



Monday: Capitals

Continue with very short daily lessons to maintain and improve printing skills. An easy way to plan your lessons is to focus on a different skill for each day of the week. On Mondays, during weeks 23–36, you will review capitals. Below are a list of suggested activities. You may also create your own.

My Favorite Book

Have students write about their favorite book. Make sure they include the date, author, the title of the book, and the main characters.

What's the Match?

Give each child a blank piece of paper. Using flashcards, show children a lowercase letter and see if they can write the matching capital. This activity is more fun if the students are in a place where they can't see letter display cards in the room.

Capital Mistakes

Write one sentence on the board intentionally using incorrect capitalization rules (e.g., "peter and sarah went to the store."). Children write the sentence correctly replacing the teacher's capitalization mistakes. Continue with different sentences.

Capital Letter Hunt

Give children 10 capitals written vertically down the side of paper. Then, children look through books to find words that start with those letters and write them next to the letter.

Missing Letters

Give students the names of their peers, but leave off the first letter. Have children write the missing first letter.

Write Road, Safety & Information Signs

Important signs tend to be in all capitals (EXIT, STOP, etc.). Have students make their own signs using capitals.

Guess My Frog Jump Capital

Call out parts of Frog Jump Capitals. Say, "I'm thinking of a letter. It has a Big Line, a Little Line, Little Line. What letter am I?" Children write the letter on paper.

Review F, E, D, P, B, R, N, M

Play the Mystery Letter Game for Frog Jump Capitals on the Gray Blocks. This is a paper/pencil equivalent of the Slate activity above.

Review Diagonal Capitals A, K, M, N, V, W with States

Using a puzzle of the U.S., pass out state puzzle pieces. Children trace the puzzle piece on paper and write the appropriate capital letter on the state. Many states begin with diagonal letters **A**, **K**, **M**, **N**, **V**, or **W**. Later, help your students write the correct two letter abbreviations. Modify this activity for other countries.

An Alphabetical Roll Call

Take roll to review capitals. Call out the letter **A**. If there is a student in the class whose name begins with **A**, the child writes **A** below the **A**. If not, skip **A**. Continue through the alphabet. Fill in other letters later.

A Capital Search

Review times when you would use a capital (first word in sentence, proper nouns, dates, etc.). Give children a paragraph. Have children search for capitals, and highlight or underline the capitals. Have children share their answers.



Monday: Capitals (continued)

Sign In, Please!

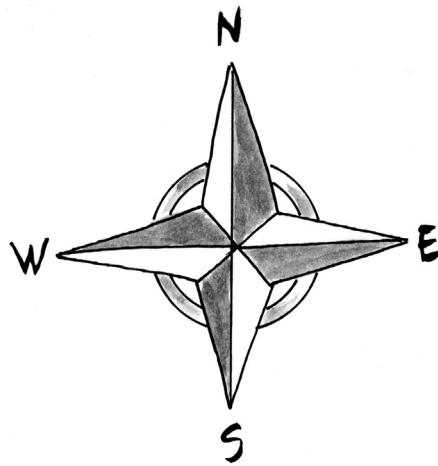
Have students write their name when signing in for a morning message or answering basic survey questions (e.g., "Which do you like most: chocolate, vanilla, or strawberry?").

Teaching Initials

Teach children about their initials. Have them write the first, middle, and last initial of their full name. Add periods between each letter. Children compare their initials looking for similarities and differences (e.g., "We have Frog Jump Capitals in our initials."). For more of a challenge, have children write the initials of their family members and friends, too!

Make a Compass Rose with N, S, E, W

Make or print a compass rose. Help children label **N** at top for North, **S** at bottom for South, **W** on left for West, **E** on right for East. Go outside in the morning. The sun comes up in the East. Use your compass to find East.



Sounds & Capitals

Using Gray Block Paper, have children write consonant letters and vowels according to their corresponding sound. For example, "Please write the letter that makes the /m/ sound." Children write the letter **M**.

Mystery Letter Game for Sounds

Play the Mystery Letter Game by using sounds. Instead of children identifying the letter, have them first make the sound of the letter. For example, "Big Line Down, Frog Jump, Little Curve. What sound does this letter make?" (/p/) "What letter is it?" (**P**)

My Favorite Book

Have students write about their favorite book. Make sure they include the date, author, the title of the book, and the main characters.

What's the Match?

Give each child a blank piece of paper. Using flashcards, show children a lowercase letter and see if they can write the matching capital. This activity is more fun if the students are in a place where they can't see letter display cards in the room.



Tuesday: Lowercase Letters

Tuesdays are for lowercase letters. Focus on forming and placing lowercase letters correctly on the lines.

What's the Match?

Give each child a blank piece of paper. Using flashcards, show children a capital and see if they can write the matching lowercase letter. This activity is more fun if the students are in a place where they can't see letter display cards in the room.

Lowercase Letter Hunt

Give children 10 letters written vertically down the side of the paper. Then, look through books, and have children find words and write them next to the letter listed.

Lowercase Labels

Generate a list of classroom objects (e.g., clock, mirror, door, library, etc.). Have students create labels for the different objects using lowercase letters. When finished, children place the labels on the objects.

Spelling with Rainbows

Provide children with spelling words. Children first write their spelling words in pencil. Then children trace over each word three to four times using a different colored pencil each time they trace.

Diver Letters: p, r, n, m, h, b

Stand up! Lead the children through the motions for the Diver Letters (**p, r, n, m, h, and b**). These letters use the "down, up, and over" stroke pattern. Write the six Diver Letters on Double Line Paper.

Same as Capitals: c, o, s, v, w, x, z

Use the multisensory Wet-Dry-Try activity on the Slate Chalkboard to teach these letters. Then have children write **Cc, Oo, Ss, Vv, Ww, Xx, and Zz**.

Missing Letters

Write letters on the Double Line Blackboard or double line paper and have children fill in the missing letters.

This reviews the alphabet and helps children with placing letters.

To review placing small lowercase letters: _ b _ d _ f g h _ j k l _ _ _ p q _ _ t _ _ _ y _

To review placing tall letters: a _ c _ e _ g _ i j _ _ m n o p q r s _ u v w x y z

To review placing descending letters: a b c d e f _ h i _ k l m n o _ _ r s t u v w x _ z

Where Do You Start Your Letters? At the Top!

This activity encourages correct habits for starting letters.

Prepare: Make a page of Double Line Paper with six dots evenly spaced across the mid lines. Say, "Get ready."

Children put their pencils on the first dot and wait on the dot. Start on a new line. Say, "Write." Randomly call out a letter - **a, c, i, m, n, o, r, s, u, v, w, x, or z**. Do one or two lines a day. This activity prevents children from starting letters on the base line.

Week 28 - Review e, o, a, t, n, s

These are the five most frequently used letters. Practice writing words using these six high frequency letters. Example words: stone, ants, eats, oats, nest, nose, note, seat, ate, one, net, son, sat, tan, ten, toe.



Tuesday: Lowercase Letters (continued)

Teach T & t

Letter **t** is tall like **T**. Have students make capital **T** with their arms. Then make lowercase **t** by crossing the **t** lower. Say that **T** and **t** are tall but lowercase **t** is crossed lower. Write sentences that use both capital **T** and lowercase **t**. Example sentence: Tim took tons of tools to make toys for tots.

Envelope Words with Two Letters

Print two-letter words on Regular Double Line Notebook Paper. Cut the words apart. Place both letters in an envelope. Children open the envelopes and put the two letters together to make words. (Optional: Have children write each word they make on a word list.) After each word, return the envelope and take a new one. Example words: to, he, it, of, in, on, at, up, is, as, be, go.

e Search

Copy a short paragraph. Have children work in pairs. Each child uses a highlighter to highlight all the **e**'s in his/her paragraph. Have children compare work. Did they get them all? Can they read the words to each other, taking turns? Copy the first three words with **e**.

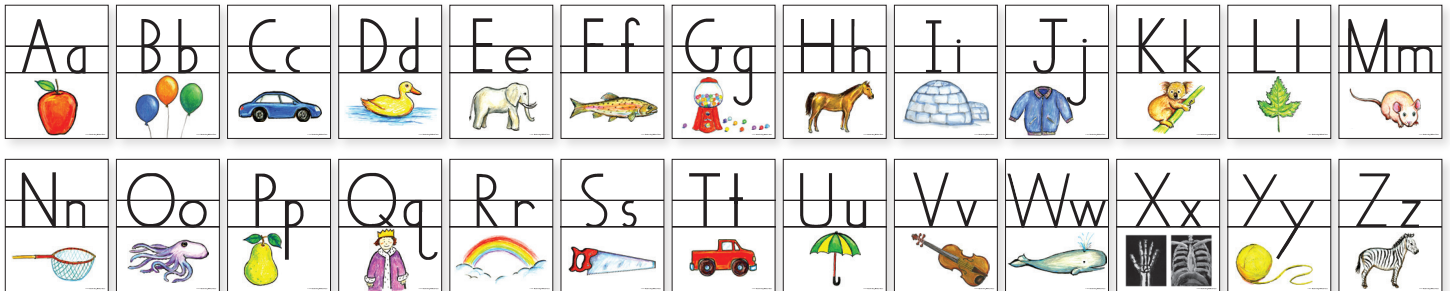
Names Together

Write children's names in title case. Cut off the capitals. Have children put the lowercase letters with the capitals, as if it's a puzzle.

J ohn = John

M egan = Megan

Descending Letter Teams



There are five descending letters in the alphabet (**g**, **j**, **y**, **p**, and **q**). Pick five children and see if they can quickly find the descending letters hanging on the wall.

What's the Match?

Give each child a blank piece of paper. Using flashcards, show children a capital and have them write the matching lowercase letter. This activity is more fun if the students are in a place where they can't see letter display cards in the room.

Lowercase Letter Hunt

Give children 10 letters written vertically down the side of the paper. Then, look through books, and have children find words and write them next to the letter listed.



Handwriting All Year - Wednesday Activities

Wednesday: Words

W is for Wednesday words! Focus on putting letters in words close together and leaving spaces between words.

How Many Syllables?

Practice decoding one- and two-syllable words (e.g., kick, white, shin, sandwich, lipstick, person, etc.). To break words into multiple syllables, make sure to follow basic patterns by ensuring every syllable has a vowel sound.

Then, write the words.

Word Wall Words

Have children copy three words from the class Word Wall and then use each word in a sentence.

Compound Word Generator

Provide children with flash cards with one word per card (e.g., key + board = keyboard; cup + cake = cupcake, etc.).

Children work together in pairs to match the words and create compound words. Children then write the words on pieces of paper, dry erase boards, or in journals.

Proper Noun Scavenger Hunt

Provide magazines and/or newspapers for children to cut. Children work together in pairs and hunt for pictures of proper nouns to cut out. Each group glues the picture to a piece of paper and labels it with the proper noun.

Printing Letters in a Word

Letters in a word are close to each other. Have children put their index fingers close together, but not touching.

Remind children that letters within words need to be this close. Have children write five Word Wall or vocabulary words and check the spacing between letters and words.

Modify Noun or Verb

Provide children with a word bank containing various adjectives and adverbs (see example below).

Children write sentences, using an adjective or adverb in each, on notebook paper or in journals.

Word Bank

fast	small	larger	gently
colorful	warm	cold	slowly
quickly	safely	outside	later

Magic c Word Review

If you reviewed **a**, **d**, **g**, or **o** on Tuesday, then try some of these words on Wednesday: cow, cat, call, add, act, age, dad, dog, dig, go, gas, gag, old, oar, oat.

Words with Diver Letters: p, r, n, m, h, b

If you reviewed **p**, **r**, **n**, **m**, **h**, and **b** on Tuesday, then try some rhyming words with Diver Letters: man, pan; rub, hub; rib, bib; arm, farm; run, bun; hen, pen.



Wednesday: Words (continued)

Match Pictures to Words

Have children write the word that goes with each picture. You can use any simple pictures that you choose. Here is an example:

cow

whale

fish

dog



Birthday Names

Make a simple birthday card for a student in the class. Show children how to print the birthday child's name by demonstrating it on the board. You may even teach to add an exclamation mark after the name, at the end of the sentence. Children can sign the cards and give them to the birthday child.

Happy Birthday _____

From _____

Frequently Used Words

Practice writing important, frequently used words from the Dolch Word List or the Fry Word List. These lists can be found by doing a simple internet search. Here are a few to get you started: go, in, all, eat, like, wash, these, small, seven, today, game, table, wood.

Words with q

The seldom-used letter **q** is also a Magic c Letter. Teach children to make a U-turn at the bottom of the **q** and to always follow **q** with **u**. Practice **q** words. Here are a few to get you started: quit, quiz, quack, quest, quick, quiet, quill, quite.

Word Endings

Focus on words with different affixes and inflectional endings (-ed, -s, -un, etc.). For example, write the words "jump" and "jumped" on the board. Read the words with the children and ask them to point out similarities and differences. Children should notice the -ed, which means an action happened in the past. Have students write the words and say a sentence using each. You could also have students look at texts and identify the word roots and inflectional forms. Students write the word root and the inflectional ending next to it.

List of Rhymes

Have children generate lists of rhyming words. Using the A+ Worksheet Maker, provide common rimes (e.g., -ip, -ill, -ot) with the missing onset. Children can add the onset to create rhyming words (e.g., ship, chill, dot, etc.). If children have difficulty, have them use the Color Print & Number Walls Cards to think of other possible onsets.



Handwriting All Year - Wednesday Activities

Wednesday: Words (continued)

How Many Syllables?

Practice decoding one- and two-syllable words (e.g., kick, white, shin, sandwich, lipstick, person). To break words into multiple syllables, make sure to follow basic patterns by ensuring every syllable has a vowel sound. Write the words.

I Mean This...

Provide various homonyms (see examples below) for children to explore using either a glossary or dictionary. Children record the different meanings in their journal or notebook.

Homonyms

play	aide	band	bit
block	bowl	can	duck
current	fan	gear	log
odd	pass	stamp	trunk

Big Water Words

Draw two columns on the board and label them "Ocean" and "Sea." Have children find an ocean or a sea on a globe and write the name of it in the correct column. Examples: Atlantic Ocean, Pacific Ocean, Indian Ocean, Black Sea, Red Sea, Mediterranean Sea.

Word Wall Words

Have children copy three words from the class Word Wall and then use each word in a sentence.



Handwriting All Year - Thursday Activities

Thursday: Sentences

Thoughts on Thursday! A sentence is a complete thought. Teach sentence skills today.

Journal Time

Use Regular Double Line Paper to create journals. Provide children with a prompt, such as "My favorite color is..." or "This summer, I am excited to..." Children can add illustrations and dictation/writing to their journal and share with their families.

Read & Write

Focus on one author and read a variety of his/her books (e.g., Leo Lionni, Eric Carle, Kevin Henkes). Encourage children to make connections through discussion followed by writing.

Friendly Sentences

Have children work in pairs. Each child writes a sentence, using paper/pencil or in their journal, saying something that describes their partner (e.g., "My friend wears glasses."). Change pairs of children a few times to allow them to write multiple friendly sentences.

Puzzling Sentences

Write words on the back of puzzle pieces (you can make your own out of cardstock) that fit together. Provide each pair of children with four to six of the puzzle pieces to assemble in order to create a complete sentence. Children write the complete sentence on Wide Double Line Notebook Paper or in their journal. Check to be sure children are using punctuation to end the sentences.

Watch the Teacher & Write

Beginning sentence skills are most easily achieved if you demonstrate letter by letter, word by word, and space by space. Write one sentence for your class to copy. Use Regular Double Line Notebook Paper.

Groups of Nouns

Discuss collective nouns with children. Provide examples of collective nouns for children to write sentences about in their journal or on notebook paper.

People: family, band, team, troupe, board, committee, etc.

Animals/Insects: pack, herd, swarm, flock, army, litter, colony, etc.

Sick Sentence Clinic

Write a sentence with the letters too far apart. Children circle each word in the sentence then copy the sentence over, using correct spacing. For example:

I a m b i g. I a m b i g.

Now, write a sentence with the words too close. Children underline each word in the sentence then copy the sentence over with spaces between the words.

Icanrun. I can run.

Alliterative Sentence Build

Play with alliterative sentences. For example, "Sam saw sixty-seven swans swimming." Have children add to the sentence or write another alliterative sentence using a different letter.

Punctuation Practice

Focus on punctuation. Have students copy sentences without ending punctuation and discuss if the sentence needs a period, question mark, or exclamation point.



Thursday: Sentences (continued)

Extra! Extra! Write All About It!

Write a class newspaper. Bring in a newspaper and discuss the different parts (e.g., news articles, opinion pieces, book reviews, etc.). Have each child choose a different topic to write about. Some can write a news article about what the class did last week (e.g., went on a field trip), others can discuss a favorite book or write their opinions about experiences that happened at home or school. Compile and share with families.

Sentence Song

Review parts of a sentence and sing the "Sentence Song."

Writer's Workshop

Have a writer's workshop in the classroom. Children write, draw, or dictate short stories or explanatory texts. In peer review sessions, children ask questions and make suggestions to help the author add details to his or her writing. Children can even act out their stories!

Opinion Prompts

Discuss the elements of a letter. Provide children with prompts or questions to write an opinion piece or persuasive letter:

- Pretend summer vacation is canceled. Write a letter to the principal to convince them to bring it back.
- Our class may be able to have a class pet. What type of pet should we have? Why?
- Write a paragraph about one character from a book.
- Write about your favorite movie.
- What do you think is the best food in the world?

Action Sentences

Do an action and then write a sentence about it. For example, you can use the word "jump." Children jump and then write the sentence, "We like to jump."

Question Marks

Write three to five questions on the board leaving off the question mark. Demonstrate the proper formation of the question mark and then call on children to add the mark at the end of each sentence.

Exclamation Points

Write three to five sentences using expressions on the board. Demonstrate the proper formation of the exclamation point and then call on children to add the mark at the end of each sentence.

Journal Time

Use Regular Double Line Paper to create journals. Provide children with a prompt, such as "My favorite color is..." or "This summer, I am excited to..." Children can add illustrations and dictation/writing to their journal and share with their families.

Read & Write

Focus on one author and read a variety of his/her books (e.g., Leo Lionni, Eric Carle, Kevin Henkes). Encourage children to make connections through discussion followed by writing.



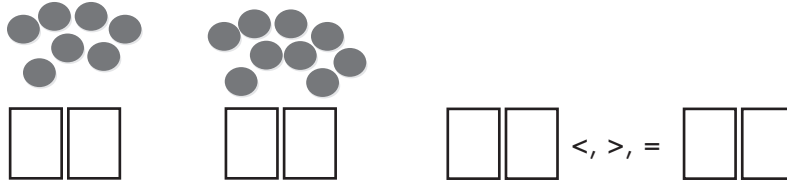
Handwriting All Year - Friday Activities

Friday: Numbers

Review numbers with fantastic Friday activities.

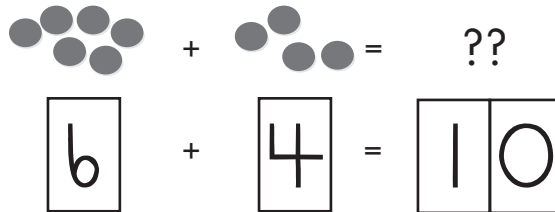
Greater or Less Than?

Prepare two sets of objects for each pair of children. Each child counts one group of objects and writes the amount in Gray Blocks, on a piece of paper, or on a dry-erase board. Each pair of children then compares the numbers using the symbols $<$, $>$, and $=$.



Mystery Numbers

Create addition or subtraction problems for children using sets of objects. Children use Gray Blocks or Slate Chalkboards to write numbers below each set and solve the equation.



Event Times

Prepare images of analog clocks with various times on them that can be connected to familiar events (e.g., sunrise, breakfast, lunch, snack time, dinner, sunset, bedtime, recess, etc.). Children read the clock and then write the time using paper/pencil or dry-erase boards. Be sure children write whether the event occurs during **a.m.** or **p.m.**



Lunch Time

12:00 p.m.

Hundreds of Comparisons

Call out two numbers with up to three-digits each. Children write the numbers on blank lines on a piece of paper or a dry-erase board and use $>$, $=$, and $<$ symbols to compare.

$$106 < 134 \quad 87 > 52$$

$$211 = 211 \quad 134 > 87$$



Handwriting All Year - Friday Activities

Friday: Numbers (continued)

Everything's Equal

Create addition or subtraction problems for children with a solution written in Gray Blocks, on a piece of paper, or on a dry-erase board. Children determine if the solution is true or false. If false, have children erase the incorrect digit(s) and write the correct solution.


$$\boxed{6} + \boxed{4} = \boxed{1\cancel{0}} \longrightarrow \boxed{10}$$


Numbers 1-10

Use a number line from your classroom. Give children clues for numbers to write (e.g., "Write the number that comes before 9. Write the number that comes after 4."). Children write the numbers in Gray Blocks, on a piece of paper, or on a dry-erase board.

An Array of Addition

Prepare rectangular arrays of up to five rows and five columns using various objects (colored dots, shapes, etc.). Children create addition equations to represent the arrays and then solve writing the digits on a single line. Example:


$$3 + 3 + 3 = 9$$


$$3 + 3 + 3 + 3 + 3 = 15$$

or

$$5 + 5 + 5 = 15$$

Phone Number/Address

Write the phone number or the street address of your school using double line paper.

Calendar

Have children write today's date or write numbers on a blank calendar.

Lining Up Lengths

Divide children into pairs. Provide three similar objects (e.g., three different lengths of yarn) for each pair to measure using a non-standard unit (e.g., paper clips). Children record the numbers that represent the different lengths in Gray Blocks, on a piece of paper, or on a dry-erase board and then rearrange them in order from shortest to longest.

Hopscotch Numbers

Make a hopscotch board on the playground or sidewalk. Children fill in the numbers on the board.

Make other pavement games with circles or squares.



Friday: Numbers (continued)

Guess How Long?

Measure a few objects (e.g., a book, a straw, a desk, etc.) to show children example measurements before they attempt to estimate. Provide various objects from around the classroom for children to estimate and then measure the length. Have children estimate the length of the objects using specific units (e.g., inches and feet OR centimeters and meters). Children should record their estimate on paper or a dry-erase board. Then children measure the actual length of the objects using measurement tools (e.g., rules, yardsticks, meter sticks, measuring tapes, etc.) and record the measurement on paper or dry-erase boards.

Play Pyramid

Use a die and several plastic cups. Children play in pairs. One tosses a die. The other child writes the number and picks up the number of cups indicated by the die. Will they make a pyramid? If not, toss again, write again, and add the additional cups to the new total. (Note **3**, **6**, **10** will make pyramids.)

What's Missing?

Write various addition and/or subtraction problems with different missing numbers (see examples below). Children write the missing numbers in Gray Blocks, on a piece of paper, or on a dry-erase board.

Examples:

$$\begin{array}{cccccc} 4 + _ = 9 & _ + 9 = 10 & _ + 4 = 19 & _ - 1 = 8 & 15 - 5 = _ & \\ _ + 1 = 12 & 4 + _ = 17 & 13 + 0 = _ & 13 - _ = 1 & 14 - _ = 5 & \\ 5 + _ = 7 & _ + 2 = 14 & 9 - _ = 3 & _ - 5 = 11 & _ - 2 = 16 & \\ _ + 1 = 15 & 8 + _ = 16 & 7 - 4 = _ & 19 - 11 = _ & 18 - _ = 8 & \\ 7 + _ = 11 & 10 + 3 = _ & _ - 2 = 6 & 17 - _ = 12 & 20 - _ = 17 & \end{array}$$

Event Times

Prepare images of analog clocks with various times on them that can be connected to familiar events (e.g., sunrise, breakfast, lunch, snack time, dinner, sunset, bedtime, recess, etc.). Children read the clock and then write the time using paper/pencil or a dry-erase board. Be sure children write whether the event occurs during **a.m.** or **p.m.**



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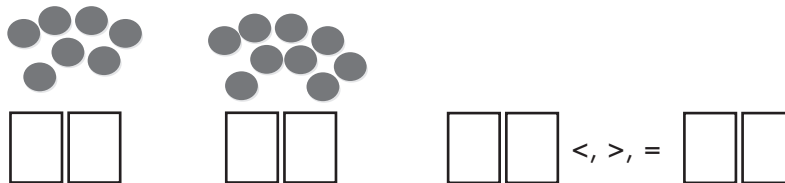


Handwriting All Year - Friday Activities

Friday: Numbers (continued)

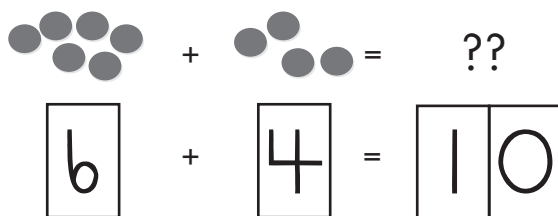
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Mystery Numbers

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Hundreds of Comparisons

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