

Horizons Penmanship

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Teacher's Guide

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Lesson 21 - Letters i, l, t

Teaching Tips:

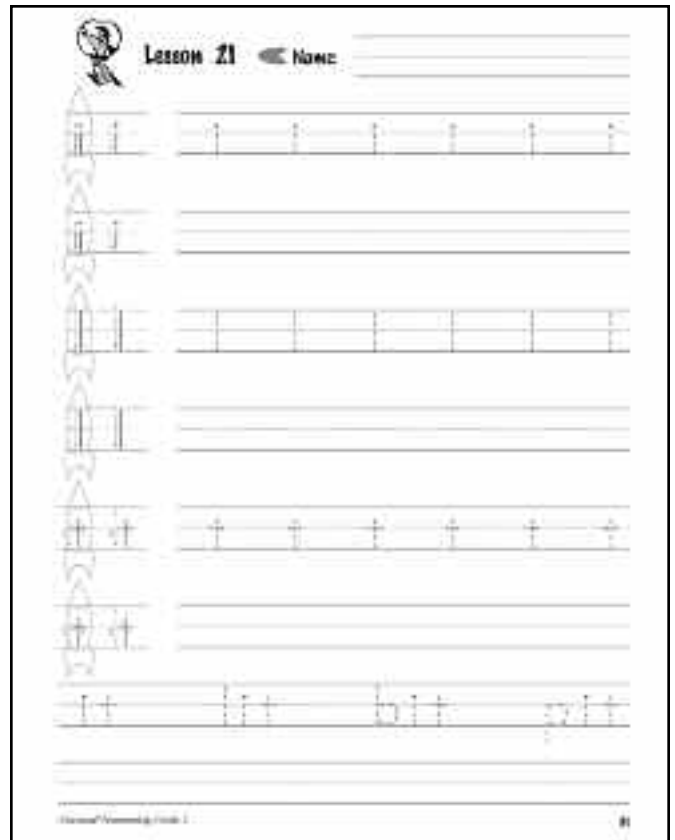
1. Letters: **i, l, t** – Note that we will use three different lengths of lines.
2. **i**: half line and dot. Two strokes needed. Begin the first stroke on the dotted line, down through the booster stage. The second stroke is the dot in the middle of the second stage, just above the line.
3. **l**: One stroke from the top of the second stage to the bottom of the booster stage.
4. **t**: Two strokes are needed: a line beginning in the middle of the second stage and going down to the bottom of the booster and a small line crossing it at the dotted line.
5. Note that all words here rhyme.

Suggested Bible Verse Lessons 21-25:

“O Lord, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.”
(Psalm 139:1-2)

NOTE: In all the following lessons, the steps established in the first four weeks should be continued:

1. Have the children identify new letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
2. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).

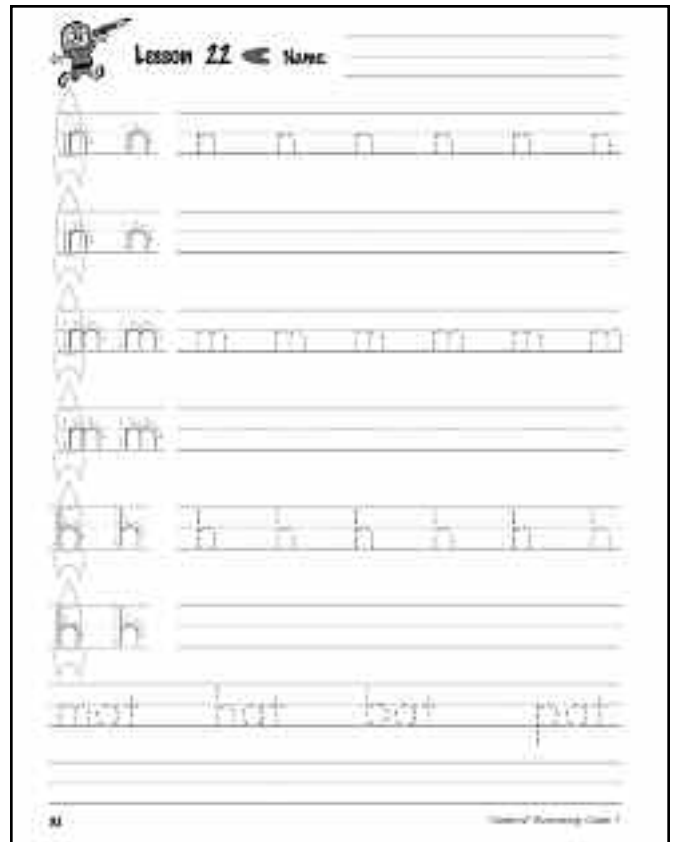


3. Warm-up for each letter and check position.
4. Remind the children to write their first name on the top line.
5. Have the students trace and copy the letters while observing the position, formation, and spacing.
6. Give the children time to rest if needed.
7. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
8. Praise all efforts.
9. Circle the best attempt for each letter and word.

Lesson 22 - Letters n, m, h

Teaching Tips:

1. Letters: **n, m, h** – Note that all three letters have an arched section.
2. **n**: One stroke – half-line and arch filling the booster of the rocket: down, up, around, and down.
3. **m**: One stroke – half-line and two arches filling the booster of the rocket: down, up, around, down, up, around and down again.
4. **h**: One stroke – tall line (second stage and booster) and arch: down, up, around and down.
5. Note that all words here rhyme.
6. Have the children identify new letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
7. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
8. Warm-up for each letter and check position.
9. Remind the children to write their first name on the top line.
10. Have the students trace and copy the letters while observing the position, formation, and spacing.
11. Give the children time to rest if needed.
12. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be



able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.

13. Praise all efforts.
14. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 21-25:

“O Lord, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.”

(Psalm 139:1-2)

Lesson 23 - Letter r

Teaching Tips:

1. Letter **r**, review of **l, m, n, o, p, q, r** (sequence)
2. **r**: One stroke – half-line and small curve: down, up, and just around (to about the one o'clock position).
3. Sequence review.
4. Have the children identify the letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
5. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
6. Warm-up for each letter and check position.
7. Remind the children to write their first name on the top line.
8. Have the students trace and copy the letters while observing the position, formation, and spacing.
9. Give the children time to rest if needed.
10. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
11. Praise all efforts.
12. Circle the best attempt for each letter and word.



Suggested Bible Verse Lessons 21-25:

“O Lord, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar.”
(Psalm 139:1-2)

Lesson 24 - Review

Teaching Tips:

1. Review lesson: **a, b, c, d, e, g, h, i.**
2. Watch formation and spacing throughout.
3. Have the children identify the letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
4. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
5. Warm-up for each letter and check position.
6. Remind the children to write their first name on the top line.
7. Have the students trace and copy the letters while observing the position, formation, and spacing.
8. Give the children time to rest if needed.
9. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
10. Praise all efforts.
11. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 21-25:

"O Lord, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar."
(Psalm 139:1-2)



Lesson 25 - Number Practice, Special Page

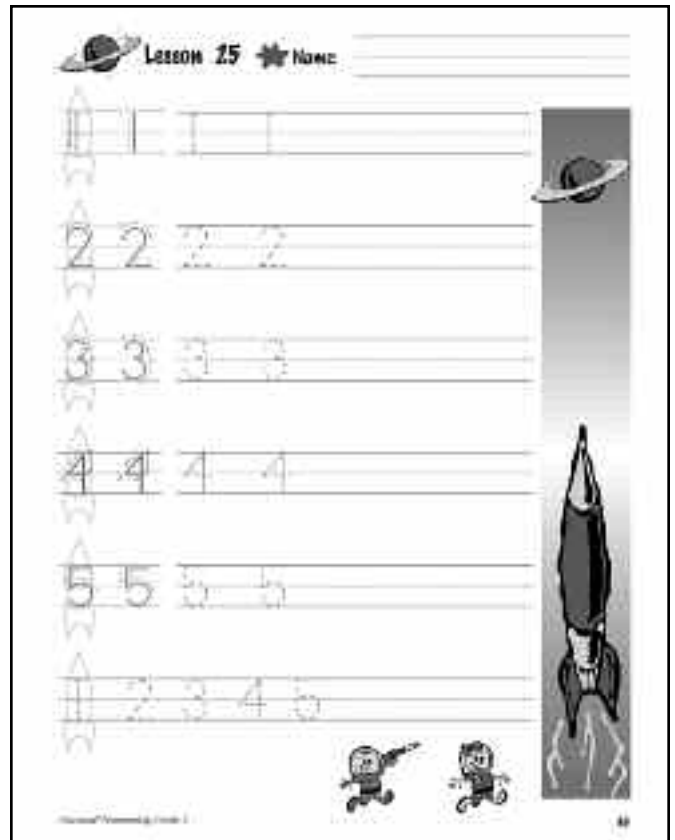
Teaching Tips:

1. Number practice: **1, 2, 3, 4, 5.**
Determine children's knowledge of numbers.
2. **1:** tall line, second stage and booster.
3. **2:** around, down to the bottom line, and across. Begin about the 11 o'clock position.
4. **3:** around and around. Begin about the 11 o'clock position and end at the 8 o'clock position.
5. **4:** two strokes - a slanted line down and across, tall line down.
6. **5:** two strokes - down and around, across the top.
7. Warm-up and check position.
8. Remind the children to write their first name on the top line.
9. Have the students trace and copy the numbers while observing the position, formation, and spacing.
10. Give the children time to rest if needed.
11. Praise all efforts.
12. Circle the best attempt for each number.

Suggested Bible Verse Lessons 21-25:

"O Lord, you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar."

(Psalm 139:1-2)



Lesson 26 - Letters v, w

Teaching Tips:

1. **v**: One stroke – begin at the dotted line and slant right to bottom, slant back up to dotted line.
2. **w**: One stroke – begin at the dotted line and slant right to bottom, slant back up to dotted line, slant right to bottom, slant back up to dotted line.
3. Have the children identify new letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
4. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
5. Warm-up for each letter and check position.
6. Have the children write their FIRST AND LAST NAME on the blank. If they have a long name that will not fit, have them write the first initial and last name. This can also be practiced on a reproducible practice page.
7. Have the students trace and copy the letters while observing the position, formation, and spacing.
8. Give the children time to rest if needed.
9. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.



10. Praise all efforts.
11. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 26-30:

“Who can ascend the hill of the Lord?
Who may stand in his holy place?”
(Psalm 24:3)

Lesson 27 - Letters

x, y, z

Teaching Tips:

1. **x**: two slanted strokes, each beginning at the dotted line and crossing in the middle of the booster stage.
2. **y**: two slanted strokes, each beginning at the dotted line, the first stopping at the bottom line (booster stage only), the second extending down into the tail.
3. **z**: one stroke covering the booster: across the dotted line, slant line back down to the bottom line, across the bottom.
4. Have the children identify new letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
5. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
6. Warm-up for each letter and check position.
7. Remind the children to write both their first and last names on the top line.
8. Have the students trace and copy the letters while observing the position, formation, and spacing.
9. Give the children time to rest if needed.
10. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme



with those given. Encourage their efforts. Move toward writing sentences and stories.

11. Praise all efforts.
12. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 26-30:

“Who can ascend the hill of the Lord?
Who may stand in his holy place?”
(Psalm 24:3)

Lesson 28 - Letters u, s

Teaching Tips:

1. **u**: one stroke down, around, up and down.
2. **s**: one stroke that curves its way through the booster: start at the dotted line up and around, down and around the bottom line.
3. Sequence review: **v, w, x, y, z**.
4. Have the children identify new letters, find them on the alphabet chart, in names, and on any signs which appear in the room or in their immediate surroundings.
5. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
6. Warm-up for each letter and check position.
7. Remind the children to write both their first and last names on the top line.
8. Have the students trace and copy the letters while observing the position, formation, and spacing.
9. Give the children time to rest if needed.
10. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
11. Praise all efforts.
12. Circle the best attempt for each letter and word.



Suggested Bible Verse Lessons 26-30:

"Who can ascend the hill of the Lord?
Who may stand in his holy place?"
(Psalm 24:3)

Lesson 29 - Review of Letters and Sequence, Punctuation

Teaching Tips:

1. Review letters and sequence: **s, t, u, v, w, x, y, z.**
2. Punctuation – Note punctuation on Bible verses and on sentences in lessons from other subjects.
3. (.) period: dot on the bottom line.
4. (!) exclamation point: two strokes – a long line that begins at the top of the second stage and ends just above the bottom of the booster. Pick up pencil and make a dot on the line just below.
5. (?) question mark: two strokes – a hook and a dot. Begin at 10 o'clock position, go up, around, and down just into the booster stage. Pick up the pencil and make a dot on the line just below the “hook.”
6. (.) period: a dot on the bottom line.
7. (,) comma: a dot on the bottom line with a short, curved tail.
8. (:) colon: two dots – one on the dashed line and one directly underneath on the bottom line. Point out the differences between a colon and a semicolon. Show where these punctuation marks are used in future lessons.
9. (;) semicolon: a dot on the dashed line and a comma directly underneath.
10. Remind the students to write their first and last names on the top line.
11. Warm-up for each letter and check position.



12. Have the students trace and copy the letters and punctuation marks while observing the position, formation, and spacing.
13. Give the children time to rest if needed.
14. Praise all efforts.
15. Circle the best attempt for each letter and word.

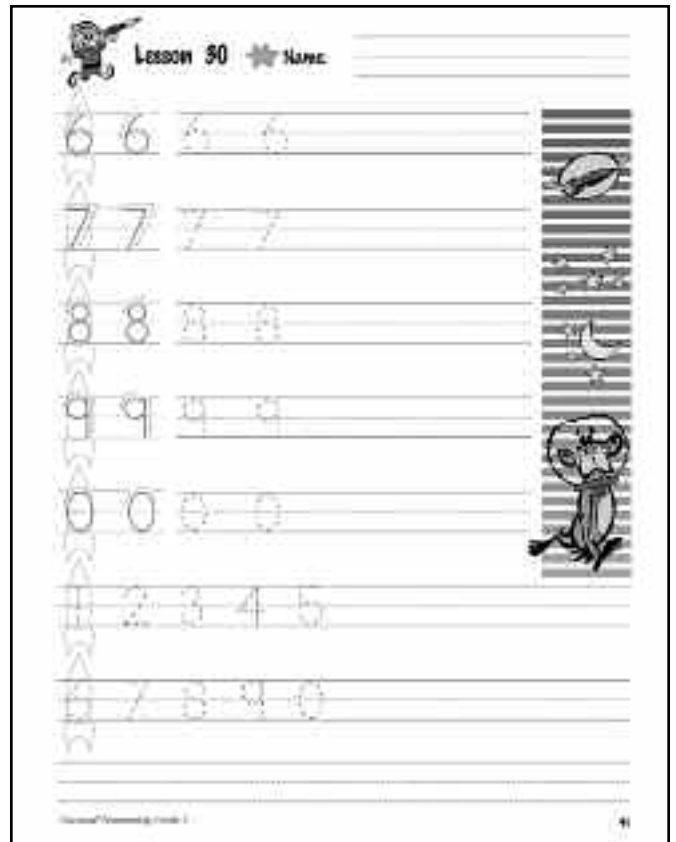
Suggested Bible Verse Lessons 26-30:

“Who can ascend the hill of the Lord?
Who may stand in his holy place?”
(Psalm 24:3)

Lesson 30 - Numbers 6, 7, 8, 9, 10

Teaching Tips:

1. **6**: one stroke – top of the second stage, curve down to the bottom of the booster then around and up.
2. **7**: one stroke – across the top of the second stage and slant down and back to the bottom of the booster.
3. **8**: one stroke – begins very much like an “S” then back around.
4. **9**: one stroke – begins like a small circle in the second stage, then straight line up and down to the bottom of the booster.
5. **10**: two strokes – tall line and large oval. Note that the zero is slightly thinner than a capital “O.”
6. Remind the children to write both their first and last names on the top line.
7. Warm-up and check position.
8. Have the students trace and copy the numbers while observing the position, formation, and spacing.
9. Give the children time to rest if needed.
10. Praise all efforts.
11. Circle the best attempt for each number.



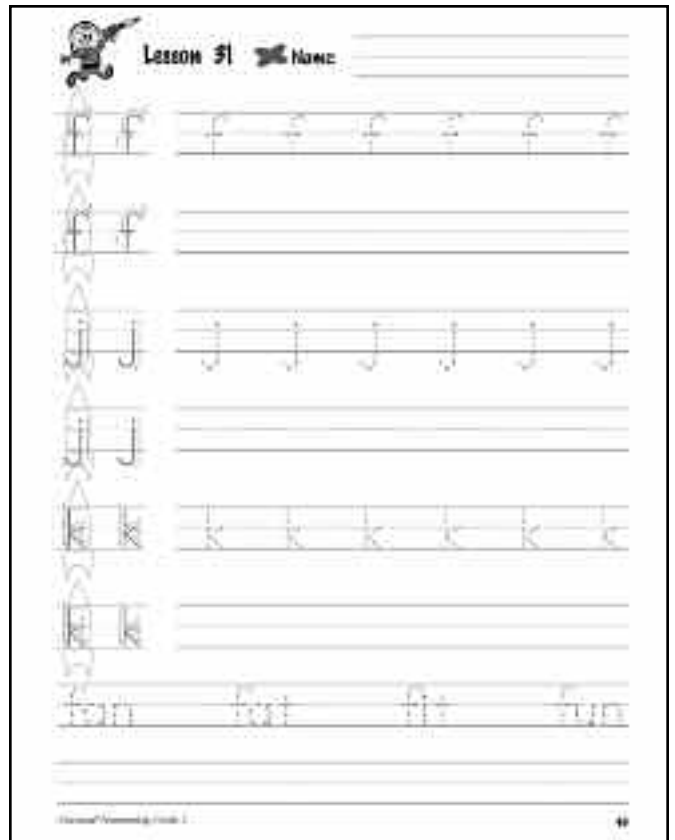
Suggested Bible Verse Lessons 26-30:

“Who can ascend the hill of the Lord?
Who may stand in his holy place?”
(Psalm 24:3)

Lesson 31 - Letters f, j, k

Teaching Tips:

1. **f**: two strokes – begin at 1 o'clock (second stage): and go up, around and straight down to the bottom of the booster; pick up pencil and make a short cross line on the dotted line.
2. **j**: two strokes – begin at the dotted line and go down through the booster and into tail, then around and up inside the tail (to the left) as in the small "g." Pick up pencil and make a dot in the middle of the second stage just above the letter.
3. **k**: two strokes – tall line through second stage and booster; two slanted lines into the tall one, beginning at the dotted line (booster stage).
4. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
5. Warm-up for each letter and check position.
6. Remind the children to write both their first and last names on the top line.
7. Have the students trace and copy the letters while observing the position, formation, and spacing.
8. Give the children time to rest if needed.
9. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.



10. Praise all efforts.
11. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 31-35:

"How lovely is your dwelling place, O Lord Almighty!" (Psalm 84:1)

Lessons 32 and 33 - Review of All Lowercase Letters

Teaching Tips:

1. Watch for any irregular formations or reversals.
2. Talk about the name and the sound each letter makes. Note how each letter is formed.
3. Warm-up for each letter and check position.
4. Remind the children to write both their first and last names on the top line.
5. Have the students trace and copy the letters while observing the position, formation, and spacing.
6. Give the children time to rest if needed.
7. Introduce practice lines, sequences of letters, new words. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
8. Praise all efforts.
9. Circle the best attempt for each letter and word.

Suggested Bible Verse Lessons 31-35:

"How lovely is your dwelling place, O Lord Almighty!" (Psalm 84:1)



Lesson 32 ✎ Name _____

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

jam jet jump joy

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Lesson 33 ✎ Name _____

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

kit ask back suck

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Lesson 34 & 35 - Review of Words & Numbers

Teaching Tips:

1. The focus of the word review is proper formation and proper spacing between words.
2. Students are reviewing the correct formation of all numbers from 1-10.
3. Have students read each line of words.
4. Warm-up for each letter and check position.
5. Remind the children to write both their first and last names on the top line.
6. Have the students trace and say the words while observing the position, formation, and spacing.
7. Give the children time to rest if needed.
8. As the children progress in both their writing and reading/phonics skills, they will be able to add more words that rhyme with those given. Encourage their efforts. Move toward writing sentences and stories.
9. Praise all efforts.
10. Circle the best attempt for each word or number.

Suggested Bible Verse Lessons 31-35:

"How lovely is your dwelling place, O Lord Almighty!" (Psalm 84:1)

 LESSON 34 Name: _____

cin ad odd dad

once ord doe order

cab dab pad bad

go dog pot bog


te tie bit pit

mat hat bat pat

met pet rat art

1 2 3 4 5 6 7 8 9 0

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 LESSON 35 Name: _____

we von wet vet

zoo six x-ray zip

you us so see

yes yet sat set

fun fat fit fun

jam jet jump joy

kit ask back sock

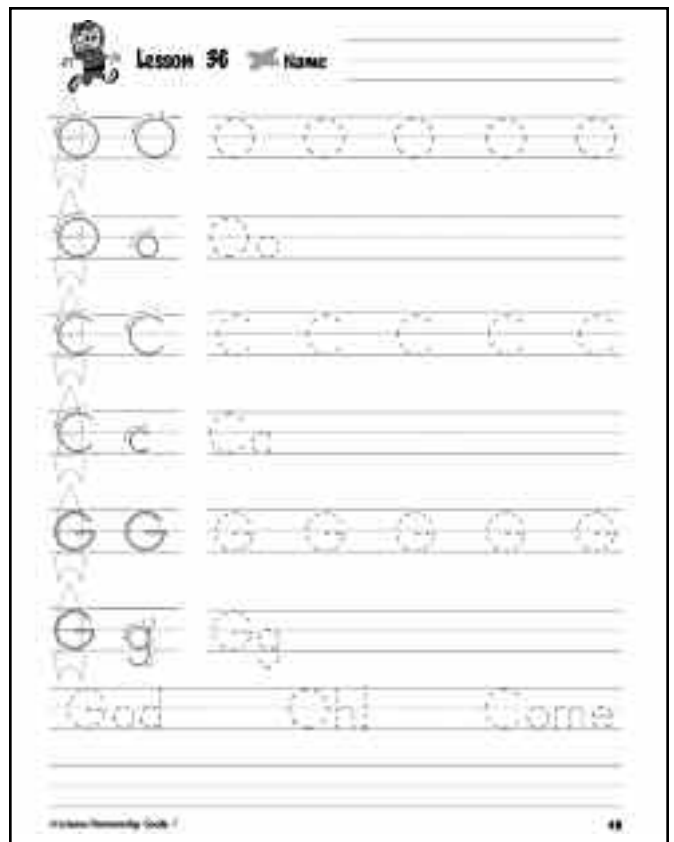
1 2 3 4 5 6 7 8 9 0

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Lesson 36 - Capital Letters O, C, G

Teaching Tips:

1. Introduce **I John 4:16**.
2. Letters: **O, C, G** - Note that all use both the second stage and booster. Review lowercase **o, c, g**.
3. **O**: Large circle, one stroke, begins at 2 o'clock, up, around, and back up.
4. **C**: One stroke, begins at 2 o'clock, up, around, and stops at 4 o'clock.
5. **G**: One stroke - begin at 2 o'clock, up, around, and at the dotted line draw a line across to the middle.
6. Words: stress that names like "God" and the first words of sentences begin with capital letters.
7. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
8. Warm-up for each letter and check position.
9. Remind the children to write both their first and last names on the top line.
10. Have the students trace and copy the letters while observing the position, formation, and spacing.
11. Give the children time to rest if needed.
12. Praise all efforts.
13. Circle the best attempt for each letter and word.



Bible Verse Lessons 36-40:

"God is love." (I John 4:16)

Lesson 37 - Capital Letters

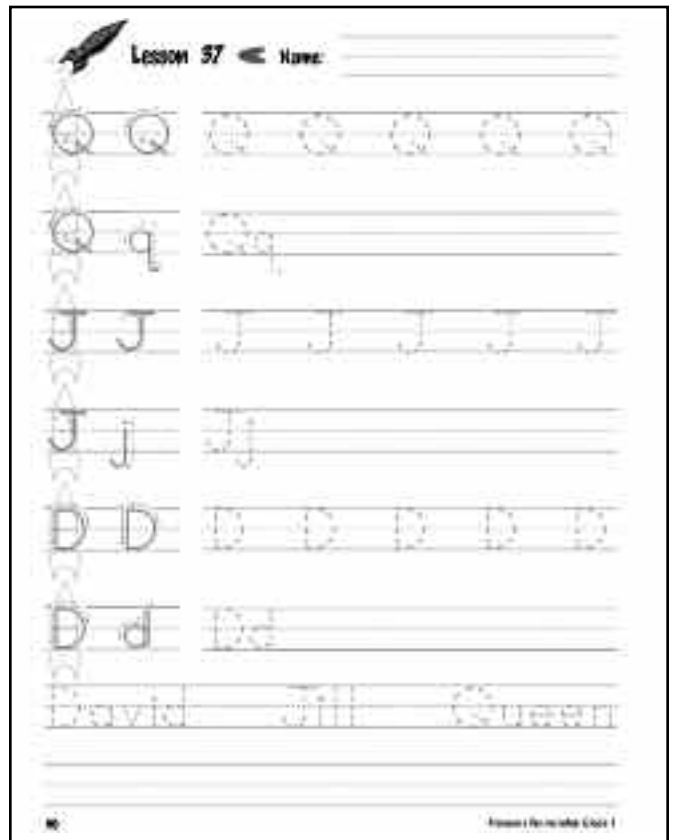
Q, J, D

Teaching Tips:

1. Letters: **Q, J, D** – all use both the second stage and the booster.
Review lowercase **q, j, d**.
2. **Q**: Two strokes – large circle, slant line beginning in the middle of the booster stage and crossing the circle between the 5 and 6 o'clock position.
3. **J**: Two strokes: begin at the top of the second stage, straight down and around the bottom of the booster, flat top on top.
4. **D**: Two strokes – tall line down and large half circle.
5. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
6. Warm-up for each letter and check position.
7. Remind the children to write both their first and last names on the top line.
8. Have the students trace and copy the letters while observing the position, formation, and spacing.
9. Give the children time to rest if needed.
10. Praise all efforts.
11. Circle the best attempt for each letter and word.

Bible Verse Lessons 36-40:

"God is love." (I John 4:16)



Lesson 38 - Capital Letters P, B, R

Teaching Tips:

1. Letters: **P, B, R** – All use both the second stage and the booster.
Review lowercase **p, b, r**.
2. **P**: Two strokes – tall line down and small loop at top (second stage).
Note that the top of the “P” is slightly wider than a half circle.
3. **B**: Two strokes – tall line down and double loop (booster stage slightly larger than the second stage loop).
4. **R**: Two strokes – tall line down and combination of half loop in the second stage and slant line out in the booster stage (like a “P” with a cane).
5. Words: stress that proper nouns like “God” and the names of people begin with capital letters.
6. Talk about the name and the sound each letter makes. Note how each letter is formed (use the rocket reference points).
7. Warm-up for each letter and check position.
8. Remind the children to write both their first and last names on the top line.
9. Have the students trace and copy the letters while observing the position, formation, and spacing.
10. Give the children time to rest if needed.
11. Praise all efforts.
12. Circle the best attempt for each letter and word.



Bible Verse Lessons 36-40:

“God is love.” (1 John 4:16)

Lesson 39 - Practice Bible Verse

Teaching Tips:

1. Review **I John 4:16** with children.
2. Discuss meaning of verse and reading of the citation or Scripture reference.
3. Watch formation and spacing.
4. Children may further decorate the page if desired.
5. Have the students trace and copy the words while observing the position, formation, and spacing.
6. Give the children time to rest if needed.
7. Praise all efforts.
8. Circle the best attempt for each letter and word.

Bible Verse Lessons 36-40:

"God is love." (I John 4:16)

Lesson 40 - Special Page

Teaching Tips:

1. Explain that the children will copy the verse from Lesson 39 onto this special page using their best handwriting skills.
2. Remind the children to write both their first and last names on the top line.
3. Students requiring additional practice before writing the Bible verse may use the practice pages duplicated from the masters located in the back of this *Teacher's Guide*. There is a practice page for each of the Bible verse pages.
4. Complete the page, color, and decorate it.
5. Decide how this special page will be used.

