

Lesson 50

- (Repeat steps 2 and 3 for two more examples.)
- Touch line 2. ✓
Trace the letters on that line. ✓

Workcheck

- Complete your work.
When you finish, check each word you wrote.
- Make a line under letters that float or sink.
Also make a line under letters that slant the wrong way.
- Erase each word you underlined and write it correctly. ✓

NAME _____ Lesson 49

1. *ry* / *yes* / *you* / *boy* / *say* / *spell*

2. *tr* / *tr* / *tr* / *tr* / *tr* / *tr* / *tr* / *tr*

3. *tr* / *tr* / *tr* / *tr* / *tr* / *tr* / *tr* / *tr*

4. *ri* / *ri* / *ri* / *ri* / *ri* / *ri* / *ri* / *ri*

5. *so* / *so* / *so* / *so* / *so* / *so* / *so* / *so*

6. *is* / *is* / *is* / *is* / *is* / *is* / *is* / *is*

7. *bi* / *bi* / *bi* / *bi* / *bi* / *bi* / *bi* / *bi*

8. *br* / *br* / *br* / *br* / *br* / *br* / *br* / *br*

9. *ing* / *ing* / *ing* / *ing* / *ing* / *ing* / *ing* / *ing*

10. *bulb* / *bulb* / *bulb* / *bulb* / *bulb* / *bulb* / *bulb* / *bulb*

11. *blow* / *blow* / *blow* / *blow* / *blow* / *blow* / *blow* / *blow*

12. Cows can not write.

13. He was sick in bed.

14. She loves fruit juice.

15. The girl sat on the ball.

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Student Worksheet for Lesson 49

EXERCISE 1: Letter Reading

- Touch line 1. ✓
First you're going to read the words, and then you're going to spell them.
- Touch word one. ✓
What word? (Signal.) *Girl*.
To correct any word
a. (Tell students the word.)
b. What word? (Signal.)
c. (Return to step 1.)
- Touch word two. ✓
What word? (Signal.) *Fly*.
- (Repeat procedures in step 3 for **jet**, **fan**, and **may**.)
- Touch word one again. ✓
Name the letters in **girl**. (Signal.) *G-i-r-l*.
- Touch word two. ✓
Name the letters in **fly**. (Signal.) *F-l-y*.
- (Repeat procedures in step 6 for **jet**, **fan**, and **may**.)

EXERCISE 2: Rate Practice

(You will need a watch or a clock with a second hand.)

- You're going to practice writing as neatly and as fast as you can.
- Touch line 2. ✓
Put your pencil on the bump of the first slant bar. ✓
When I signal, trace the letters **c-l** in each space. You have 40 seconds.
Get ready. Go.
(Check students and say stop when 40 seconds is up.)

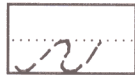
- Touch line 3. ✓
Put your pencil on the bump of the first slant bar. ✓
When I signal, trace the letters **c-t** in the first space. Then write that letter combination in each of the other spaces.
Get ready. Go.
(Check students and say stop when 40 seconds is up. Praise students who complete each line neatly.)

EXERCISE 3: Slant Discrimination

- Touch line 4. ✓
The dotted line in space one shows the correct slant for **y**.
- Circle the letters on line 4 that don't slant correctly. ✓
- Tell me the numbers of the letters that don't slant correctly. (Signal.) 3 and 6.

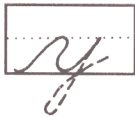
EXERCISE 4: Letter Writing Introduction

- You're going to learn to make the letter **y**. First I'll say each stroke for **y**, and then I'll make it.
- Start like a v.**
(Do it and stop.)
Name that stroke.
(Signal.) *Start like a v.*



- To correct
- (Repeat the stroke description.)
 - Name that stroke. (Signal.)

- Next stroke.
Finish like a j.
(Do it.)
Name that stroke.
(Signal.) *Finish like a j.*



- (Repeat steps 2 and 3 for two more examples.)
- Find the arrow at the bottom of the worksheet and point it to the middle of your body. ✓
- Touch line 5. ✓
I'll say each stroke.
Then you trace that stroke.
Put your pencil on the bump of the first slant bar. ✓
- Listen: **Start like a v.**
Do it and stop. ✓

- Next stroke. **Finish like a j.**
Do it. ✓
- Get ready to trace the next **y** faster.
(Repeat steps 7 and 8 for two more examples.)
- Finish that line. ✓

Workcheck

- Complete your work.
When you finish, check each word you wrote.
- Make a line under letters that float or sink.
Also make a line under letters that slant the wrong way.
- Erase each word you underlined and write it correctly. ✓

NAME _____ Lesson 50

- girl / fly / jet / fan / may
- cl / cl / cl / cl / cl / cl
- ct / / / / /
- ly / ly / ly / ly / ly / ly / ly
- ry / ry / ry / ry / ry / ry / ry
- ry / / / / / / /
- ry / / / / / / /
- rya / / / / / / /
- al / / / / / / /
- joy / / / / / / /
- you / / / / / / /
- boil / / / / / / /
- The cat sat on the ball.
I / / / / / / /
- Fish swam in the river.
F / / / / / / /
- The goat flew a jet.
J / / / / / / /

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Student Worksheet for Lesson 50