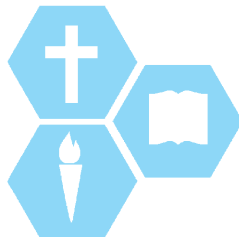


1

Handwriting

Writing With Diligence

Written by
Geoffrey T. Garvey
and Michael J. McHugh



Christian Liberty Academy
Handwriting Program

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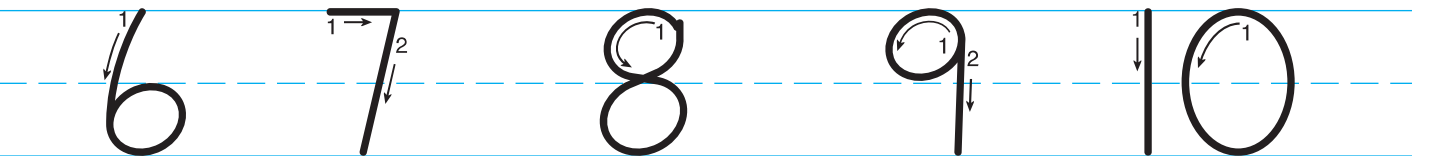
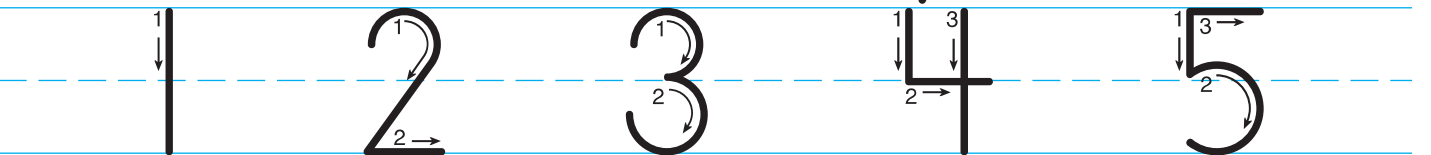
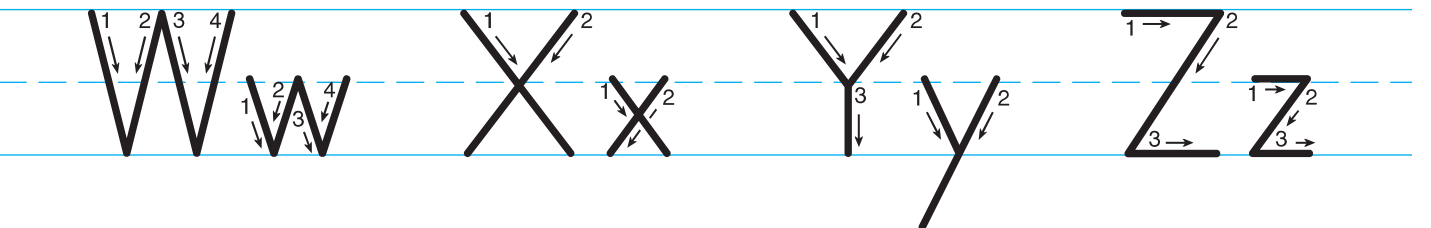
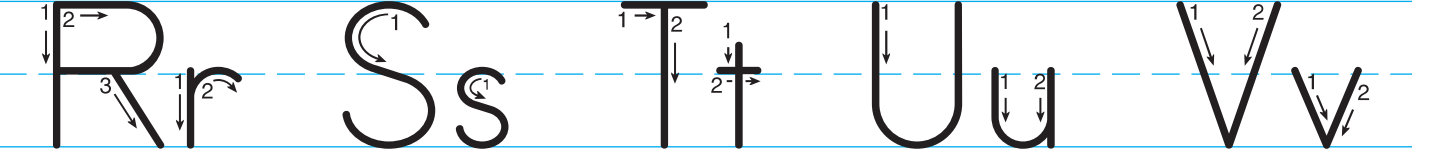
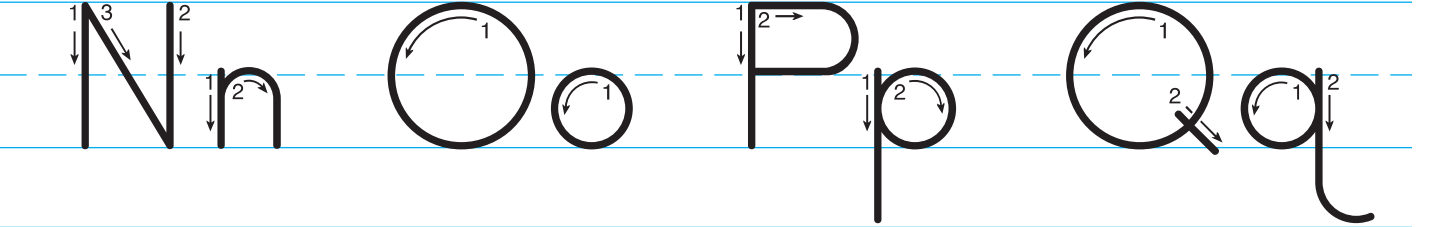
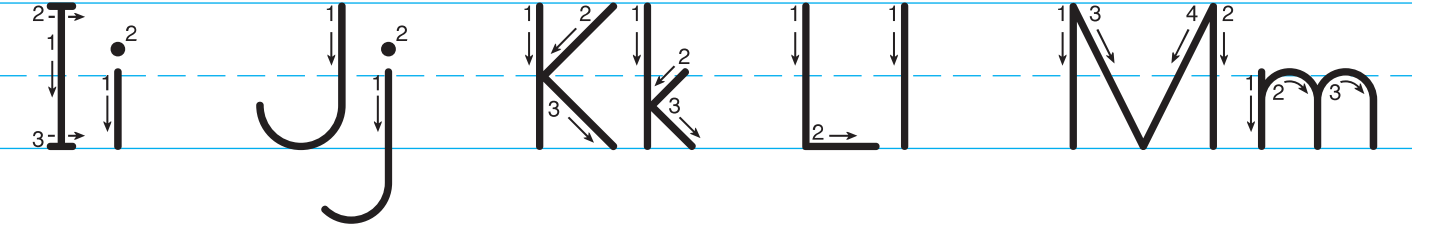
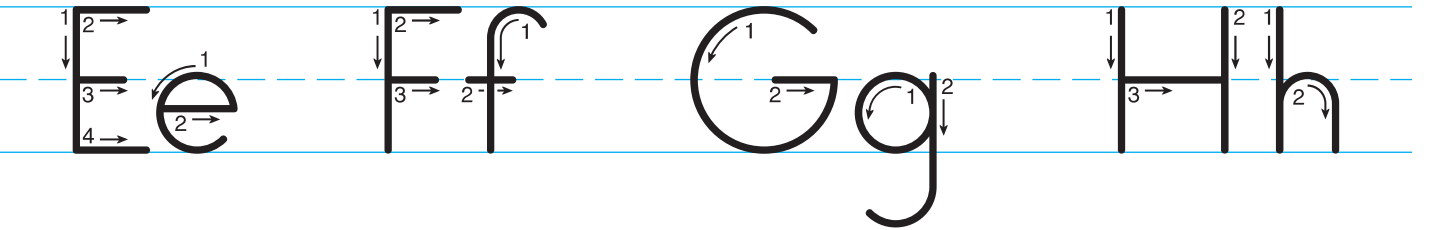
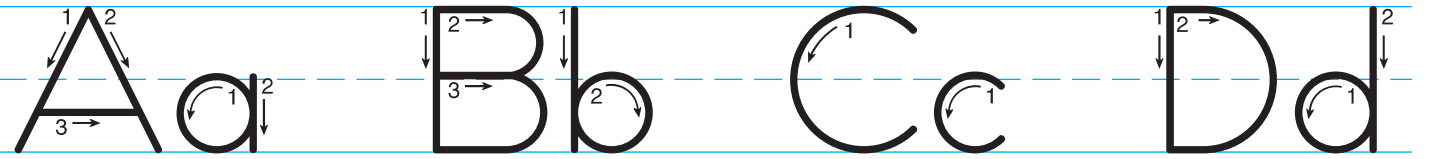
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Preface

This is the second text in the Christian Liberty Academy series in handwriting. We remind you that one key to teaching success is reducing frustration in both parent and student. A wise teacher will not fail to take into account the maturity of the children so they can enjoy their handwriting activities without constant boredom or extreme fatigue.

Learning can and should be fun. The staff at Christian Liberty Academy has taken care to design each lesson to fit the attention span of the average primary student. Patience, prayer, and persistence are indispensable for success in teaching primary handwriting. It is very important for instructors to realize that extra drill work (on the blackboard and practice paper) must be assigned for each and every concept in the textbook. In addition, have the students practice each exercise before writing their work in the book.

In the first and second grade, the student's careful attention to the component strokes of letters becomes important. This is the reason the letters are taught in stroke groups rather than in alphabetical order. Nevertheless, special attention must be spent on developing a good oral and visual memory of alphabetical order. Alphabet flash cards and songs are convenient ways to establish this critical skill.

Both gross and fine motor skills are involved in handwriting. Certain abilities are generally found at this beginning level of development:

1. Good control of pencils, scissors, buttons, and zippers.
2. Ability to follow a series of spoken or written directions.
3. Ability to trace lines.
4. Ability to draw figures such as circles and squares.
5. Ability to distinguish between proper and improper spacing.

This text contains activities to develop and maintain the above skills.

Good handwriting is an essential skill of expression and communication. Time spent on handwriting is well spent. May the God of all grace help you develop students who will desire to write legibly and attractively for the glory of God.

Michael J. McHugh

Feed the flock of God which is among you, taking the oversight thereof, not by constraint, but willingly.

~1 Peter 5:2

Introduction to Parents

In this text you will be asking your students to take more responsibility for their handwriting skills. You will be introducing vocabulary so that you and your students can use the same words to talk about how to write and areas for improvement. Some of the vocabulary (for instance, slanted line, clockwise circle) describes what to write and some (headline, midline) describes where. You will be asking your students to evaluate their own developing writing ability.

Before you begin, make sure your students have the proper readiness skills:

1. Can the students hold the pencil in a correct fashion?
2. Do the students recognize the difference in forms of letters and words?
3. Do the students appreciate handwriting as a means of communication?
4. Are the students reasonably able to copy a letter?

To improve fine motor skills and eye-coordination, make sure your students have ample opportunity to cut and paste, use paint brushes, draw with chalk on a board, create with clay, play ball, build with blocks, hammer pegs, and finger-paint. All these playful activities develop and strengthen the skill necessary for handwriting.

Proper forming of letters requires complete relaxation of all the muscles not directly involved in the act of writing: the fingers and wrist should be relaxed, not tense. The forearm should pivot on the elbow to direct hand and pencil along the horizontal line of the paper.

To help students get ready to write, they should be taught to:

1. Sit up straight, leaning forward slightly
2. Rest both arms on the desk
3. Keep both feet on the floor
4. Relax

Handwriting will improve if practiced every day. Fifteen to twenty minutes a day is sufficient at this grade level. If the student is improving at a slower pace than is reasonable, chances are that the student needs more time doing readiness activities first. Don't be tempted to increase handwriting practice time—when readiness skills are developed enough, the student will improve in handwriting skills most efficiently without being pushed.

Left-Handedness

Make sure your students are using the hand that is most natural for them. If you are unsure, watch to see which hand your student uses to reach for things, which foot starts a flight of stairs, which hand he uses to throw a ball, and with which hand the student has the best fine motor skills (coloring, inserting a key, picking up a coin). The hand that predominates is the hand to be encouraged. Remember that left-handed students will have a more difficult task, because the movement from left to right across the page is awkward for the left hand.

Proper Writing Posture



Some children write with their left hand. This picture shows how they should sit when they write.



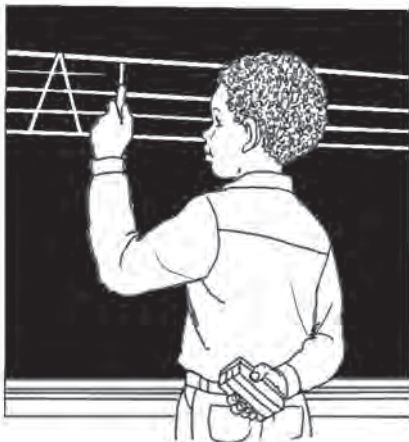
Some children write with their right hand. This picture shows how they should sit when they write.



Some children write with their left hand. This picture shows how they should hold their pencil.



Some children write with their right hand. This picture shows how they should hold their pencil.

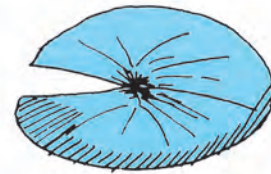


Some children write with their left hand. This picture shows how they should stand at the chalkboard.



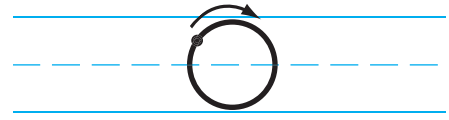
Some children write with their right hand. This picture shows how they should stand at the chalkboard.

Connect the pictures with a line. Draw from left to right.



Clockwise Circle

Start from the dot. Draw a circle up to the headline, down to the baseline, and then back to the starting dot. Go in the direction of the arrow.

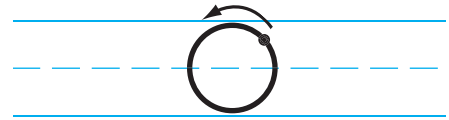


Draw a clockwise circle.

Handwriting practice lines for drawing a clockwise circle. Each set consists of a solid headline, a dashed midline, and a solid baseline.

Counter-clockwise Circle

Start from the dot. Draw a circle up to the headline, down to the baseline, and then back to the starting dot. Go in the direction of the arrow.



Draw a counter-clockwise circle.

Handwriting practice lines for drawing a counter-clockwise circle. Each set consists of a solid headline, a dashed midline, and a solid baseline.

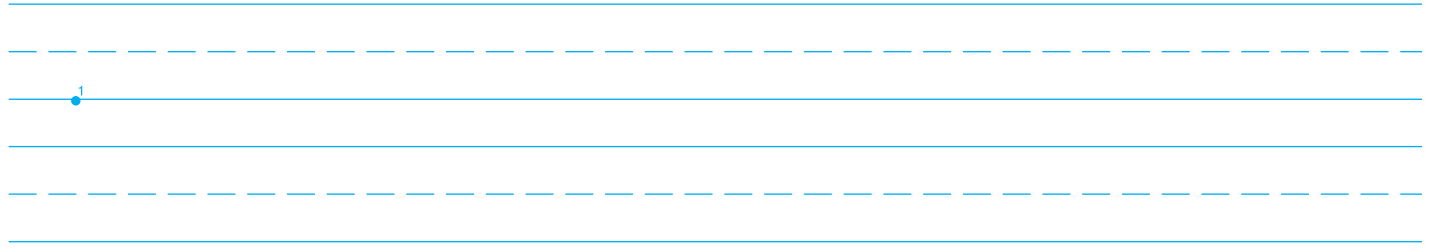
Provide more practice on the chalkboard or on ruled paper, as needed.

Punctuation

Period

Don't be too concerned with the precision of the children's concept of a sentence at the first-grade level. It is enough for the children to understand that a sentence is a complete thought.

The period is a dot we put at the end of a sentence where the sentence ends. The period is made on the baseline.

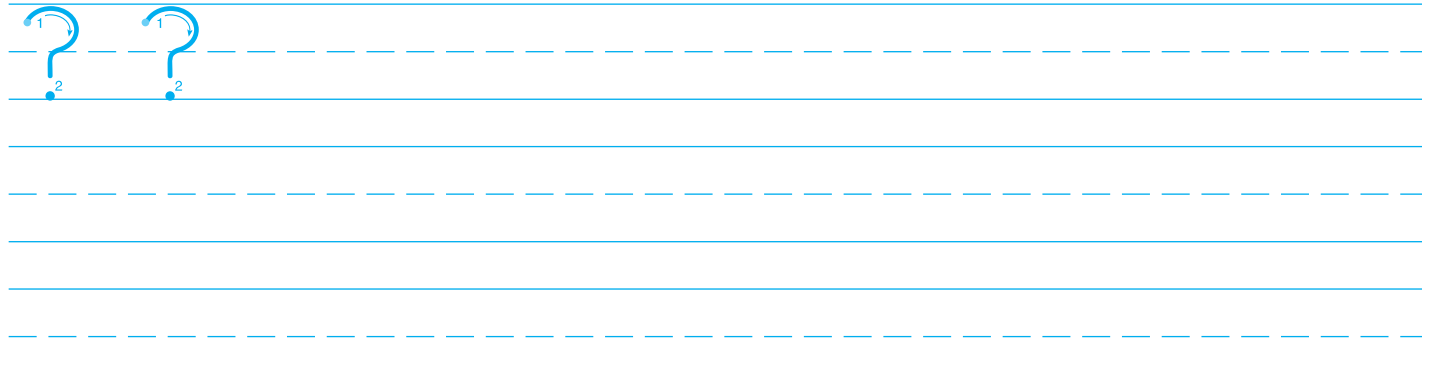


Question Mark

Begin at the dot just below the headline. Make a semicircle up to the headline down to the midline and continue from the midline almost to the baseline. Finish by making a dot on the baseline right under the straight line.

The question mark goes at the end of a question.

Draw a question mark. There are some shaded lines to trace to get started.

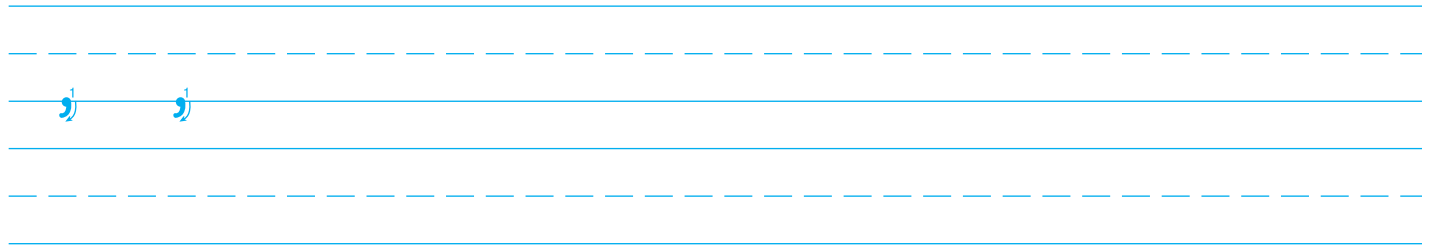


Comma

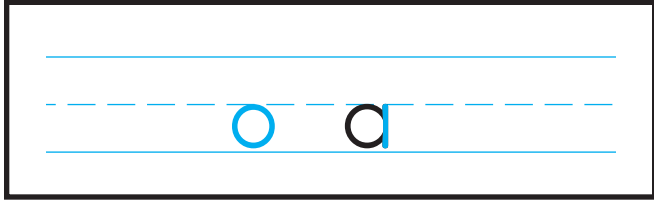
Begin by making a dot on the baseline and continue with a small semicircle under the baseline.

The comma is used to show a pause inside a sentence.

Draw a comma. There are some shaded lines to trace to get started.

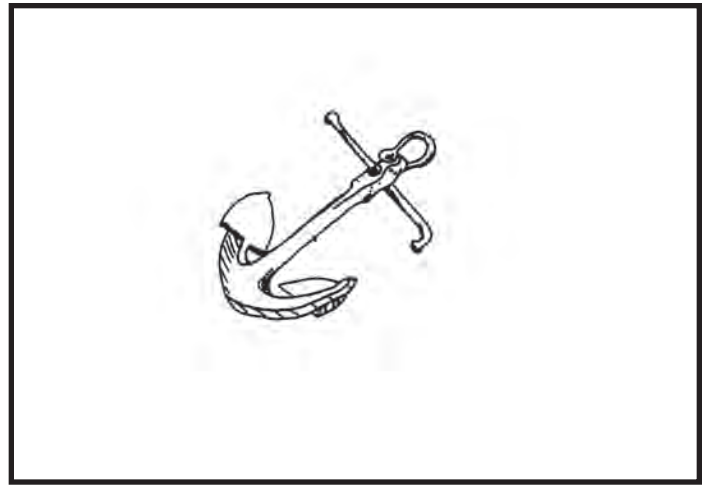


Provide more practice on the chalkboard or on ruled paper, as needed.



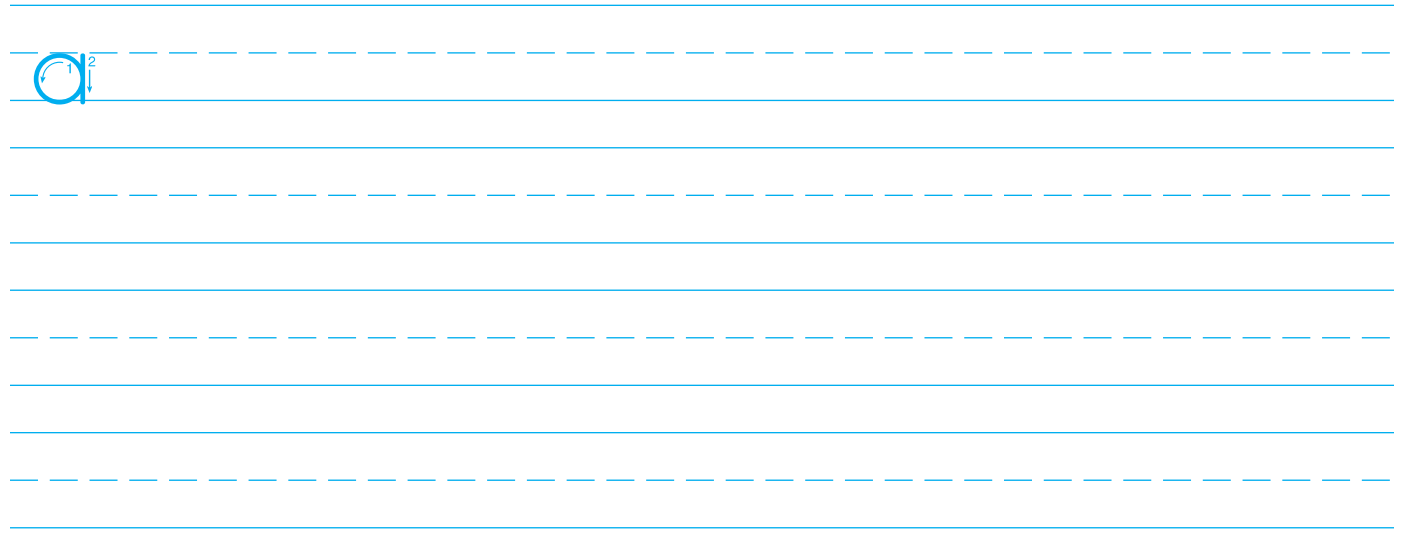
Instructions

1. Draw a counter-clockwise circle.
2. Draw a straight line from the midline to the baseline. The straight line should touch the right side of the circle

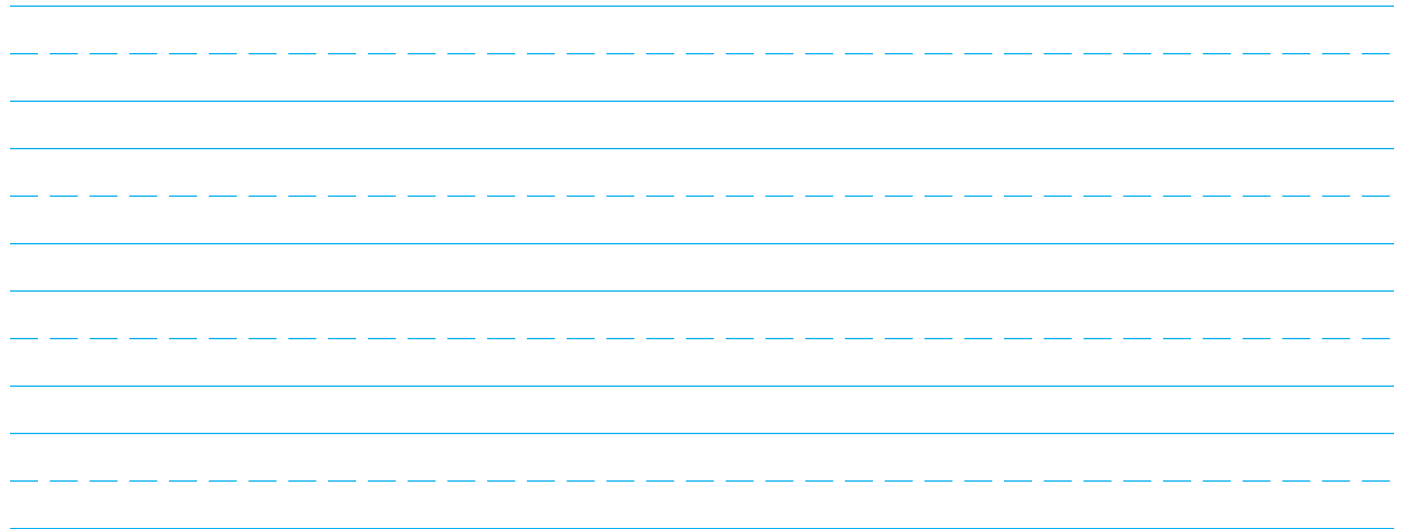


Color the anchor.

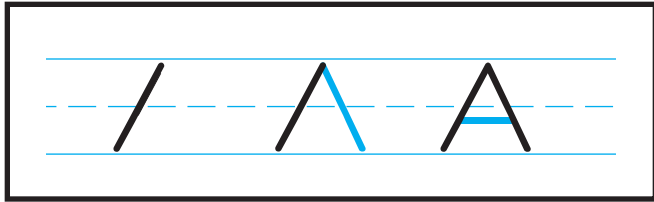
Trace and write the small letter **a**.



Write the letter **a**.



Provide more practice on the chalkboard or on ruled paper, as needed.



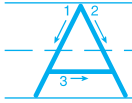
Instructions

1. Begin at the headline and draw a slanted line down to the left ending at the baseline.
2. Beginning at the start of the first stroke, draw a slanted line to the right ending at the baseline.
3. Draw a horizontal line just below the midline from the first stroke to the second stroke.



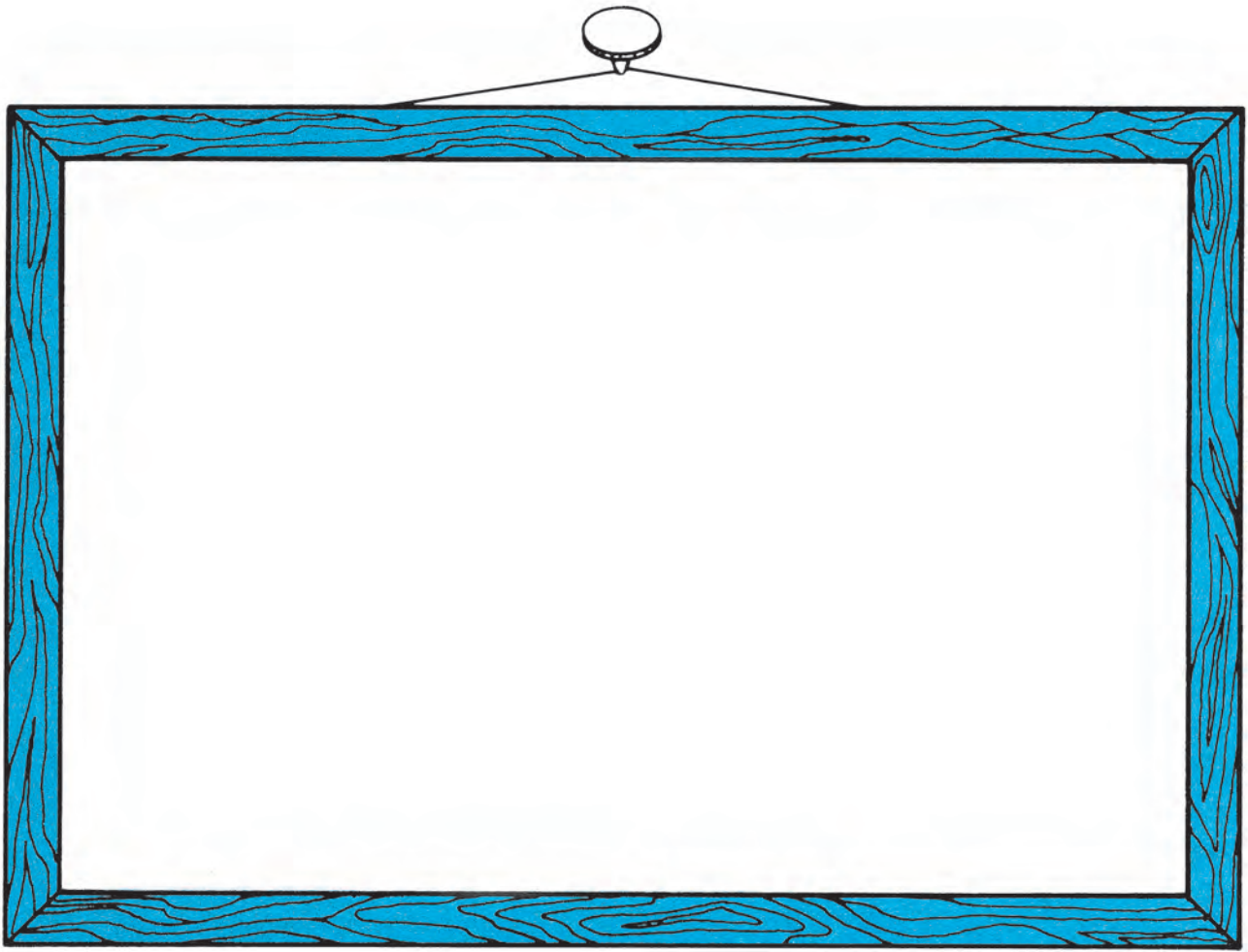
COLOR THE ANGEL.

Trace and write the capital letter **A**.



A series of horizontal blue lines for handwriting practice, consisting of a solid top line, a dashed midline, and a solid bottom line. The first line is pre-filled with the letter 'A' and its stroke order numbers. The following lines are blank for practice.

Provide more practice on the chalkboard or on ruled paper, as needed.



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Here are some words you can make with the letters you have practiced: **add, at, aid, dad, do, did, doll, dot, toad, tall, till, lad, lid, load, lot, lit, laid, it, I.**

Use them to write a letter to a friend. Draw a picture in the frame to go with your letter.

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

My son, hear the instruction of thy father, and forsake not the law of thy mother.

~Proverbs 1: 8-9

Teaching Notes

1. Am I setting a good example with my handwriting?
2. Am I praising the accomplishments as well as correcting the mistakes?
3. Am I providing a variety of activities to improve fine motor skills?
4. Am I encouraging the students to practice a small amount every day?

At the bottom of this page ask the students to critique their own handwriting. “What letters do you write the best?” “Which letters are the hardest?” Help the students to see how letters are the same and how they are different. Encourage the use of handwriting vocabulary. Focus your own attention on letters done well. After the students diagnose their own problem letters, provide ruled paper for practicing the problem letters.

Help your students discover these important rules in manuscript writing:

1. All letters begin at the top and move to the bottom.
2. All letters are made with straight lines and circles.
3. Letter parts are added from left to right. (d is o + l)
4. The first letter of a sentence or a proper name is capitalized.
5. Sentences have punctuation at the end.
6. Circle letters are close together, circle letters and vertical letters farther apart, and two vertical letters the farthest apart. First attempts for spacing between words can be the width of the child’s finger. Over time the space should be reduced to the width of an o.

Make sure good manuscript form is well established before encouraging the use of cursive handwriting. Now help your students evaluate how they are progressing.

How Am I Learning?

Are you ready to write? Do your best work as you copy this sentence.

I did a lot.

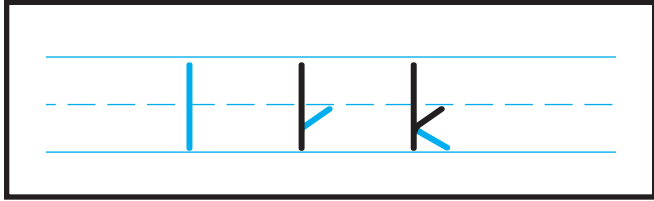
Answer the following questions.

Circle

- | | | |
|---|-----|----|
| 1. Do all my letters slant in the same direction? | Yes | No |
| 2. Am I shaping every letter correctly? | Yes | No |
| 3. Am I making each letter the correct height? | Yes | No |
| 4. Am I spacing letters evenly? | Yes | No |
| 5. Am I leaving space between words? | Yes | No |

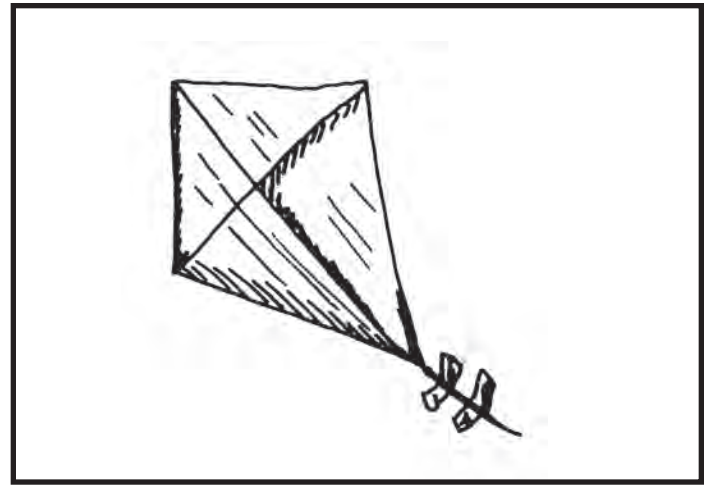
Letters I write well:

Letters I need to practice:



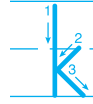
Instructions

1. Draw a straight line from the headline to the baseline.
2. Draw a slanted line right to left from the midline to the straight line. This line should finish halfway between the midline and the baseline.
3. Draw a slanted line left to right from the end of the second line to the baseline.



Color the kite.

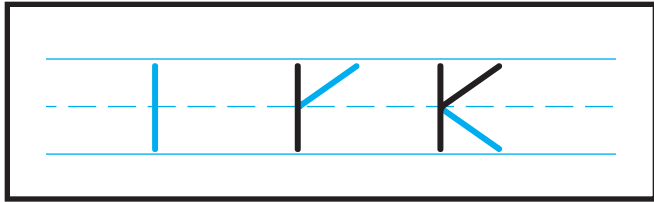
Trace and write the small letter **k**.



Write the word **knock**.

Write the sentence **Jack picked up a black ax**. Don't forget the period.

Provide more practice on the chalkboard or on ruled paper, as needed.



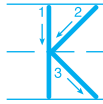
Instructions

1. Draw a straight line from the headline to the baseline.
2. Draw a slanted line right to left from the headline to the midline. The slanted line should end in the middle of the first stroke.
3. Draw a slanted line from the midline to the baseline.



COLOR THE KING.

Trace and write the capital letter **K**.



Handwriting practice lines consisting of multiple sets of three horizontal lines (headline, midline, baseline) for tracing and writing the capital letter K.

Write the word **Kentucky**.

Handwriting practice lines consisting of multiple sets of three horizontal lines (headline, midline, baseline) for writing the word Kentucky.

Write the sentence **King Karl kicked the volleyball**. Don't forget the period.

Handwriting practice lines consisting of multiple sets of three horizontal lines (headline, midline, baseline) for writing the sentence King Karl kicked the volleyball.

Provide more practice on the chalkboard or on ruled paper, as needed.

Write a letter to Jesus thanking him for His help in teaching you to write. Ask Him to help you try to do well always for the Father's glory. Remember to use periods and question marks.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated down the page.