

*Handwriting  
Picturesque  
Manuscript*



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Handwriting Picturesque Manuscript

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# D'Nealian nanuscript

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# D'Nealian Cursive

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# The Picturesque Method of Teaching Handwriting

D'Nealian handwriting was introduced in 1978. It is a continuous-stroke printing method. The printing is slanted with little "curve" endings on manu letters. It also uses a slanted, plain style of cursive. D'Nealian has become one of the most popular methods because it allows a smooth transition for manuscript to cursive.

## Activities

It is certainly a good idea to follow a structured handwriting curriculum. All too often, children can barely print their name or write properly. What's most important is you devote ten minutes a day to handwriting activities up through fourth grade. For instance, rote work is necessary so that children learn how to imitate strokes that form each letter, as well as how to copy letters, words and sentences. Remember, without instruction, children will write their letters in very inefficient ways. Let's look at some inspiring activities that will help.

### Kindergarten

Clay Figures Encouraging children to construct the letters from clay or write them with their finger in cornmeal will aid with recognition and fine motor skills. It is important that when writing they pay close attention to the places where the letter starts and stops.

### Grades 1-2

Capitals Around the Town Try to discuss road signs during your travels. What are the letters? Are they capital or lowercase? Let your child(ren) copy the words on paper and/or draw their own road signs.

### Grades 1-3

Unsloppy Copy Copying words is a great strategy for children to improve their handwriting. You can edit their work and they can rewrite it (once in a while). Additionally, write a series of words that are linked by theme, such as: "square," "circle," "triangle," and "dog." Tell the child(ren) to copy only the theme-linked words. Perhaps the more advanced child(ren) can write the word that does not fit in cursive.

### Grades 2-4

Run-on Sentences Print a sentence with no spaces. The children have to figure out where the spaces belong in order to copy the sentence properly (Iseeyou.).

### Grades 3-5

Top Five List Have your child(ren) make a "top five" list (e.g., their favorite animals, foods, colors, etc.). Tell them to print the list and also write it in cursive. Tell them to ask someone else to read it. Is it neat enough?

### Grades 4-6

Daily Reporter Let's keep a journal of what happened during the day or a lesson learned. Write the facts about a particular event. For instance, the child(ren) can print the event and respond to the event (e.g., feelings, emotions) in cursive writing. Perhaps the children can write every other sentence in cursive and every other sentence in print. Have them illustrate the event first and then write their descriptions. Have fun!

# What to Teach and When

The following guidelines may help your child(ren) advance from one writing stage to another.

## **Kindergarten**

At this stage, children learn to print capital letters, numbers and lowercase letters. Your children may be writing letters to which they have not yet been introduced. When this occurs, simply tell them the letter's sound (not the name) and assure them that they will learn more about the letter later. Having encountered new letters in the writing process will enhance recognition in reading. This is especially true for the child that learns best hands on. Your child(ren) will imitate you in printing very simple words and sentences.

## **First Grade**

Your child(ren) will review letter and number formations. They will be writing words and sentences and begin writing paragraphs too. Encourage students to trace pictures, reminding them to use up to down strokes. Cursive can be introduced as well.

## **Second Grade**

Children will review letter and number formation. They will also write words, sentences, paragraphs and stories. Continue tracing, coloring and painting will also help the student learn to be careful and correct. Cursive writing may be practiced as well.

## **Third Grade**

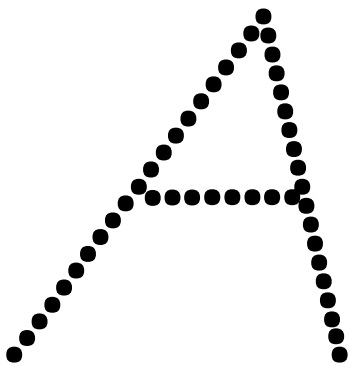
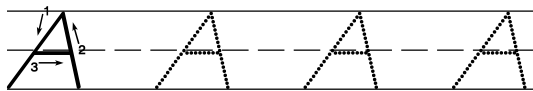
Children should have begun cursive by third grade. They will still continue printing. Encourage students to make frames for their best work. Students may copy poetry and scriptures.

## **Fourth Grade**

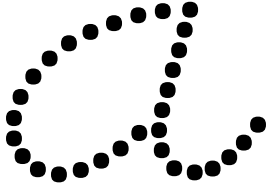
Children will continue to refine their cursive. They will use cursive for writing that "flows" or for note-taking. Begin giving dictations for the student to write. This will help increase speed.

## **Fifth and Sixth Grade**

Let's not give up on older students with poor handwriting. They can unlearn sloppy handwriting habits and still learn new skills. Displaying student work will create a desire to produce their best.



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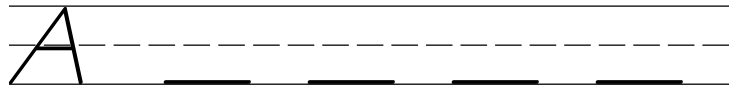
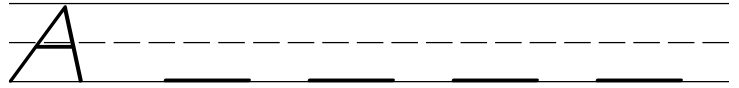
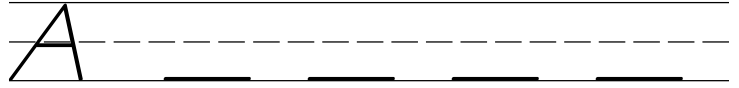
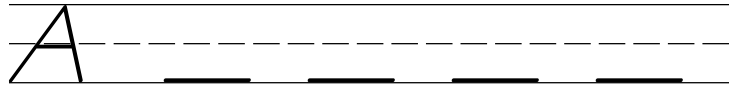
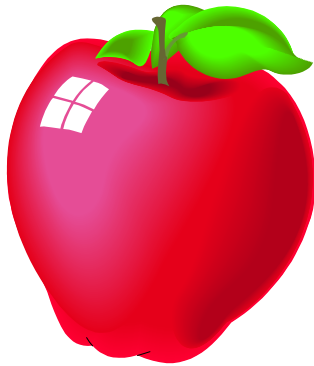
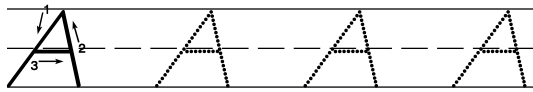
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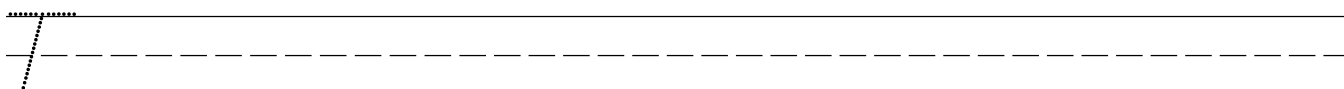
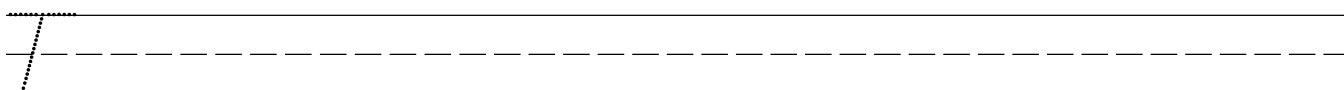
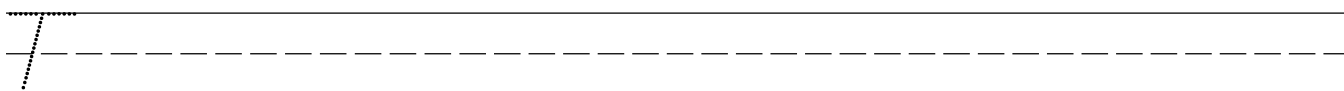
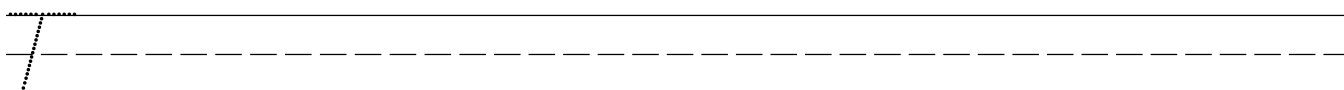
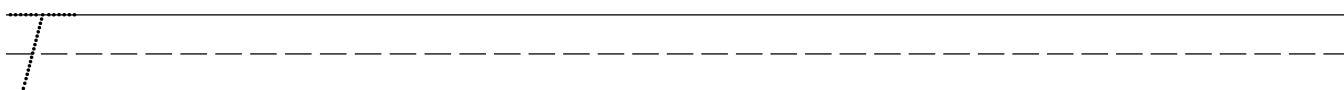
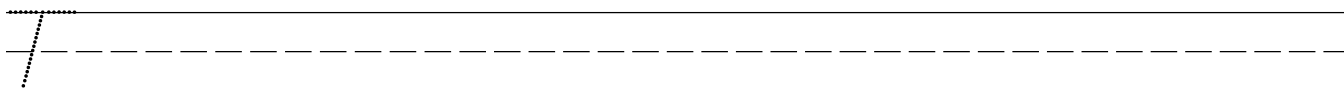
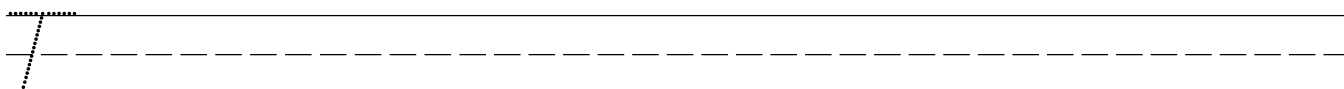
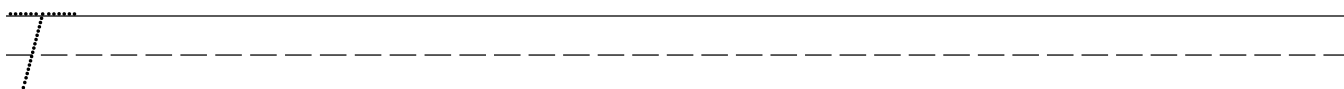
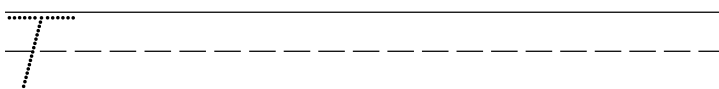
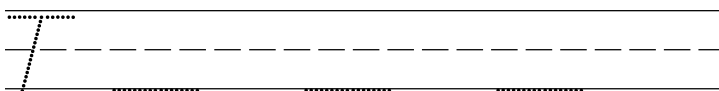
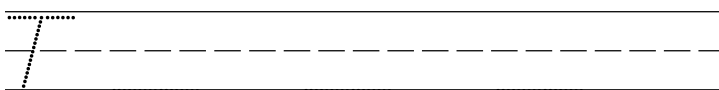
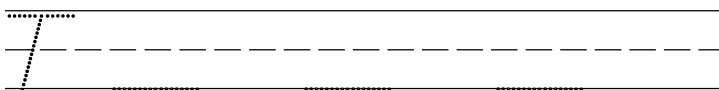
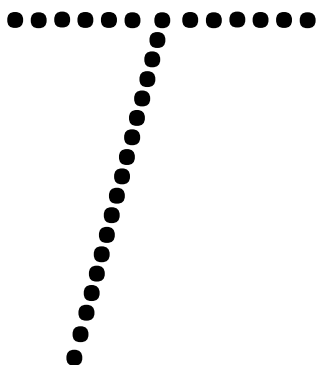
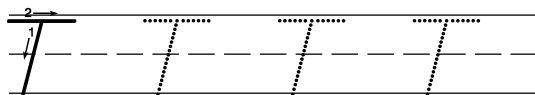
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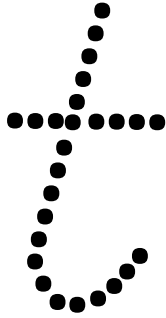
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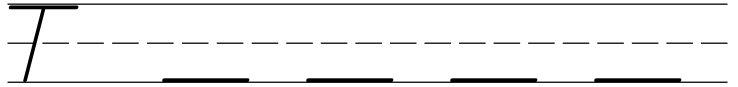
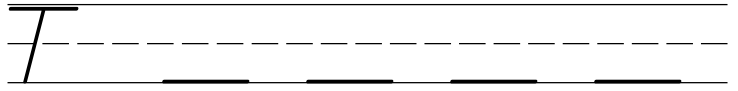
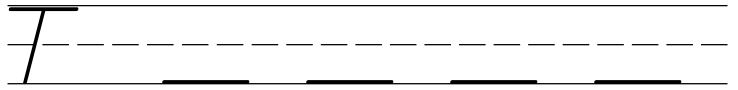
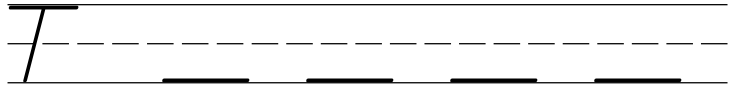
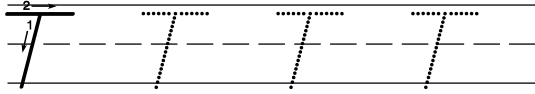
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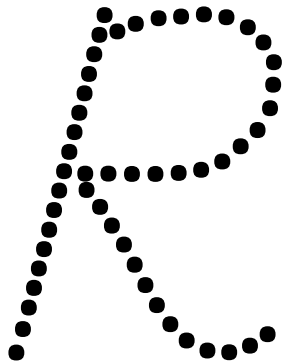
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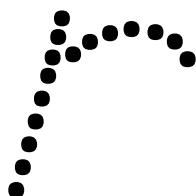
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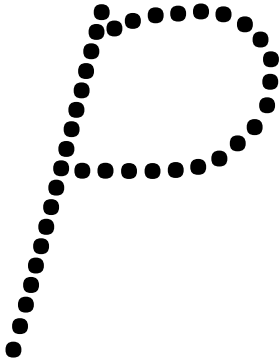
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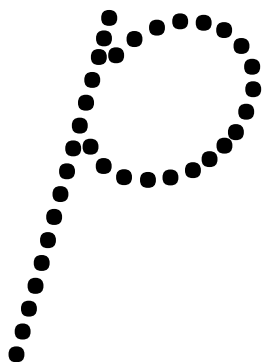
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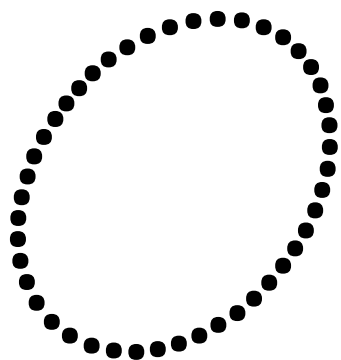
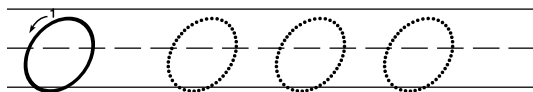
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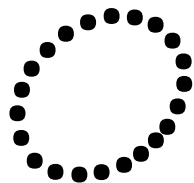
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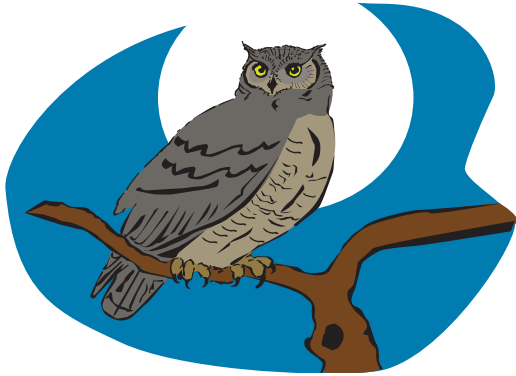
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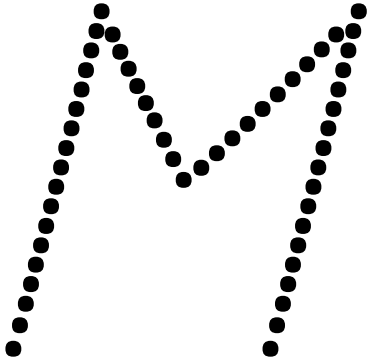
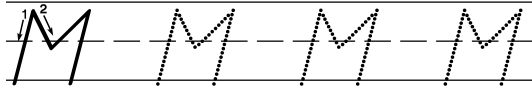
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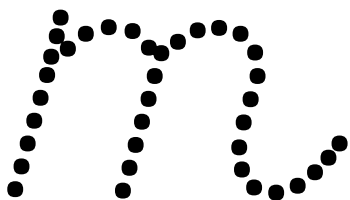
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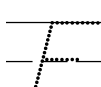
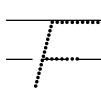
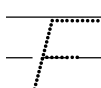
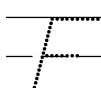
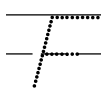
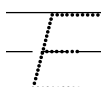
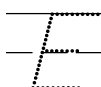
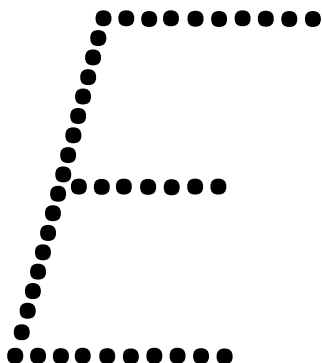
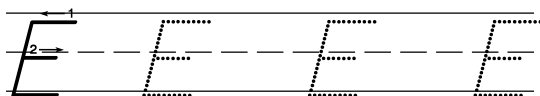
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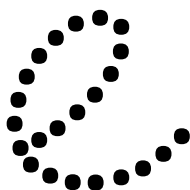
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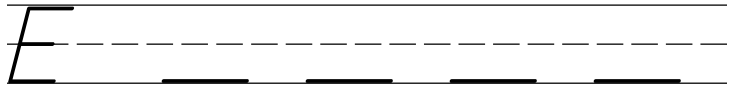
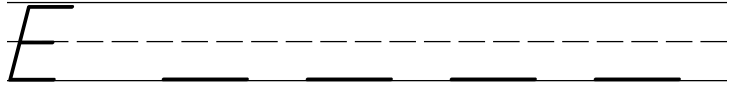
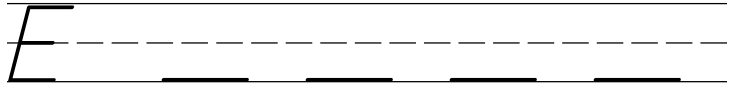
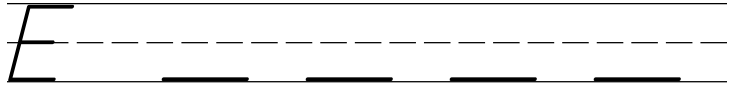
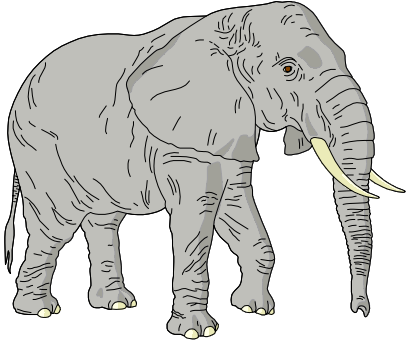
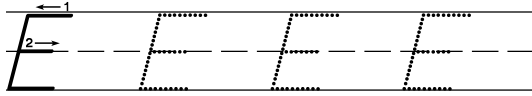
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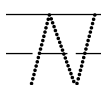
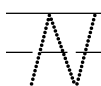
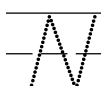
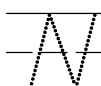
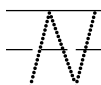
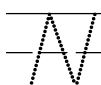
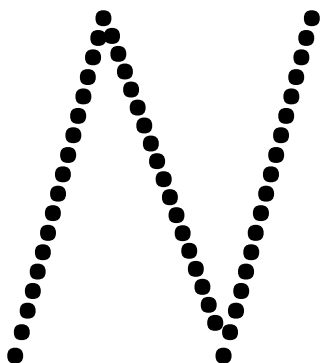
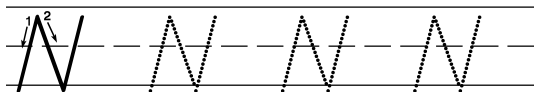
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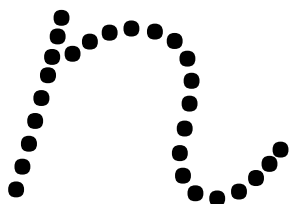
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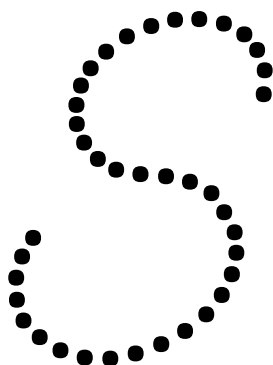
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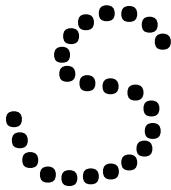
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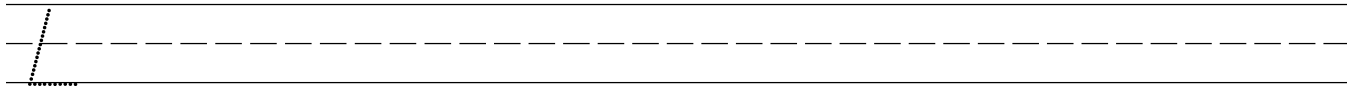
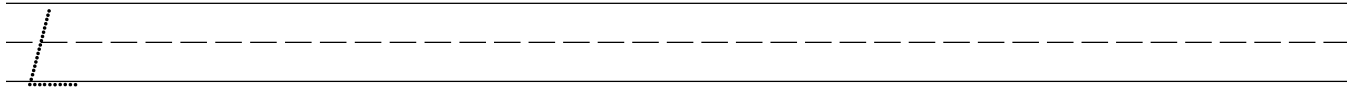
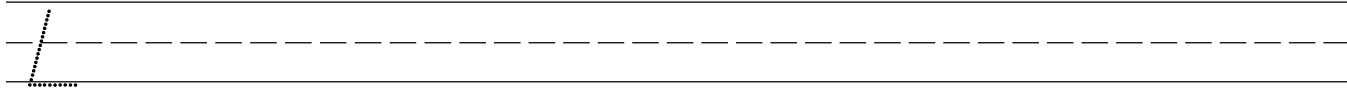
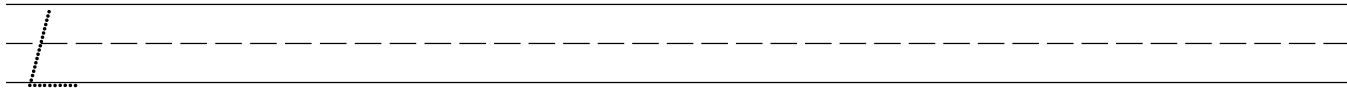
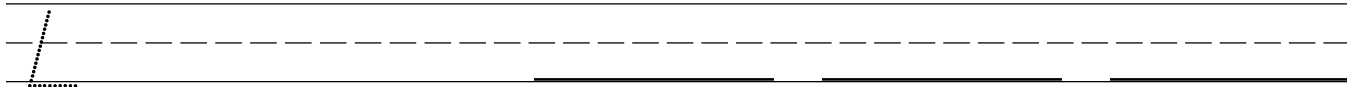
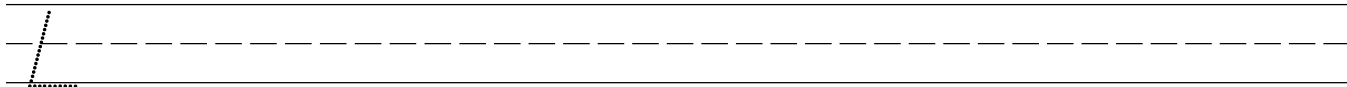
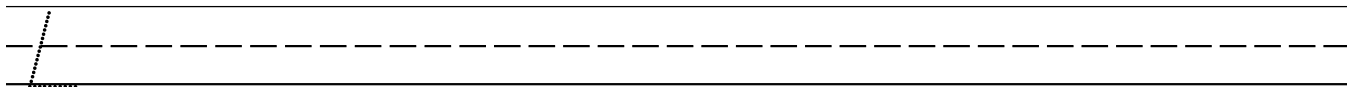
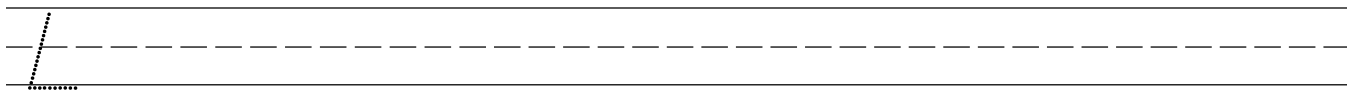
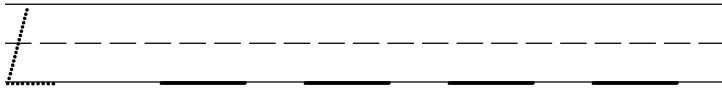
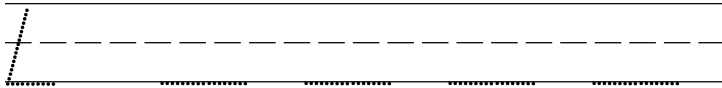
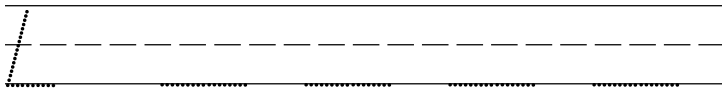
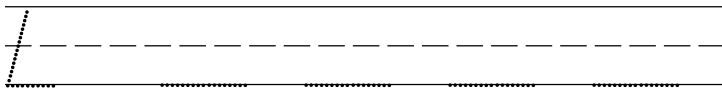
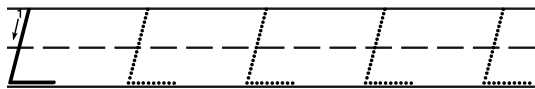
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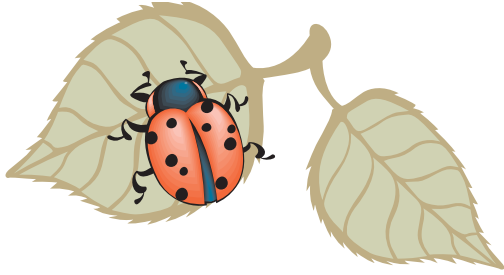
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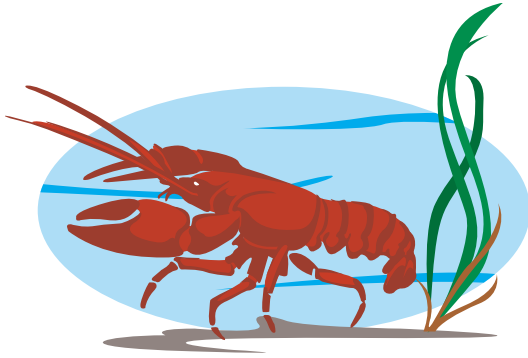
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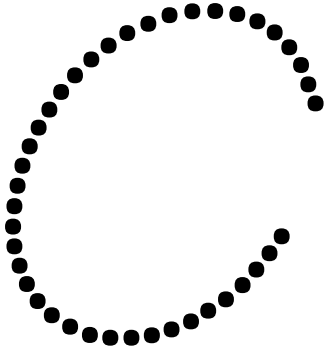
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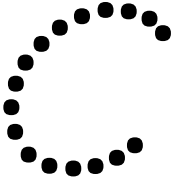
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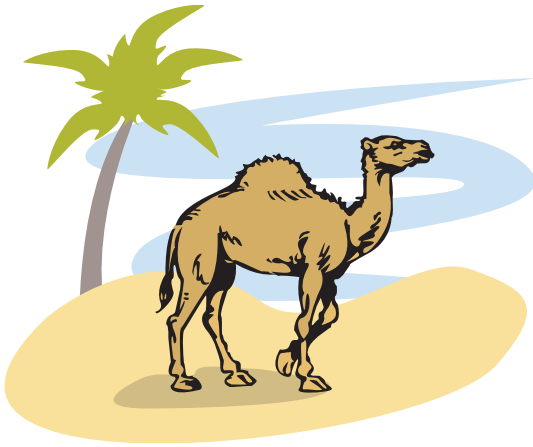
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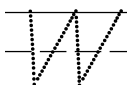
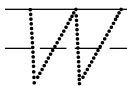
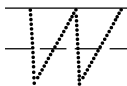
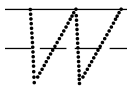
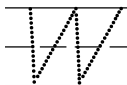
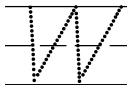
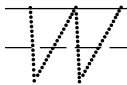
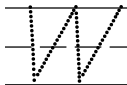
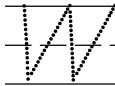
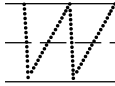
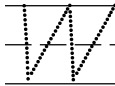
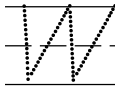
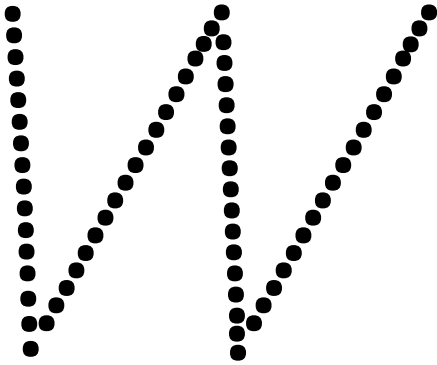
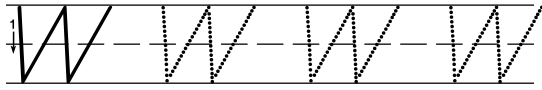
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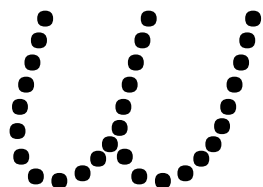
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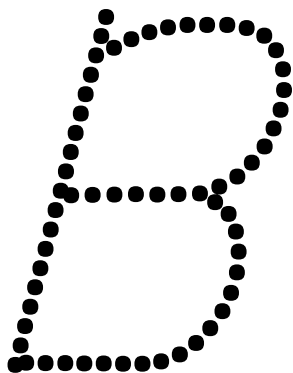
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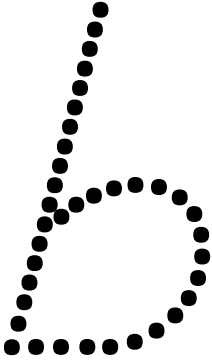
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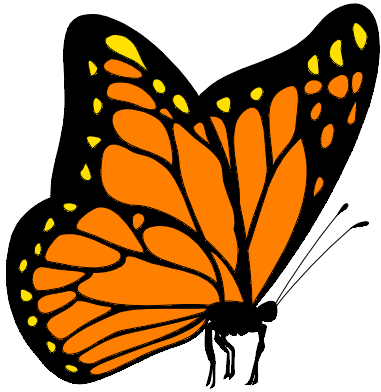
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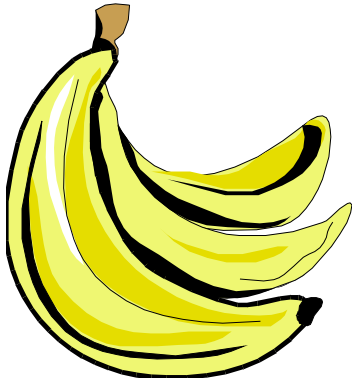
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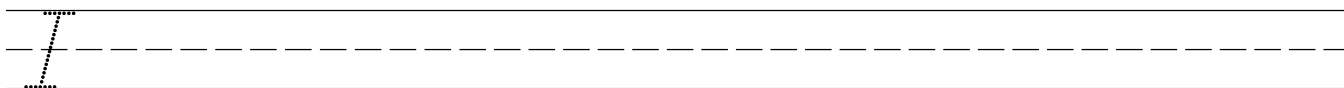
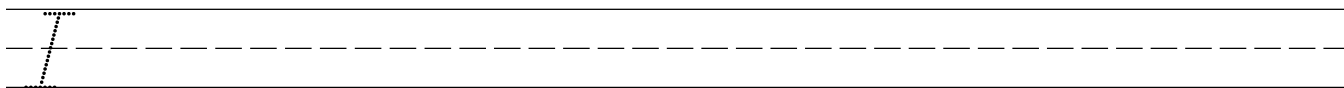
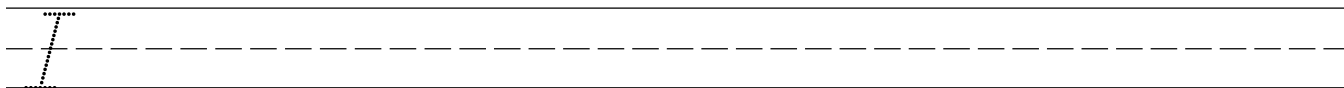
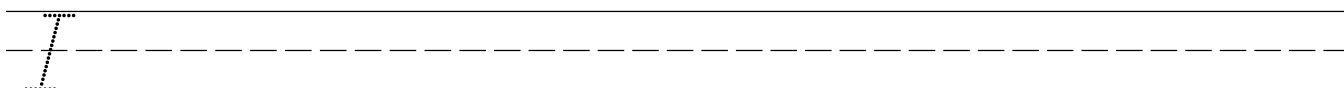
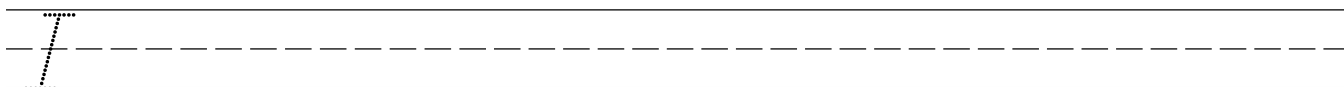
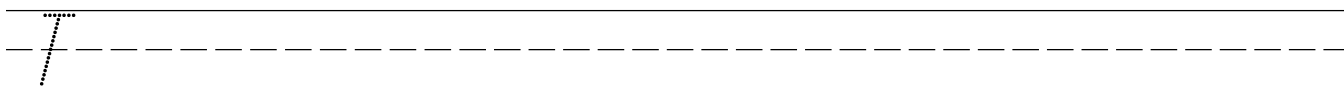
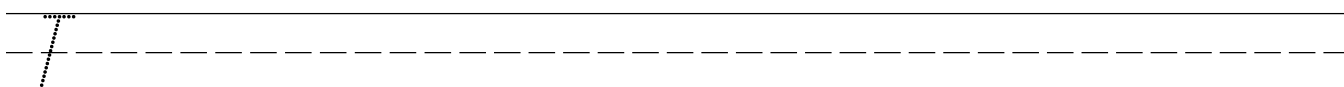
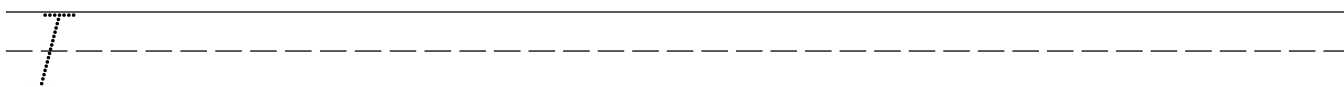
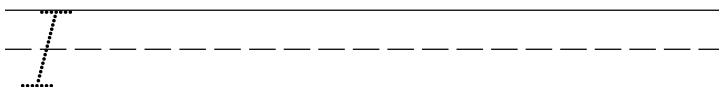
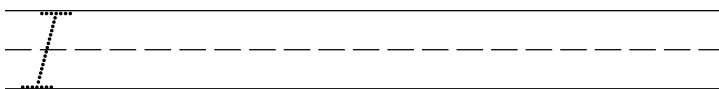
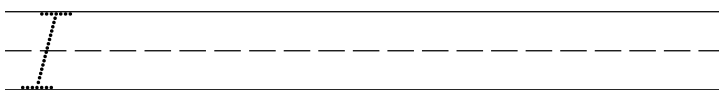
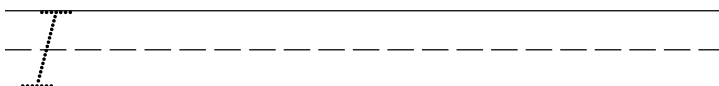
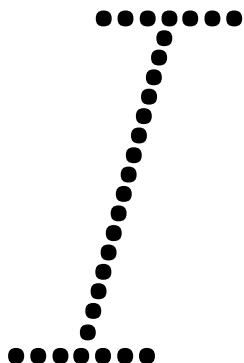
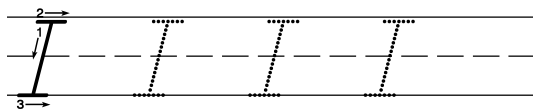
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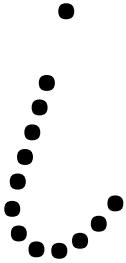
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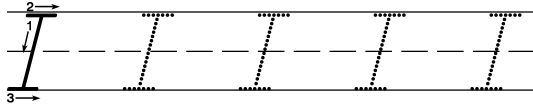
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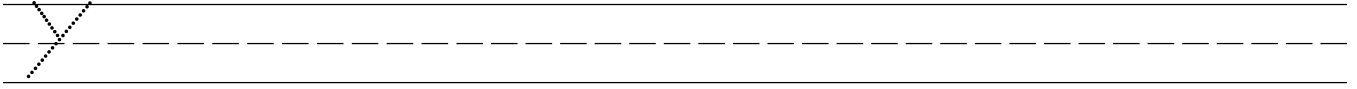
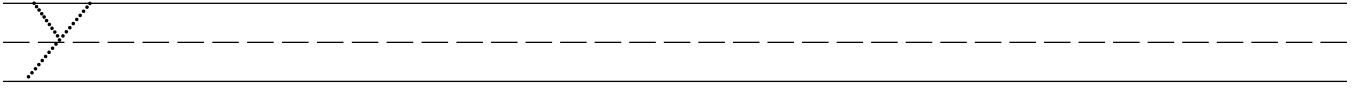
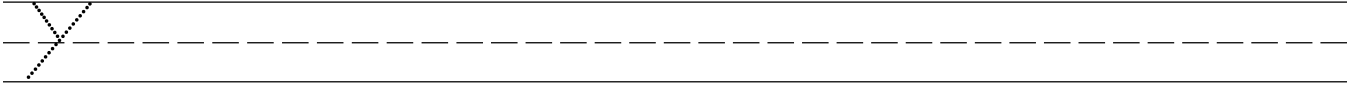
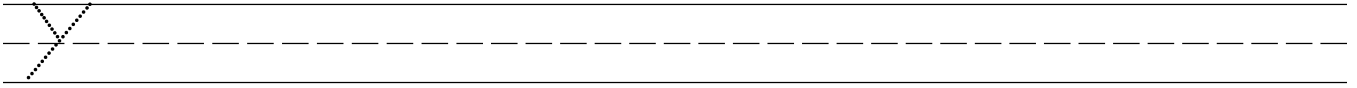
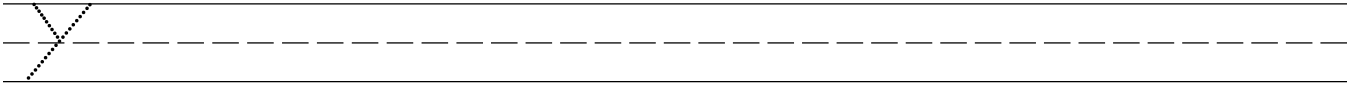
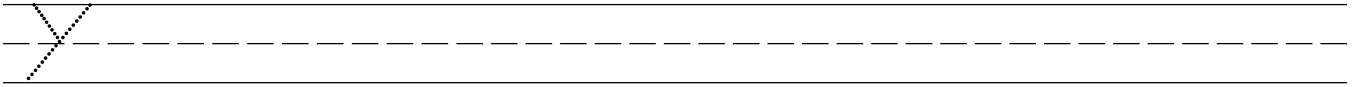
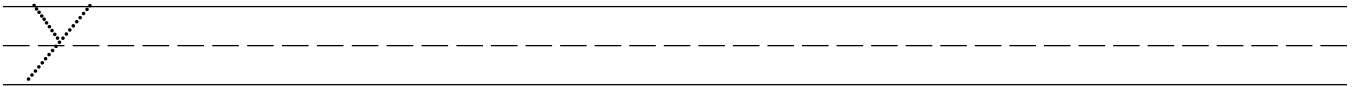
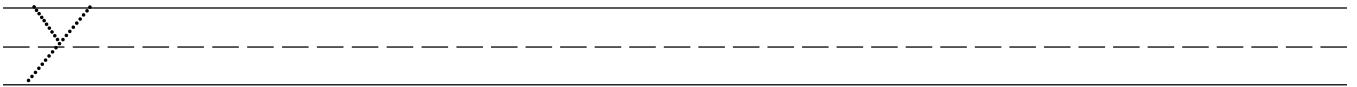
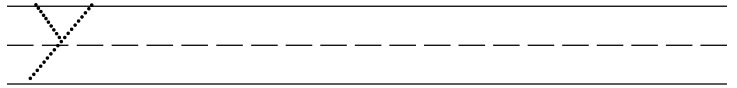
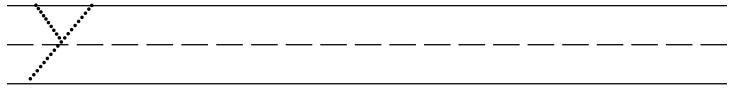
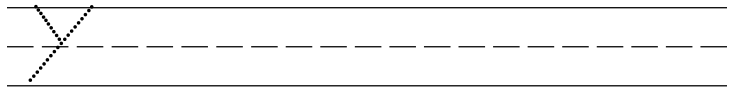
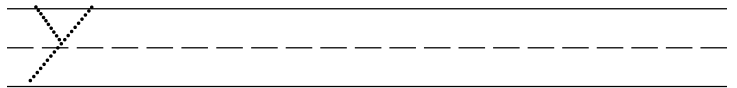
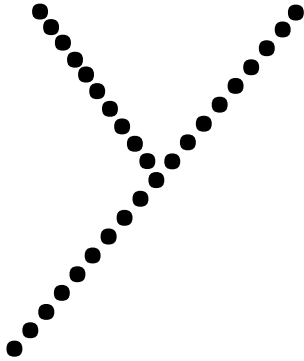
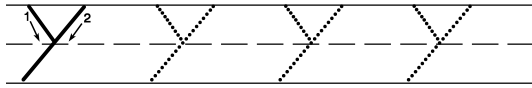
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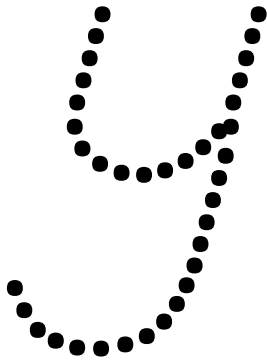
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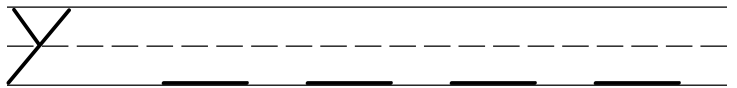
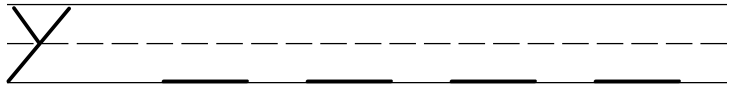
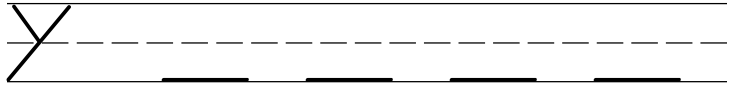
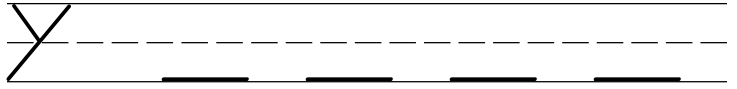
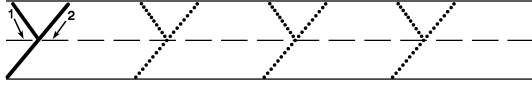
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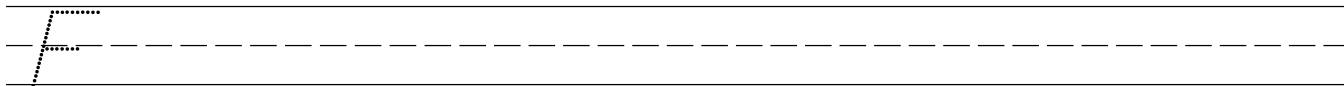
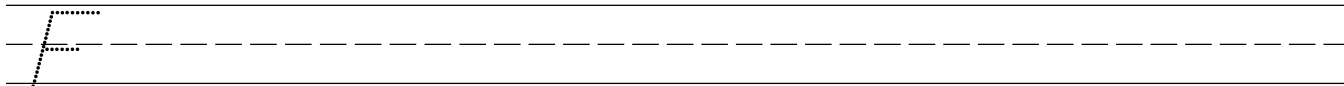
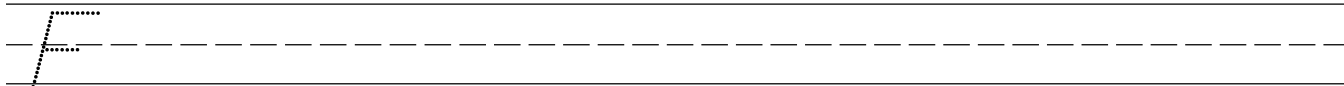
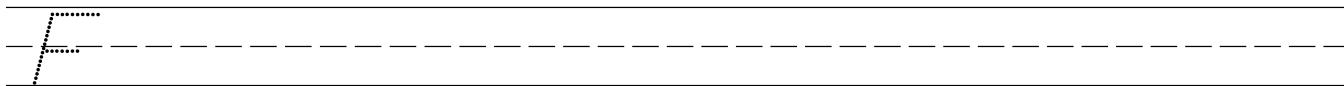
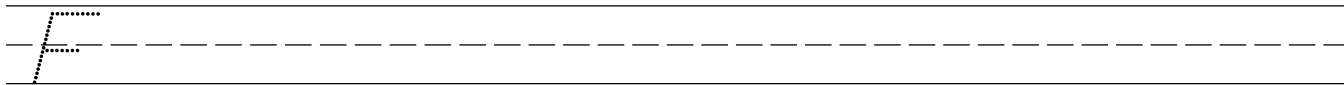
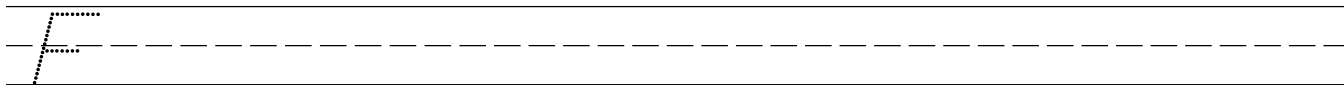
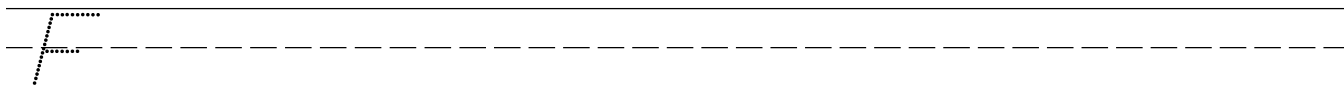
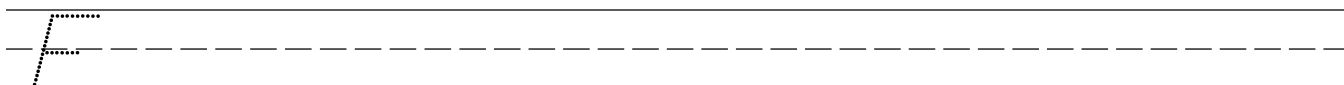
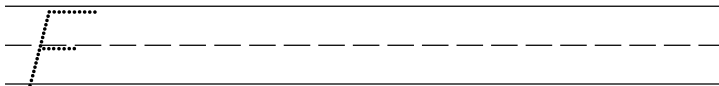
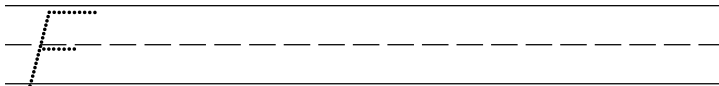
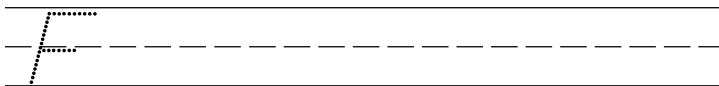
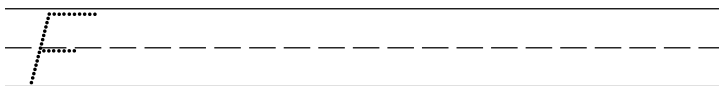
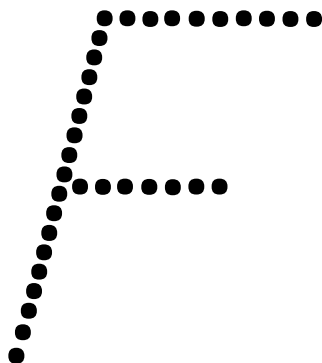
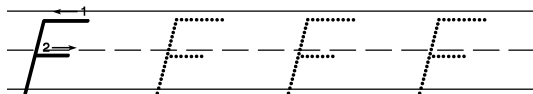
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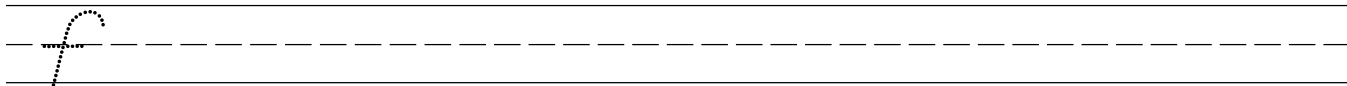
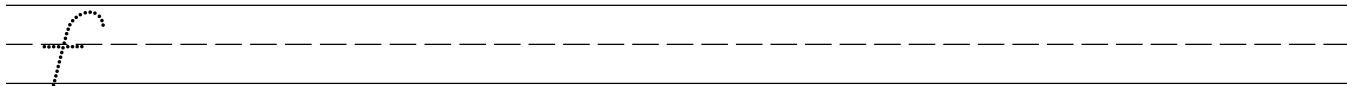
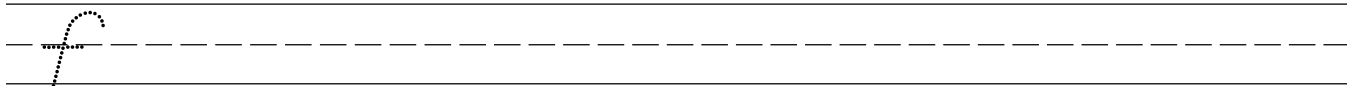
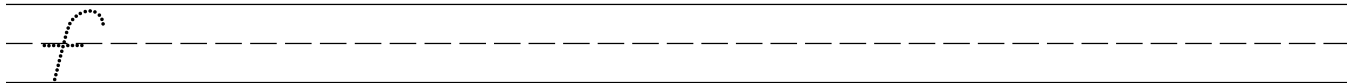
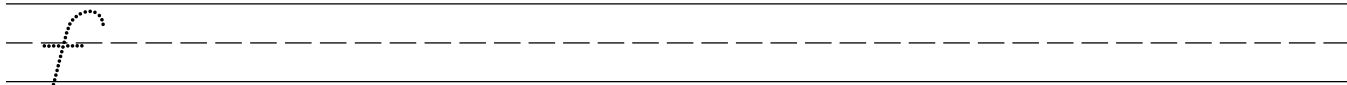
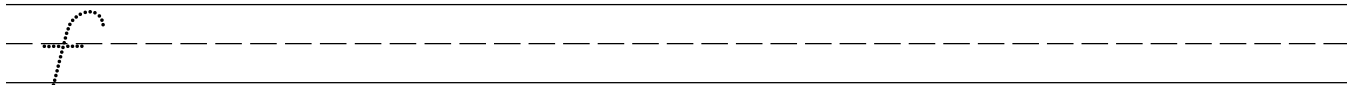
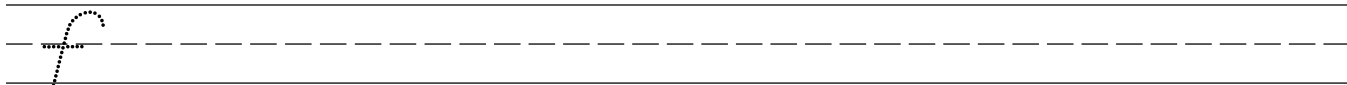
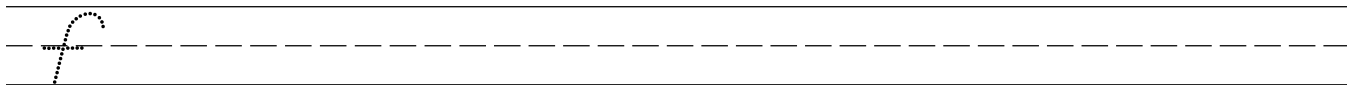
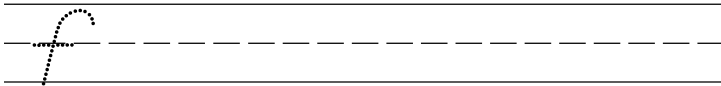
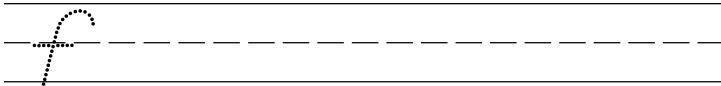
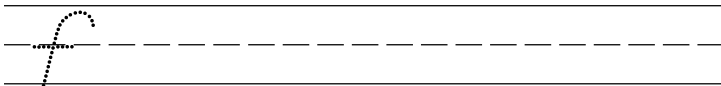
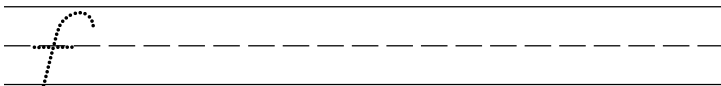
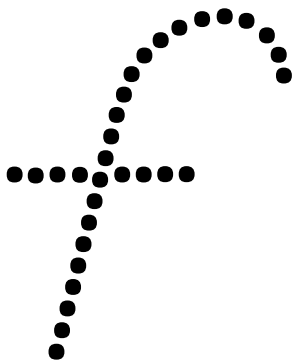
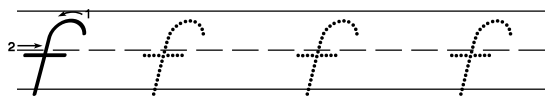
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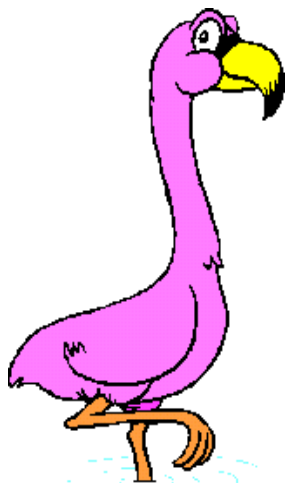
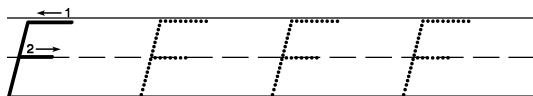
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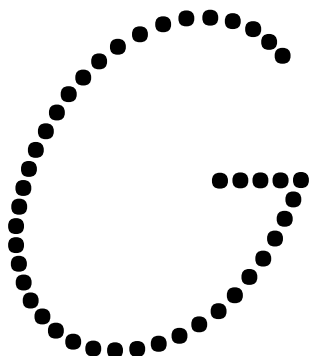
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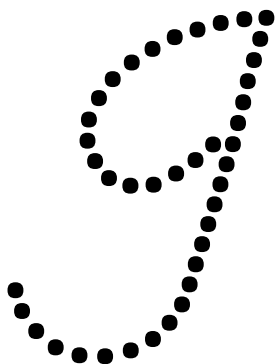
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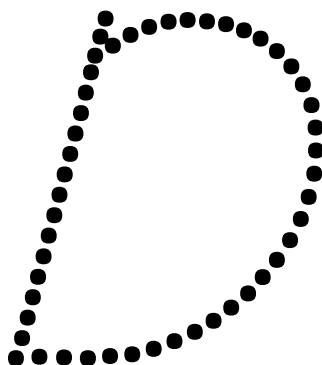
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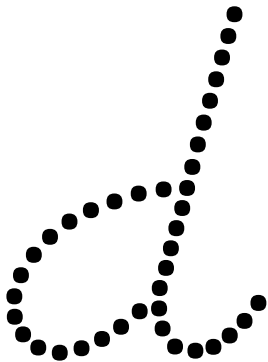
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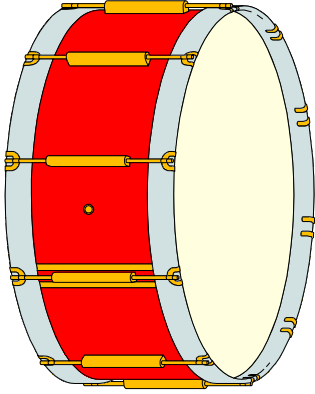
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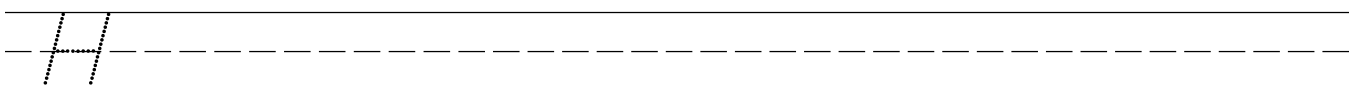
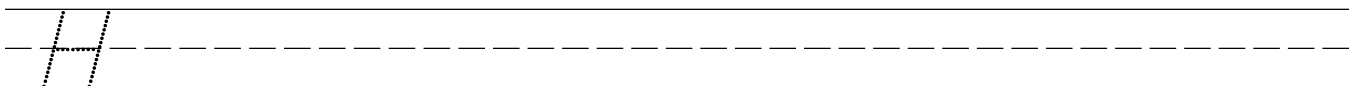
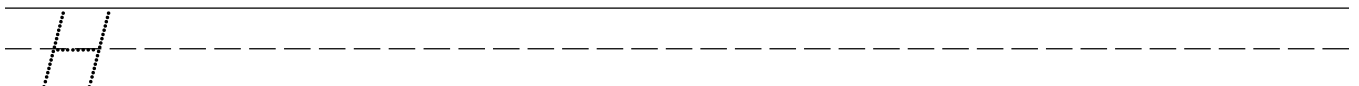
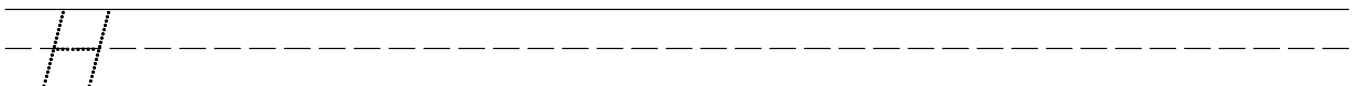
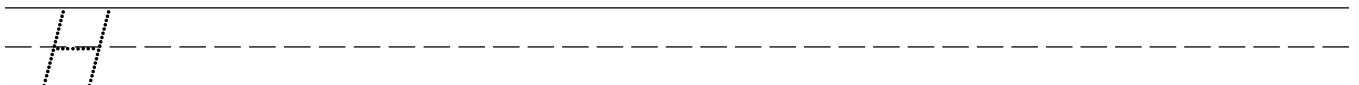
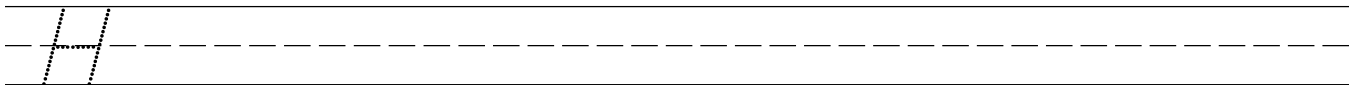
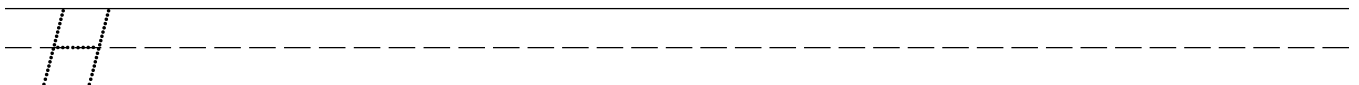
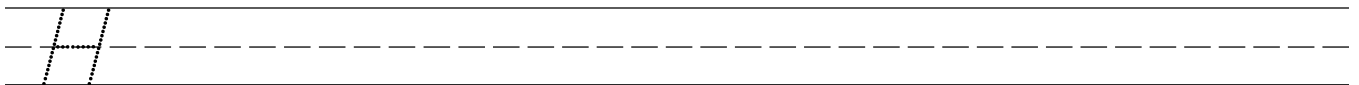
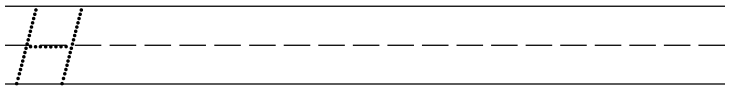
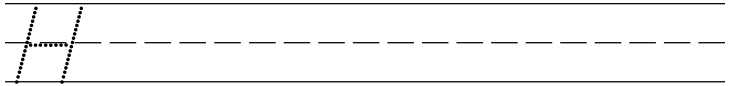
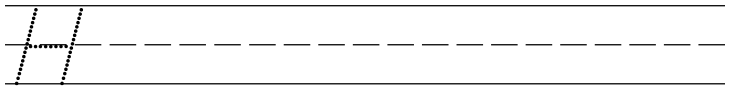
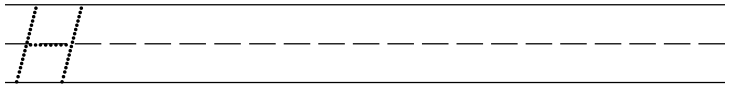
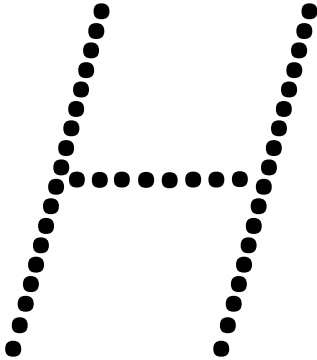
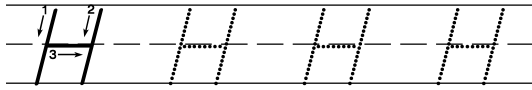
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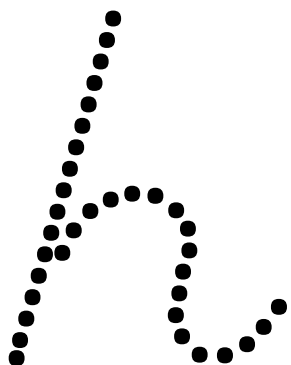
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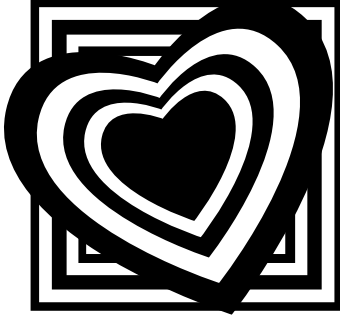
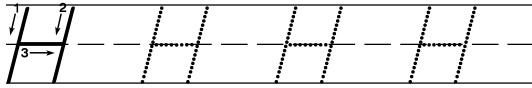
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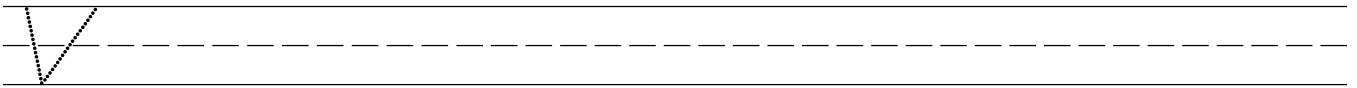
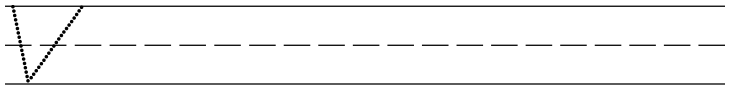
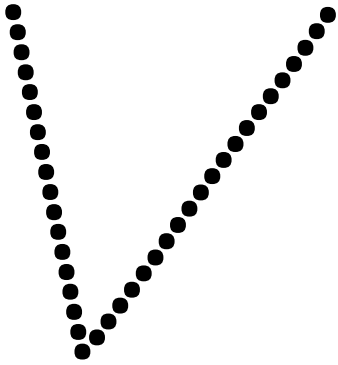
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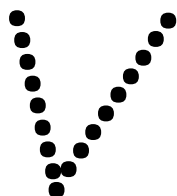
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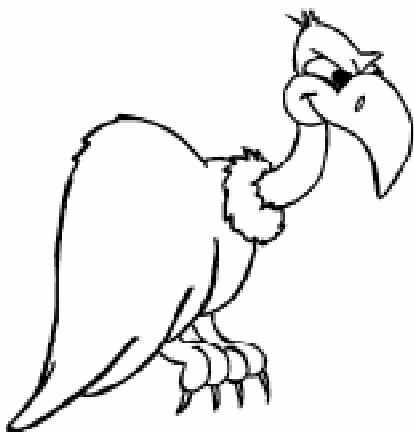
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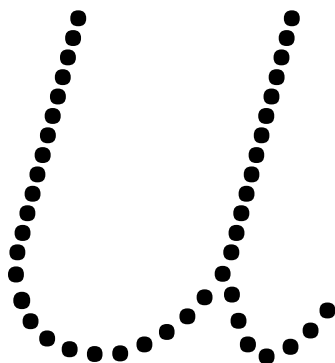
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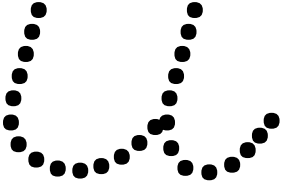
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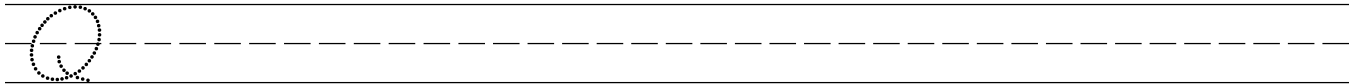
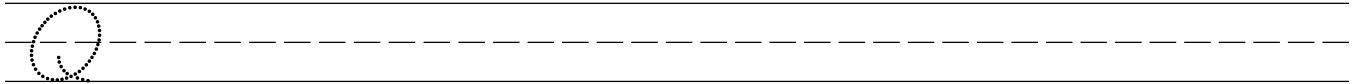
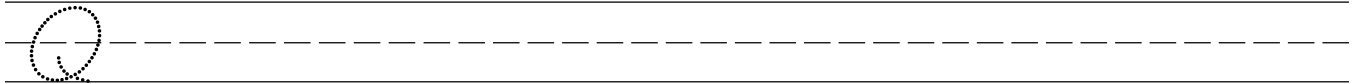
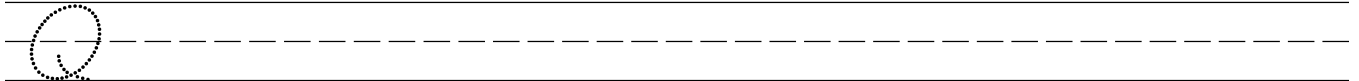
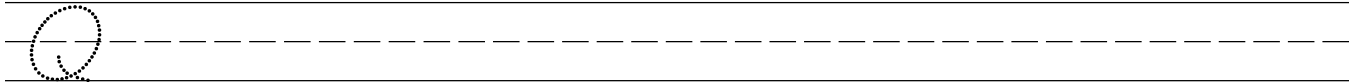
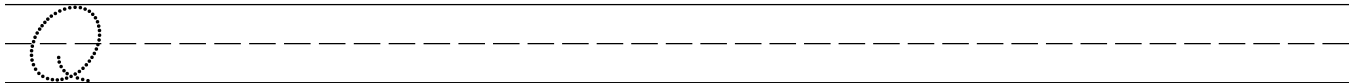
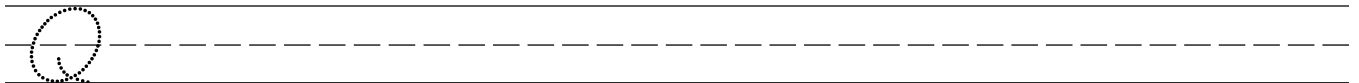
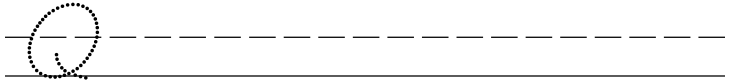
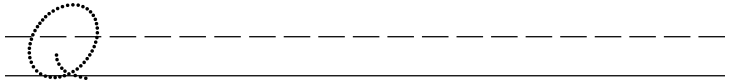
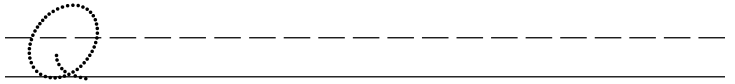
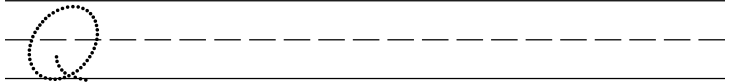
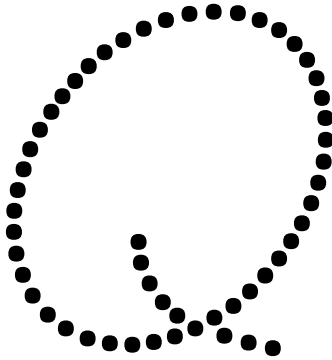
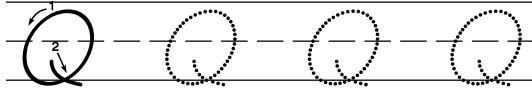
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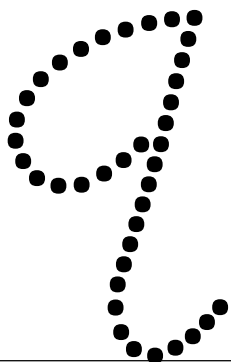
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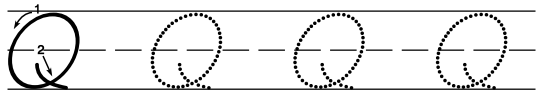
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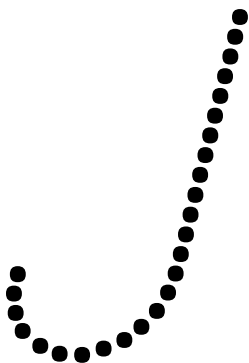
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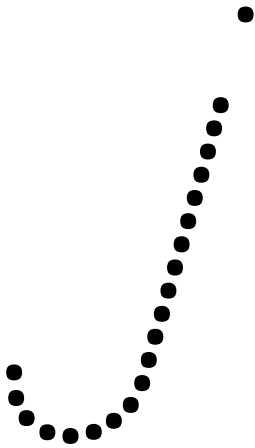
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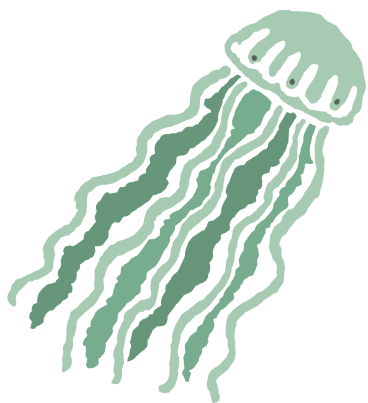
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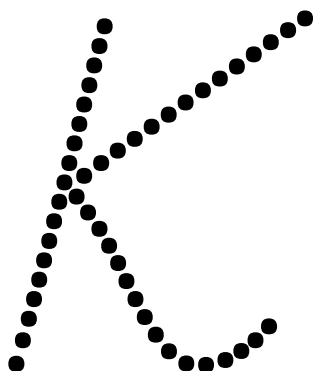
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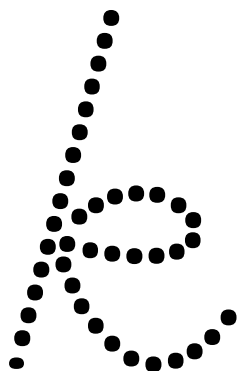
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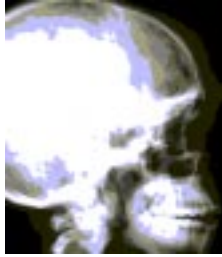
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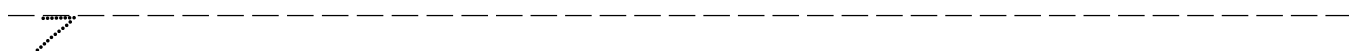
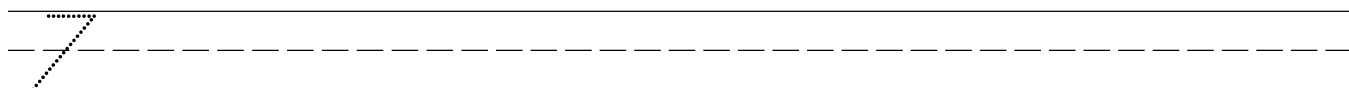
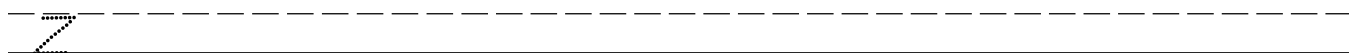
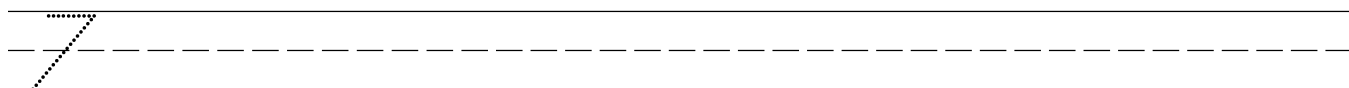
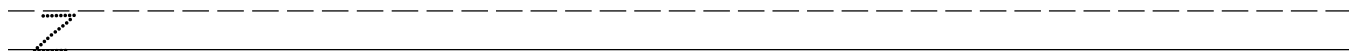
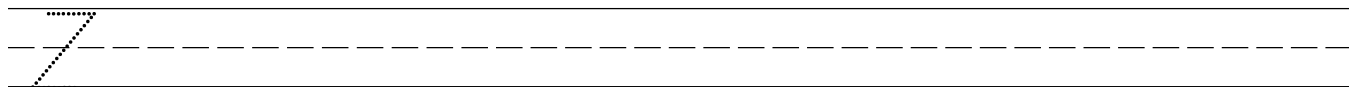
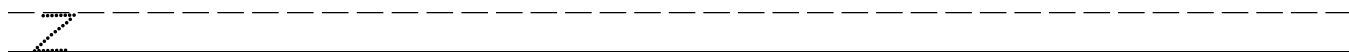
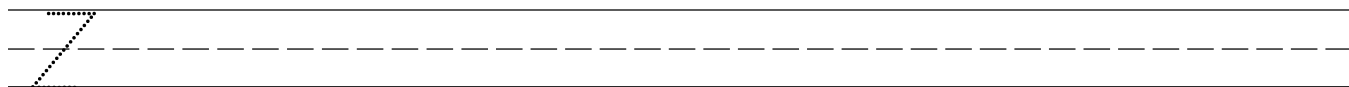
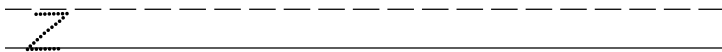
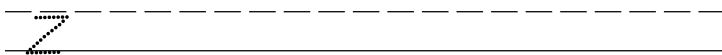
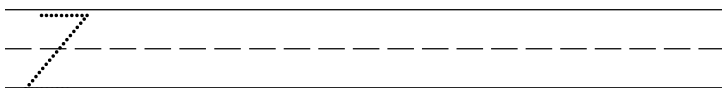
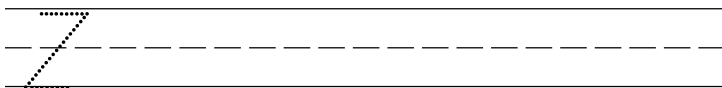
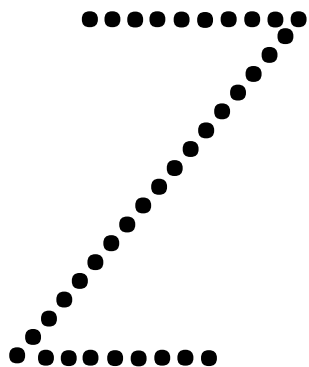
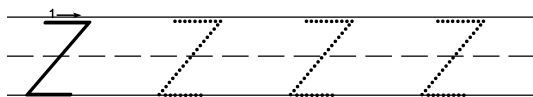
xylophone

nax

box

Fox

There is a fox in the box.





Z Z Z Z

z z z z z



Z

Z

Z

Z

Zippy

Zoom

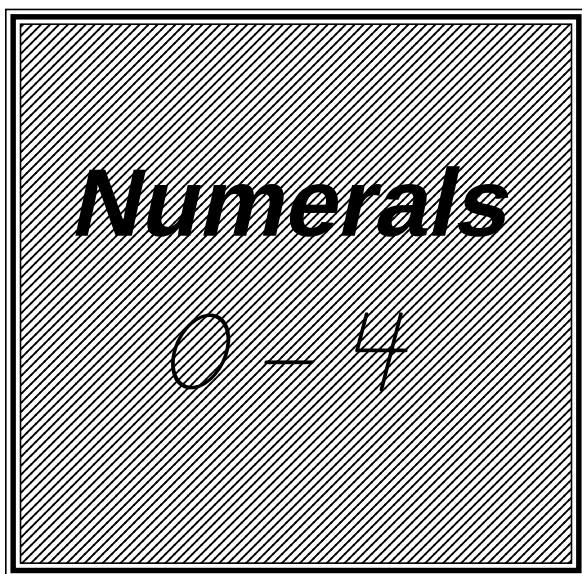
Zoe

Zachary

zebra

zucchini

The zebra ate zucchini.



0

1

2

3

4

0

2

3

4

2

3

# Numerals

5 - 9

5

6

7

8

9

5

6

7

8

9

5

8

# Numerals

0 - 4

0

1

2

3

4

43

32

10

21

24

30

31

# Numerals

5 - 9

5

6

7

8

9

57

88

95

55

78

96

77

# Numerals

0 - 4

0

1

2

3

4

3

42

41

32

22

33

40

# Numerals

5 - 9

5

6

7

8

9

85

57

67

98

99

65

59

# Numerals

0 - 4

0

1

2

3

4

33

44

22

44

34

23

40