

VERBALIZATIONS FOR PRINT LETTERS

You will use verbal instructions—verbalizations—in the introductory lesson for each new letter. Use the verbalizations: while you demonstrate on the board how to write the letter, and while your students trace the large model of the letter in their handwriting books. By the subsequent page, on which the children trace small models of the letter, you can stop giving verbal instructions for that letter.

In future lessons, you may need to repeat some verbalizations—or parts of some verbalizations—to help students who are having difficulty forming letters. For example, to help a child who is having trouble writing the letter *d* in the correct direction, remind him or her, *d* is a two o'clock letter.

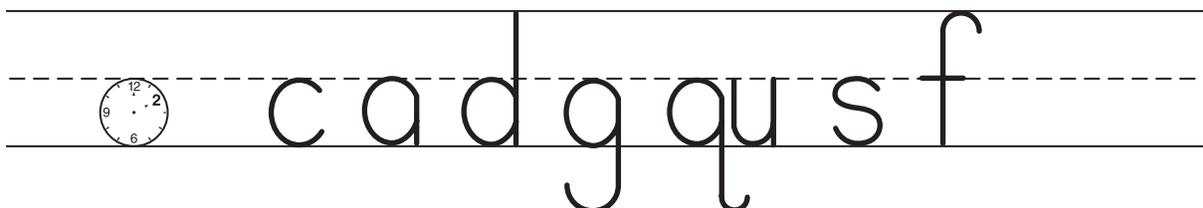
What follows are some suggested verbalizations for the lower case letters. You do not need to memorize these verbalizations, but you may find them useful as a reference. When it comes time to teach the capital letters, use your own verbalizations. Just remember to always emphasize the starting line and directional changes for each letter.

Note: Children *do not* need to repeat the verbalizations aloud—just the sound of each letter as they write.

Lower-case Printed Letter Groups

Two O'Clock Letters

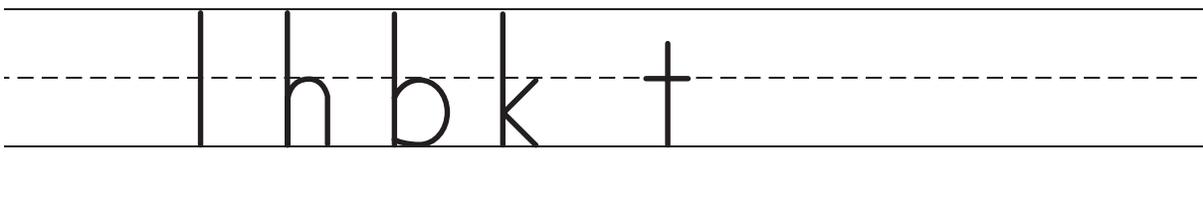
The two o'clock letters are the only printed letters that do not begin on a line. Have your students imagine where the 2 would be on a clock drawn between the belt and shoe lines. Tell your students that whenever you say *two o'clock*, they should put their pencils slightly below the belt line and go up and over to the green.



- c = two o'clock, up to the belt line, to the green, and sit it on the writing line
- a = two o'clock, up to the belt line, to the green, close the circle and down
- d = two o'clock, up to the belt line, to the green, close the circle, all the way up and down
- g = two o'clock, up to the belt line, to the green, close the circle, down to the shoe line and turn to the green
- qu = two o'clock, up to the belt line, to the green, close the circle, down to the shoe line, and away from the green (The *q* is never written without the *u*. The *q* turns toward or makes a pocket for the *u*.)
- s = two o'clock, up to the belt line, to the green, away and back to the green
- f = tall two o'clock, up to the hat line, to the green, pull straight down and cross

Tall Letters

Tell your students that when you say *tall letter*, they should put their pencils on the hat line and pull down to the writing line.



- | = tall letter
- h = tall letter, up to the belt line and away
- b = tall letter, up to the belt line, and away
- k = tall letter, lift, in and out
- † = *teenage* letter (not quite as high as the tall letters) straight down and cross

Short Letters

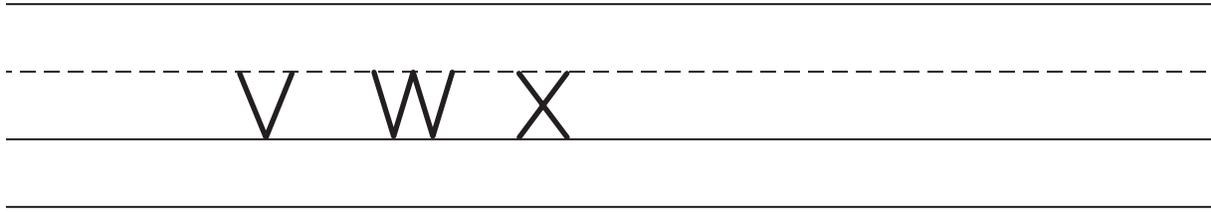
Tell your students that when they hear *short letter*, they should put their pencils on the belt line and pull straight down.



- i = short letter, dot
- j = short letter, down to the shoe line, to the green and dot
- p = short letter, down to the shoe line, up to the belt line, and away
- r = short letter, up to the belt line and away
- u = short letter, up to the belt line and down
- n = short letter, 1, 2 (counting the number of times the pencil hits the writing line)
- m = short letter, 1, 2, 3
- y = short letter, up to the belt line, down to the shoe line and to the green

Slanty Letters

Tell your students that when they hear *slanty letter*, they should put their pencils at the belt line and slant down and away from the green.



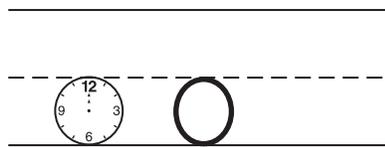
V = slanty letter, and up

W = slanty letter, up, down, and up

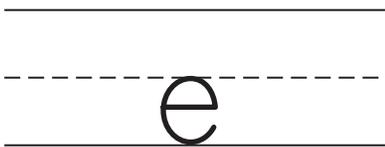
X = slanty letter, lift, slant to the green

Letters That Are Not Taught in Group

The letter *o* is taught as a twelve o'clock letter in order to form it the way the letter is written in cursive. The letters *e* and *z* begin with a line that goes away from the green.



O = 12 o'clock, and to the green



e = away, swing up to the belt line, to the green and sit it on the writing line.



Z = away, slant to the green and away

VERBALIZATIONS FOR CURSIVE LETTERS

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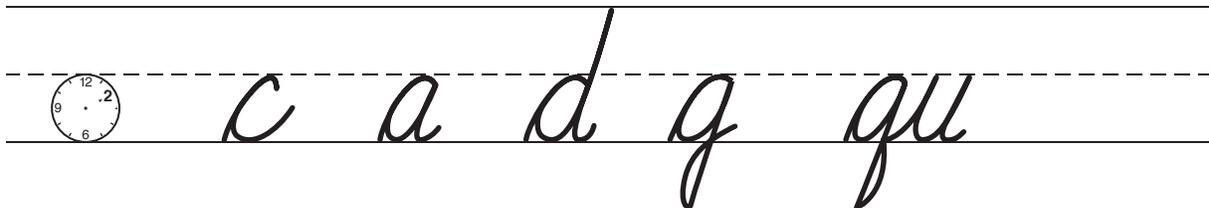
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What follows are some suggested verbalizations for the lower case letters. You do not need to memorize these verbalizations, but you may find them useful as a reference. When it comes time to teach the capital letters, use your own verbalizations. Just remember to always emphasize the starting line and directional changes for each letter.

Note: Children *do not* need to repeat the verbalizations aloud—just the name of each letter as they write.

Two O'Clock Letters

Teach children that when they hear *two o'clock*, they should swing up and over to two o'clock, stop, and go back toward the green line.



c = two o'clock and sit it on the writing line

a = two o'clock, close the circle and down

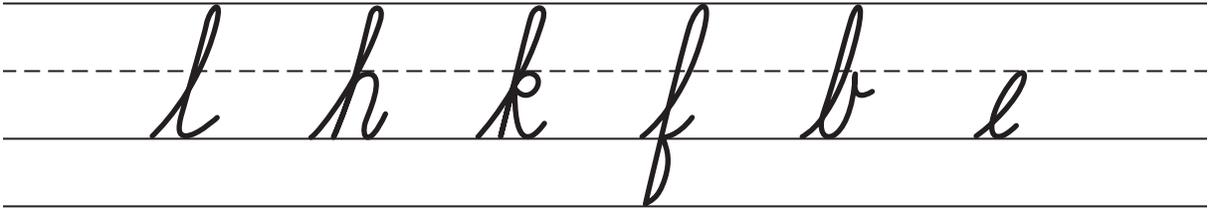
d = two o'clock, close the circle, all the way up and down

g = two o'clock, close the circle, pull straight down, to the green and cross at the writing line

qu = two o'clock, close the circle, pull straight down, away from the green to the and curve up (Make sure the children can write a *u* before teaching *qu*.)

Tall Letters

Teach the children to make a curved line up to the hat line and pull straight down when they hear *tall letter*.



- l* = tall letter
- h* = tall letter, up to the belt line and around
- k* = tall letter, up to the belt line, in and out
- f* = tall letter, pull straight down, away and curve up
- b* = tall letter, curve up and bridge
- e* = (a small *l*) curve up to the last line and pull down

Rocket Letters

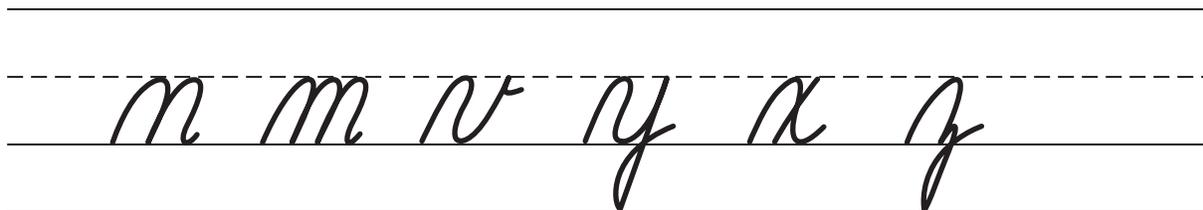
Teach children to swing to the belt line and to come down on the same line when they hear *rocket letter*.



- i* = rocket, dot
- u* = rocket 1, 2
- t* = rocket almost to the hat line and cross
- w* = rocket 1, 2, 3 and bridge
- j* = rocket, pull straight down, to the green and cross at the writing line, dot
- p* = rocket, pull straight down, to the green, curve up and around
- r* = rocket, down and over, curve down (Only hit the belt line once.)
- s* = rocket, a big fat belly, go in and out

Hill Letters

Teach children to swing up to the belt line and make a hill when they hear *hill letter*.



m = hill 1, 2 (counting the number of times the pencil hits the writing line)

n = hill 1, 2, 3

r = hill, up and bridge

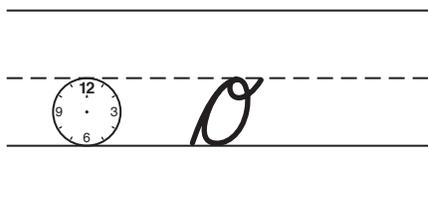
y = hill, up, pull straight down, to the green and cross at the writing line

x = hill, turn up, lift and slant to the green

z = hill, little hill, pull straight down, to the green and cross at the writing line

Twelve O'Clock Letter

Teach the children to swing up to twelve o'clock and turn to the green.



o = swing to 12 o'clock, to the green, close the circle and loop