

A Reason For
Handwriting

Featuring Creation & Sharing



**Kindergarten Beginning Manuscript
Teacher Guidebook**



A Reason For Handwriting

Kindergarten Beginning Manuscript Teacher Guidebook

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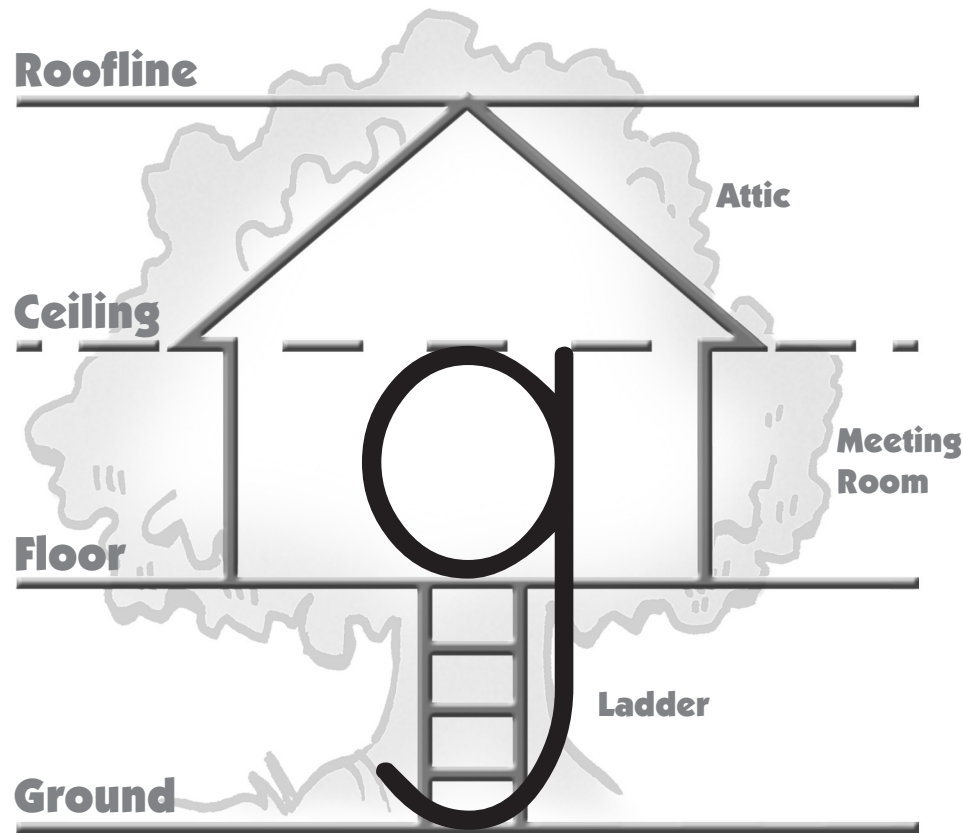
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above or visit our website.

www.AReasonFor.com

Tips for Letter Positioning

Using the Treehouse



Since young writers often have difficulty when learning new letters, **A Reason For Handwriting®** offers a tool to help with letter formation. We call it the **Treehouse**.

Primary elements of the **Treehouse** include the **Roofline**, the **Ceiling**, the **Floor**, and the **Ground**. (The **Treehouse** illustration is used throughout the Kindergarten, Manuscript A, and Manuscript B Worktexts.)

Students quickly grasp the placement of each new letter when it is expressed in terms of the **Treehouse**. (Examples: “The capital R begins with a stroke from the **Roofline** straight down to the **Floor**...” or, “The lowercase p starts with a stroke from the **Ceiling** down to the **Ground**...”)

These descriptions can also be helpful when remediating specific problem areas. (Examples: “Make sure the lowercase c stays inside the meeting room,” or “Shouldn’t the tail of your g go all the way to the **Ground**?”)

Specific letter descriptions using the **Treehouse** can be found in the Appendix of this Teacher Guidebook, beginning on page 226.

In addition, a Black Line Master of the **Treehouse** is provided on page 240. This will allow you to introduce each new letter using the **Treehouse** as a visual tool.

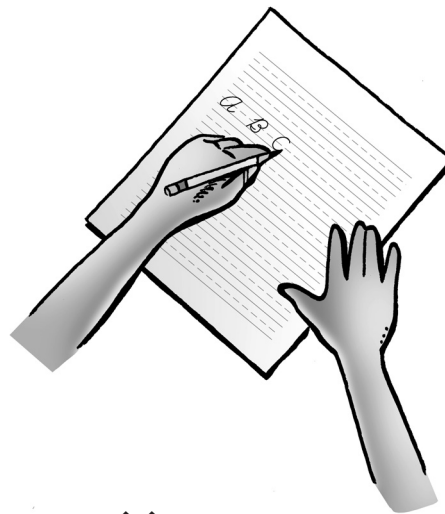
Proper Positioning



Body Position

A good writing position provides comfort and balance. Encourage students to:

- Sit comfortably back in the seat, facing the desk squarely.
- Place both feet flat on the floor.
- Lean slightly forward, but without letting the body touch the edge of the desk.
- Rest both forearms on the desk.
- Hold the paper in place with the free hand.



Paper Position

Right and left-handed students should learn the same principle of paper placement. Students should place their paper at the same angle as the arm they use for writing (see illustrations). Demonstrate how the page can easily be moved up as the writing nears the bottom of the page. (Note: These paper positioning principles apply to both Cursive and Manuscript writing.)

Special attention should be given to left-handed students. Correct paper placement (see above) and pencil position will help the student write without a “hooked hand” position, or an exaggerated head tilt.



Pencil Position

Students should hold the pencil between the thumb and index finger, letting it rest lightly on the middle finger. The thumb should be about half an inch above the sharpened pencil point.

General Guidelines for

Teaching Pre-Writing Skills

What are pre-writing skills?

Pre-writing skills are the strokes needed to form writing letters: circles, vertical lines, horizontal lines, slanted lines and curved lines. These strokes demonstrate the fine motor skills needed to make the manuscript letters in the weekly lessons.

How many lessons focus on pre-writing skills?

The **Kindergarten Beginning Manuscript** Student Worktext includes ten pages of pre-writing practice exercises (pgs. 7-16 of the worktext).

These cover pre-writing strokes as follows:

Pg. 7- circles

Pg. 8- vertical lines

Pg. 9- horizontal lines

Pg. 10- slanted lines

Pg. 11- curved lines

Pg. 12- review

Pg. 13- vertical lines

Pg. 14- curved lines

Pg. 15- slanted lines

Pg. 16- review

How many pages should my student complete a day?

Your child should complete 1 page a day. Assess your student's engagement and stamina when completing the page. Move at a pace that creates quality work and positive engagement.

My child is struggling with the pre-writing.

If these pre-writing lessons are too challenging for your student, consider stepping back and focusing on fine motor skills or completing the **Pre-K Letter Introduction** Student Worktext prior to attempting the **Kindergarten Beginning Manuscript** Student Worktext.

How can I build my students' fine motor skills?

Students can build up their fine motor skills through play. Prioritize play that includes actions such as:

- Playing with Play-Doh®
- Building with blocks
- Coloring
- Cutting with scissors
- Threading beads, buttons, or pasta
- Peeling and placing stickers
- Puzzles
- Paper tearing
- Using buttons and zippers

How can I extend the pre-writing pages?

Move beyond the page directions and use a variety of tactile manipulatives:

- Cloud writing (shaving cream)
- Trace each stroke with stickers or stamps.
- Form the strokes with wiki sticks.
- Build each stroke in Play-Doh®.

Essential Steps for Introducing New Letters

As each new letter of the alphabet is introduced, stress the letter's name, sound, and sequence of strokes. Also, help students understand where the letter is positioned on the line using the Treehouse.

To Maximize The Learning Experience, Students Should:

See the letter

Hear the letter

Move with the shape of the letter

Write the letter on paper

Here is the suggested sequence for introducing new letters:

Step 1: The teacher names the letter.

Example: "Today we're going to learn about the letter A."

Step 2: The teacher describes the letter's sound or sounds.

Example: "You can hear the [ay] sound in the word ape; or the 'a' may sound like [æh] as in apple, or [aw] as in want."

Step 3: The teacher describes the strokes and demonstrates how the letter is made.

Example: "The letter 'a' begins just like an 'o' but it has a line added to the side. Be sure to write the entire letter without raising your pencil from the paper." (See "Detailed Descriptions" at the end of this guide.)

In addition to these first critical steps, the following steps help students form a "mind picture" of each letter — greatly enhancing their chances for success!

Step 4: The teacher and students Sky Write the letter together.

Using the pointer finger of your writing hand, outline the letter in the air, slightly above eye level. Say the letter's sound, or describe the strokes as you Sky Write. The student should imitate your movements as closely as possible. (Watch for anything that might indicate the student is having trouble.)

Step 5: The teacher and child Palm Write the letter together.

Using the pointer finger of your writing hand, outline the letter on your opposite palm, describing the letter aloud as you form it. The student should imitate your movements as closely as possible. (You may also wish to Palm Write directly on the palm if the child is having trouble.)

Step 6: The students begin practicing the letter on paper.

If students need additional practice visualizing letters, the following activities may be helpful.

Have the students write the letter with finger paints on large sheets of paper.

Have the students write the letter in sand, salt, or cornmeal. We recommend the wooden tray and stylus from our **Deluxe** and **Ultimate Handwriting Resource Kits**, although cookie sheets or other shallow containers also work.

Kindergarten

Lesson Planning

Each Lesson will be presented in following order, with a few exceptions for included cumulative reviews.

Day 1

- Bible Verse Introduction
- New letter introduction
- Whiteboard Practice
- Work page completion

Day 2

- Day 1 Letter review
- Word introduction (starting in lesson 2)
- Work page completion

Day 3

- New letter introduction
- Work page completion

Day 4

- Day 4 Letter review
- Word introduction
- Work page completion

Day 5

- Bible verse completion on border sheet
- Optional letter review

Scripture Translation

Since **A Reason For Handwriting**© was designed to teach elementary handwriting, using a Scripture translation with simple, easy-to-understand vocabulary was essential. Each Verse of the week used in this series is taken from The Living Bible by Tyndale House Publishers.

Each lesson is designed to utilize the following instructional strategies:

- Whiteboard writing
- Path of movement
- Letter sound

As the instructor, you have the flexibility to extend or shorten the lesson as you see fit.

Additional Resources in Teaching Manual

- Detailed Descriptions of Manuscript Letters
- Getting Ready to Write! (Mini poster)
- Reproducible Treehouse practice sheet, Treehouse lined paper, and blank lined paper.
- Five Star Manuscript Examples and Handwriting Evaluation Forms for providing feedback and assessing mastery.

This manual will reference the items in the Basic Handwriting Resource Kit.

This handwriting kit includes:

- Dual-sided whiteboard with Treehouse and writing lines, with dry erase marker
- Wax Sticks, Play-Doh®, & Lacing Cards
- Pencil Grips
- Verse Cards
- Alphabet cards

These tools are useful for student engagement, multi-sensory learning, and fine motor skills development.

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Kindergarten Beginning Manuscript

**Pre-Writing Skills
(pgs. 7-16)**

Practice and Review of

Pre-Writing Skills (pgs. 7-16)

Instructions for the pre-writing exercises are included at the top of each page, and are self-explanatory. The exercises are designed to practice fine motor skills and manual dexterity, while reviewing the basic strokes required to form letters. Be sure to watch for proper pencil grip and posture while students complete the pre-writing exercises, and provide gentle correction if needed.

Encourage each child to try writing his name on the lines at the top of the page, or write it with a highlighter to allow the student to trace over the lines.

Which lessons focus on pre-writing skills?

Kindergarten Beginning Manuscript includes ten pages of pre-writing practice exercises. Each lesson focuses on pre-writing strokes as follows:

Pg. 7- circles

Pg. 8- vertical lines

Pg. 9- horizontal lines

Pg. 10- slanted lines

Pg. 11- curved lines

Pg. 12- review

Pg. 13- vertical lines

Pg. 14- curved lines

Pg. 15- slanted lines

Pg. 16- review

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Kindergarten Beginning Manuscript

WEEKLY LESSONS
(pgs. 19-216)

Lesson 1

Day 1

Student Worktext pg. 19

Lesson Focus

Introduce the lowercase letter 'o'

Weekly Verse

Genesis 1:1

God began creating the heavens and the earth.

Letter Sounds

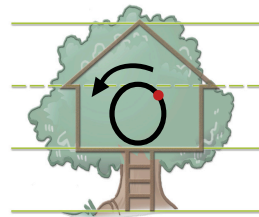
[o] as in octopus, [ō] as in oat, [ü] as in food

Directions

- Start each week by introducing the Bible verse. Students will use the letters they learn in each lesson to complete the verse on Day 5. Verse cards are included in Handwriting Resource Kits.
- Introduce the letter formation by utilizing the Treehouse whiteboards. It is best practice to say the path of movement as they form the letter to engage both kinesthetic and auditory learning until the students demonstrate mastery.
- Always start the letter at the red dot and follow the arrows.
- Each lesson will include the letter sounds. This provides a great opportunity to incorporate phonics instruction.
- After whole group instruction on the whiteboards, distribute student worktext pg. 19. Students are instructed to work through the formations.
- Each lesson will have an image to color in the bottom right corner.
- After each lesson, ask students to circle their best work to encourage reflection on their learning.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).



Path of movement:
over, around, close

Day 2

Student Worktext pg. 20

Lesson Focus

Review the lowercase letter 'o'

Weekly Verse

Genesis 1:1

God began creating the heavens and the earth.

Directions

- Each letter will have an introduction and a review day. Review letter formation starting on treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 20.

Extended Teaching

After completing pg. 20, build your student's fine motor skills by building the letter 'o' with play dough.

Teaching Resources

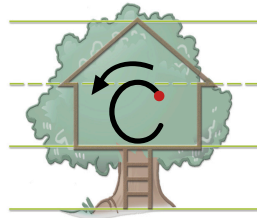
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 21

Lesson Focus

Introduce the lowercase letter 'c'



Path of movement:
over, around, open

Weekly Verse

Genesis 1:1

God began creating the heavens and the earth.

Letter Sounds

[k] as in cat, [s] as in cent

Directions

- Begin the lesson by reviewing the weekly verse.
- Introduce the letter formation by utilizing the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After whole group instruction on the whiteboards, distribute student worktext pg. 21. Students are instructed to work through the formations and color the cat.
- Ask students to circle their best work.

Extended Teaching

If your students need additional practice, introduce rainbow writing. Complete the worktext page in each color of the rainbow.

Teaching Resources

Add extra practice of fine motor skills with lacing cards (available in the Handwriting Kits).

Day 4

Student Worktext pg. 22

Lesson Focus

Review the lowercase letter 'c'

Weekly Verse

Genesis 1:1

God began creating the heavens and the earth.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning. After group instruction on the whiteboards, distribute student worktext pg. 22.
- Students are instructed to work through the formations and finger trace the 'c' image.
- Ask students to circle their best work.

Extended Teaching

Wax sticks are a great resource for reinforcing formations, increasing fine motor skills, and engaging kinesthetic learners.

Our exclusive Handwriting Resource Kits are a great way to supplement your student's handwriting practice and add FUN to the daily lessons.

Resource kits come in three versions: Basic, Deluxe, and Ultimate. All three versions include our double-sided Treehouse whiteboard, alphabet cards, weekly verse cards, pencil grips, and other supplies to help students develop fine motor skills and boost their engagement as they learn to write! Visit areasonfor.com to learn more!

Day 5

Student Worktext pg. 23-24

Lesson Focus

Review the lowercase letters 'o' and 'c'

Weekly Verse

Genesis 1:1

God began creating the heavens and the earth.

Directions

- Begin the lesson by reviewing the weekly verse assessed in today's lesson. Students will be asked to fill in the missing letters in the verse.
- Review the letter formation by utilizing the treehouse whiteboards.
- After whole group instruction on the whiteboards, distribute student worktext pg. 23.
- Students will fill in the missing o's and c's to complete Genesis 1:1.
- Students can color the border design.

Extended Teaching

Page 24 is an optional review. Each lesson will have an optional review after Day 5. This worktext page can assess the letters 'o' and 'c', be sent home as extra practice, or be saved for additional seatwork.

Teaching Resources

Review Genesis 1:1 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

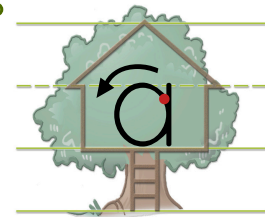
Lesson 2

Day 1

Student Worktext pg. 25

Lesson Focus

Introduce the lowercase letter 'a'



Path of movement:
over, around, up, down

Weekly Verse

John 14:14

Ask anything, using my name, and I will do it.

Letter Sounds

[a] as in alligator, [ā] as in ape, [ä] as in far

Directions

- Introduce John 14:14.
- Introduce the lowercase 'a' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, distribute student worktext pg. 25. Students are instructed to work through the formations and color the alligator.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Questions about A Reason For Handwriting? We're here to help!

You can reach our friendly Customer Service team at
800-447-4332 (M-F, 8 a.m. - 5 p.m. Central)
or by email at customerservice@areasonfor.com

Day 2

Student Worktext pg. 26

Lesson Focus

Review the lowercase letter ‘a’

Weekly Verse

John 14:14

Ask anything, using my name, and I will do it.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After whole group instruction on the whiteboards, distribute student worktext pg. 26. Students are instructed to work through the formations and finger trace the image.
- Ask students to circle their best work.

Extended Teaching

Get in some extra practice by rainbow writing the lowercase ‘a’.

Teaching Resources

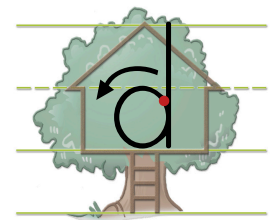
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 27

Lesson Focus

Introduce the lowercase letter ‘d’



Path of movement:

over, around, up, down

Weekly Verse

John 14:14

Ask anything, using my name, and I will do it.

Letter Sounds

[d] as in dog

Directions

- Begin the lesson by reviewing the weekly verse.
- Introduce the letter formation by utilizing the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 27. Students are instructed to work through the formations and color the dog.
- Ask students to circle their best work.

Extended Teaching

Ask students to draw a picture of themselves with their dad. Highlight that they can write all the letters used to spell the word “**dad.**”

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 28

Lesson Focus

Review the lowercase letter ‘d’ and write the word “do”

Weekly Verse

John 14:14

Ask anything, using my name, and I will do it.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- Students will be asked to write a word today. Discuss the spacing between words and the spacing between letters within words.
- After group instruction on the whiteboards, distribute student worktext pg. 28. Students are instructed to work through the formations and finger trace the ‘d’ image.
- Ask students to circle their best work.

Extended Teaching

Review the letter sounds: [a] as in alligator, [ā] as in ape, [ã] as in far, [d] as in dog.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 29-30

Lesson Focus

Review the lowercase letters ‘o’ and ‘d’
The word “do”

Weekly Verse

John 14:14

Ask anything, using my name, and I will do it.

Letter Sounds

[a] as in alligator, [ā] as in ape, [ã] as in far

[d] as in dog

Review Path of Movement:

o: over, around, up, down

d: over, around, up, down

Directions

- Begin the lesson by reviewing the weekly verse.
- Review the letter formations by utilizing the treehouse whiteboards.
- After whole group instruction on the whiteboards, distribute student worktext pg. 29. Students will be asked to fill in the missing word “do” in John 14:14.
- Students can color the border design.
- Pg. 30 is an optional review. This worktext page can assess letters ‘a’ and ‘d’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Turn the Scripture Border sheet into a placemat. Use decorative edge scissors to cut on the outside of page 30. Center the paper on a piece of construction paper and laminate. Students can take this placemat home and continue to share John 14:14 with their families.

Teaching Resources

Review John 14:14 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 3

Day 1

Student Worktext pg. 31

Lesson Focus

Introduce the lowercase letter 'g'

Weekly Verse

Psalm 145:9

He is good to everyone.

Letter Sounds

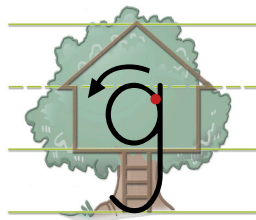
[g] as in goat, [j] as in giraffe

Directions

- Start the day by introducing the weekly verse. Encourage students to practice it daily and remind them they will complete the verse on day 5.
- Introduce the letter formation by utilizing the Treehouse whiteboards included in the Handwriting Resource Kits. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After whole group instruction on the whiteboards, distribute student worktext pg. 31. Students are instructed to work through the formations and color the goat.
- Ask students to circle their best work.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).



Path of movement:
over, around, up, down,
curve left

Day 2

Student Worktext pg. 32

Lesson Focus

Review the lowercase letter 'g' and the word "go"

Weekly Verse

Psalm 145:9

He is good to everyone.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 32. Students are instructed to work through formations and apply formations in writing a word.
- Ask students to circle their best work.

Extended Teaching

Show students a picture of a stoplight with red, yellow, and green lights. Ask which one of the colors means "go" and then talk about what the red and yellow colors mean.

Teaching Resources

Focus on additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 33

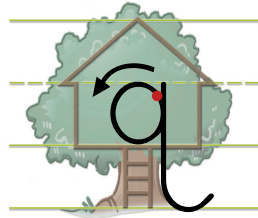
Lesson Focus

Introduce the lowercase letter 'q'

Weekly Verse

Psalm 145:9

He is good to everyone.



Path of movement:
over, around, up, down,
curve right

Letter Sounds

[kw] as in quail

Directions

- Begin the lesson by reviewing the weekly verse.
- Introduce the letter formation by utilizing the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After whole group instruction on the whiteboards, distribute student worktext pg. 33. Students are instructed to work through the letter formations and color the quail.
- Ask students to circle their best work.

Extended Teaching

After completing pg. 33, have your students make the letter 'q' from Play-Doh®.

Teaching Resources

Help your students learn to learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 4

Student Worktext pg. 34

Lesson Focus

Review the lowercase letter 'q'

Weekly Verse

Psalm 145:9

He is good to everyone.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 34. Remind the students about proper spacing for letters and words.
- Ask students to circle their best work.

Extended Teaching

Using play dough or wax sticks from the Handwriting Resource kits, ask students to form a 'g'. Can they turn their 'g' into a 'q'?

Literature Connection

See the "Literature Connection" page in the appendix of this guide for a list of readers from the A Reason for Reading© series (included with the Ultimate Handwriting Resource Kit) that contain high frequency words featured in this lesson.

Day 5

Student Worktext pg. 35-36

Lesson Focus

The lowercase letters: o, c, a, d, g, q
The word “good”

Weekly Verse

Psalm 145:9

He is good to everyone.

Review Path of Movement:

o: over, around, close

c: over, around, open

a: over, around, up, down

d: over, around, up, down

g: over, around, up, down, curve left

q: over, around, up, down, curve right

Letter Sounds

[o] as in octopus, [ō] as in oat, [ū] as in food

[k] as in cat, [s] as in cent

[a] as in alligator, [ā] as in ape, [ä] as in far

[d] as in dog

[g] as in goat, [j] as in giraffe

[kw] as in quail

Directions

- Review the letter formations (o,c,a,d,g,q) by utilizing the Treehouse whiteboards.
- After whole group instruction on the whiteboards, distribute student worktext pg. 35. Students will be asked to fill in the missing word “good” in Psalm 145:9.
- Students can color the border design.
- Pg. 36 is an optional review. This worktext page can assess letters o,c,a,d,g, and q, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Spread the good news in Psalm 145:9. Mail the students’ scripture Border Sheets to a local nursing home. Introduce friendly letter writing by writing a classroom letter to include.

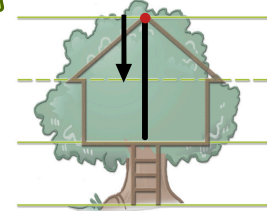
Lesson 4

Day 1

Student Worktext pg. 37

Lesson Focus

Introduce the lowercase letter ‘l’



Path of movement:
down

Weekly Verse

I Peter 5: 7

Let him have all your worries and cares.

Letter Sounds

[l] as in lion

Directions

- Start the day by introducing the weekly verse. Encourage students to practice it daily and remind them they will complete the verse on day 5.
- Review letter formation starting on the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 37. Students are instructed to work through the formations and color the lion.
- Ask students to circle their best work.

Extended Teaching

Break out the shaving cream to review letters. Have students spread the shaving cream on their desks and “cloud write” the letters they have learned so far.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 38

Lesson Focus

Review the lowercase letter ‘l’ and the word “all.”

Weekly Verse

I Peter 5: 7

Let him have all your worries and cares.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After whole group instruction on the whiteboards, distribute student worktext pg. 38 and have student complete the work.
- Review the spacing between words and the spacing between letters within words.
- Ask students to circle their best work.

Extended Teaching

Reinforce your reading instruction by creating an anchor chart with all the words the students can think of that rhyme with “all.”

Teaching Resources

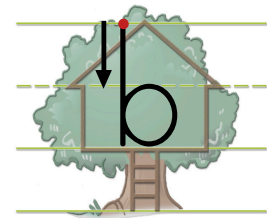
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 39

Lesson Focus

Introduce the lowercase letter ‘b’



Path of movement:
down, up, over, around

Weekly Verse

I Peter 5: 7

Let him have all your worries and cares.

Letter Sounds

[b] as in bear

Directions

- Begin the lesson by reviewing the weekly verse.
- Introduce the letter formation by utilizing the Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 39. Students are instructed to work through the formations and color the bear.
- Ask students to circle their best work.

Extended Teaching

Try the “bed method” for **b**’s and **d**’s. Write an ‘e’ on the whiteboard. On each hand have students touch their thumb and pointer fingers while holding up their other 3 fingers. Place hands on either side of the ‘e’ on the whiteboard and build the word “**bed**.”

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 40

Lesson Focus

Review the lowercase letter ‘b’ and the word “ball”

Weekly Verse

I Peter 5: 7

Let him have all your worries and cares.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review letter formation starting on Treehouse whiteboards. Students should say the path of movement as they form the letter to engage both kinesthetic and auditory learning.
- After group instruction on the whiteboards, distribute student worktext pg. 40. Students are instructed to work through the formations and color the image.
- Review the spacing between words and the spacing between letters within words.
- Ask students to circle their best work.

Extended Teaching

Continue the review with rainbow writing the letters on pg. 40.

Teaching Resources

Additional practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 41-42

Lesson Focus

Review the lowercase letters ‘l’ and ‘b’ and the word “all”

Weekly Verse

I Peter 5: 7

Let him have all your worries and cares.

Letter Sounds

[l] as in lion

[b] as in bear

Review Path of Movement:

l : down

b : down, up, over, around

Directions

- Begin the lesson by reviewing the weekly verse.
- Review the letter formations by utilizing the Treehouse whiteboards.
- After whole group instruction on the whiteboards, distribute student worktext pg. 41. Students will be asked to fill in the missing word “all” in I Peter 5:7.
- Students can color the border design.

Extended Teaching

Pg. 42 is an optional review. This worktext page can assess letters ‘l’ and ‘b’, be sent home as extra practice, or be saved for additional seatwork.

Teaching Resources

Review I Peter 5:7 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

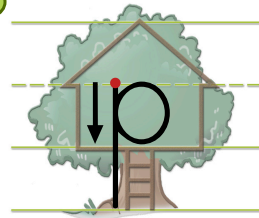
Lesson 5

Day 1

Student Worktext pg. 43

Lesson Focus

Introduce the lowercase letter 'p'



Path of movement:
down, up and around

Weekly Verse

Psalm 34:17

The Lord hears the good man when he calls to him for help.

Letter Sounds

[p] as in penguin

Directions

- Introduce Psalm 34:17.
- Introduce the lowercase 'p' on the Treehouse whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 43.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 44

Lesson Focus

Review the lowercase letter 'p' and the word "pad"

Weekly Verse

Psalm 34:17

The Lord hears the good man when he calls to him for help.

Directions

- Review lowercase letter 'p' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 44.

Extended Teaching

Practice isolating phonemes. On the Treehouse whiteboards, challenge students to write "pad." Can they change it to "pal" or "pod"?

Teaching Resources

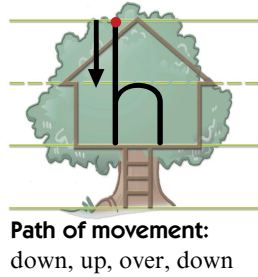
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the "Downloads" page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 45

Lesson Focus

Introduce the lowercase letter 'h'



Weekly Verse

Psalm 34:17

The Lord hears the good man when he calls to him for help.

Letter Sounds

[kw] as in quail

Directions

- Introduce the lowercase 'h' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 45. Instruct them to complete the formations, then color the hippopotamus.
- Ask students to circle their best work.

Extended Teaching

Play hopscotch using all of the letters that you have practiced so far. Have students say the letter sound as they step on each letter.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 46

Lesson Focus

Review the lowercase letter 'h' and the word "had"

Weekly Verse

Psalm 34:17

The Lord hears the good man when he calls to him for help.

Directions

- Review lowercase letter 'h' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 46.

Extended Teaching

Practice 'h' sounds while playing hopscotch. Challenge students to think of words that start with the 'h' sound.

Literature Connection

See the "Literature Connection" page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Questions?
Suggestions?
We're here for you!

Call us Monday - Friday at

800-447-4332

or email

customerservice@areasonfor.com

Day 5

Student Worktext pg. 47-48

Lesson Focus

Review the lowercase letters 'p' and 'h' and the word 'he'

Weekly Verse

Psalm 34:17

The Lord hears the good man when he calls to him for help.

Review Path of Movement:

p : down, up and around

h : down, up, over, down

Letter Sounds

[p] as in penguin

[h] as in hippo

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 47. Students will be asked to fill in the missing h's and the word "good" in Psalm 34:17.
- Students can color the border design.
- Pg. 48 is an optional review. This worktext page can assess letters 'p' and 'h', be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Help students to share the Good News. Mail out this weekly verse to a community helper: police station, fire station, or local hospital are all great options.

Teaching Resources

Review Psalm 34:17 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

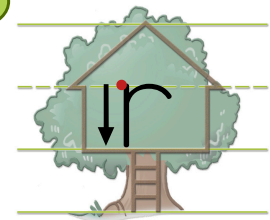
Lesson 6

Day 1

Student Worktext pg. 49

Lesson Focus

Introduce the lowercase letter 'r'



Path of movement:
down, up, over

Weekly Verse

Matthew 11: 28

Come to me and I will give you rest — all of you who work so hard.

Letter Sounds

[r] as in rabbit

Directions

- Introduce Matthew 11:28.
- Introduce the lowercase 'r' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 49.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 50

Lesson Focus

Review the lowercase letter ‘r’ and the word “or”

Weekly Verse

Matthew 11: 28

Come to me and I will give you rest — all of you who work so hard.

Directions

- Review lowercase letter ‘r’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 50.

Extended Teaching

Do some phonics work on the whiteboards. Start with the word “**rap.**” Have them write as many words as they can that rhyme with “**rap.**”

Teaching Resources

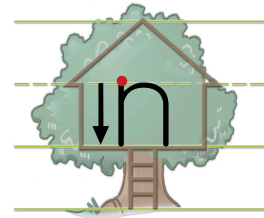
Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg.51

Lesson Focus

Introduce the lowercase letter ‘n’



Path of movement:

down, up, over, down

Weekly Verse

Matthew 11: 28

Come to me and I will give you rest — all of you who work so hard.

Letter Sounds

[n] as in newt

Directions

- Introduce the lowercase ‘n’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 51. Instruct them to complete the formations, then color the newt.
- Ask students to circle their best work.

Teaching Resources

Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 4

Student Worktext pg. 52

Lesson Focus

Review the lowercase letter ‘n’ and the word “and”

Weekly Verse

Matthew 11: 28

Come to me and I will give you rest — all of you who work so hard.

Directions

- Review lowercase letter ‘n’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 52.

Extended Teaching

Do some additional word work on the whiteboards. Starting with the word “**and**,” how many additional words can your students build? Examples: **hand, band, land**

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 53-54

Lesson Focus

The lowercase letter ‘r’ and ‘n’ and the words “and” and “all”

Weekly Verse

Matthew 11: 28

Come to me and I will give you rest — all of you who work so hard.

Review Path of Movement:

r : down, up and over

n : down, up, over, down

Letter Sounds

[r] as in rabbit

[n] as in newt

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 53. Students will be asked to fill in the words “**and**” and “**all**” to complete Matthew 11:28.
- Students can color the border design.
- Pg. 54 is an optional review. This worktext page can assess letters ‘r’ and ‘n’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Practice rhyming words. Have students build the word “**all**” on the whiteboard. How many words can they write that rhyme with “**all**”?

Teaching Resources

Review Matthew 11:28 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

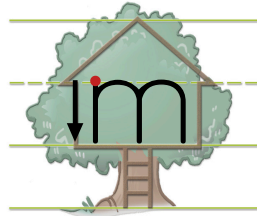
Lesson 7

Day 1

Student Worktext pg. 55

Lesson Focus

Introduce the lowercase letter ‘m’



Path of movement:
down, up, over, down,
up, over, down

Weekly Verse

Matthew 28:20

And be sure of this — that I am with you always, even to the end of the world.

Letter Sounds

[m] as in mouse

Directions

- Introduce Matthew 28:20.
- Introduce the lowercase ‘m’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 55.

Teaching Resources

Help your students learn to learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 2

Student Worktext pg. 56

Lesson Focus

Review the lowercase letter ‘m’ and the word “am”

Weekly Verse

Matthew 28:20

And be sure of this — that I am with you always, even to the end of the world.

Directions

- Review lowercase letter ‘m’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 56.

Extended Teaching

Treat time! Have students build letter m’s with M&M’s® candies before enjoying a sweet treat.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 57

Lesson Focus

Introduce the lowercase letter ‘e’

Weekly Verse

Matthew 28:20

And be sure of this — that I am with you always, even to the end of the world.

Letter Sounds

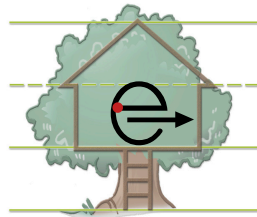
[e] as in elephant and [ē] as in eat

Directions

- Begin the lesson by reviewing the weekly verse.
- Introduce the letter formation for the lowercase ‘e’ on the whiteboards before completing worktext pg. 57.
- Students should complete the letter formations and then color the elephant.
- Ask students to circle their best work.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Kits).



Path of movement:
across, over, around,
open

Day 4

Student Worktext pg. 58

Lesson Focus

Review the lowercase letter ‘e’ and the word “be”

Weekly Verse

Matthew 28:20

And be sure of this — that I am with you always, even to the end of the world.

Directions

- Begin the lesson by reviewing the weekly verse.
- Review lowercase letter ‘e’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 58.
- Ask students to circle their best work.

Extended Teaching

Discuss the difference between long vowels and short vowels. Make a list of words that have a long vowel sound such as in the word “be.”

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 5

Student Worktext pg. 59-60

Lesson Focus

The lowercase letters: l, b, p, h, r, n, m
The words “be,” “am,” and “end”

Weekly Verse

Matthew 28:20 And be sure of this — that I am with you always, even to the end of the world.

Review Path of Movement:

l: down
b: down, up, over, around
p: down, up, around
h: down, up, over, down
r: down, up, over
n: down, up, over, down
m: down, up, over, down, up, over, down

Letter Sounds

[l] as in lion
[b] as in bear
[p] as in penguin
[h] as in hippo
[r] as in rabbit
[n] as in newt
[m] as in mouse

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 59. Students will be asked to fill in the words “be,” “am,” and “end” to complete Matthew 28:20.
- Students can color the border design.
- Pg. 60 is an optional review. This worktext page can assess the letters **l**, **b**, **p**, **h**, **r**, **n**, and **m**, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Make two letter cards for each of the letters in today’s review. Partner the students up and play the memory game.

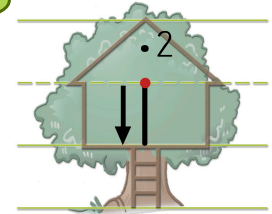
Lesson 8

Day 1

Student Worktext pg. 61

Lesson Focus

Introduce the lowercase letter ‘i’



Path of movement:
down, dot

Weekly Verse

Acts 16:31

They replied, “Believe on the Lord Jesus and you will be saved.”

Letter Sounds

[i] as in iguana and [ī] as in ice

Directions

- Introduce Acts 16:31.
- Introduce the lowercase ‘i’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 61 and color the iguana.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 62

Lesson Focus

Review the lowercase letter ‘i’ and the words “in” and “on”

Weekly Verse

Acts 16:31

They replied, “Believe on the Lord Jesus and you will be saved.”

Directions

- Review lowercase letter ‘i’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 62.

Extended Teaching

Do some word work on the whiteboards. Start with the word “in.” Challenge students to make new words by adding a beginning consonant. Examples: **bin**, **pin**, etc).

Teaching Resources

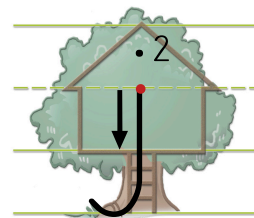
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 63

Lesson Focus

Introduce the lowercase letter ‘j’



Path of movement:
down, curve left, dot

Weekly Verse

Acts 16:31

They replied, “Believe on the Lord Jesus and you will be saved.”

Letter Sounds

[j] as in jaguar

Directions

- Introduce the lowercase ‘j’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 63. Instruct them to complete the formations, then color the jaguar.
- Ask students to circle their best work.

Extended Teaching

Practice the ‘j’ formation with Play-Doh® or wax sticks.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 64

Lesson Focus

Review the lowercase letter ‘j’ and the words “jam” and “jar”

Weekly Verse

Acts 16:31

They replied, “Believe on the Lord Jesus and you will be saved.”

Directions

- Review lowercase letter ‘j’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 64.
- Ask students to circle their best work.

Extended Teaching

Get outside and jump rope. Challenge your students to think of as many words that start with the ‘j’ sound as they jump.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 65-66

Lesson Focus

The lowercase letters: e, i, j
The words “on,” “and,” and “be”

Weekly Verse

Acts 16:31

They replied, “Believe on the Lord Jesus and you will be saved.”

Review Path of Movement:

e : across, over, around, open

i : down, dot

j : down, curve left, dot

Letter Sounds

[e] as in elephant and [ē] as in eat

[i] as in iguana and [ī] as in ice

[j] as in jaguar

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 65. Students will be asked to fill in the words “on,” “and,” and “be” to complete Acts 16:31.
- Students can color the border design.
- Pg. 66 is an optional review. This worktext page can assess letters e, i, and j, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Review the words you have practiced so far:

do go all be pad he are
and am be on jar jam

Teaching Resources

Review Acts 16:31 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 9

Day 1

Student Worktext pg. 67

Lesson Focus

Introduce the lowercase letter 'u'

Weekly Verse

Psalm 136:1

Give thanks to the Lord, for he is good.

Letter Sounds

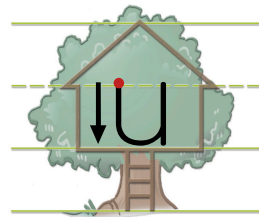
[u] as in umbrellabird [ü], as in rule, and [ū] as in use

Directions

- Introduce Psalm 136:1.
- Introduce the lowercase 'u' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete the formations on pg. 67 and color the umbrellabird.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).



Path of movement:
down, curve up, down

Day 2

Student Worktext pg. 68

Lesson Focus

Review the lowercase letter 'u' and the word "up"

Weekly Verse

Psalm 136:1

Give thanks to the Lord, for he is good.

Directions

- Review the lowercase letter 'u' formation starting on treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 68

Extended Teaching

Challenge your students to practice their letter sounds. How many words can they make that have the 'u' vowel sound?

Teaching Resources

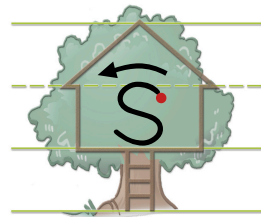
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 69

Lesson Focus

Introduce the lowercase letter 's'



Path of movement:
over, around, back around

Weekly Verse

Psalm 136:1

Give thanks to the Lord, for he is good.

Letter Sounds

[s] as in snail

Directions

- Introduce the letter formation for the lowercase 's' on the whiteboards before completing worktext pg. 69.
- Students should complete the letter formations and then color the snail.
- Ask students to circle their best work.

Extended Teaching

Practice s formations using the sand tray (available in the Deluxe and Ultimate Handwriting Resource Kits), yarn, or silly string.

Teaching Resources

Add extra practice of fine motor skills with lacing cards (available in the Handwriting Kits).

Day 4

Student Worktext pg. 70

Lesson Focus

Review the lowercase letter 's' and the word "is"

Weekly Verse

Psalm 136:1

Give thanks to the Lord, for he is good.

Directions

- Review lowercase letter 's' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 70.

Extended Teaching

Take a class picture and challenge your students to write a sentence using the word "us."

Literature Connection

See the "Literature Connection" page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 71-72

Lesson Focus

Review the lowercase letters ‘u’ and ‘s’ and the word “is”

Weekly Verse

Psalm 136:1

Give thanks to the Lord, for he is good.

Path of Movement

u : down, curve up, down

s : over around, back around

Letter Sounds

[u] as in umbrellabird, [ū] as in rule, and [ū] as in use

[s] as in snail

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 71. Students will be asked to fill in the missing “he is good” in Psalm 136:1.
- Students can color the border design.
- Pg. 72 is an optional review. This worktext page can assess letters ‘u’ and ‘s’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Introduce the idea of thankfulness to your students. Challenge your students to think of all the things they are thankful for, big and small. Write a classroom letter to someone they are thankful for.

Teaching Resources

Review Psalm 136:1 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

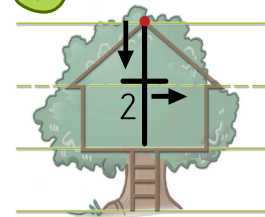
Lesson 10

Day 1

Student Worktext pg. 73

Lesson Focus

Introduce the lowercase letter ‘t’



Path of movement:

down, jump middle, cross

Weekly Verse

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Letter Sounds

[t] as in turtle

Directions

- Introduce Hebrews 13:8.
- Introduce the lowercase ‘t’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 73. Students are instructed to work through the formations and color the turtle.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 74

Lesson Focus

Review the lowercase letter ‘t’ and the word “the”

Weekly Verse

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Directions

- Review lowercase letter ‘t’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 74.
- Ask students to circle their best work.

Extended Teaching

Weather permitting, go outside and practice letter formations on the sidewalk with chalk.

Teaching Resources

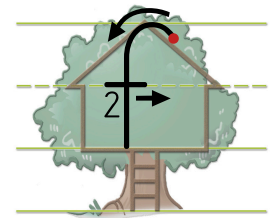
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 75

Lesson Focus

Introduce the lowercase letter ‘f’



Path of movement:

over, down, jump middle, cross

Weekly Verse

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Letter Sounds

[f] as in frog

Directions

- Introduce the letter formation for the lowercase ‘f’ on the whiteboards before completing worktext pg. 75. Students should be instructed to complete the letter formations and then color the frog.
- Ask students to circle their best work.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 76

Lesson Focus

Review the lowercase letter ‘f’ and the word “for”

Weekly Verse

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Directions

- Review the lowercase letter ‘f’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 76.
- Ask students to circle their best work.

Extended Teaching

Write this list of words on the whiteboard. Work as a class to put them in alphabetical order. List: **do, good, all, he, help, and, all, be, am, end, on, as, and wax.**

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 77-78

Lesson Focus

Review the lowercase letters: e, i, j, u, s, t, f
Review the words “the” and “and”

Weekly Verse

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Review Path of Movement:

e: across, over, around, open

i: down, dot

j: down, curve left, dot

u: down, curve up, down

s: over, around, back around

t: down, jump middle, cross

f: over, down, jump middle, cross

Letter Sounds

[e] as in elephant and [ē] as in eat

[i] as in iguana and [ī] as in ice

[j] as in jaguar

[u] as in umbrellabird, [ü] as in rule, and [ū] as in use

[s] as in snail

[t] as in turtle

[f] as in frog

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 77. Students will be asked to fill in the words “**the**” and “**and**” to complete Hebrews 13:8.
- Students can color the border design.
- Pg. 78 is an optional review. This worktext page can assess letters **e, i, j, u, s, t** and **f**, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Use the review letters to build as many words as you can on the white boards.

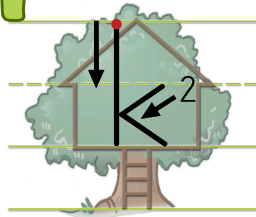
Lesson 11

Day 1

Student Worktext pg. 79

Lesson Focus

Introduce the lowercase letter 'k'



Path of movement:
down, jump middle,
slant in, slant out

Weekly Verse

Psalm 17:8

Hide me in the shadow of your wings as you hover over me.

Letter Sounds

[k] as in kangaroo

Directions

- Introduce Psalm 17:8.
- Introduce the lowercase 'k' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 79. Students should be instructed to complete the formations and color the kangaroo.
- Ask students to circle their best work.

Teaching Resources

Add additional tactile reinforcement by filling a wooden tray with sand, lentils, or quinoa, and writing the letters of the alphabet. (Wooden tray with stylus is available in the Deluxe and Ultimate Handwriting Resource Kits).

Day 2

Student Worktext pg. 80

Lesson Focus

Review the lowercase letter 'k' and the word "kid"

Weekly Verse

Psalm 17:8

Hide me in the shadow of your wings as you hover over me.

Directions

- Review the lowercase letter 'k' formation starting on treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 80.
- Ask students to circle their best work.

Extended Teaching

Challenge your students to think of as many words that rhyme with "kid." Can they write them on their whiteboards?

Teaching Resources

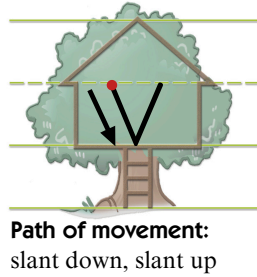
Focus on additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 81

Lesson Focus

Introduce the lowercase letter ‘v’



Weekly Verse

Psalm 17:8

Hide me in the shadow of your wings as you hover over me.

Letter Sounds

[v] as in vulture

Directions

- Introduce the letter formation for the lowercase ‘v’ on the whiteboards before completing worktext pg. 81. Students should be instructed to complete the formations and then color the vulture.
- Ask students to circle their best work.

Extended Teaching

Break out the Play-Doh® and have students build as many letters as they can. Can they make their name?

Teaching Resources

Help your students learn to learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 4

Student Worktext pg. 82

Lesson Focus

Review the lowercase letter ‘v’ and the word “have”

Weekly Verse

Psalm 17:8

Hide me in the shadow of your wings as you hover over me.

Directions

- Review lowercase letter ‘v’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 82.
- Ask students to circle their best work.

Extended Teaching

Help students make a word list of as many words as they can think of that start with the ‘v’ sound.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 83-84

Lesson Focus

Review the lowercase letters ‘k’ and ‘v’
Review the words “me,” “the,” and “as”

Weekly Verse

Psalm 17:8
Hide me in the shadow of your wings as you
hover over me.

Review Path of Movement:

k: down, jump middle, slant in, slant out
v: slant down, slant up

Letter Sounds

[k] as in kangaroo
[v] as in vulture

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 83. Students will be asked to fill in the “me,” “the” and “as” to complete Psalm 17:8.
- Students can color the border design.
- Pg. 84 is an optional review. This worktext page can assess letters ‘k’ and ‘v’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Build a wing with construction paper and craft feathers. Use as a reminder that we are always under God’s wing where He keeps us safe and secure.

Teaching Resources

Review Psalm 17:8 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

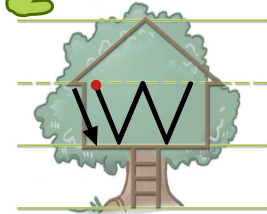
Lesson 12

Day 1

Student Worktext pg. 85

Lesson Focus

Introduce the lowercase letter ‘w’



Path of movement:
slant down, slant up,
slant down, slant up

Weekly Verse

Psalm 97:5
The mountains melt like wax before the Lord of
all the earth.

Letter Sounds

[w] as in walrus

Directions

- Introduce Psalm 97:5.
- Introduce the lowercase ‘w’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 85. Students should be instructed to complete the formations, then color the walrus.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 86

Lesson Focus

Review the lowercase letter ‘w’ and the word “was”

Weekly Verse

Psalm 97:5

The mountains melt like wax before the Lord of all the earth.

Directions

- Review lowercase letter ‘w’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 86.

Extended Teaching

Go outside and water paint on the sidewalk. Make w’s along with all the other letters that they have learned so far.

Teaching Resources

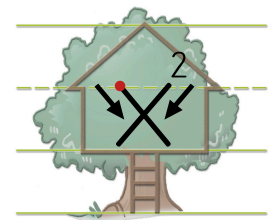
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 87

Lesson Focus

Introduce the lowercase letter ‘x’



Path of movement:

Slant down, jump middle, slant down

Weekly Verse

Psalm 97:5

The mountains melt like wax before the Lord of all the earth.

Letter Sounds

[ks] as in fox

Directions

- Introduce the letter formation for the lowercase ‘x’ on the whiteboards before completing worktext pg. 87. Students should be instructed to complete the letter formations and then color the fox.
- Ask students to circle their best work.

Extended Teaching

Practice formations by repeatedly cloud writing the letter ‘x’ on desks with shaving cream.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 88

Lesson Focus

Review the lowercase letter ‘x’ and the word “fox”

Weekly Verse

Psalm 97:5

The mountains melt like wax before the Lord of all the earth.

Directions

- Review lowercase letter ‘x’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 88.
- Ask students to circle their best work.

Extended Teaching

X marks the spot! Help your students make a treasure map. Mark their treasure with an ‘x’.

Teaching Resources

Additional practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 89-90

Lesson Focus

Review the lowercase letters ‘w’ and ‘x’ and the words “wax,” “the,” and “all”

Weekly Verse

Psalm 97:5

The mountains melt like wax before the Lord of all the earth.

Letter Sounds

[w] as in walrus

[ks] as in fox

Review Path of Movement:

w: slant down, slant up, slant down, slant up

x: slant down, jump middle, slant down

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 89. Students will be asked to fill in the words “wax,” “the,” and “all” to complete Psalm 97:5.
- Students can color the border design.
- Pg. 90 is an optional review. This worktext page can assess letters ‘w’ and ‘x’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Help students display their Bible verses in the hall or around the classroom. Discuss the importance of sharing God’s word with those around us.

Teaching Resources

Review Psalm 97:5 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

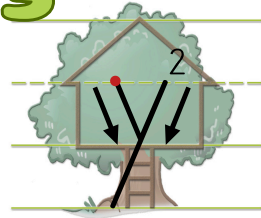
Lesson 13

Day 1

Student Worktext pg. 91

Lesson Focus

Introduce the lowercase letter 'y'



Path of movement:
slant down, jump middle,
slant down

Weekly Verse

Numbers 6:24

May the Lord bless and protect you.

Letter Sounds

[y] as in yak

Directions

- Introduce Numbers 6:24.
- Introduce the lowercase 'y' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 91 and color the yak.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 92

Lesson Focus

Review the lowercase letter 'y' and the word "you"

Weekly Verse

Numbers 6:24

May the Lord bless and protect you.

Directions

- Review the lowercase letter 'y' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 92.

Extended Teaching

Add to your word lists. How many words can your students think of that start with the 'y' sound?

Teaching Resources

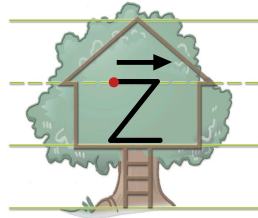
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the "Downloads" page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 93

Lesson Focus

Introduce the lowercase letter 'z'



Path of movement:
across, slant down, across

Weekly Verse

Numbers 6:24

May the Lord bless and protect you.

Letter Sounds

[z] as in zebra

Directions

- Introduce the letter formation for the lowercase 'z' on the whiteboards before completing worktext pg. 93. Students should be instructed to complete the letter formations and then color the zebra.
- Ask students to circle their best work.

Extended Teaching

Draw a picture of the zoo. Ask students to include their favorite zoo animals.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 94

Lesson Focus

Review the lowercase letter 'z' and the word "zoo"

Weekly Verse

Numbers 6:24

May the Lord bless and protect you.

Directions

- Review the lowercase letter 'z' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 94.
- Ask students to circle their best work.

Extended Teaching

Your students completed all the lowercase letters. Challenge them to write them in order on a lined piece of paper or a reproducible Border Sheet from the end of this guide. Focus on formation and spacing between letters.

Literature Connection

See the "Literature Connection" page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 95-96

Lesson Focus

Review the lowercase letters: k, v, w, x, y, z
Review the words “the,” “and,” and “you”

Weekly Verse

Numbers 6:24

May the Lord bless and protect you.

Review Path of Movement:

k: down, jump middle, slant in, and slant out

v: slant down, slant up

w: slant down, slant up, slant down, slant up

x: slant down, jump up, slant down

y: slant down, jump up, slant down

z: across, slant down, across

Letter Sounds

[k] as in kangaroo

[v] as in vulture

[w] as in walrus

[ks] as in fox

[y] as in yak

[z] as in zebra

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 95. Students will be asked to fill in the missing “the,” “and,” and “you” in Numbers 6: 24.
- Students can color the border design.
- Pg. 96 is an optional review. This worktext page can assess letters k, v, w, x, y and z, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Talk about alphabetical order. Have each student write their name on the whiteboards.

Work as a team to put the names in alphabetical order.

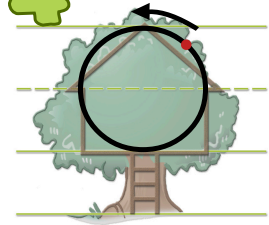
Lesson 14

Day 1

Student Worktext pg. 97

Lesson Focus

Introduce the uppercase letter ‘O’



Path of movement:
over, around, and close

Weekly Verse

Matthew 19:14

But Jesus said, “Let the little children come to me.”

Letter Sounds

[o] as in octopus, [ō] as in oat, [ü] as in food

Directions

- Introduce Matthew 19:14.
- Introduce the uppercase ‘O’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 97 and color the owl.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 98

Lesson Focus

Review the uppercase letter ‘O’ and the word “one”

Weekly Verse

Matthew 19:14

But Jesus said, “Let the little children come to me.”

Directions

- Review the uppercase letter ‘O’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 98.
- Ask students to circle their best work.

Extended Teaching

Draw a picture of any animal and help students label their pictures. Example: “one dog”

Teaching Resources

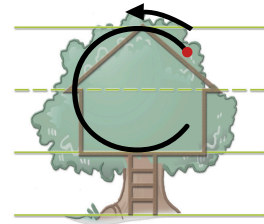
Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg.99

Lesson Focus

Introduce the uppercase letter ‘C’



Path of movement:
over, around, open

Weekly Verse

Matthew 19:14

But Jesus said, “Let the little children come to me.”

Letter Sounds

[k] as in cat, [s] as in cent

Directions

- Introduce the letter formation for the uppercase ‘C’ on the whiteboards before completing worktext pg. 99. Students should be instructed to complete the letter formations and then color the clouds.
- Ask students to circle their best work.

Extended Teaching

Cloud write uppercase C’s in shaving cream, or paint it on with brushes.

Teaching Resources

Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 4

Student Worktext pg. 100

Lesson Focus

Review the uppercase letter ‘C’ and the word “Come”

Weekly Verse

Matthew 19:14

But Jesus said, “Let the little children come to me.”

Directions

- Review the uppercase letter ‘C’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 100.
- Ask students to circle their best work.

Extended Teaching

Challenge students to write as many words as they can on the whiteboards that start with the ‘C’ sound.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 101-102

Lesson Focus

Review uppercase letters ‘O’ and ‘C’

Review the words: the, come, to, and me

Weekly Verse

Matthew 19:14

But Jesus said, “Let the little children come to me.”

Review Path of Movement:

- : over, around, close
- ⊂: over, around, open

Letter Sounds

[o] as in octopus, [ō] as in oat, [ü] as in food
[c] as in cat

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg.100. Students will be asked to fill in the words “the” and the phrase “come to me” to complete Matthew 19:14.
- Students can color the border design.
- Pg. 102 is an optional review. This worktext page can assess letters ‘O’ & ‘C’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Have students share this week’s Bible verse with others. They could address letters and deliver the “mail” to a neighbor or friend, or to another classroom in school.

Teaching Resources

Review Matthew 19:14 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

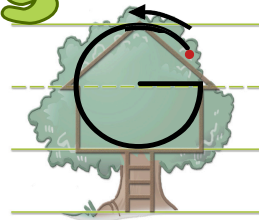
Lesson 15

Day 1

Student Worktext pg. 103

Lesson Focus

Introduce the uppercase letter ‘G’



Path of movement:
over, around, open, across

Weekly Verse

Psalm 57:7

O God, my heart is quiet and confident. No wonder I can sing your praises!

Letter Sounds

[g] as in goat, [j] as in giraffe

Directions

- Introduce Psalm 57:7.
- Introduce the uppercase ‘G’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 103. Students should be instructed to complete the letter formations then color the goose.
- Ask students to circle their best work.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 2

Student Worktext pg. 104

Lesson Focus

Review the uppercase letter ‘G’ and the word “God”

Weekly Verse

Psalm 57:7

O God, my heart is quiet and confident. No wonder I can sing your praises!

Directions

- Review the uppercase letter ‘G’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 104.
- Ask students to circle their best work.

Extended Teaching

Practice uppercase G’s by writing them in glue. Cover the glue with sand, glitter, rice, or salt.

Teaching Resources

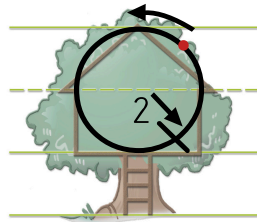
Add additional tactile reinforcement by filling a wooden tray with sand, lentils, or quinoa, and writing the letters of the alphabet. (Wooden tray with stylus is available in the Deluxe and Ultimate Handwriting Resource Kits).

Day 3

Student Worktext pg. 105

Lesson Focus

Introduce the uppercase letter ‘Q’



Path of movement:
over, around, close,
jump down, slant down

Weekly Verse

Psalm 57:7

O God, my heart is quiet and confident. No wonder I can sing your praises!

Letter Sounds

[kw] as in quail

Directions

- Introduce the letter formation for the uppercase ‘Q’ on the whiteboards before completing worktext pg. 105. Students should be instructed to complete the formations and then color the quartz.
- Ask students to circle their best work.

Extended Teaching

Bring out wax sticks (available in the Handwriting Resource Kits) and have students make the letter ‘Q’ in both uppercase and lowercase.

Day 4

Student Worktext pg. 106

Lesson Focus

Review the uppercase letter ‘Q’ and the word “quiet”

Weekly Verse

Psalm 57:7

O God, my heart is quiet and confident. No wonder I can sing your praises!

Directions

- Review uppercase letter ‘Q’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 82.
- Ask students to circle their best work.

Extended Teaching

Make a class quilt. Have students draw a self-portrait on a small piece of paper. Punch holes in the edges and “sew” them together with yarn. Display the class quilt.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 107-108

Lesson Focus

The uppercase letters “G” and “Q”

The words: God, my, quiet, and, can, your

Weekly Verse

Psalm 57:7

O God, my heart is quiet and confident. No wonder I can sing your praises!

Review Path of Movement:

G: over, around, open, across

Q: over, around, close, jump down, slant down

Letter Sounds

[g] as in goat, [j] as in giraffe

[kw] as in quail

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 107. Students will be asked to fill in the words “God,” “my,” “quiet,” “and,” “can,” and “your” to complete Psalm 57:7.
- Students can color the border design.
- Pg. 108 is an optional review. This worktext page can assess letters ‘G’ and ‘Q’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Select a worship song with your class. Practice the words and challenge your students to sing the song in chapel or during family worship time!

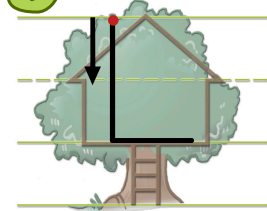
Lesson 16

Day 1

Student Worktext pg. 109

Lesson Focus

Introduce the uppercase letter ‘L’



Path of movement:
down, across

Weekly Verse

II Samuel 22:32

Our Lord alone is God; we have no other Savior.

Letter Sounds

[[l] as in lion

Directions

- Introduce II Samuel 22:32.
- Introduce the uppercase ‘L’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 109. Students should be instructed to complete the formations and then color the leaf.
- Ask students to circle their best work.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 2

Student Worktext pg. 110

Lesson Focus

Review the uppercase letter ‘L’ and the word “Lord”

Weekly Verse

II Samuel 22:32

Our Lord alone is God; we have no other Savior.

Directions

- Review uppercase ‘L’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 110.
- Ask students to circle their best work.

Extended Teaching

How many words can students think of that start with the ‘L’ sound? Have them work with a partner to come up with words and write them on the whiteboards.

Teaching Resources

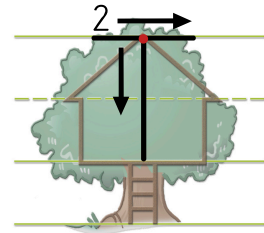
Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 111

Lesson Focus

Introduce the uppercase letter ‘T’



Path of movement:

down, jump top, across

Weekly Verse

II Samuel 22:32

Our Lord alone is God; we have no other Savior.

Letter Sounds

[t] as in turtle

Directions

- Introduce the letter formation for the uppercase ‘T’ on the whiteboards before completing worktext pg. 111. Students should be instructed to complete the letter formations and then color the tree.
- Ask students to circle their best work.

Extended Teaching

Practice the ‘T’ formation with wooden blocks or popsicle sticks.

Teaching Resources

Add additional tactile reinforcement by filling a wooden tray with sand, lentils, or quinoa, and writing the letters of the alphabet. (Wooden tray with stylus is available in the Deluxe and Ultimate Handwriting Resource Kits).

Day 4

Student Worktext pg. 112

Lesson Focus

Review the uppercase letter ‘T’ and the words “This” and “To”

Weekly Verse

II Samuel 22:32

Our Lord alone is God; we have no other Savior.

Directions

- Review uppercase letter ‘T’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 112.
- Ask students to circle their best work.

Extended Teaching

Start by writing the word “to” on the whiteboards. Ask students to add ending consonants to build new words. Example: **to + p = top**. Challenge students to then change the vowels. Example: **top → tip**.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 113-114

Lesson Focus

The uppercase letters ‘L’ and ‘T’
The words “Lord,” “is,” and “no”

Weekly Verse

II Samuel 22:32

Our Lord alone is God; we have no other Savior.

Review Path of Movement:

- : over, around, close
- : over, around, open
- ⊖ : over, around, open, across
- ⊙ : over, around, close, jump down, slant down
- ⊥ : down, across
- ⊥ : down, jump top, across

Letter Sounds

- [o] as in octopus, [ō] as in oat, [ü] as in food
- [k] as in cat, [s] as in cent
- [g] as in goat, [j] as in giraffe
- [kw] as in quail
- [l] as in lion
- [t] as in turtle

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 113. Students will be asked to fill in the missing words “Lord,” “is,” and “no” to complete II Samuel 22:32.
- Students can color the border design.
- Pg. 114 is an optional review. This worktext page can assess the letters (O, C, G, Q, L, and T), be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Have students work in pairs to write the following words alphabetically: **me, the, as, hover, me, wax, all, come, to, God, my, can, and your**.

Lesson 17

Day 1

Student Worktext pg. 115

Lesson Focus

Introduce the uppercase letter 'E'

Weekly Verse

Psalm 24:1

The Earth belongs to God! Everything in all the world is his!

Letter Sounds

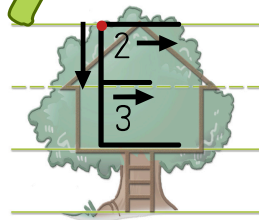
[e] as in elephant and [ē] as in eat

Directions

- Introduce Psalm 24:1.
- Introduce the uppercase 'E' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 115 and color the eagle.
- Ask students to circle their best work.

Teaching Resources

Help your students learn to learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)



Path of movement:
down, across, jump top,
across, jump middle, across

Day 2

Student Worktext pg. 116

Lesson Focus

Review the uppercase letter 'E' and the word "Earth"

Weekly Verse

Psalm 24:1

The Earth belongs to God! Everything in all the world is his!

Directions

- Review the uppercase letter 'E' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 116.
- Ask students to circle their best work.

Extended Teaching

Practice the short 'e' sound on the whiteboards. Make as many CVC (consonant-vowel-consonant) words with 'e' as possible

Teaching Resources

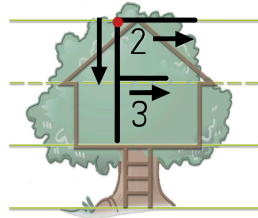
Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 117

Lesson Focus

Introduce the uppercase letter ‘F’



Path of movement:
down, jump top, across,
jump middle, across

Weekly Verse

Psalm 24:1

The Earth belongs to God! Everything in all the world is his!

Letter Sounds

[f] as in frog

Directions

- Introduce the letter formation for the uppercase ‘F’ on the whiteboards before completing worktext pg. 117. Students should be instructed to complete the formations and then color the fish.
- Ask students to circle their best work.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 4

Student Worktext pg. 118

Lesson Focus

Review the uppercase letter ‘F’ and the word “From”

Weekly Verse

Psalm 24:1

The Earth belongs to God! Everything in all the world is his!

Directions

- Review uppercase letter ‘F’ formation starting on treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 118.
- Ask students to circle their best work.

Extended Teaching

Practice sounding out words. On the whiteboard, write CVC (consonant-vowel-consonant) words that start with the letter ‘F’. Read a word aloud, and have students take turns locating the word on the board and swatting it with a fly swatter.

Teaching Resources

Add additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 119-120

Lesson Focus

The uppercase letters 'E' and 'F'

The words: the, Earth, all, his

Weekly Verse

Psalm 24:1

The Earth belongs to God! Everything in all the world is his!

Review Path of Movement:

E : down, across, jump top, across, jump middle, across

F : down, jump top, across, jump middle across

Letter Sounds

[e] as in elephant and [ē] as in eat

[f] as in frog

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 119. Students will be asked to fill in the missing words "The," "Earth," "all," and "his" to complete Psalm 24:1.
- Students can color the border design.
- Pg. 120 is an optional review. This worktext page can assess letters 'E' and 'F', be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Review lowercase letters by playing Go Fish. Create letter cards for uppercase and lowercase letters, then have students match them by playing Go Fish. Challenge students to identify the letters by their sound rather than their letter name.

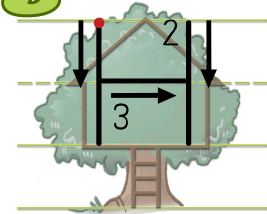
Lesson 18

Day 1

Student Worktext pg. 121

Lesson Focus

Introduce the uppercase letter 'H'



Path of movement:

down, jump top, down, jump middle, across

Weekly Verse

Genesis 9:13

I have placed my rainbow in the clouds as a sign of my promise.

Letter Sounds

[h] as in hippo

Directions

- Introduce Genesis 9:13.
- Introduce the uppercase 'H' on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 121 and color the horse.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 122

Lesson Focus

Review the uppercase letter ‘H’ and the word “Has”

Weekly Verse

Genesis 9:13

I have placed my rainbow in the clouds as a sign of my promise.

Directions

- Review the uppercase letter ‘H’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 122.
- Ask students to circle their best work.

Extended Teaching

Cloud write the uppercase ‘H’ with shaving cream on the desks. Then, review letters introduced in previous weeks.

Teaching Resources

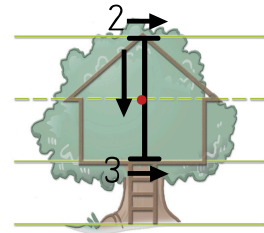
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 123

Lesson Focus

Introduce the uppercase letter ‘I’



Path of movement:
down, jump top, across,
jump bottom, across

Weekly Verse

Genesis 9:13

I have placed my rainbow in the clouds as a sign of my promise.

Letter Sounds

[i] as in iguana and [I] as in ice

Directions

- Introduce the letter formation for the uppercase ‘I’ on the whiteboards before completing worktext pg. 123. Students should be instructed to complete the formations and then create a self-portrait.
- Ask students to circle their best work.

Extended Teaching

Practice the ‘I’ formation with Play-Doh® or wax sticks.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 124

Lesson Focus

Review the uppercase letter ‘I’ and the sentence “It is good.”

Weekly Verse

Genesis 9:13

I have placed my rainbow in the clouds as a sign of my promise.

Directions

- Review uppercase letter I formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 124.
- Ask students to circle their best work.

Extended Teaching

Help students use the capital letter I to write simple sentences: “I like...,” “I can...,” “I am...,” etc. Have students draw a picture that matches their sentence and display it in the classroom.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 125-126

Lesson Focus

The uppercase letters ‘H’ and ‘I’

The words: I, have, the, of, my

Weekly Verse

Genesis 9:13

I have placed my rainbow in the clouds as a sign of my promise.

Review Path of Movement:

H : down, jump top, down, jump middle, across

I : down, top across, bottom across

Letter Sounds

[h] as in hippo

[i] as in iguana and [I] as in ice

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 125. Students will be asked to fill in the missing words “I,” “have,” “the,” “of,” and “my” to complete Genesis 9:13.
- Students can color the border design.
- Pg. 126 is an optional review. This worktext page can assess letters ‘H’ and ‘I’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

This week’s verse tells us that the rainbow is a sign of God’s promise to us. Make rainbows with paint, tissue paper, construction paper, or sand painting. Display these in the classroom to remind students of God’s promise.

Teaching Resources

Review Genesis 9:13 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

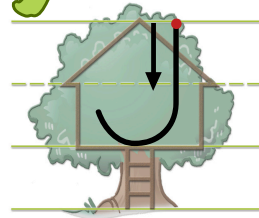
Lesson 19

Day 1

Student Worktext pg. 127

Lesson Focus

Introduce the uppercase letter ‘J’



Path of movement:
down, curve left

Weekly Verse

Philippians 2:10

At the name of Jesus every knee shall bow in heaven and on earth and under the earth.

Letter Sounds

[j] as in jaguar

Directions

- Introduce Philippians 2:10.
- Introduce the uppercase ‘J’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 127. Students should be instructed to complete the formations and then color the jellyfish.
- Ask students to circle their best work.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 128

Lesson Focus

Review the uppercase letter ‘J’ and the name “Jesus”

Weekly Verse

Philippians 2:10

At the name of Jesus every knee shall bow in heaven and on earth and under the earth.

Directions

- Review the uppercase letter ‘J’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 128.
- Ask students to circle their best work.

Extended Teaching

Get students moving! Read a story and have them jump as high as possible whenever they hear the ‘j’ sound.

Teaching Resources

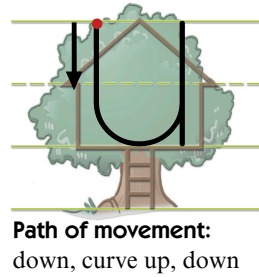
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 129

Lesson Focus

Introduce the uppercase letter ‘U’



Weekly Verse

Philippians 2:10

At the name of Jesus every knee shall bow in heaven and on earth and under the earth.

Letter Sounds

[[u] as in umbrellabird, [ü] as in rule, and [ū] as in use

Directions

- Introduce the letter formation for the uppercase ‘U’ on the whiteboards before completing worktext pg. 129. Students should be directed to complete the formations and then color the planets.
- Ask students to circle their best work.

Extended Teaching

Have students list out as many ‘u’ words as they can think of. Add the most used words on your word wall.

Teaching Resources

Add extra practice of fine motor skills with lacing cards (available in the Handwriting Kits).

Day 4

Student Worktext pg. 130

Lesson Focus

Review the uppercase letter ‘U’ and the word “Under”

Weekly Verse

Philippians 2:10

At the name of Jesus every knee shall bow in heaven and on earth and under the earth.

Directions

- Review uppercase letter ‘U’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 130.
- Ask students to circle their best work.

Extended Teaching

Cloud write words that have the short ‘U’ sound on desks with shaving cream.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 131-132

Lesson Focus

Review the uppercase letters ‘J’ and ‘U’ and the words “the,” “Jesus,” “and,” and “under.”

Weekly Verse

Philippians 2:10

At the name of Jesus every knee shall bow in heaven and on earth and under the earth.

Review Path of Movement

J: down, curve left

U: down, curve up, down

Letter Sounds

[j] as in jaguar

[u] as in umbrellabird, [ü] as in rule, and [ū] as in use

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 131. Students will be asked to fill in the missing words “the,” “Jesus,” “and,” and “under” to complete Philippians 2:10.
- Pg. 132 is an optional review. This worktext page can assess letters ‘J’ and ‘U’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Write the prompt on the board: “Jesus is...” Ask students to complete the sentence and draw a picture to go with it. Have students share their sentences with the class.

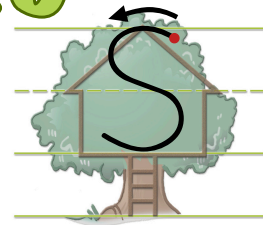
Teaching Resources

Review Philippians 2:10 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 20

Day 1

Student Worktext pg. 133



Lesson Focus

Introduce the uppercase letter ‘S’

Path of movement:

over, around, back around

Weekly Verse

Luke 2:52

So Jesus grew both tall and wise, and was loved by God and man.

Letter Sounds

[s] as in snail

Directions

- Introduce Luke 2:52.
- Introduce the uppercase ‘S’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 133. Students should be instructed to complete the formations and then color the sun and sky.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 134

Lesson Focus

Review the uppercase letter 'S' and the word "See"

Weekly Verse

Luke 2:52

So Jesus grew both tall and wise, and was loved by God and man.

Directions

- Review the uppercase letter 'S' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 134.
- Ask students to circle their best work.

Extended Teaching

Pull out the Play-Doh® and have students build the letter 'S'.

Teaching Resources

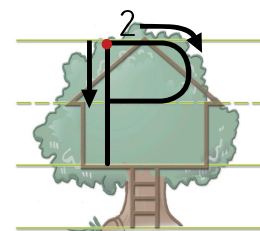
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are available in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 135

Lesson Focus

Introduce the uppercase letter 'P'



Path of movement:
down, jump top, around

Weekly Verse

Luke 2:52

So Jesus grew both tall and wise, and was loved by God and man.

Letter Sounds

[p] as in penguin

Directions

- Introduce the letter formation for the uppercase 'P' on the whiteboards before completing worktext pg. 135. Students should be instructed to complete the formations and then color the pumpkins.
- Ask students to circle their best work.

Extended Teaching

Practice P's by finger-writing them in the sand trays. (Wooden trays with a stylus are available in the Deluxe and Ultimate Handwriting Resource Kits.)

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 136

Lesson Focus

Review the uppercase letter ‘P’ and the word “put”

Weekly Verse

Luke 2:52

So Jesus grew both tall and wise, and was loved by God and man.

Directions

- Review uppercase letter ‘P’ formation starting on treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 136.
- Ask students to circle their best work.

Extended Teaching

Work with words on the whiteboards. Start with the word “pop.” Manipulate pop by changing the beginning, middle, or ending sound to build new words.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 137-138

Lesson Focus

Review the uppercase letters: E, F, H, I, J, U, S
The word “so” and “and”

Weekly Verse

Luke 2:52

So Jesus grew both tall and wise, and was loved by God and man.

Review Path of Movement:

E : down, across, jump top, across, jump middle, across

F : down, jump top, across, jump middle across

H : down, jump top down, across

I : down, jump top, across, jump bottom, across

J : down, curve left

U : down, curve up, down

S : over, curve down, curve up

Letter Sounds

[e] as in elephant and [ē] as in eat

[f] as in frog

[h] as in hippo

[i] as in iguana and [ī] as in ice

[j] as in jaguar

[u] as in umbrellabird, [ü] as in rule, and [ū] as in use

[s] as in snail

Directions

- Have students complete worktext pg. 137. Students will be asked to fill in the missing words “So” and “and” to complete Luke 2:52.
- Pg. 138 is an optional review. This worktext page can assess the letters (E, F, H, I, J, U & S), be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Have a classroom discussion on how the students have grown and changed so far this school year.

Lesson 21

Day 1

Student Worktext pg. 139

Lesson Focus

Introduce the uppercase letter 'B'

Weekly Verse

Job 19:25

But as for me, I know that my Redeemer lives.

Letter Sounds

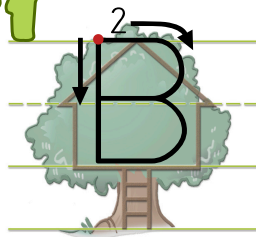
[b] as in bear

Directions

- Introduce Job 19:25.
- Introduce the uppercase B on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 139 and color the butterfly.
- Ask students to circle their best work.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the "Downloads" page for a monthly Border Sheet, coloring page with scripture verse, and more!



Path of movement:
down, jump top, around,
around

Day 2

Student Worktext pg. 140

Lesson Focus

Review the uppercase letter 'B' and the word "be"

Weekly Verse

Job 19:25

But as for me, I know that my Redeemer lives.

Directions

- Review the uppercase letter 'B' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 140.
- Ask students to circle their best work.

Extended Teaching

Build words on the whiteboards. Start with "Big" and have students build new words by changing the beginning, middle, or ending sounds.

Teaching Resources

Focus on additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 141

Lesson Focus

Introduce the uppercase letter ‘R’

Weekly Verse

Job 19:25

But as for me, I know that my Redeemer lives.

Letter Sounds

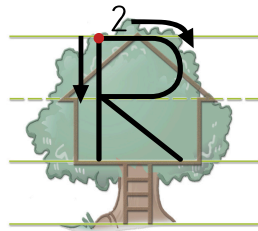
[r] as in rabbit

Directions

- Introduce the letter formation for the uppercase ‘R’ on the whiteboards before completing worktext pg. 141. Students should be directed to complete the formations and then color the rainbow.
- Ask students to circle their best work.

Teaching Resources

Help your students learn to learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)



Path of movement:
down, jump top, around,
slant down

Day 4

Student Worktext pg. 142

Lesson Focus

Review the uppercase letter ‘R’ and the word “Red”

Weekly Verse

Job 19:25

But as for me, I know that my Redeemer lives.

Directions

- Review uppercase letter ‘R’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 142.
- Ask students to circle their best work.

Extended Teaching

Practice more color words. Give students index cards to write out each of the color words. After they make their cards, have them quiz each other.

Teaching Resources

Additional practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 143-144

Lesson Focus

The uppercase letters ‘B’ and ‘R’

The words “but,” “as,” “for,” “me,” “my”

Weekly Verse

Job 19:25

But as for me, I know that my Redeemer lives.

Review Path of Movement:

B: down, jump top, around, and around

R: down, jump top, around, slant down

Letter Sounds

[[b] as in bear

[r] as in rabbit

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 143. Students will be asked to fill in the missing words “**But**,” “**as**,” “**for**,” “**me**” and “**my**” to complete Job 19:25.
- Students can color the border design.
- Pg. 144 is an optional review. This worktext page can assess letters ‘B’ and ‘R’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Encourage your students to share Job 19:25 with their families at home. Mount the verse on a piece of construction paper and laminate. Students can take it home and use it as a placemat.

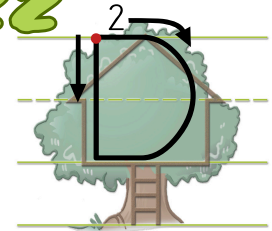
Lesson 22

Day 1

Student Worktext pg. 145

Lesson Focus

Introduce the uppercase letter ‘D’



Path of movement:
down, jump top, around

Weekly Verse

Matthew 7:1

“Don’t criticize, and then you won’t be criticized.”

Letter Sounds

[d] as in dog

Directions

- Introduce Genesis 9:13.
- Introduce the uppercase ‘D’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete the letter formations on pg. 145 and then color the dolphin.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 146

Lesson Focus

Review the uppercase letter ‘D’ and the word “Do.”

Weekly Verse

Matthew 7:1

“Don’t criticize, and then you won’t be criticized.”

Directions

- Review the uppercase letter ‘D’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 146.
- Ask students to circle their best work.

Extended Teaching

Have students write out what they like to do after school, beginning with the prompt: “I like to...” Have students share with their classmates.

Teaching Resources

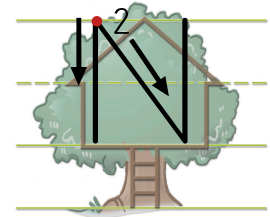
Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 3

Student Worktext pg. 147

Lesson Focus

Introduce the uppercase letter ‘N’



Path of movement:
down, jump top,
slant down, up

Weekly Verse

Matthew 7:1

“Don’t criticize, and then you won’t be criticized.”

Letter Sounds

[n] as in newt

Directions

- Introduce the letter formation for the uppercase ‘N’ on the whiteboards before completing worktext pg. 147. Students should be directed to complete the letter formations and then color the nest.
- Ask students to circle their best work.

Extended Teaching

Have students make the capital letter ‘N’ out of Play-Doh®.

Teaching Resources

Play-Doh® and wax sticks (available in the Handwriting Resource Kits) provide additional tactile reinforcement when building letters.

Day 4

Student Worktext pg. 148

Lesson Focus

Review the uppercase letter ‘N’ and the word “No”

Weekly Verse

Matthew 7:1

“Don’t criticize, and then you won’t be criticized.”

Directions

- Review the uppercase letter ‘N’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 148.
- Ask students to circle their best work.

Extended Teaching

Build CVC (consonant-vowel-consonant) words whiteboards. Start with the word “Not” and have students change the beginning, middle, and ending sounds to build new words. For example, **not** → **nut** → **nit** → **bit** → **fit**.

Teaching Resources

Additional practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 149-150

Lesson Focus

The uppercase letters ‘D’ and ‘N’
The words “Don’t,” “and,” “you,” “be”

Weekly Verse

Matthew 7:1

“Don’t criticize, and then you won’t be criticized.”

Letter Sounds

[d] as in dog

[n] as in newt

Review Path of Movement:

D: down, jump top, around

N: down, jump top, slant down, up

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 149. Students will be asked to fill in the missing words “Don’t,” “and,” “you,” and “be” to complete Matthew 7:1.
- Students can color the border design.
- Pg. 150 is an optional review. This worktext page can assess letters ‘D’ and ‘N’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Have students review letter sounds by playing memory match with the letters learned so far. Cut index cards in half. One half has the uppercase letter and the other has the lowercase. Have students shuffle them up and flip them over and play memory match in pairs.

Teaching Resources

Review Matthew 7:1 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 23

Day 1

Student Worktext pg. 151

Lesson Focus

Introduce the uppercase letter ‘M’

Weekly Verse

I John 3:23

We must believe on the name of his Son Jesus Christ and love one another.

Letter Sounds

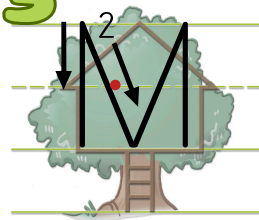
[[m] as in mouse

Directions

- Introduce I John 3: 23.
- Introduce the uppercase ‘M’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 151 and then color the monkey.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).



Path of movement:
down, jump top, slant
down, slant up, down

Day 2

Student Worktext pg. 152

Lesson Focus

Review the uppercase letter ‘M’ and the word “My”

Weekly Verse

I John 3:23

We must believe on the name of his Son Jesus Christ and love one another.

Directions

- Review the uppercase letter ‘M’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 152.
- Ask students to circle their best work.

Extended Teaching

Have students journal about their families. Begin with the prompt: “**My family...**”. Allow students time to share with their classmates.

Teaching Resources

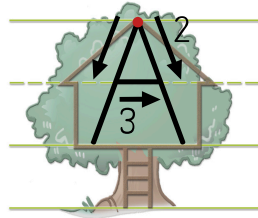
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 153

Lesson Focus

Introduce the uppercase letter 'A'



Path of movement:
slant down, jump top, slant down, jump middle, across

Weekly Verse

I John 3:23

We must believe on the name of his Son Jesus Christ and love one another.

Letter Sounds

[a] as in alligator, [ā] as in ape, [ä] as in far

Directions

- Introduce the uppercase 'A' on the whiteboards utilizing the path of movement.
- Complete the letter formations on worktext pg. 153 and then color the apple.
- Ask students to circle their best work.

Extended Teaching

Continue practicing 'A' formations by cloud writing on the desks with shaving cream.

Teaching Resources

Provide additional fine motor skills practice with lacing cards (available in the Handwriting Resource Kits).

Day 4

Student Worktext pg. 154

Lesson Focus

Review the uppercase letter 'A' and the word "are"

Weekly Verse

I John 3:23

We must believe on the name of his Son Jesus Christ and love one another.

Directions

- Review uppercase letter 'A' formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 154.
- Ask students to circle their best work.

Extended Teaching

Practice rhyming words. Have students list out all the words they can think of that rhyme with "are." Challenge them to write those words on the whiteboards.

Teaching Resources

Play-Doh® and wax sticks (available in the Handwriting Resource Kits) provide additional tactile reinforcement when building letters.

Literature Connection

See the "Literature Connection" page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 155-156

Lesson Focus

Review uppercase letters: P, B, R, D, N, M

Review words: his, Son, Jesus, and, one

Weekly Verse

I John 3:23

We must believe on the name of his Son Jesus Christ and love one another.

Review Path of Movement:

P : down, jump top, around

B : down, jump top, around, around

R : down, jump top, around, slant down

D : down, jump top, around

N : down, jump top, slant down, up

M : down, jump top, slant down, slant up, down

Letter Sounds

[p] as in penguin

[b] as in bear

[r] as in rabbit

[d] as in dog

[n] as in newt

[m] as in mouse

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 155. Students will be asked to fill in the missing words “his,” “Son,” “Jesus,” “and,” and “one” to complete I John 3:23.
- Pg. 156 is an optional review. This worktext page can assess letters (P, B, R, D, N, M), be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Discuss how we can do what is highlighted in I John 3:23. How can your students show love at school, home, and church?

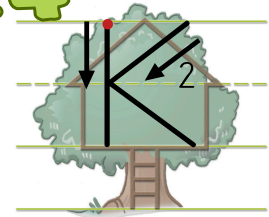
Lesson 24

Day 1

Student Worktext pg. 157

Lesson Focus

Introduce the uppercase letter ‘K’



Path of movement:

down, jump top, slant in, slant out

Weekly Verse

Psalm 34:13

Then watch your tongue! Keep your lips from lying.

Letter Sounds

[k] as in kangaroo

Directions

- Introduce Psalm 34:13.
- Introduce the uppercase ‘K’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 157 and then color the koala.
- Ask students to circle their best work.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 158

Lesson Focus

Review the uppercase letter ‘K’ and the word “Keep”

Weekly Verse

Psalm 34:13

Then watch your tongue! Keep your lips from lying.

Directions

- Review the uppercase letter ‘K’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 158.
- Ask students to circle their best work.

Extended Teaching

Review the ‘K’ formation by cloud writing with shaving cream or practicing the letter in a sand tray.

Teaching Resources

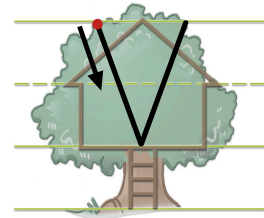
Wooden sand trays with a writing stylus are available in our exclusive Deluxe and Ultimate Handwriting Resource Kits.

Day 3

Student Worktext pg. 159

Lesson Focus

Introduce the uppercase letter ‘V’



Path of movement:
slant down, slant up

Weekly Verse

Psalm 34:13

Then watch your tongue! Keep your lips from lying.

Letter Sounds

[v] as in vulture

Directions

- Introduce the uppercase ‘V’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 159. Instruct them to complete the formations, then color the volcano.
- Ask students to circle their best work.

Extended Teaching

Go outside and practice letter formations by water painting on the sidewalk.

Teaching Resources

Help your students learn how to hold a pencil by utilizing a pencil grip when needed. Assorted pencil grips are included in the Handwriting Resource Kits.

Day 4

Student Worktext pg. 160

Lesson Focus

Review the uppercase letter ‘V’ and the word “Van”

Weekly Verse

Psalm 34:13

Then watch your tongue! Keep your lips from lying.

Directions

- Review uppercase letter ‘V’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 160.
- Ask students to circle their best work.

Extended Teaching

Write out the word “van” on the whiteboards. Have students change the beginning sound to make as many rhyming words as they can.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 5

Student Worktext pg. 161-162

Lesson Focus

The uppercase letters ‘K’ and ‘V’ and the words “Then,” “Keep,” and “from”

Weekly Verse

Psalm 34:13

Then watch your tongue! Keep your lips from lying.

Review Path of Movement:

K : down, jump top, slant in, slant out

V : slant down, slant up

Letter Sounds

[k] as in kangaroo

[v] as in vulture

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 161. Students will be asked to fill in the missing words “Then,” “Keep,” and “from” to complete Psalm 34:13.
- Pg. 162 is an optional review. This worktext page can assess ‘K’ and ‘V’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Discuss Psalm 34:13 and the importance of telling the truth. Ask them what they should do if they have lied. Write down their thoughts on an anchor chart for later reference.

Teaching Resources

Review Psalm 34:13 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 25

Day 1

Student Worktext pg. 163

Lesson Focus

Introduce the uppercase letter ‘W’

Weekly Verse

Matthew 16:26

What profit is there if you gain the whole world
—and lose eternal life?

Letter Sounds

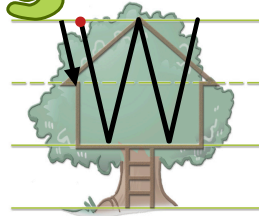
[w] as in walrus

Directions

- Introduce Matthew 16:26.
- Introduce the uppercase ‘W’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards, have students complete pg. 163 and then color the watermelon.
- Ask students to circle their best work.

Teaching Resources

Help your students learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)



Path of movement:
slant down, slant up,
slant down, slant up

Day 2

Student Worktext pg. 164

Lesson Focus

Review the uppercase letter ‘W’ and the word “What”

Weekly Verse

Matthew 16:26

What profit is there if you gain the whole world
—and lose eternal life?

Directions

- Review the uppercase letter ‘W’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 164.

Extended Teaching

Go outside and water paint words on the sidewalk. Build as many words that have the ‘w’ sound as the students can think of.

Teaching Resources

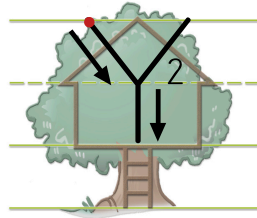
Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 165

Lesson Focus

Introduce the uppercase letter ‘Y’



Path of movement:
slant down, slant up,
jump middle, down

Weekly Verse

Matthew 16:26

What profit is there if you gain the whole world
—and lose eternal life?

Letter Sounds

[y] as in yak

Directions

- Introduce the letter formation for the uppercase ‘Y’ on the whiteboards before completing worktext pg. 165. Students should be directed to complete the letter formations and then color the yucca plant.
- Ask students to circle their best work.

Teaching Resources

Provide additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Day 4

Student Worktext pg. 166

Lesson Focus

Review the uppercase letter ‘Y’ and the word “Yellow”

Weekly Verse

Matthew 16:26

What profit is there if you gain the whole world
—and lose eternal life?

Directions

- Review uppercase letter ‘Y’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 166.
- Ask students to circle their best work.

Extended Teaching

Help your students write a letter of appreciation to someone. Begin with the prompt: “You are...”

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 167-168

Lesson Focus

The uppercase letters ‘W’ and ‘Y’

The words “What,” “you,” “the,” and “and”

Weekly Verse

Matthew 16:26

What profit is there if you gain the whole world—and lose eternal life?

Review Path of Movement:

W: slant down, slant up, slant down, slant up

Y: slant down, slant up, jump middle, down

Letter Sounds

[w] as in walrus

[y] as in yak

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 167. Students will be asked to fill in the missing words “**What**,” “**you**,” “**the**,” and “**and**” to complete Matthew 16:26.
- Students can color the border design.
- Pg. 168 is an optional review. This worktext page can assess letters ‘W’ and ‘Y’, be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Pull out the whiteboards and do more phonics work with ‘W’ and ‘Y’ words. Challenge students to write a full sentence using the word “yes.” Have them check each other for starting with a capital letter and ending with a period.

Teaching Resources

Review Matthew 16:26 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

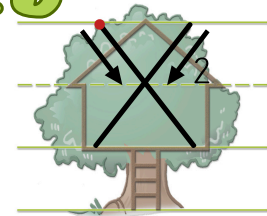
Lesson 26

Day 1

Student Worktext pg. 169

Lesson Focus

Introduce the uppercase letter ‘X’



Path of movement:
slant down, slant across

Weekly Verse

Proverbs 3:5

If you want favor with both God and man, then trust the Lord completely.

Letter Sounds

[ks] as in fox

Directions

- Introduce Proverbs 3:5.
- Introduce the uppercase ‘X’ on the whiteboards utilizing the path of movement.
- After group instruction on the whiteboards have students complete pg. 169 and color the ibex.
- Ask students to circle their best work.

Teaching Resources

Help your students learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 2

Student Worktext pg. 170

Lesson Focus

Review the uppercase letter 'X' and the word

“OX” (please note: on pg. 170, capitalization of both letters in “OX” is intentional, to allow students to practice the uppercase ‘X’)

Weekly Verse

Proverbs 3:5

If you want favor with both God and man, then trust the Lord completely.

Directions

- Review the uppercase letter ‘X’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 170.

Extended Teaching

Use Play-Doh® or wax sticks (available in the Handwriting Resource Kits) to build uppercase X’s.

Teaching Resources

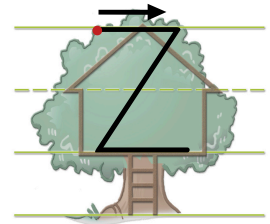
Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 3

Student Worktext pg. 171

Lesson Focus

Introduce the uppercase letter ‘Z’



Path of movement:

across, slant down, across

Weekly Verse

Proverbs 3:5

If you want favor with both God and man, then trust the Lord completely.

Letter Sounds

[z] as in zebra

Directions

- Introduce the letter formation for the uppercase ‘Z’ on the whiteboards before completing worktext pg. 171. Students should be directed to complete the letter formations and then color the zebu.
- Ask students to circle their best work.

Extended Teaching

Review the ‘Z’ formation by cloud writing with shaving cream or practicing the letter in a sand tray.

Teaching Resources

Wooden sand trays with a writing stylus are available in our exclusive Deluxe and Ultimate Handwriting Resource Kits.

Day 4

Student Worktext pg. 172

Lesson Focus

Review the uppercase letter ‘Z’ and the word “Zip”

Weekly Verse

Proverbs 3:5

If you want favor with both God and man, then trust the Lord completely.

Directions

- Review uppercase letter ‘Z’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 172.
- Ask students to circle their best work.

Extended Teaching

Have students write the word “Zip” on the whiteboards. Work as a group to change “Zip” into new words by manipulating the beginning, middle and ending sounds.

Teaching Resources

Provide additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 173-174

Lesson Focus

The uppercase letters: A, K, V, W, Y, X, Z

The words: If, God, and, then, the, Lord

Weekly Verse

Proverbs 3:5

If you want favor with both God and man, then trust the Lord completely.

Review Path of Movement:

A: slant up, slant down, jump middle, across

K: down, jump top, slant in, slant out

V: slant down, slant up

W: slant down, slant up, slant down, slant up

Y: slant down, slant up, jump middle, down

X: slant down, slant across

Z: across, slant down, across

Letter Sounds

[a] as in alligator, [ā] as in ape, [ä] as in far

[k] as in kangaroo

[v] as in vulture

[w] as in walrus

[y] as in yak

[ks] as in fox

[z] as in zebra

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 173. Students will be asked to fill in the missing words “If,” “God,” “and,” “then,” “the,” and “Lord” to complete Proverbs 3:5.
- Students can color the border design.
- Pg. 168 is an optional review. This worktext page can assess letters (A, K, V, W, Y, X, Z), be sent home as extra practice, or be saved for additional seatwork.

Extended Teaching

Cloud write the letters reviewed this week with shaving cream on the desks.

Lesson 27

Day 1

Student Worktext pg. 175

Lesson Focus

Review lowercase ‘o’ and ‘c’

Weekly Verse

John 14:6

Jesus answered, “I am the way and the truth and the life.

Directions

- Introduce John 14:6.
- Review the lowercase ‘o’ and ‘c’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 175.
- Ask students to circle their best work.

Extended Teaching

Challenge your students to copy John 14:6 on a separate sheet of paper.

Teaching Resources

Reproducible Border Sheets in the back of this guide can be used when writing this week’s scripture verse.

Day 2

Student Worktext pg. 176

Lesson Focus

Review lowercase ‘a’ and ‘d’

Weekly Verse

John 14:6

Jesus answered, “I am the way and the truth and the life.

Directions

- Review the lowercase ‘a’ and ‘d’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 176.
- Ask students to circle their best work.

Extended Teaching

Work on rhyming words. Create a list of “-ad” words. Have students practice writing the words on Treehouse whiteboards.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 177

Lesson Focus

Review uppercase ‘O’ and ‘C’

Weekly Verse

John 14:6

Jesus answered, “I am the way and the truth and the life.

Directions

- Review uppercase ‘O’ and ‘C’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 177.
- Ask students to circle their best work.

Extended Teaching

Practice O’s and C’s by cloud writing in shaving cream on the desks. After reviewing formations, challenge the students to think of words that start with a capital ‘O’ or ‘C’. Discuss proper nouns.

Teaching Resources

Additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Day 4

Student Worktext pg. 178

Lesson Focus

Review uppercase ‘A’ and ‘D’

Weekly Verse

John 14:6

Jesus answered, “I am the way and the truth and the life.

Directions

- Review uppercase ‘A’ and ‘D’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 178.
- Ask students to circle their best work.

Extended Teaching

Help your students to write a thank you note to their dads. Create an illustration to accompany the letter. Discuss addresses and help your students mail the letters.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 179-180

Lesson Focus

The words: I, am, way, truth, life

Weekly Verse

John 14:6

Jesus answered, "I am the way and the truth and the life.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 179. Students will be asked to fill in the missing words "I," "am," "way," "truth," and "life" to complete John 14:6.
- Students can color the border design.
- Pg. 180 is an additional Border Sheet that can be utilized at the teacher's discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

This week's Bible verse talks about who Jesus is. Have a class discussion about who Jesus is and how much He loves us. Have the students journal about the discussion and complete the sentence: "Jesus is...."

Teaching Resources

Review John 14:6 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 28

Day 1

Student Worktext pg. 181

Lesson Focus

Review lowercase 'g' and 'q'

Weekly Verse

Psalm 34:18

The Lord is close to those whose hearts are breaking.

Directions

- Introduce Psalm 34:18.
- Review the lowercase 'g' and 'q' formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 181.
- Ask students to circle their best work.

Extended Teaching

Review words covered in earlier weeks on the whiteboards. Examples: **the**, **Lord**, **and**, **zip**, etc.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the "Downloads" page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 2

Student Worktext pg. 182

Lesson Focus

Review lowercase ‘l’ and ‘b’

Weekly Verse

Psalm 34:18

The Lord is close to those whose hearts are breaking.

Directions

- Review the lowercase ‘l’ and ‘b’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 182.
- Ask students to circle their best work.

Extended Teaching

Rainbow write l’s and b’s. Have students write the letters in each color of the rainbow.

Teaching Resources

Wooden sand trays with a writing stylus are available in our exclusive Deluxe and Ultimate Handwriting Resource Kits.

Day 3

Student Worktext pg. 183

Lesson Focus

Review uppercase ‘G’ and ‘Q’

Weekly Verse

Psalm 34:18

The Lord is close to those whose hearts are breaking.

Directions

- Review uppercase ‘G’ and ‘Q’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 183.
- Ask students to circle their best work.

Extended Teaching

Challenge students to think of words that would start with a capital ‘G’ or ‘Q’. Write the words on the board and continue the discussion on proper nouns.

Teaching Resources

Help your students learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 4

Student Worktext pg. 184

Lesson Focus

Review uppercase ‘L’ and ‘B’

Weekly Verse

Psalm 34:18

The Lord is close to those whose hearts are breaking.

Directions

- Review uppercase ‘L’ and ‘B’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 184.
- Ask students to circle their best work.

Extended Teaching

Challenge students to write a sentence that begins with an ‘L’ or ‘B’ word. Have them check for starting with a capital letter and ending with a period. If time allows, illustrate the sentence.

Teaching Resources

Reproducible Border Sheets in the back of this guide can be used when students are writing sentences beginning with ‘L’ or ‘B’ words.

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 185-186

Lesson Focus

The words: The, Lord, to, are

Weekly Verse

Psalm 34:18

The Lord is close to those whose hearts are breaking.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 185. Students will be asked to fill in the missing words “The,” “Lord,” “to,” and “are” to complete Psalm 34:18.
- Students can color the border design.
- Pg. 186 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

This week’s verse is a great one to share with a local hospital or other local community group. Pick a location and write a class letter explaining the verse. Mail students’ Border Sheets along with the class letter. Students could color extra pictures or cards to accompany the verses.

Teaching Resources

Review Psalm 34:18 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 29

Day 1

Student Worktext pg. 187

Lesson Focus

Review lowercase 'p' and 'h'

Weekly Verse

I John 5:21

Dear children, keep away from anything that might take God's place in your hearts.

Directions

- Introduce I John 5:21.
- Review the lowercase 'p' and 'h' formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 187.
- Ask students to circle their best work.

Extended Teaching

Discuss what students might need to keep away from, that could take God's place in their hearts. Make a list of their ideas and post them in the room as a reminder.

Day 2

Student Worktext pg. 188

Lesson Focus

Review lowercase 'r' and 'n'

Weekly Verse

I John 5:21

Dear children, keep away from anything that might take God's place in your hearts.

Directions

- Review the lowercase 'r' and 'n' formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 188.
- Ask students to circle their best work.

Extended Teaching

Build 'r' & 'n' words on Treehouse whiteboards. Isolate beginning, middle and ending sounds. Challenge students to use those words and write them in a sentence.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 189

Lesson Focus

Review uppercase ‘P’ and ‘H’

Weekly Verse

I John 5:21

Dear children, keep away from anything that might take God's place in your hearts.

Directions

- Review uppercase ‘P’ and ‘H’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 189.
- Ask students to circle their best work.

Extended Teaching

Build capital P’s and H’s with Play-Doh® or wax sticks.

Teaching Resources

Play-Doh® and wax sticks (available in the Handwriting Resource Kits) are a good tool for providing additional tactile reinforcement when building letters.

Day 4

Student Worktext pg. 190

Lesson Focus

Review uppercase ‘R’ and ‘N’

Weekly Verse

I John 5:21

Dear children, keep away from anything that might take God's place in your hearts.

Directions

- Review uppercase ‘R’ and ‘N’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 190.
- Ask students to circle their best work.

Extended Teaching

Continue the discussion on proper nouns. Brainstorm words that would start with an uppercase ‘R’ or ‘N’. Challenge students to use one (or more) of those words in a sentence.

Teaching Resources

Provide additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 191-192

Lesson Focus

The words: keep, from, that, place, your

Weekly Verse

I John 5:21

Dear children, keep away from anything that might take God's place in your hearts.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 191. Students will be asked to fill in the missing words “keep,” “from,” “that,” “place,” and “your” to complete I John 5: 21.
- Students can color the border design.
- Pg. 192 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page

Extended Teaching

Mount the decorated Border Sheet with I John 5:21 on a piece of colored construction paper. Laminate it and send it home as a placemat. Encourage your students to discuss the verse with their families at the dinner table.

Teaching Resources

Review I John 5:21 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 30

Day 1

Student Worktext pg. 193

Lesson Focus

Review lowercase ‘m’ and ‘e’

Weekly Verse

I John 4:19

So you see, our love for him comes as a result of his loving us first.

Directions

- Introduce I John 4:19.
- Review the lowercase ‘m’ and ‘e’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 193.
- Ask students to circle their best work.

Extended Teaching

Have students journal about themselves using the word “me.” When they are done writing, have them check each other for a capital letter the beginning of each sentence and a period at the end. Instruct them to illustrate their journal entries and share them with the class.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 2

Student Worktext pg. 194

Lesson Focus

Review lowercase ‘i’ and ‘j’

Weekly Verse

I John 4:19

So you see, our love for him comes as a result of his loving us first.

Directions

- Review the lowercase ‘i’ and ‘j’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 194.
- Ask students to circle their best work.

Extended Teaching

Start with the word “**jig**” on the Treehouse whiteboards. Manipulate the beginning, middle, and ending sounds to build new words. Example:
jig → **jug** → **rug** → **rub**.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 195

Lesson Focus

Review uppercase ‘M’ and ‘E’

Weekly Verse

I John 4:19

So you see, our love for him comes as a result of his loving us first.

Directions

- Review uppercase ‘M’ and ‘E’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 195.
- Ask students to circle their best work.

Extended Teaching

Go outside and water write words that begin with an uppercase ‘M’ or ‘E’ on the sidewalk.

Teaching Resources

Help your students learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 4

Student Worktext pg. 196

Lesson Focus

Review uppercase ‘I’ and ‘J’

Weekly Verse

I John 4:19

So you see, our love for him comes as a result of his loving us first.

Directions

- Review uppercase ‘I’ and ‘J’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 196.
- Ask students to circle their best work.

Extended Teaching

Have students write about something they like doing on the weekends. Have them complete the sentence: “I like...” Then, ask them to illustrate their pictures and share them with the class.

Teaching Resources

Reproducible Border Sheets in the back of this guide can be used when students write their sentences about what they like doing on weekends.

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 197-198

Lesson Focus

The words: So, our, for, his, us

Weekly Verse

I John 4:19

So you see, our love for him comes as a result of his loving us first.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 197. Students will be asked to fill in the missing words “So,” “our,” “for,” “his,” and “us” to complete I John 4:19.
- Students can color the border design.
- Pg. 198 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

Discuss as a class how you can share God’s love with others. Brainstorm a service project you can do for your school or community. Examples: cleaning the cafeteria, planting flowers, raking leaves, etc.

Teaching Resources

Review I John 4:19 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 31

Day 1

Student Worktext pg. 199

Lesson Focus

Review lowercase ‘u’ and ‘s’

Weekly Verse

John 10:27

My sheep recognize my voice, and I know them, and they follow me.

Directions

- Introduce John 10:27.
- Review the lowercase ‘u’ and ‘s’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 199.
- Ask students to circle their best work.

Extended Teaching

Have students write a sentence using the word “us,” then illustrate the sentence. Display the completed sentences in the classroom.

Teaching Resources

Reproducible Border Sheets in the back of this guide can be used when writing the sentences in the Extended Teaching exercise.

Day 2

Student Worktext pg. 200

Lesson Focus

Review lowercase ‘t’ and ‘f’

Weekly Verse

John 10:27

My sheep recognize my voice, and I know them, and they follow me.

Directions

- Review the lowercase ‘t’ and ‘f’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 200.
- Ask students to circle their best work.

Extended Teaching

Practice letter formations by cloud writing with shaving cream on the desks.

Teaching Resources

Wooden sand trays with a writing stylus are available in our exclusive Deluxe and Ultimate Handwriting Resource Kits, and offer an alternative to cloud writing with shaving cream.

Day 3

Student Worktext pg. 201

Lesson Focus

Review uppercase ‘U’ and ‘S’

Weekly Verse

John 10:27

My sheep recognize my voice, and I know them, and they follow me.

Directions

- Review uppercase ‘U’ and ‘S’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 201.
- Ask students to circle their best work.

Extended Teaching

Have students practice writing the uppercase alphabet in their best handwriting on a separate piece of paper.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Day 4

Student Worktext pg. 202

Lesson Focus

Review uppercase ‘T’ and ‘F’

Weekly Verse

John 10:27

My sheep recognize my voice, and I know them, and they follow me.

Directions

- Review uppercase ‘T’ and ‘F’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 202.
- Ask students to circle their best work.

Extended Teaching

Have students complete the sentence: “**The best thing about school is....**” Have them illustrate the picture and post it in the hallways.

Teaching Resources

Add additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 203-204

Lesson Focus

The words: My, and, I, them, me

Weekly Verse

John 10:27

My sheep recognize my voice, and I know them, and they follow me.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 203. Students will be asked to fill in the missing words “My,” “and,” “I,” “them,” and “me” to complete John 10: 27.
- Students can color the border design.
- Pg. 204 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

Have a class discussion about what it means to follow God, and how the students can follow God at home and in their daily activities. Post their ideas in the classroom.

Teaching Resources

Review John 10:27 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 32

Day 1

Student Worktext pg. 205

Lesson Focus

Review lowercase ‘k’ and ‘v’

Weekly Verse

I John 4:21

God himself has said that one must love not only God but his brother too.

Directions

- Introduce I John 4:21.
- Review the lowercase ‘k’ and ‘v’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 205.
- Ask students to circle their best work.

Extended Teaching

Build ‘k’ and ‘v’ words on the Treehouse whiteboards. Have students sound out the words and isolate the beginning, middle and ending sounds.

Teaching Resources

Provide additional fine motor skills practice with lacing cards (available in the Handwriting Kits).

Day 2

Student Worktext pg. 206

Lesson Focus

Review lowercase ‘w’ and ‘x’

Weekly Verse

I John 4:21

God himself has said that one must love not only God but his brother too.

Directions

- Review the lowercase ‘w’ and ‘x’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 206.
- Ask students to circle their best work.

Extended Teaching

Have students write out the lowercase alphabet in their best handwriting.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 207

Lesson Focus

Review uppercase ‘K’ and ‘V’

Weekly Verse

I John 4:21

God himself has said that one must love not only God but his brother too.

Directions

- Review uppercase ‘K’ and ‘V’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 207.
- Ask students to circle their best work.

Extended Teaching

Write a sentence on the board with incorrect capitalization and letter formations. Ask students to write the sentence correctly on a separate piece of paper.

Teaching Resources

Help your students learn to hold a pencil by utilizing pencil grips when needed. (Assorted pencil grips are included in the Handwriting Resource Kits.)

Day 4

Student Worktext pg. 208

Lesson Focus

Review uppercase ‘W’ and ‘X’

Weekly Verse

I John 4:21

God himself has said that one must love not only God but his brother too.

Directions

- Review uppercase ‘W’ and ‘X’ formation starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 208.
- Ask students to circle their best work.

Extended Teaching

Have students journal about something they would like to learn to do. Have them illustrate the picture and share it with the class.

Teaching Resources

Reproducible Border Sheets in the back of this guide are a great resource for students who are journaling.

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 209-210

Lesson Focus

The words: God, has, said, his, too

Weekly Verse

I John 4:21

God himself has said that one must love not only God but his brother too.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 209. Students will be asked to fill in the missing words “**God,**” “**has,**” “**said,**” “**his,**” and “**too**” to complete 1 John 4:21.
- Students can color the border design.
- Pg. 210 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

Practice writing words introduced in previous lessons. Examples: **Keep, Earth, said, way, your,** etc.

Teaching Resources

Review I John 4:21 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Lesson 33

Day 1

Student Worktext pg. 211

Lesson Focus

Review lowercase ‘y’ and ‘z’

Weekly Verse

Philippians 4:19

He will supply all your needs from his riches in glory.

Directions

- Introduce Philippians 4:19.
- Review the lowercase ‘y’ and ‘z’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 211.
- Ask students to circle their best work.

Extended Teaching

Have students build word pairs that begin with ‘y’ and ‘z’ on the Treehouse whiteboards.

Teaching Resources

Provide additional tactile reinforcement by building letters with Play-Doh® or wax sticks (available in the Handwriting Resource Kits).

Day 2

Student Worktext pg. 212

Lesson Focus

Review uppercase ‘Y’ and ‘Z’

Weekly Verse

Philippians 4:19

He will supply all your needs from his riches in glory.

Directions

- Review the uppercase ‘Y’ and ‘Z’ formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 212.
- Ask students to circle their best work.

Extended Teaching

Have students write a thank you note to a school or church staff member. Examples: librarian, administrative aid, cafeteria staff, youth minister, principal, custodian, nurse, choir director, etc.

Teaching Resources

Review letters with Alphabet cards (available in the Handwriting Resource Kits).

Day 3

Student Worktext pg. 213

Lesson Focus

Review the lowercase alphabet

Weekly Verse

Philippians 4:19

He will supply all your needs from his riches in glory.

Directions

- Review formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 213.
- Ask students to circle their best work.

Extended Teaching

After tracing the letters on pg. 213, have students write out the lowercase alphabet independently.

Teaching Resources

Reproducible Border Sheets in the back of this guide can be used when independently writing the alphabet.

Day 4

Student Worktext pg. 214

Lesson Focus

Review the uppercase alphabet

Weekly Verse

Philippians 4:19

He will supply all your needs from his riches in glory.

Directions

- Review formations starting on Treehouse whiteboards.
- After group instruction on the whiteboards, have students complete worktext pg. 214.
- Ask students to circle their best work.

Extended Teaching

After tracing the letters on pg. 214, have students write out the uppercase alphabet independently.

Teaching Resources

Each month, **A Reason For** offers a selection of free reproducible resources on our website. Visit the “Downloads” page for a monthly Border Sheet, coloring page with scripture verse, and more!

Literature Connection

See the “Literature Connection” page in the appendix of this guide for a list of readers (included with the Ultimate Handwriting Resource Kit) that contain the high frequency words featured in this lesson.

Day 5

Student Worktext pg. 215-216

Lesson Focus

The words: He, all, his, in

Weekly Verse

Philippians 4:19

He will supply all your needs from his riches in glory.

Directions

- Complete whiteboard review and practice.
- Have students complete worktext pg. 215. Students will be asked to fill in the missing words “**He**,” “**all**,” “**his**,” and “**in**” to complete Philippians 4:19.
- Students can color the border design.
- Pg. 216 is an additional Border Sheet that can be utilized at the teacher’s discretion. Students can write the verse independently, practice letters, or use it as a journal page.

Extended Teaching

Have students write out the alphabet in both uppercase and lowercase letters in their best handwriting.

Teaching Resources

Review Philippians 4:19 (and other weekly verses) with our exclusive verse cards, available only in the Handwriting Resource Kits.

Supplemental Exercises

Student Worktext pgs. 217-220

Lesson Focus

Pg. 217: Name writing practice.

Pg. 218: Address writing practice.

Pg. 219: City name writing practice.

Pg. 220: State name writing practice.

APPENDIX



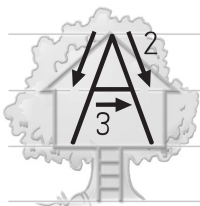
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Detailed Descriptions of

Manuscript Letters

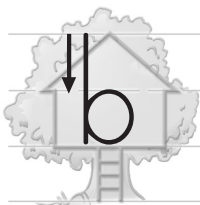


The lowercase **a** starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and straight down to the Floor. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

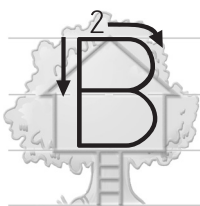


The capital **A** has three strokes. The first stroke starts at the Roofline and slants down left to the Floor. Return to the starting point and slant down right to the Floor. The third stroke connects the first two at the Ceiling.

The **A** stands for the Ark and the animals in it. Read the story in your favorite Bible story book, then draw an Ark and some animals. There should be seven of some animals, and two of others. Make sure to leave room for all of them in your picture!

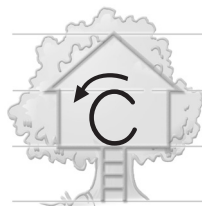


The lowercase **b** starts at the Roofline and goes straight down to the Floor, then circles up/around right, touching the Ceiling and the Floor. Don't lift your pencil.

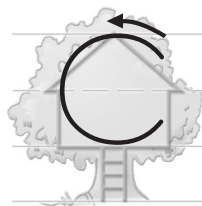


The capital **B** has two strokes. Start at the Roofline and go straight down to the Floor. Lift your pencil. Return to the starting point and go around/down to the Ceiling, then around/down to the Floor.

B begins a very special word: Bible. Write it several times. Notice that this word has both a capital and a lowercase **b** in it. Just for fun, count how many Bibles there are in your classroom.

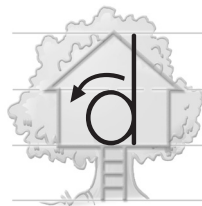


The lowercase **c** begins at the two o'clock position, and circles up/around. It ends at the four o'clock position. Be sure the circle touches the Ceiling and Floor.

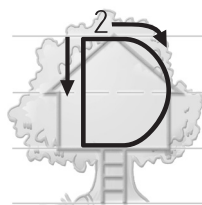


The capital **C** is made exactly like the lowercase **c** — only bigger! Make sure it touches the Roofline at the top and the Floor at the bottom.

The **c** begins a word we use a lot: come. "Come here." "Come help me!" Do you know how to ask someone to come without saying a word, just by using your hands? See how many people you can "talk" to without saying a word.



The lowercase **d** is like an **a** except the stick goes straight up to the Roofline, then back down to the Floor. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

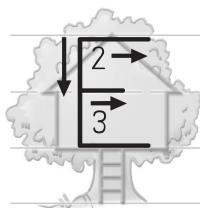


The capital **D** has two strokes. Start at the Roofline and go straight down to the Floor. Back at the starting point, go out/around and back down to the Floor.

The word **dove** starts with **d**. Draw a dove. Keep your eyes open wide today, and maybe you can find a real feather to glue on your drawing!

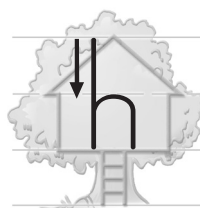


The lowercase e starts with a straight line in the middle of the meeting room (left to right), then circles up/around and ends at the four o'clock position. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

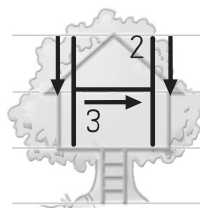


The capital E has three strokes. Start at the Roofline, go straight down to the Floor, then straight right. Return to the starting point and make two short strokes to the right — one at the Roofline, and a shorter one at the Ceiling.

Just for fun, write a lot of e's on a page, then add faces and hair to each one. Do your e's look like a bunch of people talking to each other?

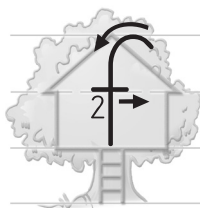


The lowercase h starts at the Roofline and goes straight down to the Floor, then back up to the Ceiling, circle over, and back down to the Floor.

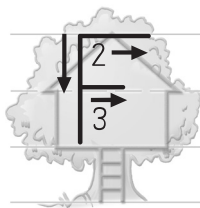


The capital H has three strokes. The first stroke starts at the Roofline and goes straight down to the Floor. Make the second stroke parallel to the first. The third stroke connects the first two at the Ceiling.

The word heart begins with an h. Draw several hearts in many sizes and colors. Start with a big heart, then draw smaller and smaller ones inside.

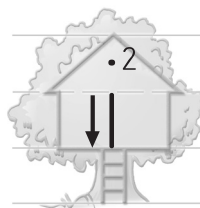


The lowercase f starts in the attic with a canestroke. Circle up/around, then straight down to the Floor. Lift your pencil and make a cross at the Ceiling.

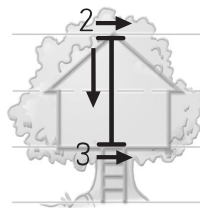


The capital F is like an E without the bottom stroke. Start at the Roofline and go straight down to the Floor. Return to the starting point and make two short strokes to the right — one at the Roofline, and a shorter one at the Ceiling.

The word fruit begins with f. Name some different kinds of fruit you like. Draw a basket. Fill it with different kinds of fruit.



The lowercase i starts at the Ceiling and goes straight down to the Floor. Lift your pencil, then place the dot in the middle of the attic.

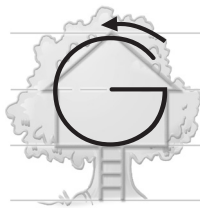


The capital I has three strokes. It begins at the Roofline and goes straight down to the Floor. Finish with a short line from left to right across the top, then across the bottom.

The ibex is a wild goat. Have someone help you find out where the ibex lives and what kind of horns it has. Try looking for it in the dictionary or an encyclopedia. God created lots of unusual animals for us to enjoy!

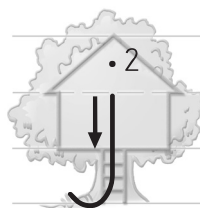


The lowercase g starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and down to the Ground with a monkey tail to the left. Don't lift your pencil. Make sure the circle touches the Ceiling and Floor.



The capital G is made just like a capital C, but continue the circle up to the Ceiling, then go straight to the left. Don't lift your pencil.

The word go begins with a g. Can you spell it? Write the word several times. Then draw a traffic signal showing a green light.

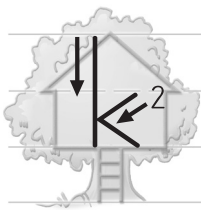


The lowercase j begins at the Ceiling and goes straight down the ladder to the Ground with a monkey tail to the left. Lift your pencil and place the dot in the middle of the attic.

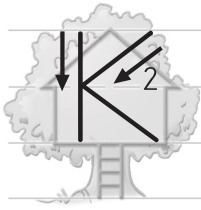


The capital J begins at the Roofline and goes straight down to the middle of the meeting room, curves left touching the Floor, then curves back up to the middle of the meeting room.

The word jump starts with j. Can you jump for joy? See how many times you can jump rope without missing or stopping.

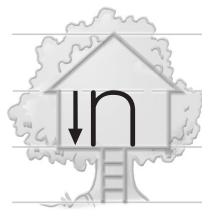


The lowercase **k** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil. Now start at the Ceiling and slant left/slant right and end at the Floor.

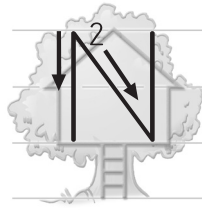


The capital **K** begins with a stroke from the Roofline to the Floor. The second stroke starts at the Roofline, slants left to touch the first line at the Ceiling, then slants right down to the Floor.

K is for the Kingdom where we all want to live someday. Revelation 21:16-21 describes it. Can you imagine how beautiful it will be? Draw a picture that shows some of the gold and the precious jewels that are there.

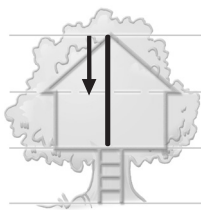


The lowercase **n** begins with a stroke from the Ceiling straight down to the Floor, then up/around/down, and back to the Floor. Don't lift your pencil.

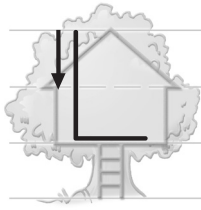


The capital **N** starts with a stroke from the Roofline straight down to the Floor. Return to the starting point and angle right down to the Floor, then straight up to the Roofline.

The word **nice** begins with an **n**. Why not try to be especially nice today? Do something helpful for someone — but don't tell anyone you did it!

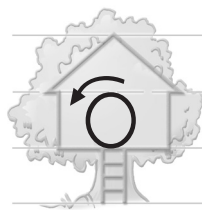


The lowercase **l** is one of the easiest letters! Begin at the Roofline and go straight down to the Floor. That's it!

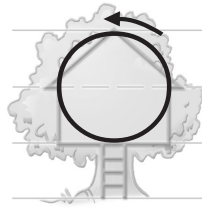


The capital **L** starts at the Roofline and goes down to the Floor. Turn right when you reach the Floor to make a leg for it to stand on. Don't pick up your pencil.

The word **light** begins with an **l**. The Scriptures talk about our being lights that cannot be hidden. What are some ways that people can be lights? (Discuss this with students.) Now draw a picture of some kind of light.



The lowercase **o** starts at the two o'clock position and circles up/around and back to the start. Be sure it touches the Ceiling and the Floor.

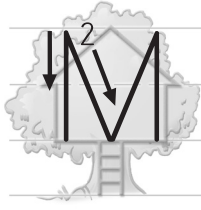


The capital **O** is exactly like the lowercase **o**, only bigger! It circles up/around and back to the start. Be sure it touches the Roofline and the Floor.

Open your eyes wide. Do they remind you of **o**'s? Draw your eyes. (You may need to look in a mirror to see what color they are.) Now design a pair of glasses that you might like to wear.



The lowercase **m** begins at the Ceiling, and goes straight down to the Floor, then circles up/around/down, up/around/down. Make sure your humps touch the Ceiling, and don't lift your pencil.

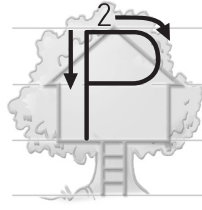


The capital **M** starts with a stroke from the Roofline straight down to the Floor. Return to the starting point, then angle right down to the Floor, angle right up to Roofline, then straight down to the Floor.

The word **Mom** begins with an **M**. Draw a picture for your Mom to thank her for something she's done for you this week.



The lowercase **p** starts with a stroke from the Ceiling straight down to the Floor, then back up and circle around. Don't lift your pencil until you're finished.

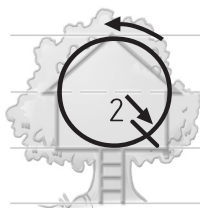


The capital **P** begins with a stroke from the Roofline to the Floor. Return to the starting point and circle around and down to the Ceiling.

The word **pet** begins with a **p**. Draw a picture of your pet, or an animal you would like to have for a pet. If your pet is wild, be sure you draw a cage, too!

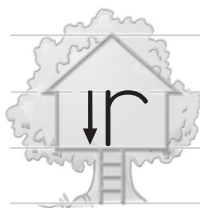


The lowercase **q** starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and down to the Floor with a monkey tail to the right. Don't lift your pencil. Make sure the circle touches the Ceiling and Floor.

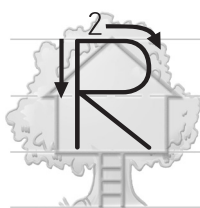


The capital **Q** is made exactly like a capital **O**, but you add a short slanting line in the bottom right corner. Be sure the circle touches the Roofline and the Floor.

The title **Queen** begins with the letter **Q**. Find the story of brave **Queen Esther** in Scripture. Imagine how beautiful **Esther's** crown must have been. Draw a crown fit for a queen.



The lowercase **r** begins with a stroke from the Ceiling to the Floor, then back up and over to the two o'clock position.



The capital **R** begins with a stroke from the Roofline to the Floor. Return to the starting point, and curve around and down to the Ceiling, then angle right down to the Floor.

The word **rainbow** begins with an **r**. See if you can find a Scripture story that talks about a rainbow. Draw a rainbow. Make sure your colors are in the right order. (Primary rainbow colors, from inside to outside, are violet, blue, green, yellow, orange, and red.)

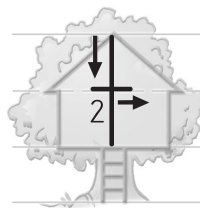


The lowercase letter **s** is a double curve letter. It begins at the two o'clock position, curves up to the left, then curves to the right in the middle of the meeting room, then back to the left, stopping at the eight o'clock position.

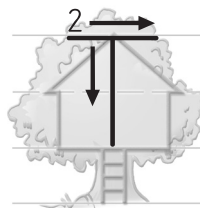


The capital **S** is just like the lowercase **s**, only larger! Be sure it touches the Roofline and the Floor!

The word **song** begins with an **s**. Sometime today, sing a special song to someone who is really special!

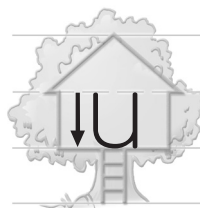


The lowercase **t** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil, and then make a cross at the Ceiling from left to right.

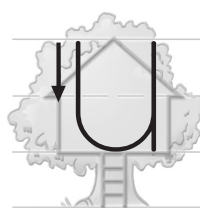


The capital **T** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil, then make a cross at the Roofline from left to right.

The word **thankful** begins with **t**. There are so many things that we can be thankful for! Draw a picture of at least three things that you are thankful for.



The lowercase **u** begins at the Ceiling. Go straight down toward the Floor, curve around and back up to the Ceiling, then straight down to end at the Floor.

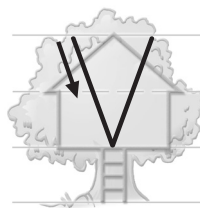


The capital **U** is just like the lowercase **u**, only bigger! Start at the Roofline and go straight down toward the Floor, curve around and back up to the roof, then straight down to end at the Floor.

The word **umbrella** begins with **u**. Draw a picture of yourself under an umbrella. Are you staying dry? Then you should be smiling!



The lowercase **v** stays inside the meeting room. It starts at the Ceiling and slants down right to the Floor, then slants up right to the Ceiling. Make sure you don't lift your pencil!



The capital **V** is just like the lowercase **v**, only bigger! The stroke is just the same except it starts and ends at the Roofline: slant down/slant up. Make sure you don't lift your pencil.

The word **vine** begins with **v**. Jesus talks about the vine in one of His parables. Design a vine, making it cover as much of the page as you can. If you wish, you can draw a few birds or bugs hiding in the vine, too!

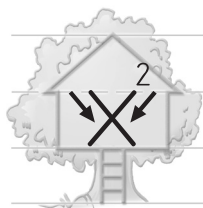


The lowercase *w* is made with one long stroke. Starting at the Ceiling, slant down right to the Floor, slant up to the Ceiling, slant down to the Floor, and slant up to the Ceiling.

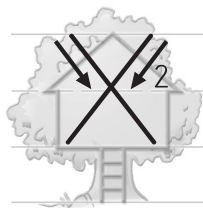


The capital *W* is just like the lowercase *w*, only bigger! Starting at the Roofline, slant down right to the Floor, slant up to the Roofline, slant down to the Floor, and slant up to the Roofline. Don't lift your pencil!

The word *worm* begins with *w*. Find out why worms are useful to gardeners. Make a "worm" by wrapping a pipe-cleaner around a pencil, then carefully pulling the pencil free. Tie a string to it, and you have a pet to pull around!

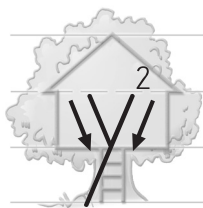


Both strokes in the lowercase *x* start at the Ceiling and end at the Floor. The first stroke slants down from left to right. The second slants down from right to left.

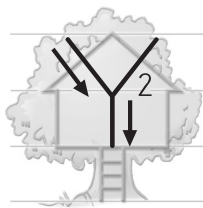


The capital *X* is just like the lowercase *x*, only bigger! Make sure that both strokes go from the Roofline to the Floor, and cross at the Ceiling.

Not many words *begin* with *x*, but the word *exit* has an *x* as the second letter. Draw an exit sign that you could put by the door leading out of the classroom or your room at home.



The first stroke of the *y* slants right from the Ceiling down to the Floor. The second slants left from the Ceiling down to the Ground — touching the first at the Floor.



Begin the capital *Y* by making a lowercase *y* in the attic. Make sure it touches the Roofline and the Ceiling. The second stroke goes from the bottom of the *y* straight down to the Floor.

A *y* word that we use often is *yes*. Practice writing this word, then talk about questions that should have "yes" answers.



The lowercase *z* is a one-stroke letter starting at Ceiling. Make a line straight right, slant left down to the Floor, then make a line straight right.



The capital *Z* is just like the lowercase *z*, only bigger! Use the same zigzag stroke — straight right/slant down/straight right. Remember it must touch the Roofline and the Floor.

The word *zoo* begins with a *z*. Draw a picture of a zoo animal that begins with the letter *z*. Here's a hint: It's an animal looks like a horse with stripes! (*zebra*)

Letter Groups

Children often enjoy discovering the similarities and differences between letters — much like sorting buttons by size, color, or shape. This activity helps children form clear mental models of letters and strokes, leading to more accurate letter formation and better handwriting.

As you explore the following groups with your students, be sure to remind them that some letters have multiple characteristics, and so can be included in more than one group. (A good example is the lowercase *b*.)

CAPITAL GROUPS

Circle (C, G, O, Q)

Curve (J, S, U)

Downstroke (B, D, E, F, H, I, J, K, L, M, N, P, R, T, U)

Forward curve (B, D, P, R)

Single stroke (C, G, J, L, O, S, U, V, W, Z)

Slantstroke (A, K, M, N, V, W, X, Y, Z)

Two-stroke (B, D, K, M, N, P, Q, R, T, X)

Three-stroke (A, E, F, H, I)

LOWERCASE GROUPS

Circle (a, b, c, d, e, g, o, p, q)

Curve (h, m, n, r, s, u)

Downstroke (b, f, h, i, j, k, l, m, n, p, r, t)

Slantstroke (k, v, w, x, y, z)

Tail (g, j, p, q, y)

Tall (b, d, f, h, k, l, t)

Two-stroke (f, i, j, k, t, x, y)

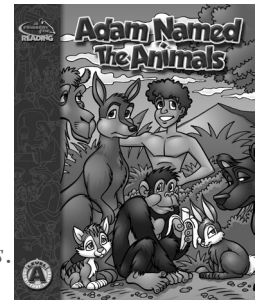
Literature Connection

The following 10 readers are included in the Ultimate Handwriting Resource Kit and can be incorporated into handwriting lessons as letters/words are introduced. When reading these books with your students, practice good beginning reading skills: holding the book properly and tracking the words as they are read. Encourage your students to identify the words they have practiced writing and

sound out any words they can. These high-frequency words can be practiced on the Treehouse whiteboards. The table below shows the high-frequency words in each book and the Kindergarten handwriting lessons that include some of those words. For more advanced instruction, lesson plans for these readers can be found on the next 10 pages, with printable worksheets in the ‘Reproducible Resources’ section.

Reader Title	High-frequency Words	Lessons
Adam Named the Animals	this, is, a, them, all	4, 6, 9, 12, 17, 33
It is Good	God, is, it, good	3, 5, 9, 15, 16, 26, 32
School Tools	have, I, my	11, 18, 21, 27, 31
Angels Care for Me	with, me, for	11, 14, 21, 30, 31
God Can See Me	can, God, in, me, my, on, see, the	8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 25, 26, 28, 29, 31, 32, 33
God’s Promise	and, looked, saw, up, the	6, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 22, 23, 25, 26, 28, 31
Joseph’s New Coat	has, for, my	18, 21, 30, 31, 32
Come To Me	come, me, to	14, 21, 28, 31
Little Big	my, is, little, but	9, 16, 18, 21, 31
I Can Draw	I, can, a, God, made, the, me, too	2, 6, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28, 31, 32





Literature Connection: Genesis 1:24-25 and 2:19

Day 1

Book Introduction

- Read the title, then say, “Often when someone gets a new pet, people ask, ‘What are you going to name it?’ Today our story is about a man who had to name all of God’s creatures. His name was Adam. What animals might be in this story? Let’s see if you are right.”
- Picture Walk:
 - Intro: “Let’s go through the story and see what Adam named the animals.”
 - p. 2-7 Say, “This is a . . .” Invite students to finish with the correct animal name.
 - p. 8 Say, “Who is this? What did Adam do?”
- Word Walk: Help children locate and predict the word **this**.

First Reading

- p. 2 Remind the student to read from left to right, and to point using his/her index finger. Begin page 2, saying “Read with me. Use your reading finger.” Point and read along.
- p. 3 Say, “This is a _____.” Pause so the student can finish the sentence. If he/she hesitates, say, “Check the picture. What would make sense here?”
- p. 4-7 Say, “Now, you read the page.” Multi-syllable words on these pages (**rabbit**, **kangaroo**, and **camel**) can challenge one-to-one matching strategies. Help each child understand multi-syllable words by framing the word and saying, “This word has more than one part, but it is one word. Keep your finger here while you say both of the parts.”
- p. 8 This last page contains a pattern change. If there is a word or letter the child recognizes, prompt him/her to use it as a visual cue. Otherwise, tell him/her the word or phrase. Where suitable, use a question like, “Would _____ fit here?”

Mini-Lesson

- Expression: “Let’s read this story so it sounds like we’re talking to someone.”
- Letter Work: Select a letter (**c**, **b**, **r**, **k**, or **m**) for practice.
Word Work: Provide letter cards or magnetic letters and let your students make, mix, and remake the words.
- **This** and **this**. Write the word **this** using various media — a wet brush on a sidewalk, with dry erase markers on the Treehouse whiteboard, crayon on paper placed over a plastic grid used for needlework, etc.

Writing Activity

Help students create a book using the pattern: *This is a(an) _____.*

Day 2

Conversation Starters

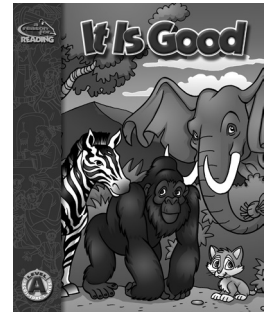
“What is your favorite kind of animal? Why? How can we be kind to animals? In what ways can animals help people? What was your favorite animal in this story?”

Mini-Lesson

Children learn letters faster if descriptions are tied to familiar objects. If you’re avid gardeners, for instance, you might describe the letter **j** by comparing it to a crookneck squash. Encourage your student to find his/her own comparisons by asking, “What does the shape of this letter remind you of?” Select one or two of the following letters (**c**, **b**, **r**, **k**, or **m**) for further practice.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: Genesis 1:1 to 2:3

Day 1

Book Introduction

- Read the title, then say, “*In this story, God is creating the world. At the end of each day, God says ‘It is good.’ Why do you think God said that? How do you feel when you make something all by yourself? What are some things God made during creation?*”
- Picture Walk:
 - p. 2-8 On each page, point out what God created. Ask the child, “*What did God say?*” On page 8, emphasize **very** in the sentence, “*It is very good.*”
- Word Walk:
 - p. 2 “*Let’s find the word **God**. Get your mouth ready to make the first sound. Now say **God**. What sound do you hear? What letter makes that sound? Now frame the word **God** by putting your pointer fingers on both sides of the word.*”
 - p. 3 “*Let’s find the word **is**. Get your mouth ready to make the first sound. Now say **is**. What sound do you hear? What letter makes that sound? Point to the word **is**. Now frame the word by putting your pointer fingers on both sides of the word.*” Expand this activity by showing students how the word **is** is formed by combining the letters **i** and **s**. You may wish to give them magnetic letters or letter cards to practice making the word **is**.

First Reading

- Review: Encourage students to “*always point with your reading finger.*” Remind them to use the same hand each time.
- p. 8 “*This page tells us what God said when all of creation was finished. There is one new word in this sentence. God said, ‘It is _____ good.’ Point to this new word and get your mouth ready to say the first sound. What word do you think might fit here?*” If a student needs some additional prompting ask, “*Would the word **very** make sense here?*”

Mini-Lesson

- One-to-One Matching: Remind students that the word the eye sees is the same one that the finger touches and the voice says. Say, “*Use your pointer finger to touch each word as you read.*”
- Letter Work: Work on the upper- and lowercase **G/g**. Focus on words like **God** and **good**.

Writing Activity

Have each student write a sentence explaining why he/she thinks God said, “It is good.”

Day 2

Conversation Starters

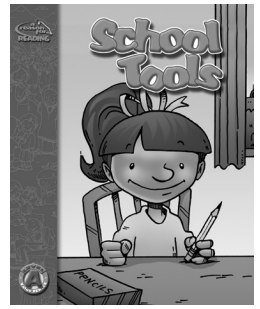
“*Name some things that God created. Why do you think God created so many different things? How can we take care of the good things God created? What does the Scripture say that God did when he finished with creation?*”

Mini-Lesson

- Expression: “*Let’s read this story so it sounds like we’re talking to someone.*” Demonstrate the difference between “*It is good*” and “*It is very good,*” emphasizing the word **very**. Have students echo your inflection. Then have them read the book again, emphasizing verbal expression.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: John 15:15; Proverbs 18:24

Day 1

Book Introduction

- Read the title, then say, “What is a ‘school tool’? What sort of ‘tools’ do you use in school? In this story, a girl is telling us about the tools she uses at school.”
- Picture Walk:
 - p. 2-7 Have each child finish the sentence, “I have my _____.” for each page. After reading the book ask, “If you were writing this book, what tools would you add?” Possible answers include ruler, crayon, scissors, etc.
- Word Walk:
 - p. 6 Predict and locate **marker**. “This tool is a **marker**. Say **marker**. What sound does this word start with? What letter makes that sound? Find and frame **marker**.” Demonstrate by putting a pointer finger at each side of the word. “Let’s clap the parts of **marker**.” (clap twice) “How many parts are in **marker**?” (two) “How many words is **marker**?” (one) “Even though **marker** has two parts, it is only one word, so how many times should you point?” (one) Once this is mastered, go through a similar process for **friend**.

First Reading

- p. 2-8 A likely substitution is “I’ve got . . .” for “I have . . .” To correct this say, “Sometimes people say ‘I’ve got,’ but in this story the author says it a different way. Let’s see if we can figure it out. What is the first sound in this word?” Prompt for the /h/ sound. “Get your mouth ready for the /h/ sound, and let’s try the word again.”

Mini-Lesson

- Directionality: Remind students to read from left to right. Point to the beginning of any sentence and say, “What word starts this sentence?” Check the child’s mastery of this concept by turning to the next page and saying, “Now point to the word that begins this sentence.”
- Substitutions: Continue to watch for the substitution of the word **got** for **have**. If correct, praise the good reading. If incorrect, point to **have** and say, “Does this word begin with a g? What sound does it begin with? What word begins with the /h/ sound that would make sense here?”

Writing Activity

Have each child draw pictures of some of the school tools that he/she has seen, then label each one.

Day 2

Conversation Starters

“What is your favorite school tool? Why? What other things or people help you at school? How can you use your school tools to help others? What are some ways a friend can help you at school? How can Jesus help you at school?”

Mini-Lesson

- Word Work: Discuss the family of words that end in **y**. Focus on words like **my**, **by**, **try**, **shy**, and **cry**.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.

Literature Connection: Psalms 91:11, Matthew 4:11, Luke 4:10

Day 1

Book Introduction

- Read the title, then say, “*Did you know that God sends angels to care for you and me? Our angels are with us everywhere. What are some ways angels might care for us? Let’s see what the angels are doing in this story.*”
- Picture Walk:
 - p. 2 Prompt the child by asking, “*Angels do what with me?*”
 - p. 3-7 Continue prompting by asking, “*What is the angel doing?*” Try to elicit a response that uses the action words from the text. Let students take over the picture walk if they seem ready.
- Word Walk:
 - p. 2 Have each child find the word **with** on page 2. Now have him/her locate the same word on page 3.
 - p. 8 Say, “*What is the first sound in care?*” /k/ “*What letter usually makes the /k/ sound?*” the letter **k** “*That’s right! But this time, the /k/ sound is made by the letter c. Find the word care and frame it.*” (pause) “*Now tell me how you knew this was right.*”



First Reading

- p. 2 Watch for substitutions. A student may say **you** instead of **me**. If he/she knows the word **me**, help him/her use this word to anchor his/her efforts in unfamiliar text. Say, “*Point to the word me. Now re-read this sentence.*”
- p. 6 Students may substitute **jump** for **hop**. Use the “Unknown Word Strategy” from the Mini-Lesson below, or offer more direct assistance by saying the /h/ sound to introduce the word **hop**.
- p. 2-7 The word **with** sometimes gives children problems. Use an alphabet chart to help the child find the /w/ sound. If more help is needed, prompt by saying, “*Would the word with sound right here?*”

Mini-Lesson

- Unknown Word Strategy: If a student says **jump** instead of **hop** say, “*You said jump and that makes sense, but what letter do you see at the beginning of this word?*” Point to **hop**. “*What sound does the letter h make?*” /h/ “*Get your mouth ready to say /h/ and let’s try again.*” For additional help say, “*Would hop make sense here?*”
- Print Concepts: Look at page 2 and say, “*Count the words on this line. Now point to the word angels. Is angels the first word, the last word, or a middle word?*”

Writing Activity

Say, “*If you could write a letter to your guardian angel, what would you ask?*” Discuss the students’ comments, then have each of them write a letter that asks these questions.

Day 2

Conversation Starters

“*Why do you think God sends angels to watch over us? What things might make your angel happy? What things might make your angel sad? How do you feel about angels watching over you?*”

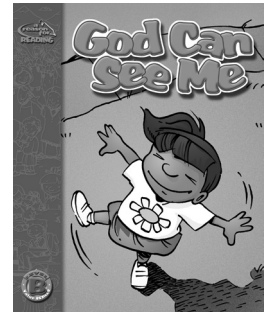
Mini-Lesson

- Word Sort: Using the internet, print and cut out pictures of these items: **fan, feet, fire, fish, fox, peanut, pencil, pen, pig, pin, rattle, ring, rock, rope, rug**. Allow students to sort the pictures into three piles using their own criteria. Next, have them sort the pictures again using the initial sounds /f/, /p/, and /r/.

Enrichment Activities

Print the corresponding worksheet in the “Reproducible Resources” section, and have students complete it.

Literature Connection: Psalms 3:5, 6; Job 31:4; Psalms 33:13-15



Day 1

Book Introduction

- Read the title, then say, “When you play hide and seek, where is a good place to hide? Can you remember a time you were really lost? If needed, prompt with a remembrance. What did it feel like? What was it like to be found by someone who cared for you?”
- Picture Walk:
 - p. 2 Say, “God can see me in my . . .” (Let the child supply the word; use the word **room** in the conversation if the student doesn’t use it.)
 - p. 3-7 Say, “Look at the pictures and talk about where God can see the children.”
 - p. 8 Say, “On this page, it says, **everywhere**. Find **everywhere** and frame it by putting your pointer fingers around the word.”
- Word Walk:
 - p. 2-8 Select one or two words: **my**, **school**, or **bike**. Use the following procedure: “This page has the word **my**. Let’s find the word **my**. Say **my**. What beginning sound do you hear? What letter is that? Find the word and frame it. What part is like the word **me**? What part is different?”

First Reading

- Review If a student substitutes **in** for **on**, or **my** for **the** say, “Did that make sense and sound right? What other word could make sense there?”
- p. 2, 6 If the child substitutes **bed** for **room**, or **swings** for **park**, say, “That makes sense, but does it look right? Look at the first letter. Get your mouth ready to say it and try again.”
- p. 2-8 Encourage re-reading in phrases if the initial reading is choppy.

Mini-Lesson

- Build words with the **-an** chunk: **can**, **man**, **fan**, **tan**, **ran**, **plan**, etc.
- Read the story, then locate a high frequency word (**me**, **my**, or **see**). Use magnetic letters to make and remake the word. Have the children learn to visualize the word.

Writing Activity

Say, “Write about a special place where God can see you. Draw a picture of your special place.”

Day 2

Conversation Starters

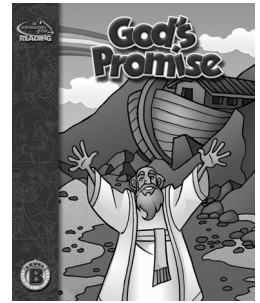
“What does it feel like to know that God is always watching over you? How can God watch over all the children of the world at the same time? What might make God sad? Is there any place where we can hide from God?”

Mini-Lesson

- Re-read the story for fluency. Write the sentences on strips, then have students sort them to correctly sequence the strips.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: Genesis 9: 13-17

Day 1

Book Introduction

- Read the title, then say, “*This story talks about the first rainbow — and a promise God made. What is a promise? What kinds of promises do people make? How important is it to keep your promises?*”
- Picture Walk:
 - p. 2 Ask, “*What did Noah do?*” (He looked up.)
 - p. 3-13 For color words ask, “*What is the bright color on this page?*”
 - p. 15 Point to illustration and say, “*Here is the first rainbow. Frame the word **rainbow** with your fingers.*”
 - p. 16 Say, “*The last page tells us what the rainbow means. It says, ‘Noah saw _____.’*” Allow the student child to fill in the words **God’s promise**.
- Word Walk:
 - p. 2-15 Explore suffixes and compounds by working with **looked** and **rainbow**. For **rainbow**, say “*Let’s find the word **rainbow** and say it out loud. What two words do you hear? Find **rain** and frame it. Now find **bow** and frame it.*” For **looked** say, “*Let’s find the word **looked** and frame the first part — **look**. Now let’s frame the ending — **ed**. How does the **ed** ending change the meaning?*”

First Reading

- p. 3-16 Watch for substitutions. If a child says **was** instead of **saw**, point to **saw** and say, “*What is the first letter in this word? What sound does the s make? Get your mouth ready to say /s/ and let’s try this sentence again.*”
- p. 15 If a student needs help figuring out **first**, prompt by saying, “*Since there had never been a rainbow before, this would be the /f/ _____ rainbow.*” Prompt for the word **first**.
- p. 16 Say, “*Scripture tells us that God said he would never flood the whole earth again. God made a _____.*” Prompt for the word **promise**.

Mini-Lesson

- Compound Words: Say, “*Today we’re going to learn about words that go together to make new words. They are called **compound** words. Compound words are like a car and a trailer that can be hooked together. A compound word in this story is **rainbow**.*” Write **rainbow** on a large sheet of paper. “*How many words can you hear in **rainbow**? Where are the words joined together? There are many compound words. Can you think of some?*” Examples include **sunshine**, **toothpaste**, **doghouse**, etc.

Writing Activity

Have each student create a “Promise Rainbow” by writing promises to God in different colors.

Day 2

Conversation Starters

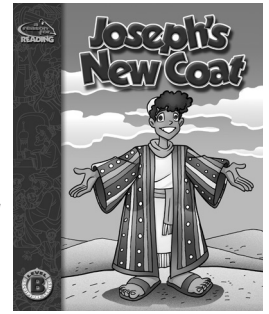
“*Why is a promise important? How do you feel when someone breaks a promise? How do we know that God will keep His promises? What are some other promises that God has given us?*”

Mini-Lesson

- Continue the discussion of compound words. Encourage each child to write compound words on index cards, then cut the cards in half to make two words. These halves can also be scrambled and reassembled.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: Genesis 37:3

Day 1

Book Introduction

- Read the title, then say, “*This is a story about a very special coat. Have you ever owned something that you wanted to wear every day? Why do you think Joseph’s father gave him such a special gift?*”
- Picture Walk:
p. 2-7 On each page ask, “*What color is new on this page?*”
- Word Walk:
p. 2-8 Focus on the words **new**, **stripes**, and the color words. To help familiarize students with these words, use a procedure like this: “*Let’s find the word **new**. Say the word **new**, and listen for the first sound. What sound do you hear?*” /n/ “*What letter makes that sound?*” the letter **n** “*Find the word that begins with **n** and frame it.*”

First Reading

- Review: Remind each child that thinking about the pages already read can help him/her read the current page. Allow him/her to turn back to the previous pages if needed.
- One-to-One Matching: Remind students to touch below each word as they read.
- p. 2-7 If a child is having trouble with **has**, have him/her say the first letter/sound and then make a smart guess based on the sound and the picture.
- p. 2-8 Help students identify each new color. Point to the color word and say, “*Get your mouth ready to say the first sound of this word.*” Follow up by asking questions like, “*Were you right? How did you know that word was _____?*” picture cues, initial sound, etc.

Mini-Lesson

- Word Work: Focus on color words. You may wish to have children make a list of primary colors, writing each word with crayon or marker (red with a red marker, blue with a blue marker, etc.).
- Strategy Work: Share ways to figure out unfamiliar words. One strategy is to “*Think about what would make sense in this story.*” Another would be to “*Use the first sound to make a smart guess based on the sound and the picture.*”

Writing Activity

Have each child write about a special gift that he/she has received, or about a special gift that he/she would like to give to someone.

Day 2

Conversation Starters

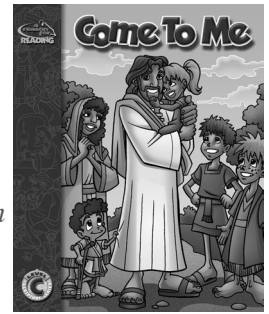
“*How do you think Joseph felt when he wore the special coat his father gave him? How do you feel when you’re wearing something special? If Joseph lived today, what do you think his special coat might look like?*”

Mini-Lesson

- Expression: “*Let’s read this story so it sounds like we’re talking to someone.*”
- Punctuation: The word **Joseph’s** provides a good opportunity to discuss the **’s** and how using it creates a possessive. Have each child practice this with his/her own name.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: Matthew 19: 13-15

Day 1

Book Introduction

- Read the title, then say, “*In this story Jesus says, ‘Come to me.’ What does it mean when someone says, **come**? When a parent says **come**, how do you respond?*”
- Picture Walk:
p. 2-7 For each page say, “*What is Jesus saying?*”
- Word Walk:
p. 2-7 Say, “*What sound starts the word **come**? /k/ What letter is that? the letter **c** That’s right! The word **come** starts with a **c**. Point to the word **come**. Frame the word by putting your pointer fingers on both sides of the word.*”
p. 6 Say, “*What word is different on this page?*” (children)
p. 8 Say, “*There is a tricky word on this page. It’s the word **came**. How is this word different from the word **come**?*”

First Reading

- Review: Encourage students to point below words as they read them, and to use one-to-one matching strategies. Remind the children that, “*The word you see should be the same word you touch and the same word you say!*”
- p. 2 If a child confuses the concept of letters and words, use a card with a small window to isolate the parts. Say, “*This is the **c**. It is the first letter in the word **come**. This is the **o** . . .*” and so on. Lift the card and say, “*This is the word **come**. The letters **c - o - m** and **e** go together to make the word **come**.*”
- p. 4 Watch for substitutions. If a student says, “*Come here*” instead of “*Come to me*,” show him/her how to use a known word (in this case, the word **to**) to self-correct.

Mini-Lesson

- Letter Work: Focus on the letter **c**. Challenge the students to make a “letter book” using words that begin with the letter **c** (**cow**, **car**, **can**, **cake**, etc.). Fold and staple blank sheets of paper to make a “book.” Then, have the children write one word at the bottom of each page, and draw or paste the appropriate picture above it.

Writing Activity

Have students write a book using “_____ will come.”

Day 2

Conversation Starters

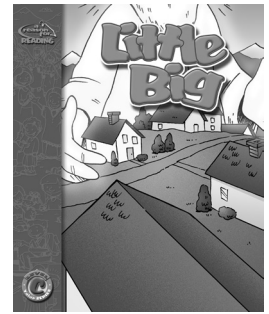
“*Why did Jesus want the children to come to Him? Why did the children want to come to Jesus? If you could sit on Jesus’ lap, what would you say to Him?*”

Mini-Lesson

- One-to-One Matching: If a student is experiencing matching problems, he/she may be unclear about letter/word concepts. Return to pages with more than one word and count the words, then the letters. For additional clarification, have the child frame each word saying “*word - word - word*.” Follow this by focusing on one word (like **come**). Frame and say, “*Letter - letter - letter - letter. **Come** is a word that has four letters.*”

Enrichment Activities

Print the corresponding worksheet in the “Reproducible Resources” section, and have students complete it.



Literature Connection: Mark 10:27

Day 1

Book Introduction

- Read the title, then say, “What is the tiniest thing you have ever seen? What is the biggest thing you can think of? Look at the cover of your book — whose hand do you think that is? Let’s read and find out.”
- Picture Walk:
 - p. 2 Say, “What is little in this picture? Yes, she says, ‘My chair is . . .’”
 - p. 3-7 Say, “What things are little in these pictures?”
 - p. 8 Ask, “Who is big?”
- Word Walk:
 - p. 6-8 Select one or two words to focus on: **but**, **God**, or **truck**. Use the following procedure: Say, “This page has the word **but**. Let’s find the word **but**. Say **but** — what beginning sound do you hear? /b/ What letter is that? **b** Make a frame around the word with your fingers.”

First Reading

- p. 6 If a student substitutes **car** for **truck**, ask “Were you right?” Also ask “Were you right?” in other places where the child was right so that he/she learns to monitor his/her own reading.
- p. 7 If a child says **ball** for **doll**, ask him/her to think about what would make sense here — remind the child to check the picture. Also show him/her how to check the alphabet chart and see which letter is at the beginning of **doll**.
- Review: If a student points in two places for a two-syllable word, clap the syllables to emphasize that it does have two parts, but remind him/her that it is just one word so you only point one time. Say, “Read that again, and make it match.”

Mini-Lesson

- Word Work: Show each student two words that he/she knows (such as **me** and **he**). Show how those words can help him/her read a new word like **we**. Repeat for **my**, **by**, **try**.
- Have the child use a little voice to read about the little things in the story, then use a big voice to read the words, “But my God is big!”

Writing Activity

Say, “Write about the biggest thing in our house, and the smallest thing in our house. Describe each object’s shape, its color, its size, and what it is used for.”

Day 2

Conversation Starters

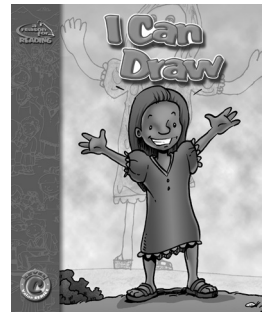
“How do you know that God is big? What are some things that God does for you and your family? Do you need to be big in order for God to love and care for you? What does God say about little things in the Bible? What are some of the little things Jesus talked about when he was here on Earth?”

Mini-Lesson

- Write the sentences from the story on strips of paper. Write the word-chunks **-uck**, **-ike**, and **-ig** on separate index cards. Have students match these to the words **truck**, **bike**, and **big** on the strips of paper. Make additional word cards to practice matching high frequency words like **my** and **is**.

Enrichment Activities

Print the corresponding worksheet in the "Reproducible Resources" section, and have students complete it.



Literature Connection: Genesis 1: 11, 12, 20-31

Day 1

Book Introduction

- Read the title, then say, “What are your favorite things to draw? What do you do with your drawings? This book has pictures drawn by someone like you!”
- Picture Walk:
 - p. 2-13 Introduce single and plural nouns by drawing attention to the number of objects on each page. Ask, “How many (objects pictured in text) are on this page?”
- Word Walk:
 - p. 2-15 Focus on the words **draw**, **God**, or **made**. To help familiarize students with these words, use a procedure like this: “Let’s find the word **draw**. Say **draw** and listen for the first sounds. What sounds do you hear?” /**dr**/ “What letters make that sound?” the letters **d** and **r** together “Find the word that begins with **dr** and frame it with your pointer fingers.”

First Reading

- Picture Search: Encourage each child to use pictures for cues to meaning. Appropriate prompts include, “Be sure to search the picture,” “Think about what the picture tells you about this story,” and “What does this picture tell us about (name an idea to help bring out meaning)?”
- Even pages: If the child substitutes **the** for **a**, use the “known word” strategy to help him/her realize the error. Say, “Show me **the** on this line.” If a student can’t find it, have him/her read the sentence again. If further help is needed point to the **a** and say, “What word is this?”
- Odd pages: If children do not use the correct form, draw attention to the picture (see Picture Walk above) and point to the **s** in the text.
- p. 8 If the child substitutes **bunny** for **rabbit** say, “That makes sense, but what sound does **bunny** begin with? What is this letter?” Point to **r** in **rabbit**. “What sound does **r** make? Make a smart guess about what word might fit here that starts with the /**r**/ sound.”

Mini-Lesson

- Strategy Work: Have each student explain how he/she dealt with difficult one-to-one matching areas.
- Word Work: Focus on the **-an** family – **can**, **ran**, **tan**, **fan**, etc. Also draw the child’s attention to the use of the **s** to create plural nouns throughout this story.

Writing Activity

Say, “Divide a sheet of paper in half from top to bottom. On one side, draw three individual objects or place three stickers. Label each one with the correct ‘singular’ word.” tree, boat, house, etc. “Now on the other side, draw or place objects in groups. Label them with the correct ‘plural’ word.” trees, boats, houses, etc.

Day 2

Conversation Starters

“Which pictures did the artist draw? Which did the child draw? How are their pictures similar? How are they different? If you drew pictures for this book, what changes would you make?”

Mini-Lesson

- Expression: Use intonation to emphasize the contrast between **draw** and **made** in the two-sentence pattern. Emphasize **loves** in the final sentence. Discuss the importance of good expression and how it can be used to help convey the author’s message.

Enrichment Activities

Print the corresponding worksheet in the “Reproducible Resources” section, and have students complete it.

REPRODUCIBLE RESOURCES



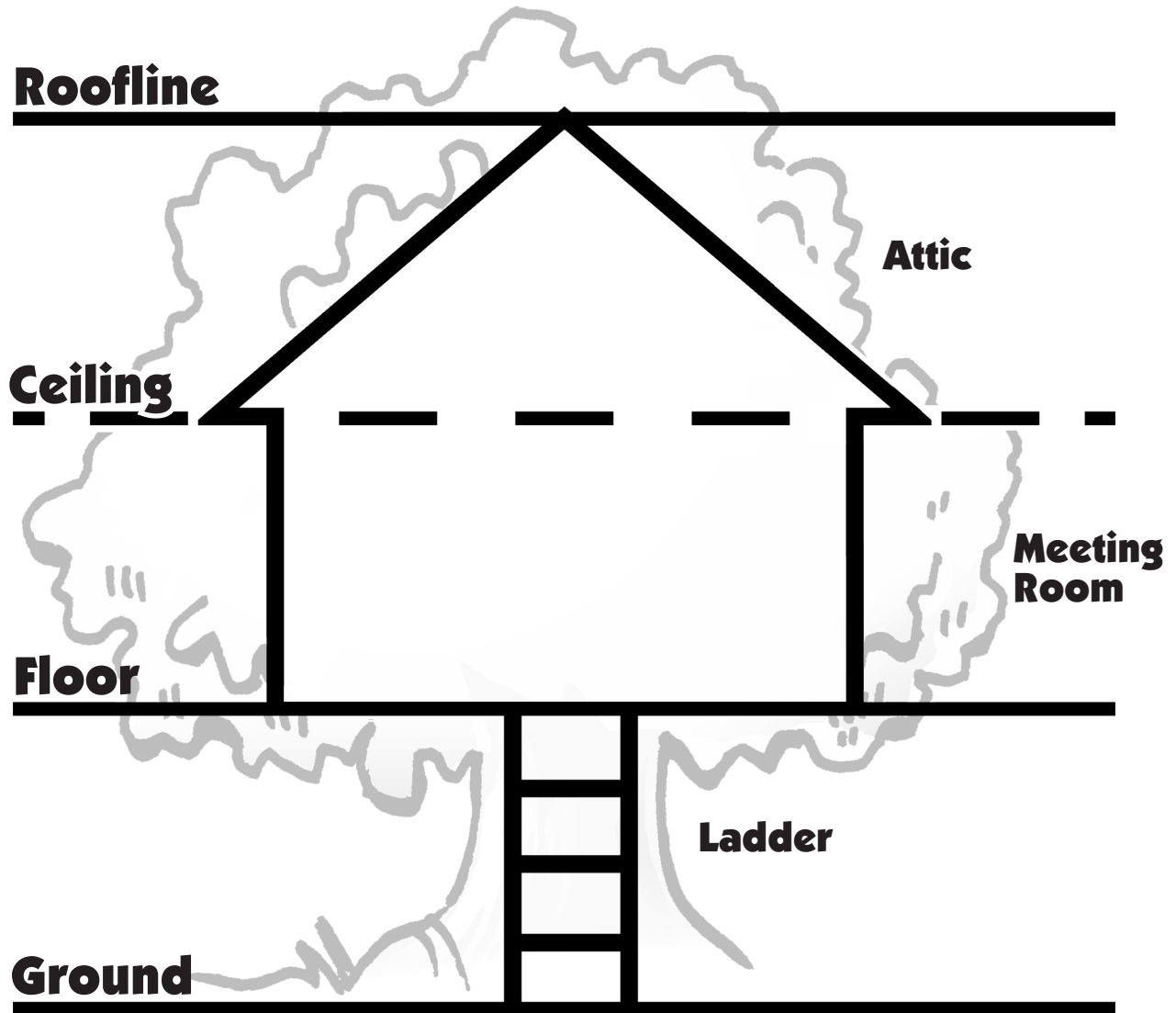
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Getting Ready To Write!



- 1** Be Comfortable. Clear other books and papers off your desk. Sit well back in the chair with your feet flat on the floor. Your eyes should not be too close to the paper — 10 to 15 inches is ideal.
- 2** Hold your pencil correctly (about a half inch above the sharpened part).
- 3** Keep your wrist straight, allowing your arm to move freely.
- 4** Place your writing paper at an angle. (It should be in line with your writing arm.)
- 5** Work to make your letters the right size. Remember that all small letters should come to the middle dotted line. Capitals should all be the same size — from the top line to the bottom line.
- 6** Have a good attitude. Be positive about handwriting.
- 7** Take enough time to write neatly and carefully.
- 8** Practice doing your very best.

The Treehouse



FIVE STAR

Manuscript Examples

Example 1

Alignment

Improved Form

helper helper

Example 2

Slant

Improved Form

half day half day

Example 3

Size

Improved Form

blesses blesses

Example 4

Shape

Improved Form

succeed succeed

Example 5

Spacing

Improved Form

was joyful was joyful

Lowercase Path of Movement Chart

Letter	Path of Movement
a	over, around, up, down
b	down, up, over, around
c	over, around, open
d	over, around, up, down
e	across, over, around, open
f	over, down, jump middle, cross
g	over, around, up, down, curve left
h	down, up, over, down
i	down, dot
j	down, curve left, dot
k	down, jump middle, slant in, slant out
l	down
m	down, up, over, down, up, over, down
n	down, up, over, down
o	over, around, close
p	down, up, around
q	over, around, up, down, curve right
r	down, up, over
s	over, around, back around
t	down, jump middle, cross
u	down, curve up, down
w	slant down, slant up
w	slant down, slant up, slant down, slant up
x	slant down, jump middle, slant down
y	slant down, jump middle, slant down
z	across, slant down, across

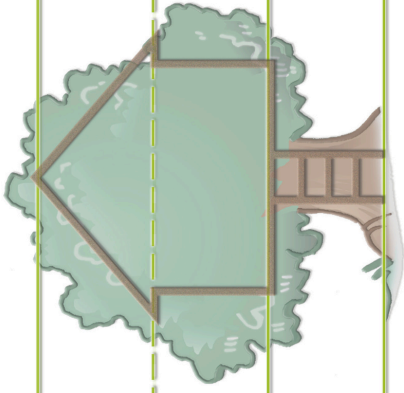


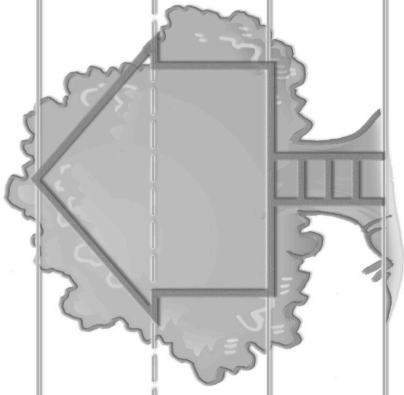
Uppercase Path of Movement Chart

Letter Path of Movement

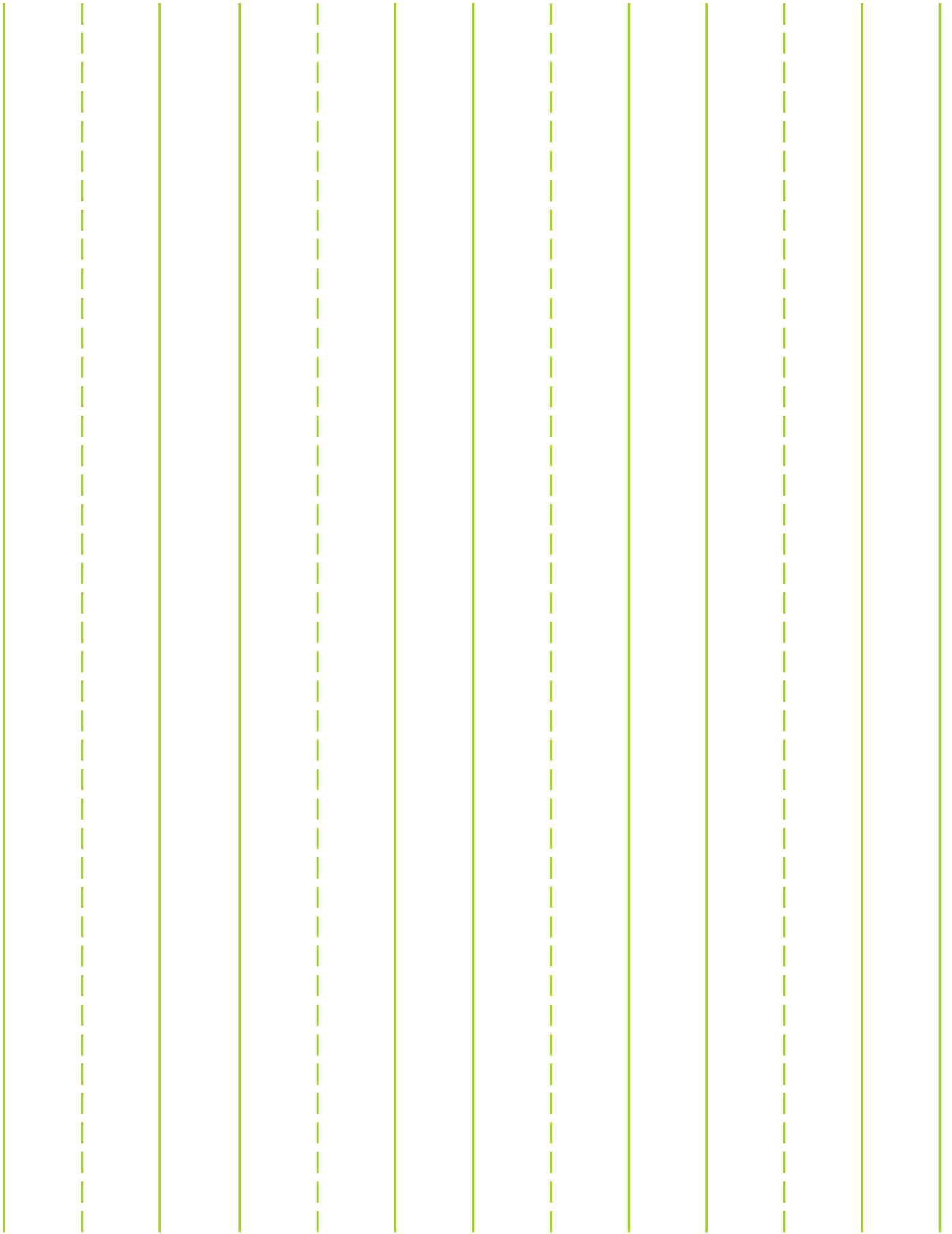
A	slant down, jump top, slant down, jump middle, across
B	down, jump top, around, around
C	over, around, open
D	down, jump top, around
E	down, across, jump top, across, jump middle, across
F	down, jump top, across, jump middle, across
G	over, around, open, across
H	down, jump top, down, jump middle, across
I	down, jump top, across, jump bottom, across
J	down, curve left
K	down, jump top, slant in, slant out
L	down, across
M	down, jump top, slant down, slant up, down
N	down, jump top, slant down, up
O	over, around, close
P	down, jump top, around
Q	over, around, close, jump down, slant down
R	down, jump top, around, slant down
S	over, around, back around
T	down, jump top, across
U	down, curve up, down
V	slant down, slant up
W	slant down, slant up, slant down, slant up
X	slant down, jump top, slant down
Y	slant down, slant up, jump middle, down
Z	across, slant down, across

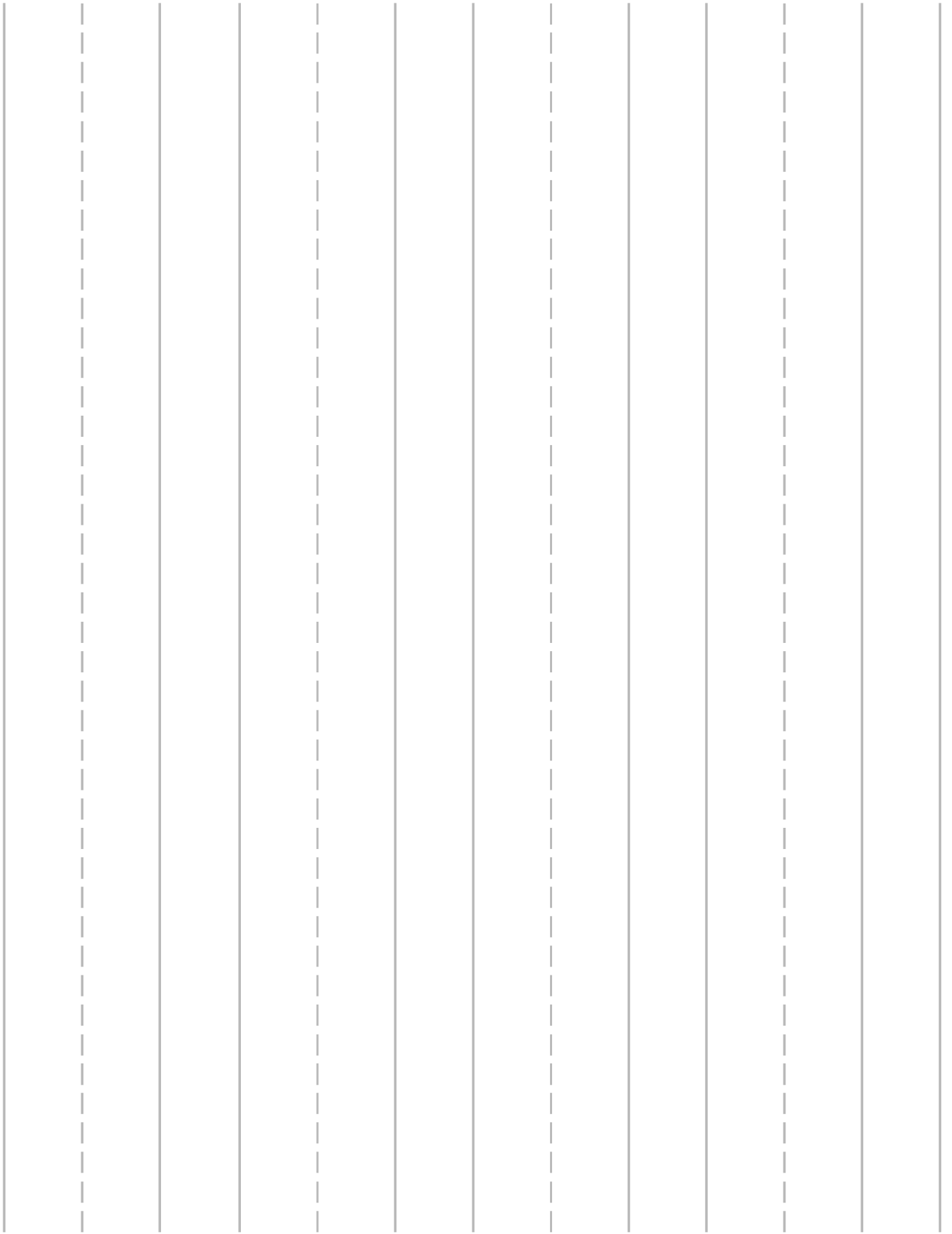






Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines, one at the top of the page and one at the bottom, providing space for writing practice.





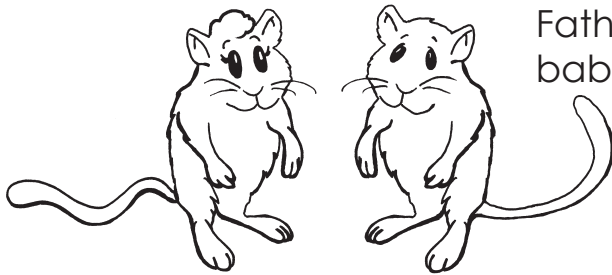


Adam Named The Animals

How did you like this book?



Write a sentence about this book.



Father and Mother Gerbil have just had five babies. Now they need help naming them. In the space below, draw five baby gerbils, and then write a name beside each one.



It Is Good

How did you like this book?



Write a sentence about this book.

Four sets of handwriting lines (top solid, middle dashed, bottom solid) for writing a sentence.

Trace the letters to complete the sentences below. Then fill in the letters on the last sentence to find out what it says.

It is good!

It is good!



It is good!

It is good!

God : _ _

g _ _ _ !



School
Tools

How did you like this book?



Write a sentence about this book.

Fill in the blanks to create some new sentences that could be added to this book. In the space below, draw a picture to go with each sentence.

I have my _____

_____.

I have my _____

_____.

I have my _____

_____.



Angels Care For Me

How did you like this book?



Write a sentence about this book.

Draw a picture of you and your angel doing something, then fill in the sentence below with the correct word.



Angels _____ with me.



God Can See Me

How did you like this book?



Write a sentence about this book.



God can see you at school. Fill in the blanks to name some other places that God can see you.

God can see me _____ .

God can see me _____ .

God can see me _____ .

God can see me _____ .

God can see me _____ .



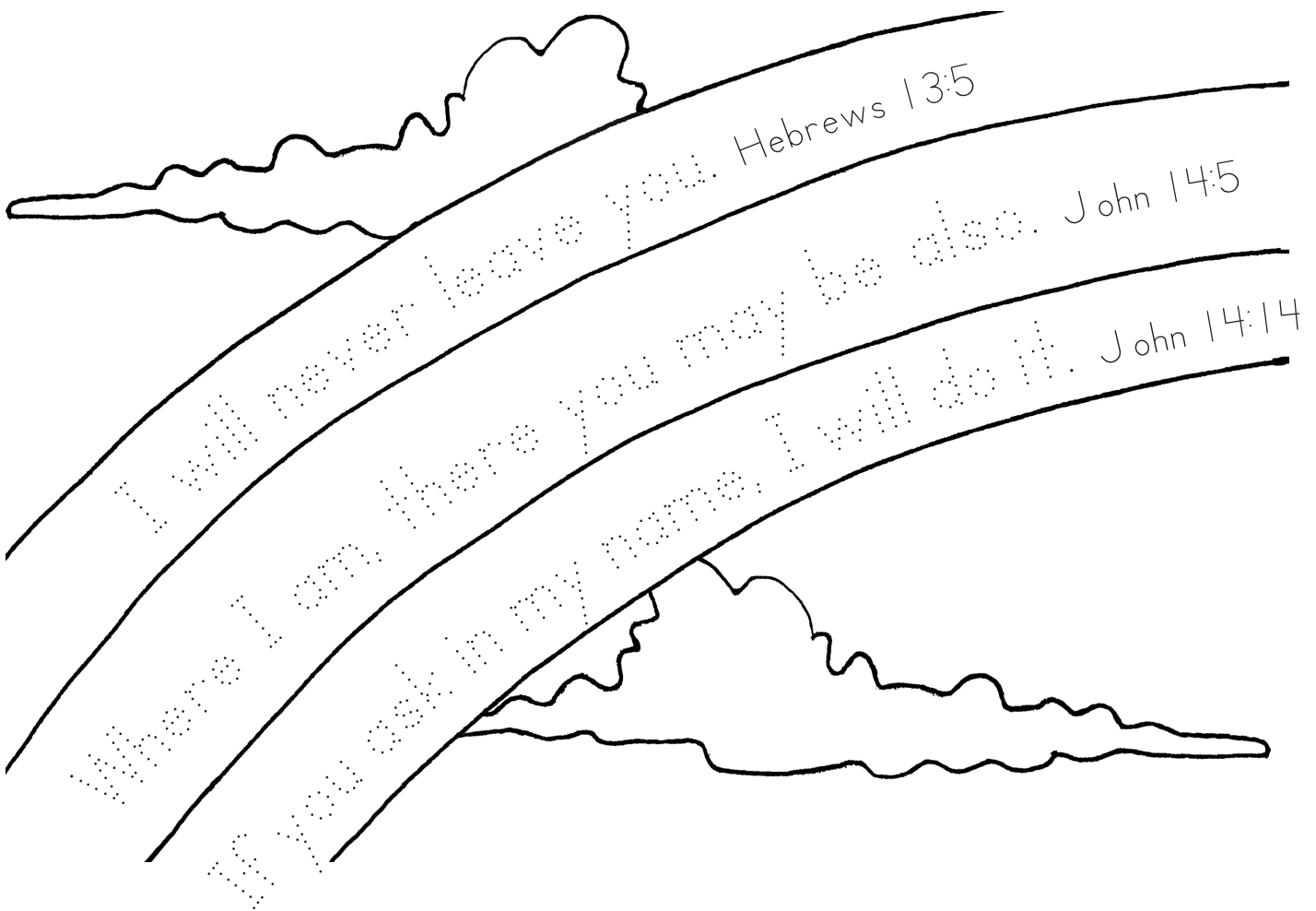
God's Promise

How did you like this book?



Write a sentence about this book.

Starting at the top, trace God's promises in red, then orange, then purple.





Joseph's New Coat

How did you like this book?



Write a sentence about this book.

Fill in the blanks to find the colors for Joseph's new coat.
Then color the stripes on the coat to match.



ue
ed
range
een
ellow
urple



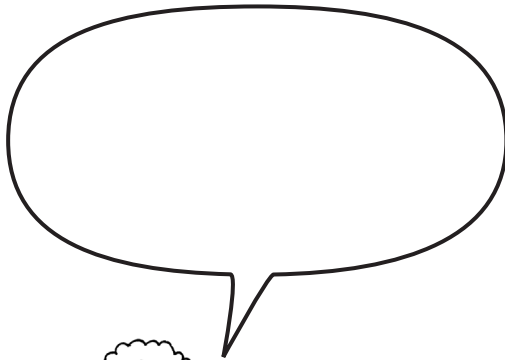
Come To Me

How did you like this book?



Write a sentence about this book.

Write "Here I come!" in each speech balloon. Then draw a picture of yourself and write what you would say.





Little Big

How did you like this book?



Write a sentence about this book.



Fill in the blanks below to make a list of things that are little and things that are big.

Little

Big

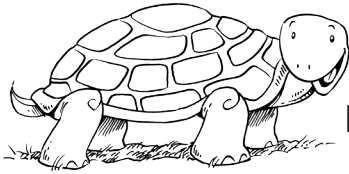


I Can Draw

How did you like this book?



Write a sentence about this book.



In the space below, draw a picture with lots of things in it. When you are through, label three of the things. Finish by coloring the things that God made.



Handwriting Evaluation Form

- Two points possible for each •

Alignment

Letters/words sit on the line

Slant

Letters have the same slant

Size

Capital & lowercase letters are the correct size

Shape

Letters are shaped correctly and neatly

Spacing

Letters and words are spaced correctly

Total

=====



Handwriting Evaluation Form

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