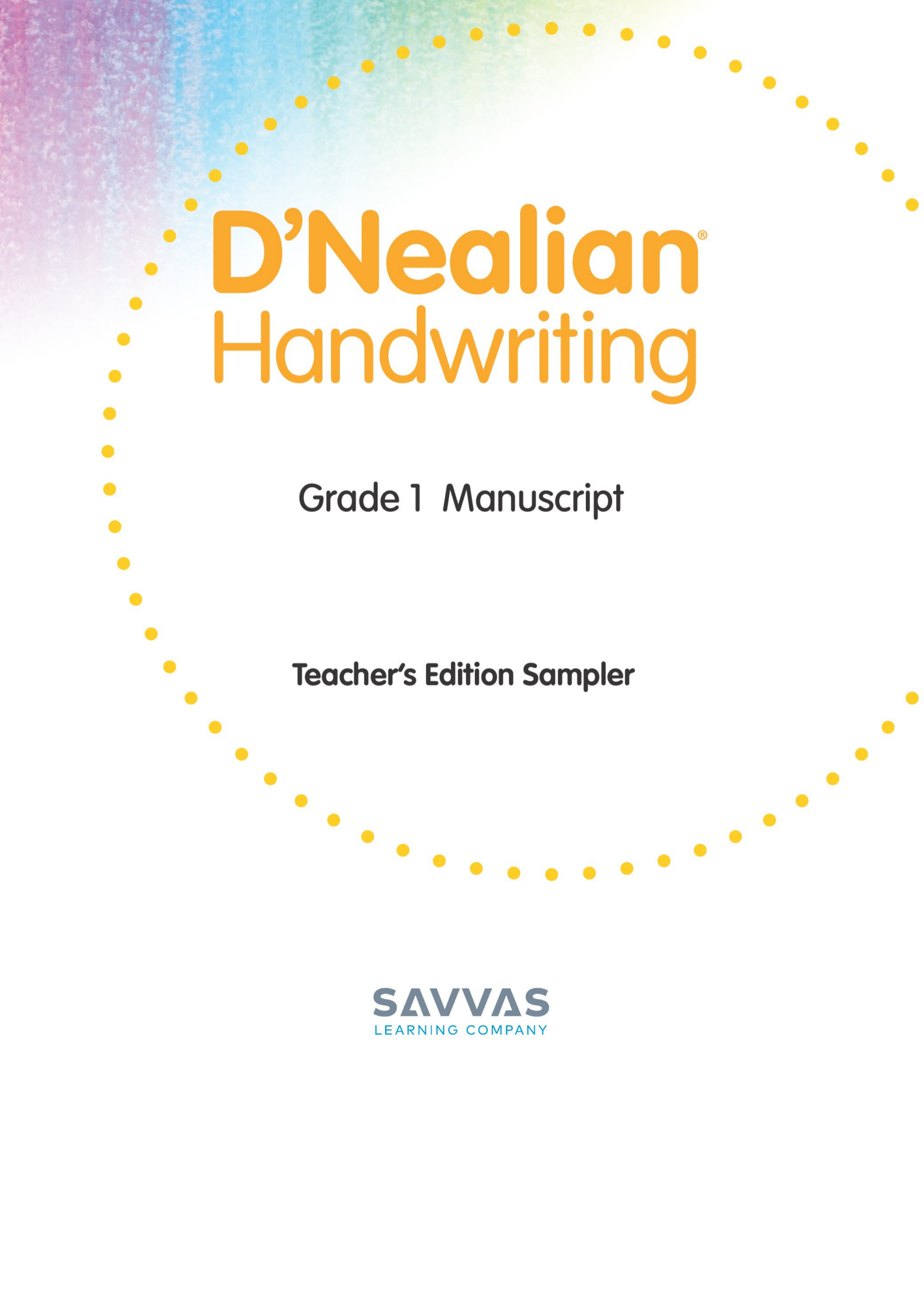




D'Nealian[®] Handwriting

Grade 1 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

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

Unit 2: Writing Lowercase Letters..... 8

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

Unit 3: Writing Numbers and Number Words..... 10

Students learn the strokes for writing the numbers **0** through **9** and the words **one** through **twelve**.

Unit 4: Writing Capital Letters 14

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

Handwriting Reimagined

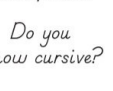
The only continuous stroke mani-cursive handwriting program has been reimagined to offer teachers and students a complete audio, visual, tactile, and kinesthetic approach to teaching manuscript and cursive through a streamlined routine.

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

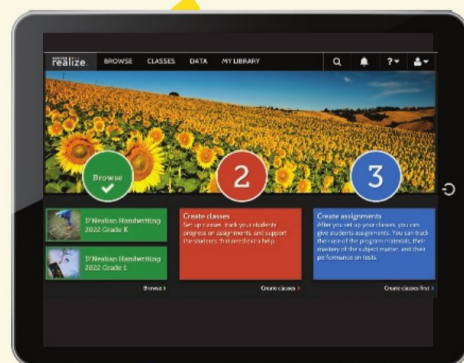
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Student Edition Worktext

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

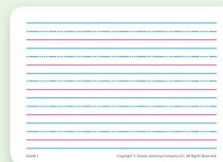


D'Nealian Handwriting Kit

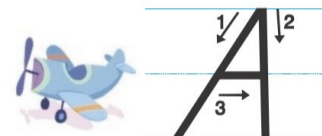
Alpha Touch Cards

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.

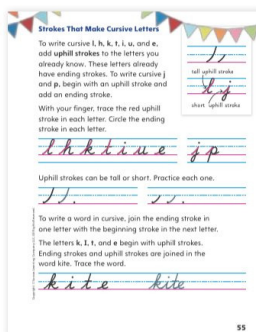
Practice Have children complete student page 62.

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

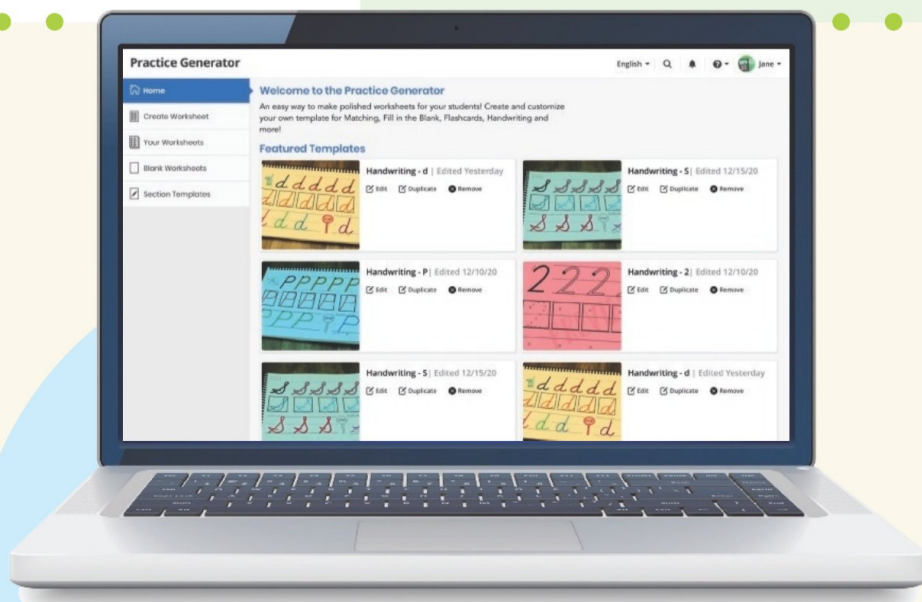
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

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



Letter Size and Form

Objective

- Develop concept of letter size.

Warm Up

Show students the three different types of letters: tall letters, small letters, and letters that hang down.

Teach Tell students there are three different types of letters: tall letters, small letters, and letters that hang down. Draw an outdoor scene on the chalkboard showing items such as a lake, grass, rocks, a pier, and a picnic table. Have students think of objects for the outdoor scene that are tall, small, and objects that hang down. Then have volunteers come to the board and draw their items in the picture. Make the connection between the various sizes of these objects and the three different sizes of letters: tall letters, small letters, and letters that hang down.

Model and Guide Practice

- Point out the picture on p. 27 in the student book. Have students listen as you read the first sentence on the page.
- Have students point to the sentence with the giraffe's picture and read the two sentences.
- Have students point to and name all the tall letters.

Practice Have students follow similar steps for the remaining two animals on p. 27.

Evaluate

- Review with students the three sizes of letters to make sure they understand the concept.

Additional Practice

SavvasRealize.com

- Interactive Practice: **Letter Size**
- Practice and Review Workbook*, p. 21

Animals can help you remember the size of the letters.



A  is tall.
These letters are tall.

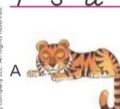
b d f h k l t



A  is small.
These letters are small.

a c e i m n o

r s u v w x z



A  has a tail that falls.
These letters fall.

g j p q y

Letter Size and Form 27

Students compare the size of animals
to the relative size of lowercase letters.

ACTIVITY BANK

Act It Out Display pictures of animals in three groups: tall, small, and animals with long tails. Have volunteers use props to act out the animals, elicit their names, and give the letter-size group. **CREATIVE EXERCISES**

Animal Shadows Have students experience the difference between tall and short. Have one student make a shadow of a tall animal that would touch the top line and one make a short animal that would stay below the dotted line. **KINESTHETIC**

Letter and Word Spacing

Objective

- Develop concept of letter and word spacing.

Warm Up

Tell students that letters and words need to be properly spaced.

Teach Tell students that if we want our handwriting neat and easy to read, we need to space our letters and words correctly. Have the class stand in three groups, one behind the other: one group standing close so their feet almost touch, one group standing so far apart that they cannot touch, and one group standing an arm's length between each person. Have the students walk a few steps and then ask: Which group stepped on one another's feet? Which group remained far apart? Which group stayed together and walked easily? Tell students that correctly spacing our letters and words means we can better communicate our ideas.

Model and Guide Practice

- Point out the picture on p. 30 in the student book. Have students listen as you read the first two sentences on the page.
- Have students look at the first train cars and read the words.
- Have students explain the relationship between the train cars and the letters in the words.

Practice Have students follow similar steps for the remaining two pictures and phrases on p. 30.

Evaluate Have students look at their own handwriting.

- Are their letters too close together?
- Are their letters too far apart?

Have them rewrite words that need correction.

Additional Practice

SavvasRealize.com

- Interactive Practice: **Letter Spacing, Word Spacing**
- *Practice and Review Workbook* p. 24

You need to space letters and words.
Letters in a word should not be too close.



too close

Letters in a word should not be too far apart.



too far

Leave more space between words.



just fine

30 Letter and Word Spacing
Students compare correct and incorrect letter and word spacing.

ACTIVITY BANK

Letters in Position Write each of the letters of a familiar phrase on separate letter cards. Call on volunteers to position the letters in the phrase too close together, too far apart, and evenly spaced. Then have new volunteers correct any phrase that contains incorrect letter or word spacing. **HANDWRITING SUPPORT**

30 • Unit 1 • GETTING READY TO WRITE

Macaroni Prints On a sheet of construction paper, write large versions of each student's name in pencil. Then distribute copies to students. Have them trace the letters in their names with glue and cover the glue with macaroni shells. **EXTEND**

Write c

Objectives

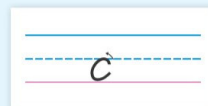
- Trace and write the lowercase letter **c**.
- Write words with **c**.

Warm Up

Show students the lowercase **c** Letter Formation video.

Teach Write lowercase **c** as you say the letter description. Have students repeat after you.

Start a little below the 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

- Guide students to p. 37 in the student book. Have students finger trace the model **c**.
- Have students trace and write the letters using the starting dots.
- Have students write words with the letter **c**.

Practice Have students complete student p. 37.

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

- Do my **c**'s curve down to the bottom line?
- Do my **c**'s stop before the middle line?

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

Additional Practice

Alpha Touch Card **cC**; Tracing Card **cC**
SavvasRealize.com

- *Practice and Review Workbook*, pp. 33–34

cat

coat

cocoa

My Words

Writing c 37

Students trace and write the letter c and the word cocoa.

ACTIVITY BANK

Back to Back Have students sit on the rug in rows and pretend that the person's back in front of them is a chalkboard, their index finger is chalk, and their other hand is an eraser. Gently write the letter **c** or a review letter and have the "chalkboard" guess the letter. **LETTER PRACTICE**

Calico Cat Have students practice this couplet with words that start with **c**. *My calico cat can play hide-and seek. / She jumps in dad's coat and won't even peek.* **AUDITORY**

Practice

Objective

- Practice the lowercase letters **a, d, o, g, c, e,** and **s**.

Warm Up

Write the target letters on the chalkboard as models.

Teach Distribute a 5"–6" piece of yarn to each student. Have students create yarn letter forms for each of the seven letters included.

Tell students that if we write clearly, people can read our writing. So we practice our letters until we are good at writing them!

Model and Guide Practice

- Guide students to p. 40 in the student book. Have students write the letter **a** using the dot as a starting point.
- If needed, review letter formation descriptions with students.

Practice Have students complete student p. 40.

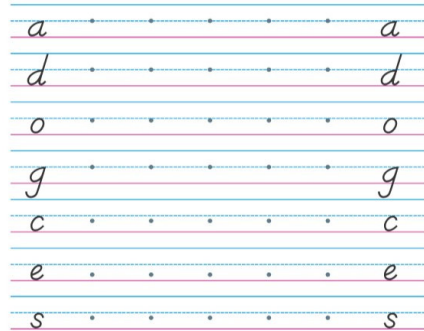
Evaluate Help students check their letters for correct steps, connections, and placement.

- Did my **d**'s go all the way to the top line?
- Did I close up all my **o**'s?
- Do my **g**'s all go to the bottom line and end with a small curve?

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

Encourage students to explain why they circled various letters.

Practice



Circle your best letter in each line.

40 Practice
Students write the letters a, d, o, g, c, e, and s.

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ACTIVITY BANK

What do Letters Say? Have students choose a letter that is usually challenging for them. Have them write the best one they can very large on a sheet of construction paper and decorate it with images of things that start with that letter. **LETTER PRACTICE**

Sign Language After the students have practiced the letters **a, d, o, g, c, e,** and **s**, teach each of the letters in sign language. Choose a student to sign a letter and have the other students write the letter at their seats. Repeat.

CREATIVE EXERCISES

Review

Objective

- Review the lowercase letters **a, d, o, g, c, e,** and **s** by writing words.

Warm Up

Write the target letters on the chalkboard as models.

Teach Remind students that we need to review how we form our letters to make sure we are forming them correctly. Learning to handwrite well will help us communicate better. Use an acetate overlay on an overhead projector to write the words *does, gas, code, add,* and *dodge* or write the words on the chalkboard. Then have volunteers pick a word and use it in a sentence, identify the letters in the word, and air write the word.

Model and Guide Practice

- Guide students to p. 41 in the student book. Have students read the words and discuss the pictures.
- Have students explain the relationship between the word on the left and the word on the right.
- Have students trace and write the words.

Practice Have students complete student p. 41.

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

- Do my letters look the same as the model letters?
- Are my letters spaced correctly?
- Are my letters slanted all the same way?

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

Additional Practice

SavvasRealize.com

- Practice and Review Workbook* p. 39

Review



Review 41

Students trace and write words with the letters a, d, o, g, c, e, and s.

ACTIVITY BANK

Alphabet Soup Make worksheets showing a large maze with one path that leads to a bowl of soup. Place the target letters on the direct path and use several other letters throughout the maze as foils. Below the maze, draw writing lines for students to write the target letters.

LETTER PRACTICE

Bumpy Dogs Display several pictures of dogs. Have students make a label for one picture by writing the word *dog* on a 3" x 5" piece of tagboard. Place the cards on a rough surface and have students trace the letters with crayons. Have them finger trace the bumpy letters.

KINESTHETIC

WRITE LOWERCASE LETTERS • Unit 2 • 41

Evaluation

Objectives

- Write words with lowercase letters **a**, **d**, **o**, **g**, **c**, **e**, and **s**
- Evaluate the letters **a**, **d**, **o**, and **g**

Warm Up

Write the target letters on the chalkboard as models. Have students look at them and then erase them.

Teach On the chalkboard, write several letters on writing lines showing correct and incorrect forms. Have volunteers come to the board, circle the correct form, and write the letter independently.

Tell students that if they are having difficulty with a letter, they should use the letter descriptions on SavvasRealize.com to remind them how to correctly form the letters. They can also review the Letter Formation videos.

Model and Guide Practice

- Guide students to p. 42 in the student book. Have students read the reminder at the top of the page.
- Have students read the words and phrases and explain the relationship between the picture and the words or phrases.
- Have students trace and write the words and phrases.

Practice Have students complete student p. 42.

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

- Have students check their work by answering the question at the bottom of the page.

Additional Practice

SavvasRealize.com

- *Practice and Review Workbook*, p. 40

Evaluation

Remember: Close the letters **a**, **d**, **o**, and **g**.

dad

dad

cage

cage

a goose

a goose

good dogs

good dogs



Check Your Handwriting

Did you close the letters **a**, **d**, **o**, and **g**?

Yes

☐

No

☐

42 Evaluation

Students trace and write words and phrases with the letters **a**, **d**, **o**, **g**, **c**, **e**, and **s**.

ACTIVITY BANK

Take-Home Book Have students use pp. 33–42 to make a take home book. Provide construction paper for the front and back covers. Have students write their names and the letters **a**, **d**, **o**, **g**, **c**, **e**, and **s** on the front cover. **LETTER PRACTICE**

Write About Two Animals Elicit several characteristics of geese and dogs, and display them on a chart. Have students write a composition or draw a picture about these animals. Have students write about the differences between the animals. **EXTEND**

Review Numbers and Number Words

Objective

- Review the numbers 1–8 and the number words one through eight.

Warm Up

Show students the Number Formation videos for 1–8.

Teach Tell students that it is very important that they make their numbers correctly. A number that isn't formed correctly can mean that you miss a problem on a math test.

Make flashcards for number words one through eight and for numbers 1–8. Distribute the cards randomly and ask students to find the match for their number or word.

Model and Guide Practice

- Have students finger trace the number words as you call out each letter in the word.
- Then have them finger trace each corresponding number.
- Have students write the numbers and words.

Practice Have students complete student p. 83.

Evaluate Help students check their numbers and words for correct steps and spacing.

- Do my t's and f's start at the top line?
- Do my t's and f's have a crossbar?
- Are my 6's and 8's closed?

Additional Practice

SavvasRealize.com

- Interactive Practice: 1–8
- Practice and Review Workbook, pp. 93–94

Review

one	1	two	2
one	1	two	2
three	3	four	4
three	3	four	4
five	5	six	6
five	5	six	6
seven	7	eight	8
seven	7	eight	8

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Review 83

Students trace and write the words one through eight and the numbers 1 through 8.

ACTIVITY BANK

Simon Says Play Simon Says by having students take the number of steps forward or backward that you display on a card. Use a variety of numbers and number words.

KINESTHETIC

What Is It? Prepare a dot-to-dot worksheet in the shape of an animal. Have students connect the numbered dots in order, determine the animal, and color the picture.

CREATIVE ACTIVITIES

Review Numbers and Number Words

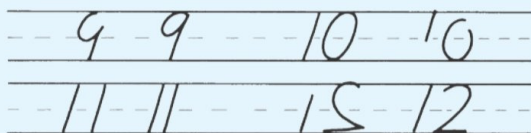
Objectives

- Write numerals and words for 9–12
- Evaluate the numbers 9 and 0

Warm Up

Show students the Number Formation videos for numbers 9 and 0.

Teach On the board, write the numbers 9–12 on writing lines, showing correct and incorrect forms. Tell students that when we write numbers, we need to make sure we form them correctly.



Have volunteers come to the board, circle the correct form, and write the number independently.

Model and Guide Practice

- Have students read the top of the page and trace and write the number words and numbers.
- Have students check their work by answering the question at the bottom of the page.

Practice Have students complete student p. 84.

Evaluate Help students check their numbers and words for correct steps and spacing.

- Do my *t*'s and *l*'s start at the top line?
- Do my *t*'s have a crossbar?
- Are my 9's and 0's closed?

Additional Practice

SavvasRealize.com

- Interactive Practice: 9, 0
- *Practice and Review Workbook*, pp. 93–94

Evaluation

Remember: Close the numbers 9 and 0.

nine	9	ten	10
nine	9	ten	10
eleven	11	twelve	12
eleven	11	twelve	12

Check Your Handwriting

Did you close the numbers 9 and 0?

Yes ☐ No ☐



84 Evaluation

Students trace and write the words *nine* through *twelve* and the numbers 9 through 12.

ACTIVITY BANK

Numbers in Color Have students draw a picture for each of these phrases: *nine yellow circles*, *eleven blue dots*, *ten green squares*, *twelve red triangles*. **AUDITORY**

Lost and Found Make a set of cards for the numbers 9–12 and place them in a coffee can or jar. Ask students to choose a card at random and then find that number of objects in the room. For example, a student can point to nine pencils. **ELL**

Writing R

Objectives

- Trace and write the capital letter **R**.
- Write a sentence with the letter **R**.

Warm Up

Show students the capital **R** Letter Formation video.

Teach Write capital **R** as you say the letter description. Point out the first downhill stroke. Have students repeat after you.

Start at the top. Drive down the ramp. Go to the top. Curve around the bend. Close up. Right down the ramp. Small hook right. Brake and stop!
 | Comienza desde arriba. Baja por la rampa. Maneja hasta la cima y da la vuelta a la curva. Cierra. Baja por la rampa hacia la derecha. Pequeño gancho a la derecha. ¡Frena y para!



Model and Guide Practice

- Point out the capital **R** at the top of p. 117 in the student book. Lead students to notice the capital **R**'s in Rosie Rhino's name, and compare it with the lowercase **r** in the word *rocket*. Have students finger trace the large model **R**, then pencil trace the gray letters using the starting dots.

Practice Have students complete student p. 117.

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

- Do my **R**'s slant down right to the bottom line?
- Do my **R**'s end with a small hook right?

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

Additional Practice

Alpha Touch Card **Rr**, Tracing card **Rr**

SavvasRealize.com

- Interactive Practice: **R**
- *Practice and Review Workbook*, pp. 67–68

Rosie Rhino

rocket

Rosie zoomed away.

Writing R 117

Students trace and write the letter R and the sentence Rosie zoomed away.

ACTIVITY BANK

R Animals Display this list of animals whose names begin with **R**: Rabbit, Raccoon, Rhino, Robin. Ask students to draw a picture of one of the animals and then write its name. **ENRICH**

Rocket Art Provide students with paper tubes, construction paper, foil, and other craft supplies. Ask them to use their imaginations to create a rockets. Display the rockets in the room with the title *Our Rockets Rock!*

CREATIVE EXERCISES

Review

Objective

- Review the capital letters **A**, **B**, **D**, **M**, **N**, **P**, and **R**.

Warm Up

Review with students the capitals **A**, **B**, **D**, **M**. Show students the capital **N**, **P**, and **R** Letter Formation videos.

Teach Tell students that they have just learned to write the capital letters **A**, **B**, **M**, **N**, **P**, **R**. Remind them that when we review how to write the letters, we are making sure that we are forming the letters correctly. Correctly forming the letters means that others can read our handwriting. If we want to communicate well, we need to have neat handwriting.

Model and Guide Practice

- Tell students to look at student p. 119.
- Read the names aloud, and have students repeat them. Discuss the pictures.
- Tell students to trace and write the names.

Practice Have students complete student p. 119.

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

- Do my capital letters **A**, **D**, **M**, **N**, **P**, and **R** touch both the top and bottom lines?
- Do my lowercase letters **k**, **l**, and **h** touch both the top and bottom lines?

Provide support to students, as necessary.

Review



Review 119

Students trace and write names with the letters A, B, D, M, N, P, and R.

ACTIVITY BANK

Look Alike Provide students with library books, reading books, and primary magazines. Ask them to look through the pages to find and write one word beginning with each of the letters **A**, **B**, **D**, **M**, **N**, **P**, and **R**. **VISUAL**

Letter Search Make a "magnifying" glass from tagboard and colored acetate. Have students use it to find all the target letters on student p. 119 and then trace them with a highlighter. **KINESTHETIC**

Evaluation

Objectives

- Evaluate sentences with capital letters **A**, **D**, **P**, and **R**.
- Evaluate letters **D**, **P**, and **R** for closure.

Warm Up

Review with students the capital **D**, **P**, and **R** Letter Formation videos.

Teach Tell students that evaluating their writing helps show them where they need to improve their letters. Have them review the letter descriptions whenever they need to review how to form letters. Remind them that they can also review the Letter Formation videos whenever they need to.

Model and Guide Practice

- Point out the reminder at the top of the page, and read it aloud while students follow along.
- Have students read the sentences. Call on volunteers to explain the relationships between the pictures and the sentences.
- Tell students to trace and write the sentences. Have them evaluate their work by answering the question at the bottom of the page.

Practice Have students complete student p. 120.

Additional Resources

AlphaTouch Cards **A**, **D**, **P**, **R**

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- Interactive Practice: **A**, **D**, **P**, **R**

Evaluation

Remember: Close the letters **D**, **P**, and **R**.



Does Pamela have paints?

Does Pamela have paints?

Aisha and Ramla smile.

Aisha and Ramla smile.

Check Your Handwriting

Did you close the letters **D**, **P**, and **R**?

Yes

☐

No

☐

120 Evaluation

Students trace and write sentences with the letters **A**, **D**, **P**, and **R**.

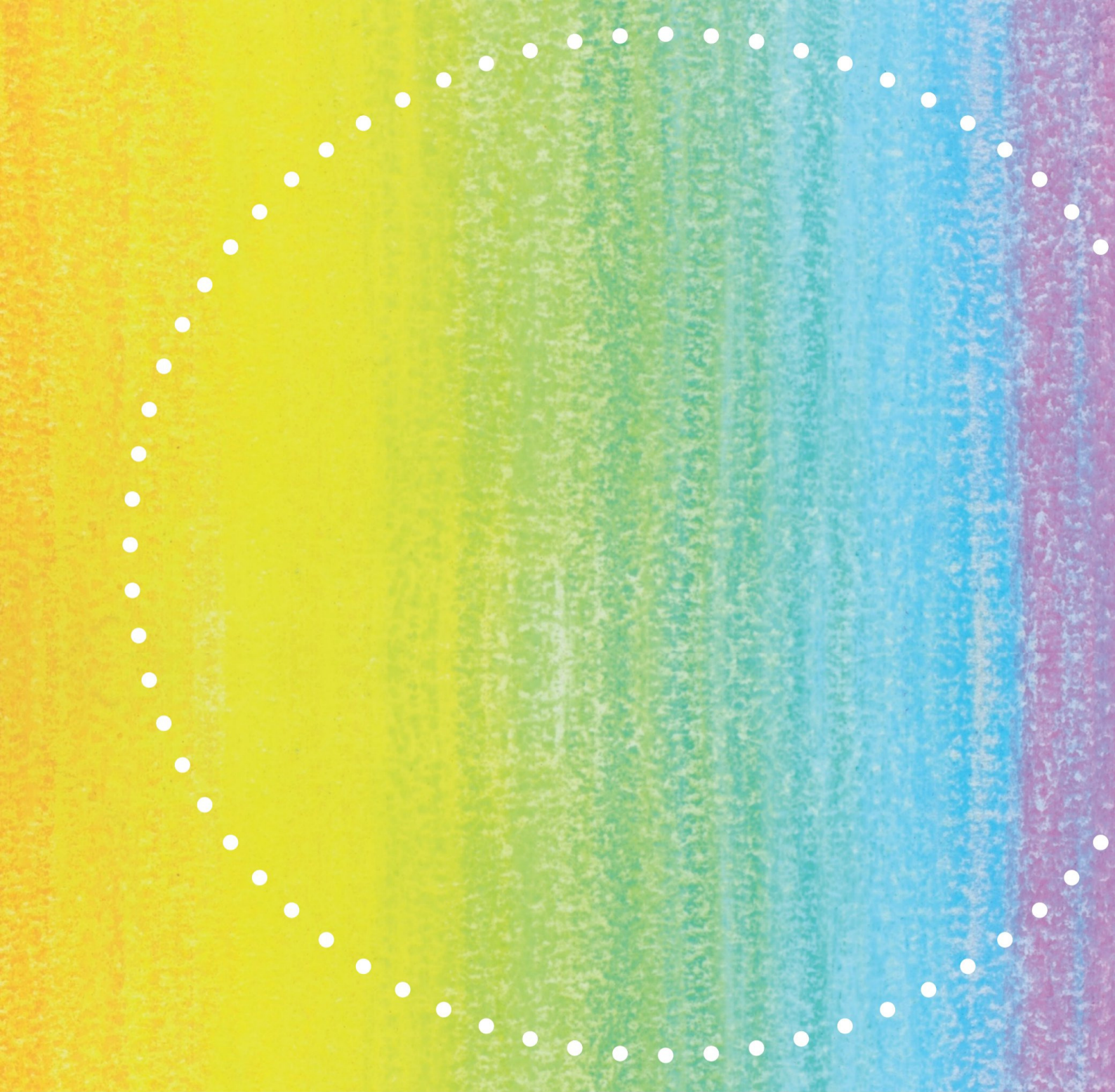
ACTIVITY BANK

Letter Pictures Model drawing a picture that starts with first writing a capital letter and then drawing a scene around it. Ask students to draw one of their own picture. Have the class identify the letters in each student's drawing. **CREATIVE EXERCISES**

Writing Names Ask each student whose names begins with a target letter to write their name on the board. Ask other students to evaluate each name for letter size, form, and slant. **LEGIBILITY**

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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