

HANDWRITING 2

TEACHER EDITION
THIRD EDITION




bjupress
Greenville, South Carolina

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HANDWRITING BACKGROUND

A History

Cursive

- ▶ Developed in the nineteenth century
- ▶ Extremely difficult for beginning elementary students since their coordination is not sufficiently developed
- ▶ Requires extensive handwriting drills



- ▶ Requires students to learn two alphabets: cursive for writing and a typed style for reading

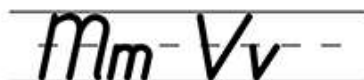


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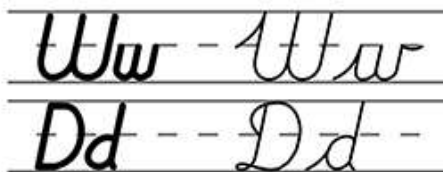
- ▶ Looks much like a typed style
- ▶ Takes less time to teach
- ▶ Requires less drill
- ▶ An improvement but problems still exist
 - Young students have difficulty forming the letters that consist of circles and straight lines.
 - Students have difficulty remembering on which side of the circle to place the straight line. This difficulty results in *d*'s being confused with *b*'s and in *p*'s being confused with *q*'s.
 - Students must learn a completely new formation of letters when moving to cursive since most letters bear little resemblance to the cursive letters taught later.

PreCursive

- ▶ Corrects the problems inherent in the traditional manuscript and cursive alphabets while retaining the advantages.
- ▶ Capitalizes on the natural movements of a young student's writing hand
 - Oval shapes replace circles.
 - Slanted lines replace vertical lines.
 - Rhythm and flow develop early, minimizing the transition to cursive writing and eliminating drawing the letters.
- ▶ Results in fewer stops and starts since twenty-two of the PreCursive lowercase letters and seventeen of the uppercase letters require only one stroke
- ▶ Keeps uppercase and lowercase letters as similar as possible. Legibility was the dominating consideration in the design of the letters.



- ▶ PreCursive letters and cursive letters are kept as similar as possible. PreCursive letters were designed so that with the addition of a cursive joining stroke the PreCursive letter becomes the cursive letter.



GETTING STARTED

Preparation of Materials

Handwriting Worktext



Timothy Time

A clock theme is used throughout the pages as the engaging Timothy Time character helps students review the PreCursive alphabet and learn to write cursive letters. Call attention to Timothy Time and use him as an aid to discussion.



Letter to Parents

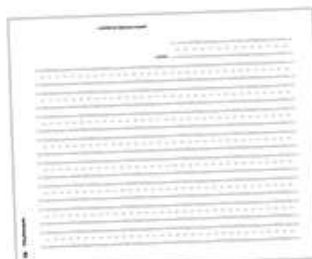
A letter to parents is provided on page 1 of the Student Worktext.



Teacher Edition Appendixes

Handwriting Paper

A reproducible handwriting page is provided on page A3.



Evaluation

An evaluation rubric is provided on page A15.



PreCursive and Cursive Fonts

The PreCursive and cursive fonts may be downloaded from BJUPressTrove.com.

PreCursive and Cursive Wall Charts

PreCursive and Cursive Wall Charts are referenced throughout the lessons and may be purchased from BJU Press.

Digital teaching resources are available in BJU Press Trove and Homeschool Hub.

BJUPressTrove.com may be accessed by schools that purchase annual access.

HomeschoolHub.com offers access to homeschoolers using BJU Press materials.



Materials and Preparation

Have available:

- PreCursive Wall Charts (available for purchase from BJU Press and available in BJU Press Trove)
- “The Handwriting Song” (page A17)

Prepare:

- The Timothy Time puppet (page A13)
- A PreCursive model of each student’s name on the front of each worktext

Lesson

Introduction

Introduce the student worktexts and the character Timothy Time—Let Timothy pretend to assist with the distribution of the worktexts.

Timothy Time, a boy from Switzerland, knows how to write each PreCursive letter. He will show you how to make many of the letters. He often uses a clock from his uncle’s clock shop to tell the time at which a PreCursive letter begins. Most PreCursive letters begin at twelve o’clock or one o’clock. Timothy Time knows a lot about writing and clocks.

Generate interest in the worktext by asking the following questions about the cover:

- Who is the boy on the cover?
- What is he doing?
- What kinds of clocks are on the cover?
- How are clocks connected to handwriting?

Tell the students that, after they have practiced the PreCursive alphabet for a while, they will be learning the cursive alphabet.

Lead a discussion about proper book care—Allow time for students to look at their worktexts. Discuss the following points:

1. Always handle the worktext with clean hands.
2. Hold the worktext properly and turn the pages carefully.
3. Never write or mark in the worktext until told to do so.
4. Remove pages only when told to do so.

Tell the students that you will frequently check to see if they are taking good care of their worktexts.

After every ten lessons or so, you may want to draw a star on the inside cover of each worktext that is kept neat.

Teach “The Handwriting Song”—Direct the students to “The Handwriting Song” on Worktext page 95. Ask a volunteer to read the first stanza of the song. Let Timothy Time pretend to assist you as you lead the class in singing the song.

Skill Development

Introduce the PreCursive Wall Charts—Lead the class in saying the name of each PreCursive letter on the handwriting charts. Point out that for many of the letters the only difference between the uppercase and lowercase letter is the size. Tell the students that when writing they will frequently refer to the letters on the charts.

You will want to be sure to send home to parents the letter on Worktext page 1.

Optional Activity

Lead the students in a tracking activity—Use page A7 to prepare a tracking activity. Instruct the students to track horizontally and vertically as they follow a path to school.

Lesson 2

The Clock Maker's Shop

Worktext page 3



Materials and Preparation

Have available:

- The Timothy Time puppet
- "The Handwriting Song"

Lesson

Introduction

Create interest in today's lesson—Let Timothy Time pretend to sing "The Handwriting Song" on Worktext page 95. Allow a student to hold Timothy Time as the class sings the song.

Skill Development

Guide a discussion of illustrations—Use the illustrations on the inside back cover of the Worktext to show correct posture, paper position, and pencil hold.

Demonstrate correct handwriting posture—Instruct the students to bend slightly forward, not leaning to the left or to

the right, with forearms resting on the desk. Check to see that they are sitting comfortably in their chairs with both feet on the floor. Be sure each desk is slightly higher than the student's waist. Make notes about desk height problems so that seating assignments can be changed or mechanical adjustments made.

Demonstrate paper position—The student's paper should be positioned at a slant that approximately parallels the slant of his writing arm.

Demonstrate pencil hold—Instruct each student to grasp his pencil lightly about an inch from the point. Use the following jingle to teach the students how to hold a pencil:

Three Finger Men hold the pencil in place.
Pointer and Thumbkin on top, face to face.
Tall Man likes the pencil to rest on his side,
And two Lazy Men go along for the ride.

Guided Practice

Guide the completion of **Worktext page 3**—Allow a volunteer to read the title of the page and the instructions. Ask the students what they notice about the letters on the clocks on the page. (They are the lowercase PreCursive letters.) Instruct

the students to draw a line to connect the letters in alphabetical order as they follow Timothy Time's path to the clock maker.

Conclude the lesson by leading the students in singing "The Handwriting Song" again.

Lesson 3

PreCursive Alphabet (a pretest) Worktext pages 4–6

PreCursive Alphabet

Aa Bb Cc
Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz

Time to Try

Numbers

1 2 3 4 5 6 7 8 9 0

Materials and Preparation

Have available:

- "The Handwriting Song"

Prepare:

- A PreCursive name model for each student's desk

Lesson

Introduction

Lead the class in singing "The Handwriting Song"—Divide the class into two groups. Instruct one group to sing the first verse while the second group pantomimes the words. Then have the other group sing the second verse of the song.

Pretest

Guide the completion of the PreCursive pretest on **Worktext page 5**—Call attention to the PreCursive name models attached to the students' desks. Instruct them to use the

model as a guide as they neatly write their names on page 5. Allow a volunteer to read the page title and the instructions. Point out to the students that they are going to try to write the letters of the alphabet in PreCursive as Timothy Time tries to construct a clock in his uncle's clock shop. Instruct them to use the letters on page 4 as a guide. Let the Timothy Time puppet assist you as you walk around the room and remind students of good posture, paper position, and pencil hold. Encourage the students to attempt each letter but not to spend a long time on each one (about 15 seconds on a given letter). Stress that the page will not be graded or sent home but that it will be saved for them to see their progress as they learn the correct way to form each letter.

Direct the completion of the number pretest on **Worktext page 6**—Allow a student to read the instructions, and then instruct the class to complete the page by adding the numbers to the clock. After the activity has been completed, direct a student to read the time on the clock.

Collect the papers and then make and record pertinent observations such as those listed below:

- Which letters are the most difficult for students to write and may require more than one lesson to teach?
- Which students have problems with reversals?
- Which students need additional activities at school and at home to strengthen fine muscle coordination?
- Which students have no concept of alignment and spacing?

Collect each student's pretest so that you can periodically refer to it to note progress.

Optional Activity

Direct the students in a tracking activity—Use page A9 to make a tracking activity.

This tracking activity may be difficult for some students. Encourage them to do their best and reassure them that it is simply practice.

Lesson 4

PreCursive Letters: Cc, Oo

Worktext page 7

PreCursive Letters: Cc, Oo

"The every thing there is a season, and a time to every purpose under the heaven." Ecclesiastes 3:1

Write the letters.

C c O o

Lesson 4 7

Materials and Preparation

Have available:

- A clock
- The Timothy Time puppet
- PreCursive Wall Charts

Prepare:

- Handwriting lines for display

Lesson

Introduction

Create interest in today's lesson—Lead the class in singing "The Handwriting Song." Have the Timothy Time puppet compliment the class for singing well.

Vocabulary Development

Introduce terms to describe letter alignment and spacing—Direct the students' attention to the handwriting lines. Label according to the illustration below.

top line _____
midline - - - - -
baseline _____

Use the word *space* to refer to the distance between letters written individually or between words.

A space equals the distance of two dashes of the midline in the worktext. On most handwriting paper you will need to make an appropriate comparison.

Skill Development

Demonstrate the formation of uppercase and lowercase c and o—Direct the students' attention to the PreCursive Wall Charts. Have Timothy Time read the jingle:

Our first letter starts at one.
Can you guess it just for fun?

Using the PreCursive Stroke Descriptions on page viii, verbalize uppercase and lowercase stroke descriptions as you first finger-trace the letter *c* on the clock and then write it for display. Point out that the only difference between uppercase and lowercase *c* is the size. Instruct the students to air-trace both letters. Follow the same procedure for letter *o*.

Guided Practice

Guide the completion of Worktext page 7—Let a volunteer read Ecclesiastes 3:1. Explain that this verse tells that the Lord orders our time and that we should spend our time wisely by serving the Lord because our time really belongs to Him.

Discuss the picture of the sundial—Explain to the class that the sundial was one of the earliest ways man had of telling time. The shadow the sun casts on the dial provides a very accurate way of telling time. The face of a sundial is much like the face of a clock. Lead a discussion about what it would be like to use sundials if we had no clocks. Encourage the students to trace the PreCursive *c* on the sundial.

Direct the completion of the handwriting activity—Point out that the shaded area indicates the amount of space that should be left between each letter. Instruct the students to follow the procedure listed below before they begin writing letters.

1. Note the arrow that indicates the direction of the stroke.
2. Trace the gray letter with your finger.
3. Pencil-trace the dotted lines.

Circulate among the students and make sure they form each letter correctly. Encourage them to do their work gladly as unto the Lord.

Optional Activity

Direct an art activity—Allow the students to fingerprint the PreCursive letters *c* and *o*.

PreCursive Letters: Qq, Gg, Ss

Write the letters.

Cc Cc Cc
Oo Oo Oo
Qq Qq Qq
Gg Gg Gg
Ss Ss Ss

Write the missing letters to complete each word.

clock quill goose
l k uill e

Materials and Preparation

Have available:

- The Timothy Time puppet
- Different-colored markers or chalk

Lesson

Introduction

Review the handwriting techniques—Use the Timothy Time puppet to direct the students in a review of good writing posture, paper position, and pencil hold. Sing “The Handwriting Song.”

Skill Development

Review the formation of uppercase and lowercase *c* and *o*—Point to the letters on the PreCursive Wall Charts and verbalize the uppercase and lowercase stroke descriptions.

Demonstrate the formation of uppercase and lowercase *q*, *g*, and *s*—Verbalize the uppercase and lowercase stroke descriptions as you write the letters for display. Use different-colored markers or chalk for each new stroke. Direct the class to air-trace the uppercase and lowercase letters.

Guided Practice

Guide the completion of Worktext page 8—Ask a volunteer to read the instructions for completing the first activity. Direct the students to first finger-trace the gray letters, then pencil-trace the dotted lines, and finally write the correct letters on the remainder of the line. After the first activity, instruct a student to read the directions for the work at the bottom of the page. Call attention to the space provided for each missing letter before instructing the class to complete the activity.

One dash represents the width of most lowercase letters.

PreCursive Letters: Ee, Aa, Dd

Write each letter.

E E


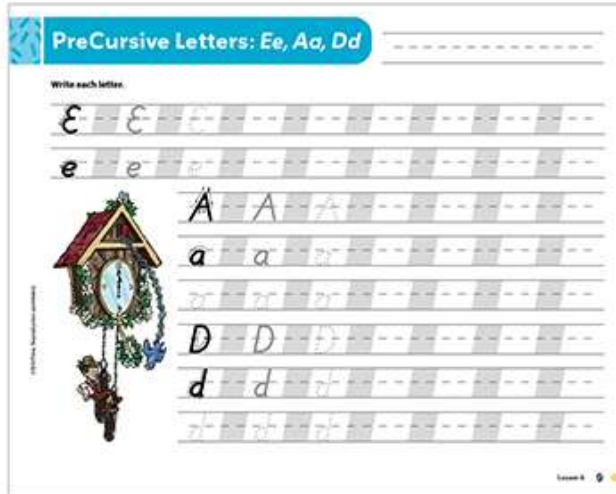
e e

A A

a a

D D

d d

Materials and Preparation

Have available:

- A picture of a cuckoo clock (page A11)
- Different-colored markers or chalk

Prepare:

- The poem "The Big Clock" in PreCursive for display

Lesson

Introduction

Generate interest in today's lesson—Read a poem about a clock. Display the picture of the cuckoo clock. Read the following poem to the class and then lead the students as they read it in unison.

The Big Clock

Slowly ticks the big clock;
Tick-tock, tick-tock!
But cuckoo clock ticks double-quick;
Tick-a-tock-a, Tick-a-tock-a,
Tick-a-tock-a, tick!

Skill Development

Demonstrate the formation of uppercase and lowercase *e*—Verbalize uppercase and lowercase stroke descriptions as you finger-trace the letters on the cuckoo clock, and then write the letters for display. Point out the one o'clock start of uppercase *E* and the nine o'clock start of lowercase *e*.

Demonstrate the formation of uppercase and lowercase *a* and *d*—Verbalize uppercase and lowercase stroke descriptions as you write the letters for display. Use different colors for each stroke. Point out that the lowercase forms of these letters begin at one o'clock and end in a serif.

The serif is the slight curve that is formed at the end of the stroke. Direct the students to demonstrate the serif by standing on their tiptoes. The curve formed by their toes is a good example of the serif.



Guided Practice

Guide the completion of **Worktext page 9**—Direct the students' attention to the cuckoo clock and ask them to try to find the hidden letter. (The hidden letter is the uppercase *A* that forms the roof of the clock.) Remind them that uppercase *A* will begin at twelve o'clock.

Instruct the students to read the instructions and complete the activity—Remind them to finger-trace the gray letters, then pencil-trace the dotted lines, and finally write the letters on the remainder of the line.

Lesson 7

PreCursive Letters: *l*, *l*, *Tt*

Worktext page 10

PreCursive Letters: *l*, *l*, *Tt*

Write each letter:

i *l* *T* *t*

Write the sentence:

Does Cal see a little seal?

Does

Does

10 Lesson 7

Materials and Preparation

Have available:

- A clock
- The Timothy Time puppet
- Different-colored markers or chalk
- Handwriting paper for each student (page A3)

Lesson

Introduction

Review **handwriting techniques**—Use the Timothy Time puppet to review posture, paper position, and pencil hold. Have him lead “The Handwriting Song.” Also use the puppet as you talk about the correct care of the worktext.

Remind the students of the star award that will be given to those who keep their worktext neat and clean.

Skill Development

Demonstrate the formation of uppercase and lowercase *i*, *l*, and *t*—Use the clock to show that *i* is a twelve o'clock letter. Verbalize uppercase and lowercase stroke descriptions as you write the letters for display. Use different colors as you demonstrate each stroke. Direct the class in air-tracing the uppercase and lowercase *i*. Follow the same procedure for *l* and *t*. Pay careful attention to the serifs on the lowercase letters.

Guided Practice

Guide the completion of Worktext page 10—Allow a volunteer to read the instructions for both activities on this page. Ask a student to read the sentence under the picture and answer the question. Remind the students that every sentence begins with an uppercase letter and ends with a punctuation mark. Before students begin the first activity, remind them to note the arrows, trace the dotted lines, and then write the letters in the spaces between the shaded areas of the remainder of the line. Point out that when writing words they are to leave two dashes between each word.