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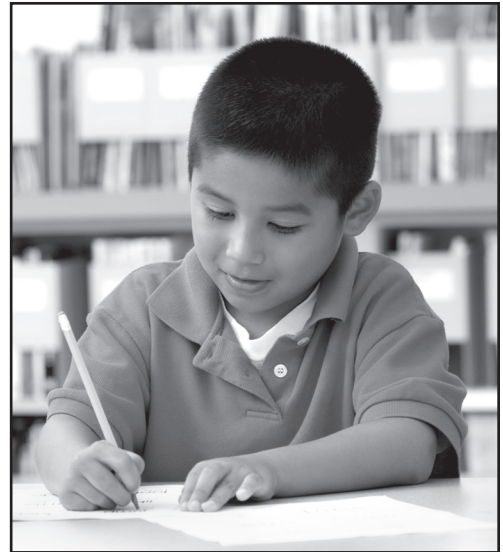


## Preparing to Print



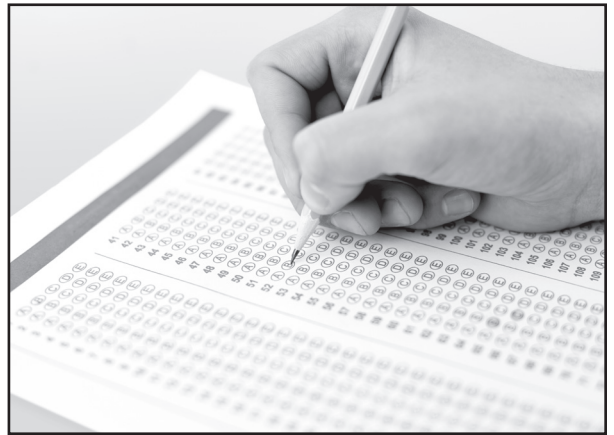
### **Good posture is important.**

1. Sit with your feet flat on the floor.
2. Sit back in the chair; don't slouch.
3. Lean slightly forward.
4. Try to keep your elbows off the table.



### **Pencil position is important.**

1. Hold the pencil between the thumb and first two fingers (index and middle).
2. The middle or end of the pencil should rest near the large knuckle of the index finger.
3. The index finger rests on the top of the pencil. The front (pointed end) of the pencil rests on top of middle finger.
4. Keep an easy grip on the pencil—not too loose, not too tight!
5. Hold the pencil close to the pointed end, and not the eraser end.
6. Play a game of "Grasp and Release." Keep picking up and dropping your pencil, using the correct grip. Play until it is very easy to grab the pencil correctly.





## Teacher Notes

Often, students are expected to write words prior to being taught proper letter formation. Take time to teach students how to properly form each letter in the alphabet. Learning how to properly print letters takes patience and practice.

### Speak Up!

Give specific and detailed verbal directions as to how to form each letter. For example, as you write an uppercase A on the board say, "Start at the top. Draw a slant down. Start at the top again and draw another slant down. Then, draw a line across." Do this for each uppercase and lowercase letter.

### Take to the Sky!

Have students practice letter formation by skywriting with their fingers in the air. Have students follow your moves as you model how to properly form letters using your fingers in the air. Remember to give verbal directions as you skywrite!

### Exercise Those Muscles

Finger muscles in children develop over time. Help them build their fine motor skills with activities that promote small muscle development, such as playing with play dough, grasping small objects with tongs or tweezers, buttoning and unbuttoning buttons, playing with lacing cards, spraying water with squirt bottles, or making mosaics using small beans.

### Pencil Control

Learning how to hold and control a pencil properly can be tricky and frustrating. Help students master pencil control by providing them with a few simple tools. Pencil grips can help students keep their fingers in the proper position and provide stability while writing. Have a tissue handy? Have students hold a folded tissue between their palm and their last two fingers (ring finger and pinky finger). This will help them maintain an efficient pencil grip while writing.

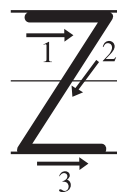
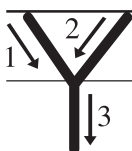
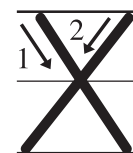
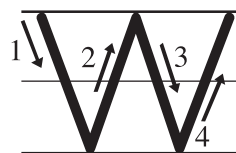
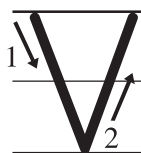
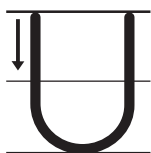
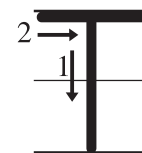
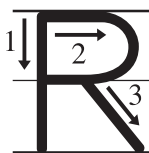
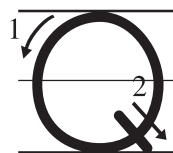
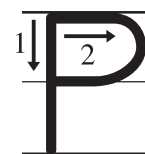
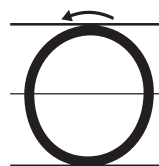
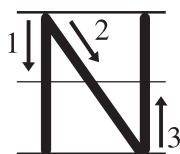
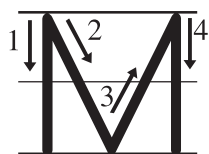
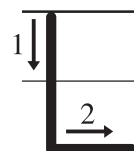
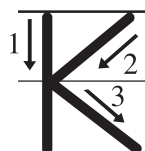
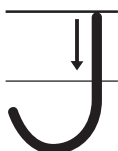
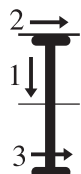
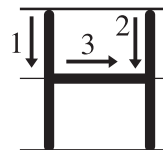
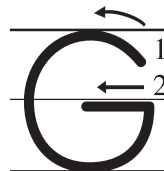
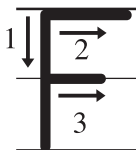
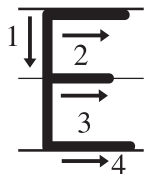
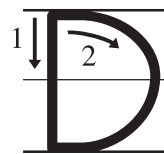
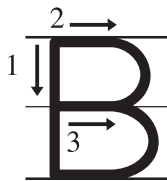
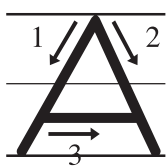
### Just for Fun!

Ask students to name their favorite letters. Then, challenge students to build a larger version of that letter using objects, such as small toys, counters, small snacks (pretzels, goldfish crackers, raisins, or grapes), or play dough. Take pictures of the letters students created and display them around the classroom.



# How to Write Uppercase Letters

**Directions:** Use this chart as a guide for writing each letter correctly.

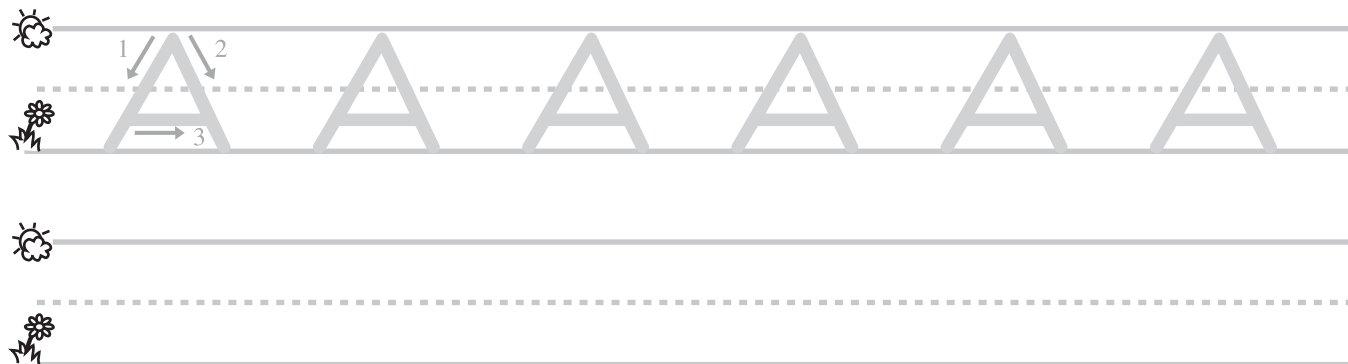




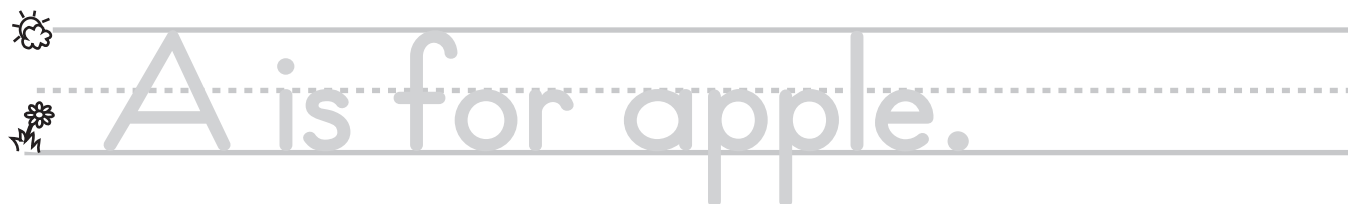
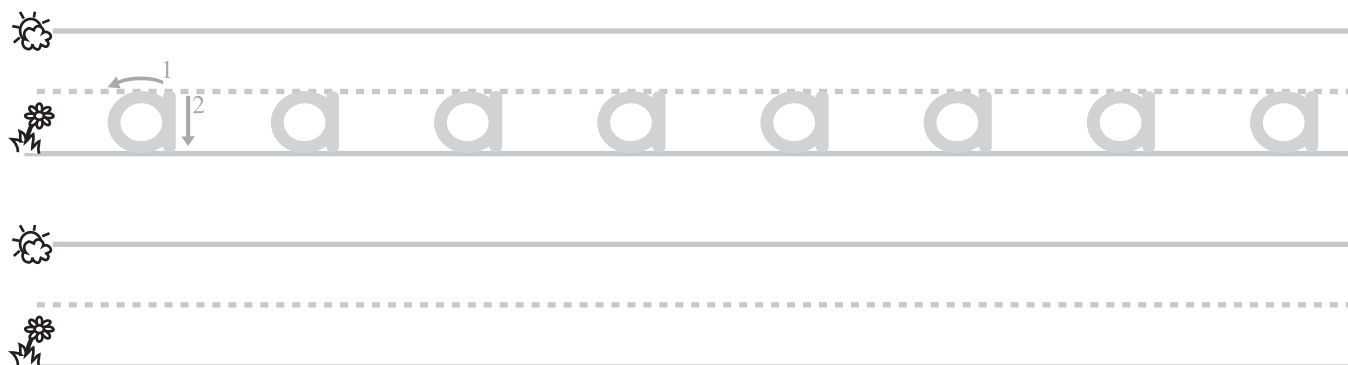
Name: \_\_\_\_\_

Aa

**Directions:** Trace each uppercase letter and write it six times.



**Directions:** Trace each lowercase letter and write it eight times. Then trace the sentence.





## Teacher Notes

Keep students writing by having them practice printing the days and months of the year. Try some of the fun calendar-themed activities below in addition to having students complete pages 67–76.

### Quick Questions

Have students write the answers to these quick questions: *What day is today? What day is tomorrow? What day was yesterday? What month is it? What will the next month be? What is your favorite month? What is your favorite day?*

### What's the Weather?

Have students write the name of each day of the week on a separate sheet of paper. Staple the pages together for each student. Then, have them draw a picture showing what the weather was like each day and what they did that day.

### Family Birthdays

Have students ask each of their family members the name of the month in which they were born. Have students write the name of the month next to each family member's name. Have them share their results with the class. Keep a tally chart on the board. Which month has the most birthdays?

### Name the Day

Give each student a printout of a calendar page with the dates filled in. Or, have a calendar on display where all students can clearly see it. Give each student lined paper. Explain to students that you will call out a date and you want them to look closely at the calendar, find the date, and write the day of the week on which that day falls.

### Just for Fun!

Provide students with various art supplies, stickers, pictures, decorations, etc. Give each student a blank calendar template. Be sure there is space above the calendar for students to create a picture. Have students use the art supplies and their imaginations to create their very own calendars for that month.



Name: \_\_\_\_\_

# September and October

**Directions:** Trace each month and then write it on the line below. Then trace each sentence.



September



September has 30  
days.



October



October has 31



days.





## Teacher Notes

Keep students writing by having them practice their printing with poetry-themed activities. Try some of the writing activities below in addition to having students complete pages 169–174.

### Rhyme Time

Challenge students to work with partners to create a list of rhyming words. Have students start with the letter A. Can they think of two words that rhyme that start with A? Have them work their way through the alphabet creating a list of rhyming words. Or, you may choose to assign each pair specific letters and then have students share their rhyming words with the class.

### Pair Poem

Place students in pairs. Have them work with their partners to create a short, rhyming poem together. If students are struggling to think of a topic for their poems, consider writing suggestions on the board, such as animals, pets, holidays, family, and friends.

### Play Dough Poem

Give each student a handful of play dough. Allow them a little time to play with the play dough. Ask them what it feels like, looks like, smells like, etc. Then, challenge students to write short, little poems about play dough.

### Acrostic Poem

Explain to students what an acrostic poem is. First, have students write their names vertically down a piece of chart paper. Next, have them create their acrostic poems on scratch paper. Then, when they are happy with the words they choose for their poems, have them transfer the words to their chart papers. Finally, have students decorate their chart papers with pictures about them.

### Just for Fun!

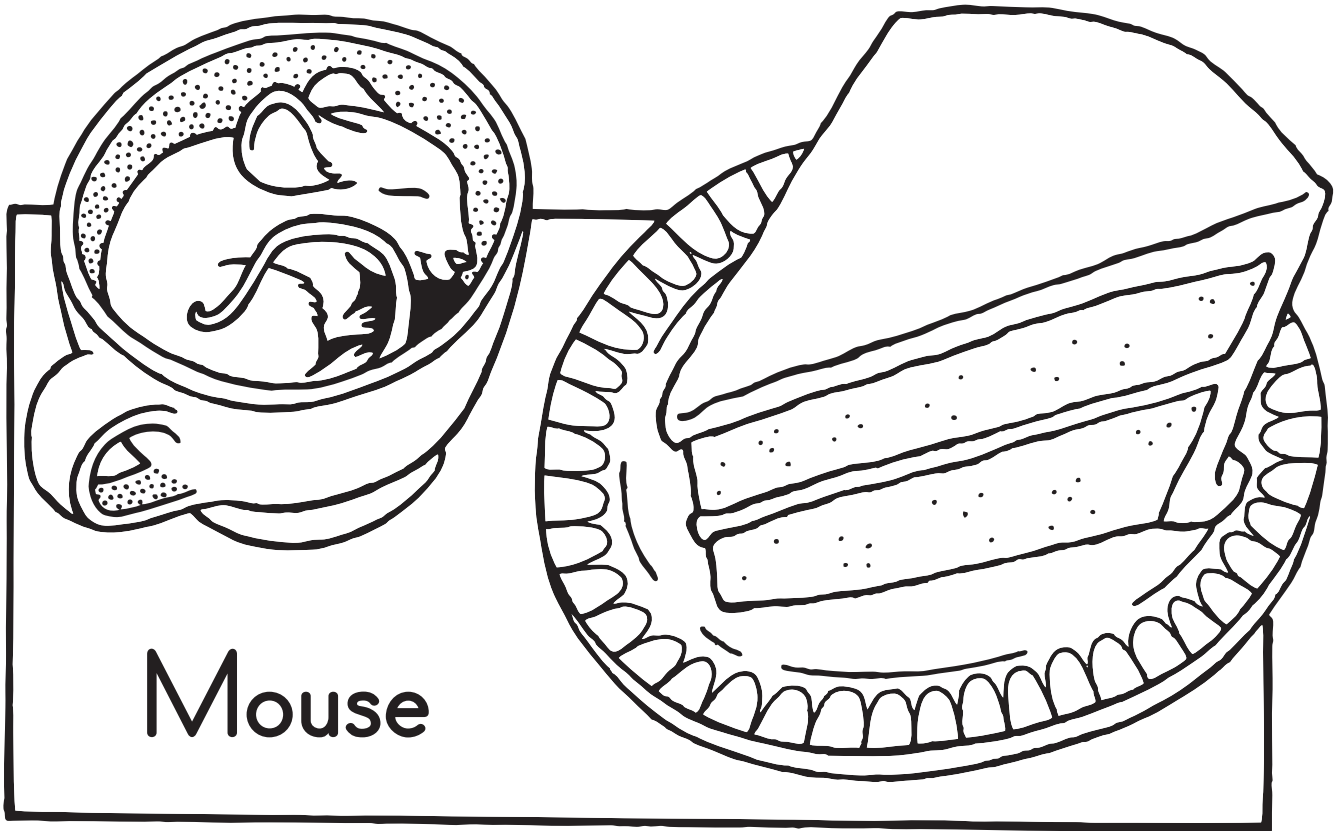
Have students pick a favorite poem or nursery rhyme at home. Ask students to bring in their poems. Then, provide each student with a sheet of paper. Challenge students to draw illustrations based on their poems or nursery rhymes. It can be one picture or a series of pictures about their selection. When students have finished, have them hold up their illustrations for the class while you read the poem or nursery rhyme they chose.













Name: \_\_\_\_\_

**Directions:** Trace the words to the poem. Color the picture.



 \_\_\_\_\_  
 Mouse curls up  
 \_\_\_\_\_  
 in a wee cup.  
 \_\_\_\_\_  
 When he wakes,  
 \_\_\_\_\_  
 he will eat cake!