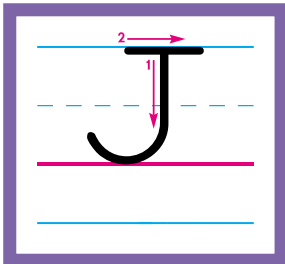
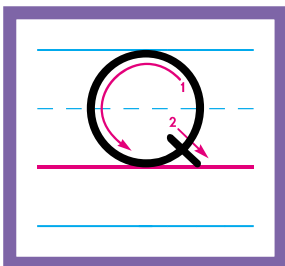




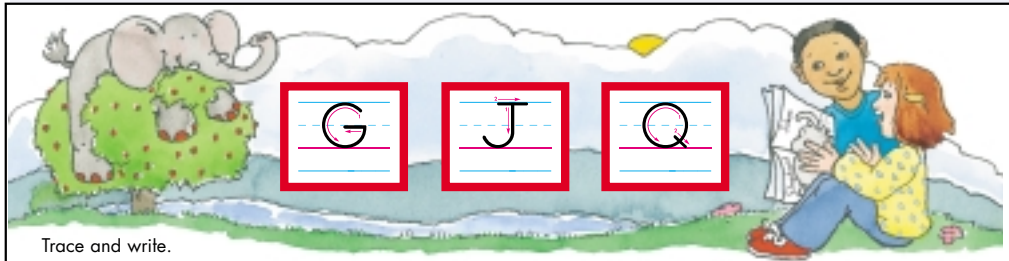
Touch below the headline; **circle back** (left), ending at the midline. **Slide left**.



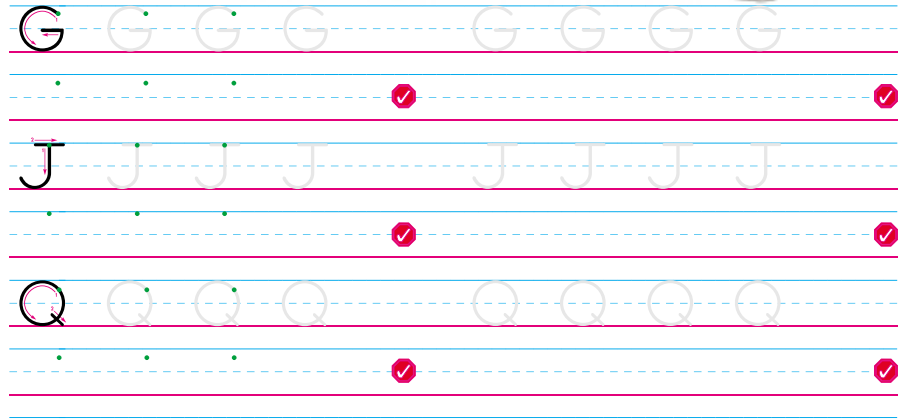
Touch the headline; **pull down straight**; **curve back** (left). Lift. Touch the headline; **slide right**.



Touch below the headline; **circle back** (left) all the way around. Lift. **Slant right** to the baseline.



Trace and write.



Stroke descriptions to guide letter formation at home:

Circle back. Slide left.



Pull down straight; curve back. Lift. Slide right.



Circle back all the way around. Lift. Slant right.



42



Present the Letters

Direct students to look at the letter models. To help students focus on the letters, ask:

- Which letter begins with a pull down straight stroke?
- Which letter has a slide left stroke?

Model Write **G**, **J**, and **Q** on guidelines on the chalkboard as you say the stroke descriptions. Repeat the stroke descriptions as students dip their finger in water and write large letters on the chalkboard.

Practice Let students practice writing the letters on marker boards or slates or on other paper before they write on the pages.



Write and Evaluate

Ask students to trace and write each letter, beginning at the position shown by the green starting dot. Remind students to take time to write each letter carefully.

Stop and Check This icon directs students to stop and circle their best letter.

To help students evaluate **G**, ask:

- Does the slide left stroke of your **G** touch the midline?
- Is your **G** about the same width as the model?

To help students evaluate **J**, ask:

- Is your **J** straight up and down?
- Is your slide right stroke on the headline?

To help students evaluate **Q**, ask:

- Does your slant right stroke end on the baseline?
- Does your **Q** look like an **O** except for the slant right stroke?

Write sentences about jokes.

Jokes are fun to tell.

Gil's joke made me giggle.

Quentin laughed quietly.

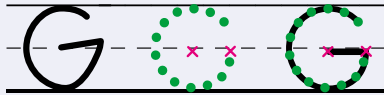
On Your Own

Write a sentence about what makes you laugh.

Size

Circle your best tall letter.

Corrective Strategy



To help students start and end the slide left stroke of **G** correctly, dot around a backward circle and place two **x**'s on the midline as shown. Demonstrate how to stop before making the slide left stroke on the midline. Have students trace your **G**.



Families may use the stroke descriptions on the student page to encourage good letter formation at home. Copy and distribute **Practice Masters 82 and 83** for students to take home for more practice with **g, j, q** and **G, J, Q**.



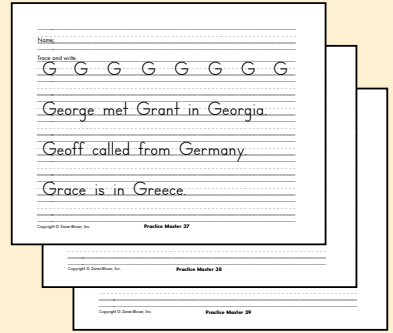
Apply

Before the students write on the page, write words from the sentence on guidelines on the chalkboard. Make some obvious errors in the size of some of the letters. Encourage the students to help you correct your errors. Point out that letters in a word must be the correct size if they are to be easy to read. Observe students as they write the words and respond to **On Your Own**.

Size

Help students evaluate the size of the letters they wrote by comparing them to the models. Then have them respond to the directions in the Key feature at the bottom of the page.

PRACTICE MASTERS 37-39



Coaching Hint

Fine Motor Skills

Students who write with a clenched grip or whose joints turn white while holding a pencil may have immature development of the wrist and thumb. To help, have students play with an Etch-a-Sketch, Magna Doodle, or similar toy. (kinesthetic)

**Write
Away**

Design a Book Jacket

Have students choose a familiar or imaginary book and make a book jacket for it. It could be a book of jokes. Distribute drawing paper and markers. Ask that they include the title of the book, the author's name, and an illustration on the front cover of the jacket. On the back, have them write about the book.