

All letters in this lesson have one feature in common. After the initial straight line, each has a curved line that begins at ten on the clock. Focus clearly on this point as you introduce each letter. Three letters in this lesson have sounds that present difficulties in pronunciation: b, p, r. Listen to the tape and practice making the sounds of b and p without any vowel sound following them. The letter r is even more difficult. Avoid saying "er," "ar," or "ruh." Isolate the consonant sound by trying to say the word *run*, but stopping after the initial sound. Listen to the tape!

LESSON 5

Line & Curve Letters **b, h, m, n, p, r**

- Materials:** lined paper (2 pieces)
2 soft-lead pencils
phonogram cards 9-16
clock-face/basic strokes card
- Direct Aim:** to learn the formation and sounds of the six line & curve letters
- Indirect Aims:** to practice attentive listening
to practice proper spacing between letters

What To Do	What To Say
<p><i>Sit beside the child. Have paper and pencil in front of each of you. Have the phonogram cards in order with card 9 on top. Say:</i></p>	<p>In this lesson you will learn how to write the next six letters and to say the different sounds these letters make.</p>
<p><i>Show card 9 to the child. Say:</i></p>	<p>The name of this letter is <u>b</u>. This phonogram has one sound: <i>b</i>.</p>
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;"> <p>b b</p> </div> <p><i>Point to the book-print <u>b</u>. Say:</i></p>	<p>This is how the letter <u>b</u> looks when you see it in a book.</p>
<p><i>Point to the printed <u>b</u>. Say:</i></p>	<p>This is how the letter <u>b</u> looks when you write it. Both <u>b</u>'s have the same sound: <i>b</i>. Say the sound with me three times, then watch while I write <u>b</u>, on my paper.</p>
<p><i>Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child. Put the clock-face card in front of the child.</i></p>	<p><i>Say:</i> The letter <u>b</u> is a tall letter. It begins at the upper dotted line. Trace one with your finger. Put your finger on the upper dotted line just above ten on the clock. Make a straight line down to the base line. Without lifting your finger, go straight back up the line to ten, then curve up and touch the middle dotted line, curve around to two, to four, touch the base line, touch the straight line. Say: <i>b</i>. Trace the letter <u>b</u> again. Say: <i>b</i>.</p>
<p><i>Take the clock-face card from the child. Say:</i></p>	<p>Pick up your pencil. Check your position:</p>

Listen carefully. Each time you make the letter b, say its sound: *b*. Begin on the first base line, very close to the left margin. Make the letters close together but not touching. Make a full row of b's.

*As the child practices, observe his position. Correct as necessary. Write the letter and say the sound of b with him. **Make sure the child begins to curve away from the straight line at ten on the clock.** Wait until he finishes.*

Encourage self-criticism. Ask: Which one do you like best? Why?
Which one do you not like? Why?

Show card 10 to the child. Say: The name of this letter is h.



Point to the book-print h. Say: This is how the letter h looks when you see it in a book.

Point to the printed h. Say: This is how the letter h looks when you write it. Both kinds of h have the same sound: *h*. Say the sound with me three times. Watch while I write h, on my paper.

Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child. Put the clock-face card in front of the child.

Say: The letter h is a tall letter. It begins at the upper dotted line. Trace one with your finger. Begin at the upper dotted line just above ten on the clock. Make a straight line down to the base line. Without picking up your pencil, come straight back up the line to ten, then curve up and touch the dotted line, curve around to two, then straight down to the base line. Say: *h*. Trace it again. Say: *h*.

Take the clock-face card from the child. Say: Pick up your pencil. Check your position.

Listen carefully. Each time you make the letter h, say its sound: *h*. Begin on the next base line very close to the left margin. Put your pencil on the upper dotted line. Make the letters very close together but not touching. Make a full row of h's.

As the child practices, observe his position.

Correct as necessary. Write the letter and repeat the sound of h with him. **Make sure the child begins to curve away from the straight line at ten on the clock.** Wait until he finishes.

Encourage self-criticism. Ask:

Which letter do you like best? Why?
Which one do you not like? Why?

Show card 11 to the child. Say:

The name of this letter is m.

This phonogram has one sound: *m*.



Point to the book-print m. Say:

This is how the letter m looks when you see it in a book.

Point to the printed m. Say:

This is how the letter m looks when you write it. Both kinds of m have the same sound: *m*.

Say the sound with me three times.

Watch while I make m, on my paper.

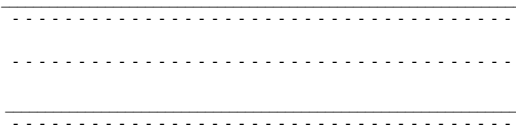
Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child.

Put the clock-face card in front of the child.

Say:

The letter m is a short letter. It starts on the middle dotted line. An m has two humps. Trace an m with your finger on the clock-face. Begin on the middle dotted line just above ten on the clock. Make a straight line down to the base line. Without lifting your finger, come straight back up the line to ten, then curve up and touch the middle dotted line, curve to two and down to the base line. Make another hump. Say: *m*. Trace it again. Say *m*.

Take the clock-face card from the child. Say:



Pick up your pencil. Check your position. **Listen carefully.** Each time you make the letter m, say its sound: *m*. Begin on the next base line very close to the left margin. Make the letters very close together but not touching. Make a full row of m's.

As the child practices, observe his position.

Correct as necessary. Write the letter and repeat the sound of n with him. **Make sure the child begins to curve away from the straight line at ten on the clock.**

Encourage self-criticism. Ask:

Which letters do you like best? Why?
Which letters do you not like? Why?

Show card 12 to the child. Say:

The name of this letter is n.

This phonogram has one sound: *n*.



Point to the book-print n. Say:

This is how the letter n looks when you see it in a book.

Point to the printed n. Say: This is how the letter n looks when you write it. Both kinds of n have the same sound: *n*. Say the sound with me three times. Watch while I make an n on my paper.

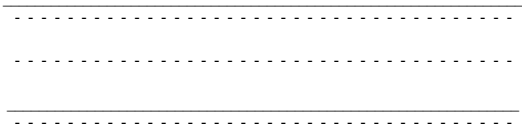
Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child. Put the clock-face card in front of the child.

Say: The letter n is a short letter. It starts on the middle dotted line. It is just like an m, but it has only one hump. Trace one with your finger.

Begin on the middle dotted line just above ten on the clock. Make a straight line down to the base line. Without lifting your finger, go straight back up the line to two, curve up and touch the dotted line, curve around to two, then straight down to the base line. Say: *n*. Trace it again. Say: *n*.

Pick up your pencil. Check your position.

Listen carefully. Each time you make the letter n, say its sound: *n*. Begin on the next base line very close to the left margin. Make the letters very close together but not touching. Make a full row of n's.

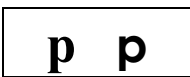


As the child practices, observe his position. Correct as necessary. Write the letter and repeat the sound of n with him. Make sure he begins to curve away from the straight line at ten on the clock. Wait until he finishes.

Encourage self-criticism. Ask: Which one do you like best? Why? Which one do you not like? Why?

Show card 13 to the child. Say: The name of this letter is p.

This phonogram has one sound: *p*.



Point to the book-print p. Say: This is how the letter p looks when you see it in a book.

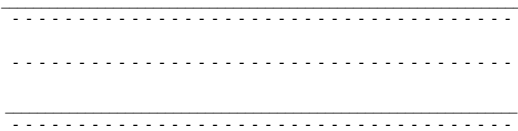
Point to the printed p. Say: This is how the letter p looks when you write it. Both kinds of p have the same sound: *p*. Say the sound with me three times. Watch while I write p on my paper.

Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child. Put the clock-face card in front of the child.

Say: Make a straight line down past the base line and a little past the upper dotted line. The letter p is a short letter. It begins on the middle dotted line.

Trace one with your finger. Put your finger on the middle dotted line just above ten on the clock. Without lifting your finger, come straight back up the line to ten, curve up and touch the dotted line, curve around to two, to four, touch the base line, touch the straight line. Say: p. Trace it again. Say: p.

Take the clock-face card from the child. Say:



Pick up your pencil. Check your position. Listen carefully. Each time you make the letter p, say its sound: p. Begin on the next base line very close to the left margin. Make the letters close together but not touching. Make a full row of p's.

As the child practices, observe his position.

Correct as necessary. Write the letter and repeat the sound of p with him. Make sure he begins to curve away from the straight line at ten on the clock. Wait until he finishes.

Encourage self-criticism. Ask: Which ones do you like best? Why? Which ones do you not like? Why?

Show card 14 to the child. Say: The name of this letter is r.



This phonogram has one sound: r. This is how the letter r looks when you see it in a book.

Point to the printed r. Say: This is how the letter r looks when you write it. Both kinds of r have the same sound: r. Say the sound with me three times.

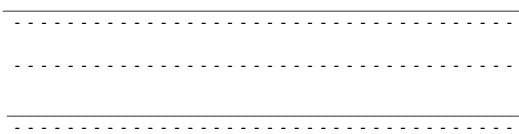
(Imagine that you are going to say the word run, but stop after you make the first sound.) Watch while I make r, on my paper.

Demonstrate proper formation and spacing by making a few letters while repeating the sounds. Show your work to the child.

Put the clock-face card in front of the child.

Say: The letter r is a short letter. It begins on the middle dotted line. Trace one with your finger. Start on the middle dotted line just above ten on the clock. Make a straight line down to the baseline. Without lifting your finger, come straight back up to ten, curve up and touch the dotted line, curve around and stop at two. Say: *r*. Trace it again. Say: *r*.

Take the clock-face card from the child. Say:



Pick up your pencil. Check your position. **Listen carefully.** Each time you make the letter r, say its sound: *r*. Begin on the next base line very close to the left margin. Make the letters close together but not touching. Make a full row of r's.

As the child practices, observe his position. Correct as necessary. Say the sound of r along with him. **Make sure he begins to curve away from the straight line at ten on the clock.**

Wait until he finishes.

Encourage self-criticism. Ask:

Which letters do you like best? Why?
Which ones do you not like? Why?

Practicing The Alphabet

Say the alphabet with the child as previously

directed. Say:

Let's say the alphabet together three times:

a b c d e f g h i j k l m n o p

q r s t u v w x y z