

A Reason For

# Handwriting

Featuring Creation & Sharing



**Pre-K Letter Introduction**



# Pre-K Letter Introduction Teacher Guidebook

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# General Guidelines for Teaching Beginning Writers

**Preschool is a time of beginnings —  
of new discoveries and excitement!**

It's also a time of challenge as instructors face tough questions like: "How much do I 'push' a young child?" "Is it appropriate to encourage students to begin reading or writing ... and if so, when?" "Are there measurable academic goals a child should reach before the end of the year?"

Although individual readiness questions defy simple answers, educators have discovered certain trends. Many children can read and write by age five, yet research suggests it's unwise to push them. If given more time to explore their world, to broaden their base of readiness, most children "pick up" reading and writing quickly when the time is right, soon catching (and often passing) their peers. And this extra time can be crucial, since a child's attitude toward learning often develops during the first few months of school!

The **A Reason For Handwriting®** curriculum is organized to give a variety of options for meeting individual needs. The following sections explore some of these options, and offer valuable tips for working with beginning writers.

## **Two Presentation Options**

One option is to let children begin writing in their Student Worktexts as soon as alphabet presentation begins. The teacher introduces a single letter at a time, careful not to push the child beyond their abilities. Students complete the lesson pages and project pages as directed.

A second option is to introduce all the letters of the alphabet *before* giving children the Student Worktexts. Enrichment activities are presented as each letter is introduced and taught.

After each letter has been presented and visually introduced, students may begin writing in their Worktexts. Some teachers delay this step until second semester, allowing even more time for motor-skills development.

The approach used depends on the overall readiness of the child. Regardless of which option is chosen, Alphabet Wall Sheets and Student Desk Cards can enhance the learning process. These visual reminders can be displayed around the room, laminated as flashcards, attached to student desktops, or inserted into student folders.

## **The First Few Days**

Since Manuscript strokes are primarily circles and lines, exercises that emphasize these shapes are very important. Such activities also minimize the stress of introducing writing by making it FUN!

Begin by blowing soap bubbles. Describe the bubbles — shiny, colorful, round — to help students remember the shape. Next, Sky Write some bubbles. First demonstrate, then have the students imitate your hand motion. (If you are facing children in a classroom, make sure your circle goes in the *opposite* direction so that they will see it correctly!) Watch carefully to make sure each student understands circle shape and direction.

Now have students draw bubbles in different colors and sizes, using unlined paper and crayons or felt-tip markers. Stress the importance of beginning at the two o'clock position, going up and around. Place your hand over a student's hand to encourage correct letter formation.

When students have perfected bubbles, move on to sticks (straight lines). Verbalize the stroke as you Sky Write it. Say, “Begin at the top and go straight down.” Students should make several pages of sticks on unlined paper.

After students have practiced “bubbles and sticks” on unlined paper, switch to lined paper<sup>1</sup>. Have students make a page of bubbles, then a page of sticks, then another page of bubbles, etc. Conclude with an activity that combines bubbles and sticks to reinforce what has been learned. Ask them to draw pictures using bubbles and sticks (such as a teepee, a bunch of grapes, etc.).

*Don't eliminate these simple exercises!* The extra time you spend now will pay off later in good letter formation. Practice Lessons provide a final check to make certain every student has understood these essential skills.

## Letter Presentation

Alphabet letters are introduced in letter formation groups (circle, curve, downstroke) instead of alphabetically. This helps students master the strokes as they are presented, giving them a feeling of success.

Due to high usage, lowercase letters are presented first. Capital letters are presented next, combined with their lowercase match. Since capitals are also in letter formation groups, the introduction order is slightly different from the lowercase letters.

While this method of introduction is highly effective for teaching handwriting alone, some teachers may wish to vary letter order to coincide with a phonics program. Student Worktext pages are perforated to accommodate this need. They may be removed, filed, and then passed out as needed to accommodate any letter order.

<sup>1</sup> At the end of this guide, you will find a blank practice page you may reproduce as needed. These reproducible pages are the ONLY component of this curriculum that may be reproduced, and permission is granted only for classrooms or individual homeschools using *A Reason For Handwriting*®



## Forming Manuscript Letters

It's vital to demonstrate the strokes for each letter before students begin writing. Students must *picture* the letter correctly in their minds before they can *write* it correctly. As students begin to write, carefully check their work. Positive praise will greatly enhance student progress.

Gently correct any formation errors. For instance, beginners often tend to write in all capital letters. This must be corrected immediately to avoid future problems. Also, remind students that most Manuscript letters are made without lifting the pencil. (The exceptions are k, x, y — and the letters which require a dot or cross like i, j, f, and t.) Using continuous line formation now will simplify the transition to Cursive writing later.

*Correct letter formation cannot be over emphasized!* Promoting proper handwriting from the start is better than trying to correct bad handwriting habits!

## Pre-Writing

# Readiness Checklist

Before students begin formal handwriting instruction, they need to participate in a wide variety of experiences using fine and gross (or large) motor skills.

They should have the opportunity to engage in active play that develops manual dexterity and hand/eye coordination, and helps to strengthen their hands to avoid fatigue when writing. (See **Developing Pre-Writing Skills** on the next page.)

**Generally speaking, the following are the most basic indicators of a child's readiness for structured handwriting instruction. Students should:**

- Have a desire to write.
- Recognize *most* letters of the alphabet.
- Be able to distinguish left from right.
- Display dominant hand.

# Developing Pre-Writing Skills

## What are pre-writing skills?

“Pre-writing” refers to the fine motor skills, manual dexterity, hand/eye coordination, and strokes needed to form letters: circles, vertical lines, horizontal lines, slanted lines, and curved lines. Fine motor skills and manual dexterity are required to complete the strokes; the strokes make up the manuscript letters in alphabet.

## How many lessons focus on pre-writing skills?

The **Pre-K Letter Introduction** Student Worktext includes 24 pages of pre-writing practice (pgs. 7-30), covering pre-writing skills as follows:

- Pg. 7- curved lines
- Pg. 8- curved lines
- Pg. 9- vertical lines (top to bottom)
- Pg. 10- vertical lines (bottom to top)
- Pg. 11- horizontal lines (left to right)
- Pg. 12- horizontal lines (left to right)
- Pg. 13- horizontal, vertical, and short slanted lines
- Pg. 14- scissor skills
- Pg. 15- circles
- Pg. 16- circles
- Pg. 17- circles
- Pg. 18- scissor practice
- Pg. 19- curved, slanted, and horizontal lines
- Pg. 20- curved and horizontal lines
- Pg. 21- slanted lines
- Pg. 22- slanted lines
- Pg. 23- vertical, horizontal, and slanted lines  
and circles
- Pg. 24- scissor practice
- Pg. 25- horizontal, vertical, curved, and slanted lines
- Pg. 26- horizontal, vertical, and slanted lines
- Pg. 27- curved lines
- Pg. 28- vertical lines (top to bottom)
- Pg. 29- circles
- Pg. 30- slanted lines

## How many pages should my student complete each week?

Your child should complete 2-3 pages of the student worktext per week. Assess your student’s engagement and stamina when completing the page. Move at a pace that creates quality work and positive engagement, incorporating breaks as needed.

## My child is struggling with the pre-writing.

If the pre-writing lessons are too challenging for your student, consider stepping back and focusing on fine motor skills through the suggestions below.

## How can I build a student’s fine motor skills?

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

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

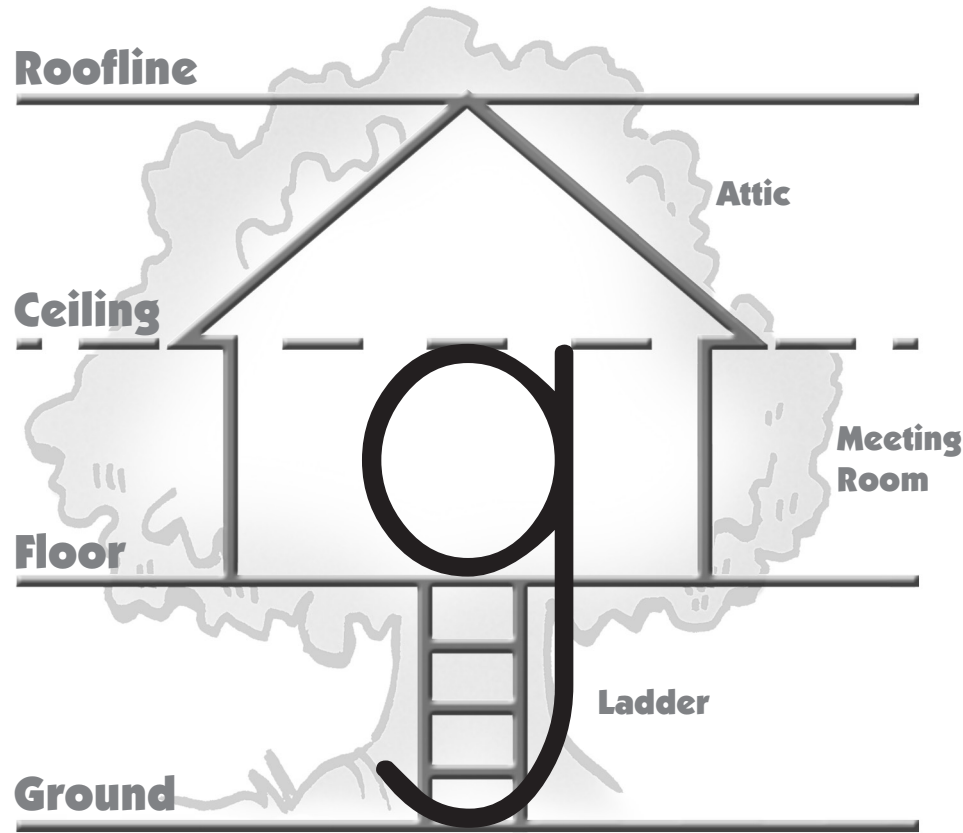
## How can I extend the pre-writing pages?

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 playdoh.

## 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 Pre-K, Kindergarten, Level A, and Level 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**?”)

At the end of this guidebook, you will find detailed descriptions of all upper and lower case letters that can be read aloud to help students with orientation in the **Treehouse**.

In addition, we have provided a reproducible blank copy of the **Treehouse**, which allows you to introduce each new letter using the **Treehouse** as a visual tool. We also highly recommend the exclusive **Treehouse** whiteboard from our Handwriting Resource Kits.

# 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 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 Kits**, although cookie sheets or other shallow containers also work.



# Alternate Forms of Handwriting Practice



## Sky Writing

Sky Writing is a helpful way to practice the formation of individual letters. Demonstrate the letter formation with your pointer finger by “writing” in the air. Describe the letter as you demonstrate. For example, when making the capital **A** say, “Down, down, across.” For the lowercase **b** say, “Down, up, around.”

Now practice the letter with your students. Go over the letter several times, Sky Writing together. After practicing, ask the students to close their eyes and make the stroke(s) of the letter from memory.

When the students open their eyes, have them “write” the letter on the palm of their left hand with the pointer finger of their right hand (reverse if a student is left-handed). Practice this several times, with the student repeating the stroke descriptions aloud.



## Back Writing

Children really enjoy this simple game! After you have introduced three or four new letters, ask the child to stand with his/her back turned. Then use your pointer finger to “write” the letter on his/her back. Use big, definite strokes. Then, have the student guess which letter was outlined.

Once students understand the concept, they can take turns “writing” and guessing letters with a chosen partner from the class, or an older sibling or parent.

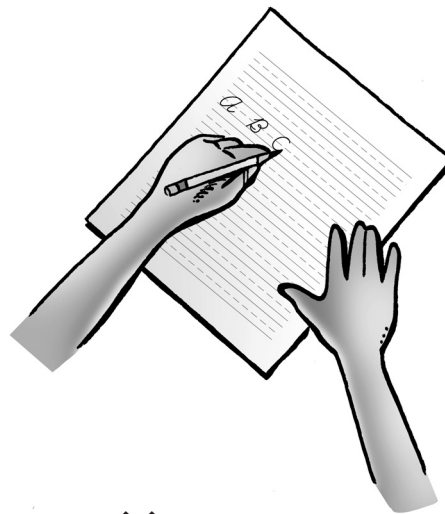
# Proper Positioning



## 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.

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**Pre-K Letter Introduction**

**Pre-Writing Skills**  
**(pgs. 7-30)**

# Beginning Exercises to Practice Pre-Writing Skills (pgs. 7-30)

**The first 24 student worktext pages focus on development of pre-writing skills.**

Directions for the pre-writing exercises are included on each page of the student worktext. They are self-explanatory. These exercises are designed to develop fine motor skills, manual dexterity, and hand strength, while helping children master the basic strokes required to form letters.

Exercises on these pages are intended to be a fun, interactive, gentle introduction to structured handwriting instruction. 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 students to trace over the lines.

- Pg. 7- curved lines
- Pg. 8- curved lines
- Pg. 9- vertical lines (top to bottom)
- Pg. 10- vertical lines (bottom to top)
- Pg. 11- horizontal lines (left to right)
- Pg. 12- horizontal lines (left to right)
- Pg. 13- horizontal, vertical, and short slanted lines
- Pg. 14- scissor practice \*
- Pg. 15- circles
- Pg. 16- circles
- Pg. 17- circles
- Pg. 18- scissor practice \*
- Pg. 19- curved, slanted, and horizontal lines
- Pg. 20- curved and horizontal lines
- Pg. 21- slanted lines
- Pg. 22- slanted lines
- Pg. 23- vertical, horizontal, and slanted lines and circles
- Pg. 24- scissor practice \*
- Pg. 25- horizontal, vertical, curved, and slanted lines
- Pg. 26- horizontal, vertical, and slanted lines
- Pg. 27- curved lines
- Pg. 28- vertical lines (top to bottom)
- Pg. 29- circles
- Pg. 30- slanted lines

\* Scissor practice exercises are intentionally placed on the back of the page, because students will need to remove the page and cut it apart to complete the exercises. More scissor practice exercises are included in the Deluxe and Ultimate Handwriting Resource Kits, available at <https://homeschool.areasonfor.com>

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**Pre-K Letter Introduction**

# Introduction to Manuscript Letters (pgs. 31-160)

# Lesson Planning

The following information is included for each of the lesson plans:

## Letter Description

Letter Description provides a specific description of the way the focus letter is formed. (See also “Detailed Descriptions” at the end of this guide). For extra practice, encourage students to trace the letter in the **Treehouse** at the beginning of each lesson. Remind them to follow the arrows carefully.

## Letter Sounds

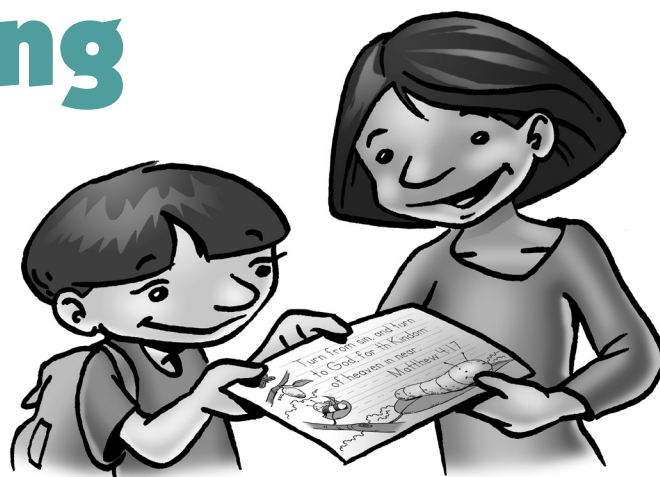
Letter Sounds provide the sound of the focus letter as used in common words. Depending on whether you have begun to use a phonics program, you may choose to introduce only one sound for each letter (corresponding to the initial sound of the illustration word), or you may wish to include all the sounds listed.

## Resource Information

Resource Information provides specific background information about the animal or object used in each lesson, with comments designed to interest students.<sup>1</sup> (Be sure to check this section well in advance so you have plenty of time to compile the recommended resources you wish to use.<sup>2</sup>)

## Scripture Translation

Since **A Reason For Handwriting**© was designed to teach elementary handwriting, using a translation with simple, easy-to-understand vocabulary was essential. Each verse of the week used in this series is taken from The Living Bible © 1971 by Tyndale House Foundation, and used by permission of Tyndale House Publishers Inc., Carol Stream, Illinois 60188.



## Work Page Directions

Work Page Directions provide instructions for completing a project on the back of each letter page.<sup>3</sup> These hands-on activities not only reinforce the lesson, but also expand students’ knowledge, understanding, and appreciation of God’s World. Project pages are designed to be removed from the Worktext, completed by the student, and sent home weekly or collected into an individual student alphabet book.

## Additional Resources

Since not all students are visual learners, it’s very important that Pre-K lessons incorporate alternate activities each day to maximize the child’s learning experience. **A Reason For** offers three separate Handwriting Resource Kits (available at [homeschool.areasonfor.com](http://homeschool.areasonfor.com)) with various manipulatives and activities to engage young learners. Other suggested activities include Sky Writing, Palm Writing, Back Writing, and specific verbal descriptions for letters.

<sup>1</sup> Even though they are not proper nouns, some resource words (Eagle, Hippo, Dolphin, etc.) are written with capital letters to enhance practice.

<sup>2</sup> Examples: a book of colorful butterflies; slices of apples showing different varieties; etc.

<sup>3</sup> Some of the suggested activities may require special materials like yarn, construction paper, glue, glitter, etc. Be sure to gather these in advance.

# Lesson 1

octopus



See Student Worktext pages 31-32

**Lesson Focus**  
The lowercase letter o

## Letter Description<sup>1</sup>

“The lowercase o is like the bubbles and grapes we traced. Start at the two o’clock point and go *up around, down around, up*<sup>2</sup>. Make sure your o touches the Ceiling and Floor of the meeting room!”

## Letter Sounds

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

## Resource Information

“The octopus is an animal that lives in the ocean. It has a soft, rounded body, and eight arms called tentacles. Even though its body is soft, its beak is strong enough to crush shells. It can also swim very fast! Most octopuses are small — about the size of a large man’s fist.”

“God gave the octopus a very special way to protect itself. When an enemy comes near, it squirts a dark liquid into the water so the enemy can’t see it! When an octopus gets excited, it can change colors — blue, green, orange, gray, purple, red, white, or even striped!”

## Work Page Directions

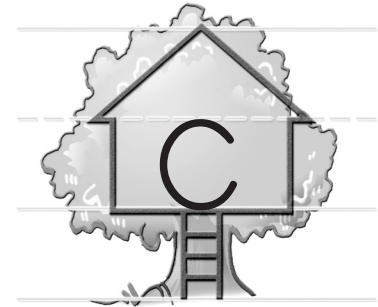
“Outline the octopus carefully, then color it whatever color you choose. Color the ocean water blue, and add some green seaweed so the octopus will feel at home!”

<sup>1</sup> Letter Descriptions throughout this guide are based on the Treehouse.

<sup>2</sup> Italicized words include visual/verbal cues. Emphasize these words with corresponding hand motions.

# Lesson 2

cat



See Student Worktext pages 33-34

**Lesson Focus**  
The lowercase letter c

## Letter Description

“The lowercase c curls up like a sleepy cat. Start at the two o’clock position and go *up around, down around, up* — but don’t go all the way up or your cat will become a bubble! Be sure your c touches the Ceiling and the Floor.”

## Letter Sounds

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

## Resource Information

“The cat is a popular house pet. Even though cats are very smart, they like to have their own way — so they may take longer to train than a dog.”

“Do you know how cats talk? They *meow*. A cat may meow for attention, or to let you know when it wants to go out or come in. Happy cats purr. Angry cats hiss.”

“Although cats don’t like to take baths, they are very clean. At least once a day, a cat will lick its paw, then wash its face and head. Cats remind us we need to wash often — but with soap and water, not a wet paw!”

## Work Page Directions

“What color would you like your cat to be? Color this cat that color, then draw and color a nice, warm rug for the cat to sit on.”

# Lesson 3

alligator 

**Lesson Focus**  
The lowercase letter a



See Student Worktext pages 35-36

## Letter Description

“The lowercase a begins like the letter o, but has a downstroke added to the side. It goes *up around, down around, up* — then *straight down*. Don’t pick up your pencil until you’ve finished, and make sure it touches the Ceiling and the Floor.”

## Letter Sounds

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

## Resource Information

“Alligators look something like giant lizards, but with thicker bodies and tails. They are usually dark olive or dull gray. This helps them hide in the muddy waters where they live. Alligators have many sharp teeth.”

“God designed the alligator’s head so that the alligator can lie completely under the water with just its eyes and nose sticking out. An alligator swims by sweeping its tail from side to side. It can also move very quickly for short distances on land.”

“A mother alligator lays about 50 eggs at a time in a wet, grassy nest. Baby alligators are about nine inches long when they are hatched. In the winter, alligators bury themselves in the mud, hide in deep holes, or simply rest under the water.”

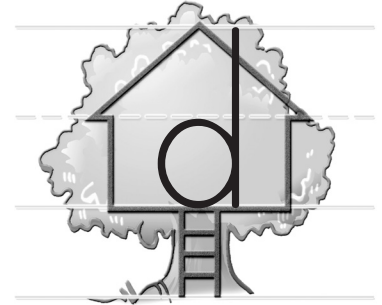
## Work Page Directions

“Outline the alligator with a dark green crayon. Color some murky brown water around him. You can also add stalks of green swamp grass so the alligator can hide better.”

# Lesson 4

dog 

**Lesson Focus**  
The lowercase letter d



See Student Worktext pages 37-38

## Letter Description

“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 the Floor.”

## Letter Sounds

[d] as in dog

## Resource Information

“There are many kinds of dogs — big dogs, little dogs, dogs with long tails or no tail at all! Dogs come in many colors, shapes, and sizes. How many kinds of dogs can you name?”

“Dogs are friendly, obedient animals and are very faithful friends. How do you know when a dog is happy?” (It wags its tail, gives happy barks, licks you, etc.)

“Dogs can be taught to obey commands because they are smart and want to please. Dogs were the first animals to be tamed by people.”

Show the students pictures of different kinds of dogs. If time permits, encourage students to tell about their dog or a friend’s. Ask them to share its name, color, size, etc.

## Work Page Directions

“Color the dog to look like *your* dog or like a dog you’d like to have. Doesn’t your dog need a toy? Draw and color something a dog would like to play with or chew on.”



# Lesson 5

goat



**Lesson Focus**  
The lowercase  
letter g



See Student Worktext pages 39-40

## Letter Description

“The lowercase g starts at the two o’clock position, goes *up around, down around, up around* to the Ceiling, then *down* to the Ground with a monkey tail to the left. Don’t lift your pencil, and make sure the circle touches the Ceiling and Floor.”

## Letter Sounds

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

## Resource Information

“A male goat is called a buck. A female goat is called a doe. A young goat is called a kid. Can you name another female animal that is called a doe?” (a deer)

“There are several kinds of goats that are raised on farms. Nubian goats have long, floppy ears. Angora and Cashmere goats have very soft hair. Toggenburg and Alpine goats give rich, healthful milk.”

“There are also wild mountain goats that live on rocky hillsides. They can easily run up and down the mountain side. They often have large, curly horns.”

## Work Page Directions

“Goats are usually white, black, brown, or gray — or a combination of these colors. Make your goat one of these colors, then draw or glue on some grass for the goat to eat.”

# Lesson 6

quail



**Lesson Focus**  
The lowercase  
letter q



See Student Worktext pages 41-42

## Letter Description

“The lowercase q is similar to the g, except the tail curls in the opposite direction. Start at the two o’clock position, go *up around, down around, up around* to the Ceiling, then *down* to the Ground with a monkey tail to the right.”

## Letter Sounds

[kw] as in quail

## Resource Information

“Quail are very pretty birds. Have you ever seen a quail run across the road with its family? A family of quail is called a covey [kuh'-vee]. There can be as many as 18 babies in one covey!”

“God gave the quail a good way to protect itself. It has speckled brown feathers, and can easily hide in bushes or tall grass. When a quail holds very still, it is very hard to see.”

## Work Page Directions

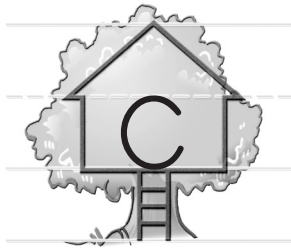
“Color your quail to make it look speckled. Remember, a quail is mostly different shades of brown and tan. Now draw a bush or some dry grass for your quail to hide in. Maybe you can even find a feather to glue on your quail!”



See Student Worktext pages 43-44

**Lesson Focus**

A review of lowercase letters  
o, c, a, d, g, q



**Lesson Description**

This is the first of the review lessons. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

**Lesson Directions**

“This is our first review lesson. Beside each animal is the letter that begins its name. Trace the letter, then finish the line by writing that letter several times. Be sure to use the start dots.”



**Lesson Focus**

The lowercase letter |



See Student Worktext pages 45-46

**Letter Description**

“The lowercase | is one of the easiest letters to make. Begin at the Roofline, and go *straight down* to the Floor — top to bottom. That’s it!”

**Letter Sounds**

[l] as in lion

**Resource Information**

“The lion is a kind of cat — but much, much *bigger!* It is very fierce, and has a loud roar.”

“Lions live in a group called a pride. If a lion has been away from the pride, the other lions rub his cheeks in greeting when he returns. How do *you* greet your friends?” (shake hands; say hello; give them a hug; etc.)

“The picture in your book is a male lion. Only the male has a ruff of fur around his head. Do you know what that fur is called? (a mane) The male lion is the only kind of cat that has a mane. His mane makes him look even bigger and stronger!”

**Work Page Directions**

“Color the body and face of your lion brownish gold. Make his eyes green. To make a fluffy mane for your lion, cut pieces of yarn and glue them to his head.”

# Lesson 8

bear



See Student Worktext pages 47-48

## Lesson Focus

The lowercase letter b

## Letter Description

“The lowercase b starts at the Roofline. Go *straight down* to the Floor, then *circle up around* right, and back *down around* to the line. Be sure the circle touches the Ceiling and Floor, and don’t lift your pencil until you finish the letter.”

## Letter Sounds

[b] as in bear

## Resource Information

“When you hear ‘bear,’ what comes to mind? A polar bear? A teddy bear? Smokey the bear?”

“Real bears look friendly, but can be very dangerous in the wild. They have small eyes and can’t see very well. But they do have a good sense of smell.”

“Bears spend most of the winter in a deep sleep called *hibernation*. Just before they hibernate, bears eat enough food to keep them alive for several months. While hibernating, a female bear may give birth to one or two cubs. They are very tiny, but when spring comes, the cubs grow very fast!”

“Even though bears can be dangerous, they are generally quite peaceful. They try to keep out of fights, and will run away from danger. These are good habits we can learn from the bears.”

## Work Page Directions

“Color your bear either dark brown or black. This bear looks as if he smells something good to eat. Bears eat lots of things, but they especially like berries! If you wish, you may draw a bush full of berries for your bear to eat.”

# Lesson 9

penguin



See Student Worktext pages 49-50

## Lesson Focus

The lowercase letter p

## Letter Description

“The lowercase p starts with a stroke from the Ceiling *straight down* to the Ground, then back *up and circle around* to the right. Be sure your circle touches the Ceiling and Floor, and don’t lift your pencil until you’re finished.”

## Letter Sounds

[p] as in penguin

## Resource Information

“The penguin is a very interesting bird. When it wants to go somewhere, it doesn’t fly — it walks! Although penguins walk very slowly, their webbed feet and flippers help them swim very fast.”

“It is very cold where penguins live. Sometimes they live right on the ice! But God has given them special feathers to help keep them warm.”

“Penguins live in large groups called colonies. The male penguin cares for the eggs and the baby chicks. Sometimes the father penguin will move the eggs by carrying them on his feet! Male penguins often huddle together in groups to help keep the eggs warm.”

## Work Page Directions

“Color your penguin black and white. What color do you think his beak and feet should be?” (yellow or orange) “If you wish, you may draw some water for the penguin to swim in.”

# Lesson 10

hippo



## Lesson Focus

The lowercase letter h



See Student Worktext pages 51-52

## Letter Description

“The lowercase h looks a lot like a chair. It 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.”

## Letter Sounds

[h] as in hippo

## Resource Information

“Have you ever seen a hippopotamus in a zoo? Like many of the largest land animals, the hippo comes from Africa. Can you name some other large animals that live in Africa?” (elephant, giraffe, etc.)

“Hippos may look clumsy and slow, but when they want to, they can run as fast as *you* can! Hippos are also very good swimmers. They stay near the rivers and spend most of their day in the water. Sometimes when a hippo is swimming, all you can see are its ears and eyes sticking out of the water!

“Baby hippos are called calves. What other animal has a baby called a calf? (a cow) A hippo calf often rides on its mother’s back when she is in the water.”

## Work Page Directions

“A hippo has thick, brownish-gray skin. Color your hippo that color. If you wish, you may draw a hippo calf, too.”

# Lesson 11

rabbit



## Lesson Focus

The lowercase letter r



See Student Worktext pages 53-54

## Letter Description

“The lowercase r is a short letter that stays between the lines. It begins with a stroke from the Ceiling to the Floor, then goes back up and circles over to the two o’clock position.”

## Letter Sounds

[r] as in rabbit

## Resource Information

“Have you ever touched a rabbit? Rabbits are soft and furry. Some people call the wild rabbit a *cottontail* because it has a fluffy, white tail.”

“Although rabbits are cute, sometimes farmers don’t like them because they nibble on the tender young plants in gardens and fields.”

“When a rabbit is frightened, it can jump as far as 10 feet! If it is being chased, a rabbit will often run in a zigzag pattern to escape its enemy.”

## Work Page Directions

“Color the inside of your rabbit’s ears pink. Color its nose black or pink. Make your rabbit’s fur soft brown, gray, white, or even spotted. When you finish coloring your rabbit, glue a cotton ball on its tail. Now your rabbit is a *real* cottontail!”

# Lesson 12

newt 

# Lesson 13

mouse 

**Lesson Focus**  
The lowercase  
letter n



See Student Worktext pages 55-56

## Letter Description

“This lowercase n is a lot like the letter r. Start at the Ceiling and go *straight down* to the Floor, then *up/around* and back *down* to the Floor. Remember the n has only one hump.”

## Letter Sounds

[n] as in newt

## Resource Information

“A newt is a type of salamander. Like the frog, it is an amphibian — a creature which is able to live on both land and under water.”

“Newts hatch from eggs laid on plant leaves under water. They breathe through gills, but as they grow, they develop lungs and spend more time on land.”

“A newt eats insects and worms. The best known newt in the United States is the red-spotted newt. It is about four inches long.

“Is the newt the same as a lizard?” (No. A lizard is a reptile, not an amphibian.) “Also, if a newt loses a leg, it will grow another one!”

## Work Page Directions

“Make this a red-spotted newt. Color it black with red spots. (Hint: It’s easier to draw and color the spots first, then fill in the background.) What an unusual creature!”

**Lesson Focus**  
The lowercase  
letter m



See Student Worktext pages 57-58

## Letter Description

“The lowercase m is like an n, but with two humps. It begins at the Ceiling and goes *straight down* to the Floor, then *circle up, around, down* to the Floor (pause), then *up, around, down* to the Floor again. Isn’t the m fun to write?”

## Letter Sounds

[m] as in mouse

## Resource Information

“Mice usually live in the fields and the forests. They eat seeds, plants, and grain. A mouse can hear very well, but it can’t see as well as you can.”

“Some people keep mice as pets. Pet mice are often white with pink eyes. Other mice are usually gray or brown. Scientists sometimes use white mice in special experiments to learn about what makes people sick, and how to help people get well again.”

“Mice like to make their homes where it is dark and warm. That is why some mice live under a house or in an attic or a basement. A mouse will shred tissue or cloth to make itself a soft nest.”

## Work Page Directions

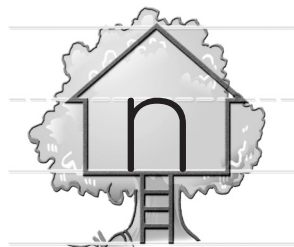
“Mice are usually white, gray, or brown. You can glue a piece of corn on the page for your mouse to eat. Draw a dark hole on your page so your mouse can scamper away quickly if it sees a cat!”



See Student Worktext pages 59-60

### Lesson Focus

A review of lowercase letters  
b, p, h, r, n, m



### Lesson Description

This is the second review lesson. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

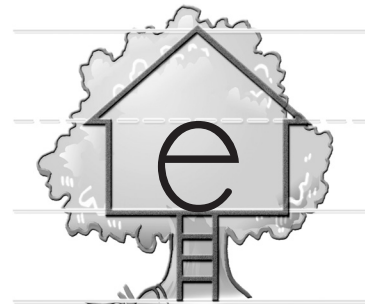
### Lesson Directions

“Beside each animal is the letter that begins its name. Trace the letter, then finish the line by writing that letter several times. Be sure to use the start dots.”



### Lesson Focus

The lowercase letter e



See Student Worktext pages 61-62

### Lesson Description

“The lowercase e starts with a short line in the middle of the meeting room (from left to right), then circle *up, around, down, around, up* and end at the four o’clock position. Make sure your circle touches the Ceiling and the Floor.”

### Letter Sounds

[e] as in elephant, [ē] as in eat

### Resource Information

“The elephant is the largest land animal. Elephants have floppy ears, long trunks, and wrinkled, gray skin. African elephants have large ears; Indian elephants have much smaller ears.”

“God gave the elephant a wonderful tool to use. Can you guess what it is? It’s the elephant’s trunk! An adult elephant may have a trunk that is six feet long. The trunk is so powerful that the elephant can push over small trees with it, and so flexible that it can pick a single leaf!”

“Elephants eat plants — lots of plants! A single elephant can eat as much as 300 pounds of plant food a day, and drink up to 50 gallons of water.”

### Work Page Directions

“This is an African elephant. It has large ears and powerful upper teeth called tusks. Color your elephant dusty gray, but leave the tusks white. You may wish to draw grass or leaves, the African elephant’s native diet, on the page.”

# Lesson 15

iguana



**Lesson Focus**  
The lowercase letter i



See Student Worktext pages 63-64

## Letter Description

“The lowercase letter i is easy to write! Start at the Ceiling and go *straight down* to the Floor. Lift your pencil, then place a dot in the middle of the attic. That’s it!”

## Letter Sounds

[i] as in iguana, [i] as in ice

## Resource Information

“The iguana is a large green lizard with a long tail that is fringed in black. It lives in tropical climates and eats fruits, flower buds, and young leaves. The most common iguana moves slowly and is very shy, so it is easily caught. Iguanas have long, sharp claws to help them climb trees. They like to rest on branches that hang out over the water. Then if something frightens the iguana, it can drop into the water. Iguanas are very good swimmers.”

“The female iguana will dig a burrow in a sunny area, lay her eggs inside, cover them, then leave them alone. When they hatch the young dig out of the burrow.”

“There are many kinds of iguanas. One kind, the marine iguana, likes to swim in the surf! This iguana lives by the ocean and eats seaweed.”

## Work Page Directions

“Draw some leaves around the iguana, and color them green. Now if you color your iguana green, it will be easy for it to hide.”

# Lesson 16

jaguar



**Lesson Focus**  
The lowercase letter j



See Student Worktext pages 65-66

## Letter Description

“The lowercase j begins just like the i. Go *straight down* the ladder to the Ground and *curve up* left like a monkey’s tail. When you finish the letter, pick up your pencil and place a small dot in the middle of the attic.”

## Letter Sounds

[j] as in jaguar

## Resource Information

“The jaguar is a large and powerful wild cat. It has beautiful golden fur with brown and black spots. The black spots are mainly on its head, legs, and stomach. Why do you think God gave the jaguar spots?” (Spots help the jaguar hide by blending in with its surroundings.)

“Jaguars live in forests and scrubland areas where there are many places to hide. They come out at night to hunt other animals.”

“Have you ever seen a jaguar? Jaguars come from Mexico, and Central and South America. The Maya Indians from that part of the world believed the jaguar had great strength and courage.”

## Work Page Directions

“Outline the jaguar with a yellow or gold crayon. Color the fur that color. Now color the spots brown or black so your jaguar can hide easily.”

# Lesson 17

umbrellabird



See Student Worktext pages 67-68

## Lesson Focus

The lowercase letter u

## Letter Description

“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. Don’t lift your pencil until you’ve finished.”

## Letter Sounds

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

## Resource Information

“The umbrellabird lives in the tropical rain forests of Central and South America. It has a tuft of forward-facing feathers on its head that form a crest, and a flap of skin covered with feathers hanging down from its neck. The crest and flap look something like an umbrella with a long handle. That’s how the umbrellabird got its name!”

“The umbrellabird has a chunky body, a wide bill, and a big head. Its feathers are black, and its feet and bill are gray. The umbrellabird is about the size of a crow.”

“Like many rain forest creatures, the umbrellabird’s numbers are decreasing each year as its habitat is destroyed.”

## Work Page Directions

“This umbrellabird looks ready for the rain, don’t you think? Color it lightly black, with gray feet and a gray bill. If you wish, you may draw some raindrops coming down around the umbrellabird.”

# Lesson 18

snail



See Student Worktext pages 69-70

## Lesson Focus

The lowercase letter s

## Letter Descriptions

“Begin the s at the two o’clock position, *curve up* to the left, then *curve right* through the meeting room, then *curve down* to the left, stopping at the eight o’clock position.” (Note: Make an s-s-s sound as you Sky Write the letter.)

## Letter Sounds

[s] as in snail

## Resource Information

“A snail is a very interesting creature because it carries its house on its back! The snail’s house looks like a coiled seashell. Some snails have beautiful, brightly-colored shells. Most garden snails usually have plain brown shells.”

“Sometimes you can find land snails in damp, shady places like a garden or flowerbed. Other snails live in lakes and ponds, or even in the ocean.”

“The snail creeps along on one foot. As it moves, you can see the feelers on its head — and its tiny eyes, too! It even has a tiny mouth with tiny teeth.”

## Work Page Directions

“Is your snail a land snail, or a sea snail? Color your snail to look like the one you choose, then glue yarn to follow the coil of its shell.”



# Lesson 19

turtle



See Student Worktext pages 71-72

**Lesson Focus**  
The lowercase  
letter t

## Letter Description

“The lowercase t starts with a stroke from the Roofline straight down to the Floor. Lift your pencil, and then make a cross stroke at the Ceiling from left to right.”

## Letter Sounds

[t] as in turtle

## Resource Information

“God gave the turtle a wonderful way to protect itself. When it senses danger, it just pulls its head, legs, and tail safely inside its shell!”

“The female turtle digs a hole in the ground and lays eggs. Then she covers the eggs and goes away. The sun keeps the eggs nice and warm, and they soon hatch into baby turtles. The babies never see their mother.”

“We think of turtles as moving slowly but steadily — but not all turtles are this way. Water turtles can swim very fast!”

“Turtles come in many different colors and sizes. Some are black, brown, or dark green. Others are bright orange, red, or yellow. Some have dark bodies and shells with bright spots of color.”

## Work Page Directions

“Choose the color or colors that you want your turtle to be. If you wish, you can draw some green leafy plants for your turtle to munch on!”

# Lesson 20

frog



See Student Worktext pages 73-74

**Lesson Focus**  
The lowercase  
letter f

## Letter Description

“The lowercase f is a tall letter. It starts in the attic with a canestroke. Circle up, around, then straight down to the Floor. Lift your pencil and make a cross stroke at the Ceiling.”

## Letter Sounds

[f] as in frog

## Resource Information

“How do frogs move around? They hop or leap with their strong back legs. Many frogs can leap as much as 20 times their body length!”

“Many frogs spend part of their lives on land and part in the water. Their long legs make them good swimmers. Frogs live in many kinds of places. Some frogs even live in trees.”

“God gave frogs very special eyes. A frog’s eyes bulge out to help the frog see in almost any direction. A frog can see insects anywhere around him. When a bug comes close — ZAP! — the frog scoops it in with his long, sticky tongue! Frogs eat many insects that are pests to us.”

## Work Page Directions

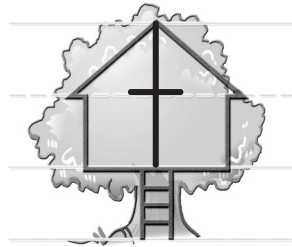
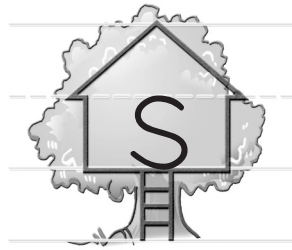
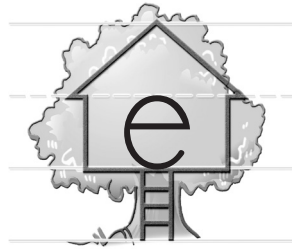
“Frogs often blend in with their surroundings. This frog should be green — just like the leaves on the limb where he’s sitting. Color his eyes red or orange. If you wish, you may draw some bugs for the frog to eat, too.”



See Student Worktext pages 75-76

### Lesson Focus

A review of lowercase letters e, j, s, f, t, u



### Lesson Description

This is the third review lesson. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

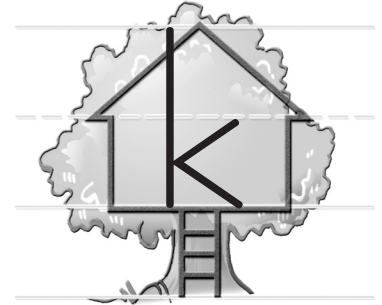
### Lesson Directions

“Beside each animal is the letter that begins its name. Trace the letter, then finish the line by writing that letter several times. Be sure to use the start dots.”



### Lesson Focus

The lowercase letter k



See Student Worktext pages 77-78

### Letter Description

“The lowercase k starts with a stroke from the Roofline *s traight* down to the Floor. Lift your pencil. Now start at the Ceiling and *slant left, slant right*, and end at the Floor.”

### Letter Sounds

[k] as in kangaroo

### Resource Information

“What is it that makes a kangaroo so different from other animals? It has a pouch! Do you know what its pouch is used for?” (protecting its baby)

“Baby kangaroos are called joeys. They are as tiny as baby mice when they are born. Joeys stay warm and cozy in their mother’s pouch for several weeks. Finally, when they are old enough, they come out and begin to bounce around and play. But the joeys jump back inside the warm pouch at night, or when there is danger.”

### Work Page Directions

“Kangaroos are usually reddish brown or light gray. Choose one of these colors for your kangaroo mother, and make the baby joey a slightly lighter shade.”

# Lesson 22

vulture



# Lesson 23

walrus



## Lesson Focus

The lowercase letter v



See Student Worktext pages 79-80

## Letter Description

“The lowercase v stays completely 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 until you are finished.”

## Letter Sounds

[v] as in vulture

## Resource Information

“Vultures are large birds with dark feathers on their bodies and no feathers on their heads. The most common vulture is the turkey vulture, often called a turkey buzzard. The world’s largest land bird, the California condor, is also a vulture.”

“Vultures rarely hunt on their own, but instead look for animals that are already dead. When they find dead animals, they eat them. This is actually helpful as the dead animals would otherwise decay, smell bad, and spread disease.”

“Vultures remind us not to judge a person’s usefulness by their outward appearance. We each have a special way we can help in this world.”

## Work Page Directions

“Color the vulture’s head red, its beak yellow, and its feathers black or brown. If you wish, you may draw a rock ledge where the vulture can safely lay its eggs. Draw one, two, or three eggs.”

## Lesson Focus

The lowercase letter w



See Student Worktext pages 81-82

## Letter Description

“The lowercase w is made with one long stroke. Starting at the Ceiling, slant *down right* to the Floor, slant *up right* to the Ceiling, slant *down* back to the Floor, and slant *up* to finish at the Ceiling.”

## Letter Sounds

[w] as in walrus

## Resource Information

“A walrus is the only type of seal that has tusks. Can you remember the other animal we’ve studied that has tusks?” (the elephant) “The walrus’ tusks are a special kind of upper teeth that grow downward.”

“Why does a walrus have tusks? God gave it these special tools to help it climb on the ice, and to pry shellfish from the ocean floor.”

“The walrus spends a lot of its time in the water looking for food. This walrus looks like it could really eat a *lot* of food, doesn’t it?”

## Work Page Directions

“The walrus is dark brown, its moustache is light brown, and its tusks are white.” (optional) “Break a toothpick in half, then glue one half of the toothpick on each tusk of your walrus.”

# Lesson 24

fox



See Student Worktext pages 83-84

## Lesson Focus

The lowercase letter x

## Letter Description

“Both strokes in the lowercase x start at the Ceiling and end at the Floor. The first stroke slants *down right* to the Floor. The second slants *down left* to the Floor, crossing the first stroke exactly in the middle of the meeting room.”

## Letter Sounds

[ks] as in fox<sup>1</sup>

## Resource Information

“Did you know that the fox is really a type of wild dog? Foxes have bushy tails, large pointed ears, and long noses. Some foxes are reddish brown and others are gray. Their fur is very soft and long.”

“A fox has very good hearing. It can hear a mouse ‘squeak’ from far away. A young fox is called a pup or cub. Foxes live in dens which may be in a cave, among rocks, or in a hollow log or tree.”

“Jesus talked about the foxes in Scripture. He said that the foxes have holes, and the birds have nests — but He had nowhere to live.” (See Matthew 8:20.)

## Work Page Directions

“Would you like to make this a red fox or a gray fox? Either one is okay. If you wish, you may also draw some soft grass for the fox to sit in. Color the grass green.”

<sup>1</sup> No common animal name *starts* with x, so this example uses a word that *ends* with the x sound.

# Lesson 25

yak



See Student Worktext pages 85-86

## Lesson Focus

The lowercase letter y

## Letter Description

“The first stroke of the lowercase y slants *down right* from the Ceiling to the Floor. The second stroke slants *down left* from the Ceiling to the Floor — touching the first stroke at the Floor.”

## Letter Sounds

[y] as in yak

## Resource Information

“The yak lives in a far away country called Tibet. Tibet has very high mountains, and the yak is a very useful animal to the people who live there. They use the yak as a pack animal. It can carry very heavy loads. People and mail can travel by yak into places that cars could never go.”

“There are no cows in Tibet, so people also get milk from the yak. The yak’s soft hair is often used to make warm coats.”

“Does the yak look slow? Don’t be fooled! A yak can run swiftly down icy slopes, and swim across strong flowing rivers. Watch for a yak next time you visit a zoo.”

## Work Page Directions

“Color your yak light black or dark brown. Draw some short grass below the yak, and color it a light brown or tan.”

# Lesson 26

zebra

# Review

See Student Worktext pages 89-90

## Lesson Focus

The lowercase letter z



See Student Worktext pages 87-88

## Letter Description

“The lowercase z is the last letter of the alphabet. When you make this z, you’ve finished the whole lowercase alphabet! Start at the Ceiling, make a line straight *right*, slant *down left* to the Floor, then finish with a line straight *right*.”

## Letter Sounds

[z] as in zebra

## Resource Information

“A zebra looks a lot like a horse — but unlike the horse, a zebra is very wild and hard to tame. Zebras live on the grassy plains of Africa. They usually stay together in large herds. Like horses, zebras can run very fast.”

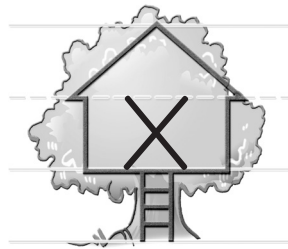
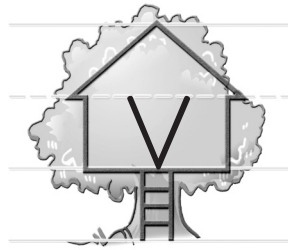
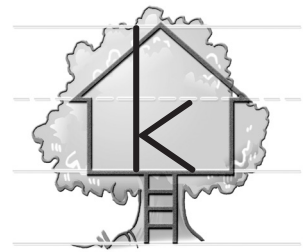
“What makes a zebra look different from a horse?” (its stripes) “Why do you think God gave zebras striped coats?” (to help them hide in the tall grass)

## Work Page Directions

“You’ll have to be very careful as you color your zebra! Make the background — its stomach, face, etc. — black or dark brown, and leave the stripes white. If you wish, you may draw some grass for your zebra to eat.”

## Lesson Focus

A review of lowercase letters  
k, v, w, x, y, z



## Lesson Description

This is the fourth review lesson. Before students begin this page, Sky Write each of these letters, (see page 9) reviewing its formation. Praise students to reinforce correct formation of each letter in this group.

## Lesson Directions

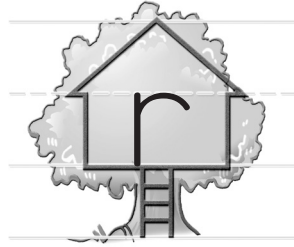
“Beside each animal is the letter that begins its name. Trace the letter, then finish the line by writing that letter several times. Be sure to use the start dots.”



See Student Worktext pages 91-92

**Lesson Focus**

A review of lowercase letters  
d, b, r, s, f, z



**Lesson Description**

This is the first comprehensive review lesson. These letters are a sampling taken from earlier lowercase lessons. Before you begin this page, review the correct formation for each letter.

**Lesson Directions**

“Here are some letters that we studied earlier this year. Beside each animal is the letter that begins its name. Trace the letter, then finish the line by writing that letter several times. Be sure to use the start dots.”



See Student Worktext pages 93-94

**Lesson Focus**

Comprehensive lowercase letter review

**Lesson Description**

This is a comprehensive review of all lowercase letters. Students may trace each sample letter for practice, then using the start dots, they must write each letter correctly in the space to the right of each sample. Carefully monitor students for correct strokes and direction.

**Lesson Directions**

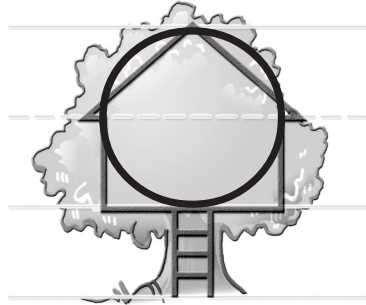
“Write the entire lowercase alphabet. Remember to go the correct direction as you make each letter. Be sure to use the start dots.”

# Lesson 27

Owl



**Lesson Focus**  
The capital O



See Student Worktext pages 95-96

## Letter Description

“The capital O is just like the lowercase o — only bigger! *Circle up, around, down around, up around,* and back to the start. Be sure it touches the Roofline and the Floor.”

## Letter Sounds

[o] as in odd, [ō] as in oat, [ū] as in food, [ou] as in owl

## Resource Information

“Whooo, whooo, whooo knows the bird that makes this sound? Have you ever heard an owl hoot at night?”

“Owls have great big eyes that make them look very wise. Although they can see very well during the day, they can see even better at night. They sit in a tree, on a fence or a pole and watch for small animals on the ground. When they see one, they swoop down, kill it, and eat it. Farmers like to have owls living nearby because they eat lots of mice.”

## Work Page Directions

“Color the owl’s feet and beak yellow. Color its face tan, and its feathers brown. Don’t forget to color the tree branch, too!

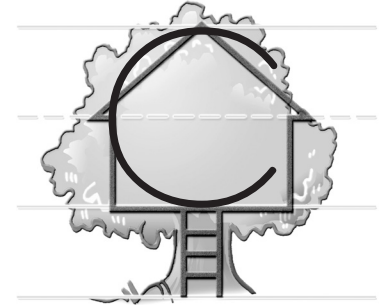
“To make feathers for your owl, you can tear tissue paper or construction paper into small oval pieces, and glue them on its body. If you overlap these paper feathers, it will make your owl look fluffy!”

# Lesson 28

Clouds



**Lesson Focus**  
The capital C



See Student Worktext pages 97-98

## Letter Description

“The capital letter C is made exactly like the lowercase c — only bigger! *Go up around, down around, up.* Make sure your capital C touches the Roofline at the top, and the Floor at the bottom.”

## Letter Sounds

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

## Resource Information

“Did you know that clouds are very useful? People who predict the weather watch the clouds to know what tomorrow’s weather will be.”

“There are several different types of clouds. Some tell us that good weather is coming, and others tell us to watch out for storms.”

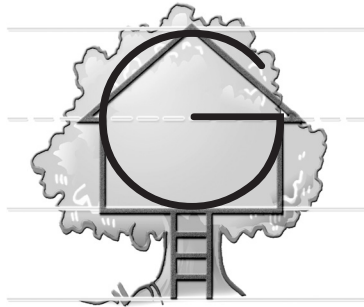
“The clouds in this picture are called *cumulus* [kyoom'-yuh-luhs] clouds. They are light and fluffy on top, with a flat base at the bottom. You usually see cumulus clouds when the weather is warm and sunny. Be sure to look for cumulus clouds the next time you plan a picnic or go for a bike ride!”

## Work Page Directions

“First, outline your clouds with orange, red, or gold. Color the sky a pretty blue. If you wish, you may draw a bird flying through the clouds.”

# Lesson 29

Goose



See Student Worktext pages 99-100

## Lesson Focus

The capital G

## Letter Description

“The capital G is similar to the capital C, but continue to *circle up* to the Ceiling, then make a line *straight left*. Don’t lift your pencil.”

## Letter Sounds

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

## Resource Information

“What animal is similar to a goose? (a duck, a swan, etc.) All these water birds have webbed feet that make them good swimmers. Geese are larger than most ducks, but are a little smaller than swans.”

“Geese eat grain and vegetables. Sometimes they also eat insects and small water creatures.”

“Geese live up to 30 years and a pair of geese stay together for life! The female goose makes a nest in a hollow in the ground. She makes it soft by lining it with feathers from her breast. Then she lays three to six white eggs.”

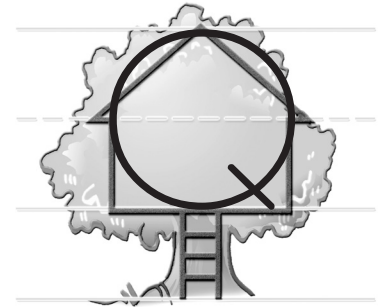
“The male goose is called a gander. Ganders are very good fathers. They help the mother while the babies are being hatched and raised.”

## Work Page Directions

“Many geese are white, so you may leave your goose uncolored — except for its beak and feet. White geese have orange feet and beaks. Or you may color your goose to look like the Canadian goose at the top of page 99. Canadian geese have black feet and beaks.”

# Lesson 30

Quartz



See Student Worktext pages 101-102

## Lesson Focus

The capital Q

## Letter Description

“The capital Q is made exactly like a capital O, except it has a short slanting line in the bottom right corner. Be sure your circle touches the Roofline and the Floor.” (Remind students that the Q is always followed by a u.)

## Letter Sounds

[kw] as in quartz

## Resource Information

“Quartz is the most common mineral. It is the main ingredient of sand, so it is used in making sandpaper and glass. A special kind of quartz is even used in some clocks and watches. If you look closely at a handful of sand, you can see tiny pieces of quartz. They look like little pieces of broken glass, or tiny clear rocks.”

“Quartz crystals are large pieces of quartz. Depending on where you live, you may have seen them sticking out of a creek bank or along a lake shore. Quartz crystals come in several beautiful colors. Some of the most common are clear, smoky, rose, purple, and yellow.”

## Work Page Directions

“What color do you want your quartz to be? Choose a gray, rose red, purple, or yellow crayon to color your quartz. After you have carefully colored the crystals, glue on glitter to make it sparkle.”



# Lesson 31

Leaf



See Student Worktext pages 103-104

## Lesson Focus

The capital L

## Letter Description

“The capital L starts at the Roofline and goes *straight 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.”

## Letter Sounds

[l] as in leaf

## Resource Information

“Leaves are a very important part of a plant. God made them food factories! Each leaf gets energy from the sun. It combines that energy with good things from the soil to create food for the plant.”

“Three basic kinds of leaves are broad leaves, narrow leaves, and needles. Broad leaves are very wide and are found on trees like oaks and maples. Narrow leaves are slender and are found on trees like willows, and on plants like grass. Needles are very thin, and are found on evergreen trees like pine and spruce.”

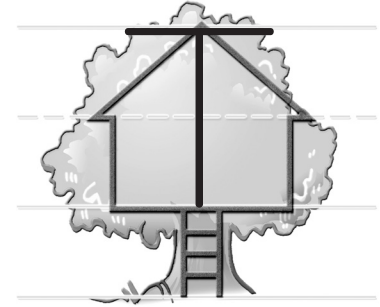
(optional) Collect specimens of these three kinds of leaves, glue them on construction paper, and label them to make leaf posters.

## Work Page Directions

“Maple leaves change color in the fall. In some parts of the country, fall leaves make whole hillsides turn red, yellow, or gold. Color your fall leaf red or yellow. You may wish to use watercolors to paint your leaf. Good fall colors are red, yellow, and gold. You can even mix in some brown or light green for more shades.”

# Lesson 32

Tree



See Student Worktext pages 105-106

## Lesson Focus

The capital T

## Letter Description

“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.”

## Letter Sounds

[t] as in tree

## Resource Information

“If you look out the window, trees are usually the largest plants you see. They are very good for many things. Can you think of some?” (lumber, nuts, fruit, shade, etc.)

“Every state has a state tree. Do you know the official tree for our state? It is the \_\_\_\_\_ tree!” (Be sure to look up this information in advance, if you aren’t sure.)

“There are many different kinds of trees. You can tell many kinds of trees by their shapes or their leaves.”

(optional) Take a nature walk to identify trees.

## Work Page Directions

“Color the shade tree green, and make the trunk brown. If you wish, you can add a green lawn under the tree, or draw some birds or clouds in the sky.”

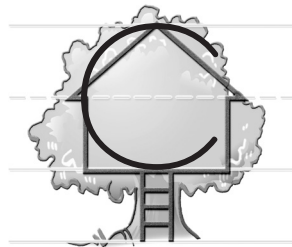
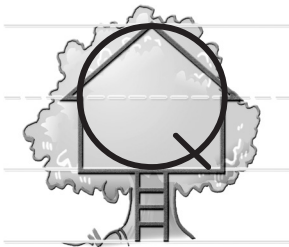
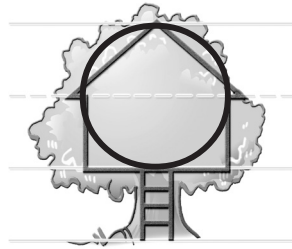
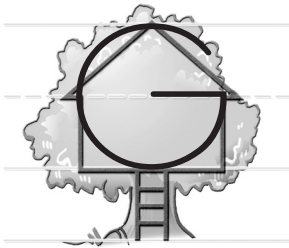


See Student Worktext pages 107-108

### Lesson Focus

A review of capital letters

O, G, L, Q, C, T



### Lesson Description

This is the first capital letter review. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

### Lesson Directions<sup>1</sup>

“Draw a line from each capital letter to its lowercase letter.” (page 107)

“Write a capital letter to match each lowercase letter. Be sure to use the start dots.” (page 108)

<sup>1</sup>Note: Instructions for individual pages may be given at different times.



### Lesson Focus

The capital E



See Student Worktext pages 109-110

### Letter Description

“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.”

### Letter Sounds

[e] as in elephant, [e] as in eagle

### Resource Information

“The eagle is one of the largest, most powerful birds in the world. Up close the eagle looks fierce and proud.”

“The bald eagle is the symbol of the United States. There is even a picture of this eagle on some of our money!” (coins and bills) The bald eagle is not *really* bald. It only looks that way from a distance because of the white feathers on its head.”

“Bald eagles build their nests at the top of tall trees near water. The eagles will return to the same nest each year, adding fresh leaves each time. Over time, the nest gets bigger and bigger.”

### Work Page Directions

“Outline the feathers of your bald eagle with black, then color its feathers dark brown. Color the eagle’s beak yellow. Make sure you don’t color its head, because its head feathers are white!”

# Lesson 34

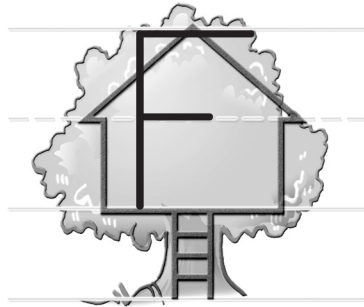
Fish

# Lesson 35

Horse

## Lesson Focus

The capital F



See Student Worktext pages 111-112

## Letter Description

“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.”

## Letter Sounds

[f] as in fish

## Resource Information

“God made many sizes, colors, and kinds of fish. One funny-looking fish can blow itself up like a balloon! Another one eats its babies! Another one has both eyes on one side of its body!”

“Some fish live in fresh water — lakes, rivers, and streams. Others live in the salty water of the oceans.”

“In order to breathe under water, fish have gills. Since you live on land, isn’t it good that you have a nose instead of gills? God gave every creature just what it needs to stay alive.”

## Work Page Directions

“Tropical fish come in many bright colors. Color your fish as brightly as you can! Be sure to color the water around it blue.”

(optional) “Glue some Cheerios® to your page to make bubbles rising from your fish’s mouth.”

## Lesson Focus

The capital H



See Student Worktext pages 113-114

## Letter Description

“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.”

## Letter Sounds

[h] as in horse

## Resource Information

“The horse is a very useful animal. Horses can be trained to obey commands they hear, like a word or a whistle, as well as ‘touch’ commands (like moving the reins).”

“Some people use horses for farming, or rounding up cattle. Many horses are ridden just for fun. Others are trained to jump or to race.”

“A baby horse is called a foal. It can stand shortly after birth, and in just a few hours it can be running around! The mother horse is called a mare.”

“Horses have good memories. They remember if someone has been unkind to them.”

## Work Page Directions

“Horses are black, brown, reddish-brown (also called ‘bay’), gray, gold (called ‘palomino’), white, and sometimes even spotted! Color your horse the color you choose.”

# Lesson 36



## Lesson Focus

The capital I



See Student Worktext pages 115-116

## Letter Description

“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.”

## Letter Sounds

[i] as in it, [I] as in I (The name you call yourself.)

## Resource Information

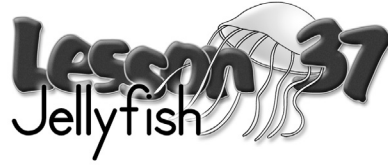
“The letter I is a word all by itself! When you talk about yourself, you say things like, ‘I like to help others,’ or ‘I will smile at someone today.’ Can you think of other ways to use the word I?”

Ask students to complete the statement, “I can \_\_\_\_\_.” Encourage them to think of good things and positive actions.

## Work Page Directions

“Finish this picture so it looks like you! Make sure you’re smiling, and don’t forget to draw your nose and ears. If you don’t know what color your eyes and hair are, look in the mirror or ask a friend. If your hair is longer than the picture shows, then draw some more!”

# Lesson 37



## Lesson Focus

The capital J



See Student Worktext pages 117-118

## Letter Description

“The capital J begins at the Roofline and goes *straight down* to the middle of the meeting room, *curves down left* touching the Floor, then *curves up* back to the middle of the meeting room.”

## Letter Sounds

[j] as in jellyfish

## Resource Information

“A jellyfish is not made of jelly, and it is not a fish! It is a delicate sea creature with the shape of a bell. Its body is mostly water, and filled with a clear jelly-like substance between two layers of cells. A jellyfish can be as small as a pea, or bigger than you!”

“The jellyfish has a ‘mouth’ that hangs down from the middle of its body like the clapper of a bell. It also has long frilly parts (called arms) and trailing tentacles. The tentacles carry a poison which can paralyze small sea creatures, or give *you* a painful sting!”

“Jellyfish come in many sizes, shapes, and colors. When a jellyfish swims, it looks like an umbrella opening and closing. This motion squeezes out water to help it move and stay afloat.”

## Work Page Directions

“The jellyfish is difficult to see in the ocean since it blends in with the water. Color your jellyfish very lightly. Use a pale blue or pink. Glue sand to the bottom of the page for the ocean bottom.”

# Lesson 38

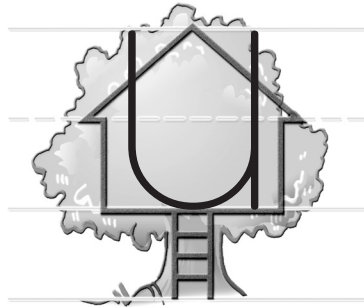
## Universe

# Lesson 39

## Sun

### Lesson Focus

The capital U



See Student Worktext pages 119-120

### Letter Description

“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.”

### Letter Sounds

[u] as in up, [ū] as in universe

### Resource Information

“God made the entire universe. The universe includes everything on the earth, and everything in the heavens — the planets, the stars, and more. The universe is so big that no one but God knows its real size!”

“But even in this huge universe, God knows every person in it. Isn’t it wonderful that He cares about you and me?”

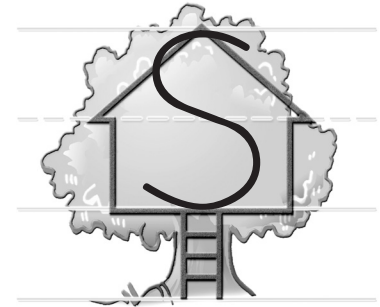
(optional) “Would you like to learn the names of the planets? Starting nearest the sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.”

### Work Page Directions

“Can you see Earth in this picture? (planet at far left on pg. 120) Color its oceans blue, and its land either brown or green. The planet with the ring around it is Saturn. Color Saturn orange and its ring yellow or gold. In the third circle draw a smiling face as a reminder that *you* are part of God’s universe, too!”

### Lesson Focus

The capital S



See Student Worktext pages 121-122

### Letter Description

“The capital S is just like the lowercase s, only bigger! Start just below the Roofline, then *curve up left*, then *down around right* at the Ceiling, then *down around left* touching the Floor, then *curve up* and stop just above the Floor.”

### Letter Sounds

[s] as in sun

### Resource Information

“Without the heat and light from the sun, there would be no life on Earth! Our planet would be cold and dark and still. Aren’t you thankful God made the warm sun!”

“Earth and all the other planets travel around the sun. This movement is what causes the Earth’s seasons: spring, summer, fall, and winter.”

“Your body needs some sunshine every day. It helps make your bones strong. Try to play outside in the sun whenever you can!”

### Work Page Directions

“During the day the sun looks bright yellow-orange, but at sunrise or sunset it can be many other colors. If you want to make a sunrise or sunset, use pink, orange, or purple for the sun’s rays. If you want a noonday sun picture, then color your sun bright yellow or orange.”

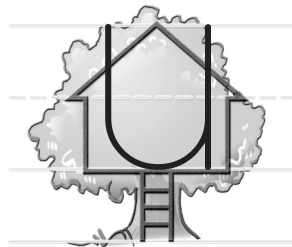
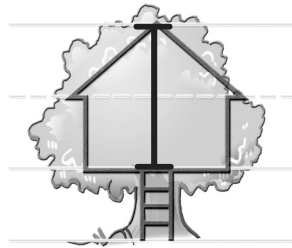
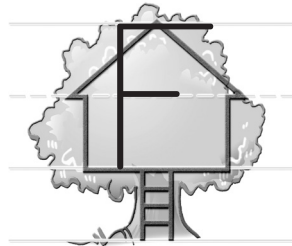


See Student Worktext pages 123-124

**Lesson Focus**

A review of capital letters

F, H, I, J, U, E



**Lesson Description**

This is the second capital letter review. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

**Lesson Directions**

(page 123) “Draw a line from each capital letter to its lowercase letter.”

(page 124) “Write a capital letter to match each lowercase letter. Be sure to use the start dots.”



**Lesson Focus**

The capital P



See Student Worktext pages 125-126

**Letter Description**

“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.”

**Letter Sounds**

[p] as in pumpkin

**Resource Information**

“Pumpkins are large, round, and orange. How do you eat a pumpkin? Some people make pumpkin pie! Did you know there’s *another* part of the pumpkin you can eat, too? You can eat the seeds!”

(optional) Cut a pumpkin open and show the stringy part inside. Carefully remove the seeds and wash them. Have students count the seeds.

After counting the seeds, wash them thoroughly, and soak them in salty water. Spread them on a cookie sheet and roast them at 250° for 45 to 60 minutes. The seeds will puff up a bit as they roast. Cracking and eating these pumpkin seeds at lunchtime will provide a new taste adventure!

**Work Page Directions**

“Outline the pumpkin with an orange crayon, then color the pumpkin with light strokes. Finish by coloring the stem and leaf green.”

# Lesson 41

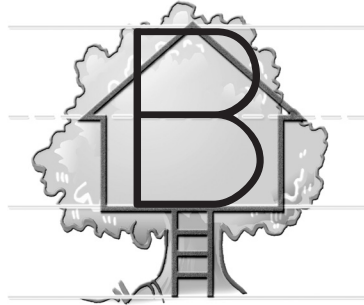
## Butterfly

# Lesson 42

## Rainbow

### Lesson Focus

The capital B



See Student Worktext pages 127-128

### Letter Description

“The capital B has two strokes. Start at the Roofline and go straight down to the Floor. Lift your pencil and return to the start. Then *circle down around right* connecting at the Ceiling, then *down around right* connecting at the Floor.”

### Letter Sounds

[b] as in butterfly

### Resource Information

“The life cycle of the butterfly is very interesting! A butterfly egg hatches into a worm-like caterpillar. The caterpillar stuffs itself on leaves for several days. It grows so big it splits its skin! This may happen several times.”

“Finally, the caterpillar spins a cozy little nest for itself called a cocoon. It curls up inside. You can’t see anything happening, but the caterpillar is turning into a butterfly inside that cocoon.”

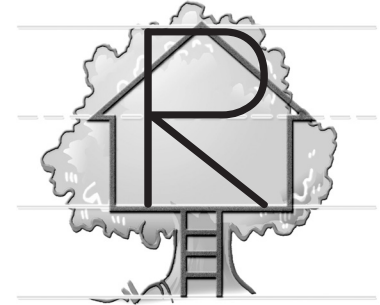
“After a few weeks, a beautiful butterfly will come out of the cocoon, and fly away!”

### Work Page Directions

Show students colored pictures of several varieties of butterflies from an encyclopedia, or online, or butterfly book. Point out the butterflies that are common to your area. “Be sure to color the wings of your butterfly so they match each other.”

### Lesson Focus

The capital R



See Student Worktext pages 129-130

### Letter Description

“The capital R begins with a stroke from the Roofline *straight down* to the Floor. Return to the starting point, and *curve around and down* to the Ceiling, then *angle right down* to the Floor.”

### Letter Sounds

[r] as in rainbow

### Resource Information

“We often see a rainbow in the sky when the sun is behind us and the rain is falling in front of us. Can you name the colors of the rainbow?” (The six primary colors — from inside to outside — are violet, blue, green, yellow, orange, and red.)

“The story of the very first rainbow comes from Scripture. Do you remember how it goes?” (If time allows, read the story aloud from Genesis 9:12-17.)

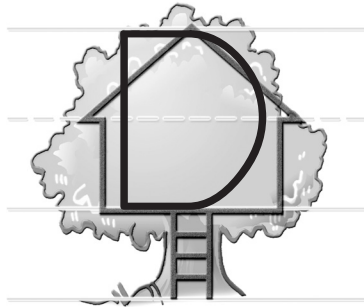
“The shape a rainbow makes is called an arch. If you look closely, you can see a similar arch in the lowercase r!”

### Work Page Directions

Consider letting students use watercolors to paint their rainbows. Watercolors tend to blend slightly, giving the picture a softer look.

# Lesson 43

## Dolphin



See Student Worktext pages 131-132

### Lesson Focus

The capital D

### Letter Description

“The capital D has two strokes. Start at the Roofline and go *straight down* to the Floor. Back at the starting point, go *out and around right*, and *back down* to the Floor.”

### Letter Sounds

[d] as in dolphin

### Resource Information

“Dolphin is a small whale-like mammal with a pointed snout. Dolphins are found in all oceans of the world and even in some rivers. If you’ve seen a ‘dolphin show,’ the star was probably the ‘bottlenosed dolphin.’ Like dogs and chimpanzees, dolphins are very smart and easy to train.”

“Dolphins communicate with each other with clicks and whistles. Dolphins also have a natural sonar system that helps them locate objects under water. The dolphin will make sounds and listen for the sound to be reflected off the object.”

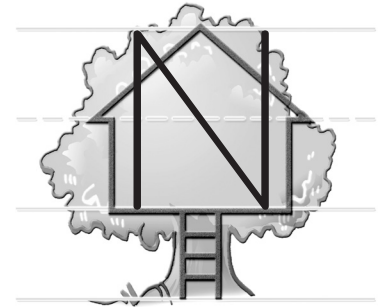
“Dolphins live in groups called pods. Marine biologists tell us that when a dolphin is old or sick, the other dolphins in the pod help it. Like the dolphins, we must learn to help each other, too.”

### Work Page Directions

“Color your dolphin gray or very light blue. If you wish, you can draw a ball or ring in the water for your dolphin to play with — or maybe a small fish for it to eat!”

# Lesson 44

## Nest



See Student Worktext pages 133-134

### Lesson Focus

The capital N

### Letter Description

“The capital N starts with a stroke from the Roofline *straight down* to the Floor. Return to the starting point and *angle down right* to the Floor, then *straight up* to the Roofline.”

### Letter Sounds

[n] as in nest

### Resource Information

“It’s lots of fun to find a bird’s nest in a tree or bush. It’s even more exciting if the nest has eggs or baby birds in it! But be sure not to touch them, or the mother may be frightened away!”

“Most birds build nests to hold their eggs and shelter their young. Some nests are just a few stones or bits of grass by the water. Other nests are a hole inside a tree. Some nests are even made of mud! The most common building materials for nests are straw, twigs, and feathers.”

(optional) Use classroom (or library) books, or online resources to show brightly-colored photographs or drawings of several kinds of nests. Talk about specific birds that live in your region.

### Work Page Directions

“Color your picture to make it look like the nest of a bird that might live near your home. Make sure the eggs are the right kind for your nest.”



# Lesson 45

Monkey



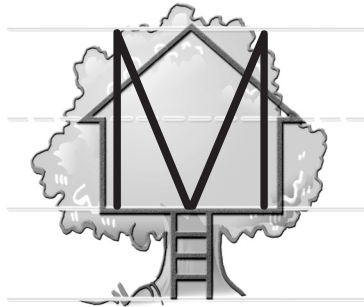
# Review



See Student Worktext pages 137-138

## Lesson Focus

The capital M



See Student Worktext pages 135-136

## Letter Description

“The capital M starts with a stroke from the Roofline *straight down* to the Floor. Return to the starting point, then *angle down* to the Floor, *angle up* to the Roofline, then *straight down* to the Floor.”

## Letter Sounds

[m] as in monkey

## Resource Information

“The monkey is an active animal that loves to climb trees and swing from branches. The monkey’s fingers and toes help it hold on as it climbs and swings.”

“Monkeys often live together in family groups. Female monkeys usually have only one baby at a time, and the mother will carry the baby everywhere she goes. At first the baby will cling to the mother’s underside, then as it grows older it may even ride on her back!”

“Some monkeys eat leaves and grass, but smaller monkeys eat fruit and small insects, too. Monkeys in the zoo like bananas and other fruit as well.”

“What color are the monkeys you have seen? Monkeys come in gray, brown, red, and all the shades in between. Some even have white fur around their face that looks like a beard!”

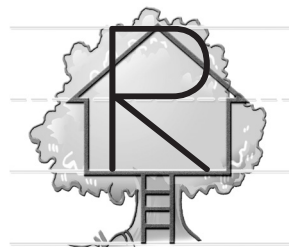
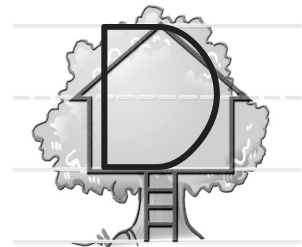
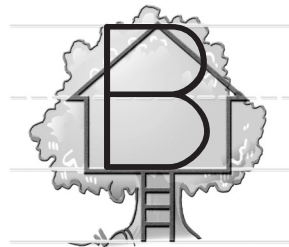
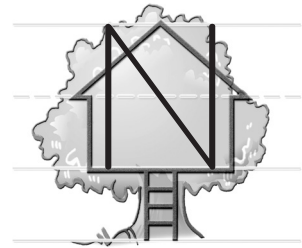
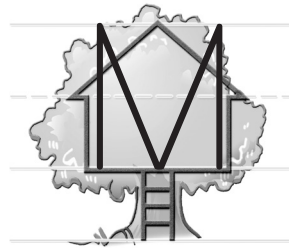
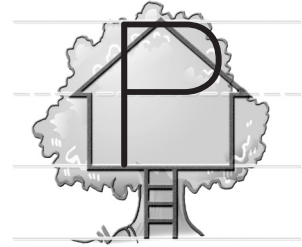
## Work Page Directions

“Decide what color you want your monkey to be. Use lighter shades on the monkey’s hands, feet, and face. Use darker shades on its body. Don’t forget to color the tree limb that the monkey is sitting on!”

## Lesson Focus

A review of capital letters

P, M, N, B, D, R



## Lesson Description

This is the third capital letter review. Before students begin this page, Sky Write each of these letters, reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

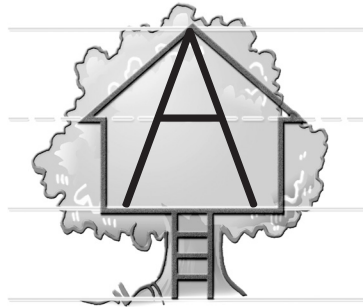
## Lesson Directions

(page 137) “Draw a line from each capital letter to its lowercase letter.”

(page 138) “Write a capital letter to match each lowercase letter. Be sure to use the start dots.”

# Lesson 46

Apple



See Student Worktext pages 139-140

## Lesson Focus

The capital A

## Letter Description

“The capital A has three strokes. Start at the Roofline and *slant 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.”

## Letter Sounds

[a] as in apple, [ā] as in ape, [ä] as in want

## Resource Information

“There are many different kinds of apples, but almost all of them are a shade of red, green, or yellow. What are some ways we might describe an apple?” (skin outside, white inside, crunchy, seeds in the middle, woody stem, etc.)

“Did you know that God made something special inside every apple? There’s a star inside!”  
Note: Cut through the middle of an apple at the “equator” and the seed section should show a star shape.

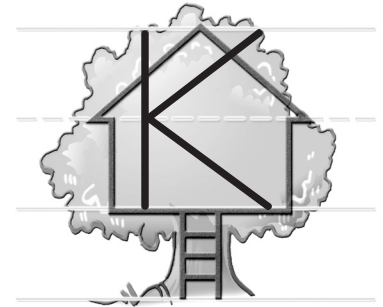
(optional) “How many seeds do you think are in an apple?” Cut open at least three apples and count the seeds in each. Add all the seeds, then divide by three to get the average.

## Work Page Directions

“Color your apple the same color as the kind of apple you like best. Color just the bottom edge of each slice since the centers are white. Or if you wish, you may color the centers a very light yellow.”  
(optional) “When you have finished coloring the apple, glue two apple seeds on the edge of your apple slices.”

# Lesson 47

Koala



See Student Worktext pages 141-142

## Lesson Focus

The capital K

## Letter Description

“The capital K begins with a stroke *straight down* from the Roofline to the Floor. Start the second stroke at the Roofline, *slant left* to touch the first line at the Ceiling, then *slant right* down to the Floor.”

## Letter Sounds

[k] as in koala

## Resource Information

“The koala is a small tree-climbing animal that lives in Australia — the country where kangaroos are from. The koala has something else in common with the kangaroo. They both have a pouch where they carry their babies! A baby koala stays in its mother’s pouch for several months. When it is older, it begins to ride around on its mother’s back.”

“The koala only eats the leaves and buds from one kind of tree. The tree is called a eucalyptus [you-kah-lip<sup>l</sup>-tuss]. In the United States, eucalyptus trees are found in California. But there are no wild koalas there to eat them!”

## Work Page Directions

“Color your koala brown, and make his nose black. There are plenty of eucalyptus leaves for your koala to eat. Color the leaves green, and the tree limb light brown.”

# Lesson 48

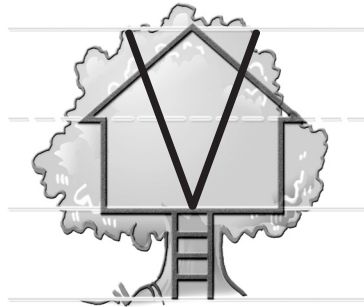
## Volcano

# Lesson 49

## Watermelon

### Lesson Focus

The capital V



See Student Worktext pages 143-144

### Letter Description

“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 right, slant up*. Make sure you don’t lift your pencil until you’re finished.”

### Letter Sounds

[v] as in volcano

### Resource Information

“A volcano is usually a cone-shaped mountain. When a volcano explodes, or *erupts*, melted rocks and fire are thrown hundreds of feet into the air. Ashes can fill the air for hundreds of miles. Melted rock, called *lava*, flows down the side of the mountain.”

“Scientists’ knowledge of volcanoes is limited, but they are learning more each day. One thing that everyone who deals with volcanoes knows is that there is tremendous power there.”

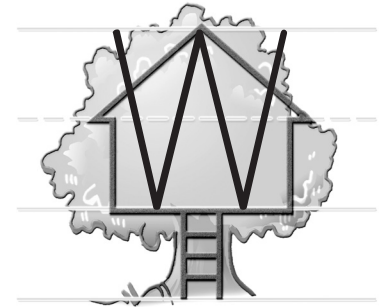
If there is a volcano near your area, describe it to the class. Check an encyclopedia or on-line resource for pictures of volcanoes. Your local library may even have a film available on this fascinating subject.

### Work Page Directions

“Color the mountain brown and the exploding fire red, yellow, and orange. The streams of lava flowing down the mountain should be red-orange.” (optional) “You may glue small stones above the volcano to show the rocks flying out of the earth.”

### Lesson Focus

The capital W



See Student Worktext pages 145-146

### Letter Description

“The capital W is just like the lowercase w, only bigger! Start at the Roofline and *slant down* to the Floor, *slant up* to the Roofline, *slant down, slant up*. Don’t lift your pencil until you are finished!”

### Letter Sounds

[w] as in watermelon

### Resource Information

“Have you ever seen a watermelon growing on a vine in a field? The vine can be very long and have several watermelons on it.”

“Some watermelons are solid green on the outside, and some are striped green and white. Inside most watermelons are bright red, but some kinds are bright yellow!”

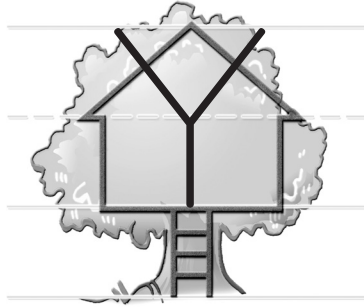
(optional) If the season is right, serve slices of watermelon at lunch. For a math activity, have everyone at the table save the seeds and count them. Ask who got the most seeds? Who got the fewest? See if any two people got the same number of seeds.

### Work Page Directions

“The watermelon in your picture is a striped watermelon. Use your darkest green crayon, and color every other stripe. Color the stripes in between light green. Don’t forget to color the inside of the watermelon slice bright pink, and the seeds black or brown!”

# Lesson 50

Yucca



See Student Worktext pages 147-148

## Lesson Focus

The capital Y

## Letter Description

“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 v straight down to the Floor.”

## Letter Sounds

[y] as in yucca

## Resource Information

“The yucca is a plant that grows in the desert where there is lots of sand and not much water. But God designed the yucca so it can stay green all year.”

“When the yucca blooms, it has white bell-shaped flowers. The yucca blossoms open up at night, and they smell very nice.”

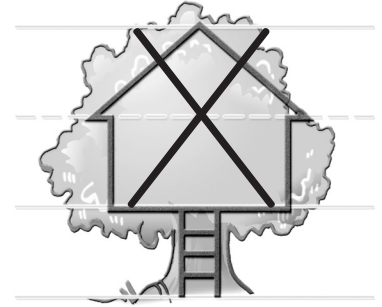
## Work Page Directions

“Color the leaves on your yucca green and the stems brown. Don’t color the blossoms because they are white! If you wish, you can draw some sand dunes in the background and color them light brown.”

(optional) “Would you like to make your page into a desert scene? Thinly spread glue on your page and sprinkle it with clean sand. You can also glue on some pieces of popcorn to make yucca blossoms!”

# Lesson 51

Ibex



See Student Worktext pages 149-150

## Lesson Focus

The capital X

## Letter Description

“The capital X is just like the lowercase x, only bigger! Make sure that both strokes go from the Roofline to the Floor, and that they cross at the Ceiling.”

## Letter Sounds

[x] as in ibex<sup>1</sup>

## Resource Information

“The ibex is a type of mountain goat that lives in the very high mountains of Europe and Asia. The male ibex has long horns that curve backward. The horns of the ibex are rough to the touch, not smooth like the tusks of the elephant or walrus.”

## Work Page Directions

“Color your ibex gray or brown. If you wish, you may draw some mountains behind your ibex, so it will have a place to live.”

<sup>1</sup> No common animal name *starts* with X, so this example uses a word that *ends* with the X sound.

# Lesson 52

## Zebu



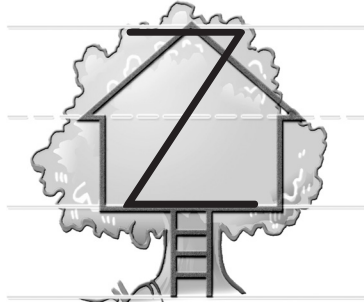
# Review



See Student Worktext pages 153-154

### Lesson Focus

The capital Z



See Student Worktext pages 151-152

### Letter Description

“The capital Z is just like the lowercase z, only bigger! Use the same zigzag stroke — *straight right, slant down left, straight right*. Remember to make your Z touch the Roofline and the Floor.”

### Letter Sounds

[z] as in zebu

### Resource Information

“The zebu is a type of hump-backed cattle from southern Asia. The large muscular hump on the shoulders makes it an easy animal to identify. Can you name another kind of animal that has a hump on its back?” (a camel)

“Most zebras have short horns, big floppy ears, and dewlaps (loose floppy skin that hangs under the throat). Just like other cattle, a group of zebras is called a herd.”

“In some countries Zebras are used as beasts of burden. Zebras are raised for milk and meat. Name some things that we make from milk?” (butter, cheese, cottage cheese, ice cream, etc.)

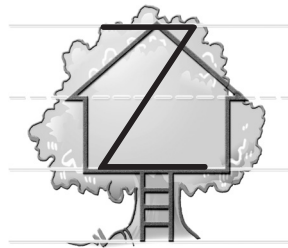
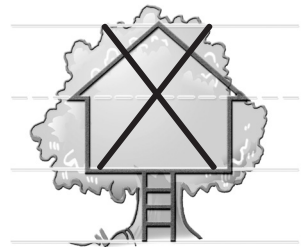
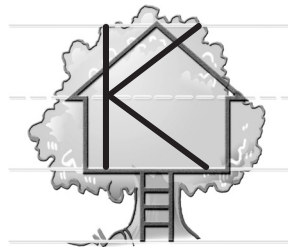
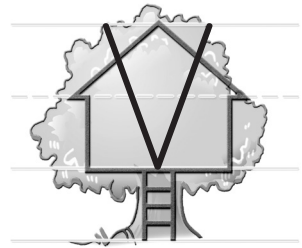
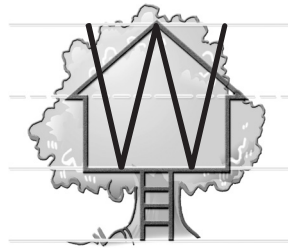
### Work Page Directions

“Color your zebu a light tan or brown. Some Asian farmers put bells around their cows’ necks to help them find the cows in large pastures. If you wish, draw a rope around the zebu’s neck and put a bell on it.”

### Lesson Focus

A review of capital letters

Y, W, V, K, X, Z



### Lesson Description

This is the final capital letter review. Before students begin this page, Sky Write each of these letters (see pg. 9) reviewing letter formation. Praise students to help reinforce the correct counter-clockwise stroke of each letter.

### Lesson Directions<sup>1</sup>

(page 153) “Draw a line from each capital letter to its lowercase letter.”

(page 154) “Write a capital letter to match each lowercase letter. Be sure to use the start dots.”

<sup>1</sup> No common animal name *starts* with X, so this example uses a word that *ends* with the X sound.

# To The Teacher

Page 154 in the Student Worktext completes the introduction and review of all capital and lowercase alphabet letters.

The rest of the book contains comprehensive review lessons which focus on specific letter groups. These not only serve as a final review, but also provide a tool to help you verify individual student mastery.



See Student Worktext pages 155-156

## Lesson Focus

A review of circle letters

c, a, o, d, e, g

## Lesson Description

This is a comprehensive review of lowercase circle letters. It is designed to test individual student mastery of letter formation.

## Lesson Directions

“Trace each circle letter, then finish the line with that letter. Be sure to use the start dots.”

## Lesson Focus

A review of curve letters

r, m, n, h, u, s

## Lesson Description

This is a comprehensive review of lowercase curve letters. It is designed to test individual student mastery of letter formation.

## Lesson Directions

“Trace each curve letter, then finish the line with that letter. Be sure to use the start dots.”



See Student Worktext pages 157-158

## Lesson Focus

A review of slant letters

k, v, w, x, y, z

## Lesson Description

This is a comprehensive review of lowercase slant letters. It is designed to test individual student mastery of letter formation.

## Lesson Directions

“Trace each slant letter, then finish the line with that letter. Be sure to use the start dots.”

## Lesson Focus

A review of downstroke letters

i, t, l, b, h, f

## Lesson Description

This is a comprehensive review of lowercase downstroke letters. It is designed to test individual student mastery of letter formation.

## Lesson Directions

“Trace each downstroke letter, then finish the line with that letter. Be sure to use the start dots.”



See Student Worktext pages 159-160

### **Lesson Focus**

A review of tail letters

g, j, p, q, y

### **Lesson Description**

This is a comprehensive review of lowercase tail letters. It is designed to test individual student mastery of letter formation.

### **Lesson Directions**

“Trace each tail letter, then finish the line with that letter. Be sure to use the start dots.”

### **Lesson Focus**

A review of tall letters

b, d, f, h, k, l

### **Lesson Description**

This is a comprehensive review of lowercase tall letters. It is designed to test individual student mastery of letter formation.

### **Lesson Directions**

“Trace each tall letter, then finish the line with that letter. Be sure to use the start dots.”

# APPENDIX



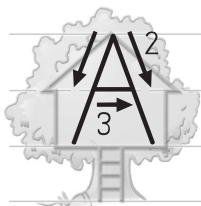
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# Detailed Descriptions of Manuscript Letters

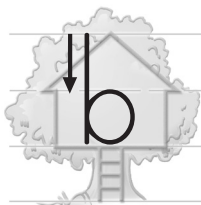


The lowercase **a** starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and straight down to the Floor. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

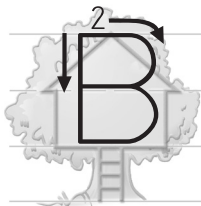


The capital **A** has three strokes. The first stroke starts at the Roofline and slants down left to the Floor. Return to the starting point and slant down right to the Floor. The third stroke connects the first two at the Ceiling.

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!

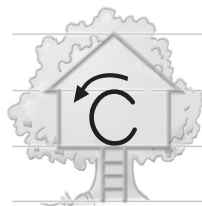


The lowercase **b** starts at the Roofline and goes straight down to the Floor, then circles up/around right, touching the Ceiling and the Floor. Don't lift your pencil.

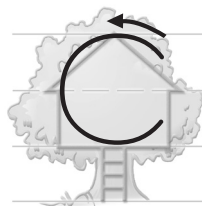


The capital **B** has two strokes. Start at the Roofline and go straight down to the Floor. Lift your pencil. Return to the starting point and go around/down to the Ceiling, then around/down to the Floor.

**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.

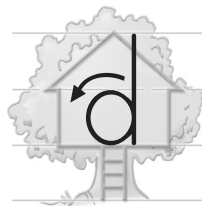


The lowercase **c** begins at the two o'clock position, and circles up/around. It ends at the four o'clock position. Be sure the circle touches the Ceiling and Floor.

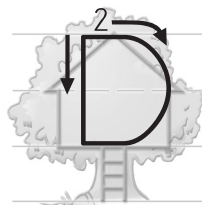


The capital **C** is made exactly like the lowercase **c** — only bigger! Make sure it touches the Roofline at the top and the Floor at the bottom.

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.

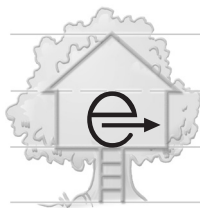


The lowercase **d** is like an **a** except the stick goes straight up to the Roofline, then back down to the Floor. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

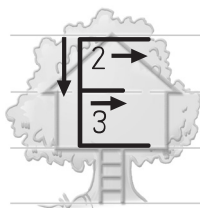


The capital **D** has two strokes. Start at the Roofline and go straight down to the Floor. Back at the starting point, go out/around and back down to the Floor.

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!

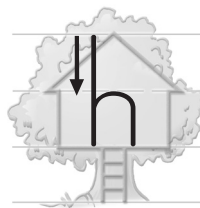


The lowercase e starts with a straight line in the middle of the meeting room (left to right), then circles up/around and ends at the four o'clock position. Don't lift your pencil, and make sure the circle touches the Ceiling and Floor.

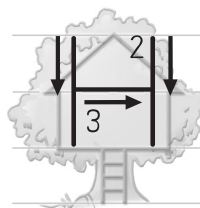


The capital E has three strokes. Start at the Roofline, go straight down to the Floor, then straight right. Return to the starting point and make two short strokes to the right — one at the Roofline, and a shorter one at the Ceiling.

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?

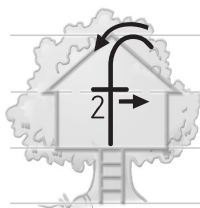


The lowercase h starts at the Roofline and goes straight down to the Floor, then back up to the Ceiling, circle over, and back down to the Floor.

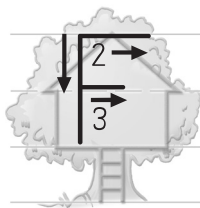


The capital H has three strokes. The first stroke starts at the Roofline and goes straight down to the Floor. Make the second stroke parallel to the first. The third stroke connects the first two at the Ceiling.

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.

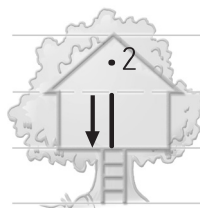


The lowercase f starts in the attic with a canestroke. Circle up/around, then straight down to the Floor. Lift your pencil and make a cross at the Ceiling.

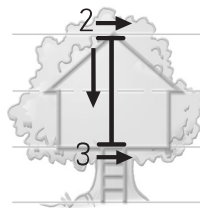


The capital F is like an E without the bottom stroke. Start at the Roofline and go straight down to the Floor. Return to the starting point and make two short strokes to the right — one at the Roofline, and a shorter one at the Ceiling.

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.

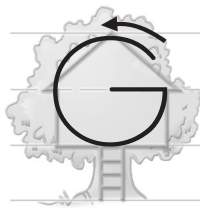


The capital I has three strokes. It begins at the Roofline and goes straight down to the Floor. Finish with a short line from left to right across the top, then across the bottom.

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!

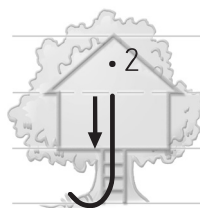


The lowercase g starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and down to the Ground with a monkey tail to the left. Don't lift your pencil. Make sure the circle touches the Ceiling and Floor.



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.

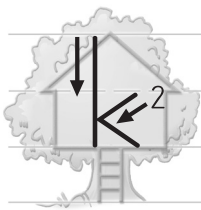


The lowercase j begins at the Ceiling and goes straight down the ladder to the Ground with a monkey tail to the left. Lift your pencil and place the dot in the middle of the attic.

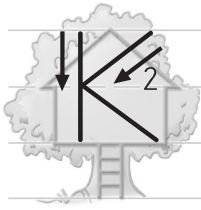


The capital J begins at the Roofline and goes straight down to the middle of the meeting room, curves left touching the Floor, then curves back up to the middle of the meeting room.

The word jump starts with j. Can you jump for joy? See how many times you can jump rope without missing or stopping.

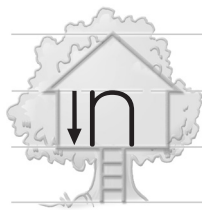


The lowercase **k** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil. Now start at the Ceiling and slant left/slant right and end at the Floor.

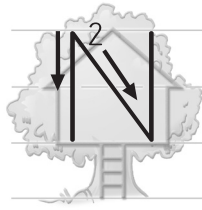


The capital **K** begins with a stroke from the Roofline to the Floor. The second stroke starts at the Roofline, slants left to touch the first line at the Ceiling, then slants right down to the Floor.

**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.

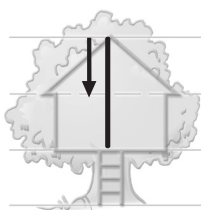


The lowercase **n** begins with a stroke from the Ceiling straight down to the Floor, then up/around/down, and back to the Floor. Don't lift your pencil.

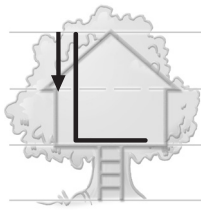


The capital **N** starts with a stroke from the Roofline straight down to the Floor. Return to the starting point and angle right down to the Floor, then straight up to the Roofline.

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!

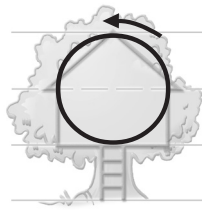


The capital **L** starts at the Roofline and goes down to the Floor. Turn right when you reach the Floor to make a leg for it to stand on. Don't pick up your pencil.

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.

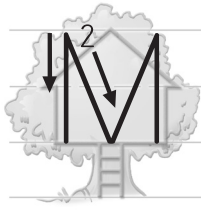


The capital **O** is exactly like the lowercase **o**, only bigger! It circles up/around and back to the start. Be sure it touches the Roofline and the Floor.

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.

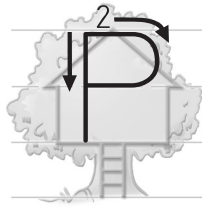


The capital **M** starts with a stroke from the Roofline straight down to the Floor. Return to the starting point, then angle right down to the Floor, angle right up to Roofline, then straight down to the Floor.

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.

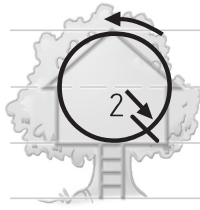


The capital **P** begins with a stroke from the Roofline to the Floor. Return to the starting point and circle around and down to the Ceiling.

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!

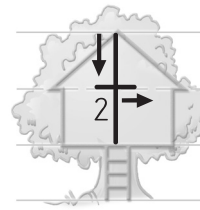


The lowercase **q** starts at the two o'clock position, goes up/around in a circle, then up to the Ceiling and down to the Floor with a monkey tail to the right. Don't lift your pencil. Make sure the circle touches the Ceiling and Floor.

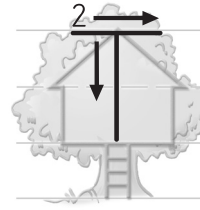


The capital **Q** is made exactly like a capital **O**, but you add a short slanting line in the bottom right corner. Be sure the circle touches the Roofline and the Floor.

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.

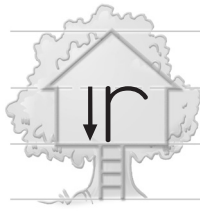


The lowercase **t** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil, and then make a cross at the Ceiling from left to right.

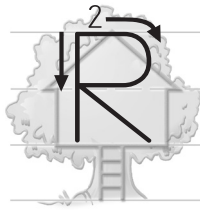


The capital **T** starts with a stroke from the Roofline straight down to the Floor. Lift your pencil, then make a cross at the Roofline from left to right.

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.

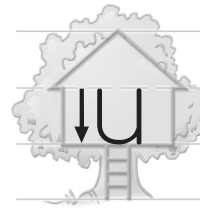


The lowercase **r** begins with a stroke from the Ceiling to the Floor, then back up and over to the two o'clock position.

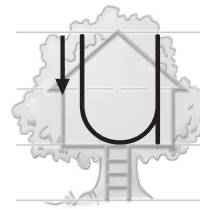


The capital **R** begins with a stroke from the Roofline to the Floor. Return to the starting point, and curve around and down to the Ceiling, then angle right down to the Floor.

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.)

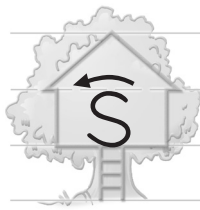


The lowercase **u** begins at the Ceiling. Go straight down toward the Floor, curve around and back up to the Ceiling, then straight down to end at the Floor.



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 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.

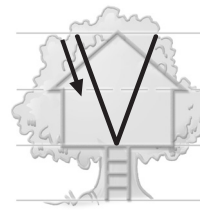


The capital **S** is just like the lowercase **s**, only larger! Be sure it touches the Roofline and the Floor!

The word **song** begins with an **s**. Sometime today, sing a special song to someone who is really special!



The lowercase **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!

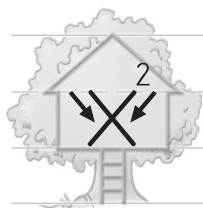


The lowercase *w* is made with one long stroke. Starting at the Ceiling, slant down right to the Floor, slant up to the Ceiling, slant down to the Floor, and slant up to the Ceiling.

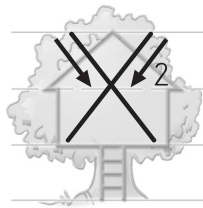


The capital *W* is just like the lowercase *w*, only bigger! Starting at the Roofline, slant down right to the Floor, slant up to the Roofline, slant down to the Floor, and slant up to the Roofline. Don't lift your pencil!

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!

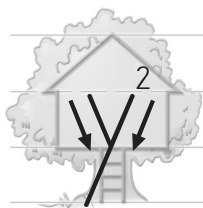


Both strokes in the lowercase *x* start at the Ceiling and end at the Floor. The first stroke slants down from left to right. The second slants down from right to left.

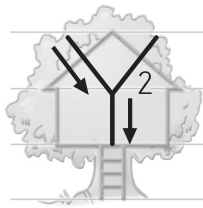


The capital *X* is just like the lowercase *x*, only bigger! Make sure that both strokes go from the Roofline to the Floor, and cross at the Ceiling.

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 *v* in the attic. Make sure it touches the Roofline and the Ceiling. The second stroke goes from the bottom of the *v* 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

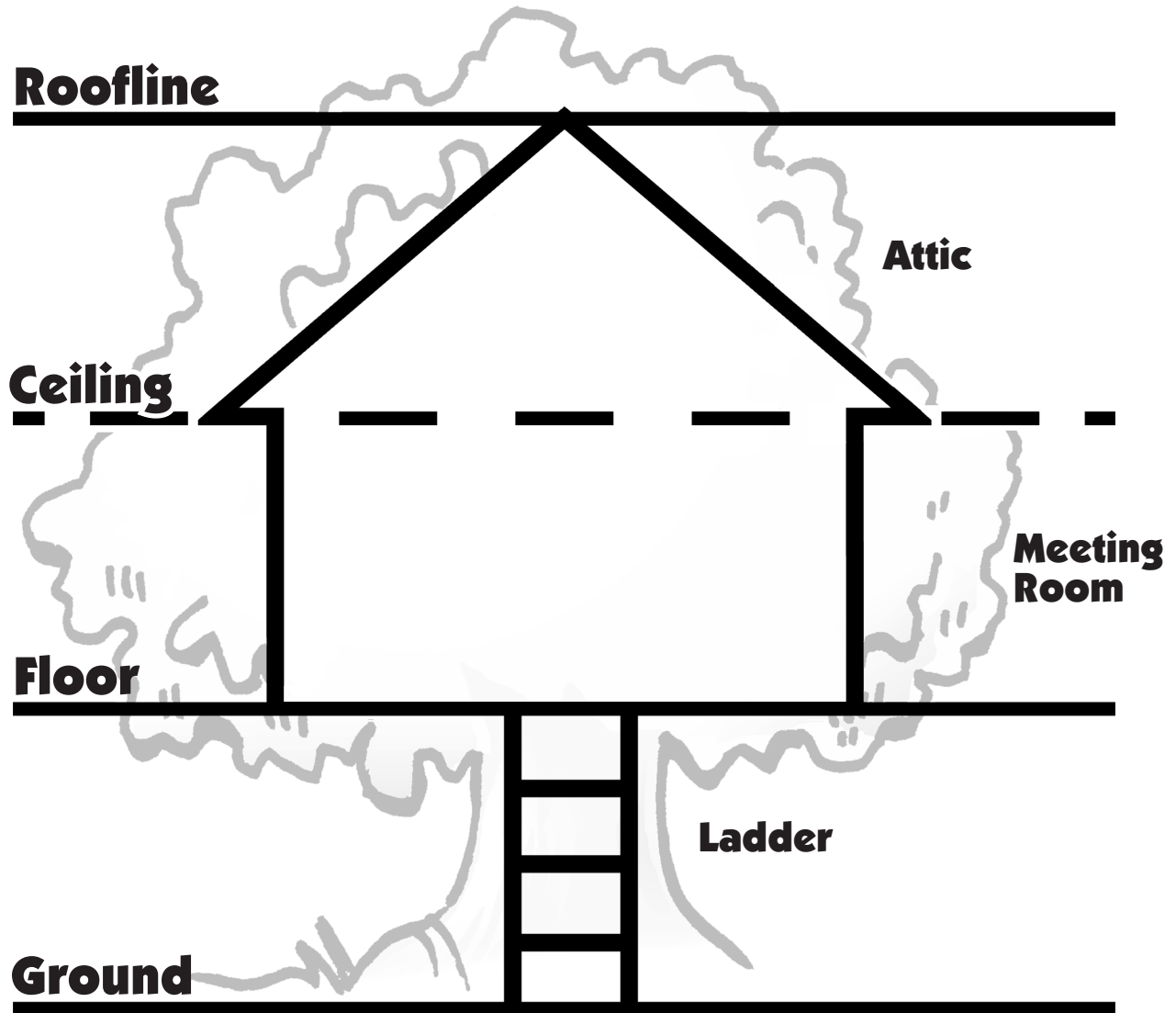
- Circle (a, b, c, d, e, g, o, p, q)
- Curve (h, m, n, r, s, u)
- Downstroke (b, f, h, i, j, k, l, m, n, p, r, t)
- Slantstroke (k, v, w, x, y, z)
- Tail (g, j, p, q, y)
- Tall (b, d, f, h, k, l, t)
- Two-stroke (f, i, j, k, t, x, y)

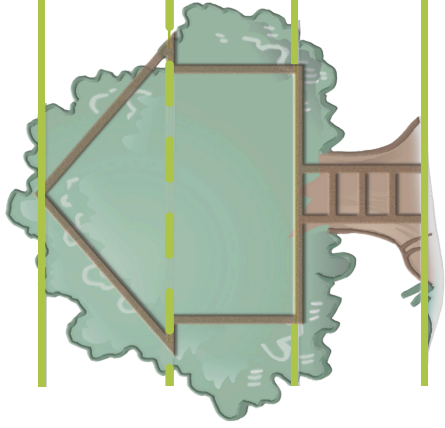
# REPRODUCIBLE RESOURCES



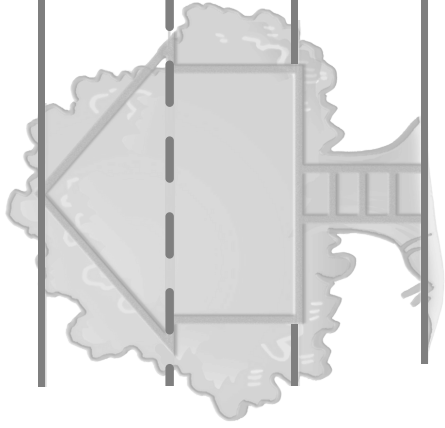
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# The Treehouse









Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

A single dashed line for handwriting practice.

A single solid line for handwriting practice.

A single solid line for handwriting practice.

A single dashed line for handwriting practice.

A single solid line for handwriting practice.

A single solid line for handwriting practice.

A single dashed line for handwriting practice.







FIVE STAR

# Manuscript Examples

Example 1

**Alignment**

helper

Improved Form

helper

Example 2

**Slant**

half day

Improved Form

half day

Example 3

**Size**

blesses

Improved Form

blesses

Example 4

**Shape**

succeed

Improved Form

succeed

Example 5

**Spacing**

was joyful

Improved Form

was joyful



## 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

- 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

- 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

- 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**

=====