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THE  
Eliminating Letter Reversals Workbook

for

**b and d**

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# Introduction

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Dear Colleague,

I hope you enjoy using these materials, and find them effective in supporting your students' learning.

To better understand why letter reversals happen, and to learn some of the best practices for teaching correct letter orientation, please refer to my article, What Tigers Can Teach Us About Letter Reversals ([www.baytreeblog.com/reversals](http://www.baytreeblog.com/reversals)) at my website, Bay Tree Blog.

This workbook includes five exercises to help children master the orientation of the letters b and d. These activities are best suited for children who are at least *eight years old*.

**Activity 1** - Handwriting Practice

**Activity 2** - Visual ID Game

**Activity 3** - Finding Letters

**Activity 4** - Word Reading and Dictation

**Activity 5** - Sentence Reading and Dictation

If you find these materials helpful, please come back to BayTreeBlog.com for more. You can stay tuned by subscribing to receive email updates ([www.baytreeblog.com/email](http://www.baytreeblog.com/email)) when new articles and materials are published, and following me on Facebook ([www.facebook.com/btlearning](http://www.facebook.com/btlearning)) or Twitter ([www.twitter.com/btlearning](http://www.twitter.com/btlearning)).

Warmly,



~Anne-Marie Morey

# Handwriting Practice, INTRODUCTION

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## Student Objectives

Students will practice visualizing and writing the letter b. Then they will practice checking their work.

## Activity Summary

### STEP 1

*Introduce*

**Explain what the student will be doing in this activity.**

You could say, “Today, we’re going to practice writing the letter b.”

### STEP 2

*Model*

**Show the student how to visualize the grapheme, write the grapheme from memory, and compare the reproduction to the example letter.**

You could say, “First, I’m going to take a mental picture of the letter b. [Then cover up the left-hand side of the activity sheet (where the examples are shown) with another sheet of paper.] Now, with the examples covered up, I’m going to write the letter from memory. [As you write, say:] *Big line down, up and over.* Ok, now I’m going to check my work. [Uncover the examples.] How did I do?”

### STEP 3

*Guided Practice*

**Help the student complete the modeled task. Offer corrections as necessary.**

Talk the student through the steps you just modeled – mental picture, cover examples, speak the steps (*big line down, up and over*), reveal examples, and check work.

**Correct:** “That’s a great looking b!”

**Miscue:** “That’s not quite right. Let’s write it together. [As you write, say] *Big line down, up and over.*”

### STEP 4

*Practice*

**Continue to the next reproduction. Complete 5 reproductions per line.**

You could say, “Now, you do it by yourself.”

When the student gets to the end of a line, ask the child to circle her favorite reproduction.

# Handwriting Practice, ACTIVITY

The image displays four rows of handwriting practice lines. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. On the left side of each row, a lowercase letter 'b' is shown with stroke order indicators: a '1' with a downward arrow for the stem, and a '2' with a curved arrow for the bowl. A vertical dashed line is positioned to the right of the 'b' in each row, with the text 'Cover Here.' written vertically along it. The rest of each row is left blank for practice.

# Handwriting Practice, ACTIVITY



# Visual ID Game, INTRODUCTION

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## Student Objectives

Students will practice identifying and distinguishing the letters b and d.

## Teacher Set Up

Glue the following two b/d pages together, back-to-back or with a piece of card stock in between.

## Activity Summary

### STEP 1 **Explain what the student will be doing in this activity.**

*Introduce*

You could say, “In this game, you’ll need to use your best detective skills. I’m going to show you a letter b or a letter d. Your job is to tell me which letter it is. Watch out, because I might try to *trick* you!”

### STEP 2 **Show the student how to identify the letters b and d as you hold up the flash card.**

*Model*

You could say, “Watch me carefully to see how the game works. [Hold up the card, b-side forward.] Is this a **b** or a **d**? [As you trace the letter on the poster or in the air, say:] Remember, b goes *big line down, up and over*. Ok, now I see! This letter is a b.”

Repeat the instructions for the d-side of the card. “Remember, d goes *small c, big line up and down*.” etc.

### STEP 3 **Help the student complete the modeled task. Offer corrections as necessary.**

*Guided Practice*

You could say, “Now it’s your turn. [Dramatically flip the card back and forth, and then reveal either side to the student.] Which letter is this?”

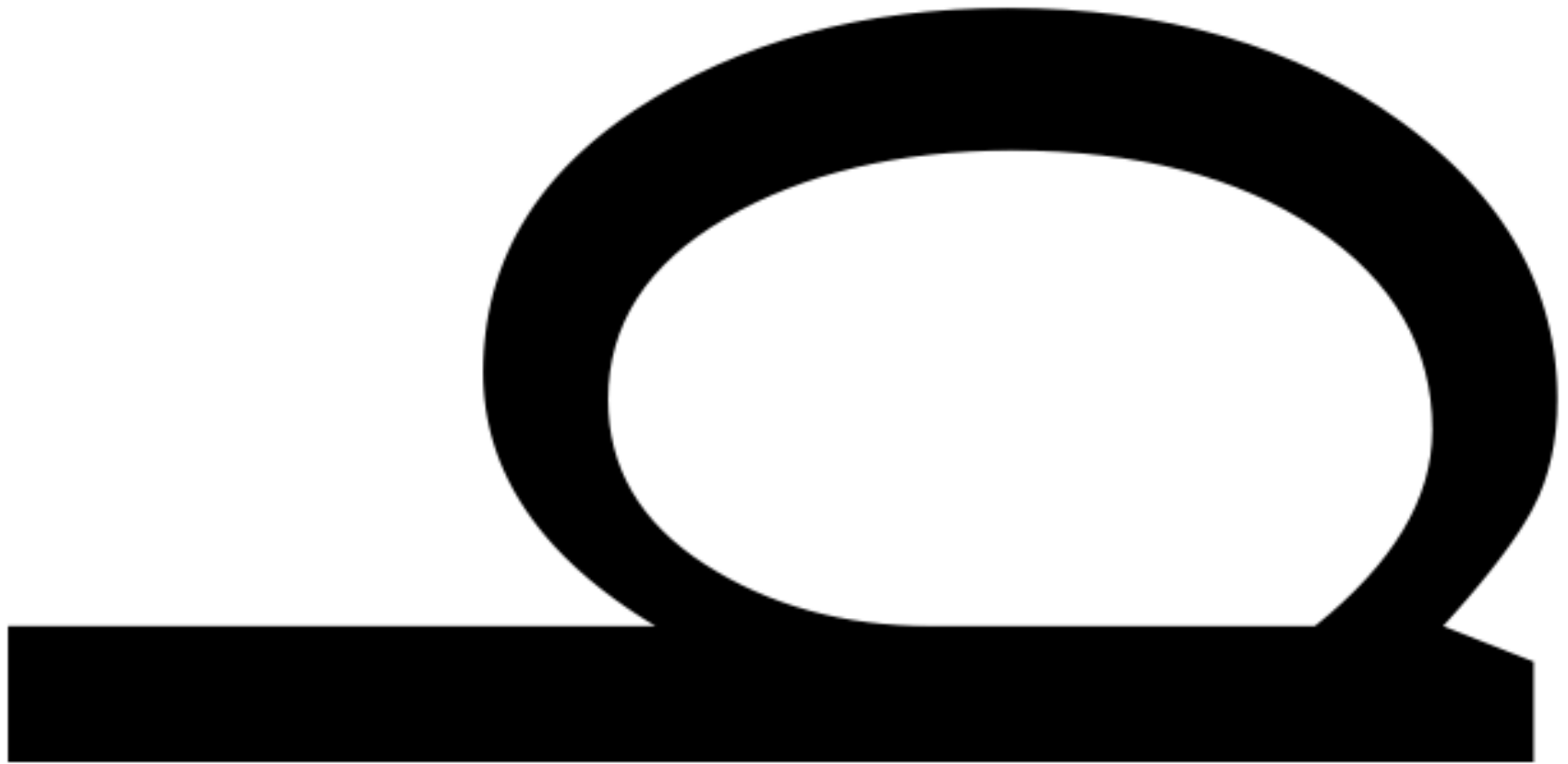
**Correct:** “Good work! That letter is a d.”

**Miscue:** “That’s not quite right. Let’s trace it together. [As you trace, say:] *Small c, big line up and down - or- big line down, up and over*.”

### STEP 4 **Repeat the game as needed for one or two minutes.**

*Practice*

As the student becomes more confident, you can make the game more dramatic. You could say, “Watch out, I’m going to *trick* you this time!” Be sure to alternate b and d-sides randomly. Many students, especially with dyslexia, are great at spotting patterns.







# Finding Letters, INTRODUCTION

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## Student Objectives

Students will automatically and accurately identify the letter b five times from a list of random letters.

## Teacher Notes

To make this activity simpler, the first activity sheet does not include the letter d.

## Activity Summary

### STEP 1 Explain what the student will be doing in this activity.

*Introduce*

You could say, “In this activity, we’re going to be searching for the hidden letter **bs**.”

### STEP 2 Show the student how to scan the list from left to right, searching for and circling the hidden letters.

*Model*

You could say, “Ok, let’s get searching for **bs**. I’m going to start by placing my pencil under the first letter in the row. As I move my pencil along the row, I’m looking carefully for letters that go ‘big line down, up and over.’ There’s one! [Circle it.]”

If you’re modeling activity page 2 of this exercise, be sure to point out the “tricky” letter **ds**, and remind your student the differences between **bs** and **ds**.

### STEP 3 Help the student complete the modeled task. Offer corrections as necessary.

*Guided Practice*

You could say, “Why don’t you finish this line for me. There are 5 **bs** in each line. Can you find them all?”

**Correct:** “Great finding!”

**Miscue:** “How many **bs** did you find? Let’s count. [Count] It looks like there is one more b hiding in this line. Let’s scan the row one more time to see if we can find it.”

### STEP 4 Continue to the next line, and complete the page. Track student progress on the right side of the page.

*Practice*

You could say, “You can do the next line on your own.”

# Finding Letters, ACTIVITY, no distractors

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*Circle all the letter bs.*

b e f g b j k p q b z b b e t g /5

t b f k l b c b x z u e b a f b /5

a j l m h b b h l b f b k l m b /5

m h b b t c w o b h b q v b z p /5

g j b e y s b m r l b w q b b p /5

# Finding Letters, ACTIVITY, with distractors

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*Circle all the letter **bs**. Watch out for the **ds**!*

b e f d b j k p d b z b b d t g /5

t b d k l b c b x z d e b a f b /5

a j l d h b b h l b f b k l d b /5

d h b b t c w o b d b q v b z p /5

p b d r b s d b o n b w b s r d /5

# Word Reading And Dictation, INTRODUCTION

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## Student Objectives

Students will accurately write the letter b in target words. Students will practice writing words that are dictated to them.

## Teacher Notes

For many students, writing the letter b correctly is more challenging than reading it. To make this activity simpler, the first activity sheet does not include the letter d. Both activity sheets are divided into *CVC words* and *CVC-e and CCVC/CVCC words*, depending on the reading level of the student. If you're not sure where to begin, start at the beginning of the first activity sheet and move sequentially through the lists. To keep interest high, this activity is meant to be completed in short bursts of level-appropriate words. No more than 5-10 words at one sitting.

These words can also be used for word reading. Ask the student to read 5-10 words aloud. If the student makes a mistake, provide immediate corrective feedback. "Actually, that says 'bit'" etc.

## Activity Summary

### STEP 1 Explain what the student will be doing in this activity.

*Introduce*

You could say, "Today we're going to practice writing words with the letter b in them."

### STEP 2 Show the student how to listen to, say, and write a word. It's a good idea to review how to write bs and ds.

*Model*

You could say, "I'm going to do the first word. Watch and listen carefully. 'Bit.' I heard the word 'bit,' so I'll start by repeating the word out loud: 'bit.' Now I'm going to write the word 'bit.' [As you write, say:] Remember, **bs** go *big line down, up and over*. Then i-t. 'Bit.'"

If you're modeling the second activity page of this exercise, be sure to point out that these words include **ds**. Don't forget to remind your student how to write a lowercase d: *small c, big line up and down*.

### STEP 3 Help the student complete the modeled task. Offer corrections as necessary.

*Guided Practice*

You could say, "Now it's your turn. The word is..." etc. Walk the student through each step, including saying the word out loud.

### STEP 4 Continue to the next word, and complete a short set of words as a part of your lesson.

*Practice*

You could say, "You can do the next one on your own."

# Word Reading And Dictation, ACTIVITY, no distractors

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## **CVC Words**

1. bit

2. bin

3. rib

4. mob

5. ban

1. ball

2. cab

3. cob

4. nob

5. cut

1. lab

2. gab

3. nab

4. bath

5. bag

1. rub

2. bat

3. cub

4. bull

5. but

## **CVC-e and CCVC/CVCC Words**

1. bite

2. bike

3. crib

4. bribe

5. stab

1. stub

2. scab

3. bust

4. best

5. babe

1. club

2. grab

3. bate

4. blab

5. bags

1. bang

2. bats

3. balls

4. bulls

5. bring

# Word Reading And Dictation, ACTIVITY, with distractors

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## CVC Words

1. bid

2. den

3. dib

4. bud

5. bun

1. dip

2. bad

3. bed

4. job

5. Bob

1. lad

2. dad

3. nab

4. sad

5. mad

1. rad

2. cud

3. dog

4. dip

5. Dan

## CVC-e and CCVC/CVCC Words

1. bend

2. best

3. crib

4. drum

5. sand

1. hand

2. bank

3. tend

4. blob

5. mend

1. desk

2. disk

3. pond

4. bunt

5. bump

1. band

2. drag

3. bled

4. sped

5. slab

# Sentence Reading And Dictation, INTRODUCTION

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## Student Objectives

Students will accurately write the letter b in sentences. Students will practice writing sentences that are dictated to them.

## Teacher Notes

For many students, writing the letter b correctly is more challenging than reading it. To make this activity simpler, the first activity sheet does not include the letter d. Both activity sheets are divided into *CVC words* and *CVC-e and CCVC/CVCC words*, depending on the reading level of the student. If you're not sure where to begin, start at the beginning of the first activity sheet and move sequentially through the lists. To keep interest high, this activity is meant to be completed in short bursts of level-appropriate sentences. No more than 5-10 sentences at one sitting.

These sentences can also be used for sentence reading. Ask the student to read 5-10 sentences aloud. If the student makes a mistake, provide immediate corrective feedback. "Actually, that says 'The **b**og is big'" etc.

## Activity Summary

### STEP 1 Explain what the student will be doing in this activity.

*Introduce*

You could say, "Today we're going to practice writing sentences with the letter b in them."

### STEP 2

*Model*

**Show the student how to listen to, say, and write a sentence. It's a good idea to review how to write bs and ds.**

You could say, "I'm going to do the first word. Watch and listen carefully. 'I bit it.' I heard the sentence 'I bit it,' so I'll start by repeating the sentence out loud: 'I bit it.' Now I'm going to write the sentence 'I bit it.' [As you write, say:] I. Remember, **bs go big line down, up and over.** Then i-t. Then i-t-period. 'I bit it.'"

If you're modeling the second activity page of this exercise, be sure to point out that these sentences include **ds**. Don't forget to remind your student how to write a lowercase d: *small c, big line up and down.*

### STEP 3

*Guided Practice*

**Help the student complete the modeled task. Offer corrections as necessary.**

You could say, "Now it's your turn. The sentence is..." etc. Walk the student through each step, including saying the sentence out loud.

### STEP 4

*Practice*

**Continue to the next sentence, and complete a short set of sentences as a part of your lesson.**

You could say, "You can do the next one on your own."



# Sentence Reading And Dictation, ACTIVITY, no distractors

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## **CVC Words**

1. He bit the bun.
  2. I hit the big bell.
  3. She will rub the bug.
  4. I bet the mob is big.
  5. The bug bit Bob.
1. Bob bit the bug.
  2. The sub is in the bog.
  3. The big bat is in the bag.
  4. I will be at the lab.
  5. Is Bob in the bush?

## **CVC-e and CCVC/CVCC Words**

1. Bob bites the fish
  2. That bike is big.
  3. The babe is in the crib.
  4. He will bang his big toe.
  5. She has a big scab.
1. This is the best box.
  2. The cub bit the rib bone.
  3. I grab the robe.
  4. She bites the beef.
  5. She will bring the balls.

# Sentence Reading And Dictation, ACTIVITY, with distractors

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## **CVC Words**

1. The dog bit the bug.
  2. The duck is on the bed.
  3. The mob is mad.
  4. Dan is sad and mad.
  5. Bob is in the mud.
1. Dad did bite the beef.
  2. The bat is in the bus.
  3. The kid did sit in the mud.
  4. The bear did eat the fish.
  5. The bug is dead on the web.

## **CVC-e and CCVC/CVCC Words**

1. The lad did take the bun.
  2. She will drag the ball.
  3. The band is so bad.
  4. The boy did burp.
  5. The huge blob is on the desk!
1. The crab is in the damp sand.
  2. My dad will mend my pants.
  3. The pond looks big and cold.
  4. The bike sped and fell on the bump.
  5. The kids did bump the blob.