

Adventures in Pine Hollow ↻ Milestones in Reading

# Letters to Little Words

## Language Arts Guide

### WinterPromise

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# Letters to Little Words Introduction

Welcome to Your Letters to Little Words Program!

Learning how to read -- it's one of the most exciting experiences for a child when he finally reads his first word! But how to teach someone to read? It can be baffling for parents who are attempting it for the first time. How will this Letters to Little Words Guide help you give your child a love for reading?

**Phonics Cards** provide the structure for the program. They will help you teach each phonetic sound, provide an example for the handwriting program, and link you to the phonics character cards. In addition, the cards can be used in learning activities and games throughout the year.

**Character Cards** are part of the fun and motivation for learning each sound. The character's name has the phonic you are teaching, usually at the beginning of the name. The character illustration also reflects the shape of the letter to provide a memory tool for recreating the letter form.

**Pine Nut City Phonics Pages** reinforce the vowel sounds and provide additional writing opportunities.

**Get Ready, Get Set, & Go for the Code** reinforce consonant sounds and provide review through the year.

**Hands-On Phonics Activity Pack** has games that provide active opportunities to reinforce letter recognition, letter formation, and recognizing and distinguishing phonetic sounds.

**Creative Composition** ideas give your child a creative outlet for their imagination and encourage them to express their thoughts in a "written" form, progressing from drawing to writing words by year's end.

**Spelling** will begin after your student has completed the alphabetic sounds and is moving into the phonogram portion of the phonics cards. Students will learn words that will add to their vocabulary and increase their reading speed. Spelling will also include the so-called "sight" words, which students need to be able to rapidly read by sight and which do not always follow phonetic rules.

**Pine Nut City Handwriting Pages & Reproducible Handwriting Pages for Creative Kids** provide plenty of reproducible handwriting practice. Each week handwriting assignments are scheduled from the resource "Play on Pine Nut City Handwriting Set." In addition, there are reproducible handwriting pages for additional handwriting practice for creative kids. These sheets are in Appendix 2.

**Lifeskills** gives parents a reminder of important skills that your beginner student needs to master this year.

## Managing It All!

The most important thing you need to understand is that you do not need to complete every activity in this Guide to achieve the goal of teaching your student to read! It is designed so that you can eliminate some activities or written work to concentrate on the things that really connect with your student. If your student loves to write/draw, let them really work hard and long on those aspects. If your student absorbs things better with active instruction, spend more time on preparing and carrying out the activities portion. If you want additional activities, pick additional ones out of the "Hands-On Phonics Pack" or "Phonics Cards & Character Cards." It won't hurt to repeat them more often! The important thing is -- make the program fit you and your student!



# Letters to Little Words Understanding Our Vertical Phonics Method

## What is Vertical Phonics and How Will it Benefit My Student?

Vertical phonics is a specific reading methodology chosen by WinterPromise as the primary learning methodology for phonics. The information below will help you understand how to implement this year's learning materials, and familiarize you with why each part of the methodology is important. It will also help you understand how your student will benefit from the instruction they are receiving. As you continue through the year, you should be able to see your student assimilate the sounds and be able to decode progressively more difficult vocabulary. Please read the following so that you know what to expect from this program, and how to adjust it so it meets the needs of your student, especially if you've never used vertical phonics before.

### Fundamentals of Vertical Phonics

#### **FUNDAMENTAL #1: Multiple Sound Introduction**

Vertical phonics introduces all of the sounds of a letter at one time, rather than introducing "soft vowel sounds" then, later, introducing the "long sounds" and other sounds produced by vowels. In addition, multiple sounds may be introduced for consonants, such as the hard and soft sounds for letters like "c" and "g."

#### **HOW THIS BENEFITS THE STUDENT**

This methodology is viewed as helpful for reducing the confusion a student may feel when told for weeks or months that "a," for example, says /a/, only to find that it also says its name (long sound) and the "aah" sound in father. The methodology also provides solid decoding skills that get students decoding with confidence quite quickly.

#### **FUNDAMENTAL #2: Multiple-Letter Phonograms**

Vertical phonics also provides sounds for multiple-letter phonograms such as "dge," or "ai." These additional phonograms the child learns add an even more broad and solid system of sounds that are reliable for decoding.

#### **HOW THIS BENEFITS THE STUDENT**

The reliability of the multi-letter phonograms means the system does not depend upon phonics rules that seem made to be broken as often as they are kept, such as "when two vowels go walking, the first one does the talking," which is as often not true as it is true. It also gets students decoding much more difficult words with ease, as he or she would see the word sweater as a combination of five phonograms: s w ea t er.

#### **FUNDAMENTAL #3: Writing & Speaking as You Learn Phonograms**

Each letter or phonogram that is introduced to a student is written, and its sound spoken aloud by the student as they write it repeatedly for handwriting practice. Hearing the sound aloud accesses a student's oral learning center, while the act of writing it accesses the student's kinesthetic learning center, and seeing it as it is written accesses a student's visual learning processes.

#### **HOW THIS BENEFITS THE STUDENT**

This triple-redundancy in accessing each learning center is proven to imprint well on the student's mind.



# Letters to Little Words Understanding Our Vertical Phonics Method Continued

## Fundamentals of Vertical Phonics Continued

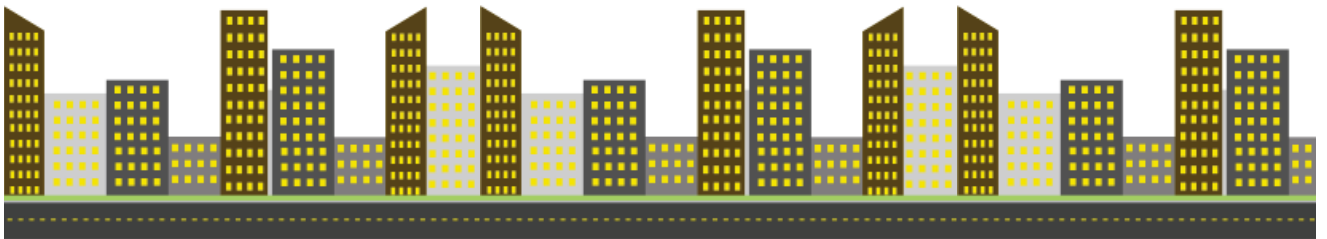
### **FUNDAMENTAL #4: Writing with Small-Lined Paper**

You'll notice we recommend a small-lined page with our writing originals. This is actually a part of the methodology as well, as writing in this size lines does two things: it forces the student to utilize fine motor skills, and it forces the student to concentrate to produce the correct letter shape. Larger lined paper allows for such large letter shapes, that a student can actually produce letters by using major muscle groups, as he moves his entire arm from the shoulder to make the letter. Unfortunately, these muscles are not those we want to train for letter formation. This is why we adults find it difficult to make nice letters on a garage sale sign -- these muscles are not designed for letter formation! Training these major muscle groups to create handwriting is pointless when it is the fine motor skills and muscles that must perform this task in the long run. It's somewhat like training your arm muscles to click your computer keys -- there's just no point -- only your fingers and wrists together are designed for this task, and all the training in the world will not make you a better typist until you train your fingers and wrists. It's the same for handwriting.

**AS REGARDING YOUNG STUDENTS, THIS IS ESSENTIAL FOR YOU TO UNDERSTAND!** Your student may be reading at an advanced grade level, and yet not have the fine motor skills well-developed enough to be writing with proficiency or even ease. This does not show a lack of effort or delay, but simply a lack of fine-motor readiness. This develops at different speeds with different children. It is often delayed in boys, whose bodies are designed to develop faster in major muscle control, while fine-motor skills lag behind. This is why you'll see boys tearing around corners at breakneck speed on bikes very early. Girls are often just the opposite. They develop fine-motor skills more quickly, while major muscle control lags behind. This is why you'll find them writing and drawing early, and dressing and undressing tiny dolls with efficiency very early. It's also why they often succeed with handwriting supposedly "on time," while boys have trouble meeting the expectations of the established school system. Rest assured, all children do develop fine-motor skills. Once your child has developed the fine-motor skills needed for writing, writing within the lines we've given you will not be a problem, and it will show that he or she is truly learning the skills needed for long-term writing success.

### **HOW THIS BENEFITS THE STUDENT**

The smaller lines keep students concentrating on making correct letter formation and train them early in key formation skills. These formation skills are honed when there is not a lot of "room" for error.





# Phonics Cards & Character Cards Teaching "Tatty's Dessert Plate"

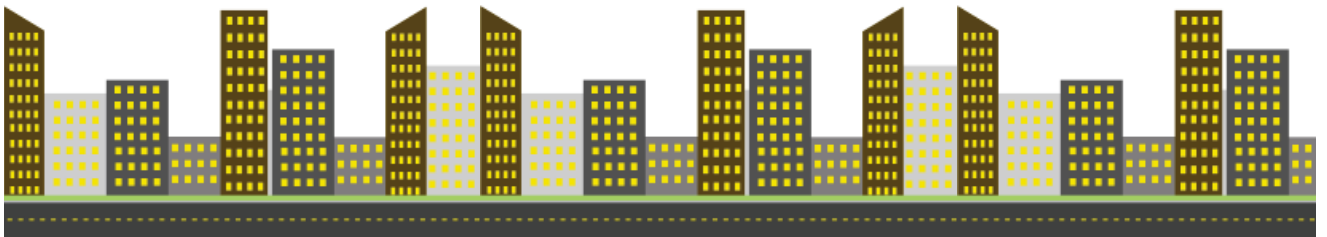
Our "dessert plate" represents the circular form of many letters of the alphabet. The letter "a" is an excellent example. Beginning writers often do not understand where to start these letters just below the mid-line.

The **cupcake** demonstrates where students should place their pencils in relationship to the "plate" and therefore, also to the dotted line. The cupcake demonstrates where on the rim of the plate the "dessert plate" letters begin their forms. These letters go around the rim of the "plate" in a counter-clockwise motion. The top of the rim of the plate would be where the mid-line would be. Therefore, the cupcake indicates a point just below the mid-line. To create circular forms, the student would start just below the mid-line, circle up toward the line going counter-clockwise, then continue in a circle form down toward the baseline and back up to the origin point. "Tatty's Dessert Plate" visual will help your student locate the "dessert plate" point of origin.



Finding the "dessert plate" point of origin may require more practice for some students. You may want to draw the dotted midline and the baseline onto your dessert plate card. To help them find this point at first, it will be helpful to draw dots just below the mid-line a good letter width apart for them to start their letters. In time, they will be able to find this point themselves. The additional time spent practicing this at the beginning will help them later on, as it will prevent writing letters backward.

On the plate there is also a Chocolate Chip Cookie. This cookie also helps students know where to begin the lowercase "e." These two items will help your student envision where to begin the "dessert plate" letters.





# Phonics Cards Alphabet Cards & Their Coordinating Character Cards

## Teaching the Alphabet Cards (1-26)

Introduce the letters according to the order they are numbered. This Guide has them scheduled for you at a pace that should be comfortable for most students. You may move more quickly if you need to, but remember -- it is most important that your child gets enough exposure to each phonogram that they retain and can instantly recall each sound.

The first day, use the front of the card to learn how the print version of the letter looks and have your student finger-trace the letter's form. You do not need to teach your student the letter's name. Instead, teach them the letter's sound. Your student does not necessarily need to know the letters' names until they start formal spelling. Until then, let them use the letter sounds and "name" them by their sound. They will read sooner with this approach.

Have the student write 2-4 lines of both the upper and lower case of the letter. As they write each letter, they should say the letter's sound. Write the letters for several consecutive days, and keep reviewing as you add letters. This review time is of the utmost importance! Every day, you need to re-view by using the cards flashcard style. When you do accumulate more letters that the student knows (6 or more), it is time to add phonics games with the cards 1-3 times a week. See card T11 & T12.

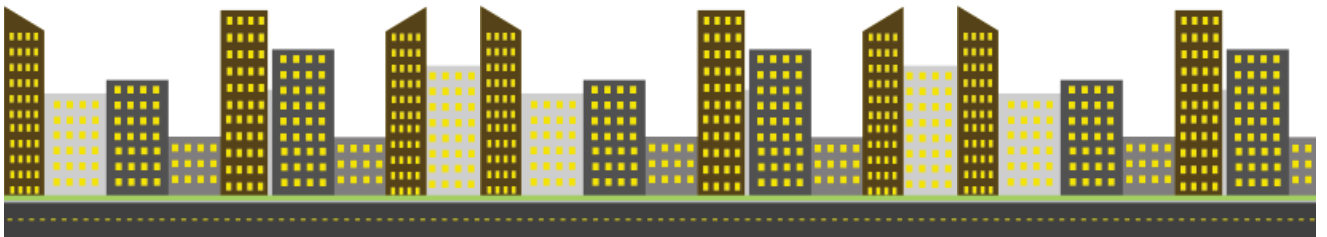
## Teaching the Alphabet Character Cards (Coordinate with 1-26)

After introducing the phonics card, you may want to introduce each letter's character on a consecutive day. The character has the same phonetic sound in their name, while the letter form itself is present in the illustration to serve as a memory tool for your student.

### Notice a couple points about the Character Cards:

The character's name is phonetically linked to the sound the letter makes. "F" makes only one sound, therefore the character's name (Fin the Frog) repeats that one sound: "f." However, "A" makes three sounds, so the character's name represents the three sounds: Mac Won an Acorn Award. This will help your child link the sounds to the letter. The most common occurrence of the sound is first (Mac), less common is next (Acorn), and least common is last (Award).

Next, the shape of the lower case letter is somehow imitated in the form of the character. "A" has its circle forming the "Acorn Award." For the lowercase letter, "f," Fin's head and body form the straight part of the letter and his shake tray shows students where to cross the lowercase "f." This is another memory tool. Make the most of them by demonstrating these memory devices.





# Phonics Cards Alphabet Cards & Their Coordinating Character Cards

## Introducing the Phonogram Cards (27-52)

By the time your student has finished their first 26 cards, the focus of your phonics study has changed. They should now be writing most of the letter forms with confidence and general success, and learning to write the letters is no longer of primary concern. Instead, you can continue to focus on putting together simple words with the letters your student has already mastered, and add to that knowledge the cards in the second half of this program.

The phonograms included in this package are by no means exhaustive of all the phonograms you will ever run into in the English language. This is by design. You will find that by the time your student finishes these cards, their ability to decode will be expanding so rapidly that you will no longer want to concentrate on additional decoding helps. Instead, your focus will once again shift -- this time shifting to: helping your student gain speed at recognizing "sight" words, helping them improve accuracy and confidence in decoding new words, and expanding their vocabulary.

In short, the phonograms in this package are enough to give the student what they need to go from "zero" to "Mach 5!"

## Teaching the Phonogram Cards (27-52)

Continue to have the student write the phonogram a few times on paper, just as you did with the alphabetic cards, while repeating its sound or slogan as written in the "student says" portion. Play games from time to time, including the new & old cards. Make use of the practice words at the bottom of the reverse of the phonogram cards to help your student learn to recognize the phonogram.

## Specific Suggestions for the Phonogram Cards (27-52)

- Vowels -** Follow directions on card reverse.
- "er"s -** Notice that the words that are an "as in" example form a sentence when strung together: "Early birds turn over worms." Use this sentence as a memory tool by drawing it.
- H Blends -** Follow directions on card reverse.
- "Twins" -** It is very successful to introduce these phonograms together and play a memory game with them, or try to have the student partner them, etc.
- Consonants -** Follow directions on card reverse.



# Letters to Little Words Utilizing the Rest of Your Program

## **Hands-On Phonics Activity Pack Activities**

These activities provide active opportunities to reinforce letter recognition, letter formation, and recognizing and distinguishing phonetic sounds. There are 20+ activities, enough to use each activity just four times during the school year, with a couple left over. If your child LOVES one of these activities and begs for it, substitute it for one of the others; if they hate one, avoid it and use another. There should be plenty.

## **Pine Nut City Phonics Pages & ...The Code**

Each day your student will work on pages from his or her “Explode the Code” workbooks, or make use of the phonics worksheets from “Mac & Nip’s Phonics Pages” resource. Each focus on more practice decoding and writing the phonics sounds that are introduced each day.

## **Creative Composition**

These ideas give your child a creative outlet for their imagination and encourage them to express their thoughts in a written form. For Animal Worlds students, use the Make-Your-Own Animal Notebook activity from your main program as their Creative Composition assignments. For all other students, keep in mind that at first they will be asked only to draw something that ties in with their other studies. Sometimes the assignment will coordinate with the social studies/history you are working on. This will gradually progress from drawing to writing words by year’s end.

## **Spelling**

Spelling will be very informal and will be used to add more words to your child’s vocabulary. Spelling assignments will begin after your student has completed the alphabetic sounds and is moving into the phonogram portion of the phonics cards. Students will learn words that will add to their vocabulary and increase their reading speed. Spelling will also include the so-called “sight” words, which students need to be able to rapidly read by sight and which do not always follow phonetic rules. The assignments will not necessarily result in a regular spelling test, as that is not our goal this year, but will require your child to know how to sound out and spell words nonetheless. You will find spelling activities on the following page.

## **Mac’s Make-Your-Own Readers**

These readers are designed to be another creative outlet for those who desire more hands-on work. (They are NOT supposed to read these at this point or know what the word says on their own!) Simply tell your student what each word says, let them draw a picture of that item, color it if they’d like, and finish by cutting apart the pages, and stapling them together. These will be fun to come back to at the end of the year, when your student may be able to read some of these words!

## **Lifeskills**

During these first years of school, there are some lifeskills that need to be taught to kids that are easy to overlook. This section gives parents a reminder of important skills that the beginner student needs to master this year.





# Spelling Activities

Choose 1-2 of these each week for practice and review of each week's words. Some of them would also count as handwriting activities if the student were careful completing the writing. There are 44 activities listed below -- more than enough to try one a week, or make it through the list twice using it twice a week.

Skittle Spelling	Write spelling words using M & M's, Skittles, peanuts, etc. Then eat your words.
Hangman	Play hangman with your words with a friend or sibling.
Goofy Story	Create a goofy story using as many spelling words as possible.
Cheesy List	Rip American cheese into small strips and use to make letters and words.
Word Search	Use grid paper to make a word search using your spelling words.
Memory Match	Write spelling words on cards (2 of each) and play "Memory Match" with them.
Spelling Search	Search for your spelling words in newspapers or magazines.
Rainbows	"Rainbow" your words by tracing over your words with different colors.
Send a Letter	Write a letter to a friend or grandparent using your spelling words.
Sidewalk Spelling	Write your words in chalk on the sidewalk, or in marker on a write/wipe board.
Tongue Twisters	Write tongue twisters with some of your words.
Bean Dip	Write each letter several times on large dried beans & arrange into words.
Alphabeticals	Write your words in alphabetical order.
Surround Words	Write your words on graph paper, then outline in color around the word blocks.
Braille	Find a copy of the Braille alphabet and convert your words into Braille writing.
Ransom Words	Spell out your words by cutting out letters from a newspaper and gluing down.
Sticks not Stones	Use matchsticks or popsicle sticks to spell out your spelling words.
Delicious Words	Spell your word list by writing them in whipped cream, peanut butter or honey.
Clay Configurations	Use modeling clay to form letters and assemble into spelling words.
Skyscrapers	Draw spelling words in vertical form, and draw building shapes around them.
A-Mazing	Draw a big maze, then put letters from spelling words along the paths leading to the correct ending, with decoy letters going to nowhere.
Beach Time	Write your words in sand in a shallow box lid.
Pasta Words	Arrange the letters of your spelling words using dried pasta on a countertop.
Mirror, Mirror	Draw spelling words backwards & reversed. Spell them aloud looking in a mirror.
On Deck	Arrange spelling words by making large letters out of any deck of playing cards.
Scrabble Scramble	Use Scrabble game pieces to form your words.
Record Me	Use a tape recorder to record yourself spelling the words without looking, then play the tape back to see if you've spelled them right.
Word Crossing	Join two words that have a common letter so they criss-cross.
Dictionary	Look up each word in the dictionary and write its definition.
Not That Hand!	If you are right-handed, write words with your left! Or the other way around.
Can You Guess?	Write a word on someone's back, and see if they can guess what it was.
Rhyme Sublime	Write each spelling word + 3-5 words that rhyme with it.
Engine & Caboose	Draw a train car for each letter in a difficult word. Make the engine & caboose big!
Spooky Letters	Use a flashlight to "draw" letters in the air in a dark room or outside at night.
Pebbles	Outside, find pebbles and arrange them into words.
Draw!	Use an Etch-a-Sketch or a magic erasing board to draw your spelling words.
Morse Code	Find a copy of Morse code in an encyclopedia and translate your words.
Spy Stuff	Make a code out of easy drawings, like triangles or flowers, and translate words.
Typing	Type out your words three times each on your computer.
Syllables	Divide your words into syllables.
Synonyms/Antonyms	Think of synonyms or antonyms for as many words as you can.
Detective	Find little words inside of your spelling words.
Artist's Challenge	Illustrate each word & write it below.
All the Answers	Write a question for which your spelling word is the answer. Example: Which hand did you hurt falling down? RIGHT



# Letters to Little Words Week 1



## It's Your First Week!

Please read thoroughly the instructions given in the front of this guide to understand how to use the different components of this program. As this is your first week the "Notes" are on a separate page from the grid. Please read the "Notes" on this page to help you with this week's assignments.

This first week will start out slowly and has less to complete for a few reasons. First, you will be starting a lot of other work as well this week, and it will help to be slow to take off in this area. Second, if your student is a true beginner, they will need this week to master the concepts of writing from top to bottom, and from left to right, and the basic letter forms. You will work with your student on mastering writing their own name over the next few weeks, and they should practice that skill during the year by writing it on worksheets they are given. Let's begin!

## Phonics Study & Reading

### Phonics Cards & Character Cards

Before you and your student begin using the Phonics Cards please read the notes in the front of this guide and also the "Teaching Pages" in the front of the Phonics Cards & Character Cards. Read pages T2-T12.

For this week, there are instructions on card T-8 to help you with the pre-letter forms. The language arts worksheets coordinate with these, and you may always use handwriting paper to add extra practice on these pre-letter forms if necessary.

### Weekly Phonics Review

As your student progresses through the year this weekly review will be very important. It will help keep what they've already learned fresh in their minds. This week and the next couple weeks your student won't have many letters to review which will make this assignment shorter than in later weeks when your student has learned more letters. To complete this assignment use the phonics cards.

### Jump Right Into Reading

**IMPORTANT NOTE:** You will be skipping around in this resource so that it will coordinate with your weekly phonics focus. This resource will begin in Week 2.

## Self-Expression Skills

### Spelling

**IMPORTANT NOTE:** Your student will not begin weekly assignments on spelling until your student knows all the letters of the alphabet and the sounds they make. This will begin in Week 28. Your student will have plenty of time to become familiar with the different letter sounds before spelling practice begins. Their spelling will come naturally. **This portion of the program is optional but many students are ready to begin spelling simple words.**

### Pine Nut City Handwriting Set OR Handwriting Practice

Our "Pine Nut City Handwriting Set," must be completed every week so your student will learn how the letters are formed. For pages whose directions include "plain paper," you don't have to complete every one of these assignments. We recommend this for students who struggle with handwriting and may get discouraged in learning to read if forced to complete more handwriting.

To complete the handwriting assignments outside the "Pine Nut City Handwriting Set," use either plain handwriting paper or the reproducible lined pages in the back of this guide. This portion of the program will begin in Week 2.

## Creative Composition

**IMPORTANT NOTE:** Each week creative composition ideas are given for more advanced students. The creative composition has students narrate, draw, or write. This portion of the program is optional. It is not necessary to complete the program. This portion of the program begins in Week 2.

## Activities & Lifeskills

### Hands-On Phonics Pack

Instruction and information on how to complete these activities are included in this pack.

### Lifeskills

Day 1 - Write Your First Name.

Help your student write their first name. Use the reproducible handwriting pages from this guide.

### Other Activity

Day 2 - Find Pre-Lettering Shapes

Help your student find straight lines, diagonal lines, circles and "rainbow" arches around the house, naming them as you go. See Phonics card T-4 for additional information.

**LOOK TO FOLLOWING PAGE  
FOR WEEK 1 GRID**

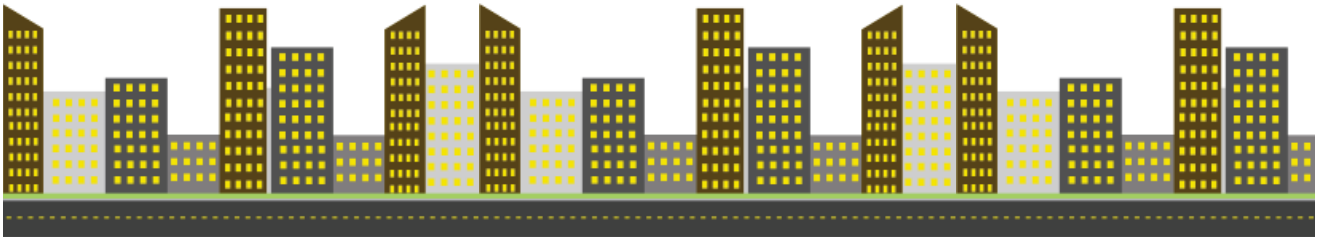


# Letters to Little Words Week 1



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>PHONICS STUDY &amp; READING</b>				
<b>Phonics Cards Introduction &amp; Instruction Cards</b>	Introduce the lines of writing paper as shown on card T-8.	Introduce the pre-lettering forms as shown on card T-8.	Help your student to understand writing left to right, top to bottom.	Have your student practice pre-lettering forms again.
<b>Weekly Phonics Review</b>				<b>PHONICS REVIEW:</b> Review the phonics cards you know.
<b>Get Ready for the Code</b>	None This Week.			
<b>Pine Nut City Phonics Pages</b>	Page 1	Page 2	Page 3	Page 4
<b>Jump Right Into Reading</b>	None This Week.			
<b>Mac's Make-Your-Own Phonics Readers</b>			Page 2	
<b>ACTIVITIES &amp; LIFESKILLS</b>				
<b>Phonics Activities from Hands-On Phonics Pack, Lifeskills, OR Other Activity</b>	LIFESKILLS Write Your First Name.	OTHER ACTIVITY Find Pre-Letter Shapes		
<b>SELF-EXPRESSION SKILLS</b>				
<b>Pine Nut City Handwriting Set, OR Handwriting Practice</b>		On plain paper, practice pre-letter forms.	On plain paper, practice more pre-letter forms if needed.	
<b>Spelling</b>	None this week.			
<b>Notes</b>				

Look at Previous Page for Parent Notes.





# Letters to Little Words Week 2



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>PHONICS STUDY &amp; READING</b>				
<b>Phonics Cards The Letter A #1</b>	Practice the "A" Card Sounds Look Below.	Learn the "A" Character "Mac won an Acorn Award" Look Below.		Hide & Seek "A's" Look Below.
<b>Weekly Phonics Review</b>				<b>PHONICS REVIEW:</b> Review the phonics cards you know.
<b>Pine Nut City Phonics Pages</b>	Page 5	Page 6	Page 7	Page 8
<b>Jump Right Into Reading</b>	Page 30	Page 31	Page 32	Page 33
<b>Mac's Make-Your-Own Phonics Readers</b>				Page 3-4 The Letter "A"
<b>ACTIVITIES &amp; LIFESKILLS</b>				
<b>Phonics Activities from Hands-On Phonics Pack, Lifeskills, OR Other Activity</b>	PHONICS PACK Collage for "A"	LIFESKILLS Spell Your First Name Look Below.	LIFESKILLS Write Your First Name Look Below.	PHONICS PACK Cupboard Search Party
<b>SELF-EXPRESSION SKILLS</b>				
<b>Pine Nut City Handwriting Set, OR Handwriting Practice</b>		Handwriting Sheet 1: Lowercase "a" & Uppercase "A"	Handwriting Sheet 2: Lowercase "a" & Uppercase "A"	On plain paper, write two lines each of the "a" & "A"
<b>Notes</b>				

## Weekly Phonics Focus Learning the Sounds of "A"

### Phonics Cards & Character Cards

#### Day 1 - Practice the "A" Card Sounds

Give the student the "a" phonics card to hold. Tell them what big letters are for - first letter of names (like theirs -- and names of cities, streets, stores, and more), first letter of the first word of a sentence, and for most words in a title (like the title of a book). Then practice the "a" sound.

#### Day 2 - Learn the "A" Character

Use the "A" Character Card, "Mac won an Acorn Award" to help your student remember:

- That "a" makes three sounds.
- Which three sounds "a" makes (present in character's name in correct order).
- The form of the letter (shown in the acorn award).

#### Day 4 - Hide and Seek "A"s

While your student covers their eyes, hide the "a" card near or in an object that begins with that letter. Then, give them some help finding it by going around the room pronouncing the names of possible hiding places.

## Activities & Lifeskills

### Day 2 - Spell Your First Name

Today, help your student learn how to spell their first name.

### Day 3 - Write Your First Name

Using the reproducible handwriting pages from this guide have your student practice writing their name.

## Creative Composition

### ANIMAL WORLDS: Complete Animal Notebook Pg. ALL OTHERS: Draw a List of "A" Animals

Suggestions include: ape, alligator, ant, anaconda, antelope, armadillo, aardvark, or angelfish.

# Pine Nut City Phonics Pages



**This Resource in Ebook Version:** This resource can be printed single-sided, in full color or black and white. It can be hole-punched, if you prefer.

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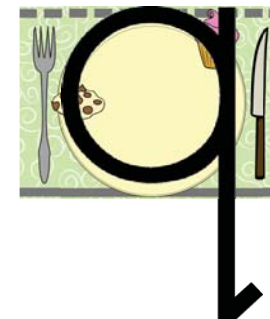
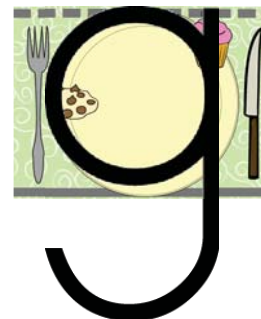
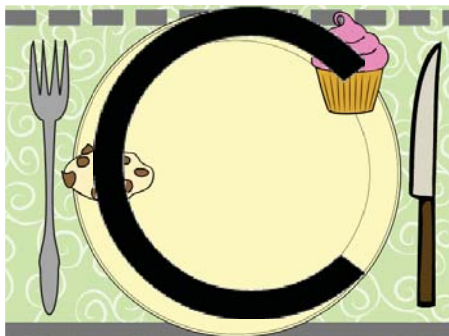
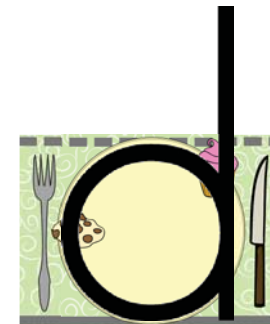
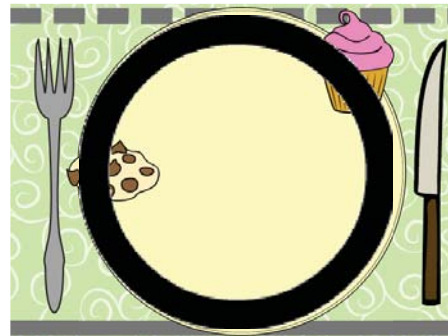
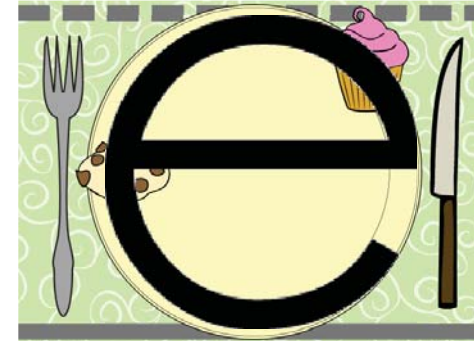
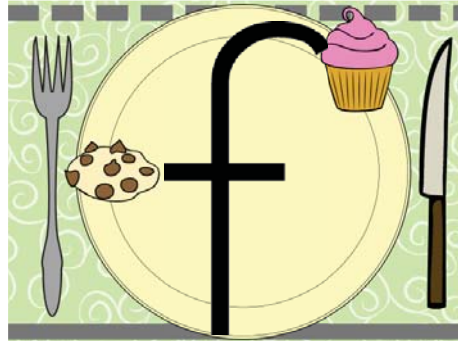
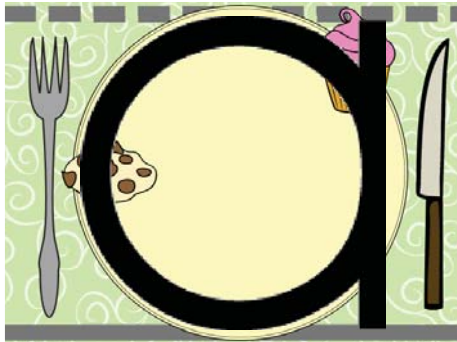
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# Pine Nut City Phonics Pages: Using This Resource

This resource will teach students how to form their letters and say their sounds. There are also additional pages for vowels. A key additional tool for helping your student complete this resource will be “Tatty’s Dessert Plate” from the Phonics Cards and Character Cards resource. The letters a, f, e, s, o, d, c, g and q are all letters help formed by Tatty’s Dessert Plate. Below are examples of how these letters are formed using “Tatty’s Dessert Plate.” Use this page for reference as needed. Look at instructions in guide for “Phonics Cards & Character Cards” for more information.





Page 1

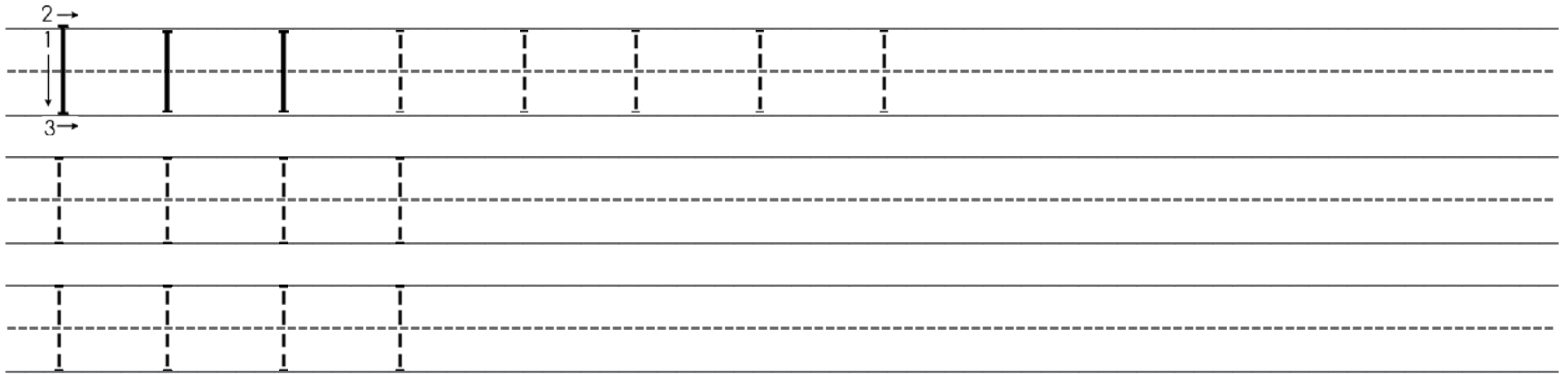
Name: \_\_\_\_\_

### Pre-Lettering Forms

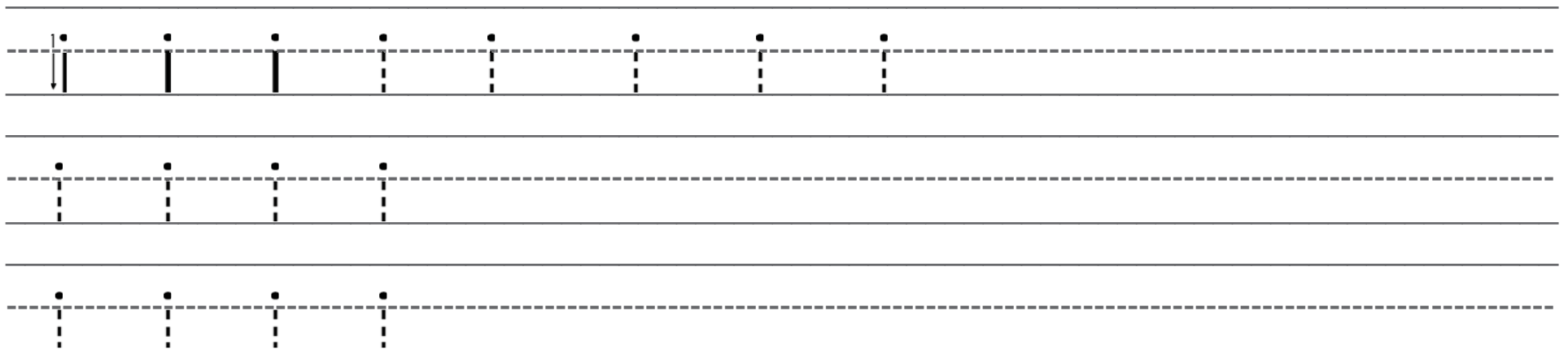
Used for uppercase B, D, E, F, H, I, K, L, M, N, P, R, T.

Use for lowercase b, d, h, k, l, p, t.

Straight line. Start at the upper line and go straight down the baseline.



Straight line. Start at the mid-line and go straight down the baseline.



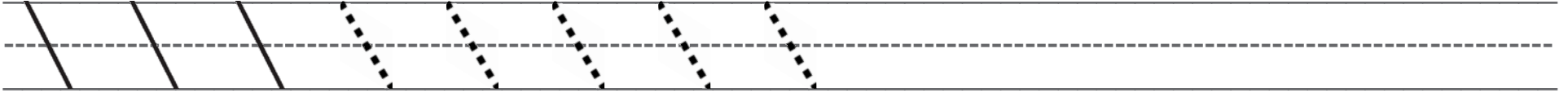


Pre-Lettering Forms

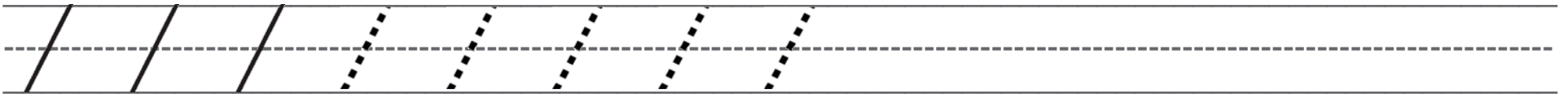
Used for uppercase A, K, M, N, R, V, W, X, Y, Z.

Use for lowercase k, v, w, x, y, z.

Diagonal line. Start at the upper line and go diagonally down to the baseline.



Diagonal line. Start at the upper line and go diagonally down to the baseline.







Used for uppercase B, C, D, G, O, P, Q, R, S and lowercase a, b, c, d, e, f, g, o, p, q, s.

Circular forms. Start at the cupcake on "Tatty's Dessert Plate" as shown on Phonics card T-I.

Handwriting practice lines for circular forms. The first row contains four solid circles with a starting dot and arrow, followed by four dashed circles with a starting dot, and then ten individual starting dots. The second row contains four dashed circles with a starting dot, followed by ten individual starting dots. The third row contains four dashed circles with a starting dot, followed by ten individual starting dots.

Circular forms. Start at the cupcake on "Tatty's Dessert Plate" as shown on Phonics card T-I.

Handwriting practice lines for circular forms. The first row contains one solid circle with a starting dot and arrow, followed by three dashed circles with a starting dot, and then ten individual starting dots. The second row contains four dashed circles with a starting dot, followed by ten individual starting dots. The third row contains four dashed circles with a starting dot, followed by ten individual starting dots.



Used for uppercase B, J, P, R, S, U.

Use for lowercase b, f, g, h, j, m, n, p, q, r, s, u.

Arched or “rainbow” line. Start at the baseline, arch up to the upper line and back down to the baseline.



Curved form. Start at the mid-line and go up to the upper line, then curve down to the baseline.





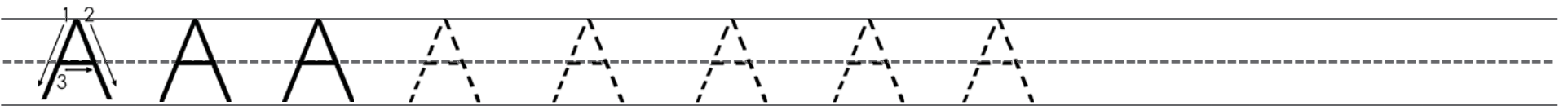
Page 5  
The Vowel "A"

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

Lower case "a." Start at the cupcake on "Tatty's Dessert Plate" as shown on Phonics card T-1. Remember to have the student say the sounds as they write.



Capital "A." Start at the upper line and follow arrows as shown.





Circle all the A's and a's in the lines below.

a d g a r f w q x a t a m c

q a p t z i r u c a w c q a


x w k n f a m e s a w l h a

z q o b v e l a t x s a v y

Q A O A E P R V X A R A

E U S I A L W T A V X L P

S T W X Z O A L M A C E



# Mac's Make-Your-Own Phonics Readers



**Ebook Version Printing Instructions:** Print the pages single-sided, cut each reader apart on the bold black lines, stack and staple together on the left.

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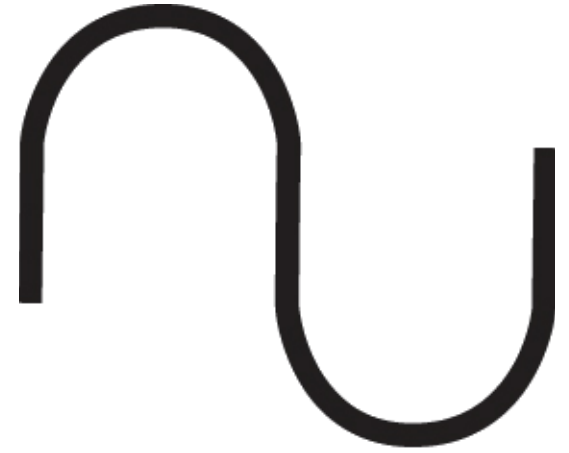
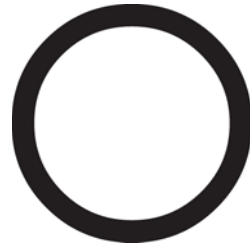
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Pre-Lettering Forms

What can you make of these shapes? Use your imagination!

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



My Own "A"  
Reader

adult

asleep

apple

your age

army

America

ax

auto

angry

art

attack



# Letters to Little Words

## Pine Nut City

### Handwriting Set



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## Handwriting Sheet 1: Lowercase "a" & Uppercase "A" Practice

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

Write two lines each of the lowercase "a" and uppercase "A." As your student writes, have your student say the three sounds of the letter "a."

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for practice.

# Handwriting Sheet 2: Lowercase "a" & Uppercase "A" Practice

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

Write two lines each of the lowercase "a" and uppercase "A." As your student writes, have your student say the three sounds of the letter "a."



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.