



# D'Nealian<sup>®</sup> Handwriting

Grade 3 Cursive

Teacher's Edition Sampler

**SAVVAS**  
LEARNING COMPANY

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TE Sampler

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## Teacher's Edition

### **Unit 1: Getting Ready to Write..... 6**

Students learn critical handwriting skills, including letter size, form, slant, and spacing.

### **Unit 2: Reviewing Manuscript Letters..... 8**

Students review all manuscript letters and systematically practice and review their work.

### **Unit 3: Writing Lowercase Cursive Letters..... 10**

Students practice writing all lowercase letters and connecting strokes.

### **Unit 4: Writing Capital Cursive Letters ..... 14**

As students learn capital letter formations, they also practice real-life writing tasks.

## Handwriting Reimagined



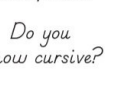
The only continuous stroke mani-cursive handwriting program has been reimagined to offer teachers and students a complete audio, visual, tactile, and kinesthetic approach to teaching manuscript and cursive through a streamlined routine.

### The D'Nealian Advantage

- Features continuous stroke lowercase letters with a focus on proper size, slant, and spacing to support early literacy learning.
- Eases the transition from manuscript to cursive since most lowercase letters are the same as their cursive version.
- Cuts down on common reversals, such as **b** and **d** or **g** and **p**, because there are no pencil lifts.

Welcome to the Cursive Club!

The words above are in cursive. Members of the Cursive Club can read and write in cursive. What does it look like to you?

cooked noodles?	a secret code?	letters you already know?
		

Do you know cursive?

You're right if you said cursive looks like letters you already know. Look at each letter in the messages below. Circle the cursive letters that look almost the same as the manuscript letters.

We can't wait for cursive! We can't wait for cursive!

Most cursive letters are joined together. Make a under five places where letters are joined.

Congratulations! You are learning cursive. Soon you will be a member of the Cursive Club!

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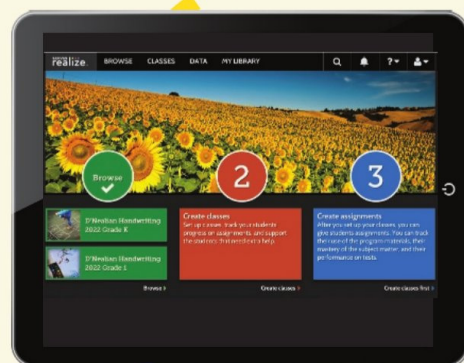
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### Student Edition Worktext

Engaging activities, self-evaluation tools, and colorful illustrations connect learning.

## Digital Access to Savvas Realize

- Interactive Teacher's Edition
- Student Edition PDF
- Print On-Demand Student Practice Pages
- Stroke Modeling Animations
- Tracing Letter and Number Cards



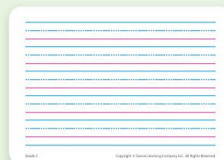


# D'Nealian Handwriting Kit

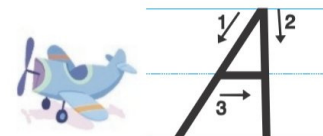
Alpha Touch Cards

A a

Write-on/Wipe Off  
Rewrite Cards, set of 25



Tracing Letter  
and Number  
Cards



## Write *k* and *t*

### Objectives

- Write cursive letters *k* and *t*.
- Connect the letters *kl*, *th*, *lk*, *ht*, and *tl*.

### Warm Up

Show students the lowercase cursive *k* and *t* Letter Formation videos.

**Teach** Write lowercase cursive *k* as you say the letter description. Point out the uphill strokes. Have children repeat after you. Continue the routine with *t*.

Uphill high; loop down, up into a little tummy, slant down right, and up. | Cuesta arriba; vuelta hacia abajo, sube a formar una barriguita, baja inclinado a la derecha y sube.

Uphill high; down and up. Cross. | Cuesta arriba; baja y sube. Cruza.



### Model and Guide Practice

- Point out manuscript and cursive letters *k* and *t* on page 62 in the student book. Ask children to compare and contrast the manuscript and cursive letters. Have children finger trace the step-by-step model letter and pencil trace the gray letters as they repeat the letter description with you.

- Then guide students to connect the letters *th*, *tl*, *it*, *tt*, and *tk*. Help students check their letters for correct starts, steps, and connections.

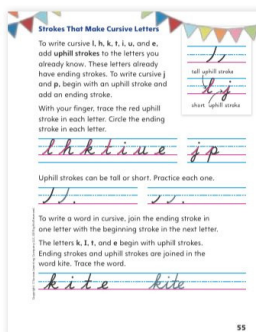
**Practice** Have children complete student page 62.

**Evaluate** Help students check their letter for correct steps, connections, and placement.

- Do all my *k*'s have loops?
- Did I retrace when I wrote my *t*'s?
- Did I cross all my *t*'s?

When they have reviewed their work, have students circle the best *k* and *t* that they wrote.

**Additional Practice** Review and Practice *Workbook Practice and Review* PDFs, pp. 65–66 Interactive Practice, *k* and *t*



### ACTIVITY BANK

**Kinesthetic** Have children practice writing lowercase letter *t* on a chalkboard using a paintbrush and water. The paintbrush and water will help students practice an uninterrupted flow as they write. **AUDITORY**

**Enrich** Provide students with unlined paper to create a collage of the cursive letters they've learned. Invite them to write rows vertically, horizontally, diagonally and to use different colors. **KINESTHETIC**

WRITE LOWERCASE CURSIVE LETTERS • Unit 1 • 11

## Teacher's Edition

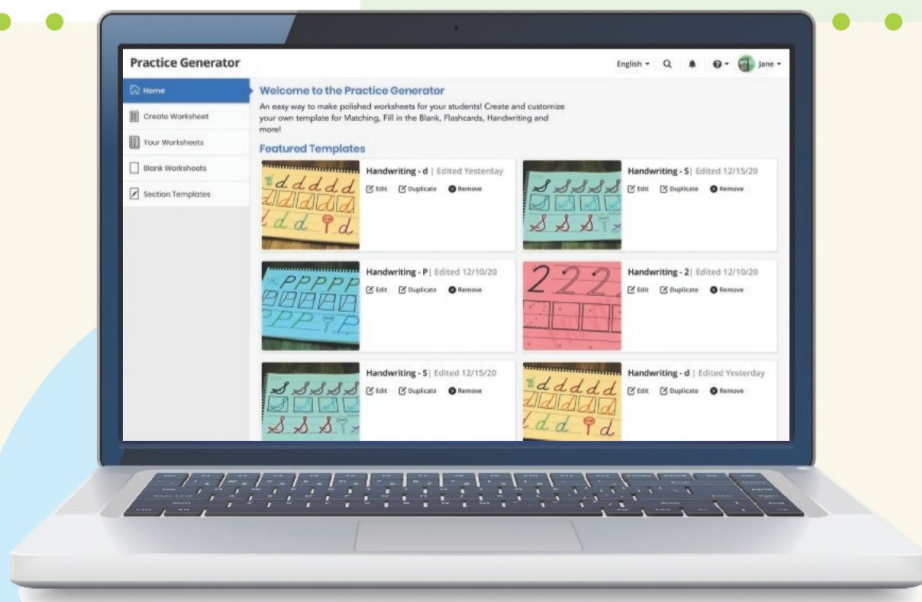
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

## SAVVAS

### Practice Generator

Create and customize printable practice worksheets based on the individual needs of your students.

- Lets teachers integrate handwriting practice with grade-level science, social studies, and vocabulary content
- Increases student ownership of learning
- Saves teachers time



# Letter Slant and Spacing

## Objective

- Recognize and use proper letter size, form, and spacing of letters words in a sentence.

## Warm Up

Talk about the definition of the word *slant* with students.

**Teach** Tell students that when we are handwriting, we need to keep the slant of our letters consistent. Keeping our letters slanted in the same direction makes our writing easier to read. Demonstrate the word *slant* using a few books and bookends.

- Push the books in one direction. Ask students to tell you which way the books are leaning, or slanting.
- Then push the books in the opposite direction, and ask students again.
- Finally, push the book ends tightly together so that the books are standing up straight.

## Model and Guide Practice

- Have volunteers read the first sentence on the page in the student book. Discuss the various slants and the pictures illustrating them.
- Have students explain why the word *different* is hard to read.
- Ask a volunteer to tell why the sentence at the bottom of the page is hard to read.

**Practice** Have students draw a line along the slant of each letter. Students should be able to see whether or not the slant is consistent. Have them complete student p. 9.

**Evaluate** Have students look at a sample of their own handwriting and draw a line along the slant of each letter.

- Do my letters all slant the same way?
- Can I improve the slant of my writing?

## Additional Practice

SavvasRealize.com

- Practice and Review Workbook*, p. 9

### Letter Slant and Spacing

Slant all your letters the same way. That will make your handwriting easier to read. Find the slant that is right for you. Then keep that slant.



Some writers slant their letters to the right.

right



Some writers slant their letters to the left.

left



Some writers make their letters straight up and down.

up and down



Do not slant your letters different ways.

different

Which handwriting is hard to read? Why is it hard?

Spacing is important. Letters and words should not be too close together or too far apart. Write this sentence. Use correct spacing.

Let me outo fhere!

9

## ACTIVITY BANK

**Trace the Slant** Draw baseball bats, pencils, drinking straws, or other objects on the board that slant in different directions. Label the objects with words that have the three slants. Have students practice writing the words with the different slants. **KINESTHETIC**

**Slant Sprinkles** Using a student's best handwriting sample, have the student use tracing paper to draw lines along the letter slant. Then have the student use glue and sprinkles on the lines and feel the slant when it dries.

## HANDWRITING SUPPORT



# Cursive Is Coming

## Objective

- Compare manuscript and cursive handwriting.

## Warm Up

On the board, write the sentence in manuscript: *This is my handwriting*. Then write the sentence again in cursive.

**Teach** Have volunteers read both sentences on the board aloud and explain how the two styles of handwriting are alike and different.

Tell students that learning to write and read cursive handwriting is a skill that takes practice. Students may find reading cursive challenging. Explain that learning to write cursive will also help them read cursive handwriting more easily.

## Model and Guide Practice

Have volunteers read the title, information, and the statements under the headings *Manuscript* and *Cursive*.

- Ask students to read each list.
- Have students discuss why the manuscript and cursive *a* look almost the same.

**Practice** Have students complete p. 10.

**Evaluate** Have students review the letters they circled.

- Do my circled letters look almost the same?
- Which letters did I not circle?

## Additional Practice

SavvasRealize.com

- *Practice and Review Workbook*, p. 5

### Cursive Is Coming

People may write messages, lists, and other information in two ways. Read the two lists below. Some letters look almost the same in both lists.

A letter is circled in each list that looks almost the same. Circle three more letters that look almost the same in cursive and in manuscript.

#### Manuscript

You already know how to write like this.

Ms. Jensen's Class  
Favorite Pets

cat  
dog  
hamster  
fish  
bird

#### Cursive

You will soon learn how to write like this.

Ms. Jensen's Class  
Favorite Pets

cat  
dog  
hamster  
fish  
bird

10

## ACTIVITY BANK

**Matching Names** Prepare a worksheet with two columns of the names of all students in random order. Make one column in manuscript and one in cursive. Ask students to match the names by drawing lines between columns.

### VISUAL

**Drawing With Letters** Write each student's first or last initial in cursive on a large sheet of paper. Have students draw a picture, using the letters as the outline for some creative part of the drawing. **CREATIVE EXERCISES**

# Write Manuscript *tT*, *hH*, and *kK*

## Objective

- Write the lowercase and capital manuscript letters *tT*, *hH*, and *kK*.

## Warm Up

Show students the lowercase and capital manuscript *tT*, *hH*, and *kK* Letter Formation videos.

**Teach** Tell students that we review how we make our manuscript letters to be sure we are forming the letters correctly. Write each lowercase and capital manuscript letter on the board.

- As you make each stroke of the letters, have the class read the letter descriptions. The letter descriptions are on SavvasRealize.com.
- Have volunteers name each letter and then trace it on the board.

## Model and Guide Practice

- Direct students to student p. 16. Point out the arrows on each letter, which show how to begin each letter.
- Write the letter *t* on the board as you recite the letter description.

**Practice** Have students complete student p. 16.

**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Are my letters slanted in the same direction?
- In the sentence, is there more space between words than between letters in a word?

## Additional Practice

AlphaTouch Cards *tT*, *hH*, and *kK*  
SavvasRealize.com

- Interactive Practice: *tT*, *hH*, and *kK*
- Practice and Review Workbook*, pp. 21–22

**Writing Manuscript *tT*, *hH*, and *kK***

Write the lowercase letters.

*t* *t*

*h* *h*

*k* *k*

Write the capital letters.

*T* *H* *K*

Write the names and the sentence.

King

Tuffy

Take Heidi to the Happy Trails Kennel.

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## ACTIVITY BANK

**Proper Nouns** Divide the class into groups. Have each group send one student to the board. Say a proper noun starting with *F*, *B*, *L*, *T*, *H*, or *K*. Students at the board should write the beginning capital letter. **LETTER PRACTICE**

**Mad Libs** Assign groups *F*, *B*, *L*, *T*, *H*, or *K*. Have groups work together to create a sentence where all the words begin with their assigned letter. Challenge groups to write the longest sentence. **EXTEND**



# Evaluation

## Objective

- Write capital and lowercase manuscript letters in words and sentences and evaluate own handwriting.

## Warm Up

Show students the lowercase and capital manuscript Letter Formation videos.

**Teach** Tell students that evaluating manuscript letters is important because it will help them correctly form most cursive letters. Remind them that keeping the slant of their letters consistent will make their writing easier to read. Write several scrambled sentences on the board. Some example sentences are:

- to bark dogs like
- are you why laughing

Ask volunteers to unscramble the sentences and write them on the board. Remind them to form the letters correctly, and use capital letters and end punctuation.

## Model and Guide Practice

- Have students discuss the picture and describe any personal experiences washing a dog. Ask students to read the sentences aloud.
- Point to the reminder at the top of the page. Ask students to follow your directions as they sit in their desk. Tell them to “lean to the right,” and check to see everyone is leaning correctly. Follow with “lean to the left,” and end with “sit up straight.”

**Practice** Have students complete student p. 22.

**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Have I formed all my letters correctly?
- Do all my letters slant in the same direction?

## Additional Practice

SavvasRealize.com

- Practice and Review Workbook*, pp. 29–30

## Evaluation

Write the words and sentences.

Remember: Slant all your letters the same way.

Dog Washing Today

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Zack will shampoo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rinse the puppy quickly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Jeff likes to dry.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

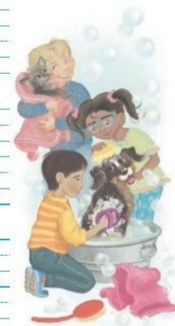
\_\_\_\_\_

\_\_\_\_\_

Check Your Handwriting

Do all your letters slant the same way?

Yes ☐ No ☐



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## ACTIVITY BANK

**Writing an Ad** Distribute colorful newspaper or magazine ads. Have students copy all the print from the ad in manuscript handwriting, using both capital and lowercase letters. **LETTER PRACTICE**

**Sentence Building** Have students expand simple sentences to make them more descriptive. Write several sentences on the board, such as *The boy saw a horse*. Demonstrate how to add words and phrases. **CREATIVE EXERCISES**

# Writing Cursive **o**, **w**, and **b**

## Objectives

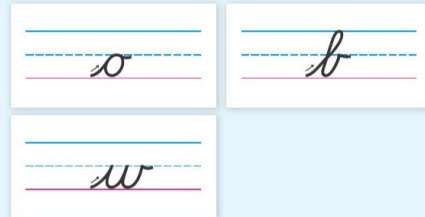
- Write the lowercase cursive letters **o**, **w**, and **b**.
- Write words and phrases containing these letters.

## Warm Up

Show students the lowercase cursive **o**, **w**, and **b** Letter Formation videos.

**Teach** Write lowercase **o** as you say the letter description. Have students repeat after you. Use the descriptions on SavvasRealize.com to continue the routine for letters **w** and **b**. Point out that each of these letters begin and end with the same stroke.

Start at the bottom. Drive over the hill. Go back down and curve around. Close up at the middle. Small hook right. | *Comienza desde abajo. Sube la colina. Devuélvete y da la vuelta a la curva. Cierra en el medio. Pequeño gancho a la derecha.*



## Model and Guide Practice

- Guide students to p. 52 in the student book. Have students read the first set of directions and point to the sidestrokes that end each model letter.
- Have students trace the first two letters as you read the letter descriptions.

**Practice** Have students complete student p. 52.

**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Do my cursive letters have sidestrokes?

When they have reviewed their work, have students circle the best letter that they wrote in each row.

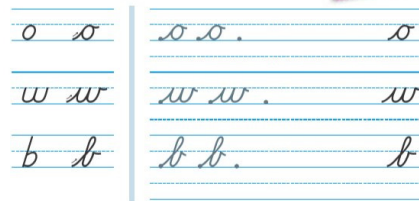
## Additional Practice

SavvasRealize.com

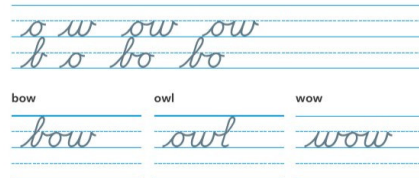
- *Practice and Review Workbook*, p. 53

### Writing Cursive **o**, **w**, and **b**

You can see manuscript **o** and **w** in cursive **o** and **w**. Cursive **b** looks very much like manuscript **b**. Begin cursive **o** with an overhill stroke. Begin cursive **w** and **b** with an uphill stroke. Each letter ends with a sidestroke near the middle line. Trace and write the letters.



Remember that **o**, **w**, and **b** join the next letter near the middle line. This changes the beginning stroke of the next letter. Trace and write the joined letters and words.



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## ACTIVITY BANK

**More Compound Words** Prepare a worksheet with compound words (*highway, weekend, bulldog, toolbox, bathtub, without*) in a word bank and sentences with blanks for the missing words. Have students fill in the correct compound word for each blank. **LETTER PRACTICE**

**The Lost Animals** Make a list of different kinds of animals on a worksheet: *owl, whale, blue jay, octopus, walrus, bear*. Tell students the animals are lost. Students are to think of phrases telling where the animals are, using as many **o**, **w**, and **b** letters as possible. Ex. *bear on a bridge*. **CREATIVE EXERCISES**



# Review

## Objective

- Review the lowercase cursive letters **o**, **w**, and **b** by writing words and phrases.

## Warm Up

Write the target letters **o**, **w**, and **b** on the board as models.

**Teach** Distribute writing paper to the class. On the board, write in cursive several words containing the letters **o**, **w**, and **b**. (*box, boat, wagon, tooth, out, owl, loon, dog, bow, wow*). Have two or three students at a time come to the board and take turns writing one of the words in cursive. Tell students to pay attention to the joining strokes as the students write the words. Then have the rest of the class write the same words on their papers, joining their strokes as the students at the board did.

## Model and Guide Practice

- Guide students to p. 55 in the student book. Have students read the words and discuss the pictures.
- Write the first word on the board, calling out the joining strokes.

**Practice** Have students complete student p. 55.

**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Do my letters have sidestrokes?

When they have reviewed their work, have students circle the best word that they wrote.

## Additional Practice

SavvasRealize.com

- Practice and Review Workbook*, p. 53

## Review

Write the words and phrases using cursive.

wallet



book



boot



box



belt



watch



an old blue bike



55

## ACTIVITY BANK

**Letter Rainbows** Have students make a rainbow out of the letters they are practicing. Have students draw a rainbow, then write a row of letters in red, then orange, and so on, to form the rainbow. **LETTER PRACTICE**

**Out My Window** Students write the title *Out My Window I Can See...* in manuscript. They list in cursive all the things they can see from their window. Then they draw and color everything they can see. Everything on their lists should be in their pictures. **CREATIVE EXERCISES**

# Evaluation

**Objective**

- Write the lowercase cursive letters **o**, **w**, and **b** in words and phrases.

**Warm Up**

Do a quick brainstorm of words beginning with **o**, **w**, and **b**.

**Teach** Remind students that reviewing and evaluating their writing helps them make their handwriting easier to read. Call on three volunteers, in turn, to come to the board and write a lowercase cursive letter that begins with an uphill stroke and ends with a sidestroke. After each letter is written, have students air trace the letter as you read its description out loud. Then ask students to join the letters **o**, **w**, and **b** as they air trace them again. Encourage students to relax and focus on joining their letters correctly.

**Model and Guide Practice**

- Guide students to p. 56 in the student book.
- Remind students that most cursive letters are joined at the bottom line, but some letters join the next letter in the middle line.

**Practice** Have students complete student p. 56.

**Evaluate** Have students evaluate their handwriting.

- Do my letters start in the correct place?
- Are my letters joined correctly?
- Have I slanted all my letters in the same direction?

If students need more work on their connections, have them rewrite the phrases on a separate sheet of paper.

**Evaluation**

**Remember:** Most letters in words are joined at the bottom line. The letters **o**, **w**, and **b** join the next letter near the middle line.

Write the phrases using cursive.

my new black and yellow notebook

looked and looked


below the window

**Check Your Handwriting**

Are the letters in your words joined correctly?

Yes

No



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**ACTIVITY BANK**

**Bingo** Write a dozen words ending in **ow** on the board. Have students make bingo cards and write in eight of the words from the board on their card. Enjoy a game of bingo! **EXTEND**

**Crazy Sandwiches** Provide two sets of cards with the headings **Bread** or **Filling**. Include a bread or filling on each card that does not contain the letters **v**, **z**, **s**, **r**, and **f**. Students choose one of each card and write their sandwich on the board. The class votes on whether or not they would eat that sandwich. **LETTER PRACTICE**



# Making a List

## Objectives

- Copy a list.
- Adjust writing to fit space.

## Warm Up

Ask students to give you examples of lists that people make. Discuss the different types of lists.

**Teach** Pass out copies of a grocery list that includes a dozen or so items. Discuss the importance of making lists in general and a grocery list in particular. Tell students that a list is a memory aid and so it must be clearly written.

## Model and Guide Practice

- Guide students to p. 57 in the student book. Have students read the title, introductory information, and list.
- Discuss the items on the list and why they are the sorts of things that are easily lost.
- Write the first item on the board. Talk about connecting the letters in the words.

**Practice** Have students complete student p. 57.

**Evaluate** Help students check their writing.

- Did I use cursive handwriting?
- Does each item fit on one line?
- Are my sidestroke letters joined near the middle line?

When they have reviewed their work, have students circle the best word that they wrote.

### Making a List

Mrs. Jordan's class made a list of the items in the lost and found. They put the list on the bulletin board in the hall where everyone could see it. Copy the items on the list. Use cursive handwriting. Plan your space so that each item fits on one line. Make sure your sidestroke letters are joined correctly.

#### Lost and Found

one black boot  
one pink mitten  
a yellow wool hat  
a new book  
a ball and mitt

a ballpoint pen  
one yellow pencil  
a pink notebook  
an old watch  
a blue coat

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## ACTIVITY BANK

**Listing Class Favorites** Make posters with titles **Favorite** \_\_\_s of different categories and place them around the room. Have students circulate and write their favorite in each category on the poster. Share everyone's favorites with the class. **LETTER PRACTICE**

**Checklist** Have students make a checklist of things to do for a class project. As students brainstorm, list their ideas. Guide the students in developing a reasonable sequence of tasks. **REAL-LIFE WRITING**

# Writing Cursive *H* and *K*

## Objectives

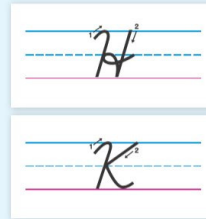
- Write the capital cursive letters *H* and *K*.
- Write proper nouns beginning with these letters.

## Warm Up

Show students the capital cursive *H* and *K* Letter Formation videos.

**Teach** Write capital cursive *H* as you say the letter description. Point out the first upward stroke and the second downward stroke. Have students repeat after you. Use the description on SavvasRealize.com to continue the routine for letter *K*.

Start below the top. Curve up. Down the ramp. Lift. Start at the top right. Down the ramp. Up halfway. Curve left, touch, and loop. Big hook right. | Comienza por debajo de la cima. Gira hacia arriba y baja por la rampa. Alza y comienza arriba a la derecha. Baja por la rampa y sube hasta el medio. Gira hacia la izquierda, topa y da la vuelta. Gancho grande a la derecha.



## Model and Guide Practice

- Read aloud the title and first two sentences at the top of p. 88 in the student book.
- Have students finger trace the first two letters as you read the letter descriptions. Then have students write the two rows of letters.
- Read aloud the second set of instructions, and monitor students as they write the first proper nouns.

**Practice** Have students complete student p. 88 independently.

**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Do my *H*'s start below the top and curve up?
- Do my *K*'s end with a small curve right?

When they have reviewed their work, have students circle the best *H* and *K* that they wrote.

## Additional Practice

SavvasRealize.com

- Interactive Practice: *H* and *K*
- Practice and Review Workbook, p. 73

### Writing Cursive H and K

You can see manuscript *H* and *K* in cursive *H* and *K*. Trace and write the letters.



Trace and write the names of the cities and states. Join *K* to the letter that follows it, but do not join *H*.

Hi Hat, Kentucky

Hi Hat, Kentucky

Kansas City, Kansas

Kansas City, Kansas

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## ACTIVITY BANK

**Kentucky Horses** Have students suggest sentences that begin with *Kentucky* or *Horses*. Write them on the board. Ask students to copy and illustrate the sentences. **LETTER PRACTICE**

**H and K Places** Write *Kapaa*, *Hawaii* and *Hazard*, *Kentucky* on the board. Ask students to choose one to research. Then have them write a short paragraph about that place. **ENRICH**



# Practice

## Objectives

- Practice the capital cursive letters **H, K, N, M, U, V, W**, and **Y**.
- Self-evaluate handwriting.

## Warm Up

Show students the capital cursive **H, K, N, M, U, V, W**, and **Y** Letter Formation videos.

**Teach** Use the descriptions on SavvasRealize.com to review the the capital cursive letters **H, K, N, M, U, V, W**, and **Y**. Write the capital cursive letters on the board as you review the description of each one. Remind students that proper nouns begin with capital letters. Have volunteers write the proper nouns on the board.

## Model and Guide Practice

- Ask students to practice writing the target letters on the top half of the Practice page.
- Work with students to identify and circle the best letter in each line.

**Practice** Have students complete student p. 94.

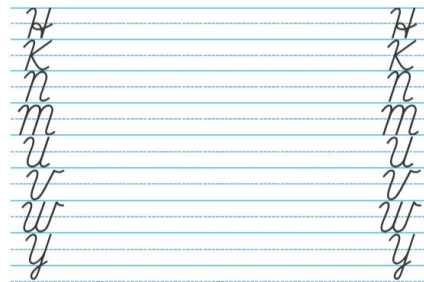
**Evaluate** Help students check their letters for correct steps, connections, and placement.

- Do all my capital letters touch both the top and bottom lines?
- Do I begin my letters at the same place?
- Do my **H** and **Y** have loops?

Provide support to students, as necessary.

## Practice

Write the letters.



Circle your best letter in each line.



Write the sentence.

Walter Young visited Uncle Ken in Montpelier, Vermont.

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## ACTIVITY BANK

**Magic Finger Pens** Provide a sand tray and a plastic slate in the Writing Center. Have students practice writing letters with their magic "finger pens" before writing on paper. **KINESTHETIC**

**Letter Badges** Cut out small circles for students to wear as badges. On their badge, have students write a target letter. Beneath it, have them write and illustrate an adjective starting with that letter. **CREATIVE EXERCISES**

# Evaluation

Objective

- Write the cursive letters *H, K, N, M, U, V, W*, and *Y* in sentences and self-evaluate handwriting.

Warm Up

Review with students the capital cursive *H, K, N, M, U, V, W*, and *Y* Letter Formation videos.

**Teach** Encourage students to relax and focus by standing next to their desks and stretching for the ceiling, and then bending and touching their toes. Then have them air trace letters as you read the letter descriptions. Use the descriptions on SavvasRealize.com to review the capital cursive letters *H, K, N, M, U, V, W*, and *Y*.

Tell students that evaluating our handwriting helps us reinforce the correct way to make letters. By practicing how to make letters correctly, we reinforce good handwriting habits.

Model and Guide Practice

- Read the information and instruction at the top of the page.
- Tell students to take care that their capital letters touch the top line and the bottom line.

**Practice** Have students complete student p. 96.

**Evaluate** Help students check their handwriting for correct letter formations.

- Do my capital letters touch the top and the bottom line?
- Are my *K, M*, and *U* joined to the letter that follows them?

Additional Practice

SavvasRealize.com

- Interactive Practice: *H, V*, and *W*
- Practice and Review Workbook*, p. 80

Evaluation

Remember: Capital letters should touch the top line and the bottom line.

Write the sentences.

Wally likes Kentucky's beautiful horses.



Marvin views Vermont.

Holly and Vic hike near Utica, New York.

Check Your Handwriting

Do your capital letters touch the top line and the bottom line?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

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ACTIVITY BANK

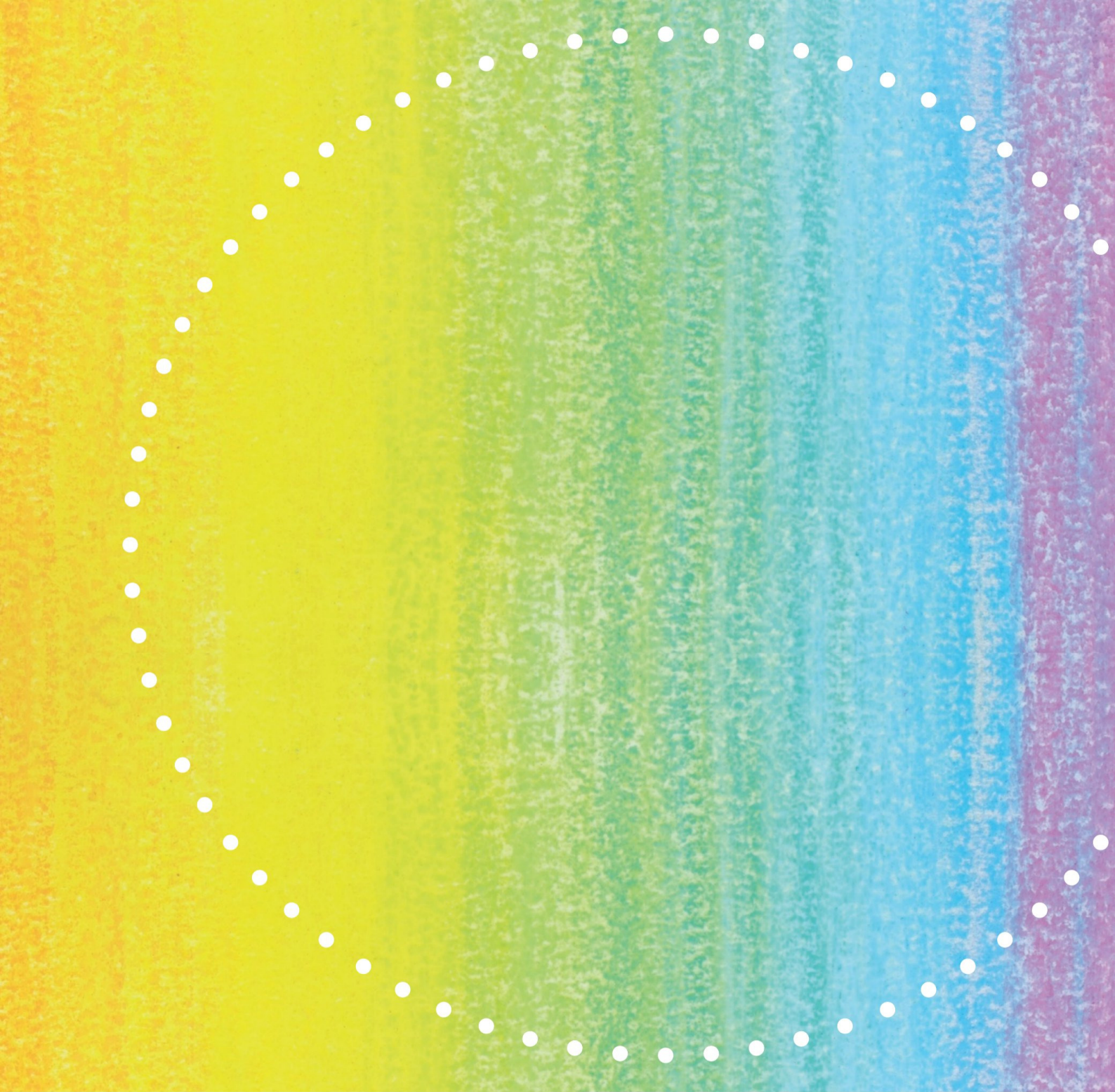
**Zoo Map** Have small groups think of names for zoo areas using target letters (*Hippo Hollow, Koala Kingdom, Yak Yard*, etc.). As a class, make a map of the zoo showing all the areas. **CREATIVE EXERCISES**

**If I Were You** Ask students to think of new names they would like that start with the target letters. Have them list the names. After they choose one, make each student a name tag to wear for the day. **LETTER PRACTICE**



## Quick Tips for Teaching and Learning

- ✓ If handwriting doesn't fit within your literacy block, it can be integrated with the teaching of letter sounds for students in the early grades.
- ✓ Have students practice fine-motor patterns by forming new letters in the air using a sweeping movement with their entire arm.
- ✓ Students can build the strength in their hands and increase endurance by using small pencils to write.
- ✓ Using a handheld pencil sharpener promotes in-hand manipulation, bilateral hand coordination, and strength to rotate the pencil within the hand.
- ✓ Follow a handwriting sequence that takes into account both ease of formation and frequency in words.
- ✓ Written arrow cues for tracing letters and numbers are important so that students do not practice incorrect formation.
- ✓ When teaching cursive, focus on the connections between letters as well as the formation of single letters.
- ✓ While speed is important, it should not be emphasized until students can form letters legibly and from memory.



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