

Possible Regular Daily Activities—You choose the ones you feel will work for you. Feel free to add your own.

1. Writing the Manuscript Letter, Upper Case and Lower Case. You may use the scripted directions (See p. 312-312) or **use your own**. You're the teacher. You know your students or your students as the case may be. Use the directions for making the letters according to the method you are using.

You can use fonts from <http://www.educationalfontware.com/> and find links to all the major publishers of handwriting systems.

2. Keep the accent on legibility. If, for example, you decide to use D'Nealian and your student finds it difficult to make the start of a "monkey tail" or "hook" at the end of a letter, don't make a scene. Just have it end straight down at the line just as it does in Getty-Dubay Italic. If you or your student don't like the Capital Q in the system you're using because it looks too much like the number 2, don't use it. There is no law that says if you teach Palmer that you can't slip in a letter formation from Getty-Dubay Italic, Barchowski, Peterson, or D'Nealian.

3. Search and destroy "game" revealing real words between the letters searched for. You can use this for any lesson.

For example: For the letter J Circle the j's and underline the real words inbetween.

AJBATJSTARJSTARTJHIGHJSADDESTJTEASEDJ

You can put them in lower case cursive: *jbatjstarjstartjhighjsaddestjteasdj* or in any fonts you wish. The more the merrier.

4. Reading and reviewing words using word flash cards. The difference is in the type of cards used. Rather than using only one font, one size, all lower case we believe in using different fonts, different sizes, and upper and lower case as in:

<i>day</i>	bay	say	Ray	<i>stay</i>
DAY	<i>bay</i>	<i>say</i>	Ray	stay

5. Decodable Sentences suitable for

- a. reading exercises,
- b. dictation writing exercises,
- c. copying exercises,
- d. keyboarding

Decodable Sentences available at the end of Unit 3 after 8 letters (abcd rst y) have been taught: A sample sentence:

1. Say, Stay, Ray. Stay a day.

By using the magic of computers and their ability to change fonts you can make them all capitals as in:

1. SAY, STAY, RAY. STAY A DAY.

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Making Decodable Sentences By sorting the word cards in piles as nouns, verbs, adverbs, and adjectives, you can have the students create their own silly sentences. The sentences should be created using only the letters they have already been taught. In this case, the letters taught have been abcd rst y. Using just those eight letters, 29 different basic words are decodable. There are 94 POWER words available that are decodable, words such as act and cast. There are also 20 different names that are decodable. So, in just teaching 8 letters, if the phonics involved are mastered, then there are at least 143 words that can be used. After the addition of each new letter the number of decodable words goes up exponentially.

Practicing Alphabetical Order. We believe that alphabetical order should be taught as we teach the alphabet. Students can be given practice putting the letters they have learned in alphabetical order. What comes before d? Answer c. What comes after s? Answer t. What comes before r? If we use alphabetical order for just a minute or two each day, it helps making the use of alphabetical order an automatic process long before they will really, really need it in personal life.

Length and number of sessions: We believe that three separate fifteen-minute sessions will produce more learning than one sixty-minute session. By separate, we mean that at least two hours must be in between the sessions. If you wish, you may use 10 minute sessions. You may use 20 or 25 minute sessions. You are the teacher. You know your students.