

Conducting the Class

Begin the class period by **reviewing the form of the letters *p* and *q***. **Have the children tell you how these letters are made**, asking several students to make the strokes for the letters on the blackboard. This will add variety in approach, as well as draw the children's minds directly to the formation of the letters.

Using the words *happy* and *quick*, **demonstrate the spacing of *p* and *q* within those words**. Show the children that they are to **space the letter *q* from the top of the letter**, not from the tail. (This is the only letter that has this exception.)

The children should **practice *happy* and *quick* on the blackboard** and also the words *thing* and *not* from the previous lesson.

At their desks, they should, under your supervision, **complete their lesson** according to the directions.

Further Helps for the Teacher

The children should be able to see that there are **similarities between the letters *p* and *q***. Both letters are based on the circle and the down line. Both letters have parts that go below the line. A *q* looks like a backward *p* with the addition of a curve at the bottom.

Check the manner in which your children are writing their names. Are you insisting that their names be written just as well as the rest of their writing? (The children's names will be written somewhat smaller than their writing in the penmanship book, so you may not find height, proportion, and so forth quite as exact. You must be the judge of what is an acceptable standard in this.) How are they making the capital letters which begin their names? Are they learning an incorrect form which will hinder their learning the letter correctly later?