

# Really Great Handwriting



for Blast

A Bridge Between Reading  
and Spelling for Blast Students



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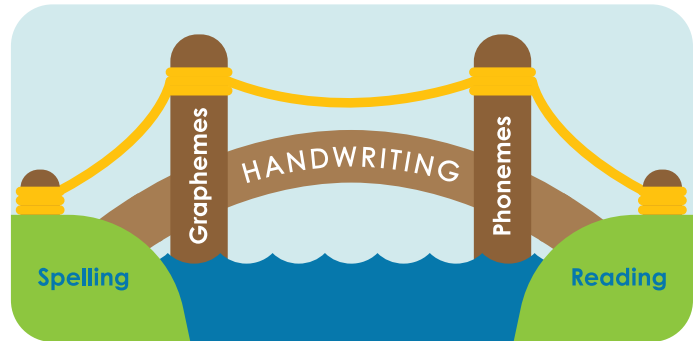
# Blast Scope and Sequence

## Introduction

Really Great Reading is excited to present a sample of our brand new Really Great Handwriting program, launching for Back to School 2023. This program is designed to work in conjunction with Blast decoding and encoding instruction. Blast's Really Great Handwriting focuses on helping students achieve proficiency in letter formation and writing conventions to facilitate and reinforce decoding and encoding. Letter formation is taught in conjunction with letter-sound instruction in each Lesson 1, and all letters are cumulatively reviewed throughout the program through dictation and writing practice. This packet contains samples of the handwriting routines, lessons, and tools that will be included in the program.

## Scope and Sequence Options

Really Great Handwriting includes two scope and sequence options. The first follows Blast's scope and sequence and teaches letter formation according to the Blast letter clusters. The alternative scope and sequence is organized based on each letter's formation using vocabulary from our verbal pathways. When letters are grouped by formation and not by a phonics sequence, students are able to learn, reinforce, and master similar strokes that are used to form letters. This can help students avoid reversals and practice orienting their letters correctly. Both of these scope and sequence options can be found on the following pages.



Remember, proper handwriting is essential to helping students bridge the gap between reading and spelling! Remind students to take their time and that forming letters can help them avoid reversals and missed phonemes.

Really Great Handwriting Blast Foundations				
Unit	Lesson 1	Lesson 2	Lesson 3, 4, and 5	
	Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
1	<ul style="list-style-type: none"> <li>Introduction to Blast Foundations</li> <li>Demonstrate the importance of reading accurately</li> <li>Introduce Blast Student Kits and Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Blast Foundations</li> <li>Structure of the alphabet</li> <li>Letters can have names or sounds</li> <li>Introduce Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Blast Foundations</li> <li>Short and long vowel sounds and patterns</li> <li>Identification of short and long vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Instruction in Verbal Pathways</li> </ul>
2	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>m, t, &amp; s</b></li> <li>Teach Look, Think, Say! routine</li> <li>Teach Pop-Up and 3-Up games</li> </ul>	<ul style="list-style-type: none"> <li>Define phoneme</li> <li>Introduce sound boxes</li> <li>Teach Finger-stretching</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Build a Word</li> <li>Closed Syllables</li> <li>Reading &amp; Spelling Closed Syllable words with Short A &amp; Short I</li> <li>Introduce Spell It!</li> </ul>	<ul style="list-style-type: none"> <li>Capital <b>M, T, S, A</b> (names, proper nouns)</li> <li>Handwriting Application &amp; Practice</li> </ul>
3	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>f, d, &amp; t</b></li> </ul>	<ul style="list-style-type: none"> <li>the, of, you, and, to</li> </ul>	<ul style="list-style-type: none"> <li>Short A &amp; Long A</li> </ul>	
4	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>g, i, &amp; h</b></li> <li>Teach Read a Row game</li> </ul>	<ul style="list-style-type: none"> <li>in, is, for, that, it</li> </ul>	<ul style="list-style-type: none"> <li>Short I &amp; Long I</li> </ul>	
5	<ul style="list-style-type: none"> <li>Consonant Letter Sounds <b>g, i, &amp; h</b></li> <li>Teach Read a Row game</li> </ul>	<ul style="list-style-type: none"> <li>he, was, his, on, are</li> </ul>	<ul style="list-style-type: none"> <li>Short E &amp; Long I</li> </ul>	

Really Great Handwriting Blast Scope and Sequence			
<p>Really Great Handwriting includes two scopes and sequences. One scope and sequence follows Blast's scope and sequence. This alignment is powerful because it allows students to connect the sound, formation, and identification of the letter together. This can lead to increased mastery and strengthens orthographic mapping.</p> <p>The additional scope and sequence is organized based on the letter's formation using vocabulary from our verbal pathways. When letters are grouped by formation and not a phonics sequence, students are able to learn, reinforce, and master similar strokes that are used to form letters. This can help students avoid reversals and practice orienting their letters correctly.</p> <p>The additional scope and sequence can be used to support students who are struggling to remember the formation patterns. Teachers can reference this scope and sequence to find letters that students have mastered and formed similarly to the letters students are struggling with. Teachers can use the strokes from the mastered letter and help their students compare it to the letter the students are struggling with. The scope and sequence can also give students confidence in knowing that they are able to use just a handful of strokes to form every letter in the alphabet. Arranging letters by formation can help students master letter formations quickly which frees up more working memory for decoding, encoding, and comprehension.</p>			
Planet O Letters	Star Line Letters	Moon Line Letters	Zoom Letters
a	b	i	v
c	f	j	w
d	h	m	x
e	k	n	y
g	l	p	z
o	t	r	
q		u	
s			
C	F	B	A
G	I	D	V
O	J	E	W
Qu	T	H	X
S		K	Y
		L	Z
		M	
		N	
		P	
		R	
		U	



# Really Great Handwriting

## Blast Foundations

Unit	Lesson 1		Lesson 2	Lesson 3, 4, and 5
	Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
1	Blast	<ul style="list-style-type: none"><li>Introduction to <i>Blast Foundations</i></li><li>Demonstrate the importance of reading accurately</li><li>Introduce <i>Blast Student Kits</i> and <i>Workbooks</i></li></ul>	<ul style="list-style-type: none"><li>Introduction to <i>Blast Foundations</i></li><li>Structure of the alphabet</li><li>Letters can have names or sounds</li><li>Introduce <i>Word Sort</i></li></ul>	<ul style="list-style-type: none"><li>Introduction to <i>Blast Foundations</i></li><li>Short and long vowel sounds and motions</li><li>Identification of short and long vowel sounds</li></ul>
	Handwriting	<ul style="list-style-type: none"><li>Glossary of Handwriting Terminology</li></ul>	<ul style="list-style-type: none"><li>Glossary of Handwriting Terminology</li></ul>	<ul style="list-style-type: none"><li>Instruction in Verbal Pathways</li></ul>
2	Blast	<ul style="list-style-type: none"><li>Consonant Letter Sounds <b>m, t, &amp; s</b></li><li>Teach <i>Look, Think, Say!</i> routine</li><li>Teach <i>Pop-Up</i> and <i>3-Up</i> games</li></ul>	<ul style="list-style-type: none"><li>Define phoneme</li><li>Introduce sound boxes</li><li>Teach <i>Finger-stretching</i></li></ul>	<ul style="list-style-type: none"><li>Introduce <i>Build a Word</i></li><li>Closed Syllables</li><li>Reading &amp; Spelling Closed Syllable words with Short A &amp; Short I</li><li>Introduce <i>Spell It!</i></li></ul>
	Handwriting	<ul style="list-style-type: none"><li>Teach formation: <b>m, t, s, a</b></li></ul>	<ul style="list-style-type: none"><li>Review: <b>m, t, s, a</b></li></ul>	<ul style="list-style-type: none"><li>Capital <b>M, T, S, A</b> (names, proper nouns)</li><li>Handwriting Application &amp; Practice</li></ul>
3	Blast	<ul style="list-style-type: none"><li>Consonant Letter Sounds <b>f, d, &amp; r</b></li></ul> <b>the, of, you, and, to</b>	<ul style="list-style-type: none"><li>Short A &amp; Long A</li></ul>	<ul style="list-style-type: none"><li>Reading &amp; Spelling Nonsense Words with Short A and Short I</li><li>Introduce <i>Detective Work</i></li><li>Introduce <i>Phrases &amp; Sentences to Read</i></li></ul>
	Handwriting	<ul style="list-style-type: none"><li>Teach formation: <b>f, d, r, i</b></li></ul>	<ul style="list-style-type: none"><li>Review: <b>f, d, r, i</b></li></ul>	<ul style="list-style-type: none"><li>Capital <b>F, D, R, I</b> (names, proper nouns)</li><li>Handwriting Application &amp; Practice</li></ul>
4	Blast	<ul style="list-style-type: none"><li>Consonant Letter Sounds <b>g, l, &amp; h</b></li><li>Teach <i>Read a Row</i> game</li></ul> <b>in, is, for, that, it</b>	<ul style="list-style-type: none"><li>Short I &amp; Long I</li></ul>	<ul style="list-style-type: none"><li>Digraph <b>sh</b></li><li>Reading &amp; Spelling with Short A and Short I</li></ul>
	Handwriting	<ul style="list-style-type: none"><li>Teach formation: <b>g, l, h, o</b></li></ul>	<ul style="list-style-type: none"><li>Review: <b>g, l, h, o</b></li></ul>	<ul style="list-style-type: none"><li>Capital <b>G, L, H, O</b> (names, proper nouns)</li><li>Handwriting Application &amp; Practice</li><li>Write: digraph <b>sh</b></li></ul>
5	Blast	<ul style="list-style-type: none"><li>Consonant Letter Sounds <b>g, l, &amp; h</b></li><li>Teach <i>Read a Row</i> game</li></ul> <b>he, was, his, on, are</b>	<ul style="list-style-type: none"><li>Short I &amp; Long I</li></ul>	<ul style="list-style-type: none"><li>Digraph <b>sh</b></li><li>Reading &amp; Spelling with Short A and Short I</li></ul>

Unit		Lesson 1		Lesson 2	Lesson 3, 4, and 5
		Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
5	Handwriting	• Teach formation: <b>b, n, c, u</b>		• Review: <b>b, n, c, u</b>	<ul style="list-style-type: none"> <li>• Capital <b>B, N, C, U</b> (names, proper nouns)</li> <li>• Handwriting Application &amp; Practice</li> </ul>
	Blast	• Consonant Letter Sounds <b>k, w, &amp; v</b>	<b>as, with, this, they, if</b>	• Short O & Long O	• Digraph <b>th</b>
6	Handwriting	• Teach formation: <b>k, w, v</b>		• Review: <b>k, w, v</b>	<ul style="list-style-type: none"> <li>• Capital <b>K, W, V, O</b> (names, proper nouns)</li> <li>• Handwriting Application &amp; Practice</li> <li>• Write: digraph <b>th</b></li> </ul>
	Blast	• Consonant Letter Sounds <b>j, p, &amp; y</b>	<b>at, be, or, have, from</b>	• Short E & Long E	• Reading & Spelling with Short E
7	Handwriting	• Teach formation: <b>j, p, y, e</b>		• Review: <b>j, p, y, e</b>	<ul style="list-style-type: none"> <li>• Capital <b>J, P, Y, E</b> (names, proper nouns)</li> <li>• Handwriting Application &amp; Practice</li> </ul>
	Blast	• Consonant Letter Sounds <b>b, x, &amp; z</b>	<b>one, had, by, but, not</b>	• Review Short & Long A, Short & Long I	• Digraphs <b>ch &amp; wh</b>
8	Handwriting	• Teach formation: <b>x, z</b>		• Review: <b>b, x, z</b>	<ul style="list-style-type: none"> <li>• Capital <b>X, Z</b> (names, proper nouns)</li> <li>• Handwriting Application &amp; Practice</li> <li>• Write: digraphs <b>ch &amp; wh</b></li> </ul>
	Blast	• Consonant Letter Sounds <b>qu, y, &amp; x</b>	<b>what, all, were, we, when</b>	• Review Short & Long O, Short & Long U	• Digraph <b>ck</b>
9	Handwriting	• Teach formation: <b>qu</b>		• Review: <b>qu, y, x</b>	<ul style="list-style-type: none"> <li>• Capital <b>Q</b> (names, proper nouns)</li> <li>• Handwriting Application &amp; Practice</li> <li>• Write: digraph <b>ck</b></li> </ul>
	Blast	• Trigraphs <b>tch &amp; dge</b>	<b>your, can, said, there, down</b>	• Review Short & Long E	• Trigraphs <b>tch &amp; dge</b>
10	Blast				

Unit		Lesson 1		Lesson 2	Lesson 3, 4, and 5
		Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
10	Handwriting	<ul style="list-style-type: none"> <li>Handwriting application: <b>tch, dge</b></li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Cumulative Review</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Practice &amp; Dictation</li> </ul>
11	Blast	<ul style="list-style-type: none"> <li>Letter chunks <b>al</b> &amp; <b>all</b></li> </ul>	<b>an, come, which, she, do</b>	<ul style="list-style-type: none"> <li>Cumulative review of Short and Long Vowels with segmenting</li> </ul>	<ul style="list-style-type: none"> <li>Double Trouble Rule</li> <li>Chunk <b>all</b></li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Handwriting application: <b>al, all</b></li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Cumulative Review</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Practice &amp; Dictation</li> </ul>
12	Blast	<ul style="list-style-type: none"> <li>Graphemes <b>ff, ll, &amp; ss</b></li> </ul>	<b>how, their, want, will, up</b>	<ul style="list-style-type: none"> <li>Cumulative review of Short and Long Vowels with blending</li> </ul>	<ul style="list-style-type: none"> <li>Short vowel spelling rules: Double Trouble, Digraph <b>ck</b>, &amp; Trigraphs <b>tch</b> &amp; <b>dge</b></li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Handwriting application: <b>ff, ll, ss</b></li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Cumulative Review</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Practice &amp; Dictation</li> </ul>
13	Blast	<ul style="list-style-type: none"> <li>No new letter sounds</li> </ul>	<b>may, no, now, came, out</b>	<ul style="list-style-type: none"> <li>2-sound blends</li> </ul>	<ul style="list-style-type: none"> <li>2-sound blends</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Subject: What is it?)</li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Subject: Identify it)</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Subject: Use it)</li> </ul>
14	Blast	<ul style="list-style-type: none"> <li>No new letter sounds</li> </ul>	<b>many, these, then, so, some</b>	<ul style="list-style-type: none"> <li>Teach <i>Whale Talk</i></li> <li>Teach <i>Syllable Stomp</i></li> <li>Teach segmenting syllables</li> </ul>	<ul style="list-style-type: none"> <li>Reading two-syllable words with Closed Syllables</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Verb: What is it?)</li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Verb: Identify it)</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Verb: Use it)</li> </ul>
15	Blast	<ul style="list-style-type: none"> <li>No new letter sounds</li> </ul>	<b>them, her, would, make, like</b>	<ul style="list-style-type: none"> <li>Review <i>Whale Talk</i></li> <li>Review <i>Syllable Stomp</i></li> <li>Teach blending syllables</li> </ul>	<ul style="list-style-type: none"> <li>Spelling two-syllable words with Closed Syllables</li> </ul>

Unit		Lesson 1		Lesson 2	Lesson 3, 4, and 5
		Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
15	Handwriting	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Makes Sense: What is it?)</li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Makes Sense: Identify It)</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Makes Sense: Use It)</li> </ul>
16	Blast	<ul style="list-style-type: none"> <li>No new letter sounds</li> </ul>	<b>him, into, put, has, look</b>	<ul style="list-style-type: none"> <li>Review <i>Whale Talk</i></li> <li>Review <i>Syllable Stomp</i></li> <li>Review blending syllables</li> </ul>	<ul style="list-style-type: none"> <li>Open Syllables in one-syllable words</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Capital Letter &amp; Punctuation: What is it?)</li> </ul>		<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Capital Letter &amp; Punctuation: Identify It)</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting Application: Parts of a Sentence (Capital Letter &amp; Punctuation: Use It)</li> </ul>
17	Blast	<ul style="list-style-type: none"> <li>Letter chunk <b>ing</b></li> </ul>	<b>take, go, see, could, where</b>	<ul style="list-style-type: none"> <li>R-Controlled Vowel /or/</li> </ul>	<ul style="list-style-type: none"> <li>Reading two-syllable words with Open and Closed Syllables</li> <li>Chunk <b>ing</b></li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> <li>Write New Sound: /ing/</li> </ul>		<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> <li>Write New Sound: /or/</li> </ul>	<ul style="list-style-type: none"> <li>Writing Words and Dictation: Two-syllable words with Open and Closed Syllables &amp; Chunk <b>ing</b></li> </ul>
18	Blast	<ul style="list-style-type: none"> <li>Flexibility in sounds (schwa)</li> </ul>	<b>any, about, old, here, saw</b>	<ul style="list-style-type: none"> <li>R-Controlled Vowel /ar/</li> </ul>	<ul style="list-style-type: none"> <li>Reading two-syllable words with schwa</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> </ul>		<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> </ul>	<ul style="list-style-type: none"> <li>Writing Words and Dictation: Two-syllable words</li> </ul>
19	Blast	<ul style="list-style-type: none"> <li>Vowel-Consonant-e Spellings</li> </ul>	<b>little, ask, over, long, very</b>	<ul style="list-style-type: none"> <li>R-Controlled Vowel /er/</li> </ul>	<ul style="list-style-type: none"> <li>Reading one-syllable words with Vowel-Consonant-e</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> </ul>		<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: One-syllable words with Vowel-Consonant-e</li> </ul>
20	Blast	<ul style="list-style-type: none"> <li>Review of Vowel-Consonant-e Spellings</li> </ul>	<b>good, around, know, too, every</b>	<ul style="list-style-type: none"> <li>Cumulative review of R-Controlled Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Reading two-syllable words with Vowel-Consonant-e</li> </ul>

Unit	Lesson 1		Lesson 2	Lesson 3, 4, and 5
	Phoneme Fluency	High-Frequency, Sight Words	Phonemic Awareness	Phonics Concept, Reading and Spelling
20	Handwriting	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> <li>Review Spelling: Vowel-Consonant-e</li> </ul>	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> <li>Review Spelling: Vowel-Consonant-e</li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: Two-syllable words with Vowel-Consonant-e</li> </ul>
	Blast	<ul style="list-style-type: none"> <li>Long E Vowel Teams <b>ee</b> &amp; <b>ea</b></li> <li>Long A Vowel Teams <b>ai</b> &amp; <b>ay</b></li> <li><b>y</b> spells Long E</li> </ul> <p><b>pretty, away, after, think, going</b></p>	<ul style="list-style-type: none"> <li>Other Vowel /ōō/</li> </ul>	<ul style="list-style-type: none"> <li>Reading one- and two-syllable words with Long E and Long A Vowel Teams <b>ee, ea, ai, &amp; ay</b></li> <li><b>y</b> spells Long E</li> </ul>
21	Handwriting	<ul style="list-style-type: none"> <li>Write New Sounds: New Vowel Teams (<b>ee</b> &amp; <b>ea, ai</b> &amp; <b>ay, y</b> spells Long E)</li> </ul>	<ul style="list-style-type: none"> <li>Review Parts of a Sentence</li> <li>Review Writing Vowel Teams <b>ee, ea, ai,</b> &amp; spells Long E</li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: One and two-syllable words with Long E and Long A Vowel Teams <b>ee, ea, ai, &amp; ay</b> &amp; <b>y</b> spells Long E</li> </ul>
	Blast	<ul style="list-style-type: none"> <li>Long I Vowel Spelling <b>igh</b></li> <li>Long O Vowel Team <b>oa</b></li> </ul> <p><b>walk, before, again, who, been</b></p>	<ul style="list-style-type: none"> <li>Other Vowel /oi/</li> </ul>	<ul style="list-style-type: none"> <li>Reading one- and two-syllable words with Long I Spelling <b>igh</b> &amp; Long O Vowel Team <b>oa</b></li> </ul>
22	Handwriting	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Write New Sounds: New Vowel Teams (Long I Vowel Spelling <b>igh</b> &amp; Long O Vowel Team <b>oa</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Review Writing Vowel Spelling <b>igh</b> &amp; Vowel Team <b>oa</b></li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: One and two-syllable words with Long I Spelling <b>igh</b> &amp; Long O Vowel Team <b>oa</b></li> </ul>
	Blast	<ul style="list-style-type: none"> <li>3 Sounds of Suffix <b>-ed</b></li> </ul> <p><b>goes, always, because, own, only</b></p>	<ul style="list-style-type: none"> <li>Other Vowel /ou/</li> </ul>	<ul style="list-style-type: none"> <li>3 Sounds of Suffix <b>-ed</b></li> </ul>
23	Handwriting	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Write New Sounds: Suffix <b>-ed</b></li> </ul>	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Review Writing Suffix <b>-ed</b></li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: 3 Sounds of Suffix <b>-ed</b></li> </ul>
	Blast	<ul style="list-style-type: none"> <li>Inflectional Endings <b>-er, -ed, -s, -es, &amp; -ing</b></li> </ul> <p><b>give, our, both, does, write</b></p>	<ul style="list-style-type: none"> <li>Other Vowel /ōō/</li> </ul>	<ul style="list-style-type: none"> <li>Reading Words with Inflectional Endings</li> </ul>
24	Handwriting	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Write New Sounds: Inflectional Endings (<b>-er, -ed, -s, -es, &amp; -ing</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Review Writing Inflectional Endings (<b>-er, -ed, -s, -es, &amp; -ing</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Write New Words and Dictation: Inflectional Endings</li> </ul>
	Blast	<ul style="list-style-type: none"> <li>Cumulative Review &amp; Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Review of Other Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Review &amp; Celebration</li> </ul>
25	Handwriting	<ul style="list-style-type: none"> <li>Cumulative Handwriting Review</li> </ul>	<ul style="list-style-type: none"> <li>Review Sentence Writing</li> <li>Sentence Dictation</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Dictation</li> </ul>
	Blast	<ul style="list-style-type: none"> <li>Cumulative Review &amp; Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Review of Other Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Review &amp; Celebration</li> </ul>





# Really Great Handwriting Blast Scope and Sequence

Really Great Handwriting includes two scopes and sequences. One scope and sequence follows Blast's scope and sequence. This alignment is powerful because it allows students to connect the sound, formation, and identification of the letter together. This can lead to increased mastery and strengthens orthographic mapping.

The additional scope and sequence is organized based on the letter's formation using vocabulary from our verbal pathways. When letters are grouped by formation and not a phonics sequence, students are able to learn, reinforce, and master similar strokes that are used to form letters. This can help students avoid reversals and practice orienting their letters correctly.

The additional scope and sequence can be used to support students who are struggling to remember the formation patterns. Teachers can reference this scope and sequence to find letters that students have mastered and formed similarly to the letters students are struggling with. Teachers can use the strokes from the mastered letter and help their students compare it to the letter the students are struggling with. The scope and sequence can also give students confidence in knowing that they are able to use just a handful of strokes to form every letter in the alphabet. Arranging letters by formation can help students master letter formations quickly which frees up more working memory for decoding, encoding, and comprehension.



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

# Orbital Pathways: Preparing for Letter Formation

## Rationale

Really Great Handwriting features scripts (verbal paths) for formation of each lowercase and uppercase letter, as well as for the numbers 0-9. Verbal pathways use distinctive directional words to help students remember how to form the letters correctly. Really Great Handwriting uses consistent vocabulary in the verbal pathway for each letter. The vocabulary in this activity will allow students to practice using the vocabulary in the verbal pathways before they are asked to apply it to letter formation. In Really Great Handwriting, handwriting instruction is an opportunity to not only teach students how to form letters, but also as a pathway to spelling and writing success.

### Sample Glossary of the Pathways:

**Zoom:** move diagonally

**Land:** move straight down

**Thrust:** move straight (or around) to the left or to the right

**Take Off:** move straight up

**Lift Off:** pick up the pencil

**Touch Down:** put down the pencil

**Plunge:** move down past the Earth line

**Fall:** move down toward the Earth line, but not straight

**Orbit:** move counter-clockwise around

**Thump:** move to hit a line and then continue

### Sample verbal pathways

**a:** Moon line, orbit Planet O, take off, thump, land the rocket

**j:** Moon line, plunge past the Earth line and curve back, stop. Lift off, black hole.

**m:** Moon line, land the rocket; take off, thrust forward, land, take off, thrust forward, land the rocket

**o:** Moon line, orbit around Planet O

**x:** Moon line, zoom to Earth, lift off up to moon line, zoom back to Earth

## Sample Directions

1. Place the tip of your pencil on the star.
2. Follow the arrow and zoom your pencil down to the first dot.
3. Zoom up to the next dot.
4. Land your pencil down to the next dot.
5. Zoom out toward the edge of your paper.
6. Zoom in toward the center of your paper.
7. Freeze.
8. Zoom down.
9. Thrust back.
10. Freeze.
11. Zoom down.
12. Freeze.
13. Zoom up.
14. Zoom down.
15. Zoom up.
16. Freeze.
17. Thrust back.
18. Zoom in.
19. Zoom out.
20. Zoom in.
21. Freeze.
22. Take off.
23. Zoom in.
24. Zoom to the star.

# Orbital Pathways: Preparing for Letter Formation

Below are two ways that the orbital pathways are reinforced and practiced in Blast's Really Great Handwriting.

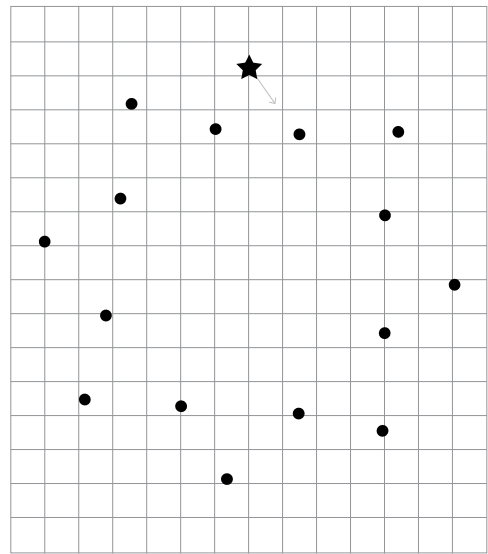
## Handwriting Practice

NAME: \_\_\_\_\_

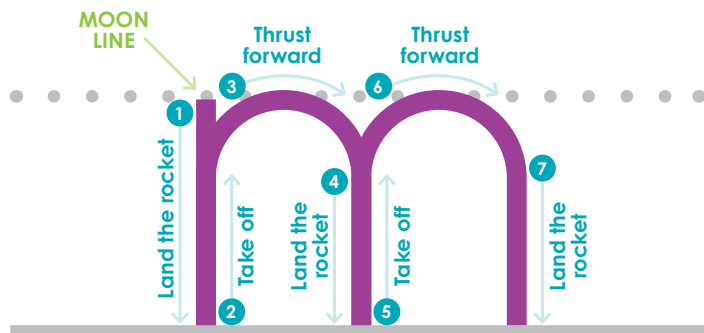


### Directions:

Listen to your teacher read the directions aloud to complete the shape. Use your pencil to follow along.



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# Command Center: Following Directions

## Rationale

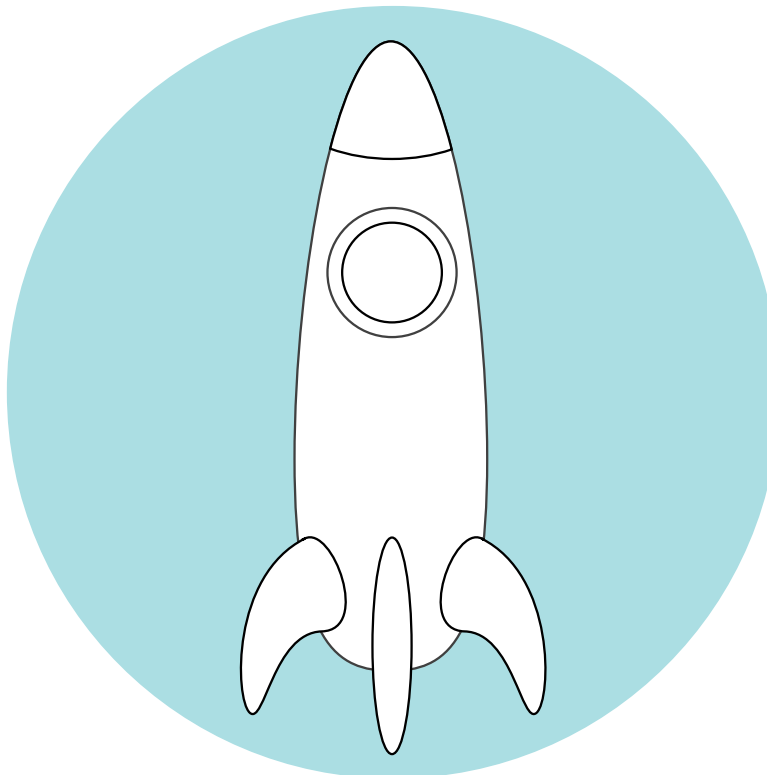
Following directions is an important part of the school environment and plays a major role in their school day. Students learn to follow directions to navigate the classroom and the school. Additionally, directions help students learn information. Students will follow directions to learn how to form letters or learn how to read. Really Great Handwriting includes several activities that help students practice following directions while learning some of the language and stamina needed to eventually write letters. This activity combines following directions with Countdown's directional words to prepare students for letter formation. It also leverages the Countdown Sound Story characters in a fun and engaging way.

## Sample Directions

1. Before coloring the nose of the rocket, color one of the fins purple.
2. Next, color the window blue.
3. After coloring the window blue, color the other two fins red.
4. Next, color the outline of the window black.
5. Before you color the body of the rocket, draw some fire coming out the bottom.
6. Last, color the body of the rocket your favorite color.

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NAME: ☾ .....  
🌍 \_\_\_\_\_  
.....

## Following Directions



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# Space Walk: Building Fine Motor Skills

## Rationale

Connecting dots is a great activity to help students build fine motor skills. It allows students to practice their pencil grip, posture, and paper placement before learning letter formation. This also allows students to practice having pencil control during writing, practice different handwriting strokes, and practice following directional words and handwriting vocabulary terms. This is also a good opportunity for students to understand how much pressure to use with their pencil during writing. Students can complete the activity by coloring in the picture using crayons. This gives students one more opportunity to build their fine motor skills.

## Sample Directions

1. **Say:** "We are going to practice controlling our pencil today! We are going to go on a space walk to create the astronaut's helmet. We are going to do this activity as a class. Remember, it's not a race. Place the tip of your pencil on the star. We'll move in the direction of the arrows. Ready? Let's step to the first dot. Ok, let's step again! Stop! Let's take two steps now! Stop! Let's take three steps." *(Students use their pencils to connect the dots.)*
2. Continue this pattern of alternating between your choice of a number of "steps" and stops to complete the rest of the helmet.
3. Remind students to follow your directions and to stay in control as needed.

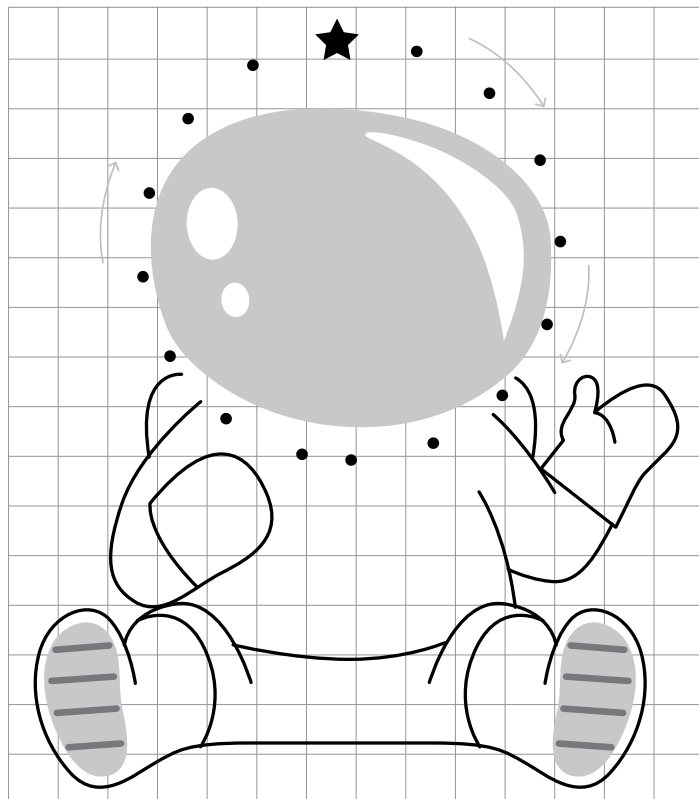
## Handwriting Practice

NAME: \_\_\_\_\_



### Directions:

Connect the dots to draw an astronaut's helmet.  
Don't let your lines cross!



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# Sample Handwriting Lesson

This Dictation lesson comes after students have learned the letter formations for the Cluster 2 letters.

## Unit 3 | Day 5

### Cluster 2: d, r, f, i

### Really Great Handwriting

#### Objectives

1. Students will use their knowledge of phonemes and graphemes to properly form the lowercase letters **d**, **f**, **r**, and **i** during dictation.
2. Students will be able to write graphemes, words, phrases, and sentences with the letters in Clusters 1 & 2.

#### Description

Students will be able to apply their new letter formation skills by writing graphemes, words, phrases, and sentences using Cluster 1 & 2 letters during dictation

#### Materials

- Handwriting Paper
- *Blast Online*
- Cluster 2 animations as needed

## Handwriting Application

**Say** "Today we are going to practice the sounds and letter formations that we have learned this week." (*Open Blast Online.*) Before we begin dictation, let's review the letters' names, sounds, and formations from Cluster 2." Ask students to identify the letters **d**, **f**, **r**, **i** and their sounds. (*Students respond*). As they identify their letter names and sounds, say the verbal pathway for each letter and have students repeat after you. (*Students respond.*) "Great! Now let's move into our Bridge time."

## Orbital Pathways

### Review (if needed):

- m:** Moon line, land the rocket; take off, thrust forward, land; take off, thrust forward, land the rocket
- t:** Star line, land the rocket; lift off to just above the moon, thrust forward
- s:** Moon line, small orbit of Planet O, stop, curve back to Earth
- a:** Moon line, orbit Planet O, take off, thump, land the rocket

### Unit 3 (Cluster 2) Pathways:

- d:** Moon line, orbit Planet O, take off to the stars, thump, land the rocket
- f:** Star line, curve up and back, land the rocket; lift off to the moon line, thrust forward
- r:** Moon line, land the rocket; thump, take off, thrust forward, stop
- i:** Moon line, land the rocket; lift off, black hole

## Handwriting Application

### Dictation:

- Pass out handwriting paper.
- Quickly review 3-Ps so that students are ready and in handwriting position.
- Quickly review Bridge routine (finger stretching for one-syllable words, Syllable Stomp and/or Whale Talk for multi-syllabic words, and arm tapping for phrases or sentences).

### Words

fit  
mat  
sift

### Phrases

dim it fast  
to the fat and mad rat

### Sentences

The sad rat sits.  
Did you fit?

## Teacher Jottings

- As students are writing, be sure to check to make sure students are forming their letters correctly.
- Monitor pencil grip, paper position, and posture.
- Make sure students are always starting their letters at the top.
- If students are struggling to form the letters, remind them to use the verbal pathways for support.

## Handwriting Editing

- Complete Self-Editing Checklist routine with the telescope.
- Have students mark their best word, phrase, and sentence.
- Have students mark their word, phrase, and sentence that need the most work.
- **Say** "Remember, your best might look different than your neighbor's best and that's okay. We celebrate everyone's talents and strengths, and we learn to grow and develop in areas that we may not be the best at."

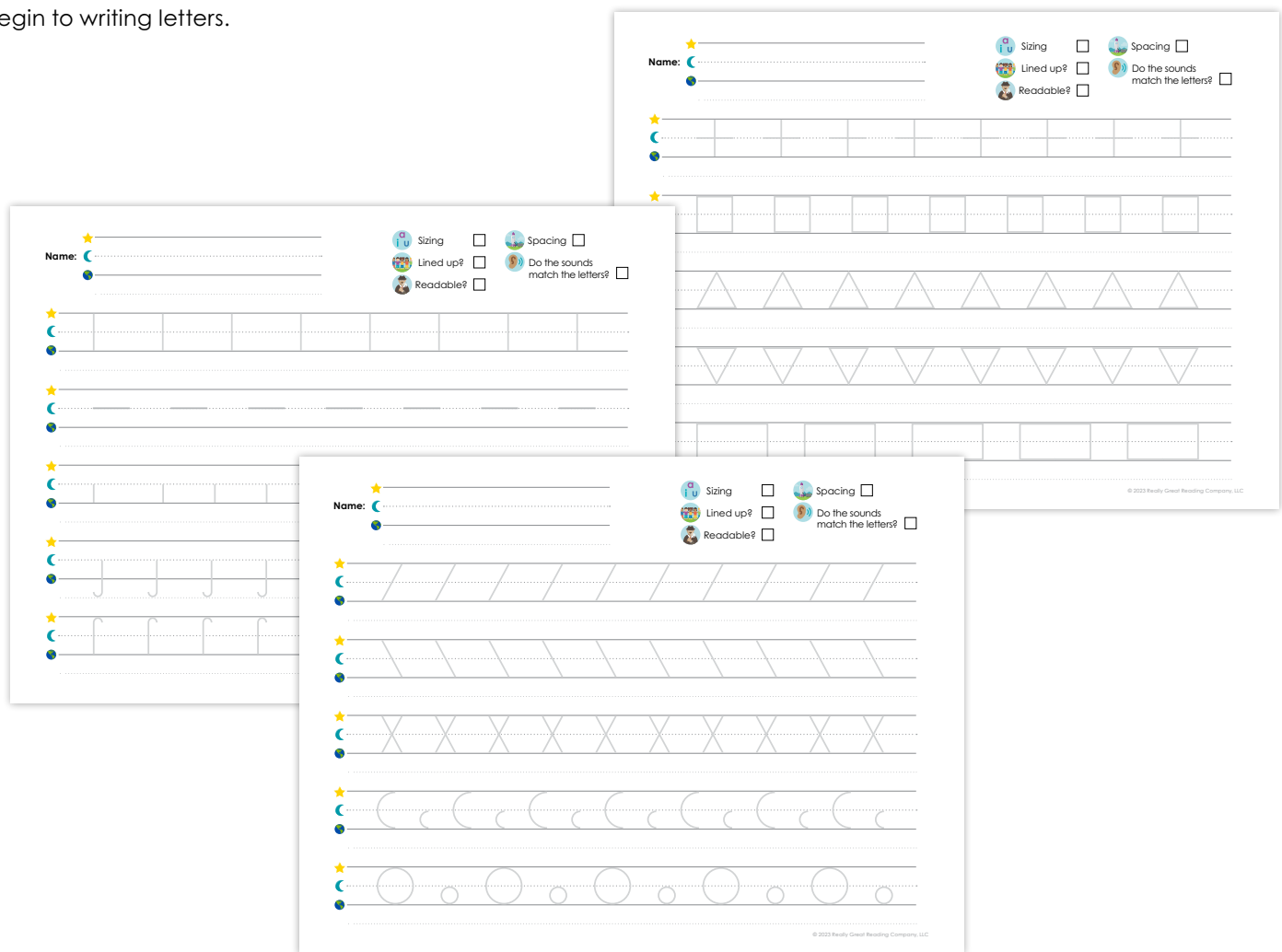
## Telescope Routine

Really Great Handwriting teaches students to use "telescopes" to look closely at their writing to check for mistakes and to make sure they have done their best. This is similar to how scientists use telescopes to be able to see things that are far away with a clear view and to see things in detail. There are three options described in the teacher materials for how students can edit their writing with the Telescope Routine, along with an editing checklist.

# Workbook and Printable Foundational Materials

## Rationale

There are multiple milestones that students need to master before they are ready to begin writing letters. These milestones include handwriting posture, pencil grip, paper placement, forming shapes, and handwriting strokes. Students need to build gross and fine motor strength with these milestones before they are ready to begin writing letters.





# Workbook and Printable Handwriting & Dictation Materials

## Rationale

Students will have opportunities each week to practice applying their handwriting and decoding skills through encoding. The words, phrases, and sentences are chosen from the phonics and letter formation skills that have already been taught and many are chosen from dictation lists in Blast Online's Supplemental Resources.

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Name: \_\_\_\_\_



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## Do the sounds

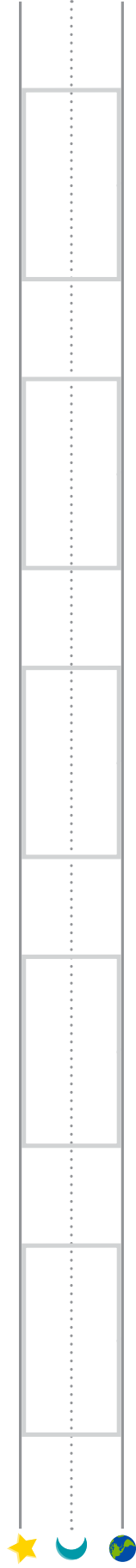
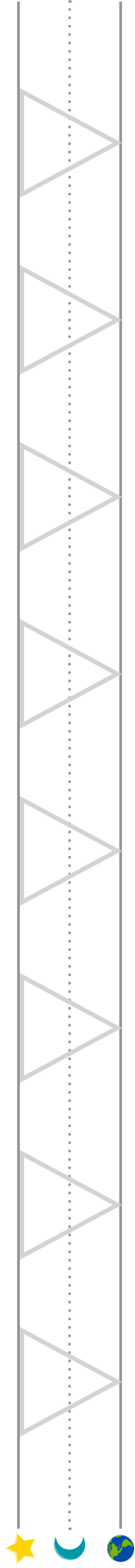
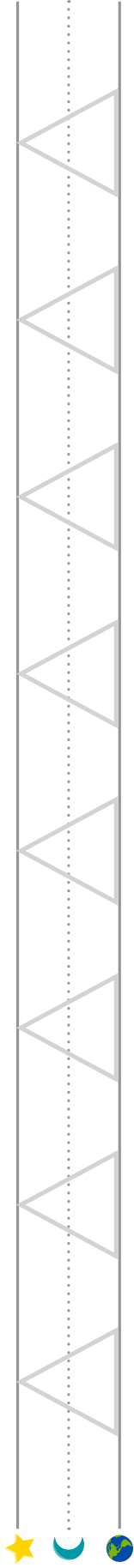
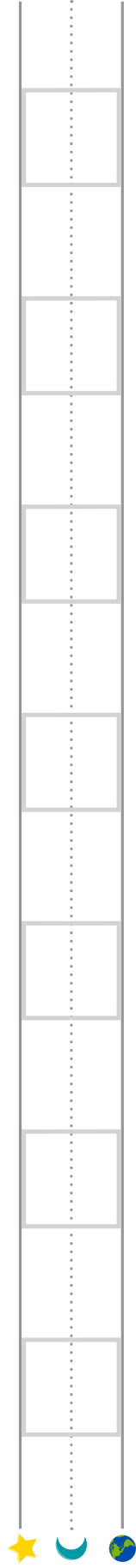
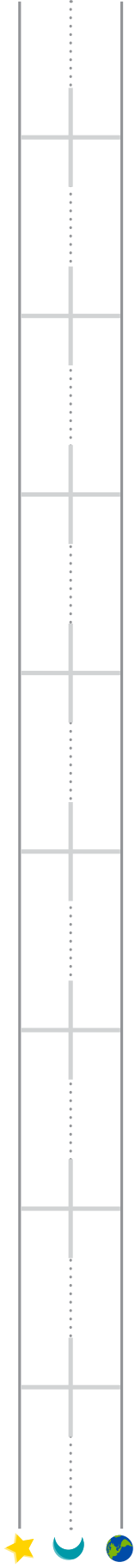
## Index


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Name: ☾  
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Sizing ☐  
Lined up? ☐  
Readable? ☐

 Spacing ☐  
 Do the sounds match the letters? ☐





  
  


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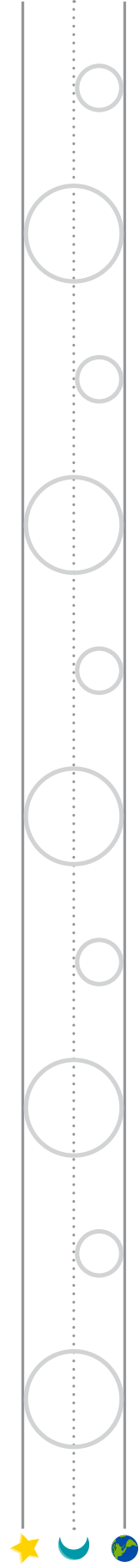
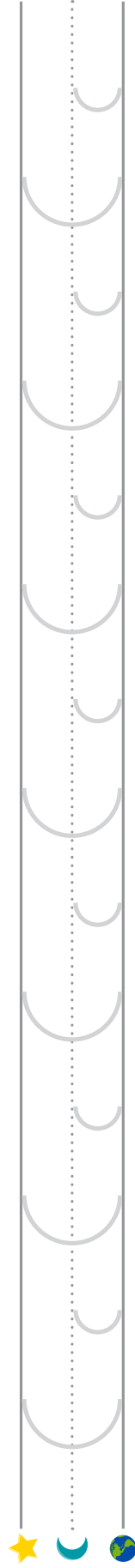
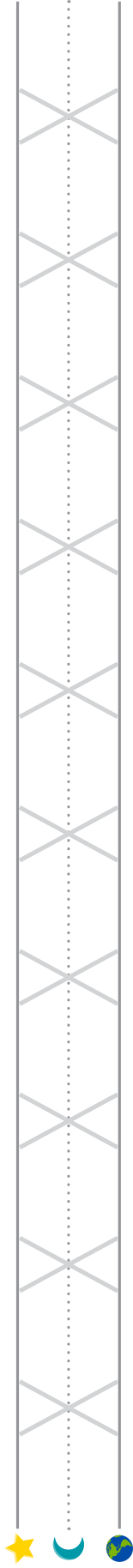
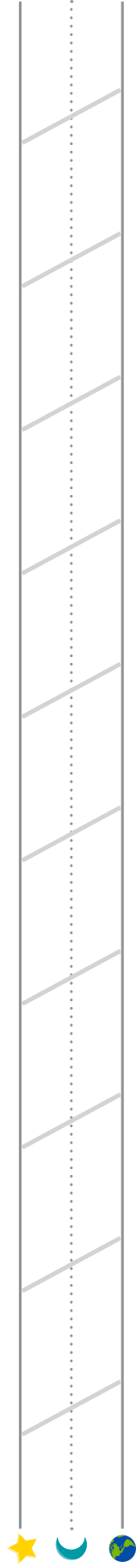
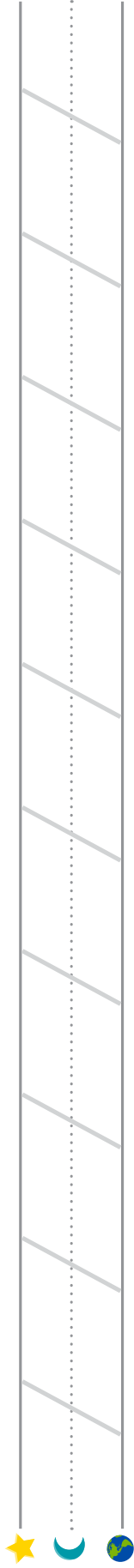
  
Sizing ☐

  
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Readable? ☐

  
Spacing ☐

  
Do the sounds match the letters? ☐







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








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 Sizing ☐  Spacing ☐



























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 Sizing ☐

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 Spacing ☐




 Do the sounds match the letters? ☐






Name: \_\_\_\_\_






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# Sample Spelling Test with Dictation Option Page




Sizing

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Lined up?

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Readable?

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Spacing

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Do the sounds match the letters?

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Name: \_\_\_\_\_

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Sizing

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Spacing

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Lined up?

☐




Do the sounds match the letters?

☐





Readable?


☐




Name:











WORDS




























PHRASES




























PHRASES




























SENTENCES




























SENTENCES




















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# Digital Materials

Housed in Blast Online are animations that teach students how to form letters and numerals in a fun and engaging way. The animations provide students with the visual support and the verbal pathways to understand how to form each letter. Animations will be embedded within lessons in Blast Online and within the Handwriting section of Blast Online's Supplemental Resources. There will be animations for lowercase letters, capital letters, digraphs, and numerals.

Click here to view a sample animation for the lowercase letter m.

