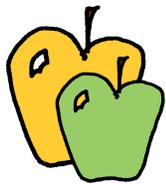
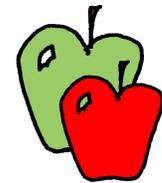


Manuscript Handwriting

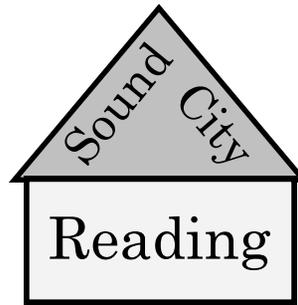
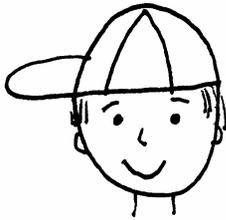
A a B b C c



Tracing Pages



Trace Large And Small Letter Outlines



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Table of Contents

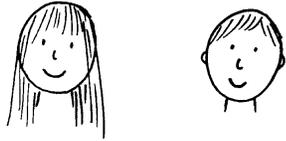
Sound Story Part 1 - With Sound Pictures	5
Alphabet Chart With Sound Pictures.....	10

Each letter listed below indicates the beginning of a section that contains the following pages.

- A. Handwriting readiness picture page(s)
- B. New Letter Introduction - Large letters to finger trace and trace with a pencil
- C. New Letter Practice - Small letters to trace with a pencil
- D. Letter Review - Small letters to trace with a pencil

1 - T t.....	12
2 - I i	16
3 - H h	20
4 - L l	25
5 - N n.....	30
6 - W w.....	34
7 - U u.....	38
8 - B b.....	43
9 - M m.....	47
10 - R r	51
11 - F f.....	55
12 - X x.....	60
13 - E e.....	64
14 - S s.....	69
15 - J j.....	73

16 - O o.....	77
17 - C c.....	81
18 - D d.....	85
19 - A a.....	90
20 - V v.....	94
21 - G g.....	98
22 - P p.....	102
23 - K k.....	106
24 - Y y.....	110
25 - Q q.....	114
26 - Z z.....	118
Alphabet Review - In Alphabetical Order	122
How To Form The Letters, Alphabetical Order, No Arrows.....	124
How To Form The Letters, Alphabetical Order, With Arrows	126
Blank Lines To Practice Writing The Letters	127
Use with a clear cover sheet to make a dry erase frame.	
Rabbit Cards To Show How To "Hop To The Top"	129
When writing capital letters	
How To Make A Dry-Erase Frame	131

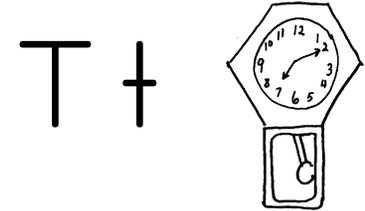


A Sound Story

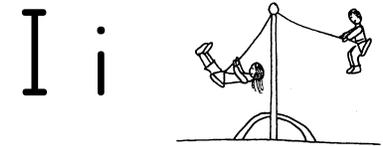
About Audrey and Brad

Part 1

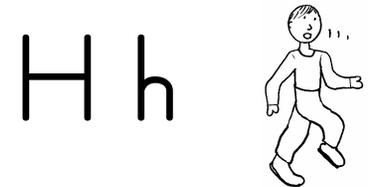
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



"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."



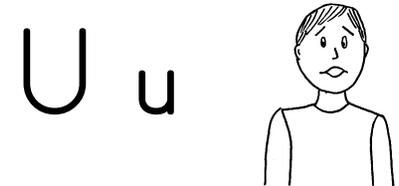
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.



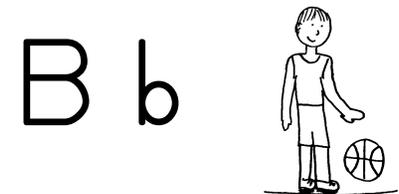
As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the front door, "wwwwww."



"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)



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.



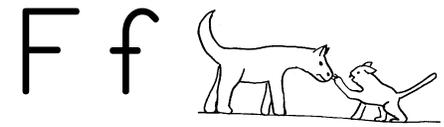
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



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.



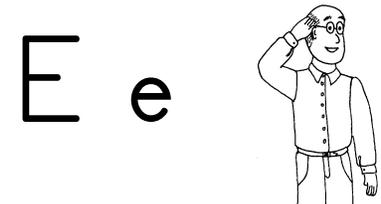
The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



"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.



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 aides," said Mom. "He could hear much better with them." (e/egg)



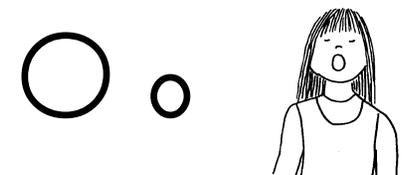
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.



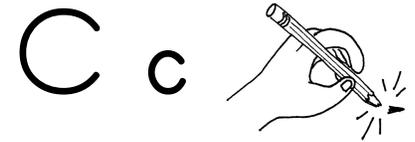
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.



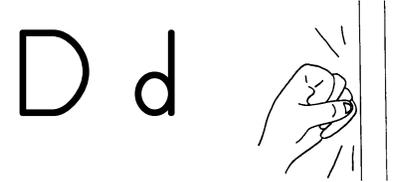
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)



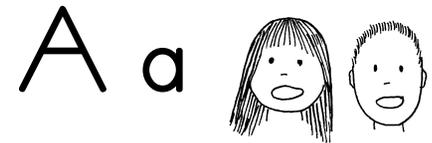
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.



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.



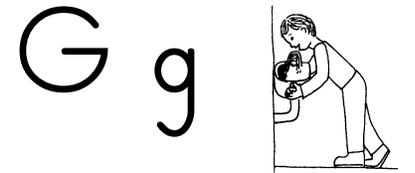
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up."
(a/ant)



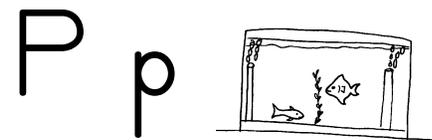
The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."

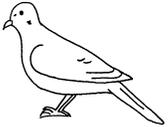
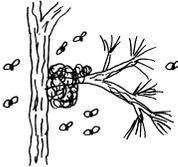


Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.

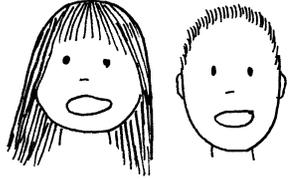


When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air pump pushing air into the water.

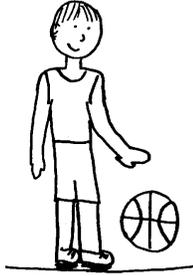


<p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>	<p>K k </p>
<p>When Audrey's 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>

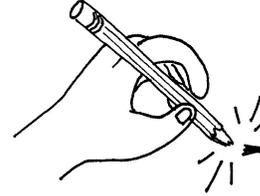
A a



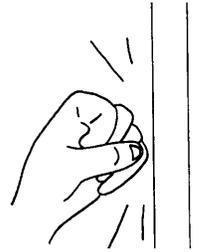
B b



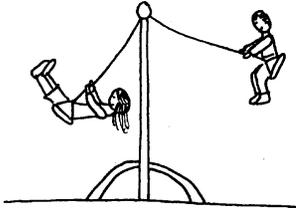
C c



D d



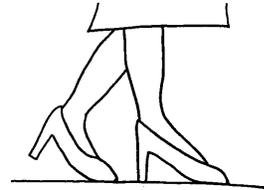
I i



J j



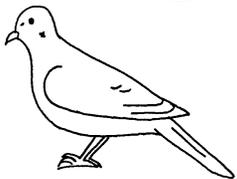
K k



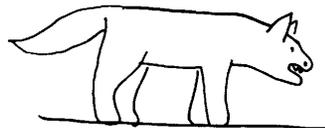
L l



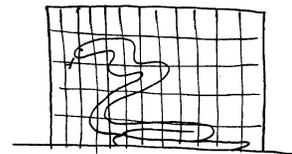
Q q



R r



S s



T t



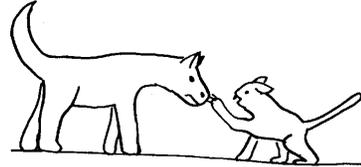
U u



E e



F f



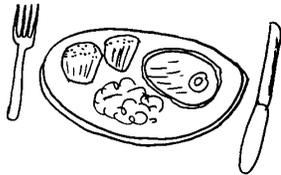
G g



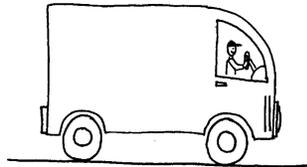
H h



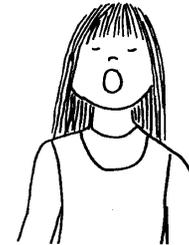
M m



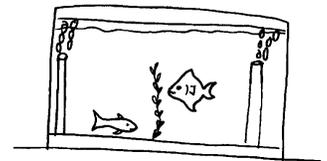
N n



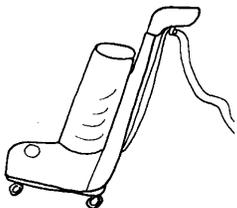
O o



P p



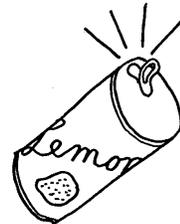
V v



W w



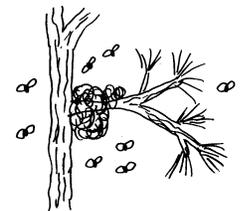
X x



Y y

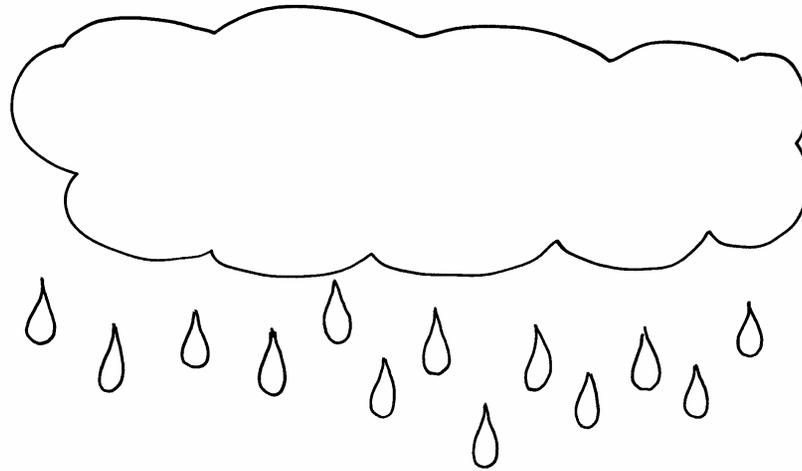


Z z





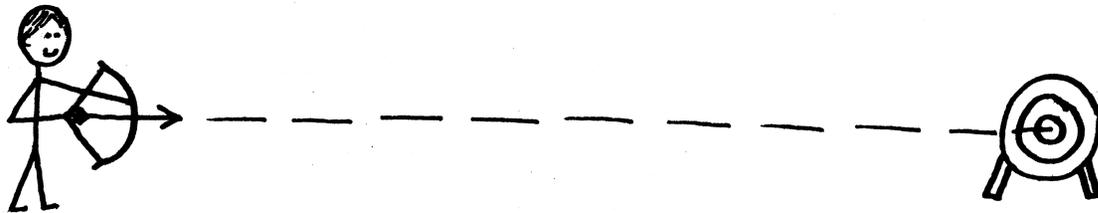
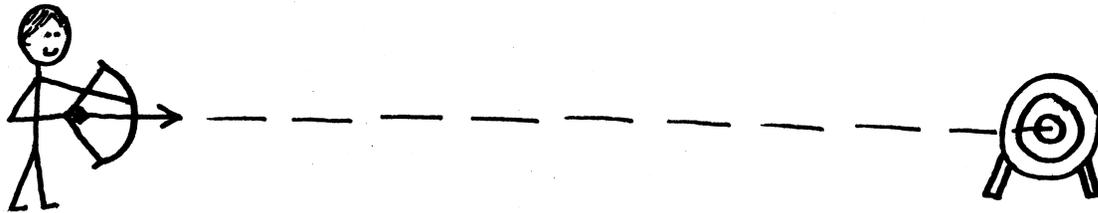
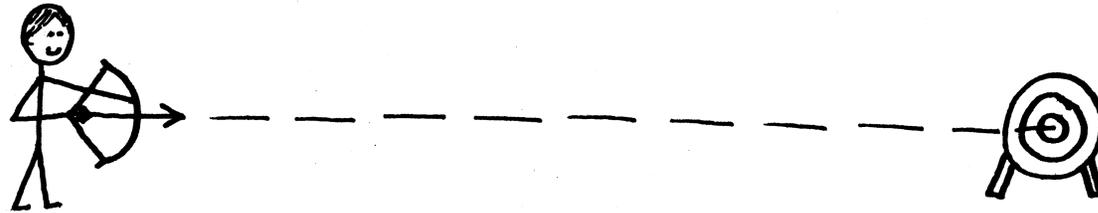
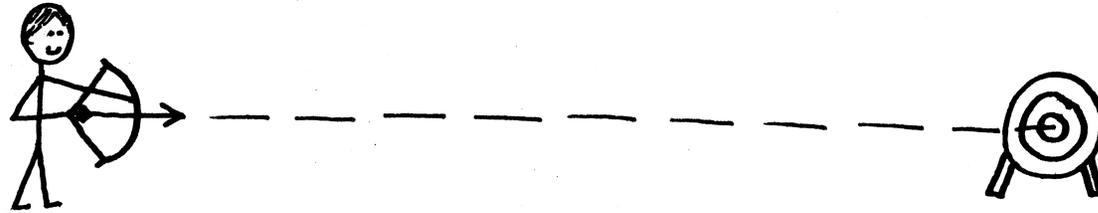
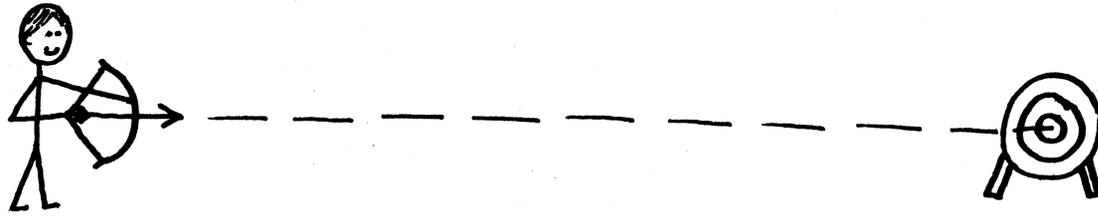
Raindrops



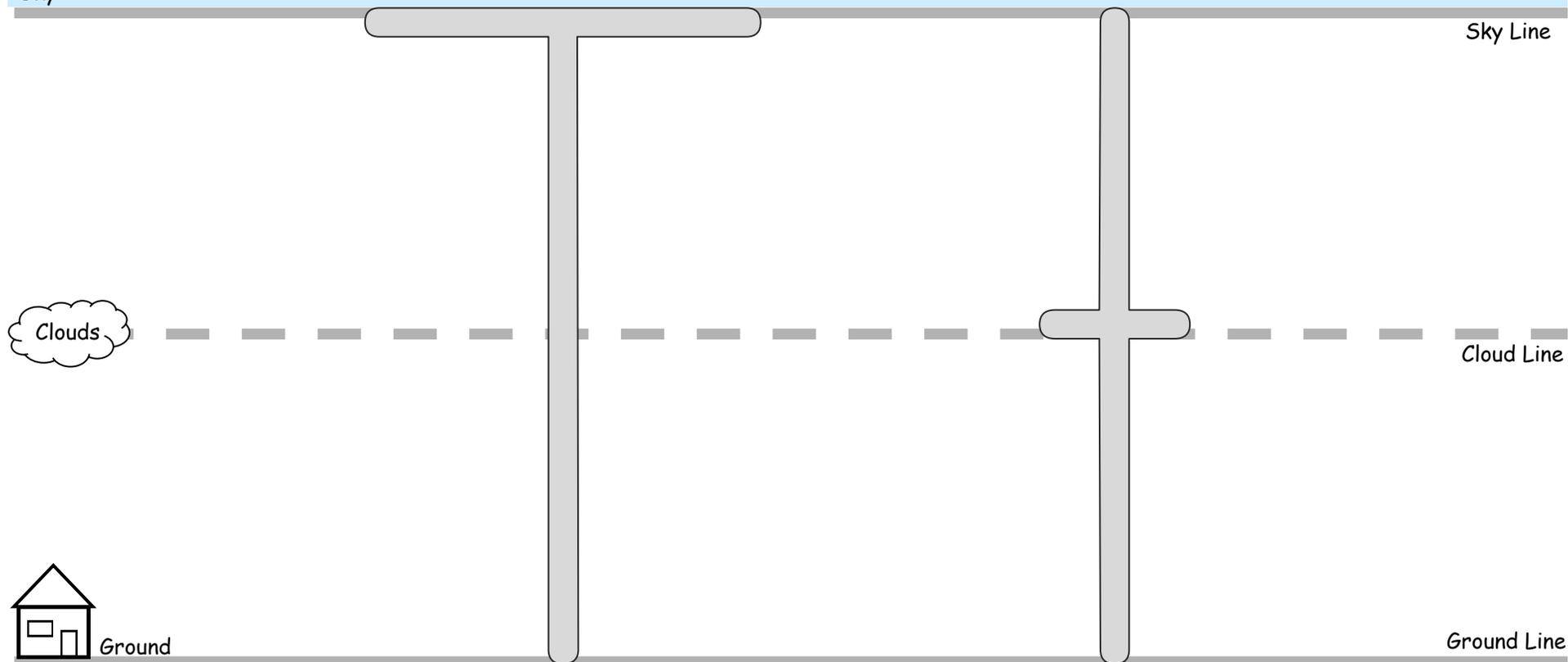
Draw a line from each raindrop down to the ground.



Target Practice



Draw a line from the bow to the target. Let each bow shoot two times.

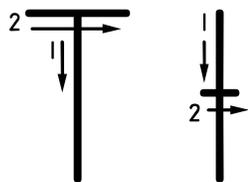


Handwriting

Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times. Say the name of the capital letter and its sound each time you trace, "Capital T, /T/, capital T, /T/..."

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times. Say only the letter sound each time you trace. "/t/, /t/, /t/..."

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

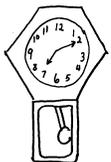
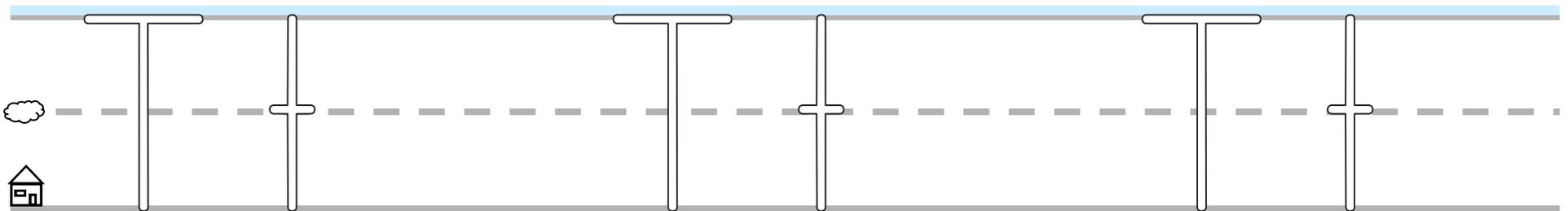
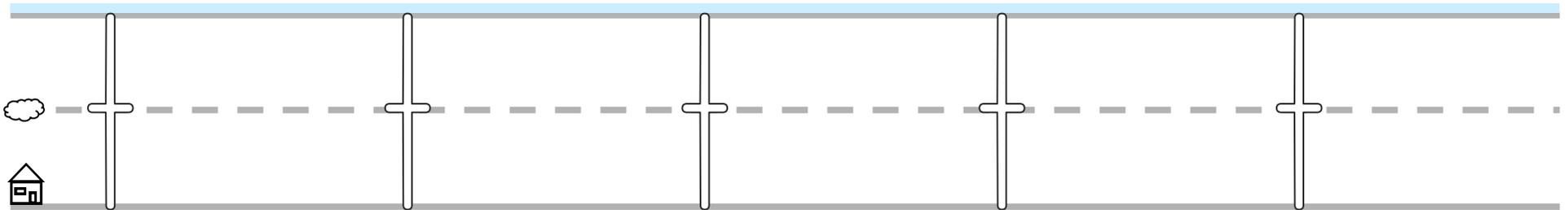
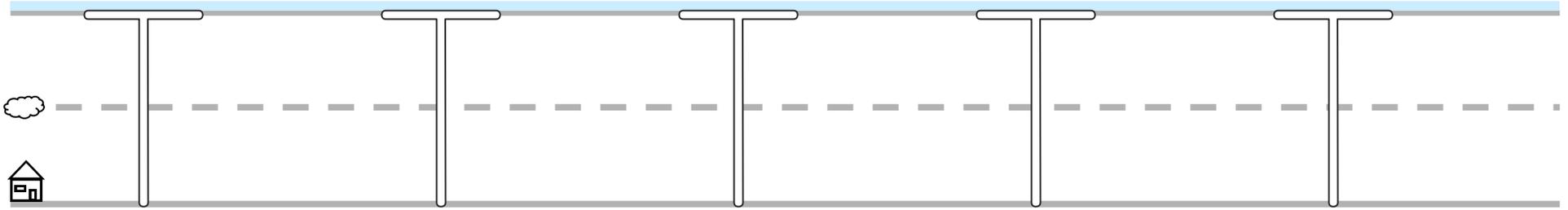


Point out the sky line, the cloud line, and the ground line. Ask the students, "Where is the sky line? Where is the cloud line? Where is the ground line?" Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

Show students how to finger trace the capital letter. Verbalize your movements. "To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across the sky line." Have students finger trace the capital letter and then trace with a pencil.

Model how to form the lower case letter in the same way. "To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a short line going across at the cloud line." Have students finger trace the lower case letter and then trace with a pencil.

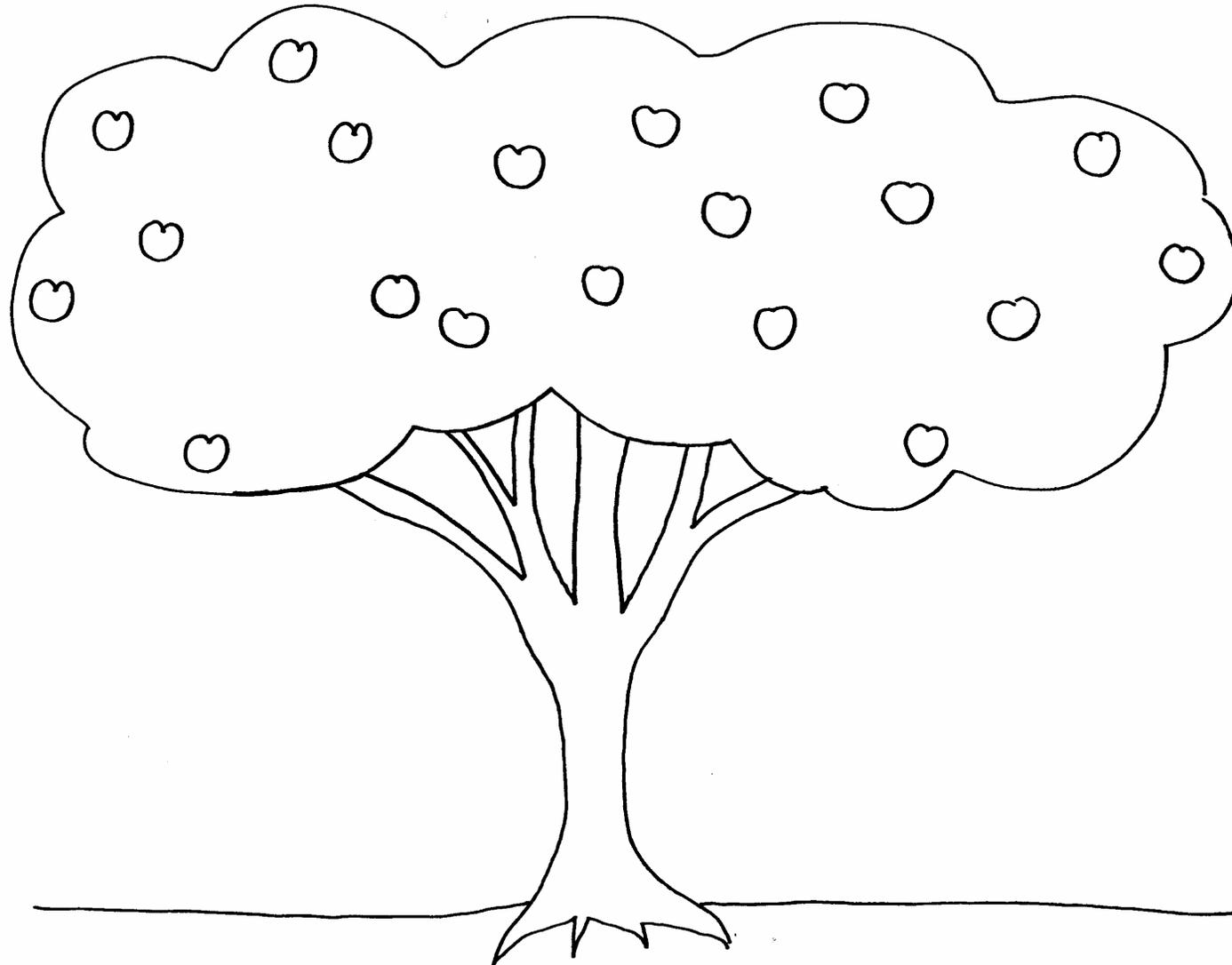
Be sure students are forming the letters correctly. Watch carefully and help as needed. Be patient. Follow this routine when you introduce each new letter.



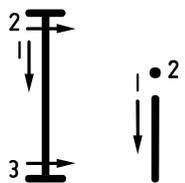
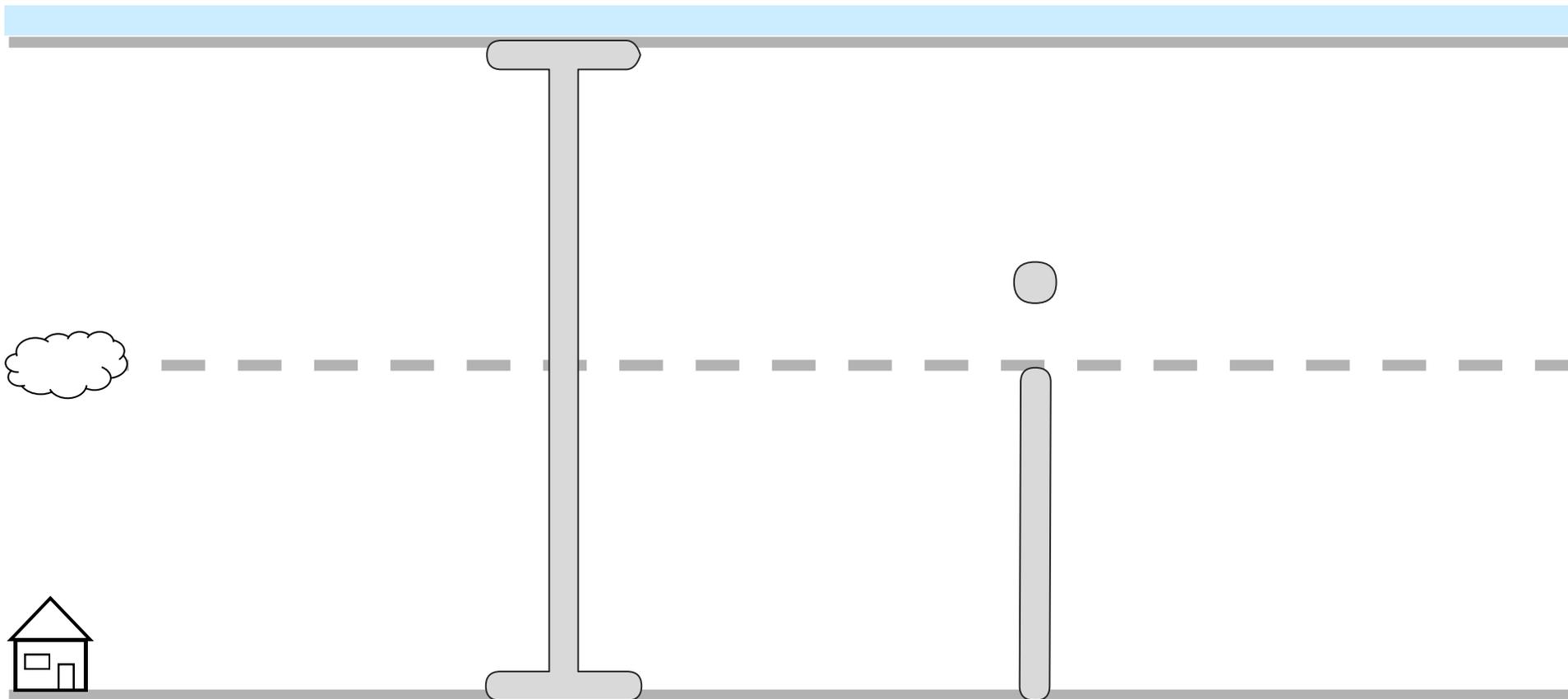
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



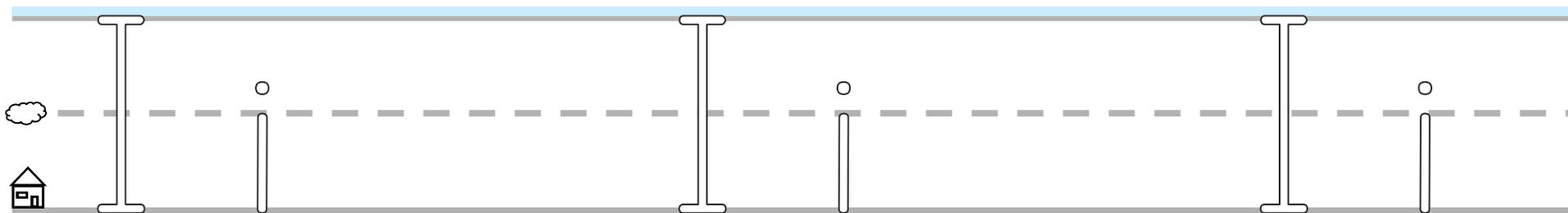
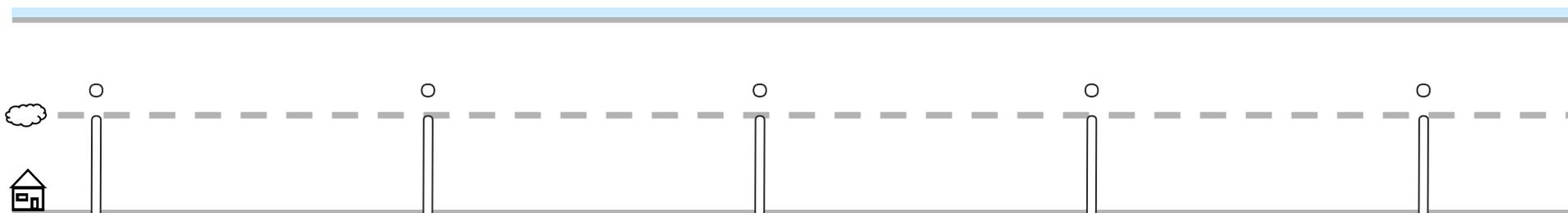
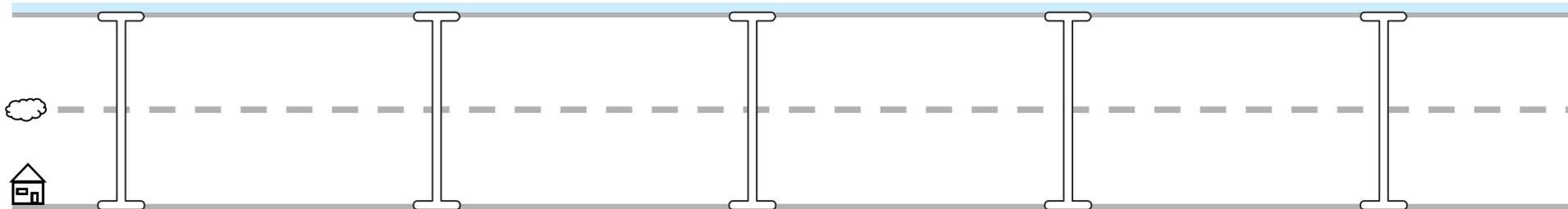
Apple Drop



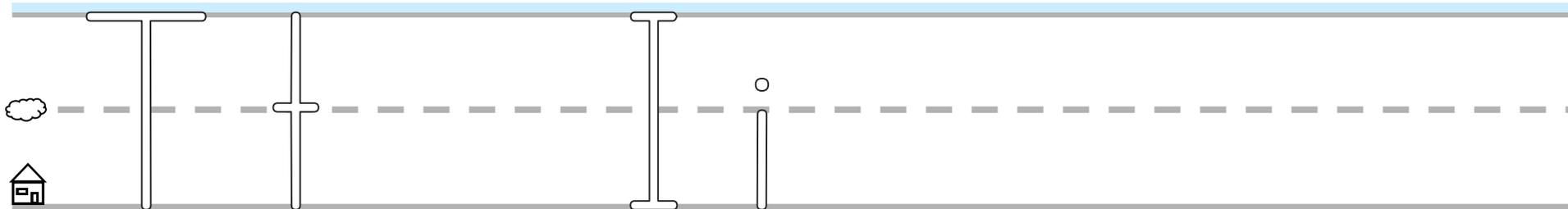
Draw a line from each apple straight down to the ground.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



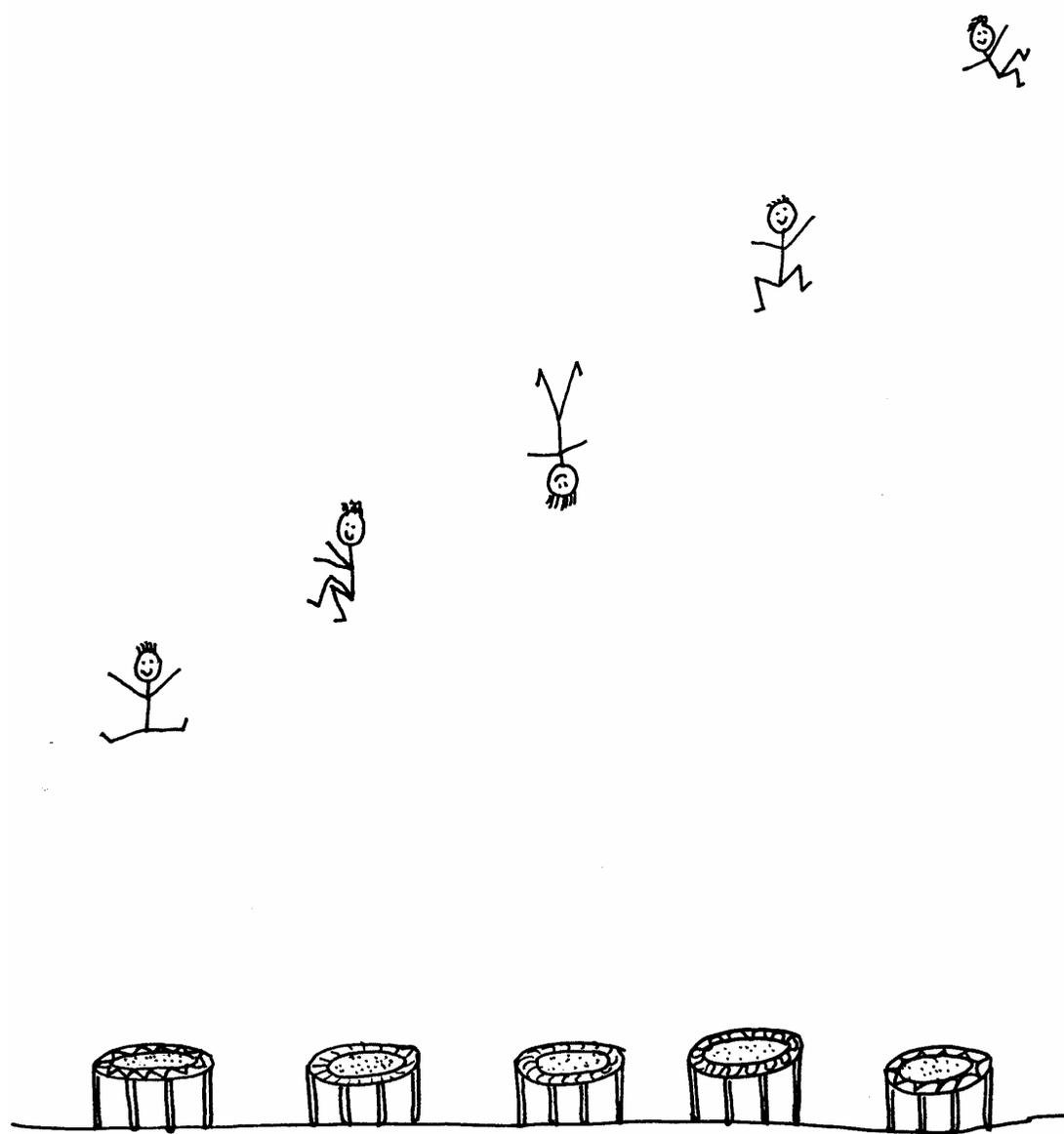
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



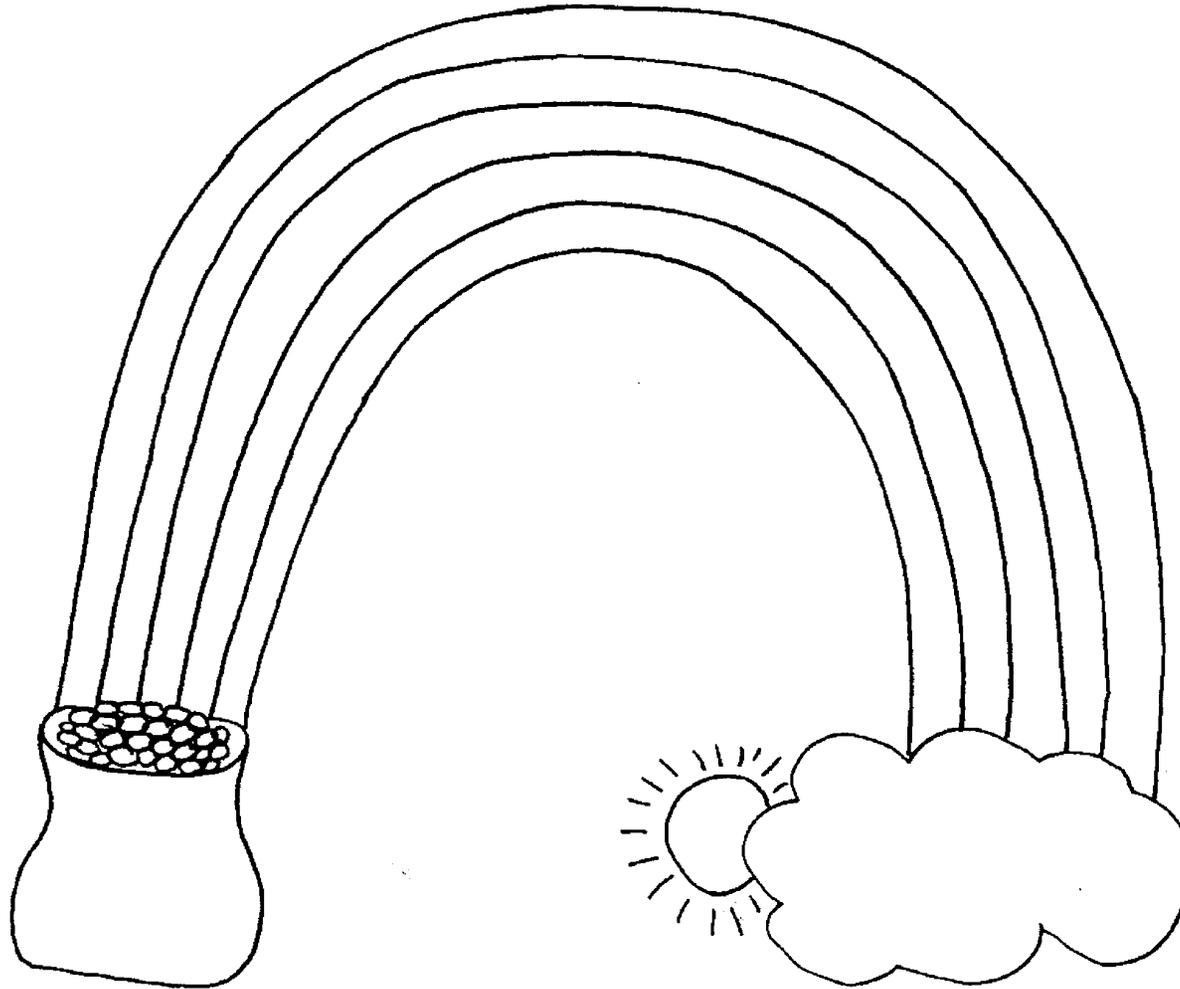
Jumping Jacks 1



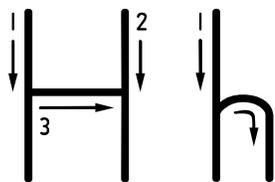
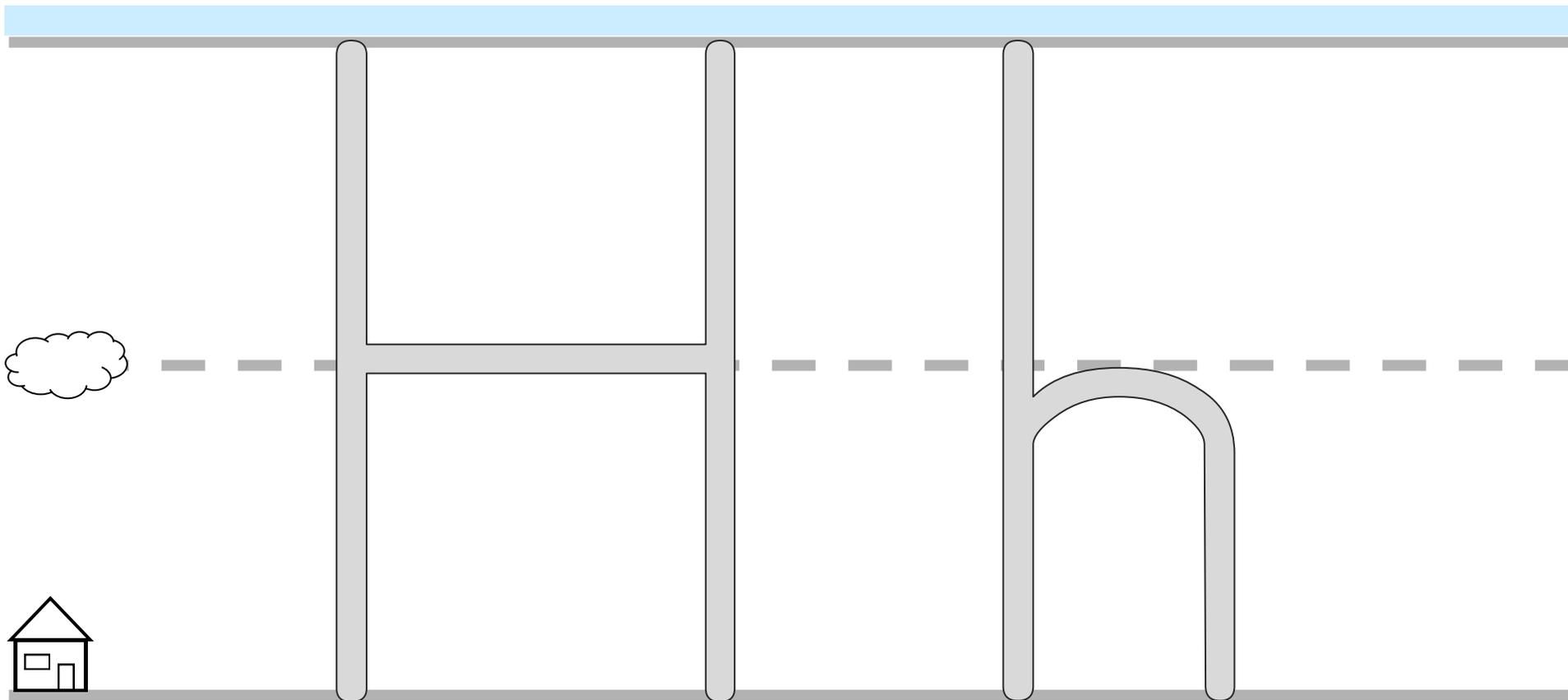
Draw a line from each person down to the trampoline and back up again.



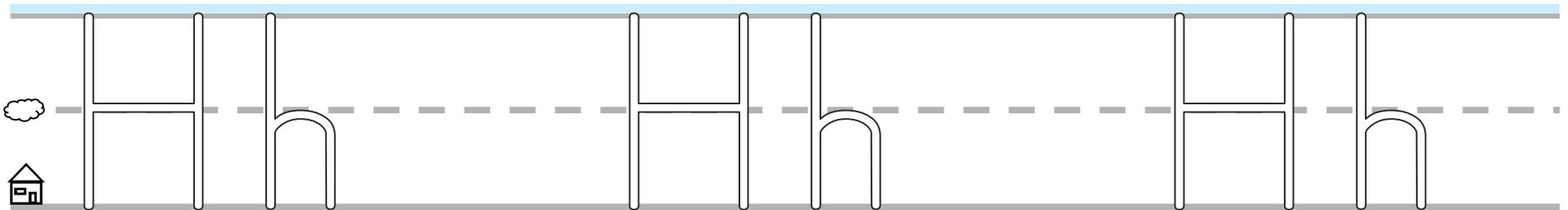
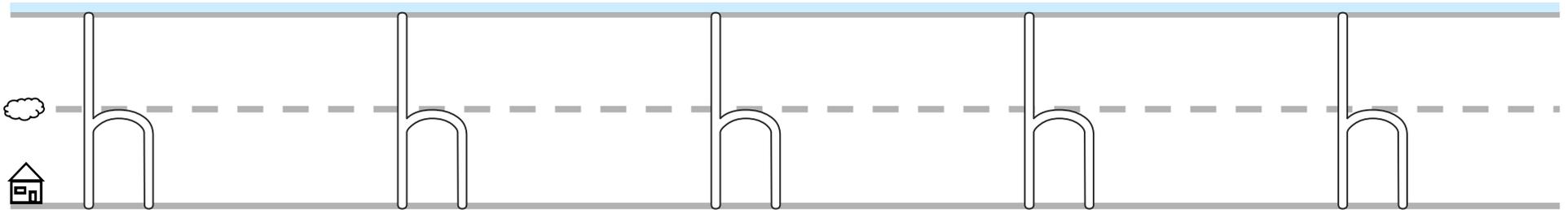
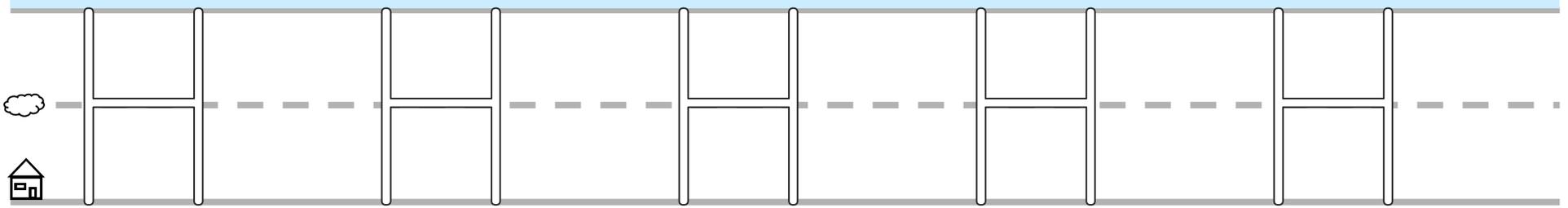
Rainbow 1



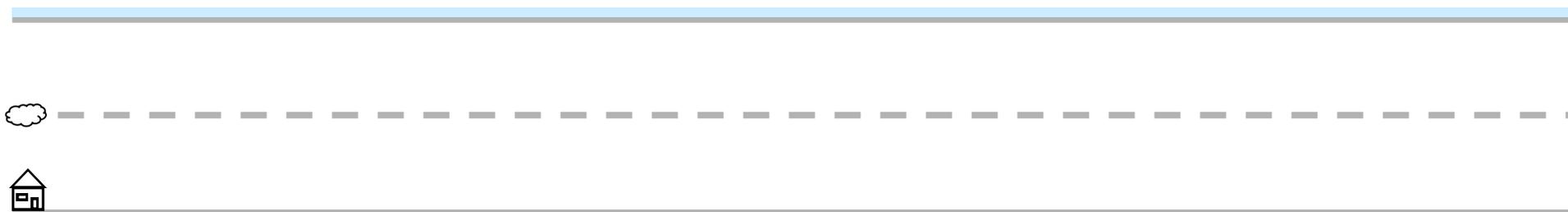
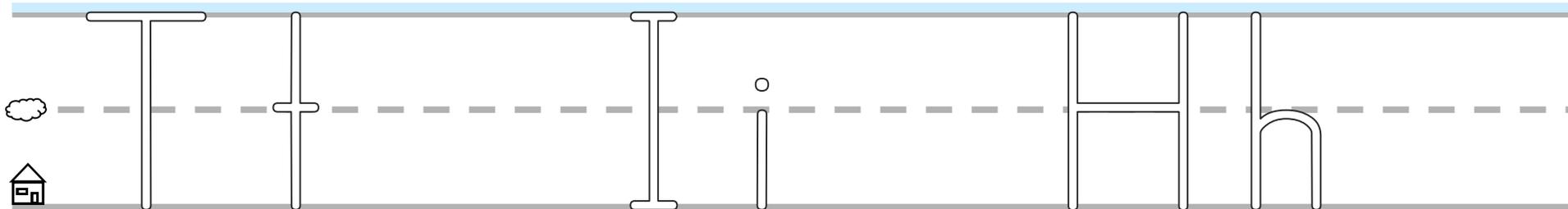
Follow the rainbow from the pot of gold to the cloud. Use a different colored pencil for each path.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



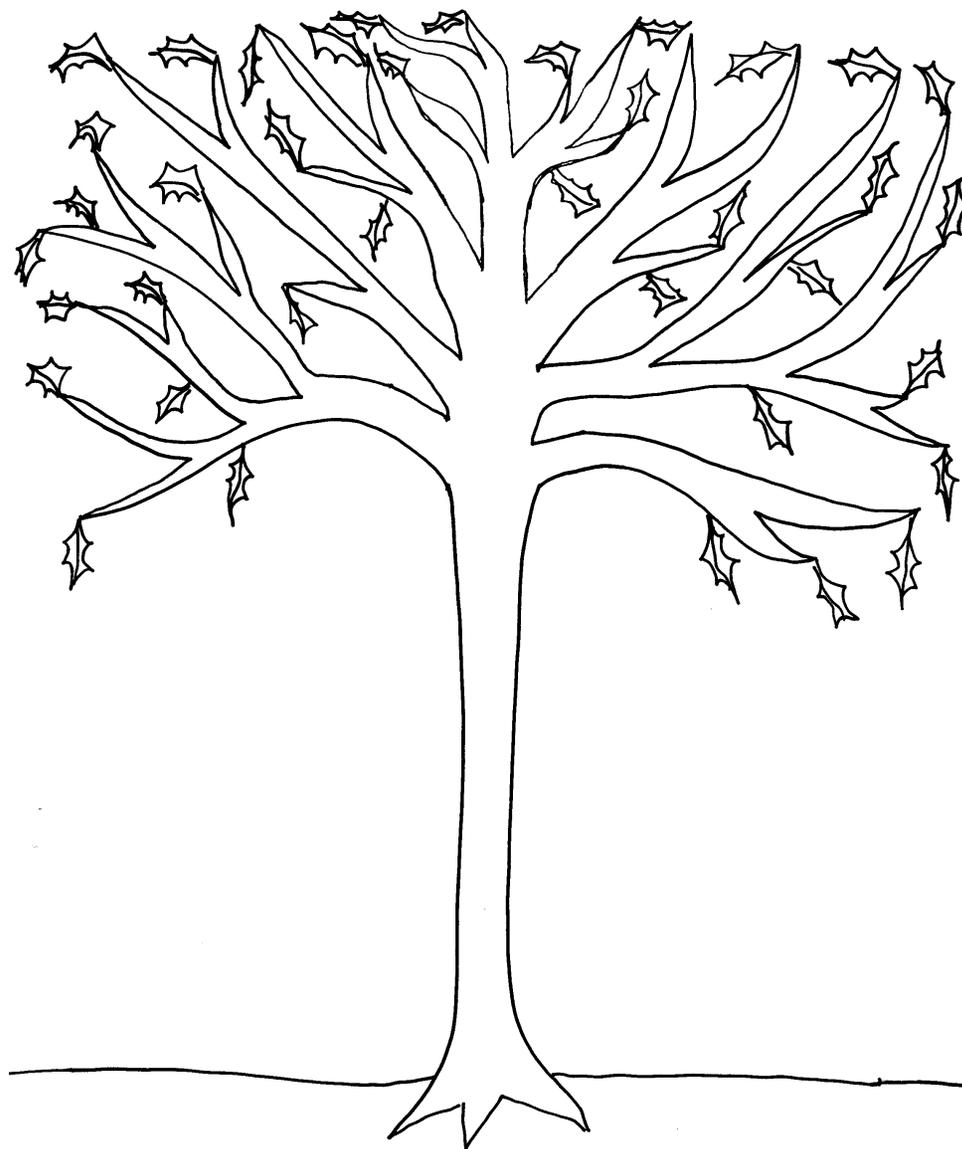
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



Leaf Drop

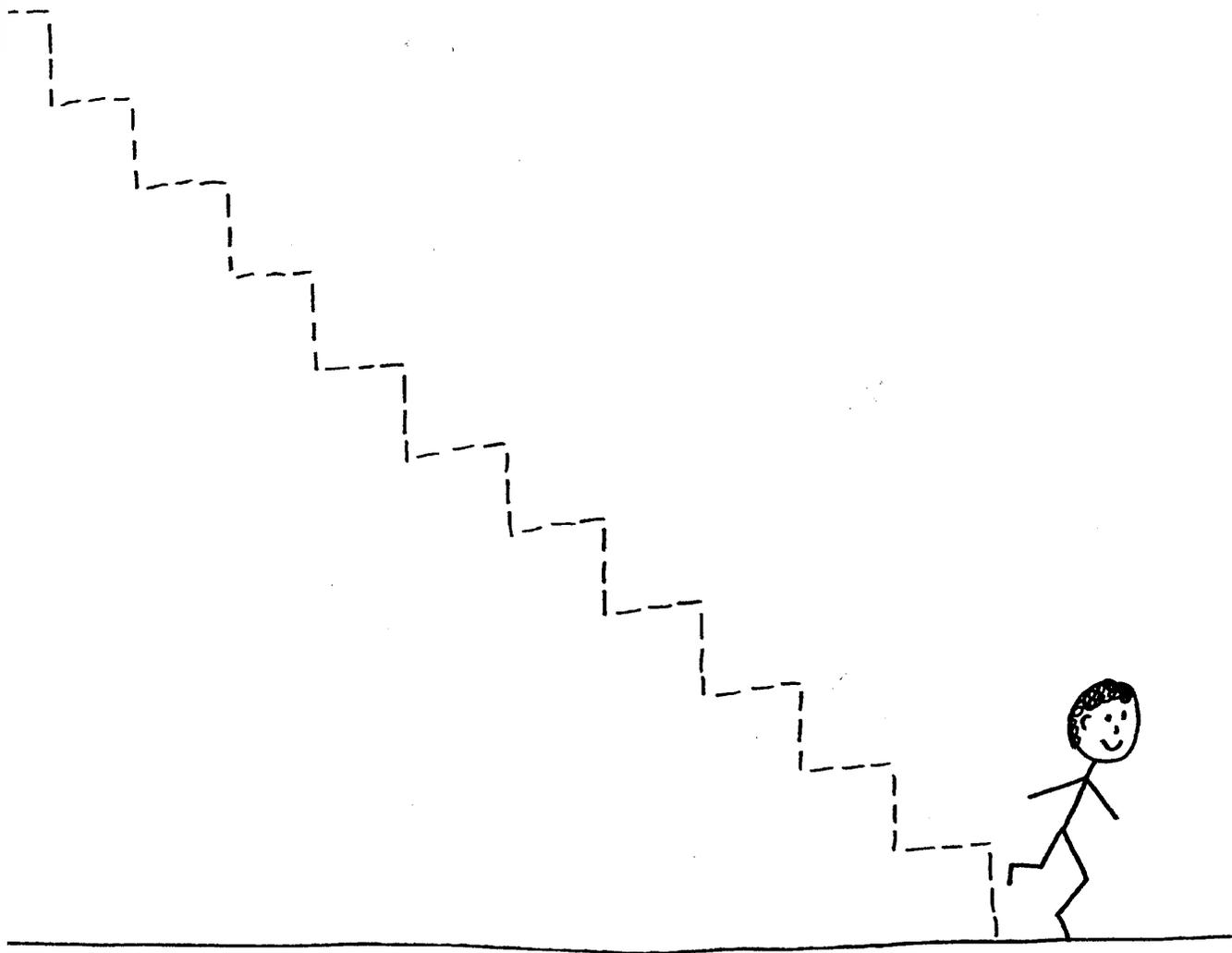


Draw a line from each leaf down to the ground.

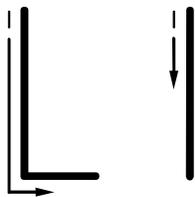
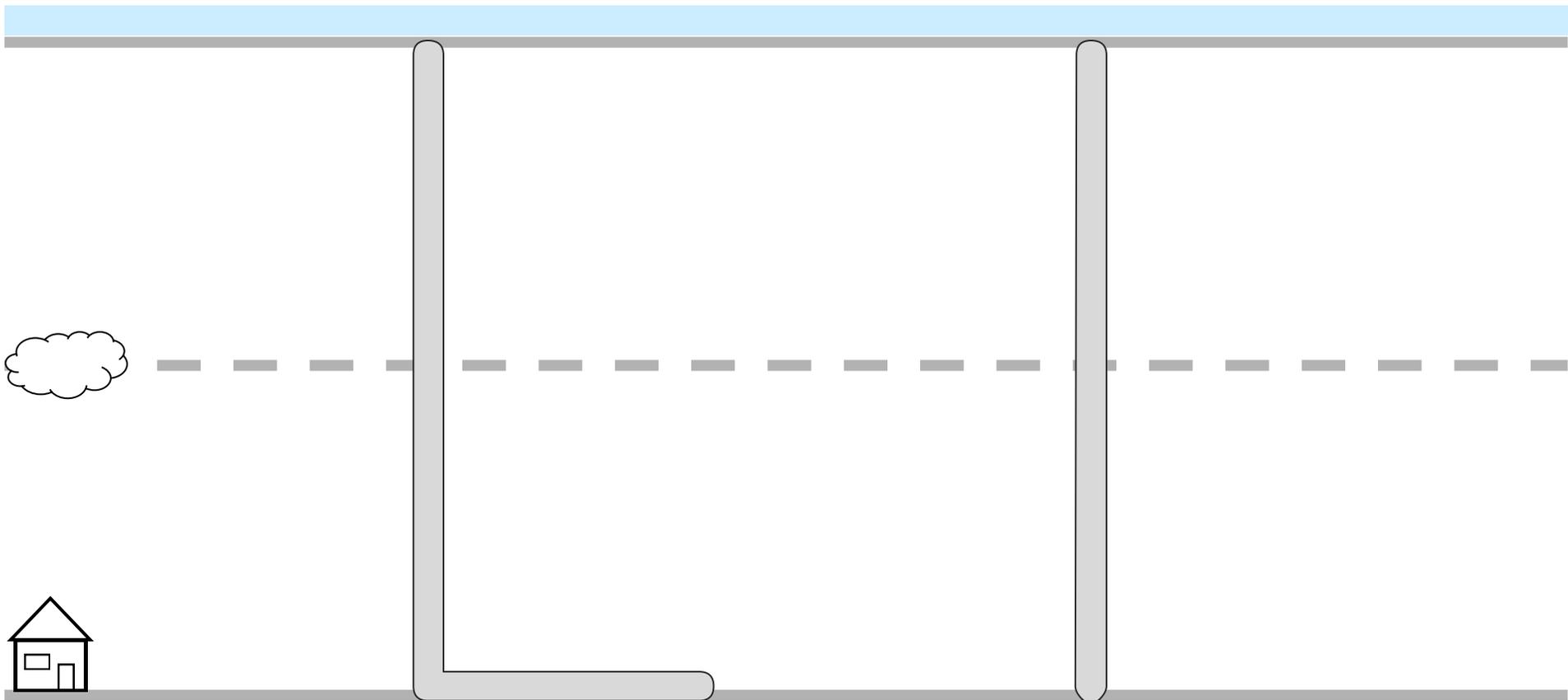
Handwriting
Readiness



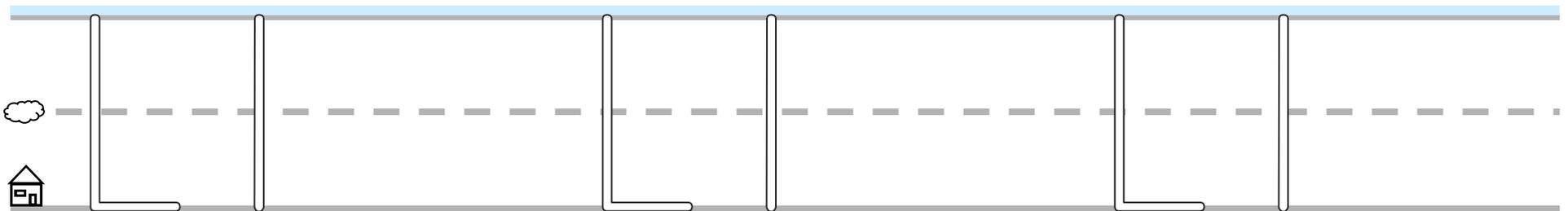
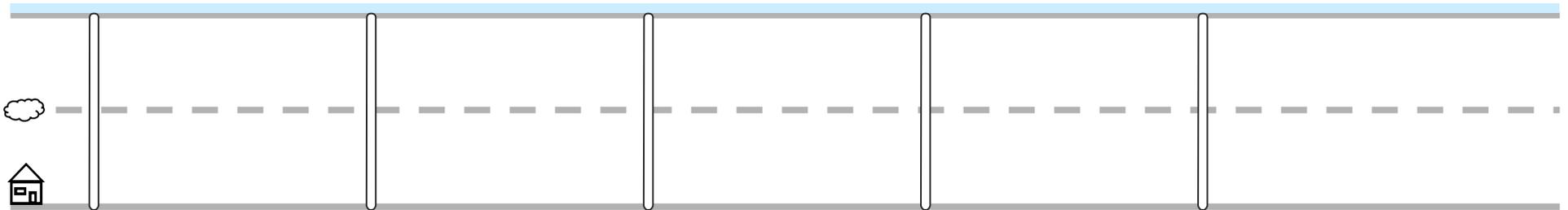
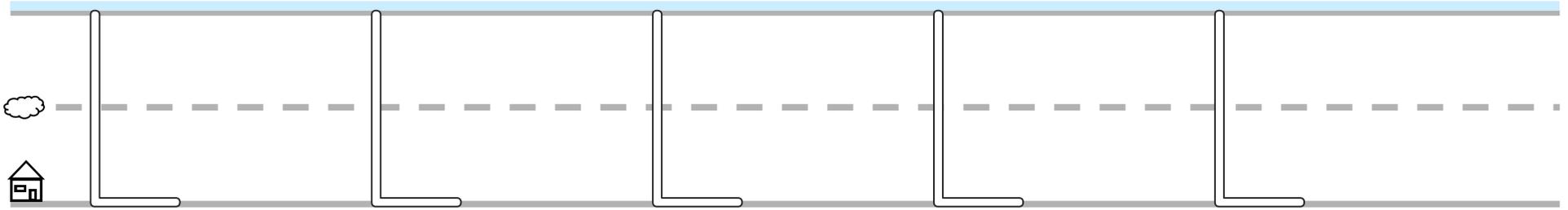
Down The Steps



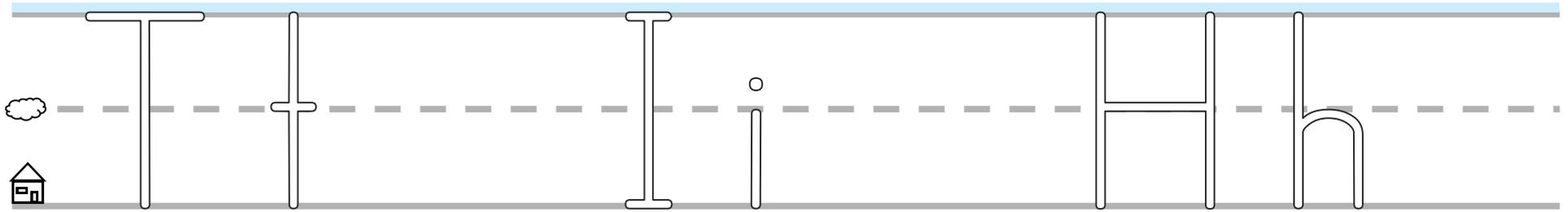
Trace the line. Go down the steps.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



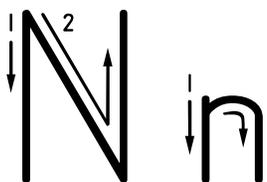
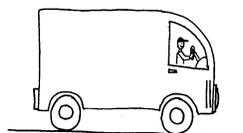
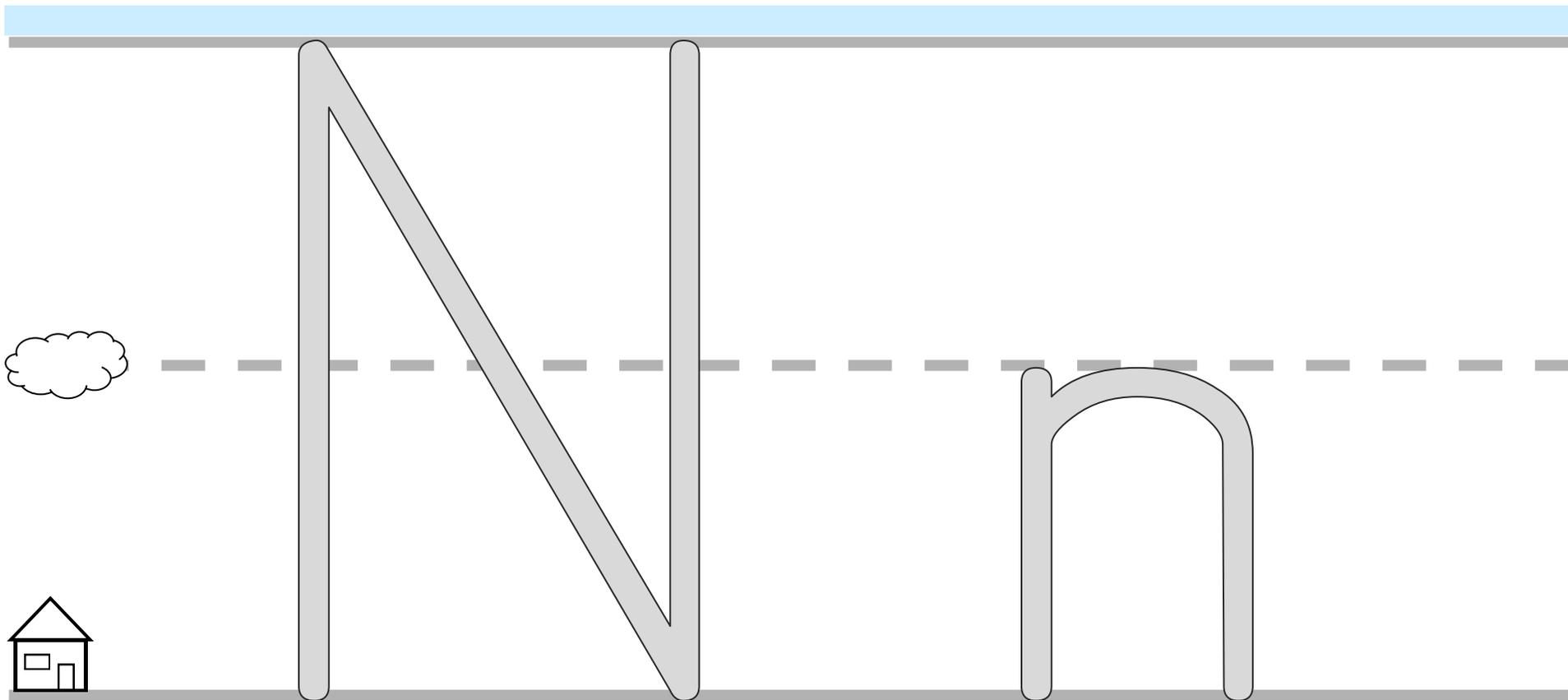
Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



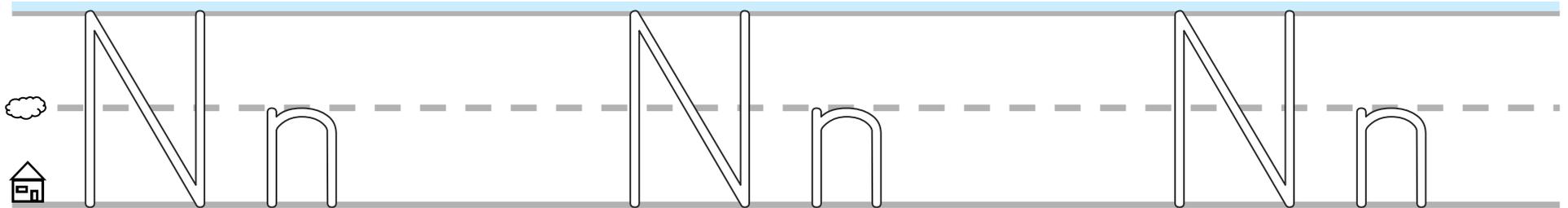
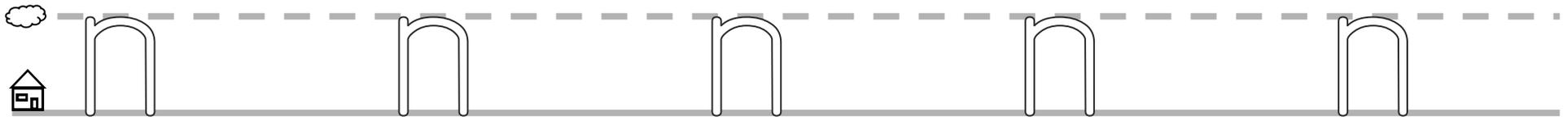
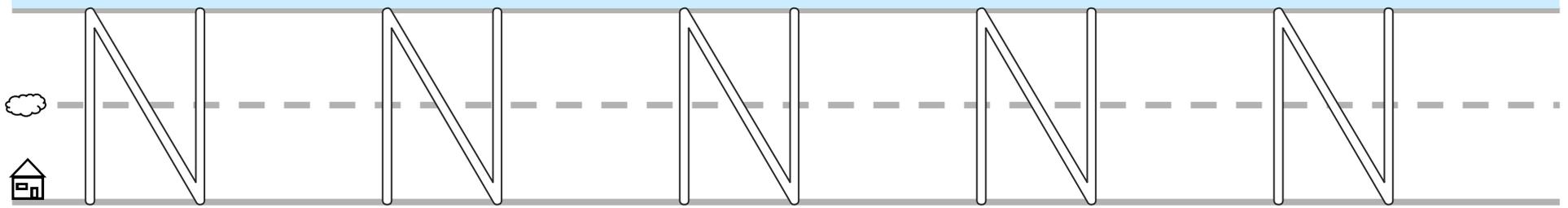
Frog Hop 1



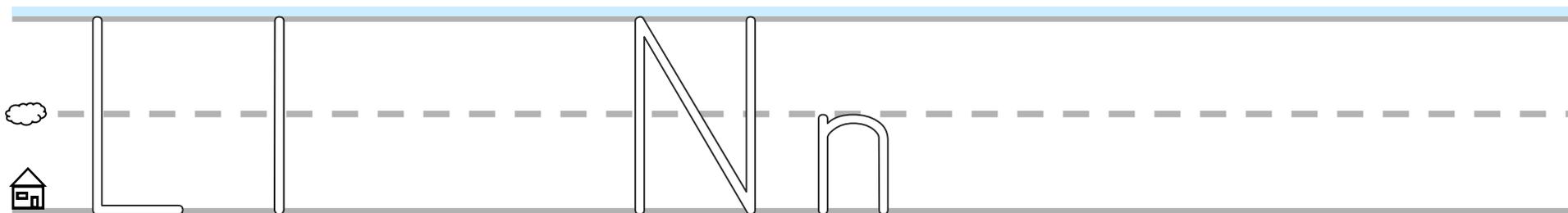
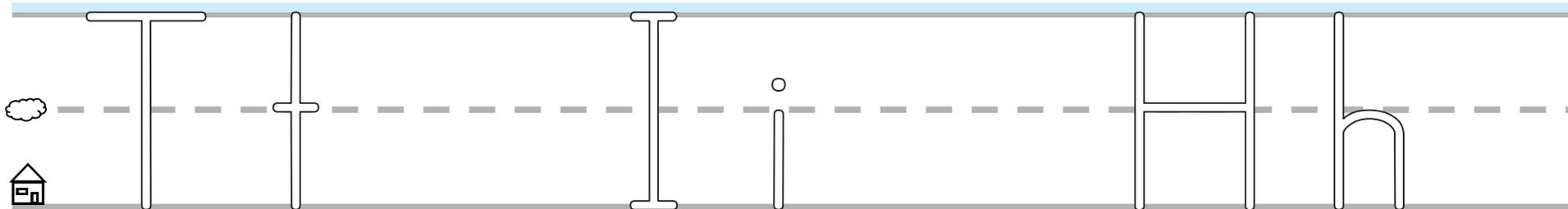
Follow the hopping frogs.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



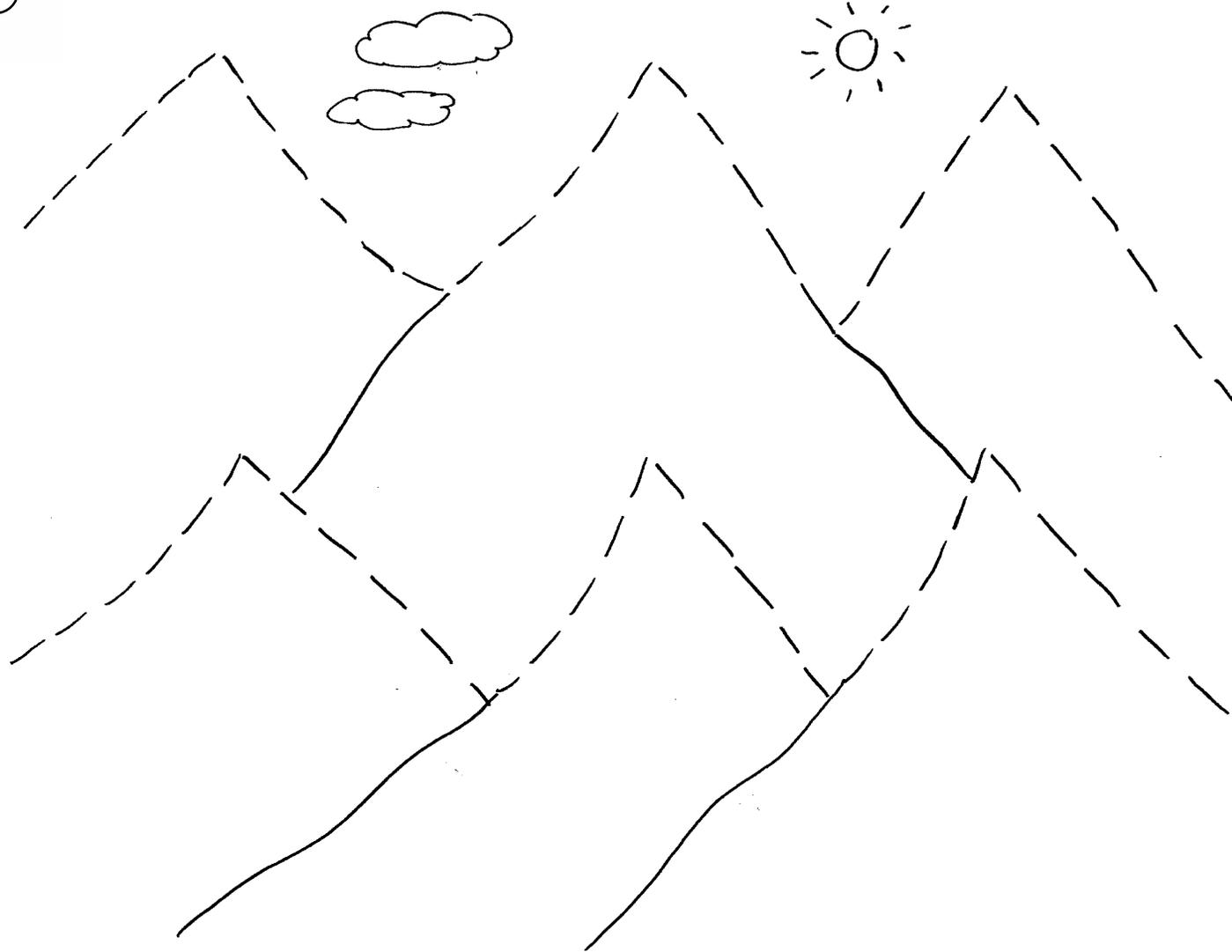
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



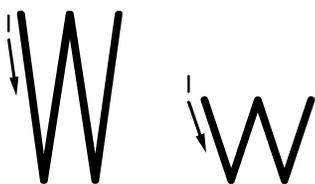
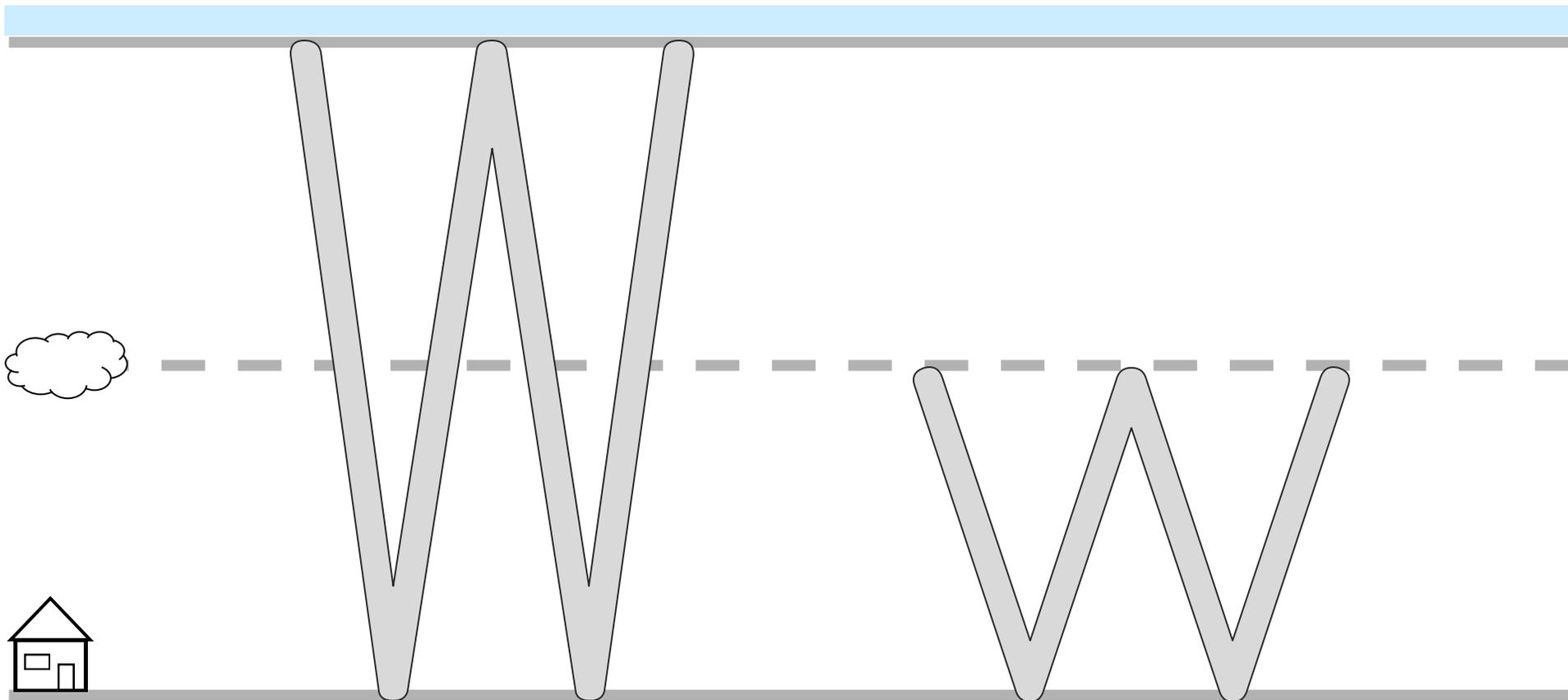
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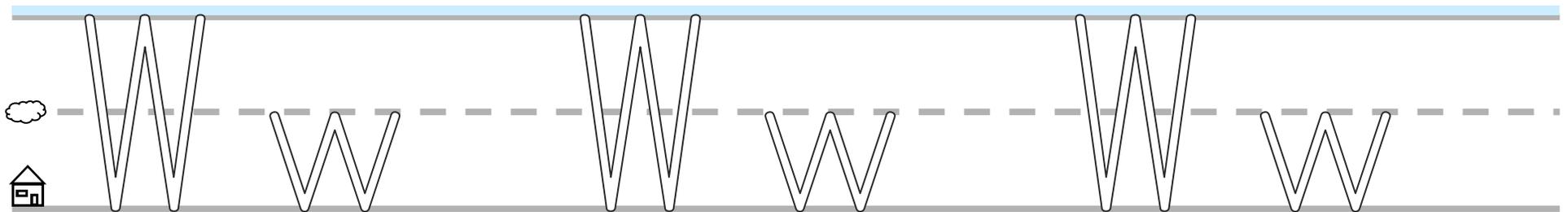
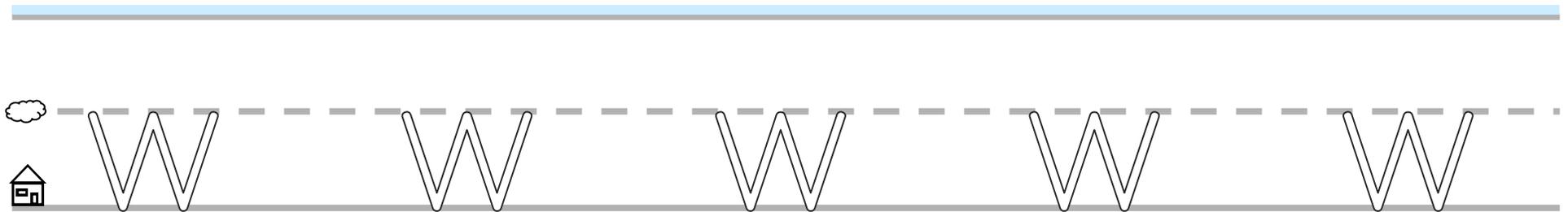
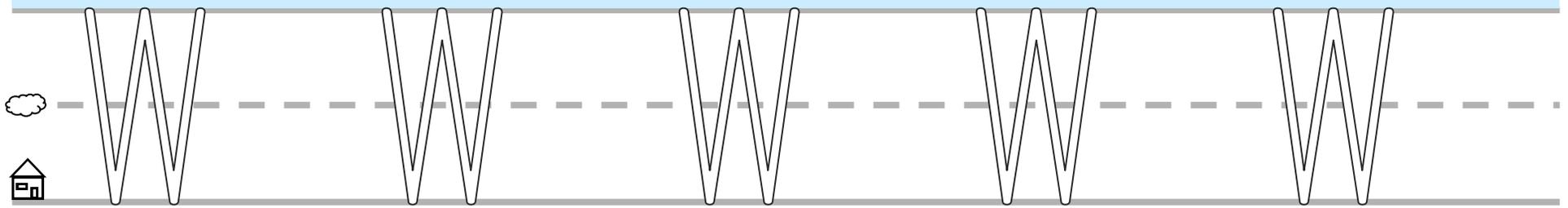
Mountain Tops



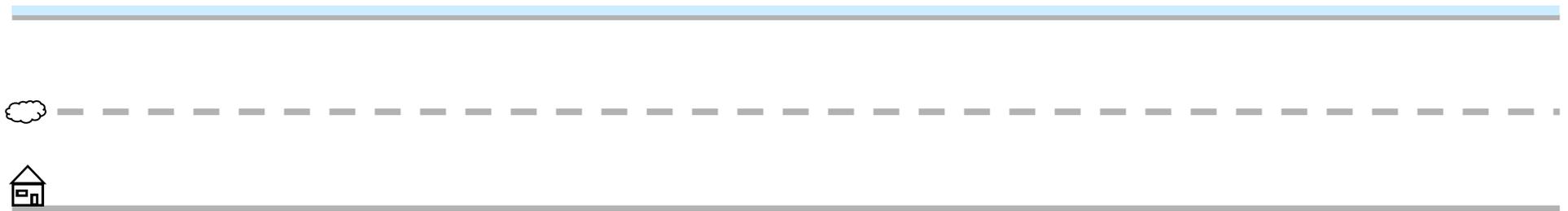
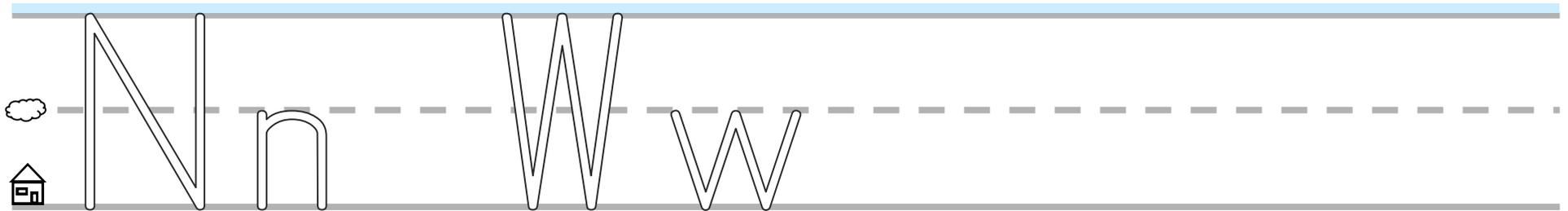
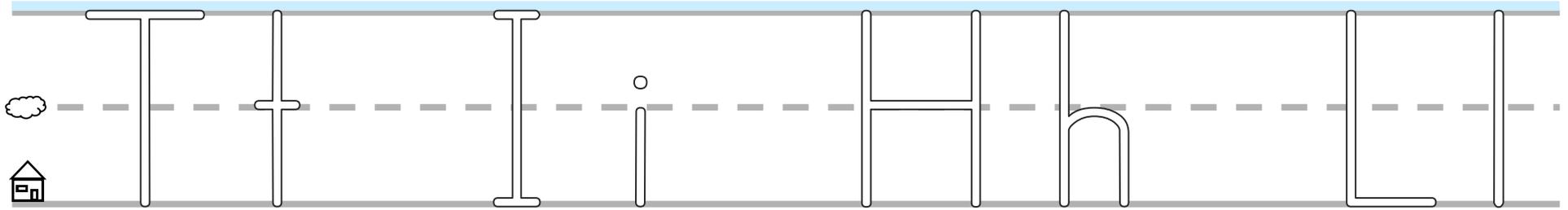
Go up and down the mountain tops. First go from left to right.
Then go from right to left. Color the mountains.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



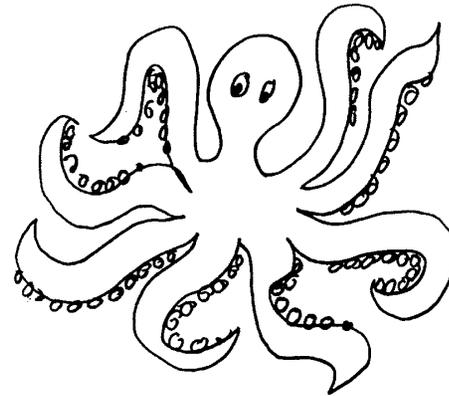
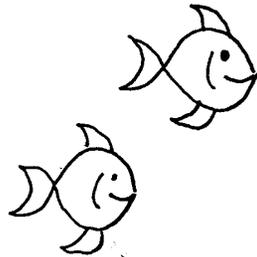
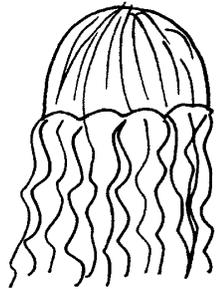
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



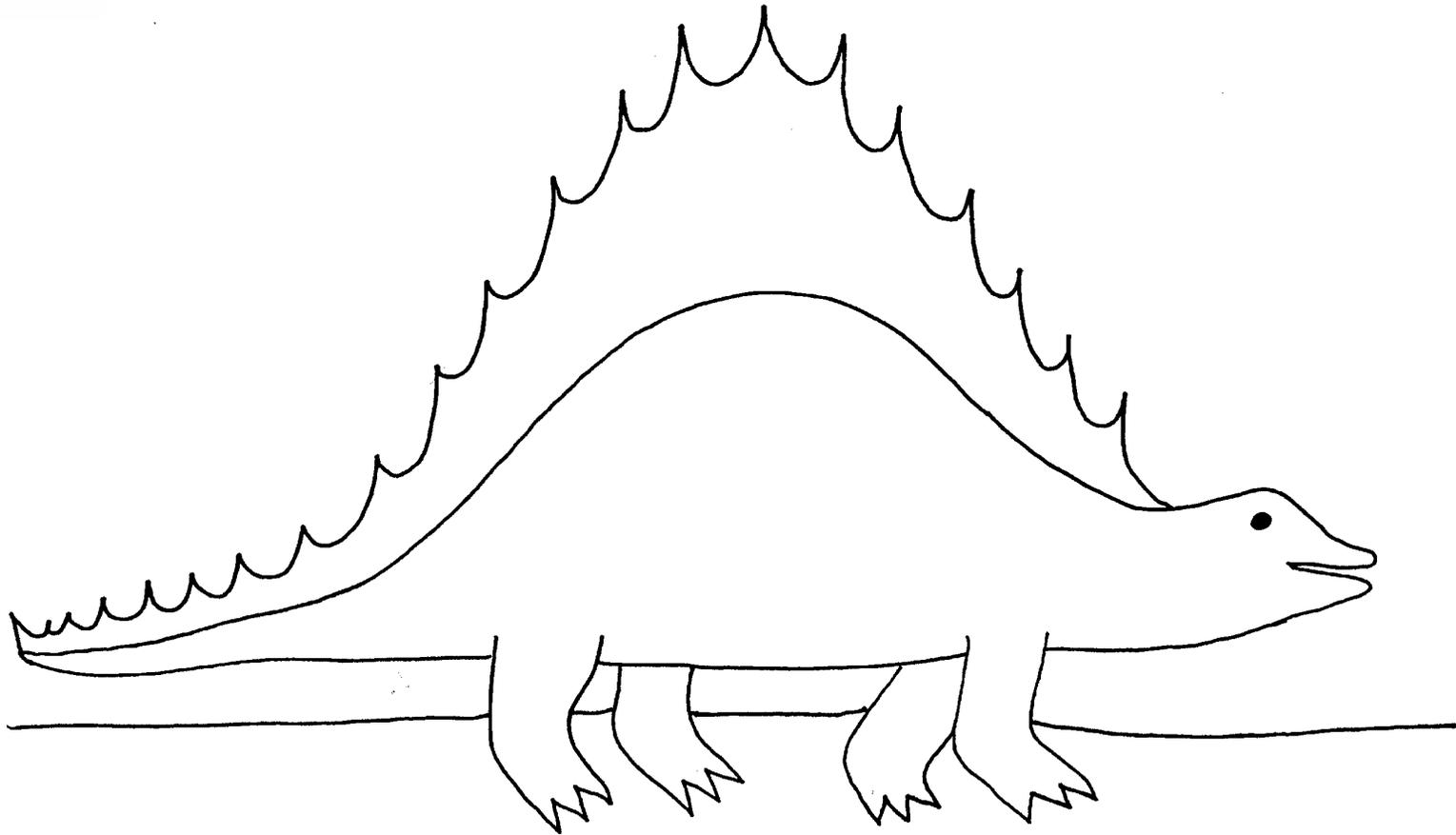
Waves



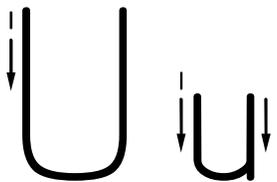
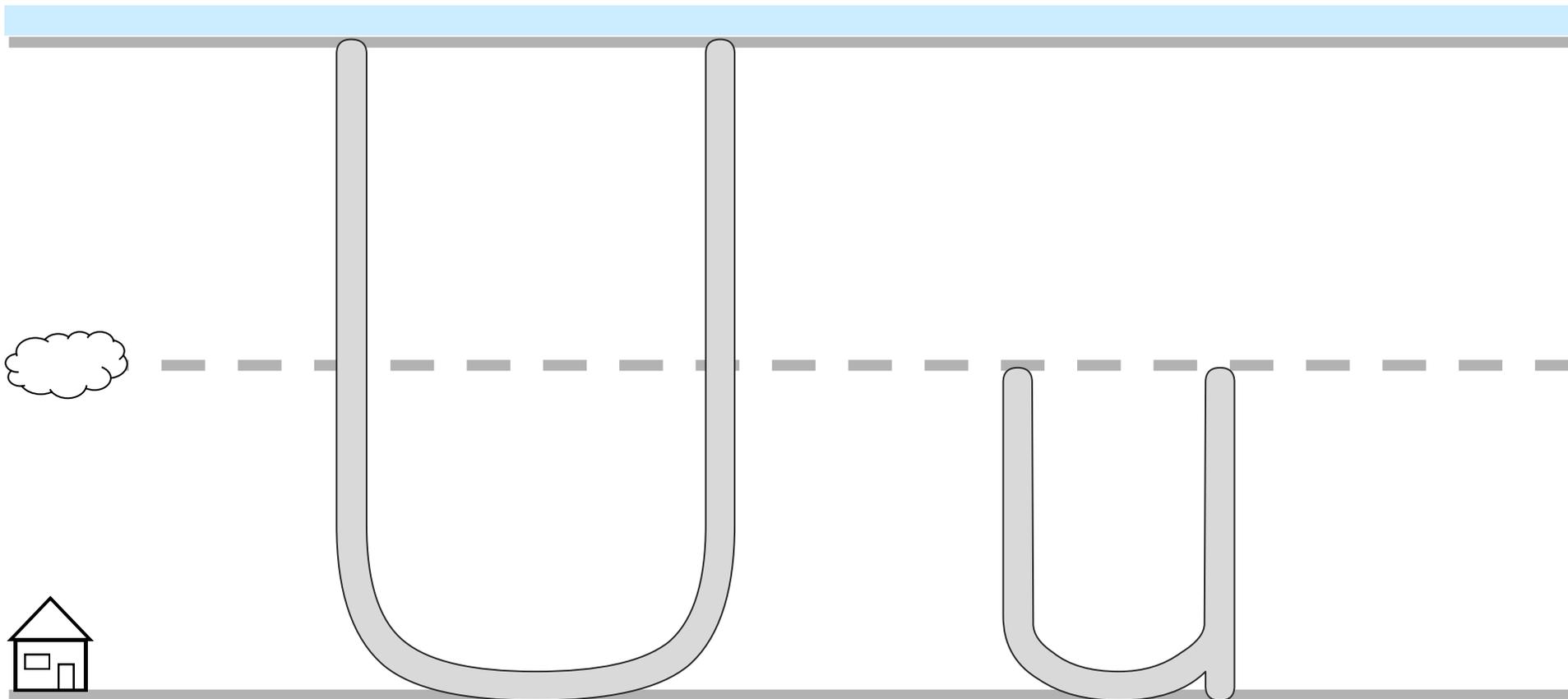
Trace the waves. First trace from left to right.
Then trace from right to left. Color the octopus, fish, and jellyfish.



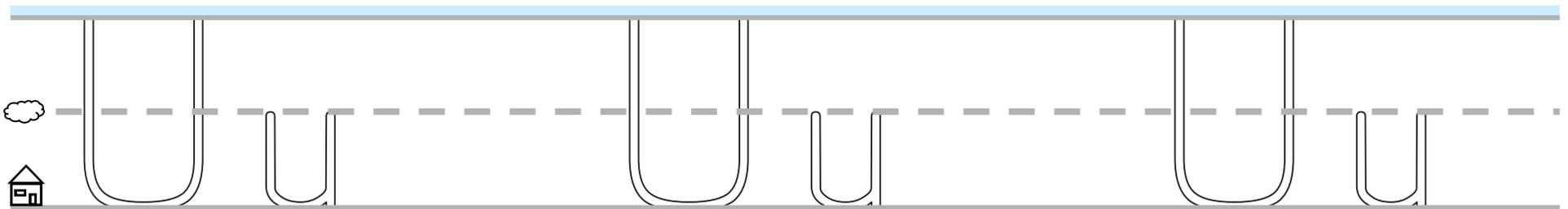
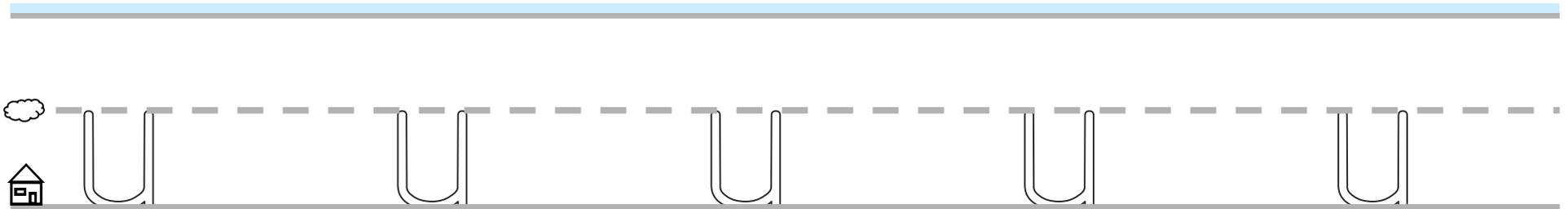
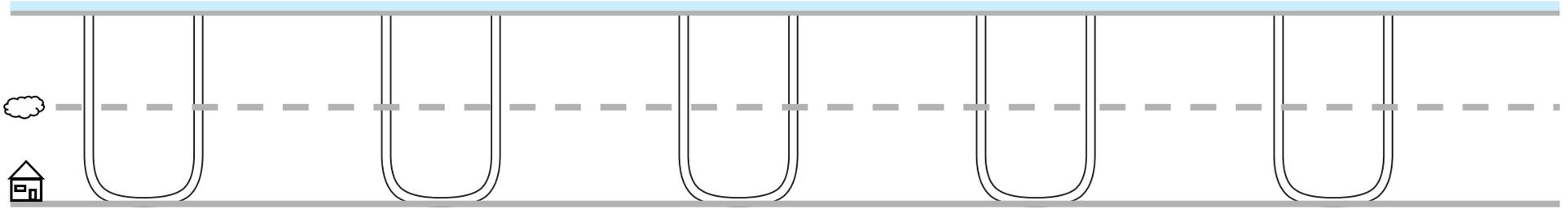
Dinosaur



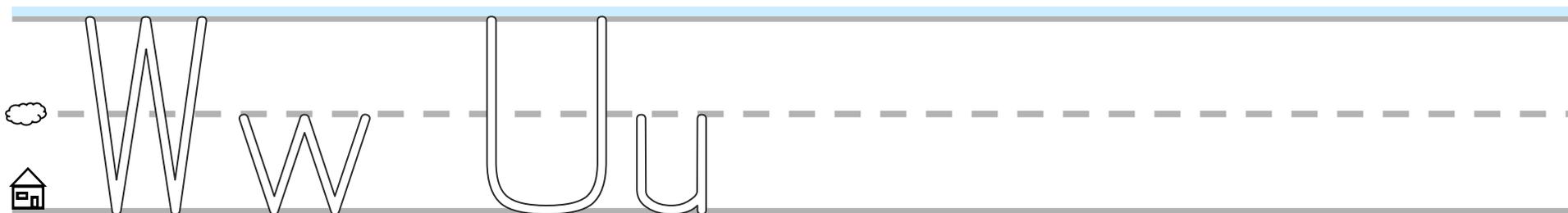
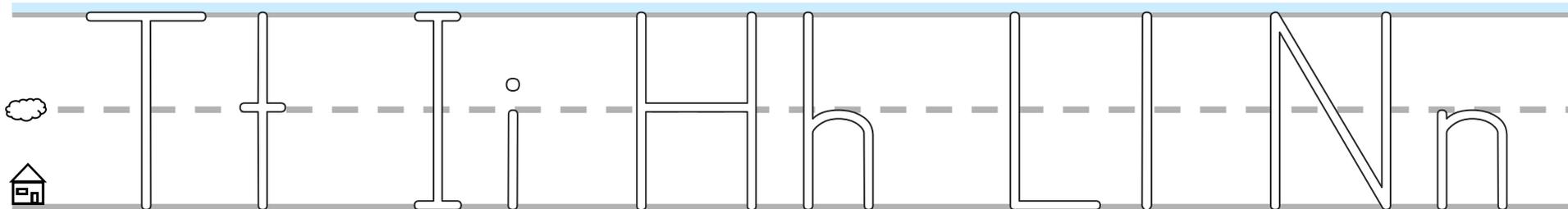
Trace the fin on the back of the dinosaur.
Start at the tail and go towards the head.
Then start at the head and go towards the tail.
Color the dinosaur.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



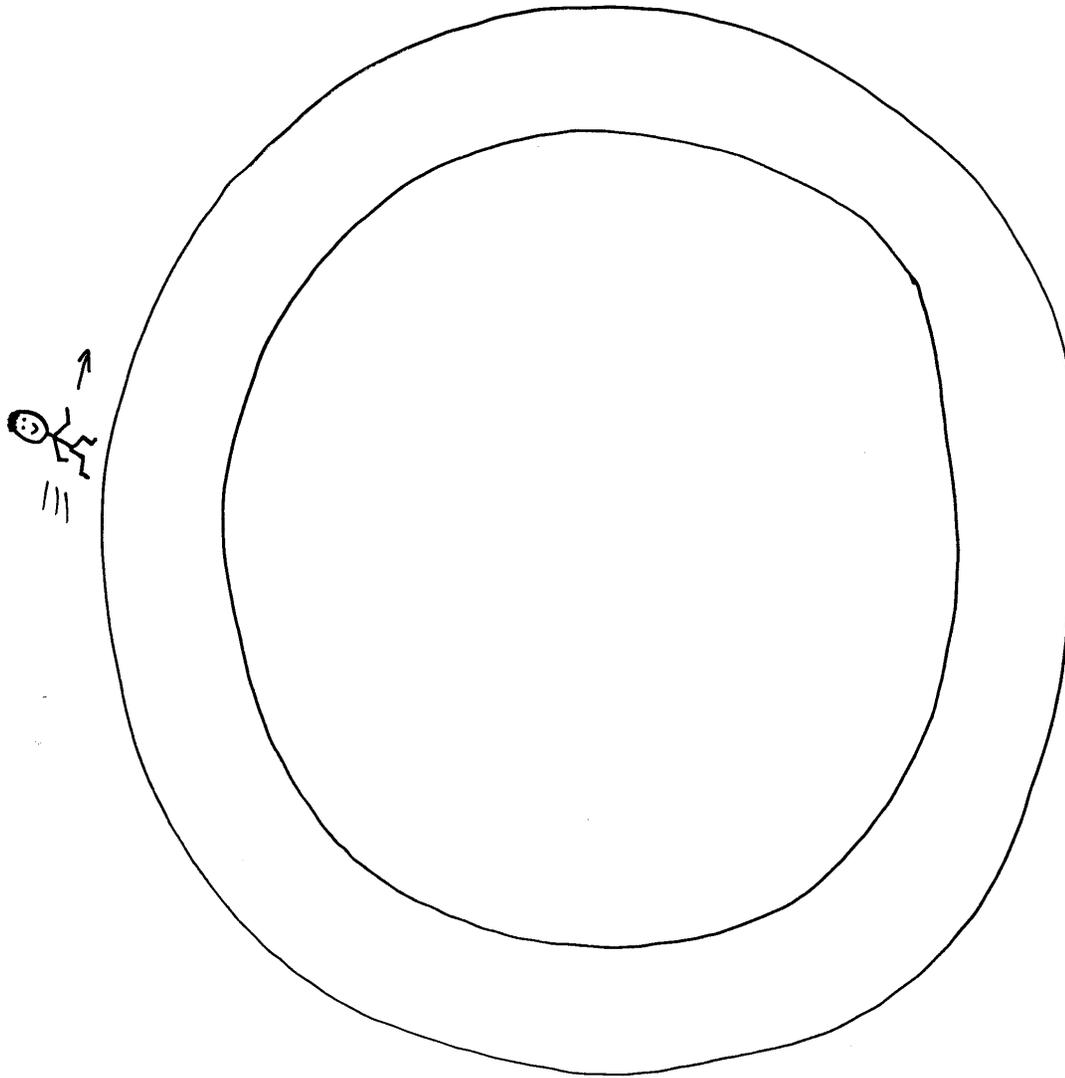
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



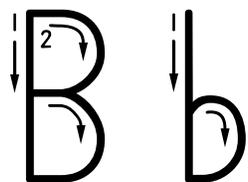
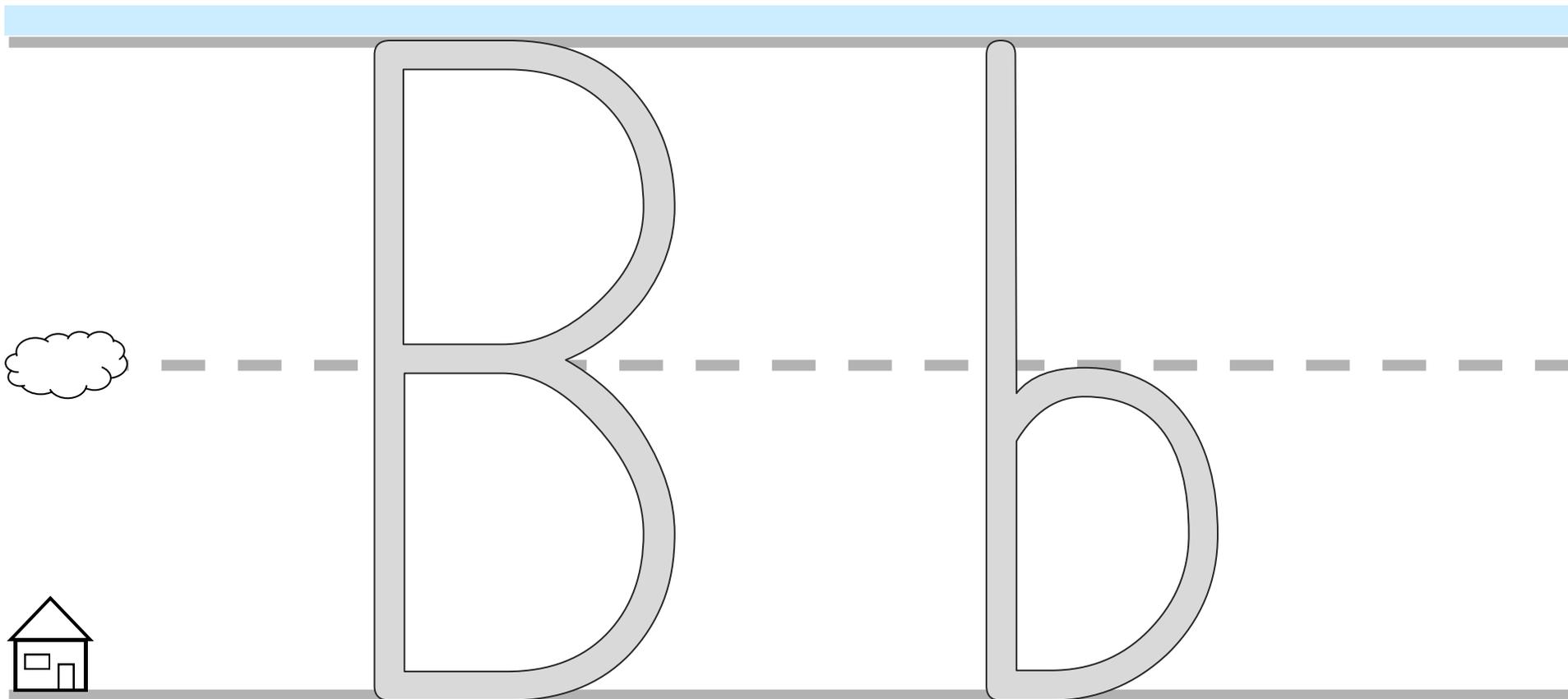
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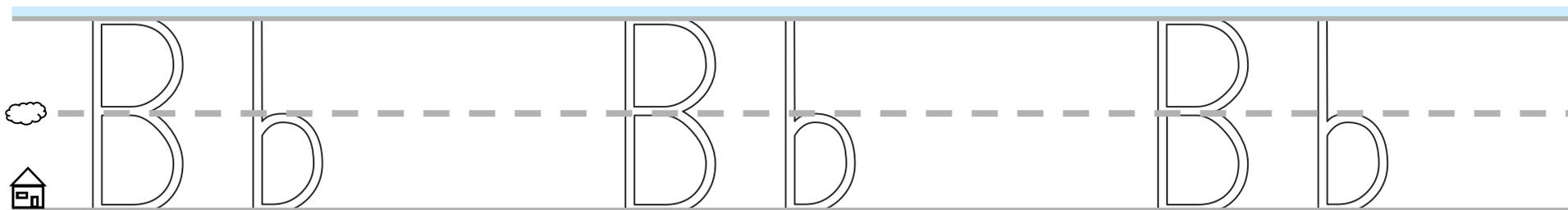
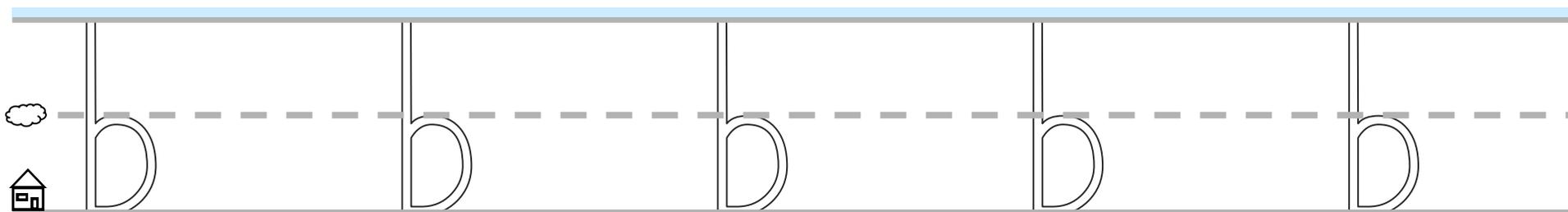
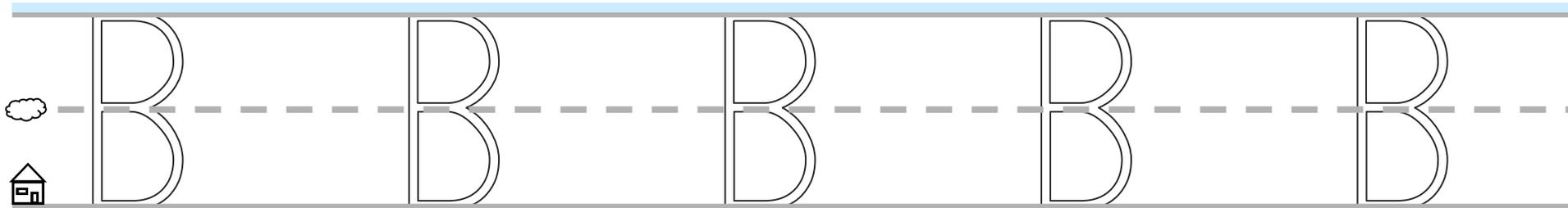
Jogger



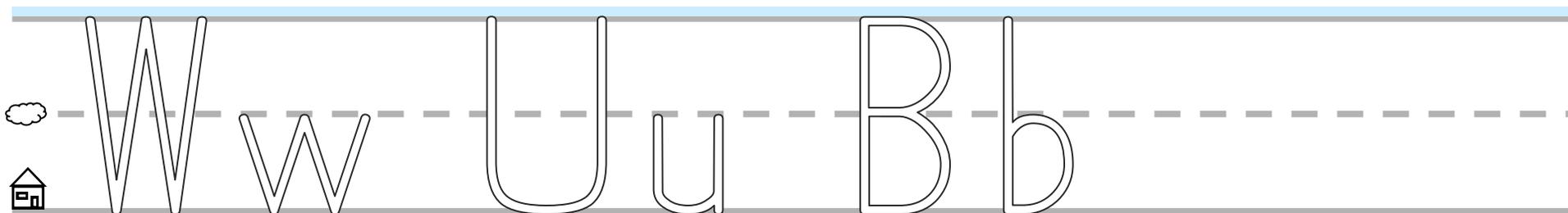
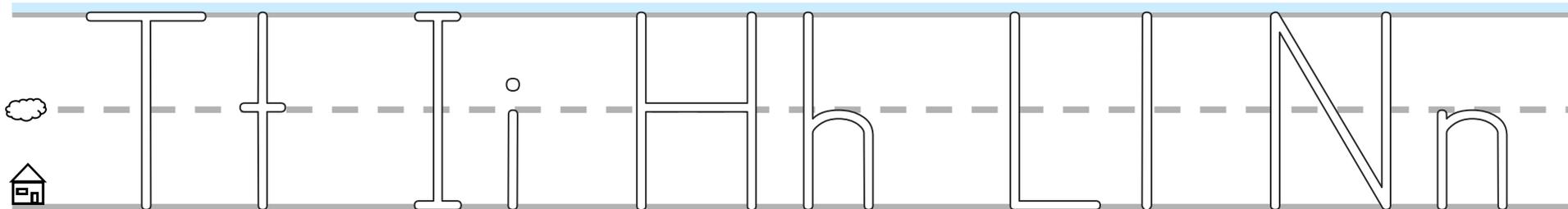
Draw a line to show the jogger running around the track.
Go around many times.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



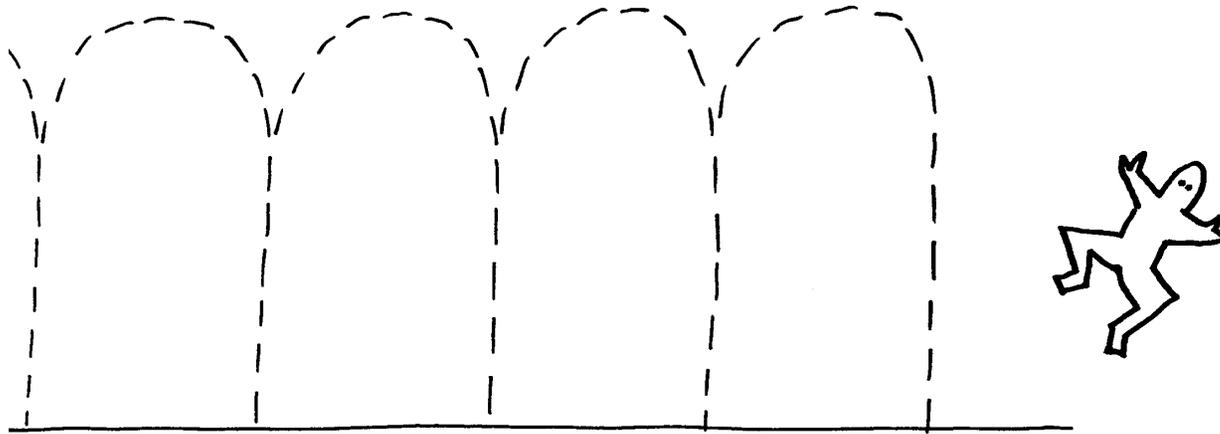
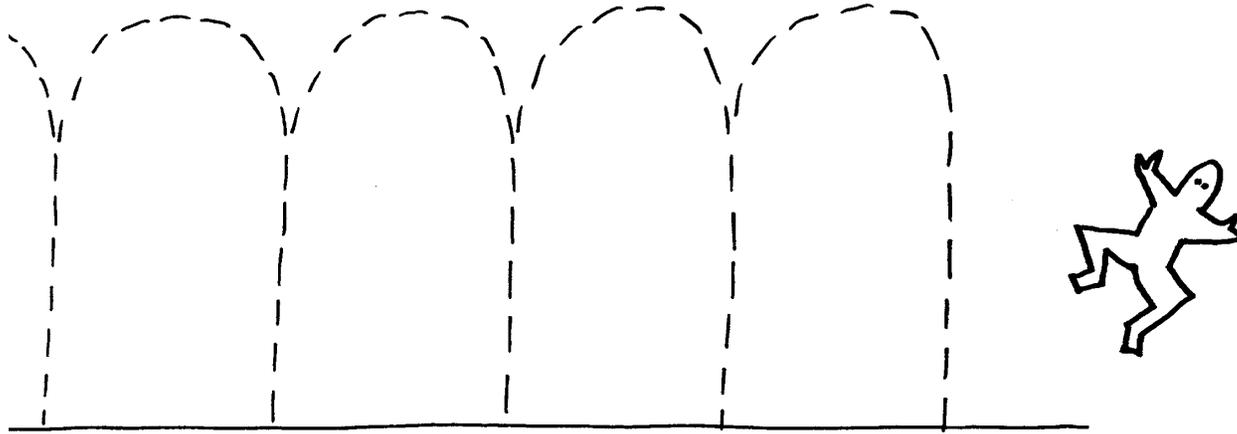
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



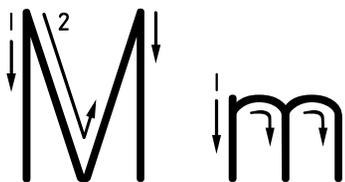
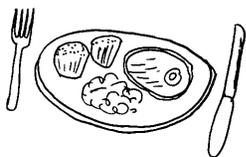
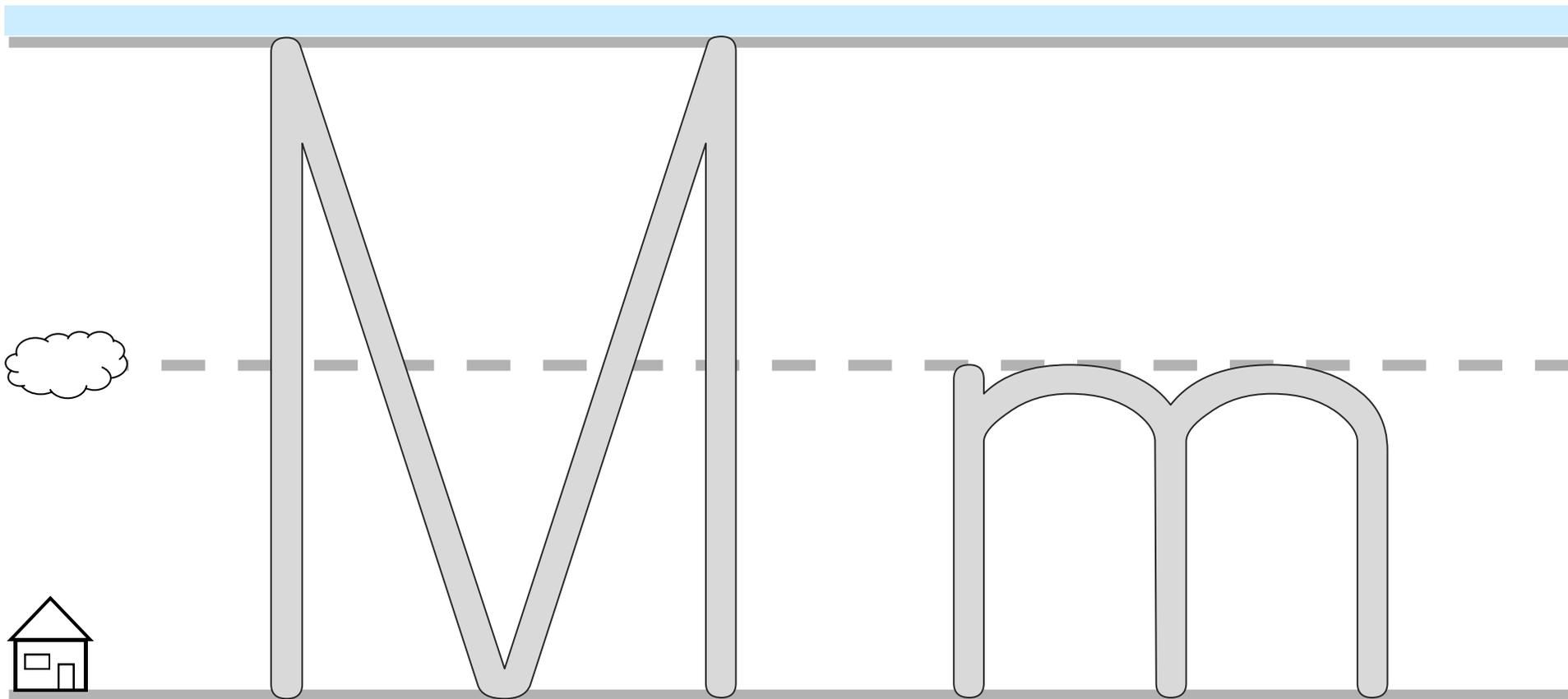
Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



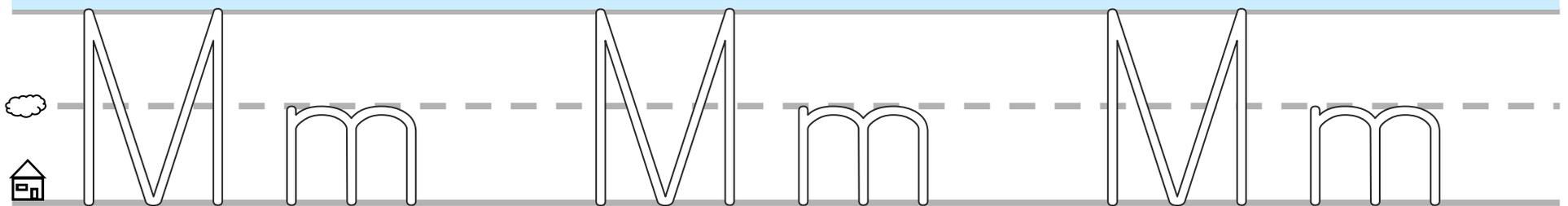
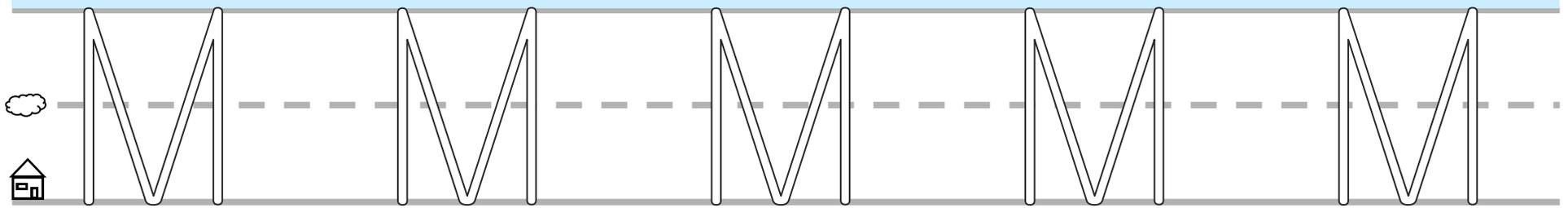
Frog Hop 2



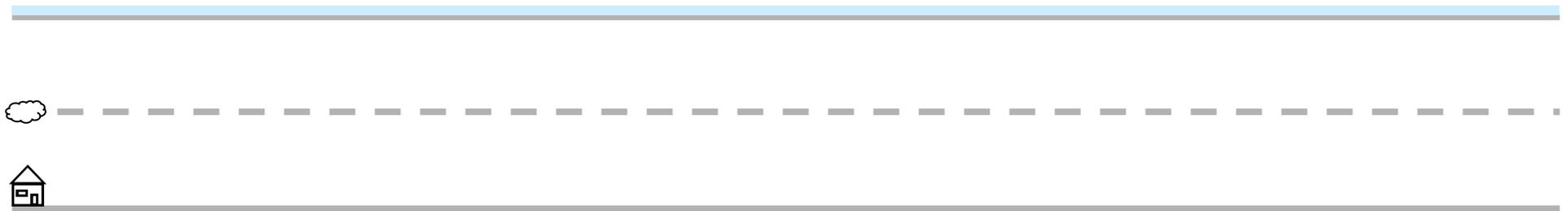
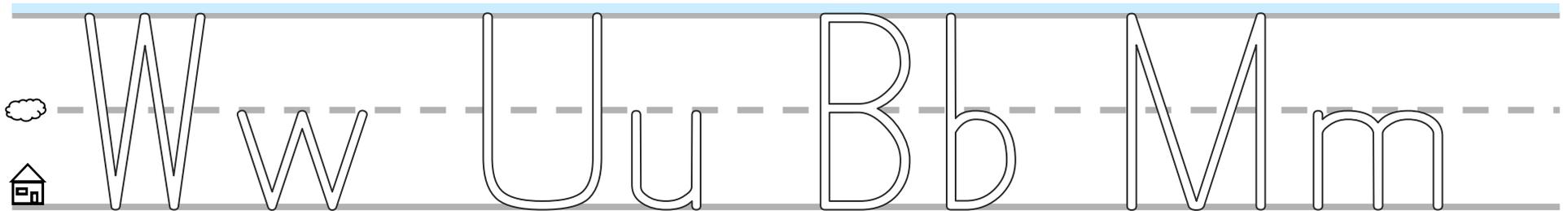
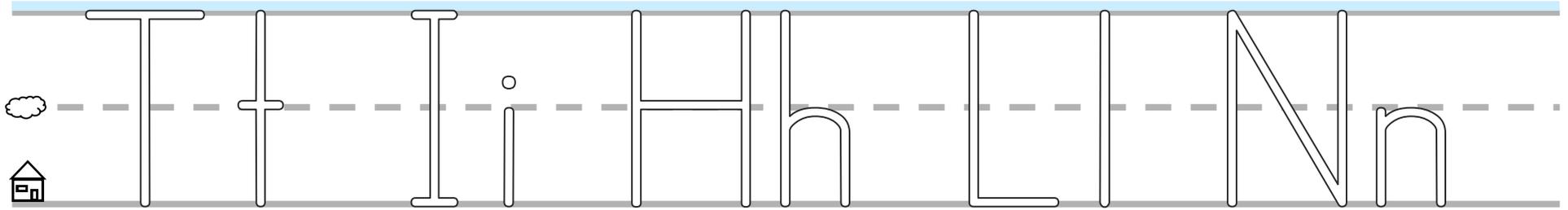
Follow the hopping frogs.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



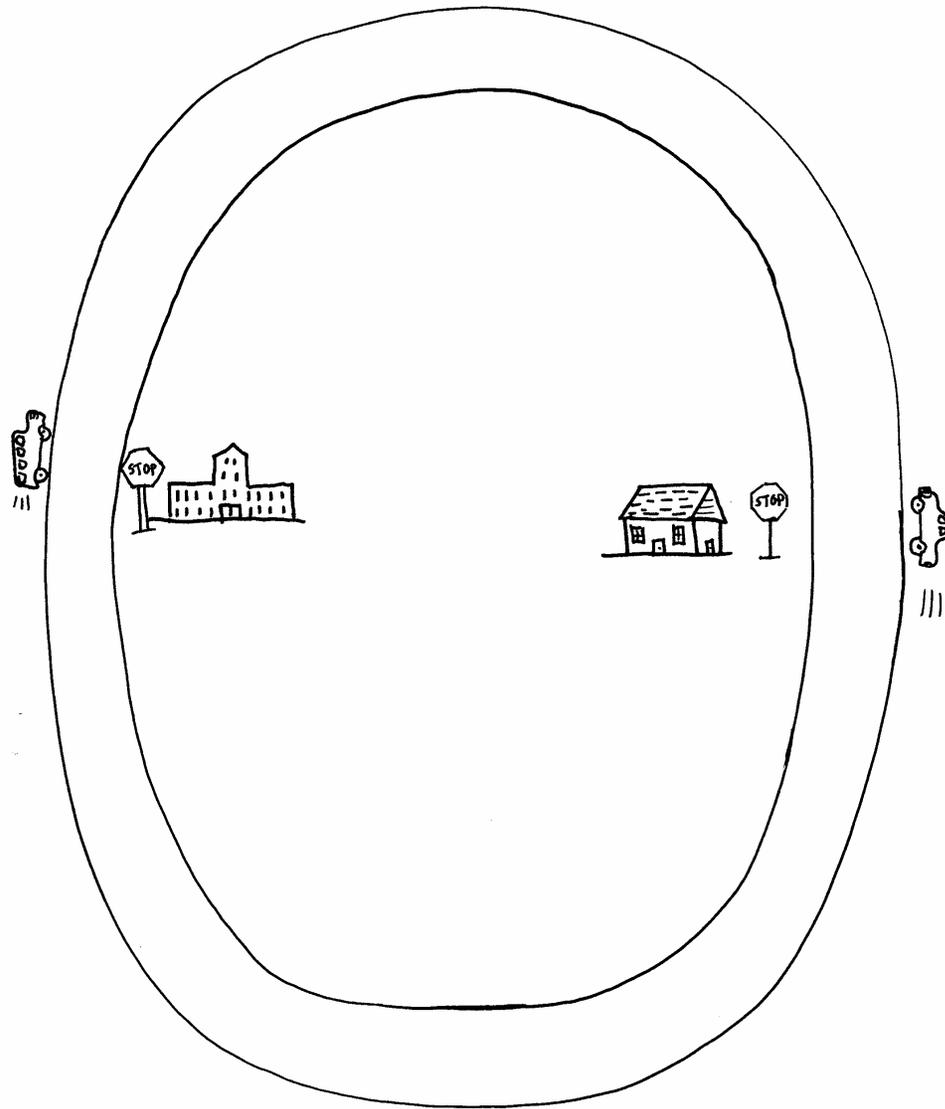
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



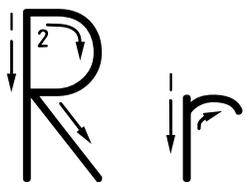
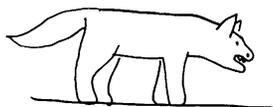
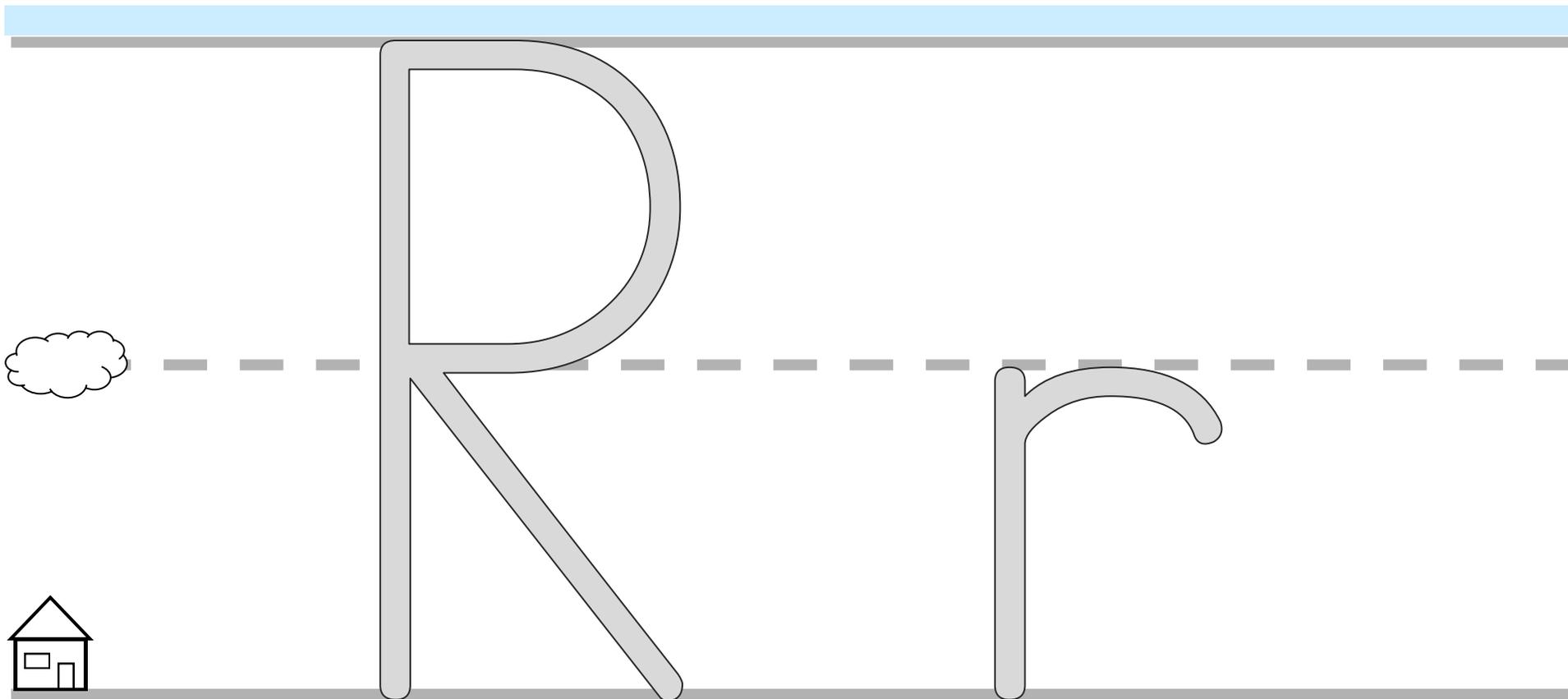
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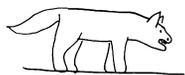
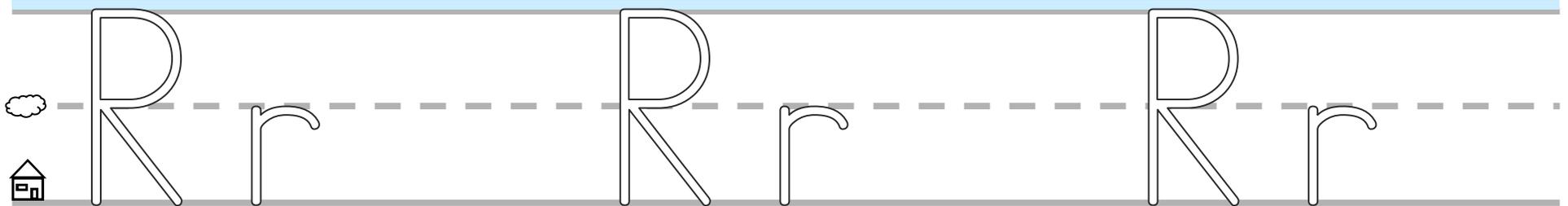
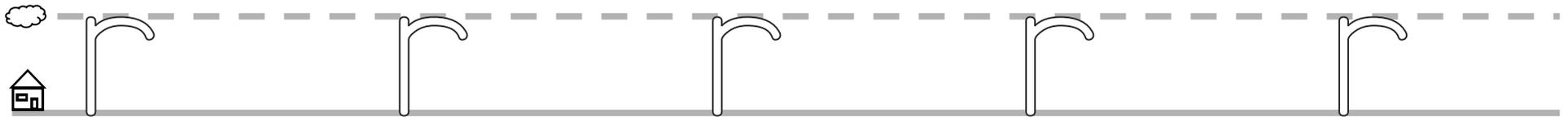
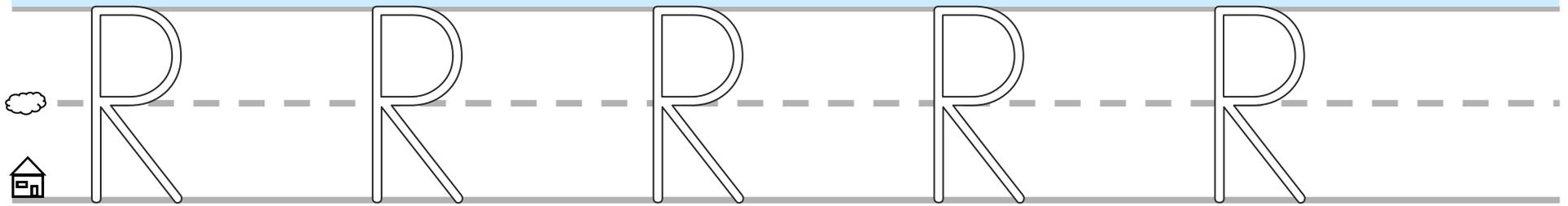
Bus Stop



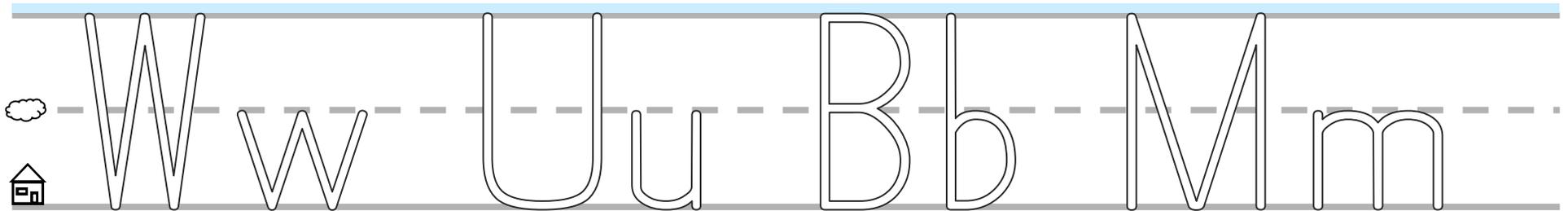
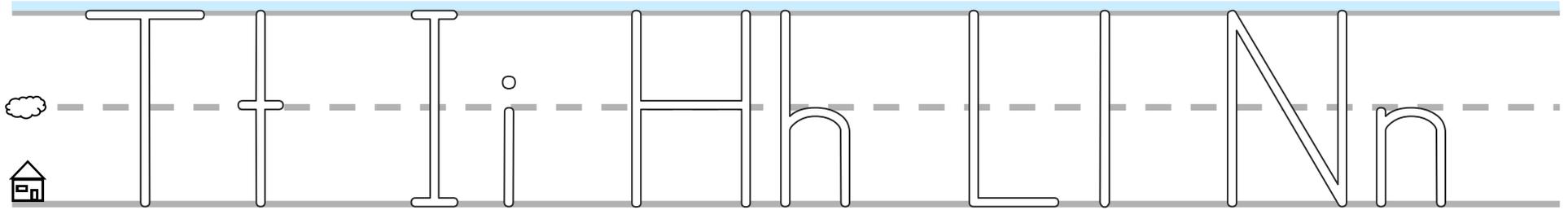
Drive the bus from the school to the house. Stop and drop off the children.
Then keep going around the circle back to school.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

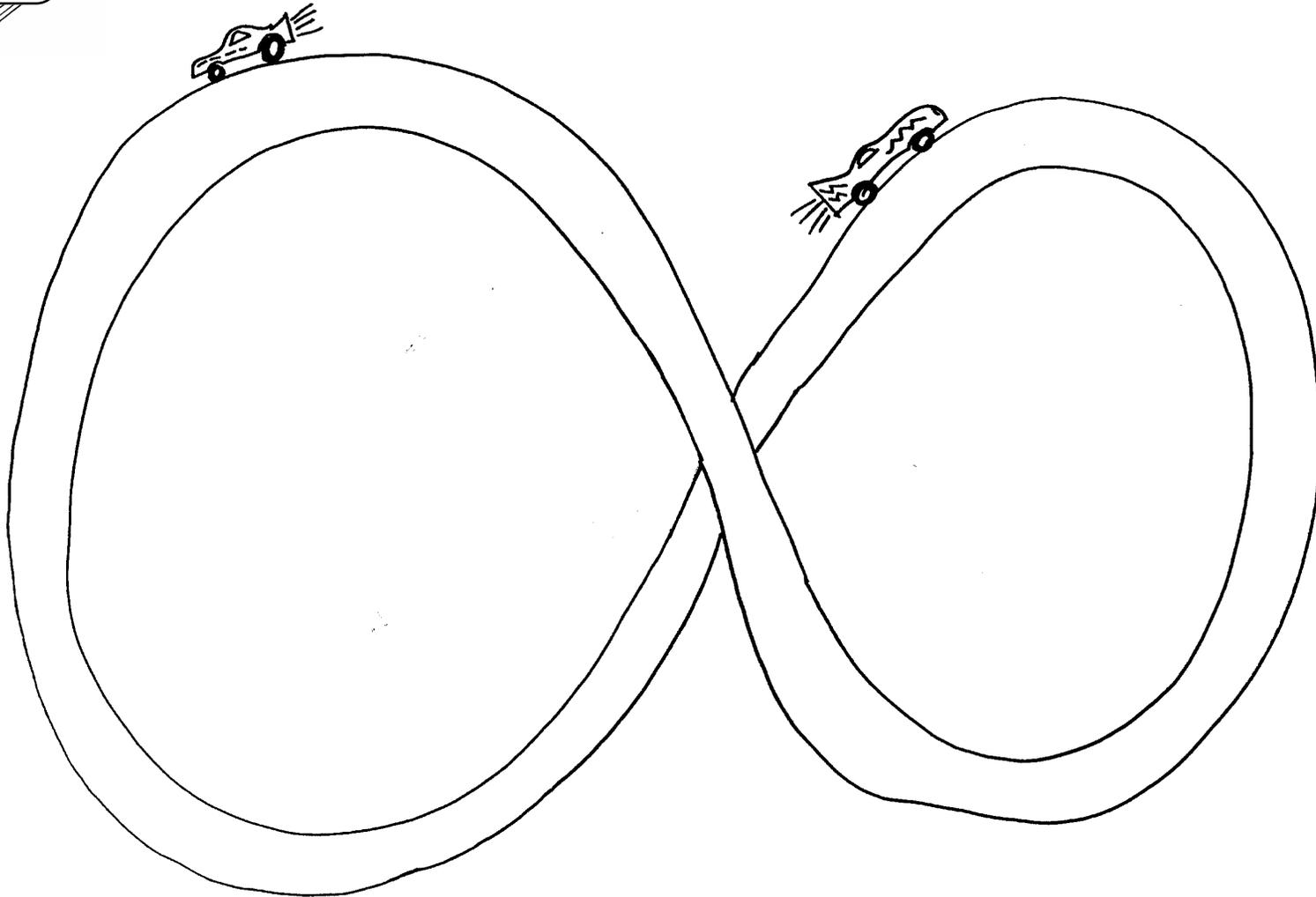


Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Handwriting
Readiness



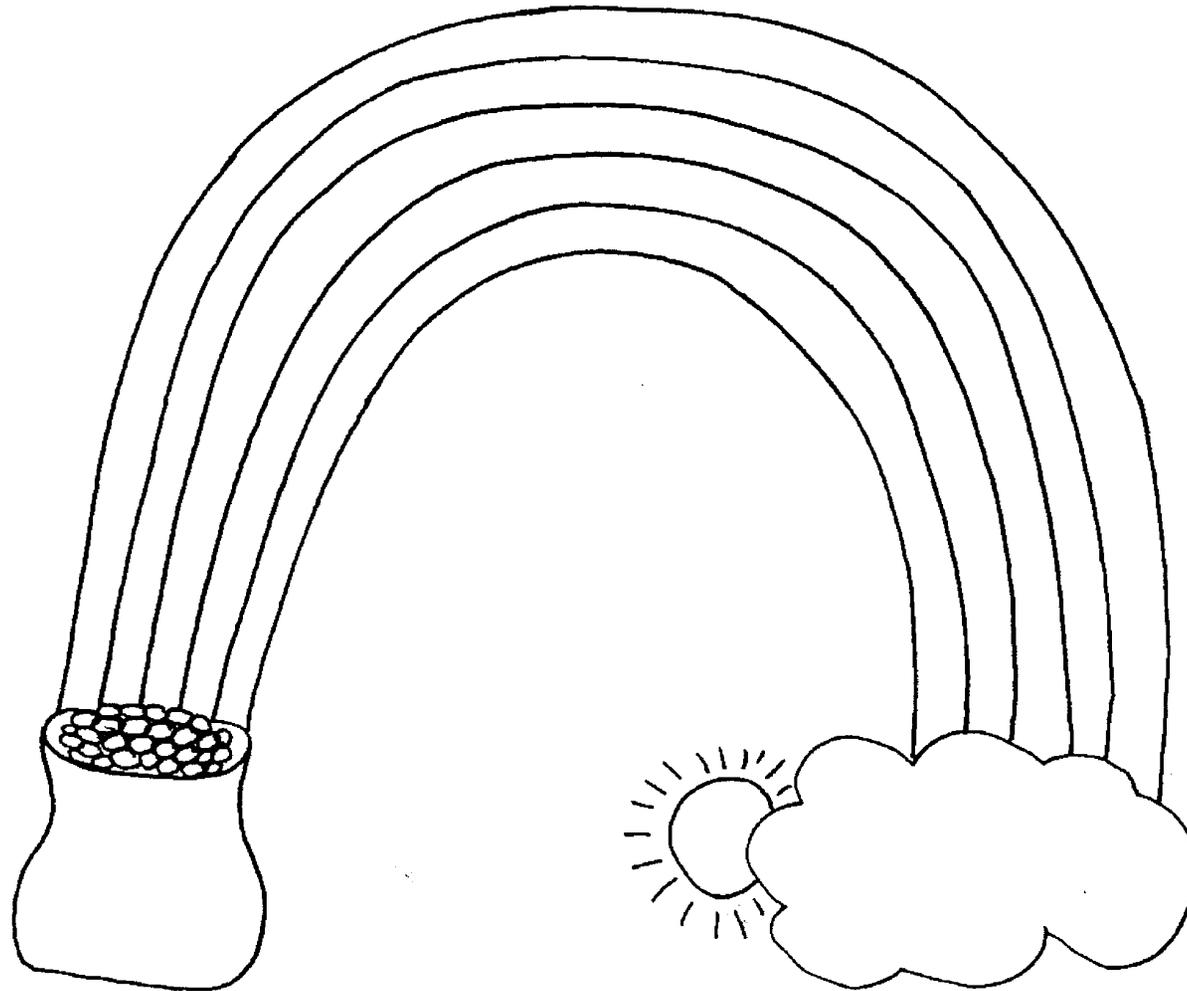
Figure Eight Race Track 2



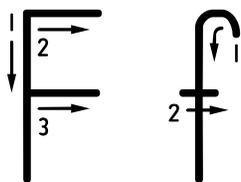
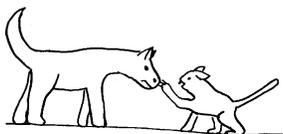
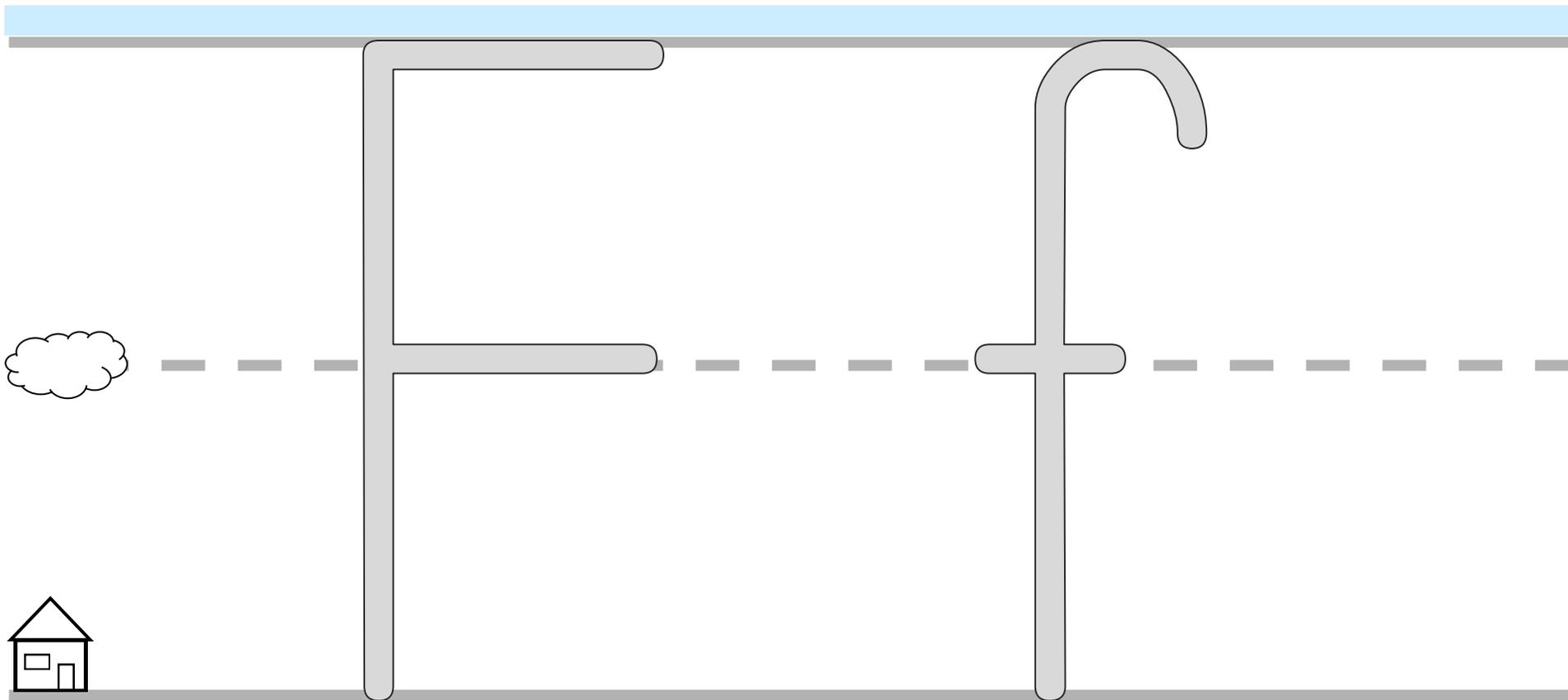
Help the cars go around the racetrack. Go around the track many times.



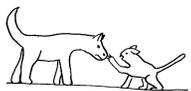
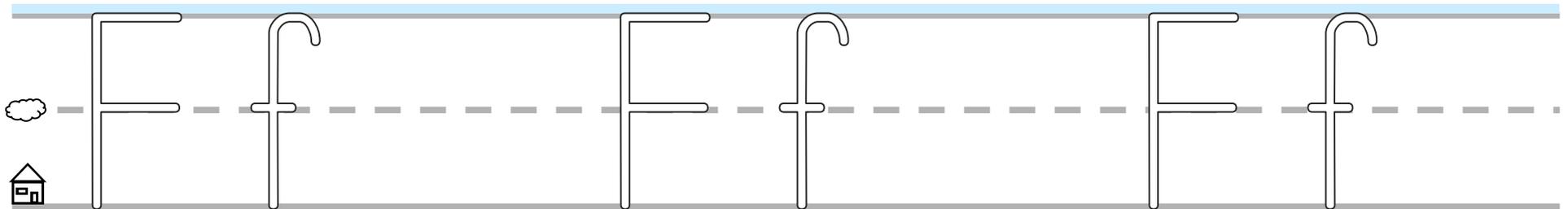
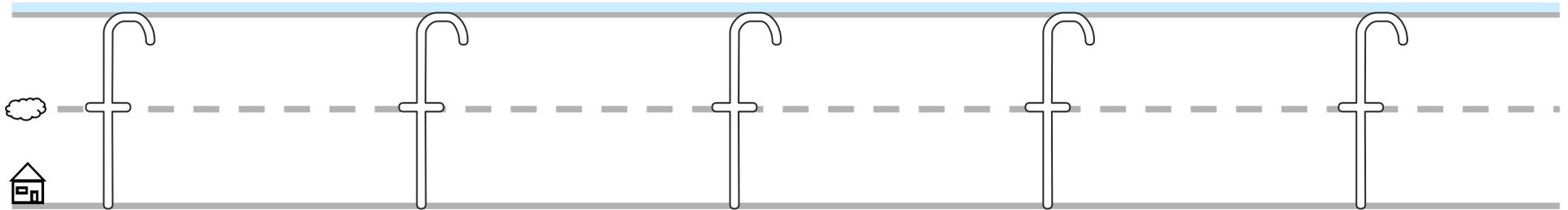
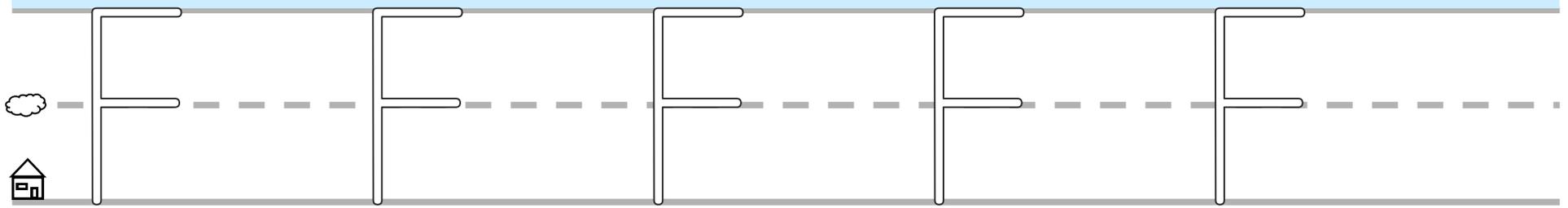
Rainbow 2



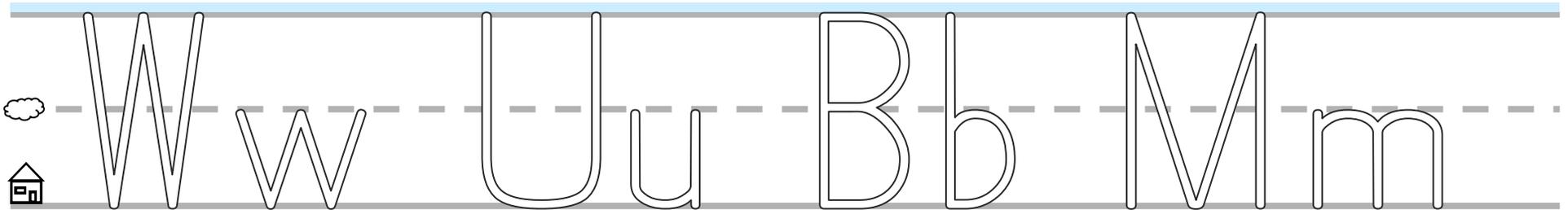
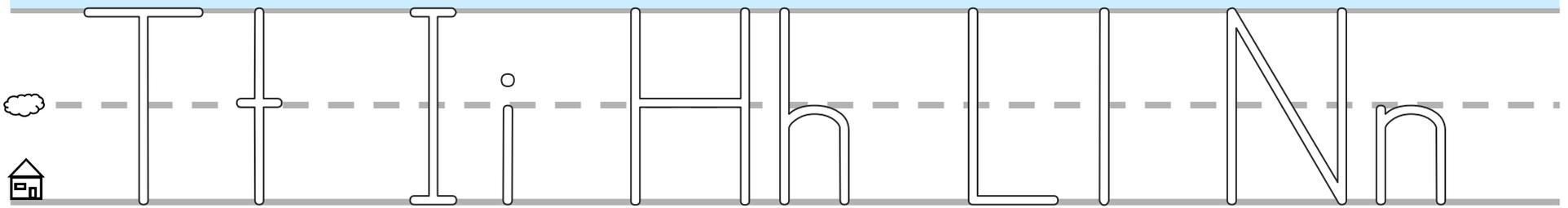
Follow the rainbow from the cloud to the pot of gold.
Use a different colored pencil for each path.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

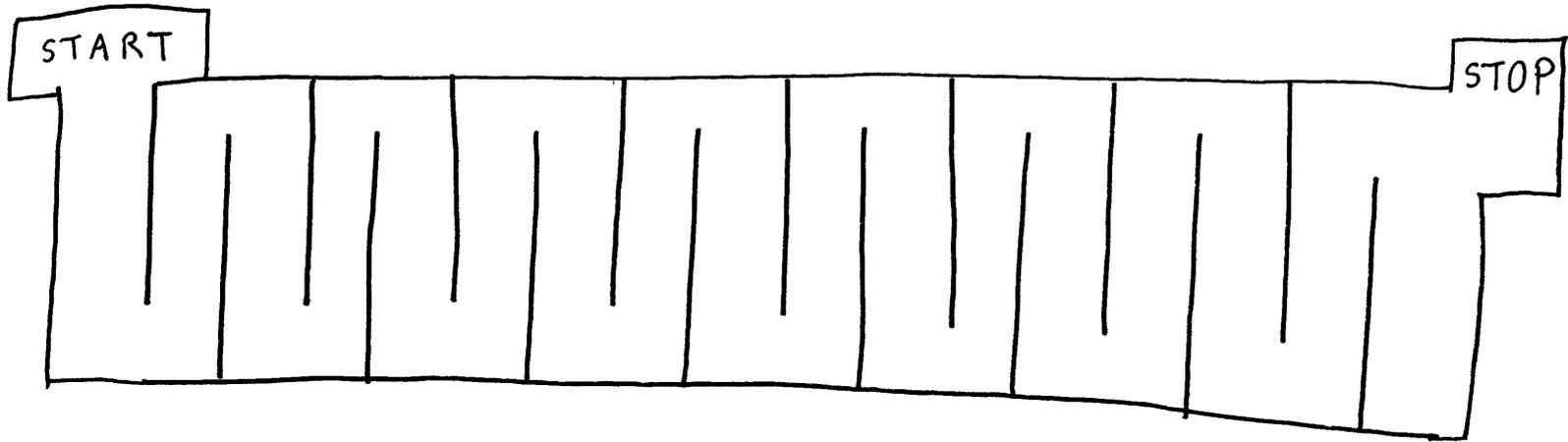


Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

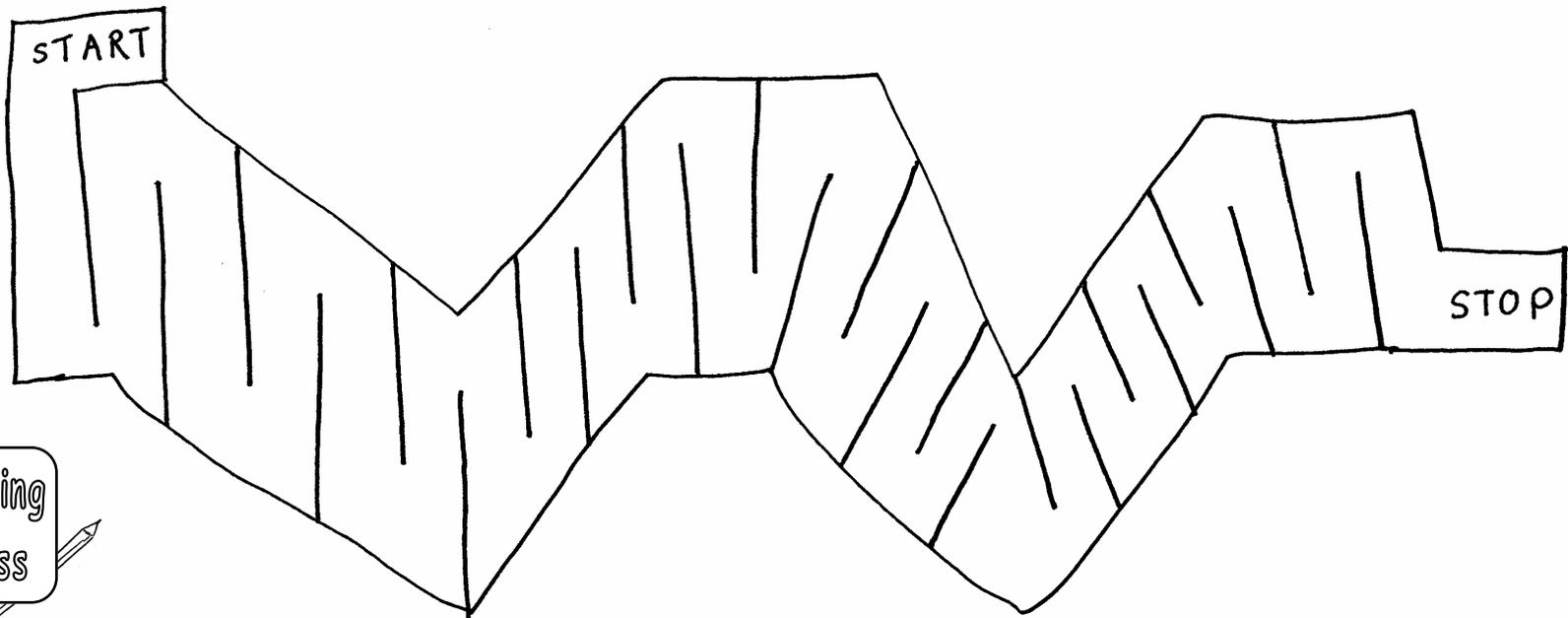


Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Two Mazes

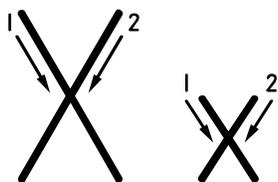
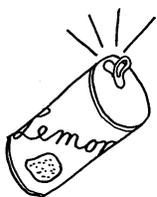
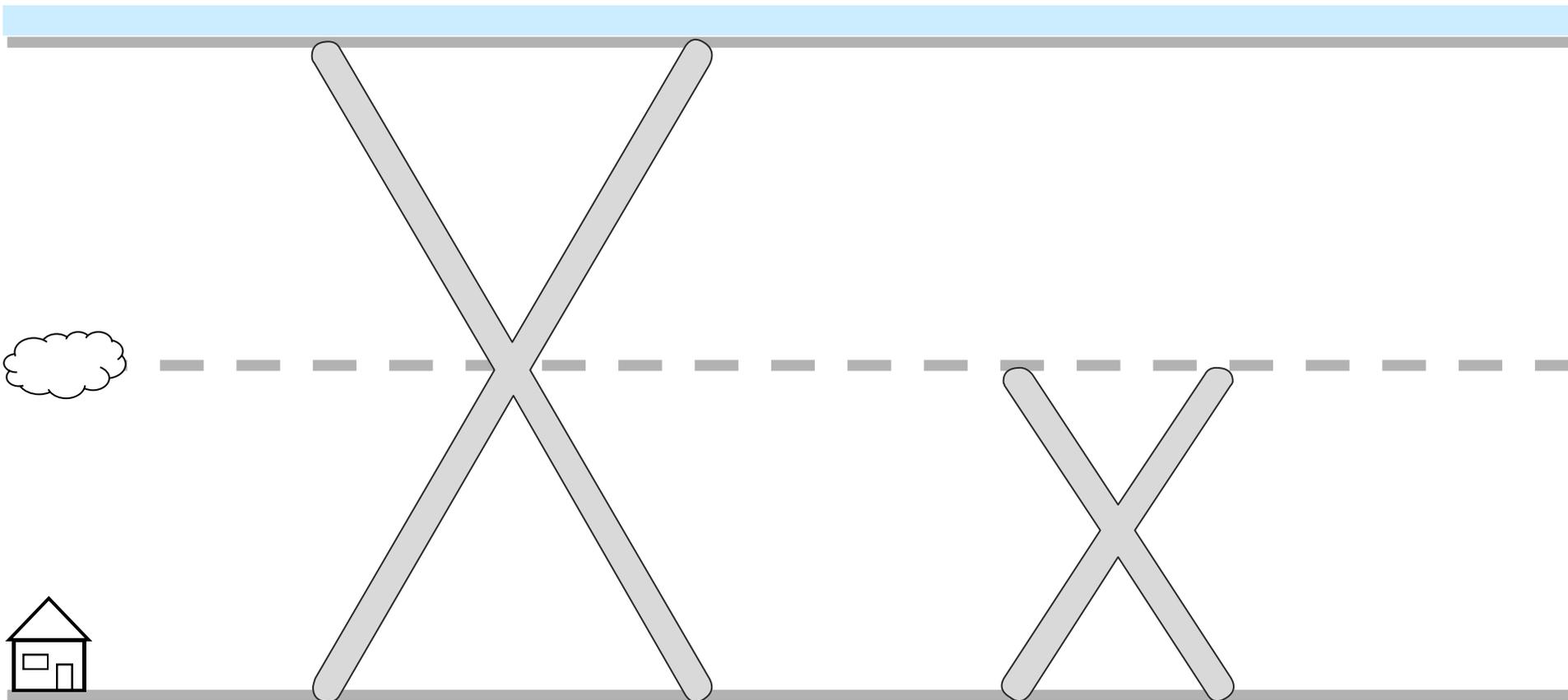


Go through each maze.



Handwriting
Readiness





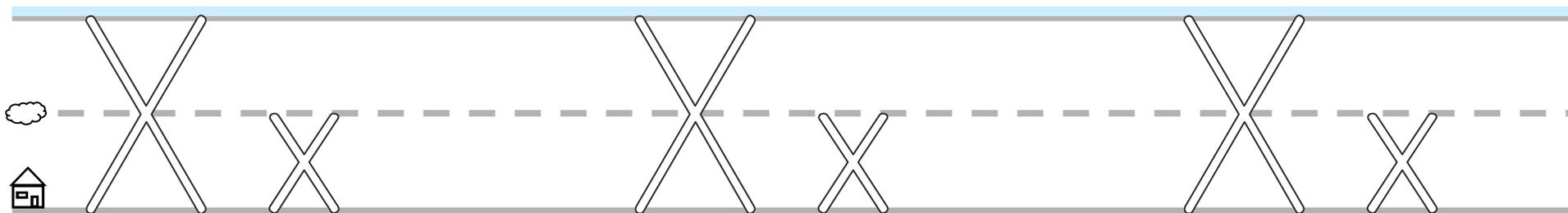
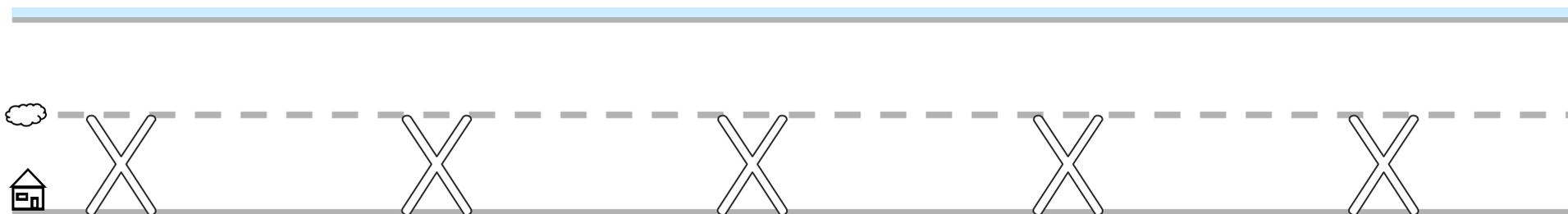
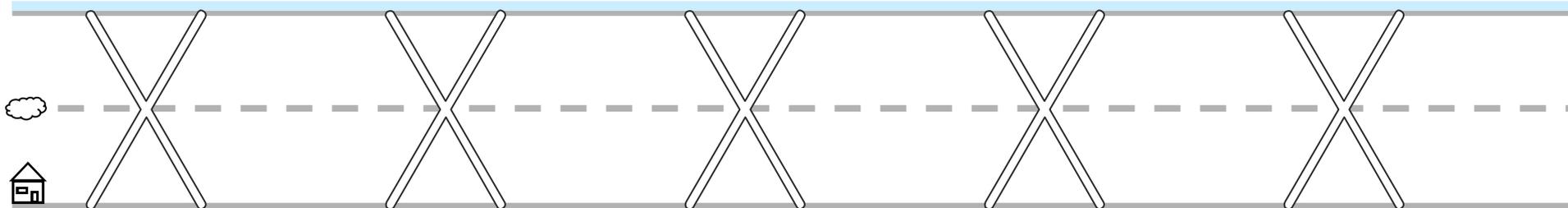
Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

Say the name of the capital letter and its sound each time you trace.

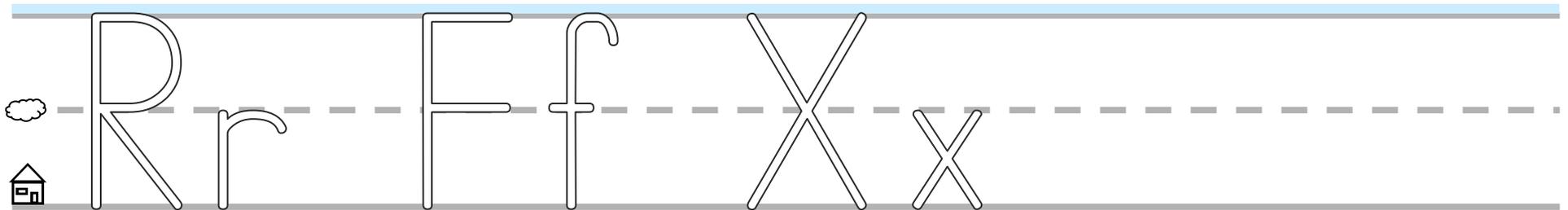
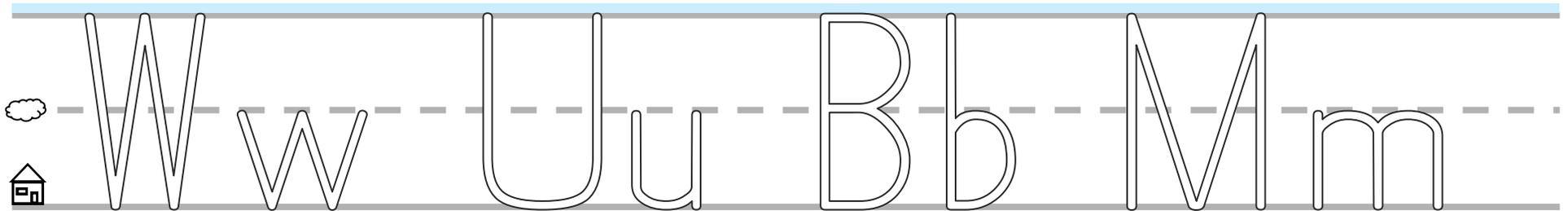
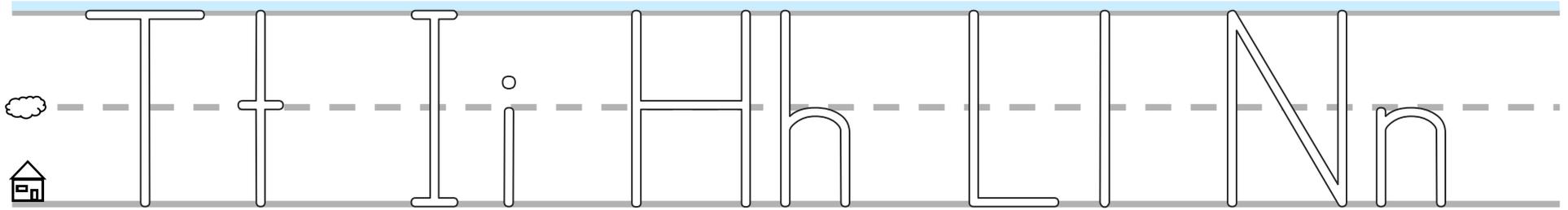
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



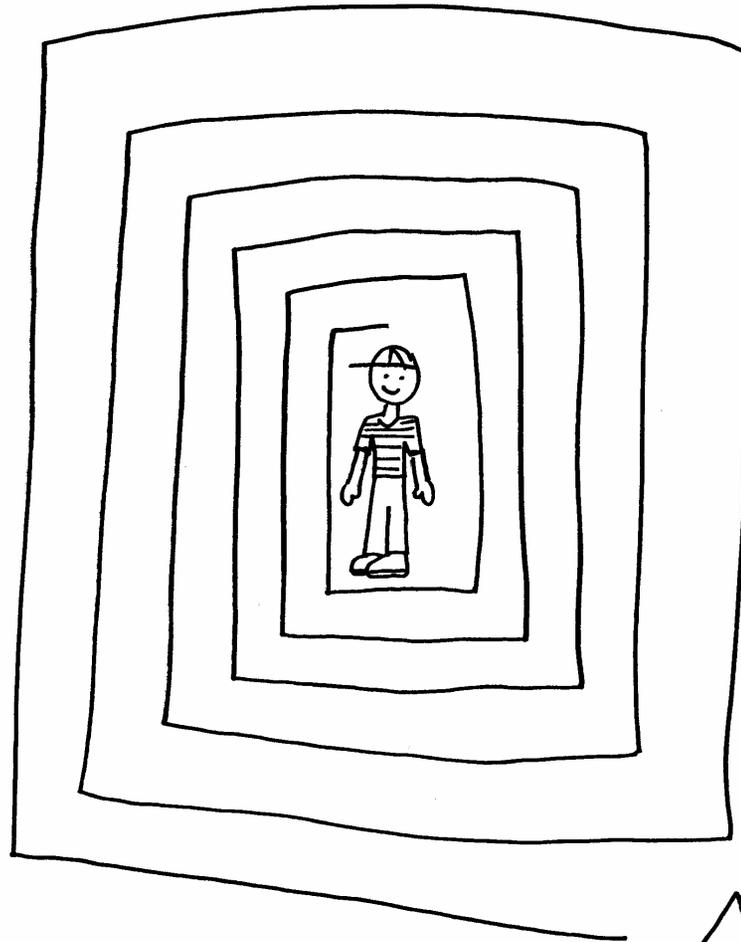
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



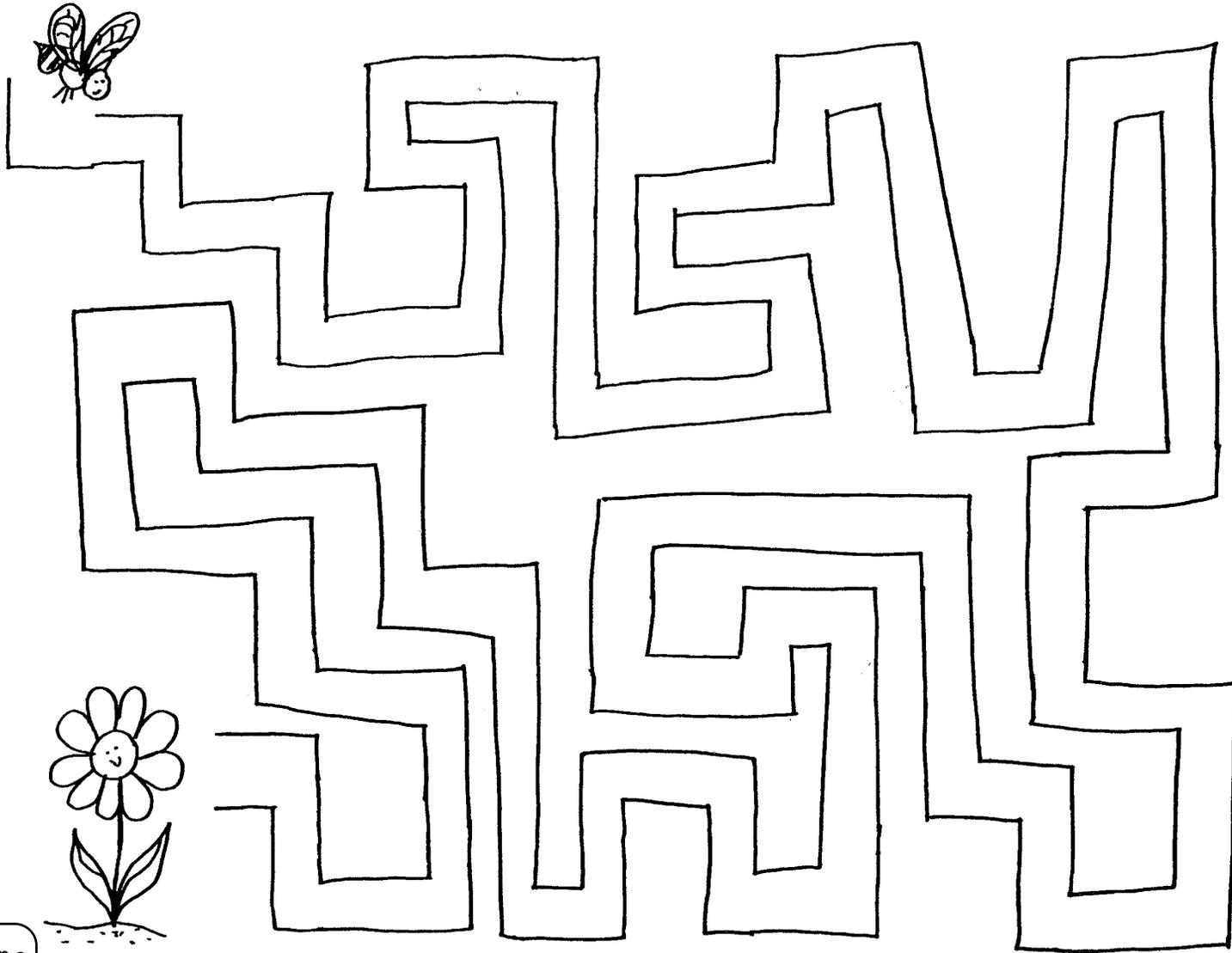
Boy Going Home



Start at the boy. Go to the house.
Help the boy find his way home.



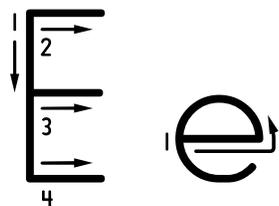
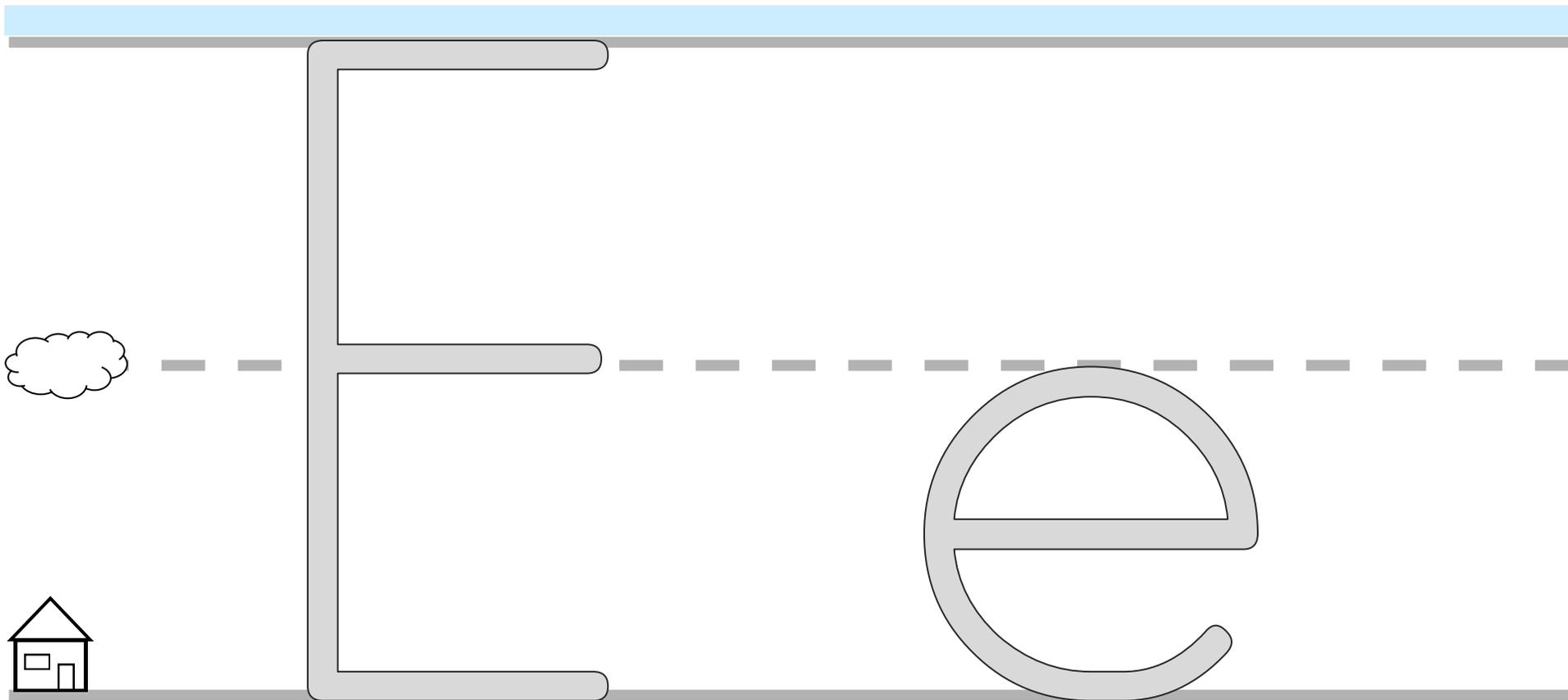
Bee And Flower



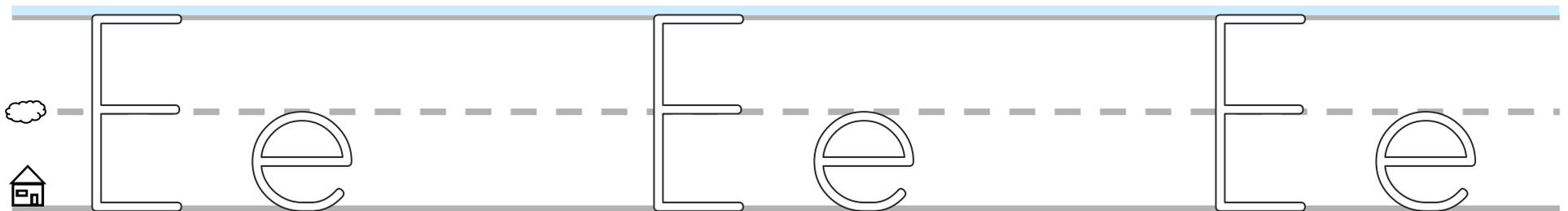
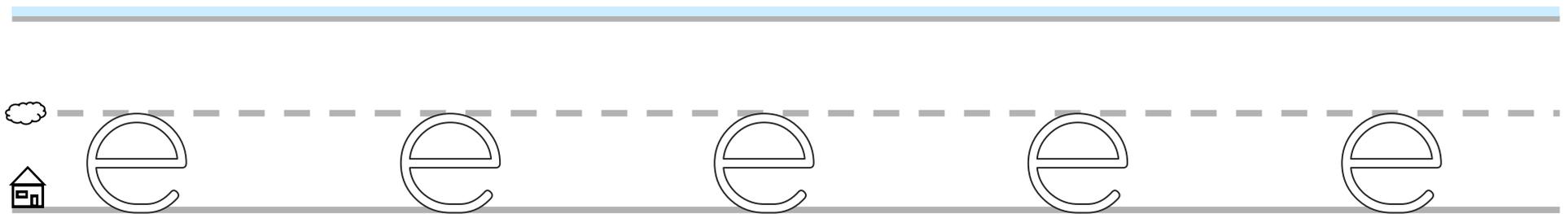
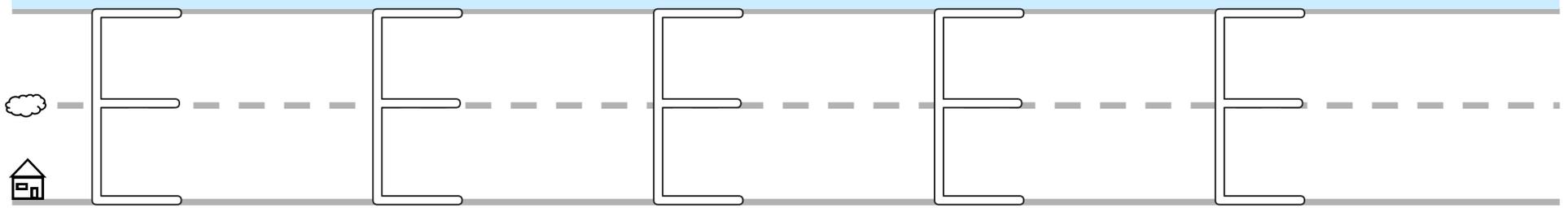
Handwriting
Readiness



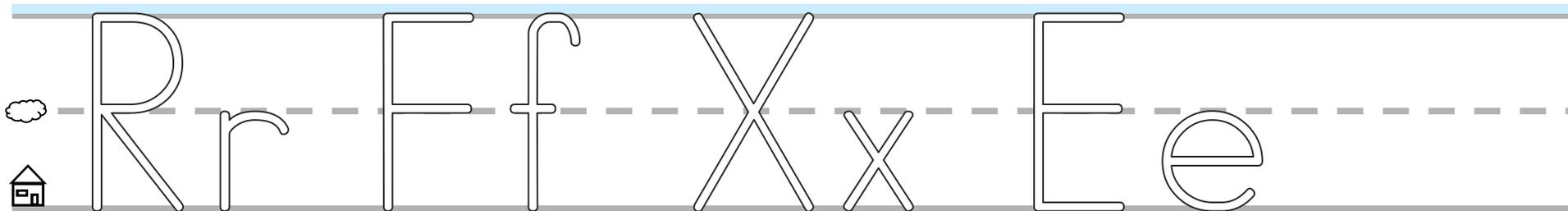
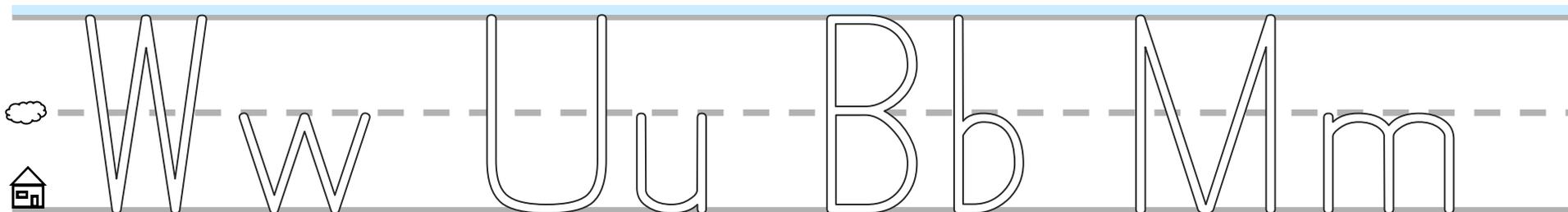
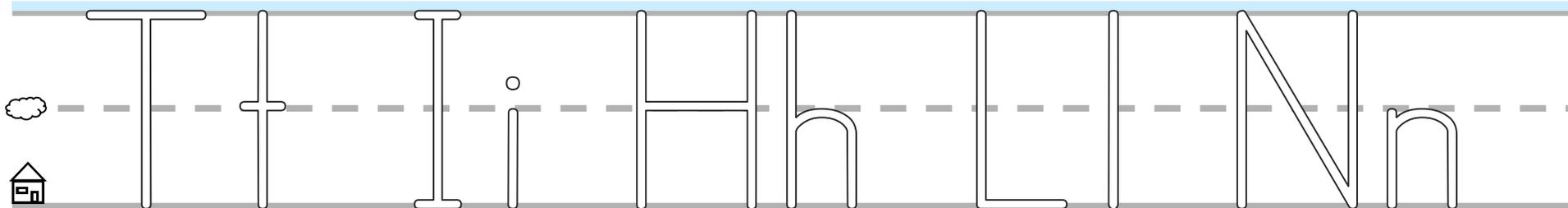
Help the bee find the flower. Color the flower.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



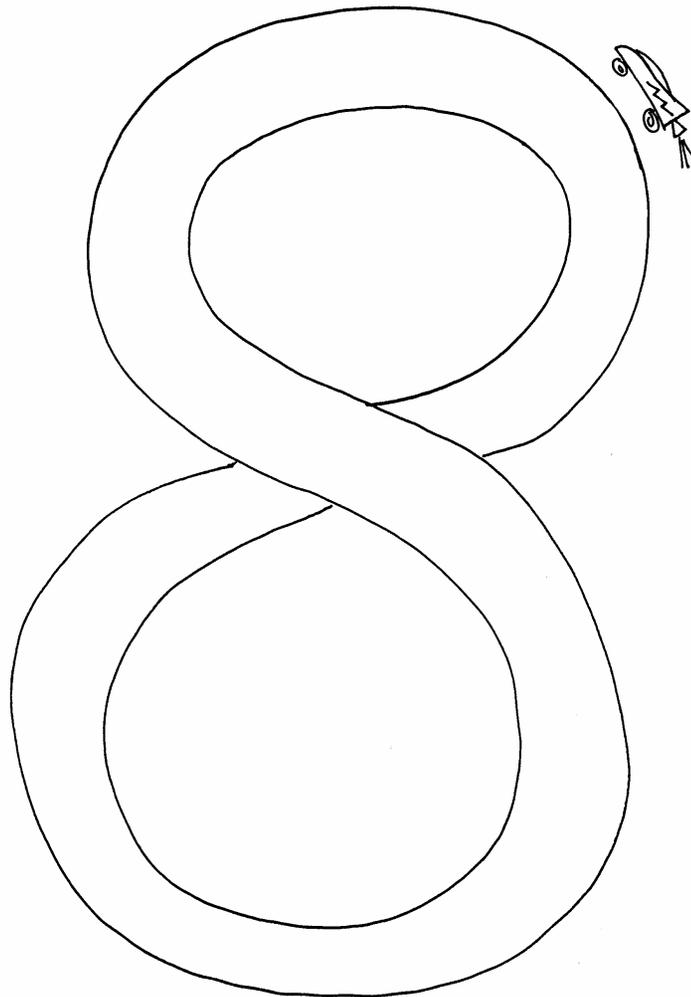
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



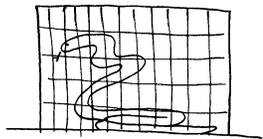
Figure Eight Race Track 1



Start by the car. Go around the race track many times.



Handwriting



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times. Say the name of the capital letter and its sound each time you trace, "Capital S, /s/, capital S, /s/..."



Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times. Say only the letter sound each time you trace. "/s/, /s/, /s/..."

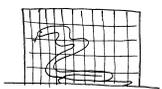
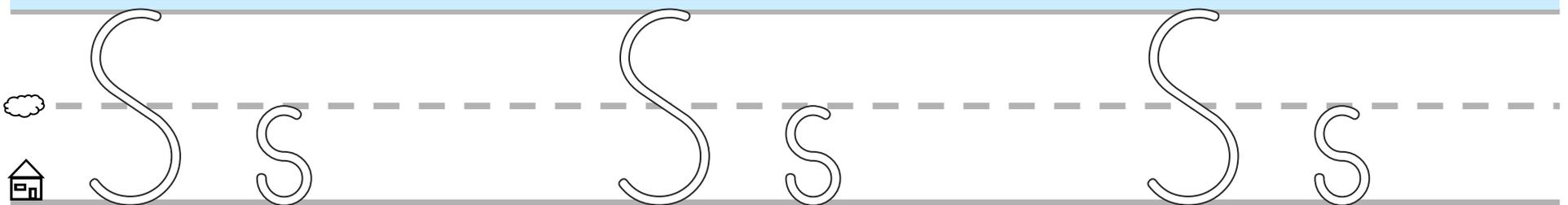
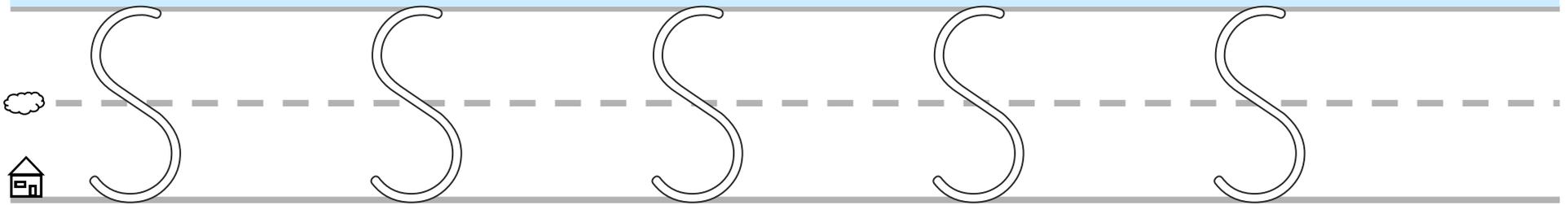
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Point out the sky line, the cloud line, and the ground line. Ask the students, "Where is the sky line? Where is the cloud line? Where is the ground line?" Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

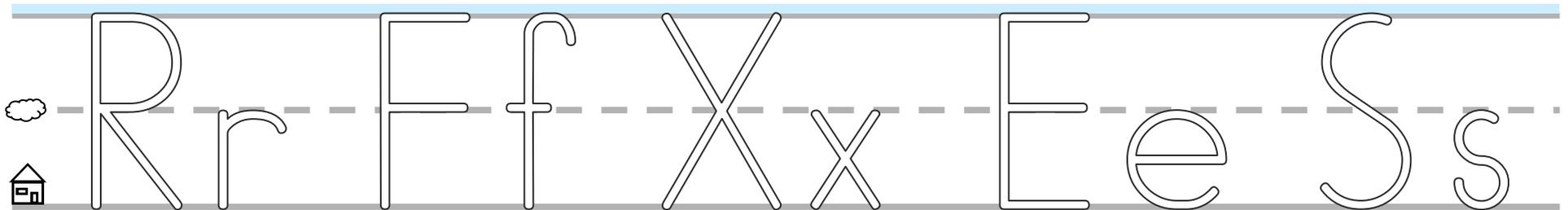
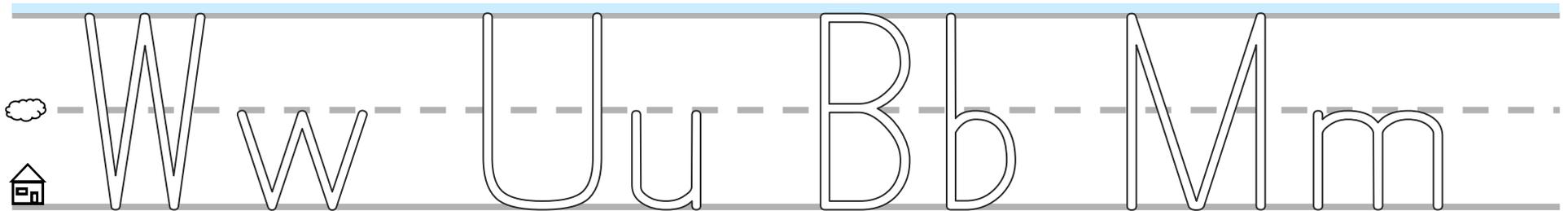
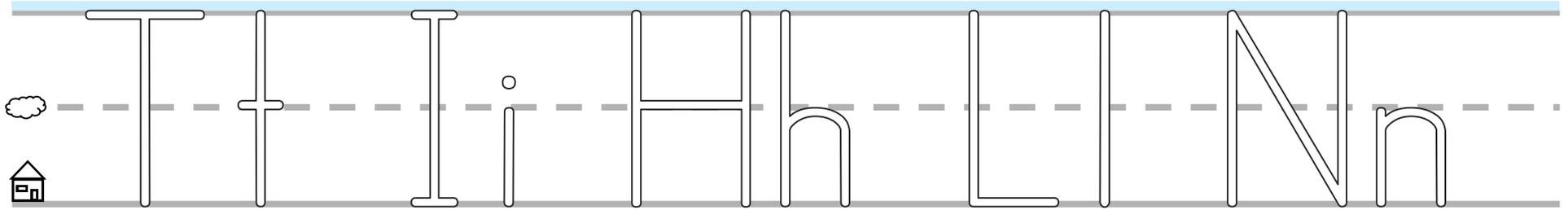
Show students how to finger trace the capital letter. Verbalize your movements. "To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across the sky line." Have students finger trace the capital letter and then trace with a pencil.

Model how to form the lower case letter in the same way. "To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a short line going across at the cloud line." Have students finger trace the lower case letter and then trace with a pencil.

Be sure students are forming the letters correctly. Watch carefully and help as needed. Be patient. Follow this routine when you introduce each new letter.



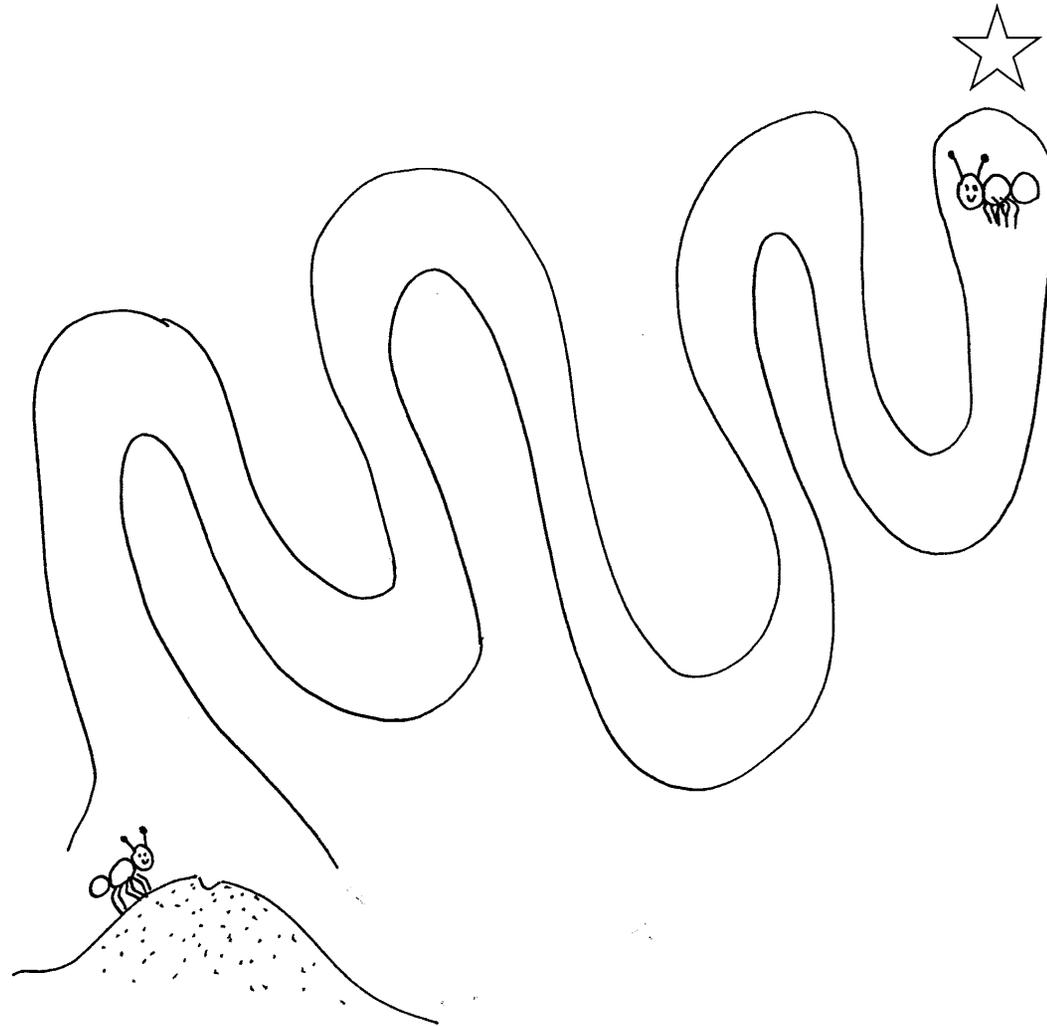
Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.



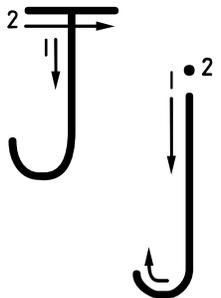
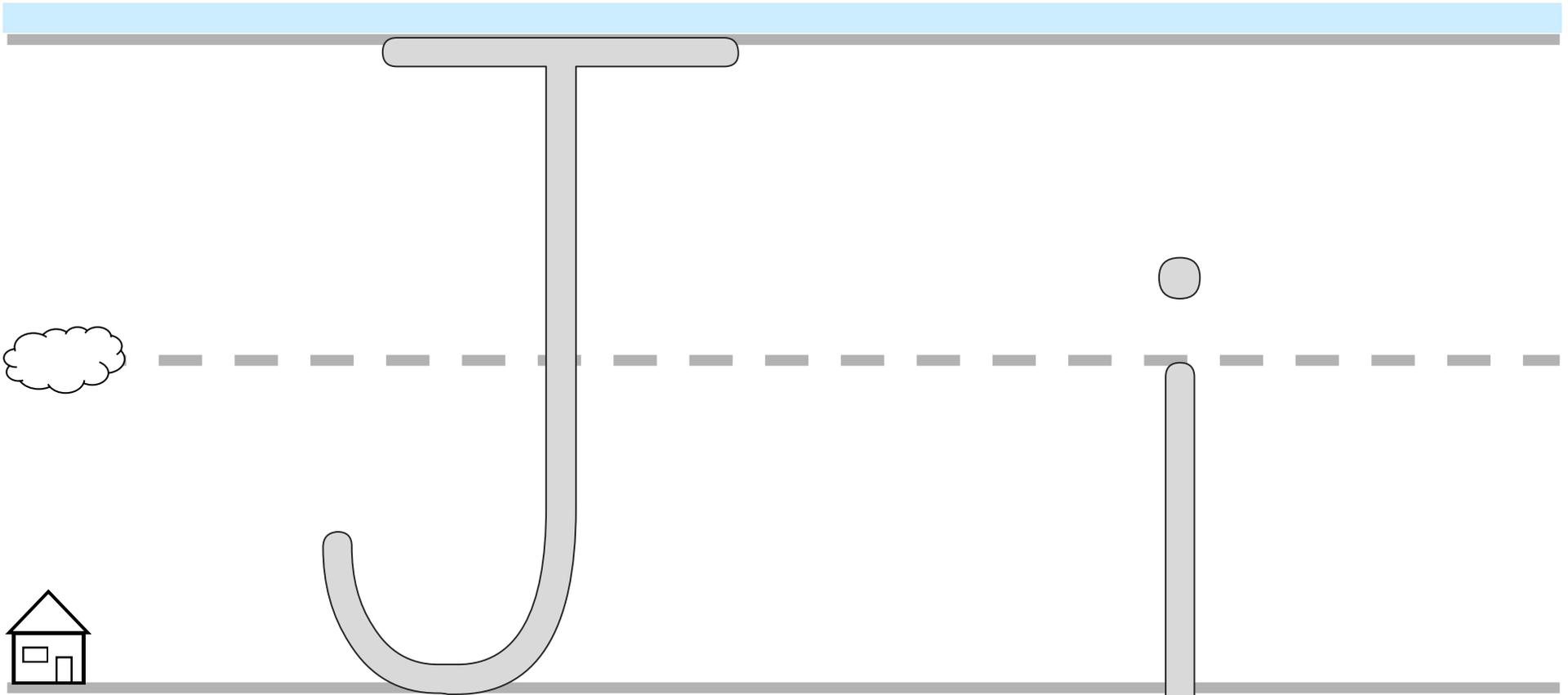
Handwriting Review - Model how to write the review letters on lines on the board, one at a time. Students watch and trace each letter with a pencil, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.



Ant Hill



Start at the ant by the star. Follow the path.
Help the ant go to the anthill.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

Say the name of the capital letter and its sound each time you trace.

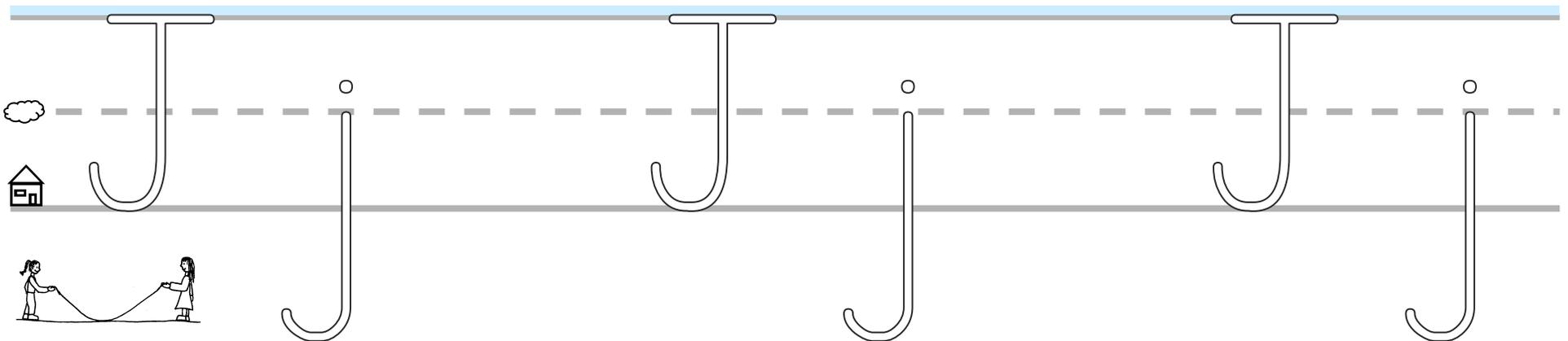
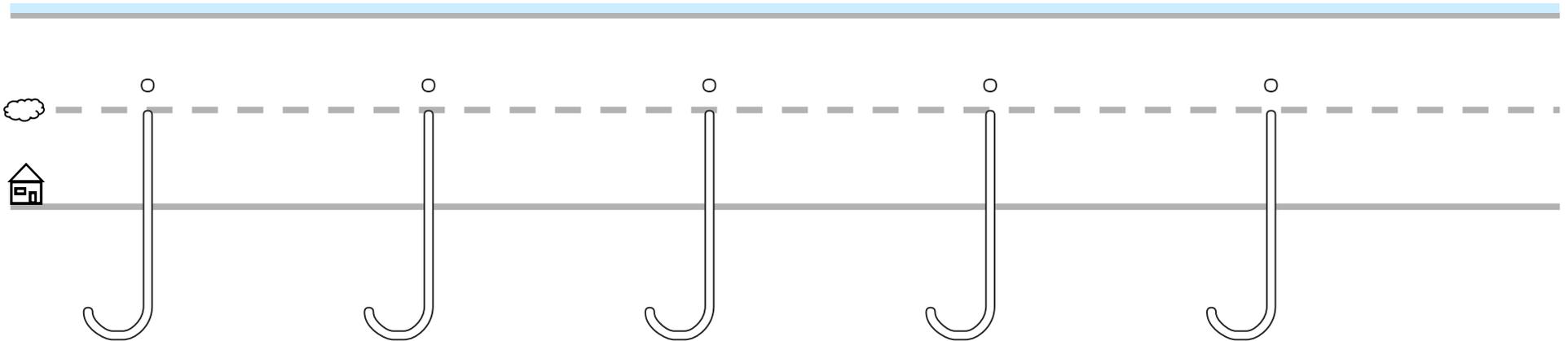
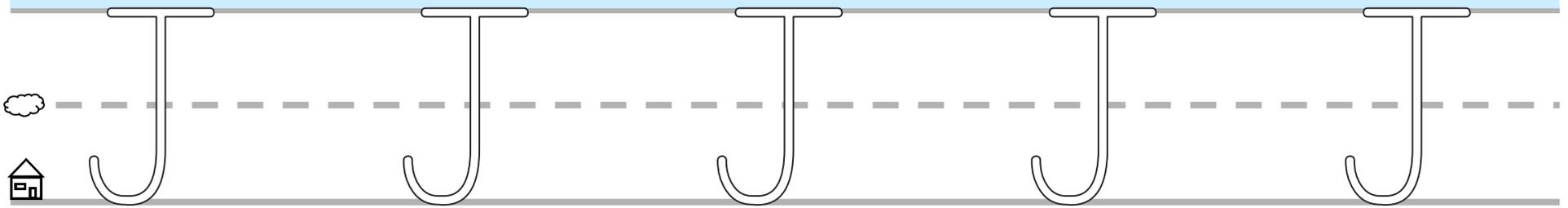
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

Say only the letter sound each time you trace.

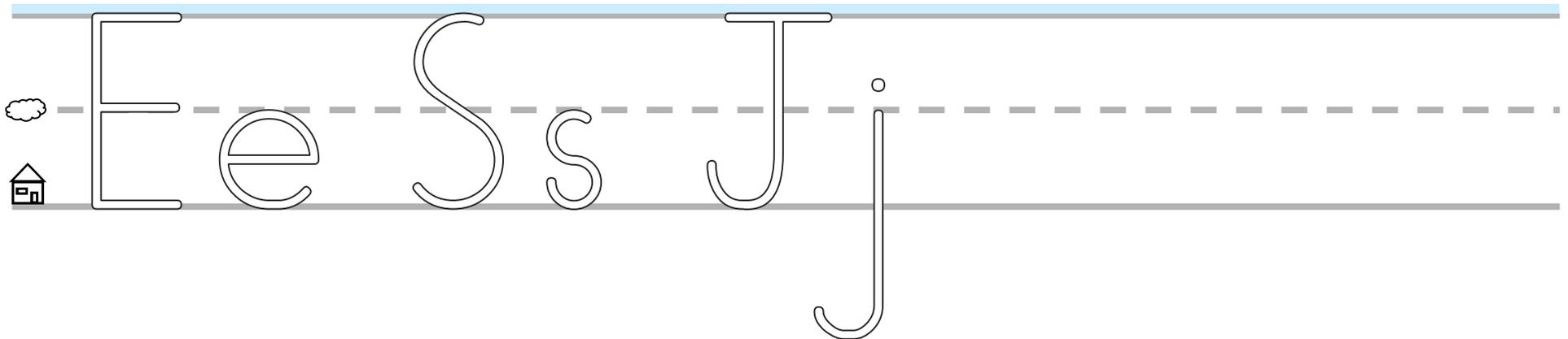
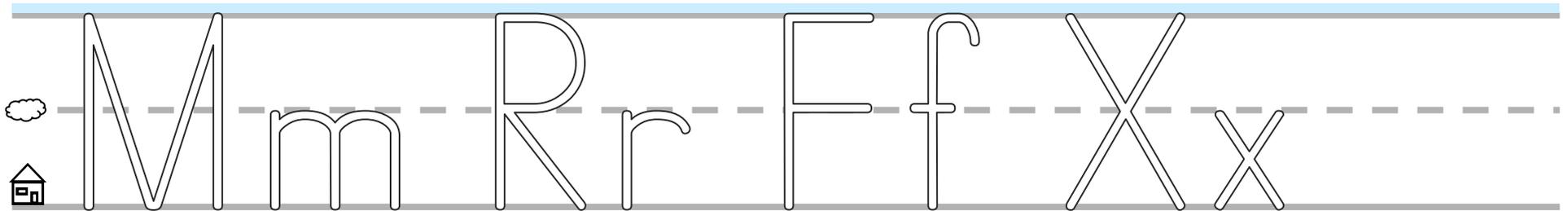
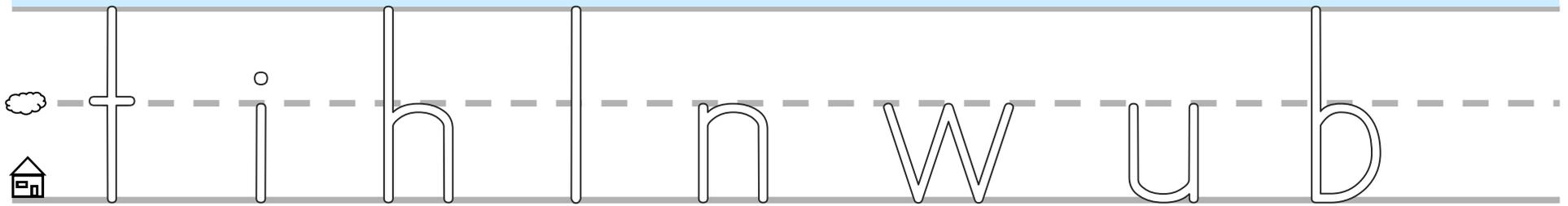
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



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

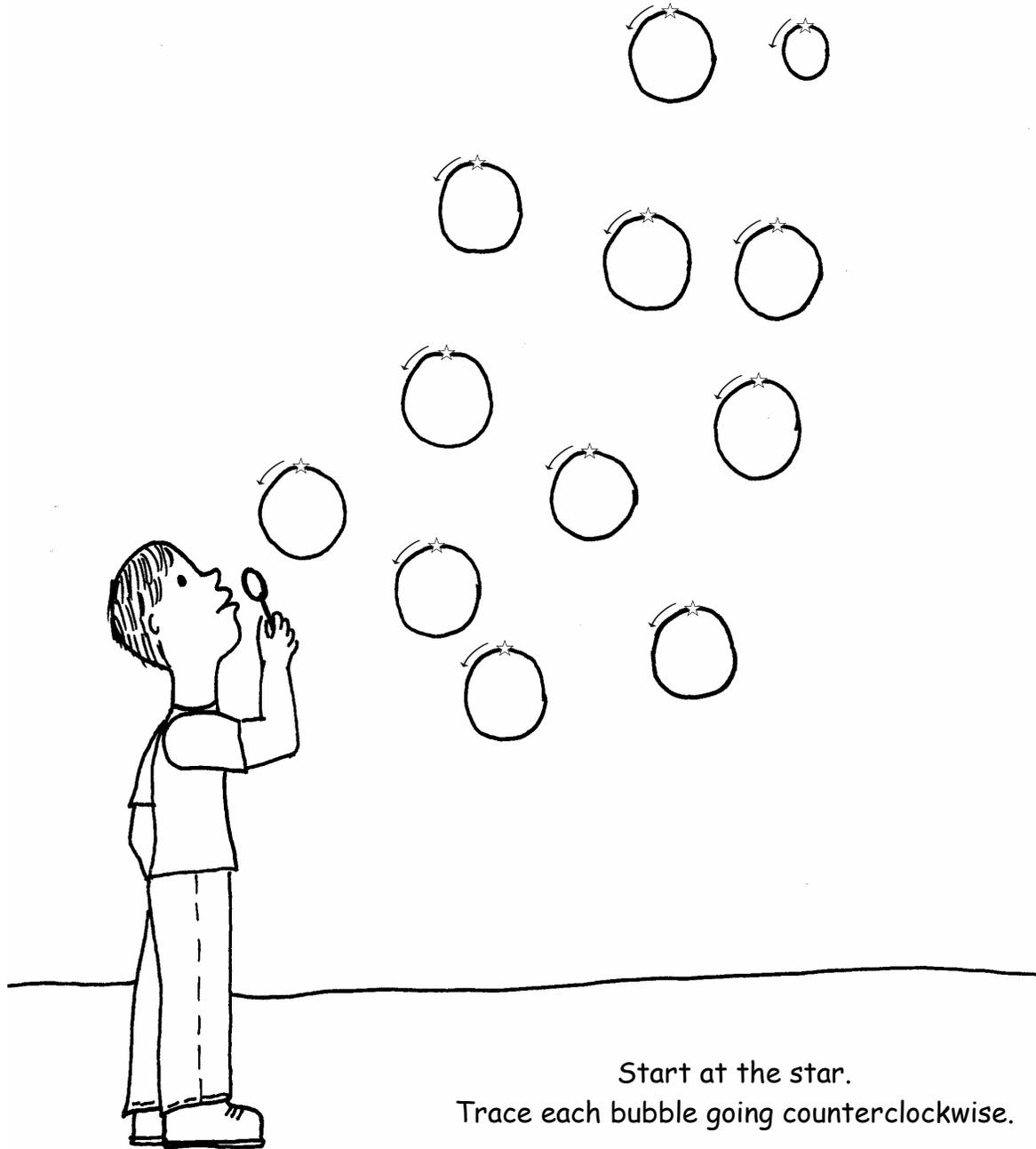


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

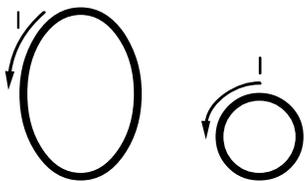
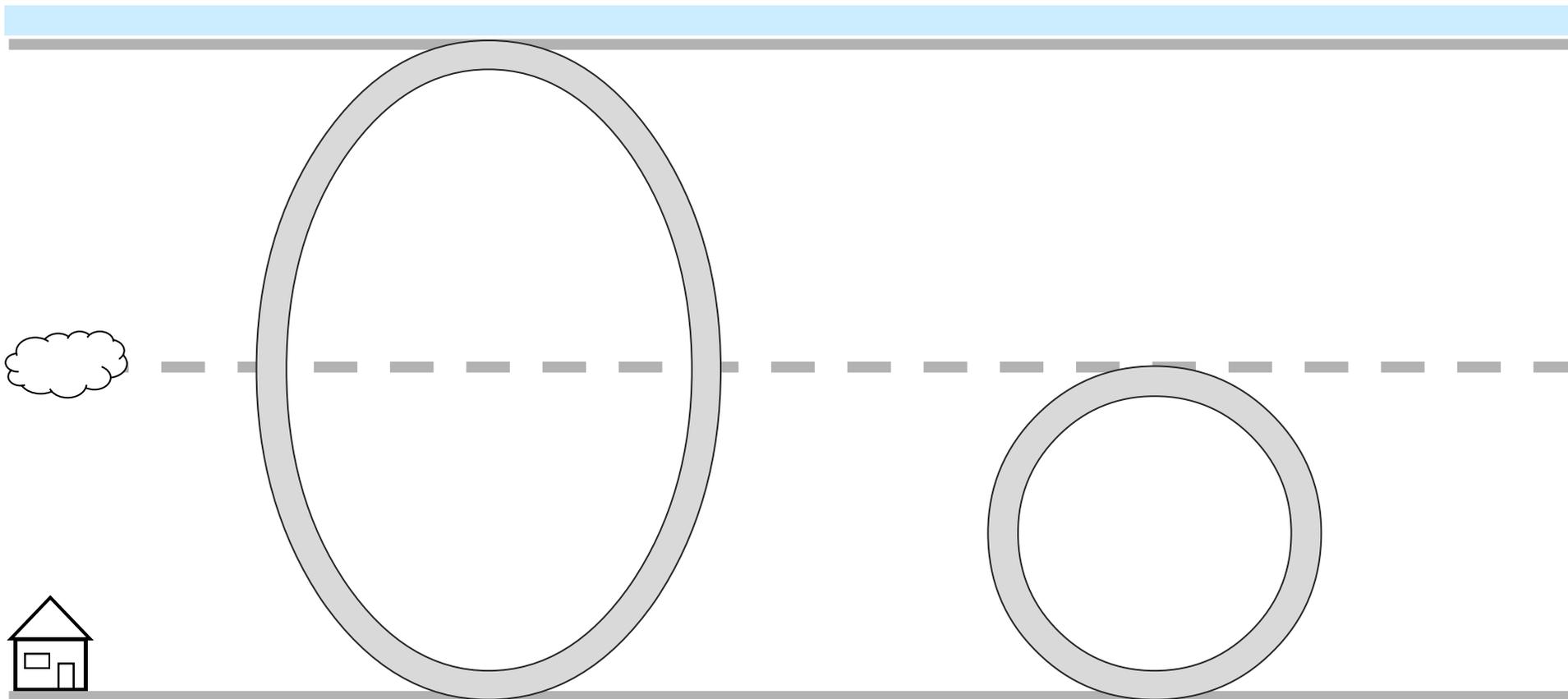




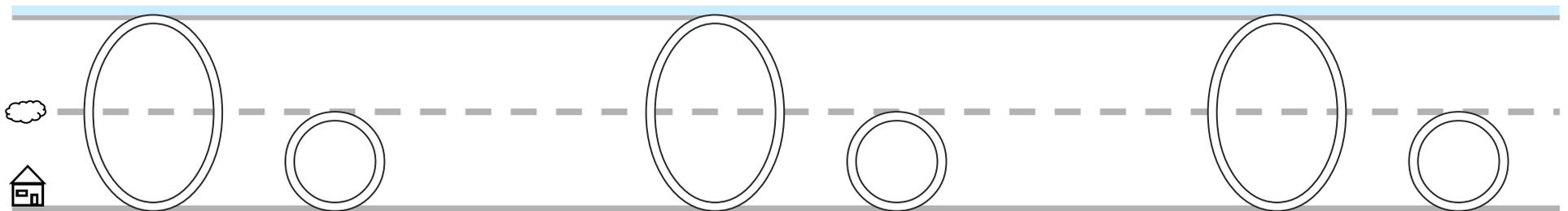
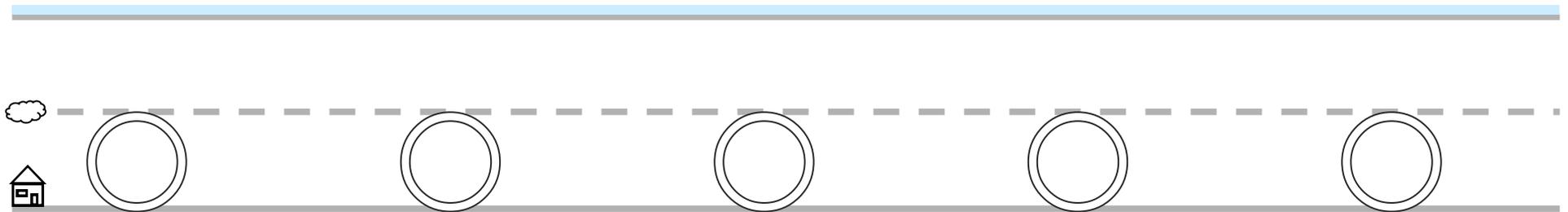
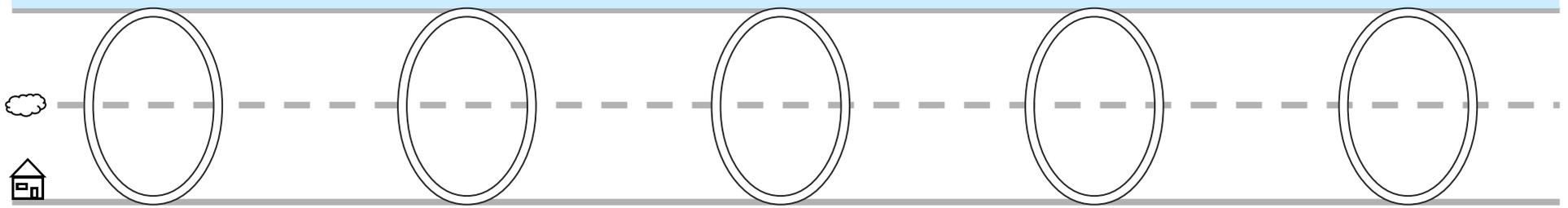
Bubble Blow



Start at the star.
Trace each bubble going counterclockwise.

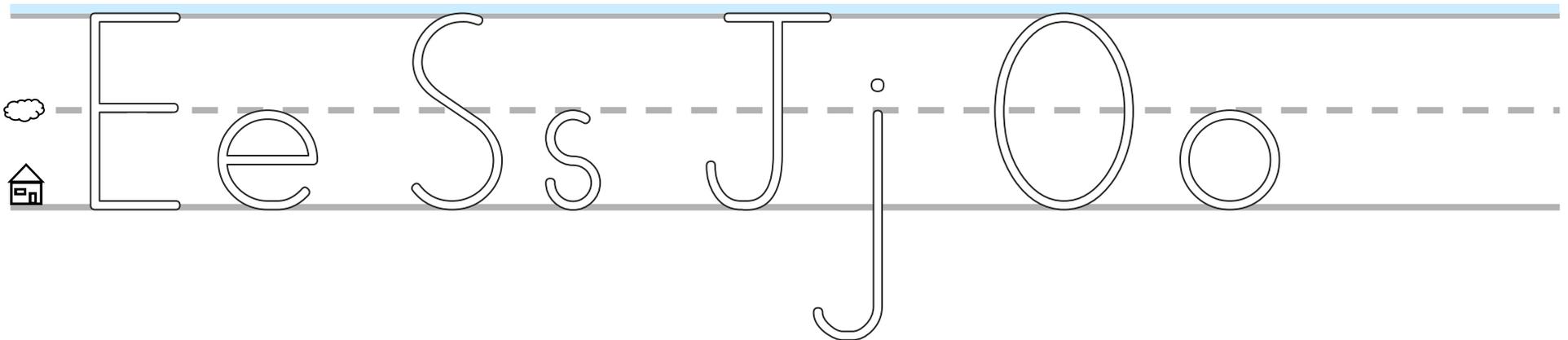
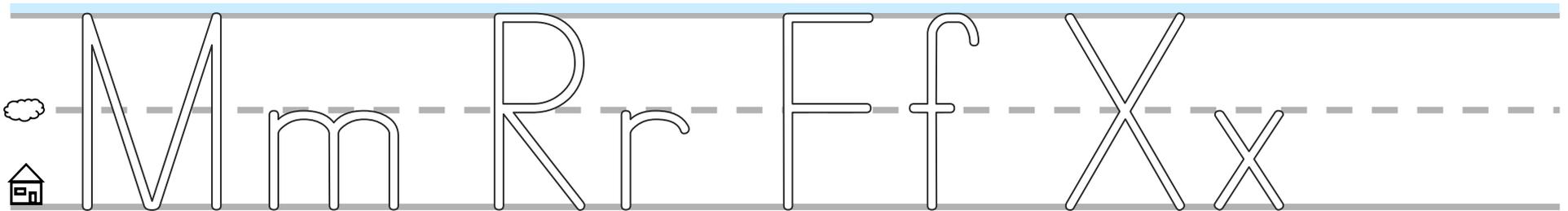
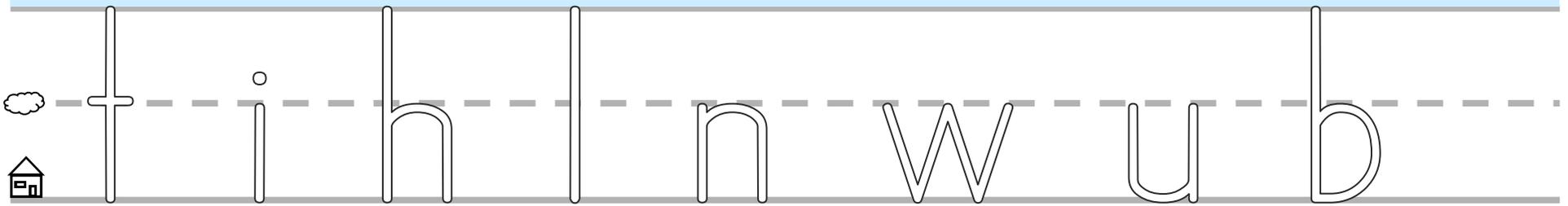


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



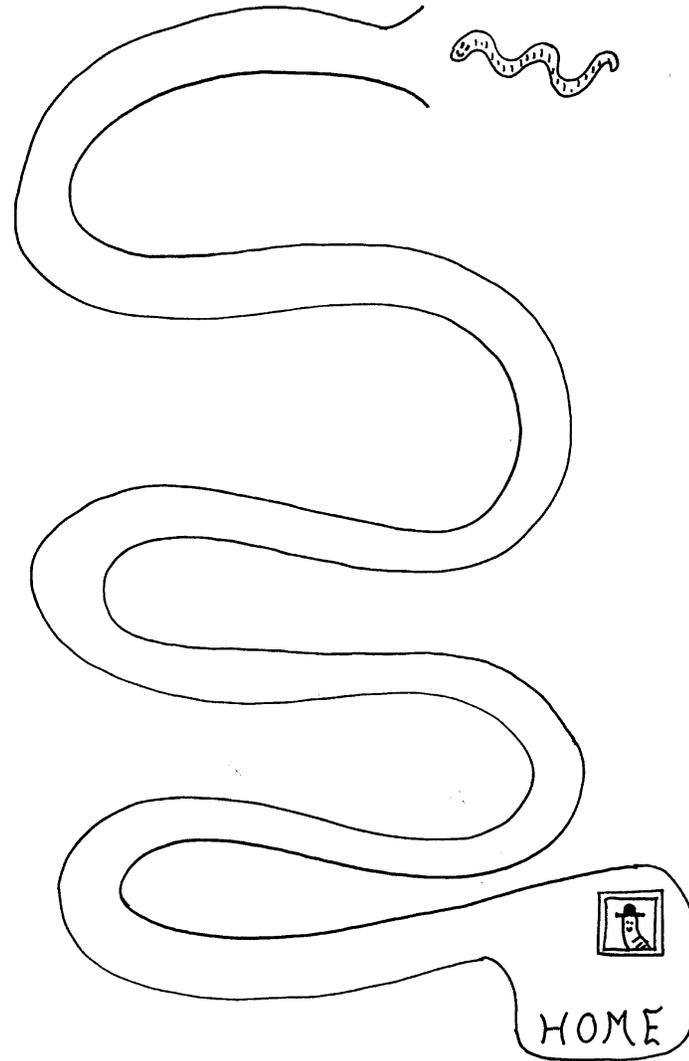
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

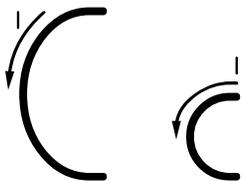
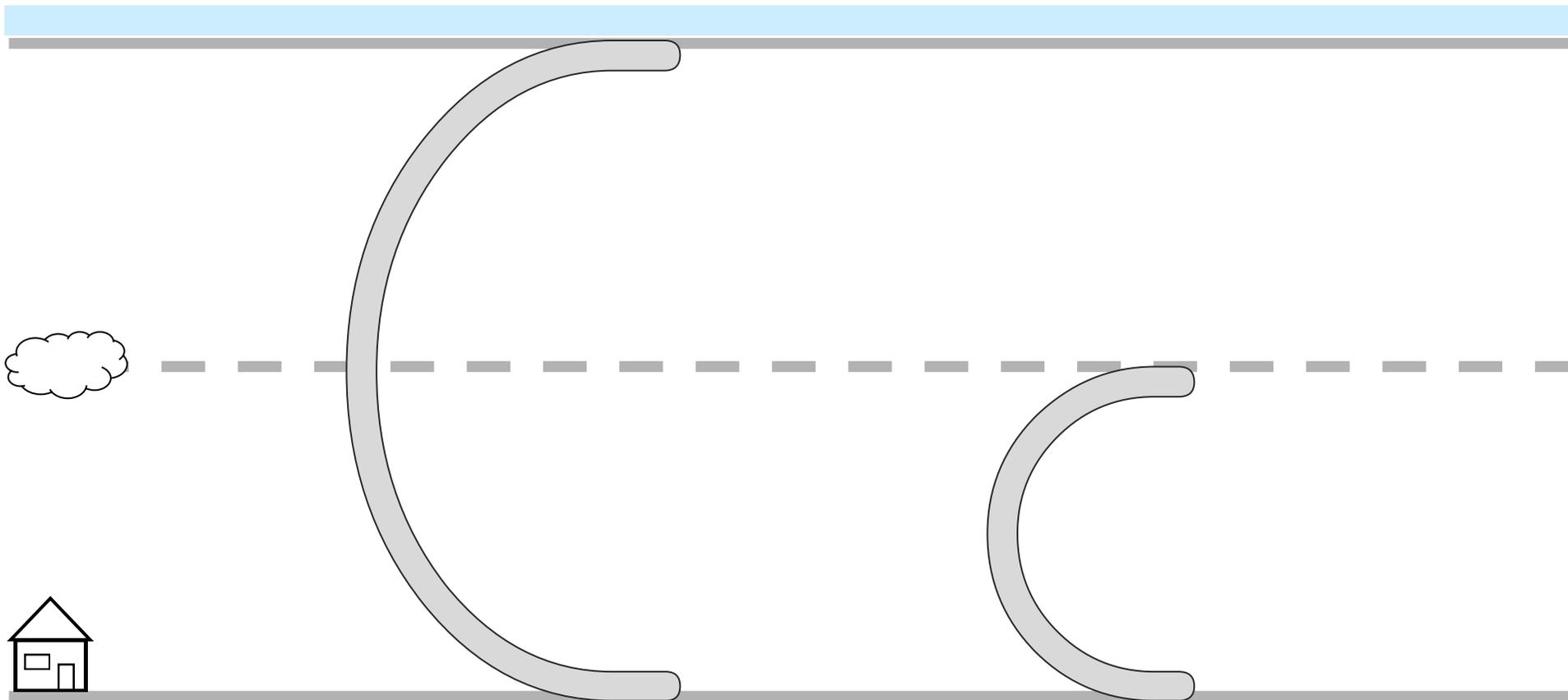




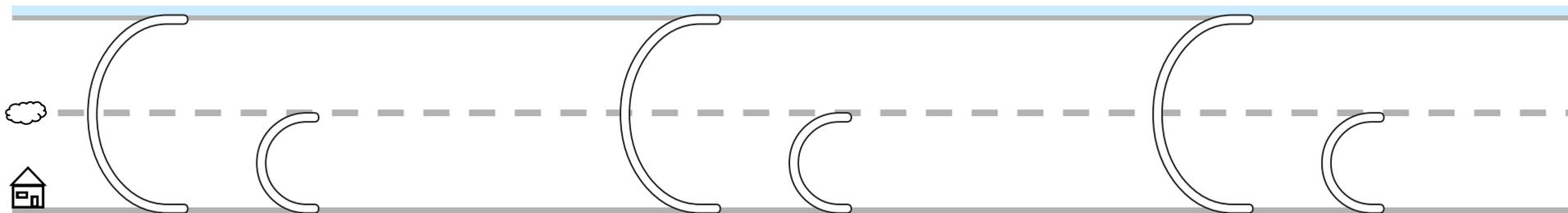
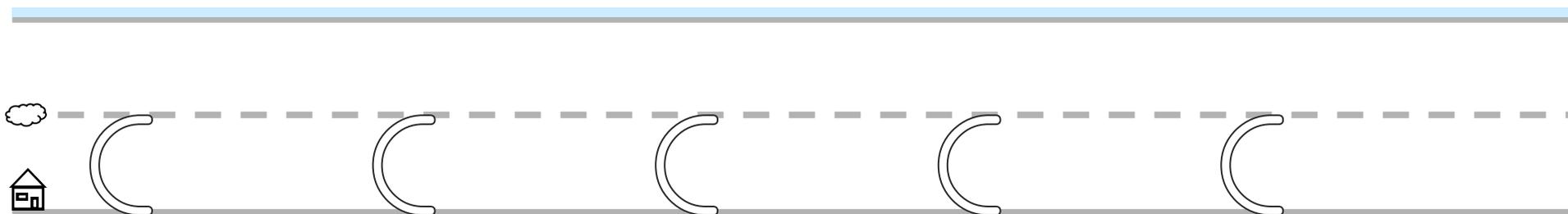
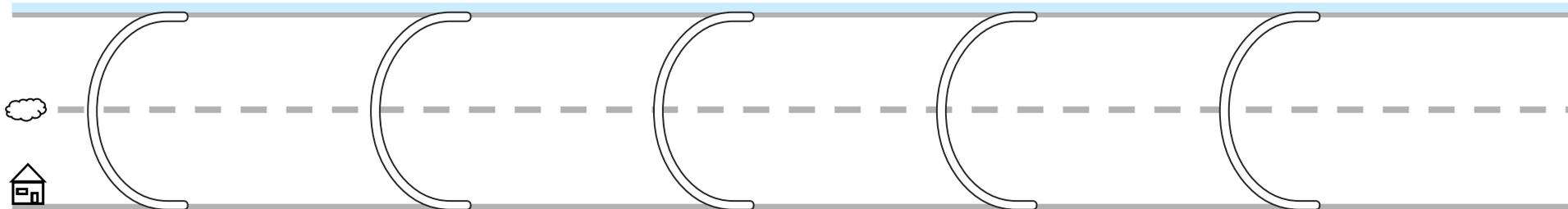
Willy Worm 1



Help the worm find his way home.

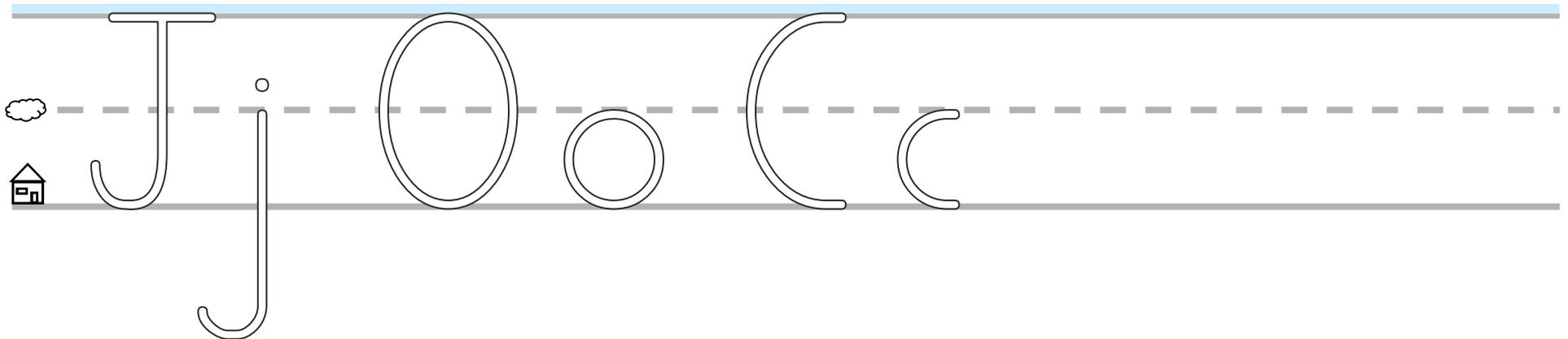
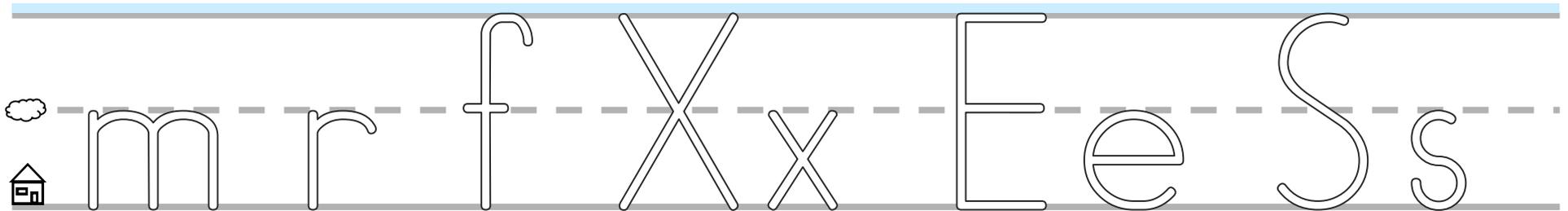
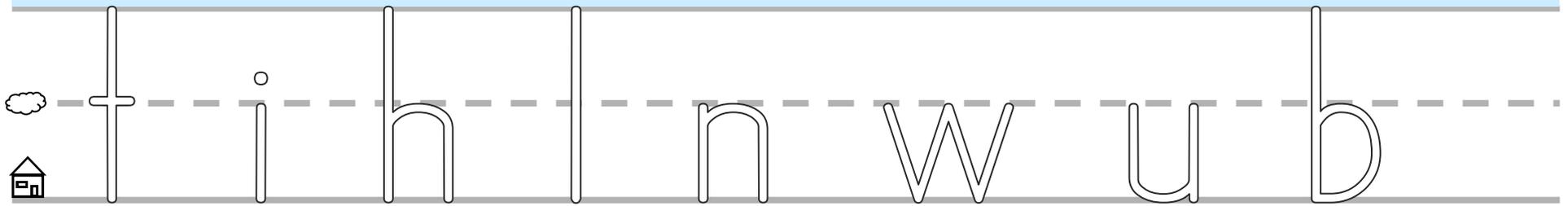


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



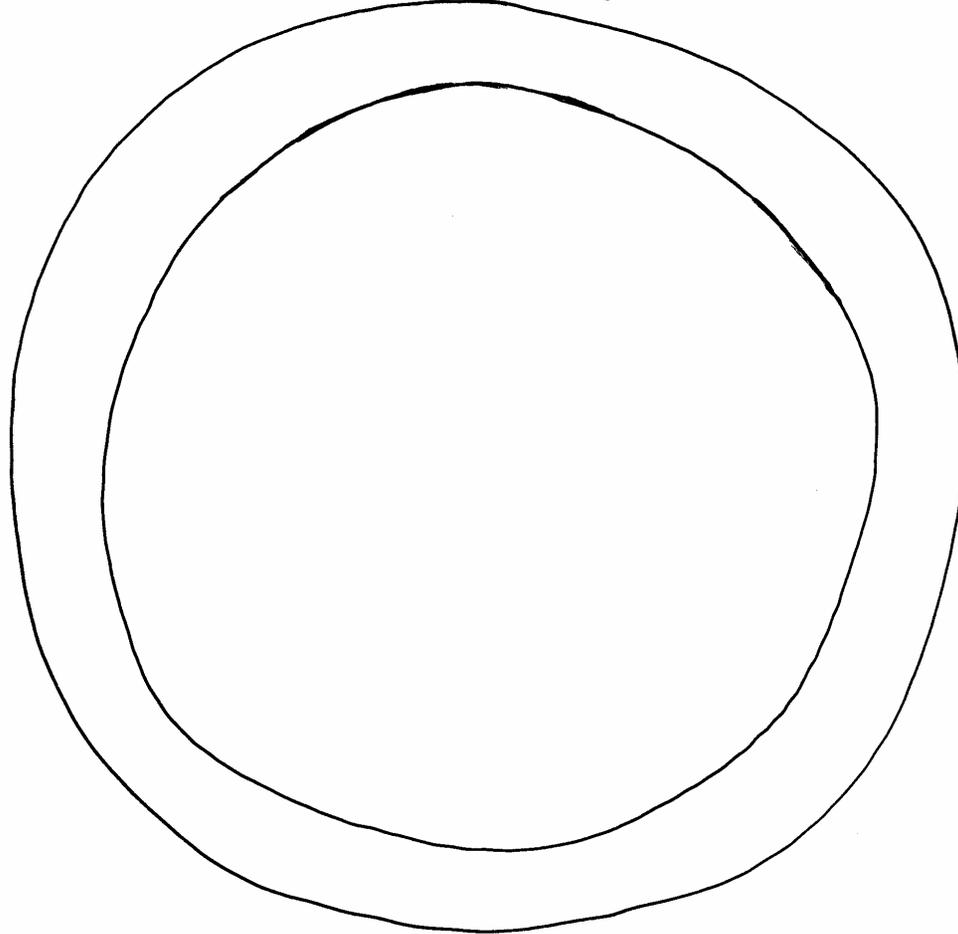
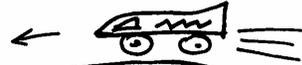
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.





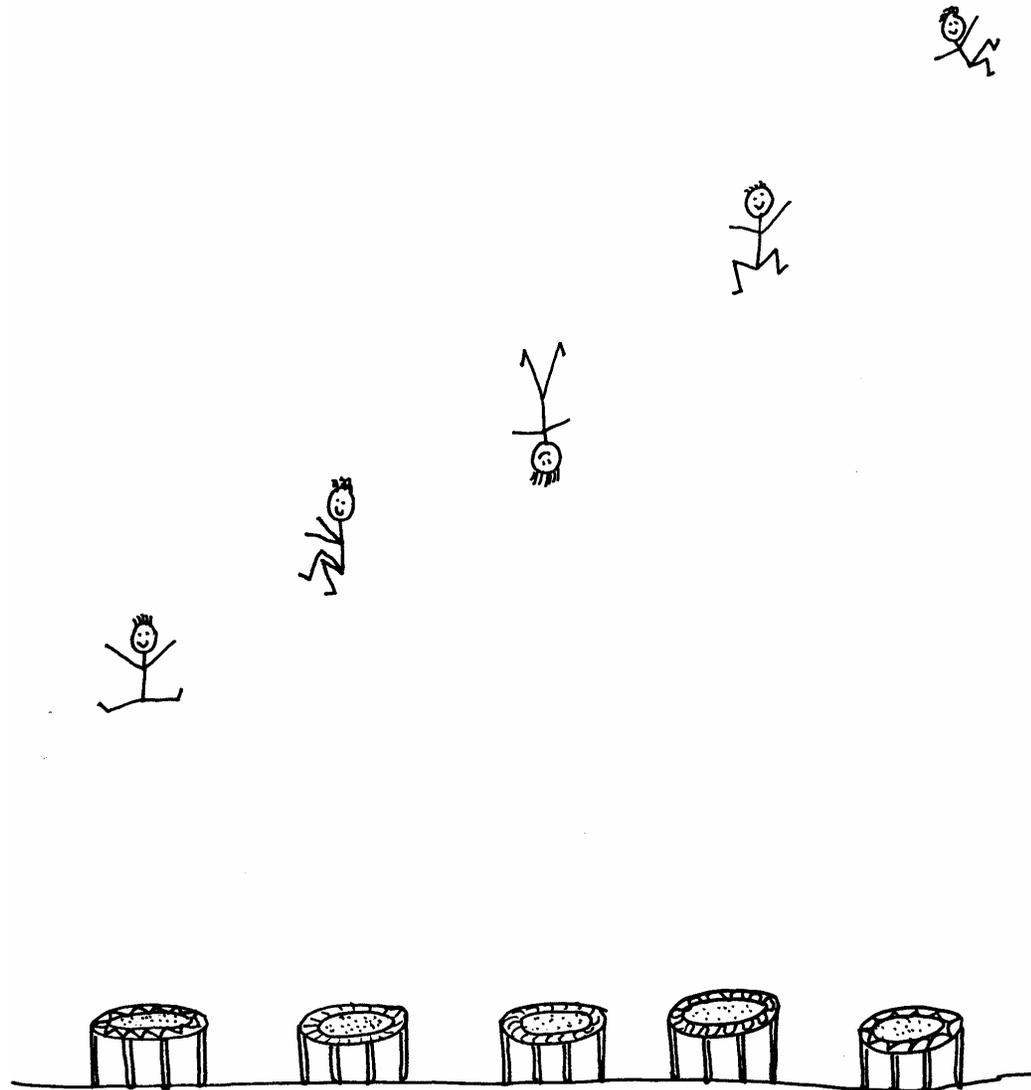
Round Race Track



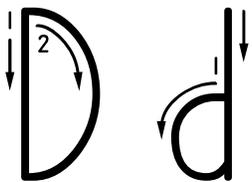
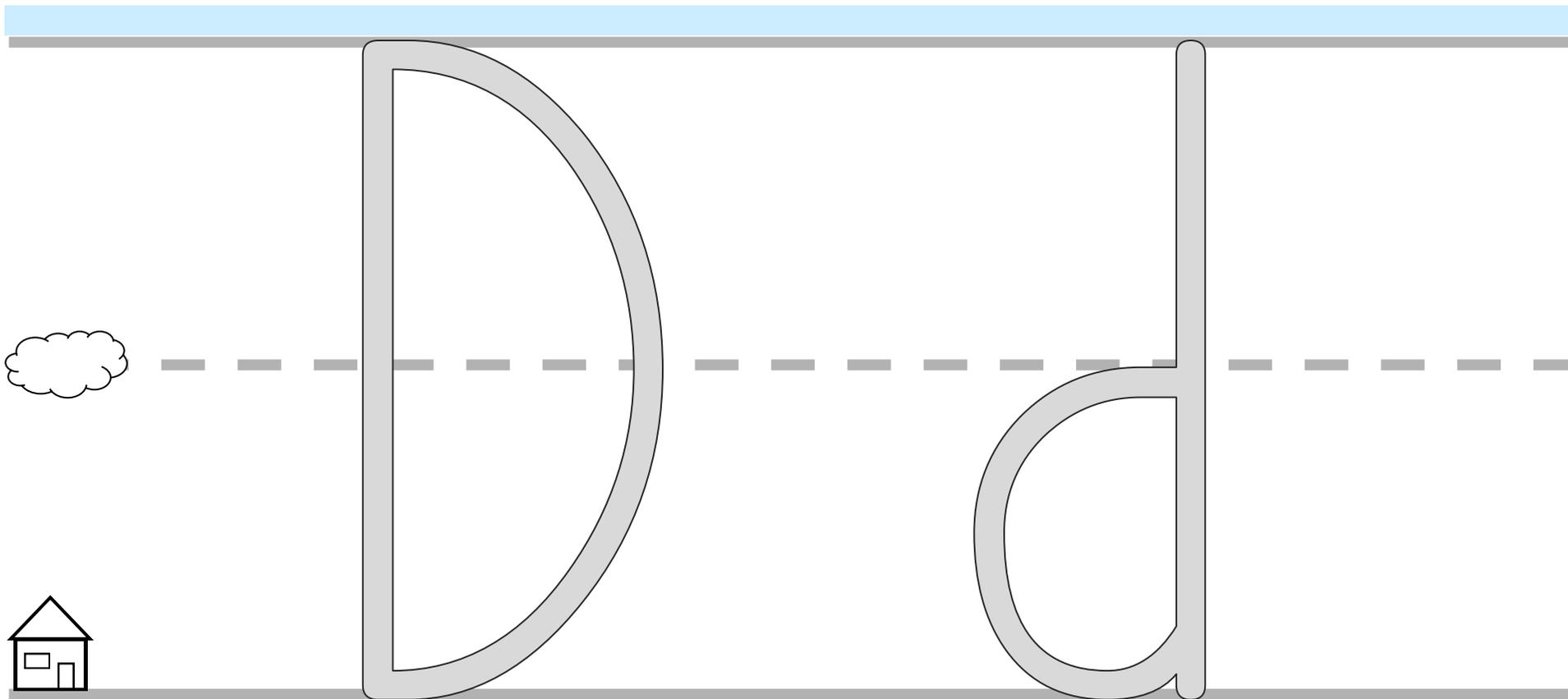
Draw a line to show the car going around the race track.



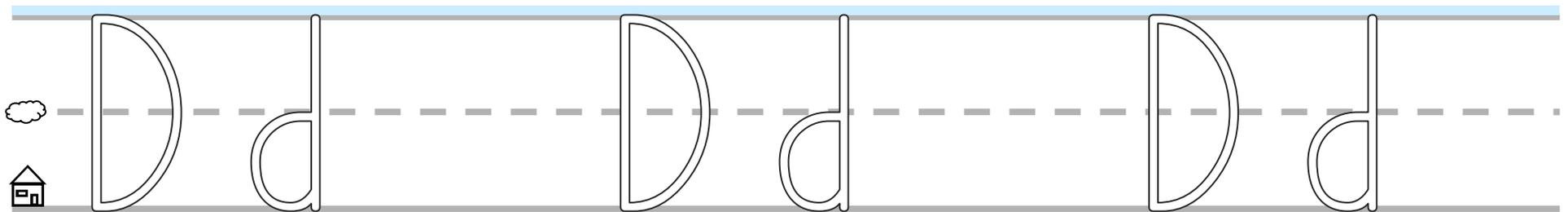
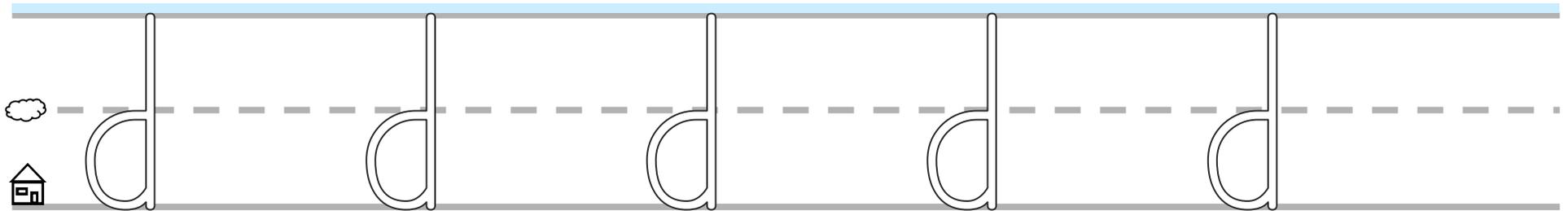
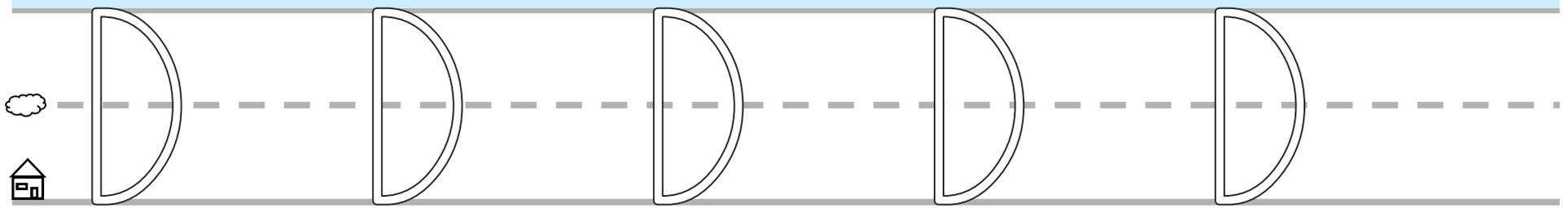
Jumping Jacks 2



Draw a line from each trampoline up to the person and back down again.

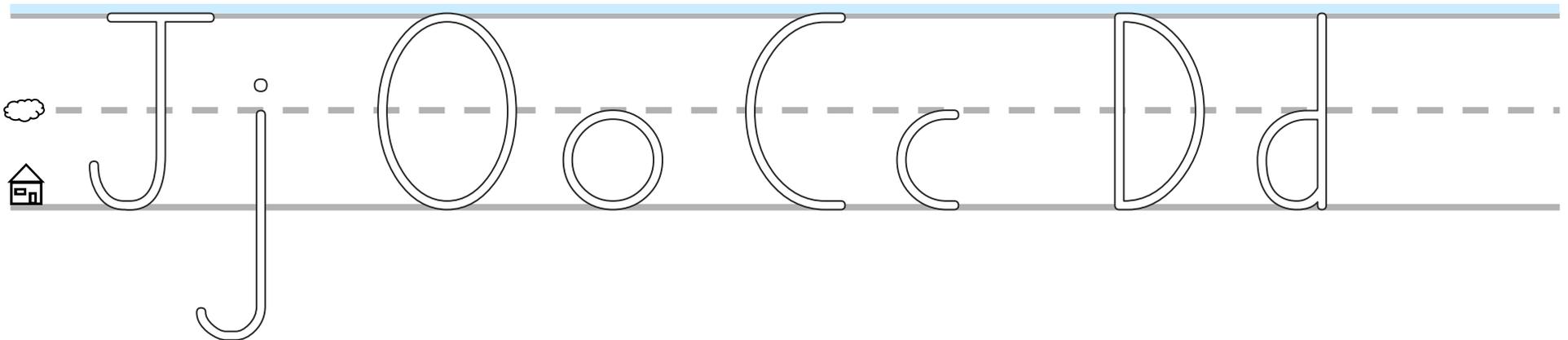
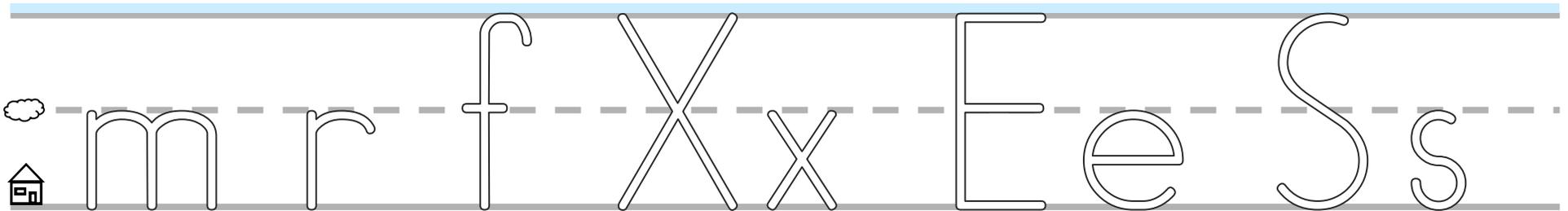
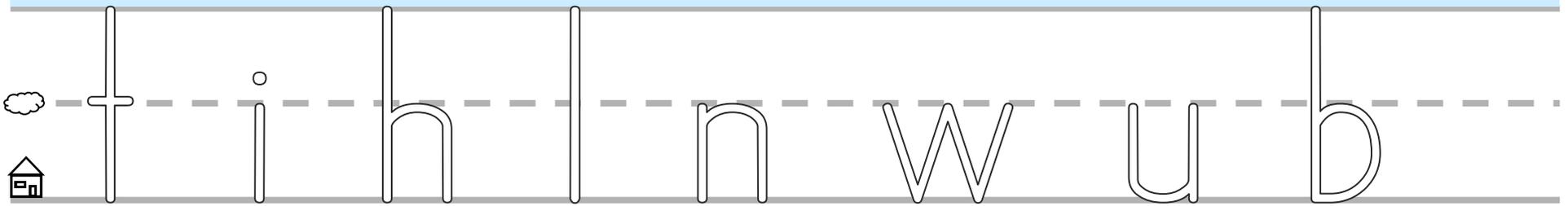


Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



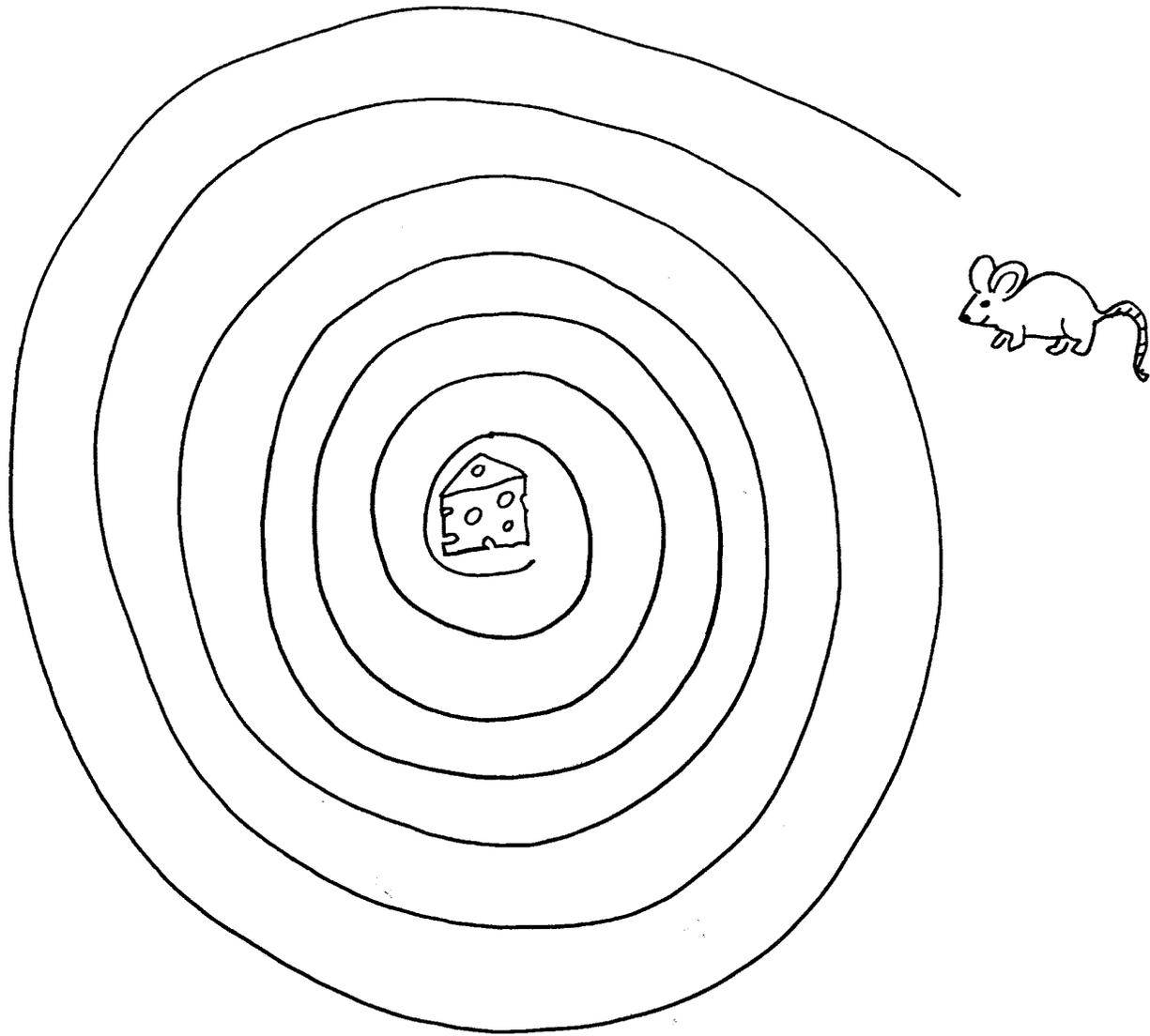
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

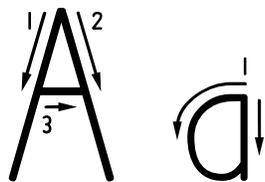
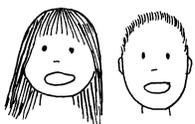
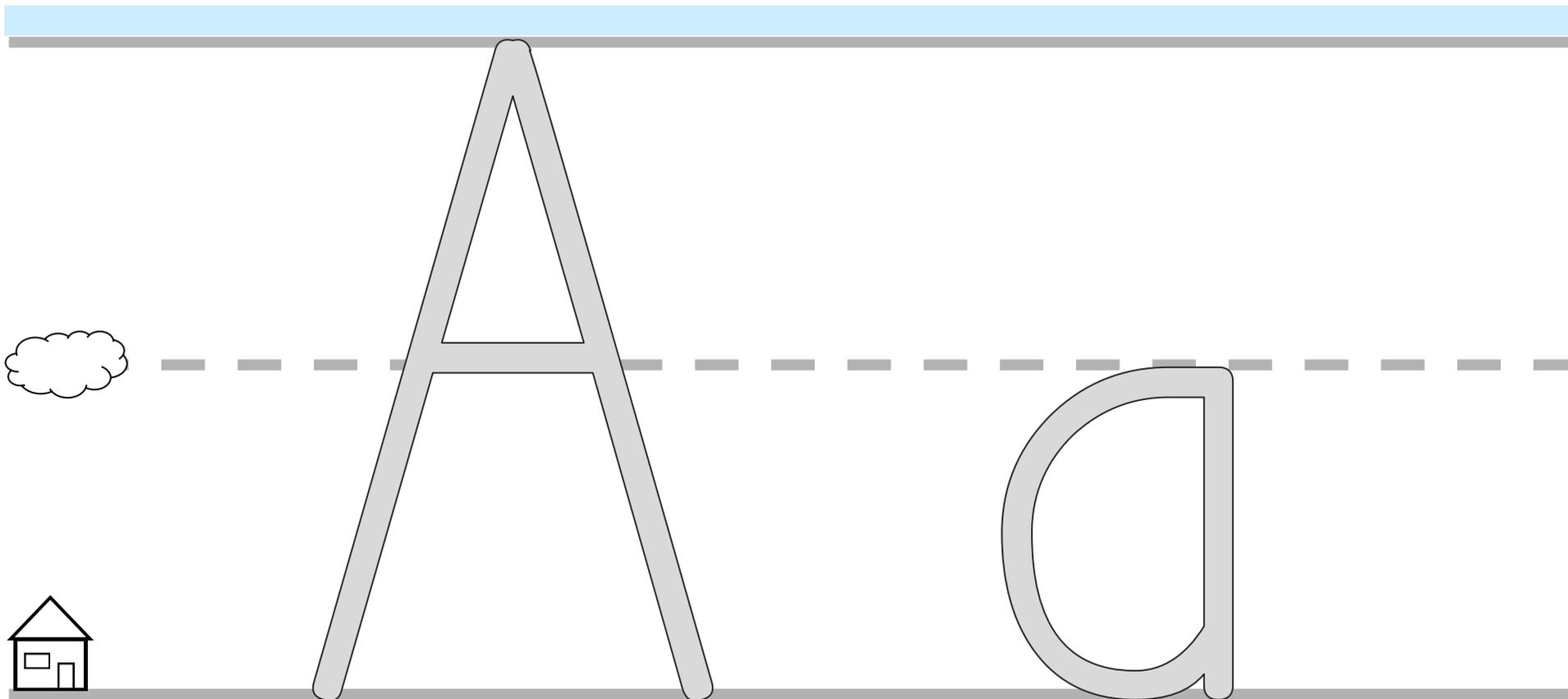




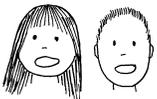
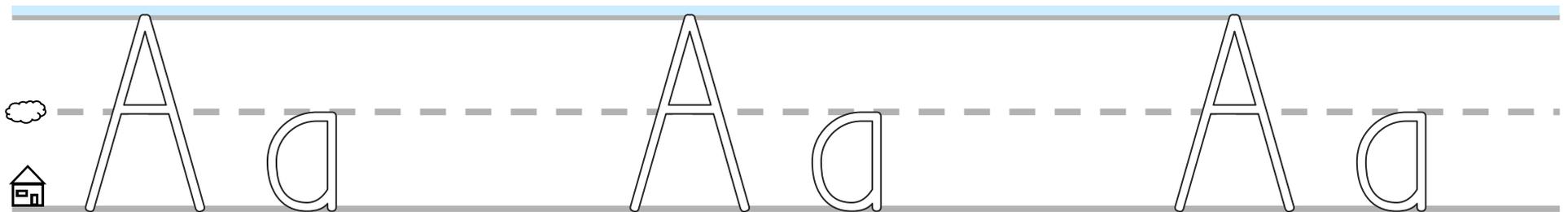
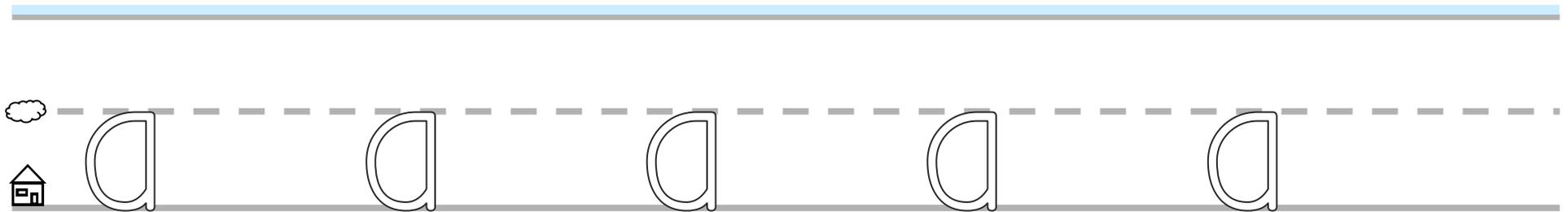
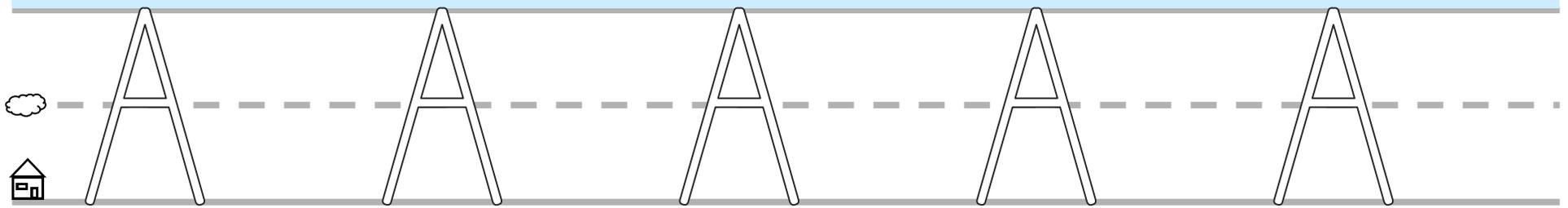
Mouse And Cheese



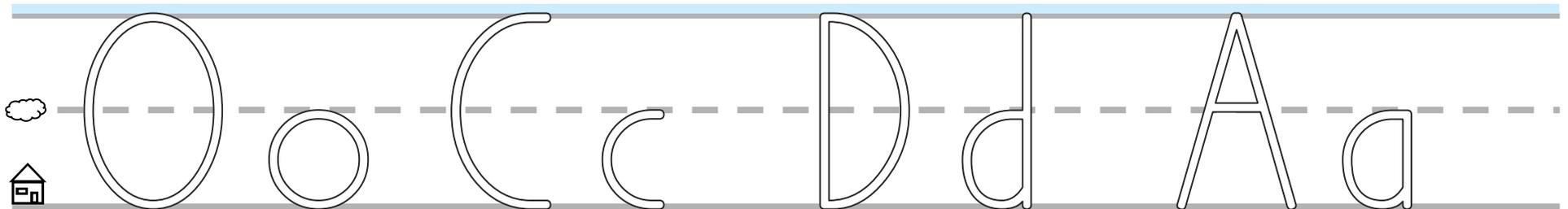
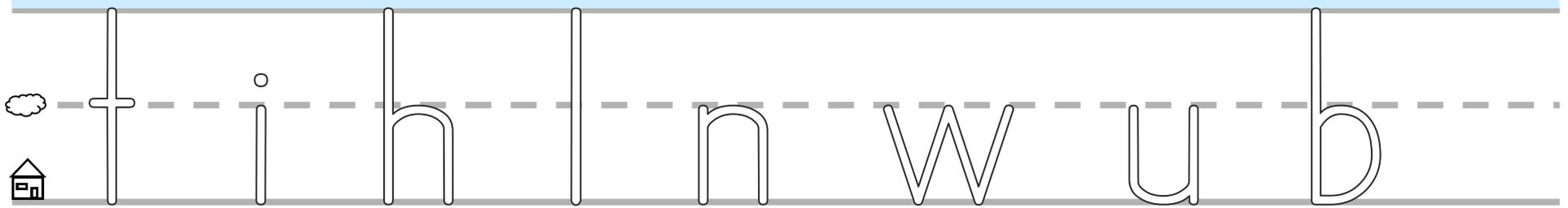
Help the mouse find his cheese.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



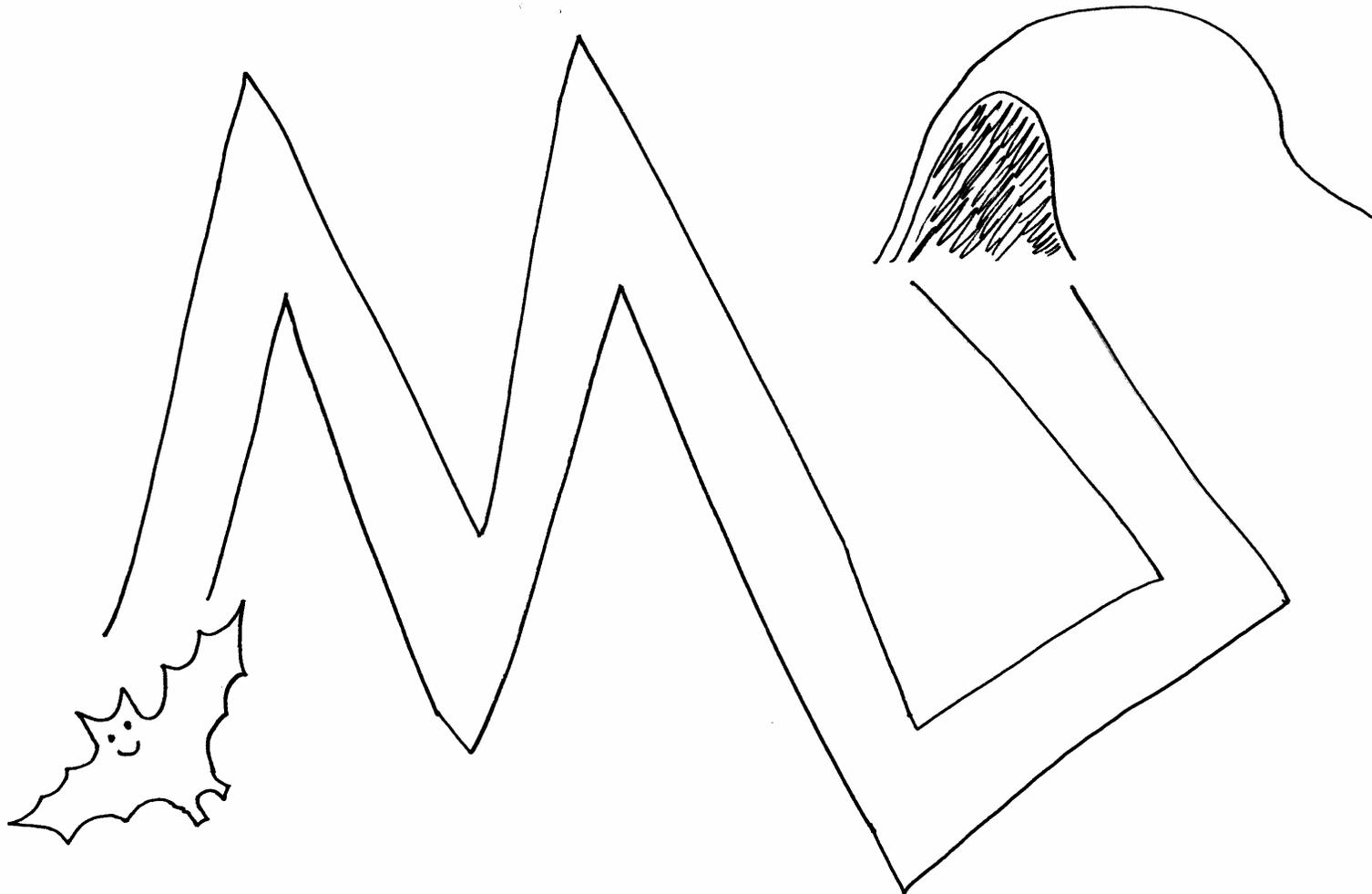
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



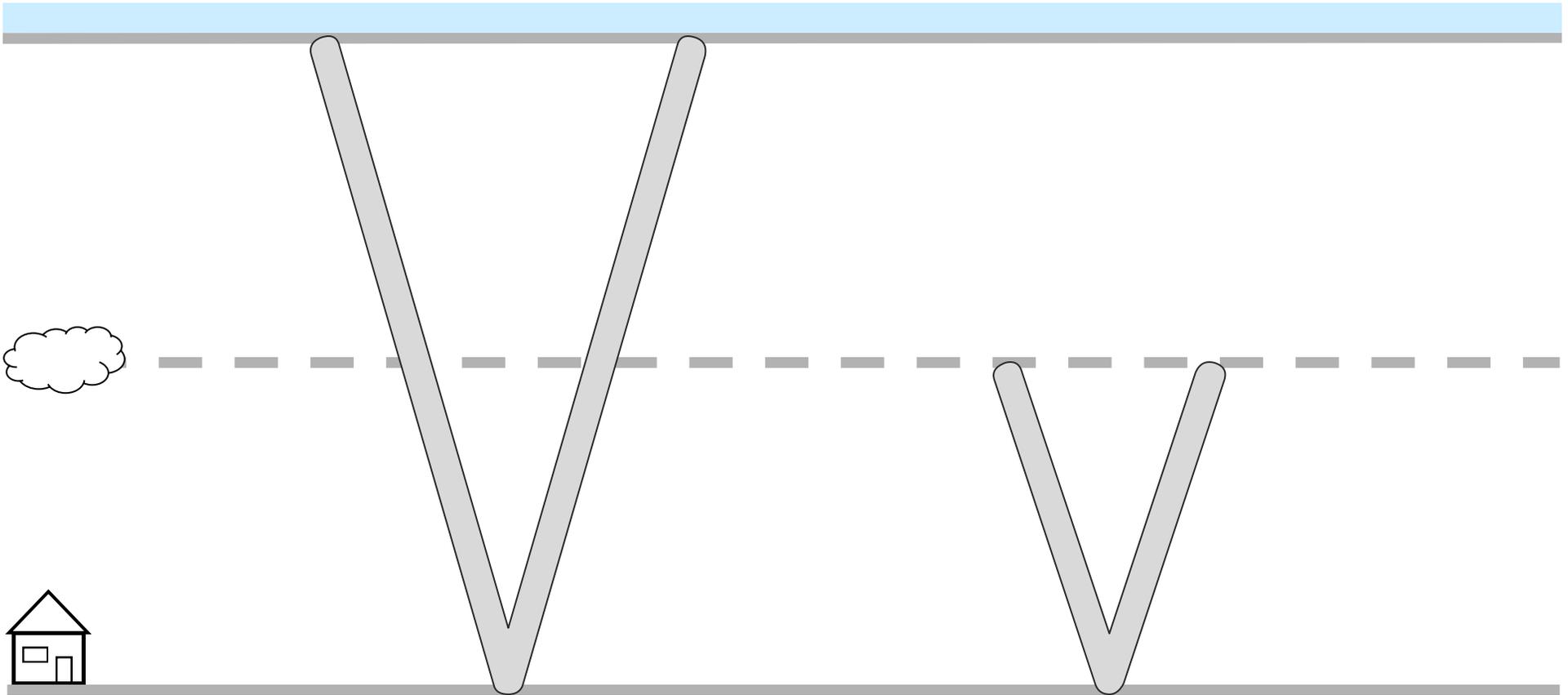
Handwriting Review - Draw handwriting lines on the board. Demonstrate how to write the letters that are on the top line of the students' page. (If there are multiple letters that are the same, just demonstrate the letter one time.) Students watch and then trace the letters on that line with a pencil. Go from one line to the next in the same way. As students trace, they say the name and sound for each capital letter. They say the just the sound for each lower case letter.



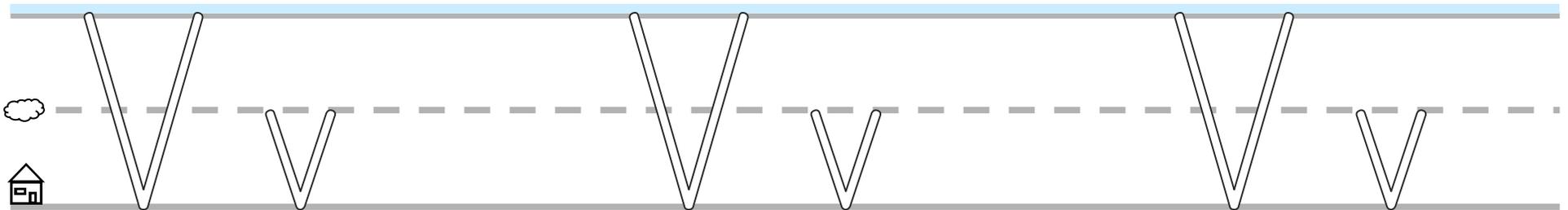
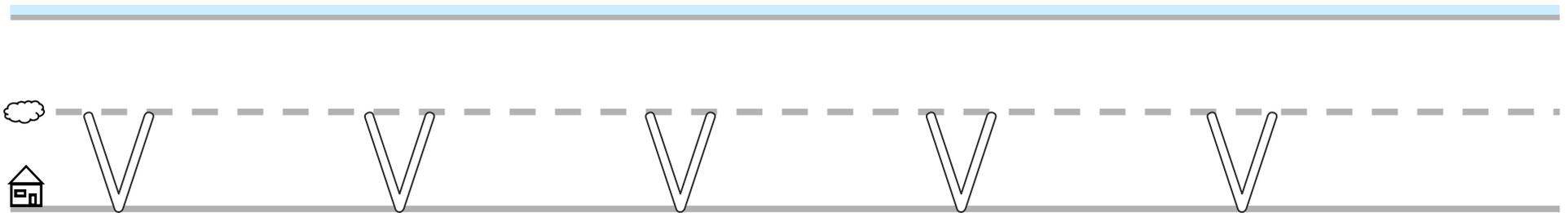
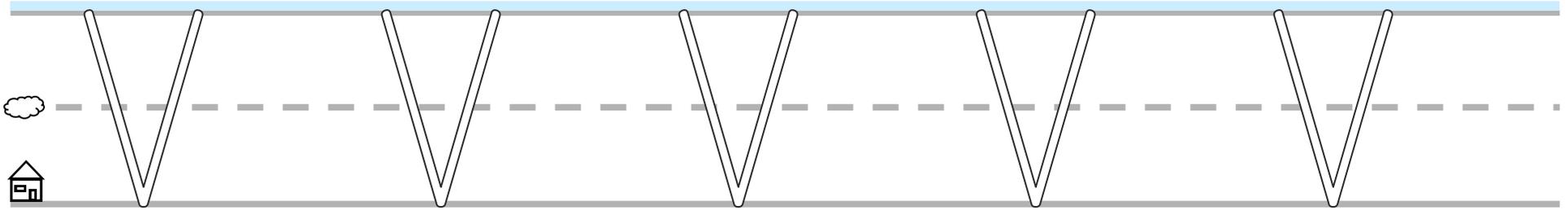
Bat Cave



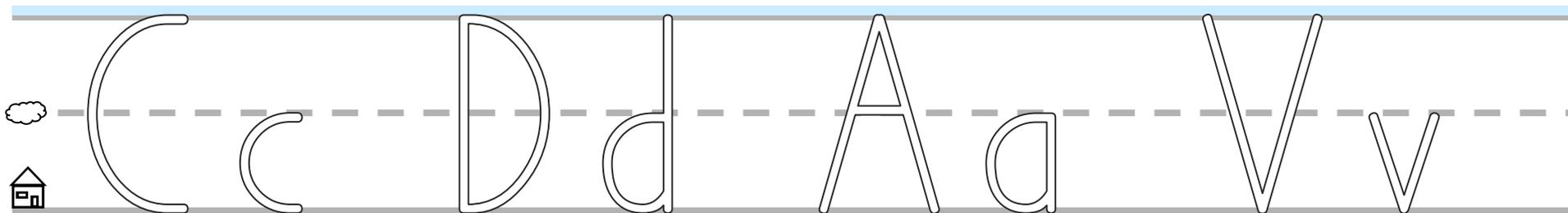
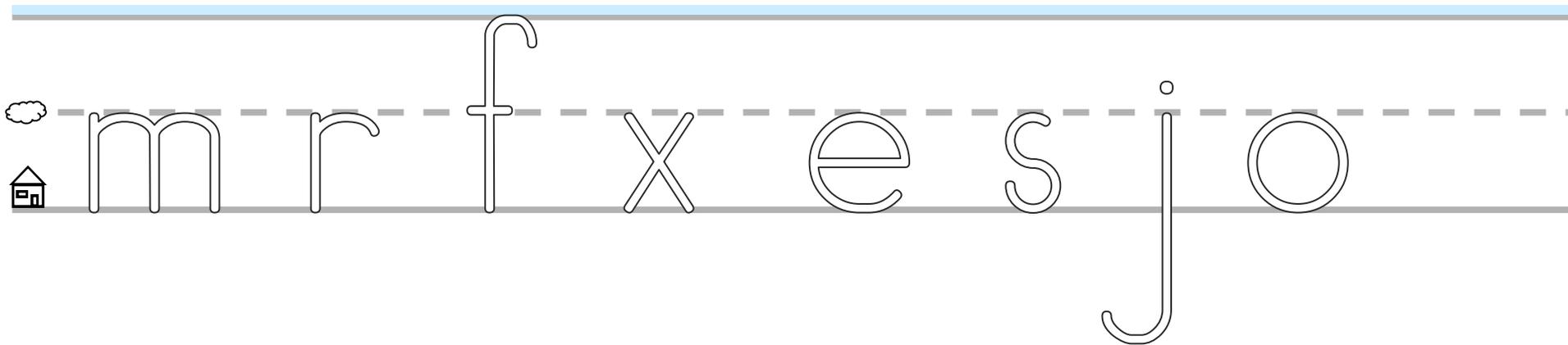
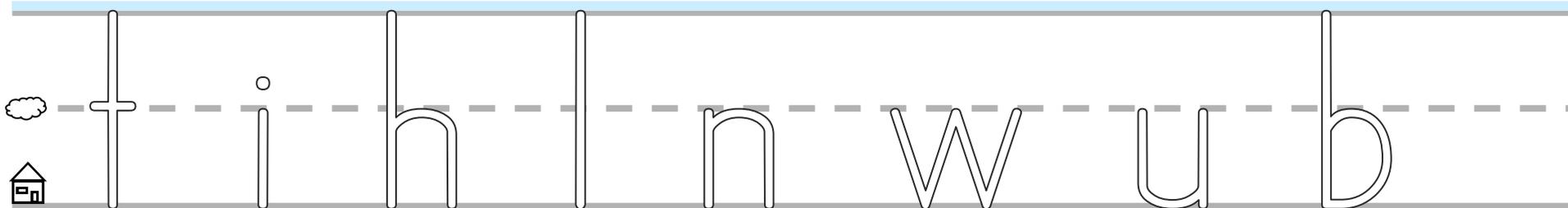
Help the bat find his cave.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



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

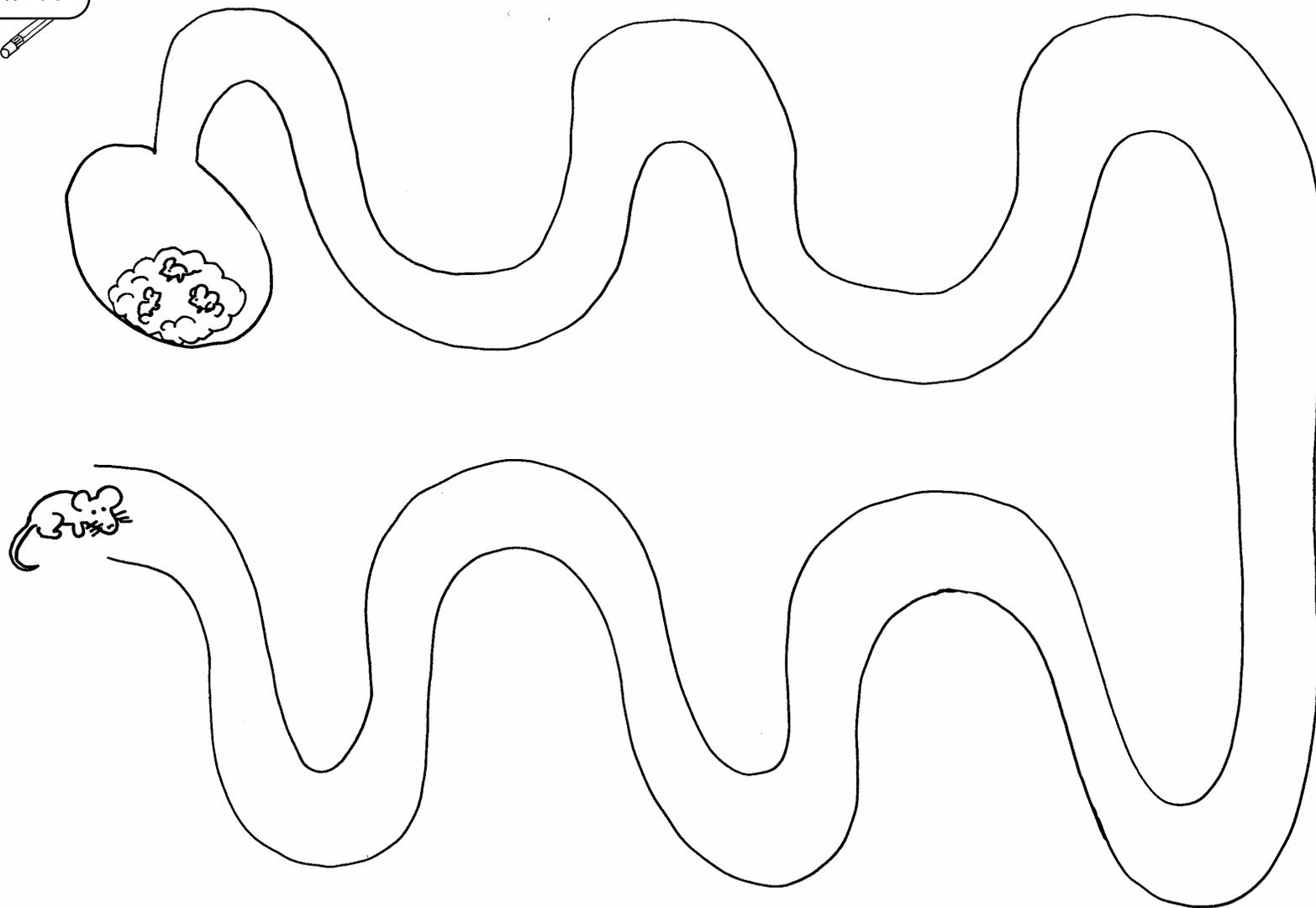


Handwriting Review - Draw handwriting lines on the board. Demonstrate how to write the letters that are on the top line of the students' page. (If there are multiple letters that are the same, just demonstrate the letter one time.) Students watch and then trace the letters on that line with a pencil. Go from one line to the next in the same way. As students trace, they say the name and sound for each capital letter. They say the just the sound for each lower case letter.

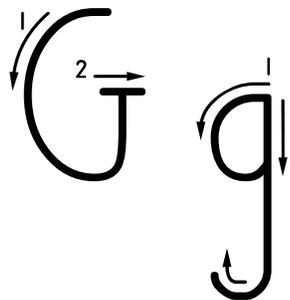
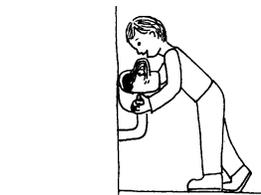
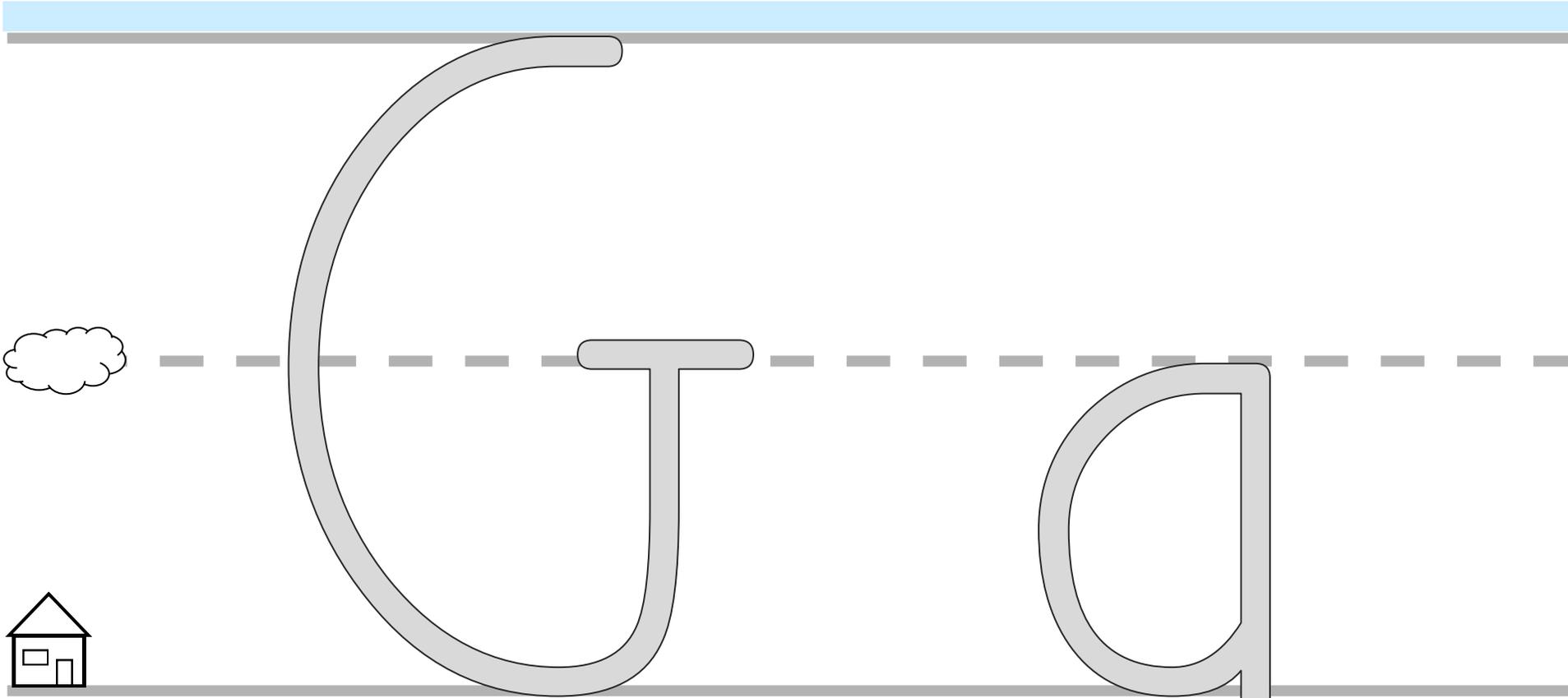
Handwriting
Readiness



Mouse Walk



Help the mother mouse get back to her babies.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

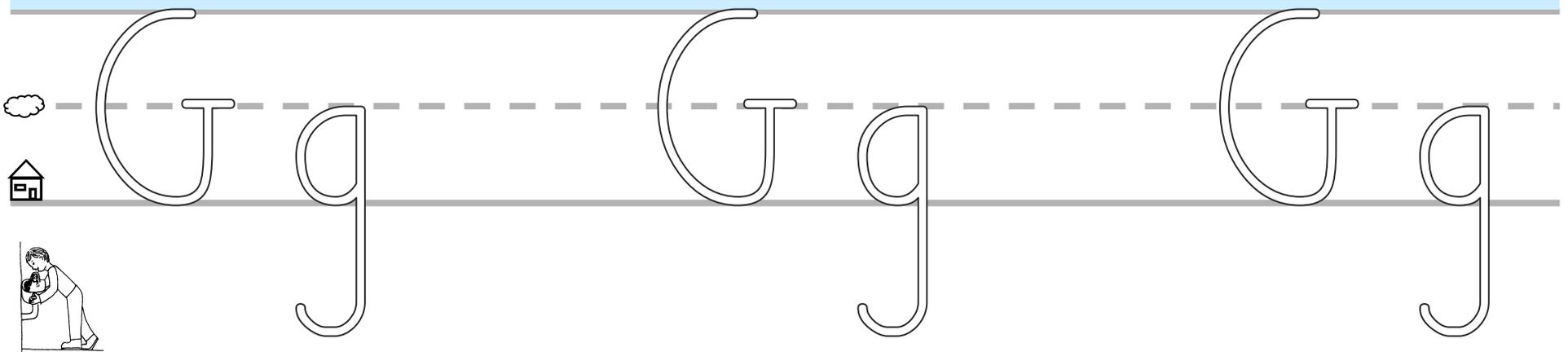
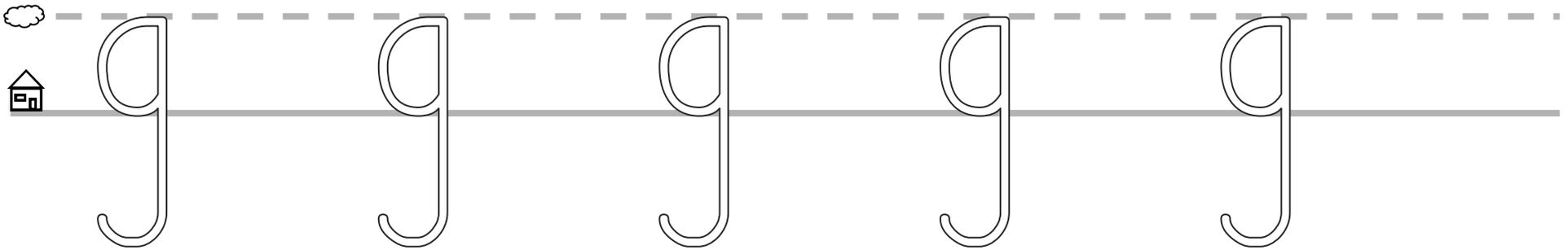
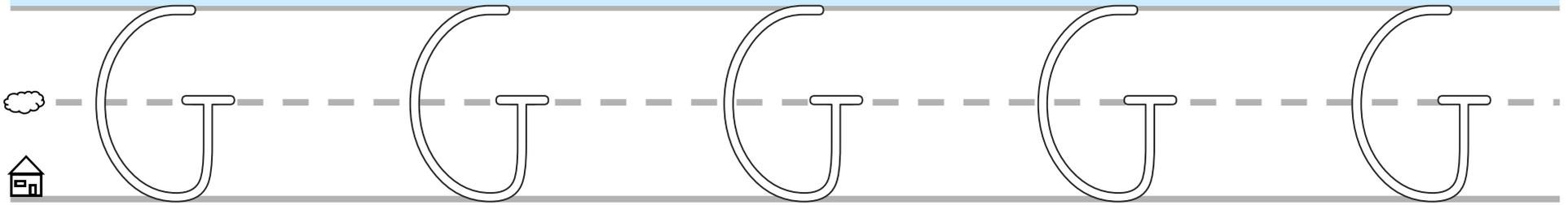
Say the name of the capital letter and its sound each time you trace.

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

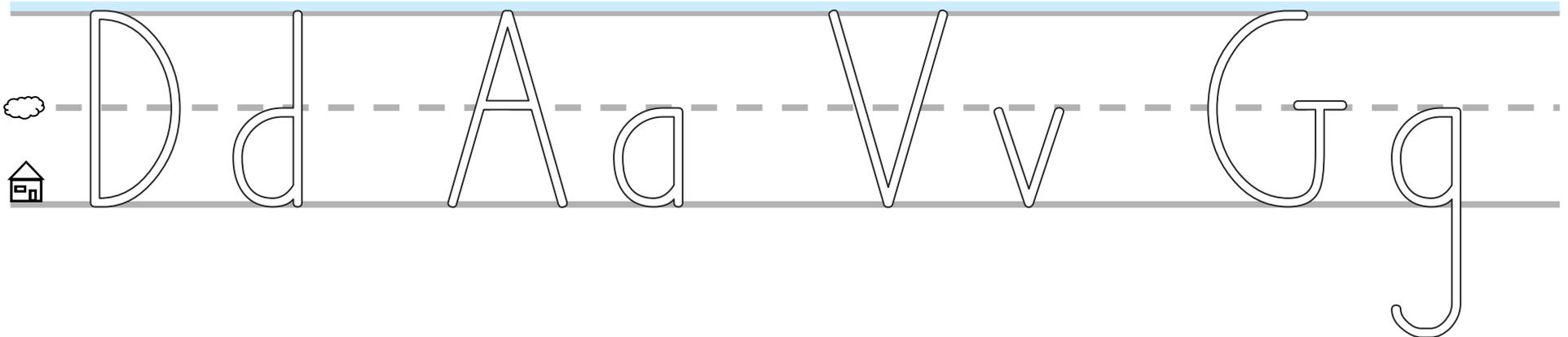
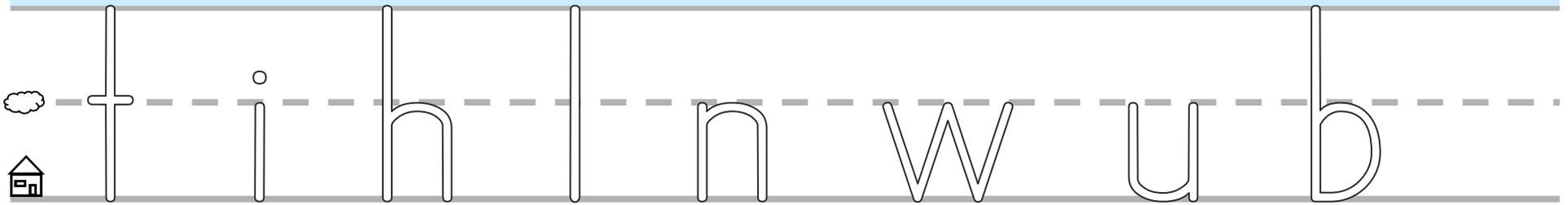
Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

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

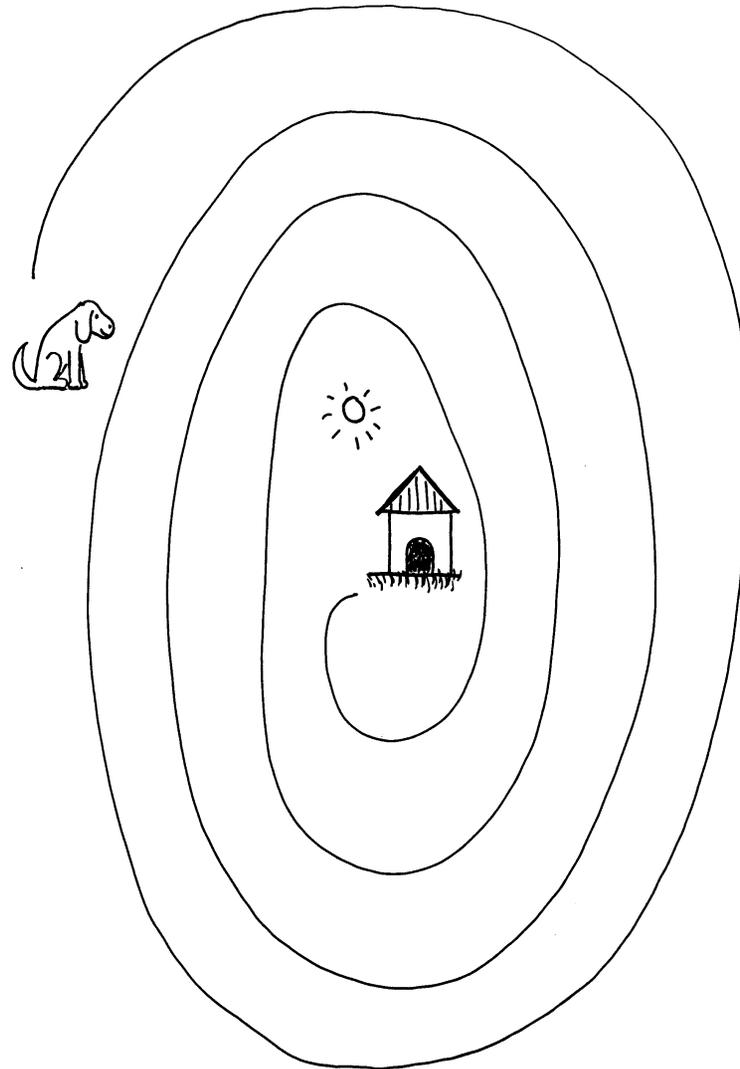


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

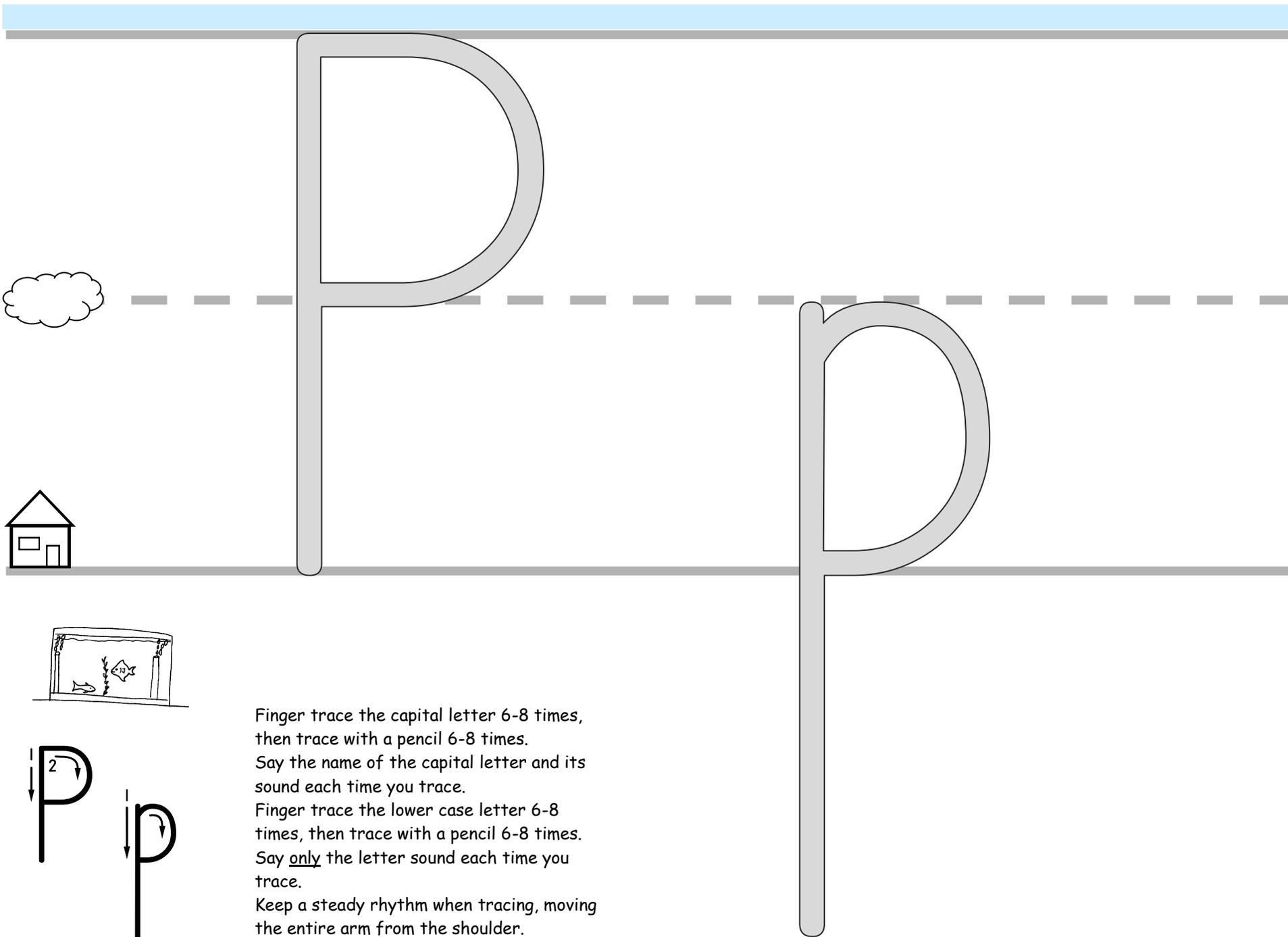




Dog Run



Help the dog find his way back to his doghouse.



Finger trace the capital letter 6-8 times,
then trace with a pencil 6-8 times.

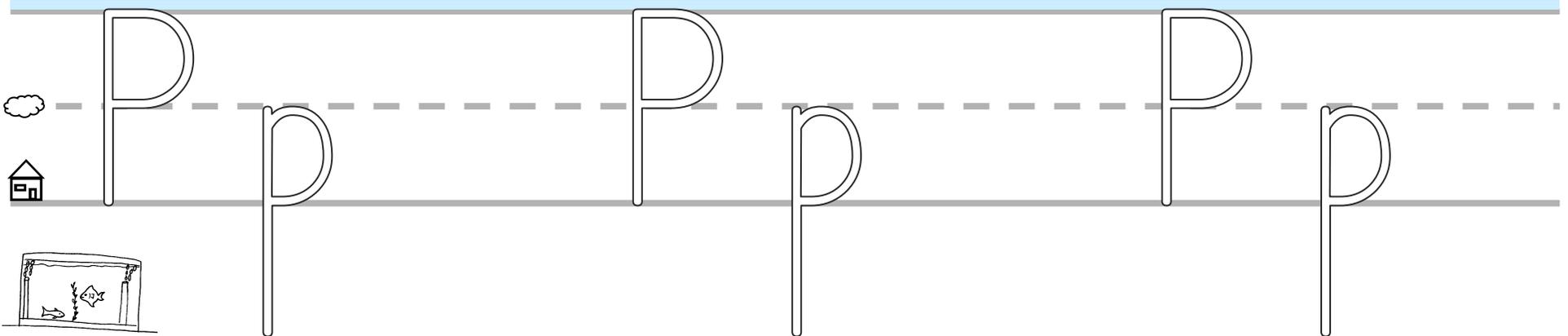
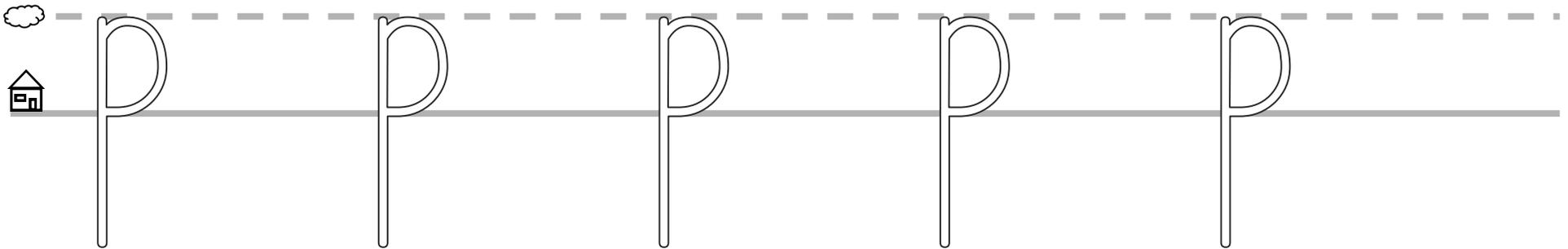
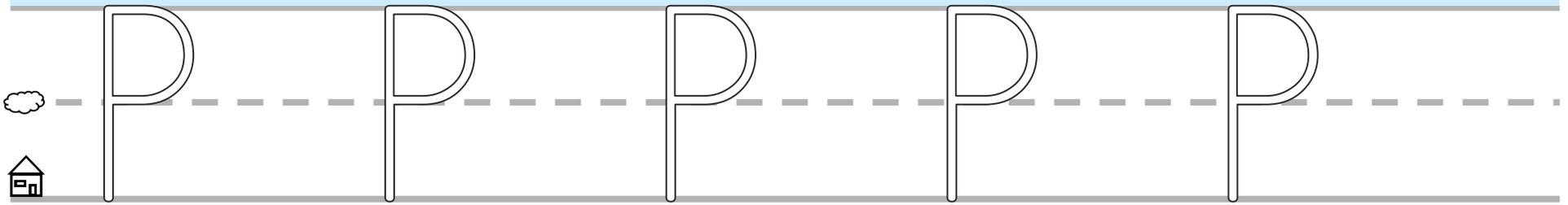
Say the name of the capital letter and its
sound each time you trace.

Finger trace the lower case letter 6-8
times, then trace with a pencil 6-8 times.

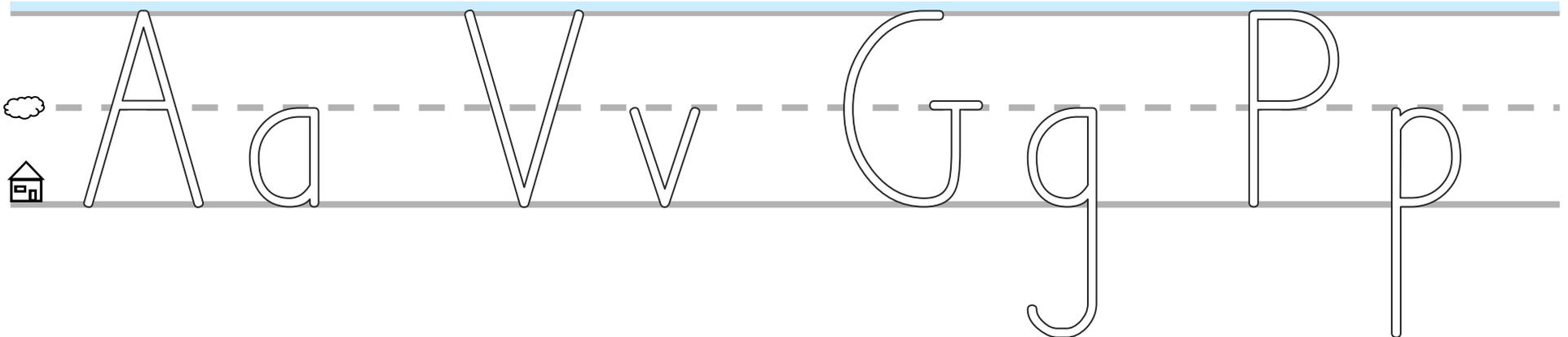
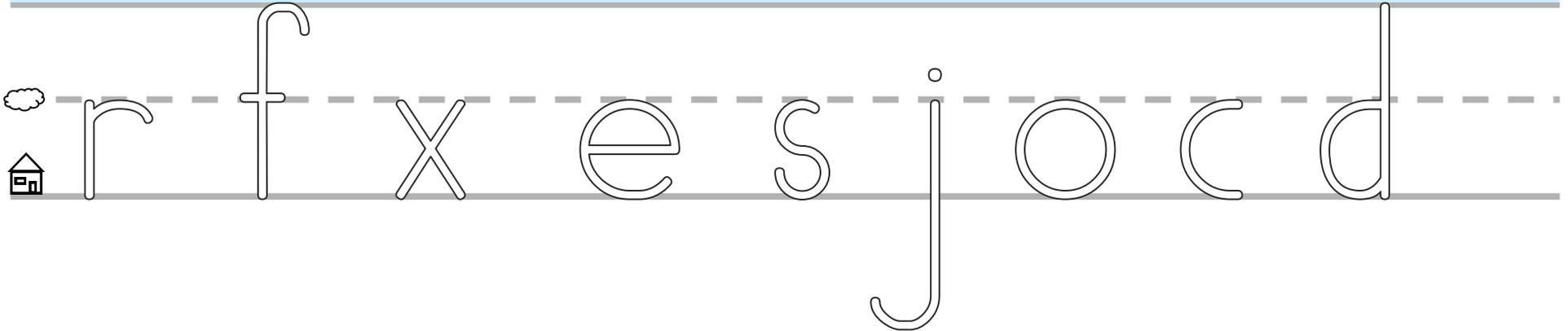
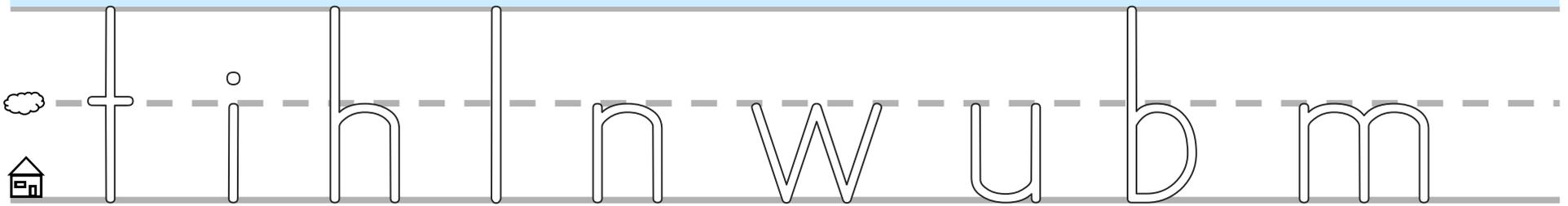
Say only the letter sound each time you
trace.

Keep a steady rhythm when tracing, moving
the entire arm from the shoulder.

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

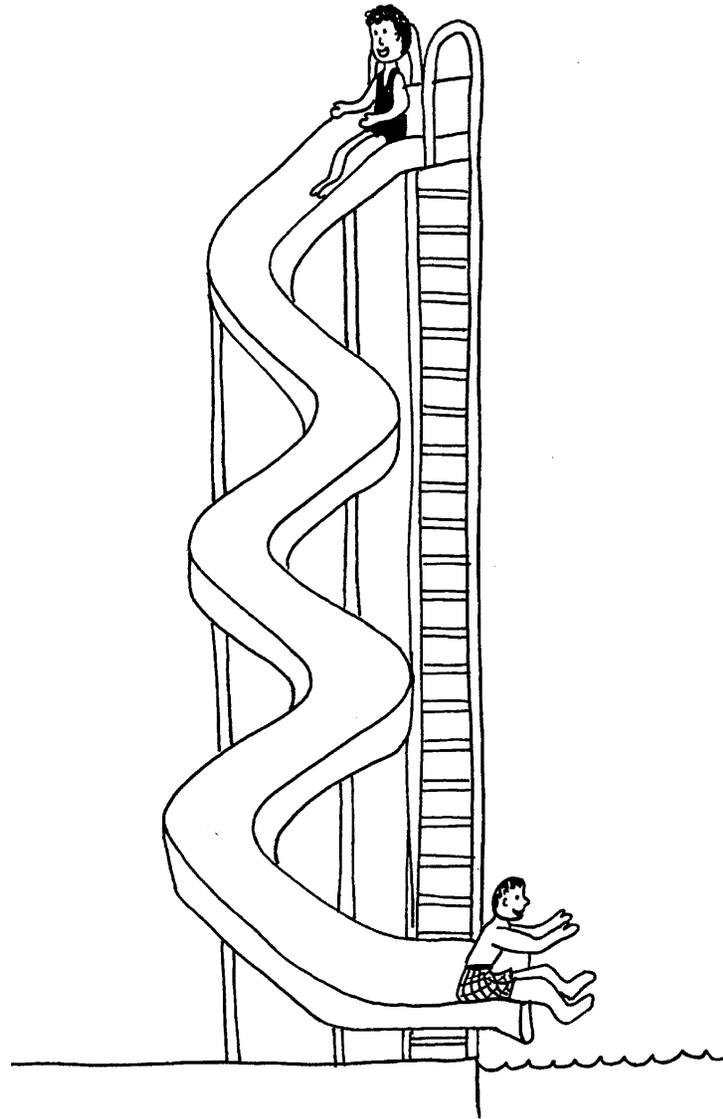


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

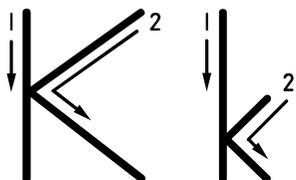
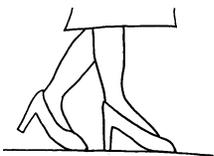
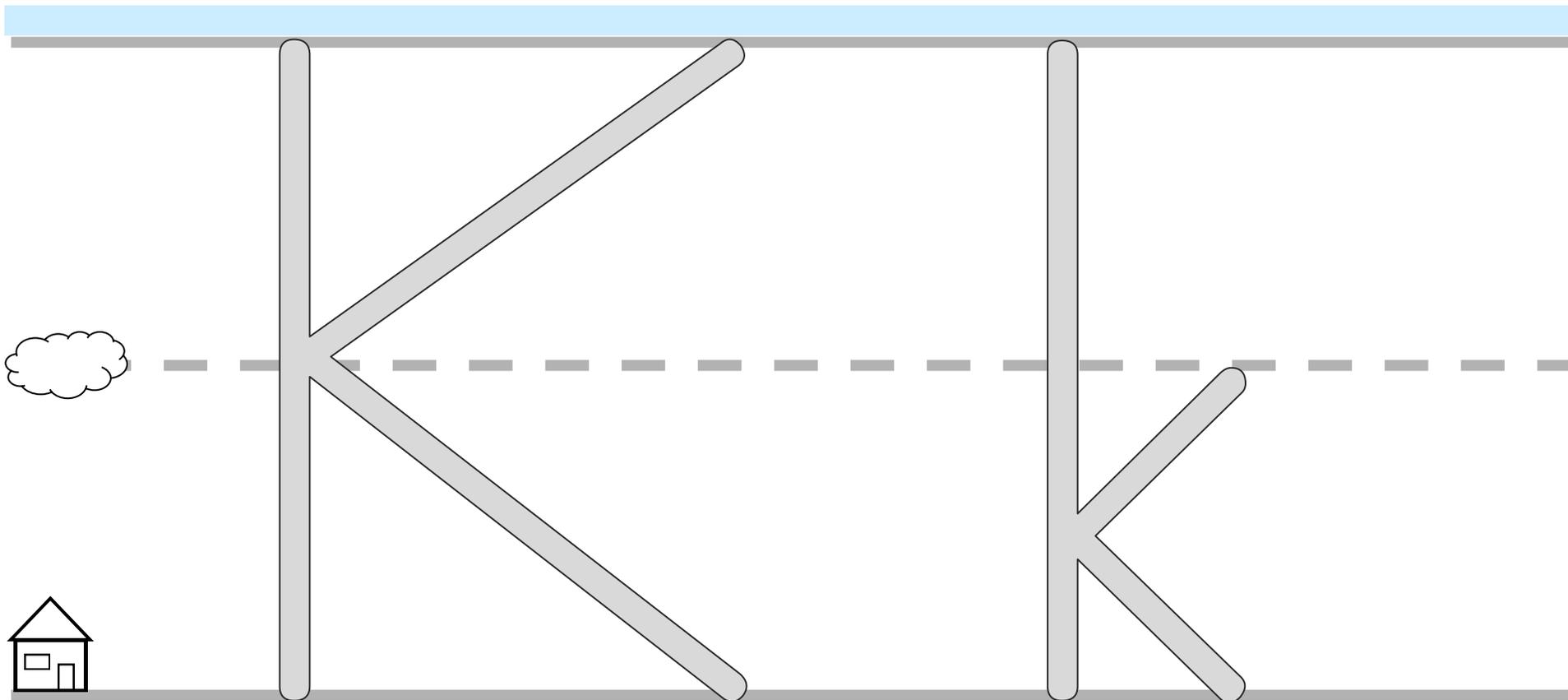




Waterslide



Help the children go down the waterslide.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

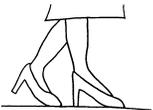
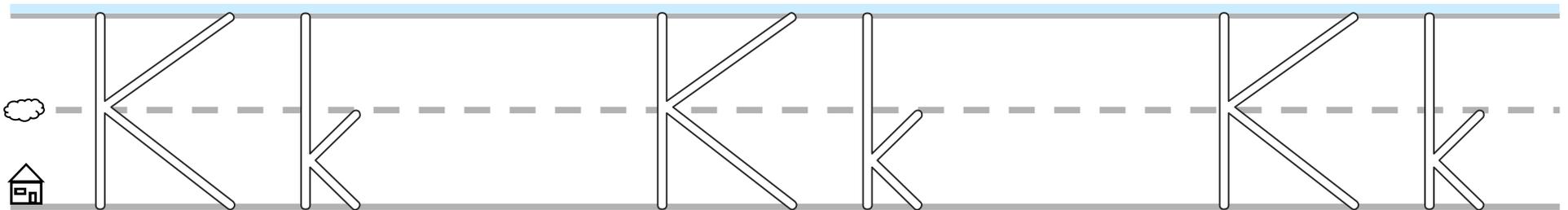
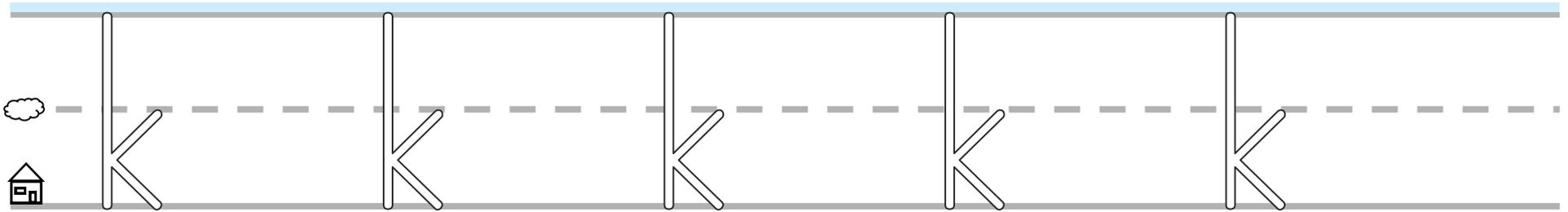
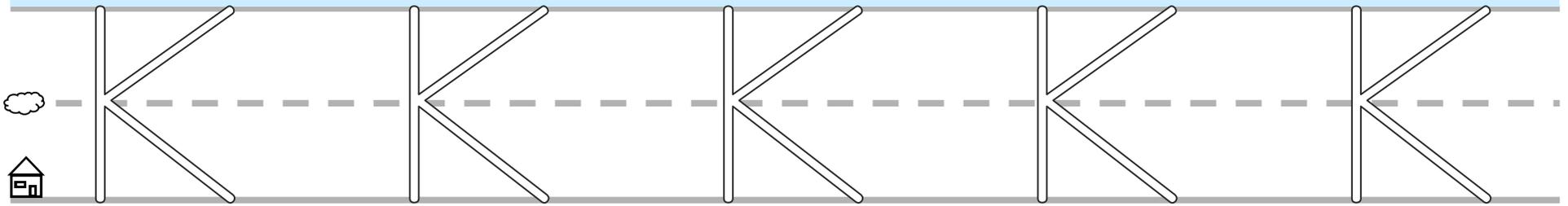
Say the name of the capital letter and its sound each time you trace.

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

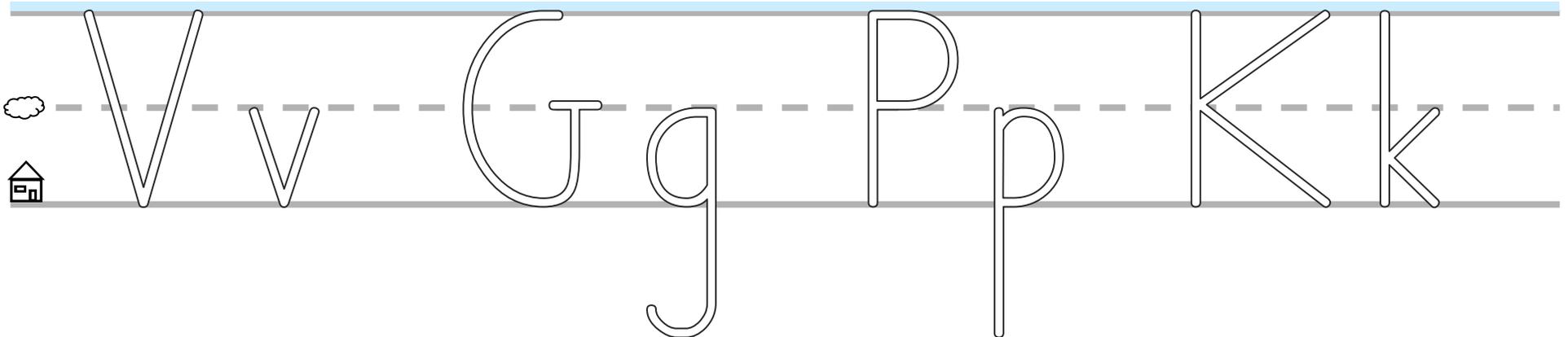
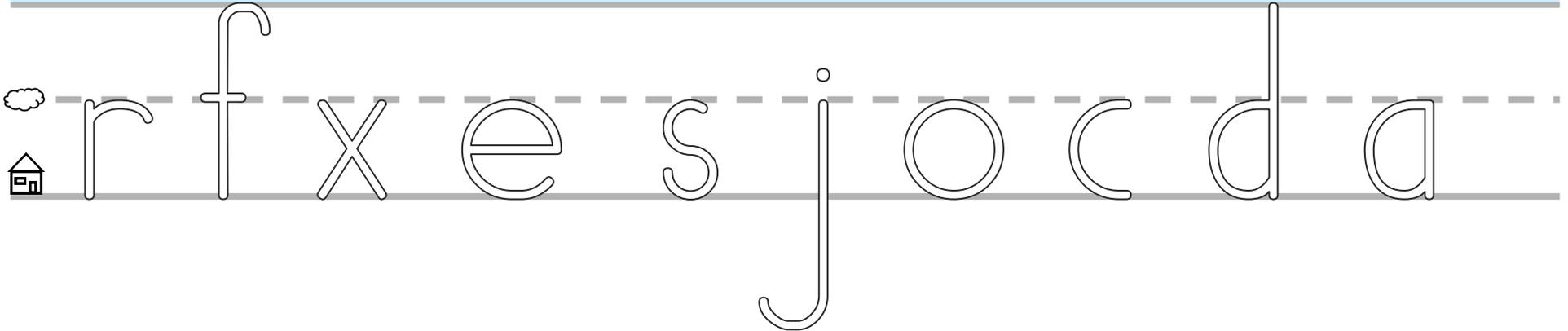
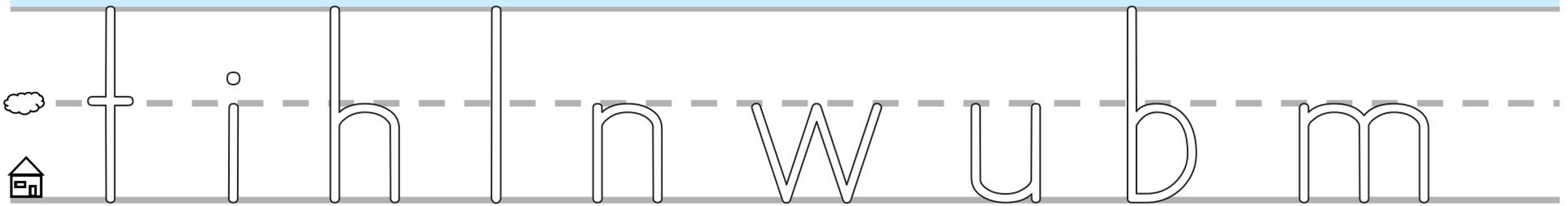
Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

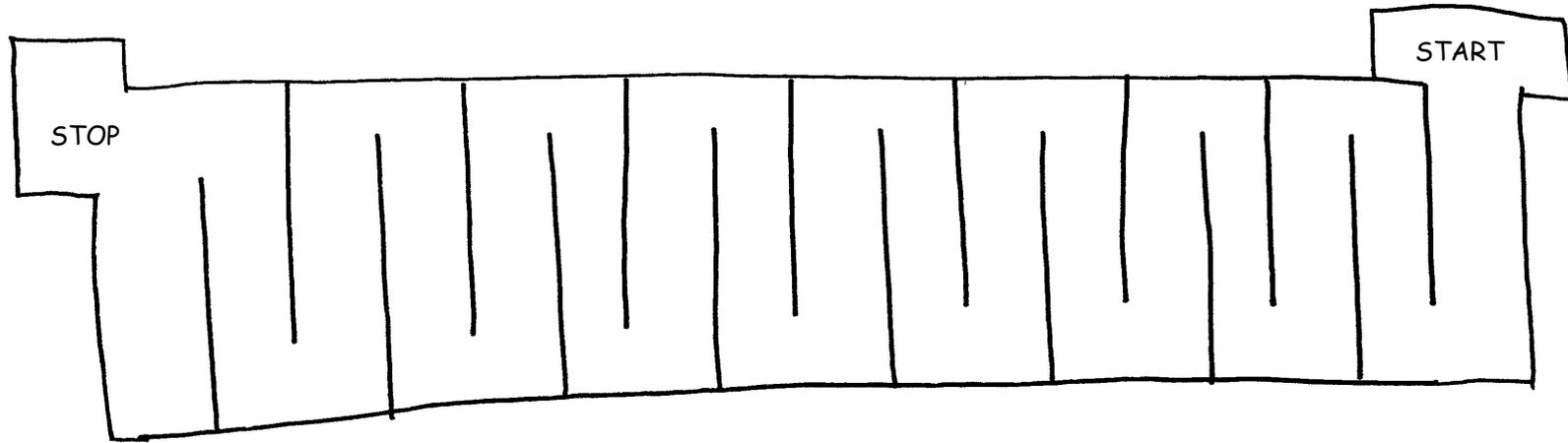
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



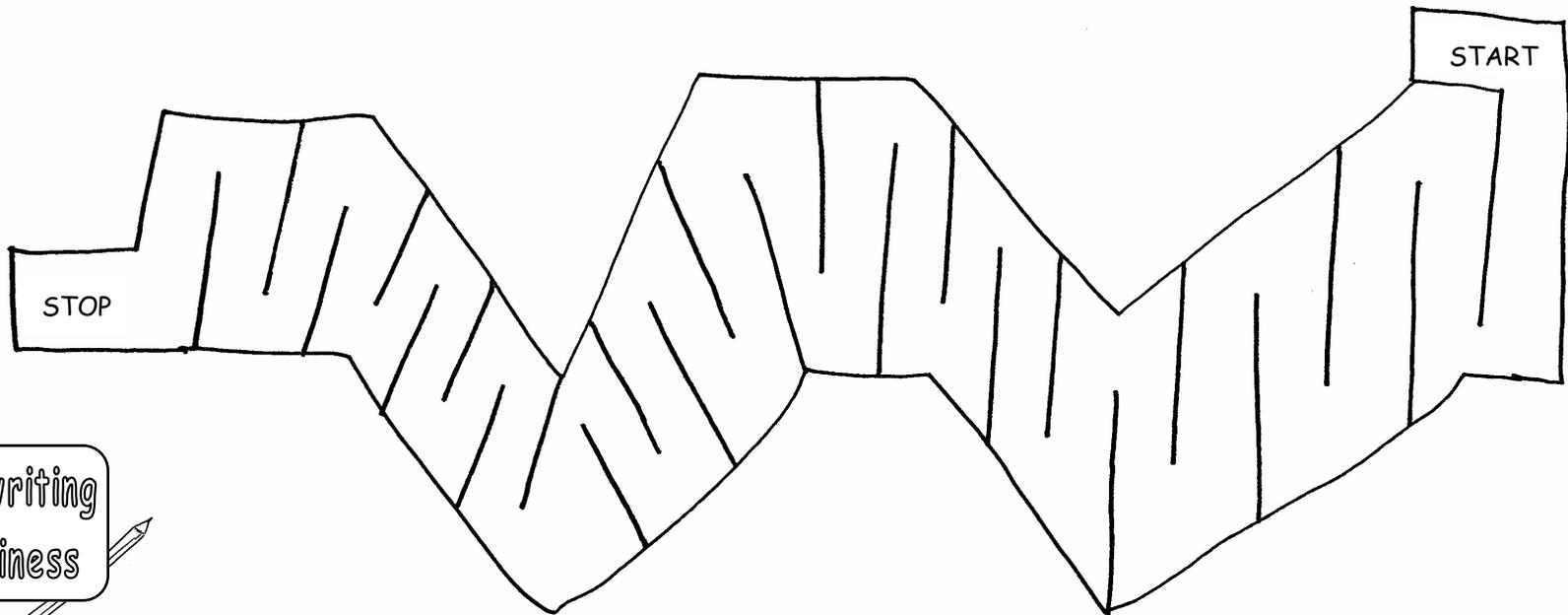
Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

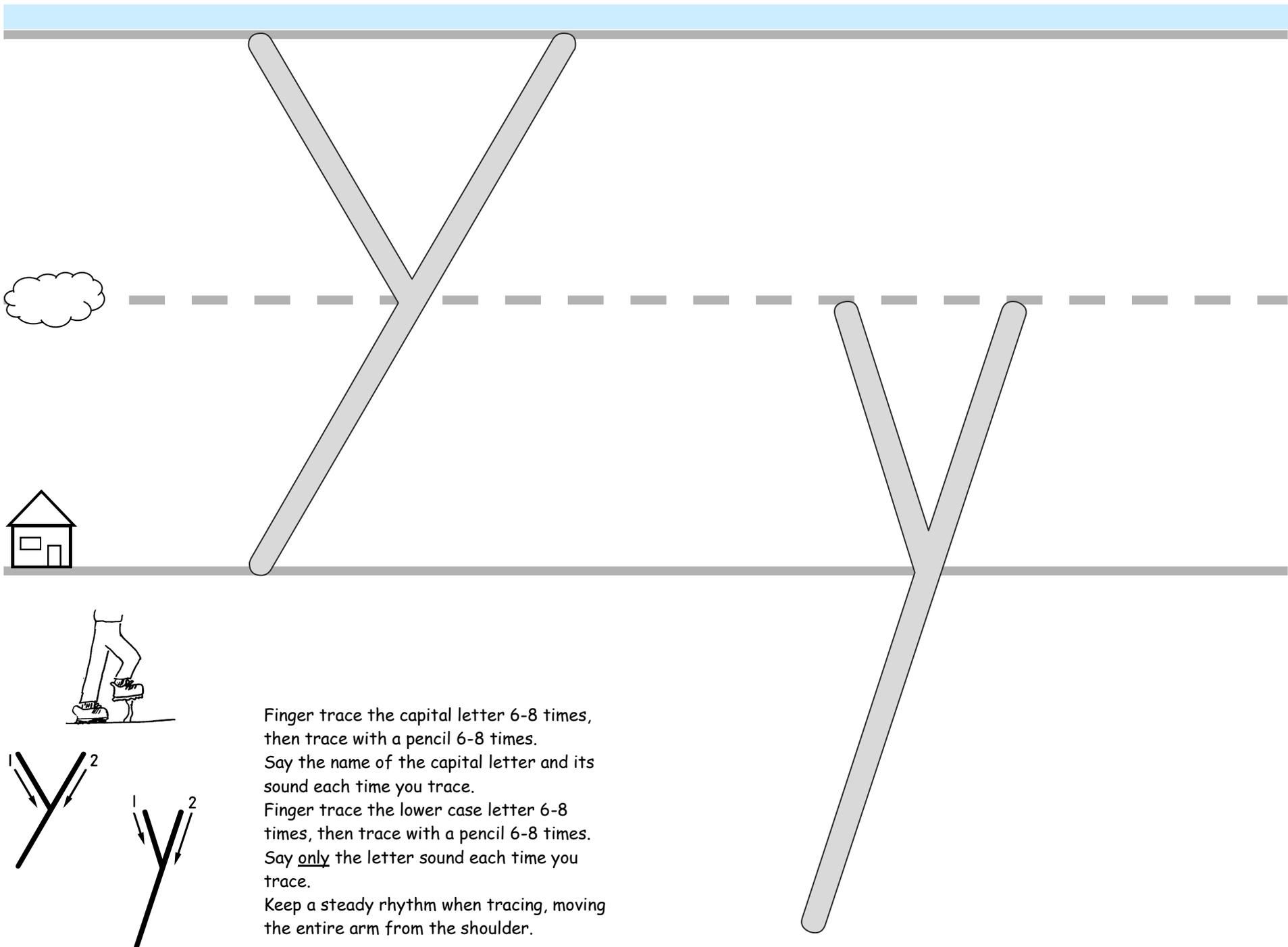


Two Mazes Reversed



Go through each maze.





Finger trace the capital letter 6-8 times,
then trace with a pencil 6-8 times.

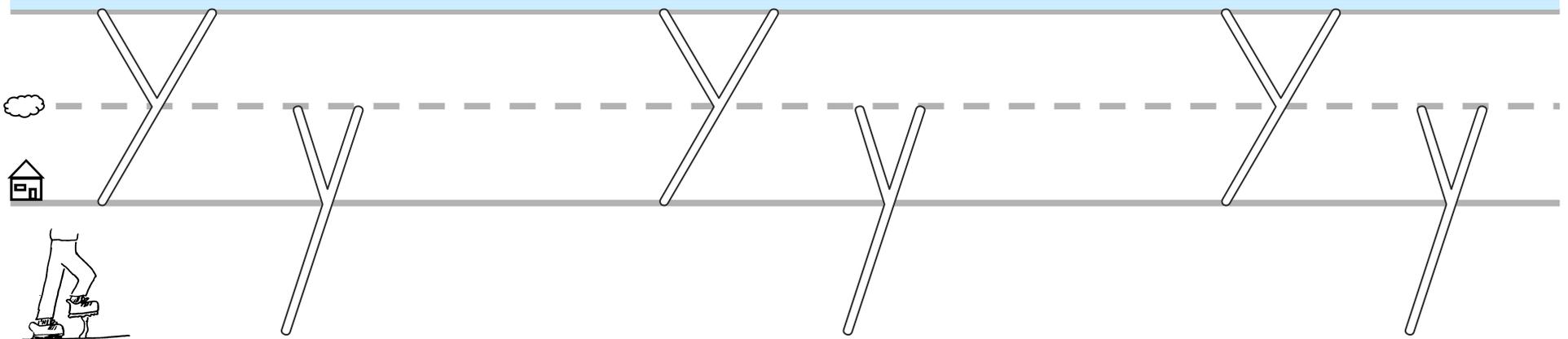
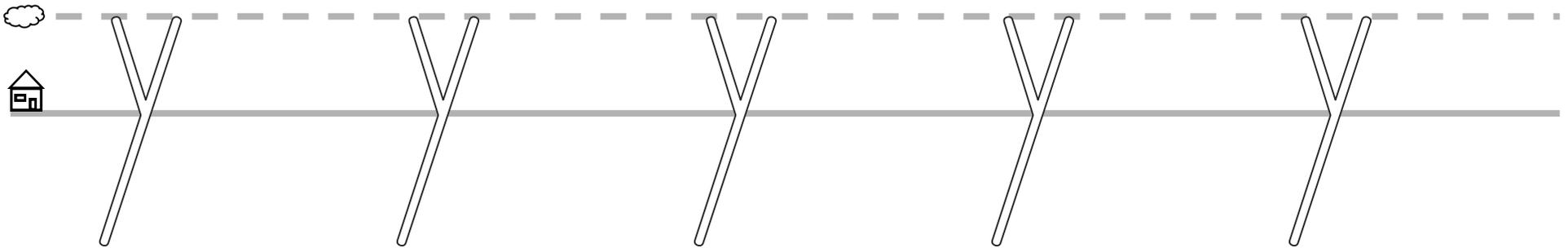
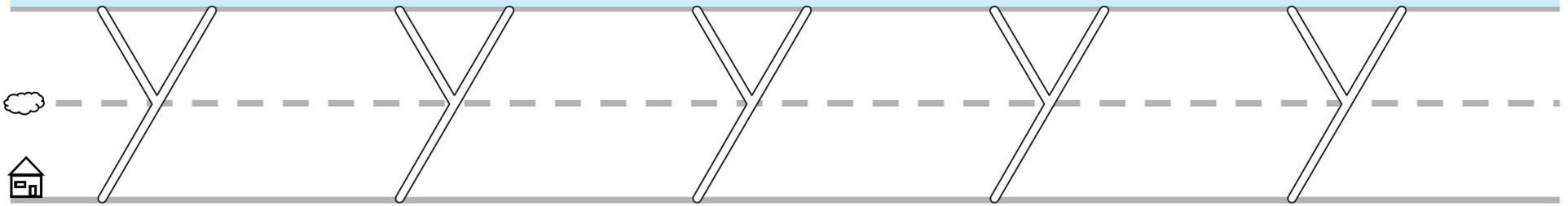
Say the name of the capital letter and its
sound each time you trace.

Finger trace the lower case letter 6-8
times, then trace with a pencil 6-8 times.

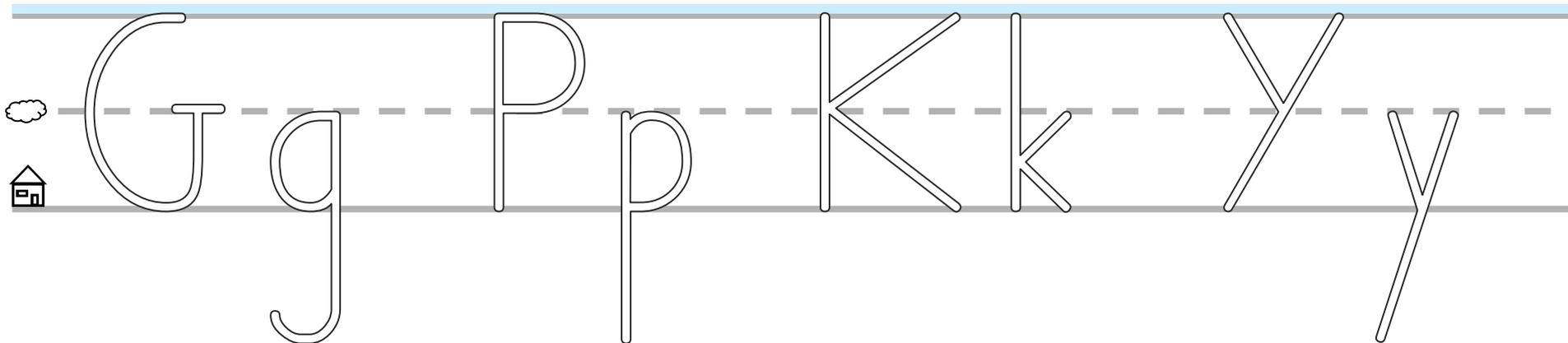
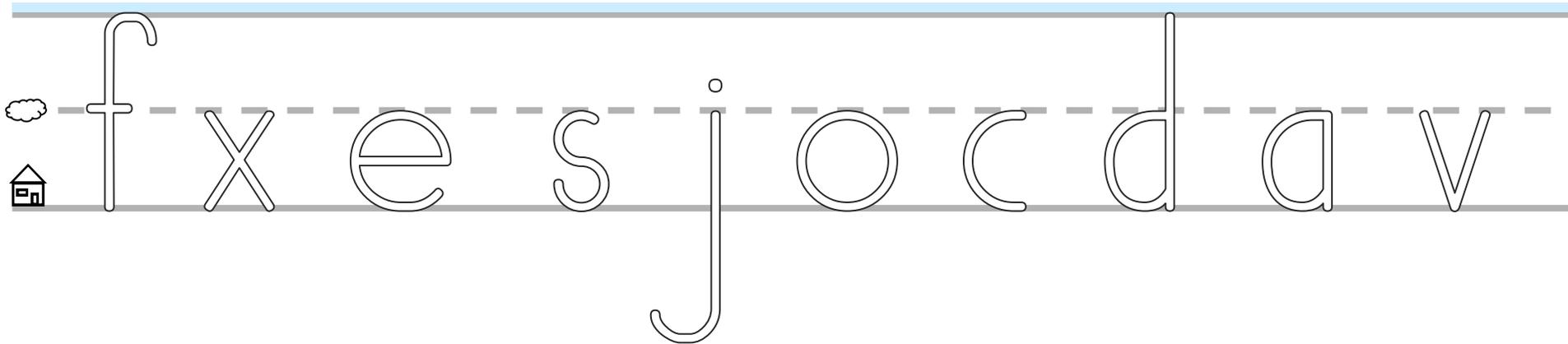
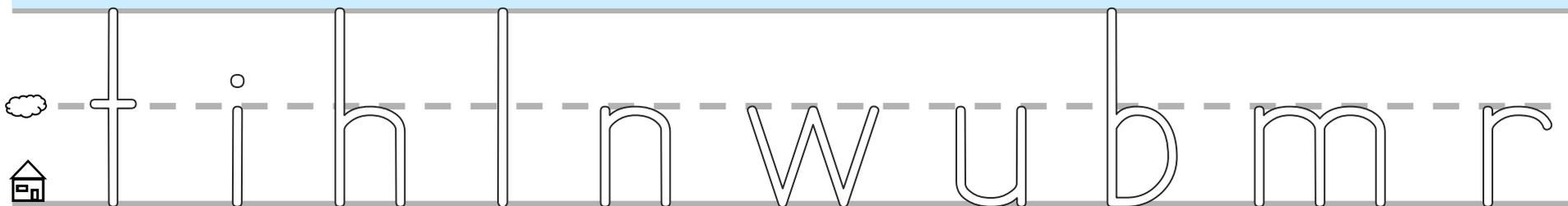
Say only the letter sound each time you
trace.

Keep a steady rhythm when tracing, moving
the entire arm from the shoulder.

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

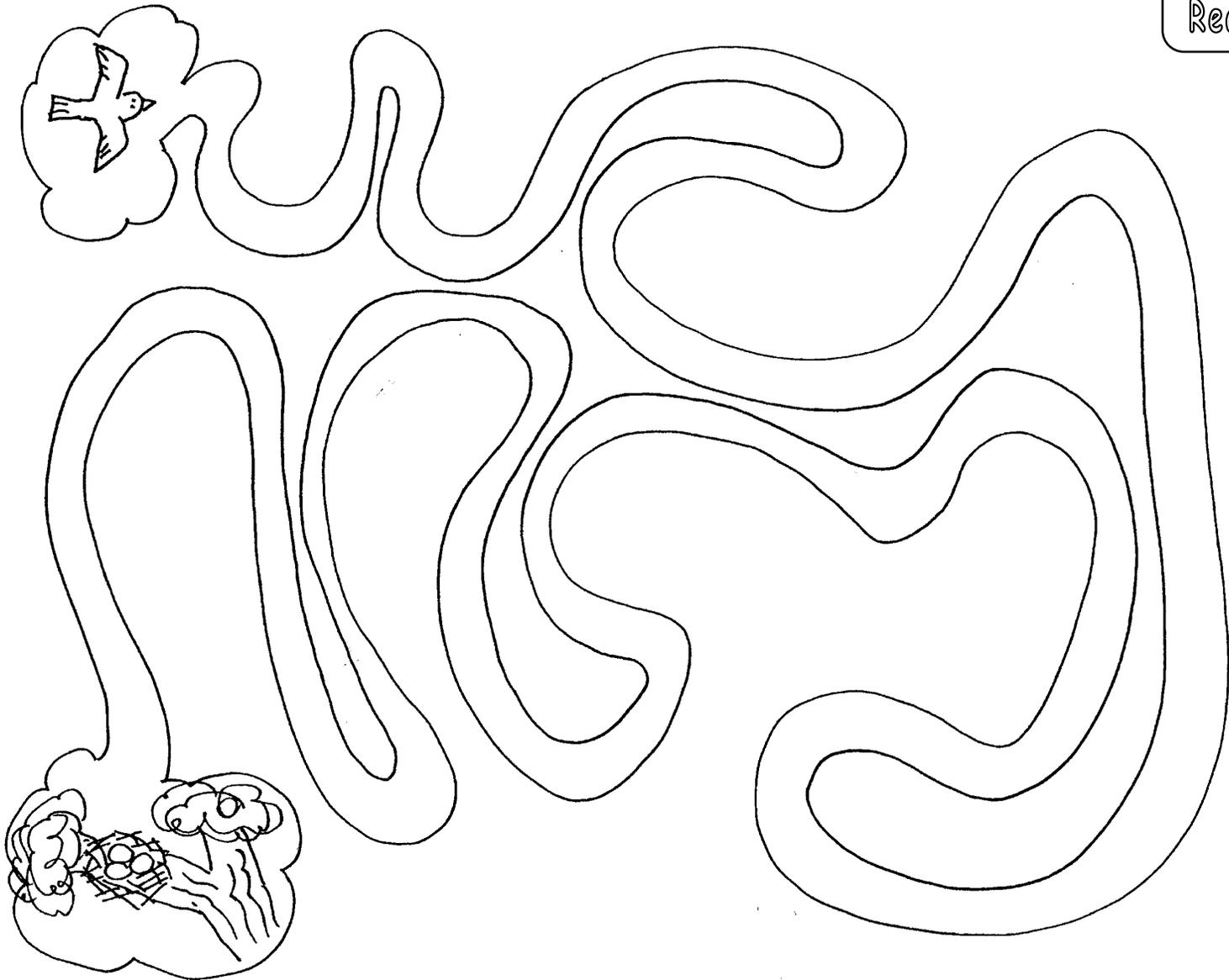


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

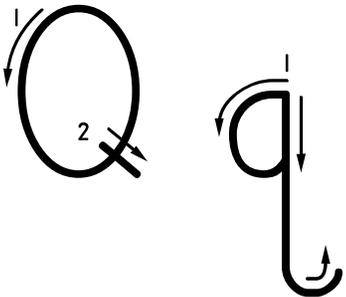
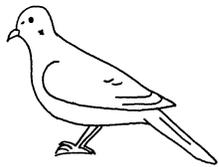
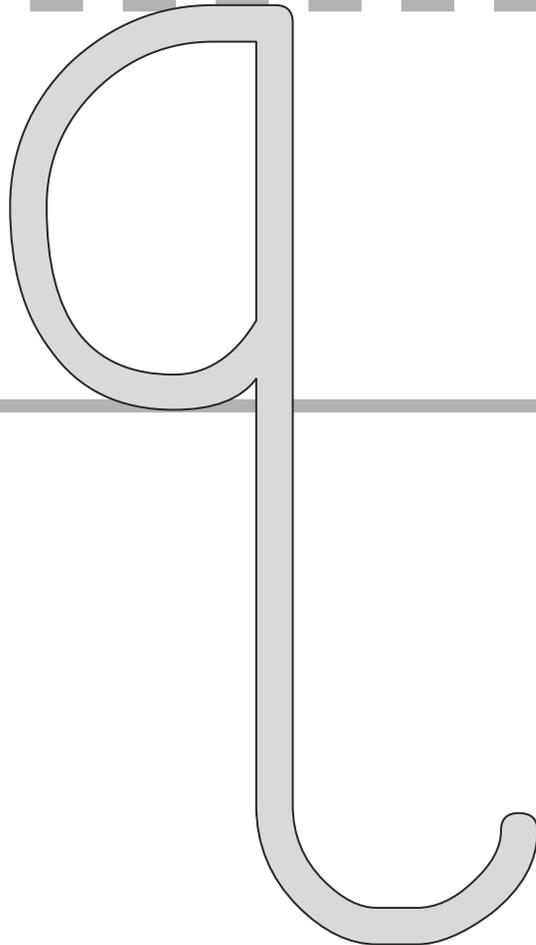
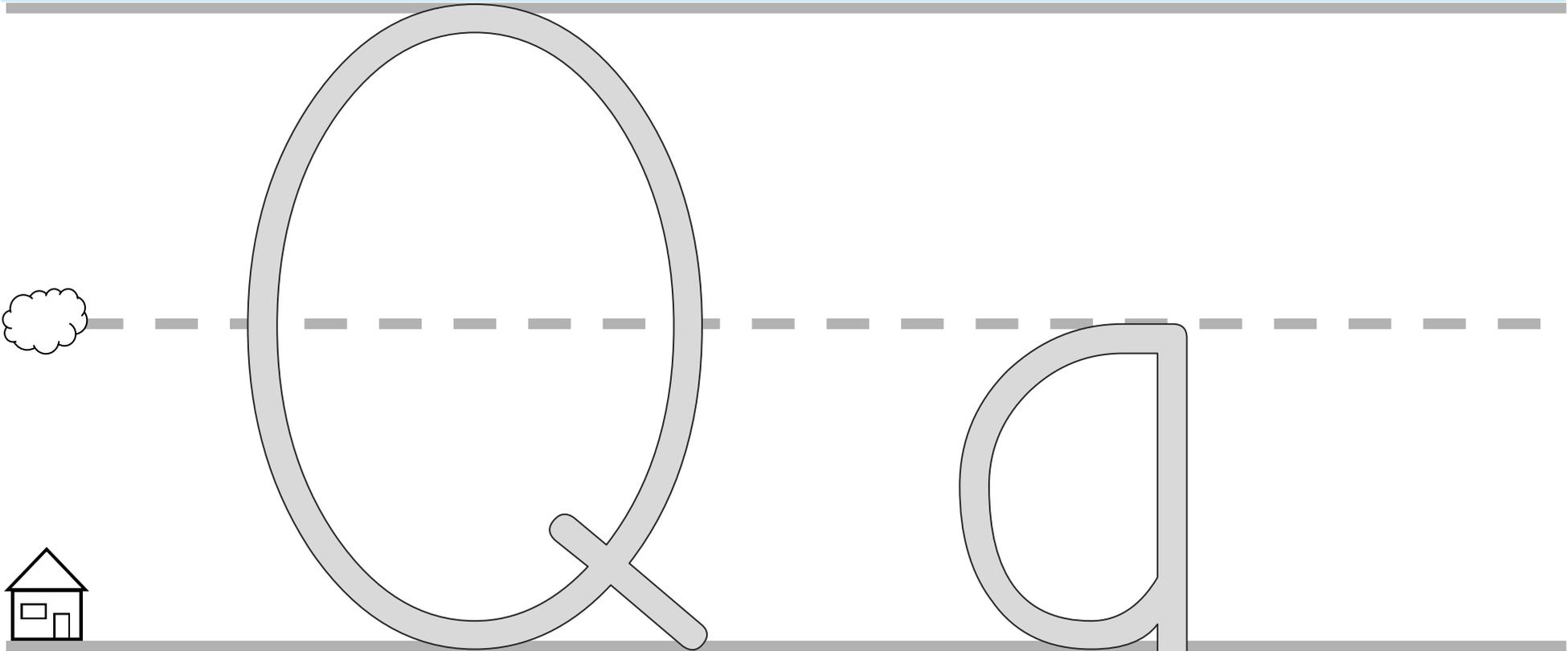


Bird Nest

Handwriting
Readiness 



Help the mother bird find her nest.



Finger trace the capital letter 6-8 times,
then trace with a pencil 6-8 times.

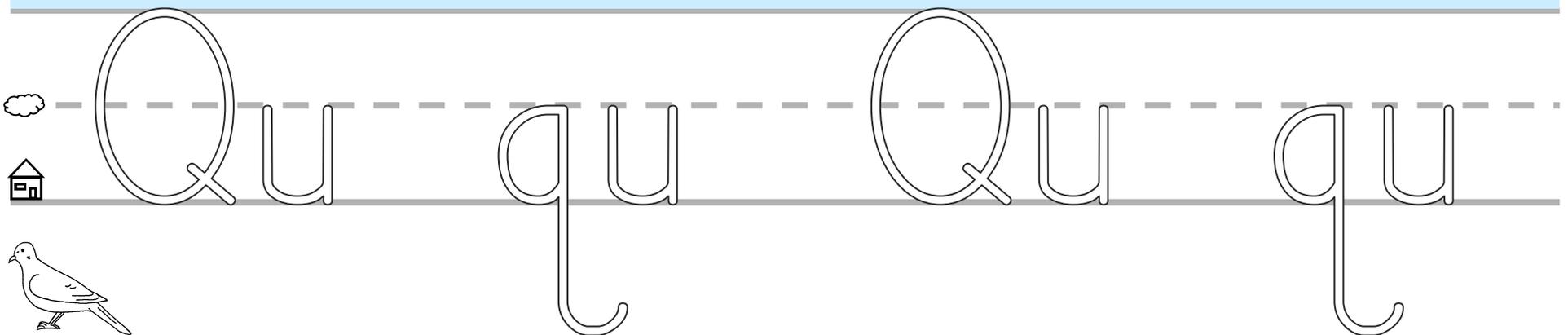
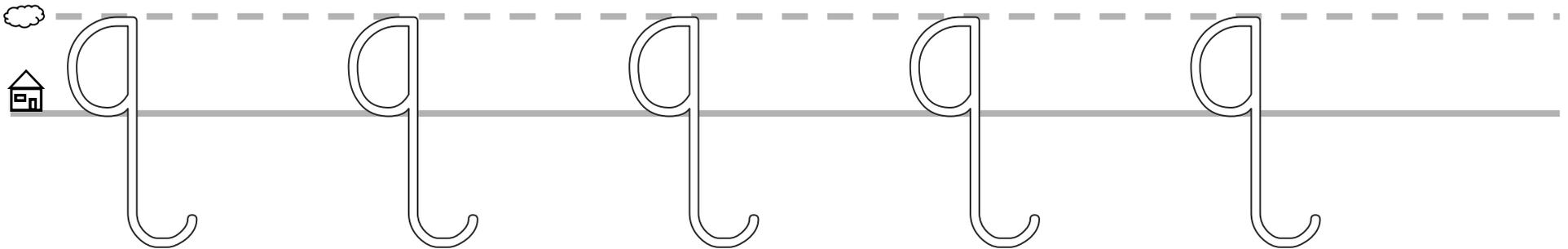
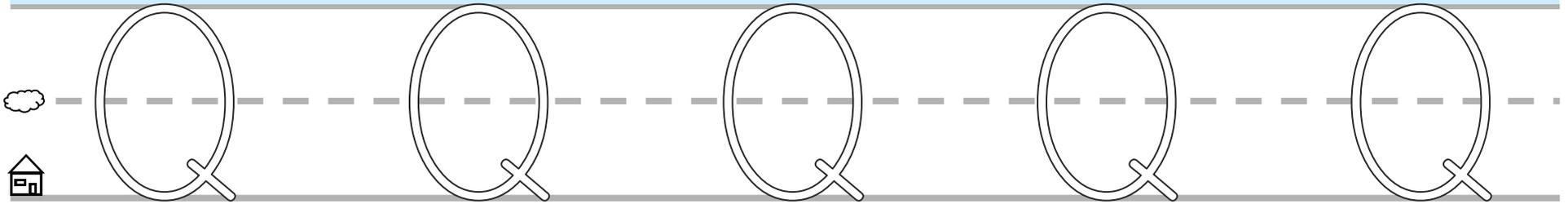
Say the name of the capital letter and its
sound each time you trace.

Finger trace the lower case letter 6-8
times, then trace with a pencil 6-8 times.

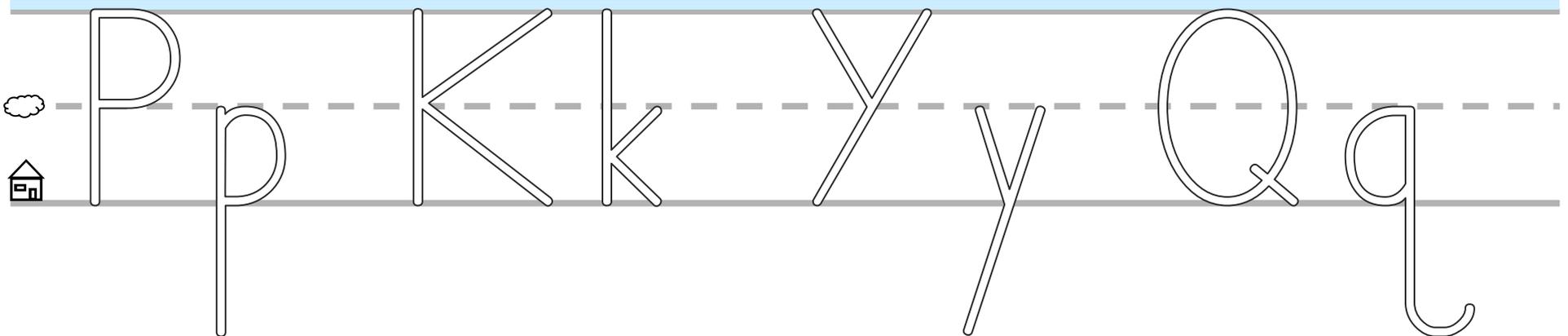
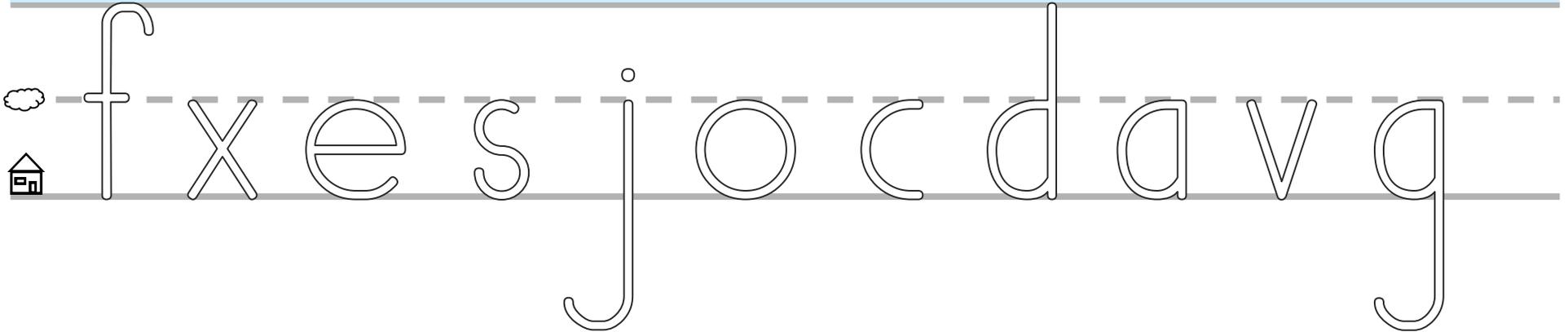
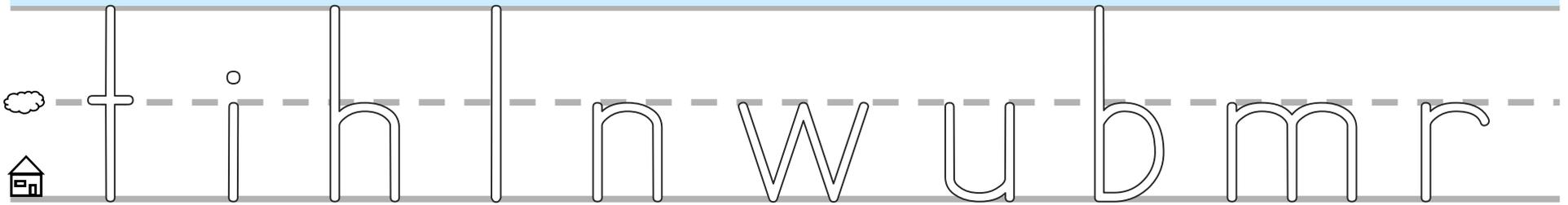
Say only the letter sound each time you
trace.

Keep a steady rhythm when tracing, moving
the entire arm from the shoulder.

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

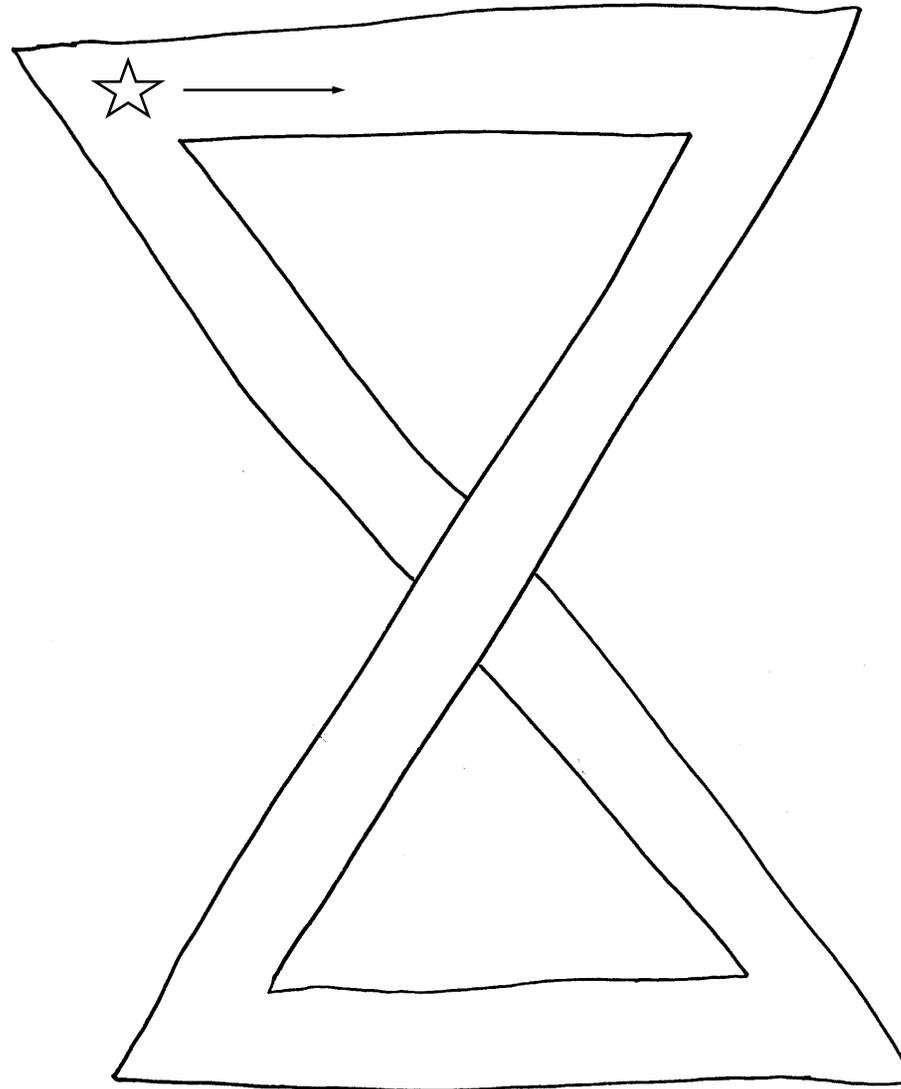


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

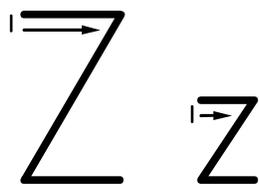
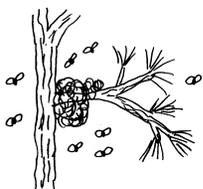
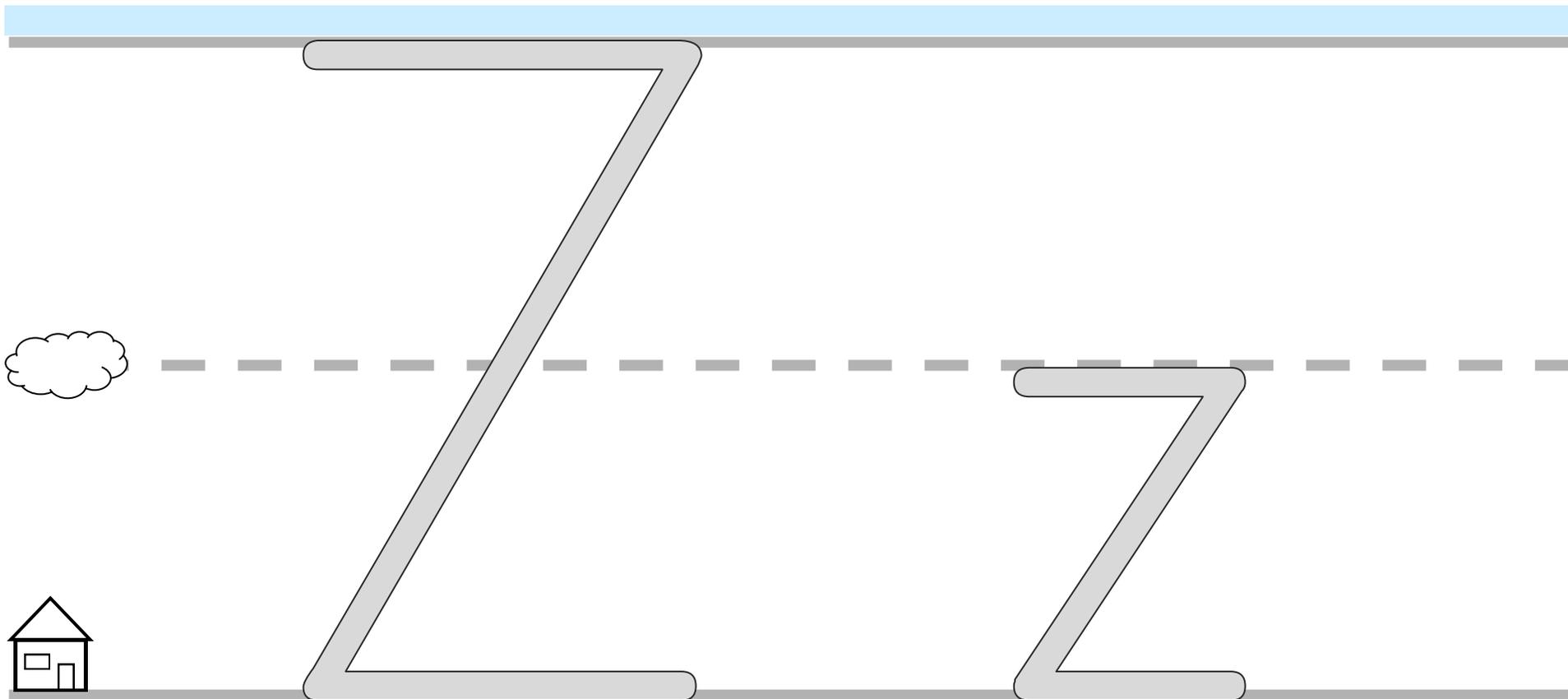




Double Pyramid

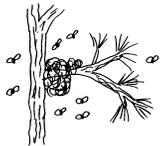
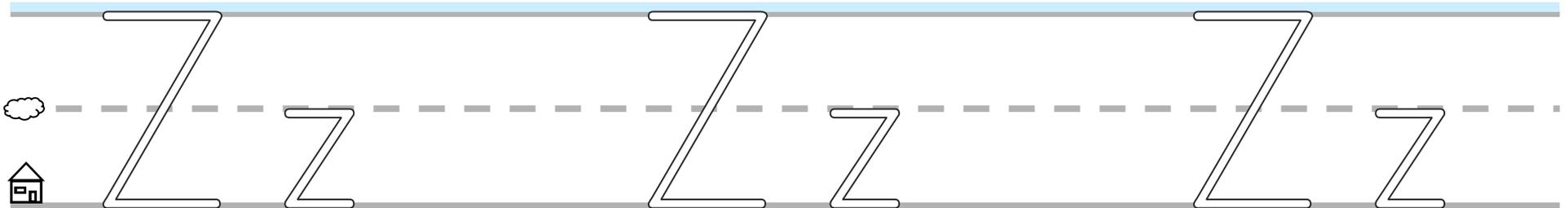
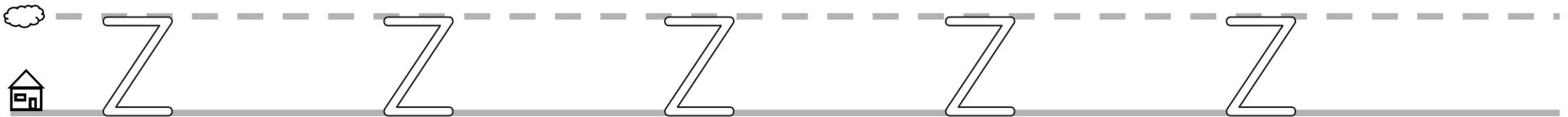
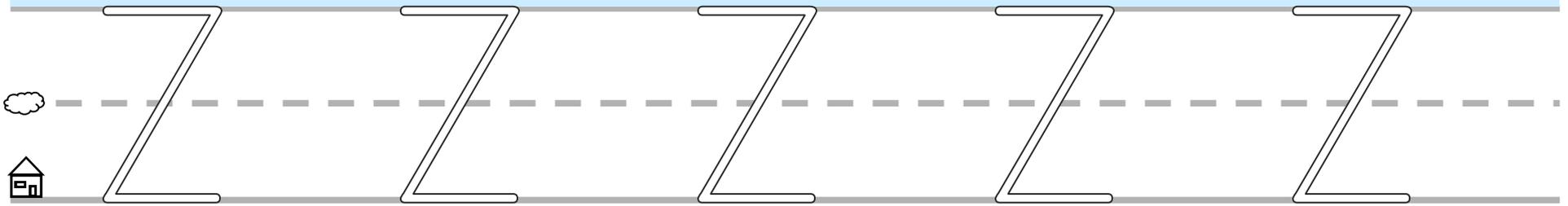


Follow the path. Start at the star. Follow the arrow.
Go through the path several times.

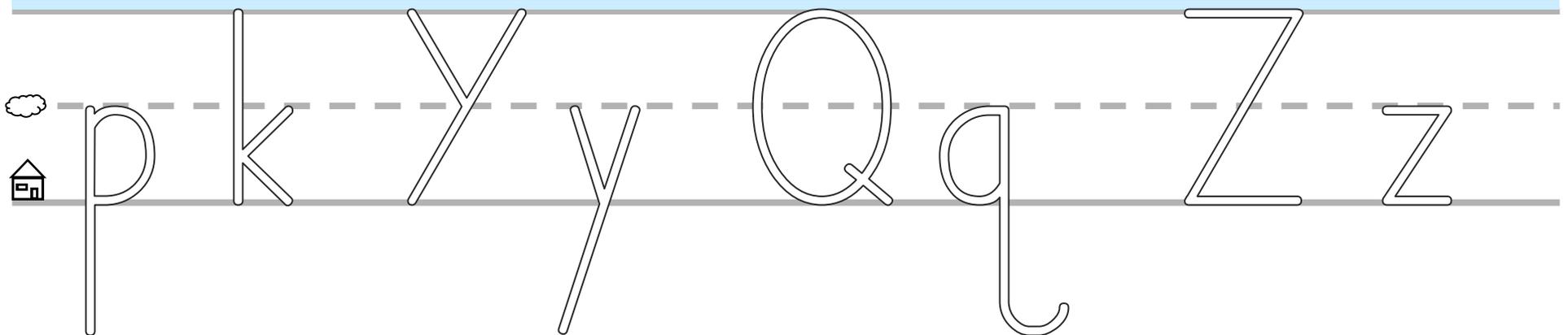
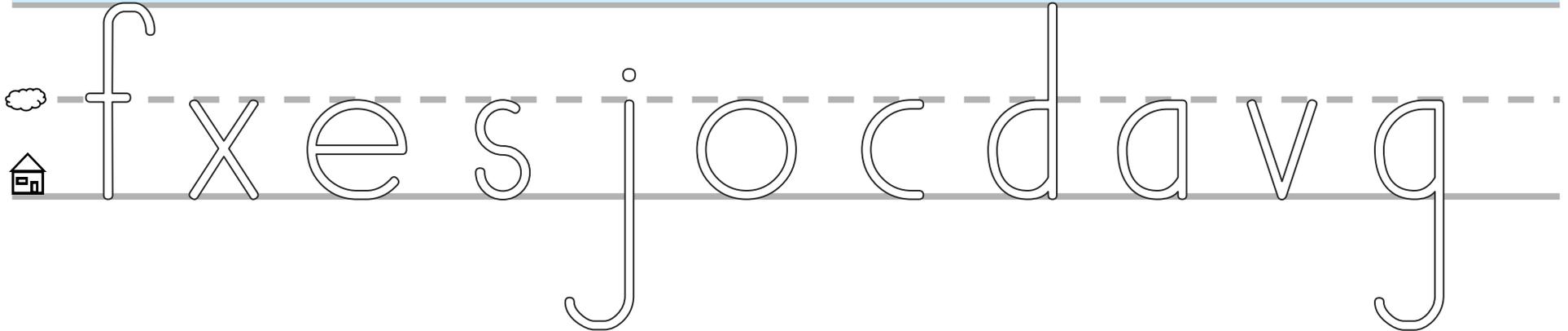
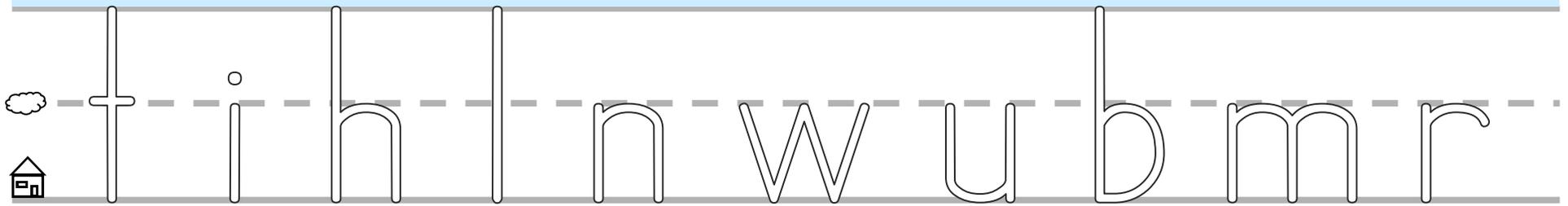


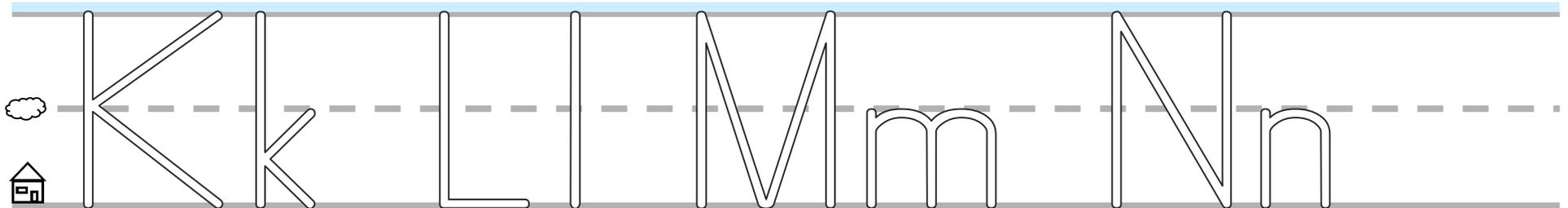
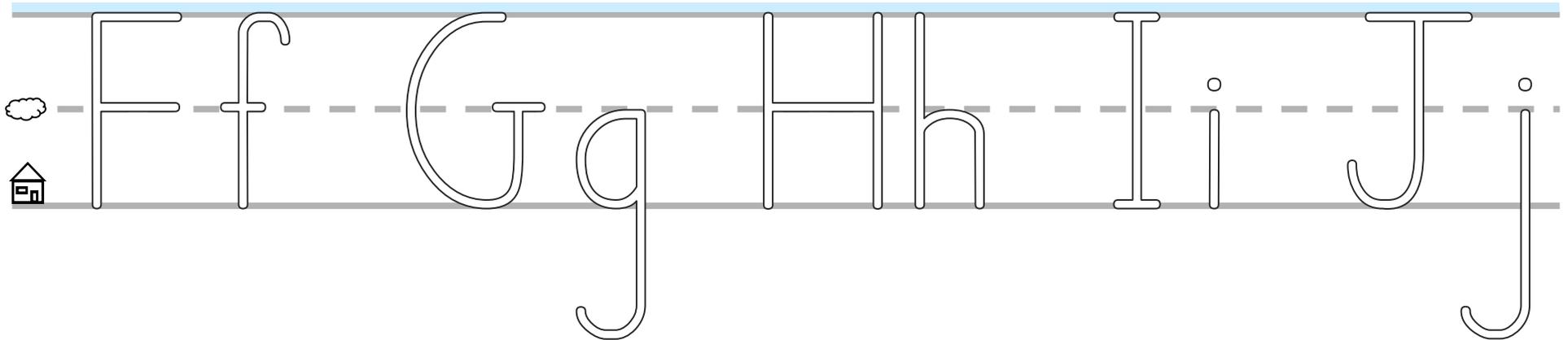
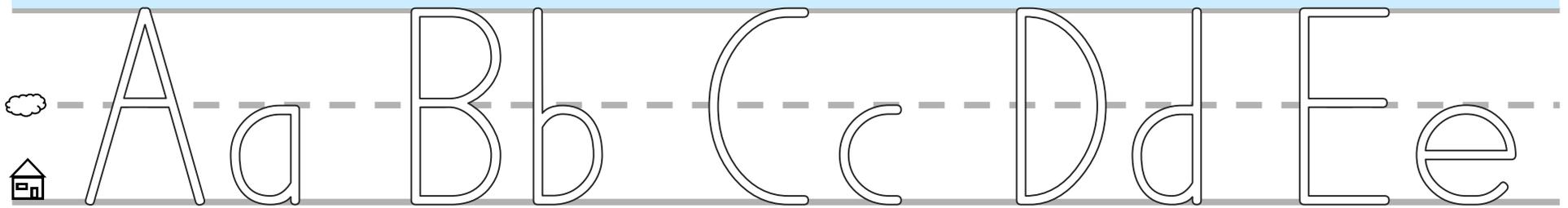
Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

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

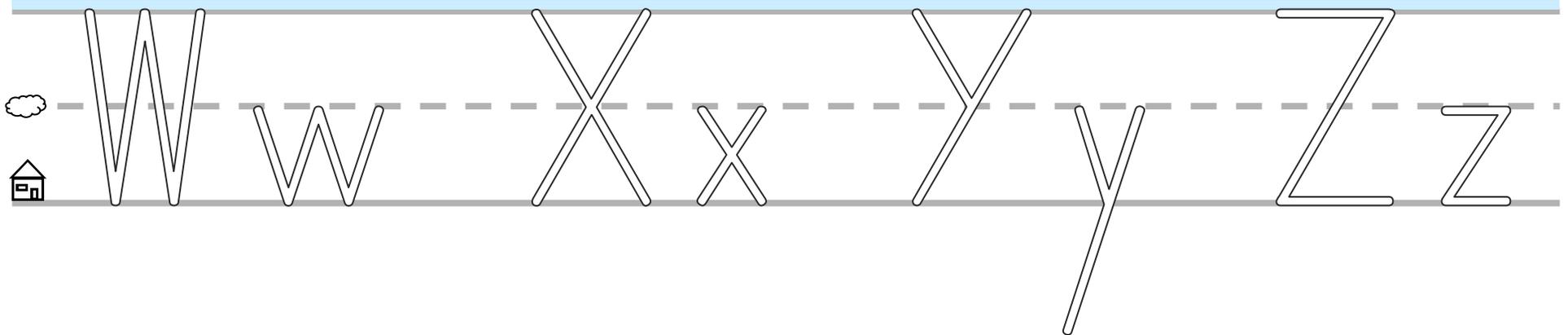
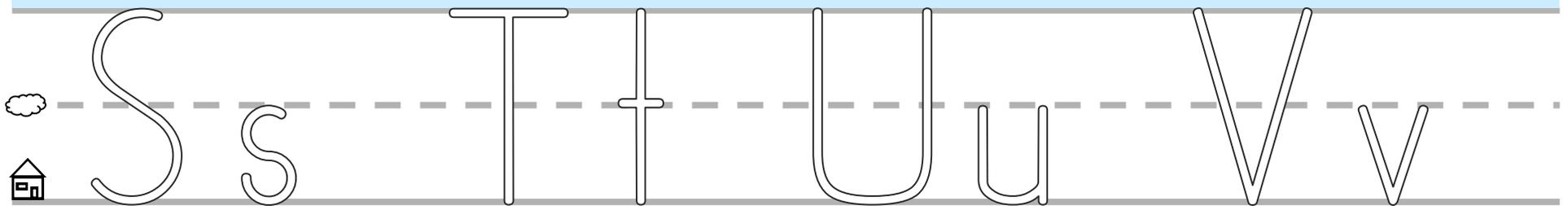
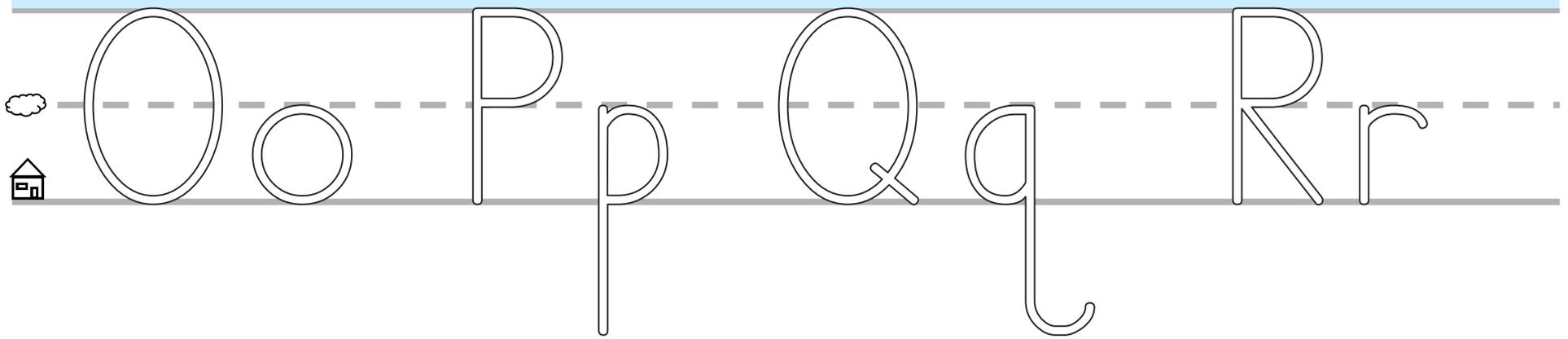


Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.





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



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

Aa Bb Cc Dd Ee

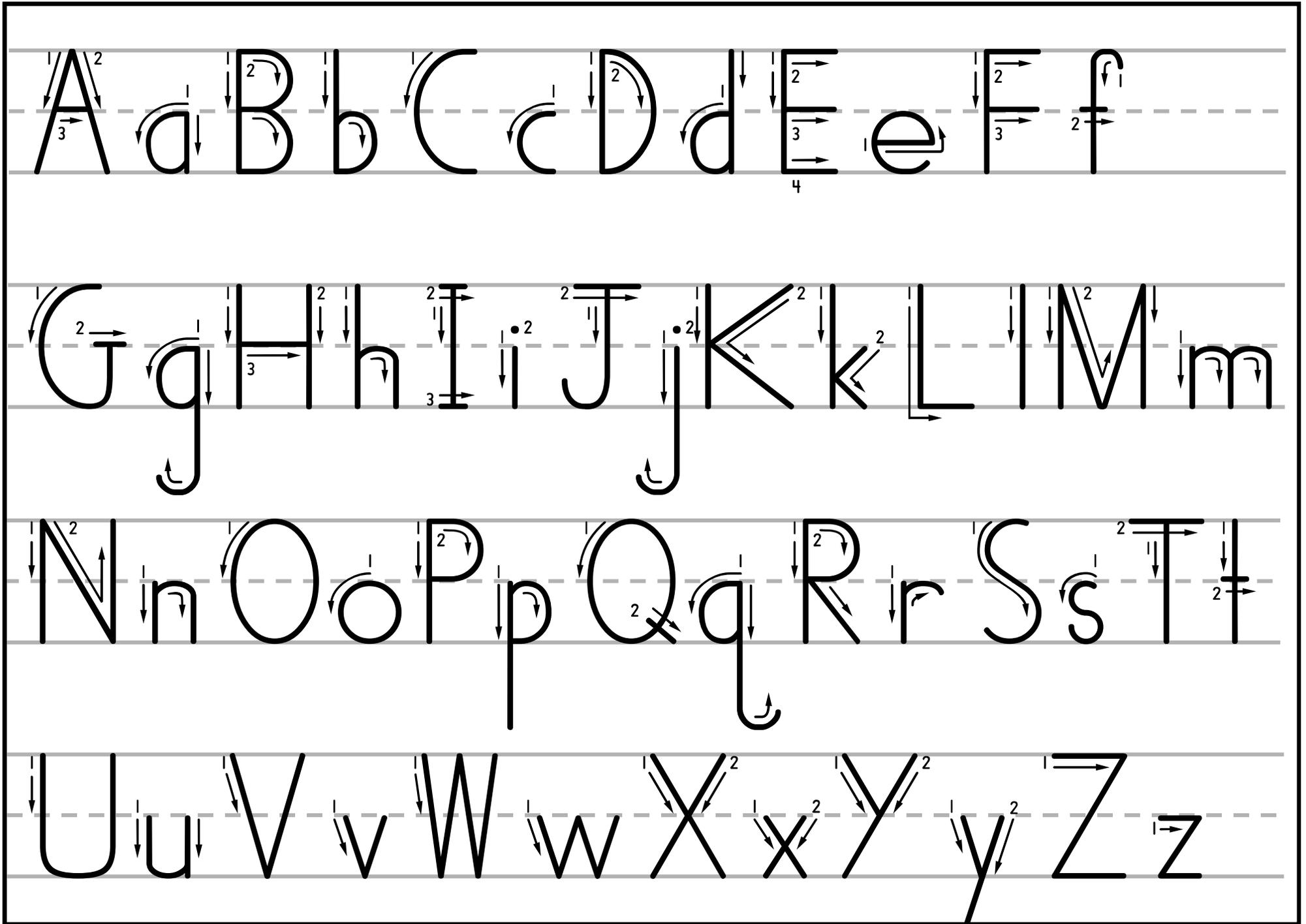
Kk Ll Mm Nn Oo

Uu Vv Ww Xx Yy

Ff Gg Hh Ii Jj

Pp Qq Rr Ss Tt

Zz

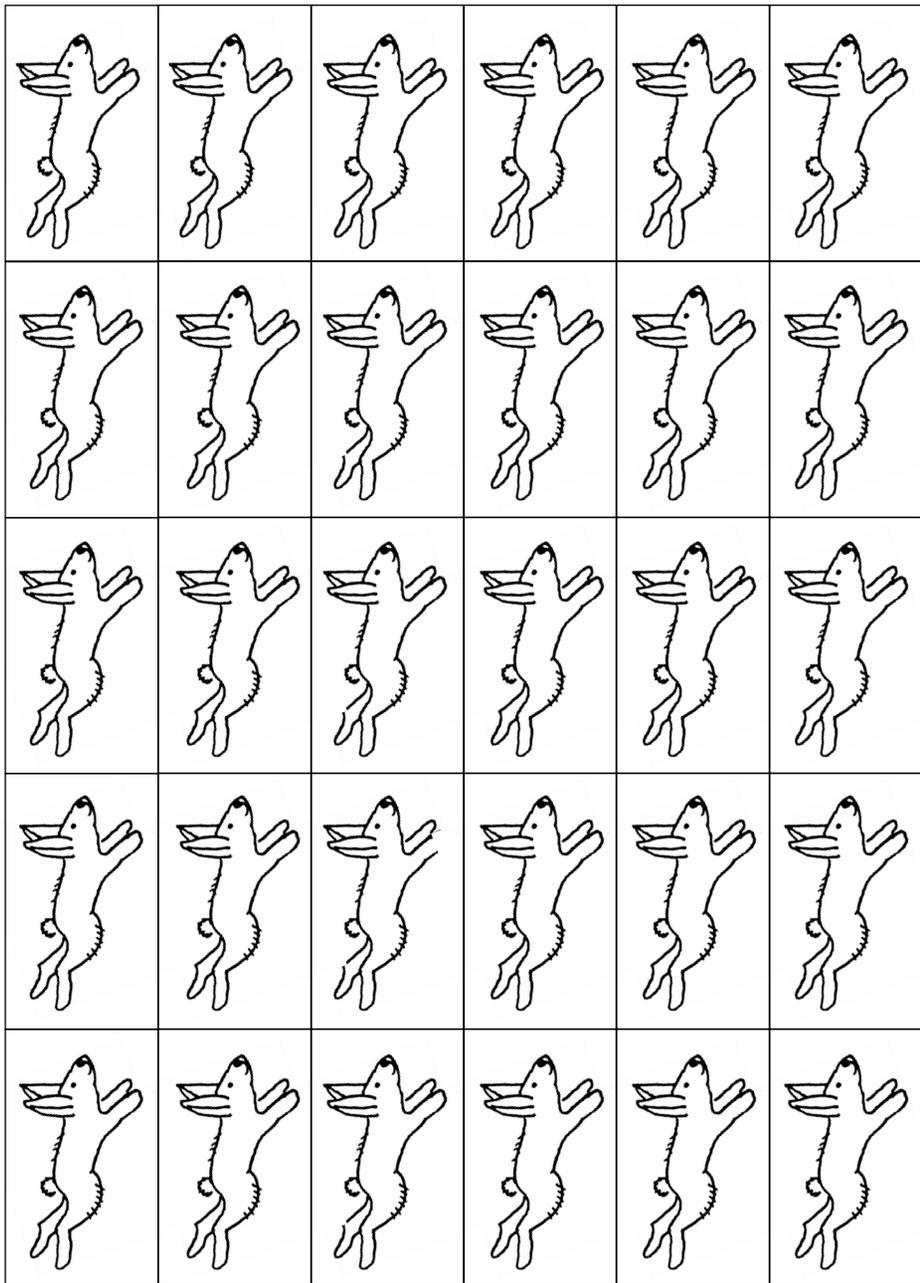


Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase board.



Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase board.

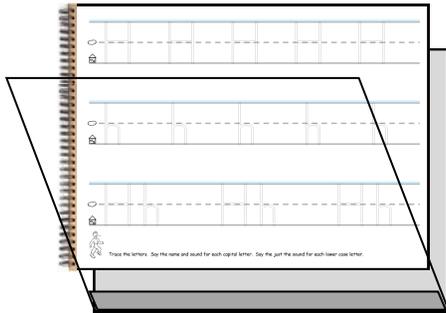
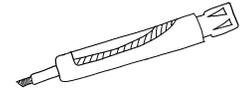




Copy onto card stock. Cut the small cards apart and pass them out to the students. They can use them on the large letter tracing page for any capital letters that require them to "hop to the top," placing them at the bottom line to the left of the letter. Cut out the larger card. Use it when demonstrating a capital letter on the chalkboard which requires you to "hop to the top" to write the letter.

This page is left blank on purpose, so that the page can be removed and cut apart.

Using A Dry-Erase Frame With The Letter Tracing Pages

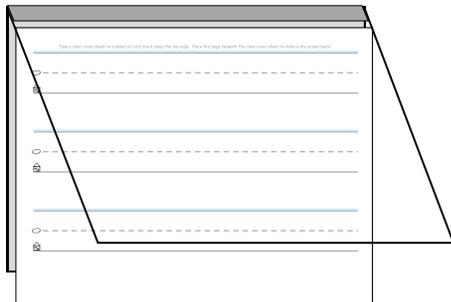
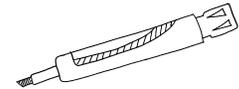


To use these pages with dry-erase markers, tape a clear presentation cover sheet to a piece of cardstock along the bottom edge, so that the two pieces open like a hinge. Place this over a page in this book, with the clear sheet lying flat on the work sheet, and the card stock behind the worksheet. Students can use a fine tipped dry-erase marker to trace the letters. After students have developed confidence, they can remove the clear cover and trace the letters with a pencil.

You may want to purchase an extra book, take it apart, and place each page in a separate dry erase frame. The pages can be turned over as needed so that students can work on either side. After a new letter has been introduced and the handwriting pages have been completed in the students' books, you can put the dry-erase frame with the new letter pages in a handwriting center. Students can practice tracing the letters independently. As the lessons progress, the handwriting center will have a separate dry-erase frame for each letter that has been taught. Students will be able to trace newer letters and also will be able to review previous letters.

As students trace the letters, they should say the name and sound for capital letters and just the sound for lower case letters.

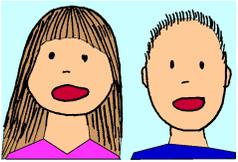
Using A Dry-Erase Frame With The Blank Lines



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 sheet of lined paper under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

After students have become confident tracing the letters they have studied, you may want to let them write the letters for themselves. Dictate the letter sounds one at a time. Students repeat the sounds as they write the letters. Dry erase frames work well because students can easily erase and try again if necessary. Work with the students in small groups so that you can model letter formation and provide assistance as needed. Display the handwriting model page so that students can refer to it as they write.

Aa



Bb



Cc



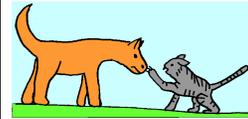
Dd



Ee



Ff



Gg



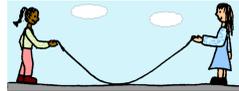
Hh



Ii



Jj



Kk



Ll



Mm



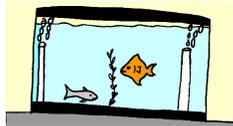
Nn



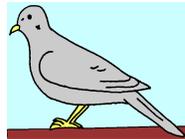
Oo



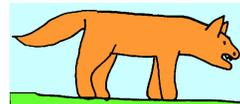
Pp



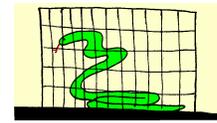
Qq



Rr



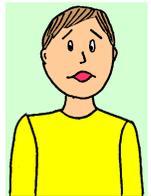
Ss



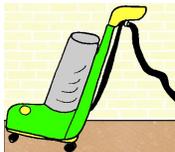
Tt



Uu



Vv



Ww



Xx



Yy



Zz



Letters
Of The
Alphabet

Ii

