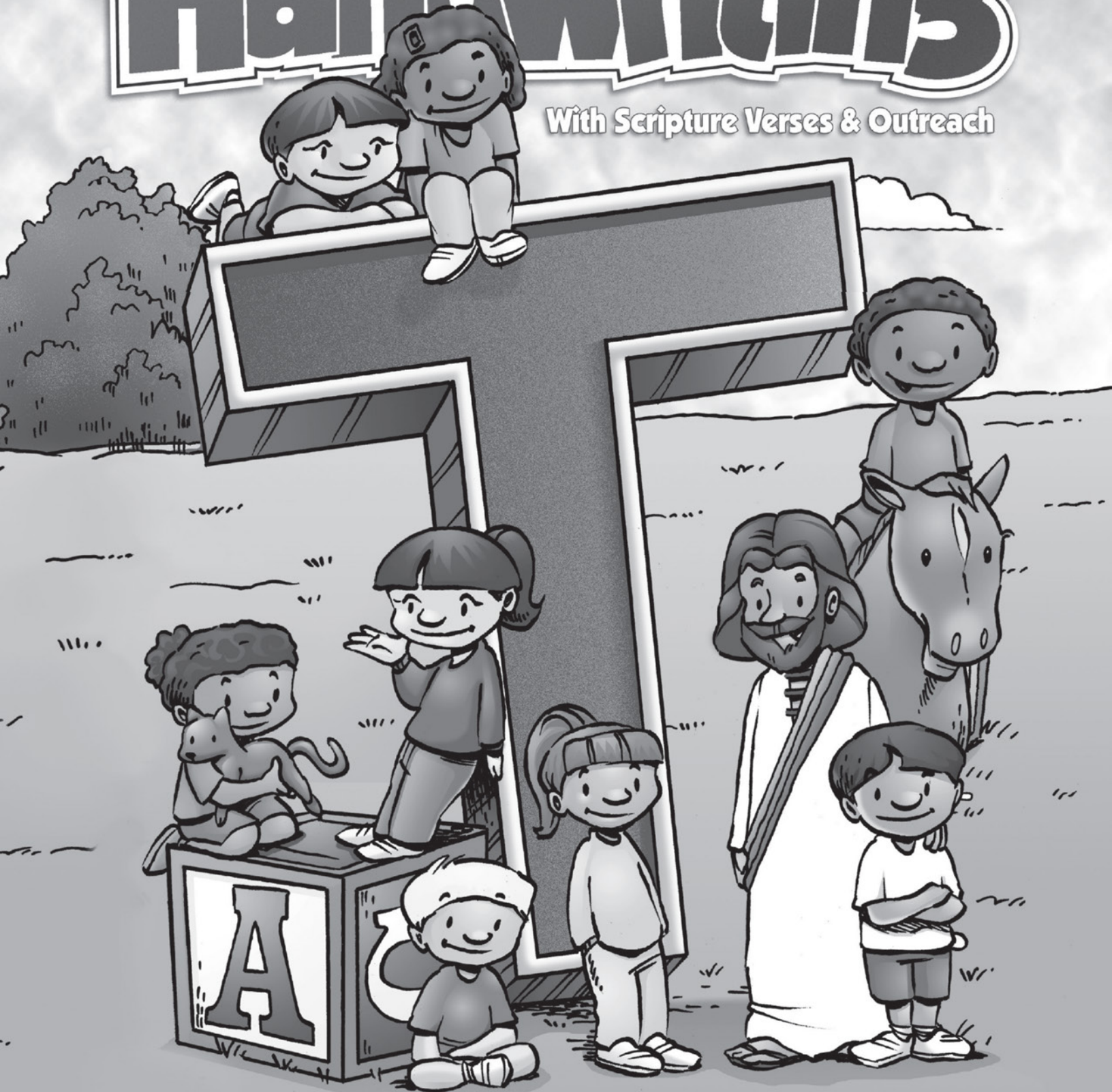


A Reason For

Transition Worktext

Handwriting

With Scripture Verses & Outreach



How & When to Use the Transition Worktext

Manuscript is a skill needed for a lifetime!

A child learns to read using a Manuscript alphabet. Most all books are published in Manuscript. Computer screens display in Manuscript. Medical and application forms ask you to print in Manuscript. Signs—whether on streets and highways, or in office buildings and grocery stores—almost always use Manuscript. That’s why it is so important for students to master Manuscript skills. Then, it’s time to transition to Cursive.

The Transition Student Worktext is designed to allow mid-year transition from Manuscript to Cursive handwriting, at the discretion of the instructor.

1st two weeks: use pages 7-16 of the Level T Student Worktext to complete daily practice lessons	Weeks 19-27: use pages 53-98 to complete daily practice lessons
Weeks 3-18: use pages 19-50 (plus Border Sheets beginning on page 121 of the Student Worktext) for weekly lessons	Weeks 28-36: use pages 101-118 (plus Border Sheets beginning on page 121) for weekly lessons

OPTION 1: Transition to Cursive after the semester break in 2nd grade.

Using this option, the correct curriculum sequencing would be:

1st grade - Manuscript A Worktext	4th grade - Cursive D Worktext
2nd grade - Transition Worktext	5th grade - Cursive E Worktext
3rd grade - Cursive C Worktext	6th grade - Cursive F Worktext

OPTION 2: Transition to Cursive after the semester break in 3rd grade.

Using this option, the correct curriculum sequencing would be:

1st grade - Manuscript A Worktext	4th grade - Cursive D Worktext
2nd grade - Manuscript B Worktext	5th grade - Cursive E Worktext
3rd grade - Transition Worktext	6th grade - Cursive F Worktext

Please Read This First!

Before beginning, please review *How & When to Use the Transition Worktext* on the second page of this download.

The Transition (or Level T) Student Worktext provides one semester (18 weeks) of Manuscript instruction, with Cursive introduced in the second half of the school year. The Transition Worktext replaces either the Level B (preferred) or the Level C Student Worktext (a later transition for students who can use extra Manuscript practice).

IMPORTANT! When teaching the Manuscript portions of the Transition Worktext, follow the instructions for Level B Practice Lessons 1-10 (pgs. 92-94 of the Teacher Guidebook), assigning one page per day for the first 10 days of instruction. Then, follow the plans for the Level B weekly lessons 1-16 (pgs. 96-103 of the Teacher Guidebook).

TRANSITION LESSONS



To The Teacher

This section includes 45 practice lessons, to be assigned one per day for nine weeks. Before beginning this section, please review the ***How & When to Use the Transition Worktext*** on the second page of this download.

Please note: the 45 Transition Practice lessons (Student Worktext pages 53-98) should never be assigned as homework! To maximize the effectiveness of these practice pages, first introduce each new letter to the class, then monitor and encourage your students as they work.

As each new letter is presented, encourage students to use a variety of practice techniques. Sky Writing, back writing, board practice, verbal descriptions, etc., can all help imprint letter formation in the brain. Also, remind students that handwriting is a learned motor skill, and requires consistent daily practice for mastery.

And don't forget to encourage and *praise* correct letter formation! Creating positive writing experiences now can greatly impact students' future writing success.



To The Teacher

As students begin these Transition lessons, it's important to help them discover the similarities and differences between the Manuscript and Cursive versions of each letter. This activity helps students form clear mental models of letters and strokes, leading to more accurate letter formation and better handwriting.

Also, many letters in Cursive writing use similar patterns in their formation. Be sure to emphasize these similarities by using the information found in the Cursive Letter Chart (page 234-235 of the Teacher Guidebook). This will greatly enhance student understanding as you introduce new letters.

Note: Lessons 1 through 5 introduce the vowels. Since vowels are the most commonly used letters, it's important to master them thoroughly at the start. Lessons 6 through 26 cover the remaining letters in alphabetical order. (After completing Lessons 1 through 26, students have practiced the entire alphabet.) Lessons 27 through 34 are group letter review lessons. Finally, Lessons 35 through 45 are a review of capital and lowercase letters.

Transition Lesson 1

(See Student Worktext, page 53)

Letter Focus A a A a

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Show students how to use the start dots and arrows as they practice the letters A a. Also, have students practice the lowercase a in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: While students practice the a in sets of three, point out that the lowercase a is also a word that can stand alone.

Transition Lesson 2

(See Student Worktext, page 54)

Letter Focus E e E e

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters E e. Also, have students practice the lowercase e in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The vowel e is a loop letter. Remind students to leave the loop open — similar to the loop on their shoelace.

Transition Lesson 3

(See Student Worktext, page 55)

Letter Focus I i ℓ i

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters ℓ i. Also, have students practice the lowercase i in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Point out that the capital ℓ is also a word that stands alone. Remind students that when the ℓ is used as a word, it's always capitalized.

Transition Lesson 4

(See Student Worktext, page 56)

Letter Focus O o Ō ō

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters Ō ō. Also, have students practice the lowercase ō in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Several verses in Psalms begin with the letter Ō. (Example: “O Lord our God, the majesty and glory of your name fills all the earth and overflows the heavens.” Psalm 8:1). The modern spelling for that same word is “Oh.”

Transition Lesson 5

(See Student Worktext, page 57)

Letter Focus U u Ũ ũ

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters Ũ ũ. Also, have students practice the lowercase ũ in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: As students write the ũ in groups of three, remind them to avoid loops and to use clean upstrokes. This takes some practice as the stroke goes up and comes down on the same line.

Transition Lesson 6

(See Student Worktext, page 58)

Letter Focus B b B b

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters B b. Also, have students practice the lowercase b in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The lowercase b is found in several letter group families. It is a tall letter, a loop letter, an upstroke letter, and a bridgestroke letter. Pointing out letter groups can help students form an accurate mental picture of each letter.

Transition Lesson 7

(See Student Worktext, page 59)

Letter Focus C c C c

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters C c. Also, have students practice the lowercase c in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Have students write the word *cab* several times for practice. This will give them practice connecting three letters they have already learned.

Transition Lesson 8

(See Student Worktext, page 60)

Letter Focus D d D d

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters D d. Also, have students practice the lowercase d in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Have students write the words *dad* and *did* several times for practice. This will give them practice connecting three letters they have already learned.

Transition Lesson 9

(See Student Worktext, page 61)

Letter Focus F f F f

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters F f. Also, have students practice the lowercase f in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Show students that the lowercase f is a tall letter, a loop letter, and a tail letter, and that the capital F is a three-stroke letter. Remind students that the downstroke for the capital F is written first, then the top line, then the middle cross.

Transition Lesson 10

(See Student Worktext, page 62)

Letter Focus G g G g

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters G g. Also, have students practice the lowercase g in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Show students that the capital G is a boatstroke letter that does not connect to the rest of the word. Practice words: *God, bag, gab*

Transition Lesson 11

(See Student Worktext, page 63)

Letter Focus H h *H h*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *H h*. Also, have students practice the lowercase *h* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Remind students that the lowercase *h* is a tall, loop letter. Point out that the capital *H* is a two-stroke capital that starts with a canestroke, then goes down, up and across to connect to the rest of the word. Practice words: *had, hid*

Transition Lesson 12

(See Student Worktext, page 64)

Letter Focus J j *J j*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *J j*. Also, have students practice the lowercase *j* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Remind students that the lowercase *j* is a two-stroke letter. The dot is added after the word is written. Practice word: *jade*

Transition Lesson 13

(See Student Worktext, page 65)

Letter Focus K k *K k*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *K k*. Also, have students practice the lowercase *k* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Point out that the capital *K* is a two-stroke capital. The lowercase *k* is a tall, loop letter. Challenge students to discover the similarities between the lowercase *k* and *h* (both are tall, loop letters).

Transition Lesson 14

(See Student Worktext, page 66)

Letter Focus L l *L l*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *L l*. Also, have students practice the lowercase *l* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The lowercase *l* is another tall, loop letter. Practice words: *fill, hill, jello, lab, leg*

Transition Lesson 15

(See Student Worktext, page 67)

Letter Focus M m *M m*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *M m*. Also, have students practice the lowercase *m* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The capital *M* is a canestroke capital. The word *mom* provides good *m* practice. Remind students that the words *mom* and *dad* are capitalized when used as a name (“I thanked Mom.”), but not when used as a simple noun (“I thanked my mom.”).

Transition Lesson 16

(See Student Worktext, page 68)

Letter Focus N n *N n*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *N n*. Also, have students practice the lowercase *n* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Practice words:
nan, mine, name

Transition Lesson 17

(See Student Worktext, page 69)

Letter Focus P p *P p*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *P p*. Also, have students practice the lowercase *p* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The capital *P* is a forward oval capital that begins with a slight upstroke. The lowercase *p* is a tail letter, as well as an oval letter. Show students that this oval letter does not begin like the lowercase *c* and *a*. Practice words:
help, peg, Pam

Transition Lesson 18

(See Student Worktext, page 70)

Letter Focus Q q *Q q*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *Q q*. Also, have students practice the lowercase *q* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Since the *u* always tags along with the *q*, encourage students to practice the *qu* combination. Practice words: *equip, quack*

Transition Lesson 19

(See Student Worktext, page 71)

Letter Focus R r R r

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters R r. Also, have students practice the lowercase r in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Ask students to look for the similarities between the capital R, P, and B. These three capitals begin alike and have the same first three strokes. R is the only one of these capitals that connects to the rest of the word. Practice words: *ram, run*

Transition Lesson 20

(See Student Worktext, page 72)

Letter Focus S s S s

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters S s. Also, have students practice the lowercase s in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Practice the words:

same, sees, sea

Transition Lesson 21

(See Student Worktext, page 73)

Letter Focus T t T t

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters T t. Also, have students practice the lowercase t in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Point out the boatstroke in the capital T. Ask students to identify other boatstroke capitals (B, F, G, L, S).

Transition Lesson 22

(See Student Worktext, page 74)

Letter Focus V v V v

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters V v. Also, have students practice the lowercase v in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Practice the words: *vase, vine, vet*

Transition Lesson 23

(See Student Worktext, page 75)

Letter Focus W w *W w*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *W w*. Also, have students practice the lowercase *w* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Point out the boatstroke in the lowercase *w*. Ask students to identify other lowercase letters with boatstrokes (*b, c, r*). Practice words: *bow, book, row*

Transition Lesson 24

(See Student Worktext, page 76)

Letter Focus X x *X x*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *X x*. Also, have students practice the lowercase *x* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Remind students that the capital and lowercase *x* are both two-stroke letters. Practice words: *exit, exam*

Transition Lesson 25

(See Student Worktext, page 77)

Letter Focus Y y *Y y*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *Y y*. Also, have students practice the lowercase *y* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: Point out that the capital and lowercase *y* are both tail letters. Practice words: *yet, yellow, yam*

Transition Lesson 26

(See Student Worktext, page 78)

Letter Focus Z z *Z z*

Directions: Sky Write each letter, verbally describing its formation and pointing out similarities to other Cursive letters. (See Cursive Letter Chart, page 234-235.) Encourage students to use the start dots and arrows as they practice the letters *Z z*. Also, have students practice the lowercase *z* in sets of three to help them master the letter as well as the connecting stroke. Space is given on the first two lines for students to practice their name.

Extended Teaching: The capital *Z* is a tail capital. Ask students to identify other tail capitals (*J* and *Y*). The capital *Z* also has a beginning stroke that is very similar to a number. Ask students to identify that number (the 2). Practice words: *zoo, zip*

Transition Lesson 27

(See Student Worktext, page 79)

Letter Focus: Upstroke Letters *e, l, h, k*

Directions: Have students practice the upstroke, loop letters *e, l, h, k*. Remind them to follow the start dots and arrows. Practice word: *help*

Extended Teaching: Remind students to write the *e* with a clear loop. Incorrectly written, the *e* and *i* cause many spelling errors.

Transition Lesson 29

(See Student Worktext, page 81)

Letter Focus: Oval, Tail Letters *g, q, p*

Directions: Have students practice the oval tail letters *g, q*, and *p*. Remind them to follow the start dots and arrows. Practice words: *good, equip, gold*

Extended Teaching: Show students the different starting point for the tail letter *p*. Also, point out the differences between the tails of the *g, q*, and *p*.

Transition Lesson 28

(See Student Worktext, page 80)

Letter Focus: oval letters *o, a, c, d*

Directions: Have students practice the oval letters *o, a, c, d*. Remind them to follow the start dots and arrows. Practice word: *coal*

Extended Teaching: Point out that carefully closing oval letters will prevent misreading. If the oval is not closed, the *a* can easily be misread as a *u*.

Transition Lesson 30

(See Student Worktext, page 82)

Letter Focus: upstroke letters *i, u, w*

Directions: Have students practice the upstroke letters *i, u*, and *w*. Remind them to follow the start dots and arrows. Practice words: *with, quick, will*

Extended Teaching: Ask students to find similarities and differences in the three focus letters. (Alike: all begin alike, all are non-loop letters. Different: the *i* is a two-stroke letter, the *u* is a bridgestroke letter, etc.)

Transition Lesson 31

(See Student Worktext, page 83)

Letter Focus: Upstroke Letters *j, f, t*

Directions: Have students practice the upstroke, two-stroke letters *j, f, t*. Remind them to follow the start dots and arrows. Practice words: *jump, fit, jet*

Extended Teaching: Help students see similarities and differences between the tall letter *t*; the tall, tail letter *f*; and the tail letter *j*. Note that some are loop, and some are non-loop strokes.

Transition Lesson 33

(See Student Worktext, page 85)

Letter Focus: Overstroke Letters *m, n, v*

Directions: Have students practice the overstroke letters *m, n, v*. Remind them to follow the start dots and arrows. Practice words: *men, jam, verse*

Extended Teaching: Ask students to verbalize how the Manuscript *m* and *n* are similar to the Cursive overstroke *m* and *n*. Additional practice words: *van, many, moon, vat*

Transition Lesson 32

(See Student Worktext, page 84)

Letter Focus: Upstroke Letters *r, s, b*

Directions: Have students practice the upstroke letters *r, s, b*. Remind them to follow the start dots and arrows. Practice words: *right, sure, boat*

Extended Teaching: Remind students to write the *r* and *s* with distinctive points. Also note the bridgestroke of the *b*. Additional practice words: *bass, rabbits, raspberry*

Transition Lesson 34

(See Student Worktext, page 86)

Letter Focus: Overstroke Letters *x, y, z*

Directions: Have students practice overstroke letters *x, y, z*. Remind them to follow the start dots and arrows. Practice words: *year, zebra, exit*

Extended Teaching: Remind students that the *x* is a two-stroke letter with the second stroke added after the word is written. Additional practice words: *extra, exam, eye, you, yes, zap, zero*

Transition Lesson 35

(See Student Worktext, page 87)

Letter Focus *Aa, Oo*

Directions: Have students practice *Aa* and *Oo* as well as the three-letter group practice. Remind them that the capital *A* is connected to the rest of the word, but the capital *O* is not. Monitor students' use of start dots and arrows. Practice words: *Abba, Adam, Obadiah, Omega*

Extended Teaching: Some of these words or names may not be familiar to the students. *Abba* is another name for Father God. *Adam* was the first man. *Obadiah* was a prophet from Old Testament times. *Omega* is the name of the last letter of the Greek alphabet and is also a word that means the last or the end.

Transition Lesson 36

(See Student Worktext, page 88)

Letter Focus *Cc, Ee*

Directions: Have students practice *Cc* and *Ee* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Caleb, Canaan, Esther, Eve*

Extended Teaching: Help students discover more about these people and places. *Caleb* and *Joshua* worked with *Moses* and were encouragers. *Esther* was a famous, beautiful queen. *Eve* was the first woman.

Transition Lesson 37

(See Student Worktext, page 89)

Letter Focus: Boatstroke Capitals *Gg, Ss, Tt*

Directions: Have students practice *Gg, Ss, Tt* as well as the three-letter group practice. Monitor students' use of start dots and arrows. As they practice these boatstroke capitals, remind them that boatstroke capitals do not connect to the rest of the word. Practice words: *God, Son, Timothy*

Extended Teaching: *Timothy* was a young man who traveled with *Paul*. An interesting view of his life is found in *Philippians 2:19-22*. *Son* is capitalized when it refers to God's Son, *Jesus*.

Transition Lesson 38

(See Student Worktext, page 90)

Letter Focus Upstroke Capitals *Ii, Jj, Qq*

Directions: Have students practice *Ii, Jj,* and *Qq* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Isaac, Jesus, Queen*

Extended Teaching: *Isaac* was *Abraham's* promised son. Remind students that *queen* is not capitalized, except when used as part of a title. (Example: *Queen Esther*)

Transition Lesson 39

(See Student Worktext, page 91)

Letter Focus *Hh, Kk, Xx*

Directions: Have students practice *Hh*, *Kk*, and *Xx* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Hebrews*, *Kingdom*, *Xerxes* [pronounced zurk^l-seez]

Extended Teaching: Xerxes does not have an *x* pronunciation, however it does give good *x* practice! Xerxes was a Persian king named in the Old Testament. You'll find his story in the book of Esther. (Note: "Xerxes" is a Greek word. The Hebrew word is "Ahasuerus." Both refer to the same person. Usage in Scripture varies depending on the translation.)

Transition Lesson 40

(See Student Worktext, page 92)

Letter Focus *Mm, Nn, Uu*

Directions: Have students practice *Mm*, *Nn*, and *Uu* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Messiah*, *Numbers*, *Ur*

Extended Teaching: Numbers is capitalized in this lesson as it refers to a book in the Old Testament. Ur is the early home of Abraham as mentioned in Genesis.

Transition Lesson 41

(See Student Worktext, page 93)

Letter Focus *Ff, Vv, Ww*

Directions: Have students practice *Ff*, *Vv*, and *Ww* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Father*, *Victory*, *Worship*

Extended Teaching: Why would we capitalize the words victory and worship, other than for practice? Challenge students to think of when it's appropriate to capitalize these words. (They're capitalized when they begin a sentence! Examples: Victory is ours in Jesus! Worship the Lord!)

Transition Lesson 42

(See Student Worktext, page 94)

Letter Focus *Dd, Ll*

Directions: Have students practice *Dd* and *Ll* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Daniel*, *David*, *Lazarus*, *Lord*

Extended Teaching: Daniel and David are men mentioned in the Old Testament. The Psalms were written mostly by David. The book Daniel wrote bears his name. Lazarus is the man Jesus raised from the dead. His story is found in John 11:1-12, 19.

Transition Lesson 43

(See Student Worktext, page 95)

Letter Focus *P p, R r, B b*

Directions: Have students practice *P p, B b,* and *R r* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Bible, Paul, Ruth*

Extended Teaching: What are some other words we use for the Bible? (Holy Scriptures, Holy Bible, etc.) Paul is the man who changed his name when God changed his life. Challenge students to discover what his name was before it was Paul. (Saul) Ruth is a woman whose story is told in the Old Testament book of that name. She was a very kind, helpful woman.

Transition Lesson 44

(See Student Worktext, page 96)

Letter Focus *Y y, Z z*

Directions: Have students practice *Y y* and *Z z* as well as the three-letter group practice. Monitor students' use of start dots and arrows. Practice words: *Yoke, You, Zacchaeus, Zion*

Extended Teaching: Not many people are famous because they climbed a tree! Students can read the story of Zacchaeus in Luke 19:1-6.

Transition Lesson 45

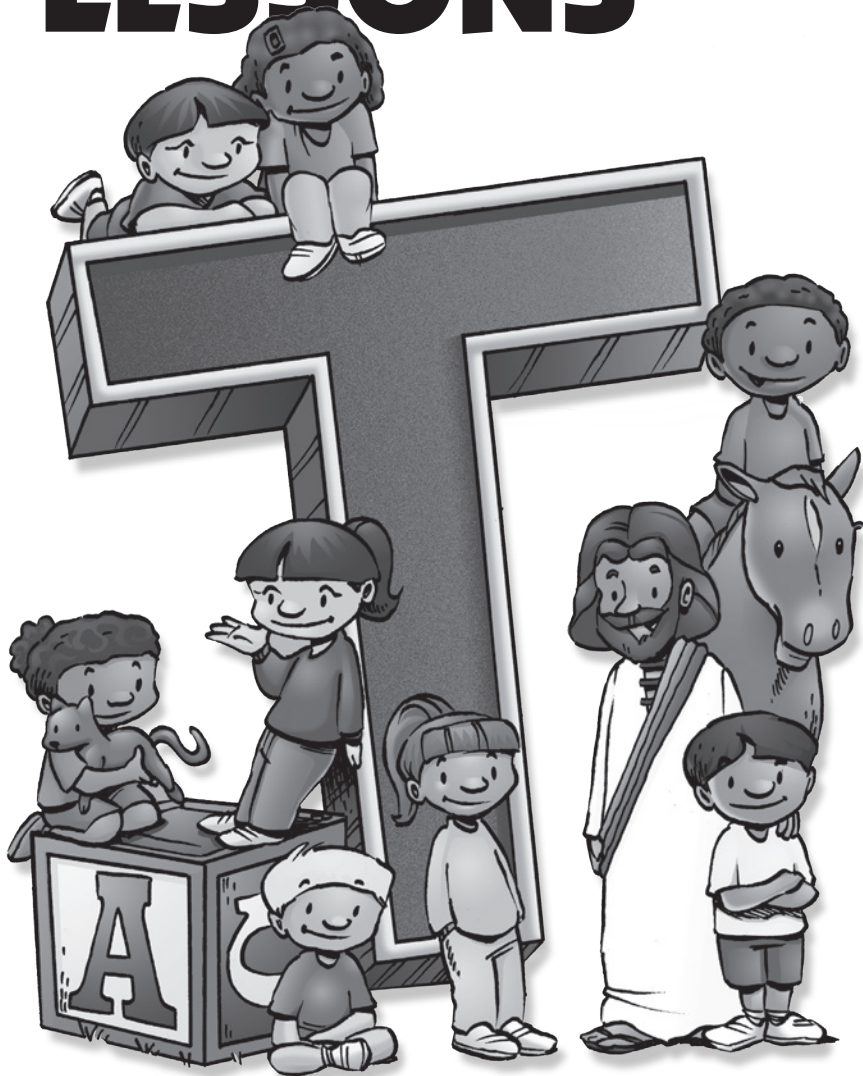
(See Student Worktext, page 97)

Letter Focus: Alphabet & Number Review

Directions: (Read to the student.) "Write your name on the top line." (pause) "Now write the entire alphabet, both capital and lowercase letters, then write all the numbers. Remember your letters should be the correct size and fill the space."

Extended Teaching: Students have now had a thorough introduction and practice of the alphabet, so this makes an excellent posttest. You may want to date and file this page to help evaluate future progress. Remember to praise improvement and to encourage students as they write.

CURSIVE LESSONS



To The Teacher

Before beginning the weekly lessons, have students review the following information from the Teacher Guidebook:

- The mechanics of handwriting
(See **Proper Positioning**, page 10.)
- The format of the lessons
(See **Weekly Lesson Format**, page 56.)
- The evaluation process
(See **Tips on Grading**, page 57.)

It's also very important to have students write the alphabet (capital and lowercase letters) on a sheet of paper, then sign his or her name and date it. Use this sheet later to pinpoint areas of special need.

Most importantly, remember that as you acknowledge and reward progress, the learning process is greatly enhanced!



Lesson 1

Scripture Verse

“God who began the good work within you will keep right on helping you grow in His grace.”
Philippians 1:6

Letter Focus

Dd, Oo, Yy

Tip of the Week

As you get taller and smarter this year, make sure your handwriting grows too! Strive to be a **Five Star** student (Student Worktext, pg. 4). Good handwriting helps others read what you have to say.

Extended Teaching

Review the **Five Star** evaluation with your students (Student Worktext, page 4). Encourage students to stay aware of these five areas as they write.

File a dated sample of each student’s writing to help you evaluate future progress. Note: It’s important to evaluate each student based on his/her own improvement, not just comparison with the model.

For Discussion

How much have you grown since last year? Is physical growth the only way we can grow? What do you think it means to “grow in God’s grace?”



Lesson 2

Scripture Verse

“May God our Father and the Lord Jesus Christ give you all of His blessings, and great peace of heart and mind.” I Corinthians 1:3

Letter Focus

Aa, Ee, Jj

Tip of the Week

Close your eyes and picture the strokes for the capital and lowercase *Aa, Ee, and Jj*. With your eyes still closed, write these six letters with your index finger on the palm of your other hand.

Extended Teaching

Remind students to be careful as they write the loop in the lowercase *e*. It can easily be mistaken for the non-loop lowercase *i*. Poorly written, these two letters account for many spelling errors.

Practice the capital letters in this week’s lesson: *M, G, F, L, J, C, H*. Remind students that the capital *M, J, H, and C* connect to the rest of the word.

For Discussion

Make a list of some “blessings” that make you happy. Now compare your list with a friend’s. How are they similar? How are they different?

Lesson 3

Scripture Verse

“Don’t worry about anything; instead, pray about everything; tell God your needs and don’t forget to thank Him for His answers.” Philippians 4:6

Letter Focus

Rr, Tt, Uu

Tip of the Week

Letters are different heights, just like people! Some lowercase letters fill only half the space, while tall letters (*b, d, f, h, k, l, and t*) fill the whole space, and touch the top lines.

Extended Teaching

Have students practice the *r* combinations from this lesson (*er, or, ur, pr, and ry*). Remind them to write the *r* with definite points.

All the tall letters (*b, d, f, h, k, l, t*) are used in this week’s lesson. Remind students that tall letters must touch the top line.

For Discussion

Ask students, “Does God always answer prayers with ‘yes?’” “What other answers might God give?” “Why?” Encourage students to share some answers to prayers.

Lesson 4

Scripture Verse

“Dwell on the fine, good things in others. Think about all you can praise God for and be glad about.” Philippians 4:8

Letter Focus

B b, L l, P p

Tip of the Week

When you tie your shoes you make loops for the bows. When you write some letters, you use loops, too. Make certain that the loops in *b, e, f, h, k, and l* are open — but don’t put loops in *t* or *d*.

Extended Teaching

Students will benefit from Sky Writing the focus letters (see page 9 of the Teacher Guidebook). Sky Writing allows the teacher to see at a glance when students are unsure of letter formation.

Have students practice the capital *B* and *P* on practice paper. Point out similarities. Ask students, “What other letter begins like these two letters?” (the *R*)

For Discussion

What are some of the “fine, good things” that you can see in your classmates? Which of these traits would you like to have, too?

Lesson 5

Scripture Verse

“Anyone who believes and says that Jesus is the Son of God has God living in him, and he is living with God.” I John 4:15

Letter Focus

Gg, Ss, Vv

Tip of the Week

The capital *G* and *S* are boatstroke capitals. The other boatstroke capitals are *B*, *F*, *L*, and *T*. Remember, boatstroke capitals are not joined to the rest of the word.

Extended Teaching

As they write this week, remind students to check their letters to make sure they fill the whole space.

Challenge students to think of someone who needs encouragement this week (neighbor, family member, someone in church). Suggest that they share their Scripture Border Sheet with that person.

For Discussion

When God is living in our hearts, how does this affect our behavior? Name some traits that might show we are “living with God.”

Lesson 6

Scripture Verse

“I can do everything God asks me to with the help of Christ who gives me the strength and power.”
Philippians 4:13

Letter Focus

Cc, Hh, Ww

Tip of the Week

Is your hand getting tired as you write? You may be holding your pencil incorrectly, or too tightly. Have your teacher check your pencil position. Relax your wrist by rotating it in a circle.

Extended Teaching

It’s hard to write smoothly and neatly when you’re not relaxed. Encourage your students to breathe deeply and use good posture.

Remind students that the capital *C* and *H* are connected to the rest of the word. Good practice names include: *Carol*, *Charles*, *Harold*, *Hans*, *Hannah*. Ask students to check their name to see if the capital letter is connected to the rest of the letters.

For Discussion

What sort of things might God ask you to do? How does this verse say we should get the “strength and power” to do them?

Lesson 7

Scripture Verse

“Be kind to each other, tenderhearted, forgiving one another, just as God has forgiven you.”

Ephesians 4:32

Letter Focus

li, Kk, Tt

Tip of the Week

There are four lowercase letters (*i, j, t, and x*) that require an extra stroke after the word is written. Pay close attention to these letters as you practice.

Extended Teaching

Remind students that the focus letters *K* and *T* are two-stroke capital letters. The other two-stroke capitals are *H* and *X*.

Ask students to find the words in this week’s Scripture Verse that contain suffixes (tenderhearted, forgiving, forgiven).

For Discussion

List some ways you can show kindness to your classmates . . . your family . . . your neighbors. Try to put at least one of these ideas into action this week.

Lesson 8

Scripture Verse

“Follow God’s example in everything you do just as a much loved child imitates his father.”

Ephesians 5:1

Letter Focus

Ff, Mm, Xx

Tip of the Week

The bridgestroke family includes the lowercase *b, o, v, and w*. As you write the connecting stroke, don’t let your bridge sag!

Extended Teaching

Show students that the capital *F* is the only three-stroke capital. Encourage students to practice this letter on the board while counting one-two-three.

Since there are very few words that contain an *x*, here are some extra words to practice: *extreme, exact, exit, except*

For Discussion

What are some good ways we might imitate God? Watch for opportunities to put these into practice!



Lesson 9

Scripture Verse

“Let everyone be sure that he is doing his very best, for then he will have the personal satisfaction of work well done.” Galatians 6:4

Letter Focus

Aa, Ll, Rr

Tip of the Week

A train won't work unless it's on the track. Keep your handwriting on track by making sure your letters rest firmly on the line.

Extended Teaching

Review the **Five Star** evaluation with the students. Encourage them to demonstrate each “star” on the board, showing what is good practice and what isn't. (See Student Worktext, page 4.) Ask them to identify at least one area of the five that they could improve in.

The capital *L* is a downstroke capital. Have students look for the similar stroke in the capital *D*.

For Discussion

Why is it important to always do your very best? Make a list of some areas you'd like to improve in. Don't forget to ask God to help you!

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