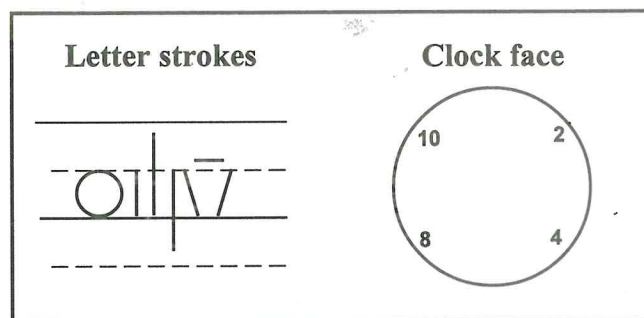


**TEACHING HANDWRITING** with

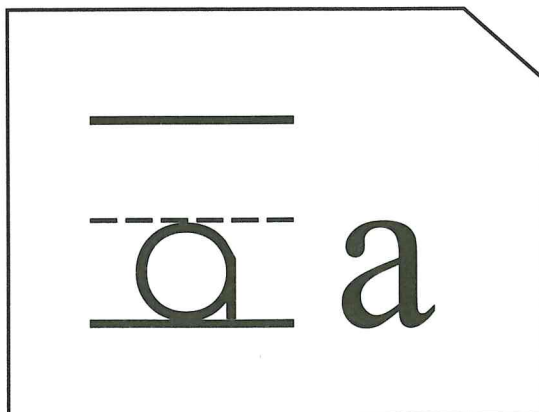
the correct spelling patterns of English speech saves time and quickly establishes essential cognitive skills. Letters are made with 7 different strokes as shown here. Dotted-line paper and the numbers, 2, 10, 8, and 4 “on the clock” face form the eight reference points which must be touched as the letters are formed. Your child will acquire skills in **listening, spatial relationships, auditory and visual discrimination, sequencing, memory, association, articulation, rhythm, inflection, and tone.** Instruction is rapid and accurate because the information is learned through four sensory avenues – sight, sound, voice, and writing.



The top line is the guideline for all tall letters. All tall letters start at the top but do not quite touch the top line. The dotted line is the guideline for all short letters which must touch it. The bottom line is called the base line. All letters sit on it but do not start on it. Letters which extend below the base line do not quite touch the lower-dotted line. Use a clock face for point of reference. All “clock letters” – the first 8 phonograms – begin at “2 on the clock.” Always start at 2; then go up and around toward the top of the paper. References to the “circle hand” explain use of the hand which holds the paper. For right-handed children, if the hand is relaxed, it will form a half circle as it rests on the upper left side of the paper. The opposite is true for left-handed children. Repeat letter formation directions as often as needed.

Both letter forms (bookprint and manuscript printing) are shown on the first 26 cards. Student/teacher dialogue, shown on the backs of phonogram cards, includes use of multi-sensory instruction and facilitates letter formation instruction. Students **SEE** the letter as they **HEAR** the sound; they repeat or **SAY** the sound and **WRITE** the letters which represent the sounds. To test, the visual is removed and students write the letters from hearing only the sounds pronounced. When they can do this, quickly and accurately, they have mastered the first information that is the basis for correct English spelling.

Front of phonogram card



Back of phonogram card

a 1.

**at-tape-want-talk**

**SOUND KEY FOR TEACHERS:**  
[do not teach key word to students]

**TEACHER SHOWS CARD AND SAYS:**  
[then forms the letter, while saying]

*/a/ is a short letter; start at '2 on the clock'; go up to touch the dots and round toward the circle hand; touch 10, and go down past 8 to set your letter on the base line; curve up past 4 to 2 and, without lifting your pencil, pull a line down to the base line.*

**TEACHER WROTE:** a [now erases it, and says] "Say with me, 'ā' - 'ā' - 'ah' - 'aw'"  
[and repeats instructions]

**STUDENTS SAY:** 'ā' - 'ā' - 'ah' - 'aw' [listen, and write the phonogram from dictation] a

**Note:** The vowel a has four 'voiced' sounds. The first sound is short within a closed syllable [bat]; the second is long at the end of an open syllable [ba by] and with silent final e patterns [name]. The third sound, 'ah,' is the same as the first sound of the /a/ phonogram, and is used in many primary words [want, soda, tuna, idea, banana]; 'aw' is now Webster's preferred pronunciation for words like: all, talk, balk, ball, tail, etc. We use a staccato rhythm.

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