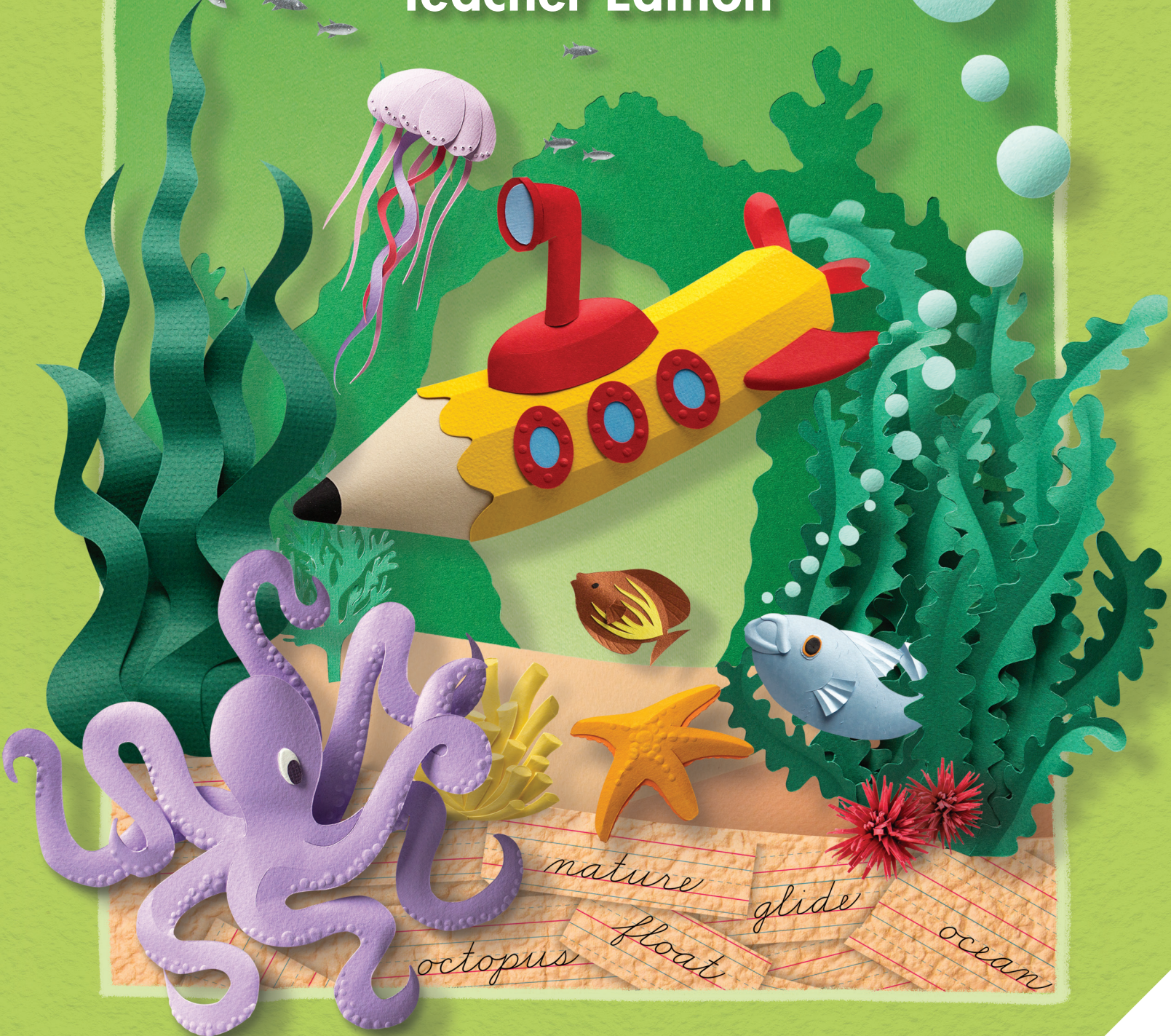


Zaner-Bloser
Handwriting

2C

Teacher Edition





Teacher Edition

Zaner-Bloser
Sample

ZB Zaner-Bloser

A Highlights Company

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Art: Gail Armstrong: Cover; Kevin Zimmer: vi, x, ix, xi, xiv, 164, 172, 180;
Jan Bryan-Hunt/Painted Words: 4, 5, 39–42, 162–163; Mircea Catusanu/
Painted Words: 8, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33,
35, 37, 38; Cheryl Kirk Noll/Chris Tugeau: 138 (Squanto); Bob Masheris/
Wilkinson Studios: 148–149, 150–151, 154, 158–162, 168–169; Gary
Krejca/Wilkinson Studios: 158; Nathan Jarvis: 146–147, 152, 153; John
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Literature: “City” from THE COLLECTED POEMS OF LANGSTON HUGHES
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ISBN 978-1-4531-4253-0

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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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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 provides a QR code students can access outside of 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, like spelling and executive function. As students pay less attention to the physical practice of writing, they can focus on the thoughts and ideas they want to express.



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

ZB Zaner-Bloser

INSPIRING aha MOMENTS

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

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

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

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

zaner-bloser.com

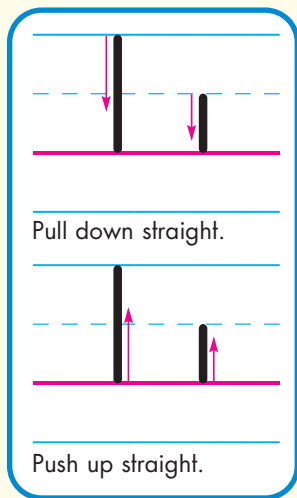


Why Zaner-Bloser?

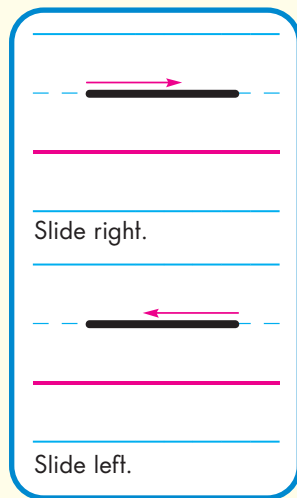
Basic Strokes Form the Foundation

Manuscript

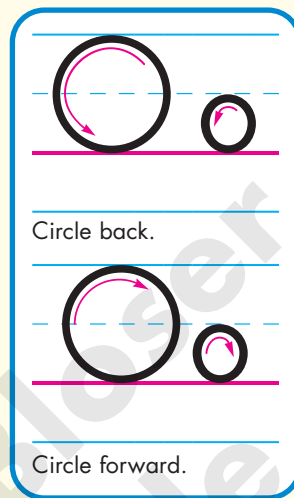
Four basic lines, or strokes, are used to form all manuscript letters and numerals—vertical, horizontal, circle, and diagonal.



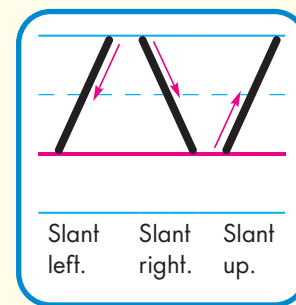
Vertical



Horizontal



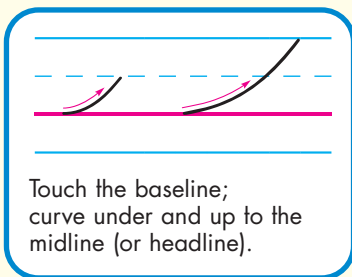
Circle



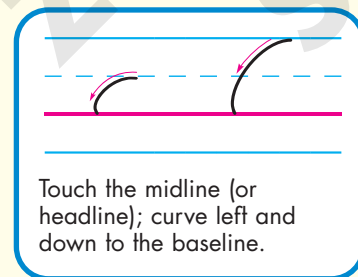
Diagonal

Cursive

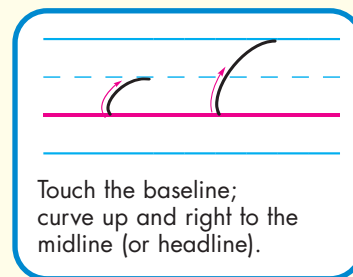
For grades 2–6, four basic strokes are used to form all cursive letters and numerals. These four strokes are undercurve, downcurve, overcurve, and diagonal.



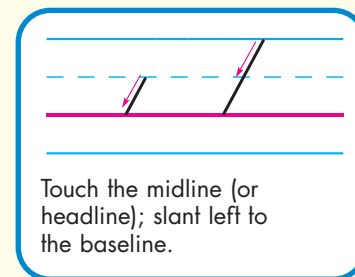
Undercurve



Downcurve



Overcurve



Diagonal

Groupings, Patterns, and Progress

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

Manuscript Groupings

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

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

Cursive Groupings

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

Lowercase

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

Uppercase

- Downcurve letters: *A, O, D, C, E*
- Curve forward letters: *N, M, H, K, U, Y, J, V, W, X*
- Overcurve letters: *L, I, Q*
- Doublecurve letters: *T, F*
- Undercurve-Loop letters: *S, 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—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 167 of this book). The Keys appear in the Student Edition to help students self-evaluate their handwriting. Self-evaluation is a key component in building confidence and helping students take ownership of their learning.

Evaluate

Cursive Keys to Legibility

Shape

Make your lowercase cursive letters easy to read. There are four basic shapes to look for.

undercurve



Circle undercurve letters.



Circle overcurve letters.

50 • Unit 2

Evaluate

Size

Make your lowercase cursive letters easy to read. Look at the size.

Tall Letters

Tall letters touch the headline.

b d k

Short Letters

Short letters touch the midline.

a c e

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

g j f

Circle the tall letters.

a c d e h i l t

Circle the short letters.

l m k o e b

Circle the letters that have descenders.

p q r t f j

51

Grade 2C Student Edition pages



Cross-Curricular Connections

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


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



Apply

Write a story about what you like to do when the weather is warm. Be sure to leave space for margins.

[Handwriting lines for writing a story]

An illustration of three children playing in a swimming pool. A boy in blue shorts is in the foreground, and two girls are in the background. One girl is on a lifeguard stand. The water is blue with white splashes.

Apply

Write a list of ways to help at home. Be sure to leave space for margins.

Ways to Help at Home:

[Handwriting lines for writing a list]

Apply

Write your favorite color. Then give reasons that color is best. Include a concluding sentence. Remember to leave space for margins.

My favorite color is

[Handwriting lines for writing a paragraph]

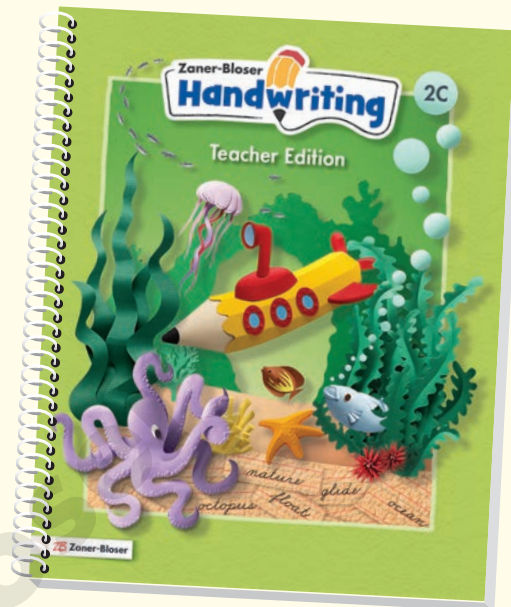
Program Components

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

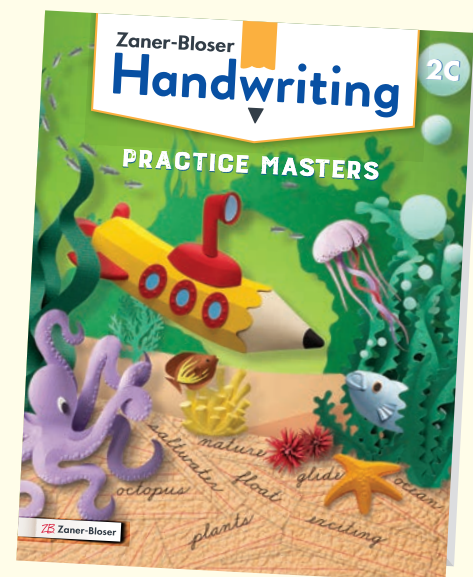
Meaningful, engaging handwriting practice and application

- 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

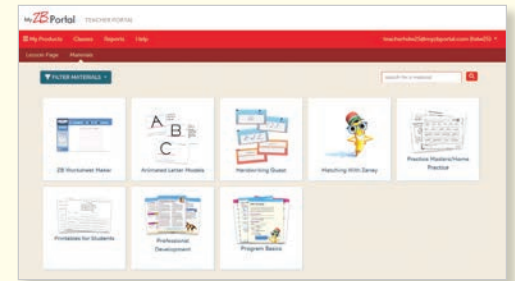


Program Components

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!

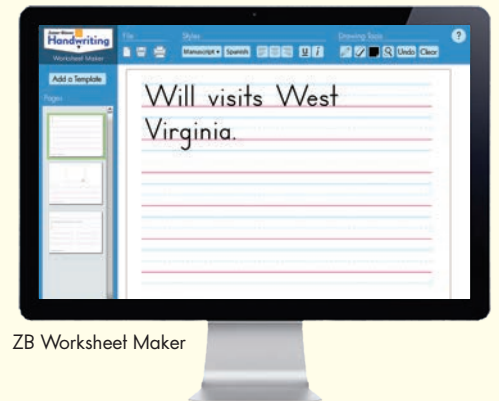


MyZBPortal.com

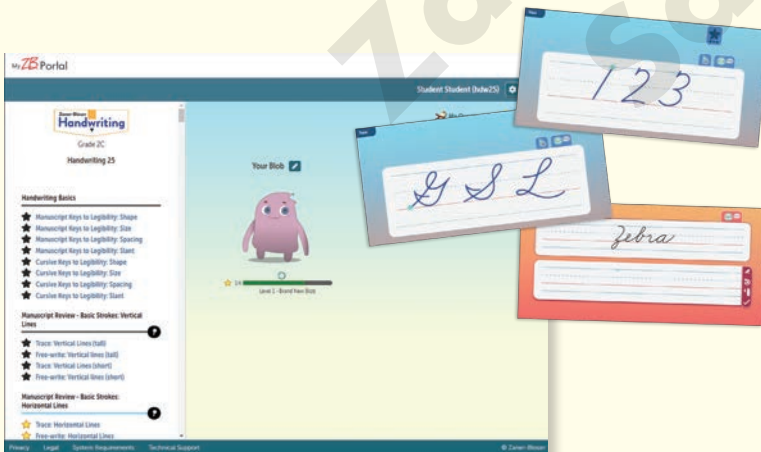
ZB Worksheet Maker ZB Worksheet Maker allows teachers to create documents using Zaner-Bloser’s manuscript and cursive alphabets. ZB Worksheet Maker provides grade-specific templates for a variety of documents and includes Spanish characters.

Templates include

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

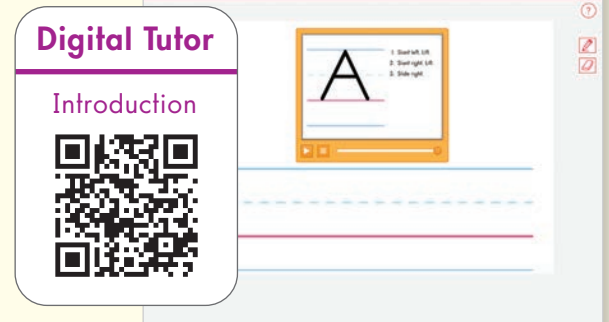


ZB Worksheet Maker



Handwriting Quest

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.



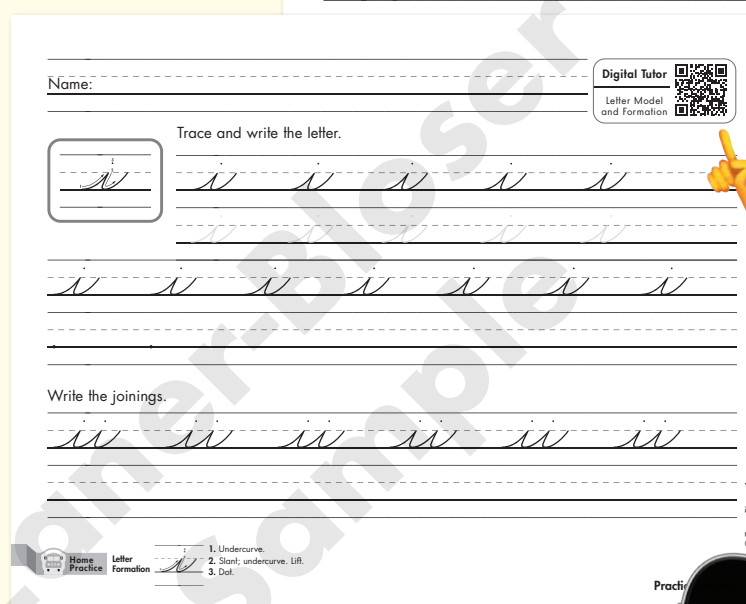
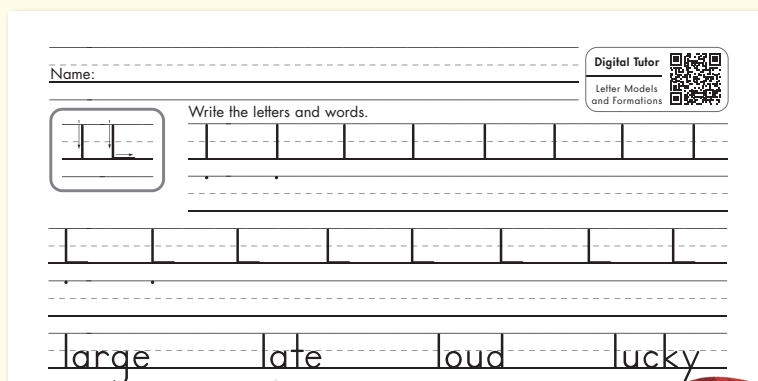
Animated Letter Model

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.

Handwriting Practice with Family

When students practice handwriting at home, they're more likely to retain and gain confidence in the skills they've learned. Additionally, families can provide invaluable support in their student's education. *Zaner-Bloser Handwriting* facilitates the school-home connection through practice worksheets, support materials, and the Digital Tutor.

Practice Masters These reproducible pages are a great way to encourage handwriting at home. Each reviews a skill students learned in their class lesson. Students can practice the skills independently and at their own pace, whether they need additional time to master a skill or an extra challenge beyond the class assignment. Practice Masters include QR codes that link to the Animated Letter Models. Adults can use the codes to help reinforce correct letter formation as students practice. Each worksheet is available both in the Practice Masters book and online at MyZBPortal.com.



Additional information to guide at-home practice includes

- a parent letter, with tips for using the Digital Tutor.
- Letter Formation pages to help students master foundational handwriting skills.
- Additional Home Practice pages that reinforce the skill learned in class.

Model for students how to scan a QR code using a QR code scanner app on a tablet or smartphone. Explain that when they scan a code on a Practice Master, they will be able to watch a video about the lesson they're working on.



Write

1. Circle back.

1. Circle back.

1. Slide right. Circle back.

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

Trace and write. ✓ Circle your best c, C, e, and E.

Unit 1 • 17

Letter Models and Formations

1. Circle back.

1. Circle back.

1. Slide right. Circle back.

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

Visit MyZBPortal.com for Animated Letter Model videos.

Objective: Practice writing manuscript c, C, e, and E.

1. Model

Write manuscript c and C on guidelines on the board as you say the letter formations, or display the Animated Letter Models at MyZBPortal.com. Use skywriting to model writing c and C in the air. Have students say the letter formations with you as they skywrite the letters or use their index finger to trace the letter models at the top of the student page.

Repeat the process for e and E.

2. Practice

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

Multilingual Learners

Vocabulary Building Describe and illustrate the words that can be sketched (*cheese, cereal, eggs, cherries, bread, carrots*). Mime *eat, good, and choose*. Use the words *food, every day, healthy, and meals* in sentences as a volunteer records them on the board. Then review the sentences on page 18. Finally, write a sentence frame for the writing prompt on page 18, such as *My favorite meal is _____ because _____*. Ask volunteers to suggest possible completions.


Write the words and sentences.

cherries bread carrots


Eating food gives us energy.

Cook meals that taste good.

Write a sentence about your favorite meal.


 **Slant** Circle a word that has good vertical slant.

3. Evaluate

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

Use these questions to help students evaluate their writing:

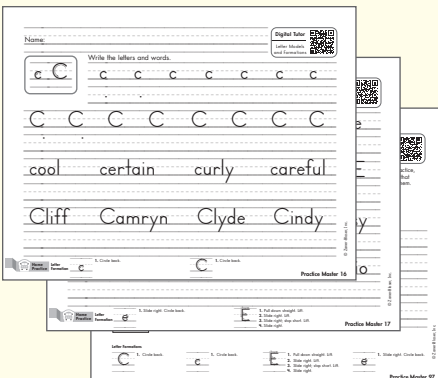
- Does your **c** look like a circle that has not been closed? Does your **c** stop a little above the baseline?
- Is your **C** about the same width as the model? Does your **C** rest on the baseline?
- Does your **e** look round? Is your slide right stroke straight?
- Is your **E** about the same width as the model? Are your top and bottom slide right strokes the same width?

 Proper slant makes each letter easy to read. Ask,

- Is your paper positioned properly?
- Are your letters straight up and down, not leaning to either side?



Home Practice



Practice Masters 16–17, 97

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

Occupational Therapist Tip

Wheelbarrow Walking and Crab Walking Have students “wheelbarrow walk” in pairs to encourage wrist extension needed for handwriting (one student places hands on floor; the other student lifts the partner’s feet from behind). Or they can practice “crab walking” (lay on back and raise body up so only hands and feet are touching floor) by playing crab soccer. These activities strengthen the core muscles (such as the abdominals) needed to maintain good posture while seated.

f

1. Curve back; pull down straight. Lift.
2. Slide right.

F

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

g

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

G

1. Circle back. Slide left.

Trace and write. Circle your best f, F, g, and G.

f f f f f f f f

F F F F F F F F

fence farm

g g g g g g g g

G G G G G G G G

garden green

Unit 1 • 19

Write

Letter Models and Formations

1. Curve back; pull down straight. Lift.
2. Slide right.

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

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

1. Circle back. Slide left.

Visit MyZBPortal.com for Animated Letter Model videos.

Objective: Practice writing manuscript f, F, g, and G.

1. Model

Write manuscript **f** and **F** on guidelines on the board as you say the letter formations, or display the Animated Letter Models at MyZBPortal.com. Use skywriting to model writing **f** and **F** in the air. Have students say the letter formations with you as they skywrite the letters or use their index finger to trace the letter models at the top of the student page.

Repeat the process for **g** and **G**.

2. Practice

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

Multilingual Learners

Total Physical Response Review the concept of *stop short*. Pantomime walking around the room and stopping short several times. Each time you do so, say that you are stopping short. Then have students stand up, walk around the room, and stop short on your command. Finally, talk about stopping short in writing. Read the stroke description and model writing **F** on the board. Remind students that the second slide right in **F** should stop short.

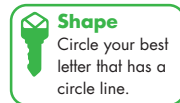
Write the words and sentences.

feed ground fancy growing


Flowers grow in my garden.

Growing tomatoes is fun.

Write a sentence that tells what plants need to grow.




3. Evaluate

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

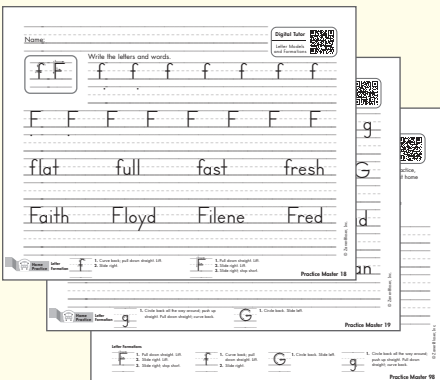
Use these questions to help students evaluate their writing:

- Does your **f** rest on the baseline? Is your slide right stroke on the midline?
- Is your **F** straight up and down? Does your second slide right stroke stop short?

- Is your **g** straight up and down? Does your **g** end below the baseline?
- Is your **G** about the same width as the model? Is your slide left stroke on the midline?
-  Proper shape makes each letter easy to read. Ask,
 - Do your letters look like the models in the book?
 - Are your circle lines round?



Home Practice



Practice Masters 18–19, 98

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

Writing in the Content Areas

Social Studies Discuss the first Thanksgiving as a group, including who was involved, the purpose of the celebration, and the foods that were prepared. Then have students write an *informative/explanatory paragraph* about the first Thanksgiving. Remind them to use their best handwriting and to make sure their circle lines are smooth.

Cursive Writing

You are writing very well.
Your manuscript letters look good.
Each letter stands straight up and down.
The way manuscript letters should.

You're ready to write a new way.
You're ready to learn cursive. at last!
Cursive writing is graceful.
Cursive writing is fast.

You are ready for cursive writing! As you begin, you will notice how cursive writing is different from manuscript writing. Look at these words.

ready

ready

The letters in the cursive word are joined together.
Cursive writing slants forward. Write some letters you know in cursive.

What else can you write in cursive? Write it here.

The pages in this book will help you learn to write cursive letters, words, and sentences.

Unit 2 • 41

Cursive Writing

Use the following criteria to help determine whether students are ready for cursive writing:

Reading Level Does the student show reading proficiency near grade level?

Manuscript Mastery Is the student able to write legibly in manuscript?

Cursive Letter Recognition Is the student able to recognize and identify all cursive letters?

Cursive Word Reading Is the student able to read cursive words and understand that letters following **b**, **o**, **v**, and **w** are written slightly differently?

Grouping of Letters Is the student able to group letters according to size, shape, beginning stroke, and ending stroke?

Understanding of Terminology Does the student understand the terms for cursive handwriting?

Understanding of Slant Does the student understand that slant is determined by paper position, the direction in which the downstrokes are pulled, and the shifting of the paper as the writing space is filled?

Objective: Notice the differences between manuscript and cursive and begin writing cursive letters.

1. Model

Ask volunteers to read aloud the poem on the student page. Invite discussion on the similarities and differences they have noticed between manuscript and cursive writing.

Initiate class discussion about where students have seen cursive handwriting. Ask them when they have observed adults using cursive writing.

Instruct students to compare the word **ready** in manuscript and cursive.

Point out that the letters in cursive are joined together and slant forward. Model writing a word or a name in manuscript and in cursive on the board. Ask students to describe how the two are different.

2. Practice

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

3. Evaluate

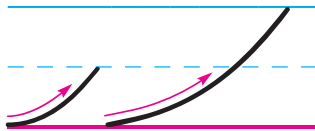
Write on the board the lowercase alphabet in cursive, but do not write them in alphabetical order. Determine whether all students can recognize and identify all the cursive letters. Repeat the procedure using uppercase letters. This exercise will help you identify students who need extra help when they begin learning cursive.

Multilingual Learners

Letter Recognition As students prepare to begin writing in cursive, review the names of all uppercase and lowercase manuscript letters with them. Write each uppercase and lowercase manuscript letter on an index card or on sentence strips that have been cut apart. Shuffle them and put them facedown on the table or floor. Have students take turns picking up a card, holding it up for everyone to see, and saying the name of the letter.

Cursive Basic Strokes

Basic Stroke Models and Formations

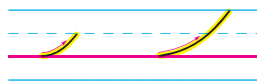


1. Touch the baseline; curve under and up to the midline (or headline).

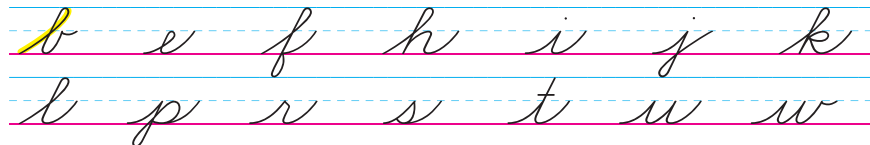
Cursive Basic Strokes

Undercurve An undercurve is one of the basic strokes used to write cursive letters.

An undercurve stroke swings up.



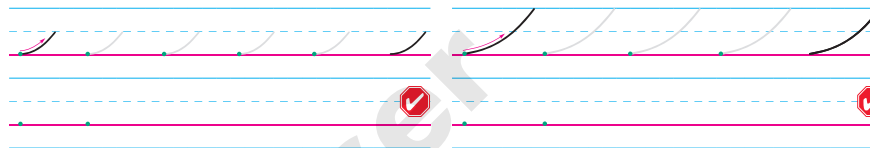
Trace an undercurve stroke at the beginning of each lowercase letter.



Trace an undercurve stroke at the beginning of each uppercase letter.



Trace and write. ✓ Circle your best undercurve strokes.



46 • Unit 2

Objective: Practice the undercurve stroke.

1. Model

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

Say the undercurve stroke formations. Use skywriting to model the undercurve stroke in the air. Have students say it with you as they skywrite the undercurve stroke or use their index finger to trace the basic stroke models at the top of the student page. If students have difficulty identifying the stroke in a certain letter, model the letter on the board and highlight the undercurve stroke in a different color.

2. Practice

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

3. Evaluate

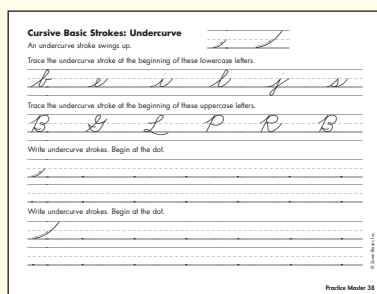
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best stroke.

Use these questions to help students evaluate their writing:

- Did you begin each stroke at the correct point on the baseline?
- Did you end each short undercurve stroke at the midline?
- Does each of your tall undercurve strokes end at the headline?



Home Practice



Practice Master 38

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

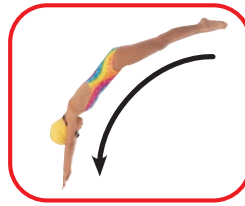
Multilingual Learners

Stroke Description Vocabulary Some students might need extra help with the term *undercurve*. Explain that the curve in the stroke is like the curve you make while swinging on a swing. Point out the picture on page 46. Model for students the motion of swinging on a swing by extending both your arms behind you and then swinging them forward in an arc like a swing. Have students join you in modeling the swing motion and saying *undercurve*.

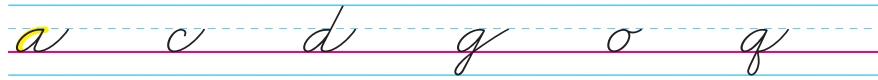
Cursive Basic Strokes

Downcurve A downcurve is one of the basic strokes used to write cursive letters.

A downcurve stroke dives down.



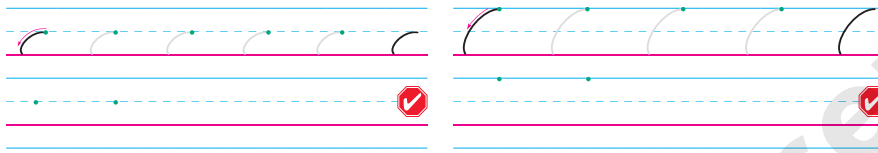
Trace a downcurve stroke at the beginning of each lowercase letter.



Trace a downcurve stroke in each uppercase letter.



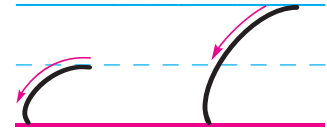
Trace and write. ✓ Circle your best downcurve strokes.



Unit 2 • 47

Cursive Basic Strokes

Basic Stroke Models and Formations



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

Objective: Practice the downcurve stroke.

1. Model

Point out the stroke models and the photo on the student page. Explain that the downcurve stroke is another basic stroke used to write cursive letters.

Say the downcurve stroke formations. Use skywriting to model the downcurve stroke in the air. Have students say it with you as they skywrite the downcurve stroke or use their index finger to trace the basic stroke models at the top of the student page. If students have difficulty identifying the stroke in a certain letter, model the letter on the board and highlight the downcurve stroke in a different color.

2. Practice

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

3. Evaluate

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

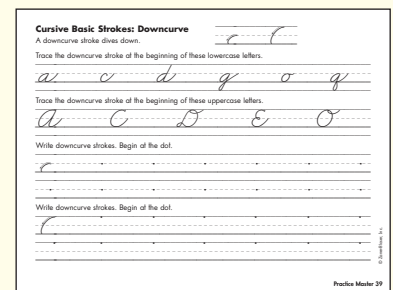
Use these questions to help students evaluate their writing:

- Did you begin each short downcurve stroke near the midline?
- Does each of your tall downcurve strokes begin near the headline?
- Do your downcurve strokes end at the baseline?

Multilingual Learners

Stroke Description Vocabulary Some students might need extra help with the term *downcurve*. Explain that the curve in the stroke is like the curve you make while diving into a swimming pool. Point out the picture on page 47. Model for students the motion of diving into a pool by straightening your arms over your head, putting one hand on top of the other, and bending forward at the waist. Have students join you in modeling the dive motion and saying *downcurve*.

Home Practice



Practice Master 39

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

Cursive Basic Strokes

Basic Stroke Models and Formations

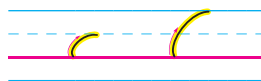


1. Touch the baseline; curve up and right to the midline (or headline).

Cursive Basic Strokes

Overcurve An overcurve is one of the basic strokes used to write cursive letters.

An overcurve stroke bounces up.



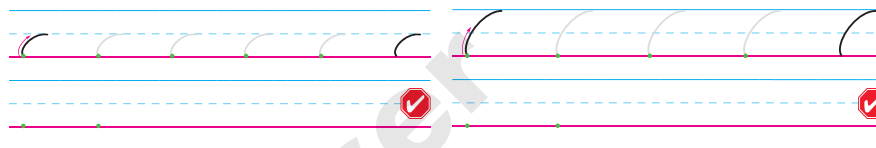
Trace an overcurve stroke at the beginning of each lowercase letter.



Trace an overcurve stroke at the beginning of each uppercase letter.



Trace and write. ✓ Circle your best overcurve strokes.



48 • Unit 2

Objective: Practice the overcurve stroke.

1. Model

Point out the stroke models and the photo on the student page. Explain that the overcurve stroke is another basic stroke used in cursive writing.

Say the overcurve stroke formations. Use skywriting to model the overcurve stroke in the air. Have students say it with you as they skywrite the overcurve stroke or use their index finger to trace the basic stroke models at the top of the student page. If students have difficulty identifying the stroke in a certain letter, model the letter on the board and highlight the overcurve stroke in a different color.

2. Practice

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

3. Evaluate

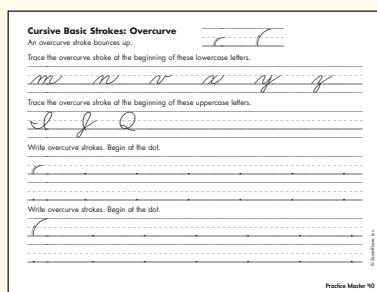
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best stroke.

Use these questions to help students evaluate their writing:

- Did you begin each stroke at the correct point on the baseline?
- Did you end each short overcurve stroke near the midline?
- Does each of your tall overcurve strokes end near the headline?



Home Practice



Practice Master 40

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

Multilingual Learners

Stroke Description Vocabulary Some students might need extra help with the term *overcurve*. Explain that the curve in the stroke is like the curve you make while shooting a basket—throwing the ball into the net—in basketball. Point out the picture on page 48. Model for students the motion of shooting a basket. Have students join you in modeling the motion and saying *overcurve*.

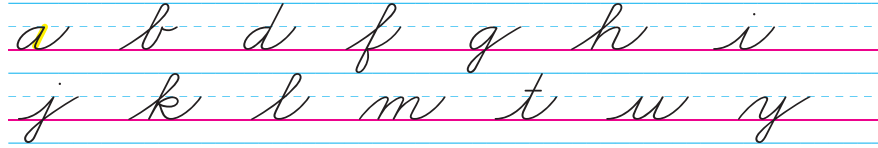
Cursive Basic Strokes

Diagonal A diagonal is one of the basic strokes used to write cursive letters.

A diagonal stroke slides down. 




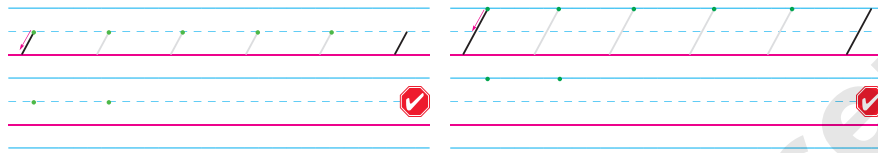
Trace a diagonal stroke in each lowercase letter.



Trace a diagonal stroke in each uppercase letter.



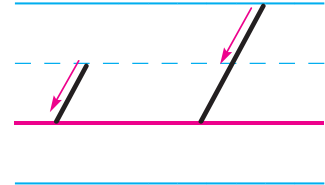
Trace and write.  Circle your best diagonal strokes.



Unit 2 • 49

Cursive Basic Strokes

Basic Stroke Models and Formations



1. Touch the midline (or headline); slant left to the baseline.

Objective: Practice the diagonal stroke.

1. Model


Point out the stroke models and the photo on the student page. Explain that the diagonal stroke is another basic stroke used to write cursive letters.

Say the diagonal stroke formations. Use skywriting to model the diagonal stroke in the air. Have students say it with you as they skywrite the diagonal stroke or use their index finger to trace the basic stroke models at the top of the student page. If students have difficulty identifying the stroke in a certain letter, model the letter on the board and highlight the diagonal stroke in a different color.

2. Practice

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

3. Evaluate

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

Use these questions to help students evaluate their writing:

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

Home Practice



Cursive Basic Strokes: Diagonal

A diagonal stroke slides.

Trace the diagonal stroke in these lowercase letters.

a d m h y

Trace the diagonal stroke in these uppercase letters.

B P R U X Y

Write diagonal strokes. Begin at the dot.

y

Write diagonal strokes. Begin at the dot.

T

Practice Master 41

Practice Master 41

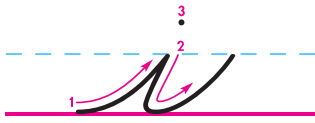
For more practice, download the Practice Master from MyZBPortal.com, or make copies using the Practice Masters booklet.

Multilingual Learners

Stroke Description Vocabulary Some students might need extra help with the term *diagonal*. Explain that the stroke is like the angle at which you ride a sled down a hill. Point out the picture on page 49. Bend one of your arms at the elbow and model the angle of the hill. Use the index finger of your other hand to show the downhill motion of sliding down that hill. Have students join you in modeling the angle and saying *diagonal*.

Write

Letter Model and Formation



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

Visit MyZBPortal.com for Animated Letter Model videos.

Write



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

Circle *i* and *i* in these words.

interesting insects
interesting insects



Trace and write. Notice the undercurve beginning. ✓ Circle your best *i*.



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



56 • Unit 3

Objective: Practice writing lowercase cursive *i*.

1. Model

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

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

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

2. Practice

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

3. Evaluate

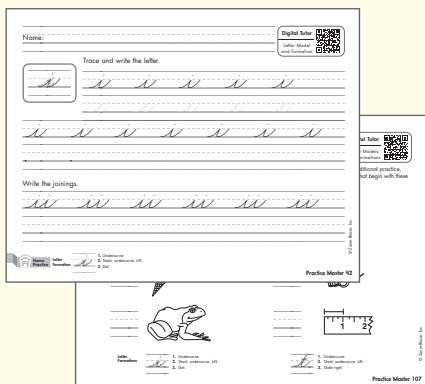
✓ **Tell** students that when they come to the stop sign symbol, they should stop writing and circle their best letter or joining.

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

- Does your letter rest on the baseline?
- Do your first and last strokes end at the midline?



Home Practice

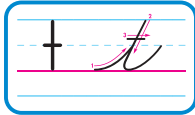


Practice Masters 42, 107

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

Multilingual Learners

Sound Discrimination To help students understand the long and short sounds of the vowel *i*, gather several picture cards or make your own with pictures from magazines. Say the name of each picture card and have students repeat it after you. Help students discriminate between the short vowel sound of *i*, as in *kick*, and the long vowel sound of *i*, as in *ride*. Make a two-column chart on the board. Have students sort the word cards for short and long *i* and tape them in the appropriate column. Write each word below the picture card.



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

Circle **t** and *t* in these words.

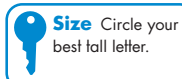
tractor tilling
tractor tilling



Trace and write. Notice the undercurve ending. ✓ Circle your best *t*.

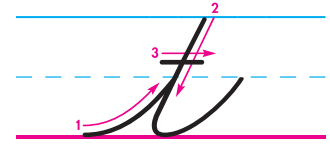


Join *t* and other letters. Finish the joining or word before crossing the *t*. ✓ Circle your best joining and your best word.



Unit 3 • 57

Letter Model and Formation



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

Visit MyZBPortal.com
for Animated Letter
Model videos.

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

1. Model

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

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

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

2. Practice

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

3. Evaluate

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

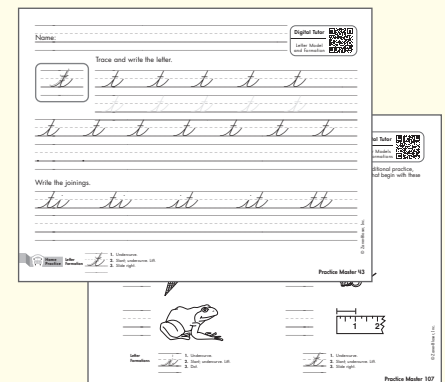
🔑 **Proper size** makes each letter easy to read. Ask,

- Does your **t** touch the headline?
- Does your final undercurve end at the midline?

Writing in the Content Areas

Science Draw a word web on the board and write *insects* in the center circle in both manuscript and cursive. Help students brainstorm a list of insects. Add their responses to the word web. Have students select an insect and write a brief *informative/explanatory paragraph* to tell about it.

Home Practice



Practice Masters 43, 107

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

Letter Model and Formation



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

Visit MyZBPortal.com for Animated Letter Model videos.

Circle *u* and *u* in these words.



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

useful umbrella

useful umbrella



Trace and write. Notice the undercurve beginning. ✓ Circle your best *u*.



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



Objective: Practice writing lowercase cursive *u*.

1. Model

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

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

3. Evaluate

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

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

- Does your *u* begin at the baseline?
- Is your *u* about the same width as the model?

2. Practice

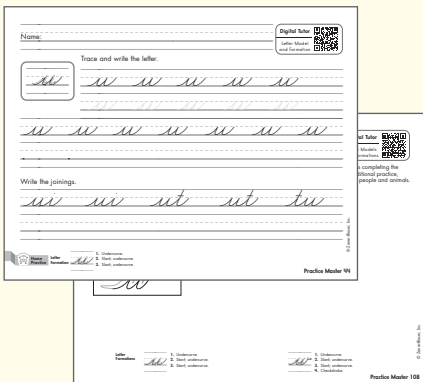
Ask students to complete the student page at a literacy center, during independent work time, or for homework.

Multilingual Learners

Sound Discrimination To help students understand the long and short sounds of the vowel *u*, gather several picture cards or make your own with pictures from magazines. Say the name of each picture card and have students repeat it after you. Help students distinguish the short *u* sound (*umbrella*) from the long *u* sound (*huge*). Hold up each picture card and have students say the word. Ask them to say “long” or “short” to describe the vowel sound.

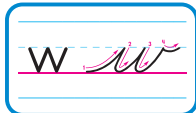


Home Practice



Practice Masters 44, 108

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



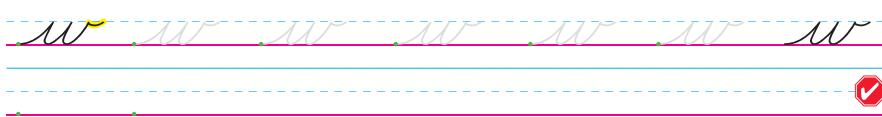
1. Undercurve.
2. Slant; undercurve.
3. Slant; undercurve.
4. Checkstroke.

Circle *w* and *w* in these words.

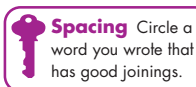
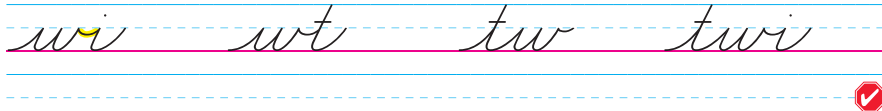
winter wind blows

winter wind blows

Trace and write. Notice the checkstroke ending. ✓ Circle your best *w*.



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



Spacing Circle a word you wrote that has good joinings.

Unit 3 • 59

Letter Model and Formation



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

Visit MyZBPortal.com for Animated Letter Model videos.

Objective: Practice writing lowercase cursive *w*.

1. Model

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

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


2. Practice

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

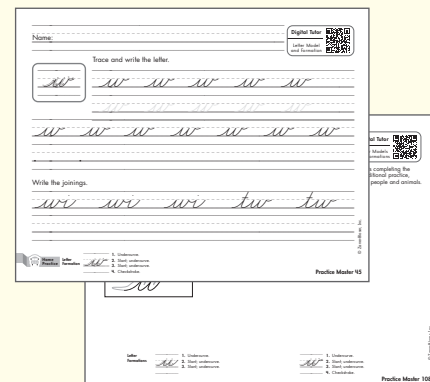
3. Evaluate

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

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

- Are your letters neither too close together nor too far apart?
- Is there space for  between your letters?

Home Practice



Practice Masters 45, 108

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Apply

Cursive in the Real World

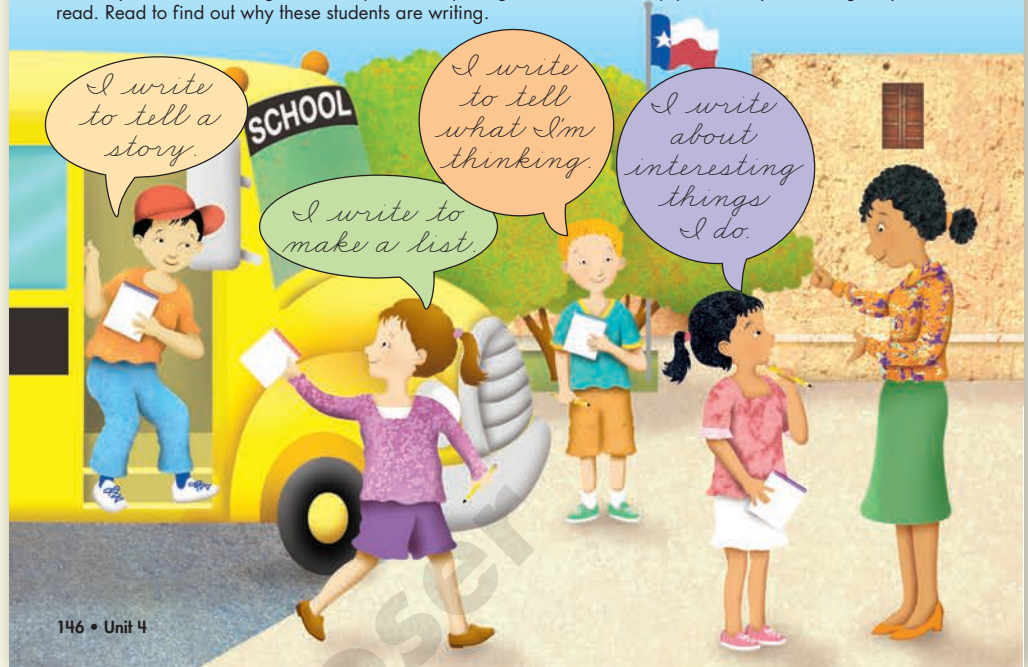
Teacher Tips

Evaluation Help students realize the importance of good handwriting in all subject areas. The Zaner-Bloser Handwriting *Evaluation Stamp* encourages students to consider the legibility of their handwriting on content-area papers.

Apply

Cursive in the Real World

Why Do You Write? On the following pages, you will write about many interesting things. You will write for many reasons. Thinking about Shape, Size, Spacing, and Slant will help you make your writing easy to read. Read to find out why these students are writing.



Objective: Discuss the different reasons for writing and the importance of using legible handwriting.

1. Model

Direct students to look at the illustrations on the student pages. Invite volunteers to describe what they see. Encourage discussion on the various comments about writing, and ask why they think the students in the illustration would want their writing to be legible. Ask students to name additional reasons they have for writing.

2. Practice

Ask students to complete both student pages at a literacy center, during independent work time, or for homework. Tell them to use their best cursive handwriting.

Occupational Therapist Tip

Writing Posture Some students with fine motor difficulties might overuse their visual perceptual skills when writing as a compensation technique. These students will often lean very close to their written work. Although this writing posture is not necessarily harmful, it is fatiguing to maintain this awkward position when writing, especially for longer assignments. Allow for frequent breaks during writing activities.



Write a sentence about something you have written.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Unit 4 • 147

Teacher Tips

Evaluating Size Tell students that drawing a rectangle around their letters can help them determine whether they have the correct width. Have them compare their letters with the models.

3. Evaluate

Guide students through the self-evaluation process. Encourage them to explain why one letter or word they wrote might be better than another.

Multilingual Learners

Sentence Conventions The conventions of writing differ across cultures. In some writing systems, uppercase letters are not used. The placement of punctuation might also differ. Explain to students that in English, sentences start with an uppercase letter and end with some form of punctuation. Stress the importance of including punctuation at the end of every sentence.

Apply

Informative/ Explanatory

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 identify and explain the errors and then rewrite the words correctly with colored chalk or marker.

Apply

Informative/Explanatory

My Classroom Write facts about your classroom. You might include what your classroom looks like, how many students are in your class, or what you learn in your classroom. Remember to indent the first line of each paragraph you write and leave space for margins.

160 • Unit 4

Objective: Write an informative/explanatory piece that includes facts about your classroom using legible cursive handwriting.

1. Model

Tell students that informative/explanatory writing gives information about a topic. Explain that informative/explanatory writing includes facts. Choose a familiar topic and state a fact about the topic.


Invite volunteers to provide additional facts about your topic. Encourage students to state each fact as a complete sentence.

2. Practice

Ask students to complete the student page at a literacy center, during

independent work time, or for homework. Tell them to use their best cursive handwriting.

3. Evaluate

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

- Did you form your letters using correct strokes?
- Does your writing have good shape?

Multilingual Learners

Writing Paragraphs Assist students with the writing activity on the student page. Model writing the paragraphs on the board. Write short, clear sentences with words that students know. Allow beginning students to copy the paragraphs and make changes. Direct intermediate students to use your sentences as frames for their paragraphs. Have advanced students read your paragraphs for structure and ideas and write similar paragraphs in their own words.

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

The quick brown fox jumps over the lazy dog.

The quick brown fox jumps over the lazy dog.

Write the sentence in your best manuscript handwriting. Then write the sentence again in your best cursive handwriting.

Handwriting practice lines for the sentence "The quick brown fox jumps over the lazy dog." The page includes multiple sets of horizontal lines for manuscript and cursive writing. A checklist at the bottom right of the writing area is as follows:

My writing has good	
 Shape	<input type="checkbox"/>
 Size	<input type="checkbox"/>
 Spacing	<input type="checkbox"/>
 Slant	<input type="checkbox"/>

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Sentence

Teacher Tips

Automaticity The ability to write letters and words automatically enables students to spend more time thinking about the content of their writing. To make sure students are gaining automaticity, ask them to demonstrate correct letter formation with their eyes closed using skywriting.

Objective: Write a sentence that incorporates each letter of the alphabet using legible cursive handwriting.

1. Model


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

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?
- Are your letters the correct size?
- Did you use proper spacing?
- Did you write with correct slant?

Occupational Therapist Tip

Travel-Size Games Play travel-size games with small pieces that require the student to manipulate small objects. These activities are great for strengthening the hand muscles.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

a b c d e f g h

i j k l m n o

p q r s t u v

w x y z

1 2 3 4 5 6 7 8 9 10

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ISBN 978-1-4531-4253-0

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