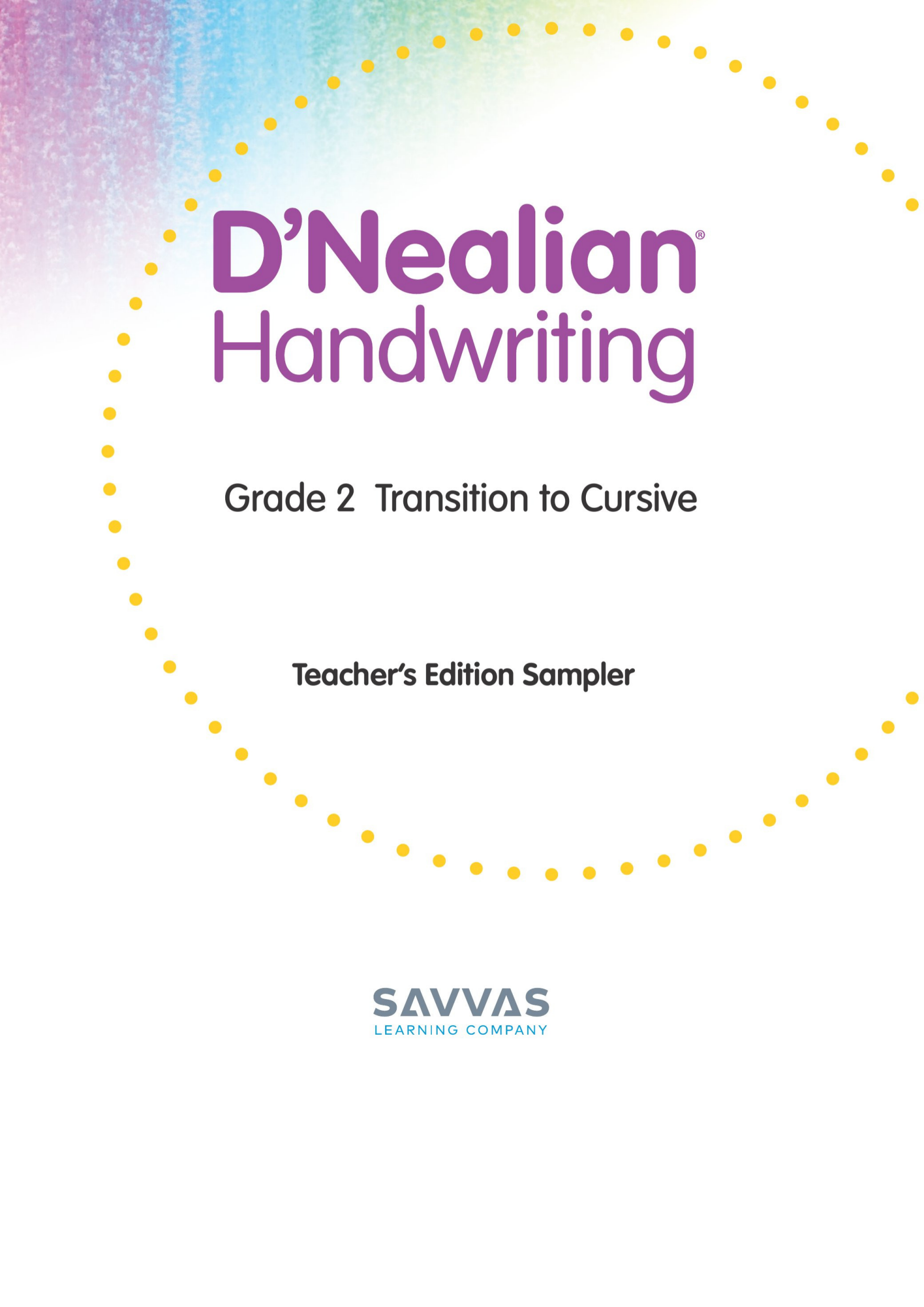




D'Nealian[®] Handwriting

Grade 2 Transition to Cursive

Teacher's Edition Sampler

SAVVAS
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TE Sampler

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Sampler Contents

Teacher's Edition

Unit 1: Getting Ready to Write.....	6
Students learn critical handwriting skills, including letter size, form, slant, and spacing.	
Unit 2: Writing Manuscript Letters.....	8
Students learn to write all manuscript letters and systematically practice and review their work.	
Unit 3: Writing Lowercase Cursive Letters.....	10
Students use their knowledge of manuscript letter formations to easily transition to cursive writing.	
Unit 4: Writing Capital Cursive Letters	14
As students learn capital letter formations, they also practice real-life writing tasks.	

Handwriting Reimagined

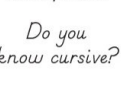
The only continuous stroke mani-cursive handwriting program has been reimagined to offer teachers and students a complete audio, visual, tactile, and kinesthetic approach to teaching manuscript and cursive through a streamlined routine.

The D'Nealian Advantage

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

Welcome to the Cursive Club!

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

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

Do you know cursive?

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

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

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

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

54

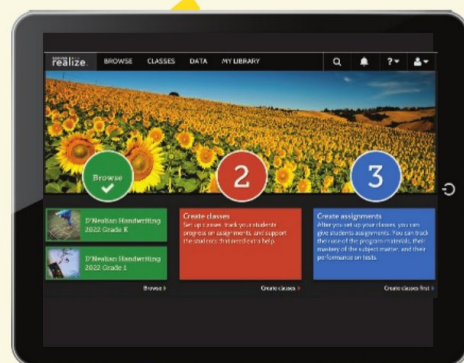
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Student Edition Worktext

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



Grades K-2

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

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 **f** 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 **ti**. Help students check their letters for correct starts, steps, and connections.

Practice Have children complete student page 62.

Evaluate

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 *f* 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

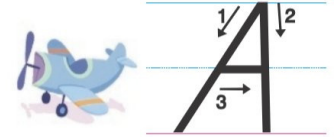
Alpha Touch Letters

A a

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



Tracing Letter and Number Cards



Teacher's Edition

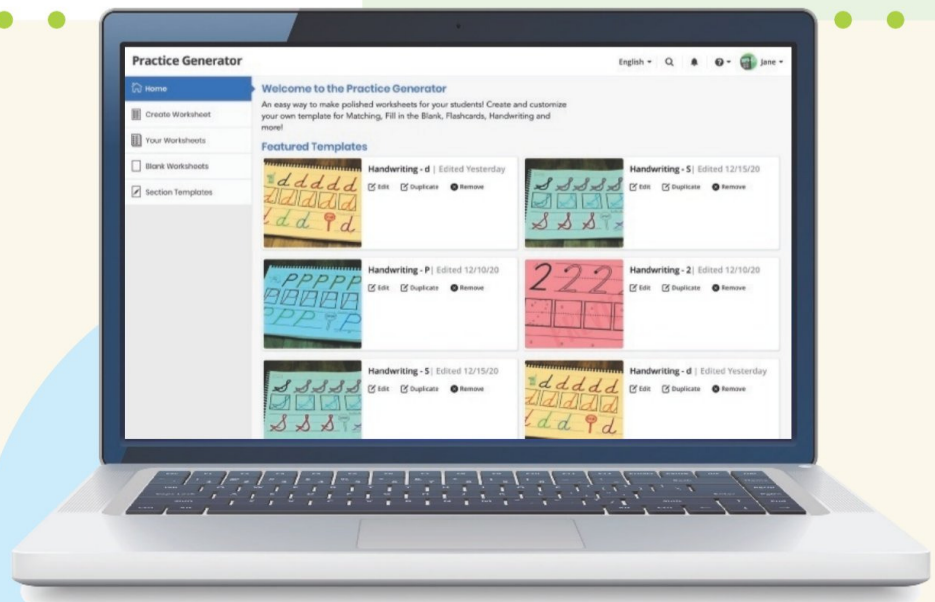
Step-by-step instruction and annotated Student Edition pages with embedded teaching support in English and Spanish.

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



Letter Slant

Objectives

- Recognize and use consistent letter slant.
- Evaluate letter slant in student's own handwriting.

Warm Up

Use a chart to show the ways letters slant. Then show them the animation video on letter slant.

Teach

- Explain that letters written with a consistent slant make handwriting legible. Explain that the letters may slant to the right, to the left, or be straight up and down.
- Give student volunteers manuscript letter cards and have them lean one direction and then the other.
- Ask the class to tell you which way the letters students hold are leaning or slanting, and reinforce the importance of consistent letter slant.

Model and Guide Practice

Read the title and first paragraph. Then read about and discuss with students the various slants and the pictures illustrating them. Have students:

- tell why the word *different* is hard to read;
- follow the directions.

Practice Have students complete student page 9 independently.

Evaluate Guide students to check their work:

- Are my letters slanted correctly?
- Are my letters formed correctly?
- Are my letters written neatly?

Additional Practice

SavvasRealize.com

- Interactive Practice: **Letter Slant**
- *Practice and Review Workbook*, p. 9

Letter Slant

Slant all your letters the same way. That will make your handwriting easier to read.

Some writers slant their letters to the right.



right

Some writers slant their letters to the left.



left

Some writers make their letters straight up and down.



up and down

Do not slant letters different ways.



different

Write Slant letters one way.

Which way do your letters slant? Yes No
Do they all slant the same way? ☐ ☐

9

ACTIVITY BANK

Conference Save a piece of each student's best work. Use this work to hold a conference with each student about their daily work. Help students evaluate their daily work compared to their best work. **LEGIBILITY**

Straight or Slanted Give students various materials to glue to paper and turn into letters. Some materials you can provide are yarn, craft sticks, straws, etc. Have students circle letters that slant and draw a box around letters that are straight. **LETTER PRACTICE**

Letter and Word Spacing

Objectives

- Recognize, use, and evaluate proper spacing of letters in a word and in words in a sentence.

Warm Up

Have students identify examples of correctly- and incorrectly-spaced words in a sentence.

Teach Make lists that are written with incorrect letter and word spacing. Distribute them and help students recognize how improper spacing makes text illegible.

Talk about the importance of being able to read what someone else has written by asking:

- What happens if the address on a package isn't clearly written?
- How would you feel if you received an important message you couldn't read?

Model and Guide Practice

Read the title and first paragraph. Then read about and discuss with students the two incorrect examples of letter spacing and the pictures illustrating them. Have the students trace the sentence.

Practice Complete the remainder of student page 10 independently.

Evaluate Help students check their work:

- Are my letters spaced correctly?
- Are my words spaced correctly?
- Is my work written neatly?

Additional Practice

SavvasRealize.com

- Interactive Practice: **Letter Spacing, Word Spacing**
- Practice and Review Workbook*, p. 18

Letter and Word Spacing

Correct spacing makes handwriting easier to read. When you write a word, be sure the letters are evenly spaced.

Don't write letters in a word too close together.

Don't write letters in a word too far apart. They won't look as if they are part of the word.



fish



f i s h

Words in a sentence also have to be spaced correctly. Leave more space between words than between letters in a word. That way each word stands out. Trace this sentence. It has correct spacing.



The fish can swim.

Here is a sentence that is not spaced correctly. Do you know what it says? Write the sentence with correct spacing.

Canyoureadthis?

Is your sentence easier to read? Yes ☐ No ☐

10

ACTIVITY BANK

Making a List Have students work in pairs to make a list of real-life situations that require legible handwriting. Have the pairs share their lists with the class and talk about why clear handwriting is important. **LEGIBILITY**

Space Variations Bring in samples of writing, both alphabetic and non-alphabetic, from various cultures. Let students make guesses about letters and words. Point out that each language system has its own rules about spacing. **EXTEND, ENRICH**

Writing Manuscript *fF*, *bB*, and *lL*

Objective

- Write the lowercase and capital manuscript letters *fF*, *bB*, and *lL*.

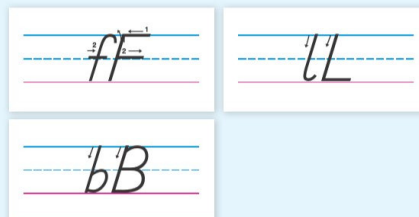
Warm Up

Show students the lowercase and capital *fF*, *bB*, and *lL* Letter Formation videos.

Teach Write and describe lowercase and capital manuscript *fF* descriptions. Use descriptions on SavvasRealize.com for letters *bB* and *lL*.

Start a little below the top. Curve up. Drive down the ramp. Cross at the middle. Brake and stop! | *Comienza un poco por debajo de la cima. Gira hacia arriba. Baja por la rampa. Cruza en el medio. ¡Frena y para!*

Drive left across the top line. Down the ramp. Go to the middle. Drive right across the line. Brake and stop! | *Maneja hacia la izquierda por la línea de arriba. Baja por la rampa. Ve al medio y a la derecha por la línea. ¡Frena y para!*



Model and Guide Practice

- Point out the letters on page 22 in the student book. Have students say the letter name and finger trace the models.
- Ask students to pencil trace the gray letter.
- Have students write the letters as you observe and guide them as needed.

Practice Have students complete student page 22.

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

- Did I cross my lowercase *f*'s on the middle line?
- Are my lowercase *b*'s closed?

When they have reviewed their work, have students circle the best *fF*, *bB*, and *lL* that they wrote.

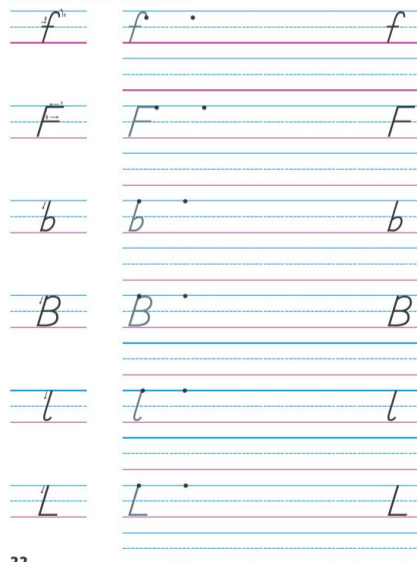
Additional Practice

SavvasRealize.com

- Interactive Practice: *fF*, *bB*, and *lL*
- Practice and Review Workbook*, pp. 25–28

Writing Manuscript *fF*, *bB*, and *lL*

Trace and write the letters.



ACTIVITY BANK

Letters of the Day Have students write the letters of the day on squares of paper. Choose examples of well-formed letters and post them above corresponding letters on a bulletin board alphabet strip. **LETTER PRACTICE**

Top to Bottom Some students may write the letters *f*, *F*, *b*, or *B* from bottom to top. Work with these students at the board or use tactile letters to help them feel the top-to-bottom strokes used in writing these letters.

KINESTHETIC, TACTILE

Practice

Objective

- Practice the lowercase and capital letters **fF**, **bB**, **lL**, **tT**, **hH**, and **kK**.

Warm Up

Show students the lowercase and capital **fF**, **bB**, **lL**, **tT**, **hH**, and **kK** Letter Formation videos.

Teach Write the letters **fF**, **bB**, **lL**, **tT**, **hH**, and **kK** on writing lines on the board. Call on volunteers to make a check above each letter that begins at the top line. Guide students to identify that **f** is the only letter that begins slight below the top line. Remind them that it is important to begin forming letters at the correct starting point.

Model and Guide Practice

Point out the letters on page 26 of the student book. Have students say the letter names and finger trace the model in each row.

- Have students write the letters.
- Invite students to ask questions about formations that are difficult, and work with them to form letters correctly.

Practice Have students complete student page 26.

Evaluate Guide students to check their letters for correct steps, connections, and placement. Encourage students to explain why they circled various letters.

- It touches the top and bottom lines.
- It's crossed on the middle line.

Additional Practice

SavvasRealize.com

- Interactive Practice: **fF**, **bB**, **lL**, **tT**, **hH**, and **kK**

Practice

Write the letters.



Circle your best letter in each line. (f)



26

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ACTIVITY BANK

How Many Words? On the board, list all the letters students have practiced thus far. Have students work in small groups and use only those letters to write as many words as they can in five minutes. Share lists with the class.

LETTER PRACTICE

Listen In Listening to audio of letter descriptions will help students internalize the formations. With headphones on and eyes closed, have students repeat the descriptions aloud. **AUDITORY**

Writing Cursive *k* and *t*

Objectives

- Trace and 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* and *t* as you say the letter descriptions. Point out the uphill curve.

Start at the bottom. Drive up the hill. Loop left down. Go back halfway. Curve right, loop left, and close up. Go down. Small hook right. | **Comienza desde abajo. Sube la colina y gira a la izquierda. Baja y vuelve a subir, hasta el medio. Gira a la derecha, da la vuelta a la curva y cierra. Baja, con pequeño gancho a la derecha.**

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.**



Model and Guide Practice

- Point out the manuscript and cursive letters *k* and *t* on page 62 in the student book. Have students finger trace the step-by-step model letter and pencil trace the gray letters as they repeat the letter descriptions with you.
- Then guide students to connect the letters *kl*, *th*, *lk*, *ht*, and *tl*.

Practice Have students complete student page 62.

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

- Did 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

SavvasRealize.com

- Interactive Practice: *k*, and *t*
- Practice and Review Workbook*, pp. 61–62

Writing Cursive *k* and *t*

You can see manuscript *k* and *t* in cursive *k* and *t*. Begin with an uphill stroke. Trace and write the letters.



Remember that most cursive letters are joined near the bottom line. Practice joining the letters.



62

ACTIVITY BANK

Laminated Letters Enlarge cursive alphabet letters and laminate them. Allow students to trace over the letters with a dry-erase marker to practice the correct way of forming cursive letters. **LETTER PRACTICE**

Chalk Check Have students choose a chalk color before writing lowercase cursive letters on individual boards. They trade boards with a partner and use a different color chalk to check their partner's letter formation. **LEGIBILITY**

Practice

Objective

- Practice cursive letters *l, h, k, t, i, u, e, j,* and *p*.

Warm Up

Show students the lowercase cursive *l, h, k, t, i, u, e, j,* and *p* Letter Formation videos.

Teach Write the target cursive letters in large font on the board as you review the letter descriptions found on SavvasRealize.com. Explain that practicing letters with similar formations helps writers make their letters consistent.

- Call on two volunteers to come to the board. Blindfold one student, and have the other guide the blindfolded student in finger tracing any of the target letters on the board.
- Have the blindfolded student identify the letter being traced.

Model and Guide Practice

- Have students say the letter names on student page 66 and finger trace the letters.
- Work with students to recognize similarities and differences in the letter stroke formations.

Practice Have students complete student page 66.

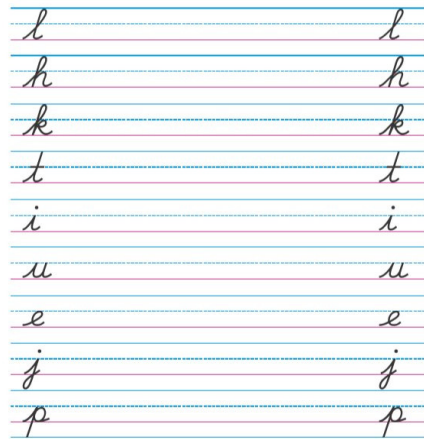
Evaluate Guide students to check their letters for correct steps, connections, and placement.

- Did I dot my *i*'s and *j*'s?
- Do the descenders on my *j*'s and *p*'s touch the line below?

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

Practice

Write the letters.



Circle your best letter in each line.



66

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ACTIVITY BANK

All Together Now Have students join all the letters on page 66 together on one line. Then have them join all the small letters together in red, all the tall letters together in blue, and all the letters with descenders together in green.

LETTER PRACTICE

Water Painting Have students use foam paintbrushes and water to practice writing words on the board or on the sidewalk before transferring to practice with pencil and paper. **KINESTHETIC**

Review

Objective

- Review cursive letters *l, h, k, t, i, u, e, j,* and *p*.

Warm Up

Show students the lowercase cursive *l, h, k, t, i, u, e, j,* and *p* Letter Formation videos.

Teach Write the words *tulip, jet, teeth,* and *kite* on the board with manuscript letters. Have students write the words in cursive on writing paper. Remind students that joining strokes allow them to easily transition from manuscript writing to cursive.

- Call on volunteers to write each word on the board below the manuscript equivalent.
- Encourage students to check their work against the cursive words on the board.

Model and Guide Practice

- Point out the word *kit* on page 67 in the student book. Have students identify what type of kit the picture shows. Then have students write the word in cursive.
- Have students read the words and identify the pictures on the page.
- Then have students write the words.

Practice Have students complete student page 67.

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

- Do all my letters sit on the bottom line?
- Do all my letters slant in the same way?
- Did I connect all my letters with uphill curves?

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

Additional Practice

SavvasRealize.com

- Practice and Review Workbook*, p. 69

Review

Write the words.

 kit _____ _____ _____	 kettle _____ _____ _____
 hut _____ _____ _____	 pup _____ _____ _____
 elk _____ _____ _____	 jeep _____ _____ _____
 heel _____ _____ _____	 hill _____ _____ _____

67

ACTIVITY BANK

Practice with Music Have students practice writing connected letters while listening to soft music. Explain that calming music can help them relax and write more legibly and consistently. **HANDWRITING SUPPORT**

First Letter Focus Say a word beginning with *l, h, k, t, i, u, e, j,* or *p*. Have students write the letter that the word begins with. Continue with eight more words. **AUDITORY**

Evaluation

Objective

- Write cursive letters *l, h, k, t, i, u, e, j*, and *p* in phrases.

Warm Up

Show students the lowercase cursive *h, k, t, i, u, e, j*, and *p* Letter Formation videos.

Teach Have students air trace the target letters as you read the letter descriptions found on SavvasRealize.com.

- Tell students to close their eyes, picture the letters in their minds, and air trace them as large as possible.
- Explain that visualizing how to form letters before writing helps students write more accurately.

Model and Guide Practice

- Have students read the reminder at the top of the student page.
- Call on volunteers to read the phrases and describe the picture.
- Remind students to think about proper spacing and connections between letters before they begin to write.

Practice Have students complete student page 68.

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

- Did I cross my *t*'s?
- Did I dot my *i*'s and *j*'s?

When they have reviewed their work, have students answer the question at the bottom of the page.

Additional Practice

SavvasRealize.com

- Practice and Review Workbook*, p. 70

Evaluation



Remember: Cross the letter *t* and dot the letters *i* and *j*.

Write the words.

kept the jeep

the little kettle

the hike up the hill

Check Your Handwriting

Did you cross the letter *t*?

Did you dot the letters *i* and *j*?

Yes No

☐ ☐
☐ ☐

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68

ACTIVITY BANK

Hiking Journal Have students write several journal entries about what the people in the picture might see and do on their hike. Encourage them to add details about sounds and smells people might encounter while hiking. **EXTEND**

Rules for Writing Have students begin a list of rules for cursive writing. Start with: 1. Do not cross the *t* until you finish writing the word. 2. Do not dot *i*'s or *j*'s until you finish writing the word. **HANDWRITING SUPPORT**

Writing Cursive *P* and *R*

Objectives

- Trace and write cursive letters *P* and *R*.
- Write sentences containing these letters.

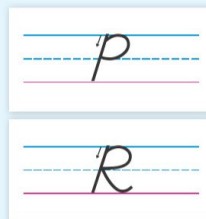
Warm Up

Show students the capital cursive *P* and *R* Letter Formation videos.

Teach Write capital cursive *P* as you say the letter description. Point out that cursive *P* is just like manuscript *P*. Continue with *R*.

Start at the top. Drive down the ramp. Up you go to the top. Curve around the bend. Close up. | **Comienza desde arriba. Baja por la rampa. Sube hasta la cima y da la vuelta a la curva. Cierra.**

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. | **Comienza desde arriba. Baja por la rampa. Vuelve a subir y da la vuelta a la curva. Cierra. Baja por la rampa hacia la derecha. Pequeño gancho a la derecha.**



Model and Guide Practice

- Point out manuscript and cursive letters *P* and *R* on page 110 in the student book. Ask students to compare and contrast the manuscript and cursive letters. Have students finger trace the step-by-step model letter and pencil trace the gray letters as they repeat the letter descriptions with you.
- Guide students to write the sentences.

Practice Have students complete student page 110.

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

- Are my capital *P*'s and *R*'s closed at the middle line?
- Did I connect capital *R* to the letter that follows?

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

Additional Practice

SavvasRealize.com

- Interactive Practice: *P* and *R*
- Review and Practice Workbook*, pp. 123–124

Writing Cursive *P* and *R*

You can see manuscript *P* and *R* in cursive *P* and *R*. Trace and write the letters.



Trace and write the sentences. Join cursive *R* to the letter that follows it. Do not join cursive *P* to the next letter.

Parker opens the door.

Parker opens the door.

Please come in, Ruby.

Please come in, Ruby.

110

ACTIVITY BANK

Memory Books Have students create scrapbook pages with photos from a party, family vacation, or another memorable event. Students decorate the pages and write people's names next to photos. **REAL LIFE WRITING**

Book Titles Have students combine words to create book titles: *the, this, that, proud, playful, purple, ridiculous, raccoon, pelican, porcupine, rhinoceros, platypus*. Students select a favorite title and illustrate the book cover.

CREATIVE

Writing an Invitation

Objectives

- Write an invitation.
- Adjust size of writing to fit space.

Warm Up

Show students examples of different types of invitations.

Teach Display a party invitation as an example of a situation in which handwriting is generally smaller to fit the given space.

- Ask students why it is important to write clearly on an invitation.
- Encourage students to recognize that important information such as time and place must be legible on an invitation.

Model and Guide Practice

- Have students read the directions and the invitation.
- Explain that the amount of space in any given writing situation dictates the size of letters and words. Reinforce that legibility is especially important when creating invitations to an event.

Practice Have students complete student page 111.

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

- Did I fit all the words on the lines?
- Are my tall letters and small letters well-formed and well-spaced?
- Is my invitation easy to read?

Writing an Invitation

Brian Riley is having a party. He sent invitations to his friends.

Copy Brian's invitation. Write smaller than usual to fit the words on the lines. Try to make your tall letters twice as tall as your small letters.

You're Invited!

What: A party for Brian

When: Friday May 31

Where: 4:00 PM

32 Towers Trail

Please Come!

You're Invited!

What: _____

When: _____

Where: _____

Please Come!

111

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Applications Bring in different applications, such as for a job or a library card. Guide students to adjust their writing size to complete the forms. **REAL LIFE WRITING**

How Big Is Your Name? Give each student three strips of paper of varying lengths. Have students write their names in cursive on each strip, adjusting the size of their writing to fill each strip. **LEGIBILITY**

Evaluation

Objectives

- Write capital letters **T, F, B, P,** and **R** in sentences.
- Evaluate connecting strokes.

Warm Up

Show students capital cursive **T, F, B, P,** and **R** Letter Formation videos.

Teach Write the following scrambled sentences on the board: *to Blanca moved Texas Flores; lives Road Fenili on Bruce Potter.*

- Remind students that capital cursive letters within sentences should be correctly formed and easily read.
- Have students unscramble the sentences and add ending punctuation. Allow for any variations that make sense.

Model and Guide Practice

- Have students read the reminder at the top of the student page.
- Call on volunteers to read the sentences.
- Remind students that legibility and consistency are the hallmarks of good handwriting.

Practice Have students complete student page 114.

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

- Did I use capital letters for names?
- Do my sentences start with capital letters?

When they have reviewed their work, have students answer the question at the bottom of the page.

Additional Practice

SavvasRealize.com

- *Practice and Review Workbook*, p. 126

Evaluation

Remember: Do not join capital **T, F, B,** or **P** to the next letter.

Write the sentences.

Today is Ramona Fox's party.

Put some pizza on Ben's plate.

Check Your Handwriting

Did you remember not to join capital **T, F, B,** or **P** to the next letter? Yes No

☐ ☐



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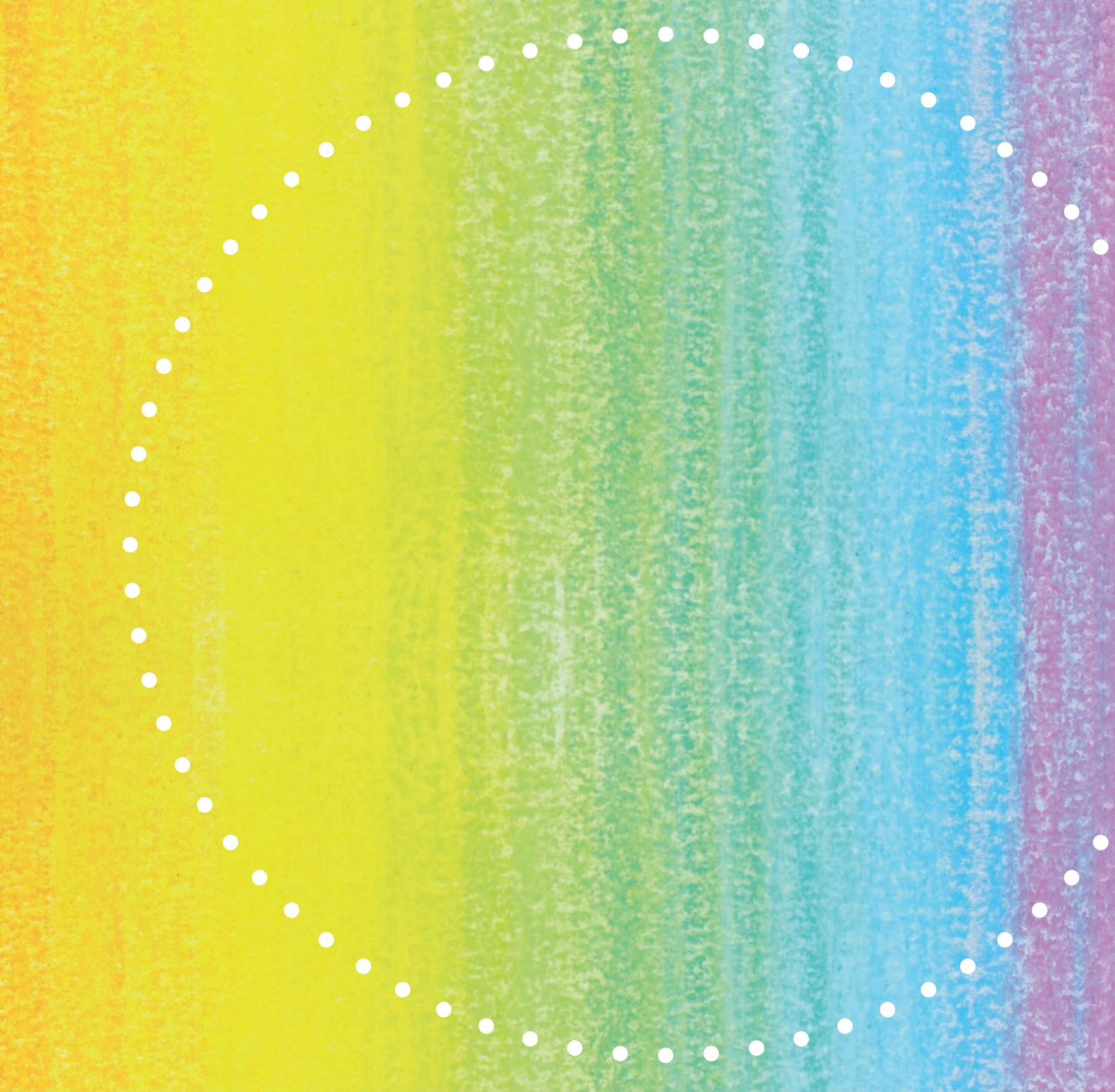
Parties Around the World Discuss festive occasions in different countries and how people celebrate. Have students share some favorite activities and foods from various celebrations. **ELL**

Theme Parties Have students write a brief description of ideas for a theme party. How would they decorate? What games would they play? What food might they serve?

CREATIVE

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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