Contents

Preface ............................................................................. 1
Introduction to Parents ................................................................. 2
Pretest ............................................................................. 3

Cursive Development Group I: Difficult Lowercase Letters
Practice Exercises (r, b, a, i, k, h, e, t, v, n, m, o, p, s) ......................... 4
Homonyms ............................................................................. 11
Opposites (Antonyms) ................................................................ 12
Compound Words and Prefixes .................................................. 13
Solve the Clues ....................................................................... 14
Codes ................................................................................. 15
Create Words ......................................................................... 17
Abraham Lincoln .................................................................... 19
Evaluation ........................................................................... 20

Manuscript Maintenance
Crossword Puzzle Exercise ....................................................... 21
Filling Out Forms .................................................................... 22
Write a Headline ...................................................................... 23
Making an Outline ................................................................... 24
Write a Title for the Pictures .................................................... 25
Thomas Alva Edison ................................................................ 26
Evaluation ........................................................................... 27

Cursive Development Group II: Uppercase A-N
Practice Exercises .................................................................... 28
Quotations ............................................................................. 35
Unscramble the Poem ................................................................ 36
Alphabetize the Words ........................................................... 37
Homonyms ............................................................................. 38
Opposites (Antonyms) ................................................................ 39
Compound Words and Prefixes ................................................ 40
Quotations ............................................................................. 41
Alphabetizing ......................................................................... 42
Helen Keller ........................................................................... 43
Evaluation ........................................................................... 44

Cursive Development Group III: Uppercase O-Z
Practice Exercises .................................................................... 45
Writing a Business Letter ........................................................ 51
Number Words ........................................................................ 53
Write a Sentence for the Picture ............................................... 55
Making an Outline ................................................................... 56
Write a Story ........................................................................... 58
Laura Ingalls Wilder ............................................................... 59
Evaluation ........................................................................... 60
Lowercase Cursive Alphabet

```
a b c d e f
g h i j k
l m n o p
q r s t u
v w x y z
```

Uppercase Cursive Alphabet

```
A B C D E F
G H I J K
L M N O P
Q R S T U
V W X Y Z
```

Numbers

```
1 2 3 4 5
6 7 8 9 0
```
Preface

This is the fourth text in the Christian Liberty Academy handwriting series. This text will extend and reinforce the cursive handwriting skills previously presented in the series. It will also encourage the students to keep up their manuscript handwriting skills by showing the practical applications of these skills.

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 at 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.

This text selects only the 40 letters that are most difficult for students: the capitals and lowercase a, b, e, h, i, k, m, n, o, p, r, s, t, and v. If other letters cause your students difficulty, the exercises are easily adapted to other letters.

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

1. Ability to follow a series of spoken or written directions.
2. Ability to color within lines.
3. Ability to draw figures such as circles and squares.
4. Ability to distinguish between left and right.

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.

In Christian fellowship,
Michael J. McHugh
Introduction to Parents

In this text you will be asking your students to take more responsibility for their handwriting skills. This text will cover the principles of advanced cursive. Therefore, 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.
# Pretest

## Chapter Check-up

Are you ready to write? Do your best work as you copy these phrases in cursive.

<table>
<thead>
<tr>
<th>please work quickly</th>
<th>big fuzzy musk ox</th>
<th>white candy vase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Queen Kate Washes Xylophones?  Isaac Adored God  Ezekiel Derided Baal

---

### Answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do all my letters slant in the same direction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Am I shaping every letter correctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are all the letters in one word connected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Am I spacing letters evenly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Am I leaving space between words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Am I leaving extra space between sentences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Am I remembering punctuation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Am I remembering to capitalize?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Letters I write well:

---

Letters I need to practice:

---

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Practice the small letter “r.” The strokes are shown to get you started.

Practice the small letter “b.” The strokes are shown to get you started.

Write the word “rub” ten times.

Write the word “burr” ten times.

Provide extra practice as needed on separate lined paper.
Homonyms

Some words sound alike but are written differently. To be understood, we must know how to write the word we mean.

to: in the direction of
too: also; more than enough
two: the number 2
hear: to sense through the ear
here: in this place

their: belonging to them
there: in that place
they’re: they are
your: belonging to you
you’re: you are

Choose the word in (parentheses) whose meaning fits. Copy the whole sentence.

I went (to, too, two) church.

Four is (to, too, two) many.

The book is over (their, there, they’re) on the table.

(Their, There, They’re) coming tomorrow.

Come over (hear, here).

I (hear, here) the bells ringing.

I borrowed (your, you’re) pencil.

Bonnie thinks that (your, you’re) right.

There are many more homonyms. How many can you think of?
Create Words

See how many words you can make using the letters in the word below. Use each letter only once for each word. One word is pop. Try to make at least ten words.

Hippopotamus

Try this word: Elephant
Practice the capital letter “A.” The strokes are shown to get you started.

A A A A A

Practice the capital letter “B.” The strokes are shown to get you started.

B B B B B

Write the word “Able” ten times.

A b l e A b l e

Write the word “Boston” eight times.

B o s t o n B o s t o n

Provide extra practice as needed on separate lined paper.
Alphabetizing

This is the first of two alphabetizing exercises in this text. The students should get more practice in their language arts or English instruction. The exercise is primarily for handwriting practice.

In the dictionary and in the telephone directory, words are in alphabetical order. Words that begin with “a” come first, then words that begin with “b,” and so on.

These words are in alphabetical order:

ax  boy  car  dog  eat  fry  go  home  ice  jet

Write these words in alphabetical order: bone  door  ask  cat

Try these: pan  nation  open  mail  quite

Try this group. It’s a little harder, because some letters are skipped in the alphabetical order.

bone  eagle  cart  go

Try these: pan  eagle  open  cart  bone

Now try this group. The order is much more spaced out.

telephone  man  woman  house

Try these: zoo  apple  open  fill  spin

Try just one more: north  zebra  kind  ant  monkey  giraffe
Helen Keller

Helen Keller was both blind and deaf from the time she was one year old. Her mother taught her at home. She learned to read and speak, and even went to college. She learned to use the talents and abilities God had given her. In your best penmanship, explain what the Bible means when it says, “To whom much is given, much will be required.” [Luke 12:48]
For ye know the grace of our Lord Jesus Christ, that, though he was rich, yet for your sakes He became poor, that ye through His poverty might become rich.

~2 Corinthians 8:9

Teaching Notes
Remember always to provide extra practice on ruled paper. Are your students applying what they learn about handwriting in tasks where the focus is not on handwriting?

How Am I Learning?
Are you ready to write? Do your best work as you copy each phrase.

Frances Called Katherine  Isaac Adored God  Ezekiel Derided Baal

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. Are all the letters in one word connected?  Yes  No
4. Am I spacing letters evenly?  Yes  No
5. Am I leaving space between words?  Yes  No
6. Am I leaving extra space between sentences?  Yes  No
7. Am I remembering punctuation?  Yes  No
8. Am I remembering to capitalize?  Yes  No

Letters I write well:

Letters I need to practice:
Writing a Business Letter

A business letter differs from a friendly letter only in the greater number of marks of courtesy in a business letter. The return address and the inside address are the most obvious additions. A colon is used after the salutation rather than a comma. The tone is more formal, the language more careful and reserved, and titles such as Mr., Mrs., and Dr. are observed. Usually, business letters are typed, again as a courtesy. Friendly letters are covered in book 3 of this series.

Notice the parts of this sample business letter. Also notice the business-like way the words are used.

Jerome Davis
return address
555 Oak Street
Arlington, VT 00004
date
March 29, 2003

Richard Firling
Director, Customer Services
Edgebrook Toy Co.
55 E. Keystone Ave. inside address
Chicago, IL 60692

Mr. Firling:
salutation

I am enclosing a Sonic Zoom Blaster I bought from a local store on January 29. The Zoom Blaster does not work, and the store has gone out of business and cannot help me. I would like Edgebrook Toy Co. to repair or replace my Sonic Zoom Blaster.

Thank you for your attention.
complimentary close
Sincerely,
signature
Jerome Davis

Copy the letter for practice.
**Write a Story**

Choose one of the titles below. Write a story to go with the title. You may also make up your own title and write a story to go with it.

<table>
<thead>
<tr>
<th>My Favorite Song</th>
<th>My Favorite Sport</th>
<th>The Best Meal I Ever Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Want to Be When I Grow Up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>