

# PEOPLE AND PROFESSIONS

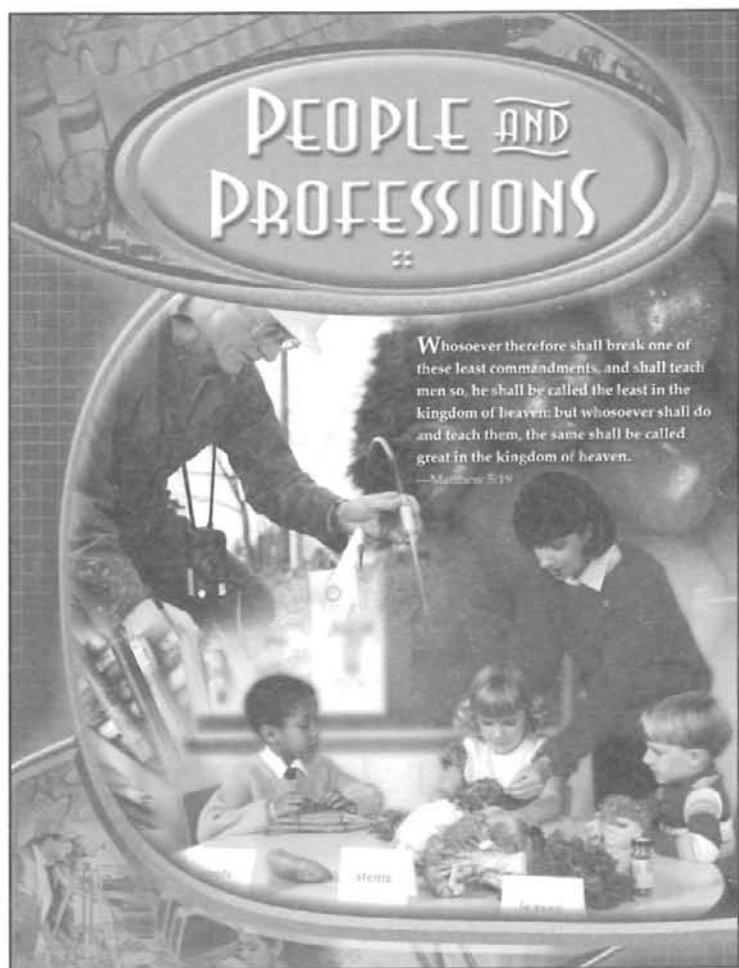


## Horticulturist and Kindergarten Teacher

This unit reviews the letters *h* and *k* and presents the occupations of the horticulturist and the kindergarten teacher. Once the students understand that the long name of the horticulturist (*hortus*—garden; *cultura*—culture) simply refers to a scientific gardener, they will find some personal applications for his expertise. They may be surprised at what can be learned about a kindergarten teacher.

In order to feel at ease with the calligraphy lesson at the end of this unit, you should begin now to practice the necessary strokes.



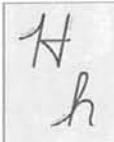


Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

—Matthew 5:19

## A Horticulturist's Delight

name \_\_\_\_\_



The Missouri Botanical Garden is actually composed of many gardens, including the Climatron, which is a geodesic dome that houses more than a thousand tropical plants.

Listed below are several of the specialized gardens and displays that you could visit. Write the list on handwriting paper.

46

use with Lesson 37.

## Materials and Preparation

### Have available:

- Handwriting paper for each student.

### Prepare:

- Handwriting lines on the chalkboard.

## Lesson Content

### Introduction

**Lead a discussion about the unit**—Instruct the class to turn to worktext page 45. Discuss the unit page by asking questions such as the following.

1. What do you think a horticulturist does? (*He studies the best ways of growing plants like flowers, vegetables, and fruits.*)
2. What does a kindergarten teacher do? (*She teaches young children.*)
3. Who said the words of our unit verse? (*Jesus*)
4. What did Christ say we should do with His commandments? (*obey and teach them*)

5. What is the reward given to the person who obeys and teaches His commandments? (*He will be called great in the kingdom of heaven.*)

### Introduce a famous garden.

The Missouri Botanical Garden, located in St. Louis, Missouri, was established by Henry Shaw in 1859. It has more than seventy-nine acres of flowering, fruit-bearing, and ornamental plants and trees. One of its most distinctive areas is the Scented Garden, which is filled with plants that are interesting to touch and smell. Alongside the plants are instructive Braille tablets for the blind to use. People from many countries visit the garden, not only to admire its beauty but also to learn about botany and horticulture from its library and its educational programs. It is considered to be one of the leading botanical gardens in the world.

**Direct attention to worktext page 46**—Ask a student to read the information at the top of the page.

## Skill development

Review the formation of *h*—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that lowercase *h* connects to letters that follow but that uppercase *h* does not.



- (1) *Swing up and drop.*  
(2) *Drop and climb left,  
Then glide right.*



- Swing up,  
Curve left and drop,  
Retrace and swing right,  
Drop and curve.*

Demonstrate alternate styles of writing the letter *h* (optional).



## Guided practice

Guide the completion of worktext page 46—Direct a student to read the instructions. Ask another student to read the list. As the students complete the page independently, check margins and letter formation.

## Optional activity

Direct further thinking about plants—Direct each student to write a line or two about what attributes distinguish living things from nonliving things. Also tell him to write a sentence or two about why a further classification of living things separates plants from animals. (*Living things take in food, grow, move, and use oxygen and water. Plants are different from animals in that plants cannot move from place to place—although they do have internal movement—and in that they contain chlorophyll.*)

**Kindergarten Fun** name \_\_\_\_\_

**K**

Mrs. Fisher, an experienced kindergarten teacher, uses play dough to help her students learn important basic skills.

**Play Dough**

2 cups flour  
4 tablespoons cream of tartar  
1 cup salt  
2 tablespoons oil  
2 cups water  
food coloring

Stir over low heat for approximately three minutes. When the mixture forms a ball, remove from heat. Store in airtight container. Do not refrigerate.

Write Mrs. Fisher's recipe for play dough on the lines below.

Use with Lesson 38. 47

might think that the students are going to have play time. That is only partly correct. A kindergarten teacher often uses play dough to help the students learn the letters of the alphabet.

Sometimes the children form different letters with the play dough, or they roll out a play-dough pie and use a toothpick to write a certain alphabet letter on it.

### Skill development

Review the formation of **k**—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that both uppercase and lowercase **k** connect to letters that follow.



- (1) **Swing up and drop.**
- (2) **Drop left, Then right and curve.**



- Swing up,  
Curve left and drop,  
Retrace and swing around  
to lock,  
Drop right and curve.**

Demonstrate the writing of lowercase **k** in pairs—Point out that the pencil is not lifted between letters. Allow several students to write the following words on the chalkboard.

*knickknack      bookkeeping*

Demonstrate alternate styles of writing the letter **k** (optional).



### Guided practice

Guide the completion of worktext page 47—Tell the students to read the paragraph and the recipe. Direct them to complete the page independently.

### Optional activity

Direct a writing activity—Explain to the students that as a teacher you are trying to foster an attitude of perseverance. (BAT: 2d Goal setting) Direct them to write the poem "Try, Try Again" by T. H. Palmer (*Favorite Poems Old and New*, edited by Helen Ferris).

## Nature's Song

name \_\_\_\_\_

Write the letters and words.

*H H**h h*

horticulturist

*K K**k k*

kindergarten teacher

## Handwriting Tip

When a line of poetry or hymn does not fit on one line, divide the line and indent the second part on the next line.



Write the hymn on handwriting paper.

## This Is My Father's World

This is my Father's world.  
The birds their carols raise.  
The morning light, the lily white,  
Declare their Maker's praise.  
This is my Father's world,  
He shines in all that's fair;  
In the rustling grass I hear Him  
pass.  
He speaks to me ev'rywhere.

Maltbie D. Babcock

48

Use with Lesson 39.

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## Materials and Preparation

## Have available:

- Handwriting paper for each student.

## Prepare:

- Handwriting lines on the chalkboard.
- The following line of poetry on the chalkboard.

*This is my Father's world.*

## — Lesson Content —

## Introduction

## Relate the following background.

As a person who studies plants, a horticulturist can't help but be aware of God's beautiful creation. Maltbie Babcock, the man who wrote the hymn on our worktext page, was not a horticulturist, but he

was very appreciative of nature. Early in the morning, he often would hike to his favorite hill to listen to the birds and talk to God. "I am going out to see my Father's world," he would tell the people in his church. "This Is My Father's World" has become a favorite hymn with many who love the outdoors.

## Skill development

**Focus on the handwriting tip on worktext page 48—**Choose a student to read the handwriting tip at the top of the page. Refer the students to the line of poetry written on the chalkboard. Instruct a student to rewrite the line on the chalkboard, dividing the line and identifying the second part.

## Guided practice

**Focus on writing the letters *h* and *k*—**Point out the model letters at the top of worktext page 48. Remind the students that lowercase *h* and uppercase and lowercase *k* connect to letters that follow. Instruct them to write the letters and words on the lines provided.

**Guide the completion of worktext page 48—**Ask a student to read the instructions. Direct the students to read the hymn silently and to complete the page independently.

## Optional activity

**Direct a writing activity—**Direct each student to write out the words to another hymn about nature—"Fairest Lord Jesus."

## Garden Strategy

name \_\_\_\_\_

Brian's uncle is a horticulturist. He helped Brian plan his vegetable garden so that it would produce more this year than it did last year. One thing that Brian learned was to keep tall crops from shading low-growing vegetables, making it possible for all plants to get plenty of sunlight.

On handwriting paper, draw a  $4\frac{1}{2}'' \times 5''$  rectangle to represent Brian's garden. Write the names of vegetables on the plot in order of their height, beginning with the tallest plants.

Self evaluation	t n
Posture	
Paper Positioning	
Pencil Hold	
Letter Formation	
Alignment	
Slant	
Spacing	
Neatness	
satisfactory      needs improvement	



Use with Lesson 40.

49

## Materials and Preparation

## Have available:

- Handwriting paper for each student.

## Prepare:

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction****Provide the following information about plants.**

Our country is now able to produce better food in greater quantities because of what horticulturists have learned. These scientific gardeners have studied the characteristics of different soils and how plants grow best in them. They have also made discoveries that help in the fight against plant pests and diseases. All kinds of farmers and gardeners can do a better job by making use of the information available from horticulturists.

**Direct attention to worktext page 49—**Ask a student to read the paragraph about Brian's garden.

**Skill development**

**Review the formation of *h* and *k*—**Direct several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Remind them that uppercase *h* does not connect with letters that follow. Allow volunteers to write the following words on the chalkboard.

Harvey      king      heart      Karl

**Assessment**

**Guide the completion of worktext page 49—**Instruct the students to read the directions and complete the page independently. Remind them to do the self-evaluation after they have finished the activity.

*Answer key:*

Silver King corn (6')  
Harvey's Huge tomatoes (4')  
Patio Gem tomatoes (3 ½')  
Krockett's Giant peppers (3')  
Royal Heritage beans (16")  
Tenderheart beets (12")  
Golden Wonder carrots (10")  
Dwarf Crinkled parsley (9")  
Sweet Pickling cucumbers (8")  
Midget Cherry radishes (6")

You may want to use the evaluation form in the Appendix with this lesson. Be aware that the back of this page will be used in the next lesson on calligraphy.

**Optional activity**

**Direct a writing activity—**Tell the students that plant organs can be classified as either vegetative or reproductive. Explain that the vegetative organs are leaves, roots, and stems (roots and stems can be woody) and that the reproductive organs are flowers, fruits, and seeds. Direct each student to write down the terms *vegetative* and *reproductive*, listing the appropriate plant parts under them. Then ask each student to list as many food items as he can next to the items on the list. For example, *leaves*—lettuce and *roots*—carrots.

Calligraphy  
Letters *b* and *d*

name \_\_\_\_\_

*b d*

## Calligraphy Tips

Plan your work on each line so that ascenders and descenders do not collide.



See the calligraphy stroke descriptions in the Introduction.

Copy the practice strokes.

|||||

= = =

CCCC

VVVV

WWWW

SSSS

AAAA

FFFF

Write the letters *b* and *d*.*b b b**d d d*

Use with Lesson 41.

50

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## Materials and Preparation

## Have available:

- A chisel-point pen for each student.
- A guide sheet for each student.
- Two pieces of typing paper for each student.
- A transparency of the lowercase guide sheet.
- An overhead projector.
- An overhead pen.

## Lesson Content

## Introduction

**Lead a critique session**—On the overhead, write the following calligraphy letters, verbalizing the direction of each stroke as you write: *c*, *a*, *o*, *e*, *m*, *n*, *v*, *w*; *u*, *i*, and *r*.

Distribute a pen and two pieces of typing paper to each student. Direct the students to warm up with their practice strokes and then to write three times each all of the letters written on the overhead. When the students have finished, ask for volunteers to show their papers. Direct attention to each paper and ask the class to comment on the letters, using the following terms.

1. Slant (*should be consistent and 13°*)
2. Pen angle (*should have serifs of 45° and thin diagonal strokes*)
3. Strokes (*should start and end in the correct place*)
4. Spacing within a word (*should have the most space between two straight strokes, less between a straight and a curved stroke, and the least between two curved strokes*)

## Skill development

**Demonstrate the formation of lowercase *b* and *d***—Write the letters on the lines on the overhead, verbalizing the direction of each stroke as you write. Point out to the students that the letters should not connect to the letters that follow. Point out that because both of the letters *b* and *d* have ascenders, the students will need to start close to the ascender line. Draw attention to the fact that the body of the *d* is the same basic form as the *c*. Inform the students that although the letters look quite the same, the *b* is a one-stroke letter and the *d* is a two-stroke letter. Tell them that the 13° letter slant will be a little more difficult because of the longer down stroke.

Glide left,  
Drop,  
Retrace and swing  
around to lock.



- (1) *Glide left,  
Swing around.*  
(2) *Glide left,  
Drop to lock and curve.*

### Guided practice

**Direct handwriting on worktext page 50**—Point out that writing the practice strokes will aid in better letter formation. Refer the students to the letter models on the lines at the bottom of the page. Remind them of the procedure for practicing the formation of the letters at the bottom of the page.

1. Note the arrow that indicates the direction of each stroke.
2. Trace the black letter with your finger.
3. Trace the gray letters with your pen.

Walk around the classroom to check that the students are making the correct strokes, both for practice strokes and for letter formation. Look for common errors. Be sure to collect the pens when the students have finished.

### Continued practice

**Direct practice with typing paper and a guide sheet**—Remind the students to use the side of the guide sheet labeled “Lowercase Guide Sheet.” Tell each student to write the practice strokes, new letters, and the letters that were taught in the previous calligraphy lessons (*c, a, o, e, m, n, v, w, u, i, r, s, t, x, and z*).

Write the word *board* on the overhead for the students to see. Point out that this word will provide good review and practice in word formation. Remind the students to leave the space of an *o* between words. Be sure to collect the pens when the students have finished.



# PEOPLE AND PROFESSIONS

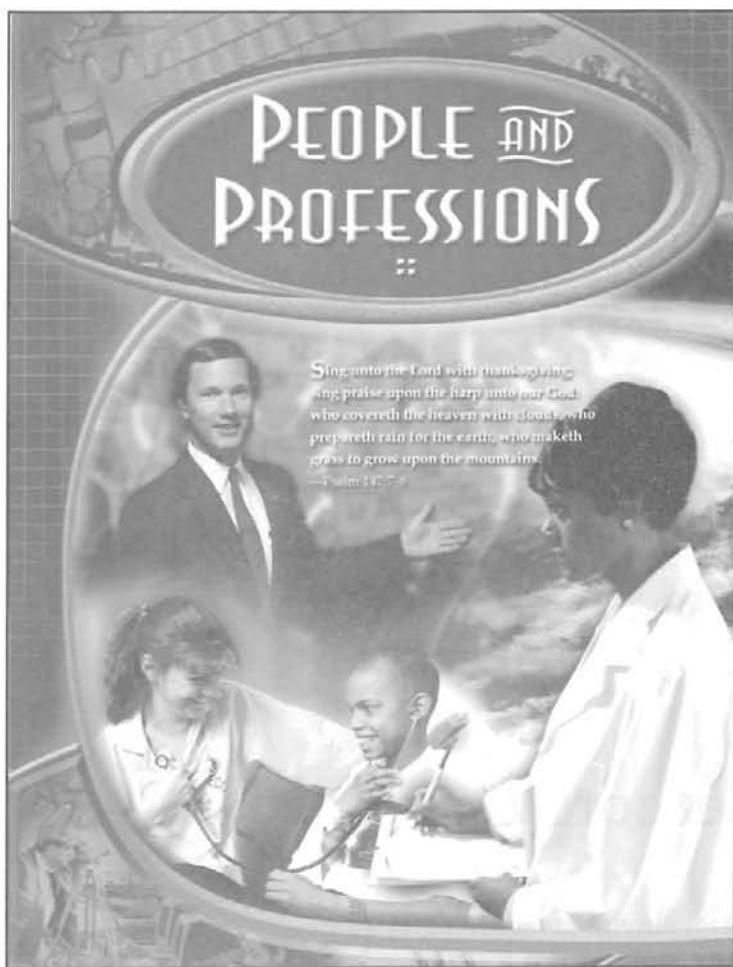


## Nurse and Meteorologist

The students are already familiar with the meteorologist (the weather forecaster) in a limited sense, and most of them have had experiences involving a nurse. In this unit they will be hearing about a famous nurse and learning of some weather instruments while they review the letters *m* and *n*.

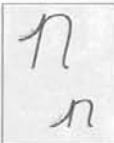
Review and practice are important for developing your calligraphy skills too. Don't forget to look through this unit and prepare especially well for the calligraphy lesson.





## A Noble Profession

name \_\_\_\_\_



In the 1800s, hospitals were only for the very poor who could not afford nurses in their homes. Since only untrained nurses worked in the hospitals, the patients did not receive proper care. Florence Nightingale trained at the Institution of Kaiserwerth in Germany to become a hospital nurse. She believed that nursing should be a noble profession, and she became devoted to the training of nurses and to the improvement of hospitals and public health.

Write on handwriting paper this list of positions held by today's graduate nurses.

- General hospital duty
- Private duty
- Supervisory nursing
- Administrative nursing
- Industrial nursing
- Nursing education
- Public health nursing
- Clinic nursing
- Anesthetist
- Surgical assistant
- X-ray technician
- Missionary nursing



Courtesy of AP/Wide World

On the lines below write the quotations by Florence Nightingale.

"I shall succeed because I must."

"Nursing should be a noble profession."

52

Use with Lesson 42.

## Materials and Preparation

### Have available:

- Handwriting paper for each student.
- A dictionary.

### Prepare:

- Handwriting lines on the chalkboard.

## Lesson Content

### Introduction

**Introduce the unit**—Tell the class to turn to worktext page 51. After a student tells which professions will be studied in this unit, instruct the class to read the verse in unison. Elicit from them the fact that a meteorologist studies the weather and reports on his observations. Ask the class what famous person they have often heard of in connection with the nursing profession. (*Florence Nightingale*)

### Introduce Florence Nightingale.

Florence Nightingale grew up in a wealthy family and lived in a beautiful home, but even as a little girl she was concerned about the poor and the sick. One day she decided that she wanted to become a nurse. Her family was so upset that it took her five years to persuade them to let her start training. After graduation she began working to improve the dirty, poorly managed hospitals of her country so that sick people could get better treatment. During the Crimean War, she volunteered to go and help care for the thousands of wounded British soldiers. In the army hospital she found patients lying neglected on the floor while rats scampered through the filthy rooms. The doctors did not welcome her because they thought that she and the other nurses would interfere with their work. Florence's calm efficiency changed their minds, and before long the nurses were allowed to clean up the wards and take care of the soldiers.

**Direct attention to worktext page 52**—Ask a student to read the information at the top of the page and the two quotations at the bottom of the page. Ask what the word *noble*

means. If necessary, ask a student to look it up in the dictionary. (*noble—having or showing qualities of high character; as courage or generosity*) Explain to the class that before Florence did her work to improve the nursing profession, nurses in public hospitals were often untrained and careless. Because of her example and influence, people collected money for a Nightingale Fund, and Florence used it to start a training school for nurses.

## Skill development

**Review the formation of *n***—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that uppercase and lowercase *n* connect to letters that follow.



*Swing up,  
Drop, retrace and swing  
right,  
Drop and curve.*



*Swing up,  
Drop, retrace and swing  
right,  
Drop and curve.*

**Demonstrate the writing of lowercase *n* in pairs**—Write the words *connect* and *channel* on the chalkboard. Allow several students to write them, using your examples as models.

Demonstrate alternate styles of writing the letter *n* (optional).



## Guided practice

**Guide the completion of worktext page 52**—Ask a student to read the two sets of directions. Check letter formation as the students complete the two activities.

## Optional activity

**Direct a poetry activity**—Remind the students that Florence Nightingale nursed many soldiers during the Crimean War. Tell them that hundreds of men were killed when the Light Brigade made a heroic but extremely dangerous charge in obedience to the orders of an unwise commander. Instruct each student to use handwriting paper to write the first stanza of the poem “The Charge of the Light Brigade” (*Favorite Poems Old and New*; edited by Helen Ferris). Interested students may read the rest of the poem for themselves.

## Weather Reporting

name \_\_\_\_\_



Meteorologists observe the atmosphere and weather and attempt to explain their observations. Weather balloons, satellites, ships, and ground stations are used by meteorologists to gather information about the weather. After the information received from the instruments is recorded, it is sent to a forecast center.

Write the information about the weather instruments on the lines below.

A rain gauge is a large, open metal can that is used to measure precipitation.



An anemometer, a series of cups attached to a vertical pole, is used to measure wind speed.



A thermometer, a thin glass tube containing mercury, is used to measure air temperature.



Use with Lesson 43.

53

## Materials and Preparation

Have available:

- A Bible for each student.

Prepare:

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

**Direct a choral reading**—Tell the class to turn to Psalm 147, which contains the unit verse. Comment that the psalmist sounds as if he could have been an amateur meteorologist. Divide the class into two groups and instruct them to read the entire psalm as follows: verses 1-2, all together; verses 3-18, responsively; verses 19-20, all together. Ask a volunteer to re-read verse 11. Point out that of all the beautiful things the Lord has made, an obedient heart delights Him the most. (BAT 2b: Servanthood)

**Weather Reporting**

Direct attention to worktext page 53—Ask a student to read the information about meteorologists at the top of the page.

**Skill development**

**Review the formation of m**—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that uppercase and lowercase *m* connect to letters that follow.



*Swing up,  
Drop, retrace and swing  
right,  
Drop, retrace and swing  
right,  
Drop and curve.*



*Swing up,  
Drop, retrace and swing  
right,  
Drop, retrace and swing  
right,  
Drop and curve.*

**Demonstrate the writing of lowercase m in pairs**—Point out that the pencil is not lifted between letters. Tell the class to air-trace the letters. Write the words *mammoth* and *summit* on the chalkboard. Allow volunteers to write them, using your examples as models.

**Demonstrate alternate styles of writing the letter m (optional).**

**Guided practice**

**Guide the completion of worktext page 53**—Direct a student to read the instructions. Choose volunteers to read the three sentences about weather instruments. Encourage the students to write the sentences neatly as they complete the page.

**Optional activity**

**Direct a writing activity**—Instruct each student to use handwriting paper to write a paragraph describing the kind of weather he dislikes the most and why. Remind him to use lively verbs.

## The Wind and the Sun

name \_\_\_\_\_

Write the letters and words.

*n n**n n*

nurse

*m m**m m*

meteorologist

## Handwriting Tip:

Quotation marks set off the exact words a person speaks.

*"I'm stronger."*  
said the  
Wind.

Write the fable on handwriting paper. Include the quotation marks.

One day the Wind and the Sun were arguing about which was stronger. The Wind boasted, "I'm stronger because I can wave a flag, whistle a tune, and sail a ship!"

Soon a traveler came walking down the road. The Sun challenged the Wind, "Whichever of us can force the traveler to take off his coat will be the stronger one. You may try first."

Then the Sun hid behind a cloud, and the Wind began to blow. But the harder he blew, the tighter the traveler wrapped his coat around him.

Finally the Sun shouted, "Stop!"

It was the Sun's opportunity to shine now. And he shone so brightly that the traveler became too hot and had to remove his coat before he could finish his journey.

Moral: Kindness has a greater effect than sternness.

Illustration by Linda Ward Beech ©

54

Use with Lesson 44.

## Materials and Preparation

### Have available:

- Handwriting paper for each student.

### Prepare:

- The following sentence on the chalkboard.

*I can wave a flag, said the Wind.*

## Lesson Content

### Introduction

#### Introduce Aesop.

The story on today's worktext page is called a fable. (Review the meaning of *fable*: a special kind of short story that usually has animal characters. It teaches a lesson, called a "moral.") The fable we will read today is one of many told by Aesop, a skillful storyteller who was a Greek slave. Not very many facts are known about Aesop because he lived in the sixth century B.C. There is a legend that he saved the king of Athens from being mobbed by

a crowd of his angry subjects. According to the legend, Aesop appeased the crowd by telling them a fable about a group of frogs who decided one day that they wanted a king. The frogs ended up with a stork for a king, and they were very upset when the stork began eating them. The moral of the story was "Let well enough alone." Although Aesop began life as a slave, his master was so impressed by his witty fables that he made him a free man.

### Skill development

#### Focus on the handwriting tip on worktext page 54—

Read aloud the handwriting tip and the sentence in the box at the top of the page. Remind the students that the quotation marks are written before and after the exact words spoken. Direct attention to the sentence on the chalkboard. Ask a student to tell where the quotation marks belong in the sentence. Write the quotation marks in the sentence.

### Guided practice

**Focus on writing the letters *n* and *m*—**Remind the students that uppercase and lowercase letters *n* and *m* connect to the letters that follow them. Direct attention to the top of worktext page 54. Instruct the students to practice the letters and words on the lines provided.

**Direct the completion of worktext page 54—**Ask a student to read the fable aloud. Then direct the students to write the fable on handwriting paper. Remind them to write quotation marks to set off the exact words spoken by the Wind and the Sun.

### Optional activity

**Direct a word study—**Ask each student to use handwriting paper to write synonyms for the following words from the fable on worktext page 54.

stronger	force	wrapped
first	hid behind	brightly
shouted	harder	remove
walk	tighten	finish

**Emergency!**

name \_\_\_\_\_

The average citizen can be trained to administer first aid like a nurse. First-aid training enables a person to determine the seriousness of an emergency situation and the necessary procedures. There are important rules to follow when giving first-aid treatment.



George R. Corra



Self evaluation	I n
Posture	
Paper Positioning	
Pencil Hold	
Letter Formation	
Alignment	
Slant	
Spacing	
Neatness	
satisfactory / needs improvement	

Sam Lasicca

Write the first-aid rules on handwriting paper.

1. Remain calm to determine the extent of the victim's injuries and the treatment necessary.
2. Keep the victim lying down and do not move him unless he is in danger.
3. Control any heavy bleeding and cover the victim to prevent shock.
4. Call for a doctor or an ambulance.

Use with Lesson 55.

55

**Materials and Preparation****Have available:**

- Handwriting paper for each student.
- A Bible for each student.

**Prepare:**

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

Create interest in today's lesson—Explain that today's lesson is about first aid. Tell the students that you are thinking of a Bible character who administered first aid. Give them the following clues until they guess the character. (*the Good Samaritan*)

1. He was not a nurse.
2. He was not a Jew.
3. He is not in the Old Testament.
4. Jesus told a story about him.
5. He is remembered because he showed mercy.
6. Thieves are part of the story.
7. The injured man was ignored by other travelers.
8. The story is found in Luke 10.

After the class has guessed who the man is, elicit from them a brief outline of the story. If necessary, they may turn in their Bibles to the account in Luke 10:30-37.

**Direct attention to worktext page 55**—Ask a volunteer to read the paragraph at the top of the page.

**Skill development**

**Review the formation of *n* and *m***—Allow several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Remind the students that these letters connect to letters that follow them. Allow volunteers to write the following sentences on the chalkboard.

*Remain calm during an emergency.*

*Do not move the injured victim.*

**Assessment**

**Guide the completion of worktext page 55**—Ask volunteers to read the four first-aid rules. Direct the students to complete the page independently. Remind them to do the self-evaluation after they have finished the activity.



You may want to use the evaluation form in the Appendix with this lesson. Be aware that the back of this page will be used in the next lesson on calligraphy.

**Optional activity**

**Direct a reasoning activity**—Ask each student to re-read the first-aid rules on worktext page 55 and to think of an answer to the question "why?" for each rule. Instruct him to write his answer on handwriting paper.

**Calligraphy Letters** name \_\_\_\_\_

**f and l**

**Calligraphy Tips**

Use the slant lines on the guide sheet to help you maintain a 13° slant for each letter.

Copy the practice strokes.

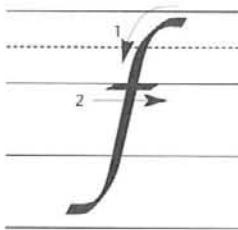
Write the letters *f* and *l*.

Use with Lesson 46.

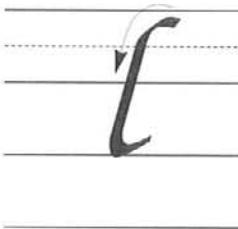
- What are the names of the two guidelines on the lowercase guide sheet? (*body line and base line*)
- What is x-height? (*the distance between the base and body lines; equal to five pen widths*)
- What is a stroke? (*a single mark formed with a pen*)
- What should the pen angle be? ( $45^\circ$ )
- What is the proper slant of the letters? ( $13^\circ$ )

### Skill development

**Demonstrate the formation of lowercase *f* and *l*—**Write the letters on the lines on the overhead, verbalizing the direction of each stroke as you write. Ask the students if they see a similarity between the *l* and any previous letters. (*It is the same as the second stroke of the d.*) Direct attention to the fact that the *l* starts just below the ascender lines. Ask the students to name the new feature of the *f*. (*a descender line*) Direct attention to the fact that *f* starts almost at the ascender line and goes almost to the descender line. Point out that this is one of the more difficult letters because of the long, continuous stroke. Help the students to understand that their hands and arms will have to move slightly downward in order to form this letter smoothly and keep a consistent letter slant. Point out that the letters should not connect to the letters that follow.



(1) *Glide left,  
Drop low and hook left.*  
(2) *Cross right below the  
body line.*



*Glide left,  
Drop and curve.*

### Materials and Preparation

Have available:

- A chisel-point pen for each student.
- A guide sheet for each student.
- Two pieces of typing paper for each student.
- A transparency of the lowercase guide sheet.
- An overhead projector.
- An overhead pen.

### Lesson Content

#### Introduction

**Review the calligraphy terms**—Direct the students to answer the following questions.

## **Guided practice**

**Direct handwriting on worktext page 56**—Refer the students to the letter models on the lines at the bottom of the page. Remind them of the procedure for practicing the formation of the letters at the bottom of the page.

1. Note the arrow that indicates the direction of each stroke.
2. Trace the black letter with your finger.
3. Trace the gray letters with your pen.

Walk around the classroom to check that the students are making the correct strokes, both for practice strokes and for letter formation. Look for common errors.

## **Continued practice**

**Direct practice with typing paper and a guide sheet**—Remind the students to use the side of the guide sheet labeled “Lowercase Guide Sheet.” Tell each student to write the practice strokes, new letters, and the letters that were taught in the previous calligraphy lessons (*c, a, o, e, m, n, v, w, u, i, r, s, t, x, z, d, and b*).

Write the word *flawless* on the overhead for the students to see. Tell them that this word will provide good review and practice in word formation. Remind the students to leave the space of an *o* between words. Be sure to collect the pens when the students have finished.

*flawless*

# PEOPLE AND PROFESSIONS

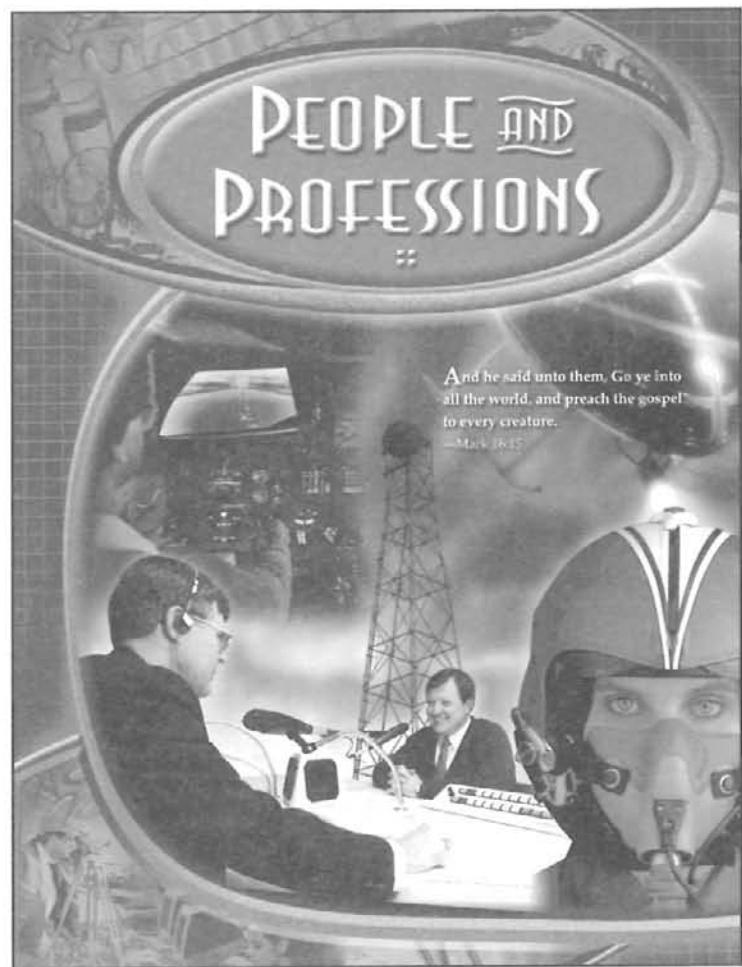


## Pilot and Radiobroadcaster

Most sixth-graders think that piloting an airplane or broadcasting over the radio is an exciting job. In this unit they will have a chance to learn about some of the technical aspects of these occupations. The letters presented for review are *p* and *r*.

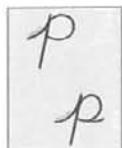
You will want to read the entire unit at this time, noting the new letters that are to be introduced in the calligraphy lesson. Remember to practice forming the letters before you present them to your students.





## Ready for Takeoff

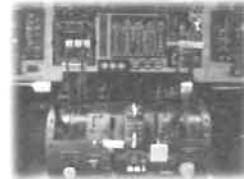
name \_\_\_\_\_



Pilots of commercial airplanes are fully responsible for passengers, cargo, and mail carried on the plane. The flight engineer, pilot, and copilot work as a team to check the instruments and the condition of the craft before takeoff. Even though commercial airplanes are not military vehicles, they are kept "shipshape" under the authority of the pilot, who is officially in command of his flight.

Write the three paragraphs about the kinds of airplane instruments.

Flight instruments indicate an airplane's speed, its position in relation to the earth's surface, and its planned flight path.



Engine instruments monitor the performance of the engines on the airplane. They indicate the engine's temperature and fuel consumption.

Aircraft systems instruments are needed to check the electrical, hydraulic, fuel, and air-conditioning systems of the airplane.

58

Use with Lesson 47.

**Materials and Preparation****Have available:**

- Handwriting paper for each student.

**Prepare:**

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

**Lead a discussion**—Tell the students to turn to worktext page 57 and read the unit verse silently. Ask how the pilot and the radiobroadcaster make it possible for modern missionaries to obey this command. (*The pilot can transport missionaries and supplies to the most inaccessible areas of the world. He also provides emergency medical transportation, which gives missionaries moral and physical support. Radiobroadcasters can send their gospel programs over natural obstacles such as bodies of water and also can reach people who do not have religious freedom. By means of radio, the gospel can be preached to people in distant places and in many languages.*)

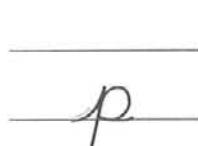
Direct attention to worktext page 58—Ask a student to read the paragraph about commercial pilots.

**Skill development**

**Review the formation of p**—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that uppercase *p* does not connect to the letters following it but that lowercase *p* does. Tell the students to note the connecting of the letter *p* to letters that follow.



**Swing up and drop,  
Retrace and swing around  
to lock.**



**Swing up,  
Drop low,  
Retrace and swing around  
to lock,  
Sweep out.**

**Demonstrate the writing of lowercase *p* in pairs**—Write *p* in pairs on the chalkboard as the students air-trace the letters. Choose several students to come to the chalkboard to write the following words containing a double *p*.

*ripple*      *stopper*      *apple*

**Demonstrate alternate styles of writing the letter *p* (optional).**

*P*    *P*    *P*

### **Guided practice**

**Guide completion of worktext page 58**—Allow volunteers to read the paragraphs about airplane instruments. Direct the students to write the paragraphs on handwriting paper.

### **Optional activity**

**Direct a writing activity**—Explain to the class that Orville and Wilbur Wright, pioneers in building airplanes, applied for a patent in 1903 to protect their invention. Tell each student to look up and copy from a dictionary the meaning of *patent*. Then ask him to write on handwriting paper the following explanation that the Wright brothers included in their letter.

The relative movements of the air and aeroplane may be derived from the motion of the air in the form of wind blowing in the direction opposite to that in which the apparatus is traveling or by a combined downward and forward movement of the machine, as in starting from an elevated position or by combination of these two things.

### Sound Waves to Radio Waves



Guglielmo Marconi achieved two great things in his life. He discovered that he could transmit an electric signal across his yard to a receiver he had built. Then he managed to convince unbelieving businessmen to finance his project. With their help, he was able to devote himself to experiments with better equipment and thus developed radio transmitting.

Write the phrases beside the correct pictures and words.

console—amplifies, routes, and mixes audio signals  
antenna—sends radio waves into the air  
radio—changes the radio waves back into sound  
speaker—changes an electrical signal into a sound wave  
microphone—changes ordinary sound into electrical waves



*microphone*

*console*

*speaker*

*antenna*

*radio*

Use with Lesson AB.

59

### Materials and Preparation

#### Prepare:

- Handwriting lines on the chalkboard.
- The following sentence on the chalkboard.

*A radio transmitter produces radio waves.*

### Lesson Content

#### Introduction

##### Introduce Marconi.

Guglielmo Marconi (1874-1937) was an Italian inventor and electrical engineer. When he was growing up, he read many books from the large scientific library in his home. He became interested in electromagnetic waves and later experimented with equipment that could send and receive radio waves over long distances. Since the Italian government was not interested in his ideas, he went to England to find some way of getting money so that he could begin a wireless telegraph company. Our worktext page tells what happened next.

Direct attention to worktext page 59—Ask a student to read the paragraph about Marconi.

### Skill development

Review the formation of *r*—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that both uppercase and lowercase *r* connect to letters that follow. Direct attention to the sentence on the chalkboard.



*Swing up and drop,  
Retrace and swing around  
to lock,  
Drop right and curve.*



*Swing up,  
Slide right,  
Drop and curve.*

Demonstrate the writing of lowercase *r* in pairs—Write *r* in pairs on the chalkboard as the students air-trace the letters. Allow several students to write the following words on the chalkboard.

*hurry      tomorrow      current*

Demonstrate alternate styles of writing the letter *r* (optional).



### Guided practice

Guide the completion of worktext page 60—Explain that the terms listed are components used in radio broadcasting. Allow volunteers to read the words and phrases. Encourage the students to write the phrases neatly as they complete the page independently.

### Optional activity

Direct a testimony activity—Tell each student to imagine that he has been invited to give his testimony on a radio broadcast to a Communist country. Ask him to write out his story on handwriting paper. He should include his favorite Bible verse and a few sentences about his relationship with the Lord, or when and how he was saved.

### The Spirit of St. Louis

**Handwriting Tip:**

The consistency of the slant of letters is important for legible writing.

pilot  
pilot



name \_\_\_\_\_

Write the letters and words, using a consistent slant.

P P  
p p  
pilot  
R R  
r r  
radiobroadcaster

Charles Lindbergh was only twenty-five years old when he made the first solo flight across the Atlantic Ocean in 1927. He flew from Roosevelt Field near New York City to Le Bourget Field near Paris, France, in his single-engine airplane The Spirit of St. Louis. Lindbergh completed the 3,600-mile flight in 33 1/2 hours.

Before Lindbergh flew from New York City, he had flown his plane from San Diego, California, to St. Louis, Missouri, and then to New York City. After the historic trans-Atlantic flight, he visited several European cities and three American cities, where he was greeted with celebrations and parades.

On handwriting paper write the names of cities that Lindbergh visited.

San Diego, California  
St. Louis, Missouri  
New York City  
Paris, France



Brussels, Belgium  
London, England  
Washington, D.C.

60

User with Lesson 49.

### Materials and Preparation

**Have available:**

- Handwriting paper for each student.

**Prepare:**

- Handwriting lines on the chalkboard.
- The following words on the chalkboard.

airspeed  
indicator  
altimeter  
turn-and-bank indicator  
horizon indicator  
rate-of-climb indicator

- The following words on the handwriting lines using inconsistent slant.

pilot radiobroadcaster

### Lesson Content

#### Introduction

**Direct a game**—Appoint a student to be “captain” of a plane. As you read each of the following sentences, the captain may choose a student to match the definition with the flight instruments listed on the chalkboard. Each student who answers correctly may stand beside the captain and become part of his “crew.”

1. It shows the plane’s position in relation to the earth’s surface. (*horizon indicator*)
2. It shows how fast the airplane is flying. (*airspeed indicator*)
3. It shows how fast the airplane is climbing or descending. (*rate-of-climb indicator*)
4. It helps the pilot know how far he is above the ground. (*altimeter*)
5. It shows the pilot whether he is making a turn correctly. (*turn-and-bank indicator*)

**Direct attention to worktext page 60**—Ask a student to read the story of Charles Lindbergh’s flight. Point out that this early aviator did not have the benefit of the complicated instruments that pilots use today.

#### Skill development

**Focus on the handwriting tip on worktext page 60**—Read aloud the handwriting tip in the box at the top of the page. Remind the students that the slant of the letters should be consistent. Direct attention to the words on the chalkboard. Point out the inconsistent slant. Then call on two students to write the words using a consistent slant.

#### Guided practice

**Focus on writing the letters *p* and *r***—Refer the students to the model letters at the top of worktext page 60. Remind them that uppercase *r* and lowercase *p* and *r* connect to letters that follow them. Instruct the students to practice the letters and words on the lines provided.

**Direct the completion of worktext page 60**—Ask a student to read the directions and the cities listed. Remind the students to use a consistent slant as they write the names of the cities on handwriting paper.

#### Optional activity

**Assign a world trip**—Ask each student to make a list of the cities or countries he would like to visit on an airplane flight around the world. Remind him to capitalize correctly.

**Radio Schedule**

name \_\_\_\_\_

Missionary radio stations can reach over long distances and inaccessible areas with biblical preaching, teaching, and sacred music as well as news and weather.

Many people are strengthened and blessed in their Christian walk through the radio ministry. Others are saved through the gospel witness.



Doug Garland

Write the radio station schedule on handwriting paper.

6:55 a.m.	sunshine on the soapsuds
7:00 a.m.	World News/Weather
7:05 a.m.	ViewPoint
7:10 a.m.	Fisherman's Five-Minute Look at the Bible
7:15 a.m.	Science, scripture, and salvation
7:30 a.m.	Word to the World
7:45 a.m.	Let the Bible Speak
8:00 a.m.	The Anchor of Hope
8:15 a.m.	Back to Genesis

Use with Lesson 50. 61

4. Abbie Burgess (*lighthouse keeper*)

5. Simon Peter (*fisherman*)

6. Florence Nightingale (*nurse*)

**Direct attention to worktext page 61**—Ask a student to read the paragraphs about Christian radio broadcasting.

### Skill development

**Review the formation of *p* and *r***—Allow several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Remind them that lowercase *r* and *p* connect to the letters that follow them but that uppercase *P* does not. Choose volunteers to write the following words on the chalkboard.

Pastor      prayer      Radio      reading

### Assessment

**Guide the completion of worktext page 62**—Ask a student to read the radio schedule aloud. Explain that the picture and the schedule are from a missionary radio station in the Caribbean. Encourage the students to do their best as they write the time schedule on handwriting paper.



You may want to use the evaluation form in the Appendix with this lesson. Be aware that the back of this page will be used in the next lesson on calligraphy.

### Optional activity

**Direct a schedule-writing activity**—Tell each student to use handwriting paper to make a schedule of what they usually do on Saturdays. It may be real or imaginary. Ask him to include the beginning time of each activity, using the format on worktext page 61.

## Lesson Content

### Introduction

**Play a review game**—Choose students to tell the occupation that matches each person listed below.

1. Carl Linnaeus (*botanist*)
2. Thomas Edison (*inventor*)
3. Charles Lindbergh (*pilot*)

Calligraphy Letters *h* and *k* name \_\_\_\_\_

*Calligraphy Tips* Lift the pen quickly at the end of a letter to avoid inkblots.

Copy the practice strokes.

Write the letters *h* and *k*.

Use with Lesson 51.

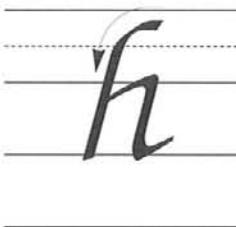
62

**Lesson Content****Introduction**

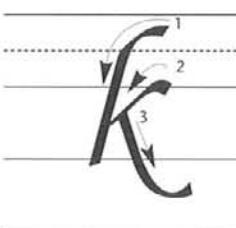
**Direct a warm-up activity**—Direct the students to write three of each of their practice strokes on typing paper. Then direct them to write as many words as they can think of from the letters that they have had so far (*c, a, o, e, m, n, v, w, u, i, r, s, t, x, z, d, b, f, and l*).

**Skill development**

**Demonstrate the formation of lowercase *h* and *k***—Write the letters on the lines on the overhead, verbalizing the direction of each stroke as you write. Point out the similarities between the start of the letter *h* and the letters *h* and *k*. Make special note of how the stroke is the same through the retrace and the swing. Inform the students that as with the *h*, the *h* is a one-stroke letter. Also point out that both of these letters start close to the ascender line. Point out that the letters should not connect to the letters that follow.



Glide left,  
Drop,  
Retrace and swing right,  
Drop and curve.



- (1) Glide left,  
Drop.
- (2) Glide left and drop left  
halfway between  
body and base lines.
- (3) Drop right below base  
line and curve.

**Materials and Preparation****Have available:**

- A chisel-point pen for each student.
- A guide sheet for each student.
- Two pieces of typing paper for each student.
- A transparency of the lowercase guide sheet.
- An overhead projector.
- An overhead pen.

**Guided practice**

**Direct handwriting on worktext page 62**—Refer the students to the letter models on the lines at the bottom of the page. Remind them of the procedure for practicing the formation of the letters at the bottom of the page.

1. Note the arrow that indicates the direction of each stroke.
2. Trace the black letter with your finger.
3. Trace the gray letters with your pen.

Walk around the classroom to check that the students are making the correct strokes, both for practice strokes and for letter formation. Look for common errors.

### **Continued practice**

Have the students continue to practice with typing paper and a guide sheet—Tell the students to design a pattern of three rows containing a pair of letters repeated five times per row (see example). They should choose two of the letters they have learned (*c, a, o, e, m, n, v, w, u, i, r, s, t, x, z, d, b, f, and l*). When they have completed the pattern, have them look at the alignment of the letters to see the consistency of the slant. Explain that they should avoid “rivers of white” running down the page.

*fafafafafa  
fafafafafafa  
fafafafafafa*

# PEOPLE AND PROFESSIONS

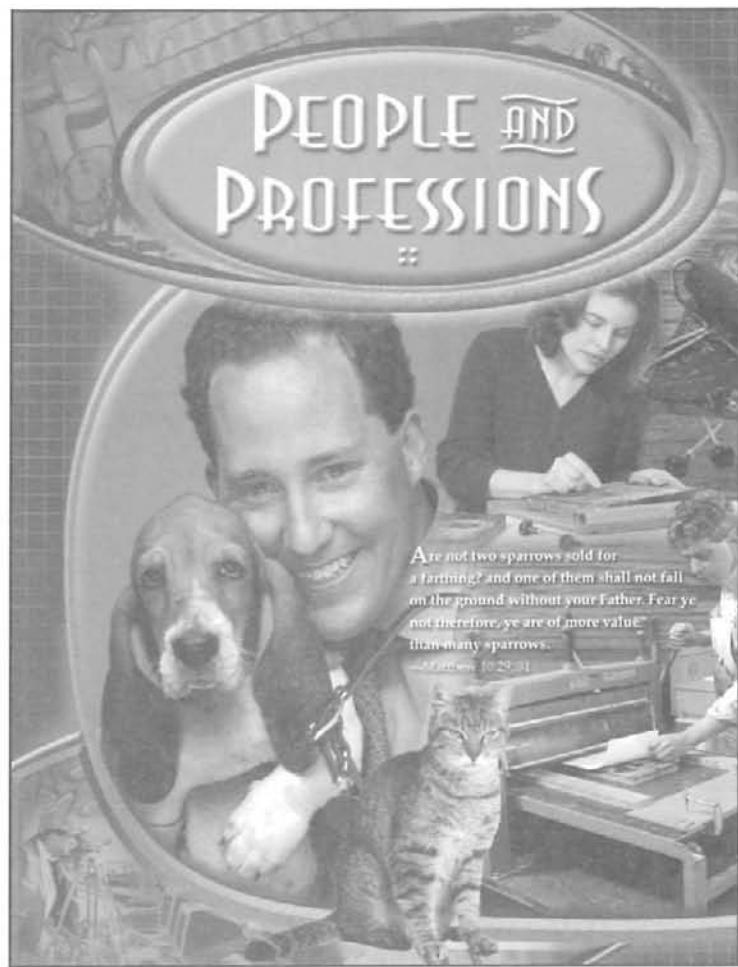


## Veterinarian and Xylographer

The letters to be practiced in this unit are *v* and *x*. Most children are curious about animals, and we have chosen the veterinarian to represent the letter *v*. The art of the xylographer, or wood carver, is fast becoming obsolete in our modern world, but the students will enjoy exploring an unusual occupation as well as having the fun of learning a new, rather peculiar word.

Please read the entire unit, paying particular attention to the last lesson on calligraphy. You will find it helpful at this time to begin practicing the strokes for the new calligraphy letters.





## Whose Bones?

name \_\_\_\_\_



A veterinarian must study hard before he receives his doctor's degree in veterinary medicine (D.V.M.). After two years of pre-veterinary college training, the student spends at least four more years studying specialized subjects such as anatomy, surgery, and nutrition.



Using the picture below, number the parts of a dog in alphabetical order. Then write the parts alphabetically on handwriting paper.



64

Use with lesson 52.

**Materials and Preparation**

Have available:

- Handwriting paper for each student.

Prepare:

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

**Introduce the unit**—Tell the class to turn to worktext page 63. Ask a student to read the unit verse. Explain that this unit is about veterinarians and xylographers. Tell the students that a xylographer is an artist who does woodcarvings and wood cuts. Allow class members to tell of experiences they have had involving their pets and a veterinarian.

**Relate the following information.**

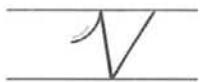
Many people have reason to be glad that we have well-trained veterinarians in our country. The veterinarian who works in a large city can treat sick pets in pet hospitals that have life-saving equipment similar to that of regular hospitals. An important kind of veterinarian is one who takes care of farm animals, because some animal diseases can be passed on to human beings. The farmer is happy to have a veterinarian inoculate his animals against certain diseases because he can lose a lot of money if his whole herd of cows or pigs gets sick and dies. Circuses and zoos also depend on veterinarians to keep their animals healthy.

**Direct attention to worktext page 64**—Ask a student to read the paragraph about veterinary students. Explain that in the study of anatomy, students learn about the structure of the animals they will be treating. For example, they must

memorize the names of a dog's bones and the different parts of its body.

## Skill development

**Review the formation of v**—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that uppercase V does not connect to letters that follow but that lowercase v does.



*Swing up,  
Drop right,  
Climb right.*



*Swing up,  
Drop right,  
Climb right,  
Sweep out.*

**Demonstrate the writing of the letter v**—Write the following words on the chalkboard.

veterinarian      vaccinate

Allow several students to write the words, using your examples as models.

Demonstrate alternate styles of writing the letter v (optional).



## Guided practice

**Guide the completion of worktext page 64**—Ask a student to read the directions. Ask another student to read the names of the parts of a dog's body. Direct the students to complete the activity independently.

## Optional activity

**Direct a writing activity**—Instruct each student to list on handwriting paper the bones of a dog that have the same names as those in the human body. (This information is available in a dictionary.)

## Works of Art

name \_\_\_\_\_



The xylographer often makes woodcuts that are used for beautiful illustrations or prints. After he draws his design onto a block of wood, he cuts away any wood that he does not want to be part of the picture. Next, he applies ink to the wood carving and covers it with a sheet of paper. Slowly and carefully, he rubs the surface of the paper to produce the printed design.



The wood engravings below need titles. After writing the list of titles on handwriting paper, choose one to write in cursive on the lines under each picture.

His Master's Friend  
A Quiet Stroll  
Look and Live  
Dear Old Black

Prize Catch  
Beware the Shore  
A Fisherman's Dream  
Spring Garden



Use with Lesson 53.

65

have undergone many changes in the past century but are still used for book illustrations and enjoyed as fine works of art.

**Direct attention to worktext page 65**—Ask a student to read the information at the top of the page.

**Skill development**

**Review the formation of x**—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that uppercase and lowercase x are crossed after the entire word is written. Remind the students that uppercase and lowercase x connect to letters that follow them.



- (1) Swing up,  
Drop right and curve.  
(2) Drop left.



- (1) Swing up,  
Drop right and curve.  
(2) Drop left.

**Demonstrate the writing of the letter x**—Write the following words on the chalkboard.

xylographer      excellent

Allow several students to write the words, using your examples as models.

**Demonstrate alternate styles of writing the letter x (optional).**

**Guided practice**

**Guide the completion of worktext page 65**—Direct a student to read the instructions. Remind the students to capitalize the titles as they write them on handwriting paper and then as they write one below each picture. Instruct them to complete the page independently.

**Optional activity**

**Direct a deciphering activity**—Write the following ciphers on the chalkboard. Explain that ciphers are simply sentences with the spaces rearranged. Ask the students to decipher the sentences and then to write them on handwriting paper.

1. Man ypeop lewil ljud gey oubyt hewa yyo uwri te. (*Many people will judge you by the way you write.*)
2. Spa cinge anm akeab igdif fere neei nho wyou rwor klo oks. (*Spacing can make a big difference in how your work looks.*)

3. Tr ywr iti ngwo rdsb ackw ard sfo rani ntere stin gcip her. (*Try writing words backwards for an interesting cipher.*)

## Lesson 54

## Written in Your Hearts

Worktext, page 66

### Written in Your Hearts

name: \_\_\_\_\_

Write the letters and words.

V V

N N

veterinarian

X X

X X

xylographer

#### Handwriting Tips

Remember to proofread your work to check for mistakes.



Write the verse on handwriting paper. Remember to proofread.

*"But this shall be the covenant that I will make with the house of Israel: After those days, saith the Lord, I will put my law in their inward parts, and write it in their hearts: and will be their God, and they shall be my people."*

*Jeremiah 31:33*



66

Use with Lesson 55.

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## Materials and Preparation

### Have available:

- Handwriting paper for each student.

### Prepare:

- Handwriting lines on the chalkboard.
- The following verse on the chalkboard (including the mistakes).

*And these words, which I command thee this day, shall be in thine heart. Deuteronomy 6:6*

## Lesson Content

### Introduction

Provide the following background.

The verse on our worktext page speaks of God's writing His commandments in the hearts of His people. There are several verses in the Old Testament that repeat this idea. Listen to Deuteronomy 6:6, 8: "And these words, which I command thee this day, shall be in thine heart. . . . And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes." During the time of Christ, the Jewish people took this command literally. When a Jewish man went to morning prayers, he wore phylacteries, which were little boxes about 1½ inch square containing strips of Scripture verses. He tied one of these boxes onto his left arm and wore another one on his forehead.

Turn in your worktexts to page 66 and read the verse to yourselves. Do you think the Jews understood what God meant for them to do? What should they have done with God's commandments? What should we do? (*We should remember and obey them. Discuss as time permits.*)

### Skill development

**Focus on the handwriting tip on worktext page 66**—Ask a student to read the handwriting tip at the top of the page. Remind the students that they should always proofread what they have written and correct any mistakes they find. Refer the students to the verse written on the chalkboard. Tell them to proofread it silently. Call on volunteers to rewrite parts of the verse, making the necessary corrections. Then direct a student to read aloud the corrected verse.

### Guided practice

**Focus on writing the letters v and x**—Point out that uppercase x as well as lowercase v and x connect to letters that follow them and that both uppercase and lowercase x are crossed after the entire word is written. Instruct the students to practice the letters and words on the lines provided.

**Guide the completion of worktext page 66**—Direct a student to read aloud the verse. Remind the students to proofread their handwriting after they write the verse on handwriting paper.

### Optional activity

**Assign a Bible study**—Instruct each student to read Deuteronomy 6:1-15 silently and write out the verses that tell the blessings (vv. 3, 10, 11) and punishment (v. 15) that God promised Israel in connection with His commandments.

## Lesson 55

### Rabies Alert

### Worktext, page 67

#### Rabies Alert

name \_\_\_\_\_

Self evaluation	
Posture	n
Paper Positioning	
Pencil Hold	
Letter Formation	
Alignment	
Slant	
Spacing	
Neatness	

After Rachel's veterinarian friend captured a rabid fox, he sent telegrams to several rabies-control centers. Write the sample telegram on handwriting paper.

Rabies Control Officer  
Any Town  
Best State, U.S.A.



PhotoDisc, Inc.

Suspect rabid foxes roaming woods.  
sector 6 of Big Tusk National Park.  
Suggest inspection of bat colonies in  
local caves. One case confirmed in  
sector 5. Please send information on  
new cases in your area for use in  
research data. Will keep you  
informed.

Tom Varnett

line with Lesson 55.

67

## Materials and Preparation

### Have available:

- Handwriting paper for each student.

### Prepare:

- Handwriting lines on the chalkboard.

## Lesson Content

### Introduction

Read the following background story.

First thing after school, Rachel grabbed her camera and headed for the woods. Today she was hoping to get a good shot of the squirrel's nest she had dis-

covered last weekend. "It sure is nice to live near a national park; there's plenty here to explore," she thought happily as she took a short cut through a small glade of ferns. She glimpsed the reddish-gold tail of a fox under the trees ahead and stopped short, expecting it to run away. When the fox did not move, she crept cautiously toward it, raising her camera. At the click of the camera shutter, the fox sprang toward her with a growl. Rachel jumped for a low-branched pine tree and reached the third limb with a single bound. She looked down. The fox stood in the ferns, still growling. When it finally trotted off into the trees, Rachel took the shortest way home, frowning as she puzzled over the fox's strange behavior. Right away, she phoned her friend, Tom Varnett, a veterinarian, and described what had happened. Later that night, Tom stopped by to tell Rachel that he had been able to catch the fox. He was pretty sure that it had rabies.

**Direct attention to worktext page 67**—Ask a student to read the paragraph at the top of the page. Explain that rabies is a virus that lives in the saliva of its host, which is why a person can get rabies from the bite of a rabid animal. Animals are also infected by breathing the air in caves where rabid bats live. Caution the students never to approach an animal that is behaving strangely.

### Skill development

**Review the formation of v and x**—Direct several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Ask the students how uppercase v is different from lowercase v, uppercase x, and lowercase x. (*It does not connect to letters that follow.*) Remind them that the letter x is crossed after the entire word is written. Allow volunteers to write the following words on the chalkboard.

foxes

caves

vaccination

### Assessment

**Guide the completion of worktext page 67**—Ask a student to read the directions. Then ask another student to read the telegram aloud. Direct the students to follow the format of the telegram on the page as they write the telegram on handwriting paper.



You may want to use the evaluation form in the Appendix with this lesson. Be aware that the back of this page will be used in the next lesson on calligraphy.

## Optional activity

**Assign a book review**—Ask each student to think about his favorite animal story. Have him write on handwriting paper a paragraph describing what happened in the story. For an additional paragraph he could tell why he liked that particular animal.

## Lesson 56

## Calligraphy Letters *p*, *g*, and *q*

Worktext, page 68

Calligraphy Letters  
*p*, *g*, and *q*

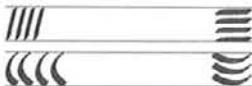
name \_\_\_\_\_

*p g q*

### Calligraphy Tips

Refer to the letter models on page 107 to help you avoid making letters that are too thin, too wide, too square, too sharp, or too curved.

Copy the practice strokes.



Write the letters *p*, *g*, and *q*.

*p p p*

*g g g*

*q q q*



68

Use with Lesson 56.

## Materials and Preparation

### Have available:

- A chisel-point pen for each student.
- A guide sheet for each student.
- Two pieces of typing paper for each student.
- A transparency of the lowercase guide sheet.
- An overhead projector.
- An overhead pen.

## Lesson Content

### Introduction

**Direct a warm-up activity**—Direct the students to write three of each of the practice strokes on typing paper. Then direct them to write one letter that they have already learned (*all the lowercase letters but j and y*) on the clean side of the typing paper. Tell them to add eyes, a nose, a mouth, and some appendages (such as wings, arms, or legs). Finally, tell the students to name their “critter.”

### Skill development

#### Demonstrate the formation of lowercase *p*, *g*, and *q*—

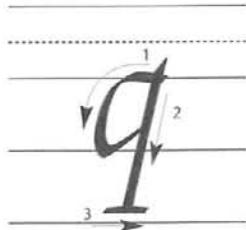
Write the letters on the lines on the overhead, verbalizing the direction of each stroke as you write. Show the students how the *g* and the *q* are formed similar to an *a* followed by different descender drops. Tell them to look at *p*. Ask them which letter has something in common with the *p*. (*the q*) Show the students that the last part of the *q* and the last part of the *p* are formed in the same way. Point out that all three letters reach almost to the descender line. Also mention that these letters should not connect to the letters that follow.



- (1) Short diagonal right, Drop low.
- (2) Swing around and lock.
- (3) Cross right.



- (1) Glide left and swing down to base line.
- (2) Drop low, Glide left, Swing up right to lock.



- (1) *Glide left,  
Swing around.*
- (2) *Drop low.*
- (3) *Cross right.*

## Guided practice

**Direct handwriting on worktext page 68**—Refer the students to the letter models on the lines at the bottom of the page. Remind them of the procedure for practicing the formation of the letters at the bottom of the page.

1. Note the arrow that indicates the direction of each stroke.
2. Trace the black letter with your finger.
3. Trace the gray letters with your pen.

Walk around the classroom to check that the students are making the correct strokes, both for practice strokes and for letter formation. Look for common errors.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Remind the students to use the side of the guide sheet labeled “Lowercase Guide Sheet.” Tell each student to write the practice strokes and new letters (*p*, *g*, and *q*) and to review the letters that were taught in the last calligraphy lesson (*h* and *k*).

Write the words *equip* and *plague* on the overhead for the students to see. Point out that these words will provide good review and practice in letter and word formation. Remind the students to leave the space of an *o* between words. Be sure to collect the pens when the students have finished.