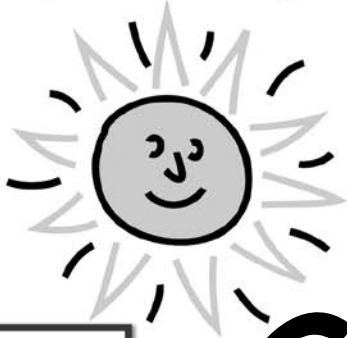


Phonological Awareness

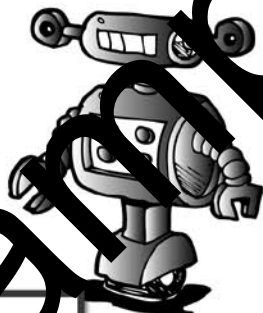
# Alphabet Letter Formations

## Book 4

Foundation



sun



robot



hat



cake



jelly



quiet



By Leanne Bidzinski

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Sample

# Teachers' Notes

Pre-writing skills are the fundamental skills children need to develop before they are ready to begin explicit letter formation instruction. These skills contribute to a child's ability to hold and manipulate a pencil, copy and reproduce shapes or letter strokes and to listen and follow directions. Ensure young children have the opportunity to participate and practise a variety of pre-writing skills in order to have the best chance of experiencing success when letter formation lessons begin. Below are just a few examples of pre-writing skills.

## **Fine motor skills**

1. Threading and lacing
2. Using play dough
3. Using tweezers, tongs, hammers and eye droppers
4. Drawing, colouring, copying and tracing
5. Finger games, songs and rhymes
6. Scissor activities
7. Craft
8. Using pegs, zips and buttons
9. Construction using Lego, Duplo, blocks, etc.
10. Jigsaw puzzles
11. Opening jars and containers

## **Gross motor skills**

1. Climbing skills
2. Wheelbarrow walking
3. Catching and throwing
4. Core strength
5. Crossing midline activities

## **Classroom skills and behaviours**

1. Listening skills
2. Following directions
3. Attention span
4. Ability to sit at a desk to complete tasks
5. Understand basic positional concepts, e.g. top, bottom, around, up, down
6. Preferred hand dominance

## **The importance of handwriting lessons and teaching letter formations**

With the continual growth of technology and word processing programmes, handwriting may now seem to be a trivial skill. A skill where explicit focus and repetitive practise can be viewed as a subject of the past and therefore omitted from a class timetable.

However, the explicit teaching of letter formations, accompanying posture and pencil grip are important skills that should not be ignored for a number of reasons.

1. The automatic recall and speedy reproduction of required letters allows mental freedom to concentrate on the elaboration of ideas, sentence structure and sequencing of content when writing. Children can concentrate on WHAT they are writing not on HOW they are writing.
2. Handwriting is a basic tool used in many subjects across the school curriculum. Poor handwriting and laboured fluency can have an adverse effect on school performance
3. When handwriting is perceived as arduous and time consuming, motivation to write can be reduced which has a direct effect on school achievement.

# S s

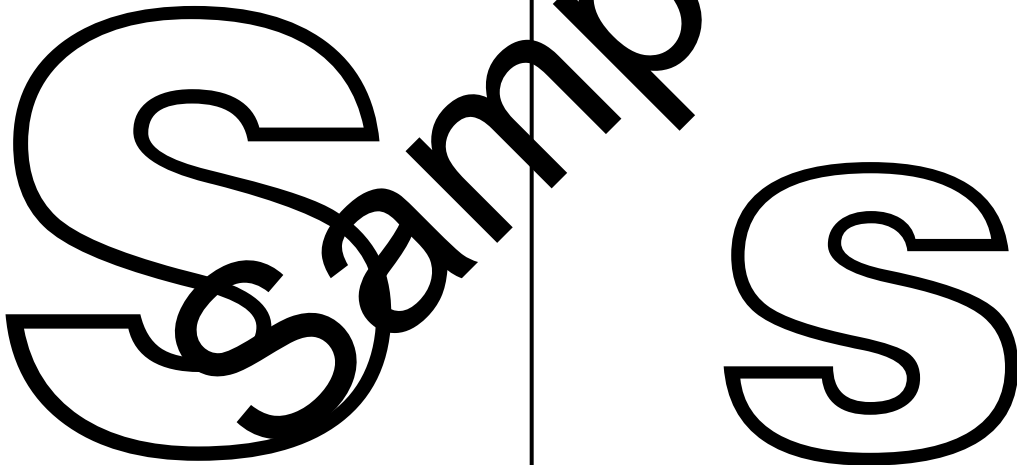
## Find

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  
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

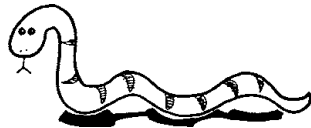
## Hunt

S A S  
e C  
S S g S  
Z B S  
t W F S  
S S b

## Colour



## Draw a



## Use



6

\_\_\_uny

\_\_\_nake

\_\_\_ix



\_\_\_pider

\_\_\_ock

\_\_\_oap

# A a

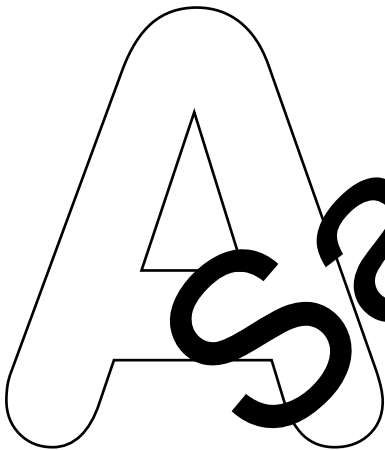
## Find

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  
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

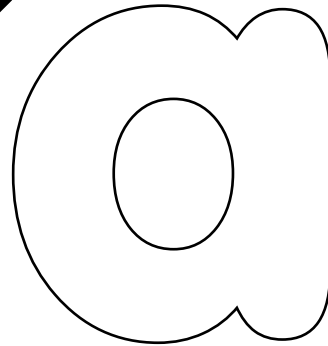
## Hunt

S A a  
e C  
a S a S  
Z A  
t W F S  
A a S A

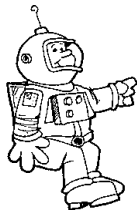
## Colour



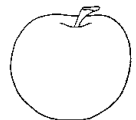
## Colour



## Draw an



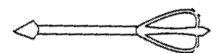
## Use



\_\_\_nchor

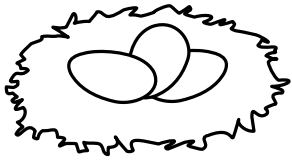
\_\_\_nt

\_\_\_pple



\_\_\_xe

\_\_\_rrow



N n



## Uppercase



Handwriting practice line for uppercase N.

Blank handwriting practice line for uppercase N.

Blank handwriting practice line for uppercase N.

## Lowercase



Handwriting practice line for lowercase n.

Blank handwriting practice line for lowercase n.

Blank handwriting practice line for lowercase n.

Sample

# N n

## Find

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  
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

## Hunt

R B n  
e N  
n N T p  
Q b N o C  
p N J n n  
N

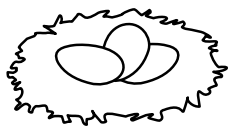
## Colour

N

## Colour

n

## Draw a



## Use



\_\_est



\_\_ail



\_\_eedle



\_\_et



\_\_ose



\_\_ut

# H h

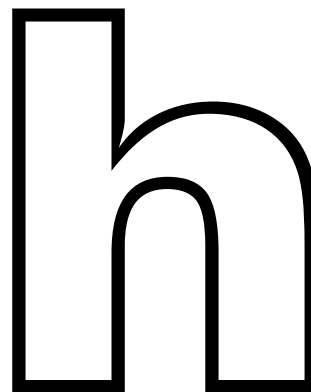
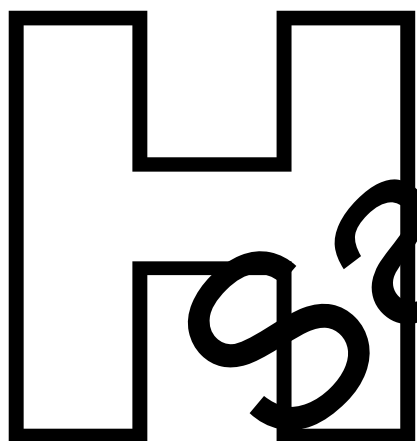
## Find

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  
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

## Hunt

H h H  
e h  
d h P  
h b h T h  
a N O E  
S H i H

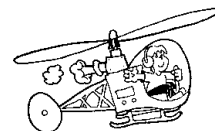
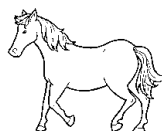
## Colour



## Draw a



## Use



\_\_\_orse

\_\_\_ouse

\_\_\_elicopter



\_\_\_and

\_\_\_at

\_\_\_en



# C c

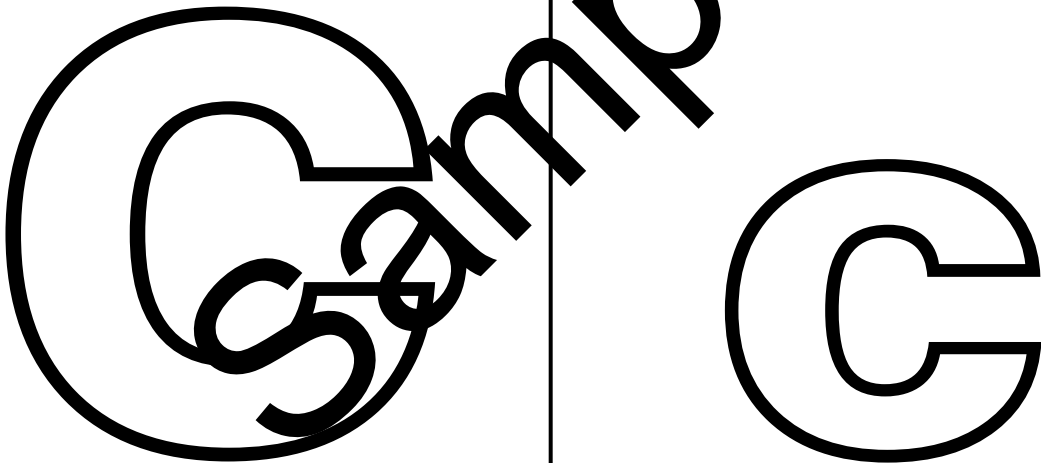
## Find

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  
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

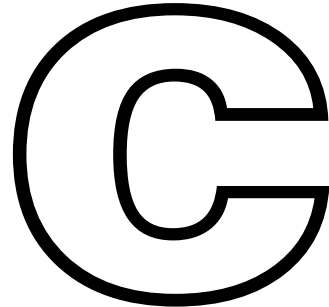
## Hunt

C C C  
a  
d K i  
o c m  
v C d w  
Y H c C

## Colour



## Colour



## Draw a



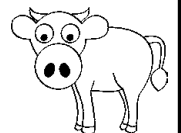
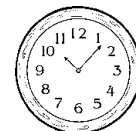
## Use



\_\_\_ ar

\_\_\_ ake

\_\_\_ at



\_\_\_ arrot

\_\_\_ lock

\_\_\_ ow

# U u

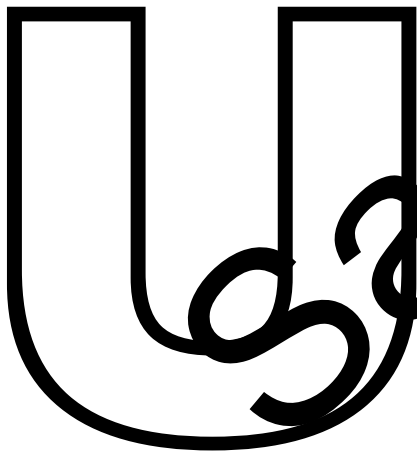
## Find

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  
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

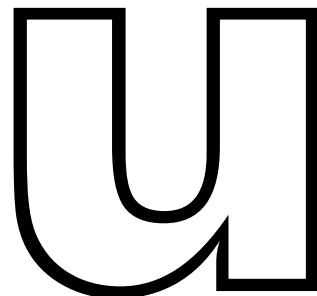
## Hunt

U X Q u  
U U a K U  
i u M p d c  
u R O u

## Colour



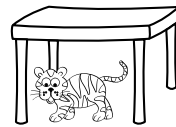
## Colour



## Draw an



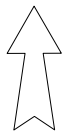
## Use



\_\_\_nder



\_\_\_mbrella



\_\_\_p



\_\_\_mpire



\_\_\_pside down