

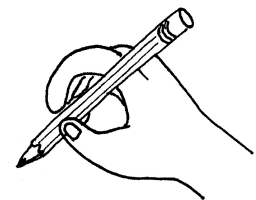
Manuscript Handwriting



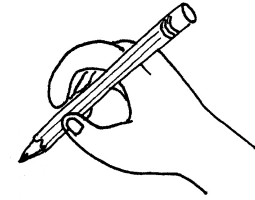
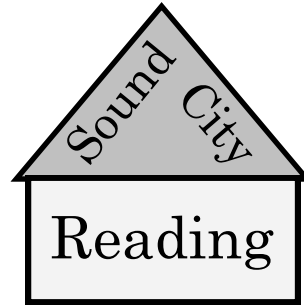
On Legal Paper



A a B b C c



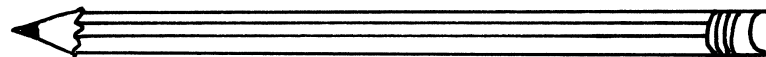
Large And Small Letters To Trace And Copy



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The games and activities described in this book can be found at <http://www.soundcityreading.net>.

The fonts used in producing this book can be purchased from Educational Fontware, Inc, at 1-800-806-2155 or <http://www.educationalfontware.com>.

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Overview

- This book will work well at the beginning of first grade, but may also be used at other levels. It teaches one handwriting letter at a time. The letters are introduced in the order that they appear in *A Sound Story About Audrey And Brad*. The easiest-to-write letters are taught first. This helps the student gain confidence while developing visual and motor skills.
- During the period when you are introducing the handwriting letters, one per day, you will practice spelling and reading short vowel words. The *Mixed Short Vowel Words And Sentences* book or the *Two-Page Short Vowel Words And Sentences* book can be used during this time.
- In first grade, begin *Phonetic Words And Stories, Book 1*, as soon as you have taught the letter z.
- Students trace large patterns when learning to write each new letter. This helps students internalize the muscle movements needed to form the letters, making them easier to remember. By tracing multiple times, students learn to write the letters automatically, so they don't have to slow down to think about every letter as they write words and sentences. This teaching technique is adapted from the method developed by Beth Slingerland. For more information see <http://www.slingerland.org/>
- As students trace and write the lower case letters, they will simultaneously say the related sound. In this way they are feeling the muscle movement needed to shape the letter, feeling their mouth and throat pronounce the sound, hearing the sound as they pronounce it, and seeing the letter as they form it. This powerful form of instruction is known as multi-sensory teaching.
- When teaching and reviewing the alphabet letters, emphasize the letter sounds, not their names. When students begin to spell and read

words the letter sounds must come to mind automatically. If students are used to thinking the names of letters instead of the sounds, some will find reading and spelling much more difficult.

- However, when tracing and writing capital letters, have students say both the name of the letter ("Capital T") and the sound ("/t/"). This prepares students to recall the form of each capital letter when needed at the beginning of sentences and proper nouns.
- Students learn to write each new letter by completing a series of four pages. On the first page, students trace and verbalize very large capital and lower case letters so that students become accustomed to the correct letter formation. On the next two pages students trace and copy large capital and lowercase letters in a three panel format. The fourth page (on the back of the first page) is for tracing and copying regular sized letters and words.
- The instructions on the following pages explain the steps to use when teaching a new letter. After the first few days, the students will be familiar with the routine and these steps will go quickly. If it is impossible to complete every step, do as many as possible. For younger students you may want to take several days to complete the steps for each letter.
- If you take the time to teach one new letter per day, then you will finish the entire series of lessons in the first twenty-six days. Afterwards, you will only need a brief handwriting review daily, in which you model the formation of several letters while students copy the letters on a dry-erase board or regular lined paper. The payoff for spending this much time at the beginning of the year is that the class as a whole will be able to spell, copy, complete workbook pages, and do independent creative writing with much more confidence, while taking less class time to do so. In the long run, you will end saving time. And it will be much easier to read the students' handwriting!
- To make an inexpensive lined dry-erase frame, use masking tape to at-

tach a clear legal sized cover sheet to a legal sized file folder along the folded edge. The folded edge should be at the top. Remove all of the blank, lined handwriting sheets from the end of this book, and place them under the clear cover sheet. Students can arrange the lined sheets as need, so that the one with desired line size is on top. They can use dry erase markers to write letters, phonograms, words, and sentences on the clear cover, using the lined page below it as a guide. See Step 7 in the instructions that follow.

- You can find more information at www.soundcityreading.net.

HOW TO TEACH A NEW LETTER

Demonstrate How To Hold The Pencil

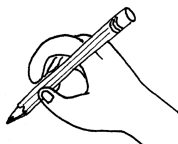
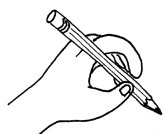
Show students how to make a circle with their pointer finger and thumb, and have students do the same thing.

Place a pencil between the tips of these fingers and have students do the same. The other fingers should slightly raised so that they are out of the way at this point. Move the pencil up and down in the air, and from side to side. Then rotate the wrist so that the pencil goes back and forth like a windshield wiper. Students copy these movements.

Now tuck the tallest finger behind the tips of the first finger and thumb to help support the pencil from the back. Have students do the same thing. Check and assist as needed. Remind students to keep their thumb and pointer fingers rounded when they hold the pencil.

It is helpful to purchase extra thick triangular shaped pencils that do not have erasers for students to use. The triangular shape makes them easier to hold. These Try-Rex Jumbo Untipped pencils are perfect:

http://catalog.theknowledgetree.com/Products/PENCILS-TRY-REX-JUMBO-UNTIPPED-12PK__JRMB21.aspx.



Using The Warm-Up Pages

The warm-up pages at the beginning of this book provide shapes and lines for students to trace. Each exercise provides practice that will help students learn to write any of the letters listed at the bottom of the page. It is not necessary to do every part of a page on the same day. Students can do one or two elements on a page and return to practice the same skill on another day.

1. Demonstrate How To Write The New Letter

To introduce a new letter, draw widely spaced lines on a chalkboard or dry erase board. Make the lines match the ones on these pages, with a solid line at the top and bottom, and a dashed line in the middle. Draw a small cloud at the beginning of the middle line, and a small house at the beginning of the bottom line. Explain that the top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. Point to the lines and ask students to name each one. You will use these line names to help students understand where to start a letter, which direction to go, and where to stop.

Talk through the correct letter formation as you demonstrate how to write the new letter on the large lines. For example, for capital T, say "Start at the sky. Come straight down and stop at the ground. Pick up your pencil and hop back to the sky line. Make a straight line going across." For a lower case t, say, "Start at the sky line. Go straight down and stop at the ground. Hop to the cloud line, and make a short line going across." After demonstrating, ask for a volunteer to explain how to write the letter.

Draw more lines on the board and write several letters incorrectly. Show a letter that doesn't touch the ground line. Show a letter that goes past the ground line. Show letters that are too small, too big, too crooked, and so on. Call on students to tell you what is wrong with each letter.

2. Have Students Trace Large Letters At The Board

Draw several sets of large lines on the board, side by side, as many as will fit. Write the new letter on each set of lines. Call on one row of students at a time to come up and trace the new letter repeatedly. Students should move their whole arm as they trace. They should say the name and sound each time they trace a capital letter. They should say only the sound for lower case letters. Be ready to guide students as needed so that they form the letter correctly.

3. Working In The Book - The First Page With The Largest Letters

The first handwriting page has a very large capital letter and lower case letter. A small numbered circle shows students where to begin each stroke. Have students trace each letter, first with one or two pointed fingers, then with the unsharpened end of a pencil (you will need pencils without erasers), then with the sharpened end. Model as needed. Students should trace repeatedly at each step, without stopping, until further instructions are given. For capital letters, students say the name of the letter and its sound, "Capital T, /t/," each time they trace it. For lower case letters, students say only the sound, "/t/," each time. Watch to make sure students are using correct letter formation and assist as needed. Make sure students are verbalizing as they start tracing the letter, not when they finish it.

Encourage students to develop a steady rhythm when tracing the letters. Students should move their whole arms as they trace. The forearm and elbow should move freely above the paper, not dragging on the desk. Students should move the pencil steadily, maintaining a good pencil grip, without bending their wrists. It should take about one or two seconds each time they trace, or about twenty to thirty seconds to trace a letter about ten times. Model as needed.

It will take some time to explain what to do during the first lesson. Afterwards, students will be familiar with the routine.

4. Working With The Next Two Pages - Large Letters, Three Panels

Begin with the capital letter.

- 1) Have students trace the letter many times with a pencil, while saying the name of the letter and its sound.
- 2) Tell students to move over and write the letter for themselves one time in the center box, and immediately go back to the first letter and continue tracing. Walk around the room quickly to check the papers. Tell each student whose written letter is correct to trace it. Students should trace and verbalize repeatedly until they receive further instructions. If the letter has not been written correctly, use a red crayon to go over it, showing the correct formation. Tell those students to trace the corrected letter.
- 3) Have students fold the third box under along the line. They should turn the paper over so they cannot see the letters that have been written. Tell students to write the letter again in this box, from memory, verbalizing as before. Proceed in the same way as step two. Students trace the third letter if it is correct, or they trace the preceding letter until you have written a corrected letter in red for them to trace.

Follow the same procedure for the lower case letter on the back of the page. For lower case letters, students say the sound only.

4. Working On The Fourth Page - Writing On Smaller Lines

The last page is a practice and review page on smaller lines. This page is on the back of the first page, the one with the largest letters.

Students trace the new capital letters while saying their name and sound ("Capital T, /t/") and then copy them to fill the empty space on the

top line. Students trace and copy the new lower case letters, giving only the sound ("/t/"). After doing the first line, stop and preview the rest of the page. Read any words and sentences aloud. Students may continue tracing and copying the rest of the new and review letters, along with any practice words, at a later time, during a seatwork period, or for homework.

5. Practicing Letters On Regular Lined Paper

Pass out regular lined paper and demonstrate how to write the new letter on the board again. Then dictate the new letter. Say, "Write capital T, /t/." Students repeat as they write the capital letter. Say, "Write /t/." Students say the sound as they write the lower case letter. Walk around the room and watch carefully as students write. If needed, write the correct form with a red pencil for the student to trace several repeatedly. Students who do not need correction may trace their own letter as soon as you check it and give the word to go ahead. This sequence should go quickly and smoothly.

Continue dictating all of the previously taught letters in the same way, including a few capital letters but focusing mainly on the lower case letters.

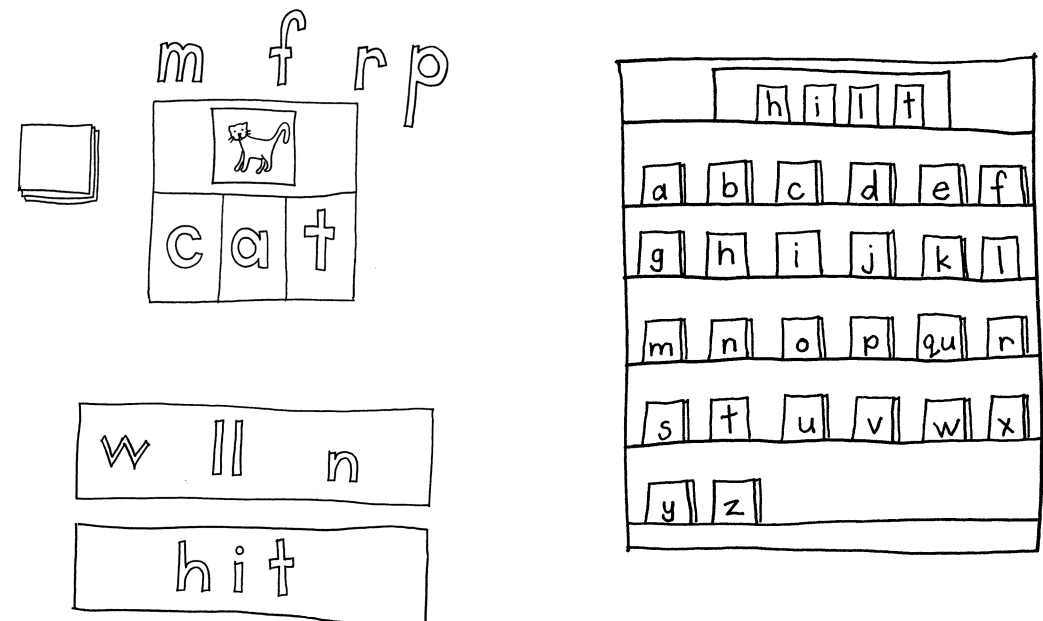
6. Spelling Words

Using the dictation chart in this book, dictate several words for students to spell. The words are selected so that students will need only the letters that have been taught to spell them.

To spell, students need to segment the word, saying each sound individually as they write the related letters. It helps to use selected plastic letters on a work mat or a pocket chart with moveable letter cards to model this process, so that students can see how to build a word one sound at a time.

Each day, dictate letters and phonics patterns (give the sounds), phonetic words, and sight words, using only the letters that have been introduced so far in the handwriting lessons. You may also want to dictate a short sentence. Students can write on the dry-erase frames or on lined paper. Students should listen and pronounce each sound as they write individual letters. For words, students should repeat the word slowly, listening carefully for the beginning, middle, and ending sound in the word. Then they should say each sound while writing the letter or letter pattern that represents that sound. If using the dry-erase frames students can hold them up for you to check. When using the frames, students enjoy this activity and are unlikely to get discouraged because they can easily erase if they make a mistake and try again. Give guidance on letter formation and spelling as needed.

See the instructions in the short vowel books and *Phonetic Words And Stories* books from Sound City Reading for more information about using plastic letters and pocket charts to spell words.



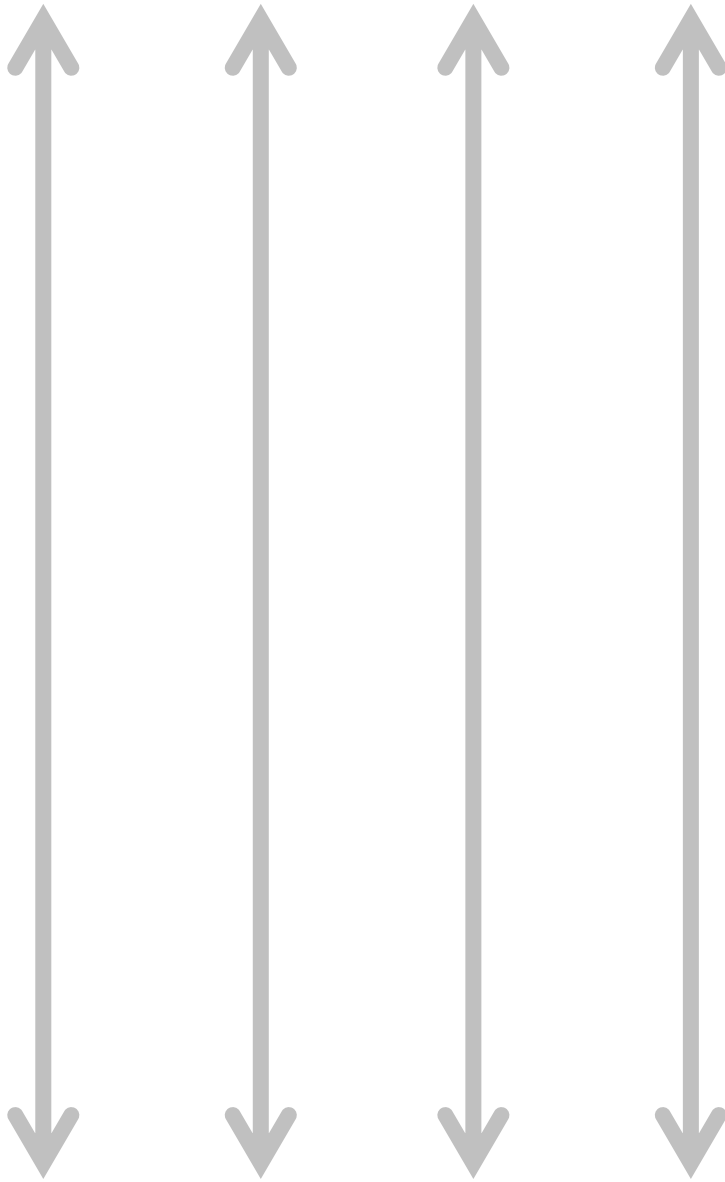
Words And Sentences To Write From Dictation

Day	New Letter	Optional Phonics Patterns	Basic Words	Challenge Words	Sentences
1	T t				
2	I i		it		
3	H h		hit, I		I hit it.
4	L l	th	lit, hill, till, ill		I lit it.
5	N n		in, tin	thin, hilt	
6	W w		win, will, wit	with, wilt	Will I win? I will win. I hit it.
7	U u		nut, hut, hull, null, nun	hunt	
8	B b		bun, but, tub, hub, nub	bulb, bunt	
9	M m		mutt, hum, mum	thumb, blunt	I will hum.
10	R r		run, rub, rut	brunt	I will run. It will run.
11	F f		fun, muff, huff, buff	fluff	
12	X x		tux, lux	flux	
13	E e		tell, well, bell, fell, let, net, wet, bet, met	flex, Beth, then, went, them	I fell. It fell.
14	S s		us, bus, fuss, sub, sun, sum, is, his, six, Bill	still, swim, swift, smith, stuff, stunt, mess, Seth	Bill will fuss. It is fun. Bill is in his tub.
15	J j	sh	jet, jut, Jill	shell, shut, wish, fish, shin	I met Bill. Jill is ill.

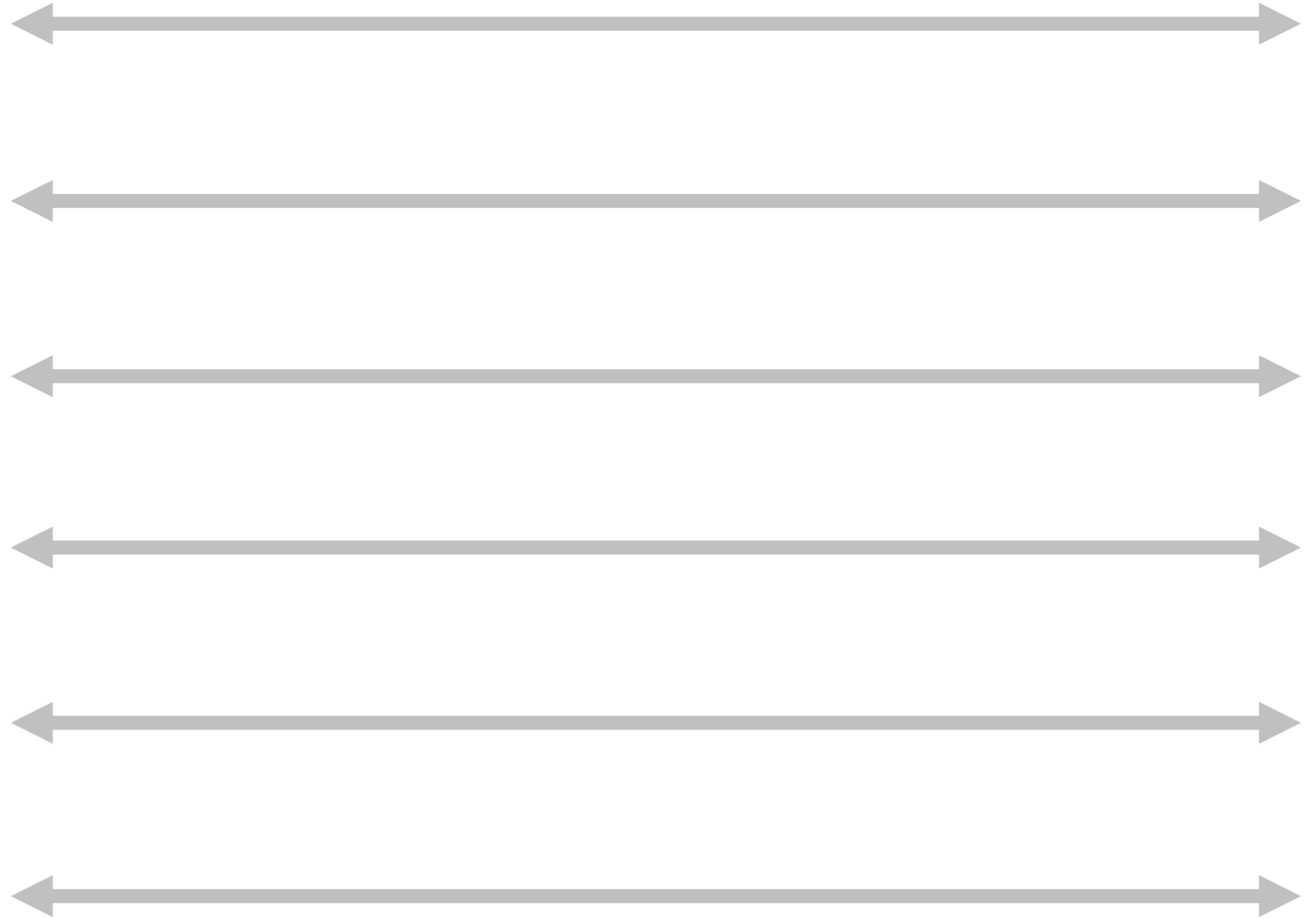
1. After each new letter is introduced, dictate some of the words on this chart for students to spell. Each word on the chart uses only the letters that have already been introduced. When students seem ready, you can try dictating one of the sentences, too. See the *Short Vowel Words And Sentences* and *Phonetic Words And Stories* books for ideas about how to teach beginning spelling skills.
2. You may also want to write some of the words and sentences on the board or a large chart tablet for students to copy and illustrate during a seatwork period. Go over the words and sentences first to prepare the students. Discuss the meanings of any words and sentences to help students understand them by putting them in context. When would someone say this sentence? Why?
3. If you are working at the kindergarten level, you may want to teach all of the handwriting letters before starting to spell words. If this is the case, you can begin *Rhyming Short Vowel Words And Sentences* after you have taught the letter z.

Words And Sentences To Write From Dictation

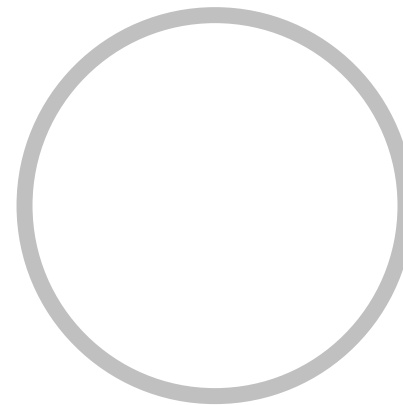
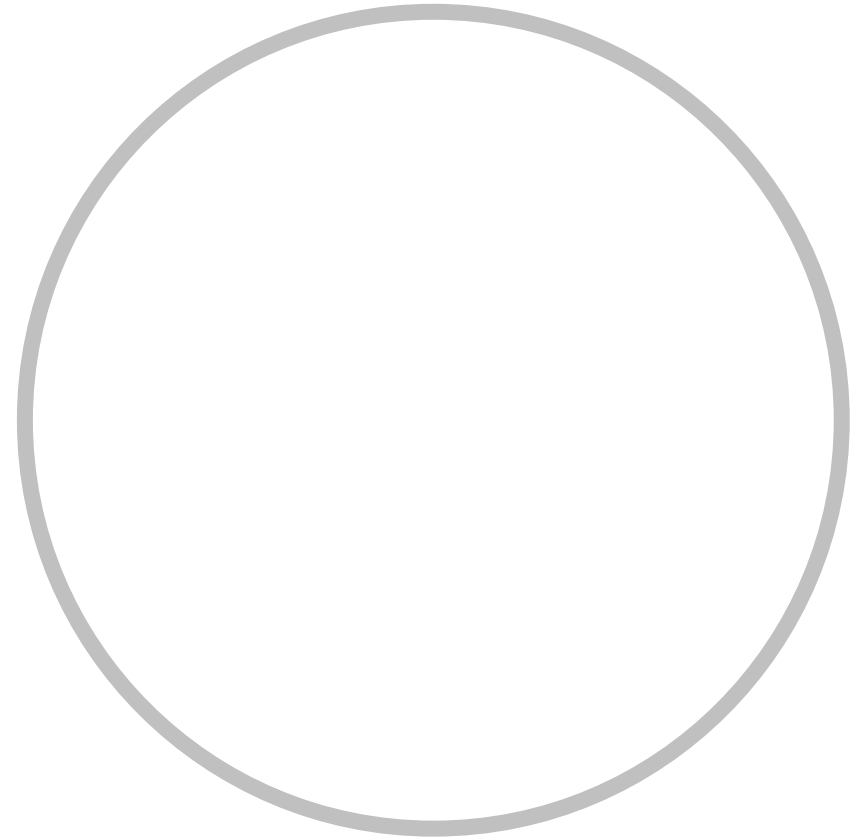
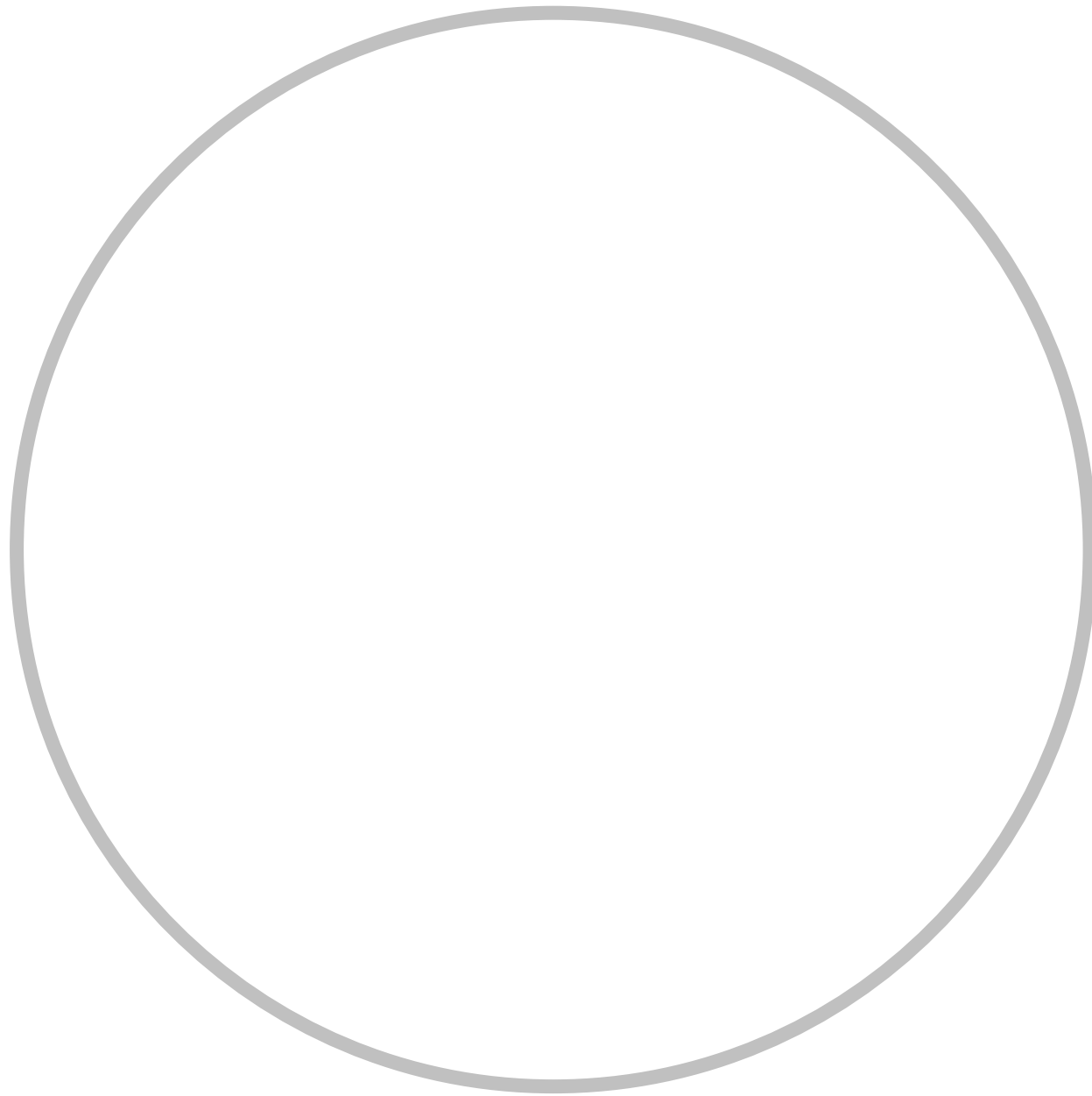
Day	New Letter	Optional Phonics Patterns	Words	Challenge Words	Sentences
16	O o		not, box, job, hot, off, on, mom, Bob	frost, moth, shot, slot, romp	It is on. It is off. It is hot. It is his box. Mom will fuss.
17	C c		cut, cub, cuff	club, crust, crib, crest,	Jill cut it.
18	D d	ch	mud, bud, suds, dull, Don	chum, much, such, rich, chin, chill	It is dull. It is in mud.
19	A a		Sam, ram, had, sad, Dan, cab, dad, mass ran, fan, Jan, man, has, hat, wax, hat, lad	that, than, bath, chat, hand, land, math	Sight Words: a, A A man had a hat. Jan has a fan. A ram ran. Sam is sad.
20	V v		van, vat, vet, vex, vim		Nan is a vet. Jill has vim. Sam is in his van.
21	G g		bug, rug, jug, tug, gum, Gus, gas, get, gill, tag, wag, leg, big, wig	chug, shrug, gush, grab, glad, glass, grass, grin, glob	A bug is on a rug. Gus is on a bus.
22	P p		cup, pup, up, putt, dug, hug, pin, lip, tip, pan, lap, tap, cap, top, pop, pot, pep	path, chip, ship, shop, print, spill, splash, pinch	A man dug up a jug. A pup is up. I will putt it.
23	K k		kid, kit, kiss, Kim, yak, wok	skin, skip, ask, desk, tusk, skill, kelp	Mom will kiss him. Kim will win. His kit is in his van.
24	Y y		yap, yak, yip, yet, yell, yes, yum, yam	yelp	Yes, Sam can win. A dog can yap. A kid can yell. I will fix it, but not yet.
25	Qu qu		quit, quill	quilt, quest	Will Tom quit? Mom has a quilt.
26	Z z		zip, zap, fizz, fuzz, buzz, fez, jazz, quiz	frizz	Jim will zip it. It can buzz. It has fuzz on it. It can fizz. Jan had a quiz.



Handwriting Warm-Up Exercise 1, Prepares For: t, i, h, l, n, u, b, m, r, d, a, g, p, q
Trace these patterns with a pencil. Move your whole arm when you trace.
Start at the top. Go down and back up several times without stopping.

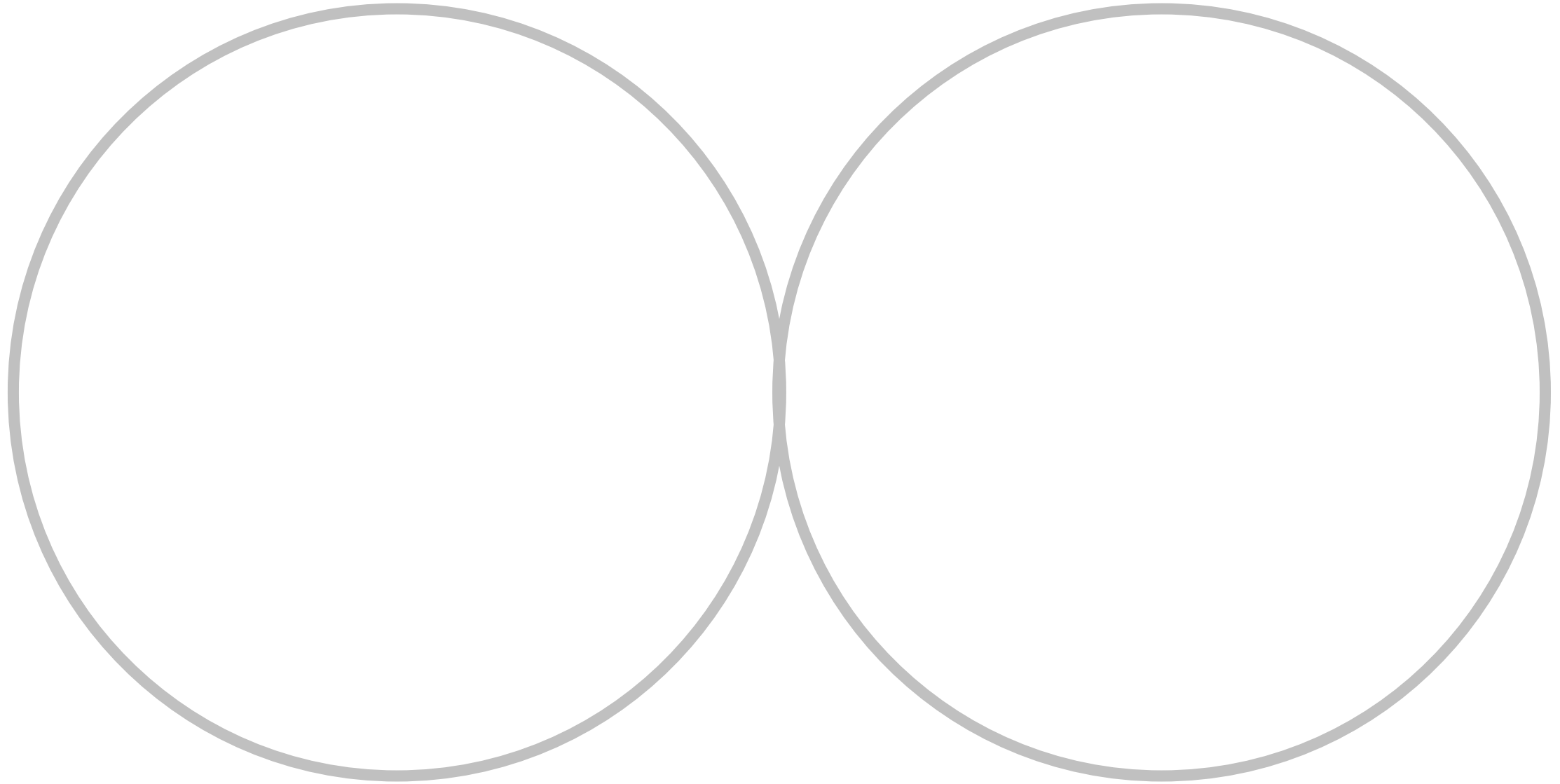


Handwriting Warm-Up Exercise 2 - Prepares For: t, f, z, E, F, H, J, L, T. Trace these patterns
with a pencil. Move your whole arm when you trace. Go from left to right, then retrace from
right to left, several times without stopping.



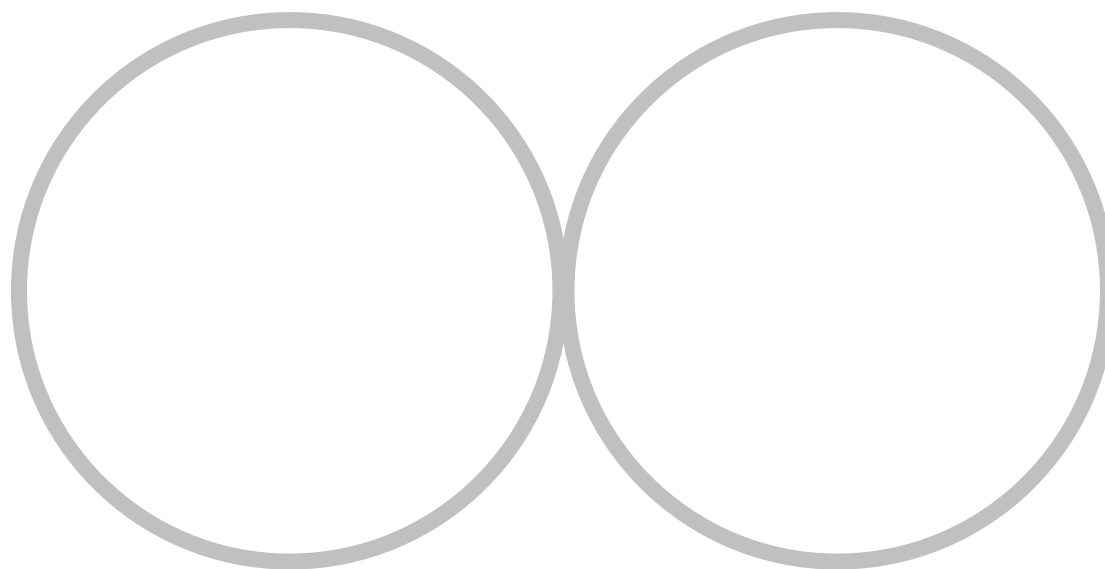
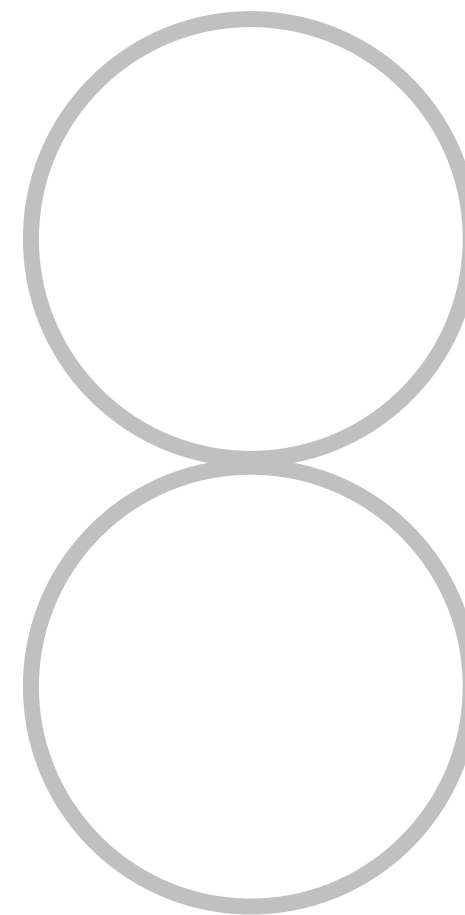
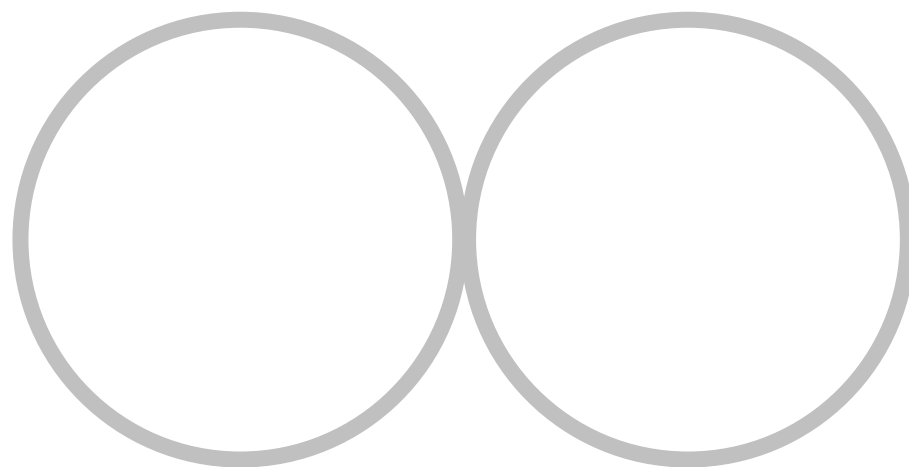
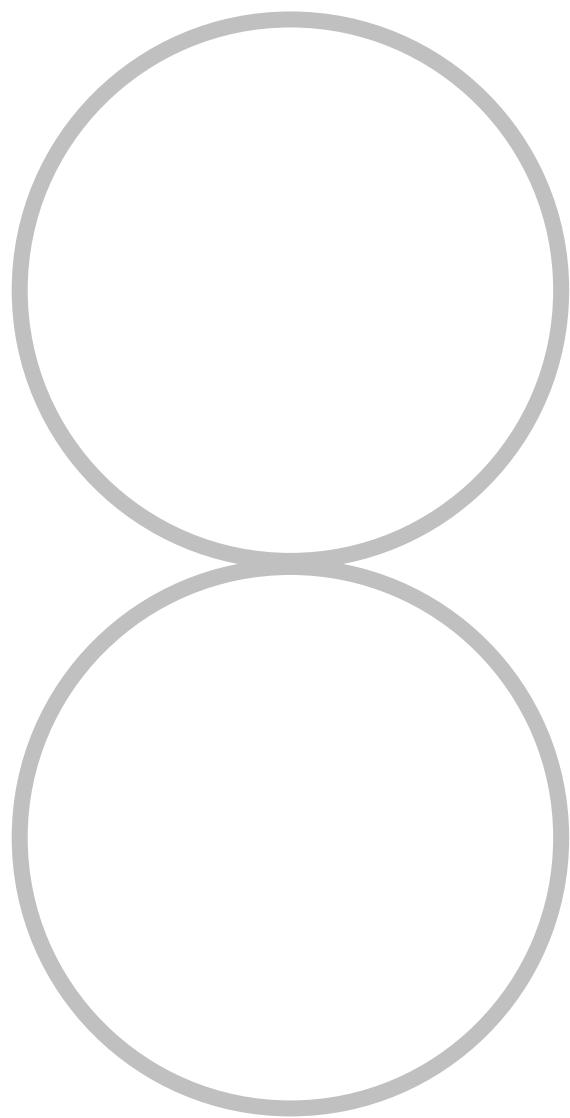
Handwriting Warm-Up Exercise 3 -
Prepares For:

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. Do the
smallest circle last.



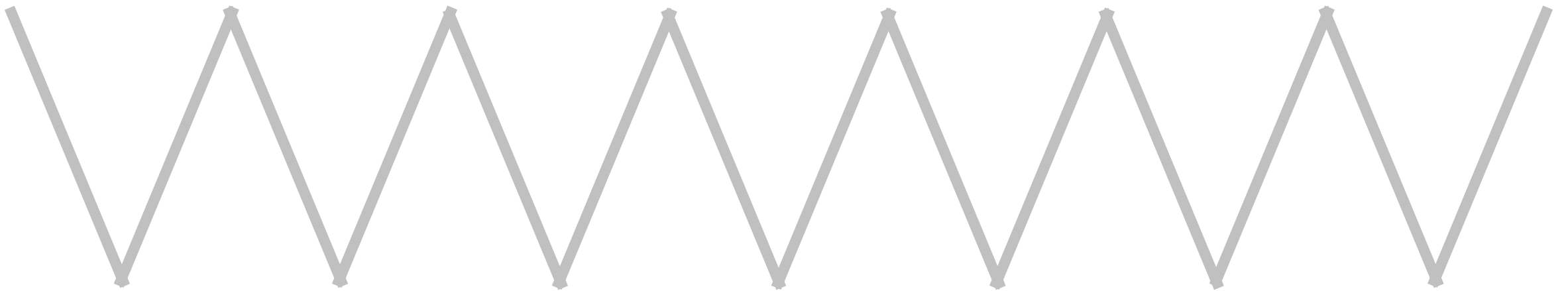
Handwriting Warm-Up Exercise 4 - Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace this pattern 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.



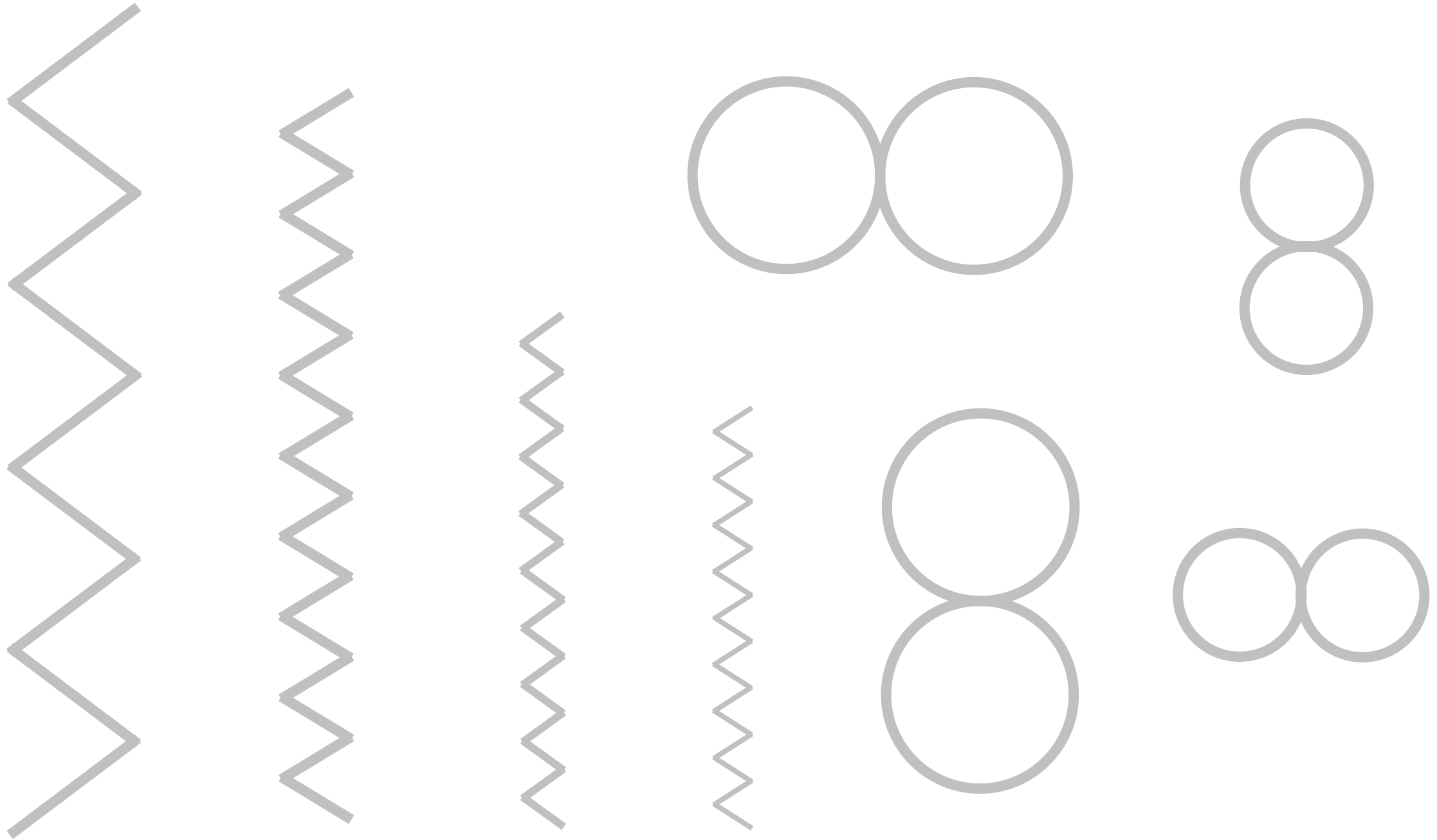
Handwriting Warm-Up Exercise 5 - Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

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.



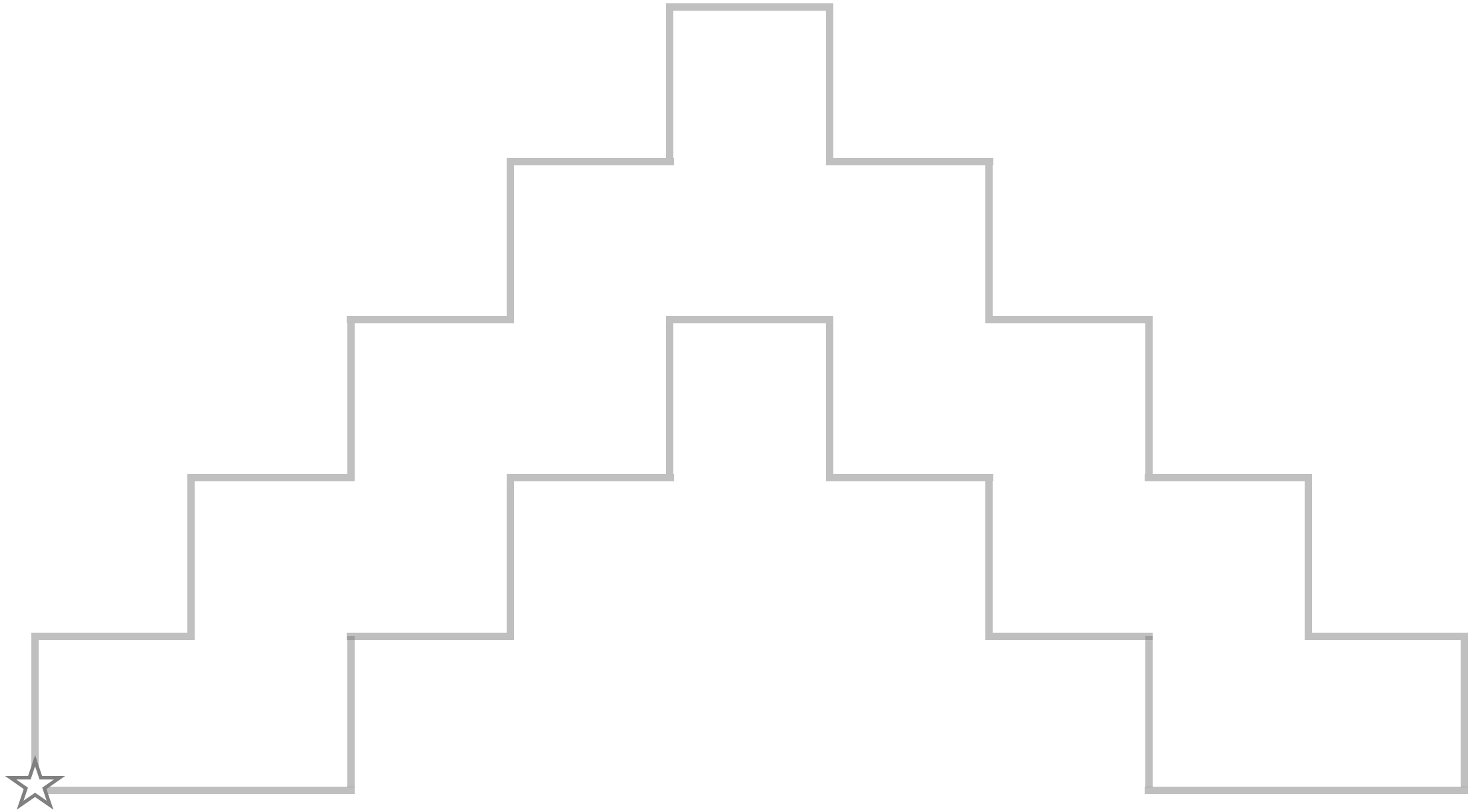
Handwriting Warm-Up Exercise 6 - Prepares For: w, x, v, k, y, z

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



Handwriting Warm-Up Exercise 7 - Prepares For: w, x, v, k, y, z

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



Handwriting Warm-Up Exercise 8 - Prepares For: L, e, G

Trace this pattern with a pencil. Start at the star. Go up and down the steps. Continue back to the starting point. Do not pick up your pencil. Turn the corners carefully.

Sky

2

1

1

Sky Line

Clouds



2

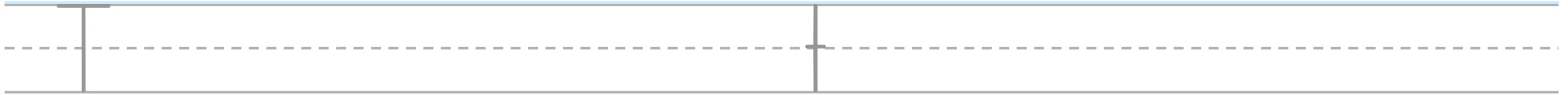
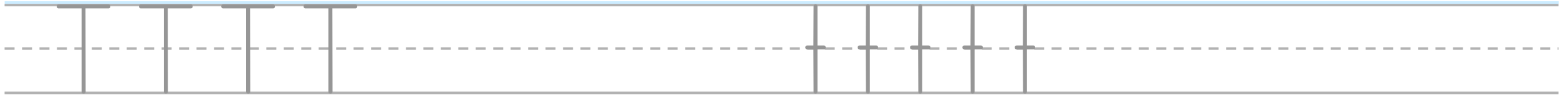
Cloud Line



Ground

Ground Line

Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter.



Sky

Sky Line

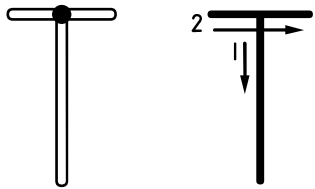
Clouds

Cloud Line



Ground

Ground Line



Sky

Sky Line

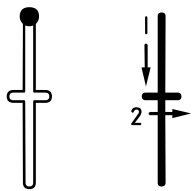
Clouds

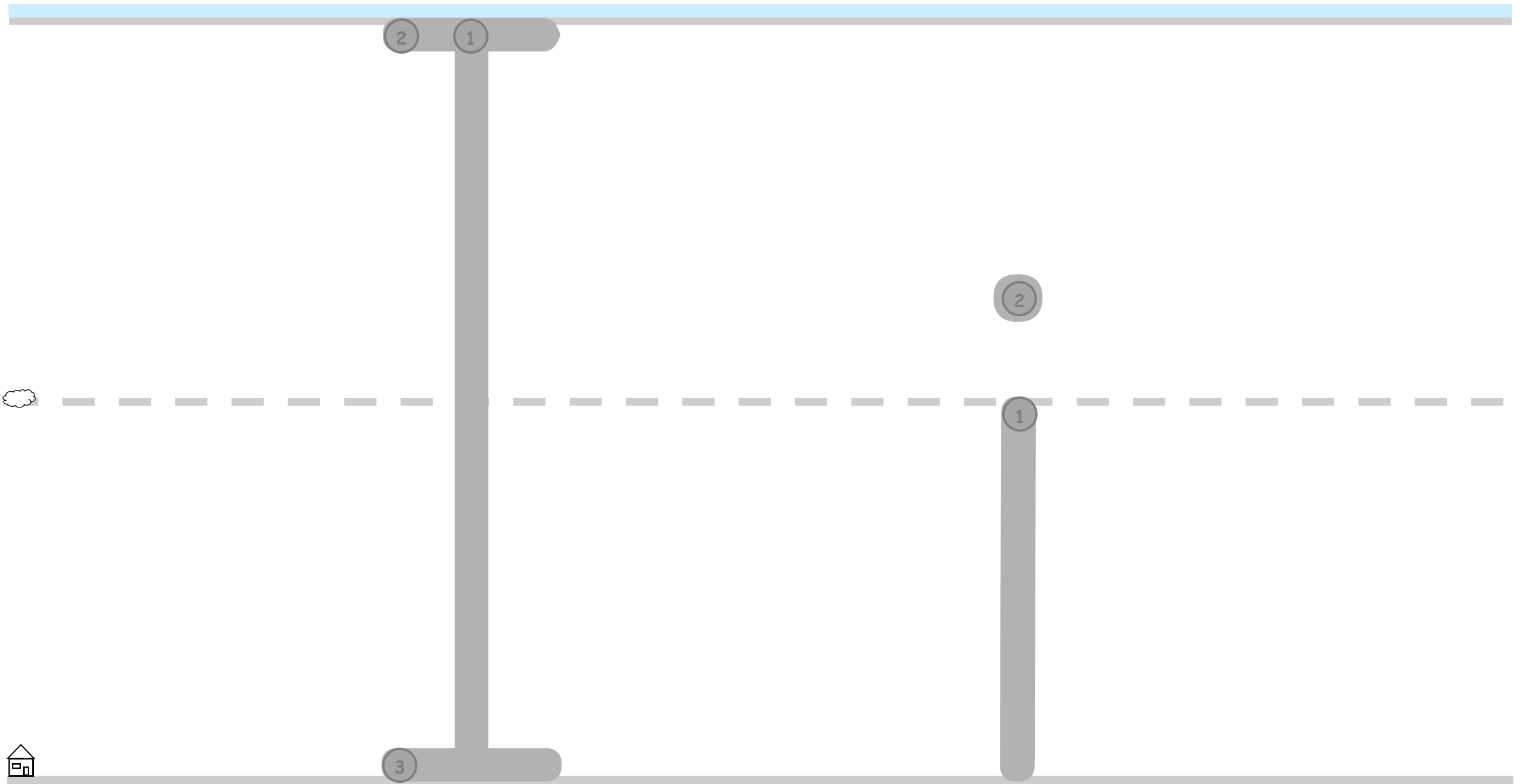
Cloud Line



Ground

Ground Line





Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words, saying each sound as you write.

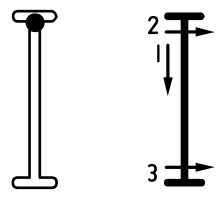
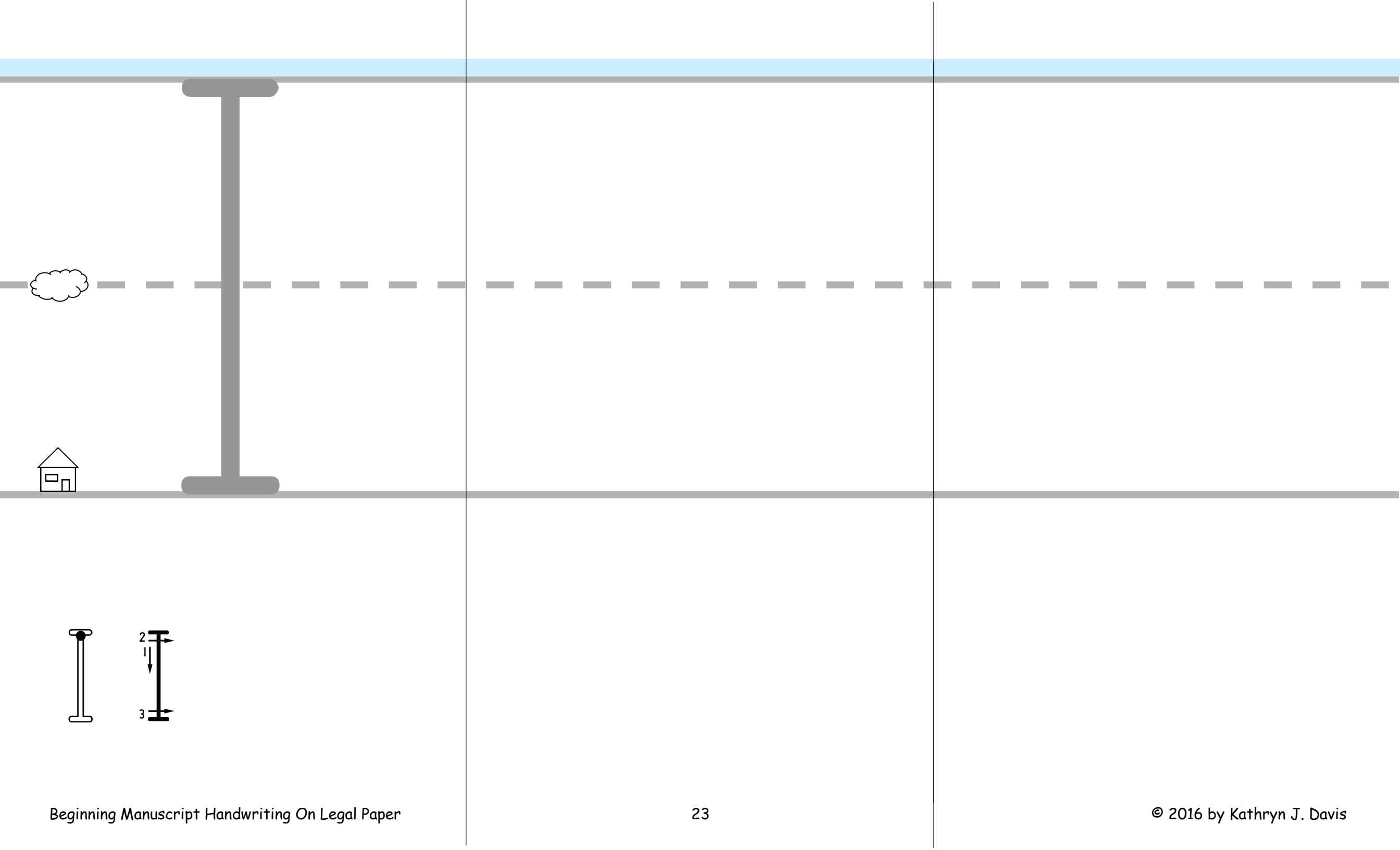
Handwriting practice row 1: Capital letters I, I, I, I followed by lowercase letters i, i, i, i, i.

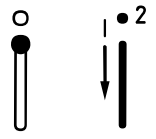
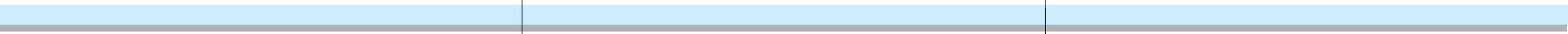
Handwriting practice row 2: Capital letter I followed by lowercase letter i, repeated three times.

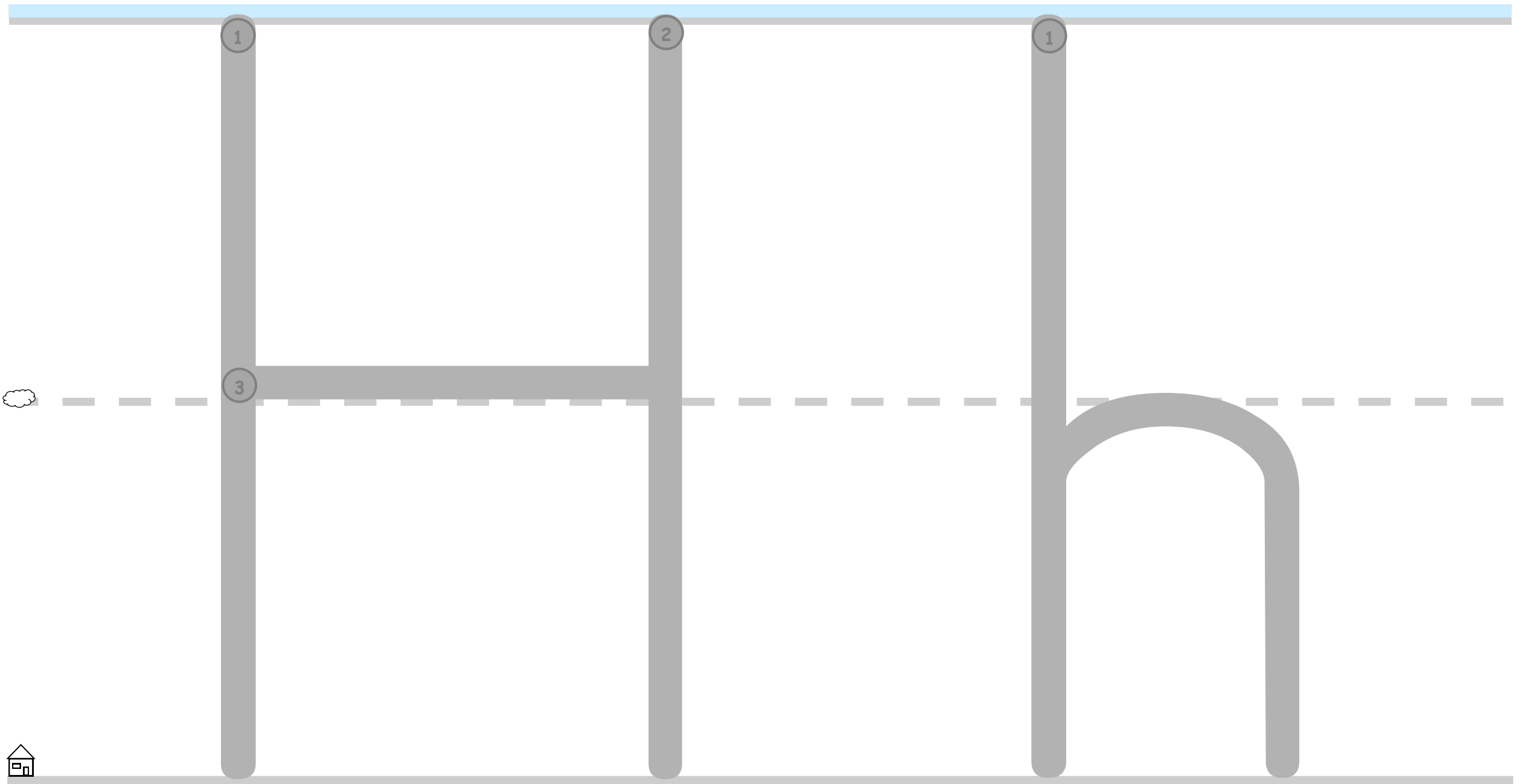
Handwriting practice row 3: Tracing guide for uppercase letter I (vertical line with top bar) followed by two more examples.

Handwriting practice row 4: Tracing guide for lowercase letter i (vertical line with dot) followed by two more examples.

Handwriting practice row 5: Illustration of a person and a flower next to a lowercase letter i, followed by an illustration of a person and an uppercase letter I.








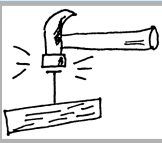
Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words, saying each sound as you write.

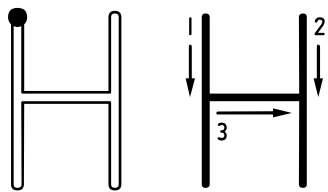
H H H H H H H h h h h h h

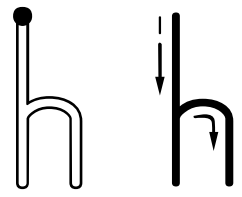
H h H h H h

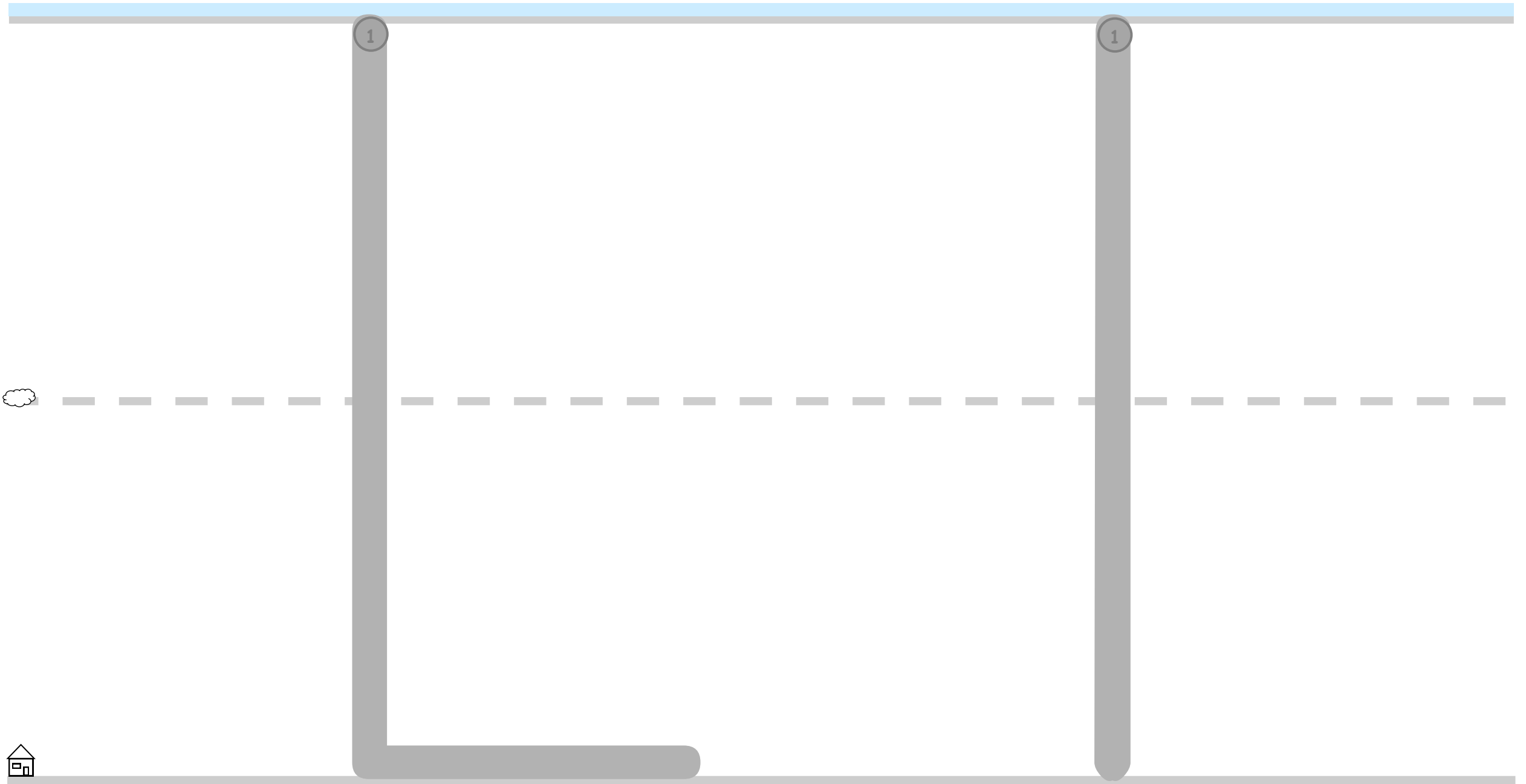
I i H h

i h

 i  hit







Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and the sentence, saying each sound as you write.

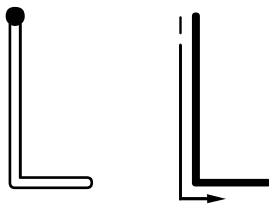
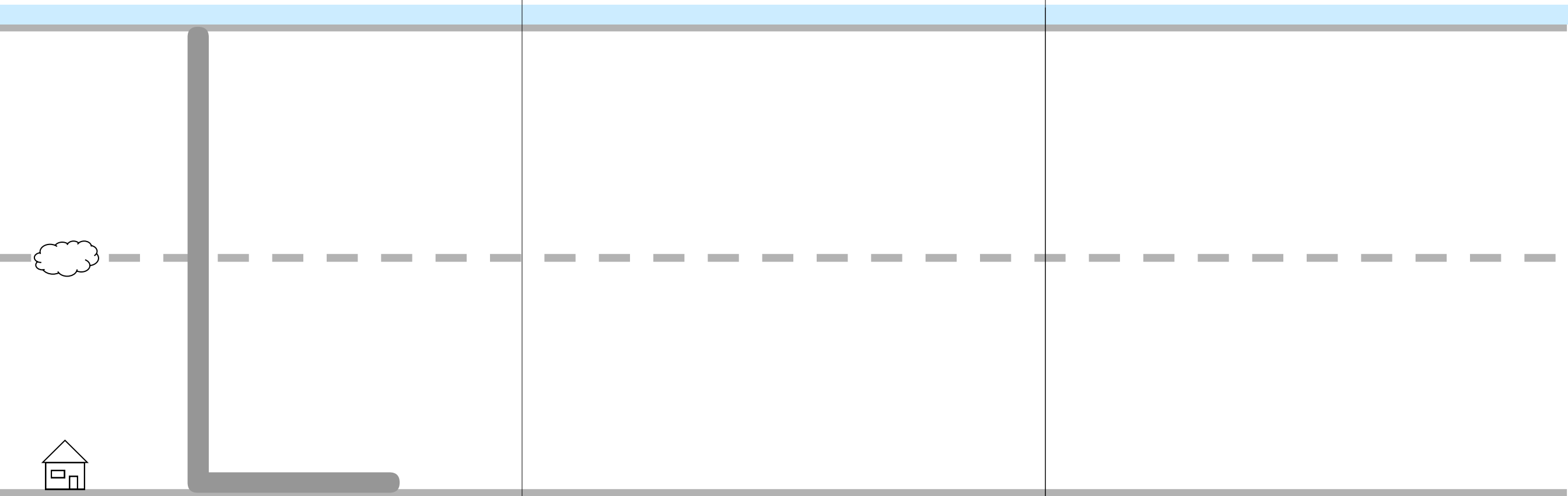
Handwriting practice row with four vertical lines for uppercase letters and five vertical lines for lowercase letters.

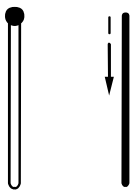
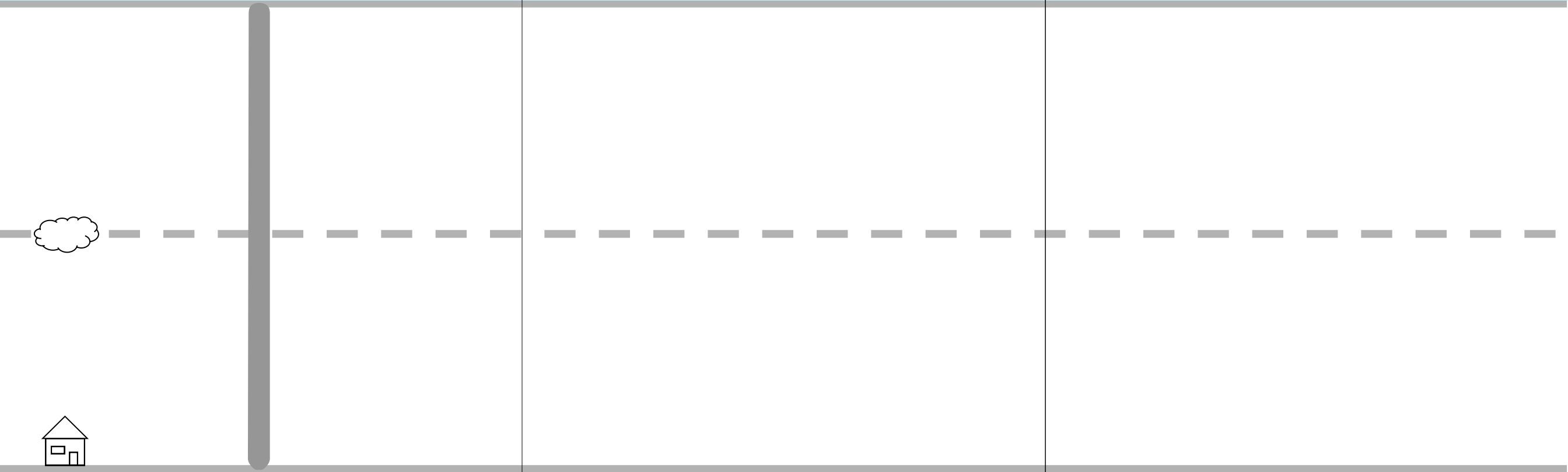
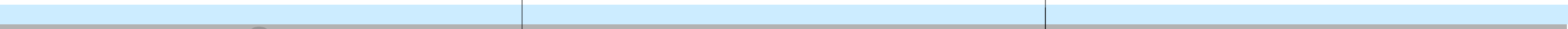
Handwriting practice row with four vertical lines for uppercase letters and three vertical lines for lowercase letters.

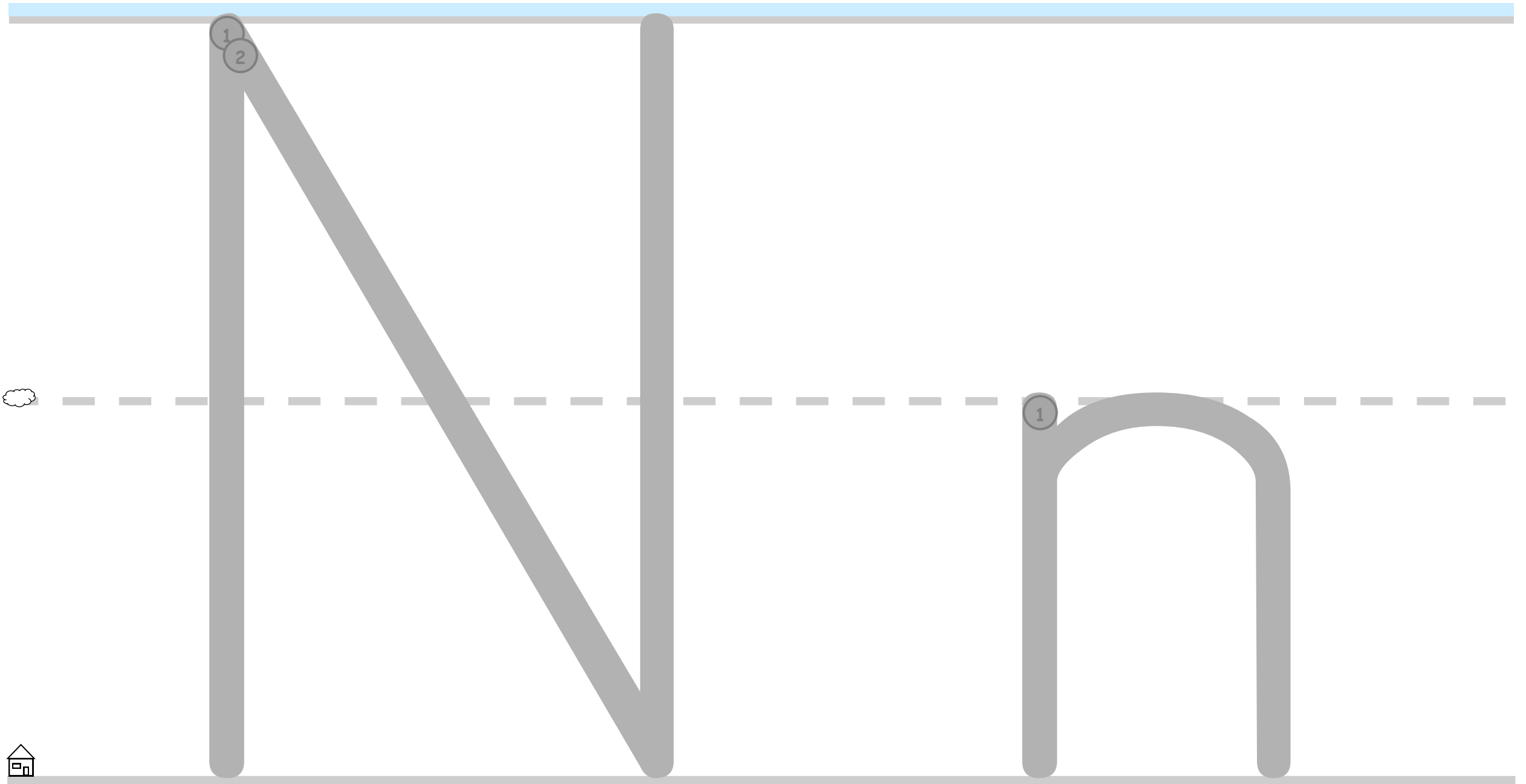
Handwriting practice row with uppercase 'I' and lowercase 'i', uppercase 'H' and lowercase 'h', and two vertical lines for uppercase letters.

Handwriting practice row with a diagram of a hill, lowercase 'h' and 'i', a picture of a child in bed, and lowercase 'i' and two vertical lines for uppercase letters.

Handwriting practice row with a picture of a candle, uppercase 'I' and lowercase 'i', and a period.









Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and the sentence, saying each sound as you write.

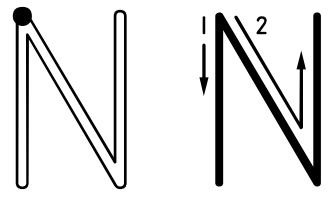
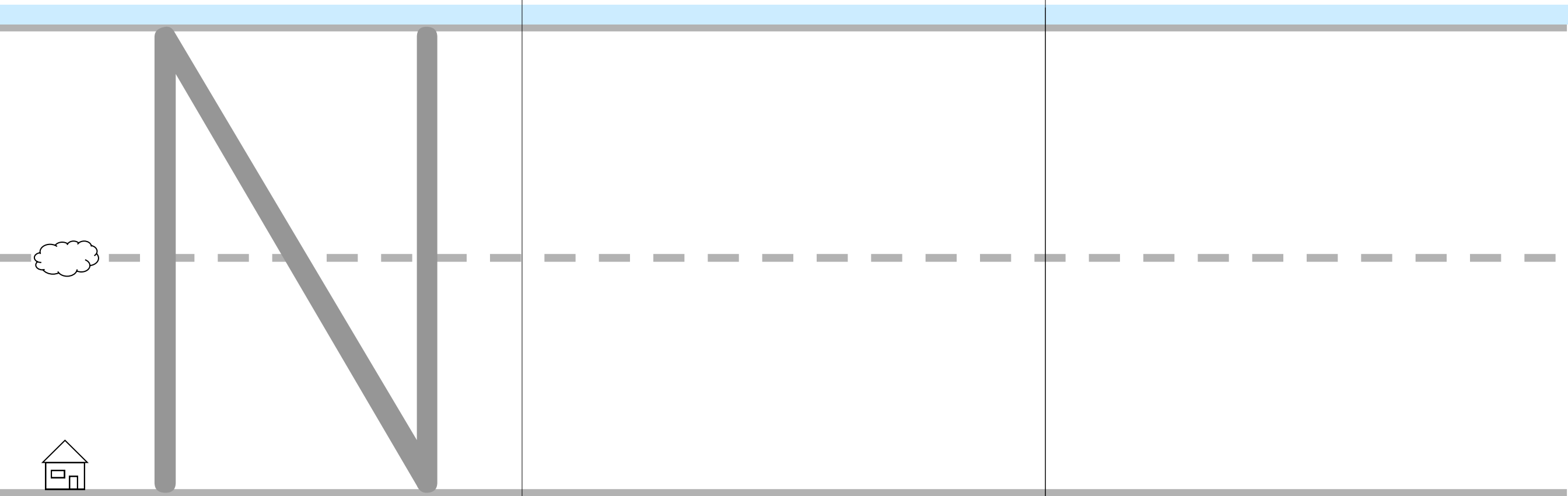
N N N N N n n n n n n

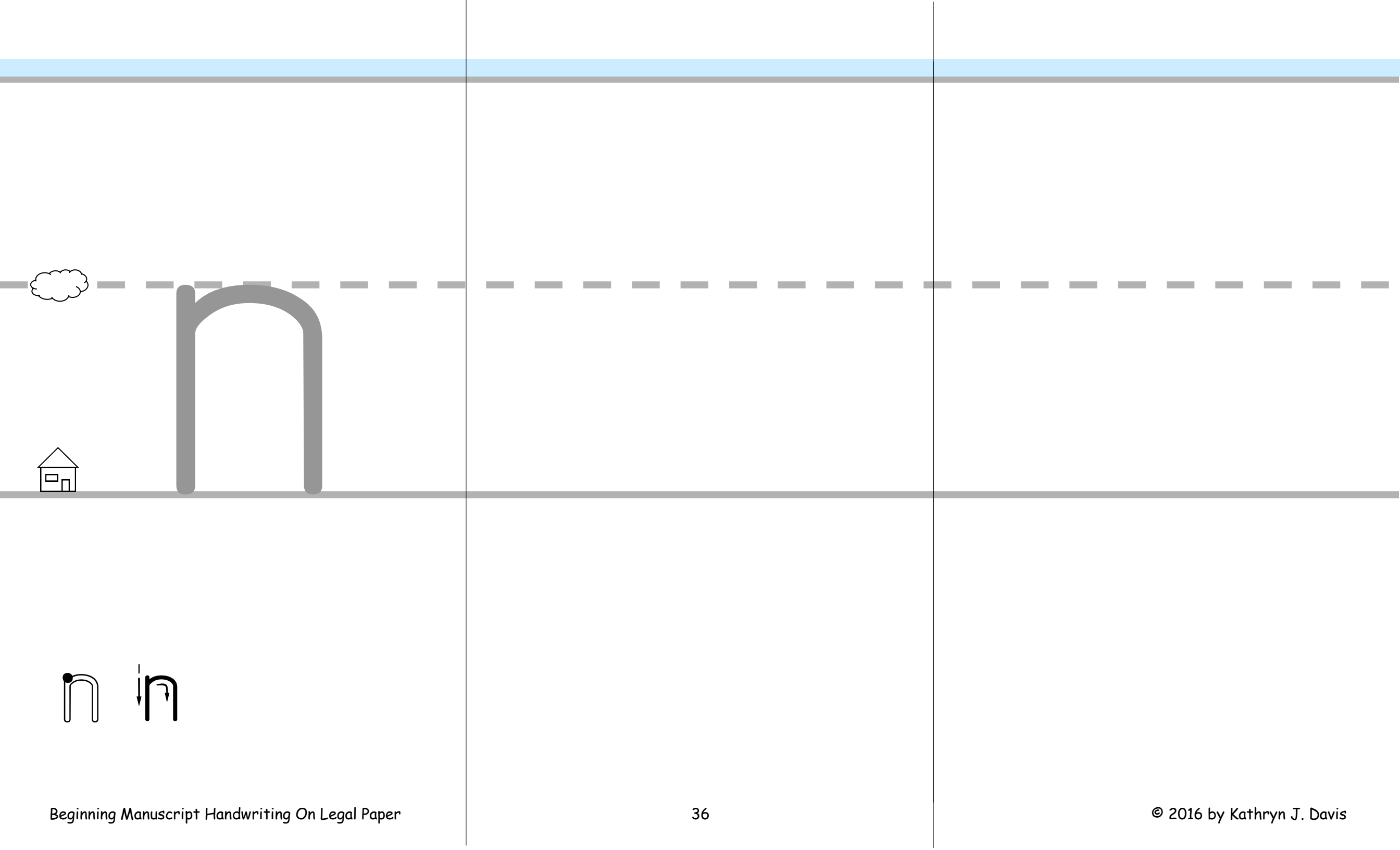
N n N n N n

I i H h L l

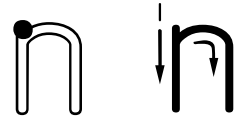
 in  tin

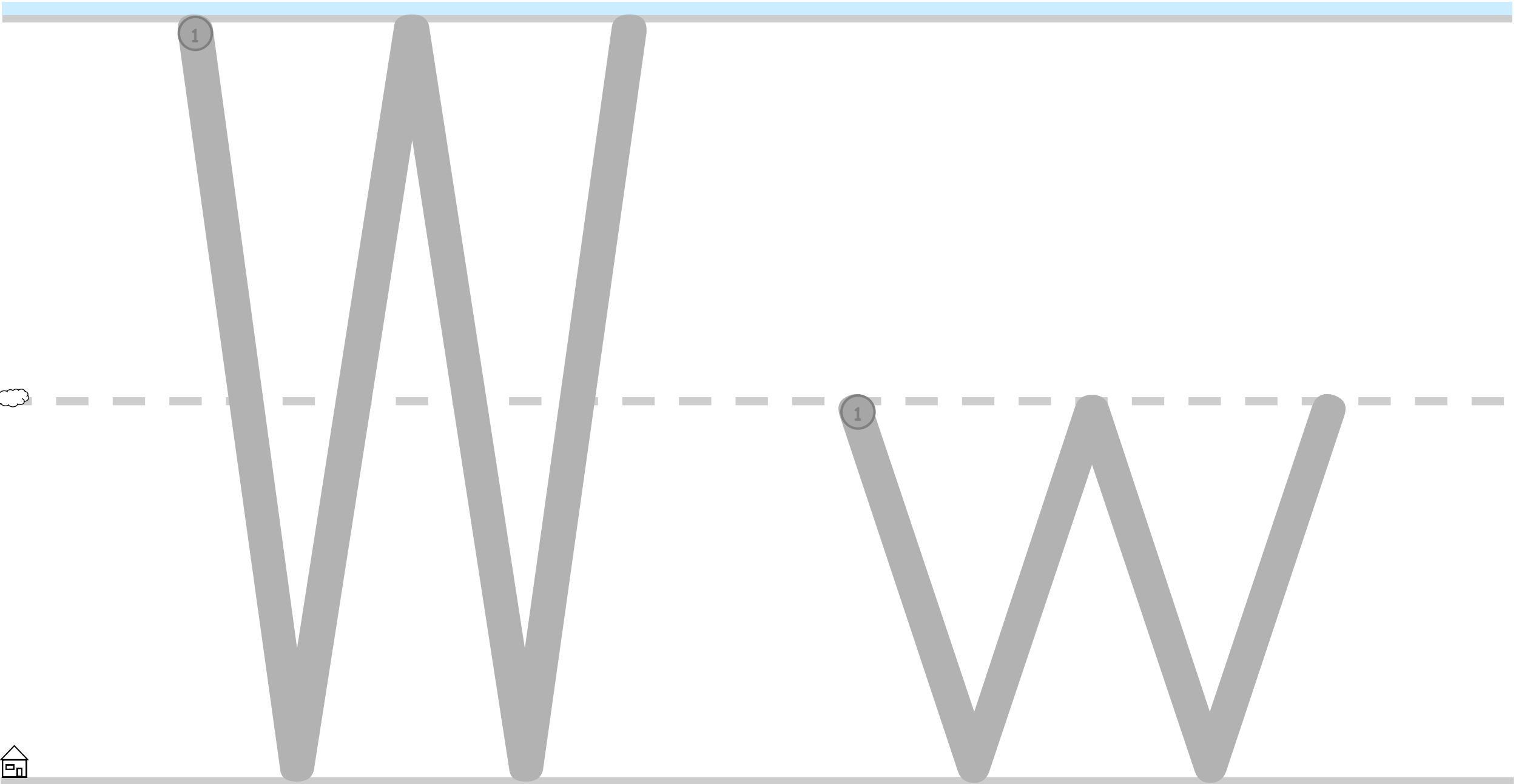
 I hit it.





n





Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and the sentence, saying each sound as you write.

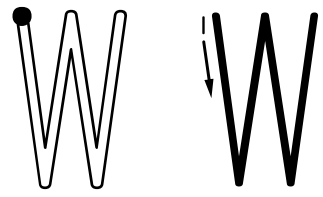
W W W W w w w w

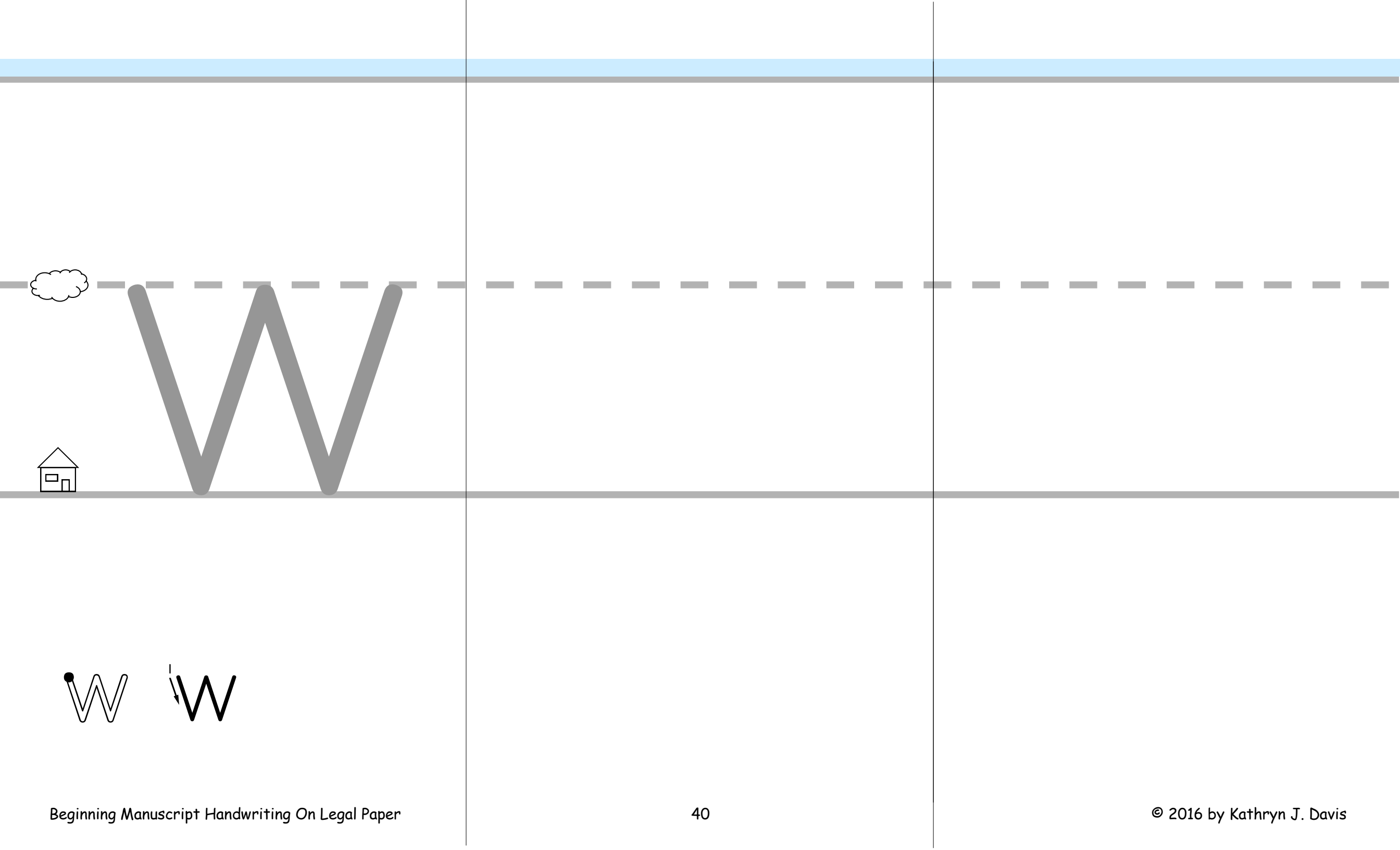
W w W w W w

I i H h L l N

 win  will

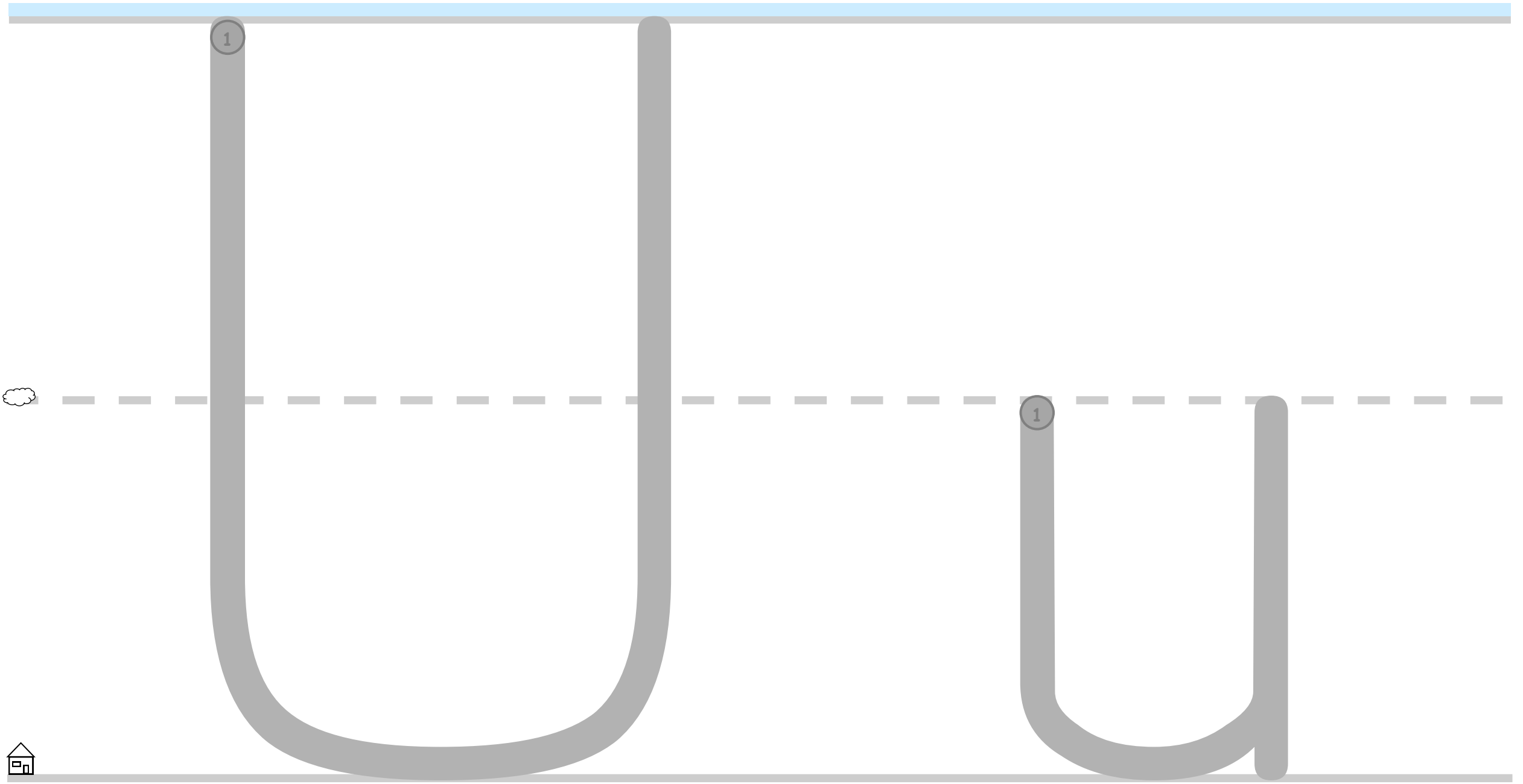
 I will win.





W






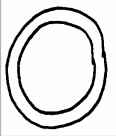
Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words, saying each sound as you write.

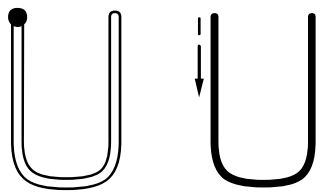
U U U U u u u u u

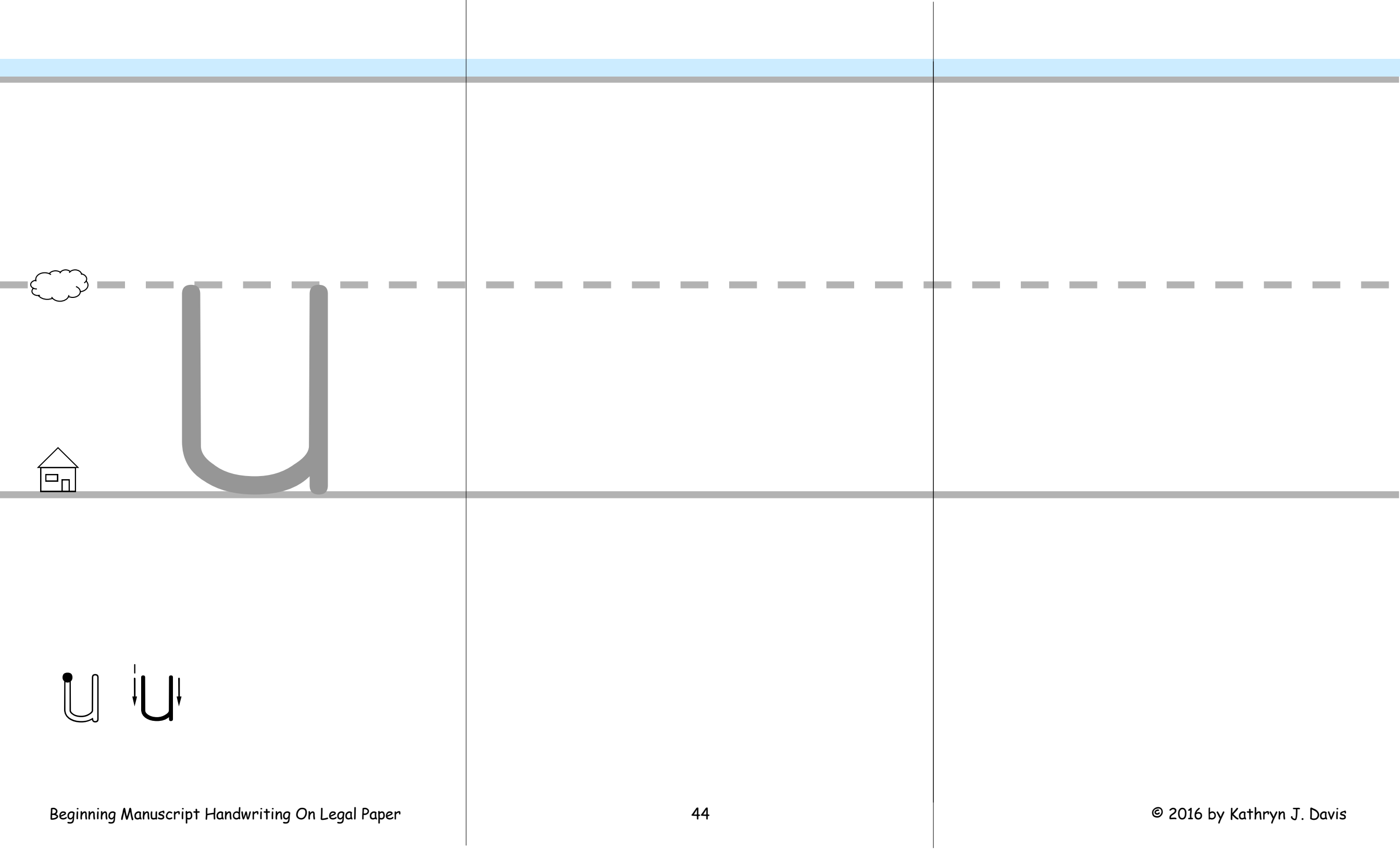
U u U u U u

H h L l N n W w

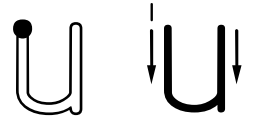
 nut  hut

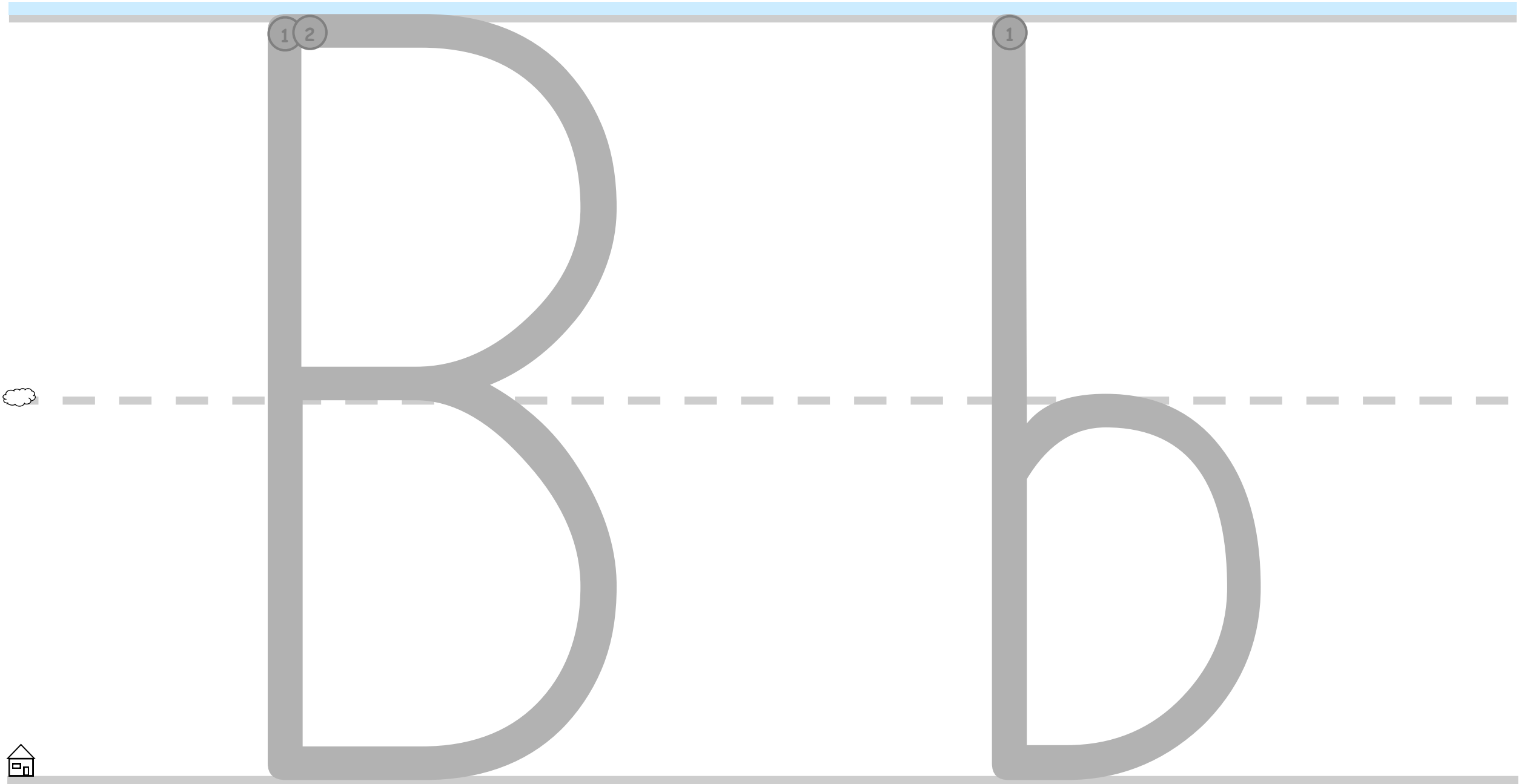
 hull  null





u





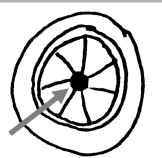

Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words, saying each sound as you write.

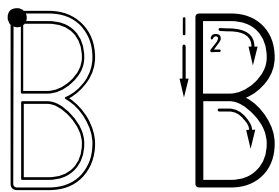
B B B B b b b b b

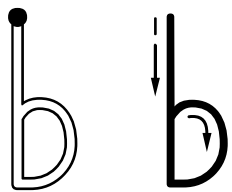
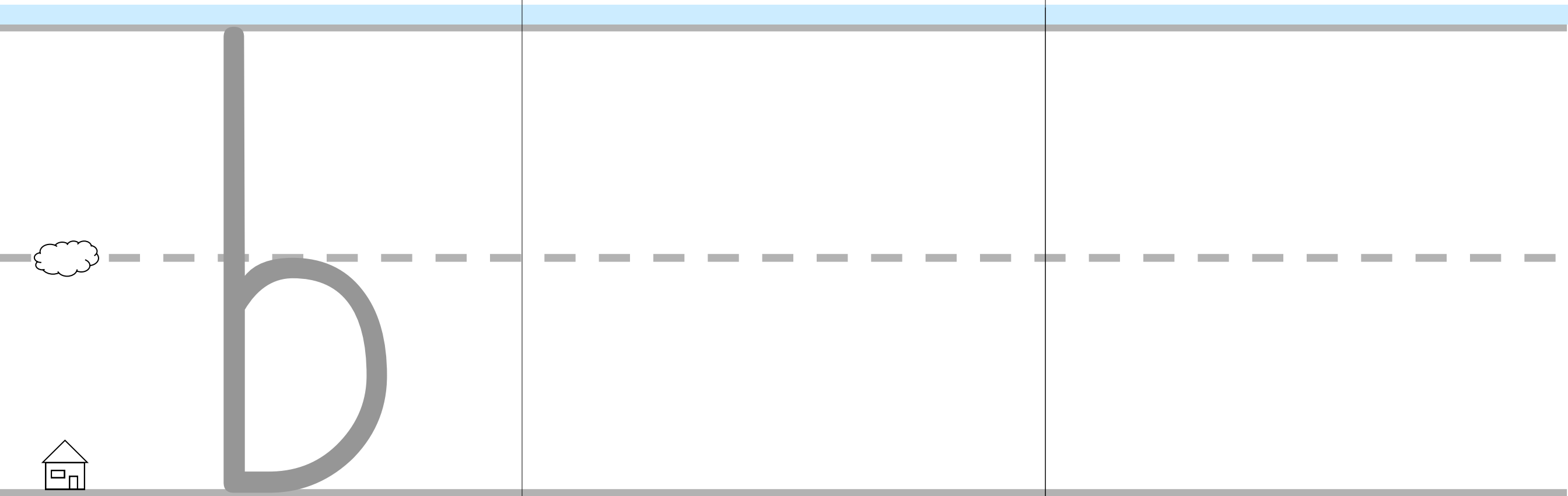
B b B b B b

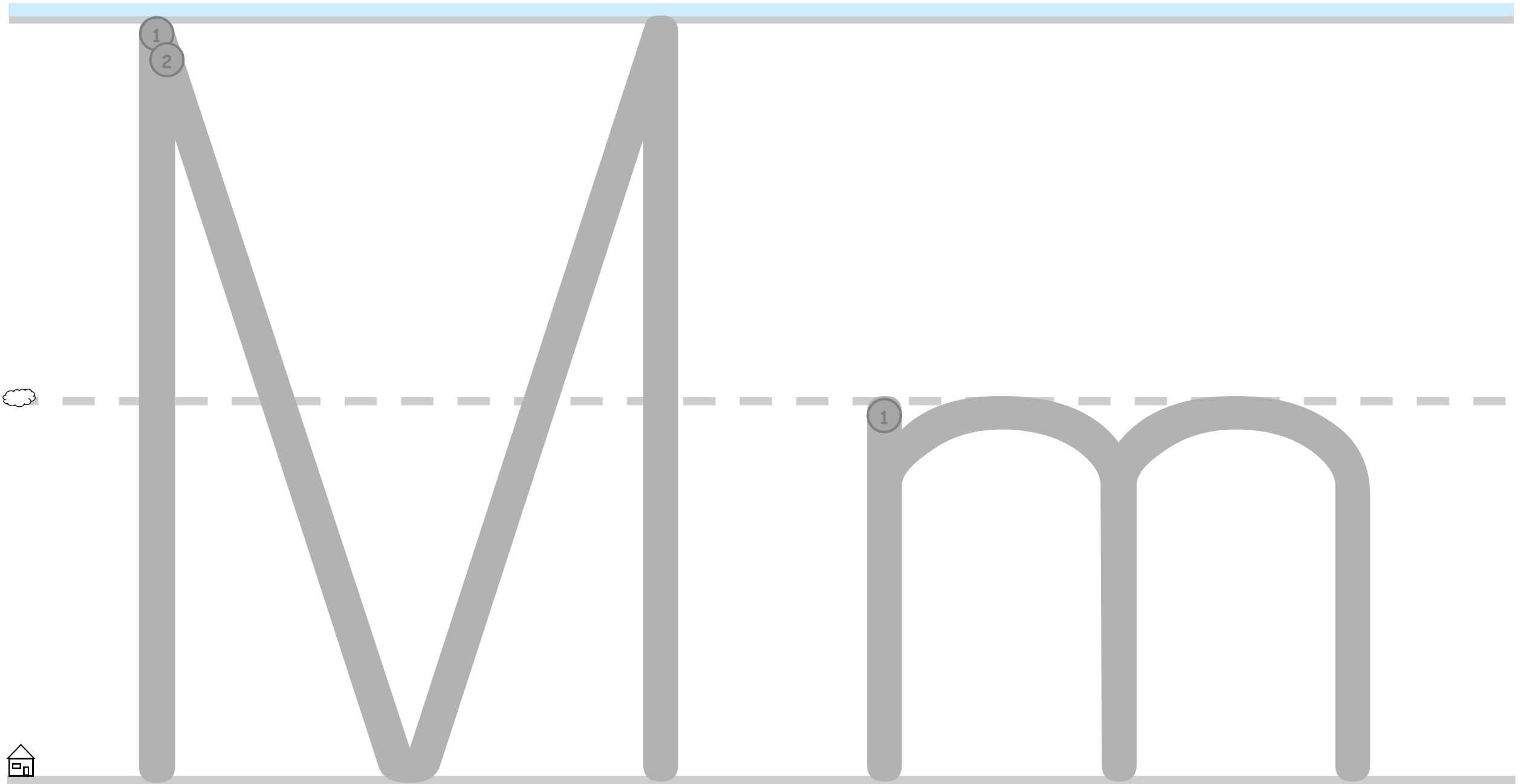
L l N n W w U u

 bun  tub

 hub  nub





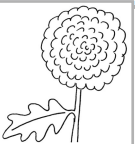



Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

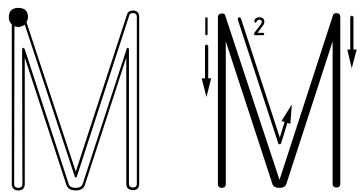
M M M M M m m m m m

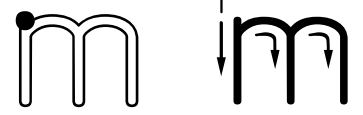
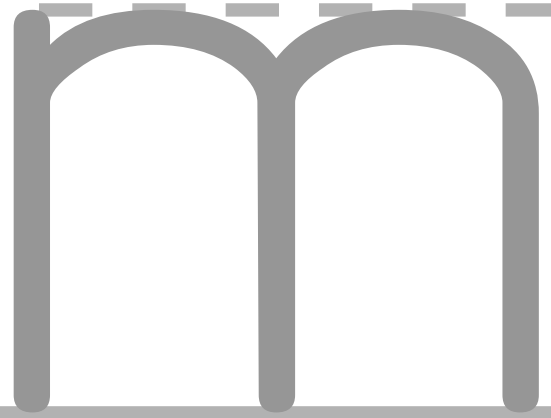
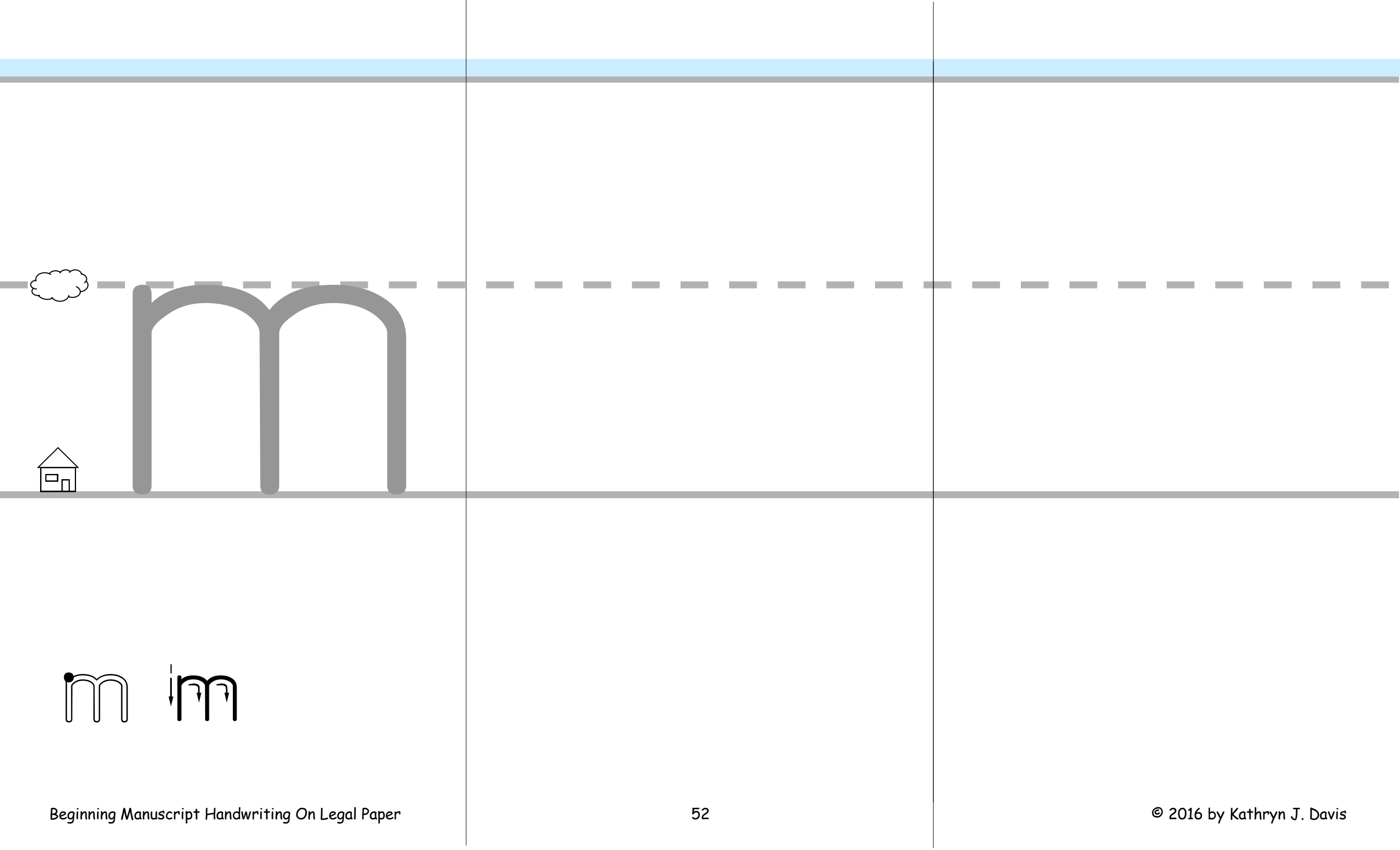
M m M m M m

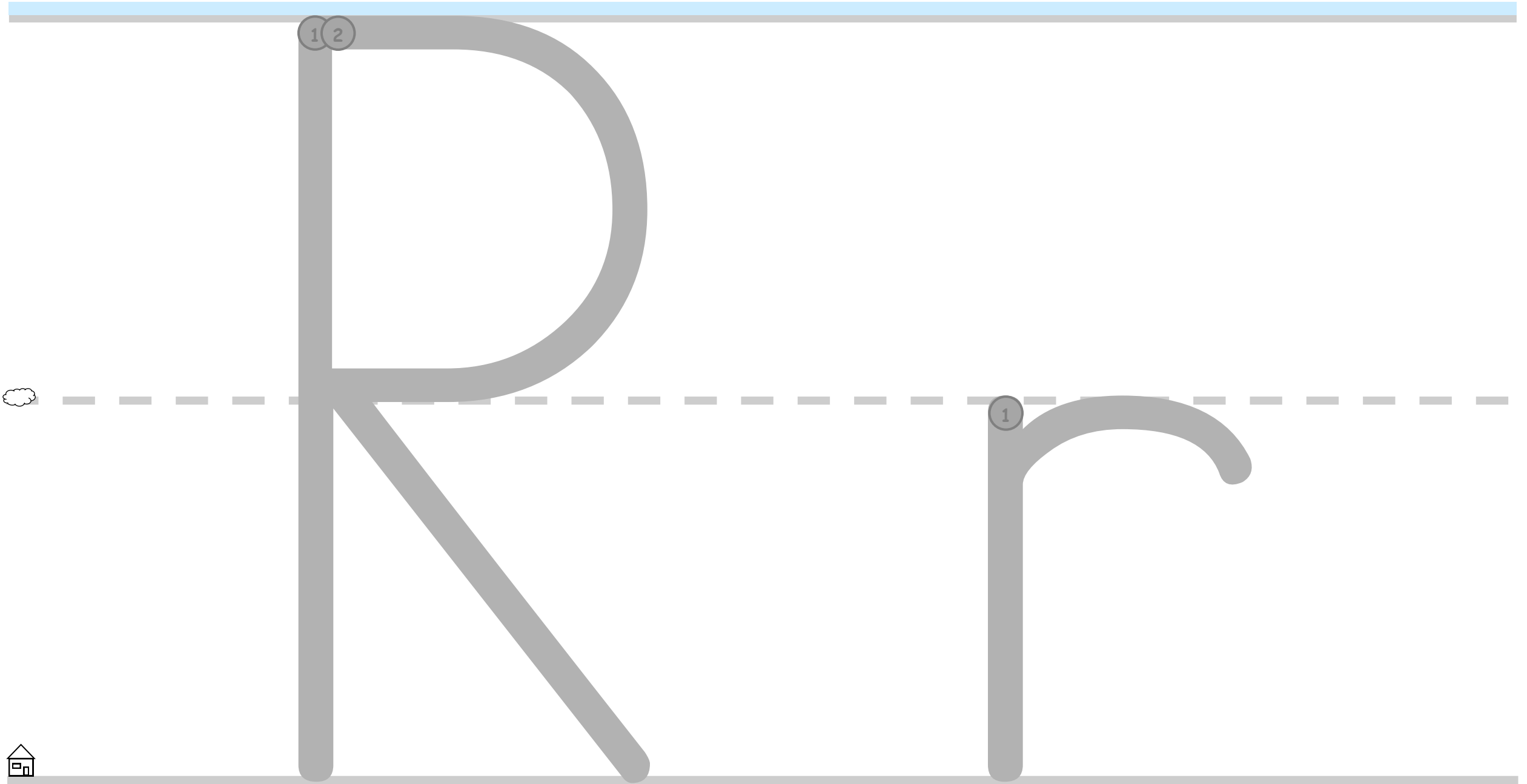
N n W w U u B b

 mum  mutt

 I will hum.





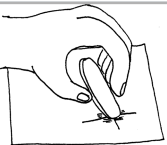



Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

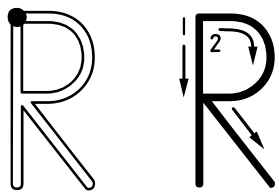
R R R R R r r r r r r

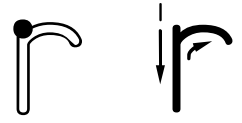
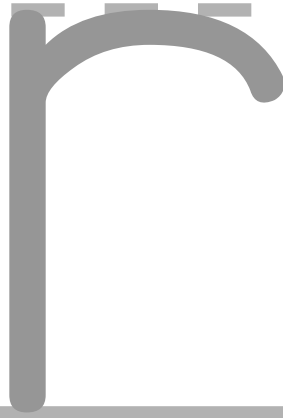
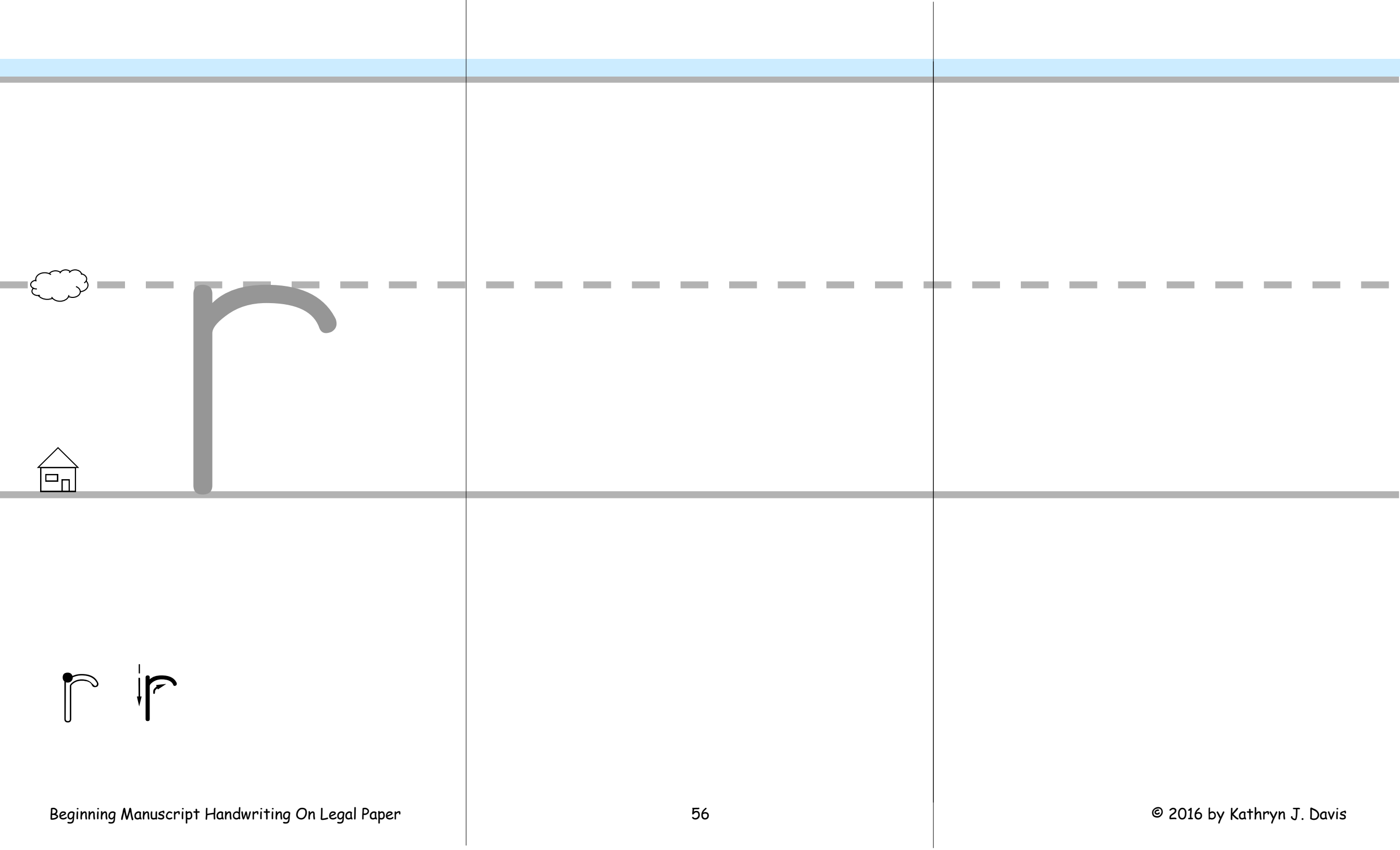
Rr Rr Rr

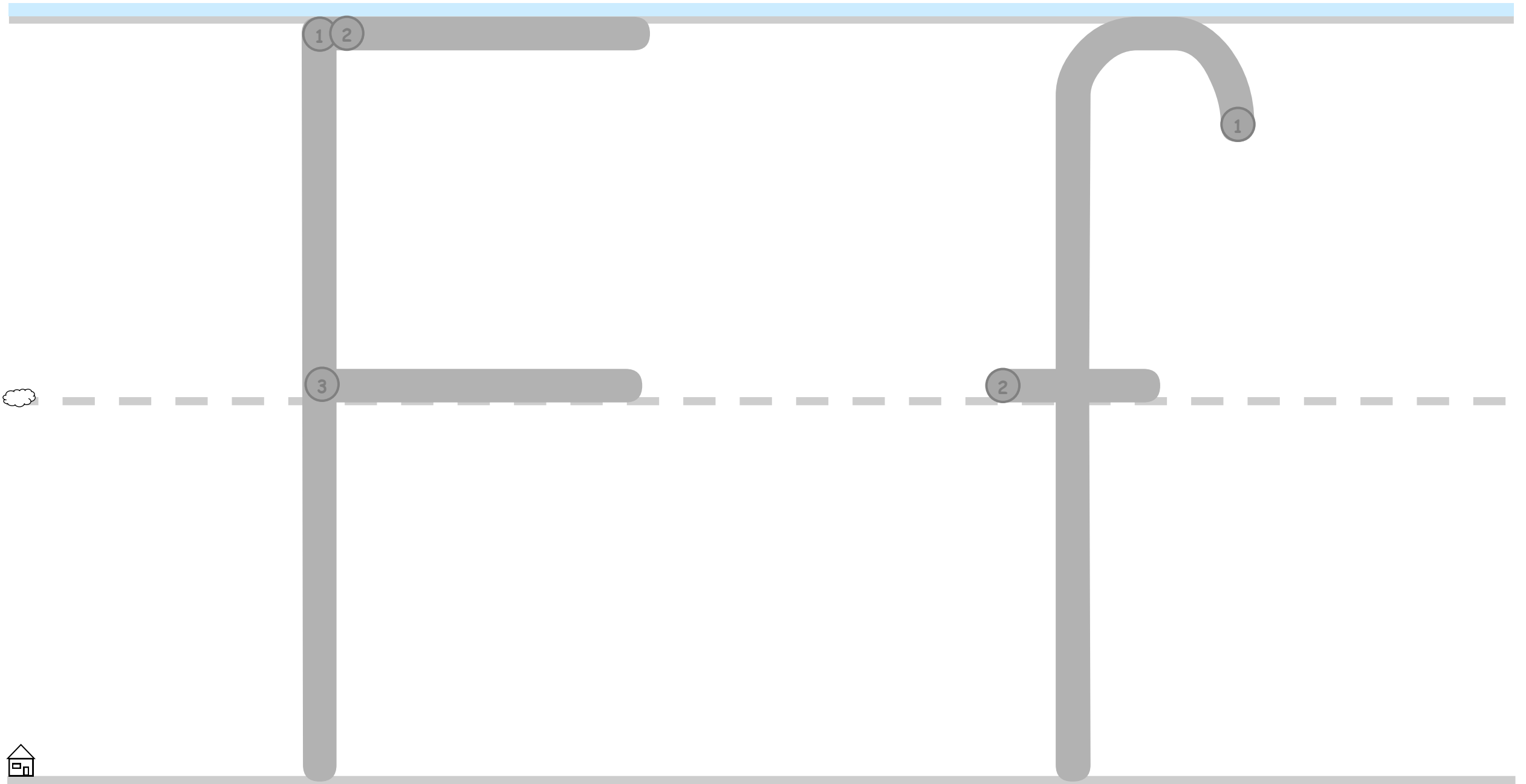
Ww Uu Bb Mm

 rub  rut

 I will run.









Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

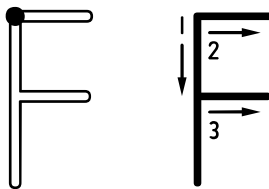
F F F F F f f f f f f

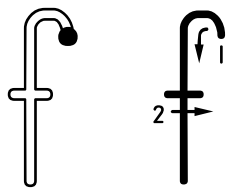
Ff Ff Ff

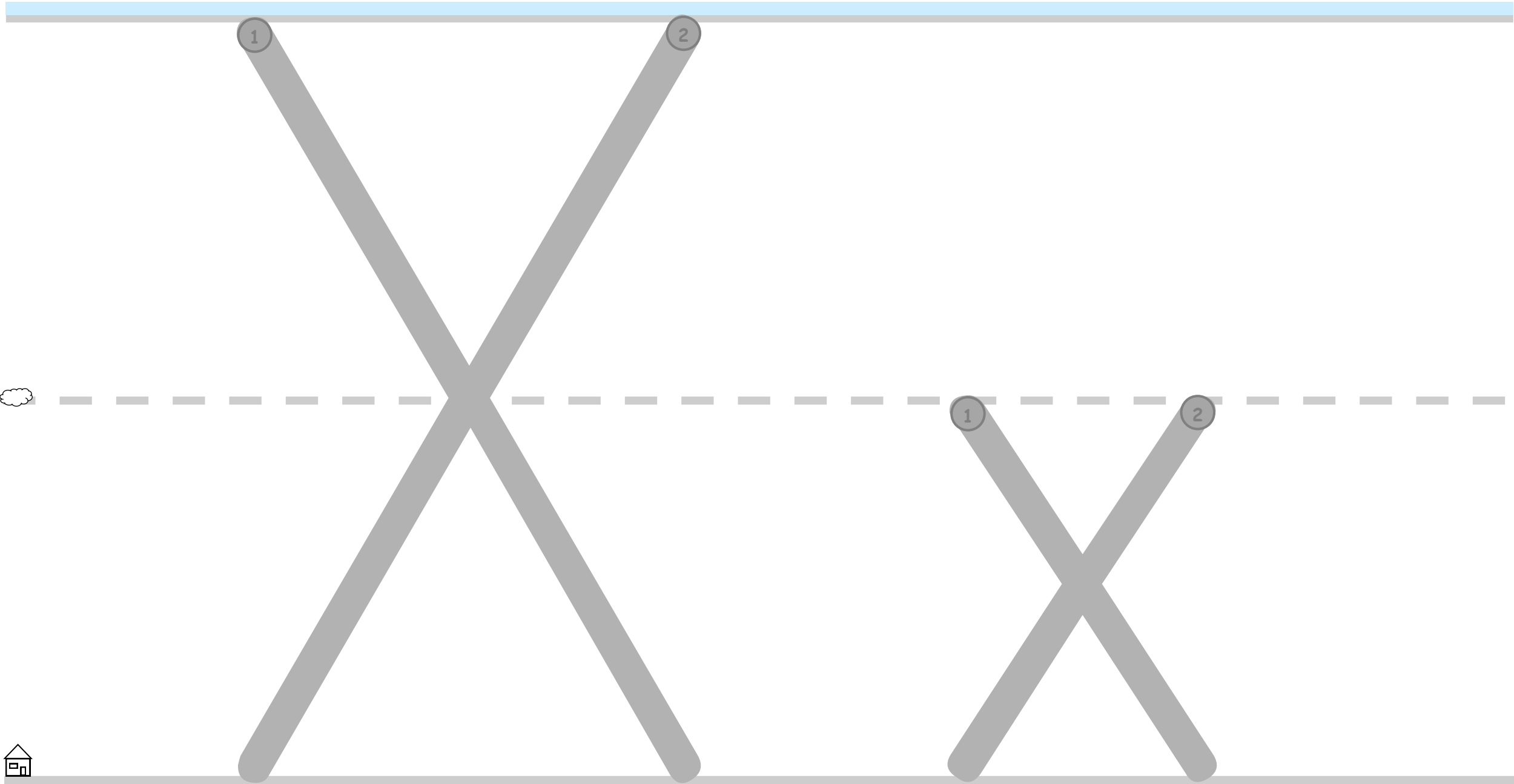
Uu Bb Mm Rr

 fun  muff

 It will run.






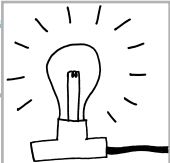


Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

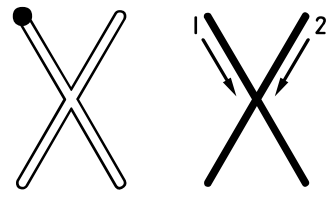
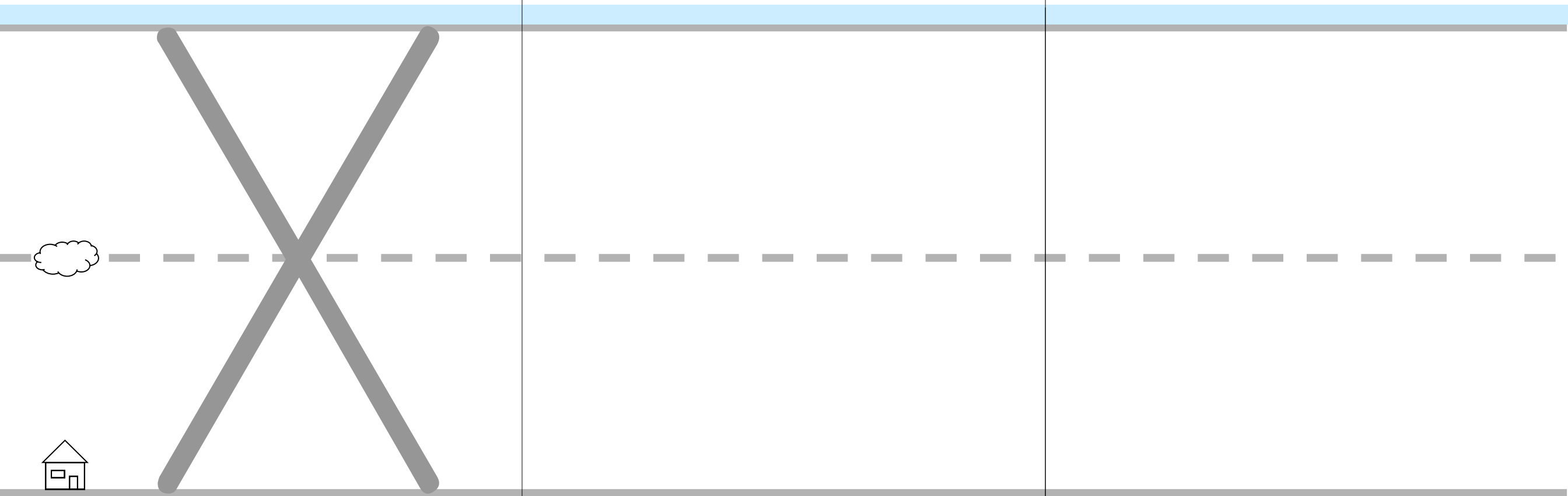
X X X X x x x x x

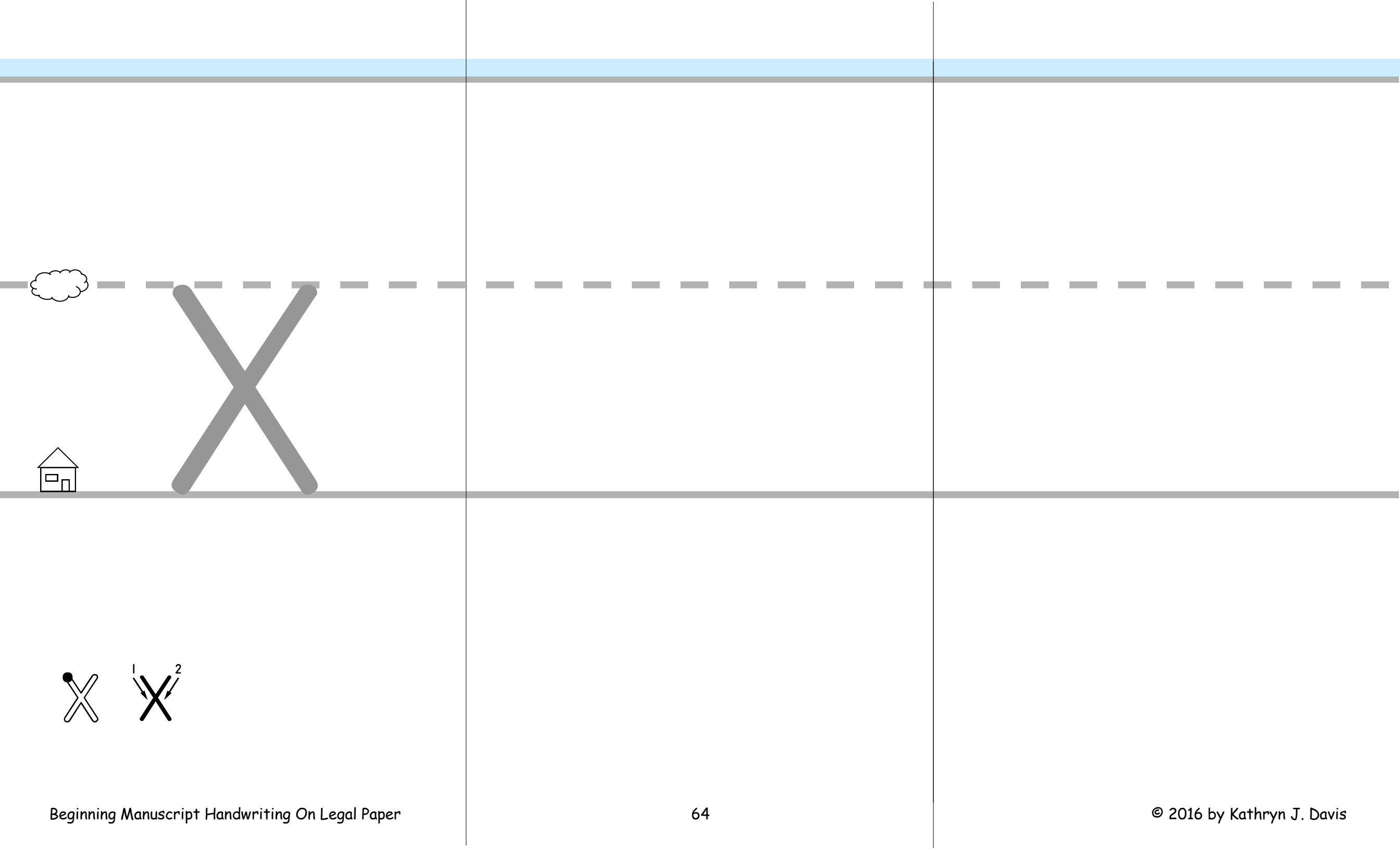
X x X x X x

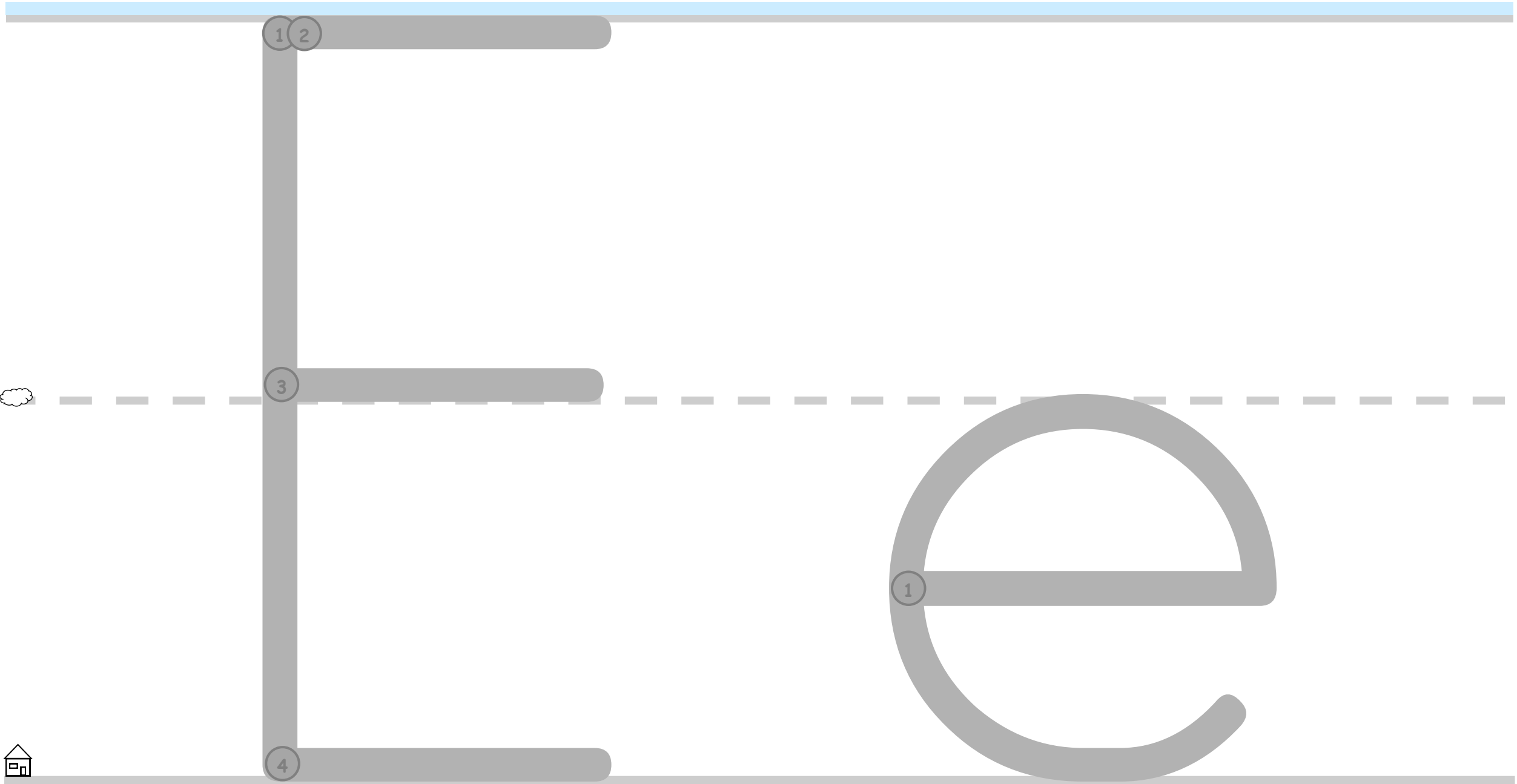
B b M m R r F f

 tux  lux

 It will run.









Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

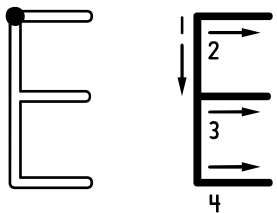
E E E E e e e e

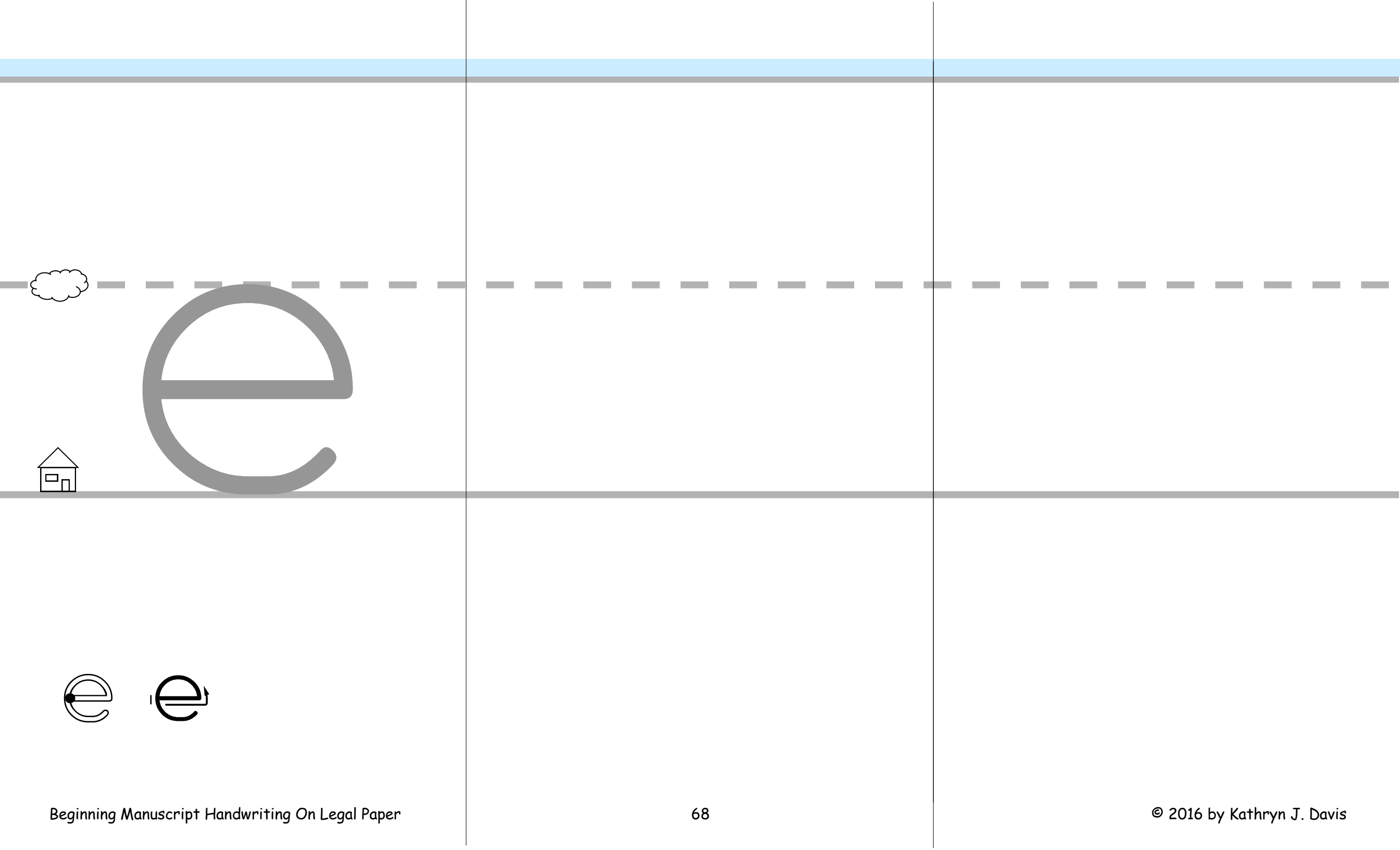
E e E e E e

M m R r F f X x

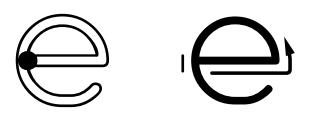
 bell  well

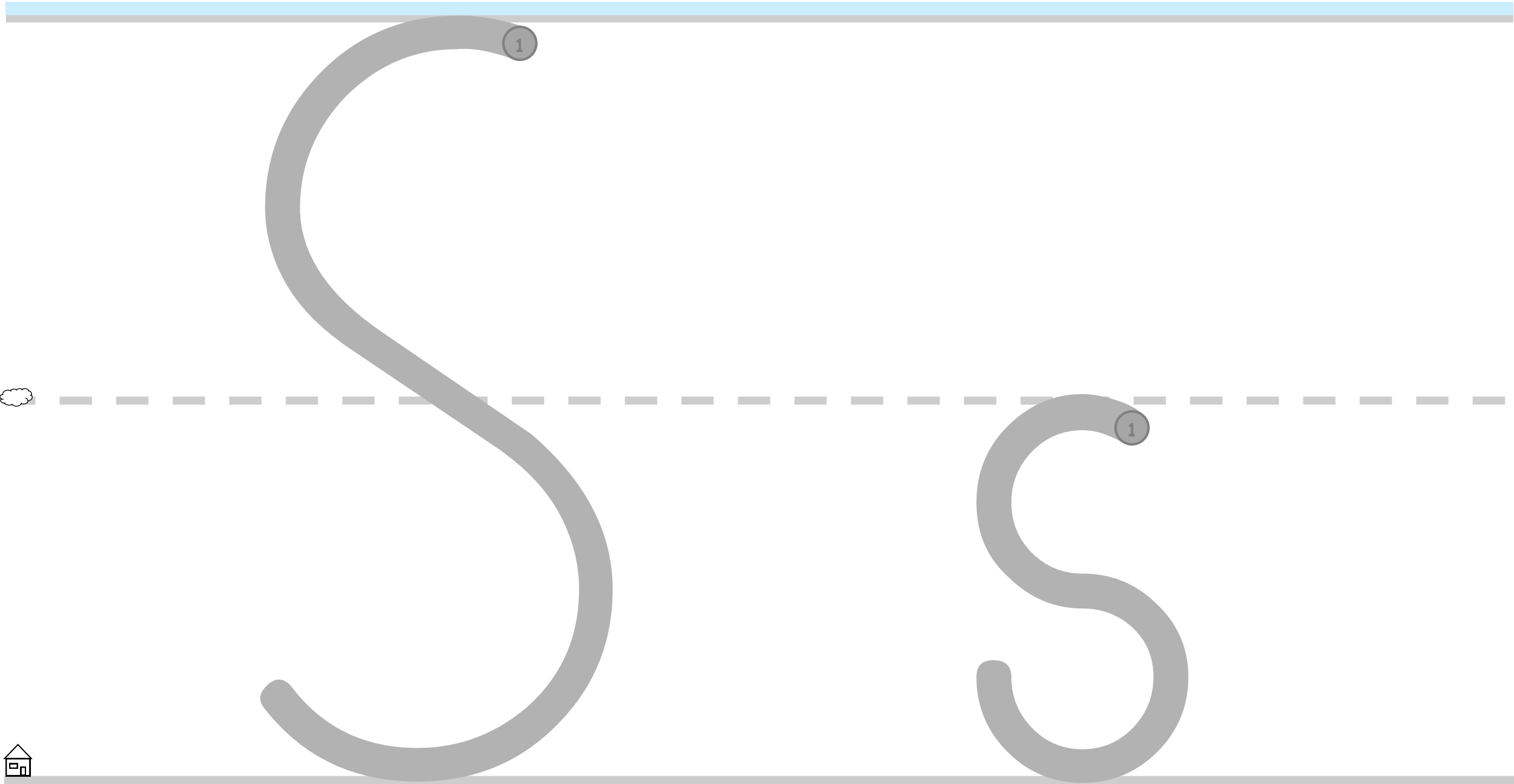
 It fell.





e





Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

S S S S

s s s s s

S s

S s

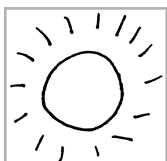
S s

R r

F f

X x

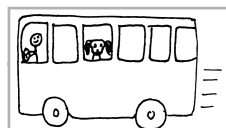
E e



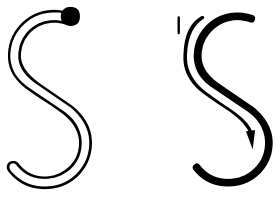
sun

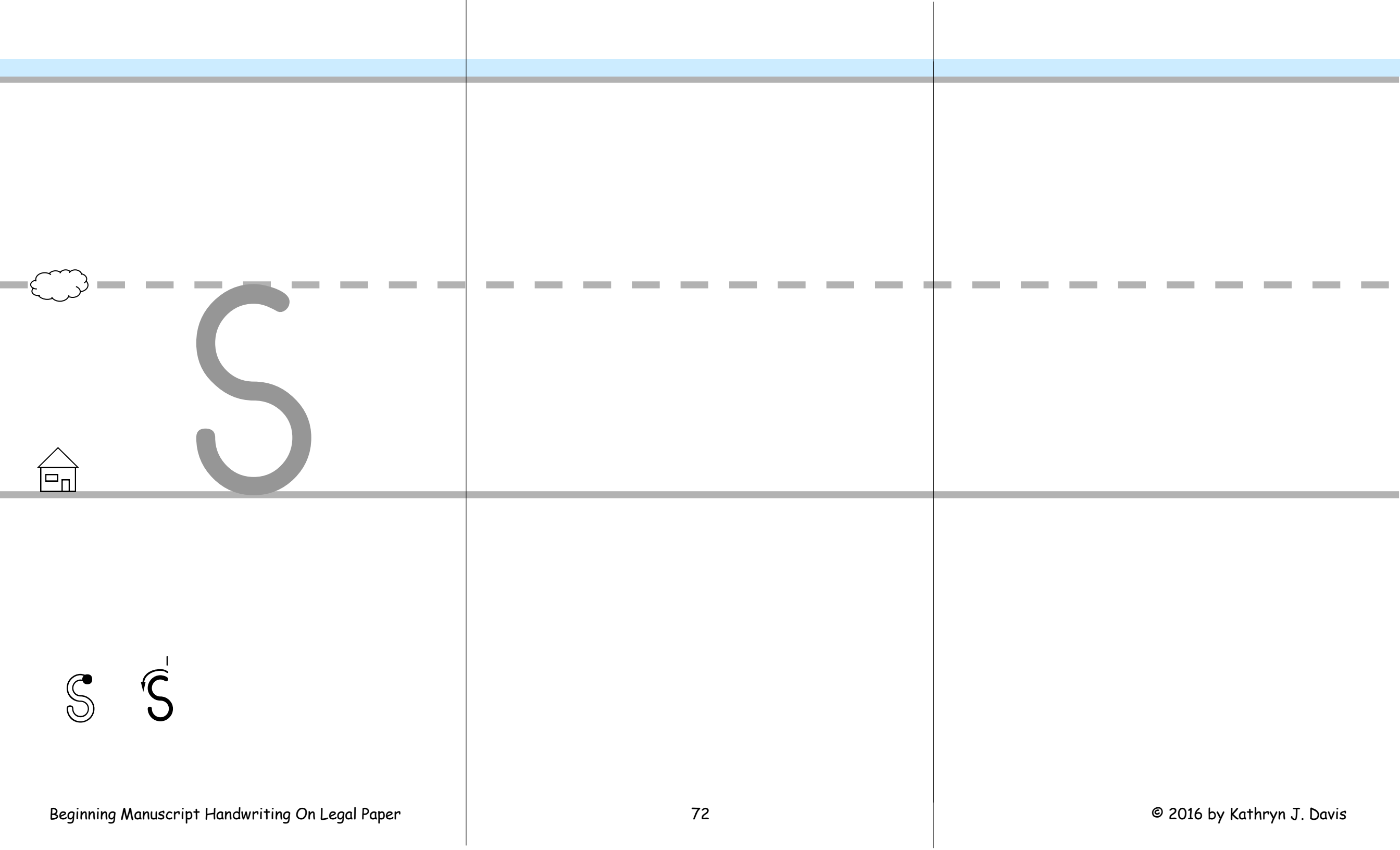


sub



his bus

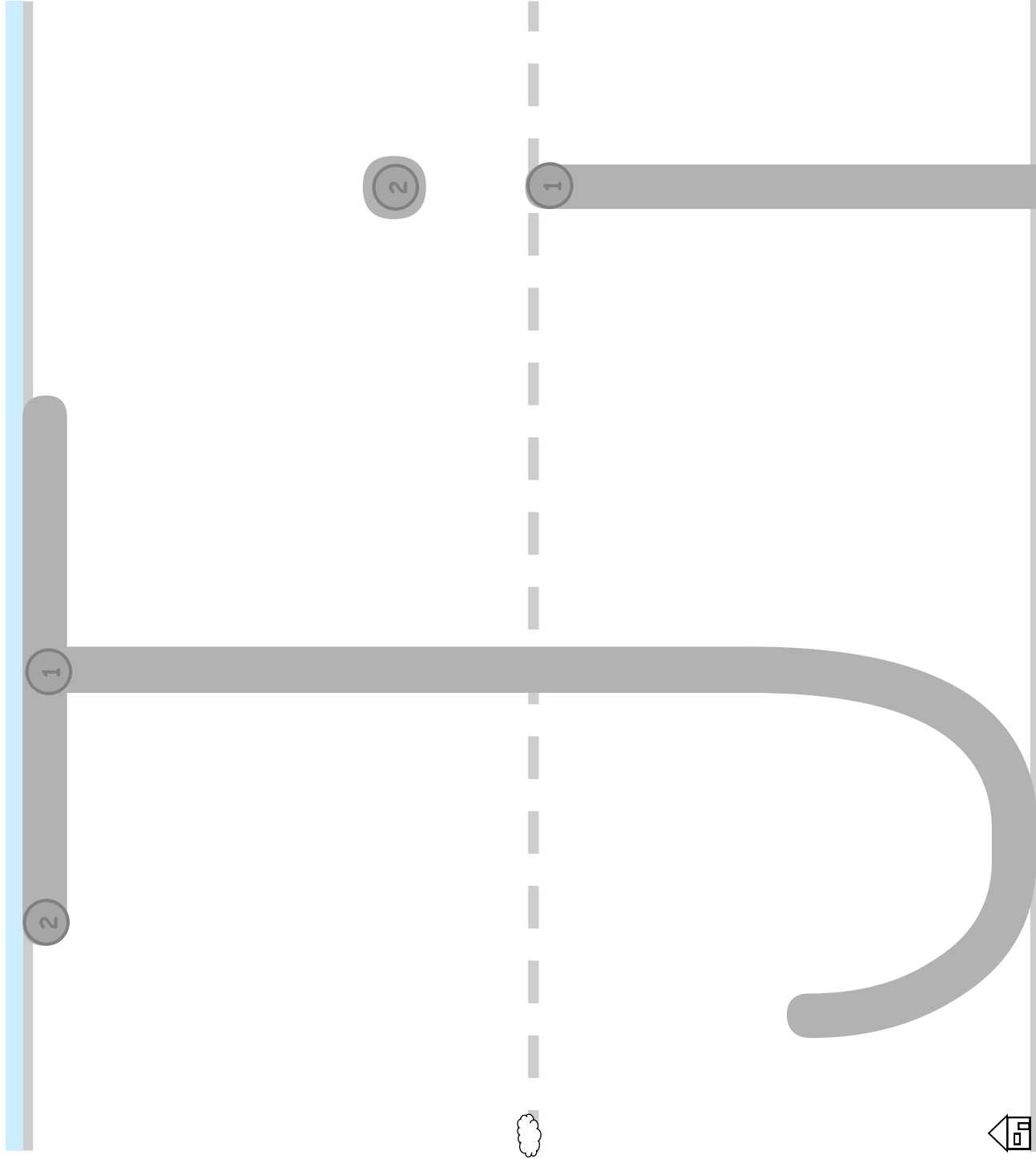




S



S S



Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

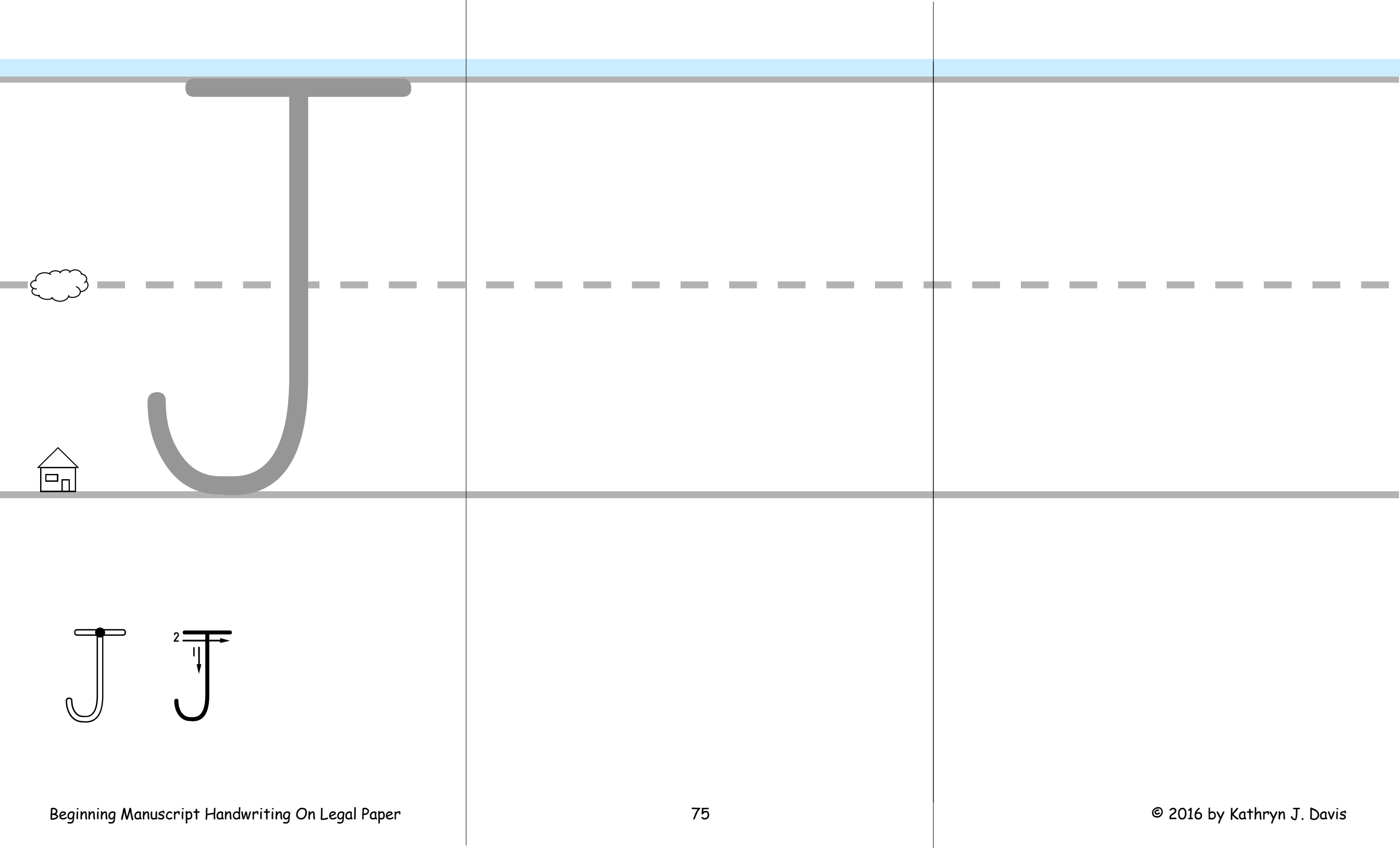
J J J J j j j j j

J j J j J j

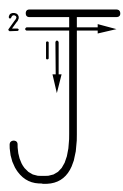
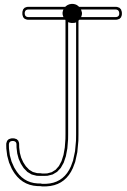
X x F f E e S s

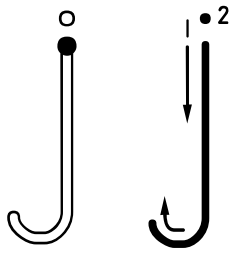
 jet  jug

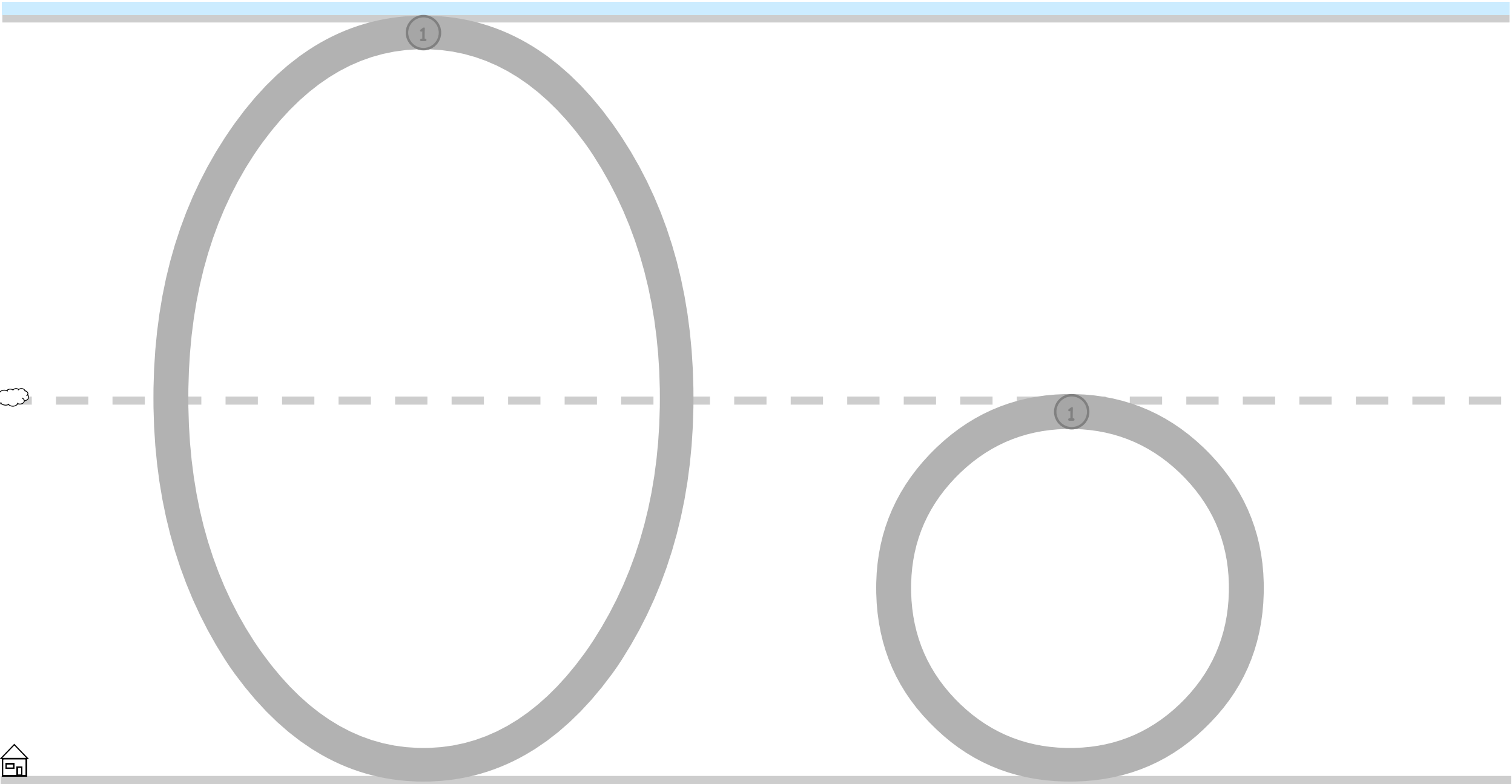
 his jet



J









Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

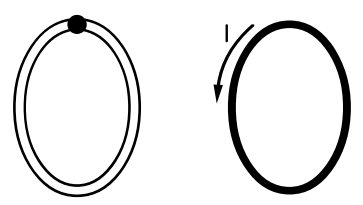
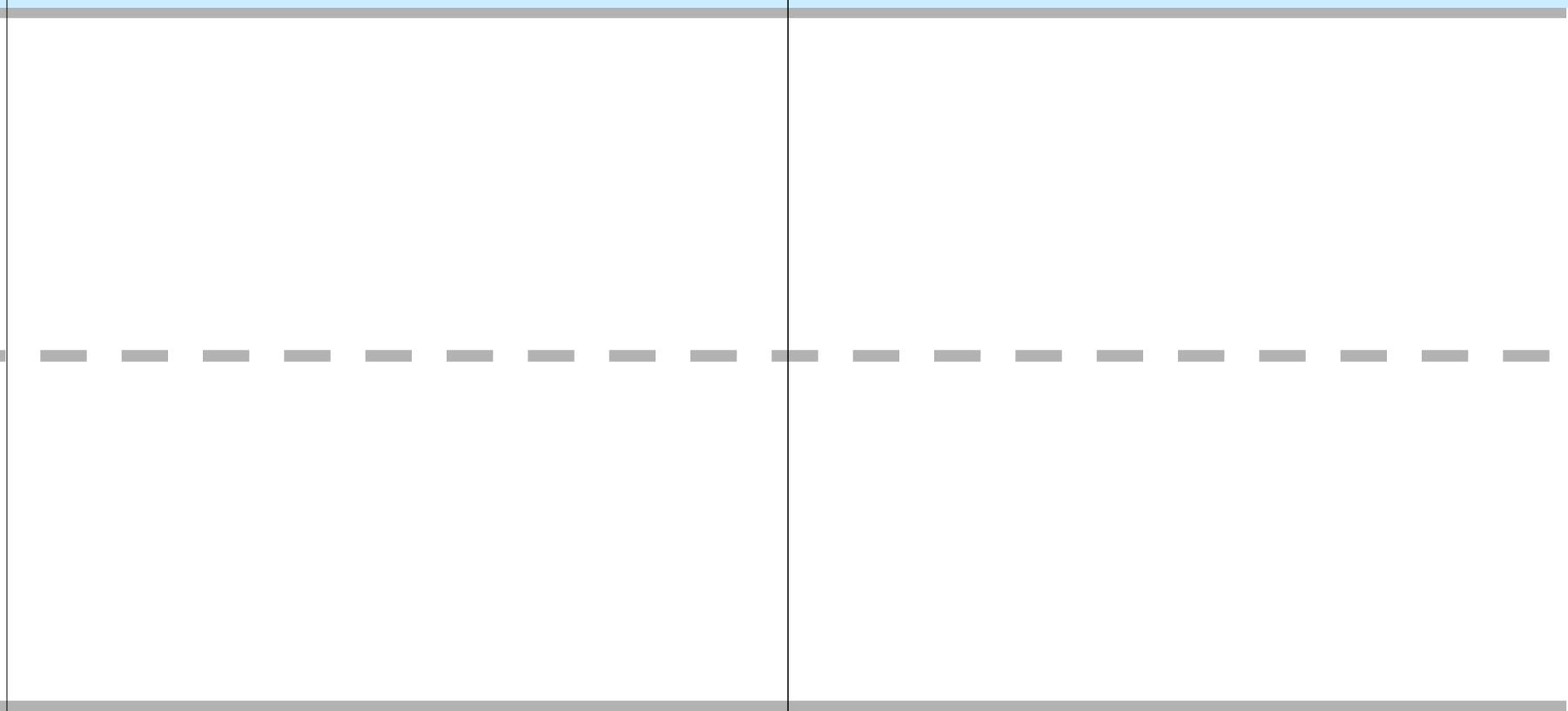
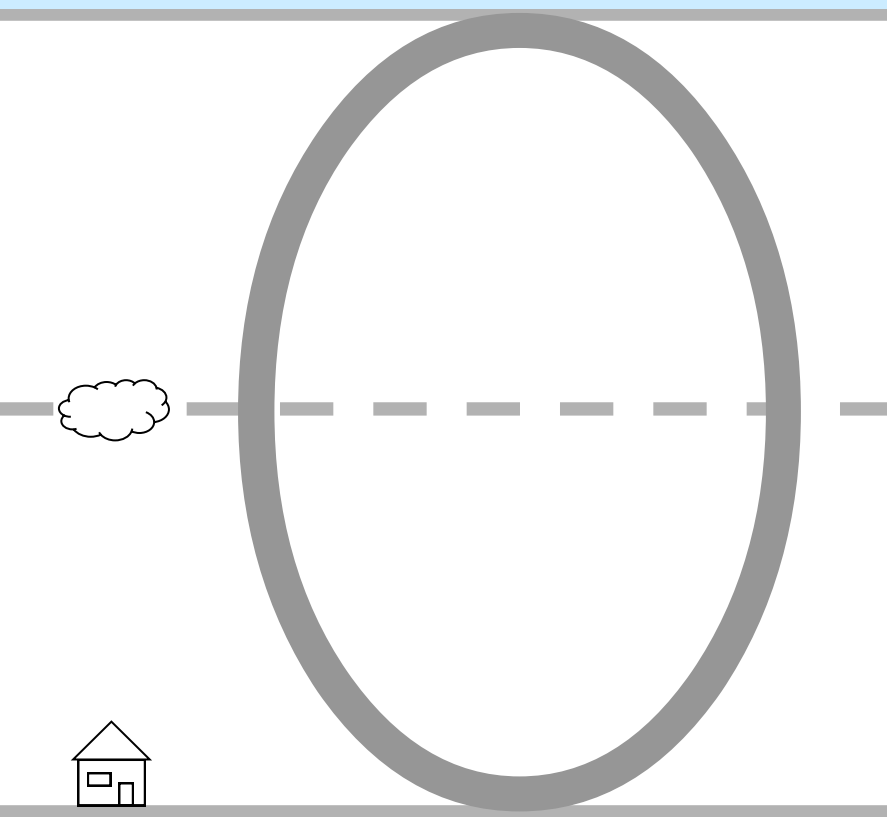
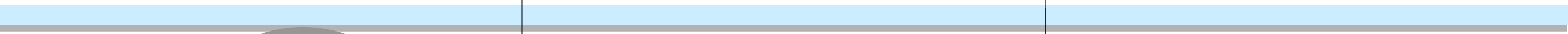
O O O O o o o o o

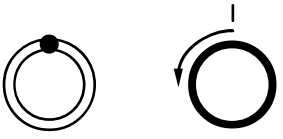
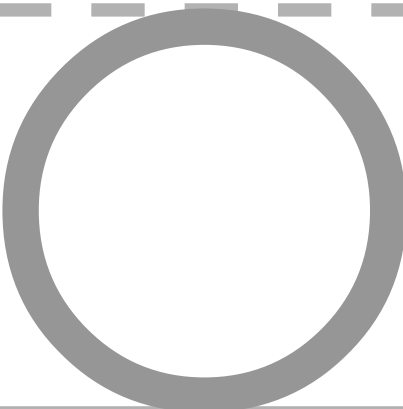
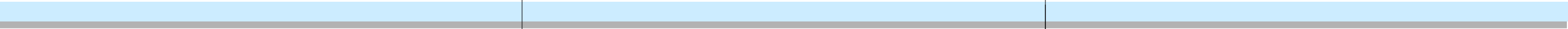
O o O o O o

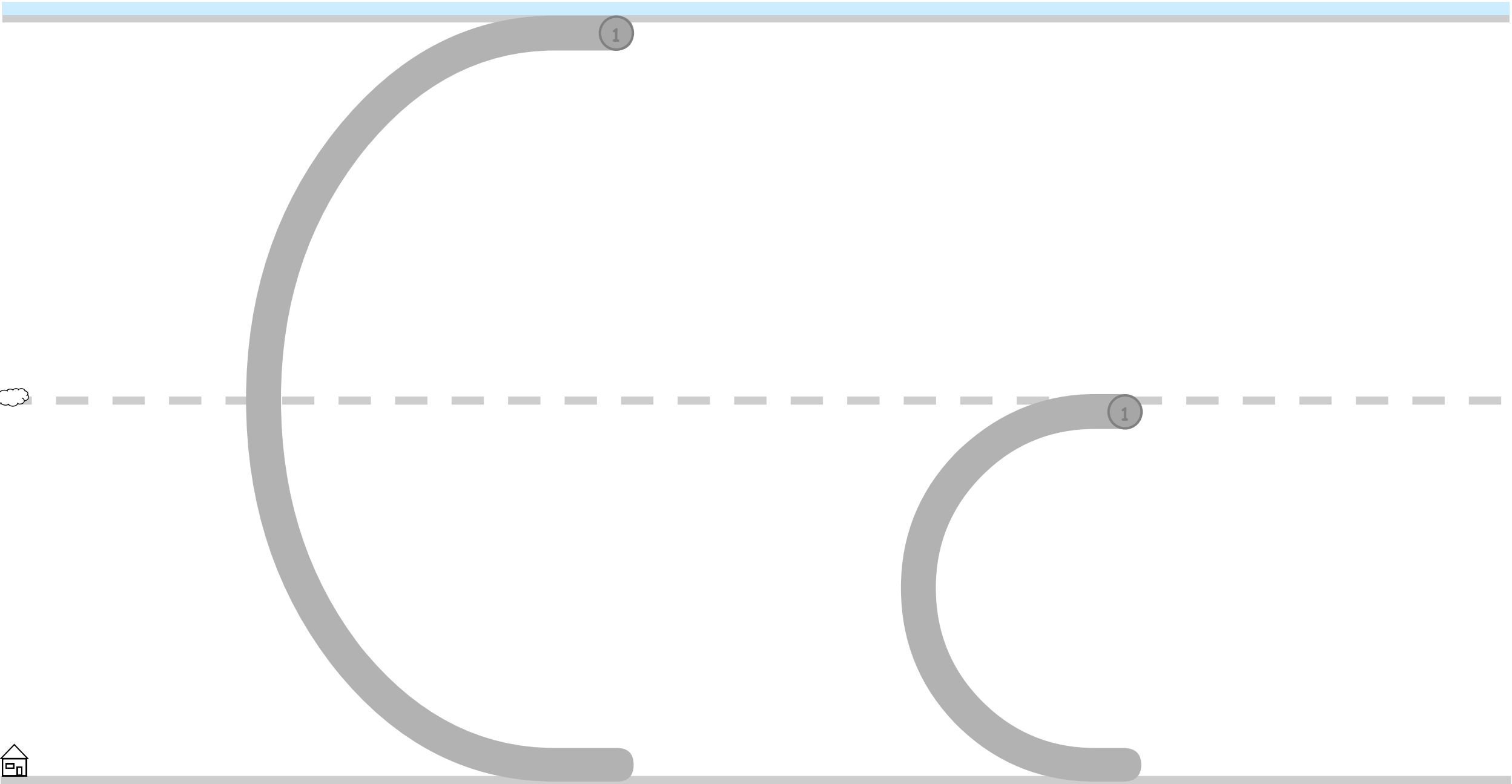
E e X x S s J j

 job  fox

 It is hot.





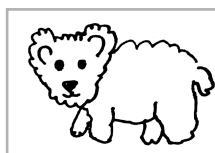


Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

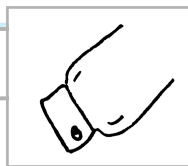
C C C C c c c c c

C c C c C c

E e S s J j O o



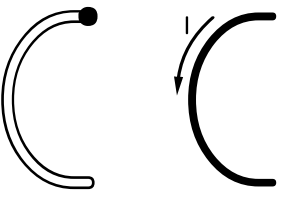
cub

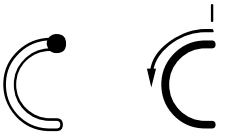


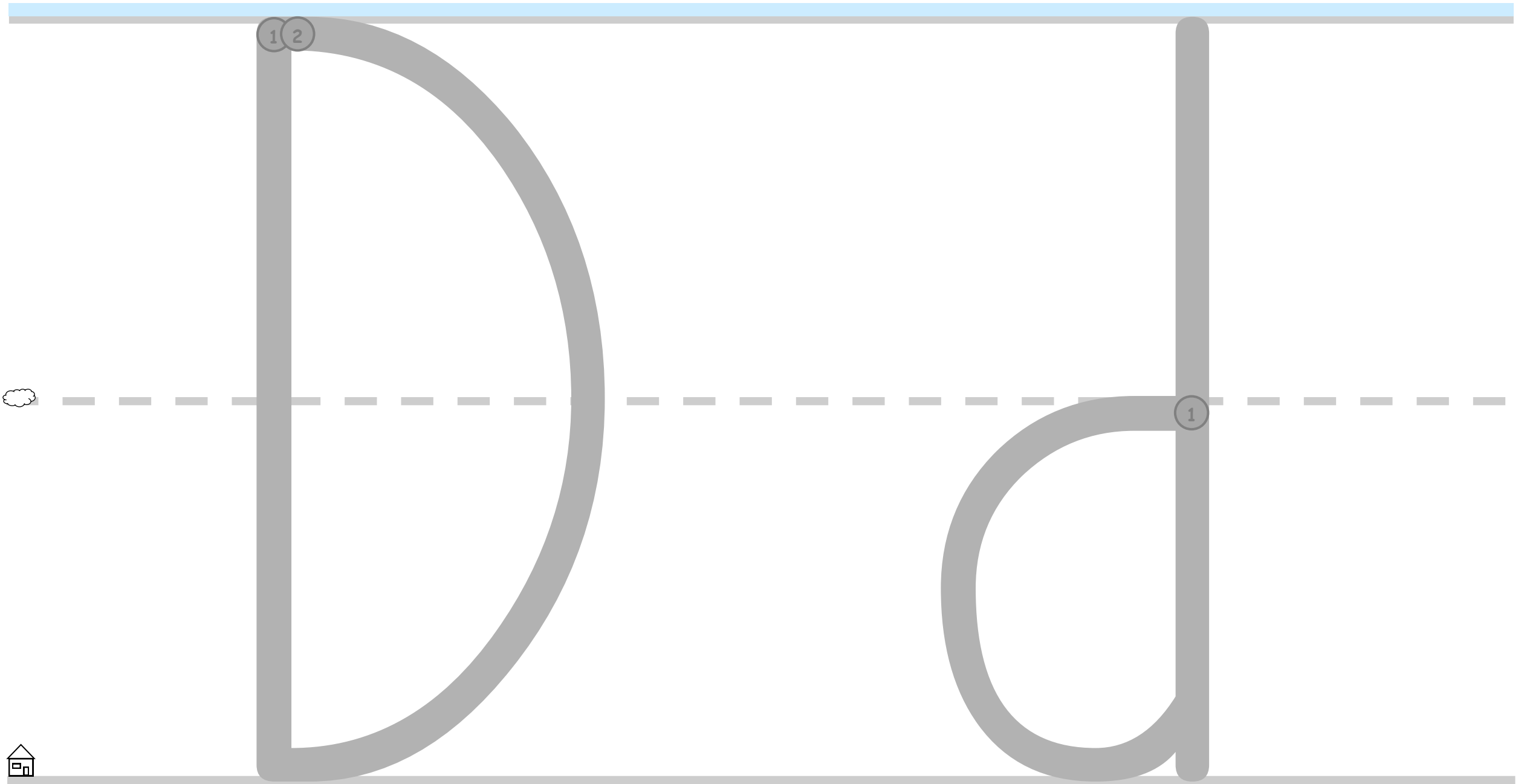
cuff



I cut it.







Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

D D D D

d d d d d

D d

D d

D d

S s

J j

O o

C c



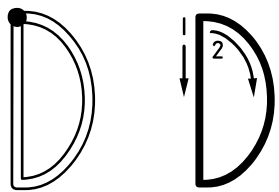
bud

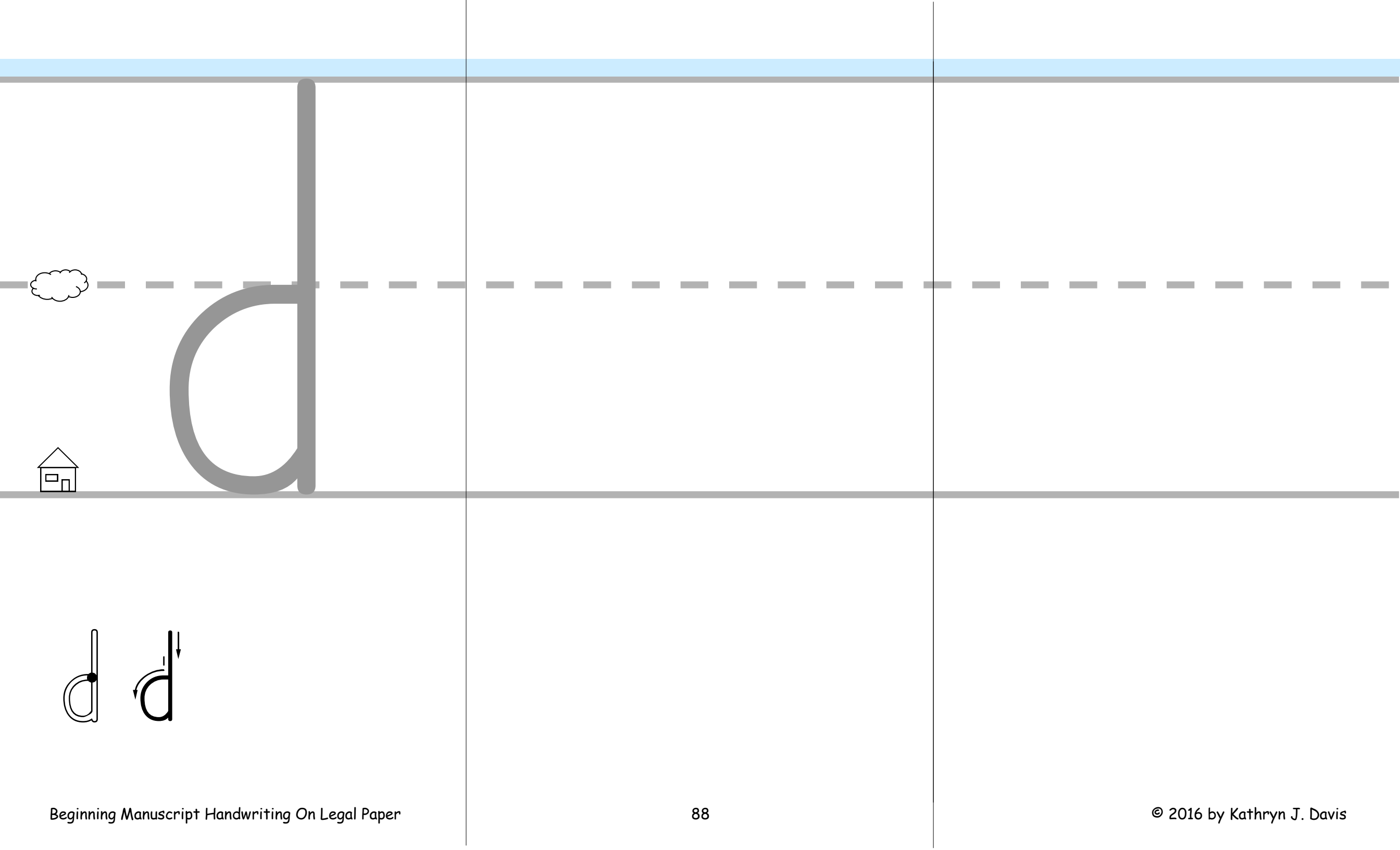


dull

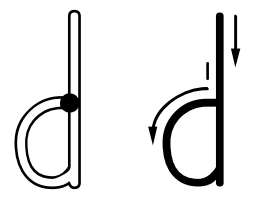


It is in mud.





d






Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

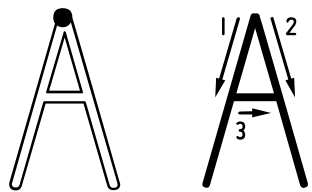
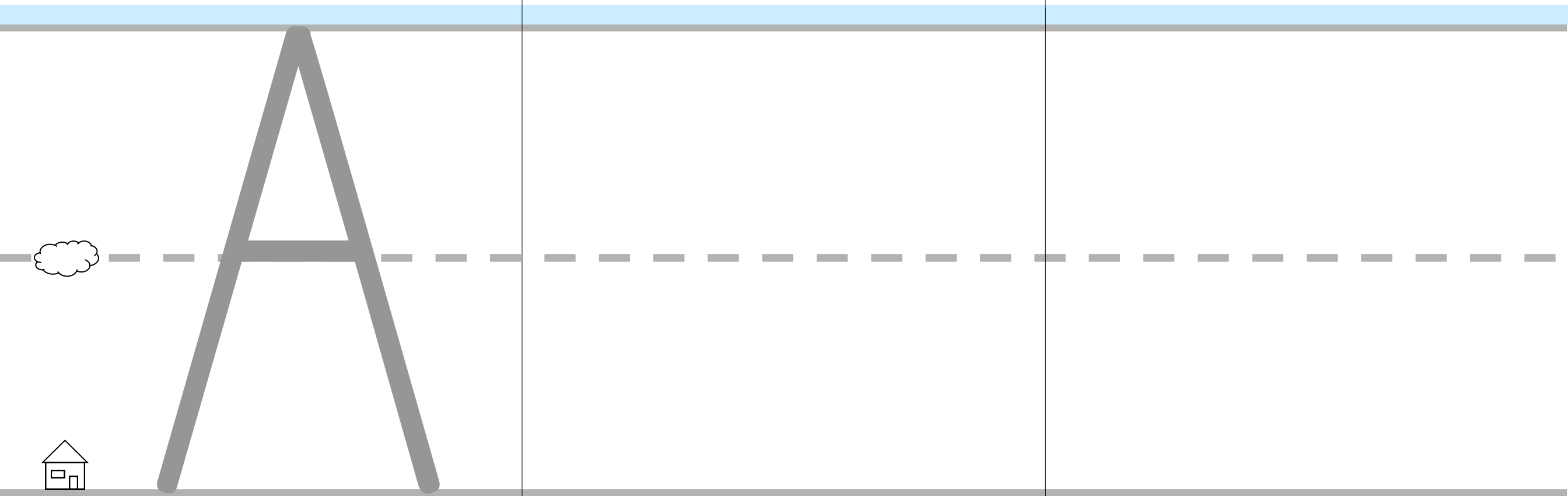
A A A A a a a a a

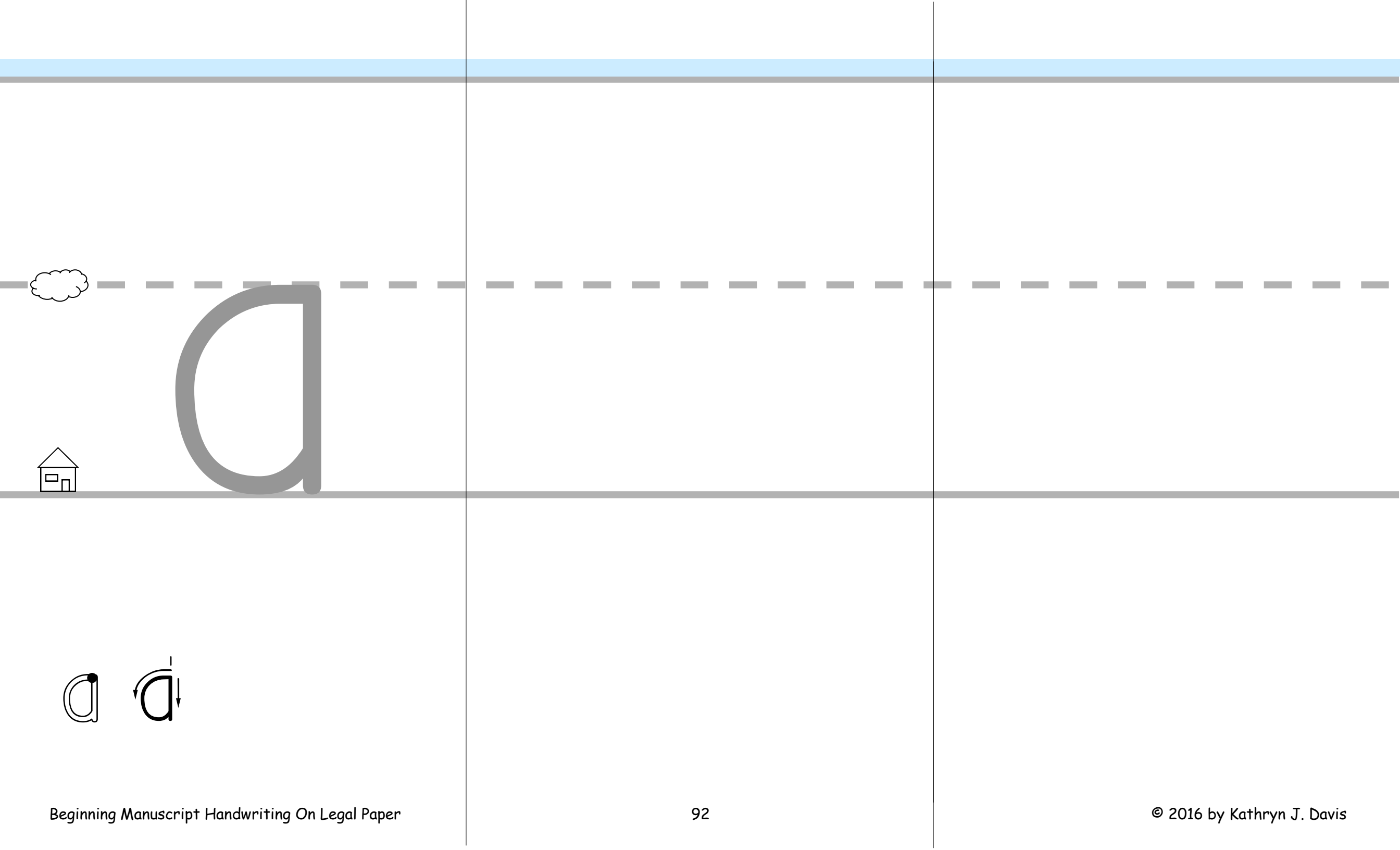
A a A a A a

J j O o C c D d

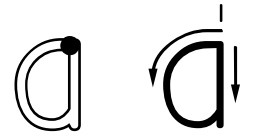
 bat  rat

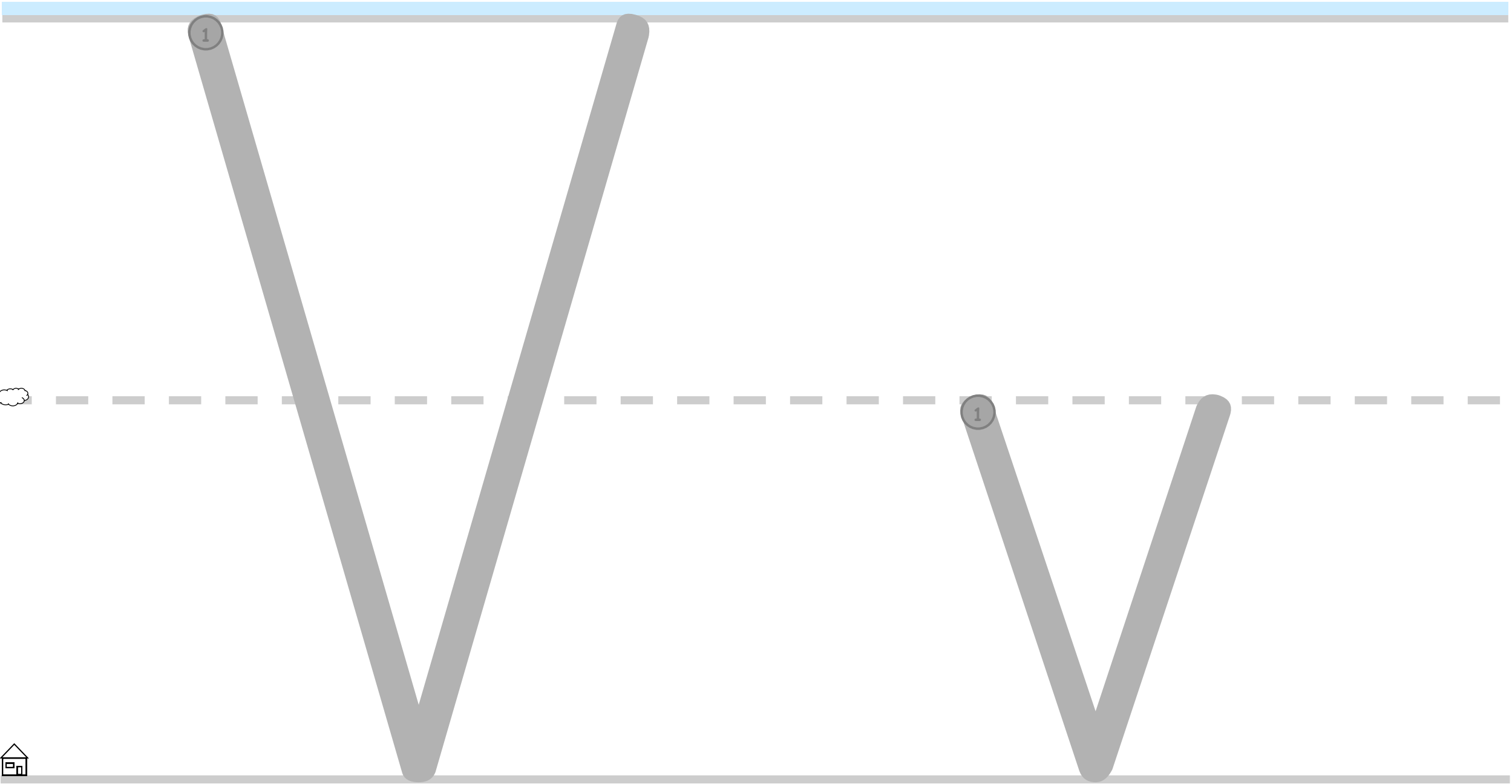
 It is fat.





d





Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

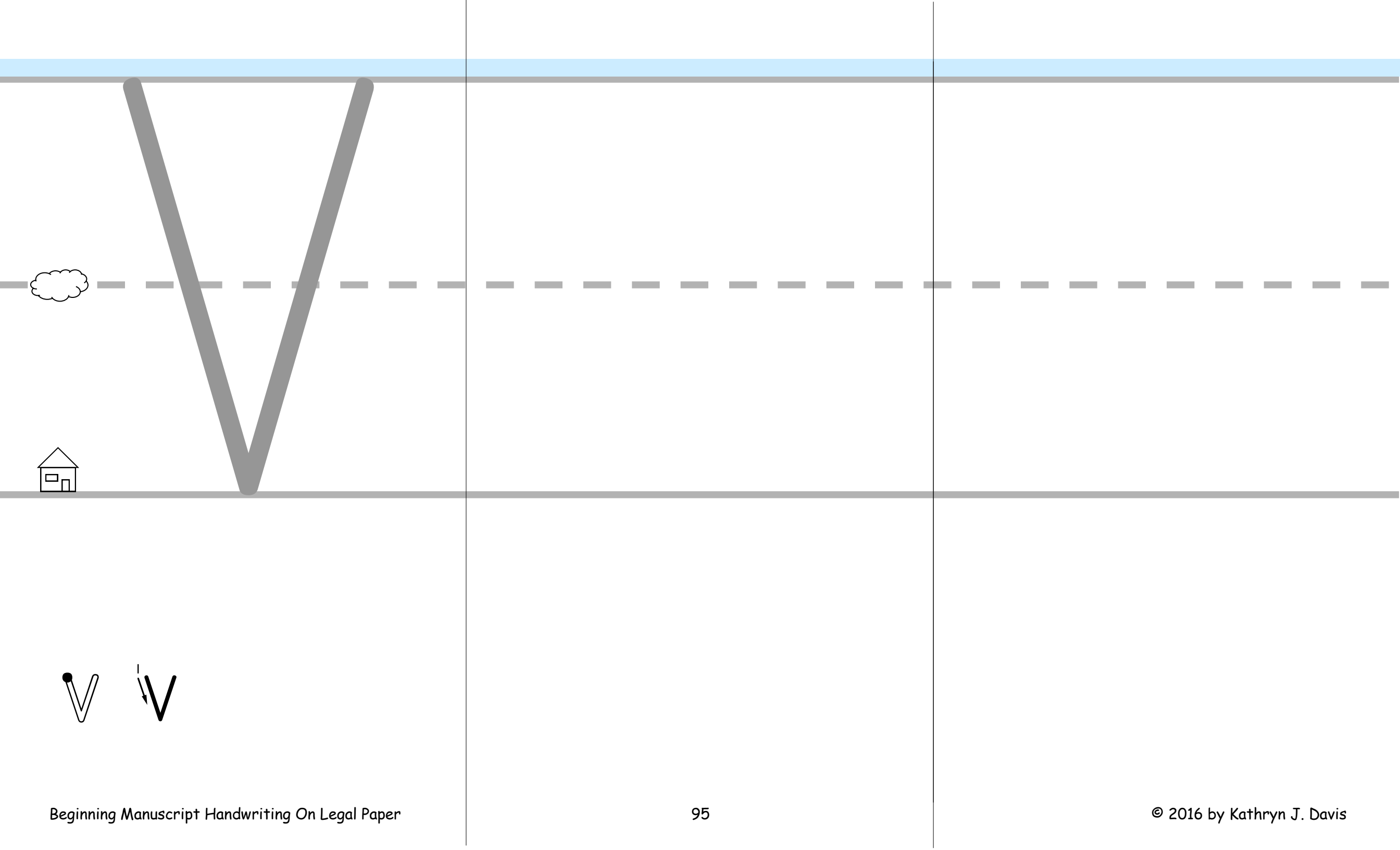
V V V V v v v v v

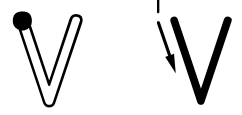
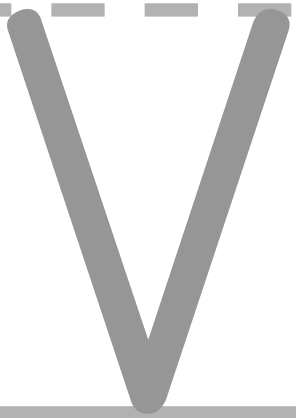
V v V v V v

O o C c D d A a

 van  man

 Dan can run.





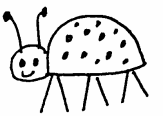
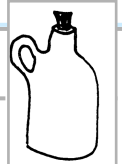



Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

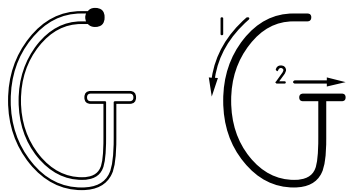
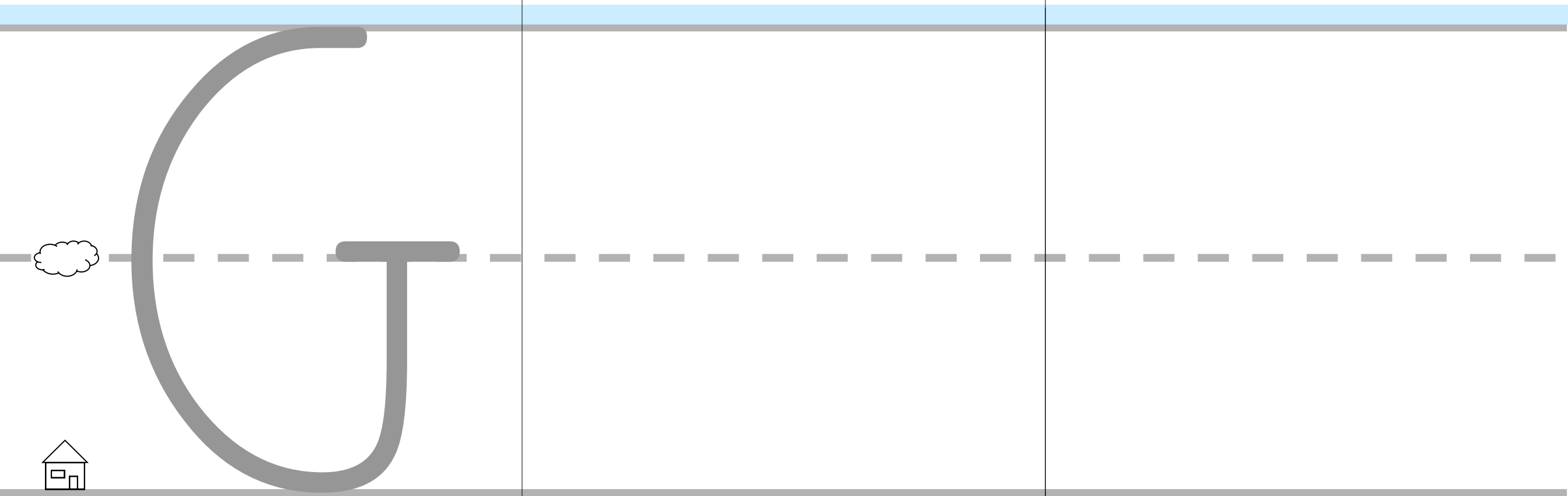
G G G G g g g g g g

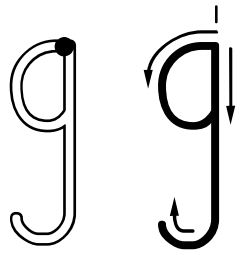
Gg Gg Gg

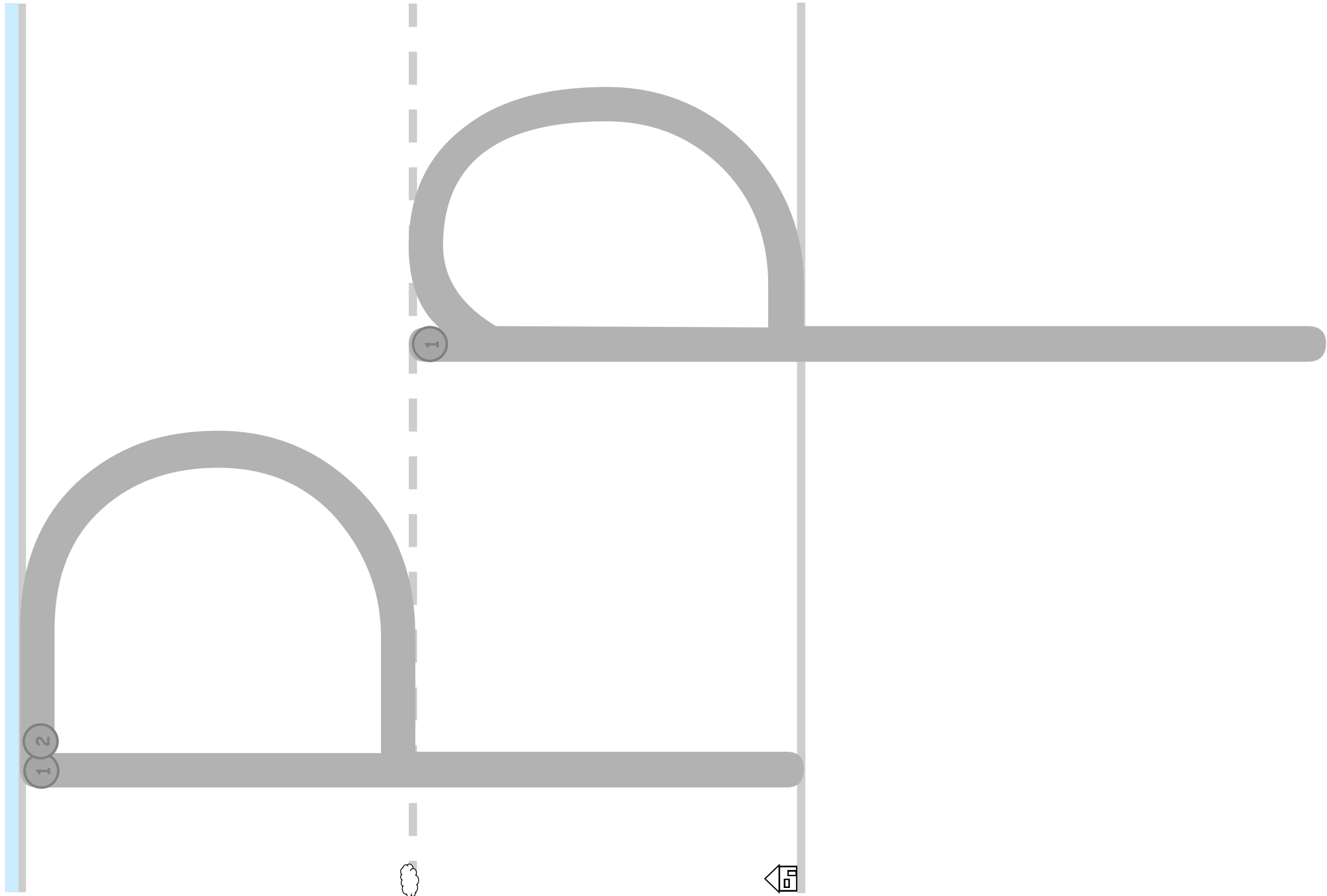
Cc Dd Aa Vv

 bug  jug

 Gus dug it.







Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

P P P P

p p p p p

P p

P p

P p

D d

A a

V v

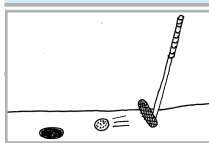
G g



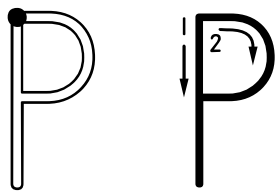
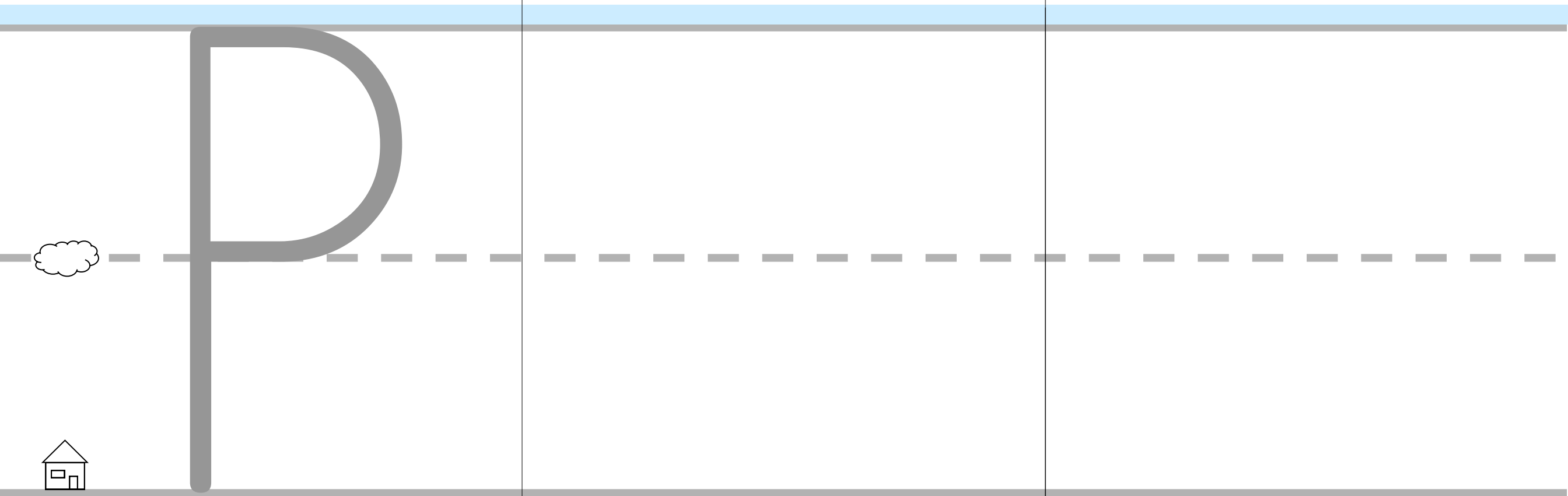
pup

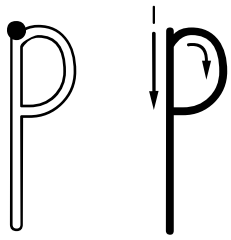


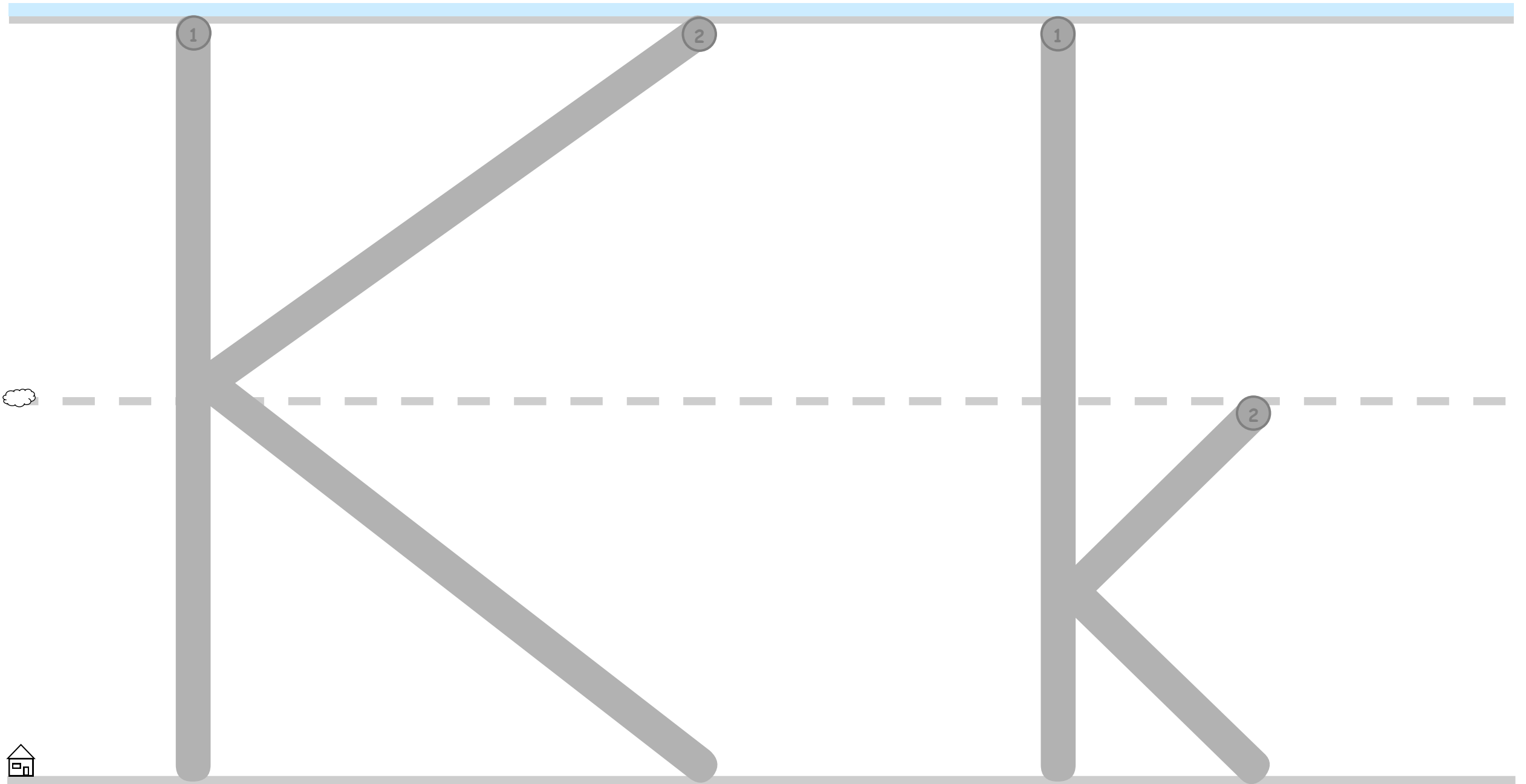
cup



I will putt it.







Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

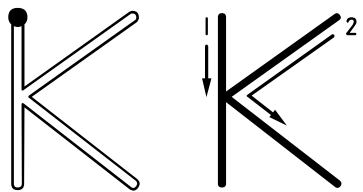
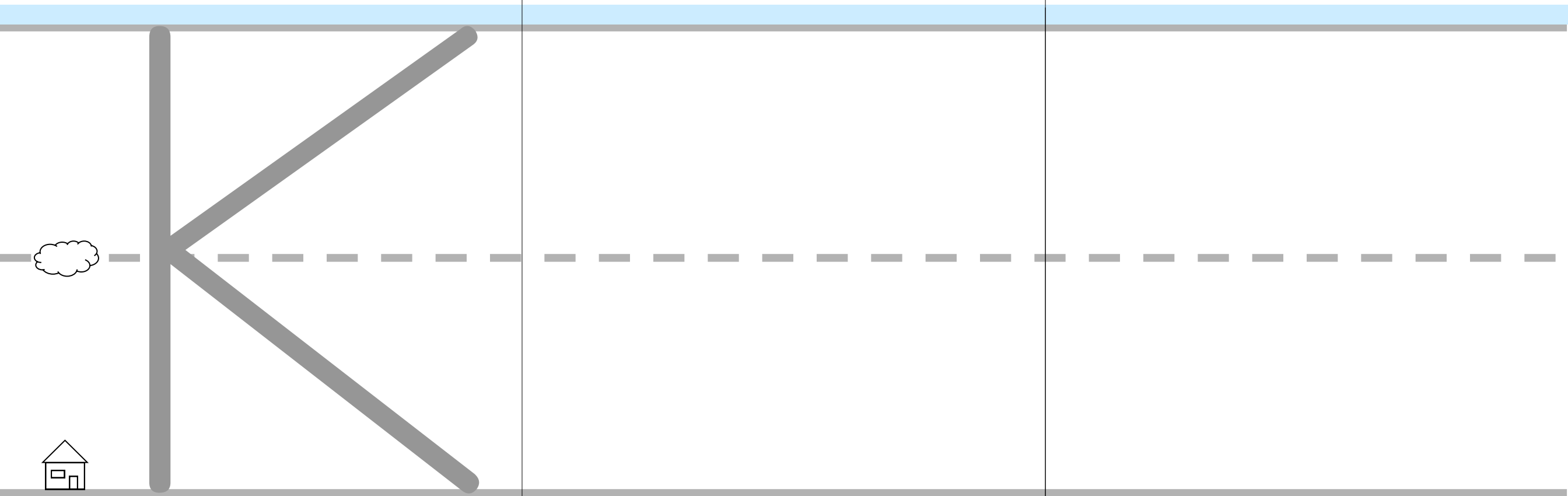
K K K K k k k k

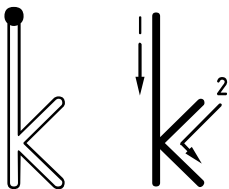
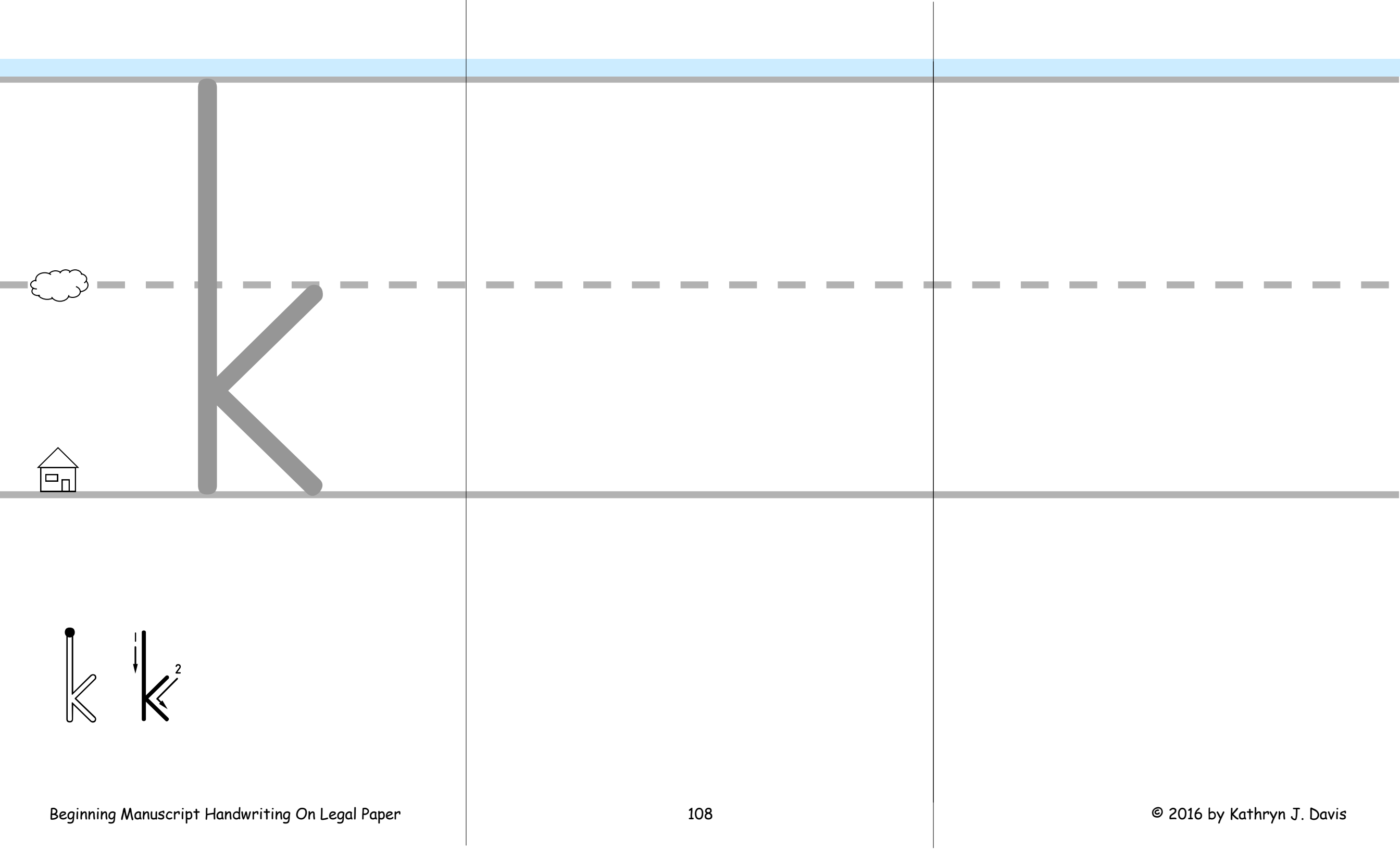
Kk Kk Kk

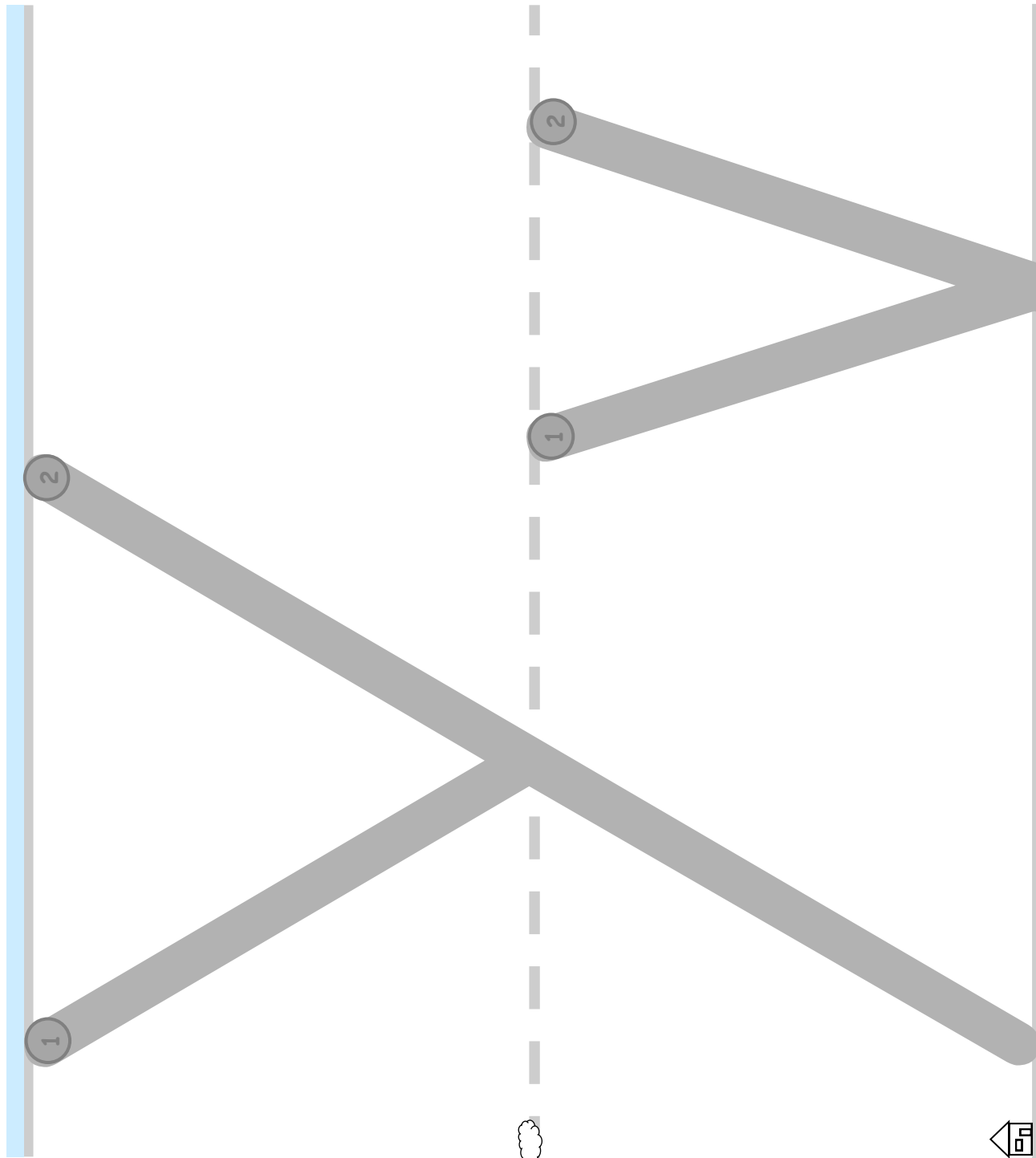
Aa Vv Gg Pp

 kit  kiss

 I will kick it.









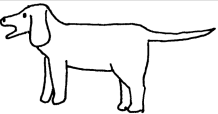
Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

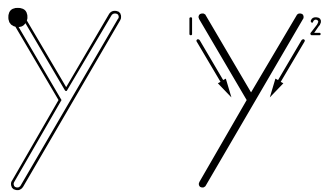
Y Y Y Y y y y y y

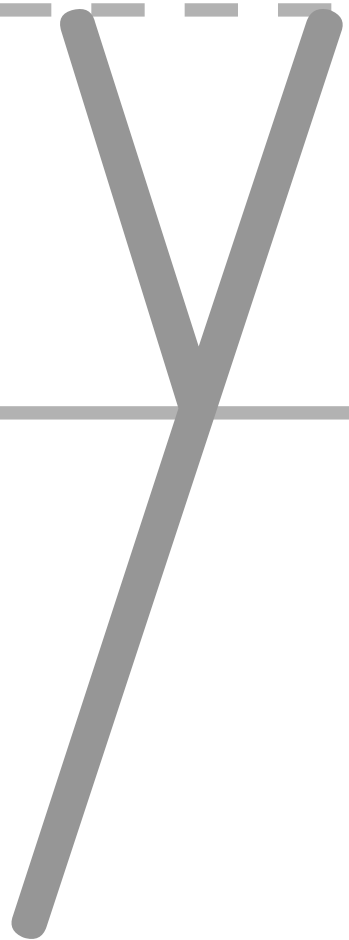
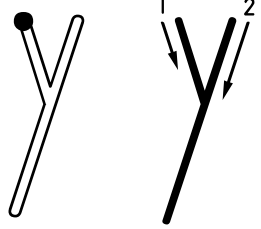
Y y Y y Y y

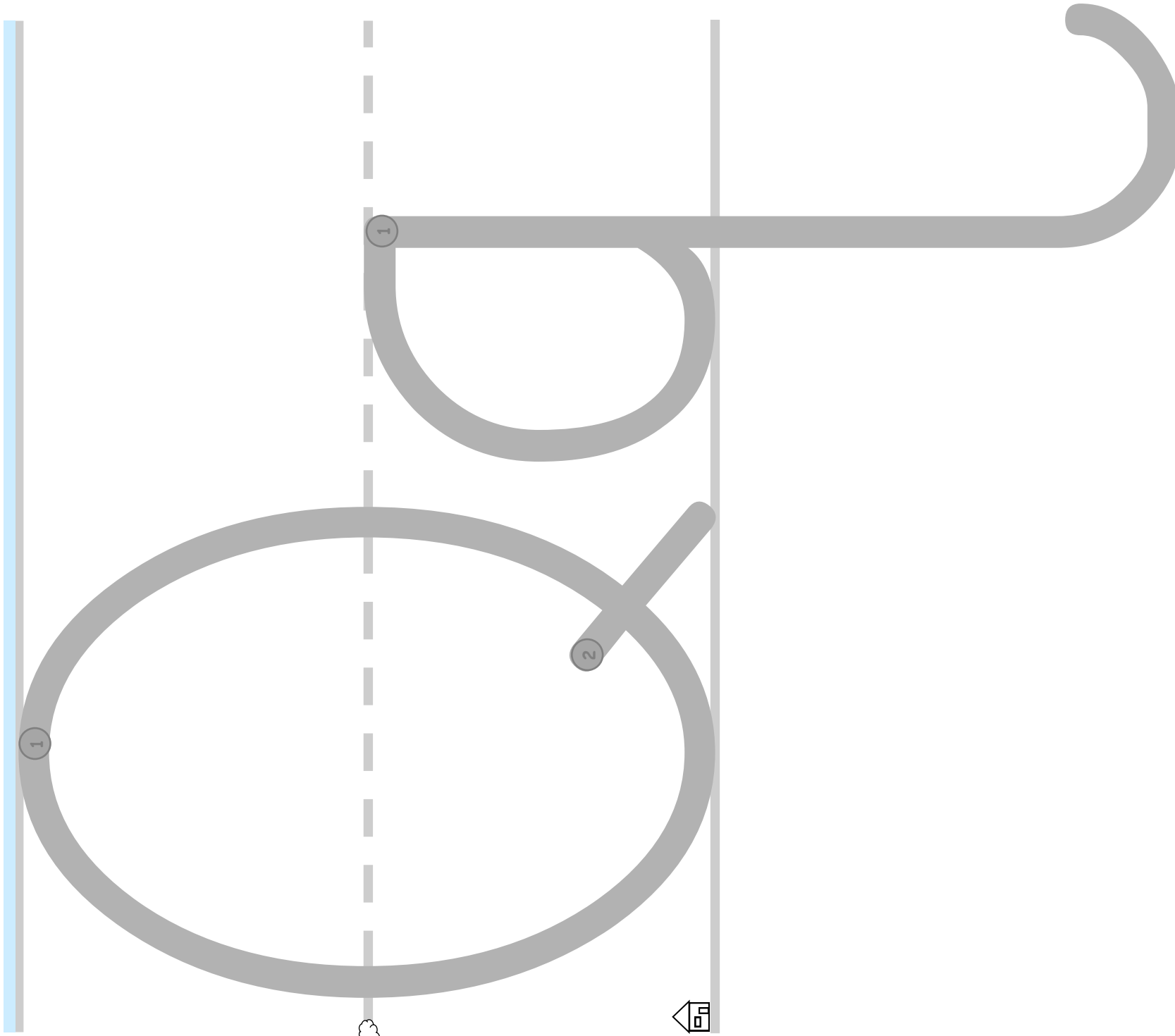
s e d v g p k

 yak  yam

 It can yap.







Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

Q u Q u Q u

q u q u q u

Q u q u

Q u q u

G g

P p

K k

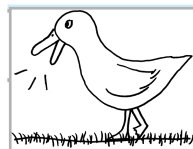
Y y



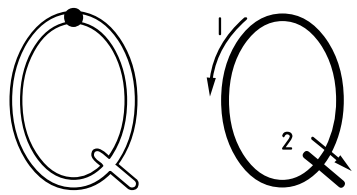
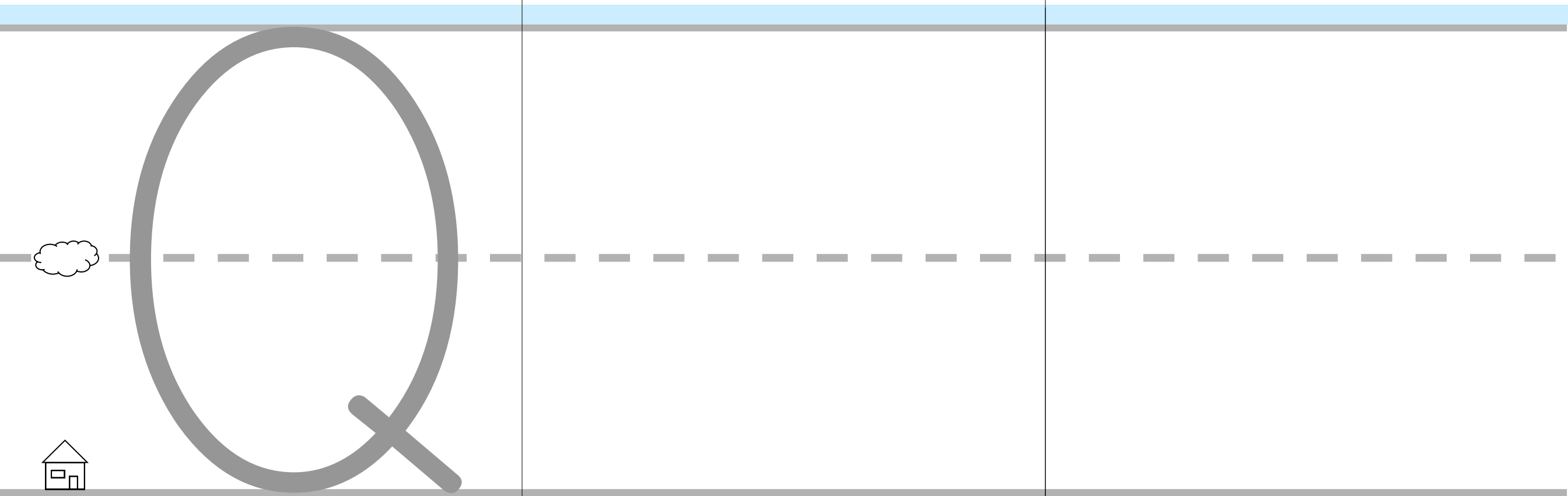
quill

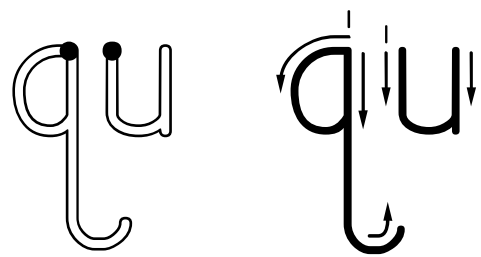


quit

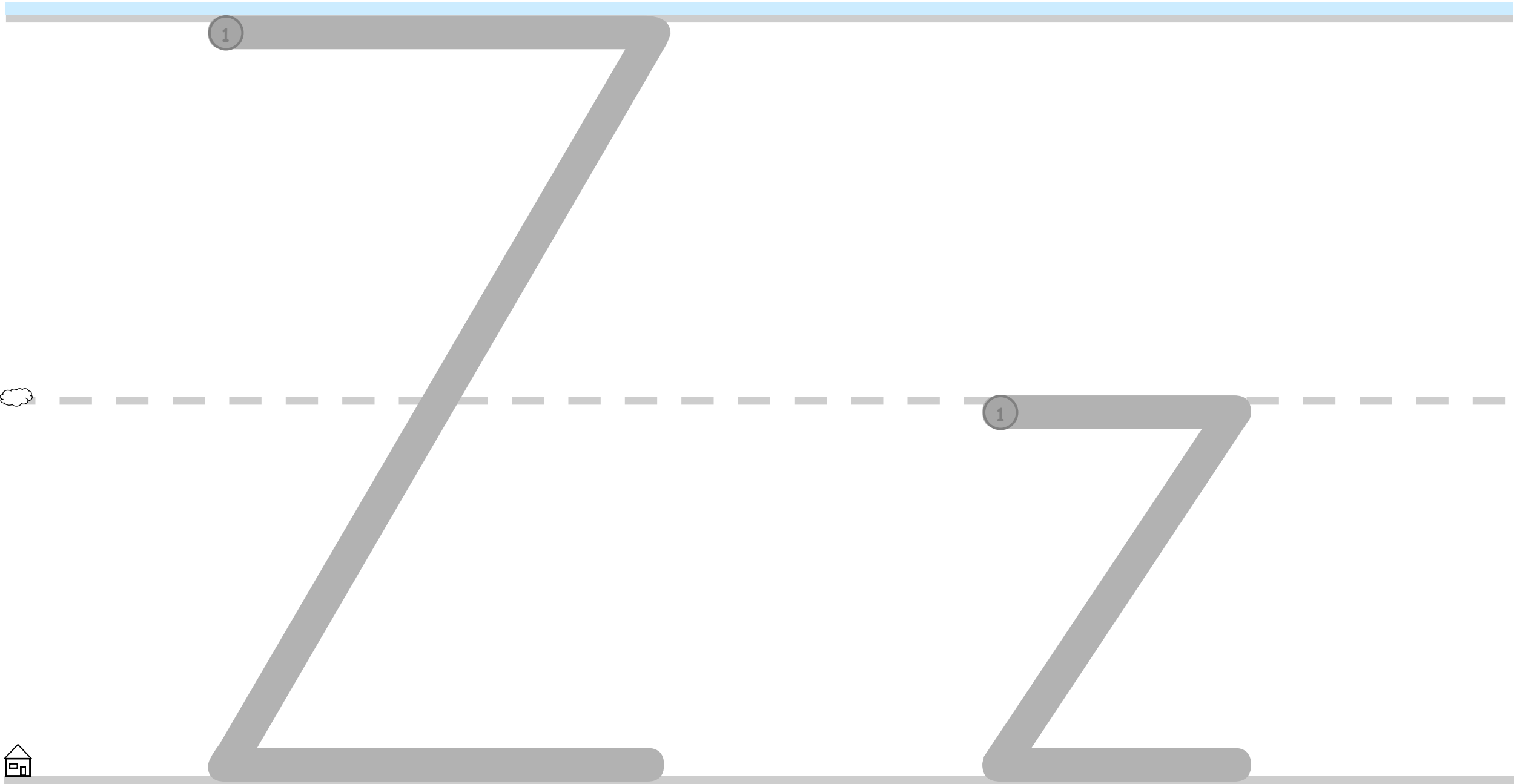


It can quack.





qu





Trace and copy the letters. Say the name and sound for each capital letter. Say the only the sound for each lower case letter. Trace and copy the words and sentence, saying each sound as you write.

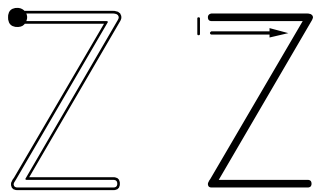
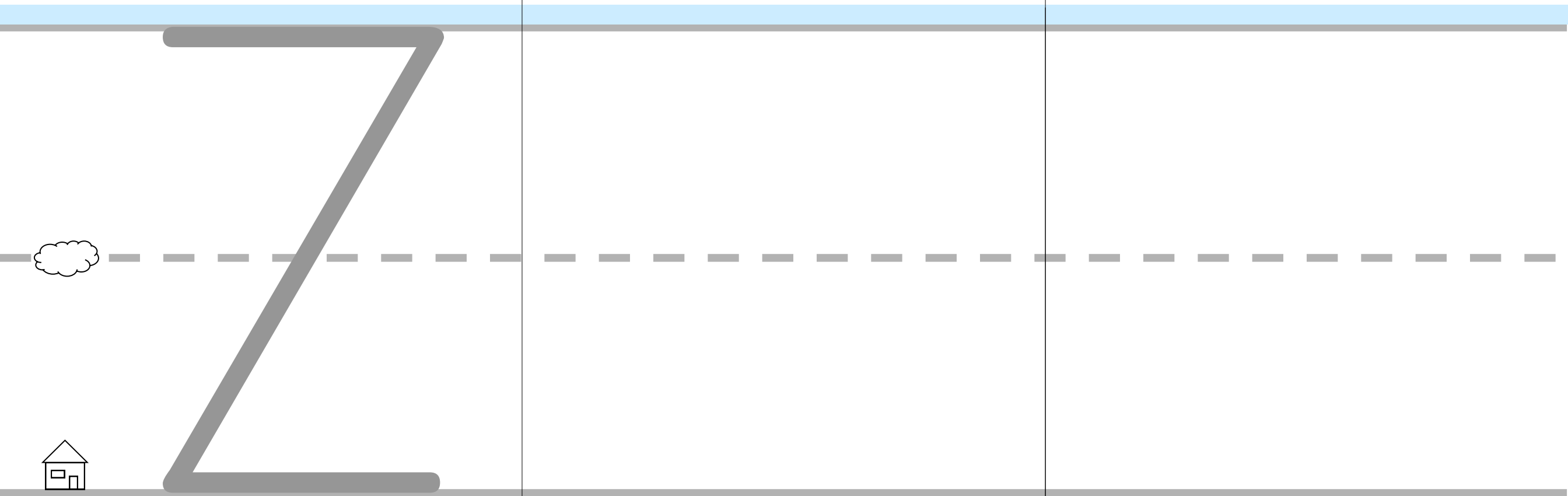
Z Z Z Z z z z z z z

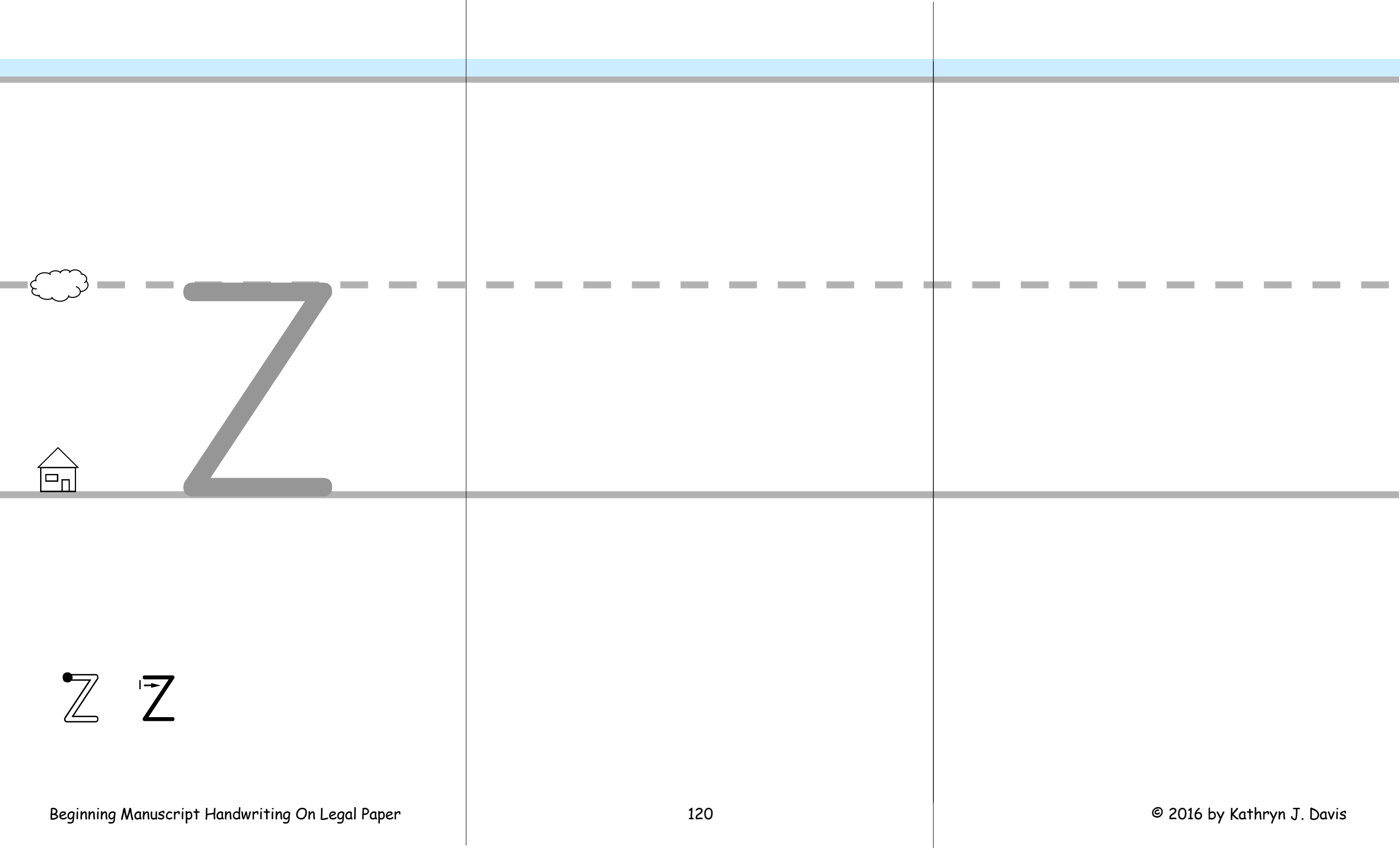
Zz Zz Zz

Pp Kk Yy Qq

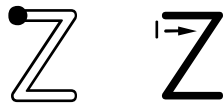
 jazz  zap

 I will zip it.





Z



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

Pp

Qq

qu

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

