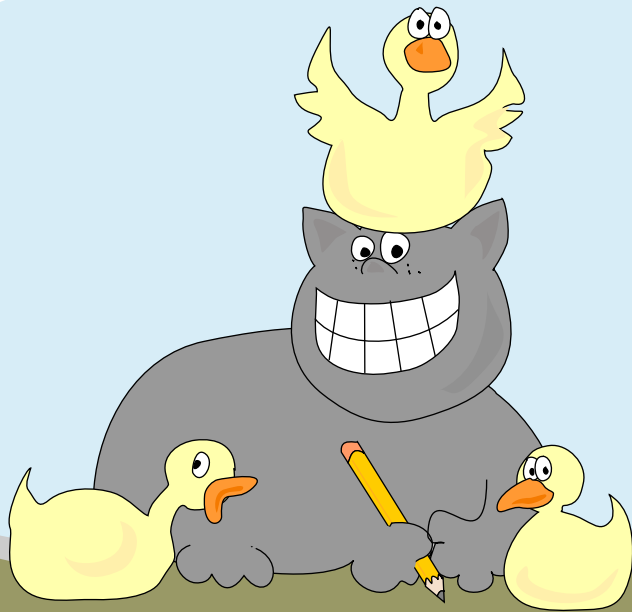


Progressive Printing^{T.M.} CAPITALS

age
4½+



Book 4: PQRST

Written and illustrated by
Miz Katz N. Ratz^{T.M.}

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

Book 4: PQRST

- For Kindergarten or First Grade (not for pre-school).
- Teaches capitals P, Q, R, S and T.

(No capital letter rules are taught in this book.)

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

When doing more than one lesson a day, **take a break between the lessons** (a snack, a walk, a nap – whatever works). This helps to maximize the mental "processing" of the material.

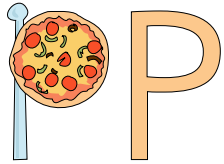


Don't forget to download the matching games, crafts and lesson plans from ProgressivePhonics.com

Lesson 1 (Verbal lesson)

How to write the Capital P.

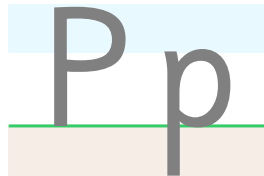
(Demonstrate on a blackboard or on a piece of paper.)



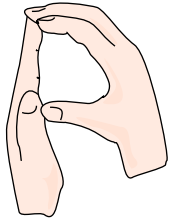
"Puh" for pizza on a pole

The Capital P looks a lot like the 'little p,' except –

The "leg" of the Capital P **STANDS UP** on the "grass line."



The "body" of the 'little p' **SITS DOWN** on the grass, and its leg goes down, "under the ground."



Make a letter 'p' with your hands.

Then **STAND UP** to make the Capital P...



Capital P
(stand up)



Little 'p'
(sit down)

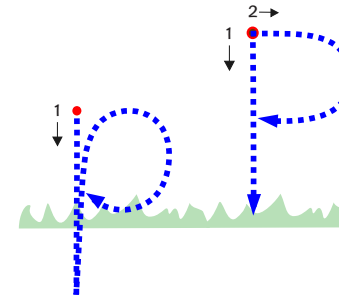
...and **SIT DOWN** to make the little 'p.' (Repeat several times.)

Lesson 1 continued...

Writing the letter 'p'

Even though the Capital P and the little 'p' look almost the same, the way we write them is different –

We write the 'little p' in one stroke, meaning that we don't lift our pencil off the paper – it's just **ONE** pen stroke.

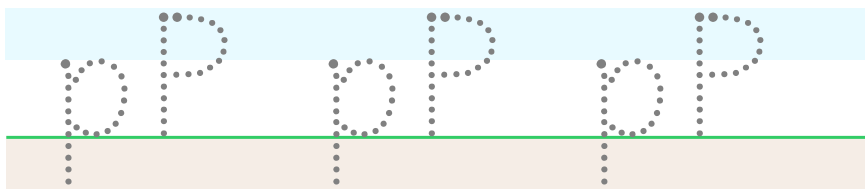
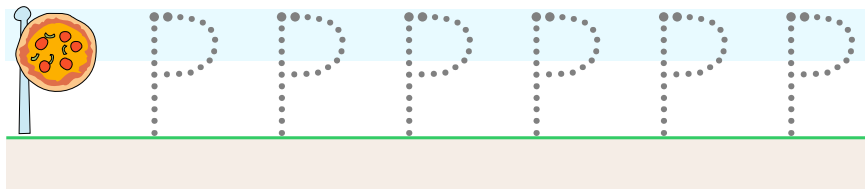
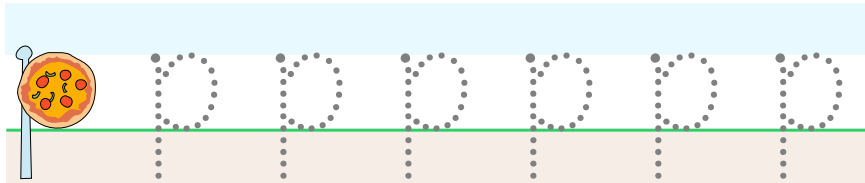
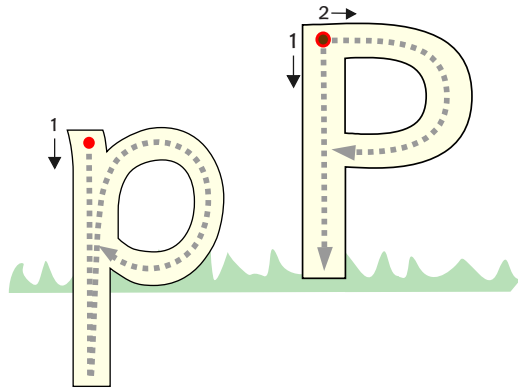


We write the Capital P with two strokes. First we draw the tall line down; then we lift our pencil, go back to the top of the line and draw the "bump."

At this point, we highly recommend spending a few minutes "writing" the letters in the air to help place the patterns/motions in the child's kinetic (motion) memory.

Lesson 1 Worksheet Page 1

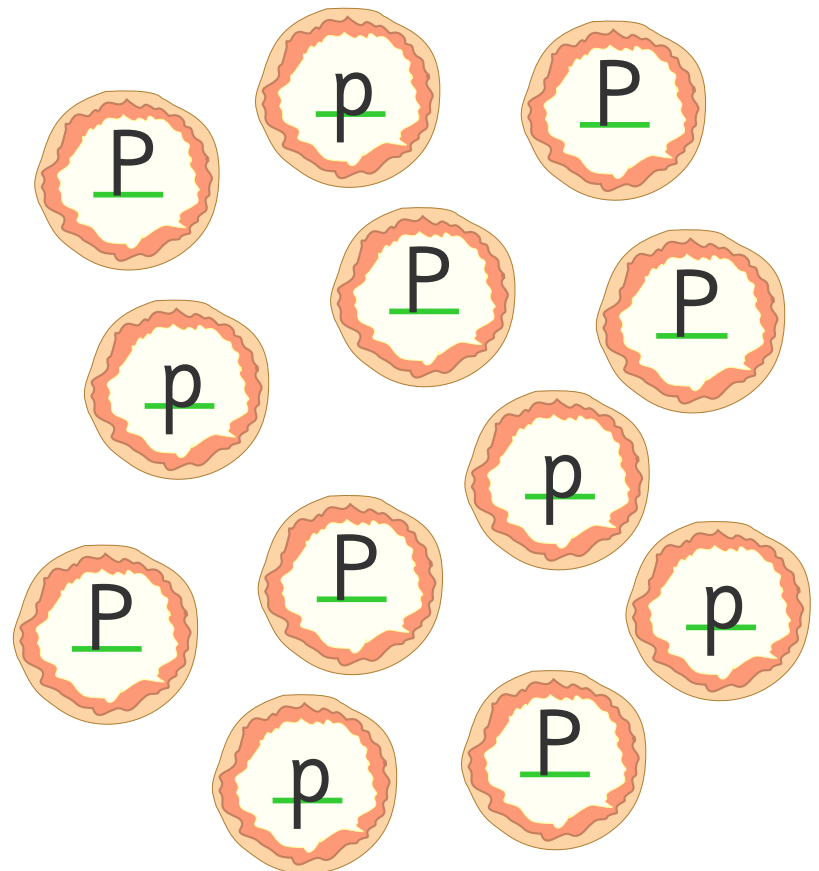
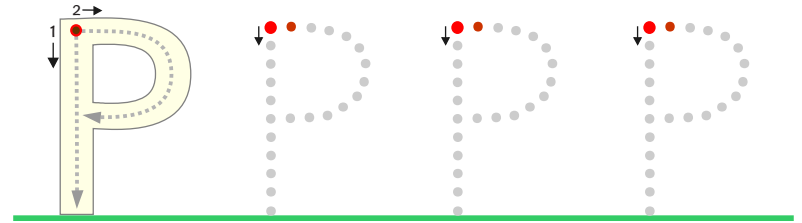
Trace the dotted letters.



Lesson 1 Worksheet Page 2

Trace the dotted letters, then circle the "pizzas" that have a capital P in them..

_____ (Name)

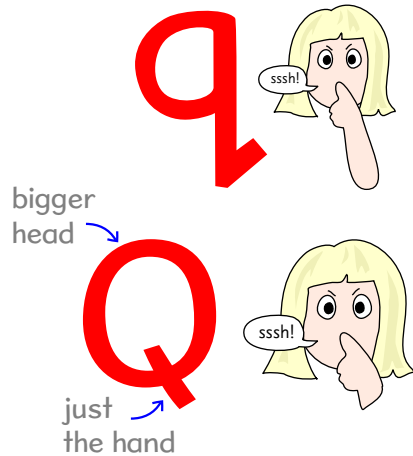


Lesson 2 (Verbal lesson)

How to write the Capital Q.

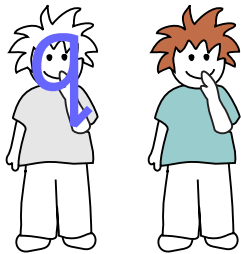
(Demonstrate on a blackboard or on a piece of paper.)

“Kwuh” for Quiet!



The little ‘q’ looks like someone saying, “Quiet!”

With the Capital Q, the head is bigger and it’s just the hand, not the whole arm.



To make the little ‘q,’ pretend that your head is the round part of the letter ‘q.’ Now put your finger to your lips and say, “Sssh! Quiet!”



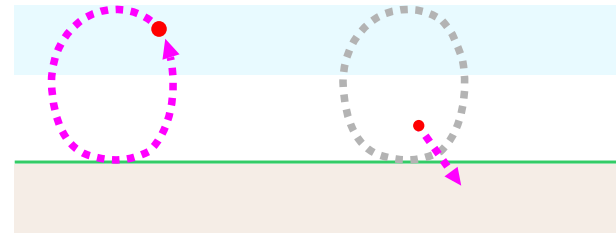
To make the Capital Q, put your left arm over your head (to make it bigger). Then put your finger to your lips and say, “Shhhh! Quiet!”

Lesson 2 continued...



Repeat the body positions for Capital Q and little ‘q’ several times.

To write the Capital Q –



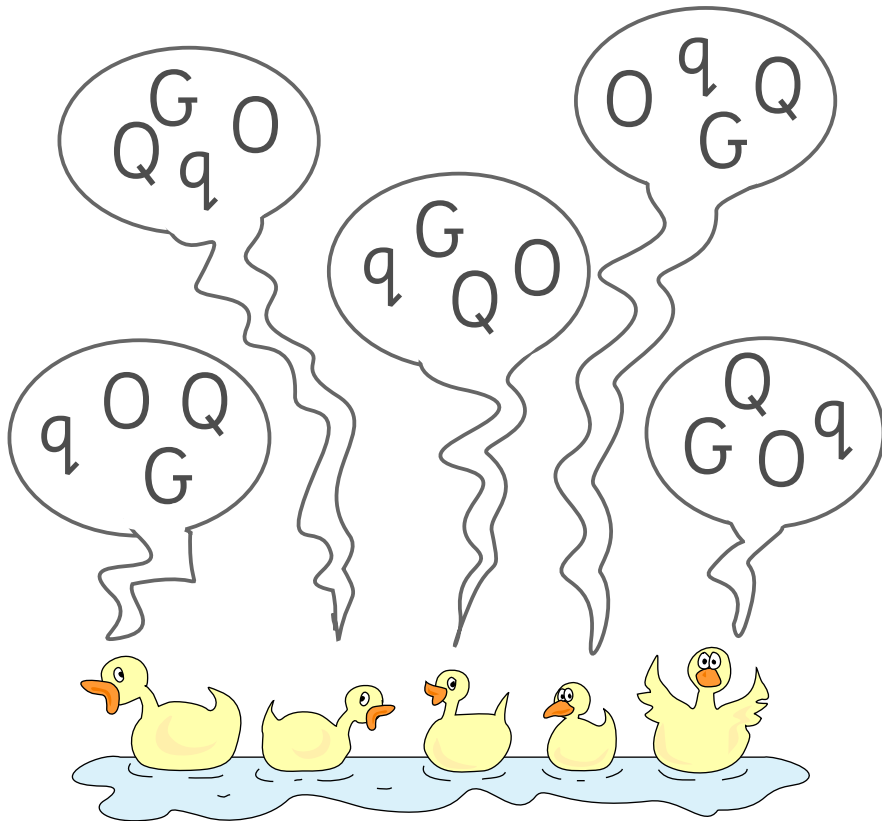
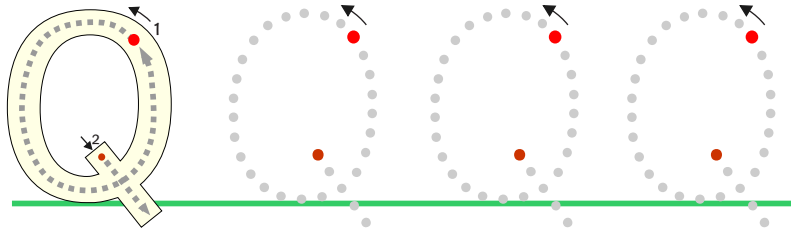
First write a big letter ‘O.’

Then add the little line that says, “Quiet!”

At this point, we highly recommend spending a few minutes “writing” the letter in the air to help place the pattern/motion in the child’s kinetic (motion) memory.

Lesson 2 Worksheet Page 1

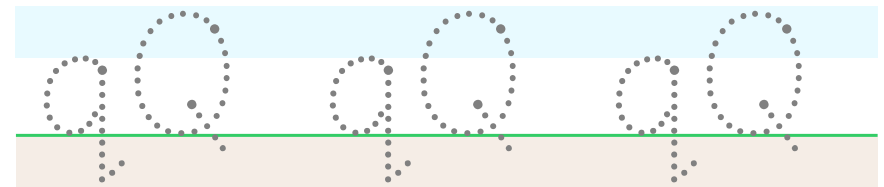
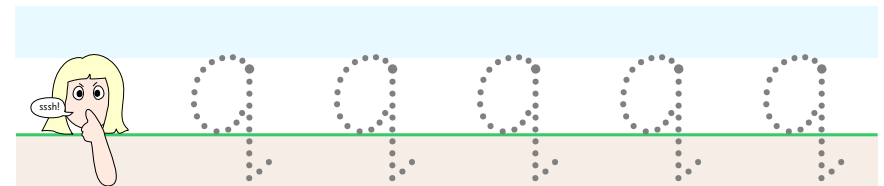
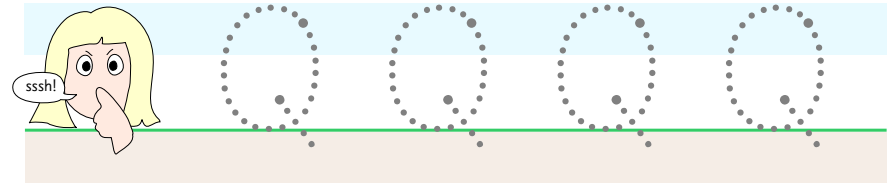
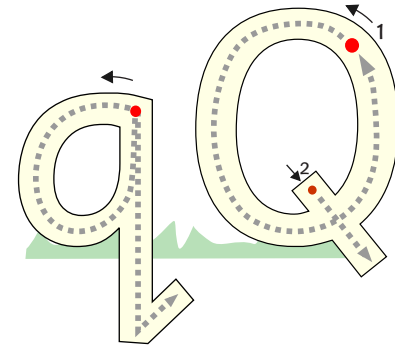
Trace the dotted letters. Then circle the Capital Q's that are coming out of the noisy, quacking ducks.



Lesson 2 Worksheet Page 2

Trace the dotted letters.

_____ (Name)



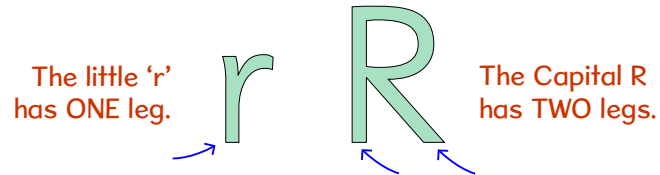
Lesson 3 (Verbal lesson)

How to write the Capital R.

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

“Rrrr” for rhino:

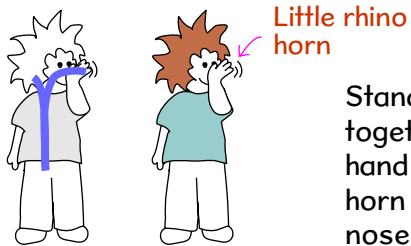
This is the little ‘r,’ and this is the Capital R:



If these letters were rhinos, the Capital R would RUN because he has TWO legs, and the little ‘r’ would HOP because he has only ONE leg:



Let’s pretend that we are little “r’s” –

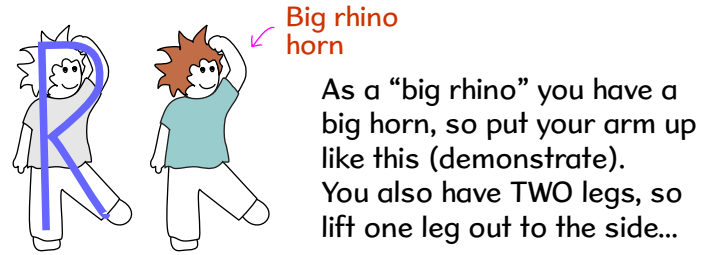


Stand up with your feet together. Wave your hand – your little rhino horn – in front of your nose (demonstrate).

Now, hop! You are a little ‘r’ – a one-legged rhino with a little rhino horn! (Have the child/children hop around – or hop in one place – for 10 or 20 hops.)

Lesson 3 continued...

Now let’s pretend that we are Capital R’s –



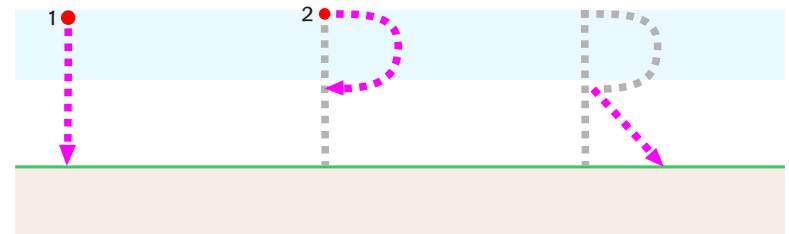
As a “big rhino” you have a big horn, so put your arm up like this (demonstrate). You also have TWO legs, so lift one leg out to the side...

Now, run! You’re a Capital R – a running rhino – with a big rhino horn! (Have the children run around or run in place.)



Alternate back and forth between being a big and little rhino (letter ‘r’).

To write the Capital R –



Start near the top of the sky area and draw a tall line down.

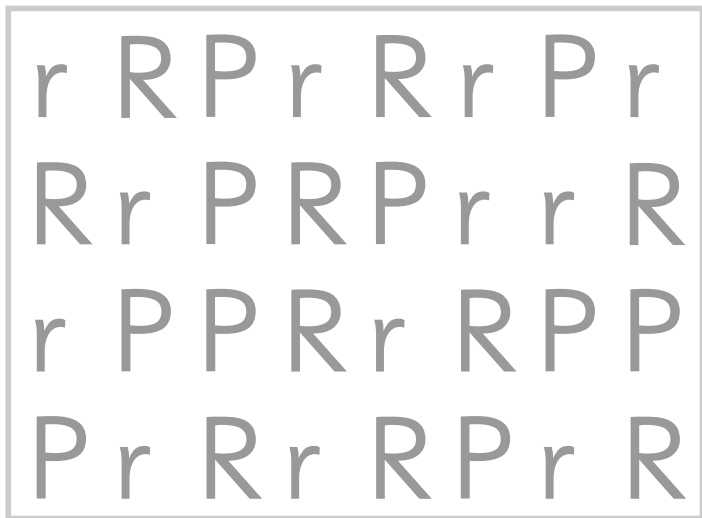
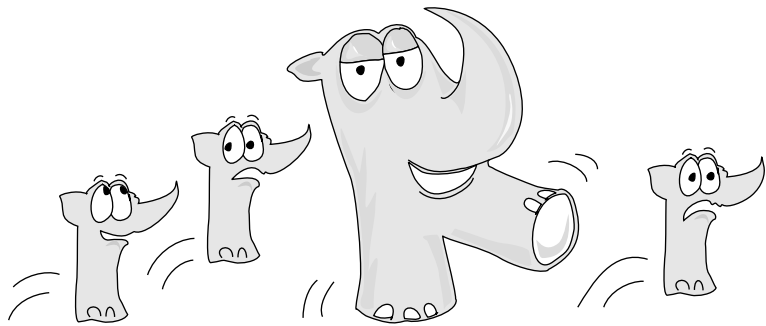
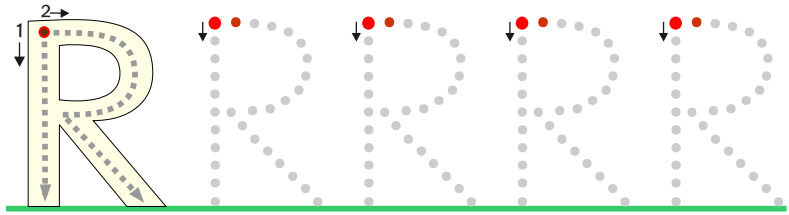
Now draw the “bump,” starting at the top.

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

Spend a few minutes “writing” the letter in the air.

Lesson 3 Worksheet Page 1

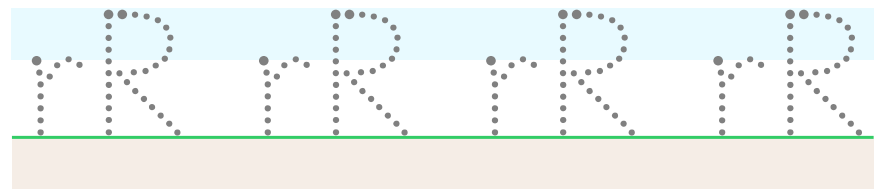
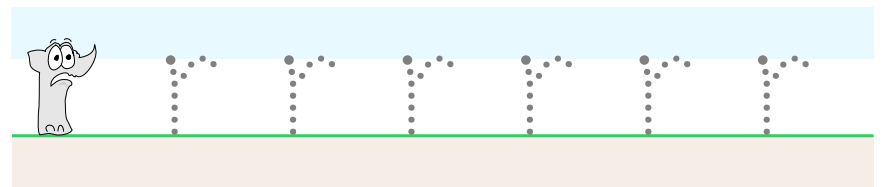
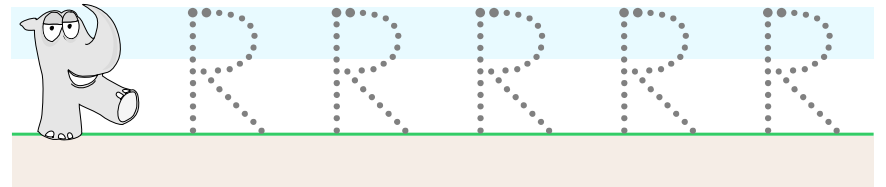
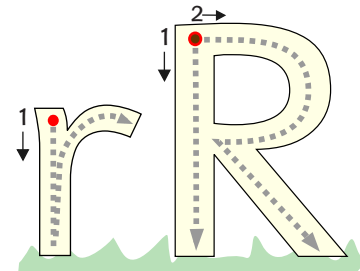
Trace the dotted letters. Then circle the Capital R's in the box.



Lesson 3 Worksheet Page 2

Trace the dotted letters.

_____ (Name)



Lesson 4 (Verbal lesson)

How to write the Capital S.

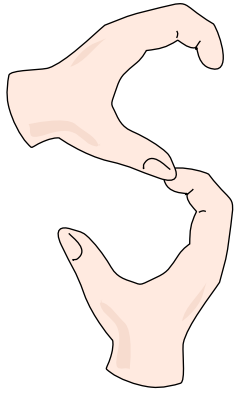
(Demonstrate on a blackboard or on a piece of paper.)

"Ssss" for snake:

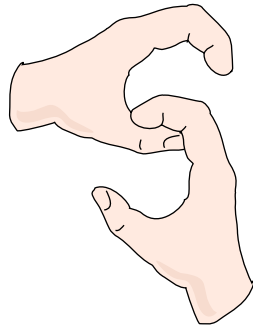


The Capital S is exactly like same as the 'little s,' except that it's bigger.

Let's use our hands to make the Capital S –



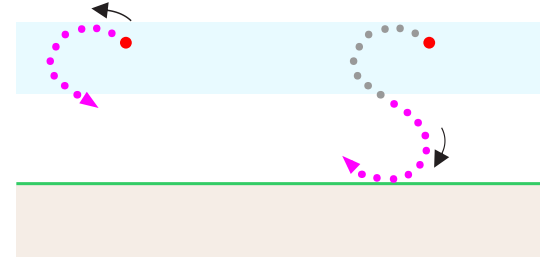
Big S



Little s

Lesson 4 continued...

To write the Capital S –



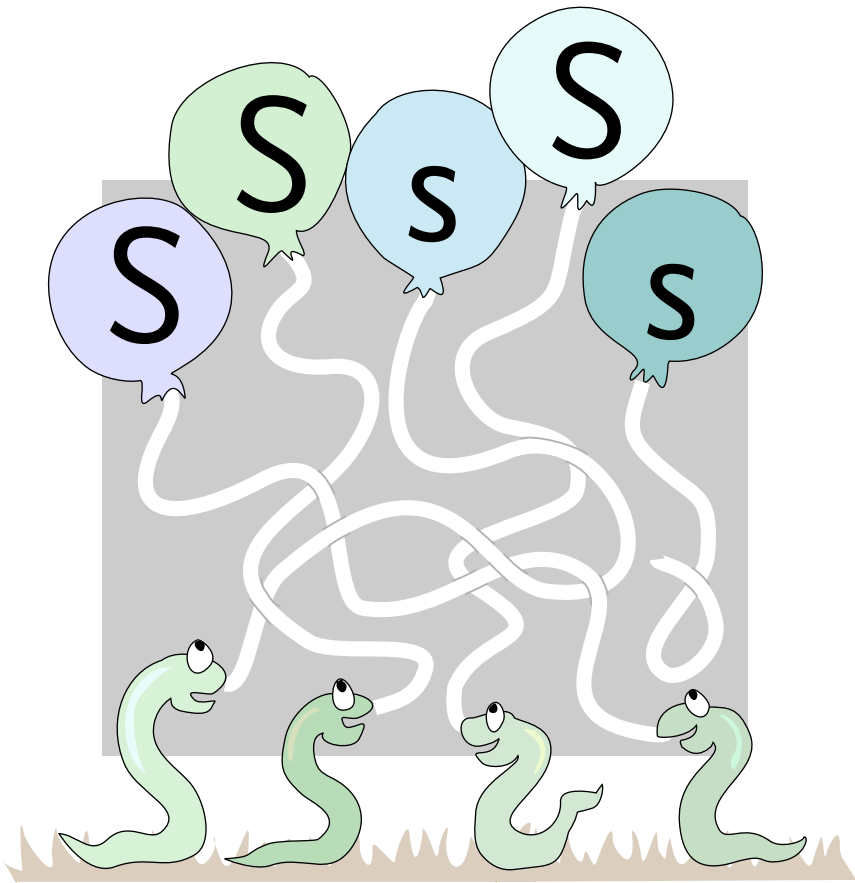
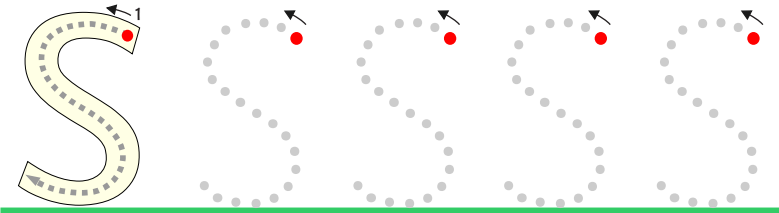
Start near the top of the sky area and draw a small letter 'c.'

Then, without lifting your pencil, curl around the other way, making sure to touch the grass line.

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

Lesson 4 Worksheet Page 1

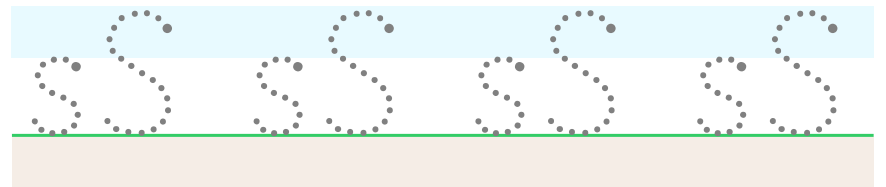
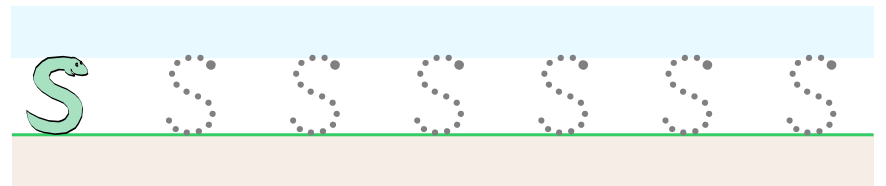
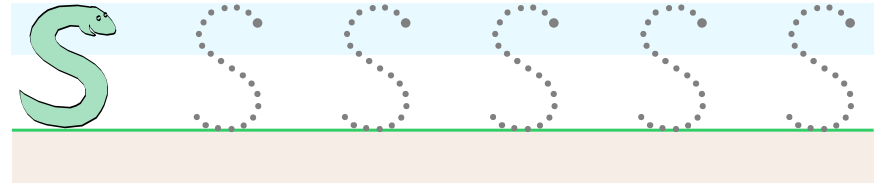
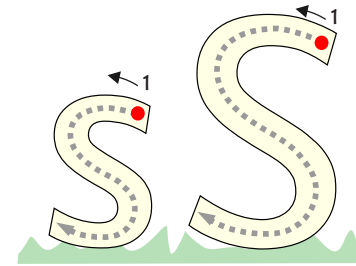
Trace the dotted letters. Then trace the white lines to see which snakes are holding a balloon with a capital S.



Lesson 4 Worksheet Page 2

Trace the dotted letters.

(Name)

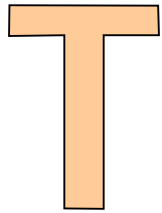


Lesson 5 (Verbal lesson)

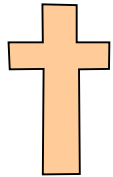
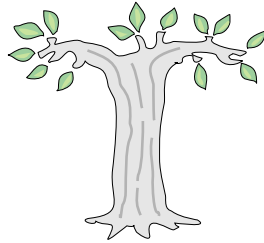
How to write the Capital T.

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

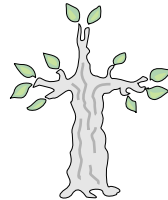
"T" for tree!



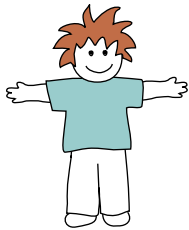
The Capital T
has big, strong
branches.



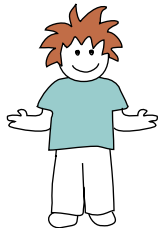
The little 't' has
little branches,
closer to the
ground.



Now let's make the letter 'T' with our arms –



Stand like a "Big T"
Arms straight out
to the side.



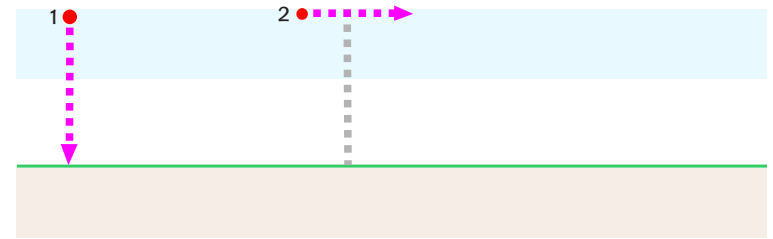
Stand like a "Little t"
Arms closer to
the ground (bent
at the elbow).

Lesson 5 continued...



Alternate back and forth between
standing like a "Big T" and standing
like a "little t."

To write the Capital T –

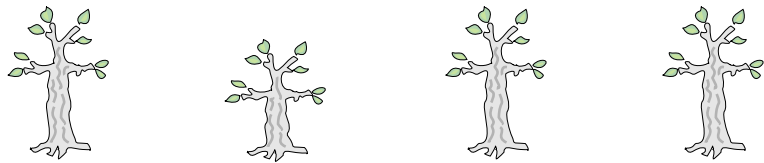
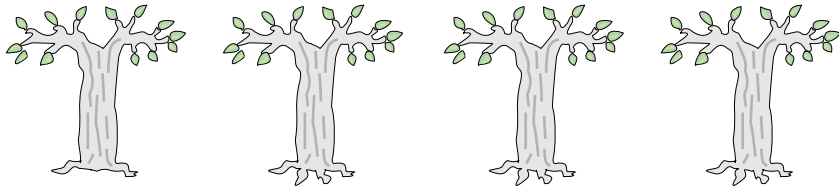
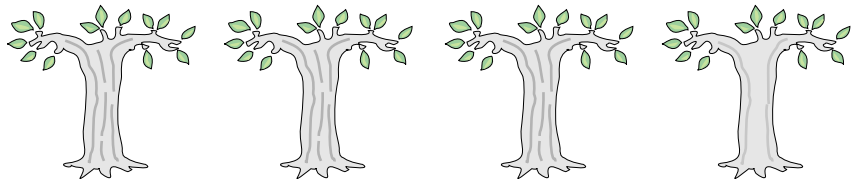
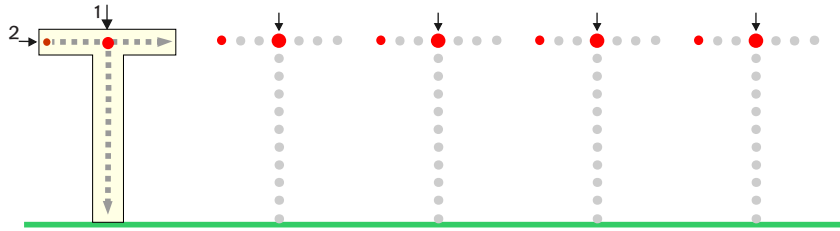


Draw the
tall line down,
starting at
the top.

Then draw the
top line, going
from left to
right.

Lesson 5 Worksheet Page 1

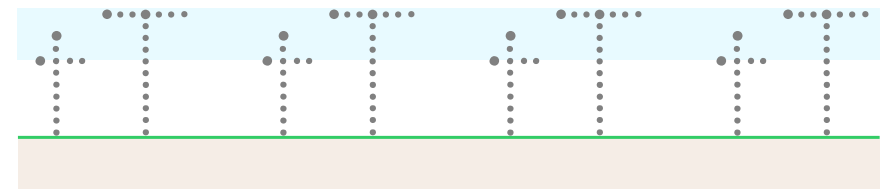
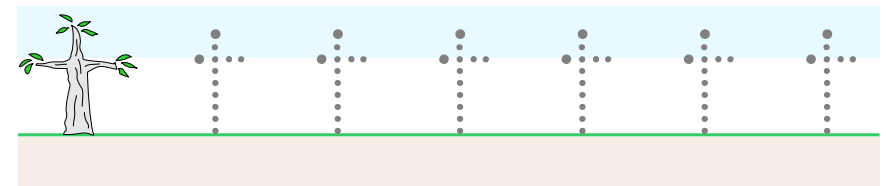
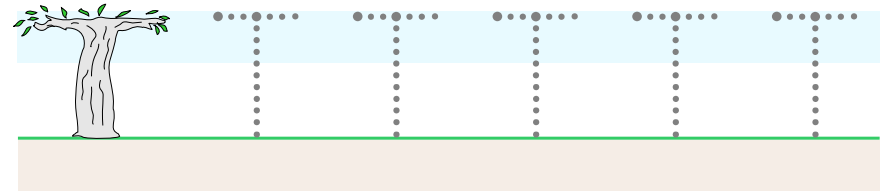
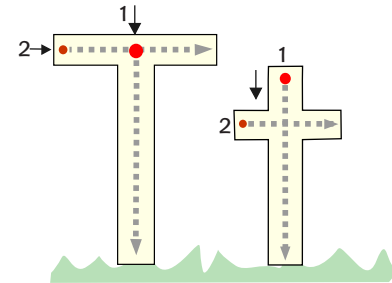
Trace the dotted letters. Then circle the tree that is different in each row of trees.



Lesson 5 Worksheet Page 2

Trace the dotted letters.

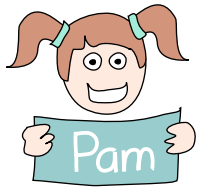
_____ (Name)



Lesson 6 (no verbal lesson) Worksheet Page 1

Write the right letters for each name, and then trace the remaining letters in the name.

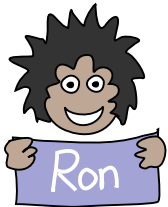
P Q R S T



am



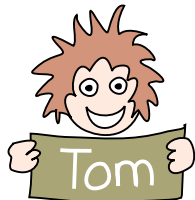
uinta



on



am



om

Lesson 6 Worksheet Page 2

Circle the little letter that matches the capital letter in each box.

(Name) _____

Pp Qq Rr Ss Tt

P		
g	q	p

Q		
p	q	g

R		
v	n	r

S		
e	c	s

T		
l	t	h

P		
p	g	q

Q		
q	g	p

R		
r	i	m

S		
c	s	n

T		
b	k	t

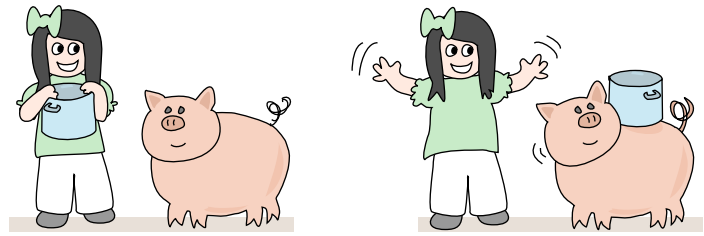
P		
b	p	h

R		
n	r	t

Lesson 7 (no verbal lesson) Worksheet Page 1 of 1

Trace the dotted letters. Then write (copy) the words on the next line.

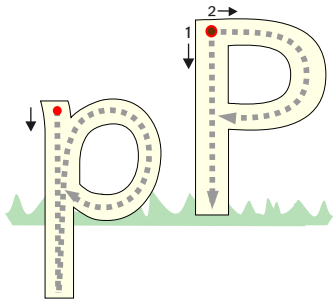
(Name)



Pam put a pot on a pig


cat
TRACE

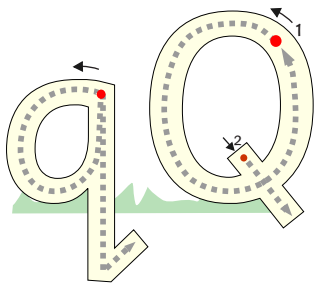

cat
COPY



Queen Quinta quit a quiz


cat
TRACE

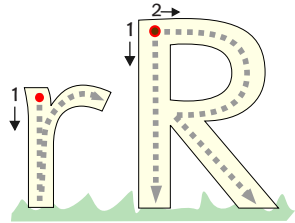
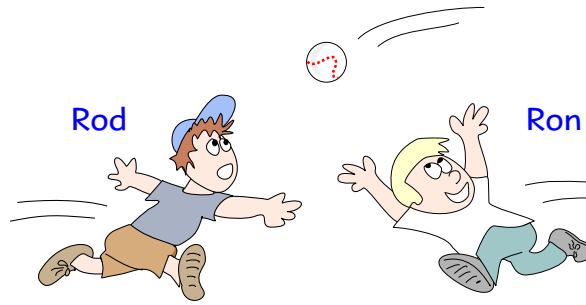

cat
COPY



Lesson 8 (no verbal lesson) Worksheet Page 1 of 1

Trace the dotted letters. Then write (copy) the words on the next line.

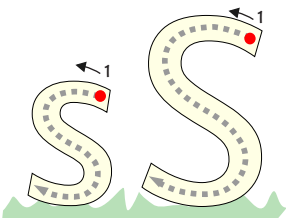
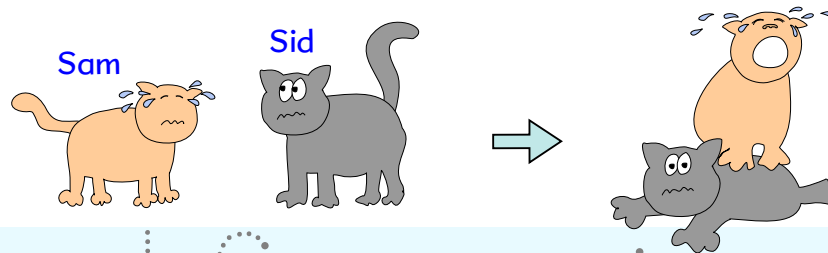
_____ (Name)



 cat
TRACE

 cat
COPY

Rod ran and Ron ran



 cat
TRACE

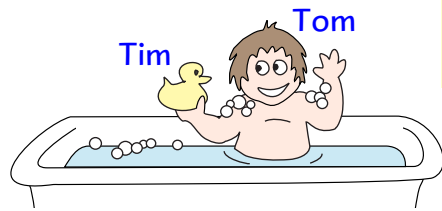
 cat
COPY

sad Sam sat on Sid

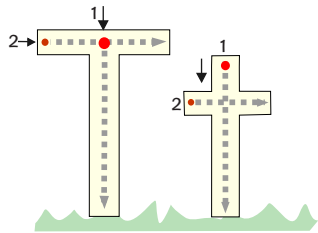
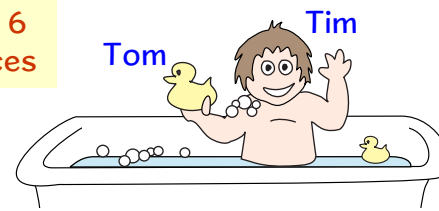
Lesson 9 (no verbal lesson) Worksheet Page 1 of 1

Trace the dotted letters. Then write (copy) the words on the next line.

_____ (Name)



Find the 6 differences

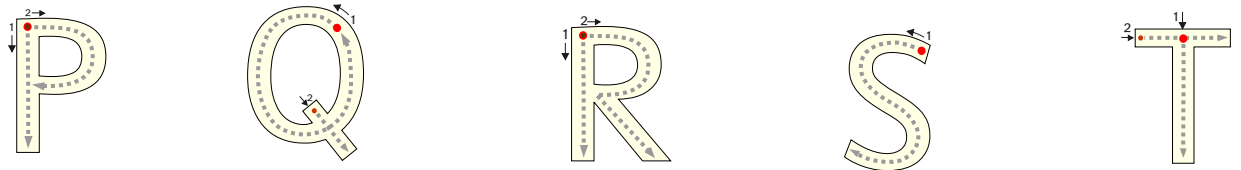


 cat
TRACE

 cat
COPY

Tim and Tom in a tub

Blank handwriting lines for copying the words 'Tim and Tom in a tub'.

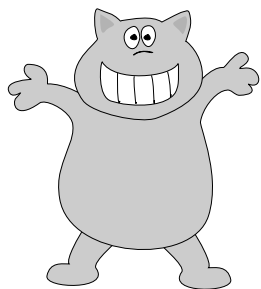


 cat
TRACE

 cat
COPY

P p P Q q Q R r R S s S T t T

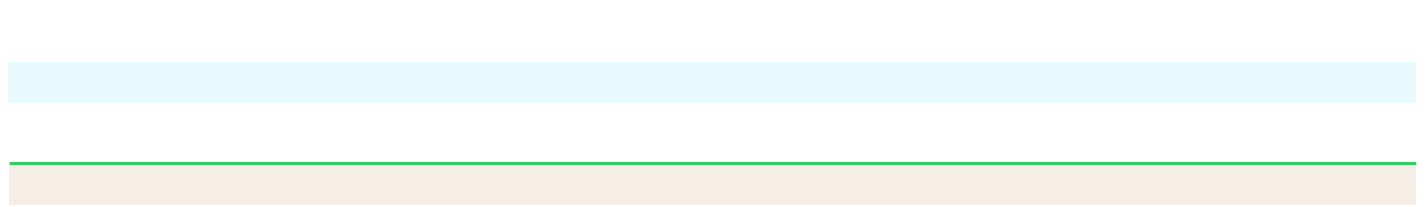
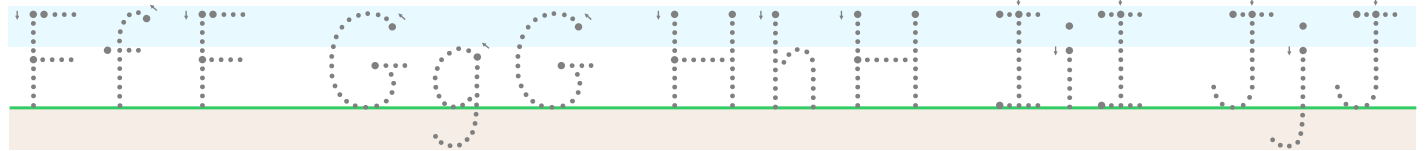
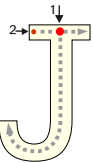
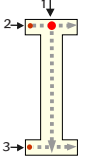
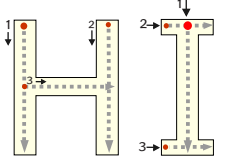
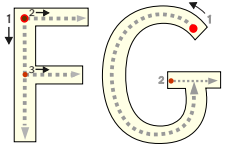
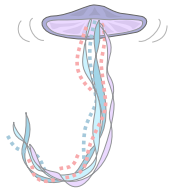
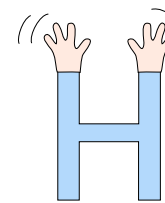
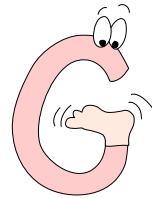
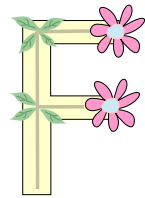
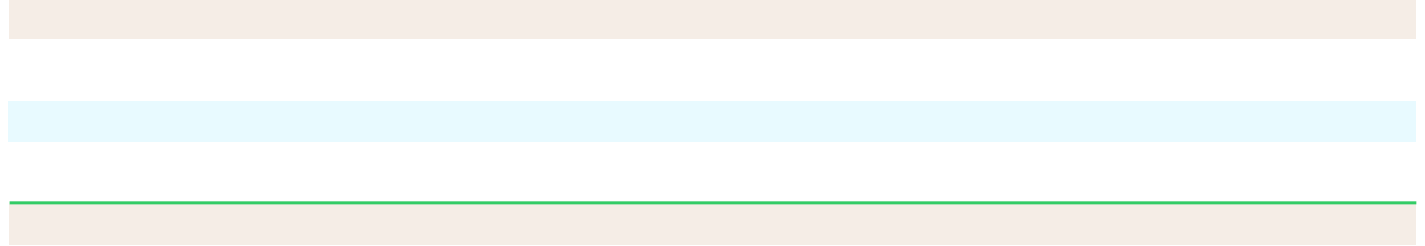
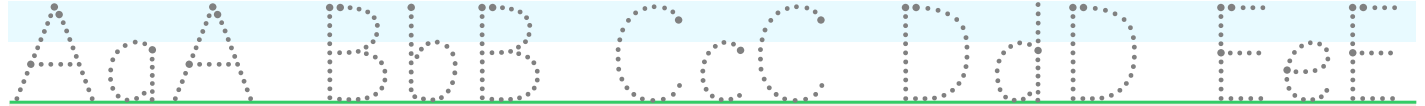
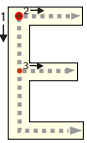
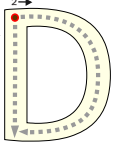
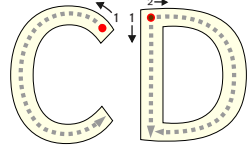
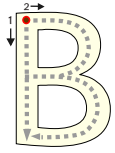
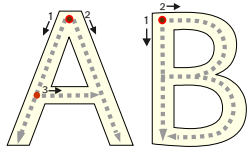
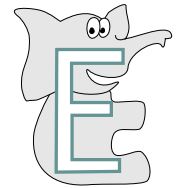
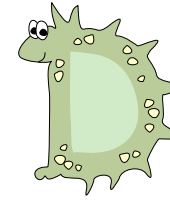
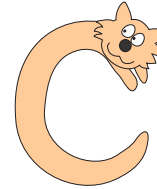
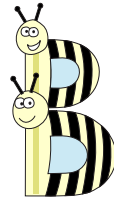
Blank handwriting lines for copying the letters P, Q, R, S, and T.



Lesson 10 (no verbal lesson) Worksheet Page 1 of 1

Trace the dotted letters. Then write (copy) the words on the next line.

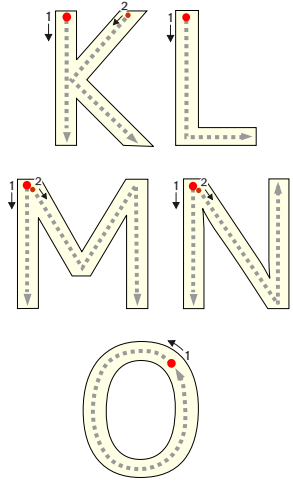
(Name) _____



Lesson 11 (no verbal lesson) Worksheet Page 1 of 1

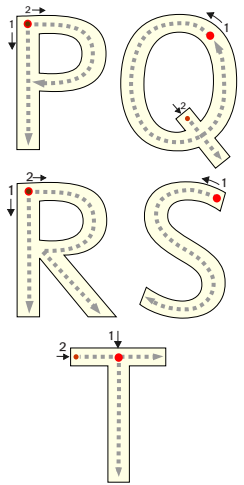
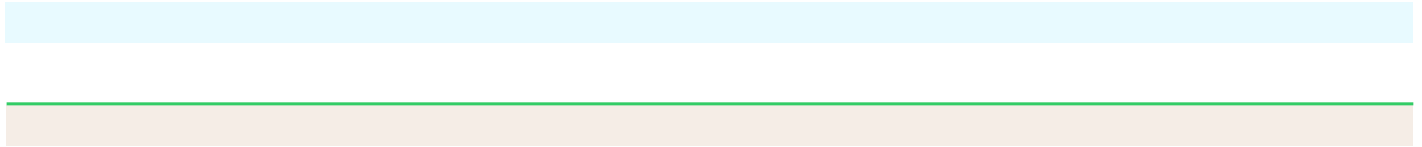
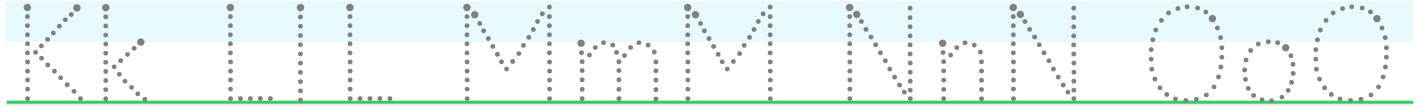
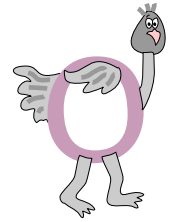
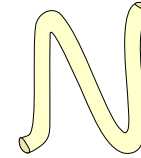
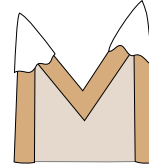
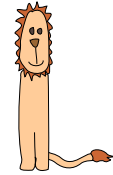
Trace the dotted letters. Then write (copy) the words on the next line.

(Name)




cat
TRACE


cat
COPY




cat
TRACE


cat
COPY

