

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

age  
5½+



## Book 5: Making Waves

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

### Book 5: Making Waves:

- Teaches the "wave" handwriting pattern, which is used to form the letters 'u' and 'y,' and is also used extensively (later in school) when joined-up handwriting is taught.
- Teaches lowercase letters 'u' and 'y'
- Introduces the 'qu' letter combination.
- Also practices the basic letter-pattern groups.

#### 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.

Letters taught: **u, y, qu**

Also practices (by tracing and copying) the different letter pattern groups.

## Lesson 1 (Part 1)

Verbal lesson: The wave pattern

This is the “wave” pattern (draw on blackboard or piece of paper) –



We use the “wave” pattern to write the letters <u> and <y> –



We also use the “wave” pattern when we do joined-up handwriting, which you’ll learn about when you’re a little bit older –

*The gorilla is ill.*

*The gorilla is ill.*

## Lesson 1 (Part 1) continued...

### Air “Writing”

“Write” some “waves” in the air, making ONE sound for each “wave” –

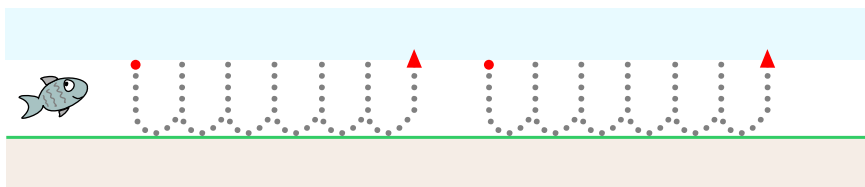
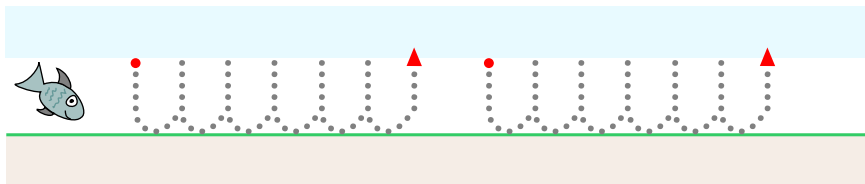
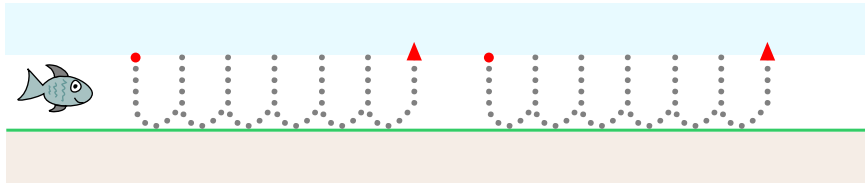
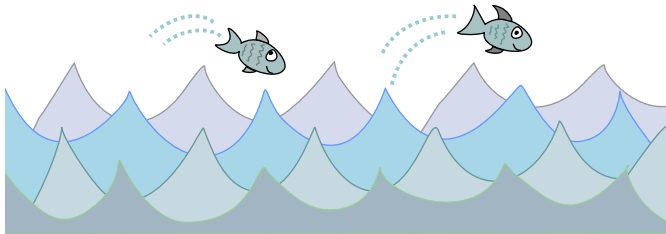
“Whoosh, whoosh, whoosh...”  
(or, “Whee, whee, whee,” or any other sound of your choosing).

Then have your child/students “air write” “waves” in the air, also saying the sound out loud.

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

# Lesson 1 (Part 1) Worksheet

Verbal lesson: The wave pattern



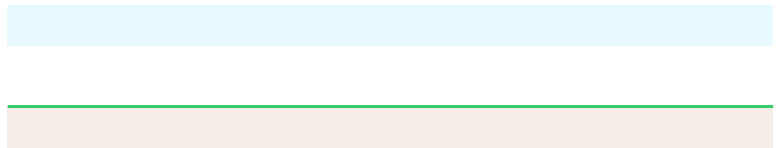
\_\_\_\_\_  
(Name)



up up up up



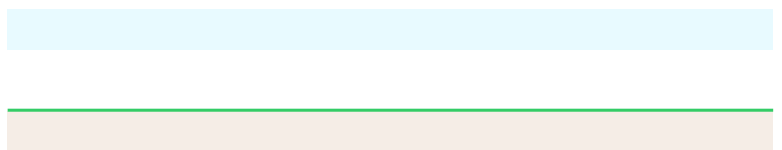
up up up up



cup cup cup



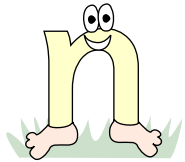
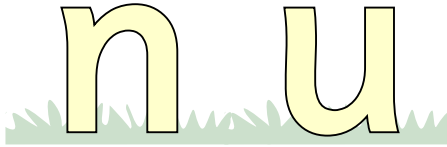
cup cup cup



## Lesson 1 (Part 2)

Verbal lesson: Letter 'u' versus letter 'n'

The letter <u> looks like an upside down letter <n> --

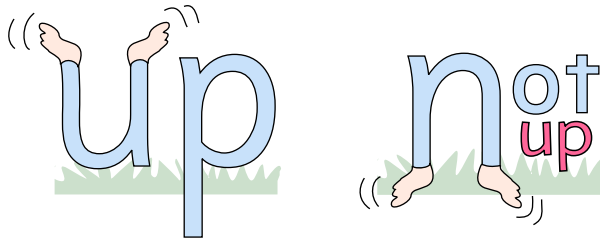


To help remember which is which, imagine that the letter <n> has feet.



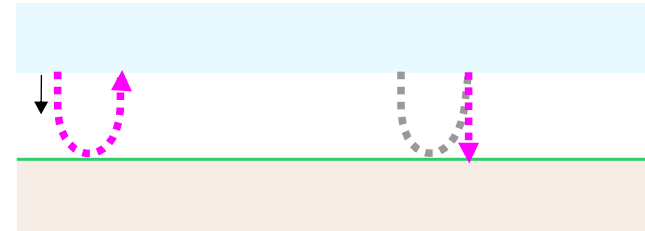
If the letter <n> stands on its head, see what happens?

Its feet are up!



## Lesson 1 (Part 2) continued...

To write the letter <u> –



Draw one wave, keeping it all in the middle area.

Then, without lifting your pencil, draw a little line down.

### Air “Writing”

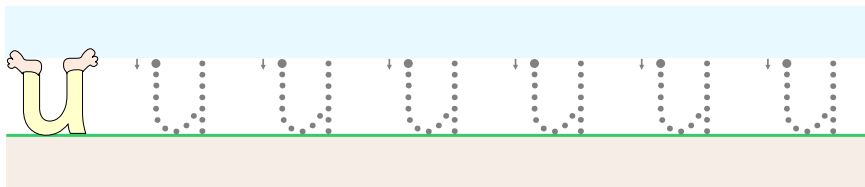
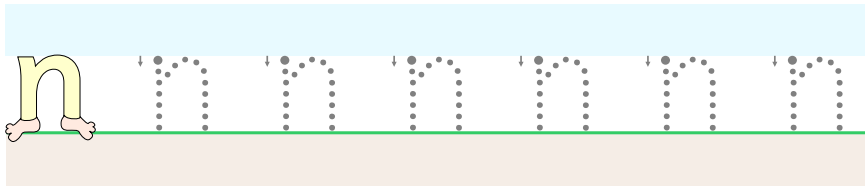
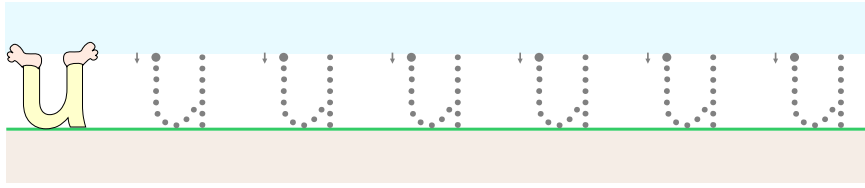
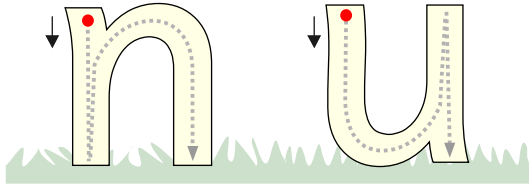
“Write” the letter <u> in the air, using big arm movements, saying:

**“One wave; then a little line down.”**

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

# Lesson 1 (Part 2) Worksheet

Verbal lesson: Letter 'u' versus letter 'n'



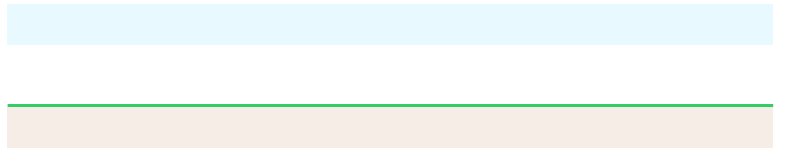
\_\_\_\_\_  
(Name)



up up up up



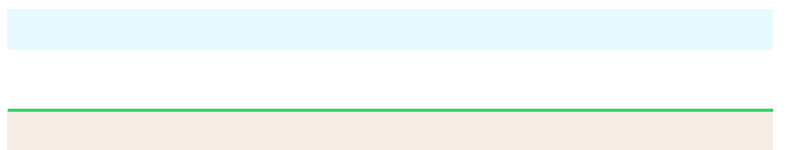
up up up up



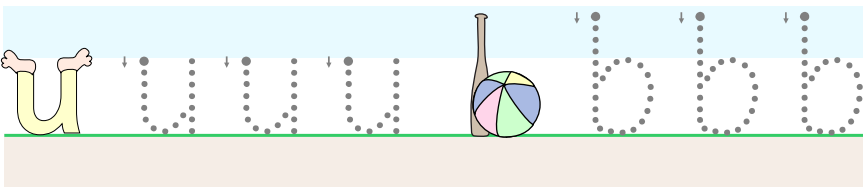
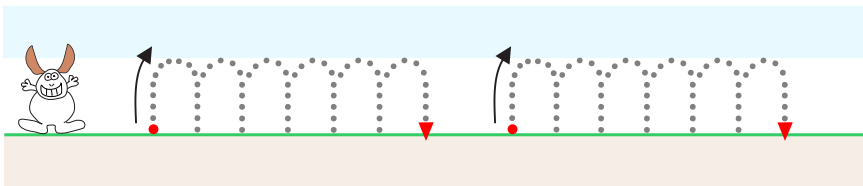
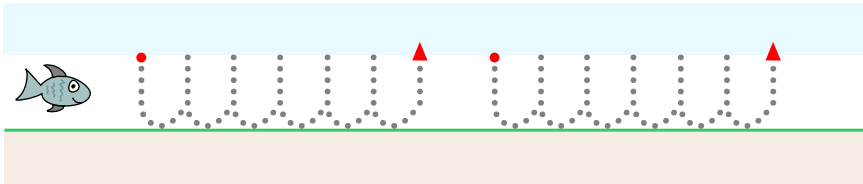
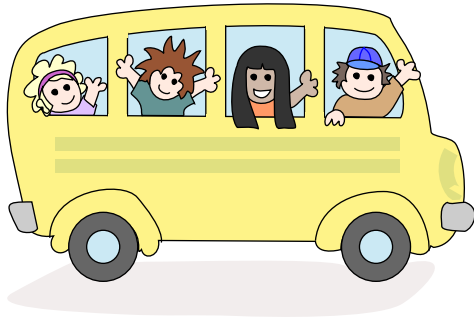
not up not up



not up not up



Lesson 2 Worksheet  
(no verbal lesson)



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



us bus us bus



us bus us bus



\_\_\_\_\_  
\_\_\_\_\_



us bus us bus

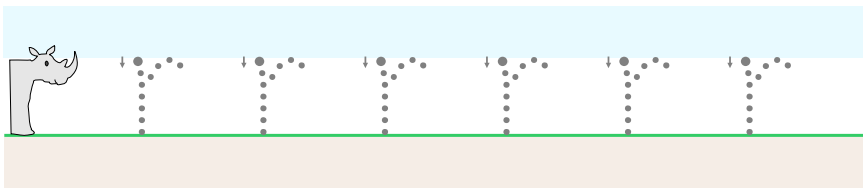
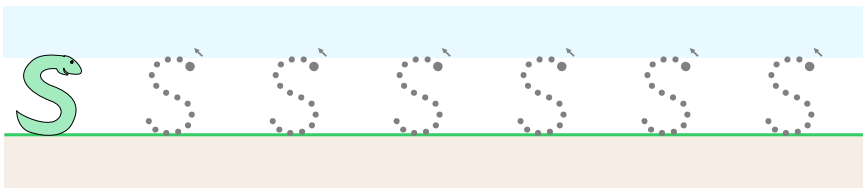
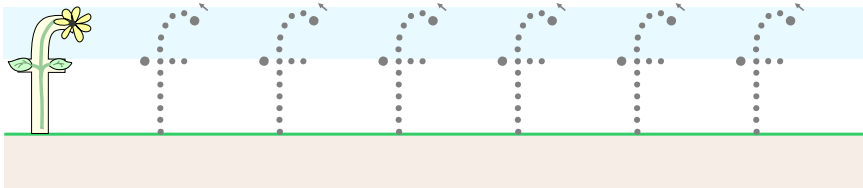
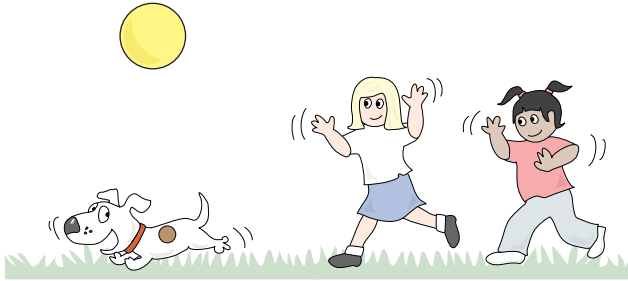


us bus us bus



\_\_\_\_\_  
\_\_\_\_\_

Lesson 3 Worksheet  
(no verbal lesson)



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



fun sun run



fun sun run



Blank handwriting lines for copying practice.



fun sun run

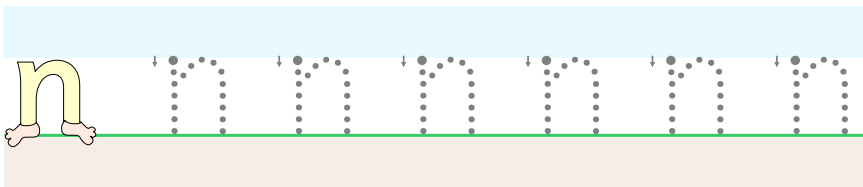
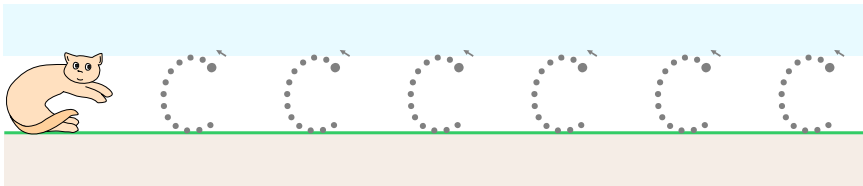
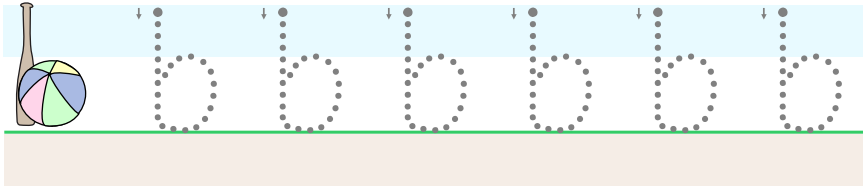
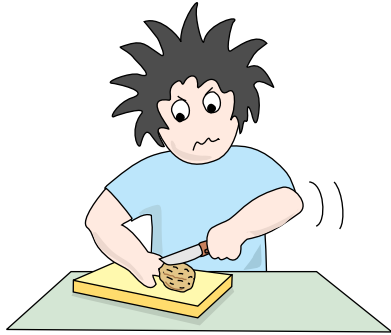


fun sun run



Blank handwriting lines for copying practice.

Lesson 4 Worksheet  
(no verbal lesson)



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



but cut nut



but cut nut



Blank handwriting lines for copying practice.



but cut nut



but cut nut

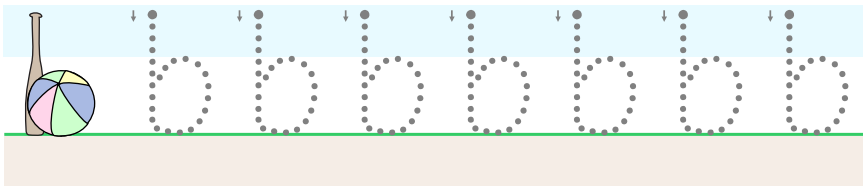
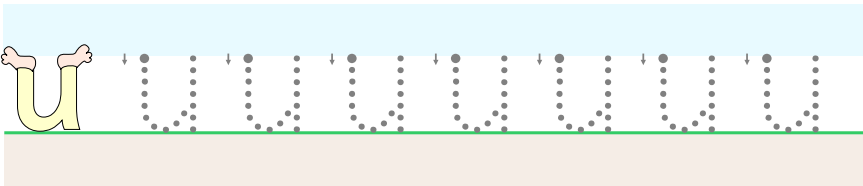
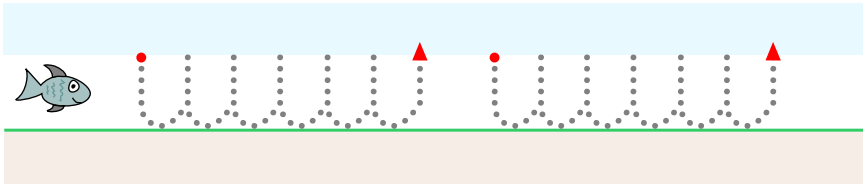


Blank handwriting lines for copying practice.



# Lesson 5 Worksheet

(no verbal lesson)



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



# cub in a tub



cub in a tub



Blank handwriting lines for copying the text "cub in a tub".

(A cub is a young animal, especially a young bear, fox, lion, wolf, etc.)



# cub in a tub



cub in a tub

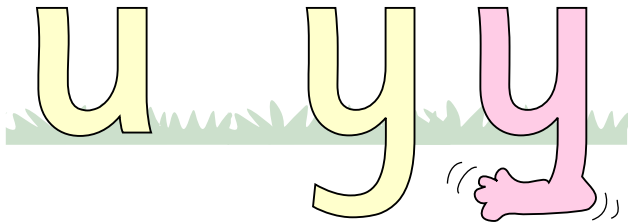


Blank handwriting lines for copying the text "cub in a tub".

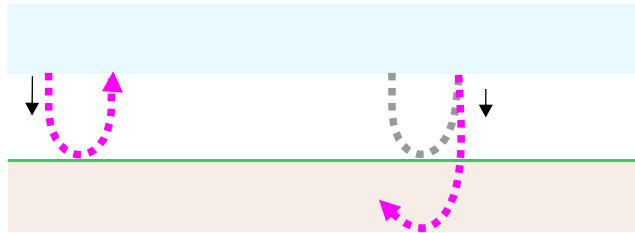
## Lesson 6

Verbal lesson: How to write the letter 'y'

Writing the letter <y> is the same as writing the letter <u>, except that the <y> has a longer leg with a little curve, like a foot: (Draw on the blackboard or piece of paper.)



To write the letter <y> –



Start out like you're writing the letter <u>.

Then, without lifting your pencil, draw a long leg down, curling it up a little bit at the end.

## Lesson 6 continued...

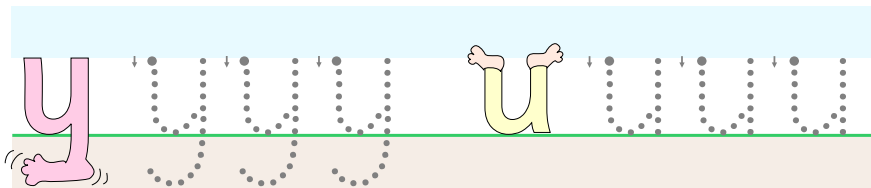
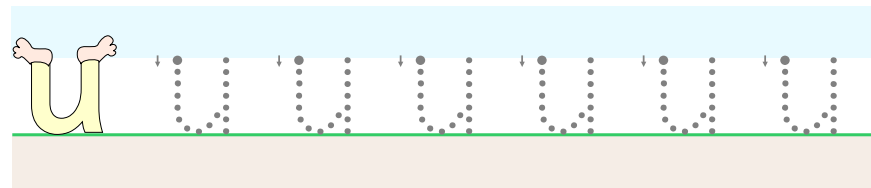
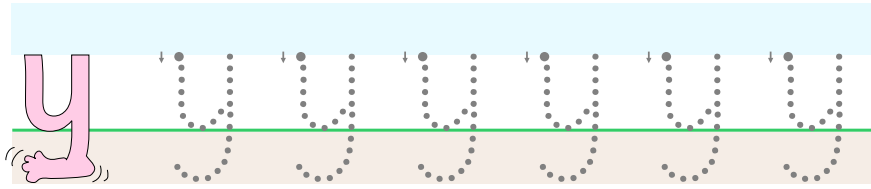
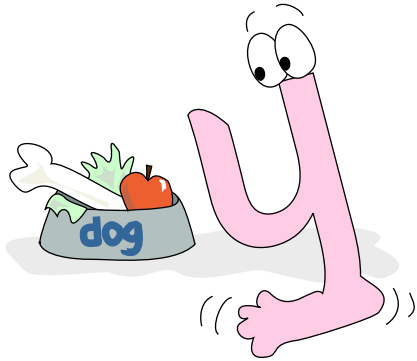
### Air "Writing"

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

**"Draw a letter <u>;  
then a LONG leg down  
with a foot at the bottom."**

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

Lesson 6 Worksheet  
How to write the letter <y>



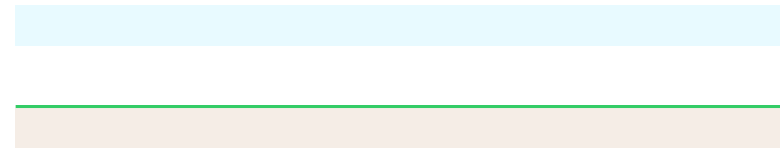
\_\_\_\_\_  
(Name)



yum yum yes



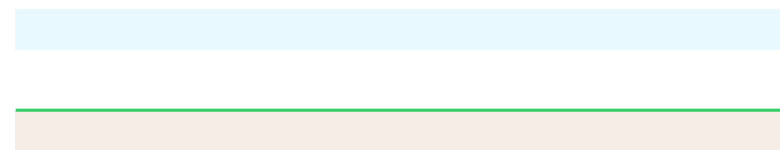
yum yum yes



yum yum yes



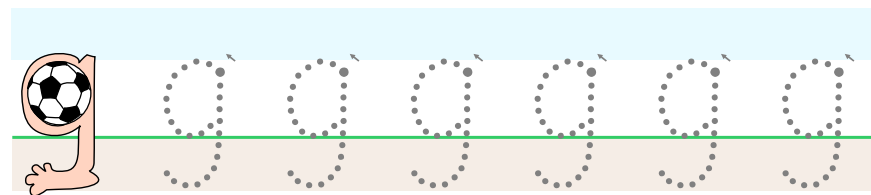
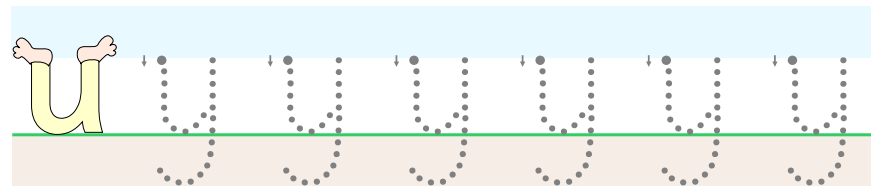
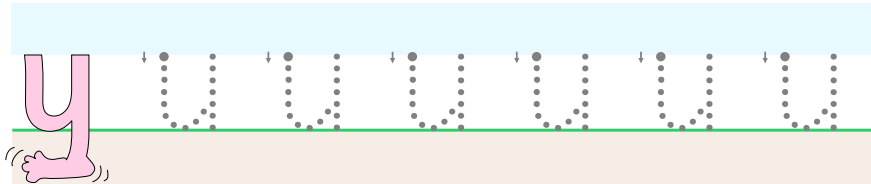
yum yum yes



Lesson 7 Worksheet

(No verbal lesson)

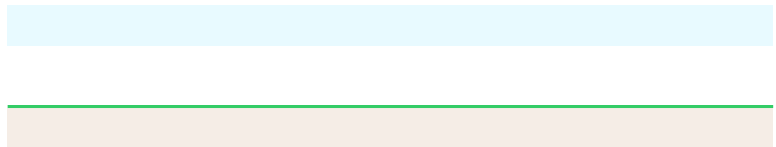
\_\_\_\_\_ (Name)



bug hug jug



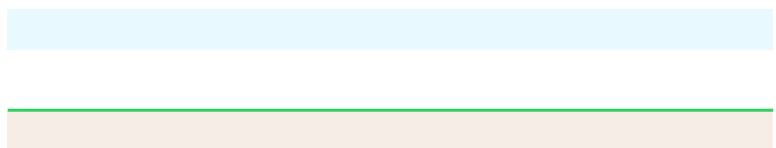
bug hug jug



rug jug hug

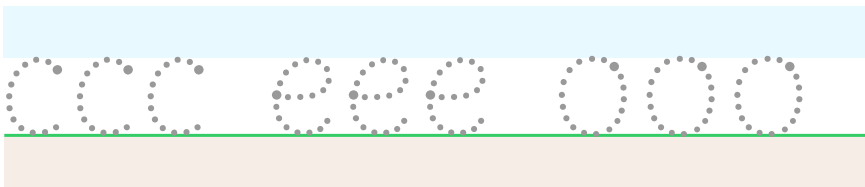
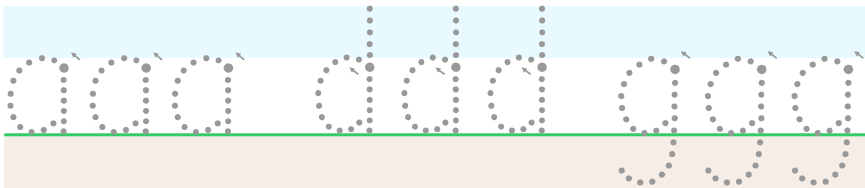
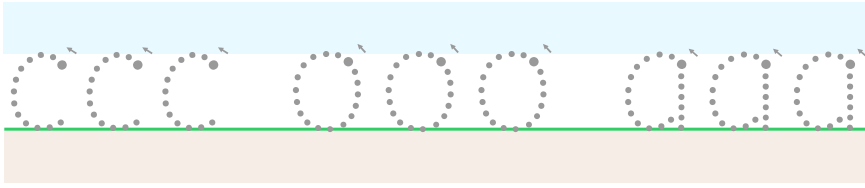
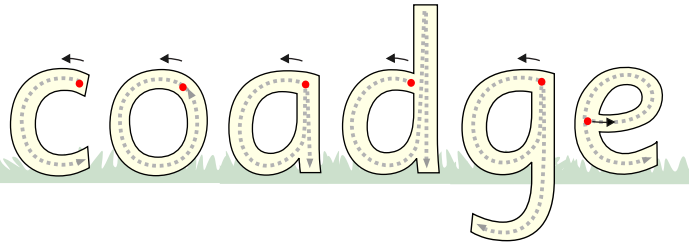


rug jug hug



Lesson 8 Worksheet

(no verbal lesson)



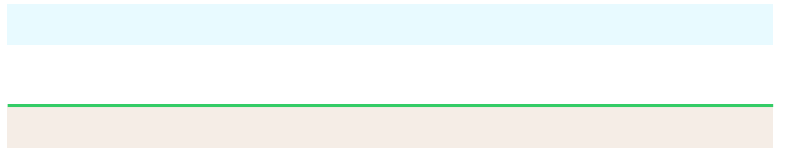
(Name)



cat on dad



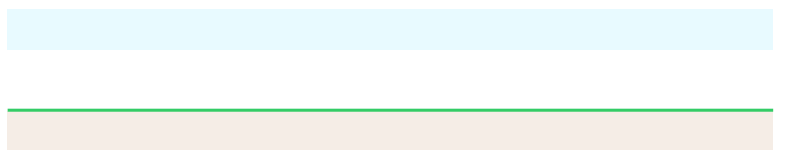
cat on dad



get dog doc



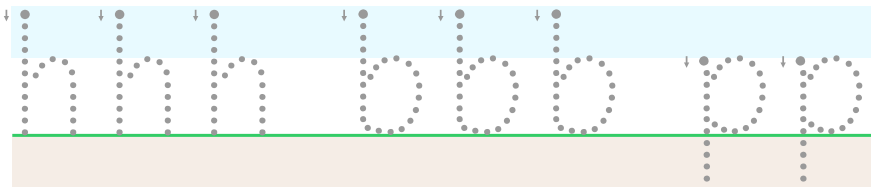
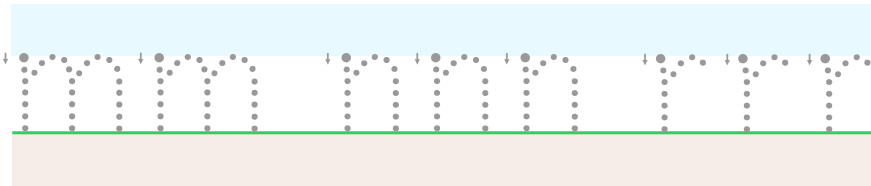
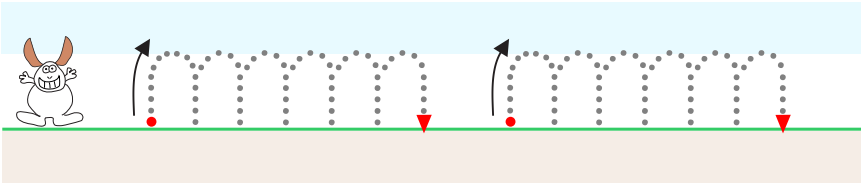
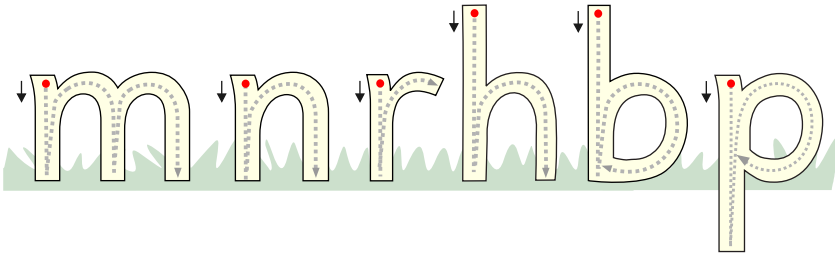
get dog doc



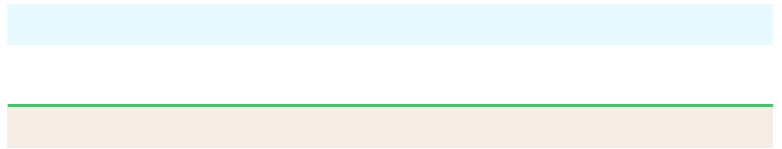
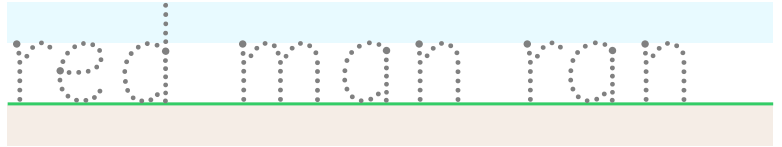
(doc is another word for doctor)

Lesson 9 Worksheet  
(no verbal lesson)

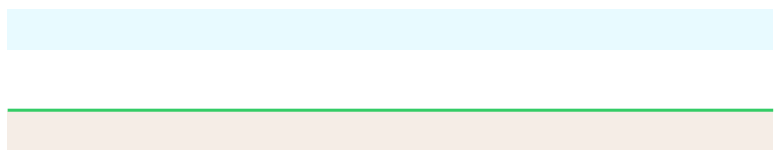
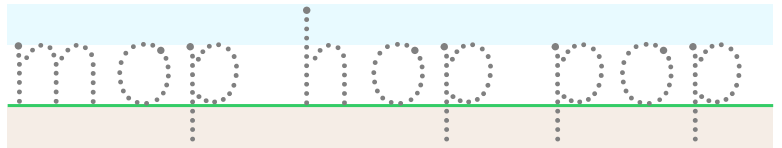
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(Name)



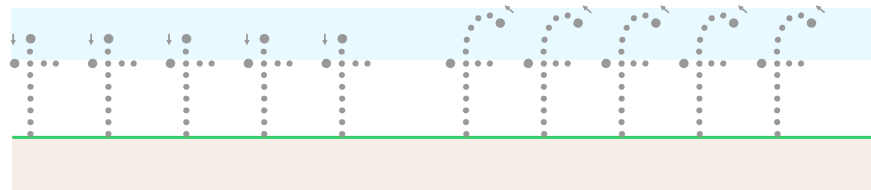
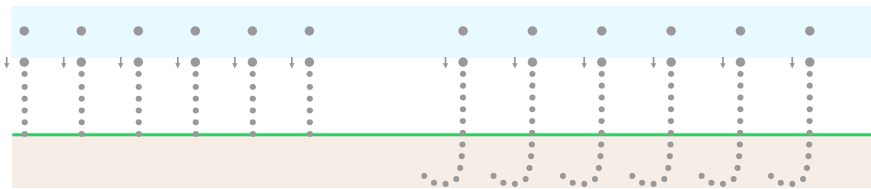
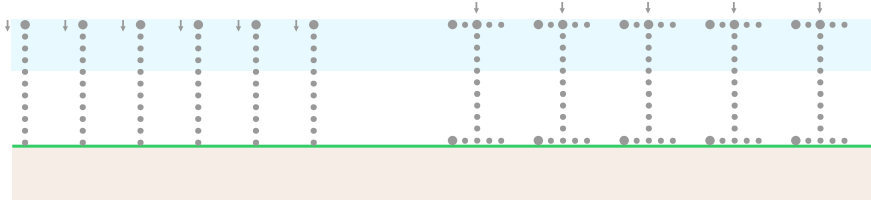
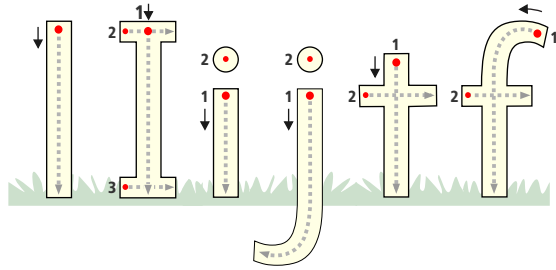
red man ran



mop hop pop



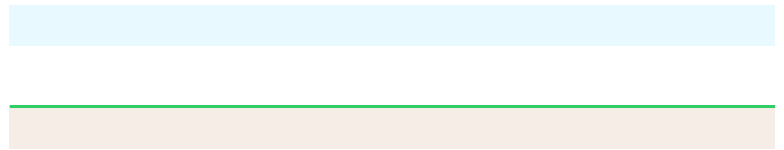
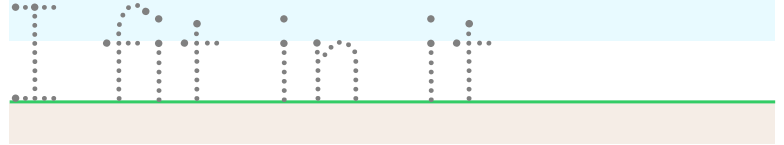
Lesson 10 Worksheet  
(no verbal lesson)



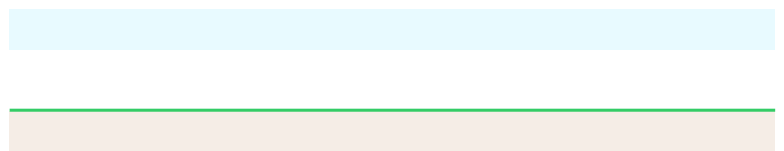
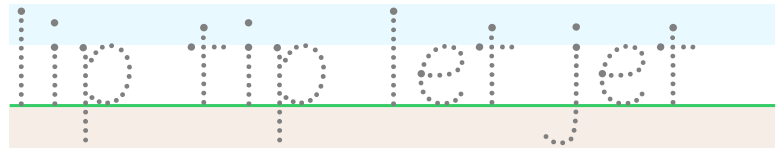
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(Name)



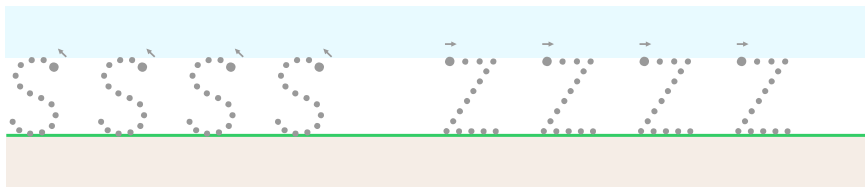
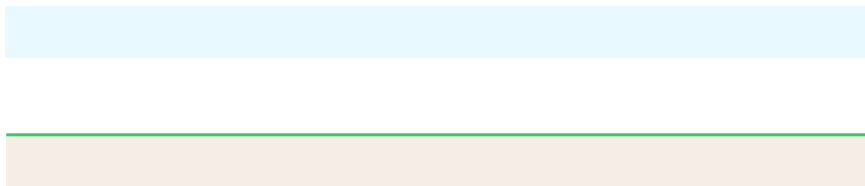
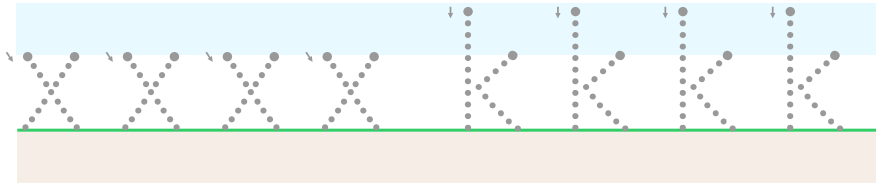
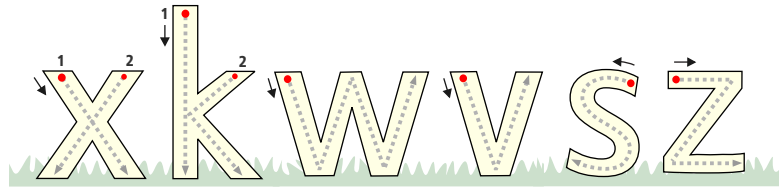
I fit in it



lip tip let jet



**Lesson 11 Worksheet**  
(no verbal lesson)



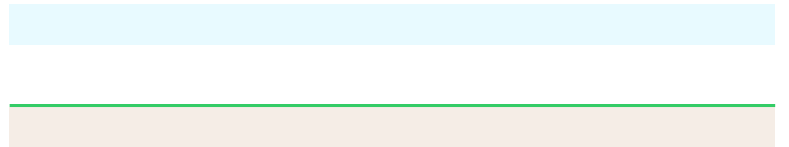
\_\_\_\_\_  
(Name)



six kid zips



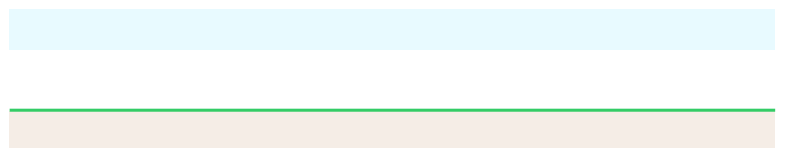
six kid zips



wet vet van



wet vet van

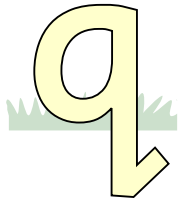




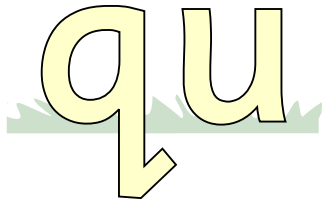
## Lesson 12

Verbal lesson: The 'qu' letter combination

This is the letter <q> (draw on a blackboard or piece of paper) –



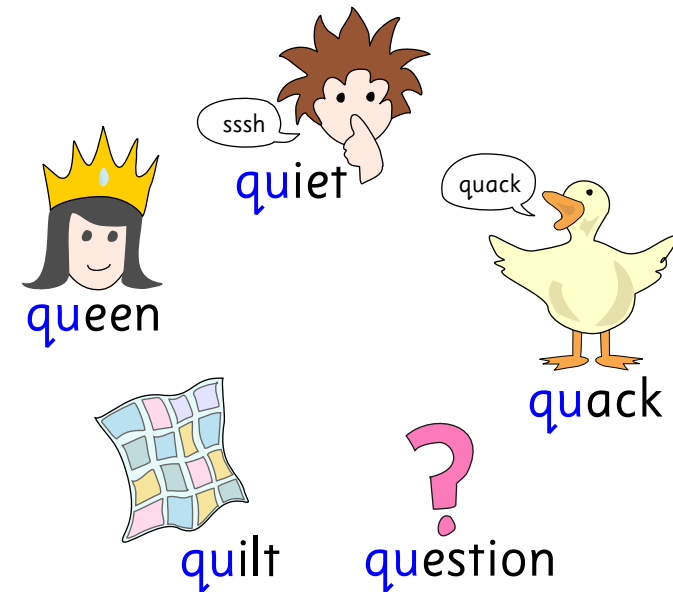
The letter 'q' almost always has the letter <u> next to it, like this:



Trivia for teachers and parents: According to one lexicon (word list), there are 2,108 English words that use the "qu" digraph, including plurals and all possible conjugations. Meanwhile, according to Wikipedia, there are only 71 words that use the letter "q" alone (without the letter "u,"), and all of these words have been "borrowed" from other languages.

## Lesson 12 continued...

Together, the letters <q> and <u> make the "kwuh" sound, like in....

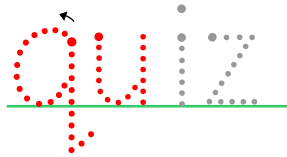
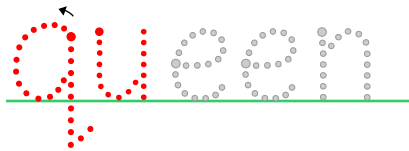
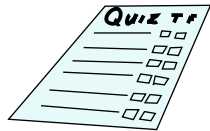
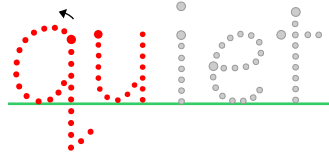
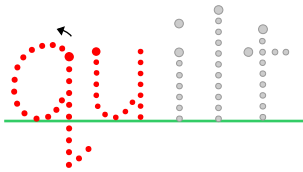
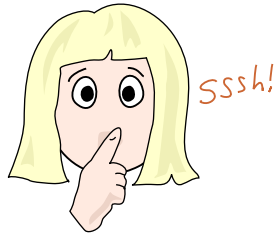
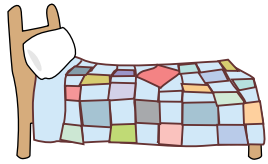
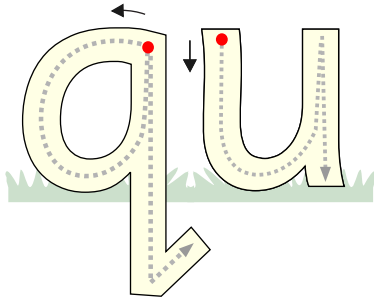


Why do we use TWO letters? Because we don't have a letter in the alphabet for the "kwuh" sound, so this is how we write it.

Note: If a child asks what the letter "q" sounds like all by itself, tell him/her that it sounds like the letter <k> – "kuh." But don't bring this up unless a child asks; it is not necessary to know this at this time.

# Lesson 12 Worksheet

Verbal Lesson: The 'qu' letter combination



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



quilt quiet



quilt quiet



\_\_\_\_\_



queen quiz



queen quiz

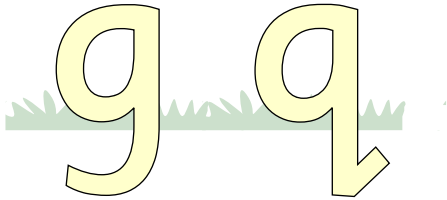


\_\_\_\_\_

## Lesson 13

Verbal lesson: Letter 'q' versus letter 'g'

The letter <q> looks a lot like the letter <g> --

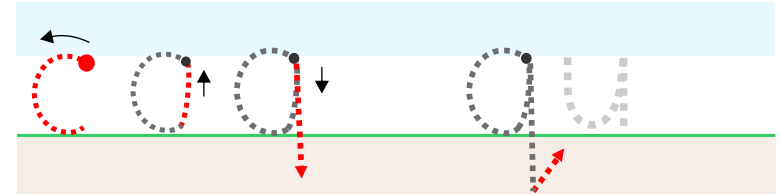


To help remember which is which, imagine that the letter <g> is sitting on his big **foot**.



But instead of a foot, the letter <q> has a **hand**, reaching up to make sure that his best friend, the letter <u>, is sitting next to him.

## Lesson 13 continued...



Start like you are making a letter <g>.

Then, instead of curling it under to make a "foot," point the other way, like the <q> is reaching up to find his friend, the letter <u>.

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

## Air "Writing"

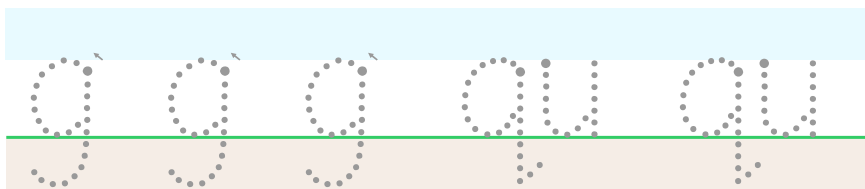
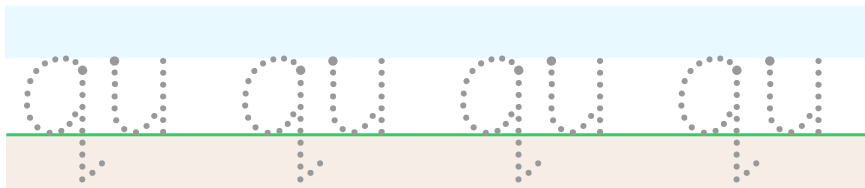
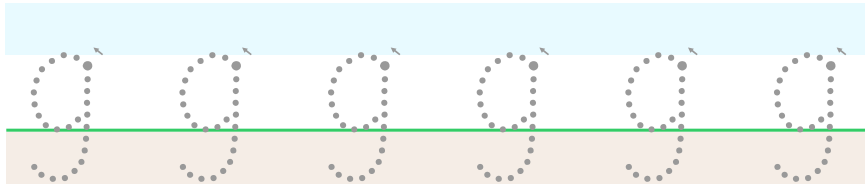
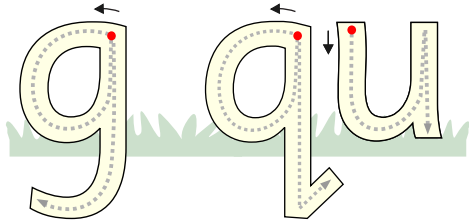
"Write" the letter <q> in the air, using big arm movements, saying:

**"Start like the letter <g>, but the <q> goes, "Yoo-hoo, where's my <u>?""**

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

Lesson 13 Worksheet

Verbal Lesson: Letter <q> versus letter <g>



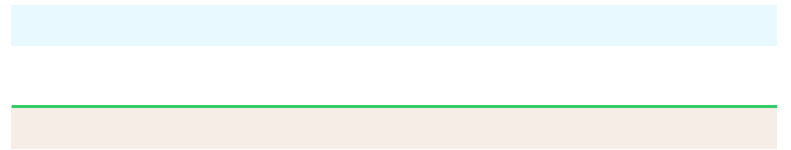
\_\_\_\_\_  
(Name)



get big dog



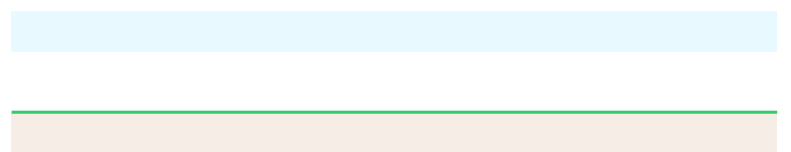
get big dog



quit quiz quilt

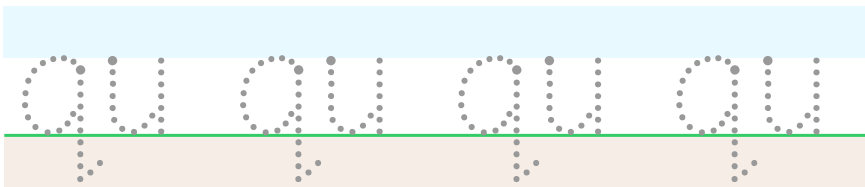
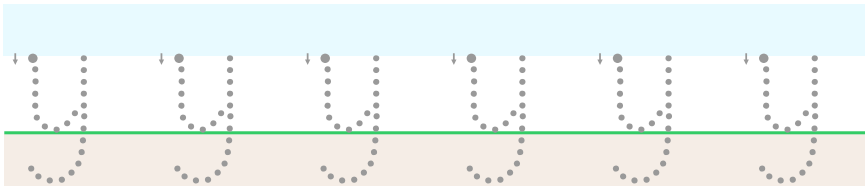
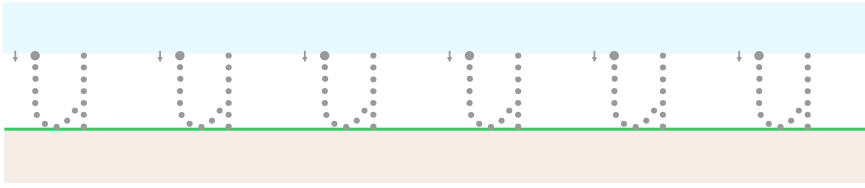
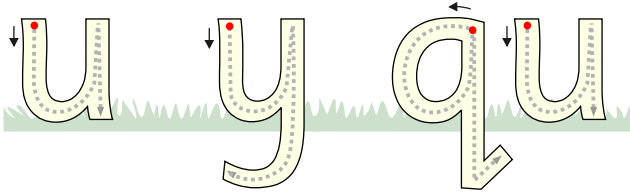


quit quiz quilt



(quit means to stop)

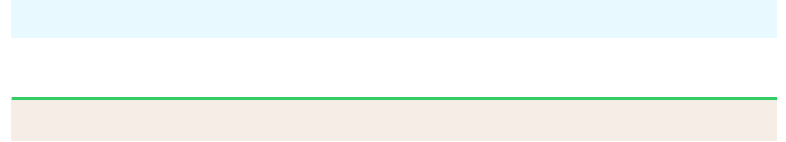
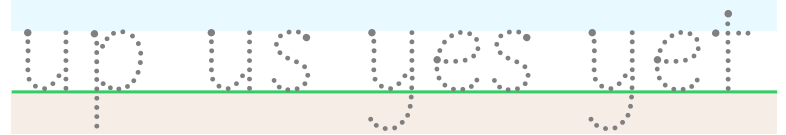
Lesson 14 Worksheet  
(No verbal lesson)



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



up us yes yet



quit quiz quilt

