

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

D'Nealian[®] Handwriting

Grade 4 Cursive

Teacher's Edition Sampler

SAVVAS
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Teacher's Edition

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

Unit 2: Writing Cursive Letters 8

Students practice all lowercase and capital cursive letters and connecting strokes.

Unit 3: Applying Handwriting Skills 12

Students engage in real-life handwriting tasks to achieve consistency and legibility.

Handwriting Reimagined



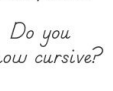
The only continuous stroke mani-cursive handwriting program has been reimagined to offer teachers and students a complete audio, visual, tactile, and kinesthetic approach to teaching manuscript and cursive through a streamlined routine.

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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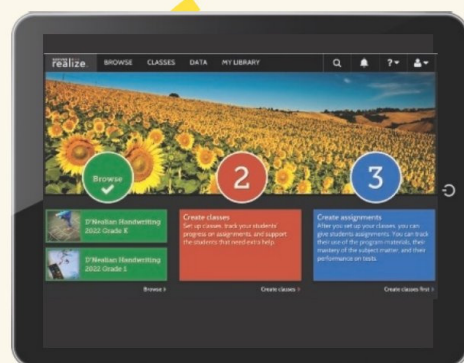
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Student Edition Worktext

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



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.

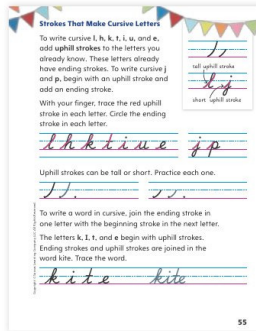
Practice Have children complete student page 62.

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

D'Nealian Handwriting Kit

Grades K-2

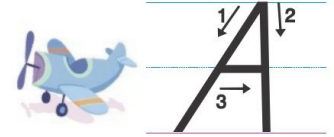
Alpha Touch Cards

A a

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



Tracing Letter and Number Cards



Teacher's Edition

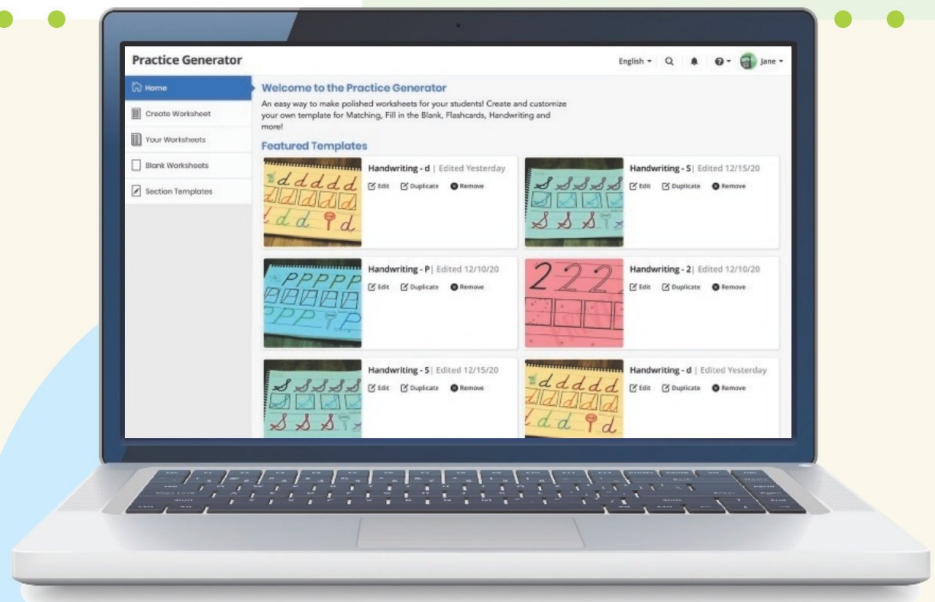
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

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



Reviewing Lowercase Manuscript Letters

Objectives

- Write all the lowercase manuscript letters.
- Write phrases containing these letters.

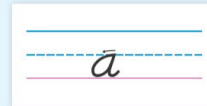
Warm Up

Have students brainstorm the many ways they use lowercase manuscript letters in everyday life.

Teach Remind students that there are occasions when they must use manuscript letters, such as making labels or filling out forms.

Write lowercase manuscript letter **a** as you say the letter description. Tell students to slant their letters the same way.

Start at the middle. Curve around the bend. Up 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

- Read aloud the title and directions on the page.
- Encourage students to form their letters like the ones in the model. Remind students to make sure their tall letters touch the top line.
- Have students discuss how their manuscript letter formation skills have improved over the years.

Practice Have students complete student page 6.

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

- Do all my letters touch the bottom line?
- Does each of my tall letters touch the top line?
- Did I slant all my letters the same way?

When they have reviewed their work, have students circle the best example of each letter they wrote.

Additional Practice

SavvasRealize.com

- Interactive Practice: **a–z**
- *Practice and Review Workbook*, p. 8

Reviewing Lowercase Manuscript Letters

Write a row of each lowercase letter.

a	j	s
b	k	t
c	l	u
d	m	v
e	n	w
f	o	x
g	p	y
h	q	z
i	r	

Tim's class watched special events at school and went on field trips. Write the class's favorites in manuscript.

harmonica players	
dancing puppets	
wild animal trainers	
backstage at the theater	
tour of old airplanes	

6

ACTIVITY BANK

The Grouchy Monster's Favorites Have pairs of students write the alphabet vertically in lowercase letters. Ask them to write on each line what a grouchy monster's favorite things would be, such as *awful art*, *ghastly ghosts*, and *moldy muffins*. **LETTER PRACTICE**

Wild Sentences Write adjectives, verbs, and nouns on index cards. Pair English learners with fluent English speakers to combine the cards into sentences. Ask students to write the results in manuscript. **ELL**

Reviewing Capital Manuscript Letters

Objectives

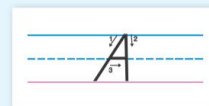
- Write all the capital manuscript letters.
- Write names of school events containing these letters.

Warm Up

Have students brainstorm some reasons why manuscript writing is used in everyday life.

Teach Write uppercase manuscript letter **A** as you say the letter description. Encourage students to make sure their letters all slant the same way. Use the descriptions on SavvasRealize.com to continue the routine for other capital letters as needed.

Start at the top. Drive left down the ramp. Start at the top again. Drive right down the ramp. Cross at the middle. Brake and stop! | **Comienza desde arriba. Maneja bajando por la rampa hacia la izquierda. Comienza de nuevo arriba. Maneja bajando hacia la derecha. Cruza en el medio. ¡Frena y para!**



Model and Guide Practice

- Ask students to write the name of their favorite food. Explain that manufacturers often use manuscript lettering because it is easier to read and to see at a distance.
- Have students note which capital manuscript letters are most different from their cursive versions.
- Direct students to study how each model letter is formed.

Practice Have students complete student page 7.

Evaluate Help students check their work.

- Is every one of my letters written in manuscript?
- Did I start each word with a capital letter?
- Do all my letters slant the same way?

Have students circle the best example of each letter they wrote.

Additional Practice

SavvasRealize.com

- Interactive Practice: **A–Z**
- *Practice and Review Workbook*, p. 9

Reviewing Capital Manuscript Letters

Write a row of each capital letter.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

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Stephanie's class always plans a special event for Friday. On Thursday, they put a reminder card on the bulletin board. Write the reminders below in manuscript.

Furry Visitors Hour
Invention Time
Green Eggs Day
Musical Showtime
Health Nut Snack

7

ACTIVITY BANK

Speedy Delivery Ask students to write their address or the school's address in manuscript capital letters. Explain that this style of writing is easiest for Postal Service machines to "read." **REAL-LIFE WRITING**

Fine Signs Tell students to create signs for a favorite store in manuscript capital letters. Signs should list the types of products available. Encourage students to decorate their signs. **LETTER PRACTICE**

Writing Cursive *eE*, *jJ*, and *pP*

Objectives

- Write the lowercase and capital cursive letters *eE*, *jJ*, and *pP*.
- Write the names of events containing these letters.

Warm Up

Show students the cursive *eE*, *jJ*, and *pP* Letter Formation videos.

Teach Point out that lowercase *e* has a loop and capital *E* touches the top. Say:

Start at the bottom. Drive up the hill to the middle. Loop left down to the bottom. Curve up.
| Comienza desde abajo. Sube la colina hasta el medio. Gira a la izquierda y baja, hasta la base.
Curva hacia arriba.

Start below the top. Curve up left. Curve around to the middle. Curve around to the bottom.
Curve up right. | Comienza por debajo de la cima. Sube por la curva hacia la izquierda. Da la vuelta a la curva hasta el medio. Da otra vuelta hasta la base. Sube hacia la derecha.



Model and Guide Practice

Read aloud the lesson title and the sentences at the top of student page 14.

- Halfway through each row, tell students to pause and look at how the model letter is formed.
- Remind students that cursive *E* and *J* join the letters that follow them, but cursive *P* does not.

Practice Have students complete student page 14 independently.

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

- Do my lowercase *j*'s have a dot over them?
- Did I cross my lowercase *t*'s?
- Did I join cursive *E* and *J* to the letters that follow them?

Additional Practice

SavvasRealize.com

- Interactive Practice: *eE*, *jJ*, and *pP*
- Practice and Review Workbook*, pp. 13–14

Writing Cursive *eE*, *jJ*, and *pP*

Write a row of each lowercase letter. Be sure to

- dot *j*.
- keep the loop open in *e*.



Notice where the capital letters *E*, *J* and *P* touch the top line. Write a row of each letter.

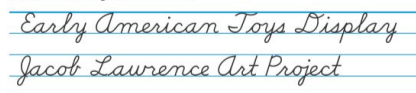


Capital Letter Link-ups

Remember that *E* and *J* join the letters that follow them. Trace the joined letters in the box.

P does not join the letter that follows it. Trace *Pa*.

Write the following names of events.



14

ACTIVITY BANK

Our Class from A to Z Give each student an unalphabetized class list. Ask them to write their classmates' names in alphabetical order. **LETTER PRACTICE**

Best Guest Pair English learners with fluent English speakers. For a class party, have each team make two place cards. Have them write their first name and an adjective beginning with the same letter (e.g., Happy Hana). Suggest that they add a drawing. **ELL**

Practice

Objective

- Practice the lowercase and capital cursive letters *IL, hH, kK, tT, iI, uU, eE, jJ, pP*.

Warm Up

Write the target letters on the board as models. Have students say the name of each letter as you point to it.

Teach Ask students to name pairs of things that often go together, such as shoes and socks, bread and butter, and so forth. Explain that, like these pairs, there are pairs of letters that often appear together. Invite students to discuss what letter pairs might often go together. Provide examples.

Model and Guide Practice

- Guide students to page 15 in the student book. Tell them that they are going to write pairs of letters that often appear together. Then they will write the pairs in names and sentences.
- Ask students to read the reminders and to look at how the loops are formed in the model letters.

Practice Have students complete student page 15 independently.

Evaluate Help students check their letters for correct steps, connections, and placement. Ask them to circle their best *le*, *th*, and *lk* in the rows at the top of the page.

- Are pairs in the words and sentences as legible as the circled pairs?
- Do my *l*'s and *k*'s have loops?

Additional Practice

SavvasRealize.com

- Interactive Practice: *IL, hH, kK, tT, iI, uU, eE, jJ, and pP*

Practice

Some letter combinations appear more often than others.

Write a row of each pair of letters. Be sure to

- write *l* and *k* with a loop.
- write *t* without a loop.

le th lk

Write the proper names and sentences below. Be sure to write *l* and *k* with a loop, write *t* without a loop.

Wilkie Tower Alder College

A guide led us as we walked through the tower.

We laughed and talked in the crowded elevator.

Some people relaxed near the fountain on the ground level.

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15

ACTIVITY BANK

Happy Ads Ask students to use the target letters as they write Happy Ads about a classmate. For example, they might write *Gail, The Energetic Girl. Get to Know Her!*

CREATIVE EXERCISES

Compound Search Discuss compound words and then write two lists on the board: 1. *paper, egg, every, jay, paint*; 2. *bird, thing, back, brush, shell*. Guide students to combine words from the lists to write compound words. **ELL**

Writing Cursive *sS*, *rR*, and *fF*

Objectives

- Write the lowercase and capital cursive letters *sS*, *rR*, and *fF*.
- Write names of events containing these letters.

Warm Up

Show students the cursive *sS*, *rR*, and *fF* Letter Formation videos.

Teach Write lowercase and capital cursive *sS* and point out where the letters are open and closed.

Start at the bottom. Drive up the hill. Go down, curve left, and close up. Go back and small hook right. | *Comienza desde abajo. Sube la colina. Baja, curva hacia la izquierda y cierra. De nuevo a la derecha con pequeño gancho.*

Start at the bottom. Drive up the hill to the top. Loop left. Curve down right and then left. Short drive right. | *Comienza desde abajo. Sube la colina hasta la cima. Gira hacia la izquierda y baja. Hacia la derecha por la curva, luego hacia la izquierda. Paseo corto a la derecha.*



Model and Guide Practice

- Point students to page 49 in the student book.
- Ask students to examine *s*, *r*, and *f* and tell which parts of each letter must be open and which must be closed (*r* is open at the bottom line; *s* is closed near the bottom line; the loops must be open in *f*).

Practice Have students complete student page 49.

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

- Are my *r*'s open at the bottom line?
- Have I closed my *s*'s near the bottom line?
- Are the loops in my *f*'s open?

When they have reviewed their work, have students circle the best *sS*, *rR*, and *fF* they wrote.

Additional Practice

SavvasRealize.com

- Interactive Practice: *sS*, *rR*, and *fF*
- Practice and Review Workbook*, pp. 27–28

Writing Cursive *sS*, *rR*, and *fF*

Write a row of each lowercase letter. Be sure to

- keep *r* open.
- close *s*.

Notice that capital *F* has three strokes. Now write a row of each letter.

Capital Letter Link-ups
Remember that *R* joins the letter that follows it. Trace the joined letters in the box.

S and *F* do not join the letters that follow them. Trace *Sa* and *Fr*.

Write these events.

East Rumford Science Fair
Submarine Tour Field Trip

49

ACTIVITY BANK

Book List Have students find book titles containing the letters *vV*, *zZ*, *sS*, *rR*, and *fF* and use them to write a list of books and authors. Suggest that they add a brief recommendation for any book they have read. **LETTER PRACTICE**

Wacky Word Sentences Have groups of students create a zany sentence in which most of the words begin with the same target letter. After the sentences are read aloud, the class votes for the funniest or most creative sentence. Then students use the winning sentence as the day's practice sentence. **CREATIVE EXERCISES**

Joining Sidestroke Letters

Objective

- Join the letters **o**, **w**, **b**, and **v** to other lowercase letters, using sidestrokes.

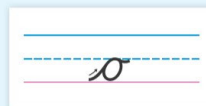
Warm Up

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

Teach Write lowercase cursive **o** and point out the sidestrokes.

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.*

Use the descriptions on SavvasRealize.com to continue the routine for letters **w**, **b** and **v**.



Model and Guide Practice

- Have students read the top of page 50.
- Guide students to finger trace a sidestroke, a letter with a sidestroke, and letters joined by a sidestroke.

Practice Have students complete student page 50.

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

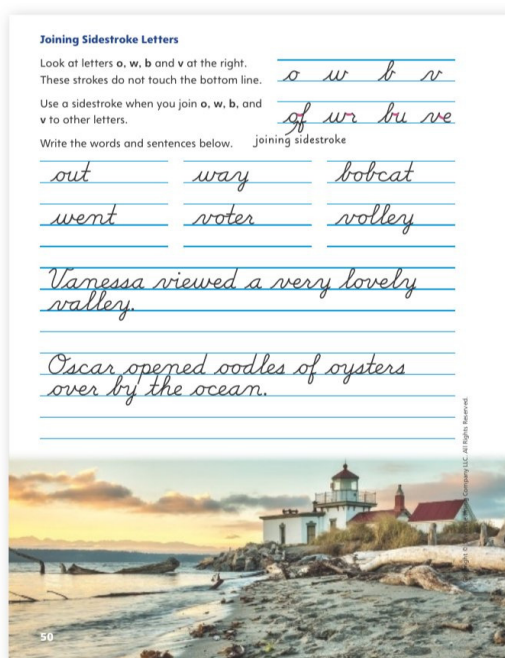
- Did I use sidestrokes to join **o**, **w**, **b**, and **v** to the letters that follow?
- Do my sidestrokes join at the midline with the letters that follow?

Have students circle their best instance of joining letters.

Additional Practice

SavvasRealize.com

- Interactive Practice: **o**, **w**, **b**, and **v**
- Practice and Review Workbook*, pp. 25–28



ACTIVITY BANK

Place Names Discuss place names that come from geographical or topographical features, such as Oyster Bay and Pine Bluff. Ask students to collect examples of such place names in their own area and write them in a notebook. **LETTER PRACTICE**

Different Strokes If some students have difficulty when joining strokes, write the following words, very large, on the board in cursive: *dog, towel, quick, cat, kit, bad, pool, wet, wooly, baby*. Have students identify joining strokes by marking them with different colored chalk. **HANDWRITING SUPPORT**

Evaluation

Objectives

- Transcribe a paragraph from a typeset model.
- Evaluate handwriting against a checklist.

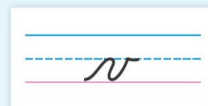
Warm Up

Show students the lowercase and capital cursive **vV**, **zZ**, **sS**, **rR**, and **ff** Letter Formation videos as needed.

Teach Write lowercase and capital cursive **vV** as you say the letter descriptions. Point out the ending sidestrokes.

Start at the bottom. Drive over the hill. Down the ramp. Curve right and go up. Short drive right. | **Comienza desde abajo. Sube la colina y baja por la rampa. Gira a la derecha y sube. Paseo corto a la derecha.**

Start below the top. Curve up. Drive down the ramp. Drive right up the ramp. Short drive right. | **Comienza por debajo de la cima. Sube y luego baja por la rampa. Sube por la rampa hacia la derecha. Paseo corto a la derecha.**



Model and Guide Practice

- Guide students to page 53 in the student book.
- Tell students they will copy a paragraph about two people who have a problem raising vegetables and flowers in their garden.
- Call on a volunteer to read aloud the directions and the hints.

Practice Have students complete student page 53.

Evaluate Point out that the picture on page 53 suggests what the problem is in the garden. Ask students to write compositions telling how to solve the problem.

Then, have them look for **s**'s that are not closed and **f**'s that do not have two loops, and circle these mistakes.

- Do students need extra practice with these letters?
- Did students leave consistent spaces between words?

Additional Practice

SavvasRealize.com

- Interactive Practice: **vV**, **zZ**, **sS**, **rR**, and **ff**
- *Practice and Review Workbook*, pp. 31–32

Evaluation

Read the hints. Then write the paragraph below.
Make your handwriting easy to read.

Hints for Clear Handwriting

- Close s.
- Write f with two loops.

Every spring Uncle Russell and I start our garden. We plant colorful flowers, cauliflower, and other vegetables. But we're always chasing away hungry rabbits that eat the plants. Rabbits are fun to watch. How can we have a garden and rabbits too?



Check Your Handwriting

Is your handwriting improving? Use the marks below to check the paragraph you wrote.

In the first sentence, circle every s that is not closed.

In the second sentence, write a check mark next to every f that does not have two loops.

On the lines below, write the number of marks you made.

○ _____ ✓ _____

53

ACTIVITY BANK

How Does Your Garden Grow? Discuss how people around the world, including those in cities, might grow large and small gardens. Have students work in groups to research gardens in particular areas, and, on a chart, share information about the plants, soil, and problems in raising the plants. **ENRICH**

Field Sketch Students with an interest in birds may enjoy keeping a field notebook. Encourage them to record each bird they see, telling its color, shape, special features, behavior, and where they saw it.

REAL-LIFE WRITING

Letter Slant

Objective

- Evaluate consistent letter slant.

Warm Up

Show students examples of cursive writing with varying slants.

Teach Have students determine their own writing slant by writing several *l*'s, *h*'s, and *f*'s. Ask them to draw arrows along the downstroke of each letter to show the slant.

Ask students to describe how their handwriting differs from their classmates'. Emphasize that slant is one way in which styles differ.

Model and Guide Practice

- Guide students to page 54 in the student book.
- Point out that handwriting should slant in the same direction or it will not be legible.

Practice Have students complete student page 54.

Evaluate Help students check their letters for correct slant.

- Do I have any lines in which the letters slant in different directions?
- Did I slant capital letters and lowercase letters about the same amount?

Have students circle the three best examples of words that slant nicely.

Additional Practice

- Practice and Review Workbook*, p. 34

Letter Slant

Imagine what a tug-of-war would be like if the people on your side pulled in different directions. They would probably bump into each other. When you write, slant your letters in the same directions so they don't bump into each other. Study the sentences below. Then copy the sentence that tells how your writing slants.

It slants to the right.
It slants to the left.
It is straight up and down.

Kate used many punctuation marks in a story she wrote about how she played when she was younger. Copy the following sentences from her story. Slant your letters and punctuation marks in the same direction.

Imagine what we could make out of these huge boxes, some blankets, and a rope!

Let's make holes in the boxes for doors and windows.

We'll call it the "Enchanted Towers."

54

ACTIVITY BANK

Tooting My Horn Have students use colored pencils to write their names in capitals, vertically, on lined paper. Then, using regular pencils, they write words to describe themselves, each word beginning with a letter of their name. **LEGIBILITY**

Handwriting Analysis Have students bring to school the signature of someone they know. Then tell them to write their own signature next to it. Have them compare the handwriting samples by looking at size and form of the letters, slant, and spacing. **REAL-LIFE WRITING**

Practical Applications: Time

Objective

- Write the time, using numerals, colons, and the abbreviations a.m. and p.m.

Warm Up

Talk to students about the difference between analog and digital clocks.

Teach Write 7:10 on the board. Ask students if they know whether the time is 7:10 in the morning or 7:10 in the evening. Tell them that we use a.m. for the hours between midnight and noon, and p.m. for the hours between noon and midnight. Write a.m. after the 7:10. Ask students if the time is morning or evening.

Model and Guide Practice

- Ask a volunteer to read the paragraph at the top of page 62 in the student book.
- Point out the three ways of writing the time.
- Have students write each time on the blank lines.
- Invite students to read the times in each column and write them on the blank lines. Remind them to use colons to separate the hour and minutes and to make their colons the same size as lowercase letters.

Practice Have students complete student page 62.

Evaluate Ask students to check their work.

- Did I make my numbers the same size as tall letters?
- Did I use lowercase letters and periods when I wrote a.m. and p.m.?
- Have I used a colon to separate the hours and minutes?

Writing the Time

Jenny has to complete the message at the right. She can write the time in one of three ways shown. The shortest way is to use numbers. When you use numbers, remember to add a colon (:) to separate the hours from the minutes. Colons are the same size as lowercase letters.

Chorus practice is today at

quarter past three three fifteen 3:15

Write each time below.

10:15 8:04 5:30

Use numbers and colons to write each time below. Remember that numbers are the same size as tall letters.

ten minutes past seven _____

twenty minutes past one _____

quarter after eleven _____

When you write the abbreviations a.m. and p.m., use lowercase letters and periods.



Write the times below. Next to each time, write what you are usually doing at that time of day.

7:00 a.m. _____

4:10 p.m. _____

8:15 p.m. _____

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Time for . . . Have students draw two pictures: one of something they usually do in the morning, and the other of something they do in the evening. Ask them to write a matching time under each picture. **CREATIVE EXERCISES**

What Time Is It? Provide additional practice with time phrases. Have students write the numbers for *half past five*, *a quarter past two*, *a quarter to twelve*, *ten after one*, *twenty after three*. **ELL**

Practical Applications: Addresses

Objective

- Write addresses, including return addresses.

Warm Up

Show students several different envelopes that contain mailing addresses and return addresses.

Teach Have students look at examples of addresses on envelopes. Guide them to identify the two parts of the front of an envelope. Point to the return address and ask students why an address appears in that spot. Lead them to understand that if the envelope cannot be delivered, the post office uses the return address to send the envelope back to the person who sent it.

Emphasize the importance of writing information correctly and legibly on the mailing address. Elicit from students why addresses should be written in straight lines.

Model and Guide Practice

- Ask a volunteer to point to the mailing address on the student page.
- Call students' attention to the abbreviations for the states on both the mailing and return addresses.
- Ask students what else they notice about the addresses on the envelope.
- Point out to students that the addresses are written in straight lines, even though there are no writing lines.

Practice Have students complete student page 64.

Evaluate Have students check their work.

- Can other people read the addresses on my envelope?
- Have I included names, street names, the city, state abbreviation, and zip code?
- Are my addresses in straight lines?

Writing Addresses

Riki wrote a letter to her dad. She made sure she wrote the words and numbers clearly so the letter would reach her dad's mailbox. Study Riki's envelope and the tips below.

Include a return address:

RIKI FULTON
219 BURR OAK DR.
LAYFALETTE, IN 47901

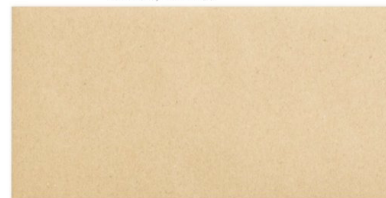
MR. MARK FULTON
1609 W TYLER ST
ROCHESTER, IN 46975

Use all capital letters and no
punctuation marks:

Address the envelope using the information below.

Mailing address: Ray Chasing Hawk, 619 River Road,
Yankton, SD 57078

Return address: Jan Hanson, 525 South Hill Road,
Baltimore, MD 21230



Can another person read your envelope?

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Write It Right Write several envelopes with legibility errors in the return and mailing addresses. Pass them out to small groups and have students revise the addresses to make them legible. **LEGIBILITY**

Real Addresses Distribute documents or advertisements that contain full business or organization addresses in their text or headings. Then distribute blank envelopes and have students properly address them. **REAL-LIFE WRITING**

Letter, Word, and Sentence Spacing

Objective

- Evaluate the spacing of letters, words, and sentences.

Warm Up

Write "Goodmorning,class" with no spaces in between the words.

Teach Invite volunteers to tell what they notice about what you wrote on the board in "Warm Up." Ask students if the text was easy or difficult to read. Then write the greeting again, using spaces between the words. Have students tell why one greeting is easier to read than the other.

Model and Guide Practice

- Repeat the "Teach" activity, but use a single word rather than a complete sentence. Use manuscript writing, and write the word so that the letters are jammed up against each other.
- Now write the word with normal spacing.
- Tell students that the spacing between letters, words, and sentences should not be too far apart or too close.

Practice Have students complete student page 73.

Evaluate Have students reread what they wrote.

- Did I miss any words?
- Are my words well-spaced and legible?

When they have reviewed their work, have students use a plus or minus sign to indicate where they need more or less space.

Additional Practice

- Practice and Review Workbook*, p. 35

Letter, Word, and Sentence Spacing

What would happen if your teacher asked your class to sit in groups of three? Everyone would probably sit so there were small spaces between students and larger spaces between groups. Even spacing is important in handwriting as well.

Marta and Lawrence both wrote compositions about their heritage. Copy Marta's first paragraph below in cursive. Make even spaces between letters. Leave a larger space between words. Make more space between sentences than between words.



My mother talks to me in Spanish. It's easier for me to speak English, but I usually answer her in Spanish. Mom says it's important to learn the language of my heritage. I think, si, it's a good idea.

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Did you make even spaces between letters? Did you leave enough space between words and sentences?

73

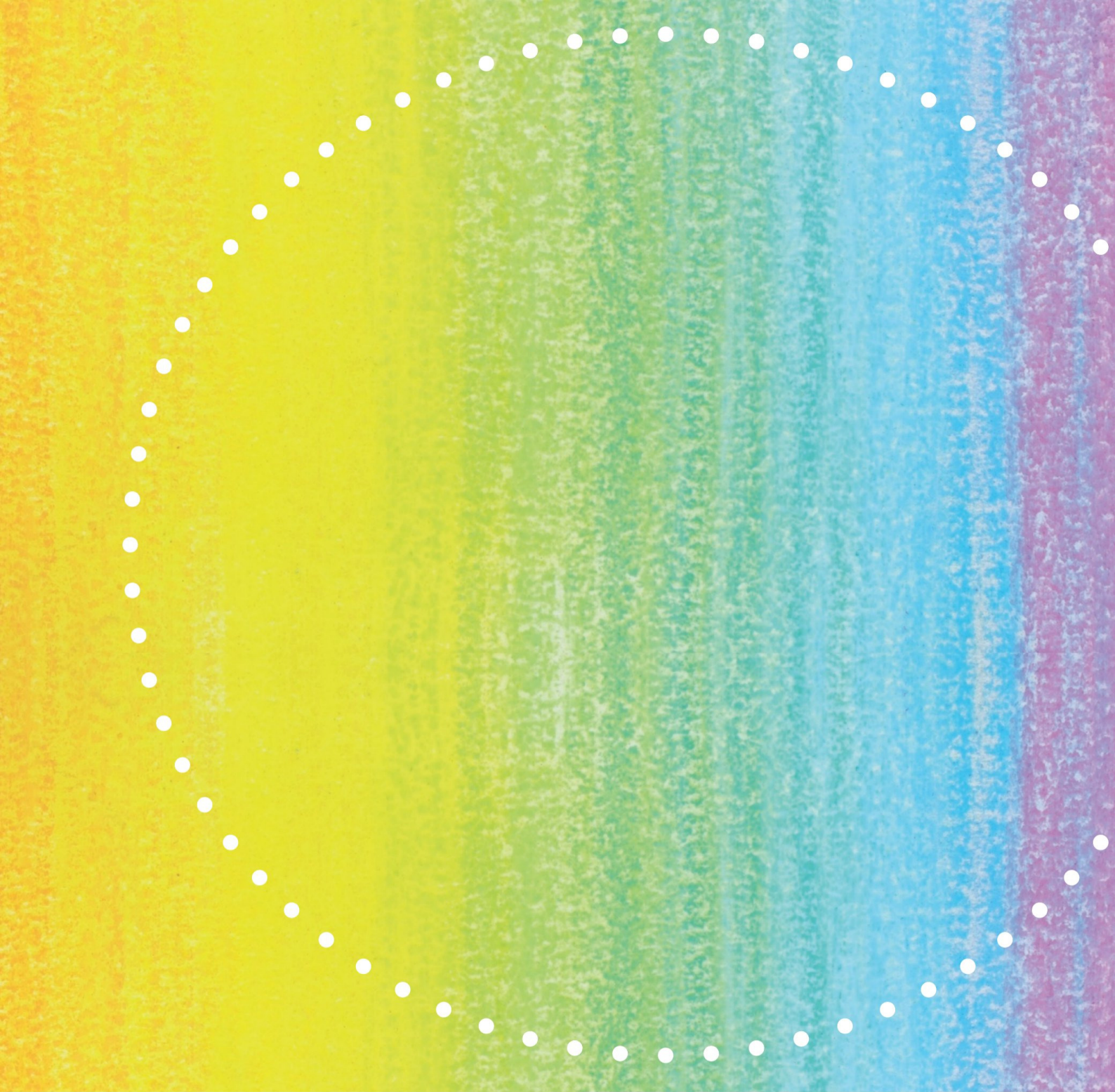
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All Spaced Out Bring in quotations from famous people and have students copy them onto lined paper, paying close attention to spacing between letters, words, and sentences. Encourage students to trade their quotes with a partner and get constructive feedback about their handwriting. **HANDWRITING SUPPORT**

Musical Chairs Play musical chairs, with the chairs spaced far apart. Play again with the chairs touching each other. Discuss which version was easier to play. **KINESTHETIC**

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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