

# PEOPLE AND PROFESSIONS

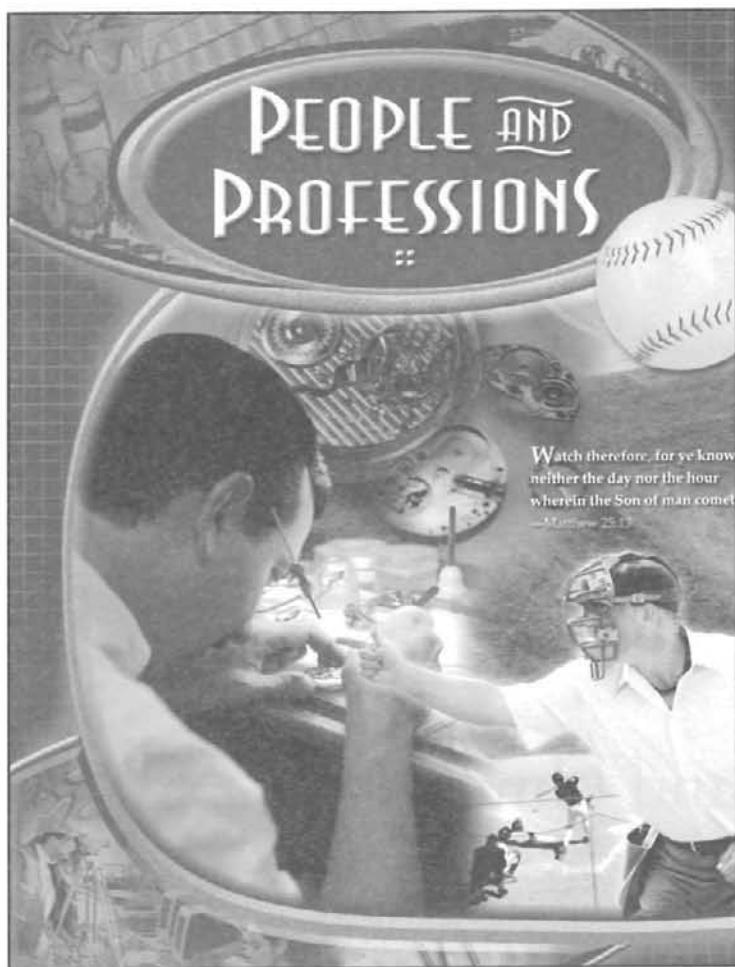


## Watchmaker and Umpire

The letters *w* and *u*, which have similar beginning strokes, will be reviewed in this unit in connection with the jobs of the watchmaker and umpire. The students will have an opportunity to exercise their ingenuity and demonstrate their knowledge of sports as they study these occupations.

Remember to look through the whole unit, giving special attention to the calligraphy lesson in the course of your preparation. As you practice faithfully, you too will become skilled in "beautiful writing."





## The Very Best

name \_\_\_\_\_



Write the following advertisement on handwriting paper.

*The Best in Railroad Watches*

*In mint condition, this "Vanguard" pocket watch is stem-wound in a gold-filled railroad style case. 15 jewels. Circa 1918. A bargain at \$900.*

Write the check as Joe Wharton would write it to purchase the watch.

Joseph H. Wharton 123 Main Street Place Lat Haven, CA	20	275
Pay to the Order of	62.3	532
First Federal Bank	5	Dollars
For		



© 2000 DLM Press Reproduction permitted

70

Use with Lesson 57.

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

- Handwriting paper for each student.

**Prepare:**

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

Joseph Wharton      watch      jewels

**Lesson Content****Introduction**

**Introduce the unit**—Tell the class to turn to worktext page 69 and read the unit verse silently. Ask them what they think the verse means. (*Answers will vary, but you should mention that we do not know when the Lord will return and that we should make sure that our lives are pleasing to Him so that we will not be ashamed when He does come back.* BAT: 2c Faithfulness)

**Relate the following information.**

How many of you have ever taken a clock or a watch apart to see how it is made? Did you notice the jewels in the watch movement? They can be made of glass, garnets, rubies, or sapphires, depending on the quality of the watch. The jewels are used in certain places inside the watch to reduce friction and to help the watch run better. Most wind-up watches today have at least a few jewels, and good quality watches have seventeen jewels. Complicated watches may have as many as twenty-three jewels.

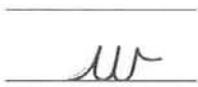
**Direct attention to worktext page 70**—Explain that watches are often worn as jewelry and can be made with very lavish settings. Mention that the watch described on this page was housed in a plain gold case; the watch was expensive because of the high quality of its movement. If gems and other ornaments had been used to decorate the case, it would have cost even more. Ask a student to read the paragraph at the top of the page.

## Skill development

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



*Swing up,  
Drop and swing up,  
Retrace and swing up.*



*Swing up,  
Drop and swing up,  
Retrace and swing up,  
Sweep out.*

Demonstrate writing the letter *w*—Point out the words on the chalkboard. Allow several students to write the words using your examples as models.

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



## Guided practice

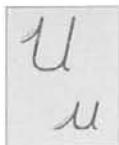
Guide the completion of worktext page 70—Ask a student to read the advertisement in the middle of the page. Then direct attention to the sample check. Explain the different parts of the check to the students. Encourage them to write the correct information neatly on the check. Remind them to write the paragraph “The Best in Railroad Watches” on handwriting paper after completing the check.

## Optional activity

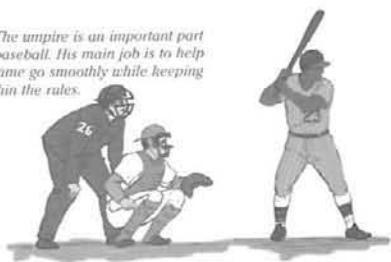
Assign a designing activity—Ask each student to design and then describe a beautiful case for the pocket watch pictured on worktext page 70. Cases for these watches usually consisted of a round covering, hinged like a lid, that could be lifted up in order to look at the watch face. Ornamentation was done on the outside and the inside of this cover as well as around the edge of the watch itself. Gold, silver, or brass was generally used for the case, which was often encrusted with precious stones. The girls may want to use decorations of enameled (painted) flowers, vines, or angels. The boys may prefer engraved pictures of animals or designs with gold or silver studs, which look like small nail heads.

## Call It!

name \_\_\_\_\_



The umpire is an important part of baseball. His main job is to help a game go smoothly while keeping within the rules.



Listed below are several characteristics that some umpires have. Choose the seven good characteristics and write them on handwriting paper.

- is concerned for the safety of the players
- makes decisions calmly and firmly
- is courteous to the coach and players
- won't explain his calls
- gives his best effort
- has a neat appearance
- arrives late for a game
- knows the rules well
- makes calls in favor of the home team
- enjoys the sport

Use with Lesson 58.

71

## Materials and Preparation

Have available:

- Handwriting paper for each student.

Prepare:

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

baseball	football	hockey
basketball	volleyball	soccer

**Lesson Content****Introduction**

**Lead a game**—Tell the students that each sport listed on the chalkboard makes use of one or more officials who see that the rules are followed. Ask which sport (or sports) fits with the following calls that an official could make.

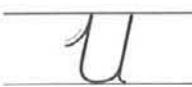
1. “You’re out!” (*baseball*)
2. “Defensive holding, number 27.” (*football*)
3. “Net ball.” (*volleyball*)

4. “Charging!” (*basketball, hockey*)
5. “Strike.” (*baseball*)
6. “High sticking.” (*hockey*)
7. “Offsides.” (*soccer; football, hockey*)
8. “Pass interference.” (*football*)
9. “Hands!” (*soccer*)
10. “Icing.” (*hockey*)

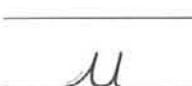
**Direct attention to worktext 71**—Ask a student to read the paragraph at the top of the page.

**Skill development**

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



*Swing up,  
Drop and swing up,  
Retrace and curve.*



*Swing up,  
Drop and swing up,  
Retrace and curve.*

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

*umpire      out      rules*

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

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

**Guided practice**

**Guide the completion of worktext page 71**—Ask several students to read the directions and the list of characteristics. Discuss which characteristics are good ones. Instruct the students to write neatly as they write the seven good characteristics on handwriting paper.

**Optional activity**

**Direct a donation**—Ask each student to pick his favorite sport and pretend that he is going to donate to his school everything needed to pursue that sport. Ask him to make a list of all the items he will need to buy or build for the school.

## Keeping Time



name \_\_\_\_\_  
Write the letters and words.  
*w w*  
*w w*  
*watchmaker*  
*U U*  
*U U*  
*umpire*

The Jewish day began at sunset. This chart shows how the Jews of the Bible kept track of time. Use a pen to write the chart in cursive on handwriting paper. If you make a mistake, cross it out neatly.

## Our Time

## Jewish Term

6:00 P.M.	Sunset
6:20 P.M.	Evening prayer
12:00 A.M.	Midnight
2:00 A.M.	Dog barks
3:00 A.M.	Cock crows
4:30 A.M.	Second cock crows
6:00 A.M.	Sunrise—three blasts of trumpet
9:00 A.M.	Morning sacrifice
12:00 P.M.	First hour of prayer
5:40 P.M.	Noon
6:00 P.M.	Nine blasts of trumpet—Evening sacrifice
	Sunset
	Six blasts of trumpet on the evening before the Sabbath



PhotoDisc, Inc.

2. As the hours pass, this timepiece burns down from one notch to another, showing the time. (*notched candle*)
3. This clock is usually enclosed in a large wooden case and has a pendulum as part of its mechanism. (*grandfather clock*)
4. The shadow cast by a vertical object is used to tell the time on this timepiece. (*sundial*)
5. Also called the Greek water clock, this timepiece consists of a container of water with a small hole in the bottom which allows the water to trickle out into a basin that is marked to show the hours. (*clepsydra*)
6. This timepiece does not have hands or a face; it has only numbers. (*digital clock*)
7. This exceptionally precise timepiece is often used on ships. (*chronometer*)
8. The bell or buzzer of this timepiece may sound at any hour. (*alarm clock*)

## Skill development

**Focus on the handwriting tip on worktext page 72**—Ask a student to read aloud the handwriting tip at the top of the page. Direct attention to the two words written in the box. Emphasize that a mistake should be crossed out *neatly* so that attention is not drawn to the mistake.

## Guided practice

**Focus on writing the letters *w* and *u***—Direct attention to the model letters at the top of worktext page 72. Ask which letters connect to the letters that follow them. (*uppercase u, lowercase w and u*) Instruct the students to practice the letters and the words on the lines provided.

**Direct the completion of worktext page 72**—Call on volunteers to read the directions and the chart. Discuss what the Jews used to help them tell time. (*sun, dog barking, cock crowing, trumpet blasts*) Remind the students to write neatly and cross out any mistakes neatly as they write the chart on handwriting paper.

## Optional activity

**Direct an idiom study**—Ask each student to write the meaning of the following “time” expressions as if he were explaining them to a new student who had just arrived in this country.

1. It’s about time.
2. Time out.
3. The man lived in King David’s time.

**Lesson Content****Introduction**

**Create interest in the lesson**—Ask a student to read the list of timepieces on the chalkboard. Instruct the class to guess which one fits each description below.

1. This clock is worn on a band that fastens around the arm. (*wristwatch*)

- They're behind the times.
- We had a good time.
- He served time in prison.
- My mother worked overtime.

- What's the time?
- She was always on time.
- My dad ate a dozen cookies at a time.

## Lesson 60

### Close Game

### Worktext, page 73

**Close Game**

name \_\_\_\_\_



Self-evaluation \_\_\_\_\_  
 Posture  
 Paper Positioning  
 Pencil Hold  
 Letter Formation  
 Alignment  
 Slant  
 Spacing  
 Neatness  
 Improvement

Number the second column to complete each simile or metaphor. Then write the sentences on handwriting paper under the headings "simile" and "metaphor."

1. Our team moved like	3. tigers on the prowl.
2. The noise from the crowd was like	5. wet spaghetti.
3. The boys on the other team were	7. a volcanic eruption.
4. The other team's pitcher was throwing	1. an old, lame dog.
5. As I walked to the plate, my legs wobbled like	2. a lion's roar.
6. Crack! That ball was	4. bullets at the plate.
7. Our celebration was like	6. a rocket over the fence.

Use with Lesson 60. 73

**simile**—a comparison between unlike things that uses *as* or *like*. Example: *The waves were as big as mountains.*

**metaphor**—a comparison between unlike things that is implied rather than clearly stated. Example: *The waves were mountains crashing down upon me.*

Divide the class into two teams to compete in finishing the following sentences. For extra points they can tell whether each one is a simile or a metaphor.

- I felt as scared as \_\_\_\_\_. (simile)
- The snowflakes were \_\_\_\_\_. (metaphor)
- The garden hose was a \_\_\_\_\_. (metaphor)
- The tall buildings were like \_\_\_\_\_. (simile)
- He ran like a \_\_\_\_\_. (simile)
- The class was as quiet as \_\_\_\_\_. (simile)
- The moon was \_\_\_\_\_. (metaphor)

### Skill development

Review the formation of *u* and *w*—Allow several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Ask which letter does not connect to the letters that follow. (*uppercase w*) Direct volunteers to write the following words on the chalkboard.

umpire  
bullet

wobbled  
prowl

Walt

### Materials and Preparation

Have available:

- Handwriting paper for each student.

Prepare:

- Handwriting lines on the chalkboard.

### Lesson Content

#### Introduction

Conduct a review game—Remind the class of the difference between a simile and a metaphor, or write the following definitions on the chalkboard, leaving out key words.

#### Assessment

Guide the completion of worktext page 74—Ask a student to read the instructions. Instruct the students to complete the matching of the similes and metaphors independently. When the students have finished the matching, ask several students to read the completed similes and metaphors. Direct the students to write the completed sentences 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 news report—Instruct each student to reread the sentences on worktext page 73 and notice that the sentences outline a story about a baseball game. Ask him to rewrite the story as it might appear in a report on the sports page of his home newspaper.

## Lesson 61

## Calligraphy Letters *j* and *y*

Worktext, page 74

### Calligraphy Letters *j* and *y*

name \_\_\_\_\_

Calligraphy Tips

Do not breathe! (At least not while making a stroke.)

Copy the practice strokes.



Write the letters *j* and *y*.

*j j j*  
*y y y*



74

Use with Lesson 61.

## 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.

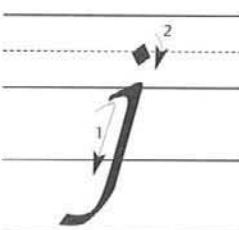
## Lesson Content

### Introduction

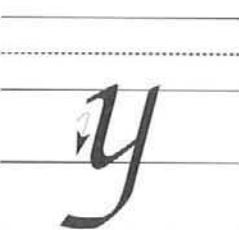
Direct a warm-up activity—Direct the students to write three of each of the practice strokes on typing paper. Then direct them to write out a short sentence or Bible verse. Remind them to use only lowercase letters.

### Skill development

Demonstrate the formation of lowercase *j* and *y*—Write the letters on the lines on the overhead, verbalizing the direction of each stroke as you write. Help the students to see that the *j* is similar to the first stroke of the *p* with the *dot* of the *i*. Direct their attention to the *y*. Point out that the *y* uses strokes similar to the *u* and a drop and a glide. Remind the students that they have produced all of the strokes necessary for the *j* and *y* and that formation of these letters should not present any problems. Point out that both letters reach almost to the descender line.



(1) Short diagonal right,  
Drop low and hook left.  
(2) Dot.



Short diagonal right,  
Drop and swing right,  
Push up to the body line,  
Retrace,  
Drop low and glide left.

## **Guided practice**

**Direct handwriting on worktext page 74**—Point out that writing the practice strokes again 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.

## **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 (*y* and *j*), and to review the letters that were taught in the last calligraphy lesson (*p*, *g*, and *q*).

# PEOPLE AND PROFESSIONS

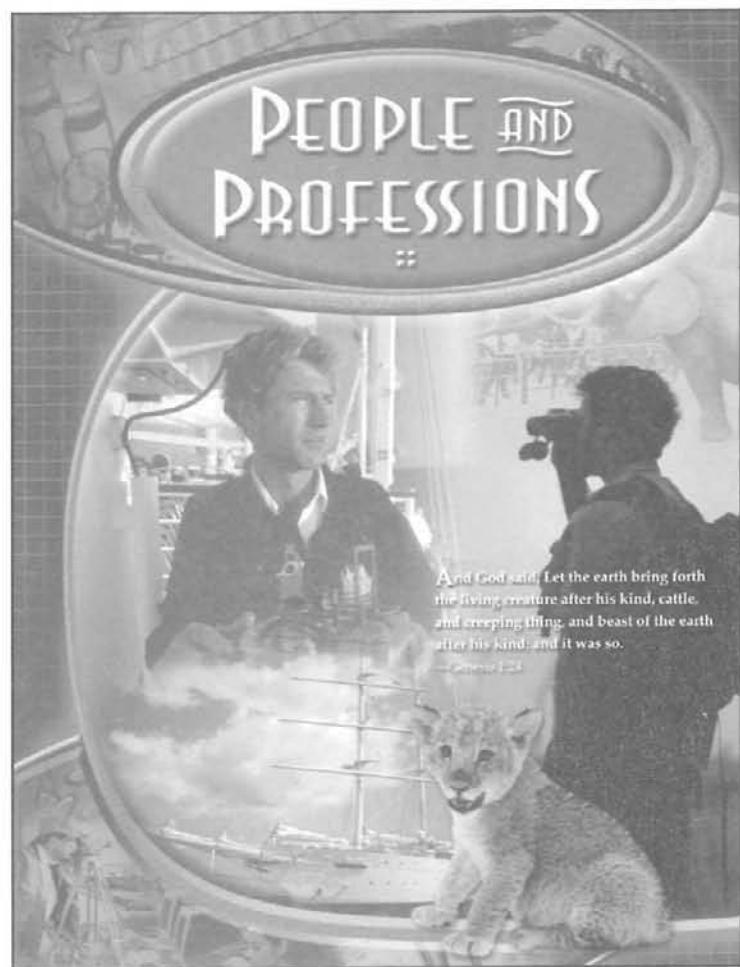


## Yachtsman and Zoologist

In this unit, the exotic-sounding activities of the yachtsman and the zoologist provide a colorful background for the review of letters *y* and *z*.

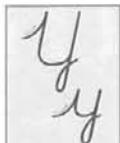
Make sure that you preview the unit, paying special attention to the calligraphy lesson. Allow yourself plenty of practice time so that you will be well prepared to teach it.



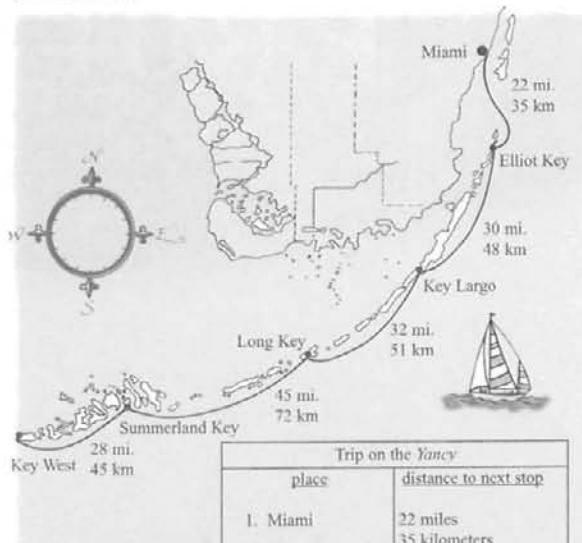


## Weigh Anchor!

name \_\_\_\_\_



Below is the map that Yvonne drew while she and her father took a yacht trip from Miami to Key West on the *Yancy*. On handwriting paper make a chart of the places they visited and the distances between them. Show both miles and kilometers.

**Materials and Preparation**

Have available:

- Handwriting paper for each student.

Prepare:

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

**Introduce the unit**—Ask a student to read the unit verse. Explain that *living creature* and *beast of the earth* are general terms for animals. *Cattle* includes such animals as cows, horses, sheep, and goats. *Creeping thing* refers to reptiles, insects, aquatic creatures, and small animals. The zoologist makes a scientific study of the vast array of animals that God has created. Point out that the yachtsman has opportunity to observe and appreciate many of the aquatic creatures. Mention that a yacht is any kind of small ship that is propelled by sails or a motor. It usually looks sleek and graceful.

**Give background information about the metric system**—Ask the class to tell you the name of the standard measuring system used by scientists all over the world. (*the metric system*) Relate that it was developed by a group of French scientists and adopted by France in 1799. Mention that the metric system is now common in most countries except the United States. It is a simple system to learn because all of its relationships are based on the decimal scale and the names it uses are all derived from the meter.

**Introduce worktext page 76**—Explain that Yvonne is a girl who has lived in Miami, Florida, for several years and enjoys yachting with her father. He named their yacht the *Yancy* for Yvonne and her mother, Nancy. When Yvonne's aunt invited them down to Key West, they decided to travel by yacht and visit several of the Florida Keys on the way. (A key is a reef or small coral islet; most often the word refers to the series of low islands off the coast of Florida.) The map on worktext page 76 shows their trip.

## Skill development

Review the formation of *y*—Verbalize the direction of each stroke as you write the letters on the chalkboard. Point out that the lowercase and uppercase letters are similar in appearance and that both connect to letters that follow them.



*Swing up,  
Drop and swing up,  
Retrace,  
Drop low and loop.*



*Swing up,  
Drop and swing up,  
Retrace,  
Drop low and loop.*

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

*Yvonne      yacht      key*

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

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



## Guided practice

Guide the completion of worktext page 76—Use the map on the worktext page as you lead a discussion of the stops Yvonne and her father made during their yacht trip from Miami to Key West. Direct attention to the chart. Choose a volunteer to read the first entry on the chart. Instruct the students to write on handwriting paper the heading and the first entry on the chart and then to complete the chart independently.

## Optional activity

Direct a dictionary activity—Instruct each student to look up the word *key* in a dictionary and choose six definitions to write on handwriting paper. (Some dictionaries have more than ten entries for this word.)

## Then and Now

name \_\_\_\_\_



*The main objective of a zoologist is to understand the lives of animals. His work may range from studying a dog's brain cells to reporting on the behavior of giraffes in Africa. Many of the discoveries made by zoologists have given medical researchers valuable information about the human body.*

Write the outline below on handwriting paper.

**Zoology**

- I. Ancient collections of animals
  - A. Chinese and Egyptian
  - B. King Solomon's
- II. Scientific study of animals
  - A. Books by Aristotle
  - B. Animals from other lands
  - C. Experiments with animal anatomy
- III. Zoology today
  - A. Many branches of study
  - B. Many careers to choose from



Use with Lesson 63.

77

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

- Handwriting paper for each student.

**Prepare:**

- Handwriting lines on the chalkboard.

**Lesson Content****Introduction**

**Lead a note-taking activity**—Explain that you will read an article about zoology. Ask the students to listen carefully for the main points in each of the three paragraphs you read and to take notes. If necessary, review outline form on the chalkboard. (Use Roman numerals for headings and uppercase letters for subheadings.) Choose one of the following procedures (depending on the experience your class has had with taking notes).

1. Tell the students to listen while you read the article. Discuss the main points that they heard if it seems necessary. Read the article again and have them take notes.
2. Have the students take notes as you read the article. If necessary, read it a second time so that they can revise their notes.

**Read the following article on zoology.**

Man has had collections of animals ever since ancient times. The Chinese and the Egyptians kept exotic animals in their palaces, and King Solomon had a world-famous collection of captive wild animals.

The scientific study of animals developed gradually. One of the first zoologists was Aristotle, who lived in Greece more than three hundred years before Christ. He wrote several books about animals and their structure. His work encouraged the systematic study of living things. Later on, new animals were studied when explorers from Europe visited other continents and brought back strange wild creatures. The invention of the microscope in following years led to the discovery of tiny forms of life that no one knew anything about. Scientists then began to study the anatomy of animals to learn about organs that were similar in both human and animal bodies. William Harvey, for example, was able to demonstrate the function of the heart, arteries, and veins because of his experiments with animals.

Zoology has changed greatly since Aristotle's time. It has become a broad science with many branches. Today, a person who wants to become a zoologist will find that he needs to specialize in one area. He may decide to study birds, insects, animal body tissues, animal environments, or one of a dozen other fields. There are many careers open to a zoologist. He may work at a wildlife preserve, a museum, or a zoo. He could get a job with the federal government, conduct expeditions, or do various types of research. No matter what work he chooses, the zoologist makes an important contribution to helping us understand and improve our world.

**Direct attention to worktext page 77**—Ask a student to read the paragraph at the top of the page. Explain that this page is an example of notes that could be written about the article just read.

## Skill development

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



*Swing up,  
Curve around and down  
to six,  
Drop low and loop.*



*Swing up,  
Curve around and down  
to six,  
Drop low and loop.*

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

*buzz*

*fuzzy*

*pizza*

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



## Guided practice

**Guide the completion of worktext page 77**—Call on students to read the notes they took about zoology at the beginning of the lesson. Instruct the students to compare the notes on the worktext page with their own notes as they write the sample notes on handwriting paper.

## Optional activity

**Direct a classifying activity**—Tell each student to pretend that he is a zoologist visiting an island that is inhabited by some very unusual animals. He is to make a chart that classifies the animals he encounters by describing them under these six headings: the animal's name, its color(s), the sound it makes, the number of appendages that it has (legs, trunk, tail, etc.), its facial details, and its habitat.

## Yvonne's News

name \_\_\_\_\_

Write the letters and words.

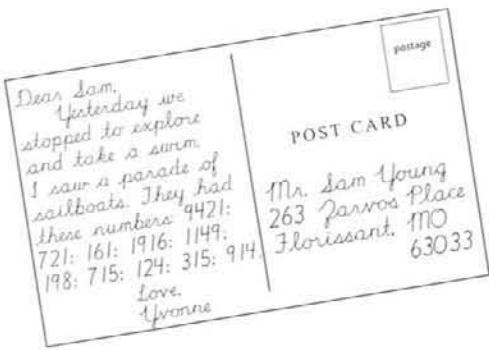
*y y**y y**yachtsman**z z**z z**zoologist*

## Handwriting Tip:

Don't smudge ink or wrinkle paper.  
Remember: Neatness counts!



Write Yvonne's post card to her brother, using handwriting paper. Can you decode the message concealed in the sailboat numbers?



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

Satisfactory      Needs improvement

Hint:  
1=a  
2=b  
3=c  
etc.

© 2004 by Linda Ward Beech, Scholastic Inc.

78

Use with Lesson 78.

## Materials and Preparation

Have available:

- Handwriting paper for each student.

Prepare:

- Handwriting lines on the chalkboard.

## — Lesson Content —

## Introduction

**Create interest in the lesson**—Tell the class that Yvonne and her brother enjoy writing letters to each other in code. Ask if anyone has ever written coded messages. Allow a short time for discussion before directing attention to the top of worktext page 78.

## Skill development

**Focus on the handwriting tip on worktext page 78**—Choose a student to read aloud the handwriting tip at the top of the page. Emphasize the importance of neat, legible handwriting.

**Review the formation of y and z**—Direct several students to write the letters on the chalkboard as you verbalize the stroke descriptions. Ask the students how the letters are similar. (*The uppercase and lowercase letters are similar; all the letters connect to letters that follow them.*)

Allow volunteers to write the following words on the chalkboard.

zero      Yancy      yesterday      Zarvos

## Guided practice

**Focus on writing the letters y and z**—Direct attention to the model letters at the top of worktext page 78. Instruct the students to practice the letters and words on the lines provided.

## Assessment

**Guide the completion of worktext page 78**—Ask a student to read the post card that Yvonne wrote to Sam. Reassure the students that decoding Yvonne's puzzle is not part of the assessment. Tell them that if they try to decode the message, they will find that one-digit and two-digit numerals are combined to make the code more difficult. Instruct them to write Yvonne's note first and then Sam's address as they write the post card on handwriting paper. Remind the students to write neatly and then to complete the self-evaluation form on worktext page 78.



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

Answer key:

9 4 2 1; 7 2 1; 1 6 1; 1 9 1 6; 1 1 4 9; 1 9 8; 7 1 5; 1 2 4;  
i d u g u p a s p a n i s h g o l d

3 1 5; 9 1 4

c o i n

I dug up a Spanish gold coin.

## Optional activity

**Direct a letter-writing activity**—Tell each student to use handwriting paper to write a letter to a friend about a real or imaginary trip he has taken.

### *Words to Work By*

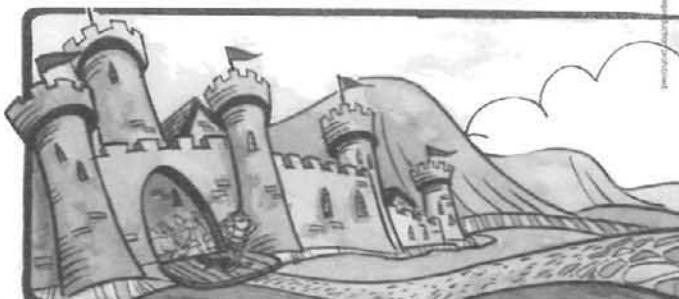
"The door to the room of success swings on the hinges of opposition."

"The test of your character is what it takes to stop you."

"You can do anything you ought to do."

"Blessed is the man who knows how to make stepping stones out of stumbling stones."

—taken from "Chapel Savings of Dr. Bob Jones Sr."



See Table 1.



*When finally the lesson they learn,  
Back home they decided to return,  
But imagine their gloe  
When, approaching, they see  
That their living as scribes they can earn.*

中大網易云課堂

79

## **Materials and Preparation**

#### **Have available:**

- The students' pretests from Lesson 1.

**Prepare:**

- Handwriting lines on the chalkboard.

## Lesson Content

## Introduction

**Direct attention to worktext page 79**—Ask a student to read the limerick. Discuss why Penfellow and Chanticleer returned home and why they were happy when they arrived.

**Lead a review**—Direct the students to list the people and professions about which they have learned during handwriting time. Allow them to look at the table of contents in the worktext to refresh their memories. Ask volunteers to write on the chalkboard the profession that represents each letter of the alphabet.

## Post-test

**Direct a post-test**—Help the students to recall the specific people they have studied and their professions. Remind the students that we remember these people for their work and determination. (BAT: 2e Work) Ask a student to read the directions on worktext page 79. Allow volunteers to read the quotations about work and determination on worktext page iv. Then instruct the students to use page iv as a guide as they complete page 79 independently, using their best handwriting.

**Guide the students in contrasting the pretest and the post-test**—Before collecting the papers, distribute the pretests and encourage each student to note his own improvement in handwriting.

### **Optional activity**

**Direct a writing-and-acting activity**—Tell each student to use handwriting paper to describe the profession or person he found most interesting. Then allow each student to dramatize the profession or person about whom he wrote.

# PEOPLE AND PROFESSIONS

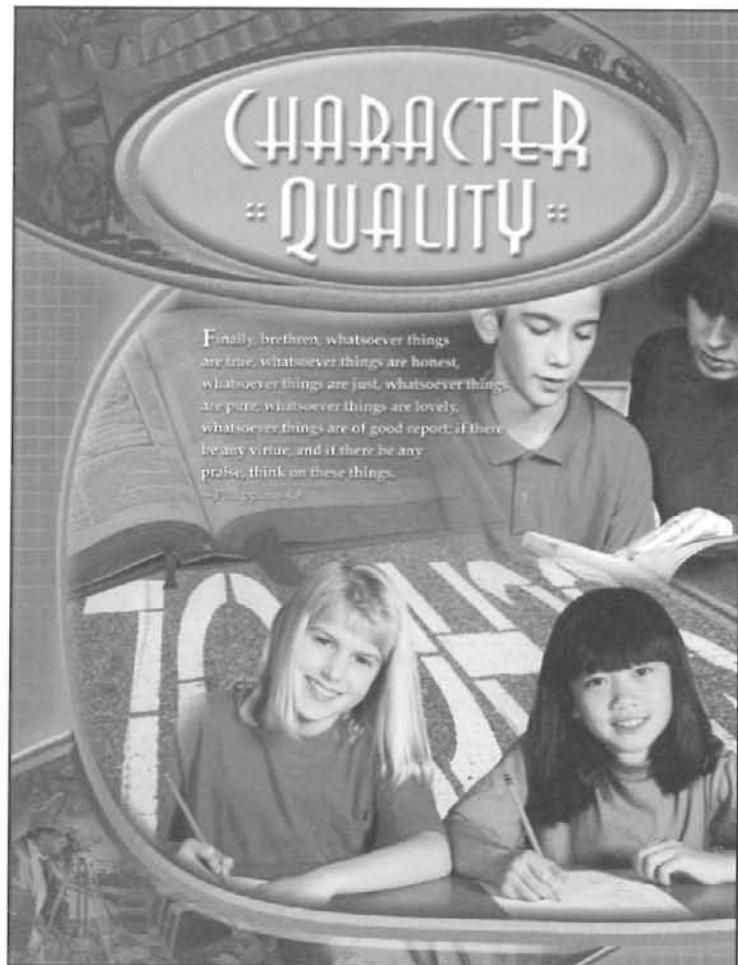


## Character Quality

As the students learn the uppercase calligraphy letters in this unit, they will be writing words that describe Christian character traits. While they are studying traits that contribute to “character quality,” they should also strive to write “quality characters.”

Make sure that you preview the unit, paying close attention to the lessons on spacing and layout. Allow class time in your schedule for the students to copy one of the examples at the end of the student worktext and to design a piece of calligraphy of their own.





## Materials and Preparation

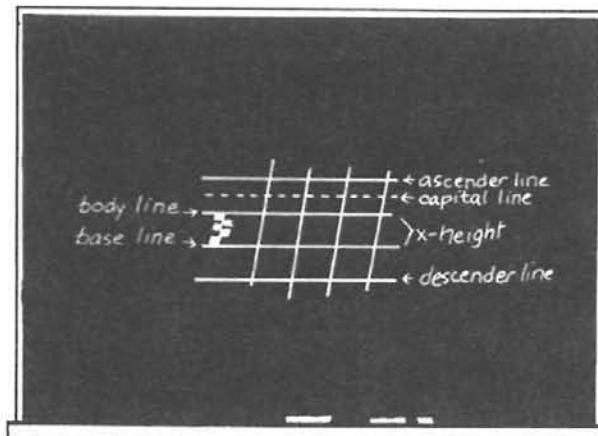
Have available:

- A chisel-point pen for each student.
- A guide sheet for each student.
- A piece of typing paper for each student.

- A transparency of the advanced guide sheet.
- An overhead projector.
- An overhead pen.



You have been using the guide sheet for lowercase letters. Now you will need the advanced guide sheet for uppercase letters.



## Lesson Content

### Introduction

**Explain the purpose of this lesson**—Congratulate the students on having completed the entire lowercase letters of the alphabet. Explain that this is not the end of calligraphy lessons but only the end of the formal presentation of the lowercase letters. Point out the verse on page 81. Tell them that following this review is a section for uppercase Chancery cursive letters and numerals. Point out that although they will produce a complete sentence today, they will not be using uppercase letters since they have not learned them yet.

## Calligraphy Lowercase Review

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

Now Penfellow's speed is much greater,  
And his puppet's a good illustrator,  
For with nothing to view  
(And much writing to do),  
The two scribes must do daydreaming later.

### Calligraphy Tips

Leave an adequate amount of space between lines  
so that your work is readable.

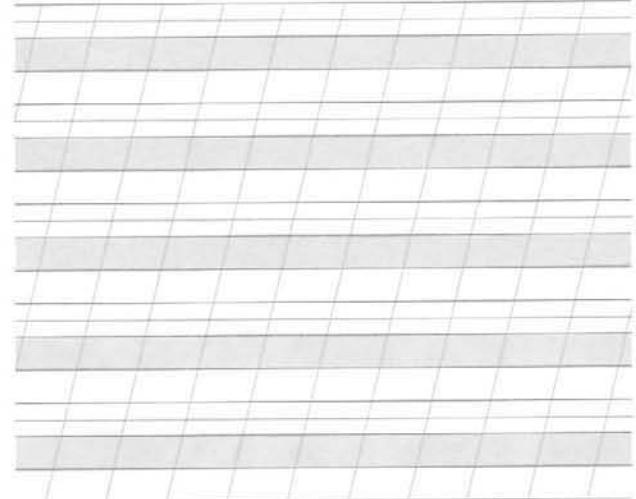
Write the following on the lines on page 83.

travelling beneath  
the azure sky in  
our jolly ox-cart,  
we often hit  
bumps quite hard

82

Use with Lesson 66.

© 2000 B&W Print Production Inc. printed.



Use with Lesson 66.

83

**Introduce the advanced guide sheet**—Hold up a guide sheet so that the side labeled “Advanced Guide Sheet” faces the students. Indicate the five guidelines—the ascender, capital, body, base, and descender lines. Remind the students to go beyond the capital line almost to the ascender line on tall letters. Tell them that they will not use the capital line until the next lesson. Finally, show the students where the x-height is located in relation to the other lines.

## Skill development

**Remind the students of the proper positions that they have learned**—Remind them of the tips about proper body position, paper position, pen hold, and pen angle.

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

## Guided practice

**Direct handwriting on worktext pages 82 and 83**—Ask a student to read the limerick at the top of page 82. Read the calligraphy tip at the top of the page. Refer the students to the letter models at the top of page 82; then direct them to look carefully at the sentence. Point out letter spacing and word spacing. Tell the students to read the sentence so that they see it as a unit and not just a grouping of letters that happen to form words. Then direct the students to write the phrase from page 82 on the lines on page 83. Collect page 83 from each student and write comments on the pages.



The back of worktext page 83 will be used in the next lesson.

Calligraphy Letters *B* and *D*

Write the letters and words.

*B**B**D**D**Blessed**Diligent*

84

Use with Lesson 67.

Phonics and reading  
writing practice

## Lesson Content

## Introduction

**Lead a word study**—Explain to the students that each of the next calligraphy lessons will highlight certain character qualities. Ask a student to read Psalm 1:1-2. Point out the word *blessed* and tell the class that this is one of the qualities for this lesson. Ask them if they fulfill the requirements in this verse for being blessed. Tell the class that the other character quality is *diligent*. Ask what *diligent* means. (*persevering, hard-working, industrious*) Challenge them to make sure that this quality describes the way they practice calligraphy.

**Introduce the students to uppercase Chancery cursive letters**—Tell the students that the capital letters are called uppercase because they were stored in the top drawer of the printer's chest of drawers—the upper case. Give the two following reasons that uppercase Chancery cursive letters are a little more difficult to form than lowercase letters.

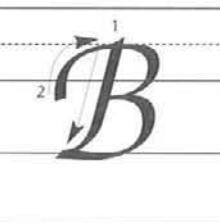
1. Uppercase letters are larger than lowercase letters, and that means that more time, concentration, and breath control are needed to form these letters.
2. Uppercase letters are not used as often as lowercase letters.

Also point out that uppercase letters go only as high as the capital line because if they reached as high as the ascender line, they would “overpower” the lowercase letters.

## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase *B* and *D***—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the first stroke and part of the second stroke of the letters *B* and *D* are alike.

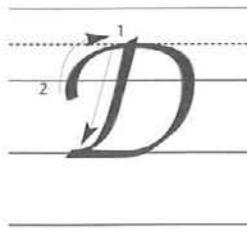


(1) Drop and slight curve left.

(2) Swing left and up,  
Glide right, around,  
and down to lock,  
Retrace, around, and  
down to lock.



You may prefer not to collect the calligraphy pens after each lesson since the students will be using them for all lessons now.



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

### Guided practice

**Direct handwriting on worktext page 84**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

### Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

**Direct a special activity**—Tell the students that sometimes an artist chooses to make the first letter of the first word (or an entire word) larger for emphasis. Direct them to design a special *B*.

*B*e merciful unto me, O  
God: be merciful unto me:  
for my soul trusteth in thee:

## Calligraphy Letters C and G

Write the letters and words.

C C

G G

Content

Generous

Use with Lesson 68.

85

Review the terms related to the advanced guide sheet—Ask a student to indicate and name the five guidelines on the guide sheet. Remind the students that the uppercase letters should reach only as high as the capital line.

**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase C and G**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the stroke of C and the first stroke of G are identical.

C

Glide left,  
Swing around.

G

(1) Glide left,  
Swing around.  
(2) Glide right,  
Drop low and hook.

**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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A Bible.

**Lesson Content****Introduction**

**Lead a word study**—Ask a student to read Hebrews 13:5. When he is finished, repeat the words *and be content*. Tell the students that being content is one of the character qualities for this lesson. Help the class to deduce from the verse why we can be content. (*because we have Jesus, who can fill all our needs*) Mention that the other character quality is being generous. Ask three students to give a synonym for this trait. (*liberal, big-hearted, kind, bountiful*)

**Guided practice**

**Direct handwriting on worktext page 85**—Direct the students to remove page 85 from their worktexts. Point out the arrow that indicates the direction of each stroke. Direct them to read the directions and complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

## Calligraphy Letters A and M

Write the letters and words.

*A A**M M**Ambitious**Motivated*

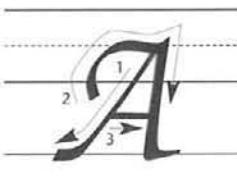
Matthew 28:19-20; then ask a volunteer to tell how these verses can motivate us to tell others about Christ. (*Jesus commands us, and He promises to be with us.*)

## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

## Demonstrate the formation of uppercase A and M—

Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the *M* is similar to two *A*'s. Point out that these two letters are a little difficult to form because the verticals do not follow the 13° letter slant, but the overall effect of the letter must be that of one that does follow the 13° slant.



- (1) Drop left and glide left.
- (2) Swing left and glide right,  
Drop and glide right.
- (3) Cross.



- (1) Drop left and glide left.
- (2) Swing left and glide right,  
Drop right,  
Climb right to capital line.
- (3) Start high, glide left,  
and drop to base line.  
Glide right.

## Guided practice

**Direct handwriting on worktext page 86**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

## Calligraphy Letters E and F

Write the letters and words.

*E E**F F**Enthusiastic**Faithful*

© 2000 ILM Press. Reproduction authorized.

Use with Lesson 70.

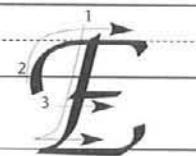
87

## Skill development

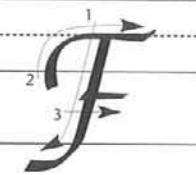
**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase E and F**—

Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the *F* is similar to the *E*.



- (1) Drop and curve left, Retrace, glide right and curve up.
- (2) Swing left and glide right and curve down.
- (3) Cross.



- (1) Drop and glide left.
- (2) Swing left and glide right and slight curve up.
- (3) Cross.

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.

**Lesson Content****Introduction**

**Lead a word study**—Ask a student to tell what *enthusiastic* means. (*full of excitement or great interest*) Then ask the class why it is important for a Christian to be enthusiastic. (*It will bring glory to God, our work will be better, and the unsaved will be favorably impressed.*) Mention that the second character trait, *faithful*, is important for the same reason. Ask two students to give a specific example of how enthusiasm or faithfulness can bring glory to God.

**Guided practice**

**Direct handwriting on worktext page 87**—Direct the students to remove page 87 from their worktexts. Point out the arrow that indicates the direction of each stroke. Direct them to read the directions and complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

**Continued practice**

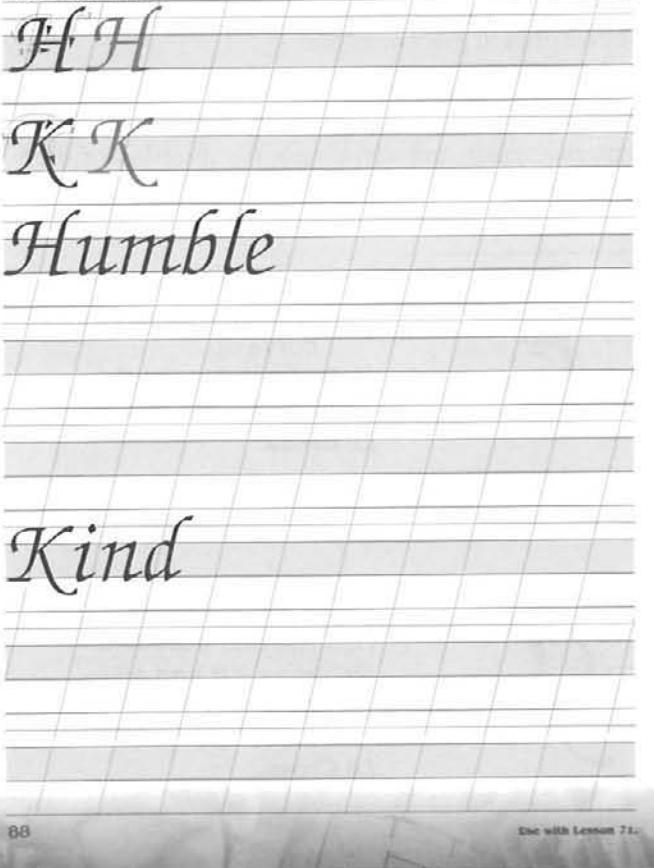
**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

Calligraphy Letters *H* and *K*

Write the letters and words.



88

End with Lesson 71.

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A Bible.
- Worktext page 88 for each student.

**Lesson Content****Introduction**

**Direct a Bible study**—Tell the class that the character traits for this lesson are sometimes considered by the world to be signs of weakness. However, that is not God's opinion of them. Ask a student to read aloud I Peter 5:5; then ask the students to guess the trait. (*humble*) Repeat this procedure with Ephesians 4:32 for *kind*. Point out that both of

these verses are phrased as a command. Remind the students that God never gives a command without enabling us to obey it.

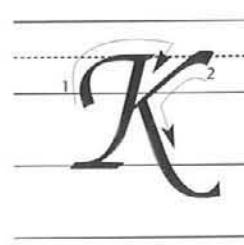
**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase *H* and *K***—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the cross of the *H* and the point at which the second stroke of the *K* touches the first stroke are both below the body line. But the second stroke of the *H* starts above the uppercase line.



- (1) Swing left and around,  
Drop and glide left.
- (2) Start high,  
Glide left,  
Drop and glide right.
- (3) Cross.



- (1) Swing left and glide right,  
Drop and glide left,  
Retrace and glide right.
- (2) Slight glide left,  
Drop left,  
Drop right low and curve.

**Guided practice**

**Direct handwriting on worktext page 88**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

## Calligraphy Letters I and J

Write the letters and words.

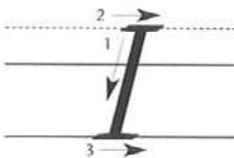
*I I**J J**Industrious**Joyful*

© 2000 ILM/Pens. Reproduction permitted.

Use with Lesson 72.

89

**Demonstrate the formation of uppercase I and J**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write.



- (1) Drop.
- (2) Cross right at the top.
- (3) Cross right at the bottom.



- Swing up and around,  
Drop and hook left.

**Guided practice**

**Direct handwriting on worktext page 89**—Direct the students to remove page 89 from their worktexts. Point out the arrow that indicates the direction of each stroke. Direct them to read the directions and complete the page.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

**Lesson Content****Introduction**

**Lead a song**—The character traits for this lesson are *industrious* and *joyful*. Mention this and then lead the class in singing “There Is Joy in Serving Jesus.”

**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

## Calligraphy Letters L and S

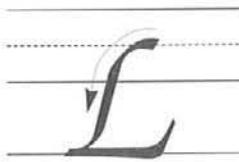
Write the letters and words.

*L L**S S**Loyal**Spirit-filled*

## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase L and S**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the uppercase S is identical to its “little brother,” lowercase s.



*Glide left,  
Drop and glide left,  
Retrace, glide right and  
hook.*



*Swing up to left,  
Swerve around and back  
to the left.*

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A Bible.
- Worktext page 90 for each student.

**Lesson Content****Introduction**

**Lead a discussion**—The two character traits presented in this lesson, *loyal* and *Spirit-filled*, are related in that when we let the Holy Spirit rule our hearts, we will be loyal to the right person or idea. Discuss this briefly after reading Romans 8:13-14 aloud.

**Guided practice**

**Direct handwriting on worktext page 90**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

## Calligraphy Letters N and T

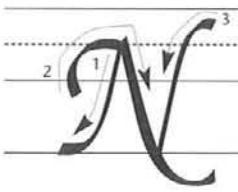
Write the letters and words.

*N N**T T**Neighborly**Truthful*

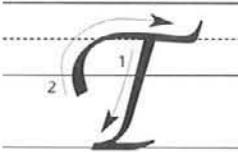
## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase N and T**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that there are no similarities between *N* and *T*. Show the students that the first stroke of the *N* is identical to that of the *H*.



- (1) Drop and glide left.
- (2) Swing up and around, Drop right low and curve right.
- (3) Start high, Glide left and drop to lock.



- (1) Swing left and up, Glide right, Hook up.
- (2) Drop and glide left, Retrace and glide right.

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A Bible.

## — Lesson Content —

## Introduction

**Direct a word search**—Ask volunteers to read Galatians 5:14 and Ephesians 4:25 to the class. Mention that one of the character traits for this lesson begins with an *n* and the other begins with a *t*. Have the class guess the traits *neighborly* and *truthful* from the verses they hear.

## Guided practice

**Direct handwriting on worktext page 91**—Direct the students to remove page 91 from their worktexts. Point out the arrow that indicates the direction of each stroke. Ask them to read the directions and complete the page.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

## Calligraphy Letters O and Q

Write the letters and words.

OO

QQ

Obedient

Quickened

© 2002 by Linda Ward Beech and Linda Ward Beech, Lerner Publishing Group

92

Eric with Lesson 75.

quickened; those who obey the gospel's command to believe will also be quickened.)

## Skill development

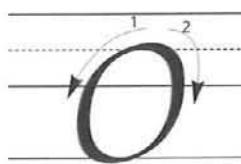
**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase Q and O—**

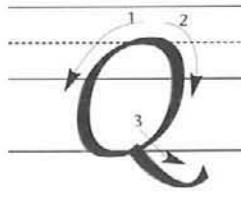
Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that uppercase Q and O are both identical to lowercase o except that they are larger.



Point out to the students that if they form the o shape for these letters in a box, the first stroke begins in the upper right-hand corner of the box and ends in the bottom left-hand corner. Warn the students that while forming the last part of the third stroke of the letter Q they should keep the drop right very straight until the slight curve at the end.



- (1) Swing around left.  
(2) Swing around right.



- (1) Swing around left.  
(2) Swing around right.  
(3) Drop right and curve.

## Guided practice

**Direct handwriting on worktext page 92**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

Calligraphy Letters *P* and *R*

Write the letters and words.

*P P**R R**Patient**Responsible*

© 2005 BJU Press. Reproduction is permitted.

Use with Lesson 76.

93

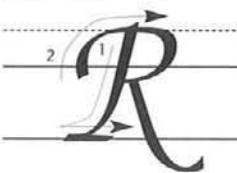
## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase *P* and *R***—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that the first stroke of the uppercase *R* is just like the first stroke of the *T* with the exception that the glide is shorter. Also point out that the first part of the second stroke of both letters is like the *B* and *D*. Direct the students to note that the lock of the second stroke is just below the body line. Finally, point out that the drop of the *R* is to be straight until the curve.



- (1) Drop.
- (2) Swing left and around to lock.
- (3) Cross at the bottom.



- (1) Drop and glide left, Retrace and glide right.
- (2) Swing left and around to lock, Drop right low 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.

## Lesson Content

## Introduction

**Direct a word study**—Tell the class that the two character traits for this lesson are *patient* and *responsible*. Mention that these are especially hard qualities to develop. Elicit the meaning of each trait. (*patient*—enduring trouble or hardship without complaining; *responsible*—dependable or trustworthy) Ask the students for their ideas about how to become more patient and/or trustworthy. (*Ask God to help them practice patience and responsibility when the opportunities come along.*)

## Guided practice

**Direct handwriting on worktext page 93**—Direct the students to remove page 93 from their worktexts. Point out the arrow that indicates the direction of each stroke. Direct them to read the directions and complete the page.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

Calligraphy Letters *U* and *Y*

Write the letters and words.

*Uu**Yy**Unselfish**Yielded*

94

Use with Lesson 77.

© International Calligraphy Institute (ICI) 2000

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A Bible.
- Worktext page 94 for each student.

**Lesson Content****Introduction**

**Direct a word study**—Remind the students that one of the character qualities already presented is *generous*. Ask them to guess a related character quality beginning with *u*. (*unselfish*) Ask a student to read aloud Romans 6:13; then ask the students to guess another character quality from the

verse. (*yielded*) Elicit the meaning (*to be submissive to something*) and ask, “To whom should you be yielded?” (*to the Lord, to parents, to teachers, and to others in positions of authority*)

**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase *U* and *Y***—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that there are no similarities between these two letters. Tell the students that the uppercase and the lowercase *U* are similar.



- (1) Swing left and around, Drop and swing around right.
- (2) Short diagonal right, Drop and glide right.



- (1) Swing left and around to the right, Drop left and slide left.
- (2) Glide left and drop left to lock.

**Guided practice**

**Direct handwriting on worktext page 94**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

## Calligraphy Letters V and W

Write the letters and words.

*VV**WW**Victorious**Willing*

Use with Lesson 78.

95

## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase V and W**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Show the students that uppercase *V* and *W* are similar. Point out that the *W*, better named *double V*, is almost like two *V*'s connected. Tell the students that as with the *A*, the difficult part of forming a *V* is making the letter look like it has a 13° slant when none of its strokes follow the 13° slant.



*Swing left and around,  
Drop,  
Climb right high and curve  
left.*



*Swing left and around,  
Drop,  
Climb right,  
Drop,  
Climb right high and curve  
left.*

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- A copy of the hymn “I’ll Go Where You Want Me to Go.”

## Lesson Content

## Introduction

**Lead a discussion**—Tell the class that this lesson’s character qualities are *victorious* and *willing*. Mention the title of the hymn “I’ll Go Where You Want Me to Go” and ask how *victorious* and *willing* are illustrated in this thought. (*The Christian who is willing to go anywhere is going to be victorious in what he does because God will enable him.*) Lead the class in singing the hymn.

## Guided practice

**Direct handwriting on worktext page 95**—Direct the students to remove page 95 from their worktexts. Point out the arrow that indicates the direction of each stroke. Direct them to read the directions and complete the page.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

## Calligraphy Letters X and Z

Write the letters and words.

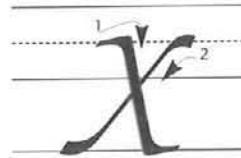
*X X**Z Z**Xenial**Zealous*

*zealous* (*enthusiastic, devoted to an idea*), is a trait that can be good or bad, depending on how it is directed. Ask the students for examples as time permits.

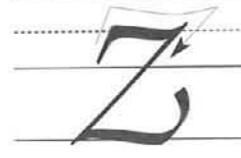
## Skill development

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of uppercase X and Z**—Write the letters on the lines on the overhead, using the transparency guide and verbalizing the direction of each stroke as you write. Point out that these two letters are similar to their lowercase brothers. Remind the students to keep the first stroke of the X and the horizontal strokes of the Z fairly straight.



- (1) *Glide right,  
Drop right and glide  
right.*
- (2) *Glide left,  
Drop left and glide left.*



- Short stroke up,  
Glide right and slight  
curve,  
Retrace and drop left,  
Glide right and curve up.*

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- Worktext page 96 for each student.

## Lesson Content

## Introduction

**Lead a discussion**—*Xenial*, the character trait for the letter x, comes from a Greek word that means “guest.” It refers to a friendly relationship between two persons from different countries. Explain this to the class and have them give synonyms that describe this attitude. (*friendly, hospitable, congenial*) Mention that the other character trait,

## Guided practice

**Direct handwriting on worktext page 96**—Point out the arrow that indicates the direction of each stroke. Direct the students to read the directions and complete the page.

## Continued practice

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.

## Calligraphy Numerals

**Write the numerals.**



Line with Lesson 30.

97

- 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 advanced guide sheet.
  - An overhead projector.
  - An overhead pen.

## Lesson Content

## Introduction

**Lead an activity**—Point out to the students that many people throughout history (as well as today) have used numeral systems different from our system. For example, explain to the students that in 3000 B.C. Egyptians used *hieroglyphics* (picture writing) to write numerals. Give the students the Egyptian numeral system shown below.

1 / Stroke

10 ⋂ Arch

100 ⑨ Coiled Rope

1,000 ⚭ Lotus Flower

10,000 ✓ Finger

100,000 ♂ Tadpole

Ask the students to convert the following numbers from the Egyptian numeral system to our numeral system.

$$990900/9990// = 643$$

rrrr ♪ ♪ ♪ ♪ // ♪ // ♪ // = 46.119

၁၀၁၀၀//၀၀၀/ = 263

$$\text{DrrP9PnGrP///P} = 134.214$$

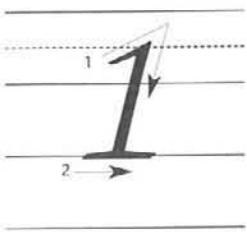
Ask the students if they can figure out two ways that the Egyptian numeral system differs from our system and one way that it resembles our system. (*The Egyptian system did not have a zero, and the symbols could be written in any order since the value of a symbol did not depend on its position. The Egyptian system was based on 10.*)

## **Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Demonstrate the formation of the numerals**—Write each numeral on the lines on the overhead, verbalizing the direction of each stroke as you write. Point out that the numerals use the same guidelines as the uppercase letters. Tell the students that a zero is the same as an uppercase O. If you have time, show them an alternate way of writing the 7 and 9. Explain to the students that sometimes calligraphers start the 7 and 9 at the body line and go below the base line.

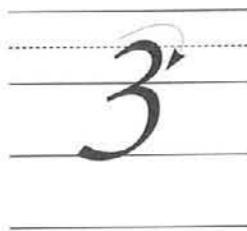




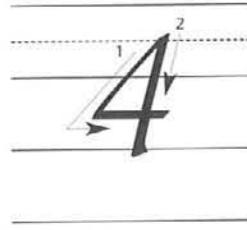
- (1) Short diagonal right,  
Drop.  
(2) Cross at bottom.



- Swing up and around,  
Drop left,  
Glide right and hook.



- Swing up and around to  
the left,  
Retrace and swing around  
to the left.



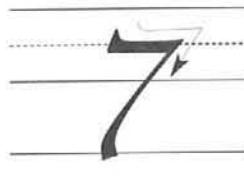
- (1) Drop left,  
Glide right.  
(2) Drop.



- (1) Drop below body line  
and swing around.  
(2) Glide right and curve  
up.



- (1) Swing around to the  
left.  
(2) Swing right and around  
to lock.



- Short diagonal left,  
Glide right,  
Drop left,  
Curve right.



- (1) Swing down,  
Swerve around and  
back.  
(2) Swing left and around  
to lock.  
(3) Swing right and around  
to lock.



- Swing around left and up  
and around,  
Swing down low to the  
left.

### Guided practice

Direct handwriting on worktext page 97—Tell the students to remove page 97 from their worktexts. Point out the arrow that indicates the direction of each stroke. Ask them to read the directions and complete the page.

### Continued practice

Direct practice with typing paper and a guide sheet—Tell the students to use the advanced guide sheet as they practice the new letters and words on typing paper.



The back of this page will be used in the next lesson.

**Spacing in Calligraphy**

The page features a calligraphy guide at the top left with examples of letter pairs and their spacing. It includes a section titled "Calligraphy Tips" with a tip about letter spacing. Below this is a large area for practicing words like "will", "pond", "wood", "the quick brown fox", and "the". The page is numbered 98 at the bottom left and includes a copyright notice.

**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Guided practice**

**Direct handwriting on worktext page 98**—Point out that the words *will*, *pond*, and *wood* on the page are included so that the students can practice spacing within a word and that the phrase *the quick brown fox* is included so that they can practice spacing between words and between lines. Direct the students to complete the page.

Walk around the classroom to check that the students are making the correct strokes for the letters. Look for common errors.

**Continued practice**

**Direct practice with typing paper and a guide sheet**—Tell the students to use the advanced guide sheet as they write a verse or part of a verse on typing paper. Remind them to observe the spacing rules.

**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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- Worktext page 98 for each student.

**Lesson Content****Introduction**

**Lead a discussion about the spacing rules**—Write the phrase *the quick brown fox* from worktext page 98 on the overhead. Use poor spacing between letters, words, and lines. Ask the students to name the three spacing rules; then point out the problems in your example.

## Layout in Calligraphy



## Calligraphy Tips

Plan your layout, leaving margins and allowing room at the end of each line to either finish a word or to break it at a proper place.

*I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.*

Look at the following layout examples. Decide which example is better and why it is better.



See also Lesson 82.

99

If Jesus Christ  
be God and died  
for me, then no  
sacrifice can be  
too great for me  
to make for Him.

C. T. Studd

100

## 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 advanced guide sheet.
- An overhead projector.
- An overhead pen.
- Adding-machine tape (about five feet for each student).
- A pair of scissors for each student.

**Lesson Content****Introduction**

Direct a discussion from page 99—Direct the students' attention to page 99 in their worktexts. Ask them to point out which layout example they think is better and why they think it is better. (*The one on the right is better because of good planning: the calligrapher did not run out of room in*

*the middle of a word; it has equal margins on both sides; and it has a slightly larger margin at the top than the other one does.*)

**Skill development**

**Direct a warm-up activity**—After distributing a piece of typing paper and a pen to each student, direct the class to write five of each practice stroke.

**Guided practice**

**Direct an activity using worktext page 99**—Give each student about five feet of adding-machine tape (strips of paper will work just as well). Direct the class to write the saying on page 99 on the adding-machine tape. Ask the students to cut the tape apart between each word and to arrange the words in a layout that would fit on a piece of typing paper. Then tell them to write the saying in that layout format on a piece of typing paper, using the guide sheet.

Walk around the classroom to check that the students are making the correct strokes for the letters.

## **Continued practice**

**Have the students practice with typing paper and a guide sheet**—Have the students choose a verse, poem, or saying from pages 100-103 and write it in the layout format shown. Then direct the students to design their own layout of a famous saying or verse and letter it.

**Direct the students to write a tribute to honor someone special**—Tell the students that a tribute is a gift or service showing respect, gratitude, or affection. Tell each student to think of a person whom he would like to honor. Direct him to imagine the person's general appearance, typical expressions, and responses. When he has the qualities of that person in mind, ask him to write a letter, build an acrostic on the letters in the person's name or occupation, or write the person's qualities or services in the form of a certificate. Direct him to do this activity in Chancery cursive.