

Zaner-Bloser Handwriting



Teacher Edition



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Zaner-Bloser
Sample

Handwriting: A Foundational Skill for Literacy Development

In an increasingly digital learning landscape, **handwriting remains a foundational skill for literacy development**. The act of handwriting supports the brains of developing readers. As students practice forming letters, they learn to recognize these letters when they read. And when students develop strong handwriting skills, they are better equipped to express and share their ideas.

The **short-term outcomes** of the *Zaner-Bloser Handwriting* method include enabling efficient, legible, and automatic written communication. As students learn the craft of handwriting, they build the skills to self-evaluate. Students see their handwriting skills improve over time, and their confidence grows.

Long-term outcomes include building community, curiosity, and confidence in learning. Students can extend their handwriting expertise to other content areas, such as taking notes in classes. Automatic handwriting skills give students more opportunities to share their thoughts and ideas and form connections to communities of learners.

In both the short- and long-term, the *Zaner-Bloser Handwriting* method emphasizes engagement, efficiency, legibility, and automaticity.

- **Engagement** invites students to participate in multiple learning opportunities as they develop their handwriting skills. Lessons have interactive elements, such as “Stop and Check” prompts that help students self-review, and creative grade-appropriate activities that provide independent handwriting practice. In addition, the Digital Tutor feature in the Practice Masters provides a QR code students can access outside the classroom. These and other features help students stay motivated and take charge of their own learning.
- **Efficiency** helps students develop the skills to accurately and automatically use script to write by hand. The curriculum provides scaffolding and direct, explicit instruction for an efficient learning process. Letters are grouped by formation characteristics to accelerate learning acquisition. The practice of forming different letters strengthens muscle memory.
- **Legibility** ensures handwriting is easy to read and appropriate to the task at hand. The curriculum’s Keys to Legibility help teachers deliver consistent instruction and evaluate progress. Students can use the Keys to self-correct and receive specific, targeted feedback. When students’ handwriting becomes more legible, they are better able to share their writing with others.
- **Automaticity** enables students to generate script with ease. To build automaticity, the curriculum uses strategies such as spaced practice, which distributes multiple sessions over long time periods, and interleaving, which combines acquired skills with new skills. These strategies are based in cognitive science and proven to improve retention. They support other learning processes, such as spelling and executive function. As students pay less attention to the physical practice of writing, they can focus on the thoughts and ideas they want to express.

The full *Zaner-Bloser Handwriting* foundations paper, with references, is available at zaner-bloser.com.



ZB Zaner-Bloser

INSPIRING aha MOMENTS

At Zaner-Bloser, we create tools for educators that help elementary students become more joyful, creative learners and communicators.

We support teachers' efforts to inspire "aha" moments—moments of discovery, accomplishment, pride, surprise, delight—that reward students and enable them to unlock the power of learning.

Let's work together to create classroom environments where **community**, **curiosity**, and **confidence** thrive!

"Aha" moments are empowering, enlightening, and self-reinforcing! Our resources encourage students' short-term gains and promote long-term, positive outcomes.

zaner-bloser.com

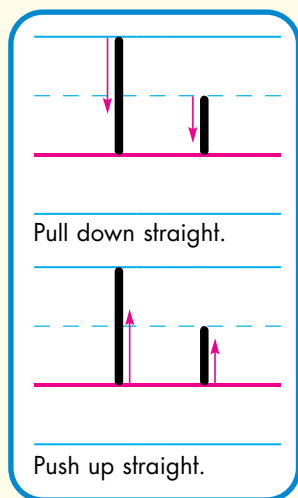


Why Zaner-Bloser?

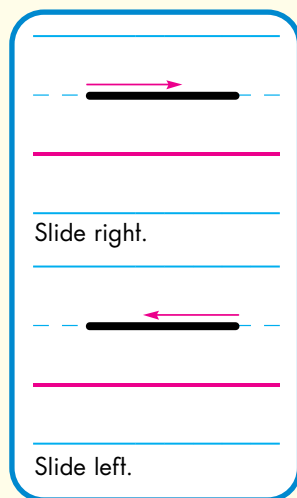
Basic Strokes Form the Foundation

Manuscript

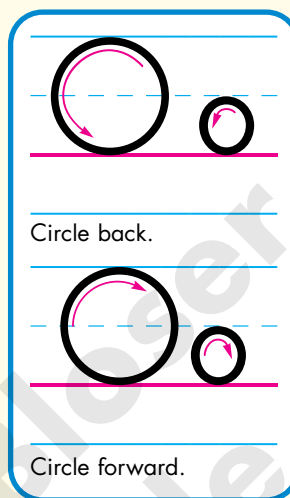
Four basic lines, or strokes, are used to form all manuscript letters and numerals—vertical, horizontal, circle, and diagonal.



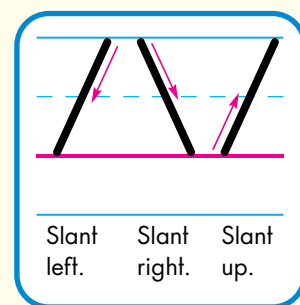
Vertical



Horizontal



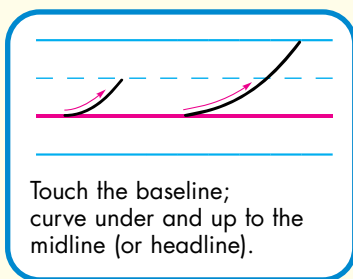
Circle



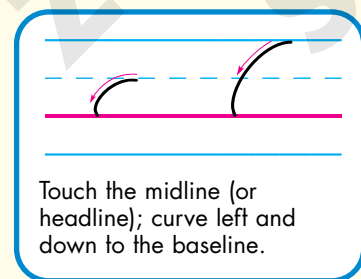
Diagonal

Cursive

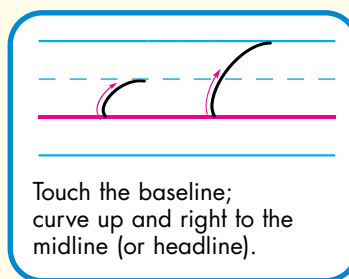
For grades 2–6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.



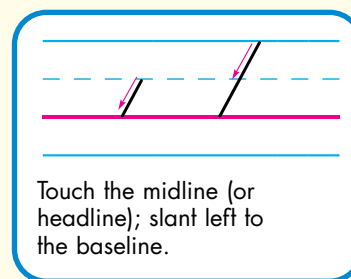
Undercurve



Downcurve



Overcurve



Diagonal

Groupings, Patterns, and Progress

For both manuscript and cursive handwriting, Zaner-Bloser presents the letters of the alphabet in groups. Each group shares common strokes, formation patterns, and visual attributes. When a child sees an individual letter, such as manuscript **a**, and attempts to write it, they may look at the letter and try to copy its shape. In many cases, this practice results in self-invented and inefficient methods for writing letters, such as starting the letter at the baseline instead of the midline or using a forward circle line instead of a backward circle line. By presenting **a** with other letters that contain backward circle lines, such as **o** and **d**, children are able to see patterns and learn to write letters correctly and efficiently.

Manuscript Groupings

Manuscript groupings are based on the strokes used to form the lowercase letter form (these are the letters most frequently used) of each lowercase/uppercase letter pair.

- Vertical and horizontal strokes: **l, i, t (L, I, T)**
- Forward circle and backward circle strokes: **o, a, d, c, e, f, g, j, q, u, s, b, p, r, n, m, h (O, A, D, C, E, F, G, J, Q, U, S, B, P, R, N, M, H)**
- Diagonal strokes: **v, y, w, x, k, z (V, Y, W, X, K, Z)**

Cursive Groupings

In grades 2–6, cursive groupings are based on the initial stroke used to form each letter.

Lowercase

- Undercurve letters: *i, t, u, w, e, l, b, h, f, k, r, s, j, p*
- Downcurve letters: *a, d, g, o, c, q*
- Overcurve letters: *n, m, y, v, r, z*

Uppercase

- Downcurve letters: *A, O, D, C, E*
- Curve forward letters: *n, m, H, K, U, y, j, V, W, X*
- Overcurve letters: *L, f, Q*
- Doublecurve letters: *T, F*
- Undercurve-Loop letters: *G, S, Z*
- Undercurve-Diagonal letters: *P, R, B*

Joinings Groupings

The nine cursive joinings are named by the ending stroke of the first letter to the beginning stroke of the next letter. The joinings are organized in three groups.

Undercurve

- Undercurve-to-Undercurve
- Undercurve-to-Downcurve
- Undercurve-to-Overcurve

Overcurve

- Overcurve-to-Undercurve
- Overcurve-to-Downcurve
- Overcurve-to-Overcurve

Checkstroke

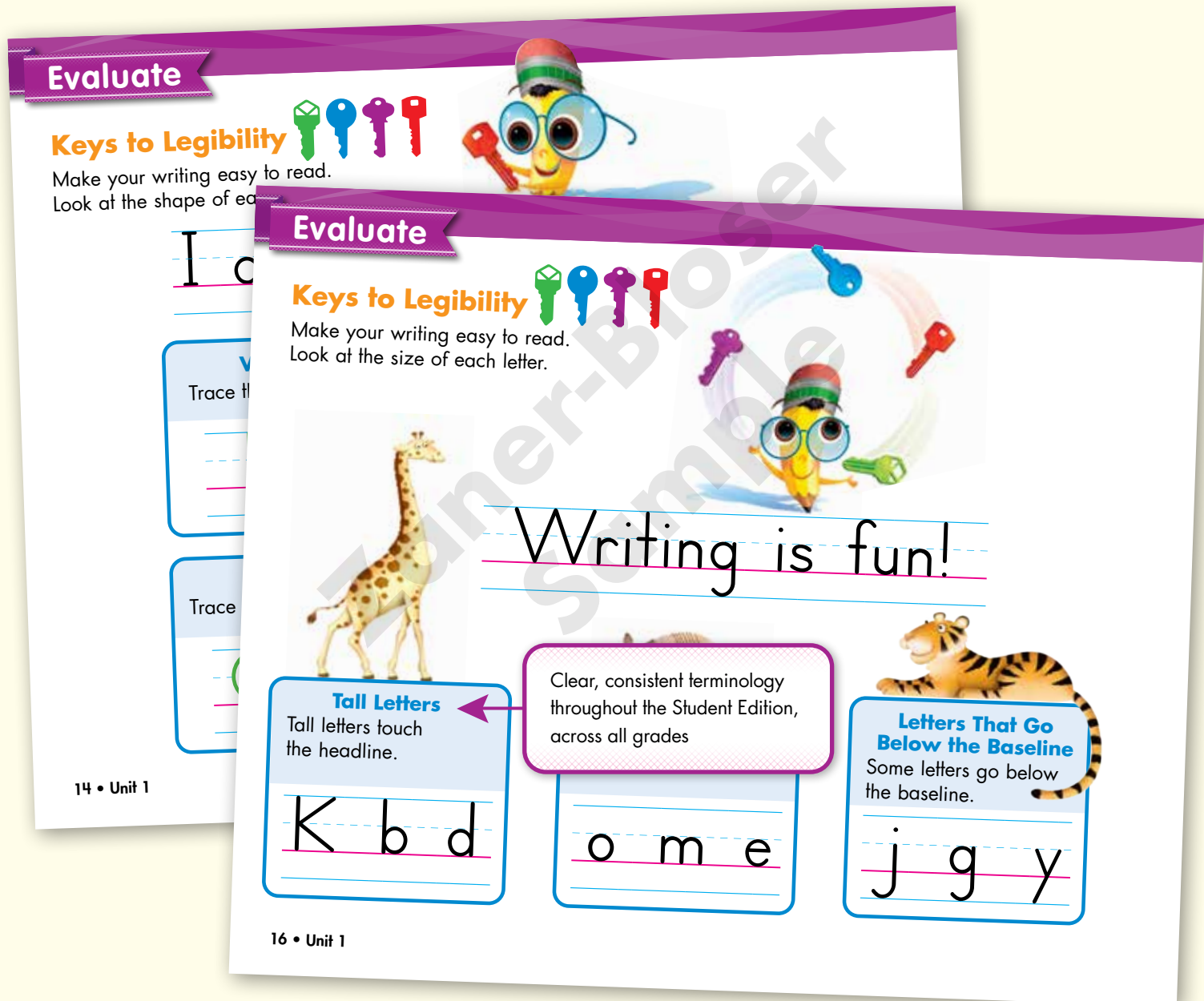
- Checkstroke-to-Undercurve
- Checkstroke-to-Downcurve
- Checkstroke-to-Overcurve



Why Zaner-Bloser?

Legibility

Shape, Size, Spacing, and Slant—four Keys to Legibility—are the basis of Zaner-Bloser's unique instructional system. The Keys form an assessment rubric for teachers and students (see page 135 of this book). The Keys appear in the Student Edition to help students self-evaluate their handwriting. Self-evaluation is a key component in building confidence and helping students take ownership of their learning.



Grade 1 Student Edition pages

Cross-Curricular Connections

In Unit 4, students have multiple opportunities to demonstrate their growing abilities. Exercises challenge students to use their handwriting skills in meaningful contexts, across disciplines, and in different types of writing styles.

When these opportunities are presented, critical thinkers and advancing writers are encouraged to apply!



Apply

Narrative

Story Retelling Draw the characters and setting of a story you know well. Then write the title of the story.

Apply

Informative/Explanatory

How To Think of something you can do well. Write it on the top line. Then explain how to do it with each step in order.

1. _____

Apply

Opinion

Book Review Finish this book review.

I read _____

It was about _____

Program Components

Student Edition: Hands-On Practice

Practice perfects penmanship! The *Zaner-Bloser Handwriting* Student Edition features multiple opportunities to practice fundamentals, self-assess, and reinforce reading skills. This proven pedagogy is designed to reach all types of learners—visual, auditory, and kinesthetic.

Letter models with arrows to show stroke sequence

Write

1. Curve back; curve forward.

Short, clear instructions

Trace and write. Circle your best s.

Green starting dots

Stop and Check and Keys to Legibility signs for self-evaluation

Practice beneath models that both left- and right-handed students can easily see.

see Sara Seth

Unit 3 • 75

Should I sing a song?

Write a sentence that tells the name of a song you like to sing.

Keys to Legibility reminders for self-evaluation

Spacing Circle two words with good spacing between them.

Teacher Edition: Fast, Efficient Instruction

Handwriting instruction doesn't have to take a lot of time. You can deliver effective handwriting instruction in about 15 minutes or less. The Teacher Edition is packed with tips for quick, explicit instruction coupled with practice opportunities and reinforcement you can implement throughout the day. Whether you have five minutes, ten minutes, or more, lessons work with your daily plan.

Write

Teacher Tips

Basic Strokes Have students look around the room for objects formed with lines. Help them determine whether a line is vertical or horizontal and describe it using the terms *pull down straight* or *slide right*. If possible, have them trace the lines as well.

Practice opportunities and activities students can do with their families

Home Practice

Practice Masters 35–36, 85

For more practice, download the Practice Masters from MyZBPortal.com, or make copies using the Practice Masters booklet.

40 • Unit 3

Write the words.
than table tall take

Write the sentence.
This is my toy train.

Finish the sentence about toy trains.
Toy trains are _____

40 • Unit 3

Strategies for improving handwriting as a whole class

3. Evaluate

Tell students that when they come to the stop sign symbol they should stop writing and circle their best letter.

Use these questions to help students evaluate their writing:

- Is your **t** straight up and down? Is the slide right stroke written on the midline?
- Is your **T** about the space width of the model? Is your slide right stroke on the headline?

Blue text to highlight lesson-specific content

Multilingual Learner

Vocabulary Building Describe the sketched (*turtle*, *table*, *train*). Model *talk*, *tell*, and *take* in sentences. Write the sentences on the student page for the sentence starter. Have students choose the words they

Opportunities to differentiate instruction:

- Multilingual Learners
- Occupational Therapist Tips

Write

Trace and write. Circle your best t.

Write

Trace and write. Circle your best T.

turtle talk

Short, clear instructions

Clearly stated objectives

Objective: Practice writing **t** and **T**.

1. Model

Warm up with the “I Pull Down” or “Slide Along” song from MyZBPortal.com.

Write the letter **t** on guidelines on the board as you say the letter formation or display the Animated Letter Model at MyZBPortal.com.

Talk about the shape of lowercase **t**. Ask students to name things that look like the letter. (Example: window panes)

Use skywriting to model writing **t** as you repeat the letter formation. Have students say the letter formation with you as they skywrite **t**, or use their index finger to trace the letter model at the top of the student page.

Repeat this process for **T**.

Occupational Therapist Tip

Three-Ring Binders Some students may tire quickly when writing on flat desks for a long time. Have large three-ring binders available so students can have the option of using a slanted writing surface (with the large side of the binder away from them and the paper slanted toward them). A non-skid mat can keep it from sliding. Check to be sure that the binders have smooth—not textured—covers.

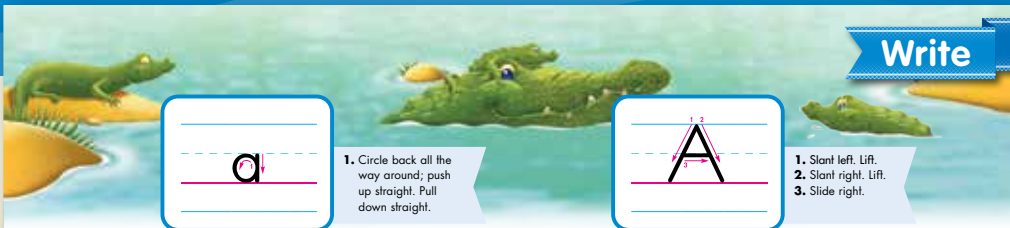
Letter Models and Formations

1. Pull down straight. Lift.
2. Slide right.

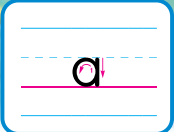
1. Pull down straight. Lift.
2. Slide right.

Visit MyZBPortal.com for Animated Letter Model videos.

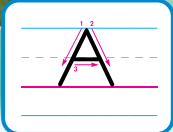
Access to Animated Letter Models and how-to videos



Write



1. Circle back all the way around; push up straight. Pull down straight.



1. Slant left. Lift.
2. Slant right. Lift.
3. Slide right.

Trace and write. Circle your best **a**.

a a a a a

alligator act

Trace and write. Circle your best **A**.

A A A A

Ali Anna

Unit 3 • 47

Objective: Practice writing **a** and **A**.

1. Model

Warm up with the “Circle Song” or “Slant Dance” song from MyZBPortal.com.

Write the letter **a** on guidelines on the board as you say the letter formation or display the Animated Letter Model at MyZBPortal.com.

Talk about the shape of **a**. Ask students to name things that look like the letter. (Example: a bean sprout)

Use skywriting to model writing **a** as you repeat the letter formation. Have students say the letter formation with you as they skywrite **a**, or use their index finger to trace the letter model at the top of the student page.

Repeat this process for **A**.

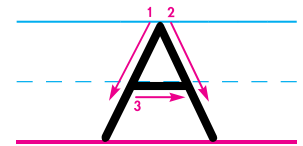
2. Practice

Ask students to complete the student pages at a literacy center, during independent work time, or for homework.

Letter Models and Formations



1. Circle back all the way around; push up straight. Pull down straight.



1. Slant left. Lift.
2. Slant right. Lift.
3. Slide right.

Visit **MyZBPortal.com** for Animated Letter Model videos.

Occupational Therapist Tip

Stacking Checkers Some students are still learning that in activities such as handwriting and using scissors, one hand stays still, or “holds,” while the other hand “moves,” or writes. To foster development of this complementary use of their hands, have them stack checkers with their eyes closed. Point out how the nondominant hand substitutes for visual monitoring during this activity.

Write

Teacher Tips

Staying in the Lines Students vary in their ability to write within the confines of a designated area. Some may need to use paper with wider writing spaces. Observe them to decide which type of paper is best for individuals.

Write the words.

as animal ask all

Write the sentence.

All my sisters play ball.

Write words to finish the sentence.

I can play



48 • Unit 3

Size Circle a word you wrote that has good size.

3. Evaluate



Tell students that when they come to the stop sign symbol, they should stop writing and circle their best letter.

Use these questions to help students evaluate their writing:

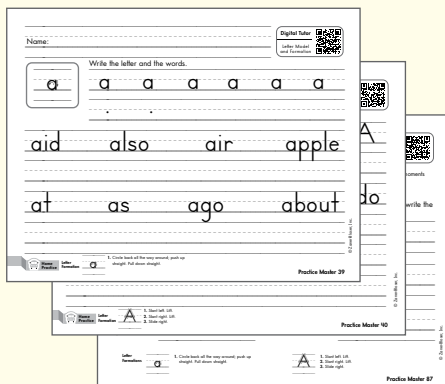
- Does your pull down straight stroke in **a** touch the circle?
- Do your diagonal strokes in **A** touch the headline at the same spot? Is your slide right stroke on the midline?

Key Each letter should have the correct size. Ask,

- Do your **a** and **A** look like the model letters in the book?
- Do your **a** and **A** touch the guidelines in the same places as the model letters?



Home Practice

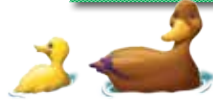


Practice Masters 39–40, 87

For more practice, download the Practice Masters from MyZBPortal.com, or make copies using the Practice Masters booklet.

Multilingual Learners

Total Physical Response Review the concept of *slant* with students. Demonstrate a diagonal stroke on the board. Ask students to imitate you using skywriting. Then stand and lean left. Say, “I am slanting left.” Have them stand up and imitate you. Say and have them repeat, “Slant left.” Reverse and repeat for slant right. Then say the terms several times as commands and have students slant their bodies in the direction you say.



Write the letters.

o o o o

a a a a

d d d d

O O O

A A A

D D D

Write the words.

odd

add

dad

dot

Unit 3 • 51

Objective: Review **oO**, **aA**, and **dD**.

1. Model

Ask students to look at the letters being reviewed, and ask what their shapes have in common. (*All but A are made with circle or curve lines.*)

Review the letter formations and model any letters students have difficulty writing.

Ask volunteers to give verbal descriptions of the letters. Challenge the other students to identify the letters being described. Then write the letters on guidelines on the board.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate



Use these questions to help students evaluate their writing:

- Does your **o** begin just below the midline?
- Does your **a** rest on the baseline?
- Does your **d** touch both the headline and the baseline?
- Is your **O** round?
- Are your slant strokes in **A** straight?
- Is your **D** about the same width as the model?
- Do your letters look like the model letters in the book?
- Is your writing easy to read?

Writing in the Content Areas

Science Point out the apple tree in the picture of the park on page 52. Describe the life cycle of the apple tree: A seed is planted in the ground. The seed grows into a tree. Fruit grows on the tree. Seeds from the fruit are planted in the ground. Have students draw a picture for each step in the cycle. Then have them label their drawings and/or write each step in their own words as an *explanatory exercise*.

Apply

Apply

Naming Words Write the naming words.

dog

toad

Dan



apple

yard

Amy

Write a sentence telling what you like to do with your friends.

52 • Unit 3

Objective: Write naming words using legible handwriting.

1. Model

Write several words from the student page on the board.

Think aloud as you talk through the correct formation of the letters in each word.

Ask volunteers to evaluate the words according to the Keys to Legibility.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate




Use these questions to help students evaluate their writing:

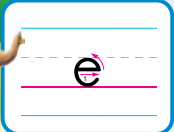
- Did you write with correct strokes so your letters have good shape?
- Are your letters the right size?
- Did you use proper spacing between your letters and words?
- Does your writing have uniform vertical slant?

Multilingual Learners

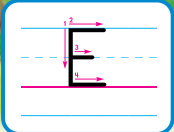
Multiple-Meaning Word Students may be confused by the two meanings of *yard*. Illustrate the different meanings by showing a yardstick and a picture of a house with a yard. Draw a word web on the board. Provide scaffolding by filling in some words or phrases used to define or describe the yard depicted on the student page. Students can use words or phrases from the word web to write and illustrate sentences.

Write





1. Slide right.
Circle back.



1. Pull down straight. Lift.
2. Slide right. Lift.
3. Slide right; stop short. Lift.
4. Slide right.

Trace and write. ✓ Circle your best e.

Trace and write. ✓ Circle your best E.

elephant eat Ellie Ed

Unit 3 • 57

Objective: Practice writing e and E.

1. Model

Warm up with the “Circle Song” or “Slide Along” song from MyZBPortal.com.

Write the letter e on guidelines on the board as you say the letter formation or display the Animated Letter Model at MyZBPortal.com.

Talk about the shape of e. Ask students to name things that look like the letter. (Example: a partly coiled snake)

Use skywriting to model writing e as you repeat the letter formation. Have students say the letter formation with you as they skywrite e, or use their index finger to trace the letter model at the top of the student page.

Repeat this process for E.

2. Practice

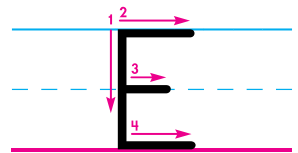
Ask students to complete the student pages at a literacy center, during independent work time, or for homework.

Write

Letter Models and Formations



1. Slide right. Circle back.



1. Pull down straight. Lift.
2. Slide right. Lift.
3. Slide right; stop short. Lift.
4. Slide right.

Visit MyZBPortal.com for Animated Letter Model videos.

Occupational Therapist Tip

Pencil Shape and Texture A change in pencil shape or texture can help students feel where to grip their pencils. For example, wrap waxed string near the tips of the pencils so students have a visual cue for where to hold their pencils. You might also try giving them triangular-shaped pencils to use. In addition, a variety of pencil grips with different textures, length, and girth are commercially available. Different grips might work for different students.

Write

Teacher Tips

Writing Lines Explain to students that *e* is a short letter that starts halfway between the baseline and the midline. To help students practice using the term *halfway* and locating the position, use masking tape to make two parallel lines on the floor. Have them take turns jumping to the point halfway between the lines.

Write the words.

egg end empty each

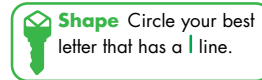
Write the sentence.

Everyone enjoys stories.

Write a sentence about something you enjoy.



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3. Evaluate



Tell students that when they come to the stop sign symbol, they should stop writing and circle their best letter.

Use these questions to help students evaluate their writing:

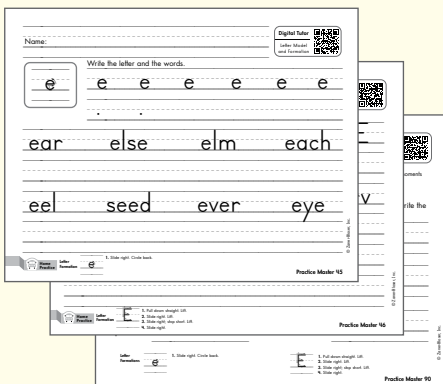
- Does your *e* look round? Is your slide right stroke straight?
- Is your *E* about the same width as the model? Are your top and bottom slide right strokes the same width?

Each letter should have a unique, easy-to-read shape. Ask,

- Do your *e* and *E* look like the model letters in the book?



Home Practice



Practice Masters 45–46, 90

For more practice, download the Practice Masters from MyZBPortal.com, or make copies using the Practice Masters booklet.

Multilingual Learners

Total Physical Response Review the concept of *slide right* with students. Demonstrate a slide right stroke on the board. Ask students to use skywriting to imitate your movement. Then stand and step right with your right foot and slide your left foot together with your right. Say, “I am sliding right.” Have students stand up and imitate you. Say and have them repeat, “Slide right.” Say “Slide right” as a command and have them slide their feet to the right.



Write the letters.

c c c c



e e e e



f f f f

C C C

E E E

F F F

Write the words.

face

feet

ice

life

Unit 3 • 61

Objective: Review **cC**, **eE**, and **fF**.

1. Model

Ask students to look at the letters being reviewed, and ask what their shapes have in common. (*c and e are short; f, C, E, and F are tall; all fit on the guidelines*)

Review the letter formations and model any letters students have difficulty writing.

Ask volunteers to give verbal descriptions of the letters. Challenge the other students to identify the letters being described. Then write the letters on guidelines on the board.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate



Use these questions to help students evaluate their writing:

- Does your **c** begin just below the midline?
- Is the slide right stroke in your **e** straight?
- Is your **f** crossed on the midline?
- Is your **C** round?
- Does your **E** touch both the headline and the baseline?
- Is your **F** straight up and down?
- Do your letters look like the model letters in your book?
- Is your writing easy to read?

Occupational Therapist Tip

Pushing Items Through Using the fingertips to manipulate small objects can help students develop more precise finger movements. Cut a hole in the top of a plastic yogurt container and have students push beans, pasta, or marbles through the top. The hole should be small enough that it takes a bit of effort to push an item through.

Apply

Apply

Action Words Write the action words. ✓ Circle your best letter.

eat



fill



catch



feed



call



color



Write a sentence that tells what you like to do. Use an action word.

62 • Unit 3

Objective: Write action words using legible handwriting.

1. Model

Write several words from the student page on the board.


Think aloud as you talk through the correct formation of the letters in each word.

Ask volunteers to evaluate the words according to the Keys to Legibility.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate

 Use these questions to help students evaluate their writing:

- Did you write with correct strokes so your letters have good shape?
- Are your letters the right size?
- Did you use proper spacing between your letters and words?
- Does your writing have uniform vertical slant?

Multilingual Learners

Additional Practice To review meanings of action words before students write on their own, play charades as a class. Select a student to choose one of the action words on the student page and pantomime it for the class to guess. After all the words have been guessed correctly, have more volunteers act out other action words. When a classmate guesses the word, you or one of the more advanced students can write the new action word on guidelines on the board.

Apply

Handwriting in the Real World

Apply

Handwriting in the Real World

Number Words Write the numerals and the number words in English and Spanish.

1 one uno

2 two dos

3 three tres

4 four cuatro

5 five cinco

6 six seis

Write the Spanish words for 3 and 4.

114 • Unit 4

Objective: Write numerals 1–12 and related number words.

1. Model

Write the following rhyme on chart paper and read it with students, pointing to the words as you say them.

One, two, buckle my shoe.

Three, four, shut the door.

Five, six, pick up sticks.

Seven, eight, lay them straight.

Nine, ten—a big fat hen.

Ask students to identify the number words in the verse. Then count to ten in Spanish, pausing after each number to have students repeat it. Write the words on the board. Have students match Spanish number words to the English words in the rhyme.

Invite students to share number rhymes they know in English, Spanish, and other languages.

Direct students to look at the student pages. Ask them what they remember about the size of numerals. (*All are tall.*) Then ask what they remember about the shape of the letters in the words. (*All are made with one or more of the basic strokes in manuscript writing.*)

2. Practice

Ask students to complete the student pages at a literacy center, during independent work time, or for homework.

Occupational Therapist Tip

Writing With Small Pieces This activity will help students maintain a tripod grasp and increase strength in the small muscles of their hand. Give students pieces of broken chalk or crayon or short pencils that are three to four inches long and ask them to draw pictures. In order to use these small pieces, they will have to hold them correctly.

7 seven siete 8 eight ocho

9 nine nueve 10 ten diez

11 eleven once 12 twelve doce

Write the numeral and a number word to tell your age.

Unit 4 • 115

3. Evaluate



Use these questions to help students evaluate their writing:

- Do all your numerals touch both the headline and the baseline?
- Are your numerals and letters written straight up and down?
- Are your horizontal strokes straight across?
- Are your circle strokes round?
- Does your writing have consistent vertical slant?



Help students summarize what they have learned about spacing. Ask them to choose several words they have written on the pages and evaluate their writing by comparing the spacing between their letters with the models.

Multilingual Learners

Ordinal Numbers Teach students the ordinal numbers from *first* to *tenth*. Provide visual models. Explain that unlike many languages, the English language uses ordinal numbers when referring to dates. Compare and contrast ordinal numbers with cardinal numbers. Give students opportunities to practice using ordinal numbers, such as having students say the day's date at the start of each school day (example: *Today is May 9th.*).

Apply

Handwriting in the Real World

Teacher Tips

Sitting Position Remind students to use correct body position when writing so they will write better. They also will not tire as quickly. Encourage them to sit comfortably erect with their feet flat on the floor and their hips touching the back of the chair. Both arms should rest on the desk. Be sure students are relaxed and holding their pencil correctly.

Apply

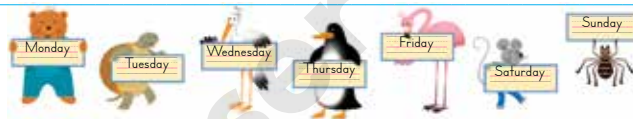
Handwriting in the Real World

Days of the Week Write the name of each day.

Monday Tuesday

Wednesday Thursday

Friday Saturday Sunday



116 • Unit 4

Objective: Write the names of the days of the week.

1. Model

Write the chorus and first verse of “Here We Go ‘Round the Mulberry Bush” on chart paper, underlining *Monday*. Prepare word cards, each printed with the name of a day of the week. Invite students to sing as you point to the words. Encourage students to make up new verses for each day of the week by adding phrases about things they do at school. Hold up the word card for the day as students sing.

Chorus:

*Here we go ‘round
the mulberry bush,
the mulberry bush,
the mulberry bush.
Here we go ‘round
the mulberry bush,
So early in the morning.*

First Verse:

*This is the way we
go to school,
go to school,
go to school,
This is the way we
go to school,
So early Monday morning.*

Direct students to look closely at the days of the week on the student page. Ask students what they notice about the first letter in the name of each day. (*Each begins with an uppercase letter.*)

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate

Help students evaluate their writing using the Keys to Legibility. Have them check to make sure each word begins with an uppercase letter.



Use these questions to help students evaluate their writing:

- Do your tall letters touch both the headline and the baseline?
- Are your letters written straight up and down?
- Are your diagonal strokes pulled in the proper direction?
- Are your circle strokes round?

Handwriting in the Real World**Friendly Letter** Write to a friend. Finish this letter.

Dear _____

Today is _____



Your friend, _____

Unit 4 • 117

Handwriting in the Real World**Teacher Tips**

Shape of Y Ask a volunteer to come to the front of the room. Ask the student to stand up straight and stretch out their arms to each side, forming the shape of a Y. Ask the class to identify the letter. Say the strokes to form the letter aloud, and motion the direction of each stroke as you say it (e.g., “Slant right,” “Slant left,” and “Pull down straight”).

Objective: Write a friendly letter.

1. Model

Point out to students the friendly letter on the student page. Identify the main parts of the letter (*greeting, body, closing, signature*) and observe that much of this letter still needs to be written.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate

Help students summarize what they have learned about slant. Ask them to choose several letters they wrote and evaluate their writing by comparing the slant of their letters with the models.

You might want students to work with partners. Ask them to read their words to a partner and ask the partner to comment on the slant of the letters in their writing.

Multilingual Learners

Writing Practice Help students staple together a stack of seven pieces of writing paper and ask them to label the paper with the days of the week. Invite students to keep a diary for one week. Explain that they will write about the things they enjoyed doing on each day. To begin each page, have students write *Today is (day of the week)*. Encourage them to illustrate their ideas when they do not know the English words. Provide time at the end of each day for them to write in their diaries.

Apply

Informative/ Explanatory

Teacher Tips

Stroke Practice Allow time for students to practice forming basic strokes (vertical, horizontal, circle, and diagonal lines) while painting, drawing, and writing at the board. Emphasize large, smooth top-to-bottom and left-to-right strokes as well as proper starting places for circles and diagonals.

Apply

Informative/Explanatory

How To Think of something you can do well. Write it on the top line. Then explain how to do it with each step in order.

1. _____

2. _____

3. _____

4. _____

5. _____

128 • Unit 4

Objective: Write an informative/explanatory piece explaining how to do something.

1. Model


Tell students that a How To tells readers how to do something. Explain that the steps in a How To must be written in a particular order so that they can be followed correctly.

Choose an activity that all students can do, such as building something with blocks or making a peanut butter and jelly sandwich. List the first few steps required to complete the activity. Invite volunteers to provide additional steps. Encourage students to state each step as a complete sentence.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate

 **Use** these questions to help students evaluate the shape of their letters:

- Does each letter have its own clear shape?
- Are your vertical lines and horizontal lines written correctly?
- Are your circle lines and diagonal lines written correctly?

Occupational Therapist Tip

Stencils Provide stencils of basic shapes, such as squares, triangles, and circles. Provide large paper on an easel or the board and ask students to trace over the lines of the shapes in the stencils and make patterns.

Sentence Read the sentence below. It includes every letter of the alphabet.

The quick brown fox jumps over the lazy dog.

Write the sentence two times in your best handwriting.

Handwriting practice lines for the sentence "The quick brown fox jumps over the lazy dog." The lines are designed for two rows of writing, each with a solid top line, a dashed midline, and a solid bottom line.

My writing has good

Shape	<input type="checkbox"/>
Size	<input type="checkbox"/>
Spacing	<input type="checkbox"/>
Slant	<input type="checkbox"/>

Unit 4 • 129

Teacher Tips

Review Difficult Letters For students who are still having difficulty forming letters, write the letters on guidelines on poster board or cardboard and laminate them. Students can use the letterforms as a base for making the letters with clay. Have them trace their completed letters and say the stroke descriptions aloud.

Objective: Write a sentence that incorporates each letter of the alphabet.

1. Model


Read aloud the sentence on the student page. Tell students that writing the sentence will allow them to practice writing each letter of the alphabet. Explain that it will also help them evaluate the shape and size of their letters, slant of their writing, and spacing between their letters and words.

2. Practice

Ask students to complete the student page at a literacy center, during independent work time, or for homework.

3. Evaluate

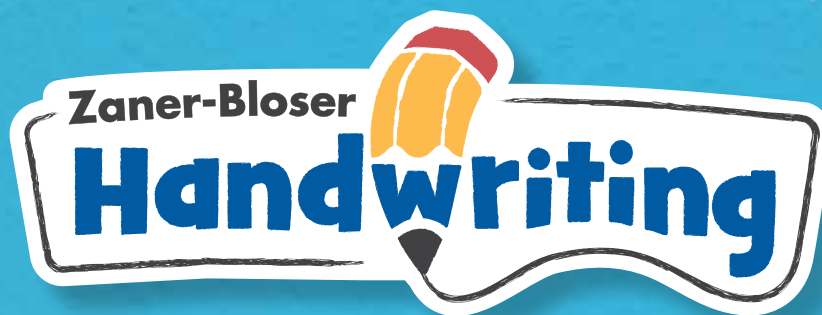
Ask students to write the sentence in their best handwriting. Remind them to write their letters carefully on the guidelines so their writing will be easy to read.

 Use these questions to help students evaluate their writing:

- Which letters do you write best? What makes them better than your other letters?
- Is there proper space between each letter and word?
- Are all your letters written straight up and down?

Multilingual Learners

Handwriting Fluency Students who are slow in their writing can become frustrated. This is because the speed of their handwriting is out of sync with the speed of their thoughts. Cloze activities can improve your students' ability to write words more fluently in their new language and to understand how a passage has style and voice.



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