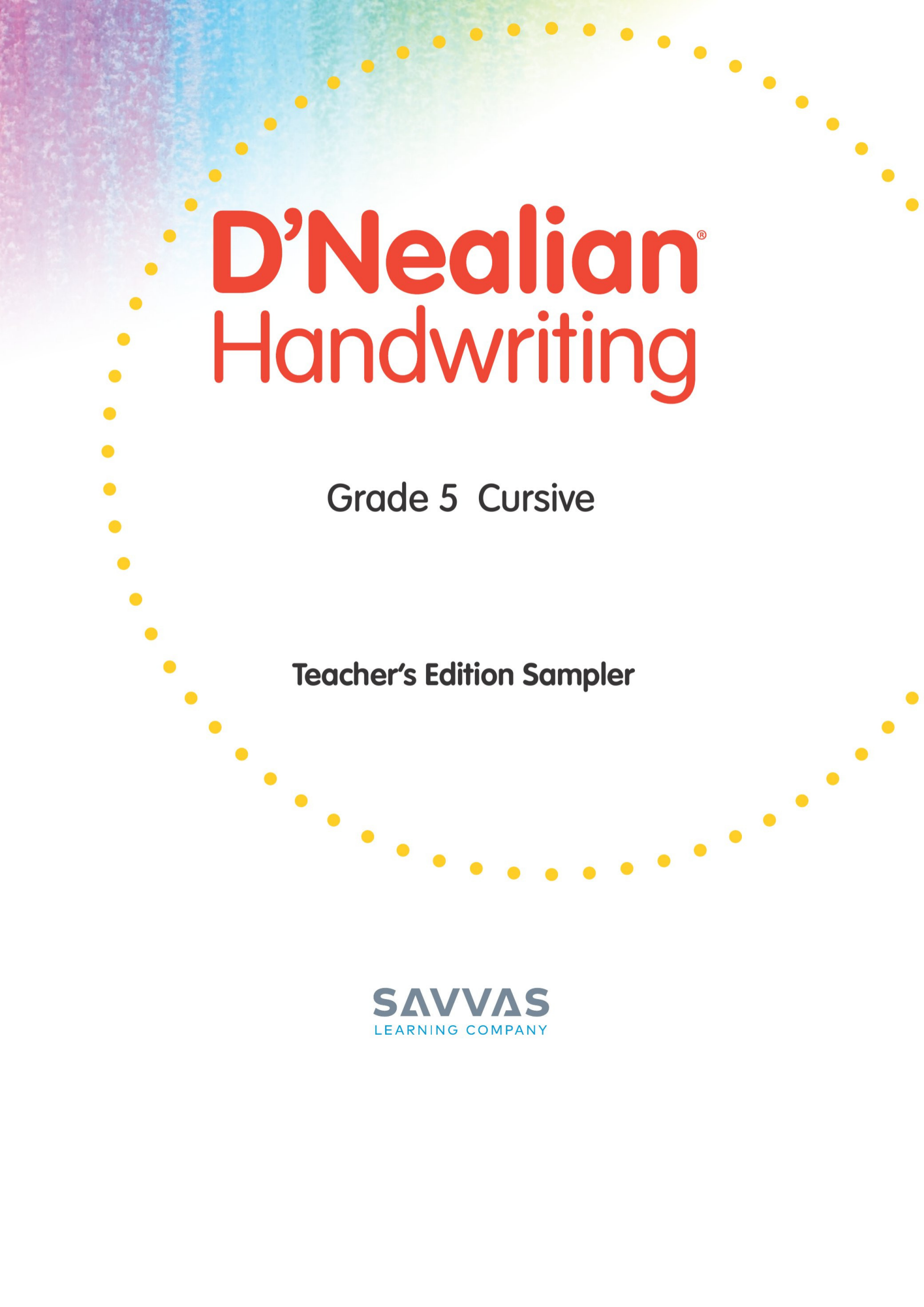




D'Nealian[®] Handwriting

Grade 5 Cursive

Teacher's Edition Sampler

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TE Sampler

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ISBN-13: 978-1-4183-6263-8

ISBN-10: 1-4183-6263-8

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Sampler Contents

Teacher's Edition

Unit 1: Reviewing Manuscript Letters..... 6

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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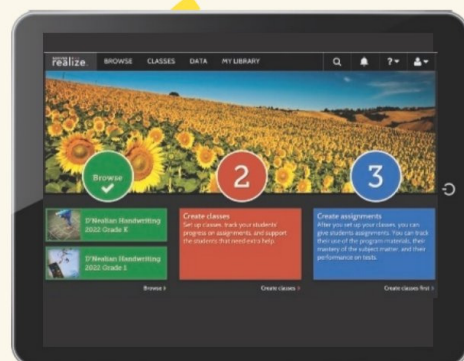
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Student Edition Worktext

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



D'Nealian Handwriting Kit

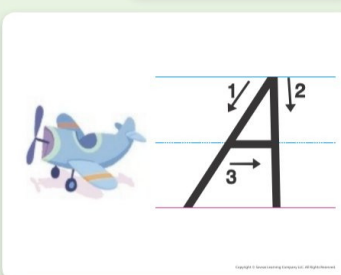
Alpha Touch Cards

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.

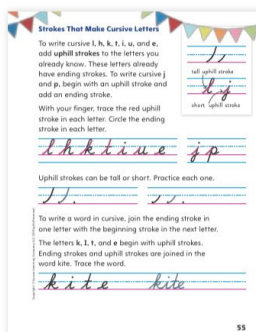
Practice Have children complete student page 62.

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

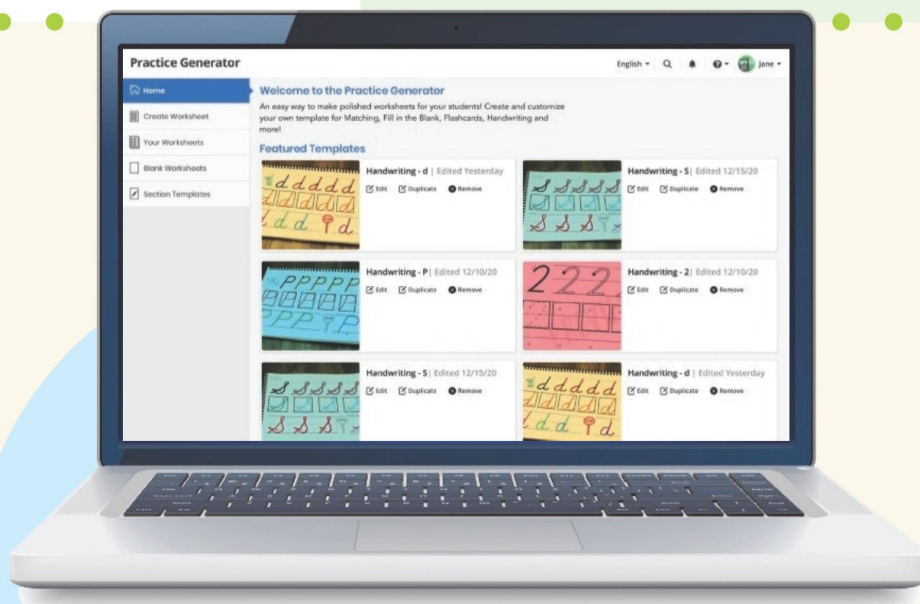
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

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



Reviewing Lowercase Manuscript Letters

Objectives

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

Warm Up

Show students the manuscript Letter Formation videos as needed.

Teach Tell students that reviewing the manuscript letters will help them make their cursive letters better. Most cursive letters are based on the manuscript letters. You can go through a few manuscript letter descriptions and write them on the board for review.

Remind students to use the descriptions on SavvasRealize.com to review all the manuscript letters. They can also use the Letter Formation videos and Interactive Practice as needed.

Model and Guide Practice

- Brainstorm with students situations in which they use lowercase manuscript letters. Students may mention writing notes to parents or making grocery lists.
- Invite a student to read aloud the title and directions. Remind students to make their tall letters touch the top line.

Practice Have students complete student page 6.

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

- Did I remember to close all my **a's**, **b's**, **d's**, **g's**, **o's**, **p's**, and **q's**?
- Do all my letters slant the same way?
- Do my **g's**, **j's**, **p's**, **q's**, and **y's** have descenders?

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

Additional Practice

SavvasRealize.com

- *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	

Write the phrases in manuscript.

zebras with wings
jiffy kite
words that move
oxen dancers
purple quarters

6

ACTIVITY BANK

Wild Ideas Have students invent and write down wild and funny phrases like the ones on the student page. If students need help, provide cards with nouns, verbs, and adjectives. **CREATIVE EXERCISES**

Two in One Write these words on the board: *gorillama*, *kangarooster*, *elephantelope*. Have students copy the words and discern which animals are in each word.

LETTER PRACTICE

Reviewing Capital Manuscript Letters

Objectives

- Write all the capital manuscript letters.
- Write authors' names containing these letters.

Warm Up

Show students the manuscript Letter Formation videos as needed.

Teach Tell students they will be reviewing manuscript capital letters. Let them know that they will often be asked to print, such as on business forms, and it is important that their writing be clear and easy to read.

Remind students to use the descriptions on SavvasRealize.com to review all the manuscript letters. They can also use the Letter Formation videos and Interactive Practice as needed.

Model and Guide Practice

- Invite a student to read aloud the title and directions on page 7 of the student book.
- Remind students that **K's**, **R's**, and **U's** each end in a small hook right.

Practice Have students complete student page 7.

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

- Did I remember to close all my **D's**, **O's**, and **Q's**?
- Do each of my **C's**, **G's**, and **S's** start a little below the top?
- Have I made each of the cross marks in my **E's**, **F's** and **H's** go straight across?

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

Additional Practice

SavvasRealize.com

- *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	

Some famous authors have written books of fantasy.
Write these authors' names in manuscript.

Rumer Godden _____

Ursula K. Le Guin _____

Carl Sandburg _____

James Thurber _____

7

ACTIVITY BANK

It's Covered Remind students that book covers use a combination of capital and lowercase letters. Have students create book covers with their own names and titles they invent. **CREATIVE EXERCISES**

Postal Service Postal scanners are best at "reading" capital letters. Have students address an envelope using all capital letters, with their return address. **LETTER PRACTICE**

Writing Cursive *tT*, *iI*, and *uU*

Objectives

- Write the lowercase and capital cursive letters *tT*, *iI*, and *uU*.
- Write signs containing these letters.

Warm Up

Show students the cursive letters *tT*, *iI*, and *uU* Letter Formation videos.

Teach Tell students: "Don't forget to dot your i's and cross your t's." Write the *t*, *i*, and *u* on the board. Point out that without its crossbar, the *t* could be mistaken for an *l*. Explain that an *i* without a dot may be misread.

Start at the bottom. Drive up the hill to the top. Go back down. Small hook right. Cross at the middle. | *Comienza desde abajo. Sube la colina hasta la cima. Baja de nuevo y pequeño gancho a la derecha. Cruza en el medio.*

Use the descriptions on SavvasRealize.com to continue the routine for remaining letters.



Model and Guide Practice

- Direct students to the student p. 13. Point out the capital letters. Ask students to notice which letter is made with more than one start. (*T*)
- Explain that the *I* and *U* are made with one smooth stroke. Demonstrate the letters on the board. Emphasize that the loop in the *I* should be open and both the *I* and *U* end with a small hook that connects to the letters that follow.
- Remind students that the capital *T* does not join letters that follow it.

Practice Have students complete student page 13.

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

- Are my *t*'s crossed and *i*'s dotted?
- Do I make my *i*'s and *u*'s half as tall as my *t*'s?
- Do my *I*'s and *U*'s join the letters that follow them?

Additional Practice

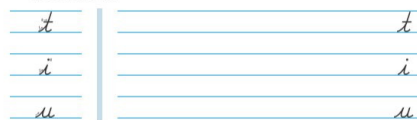
SavvasRealize.com

- Interactive Practice: *tT*, *iI*, and *uU*
- *Practice and Review Workbook*, pp. 13–14

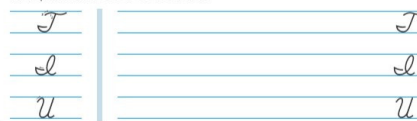
Writing Cursive *tT*, *iI*, and *uU*

Write a row of each lowercase letter. Be sure to

- make *u* as tall as *t*.
- cross *t* and dot *i*.



Notice where the capital letters *T*, *I*, and *U* touch the top line. Write a row of each letter.



Capital Letters Link-ups

Remember that *I* and *U* join the letters that follow them. Trace the joined letters in the box.

T does not join the letter that follows it. Trace *Tr*.

Write the following imaginary signs.

Invisible Truck Users
Investigators of Traveling Ushers

13

ACTIVITY BANK

T-Shirt Designer Distribute an outline of a T-shirt on paper. Tell students to think of a word that begins with an *I*, *T*, or *U* and describes themselves. Brainstorm a list of words for each letter with the class, such as *Thunderbolt*, *Thinker*, *Unicorn*. Ask students to design a fun T-shirt with the cursive word. **CREATIVE EXERCISES**

Word Puzzle Ask students to fill in the letters *t*, *i*, or *u* to form the words whose meanings are after it. *_n_ _e*: join together (*unite*); *_n_ _e*: loosen (*untie*); *_r_ _e*: not false (*true*); *_ _ _le*: name of a book (*title*); *_ _em*: a separate thing (*item*). **LETTER PRACTICE**

Practice

Objective

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

Warm Up

Write these phrases on the board: *bread and butter*, *salt and pepper*, *shoes and socks*.

Teach Point to the phrases on the board and tell students these things naturally go together, just as some letters also frequently appear together in words. Explain that practicing common combinations of letters will help them make their cursive writing faster and smoother.

Write **sh**, **th**, and **ck** on the board. Explain that these letter pairs appear often in words, sometimes in the beginning, such as *shoes*, *show*, *this*. The pairs also come in the middle of words, such as *bucket*, *fishy*, *father*, and at the end of words, such as *dish*, *fifth*, *sock*. Write the words on the board and underline the letter pairs.

Model and Guide Practice

- Direct students to p. 15 in the student book. Ask a volunteer to read the reminders at the top of the page aloud.
- Encourage students to pay attention to making their tall letters touch the top line and making loops with their **h**'s and **k**'s.

Practice Have students complete student page 15.

Evaluate Help students check their letter pairs and their sentences with these questions.

- Do all my tall letters touch the top line?
- Do my **h**'s and **k**'s have loops?
- Do all my sentences start with a capital letter and end with a period?

Have students exchange papers with a partner. Ask each partner to read the other's work and put checkmarks by the sentences that are easy to read. Direct students to circle any letters that need improvement. Partners then return papers and share their feedback.

Additional Practice

SavvasRealize.com

- Interactive Practice: **hH**, **tT**, and **kK**

Practice

Some letter combinations appear more often than others.

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

- make tall letters touch the top line.
- write **h** and **k** with loops.

sh th ck sh th ck

Now write the following names and the sentences below.

Be sure to write **h** and **k** correctly.

Jack Frost Misha Perth

Jules loaned Lakesha a thick book on ice fishing.

She said she would bring it back.

Her brothers Mick and Nishat thought they should read it too.

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ACTIVITY BANK

Word Hunt Assign students to small groups and challenge the groups to list words that contain the letter combinations **sh**, **th**, and **ck**. They may use dictionaries. Ask one group member to write the words on the board, and the class copies them in their best cursive. **ENRICH**

Ice Fishing Show students pictures of ice fishing with a hut or shack so they understand the concept. Write related words in cursive and point to each element in the pictures, such as *ice*, *fishing line*, *frozen lake*, *hole*, *snow*. Then ask students to copy each word or phrase in cursive. **ELL**

Evaluation

Objectives

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

Warm Up

Write this phrase on the board: *Tall vs. small letters*

Teach Point to the phrase on the board and explain that an important part of good cursive handwriting is making sure that all the letters are the right size. Ask students how tall the tall cursive letters should be. (*They should reach the top line.*) Ask how tall the small letters should be. (*They should be half the size of the tall letters.*) Ask students to call out some tall lowercase cursive letters and write them on the board, such as *b, d, f, h, k, l, and t*. Add a cursive *a* to each tall letter on the board. Point out that the small letter should be half the size of the tall letter.

Model and Guide Practice

- Direct students to p. 17 in the student book. Ask a volunteer to read the reminders at the top of the page aloud.
- Point to the lines on the student page. Explain that the middle line that they once used to practice their cursive handwriting is no longer needed. Remind students to pay attention, however, to how tall their small letters are.

Practice Have students complete student page 17.

Evaluate After they have completed the checklist on student p. 17, help students evaluate their overall handwriting.

- Are my letters connected smoothly to each other?
- Is the space between my words consistent?
- Do all my sentences start with a capital letter and end with a period?

Have students think about one tip for themselves that would improve their handwriting overall and write it on the bottom of the page as a personal reminder. Ask volunteers to share their tips so classmates might add other tips to their own sheet.

Evaluation

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

Hints for Clear Handwriting

- Make your tall letters touch the top line.
- Make your small letters half the size of your tall letters.

I put on my cape. Filled with hope, I started up a rough path through the dark forest. The moon was rising. It was eight o'clock. Near the hilltop, I waited for Piku. A long journey lay ahead of us.

Check Your Handwriting

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

In the second sentence, circle tall letters that do not touch the top line.

In the third sentence, write a check mark above small letters that are too tall.

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

○ _____ ✓ _____

Low scores mean your handwriting is easy to read!

ACTIVITY BANK

Imaginary Journey Elicit journeys that students might imagine taking, whether to a real or pretend place. Write a few on the board. Ask students to write a paragraph in their best cursive handwriting about their imaginary journey. Remind them to use a logical order of events. **EXTEND**

Journey Words Select a place, such as the ocean. Then create a word bank, such as *boat, fins, whales, sharks, shells*. Discuss the words with students and have them write a few sentences with a partner. **ELL**

Is Your Writing Legible?

Objective

- Evaluate letter size, proportion, form, slant, and spacing.

Warm Up

Write the word *legible* on the board.

Teach Ask students for the meaning of *legible*. (*easy to read; plain; clear*) Explain that there are different elements to making handwriting legible. Write these words on the board: *letter size, proportion, form, slant, spacing*.

Review the meaning of each word and how it relates to legibility. Point out:

- letter size* means the tall letters always reach the top line
- proportion* means that small letters are half the size of the tall letters
- form* means that letters are made correctly with the loops, dots, crossbars, and hooks they need
- slant* means that letters all slant the same way.

Model and Guide Practice

- Remind students that legibility is important because handwriting is a form of communication. When legibility is weak, readers may not understand the information.
- Direct students to student p. 18 and ask a volunteer to read the heading and the first paragraph.

Practice Have students complete student p. 18.

Evaluate Help students check their legibility with the following questions:

- Is my funny name legible?
- Do all my *h*'s have loops that go to the top line?
- Do my *g*'s and *y*'s have loops that go underground?

Have students come to the board and write their funny name in cursive. Then ask the class to read the letters aloud in the name to check each letter's legibility.

Is Your Writing Legible?

Is your writing easy to read, or is it a mystery? Maybe sometimes even you can't read it. Make sure that every letter you write is clear and legible. Check for the following points in your handwriting.

Letter Size and Proportion

Your writing will be legible if your letters are the correct size. Make your small letters half the size of your tall letters. Make your tall letters touch the top line. Make your descenders go below the bottom line.

Using four or five of the letters on the right, make up a funny name for yourself. Write it below. Remember to capitalize the first letter. Keep all your letters the correct size and proportion.



Letter Form

Your writing will be easy to read if you form your letters correctly. Can you read the word at the right? The word is *ideas*. What makes it hard to read?

Write the phrase below in cursive. Concentrate on forming your letters correctly.

ideas

flights of fancy

Ask a classmate to read the phrase you wrote. Does he or she think it is legible?

18

ACTIVITY BANK

Practice, Practice Ask students to copy the first paragraph from student p. 18 in cursive without putting their name on the paper. Collect the papers and pass them out randomly. Have students evaluate the legibility. **LEGIBILITY**

All About Me Distribute information sheets with basic questions about students, such as name, birthplace, birthday, names of siblings, etc. Ask students to fill out the sheet and then write a bio in paragraph form using information from the sheet. Remind them to use their best cursive writing. **REAL-LIFE WRITING**

Writing a Schedule

Objectives

- Write a schedule.
- Adjust size of writing to fit a small space.

Warm Up

Show students an itinerary or event program.

Teach Tell students that a schedule is like a to-do list with times assigned to each task. Display the school's bell/class schedule to demonstrate the different elements on a schedule: the time, abbreviation, and activity. Explain to students that schedules help people know what to do and when. Remind students that writing a schedule neatly is important. If they write a schedule but people can't read it, they will not know when something happens or where.

Model and Guide Practice

- Ask students to identify times they have used a schedule outside of school. (special events, sport tournaments, family schedule, etc.)
- Encourage students to review the schedule on page 63 of the student book. Have them point to the different elements as you say them: activity, numeral, abbreviation.
- Invite volunteers to read the directions at the top of the page.
- Remind students to write small enough to fit the times and activities on one line.

Practice Have students complete student page 63.

Evaluate Have students check their own work by asking themselves:

- Did I write both the time and the activity on one line?
- Did I write two times and two activities for my own holiday?
- Are my colons half the size of my numbers and tall letters?

Writing a Schedule

Last Friday was a holiday. Rick wrote his schedule for the day. Copy it in cursive. Write small enough to include the times and activities on one line as Rick did. Be sure to make colons half the size of your numbers and tall letters.

8:30 a.m. Ride to the park.
10:10 a.m. Meet Al at the pool.
12:15 p.m. Have a picnic lunch.
1:40 p.m. Go to the library.
4:00 p.m. Return home.
4:50 p.m. Set the table.
6:45 p.m. Help with the dishes.
7:15 p.m. Finish reading *Zeely*.

Write two times and activities for your own holiday.



ACTIVITY BANK

Plan the Event Make a two-column list on the board or on a worksheet. In the first column, list three or four events. In the second column, randomly list the times the events should take place. Have students match the events to the times. **ENRICH**

Mix and Match Vocabulary Review academic vocabulary from the lesson. Distribute cards containing example schedules, abbreviations (a.m. and p.m.), numerals, and a colon. Randomly say the words and have students repeat and hold up the correct card. **ELL**

Punctuation Marks

Objective

- Recognize correct placement of punctuation marks and use them correctly when writing sentences.

Warm Up

Write the following punctuation marks on the board: *period, question mark, exclamation point, comma, quotation mark.*

Teach Call students' attention to the position of the punctuation marks on the student page. Have students tell which punctuation marks are placed at the bottom of the line and which are placed at the top of the line.

Review with students that a period ends a declarative sentence. A question mark ends an interrogative sentence, one that asks a question. An exclamation mark ends an exclamatory sentence, to convey a strong emotion.

Model and Guide Practice

- Write the word *won't* on the board in cursive. Ask students what they notice about the continuation of letters in the word.
- Remind students that when they write words with contractions, the letters before the contraction and after the contraction are not joined.
- Invite a volunteer to read the instructions in the middle of the page.

Practice Have students complete student page 77.

Evaluate Have students check their work.

- Are all my punctuation marks slanted in the correct direction?
- Did I write all of the punctuation marks correctly?
- Was I able to use four of the punctuation marks in the sentence I wrote on my own?

Additional Practice

- Practice and Review Workbook*, p. 77

Writing Punctuation Marks

Notice the position of the punctuation marks below. Quotation marks are in pairs, facing each other. Copy each mark carefully.

period	question mark	exclamation mark	apostrophe	comma	quotation marks
--------	---------------	------------------	------------	-------	-----------------

When you write contractions in cursive, do not join the letters on either side of the apostrophe. Copy the words below.

can't *here's* *I'll*

Copy each sentence in cursive. Remember to slant all punctuation marks in the same directions as your letters.

Have you ever learned sign language?

Jan's friend taught it to her.

How helpful he was!

Jan said, "This is really hard, but I like it."

Now make up a sentence of your own. Try to use four of the punctuation marks above. Write the sentence in cursive.

77

ACTIVITY BANK

What Do You Mean Write the following sentence: *That's my book.* Have students copy the sentence. Ask students to read the sentence aloud. Then ask them to change the period to an exclamation point and read it excitedly, and then change the exclamation point to a question mark and read it as a question. **ELL**

Punctuation Pantomime Have partners take turns pantomiming giant punctuation marks in the air. Ask students to name the marks as their partner pantomimes them. **HANDWRITING SUPPORT**

Practical Applications: Titles and Abbreviations

Objective

- Write titles and their abbreviations.

Warm Up

Write the name and title of the principal of your school on the board.

Teach Tell students that many people use titles with their names, and that some of the titles can be abbreviated. Write “Mrs. Rachel Kentor” on the board and point out the “Mrs.” Ask students to tell what the title “Mrs.” means. Then tell students that institutions such as the military or government use many titles and that there are abbreviations for many of them.

Model and Guide Practice

- Invite a volunteer to read the titles and title abbreviations in the box at the top of student page 80. Point out that *Captain*, *Senator*, and *Major* are all titles of military or government personnel.
- Ask students what they know about Clara Barton and what they know about the Red Cross.
- Have a volunteer read the directions below the box. Ask other volunteers to read the sentences aloud and for each one, identify the proper nouns.

Practice Have students complete student page 80.

Evaluate Have students review their work.

- Do my capital letters touch the top line?
- Are my capital letters joined correctly to the lowercase letters?
- Did I write my abbreviations correctly?

Additional Practice

- *Practice and Review Workbook*, p. 80

Writing Titles and Abbreviations

Like proper nouns, titles also begin with capital letters. Look at the titles and their abbreviations below.

Captain	Senator	Major	Doctor
Capt.	Sen.	Maj.	Dr.

The sentences below tell about important people in the life of Clara Barton, founder of the American Red Cross. Write the sentences in cursive. Use abbreviations for the titles. Remember that some capital letters are joined to the lowercase letters that follow them, and some are not joined.

Captain Stephen Barton, Clara’s father, taught her to be kind to others.

Clara got help from Senator Henry Wilson in providing food and care for wounded soldiers.

Doctor Clarence Cutter set up a hospital.

Major D. H. Rucker provided supplies, a warehouse, and an ambulance.

Doctor James I. Dunn worked for hours without sleep to help the wounded.

Look at the proper nouns and titles you wrote. Do your capital letters touch the top line? Did you join capital letters correctly?

80

ACTIVITY BANK

What’s My Title? Have students look in the dictionary to find the meanings of the following title abbreviations: *R.N.*, *Ph.D.*, *Atty.*, *B.A.* Encourage students to think of other abbreviated titles they know. **ENRICH**

Title Hunt Have students look in classroom books for title abbreviations. Ask them to make a list and add to it as they come across new ones in their reading. **EXTEND**

Writing Titles

Objective

- Write titles of books and poems.

Warm Up

Tell students that we write the titles of books and poems differently than other writing.

Teach Ask students to tell you titles of books and poems they enjoy. Write the titles on the board, making sure to underline book titles and put poem titles in quotation marks. See if students can determine the difference in treatment. Tell students that book titles are underlined. Titles of poems are put in quotation marks.

Write the names of a few book titles and a few poems on the board. Have volunteers come to the board to add either underlining or quotes to the titles.

Model and Guide Practice

- Guide students to page 86 in the student book. Ask a volunteer to read aloud the opening paragraph.
- Then call on another volunteer to read the two cursive writing sentences at the top of the page.
- Spend a few minutes discussing the different ways that the two references are written. Be sure students understand that *The Pinballs* is a book and "Harriet Tubman" is a poem.

Practice Have students complete student page 86.

Evaluate Help students check their writing to make sure they treated books and poems correctly.

- Did I underline *The Day Chubby Became Charles* and *Eats*?
- Did I add quotation marks to "I Am Learning"?

Writing Titles

In writing, titles are marked in a special way. If the title is a book, underline it. If it is a poem, put quotation marks around it. In all titles, capitalize the first, last, and all important words. Quotation marks should slant the same way as your letters. Look at the examples below.

The Pinballs is a book that tells about three children who meet in a foster home.

"The best poem I read this year is Harriet Tubman."

Copy the paragraphs below in cursive. Be sure to rewrite titles correctly.

I like to read books and poems about friends and families. In the book *The Day Chubby Became Charles*, Julia learns that Charles cares about her. She tells him about her sick grandmother. He is a good listener.

Arnold Adoff wrote a book called *Eats*. It has funny poems. The poem I like best is "I Am Learning."

Handwriting practice lines for cursive writing.

86

ACTIVITY BANK

Made-up Titles Have each student invent two titles, one for a book and one for a poem, and identify them as such. Tell them not to capitalize, underline, or use quotation marks. Have students exchange papers and rewrite the titles correctly on the papers they receive. **EXTEND**

Book Friends Display a book jacket and suggest that each student design a book jacket for a book he or she has read or would like to read. Tell students the jacket may include an illustration that will pique the interest of readers. Have them write the title on the jacket and underline it.

CREATIVE EXERCISES

Writing a Business Letter

Objective

- Write a business letter.

Warm Up

Elicit from students when they might need to write a business letter.

Teach Show students an example of a business letter that you have written. Explain the importance of using polite, formal language in a business letter. Discuss the parts of a business letter (*the return address, the mailing address, greeting, body, closing, and signature*) Tell students that a well-written letter will get more attention than a poorly written letter.

Model and Guide Practice

- Guide students to page 91 in the student book and tell students to read the opening paragraph.
- Call on a volunteer to read aloud Max's business letter.

Practice Have students complete student page 91.

Evaluate Have students examine their business letters.

- Did I include all of the parts of the business letter?
- Did I join capital and lowercase letters correctly?

Have students circle their best instance of joining letters correctly.

Writing a Business Letter

Read Max's business letter. Notice that it follows a pattern. It has six parts. Then copy the letter in cursive below. Use correct proportions. Concentrate on your joining strokes. Remember that only capital letters that end at the bottom line are joined to the letters that follow them. Be sure to join all lowercase letters.

309 Martin Way
Addison, IL 60101
March 7, 20__

Hobbytime Company
6 Horseshoe Bend
Carson City, NV 89701

Dear Sir or Madam:

The directions for my kite
kit X754 are missing. Please
send a new set. Thank you.

Sincerely yours,
Max Studer

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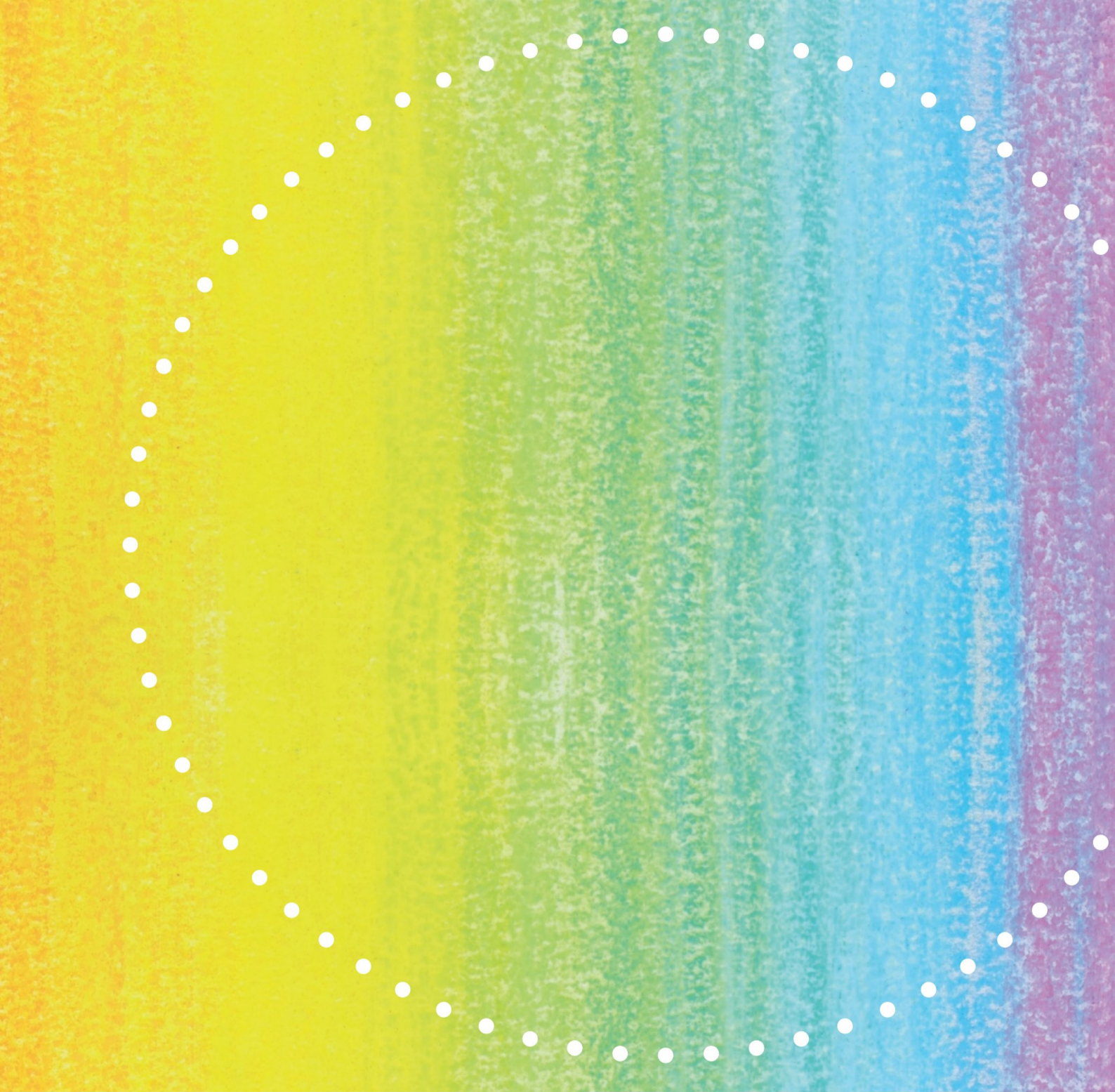
ACTIVITY BANK

Wise Advice Discuss newspaper columns or blogs that give advice on various subjects. Have each student compose a letter, using business letter form, asking for advice on a topic important to them. **ENRICH**

Letter of Complaint Ask students to imagine saving up money for a special toy. They finally buy the toy and it breaks shortly after. Have students write a formal letter of complaint to the toy company, explaining the problem and what they would like the company to do. **REAL-LIFE WRITING**

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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www.Savvas.com

ISBN-13: 978-1-4183-6263-8
ISBN-10: 1-4183-6263-8

