

Stage 2 / Lowercase connections

Uppercase > Lowercase > Cursive > Accents and correct spelling

Begin after the child has worked with the uppercase sequence. Revisit the same letters in the same order, now matching the small printed form to its familiar capital. This is not a new timed course or a test of all earlier work.

Break > Name > Do > Teach

Break: show one uppercase/lowercase pair. Name: the parent models the familiar sound. Do: match, trace, copy if comfortable, and read a familiar word. Teach: show a toy how two shapes represent the same letter.

Keep support responsive

Observe > Show thinking > Diagnose > Isolate > Scaffold > Child acts > Verify > Extend > Teach back. Pause, cue, isolate one part, model together, let the child act, and try one similar example. No score, streak or mastery label.

What comes next

Cursive comes after this lowercase stage. Explicit stress, accent contrasts and spelling corrections wait until stage 4. Adult models always keep correct spelling. The child may point or move cards rather than write.

01 / S and s

A large capital letter 'S' and a large lowercase letter 's' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five capital letters 'S' are displayed in a row in a light gray color, intended for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

At S, match shapes and sound. Do not add a vowel word task before O.

Teach-back: show someone the two forms and explain what stayed the same.

02 / O and o



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

OSO oso

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

03 / L and l

L l

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

l l l l l

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

SOL sol

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

04 / M and m

M m

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

m m m m m

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

LOMO lomo

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

05 / A and a

The image shows a large capital letter 'A' followed by a large lowercase letter 'a' in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Printed a and g can appear in different shapes across fonts. This page uses the printed shape shown. Model this form first; compare another form later without treating it as a different sound.

Trace, then try

The image shows five lowercase 'a' letters in a light gray color, arranged horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the letters 'LA' in a large, bold, dark teal font, followed by the letters 'la' in a slightly smaller, dark teal font.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

06 / P and p

P p

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

p p p p p

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

PALA pala

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

07 / R and r

R r

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

r r r r r

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

ARO aro

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

08 / F and f

The image shows a large capital letter 'F' and a large lowercase letter 'f' in a dark teal color. The 'F' is a simple, bold, sans-serif capital. The 'f' is a lowercase letter with a long vertical stem and a short horizontal crossbar.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

The image shows five lowercase 'f' letters in a light gray color, arranged in a row. These are intended for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the word 'FARO' in large, bold, dark teal capital letters, followed by the word 'faro' in a smaller, dark teal lowercase font.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

09 / E and e



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.



Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

10 / I and i



Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try



Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

SI si

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

11 / N and n

The image shows the letters 'N' and 'n' in a large, bold, dark blue font. The 'N' is a capital letter and the 'n' is a lowercase letter.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

The image shows five lowercase 'n' letters in a light gray font, arranged horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the words 'NO' and 'no' in a large, bold, dark blue font. 'NO' is in all caps and 'no' is in lowercase.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

12 / U and u

A large uppercase letter 'U' and a large lowercase letter 'u' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five lowercase 'u' letters are shown in a light gray color, spaced out horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The word 'un' is shown in two forms: a large uppercase 'UN' and a lowercase 'un', both in a dark teal color.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

13 / T and t

A large, bold, dark teal capital letter 'T' is followed by a large, bold, dark teal lowercase letter 't'.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five lowercase 't' characters in a light gray font, arranged horizontally for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

A large, bold, dark teal capital letter 'T' followed by a large, bold, dark teal capital letter 'U' is followed by a large, bold, dark teal lowercase letter 't' followed by a large, bold, dark teal lowercase letter 'u'.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

14 / D and d

The image shows a large capital letter 'D' and a large lowercase letter 'd' in a dark teal color. The 'D' is a simple vertical bar with a semi-circle on the right. The 'd' has a similar vertical bar with a semi-circle on the right, but it is smaller and has a small circle at the bottom.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

The image shows five lowercase 'd' letters in a light gray color, arranged in a row. Below the letters are two horizontal lines for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The image shows the letters 'DE' in a large, bold, dark teal font, followed by the letters 'de' in a smaller, bold, dark teal font.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

15 / C and c

A large capital letter 'C' and a lowercase letter 'c' are displayed side-by-side in a dark teal color.

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

Five capital letters 'C' are displayed in a row in a light gray color, intended for tracing practice.

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

The word 'CON' in capital letters and 'con' in lowercase letters are displayed side-by-side in a dark teal color.

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

16 / B and b

B b

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Trace, then try

b b b b b

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

BOLA bola

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

17 / G and g

G g

Adult: make the familiar sound. Show the two shapes. Ask the child to point to the capital, then the lowercase form. A lowercase letter is not a quieter sound.

Printed a and g can appear in different shapes across fonts. This page uses the printed shape shown. Model this form first; compare another form later without treating it as a different sound.

Trace, then try

g g g g g

Finger-trace first. Try a large air movement, then a pencil copy if comfortable. Keep the model visible.

GATO gato

Read the familiar word with the parent. Point to the matching letters in each version. The parent models any printed accent; do not ask for an accent rule yet.

Teach-back: show someone the two forms and explain what stayed the same.

Read the same words in two forms

Use after the letters in each word have been revisited in lowercase. Adult: model one pair and invite the child to match the others.

SOL sol

LAS OLAS las olas

MI MANO mi mano

EL GATO el gato

Build a familiar word twice on paper cards: once in uppercase and once in lowercase. Match the letters. Move to cursive when these lowercase forms are familiar enough for a comfortable supported activity.

Notice, adapt, return

Date: _____ Activity: _____

What did the child do or explain?

What kind of support helped?

What small invitation might come next?

Use descriptive observations. These notes are not an assessment, a diagnosis or a mastery record.