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Efficacy

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.

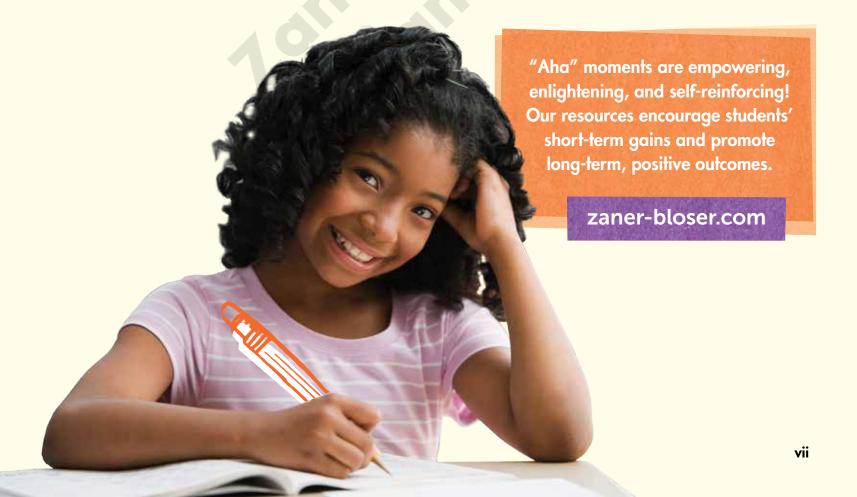
The full *Zaner-Bloser Handwriting* foundations paper, with references, is available at **zaner-bloser.com**.

INSPIRING A 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.

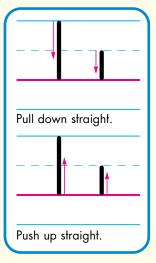
Let's work together to create classroom environments where community, curiosity, and confidence thrive!

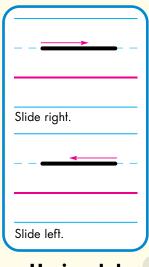


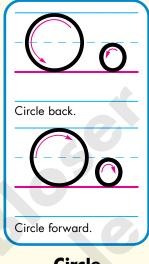
Basic Strokes Form the Foundation

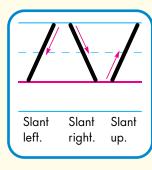
Manuscript

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









Vertical

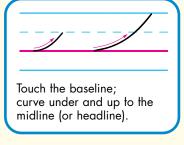
Horizontal

Circle

Diagonal

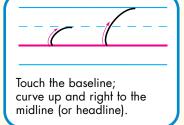
Cursive

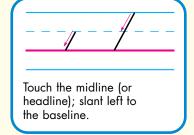
For grades 2-6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.





Touch the midline (or headline); curve left and down to the baseline.





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: I, 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, w, w, v, l, b, h, f, k, v, s, j, p
- Downcurve letters: a,d,q,o,c,q
- · Overcurve letters: m, m, ny, n, n, n,

Uppercase

- Downcurve letters: $\mathcal{Q}, \mathcal{O}, \mathcal{D}, \mathcal{C}, \mathcal{E}$
- Curve forward letters: n,m, H, K, W, Y, Y, V, W, X
- Overcurve letters:
 €, \$\mathcal{L}\$, \$\mathcal{Q}\$.
- Doublecurve letters: T, F
- Undercurve-Loop letters: &, S, L
- Undercurve-Diagonal letters: P, P, 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

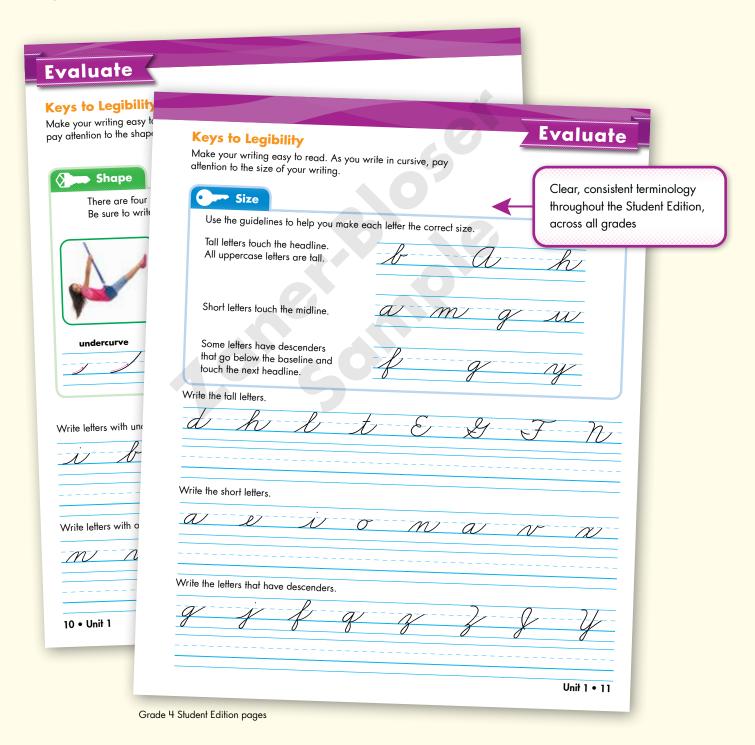
Checkstroke

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



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 103 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.



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

Problem Solving Write a short story about a time you had a problem and explain how you solved it. Use transitional words (such as *next*, *then*, *after*) and phrases to manage the sequence of events. Be sure to include sensory details to make your writing precise. End your writing with a conclusion. Remember to indent the first line of each paragraph and to leave space for margins.

Apply

Informative/Explanatory

Social Studies Essay Write a short informative/explanatory essay about a social studies topic you are learning about in class. Be sure to develop your topic with facts, definitions, and examples. Provide a concluding statement related to the information you presented. Remember to indent the first line of each paragraph and to leave space for margins.

Apply

Opinion

Response to Literature Write the title of a book you have read. Then write your opinion about the book. Use words and phrases to link your opinion to reasons. Be sure to include a concluding statement. Underline the title of your book. Remember to indent the first line of each paragraph and to leave space for margins.

Title

Grade 4 Student Edition pages

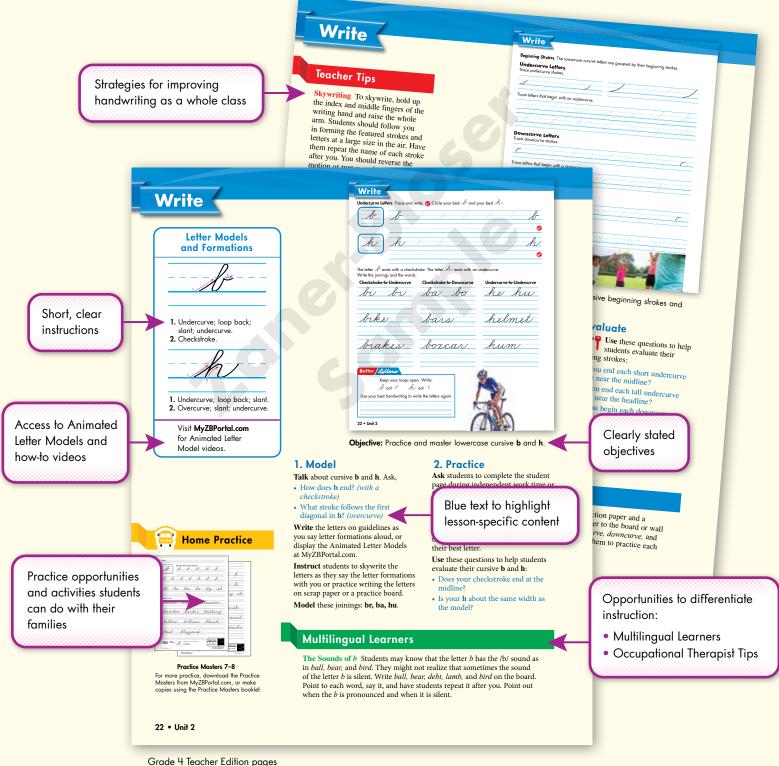
Student Edition: Hands-On Practice

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.



Teacher Edition: Fast, Efficient Instruction

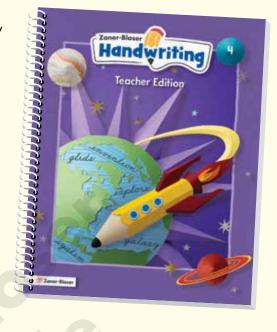
Handwriting instruction doesn't have to take a lot of time. You can deliver effective handwriting instruction in about 15 minutes or less. The Teacher Edition is packed with tips for quick, explicit instruction coupled with practice opportunities and reinforcement you can implement throughout the day.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

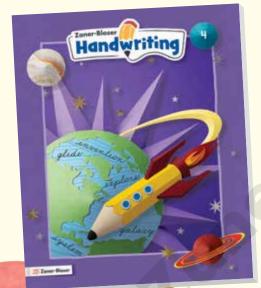


Your Components at a Glance

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 multisensory activities to differentiate instruction, teaching tips, and authentic handwriting opportunities





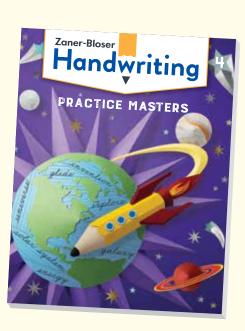
Student Edition Meaningful, engaging handwriting practice and application

- 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, cursive joinings, words, and sentences
- Can be used in small groups, centers, or for homework



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!



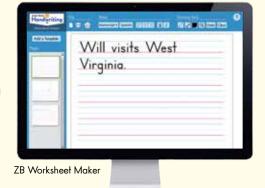
MyZBPortal.com

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!





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.

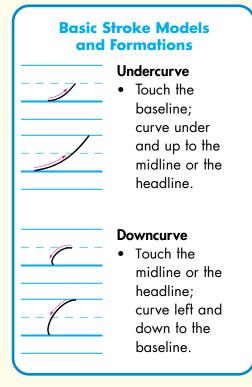


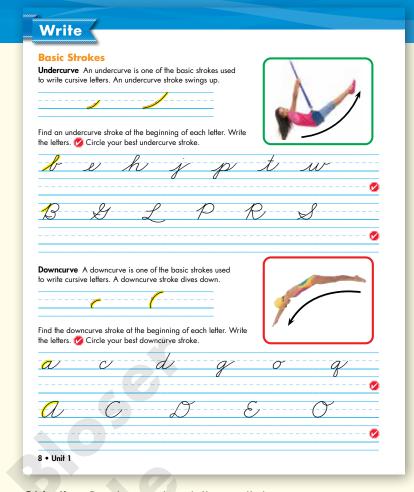
Animated Letter Model

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.

Write

Basic Strokes





Objective: Practice writing letters with beginning undercurve and downcurve strokes.

1. Model

Direct students to look at the stroke models and the photos on the student page. Explain that there are four basic strokes used in forming cursive letters. The undercurve and the downcurve are two of them.

Say the undercurve stroke formation. Use skywriting to model the undercurve stroke in the air. Have students say it with you as they skywrite the undercurve stroke or write the stroke on scrap paper or a practice board. Then repeat the process with the downcurve letter formation.

2. Practice

Ask students to complete the student page 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.

Use these questions to help students evaluate their writing:

- Did you begin each letter at the correct starting point?
- Did you end each short undercurve stroke near the midline?
- Did you end each tall undercurve stroke near the headline?
- Did you begin each downcurve stroke at the midline (or at the headline)?

Basic Strokes Overcurve An overcurve is one of the basic strokes used to write cursive letters. An overcurve stroke bounces up. Find the overcurve stroke at the beginning of each letter. Write the letters. Circle your best overcurve stroke. Diagonal A diagonal is one of the basic strokes used to write cursive letters. A diagonal stroke slides. Find the diagonal strokes in each letter. Write the letters. Circle your best diagonal stroke.

Objective: Practice writing cursive letters with overcurve and diagonal strokes.

1. Model

Direct students to look at the stroke models and the photos on the student page. Explain that the overcurve and the diagonal are the other basic strokes used to write cursive letters.

Say the overcurve stroke formation. Use skywriting to model the overcurve stroke in the air. Have students say it with you as they write the overcurve stroke in the air or write the stroke on scrap paper or a practice board. Then repeat with the diagonal stroke formation.

2. Practice

Ask students to complete the student page 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.

Use these questions to help students evaluate their writing:

- Did you begin each overcurve stroke near the baseline?
- Did you end each short overcurve stroke near the midline?
- Does each of your tall overcurve strokes end near the headline?
- Do your diagonal strokes begin at the midline (or at the headline)?
- Do your diagonal strokes end near the baseline?

Basic Strokes

Basic Stroke Models and Formations

Overcurve

 Touch the baseline; curve up and right to the midline or the headline.



 Touch the midline or the headline; slant left to the baseline.

Write

Letter Models and Formations



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



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

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



Home Practice



Practice Masters 3-4

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



Objective: Practice and master lowercase cursive **u** and **w**.

1. Model

Talk about cursive u and w. Ask,

- How many diagonal strokes are in u? (two)
- Which letter ends with a checkstroke? (w)

Write the letters on guidelines as you say letter formations aloud, or display the Animated Letter Models at MyZBPortal.com.

Instruct students to skywrite the letters as they say the letter formations with you or practice writing the letters on scrap paper or a practice board.

Model these joinings: ug, un, wi.

2. Practice

Ask students to complete the student page 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.

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

- Did you pull your diagonal strokes to the baseline?
- Is your **w** about the same width as the model?

Multilingual Learners

Additional Practice With w Write these words on the board: *walk, want, watch, west, with.* Remind students that the letter w sounds like "double you." Say each word as you skywrite w in the air. Have students say the words along with you.

		Writ
Undercurve Letters Trace and v	vrite. 🕜 Circle your best 🕢 and yo	our best ${\mathscr L}$.
W W	l l l	W W
-b	- <i>\f\f\f</i>	15L
		<u>'</u>
The letters & and & and with	an undercurve. Write the joinings o	and words
Undercurve-to-Undercurve	Undercurve-to-Downcurve	Undercurve-to-Overcurve
er ls	ea lo	en sy
· _/		/
writer	read	send
. //		. 0 0
e-mails	log on	quickly
Better Letters		
Keep your loops ope		ce Circle your
e not i l	not / bes	t short letter and ir best tall letter.
Use your best handwriting to w		. 500 101 101101
		Unit 2 •
		Unif 2

Objective: Practice and master lowercase cursive e and I.

1. Model

Talk about cursive e and l. Ask,

- What size letter is **e**? *(short)*
- Where does the loop close in 1? *(near the midline)*

Write the letters on guidelines as you say letter formations aloud, or display the Animated Letter Models at MyZBPortal.com.

Instruct students to skywrite the letters as they say the letter formations with you or practice writing the letters on scrap paper or a practice board.

Model these joinings: ls, ea, ly.

2. Practice

Ask students to complete the student page 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.

Proper size makes each letter easy to read. Ask,

- Do your short letters touch the midline?
- Do your tall letters touch the headline?

Letter Models and Formations



1. Undercurve; loop back; slant; undercurve.



slant; undercurve.

Model videos.

Visit **MyZBPortal.com** for Animated Letter

Home Practice





Practice Masters 5-6

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



Review		4 6
Vrite the words and the phrases.		7
invention	W	II summer to the last
scrien	start	link
computer	w	ebsites
bulletin	board	laptop
printer	file	online
foin ${\mathscr W}$ and ${\mathscr N}$ at the midline. Wr	rite the joinings and the wo	rds.
wr wr	wv	wv wv
write	wrist	wrap
20 • Unit 2		

Objective: Review lowercase cursive **i**, **t**, **u**, **w**, **e**, and **l**; practice writing the checkstroke joining.

1. Model

Review the letter formations and model any letters students might be having 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 during independent work time or for homework.

3. Evaluate

Use these questions to help students evaluate their cursive 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

Vocabulary Building You many need to explain that a *laptop* is a type of *computer* small enough to use on top of your lap. Explain that *websites* are pages that you view on the computer when you are using the Internet, or you are *online*. A *link* is a chain of words or symbols that takes you to another website. A *file* is another word for document.

Objective: Write a paragraph using legible cursive handwriting.

1. Model

Read aloud the words related to laptop components on the student page. If necessary, explain the purpose of each component. Invite volunteers to use a class laptop computer to identify the components they know and have experience with.

Remind students to correctly form **i**, **t**, **u**, **w**, **e**, and **l** when they write.

2. Practice

Ask students to complete the student page during independent work time or for homework.

3. Evaluate

Remind students to complete the checklist at the bottom of the page.

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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

Science Have students use the photo on the student page as a model to draw a computer and its related components. Then ask them to label each part of the computer set-up, connecting each word to its component by a leader line. Encourage them to write a sentence under their *diagram* that explains the purpose of each component.

Write

Letter Models and Formations



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



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



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

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

Home Practice



Practice Masters 49-51

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



Objective: Practice and master uppercase cursive G, S, and L.

1. Model

Talk about cursive G, S, and L. Ask,

- Where does **G** begin? (at the baseline)
- How many loops are in S? (one)
- Where does L end? (just below the baseline)

Write the letters on guidelines as you say letter formations aloud, or display the Animated Letter Models at MyZBPortal.com.

Instruct students to skywrite the letters as they say the letter formations with you or practice writing the letters on scrap paper or a practice board.

Remind students that the letters **G**, **S**, and **L** are not joined to the letter that follows.

2. Practice

Ask students to complete the student page 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.

Use these questions to help students evaluate their cursive **G**, **S**, and **L**:

- Is your **G** about the same width as the model?
- Does your **S** have good slant?
- Does your L begin at the midline?

Multilingual Learners

Sound Discrimination Write these words on the board: game, gem, giant, and gate. Explain that the letter g can have the /g/ sound as well as other sounds. For example, it can have a "hard sound" of g as in gate or a "soft sound" of g as in giant. Say each word aloud and help students determine the sound the letter g makes in each word.



Objective: Practice and master uppercase cursive P, R, and B.

1. Model

Talk about cursive P, R, and B. Ask,

- How does **P** begin? (with an undercurve)
- Which letter has a loop? (B)
- Where is the retrace in **R**? (after the diagonal)

Write the letters on guidelines as you say letter formations aloud, or display the Animated Letter Models at MyZBPortal.com.

Instruct students to skywrite the letters as they say the letter formations with you or practice writing the letters on scrap paper or a practice board.

Remind students that **R** is joined to the letter that follows, but **P** and **B** are not.

2. Practice

Ask students to complete the student page 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.

Proper shape makes each letter easy to read. Ask,

- Is your **P** closed?
- Does your **R** begin at the midline?
- Does your **B** have good slant?

Occupational Therapist Tip

Bouncing Balls Organize students into pairs and provide each pair with a tennis ball. Instruct them to bounce the ball to one another, first with their dominant hand, then with their nondominant hand. This gross motor activity helps students develop hand-eye coordination and upper-extremity dexterity and helps maintain the arches of the hand.

Letter Models and Formations



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



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



- 1. Undercurve.
- **2.** Slant.
- **3.** Retrace; curve forward; loop; curve forward and back.
- 4. Retrace; curve right.

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

Home Practice





Practice Masters 52-54

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



Rev	iew -
Write the	names of baseball teams.
120	ston Red Sov
EU	SWN KEW SON
Pi	ttsburgh Pirates
Sa	n Francisco Giants
pla 1.Ba 4. H	ces of equipment for ying baseball: seball 2. Bat 3. Glove followed by the seball equipment.
	

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

1. Model

Review the letter formations and model any letters students have difficulty writing. Point out that **G**, **S**, and **L** are an undercurve-loop letters and that **P**, **R**, and **B** are 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 during independent work time or for homework.

3. Evaluate

Use these questions to help students evaluate their cursive 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

Vocabulary Building Ask students why helmets are important to wear when playing baseball. Ask volunteers to describe why they think shin guards are important. Have students write a sentence about baseball. Encourage them to compare the equipment items to a sport in their native country or to a sport they know.

	Profe	essional Bo	iseball Timeli	ine	
1903	1947	1876	1974	1901	1935
Boston and Pittsburgh play first World Series.	Jackie Robinson is first African American in majors.	National League is formed.	Hank Aaron breaks Babe Ruth's home run record.	American League is formed.	George Herma "Babe" Ruth hit final home run.

Objective: Write a timeline using legible cursive handwriting.

1. Model

Discuss with students the players named in the timeline. Encourage students to share what they know about the players and the important baseball dates on the student page. Then look at the timeline. Invite a volunteer to explain what the purpose of a timeline is. Read aloud the directions and the timeline events.

Remind students to correctly form cursive **G**, **S**, **L**, **P**, **R**, and **B** when they write the names of the dates and events.

2. Practice

Ask students to complete the student page 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 create a personal timeline graphic organizer to track the important events in their own lives. Discuss general milestone ideas for their timelines, such as date of birth, first year of school, big events, special vacations, or the arrival of a younger sibling or a family pet. Check to be sure they write at least one sentence for each entry on the timeline.

Cursive in the Real World

Teacher Tips

Writing Smaller Before students begin, remind them to adjust their writing to the new handwriting lines and to shift words with ascenders so that ascenders of tall letters do not collide with descenders above them. Provide practice in writing tall letters beneath letters with descenders.

Monday	4:00	basketball practice
Tuesday	5:00 3:00	in gym help Mom wash Rover Service Club meeting
Wednesda	у	
	,	
d these items to th	ne schedule. M	Take sure your tall letters do not bump into the descenders
	8:00	surprise party for Grandma
/	7.00	
/	7:00	social studies project with Judy, Kamal, and T'Aysha

Objective: Write a schedule using legible cursive handwriting.

1. Model

Discuss experiences students might have had with schedules they wrote for themselves and later were unable to read. Encourage volunteers to describe how a legibly written schedule has been helpful to them.

Remind students to adjust their writing to the new handwriting lines. Write the Monday entries for 4:00 and 5:00 from the student page on guidelines on the board. Point to appropriate letters and say,

• Tall letters should not touch the headline.

- Short letters are half the size of tall letters.
- Letters with descenders extend below the baseline.
- Shift words with ascenders so that ascenders of tall letters do not collide with descenders above them.

2. Practice

Ask students to complete both student pages during independent work time or for homework.

Multilingual Learners

Real-World Activities Ask students to recall filling in a flow chart. Explain that a schedule is similar to a flow chart. It describes in detail activities, appointments, or events on a certain day and time. Write Day, Time, and Activity on the board. Ask volunteers to fill in the schedule with an activity they will do this week.



Teacher Tips

Size Demonstrate for students the technique of drawing a horizontal line with a ruler along the tops of letters to show proper and consistent size. Have students practice this technique periodically to evaluate their letter size. Those who have difficulty with proper size of letters should continue to write on paper with a midline and a descender space.

3. Evaluate

Use these questions to help students evaluate their writing:

- Can you see the basic strokes in your letter shapes?
- Are all your short letters the same size?
- Are all your tall letters the same size?
- Did you make sure your tall letters did not bump into descenders?

Reading Historical Documents

Transcription of the enlarged text on the student page:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Reading Historical Documents This is the United States Constitution, signed on September 17, 1787. Using the enlarged text to the right, copy the Preamble of the Constitution in your best cursive handwriting. The Preamble reads, "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Objective: Read a historical document and transcribe the handwritten text using legible cursive handwriting.

1. Model

Remind students that primary sources are original records made by people who took part in or witnessed the event. Explain that the document on the student page was handwritten by Jacob Shallus, a clerk working for the Pennsylvania General Assembly.

Invite volunteers to read aloud the enlarged text of the historical document on the page in their books.

Ask students to evaluate the shape, size, spacing, and slant of the document's handwritten words.

2. Practice

Ask students to complete the student page 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 correct size?
- Did you use proper spacing?
- Did you write with correct slant?

Objective: Read a historical document and transcribe the handwritten text using legible cursive handwriting.

1. Model

Discuss with students the handwritten historical documents they have seen (U.S. Constitution, the Declaration of Independence).

Invite volunteers to read aloud the historical document on the page in their books.

Ask students to evaluate the shape, size, spacing, and slant of the document's handwritten words.

2. Practice

Ask students to complete the student page during independent work time or for homework.

3. Evaluate

Use these questions to help students evaluate their writing:

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- Did you write with correct strokes so your letters have good shape?
- Are your letters the correct size?
- Did you use proper spacing?
- Did you write with correct slant?

Apply

Reading Historical Documents

Transcription of the enlarged text on the student page:

My country will do justice to those who serve her. The rights for which we fight will be secured, and Texas Free.

Saml. Houston Comr. in Chief

Informative/Explanatory

Teacher Tips

Joinings Tell students that the correct amount of space is needed when writing joinings. In undercurve-to-undercurve joinings, students should swing wide to make the joining legible. Remind them that a little extra space is needed before words that begin with a downcurve letter (a, d, g, o, c, q).

Informative/Explanatory News Story A news story is a factual report about a current event. Describe on a lapta for a news story you will write. Write the subject of your news story below. Answer these question: be plan your nows story. What happened? When was involved? When did it happen? Where did it happen? Whey did it happen? How did it happen?

Objective: Plan a news story.

1. Model

Model choosing a topic and answering the questions listed on the student page.

Work with students to brainstorm ideas for their own news stories.

2. Practice

Ask students to complete the student page during independent work time or for homework.

3. Evaluate

Use these questions to help students evaluate their writing:

- Can you read your notes?
- Do you have proper spacing between letters and words?
- Does your writing have uniform slant?

Suggest that they cross out and rewrite any words they might find hard to read later.

Multilingual Learners

Brainstorming Some students might need help generating additional topics for a news story. Use the list on the page to help them brainstorm other newsworthy stories. Examples: new school desks, new computers, new school building, special visitors speaking to students, an upcoming class field trip.

Name Short Wei	a your never stone. Regio with a sentence that will	Appl
get your readers'	e your news story. Begin with a sentence that will offention. Remember to indent the first line of each leave space for margins.	
	•	
	Slant	

Teacher Tips

Keys to Legibility Review the four Keys to Legibility: Shape, Size, Spacing, and Slant. Write several words on the board with errors in shape, size, spacing, and slant. Ask volunteers to explain the errors and then rewrite the words correctly with colored chalk or marker.

Objective: Write a news story using legible cursive handwriting.

My writing has uniform stant.

1. Model

Model thinking of sentences that will grab a reader's attention to begin a news story about the topic you chose in the previous lesson. Encourage students to contribute ideas for your sentence.

2. Practice

Ask students to complete the student page during independent work time or for homework.

3. Evaluate

Use these questions to help students evaluate their writing:

- Can you read your draft?
- Does your writing have consistent forward slant?

Multilingual Learners

Vocabulary Building Review the words headline and baseline with students. Label the headline and baseline on guidelines on the board. Help students remember each by associating the headline with a "head" or the topmost part of a person's body. Help them associate the baseline with the "base" or bottom.



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