

# *Verbal Path for the Formation of Letters*

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Sometimes it helps children to say aloud the directions for "making" a letter. This "verbal path" helps them to understand the directional movement that is essential. In addition, it gives the teacher and child a language to talk through the letter and its features. Here, we suggest language for creating a verbal path to the distinctive features of letters.

## **Lowercase Letter Formation**

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| <b>a</b> — pull back, around, up, and down               | <b>n</b> — pull down, up, over, and down   |
| <b>b</b> — pull down, up, and around                     | <b>o</b> — pull back and around            |
| <b>c</b> — pull back and around                          | <b>p</b> — pull down, up, and around       |
| <b>d</b> — pull back, around, up, and down               | <b>q</b> — pull back, around, up, and down |
| <b>e</b> — pull across, back, and around                 | <b>r</b> — pull down, up, and over         |
| <b>f</b> — pull back, down, and cross                    | <b>s</b> — pull back, in, around, and back |
| <b>g</b> — pull back, around, up, down, and back         | <b>t</b> — pull down and cross             |
| <b>h</b> — pull down, up, over, and down                 | <b>u</b> — pull down, over, up, and down   |
| <b>i</b> — pull down and dot                             | <b>v</b> — down and up                     |
| <b>j</b> — pull down, curve back, and dot                | <b>w</b> — down, up, down, and up          |
| <b>k</b> — pull down, pull in, and pull out              | <b>x</b> — down and down                   |
| <b>l</b> — pull down                                     | <b>y</b> — pull in and down                |
| <b>m</b> — pull down, up, over, down, up, over, and down | <b>z</b> — across, in, and across          |