

Ways to Share

An exciting part of *A Reason For*[®] **Handwriting** is the opportunity students have for sharing God's Word with others. While students enjoy writing and decorating the Verse of the Week, the real excitement begins when they *share* the finished Scripture Border Sheet with others.



- Place the verse in a spot where members of the family will see it every day.
- Make a placemat! Center the sheet on construction paper or a plain paper placemat. Laminate or cover with clear contact paper.
- Find someone who is housebound. Deliver the verse in person, and stay to visit.
- Give the decorated verse to grandparents. Don't forget a personal note — either on the back, or on a page of practice paper.
- Share the verse with someone who works in your neighborhood: the postman, grocery store clerks, law enforcement, etc.
- Encourage other Christians. The church secretary can often provide names of those who'd appreciate a Scripture verse of encouragement.
- Take a trip to a nursing home. Have a pair of students visit each resident, then leave their verses to decorate the room.
- Give the verse to someone who is sick. Some hospitals will cooperate by placing the verses on patients' breakfast trays.
- Create an attractive bulletin board using the Scripture Border Sheets. Or select a special one each week, and display it in a special place in your home.

- If your church has a central display case, ask permission to periodically post a Scripture Border Sheet.
- Check to see if your church would like to enclose copies along with the church newsletter.
- Ask for a church mailing list. Send each family a Scripture Border Sheet and a personal note. Do a few each week. Students will be delighted with the positive response this will generate!

Suggested Cover Letter

People receiving the verses are often more responsive when a letter that describes the sharing program is included. Writing this letter on your personal letterhead adds a nice touch. Here's a sample you can use:

Dear Friend,

Each week I write a Scripture verse as part of my handwriting lesson. This week I want to share a verse with you.

I hope you have a good week with God's blessing. I will be praying for you.

Sincerely,
(Child's name)

Making the Transition

How to use the Transition Workbook

The Transition Student Workbook is designed to offer maximum flexibility in making the transition from manuscript to cursive handwriting. Extra Manuscript Lessons and extra Cursive Lessons allow you to begin the transition process at the time your school deems most appropriate.

Please note: No option uses ALL the pages in the Transition Student Workbook! Pages are perforated so teachers can easily remove unused lessons if desired before the school year begins. Extra pages can be discarded, or filed for later use in individual remediation.

OPTION 1: Transition at the start of the third 9 weeks of 2nd grade.

This is the recommended method and is used by most schools. It allows for 18 weeks of manuscript writing, 9 weeks of special transition practice, and 9 weeks of cursive practice. For most students, this timing correlates well with the development of small motor skills.

1st nine weeks: use pages 21-38*	4th nine weeks: use pages 122-142
2nd nine weeks: use pages 39-56	Omit pages 57-74, 143-178
3rd nine weeks: use pages 77-121	

*If extra manuscript review is needed, begin with the Practice Lessons on page 9 and omit pages 53-56.

Using this option, the correct curriculum sequencing would be:

1st grade - Manuscript A	4th grade - Cursive D
2nd grade - Transition	5th grade - Cursive E
3rd grade - Cursive C	6th grade - Cursive F

OPTION 2: Transition at the start of the fourth 9 weeks of 2nd grade.

This method is used by some schools. It allows for 27 weeks of manuscript writing, followed by 9 weeks of special transition practice. Its primary advantage is a little extra time for small motor skills development.

1st nine weeks: use pages 21-38*	4th nine weeks: use pages 77-121
2nd nine weeks: use pages 39-56	Omit pages 122-178
3rd nine weeks: use pages 57-74	

*If extra manuscript review is needed, begin with the Practice Lessons on page 9 and omit pages 53-56.

Using this option, the correct curriculum sequencing would be:

1st grade - Manuscript A	4th grade - Cursive D
2nd grade - Transition	5th grade - Cursive E
3rd grade - Cursive C	6th grade - Cursive F

OPTION 3: Transition to Cursive at the start of 3rd grade.

This is the traditional method, very common 20 years ago, but currently losing popularity due to the continued push for acceleration. It allows the maximum time for small motor skills development. Students begin 3rd grade with 9 weeks of special transition practice, followed by 27 weeks of cursive writing.

1st nine weeks: use pages 77-121

2nd nine weeks: use pages 122-142

3rd nine weeks: use pages 143-160

4th nine weeks: use pages 161-178

Omit pages 7-74

Using this option, the correct curriculum sequencing would be:

1st grade - Manuscript A

2nd grade - Manuscript B

3rd grade - Transition

4th grade - Cursive D

5th grade - Cursive E

6th grade - Cursive F

OPTION 4: Transition to Cursive at the start of the 2nd grade.

This method is used by some schools with accelerated programs. Students begin 2nd grade with 9 weeks of special transition practice, followed by 27 weeks of cursive writing. Caution should be used with this approach due to readiness issues. Also, this method may not allow adequate time for students to completely master manuscript handwriting.

1st nine weeks: use pages 77-121

2nd nine weeks: use pages 122-142

3rd nine weeks: use pages 143-160

4th nine weeks: use pages 161-178

Omit pages 7-74

Using this option, correct curriculum sequencing would be:

1st grade - Manuscript A

2nd grade - Transition

3rd grade - Cursive D

4th grade - Cursive E

5th grade - Cursive F

6th grade - No handwriting classes

Questions regarding the correct use of the Transition materials should be directed to:

Curriculum Director
The Concerned Group, Inc.
P.O. Box 1000
Siloam Springs, AR 72761
www.AReasonFor.com

Or for more immediate assistance, call toll-free: 800.447.4332

Name _____

Lesson 2



TIP OF THE WEEK

Close your eyes and picture the strokes for the capital and lowercase *A a, E e,* and *J j.* With your eyes still closed, write these six letters with your index finger on the palm of your other hand.

Day One Practice the following letters and words from this week's Scripture.

A a

Always

name

thanks

Day Two Continue practicing letters and words from this week's Scripture.

E e

Ephesians

everything

Father

Day Three Continue practicing letters and words from this week's Scripture.

Jj
Jesus

give

our

Day Four Write this week's Scripture verse on a sheet of practice paper.

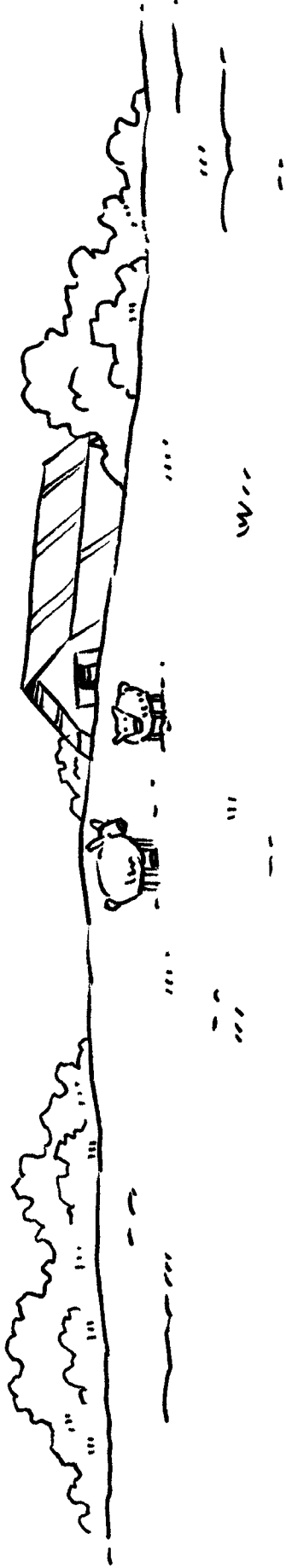
Always give thanks for
everything to our God and Father
in the name of our Lord Jesus
Christ.

Ephesians 5:20



FOR DISCUSSION

Make a list of things you are thankful for. Now compare your list with a friend's. How are they similar? How are they different?



SARAFLE

