


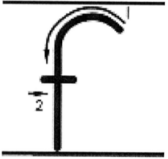








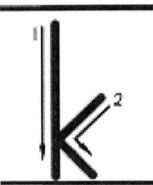
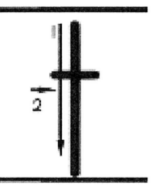
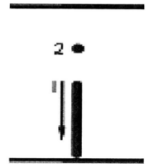
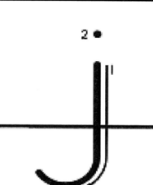
Spalding Manuscript Letter Formations







General Rules



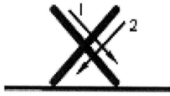


- All letters sit on the baseline.
 - For letters that start at 2 on the clock, rounding conforms to the curve of the circle.
- Every round letter should fit on the same sized clock.
- Lines always start at the top and are straight and parallel.
 - All lowercase letters that go below the baseline go the same distance below the baseline as above it. Capital letters descend the same distance as lowercase letters.
 - Letters (and parts of letters) are either tall or short. Tall letters (or parts of letters) approach, but do not touch, the top line. Short letters (or parts of letters) touch the midpoint.
 - Dots (*i* and *j*) and crossbars (*f* and *t*) are tiny, formed just above the midpoint. Crossbars are formed in the direction we read and write.

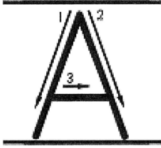



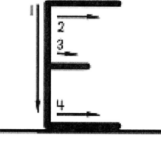
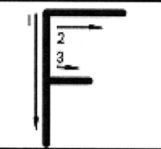

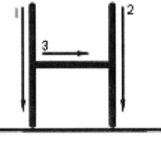
	<p>/ă/ cat /ā/ navy /ah/ father</p>	<p>Show card 1 and say its three sounds: /ă/ /ā/ /ah/. Students repeat the sounds.</p> <p>This is a clock letter. Form the letter without lifting the pencil. Start far enough in from the edge of the paper to make a clock face. Start at 2 and go up and around the clock, touching the baseline and stopping at 2. Pull a straight line down to the baseline.</p>
	<p>/k/ can /s/ cent</p>	<p>Show card 2 and say two sounds: /k/ /s/. Students repeat the sounds.</p> <p>This is a clock letter. It starts just far enough from <i>a</i> to make a clock face. Start at 2 and go up around the clock, touching the baseline and stopping at 4.</p>
	<p>/d/ dog</p>	<p>Show card 3 and say the sound: /d/. Students repeat the sound.</p> <p>Draw attention to the feel of the upturned tongue where it touches the upper ridge behind the teeth as the letter <i>d</i> is sounded. Start at 2 and go up and around the clock, touching the base and closing the circle at 2. Continue straight up towards the top line but do not touch it. Without lifting the pencil, come straight down to the baseline (retrace).</p>

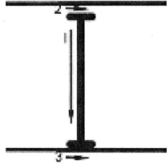

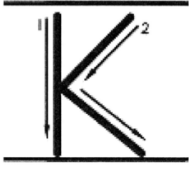


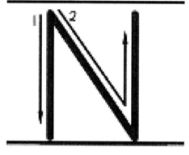


	<p>/f/ if</p>	<p>Show card 4 and say the sound: /f/ Students repeat the sound. (Demonstrate on a clock where this letter begins and that it conforms to the width of a clock. Emphasize that the crossbar is formed in the direction in which we write.)</p> <p>Start at 2 just below the top line. Without touching the top line, go up and around to 10 and pull a straight line down to the baseline. Lift the pencil. Form a tiny crossbar just above the midpoint.</p> <p>Monitor students to ensure that they begin at 2. Make sure each students writes the letter f before making the crossbar in the direction we write. Check that students do not retrace the crossbar backward.</p>
	<p>/g/ bag /j/ gem</p>	<p>Show card 5 and say the two sounds: /g/ /j/. Students repeat the sounds.</p> <p>This is a clock letter. Start at 2 and go up and around the clock, touching the baseline and stopping at 2. Pull a straight line down the same distance below the baseline and around from 4 to 8. Make sure that the width below the line matches the round part above and that a short letter could sit on the baseline beneath g without touching g.</p>
	<p>/ō/ odd /ō/ gō /oo/ do</p>	<p>Show card 6 and say the three sounds: /ō/ /ō/ /oo/. Students repeat the sounds.</p> <p>This is a clock letter. Start at 2 and go up and around the clock, touching the baseline and stopping at 2.</p>
	<p>/s/ us /z/ as</p>	<p>Show card 7 and say the two sounds: /s/ /z/. Students repeat the two sounds.</p> <p>Start at 2, go up and around to 10, and slide across to 4 (directly below 2). Curve down, touching the baseline and curving up to 8 (directly below 10). Make sure each student begins at 2 and goes up, then finishes at 8 on the clock.</p>
	<p>/kw/ quit</p>	<p>Show card 8 and say the sound: /kw/. Students repeat the sound.</p> <p>It takes two letters to say /kw/. Both are short letters. Each is formed without lifting the pencil. The tiny flag is formed in the direction in which we write. The second letter sits close. Start the first letter at 2 and go up around the clock, touching the baseline and stopping at 2. Pull a straight line down the same distance below the baseline, and make a tiny flag in the direction we write. Start the second letter at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, continue up to the midpoint, and retrace the straight line down to the baseline.</p>








	<p>/b/ rib</p>	<p>Show card 9 and say the sound: /b/. Students repeat the sound.</p> <p>This is a tall letter with a short part. The lips form a line when writing this phonogram. Form the letter without lifting the pencil. Start at the top just below the top line; pull the pencil straight down to the baseline. Retrace to 10; curve around the clock to 2, touching the baseline and curving up to 8.</p> <p>Have all students feel the line their lips make when they say /b/. (The kinesthetic feel of the two letters <i>b</i> and <i>d</i> can keep students from reversing them. Do not teach these two letters together, however.)</p>
	<p>/h/ him</p>	<p>Show card 11 and say the sound: /h/. Students repeat the sound.</p> <p>This is a tall letter with a short part. Form it without lifting the pencil. Start at the top just below the line above; pull a straight line down to the baseline. Retrace to 10, round from 10 to 2, and pull a straight line to the baseline."</p>
	<p>/k/ ink</p>	<p>Show card 14 and say the sound: /k/. Students repeat the sound.</p> <p>This is a tall letter with a short part. Start at the top and pull a straight line to the baseline. Start the short part at the midpoint, slant down and in to the tall line, and then slant down and out to the baseline." Make sure the second part starts at the midpoint, slants down and in to the tall line, then slants down and out to the baseline.</p>
	<p>/t/ bat</p>	<p>Show card 20 and say the sound: /t/. Students repeat the sound.</p> <p>This is a tall letter. Start at the top, and pull a straight line to the baseline. Lift the pencil. Draw a tiny crossbar just above the midpoint in the direction we write. Check that students do not retrace the crossbar backward.</p>
	<p>/i/ big /ī/ sī lent</p>	<p>Show card 12 and say the two sounds: /i/ /ī/. Students repeat the two sounds.</p> <p>This is a short letter. Start at the midpoint and pull a straight line to the baseline. Make a small dot by pressing the pencil just above the letter and lifting it.</p>
	<p>/j/ jam</p>	<p>Show card 13 and say the sound: /j/. Students repeat the sound.</p> <p>This is a short letter that goes below the baseline. Start at the midpoint, pull a straight line down the same distance below the baseline, and round from 4 to 8. Make a small dot by pressing the pencil just above the letter and lift it.</p>

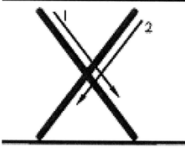
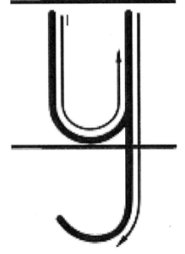

	<p>/m/ ham</p>	<p>Show card 16 and say the sound: /m/. Students repeat the sound.</p> <p>This is a short letter. Start at the midpoint and pull a straight line down to the baseline, retrace to 10, round from 10 to 2, and pull a straight line to the baseline. Retrace to 10, round from 10 to 2, and pull a straight line to the baseline.</p>
	<p>/n/ win</p>	<p>Show card 17 and say the sound: /n/. Students repeat the sound.</p> <p>This is a short letter. Start at the midpoint and pull a straight line down to the baseline, retrace to 10, round from 10 to 2, and pull a straight line to the baseline.</p>
	<p>/p/ map</p>	<p>Show card 18 and say the sound: /p/. Students repeat the sound.</p> <p>This is a short letter that goes below the baseline. Start at the midpoint, pull a straight line down the same distance below the baseline, retrace to 10, and curve around the clock, touching the baseline and curving up to 8.</p>
	<p>/r/ rat</p>	<p>Show card 19 and say the sound: /r/. Students repeat the sound.</p> <p>This is a short letter. Start at the midpoint, pull a straight line to the baseline, retrace to 10, and round from 10 to 2. Demonstrate that it conforms to the width of a clock face. Make sure that each student rounds the curved part over to 2 on the clock.</p>
	<p>/ŭ/ up /ū/ m<u>u</u> sic /oo/ put</p>	<p>Show card 21 and say the three sounds: /ŭ/ /ū/ /oo/. Students repeat the three sounds.</p> <p>This is a short letter. Start at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, continue up with a straight line to the midpoint, and retrace a straight line down to the baseline.</p>
	<p>/y/ yet /ī/ gym /ī/ my</p>	<p>Show card 25 and say the three sounds: /y/ /ī/ /ī/. Students repeat the sounds.</p> <p>This is a short letter that goes below the baseline. Form it without lifting the pencil. Start at the midpoint with a short down line to 8, round from 8 to 4 touching the baseline, and continue up to the midpoint. Pull a straight line down the same distance below the baseline, and round from 4 to 8. Make sure the width below the line matches the round part above.</p>

	<p>/v/ viv id</p>	<p>Show card 22 and say the sound: /v/. Students repeat the sound.</p> <p>This is a short letter. Form it without lifting the pencil and slant lines in the direction in which we write. Start at the midpoint, slant a straight line down to the baseline in the direction in which we write. Slant a straight line up to the midpoint."</p>
	<p>/w/ wit</p>	<p>Show card 23 and say the sound: /w/. Students repeat the sound.</p> <p>This is a short letter. Form it without lifting the pencil and slant lines in the direction in which we write. Start at the midpoint and slant a straight line down to the baseline. Slant a straight line up to the mid point, slant a straight line down to the baseline, then slant a straight line up to the midpoint.</p>
	<p>/ks/ box</p>	<p>Show card 24 and say the sound: /ks/. Students repeat the sound.</p> <p>This is a short letter. Slant the first line in the direction in which we write. Start at the midpoint and slant a straight line down to the baseline. Lift the pencil and start at the midpoint. Slant a straight line through the middle of the letter down to the baseline.</p>
	<p>/ě/ end /ē/ me</p>	<p>Show card 10 and say the two sounds /ě/ /ē/. (Put 9 and 3 on a clock face to show letter formation.)</p> <p>This letter is short. Form it without lifting the pencil. Start midway between the height of a short letter and the baseline. Make a straight line from 9 to 3 on a clock. Form a corner by continuing up and around the clock, touching the baseline and stopping at 4.</p>
	<p>/z/ zest</p>	<p>Show card 26 and say the sound: /z/. Students repeat the sound.</p> <p>This is a short letter. Form the letter without lifting the pencil. Start at the midpoint and make a straight horizontal line in the direction in which we write. Slant a straight line down to the baseline below the starting point of the top line. Make a straight line in the direction in which we write. The top and bottom lines should be parallel.</p>

	<p>Start almost at the top line, pull a diagonal line down to the baseline. Pick up your pencil. Put your pencil where you started and pull another diagonal line down to the baseline in the direction we read and write. Pick up your pencil. Make a horizontal crossbar just below the midpoint. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started and make one hump that curves down to meet your vertical line at the midpoint; then make a second, larger hump that meets your vertical line at the baseline. Pick up your pencil.</p>
	<p>Start at 2 on the "tall clock," go up almost to the top line and down around the clock, touch the baseline, back up to 4 on the clock, and stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started and make one large hump that curves down to meet your vertical line at the baseline. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started and make a horizontal line in the direction we read and write. Pick up your pencil. Put your pencil where your vertical line meets the midpoint. Make a slightly shorter horizontal line in the direction we read and write. Pick up your pencil. Put your pencil where your vertical line meets the baseline. Make a horizontal line the same length as the first in the direction we read and write. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started and make a horizontal line in the direction we read and write. Pick up your pencil. Put your pencil where your vertical line meets the midpoint. Make a slightly shorter horizontal line in the direction we read and write. Pick up your pencil.</p>
	<p>Start at 2 on the "tall clock," go up almost to the top line and down around the clock, touch the baseline, back up to 4 on the clock, and stop, but don't pick up your pencil. Make a small horizontal crossbar extending back into the middle of the clock. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Leaving the space of a capital letter between, put your pencil back almost at the top line and pull a second straight line down to the baseline. Connect the two vertical lines with a horizontal line at the midpoint. Pick up your pencil.</p>

	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Make one tiny crossbar at the top of your vertical line. Pick up your pencil. Make a second at the bottom of the line. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to 4 on the clock. Go backwards around the bottom of the clock, up and around to 8, then stop. Pick up your pencil. Make a tiny crossbar at the top of your vertical line. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline and stop. Pick up your pencil. Leaving the space of a capital letter between, put your pencil back almost at the top line; "kick in" with a diagonal line down, touch the tall line at the midpoint, then "kick out" with a diagonal down in the direction we read and write, touch the baseline and stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline and stop, but don't pick up your pencil. Pull a horizontal line along the baseline in the direction we read and write. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started, make a diagonal line down in the direction we read and right, then a diagonal line back up almost to the top line, then pull a straight line down to the baseline. Pick up your pencil.</p> <p>Note: The sides of capital M should be vertical and parallel.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started, make a diagonal line down in the direction we read and right all the way down to the baseline, then pull a straight line back up almost to the top line. Pick up your pencil.</p> <p>Note: The sides of capital N should be vertical and parallel.</p>
	<p>Start at 2 on the "tall clock", go up almost to the top line, down around the clock, touch the baseline, back up to 2 on the clock, and stop. baseline, back up to 2 on the clock, and stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started, then make one hump that curves around to meet your vertical line at the midpoint. Pick up your pencil.</p>

	<p>Start at 2 on the “tall clock”, go up almost to the top line, down around the clock, touch the baseline, back up to 2 on the clock, and stop. Pick up your pencil. Make a tiny, diagonal crossbar in the direction we read and write at 5 on the clock. Pick up your pencil.</p> <p>Start at the midpoint, pull a straight line down to 8 on the clock, go around the clock to 4 on the clock, straight line back up to the midpoint and stop, but don't pick up your pencil; pull a straight line down to the baseline and stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Put your pencil where you started, then make one hump that curves around to meet your vertical line at the midpoint and stop, but don't pick up your pencil; carefully retrace the bottom of your hump, then curve downward into a vertical line that goes all the way to the baseline. Pick up your pencil.</p>
	<p>Start at 2 on the "tall clock," go up almost to the top line, down around the clock to 10 and stop, but don't pick up your pencil; pull a diagonal line over to 4 on the clock, then go backwards around the bottom of the clock, up and around to 8, then stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to the baseline. Pick up your pencil. Make a crossbar at the top of your vertical line. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a straight line down to 8 on the clock, go around the clock to 4 on the clock, straight line back up almost to the top line and stop, but don't pick up your pencil; pull a straight line down to the baseline and stop. Pick up your pencil.</p>
	<p>Start almost at the top line, pull a diagonal line down to the baseline, pull a diagonal line back up to the midpoint and stop. Pick up your pencil.</p> <p>Note: The diagonal lines on capital <i>V</i> will need to be at a shallower angle so that the total width of the <i>V</i> is similar to other capital letters.</p>
	<p>Start almost at the top line, pull a diagonal line down to the baseline, pull a diagonal line back up almost to the top line, pull another diagonal line down to the baseline, pull another diagonal line back up almost to the top line and stop. Pick up your pencil.</p> <p>Note: The diagonal lines on capital <i>W</i> will need to be at a shallower angle to keep the total width of the letter from becoming excessively large.</p>

	<p>Start almost at the top line, pull a diagonal line down to the baseline and stop. Pick up your pencil. Start almost at the top line, above where you stopped and cross diagonally downward to the baseline and stop.</p> <p>Note: The four corners of capital <i>X</i> should be in line with each other and form a square.</p>
	<p>Start almost at the top line, pull a straight line down to 8 on the clock, go around the clock to 4 on the clock, straight line back up almost to the top line and stop, but don't pick up your pencil; pull a straight line down below the baseline the same length as above. Now you are at 4 on the "lower clock." Go backwards around the bottom of the clock, up and around to 8, then stop. Pick up your pencil.</p> <p>Note: Capital <i>Y</i> is the only uppercase letter that descends below the baseline.</p>
	<p>Start almost at the top line, pull a straight line over to 2 on the "tall clock" in the direction that we read and write, pull a diagonal line down to the baseline directly underneath your starting point, pull a straight line over in the direction that we read and write and stop. Pick up your pencil.</p> <p>Note: The four corners of capital <i>Z</i> should be in line with each other and form a square.</p>