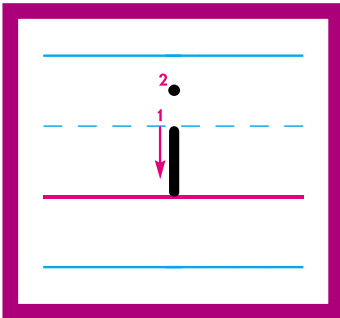


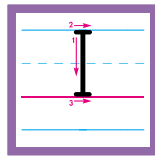
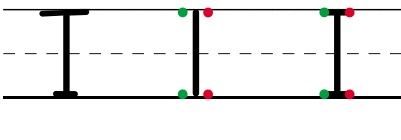
Touch the headline; **pull down straight** to the baseline. Lift. Touch the headline; **slide right**. Lift. Touch the baseline; **slide right**.



Touch the midline; **pull down straight** to the baseline. Lift. Dot.

### Corrective Strategy

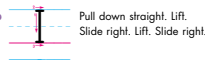
Have children trace the pull down straight stroke and then connect dots placed at appropriate widths on the headline and baseline. Say the description as they write.



Trace and write.



Stroke description to guide letter formation at home:



Directions: Discuss the picture on the page. Help children identify I in the words on the sign.

Use teaching steps 1, 2, and 3 below for pages 39 and 40 in the student book.



### Present the Letter

Ask children to recognize the target letter in the ABC border and in the picture words. Have the children look at uppercase **I**. Ask volunteers to help you describe how the two slide right strokes are alike. (*They are the same width.*)

**Model** Write the letter on guidelines as you say the stroke description. Guide the children in using the appropriate Basic Strokes pieces to form **I** on their desk. Have them say the description with you as they trace the shape with their finger.

**Practice** Let children practice writing the new letter in centers or at their tables in a variety of ways: on marker boards or slates, on large paper at an easel, in sand or finger paint.



### Write and Evaluate

Ask children to trace the shaded letters with their finger or pencil, beginning each one at the dot. Then ask them to write a row of letters below the shaded models.

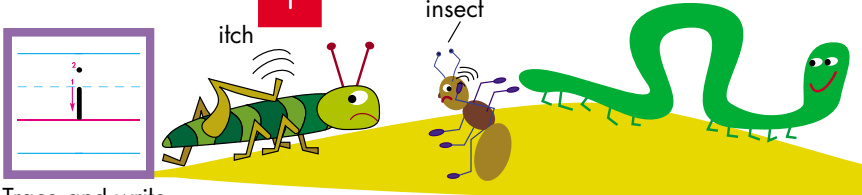
**Stop and Check** This icon directs children to stop and circle the best letter they wrote.

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

- Does your **I** begin near the headline?
- Is your **I** not too skinny or too fat?

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

- Is your **i** resting on the baseline?
- Is your letter straight up and down?



Trace and write.

Tracing practice lines for the letter 'i'. The first line shows a stroke order diagram for 'i' with a red arrow pointing down and a red dot above. Below are several rows of dashed 'i' characters for tracing. The words 'inchworm', 'itch', and 'insect' are written in large, light letters across the bottom of the tracing area.

**School to Home**  
Stroke description to guide letter formation at home:  
Pull down straight. Lift. Dot.

Directions: Discuss the picture on the page. Help children identify i in the words that name the pictures.

## PRACTICE MASTER 22

Tracing practice for the letter 'i'. It includes a stroke order diagram, a row of dashed 'i' characters for tracing, and several rows of blank lines for independent writing.

## PRACTICE MASTER 23

Tracing practice for the letter 'i'. It includes a stroke order diagram, a row of dashed 'i' characters for tracing, and several rows of blank lines for independent writing.

### 3

## Apply

Ask children to trace the target letter in each shaded word with their finger or pencil. Children who are ready may trace the complete words. Relate the words to the picture at the top of the page.



Families may use the stroke descriptions on the student page to encourage good letter formation at home. Copy and distribute **Practice Master 84** for children to take home for more practice.

## Readiness Counts!

### Letter Shape

Young children may have difficulty recognizing specific aspects of a letter's shape. Use the following activities in your classroom to develop shape concepts. (See page T7 for characteristics of the pre-writer, the emergent writer, and the developing writer.)

#### For the Pre-Writer

- Have the children play this game in small groups. Whisper the name of a letter to one group. Have the children in that group use their bodies to form the letter.
- Encourage them to work as a team.
- Some children might lie on the floor to make the shape as other

children help direct the pose. Encourage each group to take a turn at forming letters.

#### For the Emergent Writer

Write a letter on a piece of paper and display it in a place where children can easily see it. Ask children to describe the way the letter looks. For example, an **L** could be described as having three points, having two lines, looking like the corner of a window or a doorway, and so on.

#### For the Developing Writer

Invite several children to dip paintbrushes in water and make water marks on the chalkboard. Use the stroke descriptions, such as "pull down straight" or "slide right" to encourage the children to develop proper writing strokes.