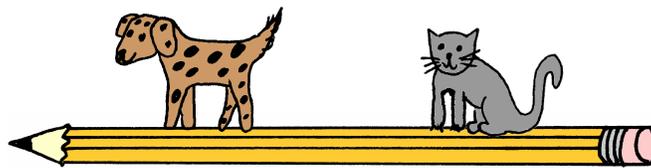




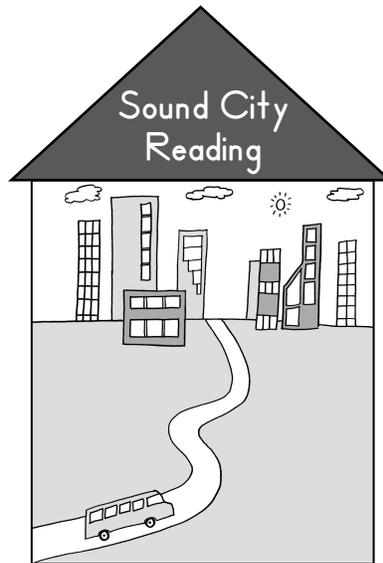
Exploring Sounds In Words

Aa Bb Cc

Manuscript Handwriting



Trace And Copy Letters And Words



Entire contents © 2019 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
All rights reserved.
(901) 737-4466
(833) 444-READ

Permission is hereby granted to teachers, parents, and tutors to reproduce student materials in this book for individual or classroom use. Permission is granted for school-wide reproduction of materials. All other use is prohibited.

Printed in the United States of America

More materials and information may be found at www.soundcityreading.net.

The handwriting fonts used in this book are available from
Educational Fontware, Inc, 1-800-806-2155,
<http://www.educationalfontware.com>

Table of Contents

Sound Story	5
Alphabet Charts With Sound Pictures	10
Handwriting Warm-Up Pages	12
1 - T t.....	20
2 - I i.....	23
3 - H h	26
4 - L l.....	29
5 - N n	32
6 - W w	35
7 - U u	38
8 - B b.....	41
9 - M m.....	44
10 - R r	47
11 - F f.....	50
12 - X x	53
13 - E e	56
14- S s.....	59
15 - J j.....	62
16 - O o.....	65
17 - C c	68
18 - D d.....	71
19 - A a	74
20 - V v.....	77
21 - G g.....	80
22 - P p.....	83
23 - K k.....	86
24 - Y y	89

25 - Qu qu..... 92

26 - Z z..... 96

Wrap-Up

Lower Case Letters In Sound Story Order 99

Capital And Lower Case Letters In Alphabetical Order 101

Lower Case Letters Sorted By Beginning Strokes 104

Handwriting Instruction

Handwriting Overview 106

Modeling How To Hold A Pencil 107

Planning And Pacing..... 107

Introducing New Letters On The Chalkboard..... 108

Working In The Book..... 109

Letter Dictation On Regular Lined Paper 112

Hop To The Top Rabbit Cards..... 113

Chalkboard Warm-Up Exercises..... 114

Two-Page Handwriting Model With Arrows 116

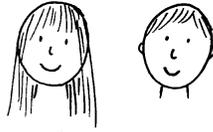
Using A Dry-Erase Frame With Lined Paper 118

Lined Paper In Four Different Sizes..... 119

Handwriting Model Without Arrows Back Cover

A Sound Story

About Audrey and Brad



Before you teach students to write a new letter, read the related section from this story aloud to them. Point out the sound picture and model the sound. Explain that the letters shown represent the same sound in words. Point to the picture and each letter and have students say the sound for each one.

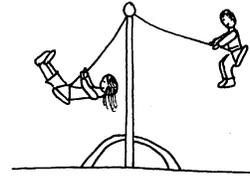
Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



T t

“Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”
(i/in)



I i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, “h, h, h, h.”



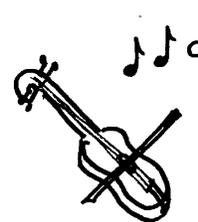
H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. “Did you practice every day?” she said. “I did,” said Audrey quickly. Brad replied that he had practiced, too.
(i/lilac)

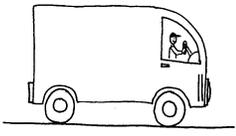
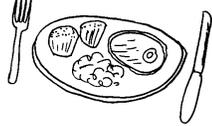
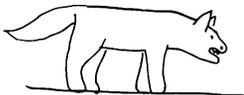


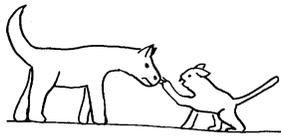
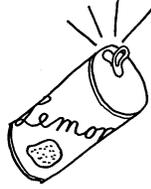
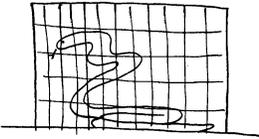
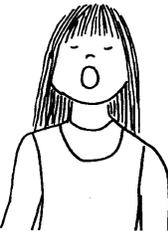
I i

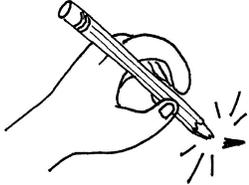
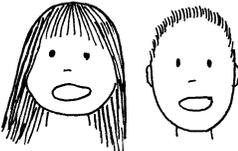
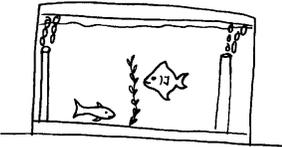
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”

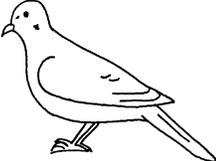
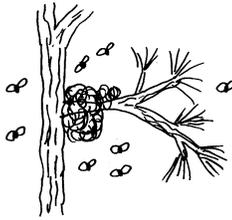


L l

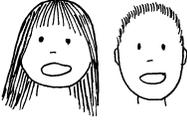
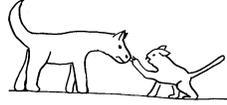
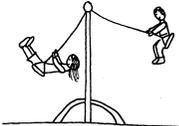
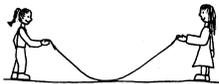
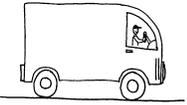
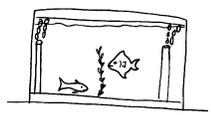
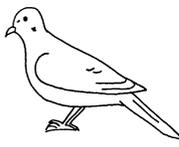
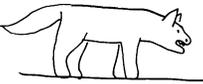
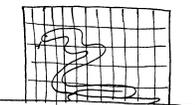
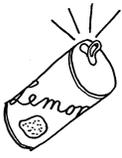
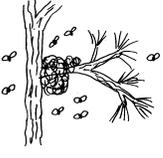
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the front door, “wwwwww.”</p>		<p>W w</p>
<p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.</p> <p style="text-align: right;">(u/up)</p>		<p>U u</p>
<p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p>		<p>B b</p>
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		<p>M m</p>
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>		<p>R r</p>

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>X x</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing aids,” said Mom. “He could hear much better with them.” (e/egg)</p>		<p>E e</p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “sssss” sound.</p>		<p>S s</p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.</p>		<p>J j</p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)</p>		<p>O o</p>

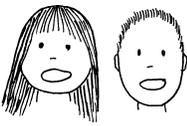
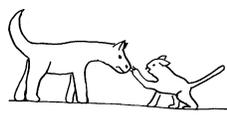
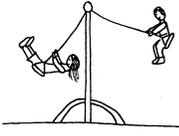
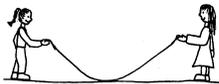
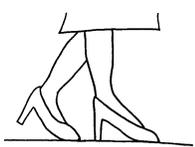
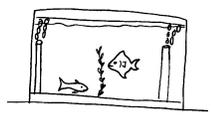
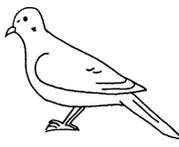
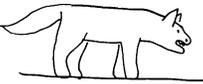
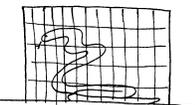
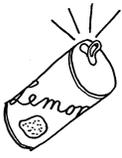
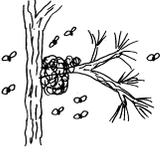
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>		<p>D d</p>
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ax)</p>		<p>A a</p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>		<p>V v</p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>		<p>G g</p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p>		<p>P p</p>

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p>		<p>Y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>

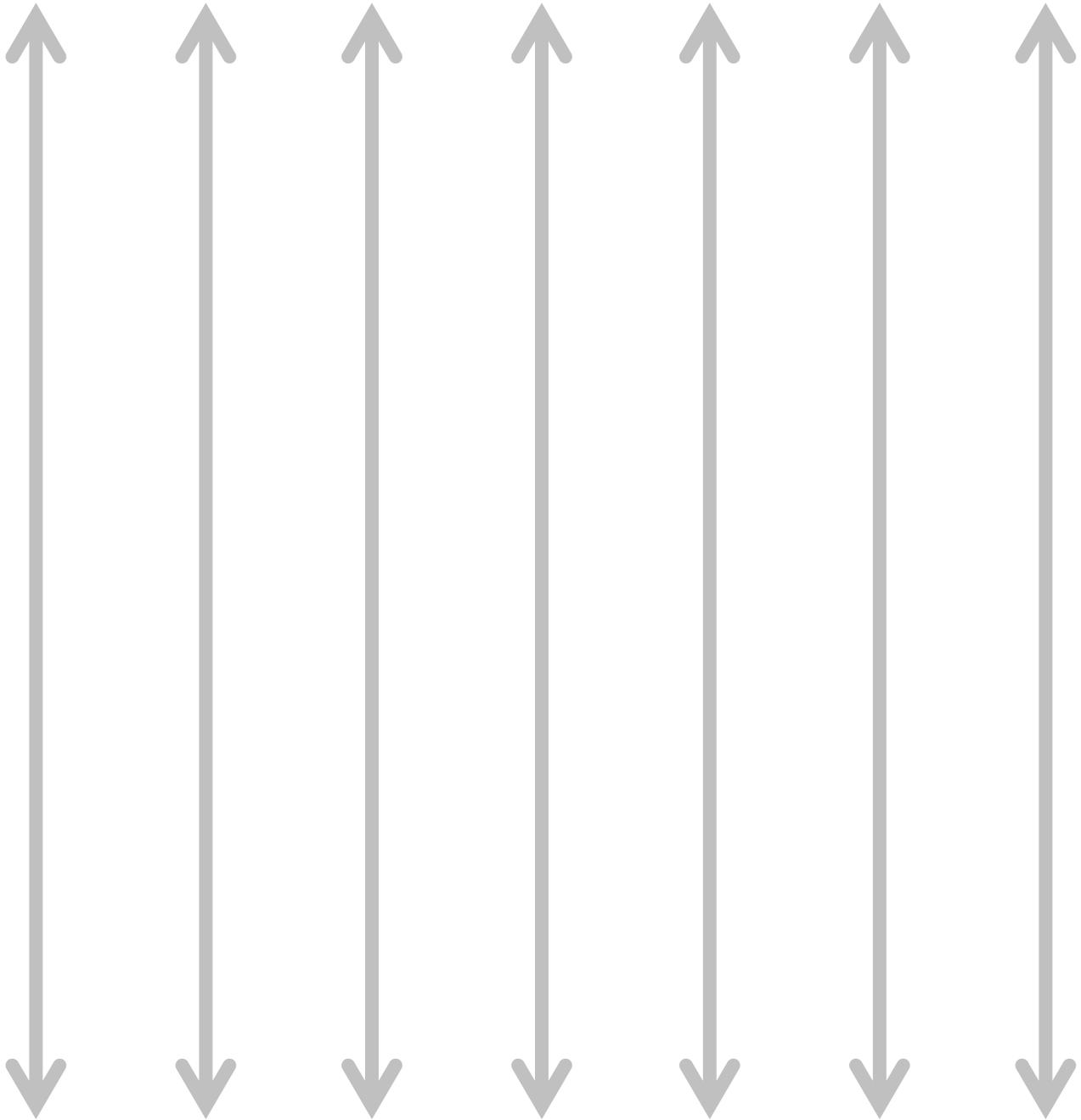
These are the consonant and short vowel sounds in alphabetical order. Point to the letters that have been introduced in the sound story and have students say the sounds.

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

These are the consonant and short vowel sounds in alphabetical order. Point to the letters that have been introduced in the sound story and have students say the sounds.

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

Handwriting Warm-Up Exercises

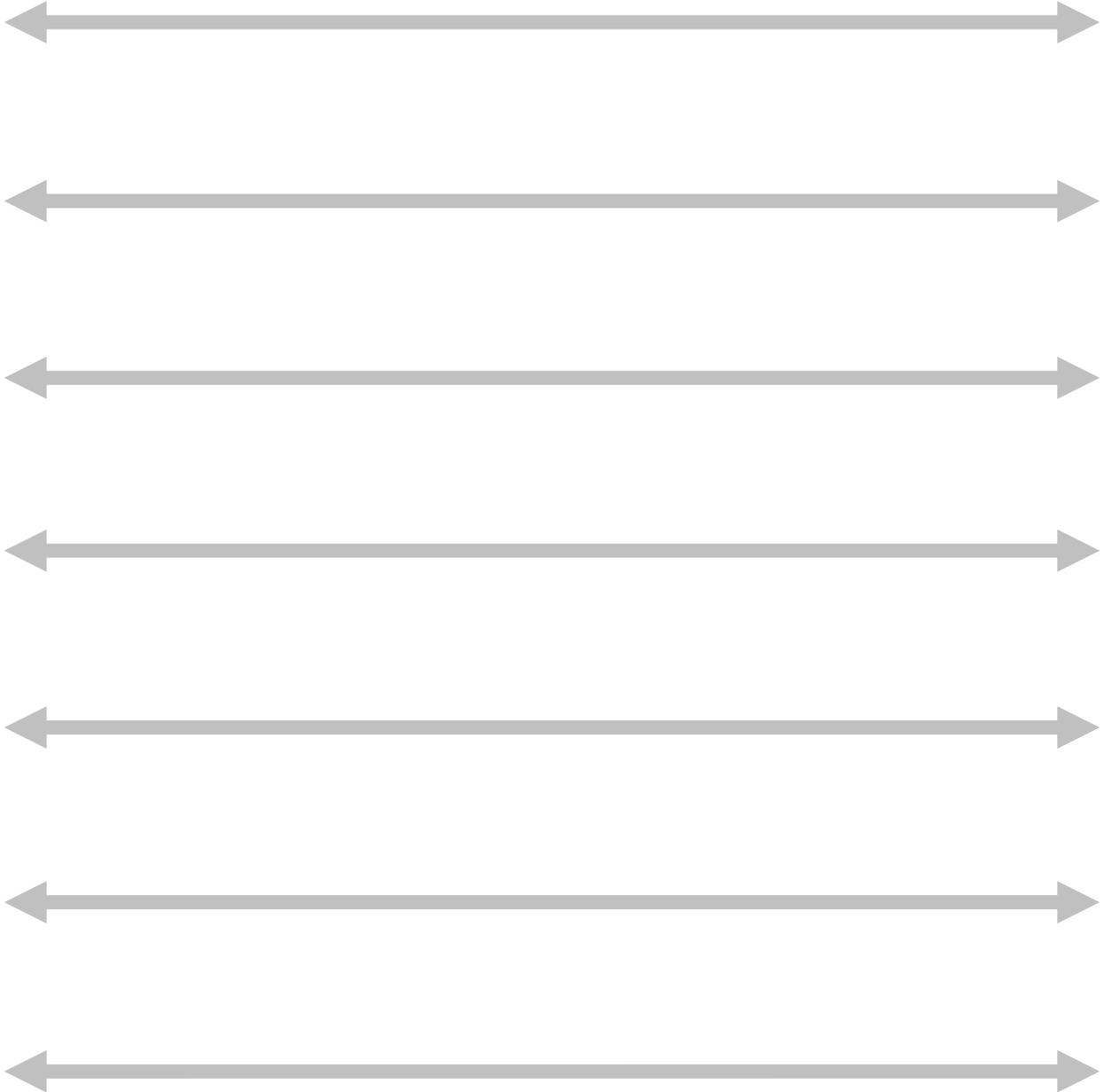


Prepares For: t, i, h, l, n, u, b, m, r, d, a, g, p, q

Trace these patterns with a pencil. Start at the top. Go down and back up without stopping.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises

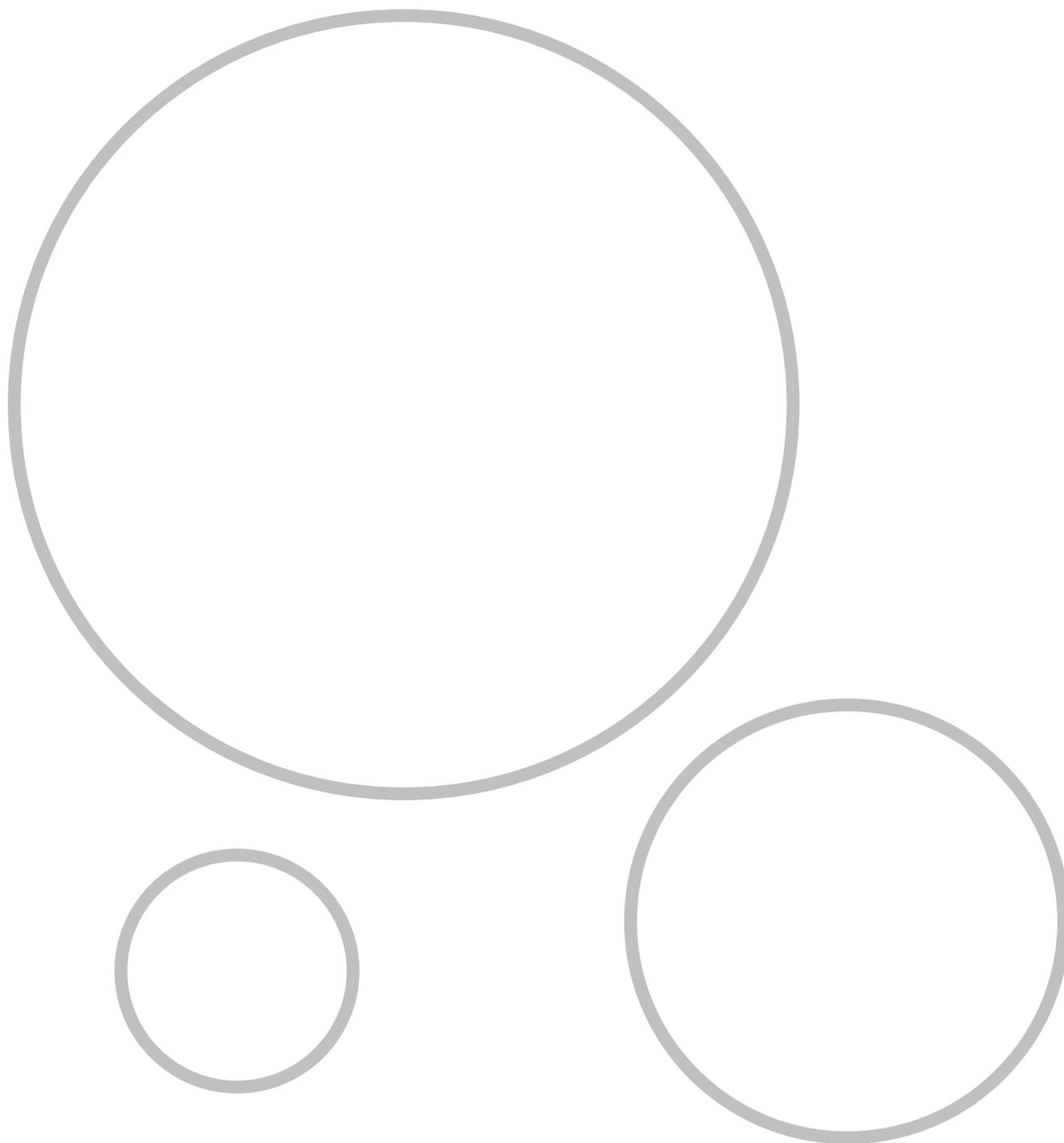


Prepares For: t, f, z, E, F, H, J, L, T

Trace these patterns with a pencil. Go from left to right, then retrace from right to left.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises

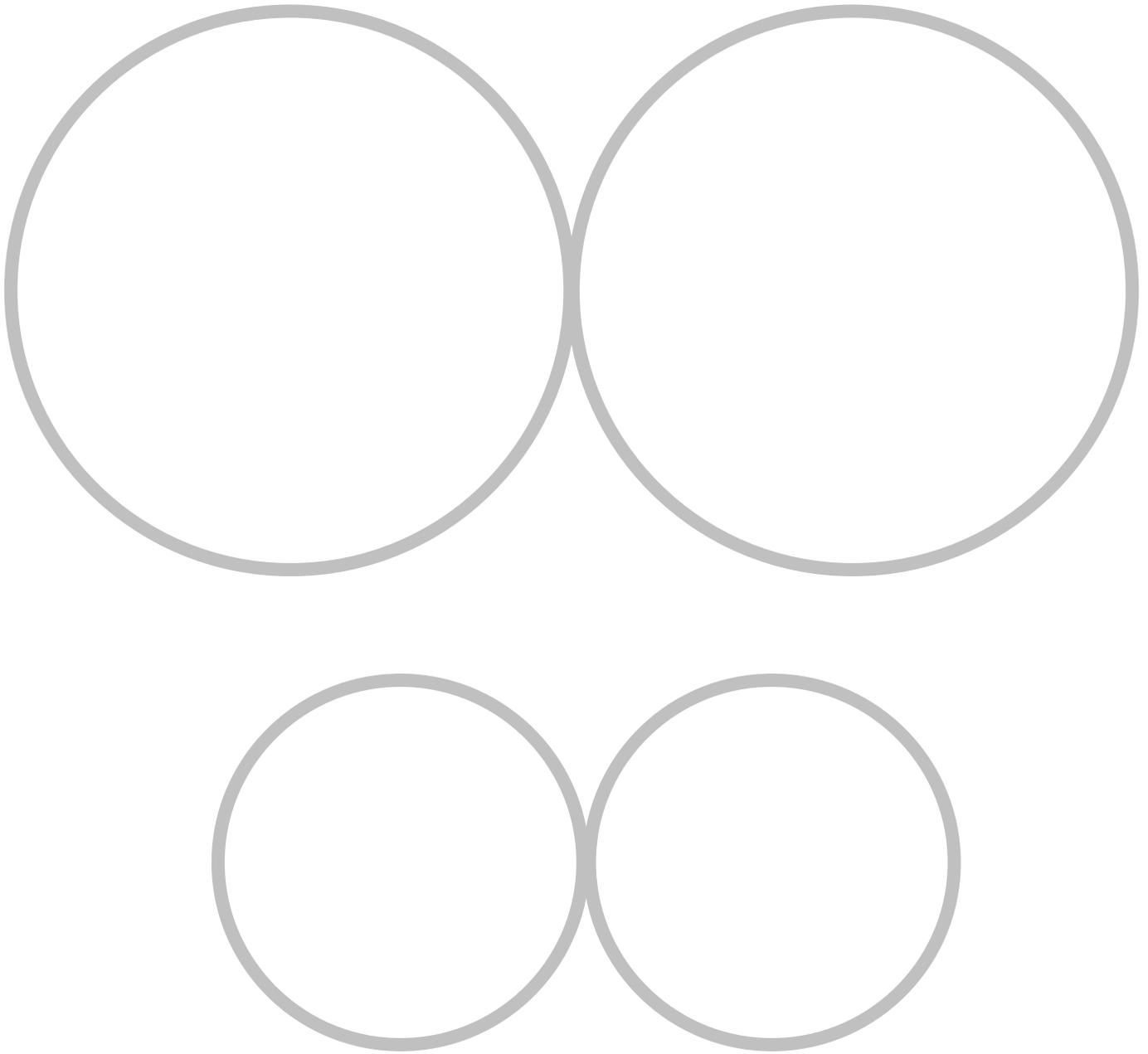


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the top of each circle. First go counterclockwise. Go around several times. Then go clockwise. Go around several times. Do the largest circle first, and the smallest circle last.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises

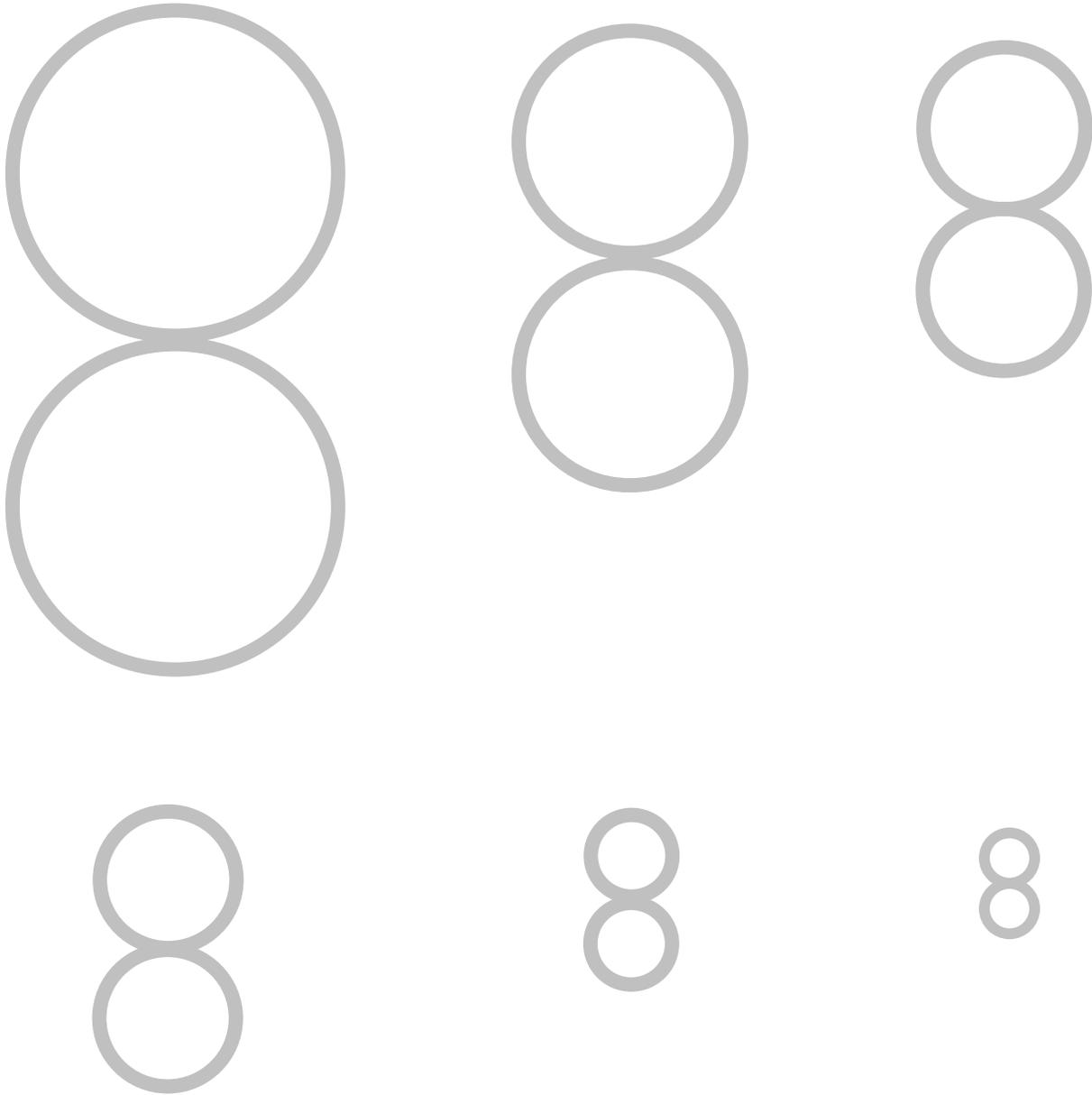


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the midpoint, where the circles touch. Go up and around to the left. When you get back to the midpoint, keep going up and around to the right. Go around the whole shape several times. Trace the large shape first, then the smaller shape.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises

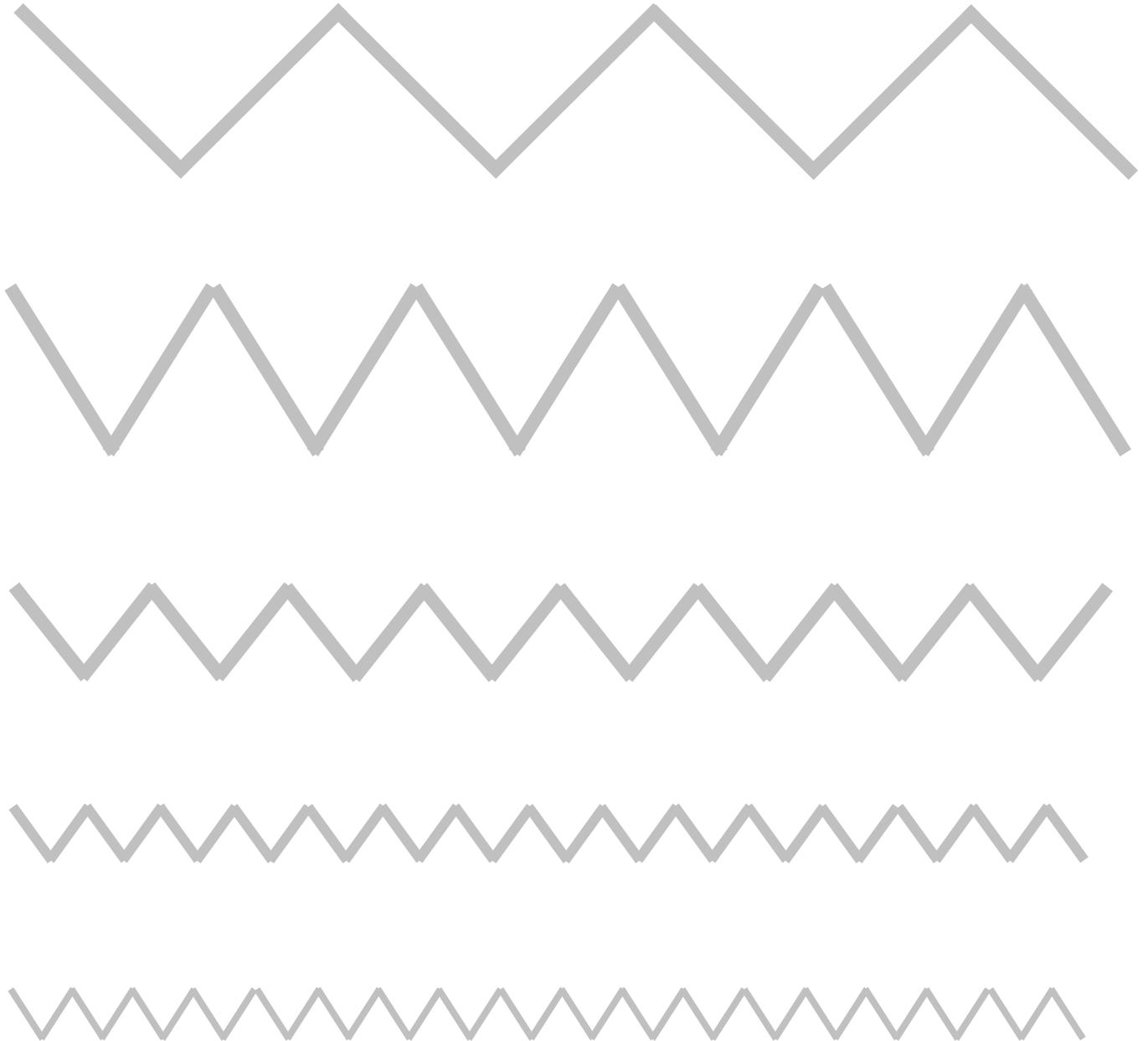


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the top of the figure eight and go counterclockwise. When you reach the midpoint, where the circles touch, keep going around the bottom circle, then continue back up to the top. Go around the whole figure several times without stopping. Start with the largest figure, finish with the smallest.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises



Prepares For: w, x, v, k, y, z

Trace these patterns with a pencil. First go from left to right. Then go from right to left. Start with the largest patterns.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

Handwriting Warm-Up Exercises

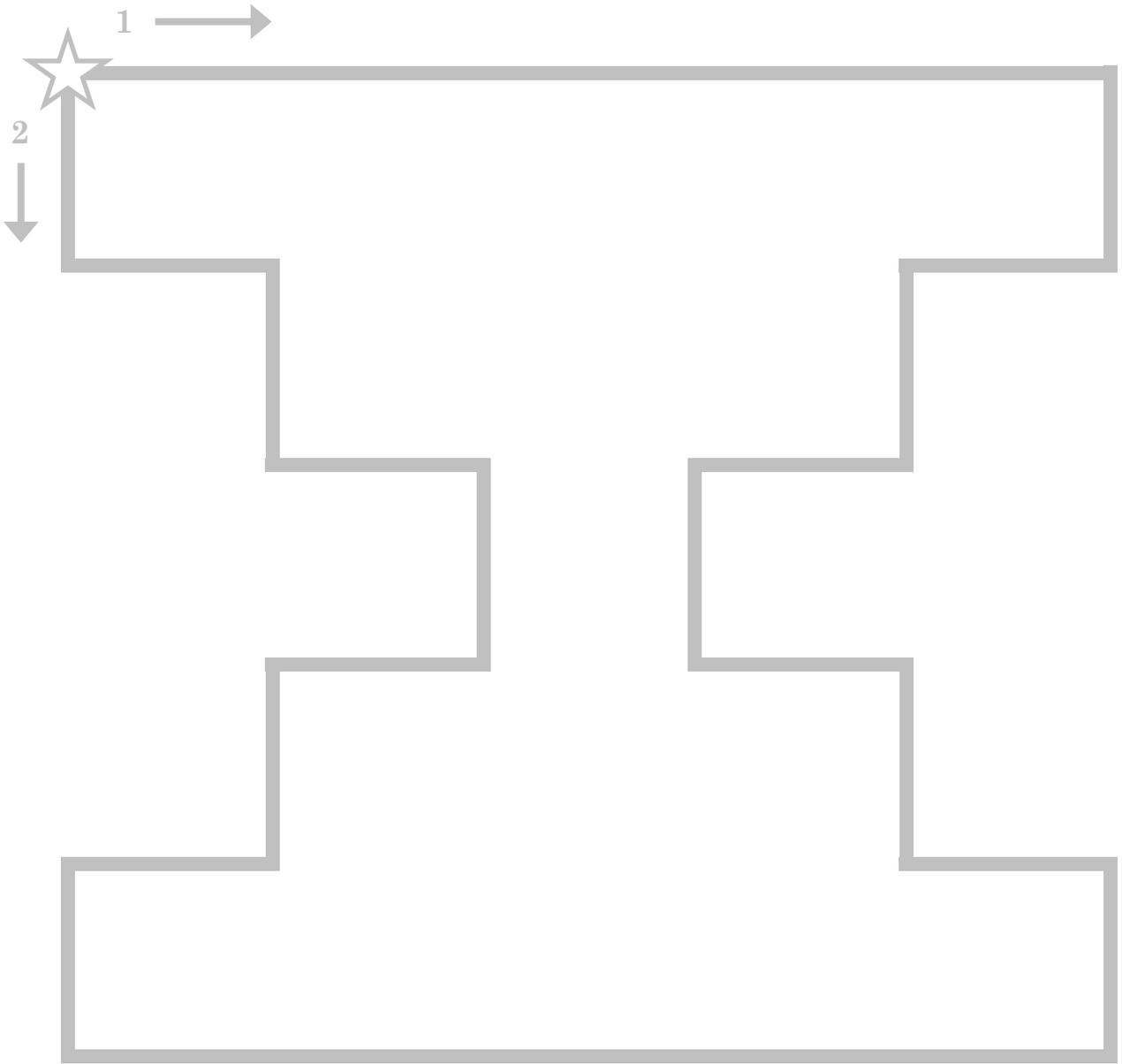


Prepares For: w, x, v, k, y, z

Trace these patterns with a pencil. First go from top to bottom. Then go from bottom to top. Start with the largest patterns.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

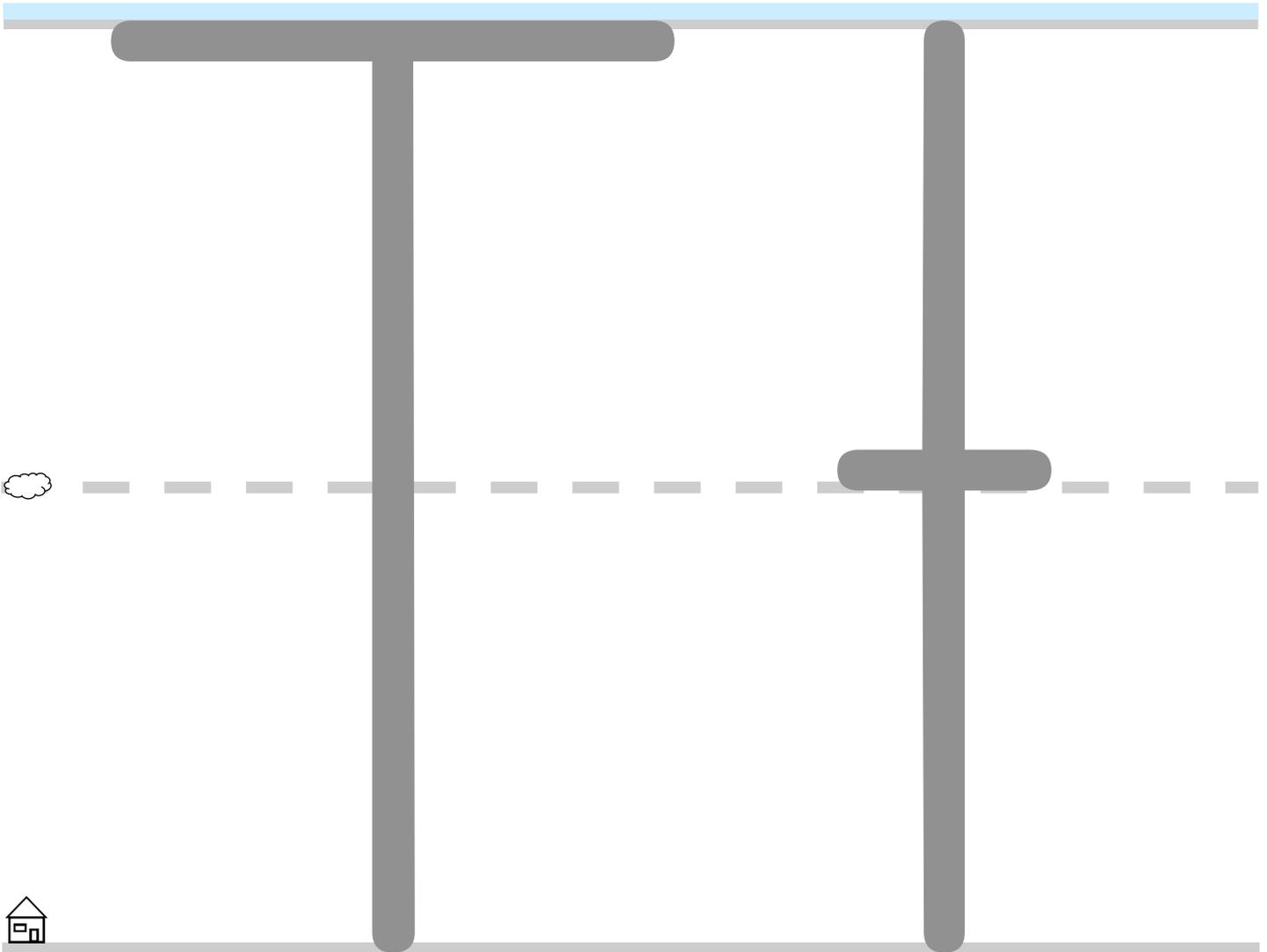
Handwriting Warm-Up Exercises



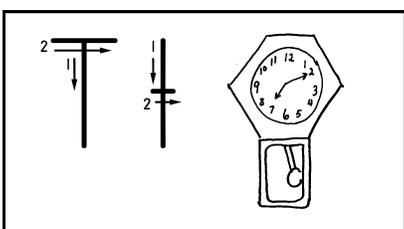
Prepares For: T, t, I, i, H, L, l, F, E, e, J, G, Z, z

Trace this pattern with a pencil. Start at the star. First, go to the right, then continue all the way around the shape. Make sharp corners whenever you turn. Second, start at the star again and go down. Continue all the way around in the other direction.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

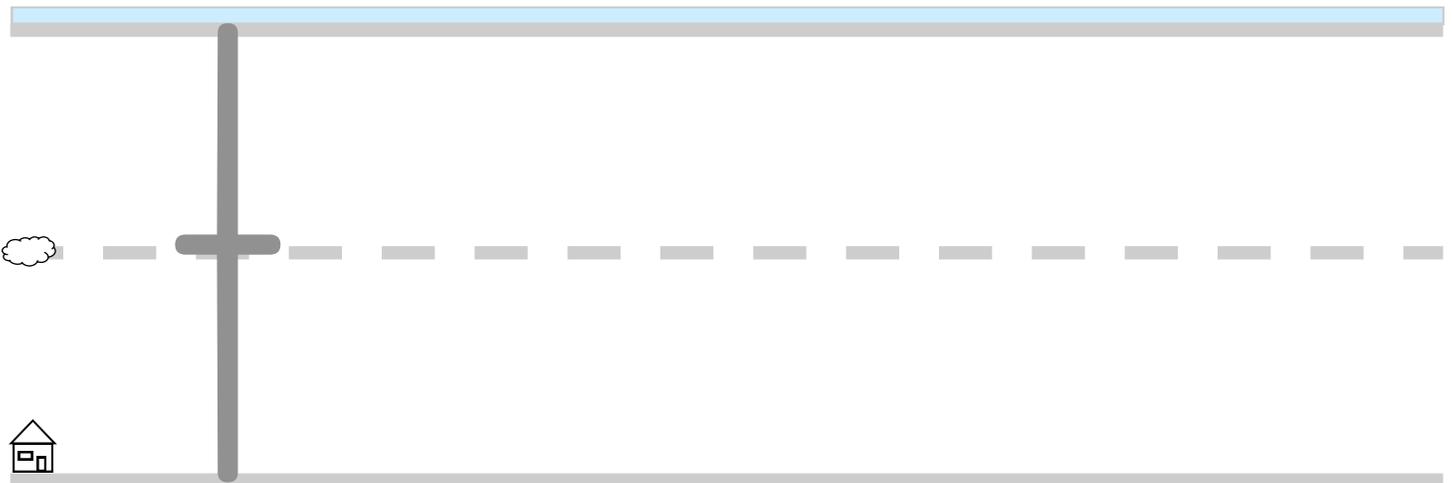
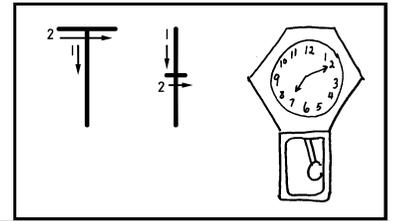


- 1) Model how to write the new capital and lower case letter on the chalkboard. Students then trace large letter patterns on the board six to eight times in rotating small groups. They should say the name and sound each time they trace the capital letter, and just the sound when they trace the lower case letter.
- 2) In their handwriting books, students finger trace the large capital letter six to eight times, saying its name and sound each time, "Capital T, /t/." Students then trace the capital letter six to eight times in the same way with a pencil.



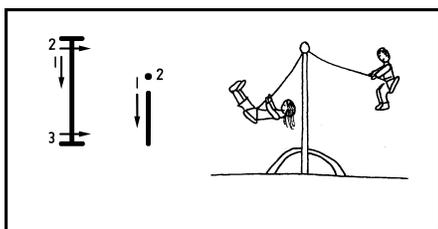
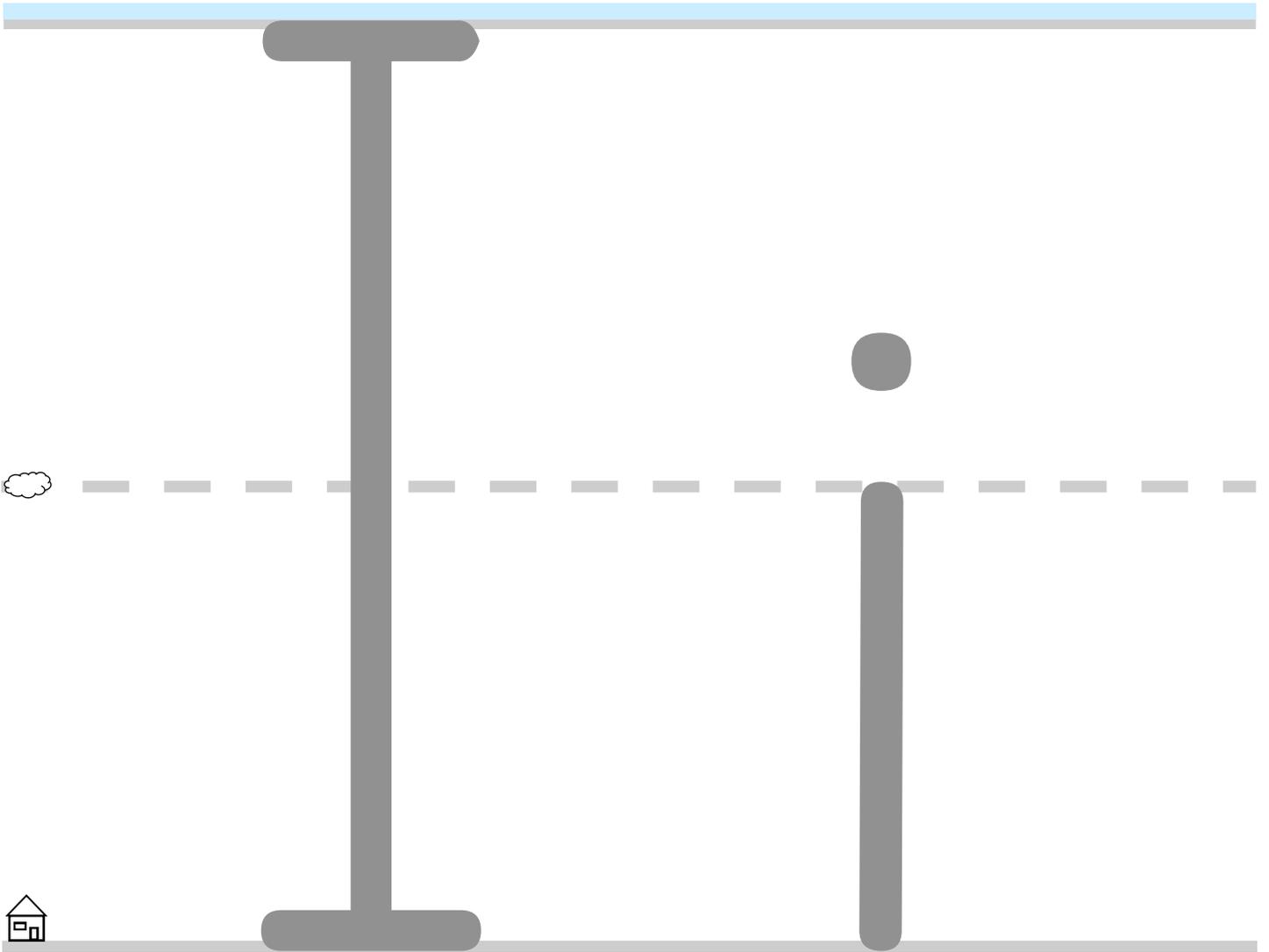
3. In their handwriting books, students finger trace the large lower case letter six to eight times, saying just its sound each time, "/t/." Students then trace the letter six to eight times in the same way with a pencil.
4. As students trace the large letters, their elbows should not touch the desk. They should allow their entire arm to move freely from the shoulder while tracing.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



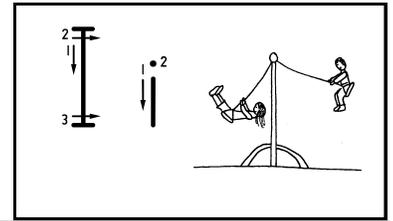
The image shows a handwriting practice sheet with four rows of handwriting lines. Each row consists of a solid top line, a dashed midline, and a solid bottom line. The first row contains three uppercase 'T's, each formed by a vertical line and a horizontal bar at the top. The second row contains three lowercase 't's, each formed by a vertical line and a horizontal bar at the midline. The third row contains two uppercase 'T's and one lowercase 't'. The fourth row is empty for practice.

Trace the letters and then write more letters to fill the line. Say the name and sound as you trace and write each capital letter. Say just the sound as you trace and write each lower case letter.

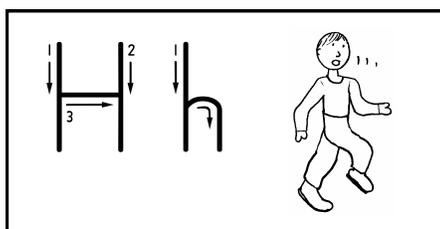
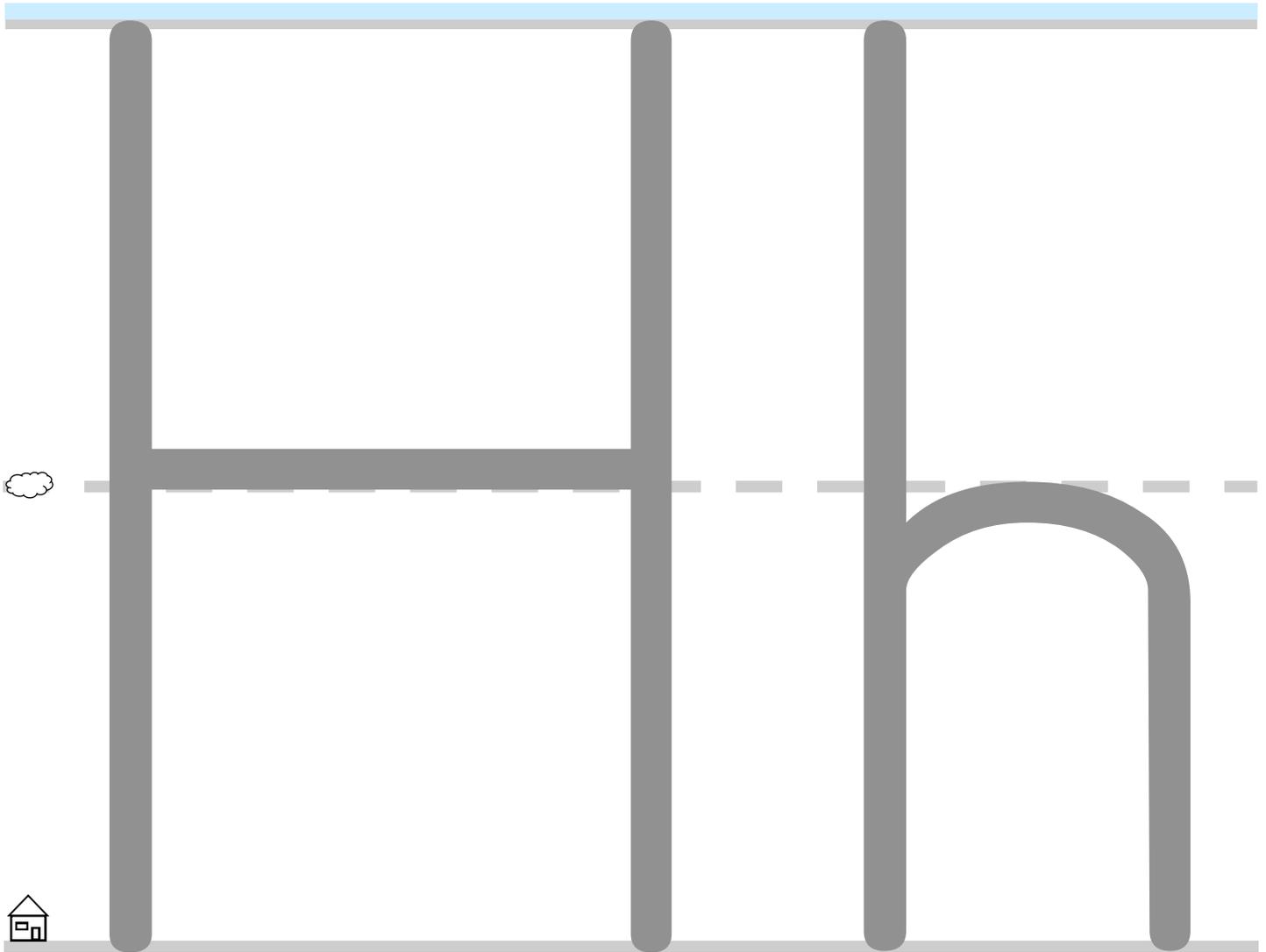


Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.

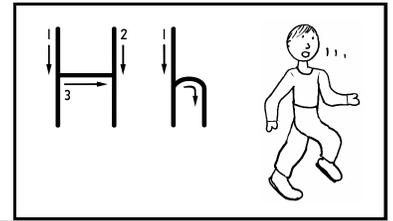


- 1) Trace and copy the new and review letters. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter.
- 2) Look at the picture. Listen to your teacher read the word. Trace the letters in the word while saying their sounds. Then say the whole word. Copy the word in the same way, saying each letter sound as you write it. Then say the word again. Leave a space between the words.



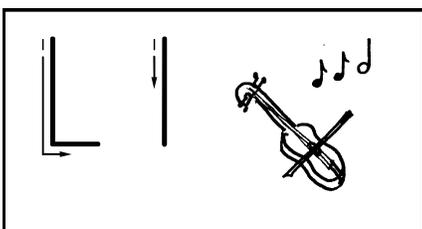
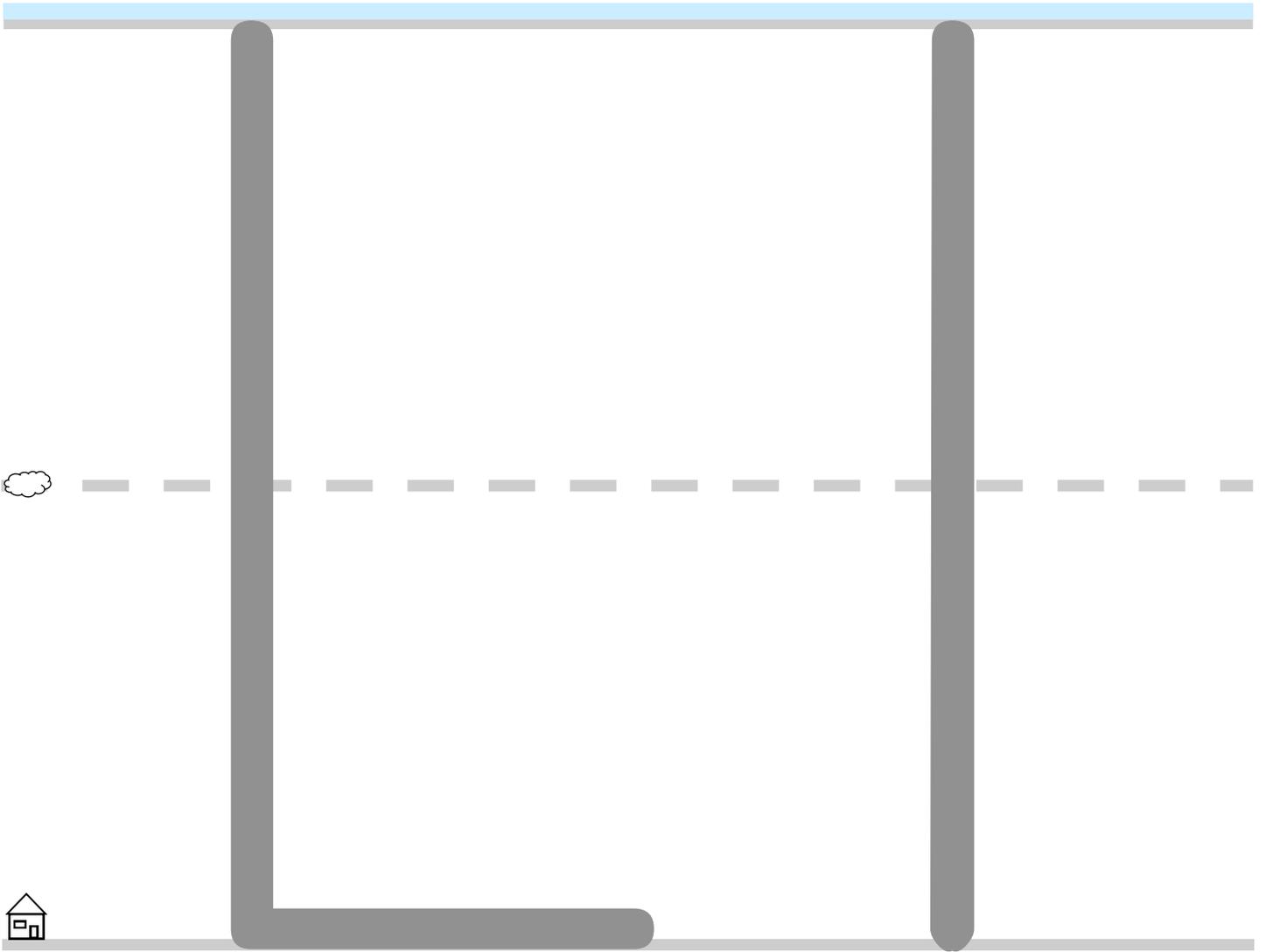
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



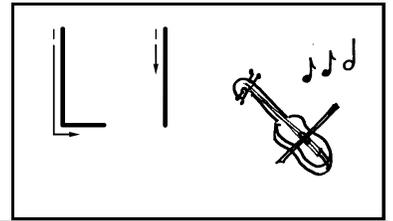
Handwriting practice sheet with four rows of three-line guides. Each row contains letters for tracing and copying. Row 1: Capital letters H, H, H. Row 2: Lowercase letters h, h, h. Row 3: Capital letters H, h, H, h. Row 4: Capital letter T, lowercase letter t. Row 5: Capital letter I, lowercase letter i.

- 1) Trace and copy the new and review letters. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter.
- 2) Look at the picture. Listen to your teacher read the word. Trace the letters in the word while saying their sounds. Then say the whole word. Copy the word in the same way, saying each letter sound as you write it. Then say the word again. Leave a space between the words.

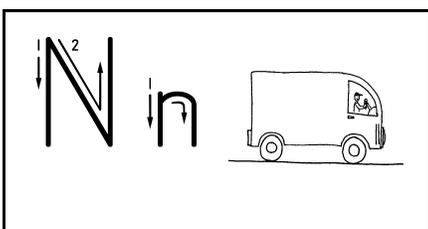


Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.

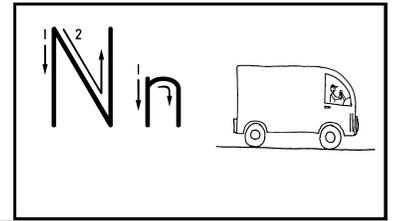


Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



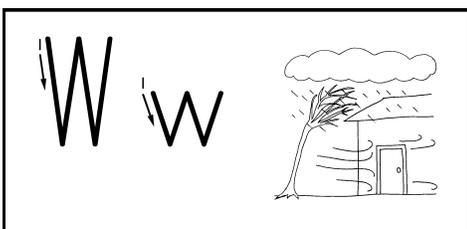
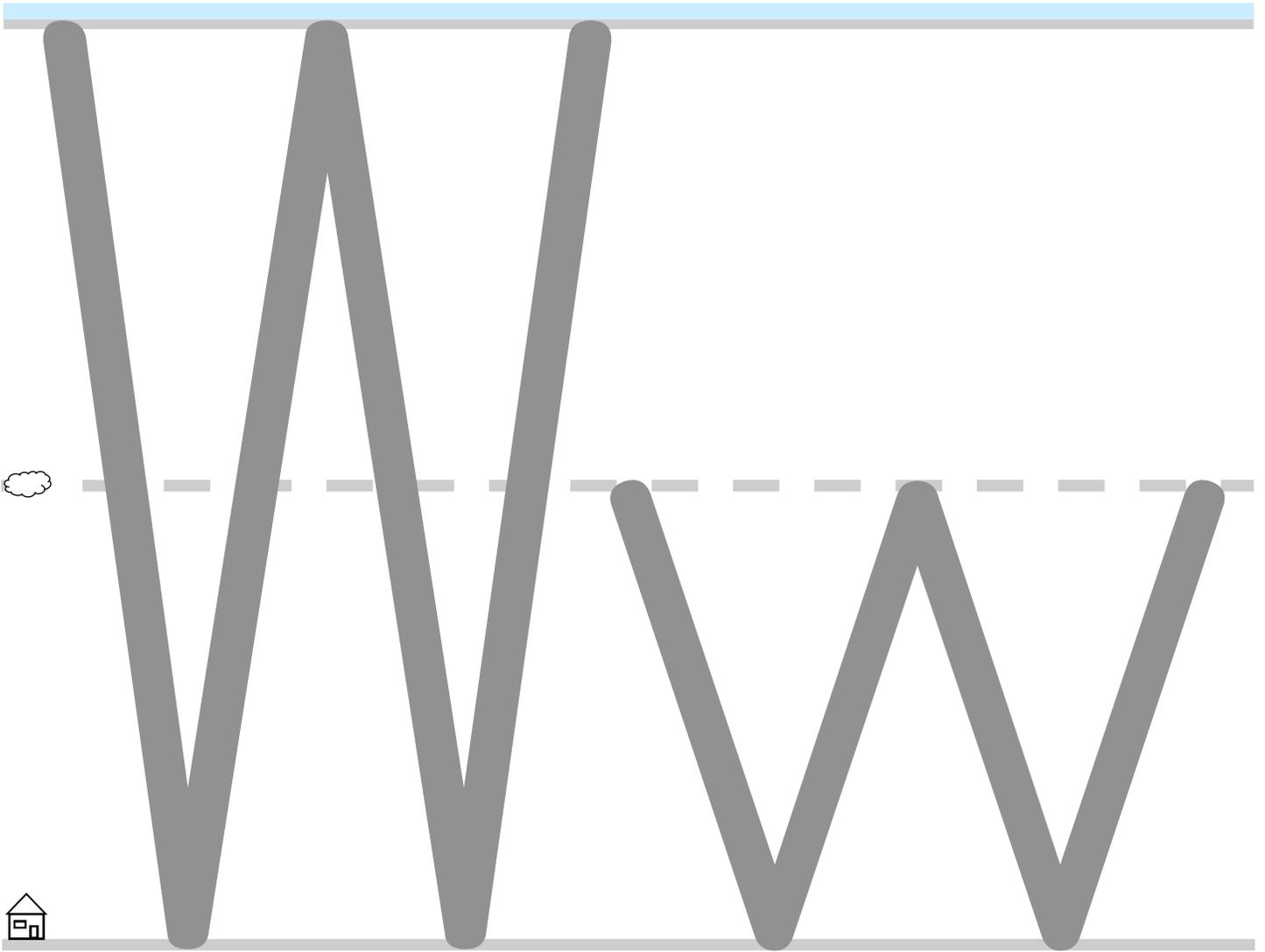
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



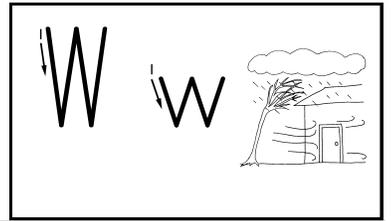
The handwriting practice sheet consists of six rows, each with a solid top line, a dashed middle line, and a solid bottom line. Row 1 shows three capital 'N's for tracing. Row 2 shows three lowercase 'n's for tracing. Row 3 shows one capital 'N' and one lowercase 'n' for tracing. Row 4 shows one capital 'T' and one lowercase 't' for tracing. Row 5 shows one capital 'H' and one lowercase 'h' for tracing. Row 6 shows one capital 'L' for tracing.

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



W W W

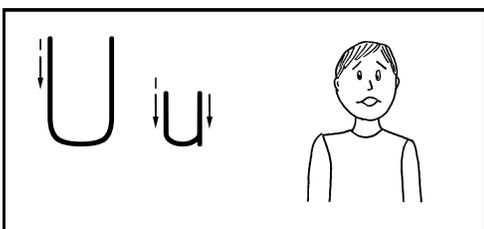
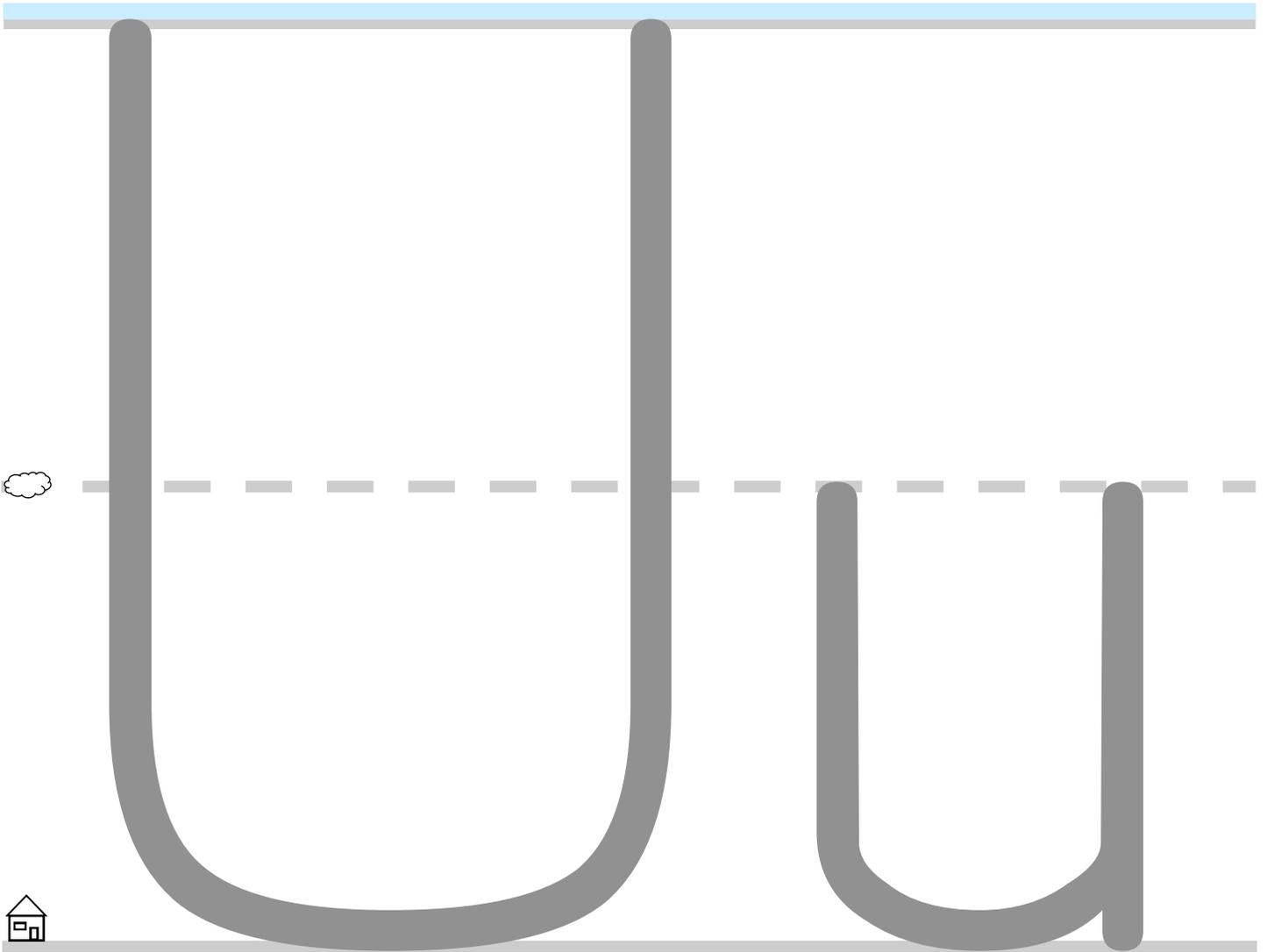
W W W

W w W w

I i n

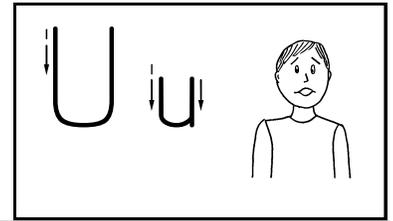
L l N n

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



U U U

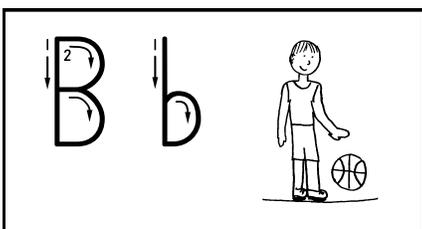
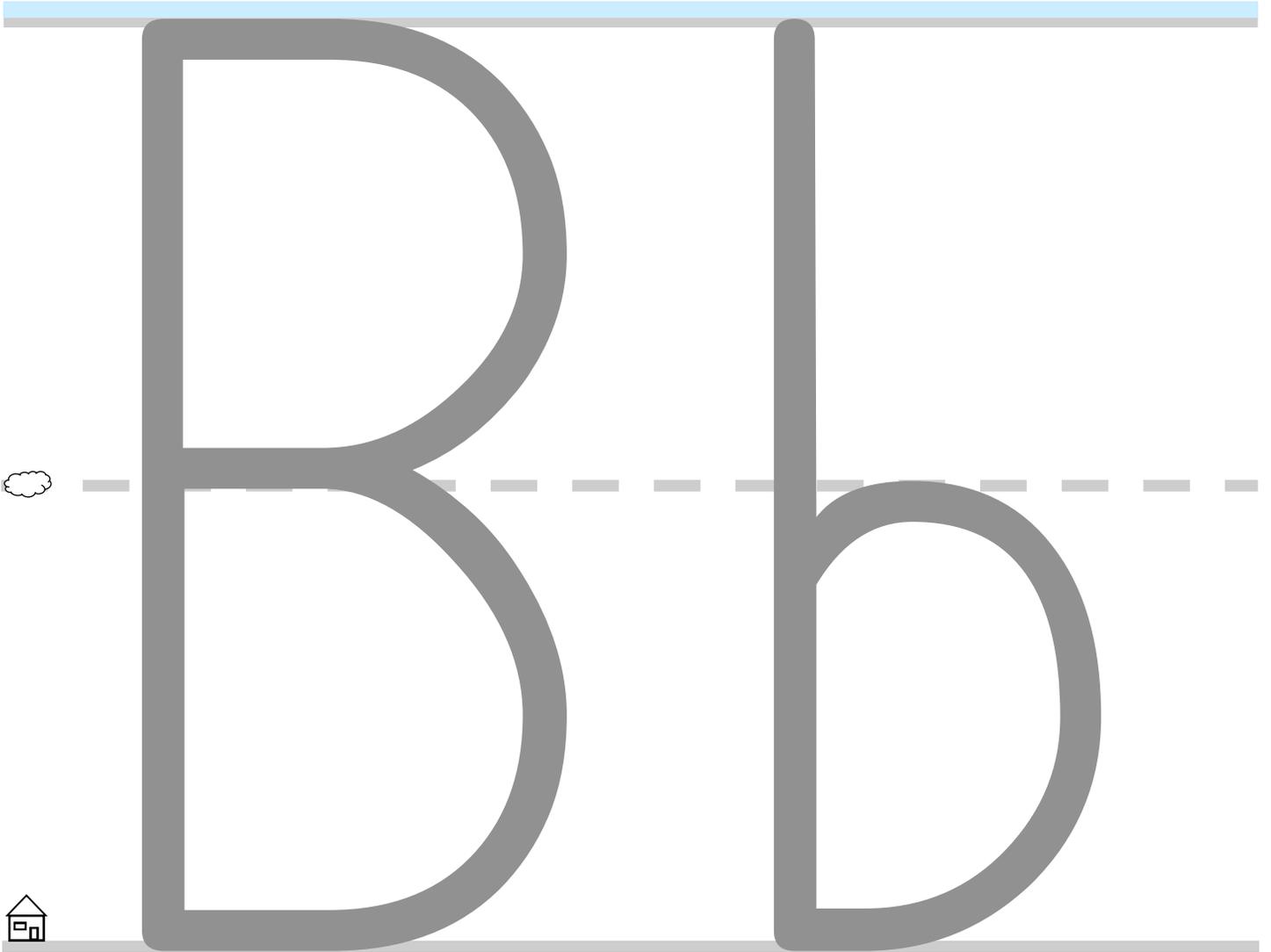
u u u

U u U u

T t I i h h

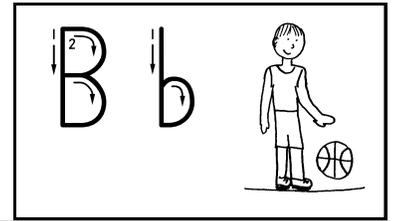
N n W w

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



B B B

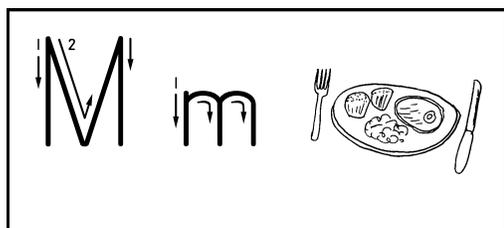
b b b

B b B b

t i h l n

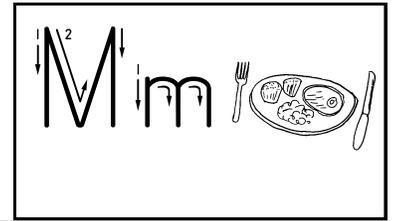
W w U u

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



M M M

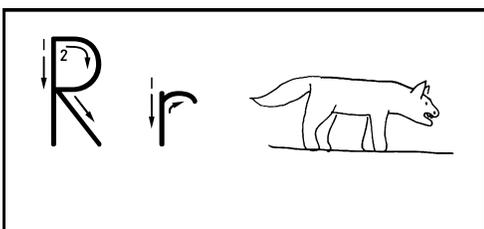
m m m

M m M m

t i h l n w

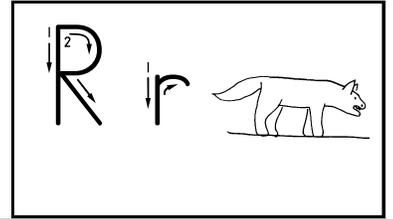
U u B b

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



R R R R

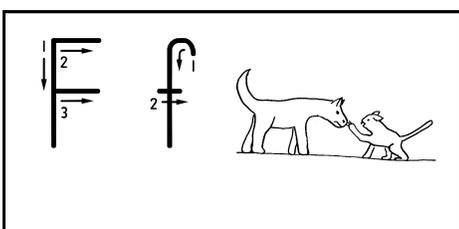
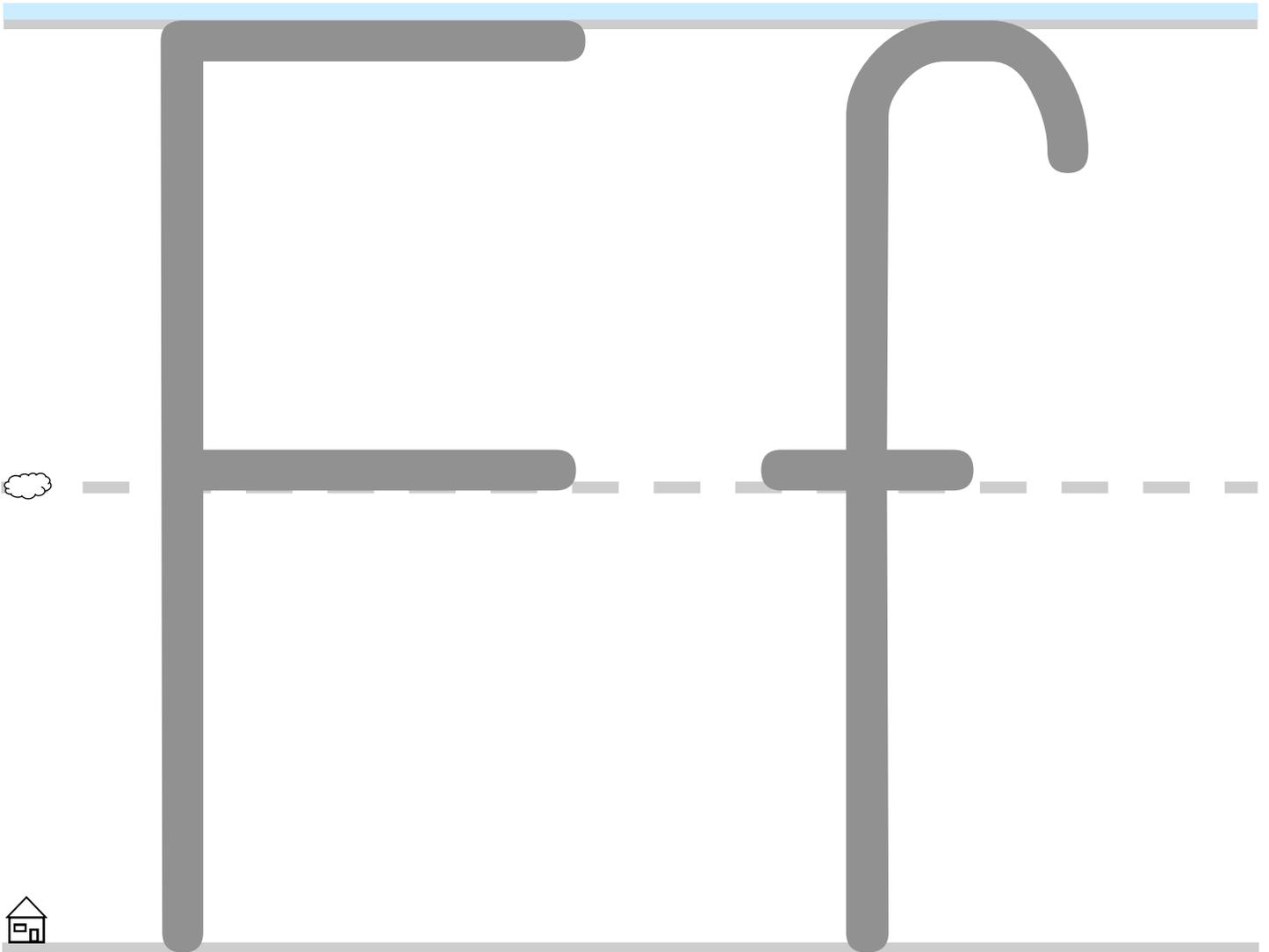
r r r

R r R r

i h l n w u

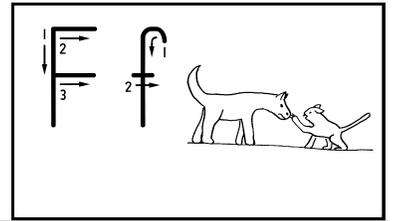
B b M m

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



F F F

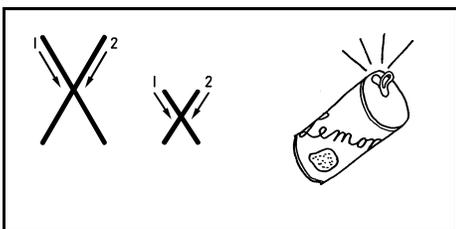
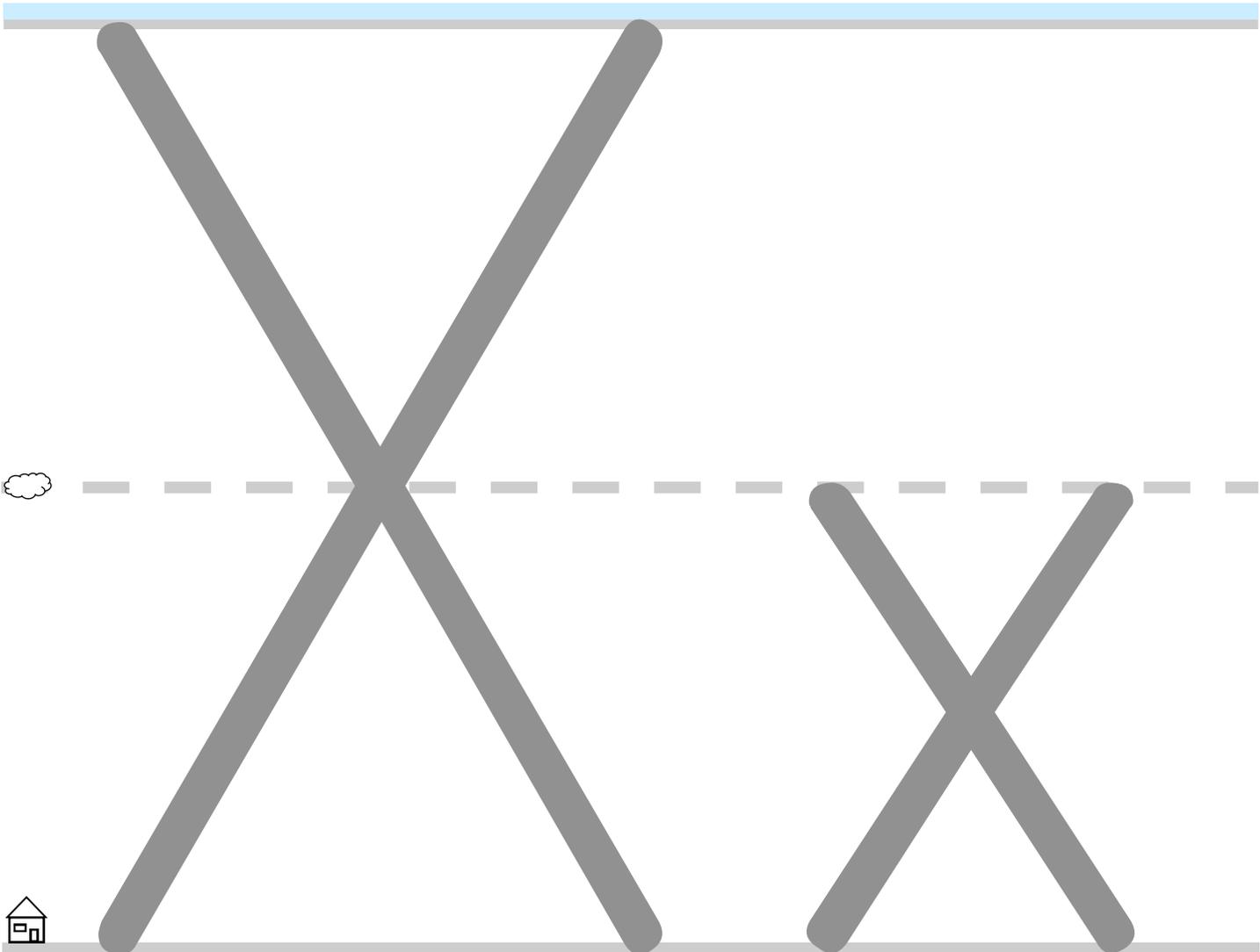
f f f

Ff Ff

l n w u b

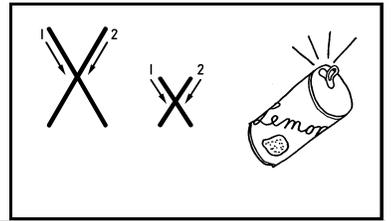
Mm Rr

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



X X X

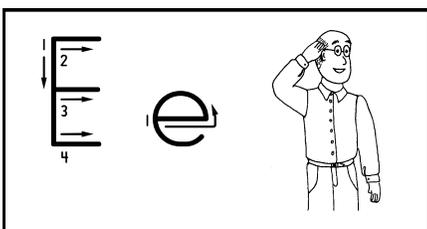
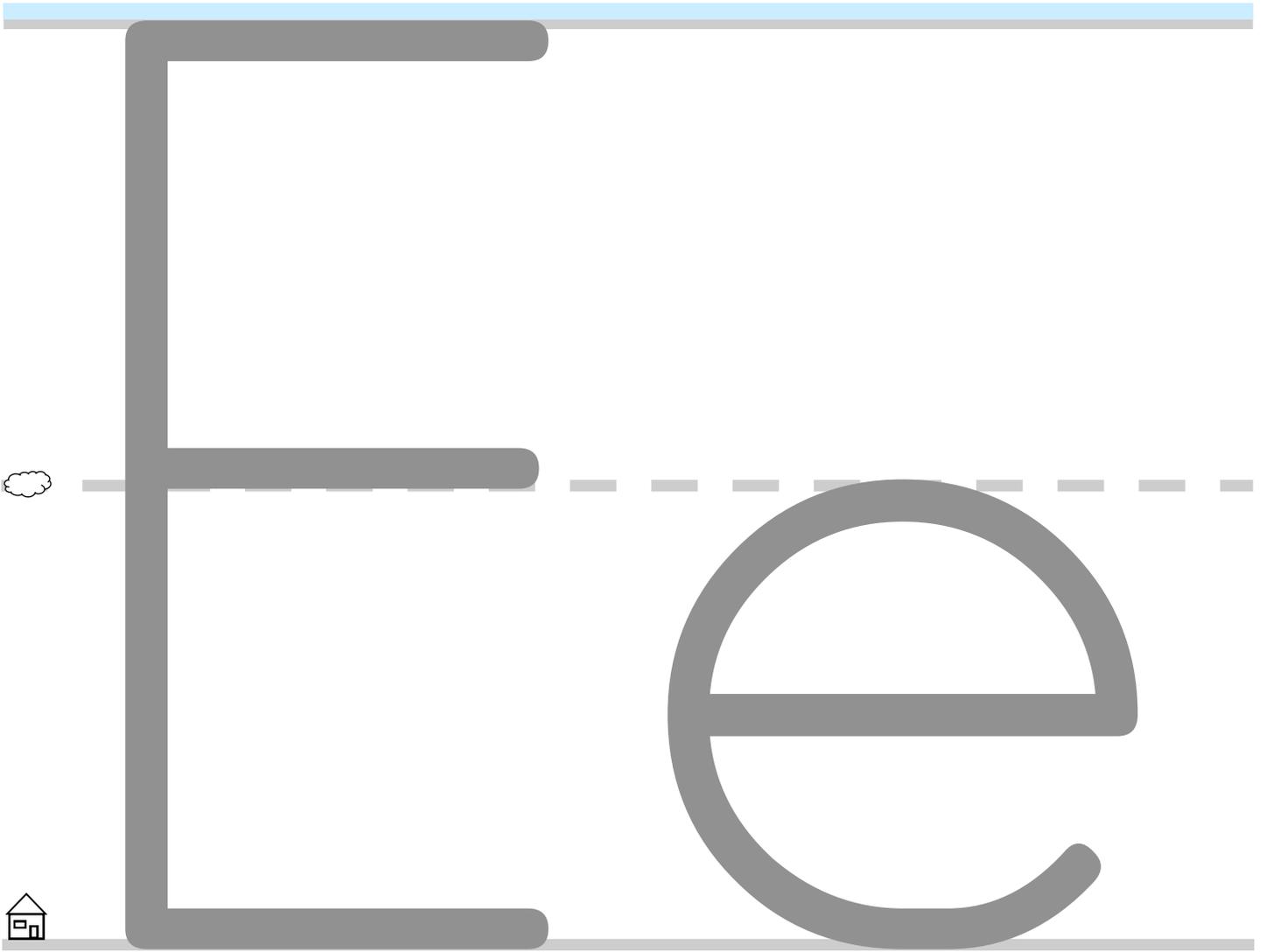
x x x

X x X x

w u b m

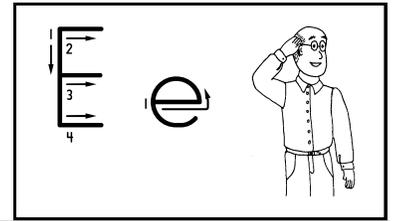
R r F f

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



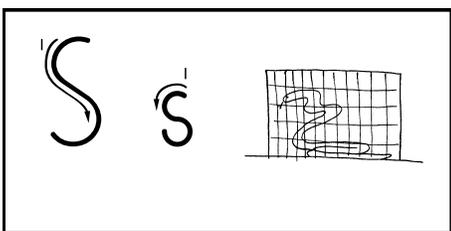
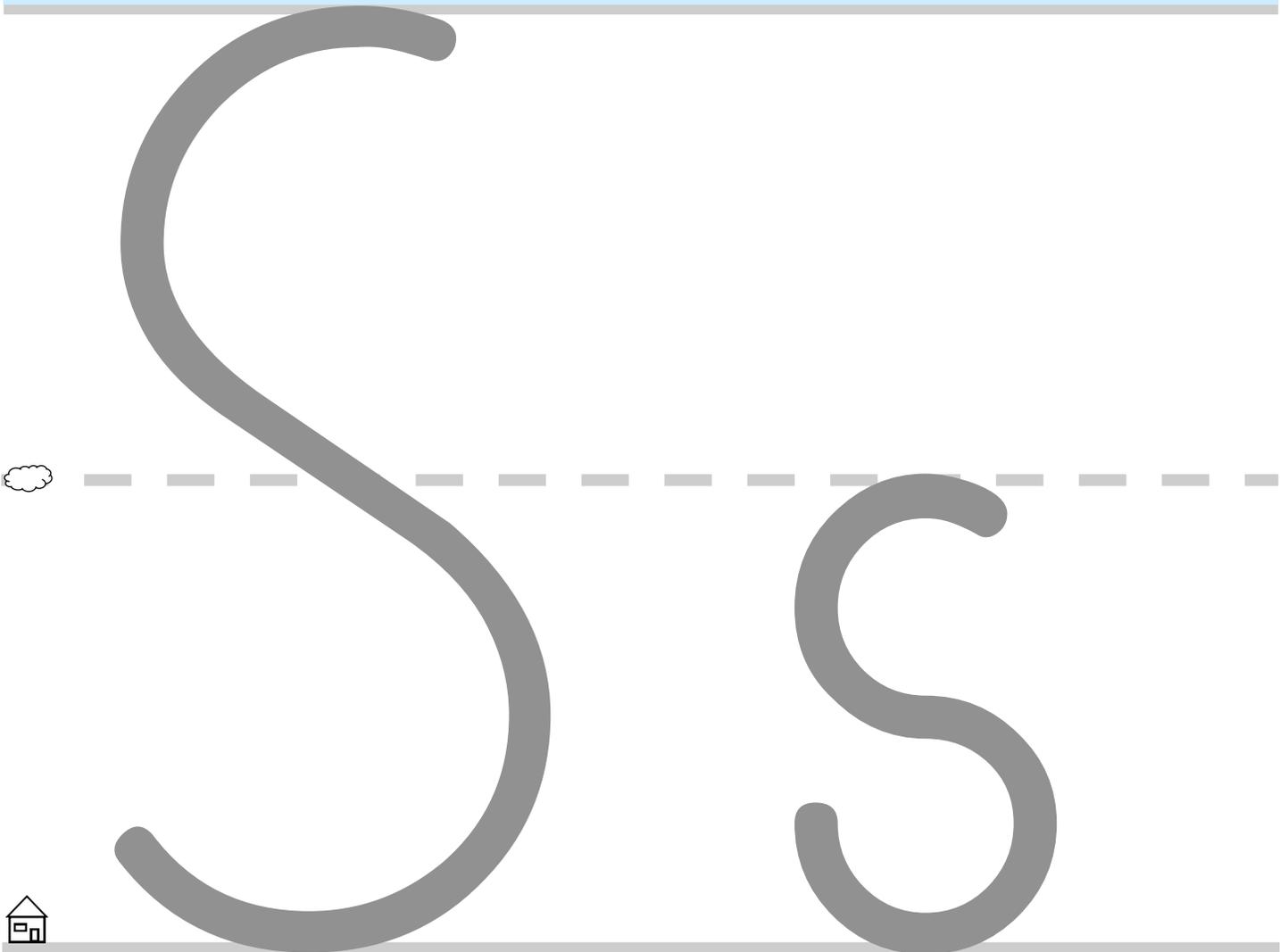
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



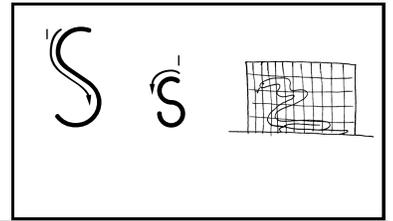
E E E	
e e e	
E e E e	
u b m r	
F f X x	

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



S S S

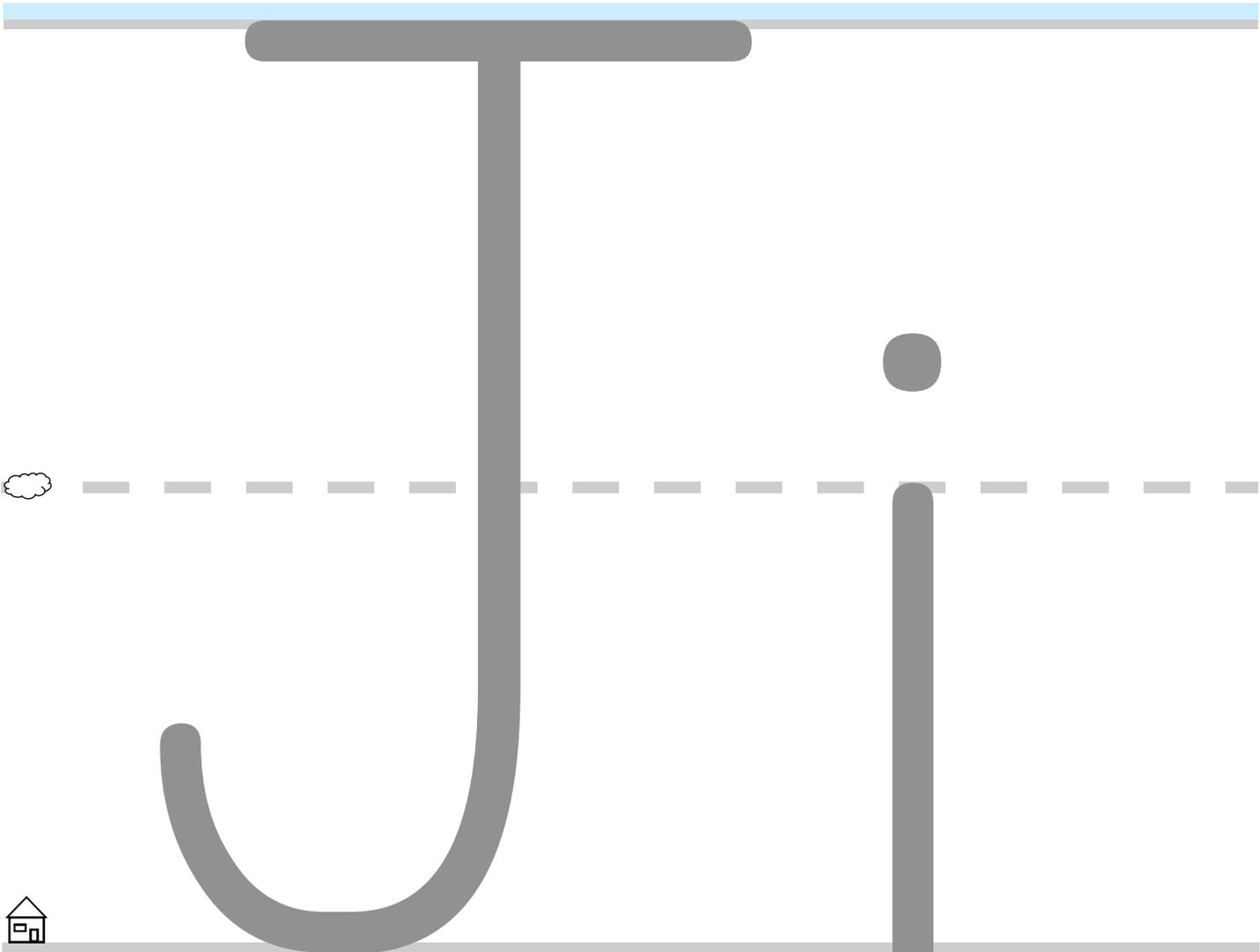
s s s

S s S s

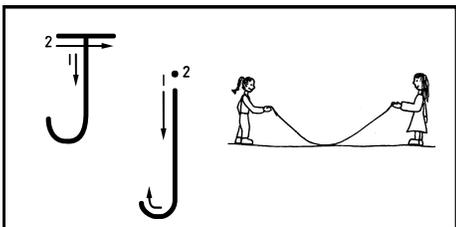
b m r f

X x E e

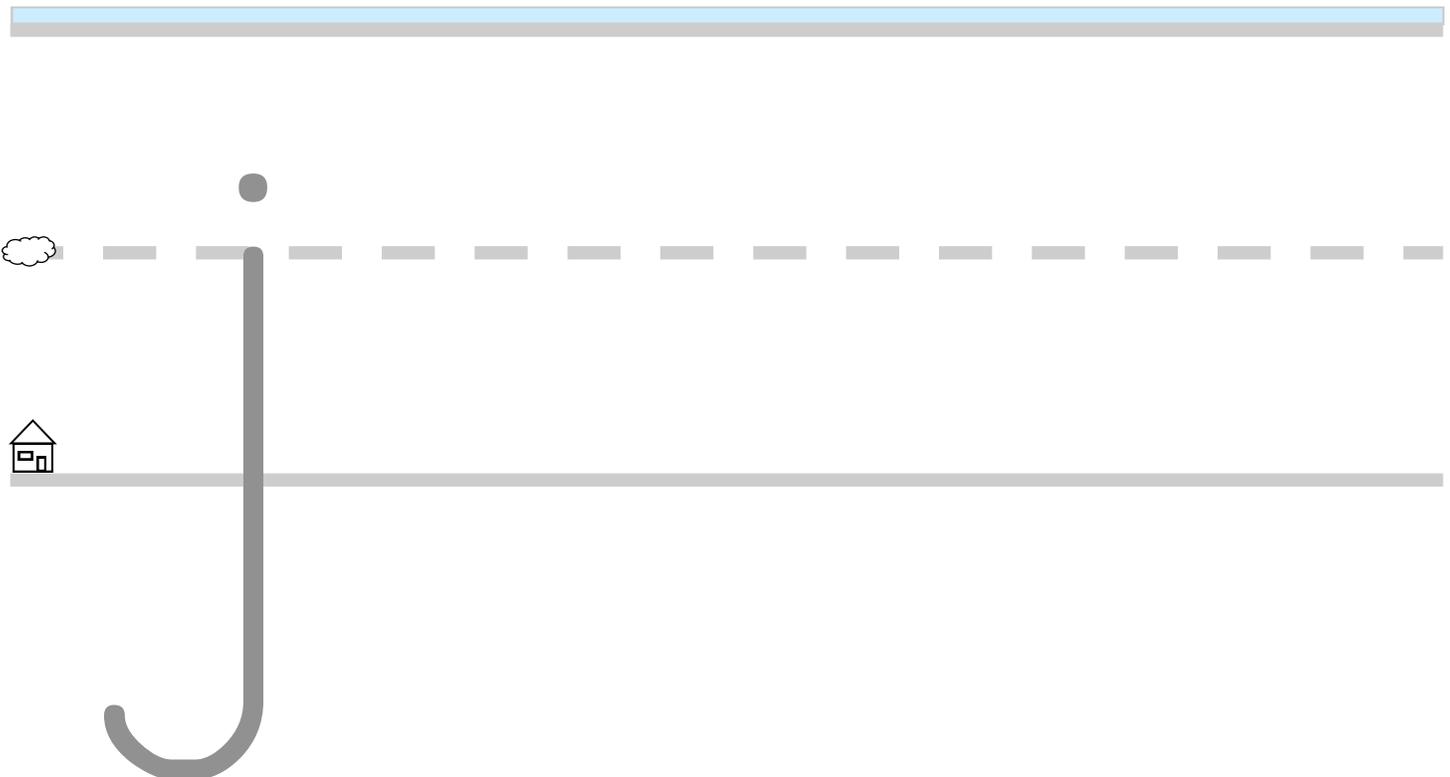
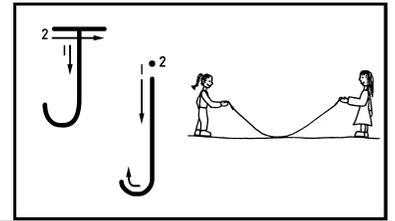
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



J J J

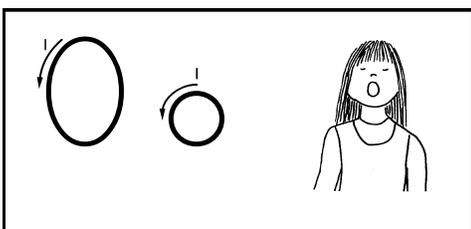
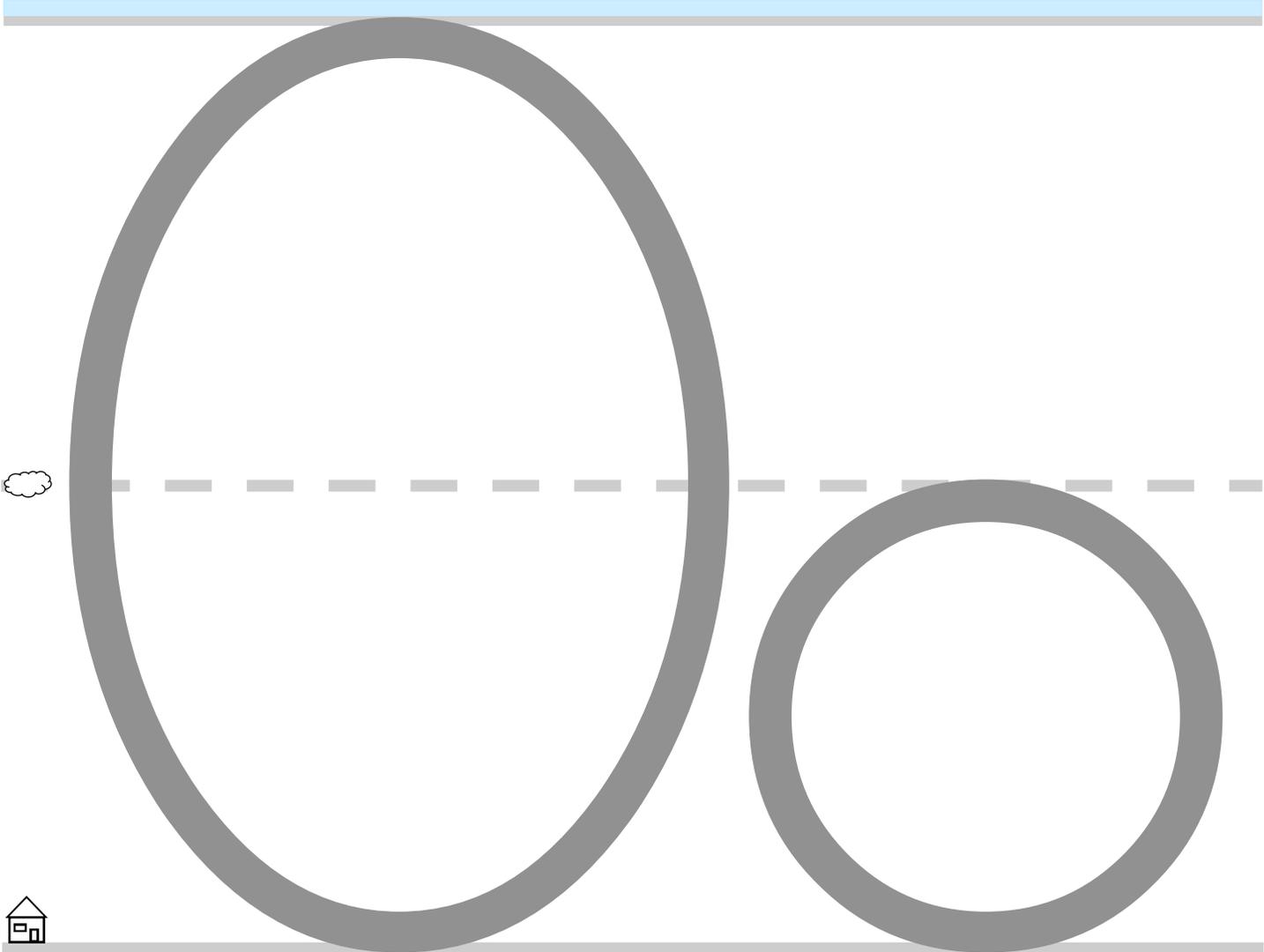
j j j

J j J j

m r f x

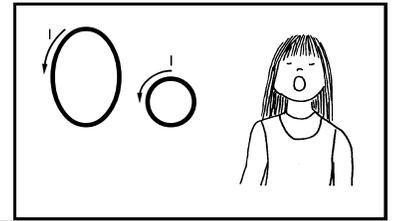
E e S s

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



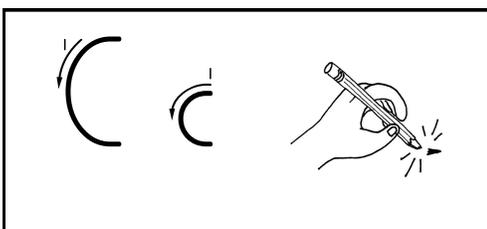
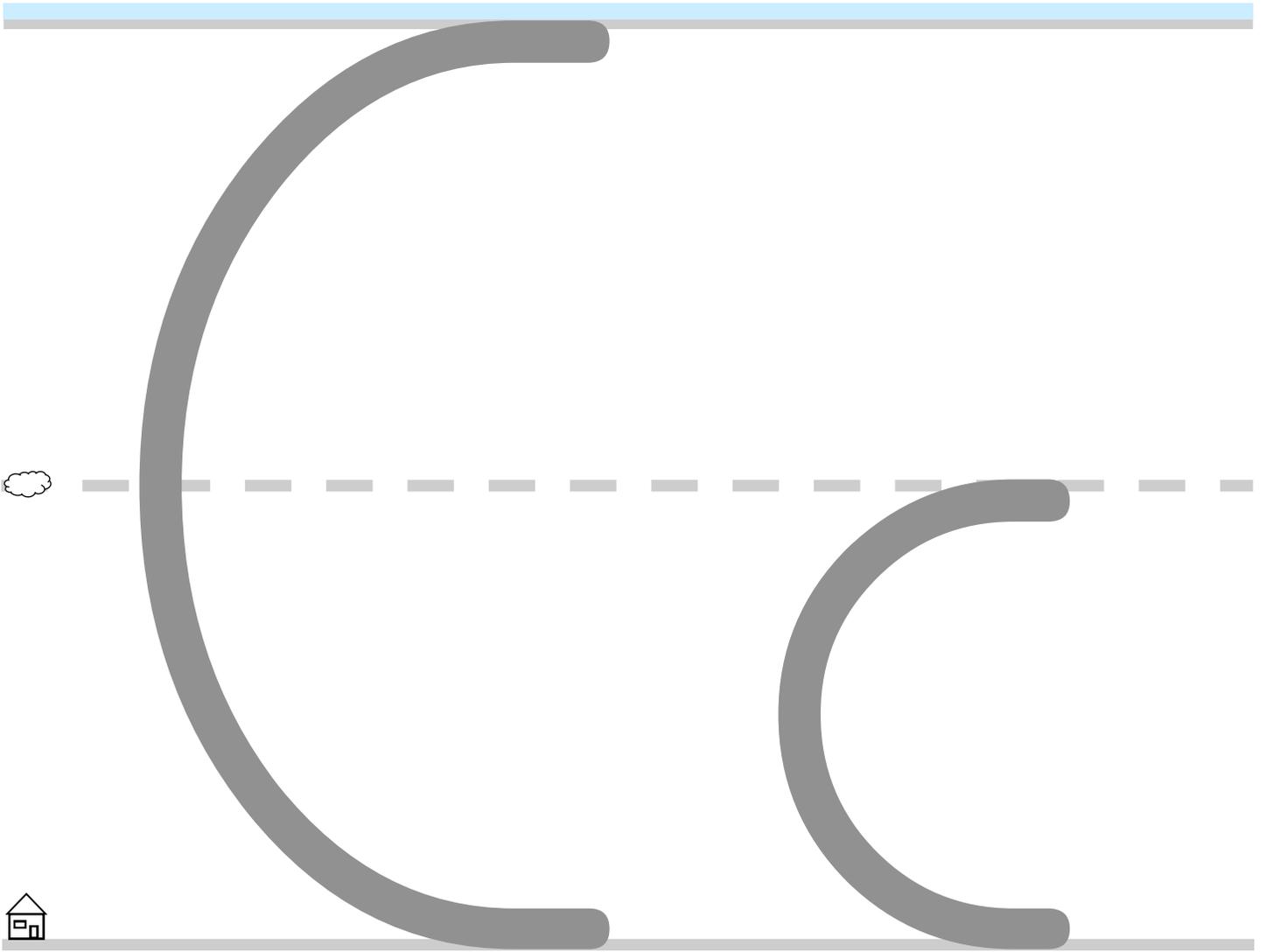
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name, "Capital O", each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure its correct, then tell you to trace it. Trace it many times, saying its name. If your letter is not quite right, your teacher will write a perfect pattern on the lines for you to trace. Trace many times, saying the letter name.
- 3) Write one more capital letter by yourself, saying its name. Continue as in number two.
- 4) Trace and write the lower case letters in the same way, saying only the letter sound each time you trace.



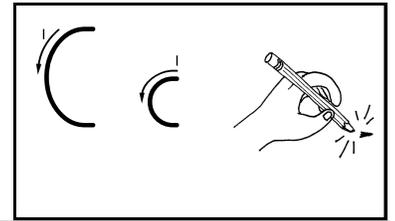
Handwriting practice sheet with four rows of three-line guides. Row 1: Three uppercase 'O's. Row 2: Three lowercase 'o's. Row 3: One uppercase 'O' and one lowercase 'o' on the left, and one uppercase 'O' and one lowercase 'o' on the right. Row 4: 'r', 'f', 'x', and 'e'. Row 5: 'S', 's', 'J', and 'j'.

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



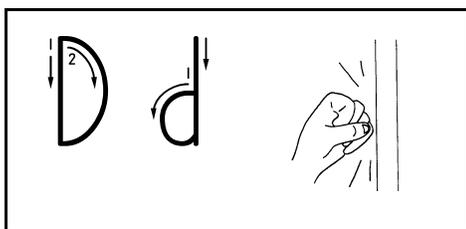
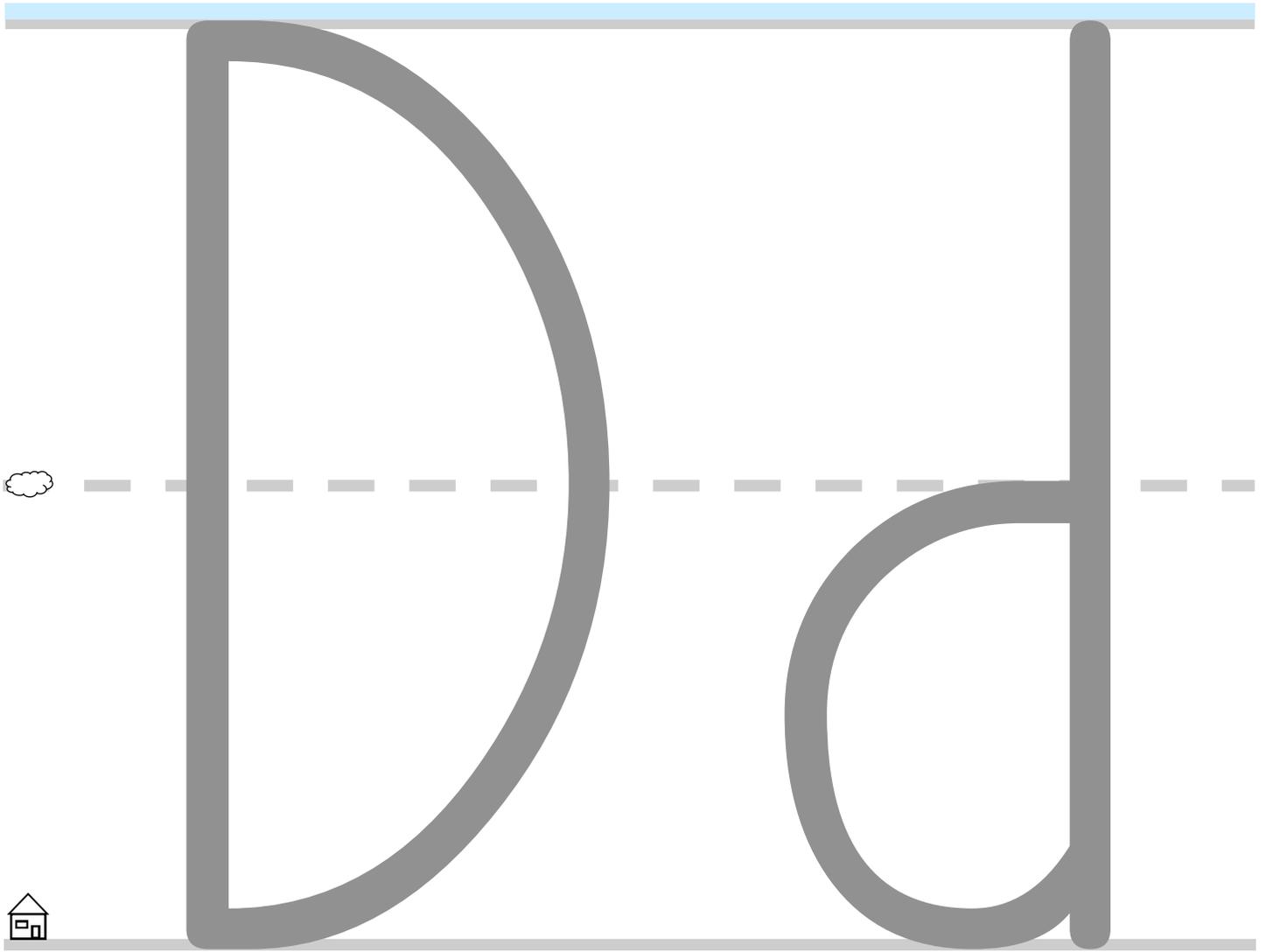
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



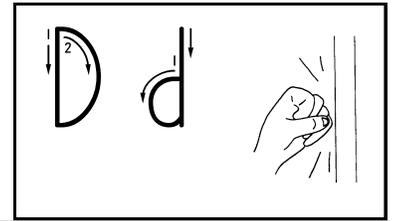
Handwriting practice sheet with four rows of three-line guides. Row 1: Capital C's. Row 2: Lower case c's. Row 3: Capital C and lower case c. Row 4: Review letters r, f, x, e, s. Row 5: Review letters J, j, O, o.

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name, "Capital D", each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure its correct, then tell you to trace it. Trace it many times, saying its name. If your letter is not quite right, your teacher will write a perfect pattern on the lines for you to trace. Trace many times, saying the letter name.
- 3) Write one more capital letter by yourself, saying its name. Continue as in number two.
- 4) Trace and write the lower case letters in the same way, saying only the letter sound each time you trace.



D D D

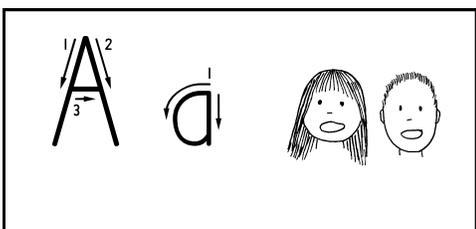
d d d

D d D d

f x e s j

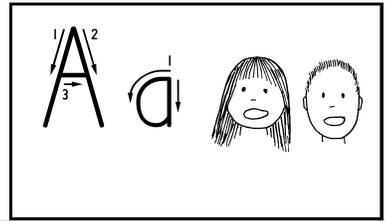
O o C c

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



A A A

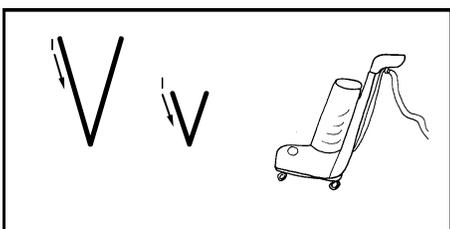
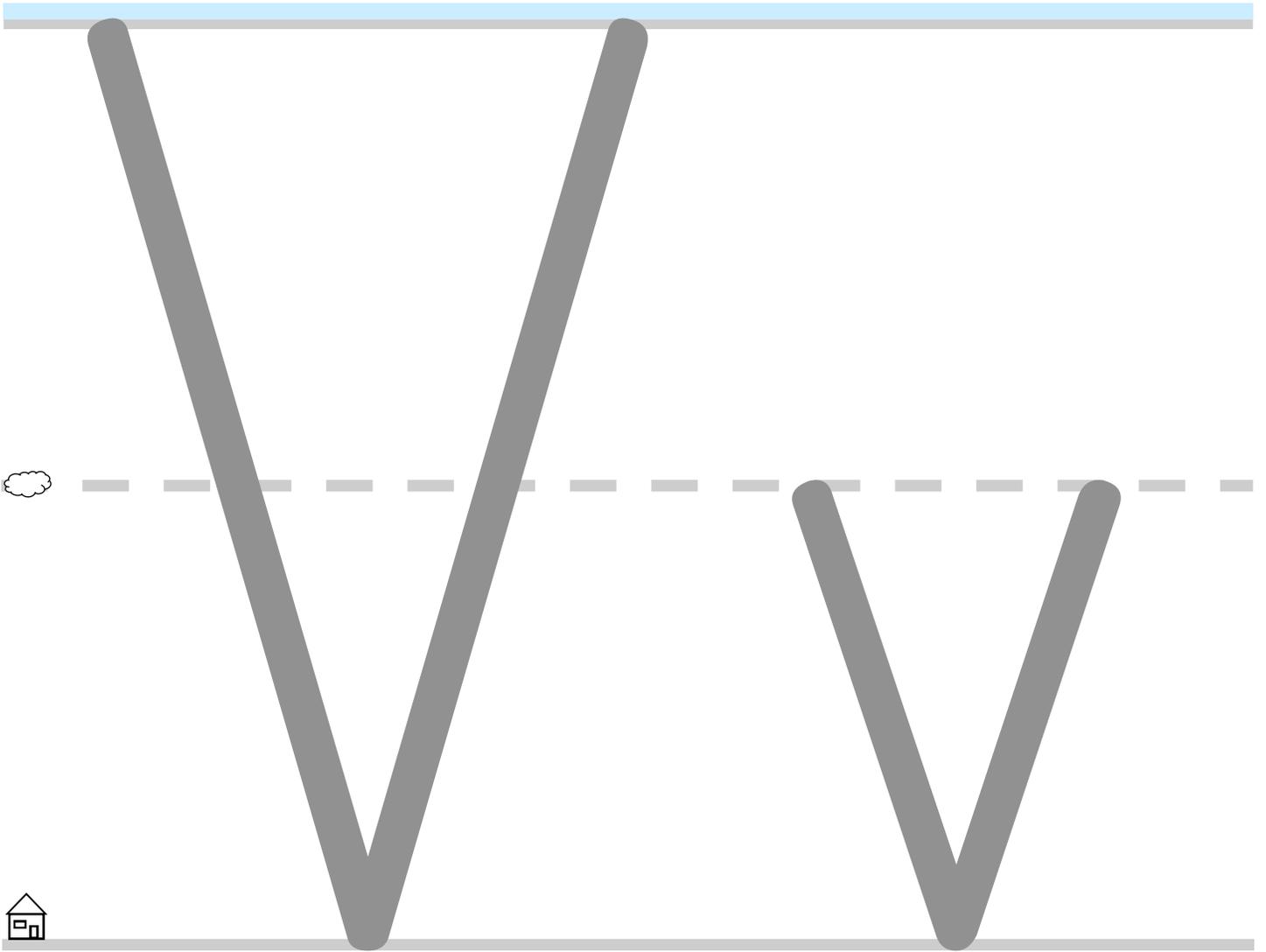
a a a

A a A a

x e s j o

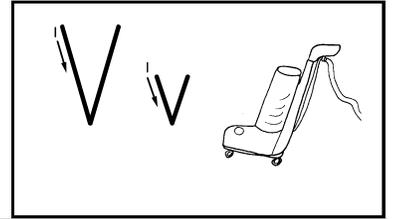
C c D d

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



V V V

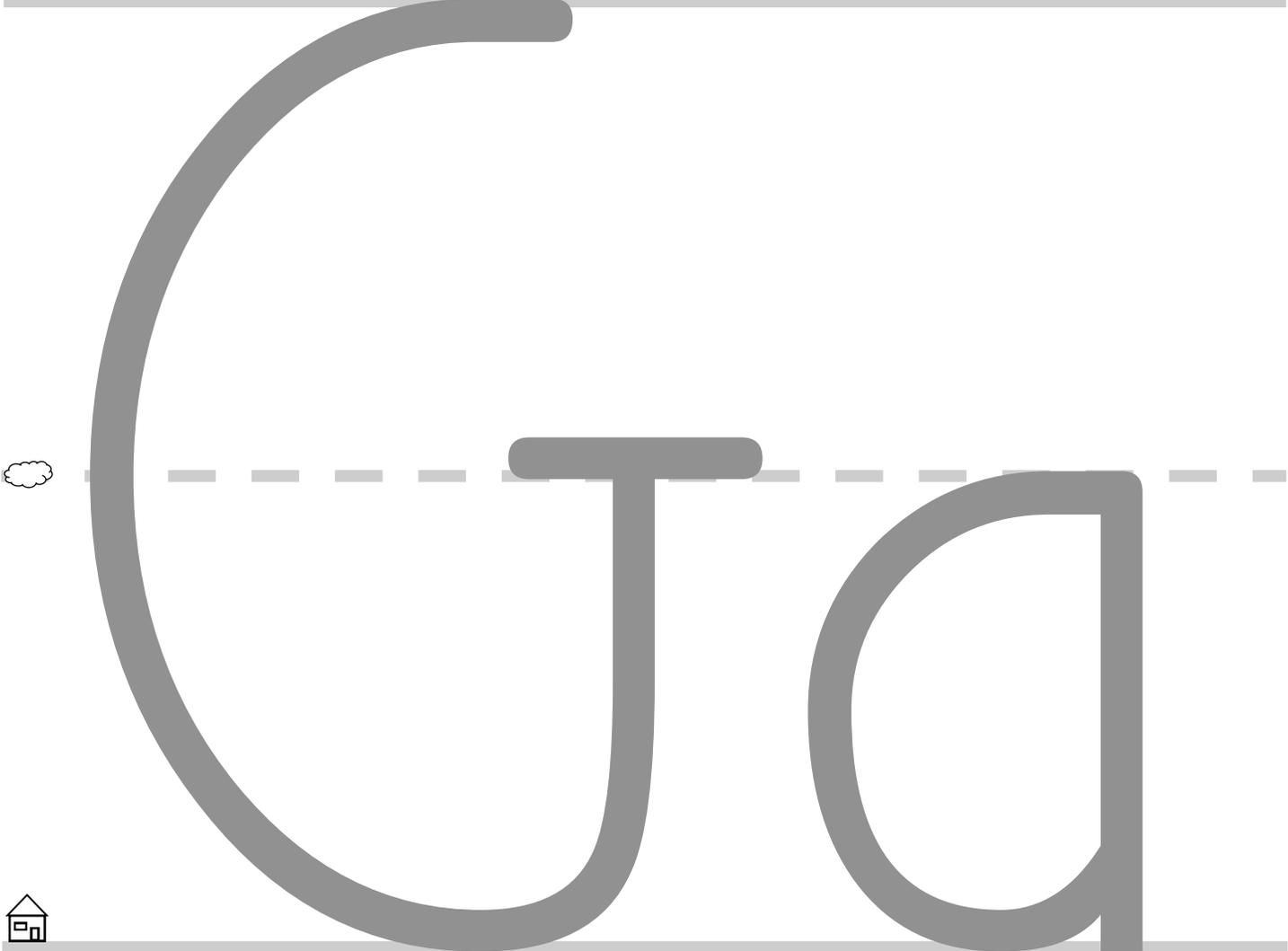
v v v

V v V v

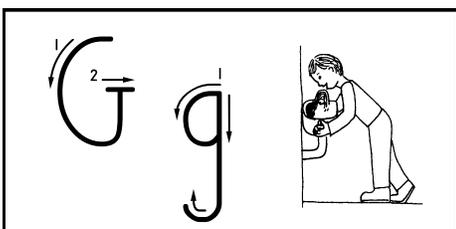
e s j o c

D d A a

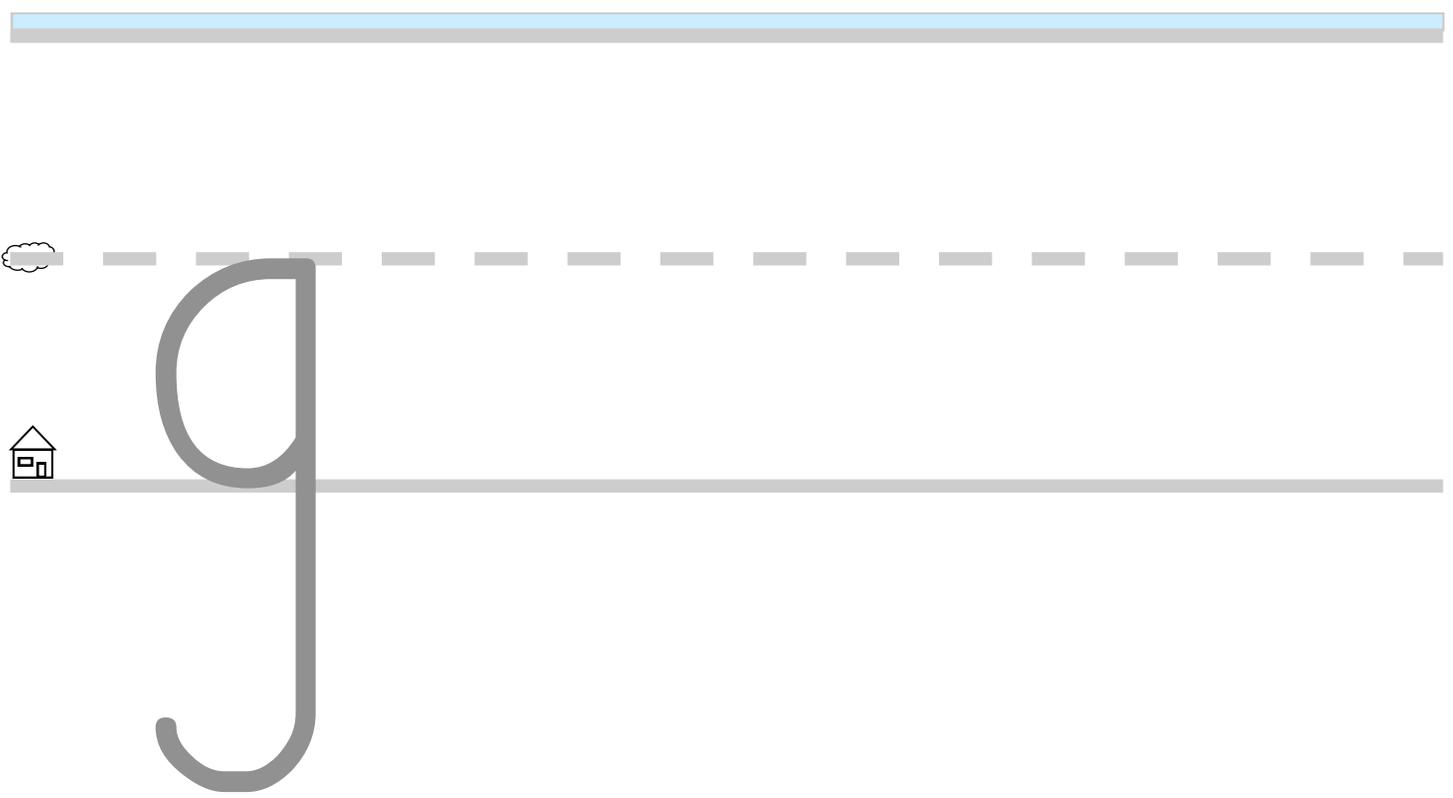
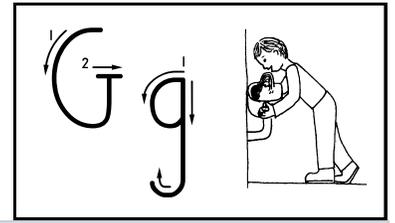
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

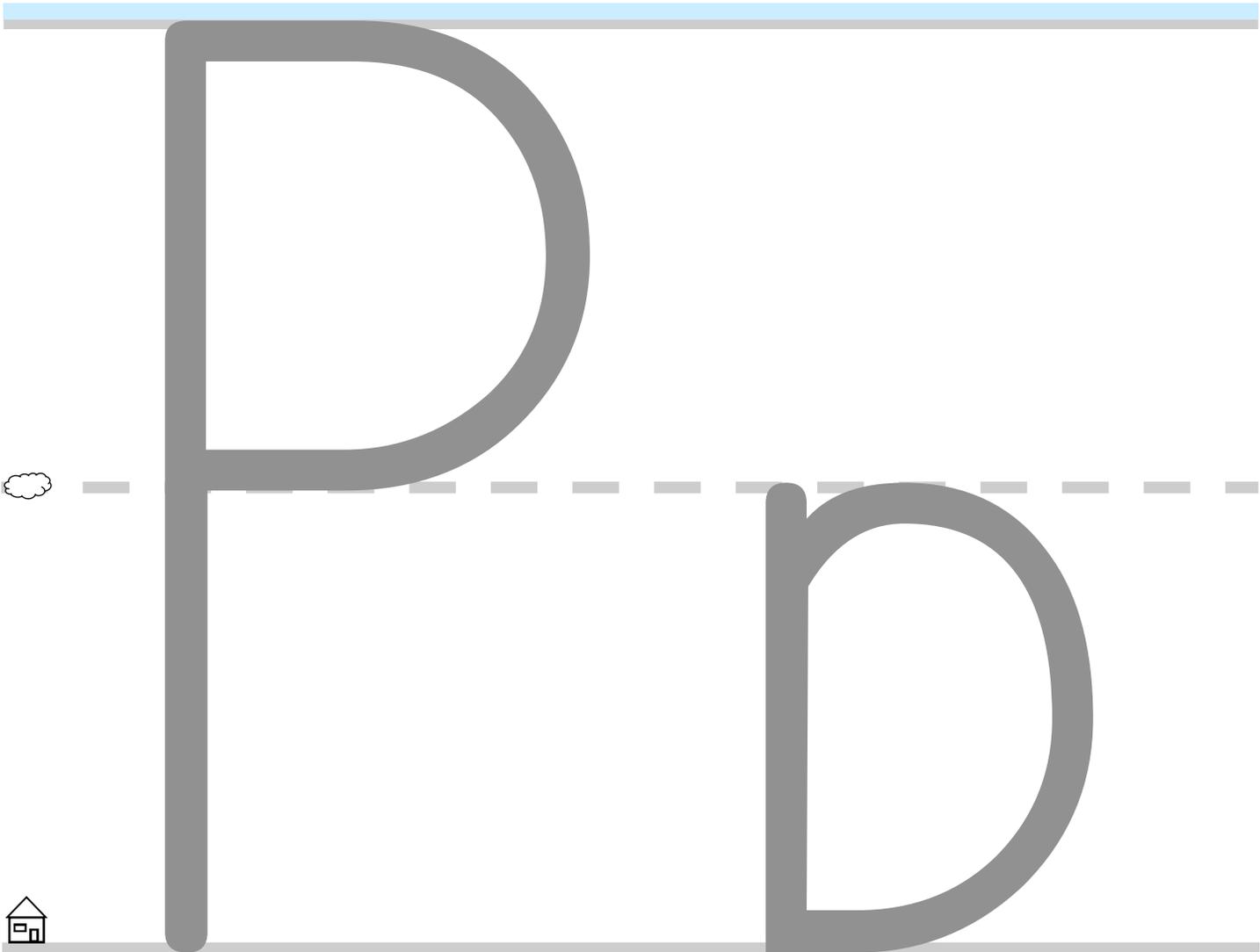


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.

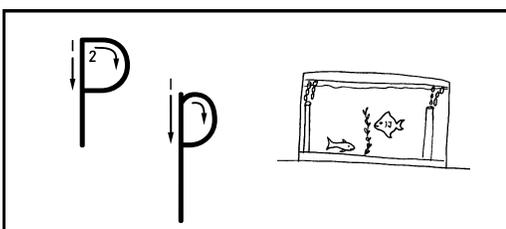


Handwriting practice sheet with four rows of three-line guides. Row 1: Capital G G G. Row 2: Lowercase g g g. Row 3: Capital G g and Capital G g. Row 4: Lowercase s j o c d. Row 5: Capital A a and Capital V v.

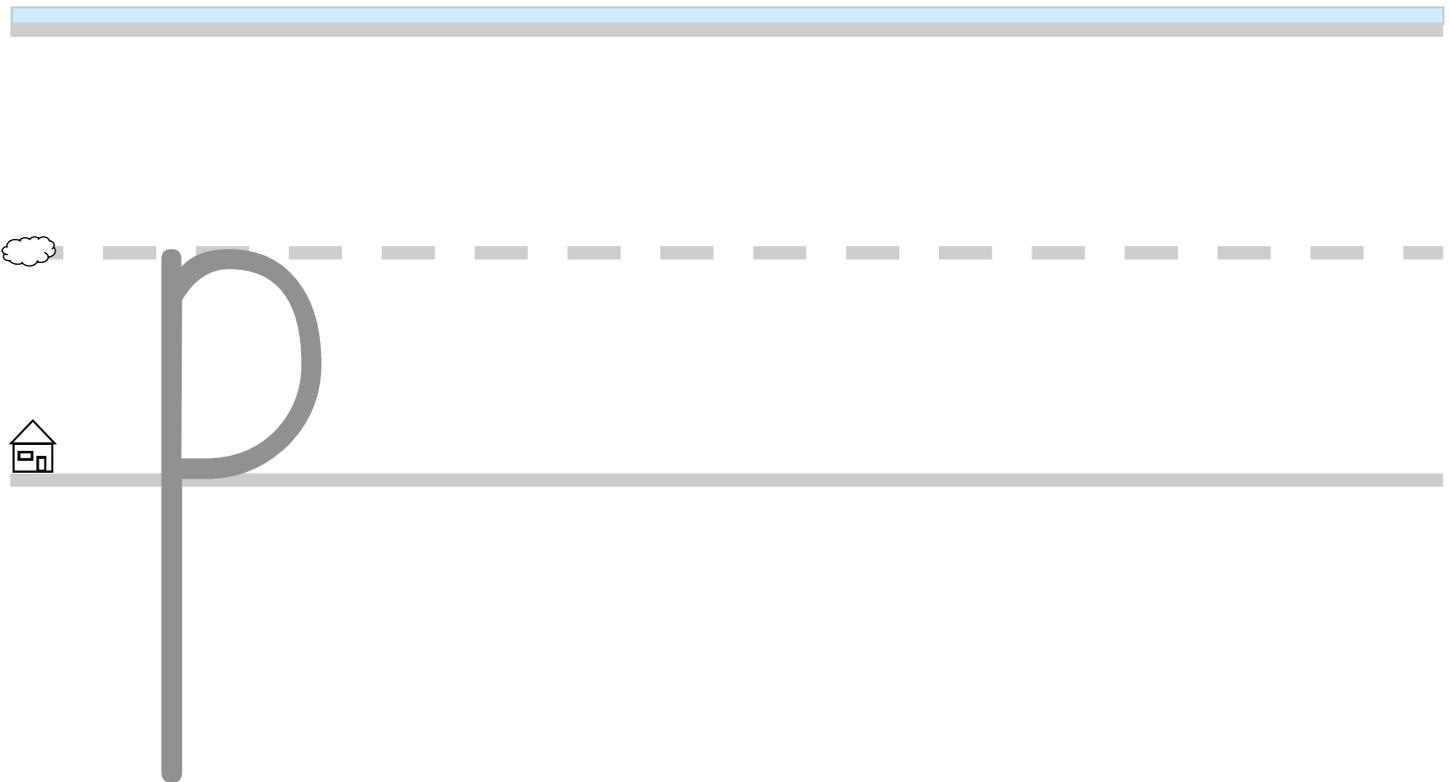
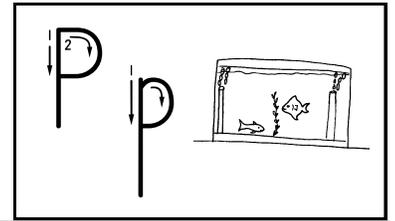
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

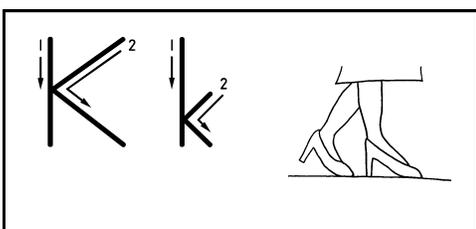
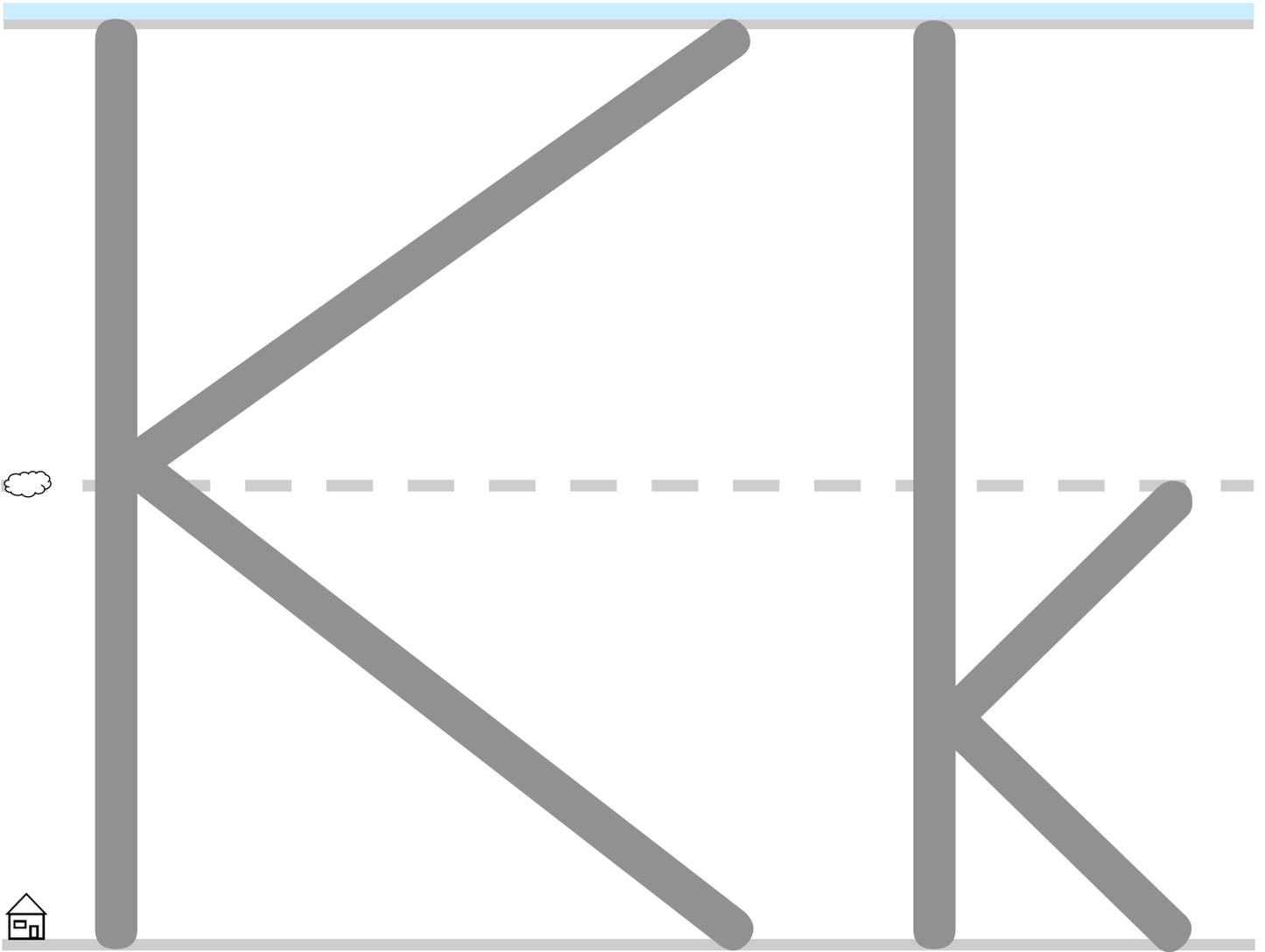


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



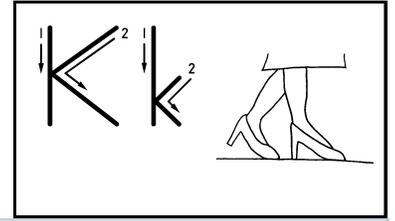
Handwriting practice sheet with four rows of three-line guides. Row 1: Capital P P P. Row 2: Lowercase p p p. Row 3: Capital P p and Capital P p. Row 4: Lowercase j o c d a and Lowercase v g.

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



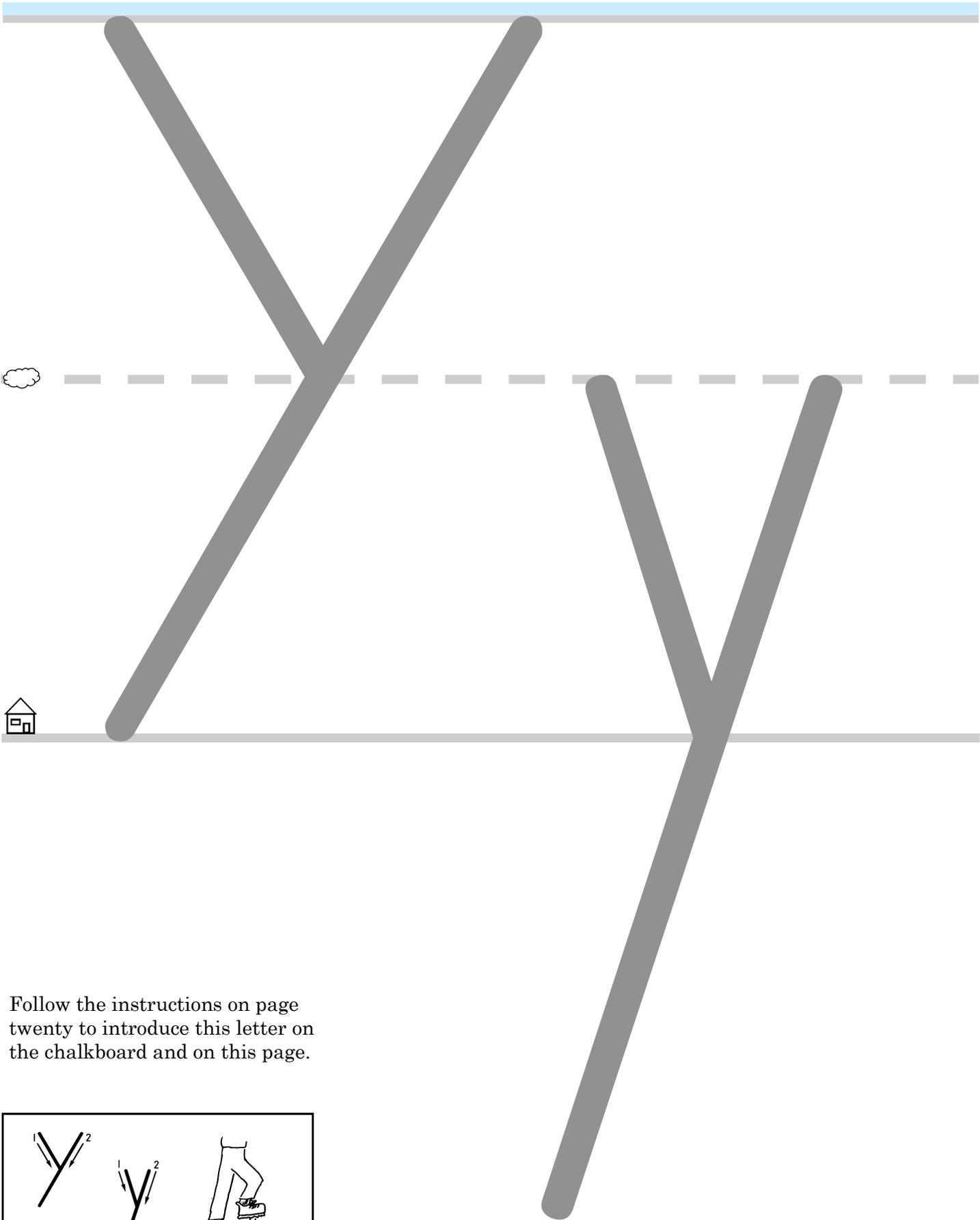
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.

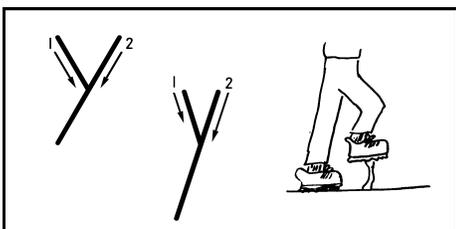


The handwriting practice sheet consists of four rows, each with a three-line guide (top solid line, middle dashed line, bottom solid line).
Row 1: Three capital 'K's for tracing.
Row 2: Three lowercase 'k's for tracing.
Row 3: A sequence of capital 'K' and lowercase 'k' for tracing: K, k, K, k.
Row 4: A sequence of lowercase letters for tracing: o, c, d, a, v.

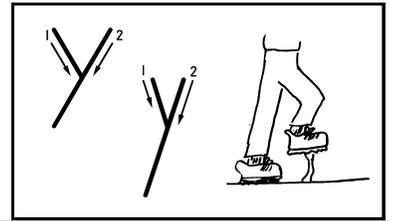
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



Y Y Y

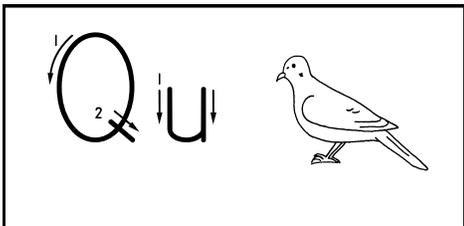
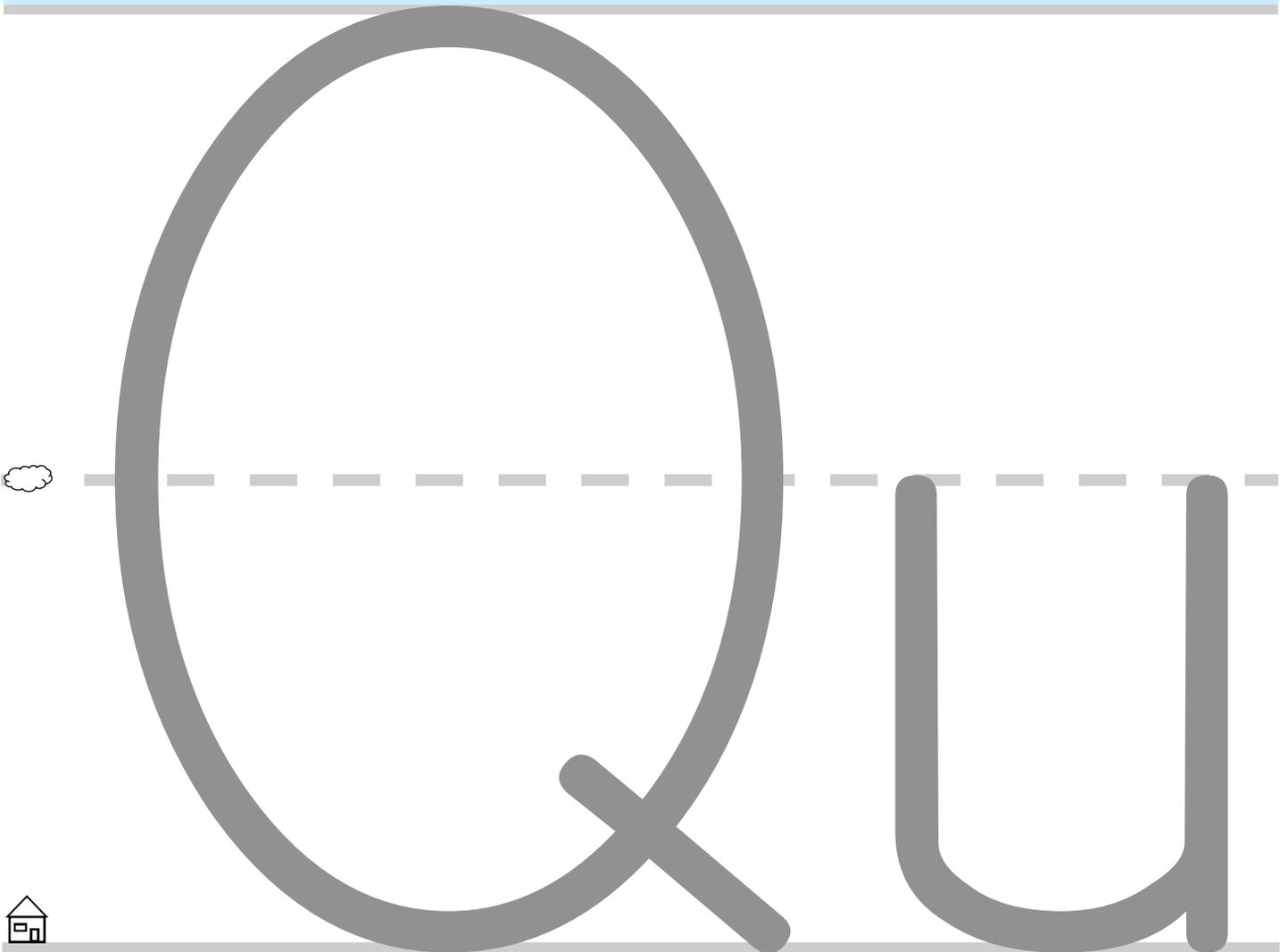
y y y

Y y Y y

C c d d a a v v g g

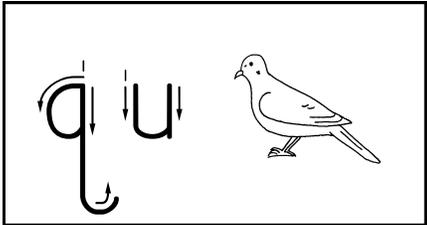
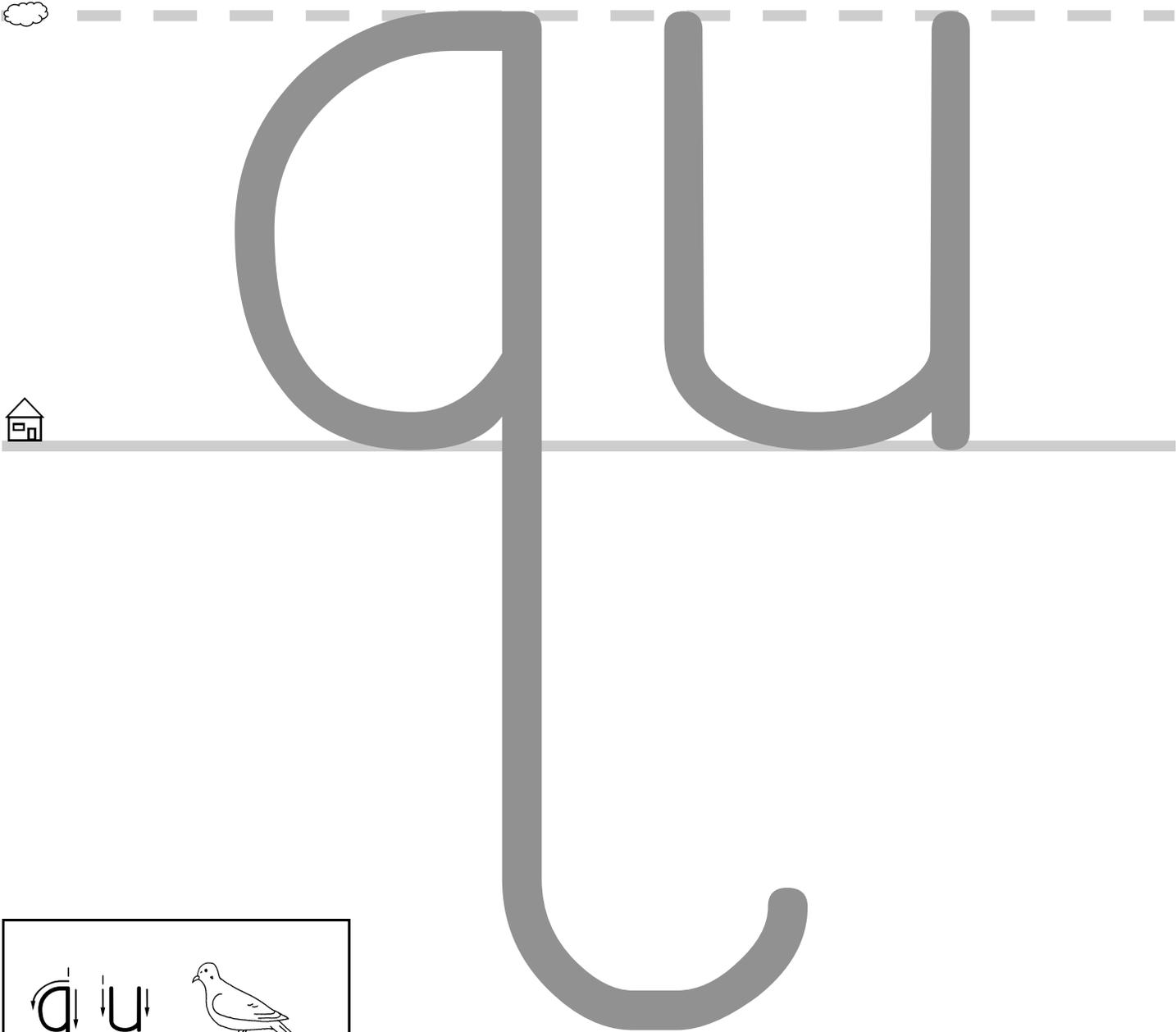
P p K k

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.

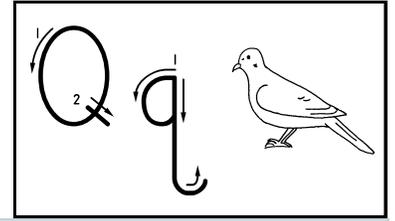


Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



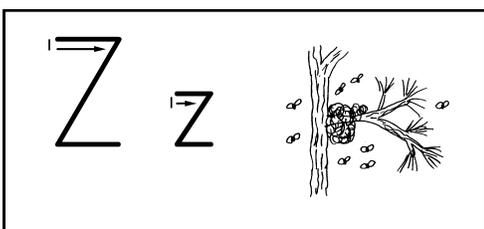
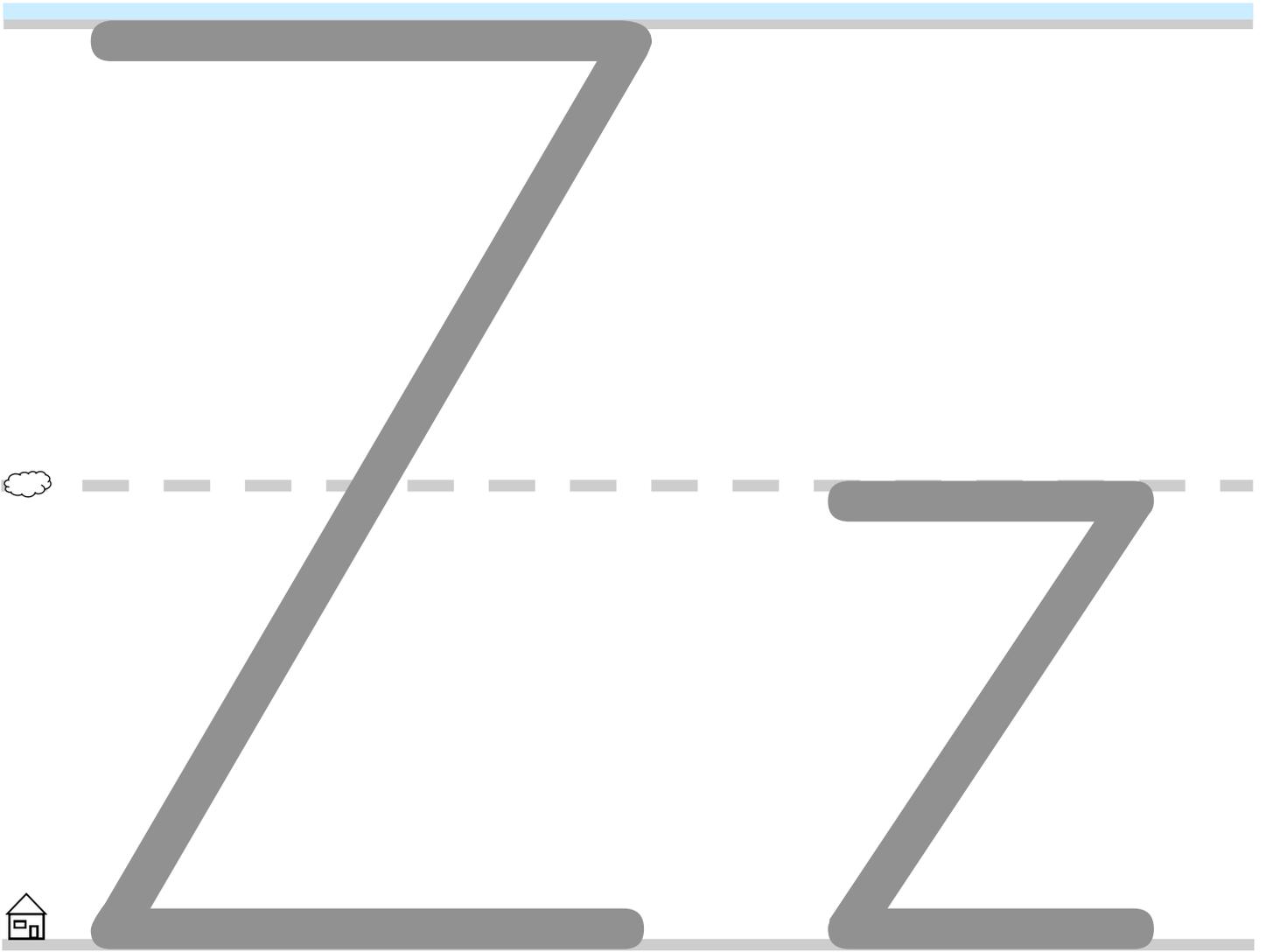
Q q Q q

q q

Q q

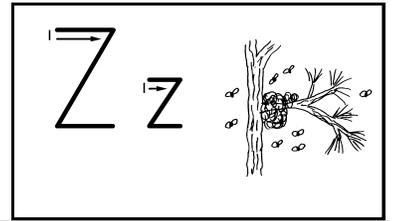
K k Y y

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



Handwriting practice sheet with four rows of three-line guides. Row 1: Uppercase Z (Z Z Z). Row 2: Lowercase z (z z z). Row 3: Uppercase Z and lowercase z (Z z Z z). Row 4: Lowercase letters a, v, g, p, k. Row 5: Lowercase letters y, q, q.

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.

Wrap Up

t	i	h	l	n
w	u	b	m	
r	f	x	e	
s	j	o	c	
d	a	v	g	

Trace and copy the review letters. Say just the sound when you trace and write each lower case letter.

Wrap Up

A a	B b
C c	D d
E e	F f
G g	H h
I i	J j

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Wrap Up

Kk	Ll
Mm	Nn
Oo	Pp
Qq	Rr
Ss	Tt

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Wrap Up

U u	V v
W w	X x
Y y	Z z
? ?	! !
, ,	. .

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters. Trace and copy the questions marks, exclamation marks, commas, and periods.

Wrap Up

e s o c d a g qu
n m r p u i j

The letters on each line are written in a similar way. Trace the review letters on each line. Copy the same letters on the line below. Say the sound of lower case letters.

Wrap Up

x v w y z
t h l b f k

The letters on each line are written in a similar way. Trace the review letters on each line. Copy the same letters on the line below. Say the sound of lower case letters.

HANDWRITING INSTRUCTION

Integration With The *Exploring Sounds In Words* Book

This handwriting book is designed to be used with the *Exploring Sounds In Words* book. The handwriting lines have the same spacing in both books so that students can easily move back and forth between them.

After learning how to write a new letter in this book, students will be able to write the letters needed to complete the related pages in the *Exploring Sounds In Words* book. Students will write the new letter and review letters to show beginning and ending sounds in words.

This handwriting book may be used by students at any level who would benefit from the instruction it provides.

Handwriting Overview

The letters are introduced in the same order in which they appear in *A Sound Story About Audrey And Brad*. In Part One of the story, included in this book, the sounds for the letters of the alphabet are introduced. Each sound is represented by a picture taken from a real life situation. Read the story aloud to the students so they will become familiar with the sound for each picture. The pictures are included on the handwriting pages in this book to remind students of the sound for each letter.

The sound story is set up so that the letters that are easiest to write are introduced first, and the letters that are more difficult to write, along with less common letters, are taught later. As students study the earlier letters, they are mastering the strokes needed to write the more difficult letters.

Students trace large letter patterns repeatedly before tracing and copying smaller letters on regular lines. By tracing large letters first, while saying the letter sound, students build multi-sensory pathways that record muscle movement, vision, and hearing all at the same time. This combination strengthens the learning process.

It is helpful to have students trace large letter patterns that you have written on the chalkboard before doing the pages in this book. Students enjoy the board work and it prepares them to complete the lesson in their books.

Try to introduce both the capital and the lower case letter on the same day. This way students will make a connection between both forms of the letter from the beginning. Later on, they will be able to recall the capital letter so that they can use it at the beginning of proper nouns and at the beginning of sentences.

I used to teach the lower case letters first and then teach the capital letters later. I found that students weren't able to use capital letters very well. They frequently used lower case letters at the beginning of sentences and proper nouns even when I reminded them to use capital letters. After I decided to teach both capital and lower case letters at the same time, the students remembered them and understood where they were needed.

There are handwriting warm-up pages at the beginning of this book. They are not meant to be done all at the same time. Choose one page, or part of a page, to do at the beginning of each lesson, if you wish. Each warm-up page lists the letters that use the strokes that are practiced on that page. This makes it possible to plan to do a warm-up page that will directly support students as they learn a particular letter. Pages that have already been done can be retraced on another day, for more practice. You might want to direct students to use different colored pencils on different days.

Before students begin learning to write the letters, you may want to write large lines, circles, and zigzags on the chalkboard for students to trace. See the section on chalkboard warm-up exercises on page eighty-five. These exercises help students internalize the strokes needed to write letters.

Model How To Hold A Pencil

If possible, obtain triangular shaped pencils for students to use. This makes it easier for them to maintain the correct finger positions when they write.

Show students how to form a circle with their pointer finger and thumb. Have them demonstrate for you, holding their hands in the air. Then show students how to place a pencil between the fingertip and end of the thumb. Have them demonstrate for you, holding the pencil in the air. Check and help as needed. Show how to move the pencil up and down and from side to side while holding it. Then rotate your wrist to move the pencil in a windshield wiper motion. Students copy your hand motions, maintaining their hold on the pencil.



Now show students how to position their tallest finger behind the pencil to hold it in place, and show them how to tuck the last two fingers into their palm. Remind them to keep the circle formation with their pointer finger and thumb. Explain that the tip of the thumb must not slide up past the pencil. This will allow students to have good control of the pencil when they write.

Planning And Pacing

Daily practice is important so that students become comfortable and confident with the new handwriting skills they are learning. It is up to the teacher to decide how much to do when introducing new letters. This book provides several ways to introduce new letters: on the chalkboard, on tracing pages that have very large letters, on pages with large letters to be trace and copied twice, and on pages with regular sized letters to be traced and copied. The teacher should select the handwriting pages to use and the portion of the handwriting lesson to be introduced each day. For example, you may prefer to use either the largest handwriting letters in the book or the page with the next largest letters, followed by the smaller letters, instead of doing all three pages. For younger students, you could spread out the handwriting instruction for each new letter over a period of several days.

INTRODUCE NEW LETTERS ON THE CHALKBOARD

Talk About The Lines

If you are teaching a class, you will use the large chalkboard at the front of the room. If you tutoring a single student, you will need a 24" by 36" chalkboard, placed on a sturdy easel or mounted on the wall.

Draw a large set of widely spaced lines on the chalkboard.

Place the lines high on the board. The lines should be about nine or ten inches apart. Draw a small house at the beginning of the bottom line, and explain that this line is the ground line. Draw a small cloud at the beginning of the middle line, and explain that this is the cloud line. If you have blue chalk, draw a line touching the top line, going across just above it. Point out the top line and explain that this is the sky line. Point to each line and call on students to tell you its name.

Sky Line



Cloud Line



Ground Line



Below The Ground/
In The Basement

Teach Letter Formation For The New Capital And Lower Case Letters

1. Model how to write the capital and lower case letters on the widely spaced lines you placed on the chalkboard. Talk about where to start each letter, which direction to go, which lines to touch, and so on. After explaining verbally how to write each letter, trace it again. This time, say the name and sound as you trace the capital letter and say just the sound as you trace the lower case letter. Use the alphabet chart in this book as a reference guide. It has arrows to show the strokes to use when writing the letters. Most lower case letters will be formed with one continuous stroke, without picking up the chalk. For many capital letters, students must begin with a downward stroke and then "hop to the top" before beginning the next stroke.
2. Draw six to eight sets of widely spaced lines evenly across the chalkboard, below the first set of lines. Write a large capital and lower case letter on each set of lines. Call on students to come to the board, one group at a time. Students trace the capital letter first, many times, saying the name and sound of the letter each time they trace. Then students trace the lower case letter many times, saying just the sound for the letter each time they trace. Observe closely and provide help as needed so that students are using the correct strokes when forming the letters. Continue in the same way, calling the next group of students to the board, until all of the students have had a turn to trace the letters. If you wish, you can have the students at their desks trace the letters in the air while they are waiting for their turn.

WORKING IN THE BOOK

Tracing The Largest Capital Letter

1. After introducing a new letter at the chalkboard, have students turn to the handwriting pages in their books for the same letter. Start with the largest capital and lower case letters, shown side by side on the same page. Model several times how to trace the capital letter in the book, using one or two pointed fingers. Say the name and sound of the letter each time you trace, “Capital T, /t/.”
2. Have students finger trace the capital letter in their book repeatedly, with one or two pointed fingers, saying the letter name and sound each time they trace, “Capital T, /t/.” Give students time to trace about six to eight times. When tracing large letters, it is important for students to move their whole arm from the shoulder, allowing the elbow to bend as they trace. Elbows should not rest on the desk or table. Walk around the room to observe the students, providing help and guidance as needed.
3. Briefly review the correct pencil grip and have students trace the capital letter six to eight times with a pencil. Students’ arms should move freely as before, and they should continue to say the capital letter name and sound each time they trace. Monitor and assist the students as needed.

How To Use The Rabbit Cards

When Introducing Large Capital Letters (Optional)

This strategy will help students remember how to write letters that begin with a downstroke followed by a second stroke that begins at the top line. You can use it when teaching these capital letters: A, B, D, E, F, H, I, J, K, M, N, P, R, T, X, and Y.

Copy the “Hop To The Top” page in this book onto a sheet of card stock. Cut out the large rabbit card to use when you introduce a new capital letter on the chalkboard. Cut out the small cards for students to use when they trace the large capital letter in their books.

1. When you model how to write the first stroke of the letter on the chalkboard, point out that you must then pick up your chalk and go back to the sky line in order to write the next stroke. As you show students where to begin the second stroke, place the large rabbit card in that spot just above the sky line. This location will vary depending on the capital letter being taught. If you have a magnetic chalkboard you can apply a small magnet to the back of the card so that it can be placed and moved as needed. Explain that the rabbit will remind them to “hop to the top” when writing the letter and will show exactly where to begin the second stroke.

2. When you model how to trace the capital letter in the book, position a small rabbit card on the page just above the skyline to show where the second stroke begins.
3. Pass out one small rabbit card to each student. Before students trace the capital letter, have the students place the rabbit cards in the correct location just above the skyline. Students leave the rabbit card in place while they are tracing the letter.



Tracing The Largest Lower Case Letter

1. Model how to trace the lower case letter in the book with one or two pointed fingers. Trace several times, saying only the sound of the letter, not the letter name.
2. Have students finger trace the lower case letter in their books repeatedly, saying just the sound, not the letter name.
3. Then students trace the lower case letter repeatedly with a pencil, saying only the letter sound as they trace. Continue to monitor and assist as needed.

Doing The Handwriting Pages With Large Letters On Two Lines

1. Have students trace the capital letter many times; saying its name and sound each time they trace. Monitor and assist as needed.
2. Tell students to write the capital letter one time by themselves and wait for your approval before continuing. They can retrace the first letter again while they wait. Walk around quickly, and tell each student individually to trace their own letter if it is written correctly. Use a red crayon or colored pencil to rewrite any letters that are not formed correctly, writing directly on top of the student's letter. Students trace the corrected letter many times, saying its name and sound.
3. Tell students to write one more capital letter by themselves, saying its name and sound. Continue as in number two.
4. Guide students as they trace and copy the lower case letter two times, following the same routine. For lower case letters, students say only the letter sound each time they trace.

Writing Smaller Letters

Students should practice writing smaller letters after they have completed the letter introduction with large patterns. There are two possible choices when working with smaller letters. In either case, students will get additional practice writing letters as they complete the beginning and ending sound pages in the *Exploring Sounds In Words* book.

1. Work directly with the students as they trace and copy the smaller letters in the handwriting book. Omit the section on dictating letter sounds to lined paper.
2. Dictate the sounds of new and review letters for students to write on lined handwriting paper. Students complete the page with the smaller letters in the handwriting book at a later time as independent work.

Doing The Handwriting Page With Smaller Letters With The Students

After students trace large capital and lower case letters on the board and in this book, have them trace and copy the new capital and lower case letters on the smaller lines in their books. Students will also trace and copy a few review letters.

If a student writes a letter incorrectly, use a red colored pencil to write the letter correctly, directly over the student's letter. Students trace the red letter several times, then continue as before. Students are to work carefully, keeping a steady rhythm, continuing to voice the letter name and sound for capital letters and just the sound for lower case letters. Students cannot write the letter correctly if they try to go too fast. They must take their time, think carefully, and watch the lines.

You may want to allow the students to trace and copy the letters on their own, as you watch, providing assistance as described above. Or you may want to take a more structured approach, described below.

1. **First Line** - Demonstrate how to write the capital letter on the board once again, before students trace and copy in their books.
2. **Second Line And Third Lines** - Demonstrate how to write the lower case letter on the board once again, before students trace and copy the lower case letters in their books. Students then continue on the next line, tracing and copying both capital and lower case letters.
3. **Fourth And Fifth Lines** - You may want to quickly demonstrate the letter formation for each review letter on the board before students trace and copy them.

Dictating Letters Sounds For Students To Write On Regular Lined Paper

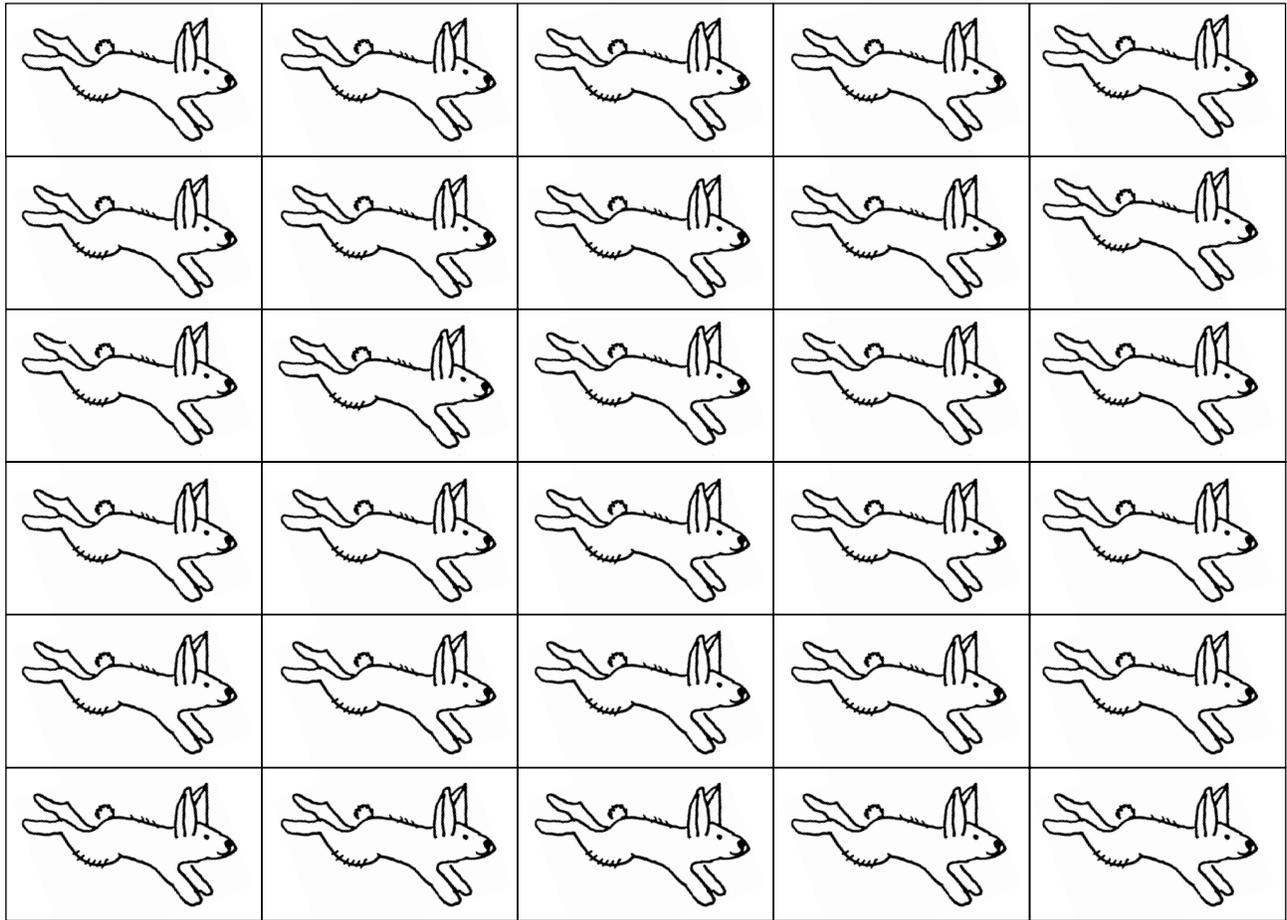
This dictation routine should be used if you are working with students at the beginning of first grade. The daily review of assures that students will remember how to write every letter and will remember their sounds. Students will learn to write the letters independently, without hesitation. This prepares students to begin spelling words as soon as possible.

Pass out regular lined paper. Dictate all previously taught lower case letters by saying their sounds. Go in the same order in which they have been introduced, t, i, h, l, n, w, and so on. Students repeat each sound as they write the letter. Monitor and assist, correcting as needed, using a red pencil. Students trace the red letter several times before continuing. If a number of students need help with a letter, review how to write the letter on the board.

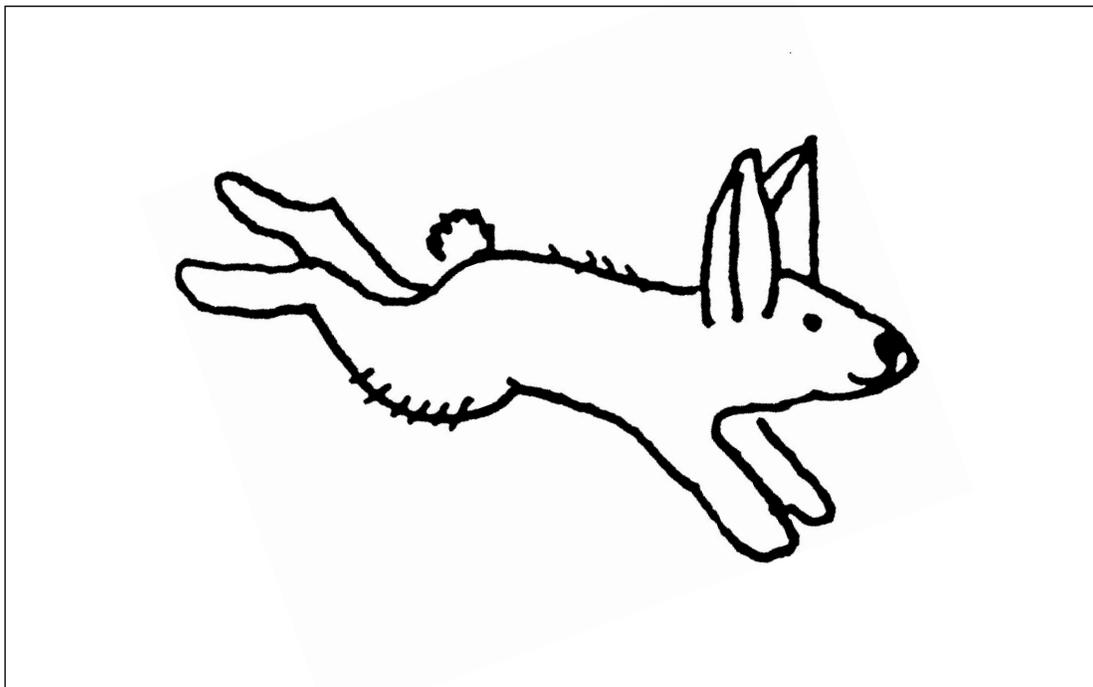
Focus on lower case letters, but continue to dictate a few capital letters each day by saying the letter name and sound. Students continue to say the name and sound for each capital letter as they write.

The goal is for students to be able to write every letter correctly from memory, given the sound. The exercise should proceed quickly, moving from one letter to the next without a pause, except for brief reminders and corrections as needed.

Kathy	10-22-18
t i h l n w u b m r f x	
I H B M	



These cards are used on the large letter tracing pages for capital letters that require them to lift their pencil and hop to the top line to complete the letter: A, B, D, E, F, H, I, J, K, M, N, P, R, T, X, and Y.

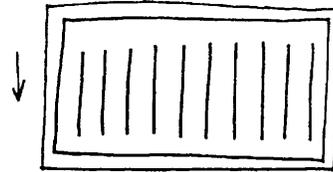


Copy this page onto card stock. Cut the small cards apart and give one card to each student. Cut out the larger card to use when demonstrating on large lines on the board. After showing students how to trace the letter in their books, remind them where they should start the second stroke on the top line. This will vary depending on the letter. Show them how to place their rabbit cards in that location. They can leave the card there as a visual cue while tracing the letter.

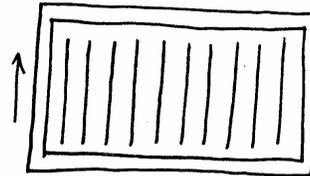
Chalkboard Warm-Up Exercises

This activity helps students learn the various strokes needed to write letters. Line up about six to eight students at a time at the chalkboard. Have them do selected exercises from the list below, using large strokes. Or you can work with a single student at a smaller chalkboard.

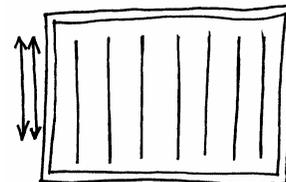
- 1) Draw a series of straight lines going down, from the top to the bottom of the board. (This prepares for b, f, h, i, j, k, l, m, n, p, q, r, and t.)



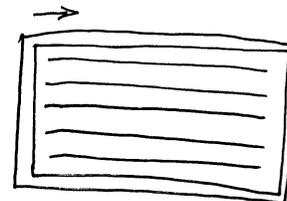
- 2) Draw a series of straight lines going up, from the bottom to the top of the board. (This prepares for d and p.)



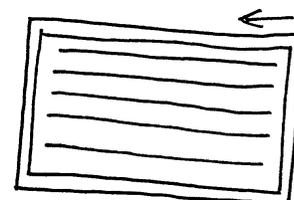
- 3) Draw a series of straight lines, going up and down several times, retracing the same line. (This prepares for d, m, n, p, r, u, and y.)



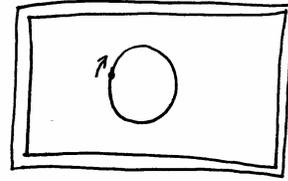
- 4) Draw a series of straight lines going from the left to the right. (This prepares for t, f, e, and z.)



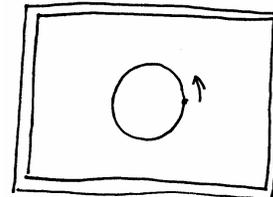
- 5) Draw a series of straight lines going from the right to the left.



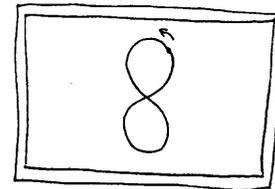
- 6) Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



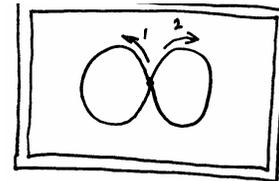
- 7) Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



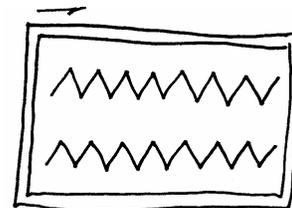
- 8) Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



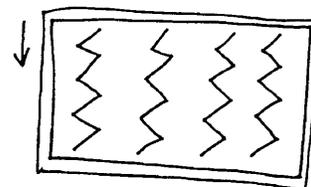
- 9) Draw a large figure eight on its side ∞ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p, q, r, s, u, and y.)

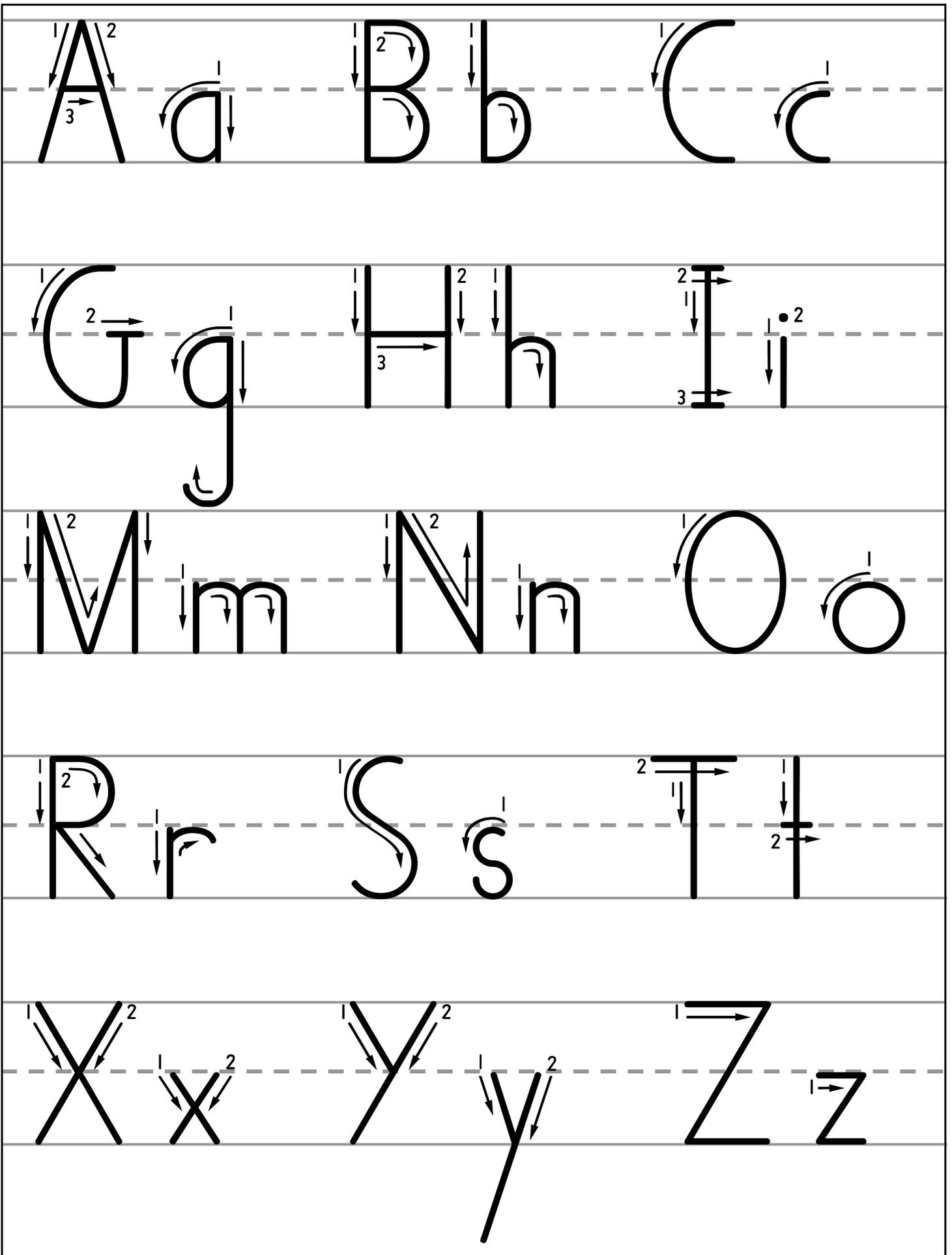


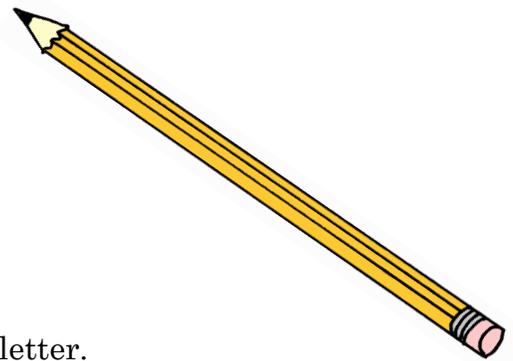
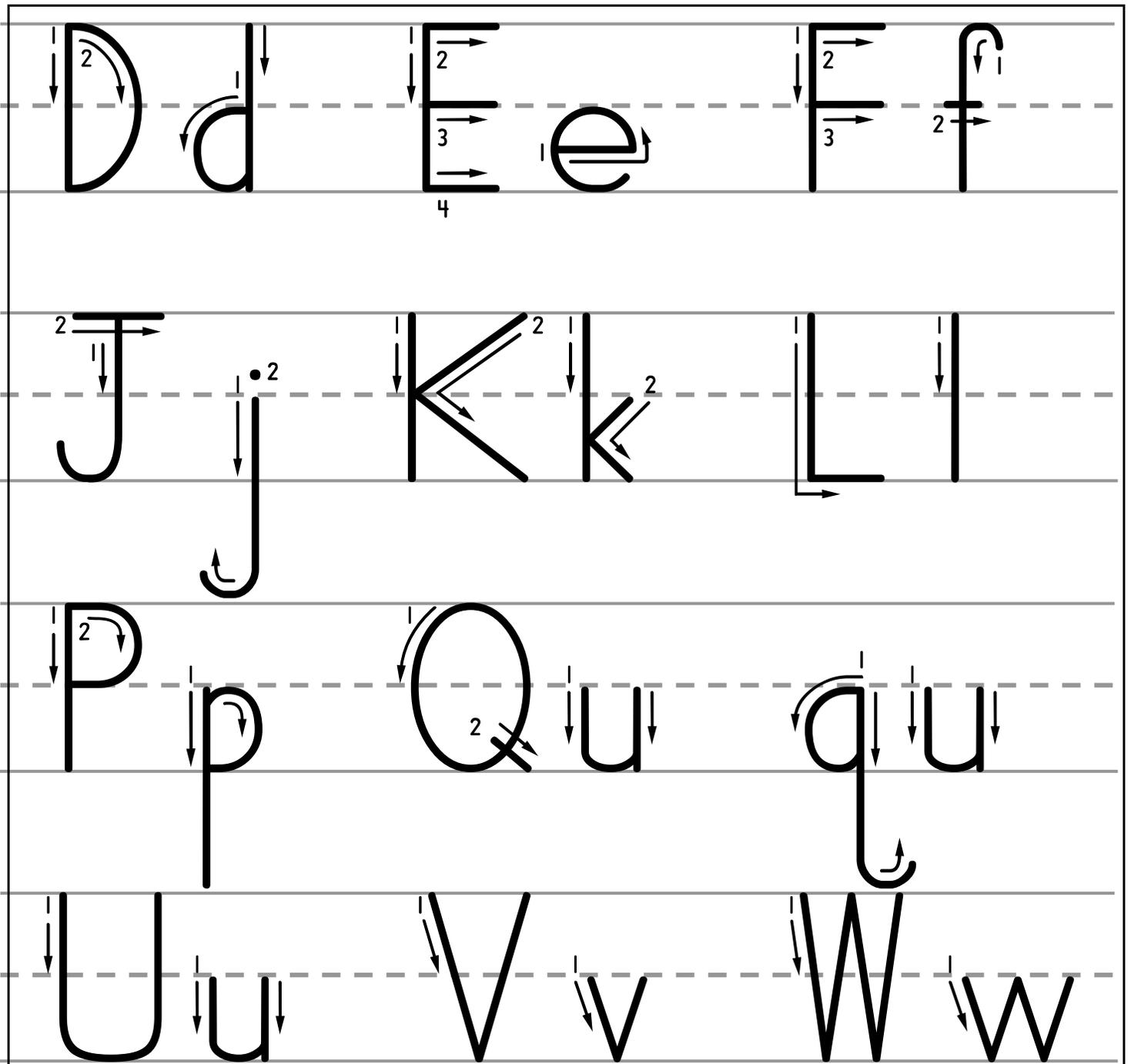
- 10) Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



- 11) Draw zigzag lines going from the top to the bottom of the board. (This prepares for x, z, and k.)







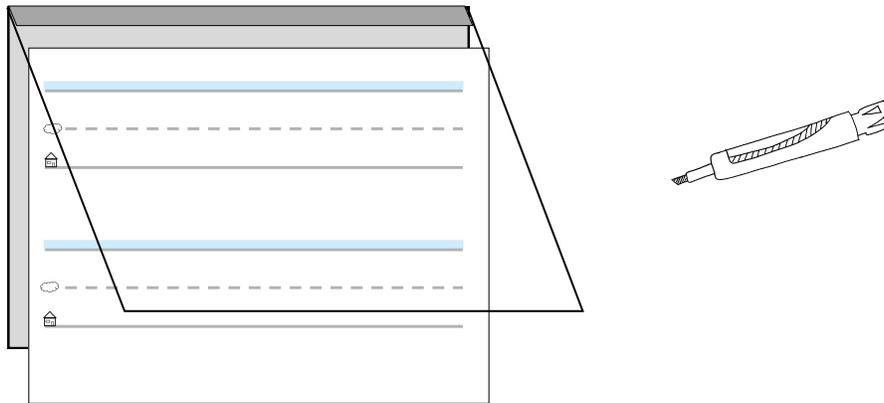
These pages show the correct letter formation for each letter.

Using A Dry-Erase Frame With Lined Paper

Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Remove the blank sheets of lined paper on the following pages from the book. Place them under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Dictate the sounds for the letters that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker.

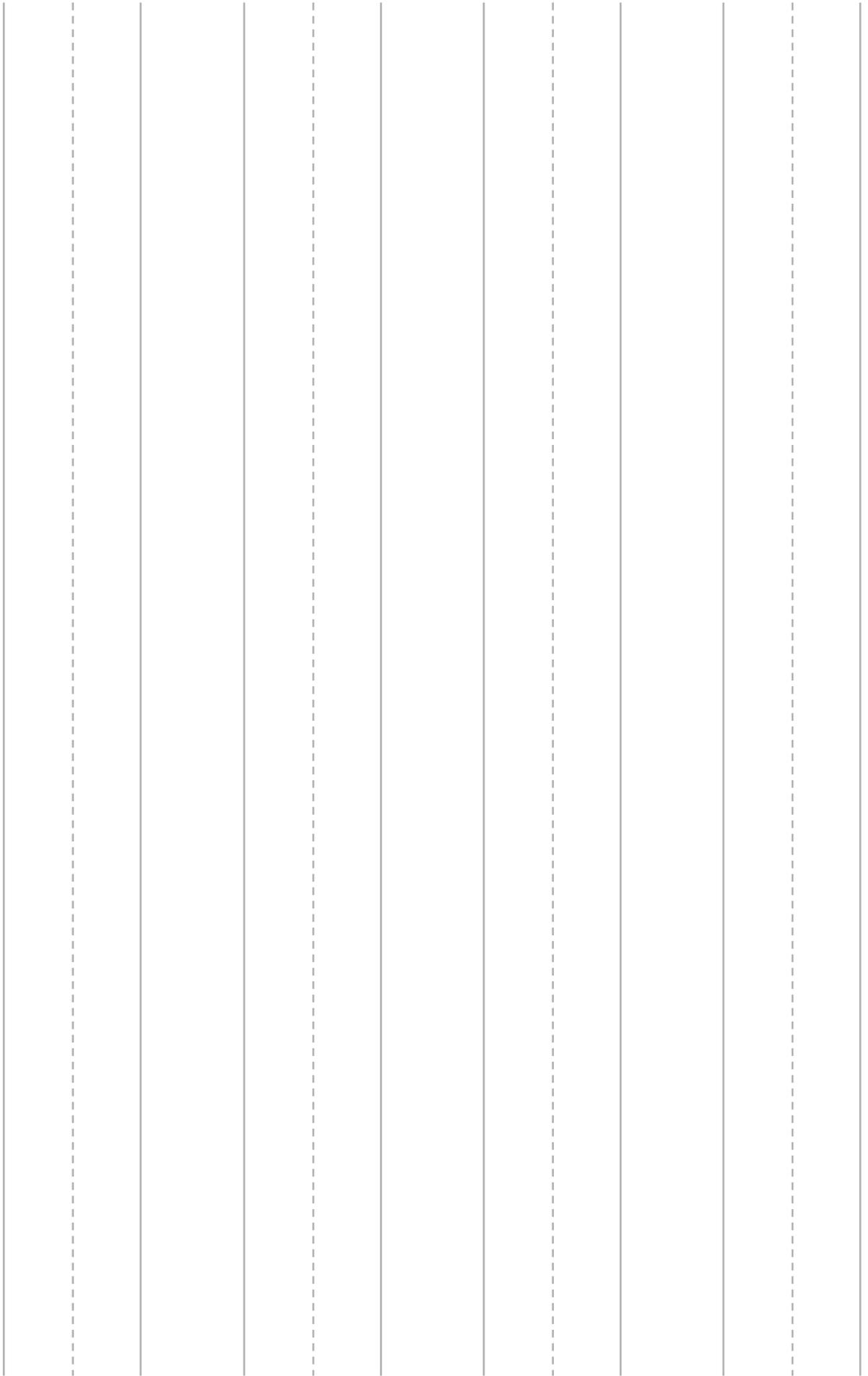
Students will be able to erase easily and try again as needed.













A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t U u

V v W w X x Y y Z z