

Handwriting Without Tears®

Cursive Handwriting

TEACHER'S GUIDE

GRADE
3



Guide to Student Edition, Multisensory
Activities, and Interactive Digital Teaching Tool

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Pause and Practice, Cursive to Cursive

OBJECTIVE

To develop handwriting fluency by practicing previously learned letters

TEACH IT

Use Resources

 The A+ Worksheet Maker can help extend Cursive to Cursive practice. Open the tool and select the Cursive "Words/Spelling" template. Include words spelled with only letters learned. Look back in the previous pages of the Student Edition for word examples.

Pause and Practice: Cursive to Cursive



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

Wait for your teacher to play The Freeze Game.

each - peach	ace - face
hat - that	age - page
all - fall	ate - gate
led - fled	lace - place

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EXPLICIT INSTRUCTION

1. Teach and Model Cursive to Cursive

Play the Freeze Game. **Say:** Pencils in the air! Circle your pencil above the page. Freeze! Lower your pencil to the page. Copy the two words closest to your pencil. Wait for everyone to copy two words. Repeat to finish the page.

2. Guided Practice

Observe as students copy the words.

3. Check Words

Monitor as students write the words for correct letter formations and connections.

4. Read and Discuss

Have students read the words with a partner.



READING CONNECTION

Morphology

Lead a discussion about how adding a prefix or suffix to a base word can change its meaning. For example, talk about how the meaning of the word *place* is changed by adding the prefix *re-* (meaning "to go back or do again"), *mis-* ("wrong"), or *dis-* ("to not have or the opposite of").



WRITING CONNECTION

Narrative Writing

Explain that some poems use rhyme. Ask students to work with a partner and write two lines or sentences that rhyme using a pair of rhyming words from the page.



OBJECTIVES

- To develop habits for writing and placing lowercase **b**
- To connect **b** in words

MULTISENSORY WARM-UP

Air Writing

Practice **b** with kinesthetic movement. Use an Air Writing activity such as Voices, or Laser Letters. **b** Go to p. 138 for the full activity.

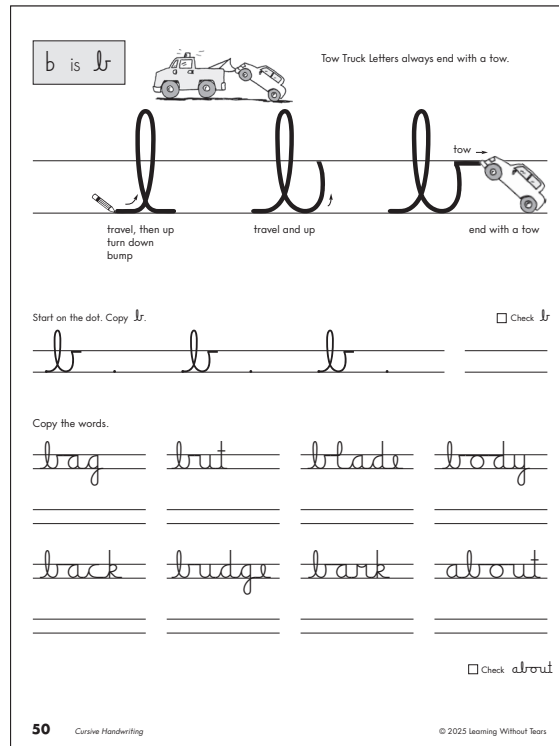
TEACH IT

Use Strategies

Show students how to make the tow straight on the **b**. Make the tow long enough so that the next letter won't be too close.

MULTILINGUAL LEARNERS

Review the meaning of *tow* by pointing to the picture. Write *tow* and *two* and point out the different spellings. Then, display different images for *tow* and *two* and have children say the correct word for each.



EXPLICIT INSTRUCTION

1. Teach and Model

Demonstrate **b** and connections with **b** in words.

Start: Lowercase **b** starts on the base line.

Steps: Travel, then up, turn down, bump, travel and up, end with a tow.

2. Guided Practice

Students finger trace the models while saying the steps. Observe as students copy the letters and words.

3. Check Letter and Word

Help students ☒ their letter for correct start, steps, and bump, and ☒ their word for correct letter size, placement, and connections.

4. Read and Discuss

Read the words aloud with students. **Ask:** Which word has the /j/ sound? (*budge*) Which letters stand for that sound? (*dge*)



READING CONNECTION

Phonics

Review the sound for *a* in *about*, reminding students that if the vowel sound in an unstressed syllable is not a short or a long sound, it is a schwa sound. Have pairs find the schwa sound in these multisyllabic words and then read them: *balloon*, *astonish*, *bottom*, *celebrate*.



WRITING CONNECTION

Grammar: Conjunctions

Say: We can combine two sentences with different ideas into a compound sentence using *but*. Model an example, such as: *My pet hid under the bed. My dog barked. The squirrel did not budge. My dog barked, but the squirrel did not budge.* Encourage students to write a compound sentence using *but*.

Copy *l*.

Copy the words.

Copy the sentences.

Bats fly by at dusk.

Bats eat little bugs.

☐ Check sentence

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OBJECTIVES

- To develop habits for writing and placing lowercase *l*
- To practice connections and previously learned letters

MULTISENSORY WARM-UP

Air Writing

Practice *l* with movement. Use an Air Writing activity such as Voices or Laser Letters. Go to p. 138 for the full activity.

DIFFERENTIATION

Enrichment

 Use the A+ Worksheet Maker to create words using *l* with letters students have learned.

EXPLICIT INSTRUCTION

1. Teach and Model

Demonstrate writing *l*. Say the steps for the letter formation. Demonstrate writing a word, saying the steps and connections. Tell students the capital is done for them.

2. Guided Practice.

Monitor as students copy letters, words, and sentences.

3. Check Sentence

Help students ☒ their sentence for correct capitalization, word spacing, and end punctuation.

4. Read and Discuss

Read the words and sentences. **Ask:** Which two words have a *y* that stands for the long *i* sound? (fly, by)



Digital Teaching

Engage children with tools on idtt.lwtears.com including:

- Formation Tools
- Home Links
- Connection Videos



READING CONNECTION

Comprehension

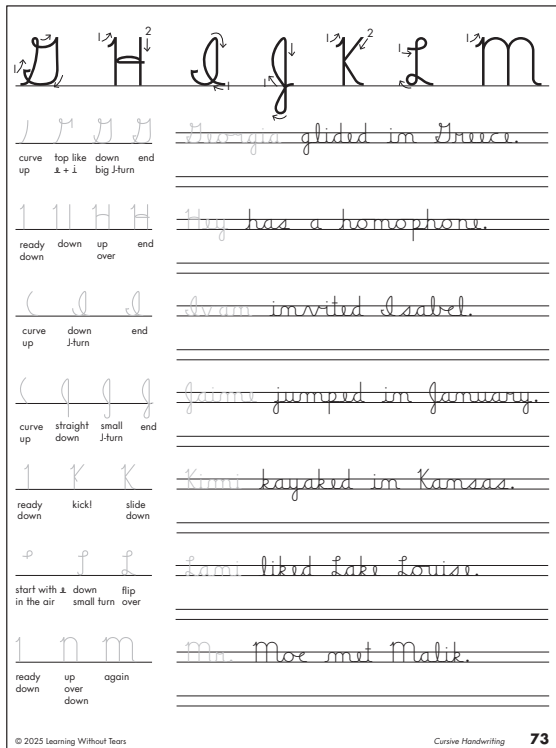
In pairs, students can reread the sentences on the page and talk about what the details tell about bats. Ask whether bats are active during the day or night, finding the word *dusk* as a clue. Then, invite pairs to think of other facts about bats to support the idea that they are nocturnal.



KNOWLEDGE BUILDING

Science: Animals

Find and show a picture or a video clip of a colony of bats. Invite students to explain how a bat's group may help it survive. If time allows, invite children to research to determine if their hypotheses were correct.



OBJECTIVES

- To write G, H, I, J, K, L, and M with correct formation.
- To apply capitalization rules in sentences

MULTISENSORY WARM-UP

Step-by-Step Forming Letters and Numbers

Use the Digital Letter and Number Formation tool in the Interactive Digital Teaching Tool to model and practice cursive capitals G–M. Go to p. 139 for the full activity.

DIFFERENTIATION

Enrichment

Use the A+ Worksheet Maker to create words beginning with capitals G–M.

Digital Teaching

Engage children with tools on idtt.lwtears.com including:

- Formation Tools
- Home Links
- Connection Videos

EXPLICIT INSTRUCTION

1. Teach and Model

Demonstrate the capitals, saying the steps for each one.
Demonstrate writing the first sentence.

2. Guided Practice

Students trace the steps for each capital, then copy the sentence.
Observe as students copy the other sentences on their own.

3. Check Letter and Sentence

Monitor as children write their capitals with correct start and steps.
Monitor as children write their sentences for correct capitalization, word spacing, and ending punctuation.

4. Read and Discuss

Read the page as students echo. Remind students that a homophone is two or more words that sound the same but have different meanings and spellings. **Ask:** What is the homophone for *hey*?



READING CONNECTION

Word Study

Ask students to find three words on the page with the suffix *-ed* and share what it means. (The action happened in the past.) Then, they can find two irregular past tense verbs on the page and say what the related present-tense verbs are. (*drove/drive, flew/fly*)



KNOWLEDGE BUILDING

Social Studies: Geography

Divide students into groups for a quick online research challenge. Group 1 can find which countries border Greece. Group 2 can find which states border Kansas. Group 3 can find where Lake Louise is located. Invite groups to share their findings.

Words - Suffixes

OBJECTIVES

- To build cursive handwriting fluency
- To build awareness of suffixes -er, -or, -ist, and -ian.

INTRODUCTION

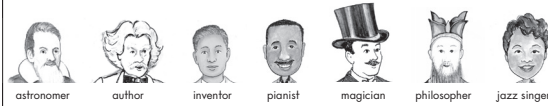
Ask students what job or jobs they would like to do someday. Write them on the board and point out the suffixes -er, -or, -ist, and -ian.

DIFFERENTIATION

Remediation

If students need additional support writing cursive connections, have them use Wet-Dry-Try in the Interactive Digital Teaching Tool to practice.

Words - Suffixes



astronomer author inventor pianist magician philosopher jazz singer

These are suffixes for people: -er, -or, -ist, -ian.

Copy:

-er: astronomer, diver, teacher

philosopher, jazz singer

-or: author, doctor, inventor

-ian: magician, a physician, optician

-ist: pianist, dentist, motorist

scientist, artist

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EXPLICIT INSTRUCTION

1. Teach and Model

Remind students that a suffix is a word part added to a base word to make a new word. **Say:** As you practice connecting letters in words with suffixes, think about how the suffix changes the meaning of the word. Go over a few examples to get students started.

2. Guided Practice

Observe as students complete the writing activity.

3. Check Writing

Monitor students' writing for correct formations, connections, placement, spacing and punctuation.

4. Read and Discuss

Read the page. Point out the suffixes listed mean "one who does." Challenge pairs of students to list one more job title for each suffix.



READING CONNECTION

Vocabulary

Discuss the meaning of any unfamiliar words on the page. For example, share that a pianist is a person who plays the piano. Then, invite students to work with a partner to choose three words and use each word in a sentence.