

A large, decorative arc of yellow dots frames the central text, starting from the top left and curving around to the bottom right.

# D'Nealian<sup>®</sup> Handwriting

Grade K Manuscript

Teacher's Edition Sampler

**SAVVAS**  
LEARNING COMPANY

**Photography:**

TE Sampler

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**SAVVAS**  
LEARNING COMPANY

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[print key]

# Sampler Contents

## Teacher's Edition

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

Students learn the necessary vocabulary and skills to begin handwriting, such as pencil grip, sitting position, and left-to-right progression.

### **Unit 2: Writing Numbers ..... 8**

Students learn the strokes for writing the numbers **1** through **9**.

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

Students learn to trace and write all lowercase manuscript letters and systematically practice and review their work.

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

Students learn to trace and write all capital manuscript letters and systematically practice and review their work.

## Handwriting Reimagined



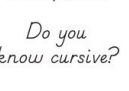
The only continuous stroke mani-cursive handwriting program has been reimagined to offer teachers and students a complete audio, visual, tactile, and kinesthetic approach to teaching manuscript and cursive through a streamlined routine.

### 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!

54

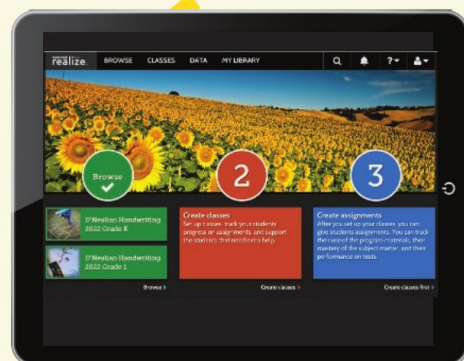
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### Student Edition Worktext

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

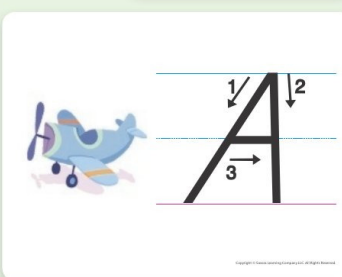
Alpha Touch Cards

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, and diagonally and to use different colors. **KINESTHETIC**

WRITE LOWERCASE CURSIVE LETTERS • Unit 1 • 11

## Teacher's Edition

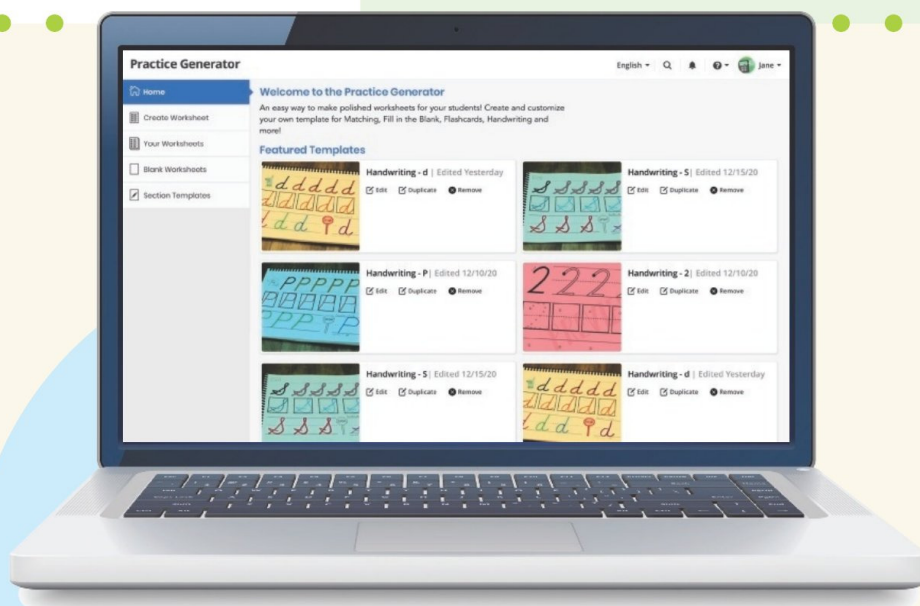
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

## 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



# Prewriting: Left-to-Right Progression

## Objective

- Demonstrate left-to-right progression.

## Warm Up

Show students a starting dot on the left of the board and an ending dot on the right.

**Teach** Tell students to follow you with their eyes, but not to move their heads. Then slowly draw the line again on the board from left to right. Watch that students are moving only their eyes. Call on volunteers to repeat the activity, drawing the line a little faster each time.

## Model and Guide Practice

- Point out the images on page 15 in the student book. Guide students to describe the scene as students heading toward their homes.
- Point to the boy on the bicycle and find the arrow and starting dot. Then finger trace a line to the dot on the right. Model drawing a straight line from the starting dot to the ending dot without lifting the marker.
- Instruct students to draw straight lines from each starting dot to each ending dot on the page without lifting their pencils.

**Practice** Have students complete student page 15.

**Evaluate** Guide students to check their work. Ask:

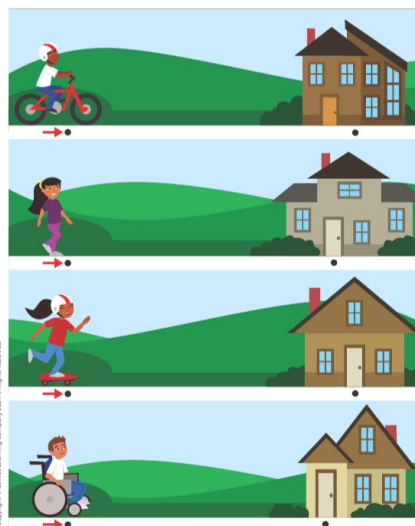
- Did you draw a line from left to right in each path?
- Did you stay within the path from dot to dot?

## Additional Practice

SavvasRealize.com

- Interactive Practice, **Left-to-Right Progression**
- Practice and Review Workbook*, p. 18

Draw the lines.



Prewriting: Left-to-Right Progression 15

Students locate the arrows and the starting dots. They draw lines within the paths to the dots at the end.

## ACTIVITY BANK

**Across the Page** Read a fun book in class. As you read, move your hand or finger from left to right under the words you read to show left-to-right progression when reading. Continue, noting also top-to-bottom progression.

### EXTEND

**The Right Stuff** Play "Go Right." Line students up behind you on the left side of an open area. When you tell them to move either left or right, they must follow *only* the directions that tell them to move right. Directions might include "Hop to your right." **KINESTHETIC**

# Prewriting: Fine-Motor Coordination

## Objective

- Demonstrate fine-motor coordination.

## Warm Up

Show students how to trace simple letters.

**Teach** Pass around images of different birds. Using the images on page 19, discuss the life cycle of a bird. Ask what a baby bird is called (chick). Discuss where birds live and how birds emerge from eggs.

## Model and Guide Practice

- Point out the first panel at the top left of page 19 in the student book.
- Find the arrow and starting dot. Then finger trace the O shape.
- Direct students to pencil trace all the shapes on the page, and then color the pictures.

**Practice** Have students complete student page 19.

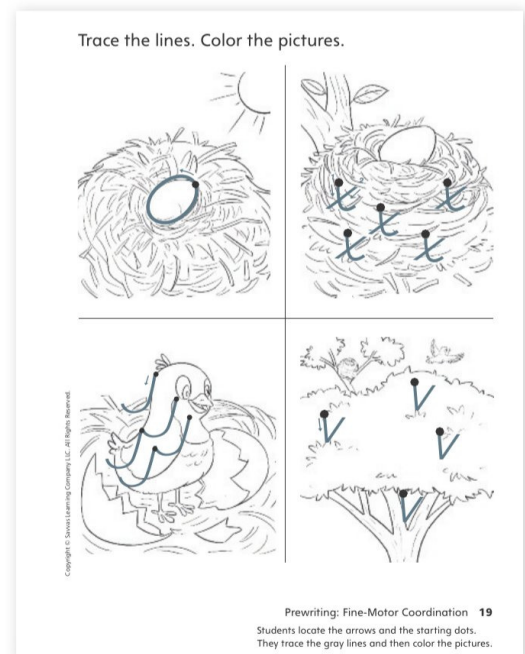
**Evaluate** Guide students to check their work. Ask:

- Did you trace all the shapes?
- Did you stay within the gray lines?

## Additional Practice

SavvasRealize.com

- Interactive Practice, **Prewriting: Fine-Motor Coordination**
- *Practice and Review Workbook*, p. 19



## ACTIVITY BANK

**Protect That Egg** Give each student a plastic egg and a spoon. Students walk around the room carrying the egg on the spoon without dropping it. **CREATIVE**

**Chirp, Honk, or Quack** Read *Whose Chick Are You?* by Nancy Tafuri or another book about birds. Then take a walk outside, and listen for the different sounds that birds make. **AUDITORY**

# Writing 2 and 3

## Objective

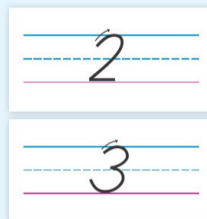
- Write the numbers **2** and **3**.

## Warm Up

Show students the formation videos for numbers **2** and **3**.

**Teach** Write the number **2** as you say the number description. Point out the curve and the straight line across the bottom. Have students repeat after you. Use the description of SavvasRealize.com to continue the routine for number **3**.

Start below the top. Curve up around the bend. Drive left down the ramp. Drive right across the bottom line. Brake and stop! | *Comienza por debajo de la cima. Sube y da la vuelta a la curva. Maneja hacia la izquierda, bajando por la rampa. Hacia la derecha por la línea de abajo. ¡Frena y para!*



## Model and Guide Practice

- Point out the first origami animals on page 26 in the student book. Ask students how many origami animals they see. Write the number **2** on the board. Repeat with the three other origami animals and the number **3**.
- Draw students' attention to the model number **2** on the page. Finger trace the number as you read the description. Then pencil trace the first gray **2**, starting at the dot. Model writing a **2** using the starting dots.
- Repeat the process for **3**.

**Practice** Have students complete student page 26.

**Evaluate** Guide students to check their numbers for correct steps and placement. Ask:

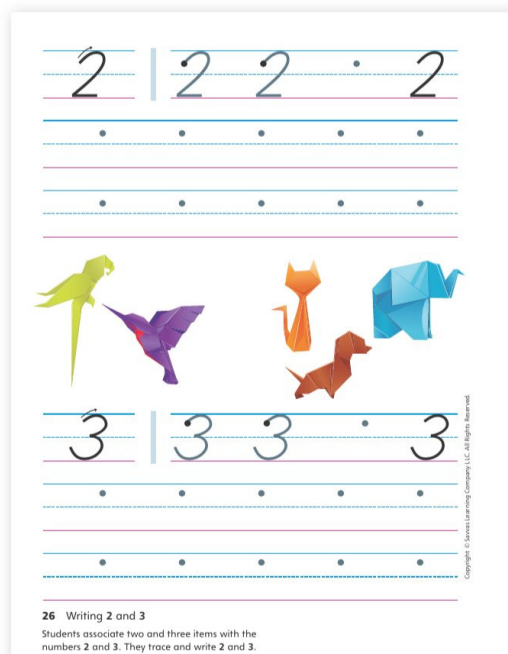
- Did you start at the starting dots?
- Did you write **2** and **3** within the writing lines?

When students have reviewed their work, have them circle the best **2** and **3** that they wrote.

## Additional Practice

SavvasRealize.com

- Interactive Practice, Numbers **2** and **3**



## ACTIVITY BANK

**Stories of Three** Many stories and songs feature **3** prominent characters or events. Read stories such as "Goldilocks and the Three Bears" and sing counting songs.

## ENRICH

**Count Around** Invite students who know other languages to share how to count to **3**. Ask the class to repeat the numbers shared. **ELL**

# Practice

## Objective

- Practice writing the numbers **1** through **5**.

## Warm Up

Show students the formation videos for numbers **1** through **5**.

**Teach** Write the number **1** as you say the number description. Remind students to slant as they drive down the ramp. Have them repeat after you. Repeat for the numbers **2**, **3**, **4**, and **5**. Use the descriptions on SavvasRealize.com to continue the number routines.

Start at the top. Drive down the ramp. Brake and stop! | **Comienza desde arriba. Baja por la rampa. ¡Frena y para!**



## Model and Guide Practice

- Display page 30 of the student book, covering up the numbers on the left. Ask students to count the number of fish in the top fish bowl. Write **1**.
- Uncover the left side of student page 30 and point to the **1**. Then look across to the fish bowl at the right. Finger trace and write **1** using the starting dots.
- Continue with the number **1** as needed to help students understand the process of adding fish to the bowl so that the total number of fish will correspond to the number on the left.
- Guide students in repeating the process for **2–5**.

**Practice** Have students complete student page 30.

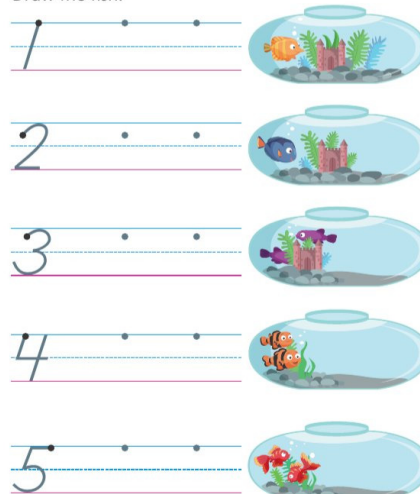
**Evaluate** Have students check their numbers for correct steps and placement. Ask:

- Did you start each number at the starting dot?
- Are the number of fish in each bowl the same as the number at the left?

When students have reviewed their work, have them circle the best **1**, **2**, **3**, **4** and **5** that they wrote.

## Practice

Draw the fish.



### 30 Practice

Students trace and write the numbers 1, 2, 3, 4, and 5. Then they draw the number of fish needed in each bowl that corresponds to each number on the left.

## ACTIVITY BANK

**Clap for Numbers** Write the numbers from **1** to **5** on the board. Tell students to listen carefully to how many times you clap your hands. They write the number of claps on a sheet of paper. **AUDITORY**

**Fish, Fingers, and Fun** Discuss differences in fish and learn about Mr. Gump's seven hump Wump while reading *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss. **ENRICH**

# Tracing *a*

## Objective

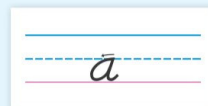
- Learn the shape of *a* by finger tracing a large model letter.

## Warm Up

Show students the lowercase letter *a* Letter Formation video.

**Teach** Write lowercase letter *a* as you say the letter description. Point out that *a* is a small letter. Have students repeat after you.

Start at the middle. Curve around the bend. Up you go. Down you go. Small hook right. Brake and stop! | *Comienza en el medio. Da la vuelta a la curva. Sube y luego baja. Pequeño gancho a la derecha. ¡Frena y para!*



## Model and Guide Practice

- Point out the ant and the apple on page 41 in the student book. Say the sentence *The ant flies to the apple*. Have students tell you the words they hear that begin with /a/.
- Have students find the arrow and finger trace the *a* as they repeat the letter description with you.

**Practice** Have students continue to finger trace the letter.

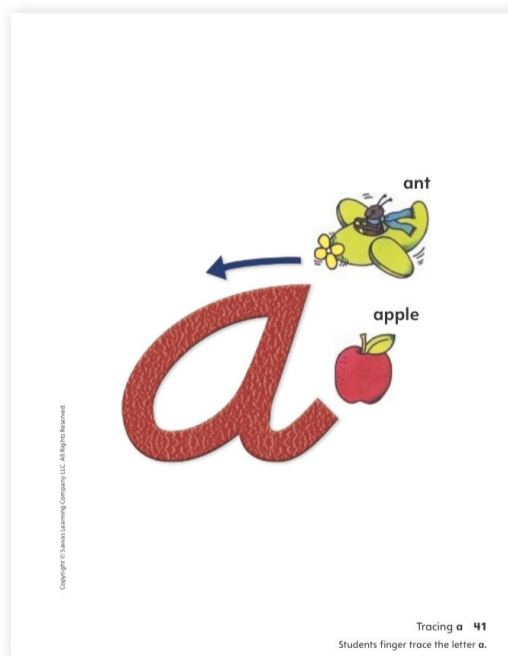
**Evaluate** Guide students to check their strokes. Ask:

- Did you finger trace the path from the ant to the apple?
- Can you air trace the letter *a*?

## Additional Practice

SavvasRealize.com

- Interactive Practice, *a*
- Practice and Review Workbook*, pp. 35–36



## ACTIVITY BANK

**A is for apple.** Provide red, green, and yellow construction paper with outlines of apples and the letter *a* printed in the middle. Students cut out apples and trace the *a*'s. Display a tree, and have the class arrange their apples on the tree. **LETTER PRACTICE**

**Shaving Cream** Spray shaving cream on paper for each student. Students practice writing *a*'s with their fingers in shaving cream. **TACTILE**

# Writing **a**

## Objectives

- Write the lowercase letter **a**.
- Trace the word **a**.

## Warm Up

Show students the lowercase letter **a** Letter Formation video.

**Teach** Write lowercase letter **a** as you say the letter description. Point out that the line connects at the top. Have students repeat after you.

Start at the middle. Curve around the bend. Up you go. Down you go. Small hook right. Brake and stop! | **Comienza en el medio. Da la vuelta a la curva. Sube y luego baja. Pequeño gancho a la derecha. ¡Frena y para!**



## Model and Guide Practice

- Point out the picture on top of page 42 in the student book. Have students find and color each **a** in the apple puzzle red. Ask them what they see in the colored part of the puzzle.
- Draw students' attention to the model **a**. Have them finger trace the model letter and pencil trace the gray letters as they repeat the letter description with you.
- Read the word **a**. Then have students read the word as they trace it.

**Practice** Have students complete student page 42.

**Evaluate** Guide students to check their letters for correct steps and placement. Ask:

- Did you start at the starting dots?
- Are your **a**'s closed at the top?

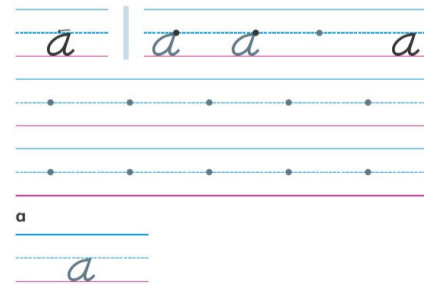
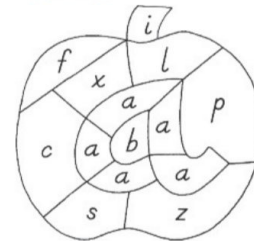
When students have reviewed their work, have them circle the best **a** they wrote.

## Additional Practice

SavvasRealize.com

- *Practice and Review Workbook*, pp. 35–36

Color each **a** red.



42 Writing **a**

Students color spaces labeled **a** red to reveal the hidden letter. They trace and write the letter **a** and then trace the word **a**.

## ACTIVITY BANK

**A's in the Air** Have students trace **a**'s in the air as large as they can. The next time, they make the letter a bit smaller. Continue until students are writing very small letters in the air. **KINESTHETIC**

**A Harvest of Letters** Hang lowercase letters on a tree in the school yard or at a park. Call on students to "pick" the **a**'s. **VISUAL**

# Practice

## Objective

- Practice writing the letters **a**, **d**, **o**, and **g**.

## Warm Up

Show students the letters **a**, **d**, **o**, and **g** Letter Formation videos.

**Teach** Display page 55 of the student book, and have students identify the letters. Write lowercase letter **a** as you say the letter description. Remind students to connect before going back down. Have them repeat after you. Use the descriptions on SavvasRealize.com to continue the routine for the letters **d**, **o**, and **g**.

Start at the middle. Curve around the bend. Up you go. Down you go. Small hook right. Brake and stop! | *Comienza en el medio. Da la vuelta a la curva. Sube y luego baja. Pequeño gancho a la derecha. ¡Frena y para!*



## Model and Guide Practice

- Finger trace the letter **a**. Then trace and write **a** using the starting dots.
- Guide students in repeating the process for **d**, **o**, and **g**.

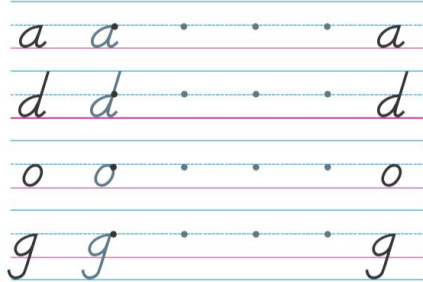
**Practice** Have students complete student page 55.

**Evaluate** Guide students to check their letters for correct steps and placement. Ask:

- Did you start all your letters at the starting dots?
- Are all your letters closed properly?

When they have reviewed their work, have students circle the best **a**, **d**, **o**, and **g** they wrote.

## Practice



dog



Practice 55

Students trace and write the letters a, d, o, and g and then trace the word dog.

## ACTIVITY BANK

**ABC Books** Read an alphabet book such as *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault. Ask the class to identify letters they know, and write them on the board. **ENRICH**

**Sand Strokes** Give each student a pie tin filled with sand. Have students use their fingers to form letters in the sand. **LETTER PRACTICE**

# Practice

## Objective

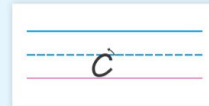
- Practice writing the letters **c**, **e**, and **s**.

## Warm Up

Show students the letters **c**, **e**, and **s** Letter Formation videos.

**Teach** Display page 56 of the student book, and have students identify the letters. Write lowercase letter **c** as you say the letter description. Have students repeat after you. Remind students to leave a gap when curving up at the end. Use the descriptions on SavvasRealize.com to continue the routine for letters **e** and **s**.

Start a little below middle. Curve around the bend. Down you go. Curve up right. Brake and stop! | *Comienza un poco por debajo del medio. Da la vuelta a la curva. Baja y sube por la curva hacia la derecha. ¡Frena y para!*



## Model and Guide Practice

- Finger trace the letter **c**. Then trace and write **c** using the starting dots.
- Guide students in repeating the process for **e**, and **s**.
- Read the words *cages* and *geese*. Then have students say each word as they trace it.

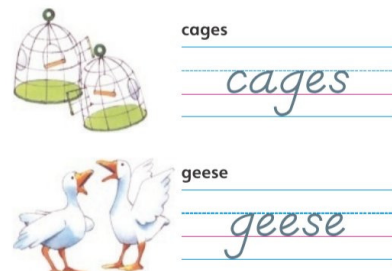
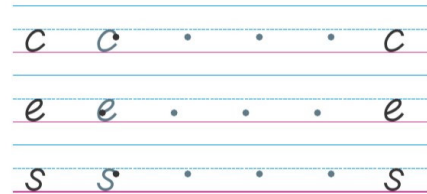
**Practice** Have students complete student page 56.

**Evaluate** Have students check their letters for correct steps and placement. Ask:

- Do all your letters slant the same way?
- Do all your letters touch the middle line?

When students have reviewed their work, have them circle the best **c**, **e**, and **s** that they wrote.

## Practice



## 56 Practice

Students trace and write the letters **c**, **e**, and **s** and then trace the words *cages* and *geese*.

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## ACTIVITY BANK

**Word Search** Create a word search activity containing the words *dad*, *add*, *odd*, *cod*, *cocoa*, *egg*, *sea*, *dog*, *cages*, and *geese*. Invite students to find and circle each word. **VISUAL**

**Letters on a Stick** Have students write the letters **a**, **d**, **o**, **g**, **c**, **e**, and **s** on cardstock and glue the letters to wood sticks. Name each letter or letter sound, and have students hold up the appropriate card. **AUDITORY**

# Tracing and Writing K

## Objective

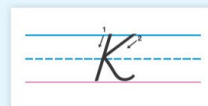
- Learn the shape of **K** by finger tracing a large model letter.

## Warm Up

Show students the capital letter **K** Letter Formation video.

**Teach** Write a capital letter **K** as you say the letter description. Have students repeat after you. Point out the top, left, and slant strokes.

Start at the top. Down the ramp. Lift and start at the top right. Left down the ramp. Touch. Right down the ramp. Small hook right. Brake and stop! | Comienza desde arriba. Baja por la rampa. Alza y comienza arriba a la derecha. Baja por la rampa hacia la izquierda. Topa. Baja por la rampa hacia la derecha. Pequeño gancho a la derecha. ¡Frena y para!



## Model and Guide Practice

- Ask students to identify the capital letter **K** on the student page. Have them find Kim at the starting arrow. Ask them to follow as you finger trace the path from Kim to the kite and his kitten to the kitchen while you say the following mnemonic sentence: *Kim hurries to find his kite. Kim's kitten kicks the kite string into the kitchen.*
- Have students air trace the letter **K** as you repeat the letter description.

**Practice** Have students complete student page 127.

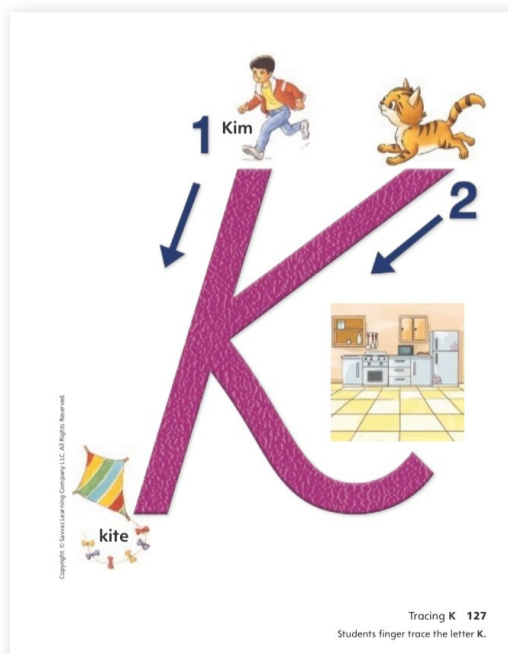
**Evaluate** Guide students to check their letters for correct strokes and placement. Ask:

- Did you start tracing your **K** at the top?
- Did you trace the small hook right?

## Additional Practice

SavvasRealize.com

- Interactive Practice, **K**
- Practice and Review Workbook*, p. 127



## ACTIVITY BANK

**Stamp It** Give the students large sheets of plain paper and colored markers. Have them practice writing the capital letter **K** in different colors on their paper. **KINESTHETIC**

**Kernels of Popcorn** Provide students with paper, glue, and popcorn kernels. Let them glue the kernels in the shape of a capital **K**. **LETTER PRACTICE**

# Tracing and Writing K

## Objective

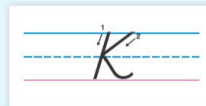
- Learn the shape of **K** by writing the capital letter **K** and tracing a name beginning with **K**.

## Warm Up

Show students the capital letter **K** Letter Formation video.

**Teach** Write a capital letter **K** as you say the letter description. Have students repeat after you. Point out the top, left, and slant strokes.

Start at the top. Down the ramp. Lift and start at the top right. Left down the ramp. Touch. Right down the ramp. Small hook right. Brake and stop! | Comienza desde arriba. Baja por la rampa. Alza y comienza arriba a la derecha. Baja por la rampa hacia la izquierda. Topa. Baja por la rampa hacia la derecha. Pequeño gancho a la derecha. ¡Frena y para!



## Model and Guide Practice

- Call attention to the picture at the top of the page. Have students describe what they see in the picture, trace the **K** on the kite, and color the kite.
- Point to the lower half of the page. Have students finger trace the letter **K** as you read aloud the letter description again. Have them pencil trace the gray letters.

**Practice** Have students complete student page 128.

**Evaluate** Guide students to check their letters for correct strokes and placement. Ask:

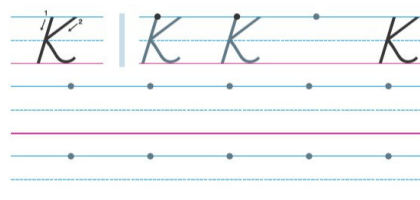
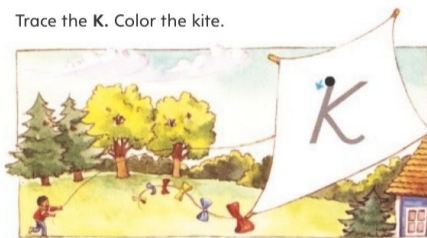
- Did you start at the starting dots?
- Do your **K**'s end with a small hook right?

## Additional Practice

SavvasRealize.com

- Interactive Practice, **K**
- Practice and Review Workbook*, p. 128

Trace the **K**. Color the kite.



Kim

Kim

128 Writing K

Students trace the K and then color the kite. They trace and write the letter K and then trace the name Kim.

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## ACTIVITY BANK

**Go Fly a Kite** Help students make kites from heavy paper. Have them write capital **K** on them and decorate them with craft supplies such as glitter and poster paint. Add a piece of yarn to make a tail. Display the finished kites on the classroom wall. **CREATIVE EXERCISES**

**Katie Kitten** Distribute an outline of a kitten. Have students write a capital **K** on the back of their kitten. Let them color the front of their kitten and decorate its ears and tail with cotton. **CREATIVE EXERCISES**

# Practice

## Objectives

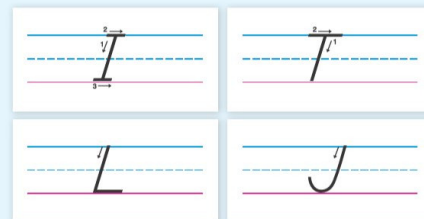
- Practice writing the capital letters of **I**, **L**, **T**, and **J**.
- Trace the names *Tom* and *Jan*.

## Warm Up

Show students the capital letters **I**, **L**, **T**, and **J** Letter Formation videos.

**Teach** Write capital letter **I** as you say the letter description. Have students repeat after you. Point out the strokes. Use the descriptions on SavvasRealize.com to continue the routine for letters **L**, **T**, and **J**.

Start at the top. Drive down the ramp. Cross at the top. Cross at the bottom. Brake and stop! | **Comienza desde arriba. Baja por la rampa. Cruza por arriba y cruza por abajo. ¡Frena y para!**



## Model and Guide Practice

- Have the students identify the capital letters **I**, **L**, **T**, and **J** and then pencil trace the gray letters.
- Have students write each letter using the starting dots.

**Practice** Have students complete students page 129.

**Evaluate** Guide students to check their letters for correct strokes, and placement. Ask:

- Do your **I**'s and **T**'s have cross strokes?
- Does your **J** curve left?

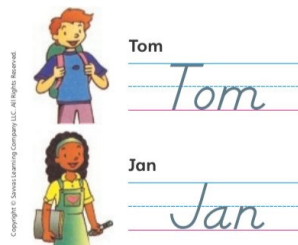
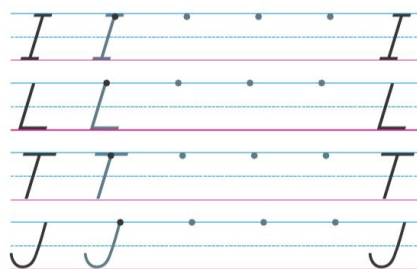
When they have reviewed their work, have students circle the best **Q**, and **S** that they wrote.

## Additional Practice

SavvasRealize.com

- Interactive Practice, **I**, **L**, **T** and **J**
- *Practice and Review Workbook*, p. 129

## Practice



Practice 129

Students trace and write the letters I, L, T, and J and then trace the names Tom and Jan.

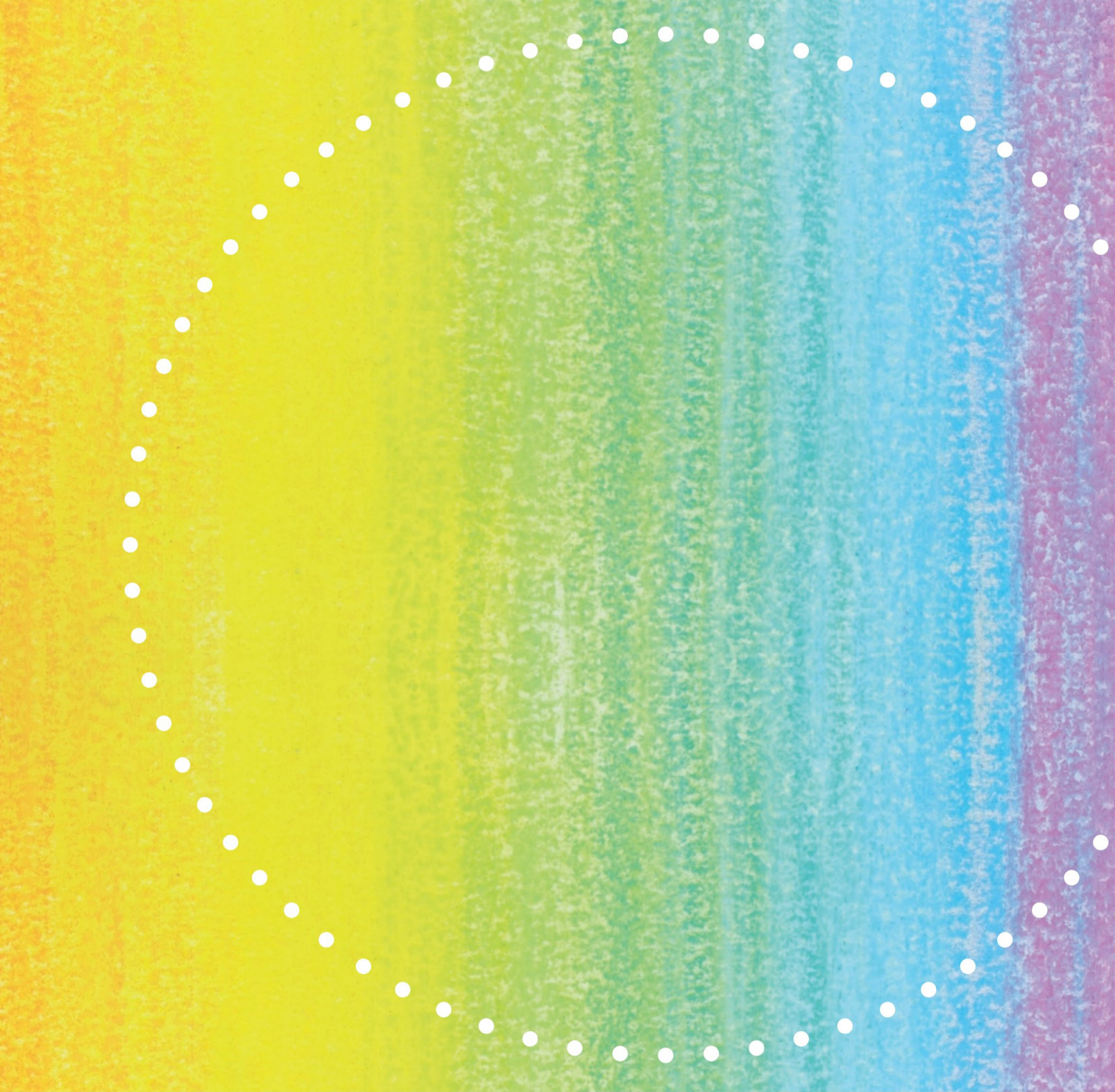
## ACTIVITY BANK

**Animal Parade** Tape the letters **I**, **L**, **T**, and **J** to the floor. When you prompt them, have students move like Iggy Iguana, Liz Lion, Tom Turtle, or Jack Jaguar and go to the corresponding letter on the floor. **KINESTHETIC**

**Rainforest Alert** Show students pictures of animals that live in the rainforest. (iguana, jaguar, lizard, tapir, toucan) and ask what letter is at the beginning of each name. Students can draw their favorite animal. **VISUAL**

## 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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