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Manuscript Writing

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Ouachita Baptist University

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MANUSCRIPT WRITING

An Honors Project,
Dr. Mims,
Special Studies Director
1 hour credit

Kathy Bittle
December 7, 1973

MANUSCRIPT WRITING

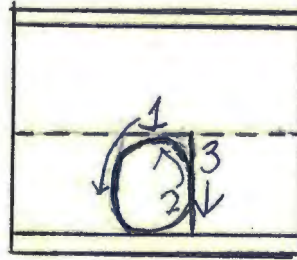
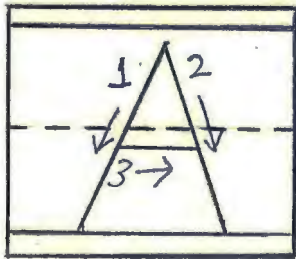
Teachers influence the writing of children by example, planned lessons, and by establishment and maintenance of standards. To do this teachers need to be able to use acceptable manuscript writing, diagnose the individual needs of children, and plan experiences to meet those needs. Teachers do this by understanding the nature of the task to be done, the materials and tools, used and current procedure and philosophy; acquiring the personal skills needed; and understanding the range of individual differences among learners.

The primary child frequently lacks the muscular coordination needed for writing. He is encouraged to work with clay, finger paint, or other materials that require finger coordination. The paper used has spaces of $\frac{1}{2}$ inch between lines. Thick, soft lead pencils are used. Speed is never emphasized. Each child sets his own progress pattern.

Early handwriting instruction should use whole words that have real meaning for the children--words they are interested in and that are easy to write. It will probably be necessary to bring in words like queen, quiet, quail, fox, fix, box, excuse, zebra, zoo, buzz, and dozen,

in order to teach the letters q, x, and z. The entire alphabet must be taught.

I have made alphabet cards of all the capital letters and all the lower case letters. Each letter is on a $5\frac{1}{2}$ inch square piece of poster board that has been laminated. For example:



I would use these cards in teaching the alphabet. Maybe I could use one a day or two or three a week, depending upon how fast the children learn. If we were talking about the capital A we would look at my card and first we would practice the touchdown stroke from just below the top line, slanted toward the left as they go down-- \swarrow . Then we would practice the second stroke starting downward to the right-- \searrow . For the third stroke start just below the center line and make a straight line from left to right-- --- . When we practiced all three strokes we would put all of them together-- $\frac{1}{3}A^2$.

Along with teaching the correct way to make the letters, I would teach the proper position for holding the pencil and paper.

GOALS FOR MANUSCRIPT WRITING BY GRADE LEVELS:

By the end of kindergarten:

1. Writing is a form of communication. It is language shared through signs. Signs, names, and other written symbols have meaning.
2. In some cases, a child will be able to write his first name.
3. There will be some familiarity with the forms of manuscript writing as the teacher uses it in recording children's stories, labeling pictures, or writing names.

By the end of grade 1:

1. Write in manuscript form all letters, both capitals and lower case.
2. Write their name and address.
3. Write simple original stories.
4. Understand and practice proper spacing between letters of a word and between words of a sentence.

By the end of grade 2:

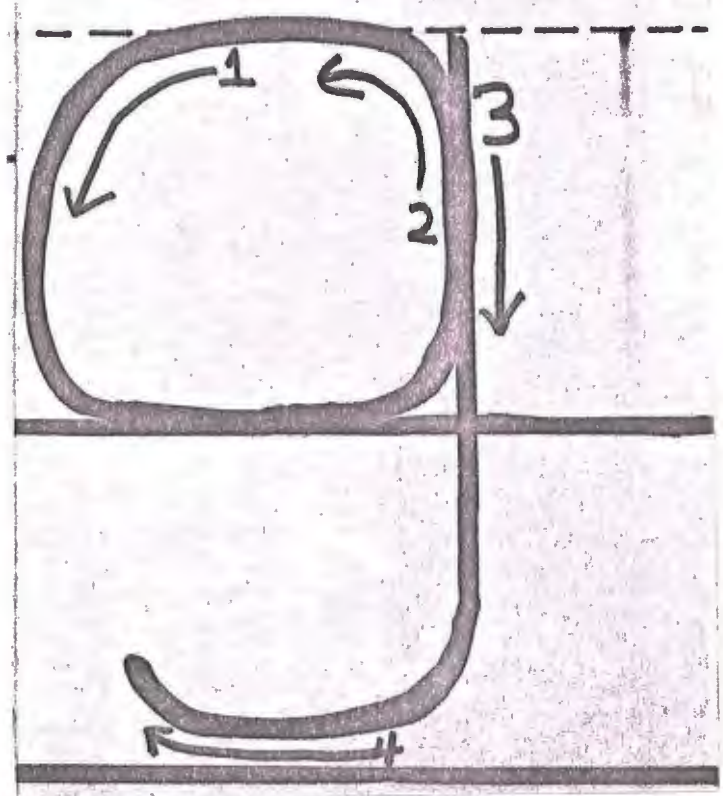
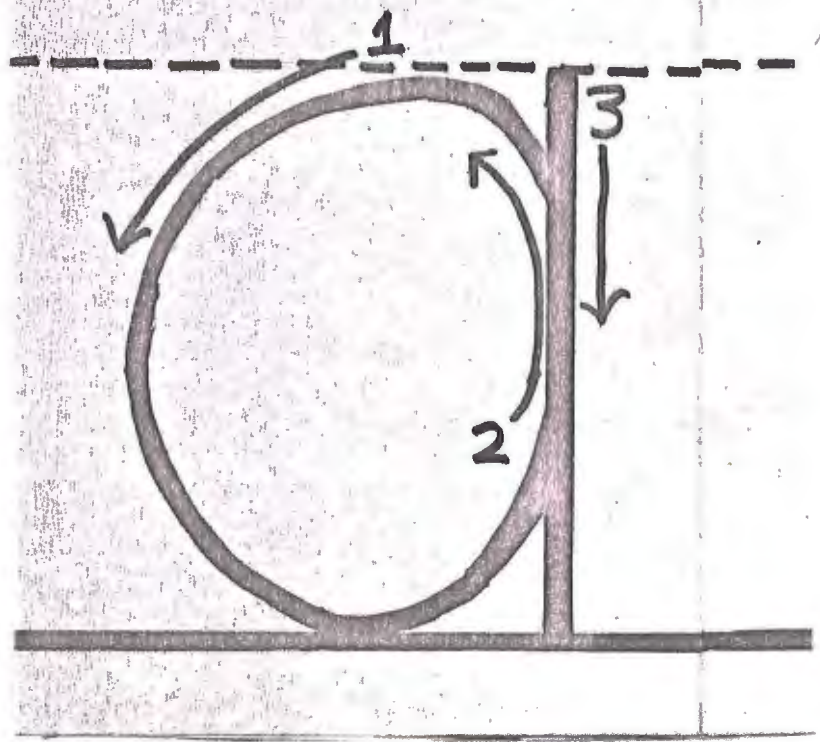
1. Be able to do good manuscript writing in daily lessons.
2. Know about margins, heading of paper, and spacing.
3. Write a friendly letter.
4. Know the correct use of the terms: capital letters, period, question mark, comma as used between city and state and in dates.
5. Write manuscript with apparent ease.

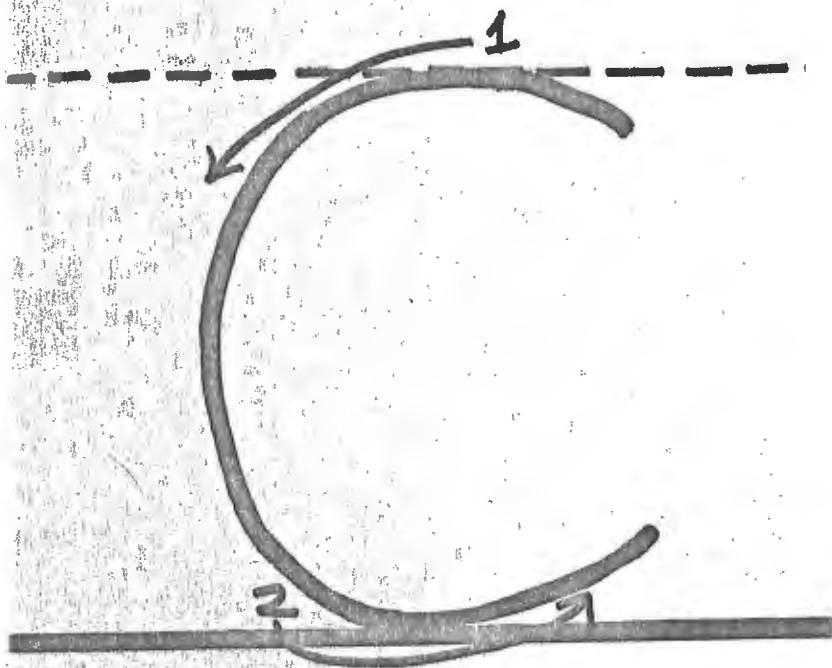
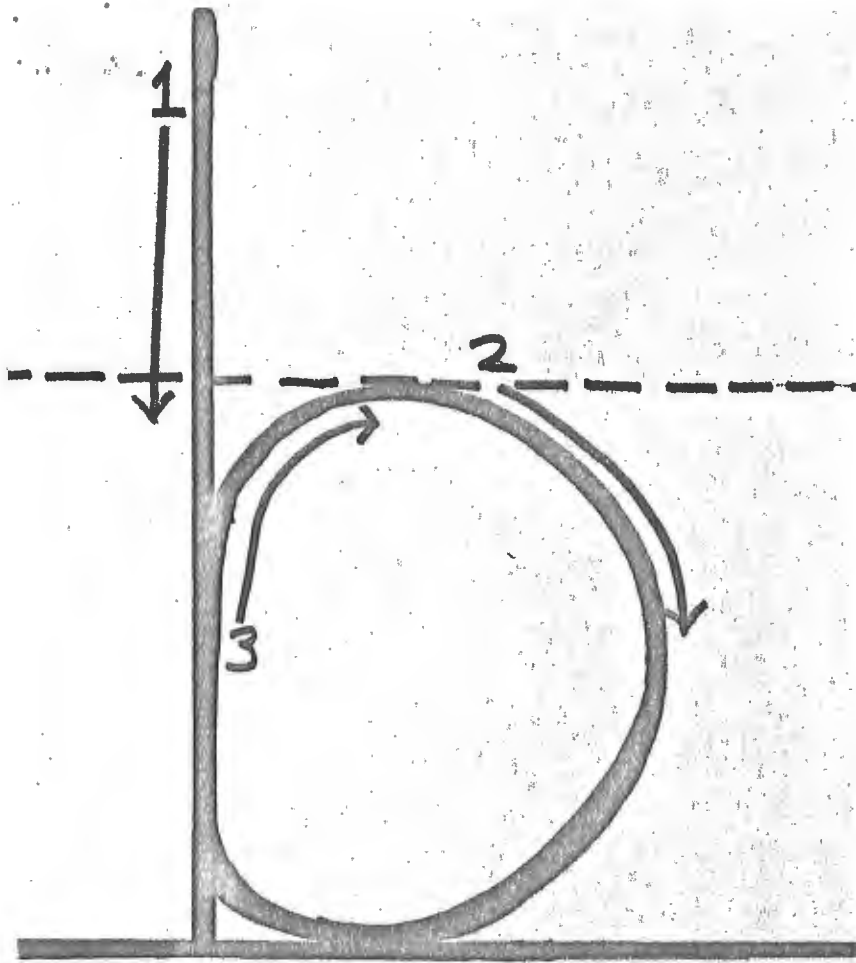
By the end of grade 3:

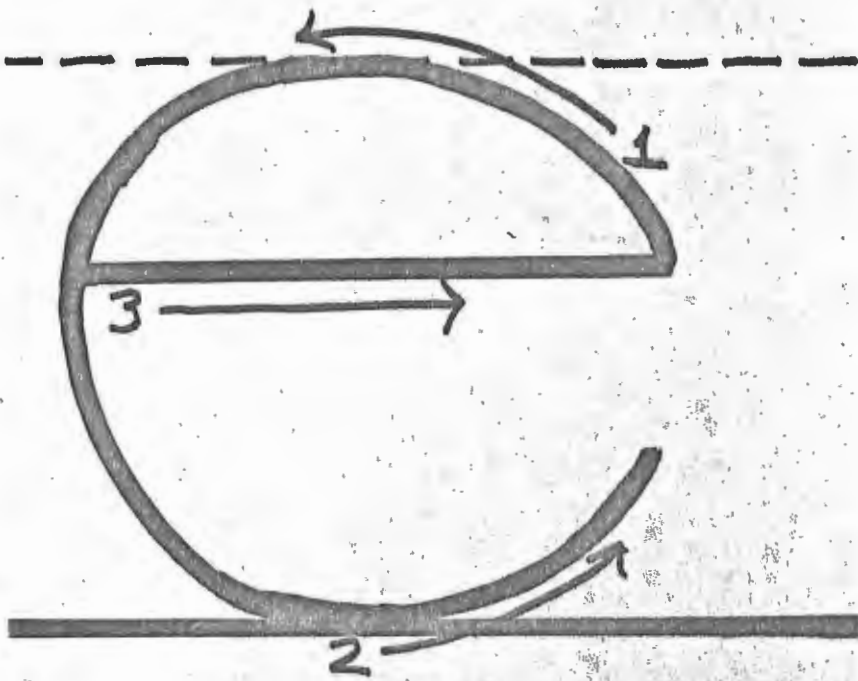
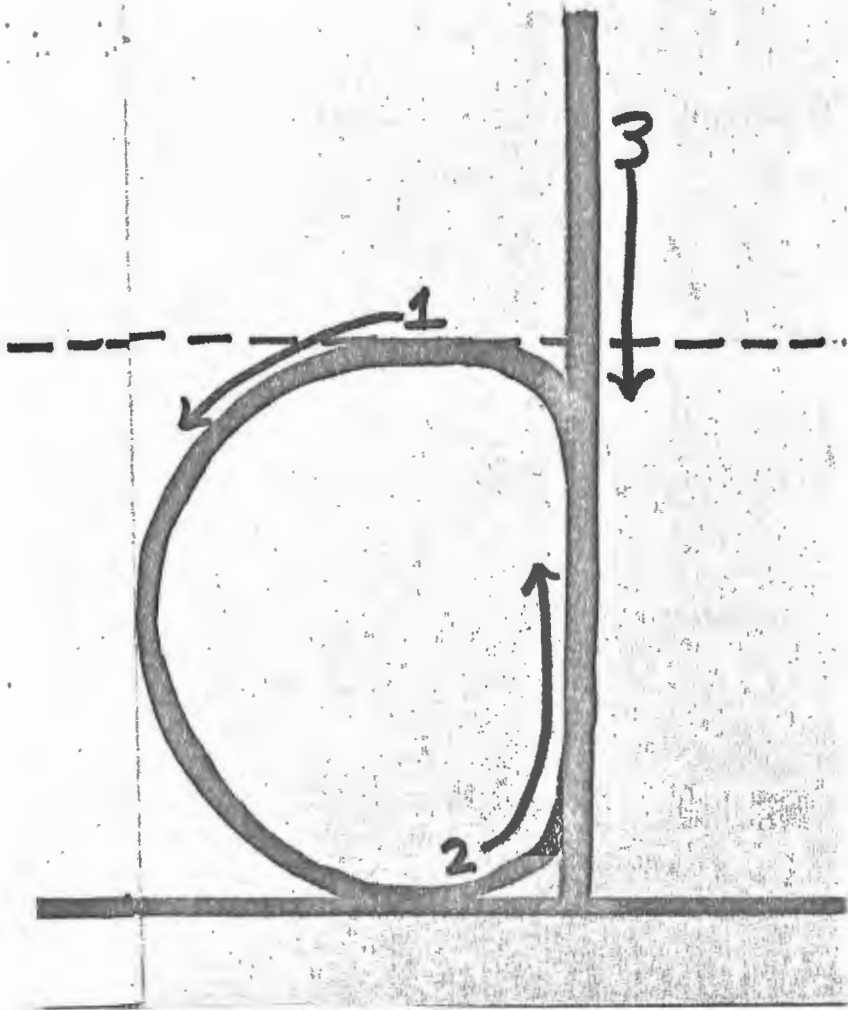
1. Use both manuscript and cursive writing to meet his daily needs.
2. Write his own name, his school, city, and state in cursive style.
3. Analyze and improve his own written work.
4. Write with reasonable speed.

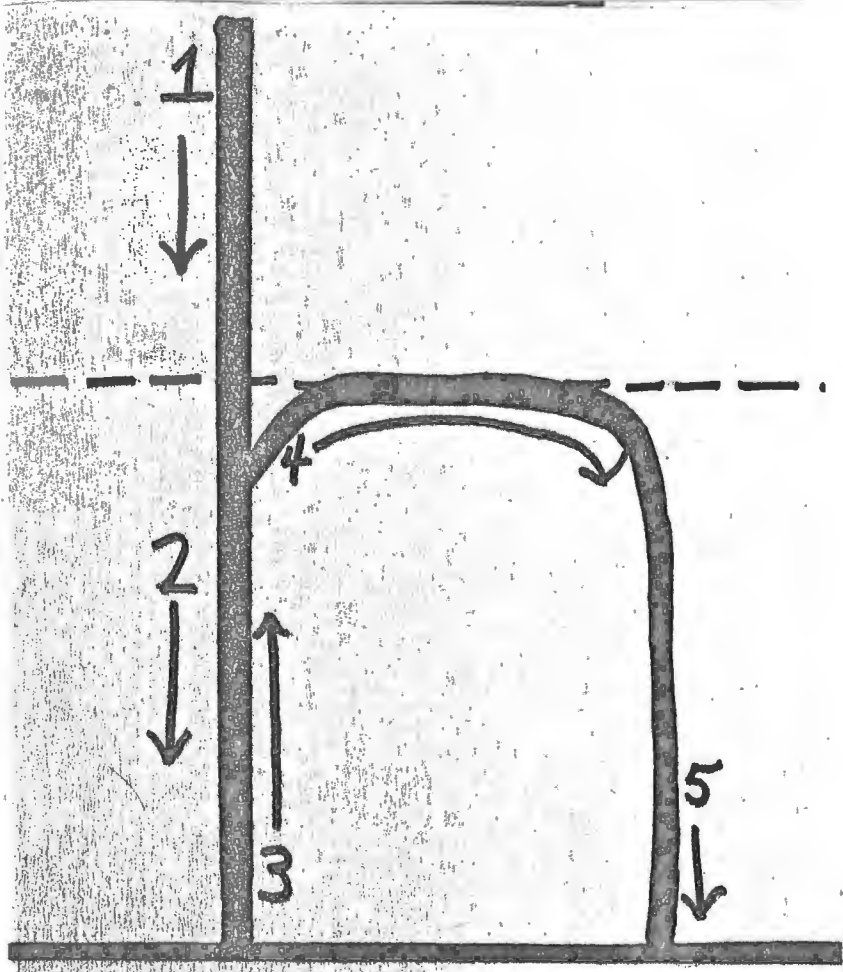
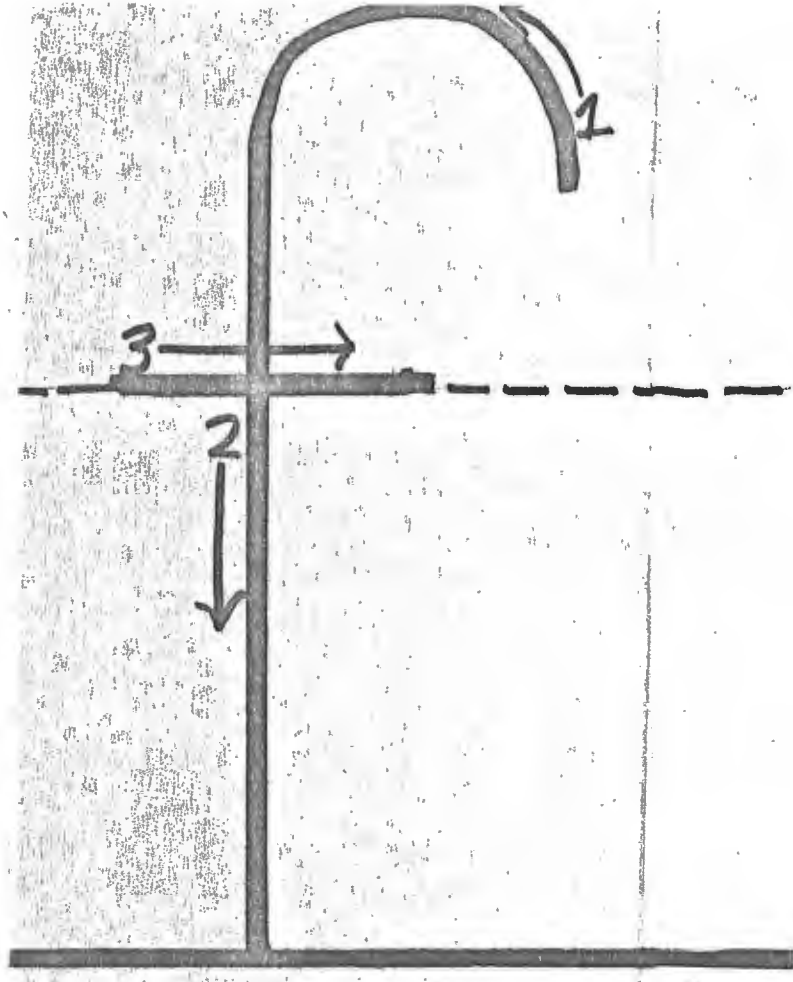
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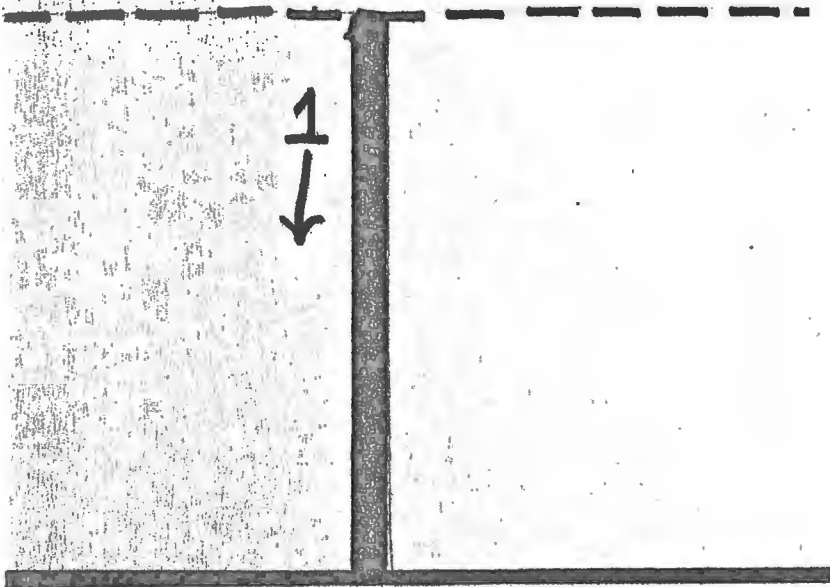




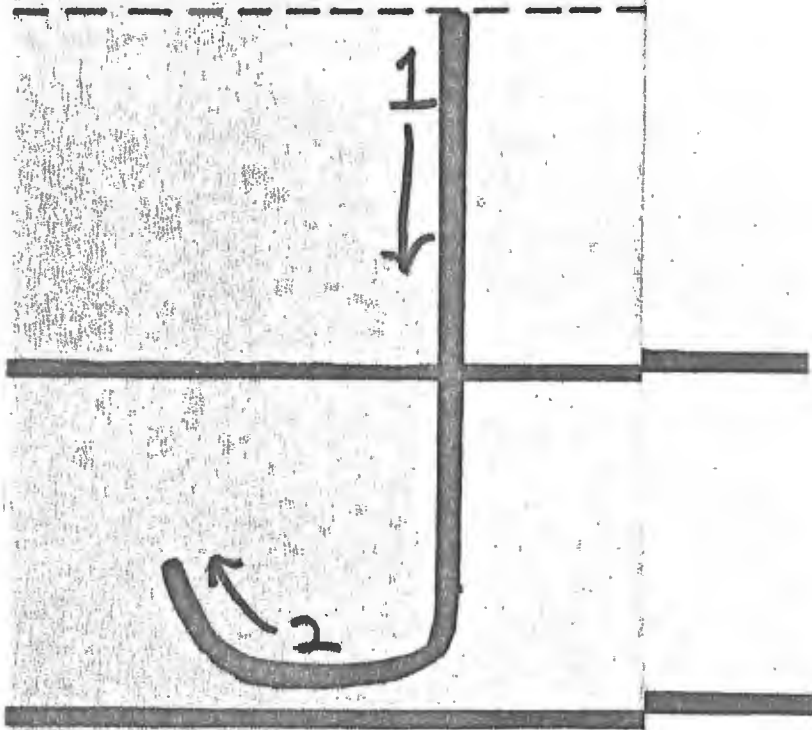


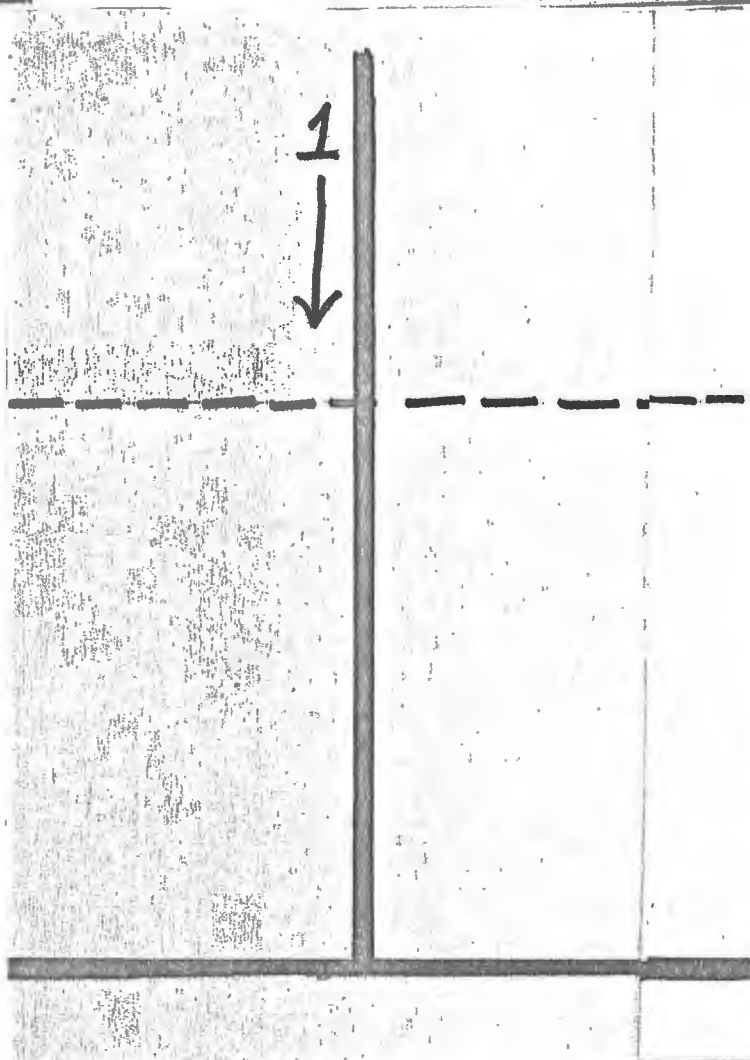
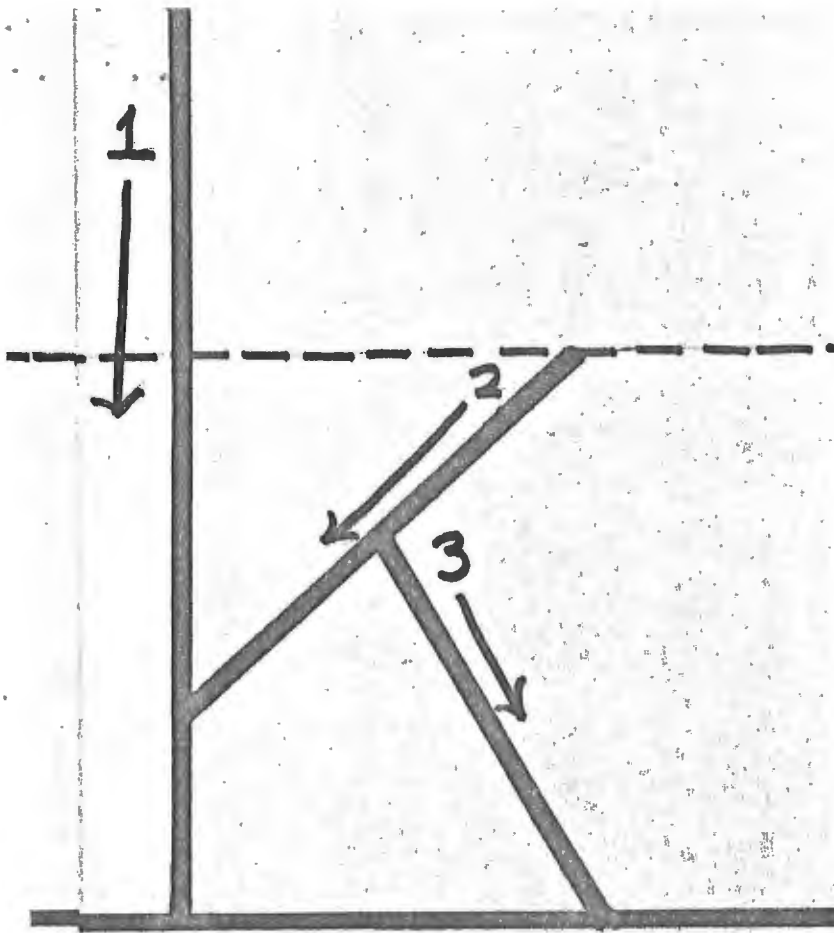


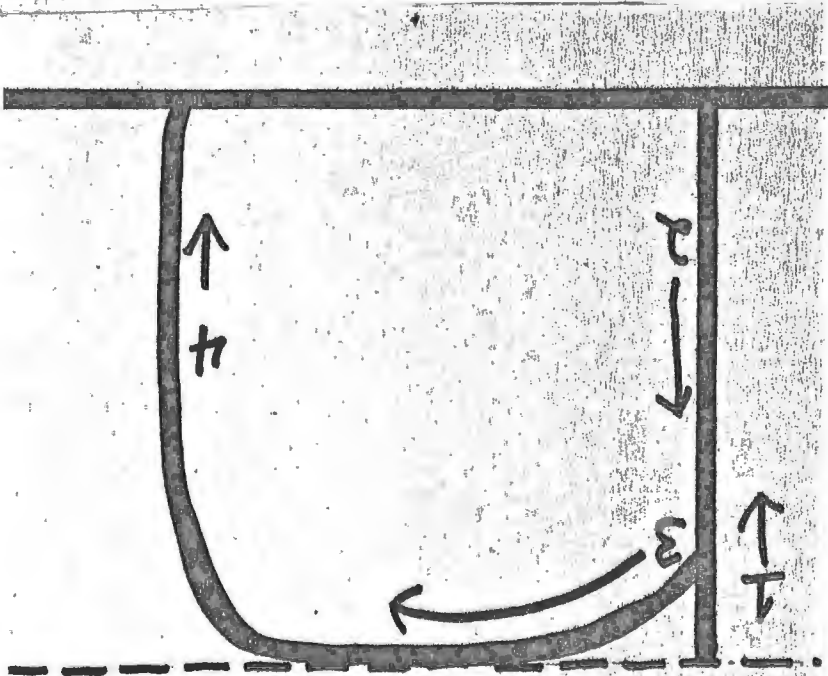
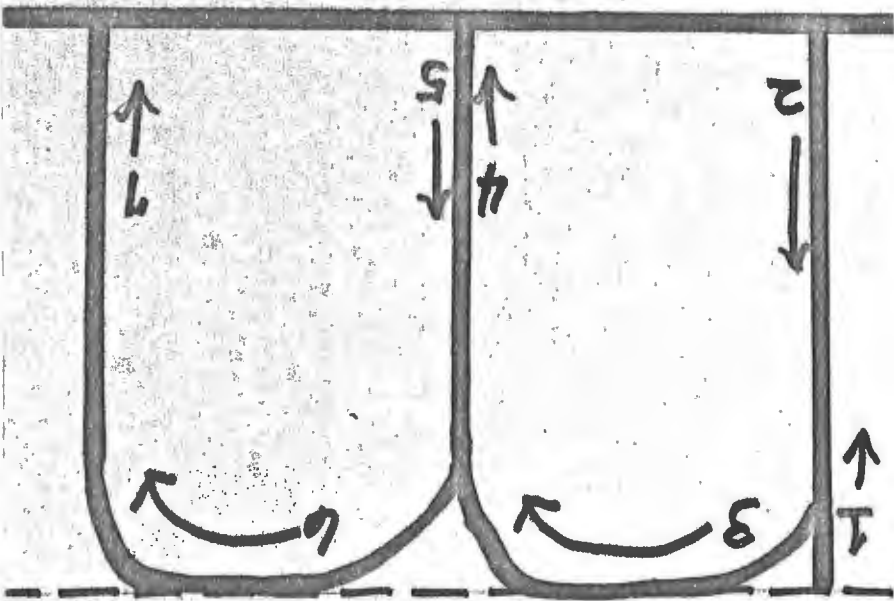
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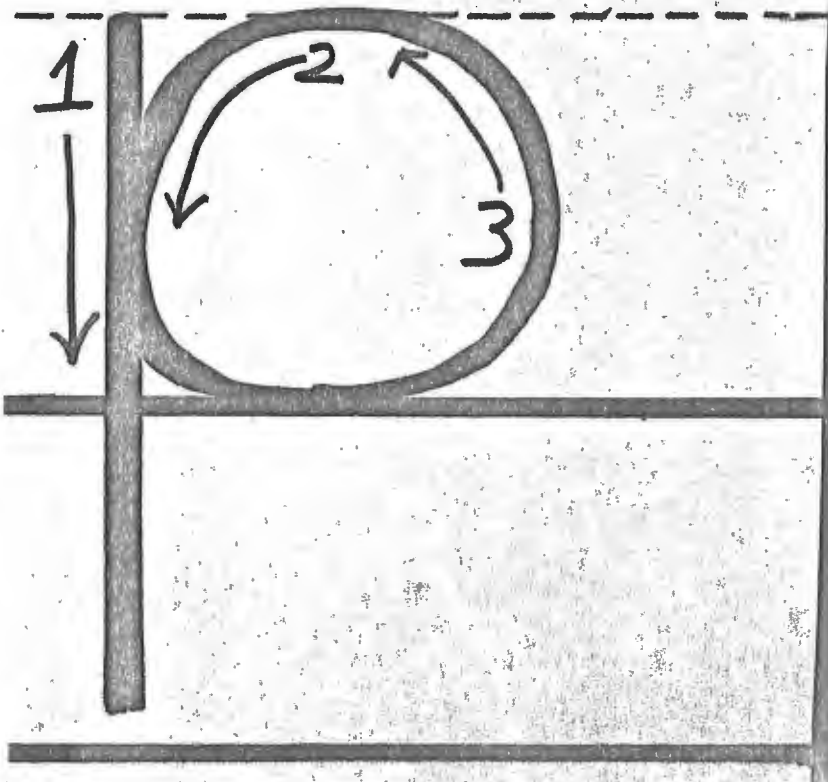
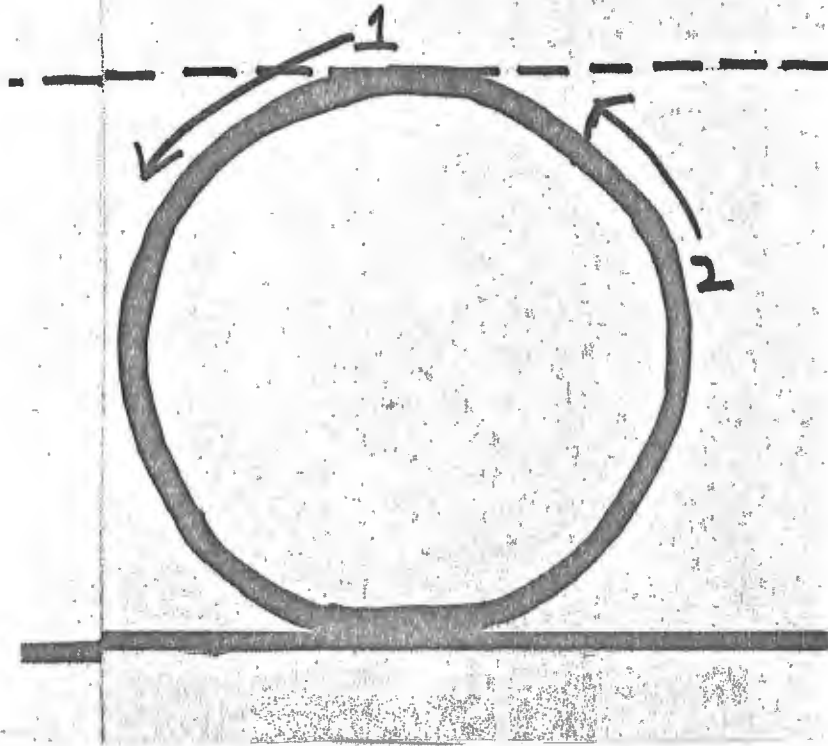


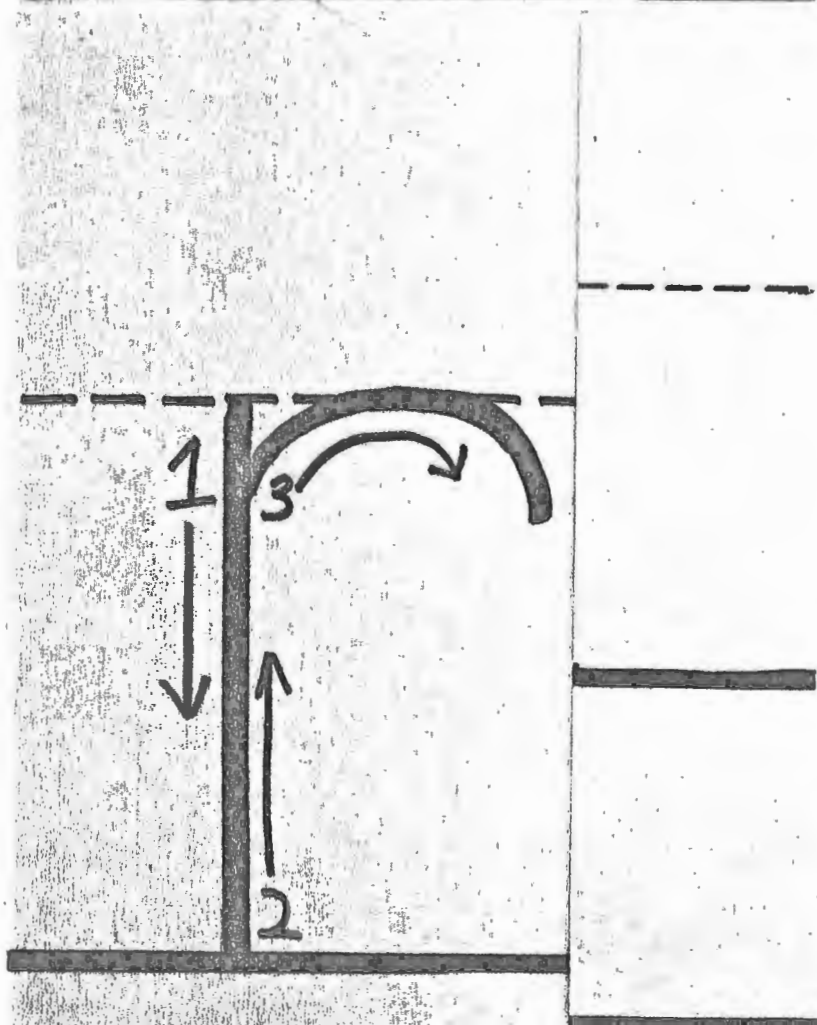
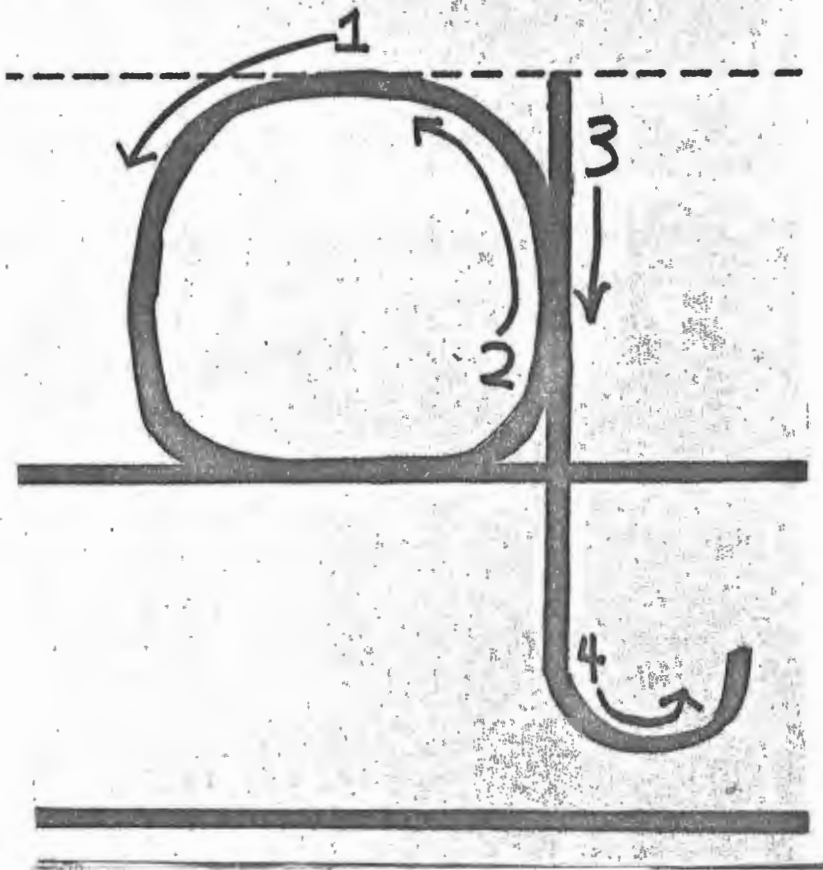
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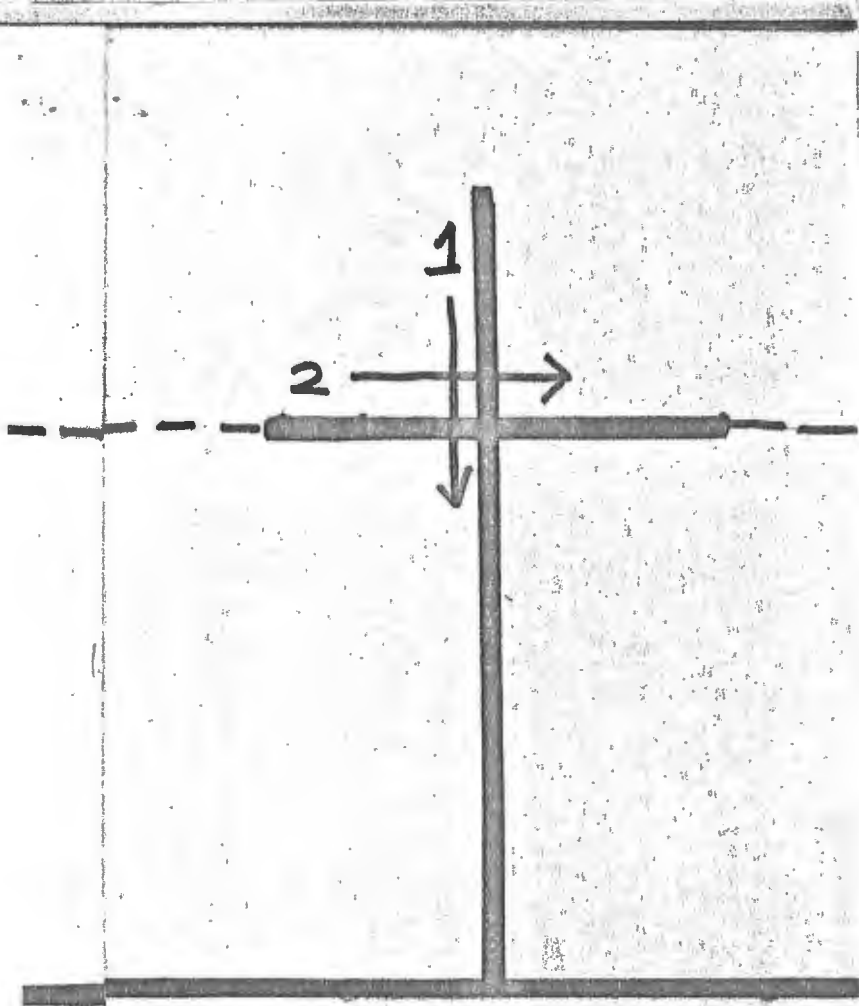
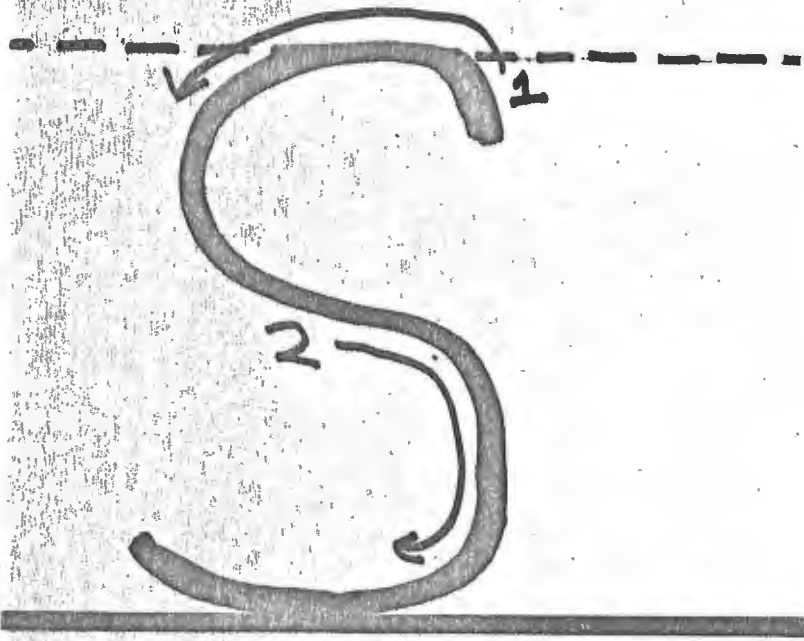


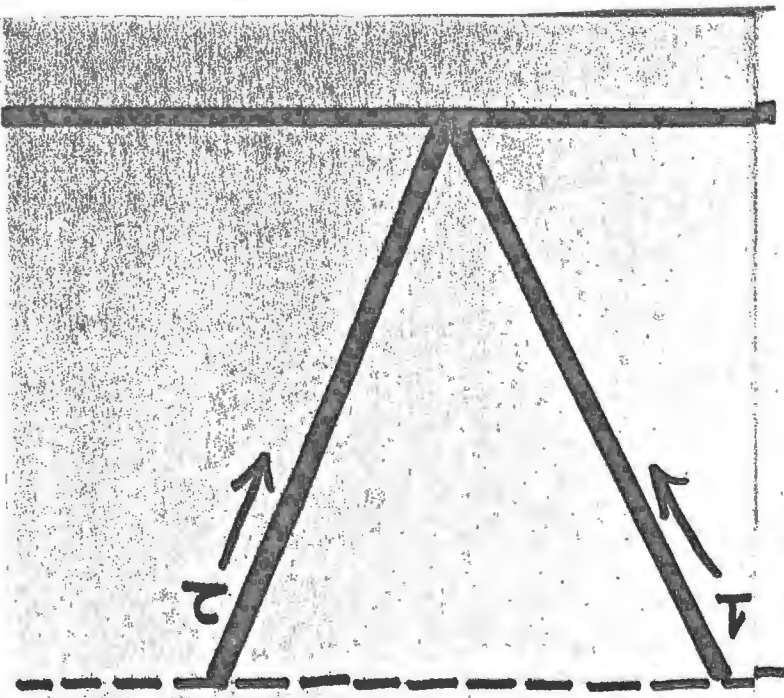
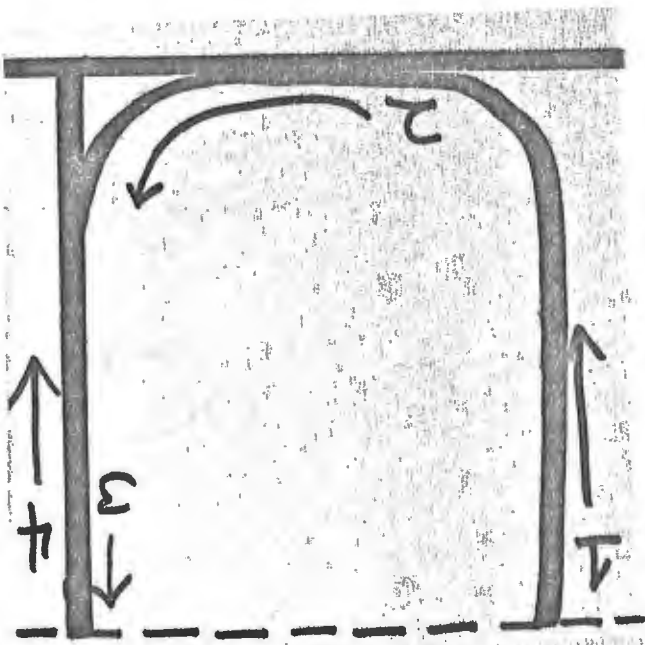


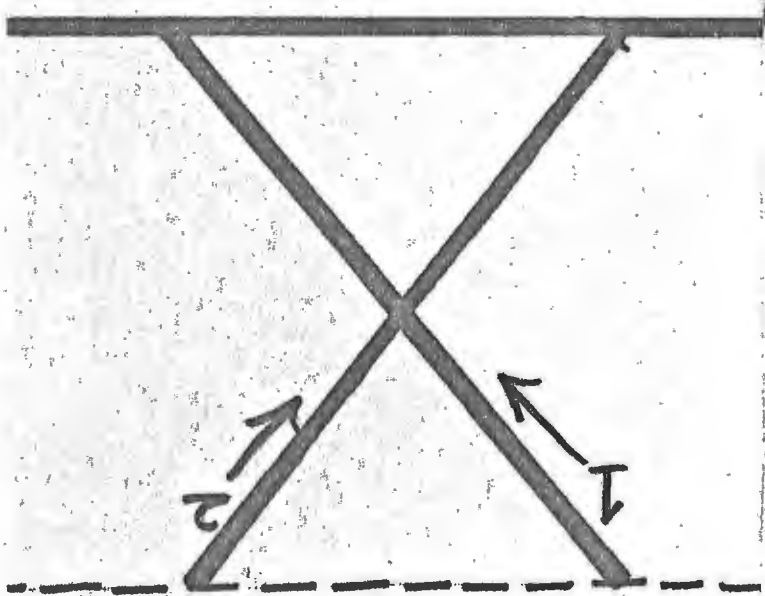
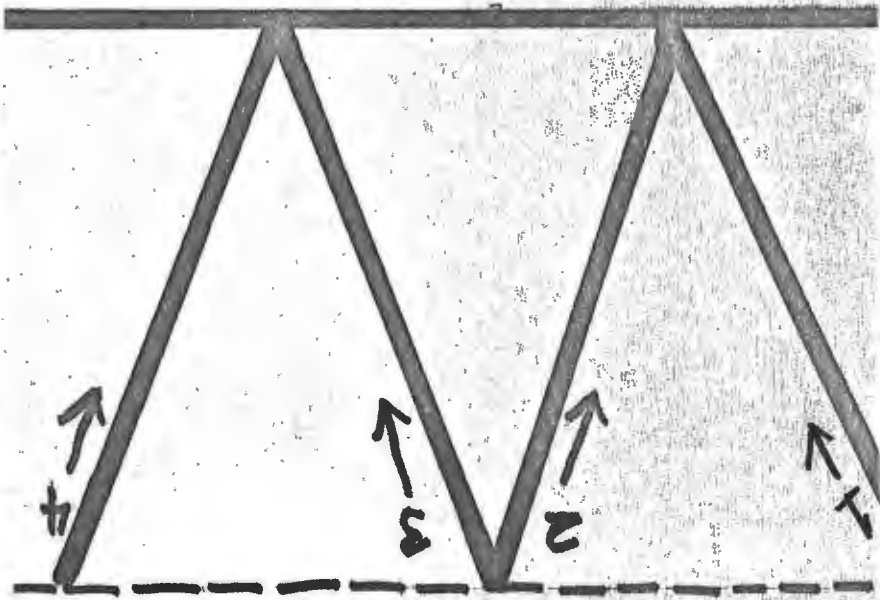


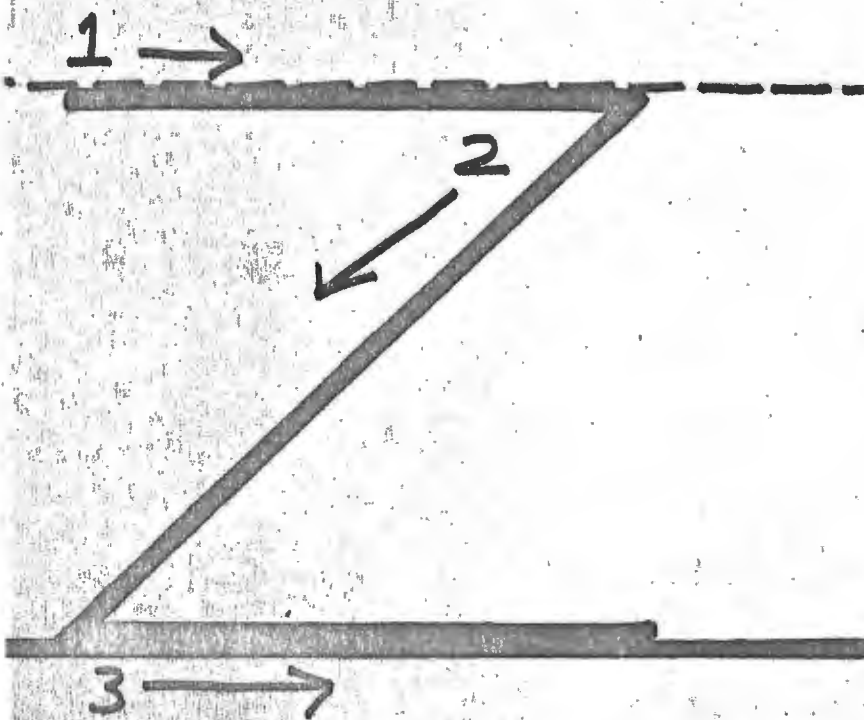
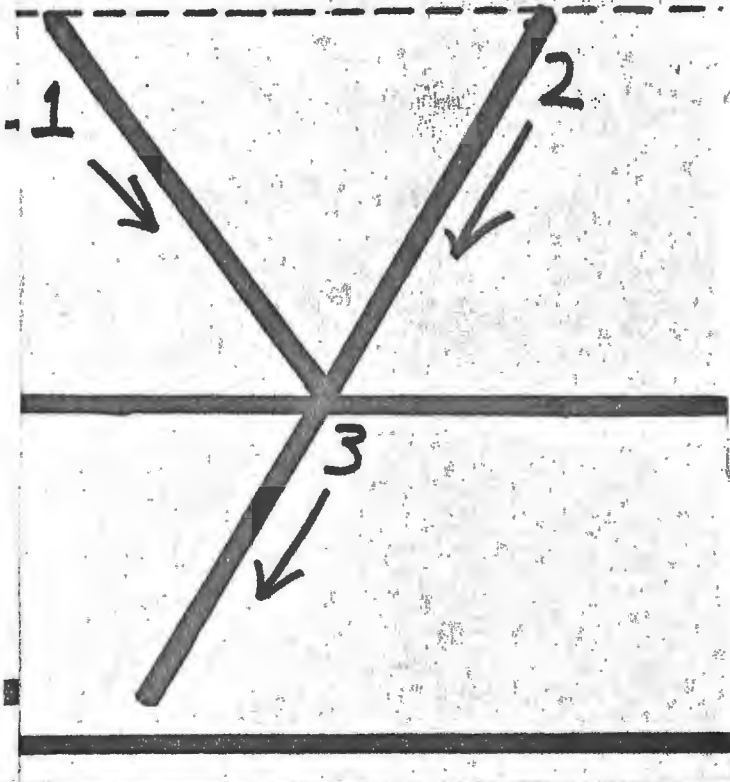












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