Letters taught: e, b, l, g, v, w.

Shapes taught: Zig-zags (diagonals) and tricks to remember the letters <b>, <d> + <g>.

The easy, fun (and FREE!) way to teach handwriting.

Step 1: Print out these instructions and worksheets. For more than one student, print copies of the "Worksheets Only" version of this booklet.

Step 2: For this booklet, do TWO lessons a day.

Step 3: Take a break between the lessons (a snack, a walk, a nap – whatever works). This helps to maximize the "processing" of the material.

Step 4: Don't skip the "Air Writing" – the big motions help commit the patterns to memory. The motions also help strengthen the shoulder and arm muscles for writing.

Note: Writing the letter "y" will be taught in Book 5 of this series.
Lesson 1

How to write the letter ‘e’

(Demonstrate on a blackboard or piece of paper.)

The letter <e> looks like the letter <c> with a little line in the middle.

Air “Writing”

“Write” the letter <e> in the air, using big arm movements, saying:

"Little line. Then make a <c> – that’s the way you write an <e>.”

Then have your child/students “air write” the letter many times, also saying the steps out loud.

Notes: (1) Children/students need to say the steps out loud – this is not a silent exercise. (2) Write BIG letters in the air. (2) Students should use the arm they write with.

To write the letter <e>:

Start in the middle of the middle area.

Make a little line.

Then go up and around, just like a letter <c>.

Write the letter in one continuing movement. Don’t lift your pencil until you are done.
Lesson 2

Intro to plurals
(Demonstrate on a blackboard or piece of paper.)

Usually, when there is more than one of something, we add a “sss” sound to the end of the word, to show there is more than one.

- cat
- cats
- hen
- hens
- dog
- dogs

But it’s different with the word man. We don’t say “mans” – we say, “men” –

- man
- men
- mans
**Lesson 3**  

**How to write the letter ‘b’**  
(Demonstrate on a blackboard or piece of paper.)

The letter <b> looks like a bat and a ball –

![Diagram of letter b]

To write the letter <b>:

- First, you draw a tall line down.
- Then, without lifting your pencil, make a bunny hop.
- The bunny goes all the way around and lands at the bottom of the straight line.

Write the letter in **one** continuing movement. Don’t lift your pencil until you are done.

**Air “Writing”**

“Write” the letter <b> in the air, using big arm movements, saying:

“Tall line down. Then one bunny hop all the way around.”

Then have your child/students “air write” the letter many times, also saying the steps out loud.
Lesson 4

Remembering ‘b’ vs. ‘d’

(Demonstrate on a blackboard or piece of paper.)

To help remember which is the letter <b> and which is the letter <d>, make a fist with both of your hands with the thumbs sticking up.

We also write the letters very differently.

With the letter <b>, we draw the line first.

With the letter <d>, we draw the round part first.

Lesson 4

continued...

Remembering ‘b’ vs. ‘d’

Now pretend that your hands are making a bed:

This hand is the letter <b>

This hand is the letter <d>

bed
Lesson 4 – practice page (A)  
(Name)

Lesson 4 – practice page (B)  
(Name)

bad bad bad

bed bed bed

d d d d d d

bad bad bad

bed bed bed

d d d d d d

bad bad bad

bed bed bed
Bunny Hop Practice
(Demonstrate on a blackboard or piece of paper.)

Remember bunny hops? (Draw some on a blackboard or piece of paper.)

Today we are going to practice five letters that have a bunny hop –

n m r h b

Lesson 5 continued...

Air “Writing”

“Write” each letter in the air, using big arm movements. Then have your child/students “air write” after you –

Letter <n> – “Little line down. Then one bunny hop.”

Letter <m> – “Little line down. Then two bunny hops.”

Letter <r> – “Little line down. Then half a bunny hop.”

Letter <h> – “Tall line down. Then one bunny hop.”

Letter <b> – “Tall line down. Then one bunny hop, going all the way around.”

Cycle through the letters a couple of times (having your students repeat after you), and then give them bunny hop letters at random. Try to spend about 8 – 10 minutes on this.
Lesson 5 – practice page (A)

(Name)

Lesson 5 – practice page (B)

(Name)

red red bed

red red mat

red red hat
The letter <l> is basically just a line – you could also say that it’s a “lion line” --

Also, the letter <l> is taller than the letter <t>:

Air “Writing”

“Write” the letter <l> in the air, using big arm movements, saying:

“Tall line down.”

Then have your child/students “air write” the letter many times, also saying the steps out loud.
Lesson 6 – practice page (A)

(Name)

Lesson 6 – practice page (B)

(Name)

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Progressive Phonics Beginner Book 2 Handwriting
Lesson 7

How to write the letter ‘g’
(Demonstrate on a blackboard or piece of paper.)

The letter <g> looks like a little, round ball with a leg and a foot:

![Image of the letter g]

To write the letter <g>:

- First make a letter <c>.
- Then “close” it up.
- Now, without lifting your pencil, draw a line down into the “underground” area and curl it up – just a little – to make the “foot”

Write the letter in one continuing movement. Don’t lift your pencil until you are done.

Air “Writing”

“Write” the letter <g> in the air, using big arm movements, saying:

“Draw a <c>. Close it up. Go down underground and make a foot.”

Then have your child/students “air write” the letter many times, also saying the steps aloud.
Lesson 7 – practice page (A) (Name)

Lesson 7 – practice page (B) (Name)

g b g b g b g
g b g b g b g
g d g d g d g
g d g d g d g

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Progressive Phonics Beginner Book 2 Handwriting
NOTE: If you have already covered this while reading the phonics books, go over it again. This will help children memorize it.

The letter <g> looks a lot like the letters <b> and <d>. Here’s a way to remember how the letter <g> is different –

The letters <b> and <d> have arms that reach up above their “bodies”

But the letter <g> has a FOOT under its “body”

Stand up and put your arms in the air. These are your letters <b> and <d>. Wave your letters <b> and <d> in the air... Now wave them faster!

Now stand on just ONE leg. This is your letter <g>. Hop around on your letter <g>. Hop some more!

Now wave your letters <b> and <d> (your arms) while hopping around on your letter <g> (one leg). Very good!
Lesson 8 – practice page (A)

(Name)

Lesson 8 – practice page (B)

(Name)

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Progressive Phonics Beginner Book 2 Handwriting
Some letters have slanted lines (diagonal lines), like the letters <x>, <v> and <w>.

X V W

Slanted lines are STRAIGHT lines, but they don’t go up-or-down or side-to-side. They go on a slant – like this (show on blackboard or paper)...

Or they go like this...

Air “Writing”

Let’s write some slanted in the air.

(Note: Because children are still learning left and right, we are not mentioning left or right here. Instead, we’re letting the physical motions “show” the direction. Saying “left” or “right” isn’t important.)

Make a big arm movement and say, “Slant”...

“Slant”

Make lots of slants in this ONE DIRECTION and have your child/students “air write” lots of slanted lines too, in the same direction.

(In this lesson, we are only doing ONE direction.)
Lesson 10

More Slanted Lines
(Demonstrate on a blackboard or piece of paper.)

Let’s look around the room and see if we can find some slanted lines. (Any diagonal line will do.)

If necessary, take a walk outside or into another room to find more diagonal lines.

Now let’s make some slanted lines with our bodies.

With arms.

With legs.

Both arms and legs.

Air “Writing”

Let’s write more slanted lines in the air. (Make big arm movements and say....)

“Slant”

Now in the OTHER direction...

“Slant”

Now let’s do it BOTH ways.... (alternate directions)

“Slant”

“Slant”

Make lots of slanted lines and have your child/students make lots of slanted lines too.
Lesson 11

Zigzag Lines
(Demonstrate on a blackboard or piece of paper.)

Another way to make slanted lines is with a zigzag motion, like this—

To zigzag means to go in one direction and then change to the other direction. (Draw on blackboard or piece of paper.)

Air “Writing”

“Write” zigzag lines in the air, using big arm movements, saying:

“Slant down, slant up, down... up... down... up... always moving to the right.”

Then have your child/students “air write” many zig-zag slanted lines, also saying the steps aloud.

Zig... zag...

Now let’s put them together in one, long continuing zigzag.

When we draw zig-zag slanted lines, we don’t lift our pencils off the paper— we make the lines in one continuous movement, always traveling to the RIGHT. (Demonstrate again.)
Lesson 11 – practice page (A)  
(Diagonals practice)  
(Name)

- www www

- W W

- www www

Lesson 11 – practice page (B)  
(Phonics word practice)  
(Name)

- let let let let

- get get get

- let let let let

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Progressive Phonics Beginner Book 2 Handwriting
Zigzags Vs. Bunny Hops
(Demonstrate on a blackboard or piece of paper.)

Zigzag lines are very different from bunny hops. Bunny hops are ROUND –

And zigzag lines are STRAIGHT (but on a slant) –

Now let’s make bunny hops with our arms –

Touch your fingers over your head and round your arms.

Now let’s make zigzags with our arms –

Straighten your arms, still keeping your fingers together.

Air “Writing”

Let’s practice writing bunny hops and zigzag lines in the air – first, bunny hops...

(Draw some bunny hops and have your students/children also write bunny hops in the air.)

Now leg’s do some zigzag lines in the air –

(Draw some zigzags and have your students/children also write zigzags in the air.)

(Repeat several times.)
**Lesson 12 – practice page (A)**

(Phonic words practice)

- *www* www
- *mmm* mmm
- *www* www

**Lesson 12 – practice page (B)**

(Diagonals practice)

- *let* let
- *get* get
- *let* let
- *let* let
- *let* let
Lesson 13

How to write the letter ‘v’

(Demonstrate on a blackboard or piece of paper.)

The letter <v> looks like a flying vulture, which is a big bird that eats meat.

Air “Writing”

“Write” a letter <v> in the air, using big arm movements, saying:

“Zig...zag.”

Then have your child/students “air write” many >v< letters, also saying the steps aloud.

To write the letter <v>, make ONE zigzag –

Zig... Zag. (Do it without lifting your pencil.)
Lesson 14

How to write the letter ‘w’
(Demonstrate on a blackboard or piece of paper.)

Here’s the letter <w> (draw one on a blackboard or a piece of paper) –

W

The letter <w> can be written TWO different ways – as a Double-U or as a Double V. Both ways are correct:

w w w

In this handwriting lesson, we are going to practice writing the letter <w> as a Double-Vee because that’s the way the letter <w> is written most of the time (in books and in school materials).

But remember, the letter <w> always makes the same sound (“wuh”) whether it’s written as a Double-U or a Double-V.

Lesson 14

continued...

To write the letter <w>, write two letter v’s without lifting your pencil –

Air “Writing”

“Write” a letter <w> in the air, using big arm movements, saying:

“Zig–zag... zig–zag.”

Then have your child/students “air write” many <w> letters, also saying the steps aloud.