

Manuscript Handwriting

A a B b C c

On Letter Sized Paper



Letters, Words, And Sentences To Trace And Copy



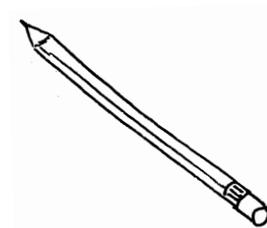
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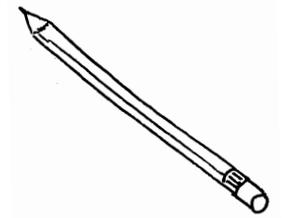
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Teaching Notes

This book is designed to teach or review letter formation at the beginning of the school year. Teachers can decide how many letters to teach per day. The letters are introduced in three different sizes. All of the pages of the same size are grouped together. Teachers may want to start with the largest size to introduce new letters and then go to one or the other of the two smaller sizes.

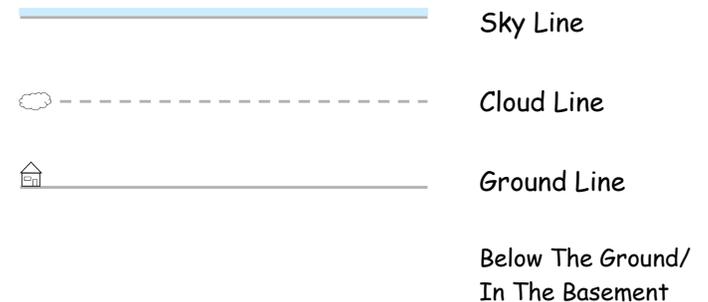
The letters that are easiest to write are introduced first. The letters that are more difficult, and the letters that are rarely used, are introduced later.

Some students need more instruction in handwriting than others. If you follow the teaching suggestions in this book at the beginning of the school year, it will help ensure that all of your students will be able to write each letter accurately and automatically, without having to stop and think. This will make written work throughout the school year much easier and more efficient.

This handwriting book is one of several books available from Sound City Reading. It has the smallest letters. In the other books, students trace and copy much larger letters first, and then trace and copy smaller letters. It is best to use one of the books with larger letters with younger students, students who are learning to write for the first time, and students who need extra help to master letter formation.

Start By Talking About The Lines

To begin, draw a large set of lines on the board. Point out the sky line (top line), cloud line (middle line) and ground line (bottom line). Explain that the letters sit on the ground line. Some letters are tall and go up to the sky line. Some letters are short and only go up to the cloud line. A few letters go below the ground line. Show students how the lines on the board match the lines in their books.



Model And Practice The Correct Pencil Grip

Take some time to review how to hold a pencil. Students should make a circle with their thumb and pointer finger. Check to see if all of the students are doing this correctly. Then students should place a pencil between the tips of those fingers. Again, check to see if everyone is doing this correctly,



assisting as needed. Have students move their hands up and down and from side to side while holding the pencil this way. Show students how to rotate their wrists to make the pencil go back and forth like windshield wipers.

Now have students tuck their tallest finger behind the pencil to hold it in place. This will give them a secure grip when they are writing. The last two fingers will fold down towards the palm.

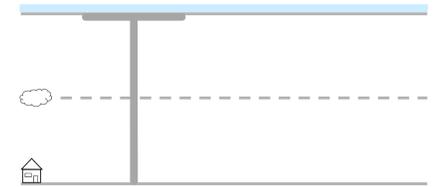
Show students that when they hold the pencil with the tips of the thumb and pointer finger, they have a lot of flexibility to move the pencil. They can control the pencil very well. Show them what happens when the thumb slides up on the pencil, so that the tip of the thumb is not helping to hold it. Without the thumb's help, the fingers are not able to flex while writing. If this happens, students are not able to control the pencil movements as well.



Introducing A New Capital Letter

Show students how to write the first capital letter. As you model how to write the letter, refer to the lines to explain how the letter is formed, showing students where to start, which direction to go, and where to stop. For example, for capital T say, "Start at the sky line, and go straight down to the ground line. Pick up your pencil and hop back up to the sky line. Draw a straight line going across the sky line."

Trace over the capital letter, saying the name and sound for the letter while you are tracing. "Capital T, /t/." Trace the letter several more times, naming and giving the sound each time. Students then trace the first capital letter on their pages several times, naming the letter and giving its sound each time, just as you did. Circulate to provide assistance as needed. As soon as you can see that students are tracing correctly, have them copy the letter, giving the name and sound again. Walk around the room to check the papers. Tell students whose letters are written correctly to trace their letter as before. Use a red pencil to write a perfect pattern on top of any letters that are not written correctly and have students trace the red pattern repeatedly while saying the letter name and sound. As soon as students have traced this letter correctly several times, have them continue across the line, writing as many letters as will fit into the space before they get to the next letter. They do not need to trace these letters as long as they are written correctly. Continue to provide a perfect pattern with a red pencil for any letters that are not written correctly, for students to trace several times before moving on.



The letter name and sound are used for the capital letters to help students remember the form for the capital letters when they need to use them at the beginning of sentences and proper nouns. This will help them differentiate capital and lower case letters when they write.

Say Just The Sounds For The Lower Case Letters

The lower case letters are introduced in the same way, except this time the teacher and the students say only the sound for each letter. This is so that students will be able to transition to spelling words easily. When students spell a word, they need to listen for each individual sound in the word. Breaking a word apart into its individual sounds is called segmenting. Students will listen for the first sound, the next sound, the next sound, and so on. To spell the word, they should say each sound softly as they write the letter or letter pattern that represents that sound.

Saying just the sound for the lower case letters simplifies the thought process for students when they write. If students think of the letter names when writing, the names of the letters do not match the pronunciation of the words. If they think of both the sounds and the letter names, this requires an extra mental step for every letter as they spell the word. This slows some students down to the point that they find working with words very difficult.

Spelling a word is really just the conversion of speech sounds to written symbols. When students spell by saying the sounds in the words instead of the letter names, they will begin to understand the phonetic nature of our language. They will realize that the pronunciation of a word tells them which sounds to write.

This is a /c/ /a/ /t/.

(Letters between slash marks indicate that you should pronounce the letter sound.)



It is not a "cee-ay-tee."

If students become used to saying the sound of each letter whenever they write it, they will be able to spell words almost automatically as they pronounce the sounds in the words. Spelling words in this way will also help students internalize how to read words phonetically.

Introducing Lower Case Letters

Model how to write the new lower case letter on the lines on the board, beside the capital letter. Discuss where to start, which direction to go, and where to stop. If necessary, explain where it curves, and if so, which line it bumps

as it curves. Trace the letter several more times while saying the letter sound so students become familiar with the letter formation.

Students should then trace the letter on their page several times. Help to pace the students as they all trace and say the sounds. The students should trace with a steady rhythm, not too slowly and not too fast. Move around the room and check to see that students are forming the letters correctly. Model again on the student's paper and give individual guidance as needed. Use a red colored pencil to provide a perfect pattern directly over a letter that is done incorrectly. The student should trace the red letter several times before continuing.

After tracing the lower case letter, students should write it several more times to fill the empty space before coming to the next letter. Students should continue to say the letter sound while writing it. Continue to monitor the students' letter formation and provide help as needed.

Tracing And Copying Words And Sentences

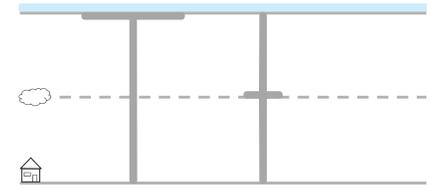
Read the words and sentences orally with the students, then have students trace and copy them. As students trace and write the words, they should form each letter carefully, while saying its sound. As students trace and copy the sentence, they should pronounce each word and then say the sounds as usual as they write each letter. Emphasize that the best plan is to work slowly and carefully. The goal is to practice writing the letters neatly with correct letter formation. If students take their time now, they will be able to speed up later.

Handwriting Review

Pages are provided for students to trace and copy all the letters of the alphabet in alphabetical order.

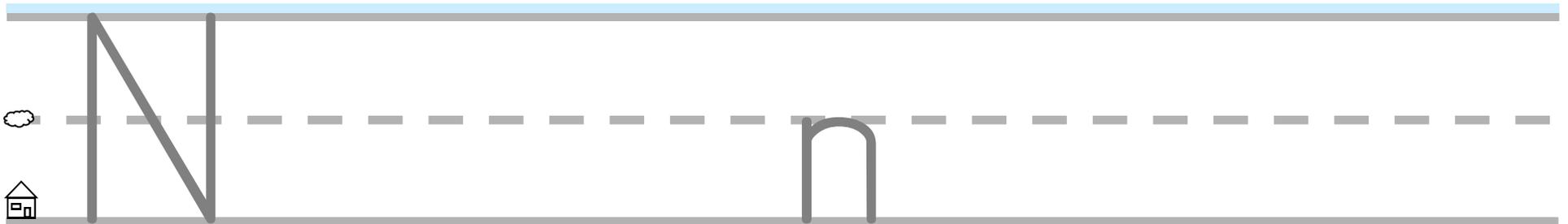
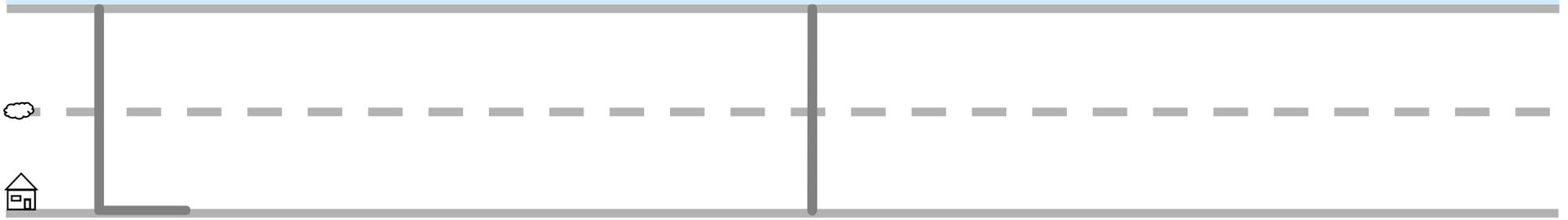
Handwriting Dictation

Teach the letter formation for the desired number of letters each day using these handwriting sheets. Follow up with a daily handwriting review. Dictate the sound for each letter that has been taught. Students repeat the sounds as they write the letters on plain lined paper. You may also want to dictate a few words that students can spell using the letters that have been taught.

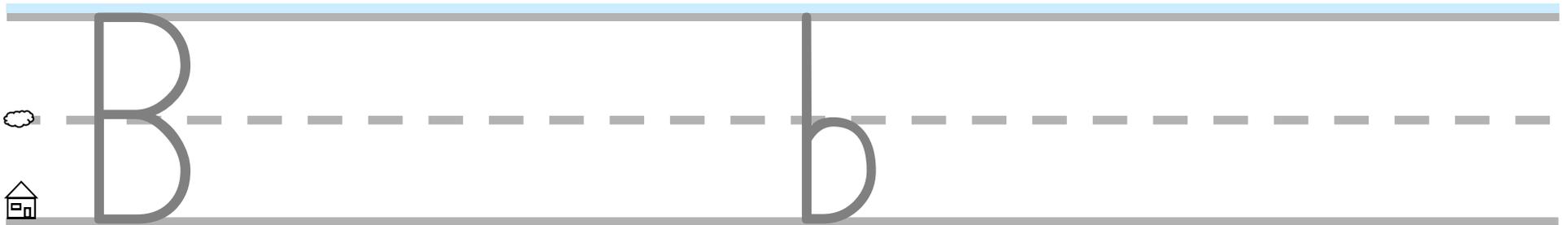


Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.

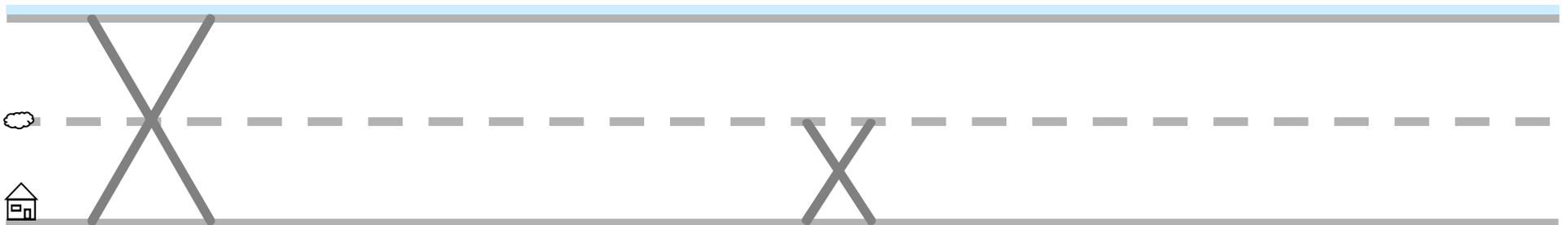
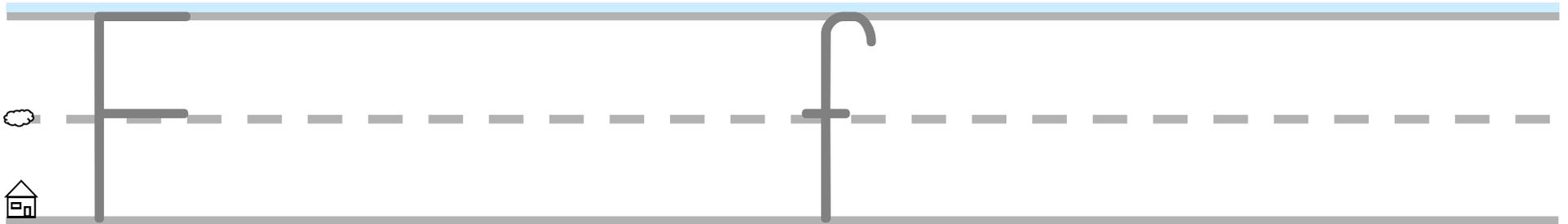
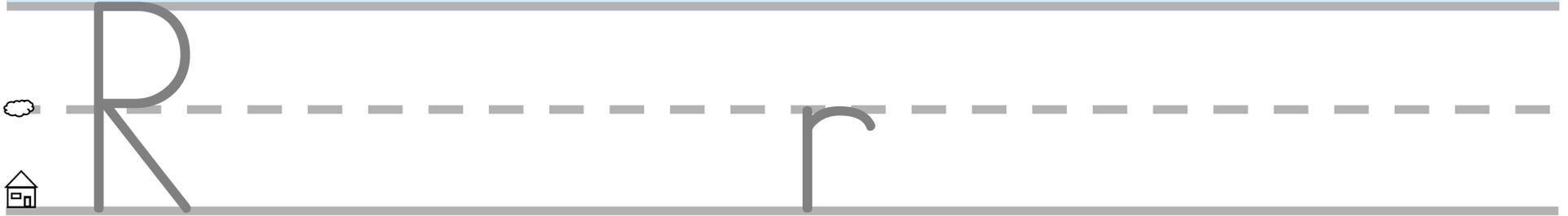
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



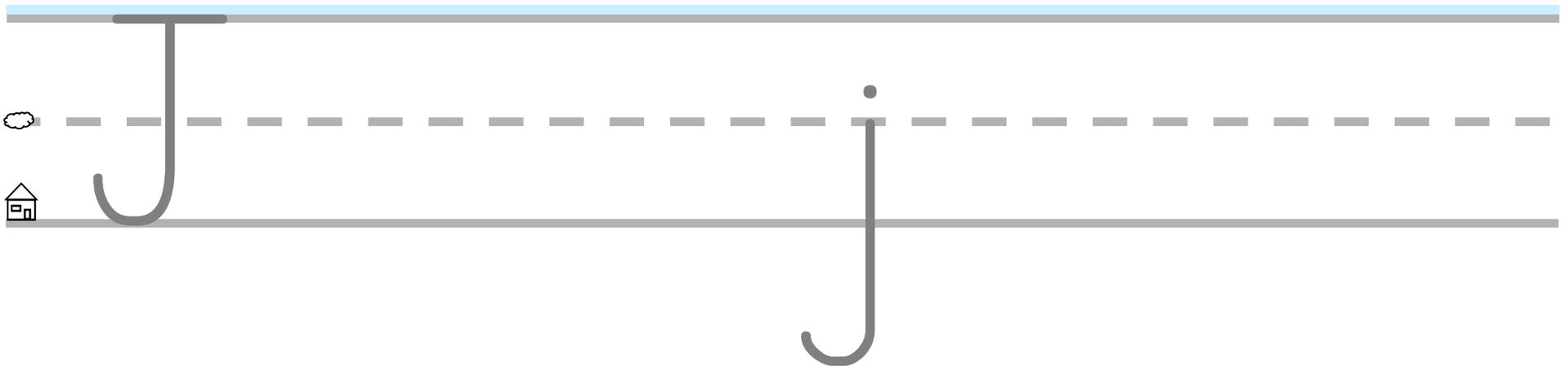
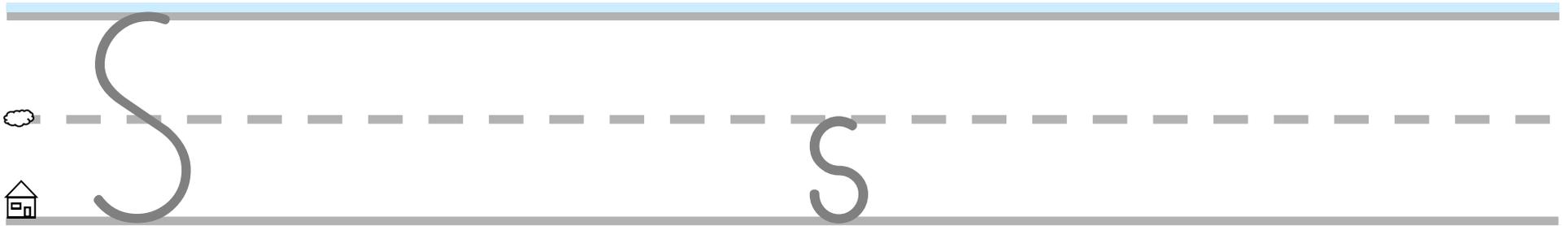
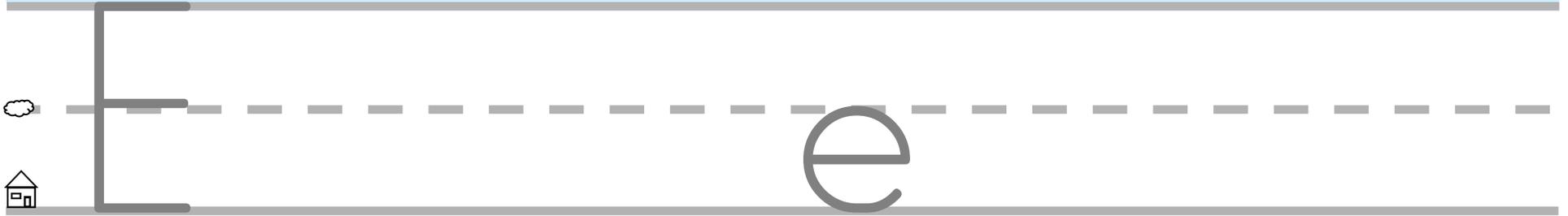
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



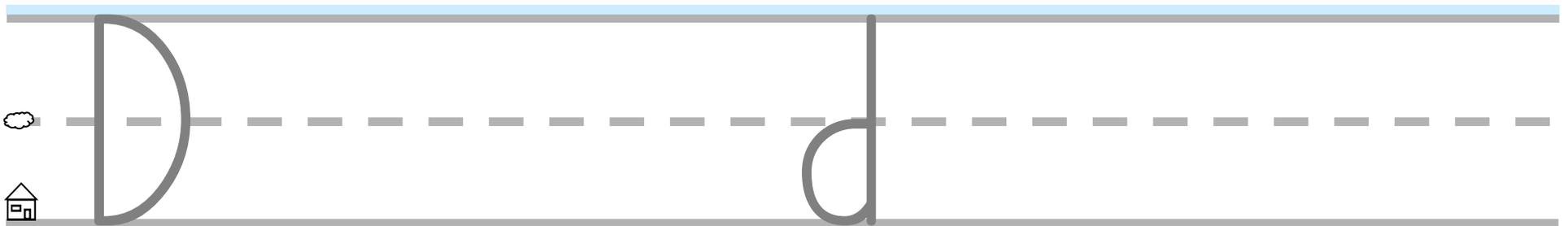
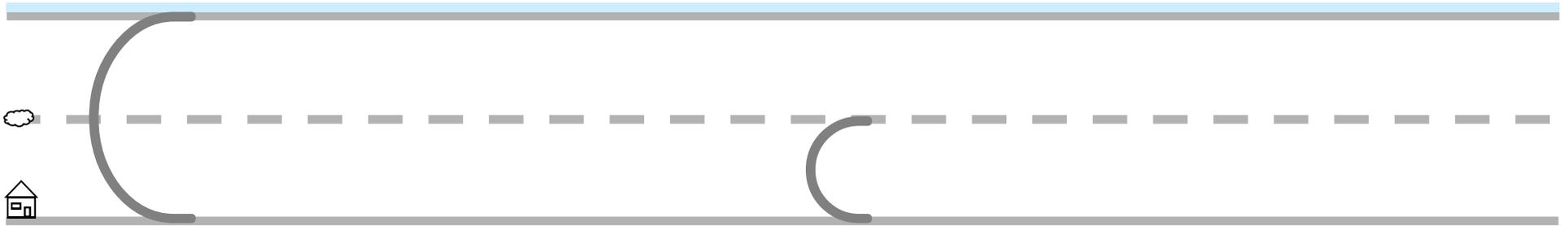
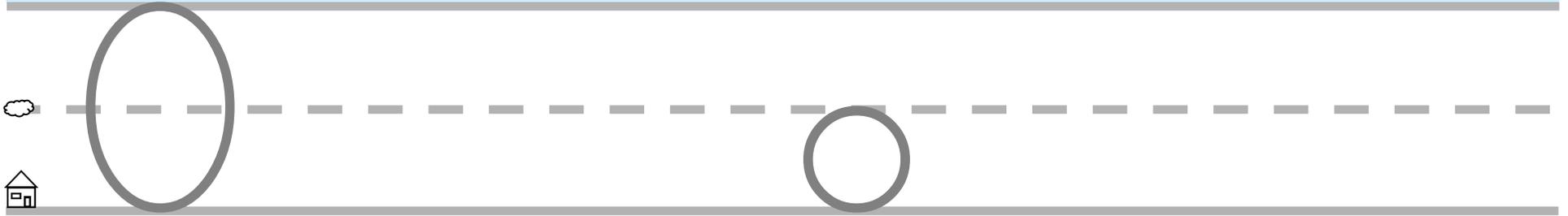
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



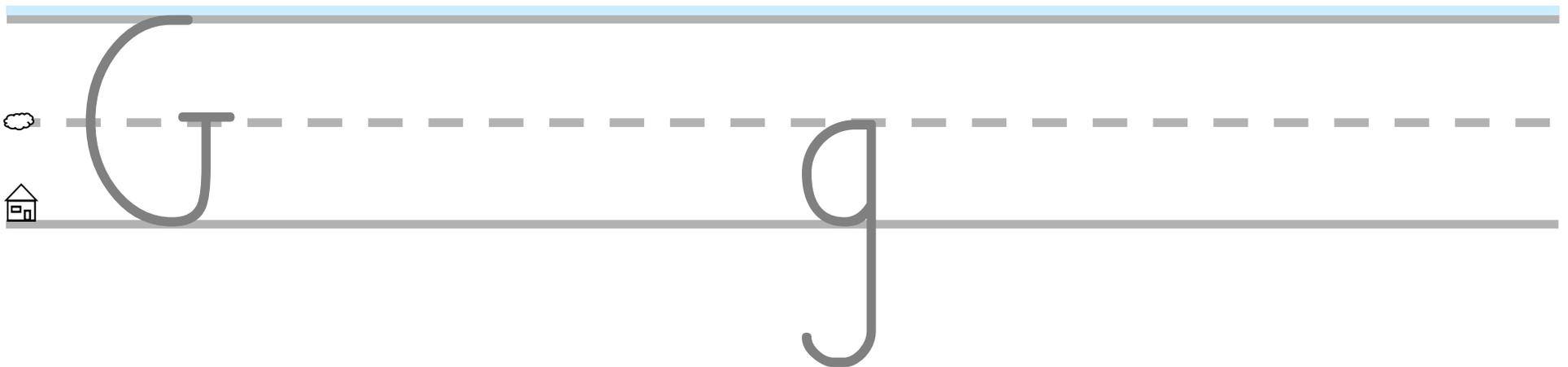
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



A handwriting practice row with three horizontal lines: a top blue line, a middle dashed line, and a bottom solid line. On the left side, there are two small icons: a cloud above a house. A large capital letter 'A' is positioned on the left, spanning from the bottom line to the top line. A dashed lowercase letter 'a' is positioned on the right, spanning from the middle dashed line to the bottom line.



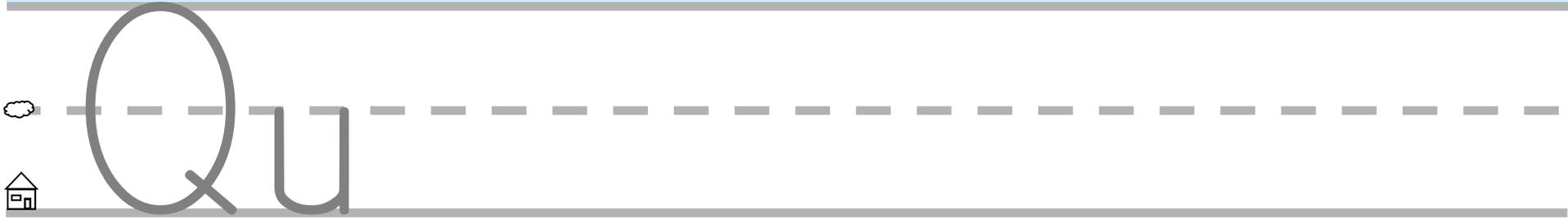
A handwriting practice row with three horizontal lines: a top blue line, a middle dashed line, and a bottom solid line. On the left side, there are two small icons: a cloud above a house. A large capital letter 'V' is positioned on the left, spanning from the bottom line to the top line. A dashed lowercase letter 'v' is positioned on the right, spanning from the middle dashed line to the bottom line.

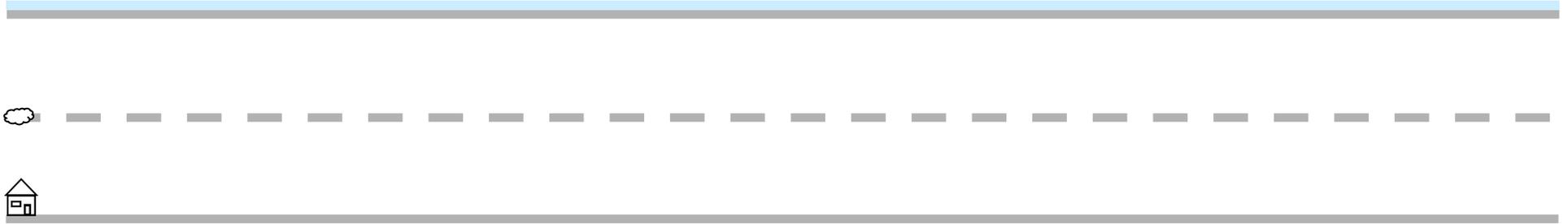


A handwriting practice row with three horizontal lines: a top blue line, a middle dashed line, and a bottom solid line. On the left side, there are two small icons: a cloud above a house. A large capital letter 'G' is positioned on the left, spanning from the bottom line to the top line. A dashed lowercase letter 'g' is positioned on the right, spanning from the middle dashed line to the bottom line.

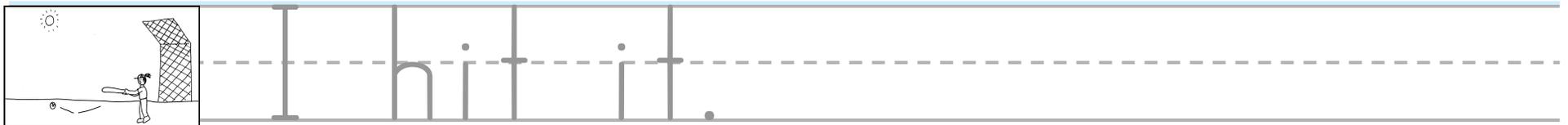
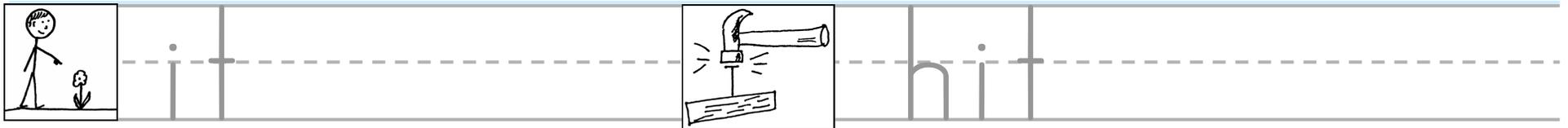
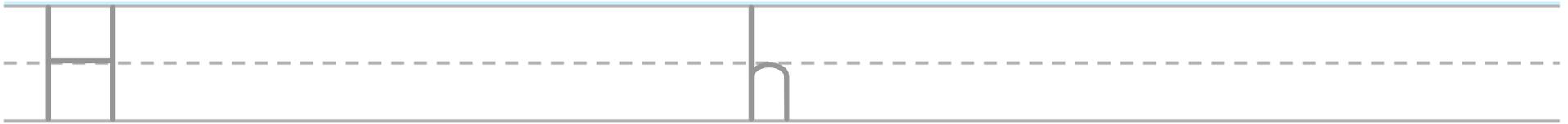
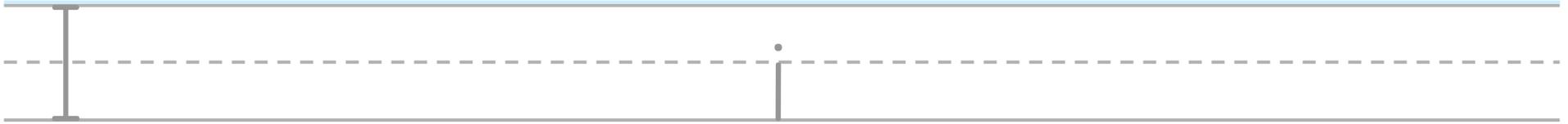
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.

Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.





Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

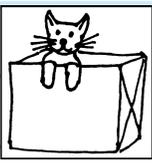


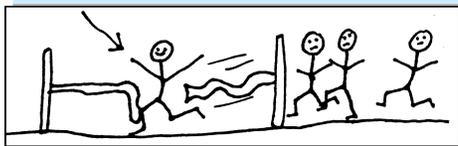
Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

L

N n

W w

 lit  in

 I win.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

U

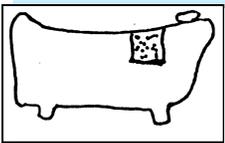
u

B

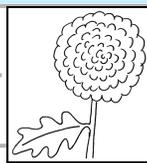
b

M

m



tub



mum



I will hum.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

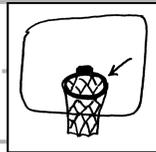
R r

F f

X x



fix



rim



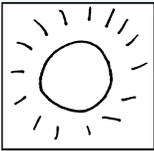
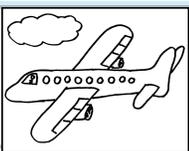
I will run.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

E e

S s

J j

 sun  jet

 Jim sits.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

O

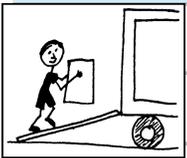
o

C

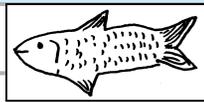
c

D

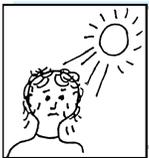
d



job



cod



Jill is hot.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

A

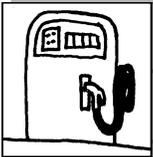
a

V

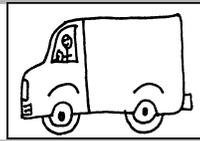
v

G

g



gas



van



Sam ran.

Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

P

p

K

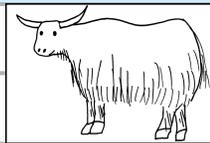
k

Y

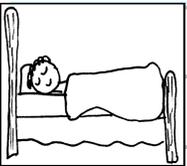
y



pan



yak



Pat naps.

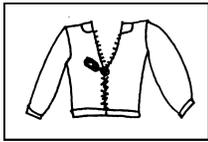
Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

Qu

qu

Z

z



zip

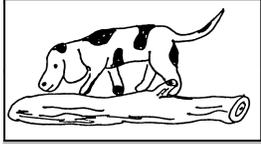


quiz

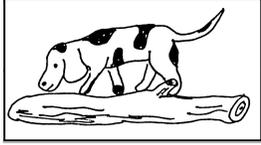


Ken will quit.





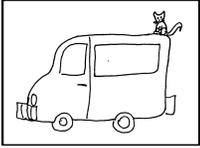
A dog is on a log.



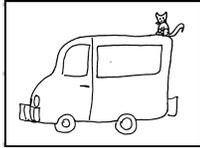
A man dug up a jug.



I can dig.



A cat is on a van.



A pet got wet.



Mom mops.

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

A B C D E F

G H I J K L

M N O P Q u

R S T U V

W X Y Z

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

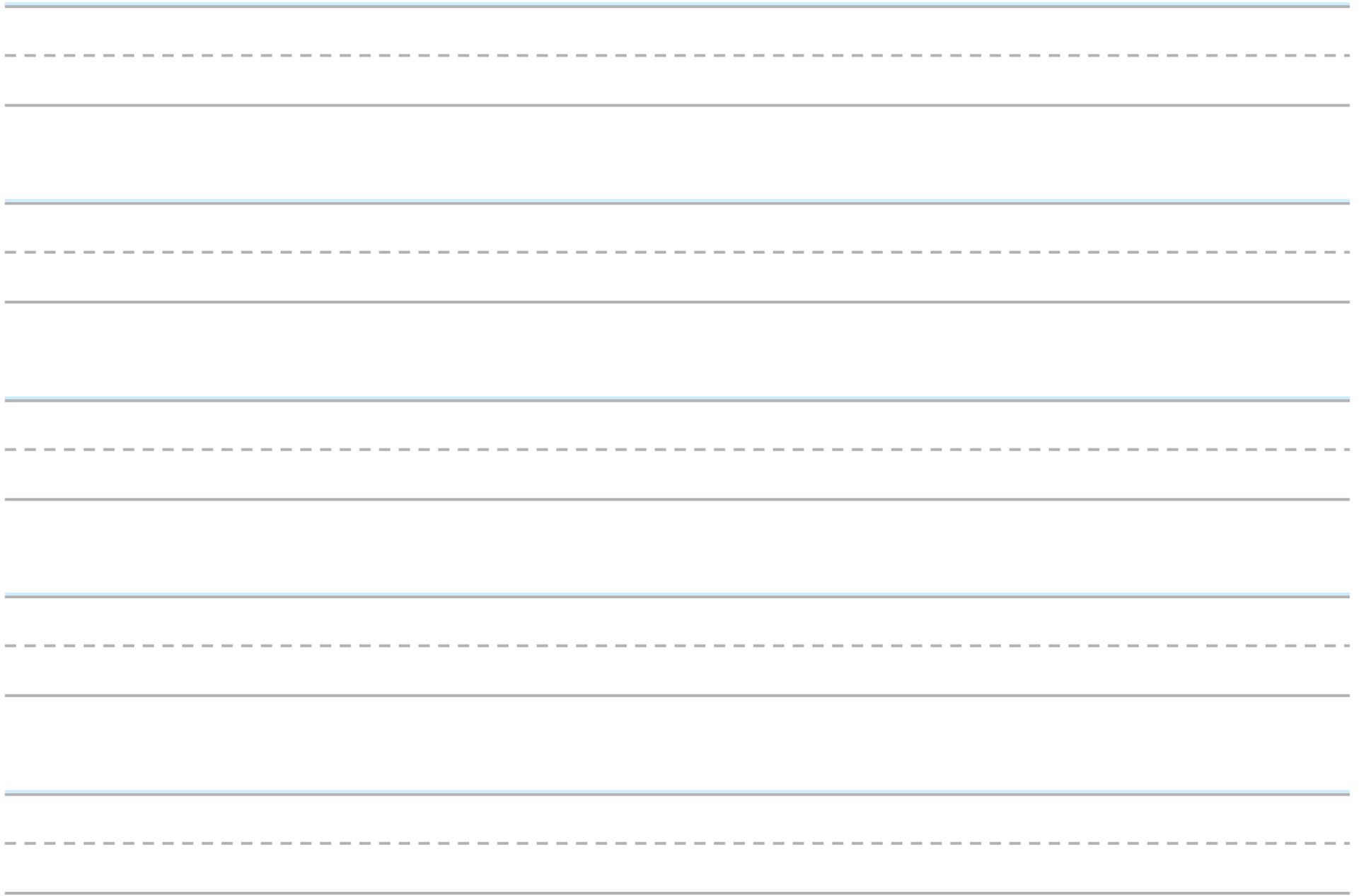
a b c d e f

g h i j k l

m n o p q u

r s t u v

w x y z



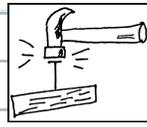
I i

H h L l

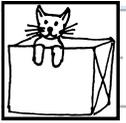
N n W w



it



hit



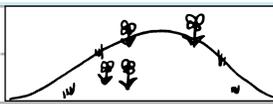
in



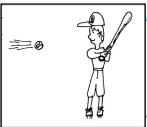
win



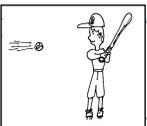
ill



hill



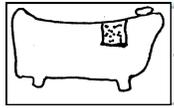
I will hit it.



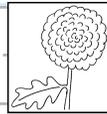
U u B b

M m R r

F f X x



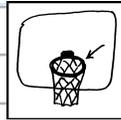
tub



mum



hum



rim



fix



tux



I will run.



E

e

S

s

J

j

O

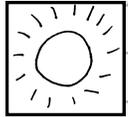
o

C

c

D

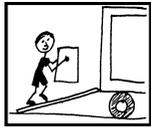
d



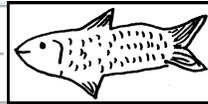
sun



jet



job



cod



sit



hot



It is fun.



A

a

V

v

G

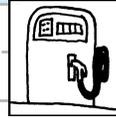
g

P

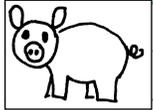
p



pan



gas



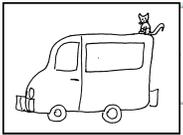
pig



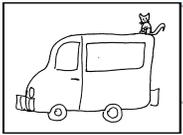
vet



A dog got wet.



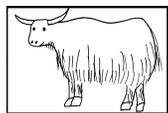
A cat got on a van.



K k Y y

Qu qu

Z z



yak



quiz

Mom will kiss him.

Ken will zip it.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a b c d

e f g h

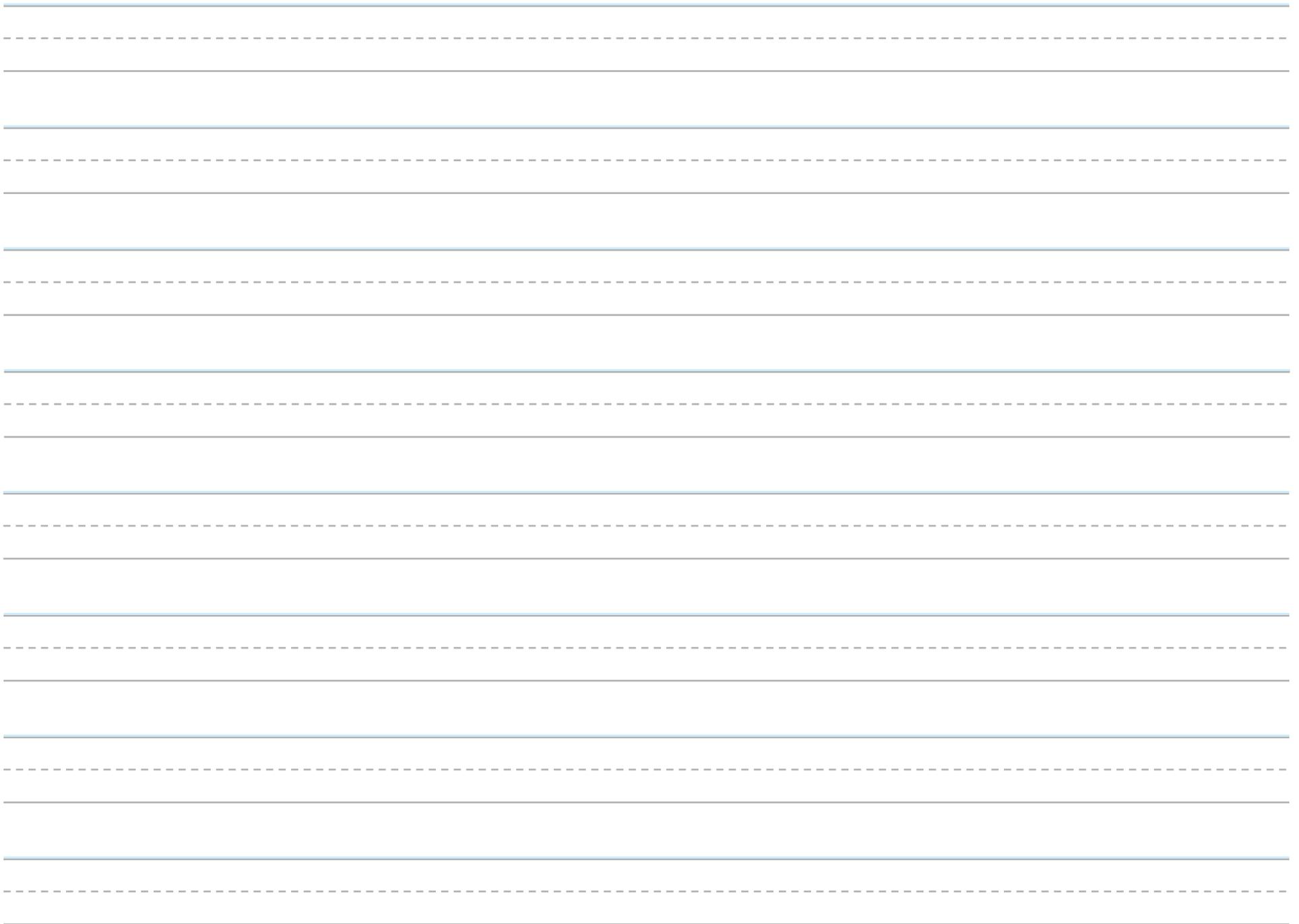
i j k l

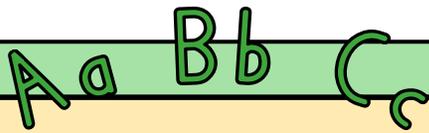
m n o p

q r s t

u v w x

y z





Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom. Free PDF downloads are available at www.soundcityreading.net.

Learning The Alphabet (Books 1 and 2)

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words (Books 1 and 2)

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending consonant sounds, and begin to spell simple short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences - K Mixed Short Vowel Words And Sentences - 1st

Students spell and read color-coded short vowel words. Phonemic awareness exercises prepare students to read each set of words. Students say the sounds for each word and find the matching picture. Then they decode the word smoothly. Students learn seven sight words and begin to read simple short vowel sentences.

Basic Short Vowels

Students read illustrated short vowel words and sentences. This book has all black print.

Phonetic Words And Stories (Books 1 - 8)

Students learn common vowel, consonant, syllable, and suffix

patterns, taught in a logical sequence. Phonemic awareness activities are built in to the lessons. Students spell and read words with new patterns, then read easy stories containing the same patterns. Vowel patterns are color-coded. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

Basic Phonics Patterns (Books 1 - 8)

These books and the *Phonics Patterns And Stories* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. They include the same set of practice stories, with smaller print and smaller pictures.

Know The Phonetic Code (Volumes 1, 2, 3)

Students study all of the phonics patterns, syllable patterns, and suffix patterns taught in the short vowel books and in Books 1-8 listed above. Students study one new pattern per page, including one-syllable and two-syllable words, where applicable. The same practice stories described above are included.

Advanced Phonics Patterns

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.

Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read color-coded rhyming lists followed by lists that begin with the same two letters (body-coda lists). The words are not illustrated. Practicing the word lists helps students build fluency when decoding words.

