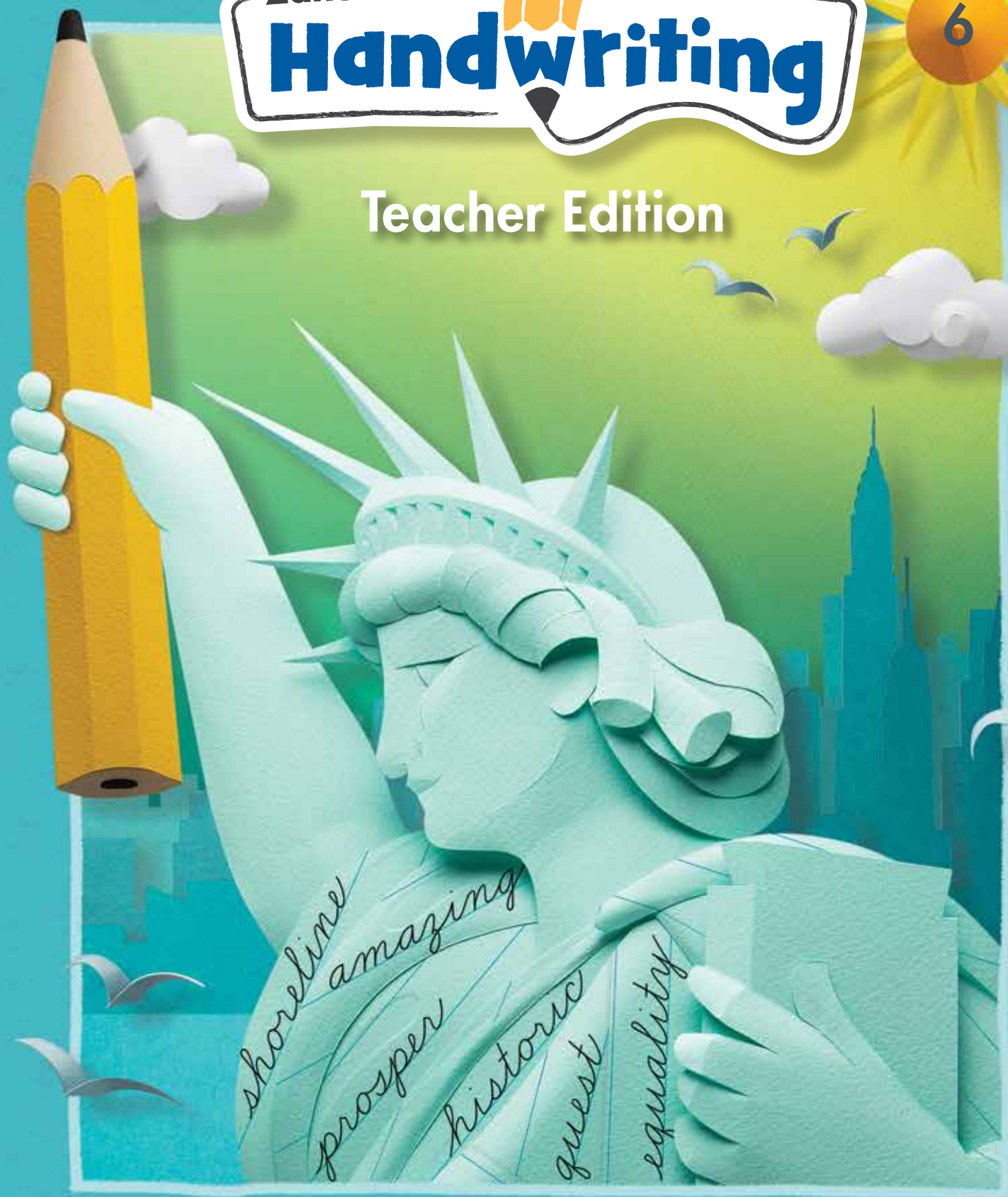


Zaner-Bloser

Handwriting

6

Teacher Edition



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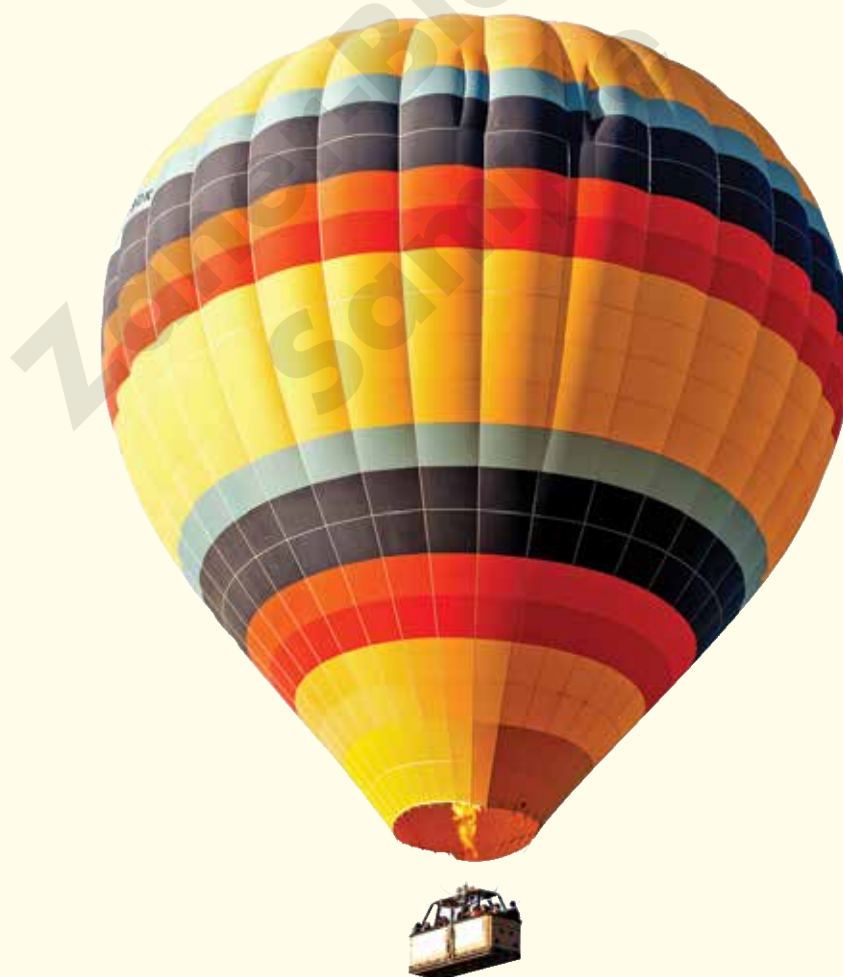
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Handwriting: A Foundational Skill for Literacy Development

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

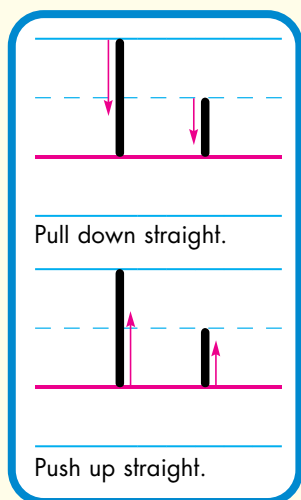


Why Zaner-Bloser?

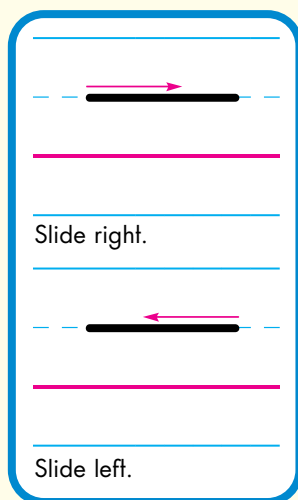
Basic Strokes Form the Foundation

Manuscript

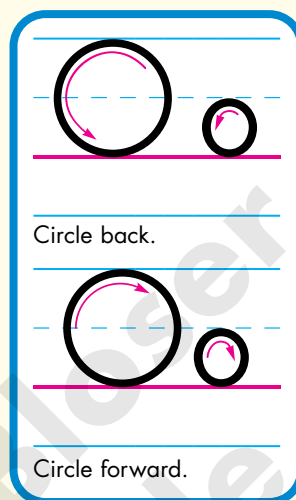
Four basic lines, or strokes, are used to form all manuscript letters and numerals—vertical, horizontal, circle, and diagonal.



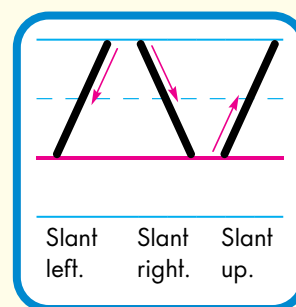
Vertical



Horizontal



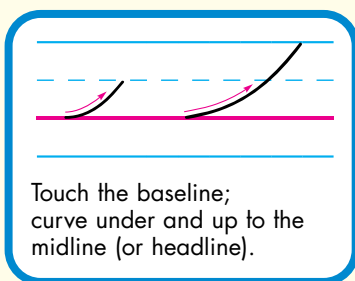
Circle



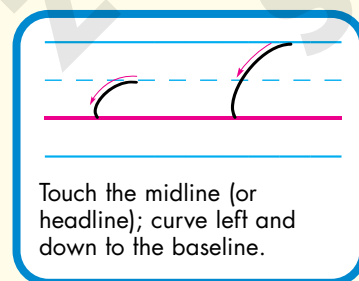
Diagonal

Cursive

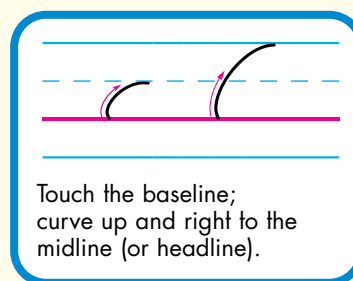
In grades 2–6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.



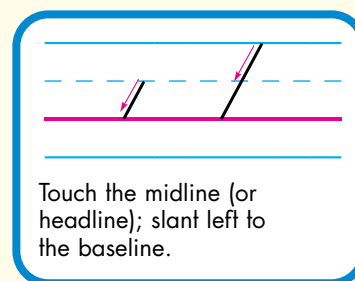
Undercurve



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 71 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

Keys to Legibility
Be sure your writing has

Spacing
Leave space for
Leave space for
Leave space for

Write the sentences be
and *o* between ser

*This s
your*

Evaluate

Keys to Legibility
Use the Keys to Legibility to evaluate your handwriting. As you write in cursive, pay attention to the shape and size of your letters.

Shape

Some letters have undercurve strokes.
u e b f R

Some letters have downcurve strokes.
a o c A D

Some letters have overcurve strokes.
x y z l Q

Some letters have diagonal strokes.
d h m B

Size

Tall letters should not touch the headline.

Some lowercase letters are tall letters.
All uppercase letters are tall letters.

Short letters should be half the height of tall letters.

Many lowercase letters are short letters.

Descenders should not go too far below the baseline.

Some uppercase and lowercase letters have descenders.

Write the sentence. Pay attention to the shape and size of your letters.

Each letter has good shape and size.

6 • Unit 1

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

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

Short Story Use this page and the next to write a short story that includes real or imagined experiences or events. Include dialogue to develop characters. Use transitions and provide a conclusion. Remember to indent the first line of each paragraph you write and leave space for margins.

Apply

Talent or Hard Work? Use the information from your graphic organizer to write an argument essay. Be sure to introduce your claim and organize your reasons and evidence clearly. Remember to indent the first line of each paragraph you write and leave space for margins.

[illegible]

Apply

Informative/Explanatory

Science Essay Complete the outline with information about a familiar science topic.

- I. _____
- A. _____
- B. _____
- C. _____

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!

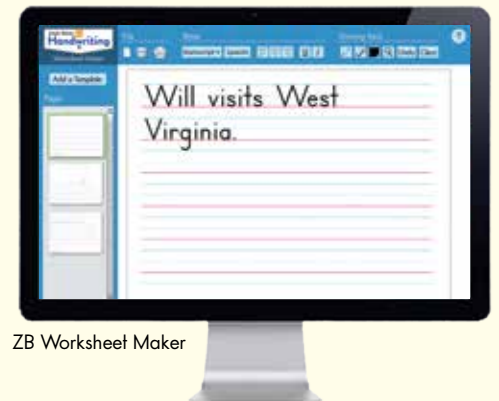


MyZBPortal.com

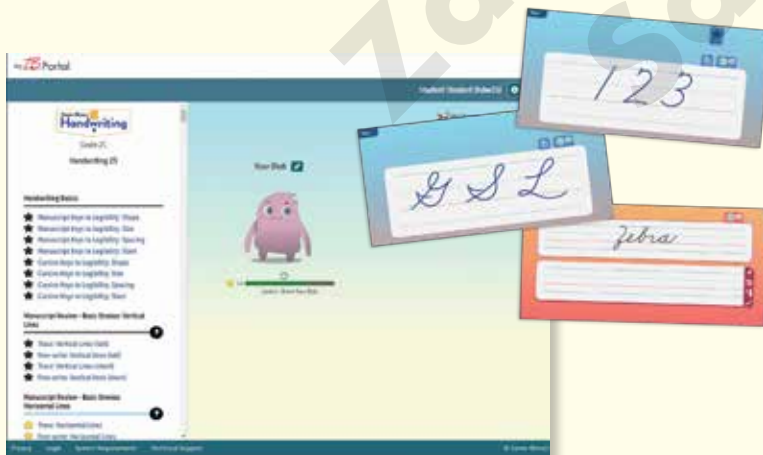
ZB Worksheet Maker ZB Worksheet Maker allows teachers to create documents using Zaner-Bloser's manuscript and cursive alphabets. ZB Worksheet Maker provides grade-specific templates for a variety of documents and includes Spanish characters.

Templates include

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



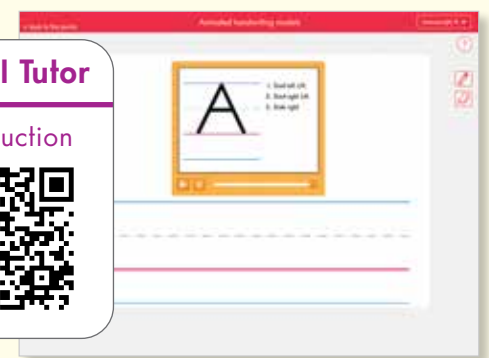
ZB Worksheet Maker



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.

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 ic ig im in

ignore insistent import

eternity musical surprise



t t t t t t t t

tr th ta to ty tm

treasury takeoff total

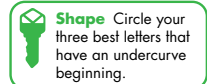
withdraw hearty apartment

Better Letters

Pull diagonal strokes to the baseline. Write:

i not i t not t

Check other samples of your writing for diagonal strokes that need improvement.



Shape Circle your three best letters that have an undercurve beginning.

8 • Unit 2

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

1. Model

Write the letters on guidelines on the board as you say the letter formations aloud, 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, lift.)
- What size is *t*? (tall)

Demonstrate for students that when the cursive *i* and 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,

- Did you pull your diagonal strokes to the baseline?
- Is your *t* crossed correctly?
- Does your *i* rest on the baseline?



Home Practice



Practice Masters 1-2

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

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 how the undercurve stroke forms lowercase cursive *i* and *t*.



Undercurve Letters Trace and write.

u u u u u u u u

up us ua ug un um

user upstream unsure

punctual thump although



w w w w w w w w

wr ws wo wa wn wy

warbler worthwhile writing

lawyer download browse

Better Letters

Make diagonal strokes parallel. Write:

u not u not u

Check other samples of your writing for diagonal strokes 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

Write the letters on guidelines on the board as you say the letter formations aloud, 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 diagonal strokes 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 the diagonal strokes in your **u** and **w** parallel?
- Do your letters rest on the baseline?

Home Practice

Home Practice worksheet showing cursive letter practice for 'u' and 'w'. It includes a QR code, a 'Digital Letter' section, and a 'Practice Master' section with various words and sentences written in cursive for tracing and evaluation.

Practice Masters 3–4

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

Write

Letter Models and Formations



1. Undercurve; loop back; slant; undercurve.



1. Undercurve; loop back; slant; undercurve.

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

Write

Undercurve Letters Trace and write.



e e e e e e e e e e

et es ea ed em en

edge earphones demonstrate

fend forgetful nestle



l l l l l l l l l l

li lu la ld ly lv

luxury lament likable

foothold perfectly revolve

Better Letters

End the loop with a diagonal stroke. Write:

e not e l not l

Check other samples of your writing for diagonal strokes that need improvement.

Size Circle your three best short letters.

10 • Unit 2

Objective: Practice and master lowercase cursive **e** and **l**.

1. Model

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

Talk about cursive **e** and **l**. Ask,

- In what ways are the letters alike? (They both have the strokes undercurve, loop back, slant, undercurve.)
- Which letter is tall? (l)

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

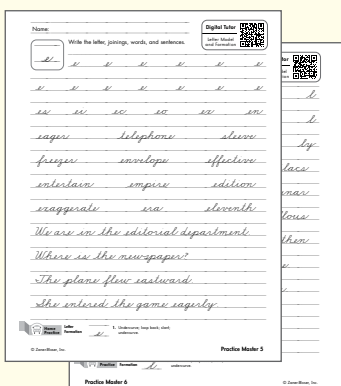
Tell students that when they come to the stop sign symbol, they should stop writing and circle their best letter or joining.

Proper size makes each letter easy to read. Ask,

- Did you pull your diagonal strokes to the baseline?
- Do your letters rest on the baseline?
- Are your strokes smooth and even?



Home Practice



Practice Masters 5-6

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

Multilingual Learners

Vocabulary Building Describe and illustrate the words on the student page that can be sketched (*edge, earphones, foothold*). Mime *fend, nestle, lament*, and *revolve*. Use the words *demonstrate, forgetful, luxury, likable*, and *perfectly* in sentences. Record all the words on the board. Ask students to identify the letters that have undercurves.

Undercurve Letters Trace and write.



b b b b b b b b
 br bu ba bo by bm
 boost bumble brink



h h h h h h h h
 he hi ht ha ho hy
 haiku hesitant historic



f f f f f f f f
 fe fl fr fa fo fy
 flu falcon identify

Better Letters

Make the first undercurve deep enough to keep the loop open. Write:
 b not b h not h f not f
 Check other samples of your writing for loops that need improvement.



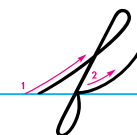
Unit 2 • 11

Letter Models and Formations

1. Undercurve; loop back; slant; undercurve.
2. Checkstroke.



1. Undercurve; loop back; slant.
2. Overcurve; slant; undercurve.



1. Undercurve; loop back; slant; loop forward.
2. Undercurve.

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

Objective: Practice and master writing lowercase cursive **b**, **h**, and **f**.

1. Model

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

Talk about cursive **b**, **h**, and **f**. Ask,

- In what ways are the letters alike? *(They all begin with an undercurve, loop back, slant.)*
- How does **b** end? *(with a checkstroke)*
- Where does the lower loop in **f** close? *(at the baseline)*

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

2. Practice

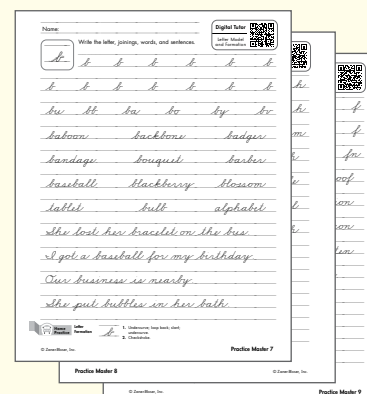
Ask students to complete the student page during independent work time or for homework.

3. Evaluate

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

Use these questions to help students evaluate their **b**, **h**, and **f**.

- Did you pull your diagonal strokes to the baseline?
- Are your strokes smooth and even?
- Are all your letters the correct size?

Home Practice**Practice Masters 7–9**

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

Occupational Therapist Tip

Alphabet Find To enhance eye-hand coordination, have students play Alphabet Find. First, print out a worksheet consisting of 100 letters sequenced randomly into rows of ten (mix uppercase and lowercase). Instruct students to circle each letter, in alphabetic sequence, as fast as possible. Use a stopwatch to record timed trials.

Review

Review

Adjectives The words in the box are adjectives. Adjectives describe nouns and pronouns.

unusual *spectacular* *humorous* *terrific*
joyful *weird* *incredible* *wonderful*
pleasant *fabulous* *elegant* *beautiful*

Write an adjective from the box to describe each item.

1. _____ books
2. _____ sweaters
3. _____ sports
4. _____ sneakers
5. _____ stories
6. _____ news
7. _____ gifts
8. _____ songs
9. _____ movies
10. _____ days
11. _____ plans
12. _____ designs

Write a sentence that includes two of the phrases you wrote above.

14 • Unit 2

My writing has good

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

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 cursive 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 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?
- Did you follow the models for correct spacing?
- Does your writing have uniform slant?

Encourage students to explain why one letter or joining they wrote might be better than another.

Multilingual Learners

Adjectives List the adjectives from the student page on the board. Ask more advanced students to define each one in simple words. Model completing the first item. To illustrate your sentence, hold up example books that match the adjective you used.

Vocabulary Entry Use the handwriting skills you've learned to complete the page.

1. Study these tips for legible writing.

- ✓ For letters with **undercurve** endings, the undercurve swings wide to begin the next letter.

undercurve-to-undercurve: write *qu* not *qu*.

undercurve-to-downcurve: write *ho* not *ho*.

- ✓ For letters with **overcurve** endings, the overcurve crosses at the baseline and swings up to begin the next letter.

overcurve-to-undercurve: write *ji* not *ji*.

overcurve-to-overcurve: write *zy* not *zy*.

- ✓ For letters with **checkstroke** endings, the checkstroke swings right to begin the next letter.

checkstroke-to-undercurve: write *ol* not *d*.

checkstroke-to-downcurve: write *va* not *sa*.

2. Look at this part of a student's vocabulary paper. Underline joinings that need improvement.

*lava: hot liquid rock that
comes from a volcano when
it erupts*

3. Rewrite the student's vocabulary entry correctly. Then write a vocabulary entry of your own. Pay attention to the tips for legible writing. Remember to leave space for margins. ✓ Circle your best word.

Unit 2 • 15

Objective: Write a vocabulary entry 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.

2. Practice

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

3. Evaluate

Guide students in evaluating their writing, focusing on the featured tips for legible writing. You might wish to begin a list of tips to be displayed permanently in the classroom.

Writing in the Content Areas

Language Arts Have students think about the most amazing sight they have seen and jot down some notes about it. Tell them to include several vivid adjectives in their notes. Then have them write a *narrative paragraph* to describe the experience.

Write

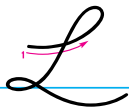
Letter Models and Formations



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



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

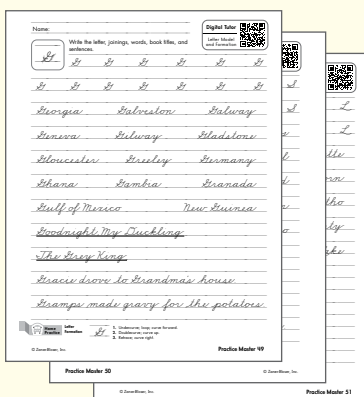


1. Undercurve; loop; curve down; loop; curve under.

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.

G *G* *G* *G* *G* *G* *G* *G* *G*
Greenland Guam Germany



S *S* *S* *S* *S* *S* *S* *S* *S*
Slotha Glasgow Shent



L *L* *L* *L* *L* *L* *L* *L* *L*
Limerick Laramie London

Write the sentence.

Limerick is an Irish port city.

Better Letters

Make the loop in *G* and *S* about one-half the letter height.

Write: *G* not *G* *S* not *S*

Check other samples of your writing for loops that need improvement.

Slant Circle three words you wrote that have good slant.

46 • Unit 3

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

1. Model

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

Talk about 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 slant makes each letter easy to read. Ask,

- Does your writing have uniform forward slant?
- Did you position your paper correctly to help you achieve good slant?

Multilingual Learners

Additional Practice Display a world map. One by one, name the locations listed on the student page. Ask volunteers to point to each one on the map as you name them. If time allows, display a reproducible of a world map (perhaps on an interactive whiteboard projector). Invite volunteers to help you label the blank map with the locations on the page.



Undercurve-Diagonal Letters Trace and write.

P P P P P P P P P

Peoria Poland Paris

Patmos is a Greek island.



R R R R R R R R R

Ri Rh Re Ro Ra Ry

Riviera Rhine Roanoke



B B B B B B B B B

Belgrade Bangladesh Brisbane

Budapest Great Britain

Better Letters

Retrace after the diagonal stroke to avoid loops. Write:

P not P R not R B not B

Check other samples of your writing for undercurve-diagonal letters that need improvement.

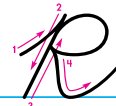


Unit 3 • 47

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

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

Talk about 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.

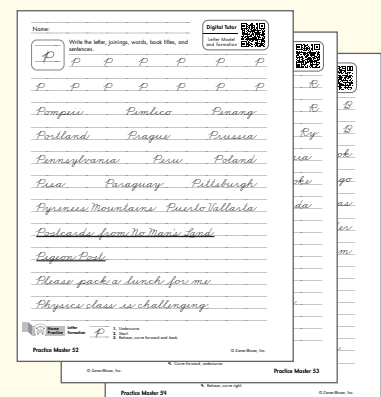
Use these questions to help students evaluate **P**, **R**, and **B**:

- 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

Math On the board, write these sentences: *Ghent to Paris = 192 miles. Paris to Budapest = 923 miles.* Have students write a short *informative/explanatory paragraph* about this travel itinerary, including the location names and the distances between each. As a concluding sentence, have students tell how many total miles they would travel.

Home Practice



Practice Masters 52–54

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

Write

Joinings

Joinings pages give students practice in joining letters smoothly so their cursive handwriting flows easily.

Write

Joinings

Write the joinings and words.

a, *C*, and *E* are joined to the letter that follows. The undercurve swings to form the first curve of the next letter. The joining must be wide enough to allow room for joining to the next letter.

At Al Ad Ag An Ar
Atlanta Alexandria Adriatic Arctic
Ci Ch Ca Co Cy Cz
Cincinnati Chile Cameroon Cyprus
Er Es Ec Eq Em Ex
Eritrea Estonia Equator Empire



Joinings Cursive letters *σ* and *ϑ* are not joined to the letter that follows.



48 • Unit 3

Objective: Practice and master the different types of joinings.

1. Model

Point out the various joinings in the letter pairs on the student page (undercurve-to-undercurve, undercurve-to-downcurve, and undercurve-to-overcurve), pausing to ask students to explain each one.


Write the letter combinations and words on guidelines on the board as you say the letter formations aloud, emphasizing the joining suggestion.

Ask students to write the letter combinations and words 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

 **Use** these questions to help students evaluate their joinings:

- Do your undercurves swing to form the first curve of the next letter?
- Do your letters and joinings look like the models?

Joinings

Write the joinings and words. ✓ Circle your three best joinings.

n and *m* are joined to the letter that follows. The undercurve joining must be wide enough to allow room for joining to the next letter.

No *Na* *Need* *Nurse*

Mi *Me* *Mama* *Mouse*

h and *k* are joined to the letter that follows. The loop in *h* swings across the letter and slightly down to allow room for joining to the next letter.

He *Hu* *Hard* *Hold*

Ki *Ku* *Kent* *Kayak*

u, *y*, and *z* are joined to the letter that follows. The overcurve ending in *y* and *z* crosses at the baseline, then continues up and wide to form the downcurve letter.

Uk *Us* *Upon* *Undone*

Ya *Yi* *Yes* *Yo-yo*

Ze *Zi* *Zoo* *Zap*



Joinings Cursive letters *v* and *w* are not joined to the letter that follows. Joining *x* is optional.

Unit 3 • 49

Joinings

Objective: Practice and master the different types of joinings.

1. Model

Read the joining descriptions, pausing to ask students to explain each one.

Write the letter combinations and words on guidelines on the board as you say the letter formations aloud, emphasizing each joining suggestion.

Ask students to write the letter combinations and words 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

✓ Use these questions to help students evaluate their joinings:

- Are your undercurves wide enough to allow room for joining the next letter?
- Do your loops swing across and slightly down to allow room for joining the next letter?
- Do your overcurves continue up to form the next downcurve letter?

Multilingual Learners

Vocabulary Building Describe and illustrate the words on the student page that can be sketched (*nurse*, *mouse*, *kayak*, *yo-yo*). Mime *upon* and *hold*. Use the words *need*, *mama*, *zoo*, and *hard* in sentences. Record them on the board.

Review



Joinings Joining *G* and *S* to the letter that follows is optional.

Review

Facts About Space The following sentences contain facts about space. The sentences are scrambled. Unscramble each sentence. Be sure to begin your sentences with an uppercase letter. Here's a hint: you will use these uppercase letters: *G, S, L, P, R, B*.

1. *sunspots sun dark are on areas the*
2. *light years space in distance measure*
3. *planets the revolve around bodies celestial that sun are*
4. *gravity Earth holds people on*
5. *black holes light are without areas space in*
6. *rays quickly of space through travel light*

My writing has good

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

50 • Unit 3

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 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

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 proper shape?
- Did you write letters with good size to fit the writing space?
- Did you follow the models for correct spacing?
- Does your writing have uniform slant?

Encourage students to explain why one letter they wrote might be better than another.

Multilingual Learners

Leveled Tasks Work with students to complete the activity on the student page. Have volunteers suggest the best order for each sentence. Beginning students can rewrite the ordered sentences on the board. Intermediate students can read the new sentences aloud for the class to repeat. More advanced students can make suggestions for correcting the sentences.

Report 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.

✓ In cursive writing, use cursive uppercase letters.

Write *G* not *G*.

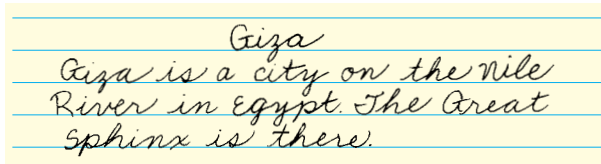
Write *R* not *R*.

✓ Make sure all uppercase letters are tall.

Write *The* not *The*.

Write *Sphinx* not *Sphinx*.

2. Look at the beginning of this student's report. Underline letters that need improvement.



3. Rewrite the student's report correctly. Then, on a piece of paper, write a report about a city of your choice. Pay attention to the tips for legible writing. Remember to leave space for margins. ✓ Circle your best word.

Unit 3 • 51



Joinings Joining *B* to the letter that follows is optional.

Objective: Write a report 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.

2. Practice

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

3. Evaluate

Guide students in evaluating their writing, focusing on the featured tips for legible writing. You might wish to add to the list of tips to be displayed permanently in the classroom.

Occupational Therapist Tip

Slanted Surfaces To promote appropriate wrist extension, have students write on a slightly slanted surface. While they are seated at a desk, suggest that they write on a slanted board or a 2- to 3-inch binder. Taping their work to an easel or the wall also promotes wrist extension by strengthening the wrist extensor muscles.

Apply

Reading Historical Documents

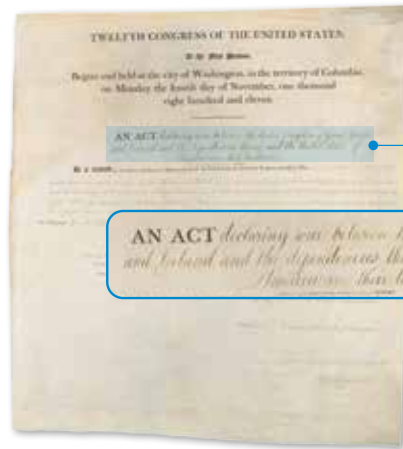
Transcription of the enlarged text on the student page:

AN ACT declaring war between the United Kingdom of Great Britain and Ireland and the dependencies thereof, and the United States of America and their territories.

Apply

Reading Historical Documents

On June 18, 1812, President James Madison signed an Act of Congress declaring war against England, known as the War of 1812. Using the enlarged text to the right, copy the excerpt in your best cursive handwriting.



The excerpt reads: AN ACT declaring war between the United Kingdom of Great Britain and Ireland and the dependencies thereof, and the United States of America and their territories.

AN ACT

56 • Unit 4

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.


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.

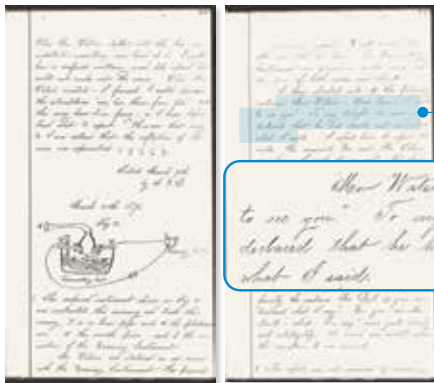
3. Evaluate

 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?

Reading Historical Documents

On March 10, 1876, Alexander Graham Bell wrote a notebook entry describing the first telephone call. Using the enlarged text to the right, copy the excerpt from the notebook in your best cursive handwriting.



The excerpt reads: "Mr. Watson - Come here - I want to see you." To my delight he came and declared that he had heard and understood what I said.

Unit 4 • 57

Reading Historical Documents

Transcription of the enlarged text on the student page:

"Mr. Watson - Come here - I want to see you." To my delight he came and declared that he had heard and understood what I said.

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 Alexander Graham Bell.


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?

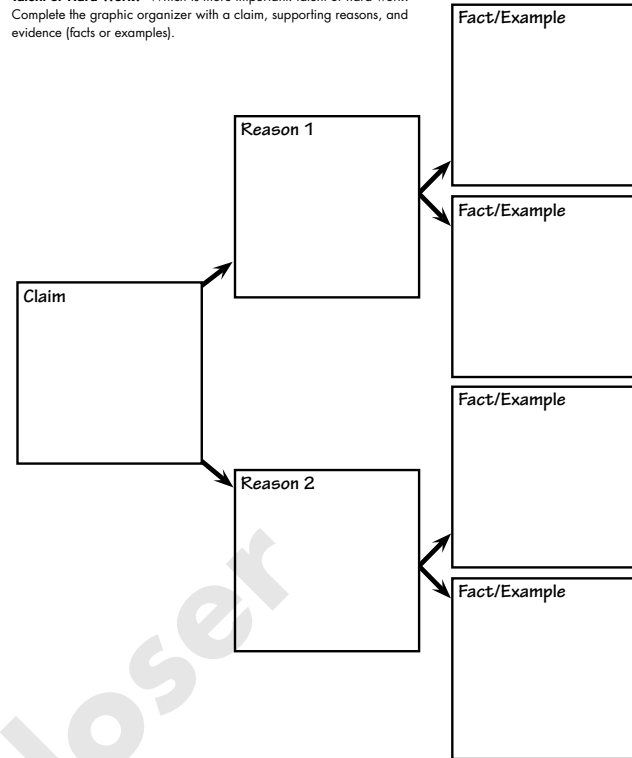
Apply

Argument

Apply

Argument

Talent or Hard Work? Which is more important: talent or hard work? Complete the graphic organizer with a claim, supporting reasons, and evidence (facts or examples).



Objective: Complete a graphic organizer in preparation for writing an argument essay.

1. Model

Explain that a *claim* is an argument that is supported by clear reasons and relevant evidence, including facts and examples.


Model stating a claim as well as a reason and a fact or example to support it.

Instruct students to help you think of another reason and fact or example.

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

Warm-up Exercises Have students hold their pencils in the correct position. Then have them inch their middle finger, pointer finger, and thumb collectively toward the top of the pencil, until just the eraser is between the thumb and fingertips. Then have them reverse direction, sliding the pencil back to its normal position. Repeat this exercise to support finger dexterity and promote a proper grasp pattern.

Talent or Hard Work? Use the information from your graphic organizer to write an argument essay. Be sure to introduce your claim and organize your reasons and evidence clearly. Remember to indent the first line of each paragraph you write and leave space for margins.

Unit 4 • 63

Objective: Write an essay arguing whether talent or hard work is more important, supporting the claim with reasons and evidence (facts or examples).

1. Model


Model writing your claim 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

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



6

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