

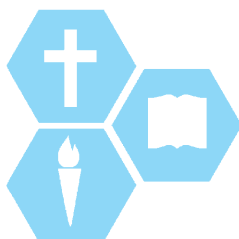
*Handwriting*

# Writing with Grace

*Second Edition*

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Michael McHugh



Christian Liberty Academy  
Handwriting Program

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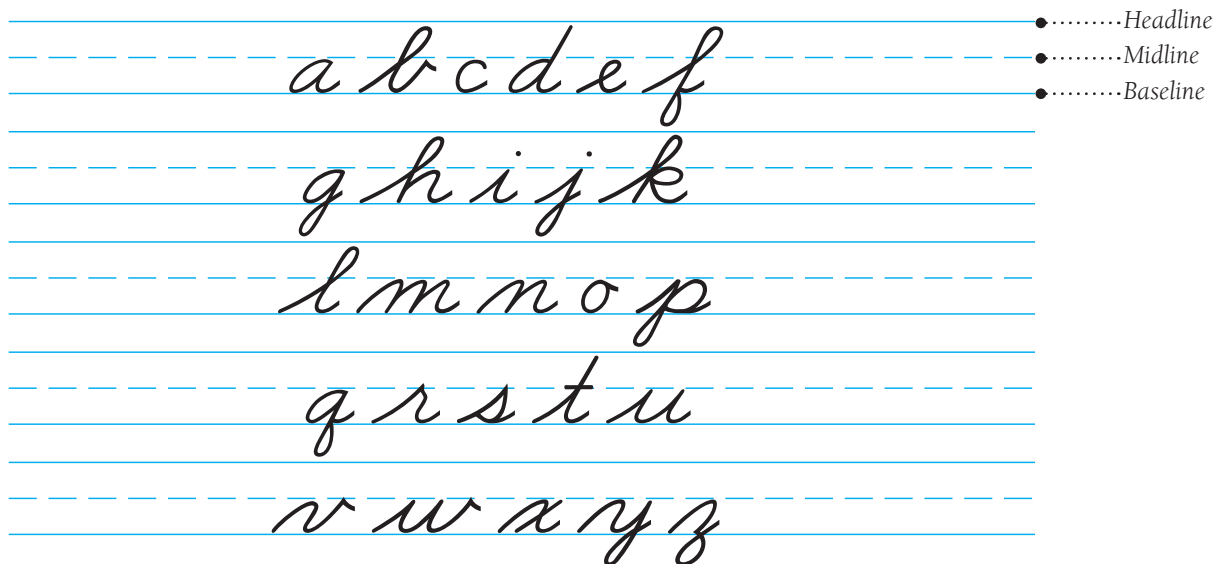
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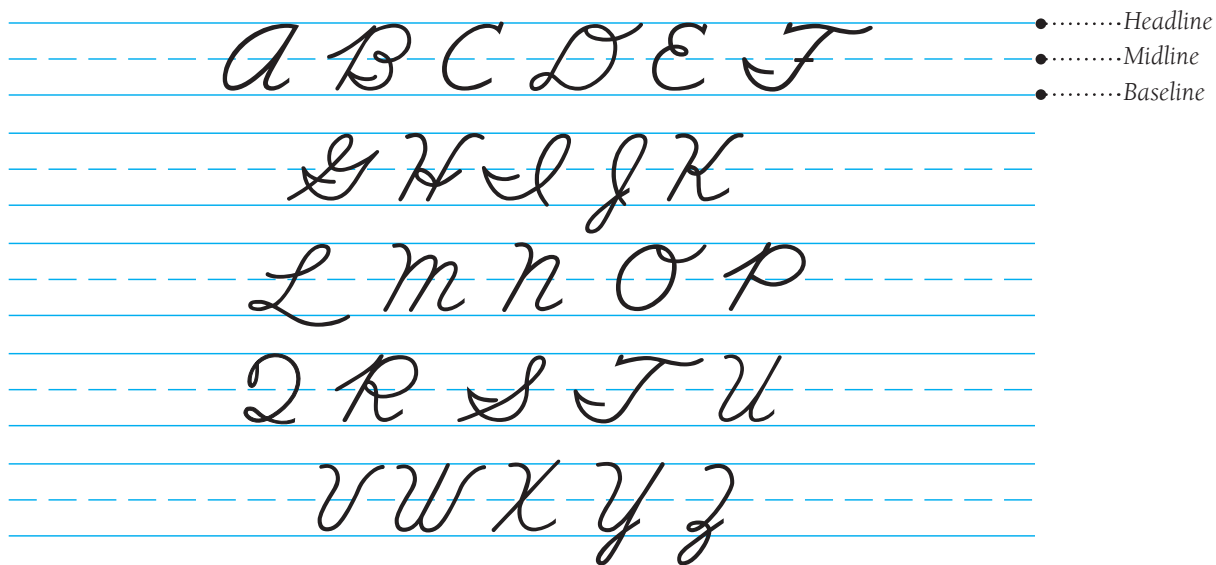
## Lowercase Cursive Alphabet

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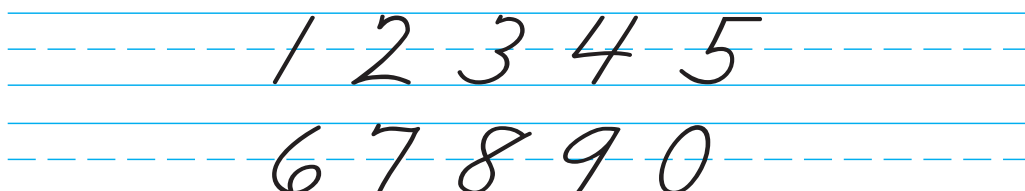
## Uppercase Cursive Alphabet

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## Numbers

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# Preface

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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.
3. Ability to color within lines.
4. Ability to draw figures such as circles and squares.
5. 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

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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.

please work quickly

big fuzzy musk ox

white candy vase

Queen Kate Washes Xylophones?

Isaac Adored God

Ezekiel Derided Baal

### Answer the following questions.

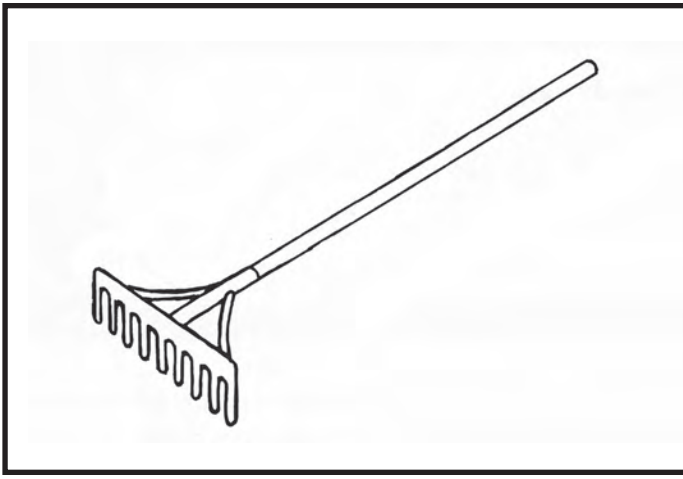
1. Do all my letters slant in the same direction?
2. Am I shaping every letter correctly?
3. Are all the letters in one word connected?
4. Am I spacing letters evenly?
5. Am I leaving space between words?
6. Am I leaving extra space between sentences?
7. Am I remembering punctuation?
8. Am I remembering to capitalize?

### Circle

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

Letters I write well:

Letters I need to practice:



rake



bored

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

r r r r

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

b b b

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.

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---

---

I borrowed (your, you're) pencil.

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---

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

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

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# 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

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal blue lines spaced evenly down the page. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and there are no other markings or text on the page.

Try this word: **Elephant**

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal blue lines spaced evenly down the page. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and there are no other markings or text on the page.



Adam



Bethlehem

Practice the capital letter "A." The strokes are shown to get you started.

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.

Write the word "Boston" eight times.

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

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---

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Try these: zoo apple open fill spin

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---

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Try just one more: north zebra kind ant monkey giraffe

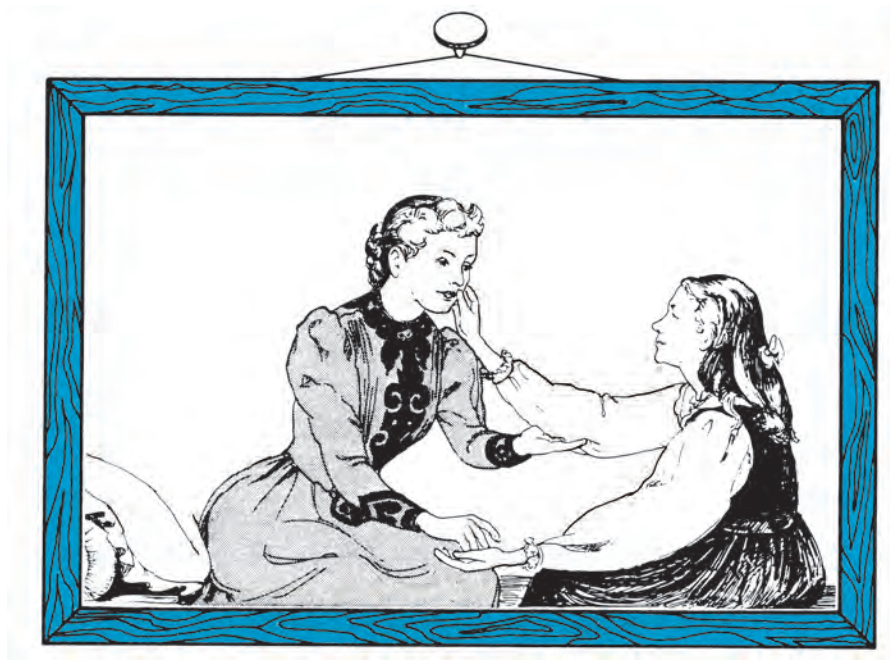
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## Helen Keller

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.

1. Do all my letters slant in the same direction?
2. Am I shaping every letter correctly?
3. Are all the letters in one word connected?
4. Am I spacing letters evenly?
5. Am I leaving space between words?
6. Am I leaving extra space between sentences?
7. Am I remembering punctuation?
8. Am I remembering to capitalize?

## Circle

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
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.

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

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

Mr. Firling: *salutation*

*body*

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.

Handwriting practice lines for copying the letter. The lines consist of a solid top line, a dashed midline, and a solid bottom line, repeated multiple times.

# 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.

**My Favorite Song**

**My Favorite Sport**

**The Best Meal I Ever Had**

**What I Want to Be When I Grow Up**

Handwriting practice lines for the story writing section. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 15 such rows available for writing.