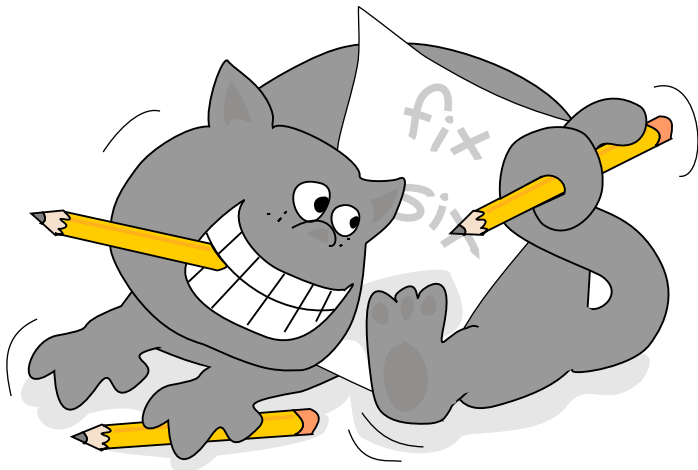


# Progressive Printing<sup>T.M.</sup>

age  
5½+



## Book 3: from 'i' to 'z'

Letters taught: i, I, k, f, x, p, z.

Also taught: An intro to capital letters and how to remember 'p' vs. 'g' and 's' vs. 'z.'

## 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

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

### Step 3

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.

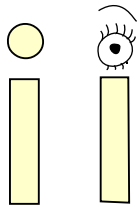
**Note:** More rules about capital letters will be taught in the second handwriting series, *Capital Letters*.



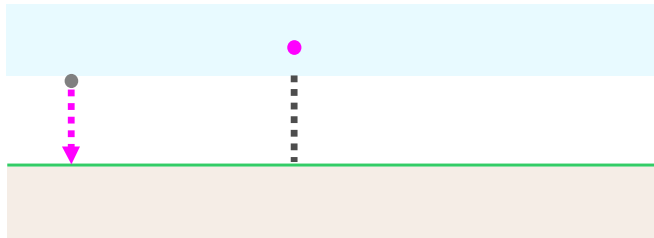
## How to write the letter 'i'

(Demonstrate on a blackboard or piece of paper.)

The letter <i> is a little line with a dot on top. To help you remember, you can pretend that the dot is a little "eye."



To write the letter <i> –



Draw a little line down.

Then put a dot above the line.



continued...

## Air "Writing"

"Write" the letter <i> in the air, using big arm movements, saying:

**"Little line down.  
Then a dot on top."**

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

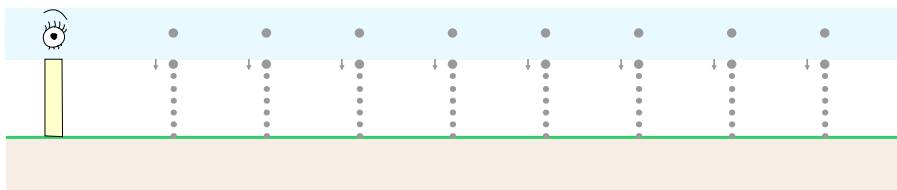
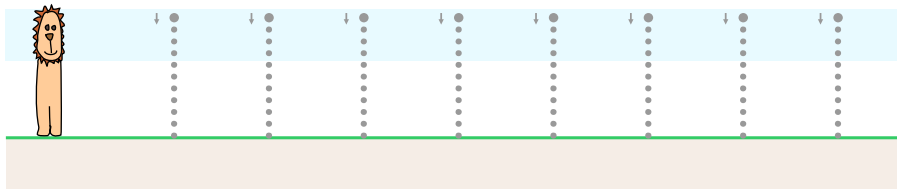
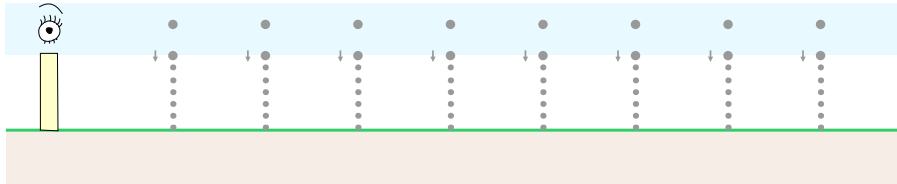
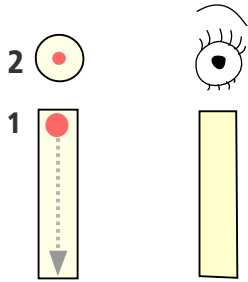
Notes: (1) Children/students need to say the steps out loud – this is not a silent exercise. (2) Write BIG letters in the air. (2) Students should use the arm they write with.



(cut or fold)

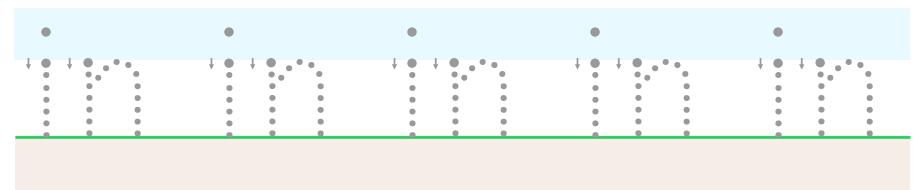
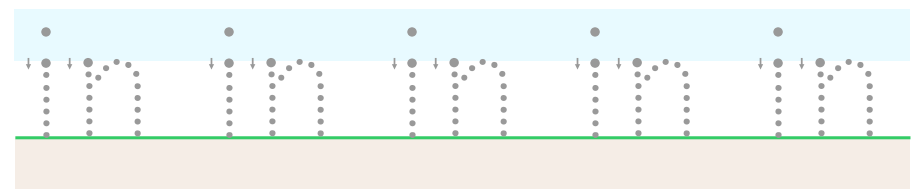
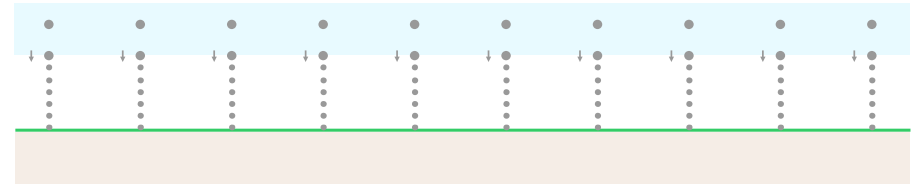
# Lesson 1 – practice page (A)

(Name) \_\_\_\_\_



# Lesson 1 – practice page (B)

(Name) \_\_\_\_\_

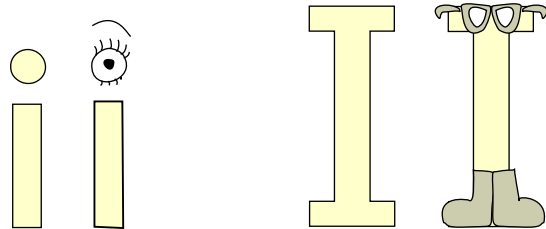


# Lesson 2

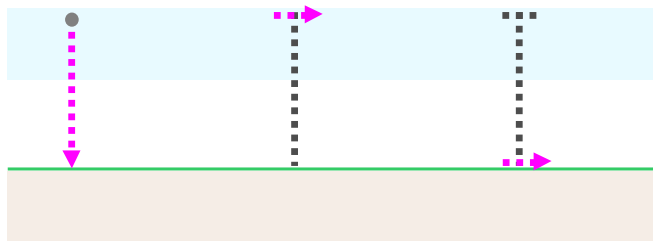
## Capital I

(Demonstrate on a blackboard or piece of paper.)

The “Big Letter I” is a tall line with a top and a bottom, almost like the little ‘i’ grew up and started wearing sunglasses and a pair of boots.



To write the big letter <I> –



Draw a tall line down.

Then lift your pencil and put a little line on top.

And a little line on the bottom.



# Lesson 2

continued...

## Air “Writing”

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

**“Tall line down;  
cross it on the top;  
cross it on the bottom.”**

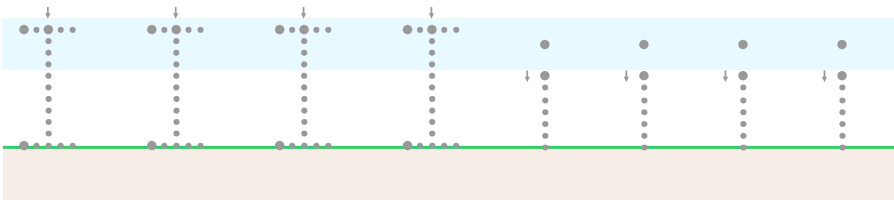
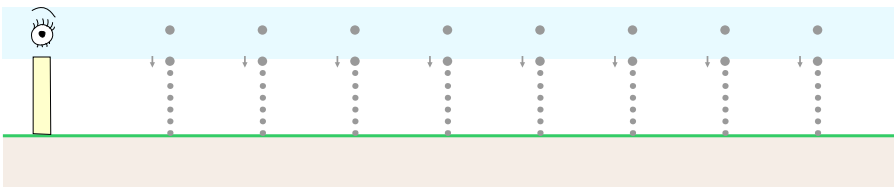
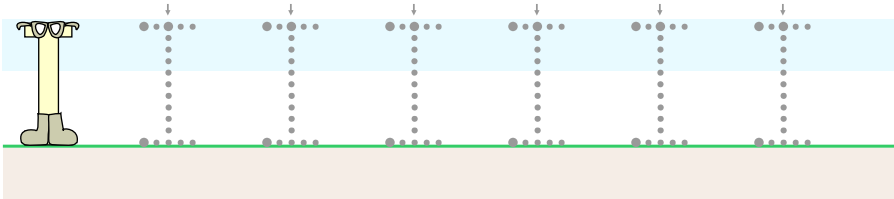
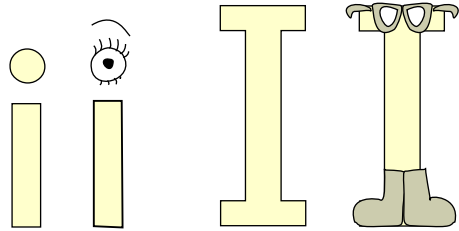
Then have your child/students “air write” the letter many times, also saying the steps out loud.

**Note:** For this lesson, there are TWO practice pages – Lesson 2 Practice Pages A, B, C & D.

If necessary, take a short break between the two pages.

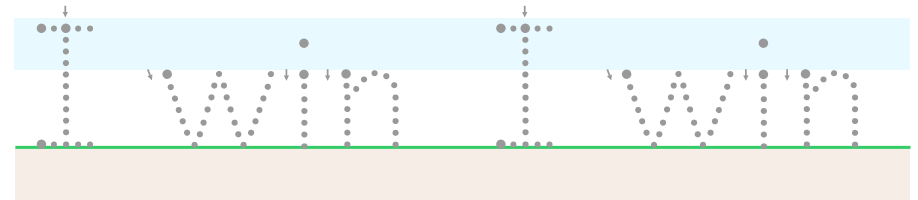
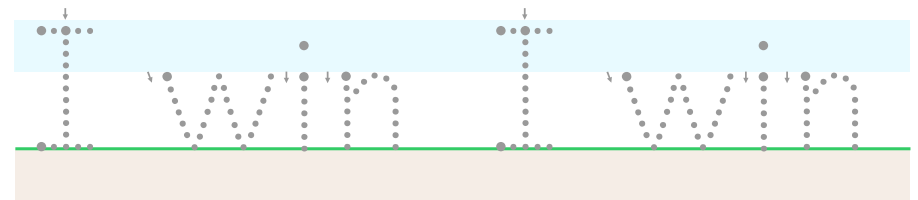
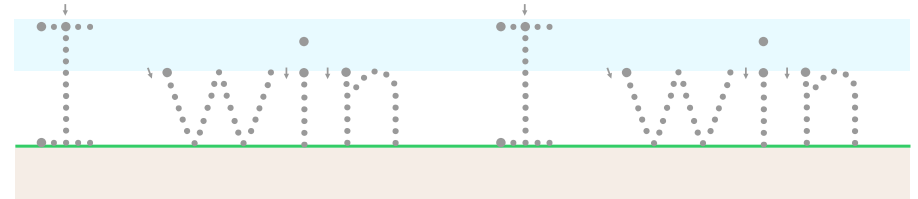
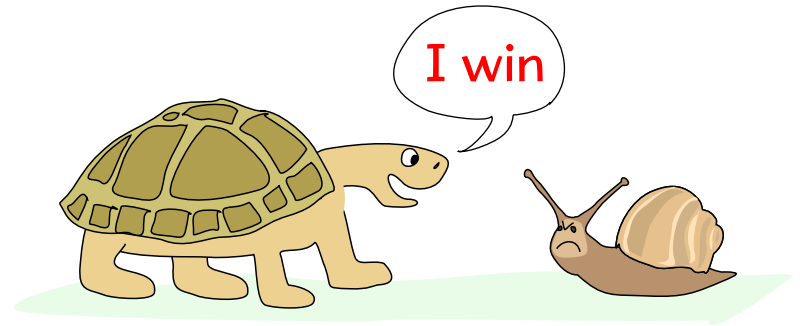
Lesson 2 – practice page (A)

(Name) \_\_\_\_\_



Lesson 2 – practice page (B)

(Name) \_\_\_\_\_

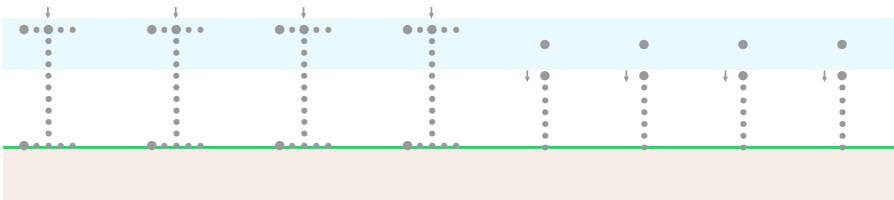
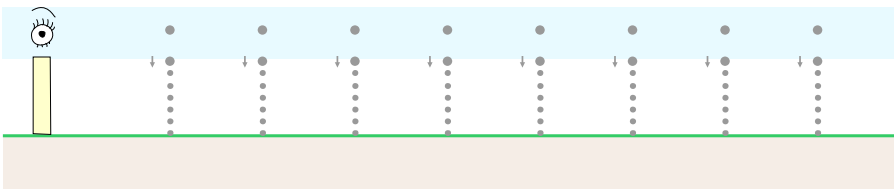
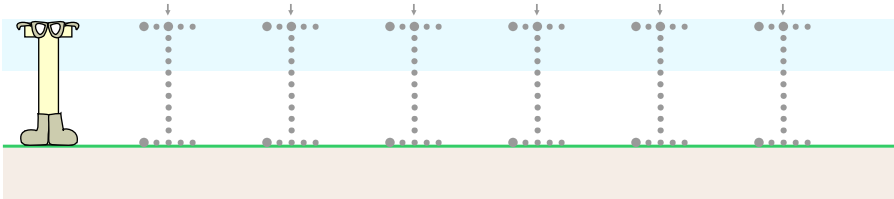
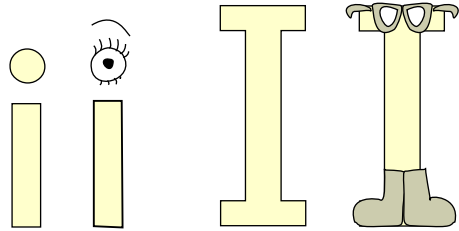


(cut or fold)



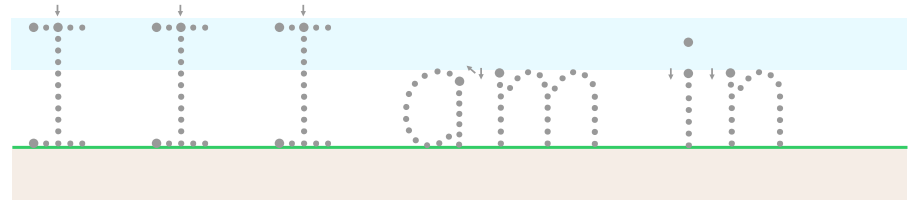
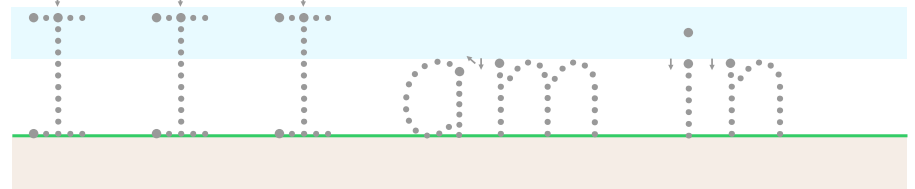
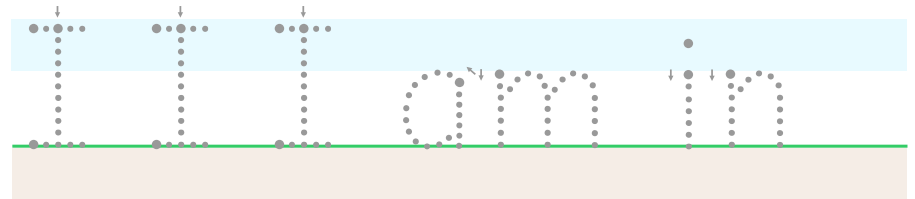
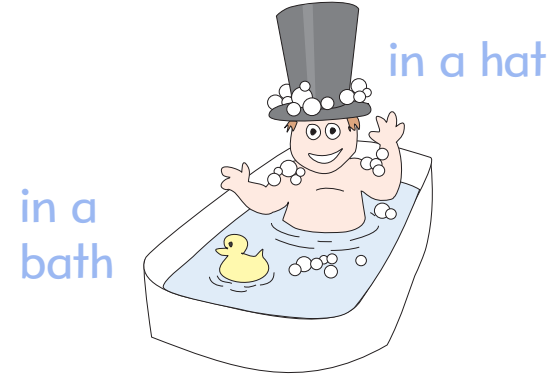
Lesson 2 – practice page (C)

(Name) \_\_\_\_\_



Lesson 2 – practice page (D)

(Name) \_\_\_\_\_

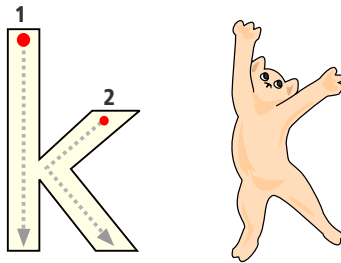


# Lesson 3

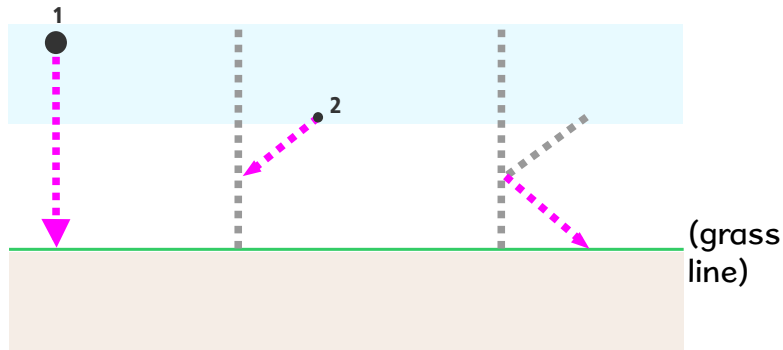
## How to write the letter 'k'

(Demonstrate on a blackboard or piece of paper.)

The letter <k> looks like a kitten climbing up a wall.



To write the letter <k> –



Draw a tall line down.

Then draw a little slanted line, coming toward the first line.

Then without lifting your pencil, slant the line out, away from the first line, and end it at the grass.

# Lesson 3

continued...

## Air "Writing"

"Write" the letter <k> in the air, using big arm movements, saying:

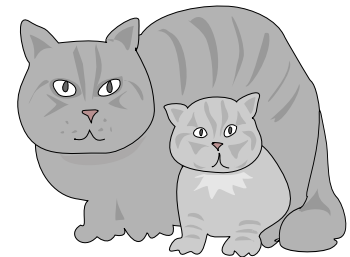
**"Tall line down.  
Slanted line in (touch!).  
Slanted line out."**

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

If anyone asks or is confused about the letter:

Note: 'kuh' for "cat" and 'kuh' for kitten both make the same sound – "kuh."

So, yes, they make the same sound, but the two letters are used differently to spell words in English.

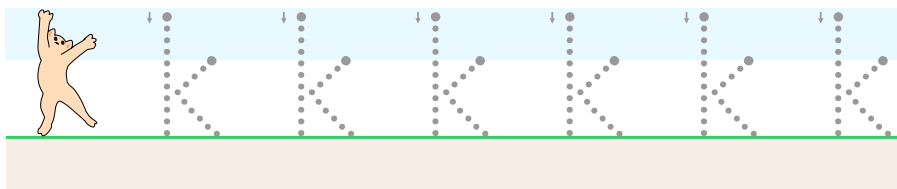
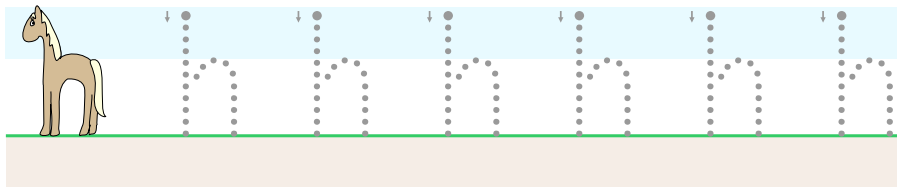
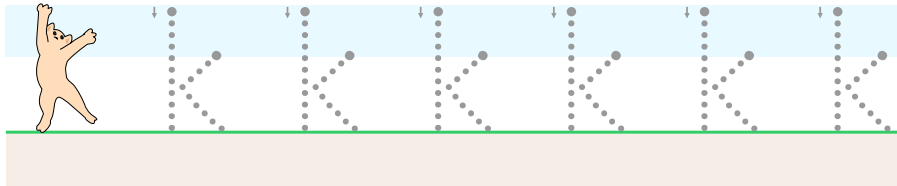
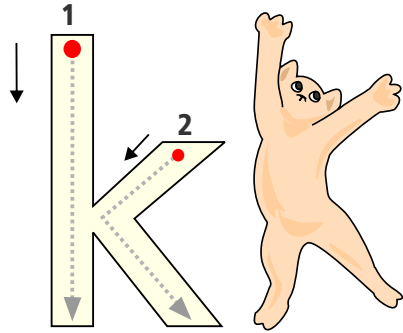


You will learn more about these letters later in school.



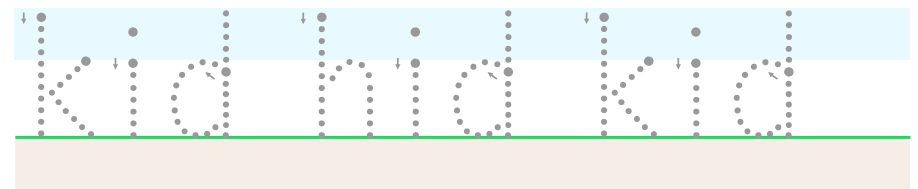
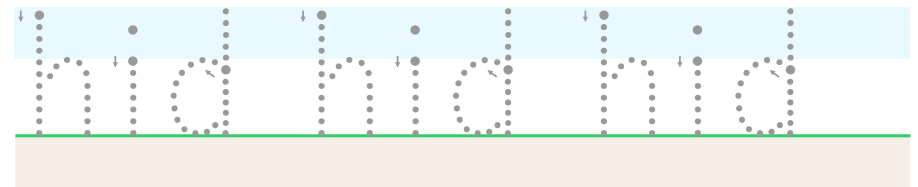
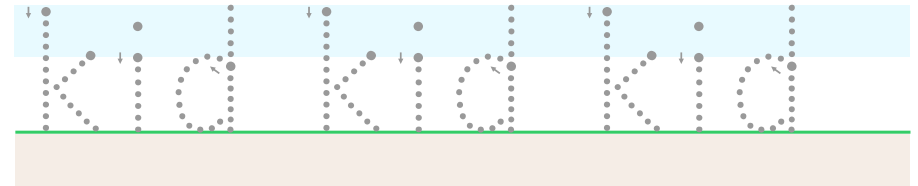
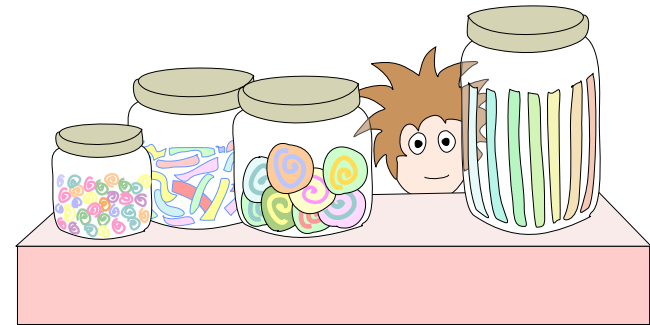
Lesson 3 – practice page (A)

(Name) \_\_\_\_\_



Lesson 3 – practice page (B)

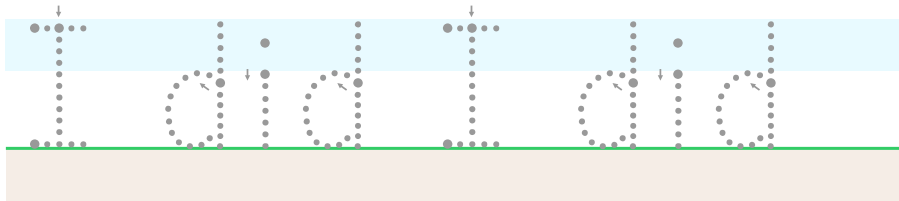
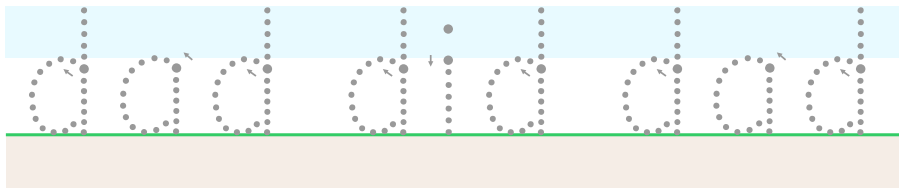
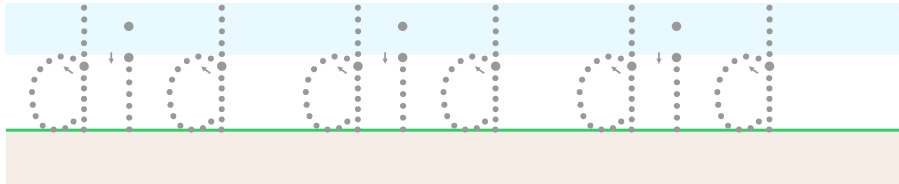
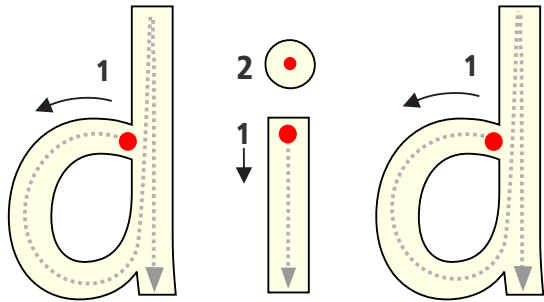
(Name) \_\_\_\_\_





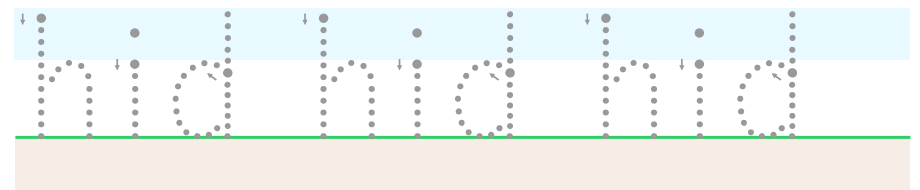
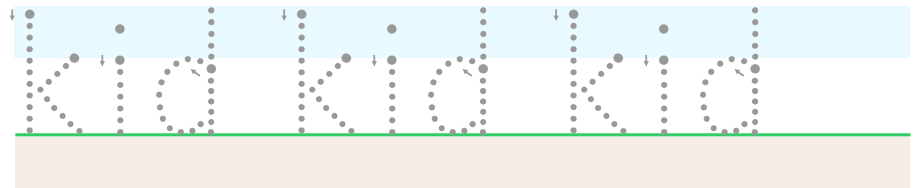
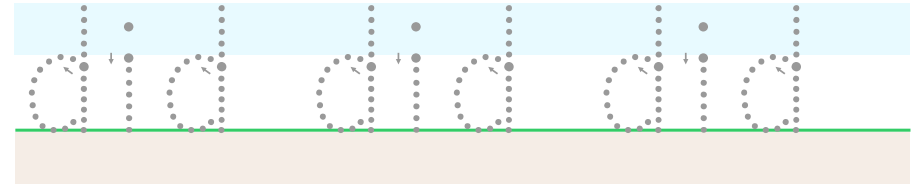
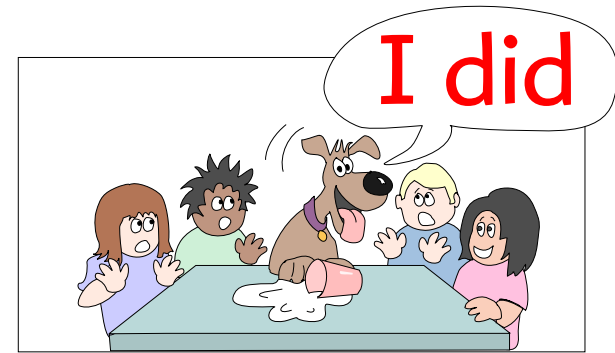
Lesson 3 – practice page (C)

(Name) \_\_\_\_\_



Lesson 3 – practice page (D)

(Name) \_\_\_\_\_

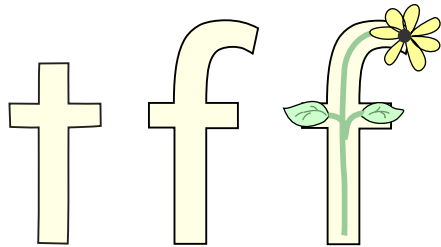


# Lesson 4

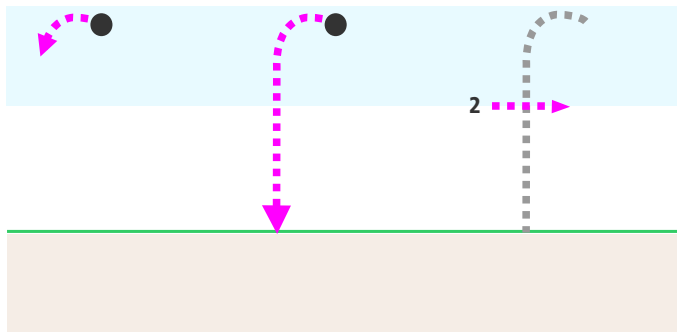
## How to write the letter 'f'

(Demonstrate on a blackboard or piece of paper.)

The letter <f> looks like the letter <t> with a bent-over top, sort of like a flower bending in the wind.



To write the letter <f> –



Start at the top and draw the round part.

Then, without lifting your pencil, make the line go straight down to the "grass" line (the green line).

Then lift your pencil and draw the little line across the middle.



# Lesson 4

continued...

## Air "Writing"

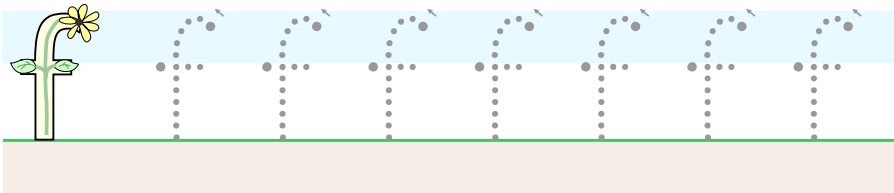
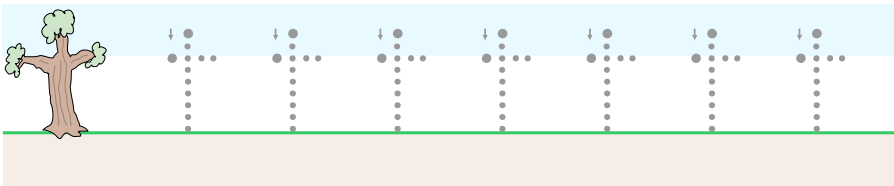
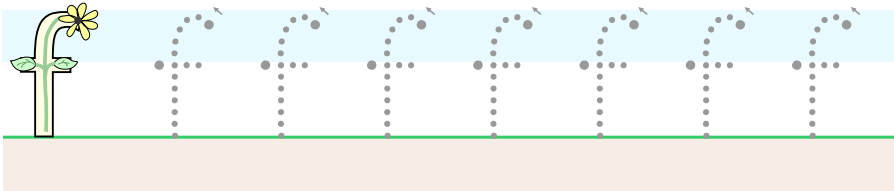
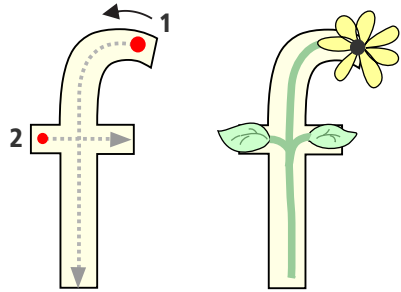
"Write" the letter <f> in the air, using big arm movements, saying:

**"Round on top;  
straight line down.  
cross it in the middle."**

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

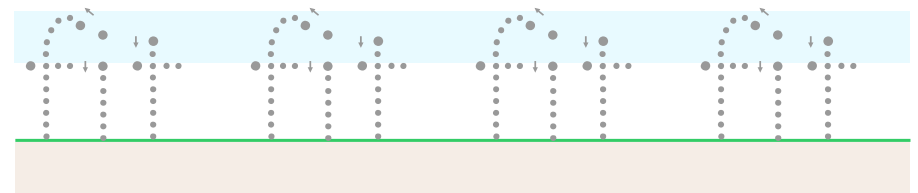
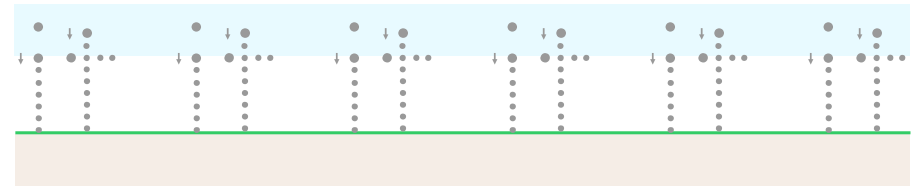
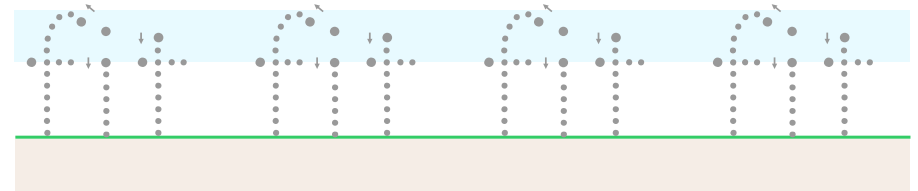
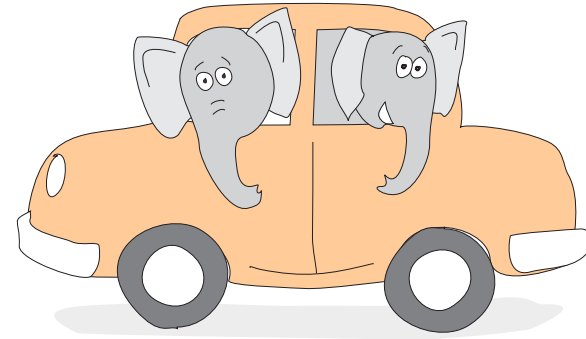
Lesson 4 – practice page (A)

(Name) \_\_\_\_\_



Lesson 4 – practice page (B)

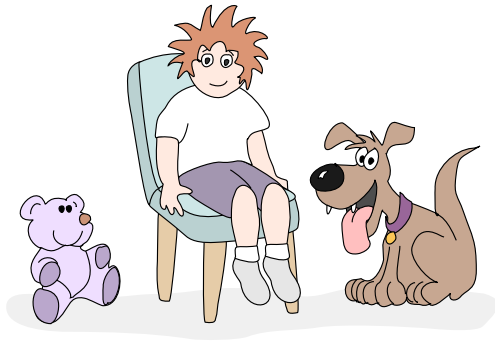
(Name) \_\_\_\_\_



Lesson 5

Practice Page

(No verbal lesson – just practice.)



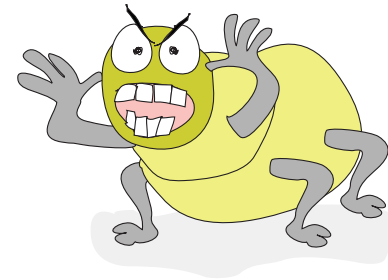
sit sit sit sit

fit fit fit fit

sit sit sit sit

Lesson 5 – practice page (B)

\_\_\_\_\_ (Name)



bit bit bit bit

it bit it bit

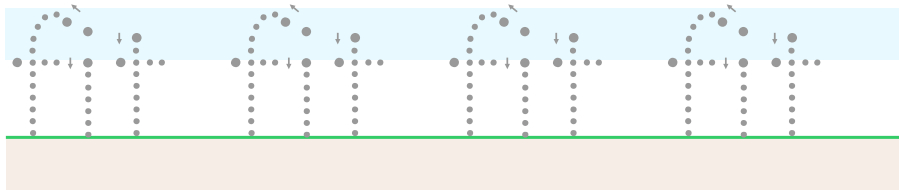
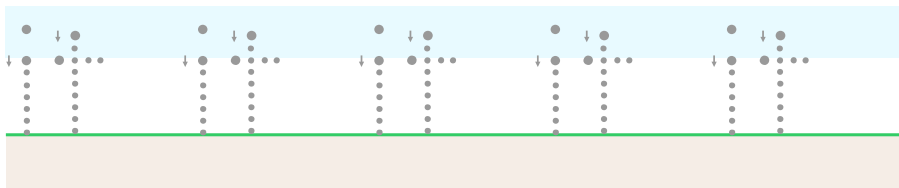
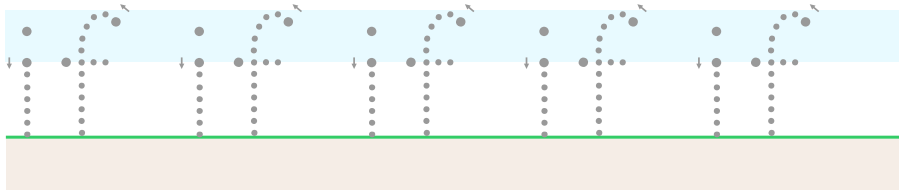
it did it did



Lesson 6

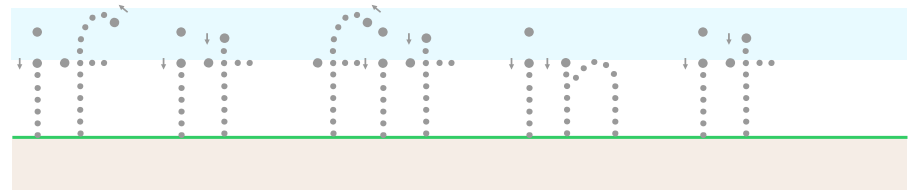
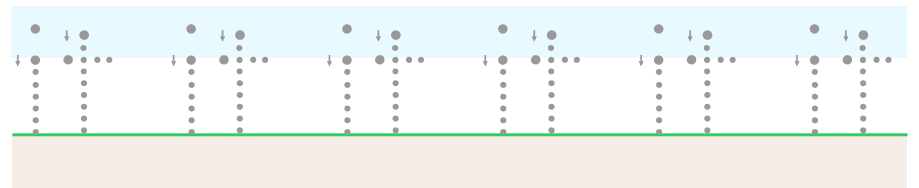
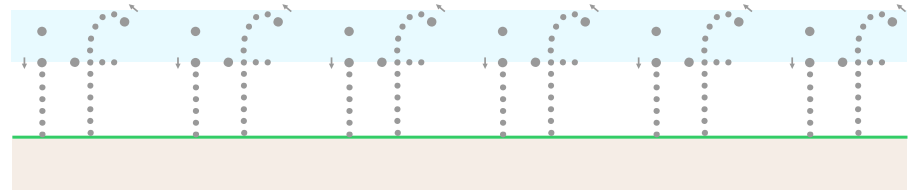
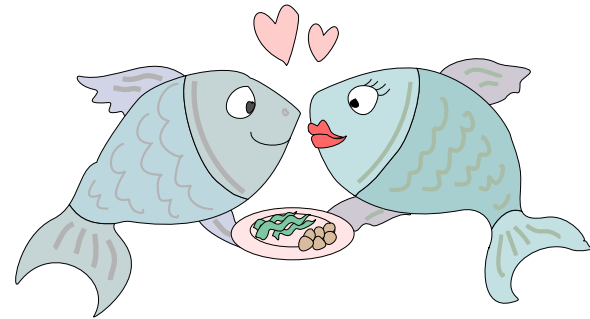
Practice Page

(No verbal lesson – just practice.)



Lesson 6 – practice page (B)

(Name) \_\_\_\_\_

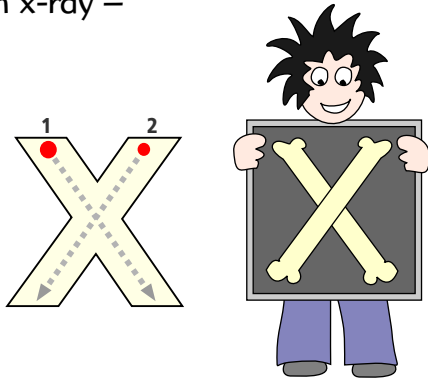


# Lesson 7

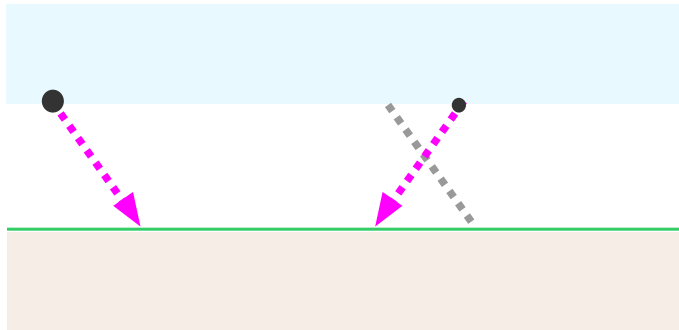
## How to write the letter 'x'

(Demonstrate on a blackboard or piece of paper.)

The letter <x> looks like two bones crossing each other in an x-ray –



To write the letter <x> –



Draw the first slanted line, going down toward the right.

Then lift your pencil and draw a second slanted line, going the other way. The lines cross in the middle.

# Lesson 7

continued...

## Air "Writing"

"Write" the letter <x> in the air, using big arm movements, saying:

**"Criss... cross." \*\***

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

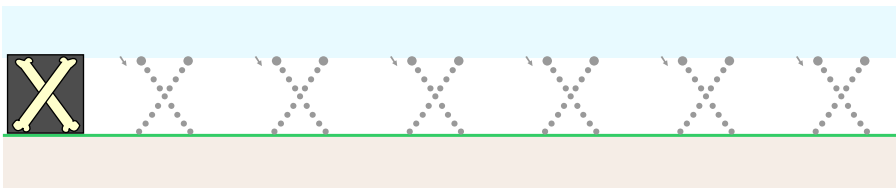
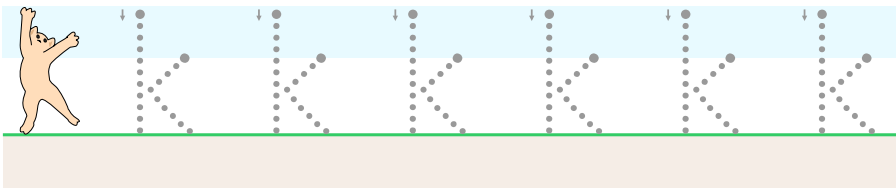
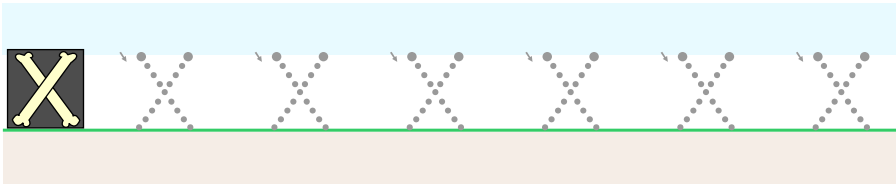
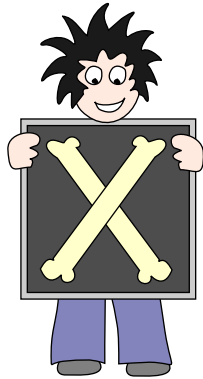
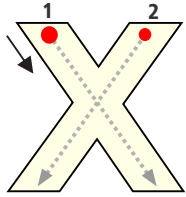
**\*\* Definition:** Criss-cross (or "crisscross") is any shape or pattern where straight lines cross over each other.

Saying "Criss... cross," while making the motion, will help children remember the shape.



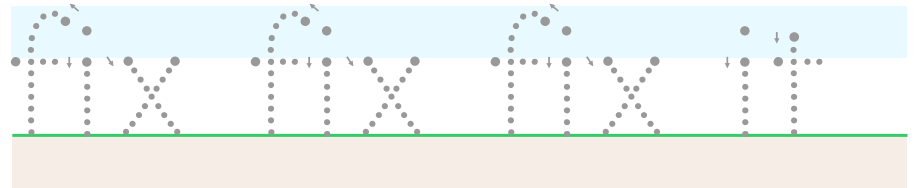
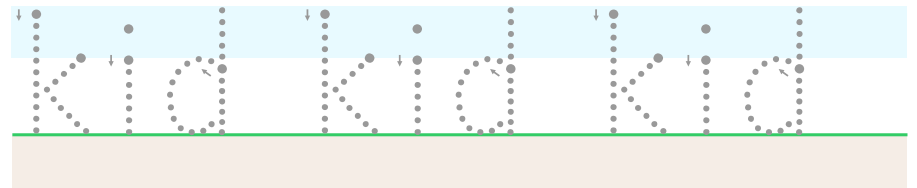
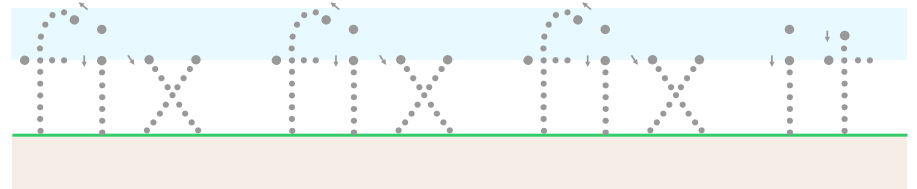
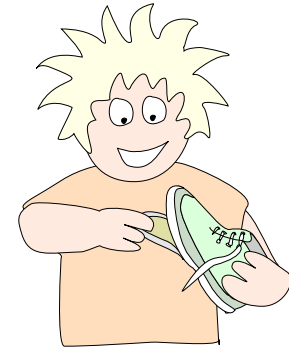
Lesson 7 – practice page (A)

(Name) \_\_\_\_\_



Lesson 7 – practice page (B)

(Name) \_\_\_\_\_



Lesson 7 – practice page (C)

(Name) \_\_\_\_\_



six six six

mix mix mix

six mix fix

Lesson 7 – practice page (D)

(Name) \_\_\_\_\_



If six mix it

Can six mix

Six mix it

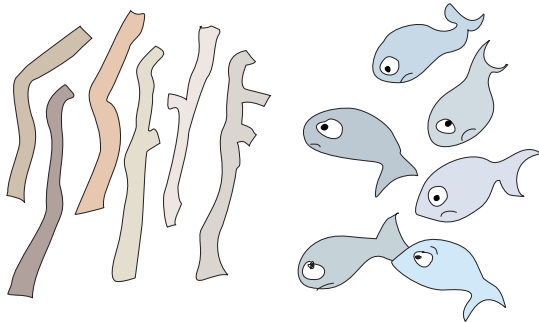




Lesson 8

Practice Page

(No verbal lesson – just practice.)



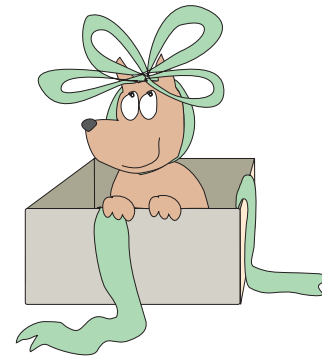
six six six

fix fix fix

Can six fix

Lesson 8 – practice page (B)

(Name) \_\_\_\_\_



him him him

in in in in

I fix him in



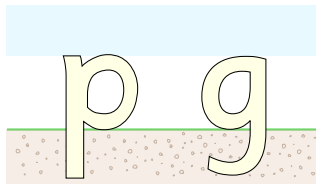
(cut or fold)

# Lesson 9

## How to write the letter 'p'

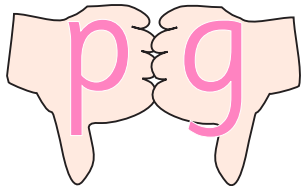
(Demonstrate on a blackboard or piece of paper.)

The letter <p> looks a lot like the letter <g> – they both have round bodies that sit on the grass line, and they both have legs that go down underground.



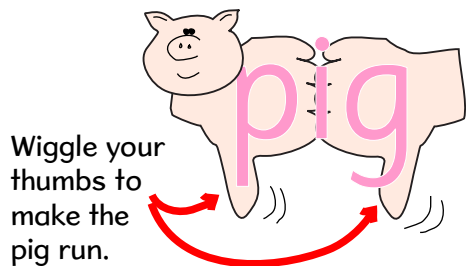
To help you remember which is the <p> and which is the <g>, put your fists together with your thumbs pointing down:

This hand is the letter 'p'



This hand is the letter 'g'

Now pretend that your hands are making a pig:

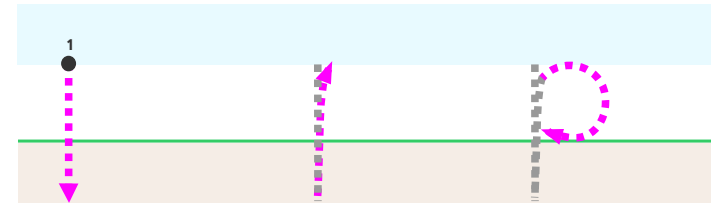


Wiggle your thumbs to make the pig run.

# Lesson 9

continued...

To write the letter <p> –



Draw a line down into the ground.

Then, without lifting your pencil, come all the way back up...

Now do a bunny hop, all the way around. Don't lift your pencil until you are finished!

## Air "Writing"

"Write" the letter <p> in the air, using big arm movements, saying:

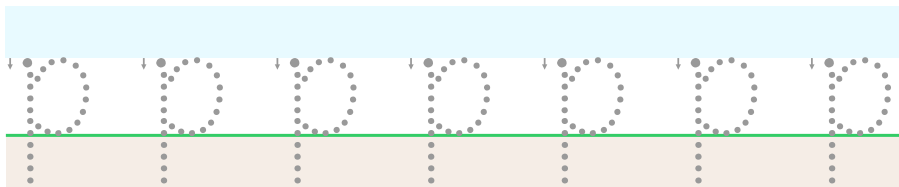
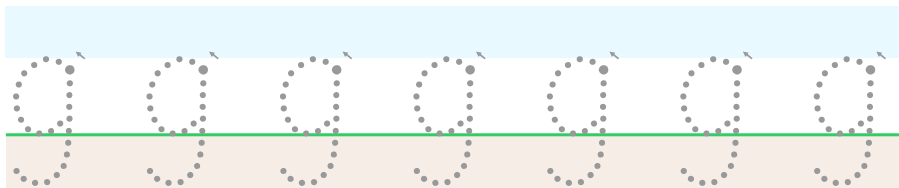
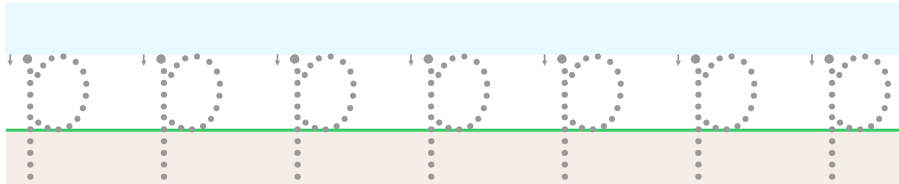
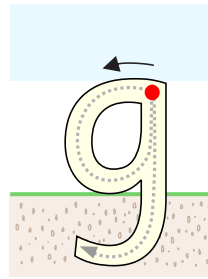
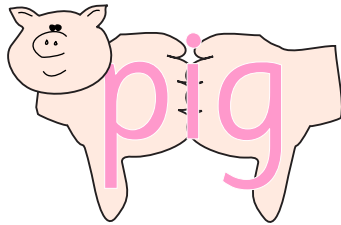
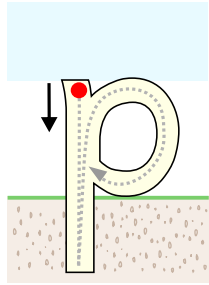
**"Line down, underground, then up for a bunny hop all the way around."**

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

(cut or fold)

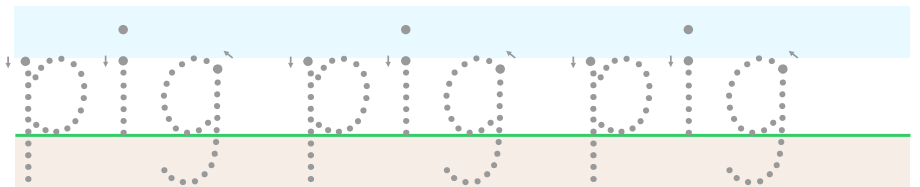
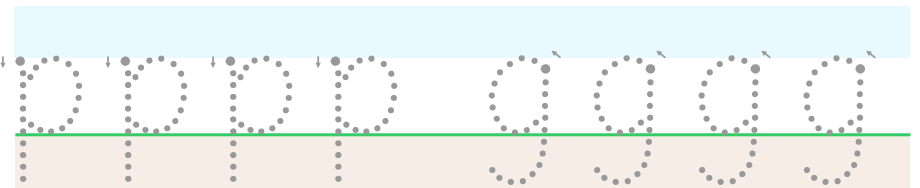
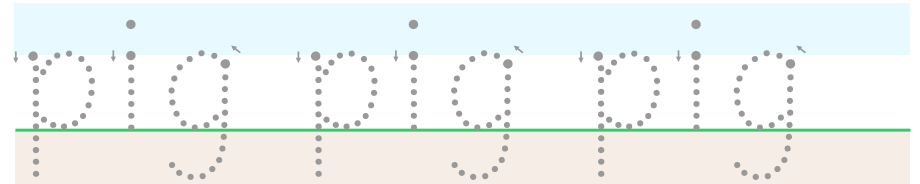
Lesson 9 – practice page (A)

(Name) \_\_\_\_\_



Lesson 9 – practice page (B)

(Name) \_\_\_\_\_



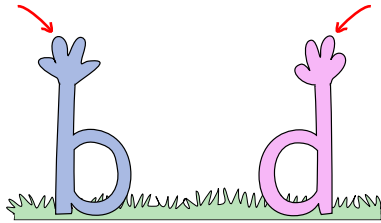
Lesson 10

# Remembering the letters

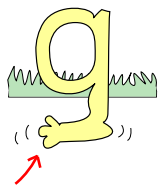
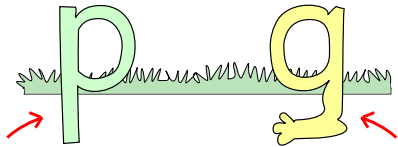
(Demonstrate on a blackboard or piece of paper.)

## Movement exercises (to help remember):

The letters <b> and <d> have ARMS that reach up in the sky (make everyone wave their arms up high).



They also have LEGS that go down underground (make everyone stand up and jump up and down).



The letter <g> also has a FOOT at the end of its leg (make everyone shake one foot).

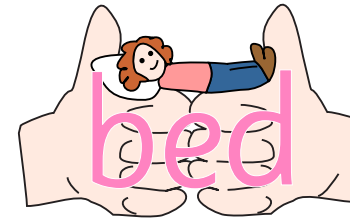
(Repeat this exercise once or twice.)

Lesson 10

continued...

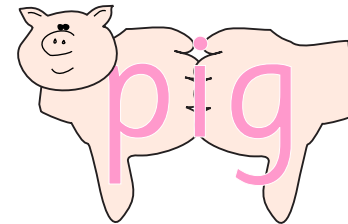
We can also remember with our hands –

This hand is the letter 'b'



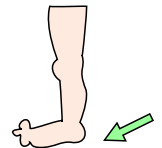
This hand is the letter 'd'

This hand is the letter 'p'



This hand is the letter 'g'

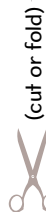
And which one has the foot? Remember, a "foot" is always at the END of a "leg."



This hand is the letter 'l'

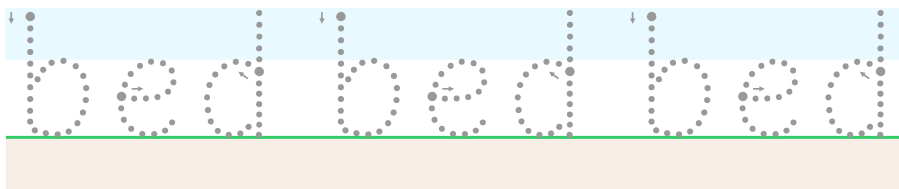
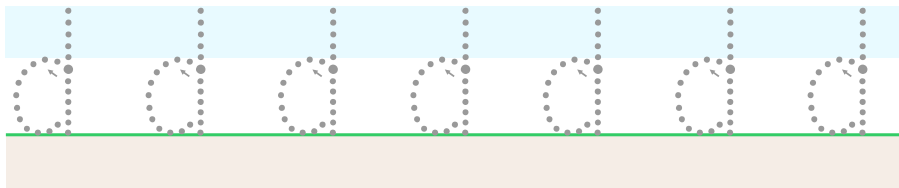
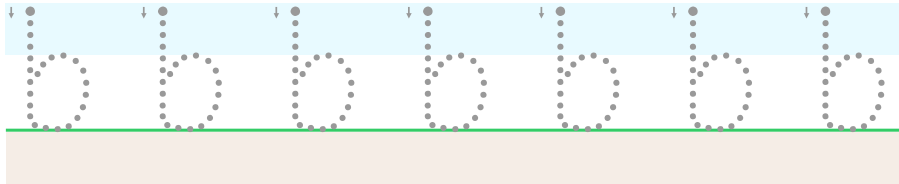
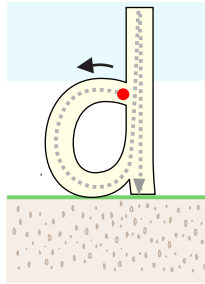
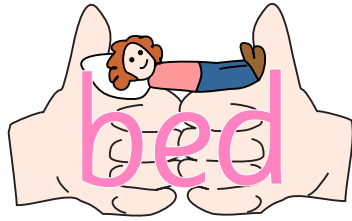
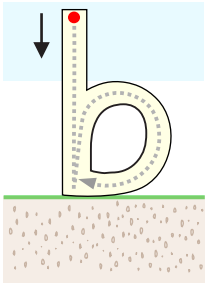


The letter 'g' has the foot, so it's always at the end of the word, "leg."



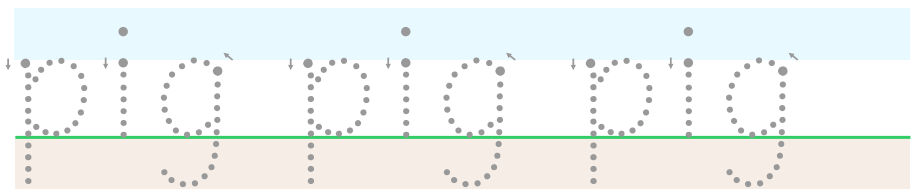
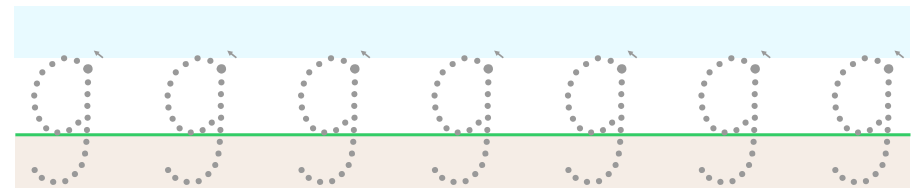
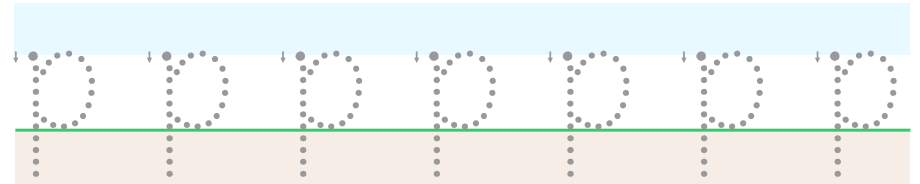
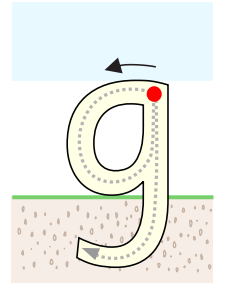
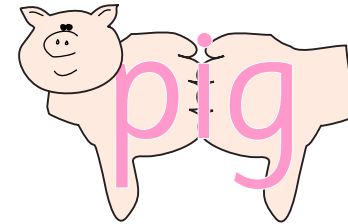
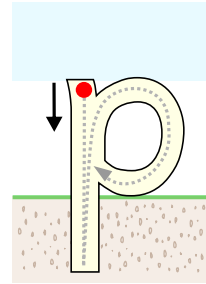
Lesson 10 – practice page (A)

(Name) \_\_\_\_\_



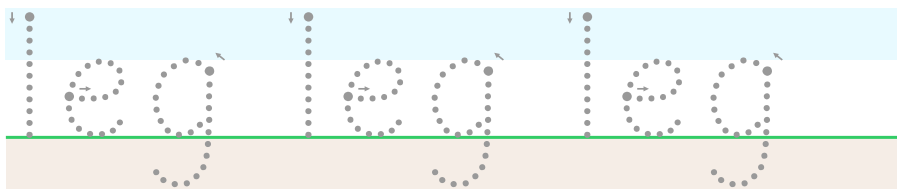
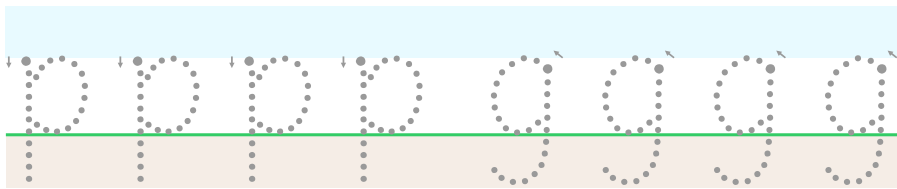
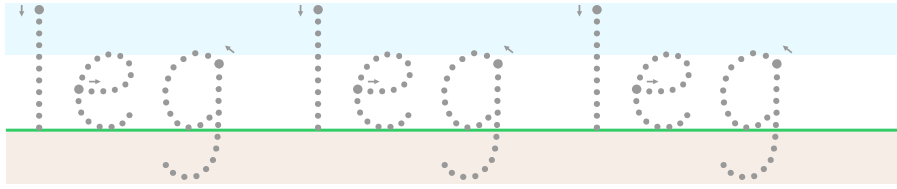
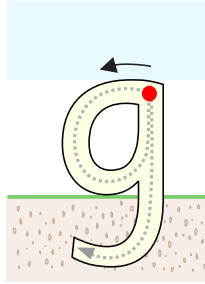
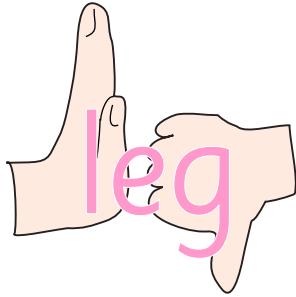
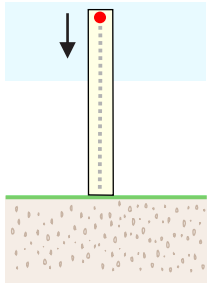
Lesson 10 – practice page (B)

(Name) \_\_\_\_\_



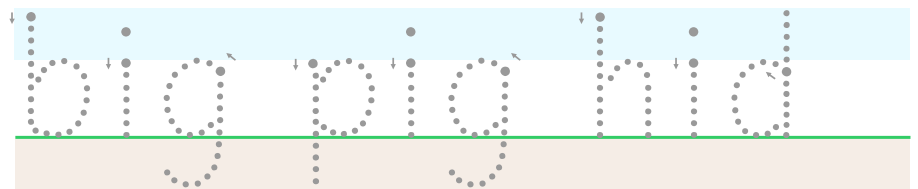
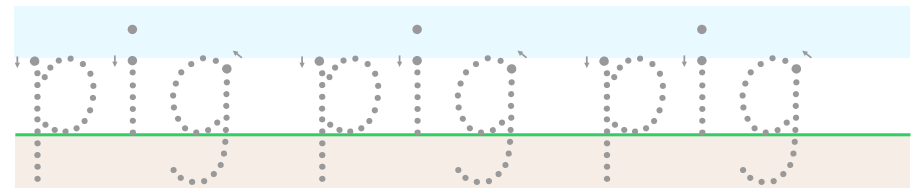
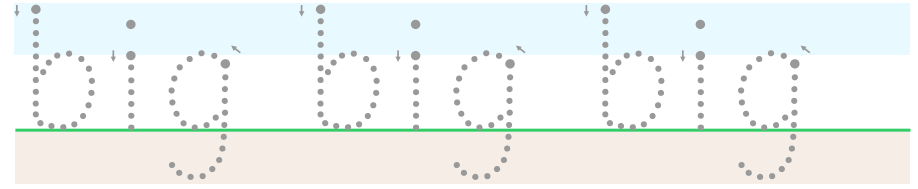
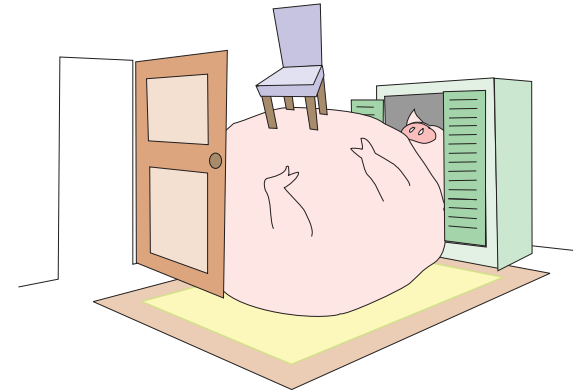
Lesson 10 – practice page (C)

(Name) \_\_\_\_\_



Lesson 10 – practice page (D)

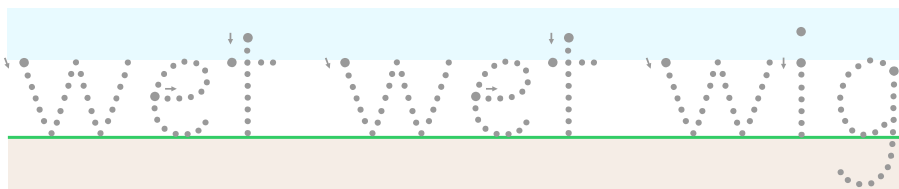
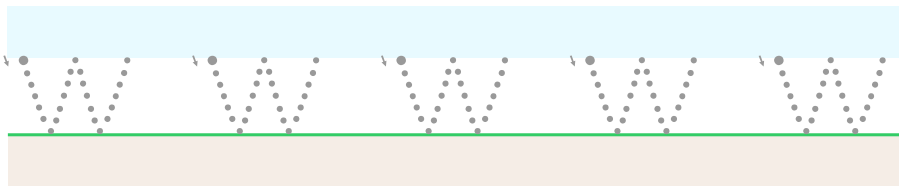
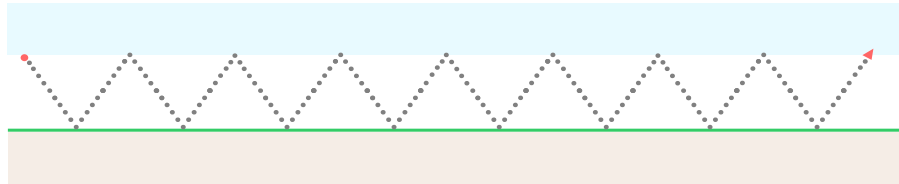
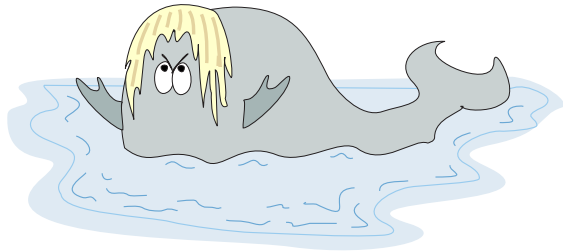
(Name) \_\_\_\_\_



Lesson 11

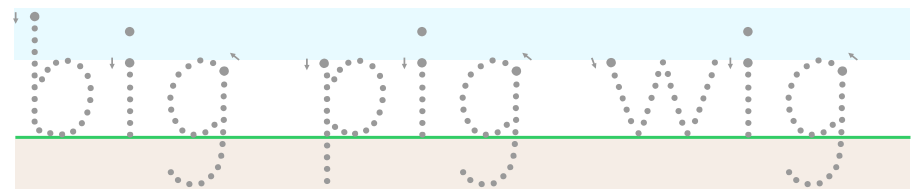
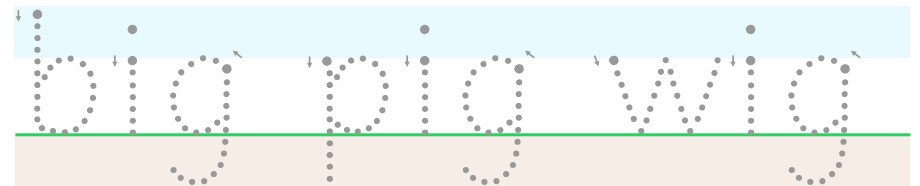
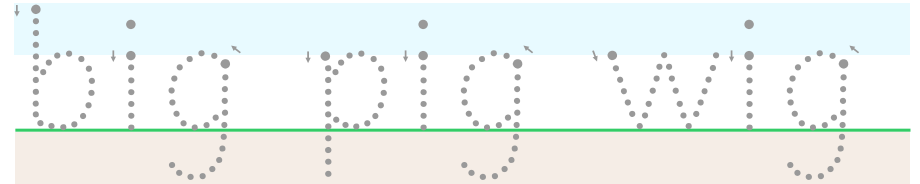
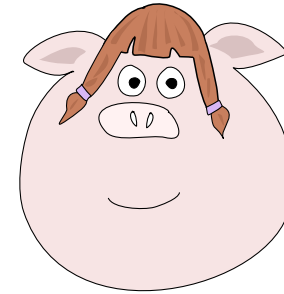
Practice Page

(No verbal lesson – just practice.)



Lesson 11 – practice page (B)

(Name) \_\_\_\_\_



# Lesson 12

## How to write the letter 'z'

(Demonstrate on a blackboard or piece of paper.)

The letter <z> is a zigzag letter – it looks like this:

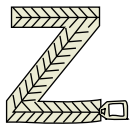


Because its easy to mix up the letter <z> and the letter <s>, here are some tips to help remember which is which:



The “s” is curvy, like a snake. **Also, a snake never goes in a straight line** – it always moves like this... (make a curvy shape with your hand in the air).

Now you show me how a snake moves. (Have your students show you.)



But the letter “z” has straight lines like a zipper... (make some straight lines with your hand in the air).

Now you show me how you zip a zipper. (Have your students show you.)

And then there’s the sound..



The letter <s> says “sssss” like a snake... (have everyone make a long, loud “sssss”).

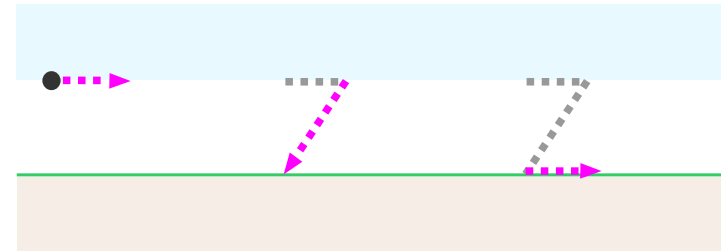


The letter <z> says “zzzzz” like a zipper... (have everyone say, “zzzzz”).

# Lesson 12

continued...

To write the letter <z> –



Draw a little line at the bottom of the “sky.”

Then, without lifting your pencil, draw a slanted line down to the “grass.”

Then, again without lifting your pencil, draw another little line along the “grass.”

## Air “Writing”

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

**“Zig, zag, zip.”**

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

Now have your students “air write” lots of <s> letters AND <z> letters, saying, “Sssss like a snake,” and “Zzzzz like a zip.”

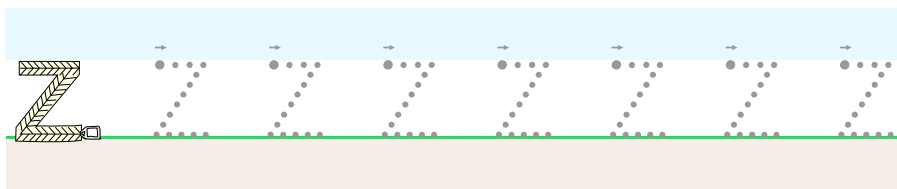
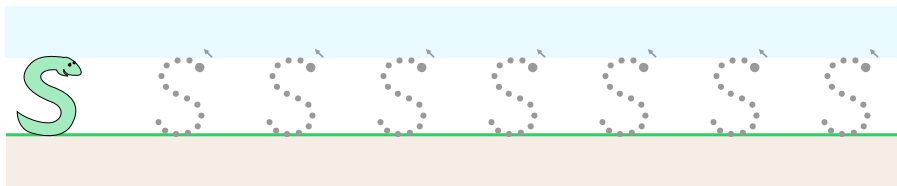
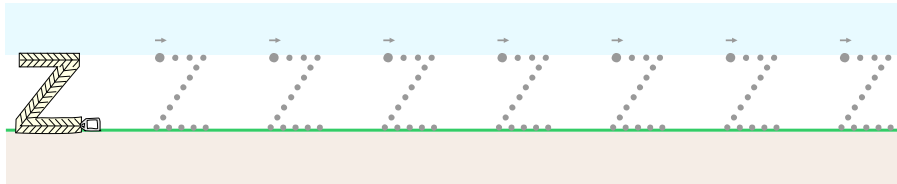
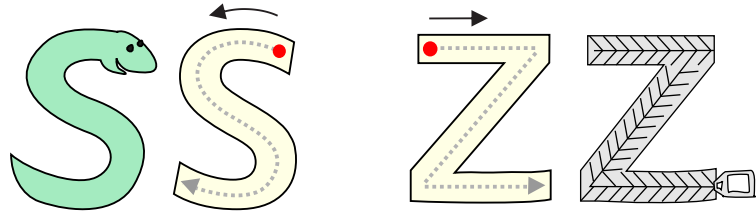
(cut or fold)





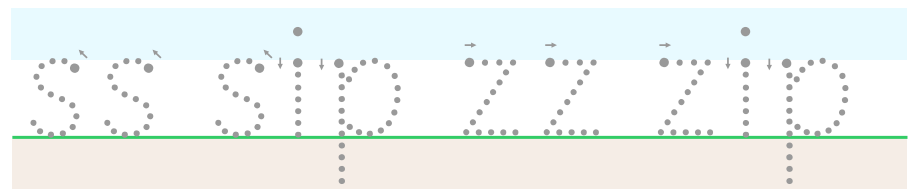
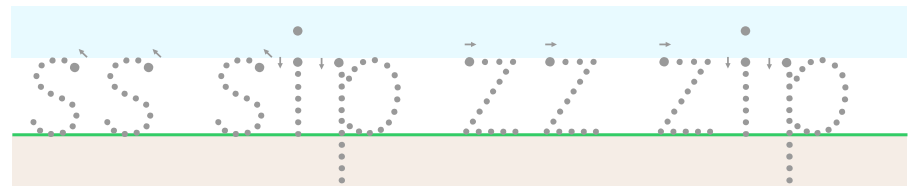
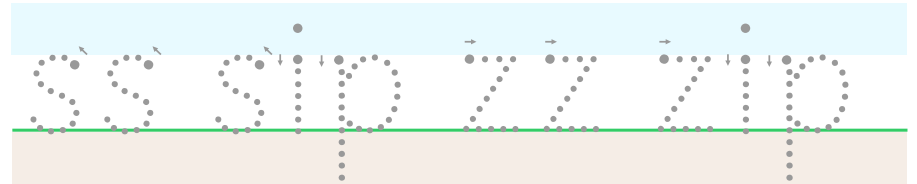
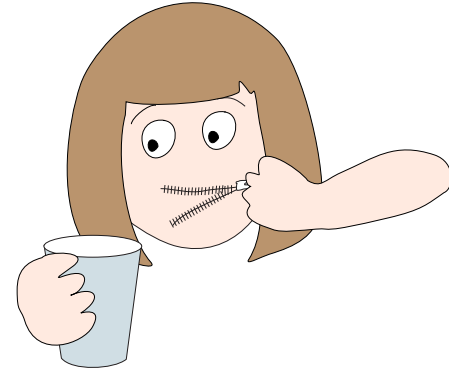
Lesson 12 – practice page (A)

(Name) \_\_\_\_\_



Lesson 12 – practice page (B)

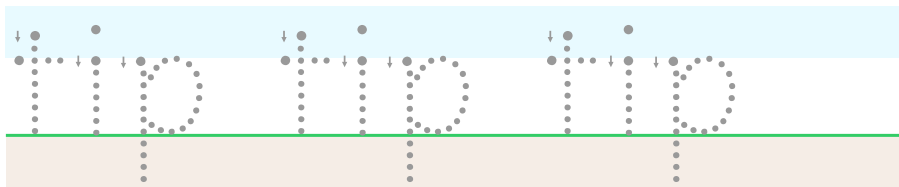
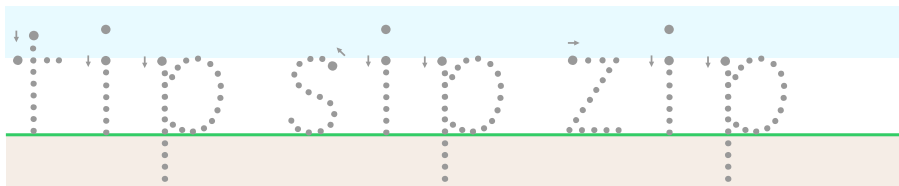
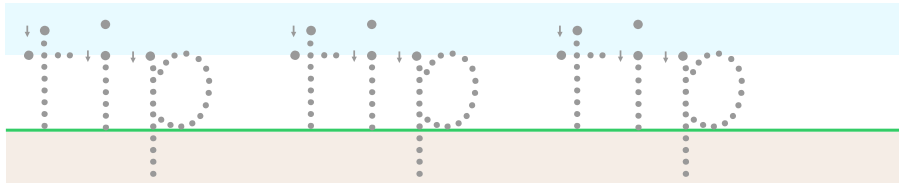
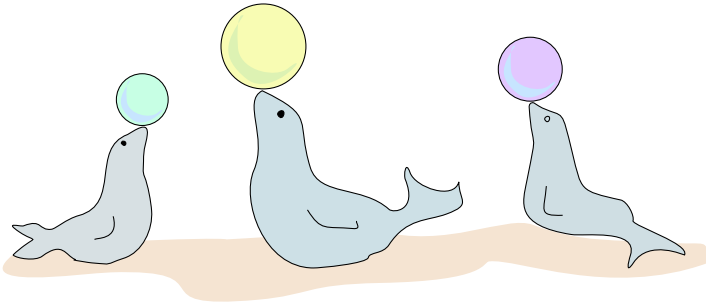
(Name) \_\_\_\_\_



Lesson 13

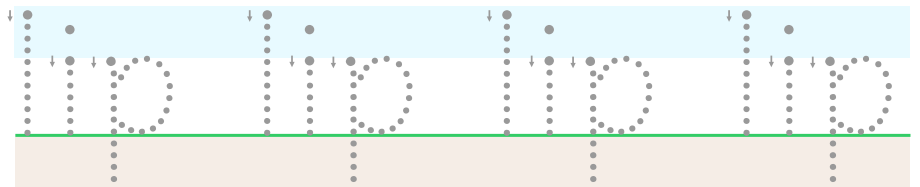
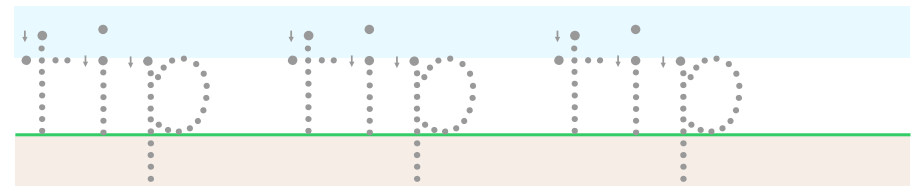
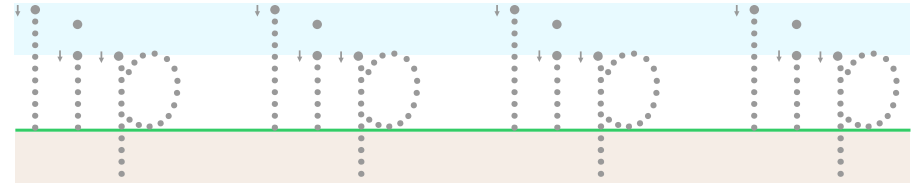
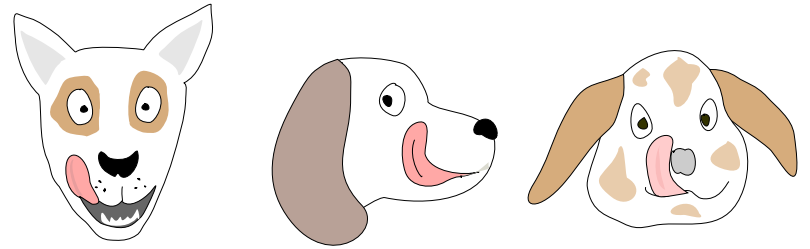
Practice Page

(No verbal lesson – just practice.)



Lesson 13 – practice page (B)

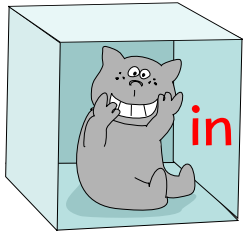
(Name) \_\_\_\_\_



Lesson 14

Practice Page

(No verbal lesson – just practice.)



in in in in in in

in win in win

I I I I i i i i

Lesson 14 – practice page (B)

\_\_\_\_\_ (Name)



kid hid did

did kid hid

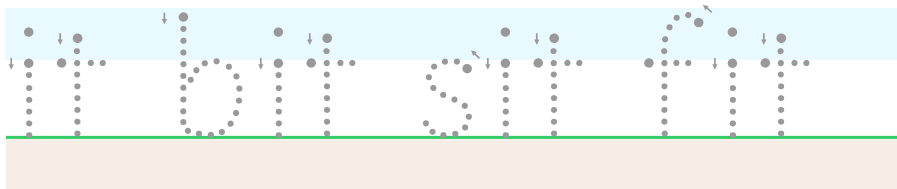
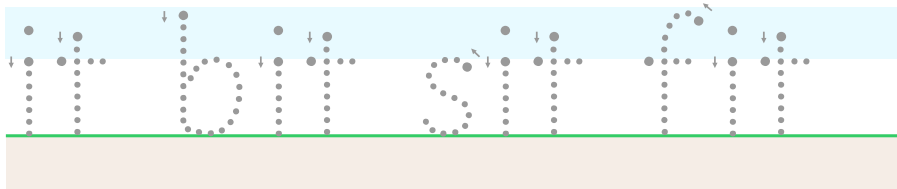
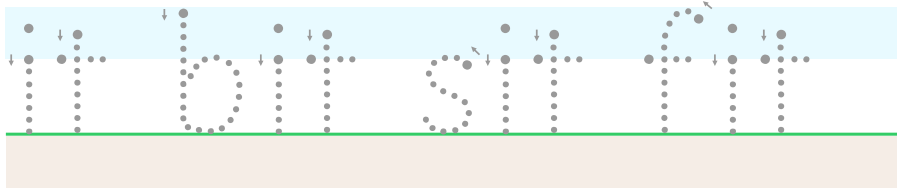
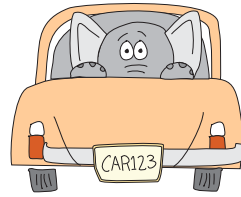
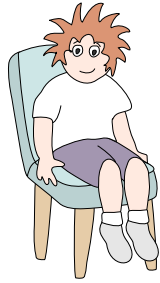
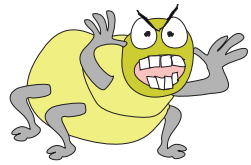
hid did kid



Lesson 15

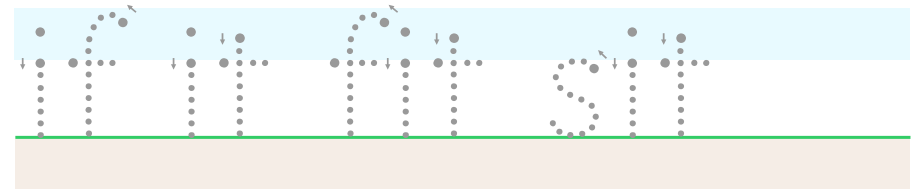
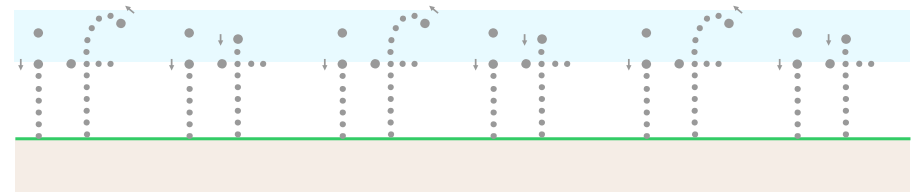
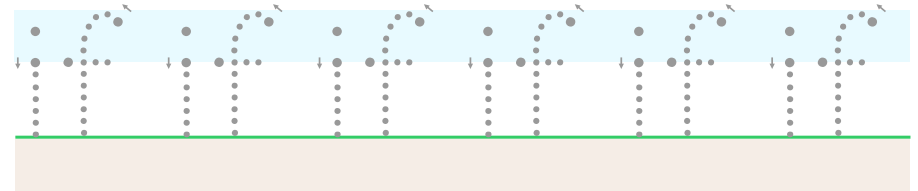
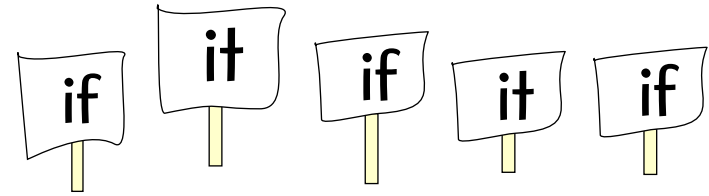
Practice Page

(No verbal lesson – just practice.)



Lesson 15 – practice page (B)

\_\_\_\_\_ (Name)



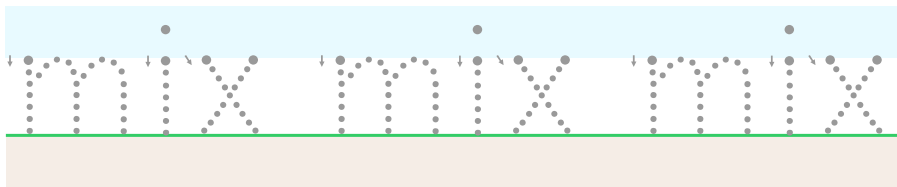
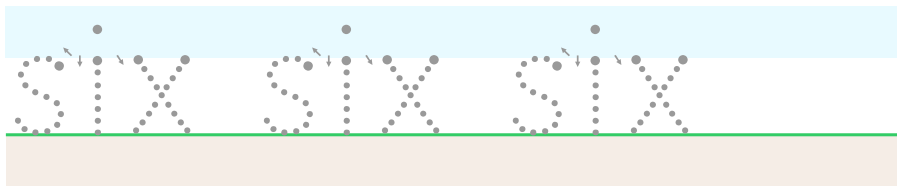
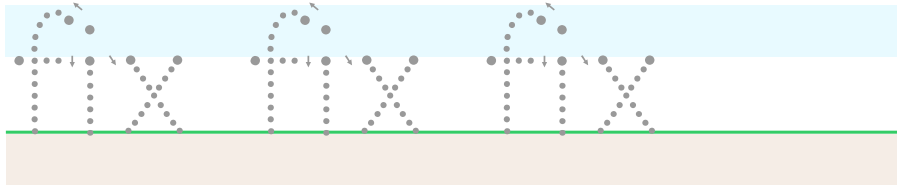
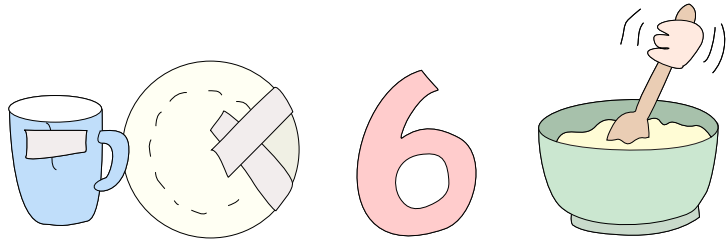
(cut or fold)



Lesson 16

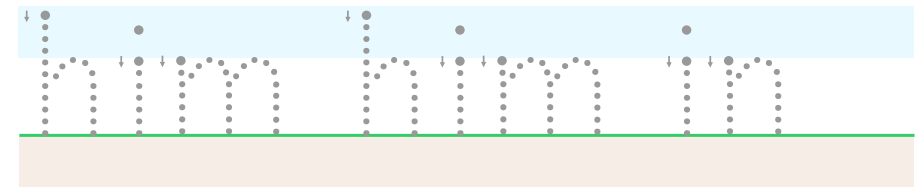
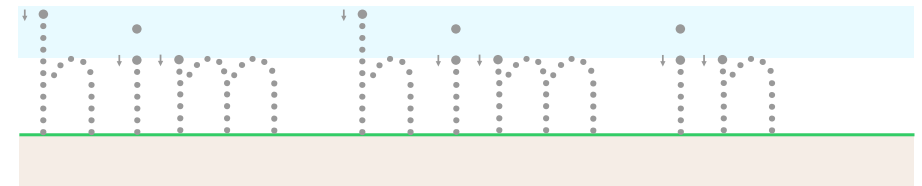
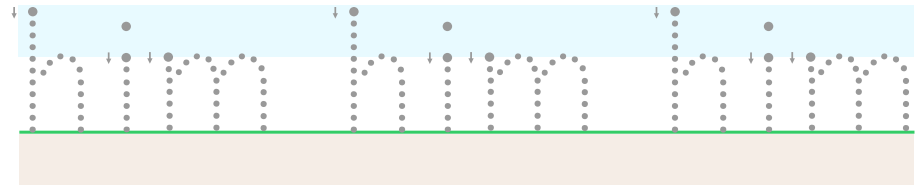
Practice Page

(No verbal lesson – just practice.)



Lesson 16 – practice page (B)

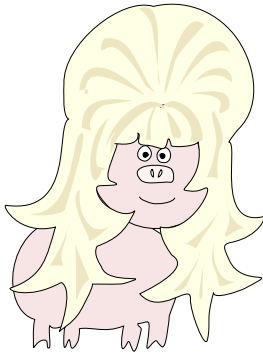
\_\_\_\_\_ (Name)



Lesson 17

Practice Page

(No verbal lesson – just practice.)



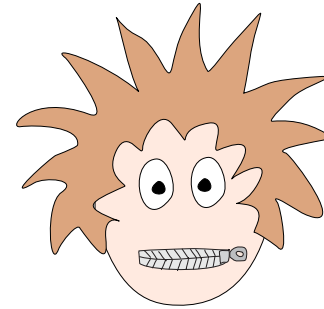
pig pig pig

big big big

wig wig wig

Lesson 17 – practice page (B)

(Name) \_\_\_\_\_



ss sip zz zip

sip zip lip

lip lip lip lip

