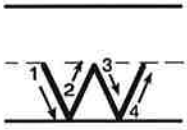
Uppercase **V**: slant right, slant up



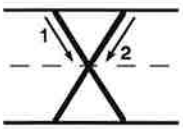
Lowercase **v**: slant right, slant up



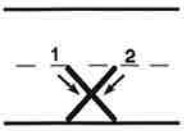
Uppercase **W**: slant right down, slant up, slant right down, slant up



Lowercase **w**: slant right down, slant up, slant right down, slant up



Uppercase **X**: slant right down, lift, slant left down



Lowercase **x**: slant right down, lift, slant left down

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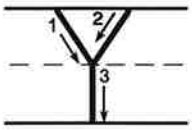
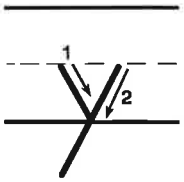
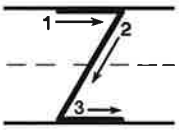
Forming Letters (continued)



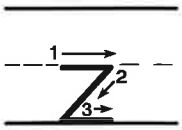
Uppercase **Y**: slant right down to the middle, lift, slide left down to the middle, pull down to the bottom



Lowercase **y**: slant right down, lift, slant left down



Uppercase **Z**: slide right, slant left down, slide right



Lowercase **z**: slide right, slant left down, slide right

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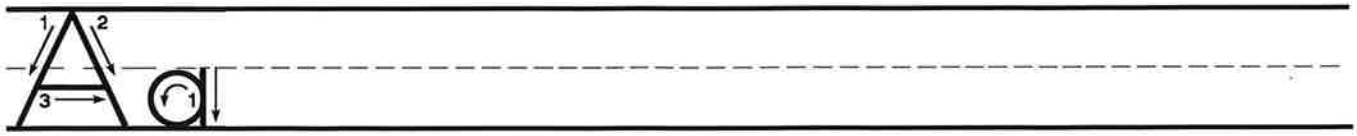
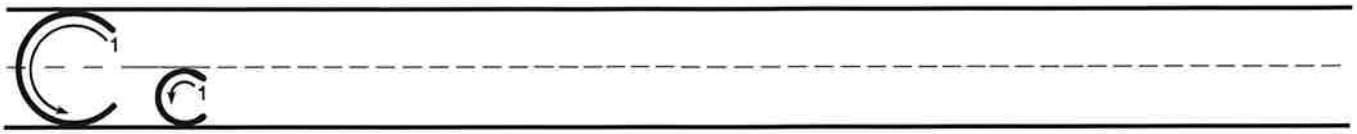
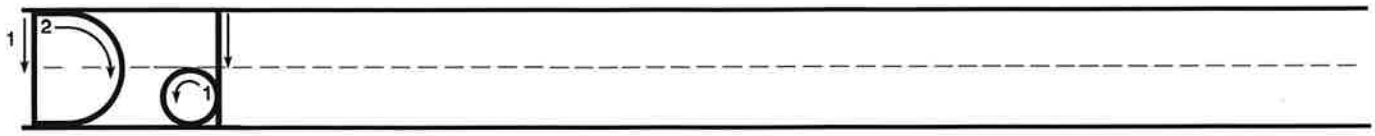
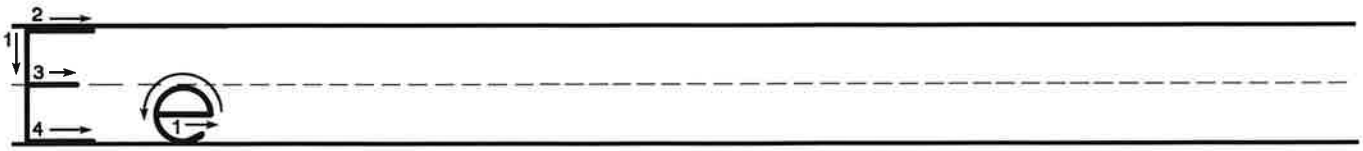
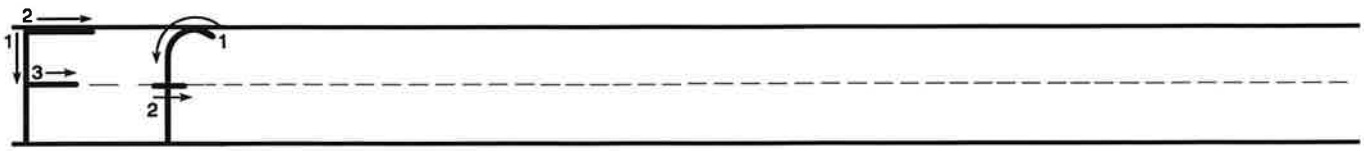
Handwriting Practice: Alphabet

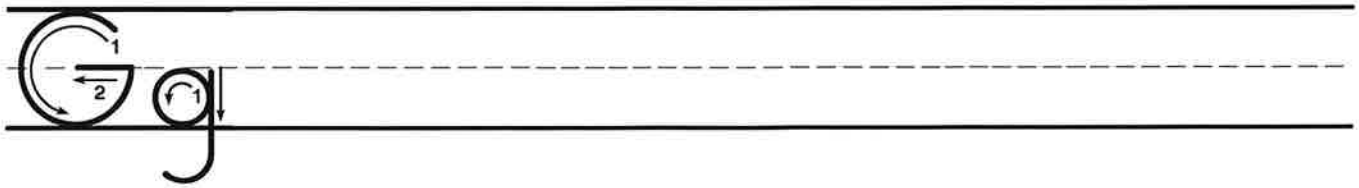


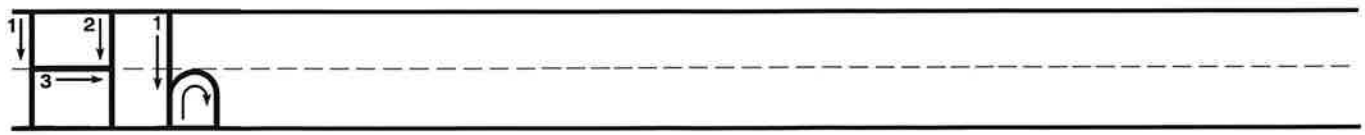












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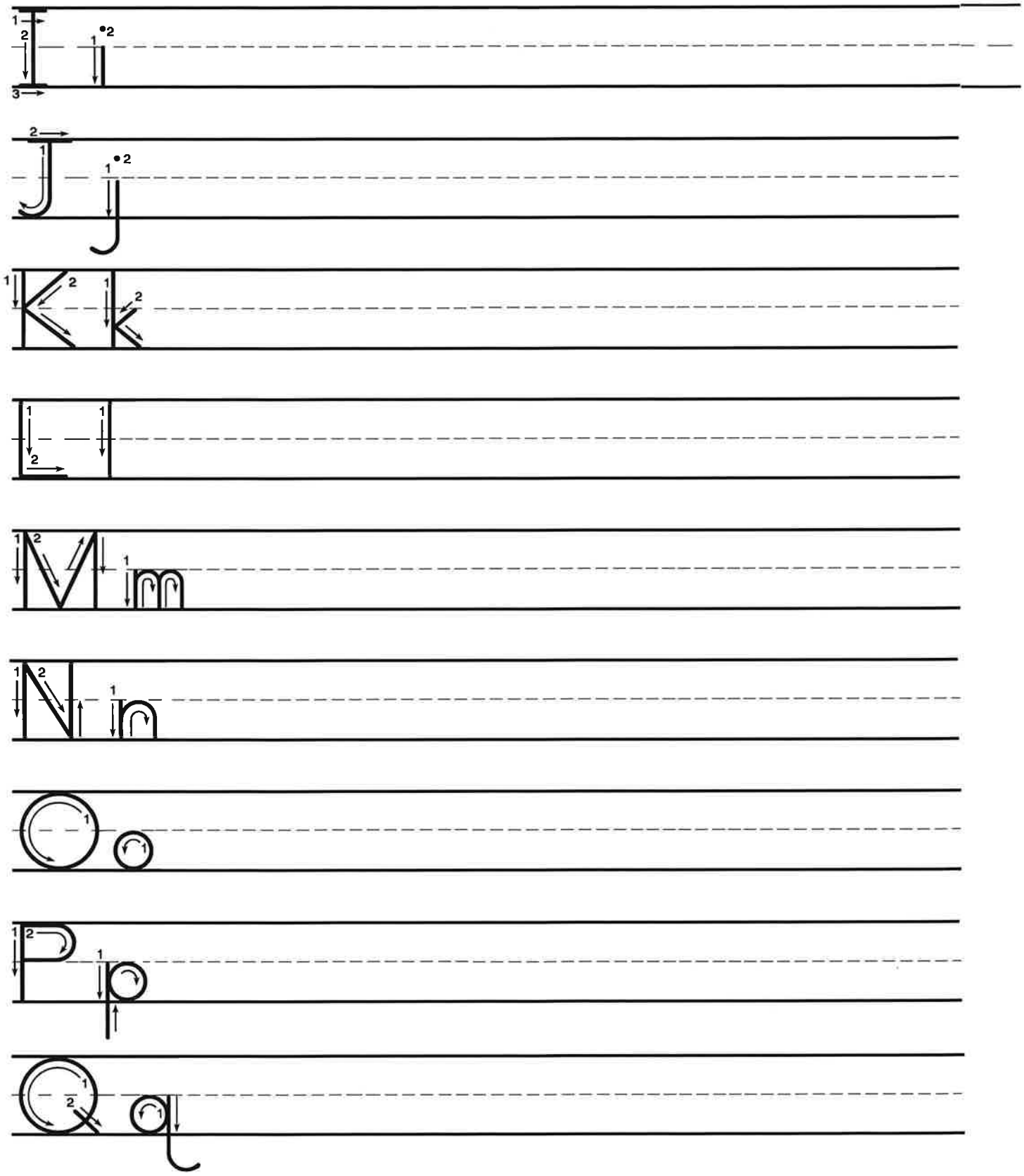
Handwriting Practice: Alphabet (continued)



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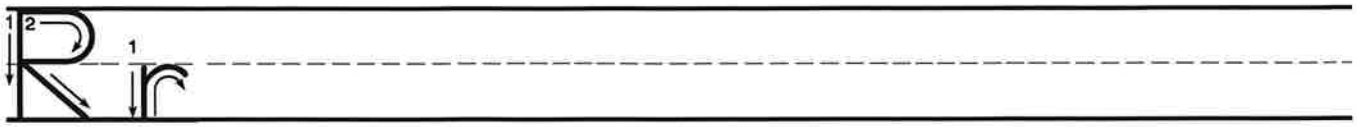
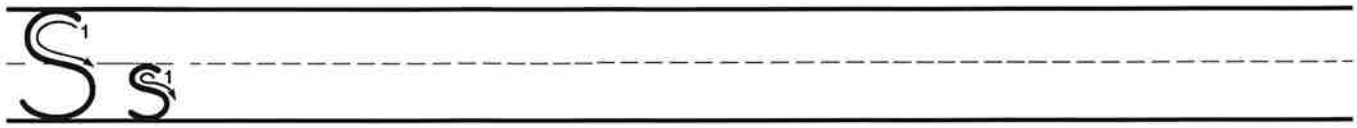
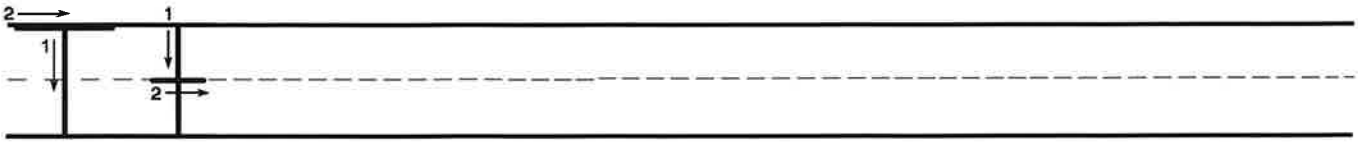
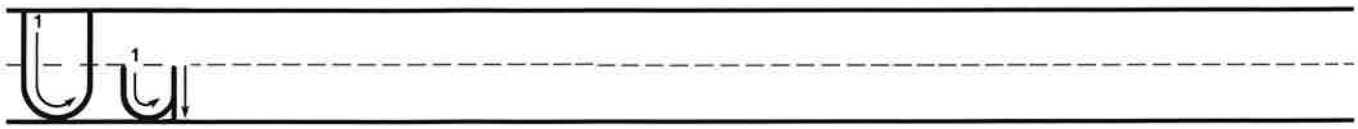
Name: _____ Date: _____

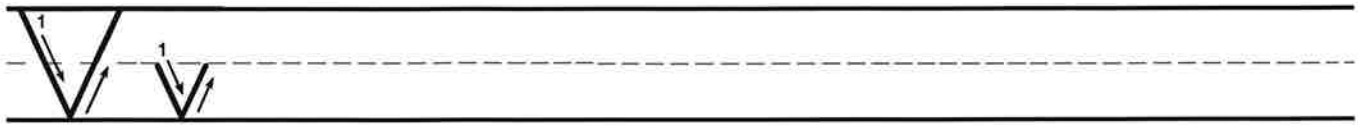
Handwriting Practice: Alphabet (continued)

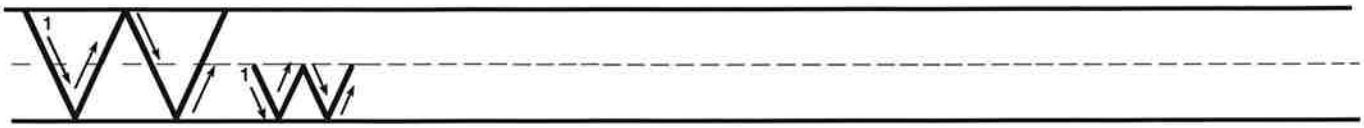


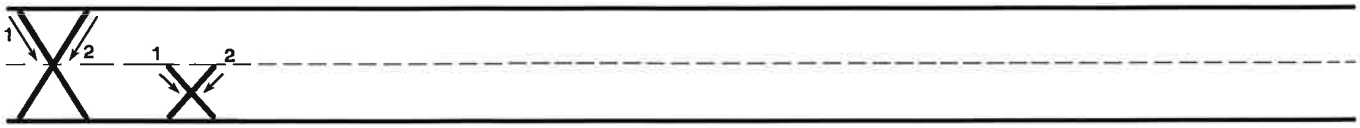


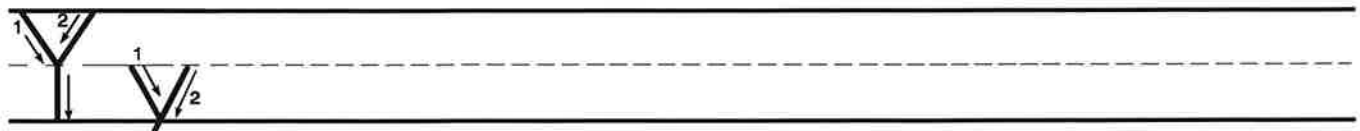


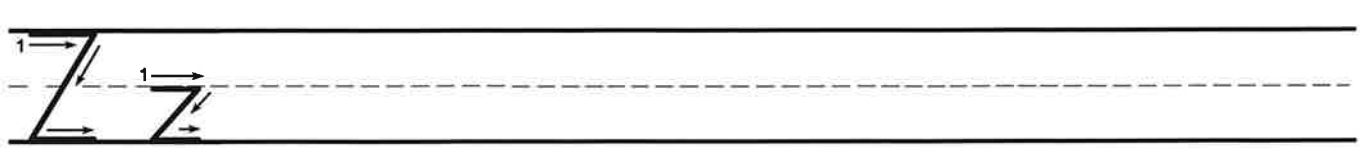












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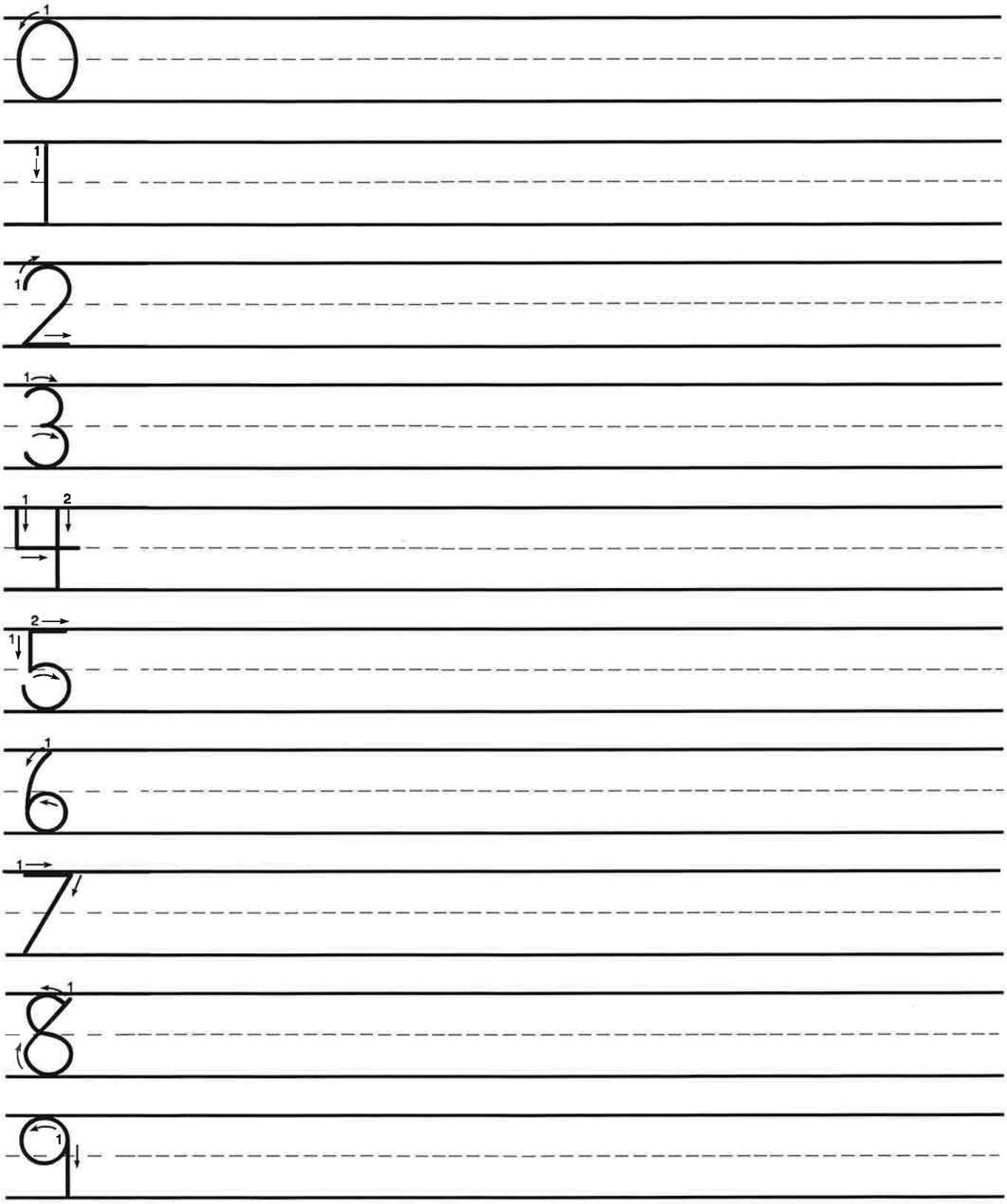
Name: _____ Date: _____

Handwriting Practice: Numerals



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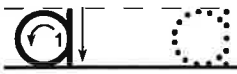
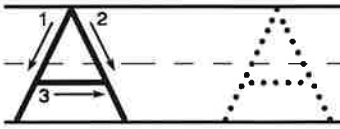
Name: _____ Date: _____

Aa



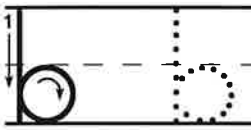


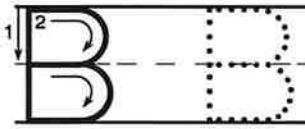
Teacher Modeling:

- Lowercase *a*. **Say:** *A lowercase **a** is a circle back all the way around, push up, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *A*. **Say:** *An uppercase **A** is a slant left and down, lift, slant right and down, lift, cross in the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Bb



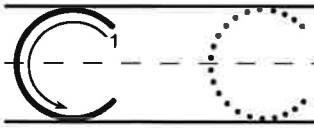


Teacher Modeling:

- Lowercase *b*. **Say:** *A lowercase **b** is pull down, push up to the middle and around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *B*. **Say:** *An uppercase **B** is pull down, lift, start at the top, around and around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Cc

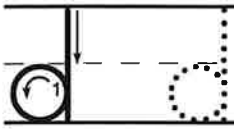


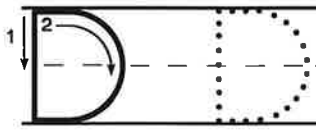
Teacher Modeling:

- Lowercase *c*. **Say:** *A lowercase* ***c*** *is a circle back and open.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *C*. **Say:** *An uppercase* ***C*** *is a circle back and open.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Dd



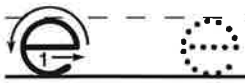


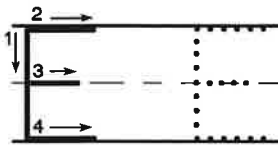
Teacher Modeling:

- Lowercase *d*. **Say:** *A lowercase **d** is a circle back around, push up to the top, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *D*. **Say:** *An uppercase **D** is a pull down, lift, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ee



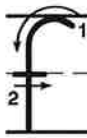


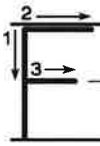
Teacher Modeling:

- Lowercase *e*. **Say:** *A lowercase* ***e*** *is a slide right, lift, circle left.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *E*. **Say:** *An uppercase* ***E*** *is a pull down, lift, on the top slide right, lift, in the middle slide right, lift, on the bottom slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ff



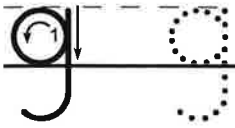


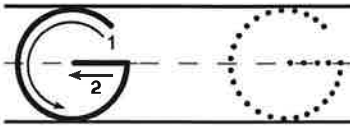
Teacher Modeling:

- Lowercase *f*. **Say:** *A lowercase* ***f*** *is curve back from the top, lift, cross in the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *F*. **Say:** *An uppercase* ***F*** *is pull down, lift, on the top slide right, lift, in the middle slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Gg



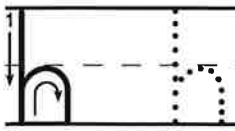


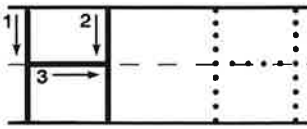
Teacher Modeling:

- Lowercase *g*. **Say:** *A lowercase **g** is circle back around, push up, pull down, curve in.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *G*. **Say:** *An uppercase **G** is circle back from the top, lift, slide left in the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Hh



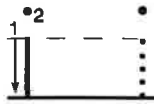


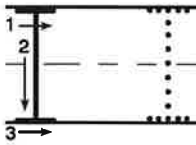
Teacher Modeling:

- Lowercase *h*. **Say:** *A lowercase* ***h*** *is pull down, push up to the middle, curve forward, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *H*. **Say:** *An uppercase* ***H*** *is pull down, lift, pull down, lift, cross in the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ii



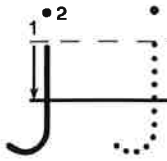


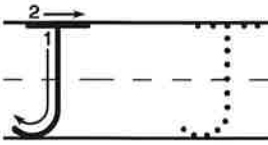
Teacher Modeling:

- Lowercase *i*. **Say:** *A lowercase **i** is pull down, lift, dot at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *I*. **Say:** *An uppercase **I** is across at the top, lift, pull down, lift, across at the bottom.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Jj



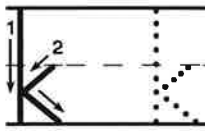


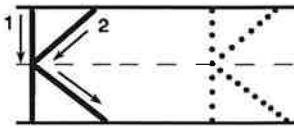
Teacher Modeling:

- Lowercase *j*. **Say:** *A lowercase **j** is pull down, curve back, lift, dot at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *J*. **Say:** *An uppercase **J** is pull down, curve back, lift, across at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Kk



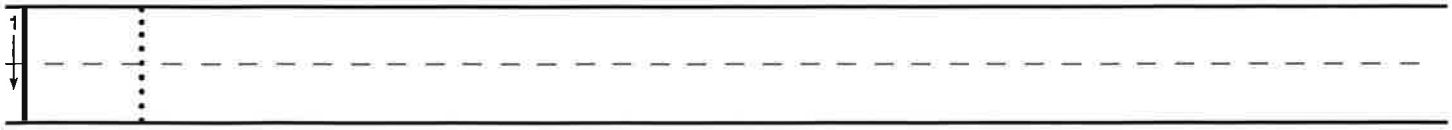


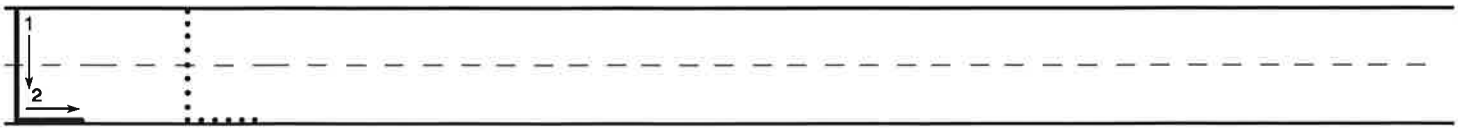
Teacher Modeling:

- Lowercase *k*. **Say:** *A lowercase* ***k*** *is pull down, lift, slant in, slant out.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *K*. **Say:** *An uppercase* ***K*** *is pull down, lift, slant in, slant out.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ll



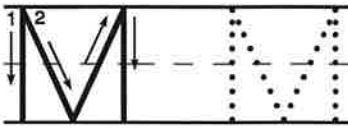


Teacher Modeling:

- Lowercase *l*. **Say:** *A lowercase **l** is pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *L*. **Say:** *An uppercase **L** is pull down, lift, slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Mm

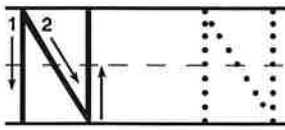


Teacher Modeling:

- Lowercase *m*. **Say:** *A lowercase* ***m*** *is pull down, push up, curve forward, pull down, push up, curve forward, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *M*. **Say:** *An uppercase* ***M*** *is pull down, lift, slant right, slant up, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Nn

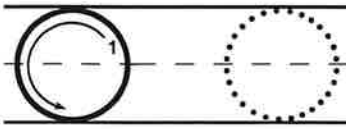


Teacher Modeling:

- Lowercase *n*. **Say:** *A lowercase **n** is pull down, push up, curve forward, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *N*. **Say:** *An uppercase **N** is pull down, lift, slant right, push up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Oo

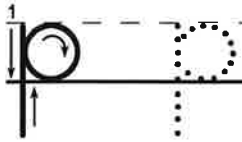


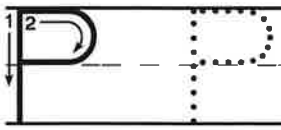
Teacher Modeling:

- Lowercase *o*. **Say:** *A lowercase **o** is a circle around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *O*. **Say:** *An uppercase **O** is a circle around.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Pp



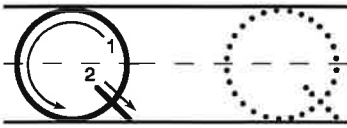


Teacher Modeling:

- Lowercase *p*. **Say:** *A lowercase **p** is pull down, push up, circle forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *P*. **Say:** *An uppercase **P** is pull down, lift, circle forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Qq

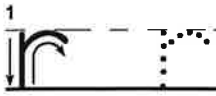


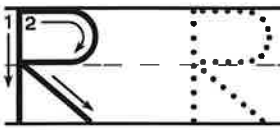
Teacher Modeling:

- Lowercase *q*. **Say:** *A lowercase* ***q*** *is circle back around, push up, pull down, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *Q*. **Say:** *An uppercase* ***Q*** *is circle around, lift, slant right at the bottom.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Rr



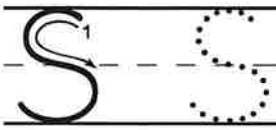


Teacher Modeling:

- Lowercase *r*. **Say:** *A lowercase **r** is pull down, push up, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *R*. **Say:** *An uppercase **R** is pull down, lift, curve forward, slant right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ss

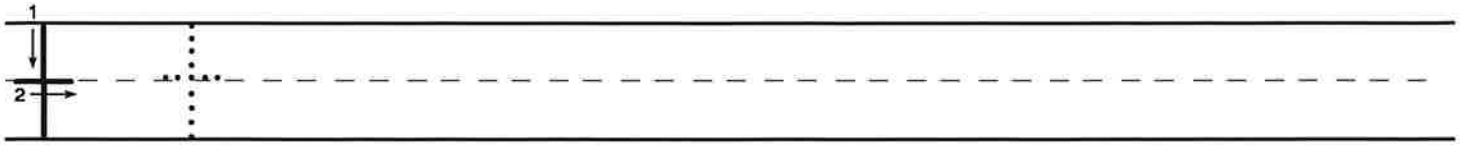


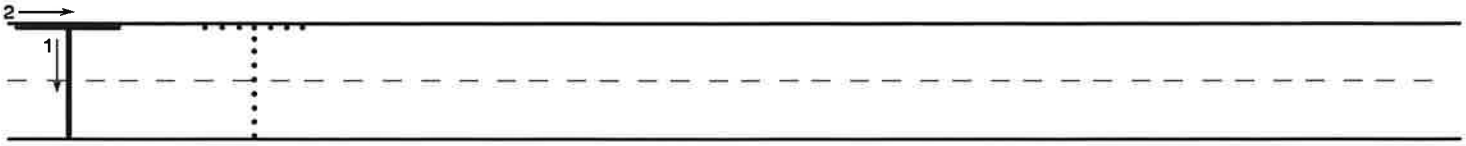
Teacher Modeling:

- Lowercase *s*. **Say:** *A lowercase **s** is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *S*. **Say:** *An uppercase **S** is curve back, curve forward.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Tt



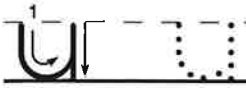


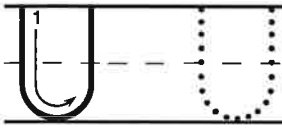
Teacher Modeling:

- Lowercase *t*. **Say:** *A lowercase* ***t*** *is pull down, lift, cross at the middle.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *T*. **Say:** *An uppercase* ***T*** *is pull down, lift, cross at the top.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Uu



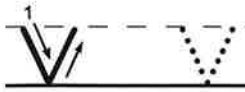


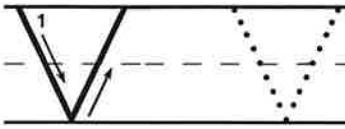
Teacher Modeling:

- Lowercase *u*. **Say:** *A lowercase* ***u*** *is pull down, curve forward, push up, pull down.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *U*. **Say:** *An uppercase* ***U*** *is pull down, curve forward, push up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Vv



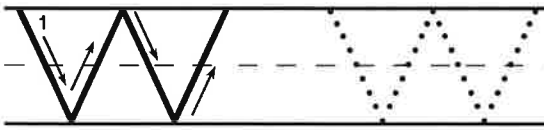


Teacher Modeling:

- Lowercase *v*. **Say:** *A lowercase* ***v*** *is slant right, slant up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *V*. **Say:** *An uppercase* ***V*** *is slant right, slant up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Ww

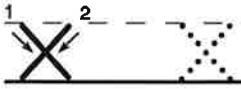


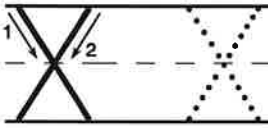
Teacher Modeling:

- Lowercase *w*. **Say:** *A lowercase* ***w*** *is slant right, slant up, slant right, slant up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *W*. **Say:** *An uppercase* ***W*** *is slant right, slant up, slant right, slant up.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Xx



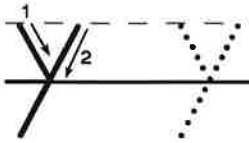


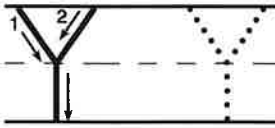
Teacher Modeling:

- Lowercase *x*. **Say:** *A lowercase* ***x*** *is slant right, lift, slant left.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *X*. **Say:** *An uppercase* ***X*** *is slant right, lift, slant left.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Yy



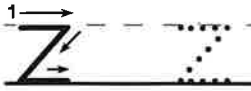


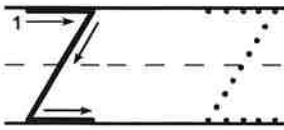
Teacher Modeling:

- Lowercase *y*. **Say:** *A lowercase **y** is slant right, lift, slant left and past the bottom line.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *Y*. **Say:** *An uppercase **Y** is slant right to the middle, lift, slant left to the middle, pull down straight to the bottom line.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date: _____

Zz





Teacher Modeling:

- Lowercase *z*. **Say:** *A lowercase* ***z*** *is slide right, slant left, slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.
- Uppercase *Z*. **Say:** *An uppercase* ***Z*** *is slide right, slant left, slide right.* Match the timing of your speech with the action of modeling the letter formation. Have students trace and write the letter 10 times.

Name: _____ Date of Observation: _____

Letter Formation Assessment

Use the Observation Checklist to formally assess each student's mastery of letter formation.

When to Administer: Administer this assessment three times a year—beginning, middle, and end.

- Letter formation is best assessed by reviewing a student's writing. Collect three samples of the student's work.
- Evaluate the letter formation and circle on the chart below letters for which students form inconsistently or incorrectly.

  Mark both uppercase and lowercase letters.

Next Steps: Use the results to form small group handwriting lessons. Model how to write each letter, and provide opportunities for students to trace the letter, then practice writing it on paper. Remind students to say the letter's sound when writing the letter. Finally, have students copy and write 5-7 words containing the letter.

Uppercase Letters	Lowercase Letters
A B C D E	a b c d e
F G H I J	f g h i j
K L M N O	k l m n o
P Q R S T	p q r s t
U V W X Y Z	u v w x y z

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