

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
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GETTING STARTED

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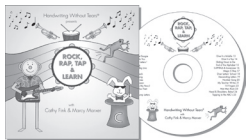
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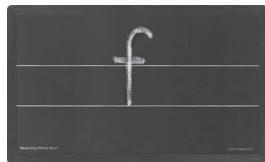
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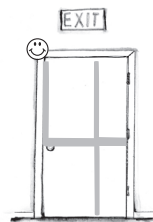
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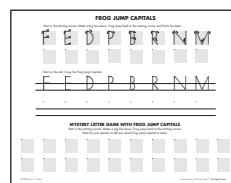
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Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
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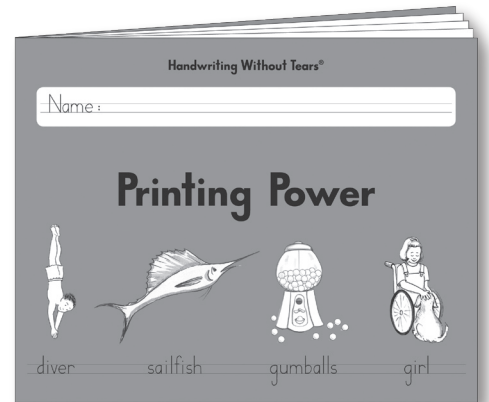
← Eager to start?
Lessons start here.

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← Need a schedule?
Guidelines are here.

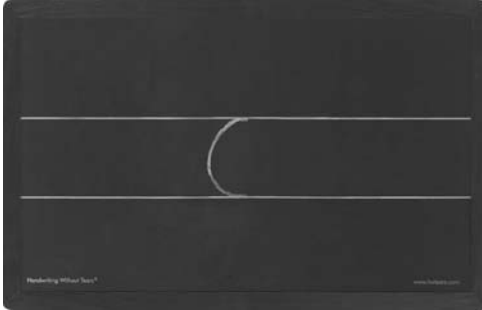
Lowercase Mysteries

Preparation

1. Gather Blackboard with Double Lines, chalk, and paper towels for erasing.
2. Say the directions as indicated below.
3. Optional: For children who need extra help, you can make the first stroke for them to trace.

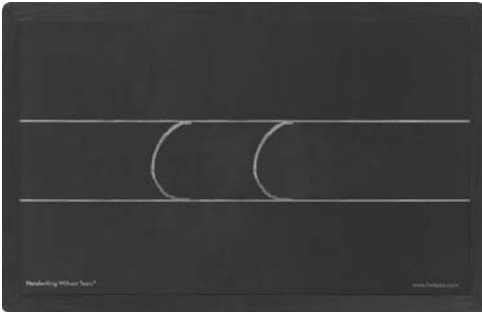
Directions

Magic C Letters

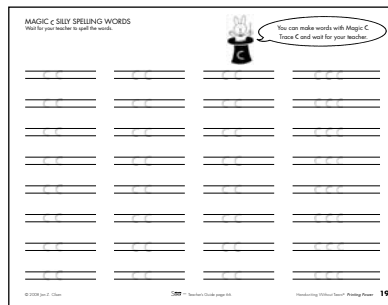


For letters **a d g o q**
 Magic c, wait. Turn it into ____.

Magic C Words



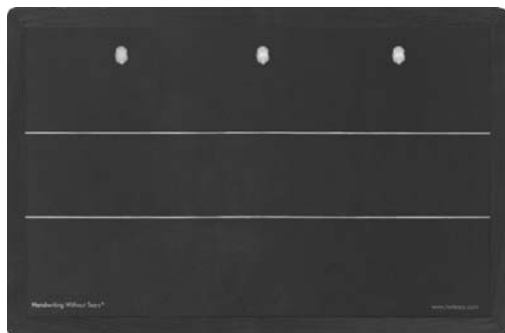
Using **a d g o q**
 Magic c, wait, turn it into ____.
 Add letter ____.



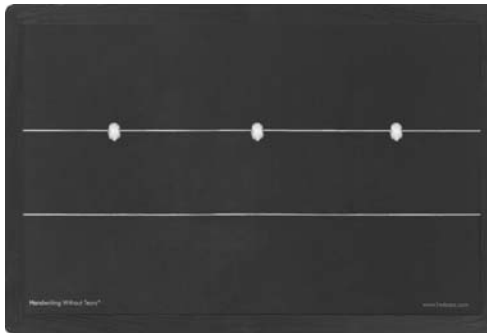
Turn to page 19 in *Printing Power*.

- Allow children to use colored pencils to make their letters.
- Use the Magic C Bunny to tell the children the mystery letter.
- See page 66 of this guide for a list of words you can make with two or three Magic c letters.

Other Lowercase Letters



For letters **h b k l t**
 Start up high, make a big line down,
 wait. Turn it into ____.

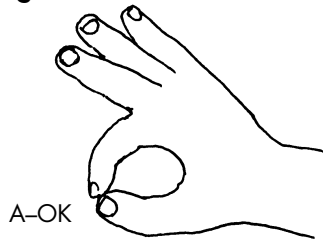


For letters **i j m n p r s u v w x y z**
 Start at the dot. Make ____.

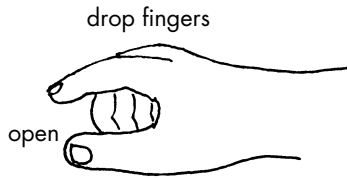
The tips shown here will help your students hold the pencil with the right combination of mobility and control. These exercises make it easy and fun for children to learn a correct pencil grip.

A-OK

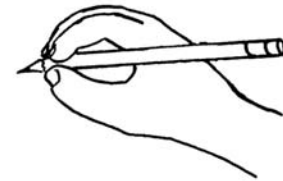
Right-handed



Step 1.
Make the A-OK sign.

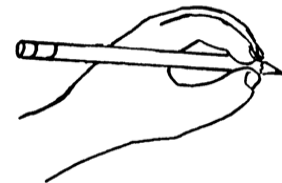
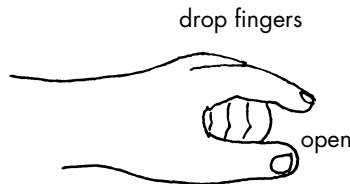
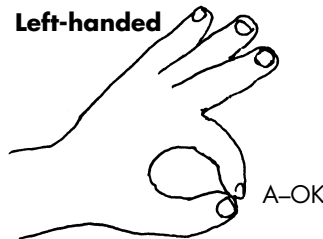


Step 2.
Drop the fingers.
Open the A-OK.



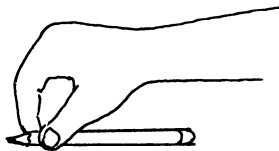
Step 3.
Pinch the pencil.

Left-handed

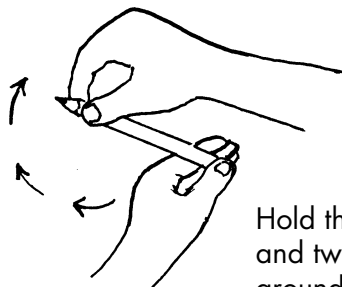


Flip the Pencil Trick

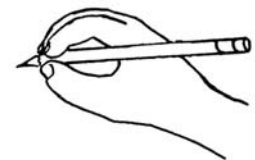
Here is another method. It is a trick that someone introduced to us at a workshop. It's such fun that we love to share it. Children like to do it and it puts the pencil in the correct position. (Illustrated for right-handed students.)



Place pencil on table pointing away from you. Pinch the pencil on the point where the paint meets the wood.



Hold the eraser and twirl the pencil around.



Voila!
Correct grip.

Changing Grip

There's no way of knowing for sure why non-standard grips occur. However, we believe that early instruction and good demonstration can help prevent awkward grip. Asking a child to change their grip is like moving something in your house after months or years of having it in the same place. What happens? You automatically go to where the object used to be. Changing habits takes time. The same is true for pencil grip. But with grip, the adjustment takes longer. Pencil grips in older children can be changed, but it takes cooperation by the child, involvement at home and school, and a lot of time. See page 128 of this guide for ways to correct grip in three easy steps.

You may also try:

1. Using an adaptive device: With older children these devices are motivating.
2. Talking to the child: If the grip is causing discomfort, the child may be motivated to change.
3. Using an incentive program: sometimes this motivates the child to break their habit.
4. Trying an alternate grip: showing children something different to spark interest.
5. Making the change over summer when the non-standard grip isn't being used.



LOWERCASE

Capital Partners

Get Started Say, "Turn to page 14. This is capital **C** and lowercase **c**. Watch me write them. I make them like this." Demonstrate each pair.

CAPITAL PARTNERS
Some lowercase letters are the same as CAPITAL LETTERS just smaller.

Be sure to bump your lines!

Start on the dot. Copy the capital and lowercase letters.

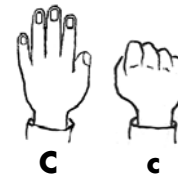
14 Handwriting Without Tears® Printing Power Check letter Teachers: Help children check their letter for correct Start, Steps, and Bump. © 2008 Jan Z. Olsen

Multisensory Activities



Music and Movement

Use the *Rock, Rap, Tap & Learn* CD. **CAPITALS & lowercase**, Track 16. Have children sing and copy as you model capital **C** and lowercase **c** on the board. You may combine this song with Letter Sizes and Places.



Letter Sizes and Places

Demonstrate a capital **C** and lowercase **c**. Hold up hands with the capital first. Repeat for **Oo, Ss, Vv, Ww**. See page 30 of this guide.

Copy and Check Cc, Oo, Ss, Vv, Ww

Demonstrate Cc.

Children watch, then copy **Cc**s.


Check letters: start, steps, bump
Repeat with other letters.


Tips


- If **c** is too skinny, start on the dot and then travel on the top line before curving down.
- This is the first page in the workbook where we do Check letter. Teach the concept and components thoroughly. See page 52 of this guide for more information.
- Emphasize tall and small size.
- Teach left-handed students to copy from the model on the right.
- Check Your Teaching, page 117 of this guide.


Teach

g

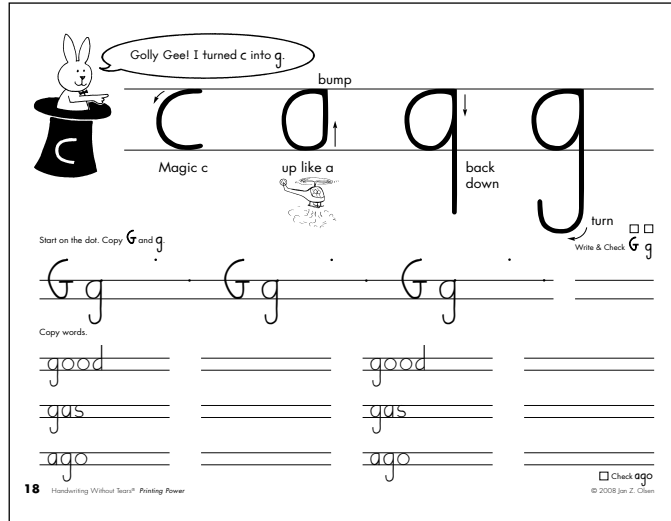
Magic c 

up like a helicopter bump 

back down 

turn 

Get Started Say, "Turn to page 18. This is lowercase **g**. Watch me write lowercase **g**. I make it like this (demonstrate)."

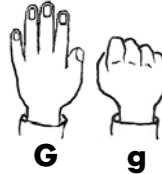


18 Handwriting Without Tears® *Printing Power* © 2008 Jan Z. Olsen

Multisensory Activities



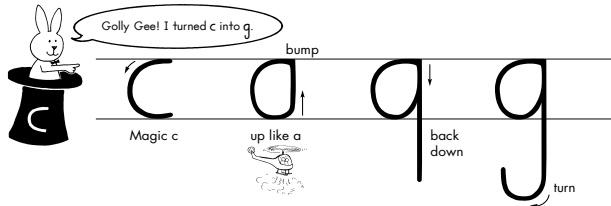
Music and Movement
Use the *Rock, Rap, Tap & Learn* CD, Track 17. Have children sing the chorus of the *Magic C Rap*. See page 62 of this guide.



Letter Sizes and Places
Demonstrate a capital **G** and lowercase **g**. Hold up hands with the capital first.

Letter Story
See page 34 of this guide.

Finger Trace Models Step-by-Step



Say the step-by-step directions for **g** while children finger trace each step.

Copy and Check g

Start on the dot. Copy **G** and **g**. Write & Check **Gg**.

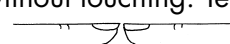
Demonstrate **G**: big curve, little line, little line.
Demonstrate **g**, saying the step-by-step directions.
Children watch, then copy **Gg**.
☑ Check letters: start, steps, bump

Copy and Check Words with g

ago _____ Check ago

Demonstrate **ago**.
Emphasize that the letters are close.
Children watch, then copy.
☑ Check word: size, placement, closeness

Tips

- If **g** is floating, make **g** go straight down below the line.
- If spacing is a problem when writing words, teach students to put letters in a word close to each other. Have them put their index fingers up and bring them close together without touching. Tell them, "In a word, the letters are close, but don't touch." Draw fingers for them! 
- Check Your Teaching, page 117 of this guide.

Activity Page – WORDS

Take a vacation from school and go deep sea diving. Here are pages to enjoy and color. This page is interesting not just for the pictures, but for showing that many sea creatures have names borrowed from land animals or objects.

<p>Words These land words will get you ready for Sea Words.</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>cat</td> <td>clown</td> <td>dollar</td> <td>horse</td> <td>horseshoe</td> </tr> <tr> <td>jelly</td> <td>lion</td> <td>sail</td> <td>saw</td> <td>star</td> </tr> </table> <p>Fill in the blanks.</p> <p>cat</p> <p>c _ _ _</p> <p>d _ _ _ _</p> <p>h _ _ _ _</p> <p>h _ _ _ s _ _</p> <p>j _ _ _ _</p> <p>l _ _ _ _</p> <p>s _ _ _ _</p> <p>s _ _ _ _</p> <p>s _ _ _ _</p> <p><small>58 Handwriting Without Tears® Printing Power</small></p>	cat	clown	dollar	horse	horseshoe	jelly	lion	sail	saw	star	<p style="text-align: center;">Sea Words</p> <p style="text-align: center;">Fill in the blanks.</p> <p style="text-align: center;">jellyfish</p> <p style="text-align: center;">s _ _ h _ _ _</p> <p style="text-align: center;">s _ _ f _ _ _</p> <p style="text-align: right;"><small>© 2008 Jan Z. Olsen</small></p>	<table border="1" style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td>catfish</td> <td>clownfish</td> <td>flounder</td> <td>horseshoe crab</td> <td>jellyfish</td> </tr> <tr> <td>lionfish</td> <td>sailfish</td> <td>sawfish</td> <td>seahorse</td> <td>starfish</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>sand dollar</td> </tr> </table> <p style="text-align: center;">s _ _ f _ _ _</p> <p style="text-align: center;">s _ _ d _ _ _</p> <p style="text-align: center;">h _ _ s _ _ _</p> <p style="text-align: center;">c _ _ _ _</p> <p style="text-align: center;">f _ _ _ _ _</p> <p style="text-align: center;">c _ _ f _ _ _</p> <p style="text-align: center;">s _ _ f _ _ _</p> <p style="text-align: right;"><small>Handwriting Without Tears® Printing Power 59</small></p>	catfish	clownfish	flounder	horseshoe crab	jellyfish	lionfish	sailfish	sawfish	seahorse	starfish					sand dollar
cat	clown	dollar	horse	horseshoe																							
jelly	lion	sail	saw	star																							
catfish	clownfish	flounder	horseshoe crab	jellyfish																							
lionfish	sailfish	sawfish	seahorse	starfish																							
				sand dollar																							

Tell them...

When people first named things under the sea, they often used land words. Look at the list of familiar words on the left. Now look at the sea words. See how the same words are used for things on land and in the sea.

How do I teach this?

Show how to label the pictures for words.

At the board: Write **c _ _**
 Fill in **c a t**
 Say That's how to fill in the blanks to write the words.
 If you need spelling help, there's a list at the top.
 — Supervise while children fill in the labels.

Show how to label the pictures of Sea Words.

At the board Write **j _ _ _ f _ _ _**
 Ask What should I write here? How do I spell it?
 Fill in **j e l l y f i s h**
 Say Finish the labels for these pictures. You can do them in any order. If you need help finding or spelling a word, use the list at the top.
 — Supervise while children fill in the labels.

THE FINE PRINT

Here's some label advice: Teach children to write labels horizontally. Avoid writing on the diagonal. Directional lines may be diagonal, but not text. Text needs to be horizontal to be easy to read and write. There's another interesting label activity on workbook page 64.