



Handwriting Chants

For CKLA Kinder by Unit

Lowercase and Uppercase Printed Letters

Curriculum and Assessment

Exceptional Student Services

Unit 3 - Lowercase

m - Short line down, add a hump

a - Circle to the Left, add a short line to me

t - Long Line down, add a line across

d - Circle to the left, add a long line

o - Circle to the left

c - Circle to the left, leave it open

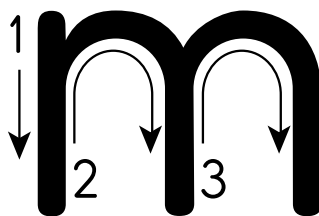
g - Circle to the left, add a fishhook below

i - Short line down, add a dot above

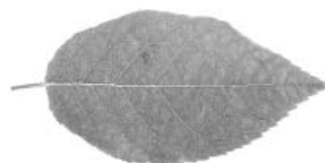
Name _____

1.1

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3.) hump. Student should say the sound as he or she writes the letter.



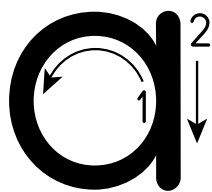
Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.



Name _____

2.1

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down.
Student should say the sound as he or she writes the letter.



Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.



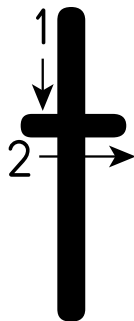












Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift), 2. short line across. Student should say the sound as he or she writes the letter.

Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.





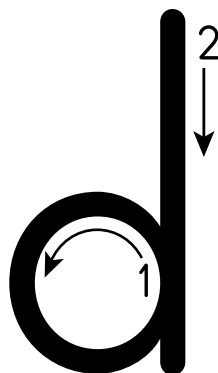


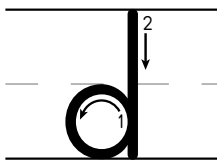
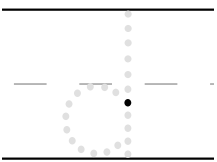
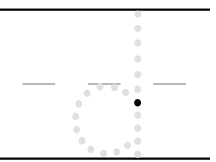
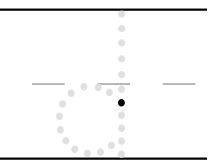
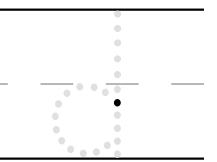
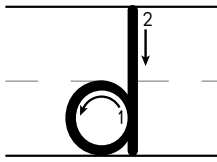
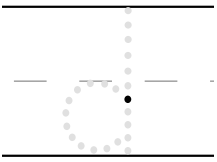
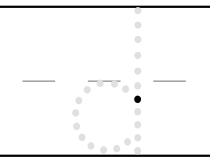
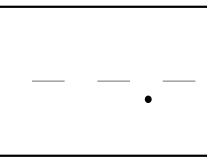
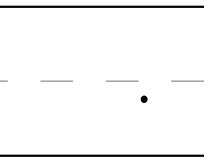
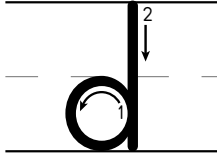
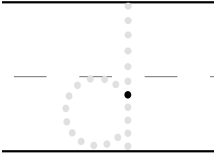
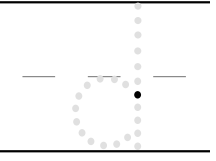
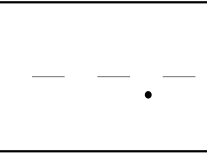
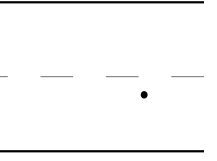
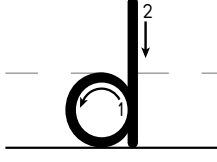
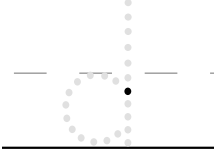
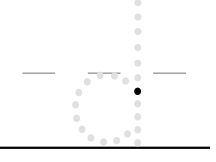
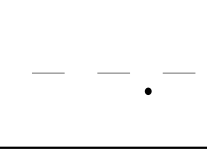
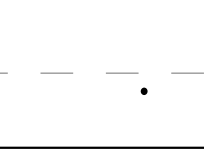
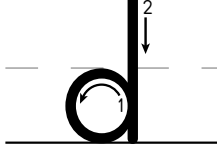
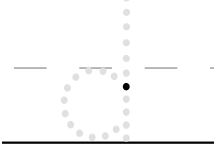
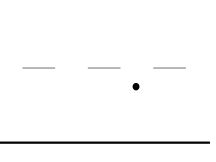
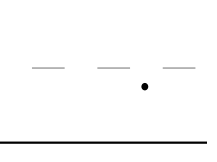
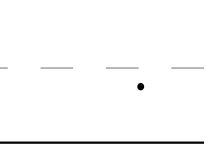
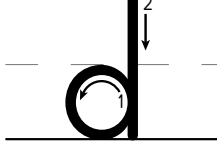
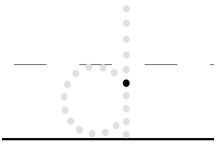
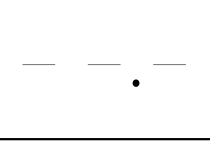
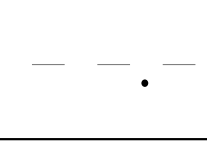
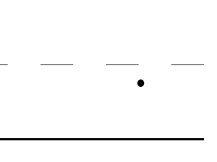






Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. long line down. Student should say the sound as he or she writes the letter.

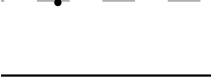
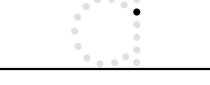
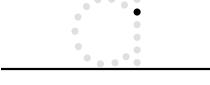
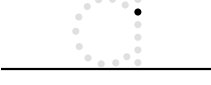
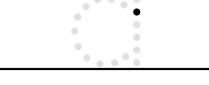
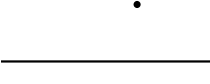
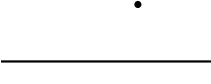
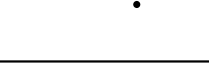
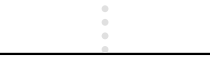
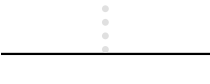
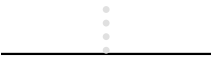
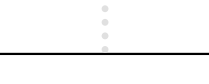
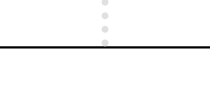
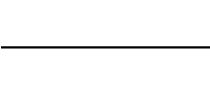
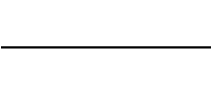
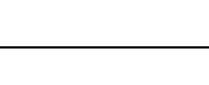
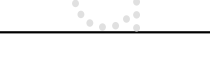
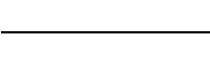
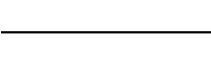
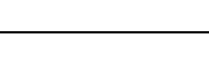


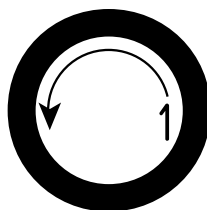
				
				
				
				
				
				

Directions: Have students write 'd' under the pictures of items beginning with the /d/ sound.



Directions: Have students trace and copy the letters. Students should say the sounds as he or she writes the letters.

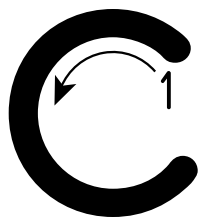


Directions: Have students trace and copy the letter 'o'. The motion can be described as 1. circle to the left.
Student should say the sound as he or she writes the letter.

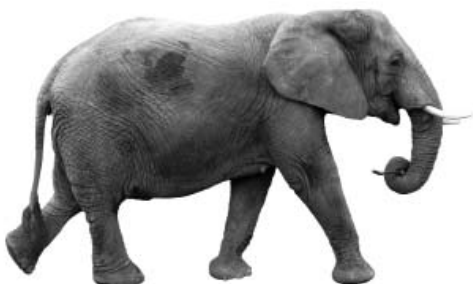
Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.



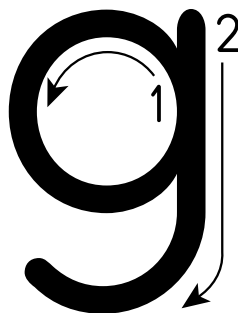
Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left.
Student should say the sound as he or she writes the letter.



Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.



Directions: Have students trace and copy the letter 'g'. The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.



Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.





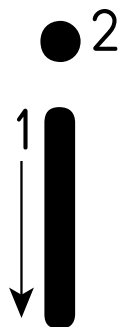








Directions: Have students trace and copy the letters and words. The motion for "i" can be described as 1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.



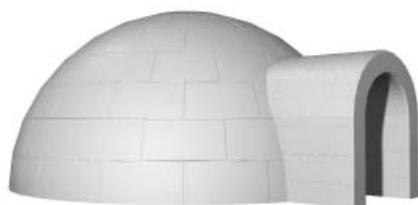
Directions: Have students write 'i' under the pictures of items beginning with the /i/ sound.











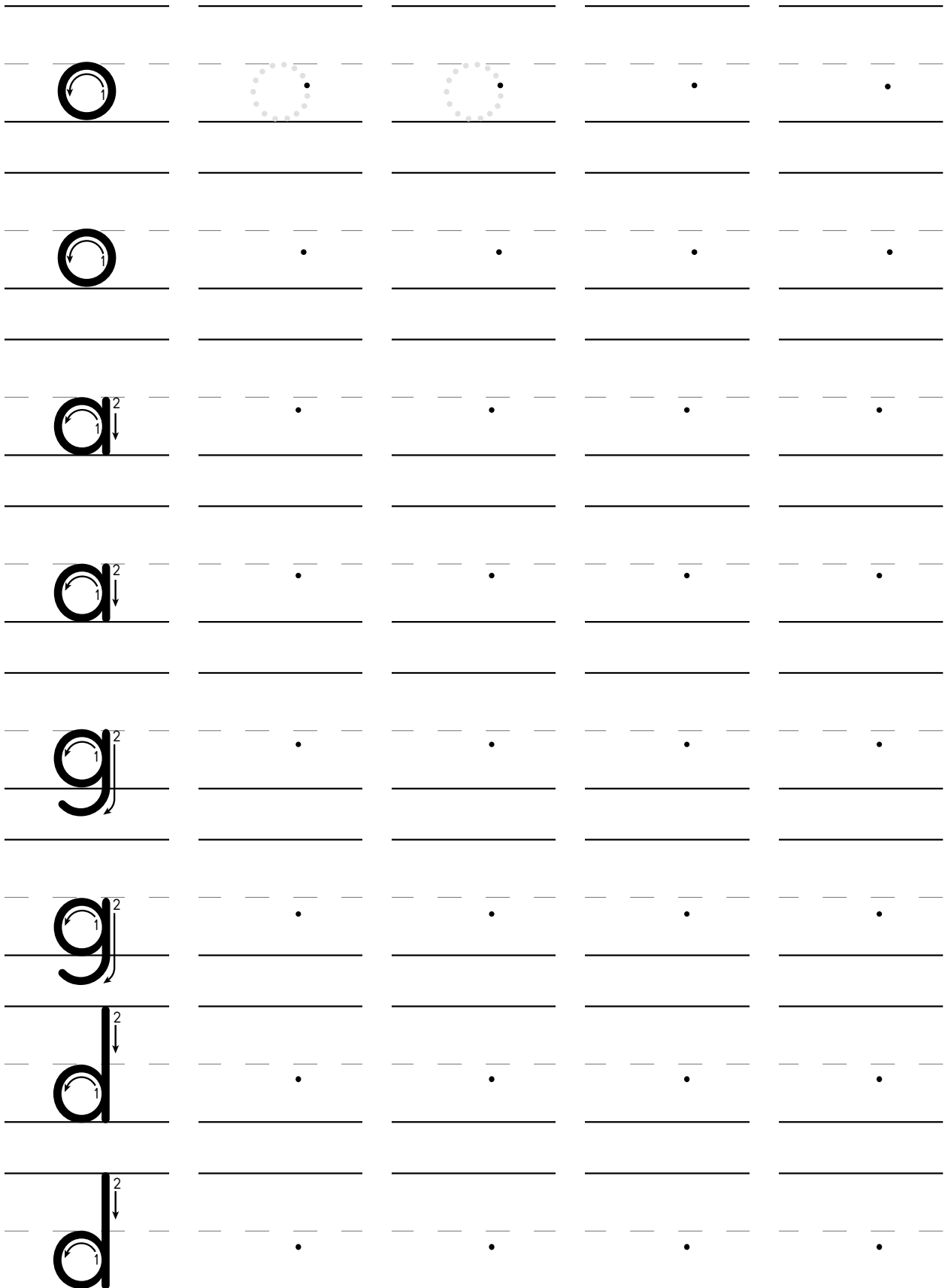


Name _____

PP3

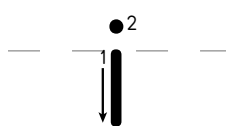
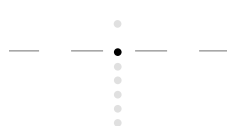
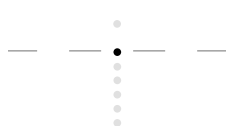
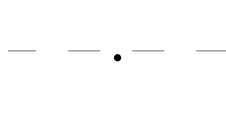
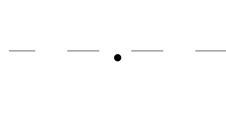
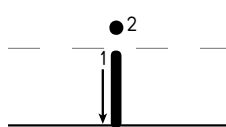
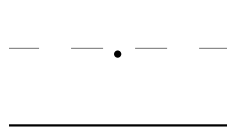
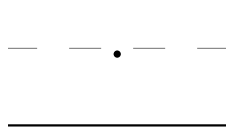
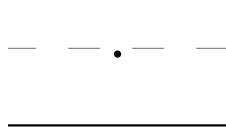
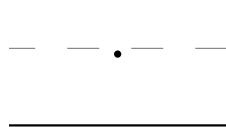
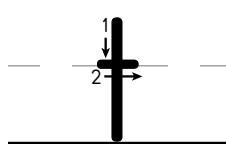
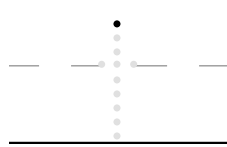
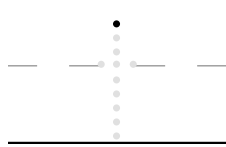
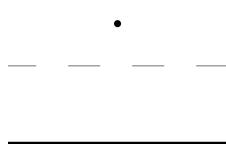
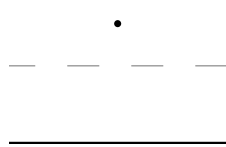
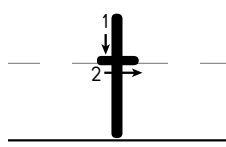
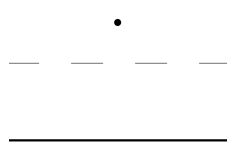
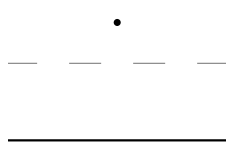
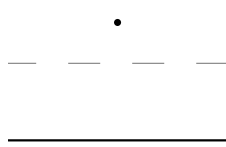
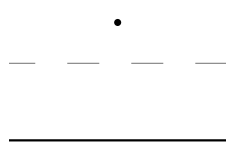
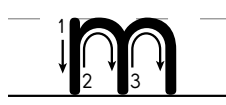
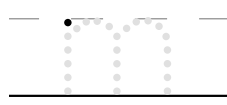
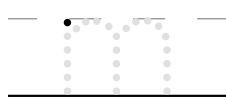
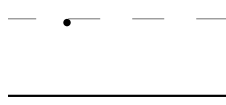
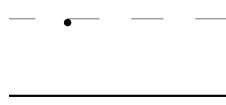
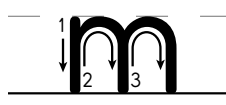
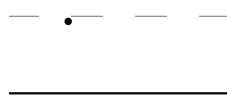
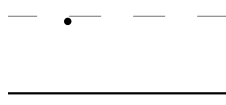
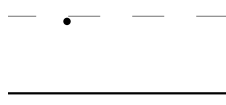
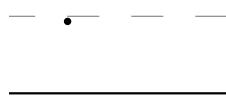
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

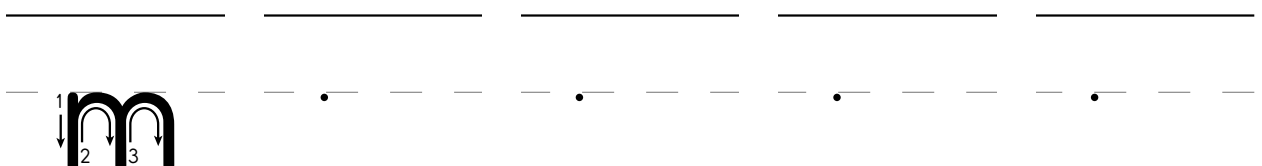
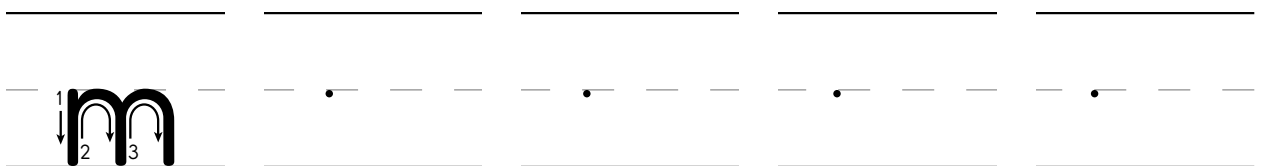
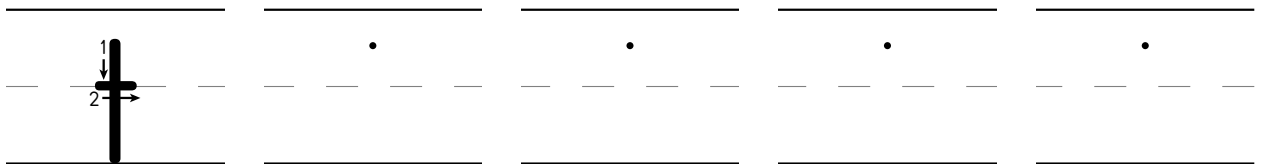
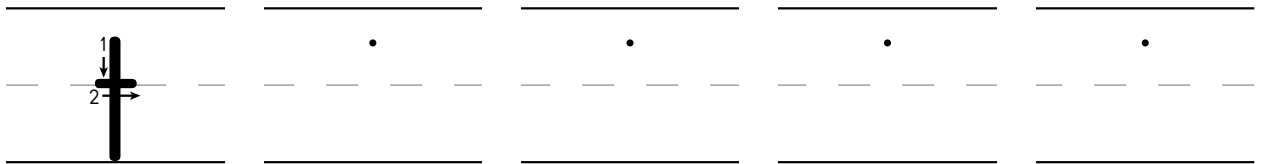
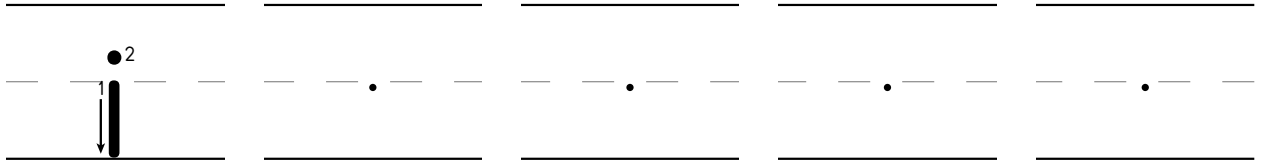
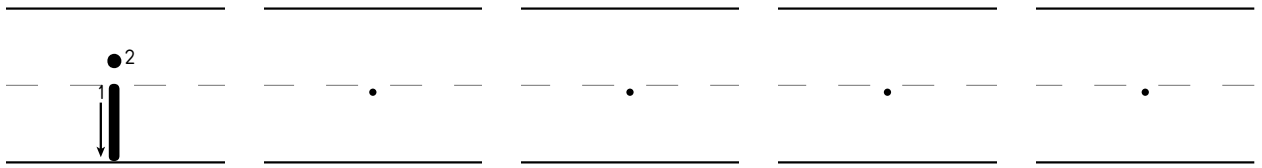
				
				
				
				
				
				
				
				



Name _____

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.



Unit 4 – Lowercase

n - Short line down, add a hump to me

h - Long line down, add a hump to me

s - Half circle to the left, half circle to the right for me

f - Candy cane, add a short line across

v - Diagonal right, add a diagonal left

z - Short line across, diagonal left, add across again for me; then a little /z/ is what you will see.

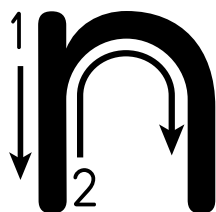
p - Line down below, add a circle to the right for me

e - Short line across, add most of a circle to the left for me

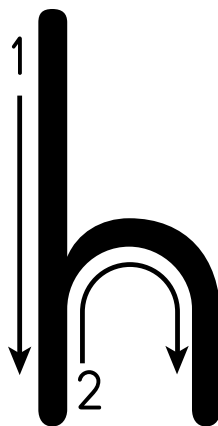
Name _____

1.1

Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as he or she writes the letter.



Directions: Have students trace and copy the letters and words. The motion for 'h' can be described as 1. long line down, 2. hump. The student should say the sound as he or she writes the letter.



Directions: Have students trace and copy the letters and words. The motion for 's' can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.

S S S . .

S S S . .

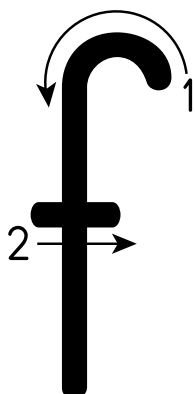
S S S . .

S S S . .

sad sad . . .

sad sad . . .

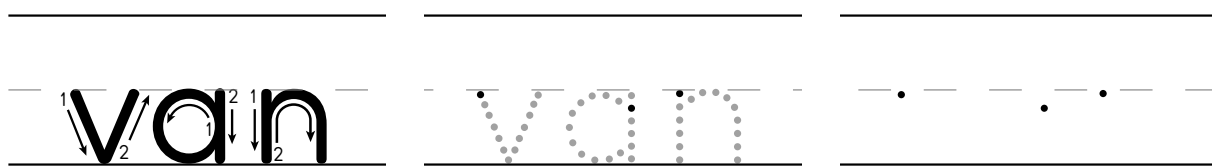
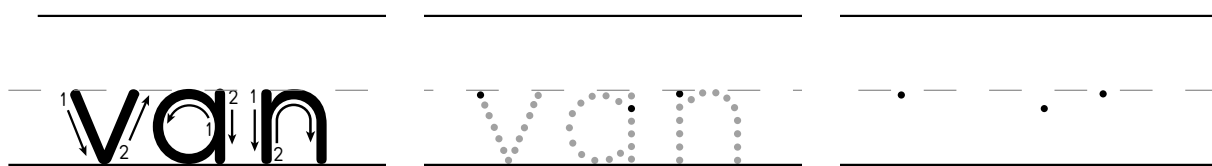
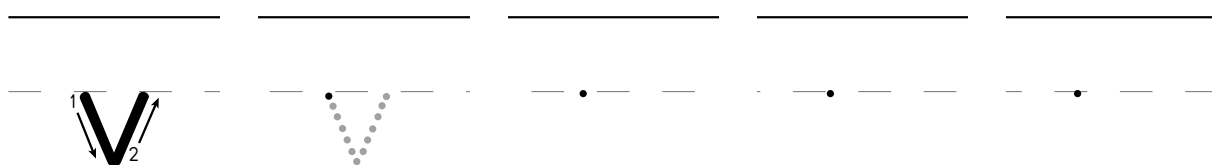
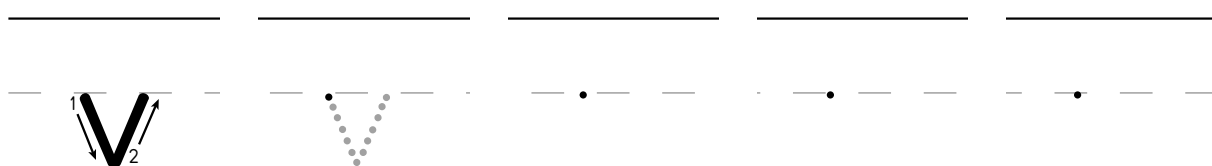
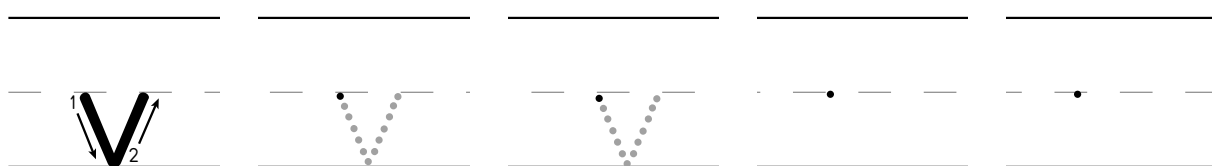
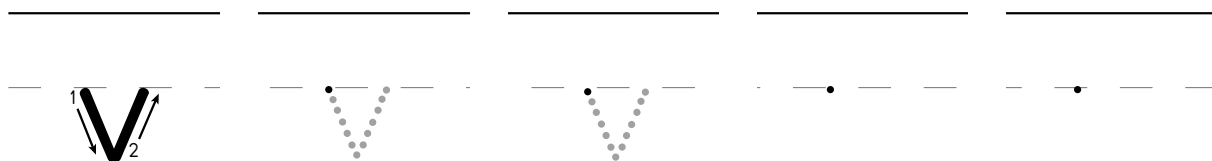
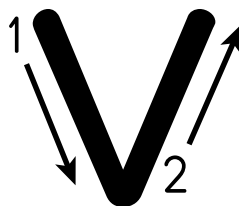
Directions: Have student trace and copy the letter and word. The motion for 'f' can be described as 1. candy cane (lift), 2. short line across. The student should say the sound as he or she writes the letter.



Name _____

6.1

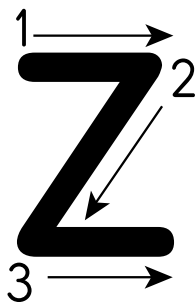
Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as 1. diagonal right, 2. diagonal up. The student should say the sound as he or she writes the letter.

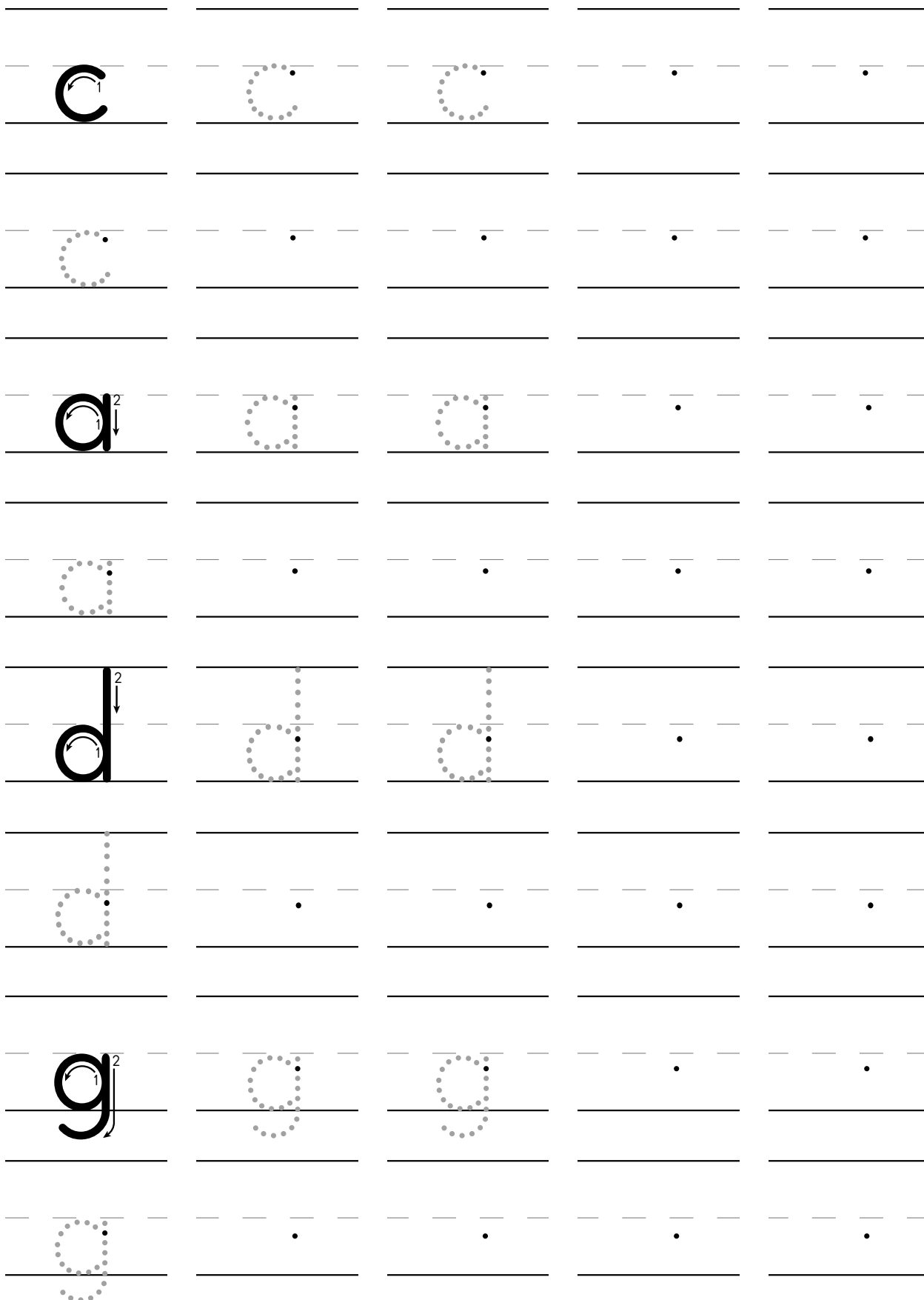


Name _____

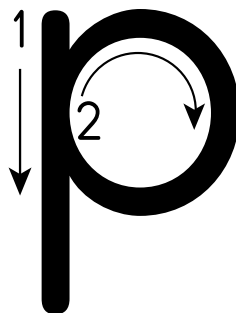
7.1

Directions: Have students trace and copy the letters and words. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as he or she writes the letter.

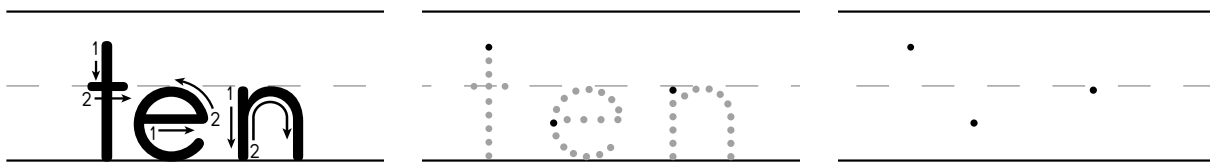
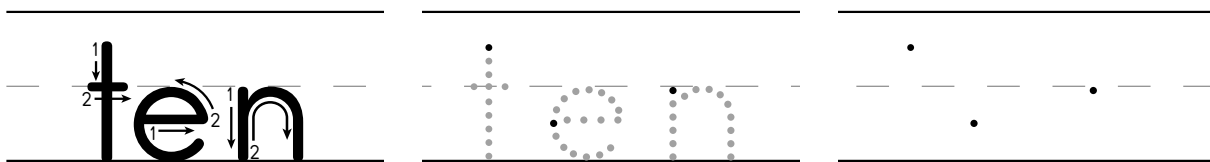
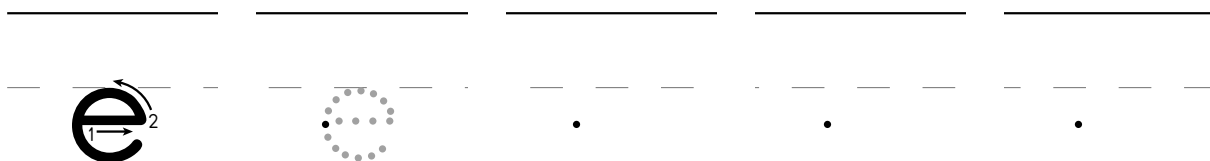
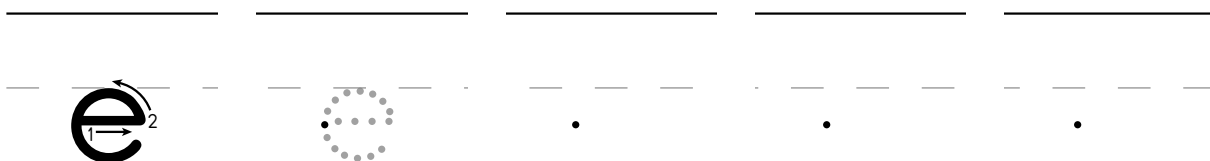
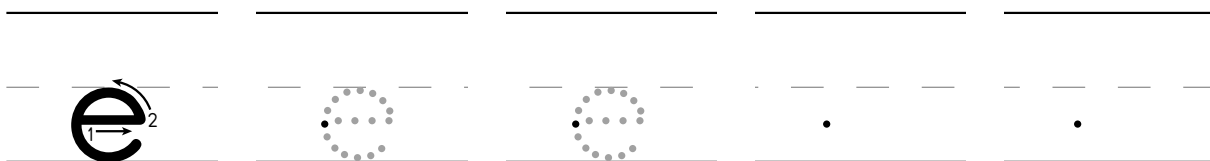
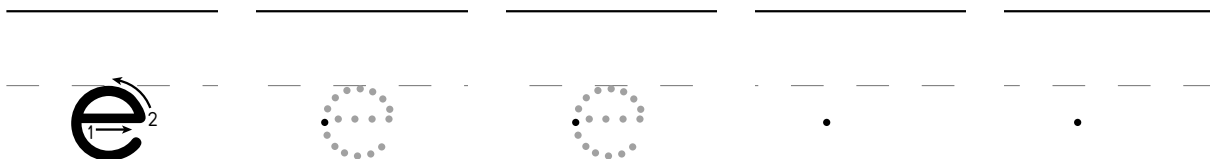
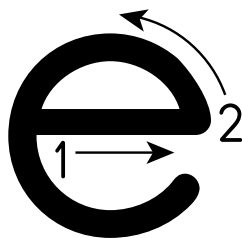




Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.



Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. The student should say the sound as he or she writes the letter.



Unit 5 - Lowercase

b - Long line down, circle to the right

l - Long line down

r - Short line down, half a hump

u - Cup, short line down

w - Diagonal right, diagonal up, diagonal right, diagonal up

j - Fish hook ending below the line, dot on top

y - Diagonal right, diagonal left ending below the line

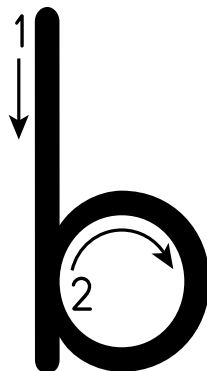
x - Diagonal right, diagonal left

k - Long line down, diagonal left, diagonal right

Name _____

1.1

Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.



Name _____

2.1

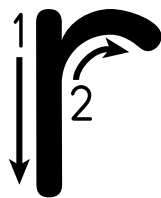
Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down. Encourage students to say the sounds while writing the letters.



Name _____

3.1

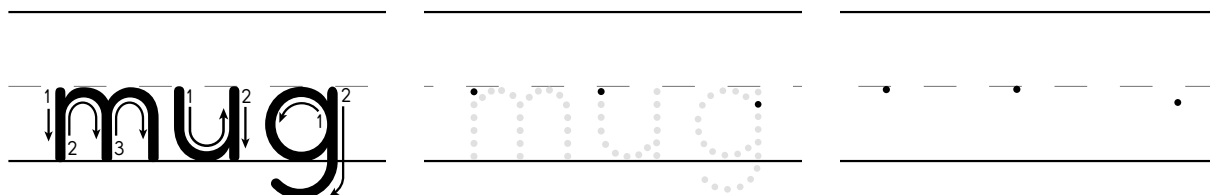
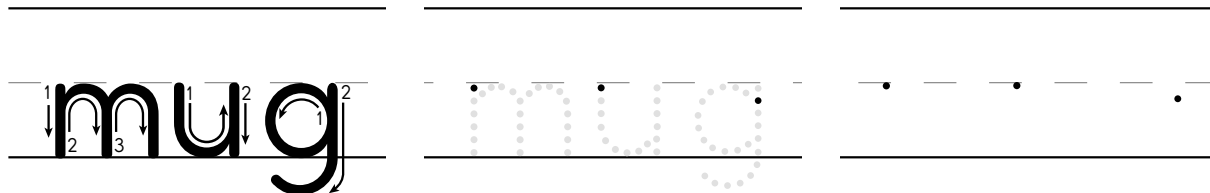
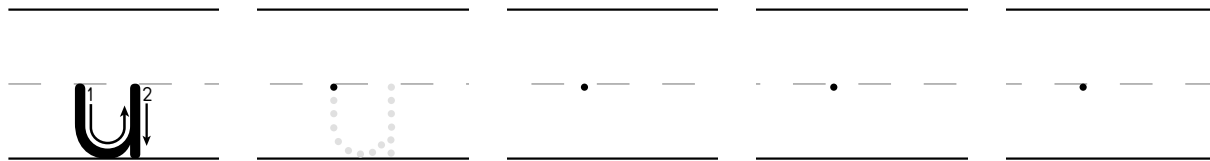
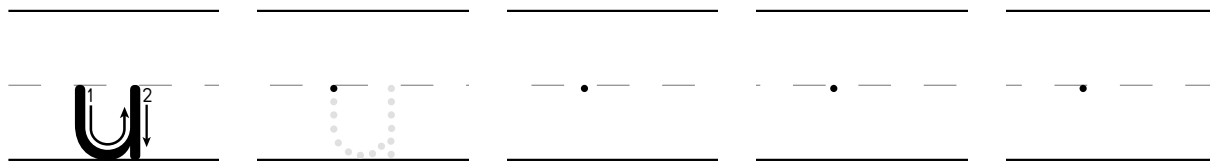
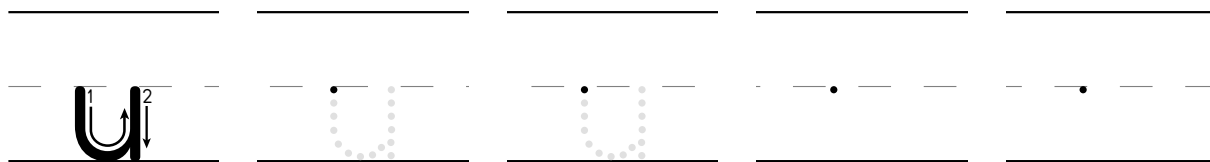
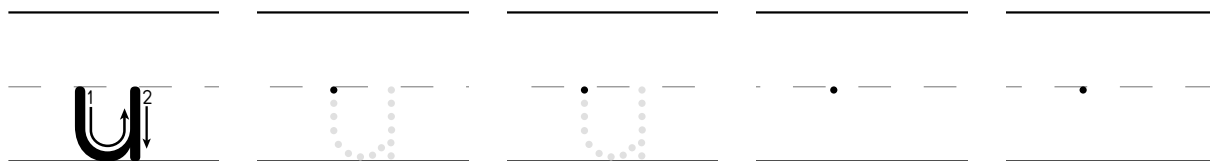
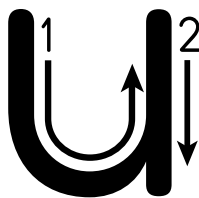
Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.



Name _____

4.1

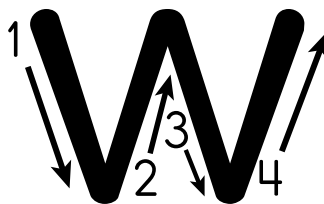
Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.



Name _____

6.1

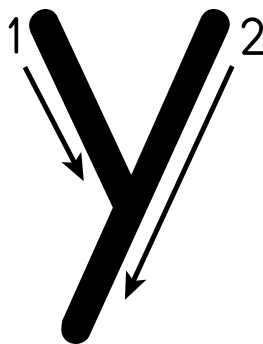
Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.



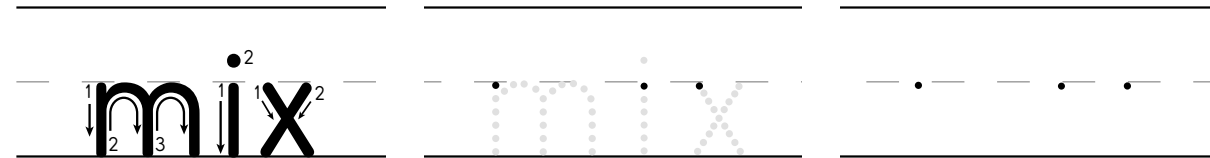
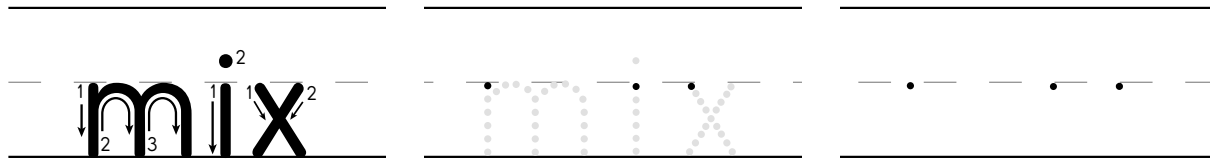
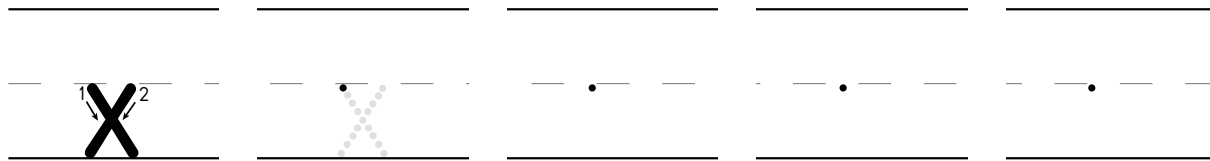
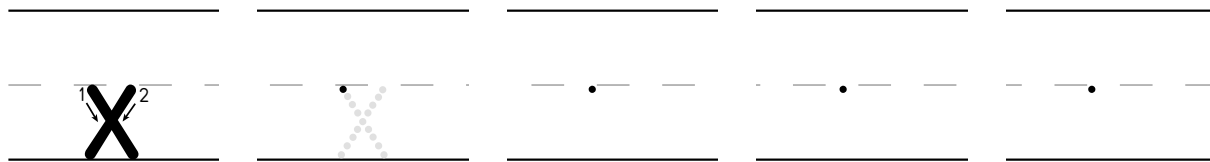
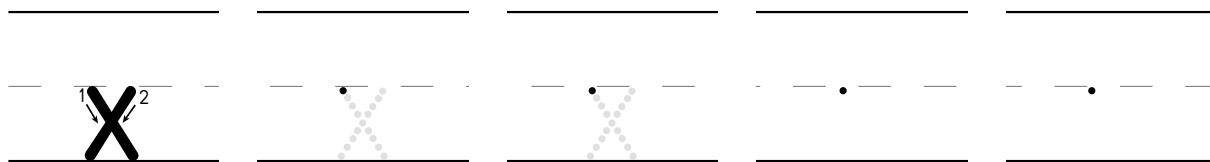
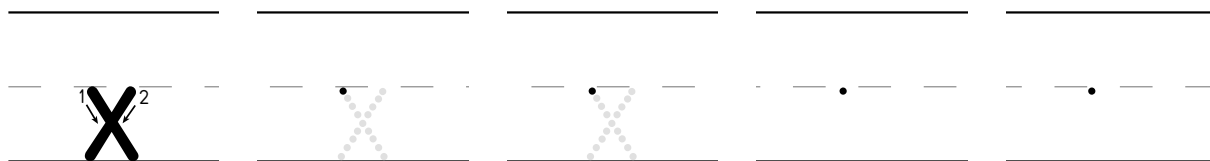
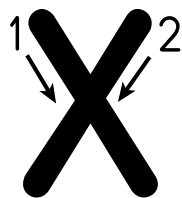
j

A tracing guide for the word "job". The letters are shown in a large, bold, black font. The letter 'j' has a dot above it and a vertical line with a hook. The letter 'o' is a circle. The letter 'b' has a vertical line and a circle. Arrows and numbers indicate the stroke order: 'j' is stroke 1 (vertical line and hook), 'o' is stroke 1 (circle), and 'b' is stroke 2 (vertical line and circle).

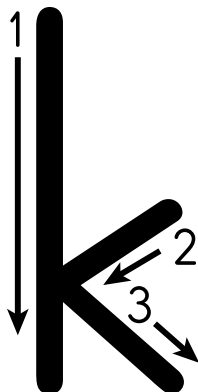
Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.



Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.



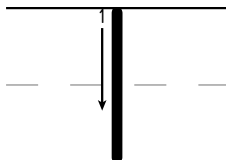
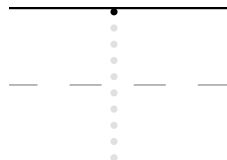
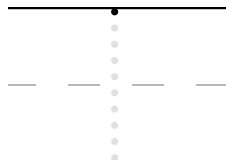
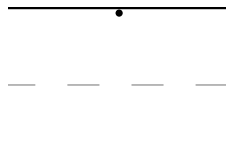
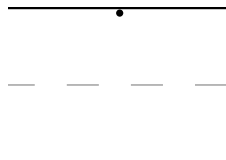
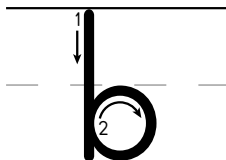
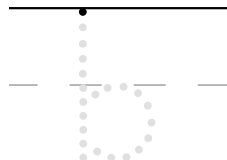
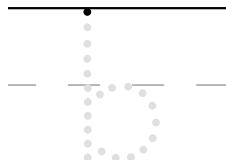
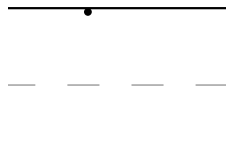
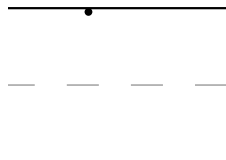
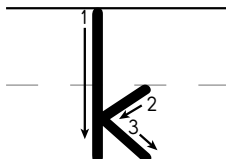
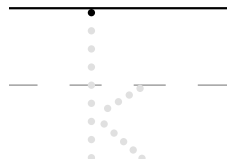
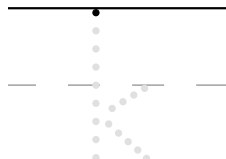
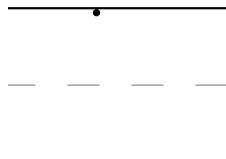
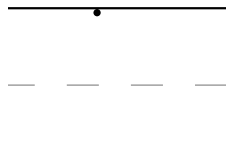
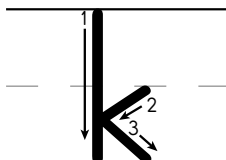
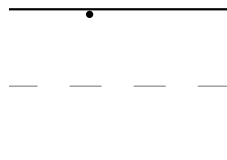
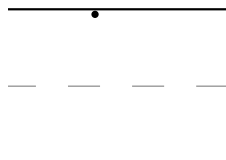
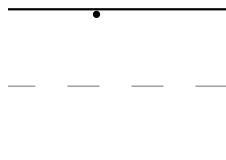
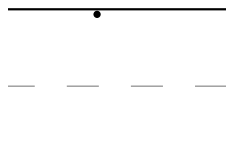
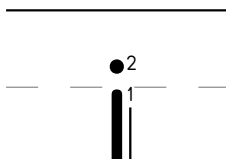
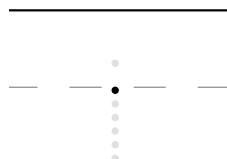
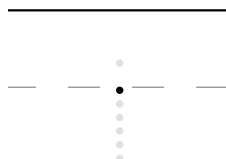
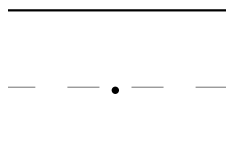
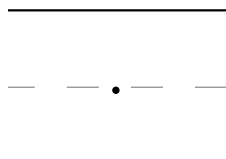
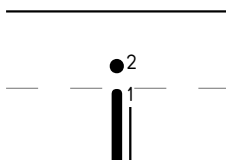
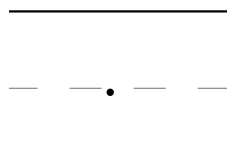
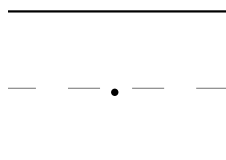
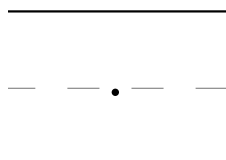
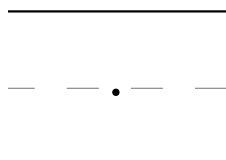
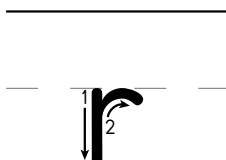
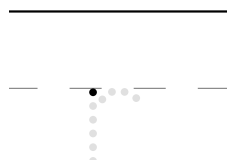
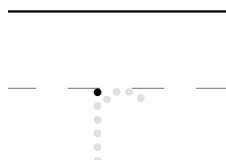
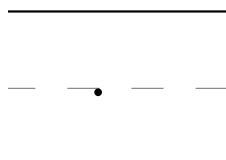
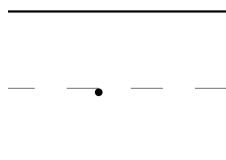
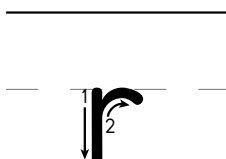
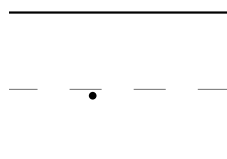
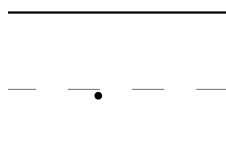
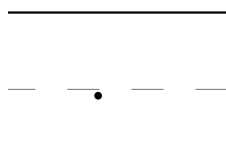
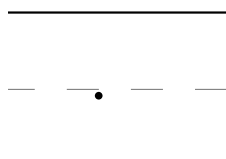
Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.

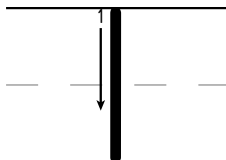
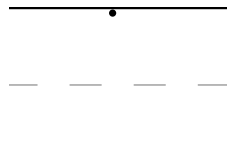
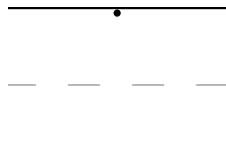
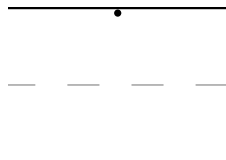
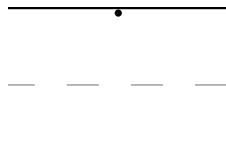
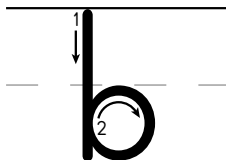
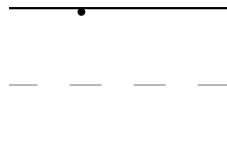
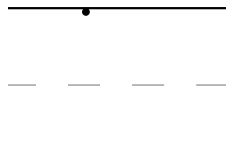
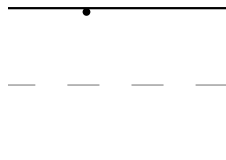
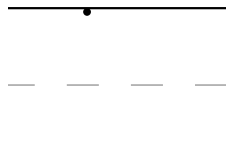
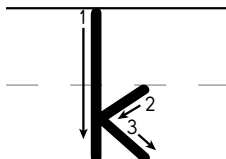
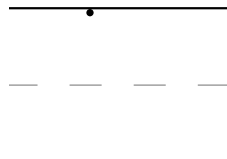
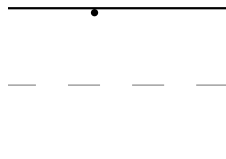
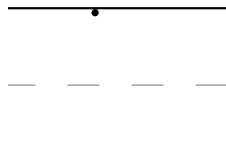
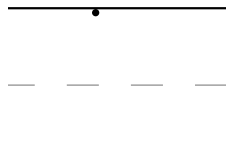
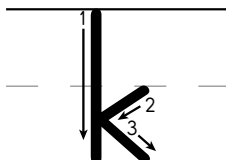
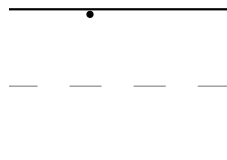
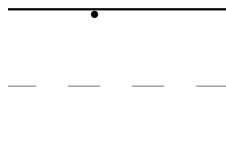
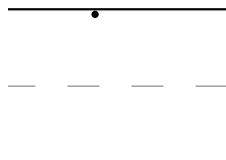
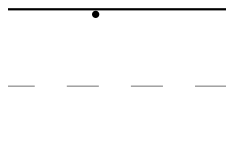
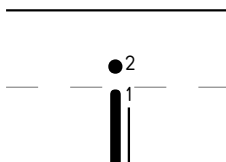
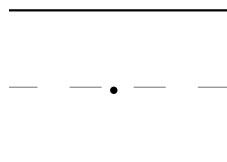
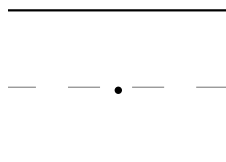
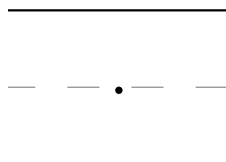
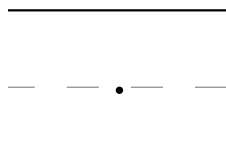
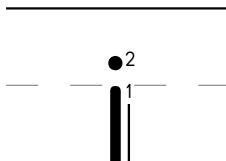
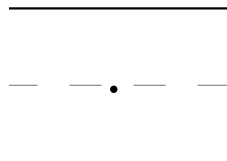
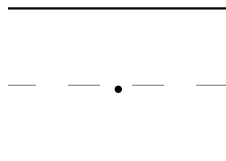
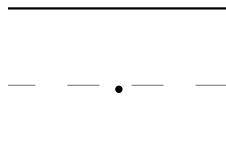
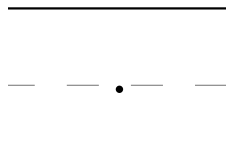
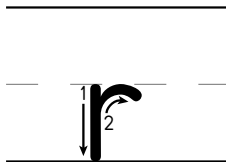
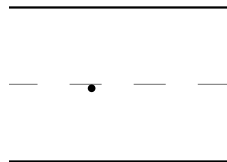
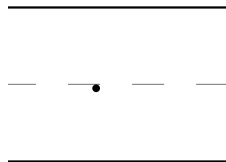
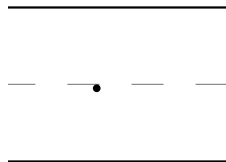
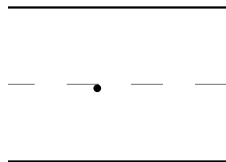
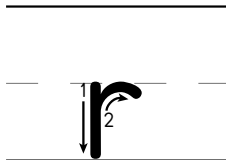
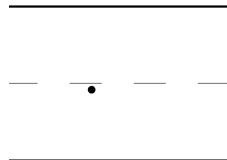
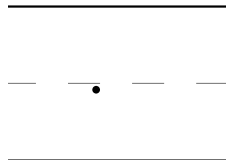
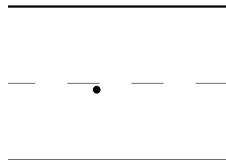
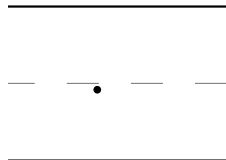


Name _____

PP14

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

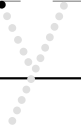
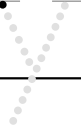
				
				
				
				
				
				
				
				

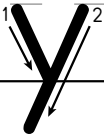
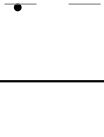
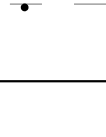
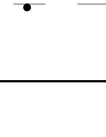
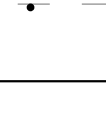
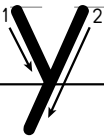
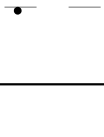
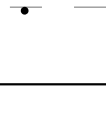
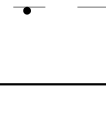
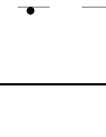
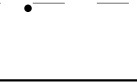
				
				
				
				
				
				
				
				

Name _____

PP15

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing each letter.

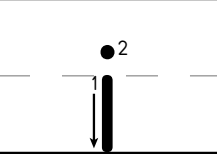
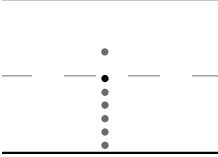
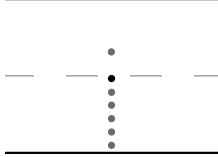
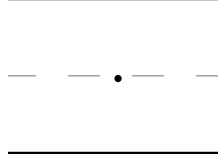
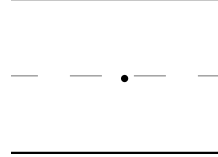
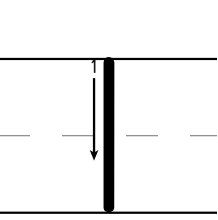
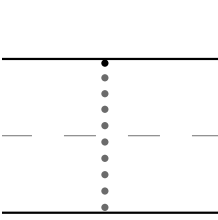
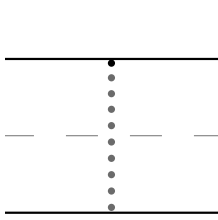
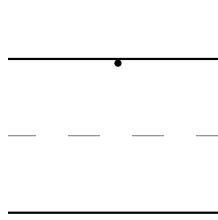
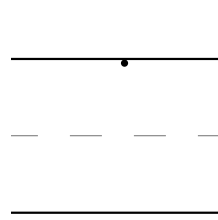
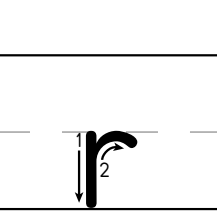
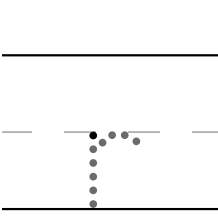
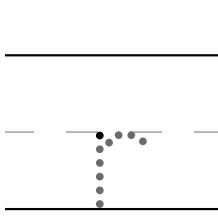
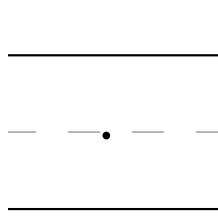
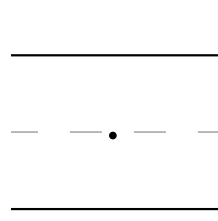
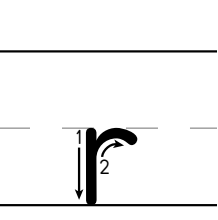
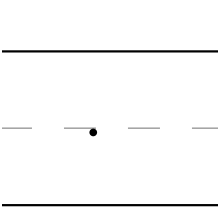
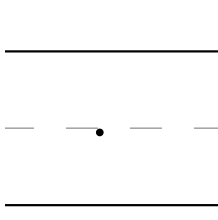
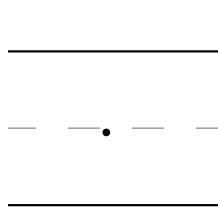
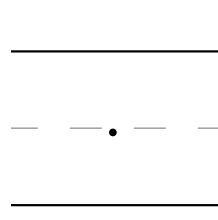
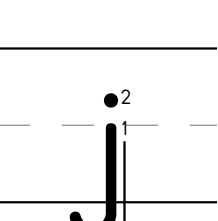
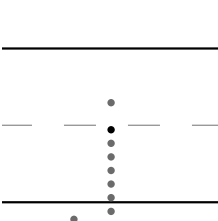
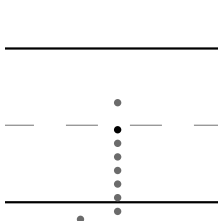
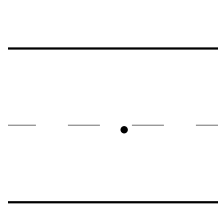
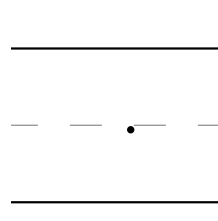
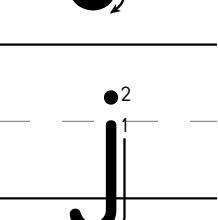
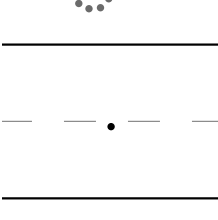
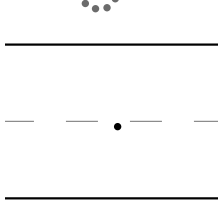
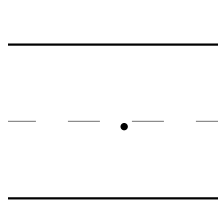
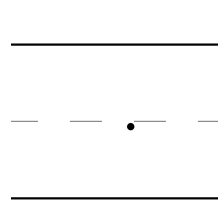
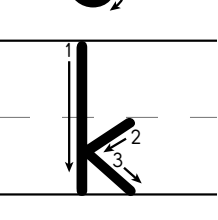
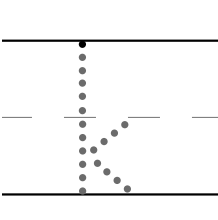
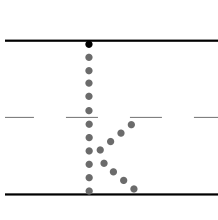
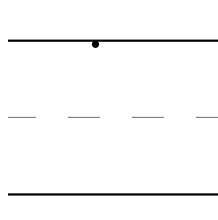
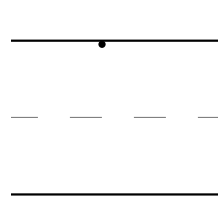
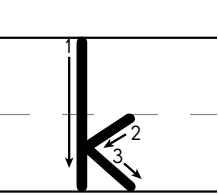
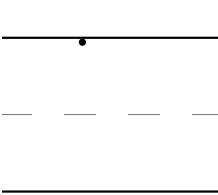
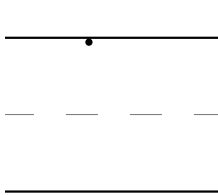
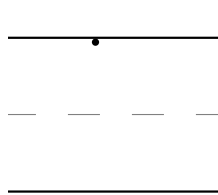
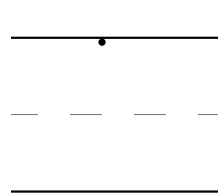
				
				
				
				
				
				
				
				

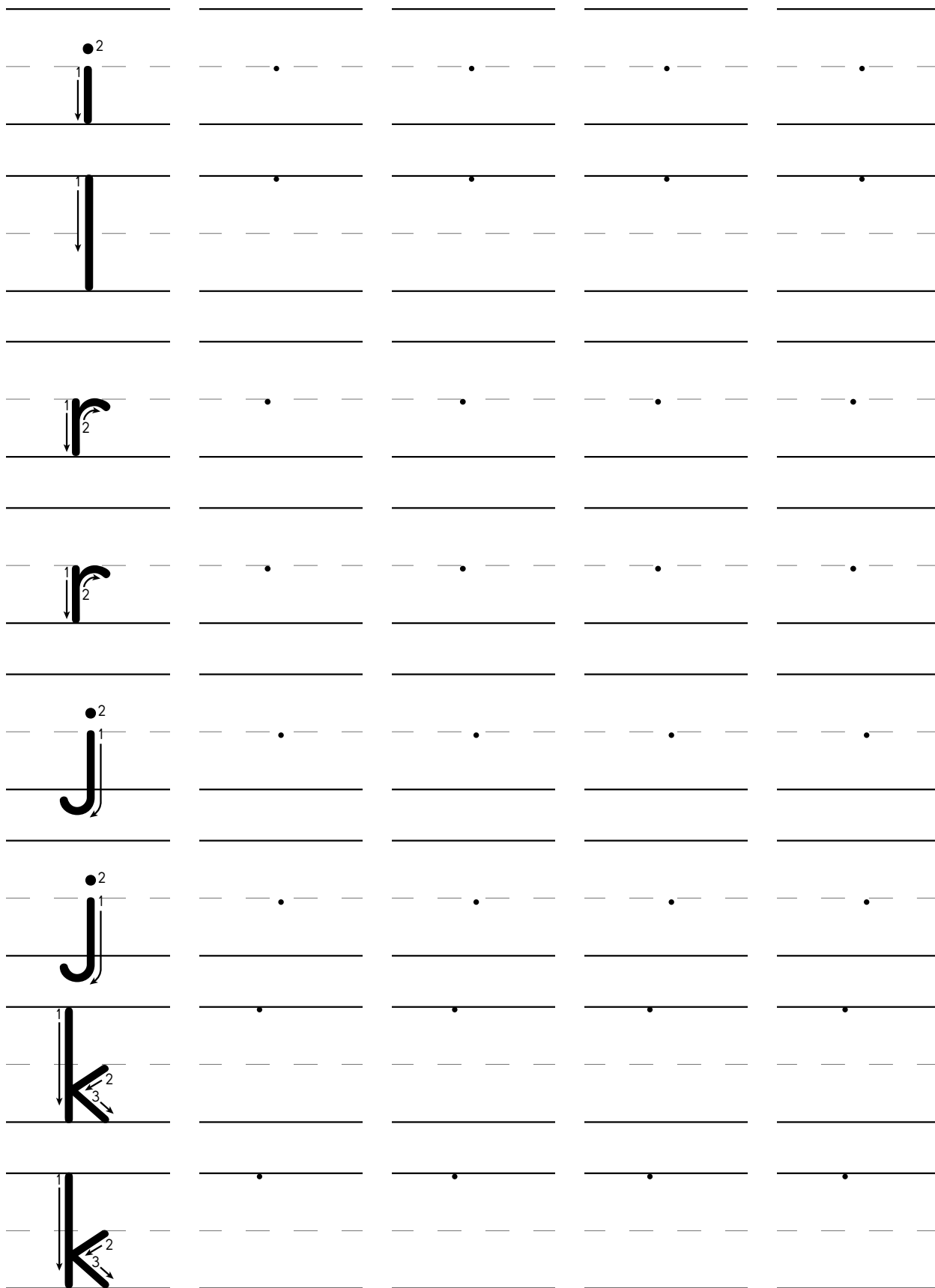
				
				
				
				
				
				
				
				

Name _____

PP10

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

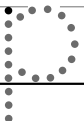
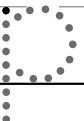
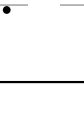
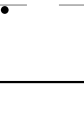
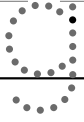
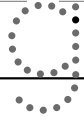
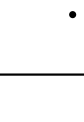
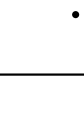
				
				
				
				
				
				
				
				

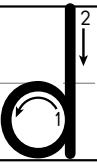
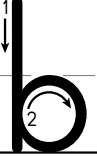
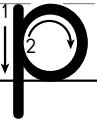
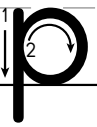


Name _____

PP11

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

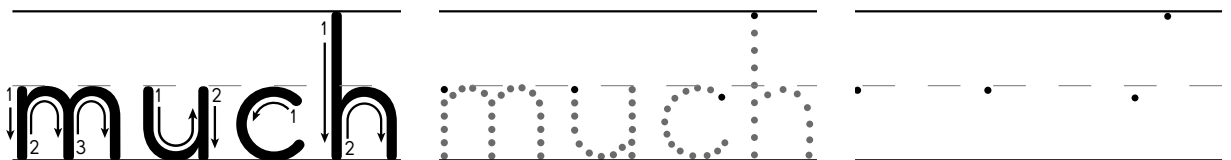
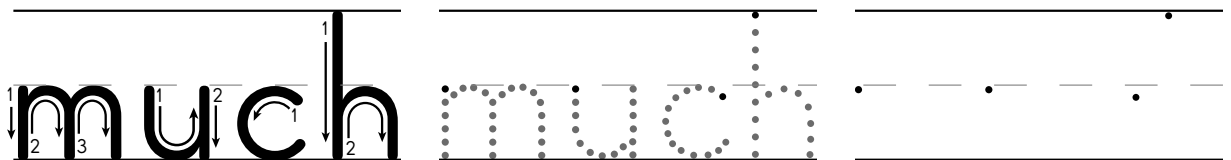
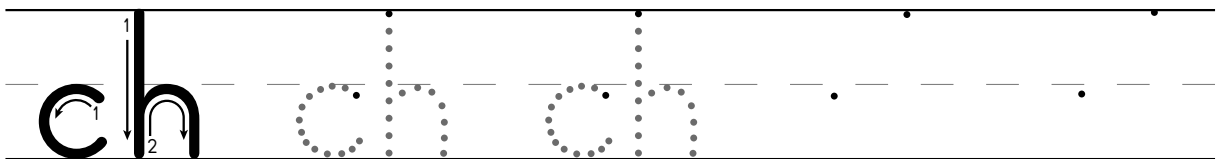
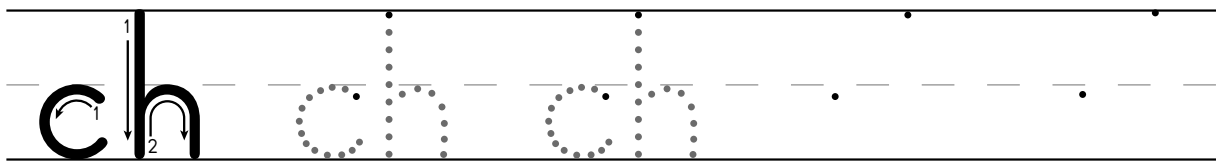
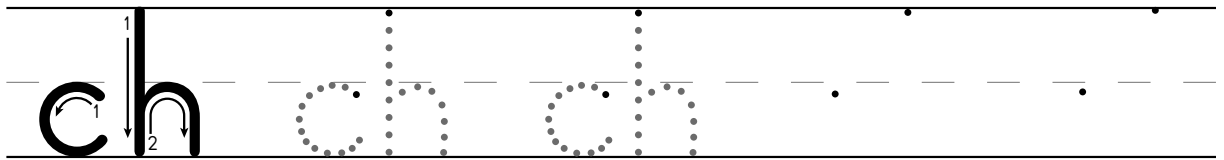
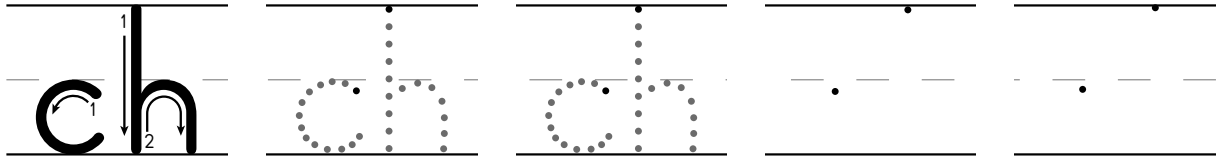
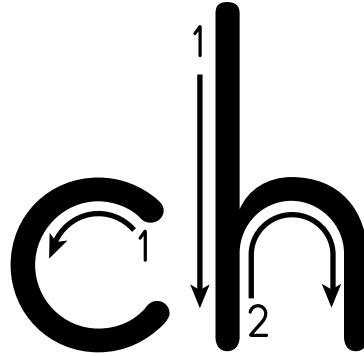
				
				
				
				
				
				
				
				

Unit 7 – Lowercase letters and digraphs

q - Circle to the left, line down ending below the bottom line

Name _____

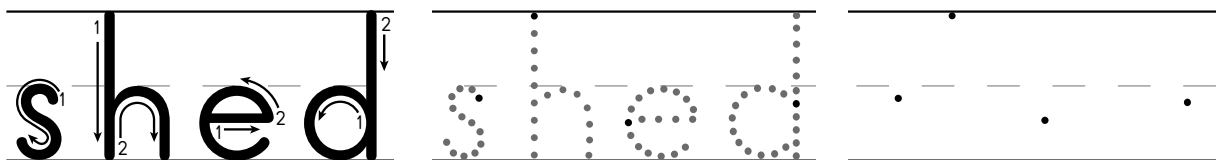
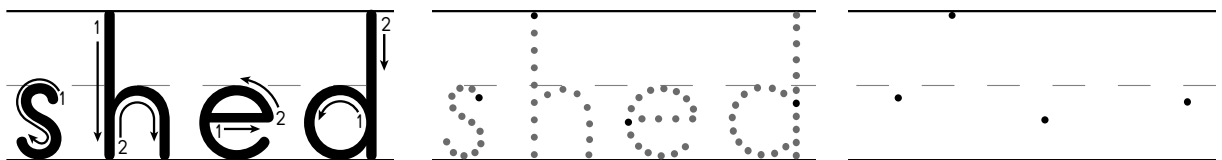
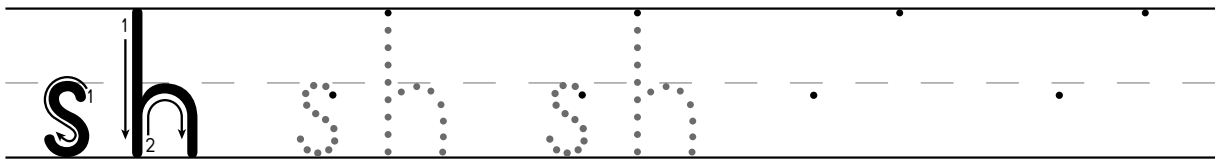
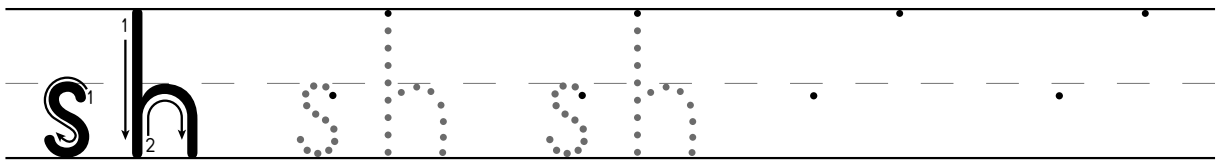
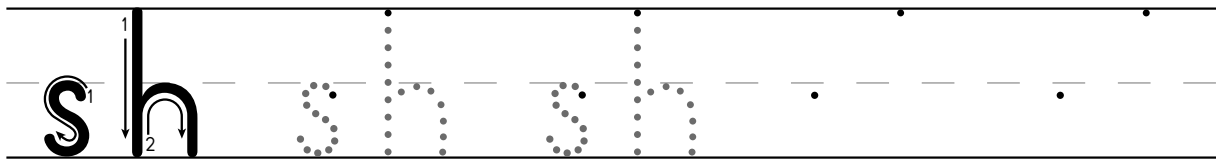
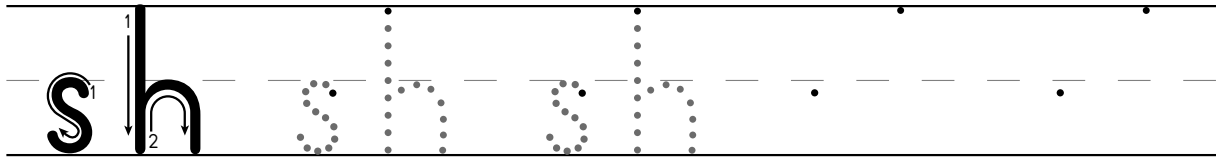
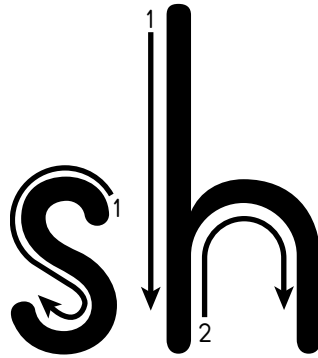
1.1



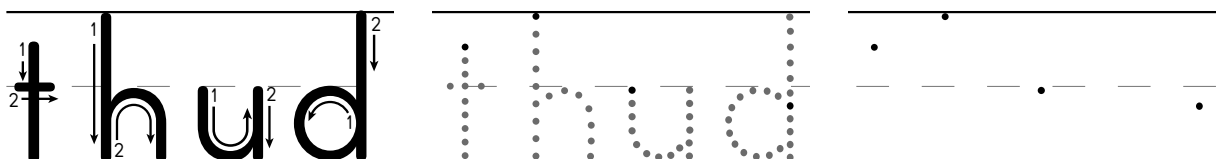
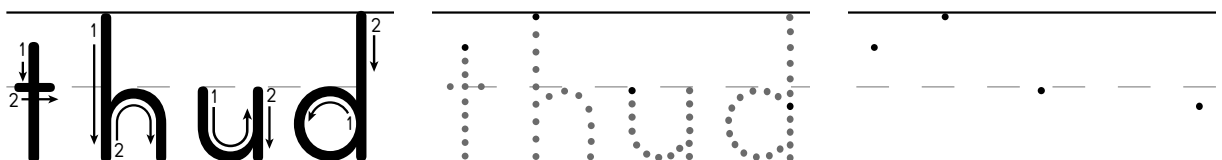
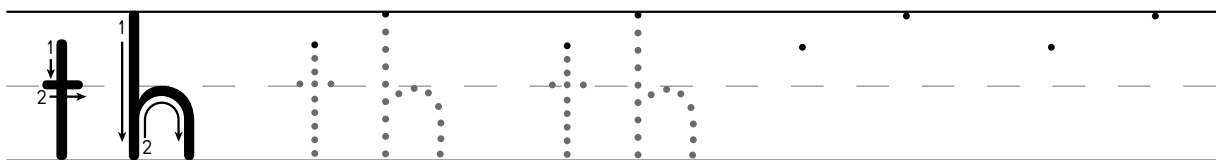
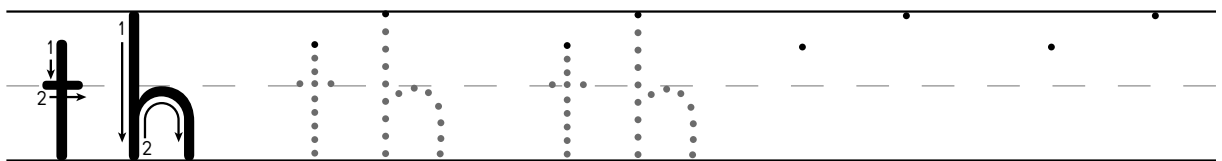
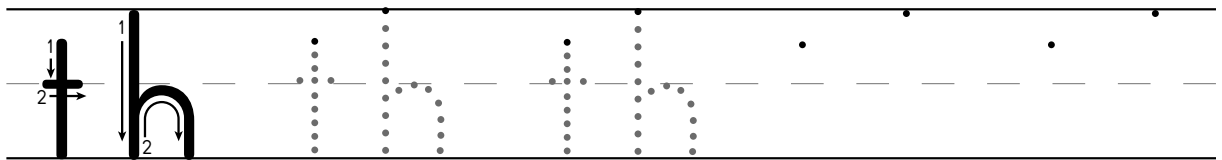
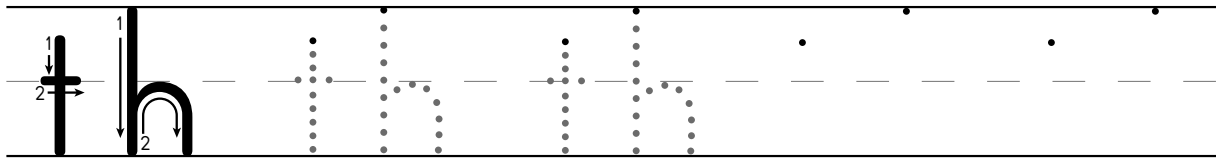
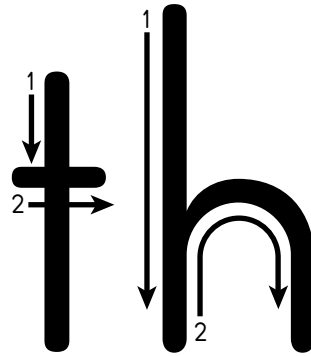
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

Name _____

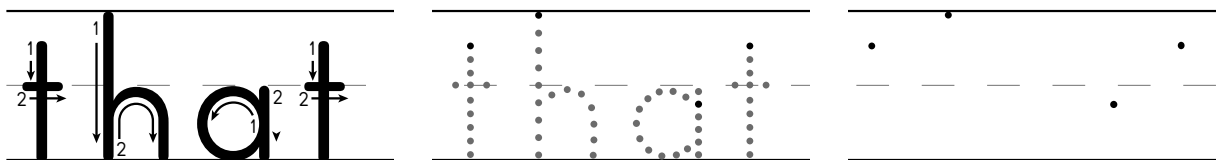
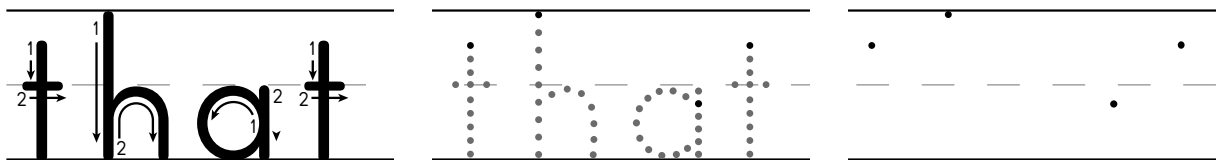
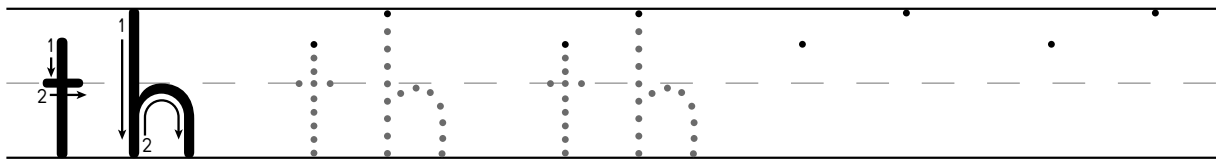
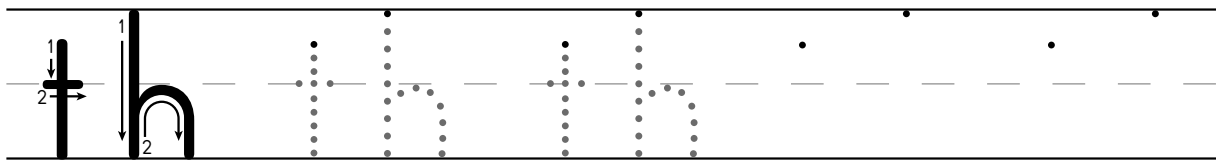
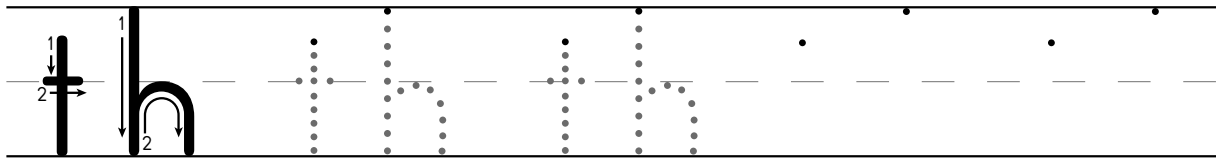
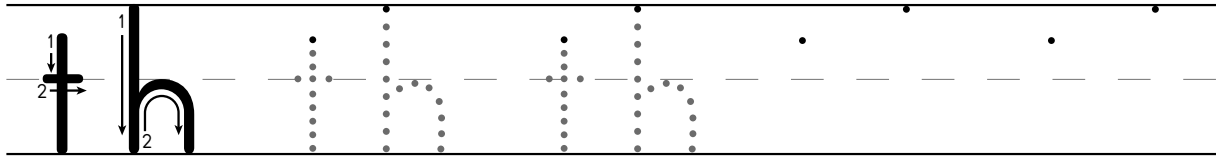
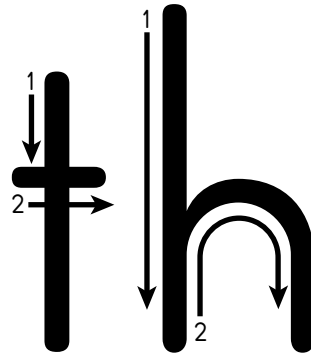
2.1



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



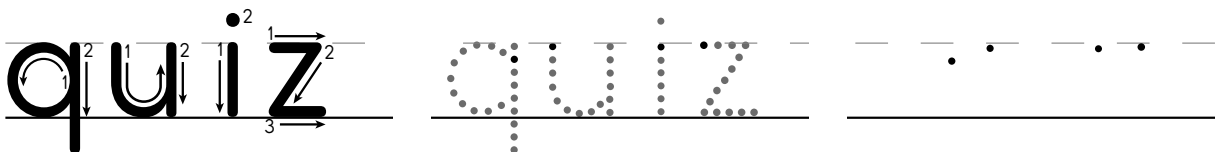
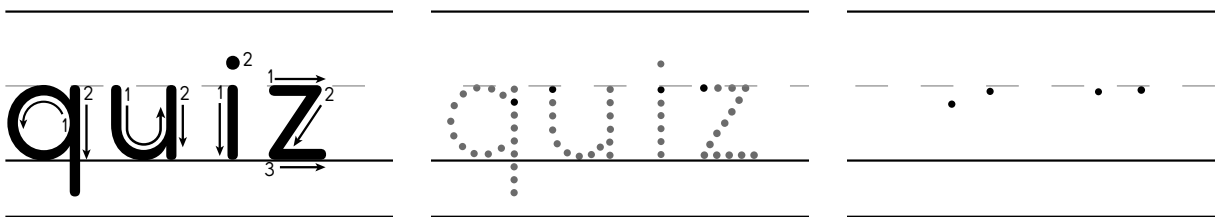
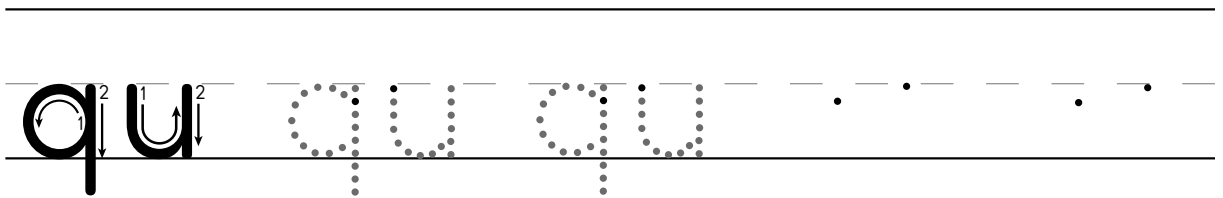
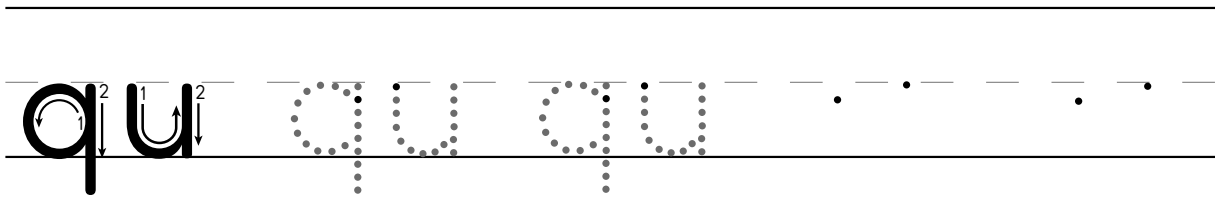
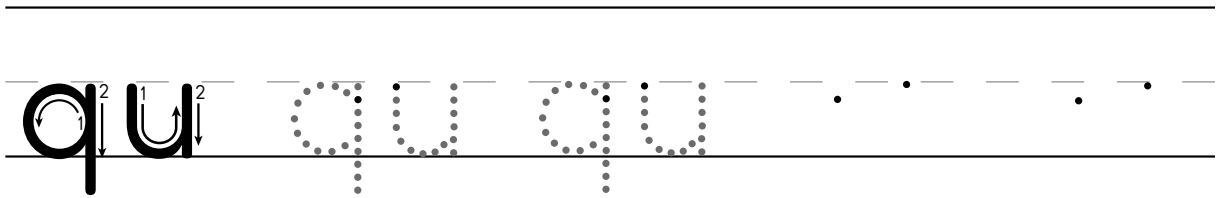
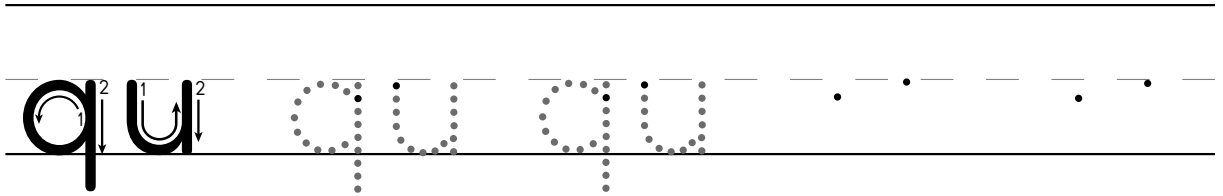
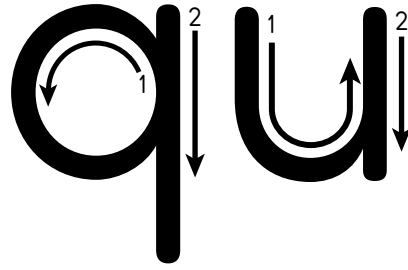
Directions: Have students trace and copy the digraph and word and say the sounds while printing.



Directions: Have students trace and copy the digraph and word and say the sounds while printing.

Name _____

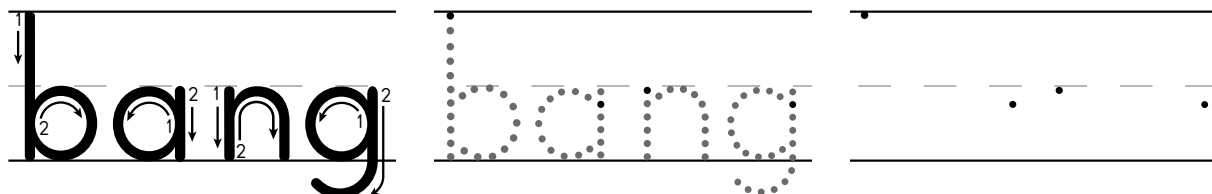
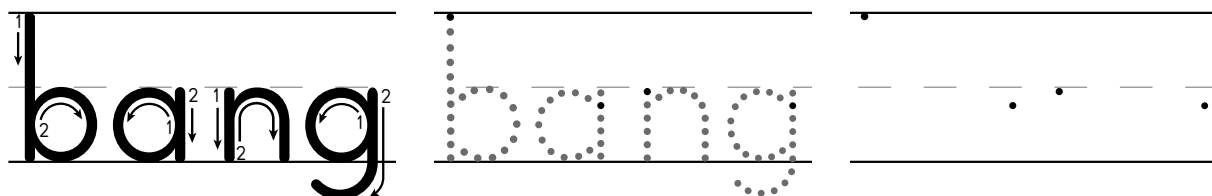
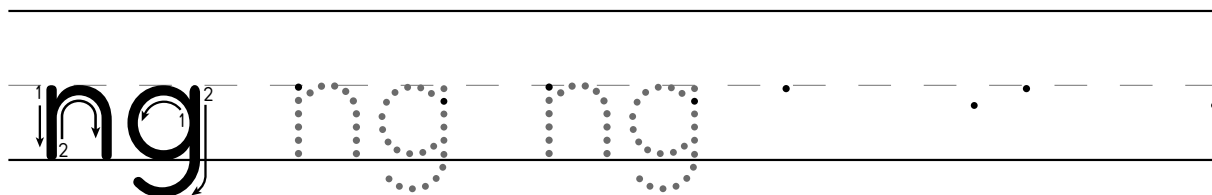
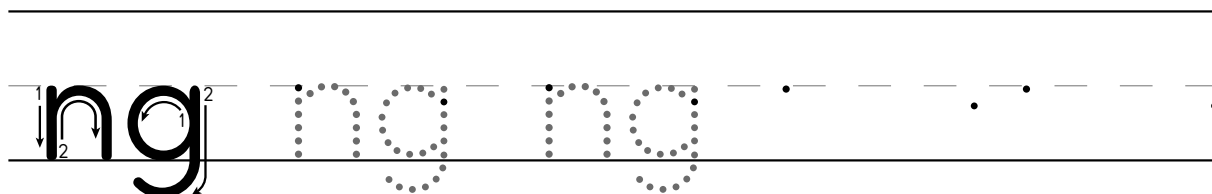
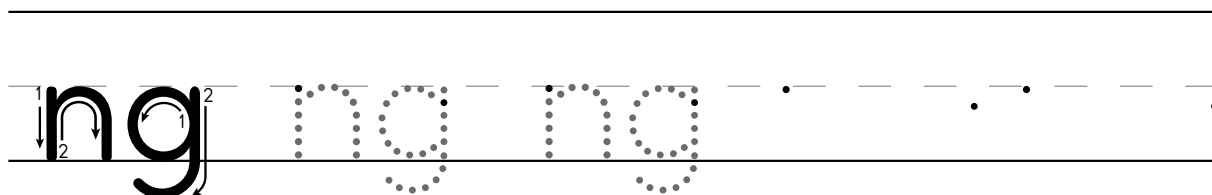
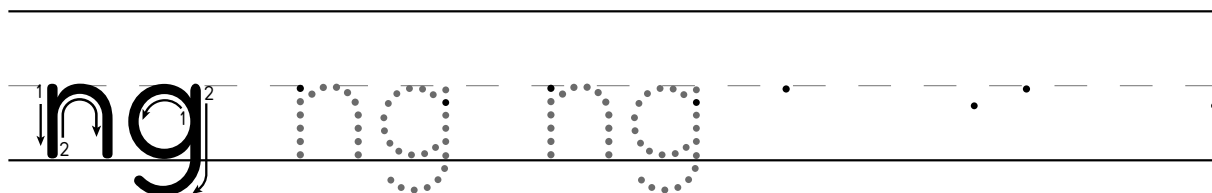
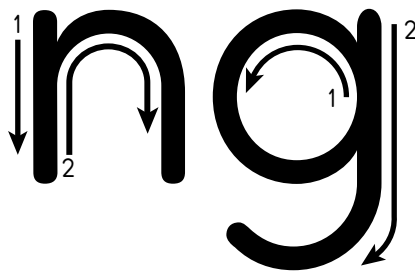
7.1



Directions: Have students trace and copy the digraph and word and say the sounds while printing.

Name _____

8.1



Directions: Have students trace and copy the digraph and word and say the sounds while printing.

Uppercase Letter Chants

- A- Diagonal left, diagonal right, add a line across to me
- B- Long line down, add two half circles to the right to me
- C- Start just below the top line, make most of the circle
- D- Long Line down, add a big half circle to the right
- E- Long line down, add three lines across to me
- F- Long line down, add three lines across
- G- Start just below the top line make most of a circle and add a line to me
- H- Long line down, again and add a line across to me
- I- Long line down, add a line across at top and bottom to me
- J- Line down and add a Fish hook
- K- Long line down, add a diagonal left and a diagonal right
- L- Long line down, add a line across down low
- M- Long line down, add diagonal right, back up and back down
- N- Long line down, add a diagonal right and back up
- O- Start just below the top line, circle to the left
- P- Long line down, add a half circle to the right
- Q- Start just below, Top line, circle left, and a little diagonal
- R- Long line down, add a half circle and diagonal to the right of me
- S- Start just below the top line, make a half circle left and back right for me
- T- Long Line Down, Add a line across up top
- U- Line down and cup back up
- V- Diagonal right, add a diagonal back up for me
- W- Diagonal right, and up, add another one for me
- X- Diagonal right, add a diagonal left to cross for me
- Y- Little diagonal right and left add a short line down to me
- Z- Top line across, diagonal left and bottom line across