



# HANDPRINTS

**An Early Reading Program**

*Teacher's Guide for Workbook A*

**Ann Staman**



**EDUCATORS PUBLISHING SERVICE**

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## An Early Reading Program

### Storybooks

Storybooks A, Sets 1, 2, & 3  
Storybooks B, Sets 1, 2, & 3  
Storybooks C, Sets 1, 2, & 3  
Storybooks D, Sets 1, 2, & 3

### Workbooks

Book A  
Book B  
Book C  
Book D

Online Teacher's Guides are available for storybooks and workbooks.

*Handprints* is a collection of 120 storybooks and 4 workbooks designed to help young children learn to read. Research shows that children learn to read best when given instruction in decoding and opportunities to apply decoding skills as they read whole texts. With *Handprints*, students can enjoy reading stories, while receiving extra practice working with words and letters.

### Book A

Book A is intended for students who can identify or write a few, but not most, letters; or they may recognize many uppercase but no lowercase letters. Perhaps they can sing the alphabet song, but think that L-M-N-O-P is one letter. These students may be at the end of preschool or in kindergarten.

Specific directions appear on each page of the workbook.<sup>1</sup> This guide provides additional information about the exercises, as well as optional introductory and follow-up activities. The *Before* activities can be used with students who are not yet ready for the workbook exercises. Such students may have difficulty following oral directions and need concrete demonstration. The *Beyond* activities are for students who have finished the workbook activities. These students may be able to work on the tasks alone, in pairs, or in small groups, with only a brief introduction. Some

of the activities involve using cards. At the end of this guide, there are templates for **Letter Cards**, **Key Word Cards**, **Sight Word Cards** (*see, can, the*), and **Picture Cards**.<sup>2</sup> The Letter Cards *I* and *a* can also be used as Sight Word Cards. **These cards may be printed and reproduced.**

### In Book A, students:

- develop visual skills by looking closely at objects, symbols, and letters;
- increase phonemic awareness through rhyming and initial sound activities;
- learn to form uppercase and lowercase letters through prewriting and writing activities;
- associate key words with initial sounds; and
- gain exposure to high-frequency words and reading for meaning through sight word exercises and pullout storybooks.

The level of support in this workbook is high to encourage from the start strong habits in working with sounds and letters. Students are reminded frequently about how to form letters and what the key words are. Review activities are interspersed throughout the workbook to help develop long-term memory of letters, letter sounds, and letter formation. Memorization is not required to complete the exercises at this level.

**Book A is divided into four parts: Learning to Look, Learning to Hear Rhymes, Learning to Hear Beginning Sounds, and Final Review.**

### Part 1 LEARNING TO LOOK

Before children can learn to identify letters by name, they must learn how to see the subtle differences between letters. They must notice that letters can be made up of curves or straight lines; that some letters

<sup>1</sup>Students can personalize their workbooks by putting their own handprints on the title page.

<sup>2</sup>Each Key Word Card has a key in the top right corner. The font used to produce the storybooks, workbooks, and cards is Zaner-Bloser Manuscript.

are tall, others are short, and still others hang down; and that letters look alike except for their directional orientation. In this section, students learn to see similarities and differences between objects, shapes, and letters.

## Part 2 LEARNING TO HEAR RHYMES

Research shows that children who have trouble hearing sounds in words are likely to have difficulty learning to read. This ability to detect the sounds in oral language is called *phonemic awareness*.<sup>3</sup> Phonemically aware children understand that our spoken language is made up of sentences, words, syllables, onsets and rimes, and finally, individual sounds. They can blend isolated word parts (sounds, onsets and rimes, and syllables) into words or can say words slowly to hear the individual sounds, or phonemes. Children without these abilities will clearly be at a disadvantage when attempting to use phonetic cues in reading and writing.

Hearing rhymes is an example of phonemic awareness and will become a useful tool for decoding words. Therefore, it is an important skill to develop now. Most children find it easier to hear rhymes than beginning sounds of words.

## Part 3 LEARNING TO HEAR BEGINNING SOUNDS

Another aspect of phonemic awareness is the ability to isolate the initial sound of a word. Some students have difficulty with this task because they confuse the beginning and end of a word, and many children find it easier to identify two rhyming words than two words that begin with the same sound. The ability to locate initial sounds is a precursor to associating beginning sounds with letters. In this section, students match pictures that begin with the same sound.

<sup>3</sup>Teachers can enhance their students' phonemic awareness through many activities. With their students, teachers can clap syllables; read nursery rhymes, poetry, and jingles; sing rhyming songs; play games with adding, subtracting, and substituting sounds (e.g., begin everyone's name with /t/, /v/); and practice listening to words that begin with the same sounds.

<sup>4</sup>Pages 8, 16, 36, 56, 70, 78, 90, 104, 114 Cutout Activities: The cut-and-paste directions are optional. Students can simply be directed to draw a line between the pictures on the page that are the same.

## Part 4 FINAL REVIEW

At the end of the workbook, students complete review exercises on rhyming and letter formation.

### EXERCISES

#### Visual Matching

For all the visual matching exercises, go over examples provided in the book and explain why they are correct. Encourage students to look at all possible matches before they circle the best one. Students who find circling difficult can simply mark the pictures in some way, with crayon, if need be.

Pages 1–4 Visual Matching of Objects: It is easier for children to see similarities and differences between familiar objects than between abstract shapes, so this is where we begin. Exercises progress from easier (matching objects in different categories) to more difficult (matching objects in the same category). Help students to name each picture. If they are unable to name all the objects, help them to verbalize visual differences. (e.g., One truck is bigger, one is smaller, and one has a ladder on it.)

*Before:* Talk about concepts of “same” and “different.” Demonstrate differences with concrete objects. Have students match pairs of Key Word Cards.

*Beyond:* Have students draw pictures of another object that could fit in each category on pages 3–4. Sort Key Word Cards and Picture Cards into categories.

Pages 5–8 Visual Matching of Shapes:<sup>4</sup> Naming the shapes is helpful in completing this matching task, but not necessary. You can also show students how to make up their own names for the shapes (e.g., “valentine” or “one with curved sides” for heart).

*Before:* Explain vocabulary such as “sides,” “corners,” “long,” “short,” “round,” and “straight.” Help students use these words to describe the shapes.

*Beyond:* Have one partner name or describe a shape and the other find it. Cut out shapes from the workbook and sort into piles (e.g., straight/round sides). Sort Letter Cards by shape (lines, curves, lines and curves).

**Pages 9–16 Visual Matching (Directional Orientation):** One of the most difficult visual skills for many young children is the ability to recognize letters that have similar or identical forms but are turned in different directions (e.g., *b*, *d*, and *p*). Again, this section starts with the matching of objects, then progresses to letter-like symbols. (*Note on pages 14, 53, and 110:* Students should check not only the three vertical and three horizontal rows, but also the two diagonal ones.)

*Before:* Review the concepts of “same” and “different.” Demonstrate with objects and magnetic letters. Show students how to verbalize the differences; for example, on page 9, first row, you may say, “handle up” as you point to the first picture of the bell, and “handle down” as you point to the second one.

*Beyond:* Using the lowercase Letter Cards, have students find letters that are alike except for their directional orientation (*b/d*, *p/q*, *u/n*, *w/m*). Take turns trying to name these letters.

### **Pullout Alphabet Song**

**Pages 17–18:** Students who can sing the alphabet song may not associate the letter names they are pronouncing with letterforms. For example, many youngsters think that L-M-N-O is one letter. Enlarge the Alphabet Song page on a photocopier for demonstration to the class. Tell students that the alphabet contains all the letters in our language. Sing the song, using a pointer to tap under each letter

in the alphabet, as it is sung. Then let students try pointing on their own pulled-out copies, as you sing the song and point on the large copy. Begin with the uppercase page because these are the forms students are most familiar with. After students have learned to find letterforms using this page, where the letters are grouped according to the phrases in the song, they can graduate to using the song to locate letters in any written alphabet. (Students may use this technique when doing the Letter Introduction pages in the workbook.)

*Before:* Students who have not yet mastered one-to-one correspondence may find this task difficult. For these students, provide practice using the Letter Cards first. Arrange the cards in the same way they are on the Alphabet Song page. Have students touch or push the letters as they sing the song.

*Beyond:* Have students who know most of the alphabet put the uppercase and lowercase Letter Cards in alphabetical order. Write the alphabet with or without a model.

### **Prewriting and Writing Review**

**Pages 19, 21, 37, 57 Missing Part:** On these pages a link is made between looking carefully at objects or shapes and writing. Make sure that students start at the dot to complete the missing part.

**Pages 20–22, 26 (vertical and horizontal lines); 38, 44 (diagonal lines); 58, 65–66 (circular lines):** **Prewriting and Writing Review:**<sup>5</sup> Students’ lifetime handwriting ability depends on developing good habits from the outset. Of utmost importance in letter formation is the starting point. In this book, the starting points are always indicated by a black dot, and directional arrows are usually supplied. Insist that students start at the dot and move their pencils in the direction(s) indicated by the arrow(s). The formation of some letters requires students to lift the pencil at different points. For these letters, the arrows

<sup>5</sup>Page 58: It is crucial that students learn to form *C* properly because it is the basis for forming many other letters (*Oo*, *a*, *d*, *Gg*, *Qq*, *Ss*). Once the technique for forming *C* is deeply ingrained, you can help students learn to make the other letters by saying, “Start it like a *C*.” *Before:* Give extra practice forming *C* in the air, on the board, and on paper. *Beyond:* Have students write all the letters in the alphabet that start like *C*.

are numbered, and students should follow the arrows in order. For letters that do not require students to lift the pencil when forming them, the arrows are not numbered.

Explain to students that using the correct starting points and making the proper directional movements help us to write faster and more easily. For example, we write from the top down because gravity pulls us that way. Explain that if they form the letters the wrong way—for example, from the bottom up—they will get tired faster, and their hands may get sore. Make sure students are using the appropriate pencil grip and that the paper is in the correct position.<sup>6</sup> Bad habits formed at this point can be difficult to break later.

Early on, have as many adults in the room as possible to ensure that all students are using the correct starting points and making the proper directional movements when forming the new letters. Alert parents or guardians at home to assist you in this endeavor. You can send home workbook pages as guides to proper letter formation.

*Left-handers:* It is natural for students who are left-handed to form their letters in the opposite direction from right-handers, even bottom-up. Try to help left-handed children develop the top-down and left-to-right habits early. One problem for these students is that their hands cover up what they are writing. To avoid this, have them tilt the paper to the right. Gripping the pencil slightly higher than normal may help them see the page better.

*Before:* Have students practice the movements in the air first and then on the chalkboard or on their desks without a pencil. Verbalizing their movements may help students; for example, say, “Dot – down.” If students are confused by the term “down,” demonstrate on the board. You can also tell them to start at the dot and pull the pencil toward their stomachs.

*Beyond:* Have partners watch each other make the same forms found on the Prewriting and Writing Review pages on the chalkboard. Each partner can make sure the other one is using the correct starting point and making the proper movements. Then they can practice writing the forms on paper.

## Letter Introductions

Pages 23–25 (Ll, Tt, Ii, Hh, Ff, Ee); 39–43 (Vv, Ww, Nn, Mm, Yy, Kk, Aa, Xx, Zz); 59–64 (Cc, Oo, Gg, Qq, Ss, Dd, Pp, Bb, Rr, Jj, Uu): On the Letter Introduction pages, uppercase and lowercase letters are briefly presented, with a key word picture for each letter. Demonstrate that by reciting the alphabet and pointing to each letter as they name it, students can find out the name of the letter they are learning to write. Explain to students that the name of the picture begins with one sound of that letter, and that they can say the key word slowly to hear the sound that the letter usually makes. Demonstrate. Have them recite the name of the letter and the key word several times (e.g., “L – leaf”).

The proper steps for forming each letter are indicated one at a time. Review the concept of “starting points,” indicated by the dots. Demonstrate with an identical sample on the board. Also show students how to follow the arrows. You may want to make up a verbal cue to accompany the movements (e.g., “down and across”). Using the verbal cue you choose, have students first practice the movements in the air, then on the chalkboard, finally on a writing surface but without a pencil. As you introduce each letter, give the appropriate Letter Cards (uppercase and lowercase) to students. They can keep the cards in an envelope. Periodically have students find the letters you name or write on the board from the group of Letter Cards they have. You can make class or individual alphabet books with an uppercase and lowercase letter on each page. After a letter is introduced, students can paste or draw a picture of the key word on the appropriate

<sup>6</sup>All pages are perforated so that they can be pulled out and positioned properly. When students are able to write their names, they can use the space beside or below the directions on each page for this purpose.

page. To review, students can sort a group of Letter Cards according to shape (line, curves, lines and curves).

*Note on pages 23–25, 39–43:* Most of these letters are composed of vertical, horizontal, and diagonal lines. However, lowercase *e* and *a* are circular letters, and may, therefore, be difficult for some students. You may want to have these students revisit these letters after more intensive practice in forming circles is given in a later section (pp. 57–64). (See also footnote #5.)

*Before:* Help students make the transition between singing the alphabet song and reciting the alphabet. Some students may need to use the Alphabet Song page rather than the alphabet on these pages to locate the letter name.

*Beyond:* Have students match: a) uppercase and lowercase Letter Cards; b) Letter Cards and Key Word Cards; c) Letter Cards and Picture Cards (except *q* and *x*) that begin with the same sound; d) Key Word Cards and Picture Cards that begin with the same sound.

## Letter Matching

**Pages 27–28, 45–48, 67–70:** Now that students have developed their visual matching skills and have had several letterforms introduced to them, they apply their visual skills to matching letterforms.

*Before:* Review concepts of “same” and “different.” Point out similarities and differences between letters, using the terms “top,” “bottom,” “sticks,” “circles,” and “midline.”

*Beyond:* Have students match Letter Cards with partners’ Letter Cards or corresponding magnetic letters.

## Sight Words

**Pages 29–30, 49–50, 71–72, 83–84, 97–98:**

On these pages, a high-frequency word is shown at the top of the page and then used in several sentences with the same language pattern. Pictures provide additional cues to the sentences. These pages prepare students for reading the pullout storybooks on pages 105–108 and 115–118, and later, regular storybooks. Although some students will remember the sight words after seeing them once or twice, this ability should not be the expectation for most students. No student should be expected to learn the other words in the sentences (e.g., “jump,” “swing”). These words will be suggested by the pictures.

### The Sight Word pages:

- demonstrate to students that the letters they are learning can be put together to make words;
- give students a good look at certain high-frequency words;
- show that words can be put together to form sentences that say something meaningful;
- demonstrate that looking at a picture can help you read a sentence;
- develop the concepts of “letter,” “word,” and “sentence”;
- develop one-to-one matching of finger to word; and
- help students progress to reading little books.

Write the sight word on the board. Read it to students. Say, “This is the word . . .” Have them point to the word at the top of the workbook page and say the word. Write the first sentence on the board under the sight word. Read the sentence (e.g., “These two words make up the sentence, ‘I jump.’”), pointing under each word as you read it. Have students repeat the sentence, pointing under each word as they read it. Point again to the sight word above the sentence on the board and say, “Here is the word . . .” Show students how to find the word in the sentence on the page and circle it.

If you send these pages home, tell parents not to cover up the pictures as students “read” and not to have students try to read the words out of context. Explain that children are learning to use meaning (at this point, the pictures) and language patterns, as well as phonetic cues, in reading. After page 72, students can begin to use Sight Word and Picture Cards to build sentences (e.g., “I see a . . .”).

*Before:* Explain the terms “letter,” “word,” and “sentence.” Demonstrate one-to-one matching by placing dots under each word in the sentence written on the board. You may want to make up additional sentences to add to your demonstration.

*Beyond:* Students can count the letters and words in each sentence or generate their own sentences with Sight Word Cards and any of the cards with pictures. Students can also write sentences using the same or similar language structures, and draw pictures to go with their sentences.

## Rhyme Matching

Pages 31–36, 51–56: Tell students that to find two pictures that rhyme, they should say the names of the pictures out loud (e.g., *bat/hat*, p. 31). Then say the names of the alternatives (*bat/key*). Have them listen to their own voices to see which ones rhyme.

*Before:* Practice rhyming orally with students who are unfamiliar with the concept. First give them many examples of pairs of words that rhyme. Then mix them with examples of words that do not rhyme. For the nonrhyming pairs, start with two words that have very different endings and beginnings (*hat/pig*); then progress to words that are more similar (*hat/ham* or *hat/horse*). For extra practice, have students find pairs of Picture Cards that rhyme.

*Beyond:* Have students find pairs of Picture Cards that rhyme. Have them think up their own rhym-

ing pairs and draw pictures on index cards. Play Concentration with rhyming Picture Cards.

## Initial Sound Matching

Pages 73–78, 85–90, 99–104: Demonstrate locating initial sounds to the class with a one-syllable word beginning with a single consonant sound (e.g., *cat*), or perhaps one of the students in the class has a one-syllable name that is familiar to the students. Say the word slowly; then say it again, but stop after saying the initial sound (*caaat, c-*). Do this several times. Then have students try. Repeat with other words as needed.

Have students say the names of the possible matching pictures one after the other, as they did for the possible rhyming words. (See Rhyme Matching section.) Point out to students that on some pages (pp. 73, 76, 85, 88, 99, 102) the initial sound is identified by letter (e.g., *F-fish*); the combination here of letter and key word picture helps to reinforce the association of one with the other. Have them say the name of the letter and the picture, as they did on the Letter Introduction pages (see p. 23), and then say the name of the first choice (e.g., *F-fish-moon*). Repeat for the last picture in the row (*F-fish-fork*). For extra practice, match Picture Cards with Key Word Cards (except *q* and *x*) that begin with the same sound.

The first pages in the section have only two choices and pictures with markedly different initial sounds (e.g., /m/ and /f/) to make it easier for students to learn to identify initial sounds. Later, students choose from a greater number of alternatives and between initial sounds that are more similar (e.g., /t/ and /d/).

*Before:* Some students may benefit from being told what sound to listen for (e.g., “Listen for /k/ at the beginning of *cat*”).

*Beyond:* Have students match Letter Cards (except *q* and *x*) to Picture Cards that begin with the same sound. Have students write the letter for the initial sound under each picture in this section.

## Letter Review

**Pages 79–82, 91–94:** The uppercase and lowercase letters are again presented with the key word pictures, followed by traceable letters with complete formation notation.

*Before:* Some students may need to spend more time on step-by-step formation, as seen in the Letter Introduction pages (pp. 23–25, 39–43, 59–64).

*Beyond:* Students who have mastered letter formation, using correct starting points and making proper directional movements, can practice writing letters on lined paper with midlines.

## Pullout Storybook (Sight Word Review)

**Pages 105–108** (*A Toy Box*), **115–118** (*The Birthday Party*): After helping students assemble the booklet, introduce the story. Read the title to the students, pointing to each word as you say it. Invite students to do the same. Stimulate students' background knowledge in relation to the story; for example, ask if anyone knows what a toy box is. Discuss the kinds of things that go in a toy box. Then say something like, "Yes, toys go in toy boxes, and that's what this book is about. On each page, it tells about things I can see in the toy box." Go through the booklet, eliciting what each picture shows. Repeat the sentence pattern frequently. Have students read the booklet. Afterwards, you can have the class recreate the sentence patterns with their Sight Word Cards, using Picture and/or Key Word Cards to finish the sentences.

*Before:* Demonstrate how to use picture cues and language structure by reading the book to students first. For example, pointing to each picture as you read it, say, "Here is a block. The story says, 'I can see a block.'" Emphasize left-to-right progression. After reading the book to students, read it again along with them.

*Beyond:* Have students read *Handprints Storybooks Set A* and other little books designed for early emergent readers. Have students create their own books, using the same or similar language patterns.

## Rhyming Review

**Pages 119–122:** See instructions for Rhyme Matching (p. 7 of guide). Review rhyming as needed. Because students will have been previously working on listening for initial sounds, you may have to explain that they should now listen for rhyming sounds at the end of a word instead. Make sure students can make the transition between listening for beginning sounds and listening for rhyming sounds.

## Uppercase and Lowercase Letter Review

**Pages 123–126:** Review letter formation for students as needed. This activity is the first time that students are asked to trace the letters with only the starting point and first directional movement indicated.

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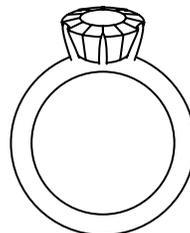
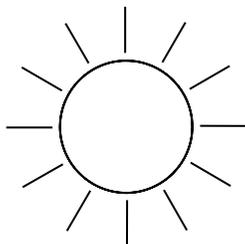
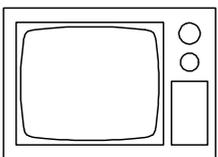
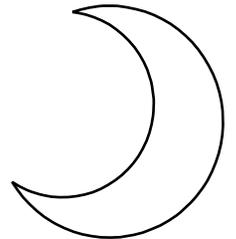
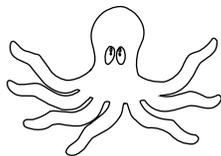
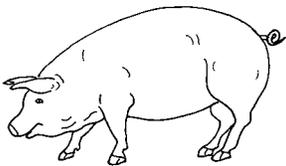
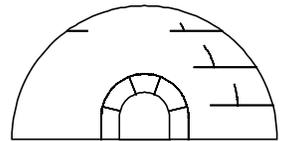
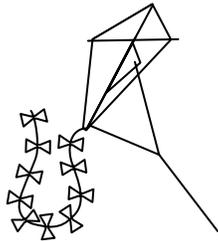
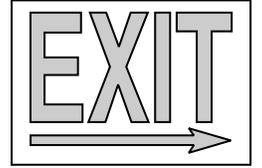
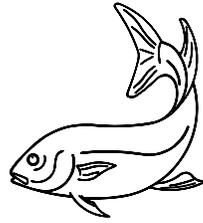
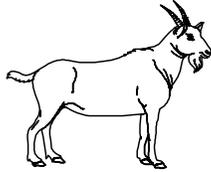
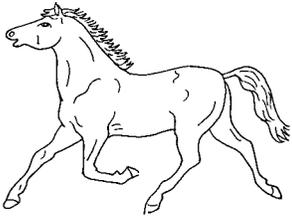
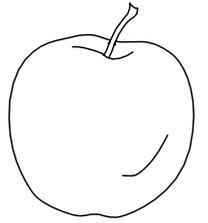
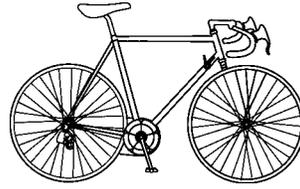
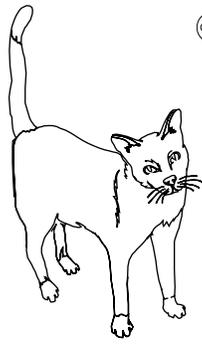
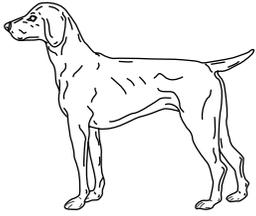
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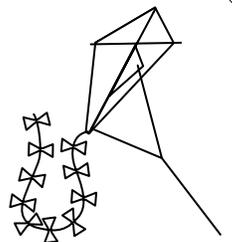
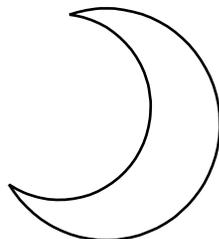
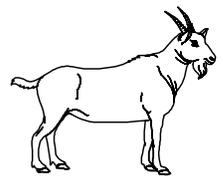
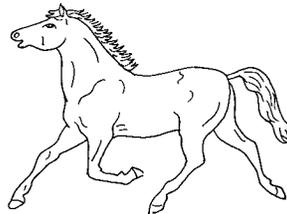
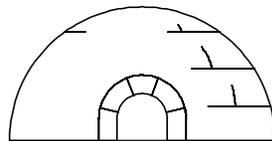
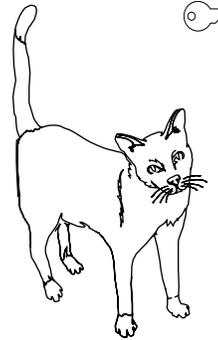
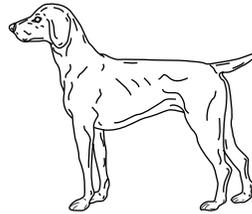
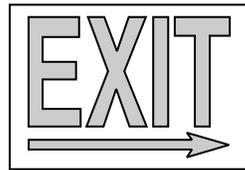
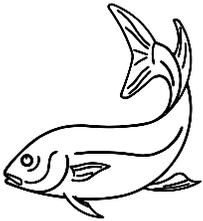
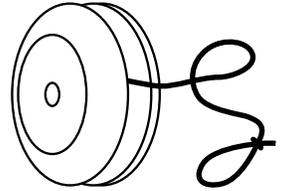
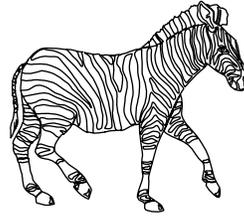
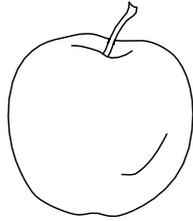
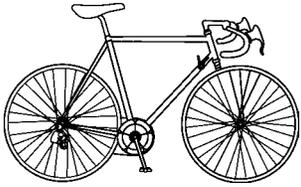
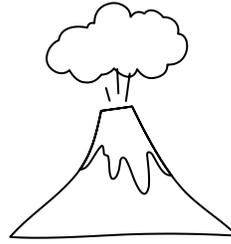
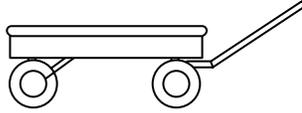
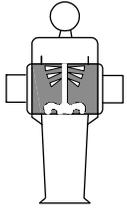
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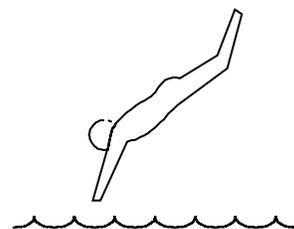
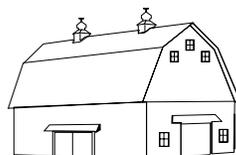
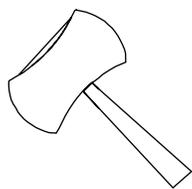
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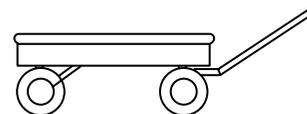
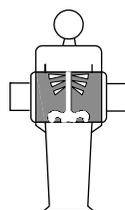
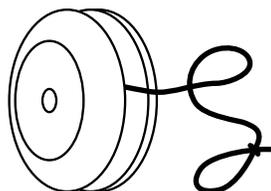
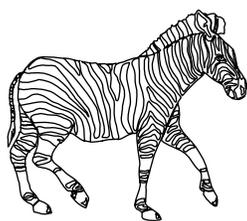
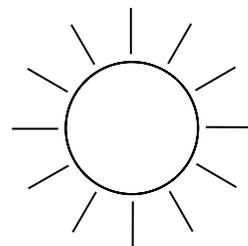
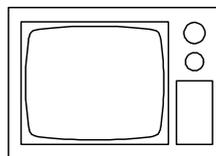
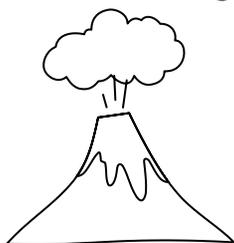
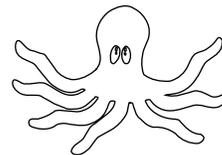
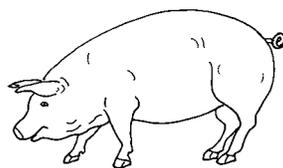
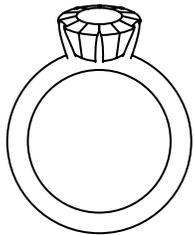
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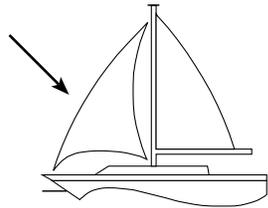
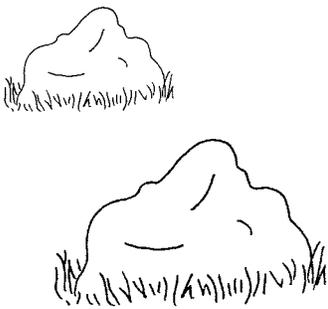
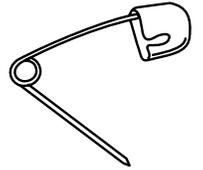
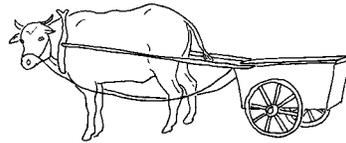
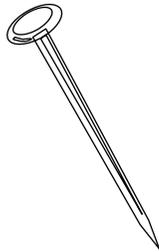
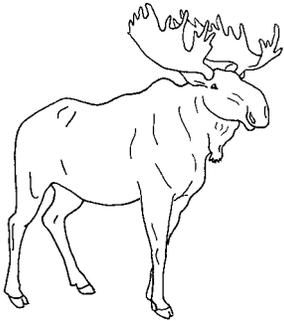
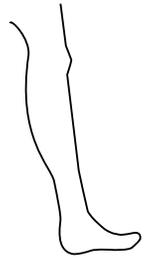
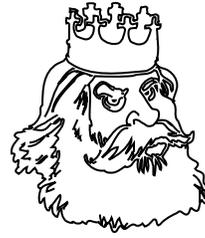
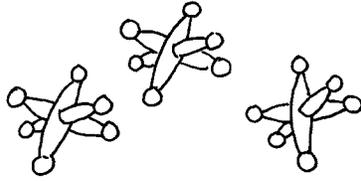
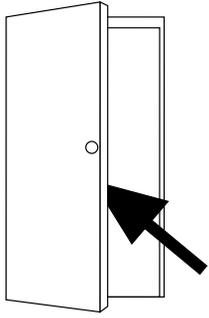
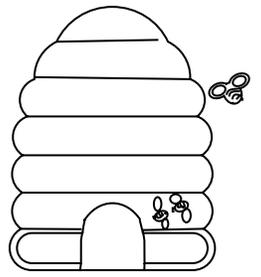
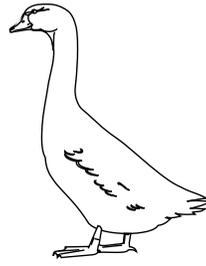
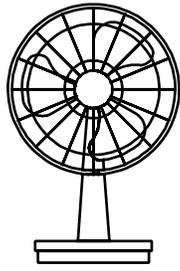
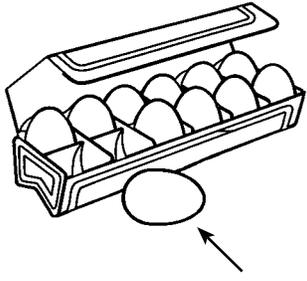
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