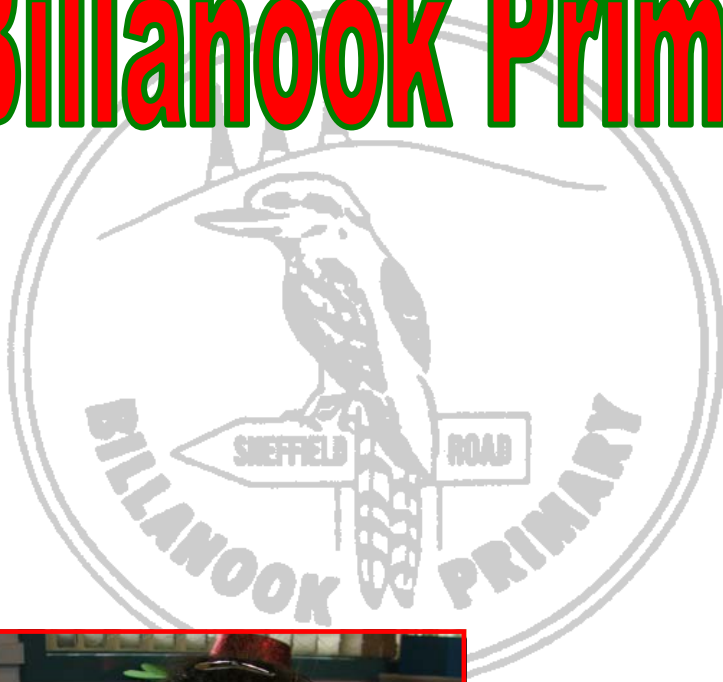


Billanook Primary School



Prep Information Book 2010

Welcome To Billanook Primary School

Dear Parents,

May I extend a very warm welcome to all Prep children and their parents as our new Preps commence their school life in 2010.

The Prep year is an important stepping stone in a child's life. It is the first year of schooling and, along with a supportive family environment, will play a large part in shaping your child's educational future.

At Billanook our teachers are both skilled and caring in their approach to children and aim to provide a happy and challenging learning environment for all children. Activities are designed to develop each child's self-esteem as well as motivating them to achieve to their highest potential.

Children entering the Prep year will display a wide range of skills and abilities. It is the teacher's role to identify each child's stage of development and guide them in their learning. Given encouragement, opportunity and time, all children will master initial literacy and numeracy, gain skills in a range of activities and will grow towards independence in learning. We plan a variety of activities to cater for the wide range of skills and abilities of children commencing school.

Parents can provide encouragement and support as children learn. Reading daily with your children is both enjoyable and very important for learning to read. Talking with children and encouraging a lively interest in their environment will stimulate their curiosity to learn. Encouraging children to try tasks for themselves is vital for developing independence.

We foster a strong partnership between home and school. Parents are encouraged to be involved in the education of their children. Opportunities for parent involvement range from assistance with class activities, attending excursions, to working on School Council and committees. Remember, your children gain a great deal of support and encouragement from your interest and involvement in "their school". Please feel welcome to keep in touch with your child's class teacher regarding your child's progress.

In this spirit of partnership, I trust that our association over the next seven years will be both productive and enjoyable.

Julie Legione,
Principal

School Information

School: Billanook Primary School No. 5193

Address: PO Box 302, Sheffield Road South, Montrose, 3765

Telephone: 9728 2624
OSHCARE: 9728 5867
Facsimile: 9728 1082

Email: billanook.ps@edumail.vic.gov.au

Website: www.billanookps.vic.edu.au

School Hours: School commences 9.00 am.
Morning recess 11.00 - 11.30 am.
Lunch recess 1.40 - 2.30 pm.
School dismissal 3.30 pm.
Lunch is eaten in the classroom prior to the lunch recess.

School Information Booklet

(School Information in addition to the Prep Information Booklet).
Please ensure you read our General Information Booklet as it covers important information you will need to know. Included is information about day to day procedures, student welfare and discipline, school uniform, safety and security, finance, health and medical information, community partnerships and curriculum and enrichment activities.

2010 Transition Activities for December

Tuesday December 8th, 2009 - 9.30 to 12.00 noon - Orientation Day.
Children to visit the school, meet teachers and enjoy a morning's activities.
Please supply a small snack for your child for playlunch.

2010 Term Dates

School Opens on Wednesday 27th January

Term 1: Monday 1st February to Friday 26th March
Term 2: Monday 12th April to Friday 25th June.
Term 3: Monday 12th July to Friday 17th September.
Term 4: Monday 4th October to Friday 17th December.

2010 Prep Transition Time Line

February

Week 1 - Monday 1st February and Tuesday 2nd February

PREP STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS.

Parents will be notified of the day and time for their child to have an interview with their teacher. The interview will assist class teachers to plan for appropriate teaching for each child. Interviews will be approximately 30 minutes and will be scheduled on Monday 1st February or Tuesday 2nd February.

All Prep Students attend from 9.00 a.m. to 2.00 p.m. from Wednesday 3rd February until Friday 26th February. Children will need playlunch and lunch. Prep students commence full school days from Monday, 1st March.

2010 Transition Activities for Preps commencing in 2011

School Tours will be conducted in Terms 2 and 3.

An Information Evening for parents considering enrolment will be conducted in June.

Transition Activity sessions will be held in Term 2.

Further transition activities such as School Sessions, Teddy Bear's Picnic and puppet show will be held in Term 3 and 4.

Orientation Day is in December 2010.

Dates and times will be available at the school at the beginning of May.

Information will be distributed to local pre schools and childcare centres.

School Hours For Prep Children During Transition

First Days

Prep children will be rostered to commence their first school day between 9.00 am and 10.00 am on Wednesday 3rd February. The staggered start is to ensure that children feel comfortable in a small group and the class teacher is able to spend more time as each child commences school. You will be notified, on Orientation Day, of your child's starting time on Wednesday, 3rd February and the day and time for your interview. All children will attend from 9.00 am to 2.00 pm from February 3rd. Children will need their morning playlunch and lunch.

Normal school hours will commence on Monday 1st March.

(9 am start and 3:30 pm dismissal).

Until the children commence school full time, their teachers will accompany the children to the gravel car-park at dismissal each day. It is essential that children wait inside the gate to be collected, so please make sure that you are there to meet them. If you are not available to meet your child, please notify us of the person who is to take your child home. Please keep to the scheduled “picking-up” times, as late arrivals by parents can cause distress for children.

The First Day of School

Parents often ask, “How can I help my child on the first day of school?”

Be Positive

If you have a positive attitude and look forward to the first day of school your child will probably do the same.

Arrive on Time

If you arrive too early and need to wait, children may grow anxious. It is better to arrive and walk straight into class.

Leave Cheerfully

Don't linger. If you stay too long children often sense that you are concerned and they do not settle. Most children settle quickly and are excited about their new and fascinating surroundings. Occasionally we have tears but these soon go once parents leave and children become engrossed in activities. Of course if your child does not settle and is distressed we will contact you.

Preparing for School

How You Can Help

Beginning school is an exciting time in your child's life. Please show by your words and actions that you are confident about our school and your child's ability to cope with their transition to this new environment. Be positive that it is a happy place where your child will learn and develop friendships. If you show that you are anxious and worried your child will see this and may also display these emotions. If you convey a positive attitude your child is more likely to have a positive attitude also.

Children beginning school have had varying life experiences and are at varying stages of development. As a result, each child will have mastered different skills.

However, the following skills would be of assistance to children when starting in Prep:

- ◇ To be able to speak clearly or confidently to each other and adults.
- ◇ To eat lunch independently. (Unwrapping and eating sandwiches during the holidays would be good practice).
- ◇ Take off and put on jackets, jumpers and art smocks independently.

- ◇ Take off and put on shoes on the correct feet. Tying shoelaces is often difficult for many young children. If your child cannot do this confidently and quickly please choose an alternative to shoes with laces. Children who struggle with laces always end up at the end of the line or last to go outside and this can become frustrating and upsetting for them. The wearing of thongs or open toed sandals is not allowed, as they do not provide sufficient protection.
 - ◇ To use a handkerchief or tissue correctly.
 - ◇ To cope with correct toilet procedures. It is important that boys are shown how to use the urinal. All children need to be able to flush the toilet and wash their hands.
- Accidents can happen at this stage. We try to prevent these by programming regular visits to the toilets during the first weeks. It is wise for all Preps to have a spare set of underclothes and socks in their bag. Clean underclothes are issued in an emergency.

Social Skills

- ◇ To be able to relate to adults outside your family group.
- ◇ To get on with other children (sharing, taking turns).
- ◇ To respect the belongings of others (toys, books, school equipment).

Emotional Skills

- ◇ To be able to leave parents confidently.
- ◇ To accept that they cannot always get their own way.
- ◇ To control emotions as much as possible.
- ◇ To tackle tasks with confidence and enthusiasm.
- ◇ To play independently.
- ◇ To be able to complete set tasks.

Establishing Routines

The establishment of school routines will assist your child make the transition to school. Children feel more confident if they know what is happening.

The following routines will help your child:

- ◇ Arrive at school well before the first bell at 8:58am. This ensures a good start to the day. It is a good idea to arrive with 5-10 minutes to spare to allow informal socialisation between children and parents.
- ◇ Make sure that your child is clear about after-school arrangements. Who will be meeting your child? Will they be booked in to After School Care? We recommend that Prep children are collected from school, however it is important that your child knows the safest way to walk to and from school if you live within walking distance. Ensure that they understand that the school crossing must be used to cross the main car park and also on Sheffield Road.

- ◇ Show them the “Safety House” signs between your house and Billanook. We encourage walking to and from school to develop independence and physical fitness. For safety reasons we would recommend a parent or responsible older sibling accompany a prep child.
- ◇ Your child needs to know which food items are for play lunch and which are for main lunch.
- ◇ Encourage your child to look after their belongings (bag, hat, jacket etc).
- ◇ A regular bedtime. Please remember the importance of a good night’s sleep, especially in the first weeks of school your child may become very tired.
- ◇ A nutritious breakfast eaten in a relaxed atmosphere makes a good beginning to a school day.

Parents: Your Supportive Role

- ◇ Make time to talk with your child about their day at school. Some children will happily tell you every detail while others are less forthcoming. Sometimes children need a bit of time to relax before answering questions about what they have done at school. Don’t be surprised if the answer to this question is ‘nothing’ but rest assured that they actually have had a busy day! As a parent you will know the best time to talk over these things with your child. If your child appears worried or concerned about something happening at school please contact your child’s teacher. Many small problems can be dealt with easily without distressing your child or having the problem becoming a major concern.
- ◇ Talk about the work your child brings home (then display them) Remember that ‘one word of **praise** and **encouragement** is far greater than ten of **criticism**’. Especially avoid comparing your child’s work with the work of other children or older siblings.
- ◇ Read stories with your child and **share** the books they bring home.
- ◇ Discuss family activities- a picnic outing, a birthday party, etc.
- ◇ Develop an awareness of the surrounding environment- of other people, animals, buildings, words, shapes, and colours.
- ◇ Develop responsibility and an awareness of the rights of other people.
- ◇ Develop a courteous manner towards other people.
- ◇ Be involved in the activities of the school. If you are able, be a parent helper in programs such as Fundamental Motor Skills and literacy groups. When your child has settled into school you will be invited to take part in various school activities and to attend parent-teacher interviews. You are encouraged to talk freely with the class teacher, however if you wish to discuss an issue with your child’s teacher, please arrange an appointment at a mutually convenient time so that there is sufficient time to attend to your concerns properly.

Please do not try to talk to a teacher who is taking a grade. You may make an appointment by seeing the teacher briefly before or after school, writing a note, or by ringing the school.

Schools are very different today from the schools which you, as children, knew. Education is one of many fields where new knowledge is causing change to occur. What then can you as a parent offer your child to prepare them for the challenge of school? To answer this question there are a number of factors to consider. Firstly your child is unique – there is no other child exactly like them anywhere. But even as an individual there are basic needs that every child has.

- ◇ Needs of nutritious food, clothing and warmth.
- ◇ The need for security – to know that they are safe in this large, strange world, to know the limits of behaviour and to know areas of danger.
- ◇ The need for love and understanding. This is closely related to the above, for with love and understanding comes security.
- ◇ The need to develop a means of communication – initially speech, but the foundations of a successful reading and writing development are laid in the years before your child comes to school.

Parents, and the environment provided for them, play a significant role in determining a child's personality and character both before the school years and throughout their school life. The school, and a child's teachers, can do a limited amount to alter a child's personality as they are with them for a comparatively short time. Do not expect that naughtiness in your child will disappear when they step into the care of their prep teachers. It will not. More importantly a child who is uncomfortable or unhappy at school because of lack of restrictions placed on their behaviour at home may experience difficulty learning at school.

Young children are great imitators. They learn to speak by imitating you; they learn ways of behaving by imitating you. Their standards of behaviour reflect your standards. If you are consistent without being either harsh or lenient then your child will have a worthwhile basis for behaviour at school.

Play is very important to a child for it is through play that children learn about their environment. The early years of school place great emphasis on directed play activities so that your child learns basic concepts of mathematics, social behaviour and language in a very stimulating way which may also be very informal.

When you talk to your child about activities you can informally teach them. Concepts such as big and small, left and right, front and back, thick and thin, in fact most opposite terms are within your child's experience and understanding. Other experiences that provide excellent opportunities to develop your child's language are shopping trips, where your child can spend small amounts of money, picnics, visits to the railway station, bus rides, in fact anything that might lead to you talking with your child.

When parents say things such as: 'That's a big truck', 'Your bag is the red one', 'Lucy is my friend' they are giving children knowledge and words to express that knowledge. When parents answer questions such as: 'Why does that person look different?' 'Why can't cars fly?' they are telling the child something – showing the child how to reason and encourage the child to think.

Knowledge and language are also obtained when children build with blocks, use construction kits, play imaginatively, ride on the train or trams, visit the country, the beach or the zoo, look at pictures, learn nursery rhymes, have stories read to them, set the table, count the pegs, hammer nails and play with sand or water. In fact, whenever children are actively doing something, they are learning.

Pre-Reading Skills

Learning to read is a complex process which usually takes several years to master. Many children need nearly a year of schooling before they seem to 'get the idea' of reading.

At school, Prep children will be introduced to reading using a range of reading materials, such as Big Books, posters, magazines, signs, tapes and poems. A variety of approaches to Reading and many different activities will be used to develop children's confidence in understanding print. Children are helped to discover the relationships between the print and the message.

How To Help Prepare Your Child For Reading.

- ◇ Talk with your child. Speak in complete sentences as much as possible so that you are providing a good model of how language works. Early reading development is largely based on a child's language development. The more your child understands and uses language the better their chance of early reading success.
- ◇ Draw your child's attention to signs, advertisements, and writing on packets and tell your child what is written on them.
- ◇ Point out differences in symbols which lead to differences in meaning: (for example – MEN, WOMEN).

- ◇ Read to your child and have other family members read to them too. (Grandparents, aunts, uncles, brothers or sisters etc.). Research has shown that to experience early reading success a child should have had over 1000 books read to them before they start school.
- ◇ Provide your child with a rich background of nursery rhymes, stories and songs. If possible join a local library. When children are read to, they can learn many things.
- ◇ They become aware that meaning can be obtained from print. That reading can be a useful and pleasurable activity. They also learn that there are 'rules' about print such as - you 'read' the print, not the pictures and that reading starts at the top left hand side of the page. Your child sees how to hold a book the right way up and how to carefully turn pages. Most importantly your child will view reading as a pleasurable activity that they want to do.
- ◇ Try to set a special time each day to listen to what your child wants to tell you, and to encourage them to communicate with you.
- ◇ Be interested in the 'work' brought home from school. Let them tell you about their work and display it in a special place.

Pre-Mathematics Skills

Mathematics in primary school includes: counting, learning to add, subtract, multiply and divide, measuring, working with money, telling the time etc. Before children can work with abstract symbols such as $+$, $-$, \times , \div , $=$, they need to understand the concept behind them.

Children who come to school understanding concepts such as: more, less, the same as, bigger, smaller, how many, are prepared for early mathematics and should move more easily into formal work.

Early preparation for mathematics occurs when parents or others help children to count objects such as the number of plates on the table, or the number of buttons on a cardigan. Talk to children about time for example- 'How many sleeps until your next birthday?', 'Grandma will be coming this afternoon'. Let children find out what they can buy with a few coins.

Talk to children as they use building toys for example 'Can you make it bigger?', 'Find some more blue blocks'.

Let children play with water, sand, dough etc., so that they learn how much will fit into different sized containers.

You will find that many of the daily activities that you do with your child can also become valuable learning experiences for them.

Confidence

Confident children see themselves as generally being successful.

Each time a parent praises their child for a new achievement they give their child a positive sense of their own ability. When parents encourage a child to tackle tasks of gradually increasing difficulty and give praise for each success, they help to develop their child's confidence.

Understand that through 'play' a child builds up their confidence, establishes sound social relationships with other children, improve their powers of conversation and promotes physical dexterity. Try to provide materials such as sand, water, manipulative equipment, blocks, a cubby house etc. which will stimulate their imagination and initiative. Above all, encourage play with other children.

Some Important Points

- ◇ Do not allow valuable toys to be brought to school, a favourite toy lost or broken can mean heartbreak.
- ◇ Check school bags daily for: notes and newsletters, lunch box, drink bottle, all clothing that left home and articles that do not belong there.
- ◇ **PLEASE** label all clothing, hats and shoes that may be taken off at school. Similarly all items such as lunch boxes, drink bottles and school bags need to be clearly named. A distinguishing label or hanging toy on your child's schoolbag will help them to easily locate their own bag.
- ◇ Starting school is usually a tiring experience, even for the most energetic child. We would suggest not arranging too many extra-curricular activities for your child especially in the first term of school.
- ◇ Tell your child of the dangers of playing with sticks and stone throwing. The school takes a very serious view of this.
- ◇ Parents are requested to exercise extreme caution when driving through or parking in the school carparks. Students are required to wait behind the school fence in the gravel carpark. Parents **must** park, and collect their children at the gate. Students will not be released to cross the carpark alone. In the asphalt carpark students are required to wait behind the school fence until they ascertain where their parent is parked. They may then go to their car. Children and parents are asked to use the recommended pedestrian crossing point at the end of the carpark if parked on the western side of the car park. No pedestrians should be walking through car park.
- ◇ Please note that during the early dismissal times in term 1, the Prep children will be taken to the gravel carpark, by the teachers, at dismissal time.

In extreme weather conditions, thunderstorms or gale force winds, please collect your child at the classroom.

- ◇ See that your child is aware of the dangers of loitering on the way home, visiting friends without your permission, or going anywhere with strangers.
- ◇ Attend parent nights and parent/teacher conferences which are arranged for your information.
- ◇ One of our main methods of communication is the school newsletter. Both the Billanook Biala and the News Update will be distributed via e-mail and be available on our school website each Thursday. Prep Newsletters are frequently sent home and a Prep Information brochure is sent home at the beginning of each term outlining special events and giving a broad outline of the program for the term. When necessary, special notes are sent home containing information that may pertain to your child.
- ◇ It may help, before your child begins school, to give them opportunities to stay with friends or relatives, at least for a few hours without you being around.
- ◇ Good nutrition is an important part of preparing your child for school. At school your child has the opportunity to eat at morning recess break (11.00 a.m) and lunch recess time (1.30 p.m). In addition 'Brain Food' (cut up fruit or vegetables) may be eaten throughout class time.
- ◇ Children also need to drink plenty of water each day. Children are encouraged to have a plastic drink bottle of water on their table so that they can drink whenever they need to.
- ◇ The Canteen operates on Wednesday and Friday. The procedure for placing a lunch order for your child is as follows:
 1. Use a lunch order wallet (available from the school) or a paper bag large enough to hold your child's canteen order.
 2. Write the order on the front of the bag together with your child's name, grade and room number and enclose the correct money.
If you are unable to give the correct amount of money and require change, the change will be given. Please do not tape or staple the bag closed.
 3. Your child's teacher will ask your child to place their order into the grade's canteen tub on Wednesday and Friday morning and the tub will then be sent to the canteen for processing.
 4. Should the canteen run out of an item your child would like for lunch, the item will either be substituted with an item equivalent in price or money re-funded.
- ◇ **OSHCARE**
The Out of School Hours Program of child care operates daily from 7.30 am to 8.45 am and 3.30 pm to 6.00 pm The on-site program offers quality supervised care and purposeful activities. The fees vary according to total family income and childcare benefit is available. There are 45 permanent places available. A registration form needs to be filled in for your child each year (available from the office) and returned before you can use this service. Casual bookings are also available once your child has been registered.

You will need to ring the school if you wish to cancel. Please do so before **10.30 am** (for after school care) so the place may be made available for another child. Bookings not cancelled by 12 noon will incur the full fee.

- ◇ In instances where parents are unavoidably delayed and cannot collect a child by 4pm, registration will enable your child to be placed in care (given an available place) until you arrive at school. We urge all parents to enrol their children.
- ◇ Prep Early release OSHCARE is available from 2.00 to 3.30 p.m. every day throughout this period. The children are welcome to stay until 6.00 p.m. if necessary. A healthy afternoon snack is supplied in a friendly and safe environment.

Each Child is An Individual

In any Prep class some children will be able to say 'yellow' while others call it 'lellow'. Some children will be able to tie their shoe laces; others will not. Some children will be able to skip; others will just hop along awkwardly. Given encouragement, opportunity, and time, most children master basic skills of speech, movement, and formal learning. Parents can provide encouragement and opportunities but need to wait while their child takes the time they need to master a skill. Trying to hurry children before they are ready is at best a waste of time and may actually have adverse consequences. Our school expects that beginners have a wide range of skills and abilities, and we plan a variety of activities to take cater for this.

Curriculum

We aim to make the Prep year a time of enjoyment and discovery, with our children being encouraged to develop the skills of investigation, communication and expression. We believe children learn when they are actively engaged in their learning. Knowledge and language are built as children build, construct, play imaginatively, count objects, have excursions, visits, learn rhymes, have stories read to them, play shop, cook, grow plants, care for animals, measure with balances and play with sand and water. We encourage them to question, discuss and express what they have seen and done. By creating an environment in which children feel secure they will be confident to attack new tasks with a positive attitude. In all areas of the curriculum children are recognised and respected as individuals with their own strengths and learning rates; by catering for their differences all children have the opportunity to succeed at their own level. In the Prep year all areas of the curriculum are usually integrated around a theme.

English

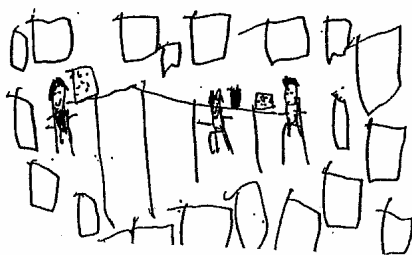
The Prep room provides an environment where listening, speaking, reading and writing are all related. We surround the children with books and print and encourage all children's attempts at reading and writing, so that they enjoy success and can see for themselves the value of becoming literate.

The Early Years Literacy model used provides a rich program to ensure all children develop literacy skills. As children progress to Year 1, those deemed to be at risk in literacy acquisition will receive extra literacy support and may also be offered a place in the Reading Recovery Program.

As children learn to read by being read to, the best way you can help your child is by making reading at home a regular, enjoyable part of your daily routine.

The initial hand writing program aims to develop an understanding of the purpose of writing and to foster an interest in writing and a desire to write. Children will be introduced to the Victorian Modern Cursive style of handwriting. As children come to understand the writing process you will observe the following stages.

1. Scribble, often from left to right as they understand that print moves in this direction.
2. Non conventional letters.
3. Strings of conventional letters.
4. Groups of letters with spaces in between.
5. Writing which reveals developing knowledge of sound-symbol correspondences.



Mathematics

Our Early Years Numeracy program is based on the need for children to have hands-on experiences if they are to develop an understanding of mathematical processes and properties. We believe maths is a practical, real life subject and to cater for this we plan everyday situations such as cooking, shopping and games. Children have opportunities to observe, count, measure, estimate, sort and classify a wide variety of material. Emphasis is placed on using mathematical language correctly to describe the activities.

The Arts- Visual Arts

Children are encouraged to experiment, to create and to explore their feelings, thoughts and the artistic potential of any media or tool.

Art concepts are introduced. These include: types of lines - straight, curved, wavy, thick, thin, zigzag, wobbly, long etc. Shapes - identify and draw shapes. Colour - identify colours and try mixing. Pattern - repeat a line, shape or mark to make a pattern. Texture - describe how things actually feel.

Children continue to develop skills of cutting, tearing and pasting and will have experience with painting, sewing, weaving, modelling and construction.



Performing Arts

Musical skills such as beat, rhythm and pitch are taught through listening, moving, singing and playing.

Our major aim is for children to enjoy listening to and making music, exploring movement and expressing ideas through drama.



Science, Technology and Humanities

We aim to give children the opportunity to investigate and explore the world. By giving children a variety of first hand experiences they will be able to show a caring interest in the environment. Be willing to handle living and non living material. Observe change and enjoy using all the senses to explore their world. Be willing to participate and cooperate in group work and show sensitivity towards the actions and views of others.

Library

Prep children come to the library for regular lessons. They are introduced to many stories, and get to know their way around the library. After a settling in period, they will be able to borrow a book regularly during their library lessons. The library is also open for half of lunchtime twice a week for children to browse and do quiet activities. Preps enjoy coming in at these times.

Information and Communication Technologies

All children will have an opportunity to use computers, digital cameras, interactive whiteboards and other appropriate technologies. They will be taught a range of applications utilising technologies to enhance their learning. Prep students will attend one session per week in the computer lab and use computers and other technology in the classroom.

Physical Education and Health

Children are able to take part in a wide variety of physical activities. We offer a structured developmental program in the areas of agility, creative movement and dance, small and large apparatus work, general body fitness and flexibility.

A Fundamental Motor Skills Program (FMS) run with parent help complements the P.E. program and builds skills of co-ordination, agility and the ability to follow a sequence of physical movements.

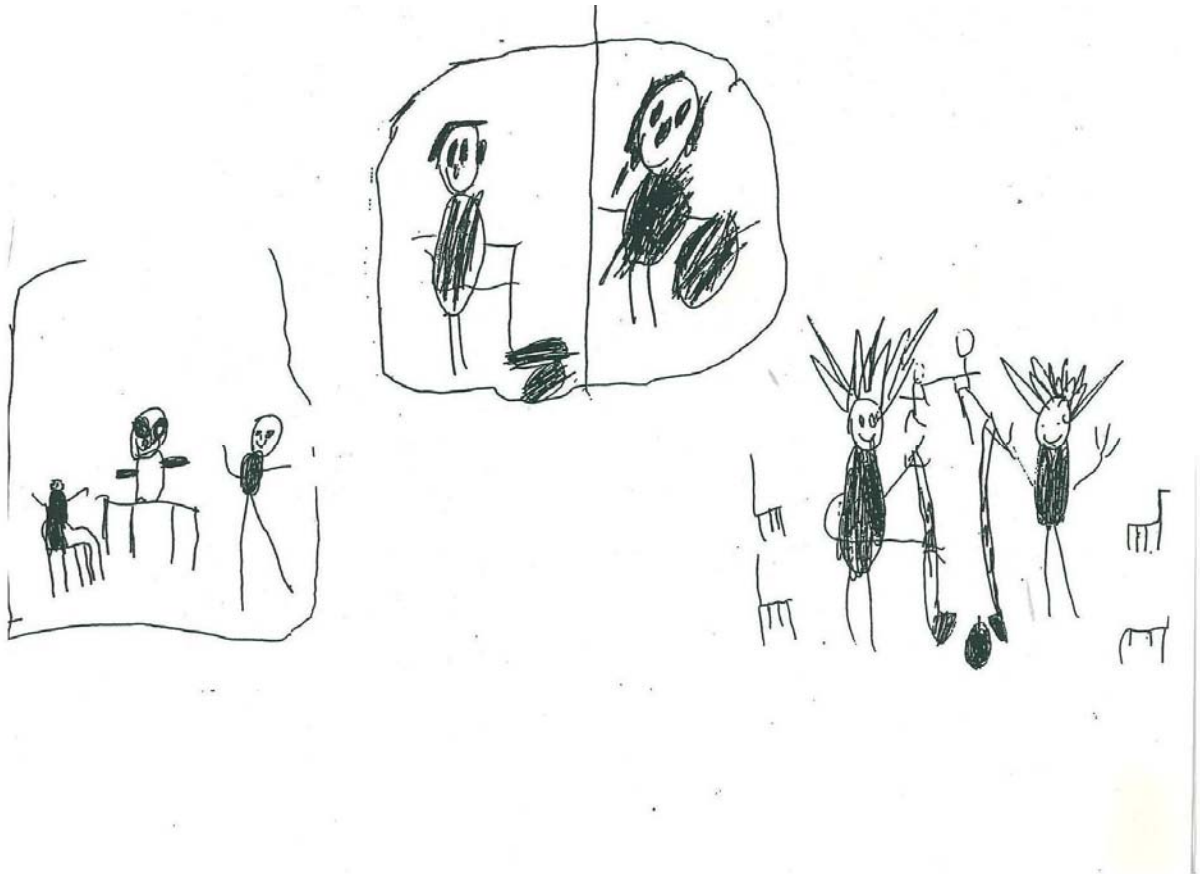
The Health program focuses on healthy lifestyles.

Prep children are involved in an intensive swimming program for two weeks late in Term 4. They also take part in a Junior School Athletics Carnival.



Languages Other Than English (L.O.T.E.)

German is the Language Other Than English that is taught at Billanook. We aim to enable all children in Preps to gain confidence in speaking some German, such as greetings, days of the week, colours and counting.



*Starting school is a major step for everyone in your family.
By working together in the interest of your child, the home
and school partnership can be a rewarding one for all.
We are looking forward to it.
We hope that you and your child are too.*

Victorian Cursive Script

Here are the letters grouped by the way they are made.

Anticlockwise

a c d g q e f s

clockwise

m n r x z h k p v

"ü" family

w y b v w

"i" family

i t k j

Construction of Capital Letters

A B C D E F G H

I J K L M N O P

Q R S T U V W

X Y Z

