

HANDWRITING 3

TEACHER EDITION
THIRD EDITION




bjupress
Greenville, South Carolina

CONTENTS

▶ Handwriting Background	v
▶ Teaching Handwritingvi
▶ Stroke Descriptionsix
PreCursive Stroke Descriptionsix
Cursive Stroke Descriptionsxii
Numbers Stroke Descriptionsxv
▶ Getting Startedxvi
▶ Lessons	1
▶ Appendixes.	A1
▶ GlossaryA11
▶ Explaining the Gospel	A12



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

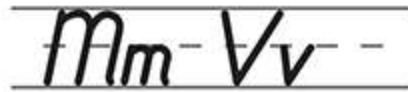


Manuscript

- ▶ 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, with legibility being the dominating consideration in the design of the letters



- ▶ PreCursive letters were designed so that with the addition of a cursive joining stroke the PreCursive letter becomes the cursive letter.



TEACHING HANDWRITING

Objectives

The goal of handwriting is communication. Good handwriting is an essential skill that requires a coordinated effort of nearly five hundred muscles. The goal of *Handwriting 3* is to help students develop the skills necessary to express themselves in writing. Given the proper instruction, students will be able to do the following:

- ▶ Demonstrate good posture, correct paper position, and proper tension-free pencil hold.
- ▶ Use vocabulary that describes letter spacing: space, dashes, indentation, and margin.
- ▶ Use vocabulary that describes letter alignment: top line, midline, and baseline.
- ▶ Gain skill in reading cursive writing.
- ▶ Master the correct order and direction of strokes for each cursive letter and number.
- ▶ Practice and use the cursive joining strokes.
- ▶ Use adequate spacing between cursive letters, words, and sentences.
- ▶ Write legibly, incorporating neatness, consistent slant and spacing, and correct alignment.
- ▶ Develop a concern for readability and neatness.
- ▶ Develop a rhythm and increase writing speed within ability limits.
- ▶ Write letters the correct size, using handwriting lines both with and without a middle guide line.
- ▶ Arrange words neatly on paper by centering titles, indenting paragraphs, and keeping acceptable margins.

As you teach handwriting, your own handwriting will provide a model for your students. When you make charts, write for display, or compose personal notes to the students, you should write in the cursive writing style.

Biblical Instruction

Handwriting 3 aims to teach students not only cursive writing skills but also Christian attitudes and values. Bible Action Truths (BATs) are included throughout the lesson plans. A complete list of Bible Action Truths are located in the Appendixes. In the lesson plans, BATs are referred to in parentheses by name and number (e.g., BAT: 2e Work).

New Students

Handwriting 3 provides a review of cursive letters taught in grade 2. Most students quickly learn the new letter forms. New students or students who have poor writing skills may benefit from first learning the PreCursive letters since they provide a good foundation for the cursive letters. (See pages ix–xi for PreCursive models and stroke descriptions.) The simplified letter forms of the PreCursive and cursive alphabets, the earlier and less difficult transition to cursive writing which *Handwriting 2* implements, and the review and practice of the cursive alphabet in grade 3 can be of great help to students.

Students who have been taught another handwriting style in grade 2 and have good handwriting skills should not be required to learn the new letter forms.

Seating Arrangement

Seating arrangements should make the best use of lighting so that students have no shadows on their papers. Overhead lighting should fill in most shadows and provide illumination in all parts of the room. In addition, natural light should come at an angle so that a student's writing hand will not cast shadows on the paper. Seating left-handed students together prevents writing-arm collision. This also makes it easier for the teacher to give instructions to all left-handed students at one time.

Position

Posture

Posture affects handwriting. Each student should sit comfortably with his or her feet touching the floor. The desk should be slightly higher than the student's waist. The student should sit, not leaning to the left or to the right, but bending slightly forward. Both forearms should rest on the desk.



Paper Position

The position of the paper is related to the student's posture. Each student's paper should be placed directly in front of his or her eyes and under the writing hand. The non-writing hand lies on the paper to hold it still. The slant of the paper will allow sight around the writing hand. A right-handed student will tilt the paper to the left so that it lies parallel to the writing arm. The left-handed student will tilt the paper to the right 30 to 45 degrees. These paper positions will eliminate the hooked-hand position, which restricts hand and finger movement needed for writing. The hooked-hand position must also be avoided to prevent poor posture.



Pencil Hold

In the accepted position for pencil hold, the thumb and the index finger grasp the pencil, letting it rest on the middle finger. The last two fingers arch under the middle finger to support it. The hand rests on its side. Students should hold the pencil about three-fourths to one inch from the writing point. The pencil will point toward the shoulder. A student should hold the pencil lightly enough so that you can pull it out of his or her hand with little resistance. In general, low or medium pressure produces better writing. Teaching correct pencil hold is an important responsibility of the teacher. It is very difficult and often impossible to try to correct an improper pencil hold that is an established habit.



Letter Formation

Students can easily master letter formations if you follow the procedure listed below.

1. Verbalize the stroke descriptions as you write each new letter for display. Use different colors to teach letters with more than one stroke.
2. Instruct the students to stand and air-trace the letter with you as you verbalize the stroke descriptions again.
3. Direct the students to write the letters as you verbalize the letter formation once more.
4. Guide activities on the Worktext page. Ask the students to note the arrow that gives the stroke direction, to finger-trace the black letter, and then to pencil-trace the gray and dotted letters.
5. Circulate among the students as they practice writing the new letters. Make sure that they are writing each letter correctly. Evaluation of the finished letters may not reveal incorrect stroke direction; however, when students increase their writing speed, these incorrect strokes will lead to illegible writing.

Letter Alignment

- ▶ Letters that rest on the baseline are more likely to produce even and legible writing. Proper letter height will produce an even top alignment.
- ▶ The simplicity of letter forms used in this series helps each student maintain proper letter alignment. Most stroke descriptions are given a specific starting point related to the top line, midline, and baseline.



Slant of Letters

Irregular letter slant is one of the major causes of illegibility. Students often experience their greatest difficulty with slant during the transition to cursive writing. The PreCursive alphabet avoids this transition problem by presenting slanted letters from the beginning. Although an approximate slant of 5 to 15 degrees is suggested, the emphasis should always be on consistency without extremes. If necessary, left-handed writers may write vertically or slightly backhanded as long as the slant is consistent.

Spacing

- ▶ Even spacing between letters and words is an aid to legible writing.
- ▶ Carefully designed Worktext activities guide the students in developing correct spacing. The shaded areas on the writing lines teach students proper word spacing.

Neatness

- ▶ Neatness also contributes to legibility.
- ▶ The teacher may want to teach students to eliminate unwanted letters by drawing a single line through them instead of erasing.

Rhythm

- ▶ Rhythm is the regularity of pressure on the writing instrument. Rhythm will become a part of the student's writing in cursive when he begins to write whole words, when he attains a speed that is appropriate for his skill, and when he eliminates unnecessary tension from his pencil hold and small-muscle movements.
- ▶ Students need to attain consistency of rhythm before they work to increase their speed.

Writing Activities

Three-eighths-inch ruled handwriting paper is provided for writing activities.

- ▶ Handwriting paper with a midline is provided on page A5.
- ▶ Handwriting paper without a midline is provided on page A7.

Before permitting your students to use regular three-eighths-inch notebook paper that does not have a midline or descender line, please establish the following guidelines.

1. Point out the margin lines and instruct students to stay within the given boundaries.
2. Designate a specific line for name, date, and subject.
3. Instruct students to skip every other line for all writing activities.

Evaluation

Student Evaluation

In order to be most effective, the evaluation of handwriting should directly involve each student evaluating his or her own progress.

A classroom checklist that is displayed where it can be seen at all times will help each student correct errors as they occur. It should include the following questions.

1. Do I hold my pencil correctly?
2. Do I have good posture?
3. Are all my letters resting on the baseline?
4. Do all small letters touch the midline, and do all tall letters touch the top line?
5. Are the spaces between the letters and words even?
6. Do all my letters slant the same way?
7. Are all my downstrokes parallel?
8. Are all my letters with loops well formed?
9. Are all closed letters formed correctly?

By comparing past and present work, the students can be encouraged to improve their handwriting. Work can be kept in a writing folder, and individual assignments for writing practice can be made from the papers. If this comparison is made on a regular basis, it will keep the students' attention centered on improvement and will help to positively motivate them.

Teacher Evaluation

► Pretest

A pretest is included in the Worktext. It is to help you note letters that are going to require the most attention. It also provides a basis for information to help each student see his or her progress. This page should not be graded or sent home.

► Assessment pages

The assessment pages included throughout the Worktext should indicate progress made by the student. These pages, when compared by the students to pretests and past assessments, will show them their success and encourage them to continue improving. These pages may be graded but should be kept for evaluating progress during the entire year.

► Post-tests

Two post-tests, one following the review of the cursive letters and the other following the completion of the Worktext, should give you an accurate picture of the students' learning. Compare these post-tests and past assessments to the students' present achievement.

► Evaluation rubric

The evaluation rubric on page A9 is designed for your use when evaluating each student's handwriting. It also provides space for helpful suggestions to students and parents as to how handwriting skills can be improved.

The following evaluation questions may help serve as a guide for evaluating handwriting.

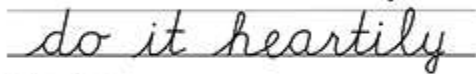
1. Posture
 - Is the student sitting correctly?
 - Is the student facing his or her desk?
 - Are the forearm and writing hand resting on the desk?

2. Paper position
 - Is the paper placed to allow the student to see his or her handwriting while writing?

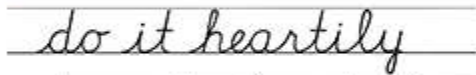
3. Pencil hold
 - Is there slight tension in the hand? (Watch for a collapsed first-finger joint or white fingertips.)
 - Are the first finger and the thumb crossed?
 - Is the pencil pointed toward the shoulder?

4. Letter formation
 - Are letters formed according to the model or handwriting chart?

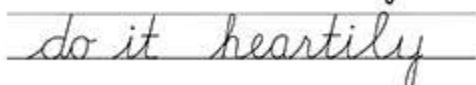
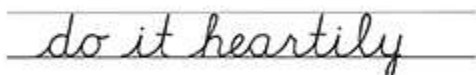
5. Letter alignment
 - Do letters rest approximately on the baseline?
 - Do ascenders ascend to the proper point?
 - Do descenders descend to the proper point?



6. Slant of letters
 - Is the slant consistent?
 - Is the slant too extreme, causing legibility problems? (If necessary, allow left-handed writers to write vertically or slightly backhanded.)
 - Is the slant between 5 and 15 degrees to the right?



7. Spacing
 - Is the spacing fairly even?
 - Is the spacing wide enough to keep letters from running together?
 - Are individual words spaced closely enough to facilitate reading but far enough to keep words distinguishable?



8. Rhythm and flow
 - Does the rhythm provide consistent letter formation?

9. Neatness
 - What is the overall appearance of the paper?

STROKE DESCRIPTIONS

PreCursive Stroke Descriptions



- (1) Drop left.
- (2) Drop right.
- (3) Cross.



- Drop,
Retrace and swing
around to lock,
Retrace and swing
around to lock.



- Begin at one,
Swing around to five.



- Drop,
Swing around and up
to lock.



- Begin at one,
Swerve around toward
three,
Swing around to five.



- (1) Drop.
- (2) Glide right.
- (3) Glide right.



- (1) Begin at one,
Swing around to three
and drop.
- (2) Cross.



- (1) Drop.
- (2) Drop.
- (3) Cross.



- (1) Drop.
- (2) Cross.
- (3) Cross.



- Begin at one,
Swing around to lock,
Retrace and curve.



- Drop,
Retrace and swing
around to lock.



- Begin at one,
Swing around to five.



- Begin at one,
Swing around and up,
Climb high,
Retrace and curve.



- Begin at nine,
Swing up toward one and
around to five.



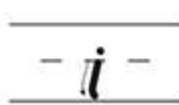
- (1) Begin at one,
Swing around and
drop low.
- (2) Cross.



- Begin at one,
Swing around to lock,
Drop low and hook.



- Drop,
Retrace and swing
right,
Drop and curve.



- Drop and curve.
Dot.



Drop and hook.



(1) Drop.
(2) Drop left,
Then right and curve.



Drop.
Glide right.



Drop, retrace and swing
right,
Drop, retrace and swing
right,
Drop and curve.



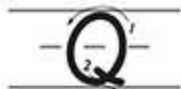
Drop, retrace and swing
right,
Drop and curve.



Begin at one,
Swing around to lock.



Drop,
Retrace and swing
around to lock.



(1) Begin at one,
Swing around to lock.
(2) Slash and curve.



Drop,
Retrace and swing
around to lock,
Drop right and curve.



Drop low and hook.
Dot.



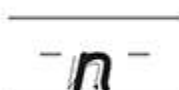
(1) Drop.
(2) Drop left,
Then right and curve.



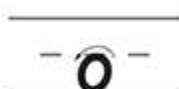
Drop and curve.



Drop, retrace and swing
right,
Drop, retrace and swing
right,
Drop and curve.



Drop, retrace and swing
right,
Drop and curve.



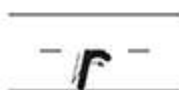
Begin at one,
Swing around to lock.



Drop low,
Retrace and swing
around to lock.



Begin at one,
Swing around to lock,
Drop low and crook.



Drop,
Retrace and swing
right.



Begin at one,
Swerve around and
back,
Stop at seven.



(1) Drop.
(2) Cross.



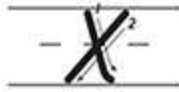
Drop and swing up,
Retrace and curve.



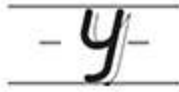
Drop right,
Climb right.



Drop and swing up,
Retrace and swing up.



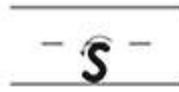
(1) Drop right and curve.
(2) Drop left.



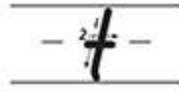
Drop and swing up,
Retrace,
Drop and hook.



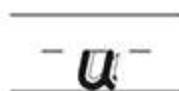
Glide right,
Drop left,
Glide right.



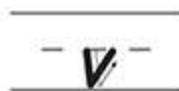
Begin at one,
Swerve around and
back,
Stop at seven.



(1) Drop and curve.
(2) Cross.



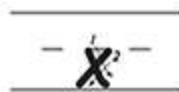
Drop and swing up,
Retrace and curve.



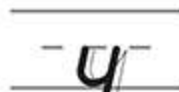
Drop right,
Climb right.



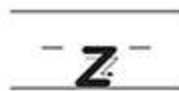
Drop and swing up,
Retrace and swing up.



(1) Drop right and curve.
(2) Drop left.



Drop and swing up,
Retrace,
Drop low and hook.



Glide right,
Drop left,
Glide right.

STROKE DESCRIPTIONS

Cursive Stroke Descriptions



Begin at one,
Swing around to lock,
Retrace and curve.



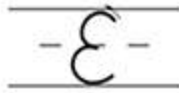
Swing up and drop,
Retrace and swing
around to lock,
Retrace and swing
around to lock,
Sweep out.



Begin at one,
Swing around to five.



Drop and loop left,
Swing around and over
to lock.



Begin at one,
Swing around toward
three,
Swing around to five.



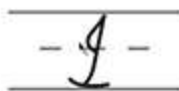
(1) Swing over and up,
Drop and swing left.
(2) Cross.



Begin at one,
Swing around to three,
Drop low and loop.



(1) Swing up and drop.
(2) Drop and climb left,
Then glide right.



Swing around and up,
Drop and swing left,
Retrace and sweep up.



Swing up and around
to one,
Retrace and swing
around to lock,
Retrace and curve.



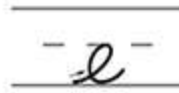
Swing up,
Curve left and drop,
Retrace and swing
around to lock,
Sweep out.



Swing up and around
to one,
Retrace and swing
around to five.



Swing up and around to one,
Retrace and swing around
and up,
Climb high,
Retrace and curve.



Swing up toward one
and around to five.



Swing up,
Curve left and drop low,
Curve right and up to lock,
Bounce.



Swing up and around
to one,
Retrace and swing
around to lock,
Drop low and loop.



Swing up,
Curve left and drop,
Retrace and swing right,
Drop and curve.



Swing up,
Drop and curve.
Dot.



Swing around and up,
Drop low and loop.



(1) Swing up and drop.
(2) Drop left,
Then right and curve.



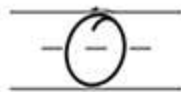
Swing up,
Curve left and drop,
Loop left and sweep across.



Swing up,
Drop, retrace and swing
right,
Drop, retrace and swing
right,
Drop and curve.



Swing up,
Drop, retrace and swing
right,
Drop and curve.



Begin at one,
Swing around to
lock and curl.



Swing up and drop,
Retrace and swing
around to lock.



(1) Begin at one,
Swing around to lock.
(2) Curve and slash.



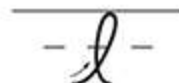
Swing up and drop,
Retrace and swing
around to lock,
Drop right and curve.



Swing up,
Drop low and loop.
Dot.



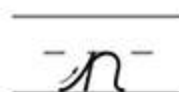
Swing up,
Curve left and drop,
Retrace and swing
around to lock,
Drop right to curve.



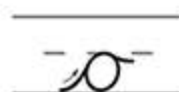
Swing up,
Curve left and loop.



Swing up,
Drop, retrace and swing
right,
Drop, retrace and swing
right,
Drop and curve.



Swing up,
Drop, retrace and swing
right,
Drop and curve.



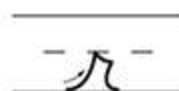
Swing up and around to one,
Retrace and swing
around to lock,
Sweep out.



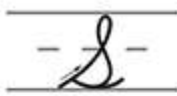
Swing up,
Drop low,
Retrace and swing
around to lock,
Sweep out.



Swing up and around to one,
Retrace and swing around
to lock,
Drop low,
Curve right and up to lock,
Bounce.



Swing up,
Slide right,
Drop and curve.



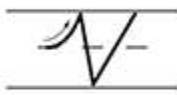
Swing up,
Curve left and loop,
Swing around to lock,
Sweep out.



Swing over and up,
Drop and swing left.



Swing up,
Drop and swing up,
Retrace and curve.



Swing up,
Drop right,
Climb right.



Swing up,
Drop and swing up,
Retrace and swing up.



(1) Swing up,
Drop right and curve.
(2) Drop left.



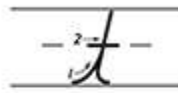
Swing up,
Drop and swing up,
Retrace,
Drop low and loop.



Swing up,
Curve around and down
to six,
Drop low and loop.



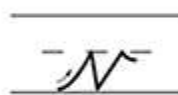
Swing up,
Then down and around
to lock,
Sweep out.



(1) Swing up,
Retrace and curve.
(2) Cross.



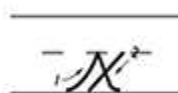
Swing up,
Drop and swing up,
Retrace and curve.



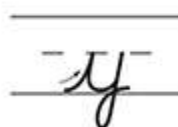
Swing up,
Drop right,
Climb right,
Sweep out.



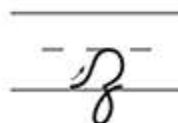
Swing up,
Drop and swing up,
Retrace and swing up,
Sweep out.



(1) Swing up,
Drop right and curve.
(2) Drop left.



Swing up,
Drop and swing up,
Retrace,
Drop low and loop.



Swing up,
Curve around and down
to six,
Drop low and loop.