

Third Grade Cursive Handwriting Guide

Teacher Handbook

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Dear Parents,

Welcome to 3rd grade! Your child is beginning a wonderful and exciting year! We will be teaching them many new ideas and concepts in 3rd grade.

One of the first things to which your child will be introduced this year is cursive writing. Writing in cursive is very different from printing. We will take your child step-by-step through the cursive writing process. As we progress in our cursive writing skills, we will begin to incorporate cursive writing into the spelling, reading and English curriculum. By the end of the year, your child will be writing the final drafts of short essays in cursive.

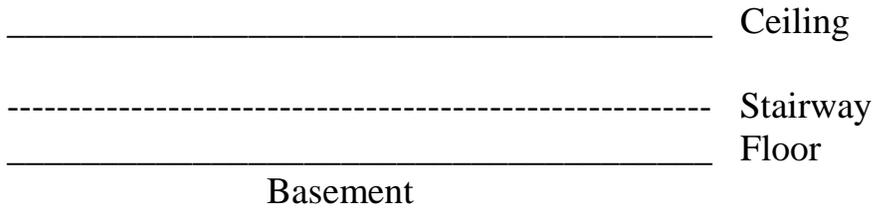
Attached is the “Analogy of Letters to People”. This gives a clear guide of how to talk to your child about cursive writing. It clearly explains the vocabulary and concepts we are using to teach cursive writing.

Remember, cursive writing takes practice. You will help your child immensely if you reinforce and practice cursive writing at home.

Respectfully,
3rd Grade Teachers

Analogy of Letters to People

- I. Pretend that the letters within the lines are like people within a house.
 - A. Top line is the ceiling; broken line is the stairway; bottom line is the floor; and below the floor is the basement.
 - B. All letters like people walk on the floor
 - C. Upper-case letters (or capital letters) are the adults and they always touch the floor and ceiling and sometimes the basement.
 - D. Lower-Case tall letters are teenagers that touch the floor and ceiling and sometimes the basement.
 - E. Lower-case short letters are younger kids that touch the floor, stairway, and sometimes the basement.



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Lesson 1- Preparation for cursive writing

- A. Teach correct body posture before beginning to write.
 - a. Sit with back straight, feet on floor, chair scooted in
 - b. Have both arms, elbows to hands, resting on desk top
- B. Teach correct position of the paper and pencil.
 - a. Paper slightly slanted to the left for right-handed writers and to the right for left-handed writers
 - b. Pencil held with a light grip between index or tall finger or both and thumb
 - c. Top of pencil pointing toward right shoulder or left shoulder of right or left handers respectively

Lesson 2- Introduce analogy of letters to people

- A. Use larger lined paper for lessons 2-12
- B. Pretend that letters written within the lines are like people within a house.
- C. The top line is the ceiling; broken line is stairway; bottom line is the floor; and below the bottom line is the basement.
 - a. All letters, like people, walk on the floor.
 - b. Upper-case letters, or capital letters, are the adults and they always touch the floor and ceiling and sometimes the basement.
 - c. Tall lower-case letters are teenagers that touch the floor and ceiling and sometimes the basement.
 - d. Short lower-case letters are the younger kids that touch the floor, stairway and sometimes the basement.
- D. Study the structure of first and last name as shown on example given by teacher and determine the adults, teenagers, and kids in their names. Ex: Monica Thomas
2 adults(M,T), 1 teenager(h), and 9
kids(o,n,i,c,a,o,m,a,s)

Lesson 3- Introduce first set of letters whose lower case letter have an uphill slant that stops at the stairway *i,u,w, t*.

- A. Introduce and practice with finger in the air the lower case letters, one at a time.

- B. Introduce and practice in the air the upper case letter I, U, W, T one at a time.
- C. Practice writing iI, uU, wW, tT on a sentence strip.
- D. Assign independent practice worksheet.

Lesson 4- Introduce second set of letters with uphill slant that stops at the stairway p, r, s, j.

- A. Introduce and practice with finger in the air the lower case letters p, r, s, j, one at a time.
- B. Introduce and practice in the air the upper case letter P, R, S, J.
- C. Practice writing pP, rR, sS, jJ on a sentence strip.
- D. Assign independent practice worksheet.

Lesson 5- Introduce third set of letters e, l, b, h, k, f.

- A. Introduce and practice with finger in the air the lower case letters e, l, b, h, k, f, one at a time.
- B. Introduce and practice in the air the upper case letter E, L, B, H, K, F.
- C. Practice writing eE, lL, bB, hH, kK, fF on a sentence strip.
- D. Assign independent practice worksheet.

Lesson 6- Introduce fifth set of letters m, n, v, x, y, z.

- A. Introduce and practice with finger in the air the lower case letters m, n, v, x, y, z, one at a time.
- B. Introduce and practice in the air the upper case letter M, N, V, X, Y, Z.
- C. Practice writing mM, nN, xX, yY, zZ on a sentence strip.
- D. Assign independent practice worksheet.

Lesson 7- Introduce sixth set of letters.

- A. Introduce and practice with finger in the air the lower case letters a, c, d, g, o, q, one at a time.
- B. Introduce and practice in the air the upper case letter A, C, D, G, O, Q.
- C. Practice writing aA, cC, dD, gG, oO, qQ on a sentence strip.
- D. Assign independent practice worksheet.

Lesson 8- Practice writing first and last name.

- A. Introduce and practice with finger in the air your first and last name.
- B. Practice writing first and last name on sentence strip.

C. Practice writing first and last name on a worksheet.

Lesson 9- Review all 26 lower and upper case letters.

- A. Practice all letters for mastery.
- B. Practice letters and name for about a week.

Lesson 10- Practice cursive handwriting using the following 2 or 3-letter words from frequently misspelled list.

- A. Introduce the following words: its, now, my, did, way, use, may, get, go, me, man, any, day, new.
- B. Practice writing these 14 words in cursive for about a week with mastery of words as goal.

Lesson 11- Practice cursive handwriting using the following 4-letter words from frequently misspelled list.

- A. Introduce the following words: made, over, down, only, find, long, just, most, back, much, good, same, look, also, came, come, work.
- B. Practice writing these 17 words in cursive for about a week with mastery of words as goal.

Lesson 12- Practice cursive handwriting using the following 5,6, or 7-letter words from frequently misspelled list.

- A. Introduce the following words: water, after, words, called, through, write, right, think, around, three.
- B. Practice writing these 10 words in cursive for about a week with mastery of words as goal.

Lesson 13- Practice and apply cursive handwriting skills, as taught in lessons 1 thru 7, to spelling words.

- A. Using spelling lists for unit 2, weeks 1-3
- B. Skill is to write just the spelling words 1-5 times each in cursive.
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.
- D. Students will begin writing on 3rd grade lined paper.

Lesson 14- Practice and apply cursive handwriting skills, as taught in lessons 1 thru 7, using spelling words in sentences.

- A. Using spelling lists for unit 2, weeks 4& 5 and unit 3, week 1
- B. Skill is to use spelling words in sentences.
 - a. Copy in cursive, teacher sample sentence.
 - b. Write in cursive 5 sentences on their own (using spelling words).
 - c. Each of the 5 sentences must contain one of the following upper case letters (A-E) and (F-J)(Example: I will watch my friend, Albert, play baseball.).
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 15- Practice and apply cursive handwriting skills, as taught in lessons 1 thru 7, using spelling words in sentences.

- A. Using spelling lists for unit 3, weeks 2,3,&4
- B. Skill is to use spelling words in sentences.
 - a. Copy in cursive, teacher sample sentence.
 - b. Write in cursive 5 sentences on their own (using spelling words).
 - c. Each of the 5 sentences must contain one of the following upper case letters (F-O).
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 16- Practice and apply cursive handwriting skills, as taught in lessons 1 thru 7, using spelling words in sentences.

- A. Using spelling lists for unit 3, week 5 and unit 4, weeks 1&2
- B. Skill is to use spelling words in sentences.
 - a. Copy in cursive, teacher sample sentence.
 - b. Write in cursive 5 sentences on their own (using spelling words).
 - c. Each of the 5 sentences must contain one of the following upper case letters (P-Z).
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 17- Students will begin to complete spelling workbooks in cursive.

- A. This will be the second semester.
- B. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 18- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.
- B. Circle nouns in copied sentences.
- C. Rewrite identified nouns in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 19- Apply cursive skills as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.
- B. Circle verbs in copied sentences.
- C. Rewrite identified verbs in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 20- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.
- B. Circle adverbs in copied sentences.
- C. Rewrite identified adverbs in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 21- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.
- B. Circle adjectives, including article adjectives, in copied sentences.
- C. Rewrite identified adjectives in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 22- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.

- B. Put parentheses around each prepositional phrase in copied sentences.
- C. Rewrite identified prepositional phrases in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 23- Transcribe into cursive 1-5 printed sentences from a teacher-selected source:

- A. text book, Weekly Reader, documents, or other curriculum related materials
- B. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 24- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story.
- B. Circle all pronouns in copied sentences.
- C. Rewrite identified pronouns in cursive.
- D. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 25- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected paragraph from reading story, correcting capitalization and punctuation errors.
- B. Skim to find actual paragraph in the story and check corrections.
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 26- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, a teacher selected paragraph containing direct quotes from reading story or other text correcting all capitalization and punctuation errors.
- B. Skim to find actual paragraph in the text and check corrections.
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 27- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum.

- A. Copy in cursive, teacher-selected sentences from reading story, replacing underlined words with a synonym or antonym.
- B. Use dictionary/thesaurus.
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

Lesson 28- Students will begin to complete all language arts written work in cursive.

- A. This will be started around the beginning of the 4th grading period
- B. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive

Lesson 29- Apply cursive skills, as taught in lessons 1 thru 7, using reading and English curriculum

- A. Copy in cursive, teacher-selected sentences from reading story, replacing underlined words with the correct homonym
- B. Use dictionary as needed
- C. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive

Lesson 30- Apply cursive skills, as taught in lessons 1 thru 7, using English curriculum

- A. Copy in cursive, teacher generated sentence fragments completing the sentence with the necessary subject or predicate. (Example: the dog= The dog ate the large bone.)
- B. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive

Lessons 31 thru 35- Apply cursive skills, as taught in lessons 1 thru 7, to all essay forms of writing

- A. Whenever students create a 1,2, or 3 paragraph essay, the final draft will be completed in cursive.
- B. Focus is on correctly making cursive letters: review, reteach, and reevaluate cursive.

