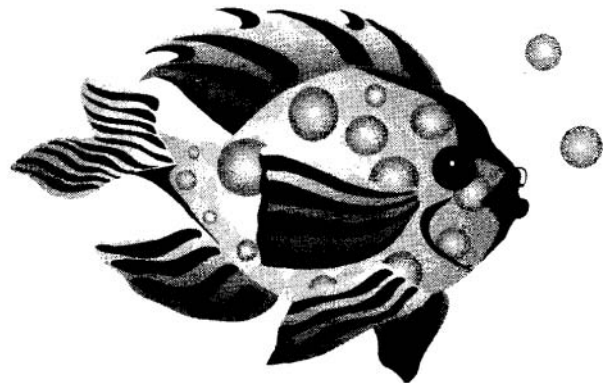
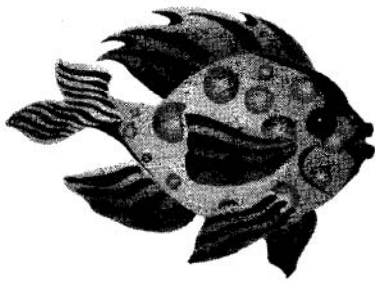


# Table of Contents

General Introduction . . . . .	1
Exploring Great Handwriting . . . . .	3
Introduction . . . . .	11
Scope & Sequence . . . . .	13
Teacher Lessons . . . . .	39
Reproducible Practice Pages . . . . .	175
Alternate Lesson Pages . . . . .	207



Aa Bb Cc Dd



### Correct Spacing

When practicing your letters separately and, later, when writing your words, use your index (pointer) finger as a guide. Continue to do this until you can easily see the space you need between words without using your finger.

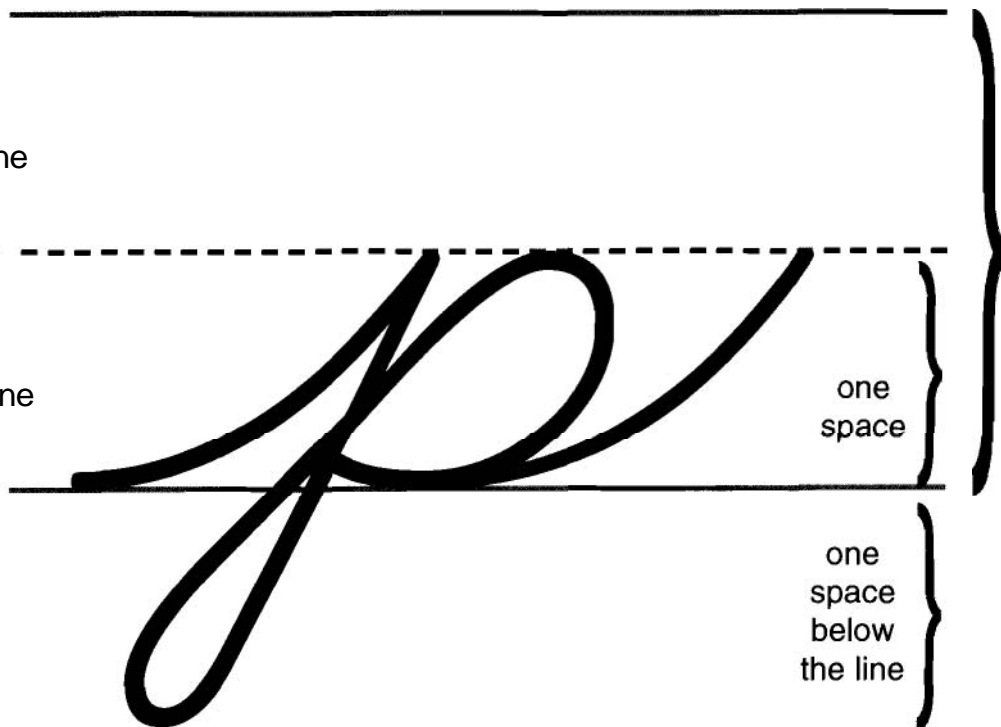
### Guide Lines

The blue top and bottom lines and the dotted red centerline will be your guides for letter formations. Some letters are one space tall, others are two spaces tall. Some letters like a p are two spaces tall but begin in bottom space and drop down one space below the bottom guideline. A few letters are three spaces tall. They use both spaces between the guidelines and drop one space below the line.

Top Line

Dotted Line

Bottom Line



two spaces

one space

one space below the line

# Introduction

Read the introductory message with the children and discuss what the year will hold.

## Position pages:

Review the correct pencil, paper, hand and posture positions for good writing.

## Special pages:

1. The theme for the quotes and verses for this year's program is: Praising God in His Creation. Each selection is meant to widen the child's awareness of the beauty and wonder of God's creation. Many selections are taken from the Bible (New International Version). Other quotes are taken from famous poets.
2. On the poetry quotations, you will find the full text of the poem printed in the handbook. The portion to be written by the children is set in a larger type size for easy recognition.
3. Use the quote or verse each day in class throughout the week. Write it on the board or on poster board and place it in a prominent place so that the children become accustomed to seeing and reading it.
4. Introduce any unfamiliar or new words.
5. Pay careful attention to the practice page. Note reversals and any other formation or spacing problems that will cause difficulty when the child makes the final copy on the specially provided page.
6. Discuss with the children the ways in which they can share their special pages with others.

## Manuscript letter and number formation guide

1. Have a copy of the manuscript letter formation guide available for each child. Place either in a writing folder or collect and redistribute the guides each day.
2. Encourage children to check with the guide whenever they are unsure of the correct formation of a letter.

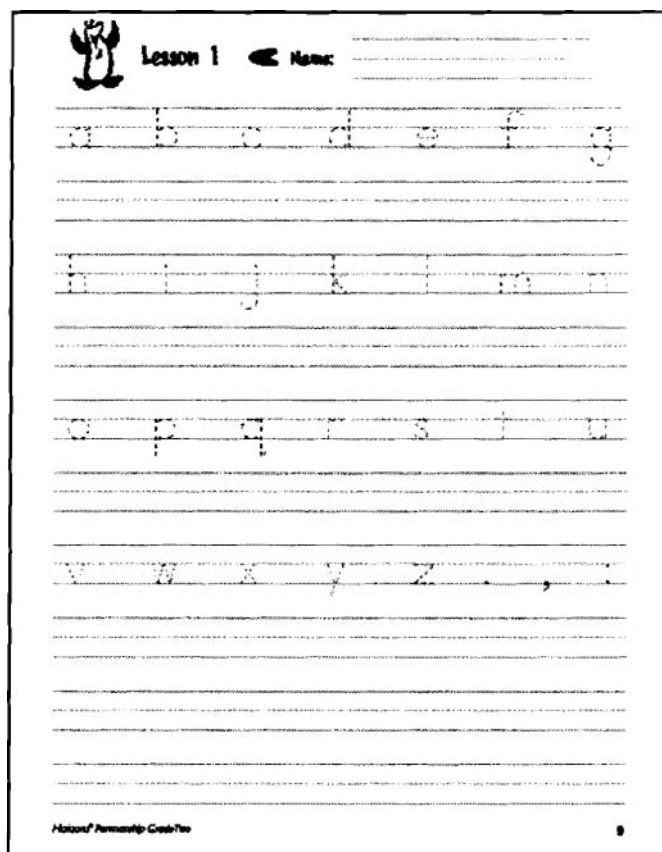
## Cursive letter formation guide

1. Have a copy of the cursive letter formation guide available for each child by the fifteenth week.
2. Encourage the children to check the guide frequently as they begin learning to write in cursive.

# Lesson 1 - Review lower Case Alphabet

## Teaching Tips:

1. Introduce the verse for the week: Psalm **24:1**. Throughout the week, read other verses from the Book of Psalm and discuss them. Have the verse for the week displayed where the children can see it.
2. Review lower case alphabet.
  - a: One stroke – circle (beginning at 2 o'clock position) and half-line. Children DO NOT pick up their pencils to make the half-line, but make the circle then continue up to the dotted line and down again.
  - b: One stroke – tall line starting at the top line and circle down, up and around.
  - c: One stroke – three-quarter circle beginning at the 2 o'clock position and ending at 4 o'clock position.
  - d: One stroke – three-quarter circle (looks like a small "c") and a tall line (up to the top line). Use a continuous stroke around, up to the top then down.
  - e: One stroke – straight line, small c. Begin in the middle of the space between the dotted line and the bottom line. Go across and then up and around.
  - f: Two strokes – begin at 1 o'clock below the top line: and go up, around and straight down to the bottom line, pick up pencil and make a short cross line on the dotted line.



- g: One stroke – small circle and hook. Begin about the 1 o'clock position, around, up, down below the bottom line, curve back up toward the bottom line (left side).
- h: One stroke – tall line from top line to bottom line and arch. Start at top, line down, up, around and down.
- i: Two strokes – half line and dot. Begin the first stroke on the dotted line, down to the bottom line. The second stroke is the dot in the middle of the space just above the dotted line.
- j: Two strokes – begin at the dotted line and go down to the bottom line and continue below the line, then around and up toward the bottom line as in the small "g."