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INTRODUCTION TO GETTY-DUBAY® ITALIC HANDWRITING

This is the second of seven workbooks in the *Getty-Dubay® Italic Handwriting Series* providing instruction in basic italic handwriting. It is designed for the beginning reader and is recommended for late kindergarten, grade one and/or early second grade.

The twenty-six lowercase letters and the twenty-six capitals are introduced alphabetically one letter per page. The standard writing tool is the pencil although other tools such as a fiber tip pen may be used.

Each page is designed for the student to trace the models, write letters at the given dots and in the blank spaces, and to write a 'best' letter in the empty box on each alphabet page.

This is not meant to be a reading program, but written communication is indeed composed of words and sentences, not merely isolated letters. To reinforce the way in which we use letters, words and sentences are included on each letter page. Notations at the bottom left of each page are to assist the teacher, parent, or instructional assistant in introducing the sentences. Using direct instruction, review the letters and vocabulary with the student before the student turns to the correct page in this book.

It is essential that the instructor provide an understanding of the use of the dot and the arrow to assist the writer in completing the pages successfully.

Assessment is the key to improvement. The self-assessment method used in the *Getty-Dubay® Italic Handwriting Series* enables the student to monitor progress. Step 1: the student is

asked to look at the writing and affirm what is the best. Questions are asked generally requiring a yes/no answer. "Yes" is affirmative of a task accomplished and "No" indicates work to be done. Step 2: the student is asked to plan what needs to be improved and how to accomplish this. Step 3: the student is asked to put the plan into practice. (In BOOKS A, B, C only step 1 occurs.) This LOOK, PLAN, PRACTICE format provides self-assessment skills applicable to all learning situations.

The *Getty-Dubay® Italic Handwriting Series* INSTRUCTION MANUAL is to be used in conjunction with this book. Explanations and in-depth descriptions of lowercase letters, joins, capitals and numerals are presented in the manual, emphasizing shape, strokes, size, slope and spacing of the letters as well as the speed. Handwriting activities are also included.

BOOK C follows this book and is designed to reinforce basic letter forms and to provide an introduction to cursive italic.

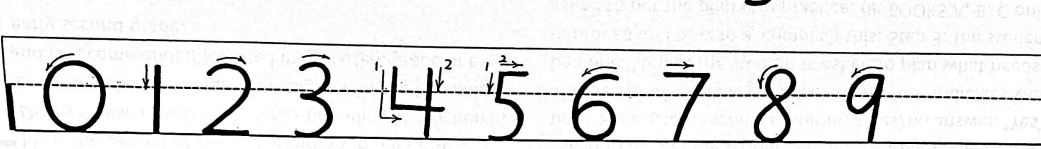
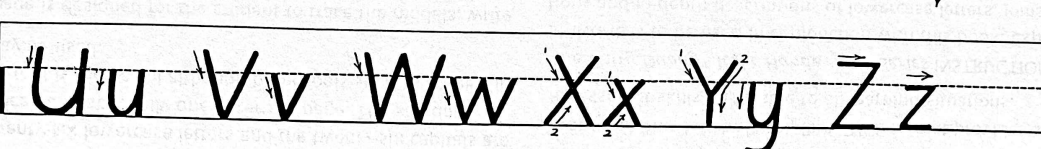
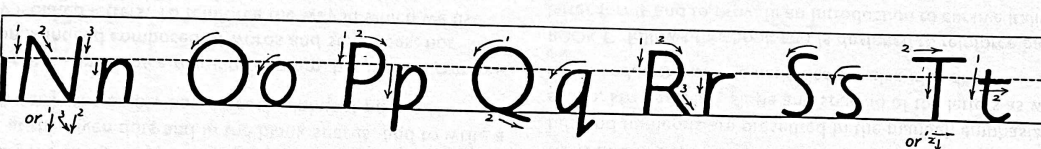
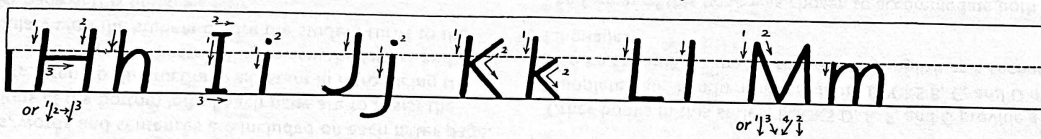
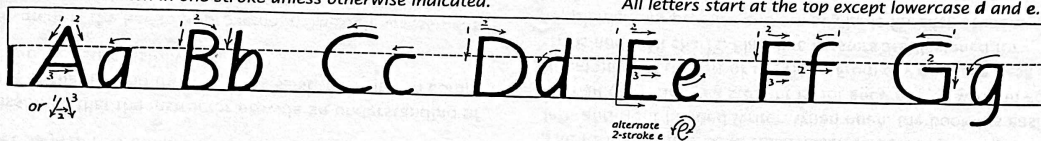
Other books in this series, BOOKS D, E, F, and G provide a complete italic handwriting program. BOOKS B, C, and D may also be suitable for the person learning English as a second language.

The format of this book was chosen to accommodate both the left- and right-handed writer. When open, the book fits easily on a small desk, and the student is not encumbered with an additional page to the left or the right. From day one, use desk strips and wall charts. Blackline masters are designed for supplementary practice and are available for each student book.

GETTY-DUBAY® ITALIC HANDWRITING SERIES BASIC ITALIC ALPHABET

All letters written in one stroke unless otherwise indicated.

All letters start at the top except lowercase *d* and *e*.



GETTY-DUBAY® HANDWRITING REMINDERS

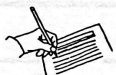
PENCIL HOLD

Hold the pencil with the thumb and index finger, resting it on the middle finger. Rest the shaft of the pencil near the large knuckle. Hold the tool firmly and avoid pinching. To relax the hand, tap index finger on the pencil three times. Avoid 'thumb wrap' and a 'death grip'.



PAPER POSITION

LEFT-HANDED: If the left-handed student writes with the wrist below the writing line, turn paper clockwise so it is slanted to the right, as illustrated. If the left-handed student writes with a hook, with the wrist above the writing line, turn the paper counter-clockwise so it is slanted to the left, as illustrated. (Similar to right-handed position)



RIGHT-HANDED: If the student is right-handed, turn paper counter-clockwise so it is slanted to the left, as illustrated.



POSTURE

Rest feet flat on the floor and keep back comfortably straight without slumping. Rest forearms on writing surface. The student holds workbook or paper with the nonwriting hand so that the writing area is centered in the front of the student.



PRACTICE PAPER

Books A & B—at the beginning of the year, use unlined paper to introduce letters. Then use lined paper in conjunction with workbooks. Lined sheets for BOOK B are located at the end of BOOK B and in the INSTRUCTION MANUAL.

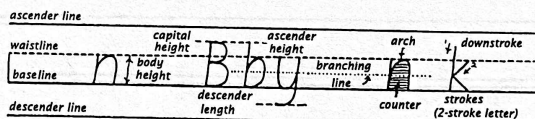
MATERIALS

The GETTY-DUBAY® ITALIC HANDWRITING SERIES workbooks, BOOKS A-G, and the INSTRUCTION MANUAL constitute a step-by-step program. Related materials consist of:

1. BLACKLINE MASTERS/WORKSHEETS - half sheets for introduction to or review of workbook pages.

2. CLASSROOM WALL CHARTS - basic and cursive italic.
3. DESK STRIPS - basic and cursive italic

VOCABULARY



DIRECT INSTRUCTION

Several sessions of direct instruction each week are essential for a successful program. BOOKS A & B - 10 to 20 minute sessions three to five times weekly are recommended.

- **SHAPE & STROKE SEQUENCE** – teach basic italic in letter family groups, or according to the reading program in grade 1.
- **SLOPE** – encourage a consistent letter slope. Vertical letters (0° slope) may be the easiest to teach to some students.
- **SIZE** – when using lines, teach students to go halfway into the ascender and descender spaces to avoid overlapping letters when using two spaces for a line of writing. If this is too difficult for a student, have that student bump the ascender and descender lines. A recommended progression through this book is one letter (lowercase and capital) per week.

SPACING

Letters within words are tightly spaced. Between words leave a space the width of a student's two fingers; use less space between words on pages 30 – 56.

ASSESSMENT

Assessment is the key to improving handwriting. In this book we introduce the first of three steps in the LOOK, PLAN, PRACTICE self-assessment process. The students look at their own writing and answer any questions on the page. The pencil indicates the student is to make a written response, generally by circling "yes" or "no". The teacher may encourage students to award themselves a star at the top of the page when they notice self-improvement.

6 purple

5 blue

4 green

3 yellow

2 orange

1 red

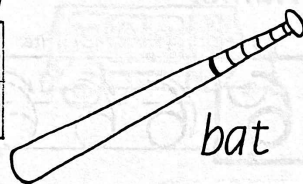
Trace, then write

• abcdefghijklmnopqrstuvwxyz

Name: _____

one stroke letter, no pencil lift/b,p family

1 **b** b b b b



2 b b b

Read, trace, write:

3 bat bat . . .

4 A boy has a bat

Copy sentence:

5 A

First page with a solid-line sentence

6
5
4
3
2
1

Copy sentence:
Is Vat in a black van?



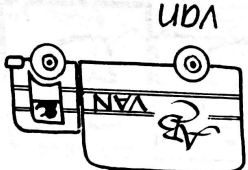
Capital V:
VAN VAN

Read, trace, write:
V V V V V

one stroke letter, no lift/k, v, w, x, z family

Name: _____

If you have room, write Yes or No.

Name: _____

one stroke letter, no lift/h, m, n, r family


1
2
3
4
5

hen

hen hen

hen had a hen.

Copy sentence:
hen



5 This

4 This is Litt's tan lamp.

3 lamp lamp

2

Read, trace, write:

1

Name: _____

one stroke letter, no lift/h, m, n, r family

lamp

Name: _____

one stroke letter, no lift/h, m, n, r family

1 r

2

Read, trace, write:

3 red red

4 rope rope

5 Rich has a red rope.

6

Copy sentence:

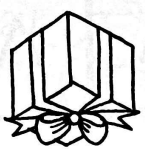
5
Gib
Copy sentence:

4
Gib gets a gift.

3
Gib
Read, trace, write:

2
G
two stroke letter, one lift

1
G
Name:



gift

Name: _____ one stroke letter, no lift

1
V
Vic's vest

2
V
Read, trace, write:

3
Vic's - Vic's - Vic's

4
vest - vest - vest

5
Is Vic's vest blue? Yes No
Circle one: ↘

6
Copy sentence: _____
Write Yes or No: ↘

5
 Copy sentence: A boy has a bat.

4

3
 Read, trace, write: bat bat

2
 bat

1
 bat

one stroke letter, no pencil lift/b/p family

Name: _____

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

Trace, then write

1 red

2 orange

3 yellow

4 green

5 blue

6 purple

11 mm · Short and u
Getty-Dubay® Italic Handwriting Series · Book B

5

Copy sentence:

4

3

2

1

Read, trace, write:

cup has a can.

can can

can

one stroke letter, no lift/e, o, c, s family

Name: _____

Name: _____

Trace, then write:

0

1

2

3

4

5