

Expanded

Manuscript Handwriting  
Aa Bb Cc

On Letter Sized Paper

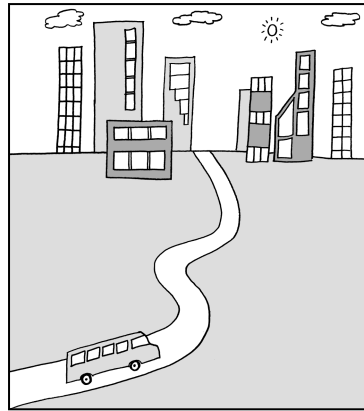


Letters, Words, And Sentences To Trace And Copy

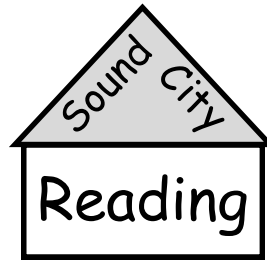


# Manuscript Handwriting

On Letter Sized Paper



Kathryn J. Davis



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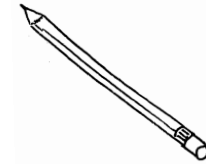
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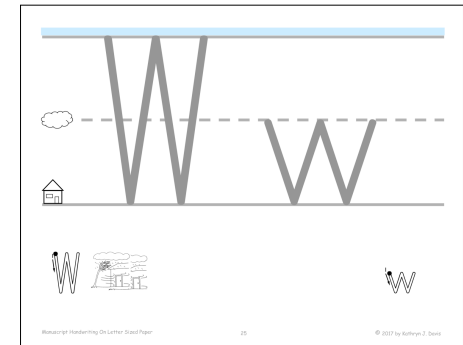
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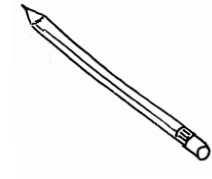


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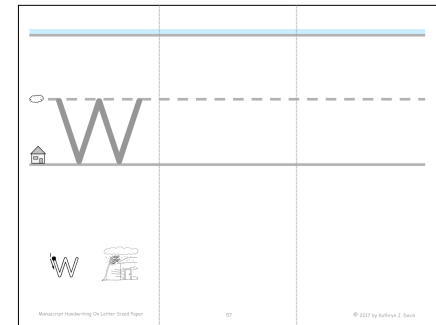
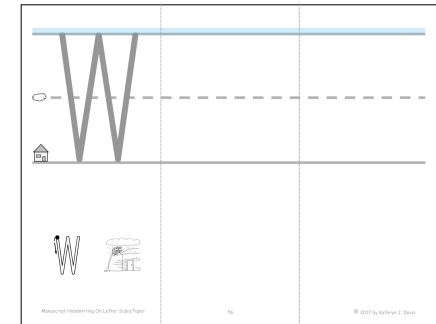
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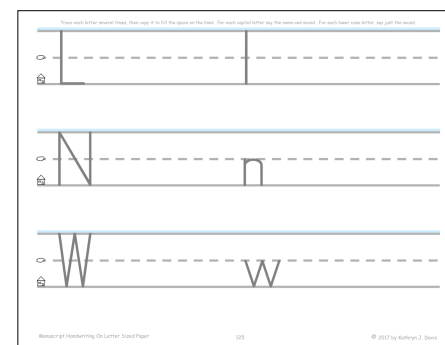
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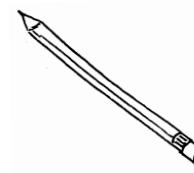
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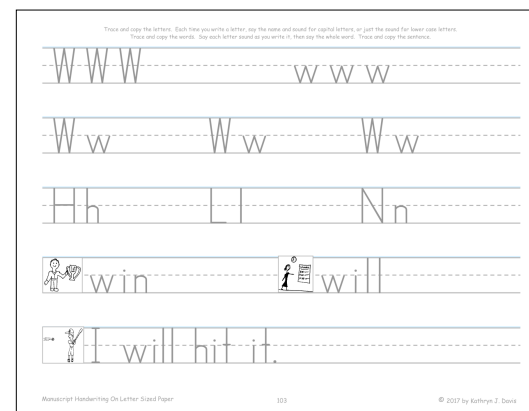
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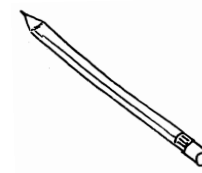
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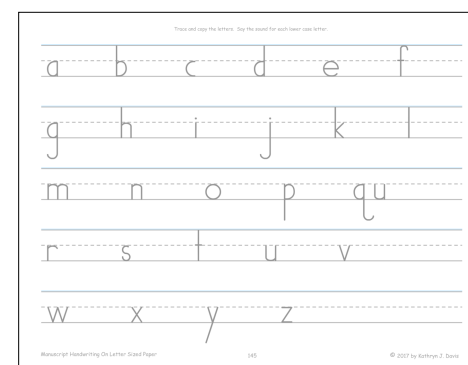
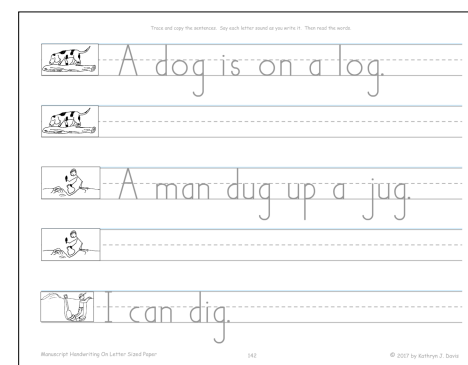
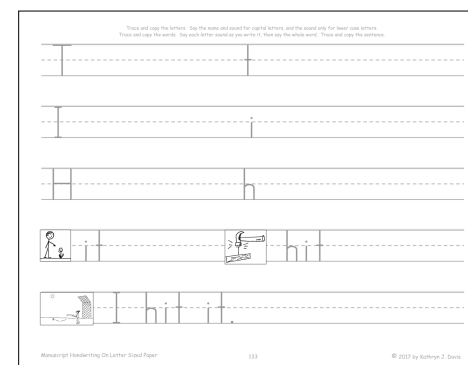




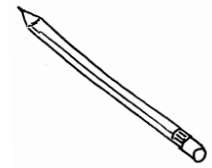
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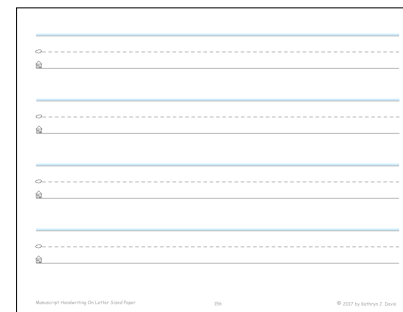
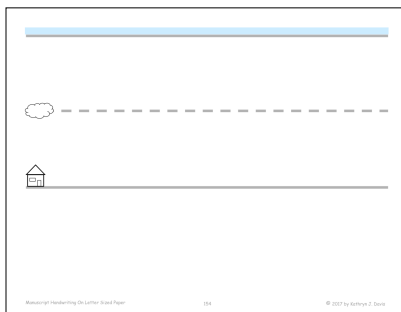
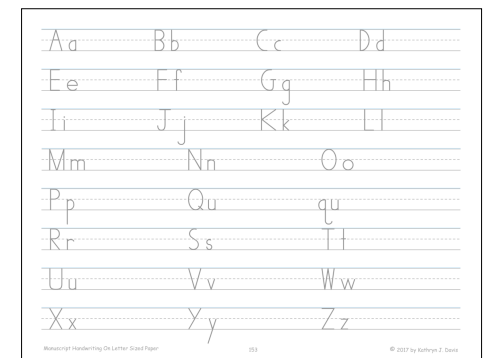
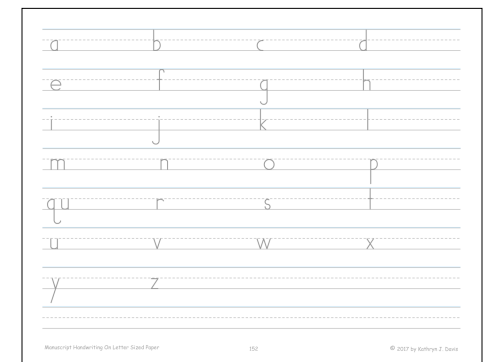
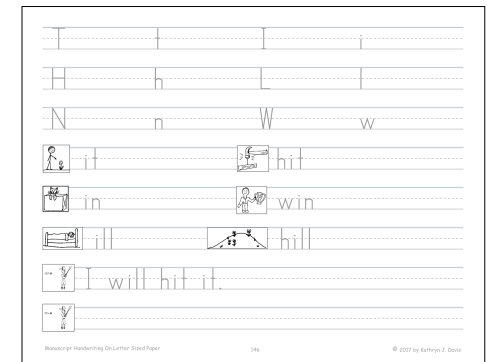
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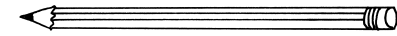
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# Teaching Notes



This book is designed to teach or review letter formation at the beginning of the school year. Teachers can decide how many letters to study per day. There are six types of pages to meet the needs of beginners, older students who need extra help with letter formation, or students who just need to review letter formation at the beginning of the year. The number of letters on each page and the size of the letters and lines varies from one type of page to the next. Each type of page can be used individually or in conjunction with other types of pages. The format is purposely set up so that teachers can choose any combination of pages to fit the needs of their students. The instructions will explain how to do each page.

There is a wide range of letter sizes in this book. Pages with letters of the same size are grouped together, starting with the largest letters and ending with the smallest. Teachers may want to start with one of the larger sizes to introduce the letters and then go to the smaller sizes. By starting with the large letters, students can internalize the correct strokes needed to form the letters. It is best to start with the largest letters with younger students, students who are learning to write for the first time, and students who need extra help to master letter formation.

For each type of page, 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. As they master the first letters taught, students are learning to create various types of strokes on the paper, paying attention to the correct starting point, which direction to move, and how to place the letters correctly on the lines. This makes it easier to learn the more difficult letters that are taught later.

*A Sound Story About Audrey And Brad, Part 1*, is included in this book. It introduces the alphabet letters in this order: t, i, h, l, n, w, u, b, m, r, f, x, e, s, j, o, c, d, a, v, g, p, k, y, q, z. This is the same order in which the letters are introduced in all of the Sound City Reading handwriting books. The letters are taught with a series of pictures which are part of the story. Each picture represents a single sound. For example, a dog growls, the wind blows, and a ball bounces. There is a sound picture for each speech sound in the English language. Students learn the sound for each picture and then learn the letters that can represent that sound in words. Read the story aloud to the students so that they will become familiar with the sound pictures and their sounds. For students who are learning the alphabet, the sound pictures make it easier to remember the letter sounds, because they are related to real life events.

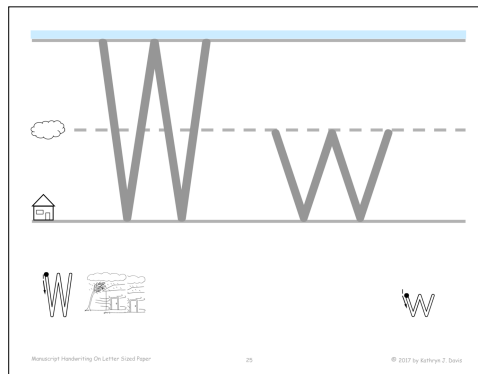
Some students need more instruction in handwriting than others. If you follow the teaching suggestions in this book at the beginning of the school year, it will help ensure that all of your students will be able to write each letter accurately and automatically, without having to stop and think. This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

This book is one of several handwriting books available from Sound City Reading. You can get simpler books for younger students on letter sized paper, and books that are printed on legal sized paper or ledger sized paper to teach manuscript or cursive.

## Types Of Pages

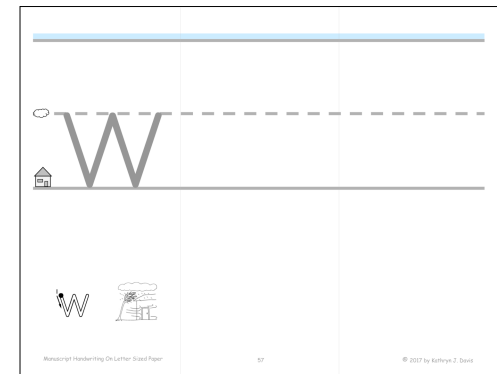
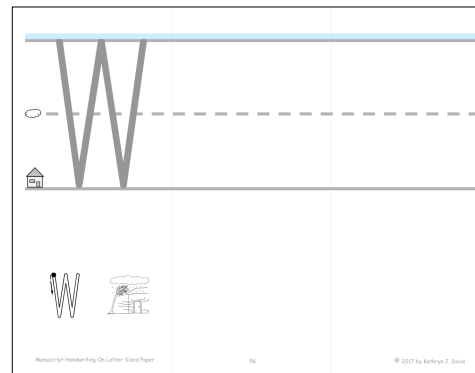
### Type 1

These introductory pages have the largest letters. They include both the capital and lower case letter for students to trace.



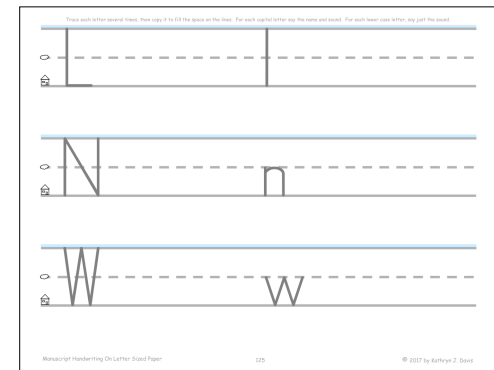
### Type 2

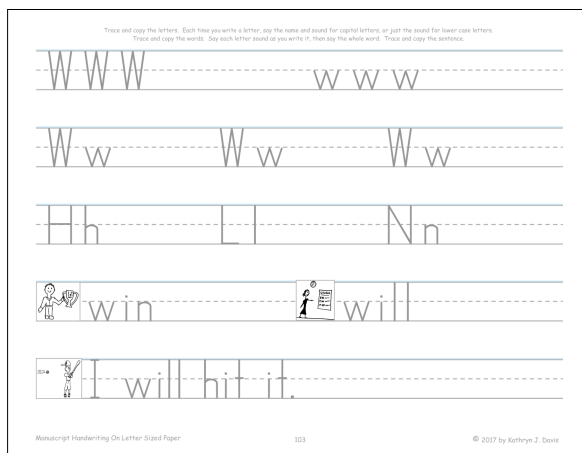
These two pages also have large letters, but the letters are a little smaller. Each page has three panels. Students trace the letter in the first panel, copy the letter in the second panel. Then they fold the last panel back and write the letter from memory.



### Type 3

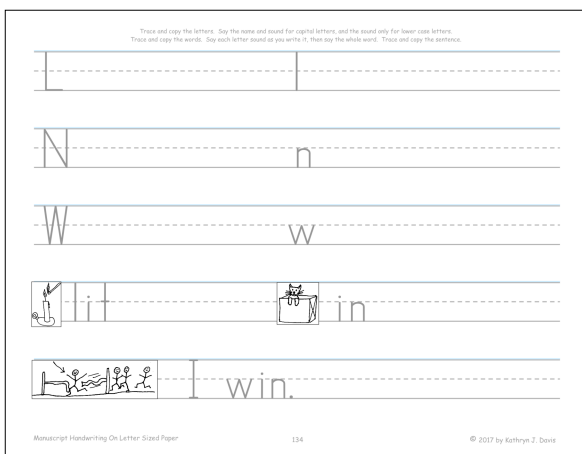
On these pages, students practice both the capital and lower case versions for three letters per page. The letters are smaller than the ones above, but they are still larger than usual. The pages can be used with beginners following the Type 1 And Type 2 pages. They could also be used with more advanced students as a letter formation review before going on to letters on smaller lines.





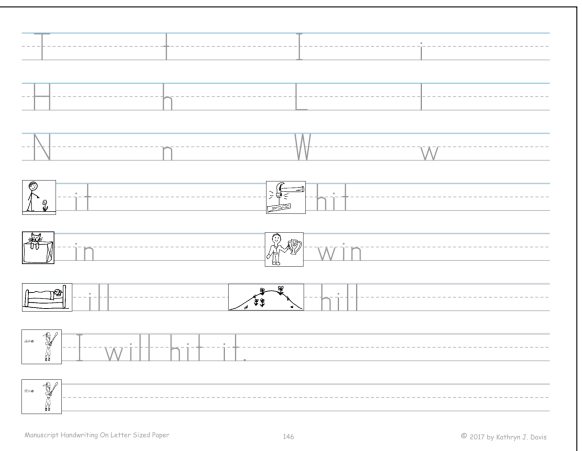
## Type 4

On these pages, students practice one new letter. They also review the three previous letters, and practice tracing and copying words and a short sentence. Only the letters that have been taught are used on the page. The pages can be used after introducing a new letter with Type 1 and Type 2 pages. They can also be used to review letter formation with more advanced students.



## Type 5

On these pages, students practice three new letters per page. They also trace and copy words and a short sentence. Beginners could use these pages after first learning the letters using the pages listed above. Students who have already learned manuscript handwriting could use these pages to review letter formation at the beginning of the school year. You may want to begin by using the larger letters on the related Type 3 pages and then follow up with these pages.



## Type 6

These pages have the smallest letters. They introduce six new letters per page. They include several words and a short sentence to trace and copy. The pages can be used to review letter formation in a short period of time with students who have already learned manuscript handwriting.

## Multisensory Teaching - Say The Sound When Tracing And Writing Lower Case Letters

During the handwriting lessons, students should say the sound of a lowercase letter every time they trace or write it. They should say the sound as they start writing the letter, not when they have finished writing it. This applies to both large and small letters. Students will feel their arms and fingers moving, will feel themselves pronouncing the sound, will see the letter being formed, and will hear the letter as they pronounce it. Because they are using many senses at the same time, this method is called multisensory learning. This method works well for many students. It is especially helpful for students who are having difficulty.

When students develop the habit of always saying the sounds when writing letters, they will be able to transition more easily to spelling words. If they listen for each individual sound in a word and say those sounds one at a time while writing the letters, they can spell the word.

Saying just the sound for the lower case letters simplifies the thought process for students when they write. They do not have to translate mentally from sound to letter name.

Many students are taught to spell by saying the names of the letters. However, saying the letter names does 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 or even impossible.

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 internalize the phonetic nature of our language. They will understand that the pronunciation of a word tells them which letters to write.

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

(The slash marks around the letters 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. They just need to say the word slowly, pronouncing one sound at a time, while writing the letter that represents each sound. As an added bonus, spelling words in this way also helps students learn how to read words phonetically.



## Say The Name And Sound When Tracing And Writing Capital Letters

Students should say both the letter name and sound when they trace or write the capital letters. This will help them remember the form for the capital letters when they need to use them at the beginning of sentences and proper nouns. It will also help them remember the name of the letter. Although this program emphasizes letter sounds, students need to know the letter names in order to spell words aloud for others in various circumstances. For example, they may need to spell their name for someone while talking on the telephone.

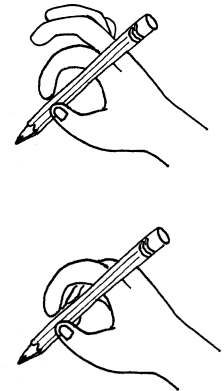


## Saying The Sounds For The Vowels

Beginners should say only the short sound for the vowels. Students who have learned the other vowel sounds (long sound and dotted sound) should say all of the sounds for each vowel.

## Model And Practice The Correct Pencil Grip

When you begin handwriting instruction, take some time to show students 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.

Triangular shaped pencils are available from school supply stores. These pencils help students maintain the correct pencil grip. It is worth ordering them for beginning students and any older students who need help holding the pencil correctly. I buy the Try-Rex pencils with no erasers. They come in two thicknesses. The thicker red pencils are perfect for beginners. The thinner black pencils work well with older students.

# GETTING STARTED WITH A NEW LETTER - WORKING 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 are 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 the name of the line.

Sky Line

Cloud Line

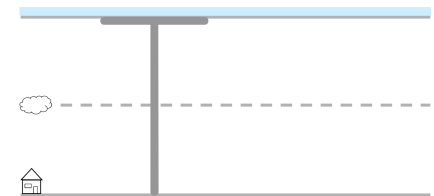
Ground Line

Below The Ground/  
In The Basement



## Introduce The Letter Formation For The New Capital Letter On The Board

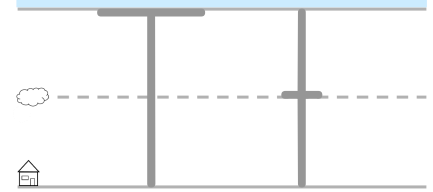
Show students how to write the new capital letter on the lines on the chalkboard. As you model how to write the letter, refer to the lines to explain how the letter is formed, showing students where to start, which direction to go, and where to stop. For example, for capital T say, "We're going to write a capital T. Its sound is /t/." Have students repeat the sound. "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 the capital letter several times, saying the name and sound as you begin each letter. "Capital T, /t/."





## Introduce The Letter Formation For The Lower Case Letter On The Board

Model how to write the new lower case letter on the same lines on the board, beside the capital letter. Say, "This is a lower case t. Its sound is /t/." Have students repeat the sound. As you write 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 only the letter sound so students become familiar with the letter formation.



## Students Trace And Write The Capital And Lower Case Letter On The Board

In a classroom, draw six to eight sets of widely spaced lines going across your chalkboard, depending on the size of your board. Place the lines low enough so that they can be reached by the students. Write a capital and lower case letter on each set of lines. Each time you write a capital letter say its name and sound, "Capital T, /T/." Each time you write a lower case letter, say just its sound, "/t/." Call students to the board one row at a time. Each student stands before a set of letters. Have students trace the capital letter one time, saying its name and sound, while you watch to see if they are forming the letter correctly. Assist any students that have trouble by modeling again in their set of lines. If necessary, gently guide their hands as they write the letter. As soon as you are satisfied they can write the capital letter correctly, have them trace the letter repeatedly, saying the letter name and sound. After twenty to thirty seconds of tracing the capital letter (about six to eight times) have the same group of students trace the lower case letter repeatedly while saying just the sound. Watch and assist as needed. Make sure students are starting in the right place and going in the right direction. Students should trace for about twenty to thirty seconds, as before. This will give them time to trace six to eight times. You can add extra time as needed if you must spend time assisting individual students.

## Writing Letters In The Air

For both the capital and lower case letters, as soon as you see the students at the board are tracing accurately, face the students who are at their desks and model how to write the letter in the air with two pointed fingers, using a straight arm, swinging from the shoulder. For tall letters, start with your arm extended upwards as high as you can

reach. This will be the position for the sky line. Short letters will begin with your arm extended straight forward and slightly upwards at the shoulder, about head height. This will be the position of the cloud line. The ground line will be at about waist height.

If you are facing the students, you should form the mirror image of the letters so that students see it correctly from their desks. This will be challenging at first, so you may want to practice ahead of time. Students watch as you model how to write the letter in the air. Then they write the letter in the air, copying your movements, saying the name and sound for capital letters and just the sound for lower case letters. Remind students to keep their arms straight and make large swings, keeping two fingers pointed.

After each group at the board has traced both the capital and lower case letters, rotate to the next group, and continue in the same way. In my first grade class my chalkboard was large. I was able to rotate the whole class to the board by sending up three groups.

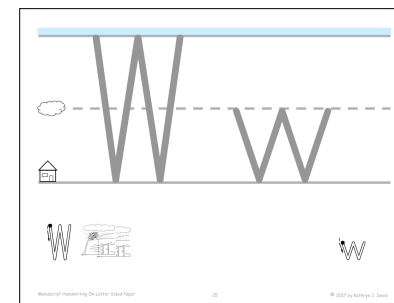
## WORKING IN THE BOOK

I used the letter T t to model how to introduce a new letter on the chalkboard, since that is the first letter taught in this program. After introducing T t on the board, continue with the T t pages in this book. You will follow this routine with every letter. However in this section, instead of showing the T t pages, I'm showing the pages that introduce the letter W w. The earliest letter pages do not include review letters, since not enough letters have been taught. The letter W w is far enough along in the sequence to have the review letters. This will clarify the page formats as we look at each type of page.

### Type One Pages

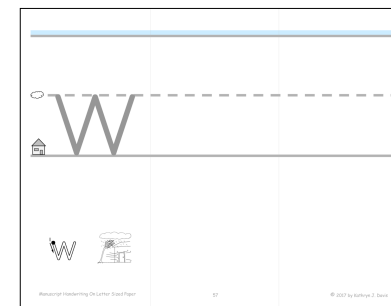
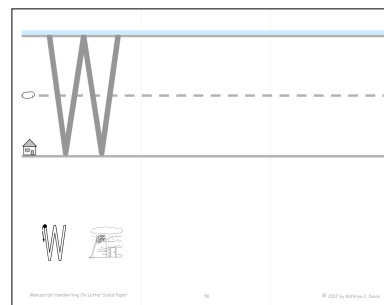
For students who are learning to write the letters for the first time, these pages are the next step after introducing the letter on the chalkboard. The pages can also be used with any students at the beginning of the year as a review of letter formation. Review how to write the capital letter as you model how to trace it with two pointed fingers. Students trace the capital letter in the same way, saying the letter name and sound, "Capital W, /w/." Next, students trace the capital letter with a pencil about five or six times, verbalizing in the same way. 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 using the correct strokes to form the letters. Assist as needed.

Continue with the lower case letter in the same way, saying only the letter sound as it is traced.



## Type Two Pages

These pages are divided into three panels. The capital letter is on the front of the page, and the lower case letter is on the back. Start with the capital letter. The overall sequence for each letter is: trace, copy, write from memory. These pages are used at the beginning of the year in first grade, when teaching a letter for the first time. They are also used with older students who have learned to write but are not writing the letters correctly.



### Capital Letter

1. Show students how to trace the capital letter with a pencil, while saying the letter name and sound, "Capital W, /W/." Students do the same on their papers, tracing and saying the letter name and sound five or six times.
2. Have students write the letter one time in the center panel. Remind them to watch the lines as they form the letter. After students write the letter, they should go back and trace the first letter again, while you walk quickly around the room and check their written letters. Tell students who have written the letter correctly to trace the new letter repeatedly. Using a red pencil or red crayon, write a perfect pattern directly on top of any letters that are incorrect. Students then trace the red pattern repeatedly. Students vocalize each time they write or trace a letter, "Capital W, /W/."
3. Have students fold back the last panel, along the line, so they cannot see the first two letters. Ask them to write the letter from memory in this panel. Continue as in step two. Students go back to trace the letter in the second panel while you quickly check the letters written in the third panel. Tell students to trace the third letter if it is written correctly. Write a perfect pattern directly over any letters that are formed incorrectly. Students then trace the red pattern repeatedly. Students vocalize as before each time they write or trace the letter.

### Lower Case Letter

Have students turn to the other side of the paper. Follow the steps above for the lower case letter. The only difference is that students say only the sound when writing and tracing the letter. They do not say the letter name.

## Type Three Pages

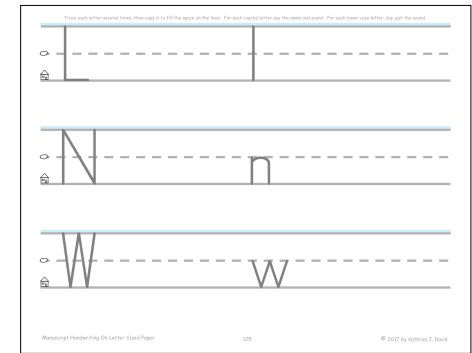
The letters on these pages are larger than usual. There are three new capital and lower case letters per page. Like the Type One and Type Two pages, the letter sequence follows the sequence in *A Sound Story About Audrey And Brad*. The letters that are easiest to write are introduced first. The pages may be used in two ways.

- You can use them to review letter formation at the beginning of the school year with students who are in the second grade and up.
- First graders can practice writing the letters on these pages after their initial instruction with the Type One and Type Two pages. This letter size will provide a transition between the larger letters and the smaller letters. Students can complete a new page after they have been introduced to those three letters using the larger patterns.

To do the pages, follow these steps.

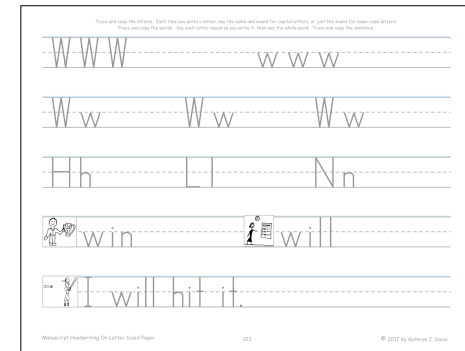
Warm Up: Draw one set of large lines on the board. Point out the sky line (top line), cloud line (middle line), and ground line (bottom line).

1. Model how to write the first capital letter on the large lines on the board. Point out how the letter fits on the lines. Talk about where to start and stop each stroke that makes up the letter.
2. Students trace the first capital letter three times, saying the letter name and sound each time, "Capital L, /l/." Watch to make sure they are using the correct strokes to trace the letter. Assist as needed.
3. Students copy the letter twice. Walk around the room to check the papers. Students do not need to trace these letters as long as they are written correctly. If any letter is written incorrectly, write a perfect pattern directly on top of it using a red pencil. Students trace the red letter three times, vocalizing in the same way, then continue copying.
4. Model how to write the first lower case letter beside the capital letter on the large lines on the board.
5. Students trace the lower case letter three times, saying only the letter sound each time, "/l/."
6. Students copy the letter several times to fill the remaining space on the line, vocalizing in the same way. If any letter is written incorrectly, write a perfect pattern directly on top of it using a red pencil. Students trace the red letter three times, saying the letter sound, then continue copying.
7. Continue in the same way for the remaining letters on the page.



## Type Four Pages

These pages have smaller print. They can be used after introducing a new letter on the Type One And Type Two pages. Students practice one new letter per page and review the three previous letters. They trace and copy two illustrated words and a short sentence. The words and sentence contain only the letters that have been introduced.



**Note:** Both the teacher and the students say the name and sound each time they trace or write a capital letter, "Capital W, /W/." For lower case letters, they say only the sound, "/w/." This applies to single letters and letters that are written when spelling tracing and copying words.

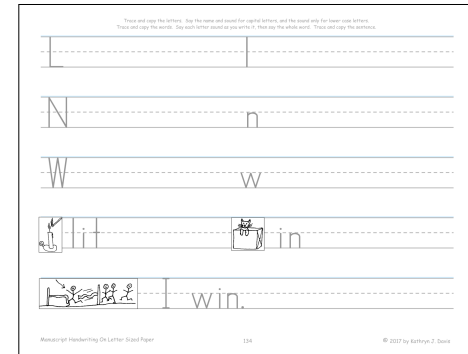
1. Draw lines on the board. Review how to write the new capital letter. Students watch and trace the capital letters on the top line of their pages. Then they write more capital letters in the empty space. Do the same with the lower case letter.
2. Students trace and copy the new capital and lower case letter on the second line.
3. The third line has review letters. Briefly review how to write each capital and lower case letter on the board. Students copy and trace the letters on their papers.
4. The new letter is used in two words on the next line. Read the word aloud with the students. Have students say the words slowly, stretching out the sounds. Model as needed. Students trace the letters in each word and then copy it. Students should form each letter carefully, while saying its sound. 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.
5. Read the sentence aloud. Students trace and copy the sentence, saying the sound of each letter as they write.

If you are planning to continue with a dictation exercise on plain, lined paper, you may want to do only the first one or two lines on this page as a group. Later on, students could complete the page during a seatwork period or for homework.

Then you would continue the lesson by dictating the new letter and all of the letters that have been taught on regular lined paper. Depending on the level of the students, you could also dictate words that contain any letters that have been introduced.

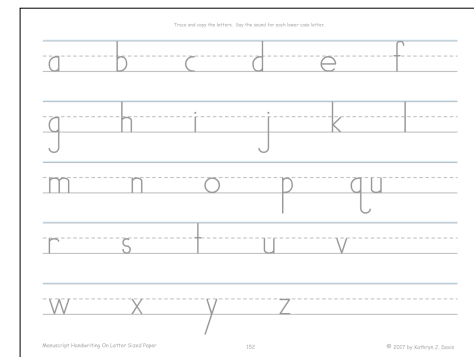
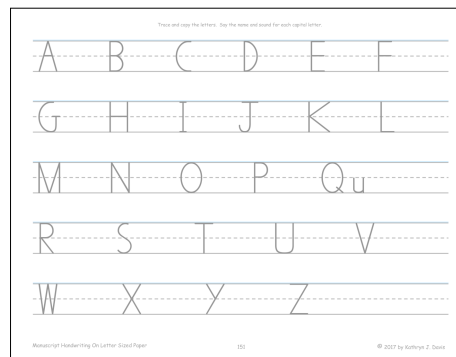
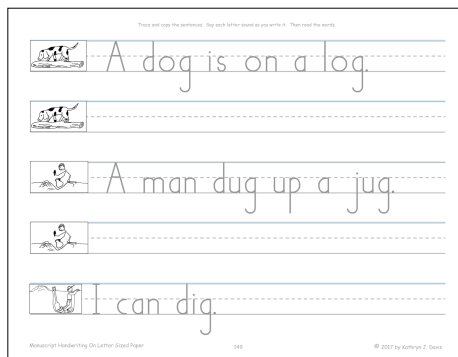
## Type Five Pages

Type Five pages have five lines with smaller print. They introduce or review three new letters per page. The pages include two words and a sentence that include the new letters and any previously taught letters. These pages can be used to review letter formation with students who are already writing. This includes older students at the beginning of a new school year or younger students who have already been introduced to the letters using the previous pages.



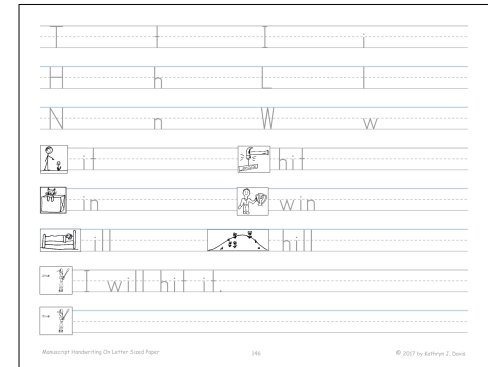
1. Both the teacher and the students say the name and sound each time you trace or write a capital letter, "Capital W, /W/." Both the teacher and students say only the sound each time you trace or write a lower case letter, "/w/." Do this for every line on the page.
2. Draw lines on the board. Review how to write the first capital letter. Students watch and trace the capital letters on the top line of their pages three times. Then they write more capital letters to fill the empty space. Do the same with the lower case letter.
3. Introduce the capital and lower case letter on the second and third lines in the same way.
4. Read the words aloud. Have students say the words slowly, stretching out the sounds. Model as needed. Students trace the letters in each word and then copy it, saying the sound for each letter as they write.
5. Read the sentence aloud. Students trace and copy the sentence. They should say the name and sound for any capital letters and say just the sound for each lower case letter as they write.

The Type Five pages are followed by two sentence pages, a page for reviewing capital letters, and a page for reviewing lower case letters.

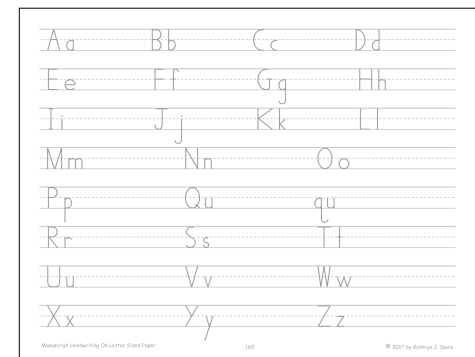
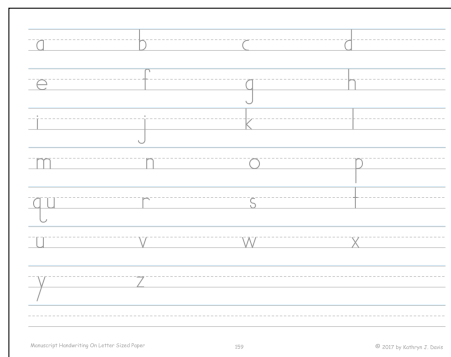
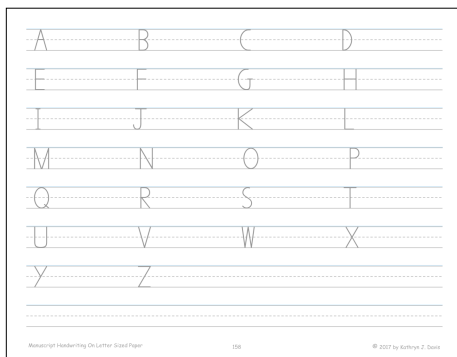


## Type Six Pages

Type six pages have eight lines and the smallest print. They introduce or review six new letters per day. They include letters, words, and one or more short sentences. You can use these pages to help students learn to write on smaller lines. You can also use them to review letters at the beginning of the year with older students who are already writing. The last few pages review just capital letters, just lower case letters, and capital and lower case letters together.



1. Both the teacher and the students say the name and sound each time you trace or write a capital letter, "Capital W, /W/." Both the teacher and students say only the sound each time you trace or write a lower case letter, "/w/." Do this for every line on the page.
2. Draw lines on the board. Review how to write the first capital letter. Students watch and trace the capital letters on the top line of their pages three times. Then they write more capital letters to fill the empty space. Do the same with the lower case letter.
3. Introduce the remaining capital and lower case letters in the same way.
4. Read the words aloud. Have students say the words slowly, stretching out the sounds. Model as needed. Students trace the letters in each word and then copy it, saying the sound for each letter as they write.
5. Read the sentence aloud. Students trace and copy it. They should say the name and sound for any capital letters and say just the sound for each lower case letter as they write. Continue in the same way for any remaining sentences.





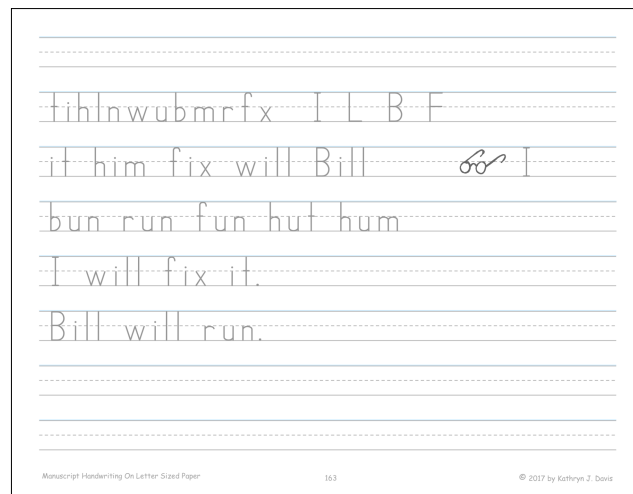
## Handwriting Review And Spelling Dictation

As you introduce or review one or more new letter each day, follow up with a handwriting review on regular lined paper. For beginners, dictate the sound for each letter that has been taught. For older students, dictate the letters needed to write any words, phonics patterns, and sentences you will dictate.

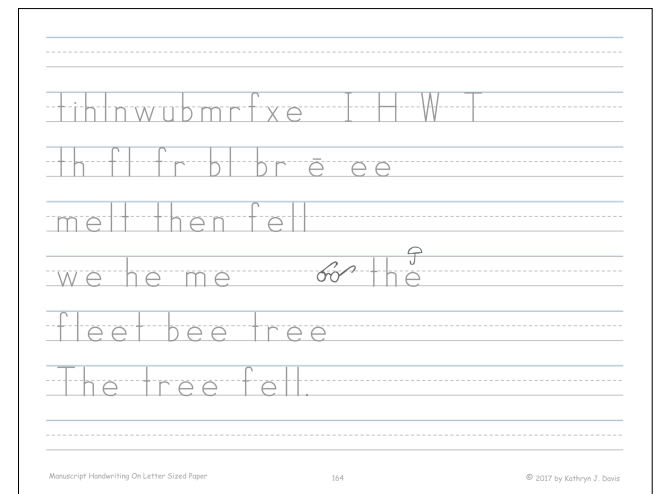
Focus on lower case letters, but include a few capital letters so that students don't forget them. Students should say only the sounds as they write the lower case letters. For capital letters they should say the letter name and the sound, for example, "Capital H, /h/."

It works well to integrate the handwriting lesson with spelling dictation. Dictate a few phonetic words that students can spell using the letters that have been taught. The phonetic patterns used will depend on the grade level of the students. For beginners, work with short vowel words. With older students who have learned the phonogram patterns in previous years, reintroduce those patterns as soon as you have introduced the letters needed to write them. Dictate the phonogram patterns after the letters, then dictate words with those patterns, using only the letters that have been studied. After students have learned enough letters, you can also dictate a sentence at the end of the lesson. Plan ahead so that you can integrate the words and sentence with the available letters. As more letters are introduced or reviewed, it will be easier to plan a sentence. Plan to dictate each word in the sentence separately before dictating the sentence. Non-phonetic sight words should be taught as needed.

These cannot be taught like the phonetic words by saying the sounds; they must be learned by rote memory. In this case, students say the letter names as they write instead of the sounds. Have students draw a simple pair of glasses on their papers to indicate sight words.

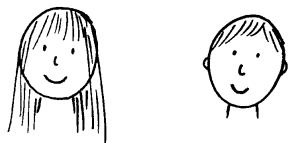


This shows a typical dictation exercise at the beginning of first grade after the first twelve letters have been taught.



This shows a typical dictation exercise at the beginning of second grade after the first twelve letters have been reviewed.



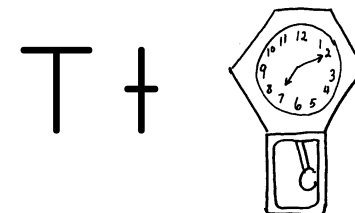


# A Sound Story

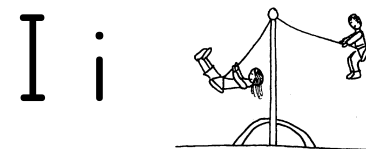
## About Audrey and Brad

### Part 1

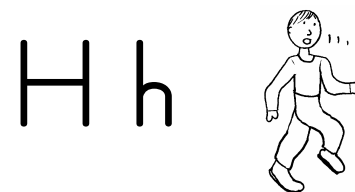
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



"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)



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."

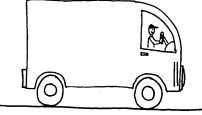




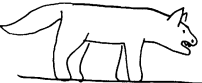


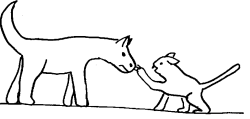
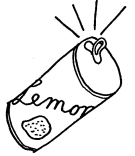

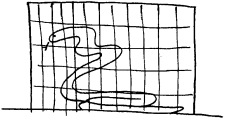
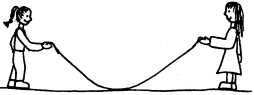

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)



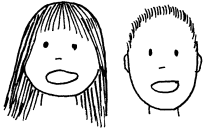


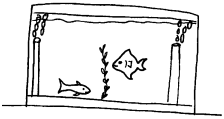




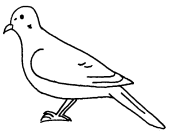
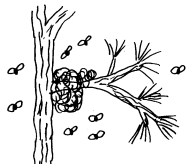
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

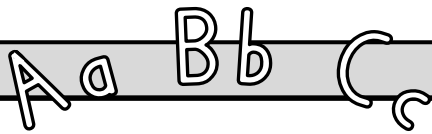


<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>	<p>N n </p>
<p>As 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 it's 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. (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. “Mmmmmm,” 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 "ooooo" 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 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/ant)</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 a large aquarium. They could hear the 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.</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>Q q </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>
<p>Read this story aloud to the students so that they will become familiar with the sounds for the sound pictures and related capital and lower case letters. Explain that the sound picture shows us the sound for each letter.</p> <p>Part Two of the sound story introduces the "Beyond The Alphabet" sounds, including consonant digraph sounds (sh, th, ch, ng), the remaining long vowel sounds, and other vowel sounds (ou, oi, au, oo). You can find Part Two in any of the <i>Phonetic Words And Stories</i> or <i>Basic Phonics Patterns</i> books. A separate book containing the entire story is available with larger pictures and print. It can be used when reading aloud to a group.</p>	



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](http://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***

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 Two-Page Short Vowel Words And Sentences - 2nd***

Students spell and read color-coded short vowel words. Phonemic awareness exercises prepare students to read each set of words. Students listen to the sounds for each word and find the matching picture. Then they listen to the sounds for each picture and find the matching word. Finally, they decode the word smoothly. Students also 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)***

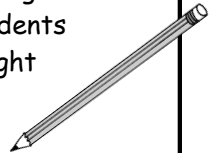
Students study all of the phonics patterns, syllable patterns, and suffix patterns taught in the short vowel books and in Books 1-8 listed above. Students study one new pattern per page, including one-syllable and two-syllable words, where applicable. The same practice stories described above are included.

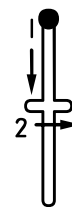
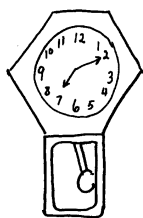
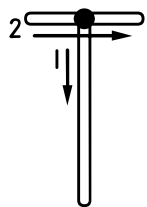
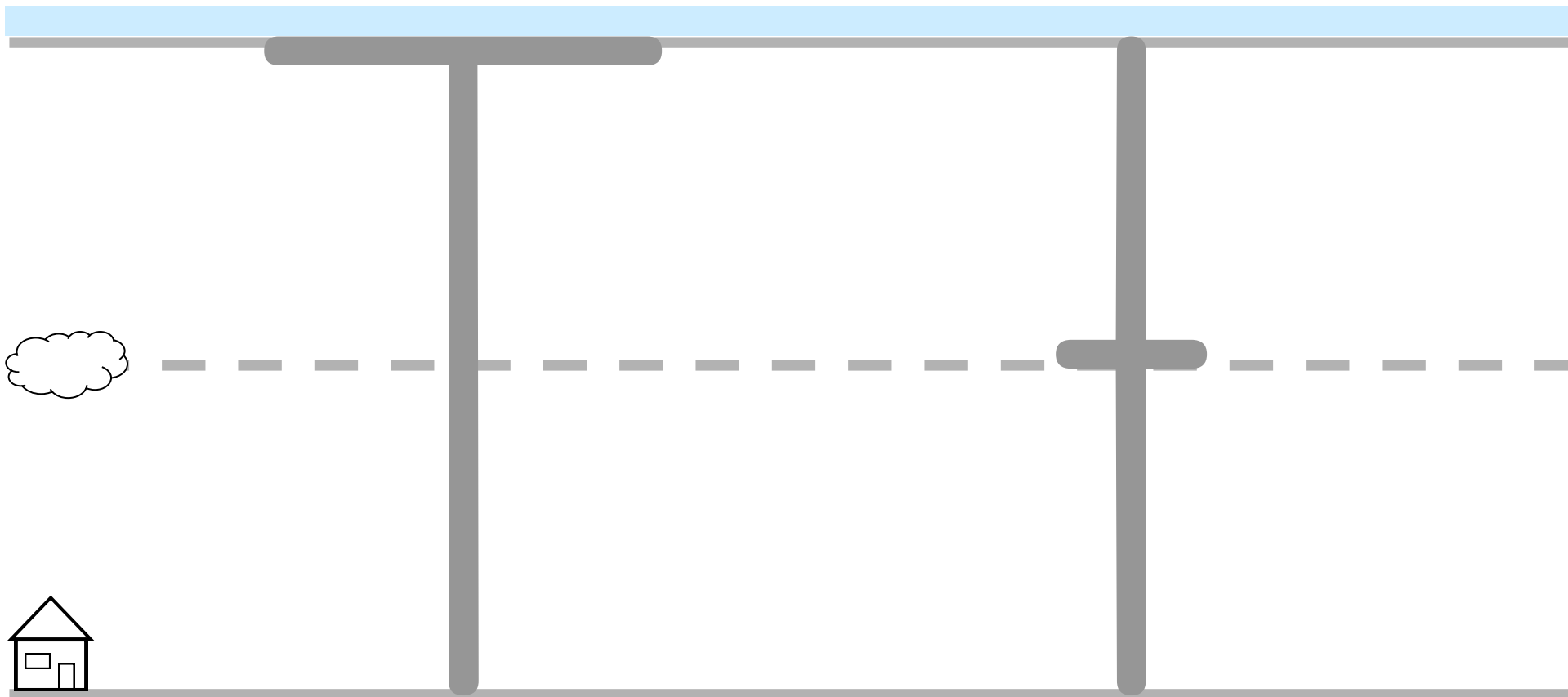
### ***Advanced Phonics Patterns***

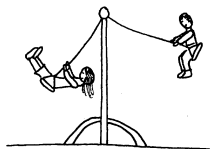
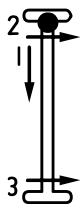
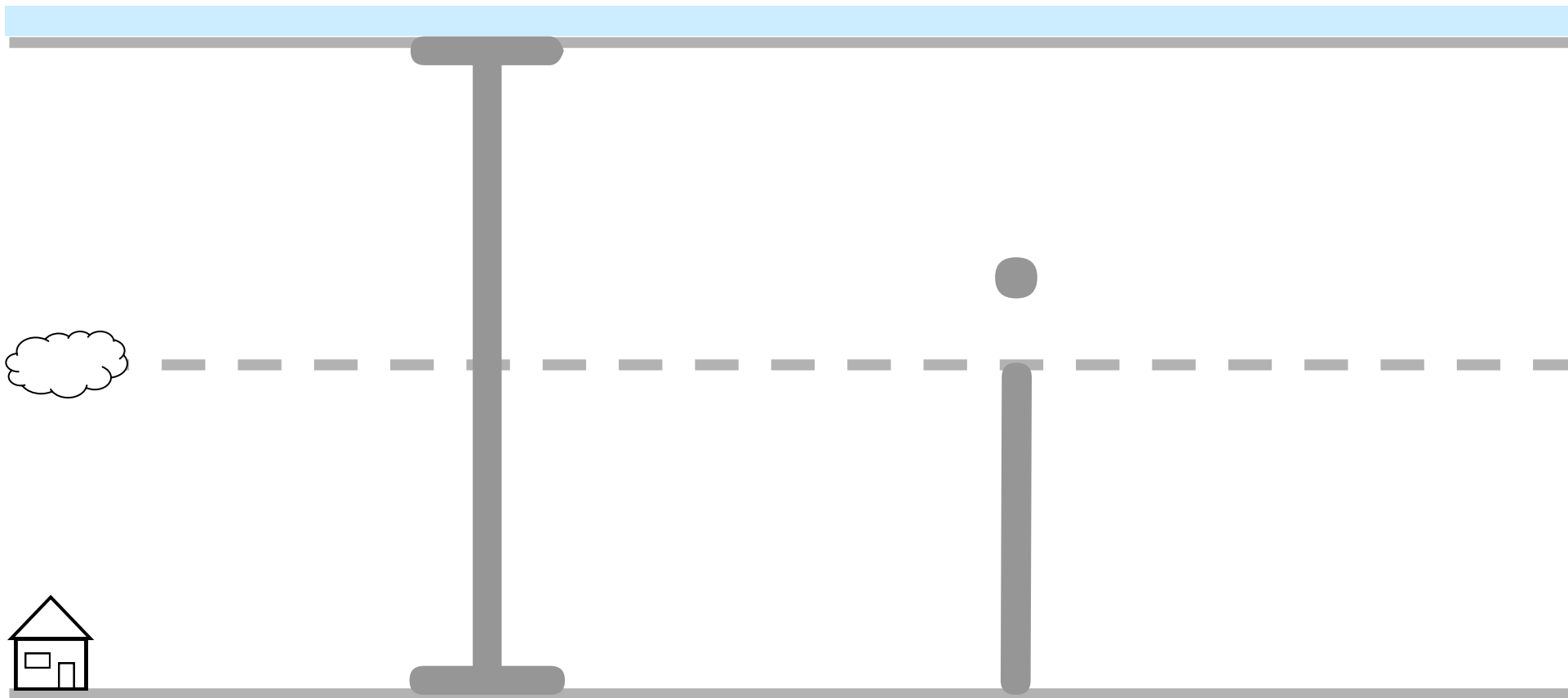
Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7.

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

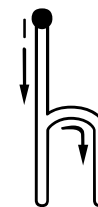
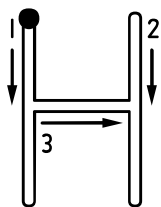
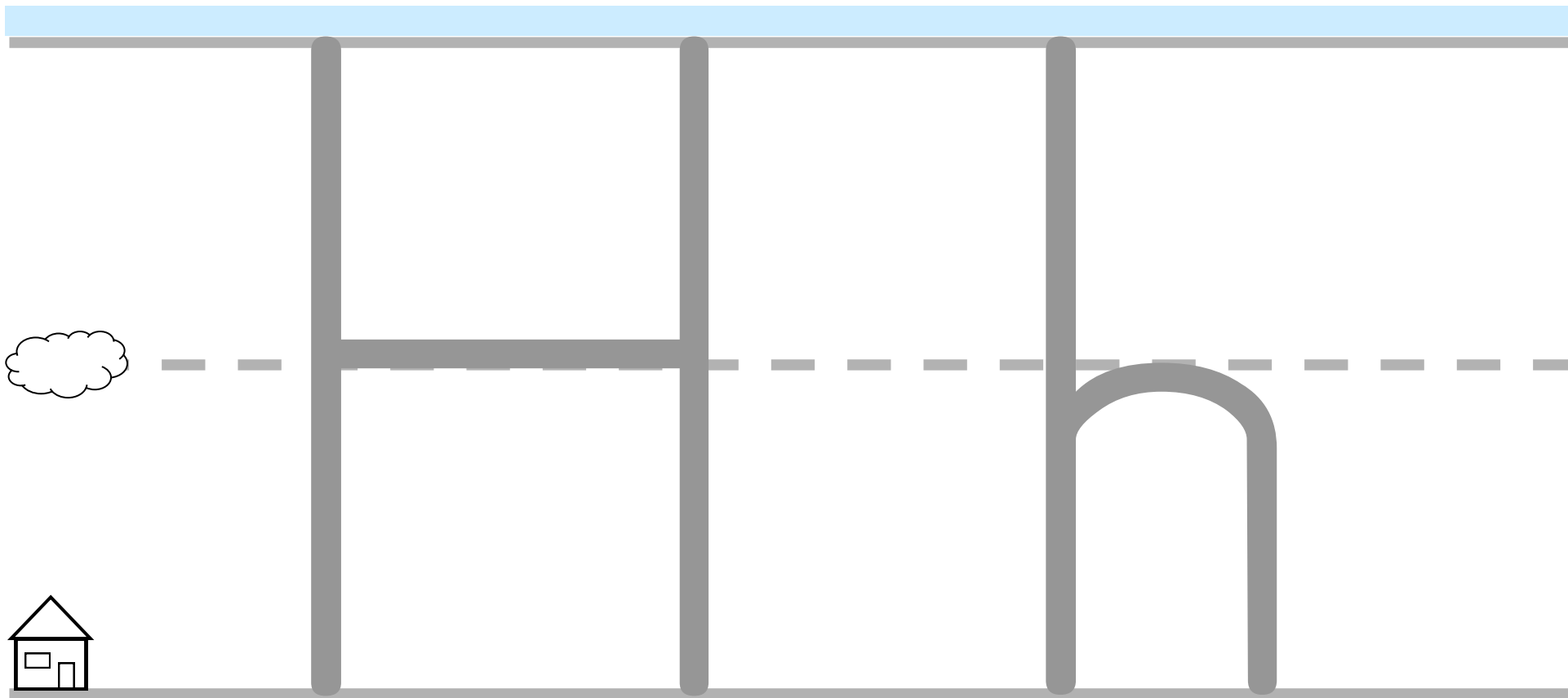
In these books students read color-coded rhyming lists followed by lists that begin with the same two letters (body-coda lists). The words are not illustrated. Practicing the word lists helps students build fluency when decoding words.

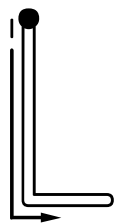
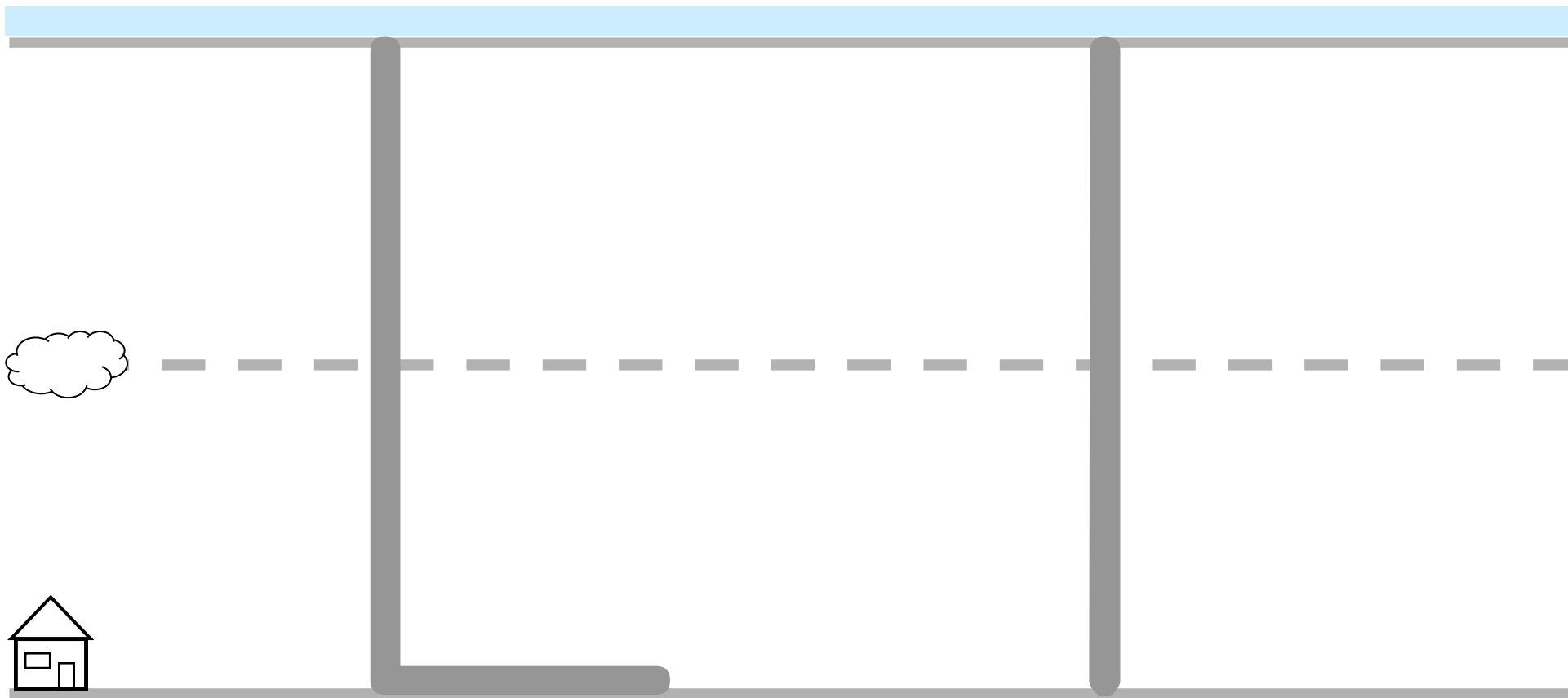


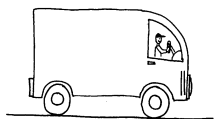
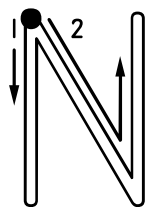
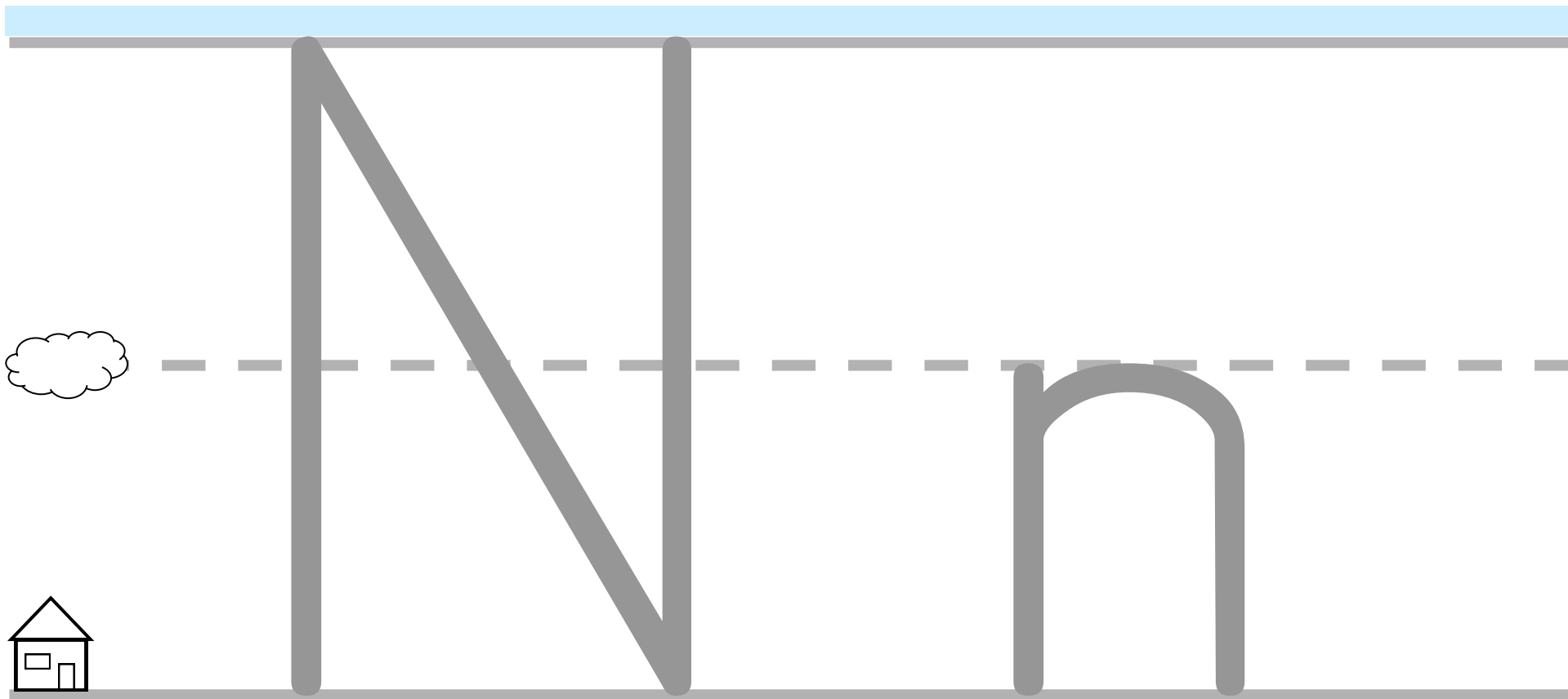


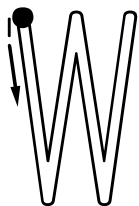
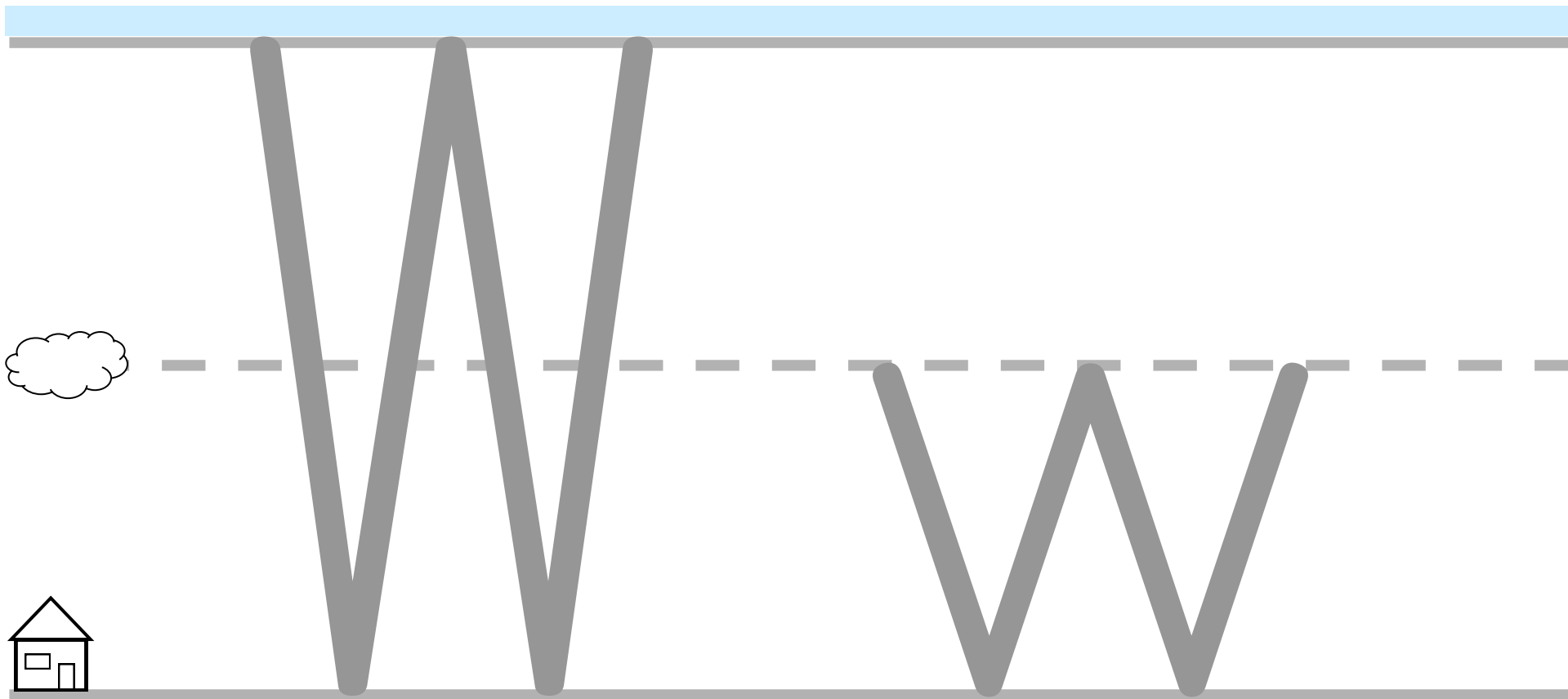


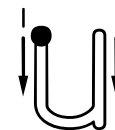
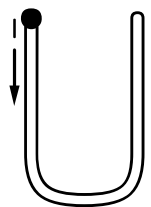
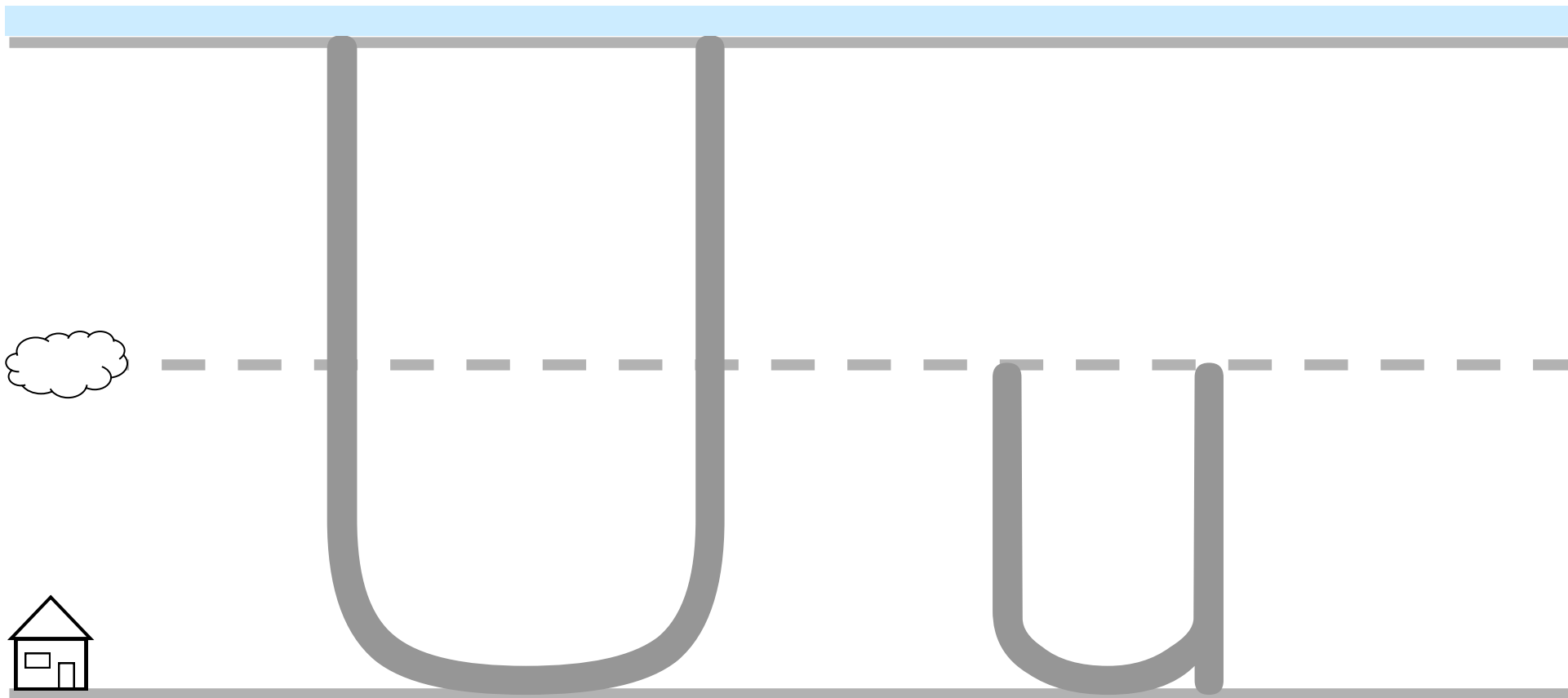


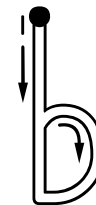
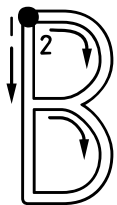
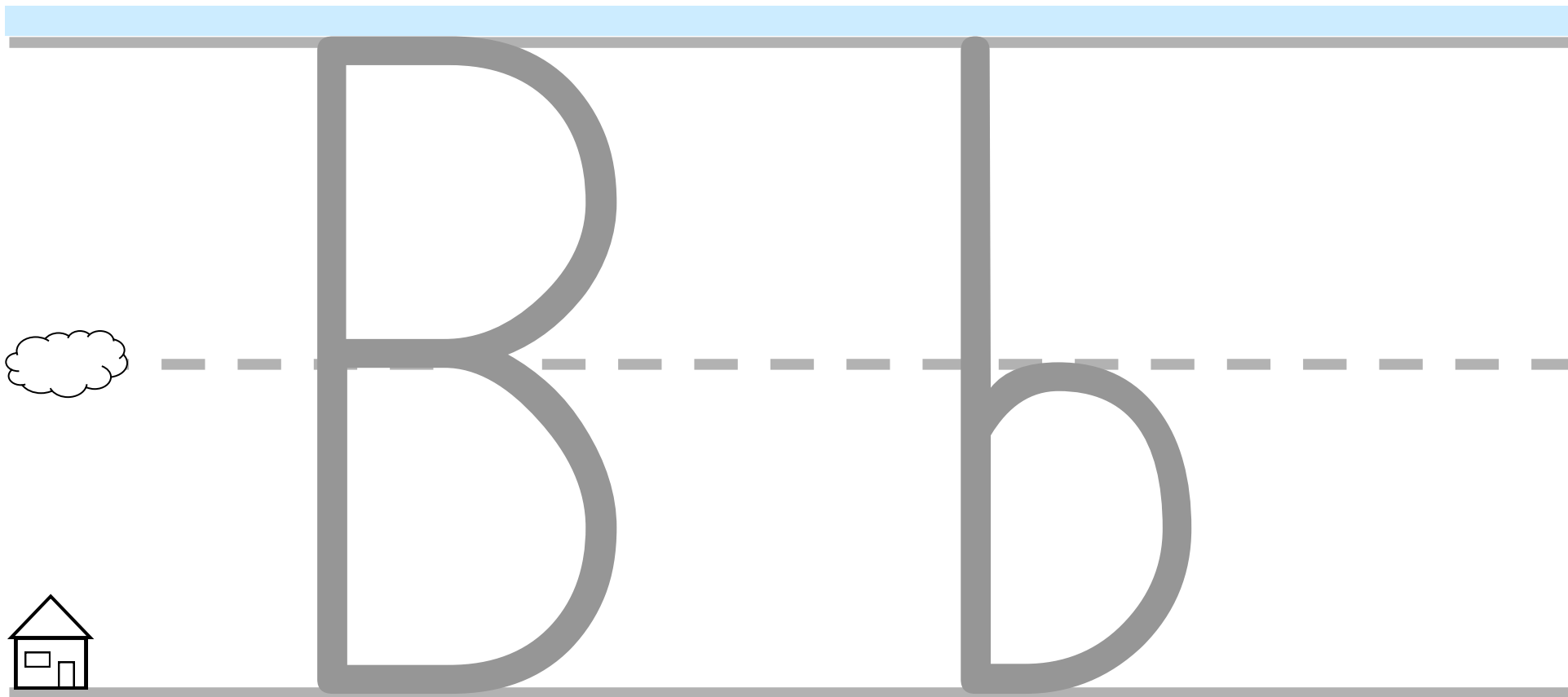


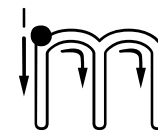
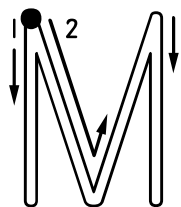
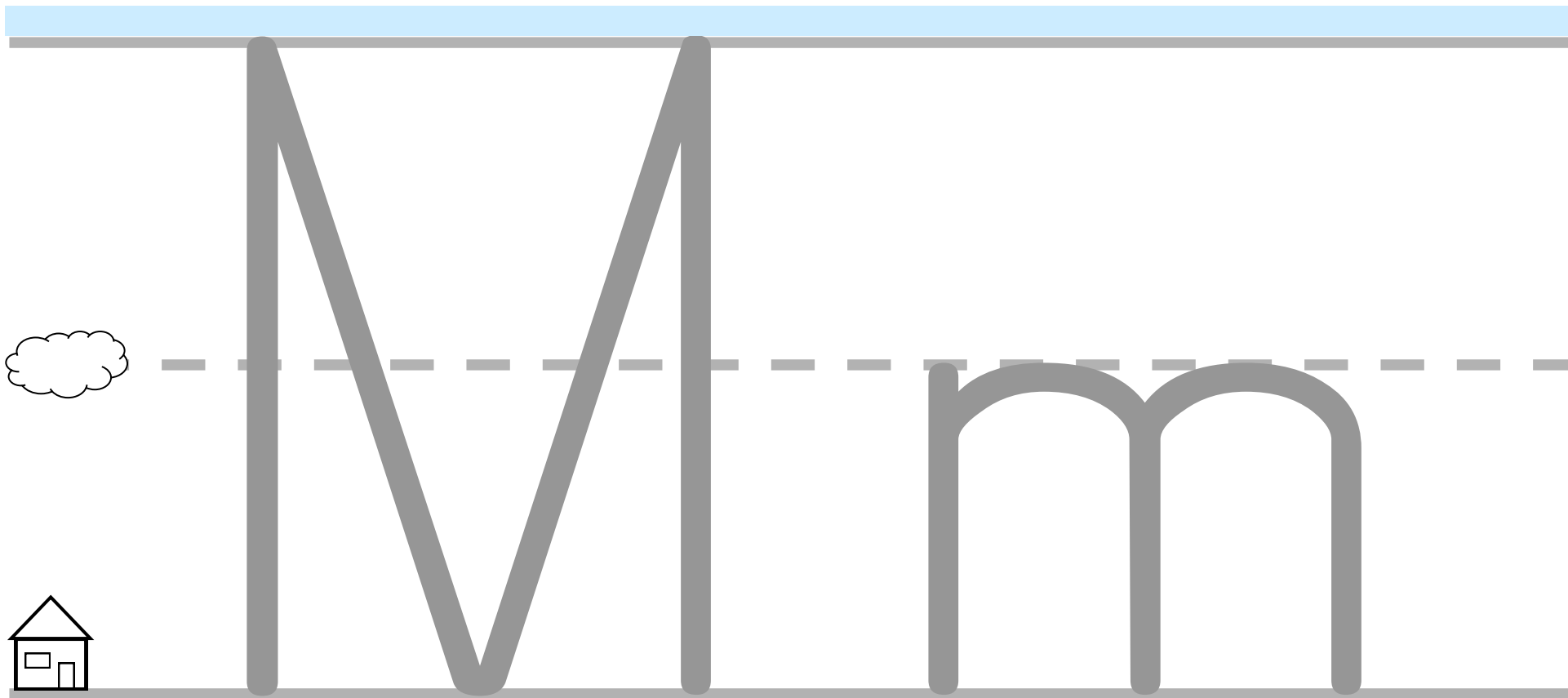


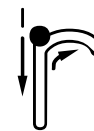
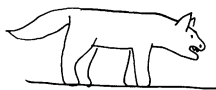
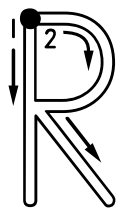
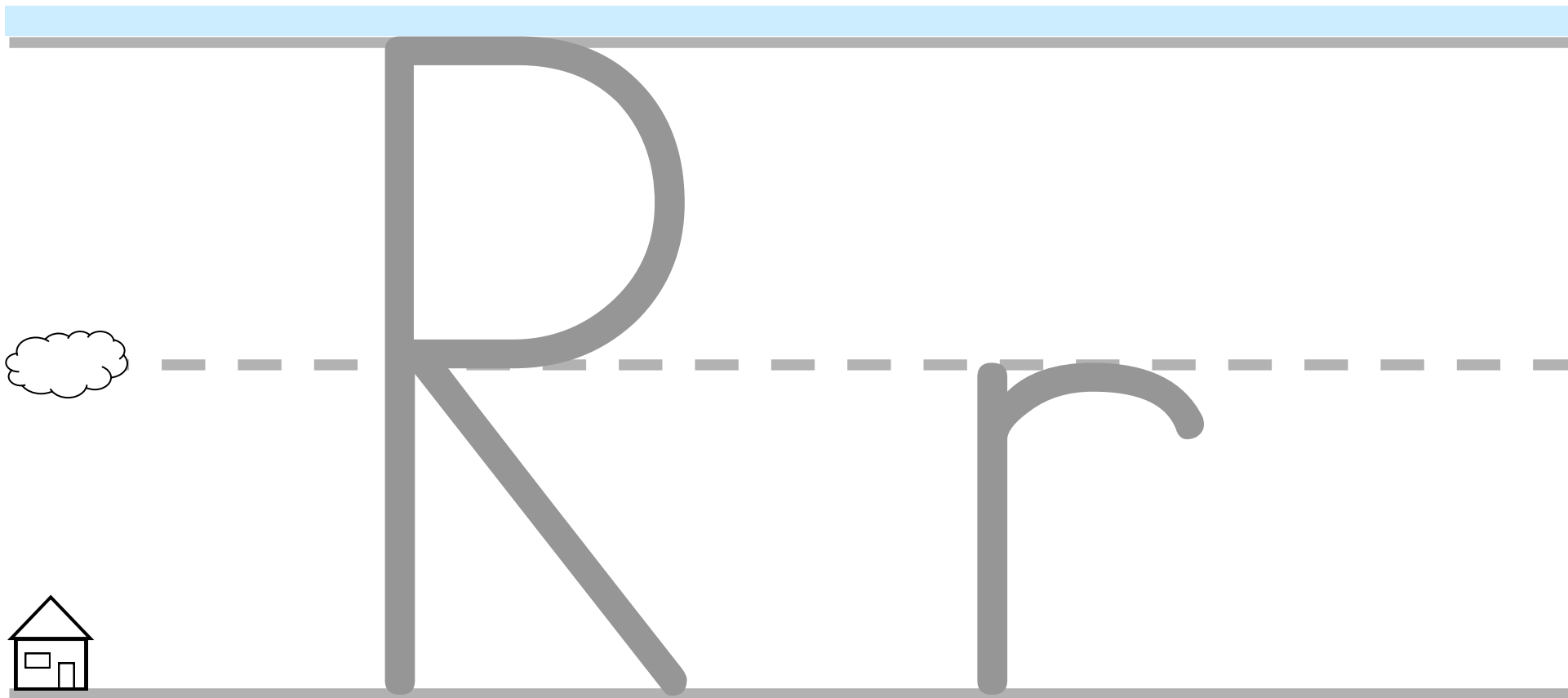




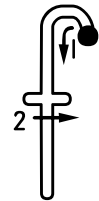
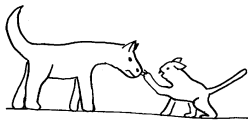
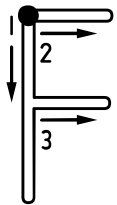
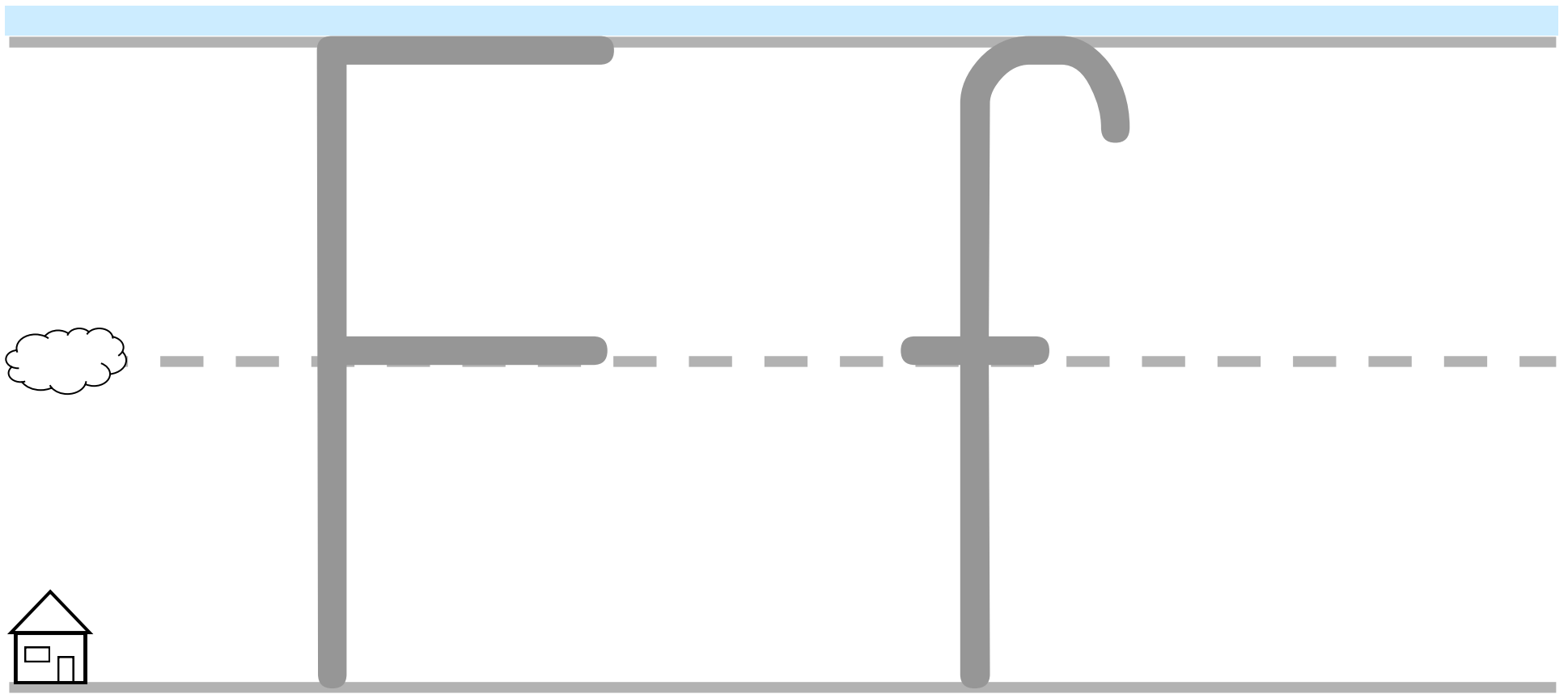


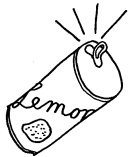
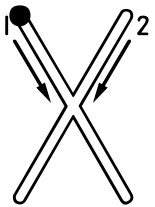
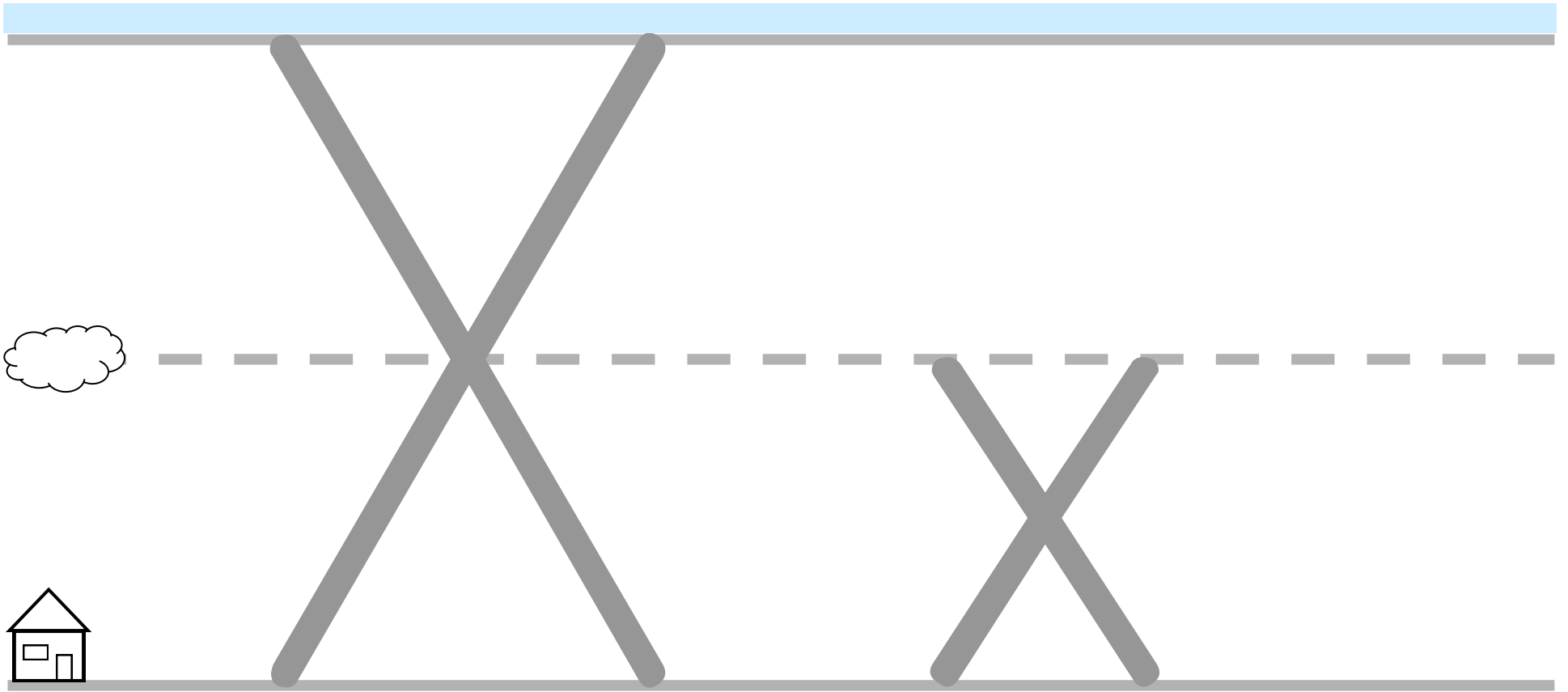


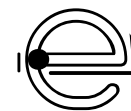
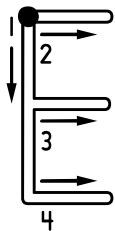
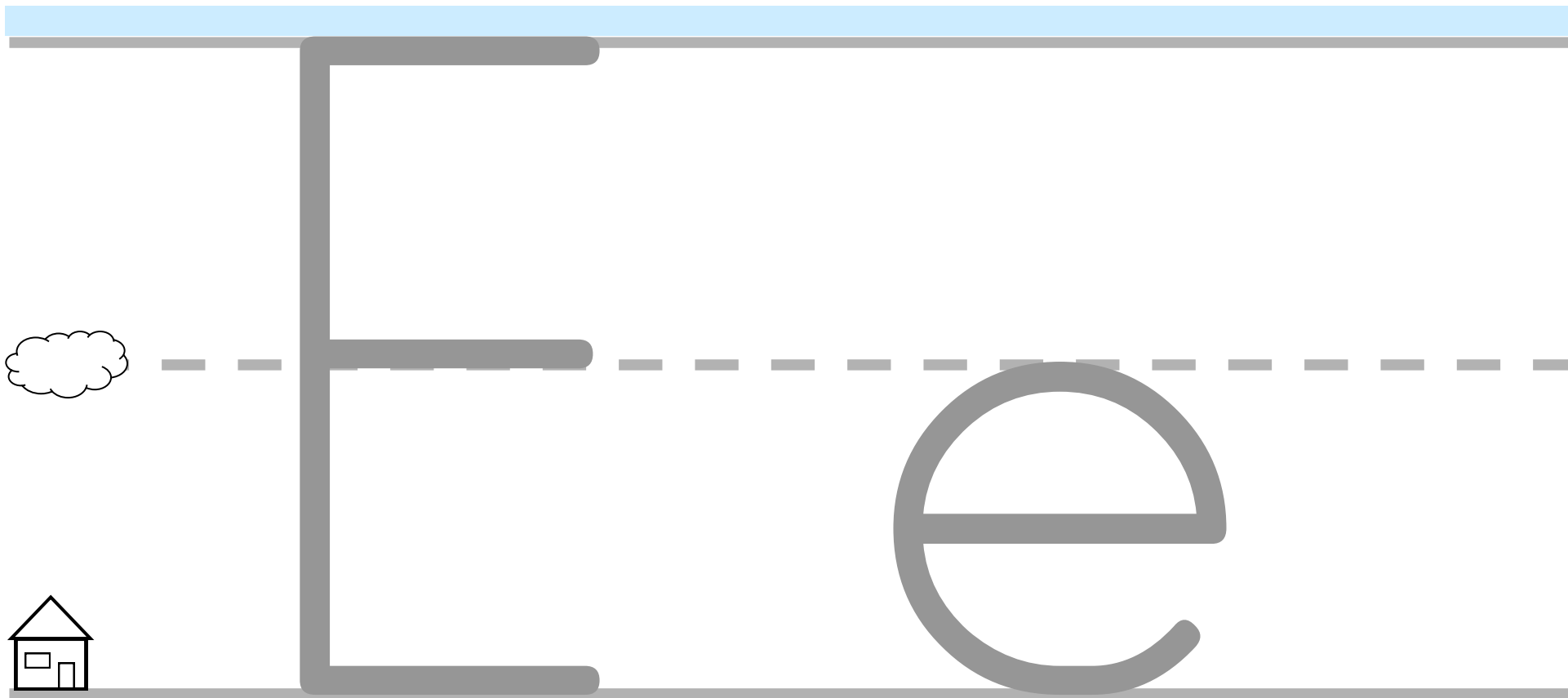


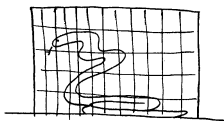
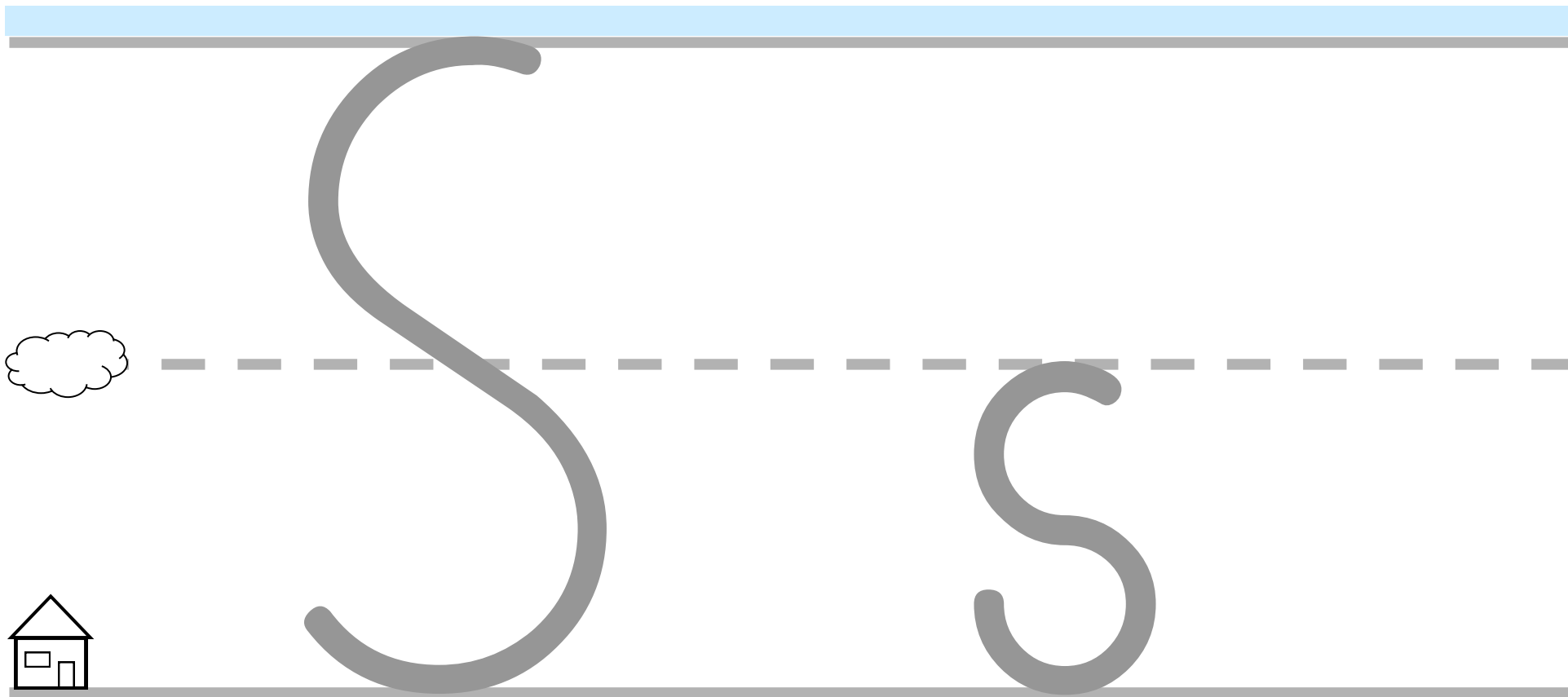


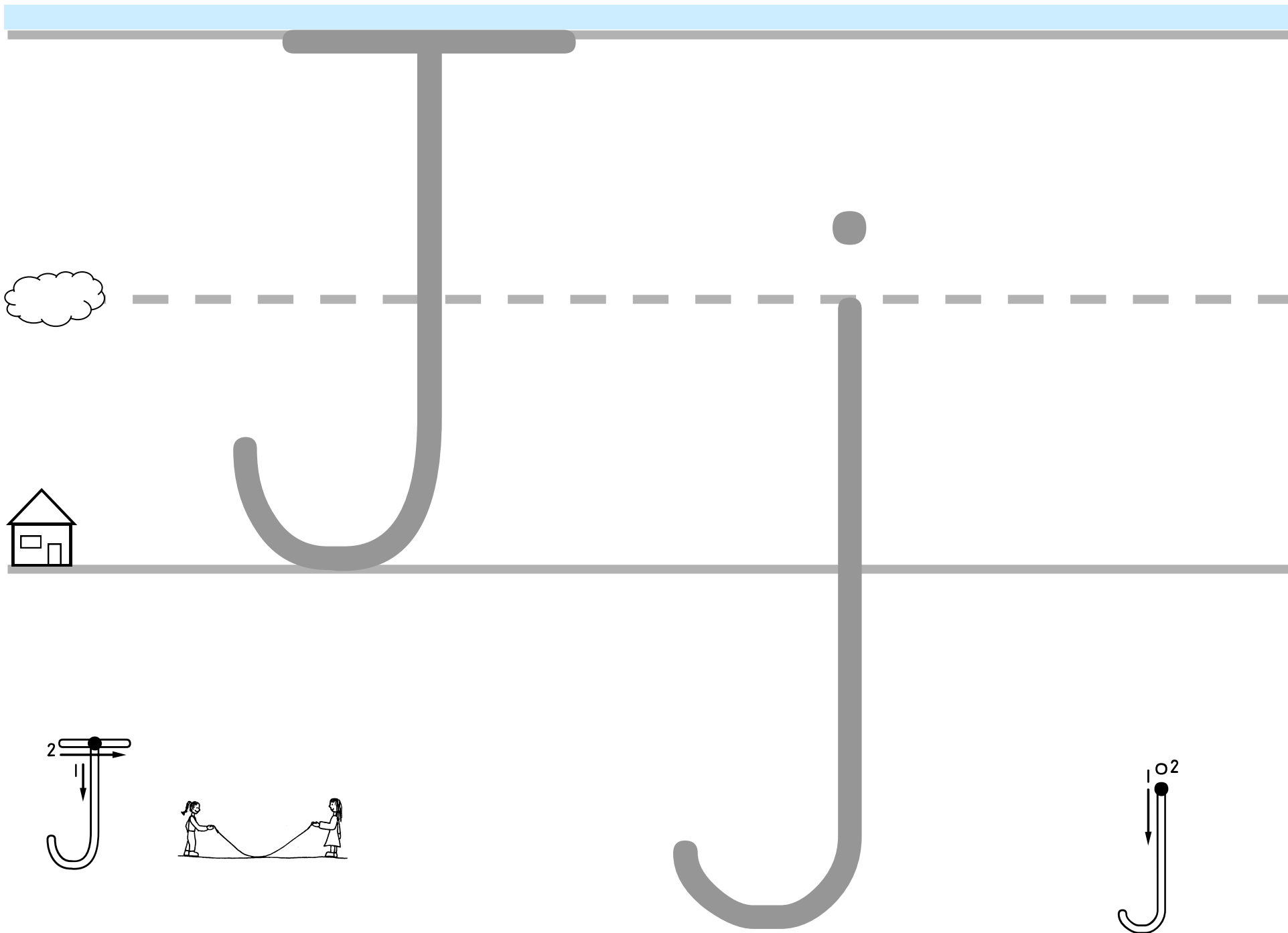


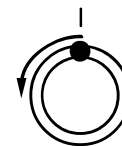
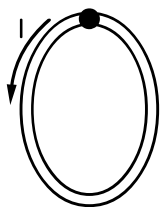
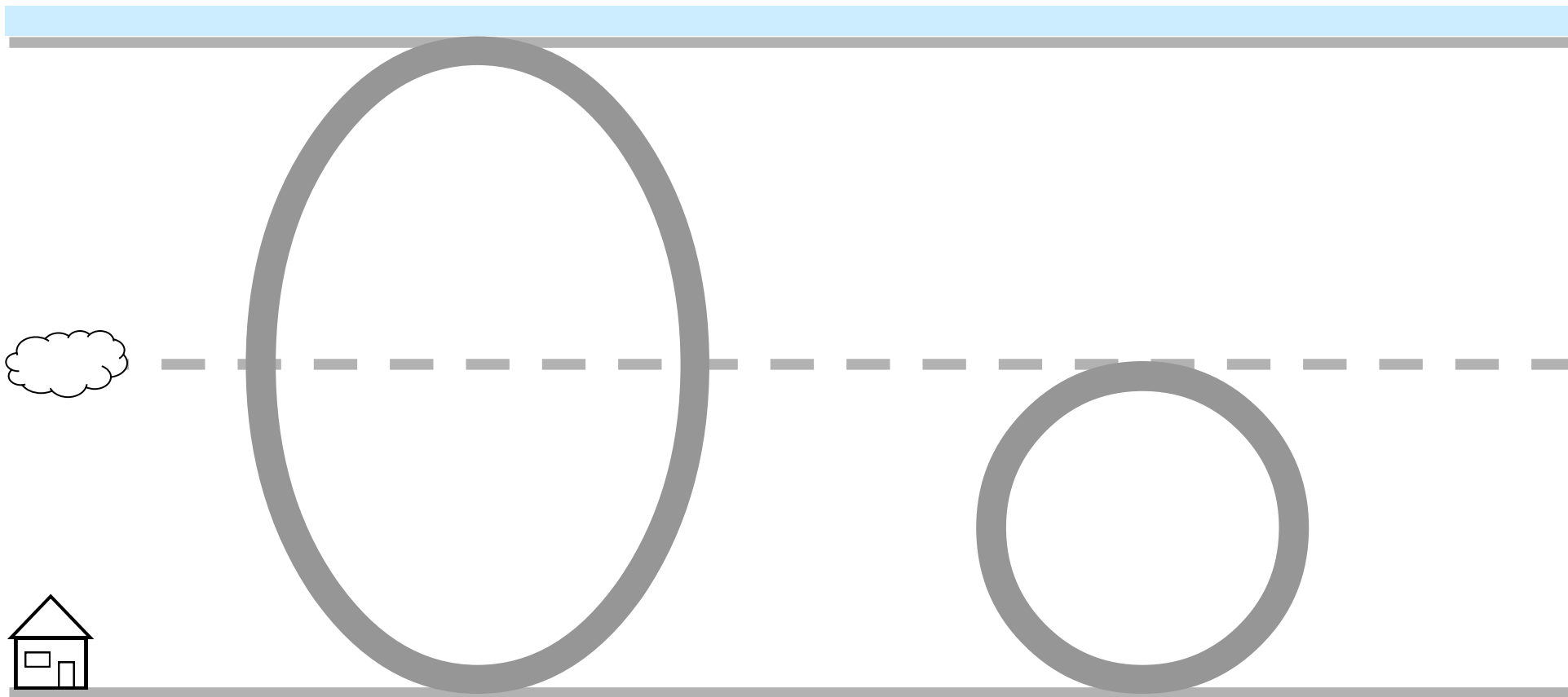


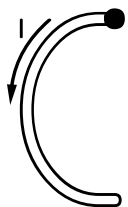
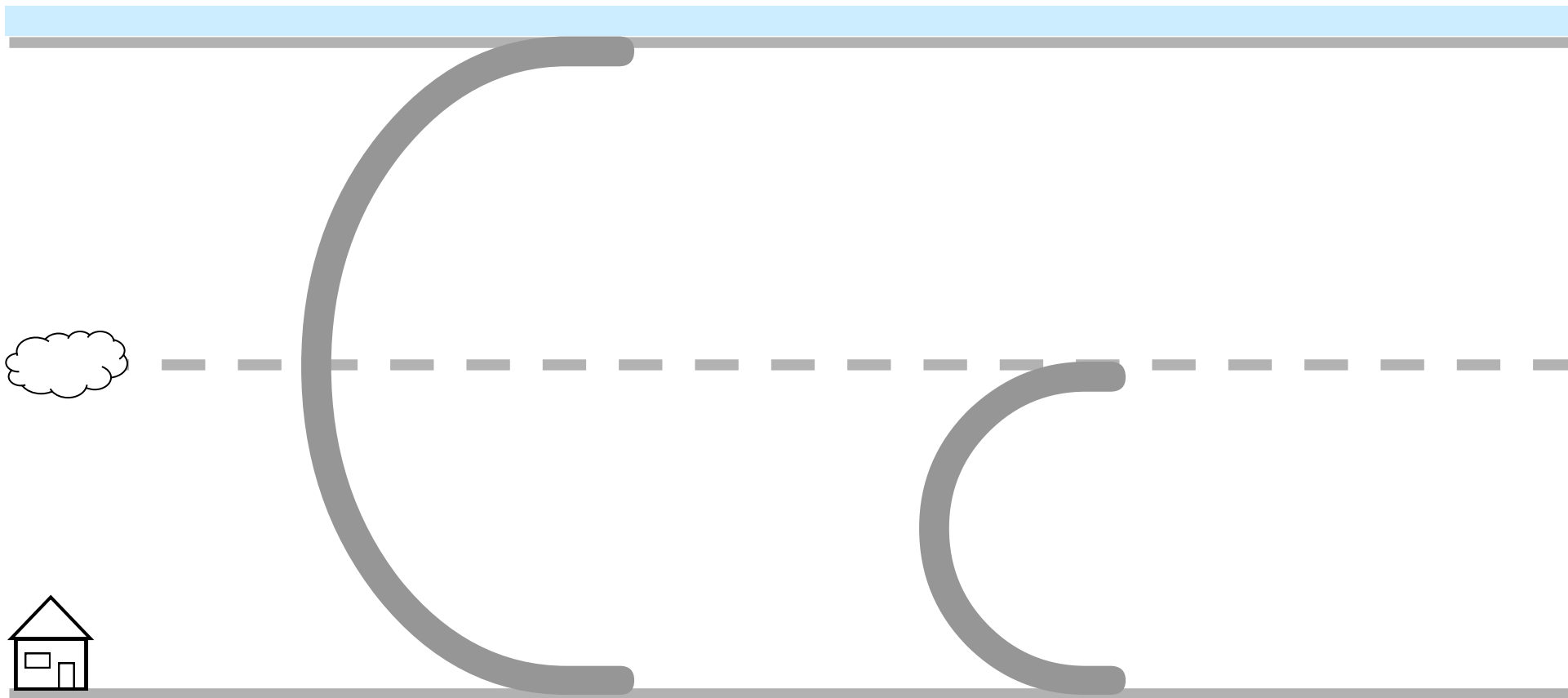


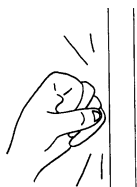
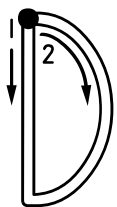
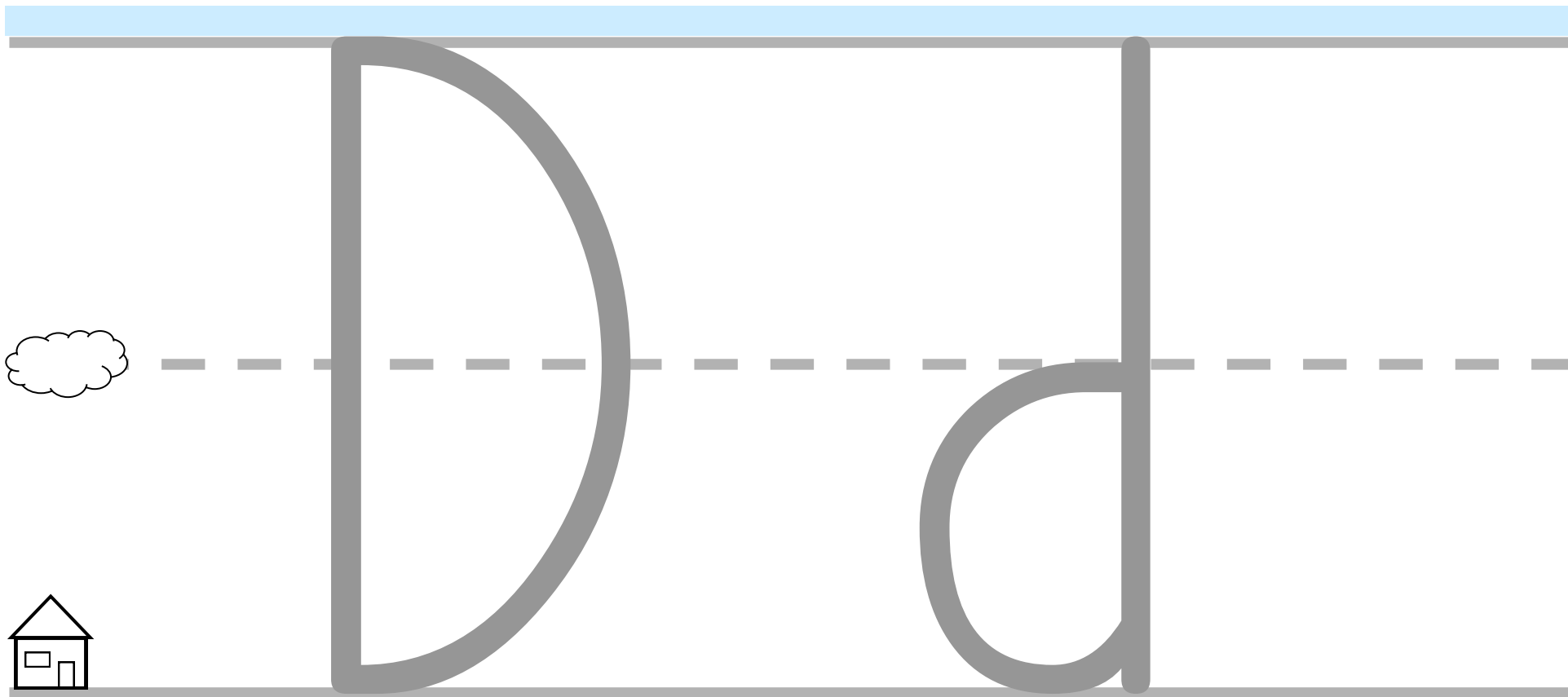




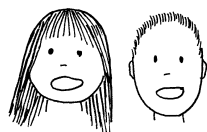
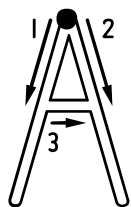
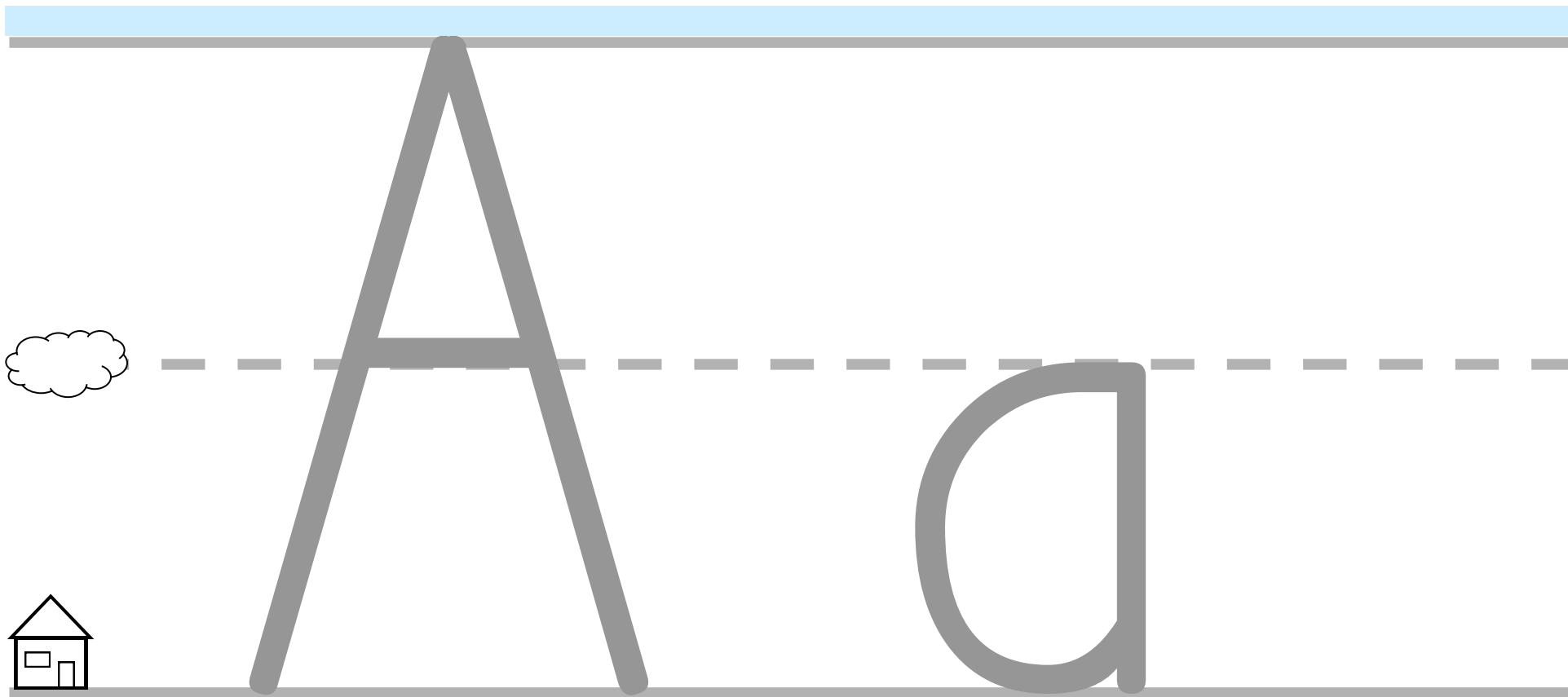


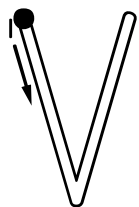
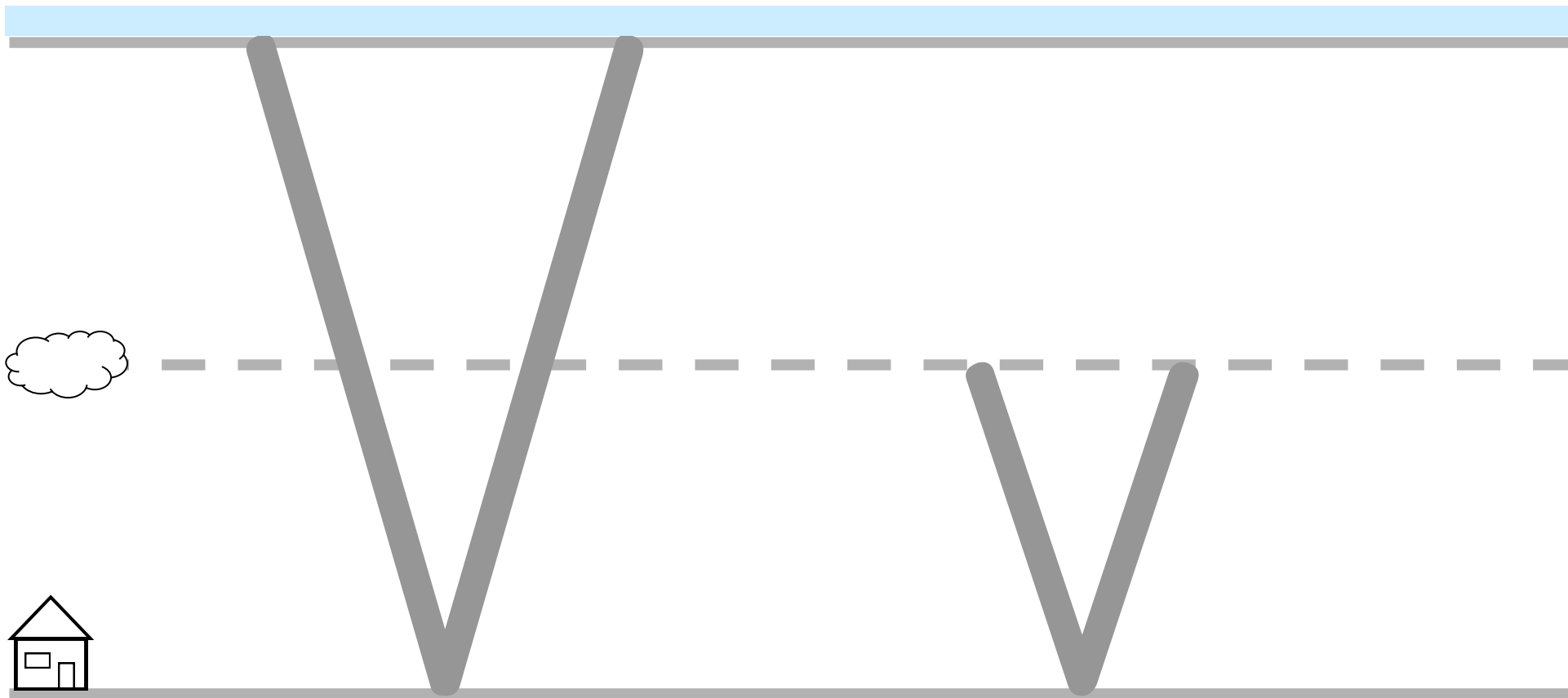


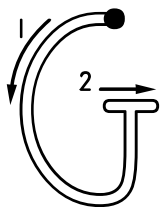
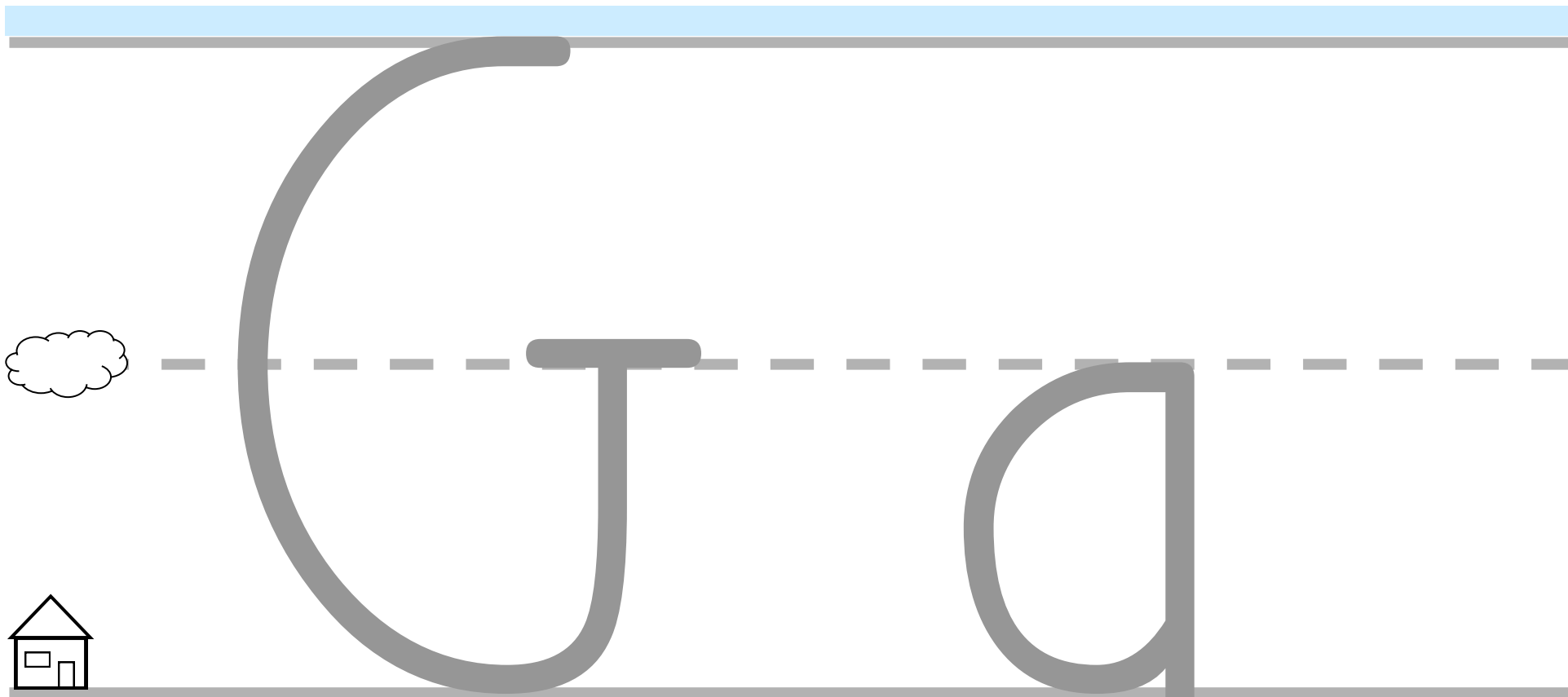


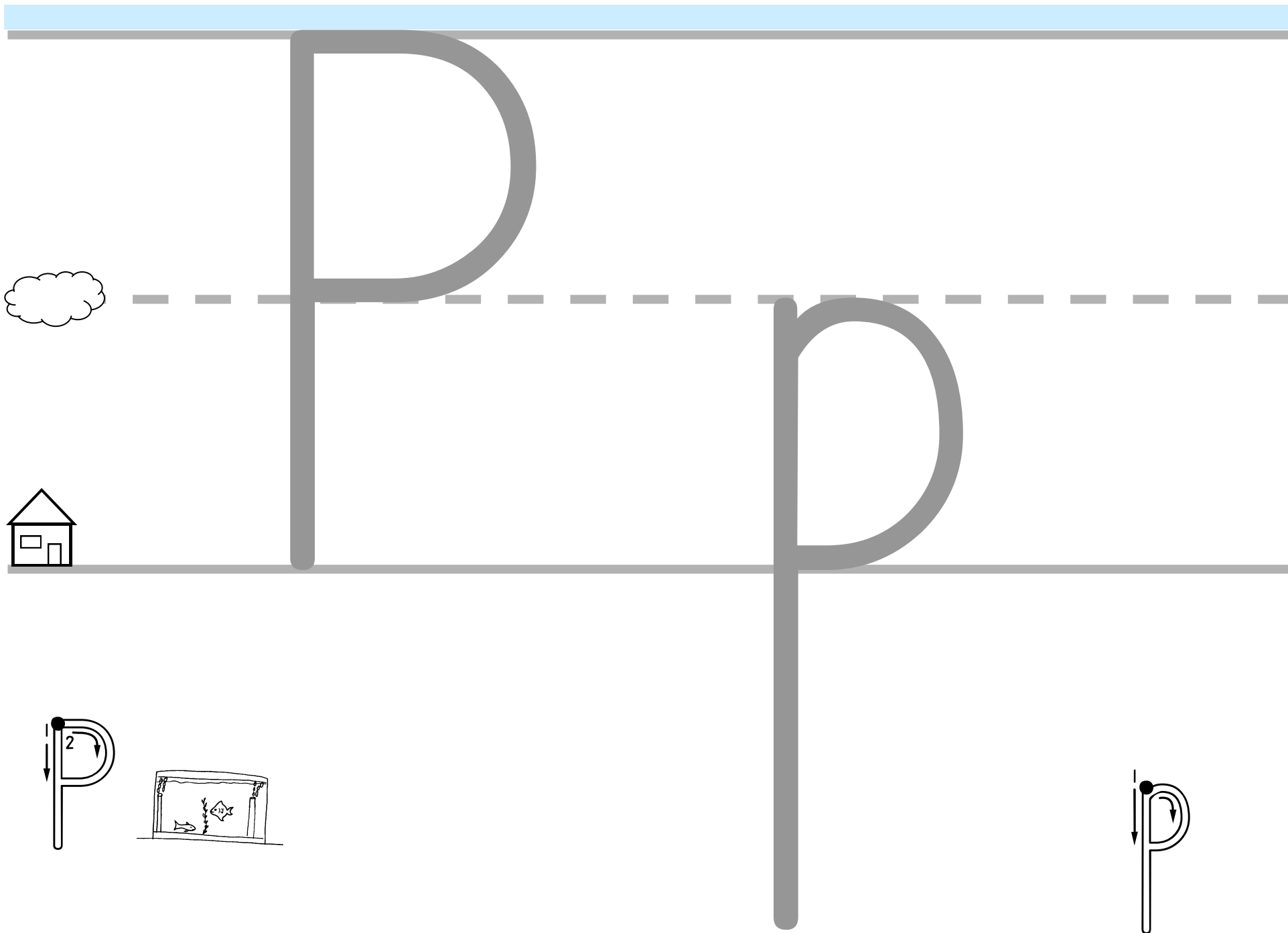


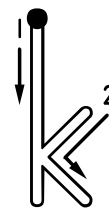
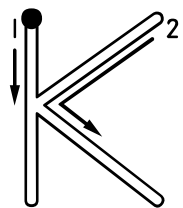
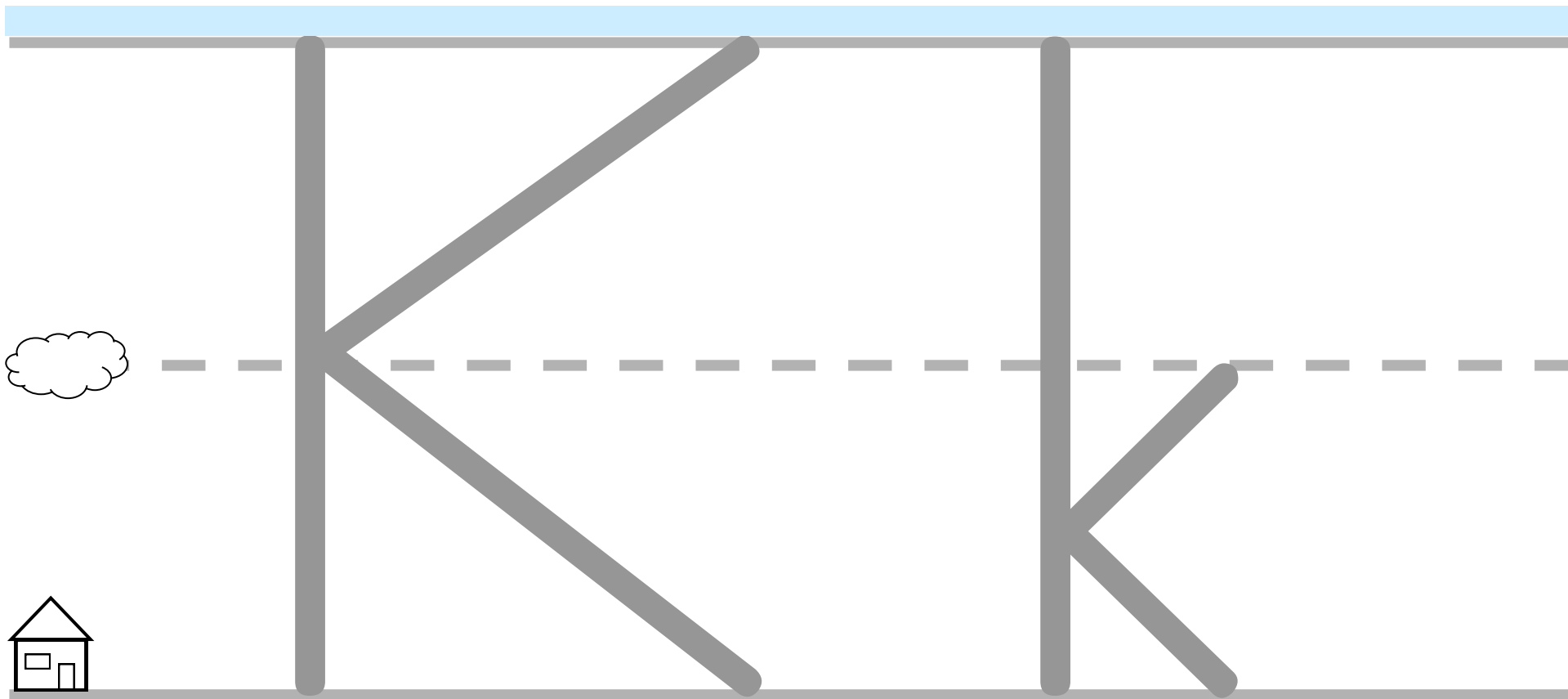


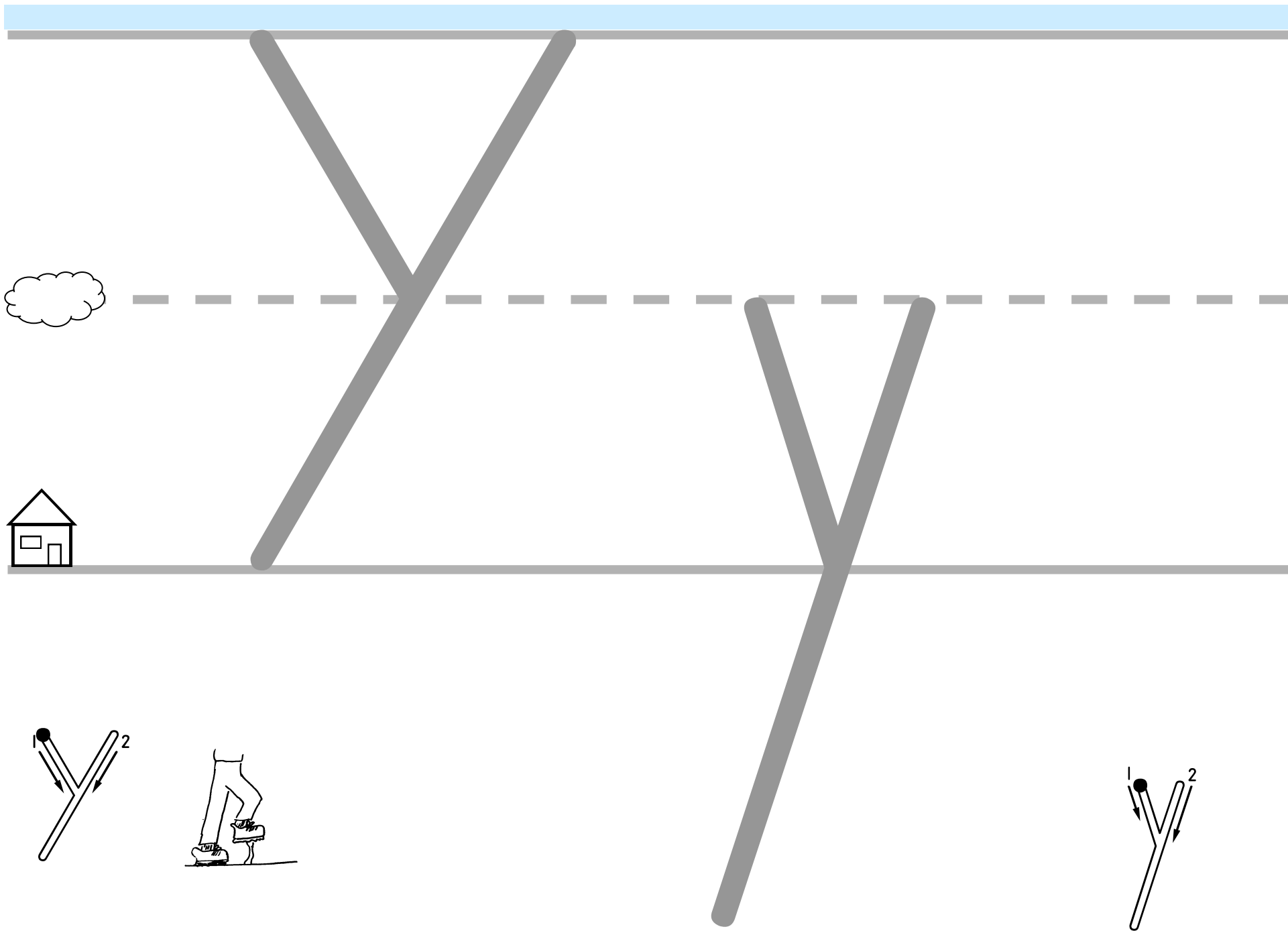


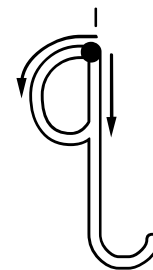
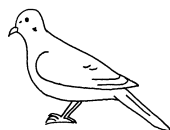
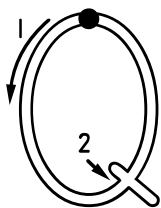
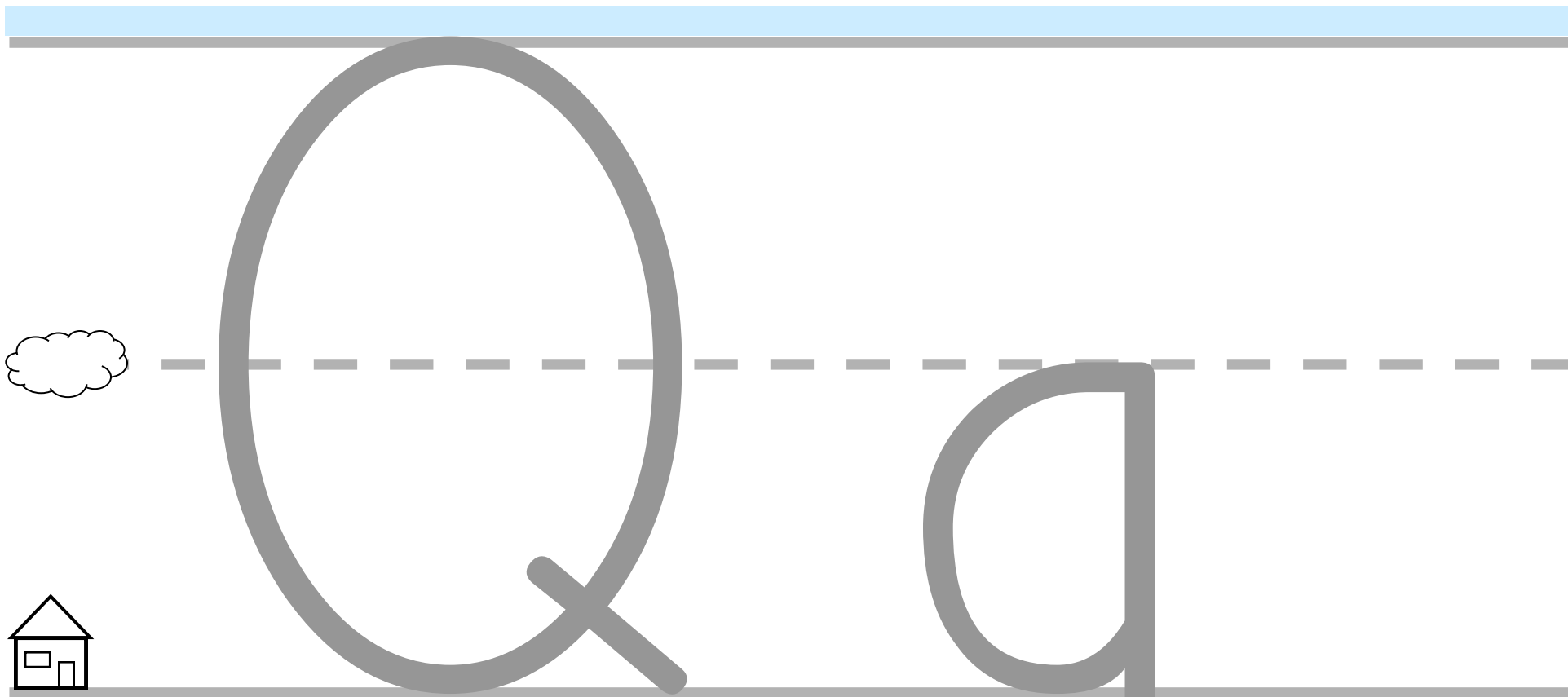


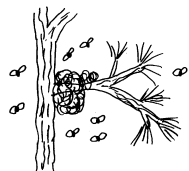
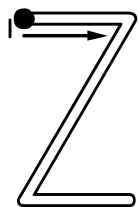
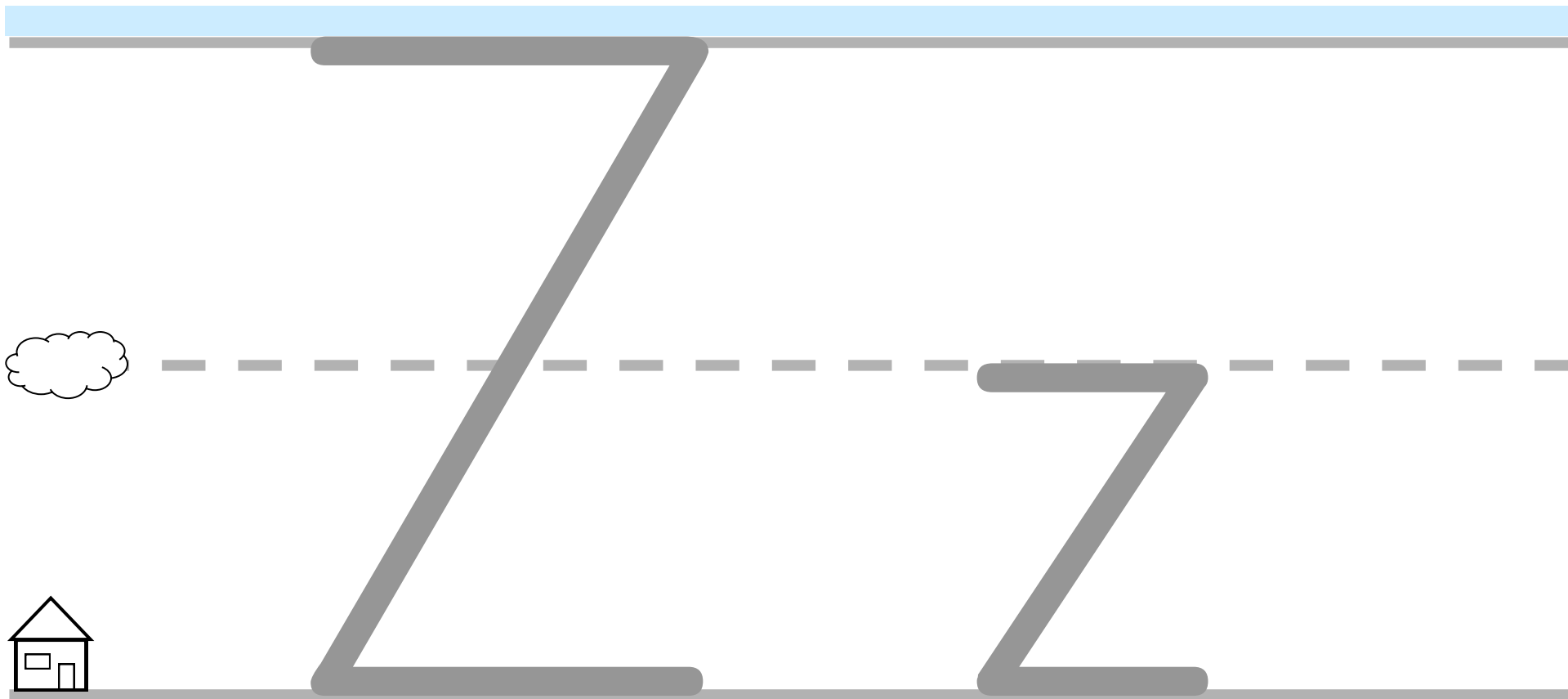




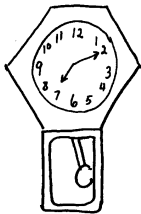
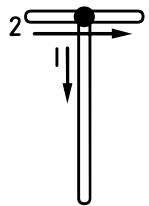
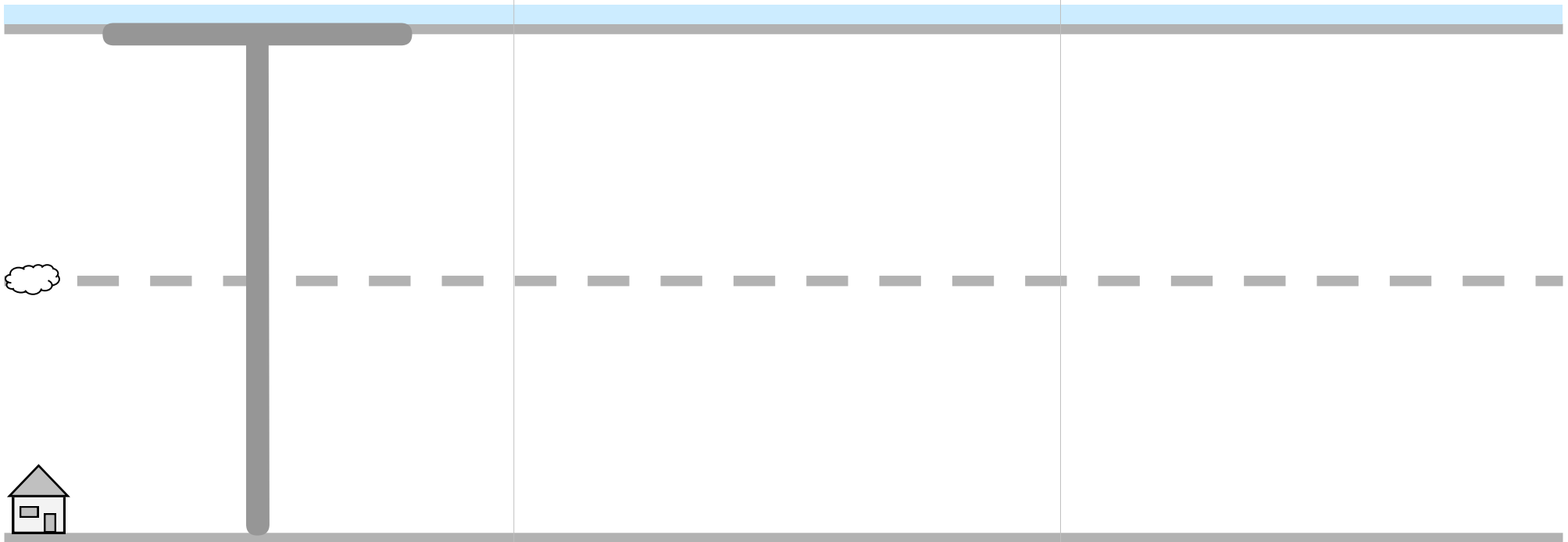


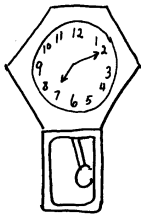
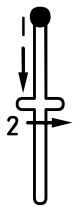
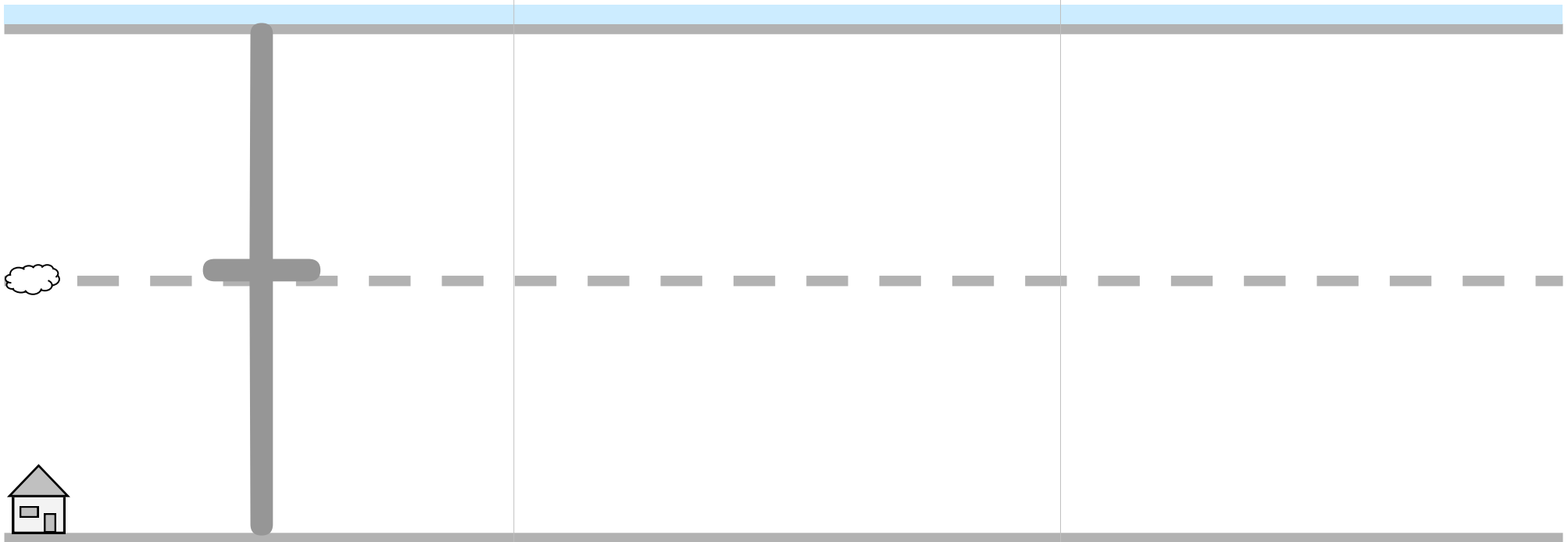


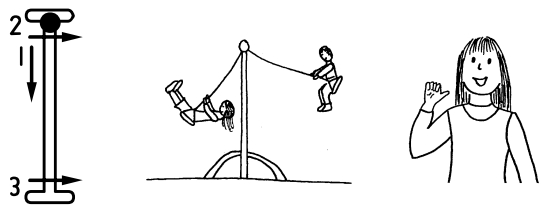
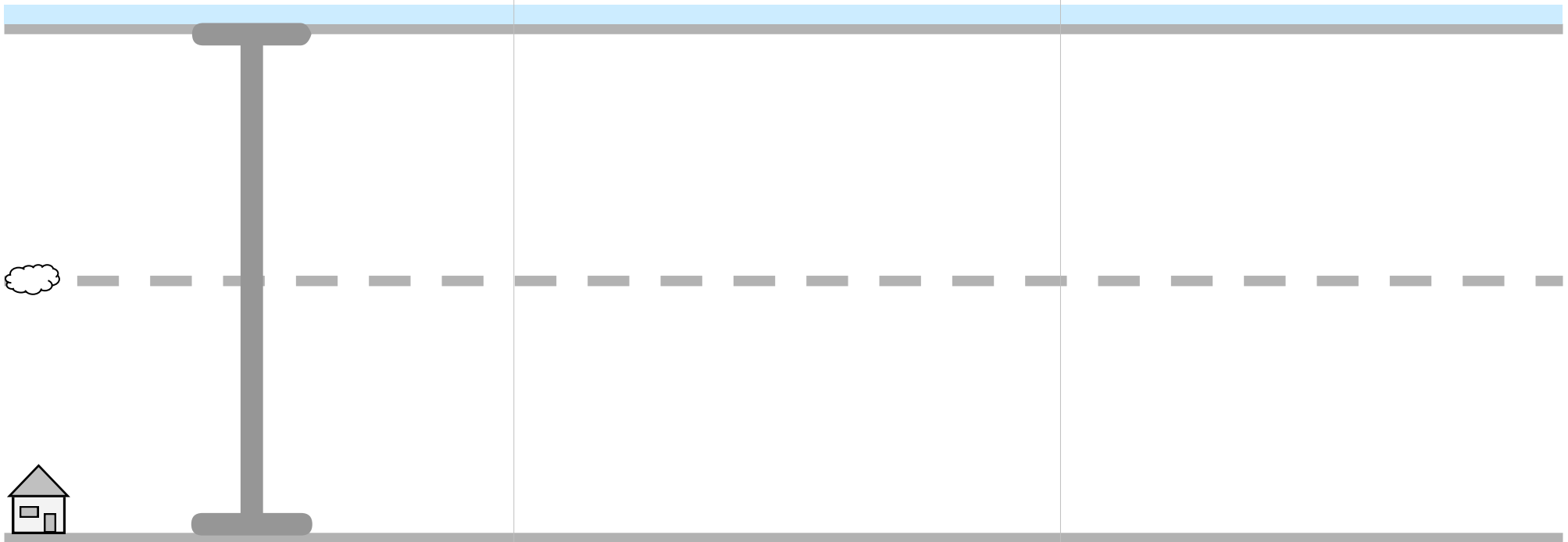


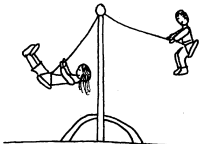
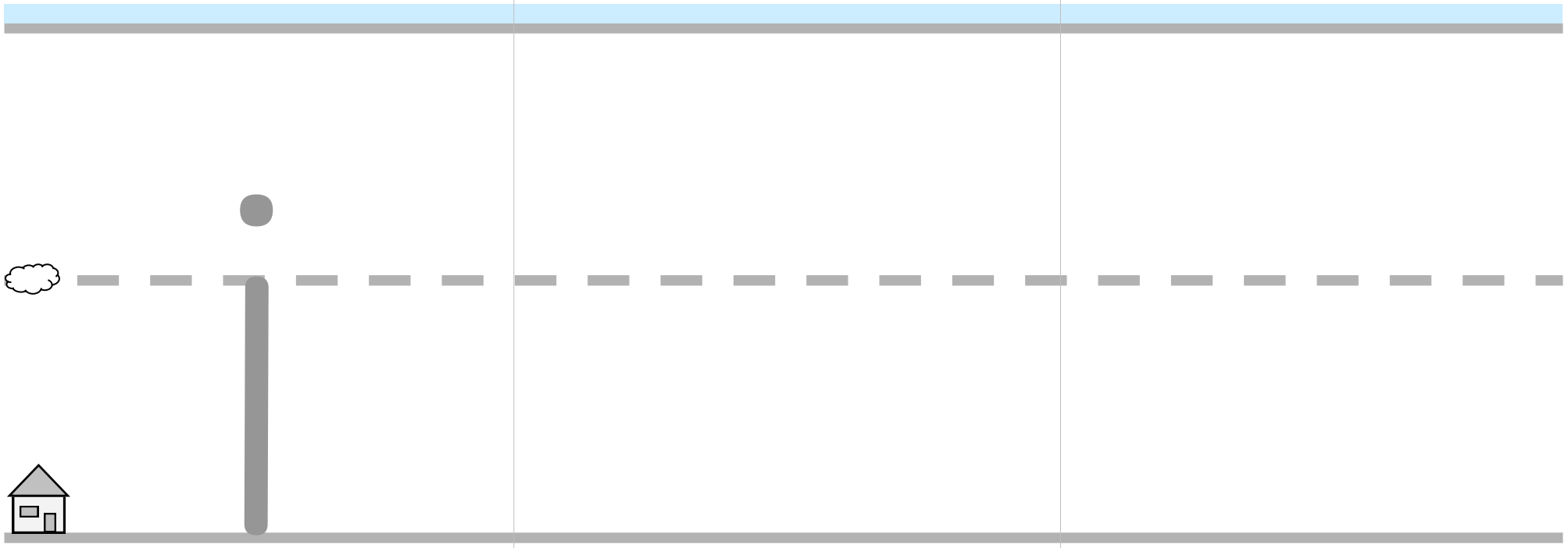


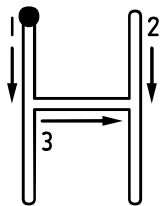
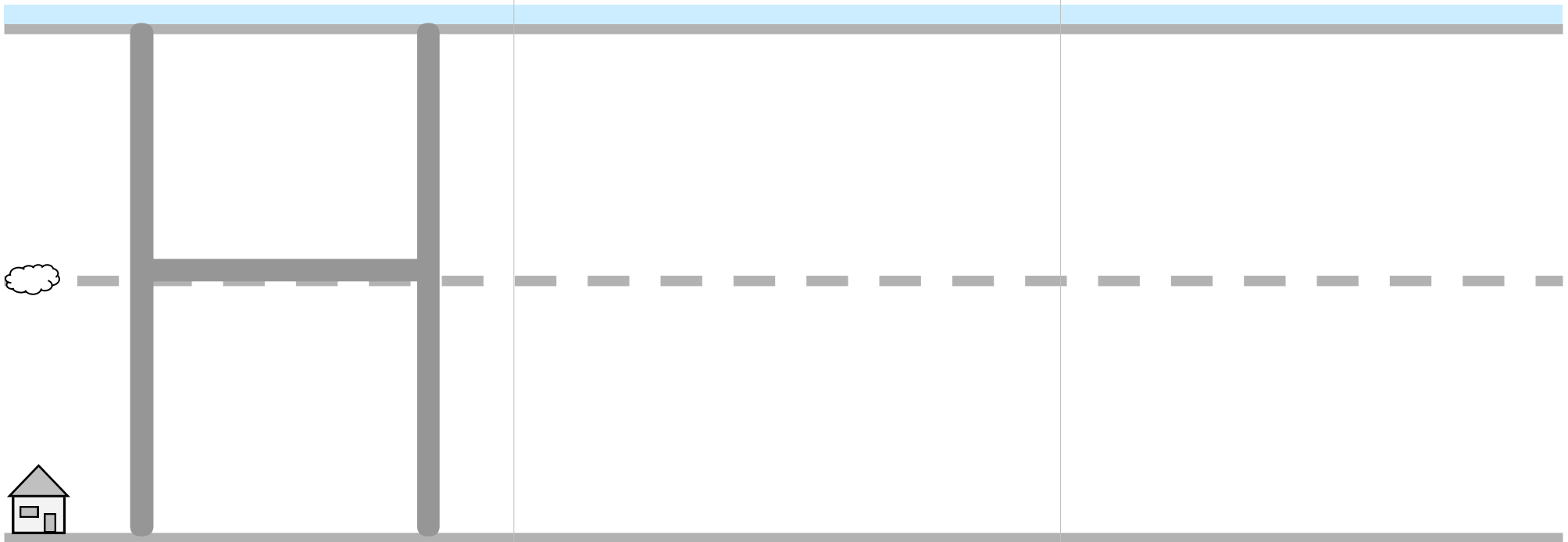


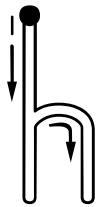


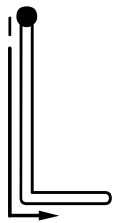
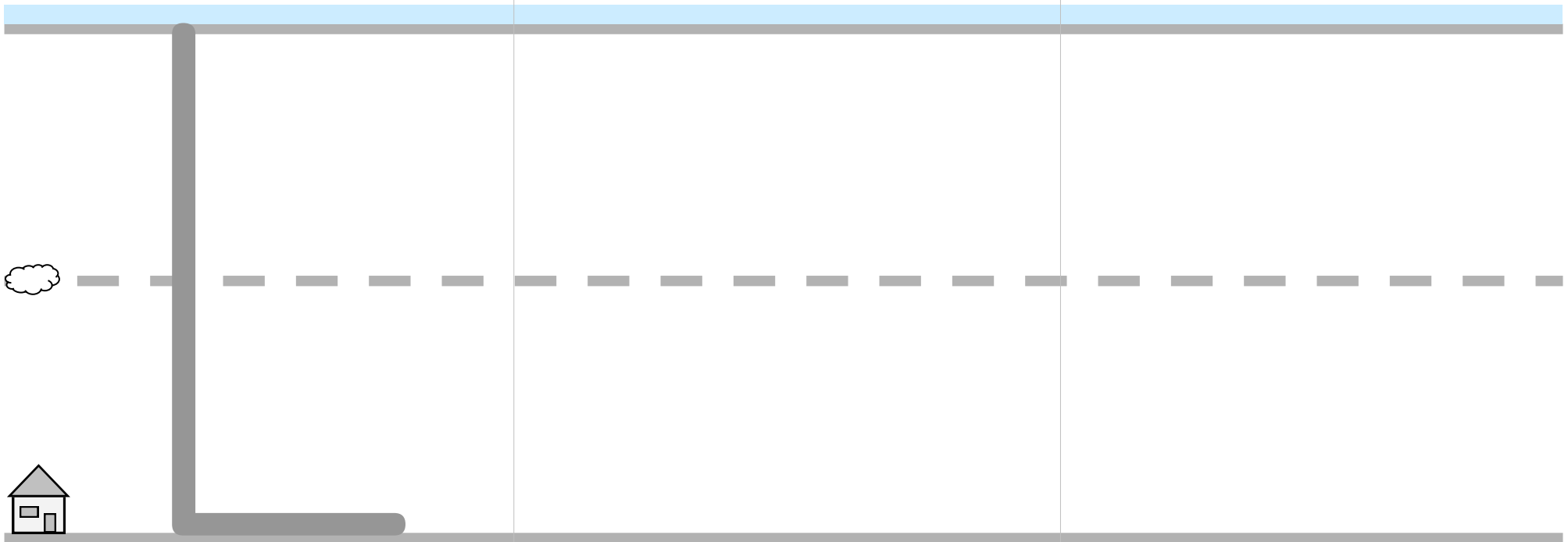


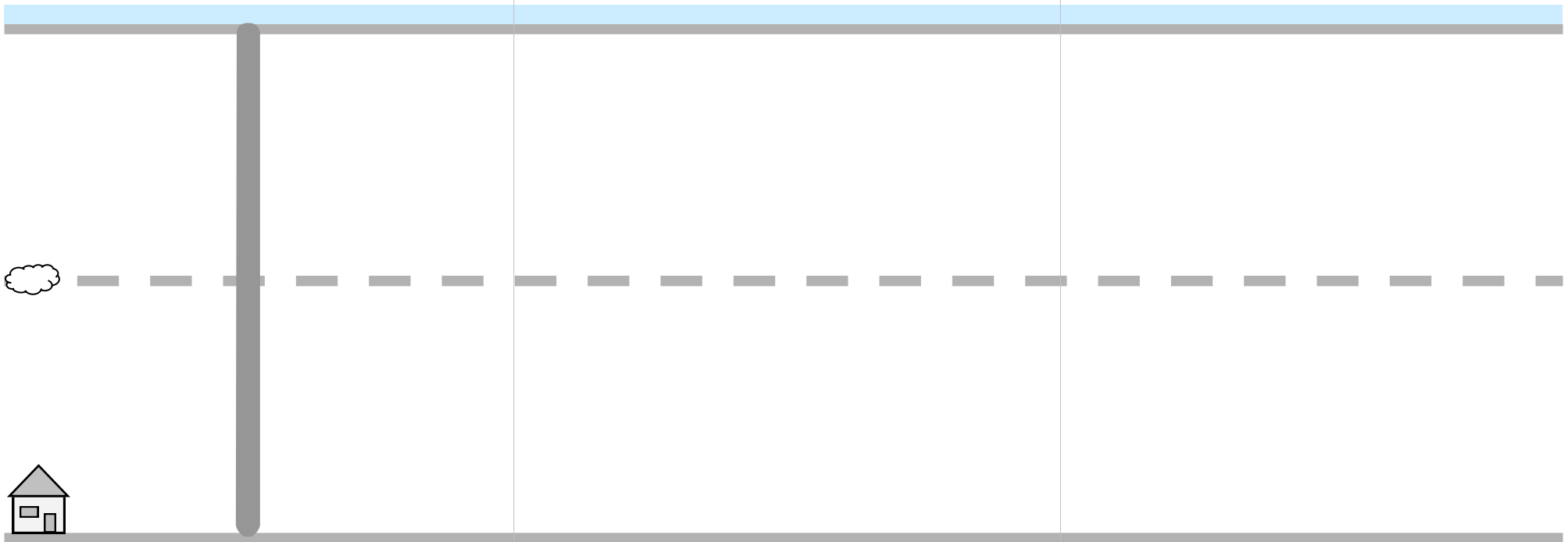




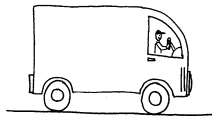
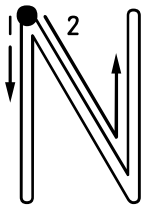
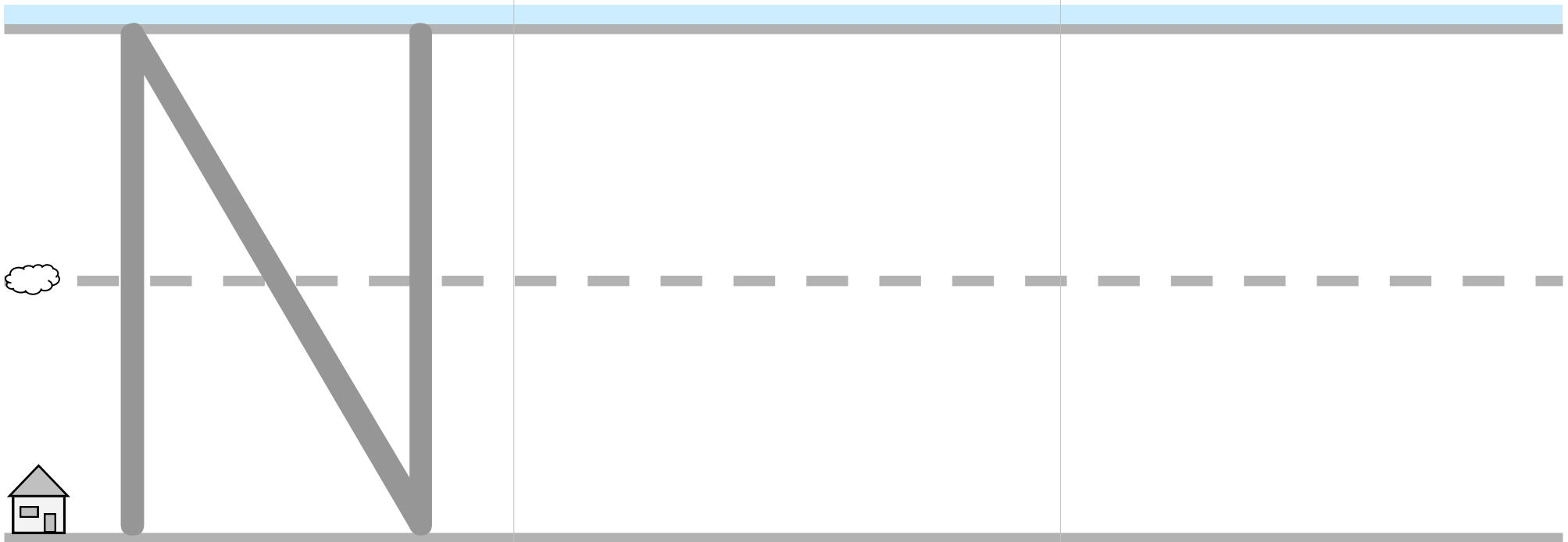


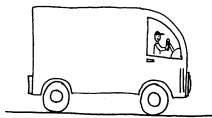
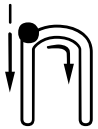
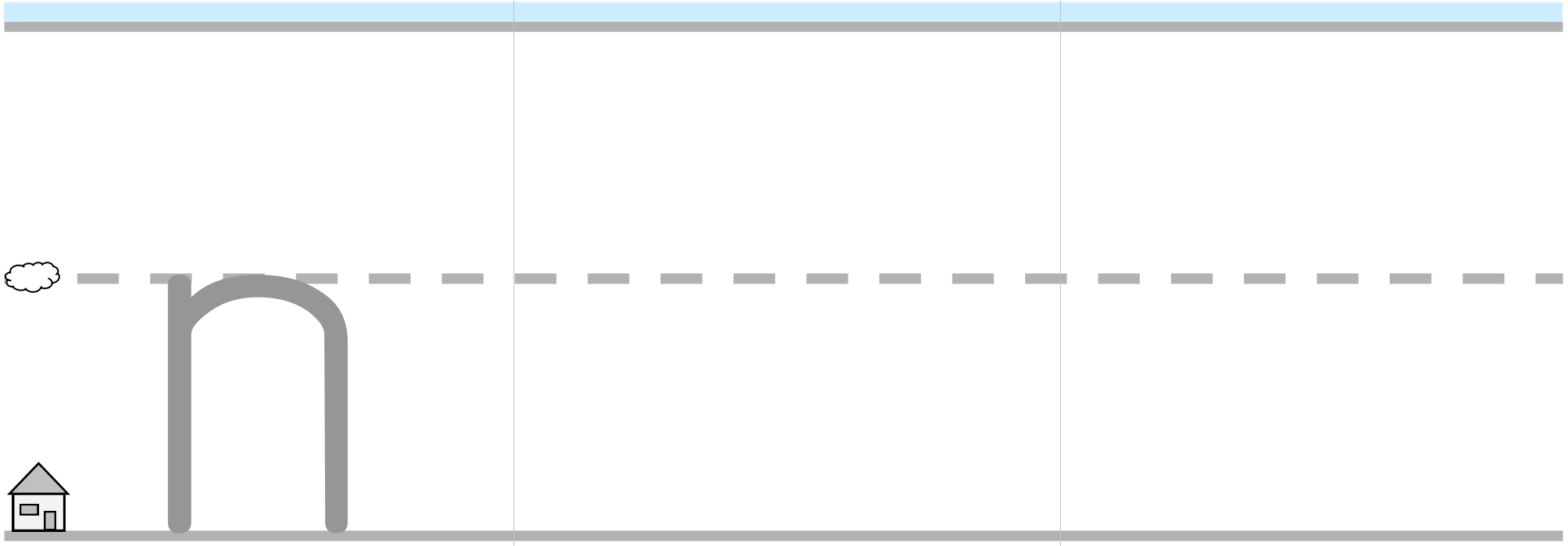


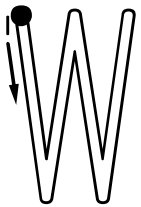
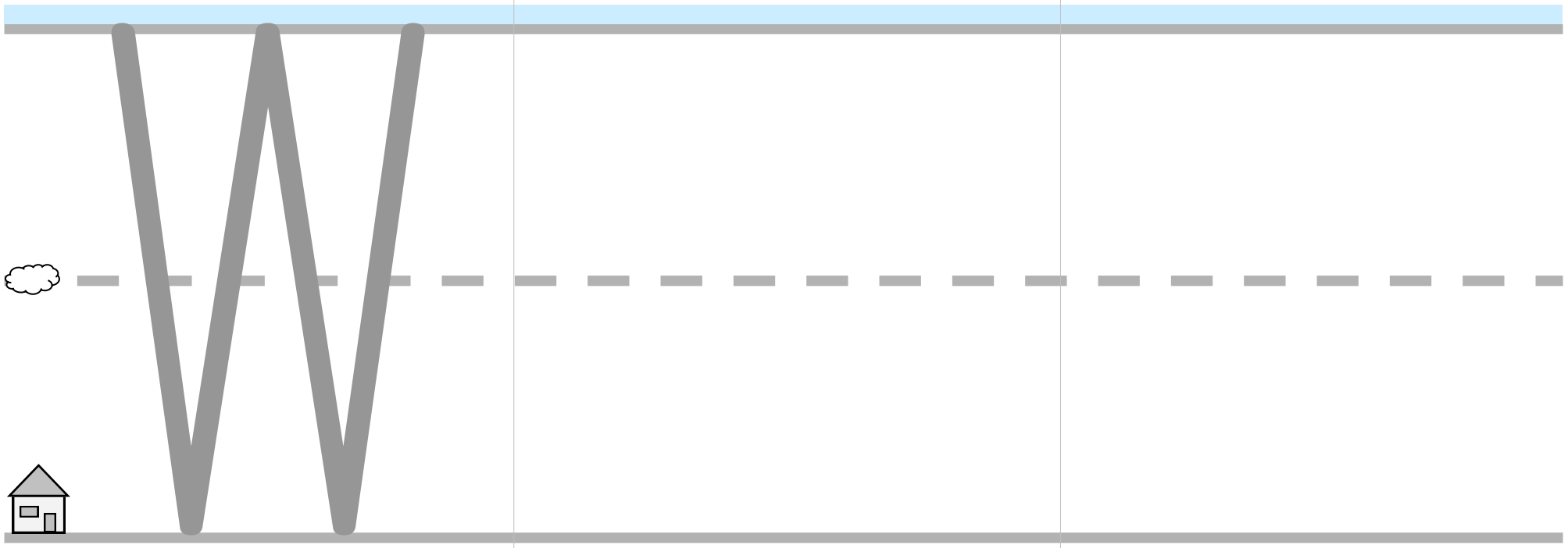


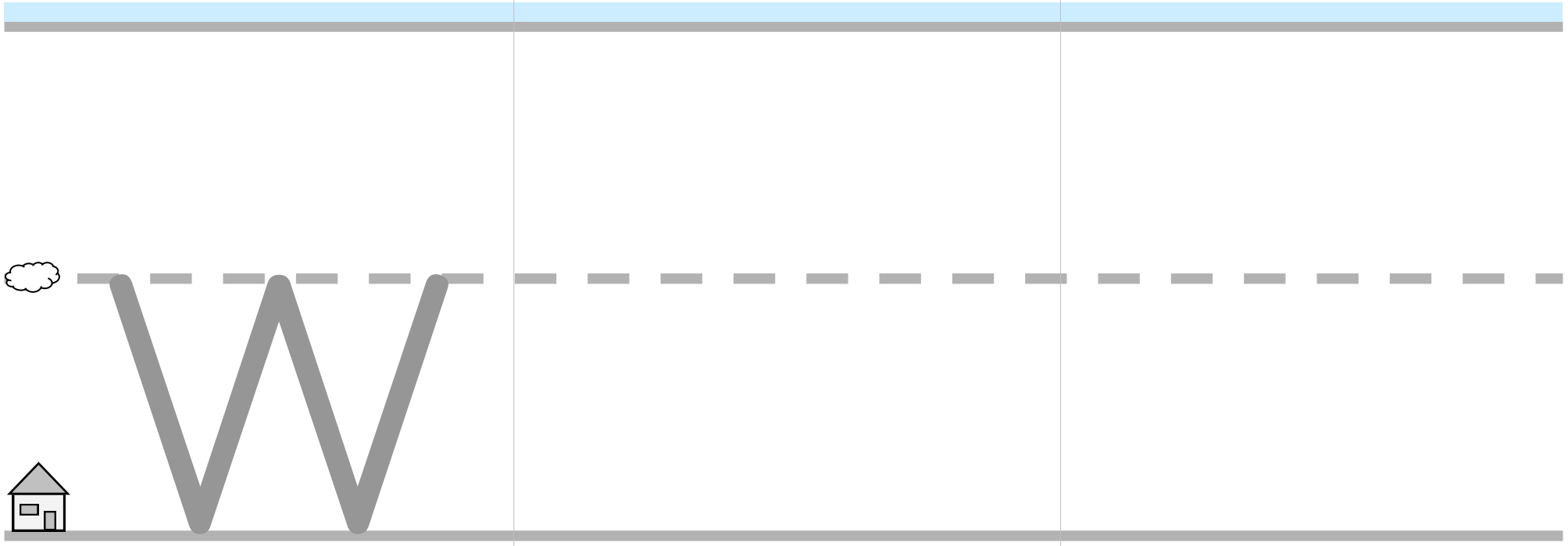


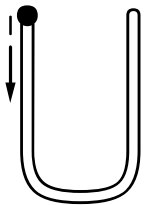
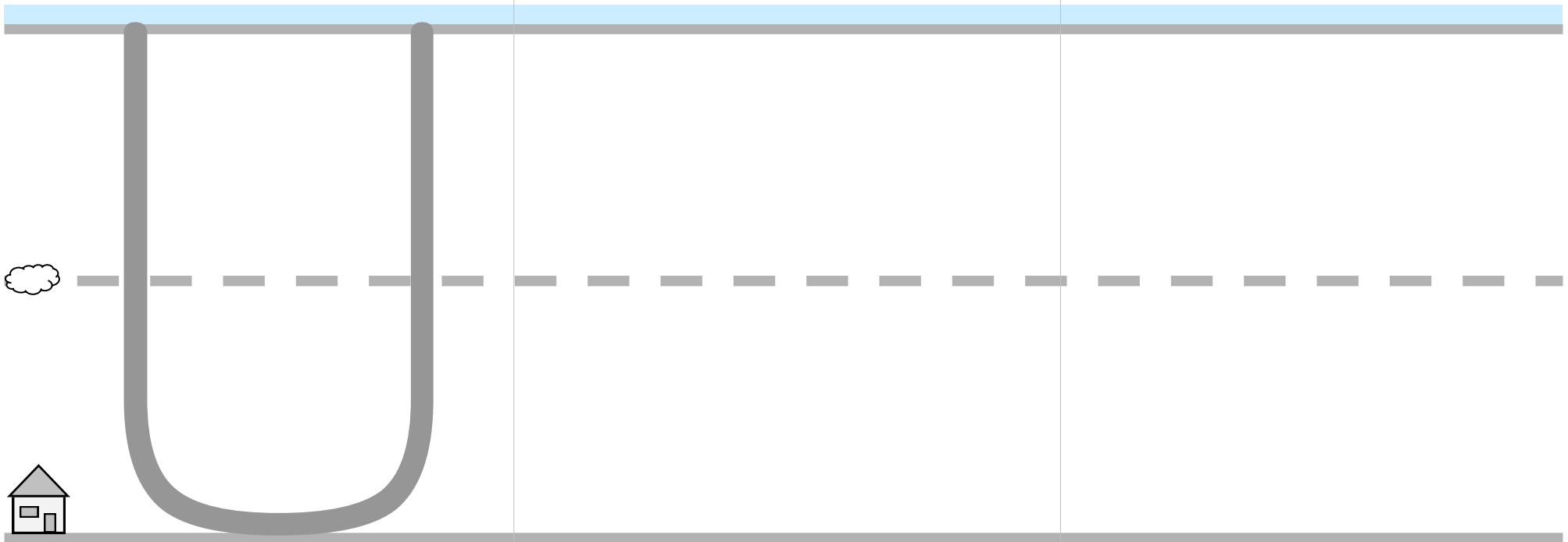


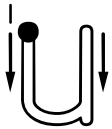
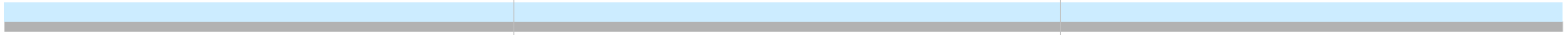


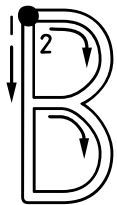
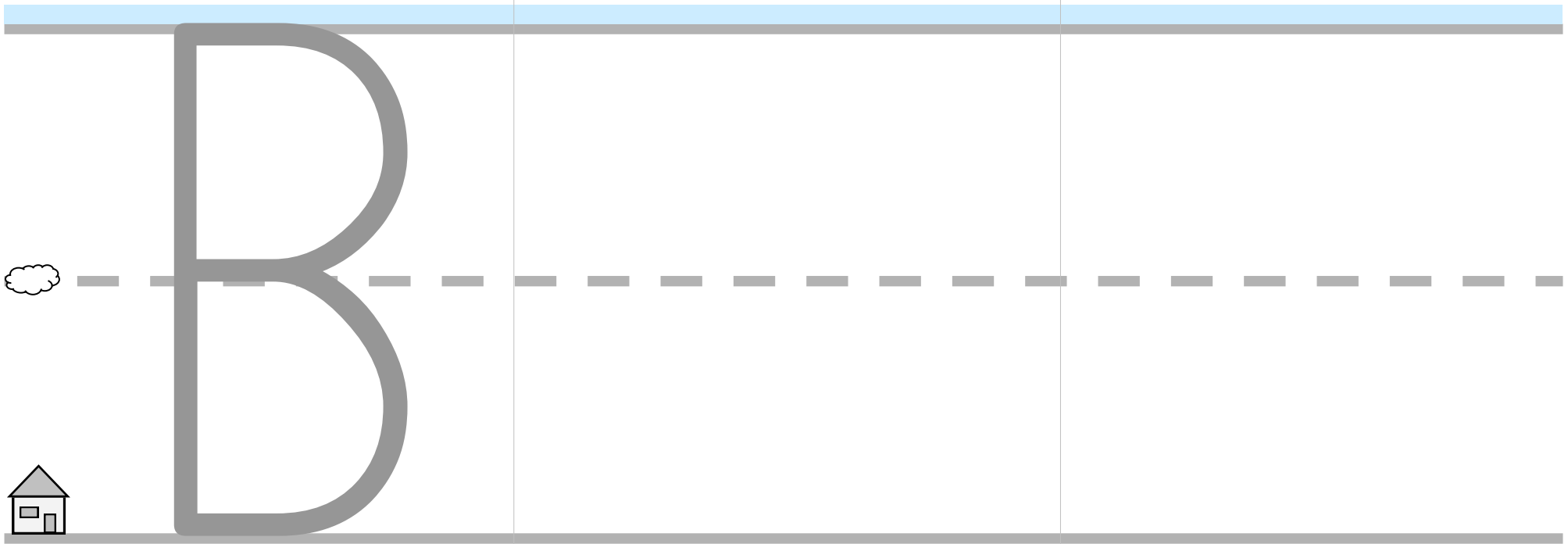


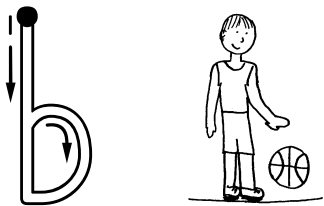
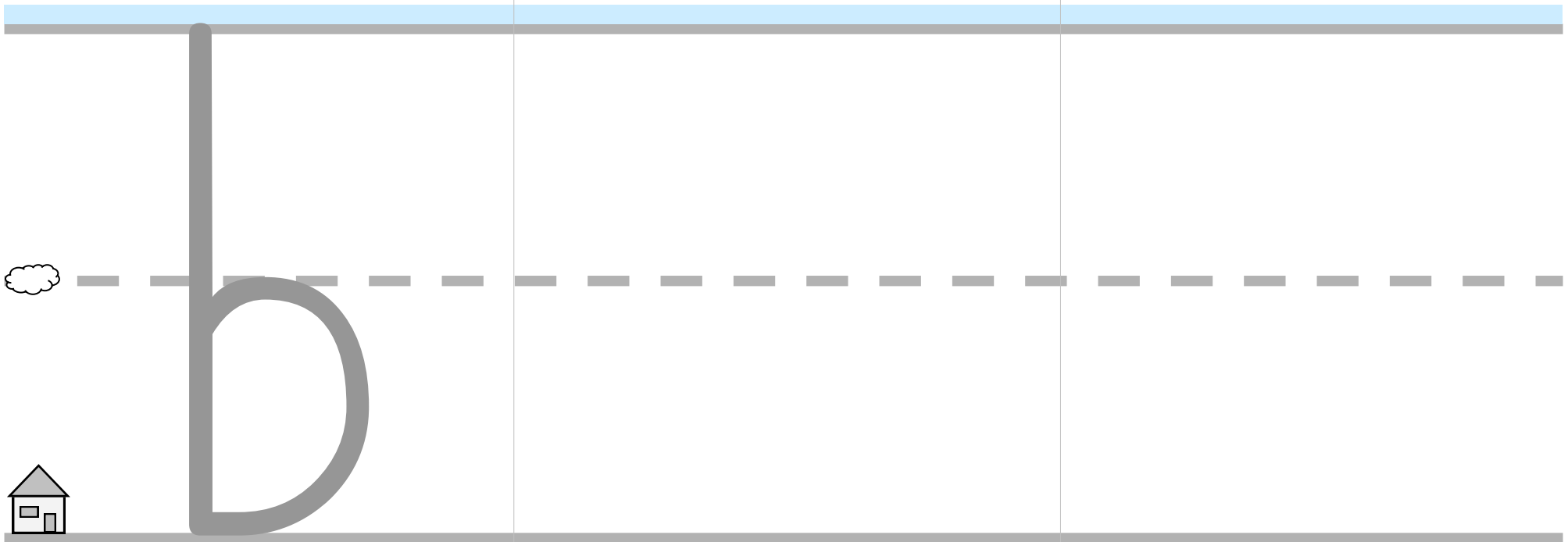




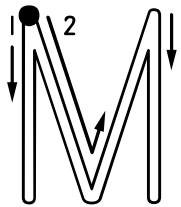
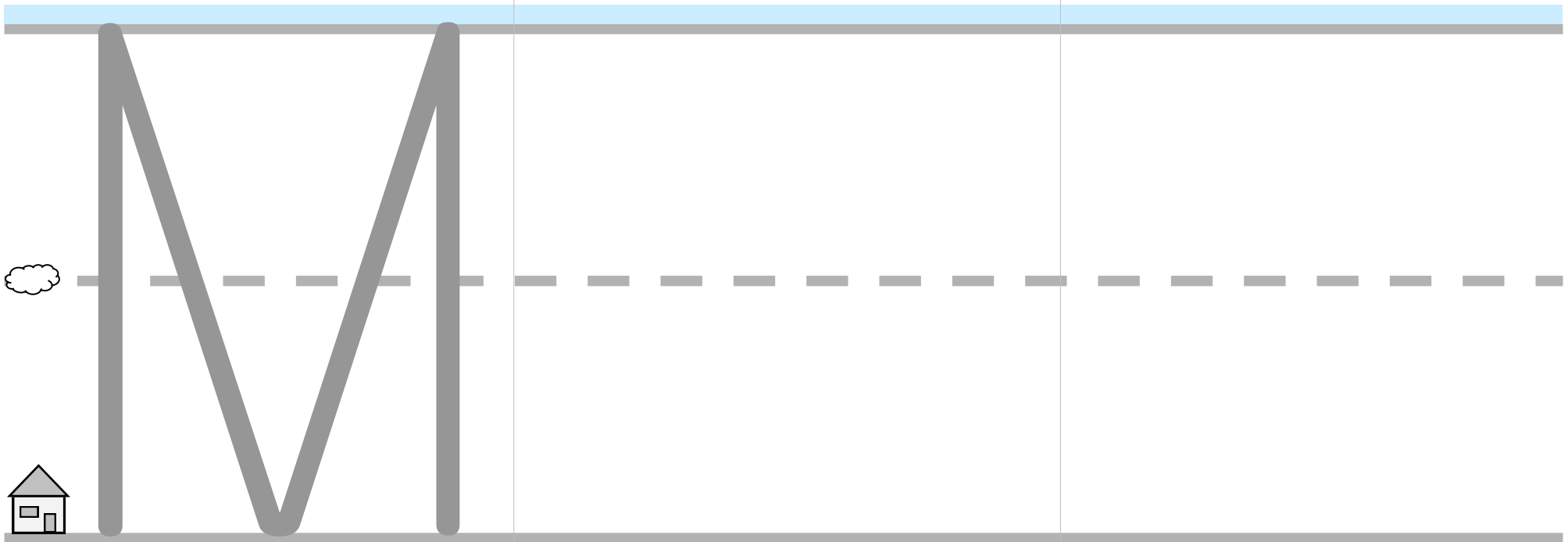


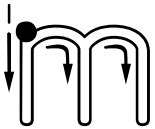
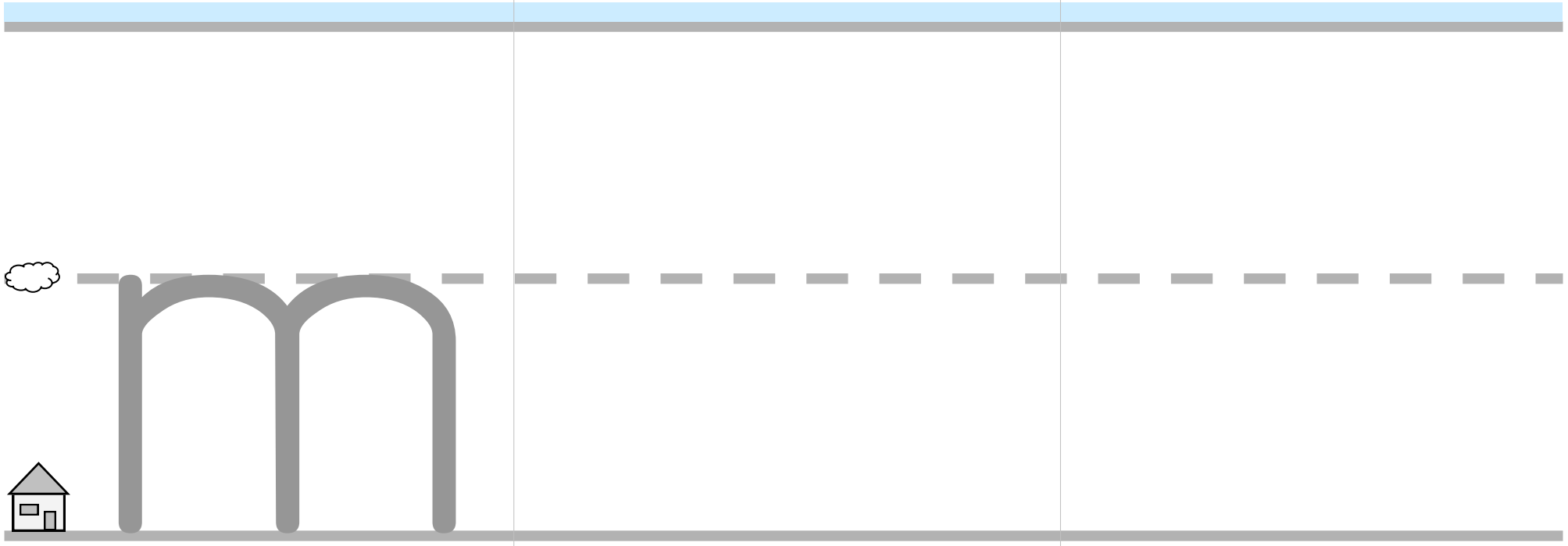


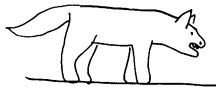
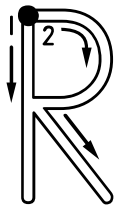
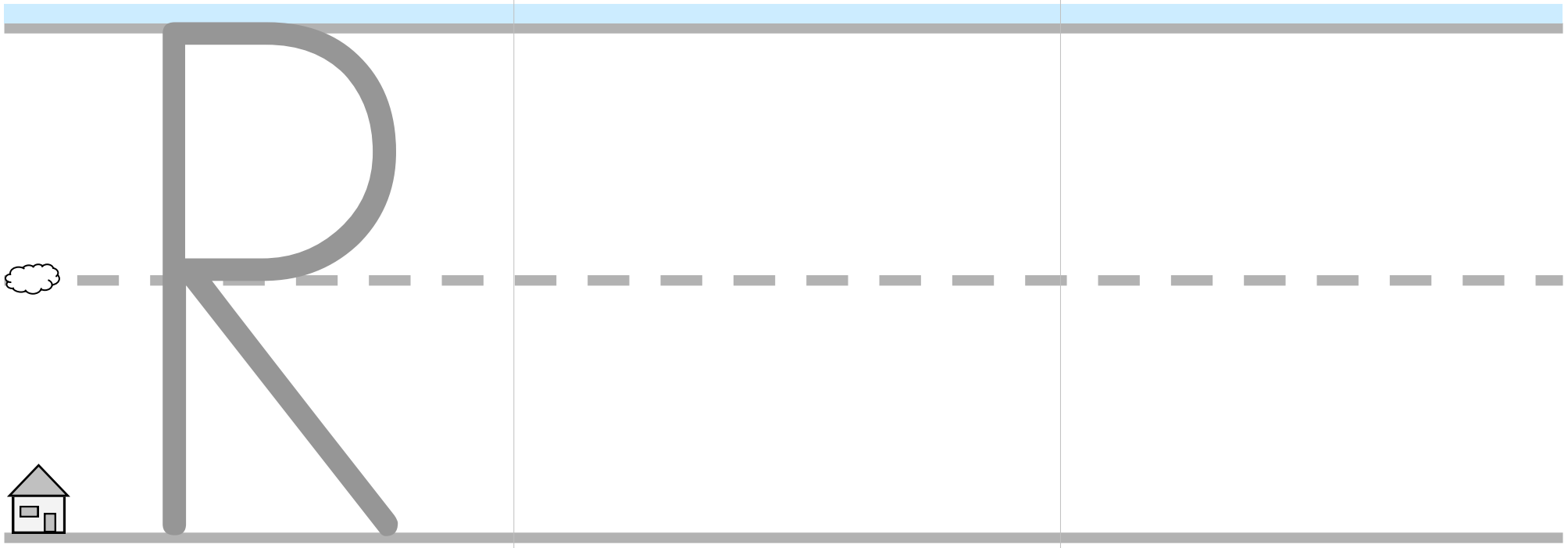


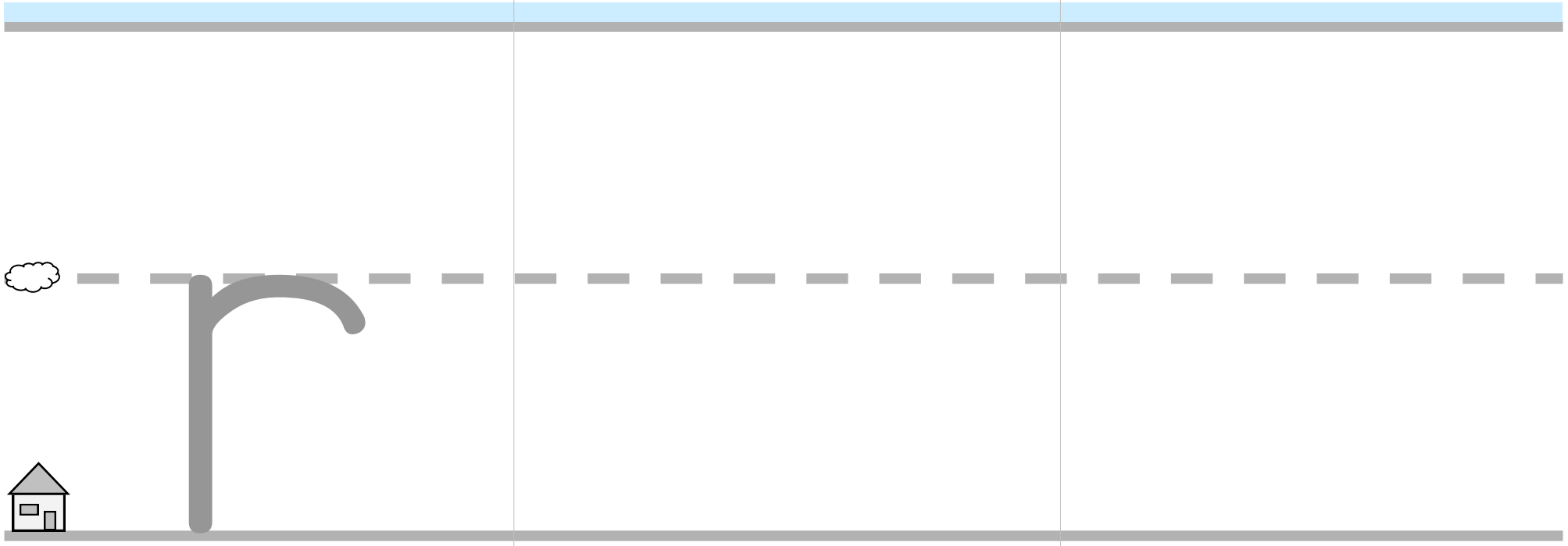


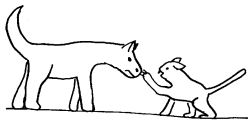
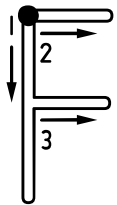
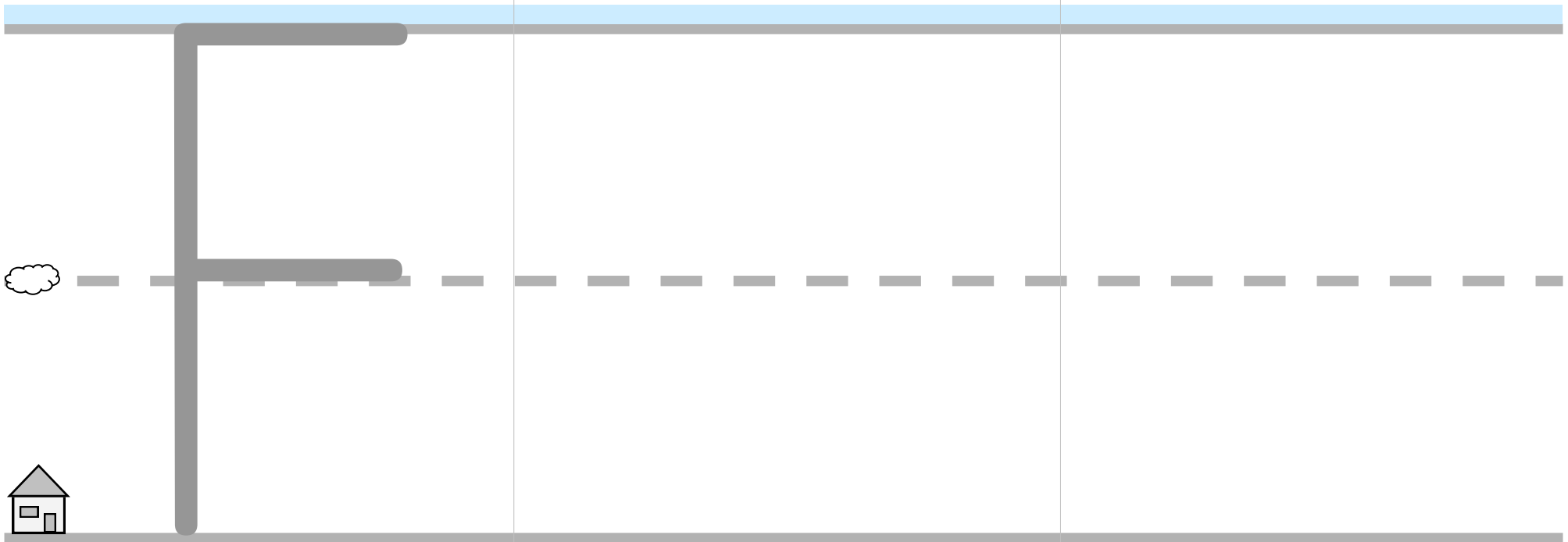


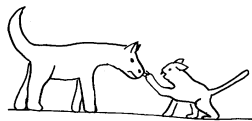
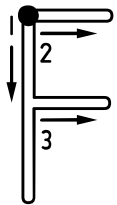
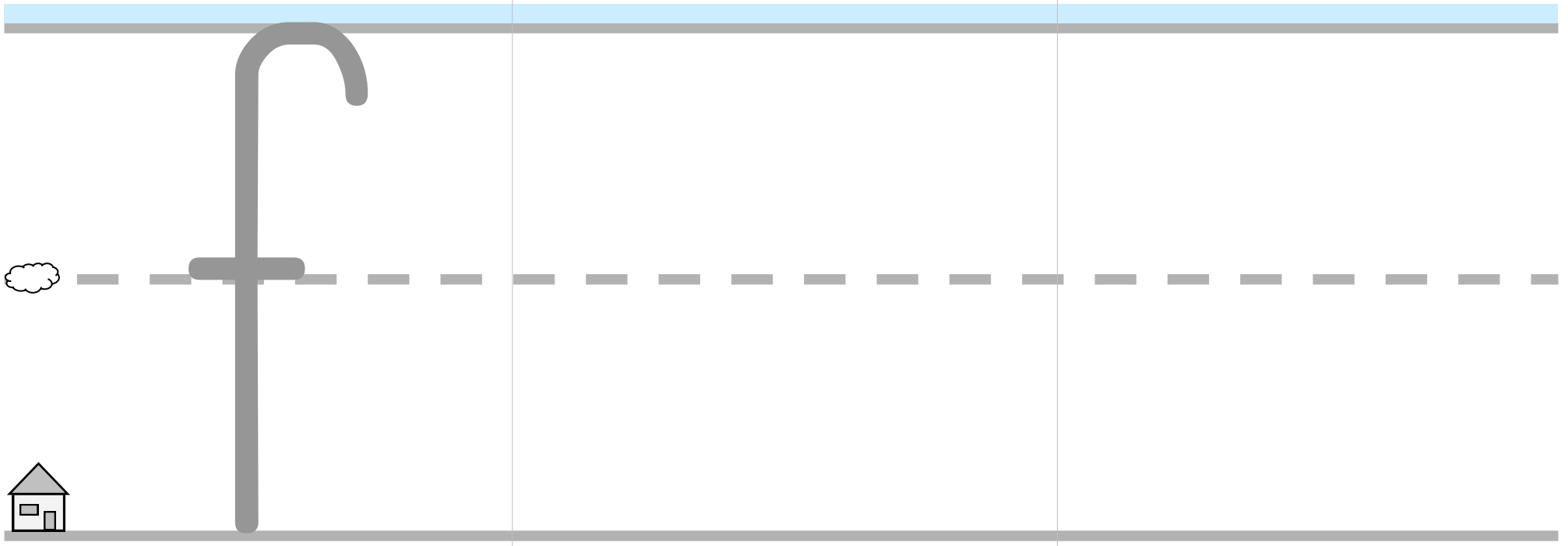


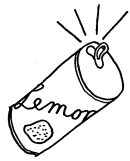
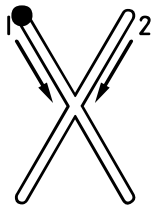
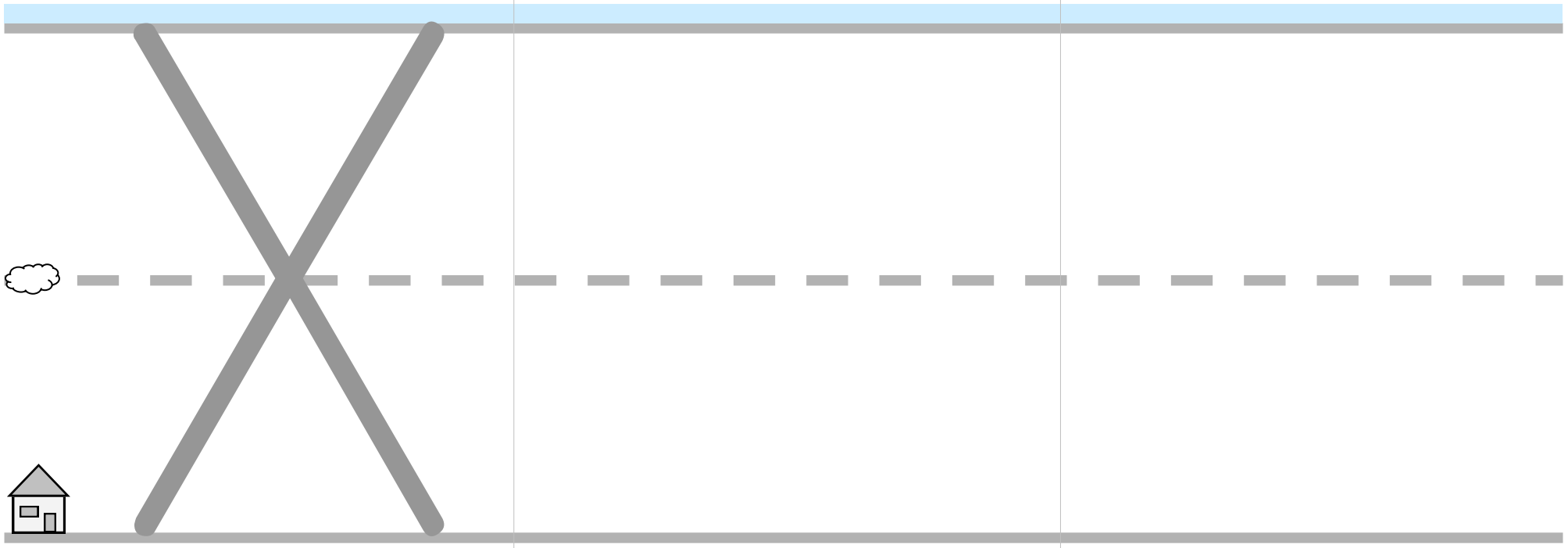


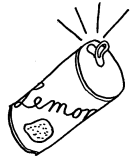
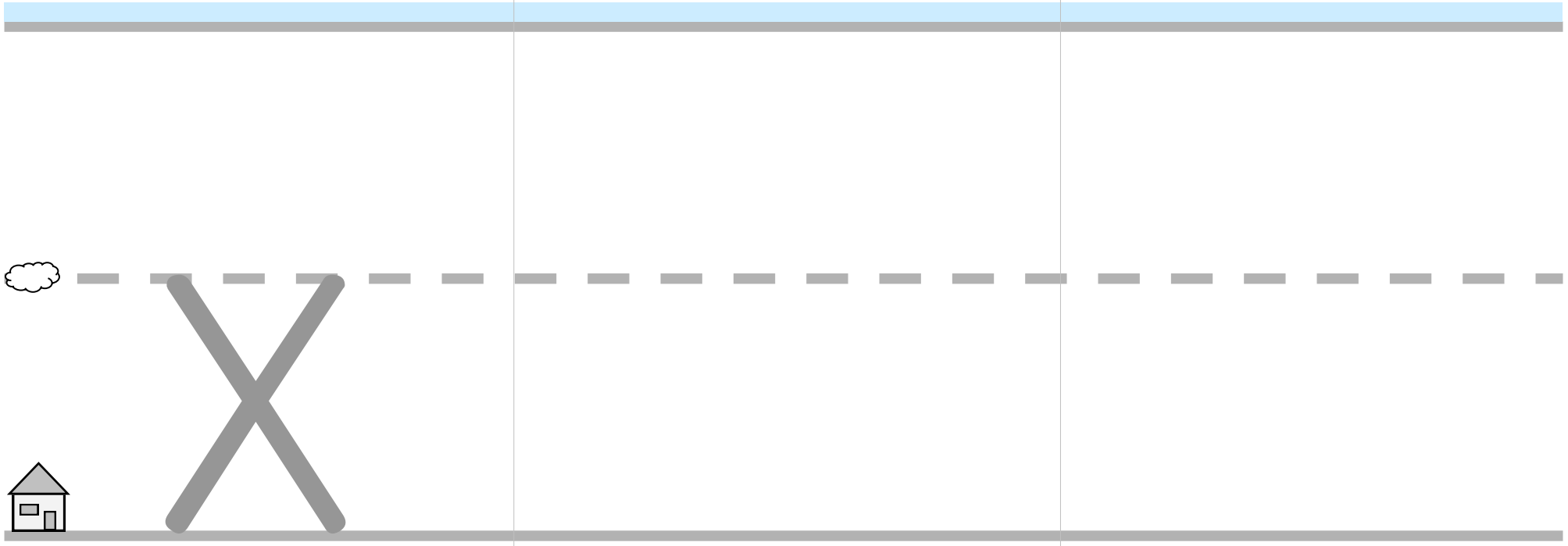




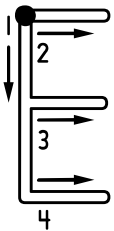
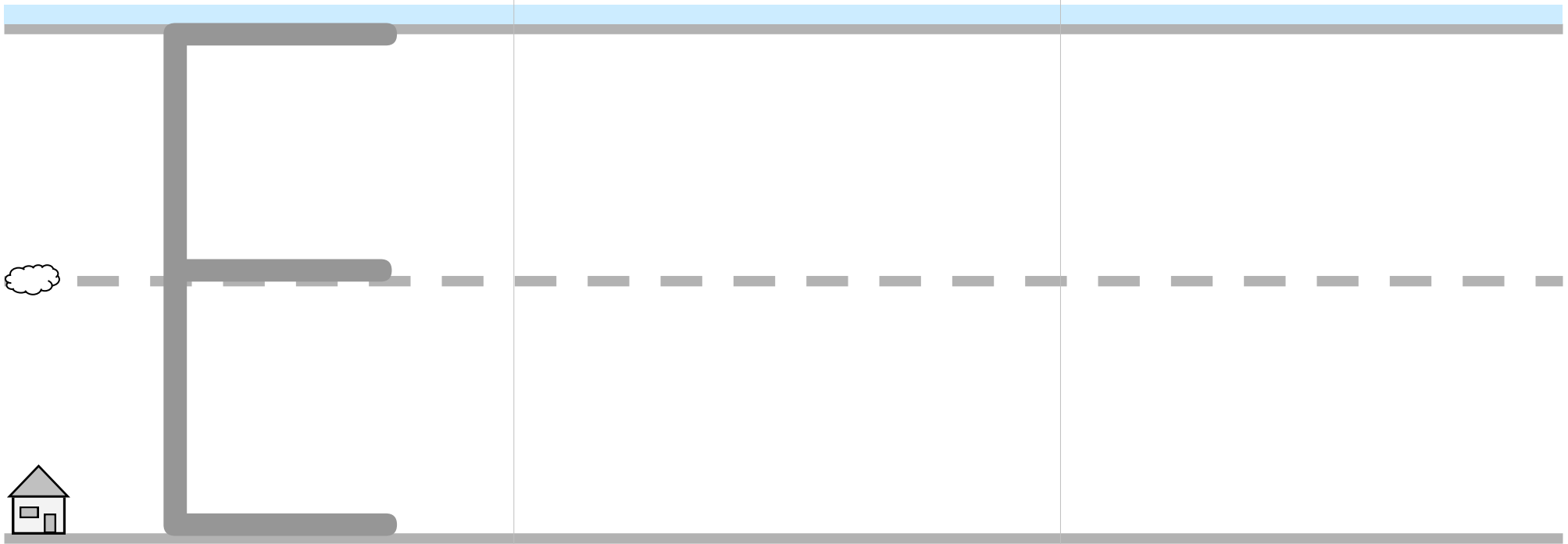






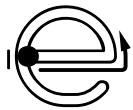


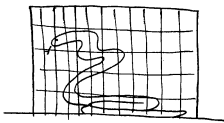
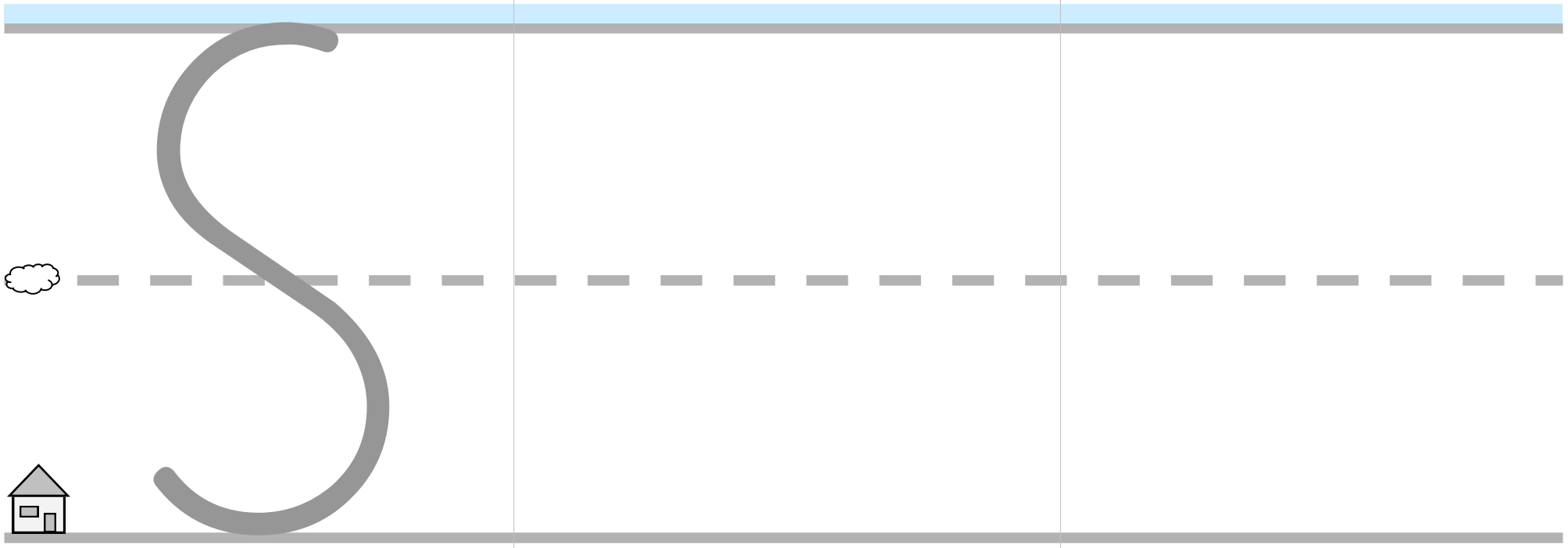


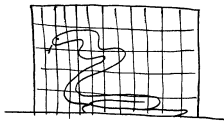
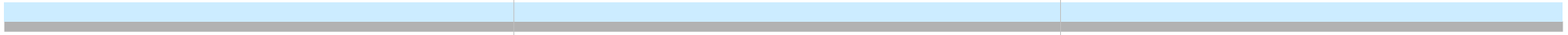


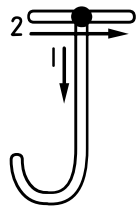
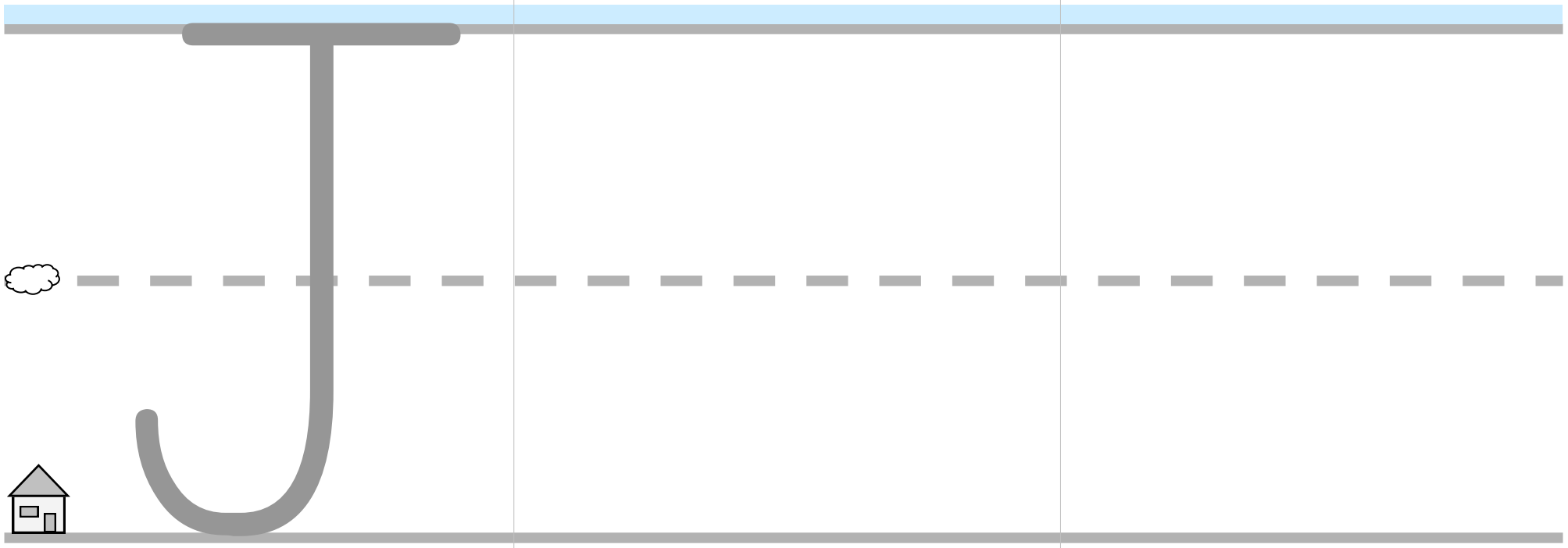


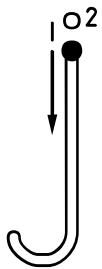
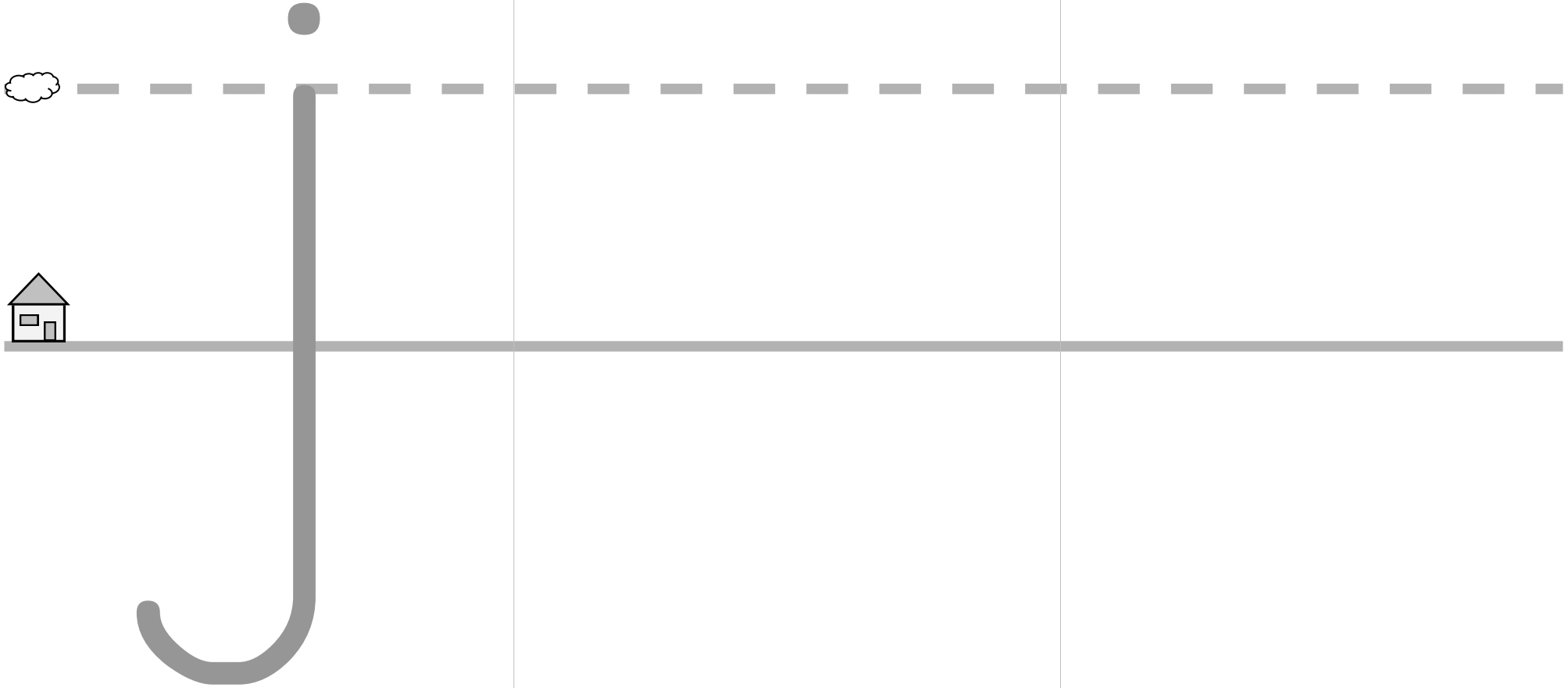
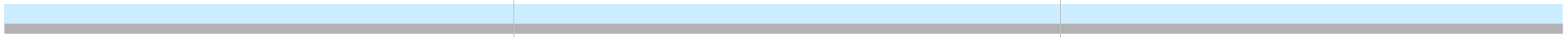
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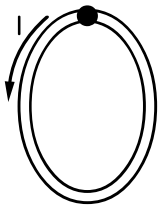


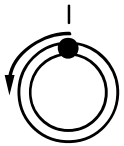
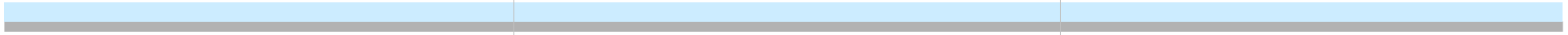




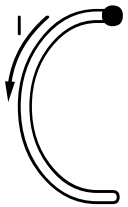
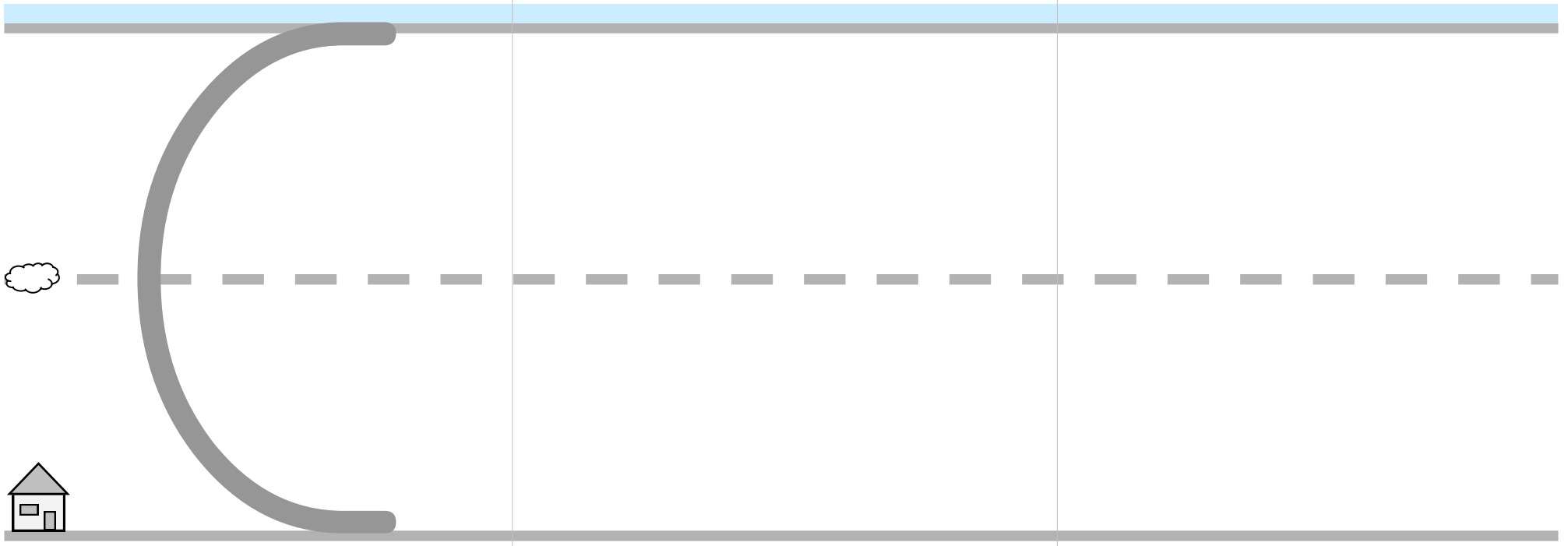


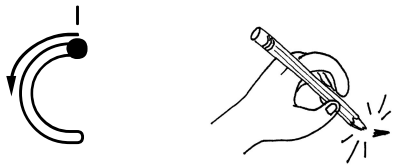
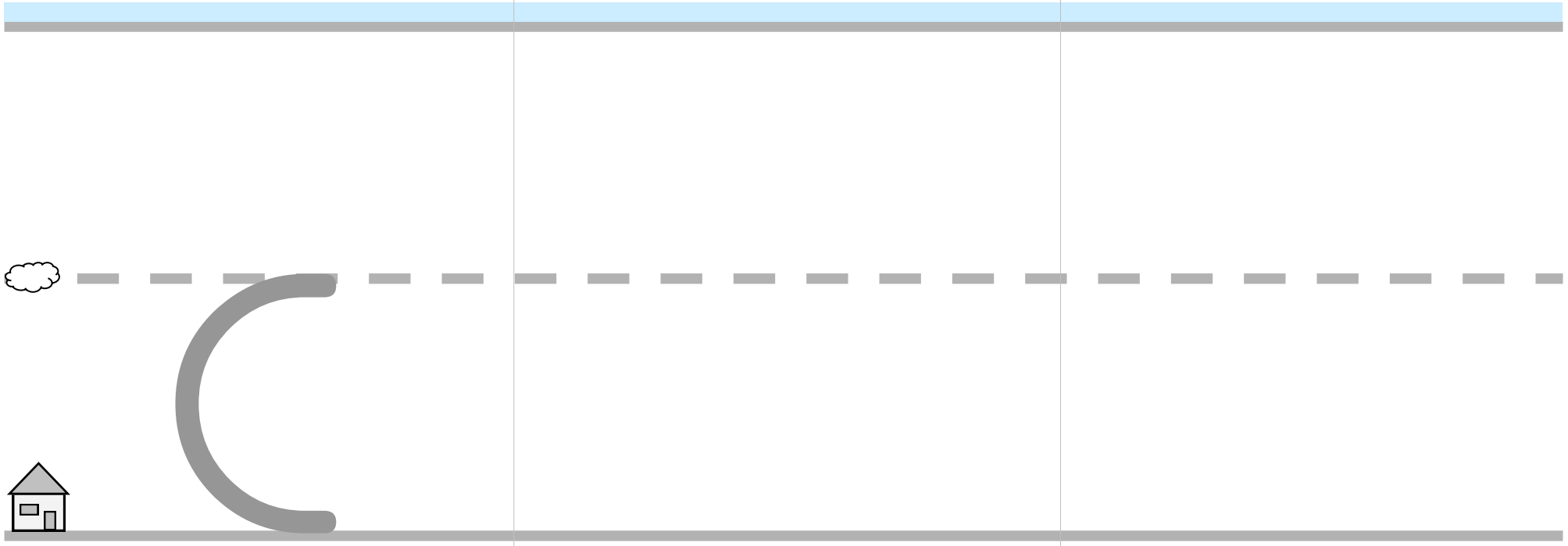


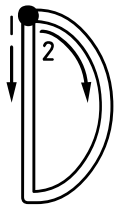
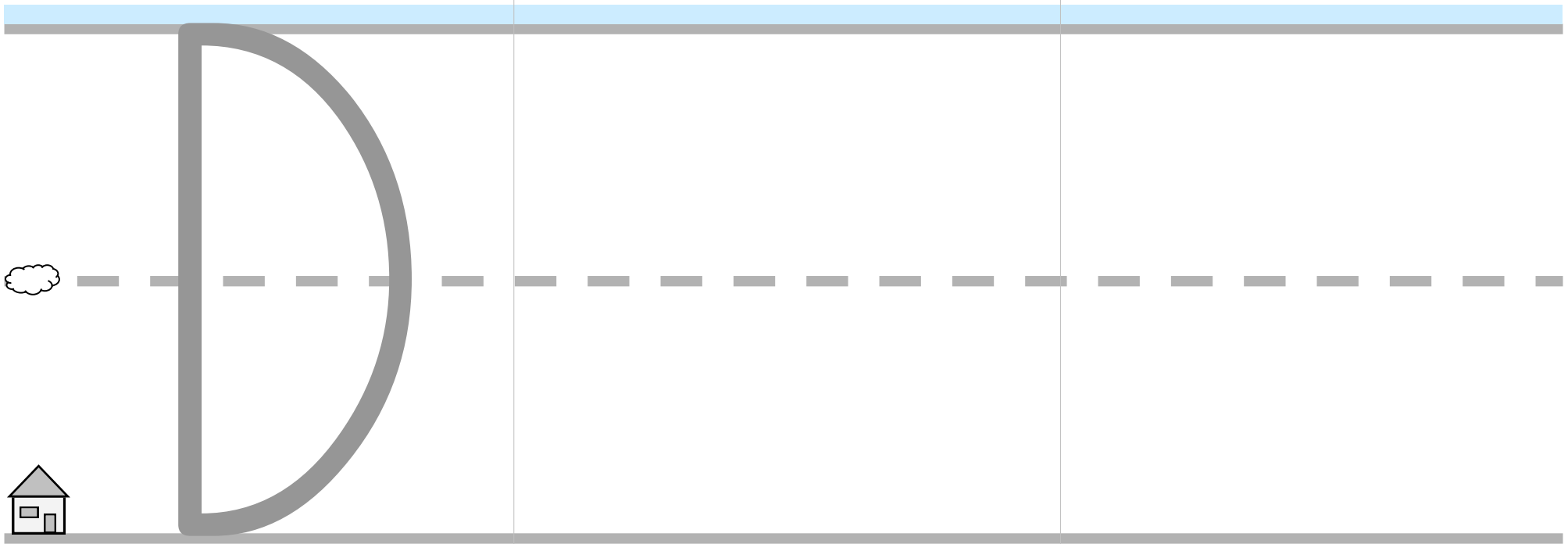


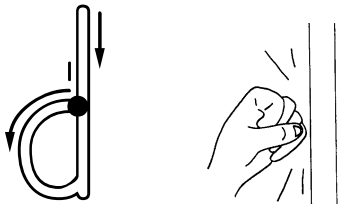
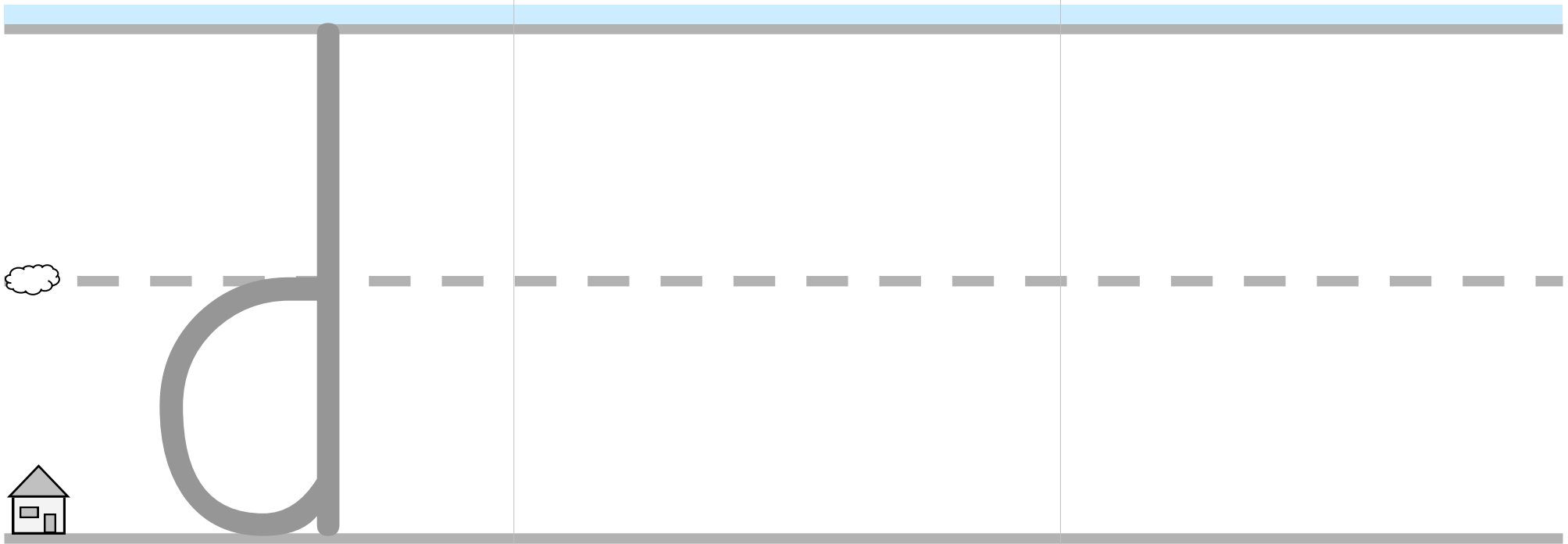


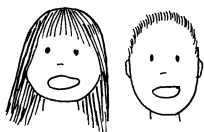
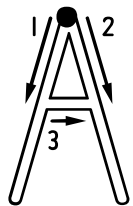
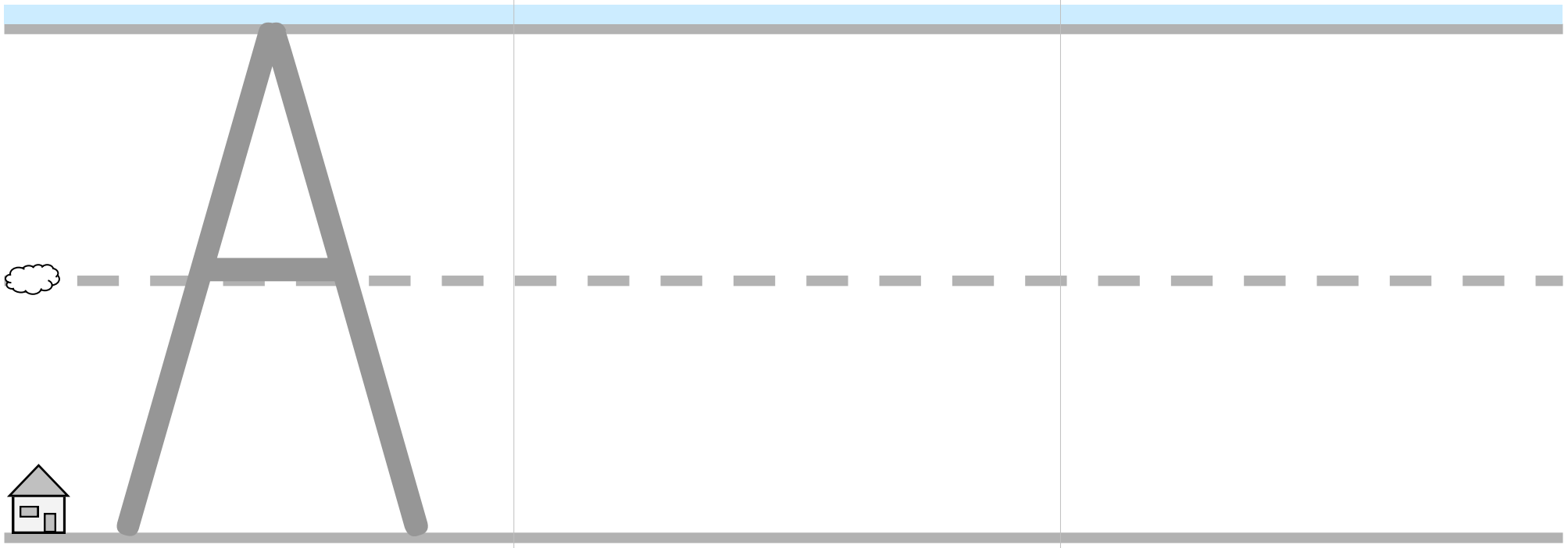


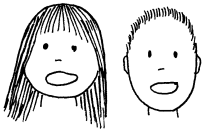
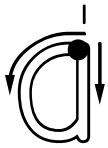
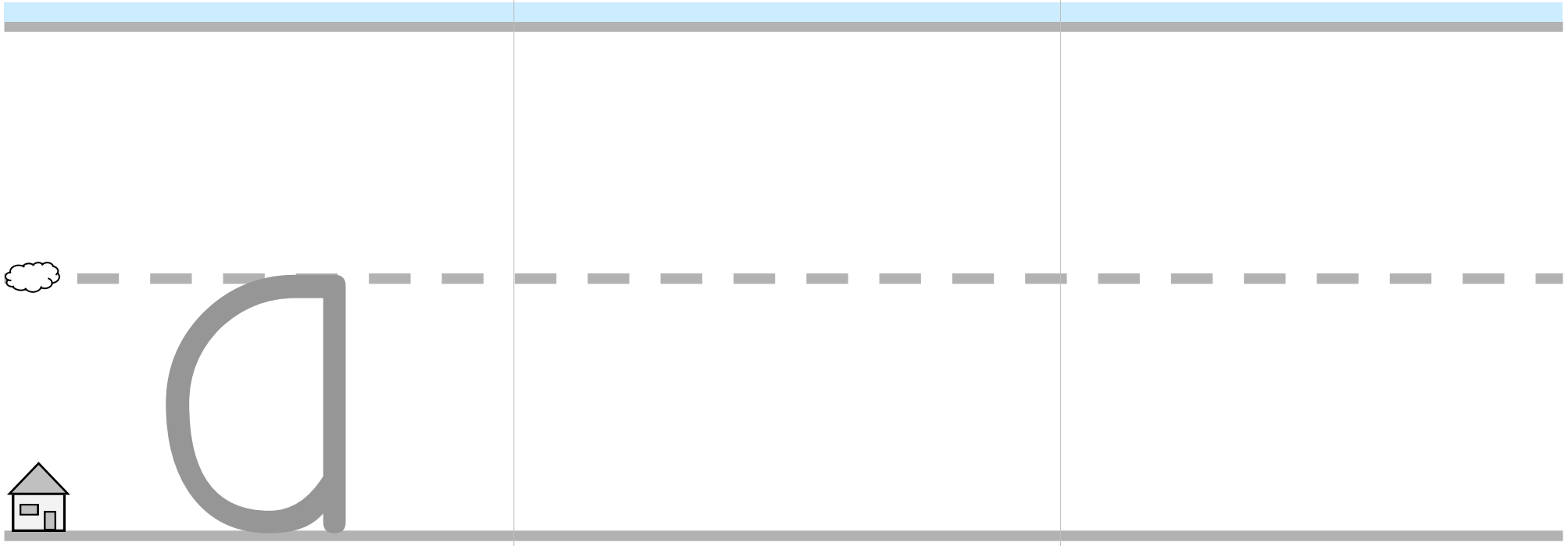


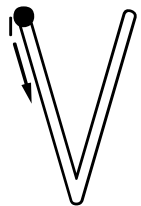
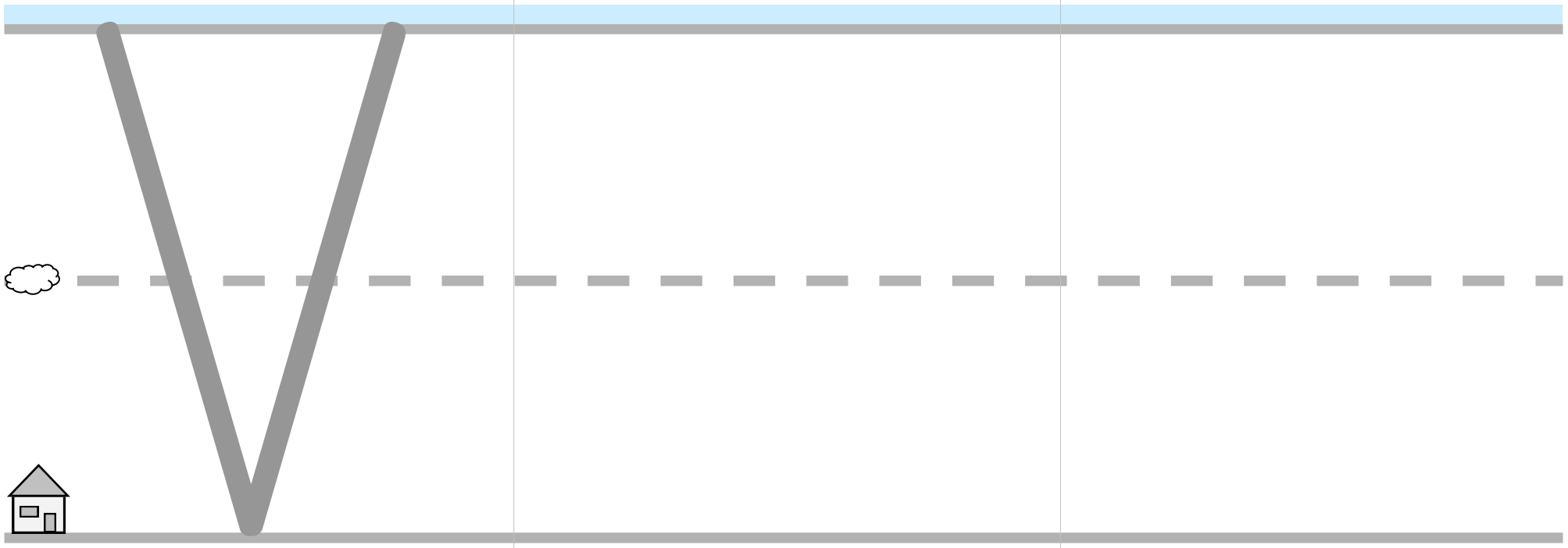


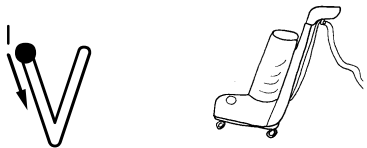
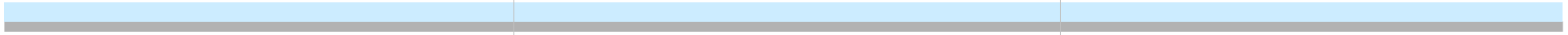




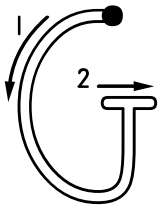


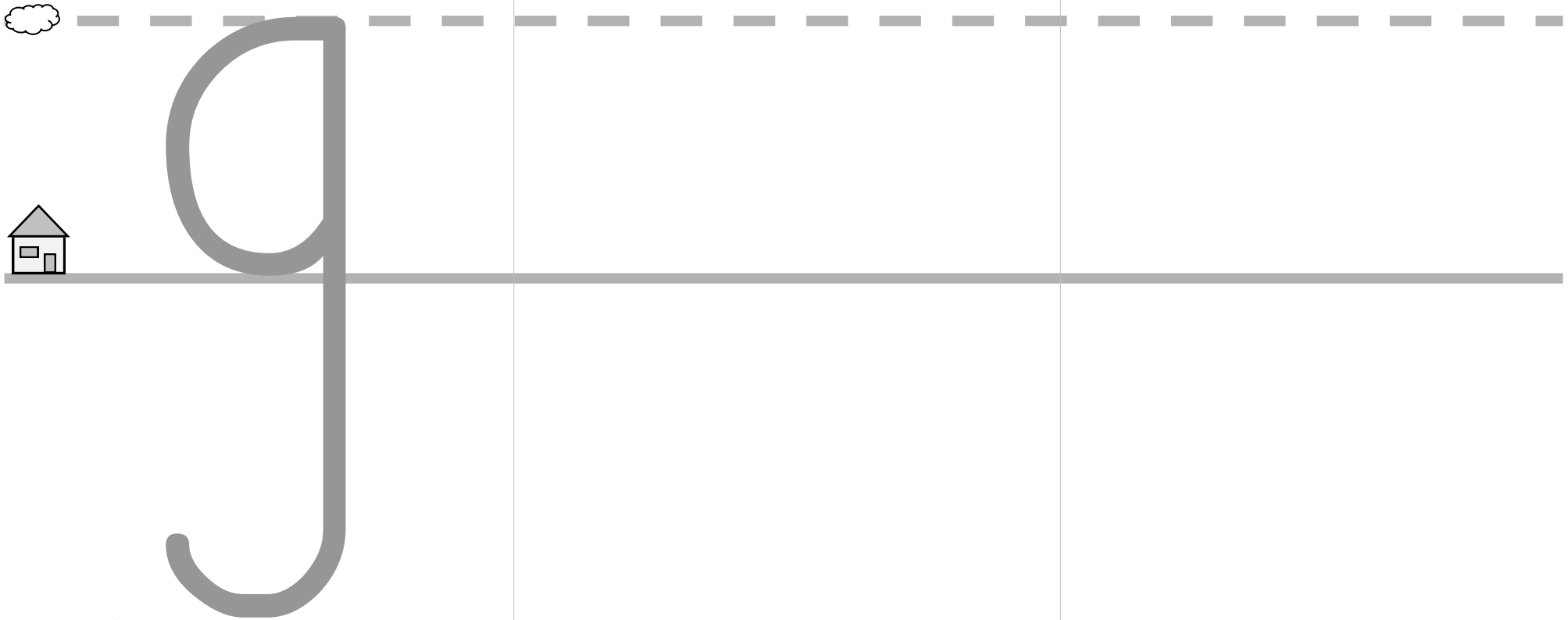
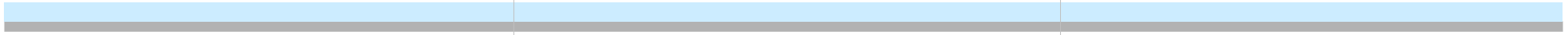


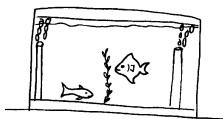
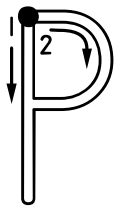
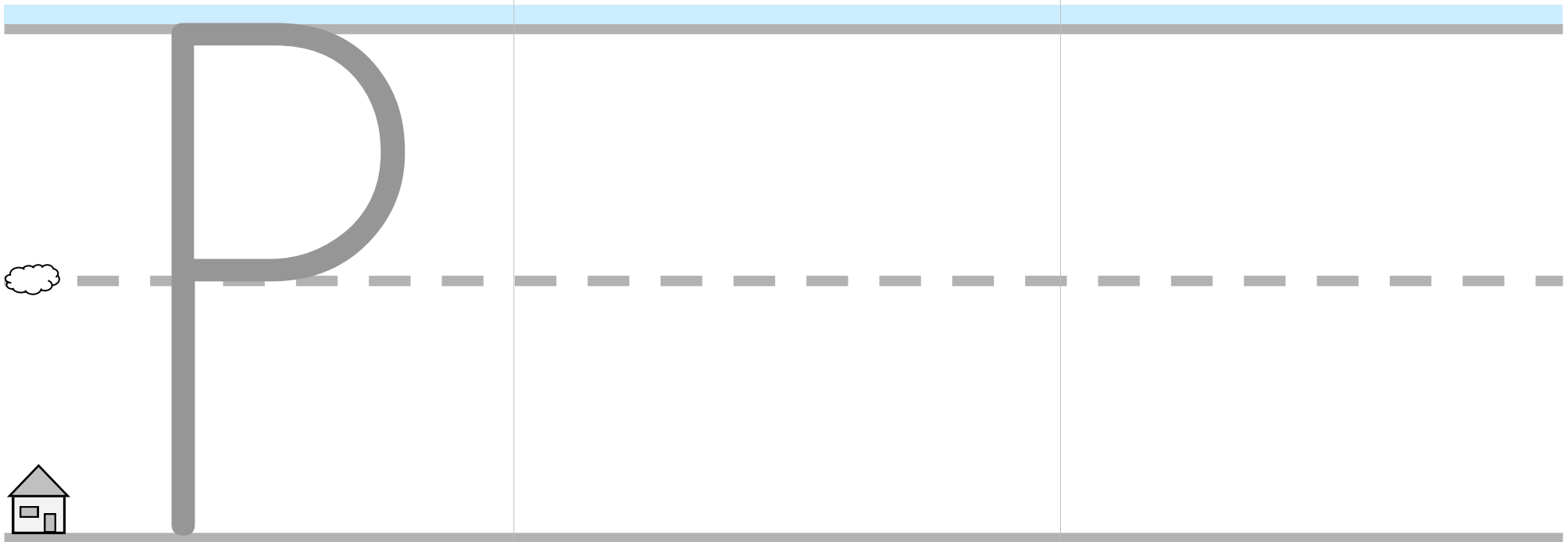


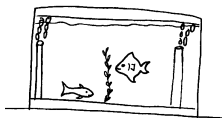
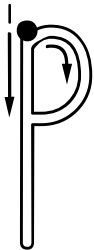
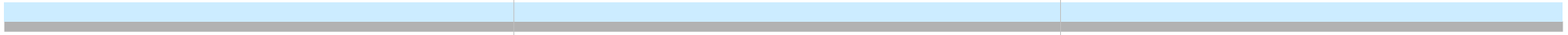


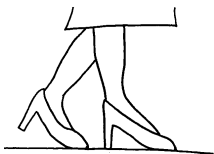
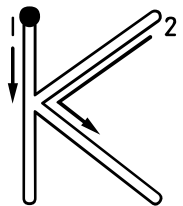
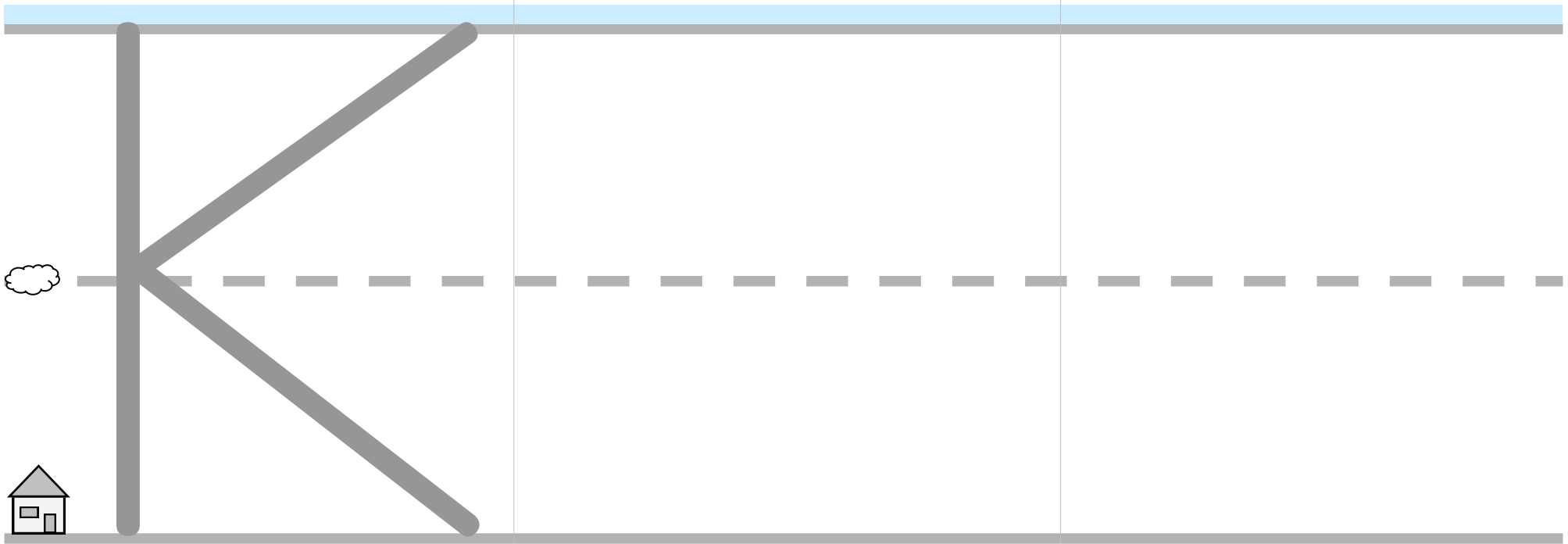


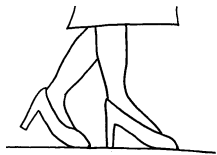
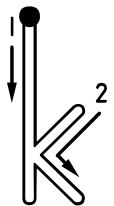
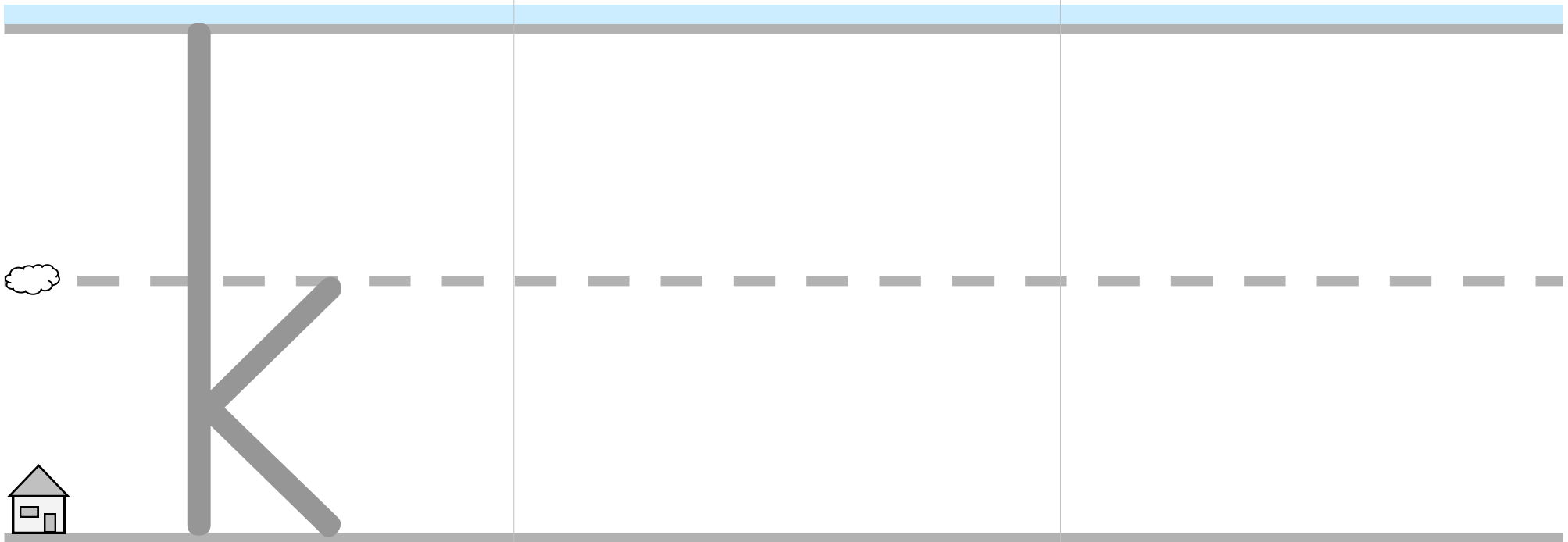


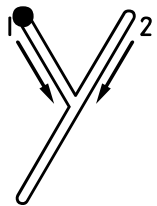
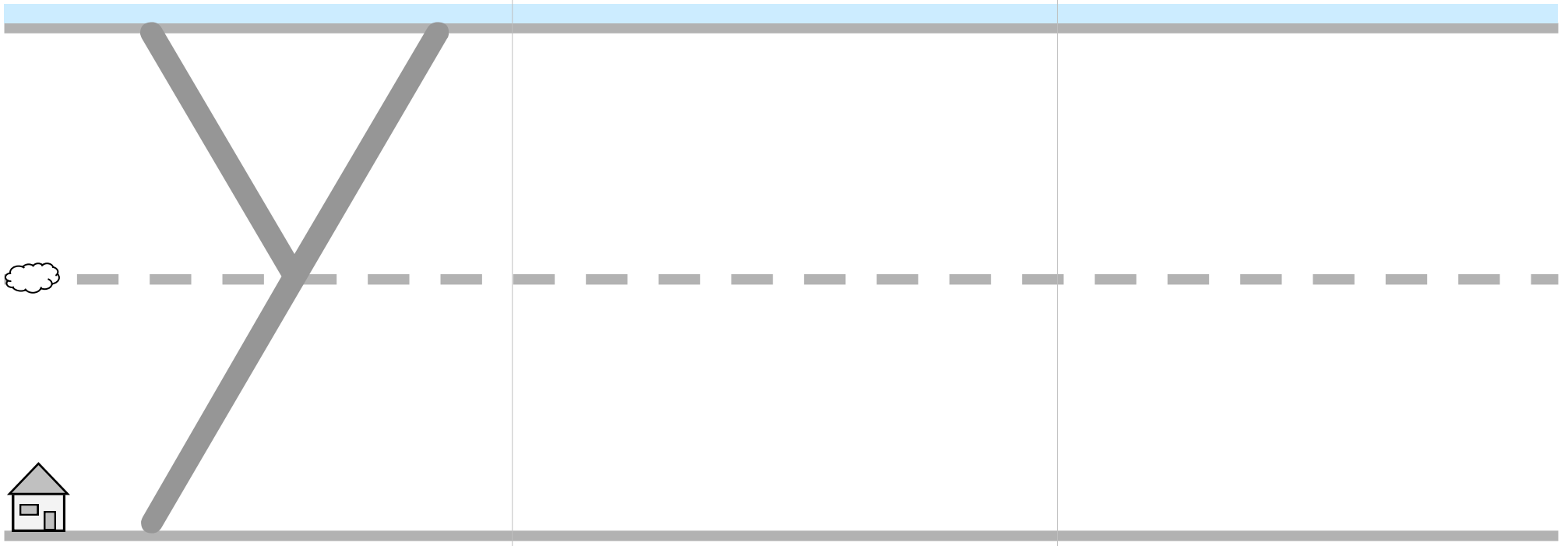


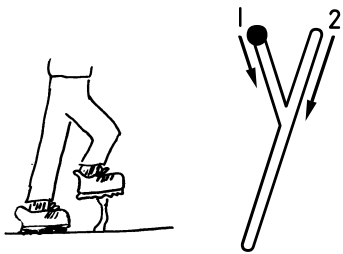
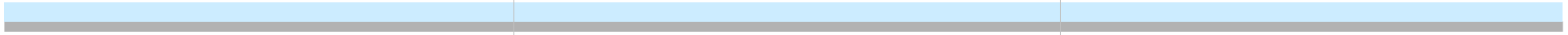




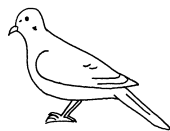
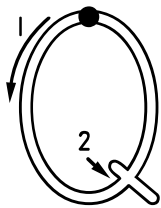
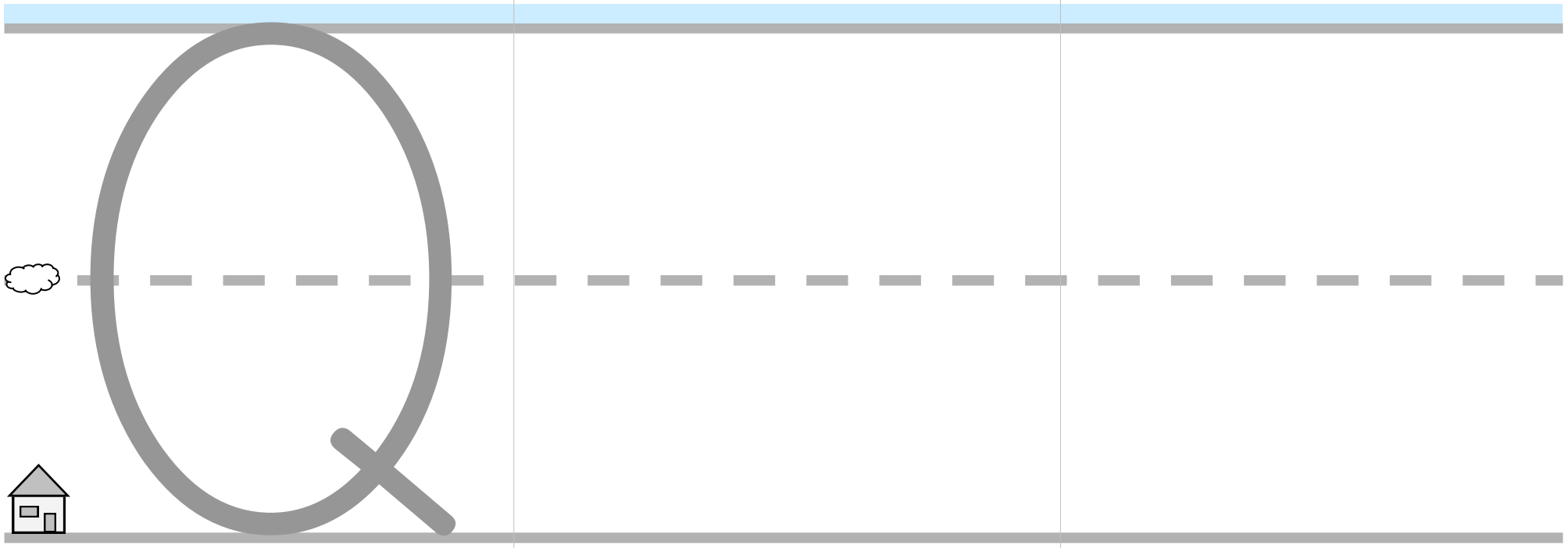


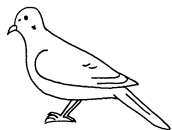
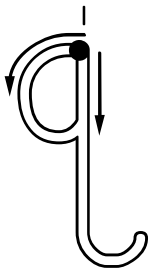
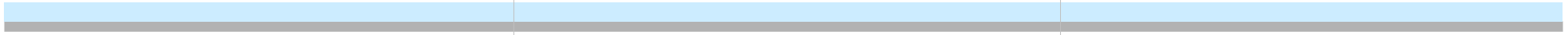


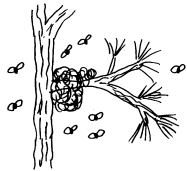
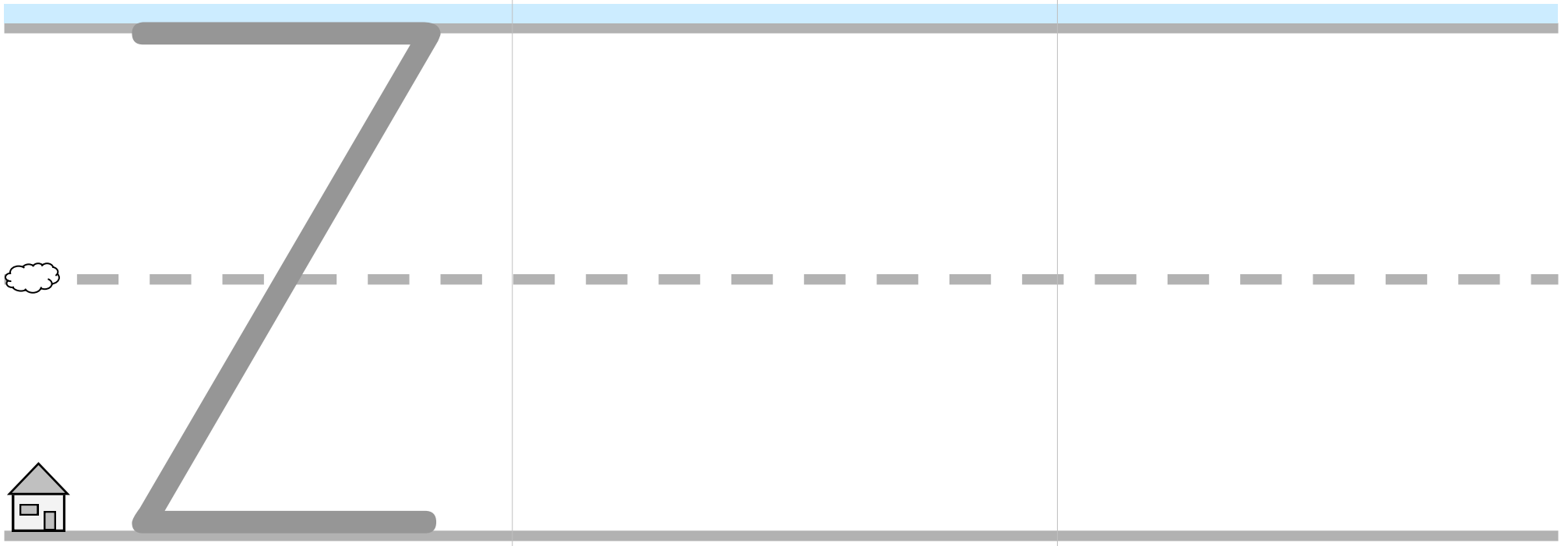


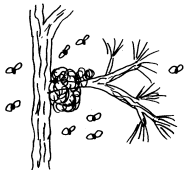
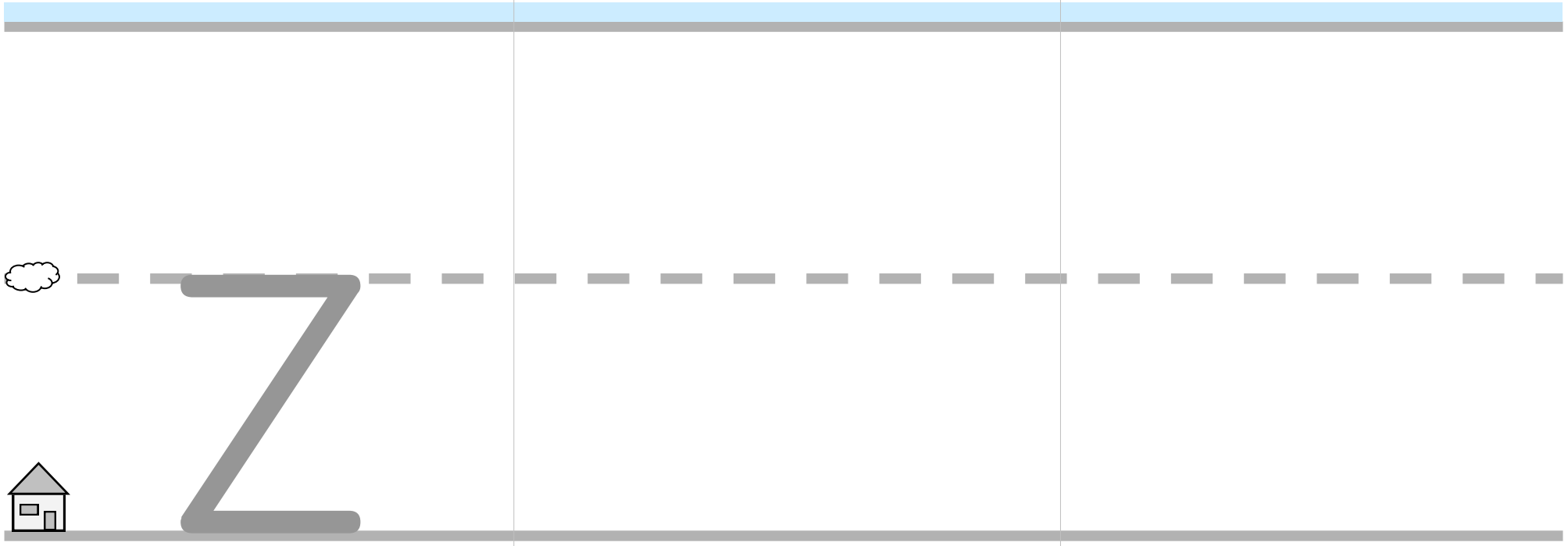




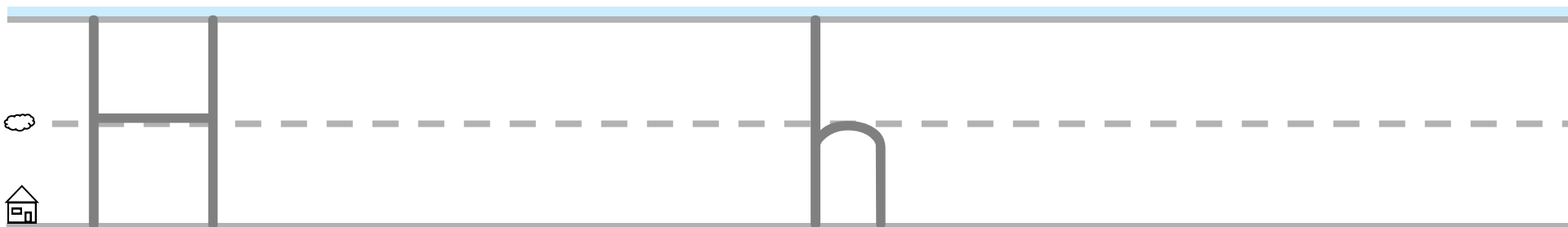
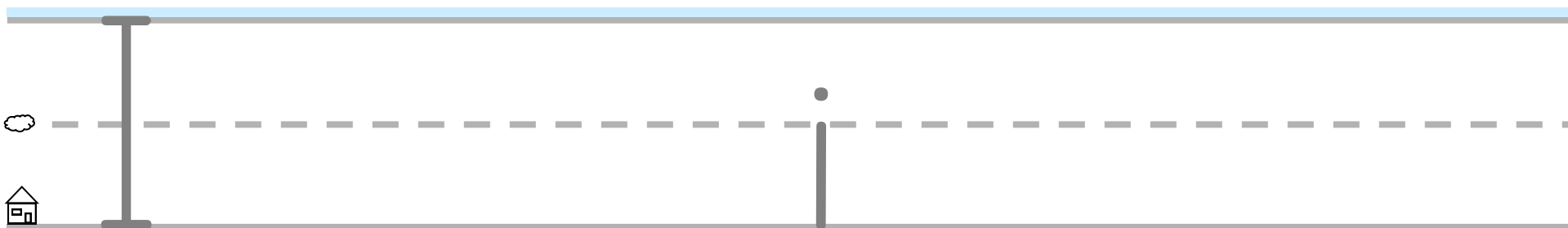
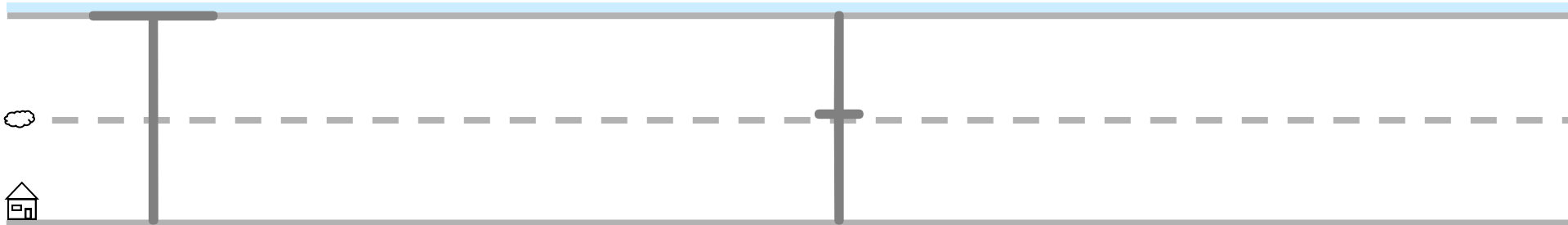




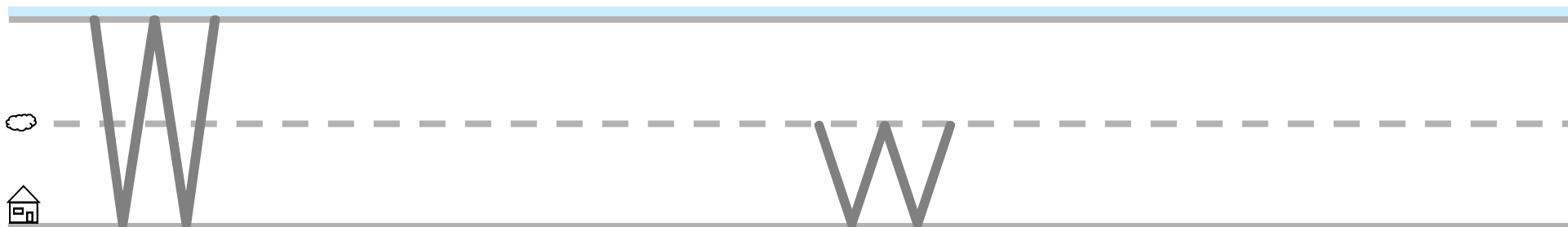
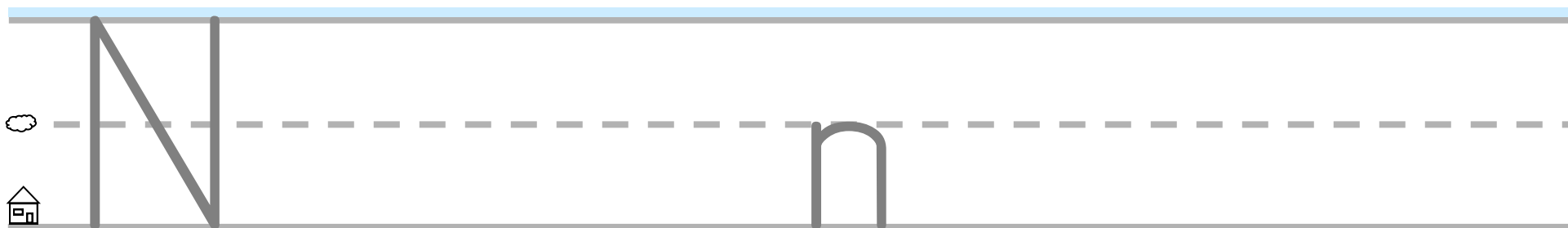
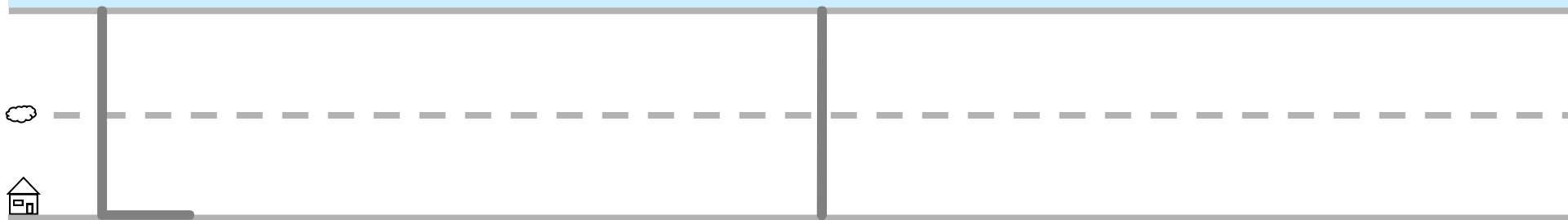




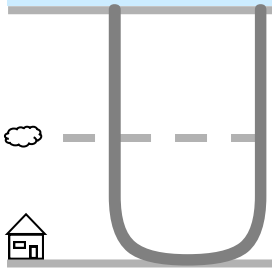
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



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.



U



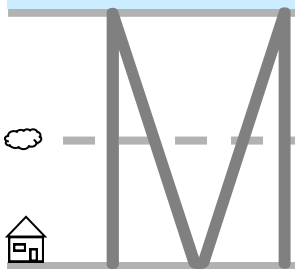
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B



b

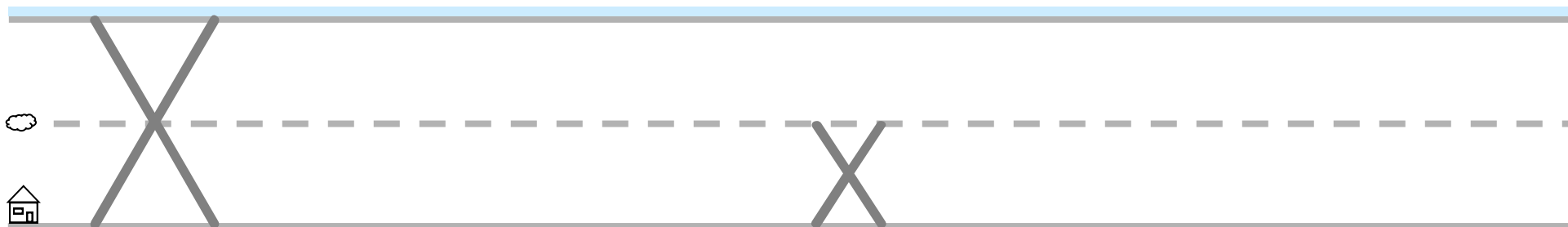
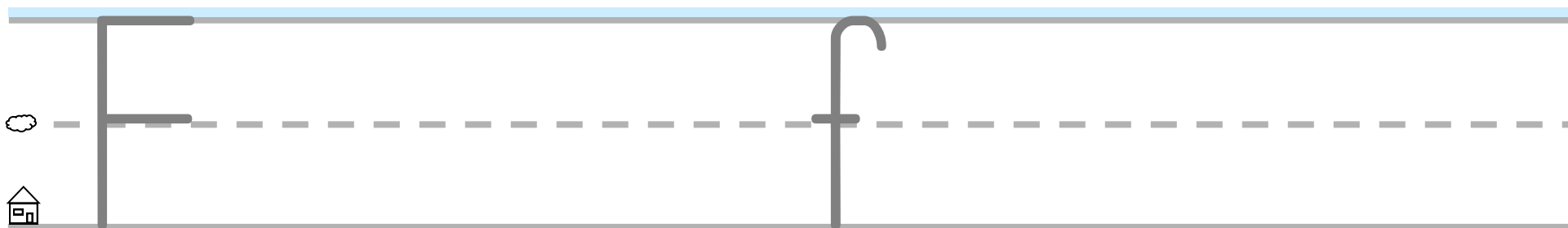
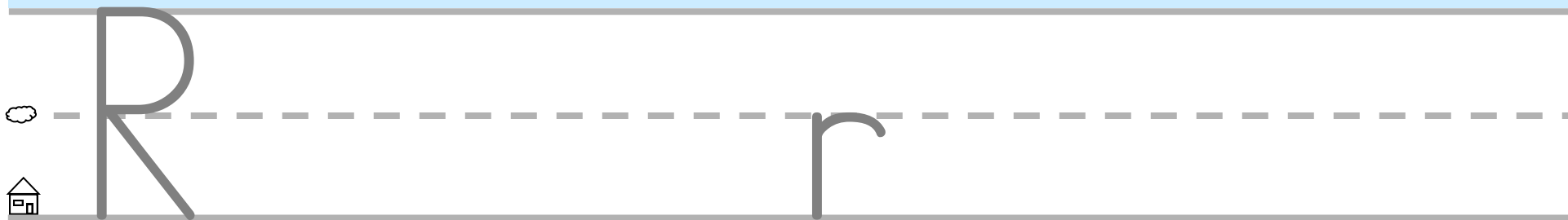


M



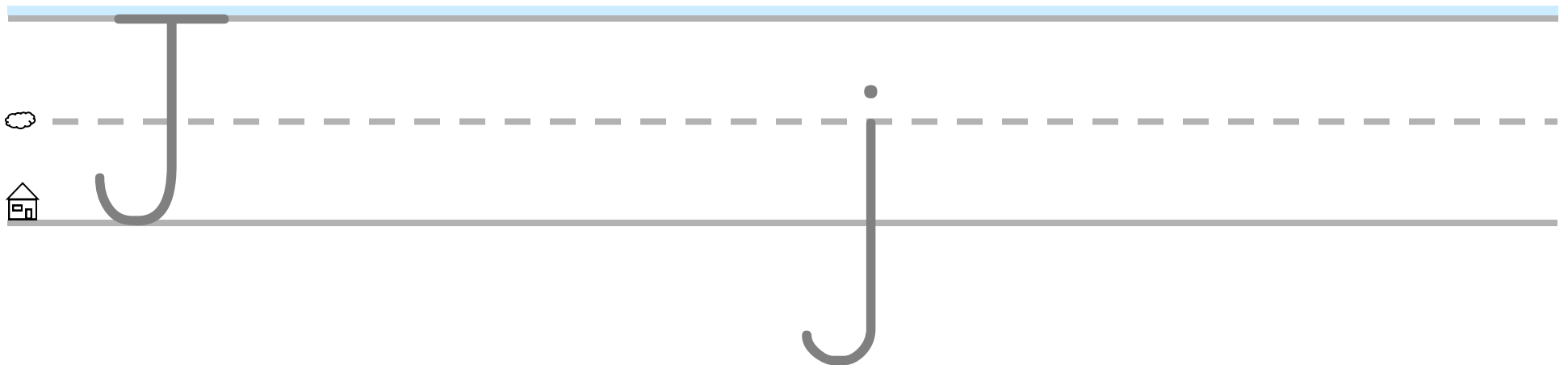
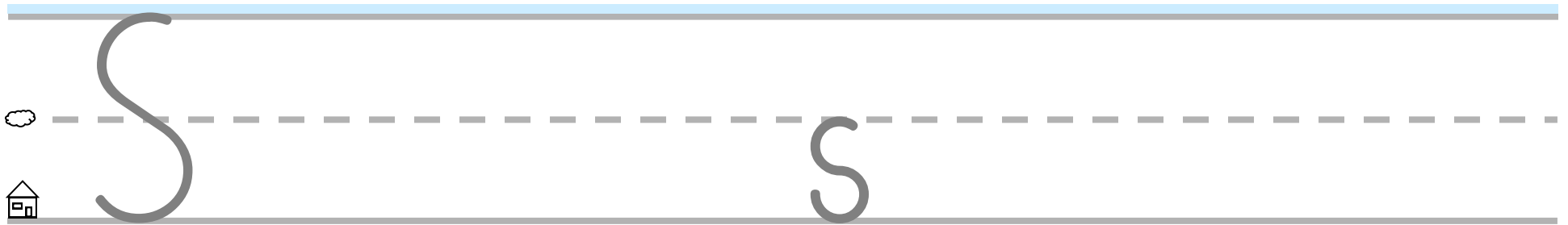
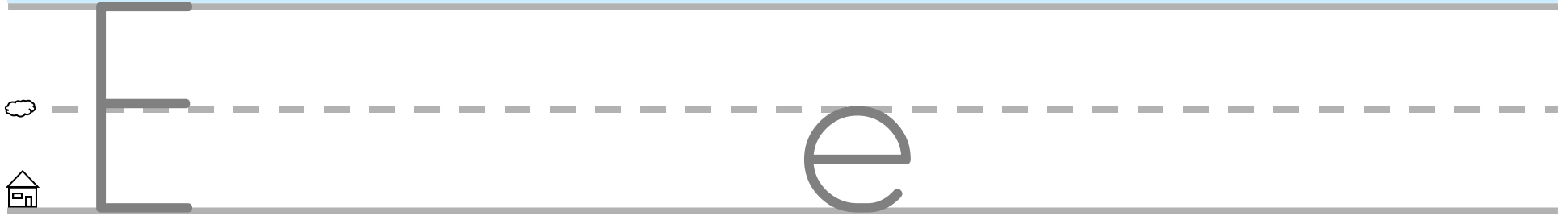
m

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.

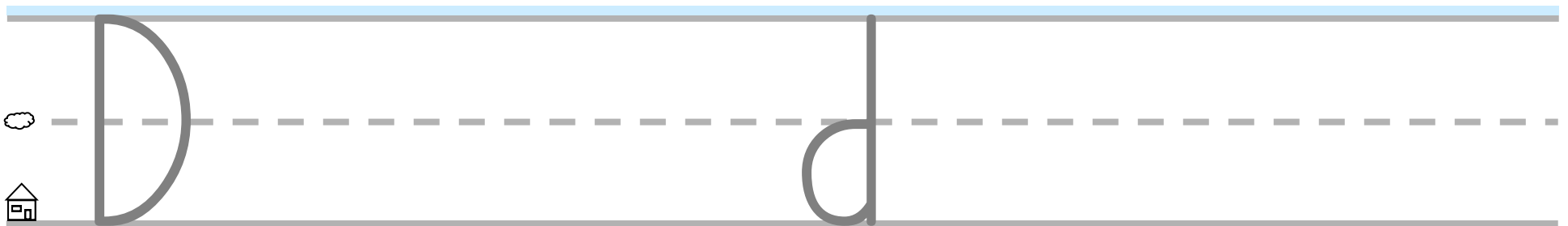
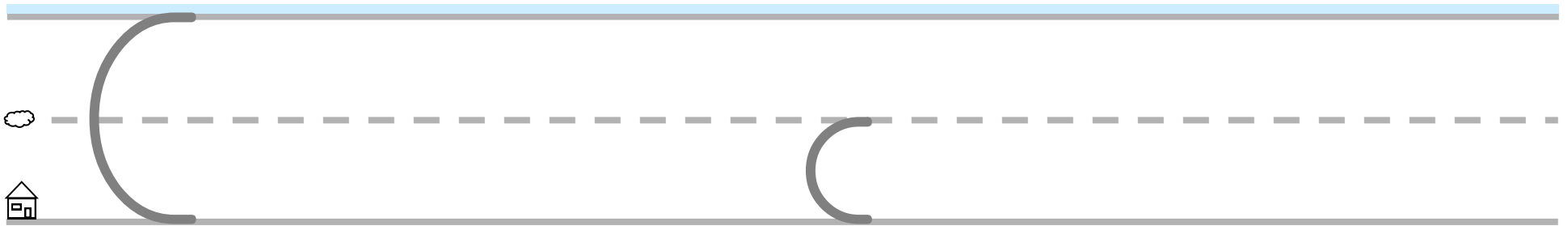
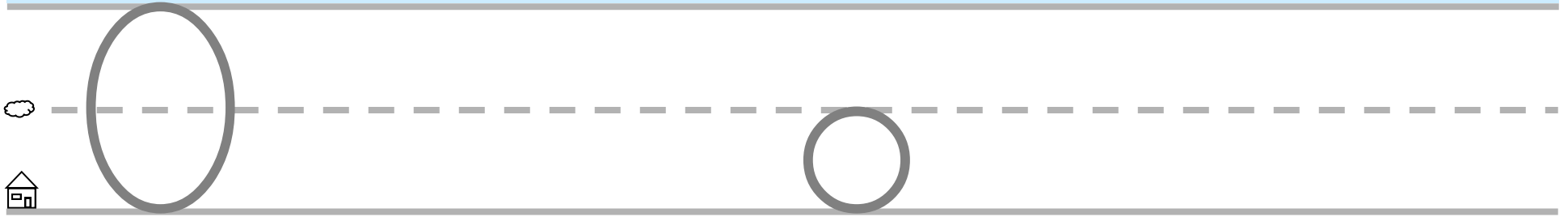




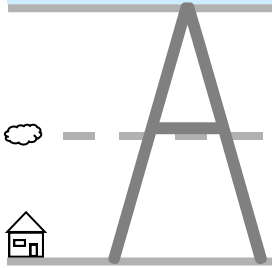
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



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.



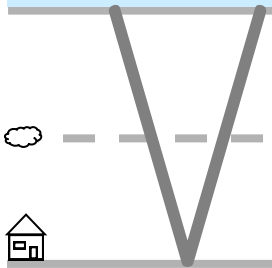
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.



Uppercase letter A is shown on a three-line handwriting guide (top solid blue line, middle dashed line, bottom solid line). The letter is formed by three strokes: a vertical line down on the left, a vertical line down on the right, and a horizontal line across the middle. To the left of the letter are small icons of a cloud and a house.



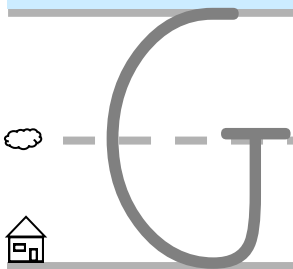
Lowercase letter a is shown on a three-line handwriting guide. The letter is formed by two strokes: a counter-clockwise circle starting from the middle dashed line, touching the top and bottom lines, and a vertical line down on the right. To the left of the letter are small icons of a cloud and a house.



Uppercase letter V is shown on a three-line handwriting guide. The letter is formed by two strokes: a diagonal line down from the top line to the bottom line on the left, and a diagonal line up from the bottom line to the top line on the right. To the left of the letter are small icons of a cloud and a house.



Lowercase letter v is shown on a three-line handwriting guide. The letter is formed by two strokes: a diagonal line down from the middle dashed line to the bottom line on the left, and a diagonal line up from the bottom line to the middle dashed line on the right. To the left of the letter are small icons of a cloud and a house.



Uppercase letter G is shown on a three-line handwriting guide. The letter is formed by two strokes: a large counter-clockwise curve starting from the top line, touching the middle dashed line, and ending at the bottom line, and a short horizontal line at the end. To the left of the letter are small icons of a cloud and a house.



Lowercase letter g is shown on a three-line handwriting guide. The letter is formed by two strokes: a counter-clockwise circle starting from the middle dashed line, touching the top and bottom lines, and a vertical line down on the right that curves at the bottom. To the left of the letter are small icons of a cloud and a house.

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.

P



p

K



k

Y



y

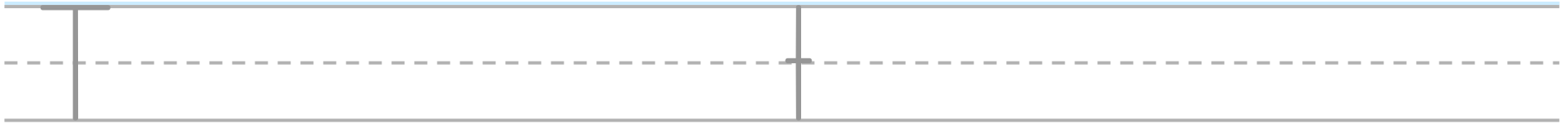
Trace each letter several times, then copy it to fill the space on the lines. For each capital letter say the name and sound. For each lower case letter, say just the sound.

Q q

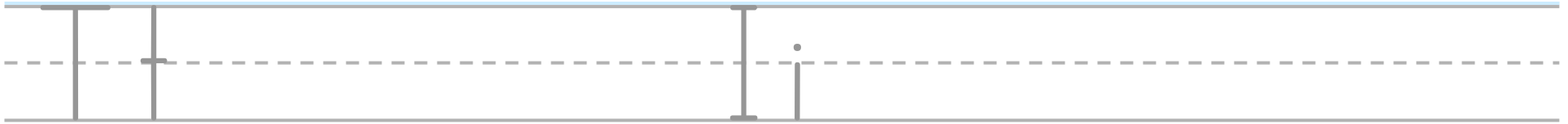
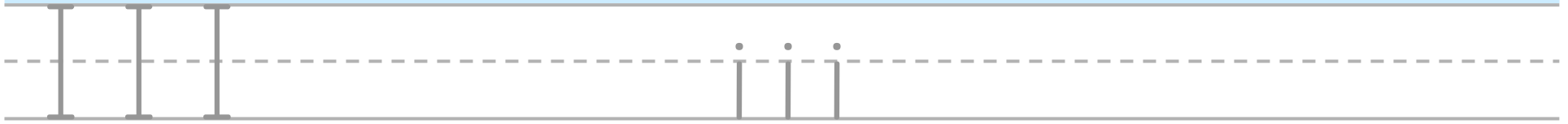
q u

Z z

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.



Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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 letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the word. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

H H H H h h h

H h H h H h

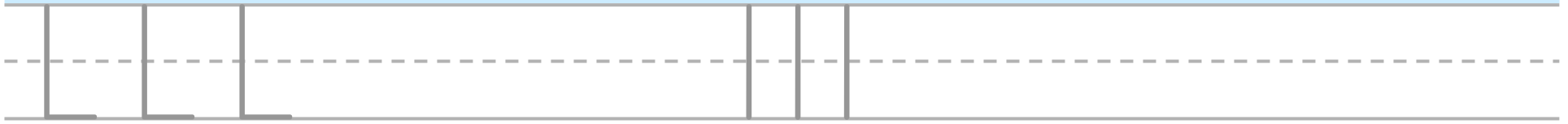
I i H h

 hit

 I hit it.



Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the word. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

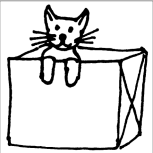



Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word.

N N N N n n n

N n N n N n

I i H h L l

 in  ill

 tin

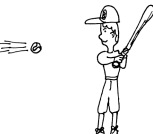
Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

W W W w w w

W w W w W w

H h L l N n

 win  will

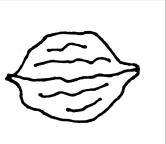

 I will hit it.


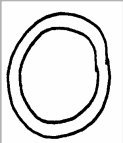
Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word.

U U U u u u

U u U u U u

L l N n W w

 nut  hut

 hull  null

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word.

B B B

b b b

B b

B b

B b

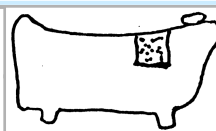
N n

W w

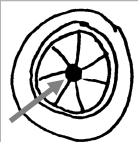
U u



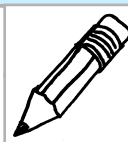
bun



tub



hub



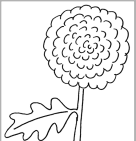
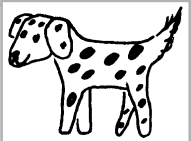
nub


Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

M M M m m m

M m M m M m

W w U u B b

 mum  mutt

 I will hum.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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 R R

r r r

R r

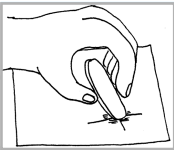
R r

R r

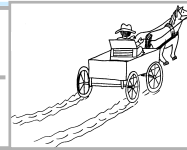
U u

B b

M m



rub



rut





I will run.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

F F F f f f

Ff Ff Ff

Bb Mm Rr

 fun  muff

 It will run.


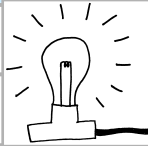


Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

X X X x x x

X x X x X x

M m R r F f

 tux  lux

 It will run.


Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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 E e e e

E e E e E e

R r F f X x

 bell  well

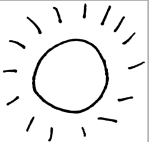

 It fell.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word.

S S S s s s

S s S s S s

F f X x E e

 sun  sub

 his bus


Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word.

J J J j j j

J j J j J j

X x E e S s

 jet  jut

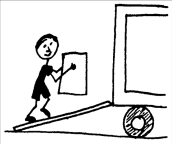

 his jet

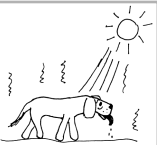
Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

O O O o o o

O o O o O o

E e S s J j

 job  fox


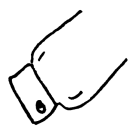
 It is hot.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

C C C c c c

C c C c C c

S s J j O o

 cub  cuff

 I cut it.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

D D D

d d d

D d

D d

D d

J j

O o

C c

 bud



dull



It is in mud.

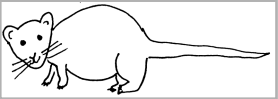
Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

A A A a a a

A a A a A a

O o C c D d

 bat  cat

 It is fat.





Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

V V V v v v

V v V v V v

C c D d A a

 van  man

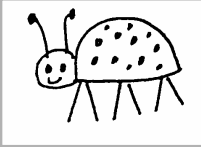

 Dan can run.


Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

G G G g g g

G g G g G g

D d A a V v

 bug  jug

 Gus dug it.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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 P

p p p

P p

P p

P p

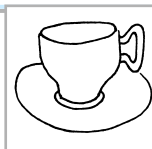
A a

V v

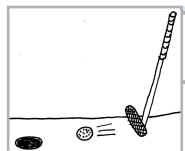
G g



pup



cup





I will putt it.


Trace and copy the letters. Each time you write a letter, say the name and sound if it's a capital letter, and the sound only if it's a lower case letter.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

K K K k k k

K k K k K k

V v G g P p

 kit  kiss

 I will kick it.

Trace and copy the letters. Each time you write a letter, say the name and sound if it's a capital letter, and the sound only if it's a lower case letter.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

Y y Y y y

Y y Y y Y y

G g P p K k

 yak  yam

 It can yap.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

Q Q Q

q q q

Q q

Q q

Q q

P p

K k

X x

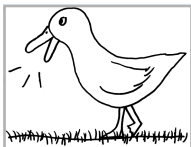


quill



I  
quit!

quit



It can quack.

Trace and copy the letters. Each time you write a letter, say the name and sound for capital letters, or just the sound 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.

Z Z Z z z z

Z z Z z Z z

K k Y y Q q



jazz

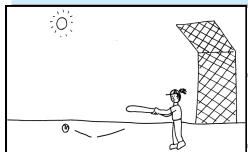
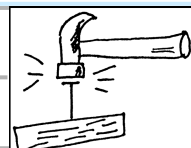
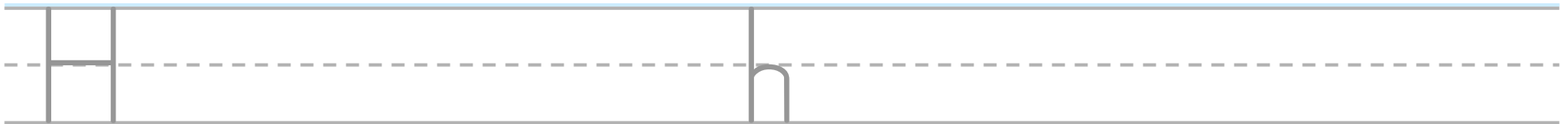
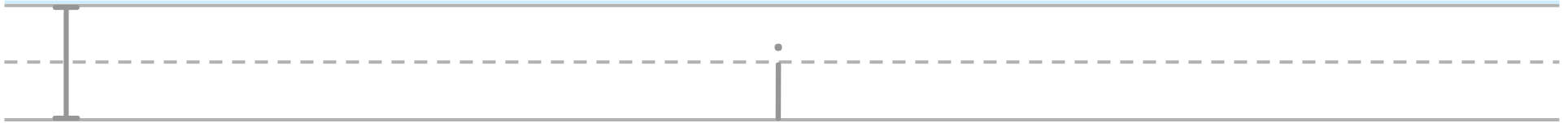
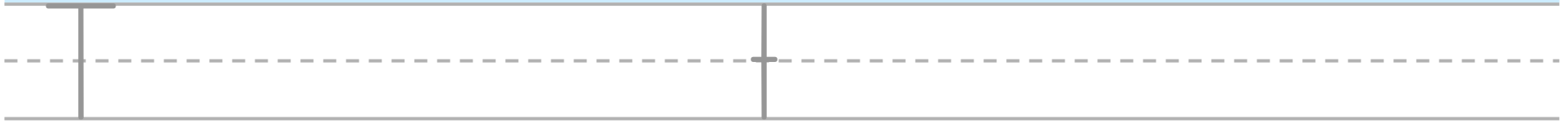


zap



I will zip it.

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.




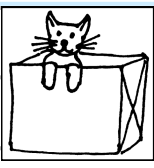


Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

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

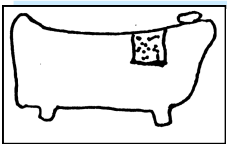
u

B

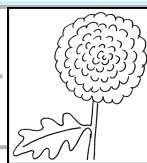
b

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

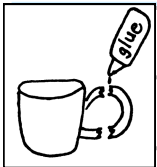
r

F

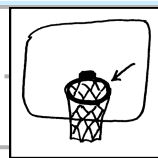
f

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

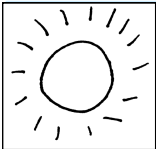
e

S

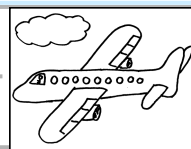
s

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

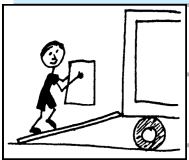
o

C

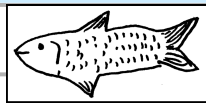
c

D

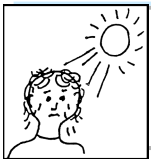
d



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

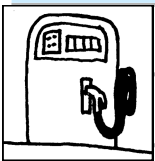
a

V

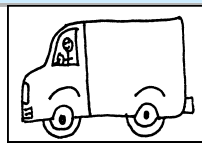
v

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

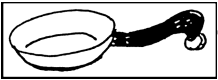
p

K

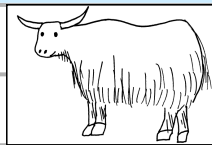
k

y

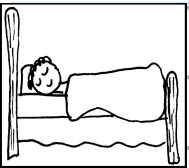
y



pan



yak



Pat naps.

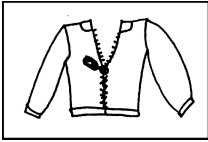
Trace and copy the letters. Say the name and sound for capital letters, and the sound only for lower case letters.  
Trace and copy the words. Say each letter sound as you write it, then say the whole word. Trace and copy the sentence.

Qu

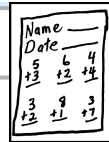
qu

Z

z



zip



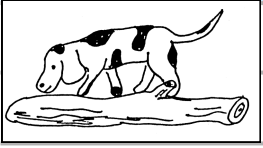
quiz



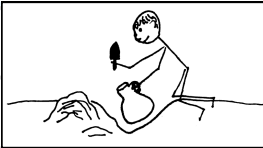
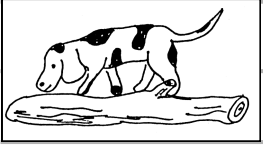
Ken will quit.



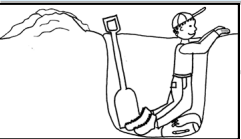




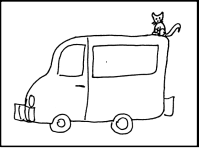
A dog is on a log.



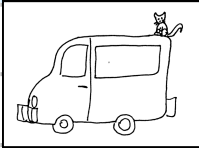
A man dug up a jug.



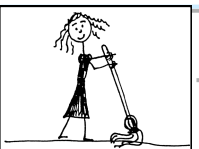
I can dig.



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

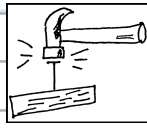
T t I i

H h L l

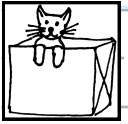
N n W w



it



hit



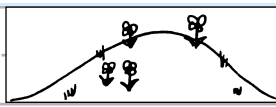
in



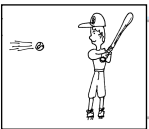
win



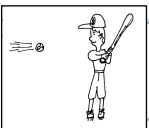
ill



hill



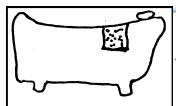
I will hit it.



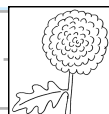
U u B b

M m R r

F f X x



tub



mum



hum



rim



fix



tux



I will run.



E

e

S

s

J

j

O

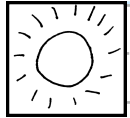
o

C

c

D

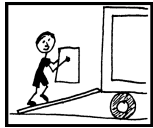
d



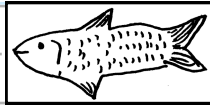
sun



jet



job



cod



sit



hot



It is fun.



A

a

V

v

G

g

P

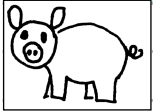
p



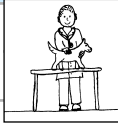
pan



gas



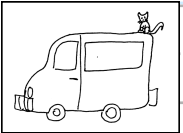
pig



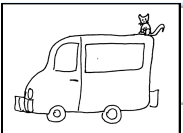
vet



A dog got wet.



A cat got on a van.

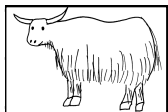




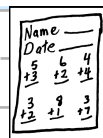
K k y y

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

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

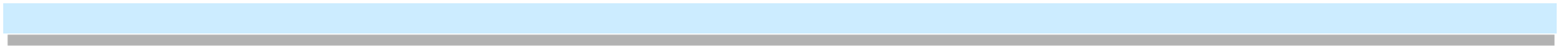
Mm Nn Oo

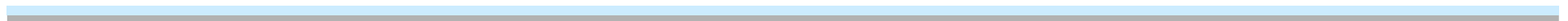
Pp Qu qu

Rr Ss Tt

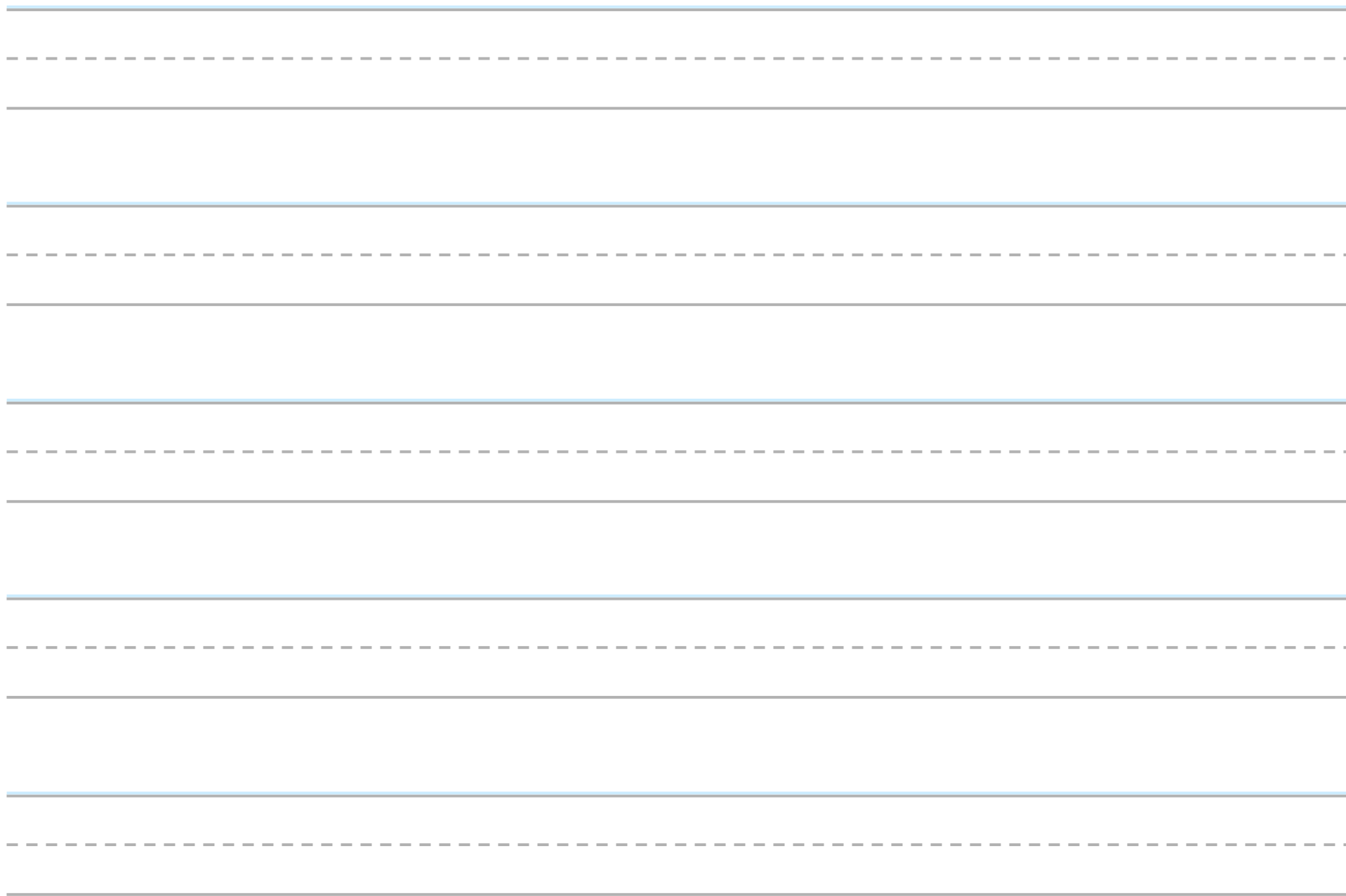
Uu Vv Ww

Xx Yy Zz





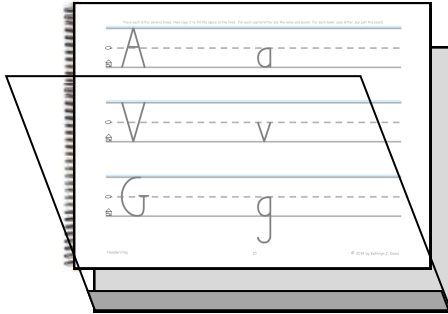




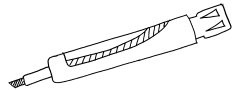


The image shows a full page of handwriting practice paper. It contains ten identical sets of horizontal lines, each set consisting of three lines: a solid blue top line, a dashed gray middle line, and a solid gray bottom line. These sets are arranged vertically down the page, providing ample space for practicing letter formation and alignment.

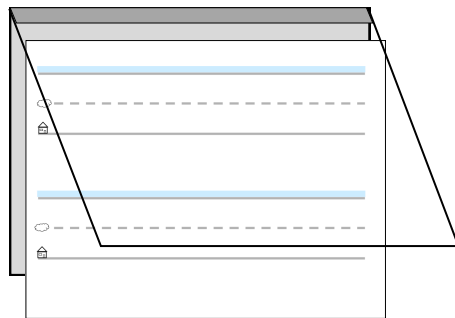
## Using A Dry-Erase Frame With The Handwriting Pages



To use the handwriting pages in this book with dry-erase markers, tape a clear presentation cover sheet to a piece of cardstock along the bottom edge, so that the two pieces open like a hinge. Place this over a page in this book, with the clear sheet lying flat on the work sheet, and the card stock behind the worksheet. Students can use a fine tipped dry-erase marker to trace the letters. Students should say the letter sounds as they trace lower case letters. For capital letters students should say the letter name and sound, "Capital A, /a/."



## Using A Dry-Erase Frame With The Blank Lines



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

Dictate the sound for each letter that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker. For capital letters, say the name and the sound, "Capital T, /t/." Students can hold up their frames so that you can check their work.



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