

# HANDWRITING 3

TEACHER EDITION  
THIRD EDITION



  
**bjupress**  
Greenville, South Carolina

# GETTING STARTED

## Preparation of Materials

### Handwriting Worktext



The Student Worktext contains a variety of activities centered on the theme of “journeys.” These activities reinforce learning taught in other disciplines as they provide good cursive models for the young writer.



### Letter to Parents

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



### Teacher Edition Appendixes

#### Handwriting Paper

Reproducible handwriting pages are provided on pages A5 and A7.



#### Evaluation

An evaluation rubric is provided on page A9.



#### PreCursive and Cursive Fonts

The PreCursive and cursive fonts may be downloaded from [BJUPressTrove.com](http://BJUPressTrove.com).

#### PreCursive and Cursive Wall Charts

PreCursive and Cursive Wall Charts may be purchased from BJU Press.

Digital teaching resources are available in BJU Press Trove and Homeschool Hub. [BJUPressTrove.com](http://BJUPressTrove.com) may be accessed by schools that purchase annual access. [HomeschoolHub.com](http://HomeschoolHub.com) offers access to homeschoolers using BJU Press materials.

**Journey to the Swiss Alps** \_\_\_\_\_ Name \_\_\_\_\_

Ride with Timothy Time as he follows the signs to his friend's home in the Swiss Alps.

## Materials and Preparation

### Have available:

- Cursive Wall Chart (available for purchase from BJU Press)

### Prepare:

- A cursive model of each student's name on the front of his or her worktext

## Lesson

### Introduction

**Introduce the student worktexts and the character Timothy Time**—Tell the students that the Swiss boy Timothy Time will be traveling with them during handwriting time in third grade.

**Generate interest in the worktext by asking the following questions about the cover.**

1. Have you ever seen a hot-air balloon like the one the boy is riding in?
2. Did anyone meet Timothy Time last year during handwriting lessons?
3. What kind of writing will you be using in third grade?

### Skill Development

**Review the cursive letters**—Instruct the class to say the name of each cursive letter on the Cursive Wall Chart. 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.

**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 correct paper positioning**—The student's paper should be positioned at a slant that approximately parallels the slant of his or her writing arm.

**Demonstrate correct pencil hold**—Each student should grasp the 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 pencil to rest on his side,  
And two Lazy Men go along for the ride.

### Guided Practice


**Guide the completion of Worktext page 3**—Choose a volunteer to read the title of the page and the instructions. Instruct the students to follow the road signs in alphabetical order as they finger-trace Timothy Time's ride to his friend's home in the Swiss Alps.

**Cursive Alphabet**

Name \_\_\_\_\_



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**

Write each letter.



**How Much?**

Complete each receipt. Write the amount paid for the gallons.

 7 gallons \$16 \$95	 8 gallons \$20 \$95	 6 gallons \$10 \$95
 27 gallons \$105 \$95	 5 gallons \$7 \$95	 15 gallons \$50 \$95

## Materials and Preparation

### Prepare:

- A cursive name model for each student's desk

## Lesson

### Introduction

**Lead a discussion**—Ask what Timothy Time is doing at the top of Worktext page 4. (**cranking the car**) Ask how cars are started today. Compare Timothy Time's car to present-day cars. Allow any students that have ridden in an old-fashioned car to tell the class about the ride.

### Pretest

**Guide the completion of the pretest on Worktext pages 4 and 5**—Direct the students to note the cursive name models attached to their desks. Instruct them to use the models as a guide as they neatly write their names on page 5. Then have a volunteer read the page title and the instructions. Point out that they are going to try to write the letters of the alphabet in cursive as Timothy Time cranks up his car. Direct the students to refer to the cursive letters on page 4 as they complete the

page. Check posture, paper position, and pencil hold as they begin. Encourage them to attempt each letter but not to spend a long time on each one (about fifteen 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 (BAT: 2d Goal setting).

**Direct the completion of the numbers pretest on Worktext page 6**—Choose a student to read the instructions, and then direct the class to complete the page by writing the correct price on the receipts. After the activity has been completed, allow a student to read the receipts to the class.

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



**Direct attention to the Cursive Wall Chart**—Point out that the PreCursive alphabet they learned in kindergarten and first grade is visible in the cursive alphabet. Explain to the students that the cursive stroke (∩) “dresses up” the PreCursive letter and serves as the connecting stroke when the lowercase letters are joined in a word.

**Demonstrate the formation of c and a**—Using the Cursive Stroke Descriptions (pp. xii–xiv), verbalize uppercase and lowercase stroke descriptions as you first finger-trace the letters on the clock and then write them for display.

**Demonstrate the writing of lowercase letters c and a in pairs**—Point out that the pencil is not lifted between the letters (cc).

Instruct the class to air-trace the letters in pairs, and then allow the students to practice writing them on handwriting paper.

**Demonstrate the connecting of letters in words**—Choose a student to read the displayed words. Point out that both uppercase and lowercase c and a connect to lowercase letters.

### Guided Practice

**Guide the completion of Worktext page 7**—Choose a student to read the verse at the top of the page. Tell the students that they will trace Abraham’s journey (BAT: 2a Obedience). Read the following directions.

1. Put your pencil on the city of Ur.
2. Follow the red line from Ur along the Euphrates River to Haran.
3. Follow the red line from Haran to Canaan.

Direct attention to the rows of letters. Encourage each student to connect the letters smoothly. Circulate among the students and make sure they form each letter correctly.

## Lesson 4

## Cursive Letters: Oo, Qq

Worktext page 8

**Cursive Letters: Oo, Qq** Name \_\_\_\_\_

Write each letter.

Oo Oo Oo Oo Oo Oo Oo Oo Oo Oo

Qq Qq Qq Qq Qq Qq Qq Qq Qq Qq

Draw a circle around the objects that begin with the letters c, a, o, and q.

Abraham

And I will make thee exceedingly fruitful.

Genesis 17:1  
Handwriting 3

### Materials and Preparation

Have available:

- A model of a clock
- Handwriting paper for each student

Prepare:

- The following words in cursive for display:

*Old Testament Queen Esther*

### Lesson

#### Introduction

**Lead a guessing game**—Air-trace the letters c and a. Instruct the students to guess the letters. Continue with the letters o and q, using both the lowercase and uppercase letters.

## Skill Development

**Demonstrate the formation of o and q**—Verbalize uppercase and lowercase stroke descriptions as you finger-trace the letters on the clock and then write them for display. Instruct the students to write the letters as you repeat the stroke descriptions.

Refer to the Cursive Stroke Descriptions (pp. xii–xiv) for all the letters in the next lessons.

**Demonstrate the writing of lowercase letters o and q in pairs.**

**Demonstrate the connecting of letters in words**—Choose a student to read the displayed words. Ask the students to identify the letters that do not connect to the lowercase letters that follow them. Point out that uppercase Q connects to the letters that follow it.

## Guided Practice

**Direct activities on Worktext page 8**—Choose a student to read the directions. Help the students in locating the objects beginning with *c*, *a*, *o*, and *q*. Instruct them to complete the page as you circulate among the students checking posture, pencil hold, and letter formation.

## Optional Activity

**Direct an alphabetizing activity**—Write the following groups of letters in cursive for display. Instruct the students to alphabetize the letters within each group.

*aoc oqa qco aqc*

## Lesson 5

## A Review

### Materials and Preparation

Have available:

- Handwriting paper for each student

### Lesson

### Introduction

**Direct a listening activity**—Instruct the students to listen to the words you will say. Direct them to raise their hands if they know what letter begins each word. Then choose a student to tell whether the word describes Abraham (BAT: 6c Spirit-filled). Use the following words.

obedient	afraid	quarrelsome
content	angry	calm

### Skill Development

**Review the formation of uppercase and lowercase c, a, o, and q**—Verbalize uppercase and lowercase stroke descriptions as you write the letters for display.

Ask which uppercase letter does not connect to the lowercase letters that follow it. *O*

### Guided Practice

**Direct writing on handwriting paper**—Direct attention to the displayed letters. Choose volunteers to give a word that begins with each letter listed. Read the following words aloud.

quiet apple over camp

Instruct the students to write the first letter of each word on handwriting paper.

Check the answers. Instruct the students to practice writing the letters several times.

**Cursive Letters: Gg, Ee** Name \_\_\_\_\_

Write each letter.

G G g g

E E e e

Complete each sentence by writing the word *egg* in the blank.

1. A quail laid an \_\_\_\_\_.

2. The \_\_\_\_\_ begins to crack.

3. A baby bird peeks out of the \_\_\_\_\_.

4. The \_\_\_\_\_ is empty.

### Materials and Preparation

#### Have available:

- Pictures or drawings of egg-laying animals

#### Prepare:

- The following letters and words in cursive for display:

*g g e*  
*Eagle Goose*

### Lesson

#### Introduction

**Display pictures of egg-laying animals**—Explain that the animals in the pictures have something in common. Choose a student to say the three displayed letters in alphabetical order. (**egg**) Point out that the animals pictured all lay eggs. Instruct the students to name other egg-laying animals.

### Skill Development

**Review the formation of e and g**—Verbalize uppercase and lowercase stroke descriptions as you write the letters for display. Instruct the students to write the letters as you repeat the stroke descriptions.

**Demonstrate the writing of lowercase e and g in pairs.**

**Demonstrate the connecting of letters in words**—Allow a student to read the displayed words. Point out that both uppercase E and G connect to the lowercase letters that follow them.

### Guided Practice

**Direct the completion of Worktext page 9**—Allow a volunteer to read the directions. After the students have completed the first section, choose a student to read the second section aloud, adding the word egg in the blanks. As the students complete the page, circulate among them, checking pencil hold, paper position, and letter formation.

### Materials and Preparation

No additional materials or preparation is needed for this lesson.

## Lesson

### Introduction

**Lead a discussion**—Ask each student to name an activity that he or she did yesterday. Explain to the students that today's lesson is a type of review. Ask the students to name ways the review will help their handwriting improve (BAT: 2d Perseverance).

### Skill Development

**Review the formation of uppercase and lowercase c, a, o, q, g, and e**—Verbalize the stroke descriptions as you write the letters for display. Direct the students to write the lowercase letters in pairs.

### Guided Practice

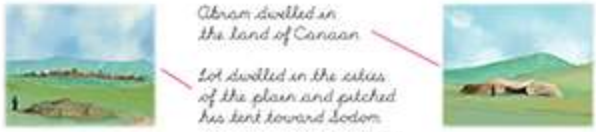
**Guide the completion of Worktext page 10**—Choose a volunteer to read the title of the page and the directions. Remind the students to use the shaded areas as a guide for spacing their letters correctly. Direct them to complete the page as you check posture, paper position, and pencil hold.

### Optional Activity

**Direct a writing activity**—Instruct the students to draw eleven small elliptical-shaped clocks on paper and write a letter that begins at one o'clock on the face of each clock.

**Following Directions** Name \_\_\_\_\_

Draw lines to match the pictures and the sentences.



*Abram dwelled in the land of Canaan.*

*Lot dwelled in the cities of the plain and pitched his tent toward Sodom.*

Write each letter in cursive.

C c  
Q q  
O o  
G g  
E e

Lesson 8 11

### Materials and Preparation

#### Prepare:

- The following words in cursive for display, leaving out the letters that are underlined:

*Abraham*      *Lot*      *Canaan*  
*quarrl*      *Sodom*      *Gomorrah*

- The letters *c*, *a*, *o*, *q*, *g*, and *e* for display

### Lesson

#### Introduction

Read Genesis 13:5–18—Discuss the Bible account, and then direct attention to the displayed words (BAT: 1c Separation from the world). Choose volunteers to fill in the missing letters. Read the words in unison.

#### Skill Development

Review the formation of uppercase and lowercase *c*, *a*, *o*, *q*, *g*, and *e*—Verbalize the stroke descriptions as you write the letters for display.

### Assessment

Direct the completion of Worktext page 11—Choose a volunteer to read the directions and the sentences. Match the pictures with the correct sentences as a class. Instruct the students to complete the page independently. Encourage them to use their best handwriting.

You may want to use the Handwriting Evaluation form (p. A9) with this assessment.

### Optional Activity

Direct a writing activity—Direct the students to find and write the hidden words in the letter groups below:

*e g c o c o a q*      *cocoa*  
*c a g e c g a e*      *cage, age*  
*g g a q g e g g*      *egg*  
*q o c o g o q g*      *cog*



## Lesson 10

## God's Promise

### Materials and Preparation

Have available:

- Handwriting paper for each student

### Lesson

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#### Introduction

**Sing "Standing on the Promises"**—Relate the Bible account from Genesis 18:1–15 and 21:1–5 that tells of the promise God gave to Abraham and Sarah concerning a son (BAT: 8a Faith in God's promises).

#### Skill Development

**Review the formation of uppercase and lowercase *i* and *j***—Verbalize the stroke descriptions as you write the letters for display.

Write the words *Jehovah* and *Isaac* for display, demonstrating the connecting of the uppercase *I* and *J* to the lowercase letters that follow them and pointing out that God kept His promises to Abraham by giving him a son.

### Guided Practice

**Guide a writing activity**—Direct the students to write a line of uppercase and lowercase letters *i* and *j* on their handwriting paper.

### Optional Activity

**Direct a writing activity**—Write the following directions for display. Instruct the students to read them and follow directions on handwriting paper.

1. Write a line of the letter that comes after h.
2. Write a line of the letter that comes before k.
3. Write a line of pairs of the letter e.
4. Write a line of the letter that is found twice in Isaac.