

Zaner-Bloser Handwriting

3

Teacher Edition



Occupational Therapy Consultants

Asha Asher, MA OTR/L, FAOTA, MEd (Special Education), Redlands, CA
Carol Armann, OTR/L, Marietta, OH

ELL Consultants

Ellen Riojas Clark, PhD, Professor Emerita of Bicultural-Bilingual
Studies, University of Texas at San Antonio
Patricia Sánchez, PhD, Professor of Bicultural-Bilingual Studies,
University of Texas at San Antonio

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Julia Ann Agard, University of Nebraska at Kearney, NE
Jeffrey Armann, Frontier Local School District, OH
Ramona Blair, Bellwood School District 88, IL
Denise Brosius, Caesar Rodney School District, DE
Dr. James Troutman, Ed.D., University of Houston, TX
Kathy Twaroski, Ashwaubenon School District, WI
Valerie White, St. Anne's Episcopal School, Middletown, DE
Iefay A. Williams, School District of Philadelphia, PA

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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

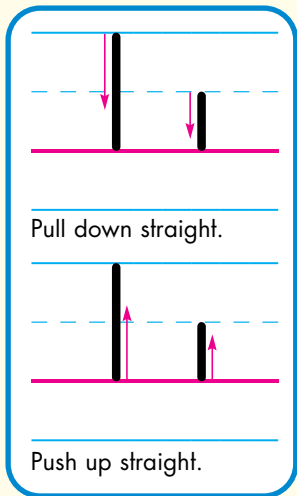


Why Zaner-Bloser?

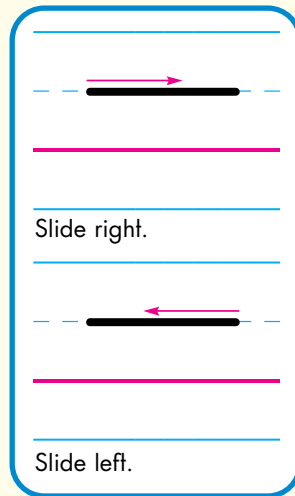
Basic Strokes Form the Foundation

Manuscript

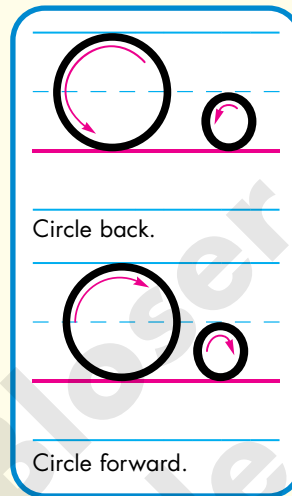
Four basic lines, or strokes, are used to form all manuscript letters and numerals—vertical, horizontal, circle, and diagonal.



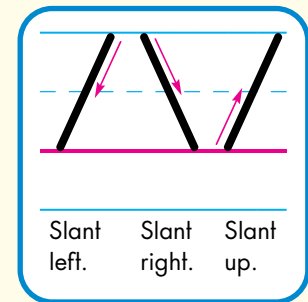
Vertical



Horizontal



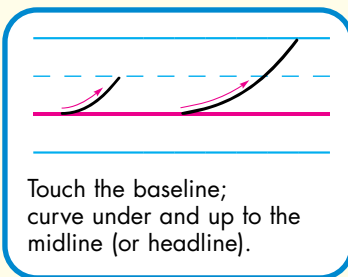
Circle



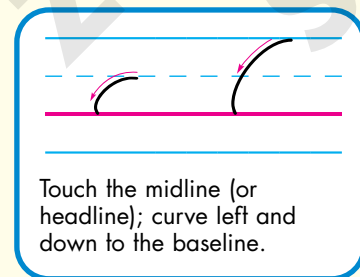
Diagonal

Cursive

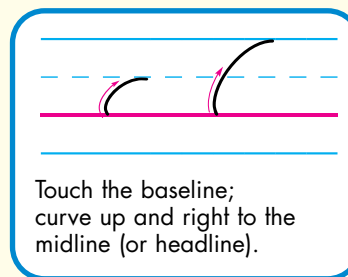
For grades 2–6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.



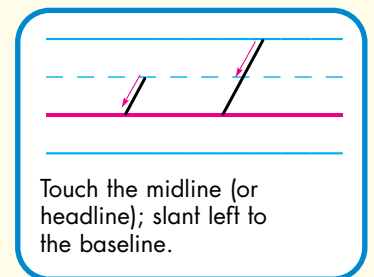
Undercurve



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 might 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, x, 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, L*
- 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—the 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 159 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.

Evaluate

Cursive Keys to Legibility

Spacing

Make your lowercase letters easy to read. Look at the spacing. There should be space between words.

butter



There should be space between words.

work

Circle the word that is written correctly.

space

Circle the line that is written correctly.

work

work

work

work

work

work

work

work

work

work

work

Cursive Keys to Legibility

Size

Make your lowercase cursive letters easy to read. Look at the size of each letter. Use the guidelines to help you make each letter the correct size.

Tall letters touch the headline.

b d h

Short letters touch the midline.

a m g u

Some letters have descenders that go below the baseline and touch the next headline.

f g

Clear, consistent terminology throughout the Student Edition, across all grades

Circle the tall letters.

a c d e f g h k

Circle the short letters.

b n d q s t u w

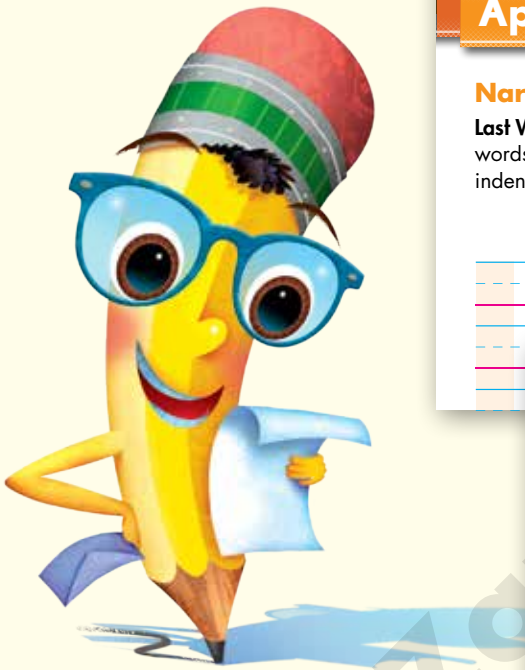
Circle the letters that have descenders.

p q s t u v x y z

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

Last Weekend Write about what you did last weekend. Be sure to include temporal words (such as *first*, *next*, *then*, *later*, *finally*) to show the order of events. Remember to indent the first line of each paragraph you write and leave space for margins.

Handwriting practice lines for the Narrative section, featuring a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

Apply

Informative/Explanatory

How To Explain how to complete a favorite activity or make a special food. List each step in order. Use linking words (such as *and*, *but*, *or*) to connect ideas. Remember to indent the first line of each paragraph you write and leave space for margins.

Handwriting practice lines for the Informative/Explanatory section, featuring a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

Apply

Opinion

Fiction or Nonfiction? Which type of text do you like to read better: fiction (imagined) or nonfiction (real)? Write your opinion, reasons to support your opinion, and a concluding statement. Remember to indent the first line of each paragraph you write and leave space for margins.

Handwriting practice lines for the Opinion section, featuring a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

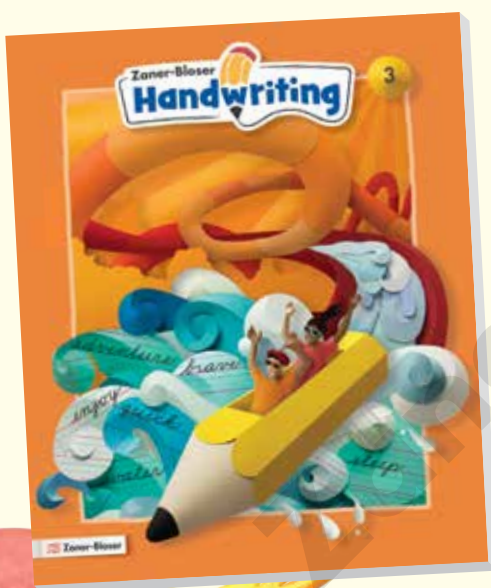
Program Components

Your Components at a Glance

Teacher Edition

Everything you need to teach students to write legibly and fluently in as little as 15 minutes per day

- Research-based instruction
- Simple, three-step lessons
- Additional resources, including multimodal activities to differentiate instruction, teaching tips, and authentic handwriting opportunities



Student Edition

Meaningful, engaging handwriting practice and application

- Developmentally appropriate content
- Colorful, fun activities
- Opportunities for self-evaluation

Practice Masters

Opportunities to strengthen students' handwriting skills and involve families

- Reproducible practice pages for students
- Practice writing letters, words, and sentences
- Can be used in small groups, centers, or for homework



Program Components

MyZBPortal.com

The free digital tools at MyZBPortal.com engage students and support teachers in handwriting instruction. They are designed for whole-class or small-group instruction and can be used with any interactive whiteboard or projector. Access materials easily—everything you need is organized by lesson!

- Animated Letter and Numeral Models
- Teacher Edition eBook
- Printable Home Practice pages
- Corrective Strategies
- Short instructional videos
- Matching with Zaney games
- Professional development and more!

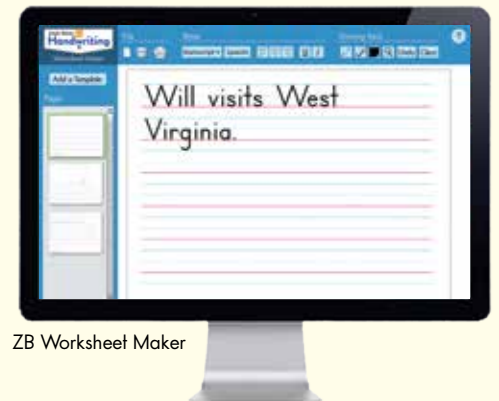


MyZBPortal.com

ZB Worksheet Maker ZB Worksheet Maker allows teachers to create documents using Zaner-Bloser's manuscript and cursive alphabets. ZB Worksheet Maker provides grade-specific templates for a variety of documents and includes Spanish characters.

Templates include

- How-To Organizer
- Cause-and-Effect Chain
- Story Map
- Friendly Letter
- And more!



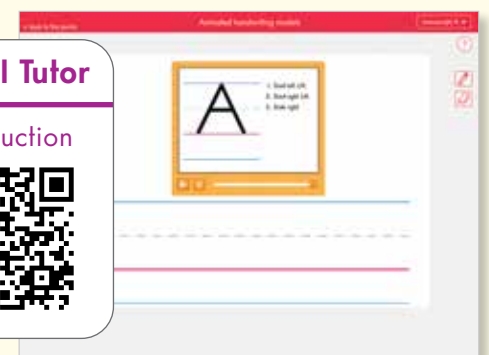
ZB Worksheet Maker



Handwriting Quest The Handwriting Quest is a student-facing, interactive experience that encourages proper writing technique. Students can digitally trace letters and numbers and then progress to freewriting. Using a touchscreen device, students can receive feedback on letter formation and apply the Keys to Legibility tools to assess growth.

Digital Tutor

Introduction

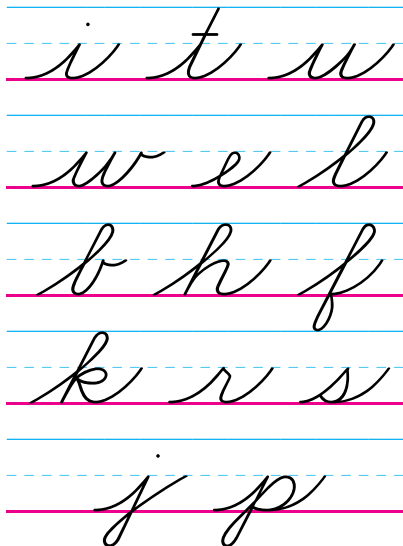


Animated Letter Model

Digital Tutor QR codes throughout the Practice Masters link to Animated Letter Models and how-to videos. Simply scan with a mobile device to watch.

Undercurve Strokes

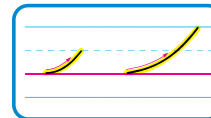
Letter Models



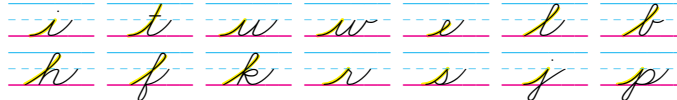
Write

Undercurve Strokes

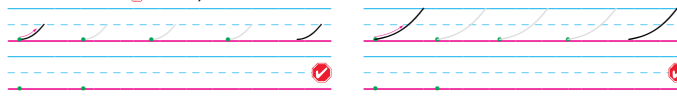
On the next pages, you will write lowercase letters that begin with an undercurve stroke. Undercurves swing up.



Each of these letters begins with an undercurve stroke.



Trace and write. Circle your best undercurve strokes.



Keys to Legibility Make your undercurve letters easy to read. Pay attention to the four Keys.

Shape

Undercurves swing up.



Size

Undercurves may be short or tall.



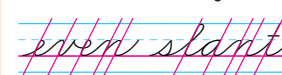
Spacing

Swing wide to join a letter that ends with an undercurve to a letter that begins with an undercurve.



Slant

Position your paper correctly so your undercurve letters will have good slant.



32 • Unit 3

Objective: Practice writing short and tall undercurve strokes.

1. Model

Point out lowercase letters on the student page, and explain that each one begins with an **undercurve** stroke.

Instruct students to use skywriting to model the undercurve stroke with you.

2. Practice

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

3. Evaluate

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

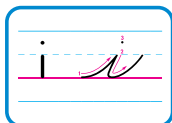
Use these questions and the Keys to Legibility on the student page to help students evaluate their undercurve strokes:

- Do your short undercurve strokes touch the midline?
- Do your tall undercurve strokes touch the headline?

Multilingual Learners

Understanding Shape and Size Write a sentence on the board, and read it aloud. Then use it to illustrate the following Keys:

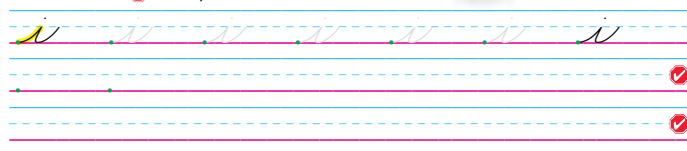
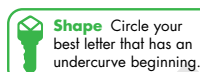
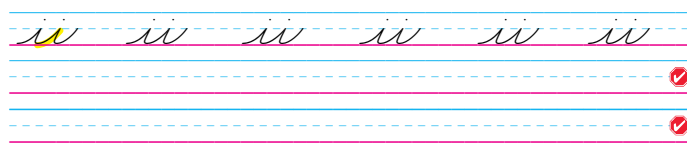
- **Shape** Draw a circle on the board and have students compare it to letters in your sentence. Which letters have a circular shape? Point out other letter shapes in your sentence.
- **Size** Ask students to identify the tall letters in your sentence. Then ask them to identify the short letters.



1. Undercurve.
2. Slant; undercurve. Lift.
3. Dot.

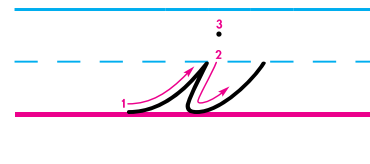
insect

insect

Trace and write. ✓ Circle your best *i*.Join *i* and *i*. The ending stroke of the first letter begins the second letter. Finish the joining before dotting the *i*. ✓ Circle your best joining.

Unit 3 • 33

Letter Model and Formation



1. Undercurve.
2. Slant; undercurve. Lift.
3. Dot.

Visit MyZBPortal.com
for Animated Letter
Model videos.

Objective: Practice writing lowercase cursive *i*.

1. Model

Talk about cursive *i*. Ask,

- How many undercurve strokes are in *i*? (*two*)
- How does *i* end? (*with a dot*)

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

Use skywriting to model writing *i* in the air. Have students say the letter formation with you as they skywrite.

Demonstrate for students that when the cursive *i* is written within a word, the cursive *i* should be dotted after the word has been written.

2. Practice

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

3. Evaluate

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

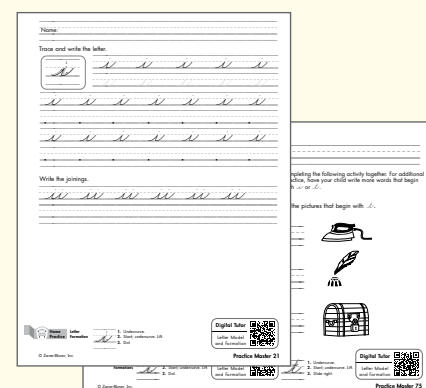
✓ **Proper shape** makes each letter easy to read. Ask,

- Does your *i* begin and end with an undercurve?
- Does your ending stroke touch the midline?

Writing in the Content Areas

Science Talk about how all insects are alike (e.g., all have six legs) and how they are different (e.g., some have wings). Have students draw a T-chart on lined paper and label the two columns in the chart: *Same* and *Different*. Then have students write insects' similarities and differences in the chart.

Home Practice

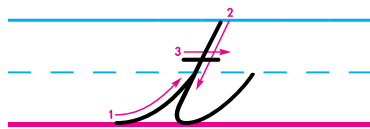


Practice Masters 21, 75

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

Write

Letter Model and Formation



1. Undercurve.
2. Slant; undercurve. Lift.
3. Slide right.

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

Write



1. Undercurve.
2. Slant; undercurve. Lift.
3. Slide right.

test tubes

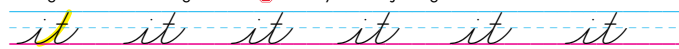
test tubes



Trace and write. Circle your best *t*.



Join *t* and other letters. Notice the undercurve-to-undercurve joinings. Finish the joining before dotting the *i* or crossing the *t*. Circle your best joining.



34 • Unit 3

Objective: Practice writing lowercase cursive *t*.

1. Model

Talk about cursive *t*. Ask,

- In the letter *t*, what stroke follows the diagonal? (*undercurve*)
- How does *t* end? (*with a slide right*)

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

Use skywriting to model writing *t* in the air. Have students say the letter formation with you as they skywrite.

Demonstrate for students that when the cursive *t* is written within a word, the cursive *t* should be crossed after the word has been written.

2. Practice

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

3. Evaluate

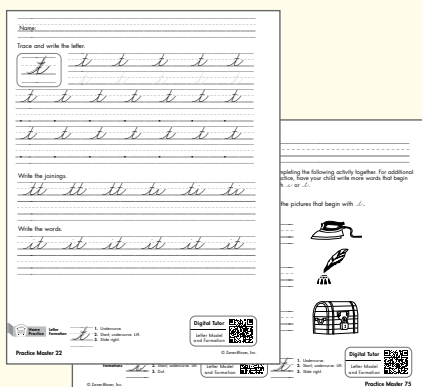
Tell students that when they come to the stop sign symbol, they should stop writing and circle their best letter or joining.

Use these questions to help students evaluate their cursive *t*:

- Does your first undercurve end at the headline?
- Is your diagonal stroke pulled toward the baseline?
- Is your slide right stroke just above the midline?



Home Practice

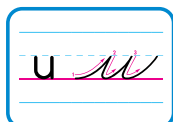


Practice Masters 22, 75

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

Multilingual Learners

Sound Recognition Emphasize the sound of the letter *t* for students. This will help them recognize the same sound when it is used in words. Point to things in the classroom that begin with the letter *t*, such as *table*, *toy*, and *toe*. Say the words, and emphasize the /t/ sound. Invite students to repeat after you, and encourage them to skywrite the letter *t* as they say the words.

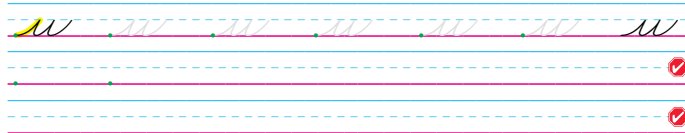


1. Undercurve.
2. Slant; undercurve.
3. Slant; undercurve.

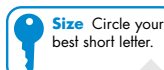
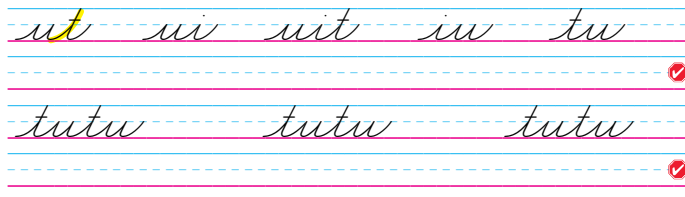
umbrellas

umbrellas

Trace and write. ✓ Circle your best *u*.



Join *u* and other letters. Notice the undercurve-to-undercurve joinings. ✓ Circle your best joining.



Unit 3 • 35

Letter Model and Formation



1. Undercurve.
2. Slant; undercurve.
3. Slant; undercurve.

Visit MyZBPortal.com
for Animated Letter
Model videos.

Objective: Practice writing lowercase cursive **u**.

1. Model

Talk about cursive **u**. Ask,

- In the letter **u**, what stroke follows the first diagonal? (*undercurve*)
- How does **u** end? (*with an undercurve*)

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

Use skywriting to model writing **u** in the air. Have students say the letter formation with you as they skywrite.

2. Practice

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

3. Evaluate

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

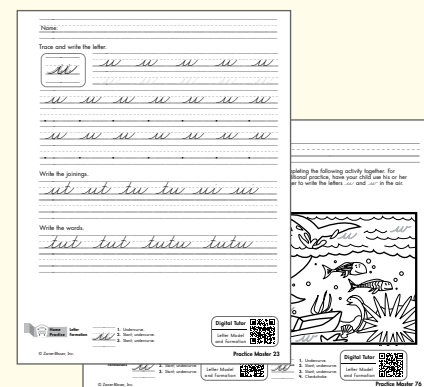
🔑 **Proper size** makes each letter easy to read. Ask,

- Do your short letters touch the midline?
- Do your tall letters touch the headline?
- Do your letters look like the models?

Occupational Therapist Tip

Sidewalk Chalk The use of chalk provides more muscle feedback than dry erase markers. If it is a nice day, take students outside and do a project using sidewalk chalk. Have students write large letters, particularly letters they are just learning, on the playground. Practicing letter formation on small chalkboards is also beneficial.

Home Practice



Practice Masters 23, 76

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

Write

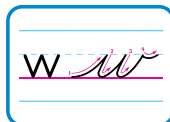
Letter Model and Formation



1. Undercurve.
2. Slant; undercurve.
3. Slant; undercurve.
4. Checkstroke

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

Write



1. Undercurve.
2. Slant; undercurve.
3. Slant; undercurve.
4. Checkstroke.

water wheel

water wheel

Trace and write. ✓ Circle your best *w*.



Join *w* and other letters. The checkstroke joins two letters. ✓ Circle your best joining and your best word.



36 • Unit 3

Objective: Practice writing lowercase cursive **w**.

1. Model

Talk about cursive **w**. Ask,

- How is **w** like **u**? (*Both begin with an undercurve, have diagonal strokes, and three undercurves.*)
- How does **w** end? (*with a checkstroke*)

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

Use skywriting to model writing **w** in the air. Have students say the letter formation with you as they skywrite.

2. Practice

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

3. Evaluate

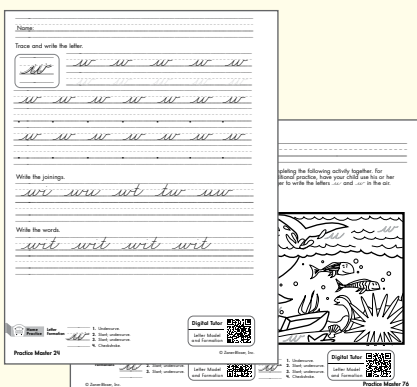
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best letter, joining, or word.

Use these questions to help students evaluate their cursive **w**:

- Are your diagonal strokes pulled down to the baseline?
- Does your checkstroke begin and end at the midline?



Home Practice

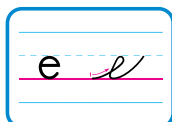


Practice Masters 24, 76

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

Multilingual Learners

Digraph *ph* Point out the elephant on student page 37. Explain to students that the digraph *ph* in *elephant* is pronounced with an /f/ sound. Ask students to think of other words that contain a *ph* that sounds like *f* (*photo*, *graph*, *phone*, *alphabet*, *geography*, and so on).



1. Undercurve; loop back;
slant; undercurve.



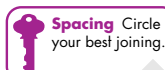
elephant ears

elephant ears

Trace and write. ✓ Circle your best *e*.

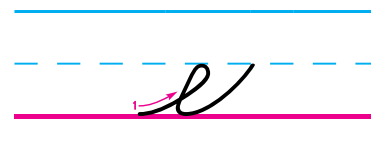


Join *e* and other letters. ✓ Circle your best joining and your best word.



Unit 3 • 37

Letter Model and Formation



1. Undercurve; loop back;
slant; undercurve.

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

Objective: Practice writing lowercase cursive **e**.

1. Model

Talk about cursive **e**. Ask,

- How does **e** begin? (*with an undercurve*)
- What size letter is **e**? (*short*)

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

Use skywriting to model writing **e** in the air. Have students say the letter formation with you as they skywrite.

2. Practice

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

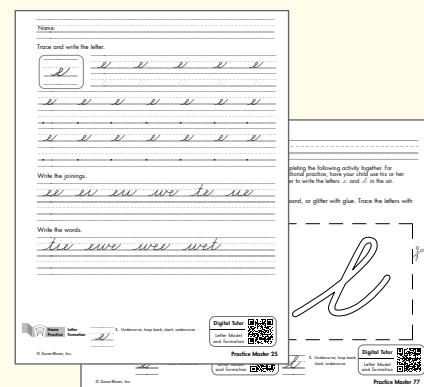
3. Evaluate

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

🔑 **Proper spacing** makes each letter easy to read. Ask,

- Is the spacing between your joinings consistent?
- Do your letters look like the models?

Home Practice



Practice Masters 25, 77

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

Review

Review

i t u w e l b
h f k r s j p

Write these rhyming words.

keep peep jeep beep

jet pet set wet

hill bill fill will

true blue few flew

48 • Unit 3

Objective: Review lowercase cursive *i, t, u, w, e, l, b, h, f, k, r, s, j,* and *p*.

1. Model


Review the letter formations, and model any letters students have difficulty writing. Point out that all the letters you reviewed are undercurve letters.

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:

- Did you write with correct strokes so your letters have good shape?
- Did you write letters with good size to fit the writing space?
- Did you use correct spacing?
- Does your writing have uniform forward slant?

Multilingual Learners

Vowel and Consonant Recognition Review with students the difference between vowels and consonants. Write the letters *i, t, u, w, e, l, b, h, f, k, r, s, j,* and *p* on the board. Point to each letter and have students say “vowel” or “consonant” for each letter. Then ask students to name a word that begins with each letter.

Homophones Homophones are words that sound alike but are spelled differently. They have different meanings too.



Write these homophone pairs. ☒ Circle your best letter.

<i>fur</i> <i>fir</i>	<i>be</i> <i>bee</i>
<i>peer</i> <i>pier</i>	<i>flew</i> <i>flu</i>
<i>its</i> <i>it's</i>	<i>wheel</i> <i>we'll</i>
<i>their</i> <i>there</i>	<i>sweet</i> <i>suite</i>
<i>blue</i> <i>blew</i>	<i>few</i> <i>pheew!</i>

Unit 3 • 49

Objective: Write homophones using legible cursive handwriting.

1. Model


Write several words from the student page on the board. Think aloud as you talk through the correct formation of several letters and joining strokes. Emphasize that students should swing wide to join letters that begin with undercurves.

Ask volunteers to evaluate the words you wrote 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

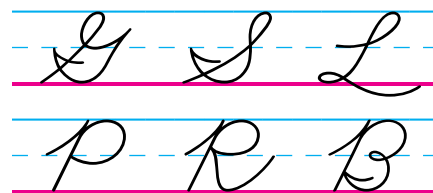
 Use these questions to help students evaluate their writing:

- 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 forward slant?

Write

Undercurve-Loop and Undercurve-Diagonal Strokes

Letter Models



Write

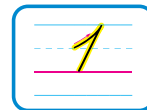
Undercurve-Loop and Undercurve-Diagonal Strokes

You will learn to write these uppercase letters.

Each letter begins with an undercurve and a loop stroke.



Trace and write. Circle your best undercurve-loop stroke.



You will learn to write these uppercase letters.

Each letter begins with an undercurve and a diagonal stroke.

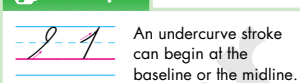


Trace and write. Circle your best undercurve-diagonal stroke.



Keys to Legibility Make your undercurve-loop and undercurve-diagonal letters easy to read.

Shape



An undercurve stroke can begin at the baseline or the midline.

Spacing

R is joined to the letter that follows. Swing wide to join to the next letter. That way your letters will have good spacing.

Size

Use the headline, midline, baseline, and descender space as your guides.



Slant

Cursive letters have a consistent forward slant.



120 • Unit 3

Objective: Practice writing uppercase undercurve-loop and undercurve-diagonal strokes.

1. Model

Point out the uppercase letters on the student page. Explain that each letter in the first group begins with an *undercurve-loop* stroke and each letter in the second group begins with a *undercurve-diagonal* stroke. Talk about the shape of the undercurve stroke and how its motion relates to an upward counterclockwise motion.

Instruct students to stand and use skywriting to model the undercurve-loop stroke with you. Repeat with the undercurve-diagonal stroke.

2. Practice

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

3. Evaluate

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

Use these questions and the Keys to Legibility on the student page to help students evaluate their writing:

- Are your loops all the same size?
- Do your undercurve-diagonal letters begin at the midline?

Multilingual Learners

Stroke Descriptions Students will benefit from hearing the stroke descriptions as you use them to write the uppercase undercurve-loop and undercurve-diagonal letters. Model strokes for students on the board while describing them aloud. Have students say the stroke descriptions with you as you write each letter.



1. Undercurve; loop; curve forward.
2. Doublecurve; curve up.
3. Retrace; curve right.

Gil eats a Georgia peach.

Gil eats a Georgia peach.



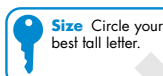
Trace and write. Circle your best G.



G is not joined to the letter that follows. Write the words and sentence. Circle your best word on each line.

Georgia Glendale Greta

Gil grows great peaches.



Unit 3 • 121

Letter Model and Formation



1. Undercurve; loop; curve forward.
2. Doublecurve; curve up.
3. Retrace; curve right.

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

Objective: Practice writing uppercase cursive G.

1. Model

Talk about uppercase G. Ask,

- Where does G begin? (*at the baseline*)
- Where does the retrace begin? (*at the midline*)

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

Use skywriting to model writing G. Have students say the letter formation with you as they skywrite G. Tell them that G is not joined to the letter that follows.

2. Practice

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

3. Evaluate

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

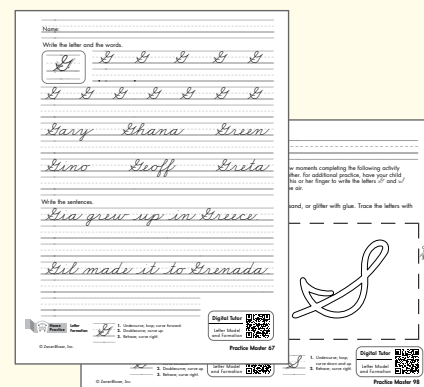
Proper size makes each letter easy to read. Ask,

- Is your loop written from the headline to the midline?
- Is your G about the same size as the model?

Occupational Therapist Tip

Letters and Invitations For holidays or other events during the year, have students use their best cursive writing to create letters or invitations. For example, they might write letters to friends about something that's going on in school. Or, you might want to have students invite their families to an event at school. After the letters or invitations have been written and proofread, help students mail them.

Home Practice

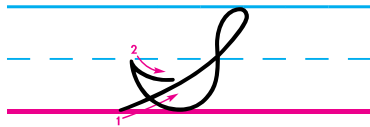


Practice Masters 67, 98

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

Write

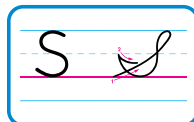
Letter Model and Formation



1. Undercurve; loop; curve down and up.
2. Retrace; curve right.

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

Write



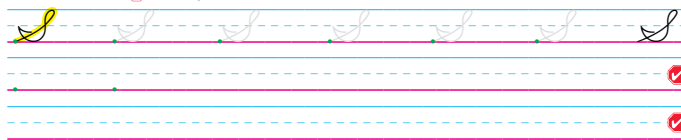
1. Undercurve; loop; curve down and up.
2. Retrace; curve right.



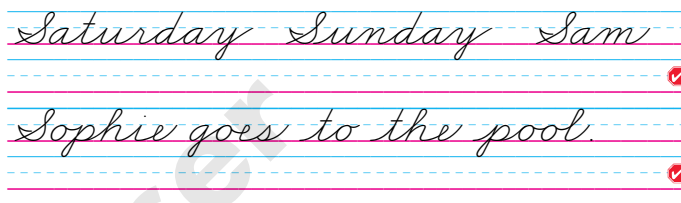
Summers are hot in San Antonio.

Summers are hot in San Antonio.

Trace and write. ✓ Circle your best S.



S is not joined to the letter that follows. Write the words and sentence. ✓ Circle your best word on each line.



122 • Unit 3

Objective: Practice writing uppercase cursive S.

1. Model

Talk about uppercase cursive S. Ask,

- Where does S begin? (*at the baseline*)
- How many loops are in S? (*one*)

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

Use skywriting to model writing S in the air. Have students say the letter formation with you as they skywrite S. Tell them that S is not joined to the letter that follows.

2. Practice

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

3. Evaluate

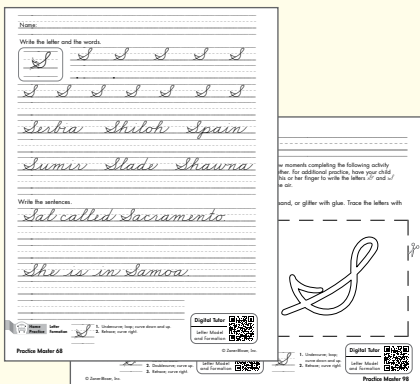
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best letter or word.

Use these questions to help students evaluate their cursive S:

- Does your S have correct slant?
- Does your curve right stop before the undercurve?
- Does your loop close at the midline?



Home Practice

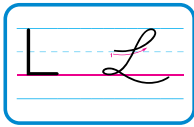


Practice Masters 68, 98

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

Multilingual Learners

Additional Practice Write *Saturday* and *Sunday* on the board. Say each word and have students repeat after you. Invite one or more volunteers to say the days of the week, beginning with *Sunday*. Encourage students to say the days of the week in their first language as they point to the days listed in English on the board.



1. Undercurve; loop; curve down;
loop; curve under.

Lisa sails on Lake Erie.

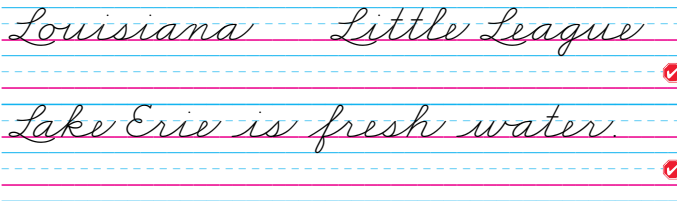
Lisa sails on Lake Erie.



Trace and write. ✓ Circle your best L



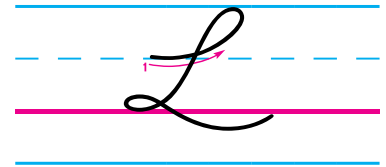
L is not joined to the letter that follows. Write the words and sentence. ✓ Circle your best word on each line.



Spacing Circle your best joining.

Unit 3 • 123

Letter Model and Formation



1. Undercurve; loop; curve down;
loop; curve under.

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

Objective: Practice writing uppercase cursive L.

1. Model

Talk about uppercase cursive L. Ask,

- How many loops are in L? (*two*)
- Where does L end? (*just below the baseline*)

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

Use skywriting to model writing L in the air. Have students say the letter formation with you as they skywrite L. Tell them that L is not joined to the letter that follows.

2. Practice

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

3. Evaluate

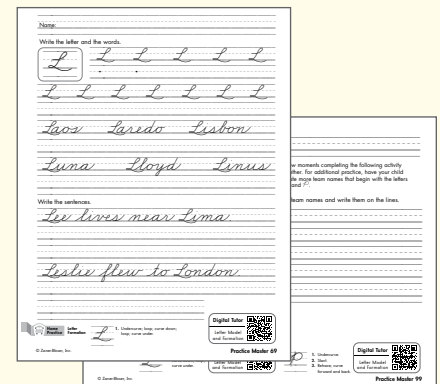


Tell students that when they come to the stop sign symbol, they should stop writing and circle their best letter or word.

Key Proper spacing makes each letter easy to read. Ask,

- Did you use proper spacing between your letters and words?
- Is the spacing between your joinings consistent?

Home Practice



Practice Masters 69, 99

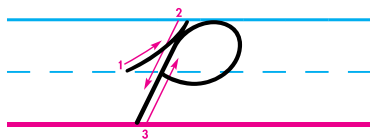
For more practice, download the Practice Masters from MyZBPortal.com, or make copies using the Practice Masters booklet.

Writing in the Content Areas

Science Provide students with information about a lake in your state using print or online resources. Then ask them to write a brief *informative/explanatory paragraph* that tells about that lake, including its depth and the animals that live in it.

Write

Letter Model and Formation



1. Undercurve.
2. Slant.
3. Retrace; curve forward and back.

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

Write



1. Undercurve.
2. Slant.
3. Retrace; curve forward and back.

Pastries in Paris are pretty.

Pastries in Paris are pretty.



Trace and write. ✓ Circle your best P.



P is not joined to the letter that follows. Write the words and sentence. ✓ Circle your best word on each line.

Pennsylvania *Pluto*

Papa is a pastry chef.

124 • Unit 3

Objective: Practice writing uppercase cursive P.

1. Model

Talk about uppercase cursive P. Ask,

- Where does P begin? (*at the midline*)
- What stroke begins P? (*an undercurve*)

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

Use skywriting to model writing P in the air. Have students say the letter formation with you as they skywrite cursive P. Tell them that P is not joined to the letter that follows.

2. Practice

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

3. Evaluate

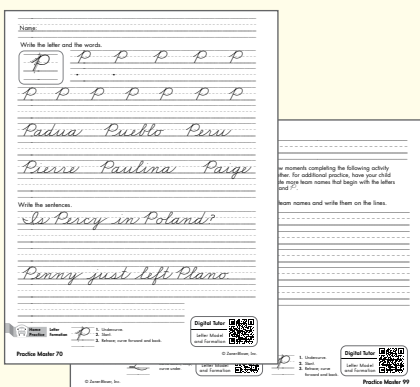
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best letter or word.

Use these questions to help students evaluate their cursive P:

- Is your P closed?
- Does your forward oval curve below the midline?



Home Practice

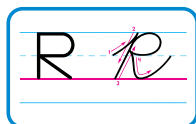


Practice Masters 70, 99

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

Multilingual Learners

Capitalization Rules Write the words *Grandma* and *Grandpa* on the board. Explain that these words are capitalized when they replace a person's name in a sentence. Write on the board: *I asked Grandma*. Cross out *Grandpa* and write *Hector* in its place. Then write on the board: *I asked my grandpa*. Explain that grandpa is lowercase because it cannot be replaced by a person's name. It would not make sense to write *my Hector*.



1. Undercurve.
2. Slant.
3. Retrace; curve forward and back.
4. Curve forward; undercurve.

Roller coasters thrill Ryan.
Roller coasters thrill Ryan.



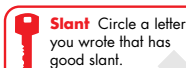
Trace and write. ✓ Circle your best R.



R is joined to the letter that follows. Write the words and sentence. ✓ Circle your best word on each line.

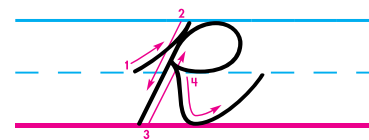
Rhode Island Richmond

Ryan likes Ferris wheels!



Unit 3 • 125

Letter Model and Formation



1. Undercurve.
2. Slant.
3. Retrace; curve forward and back.
4. Curve forward; undercurve.

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

Objective: Practice writing uppercase cursive R.

1. Model

Talk about uppercase cursive R. Ask,

- Where does R end? (*at the midline*)
- What is the ending stroke? (*undercurve*)

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

Use skywriting to model writing R in the air. Have students say the letter formation with you as they skywrite R. Tell them that R is joined to the letter that follows.

2. Practice

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

3. Evaluate

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

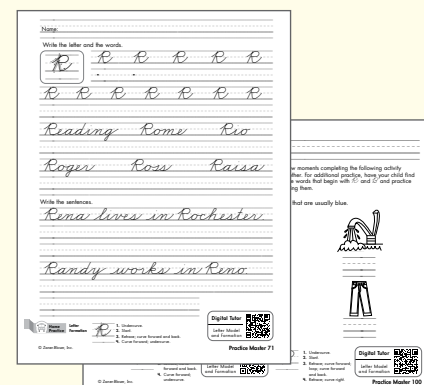
🔑 **Proper slant** makes each letter easy to read. Ask,

- Does your R have correct slant?
- Do your letters have consistent slant?

Writing in the Content Areas

Language Arts Point out the photo on the student page and explain the word *thrill*. Ask students what they have done that gave them a thrill. Have them write a short *personal narrative* about the experience. Make sure they include when and where the event happened, who they were with, and how they felt before, during, and after.

Home Practice



Practice Masters 71, 100

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

Review

Review

G S L P R B

Here are some authors and illustrators whose books you may have read.
Write their names.

Brian Pinkney Bao Phi

Cynthia Rylant Dr. Seuss

Maurice Sendak Grace Lin

Gwendolyn Brooks

Eve Bunting Rafael López

128 • Unit 3

Objective: Review uppercase cursive letters **G, S, L, P, R,** and **B.**

1. Model


Review the letter formations and model any letters students have difficulty writing. Point out that all the letters you reviewed are undercurve-loop or undercurve-diagonal letters.

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:

- Did you write with correct strokes so your letters have good shape?
- Did you write letters with good size to fit the writing space?
- Did you use correct spacing?
- Does your writing have uniform forward slant?

Multilingual Learners

Letter Review Write the letters *G, S, L, P, R, B* in cursive on the board. Point to each letter and have students name a person or a place that begins with each letter. Write their responses on the board. Say the words and have students chorally repeat them after you.

Book Character Read the paragraph below.

I love to read exciting Dr. Doolittle stories. He is a doctor who can talk to the animals. He understands what they say. He helps them feel better.



Write the paragraph about Dr. Doolittle. Leave space for margins. Circle your best word.

Handwriting practice lines for the paragraph about Dr. Doolittle.

Unit 3 • 129

Objective: Write a paragraph using legible cursive 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 and joining strokes in each word. Emphasize swinging wide to join uppercase **H** to lowercase **e**.

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 forward slant?

Writing in the Content Areas

Language Arts Have students name a character from a storybook they have recently read. Have them write a *narrative paragraph* to describe that character. Make sure they include details about their physical appearance, personality, friends or family, and motivations in the story.

Apply

Cursive in the Real World

Apply

Cursive in the Real World

Friendly Letter Use cursive to write the letter. Write as quickly and neatly as you can. Be sure to leave room for margins. ✓ Circle your best word.



Dear Grandma and Grandpa,

Soccer camp is fun! Coach says I did something great in today's game—I scored the winning goal. Alex almost stole the ball from me, but I ran faster. Coach began to shout from the side of the field. It felt like a scene from a movie. Now I need to wash the dirt off my uniform so I can wear it again tomorrow. I'll write more later!

Love,

Jada

136 • Unit 4

Objective: Write a friendly letter using legible cursive handwriting.

1. Model

Explain that in a friendly letter the writer shares an interesting experience with the reader. Add that a friendly letter includes important events and descriptive words that tell about the experience.

Read and discuss the letter on the student page. Ask,

- What is the letter about? (*a girl's experience at soccer camp*)
- What did the girl do? (*She scored the winning goal.*)

2. Practice

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

Multilingual Learners

Friendly Letter Writing Explain that a friendly letter is a letter written to a friend or family member. The friendly letter on page 136 has four parts: *a greeting*, which includes the name of the person or people to whom the letter is written; *a body*, which includes the message; *a closing*, which includes a friendly way to say goodbye; and *a signature*, which is the name of the writer. Invite students to identify these four parts in the letter on the page.



Unit 4 • 137

3. Evaluate



Use these questions to help students evaluate their writing:

- Do your letters have good shape?
- Do your short letters touch both the midline and the baseline?
- Do your tall letters touch both the headline and the baseline?
- Do your joining strokes make good spacing between letters?

Writing in the Content Areas

Language Arts Tell students they might write a *business letter* to a company, a newspaper, or an acquaintance. A business letter looks a lot like a friendly letter, but it includes the name and address of the business as well as the address of the writer. Have students think of a topic and recipient for a business letter. Find samples of business letters for students to reference as they write their own.

Apply

Narrative

Teacher Tips

Evaluation Encourage students to look through their writing folders or other school papers and select a sample that best showcases their ability to write legibly. Students may change their selections as their handwriting skills improve. If a student needs improvement, reevaluate their writing following practice over a period of time. Invite the student to share in the evaluation.

Apply

Narrative

Story Retelling Write the title of a story you know well. Then retell the story in your own words. Be sure to include the characters, setting, and important events. Remember to indent the first line of each paragraph you write and leave space for margins.

Title: _____

A series of horizontal lines for handwriting practice. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines. The first set is preceded by a 'Title:' label. The lines are colored in a repeating pattern of light blue, pink, and light blue.

142 • Unit 4

Objective: Write a narrative that includes the characters, setting, and important events from a familiar story.

1. Model

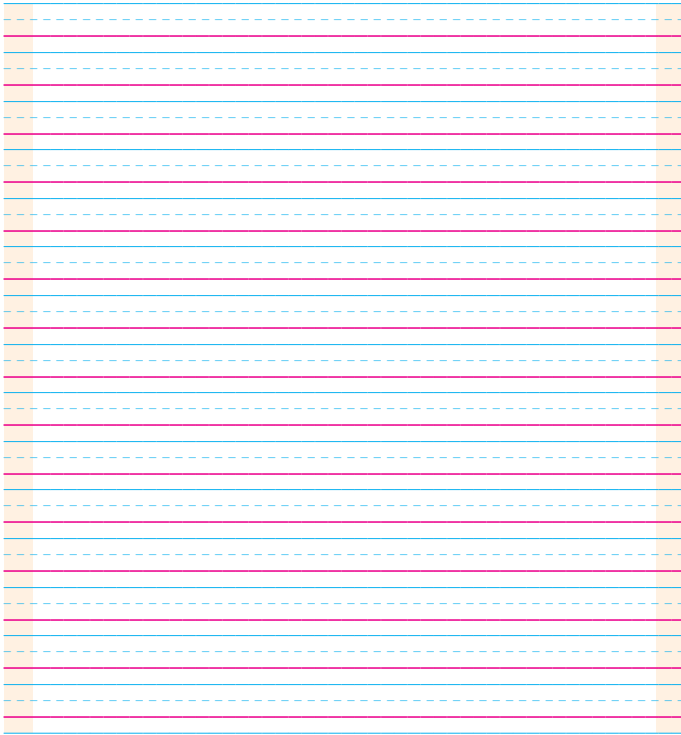
Work with students to retell a familiar story. Invite volunteers to name the characters, setting, and important events.

2. Practice


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

Multilingual Learners

Capitalization Capitalization rules vary by language. Using the names of students in your class, write sentences to model correct and incorrect capitalization. For example, write *My name is Giselle Lozano. I live in Texas.* and *My name is giselle lozano. I live in texas.* Have students write their own sentences.



3. Evaluate

 Use these questions to help students evaluate their spacing:

- Are your letters neither too close together nor too far apart?
- Did you use proper spacing between your letters, words, and sentences?

Occupational Therapist Tip

Eraser Practice Some students may have difficulty using the eraser on their pencil. Using a pencil, make ten small circles on a piece of writing paper. Have the student color in the first circle, rotate the pencil by turning it with the thumb and fingertips of the writing hand so the eraser is pointing down, erase the second circle, and so on.



3

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