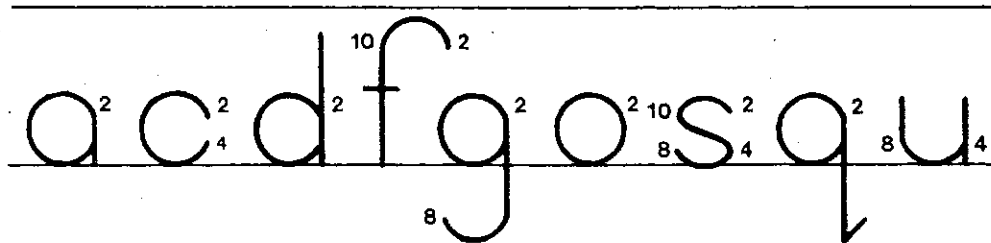


- Letters or parts of letters are of two sizes. They are either tall or short. Tall letters or tall parts approach but do not touch the line above. Short letters or short parts are half as high as tall letters. They begin at the *midpoint* between the height of a tall letter and the baseline.
  - Dots and crossbars are tiny, formed just above the *midpoint*; crossbars are formed in the direction in which we write.
3. Ask questions to check students' understanding: e.g., "Where do all letters sit?" or "What are two types of letters?" Questions such as these enhance understanding and application.
  4. Model (explain and demonstrate) precisely how each manuscript letter that begins at 2 on the clock should be formed and placed.
    - Show the clock face and explain that it is used as a reference to form the clock letters.



- Show each phonogram card and say the sound or sounds precisely—*not* letter names, because the names of only five letters (the vowels *a*, *e*, *i*, *o*, and *u*) are sounds, and their names are not their most common sounds.
    - Standardize descriptive phrases; e.g., say consistently, from the beginning, "Letters that begin at 2 on the clock go *up and around* the clock," and say "*the direction in which we write*," rather than the words *left* or *right*."
    - Point out any differences between the print on the Spalding phonogram cards and the manuscript letters in text, to familiarize primary-grade children with both the printed form and the written manuscript form of these letters, thus eliminating confusion when they begin to read from books. (The letters *a* and *g* may have forms in print quite different from those in manuscript.)
  - After introducing each phonogram, ask one or two questions to check students' understanding of the letter features before they write the phonogram. Questions, such as "Where does this phonogram start?" and "What two features are used to write this phonogram?" give students an opportunity to articulate the formation of letters.
5. Model precisely, saying the sound or sounds and forming manuscript letters that begin at 2 on the clock: *a*, *c*, *d*, *f*, *g*, *o*, *s*, *qu*. Follow the procedures with precise dialogue (see the next page) and the sequence in the "Planning" section of the *Kindergarten Through Sixth-Grade Teacher Guides*.

## Procedures for Introducing Phonograms 1-8 with Precise Dialogue

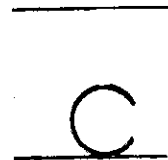
"I will show you how each letter is written."



**Show card 1** and say its three sounds: /ă/ /ā/ /ah/. Students repeat the sounds.

"This is a short letter. Short letters fill the space between the *mid-point* and the baseline. Form the letter without lifting the pencil. Start far enough in from the edge of your paper to make a clock face. *Start at 2 and go up and around the clock, touching the baseline and stopping at 2. Pull a straight line down to the baseline.*"

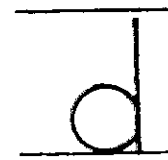
Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 2** and say two sounds: /k/ /s/. Students repeat the sounds.

"This is a short letter. It starts just far enough from *x* to make the clock face. *Start at 2 and go up and around the clock, touching the baseline and stopping at 4.*"

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper.

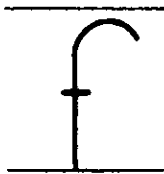


**Show card 3** and say the sound: /d/. Students repeat the sound.

"This is a short letter with a tall part. Form the letter without lifting the pencil." Put your finger before the round part to show that the round part comes first. Draw attention to the feel of the upturned tongue where it touches the upper ridge behind the teeth as the letter *d* is sounded. Say, "*Start at 2 and go up and around the clock, touching the baseline and closing the circle at 2. Continue straight up toward the line above but do not touch it. Without lifting the pencil, come straight down to the baseline (retrace).*"

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper. Make sure that the tall part is twice the height of the short part.

*continued*

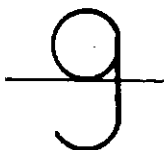


**Show card 4** and say the sound: /f/. Students repeat the sound. (Demonstrate on a clock where this letter begins and that it conforms to the width of a clock. Emphasize that the crossbar is formed in the direction in which we write.)

*“This is a tall letter. Start at 2 just below the line above. Without touching the top line, go up and around to 10 and pull a straight line down to the baseline. Lift the pencil. Form a tiny crossbar just above the midpoint.”*

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

Monitor students to ensure that they begin at 2. Make sure each student writes the letter *f* before making the crossbar in the direction we write. Check that students do not retrace the crossbar backward.



**Show card 5** and say the two sounds: /g/ /j/. Students repeat the two sounds.

*“This is a short letter. Start at 2 and go up and around the clock, touching the baseline and stopping at 2. Pull a straight line down the same distance below the baseline and around from 4 to 8.”*

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper. Make sure that the width below the line matches the round part above and that a short letter could sit on the baseline beneath *g* without touching *g*.



**Show card 6** and say the three sounds: /ō/ /ō/ /ōō/. Students repeat the sounds.

*“This is a short letter. Start at 2 and go up and around the clock, touching the baseline and stopping at 2.”*

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 7** and say the two sounds: /s/ /z/. Students repeat the two sounds.

*“This is a short letter. Start at 2, go up and around to 10, and slide across to 4 (directly below 2). Curve down, touching the baseline and curving up to 8 (directly below 10).”*

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper. Make sure each student begins at 2 and goes up, then finishes at 8 on the clock.

**Show card 8** and say the sound: /kw/. Students repeat the sound.

“It takes two letters to say /kw/. Both are short letters. Each is formed without lifting the pencil. The tiny flag is formed in the direction in which we write. The second letter sits close. *Start the first letter at 2 and go up and around the clock, touching the baseline and stopping at 2. Pull a straight line down the same distance below the baseline, and make a tiny flag in the direction we write. Start the second letter at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, continue up to the midpoint, and retrace the straight line down to the baseline.*”

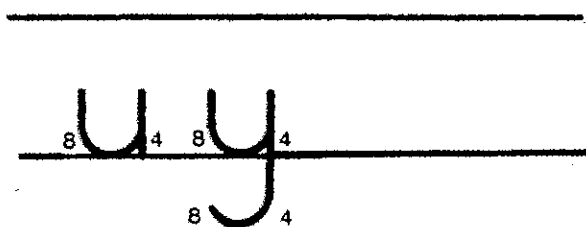
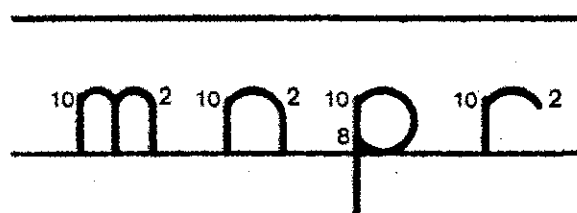
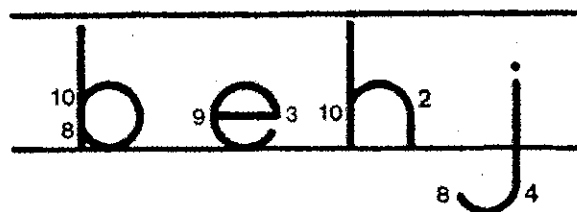
Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

### *Instructional Strategies (Continued)*

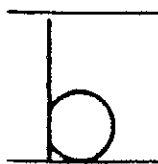
6. Observe students' writing daily and listen as they explain the concepts and procedures; then provide further instruction or refinements in small groups as needed (see Chapter 4).
  - Each day after introducing the number of phonograms appropriate for your grade level, have primary-grade children practice saying and writing the phonograms across the page to develop ease of formation and correct spacing between the clock letters. See written phonogram review procedures in the “Delivering” section of the *Kindergarten Through Sixth-Grade Teacher Guides*. Their papers should look like this. Note that each letter is written once.

- Have beginners practice writing at least three different single-letter phonograms at a time (e.g., *a c d*), rather than a row of each letter. This requires them to use their minds while practicing letter formation.
- Have primary-grade children also practice on the board or easel.
  - Draw lines about three inches (7.5 cm) apart on the board; the top line should be no higher than the tallest student.
  - Model position at the board and correct chalk or marker grip.
  - Each student should stand comfortably close to the board and write no higher than the top of his or her head.

3. Ask questions to check for understanding before children write the letters that begin with a line, such as "Is this phonogram tall or short?" or "Where do we start this phonogram?" Follow the procedure with precise dialogue below. See the illustration.



**Procedures for Introducing Phonograms 9-26 with Precise Dialogue**



Show card 9 and say the sound: /b/. Students repeat the sound.

"This is a tall letter with a short part. The lips form a line in saying /b/. This helps you remember to start with a line when writing this phonogram. Form the letter without lifting the pencil. *Start at the top just below the line above; pull the pencil down to the baseline. Retrace to 10; curve around the clock to 2, touching the baseline and curving up to 8.*"

Have all students feel the line their lips make when they say /b/. (The kinesthetic feel of the two letters *b* and *d* can keep students from reversing them. Do not teach these two letters together, however.)

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

*continued*

**Show card 10** and say the two sounds: /ĕ/ /ē/. Students repeat the sounds. (Put 9 and 3 on a clock face to show letter formation.)

*“This letter is short. Form it without lifting the pencil. Start midway between the height of a short letter and the baseline. Make a straight line from 9 to 3 on a clock. Form a corner by continuing up and around the clock, touching the baseline and stopping at 4.”*

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper. See the model on page 49. Note that *e* is the only letter for which a line is made in reference to the clock face.

**Show card 11** and say the sound: /h/. Students repeat the sound.

*“This is a tall letter with a short part. Form it without lifting the pencil. Start at the top just below the line above; pull a straight line down to the baseline. Retrace to 10, round from 10 to 2, and pull a straight line to the baseline.”*

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

**Show card 12** and say the two sounds: /i/ /ī/. Students repeat the two sounds.

*“This is a short letter. Start at the midpoint and pull a straight line to the baseline. Make a small dot by pressing the pencil just above the letter and lifting it.”*

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper.

**Show card 13** and say the sound: /j/. Students repeat the sound.

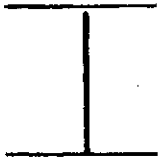
*“This is a short letter that goes below the baseline. Start at the midpoint, pull a straight line down the same distance below the baseline, and round from 4 to 8. Make a small dot by pressing the pencil just above the letter and lifting it.”*

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

**Show card 14** and say the sound: /k/. Students repeat the sound.

*“This is a tall letter with a short part. Start at the top and pull a straight line to the baseline. Start the short part at the midpoint, slant down and in to the tall line, and then slant down and out to the baseline.”*

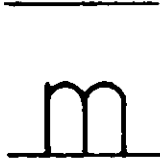
Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper. Make sure the second part starts at the midpoint, slants down and in to the tall line, then slants down and out to the baseline.



**Show card 15** and say the sound: /I/. Students repeat the sound.

*“This is a tall letter. Start at the top and pull a straight line to the baseline.”*

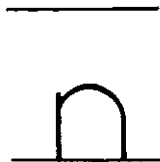
Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 16** and say the sound: /m/. Students repeat the sound.

*“This is a short letter. Start at the midpoint and pull a straight line down to the baseline, retrace to 10, round from 10 to 2, and pull a straight line to the baseline. Retrace to 10, round from 10 to 2, and pull a straight line to the baseline.”*

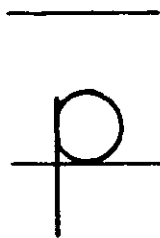
Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 17** and say the sound: /n/. Students repeat the sound.

*“This is a short letter. Start at the midpoint and pull a straight line down to the baseline, retrace to 10, round from 10 to 2, and pull a straight line to the baseline.”*

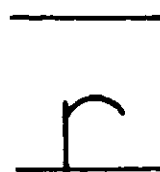
Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 18** and say the sound: /p/. Students repeat the sound.

*“This is a short letter that goes below the baseline. Start at the midpoint, pull a straight line down the same distance below the baseline, retrace to 10, and curve around the clock, touching the baseline and curving up to 8.”*

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

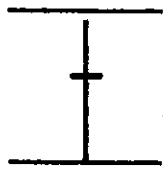


**Show card 19** and say the sound: /r/. Students repeat the sound.

*“This is a short letter.” Start at the midpoint, pull a straight line to the baseline, retrace to 10, and round from 10 to 2.” Demonstrate that it conforms to the width of a clock face.*

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper. Make sure that each student rounds the curved part over to 2 on the clock.

*continued*



**Show card 20** and say the sound: /t/. Students repeat the sound.

“This is a tall letter. *Start at the top, and pull a straight line to the baseline. Lift the pencil. Draw a tiny crossbar just above the midpoint in the direction we write.*”

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper. Check that students do not retrace the crossbar backward.



**Show card 21** and say the three sounds: /ü/ /ū/ /ö/. Students repeat the three sounds.

“This is a short letter. *Start at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, continue up with a straight line to the midpoint, and retrace a straight line down to the baseline.*”

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 22** and say the sound: /v/. Students repeat the sound.

“This is a short letter. Form it without lifting the pencil and slant lines in the direction in which we write. *Start at the midpoint, slant a straight line down to the baseline in the direction in which we write. Slant a straight line up to the midpoint.*”

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.



**Show card 23** and say the sound: /w/. Students repeat the sound.

“This is a short letter. Form it without lifting the pencil and slant lines in the direction in which we write. *Start at the midpoint and slant a straight line down to the baseline. Slant a straight line up to the midpoint, slant a straight line down to the baseline, then slant a straight line up to the midpoint.*”

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

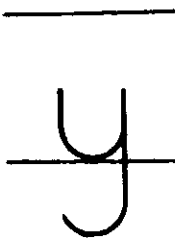


**Show card 24** and say the sound: /ks/. Students repeat the sound.

“This is a short letter. *Slant the first line in the direction in which we write. Start at the midpoint and slant a straight line down to the baseline. Lift the pencil and start at the midpoint. Slant a straight line through the middle of the letter down to the baseline.*”

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper. Check that students do not retrace.

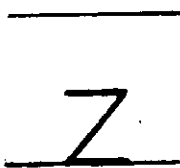




**Show card 25** and say the three sounds: /y/ /i/ /i/. Students repeat the sounds.

“This is a short letter that goes below the baseline. Form it without lifting the pencil. *Start at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, and continue up to the midpoint. Pull a straight line down the same distance below the baseline, and round from 4 to 8.*”

Coach and monitor students as they say the sounds and repeat the directions (italicized) softly as they write the letter on their paper. Make sure the width below the line matches the round part above.



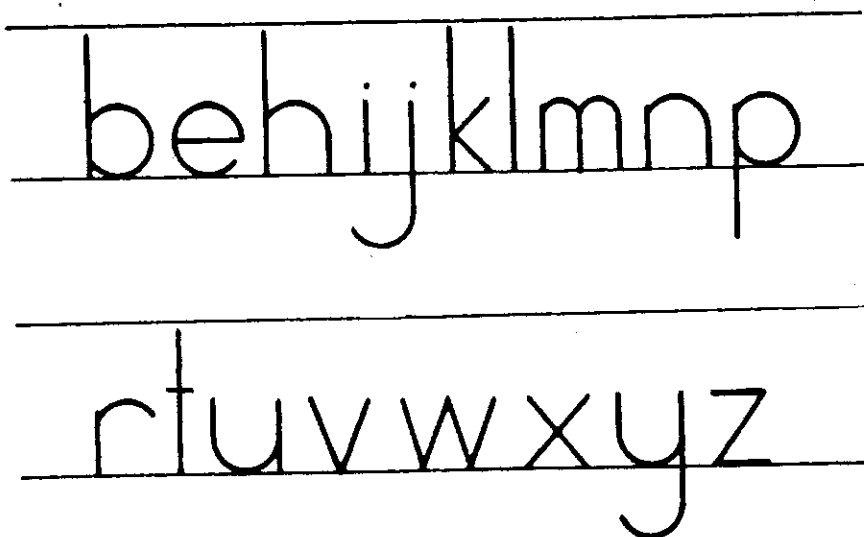
**Show card 26** and say the sound: /z/. Students repeat the sound.

“This is a short letter. Form the letter without lifting the pencil. *Start at the midpoint and make a straight horizontal line in the direction in which we write. Slant a straight line down to the baseline below the starting point of the top line. Make a straight line in the direction in which we write. The top and bottom lines should be parallel.*”

Coach and monitor students as they say the sound and repeat the directions (italicized) softly as they write the letter on their paper.

#### *Instructional Strategies (Continued)*

- As with clock letters, have students practice writing line letters across the page to develop ease of formation and correct spacing between letters. The papers should look like this.



*Practicing Manuscript Letters 1–26*

After letters that begin at 2 on the clock and those that begin with a line have been taught, teach the spacing of both kinds of letters by dictating the alphabet, saying only each letter's sound or sounds.

*Instructional Strategies*

1. Have students say the sounds and write the letters across the page. The first letter written on a page should be written carefully because every letter that follows should be of the same relative size. The papers should look like this.

abcdefghijklmnop

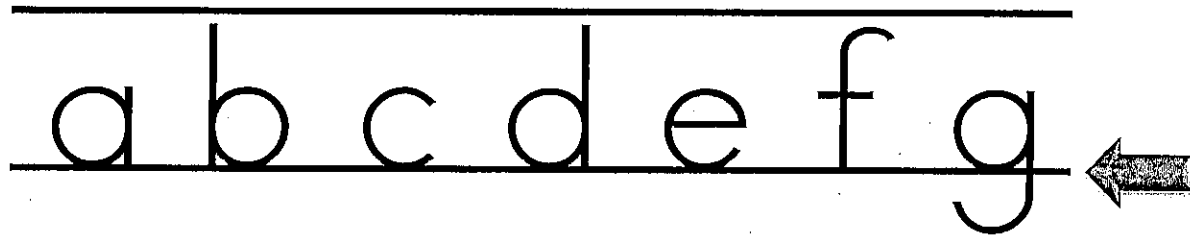
qrstuvwxyz

wxyz

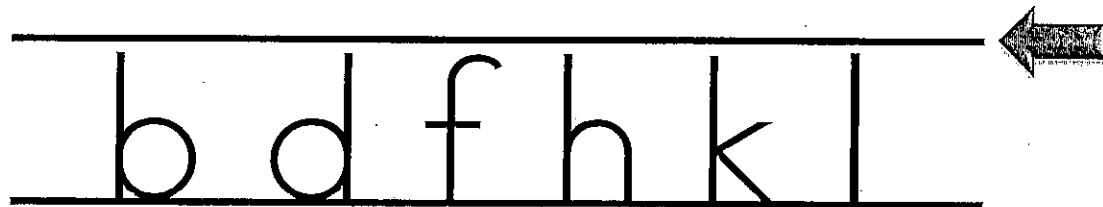
*Introducing Phonograms 27–70 with Handwriting*

After students can easily say and write phonograms 1 through 26, teach them phonograms 27 through 70 following the sequence in the grade-level lesson plans in the “Planning” section of the *Kindergarten Through Sixth-Grade Teacher Guides*.

All letters sit on the baseline.



Tall letters approach the top line  
but do not touch the top line.



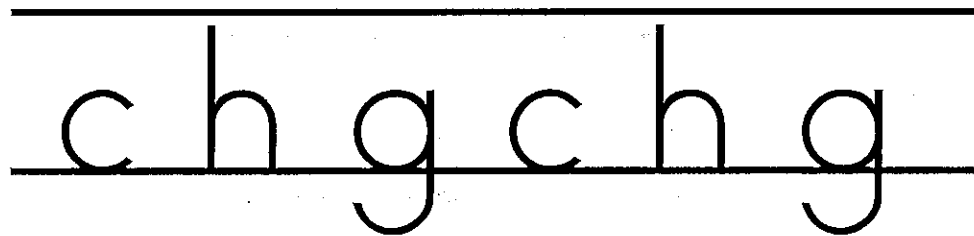
*In class we also use the term "comfortably close" to the top line.*

Short letters are half the size  
of tall letters.

*Short letters fill the space between  
the midpoint and bottom baseline.*

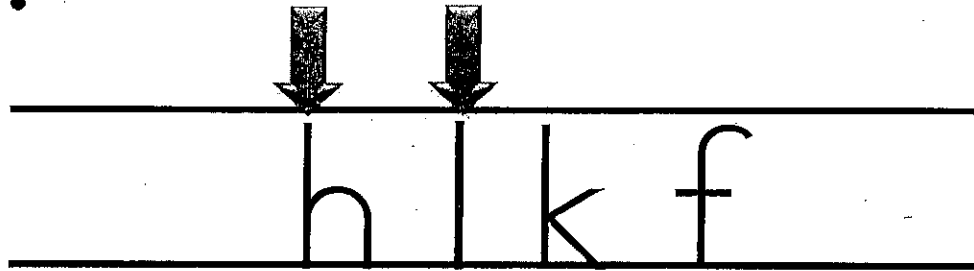


Letter size and formation are  
consistent throughout.

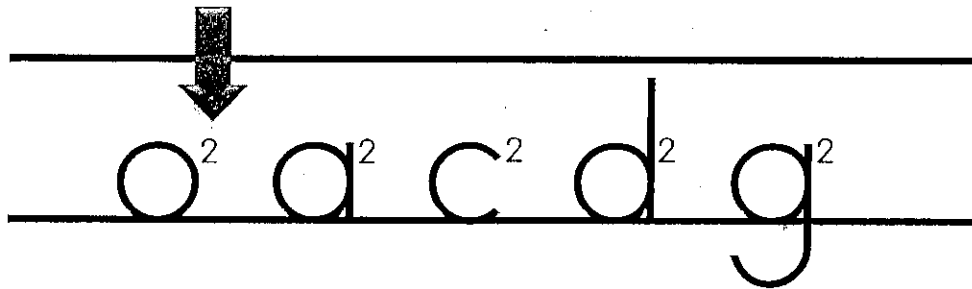


Down lines are straight and parallel.

*Start "comfortably close" to the top line and pull a straight line down.*



Clock letters begin at two on the clock.

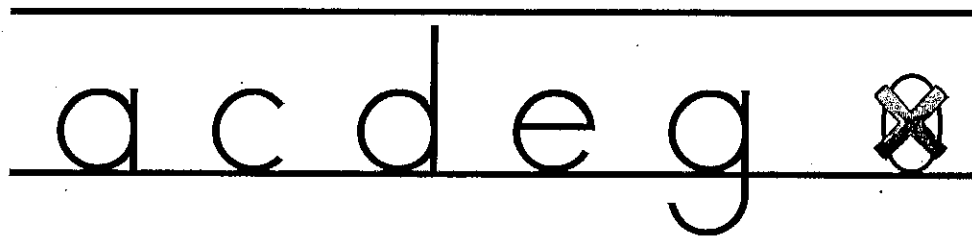



There is a clock space between words.

*We also say a "finger space." There is small space between single phonograms. A finger space between double phonograms.*

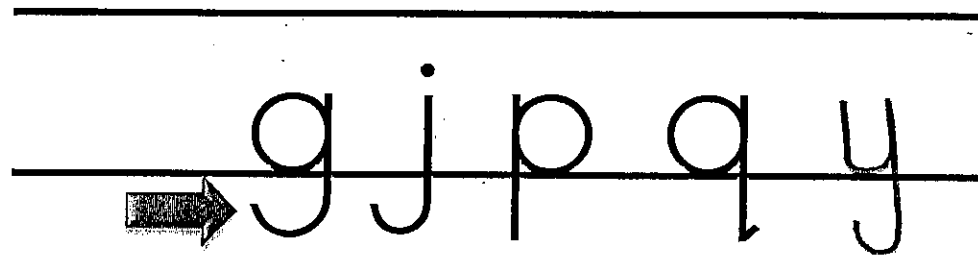
in school

All clock parts are round not oval.

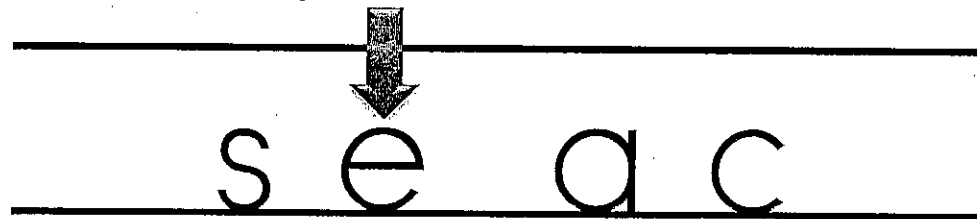
a c d e g 

g, j, p, q, and y go below the  
baseline the same length.

*Comfortably close  
to the next  
midpoint.*

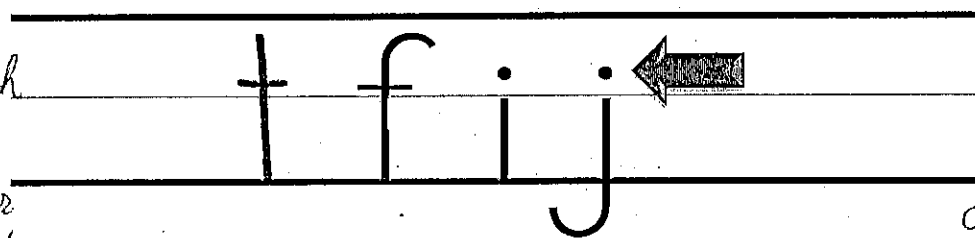


s and e are the height of a  
short letter.



# Dots and crossbars are small and formed just above the midline.

These are the only phonograms in which scholars will lift their pencil off their paper to finish a phonogram.



Small dots that are still visible. Crossbars are written in the direction we read and write.

