

Aa Bb Cc Dd

Grade
Three
Word
Masters



Peterson Directed Handwriting
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E-Book

This e-book provides practice pages with cursive models for more than 600 high frequency words illustrating the unique, Peterson Method control process which enables improvement of fluency and legibility. The pages are designed for word patterning at Grade 3 size using the Peterson “directed lesson” strategy explained herein.

Please Note:

We strongly recommend practice at large size on unlined paper or a chalkboard prior to working on adult size patterning. Improvement of gross patterns first will bring much better success at the fine level.

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Item Code e182312

WORD MASTERS for Grade 3 from Peterson Directed Handwriting

This e-book contains pages for special patterning practice with high frequency words. The words are not presented according to frequency of use. They are presented according to the type of joining strokes needed to write the words for accuracy and fluency. These practice pages have proven to be highly effective in all cursive handwriting practice situations, including remedial work for hard to motivate middle school and high school students. The movement challenge is engaging. Directed practice will bring improvement much faster than independent work.

While the science is complex, the Word Masters strategy is simple and easy to understand. We have followed Vince Lombardi's famous dictum -- "Simple strategies, well executed, produce dramatic results."

THE STUDENT NEEDS TO UNDERSTAND THE GOALS FOR THE PRACTICE EXERCISE

You will note that the words are divided into families using two factors: the shape of the letter tops and the control factors related to joining strokes.

The elephant ran

Letter tops provide the most important clues for reading

GOAL 1. LETTER SHAPES - The lowercase cursive alphabet is based on four (4) basic shapes (basic strokes). Each of these basic strokes can be formed with rhythmic movements (out-right, back-left). The goal is to produce legible shapes while using rhythmic movement.

Sharp Top



Loop Top



Round Top



Roll Top



The names of these basic strokes can be used as "action words" to direct practice sessions. Chanting action words aloud as shapes are written creates a rhythmic template for movement. Verbalization is key to the exercise since it indicates the use of the internal model in the writing process. If the voice won't work your student is unable to produce at the same rate and falls behind all of those who can keep the voice going. It is a very basic goal involving a direct challenge for the brain. The student who cannot produce the word with rhythmic movement needs to solve the problem if he or she ever hopes to write legibly at a fluent pace.

Word writing involves a motor process that operates a bit like a computer. When you open a document that is stored on your hard drive, it is moved from storage to the active RAM. When the brain calls up a word, it is moved into an active motor system for application. However, the first interruption of rhythmic flow (dysfluency) in the sequence shuts down the motor pattern forcing the brain to use only the visual feedback system in order to continue. Fluent production stops because the visual system cannot execute rhythmic, goal-oriented movement. This practice is designed to allow the brain to encounter and correct dysfluencies in the word sequences so that fluent production can be maintained.

Goal 2. JOINING CONTROL - The letters of the lowercase cursive alphabet can be grouped by joining control characteristics. There are three distinct groups of letters that have a common control mechanism - the rhythmic end point. Dysfluency is most frequently shown, in thousands of digital samples, to be related to confusion about the end point of a cursive letter. Remember that the fluent type of movement is goal oriented. The goal of cursive print is to exaggerate the end point of each letter in the word to address any confusion that might exist.

Baseline Joining Group (18 letters end on the baseline. Two Baseline Joiners Required)

a c d e f h i k l m n p q r s t u x

Sharp and Loop Top Beginning Strokes

t i s u e l f r c p h k

Round and Roll Top Beginning Strokes

n m x a d g

Above-line Joining Group (Four letters end above the baseline. Two Tarzan Joiners Required)

bow bubble van over

Below-line Joining Group (Four letters end below the baseline. Two Submarine Joiners Required)

joy jet go giggle tough

WORD MASTERS helps students develop and improve control because the words are presented for practice in sensorimotor families. If the student practices each word thoughtfully, he or she will develop better muscle patterns that should lead to observable improvement in applied cursive work.

Hundreds of teachers tell us that many students ask to print for applied work. This common situation is a call for help. The student is experiencing the need to concentrate on what needs to be said in the writing task. To focus on text generation the brain needs to call on the automatic guidance system for control of the pencil. The pupil is not confused about end points for manuscript letters and can therefore, handle text generation tasks more easily.

When they ask, the answer could be, “Yes, but print the cursive letters.” This technique allows students to use rhythmic movement for words - one letter at a time. As cursive dysfluencies are eliminated and words are integrated students will “forget” to lift and adult flow will begin to show in applied work as the brain focuses upon text generation and reaches for the automatic type of movement. The initial pages include words that use *baseline joiners only* and in a sequence that correlates with the *We Write To Read* lesson plans for skill development.

DIRECTION OF RHYTHMIC PRACTICE WITH COUNT

The motor research is clear. Rhythmic movement is a key to integration of control for improved legibility as demands for more speed are realized. Teach students how to count aloud as they write. While action words are effective for emphasizing the shape we need to make, count is a much easier way to direct word integration practice. The color rhythm alphabet provided by Peterson in the *We Write To Read* materials makes it easy for students to figure out the count. In reality, we count for the rocks and rolls - not for the downstrokes. While count is provided for each letter in the student text, Color Rhythm shows the count on wall cards as well. When a letter is one color (i, t, s, e, l) only one count is needed in word production. Two-color letters need two counts, three-color letters need three counts. Count also for the ending stroke that spaces words in a sentence. Count for capital letters is great for pattern integration but we seldom use it in words. Instead we say the name of the capital letter as we write it, then count for the lowercase forms. Add dots, crosses, and punctuation like the apostrophe after the word is written.

is it it's little
1 2 3 1 2 3 1 2 3 4 1 2 3 4 5 6 7

hand ham
1,2 3,4 5,6 7,8 9 1,2 3,4 5,6,7 8

The “Rock & Roll Reading Puzzle” below shows only the rock and roll strokes for which we count.

hand ham
1,2 3,4 5,6 7,8 9 1,2 3,4 5,6,7 8

You will find a number of “Reading Puzzle” pages as you work through the lists. As movement patterns are internalized the dynamic information in the motor patterns will make it easy for your students to “see” the letters and solve the puzzles. We believe it is a great illustration of the powerful contribution handwriting lessons offer for improvement of reading fluency.

You can create your own reading puzzles using the PM Cursive Rock and Roll font that will be included in the 2004/2005 version of the font family.

The Impact of Gross Motor Patterning

The Word Masters sets provide models for practice at a practical size. In the set for grade 3, the lines are separated by half-inch spaces as shown below. Third grade children need to establish control of writing movements that will create a practical size in order to make the transition to using cursive in applied writing. But, our experience shows that presenting the child with production at adult size, will make it very hard for the child to use fluent movement. They quickly revert to drawing. This size is an accommodation that makes it a bit easier to keep the fluent movement goal.



If you try writing at the size shown using one of the grade three worksheets, you will quickly discover that you are forced to move your arm to achieve the size of the tall letters. That is by design and based upon new understanding of the relationship between the gross motor system and the motor system that controls smaller handwriting movements. You will discover that it is easier to count aloud as you write at a larger size than it is at adult size. You may not have very good control of the movement at first, but it is easier to move with rhythm.

We now know that the gross motor system gathers movement control information (patterns) rather easily and readily shares it with other muscle groups. Gross patterns are like super highways passing information in all directions. Fine patterns are like one-way streets. To prove this you need only try to write your name at adult size using your opposite hand. Very few people can do this without a lot of frustrating effort, and then still not achieve any sort of fluency.

The point is quite simple. Your effort to improve fluency and control of adult size writing will be far more successful if you master a target word at a large size prior to attempting to produce fluently at adult, fine motor size. You will find that it is much easier to write the target words while counting aloud at a large size than it is at adult size.



It also helps if you do this large writing on unlined paper or if possible, on a chalkboard. Once you have good control information patterned for the gross system, it will feed that information to the fine level and your effort to improve fine control will become much easier.

So, if you plan to use the Advanced Level Word Masters to improve adult handwriting, or that of an intermediate student, you should follow the large-to-small plan of attack. You can do this word-by-word or letter-by-letter. Based upon our experience and feedback from many clients, a little time invested in gross patterning first, will get much better results in much less time over all.

How large should the gross-motor practice be?

The answer is, large enough to demand arm movement. Judge your need by using your voice and the count technique. If you are not able to count aloud as you produce the strokes to complete a target word at adult size, try again at a larger size. Try “writing giant letters in the air” while counting several times. Then move back to unlined paper to try again at a smaller size.

A simple way to test for mastery of a target word, is to count and write with your eyes closed. If you are satisfied with that outcome, move on to the lined practice page and adult size. Test that outcome the same way. If you are not sure about self-evaluation, use the Letter Tops process to guide your critical thinking.

It should help your confidence to know that only three movements are used to create the four basic-stroke shapes for all 26 lowercase cursive letters. It is also true that only two of those movements, the under curve (rock) and the over curve (roll), control legibility factors. That means it should get easier to master control as you progress through the lists. Mastery of the first word will make it easier to internalize control for the second. At some point you may find that you can get through the gross motor step with just a bit of air writing.

A Tip For Professionals

Every profession has a technical, language. As you work through the common language words on Word Masters pages, it would be a good idea to build another list of words made up of the high frequency words of your profession. Apply the same practice techniques to the words on your professional list. Please also consider the ergonomics of your work situation.

You can practice on these sheets at a desk offering the best ergonomic situation. But, ideal ergonomics may be hard to find in your work environment. Adding notes to a patient chart while standing at the foot of a hospital bed, does not present a very good ergonomic situation for handwriting control. Dashing off notes during testimony at trial may demand more speed than you can control. Control always degrades as execution speed increases. And, control is adversely affected by less desirable ergonomics. Look for ways to improve a poor ergonomic situation and consider practicing your professional high frequency words in the same ergonomic situation you will encounter at work. If your goal is very high speed, recognize that a lot more practice will be needed, and that the high-speed goal becomes harder to reach as less than advantageous position skills are forced by the writing situation.

5/8"

RT

5/8"

1/2"

1/2"

1/2"

1/2"

3/8"

3/8"

3/8"

3/8"

The Peterson Letter Tops Evaluation Process

The objective is to identify specific goals for improvement of legibility. Targeting one specific goal will make it easier to keep that goal in mind during all writing activities. The concept is quite simple and even kindergarten children can learn to do some critical thinking using this technique to analyze their hand-writing.

Tools

A piece of paper about the size of an index card can serve as a Legibility Analysis Gauge. Use of the gauge is easy to demonstrate and explain to students.

Place the gauge on top of a paper on which the child has written - cursive or print. Slide the gauge to partially cover the letters in a target word. We want the gauge to cover the bottoms of the letters so that the lower half of vowel size letter parts are concealed across the word or words.

Example:

slice fire advantages

The primary clues for a reader are the tops of the letters. Four concepts (legibility subskills) can easily be identified and explained with this tool.

1. FORM - are the tops of the letters shaped well enough to decipher the letters in the group.
2. SLANT - are all letters leaning the same direction?
3. SIZE - (proportion) children can understand the word size. Are vowel size tops the same size or do some disappear because they are too small? Are tall tops noticeably taller than small tops?
4. SPACING - Print and cursive goals are different. Print letter tops must be close inside words with larger spaces between words. In cursive we want to slide between letters to control all four skills. For cursive we look for consistent space at the height of vowel size tops.

Sam ant ha

Needs = Size and Spacing

Sa mantha

Needs = Slant and Spacing

Samantha

Good form, slant, size and spacing.

Sam ant ha

Sam ant ha

Note the exaggerated spacing in this model. Practice of exaggerated lateral slides will translate into better control of slant, size and spacing in applied work. Lateral movements control legibility.

Teaching Critical Thinking

Initially the problem is that the child knows what he or she has written and can therefore, read it. That may not be the case the following day or even after lunch. The analysis gauge creates a reading puzzle that is easier to solve when the tops are the right shape, consistently vertical or leaning forward, in good proportion, and spaced well. The technique helps the child to recognize the individual legibility issues. That understanding allows you to focus upon a specific skill goal, show the student how to achieve a better result and let him or her concentrate on one goal at a time.

With print levels, size, slant and spacing are all related to eye-hand coordination - a motor skill called "anchoring." Don't let the "continuous stroke" story fool you. A child must use eye-hand coordination to achieve good size and spacing - place in space also - by touching the pencil in a good spot to begin each letter. Improving that "anchoring" skill requires understanding and practice - more for some who might be lagging a bit in coordination development. Students who do not understand the goal cannot practice to improve control.

Printing words in a simple sentence with some fluency demands far more complex mental activity than many people realize. A process called TEXT GENERATION (the process of choosing words) must be advanced to a minimal degree before any real fluency can be accomplished. At first it is common to see size and spacing problems because the children are creating one letter at a time. They are not "thinking in words." They may skip letters entirely when copying from a model and easily forget the goal of keeping letters close together and leaving larger spaces between words. Directed practice of words allows opportunity for improvement of control while enhancing word internalization for text generation. Use the analysis gauge during these sessions to keep legibility skills in focus.

As more word patterns are internalized and text generation begins to improve, the same problems are seen with a different cause. The writing process (transcription) is becoming more automatic - less visual. The muscle memory still needs a lot of driving practice to go it alone. In this case it's a good sign - but we still need to address legibility issues and call attention to goals for form, slant, size, spacing and using the lines (control).

Letter Tops Correlation

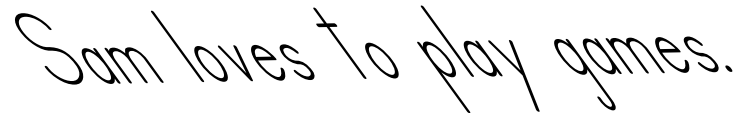
Using the letter tops technique to call attention to a specific objective can offer regular opportunity to keep the child focused upon a goal during applied work as well as during handwriting lessons. Once the students know how to apply the gauge, a minimal amount of time is needed to correlate handwriting goals into all written work.

Choose your activities for correlation to minimize correction time. An activity with spelling or vocabulary would allow you to check one or more words - the same words on every paper. Announce the skill to be assessed at the outset. Strike a line through the words checked when reviewing the papers to show that you have used the technique on the papers. If the skill is demonstrated give a couple of points for handwriting. If not, don't give the handwriting points.

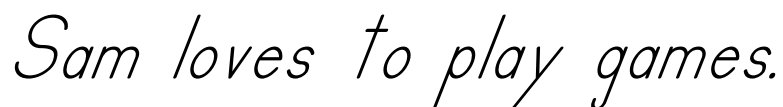
The letter tops technique also can be used as a game for word recognition practice with spelling and vocabulary. Ask students to close their eyes while you create a reading puzzle. Write the word on the board and erase the bottoms of the letters. Who can solve the reading puzzle? Add the bottom of one letter at a time to supply clues if necessary. You will find that directed word practice greatly increases the rate of recognition when playing the game.

The Impact of Slant

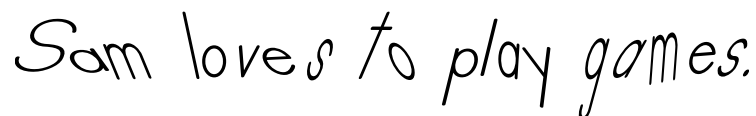
The slope of handwriting involves two considerations for the teacher and students. The concern for legibility is consistency. The other more important consideration is fluency. From a coaching standpoint slant provides important clues indicating a need for prompt attention if the child is to achieve a measure of fluent legibility later on.

The image shows the sentence "Sam loves to play games." written in a cursive style. The letters have a consistent backward slant, meaning they lean to the left. This makes the text difficult to read because the eye has to travel against the slant of the letters.

Backward slant is a directionality issue for both reading and eventually writing with fluency. The illustration above shows great consistency in form, size, spacing and the downstrokes. But they travel in the wrong direction creating a backward slope that does not flow in the direction of eye travel when reading. You can read it because of the great consistency of all four skills. From the writing perspective however, it will be extremely difficult to maintain that consistency in applied work because it requires multiple muscle groups to create the shapes properly. Vertical cursive presents this same problem. Legibility is much more difficult to maintain at a fluent rate of production because of the need to coordinate multiple muscle groups to create legible shapes. If we don't get the direction of movement corrected quickly, the child will have great difficulty with applied work and with learning how to make cursive forms.

The image shows the sentence "Sam loves to play games." written in a cursive style. The letters have a consistent forward slant, meaning they lean to the right. This makes the text easy to read because the eye travels in the same direction as the slant of the letters.

Forward slant is a sign of emerging fluency and cursive readiness! It is the result of good position for fluent application combined with more fluent lateral progression. When you see forward slant begin to happen in first grade, it is a good sign. Don't discourage - work for consistency. The shapes can be controlled by one muscle group and therefore, better legibility at a fluent production rate is achieved. This is particularly true for good left-handed process and for cursive writing. The out-right, back-left movement sequences that result in letters that slant forward, create four different cursive letter top shapes for all 26 lowercase forms using one group of muscles. It just makes sense that better control can be achieved during fluent writing.

The image shows the sentence "Sam loves to play games." written in a cursive style. The letters have a mixed slant, with some leaning forward and some leaning backward. This makes the text difficult to read because the eye has to constantly adjust to the changing slant of the letters.

Mixed slant makes decoding more difficult but it also indicates a much more troubling movement process that won't allow fluency. Check pencil and paper holding, writing arm position, the height of the table. Something is making it difficult for the child to move consistently in the best direction. Word internalization is being retarded along with spelling and composition skills. Fluent legibility will remain beyond reach until we can solve the problem that is causing the result. Watch the production process for each letter closely. You may find that the child is starting in the wrong place and moving in the wrong direction for some letters. Thousands of digital samples revealed a high incidence of sequence reversals. Many children printed several letters entirely backwards. Two wrote their name completely in reverse moving bottom-up and right-to-left rather than top-down and left to right. This was not mirror writing. All strokes were in place but produced with a reversed movement sequence as if writing in Hebrew or Arabic.

Tracking Fluency - The Handwriting Connection to Language Arts Skills

Gains in handwriting skill can be hard to judge when product (replication accuracy) is your focus. The fact is that a rather wide range of shapes can be read easily. If you must grade handwriting progress, it becomes a huge challenge to decide on the level of success. For that reason many teachers are never confident that efforts to teach are making a difference for their students. There is a better assessment and it does not demand a huge investment of time from your schedule.

You will have students who can duplicate very accurately, the models provided for handwriting instruction. But often that is only true when the student carefully attends to the handwriting task and takes for ever to finish a writing assignment. The production rate is far from fluent and automatic. Conversely, many students who work fluently on composition tasks, forget legibility goals entirely and you wind up struggling to read the writing. Fluent legibility should be the real goal of handwriting instruction and it is fluency that has been connected to development of all language arts skills. It makes sense to track fluency as your primary measure and include legibility as part of the equation. Your assessment of handwriting skills becomes totally different - much easier.

The strategy to track fluency is quite simple. Use the chart included here to collect fluency data periodically. You could actually do this frequently because it does not demand a lot of time. Spelling or vocabulary words offer an excellent opportunity for a quick timed exercise during practice that usually occurs anyway. If each student keeps a copy of the chart he or she can add data after each exercise that provides an objective indicator of fluency over time. The goal is to express fluency in letters per minute - a fluency quotient.

The Data Collection Process

Choose a target word (or more than one as fluency increases) to be written multiple times during a timed exercise. Have students start to write and stop on your command. Allow one minute before you call stop. Depending upon skill levels, attention span and your schedule, you can allow as little as 20 seconds for writing. Twenty seconds is one-third of a minute. Multiply the number of letters by three to convert the number to letters per minute.

When one minute is allowed for writing, expression of fluency quotient is easy. Simply count the number of letters written or count the number of words and multiply by the number of letters in the word. To include legibility employ the letter tops evaluation. Disqualify letters or words that are too difficult to read. You can adjust "legibility qualifications" as student skills improve over time.

It is a good idea to periodically collect papers and fluency data sheets to handle the assessment personally. But, a cooperative learning process can also be valuable and employed when time is available. Have pupils exchange papers after the writing. The peer partner does the letter tops evaluation and data conversion. Once your students know the drill, the process does not demand a lot of time and the fluency data accumulated gives you and the student an objective record of handwriting progress.

In Application

Writing one word multiple times is not as challenging as multiple words in a sequence or actual composition. A fluency quotient for composition would be the most telling. More of your time is necessary but three or four assessments during the year would be a good idea. Ask students to write definitions for vocabulary words. Note the start time and allow five or ten minutes for the activity noting the time allotment. Collect the papers to process the fluency data. Have students add the data on their fluency chart when you return the papers. The chart provided has a place for activity identification. Activity codes below are listed on the form.

SW = Single Word, SP = Signature Practice, MWS = Multiple Words, AW = Applied Work.



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

it is us ft.
Cursive Print

Join

if is it's
Cursive Print

Join

its spp sir
Cursive Print

Join

sist usse rust
Cursive Print

Join

tell test best
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 1 2 3 4 5
Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 6
Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5
Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 6
Cursive Print

Join

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

lift lift list
Cursive Print

Join

felt felt felt
Cursive Print

Join

felt felt felt
Cursive Print

Join

firm firm
Cursive Print

Join

full trust
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6
Cursive Print

Join

1 2 3 4 5 6 7 1 2 3 4 5 6
Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 6 7
Cursive Print

Join

1 2 3 4 5 1 2 3 4 1 2 3 4 5 6 1 2 3 4
Cursive Print

Join

1 2 3 4 5 1 2 3 4 1 2 3 4 5
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

man map
Cursive Print

Join

men put ast
Cursive Print

Join

had has hat
Cursive Print

Join

her him his
Cursive Print

Join

six summaris
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

s u n a d d a l l
Cursive Print

Join

a n d a r e a s k
Cursive Print

Join

a t e d a d d i d
Cursive Print

Join

d u p e a t e x i t
Cursive Print

Join

e n d r a m
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

red run sad
Cursive Print

Join

sat sea she
Cursive Print

Join

tax ten art
Cursive Print

Join

the path
Cursive Print

Join

ham rap
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

rain rate
Cursive Print

Join

read real
Cursive Print

Join

ride hall
Cursive Print

Join

hand hard
Cursive Print

Join

head hear
Cursive Print

Join



Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

h e a t h e l d
Cursive Print

Join

h e l p h e r s e
Cursive Print

Join

h u r t k e e p
Cursive Print

Join

h e p t h i l l
Cursive Print

Join

k i n d a r s a
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

arms amount
Cursive Print

Join

east said
Cursive Print

Join

sail same
Cursive Print

Join

step shed
Cursive Print

Join

ship name
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print

Join

1 2 3 4 5 6 1 2 3 4 5 6 7
Cursive Print

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
Cursive Print

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

mest *mer*
Cursive Print

Join

mile *mind*
Cursive Print

Join

miner *must*
Cursive Print

Join

paid *pair*
Cursive Print

Join

part *parts*
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

pass pass
Cursive Print

Join

pick plan
Cursive Print

Join

pull push
Cursive Print

Join

step step
Cursive Print

Join

send sent
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

shut *sick*
Cursive Print

Join

side *sin*
Cursive Print

Join

such *lake*
Cursive Print

Join

hand *last*
Cursive Print

Join

late *lead*
Cursive Print

Join

Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

h l p

a u r t

m s r

p s i d

p u l l

b a r d

b a t



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 1 2 3 4 5 6
Cursive Print

Join

1 2 3 4 5 6 8 1 2 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

quit take
Cursive Print

Join

talk term
Cursive Print

Join

than that
Cursive Print

Join

them then
Cursive Print

Join

this thus
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6
Cursive Print *time strip*

Join _____

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print *turn unit*

Join _____

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print *used miser*

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7
Cursive Print *means pierce*

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8
Cursive Print *mean to please*

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

paper *plans*
Cursive Print

Join

plant *press*
Cursive Print

Join

prize *print*
Cursive Print

Join

hard *heart*
Cursive Print

Join

human *later*
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

learn least
Cursive Print

Join

after alike
Cursive Print

Join

asked death
Cursive Print

Join

didn't died
Cursive Print

Join

dress drill
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print *drink earth*

Join _____

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print *enter extra*

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7
Cursive Print *quite raise*

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print *rapid rash*

Join _____

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 9
Cursive Print *shall shape*

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 *1 2 3 4 5 6 7*
Cursive Print *sheep slide*

Join

1 2 3 4 5 6 7 8 9 *1 2 3 4 5 6 7 8*
Cursive Print *small spar*

Join

1 2 3 4 5 6 7 8 9 *1 2 3 4 5 6 7 8*
Cursive Print *speak speed*

Join

1 2 3 4 5 6 7 *1 2 3 4 5 6 7 8 9*
Cursive Print *spell spend*

Join

1 2 3 4 5 6 7 8 *1 2 3 4 5 6 7 8 9 10*
Cursive Print *spent stamp*

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

stand start
Cursive Print

Join

stater stall
Cursive Print

Join

teach tenth
Cursive Print

Join

thank that's
Cursive Print

Join

their there
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

these *think*
Cursive Print

Join

third *these*
Cursive Print

Join

times *track*
Cursive Print

Join

train *unrle*
Cursive Print

Join

under *until*
Cursive Print

Join

Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

lik _____

talk _____

time _____

head _____

after _____

extra _____

there _____

Name _____

Date _____

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed". Ending strokes are word spacers.

Up to this point all of the words have required the use of letters that end on the baseline. We can now move on to include the "Tarzan Letters" which end above the baseline. This new endpoint means a new start point for all letters that follow. Many students have a little trouble with the concept of these new joining strokes at first. Please make sure that they are practicing the concepts correctly.

be not be, van not van, we not we

We will begin with words that demand the use of joining stroke #3, the undercurve used to shape sharp-top and loop-top letters.

w p b o f o h
Cursive Print

Join

or but off
Cursive Print

Join

oil our out
Cursive Print

Join

bed for hot
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

how - hot - how
Cursive Print

Join

new - now - not
Cursive Print

Join

now - old - top
Cursive Print

Join

who - work
Cursive Print

Join

will - work
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8
Cursive Print *w e s t w i f e*

Join _____

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print *w i l l w i s e*

Join _____

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print *w i s h w i t h*

Join _____

1 2 3 4 5 6 1 2 3 4 5 6 7
Cursive Print *b e s t b i k e*

Join _____

1 2 3 4 5 6 1 2 3 4 5 6 7
Cursive Print *b i l l b l u e*

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

viewable
Cursive Print

Join

leap *leap*
Cursive Print

Join

bird *blow*
Cursive Print

Join

burn *gold*
Cursive Print

Join

post *posts*
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6
Cursive Print

Join

1 3 4 5 6 7 8 9 1 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print

Join

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

host host
Cursive Print

Join

most most
Cursive Print

Join

new open
Cursive Print

Join

post rock
Cursive Print

Join

show soft
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print *stop*

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8
Cursive Print *told wear*

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9
Cursive Print *what when*

Join

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print *wide wild*

Join

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print *wind copy*

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

w h e r e w h i s h
Cursive Print

Join

w h i l e w h i t e
Cursive Print

Join

w r e s k w r i t e
Cursive Print

Join

b a c k b u i l t
Cursive Print

Join

v i s i t o f f e r
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

o *t* *h* *e* *r* *s* *o* *f* *t* *e* *n*
Cursive Print

Join

a *d* *o* *p* *t* *a* *w* *f* *u* *l*
Cursive Print

Join

b *a* *n* *k* *b* *r* *e* *a* *k*
Cursive Print

Join

b *r* *o* *k* *e* *b* *u* *i* *l* *d*
Cursive Print

Join

s *l* *o* *s* *s* *r* *o* *t* *o* *r*
Cursive Print

Join

Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

book build

while write

wild stop

now most

hope how

view all

hill full



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

could court
Cursive Print

Join

doubt event
Cursive Print

Join

folks horse
Cursive Print

Join

house save
Cursive Print

Join

lived oral
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 9
Cursive Print *never north*

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8
Cursive Print *organizer*

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 10 11
Cursive Print *point pound*

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7
Cursive Print *power river*

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7
Cursive Print *round serve*

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print seven short

Join

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9
Cursive Print sound south

Join

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print stole store

Join

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print table those

Join

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8
Cursive Print throw total

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

Whole *Whole*
Cursive Print

Join

Work
Cursive Print

We will now begin to work on words that demand the use of joining stroke #4, the rock and roll compound curve that forms round-top and roll-top letters.

Join

On *War* *Was*
Cursive Print

Join

Won *Bad* *Box*
Cursive Print

Join

On *son* *to*
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

two wait
Cursive Print

Join

walk wall
Cursive Print

Join

want warm
Cursive Print

Join

wash won't
Cursive Print

Join

wood bark
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

ball band
Cursive Print

Join

base boat
Cursive Print

Join

omission
Cursive Print

Join

some don't
Cursive Print

Join

upon done
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

food from
Cursive Print

Join

home moon
Cursive Print

Join

soon moon
Cursive Print

Join

soap somers
Cursive Print

Join

word work
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

w o r k b o o k
Cursive Print

Join

b o r n b o t h
Cursive Print

Join

w o t e r o v e r
Cursive Print

Join

d o r d o w n
Cursive Print

Join

f o t l o o k
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

love poor
Cursive Print

Join

took town
Cursive Print

Join

watch water
Cursive Print

Join

woman float
Cursive Print

Join

women front
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

b o a r d a w a i t
Cursive Print

Join

m o n t h s t o o d
Cursive Print

Join

w o r d s w o r t h
Cursive Print

Join

w o r l d w o u l d
Cursive Print

Join

v o i s e s r o v e r
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 11
Cursive Print snow drawn

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
Cursive Print favor honor

Join _____

1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9
Cursive Print known prove

Join _____

1 2 3 4 5 6 7 8 9 10 11
Cursive Print shown

Join _____

Cursive Print _____

Join _____

Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

lawn lawn

mouth road

would would

woman

post post

cost own

base base

Name _____

Date _____

Your goal is to write using rhythmic movement. Use your voice to guide the movement of your pencil. Chant action words, spell aloud or count as you write each letter. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed". Ending strokes are word spacers.

j, g, y, z

By this time it is probably easy for you to join baseline and tarzan letters. It is now time to begin work on joining the "submarine" letters. These letters are easy if they are at the end of the word. But, when used inside words they end at the bottom of the tail. These joiners are the most difficult to control so don't be surprised if you need a little extra practice. We'll start with the joiner # 5. Roll and rock to join sharp-top and loop-top letters. Then we will move to joiner # 6, a long roll to round-top and roll-top letters. The joining strokes must slide a long way to shape the next letter top with good size, slant, and spacing.

by way lay yes
Cursive Print

Join

yet bag dog
Cursive Print

Join

eye jet baby
Cursive Print

Join

body only
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

away jump
Cursive Print

Join

just year long
Cursive Print

Join

song girl age
Cursive Print

Join

slide grow
Cursive Print

Join

days eyes
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print Cursive Print Cursive Print

Join _____

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print Cursive Print

Join _____

1 2 3 4 5 6 7 1 2 3 4 5 6 7
Cursive Print Cursive Print

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 10 11 12
Cursive Print Cursive Print

Join _____

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 10
Cursive Print Cursive Print

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9
Cursive Print today judge

Join _____

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print appears glass

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9
Cursive Print grand grant

Join _____

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Cursive Print great green

Join _____

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8
Cursive Print group guess

Join _____



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

1 2 3 4 5 6 7 8 9 10 might *1 2 3 4 5 6 7 8 9 10* ought
Cursive Print

Join

1 2 3 4 5 6 7 8 right *1 2 3 4 5 6 7 8* sight
Cursive Print

Join

1 2 3 4 5 6 7 8 9 10 might
Cursive Print

Now it's time to begin work with joiner #6. Once again you must slide a long way from the bottom of the tail letter to roll-top and round top letters.

Join

1 2 3 4 5 go *1 2 3 4 5 6 7* ago *1 2 3 4 5 6* got *1 2 3 4 5 6 7* you
Cursive Print

Join

1 2 3 4 5 6 go *1 2 3 4 5 6 7* oops *1 2 3 4 5 6 7 8* gold
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

g o n t g o o d
Cursive Print

Join

s i g n y a r d
Cursive Print

Join

y o u r a g a i n
Cursive Print

Join

g o i n g o r g a n
Cursive Print

Join

r o y a l y o u ' s
Cursive Print

Join



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

young youth
Cursive Print

Join

tough tight
Cursive Print

Join

gains yarns
Cursive Print

Join

fuzzy rough
Cursive Print

Join

rogue logis
Cursive Print

Join

Name _____

Date _____

You have been practicing to improve your control of the rock and roll strokes as you write the words. These strokes are the most important if you want others to be able to read your work easily. The words below are taken from the lists you have already practiced. Sometimes we give one complete letter to help you solve the puzzle but most of the downstrokes have been hidden. Write the word in joined cursive to show you have solved each puzzle.

q t boy dog q t

h w s y b s y q u

i u t q u a l o n g

g o u r a p p i n

g i r l g l a d b o y

g r o u p q u e s t

w o r k q u i l p a p e r



Word Masters Practice, Grade 3



Name _____

Date _____

Count aloud as you write the letters. First write the word in Cursive Print to practice control. Then write in joined cursive pausing for control at the end of each letter. If your voice won't work, try it "eyes closed." Ending strokes are word spacers.

Cursive Print _____

Join _____

Cursive Print _____

Join _____

Cursive Print _____

Join _____

Cursive Print _____

Join _____

Cursive Print _____

Join _____