

Lesson 17: Book A page 16

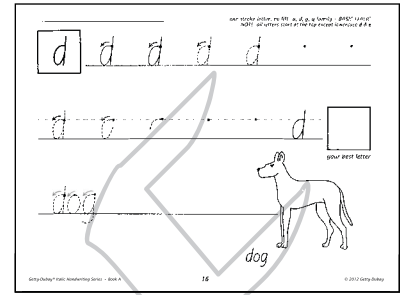
☐ **Day 41**

Book A

Teacher: If the student has little or no previous experience with letters, leave line three until later in the year (See Lesson 44). Ask student to have letter 'd' "sit" on the baseline. For early writers, the letter height will vary. A requirement for consistent letter height can be left until Book B and later. Extra credit: Copy the word 'dog' on unlined paper.

Student: Trace and copy lines one and two. At the end of line two, when ready, write a purposeful example of the letter 'd'. Trace the word on line three, then read it aloud.

Supplemental: IM p. 18, 38-39, 63. Read: Notes to Teachers; Letter Descriptions; Assessment Questions: Basic Italic Lowercase



 **Blackline Master**
on page 23

☐ **Day 42**

Student: Trace and copy lines one and two. At the end of line two, when ready, write a purposeful example of the letter 'd'. Trace the word on line three, then read it aloud.

Lesson 18: Book A page 17

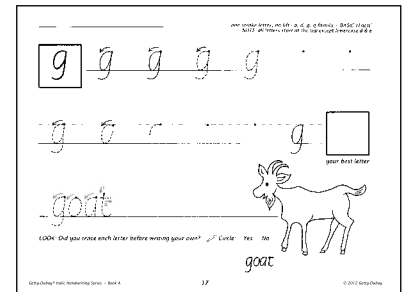
☐ **Day 43**


Teacher: If the student has little or no previous experience with letters, leave line three until later in the year (See Lesson 43). Ask student to have the body of letter 'g' "sit" on the baseline, with the descender dropping below the baseline. For early writers, the letter height will vary. A requirement for consistent letter height can be left until Book B and later. Extra credit: Copy the word 'goat' on unlined paper.

Student: Trace and copy lines one and two. At the end of line two, when ready, write a purposeful example of the letter 'g'. Trace the word on line three, then read it aloud.

Supplemental: IM p. 18, 38-39, 63. Read: Notes to Teachers; Letter Descriptions; Assessment Questions: Basic Italic Lowercase

Book A



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☐ **Day 44**

Student: Trace and copy lines one and two. At the end of line two, when ready, write a purposeful example of the letter 'g'. Trace the word on line three, then read it aloud.

Project Day

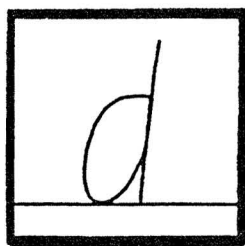
☐ **Day 45**

Provide guidance in activities that build fine motor skills, writing tool familiarity and hand-eye coordination, such as the following: Student colors in the line drawing on the workbook page; student makes a drawing using the letterforms on this workbook page; student colors in negative shapes ("counter shapes") of letters.

Name _____



_____ Date



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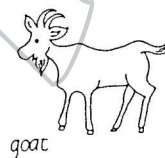
See BOOK A page 16

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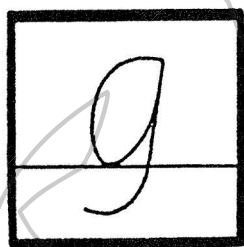
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Name _____



_____ Date



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