

Zaner-Bloser

Handwriting

5

Teacher Edition



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63, 84, 97

Literature: "This Land Is Your Land." Words and Music by Woody Guthrie.
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2/14/1790; January-February 1790; Letters Received, 1789-1906; General
Records of the Department of State, Record Group 59; National Archives at
College Park, College Park, MD. [Online Version, [https://www.docsteach.
org/documents/document/letter-jefferson-accepting-secretary-state](https://www.docsteach.org/documents/document/letter-jefferson-accepting-secretary-state), March 31,
2017]: 75; ©iStock.com/AlexBrylov: 79

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ISBN 978-1-4531-4256-1

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This book is printed on paper certified by third-party standards for sustainably managed forestry.

Zaner-Bloser, Inc.
800.421.3018
zaner-bloser.com

Printed in the United States of America

ScoutAutomatedPrintCode

ZB Code 25

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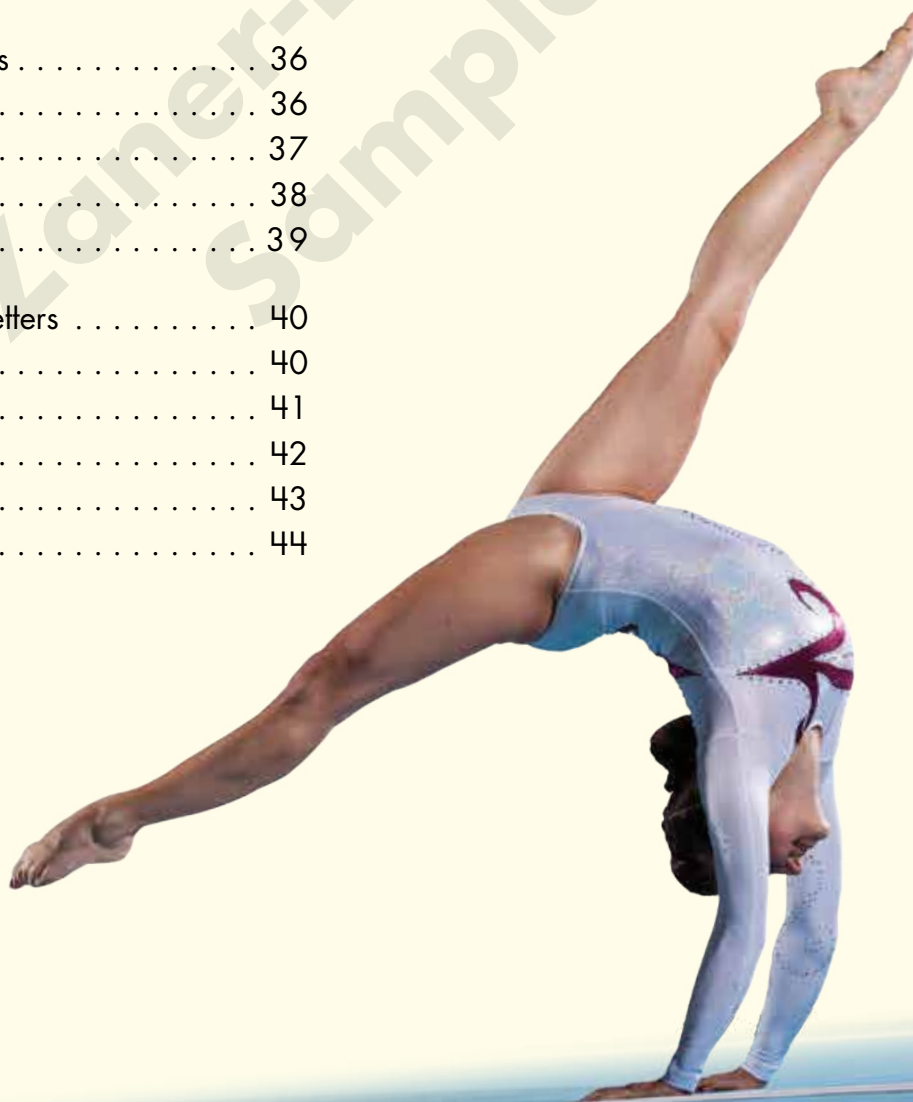


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Zaner-Bloser
Sample

Handwriting: A Foundational Skill for Literacy Development

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

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

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

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

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

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



ZB Zaner-Bloser

INSPIRING aha MOMENTS

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

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

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

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

zaner-bloser.com

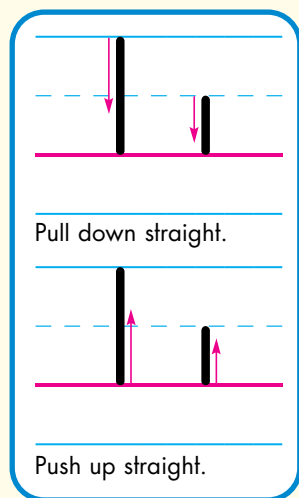


Why Zaner-Bloser?

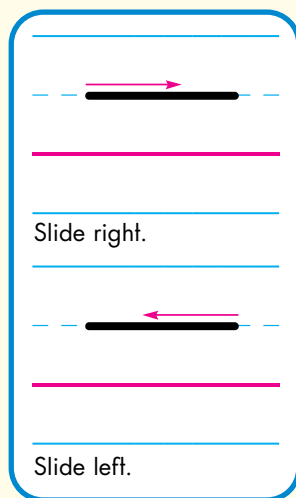
Basic Strokes Form the Foundation

Manuscript

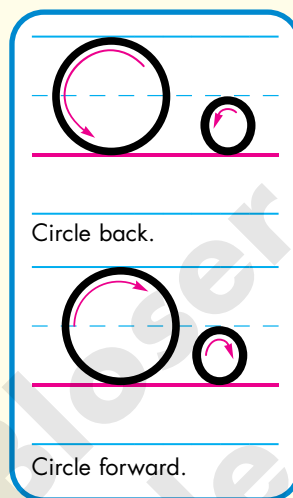
Four basic lines, or strokes, are used to form all manuscript letters and numerals—vertical, horizontal, circle, and diagonal.



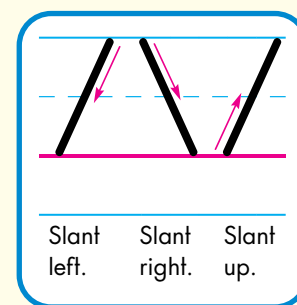
Vertical



Horizontal



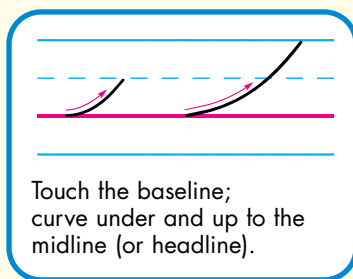
Circle



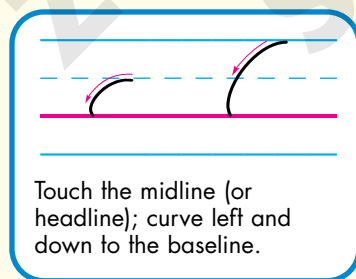
Diagonal

Cursive

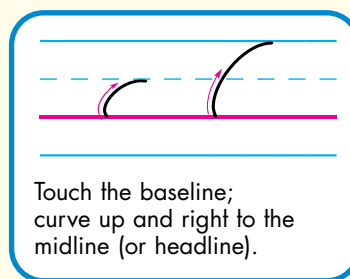
In grades 2–6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.



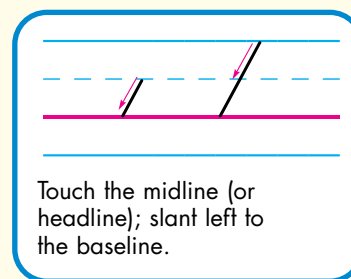
Undercurve



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, r, z*

Uppercase

- Downcurve letters: *A, O, D, C, E*
- Curve forward letters: *n, m, h, k, u, y, j, v, w, x*
- Overcurve letters: *l, f, Q*
- Doublecurve letters: *T, F*
- Undercurve-Loop letters: *G, S, 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

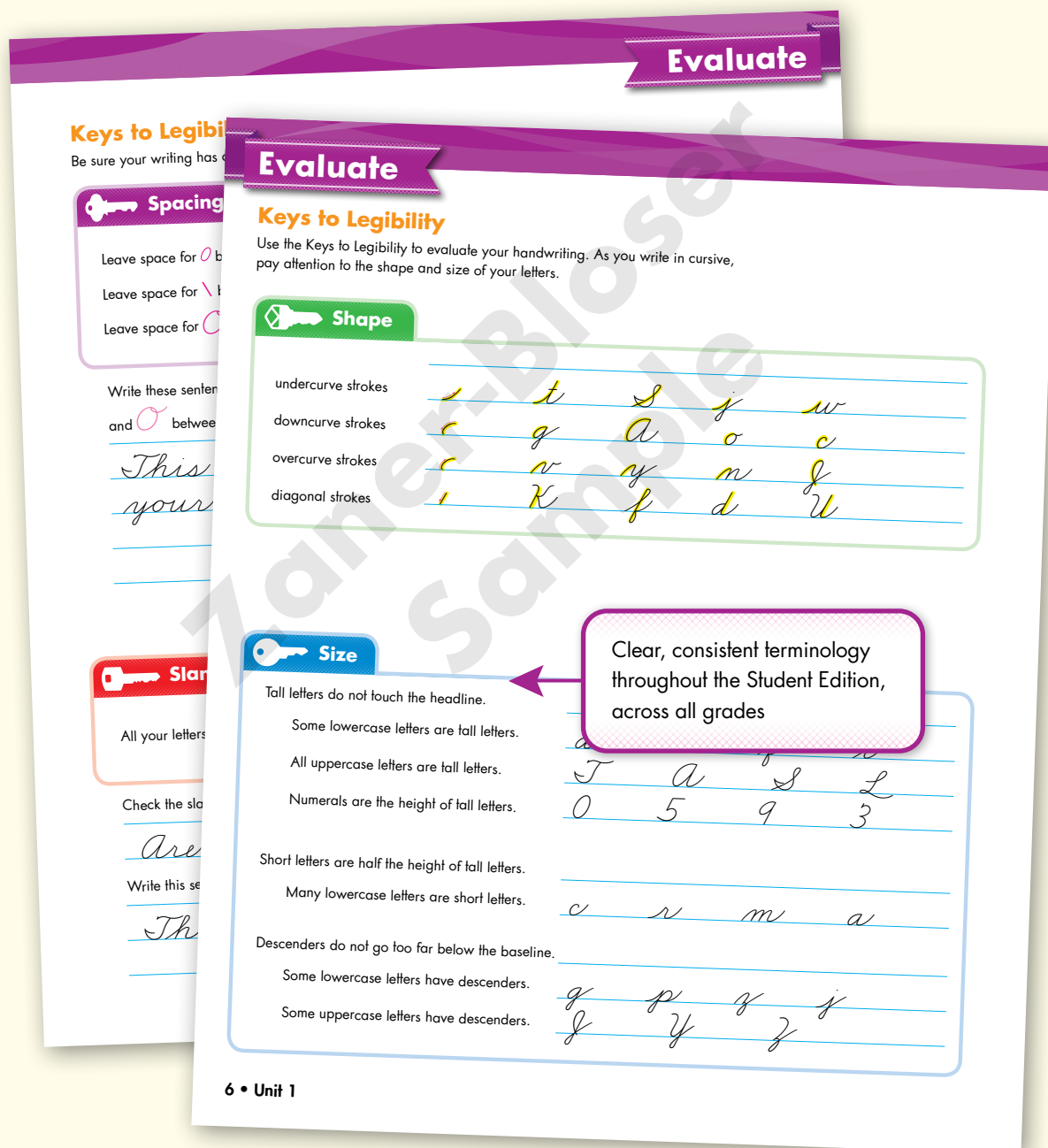
- Checkstroke-to-Undercurve
- Checkstroke-to-Downcurve
- Checkstroke-to-Overcurve



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 87 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

Adventure Story Write an adventure story that includes real or imagined experiences or events. Be sure to include a narrator and/or characters and an event sequence that unfolds naturally. Use transitional words and end your story with a conclusion. Remember to indent the first line of each paragraph and to leave space for margins.

Narrative

Adventure Story Write an adventure story that includes real or imagined experiences or events. Be sure to include a narrator and/or characters and an event sequence that unfolds naturally. Use transitional words and end your story with a conclusion. Remember to indent the first line of each paragraph and to leave space for margins.

Apply

Autobiography Use the information from your timeline to write an autobiography. Be sure to include headings and to group related information logically. Finish your writing with a concluding statement or paragraph. Remember to indent the first line of each paragraph and leave space for margins.

Apply

Autobiography

Autobiography Use the information from your timeline to write an autobiography. Be sure to include headings and to group related information logically. Finish your writing with a concluding statement or paragraph. Remember to indent the first line of each paragraph and leave space for margins.

Apply

Apply

School Change Use the information from your graphic organizer to write an opinion piece. Be sure to group ideas logically and to provide a concluding statement. Remember to indent the first line of each paragraph and to leave space for margins.

School Change

School Change Use the information from your graphic organizer to write an opinion piece. Be sure to group ideas logically and to provide a concluding statement. Remember to indent the first line of each paragraph and to leave space for margins.

[illegible]

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 Zaner games
- Professional development and more!

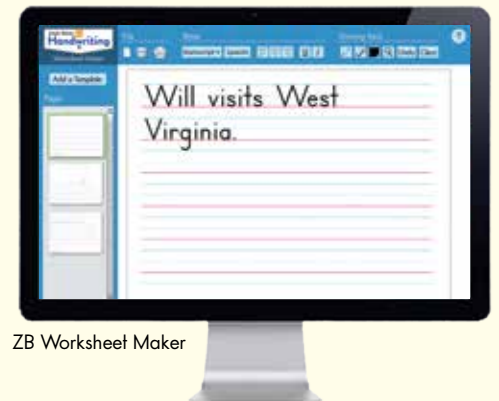


MyZBPortal.com

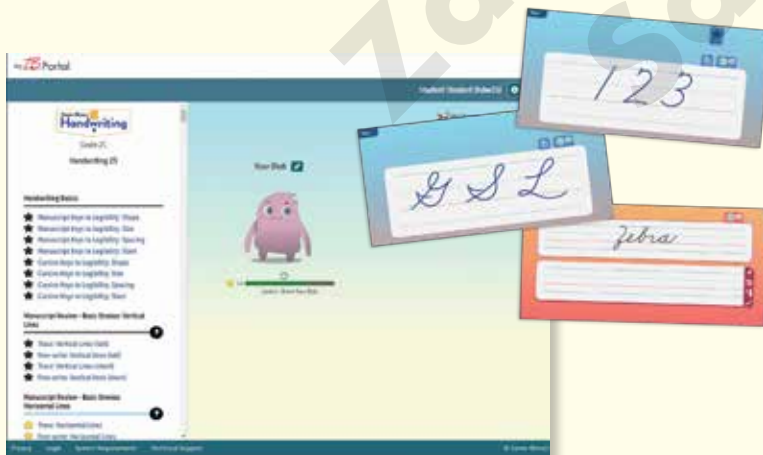
ZB Worksheet Maker ZB Worksheet Maker allows teachers to create documents using Zaner-Bloser's manuscript and cursive alphabets. ZB Worksheet Maker provides grade-specific templates for a variety of documents and includes Spanish characters.

Templates include

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



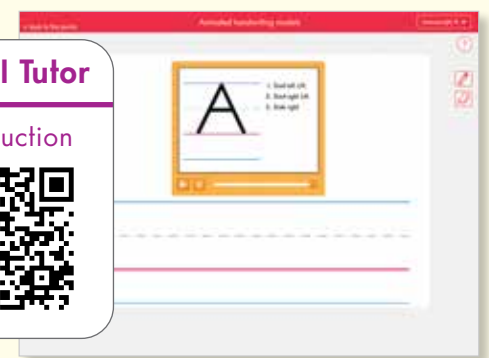
ZB Worksheet Maker



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

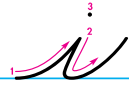


Animated Letter Model

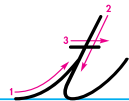
Digital Tutor QR codes throughout the Practice Masters link to Animated Letter Models and how-to videos. Simply scan with a mobile device to watch.

Write

Letter Models and Formations



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



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

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

Write



Undercurve Letters Trace and write. Finish the joining or word before dotting the *i* or crossing the *t*.

i i i i i i i i

ie is id ic in im

individual island imagine

icicles aliens blister



t t t t t t t t

te ti ta to try tm

target tempt tower

activity department notion



Undercurve-to-Undercurve Joining

The undercurve ending swings wide directly into the undercurve of the following letter.

ie not il

Check other samples of your writing for undercurve joinings that need improvement.



Shape Circle three letters you wrote that have good shape.

8 • Unit 2

Objective: Practice and master lowercase cursive *i* and *t*.

1. Model

Instruct students to say the letter formations with you as you model writing the letters on guidelines on the board or display the Animated Letter Models at MyZBPortal.com.

Talk about cursive *i* and *t*. Ask,

- In what ways are the letters alike? (They both begin with undercurve, slant, undercurve.)
- What size is *t*? (tall)

Demonstrate for students that when the lowercase cursive *i* and lowercase cursive *t* are written within a word, the cursive *i* should be dotted and the cursive *t* should be crossed after the word has been written.

Ask students to write the letters on scrap paper or a practice board.

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 or joining.

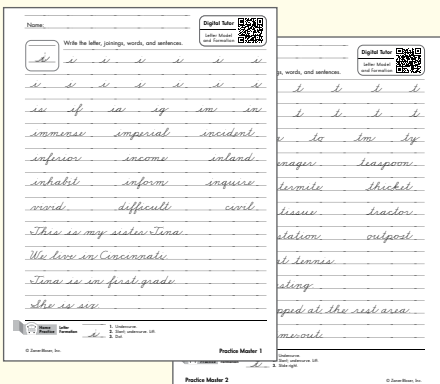


Proper shape makes each letter easy to read. Ask,

- Do the undercurve strokes of your *i* and *t* curve up?
- Do your letters have good shape?



Home Practice



Practice Masters 1-2

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

Undercurve Letters Trace and write.



u u u u u u u u

ub us uo ud un uv

universe fluoride cloudier

mustang souvenir ruby



w w w w w w w w

we wh wa wo wn wy

westward wharf wood

wardrobe downhill shadowy

**Checkstroke-to-Undercurve Joining**The checkstroke ending swings right to form the loop in *h*.

wh not wh

Check other samples of your writing for checkstroke joinings that need improvement.



Unit 2 • 9

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.

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

1. Model

Instruct students to say the letter formations with you as you model writing the letters on guidelines on the board or display the Animated Letter Models at MyZBPortal.com.

Talk about cursive **u** and **w**. Ask,

- In what ways are the letters alike? (Both begin with undercurve, slant, undercurve.)
- How many diagonals are in **u**? (two)
- Which letter ends with a checkstroke? (**w**)

Ask students to write the letters on scrap paper or a practice board.

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 or joining.

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

- Did you pull your diagonal strokes to the baseline?
- Are your diagonal strokes in **u** and **w** parallel?
- Do your letters rest on the baseline?

Home Practice

Write the letter, joinings, words, and sentences.

u u u u u u u u

ub us uo ud un uv

universe fluoride cloudier

mustang souvenir ruby

w w w w w w w w

we wh wa wo wn wy

westward wharf wood

wardrobe downhill shadowy

Practice Master 3

Practice Master 4

Multilingual Learners

Stroke Description Vocabulary Help students understand and form the *undercurve stroke*. Model how to form the undercurve stroke as you say the stroke description. Remind students to curve under and up. Ask them to practice the undercurve stroke. Then show them how the undercurve stroke forms lowercase cursive *i*, *t*, *u*, and *w*.

Practice Masters 3–4

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

Review

Review

Clipped Words Write the underlined part of each long word. Then write the entire longer word.



1. taxicab

2. champion

3. luncheon

4. telephone

5. omnibus

6. newspaper

7. gymnasium

8. memorandum

9. examination

10. veterinarian

12 • Unit 2

My writing has good

Shape ☐

Size ☐

Objective: Practice lowercase cursive letters **i, t, u, w, e, l, b,** and **h.**

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


Pair students and give them two minutes to write quickly but legibly as many words as possible that contain **ie, el, wh,** and **bo.** Ask volunteers to write their list of words on the board, paying

close attention to forming and joining the letters correctly.

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.

 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?

Multilingual Learners

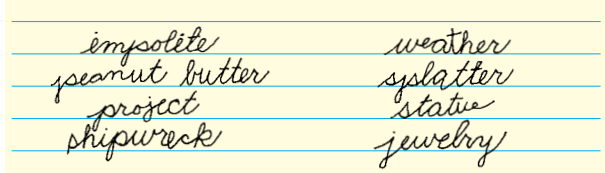
Clipped Words Explain that clipped words are shortened forms of longer words. Review several examples of clipped words from the student page and write them on the board. Say each clipped word and then each long word. Have students repeat the words after you.

Spelling Words Use the handwriting skills you've learned to complete the page.

1. Study these tips for legible writing. They will help you avoid common handwriting errors when you write.

- ✓ Keep loops open in letters with loops. Write *l* not *h*.
- ✓ Make sure your undercurves rest on the baseline. Write *u* not *u*.
- ✓ Keep checkstrokes at the right height. Write *b* not *b*.
- ✓ Keep your slant uniform. Write *w* not *w*.

2. Look at these words from a student's spelling list. Underline letters that need improvement.



3. Rewrite the spelling words correctly. Then write some of your spelling or vocabulary words. Remember to leave space for margins. Pay attention to the tips for legible writing. ✓ Circle your best letter.

Unit 2 • 13

Objective: Write spelling words using legible handwriting.

1. Model


Discuss with students the importance of legible writing in all areas of the school curriculum. Talk about how illegible words might be mistaken for misspellings and the kinds of problems this can pose for students.

Read with students the directions and tips for writing legibly on the student page. You might wish to begin a list of tips to be displayed permanently in the classroom.

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 short letters about half the height of your tall letters?
- Did you use proper spacing between your letters and words?
- Does your writing have uniform forward slant?

Writing in the Content Areas

Science Initiate a discussion about horses. What do students know about mustangs (wild horses) or horses in general? Ask them to write a brief *informational/explanatory essay* about horses. Allow them to add a labeled diagram to their reports if they wish.

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.

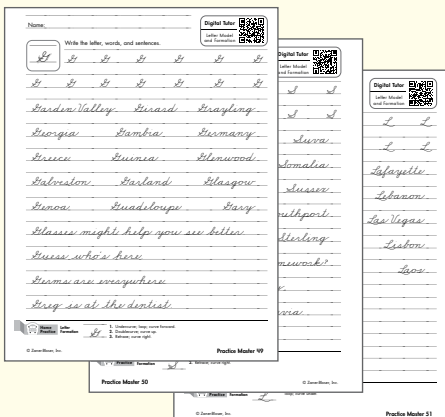


1. Undercurve; loop; curve down; loop; curve under.

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.

Write

Undercurve-Loop Letters Trace and write.



Gettysburg Grayling Garry

Golden Gibraltar Gallup



South Dakota South Carolina

Salem Savannah Seattle



Lafayette Louisiana Lansing

Lake Erie Lexington Lima



Joinings L is not joined to the letter that follows. Joining S and L is optional.

Go Sa Go Sa
Unjoined Joined

Size Circle three letters you wrote that have good size.

52 • Unit 3

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

1. Model

Instruct students to say the letter formations with you as you model writing the letters on guidelines on the board or display the Animated Letter Models at MyZBPortal.com.

Talk about the shape of cursive G, S, and L. Ask,

- Where do G and S begin? (*at the baseline*)
- Where does L end? (*just below the baseline*)

Ask students to write the letters on scrap paper or a practice board.

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,

- Are your letters the correct size?
- Do your letters rest on the baseline?

Multilingual Learners

Stroke Description Vocabulary Help students understand the meaning of the word *loop*. Write the letters G, S, and L on the board in cursive and point out where loops occur in each letter. Highlight the loops using a piece of different-colored chalk or a marker. Point out that the loops are not exactly the same.

Undercurve-Diagonal Letters Trace and write.

P P P P P P P P P P

Pennsylvania Philadelphia

Palo Alto The Pacific Palisades

R R R R R R R R R R

Rh Re Ri Ra Ro Ry

Raleigh Rhode Island Reno

B B B B B B B B B B

Boston Boise Bunker Hill

Boonesville Bowie Buffalo

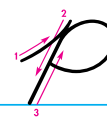
Joinings **R** is joined to the letter that follows.
P is not joined to the letter that follows.
 Joining **B** is optional.

Ba Ba
 Unjoined Joined

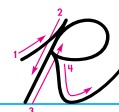


Unit 3 • 53

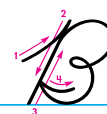
Letter Models and Formations



1. Undercurve.
2. Slant.
3. Retrace; curve 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.

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

1. Model

Instruct students to say the letter formations with you as you model writing the letters on guidelines on the board or display the Animated Letter Models at MyZBPortal.com.

Talk about the shape of cursive **P**, **R**, and **B**. Ask,

- Which letters curve forward and back from the diagonal stroke? (**P**, **R**)
- Which letter curves forward and loops? (**B**)

Ask students to write the letters on scrap paper or a practice board.

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 or joining.

Use these questions to help students evaluate their cursive **P**, **R**, and **B**:

- Do your letters have correct slant?
- Is each letter about the same width as the model?
- Are the forward curves of your **B** parallel with the diagonal stroke?

Writing in the Content Areas

Language Arts Using one of the locations on pages 52–53 as their setting, have students write a *short story*. Allow students to research the locations, if necessary. Then have them write a narrative paragraph, making sure to include characters, setting, and a plot with a problem, a climax, and a resolution.

Home Practice



Practice Masters 52–54

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

Apply

Reading Historical Documents

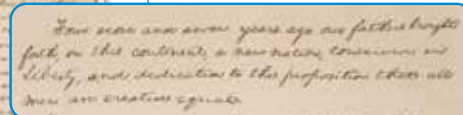
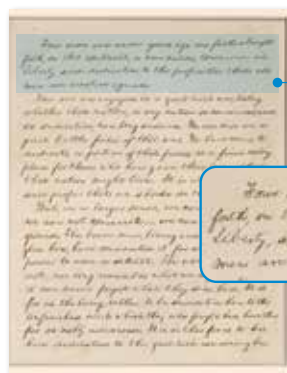
Transcription of the enlarged text on the student page:

“Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

Apply

Reading Historical Documents

This is a draft of the Gettysburg Address written by Abraham Lincoln in November 1863. Using the enlarged text to the right, copy the first paragraph of this famous speech.



The first paragraph states: “Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

74 • Unit 4

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). Explain that the document on the student page was handwritten by Abraham Lincoln.


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 at a literacy center, during independent work time, or for homework.

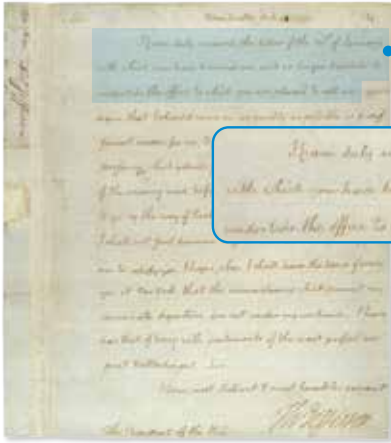
3. Evaluate

 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 correct size?
- Did you use proper spacing?
- Did you write with correct slant?

Reading Historical Documents

On February 14, 1790, Thomas Jefferson wrote a letter to President George Washington to accept the appointment as Secretary of State. Using the enlarged text to the right, copy the first sentence of the letter in your best cursive handwriting.



The first sentence states: "I have duly received the letter of the 21st of January with which you have honored me, and no longer hesitate to undertake the office to which you are pleased to call me."

Unit 4 • 75

Reading Historical Documents

Transcription of the enlarged text on the student page:

"I have duly received the letter of the 21st of January with which you have honored me, and no longer hesitate to undertake the office to which you are pleased to call me."

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 Thomas Jefferson.


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:

- 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?

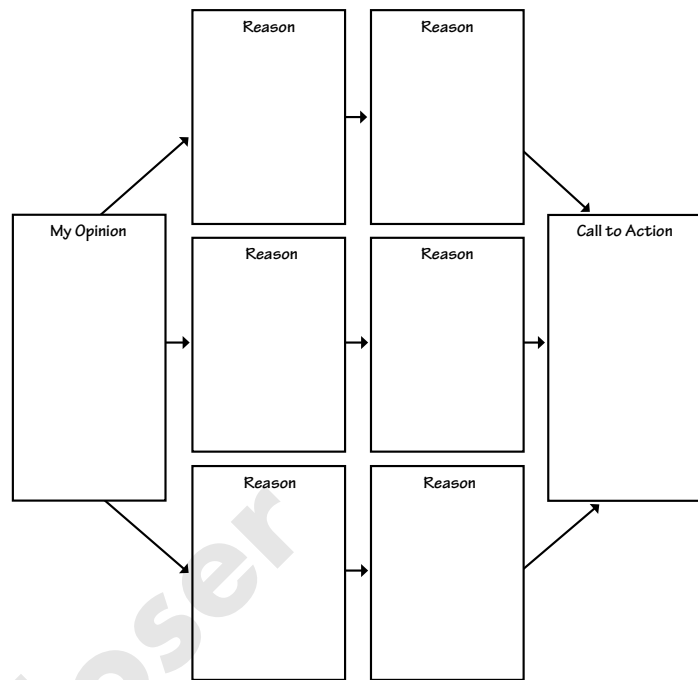
Apply

Opinion

Apply

Opinion

School Change What is one change you would like to see take place at your school? Complete the graphic organizer with your opinion, supporting reasons, and a call to action.



76 • Unit 4

Objective: Complete a graphic organizer in preparation for writing an opinion piece.

1. Model

Explain that a **call to action** is an instruction to the reader to take a specific action.

Work with students to brainstorm examples (*serve healthier lunch foods, allow students to use their own devices in class, offer more extracurricular activities*).

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 form your letters carefully so they are easy to read?
- Are your letters the correct size?
- Is there proper space between each letter and word?
- Did you use proper slant?

Occupational Therapist Tip

Cards and Dice To develop fine motor skills, have students play a variety of card games so they can learn to shuffle, deal, flip, and hold a hand of cards. Also, games that require shaking number cubes or dice by cupping two hands together to form an empty space between the palms promote hand strength.

School Change Use the information from your graphic organizer to write an opinion piece. Be sure to group ideas logically and to provide a concluding statement. Remember to indent the first line of each paragraph and to leave space for margins.

Unit 4 • 77

Objective: Write an opinion piece about a proposed school change.

1. Model


Model writing a call to action from the previous lesson as a sentence. Then write another sentence or two that includes one of the reasons and facts or examples you discussed.

2. Practice

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

Encourage students to refer to their graphic organizers from the previous lesson to guide their writing.

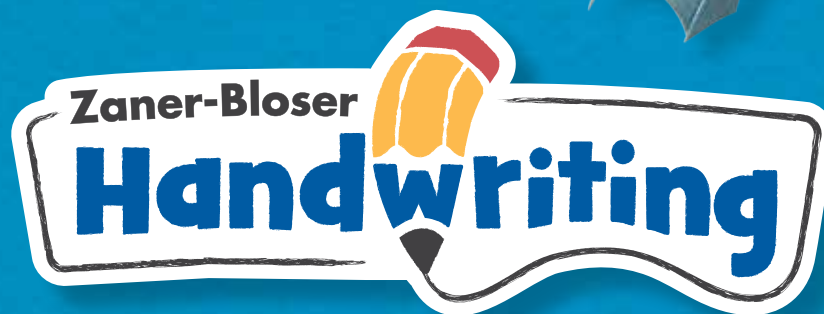
3. Evaluate

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

- Does each letter have its own clear shape?
- Did you form your letters using correct strokes?

Multilingual Learners

Giving Feedback Some cultures perceive instructional feedback given publicly as embarrassing, while other cultures might expect and desire explicit corrective feedback as soon as they make a mistake. Give students feedback individually. Over time, help them understand that feedback is a common and constructive practice in U.S. classrooms.



5

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