

Touch the headline; **pull down straight** to the baseline. Lift. Touch the midline; **slide right**.

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

Trace and write.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

turtle talk      Tate Tara

**School to Home** Stroke descriptions to guide letter formation at home:  
 Pull down straight. Lift. Slide right.

**School to Home** Pull down straight. Lift. Slide right.

36

## 1 Present the Letter

Have the children look at lowercase **t**. Help them recognize that the slide right stroke is on the midline.

**Model** Dip your index finger in a container of water and write **t** on guidelines on the chalkboard as you say the stroke description. Encourage the children to take turns dipping their finger in water and writing **t** on the chalkboard, repeating the stroke description with you as they write.

**Practice** Let the children practice writing **t** on marker boards or slates or on other paper before they write on the pages.

## 2 Write and Evaluate

Ask the children to trace the shaded letters with pencil, beginning each one at the dot. Then have them write two rows of letters and the words with **t**.

**Stop and Check** This icon directs children to stop and circle their best letter. (See p. T13.)

To help them evaluate **t**, ask:

- Is your **t** straight up and down?
- Is the slide right stroke written on the midline?

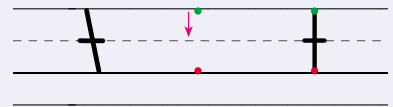
*Repeat teaching steps 1 and 2 for uppercase **T**.*

To help children evaluate **T**, ask:

- Is your slide right stroke on the headline?
- Is your **T** about the same width as the model?

## Corrective Strategy

To help the children avoid slanting **t**, remind them to shift the paper as the writing progresses. Have them practice pulling their index fingers straight down from the headline to the baseline before writing.



Families may use the stroke descriptions on the student page to encourage good letter formation at home. Copy and distribute **Practice Master 86** for children to take home for more practice.

Write the words.

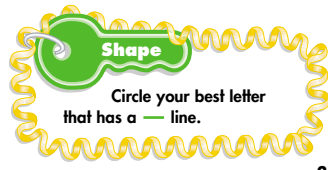
toy tub tell take

Write the sentence.

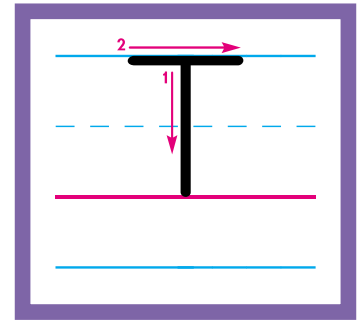
This is my toy train.

**On Your Own** Write words to finish the sentence.

Toy trains are



37



Touch the headline; **pull down straight** to the baseline. Lift. Touch the headline; **slide right**.

### 3 Apply

Before the children write the words and sentence, ask them to look at the page and identify letters that are formed with straight lines. Remind them of the importance of using the guidelines as they form their letters. Observe the children as they complete the page and respond to **On Your Own**.



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

### PRACTICE MASTERS 27-28

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

Write the letter and the words.

tail tie tree two

table tall tea teeth

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Lia met me in Texas.

Practice Master 28 Copyright © ZanBloser, Inc.

### Coaching Hint

**Basic Strokes** Have children look around the room for objects formed with lines. Help them determine whether a line is horizontal or vertical and describe it using the terms *pull down straight* or *slide right*. If possible, have them trace the lines as well. (visual, auditory, kinesthetic)

## Fun and Games



**Color the Lines** Choose different colors to represent vertical, horizontal, circle, and slant lines. Assign several uppercase and lowercase letters to each child. Invite children to write their letters on tagboard sheets, using crayons or markers of the selected colors. **T**, for example, would be written in two different colors: one for the vertical line and one for the horizontal line.

**Jigsaw Puzzles** Make jigsaw puzzles by writing each letterform on a square of tagboard and cutting it apart into its basic strokes. Invite the children to put the pieces together to practice correct letter shape.