

# Let's Write Right

(AVKO Sequential Spelling Level A)

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## Home School Edition

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***A Research-Based Method Designed  
Specifically to Teach Reading and Spelling  
Skills through the Backdoor of  
Penmanship Exercises***

by

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## Penmanship as a Means of Teaching Reading/Spelling Skills

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About the only thing that most learning-to-read theorists agree upon is that writing should be involved. Some involve writing more than others. But writing (whether original or group composition) always assumes the ability of your children to make the letters.

What AVKO is trying to do is to use the **legibility** approach to handwriting as a means to improve reading and spelling skills. Handwriting does not have to be pretty to be understood. But handwriting must be **legible** in order to be correctly read.

This set of AVKO Sequential Handwriting books (*Let's Write Right* plus *Rimes and More Rhymes*) may be used as a complete course in and of itself.

However, we believe it will be most effective as a part of whatever language arts curriculum is already in place.

We believe that if you, the parent, devote just the first ten minutes of every class hour to AVKO Sequential handwriting, your children will learn to read and write English using their regular texts much faster.

As long as practice is necessary to achieve what Professor Downing described as "automaticity," we might as well learn something besides just letter formation along the way. For example, sloppiness in handwriting can cause confusion between the words *dear* and *clear*. If the *cl* is too close together it looks like the letter *d*. If the upstroke of the *d* doesn't cross through the end of the beginning stroke then the *d* will look like a *cl*. So, when we practice writing *d* and the *cl* combination, we could be practicing the spelling or the reading of the *cl* consonant blend as well.

We know that if children are told to write a word fifteen times to learn how to spell it, it doesn't work. But through the magic of misdirection, if children are practicing *cl* - and *d* - knowing they are going to be graded on the legibility they tend to concentrate more. The following is a sample exercise to illustrate this point.

# Unit 2 Lesson 2.

**Objectives:** *G g & g*

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
G g	g-	-eg	<b>egg</b> beg	112/14/15
	gr-	-ag	<b>bag tag</b> sag stag	
	br-		<b>rag brag</b>	111/15/15

Review: ABCDEF -- RST  
 abcdef -- rst

● New Words Using Old Rimes: gab grab grabbed

Tell your children that when their dad gets home they should tell him that today they learned to read and write the words: **egg, rag, brag, and tag.**

The following is a script you may follow until you are comfortable with the AVKO materials and the AVKO techniques.

*Now, ask them to take out their Let's Write Right book and open it to page 15 Unit 2, Lesson 2.*

Go to your dry erase board and write the capital *G* saying:

*To make the capital G we start just a little below the top line, curve back up to the top and curve down and around the bottom and then curving back up to the middle and then straight back half way.*

Trace the *G* in your book. Now, cover up the *G* and write two more capital *G*'s.

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Check to make sure your children have made the capital G correctly. Then go back to your dry erase board and write the lower case g, saying:

*To make the small g we start just below the middle line. Curve back up to the middle and back down and around back where we started. Then we slant back down below the base line and make a hook to the left.*

*Trace the small letter g. Cover it up. Write two more small g's.*

*Now the letter g has only one name but it has two sounds. One sound is the sound you hear when you say its name, "JEE." The other sound is the sound you hear both at the beginning and the end of the word gag.*

*The sentence in your book is: GEE, SEE A BEE.  
Trace it.*

When your children have finished tracing it, tell them to:

*Cover it up. Now write: GEE, SEE A BEE.*

When your children have finished writing it, have them correct any errors they have made.

Repeat the same procedure with the rest of the sentences.

Your Notes: \_\_\_\_\_  
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# Unit 3 Lesson 1. New Rimes for Review

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
ABCDEFGG	r-	-ed	<b>Ed red</b> fed Fred Ted	107/16/17
abcdefg	f-	-eer	<b>deer</b> beer steer	531/19/17
RST	fr-	-ear	<b>ear</b> fear <b>dear</b> tear	
rst	gr-		gear	531/18/17

Unit 3 has more lessons than most of the units. All six lessons are review lessons. No new letters are taught. However, new words and new rimes are used so that your children should not get bored from the repetition that is so vitally necessary to lock in letter formations into the kinesthetic (or mind/muscle/movement) memory. Your children will also be learning the sounds that letter patterns make.

However, if you wish to skip this unit and come back to parts of it later, you certainly may. In fact, it may be necessary to push on with learning the rest of the alphabet just to keep pace with the regular text you are using to teach English to your children. You know your children and your class better than we do. Do what you feel is best for your children.

The following is our suggested pattern for you to use to teach all the lessons in this unit.

When you are ready to start your handwriting class, tell your children to open their *Let's Write Right* book to the page their lesson is on.

- Read the first line. You might want your children to read it with you or repeat the line after you.
- Have your children cover up the words and write them.
- Have your children uncover the words and correct any errors.
- Repeat the process for each line.

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# Unit 3 Lesson 2. New Rimes for Review

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
Review:	st-	-are	<b>bare care</b> scare	
	d-		fare dare	523/21/19
ABCDEFGG RST	b-	-ear	<b>bear</b> tear	530/20/19
abcdefghijklmnop rst				

- **NOTE:** The word *are* rhymes with the **-ar rime** but the **-are rime** rhymes with the **-air rime!**

This is probably a very good time to make sure your children know the difference between the spelling of a word and a spelling of a sound. The word "AH'r" is spelled *are*. The sound "AH'r" is spelled *-ar*. It seems that most of the most common words are not spelled the same as they sound. For example, the word "IZ" is spelled *is* but the sound "IZ" is spelled *izz* as in fizz. The word "DUZ" is spelled *does*, but the sound "UZ" is spelled *uzz* as in fuzz.

Use the following procedure:

At the beginning of the hour, have your children open their books to page 19.

- Read the sentence. You may want your children to read it with you or repeat the line after you.
- Have your children trace the sentence.
- Have your children cover it up and write it from memory.
- Have your children correct their own errors.

Repeat the process for as many sentences as you can complete in ten minutes. Then go on to your regular English class work.

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# Unit 3 Lesson 3. New Rimes for Review

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
ABCDEFGG	br-	-et	bet <b>set</b> Bret	132/22/21
abcdfg	tr-	-eet	beet <b>feet street</b>	427/23/21
RST	str-	-eat	<b>eat</b> beat <b>treat</b>	427/24/21
rst	gr	-eat (2)	<b>great</b> greater greatest	427/--/21

Tell your children that when their dad gets home they should tell him that today they learned to read and write the words:

**get set feet street eat treat.**

Use the following procedure:

At the beginning of the hour, have your children open their books to page 21.

- Read the sentence. You may want your children to read it with you or repeat the line after you.
- Have your children trace the sentence.
- Have your children cover it up and write it from memory.
- Have your children correct their own errors.

Repeat the process for as many sentences as you can complete in ten minutes. Then go on to your regular English class work.

Your Notes: \_\_\_\_\_

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# Unit 3 Lesson 4 New Rimes for Review

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
ABCDEFGH RST abcdefgh rst	t-	-ace	<b>ace face race</b> brace trace	343/25/23

Use the following procedure:

At the beginning of the hour, have your children open their books to page 23.

- Read the sentence. You may want your children to read it with you or repeat the line after you.
- Have your children trace the sentence.
- Have your children cover it up and write it from memory.
- Have your children correct their own errors.

Repeat the process for as many sentences as you can complete in ten minutes. Then go on to your regular English class work.

Tell your children that when their dad gets home they should tell him that today they learned to read and write the words **ace face** and **race**.

Your Notes: \_\_\_\_\_

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# Unit 3 Lesson 5 New Rimes for Review

Letters	Onsets	Rimes	Words	* Page PES/RMR/LWR*
ABCDEFGH RST abcdefgh rst	st-	-age	<b>age</b> cage rage stage	327/26/25

Use the following procedure:

At the beginning of the hour, have your children open their books to page 25.

- Read the sentence. You may want your children to read it with you or repeat the line after you.
- Have your children trace the sentence.
- Have your children cover it up and write it from memory.
- Have your children correct their own errors.

Repeat the process for as many sentences as you can complete in ten minutes. Then go on to your regular English class work.

Tell your children that when their dad gets home they should tell him that today they learned to read and write the words **age** and **cages**.

Your Notes: \_\_\_\_\_

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