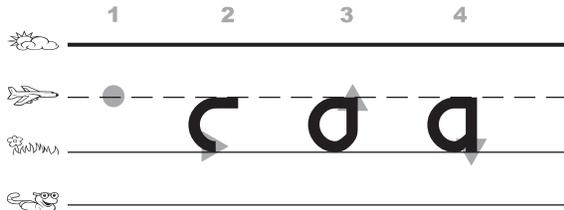


Use the following verbalization to direct students in proper letter formation.

### Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

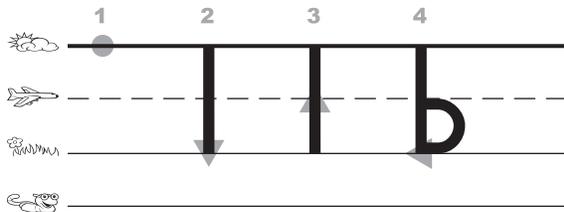


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a - apple - /ă/; have students repeat.

### Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

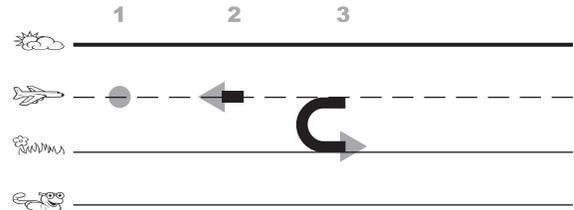


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.
5. Say b - bat - /b/; have students repeat.

### Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

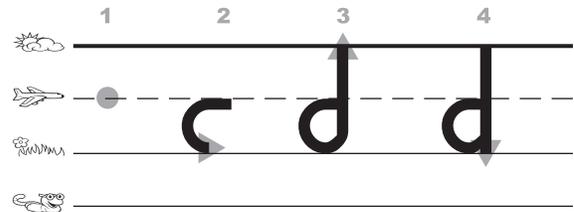


1. Point to the plane line.
2. Start to fly backwards,
3. and go down and around to the grass line.
4. Say c - cat - /k/; have students repeat.

### Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.



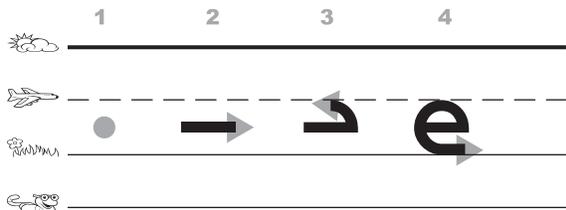
1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.
5. Say d - dog - /d/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for e

e is a plane line round letter, but it is special.

e starts below the plane line.

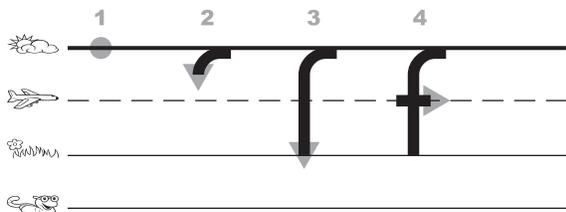


1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line,
4. and around to the grass line.
5. Say e - Ed - /ě/; have students repeat.

### Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

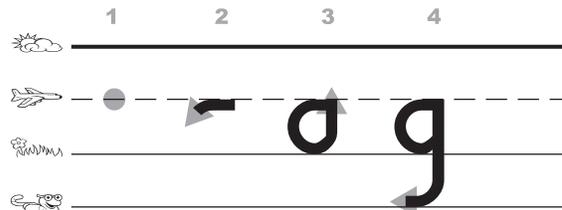


1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line.
5. Say f - fun - /f/; have students repeat.

### Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

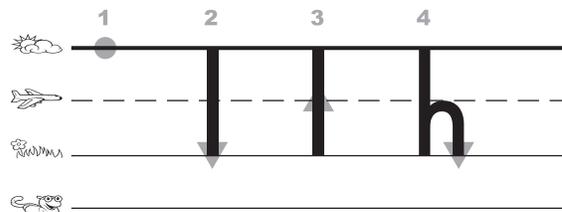


1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.
5. Say g - game - /g/; have students repeat.

### Letter Formation for h

h is a sky line letter.

It starts on the (sky line).



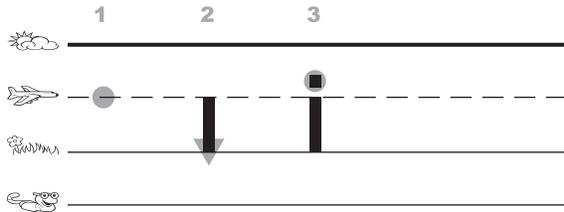
1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say h - hat - /h/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for i

i is a plane line letter.

It starts on the (plane line).

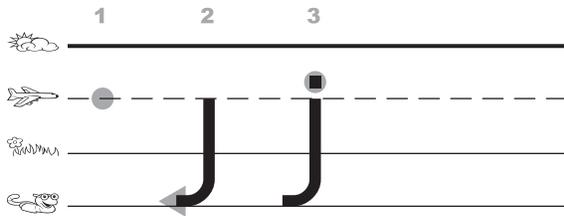


1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.
4. Say i - itch - /i/; have students repeat.

### Letter Formation for j

j is a plane line letter.

It starts on the (plane line).

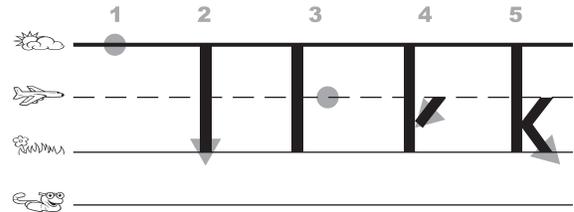


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.
4. Say j - jug - /j/; have students repeat.

### Letter Formation for k

k is a sky line letter.

It starts on the (sky line).

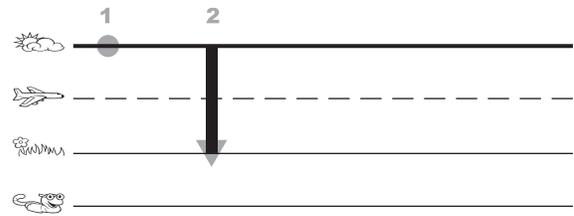


1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass line.
6. Say k - kite - /k/; have students repeat.

### Letter Formation for l

l is a sky line letter.

It starts on the (sky line).



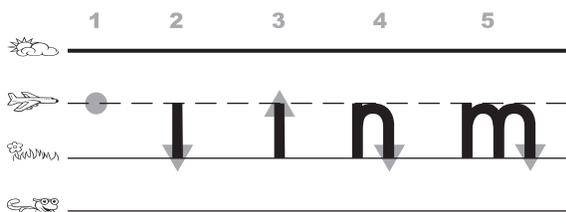
1. Point to the sky line.
2. Go down to the grass line and stop.
3. Say l - lamp - /l/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for M

m is a plane line letter.

It starts on the (plane line).

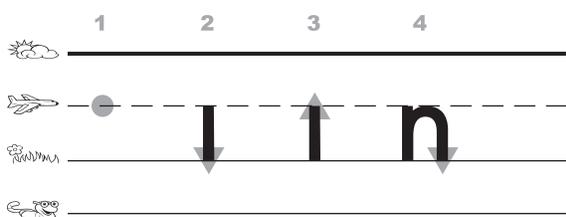


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.
6. Say m - man - /m/; have students repeat.

### Letter Formation for N

n is a plane line letter.

It starts on the (plane line).

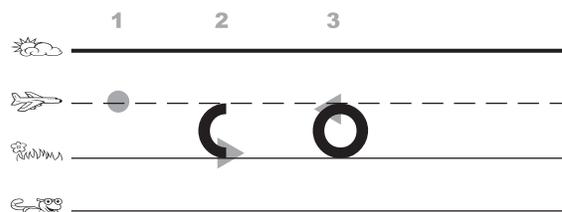


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.
5. Say n - nut - /n/; have students repeat.

### Letter Formation for O

o is a plane line round letter.

It starts on the (plane line) just like a c.

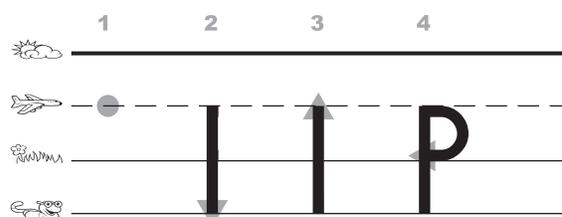


1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.
4. Say o - octopus - /ō/; have students repeat.

### Letter Formation for P

p is a plane line letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.
5. Say p - pan - /p/; have students repeat.

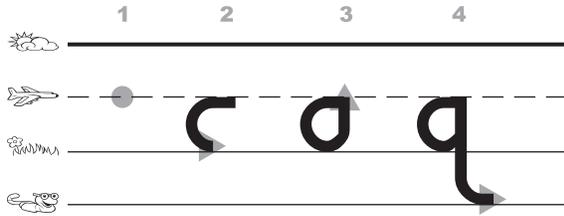
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the buddy letter so in the end it wants to point up to its buddy, u.

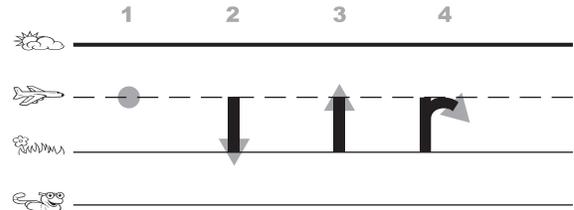


1. Point to the plane line.
2. Trace back and go down to the grass line round, back to the plane line.
3. Trace back down to the worm line, and point up to his “buddy” u.
5. Say qu - queen - /kw/; have students repeat.

### Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

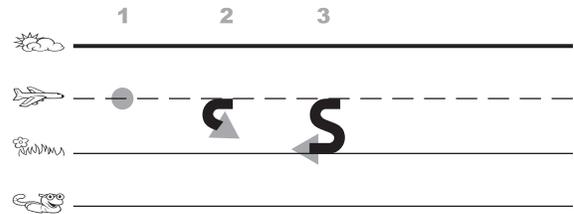


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.
5. Say r - rat - /r/; have students repeat.

### Letter Formation for s

s is a plane line round letter.

It starts on the (plane line) just like a c.



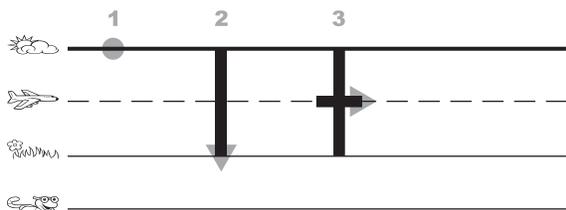
1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass line.
4. Say s - snake - /s/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for t

t is a sky line letter.

It starts on the (sky line).

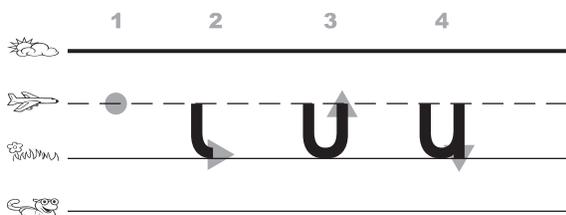


1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.
4. Say t - top - /t/; have students repeat.

### Letter Formation for U

u is a plane line letter.

It starts on the (plane line).

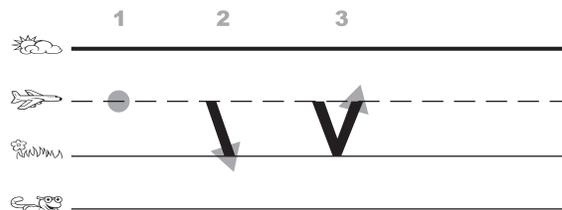


1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass line.
5. Say u - up - /ü/; have students repeat.

### Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).

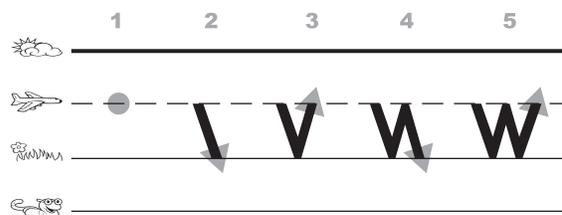


1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Say v - van - /v/; have students repeat.

### Letter Formation for W

w is a plane line slide letter.

It starts on the (plane line) and (slides).



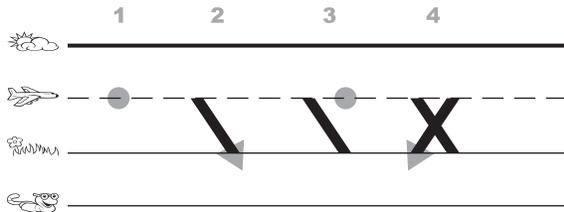
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.
6. Say w - wind - /w/; have students repeat.

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

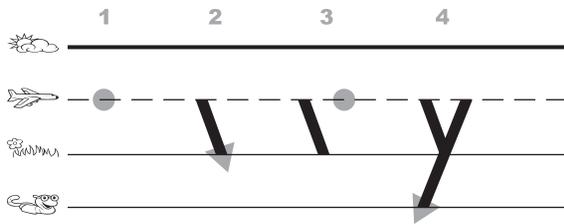


1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.
5. Say x - fox - /ks/; have students repeat.

### Letter Formation for Y

y is a plane line slide letter.

It starts on the (plane line) and (slides).



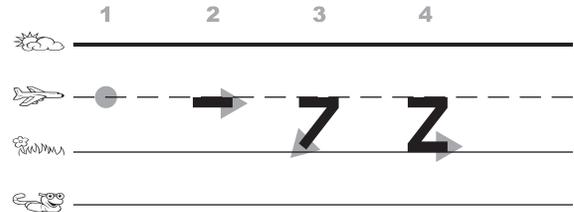
1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back - all the way to the worm line.
5. Say y - yellow - /y/; have students repeat.

### Letter Formation for Z

z is a plane line slide letter, but it doesn't slide right away.

Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.
5. Say z - zebra - /z/; have students repeat.