



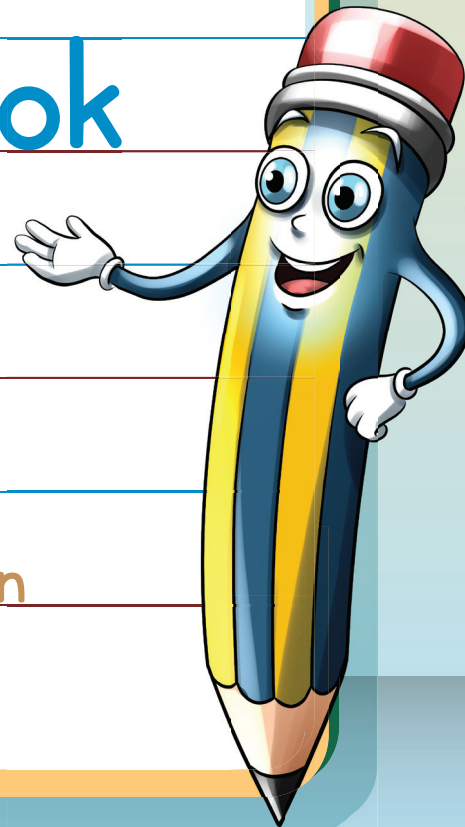
My

Handwriting

Workbook

Level 3

Teacher Edition



Editorial Project Manager:

Rabbi Levi Friedman

Occupational Therapy Consultant:

Shoshana Finkle

Content Manager:

Adina Rosen

Program Author:

Tarryn Friedman

Editor:

Miriam Shulamis Eisemann

Creative Director:

Glenna Daniel

Graphic Design:

Bina Heinemann

Illustrator:

Devora Younger

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1072 Madison Ave.
Lakewood, NJ 08701

www.achievementses.com
info@achievementses.com
800-742-1803





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Preface

Welcome to the Achievements Educational Service's Handwriting Curriculum – Level Three

The preface of the teacher's book consists of the following:

- An explanation of the scope and sequence of this curriculum's contents
- An explanation of the format and flow of each lesson
- A list of materials that are required for a variety of warmups and lesson activities
- A chart containing an overview of the entire curriculum, assigned activities, and exercises for each lesson
- An overview of the additional resources provided on the USB

The Scope and Sequence of Curriculum Contents:

This handwriting curriculum level is composed of four units. The first unit is very short and serves to introduce the curriculum to students and the line structure that will be used in some lessons.

The three units that follow are the main units in the book:

Unit 1: Get Ready!

Unit 2: Get Set!

Unit 3: Go!

As students at this grade level should already be familiar with basic letter formation, this curriculum does not follow the ABCs as previous levels did. Rather, it goes through a series of critical handwriting skills that are designed and chosen to aid students in classroom writing tasks, writing stamina, posture, legibility, and fine motor coordination.

There are eight skills in total. Each skill is taught to students three times: once in Unit 1, a second time in Unit 2, and a third time in Unit 3.

Within each unit, students will cycle through the learning objectives, repeating each learning objective three times over the course of the three chapters/units. With each unit and each repeat, the lesson will be slightly more rigorous. This repetition and gradual increase in rigor is intended to aid students in mastering each skill and generalizing the skill to the classroom setting and other writing activities.

Unit 1, "Get Ready!" requires students to apply each skill to write letters, words, common spelling patterns, and sight words.

Unit 2, "Get Set!" requires students to apply each skill to write words and sentences.

Unit 3, "Go!" requires students to apply each skill to write multiple sentences and paragraphs.

Consequently, the quantity of writing practice increases over the course of the book, with much more original and copied writing in Unit 3 as compared to Unit 1. This progression was designed with the goal of ensuring that correct writing habits and formation are reinforced.

However, in order to allow for sufficient writing practice, the Introductory Unit also includes a full ABC practice/review, and after every three or four lessons, there is a review lesson, where students apply the skills they've practiced so far in the unit and use these skills to complete writing activities.

The following are the eight skills that are emphasized over the course of this curriculum:

1. Writing tricky letters
2. Posture
3. Pencil grip and pressure
4. Letter sizing
5. Line spacing
6. Letter spacing
7. Copying from the board
8. Penmanship

Line Models Used in the Curriculum:

Students are also encouraged to become more independent in their writing over the course of the curriculum by being exposed to different line models. There are three line models used in this curriculum.

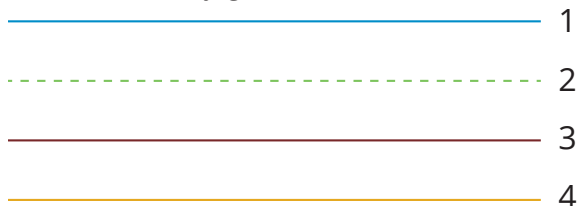
Sky-Grass-Dirt-Roots Model: The first and “easiest” model contains visuals to show students where to begin and end each letter. This image appears in the students’ edition:



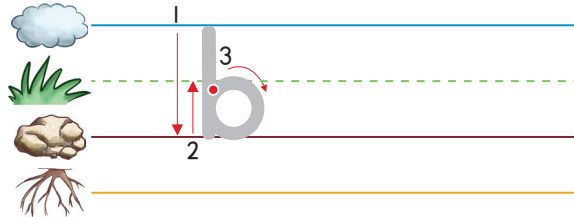
It is a model to help students remember where to begin and end their lines and curves when forming letters. The four sections of this image,



referred to as “sky, grass, dirt, and roots” in the lessons, correspond to the four points on a handwriting line.



When this line model is used, students can be instructed exactly how to form letters. For example, when forming the letter b, students can visually see where to start and end each stroke and can follow a series of instructions.



1. Start at the sky line, pull down to the dirt line.

2. Jump up to the grass line.

3. Circle forward back around in the grass.

The Three-Line Model:

This model is meant to be more similar to the lines that students might see during classroom writing activities. It's meant to bridge the sky-grass-dirt-roots model and the supports that come with it with "real-world" writing outside the handwriting book.

This model contains a "middle row" that all letters pass through, a dotted line, a space above for "tall letters," and a line underneath for "fall letters."

That is very good.

The Two-Line Model:

Over the course of the curriculum, students gradually move from the three-line model to the two-line model. When using this model, students need to independently size and space their letters within a line, ensuring that their "small letters" (those that don't reach the top line or have "tails") only reach halfway up a line.

I go to bed.

I can see a girl.

The goal is that by the time students finish this curriculum, they will be able to neatly write, space, and size letters on a variety of lines, including ones that are harder and easier to write on. This will help students transfer their penmanship skills from the textbook to “real world” writing activities and help them begin spacing and sizing their letters correctly in other settings.

Please note that you can print blank sheets containing the different lines from the USB. If a student needs more support later in the year once the “easier lines” have started to be phased out, you can provide them with sky-grass-dirt-roots lines or three-line model lines that they can use during writing activities. Conversely, if students are advanced in penmanship, you can provide them with the two-line model during writing activities.

For students who need additional support, you can also print verbalizations that go through the formation of every letter in the ABCs step-by-step, corresponding to the sky-grass-dirt-roots model. You can use these in a small group or one-on-one setting to help students improve their ability to form letters correctly. **Please note that, in general, this curriculum does not go through the formation of letters A-Z and a-z in detail, as this was taught in previous levels, and typically, students already know how to form letters at this point in their studies.**

The Format and Flow of Each Lesson:

The handwriting lessons in this level are made up of different components that require students to work in groups, as a class, and independently.

Each lesson (except for the review lessons) has the following components:

1. Warmup
2. Teacher guided learning
3. Guided practice
4. Independent practice

1. Warmup:

The warmup instructions appear in the teacher’s edition. Any worksheets or printed resources that are required for the warmup activity are provided in the students’ edition.

Additional supplies required for warmup activities are included in the list of materials in this preface.

The warmup for each lesson includes hands-on “fun” fine motor and handwriting activities that are designed to build finger strength and coordination and are tailored to the learning outcome of the lesson.

2. Teacher Guided Learning

This section consists of teacher-led activities. The teacher’s edition scripts out how teachers can facilitate the learning objectives for each lesson.

Teacher-guided learning is an instructional approach where the teacher plays a central role in managing and guiding the learning process. In this method, the teacher provides clear objectives, explanations, demonstrations, and feedback, helping students understand new content or develop specific skills.

3. Guided Practice

Guided practice is a teaching strategy where students practice a new skill or concept with the support of the teacher. It is a critical component of the gradual release of responsibility strategy that gradually shifts responsibility from the teacher to the student, facilitating mastery of content and independence in students. The guided practice section comes after the teacher has introduced the objective (teacher-guided learning) but before students are expected to apply it independently.

The students' edition includes pages that require students to copy, trace, and complete letters, words, and sentences. This provides an opportunity for students to practice the lesson objectives that they learned in the teacher-guided learning section while the teacher facilitates, assesses, and guides students toward mastery.

Guided practice is characterized by the following key features:

- Teacher support: The teacher closely monitors and helps students as they practice.
- Active participation: Students try applying what they've learned, often through questions, problems, or exercises.
- Immediate feedback: The teacher corrects mistakes and reinforces correct understanding in real time.
- Scaffolding: Support is gradually reduced as students gain confidence and skill.

4. Independent Practice

During the independent practice section of each lesson, students work on tasks or problems on their own to reinforce and apply what they've already been taught throughout the lesson.

Independent practice is characterized by the following key features:

- Student-led: Students complete work without immediate help from the teacher.
- Reinforcement: Independent practice helps solidify learning by giving students the chance to apply skills or knowledge independently.
- Assessment: Teachers may observe students during independent practice to assess students' understanding and readiness to move on to new skills. The teacher can use this opportunity to note students who are struggling with applying these skills and can provide them with additional reinforcement, guidance, and practice in a small group or one-on-one setting.

Review Lesson:

Review lessons are integrated into the curriculum after every three or four lessons. They are designed for and intended to be assigned to students and completed by students independently. That being said, teachers can also use review lessons to pull aside students who need more reinforcement and support and complete the review with them in a small group or one-on-one, providing hands-on guidance and feedback while the rest of the students complete the review on their own.

Materials Required:

Unit	Lesson	Special Materials
Unit 1	1	Playdough
	2	Chalk
	3a	Paper clips
	3b	Sandpaper, Individual whiteboards and markers for students
	4	Scissors and glue
	5	Jenga (with letters written by teacher)
	6	Small circular stickers, colored pencils
	7	Scissors and glue
	8	Deck of playing cards
Unit 2	1	Playdough, Laminated cards (Appendix A in lesson)
	2	N/A
	3a	Beads or pom-poms, Clothespins
	3b	Colored wax or pencil crayons, Aluminum foil
	4	Scissors and glue
	5	Colored pencil crayons
	6	Popsicle sticks, Scissors and glue
	7	Scissors and glue
	8	Colored wax or pencil crayons
Unit 3	1	N/A
	2	Balloons
	3a	Small letter beads, Playdough
	3b	Balloons, Markers, Colored pencil crayons
	4	Green, orange, and yellow markers or highlighters
	5	Colored pencil crayons
	6	Bananagrams OR cut and laminate Bananagrams, letters provided
	7	Books, magazines, and newspapers (must be child-appropriate)
	8	Dice

Table of Curriculum:

	Lesson	Objective	Warmup	Teacher-Guided Learning	Guided Practice	Independent Practice
Unit 1	1	ABC review	<ul style="list-style-type: none"> Sensory playdough writing: The teacher gives each student a piece of playdough and has them roll it out on a flat surface. Using the alphabet chart provided, the students take turns in pairs writing letters of the alphabet in the playdough using a pen or pencil. 	<ul style="list-style-type: none"> This part of the lesson will focus on the review letters b, d, p, q, n, and u. The teacher should initially model the letter formation visually and verbally by writing the letter on the board and explaining each step. At the end of each explanation, the students trace the letter by following the steps. 	<ul style="list-style-type: none"> The students will complete the alphabet charts for upper and lowercase letters (provided in the workbook). This will be done first by tracing the letters along the dotted lines and then by copying each letter into the block below it. 	<ul style="list-style-type: none"> Students will complete a table with upper and lowercase letters in corresponding columns. Given the uppercase letter, the student is required to produce the lowercase letter in the adjacent block, and given the lowercase letter, the student is required to produce the uppercase letter in the adjacent block.
	2	Posture	<p>Alphabet hopscotch:</p> <p>Using chalk, the teacher will set up a hopscotch grid on the ground with letters instead of numbers.</p>	<p>The correct posture for handwriting consists of the following:</p> <ul style="list-style-type: none"> Back straight and leaning slightly forward Bottom pushed far back in chair Knees bent at 90-degree angle Both feet flat on floor <p>The teacher should go through each point and have the students actively correct their posture and position themselves correctly.</p>	<ul style="list-style-type: none"> Students complete an activity in their workbooks where they are required to fill in the points for good posture on a blank diagram. 	<ul style="list-style-type: none"> Students fill in missing words in sentences related to posture. Students should be reminded to keep the correct posture when completing this activity.

Unit 1	3a	Pencil grip	<p>Paper clip fine motor activity:</p> <p>Students try to place as many paper clips as possible around the border of a page provided in the workbook.</p>	<ul style="list-style-type: none"> The teacher will go through the following steps with the students: <ol style="list-style-type: none"> Place the pencil on the desk. Pinch the pencil with the thumb and index finger about an inch from the tip of the pencil. Rest the middle finger under the pencil. Tuck the ring and pinky finger into the hand. <p>Using the correct grip, students trace over the patterns in their workbooks.</p>	<ul style="list-style-type: none"> Students complete an activity in which they must trace over all the lowercase letters of the alphabet. The teacher should reiterate the importance of a correct pencil grip and how to achieve this. 	<ul style="list-style-type: none"> Students complete several sentences using a word bank.
	3b	Pencil pressure	<p>Sandpaper writing:</p> <ul style="list-style-type: none"> The teacher will give each student a piece of sandpaper. Students complete sentences with the sandpaper under their writing page. Students must be careful not to apply too much pressure, or it will form a hole in their page. 	<ul style="list-style-type: none"> Students write given words on their whiteboards. They must keep the thickness of their writing consistent by applying consistent pressure. 	<ul style="list-style-type: none"> Students answer given questions in their workbooks. After answering the questions, the answers are erased. If the other person in the pair can still read the answers (after erasing), the student will know that they applied too much pressure. 	<ul style="list-style-type: none"> Students complete a color-by-number using only a lead pencil and different amounts of pressure to create the different colors required.

Unit 1	4	Letter sizing	<p>Cut and paste activity:</p> <ul style="list-style-type: none"> Students cut out identical images of differing sizes and paste the images onto their corresponding silhouettes of the matching size. 	<ul style="list-style-type: none"> The teacher will review "tall, small, and fall letters." Tall letters take up space in the top line - b, d, f, h, k, l, t, and ALL CAPITAL letters Small letters occur only in the middle line - a, c, e, i, m, n, o, r, s, u, v, w, x, z Fall letters drop into the bottom row - g, j, p, q, y <p>Students complete an activity that requires them to trace the "tall, small, and fall" letters.</p>	<ul style="list-style-type: none"> Students fill in the missing words from the sentences in blocks provided for each letter (provided in workbook). 	<ul style="list-style-type: none"> Students cut out blocks and match them to the words in the table provided. By completing this activity, students are made aware of sizing and can recognize the "tall, small, and fall" letters.
	5	Line spacing	<p>Letter Jenga:</p> <ul style="list-style-type: none"> Prior to the lesson, the teacher should take a Jenga set and write letters on each Jenga block (both upper and lowercase letters). As students take turns picking out letters from the Jenga tower, they write the letters on the lines provided in their workbooks. 	<p>The teacher should review the sky-grass-dirt-roots model, three-line model (top, middle, and bottom lines), and two-line model (top and bottom lines).</p> <ul style="list-style-type: none"> The students complete the activity in their workbooks in which they trace the start of the sentences and then use the blocks on the page to fill in the missing words. 	<p>Students copy sentences given onto lines in their workbooks. They must ensure that the tall letters touch the top line, the small letters do not go beyond the middle space, and the fall letters touch the bottom line.</p>	<p>Given a word with no lines in a table, the students must write the word using the correct line spacing to complete the table.</p>

Unit 1	6	Letter spacing	<p>Students complete an activity in their workbooks where they stick small stickers in the spaces between words.</p> <p>This highlights the importance of spaces between words, and the action of peeling and sticking stickers promotes fine motor development in students.</p>	<p>Meatballs and spaghetti:</p> <ul style="list-style-type: none"> The teacher can use the graphic in the book to explain to students that when they are handwriting, they have to try and “throw” meatballs and spaghetti all over their writing. <p>Meatballs fit in the large spaces between words.</p> <p>Spaghetti fits in the small spaces between letters in a word.</p> <ul style="list-style-type: none"> The teacher should then have the students complete the activity in their workbooks using the paragraph from the warmup and drawing “meatballs” between words and “spaghetti” between letters. 	Students will be given sentences in their workbooks with no spaces between the words and must write the sentences correctly on the lines provided.	Students write the same sentences used in the guided practice. However, for independent practice, the sentences will be written on stop/go paper provided in the workbook.
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Unit 1	7	Copying from the board	<ul style="list-style-type: none"> Students cut a puzzle picture into pieces from a page in their workbooks. They must then stick it onto the grid provided on the next page using the smaller image of the puzzle provided as a guide. 	<p>The teacher explains that there are three steps that should be followed when copying from the board:</p> <ol style="list-style-type: none"> 1. Read the sentence/passage that you are going to copy. 2. Divide the sentence/passage into parts in your head. 3. Copy each part by first rereading the part and then writing it on your page. <ul style="list-style-type: none"> The teacher writes three sentences on the board (given in books). The students must copy these sentences onto the lines provided. 	<p>Silly sentences:</p> <ol style="list-style-type: none"> 1. The teacher divides a deck of cards into different suits. 2. Project the "Silly Sentences" table (provided in book) on the board. 3. Students each pick one card from each suit. 4. Students find the corresponding word to their cards using the table and write the sentence using the lines provided. 	Students copy the passage (provided in the book) into their workbooks and then draw an illustration to show their complete understanding of what has been copied.
	8	Penmanship	<ul style="list-style-type: none"> Students complete the activity in their workbooks that is made up of various patterns requiring small, precise movements. 	<ul style="list-style-type: none"> Students complete an activity that requires them to recreate the alphabet in blocks. This reinforces letter formation as well as letter spacing and size. 	<ul style="list-style-type: none"> Students complete an activity in their workbooks that requires them to "correct" messy handwriting using the skills learned thus far. 	<ul style="list-style-type: none"> Students complete a maze in their workbooks. This helps with the development of fine motor skills that are needed for handwriting. Students copy the sentence "The quick brown fox jumped over the lazy dog" onto lines provided in the workbook.

Unit 2	1	ABC review	<ul style="list-style-type: none"> The teacher will give each student a piece of playdough. Using the laminated sight word cards, students must use their playdough to "trace" over the letters and form the sight word on their given card. 	<ul style="list-style-type: none"> Students are given incomplete sentences and a matching picture. The teacher helps students complete the sentences (using the pictures provided). 	<ul style="list-style-type: none"> Students will be given sentences on the first page that they must copy onto lines on the next page of their workbooks. 	<ul style="list-style-type: none"> Students are given three sentences. They must match these sentences to the correct pictures and copy them correctly onto the lines provided.
	2	Posture	<p>Simon Says:</p> <ul style="list-style-type: none"> The teacher stands in front of the class and students must follow all commands that begin with the words "Simon says". If the teacher says, "Simon says touch your nose," all players must touch their nose. However, if the teacher says, "Jump" without saying "Simon says" first, the players must not jump. If they do jump, they are out of the game. 	<ul style="list-style-type: none"> Given a picture of a student with poor posture, students must answer true or false questions about posture. 	<p>Handwriting obstacle course:</p> <ul style="list-style-type: none"> Station 1 - The student must sit down at a chair and check their posture. The teacher can have the students place a soft ball or beanbag on their head and balance it while they copy sentences onto lines. Station 2 - Students will be given a word list made up of sight words that they need to copy onto lines. Station 3 - Students will trace sentences on lines. The tracing of letters promotes smooth and controlled writing. 	<p>The students complete the Mad Libs activity in their workbooks.</p>

Unit 2	3a	Pencil grip	<p>The teacher gives each student several different colored beads or pom-poms. Using a clothespin, the students must sort the pom-poms or beads into different color groups.</p>	<ul style="list-style-type: none"> • Revise the steps for the establishment of correct pencil grip with the students. These are the same steps as mentioned in Chapter 1. • Students trace the given words in their workbooks using three different colored wax crayons. 	<ul style="list-style-type: none"> • Guided/directed drawing activity (found in the workbook): • The teacher must promote the students to use the correct grip when carrying out the directed drawing. 	<ul style="list-style-type: none"> • Students will be required to write five sentences using sight words. • The sight words are as follows: better carry clean laugh small
	3b	Pencil pressure	<ul style="list-style-type: none"> • Students will complete a table in which they must color shapes by applying different amounts of pressure according to a given table. • The teacher may choose to have the students use different colored wax or pencil crayons. 	<ul style="list-style-type: none"> • The teacher should have a discussion with the students about what happens when you press too hard or too soft while writing. • Following the discussion, the students should complete the activity in their workbooks. This activity requires students to write the same sentence three times. First time - Apply very light pressure. Second time - Apply a high amount of pressure. Third time - Apply a balanced/ medium amount of pressure. 	<ul style="list-style-type: none"> • Aluminium foil writing: Each student will be given a piece of aluminium foil. The teacher will then write sentences on the board. Students must use markers to copy the sentences onto the aluminium foil. Students must aim to produce clear handwriting without poking holes in the foil. 	<ul style="list-style-type: none"> • Students complete an activity in which they must copy sentences and draw pictures to show their comprehension of the given sentences. • This is done using a very sharp lead pencil or a mechanical pencil to make students aware of the pressure that they are applying.

Unit 2	4	Letter sizing	<ul style="list-style-type: none"> Students trace over different writing patterns that cross over writing lines in different ways. 	<ul style="list-style-type: none"> Students cut out the letter flashcards from their workbooks and paste the cards in the correct group (tall, small, and fall letters). 	<ul style="list-style-type: none"> The teacher should write the sentences given in the workbook on the board using incorrect sizing (i.e., capital letters in the bottom lines, tall letters in the low lines, and small letters in the top lines). Using the lines provided in their workbooks, the students must copy the sentences into their workbooks with the correct sizing. 	<ul style="list-style-type: none"> Given an assortment of letters, the students must follow the directions to lead Pointy Pencil to his sharpener.
	5	Line spacing	<p>Secret word reveal:</p> <ul style="list-style-type: none"> The teacher splits the class into groups. The teacher whispers a word to the first person in each group. The student writes the word down on the first line of the page in the workbook and passes the page to the student behind them. The page is passed through the group with each student writing the word neatly on a new line. When the page reaches the end of the group, the last student can read the word out loud. 	<p>Writing relay race:</p> <ul style="list-style-type: none"> Divide students into small groups (they can stay in the same groups as the warmup). The teacher writes a sentence on the board. Each student uses a different color and writes one letter at a time on the paper provided. 	<ul style="list-style-type: none"> Using the ladder template in their workbooks, the students place the tall letters in the top block, the small letters in the middle block, and the fall letters in the bottom block. 	<ul style="list-style-type: none"> Students copy the paragraph given in their workbooks onto lined paper. Then, they draw an illustration of the paragraph in the space provided.

Unit 2	6	Letter spacing	<ul style="list-style-type: none"> Students cut out the letter cards provided in their workbooks. The teacher will call out sight words, and the students must stick the letters onto the lines to create words. 	<ul style="list-style-type: none"> Students rearrange the words provided in their workbooks to form a sentence. Spaces must be added between words using popsicle sticks. 	<ul style="list-style-type: none"> Students fill in the missing words in the sentences provided in the textbook. 	<ul style="list-style-type: none"> This activity consists of sentences that have been written with incorrect spacing. The students must rewrite the sentences with the correct spacing between the letters and words.
	7	Copying from the board	<ul style="list-style-type: none"> Students cut out the shapes provided in their workbooks and paste them in the space provided to match the small image in their workbooks. 	<ul style="list-style-type: none"> After creating the shape image, the teacher will draw the shapes on the board with words on them (as in the workbook). The students must copy these words from the board onto their pictures. 	<ul style="list-style-type: none"> Students work in pairs to copy the sentence that is written on the board by the teacher (see workbook for paragraph). 	<ul style="list-style-type: none"> The teacher writes a list of words (see workbook) on the board that the students must copy into their workbooks.
	8	Penmanship	<ul style="list-style-type: none"> Students write their names in a fancy font using different colored wax and pencil crayons. 	<ul style="list-style-type: none"> Students must copy sentences onto lines using the correct penmanship and skills learned thus far in the book. 	<ul style="list-style-type: none"> Students are given a variety of words starting with either upper or lowercase letters in a word bank. Students must sort these words into words that start with uppercase letters and words that start with lowercase letters and write them in the appropriate lines. 	<ul style="list-style-type: none"> Students must come up with words and meet the description in the prompts below. (These are also in Appendix C.) <ol style="list-style-type: none"> Write a word with two vowels in it. Write a sentence that starts with a capital letter. Write a word with the letter "s" at the end. Write a word that starts with the letter "e." Write a sentence that contains a word starting with the letter "c."

Unit 3	1	ABC review	<p>Mad Libs:</p> <ul style="list-style-type: none"> Students fill in the Mad Libs template. 	<p>Silly words:</p> <ul style="list-style-type: none"> Students come up with their own "silly" words according to a table. 	<p>Silly sentences:</p> <p>Using words from the teacher-guided learning, students come up with their own funny sentences.</p>	<p>Sentence to story:</p> <p>Students write a story of four to six sentences based on one of the sentences they created before.</p>
	2	Posture	<p>Balloon back:</p> <p>In pairs, students walk across the room (back-to-back) with a balloon between them.</p>	<p>Revise checklist for correct handwriting posture and write words relating to posture (sit, tall, back, straight, hands, feet).</p>	<p>Students copy and complete two sentences relating to posture.</p>	<p>Students draw a picture of themselves writing with correct posture.</p> <p>Students then label the drawing with the parts (feet, back, knees, and bottom).</p> <p>Using these labels and the checklist provided at the beginning, students write a sentence for each label.</p>
	3a	Pencil grip	<p>Hide and squeeze:</p> <ul style="list-style-type: none"> The teacher hides letter beads in a ball of playdough. Students must use their thumb and index fingers to pull the letters out of the playdough. Students form words with the letters they find and write these words down. 	<p>Teach the rhyme and practice the actions:</p> <p>"Pinch, flip, grip! Thumb and pointer finger to the tip!"</p> <p>Students copy and complete sentences using the correct grip.</p>	<p>Students complete an exercise in which they practice tracing strokes, copying letters, and copying words.</p>	<p>Students use the correct grip to write answers to the questions:</p> <ol style="list-style-type: none"> How does your hand feel when you use the correct grip? Is it easier or more difficult to write with the correct grip? Why do you think grip matters?

Unit 3	3b	Pencil pressure	<ul style="list-style-type: none"> Students use markers to write their names on balloons. In order to not pop their balloon, they must apply small to medium amounts of pressure. 	<p>The teacher explains that pencil pressure can be too hard, too soft, or just right.</p> <p>Students complete an appendix in which they are given three circles that must be colored using varying amounts of pressure.</p>	<p>Students write three sentences about three different things that they love about their school.</p> <p>The teacher then goes around and tries to erase their sentences. If they cannot be erased, the student applied too much pressure.</p>	<p>Students make their way through a maze in their workbooks.</p> <p>They must be reminded to apply the same amount of pressure throughout the maze.</p>
	4	Letter sizing	<p>Letter climbers:</p> <ul style="list-style-type: none"> The teacher writes a letter on the board. If the letter is tall, students stand on their chairs and reach up high. <p>If it is small, students stand next to their chairs. If it is fall, students crouch down next to their chairs.</p>	<p>Students complete the following table in their workbooks with words that start with tall, small, and fall letters.</p>	<p>Students are given pictures and must write a sentence for each picture.</p> <p>After completing the sentences, the students should highlight any parts of the letter that go above or below the middle line.</p>	<p>Students write four sentences about their favorite animal.</p> <p>Students must then highlight the following in each sentence:</p> <ul style="list-style-type: none"> 1 tall letter - green 1 small letter - yellow 1 fall letter - orange
	5	Line spacing	<ul style="list-style-type: none"> Students complete a color-by-number. Line awareness is promoted as students must be aware of lines to ensure that they color within the lines. 	<p>As this is the last chapter, the students will be introduced to writing on single straight lines. (Up until now, all lines were provided in three.)</p> <p>The teacher will model how to write on a single line, and students should complete Appendix B, in which they need to copy a list of words onto single lines.</p>	<p>Given grids with patterns, students will complete the patterns and copy the sentences.</p> <p>The use of grids for writing promotes line awareness and helps students space out their writing correctly.</p>	<p>Students write a five to seven-line paragraph about their favorite season.</p> <p>After all are completed, students swap books and comment on their peer's line spacing.</p>

Unit 3	6	Letter spacing	<ul style="list-style-type: none"> • Bananagrams: • Place all the tiles face down on a table, then distribute starting tiles to each player. • Start the game by flipping over all the tiles and creating grids of words. Rearrange the grid at any time. • Once a player has used all their tiles, everyone takes an extra tile from the center. • Win the game by being the first player to play all your tiles once the center pile is depleted. 	<p>Using three of the words created in the warmup, students write three separate sentences.</p> <ul style="list-style-type: none"> • After writing the sentences, students must draw lines between each of the letters and circles between words (spaghetti and meatballs). 	<p>Students are given two sentences, and they must draw dots to represent each letter and the space they take up on the line. For example, if the letter is "d," they will put a dot in the top line and a dot in the middle line.</p> <p>Draw big circles to represent the spaces between words.</p>	<p>Students write three sentences about their favorite food (Appendix D).</p> <p>They should strive to achieve perfect letter spacing.</p>
	7	Copying from the board	<p>Word search:</p> <p>The students will complete a word search.</p> <p>The students will then list all the words that they found in the word search.</p>	<p>The teacher will display a sentence on the board (see lesson guideline).</p> <ul style="list-style-type: none"> • Allow the students to look at it for 10-15 seconds and then erase it. • The students will then write what they remember on the lines provided. • After all students have attempted to copy the sentence, have them take a colored pencil and make any corrections. 	<p>The teacher will write a paragraph on the board (see lesson guideline).</p> <p>The students then copy the paragraph and complete the checklist given to assess their own copying skills.</p>	<p>Using a variety of reading materials provided by the teacher (books, magazines, newspapers), students copy six to eight sentences onto the lines provided.</p>

Unit 3	8	Penmanship	<ul style="list-style-type: none"> The teacher will split students into pairs and give each pair a die. Students must assign a letter to each number on the die using the table provided. Each student rolls the die three times. For each roll of the die, each student must come up with a word that starts with the letter assigned to that number. 	<ul style="list-style-type: none"> Students must come up with a sentence for each word that they created in the warmup and write it in the space provided using all the rules and skills learned thus far. 	<ul style="list-style-type: none"> Students write five to seven sentences about their dream vacation using their best penmanship. 	<ul style="list-style-type: none"> Students write a letter to a friend or family member about what they have been doing in the last week at school. This should be eight to ten lines long, and students should strive to use their best penmanship.

USB Resources:

The following resources can be printed from the USB that accompanies this curriculum:

- Instructions for using the drive and a list of the resources included on the USB
- A chart containing the curriculum overview in a printable format for the teacher to print and reference
- A list of interventions the teacher can use to support students who are struggling to master concepts introduced in the lessons
- Suggestions for extension activities and additional ways to practice penmanship activities throughout the school day
- Additional themed practice and homework pages
- A set of letter flashcards the teacher can print for each student
- Select materials for warmups and activities (for example, a printable set of letter tiles)
- Blank pages containing the different line models
- Step-by-step verbal and visual instructions for forming all the letters A-Z and a-z that accompany the sky-grass-dirt-roots model



Unit I, Lesson I

1. Warmup

Sensory Playdough Writing

The teacher gives each student a piece of playdough and has them roll it out on a flat surface.

Using the alphabet chart on page 16, the students take turns in pairs writing letters of the alphabet in the playdough using a pen or pencil.

The teacher is not guiding this section of the lesson but, rather, should act as an active observer and ensure that the students stick to the task in their pairs and go through as much of the alphabet chart as possible in the time allotted. The teacher should observe letter formation in this section and try not to correct it.

2. Teacher-Guided Learning - Focus on Tricky Letters

This part of the lesson will focus on reviewing the more “tricky” letters: b, d, p, q, n, and u.

The diagrams on page 17 model how to write each of the letters mentioned above and give clear instructions for each one.

The teacher should first model the letter formation visually and verbally by writing the letter on the board and explaining each step (the steps for forming each letter are listed on pages 17 and 18). At the end of each explanation, the students trace the letter by following the steps on page 17.

The teacher should observe the students’ letter formation. It is at this time that corrections can be made.

3. Guided Practice

During guided practice, students will complete the alphabet charts for upper and lowercase letters. This will be done first by tracing the letters along the dotted lines and then copying each letter into the block below it (pages 19 and 20).

4. Independent Handwriting Practice

Following the lesson, students will complete an activity that promotes independent handwriting practice.

Pages 21 and 22 contain a table with upper and lowercase letters in corresponding columns. Given the uppercase letter, the student is required to produce the lowercase letter in the adjacent block, and given the lowercase letter, the student is required to produce the uppercase letter in the adjacent block.

This independent work serves as a conclusion to the lesson as it allows students to review the uppercase and lowercase formation of letters that have been covered in previous grades.

Unit 1, Lesson 1

A a B b C c D d E e

F f G g H h I i J j

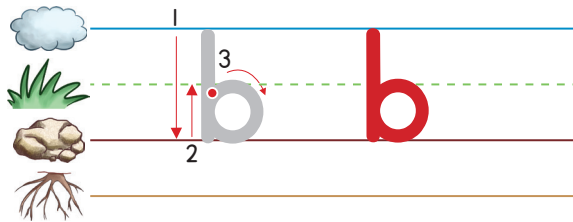
K k L l M m N n O o

P p Q q R r S s T t

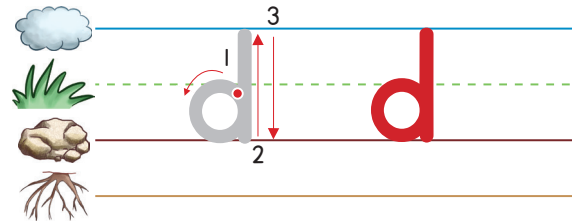
U u V v W w X x Y y Z z



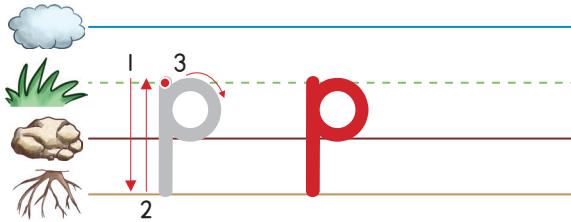
Follow the steps.
Trace each letter.



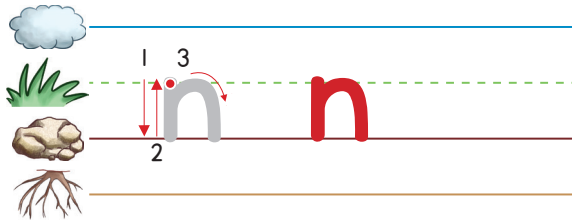
1. Start at the sky line, pull down to the dirt line.
2. Jump up to the grass line.
3. Circle forward back around in the grass.



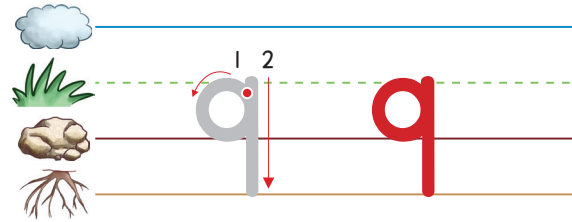
1. Start at the grass line.
2. Circle back around in the grass to create a letter "c" shape.
3. Pull up to the sky line and draw a straight line back down to the dirt line.



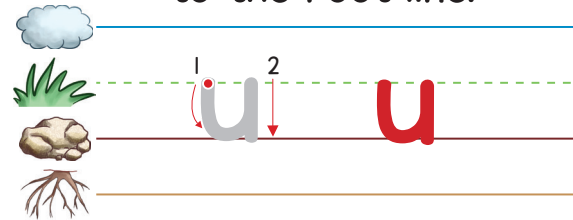
1. Start at the grass line, pull down to the root line.
2. Jump up to the grass line.
3. Circle forward around in the grass.




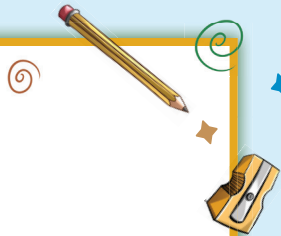
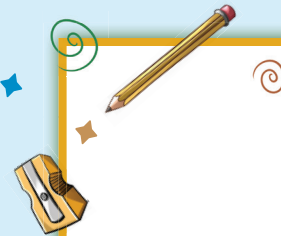
1. Start at the grass line, pull down to the dirt line.
2. Jump up to the grass line.
3. Curve forward back around in the grass to end at the dirt line.



1. Start at the grass line.
2. Circle back around in the grass to create a letter "c" shape.
3. Pull up to the grass line and draw a straight line back down to the root line.



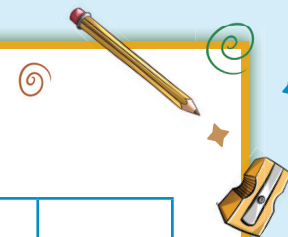
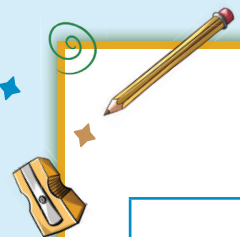
1. Start at the grass line.
2. Curve back around in the grass to create a "cup" shape.
3. Pull down to the dirt line.



Trace each letter. Then, copy that letter into the box below.

a	b	c	d	e	f	g	h	i	j	k	l	m
a	b	c	d	e	f	g	h	i	j	k	l	m

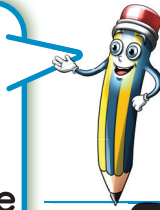
n	o	p	q	r	s	t	u	v	w	x	y	z
n	o	p	q	r	s	t	u	v	w	x	y	z



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

Now it's time for you to try writing the letters on your own. Some lines are missing the uppercase letter. Others are missing the lowercase letter. Fill in the missing letters.



D

d

H

h

A

a

E

e

I

i

B

b

F

f

J

j

C

c

G

g

K

k





L

l

M

m

N

n

O

o

P

p

Q

q

R

r

S

s

T

t

U

u

V

v

W

w

X

x

Y

y

Z

z

