Cursive Word Tracing and Copying Lines: Pattern-Based Practice

Original tasks 1, 2 / complete keys

Task 1

Pattern group -ain: practice the words 'rain', 'train', and 'plain'. For each word, trace the model twice on a tracing row, then copy it twice on a blank row. Use a hypothetical baseline-to-midline distance of 4 mm. Check x-height, tall letters, descenders, joins, and legibility.

Answer: Each word is traced twice and copied twice. The copies keep a, i, and n between baseline and midline; t's stem rises above the midline with its crossbar near the midline, and l rises above the midline; p falls below the baseline. Joins are connected and each word is readable without the model. One adjustment is recorded for the word with the least consistent join.

Reason: The -ain ending repeats the same final join sequence across three words, so tracing and copying the group builds a transferable movement pattern. Checking the convention after copying reveals whether the pattern was retained.

Check: Read each copied word aloud without looking at the model. Verify that x-height letters stay between baseline and midline, tall letters rise above the midline, t's stem rises above the midline with its crossbar near the midline, descenders fall below the baseline, and joins are connected.

Task 2

Pattern group tr-: practice the words 'tree', 'trip', and 'track'. Trace each word twice, then copy each word twice on a blank row. Use a hypothetical x-height space of 4 mm. After copying, circle one feature to keep and one feature to adjust.

Answer: The traced and copied words follow the convention. t's stem rises above the midline with its crossbar near the midline, and the ascender of k rises above the midline; r, e, i, and a stay between baseline and midline; p in 'trip' falls below the baseline. The tr- join is connected in each copy. The circled adjustment is to keep the r-to-e join open enough for legibility.

Reason: The tr- cluster appears at the start of all three words, so the initial join is practiced repeatedly. Copying without tracing tests whether the cluster can be produced without the guided model.

Check: Compare each copy to its traced model. Check that the tr- join is connected, that x-height letters stay between baseline and midline, that t's stem rises above the midline with its crossbar near the midline, and that each word is readable without the model.

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Original tasks 3, 4 / complete keys

Task 3

Pattern group -ight: practice the words 'light', 'night', and 'right'. Trace each word twice, then copy each word twice. Use a hypothetical baseline-to-midline distance of 4 mm. Note any letter style that differs from the model but remains legible.

Answer: The copies keep i, g, h, and t consistent with the convention: i stays between baseline and midline with its dot above the midline, g falls below the baseline, h rises above the midline, and t's stem rises above the midline with its crossbar near the midline. The -ight ending is connected and readable. One learner uses a slightly different g shape, which is noted as a valid alternative because it remains legible and follows the descender convention.

Reason: The -ight ending combines a descender (g) with tall letters (h, t), so it tests both parts of the convention in one pattern. Noting valid alternatives keeps the focus on legibility rather than exact shape matching.

Check: Read each word aloud without the model. Check that g falls below the baseline, h rises above the midline, t's stem rises above the midline with its crossbar near the midline, i stays between baseline and midline, and the ending is connected.

Task 4

Pattern group -ake: practice the words 'bake', 'cake', and 'make'. Trace each word twice, then copy each word twice. Use a hypothetical x-height space of 4 mm. After the session, record one success and one adjustment for the next session.

Answer: The copies keep a, c, e, and m between baseline and midline; b and k rise above the midline. The -ake ending is connected and each word is readable. The recorded success is consistent x-height across the row; the recorded adjustment is to slow the b-to-a join on the next session.

Reason: The -ake ending repeats a tall-letter-plus-x-height sequence, so it practices the transition between tall letters and x-height letters. Recording a success and an adjustment turns the session into a checkable next step.

Check: Verify that b and k rise above the midline, that a, c, e, and m stay between baseline and midline, that joins are connected, and that each word is readable without the model.

Trace the two models once each; then make two independent copies. Selected style / 4 mm body zone.

rain / tracing row

rain rain

Two sample copies / not a measured learner result

rain rain

Success: _____ Adjustment: _____

train / tracing row

train train

Two sample copies / not a measured learner result

train train

Success: _____ Adjustment: _____

plain / tracing row

plain plain

Two sample copies / not a measured learner result

plain plain

Success: _____ Adjustment: _____

Other legible letter styles are valid if the lesson body/ascender/descender and connected-join checks hold.

Trace the two models once each; then make two independent copies. Selected style / 4 mm body zone.

tree / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

trip / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

track / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

Other legible letter styles are valid if the lesson body/ascender/descender and connected-join checks hold.

Trace the two models once each; then make two independent copies. Selected style / 4 mm body zone.

light / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

night / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

right / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

Other legible letter styles are valid if the lesson body/ascender/descender and connected-join checks hold.

Trace the two models once each; then make two independent copies. Selected style / 4 mm body zone.

bake / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

cake / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

make / tracing row



Two sample copies / not a measured learner result



Success: _____ Adjustment: _____

Other legible letter styles are valid if the lesson body/ascender/descender and connected-join checks hold.

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Source rubric / reflection

- [ ] X-height letters stay between the baseline and the midline.
- [ ] Tall letters rise above the midline, t's stem rises above the midline with its crossbar near the midline, and descenders fall below the baseline.
- [ ] Joins are connected and the word is readable without the model.
- [ ] The same letter is formed consistently across the row.
- [ ] Valid alternative letter styles are accepted when the convention and legibility are maintained.
- [ ] One success and one adjustment are recorded for the next session.

Reflection: What did you check, what did you change, and what will you try next?