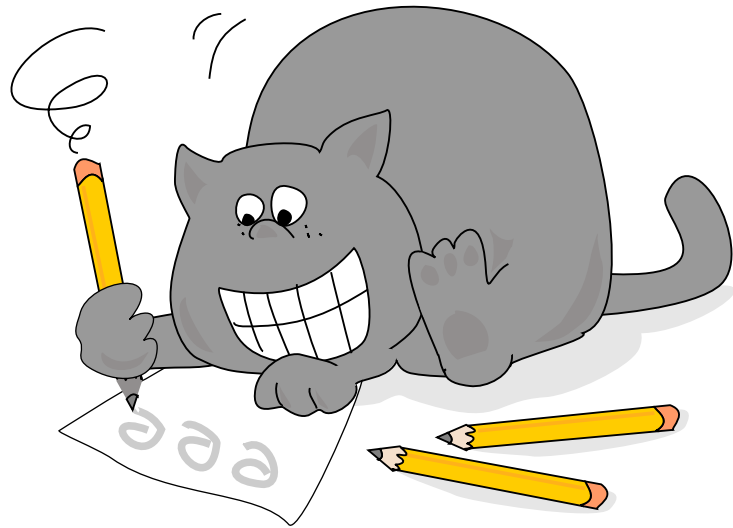


Progressive Printing^{T.M.}

age
5½+



Book 2: E's, B's and V's

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

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

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

Step 1

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

Step 2

For this booklet, do TWO lessons a day.

Step 3

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

Step 4

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

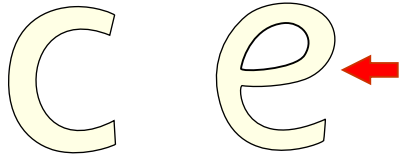
Note: Writing the letter "y" will be taught in Book 5 of this series.



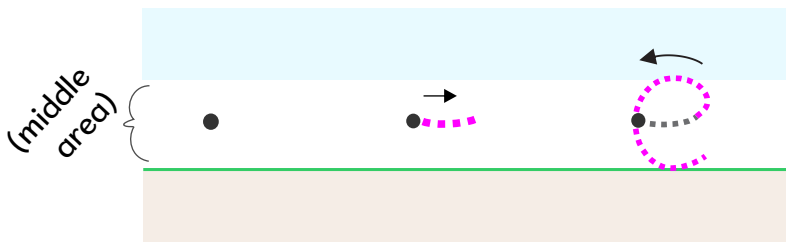
How to write the letter 'e'

(Demonstrate on a blackboard or piece of paper.)

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



To write the letter <e>:



Start in the middle of the middle area.

Make a little line.

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

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



continued...

Air "Writing"

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

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

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

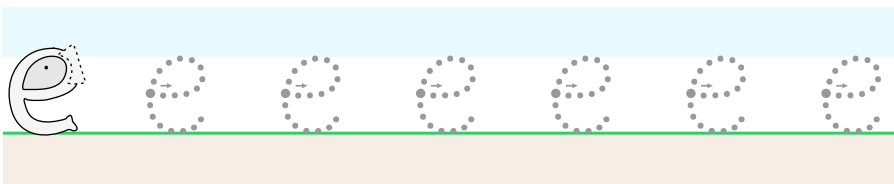
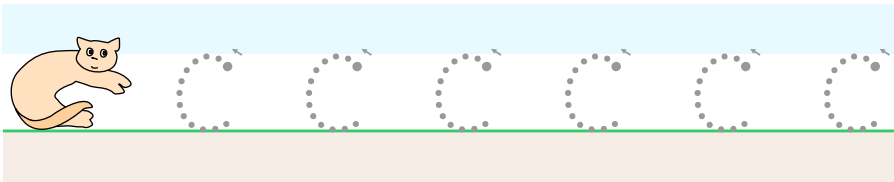
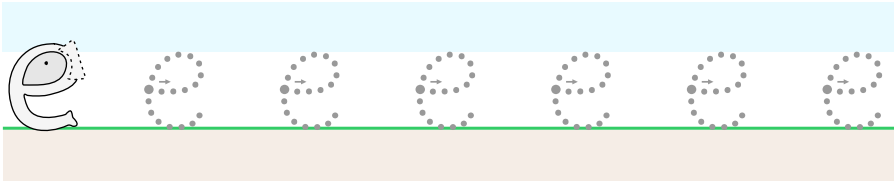
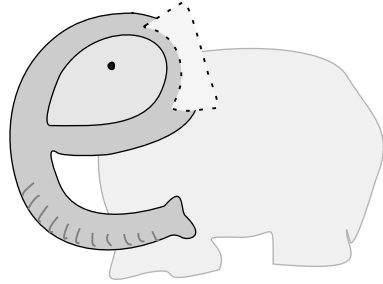
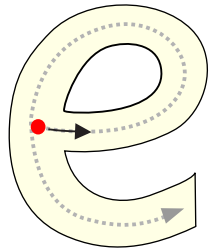
Notes: (1) Children/students need to say the steps out loud – this is not a silent exercise. (2) Write BIG letters in the air. (2) Students should use the arm they write with.

(cut or fold)



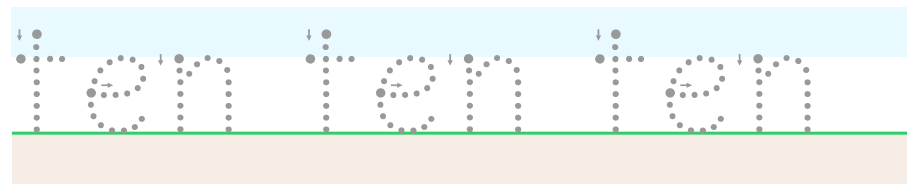
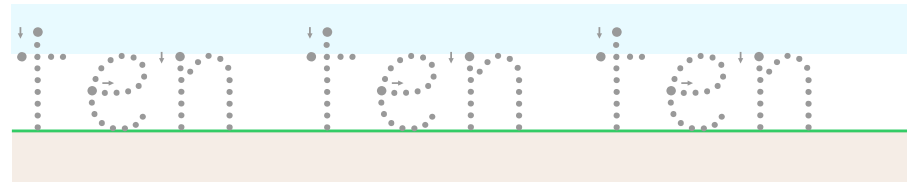
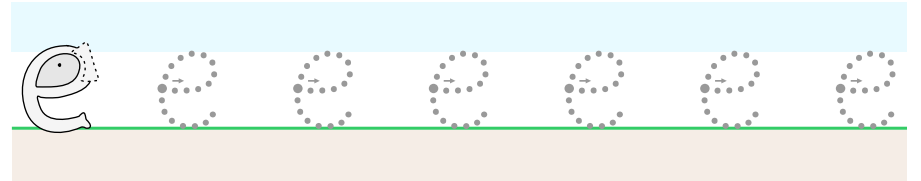
Lesson 1 – practice page (A)

(Name) _____



Lesson 1 – practice page (B)

(Name) _____



Lesson
2

Intro to plurals

(Demonstrate on a blackboard or piece of paper.)

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



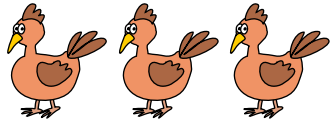
cat



cats



hen



hens



dog



dogs

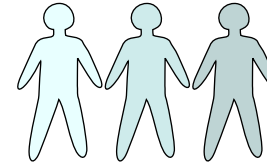
Lesson
2

continued...

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



man



men

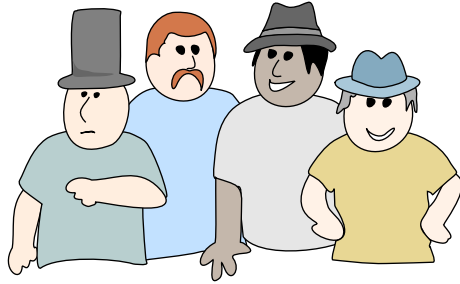
~~**mans**~~

(cut or fold)



Lesson 2 – practice page (A)

(Name) _____



man man

men men

men men

Lesson 2 – practice page (B)

(Name) _____

cat cat

cats cats

hen hen

hens hens

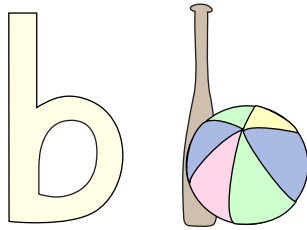


Lesson 3

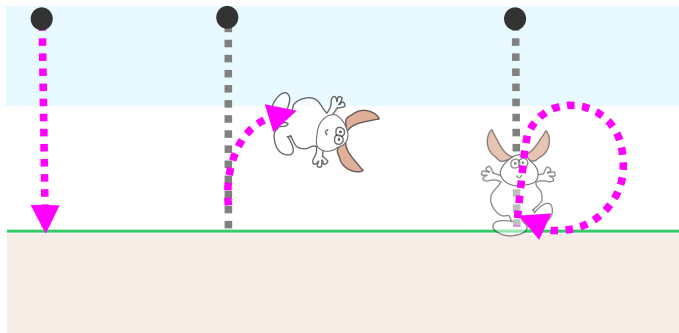
How to write the letter 'b'

(Demonstrate on a blackboard or piece of paper.)

The letter looks like a bat and a ball –



To write the letter :



First, you draw a tall line down.

Then, without lifting your pencil, make a bunny hop.

The bunny goes all the way around and lands at the bottom of the straight line.

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

Lesson 3

continued...

Air "Writing"

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

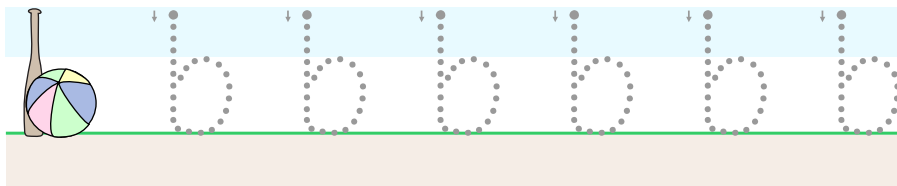
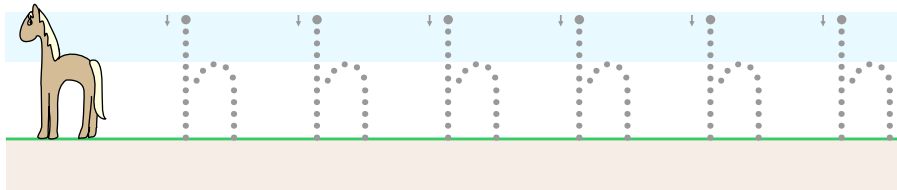
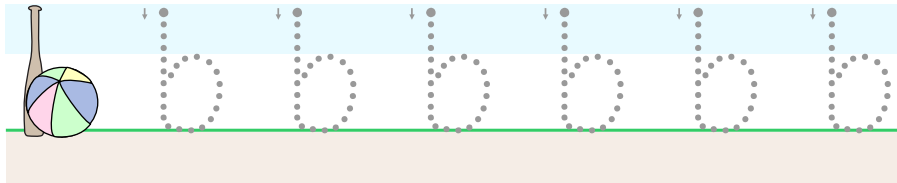
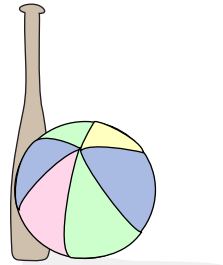
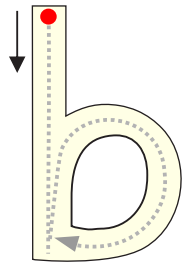
"Tall line down. Then one bunny hop all the way around."

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



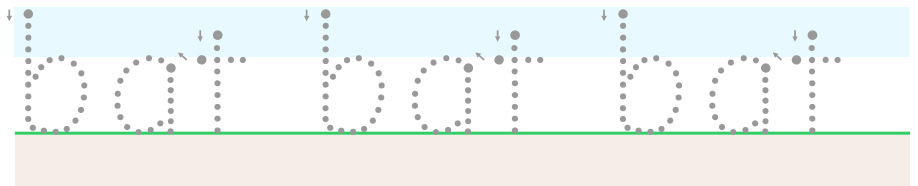
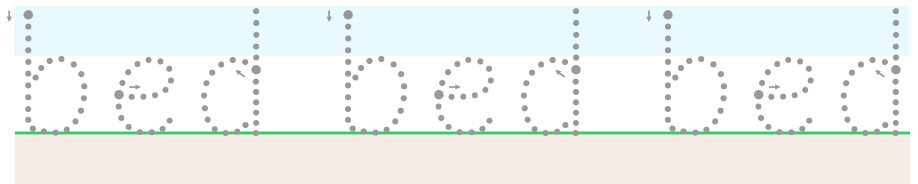
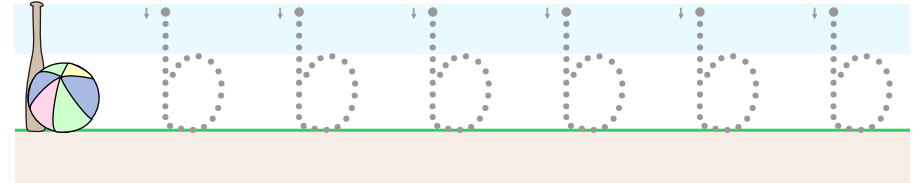
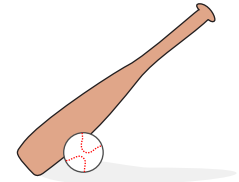
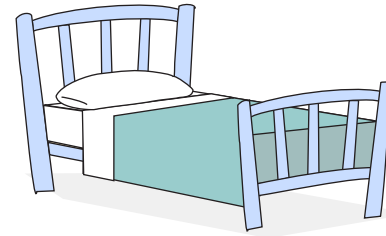
Lesson 3 – practice page (A)

(Name) _____



Lesson 3 – practice page (B)

(Name) _____

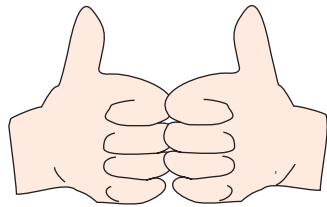


Lesson 4

Remembering 'b' vs. 'd'

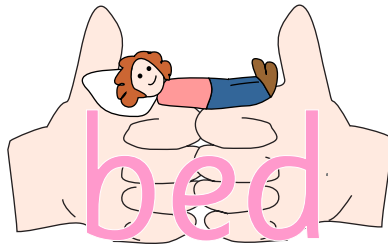
(Demonstrate on a blackboard or piece of paper.)

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



Now pretend that your hands are making a bed:

This hand is the letter



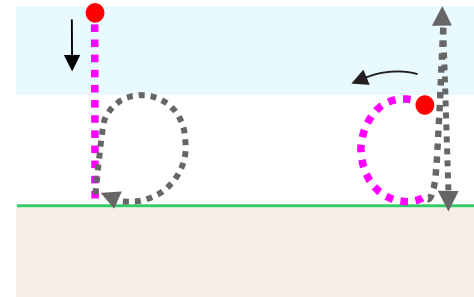
This hand is the letter <d>

Lesson 4

continued...

We also write the letters very differently.

With the letter , we draw the line first.



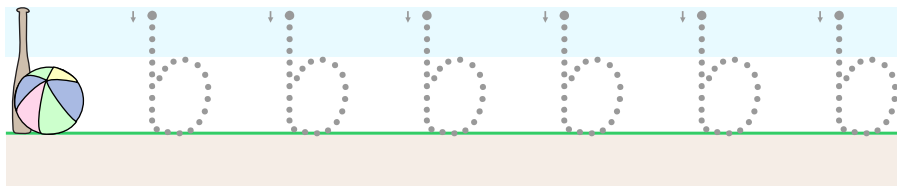
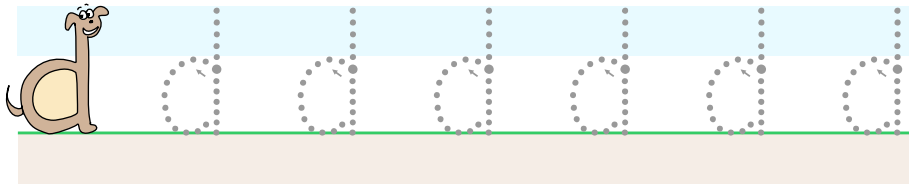
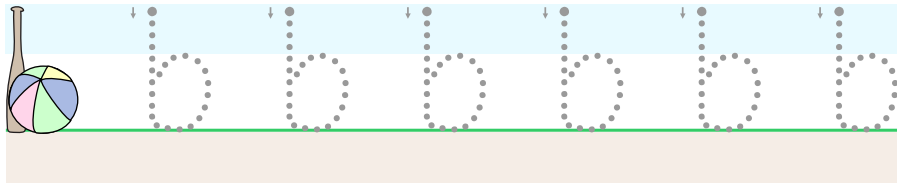
With the letter <d>, we draw the round part first.

(cut or fold)



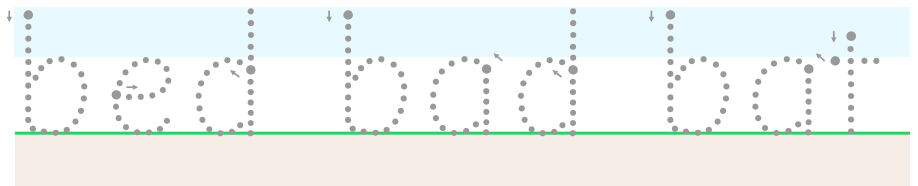
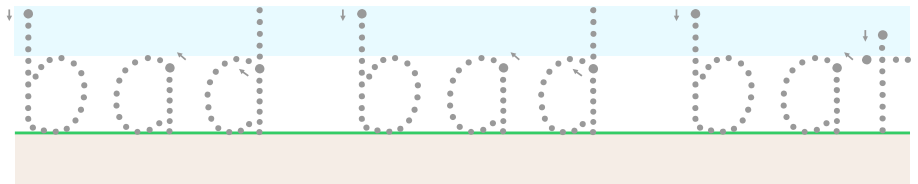
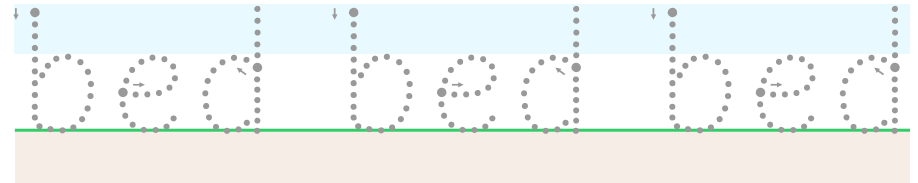
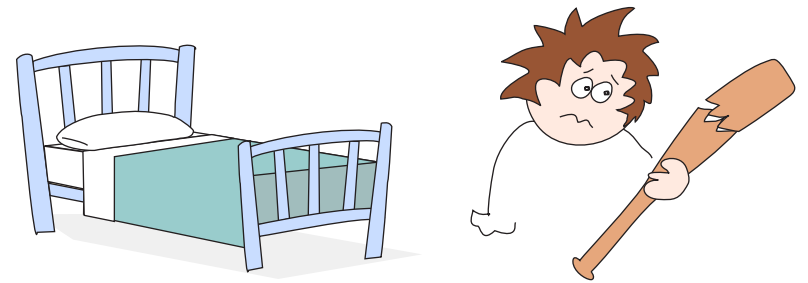
Lesson 4 – practice page (A)

(Name) _____



Lesson 4 – practice page (B)

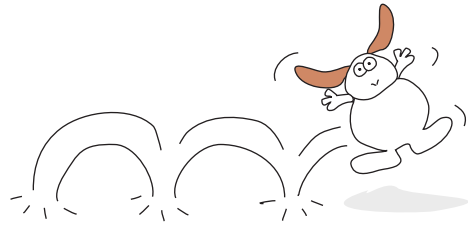
(Name) _____



Lesson 5

Bunny Hop Practice

(Demonstrate on a blackboard or piece of paper.)



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



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

n m r h b

Lesson 5

continued...

Air “Writing”

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

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

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

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

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

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

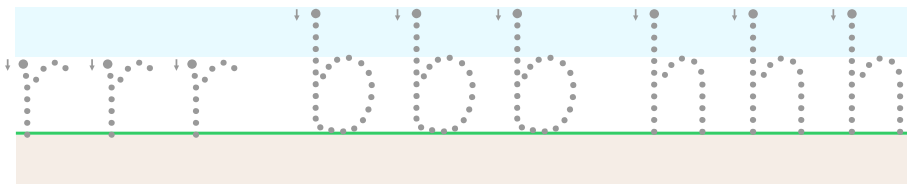
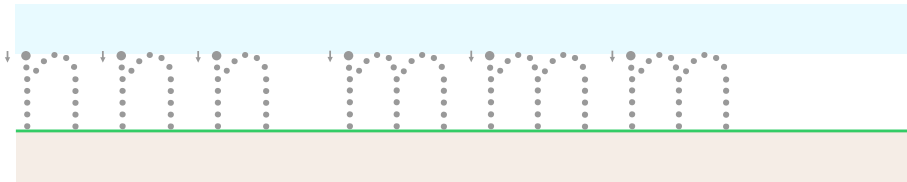
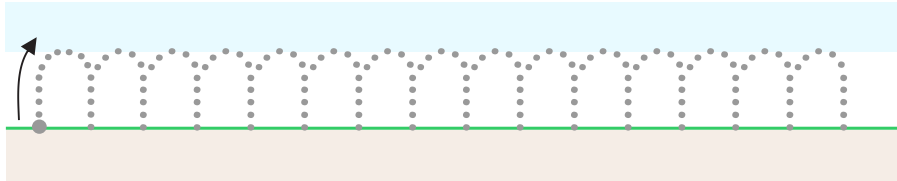
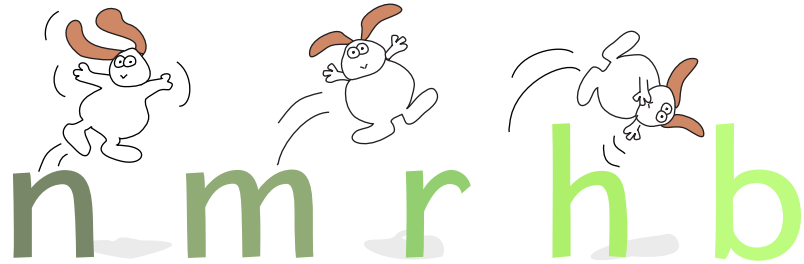
Cycle through the letters a couple of times (having your students repeat after you), and then give them bunny hop letters at random. Try to spend about 8 – 10 minutes on this.

(cut or fold)



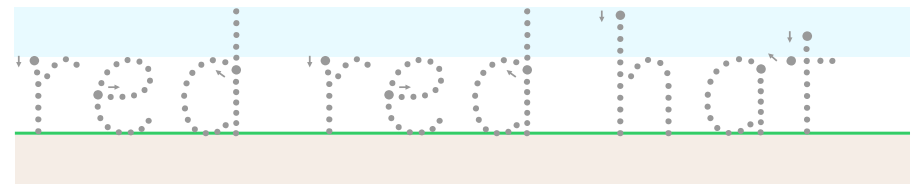
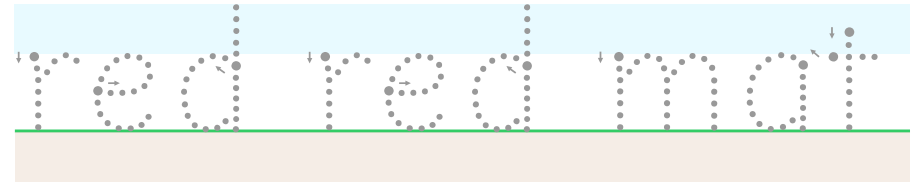
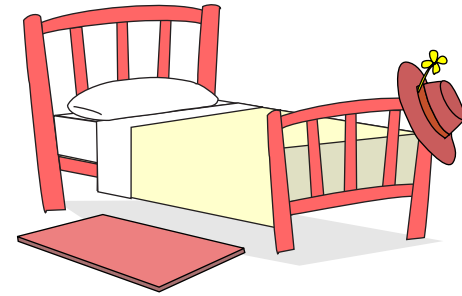
Lesson 5 – practice page (A)

(Name) _____



Lesson 5 – practice page (B)

(Name) _____

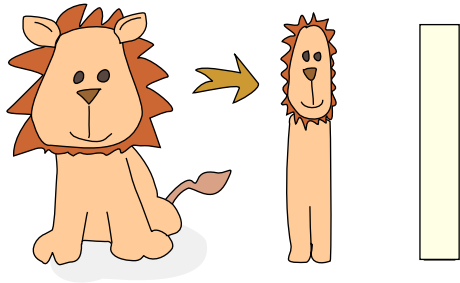


Lesson
6

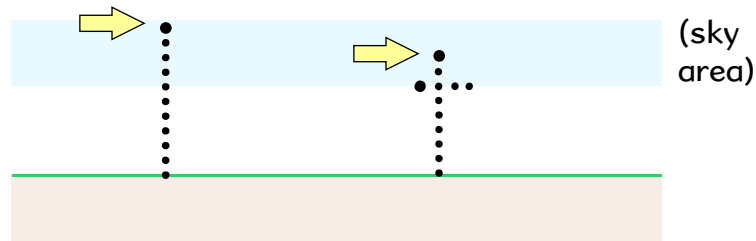
How to write the letter 'L'

(Demonstrate on a blackboard or piece of paper.)

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



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



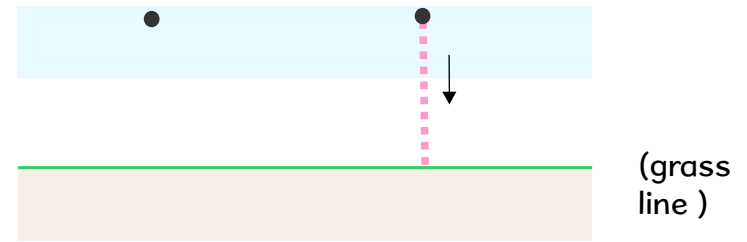
The letter 'l' starts at the top of the sky.

The letter "t" starts in the middle of the sky area.

Lesson
6

continued...

To write the letter <l>:



Start at the top of the sky.

Draw a straight line down to the “grass line”

Air “Writing”

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

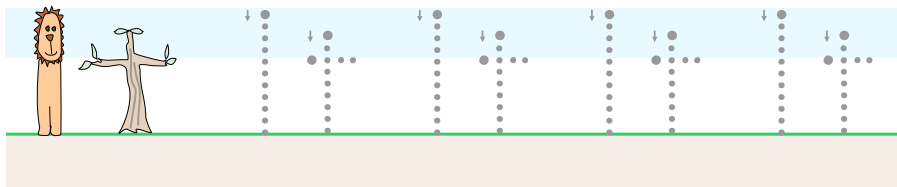
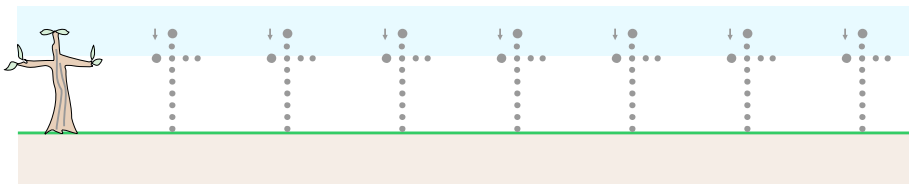
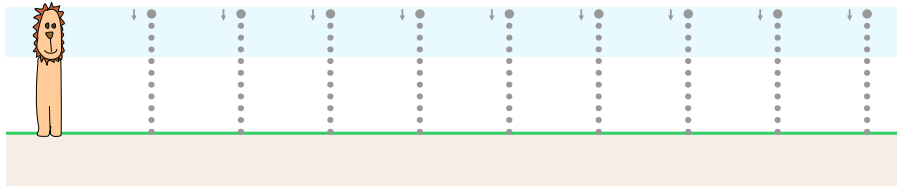
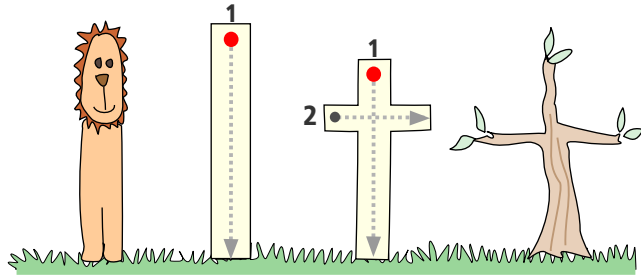
“Tall line down.”

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



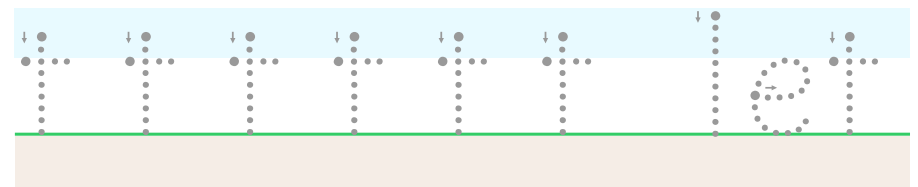
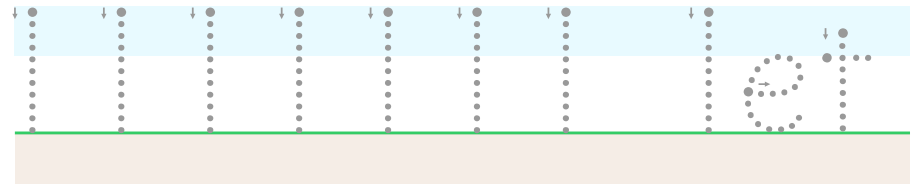
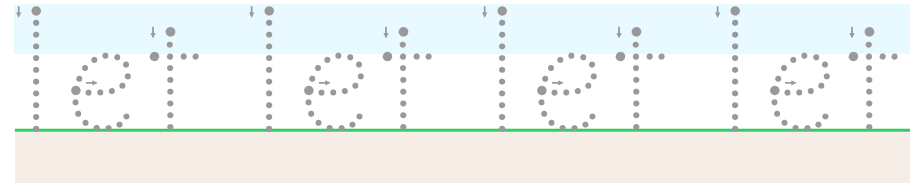
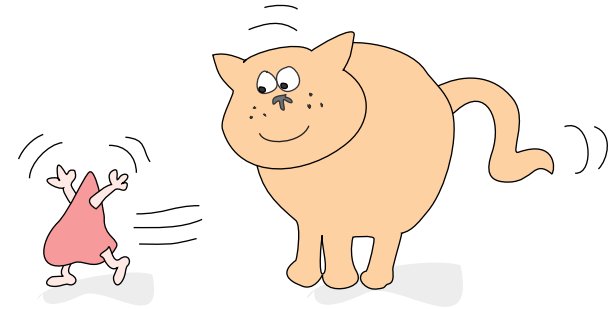
Lesson 6 – practice page (A)

(Name) _____



Lesson 6 – practice page (B)

(Name) _____

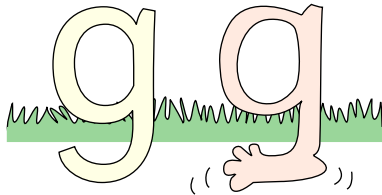


Lesson 7

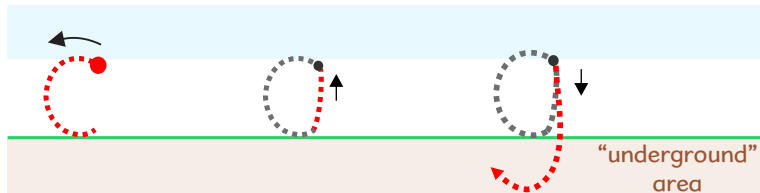
How to write the letter 'g'

(Demonstrate on a blackboard or piece of paper.)

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



To write the letter <g>:



First make a letter <c>.

Then "close" it up.

Now, without lifting your pencil, draw a line down into the "underground" area and curl it up – just a little – to make the "foot"

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

Lesson 7

continued...

Air "Writing"

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

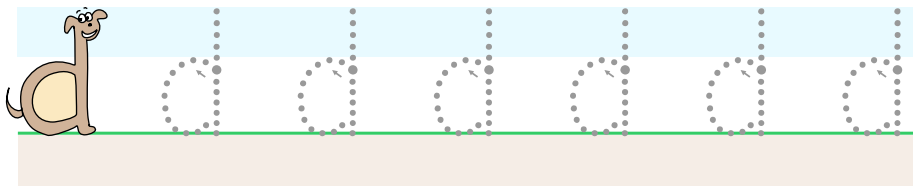
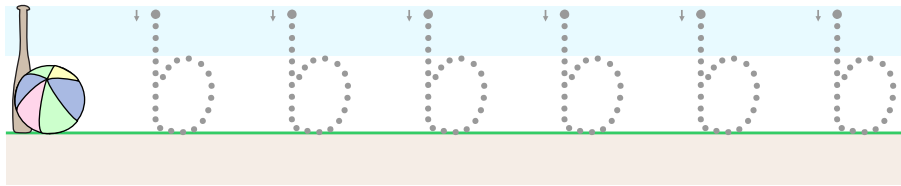
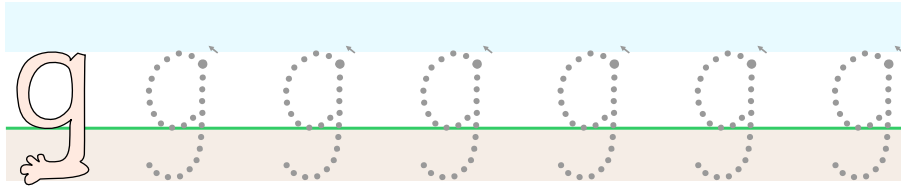
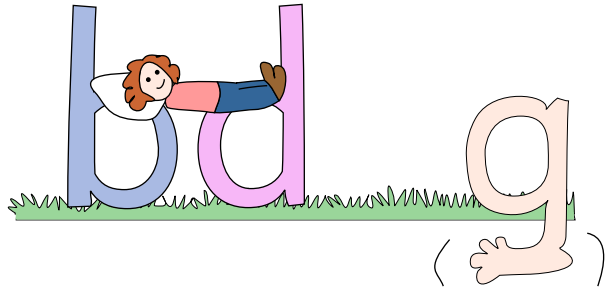
"Draw a <c>. Close it up. Go down underground and make a foot."

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



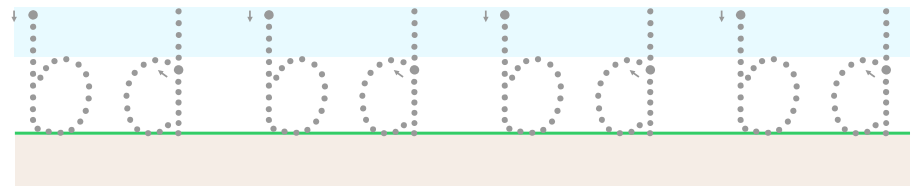
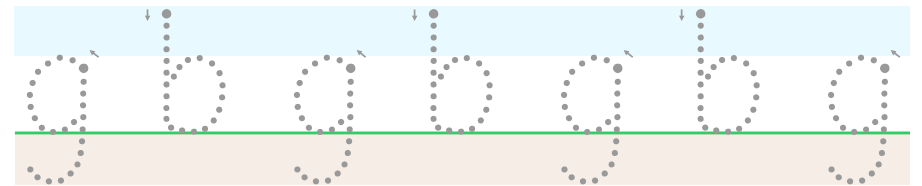
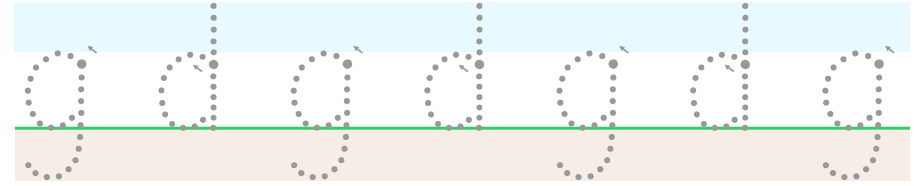
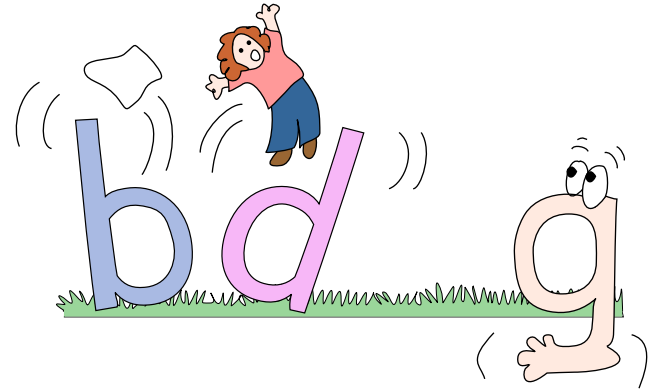
Lesson 7 – practice page (A)

(Name) _____



Lesson 7 – practice page (B)

(Name) _____



Lesson 8

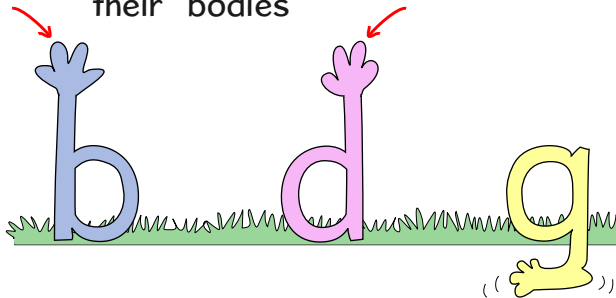
Letter 'g' versus 'b' and 'd'

(Demonstrate on a blackboard or piece of paper.)

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

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

The letters and <d> have arms that reach up above their "bodies"



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

Lesson 8

continued...

(Skip this part of the lesson if one or more of your students are in a bed or wheelchair.)



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



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



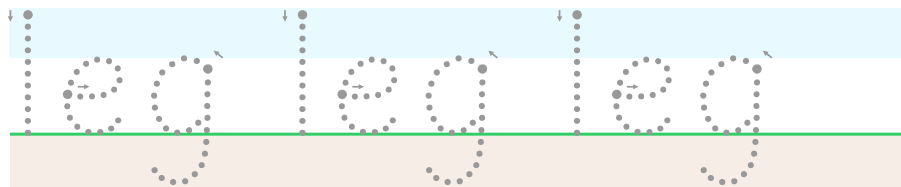
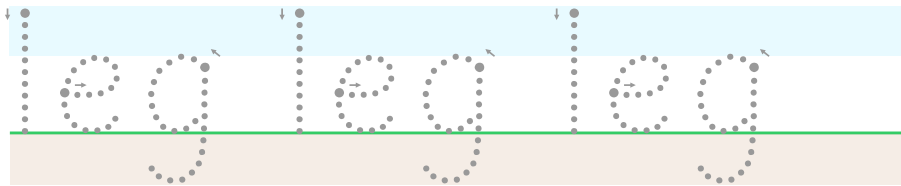
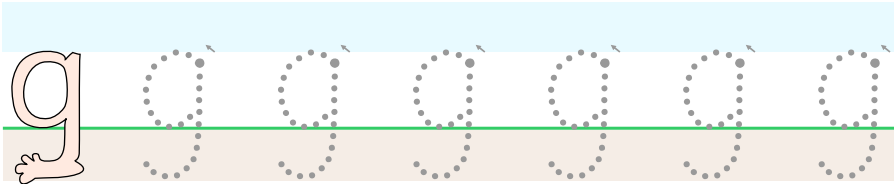
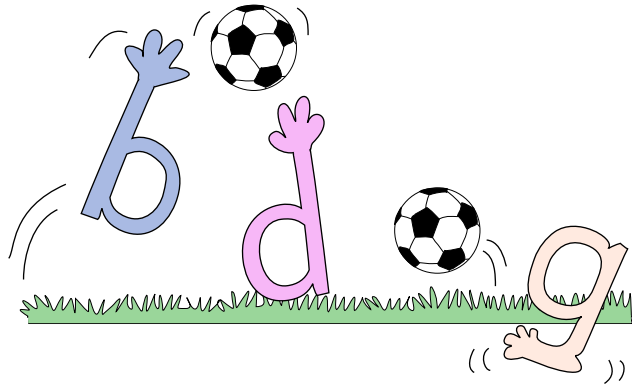
Now wave your letters and <d> (your arms) while hopping around on your letter <g> (one leg). Very good!

(cut or fold)



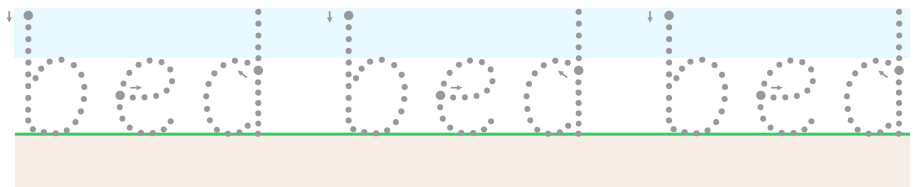
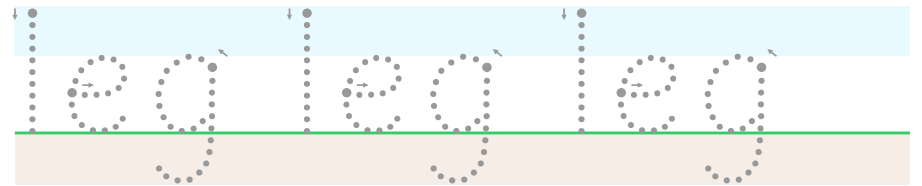
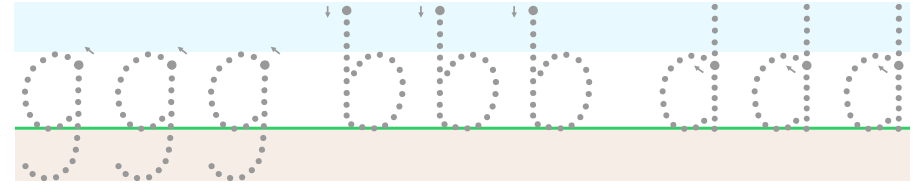
Lesson 8 – practice page (A)

(Name) _____



Lesson 8 – practice page (B)

(Name) _____



(cut or fold)





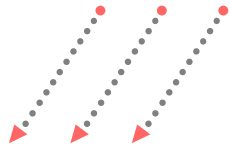
Slanted Lines

(Demonstrate on a blackboard or piece of paper.)

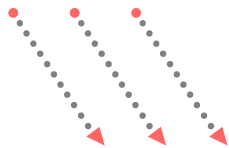
Some letters have slanted lines (diagonal lines), like the letters <x>, <v> and <w>.

X V W

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



Or they go like this...



continued...

Air “Writing”

Let's write some slanted in the air.

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

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



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

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

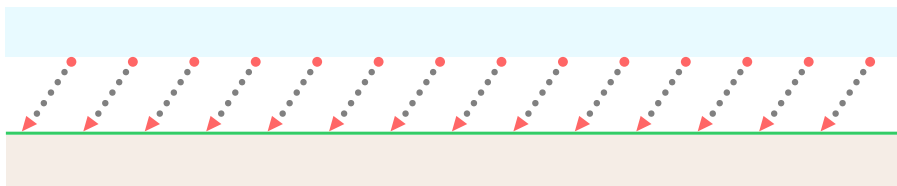
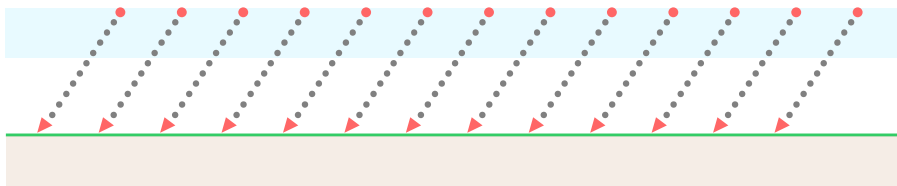
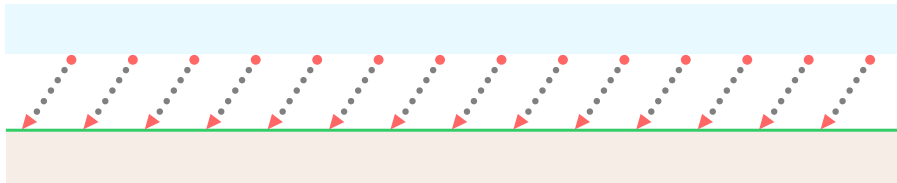
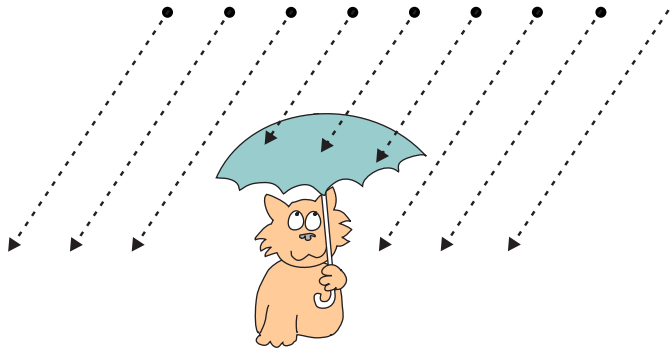
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Lesson 9 – practice page (A)

(Diagonal practice)

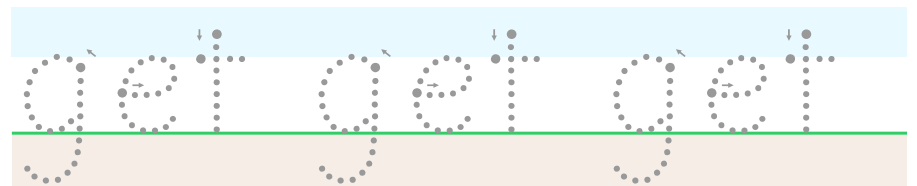
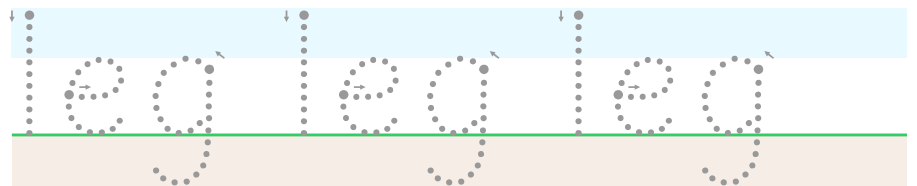
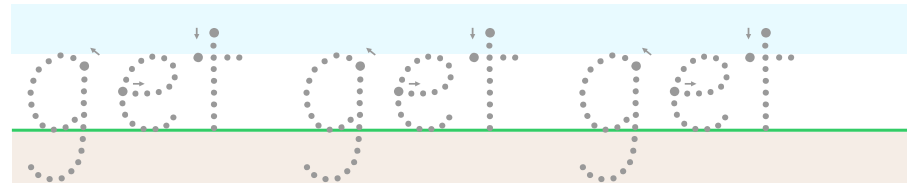
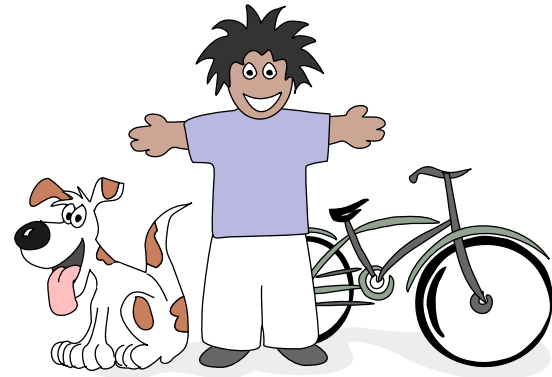
(Name) _____



Lesson 9 – practice page (B)

(Phonics word practice)

(Name) _____



Lesson 10

More Slanted Lines

(Demonstrate on a blackboard or piece of paper.)

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

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

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



With arms.



With legs.



Both arms and legs.

Lesson 10

continued...

Air "Writing"

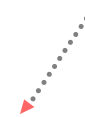
Let's write more slanted lines in the air. (Make big arm movements and say...)

"Slant"



Now in the OTHER direction...

"Slant"

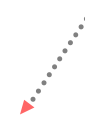


Now let's do it BOTH ways.... (alternate directions)

"Slant"



"Slant"



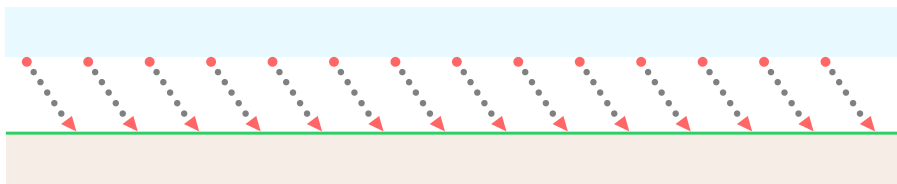
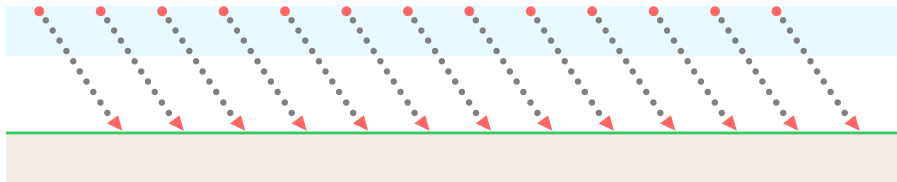
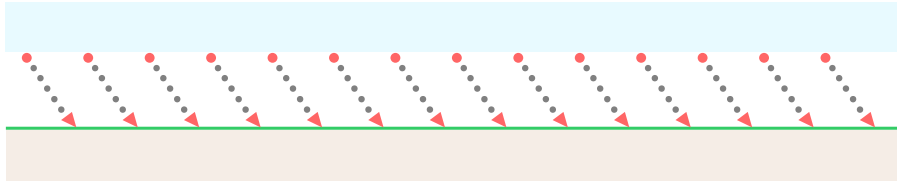
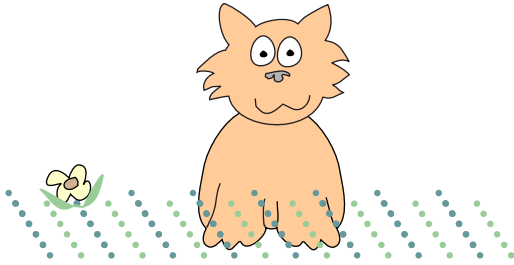
Make lots of slanted lines and have your child/ students make lots of slanted lines too.



Lesson 10 – practice page (A)

(Diagonal practice)

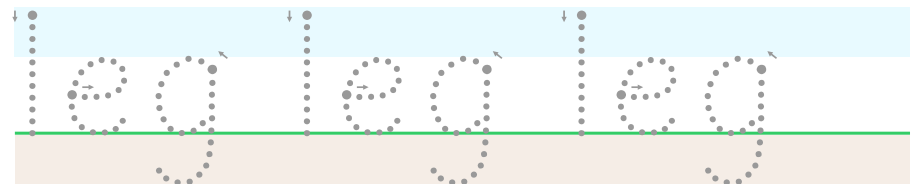
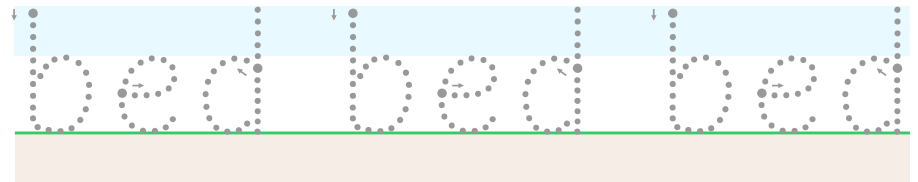
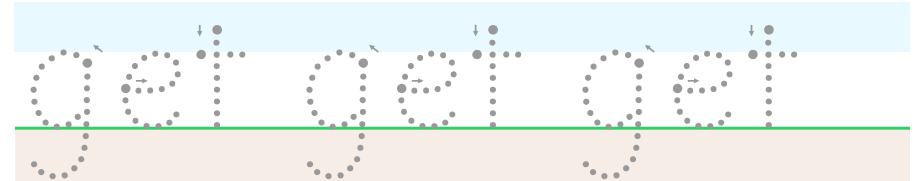
(Name) _____



Lesson 10 – practice page (B)

(Phonics word practice)

(Name) _____



Lesson 11

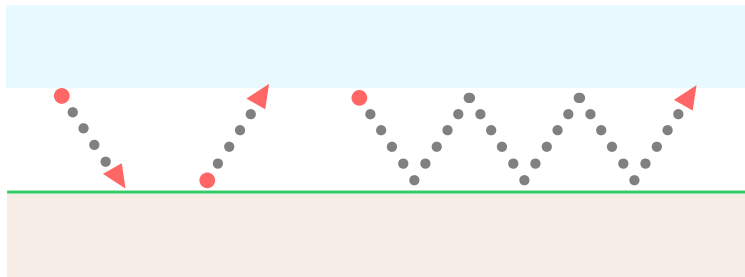
Zigzag Lines

(Demonstrate on a blackboard or piece of paper.)

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



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



Zig... zag...

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

When we draw zig-zag slanted lines, we don't lift our pencils off the paper – we make the lines in one continuous movement, always traveling to the RIGHT. (Demonstrate again.)

Lesson 11

continued...

Air "Writing"

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

"Slant down, slant up, down... up... down... up... always moving to the right."

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

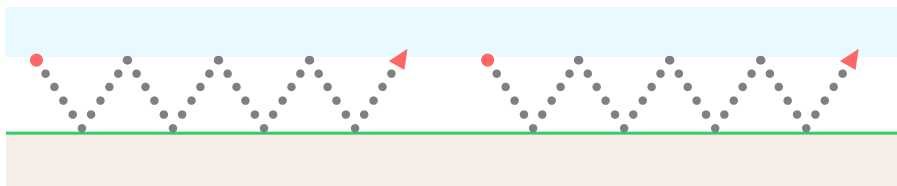
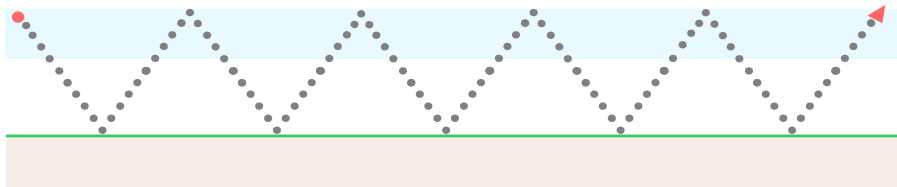
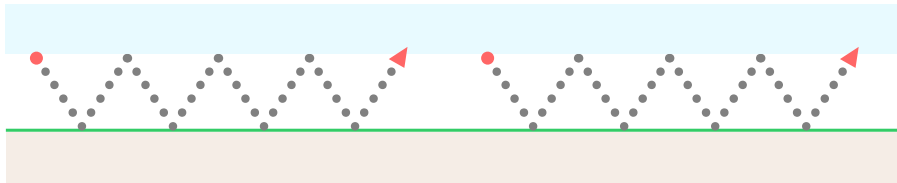
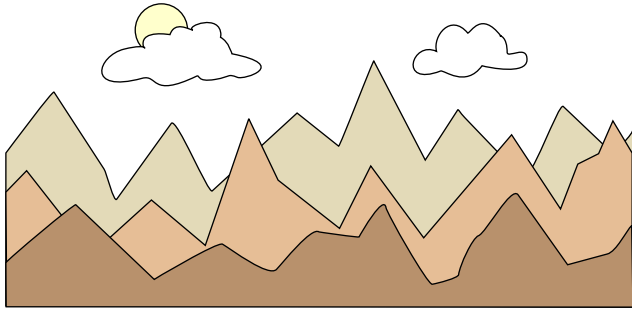
(cut or fold)



Lesson 11 – practice page (A)

(Diagonals practice)

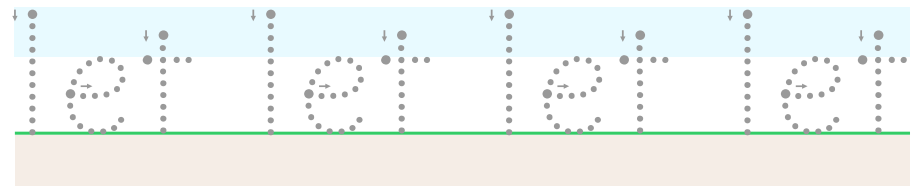
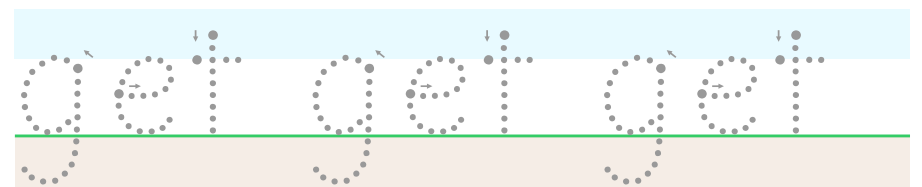
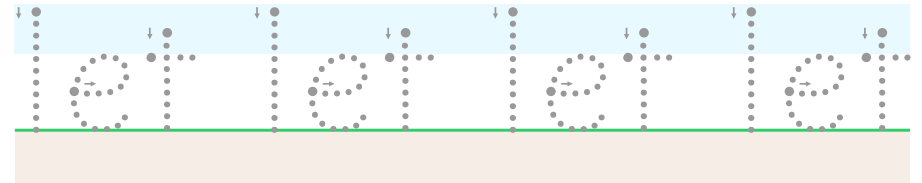
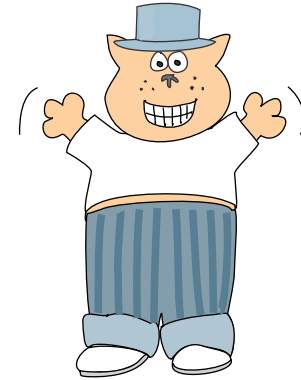
(Name) _____



Lesson 11 – practice page (B)

(Phonics word practice)

(Name) _____



Lesson 12

Zigzags Vs. Bunny Hops

(Demonstrate on a blackboard or piece of paper.)

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



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



Now let's make bunny hops with our arms –



Touch your fingers over your head and round your arms.

Now let's make zigzags with our arms –



Straighten your arms, still keeping your fingers together.

Lesson 12

continued...

Air "Writing"

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

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

Now let's do some zigzag lines in the air –

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

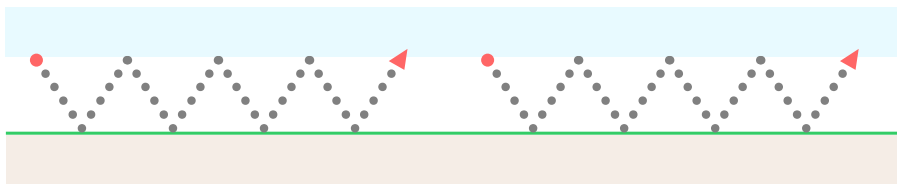
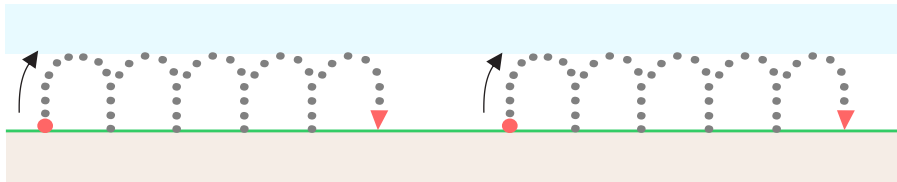
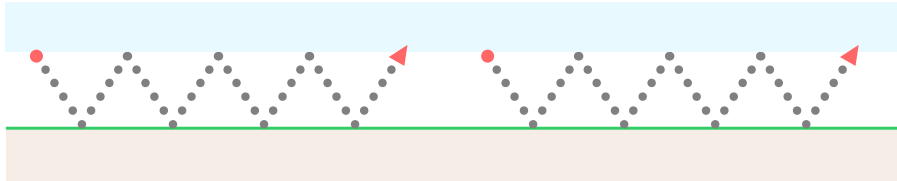
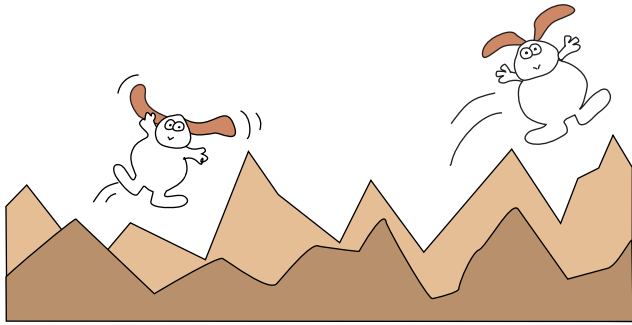
(Repeat several times.)



Lesson 12 – practice page (A)

(Diagonals practice)

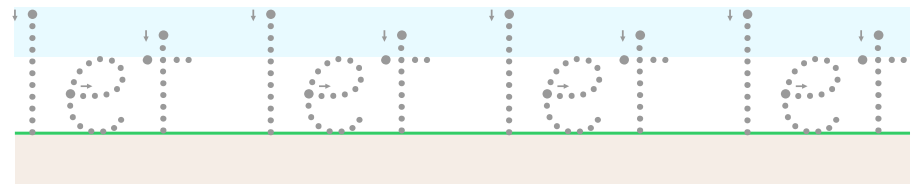
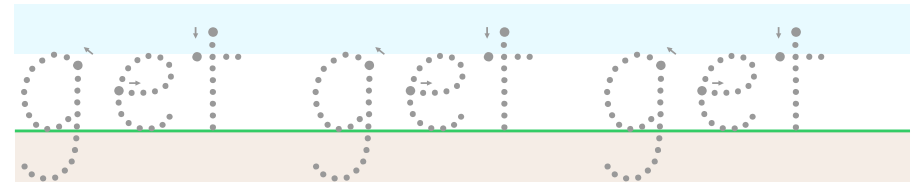
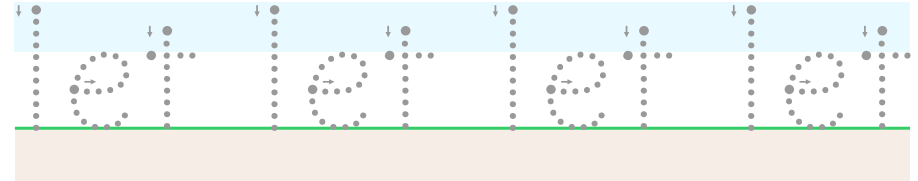
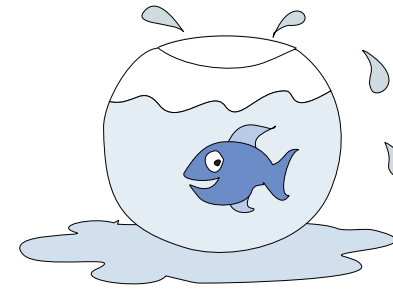
(Name) _____



Lesson 12 – practice page (B)

(Phonics word practice)

(Name) _____



(cut or fold)

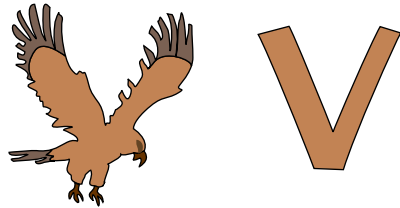


Lesson
13

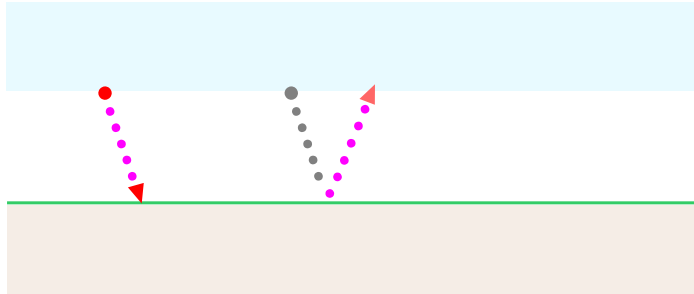
How to write the letter 'v'

(Demonstrate on a blackboard or piece of paper.)

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



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



Zig...

Zag. (Do it without lifting your pencil.)

Lesson
13

continued...

Air “Writing”

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

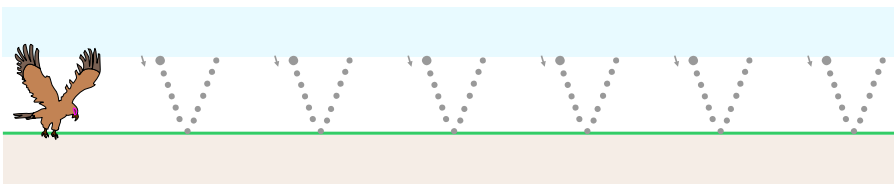
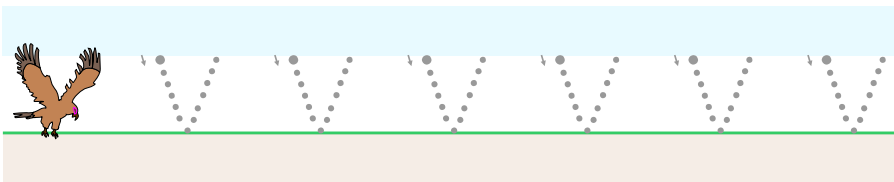
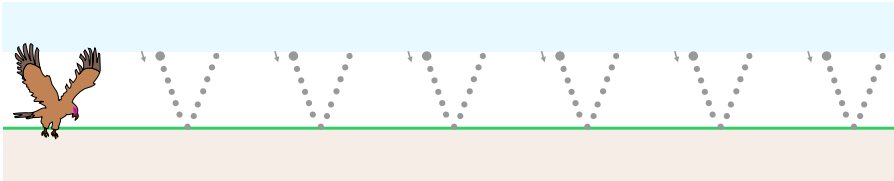
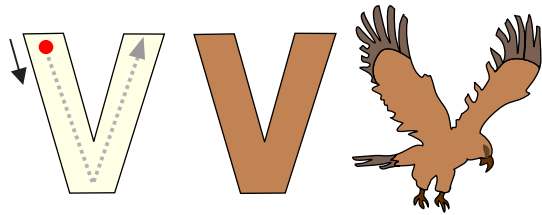
“Zig...zag.”

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



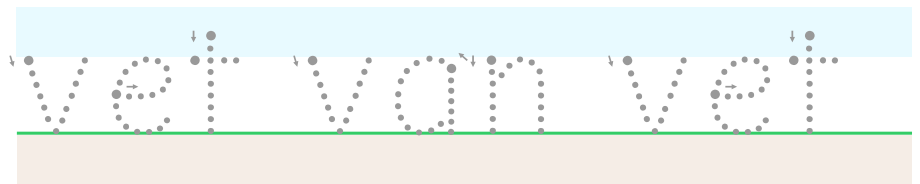
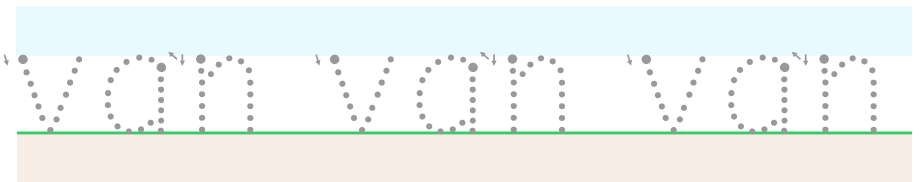
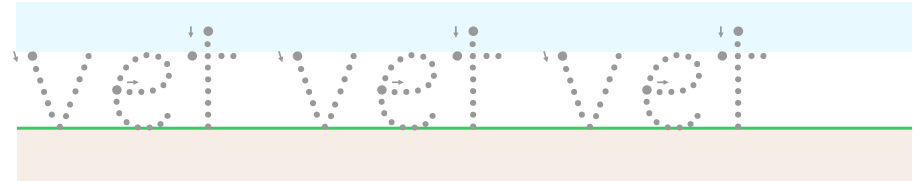
Lesson 13 – practice page (A)

(Name) _____



Lesson 13 – practice page (B)

(Name) _____



Lesson 14

How to write the letter 'w'

(Demonstrate on a blackboard or piece of paper) –

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



Tip

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



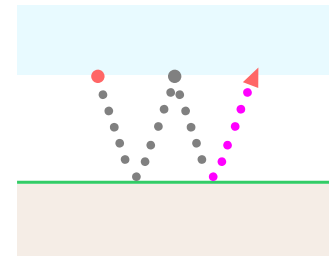
In this handwriting lesson, we are going to practice writing the letter <w> as a **Double-Vee** because that's the way the letter <w> is written most of the time (in books and in school materials).

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

Lesson 14

continued...

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



Air "Writing"

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

"Zig-zag... zig-zag."

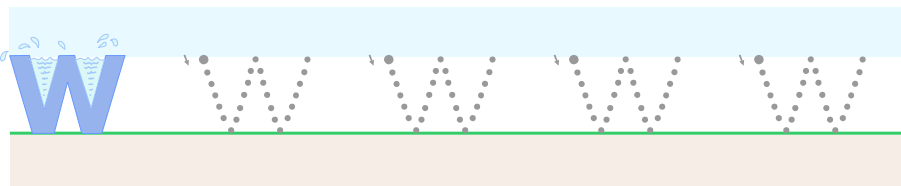
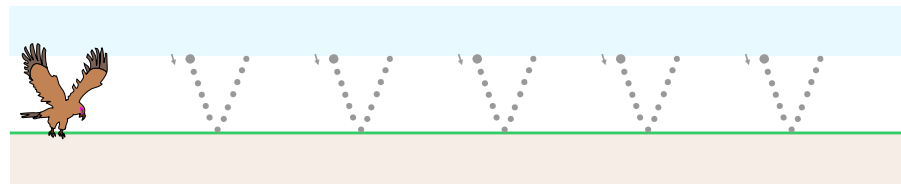
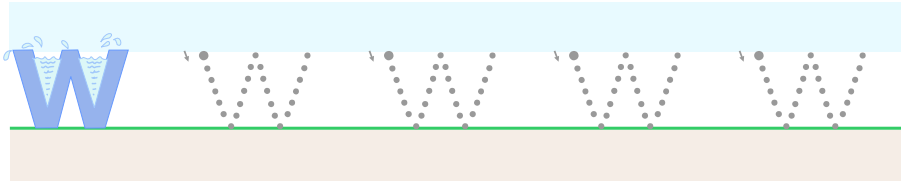
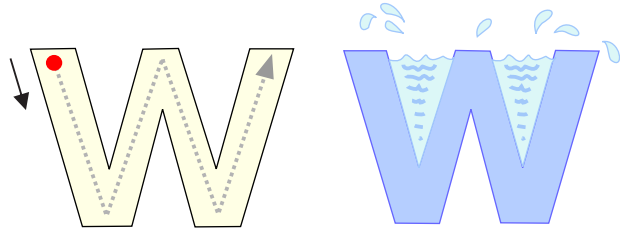
Then have your child/students "air write" many <w> letters, also saying the steps aloud.

(cut or fold)



Lesson 14 – practice page (A)

(Name) _____



Lesson 14 – practice page (B)

(Name) _____

