Progressive Printing™ 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.
Lesson 1

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> –

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.
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.

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)  

I win
Lesson 2 – practice page (C)

(Name)

Lesson 2 – practice page (D)

(Name)

I i I

in a hat

in a bath

I I I am in

I I I am in

I I I I I

I I I I I

I I I I I

I I I I I
Lesson 3 continued...

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.

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 (C)

(Name)

1
did did did

2

1

1

Lesson 3 – practice page (D)

(Name)

I did

kid kid kid

hid hid hid

I did I did
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.

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 continued...

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Lesson 5 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

sit sit sit sit
bit bit bit bit
fit fit fit fit
it bit it bit
sit sit sit sit
it did it did
Lesson 6 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

if if if if if
it it it it it
fit fit fit fit
it it it it it
if it fit in it
if if if if if if
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 –

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1 2
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To write the letter <x> –

1. Draw the first slanted line, going down toward the right.
2. Then lift your pencil and draw a second slanted line, going the other way. The lines cross in the middle.

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)

1. Practice writing the letter "X".
2. Trace the dotted line and write the letter "X".

Lesson 7 – practice page (B)

Practice writing the word "fix" and the word "kid".

Fix
Kid
six six six

mix mix mix

six mix fix

If six mix it

Can six mix

Six mix it
Lesson 8 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

six six six

fix fix fix

in in in in in

Can six fix

I fit him in
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’

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.
Lesson 9 – practice page (A)

(Name)

Lesson 9 – practice page (B)

(Name)
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).

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.”

(Repeat this exercise once or twice.)
Lesson 10 – practice page (A)

b b b b b b b

d d d d d d d

bed bed bed

Lesson 10 – practice page (B)

p p p p p p p

g g g g g g g

pig pig pig

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Lesson 10 – practice page (C)

(Name)

leg leg leg leg

pppp gggg

leg leg leg leg

big big big

pig pig pig

big pig hid
Lesson 11 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

w w w w w w

big pig wig

wet wet wig

big pig wig

wet wet wig

big pig wig
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 it’s 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 “ssssss” like a snake... (have everyone make a long, loud “ssssss”).

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

To write the letter <z> –

1. Draw a little line at the bottom of the “sky.”
2. Then, without lifting your pencil, draw a slanted line down to the “grass.”
3. 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.”
Lesson 12 – practice page (A)

(Name)

Lesson 12 – practice page (B)

(Name)

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Lesson 13 – practice page (B)

Practice Page
(No verbal lesson – just practice.)

tip tip tip

lip lip lip

tip sip zip

tip tip tip

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Lesson 14 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

I win

in

kid hid did

cut or fold

in in in in in

in

in

in

kid hid did

hid did kid

hid did kid
Lesson 15 – practice page (B)  (Name)

**Practice Page**
(No verbal lesson – just practice.)

- It bit sit fit
- If it if it if

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Lesson 16 – practice page (B)

Practice Page
(No verbal lesson – just practice.)

Fix  
Six  
Mix

Him  
Him in  
Him in
Lesson 17 – practice page (B)

(Name)

Practice Page
(No verbal lesson – just practice.)

pig pig pig pig
big big big
wig wig wig

ss sip zz zip
sip zip lip
lip tip lip tip