



HANDPRINTS

An Early Reading Program

Teacher's Guide for Workbook B

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EDUCATORS PUBLISHING SERVICE

HANDPRINTS

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 direct instruction in decoding along with 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 B

Book B is intended for children who can recognize and write some letters, know some initial letter sounds, and may have had some practice recognizing rhymes. They can write, or almost write, their first names. These students may be at the end of preschool, in kindergarten, or at the beginning of first grade.

Specific directions appear on each page of the workbook.¹ This guide provides additional information about the exercises, as well as optional introductory and follow-up activities. The *Before* activities can be used with children 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 children 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**, and **Picture Cards**.² The Letter Cards *I* and *a* can also be used as Sight Word Cards. **These cards may be printed and reproduced.**

In Book B, students:

- gain independence in forming uppercase and lowercase letters;
- associate letters with key words and initial sounds;
- identify pictures that begin like a key word;
- match letters with pictures that begin with those letters;
- develop phonemic awareness through rhyming, initial sound, and final sound activities;
- begin to build a supply of high-frequency sight words;
- match uppercase and lowercase letters;
- practice using alphabetical order; and
- learn to count up to three syllables in a word.

In Book B, students practice writing letters by tracing them and by writing them on their own. No more than four letters are introduced in a section before the letters are reviewed. Review activities interspersed throughout the workbook help develop long-term memory of letters, key words, and letter formation.

Book B is divided into three parts: Hearing Rhymes, Hearing Beginning Sounds, and Hearing Final Sounds.

Part 1 HEARING RHYMES

Research shows that children who have trouble hearing sounds in words are likely to have difficulty learning

¹Students can personalize their workbooks by putting their own handprints on the title page.

²Each 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.

to read. This ability to detect sounds in oral language is called *phonemic awareness*.³ Phonemically aware children understand that our spoken language comprises 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 print cues in reading and writing.

Hearing rhymes is an example of phonemic awareness and will later 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 to hear beginning sounds of words.

Part 2 HEARING BEGINNING SOUNDS

Another example of phonemic awareness is the ability to isolate the initial sound of a word. Some students 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. By associating key words with letters, children can connect a letter with a sound it makes. Then the process of identifying initial sounds becomes a matching process (e.g., Does *inchworm* begin like *igloo*?) rather than an attempt to isolate the sound a letter makes.

Part 3 HEARING FINAL SOUNDS

Locating and identifying final consonant sounds in words is another step in developing phonemic awareness. This section should be attempted only when students can easily locate and identify initial sounds. At first, children may confuse beginning and ending sounds; however, it is generally easier for children to identify initial and final consonant sounds than medial vowel sounds.

Other types of activities are interspersed throughout the three sections of the book:

Letter Formation

Students' lifetime handwriting ability depends on developing good habits from the outset. Of utmost importance in letter formation is the **starting point**. It is also crucial that you train students to use consistent movements in forming letters (e.g., top-down). It is not enough to create a legible letterform: correct movements save time and energy when writing.

Sight Words

At this stage, students begin to develop a supply of high-frequency words that they can recognize by sight and perhaps write from memory. They practice using these words in context. This core of known words will be a base upon which students build their knowledge of how words are made and taken apart.

Matching Uppercase and Lowercase Letters

The process of matching the two forms serves as a review of students' letter knowledge.

Using Alphabetical Order

Learning to put letters in alphabetical order is a significant step in developing important life skills.

Counting Syllables

Another example of "phonemic awareness" is the ability to identify the number of syllables in a word. Listening for the "beats" in spoken words prepares children for future encoding and decoding of multisyllabic words.

EXERCISES

Rhyme Matching

Pages 1–4: Before asking students to identify rhyming words, read rhyming jingles and poems to them, or sing rhyming songs. Play rhyming games where children guess the rhyming words omitted from silly sentences. For example, have children complete a sentence such as "I went to pat my big black ____." Tell students that to find two pictures that rhyme, they

³Teachers 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.

should say the names of the pictures out loud (e.g., *two/zoo*, p. 1). Then say the names of the alternatives (*two/web*, *two/leaf*). Have them listen to their own voices to hear which words rhyme.

Before: Practice rhyming orally with children who are unfamiliar with the concept. First give them many examples of pairs of words that rhyme. Then mix rhyming pairs 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*).

Beyond: Have students try to find the six pairs of Picture Cards that rhyme. Have them make up pairs of rhyming words and write them on index cards. They can play games such as Concentration with the cards after you have checked for proper spelling.

Letter Formation

Pages 5, 7, 9, 11, 15, 17, 19, 21, 25, 27, 29, 31, 37, 39, 41, 45, 47, 49, 53, 55, 57, 61, 63, 67, 69, 91: Tell students that the name of the picture begins with a sound the letter makes, or sometimes makes. Have children recite the name of the letter and the key word several times (e.g., *I – igloo*) to help them remember the association. If children forget the letter name, they can use the alphabet sequence as a cue. Have students circle the letter in both the uppercase and lowercase alphabets. Children may find the given letter in the alphabet most easily by saying the alphabet as they point to the letters.

The dots and arrows on the practice letters indicate the proper steps for forming the letters; students trace each practice letter before they try forming the letter on their own. On the chalkboard, demonstrate how to form the letters, using the starting dots and following the arrows. You may want to make up verbal cues to accompany the movements (e.g., “down and across”). Using the verbal cues you choose, have students first practice the movements in the air, then on

the chalkboard, and finally on a writing surface but without a pencil.

Explain to students that using the correct starting points and making the proper directional movements help us write faster and more easily. For example, we write from the top down because gravity pulls us that way. 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 children are using the appropriate pencil grip and that their papers are in the correct position. (All pages are perforated so that they can be pulled out and positioned properly.) Bad habits formed at this point can be difficult to break later.

Point out that some letters are tall (like trees), some are short (like bushes or flowers), and some hang down below the line (or below the “ground” like carrots).

When students trace and write the letters on their own, insist that they use the correct starting points and make the proper directional movements. Early on, have as many adults in the room as possible during writing practice to ensure that students are forming the letters correctly. Ask parents or guardians to check students’ writing at home; you can send home workbook pages as guides to proper letter formation.

The formation of some letters requires students to lift the pencil at various points. For these letters, the arrows are numbered to indicate new starting points. Dark lines are provided for students to write on, to encourage a sense of appropriate spacing.

As you introduce each letter, give the appropriate Letter Cards to children. They can keep the cards in an envelope in their desks. You can make class or individual alphabet books with a letter (upper- and lowercase) on each page. After each letter is introduced, children can paste or draw a picture of the key word on the appropriate page.

You can periodically review letter knowledge with the cards. For example, have students hold up the Letter Card you name or have them name the Letter Card you hold up.

Left-handers: It is natural for children 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 children 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 can help them see the page better.

Before: Review the Alphabet Song. Help children recite the alphabet with and without a model. Have students practice the letter 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 children are confused by the term “down,” demonstrate on the board. You can also tell them to start at the dot and pull their pencils toward their stomachs.

Beyond: Have partners watch each other form letters 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 letters on lined paper.

Have students match Letter Cards with magnetic letters. Two students can play card games such as Fish or Concentration with two sets of Letter Cards.

Identifying Beginning Sounds

Pages 6, 8, 10, 12, 16, 18, 20, 22, 28, 30, 32, 38, 40, 42, 46, 48, 50, 54, 56, 58, 62, 64, 68, 70: If students forget how to form a letter, tell them to look back at the practice letters on the previous page. Repeating the verbal cue you have taught them

may help. Remind students that the key word begins with the sound the letter makes, or sometimes makes. Demonstrate saying the name of the picture slowly to hear that initial sound (*s-s-s-sun*) or stopping after you start to say the word (*d—og*). Children having difficulty remembering the letter sounds may benefit from saying the letter name, then the key word, then the beginning sound of the key word. This is particularly helpful with the short vowel sounds (*A – apple – /a/*). To determine whether the name of a picture begins like the key word, students should slowly say the name of the letter, the key word, and the picture (*I – igloo – iguana; I – igloo – door, etc.*).⁴ For children who think initial /w/ is Y, you can ask them, “Does the word begin like *yo-yo* or *wagon*?” For extra practice, have students match Picture Cards with the Key Word Cards (except *x*) that begin with the same sound.

Before: Demonstrate how to listen for the initial sound in a word. Say a one-syllable word slowly; then say it again, but stop after saying the initial sound (*cat, /k/*) or elongate the initial sound (*s-s-s-sun*). Do this several times.

Beyond: Have students match Letter Cards (except *x*) with Key Word Cards or Picture Cards that begin with sounds the letters make.

Page 70 (Qq):

As we know, the letter *Q* is always written with *u* at the beginning of a word, and *qu* is considered an initial blend (the two sounds /kw/), rather than one sound. However, most students working on this level will not be ready to absorb this information. Students can complete this exercise by comparing the beginning “sound” of the keyword, *queen*, with the beginning “sound” of each word pictured on the page. (See Identifying Beginning Sounds.) It is suggested that you give students additional assistance on this page.

⁴The vowel sounds on these pages are the short vowel sounds usually heard in closed syllables.

Reviewing Beginning Sounds

Pages 13, 23, 33–35, 43, 51, 59, 65, 71–73, 80–81: On these pages, key words are not listed, so children will have to recall key words, look back and find them, or complete the exercises without them. Encourage children to say the names of the pictures slowly, exaggerating or, when possible, elongating the first sound. If students are able to isolate the initial sound but are unable to identify the corresponding letter, ask them to try to remember the key word for each letter.

Before: Demonstrate saying the word slowly, exaggerating, elongating, or stopping at the first sound. Review initial sounds by holding up a Letter Card and having students find a Picture Card or Key Word Card that begins with that letter.

Beyond: Have students generate lists of words that begin with the letters on a given page. They can create or add to personal dictionaries or a “Word Wall.”

Sight Words

Pages 14, 24, 36, 44, 52, 60, 66, 74, 82, 90:

The Sight Words pages:

- demonstrate to students that the letters they are learning can be put together to make words;
- give children a good look at certain high-frequency words;
- give students a supply of known words they can use to test their predictions when reading text;
- 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 voice to word;

- aid in reading little books like the *Handprints* story-books; and
- help students form a knowledge base from which they will learn more about words later.

Use the terms *letter*, *word*, and *sentence* often. Copy the sentence(s) at the top of the Sight Word page onto the chalkboard (e.g., *I see a car.*) Tell students, “This is a sentence. I will point to each word in the sentence as I read it.” Then finger-point as you slowly read the sentence. Next, have students read with you as you again finger-point the sentence on the board. Finally, have them finger-point as they read the sentence in their own books.

Then say, “Who can help me find the word *I*?” After a child has done this on the board, have students find the word in the sentence in their books. Do the same for the other sight word(s) on the page. The sight words are in bold. Invite children to tell you how they found each word.

Then tell children that they are going to practice writing the word. Do one word at a time. Tell them to locate the word in dark print near the middle of the page. Have students say the word slowly as they run their fingers under it. Then ask them to trace the word in gray letters below, again saying the word slowly as they trace it. Remind students to use the correct starting point and to make the proper directional movement(s) for each letter in the word. Finally, have students copy the word on the lines below, saying the word slowly as they write it.

Although some children will remember the sight words after seeing them only a few times, most children will not be able to do so. Children should not be expected to learn the words in the sentences that are not bold (e.g., *car*). These words will be suggested by the picture. As students learn new words, they can add the Sight Word Cards to their envelopes and use the Sight Word Cards and Picture Cards to build sentences. You can help children create a class book

using the sentence pattern at the top of the page (e.g., *We go to . . .*). Have each child write the sentence pattern on a page and complete the sentence using transitional spelling.

Before: Explain the terms *letter*, *word*, and *sentence*. Demonstrate one-to-one matching with dots under each word. Review starting points and directional movements for the letters in the words. Make and remake the words with magnetic letters. Read the corresponding storybook from *Handprints, Storybooks B Set 1* to students. The title of the storybook is located at the bottom of the page. Have students locate the sight words in the storybook.

Beyond: Have students count the sight words in each sentence in the corresponding storybook or generate their own sentences with Sight Word Cards and any of the cards with pictures. Create writing activities using the sentence patterns from the top of the page.

Matching Uppercase and Lowercase Letters

Pages 75–76: Suggest to students that they say the names of the letters as they try to match them. Before or after the workbook activity, children can match their uppercase and lowercase Letter Cards.

Before: Review uppercase and lowercase letters with students, using Letter Cards.

Beyond: Have students play Concentration, matching uppercase and lowercase pairs of Letter Cards.

Using Alphabetical Order

Pages 77–78: Have students complete this exercise out loud, reciting the alphabet as they do. Many, if not most, children will have to start at the beginning of the alphabet to complete the missing letters in the latter part of the alphabet. This will give them extra practice in reciting the alphabet. Discourage students from simply copying the answer from an alphabet chart on their desks or a classroom wall chart; then

the activity would be an exercise in matching rather than alphabetizing.

Before: Review reciting the alphabet or the Alphabet Song. Have children put Letter Cards in alphabetical order, first with a model and then without.

Beyond: Students can play the “Before or After” game with the alphabet: One child says a letter as he looks at the alphabet; another child, with eyes shut, says the letter that comes before or after.

Counting Syllables

Page 79: Demonstrate how to count syllables by saying words slowly and clapping each syllable. Start with two-syllable words or names of children in the class. Children sometimes have more difficulty identifying one-syllable words because they stretch out the word and pronounce it as two syllables. Then progress to one-syllable words. When students are able to count the syllables in one- and two-syllable words, move on to three-syllable words.

Before: Make sure children can count to three and can recognize the numerals for one, two, and three.

Beyond: Have students count the syllables for objects in the room. They can make a list.

Sort the Key Word and Picture Cards into piles for one-, two-, and three-syllable words.

Final Consonant Sounds

Pages 83–89: Once children have the initial sounds and where they’re located in words clearly in their minds, you can move on to final sounds.

Draw an arrow on the board like the one on page 83. Tell students that you are going to trace the arrow with your finger as you slowly say a word. Explain that your finger will be on the dot when you say the beginning of the word and on the pointer as you say

the end of the word. Tell them to listen for the sound they hear at the **end** of the word, when your finger is on the pointer. Stress the ending sound as you demonstrate with the word *cat*. Do a few other examples with students. Then demonstrate with the word *ear* from page 85. Repeat these arrow activities before students complete the other Final Consonant Sound pages in the section, if needed. Additional practice can be provided with the cards. Children can match the Key Word Cards and Picture Cards that end with the same sound. Later, they can match Key Word or Picture Cards with the Letter Card for that ending sound. When children look for Key Word or Picture Cards that end with the same sound, check that they don't look for rhyming words. Rhyming words share more than the same single consonant sound; the vowel sound is also the same.

Before: Review initial sounds for *b, c/k, d, f, g, l, m, n, p, r, s, t, v*, and *z*, using Letter Cards; say a word that ends with one of these sounds and have children hold up the Letter Card for the sound they hear at the end of the word.

Beyond: Have students find Picture Cards that end with the final sounds for *b, c/k, d, f, g, l, m, n, p, r, s, t, v*, and *z*. Put the Picture Cards in columns under the appropriate Letter Cards.

Page 92 (Final X):

It is important to use the key word *box* for the "sound" of final *x* because, as for *qu*, this letter is really two sounds (/ks/). Have students pronounce the two possible matches together to see whether they end the same way (*box/fox; box/hill*).

Before: Review the final sound position, using a dot and an arrow on the board.

Beyond: Students can try spelling the words that end in *x* on page 92, using a separate sheet of paper, or they can build words with Letter Cards. Have chil-

dren write sentences using the words with final *x* and illustrate them.

Initial and Final Sounds

Page 93: Instead of tracing the arrow as students say each word slowly as they did on page 83, have them move their fingers from the space on the left to the space on the right as they listen for the appropriate sounds.

Before: Review listening for beginning and ending sounds with arrows. (See directions, p. 83.)

Beyond: Have students use Picture Cards to listen for final sounds.

Sight Word Review

Page 94: Although some children may be able to complete the activity by themselves, you will probably have to read the sentences to most of the students.

Show students how to do closure exercises. Explain that a word has been left out of each sentence and that it is their job to determine the appropriate word to finish the sentence.

First have students read the words in the box to themselves. Then read the first sentence: "Look! Here is my *blank*." Show students how to try each word in the box in the sentence to see which one sounds best. ("Look! Here is my *am*. Look! Here is my *the*," etc.)

Before: Reread the stories in *Storybooks B Set 1* or the sentences on the Sight Word pages to children. Review Sight Word Cards.

Beyond: Have children copy one of the sentences they have completed onto a sheet of paper. They can then add one or two sentences to expand the topic, and illustrate the "story." You can use the sight words to compose simple closure activities or dictations for students.

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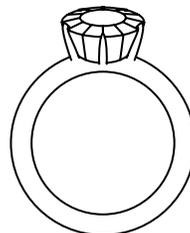
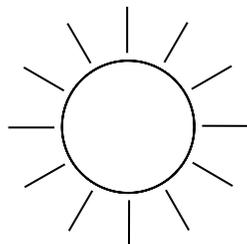
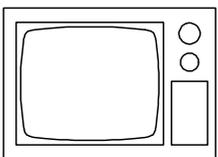
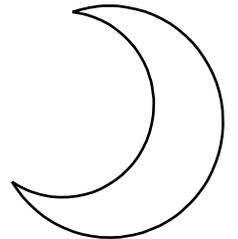
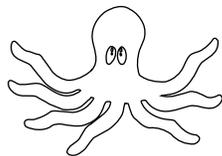
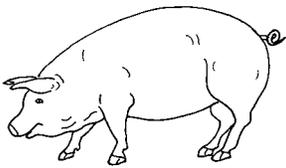
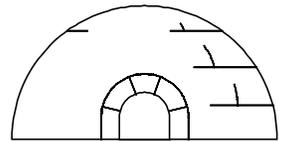
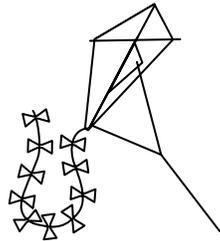
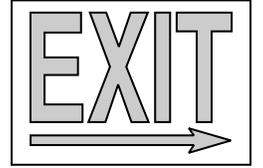
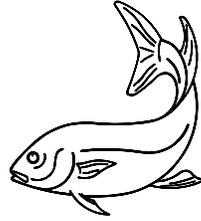
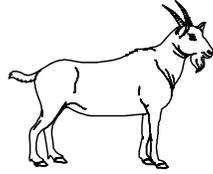
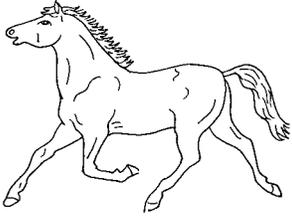
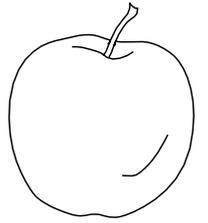
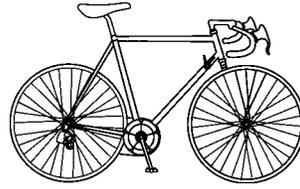
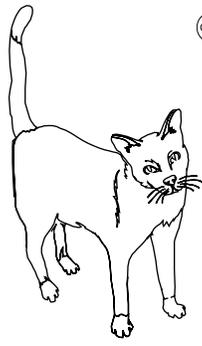
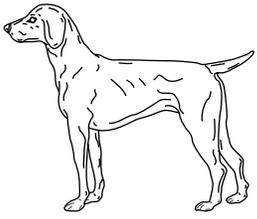
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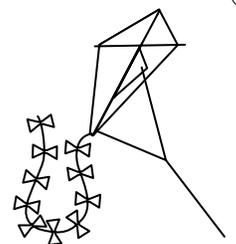
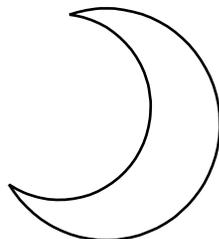
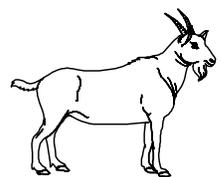
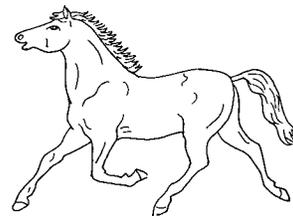
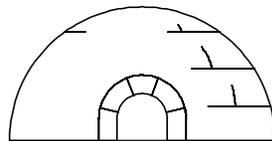
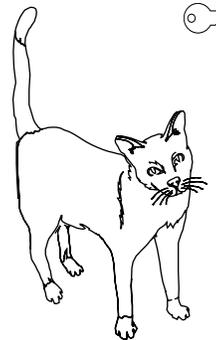
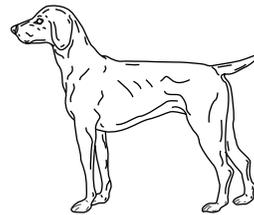
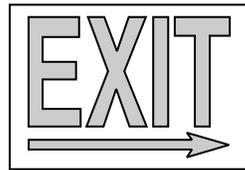
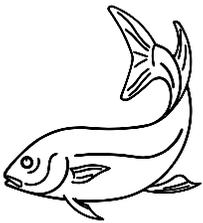
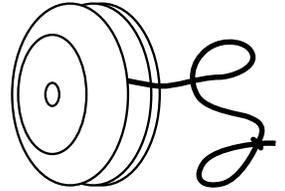
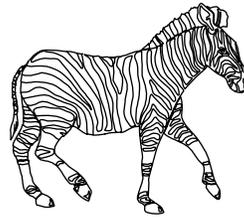
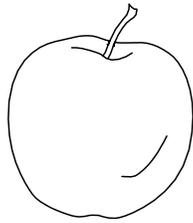
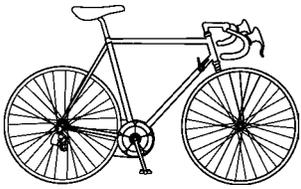
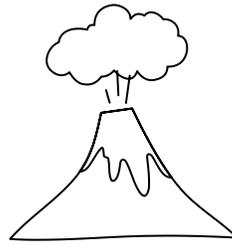
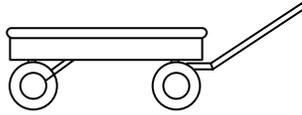
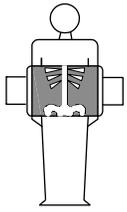
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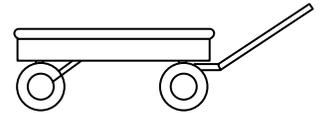
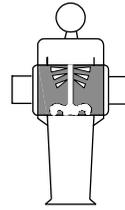
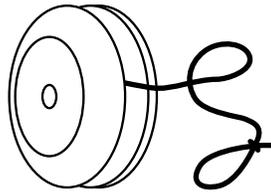
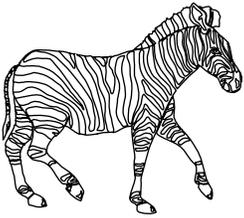
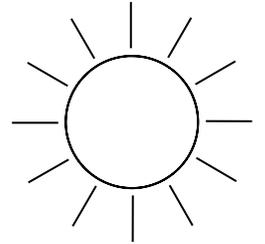
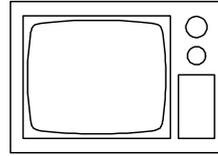
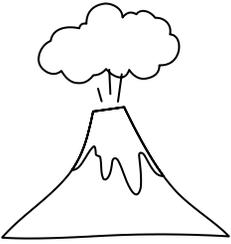
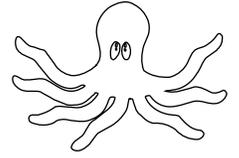
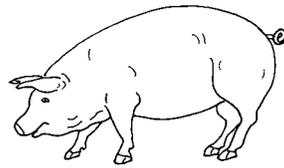
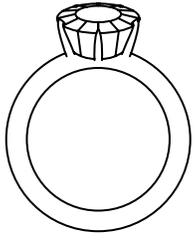
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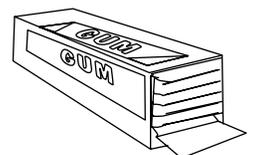
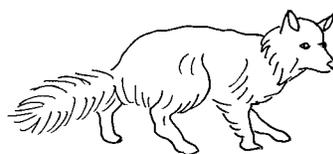
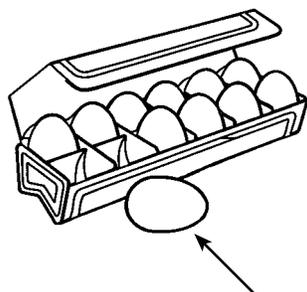
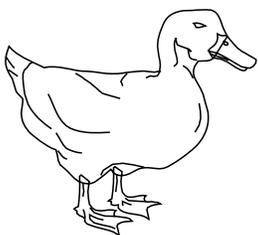
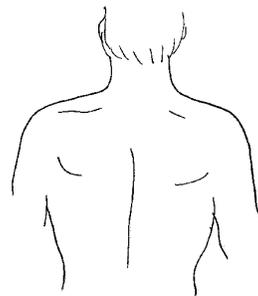
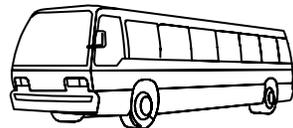
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