



VERBALIZATIONS FOR PRINT LETTERS

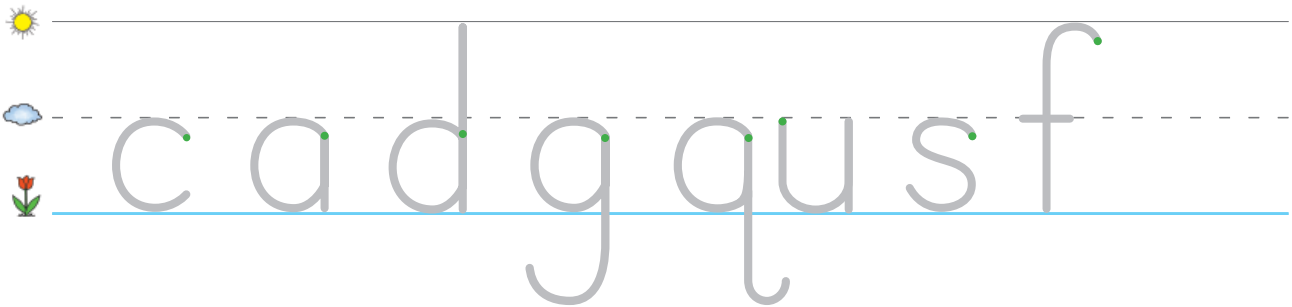
In the introductory lesson for each new letter, use verbalizations: language that describes which way the students have to move their hands to form the new letter. Say the verbalizations while you demonstrate how to write the letter, as your students trace the large model of the letter in their Skills Book. On the next page, where children trace small models of the letter with their pencil, just use the verbal instructions when needed. Children never say the verbalizations. They say the letter sounds as they write.

The following verbalizations are suggestions for the lowercase print letters. You do not need to memorize them. When it comes time to teach the capital letters, use your own verbalizations. Just remember to always emphasize the starting line and directional changes for each letter.

Lowercase Print Letter Groups

Curvy Letters

Teach children that when you say *curvy letter*, they should put their pencils slightly below the cloud line. The curvy letters are the only printed letters that do not begin on a line. Have your students put their pencils slightly below the cloud line and go up and over to the red line.



c = curvy letter, up to the cloud line, over to the red, sit it on the flower line

a = curvy letter, up to the cloud line, over to the red, close the circle, down

d = curvy letter, up to the cloud line, over to the red, close the circle, up to the sun line and down

g = curvy letter, up to the cloud line, over to the red, close the circle, down, turn to the red

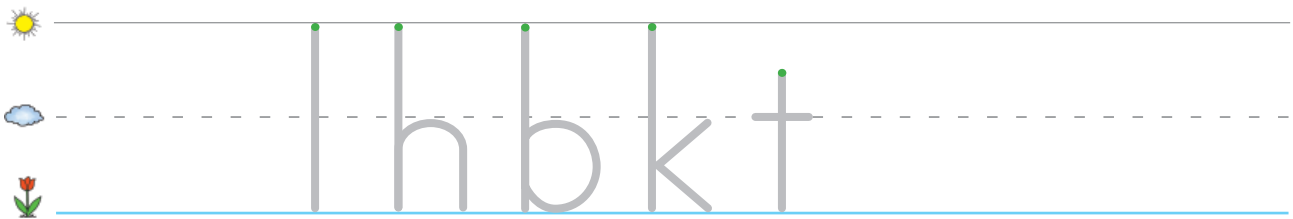
qu = curvy letter, up to the cloud line, over to the red, close the circle, down, turn away from the red. The q turns away from the red to make a pocket for the u.

s = curvy letter, up to the cloud line, over to the red, away, back to the red

f = tall curvy letter, start slightly under the sun line, up to the sun line, over to the red, pull straight down, cross on the cloud line

Tall Letters

Teach children that when you say *tall letter*, they should put their pencils on the sun line and pull down to the flower line. The *t* is a teenage letter, shorter than a tall letter, that begins between the sun and the cloud lines.



l = tall letter, pull down to the flower line

h = tall letter, pull down to the flower line, up to the cloud line, away from the red and down

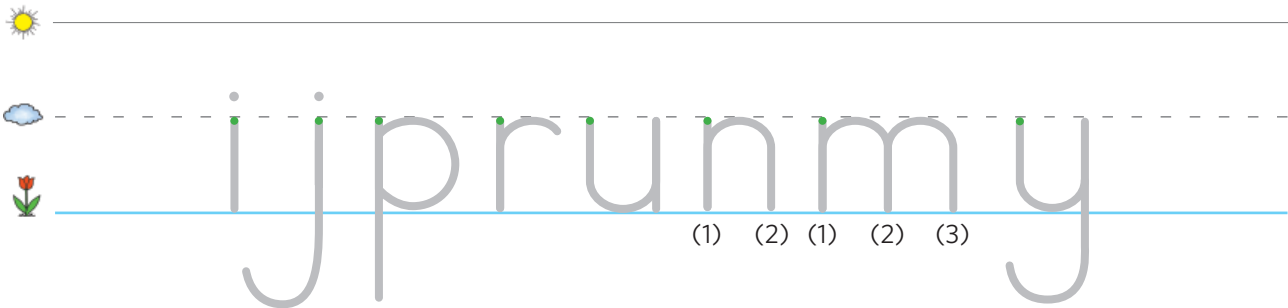
b = tall letter, pull down to the flower line, up to the cloud line, away from the red, close the circle

k = tall letter, pull down to the flower line, lift, cloud line, in and out

t = teenage letter, (not quite as high as the tall letters), down to the flower line, cross on the cloud line

Short Letters

Teach children that when they hear *short letter*, they should put their pencils on the cloud line and pull straight down. The numerals indicate the number of times the pencil hits the flower line.



i = short letter, pull down to flower line, dot

j = short letter, pull down past the flower line, turn to the red, dot

p = short letter, pull down past the flower line, up to the cloud line, away from the red, close the circle

r = short letter, pull down to the flower line, up to the cloud line, away from the red

u = short letter, pull down to flower line, turn away from the red, up to the cloud line and down

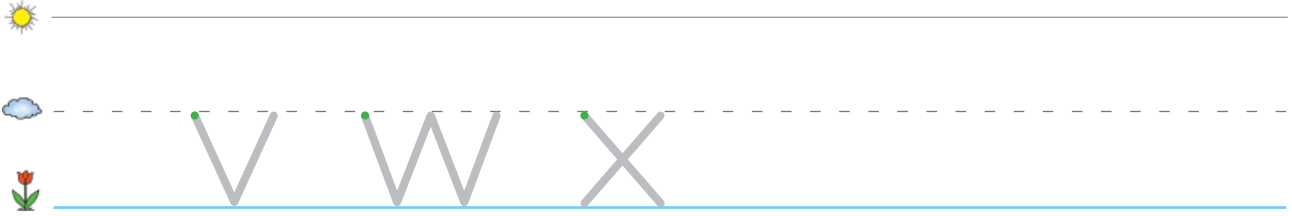
n = short letter, pull down to flower line, back up to the cloud line, turn away from the red, and down. After your students practice the n, you can simply say "1, 2" counting the number of times they hit the flower line

m = short letter, pull down to flower line, back up to the cloud line, turn away from the red, down to flower line, up and over, and down. After your students practice the m, you can simply say "1, 2, 3" counting the number of times they hit the flower line

y = short letter, pull down to the flower line, turn away from the red, up to the cloud line, down past the flower line, and turn to the red

Slanty Letters

Teach children that when they hear *slanty letter*, they should put their pencils on the cloud line and slant down and away from the red.



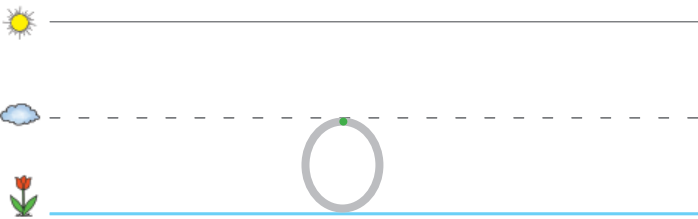
v = slanty letter, slant down and away from the red, slant up

w = slanty letter, slant down and away from the red, slant up, slant down, slant up

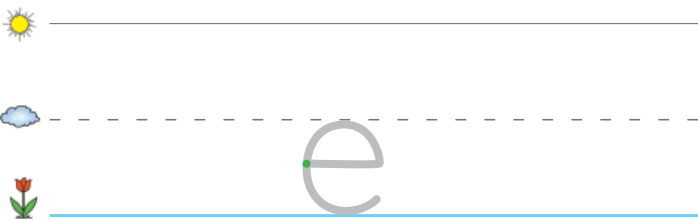
x = slanty letter, lift, slant down to the red

Letters That Are Not Taught in Group

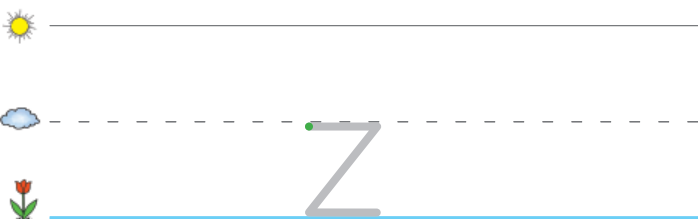
The letter *o* is not taught as a *curvy letter* so that it is formed the same way the letter is written in cursive. Both the *o* and the *z* start on the cloud line, but the letter *e* starts in between the cloud and flower line.



o = cloud line, around to the red, close the circle



e = halfway between cloud line and flower line, away from the red, up to the cloud line, over to the red, sit it on the flower line

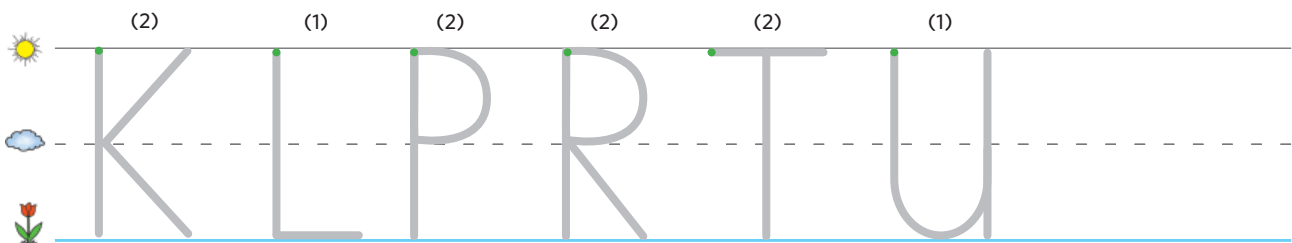
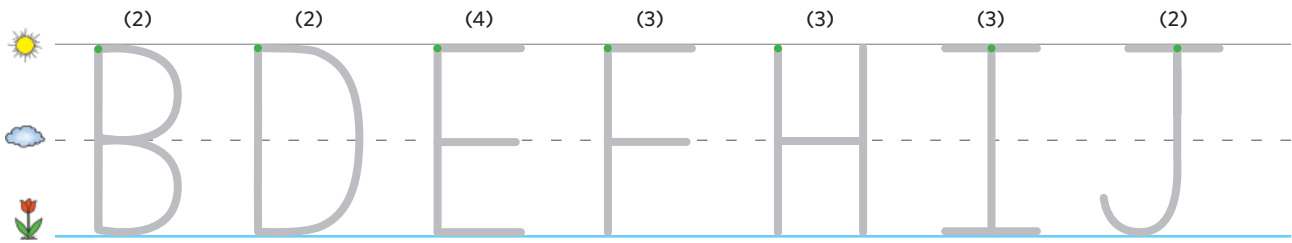


z = cloud line, away from the red, slant to the red, away from the red on the flower line

Capital Print Letter Groups

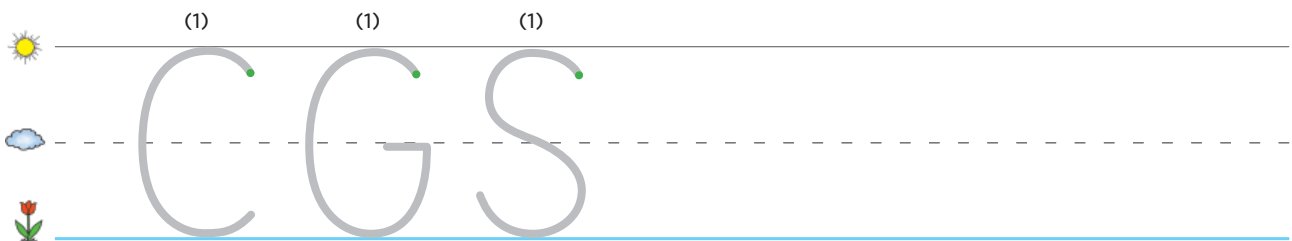
Capital Tall Letters

Most capital letters begin with a straight line down from the sun line. The number of strokes is indicated in parentheses above each letter.



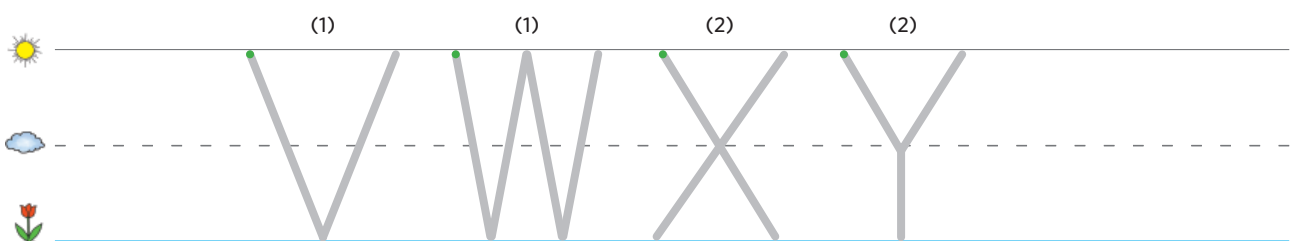
Capital Curvy Letters

Teach children to put their pencils under the sun line when they hear *curvy* capital letters.



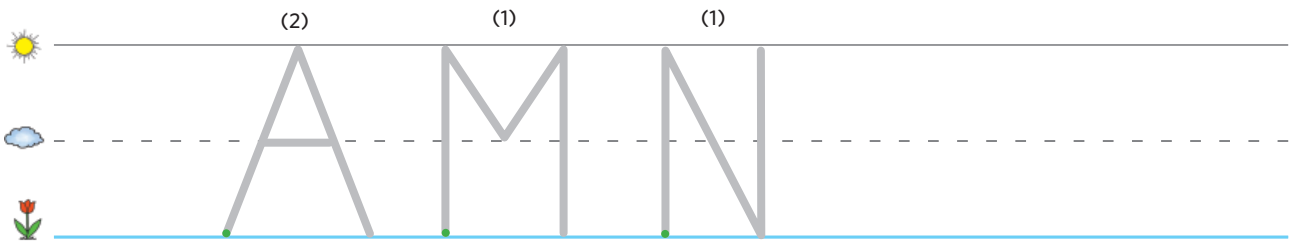
Capital Slanty Letters

Teach children to put their pencils on the sun line and slant away from the red when they hear *slanty letter* for a capital.



Capital Letters that Start on the Flower Line

Teach children that these are the only three capital letters that start on the flower line.



Capital Letters Not Taught in a Group

Teach children that these three capital letters start on the sun line.

