

# Tracing *b*

## Objective

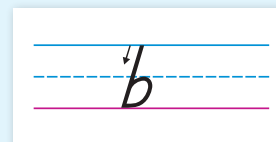
- Learn the shape of *b* by tracing a large model *b*.

## Warm Up

Show students the lowercase *b* Letter Formation video.

**Teach** Write lowercase letter *b* as you say the letter description. Point out that you are closing the *b* so that it creates a little belly at the bottom. Have students repeat after you.

Start at the top. Drive down the ramp. Go right around the curve to the middle. Close up. Brake and stop! | **Comienza desde arriba. Baja por la rampa. Gira a la derecha alrededor de la curva hasta el medio. Cierra.**  
¡Frena y para!



## Model and Guide Practice

- Point out the boy and the ball on page 59 in the student book.
- Say the sentence *The boy bounces the big ball*. Have students tell you the words they hear that begin with /b/.

**Practice** Have students continue to finger trace the letter.

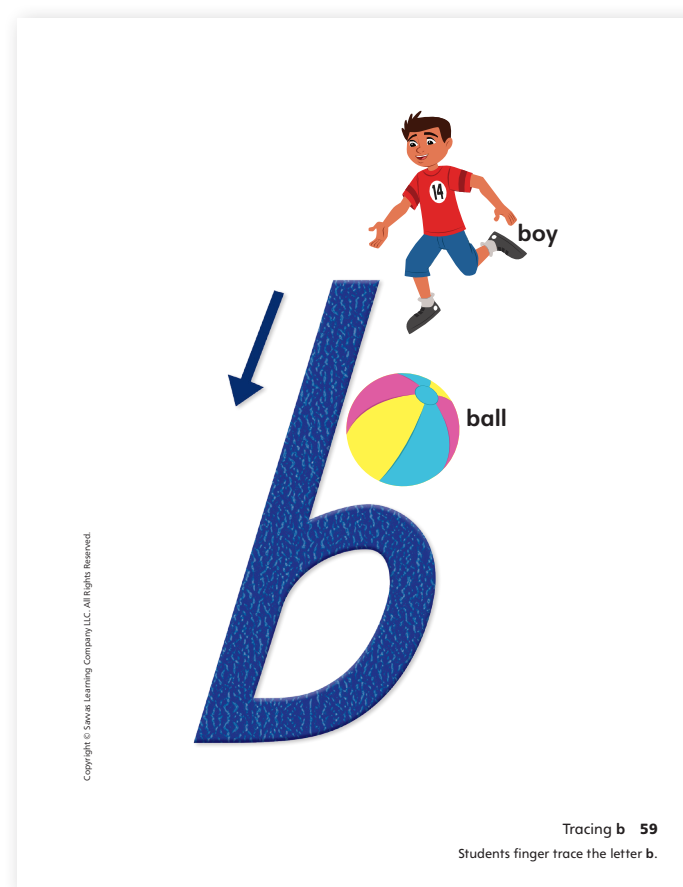
**Evaluate** Have students check their strokes. Ask:

- Did you finger trace in the direction of the arrow?
- When you traced the letter, did you do so without lifting your finger?

## Additional Practice

Alpha Touch Card **Bb**  
SavvasRealize.com

- Tracing Card: *b*
- Interactive Practice: *b*
- Practice and Review Workbook*, pp. 49–50



## ACTIVITY BANK

**Going to the Beach** Students take turns saying “I’m going to the beach, and I’m taking a . . .” Students think of *b* words to complete the sentence: *ball, boy, basket* . . .

**AUDITORY**

**Beanbags and Baskets** Label baskets with different lowercase letters. Then provide students with beanbags. Say the letters, and have students toss the beanbags into the appropriate baskets. Take turns saying the letters.

**KINESTHETIC**