

A Handwriting Picture Workbook

Preparatory Level

Discover proper pronunciation of the English language while learning to write frequently occurring single syllable words

Cheri Montgomery

S.T.M. Publishers
Nashville, TN

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PREFACE

A Handwriting Picture Workbook is designed for students with no previous exposure to the Latin alphabet. It serves as a preparatory text for Level 1 of *Reading and Phonetics*. The workbook includes 600 high-frequency, single-syllable words paired with images, audio, and phonetic transcriptions, giving students practice writing in both manuscript and cursive.

Units are organized according to vowel sounds. Phonetic transcriptions are provided alongside each word. This text introduces a simplified version of the International Phonetic Alphabet (IPA), preparing students for all three levels of *Reading and Phonetics: Tactile Alphabet, English Language Learners, Manual Alphabet, and Articulation*. A conversion chart is available on page iv.

The format of this workbook gives teachers the ability to offer a concise approach to proper penmanship, pronunciation, and spelling. Supplemental material is easily accessible via QR codes that lead to images of the vocal tract, examples of vowel sounds in multiple languages, and spoken examples of each word. The simplified phonetic system introduced in the series is reinforced by a rich collection of supplemental resources. A library of poetry, short stories, and historical texts using this intuitive system is available at www.teamphonetics.com.

The resources needed to establish rules and create exercises originated from research developed for the publication of the *Lyric Diction Workbook Series* and the *IPA Scramble* game app by Cheri Montgomery. Computer search functions and her database of more than 87,000 English words were used to organize the spellings of the English language. Words from the database were arranged in order of frequency of occurrence. The words were placed in a graded order and categorized according to the sounds of the English language as defined by the International Phonetic Alphabet.

The following tips are provided to help teachers model optimal practice habits for their students:

1. Choose the right tools: Start with a pencil that feels comfortable in your hand. Experiment with different types of writing instruments to find one that suits you best.
2. Posture and grip: Sit up straight with your feet flat on the ground and your arm relaxed. Hold the pen or pencil in a way that feels natural and comfortable for you. Avoid gripping too tightly, as it can lead to tension and fatigue.
3. Start with basic strokes: Practice basic strokes and lines to develop control and consistency. This includes vertical lines, horizontal lines, diagonal lines, and curves. You can find handwriting practice sheets on the resources page at www.teamphonetics.com.
4. Letter formation: Learn how to form each letter correctly. Pay attention to the proportion, spacing, and shape of each letter. Start with uppercase letters and then move on to lowercase letters. Practice writing each letter multiple times until you feel comfortable with the formation.
5. Slow and steady: Focus on writing slowly and deliberately at first. This allows you to pay attention to the details of each letter and helps in developing muscle memory. As you gain more confidence, you can gradually increase your speed.
6. Consistency and rhythm: Aim for consistency in your letter size, slant, and spacing. Consistent letterforms make your handwriting more readable. Practice maintaining a steady rhythm as you write, which can improve the flow and legibility of your writing.

7. **Writing words:** Once you are comfortable with individual letters, practice writing words. Pay attention to the distance between the letters and work to distribute space evenly. Space is doubled between words.
8. **Practice regularly:** Like any skill, handwriting improves with practice. Set aside dedicated time for handwriting practice each day. Consistency is key to seeing progress.
9. **Copying and tracing:** The tracing exercises in this workbook are designed for students with various educational backgrounds. Those already familiar with manuscript can advance to the cursive practice provided on each page.

Handwriting is a personal expression: Focus on developing your own unique style that feels comfortable and reflects your personality. With time, patience, and practice, handwriting can improve significantly.

Parts of speech are indicated for each word. The symbols are below.

ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer on the topics of voice and diction. She teaches voice, English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. Her series of workbooks with book reviews and published articles are available at www.stmpublishers.com.

Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	h <u>at</u>	[k ^h]	[k]	<u>ca</u> ke	[θ]	[th]	<u>th</u> ing
[ɑ]	[A]	f <u>ath</u> er	[l]	[l]	l <u>itt</u> le	[ð]	[Th]	<u>th</u> is
[b ^h]	[b]	<u>ba</u> by	[m]	[m]	<u>me</u> me	[u]	[u]	<u>mo</u> on
[tʃ]	[tS]	<u>ch</u> air	[n]	[n]	<u>no</u> te	[ʊ]	[U]	<u>bo</u> ok
[d ^h]	[d]	<u>da</u> nce	[ŋ]	[N]	s <u>ing</u>	[ʌ]	[x]	<u>u</u> p
[ɛ]	[E]	<u>be</u> d	[ɔ]	[O]	<u>ou</u> ght	[v]	[v]	<u>v</u> ase
[f]	[f]	<u>f</u> ig	[p ^h]	[p]	<u>pi</u> n	[w]	[w]	<u>w</u> in
[g ^h]	[g]	<u>g</u> ood	[r]	[r]	<u>ri</u> ng	[j]	[j]	<u>y</u> es
[h]	[h]	<u>h</u> ear <u>t</u>	[ɜ]	[R]	<u>ea</u> rth	[z]	[z]	<u>z</u> oo
[i]	[i]	<u>se</u> at	[s]	[s]	<u>ce</u> ase	[ʒ]	[Z]	be <u>ig</u> e
[ɪ]	[I]	<u>fi</u> t	[ʃ]	[S]	<u>sh</u> irt	stress: [']	[']	be' <u>lie</u> ve
[dʒ]	[dZ]	<u>ju</u> dge	[t ^h]	[t]	<u>ti</u> me	glottal: [ʔ]	[ʔ]	I, <u>ev</u> er

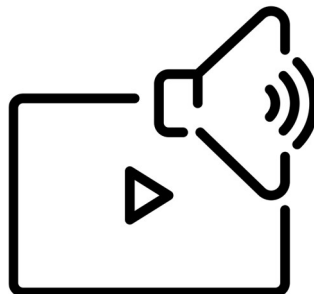
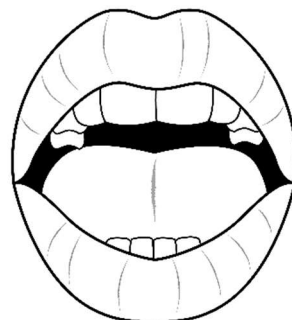
Parts of Speech Indications					
Ⓐ	Adjective	Ⓔ	Exclamation	Ⓜ	Preposition
Ⓓ	Adverb	Ⓜ	Interrogative	Ⓟ	Pronoun
Ⓒ	Conjunction	Ⓝ	Noun	Ⓥ	Verb

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UNIT 2:

[a] in Single Syllable Words

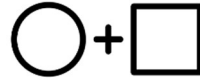


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1. add ⑤ [ad]

ādd

add



ādd

2. am ⑤ [am]

ām

am

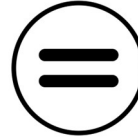


ām

3. as ⑤ [az]

ās

as



ās

4. ask ⑤ [ask]

āsk

ask



āsk

5. back ⑤ [bak]

bāck

back



bāck

6. bad ⑤ [bad]

bād

bad



bād

7. bank ⑤ [baNk]

bānk

bank



bānk










8. black ⑤ [blak]

blāck

black



blāck

9. can ㊟ ㊞ [kan] cān


cān
10. cap ㊟ [kap] cāp

11. chance ㊟ [tʃa:ns] chānce

12. dance ㊞ [dɑ:ns] dānce

13. fact ㊟ [fakt] fāct

14. fan ㊟ [fan] fān

15. fast ㊟ [fast] fāst

16. flag ㊟ [flag] flāg


17. glad Ⓜ [glad] glād

glad



glād

18. grass Ⓝ [gras] grās

grass



grās

19. had Ⓟ [had] hād



had



hād

20. half Ⓝ [haf] hāf

half



hāf

21. hand Ⓝ [hand] hānd

hand



hānd

22. has Ⓟ [haz] hās

has



hās

23. have Ⓟ [hav] hāve

have



hāve

24. land Ⓝ [land] lānd

land



lānd

25. lap [Ⓝ] [lap] lāp

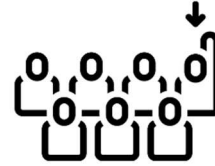
lap



lap

26. last [ⓐ] [last] lāst

last



last

27. laugh [Ⓝ] [Ⓥ] [laf] lāugh

laugh



laugh

28. mad [ⓐ] [mad] māḍ

mad



mad

29. man [Ⓝ] [man] mān

man



man

30. pass [Ⓥ] [pas] pās

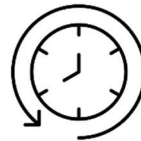
pass



pass

31. past [ⓐ] [past] pāst

past



past

32. path [Ⓝ] [path] pāth

path



path

33. plant ㊟ ㊵ [plant] plānt

plant



plānt

34. ran ㊵ [ran] rān

ran



rān

35. sad ㊵ [sad] sād

sad



sād

36. sand ㊟ [sand] sānd

sand



sānd

37. sat ㊵ [sat] sāt

sat



sāt

38. stand ㊵ [stand] stānd

stand



stānd

39. than ㊟ ㊱ [Than] thān

than



thān

40. that ㊱ [That] thāt

that



thāt

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BIBLIOGRAPHY

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