

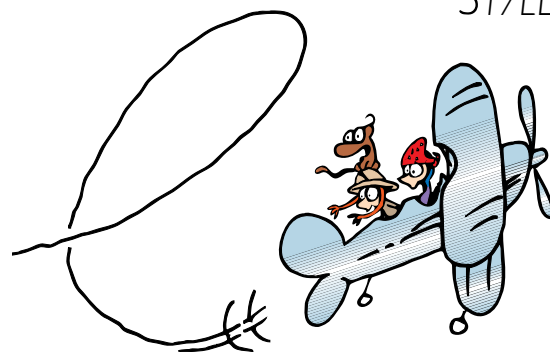
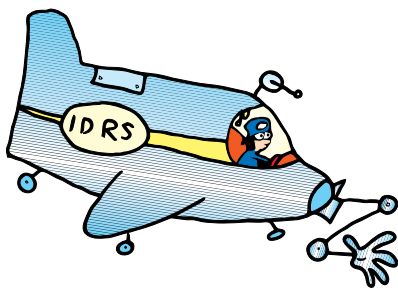
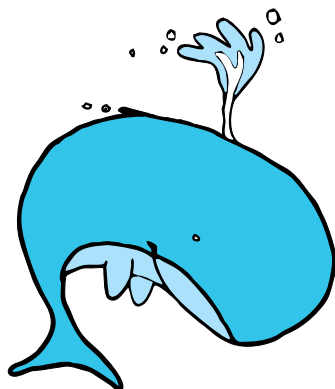
TARGETING

# HANDWRITING

Teacher Resource Book

3-6

NSW  
FOUNDATION  
STYLE

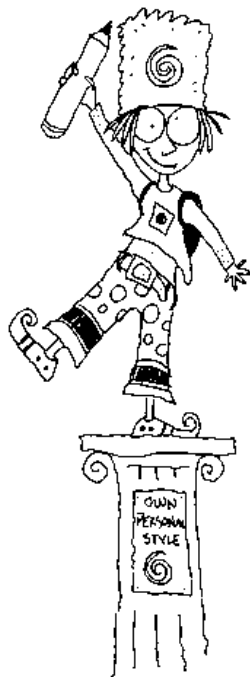


Years 3-6 Teacher Resource Book

NSW Foundation Style

# TARGETING HANDWRITING

*From cursive joins to a personal style!*



*by Tricia Dearborn, Tim Tuck and Susan Young*

*Illustrated by Stephen Michael King*



PASCAL  
PRESS

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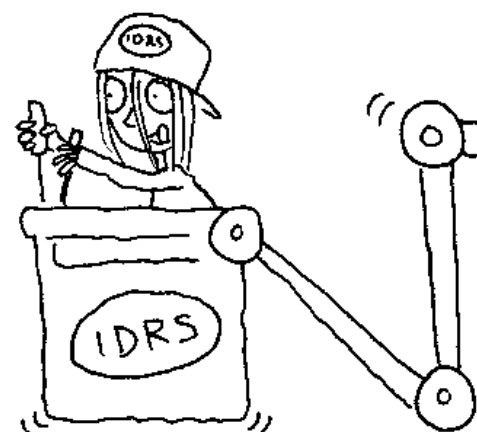
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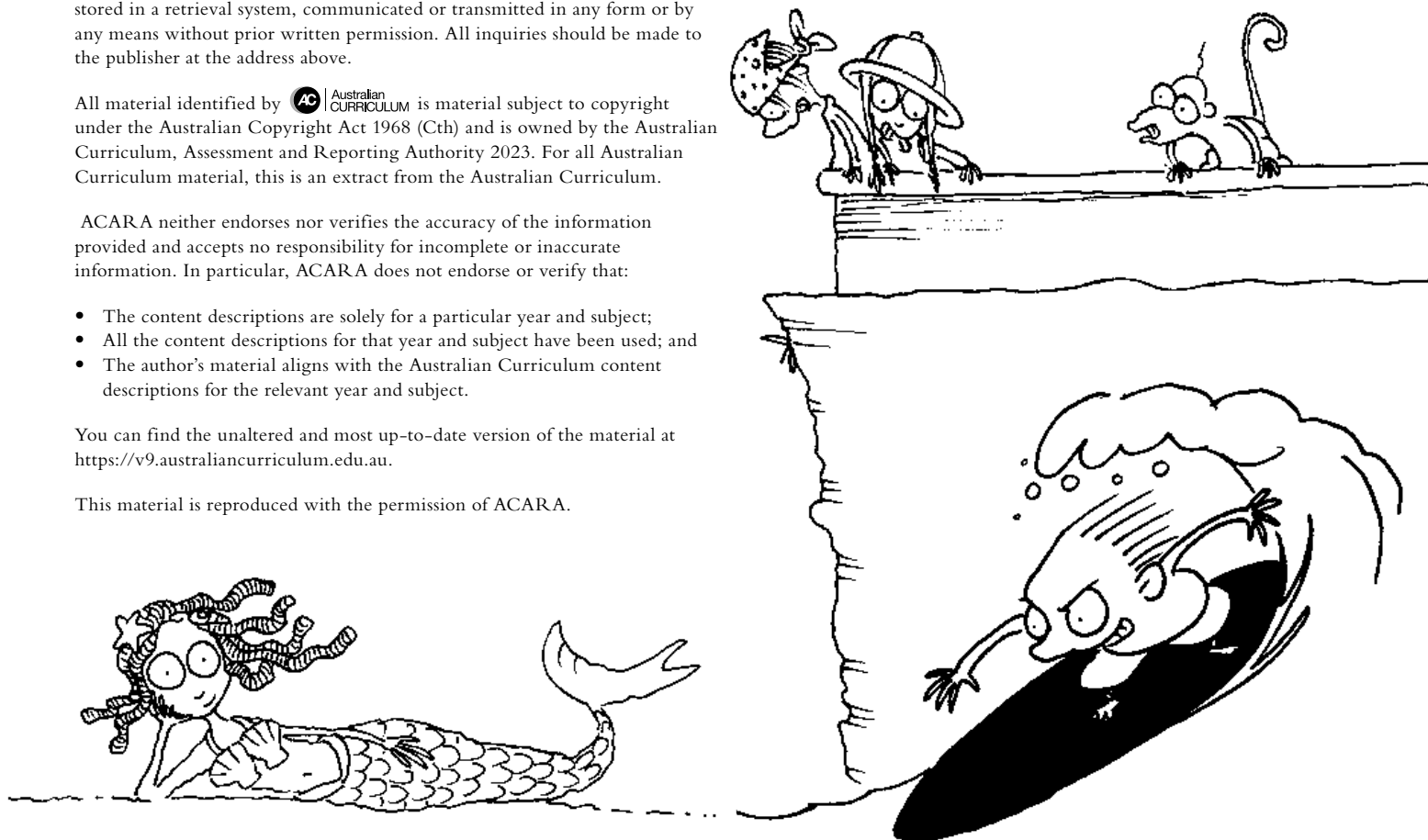
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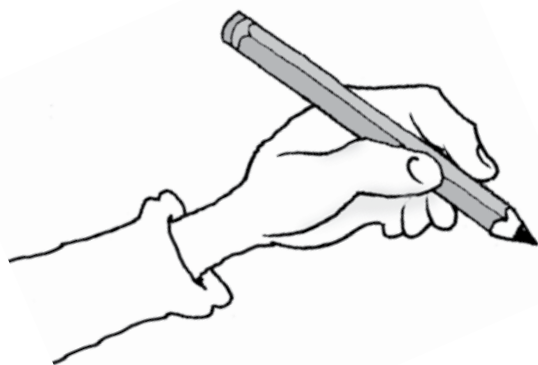
# INTRODUCTION

When teaching Middle and Upper Primary, it can be hard to find the time to give handwriting the attention it deserves. However, these are very important years with regard to handwriting: during this time students need to learn the skills necessary for writing in cursive, practise and consolidate these skills, and begin to develop their own personal style.

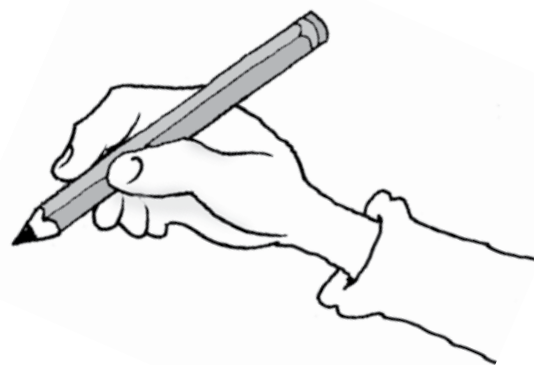


## Why have we included letters with exits and entries?

Year 3 is particularly crucial, as this is the year in which students first learn to write in cursive. Cursive handwriting generally allows greater fluency and speed than printing. However, the move from printing to cursive writing is not always made easily. In the Targeting Handwriting series students learn the letters with their exits and/or entries before they begin to use these movements to join the letters. This makes the change from print to cursive a more gradual transition, and gives students a chance to become physically accustomed to the movements of joining before they are required to use them to join the letters together.



**Left-handed**



**Right-handed**

# THE MECHANICS OF WRITING

Maintaining a good pen grip, posture and paper position benefits students in several ways: it helps them to maintain relaxed writing movements and allows them to write for longer without finger, hand, wrist or arm fatigue; it gives them the best view of what they are writing (which can prevent inefficient compensatory pen grips arising); and it allows maximum control of the writing instrument.

## Pen grip

The most comfortable and flexible grip for many students is called the dynamic tripod grip. In this grip:

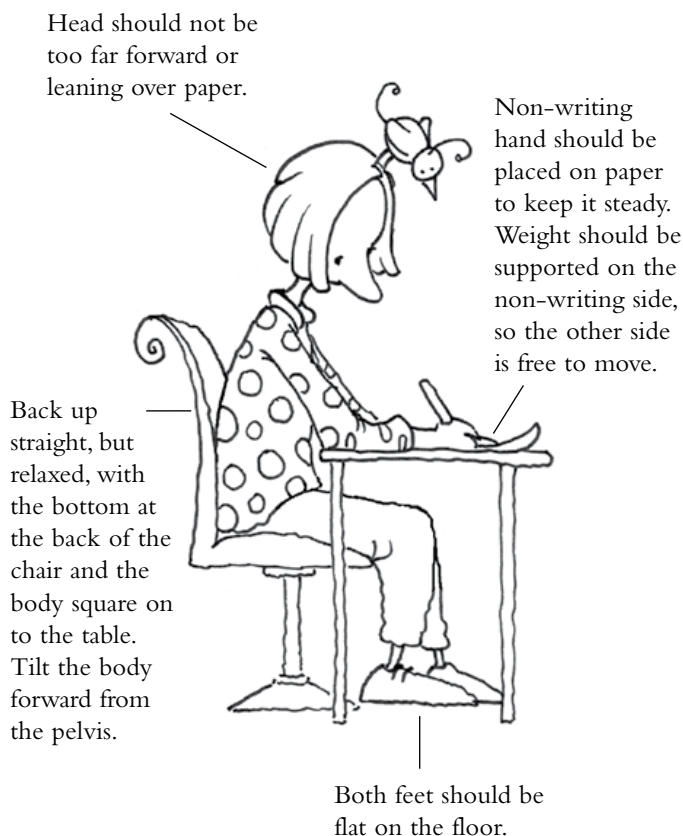
- ⌚ The pen is gripped between the tips of the thumb and index finger, and rests on the middle finger. The other two fingers are loosely bent or curled.
- ⌚ The wrist is slightly bent, and positioned below the writing line. The fingers, rather than the wrist, control the pen movement.
- ⌚ There should generally be 2-2.5 cm between the tip of the index finger and the point of the writing instrument for right-handers, and 3-3.5 cm for left-handers. The extra distance for left-handers helps them see what they are writing.

## Posture

The recommended posture for writing is relaxed but upright. The weight of the student's upper body should be supported by their non-writing arm, so that the writing arm is free to move.

Check that students have furniture that suits their size, height and leg length.

If a left- and a right-hander are seated together, make sure the left-hander is seated on the left to avoid a lot of elbow bumping. Reminding left-handers to keep their elbow tucked in slightly can discourage the development of a hooked wrist when writing.



## Paper position

For the right-hander, the paper is usually best placed to the right of the body midline and angled to the left. For the left-hander, the paper is usually placed to the left of the body midline and angled to the right. The angling required will vary between students (left-handers often require a greater angle than right-handers),

and finding the best angle and position for each student may require some experimentation. When the best position has been found, a strip of masking tape placed on the desk can be a useful guide until the positioning becomes automatic.



**Right-handed**



**Left-handed**

## Writing instruments

The writing instrument a student uses will affect the fluency and speed of their writing, its legibility and neatness, the amount of pressure required, the student's pen hold, and the amount the student can write comfortably without becoming fatigued.

When a student is using a writing instrument that doesn't suit them, they may develop a compensatory grip, or need to constantly adjust their grip as they write. A writing instrument that suits a student's needs can make writing more pleasurable as well as easier, and can improve as well as support good handwriting techniques.

Encourage students to experiment with a range of writing implements to determine which is the most comfortable and easy for them to use.



# USING THE TARGETING HANDWRITING BOOKS IN YOUR HANDWRITING PROGRAM



## A sample handwriting lesson

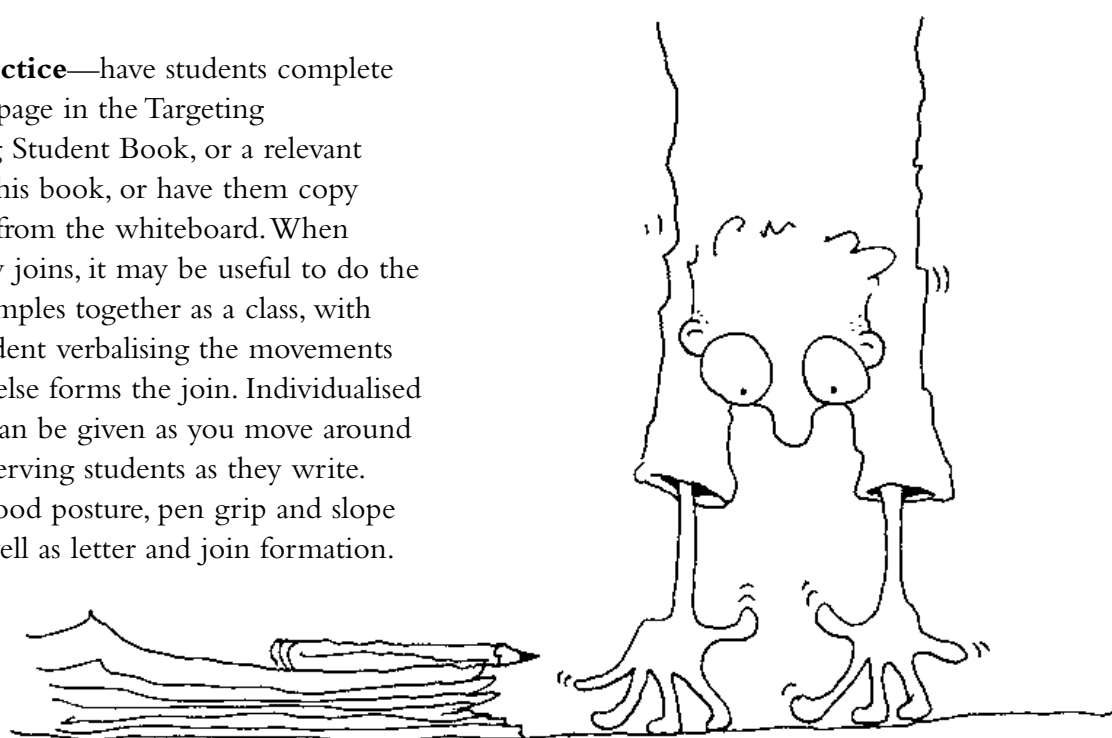
A handwriting lesson that introduces a new join could include the following:

- ② **a few minutes warm-up**, including activities such as ‘finger aerobics’ or squeezing rubber ‘stress’ balls, can be a fun way to begin a handwriting lesson, as well as helping to improve students’ muscle strength and fine motor skills.
- ② **introduction of join on the whiteboard**—explain to students how the join works while drawing it on the whiteboard, for example: ‘Letters that finish at the top body line—that’s o, r, v, w and x—join to the next letter with a horizontal join. The horizontal join has a little dip in it. From r to i is a horizontal join [drawing the joined letter pair as you speak] . . .’ Giving verbal cues for the writing movements and using consistent terminology will provide students with a good model.
- ② **student practice**—have students complete the relevant page in the Targeting Handwriting Student Book, or a relevant BLM from this book, or have them copy your model from the whiteboard. When learning new joins, it may be useful to do the first few examples together as a class, with you or a student verbalising the movements as everyone else forms the join. Individualised instruction can be given as you move around the class observing students as they write. Check for good posture, pen grip and slope of page, as well as letter and join formation.

## The blackline masters in this book

The blackline masters have been set up in a progressive sequence that will provide support and extra, fun activities as students move from learning the letters with exits and entries, to joining letters, to improving their fluency and legibility, to developing their own personal handwriting style.

Roughly, BLMs 1–15 address the handwriting skills students are likely to be working on in Year 3, BLMs 16–30 are targeted for Year 4, BLMs 31–38 for Year 5, and BLMs 39–45 for Year 6. This is only a rough guide, however. The BLMs have not been labelled with year levels, as there will commonly be a broad range of handwriting abilities within any one class.





## When a student is having difficulties

Be sure to acknowledge students' skills and progress before pointing out any problem areas. If a student is having more than one main difficulty, focus on one at a time, beginning with the most important one. When the student is comfortable with that skill, move on to address the next area of difficulty.

The table on pages 14–17, Troubleshooting Handwriting Difficulties, lists many common handwriting problems, with examples, and suggests strategies that may be useful in addressing them.

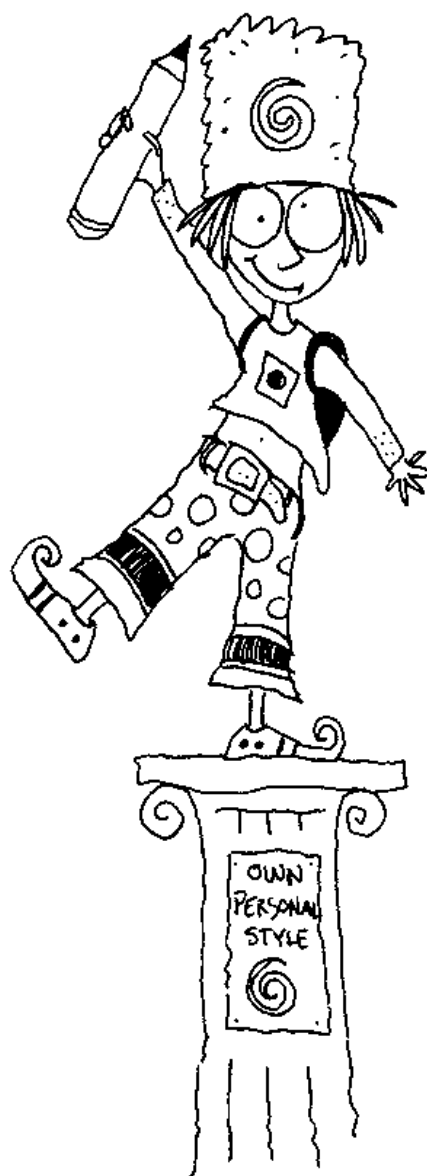
## When a student has learned a different handwriting style

If a student has previously attended school in another State or country, he or she may have learned a handwriting style other than NSW Foundation style. If the student has a well-developed, functional grip and handwriting style, it's best to support them in using this style. When a student's first language is not English, it can also be useful to know how the writing system works in their first language, for example the direction the script moves on the page, the use of punctuation. This can make it easier to support the student's handwriting development in English.

## Using the handwriting skills checklists

The skills checklists on pages 18 and 19 can be photocopied, and a copy kept for each student as an ongoing record of their progress. One checklist has been provided for Stage 2 and another for Stage 3. Specific handwriting skills that would not be taught until later in Stage 2 have been marked with a star in the Stage 2 checklist.

The checklists can be added to as general observations are made, and can also be used in formal assessment. The pointers on the checklist provide a general guide for skills and behaviours to look out for when making observations, and will help you to develop a detailed profile of an individual student's achievement.





## The *Targeting Handwriting* Years 3-6 Student Books

The Years 3-6 Targeting Handwriting Student Books have been designed to make learning cursive handwriting as easy as possible for students. New skills are introduced sequentially, so that students build on skills one by one and aren't called on to use skills that haven't been introduced yet. Wherever possible, students copy words underneath models, so that left-handers aren't disadvantaged, and practice of numerals and punctuation is integrated into the writing activities. The books also encourage and support student self-assessment.

Each book in the series has a specific focus:

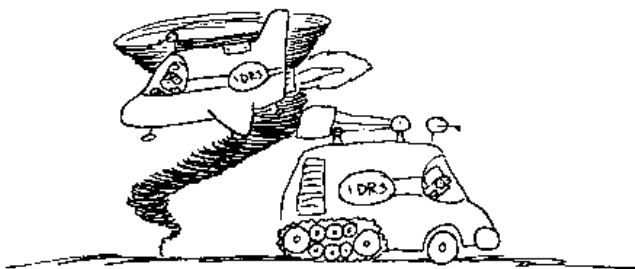
In the **Year 3 Student Book**, the focus is on **learning the basic joins**—diagonal joins, drop-in joins and horizontal joins—as well as which letters don't join. The Year 3 Student Book first teaches the letters with exits and entries—a useful and practical transitional stage between printing and cursive that makes cursive easier to teach and to learn.



The **Year 4 Student Book** focuses on the **consolidation of joining skills, plus the teaching of trickier joins** such as joining to s, horizontal joins to e, joined double f and joined ft. In this book, students begin to assess their own letter size and spacing, spacing between words, and slope.



The **Year 5 Student Book** focuses on **developing and improving fluency and legibility**. It includes sections on fluency joins and speed loops. The teaching pages feature two sets of copying lines, for reinforcement and extra practice. The book includes practical techniques to enable students to check their letter spacing, word spacing and slope, as well as practice of common letter clusters and high frequency words. The presentation skills section includes material on flourished capitals, headings and borders.



The **Year 6 Student Book** focuses on **helping students develop their own personal style**, while maintaining a **strong emphasis on fluency and legibility**. It looks at more 'mature' real-world applications of handwriting—for example, developing a signature and note-taking skills—as well as covering useful alternative letter shapes and joins. The teaching pages feature two sets of copying lines, for reinforcement and extra practice, and the presentation ideas include a section on calligraphy.



As students get older, they will encounter situations in which it is important to be able to write quickly *and* legibly. From Year 5, we have included speed trials in the *Targeting Handwriting* Student Books. Note that there is always a legibility assessment element—there is no point being able to write quickly if no-one, including the student, can read it!

# TEACHING HANDWRITING IN YEARS 3-6

## Basic movement patterns and printing

The basic movement patterns in Foundation cursive remain the same as those for Foundation printing script:

**Downward stroke pattern** found in letters l, t, i, x, z, f, j

**Hopping pattern (clockwise movement)**  
found in letters m, n, r, h, b, p, k

**Wave pattern (anti-clockwise movement)**  
found in letters u, v, w, y, a, c, o, g, q, d, e, s

The *Targeting Handwriting* Year 2 Teacher Resource Book contains blackline masters which may be helpful to students who need at any stage to revise the basic movement patterns or letter shapes.

It is important that students retain a functional printing style while developing their skills in cursive, as there will still be occasions when students need to print, for example when labelling maps and diagrams.

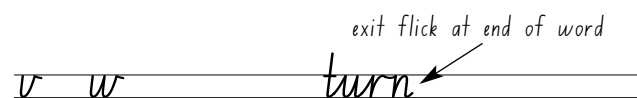
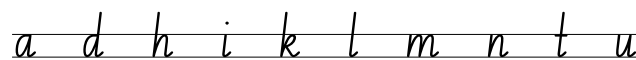


## Teaching letters with exits and entries

*Targeting Handwriting* recommends that students first become familiar with the letters with exits and entries before starting to join letters. This provides a valuable transition stage in students' learning of Foundation cursive.

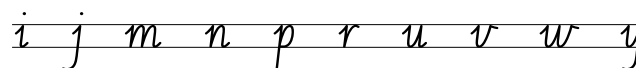
### Exits

Letters that finish at a line (that is, the top or bottom body line) can be given an exit flick. The exit flicks from *a, d, h, i, k, l, m, n, t* and *u* are smooth, like fishhooks. The exit flicks from *v* and *w* make a small dip from a top point. Capital letters don't have entry or exit flicks. Once students begin to join letters, having an exit flick at the end of a word is optional, though many students will find that it helps maintain the flow of their writing.



### Entries

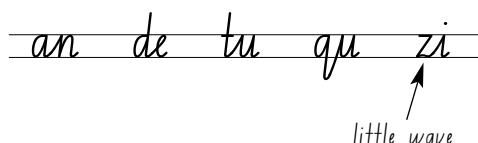
The letters *i, j, m, n, p, r, u, v, w* and *y* have entry flicks. Entry flicks curve up smoothly to a top point. Note that students will learn the letters *i, m, n* and *u* with an exit flick only before they learn them with an exit *and* an entry flick. Note also that once students begin to join letters, an entry flick is *not* required at the beginning of a word.



## Teaching joins

### Diagonal joins

A diagonal join goes from an exit flick near the bottom body line up to meet the next letter. Most letters join at the top body line. Diagonal joins should go as directly as possible to the next letter. The join from q to u is also a diagonal join. When students do a diagonal join from z, they should give the bottom of the z a little wave before they do the diagonal stroke that joins it to the next letter.

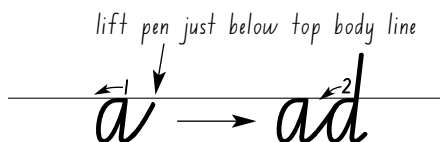


When the diagonal join goes to a head and body letter, the pen should move from the exit flick right up to the top of the head and body letter, then retrace a bit on the way back down.



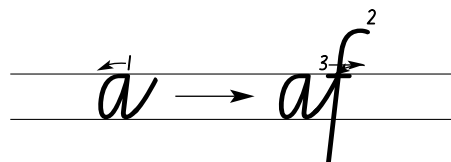
### Drop-in joins

The anti-clockwise letters a, c, d, g, o and q are dropped into place when they are joined to a letter with an exit flick. The exit flick is made to come up higher than usual, almost to the top body line, and then the pen is lifted. The anti-clockwise letter is then 'dropped in' so that it meets the exit flick.



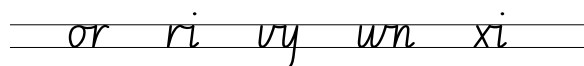
### The new f

This is a good point at which to introduce the new, cursive f, which has a head, body *and* tail. When the new f is dropped in after an exit flick, students need to make sure the f meets the exit flick on the way down.

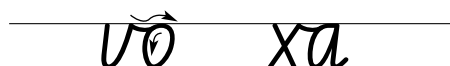


### Horizontal joins

Letters that finish at the top body line—o, r, v, w and x—join to the next letter with a horizontal join. The join should have a small dip in it to help maintain fluency.



When a horizontal join goes to the anti-clockwise letters a, c, d, g, o or q, it should travel across to where that letter begins, and then retrace along the top before heading down.



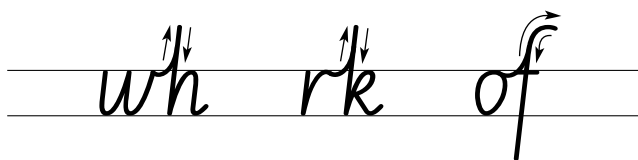
When joining from f, a straight horizontal line should be used. If the f is joining to an anti-clockwise letter, the line should travel across to where the letter starts, and then retrace a bit before heading down.

When joining f to l, go across then up to the beginning of the l, then retrace on the way down.



There is no join between f and e. (The exception to this is in later Stage 3 when students may choose to use the alternate f shape with an angled crossbar, which can successfully join to e.)

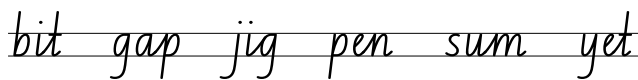
When a horizontal join goes to a tall letter, the join should go right up to the top and then retrace a little. Retracing the top of f may require special care at first.



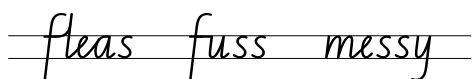
## Letters that don't join

In **Year 3**:

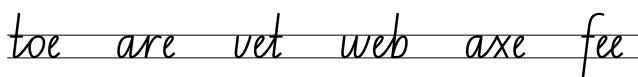
- the letters that finish with a clockwise movement (b, g, j, p, s and y) don't join to the following letter



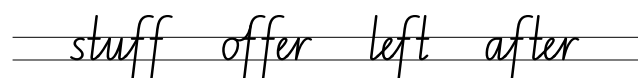
- the letter s also does not join to the letter before it



- there are no horizontal joins to e



- the letter combinations ff and ft are unjoined.



In **Year 4**:

- the letters b, g, j, p, s and y don't join to the following letter.

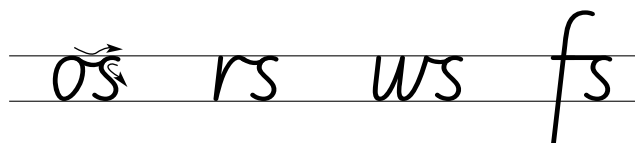
Students learn horizontal joins to e during this year, as well as joins to s (both diagonal and horizontal), joined double f and joined ft, so that all these combinations now join.

In **Year 5**, students learn the fluency joins from b, p and s, as well as the speed loop joins involving the letters l, h, b, k, g, j, y and f. All letter combinations can now be joined. Note, though, that the use of speed loops is optional.

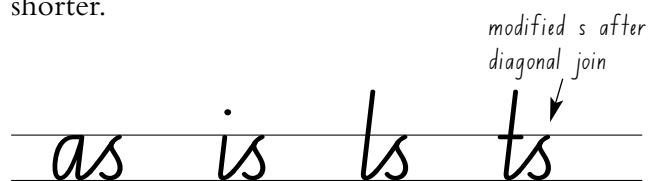
In **Year 6**, students learn the new z, which has a tail and can be joined using an optional speed loop.

## Joining to s

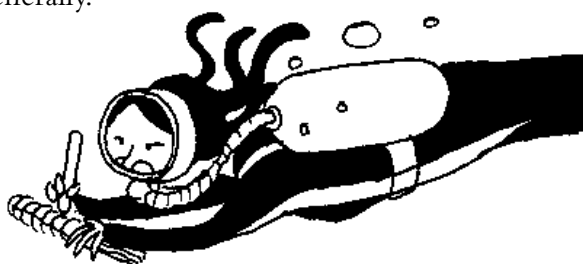
The letter s can be joined from top-finishing letters using a horizontal join. The horizontal line should go right across the top of the s, then retrace the top of the s before heading down.



The letter s can also be joined diagonally. In this case, the s is modified so that the top of the s is shorter.

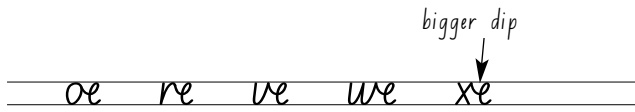


It is usually easier to teach both horizontal and diagonal joins to s using the full s to begin with, and then teach the diagonal join to the modified s once students are comfortable with joining to s generally.



## Horizontal joins to e

These are not introduced until Year 4. The horizontal join to e needs to have a bigger dip than a standard horizontal join.



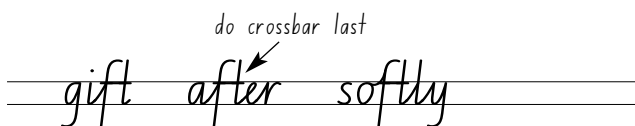
## Double f

Double f can be joined using a single crossbar. The two f downstrokes should be done first. The crossbar can be continued to form a horizontal join to the next letter in the same way as the crossbar of a standard f can.



## Joined ft

The letters f and t can be joined using a single crossbar. If there is a letter following t it should join on from the exit flick of the t as usual, and the crossbar should be added when the rest of the word is finished.

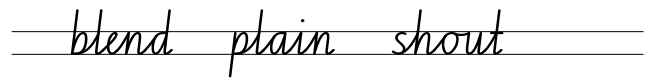


## Fluency joins from b, p and s

The letters b, p and s end with a clockwise movement. When joining from these letters, retrace the bottom of the letter before going on to join.

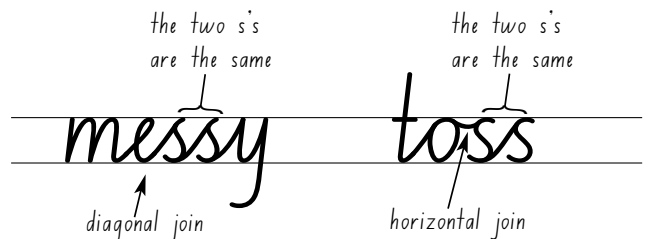


When a fluency join goes to a head and body letter, the join should go right up to the top of the letter, then retrace a little on the way back down.



## Double s

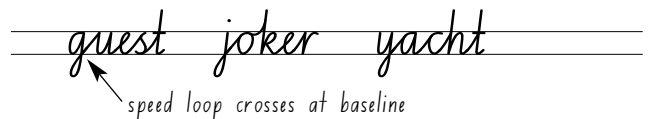
When double s is written, the shape of the second s should follow the shape of the first s. The shape of the first s will depend on whether the join going to it is horizontal or diagonal.



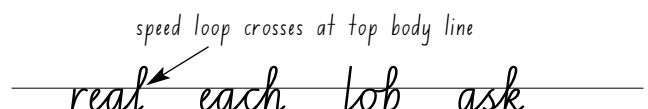
## Speed loops

Speed loops can help students write more fluently. It's a good idea to give students the opportunity to learn speed loops, and then help them assess whether speed loops improve their fluency. Speed loops won't be useful to all students. Remind students not to make their speed loops too big. Large speed loops can actually slow you down! Speed loops will be more fluent if the upstrokes are made lighter than the downstrokes.

Speed loops from the body and tail letters g, j and y should cross at the baseline.



Speed loops to the head and body letters l, h, b and k should cross at the top body line.



When f is the first letter of a word, a tail speed loop can be used to join to the next letter. This f doesn't have a crossbar.

*feast from flower*

When f is in the middle of a word, the f should have a head speed loop and a tail speed loop. This f doesn't have a crossbar either.

*refer after offer*



When f is at the end of a word, it has a head speed loop, but no tail speed loop. This f does have a crossbar.

*thief elf stuff*

Speed loops can be used to join from the new z.

*zip maze buzz fuzzy*

Body and tail letters don't have a speed loop if they come at the end of the word, since the letter is not going to join to anything.

*birthday* NOT *birthday*

Head and body letters don't have a speed loop at the beginning of the word, since the letter has not joined *from* anything.

*happy* NOT *happy*

## Alternative letter shapes and joins

Alternative letter shapes and joins should not be introduced until students are comfortable with and competent in Foundation cursive. These alternatives may help improve speed, fluency and/or legibility for some students.

*Double t with one crossbar* is a speedy alternative to crossing the t's in tt separately. The crossbar should be left till last so that the flow of the writing is not broken.

*letter kitten little*

*Joining from the crossbar of t*—the crossbar of t can be used to join horizontally in the same way as can the crossbar of f. Note that the t then doesn't need an exit flick.

*take trounce thing*

*Alternative f shape*—the letter f can be written with a slanted crossbar, and some students may find it easier to join from the slanted crossbar to the next letter. Using the slanted crossbar also makes it possible to join f to e.



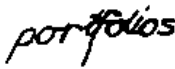
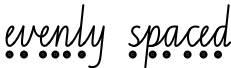


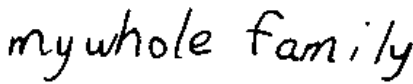

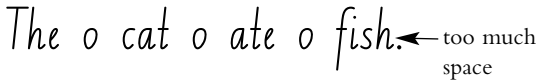

*find flea feel*

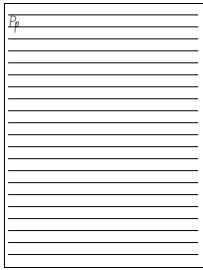




# Troubleshooting handwriting difficulties

While not intended to be exhaustive, this chart details some of the common handwriting difficulties, and some strategies that may be useful in addressing them.

Script difficulty/Examples	Strategies to try
<b>Inconsistent letter shape</b> 	<ul style="list-style-type: none"> <li>• revise formation of the problem letter, verbalising the process</li> <li>• include revision of letters with related shapes and movement patterns</li> </ul>
<b>Uneven letter size</b> 	<ul style="list-style-type: none"> <li>• discuss the proportions of the heads, bodies and tails of letters</li> <li>• ruling a top body line for their ordinary work may help some students</li> </ul>
<b>Uneven letter spacing</b> 	<ul style="list-style-type: none"> <li>• check that the student is securing the paper with the non-writing arm so it doesn't slip</li> <li>• show student how to mark dots at the base of each letter to check letter spacing</li> </ul> <div style="text-align: center;">    </div> <ul style="list-style-type: none"> <li>• if the problem is related to a particular writing movement or join, practise patterns which focus on that movement or join</li> </ul>
<b>Word spacing</b>  	<ul style="list-style-type: none"> <li>• discuss the relationship between word spacing and legibility</li> <li>• show student how to place the letter o between words to check spacing — it should just fit with not too much space left over</li> </ul> <div style="text-align: center;">      </div>

Script difficulty/Examples	Strategies to try
<p><b>Inconsistent slope</b></p> <p>Slope varies</p> <p>daydream</p> <p>It was free and you could</p> <p>Slope increases going across the page</p> <p>all the sides are equal in length</p>	<ul style="list-style-type: none"> <li>• check student's posture and pen grip, and that they are not needing to change their grip in the middle of a word because of discomfort or fatigue</li> <li>• pattern practice to reinforce consistency of slope</li> </ul> <p>lllllllll hhhhhhhh</p> <ul style="list-style-type: none"> <li>• if student's writing shows one main slope with variations, make up practice patterns that reinforce the predominant slope</li> <li>• remind student to use more pressure on the downstroke — this can help establish rhythm and more consistent slope</li> <li>• slope cards may help some students</li> <li>• when slope increases going across the page — check that student is sliding hand and arm across when necessary rather than bending hand back at the wrist</li> </ul>
<p><b>Letter position</b></p> <p>In a fortnights time we will</p>	<ul style="list-style-type: none"> <li>• revise letter position with respect to head, body and tail parts of the letters</li> <li>• place letters at the beginning of each page to act as a guide</li> </ul> 
<p><b>Directional changes</b></p> <p>summer</p> <p>equal</p>	<ul style="list-style-type: none"> <li>• directional changes that are too angular or too rounded may decrease fluency and slow writing down — practise basic letter pattern, and letter shape within that pattern</li> </ul> <p>mmmm mmmm</p> <p>uuuu uuuu</p>

Script difficulty/Examples	Strategies to try
<p><b>Mixture of print and cursive</b></p> <p>Cheltenham</p>	<ul style="list-style-type: none"> <li>• discuss writing situations in which print and cursive are appropriate</li> <li>• check that there is no particular difficulty with the join at which cursive changed to printing</li> </ul>
<p><b>Diagonal joins</b></p> <p>Pencil lift instead of diagonal join</p> <p>Sometimes putting</p> <p>Lack of retracing in tall letters</p> <p>all will</p>	<ul style="list-style-type: none"> <li>• remind student that diagonal joins go right up to where the next letter starts, and introduce practice patterns that reinforce the join</li> </ul> <p>mimimimi lelelelele</p> <ul style="list-style-type: none"> <li>• lack of retracing in tall letters — pattern practice to reinforce retracing</li> </ul> <p>llllllll hhhhhhhh</p>
<p><b>Horizontal joins</b></p> <p>No horizontal join—letters join directly</p> <p>will what</p> <p>Horizontal join to e</p> <p>wear axes</p> <p>Dips too large</p> <p>will</p> <p>Horizontal join to tall letters</p> <p>took</p>	<ul style="list-style-type: none"> <li>• revise use of horizontal joins</li> <li>• if there is no actual horizontal join and the letters join directly, use pattern practice that reinforces the dipped horizontal joining stroke between the letters</li> </ul> <p>ururururu wiwiwiwiwi</p> <ul style="list-style-type: none"> <li>• if the problem is with joining to e, remind student of the need for a larger dip in this join, and practise letter combinations</li> </ul> <p>we we re re ve ve</p> <ul style="list-style-type: none"> <li>• if the problem is that the dips are too big, remind student that dips are small except when joining to e, and use pattern practice to reinforce the correct dip</li> </ul> <p>ururururu ririririri</p> <ul style="list-style-type: none"> <li>• if the problem is with horizontal joins to tall letters, remind student that the join goes up and retraces rather than going straight to the top of the tall letter</li> </ul> <p>wh<sup>retrace</sup> rk<sup>retrace</sup> ol<sup>retrace</sup></p>

Script difficulty/Examples	Strategies to try
<p><b>Drop-in joins</b></p> <p>daydream</p> <p>tip toe.</p> <p>each</p> <p>downpour</p> <p>blackout</p>	<p>Lack of drop-in joins can lead to displacement of letters, ambiguous letter shapes, looping within words.</p> <ul style="list-style-type: none"> <li>• discuss what drop-in joins are and why they are used</li> <li>• remind student that the exit flick before a drop-in join comes up diagonally and higher than usual — practise letters with longer exit flicks d d d m m m a a a l l l</li> <li>• remind students that after the long exit flick, they must lift the pen before ‘dropping in’ the next letter — use a small mark above the pen lift point as a prompt in words students will copy dodge equal</li> <li>• introduce pattern practice for reinforcement of drop-in join movement momomomo lalalala</li> </ul>
<p><b>Joining to s</b></p> <p>reports</p> <p>Girls</p>	<ul style="list-style-type: none"> <li>• check whether difficulty is with diagonal or horizontal joins to s, or both</li> <li>• pattern practice to reinforce the join</li> <li>• practise joining to s in common letter pairs and words ls as is os rs bus has rose cars</li> </ul>
<p><b>Joining to f</b></p> <p>backfire</p>	<ul style="list-style-type: none"> <li>• if the problem is with drop-in joins to f, revise extension of exit flick before it, and practise common letter pairs if if if if lf lf lf lf</li> <li>• if the problem is with horizontal joins to f, remind student that the join travels right up and around the top of the f, then retraces before heading back down</li> </ul>
<p><b>Joining from f</b></p> <p>free safety</p>	<ul style="list-style-type: none"> <li>• remind students that f joins from the crossbar, and does not join to e</li> </ul>



## Handwriting skills checklist—Stage 2 (☆ = later Stage 2)

EN2-HANDW-01 forms legible joined letters to develop handwriting fluency

Name	Term	Term
⌚ Understands that legible handwriting is consistent in size and spacing and can support learning		
⌚ Joins letters using consistent size and spacing to develop fluency		
⌚ Applies appropriate pressure when joining letters		
⌚ Joins letters when writing familiar words		
• Can use the following joining techniques:		
Diagonal joins		
Diagonal joins to head and body letters		
Diagonal joins from q and z		
Drop-in joins		
Joining to the new f		
Horizontal joins		
Horizontal joins to anti-clockwise letters		
Horizontal joins from f		
Horizontal joins to tall letters		
☆ Joins to s		
☆ Horizontal join to e		
☆ Double f		
☆ Diagonal join to modified s		
☆ Joined ft		
• Needs practice in these joins		
• Know which letters don't join		
• Knows when to use cursive writing and when to print		
⌚ Sustains the NSW Foundation Style cursive to facilitate fluency and legibility across a text		
• Forms letter shapes consistently		
• Uses lines appropriately to form letters of uniform size		
• Maintains uniform slope		
• Maintains uniform spacing between letters and between words		



# Handwriting skills checklist—Stage 3

EN3-HANDW-01 sustains a legible, fluent and automatic handwriting style

Name	Term	Term
<b>☉ Sustains writing with a legible, fluent and personal handwriting style across a text</b>		
• Can use the following joining techniques:		
Diagonal joins		
Drop-in joins		
Horizontal joins (including to e)		
Joins to s (including diagonal join to modified s)		
Double f		
Joined ft		
Double s		
Fluency joins from b, p, s		
Speed loops    - from g, j, y		
- to l, h, b, k		
- to and from f		
- from modified z		
• Needs practice in these joins		
• Knows when to use cursive writing and when to print		
<b>☉ Uses handwriting efficiently in formal and informal situations</b>		
<b>☉ Adjusts handwriting style to suit writing purpose</b>		
• Forms letters of consistent shape and size		
• Maintains uniform slope		
• Maintains good, uniform spacing between letters		
and between words		
• Writes fluently		
• Takes breaks in long words at appropriate points		
<b>☉ Practises calligraphic flourishes that enhance written text when appropriate</b>		



Choose 9 words from the table below. Copy them onto your bingo board, then cut out the board. The bingo caller should cut out the entire list of words and place them in a hat. When one of your words is called out, cover it with a counter. The winner is the first person to cover their entire card and call out "Bingo!"



ocean	waves	fish	sea	boat
treasure	pirate	ship	sail	dolphins
mermaid	coral	seaweed	whales	merman
anchor	sand	crab	jellyfish	shark
sailors	octopus	shells	mullet	seahorse

### Bingo Board



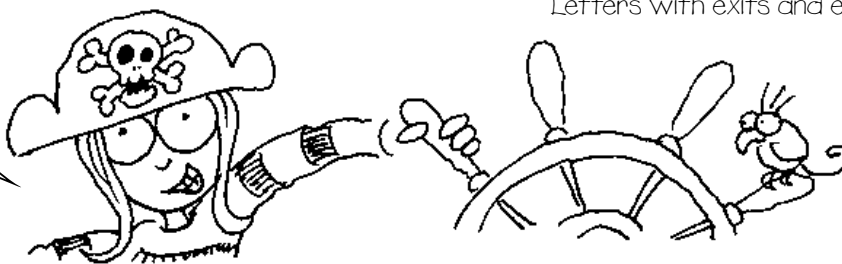
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 2

Letters with exits and entries

Let's  
look at the slope  
of letters.



Draw the lines of slope through the downstrokes of the letters.

pirate      pirate

Mark a cross **X** under the word if the slope is uneven.

Mark a tick **✓** under the word if the slope is even.

Pirate Pete      Fuzzy Max

One-Eyed Jack      Mad Mandy

Loud Larry      Angry Anne

Peg-Leg Polly      Stinky Stan



Slim Jim      Lucky Lucy

Wild William      Scary Mary

Can  
you find the 12 words  
hidden in the word search?  
Clues are at the bottom  
of the page!



Circle the words hidden in the word search. Trace the letters in each word you find.

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

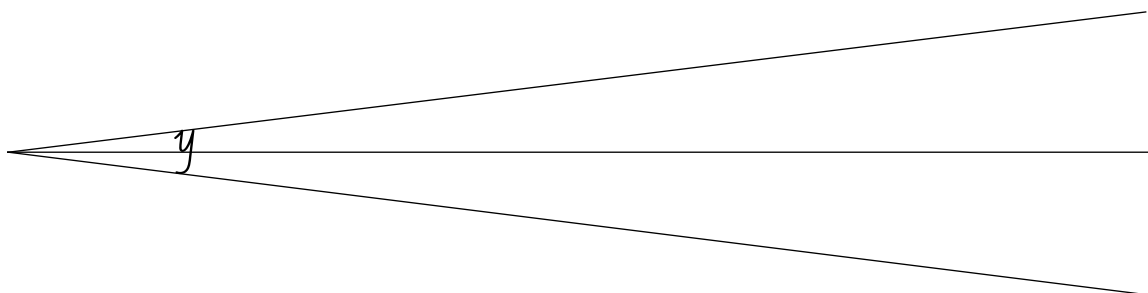
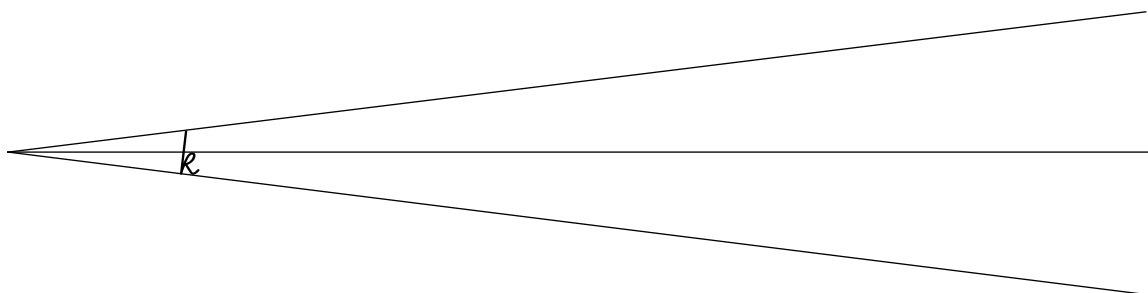
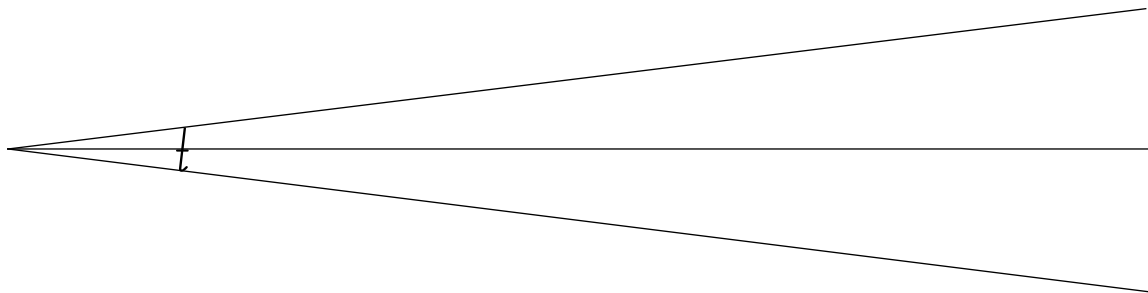
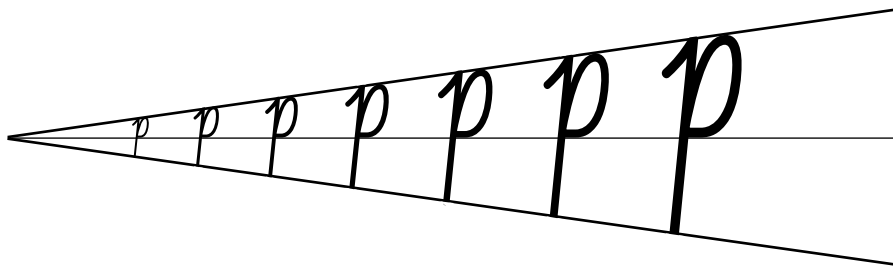
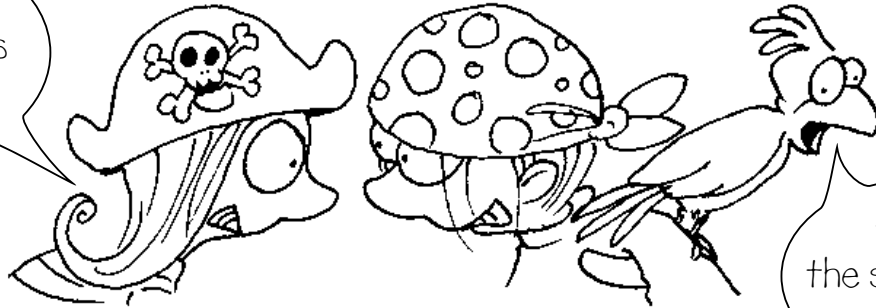
### Word Search Clues

pirate treasure rig voyage island sail  
sea anchor ship whale cabin mermaids

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

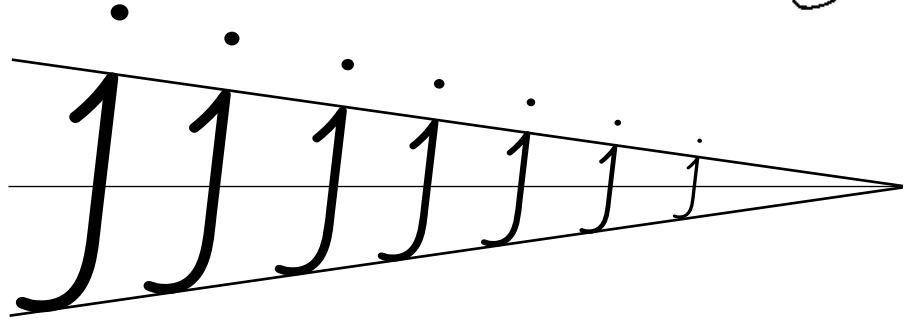
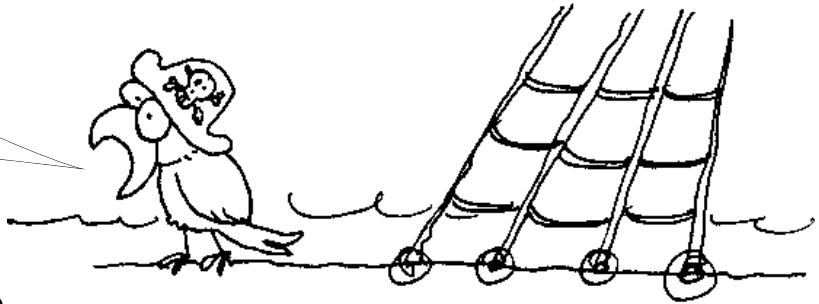
BLM 4

Letters with exits and entries



Squark!

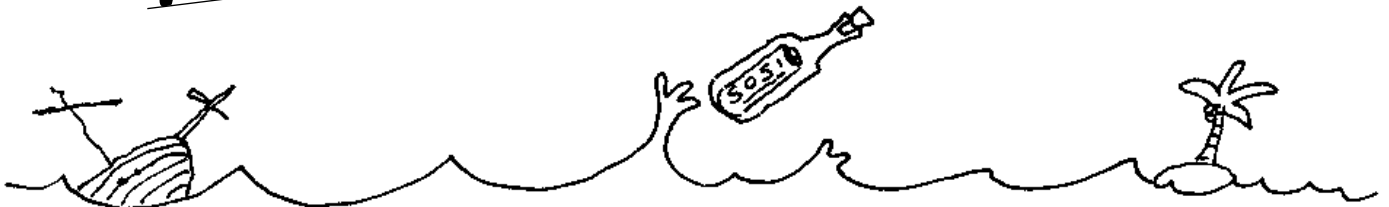
Make these letters  
shrink. Keep the slope  
the same.



m

p

k



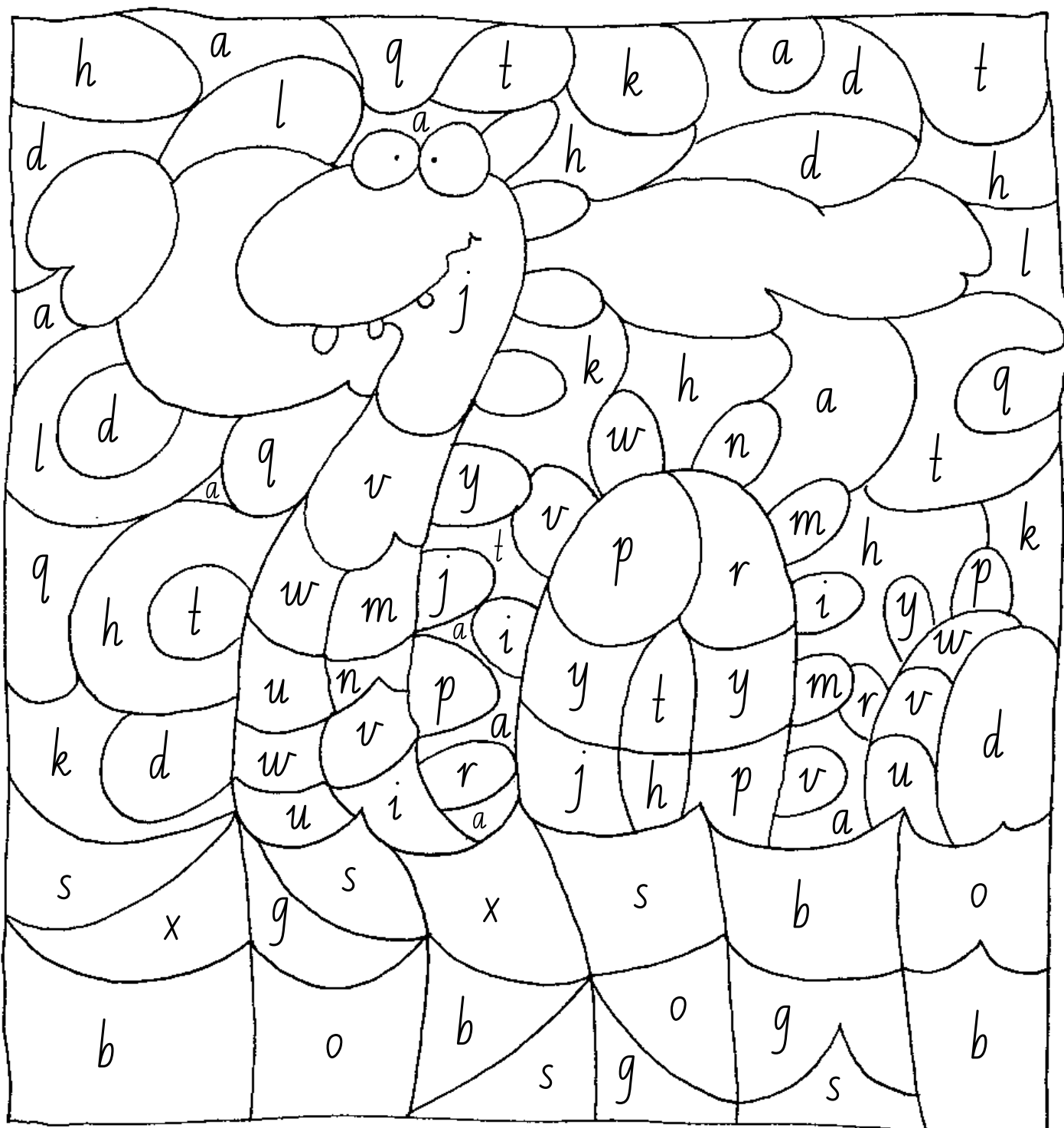
Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 6

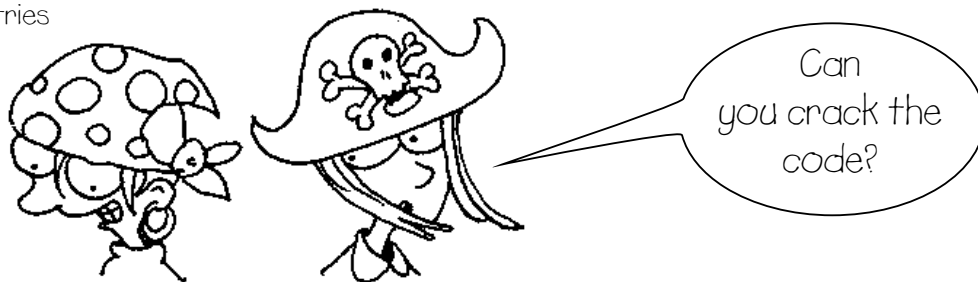
Letters with exits and entries

Reveal the hidden picture by colouring the sections, using the key below.

- ★ Letters with exits only - light blue
- ★ Letters with entries only - purple
- ★ Letters with exits and entries - green
- ★ Letters without exits or entries - dark blue







The message in the grid is written in code. To find out what it says, use the code breaker at the bottom of the page.

16	9	18	1	20	5		16	5	20	5			
1	14	4		6	21	26	26	25		13	1	24	
17	21	9	3	11	12	25		2	21	18	9	5	4
20	8	5		20	18	5	1	19	21	18	5		

### Code Breaker

A	B	C	D	E	F	G	H	I	J	K	L	M
a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 8

Letters with exits and entries



Look carefully at each pair of words. One word has all the correct exit and entry strokes. The other one is missing some exit and entry strokes. Trace over the word that is correct, and put a tick beside it. Circle the mistakes in the other word, and put a cross beside it. The first one has been done for you.

✓ mermaid mermaid x

cutlass cutlass

ocean ocean

fish fish

ship ship

merman merman

galley galley

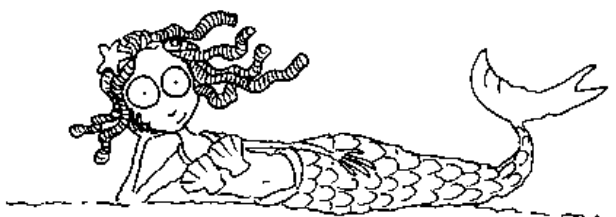
cannon cannon

Find  
the print inside  
the cursive  
writing.



Look carefully at each word. Trace over the printed letters that are inside the cursive word. Remember not to trace over the entry and exit strokes!

mermaid



treasure



shark



anchor

merman



island



seal

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 10

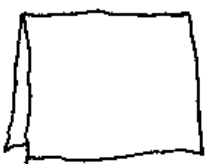
Cursive script

First trace the procedure  
for making a pirate hat.  
Then follow the instructions  
to make one!



Make  
a pirate hat and join  
my crew!

1. Take a sheet of newspaper.
2. Fold in half.
3. Place fold at top.
4. Rule a line down middle.
5. Bring top corners to  
middle line and fold.
6. Fold lower flap up.
7. Turn over. Repeat step 6.
8. Tape ends of brim.
9. Decorate.



Step 3



Step 4



Step 5

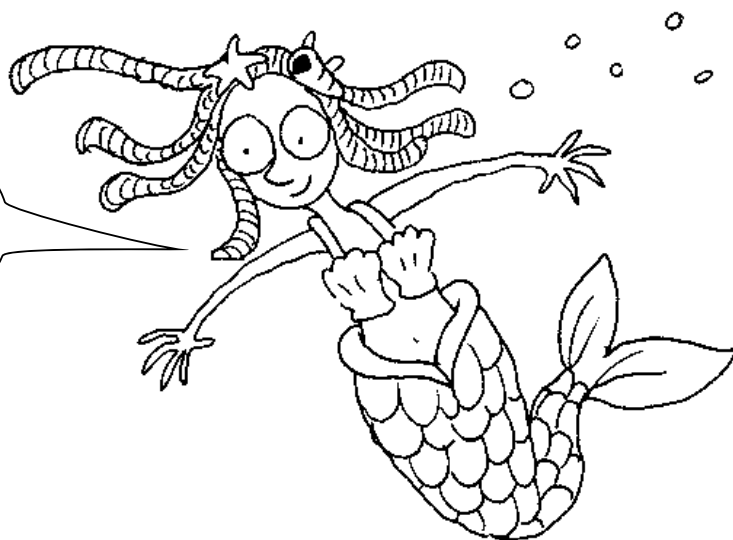


Step 6



Step 8

Match  
the two letter pairs to  
the correct joining technique.  
The first one has been  
done for you.



kl •

or •

ci •

ng •

rl •

ra •

be •

Diagonal join

Diagonal join to a  
head and body letter

Drop-in join

Horizontal join

Horizontal join to an  
anti-clockwise letterHorizontal join to  
a tall letterLetters that  
don't join

• ha

• an

• et

• vo

• yo

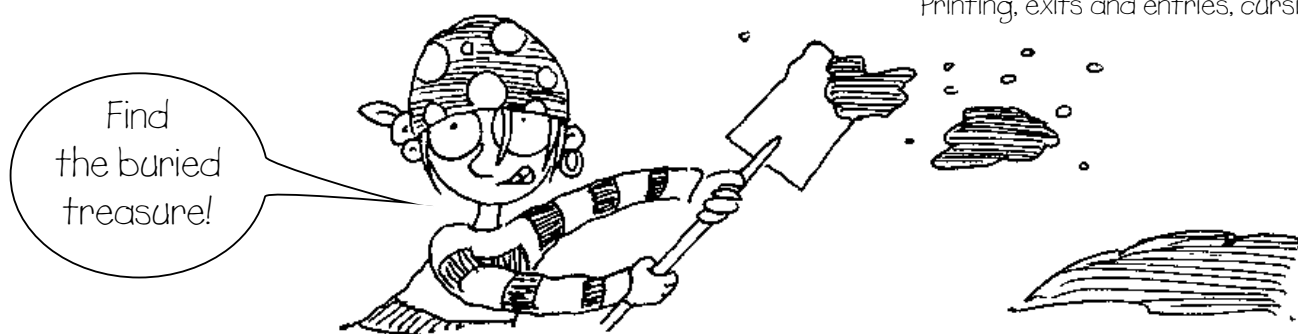
• wi

• wh

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 12

Printing, exits and entries, cursive



Cut out the words at the bottom of this sheet. Sort the words into their three categories: printing script, letters with exits and entries, or cursive. Carefully re-arrange them to discover where the treasure was buried.

Printing	Exits and Entries	Cursive

treasure	The	was
buried	under	palm
tall	the	tree.



Practising cursive script



Make  
your own name stand for  
your desk.

First practice writing your first and last names on the lines below.

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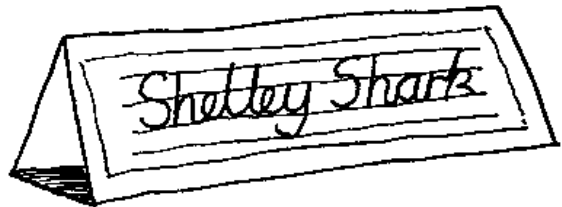


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1. Cut out the name stand template by cutting along the solid black outline.
2. Write your first and last names on both sets of lines. (Turn the card around when writing your name on the top lines, or your name will be upside down!)
3. Decorate the border.
4. Fold along the dotted lines.
5. Put glue along the tab.
6. Secure the tab to the opposite side.



✂

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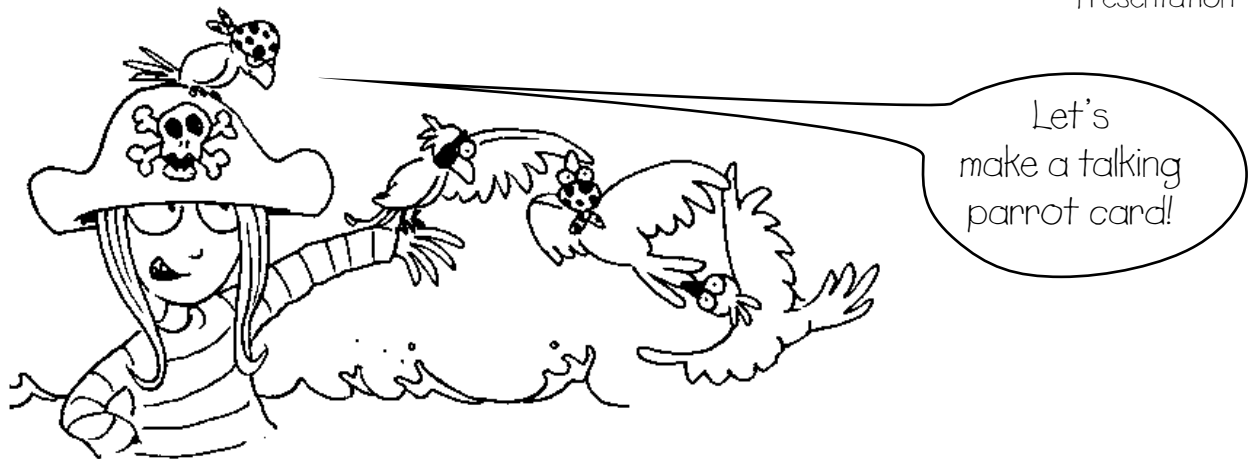
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BASE OF NAME STAND

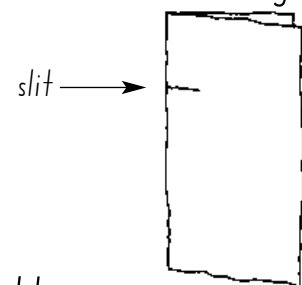
TAB



You'll need a square of paper or card with sides about 16cm long.

1. Fold the square in half.

2. Cut a 1 1/2 cm slit as shown.



Step 2

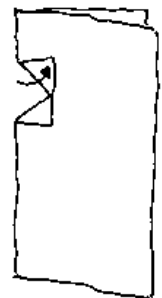
3. Fold top and bottom parts of slit back, then unfold.

4. Flip card over and repeat Step 3.

5. Unfold the card completely.



Step 3(a)

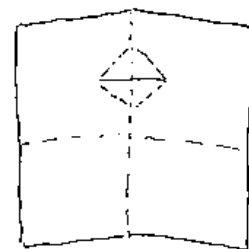


Step 3(b)

6. Fold card in half in the other direction, and help the "beak" to pop out.

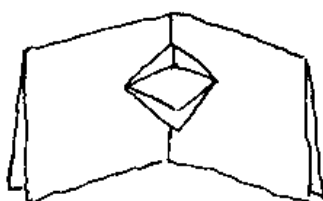
7. Draw the eyes and body of the parrot.

8. Decorate the front of the card.



Step 5

9. Write a message inside the card, and inside the beak, and send the card to a friend.



Step 6



Step 7

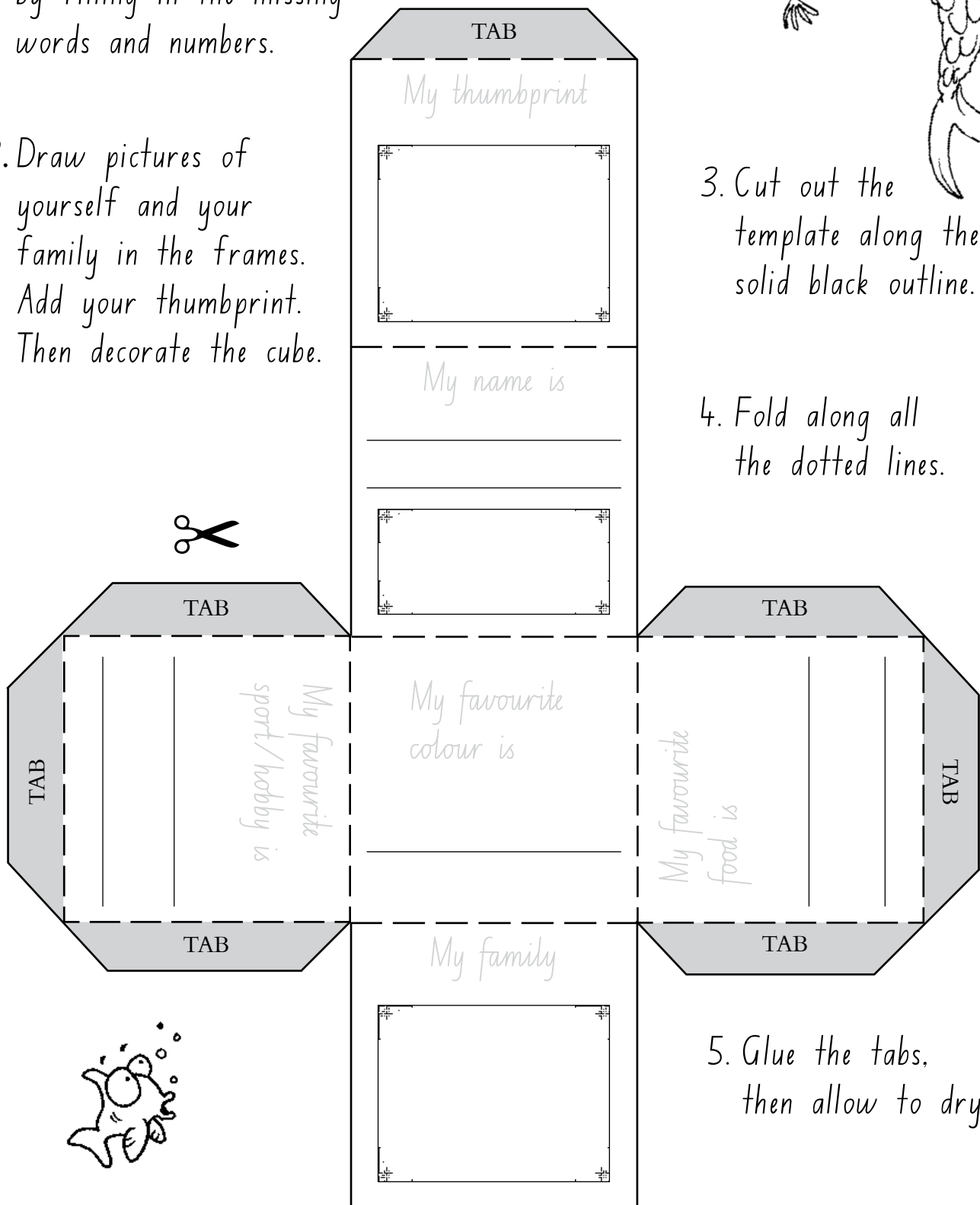
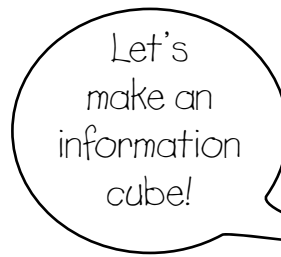
1. Trace over the writing, then complete each sentence by filling in the missing words and numbers.

2. Draw pictures of yourself and your family in the frames. Add your thumbprint. Then decorate the cube.

3. Cut out the template along the solid black outline.

4. Fold along all the dotted lines.

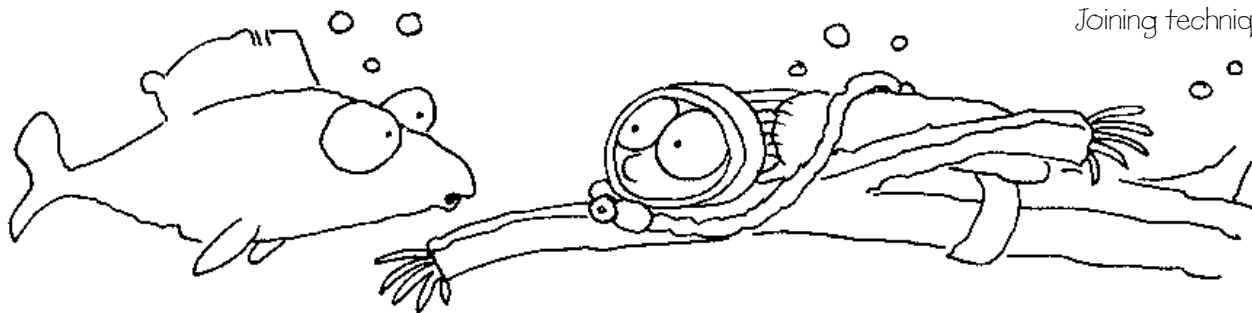
5. Glue the tabs, then allow to dry.



Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 16

Joining techniques

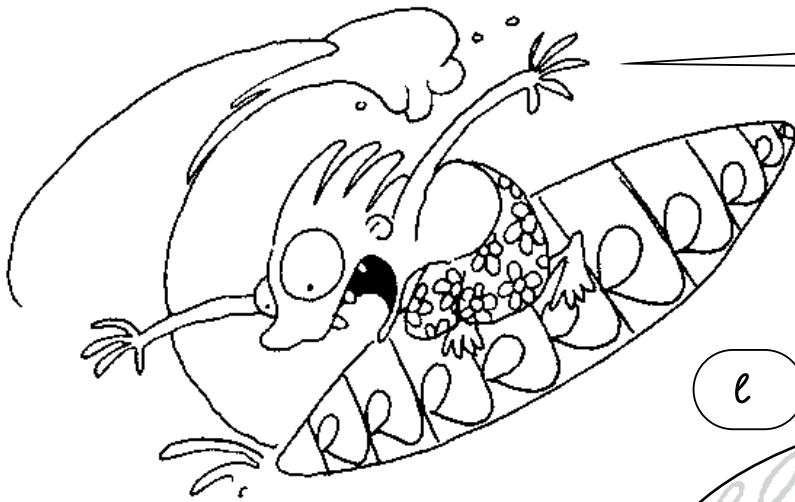


Rule a line to match up each letter pair with the join that it contains. When you're finished, the bubble letters with lines through them will spell an ocean word.

Diagonal join	(A)	(B)	ur
Drop-in join	(Y)	(C)	di
Horizontal join	(E)	(F)	na
Diagonal join to s	(L)	(M)	es
Horizontal join to s	(G)	(N)	oe
Horizontal join to e	(H)	(O)	os
Joined ft	(W)	(A)	ft
Double letter join	(J)	(I)	yo
Letters that don't join	(S)	(K)	zz

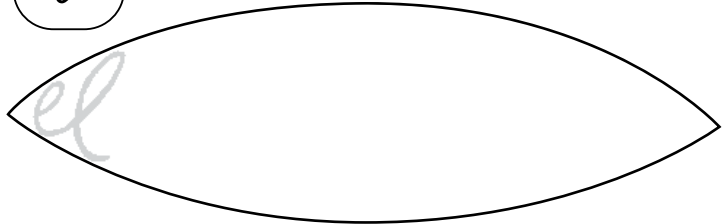
(L) (G) (F) (M)  
 (H) (L) (E) (N)  
 (W) (A) (I) (G)  
 (S) (K) (F) (K)  
 (I) (D)  
 (N) (N)

What is the ocean word? \_\_\_\_\_

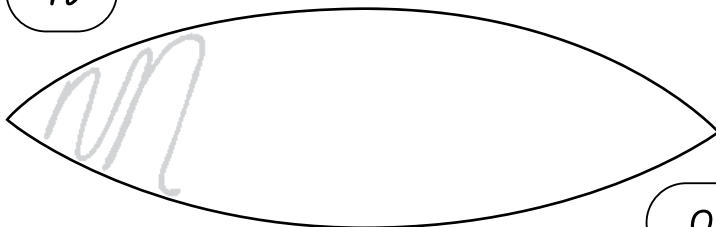


Fill up the surfboards by joining the same letters over and over again! My surfboard looks really cool filled with the letter k!

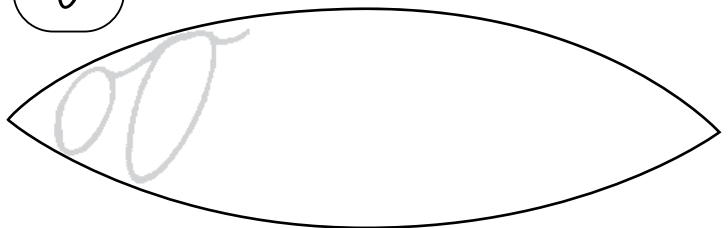
e



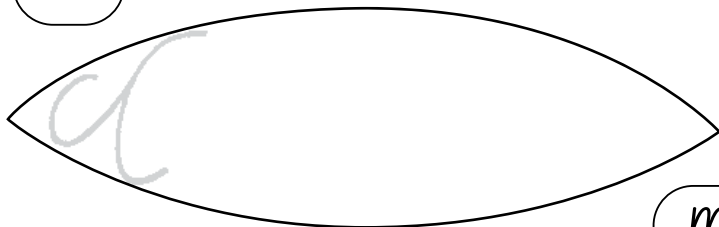
n



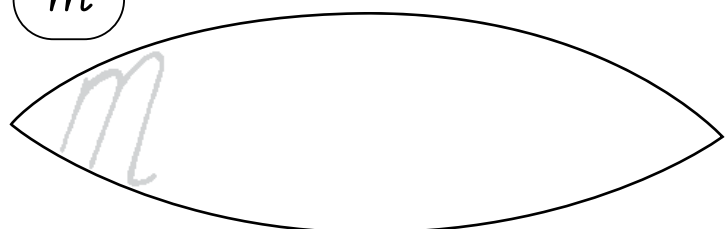
o



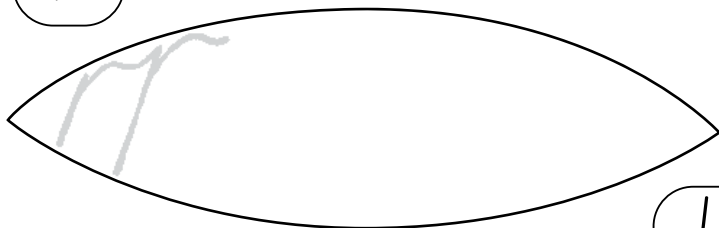
c



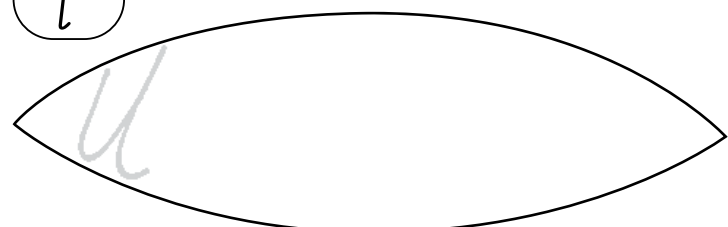
m



r



l

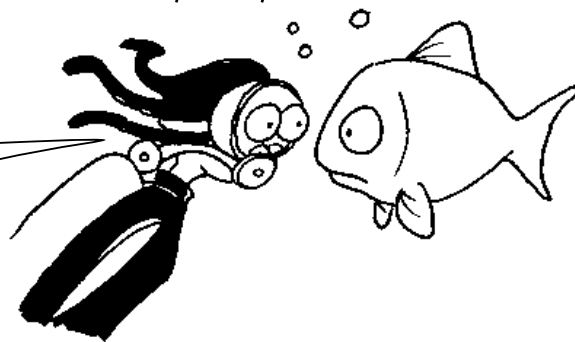


Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 18

Pen lifts

Make rainbow fish!  
You'll need coloured pencils.  
Copy each word onto a fish. Each  
time you lift your pencil,  
change colour.



mackerel

bream

snapper

mullet

salmon

tuna

anchovy

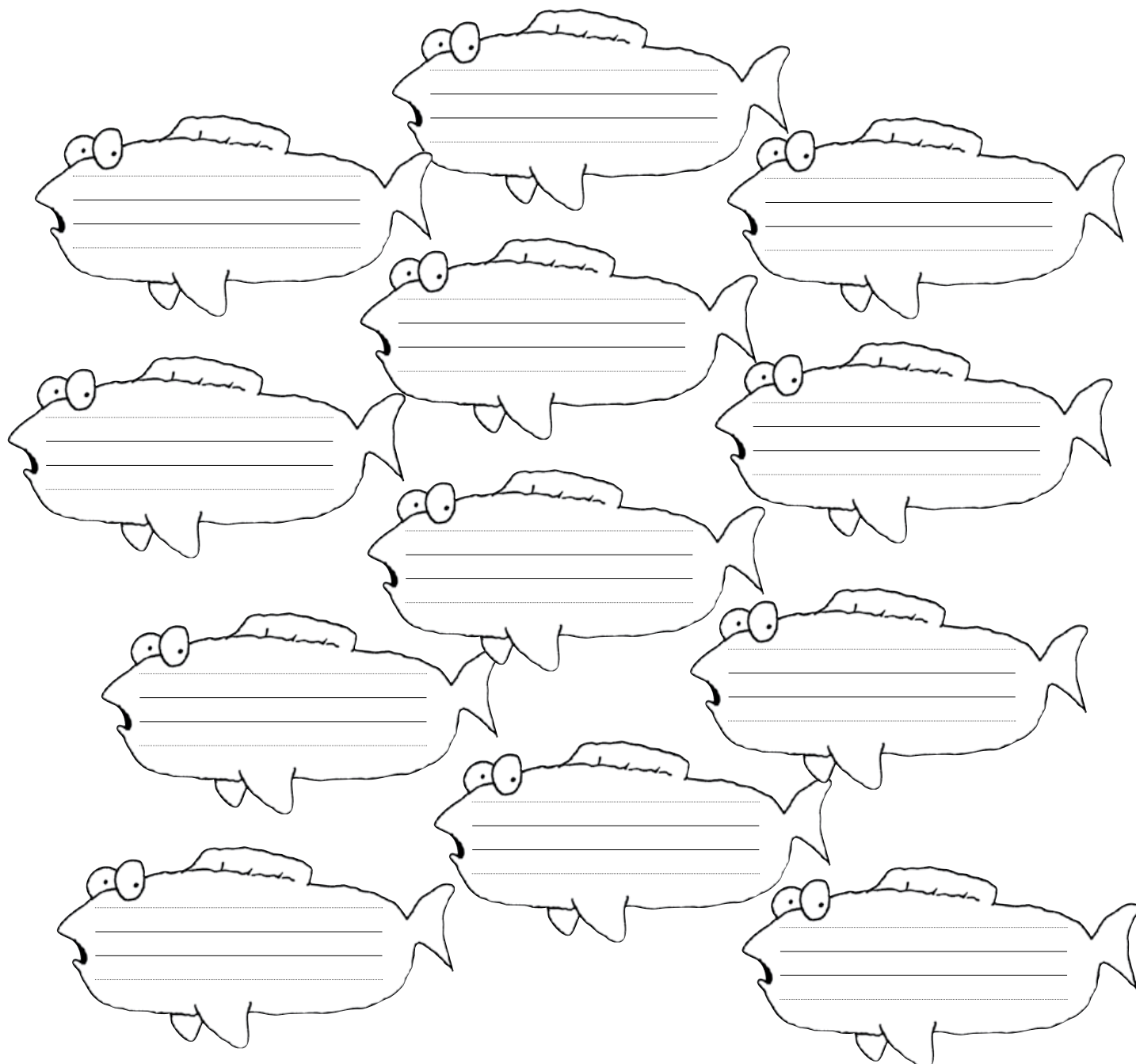
barramundi

trout

cod

parrotfish

swordfish



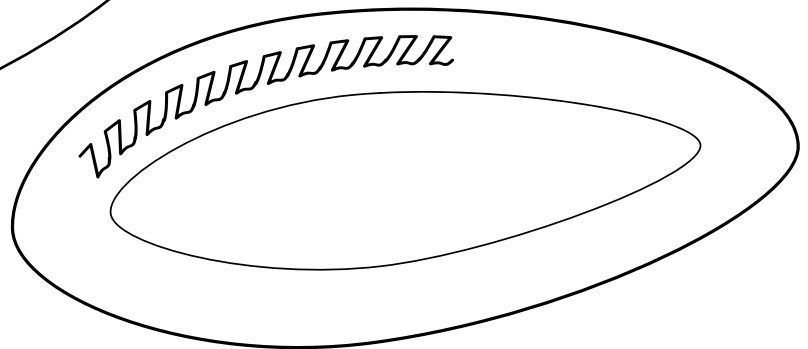
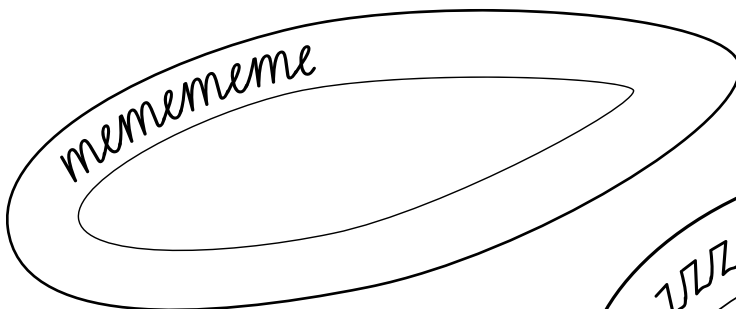
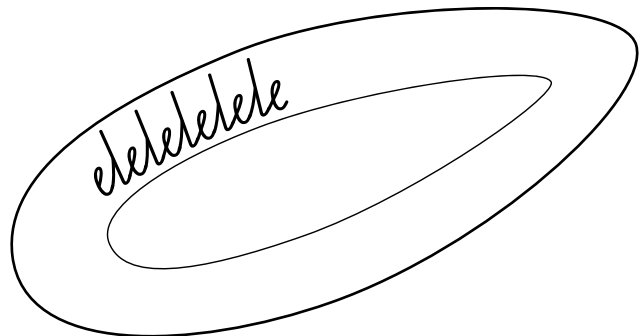
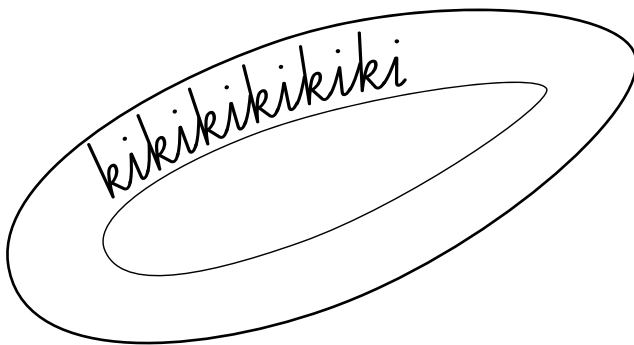
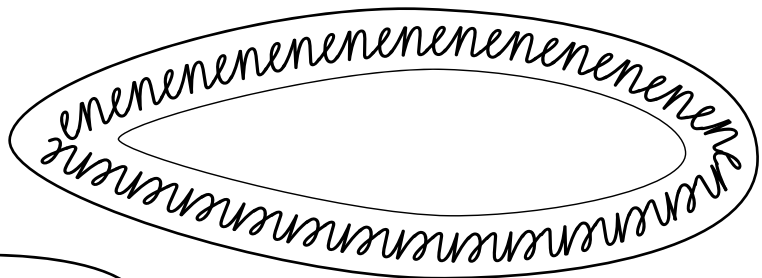


Letter  
patterns can be used to  
create groovy borders around  
charts, stories, poems – even my  
surfboard!

These letter patterns have been used to make borders.

enenenenenen kikikikikiki memememe elelelelelel zzzzzzzzzzz

Complete the borders around the surfboards by following each pattern. You will have to turn the paper around as you go.



Which letter patterns do you like best?

---



---

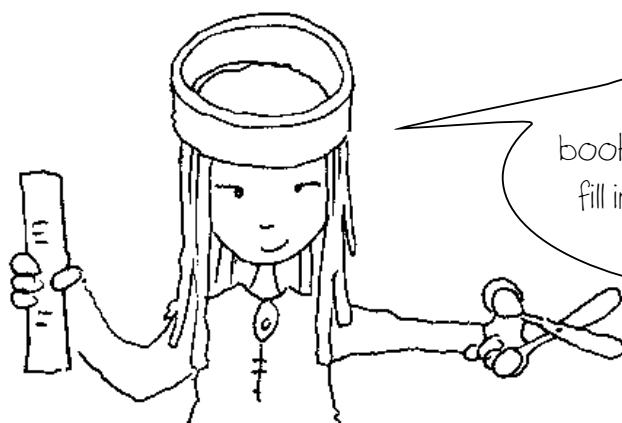


---

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 20

Practising cursive script



Cut out these  
bookmarks, trace the text and  
fill in the missing details. Then  
decorate them.

My favourite  
book about  
sharks is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

by

\_\_\_\_\_  
\_\_\_\_\_

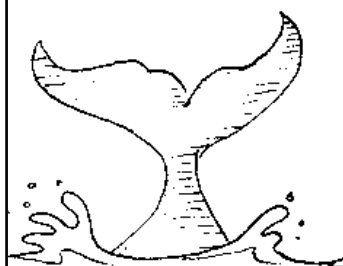


My favourite  
book about  
whales is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

by

\_\_\_\_\_  
\_\_\_\_\_



My favourite  
book about  
dolphins is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

by

\_\_\_\_\_  
\_\_\_\_\_



My favourite  
book about  
surfing is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

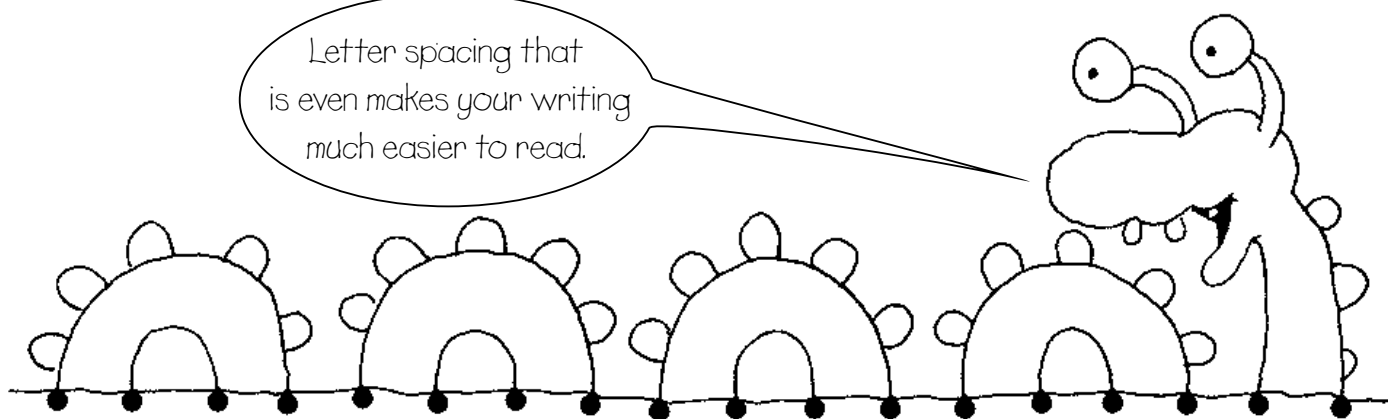
by

\_\_\_\_\_  
\_\_\_\_\_





Letter spacing that  
is even makes your writing  
much easier to read.



Place dots at the base of the letters in the words below. You'll notice that the dots under some words are evenly spaced, and the dots under other words aren't. Put a tick under the words with even letter spacing and a cross under words with uneven letter spacing. The words on the first line have been done for you.

kayaking

parasailing

snorkelling

swimming

surfing

sailing

canoeing

fishing

paddling

floating

outrigging

paragliding



How many  
evenly spaced words did  
you find?

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 22

Joining techniques



Look carefully at each pair of words. Trace over the correctly joined word. Circle the mistake in the other word. The first pair has been done for you.

dolphin      dolphin  
✓                      X

fish      fish

tuna      tuna

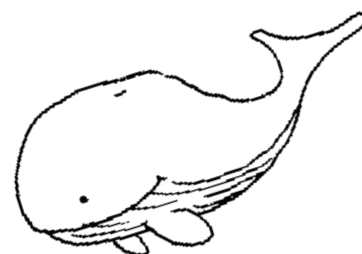
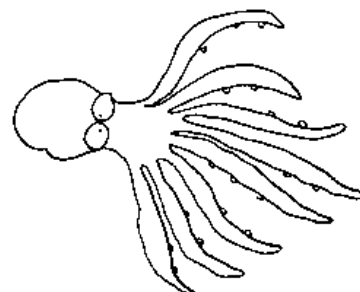
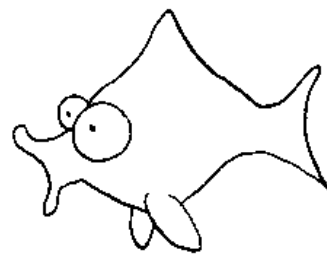
octopus      octopus

squid      squid

cuttlefish      cuttlefish

whale      whale

jellyfish      jellyfish

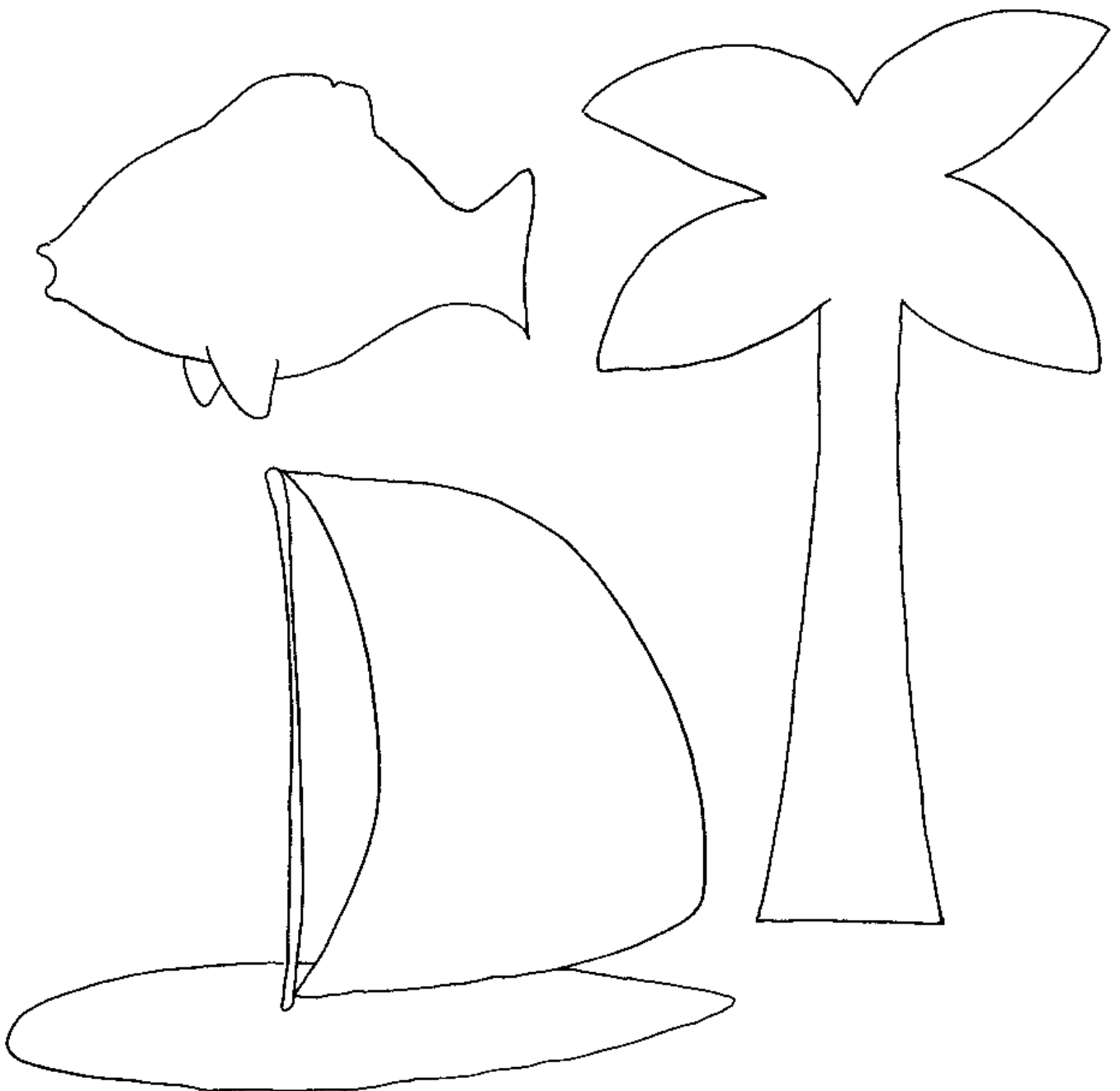


Free writing in cursive script

Look at the example below. The shape of the eel makes a frame. Information about eels has been written inside it.



Write about each object, using its shape as a frame for your writing.



Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 24

Writing own name in cursive script

Fill up this alphabet grid with names. Ask each of your classmates to write his or her first name in the correct box.

Don't forget to include your own.

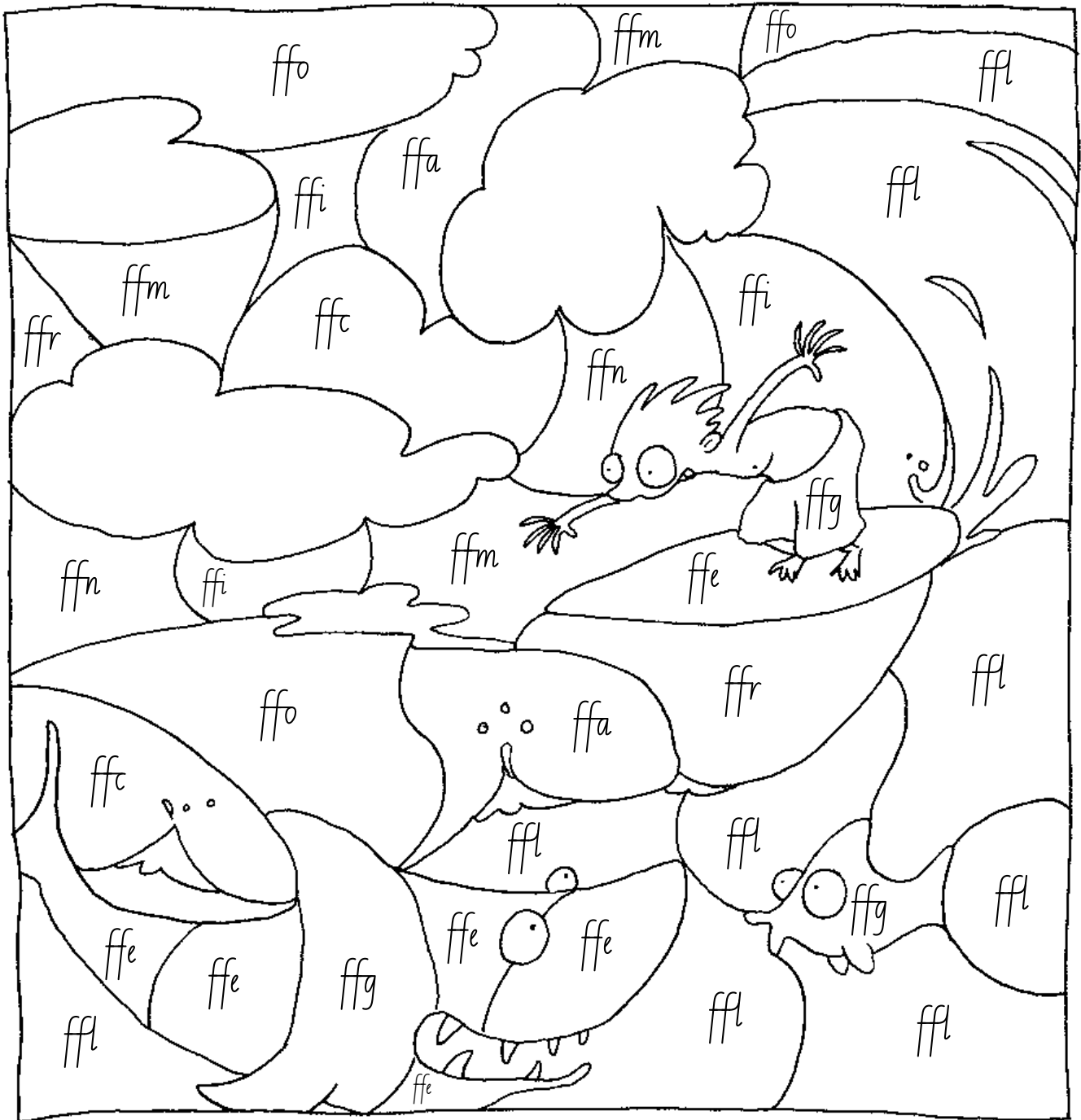


		A	B
C	D	E	F
G	H	I	J
K	L	M	N
O	P	Q	R
S	T	U	V
W	X	Y	Z

## Double f joins

Colour the letters, using the key below, to reveal the hidden picture.

- ⦿ Double f joins to a body only letter — light blue
- ⦿ Double f joins to a head and body letter — dark blue
- ⦿ Double f joins to a body and a tail letter — orange
- ⦿ Double f that doesn't join — black



Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 26

Practising joins to s



Trace each word, then make each one plural by adding s. Remember to use the modified s after a diagonal join.

wave

dolphin

breaker

reef

submarine

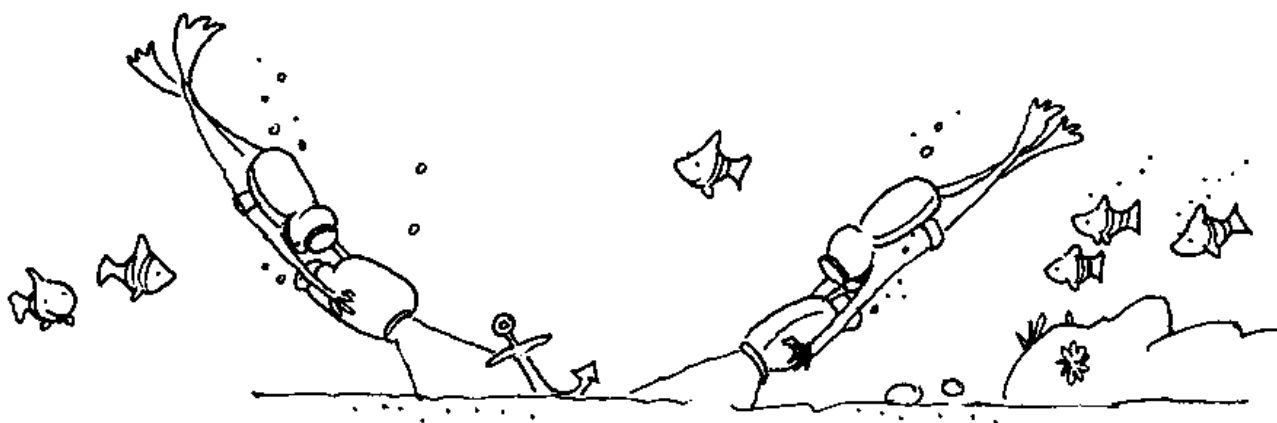
surfer

diver

shark

prow

oyster





Using a coloured pencil, circle all the letters that don't join to the next letter in this passage of writing.

Beach activities can be so much fun  
— wave jumping, peering into rock  
pools and making sandcastles are  
wonderful to do, and are free!

To reveal the hidden message, write all the letters that you traced over in the boxes below. Keep them in the same order they were in in the passage.



oogie oarding, wimming and  
um ing the waves are o ular  
thing to do in the urf.

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 28

Joined ft

This is a great game  
to play as a group of 4 or more,  
or as a whole class.



Choose 9 words from the table below. Copy them onto your bingo board, then cut out the board. The bingo caller should cut out the entire list of words and place them in a hat. When one of your words is called out, cover it with a counter. The winner is the first person to cover their entire card and call out "Bingo!"

gift	sift	sifting	loft	often
soft	softer	soften	softening	softly
swift	swifter	swiftly	lift	lifting
hefty	craft	crafty	draft	drafting
often	drift	drifting	raft	waft

## Bingo Board



<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

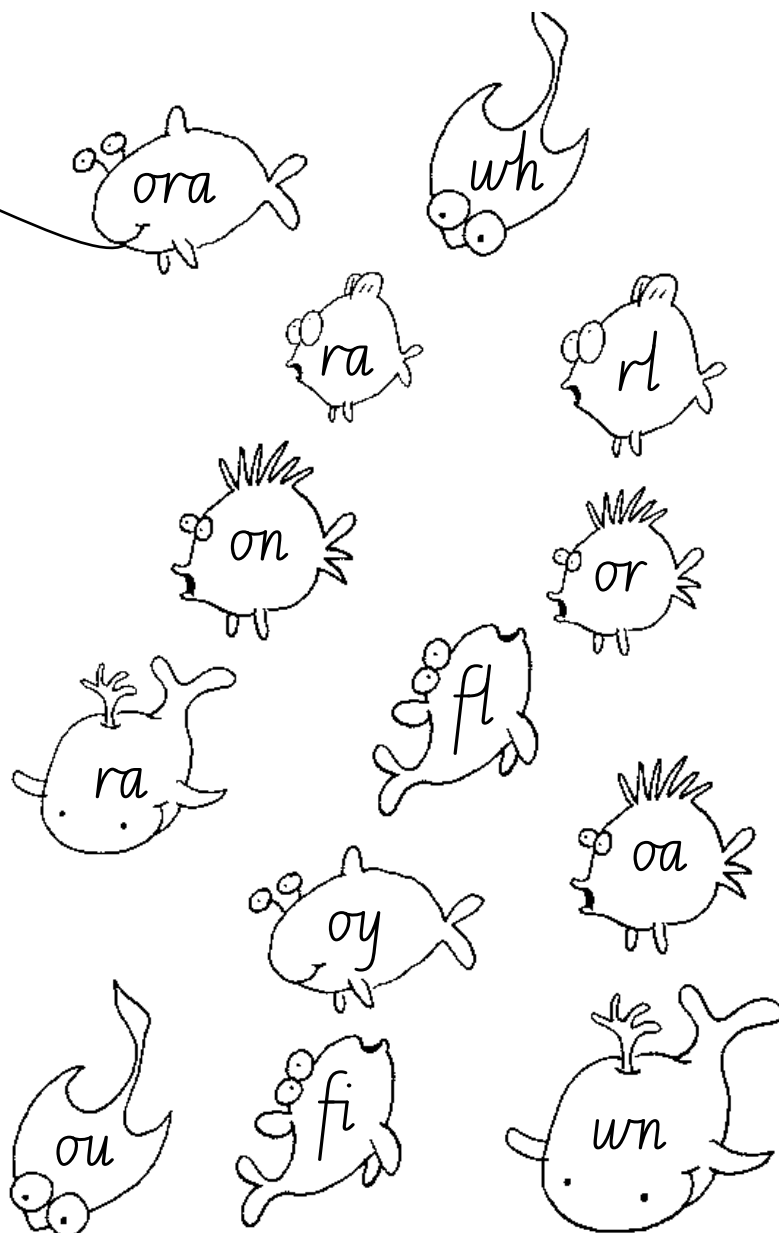


Hook the fish by matching each one to the right word and writing the letter pair with the horizontal join back inside. The first one has been done for you.

Help!  
All of the horizontal join fish are lost at sea. They swam out of these ocean words, and now can't remember which words they belong to!



coral	↑
stingy	↑
ale	↑
peas	↑
salm	↑
athead	↑
cst	↑
sh e	↑
ster	↑
harb r	↑
sh	↑
p s	↑



Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 30

Practising cursive script



Write an acrostic about surfing by starting each sentence with the capital letter that is already there. Use your best cursive writing.

S

U

R

F

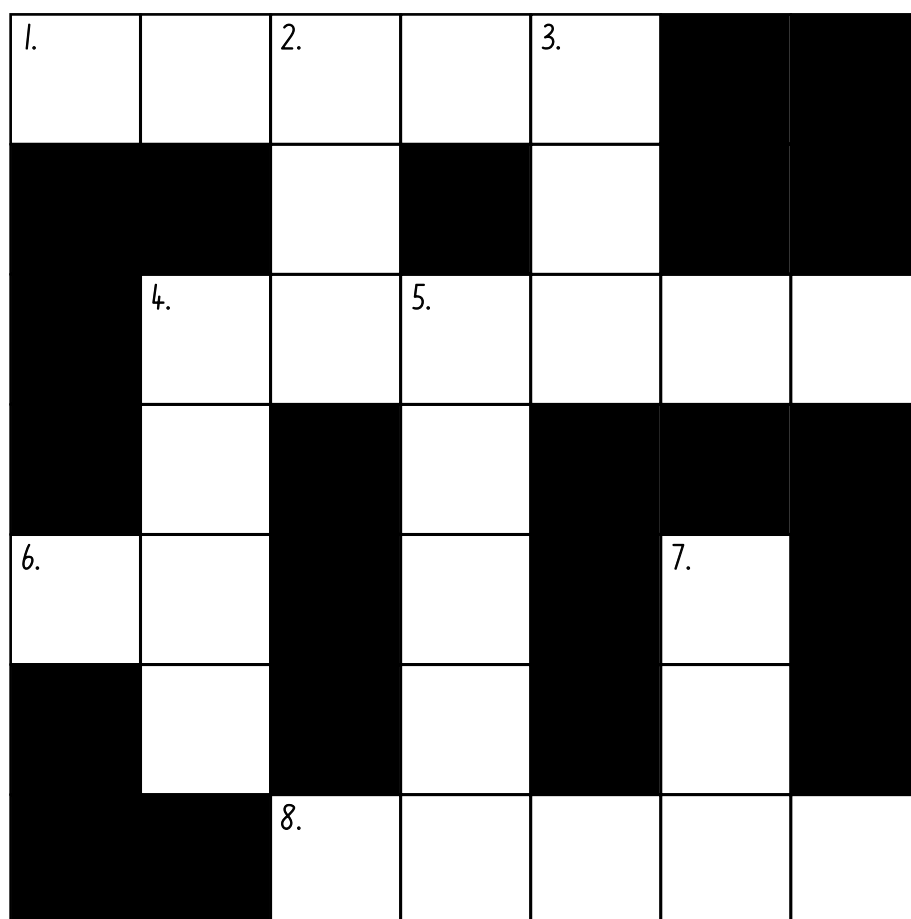
I

N

G

Practising cursive script

Create your own crossword. First choose words that fit this crossword grid. Write them in lightly in pencil. Create a short clue to each word, and write the clues in neatly in cursive. Rub out the pencilled words in the grid. Give your crossword to a classmate to solve.



## CLUES

## Across

1. \_\_\_\_\_

4. \_\_\_\_\_

6. \_\_\_\_\_

8. \_\_\_\_\_

## Down

2. \_\_\_\_\_

3. \_\_\_\_\_

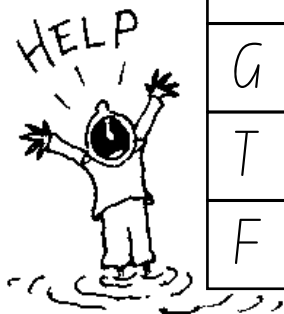
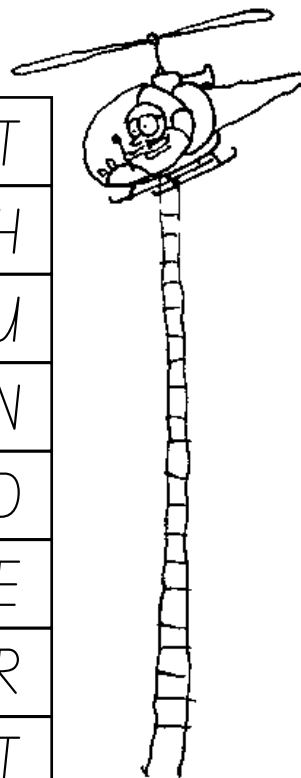
4. \_\_\_\_\_

5. \_\_\_\_\_

7. \_\_\_\_\_

BLM 32

There are 18 words related to natural disasters hidden in the word search below. Circle each word as you find it, and write it underneath in your best cursive. The letters left over make up a secret message.

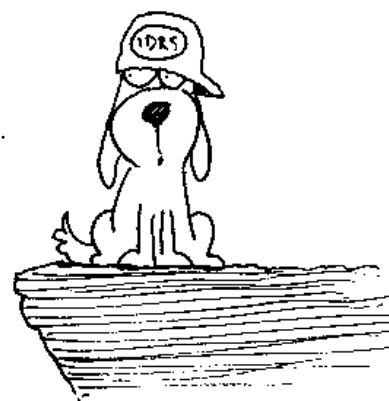


E	A	R	T	H	Q	U	A	K	E	V	T
B	S	C	O	N	G	R	A	N	T	O	H
L	H	A	I	L	S	T	O	R	M	L	U
I	U	M	L	A	F	L	O	O	D	C	N
Z	T	A	I	O	C	R	L	A	V	A	D
Z	N	G	S	Y	E	O	N	G	E	N	E
A	T	M	C	T	O	R	N	A	D	O	R
R	T	A	S	I	N	G	E	R	U	P	T
D	T	I	H	G	A	L	E	S	R	O	U
G	W	H	A	V	A	L	A	N	C	H	E
T	S	U	N	A	M	I	S	A	F	U	E
F	I	R	E	S	T	O	R	M	L	Y	E

[illegible]

Answers: ash, avalanche, blizzard, cyclone, earthquake, erupt, firestorm, flood, gale, hailstorm, lava, magma, rescue, thunder, tornado, tsunami, twister, volcano

Play this game in a group. Each person will need a copy of this sheet. One person names a letter of the alphabet, and then says "Go!". Everyone then has to write down something that begins with that letter in each column. For example, if the person says "B", you could write "Bella, Bob, Brazil, banana". The first person to have a word in each column wins that round and gets to choose the next letter.




Girl's name	Boy's name	Country	Fruit or Vegetable


When you're finished, assess your handwriting.

SELF ASSESSMENT


Rate your legibility



Needs work



Force 5



Earth-shaking!

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_




BLM 34

Fast and legible writing

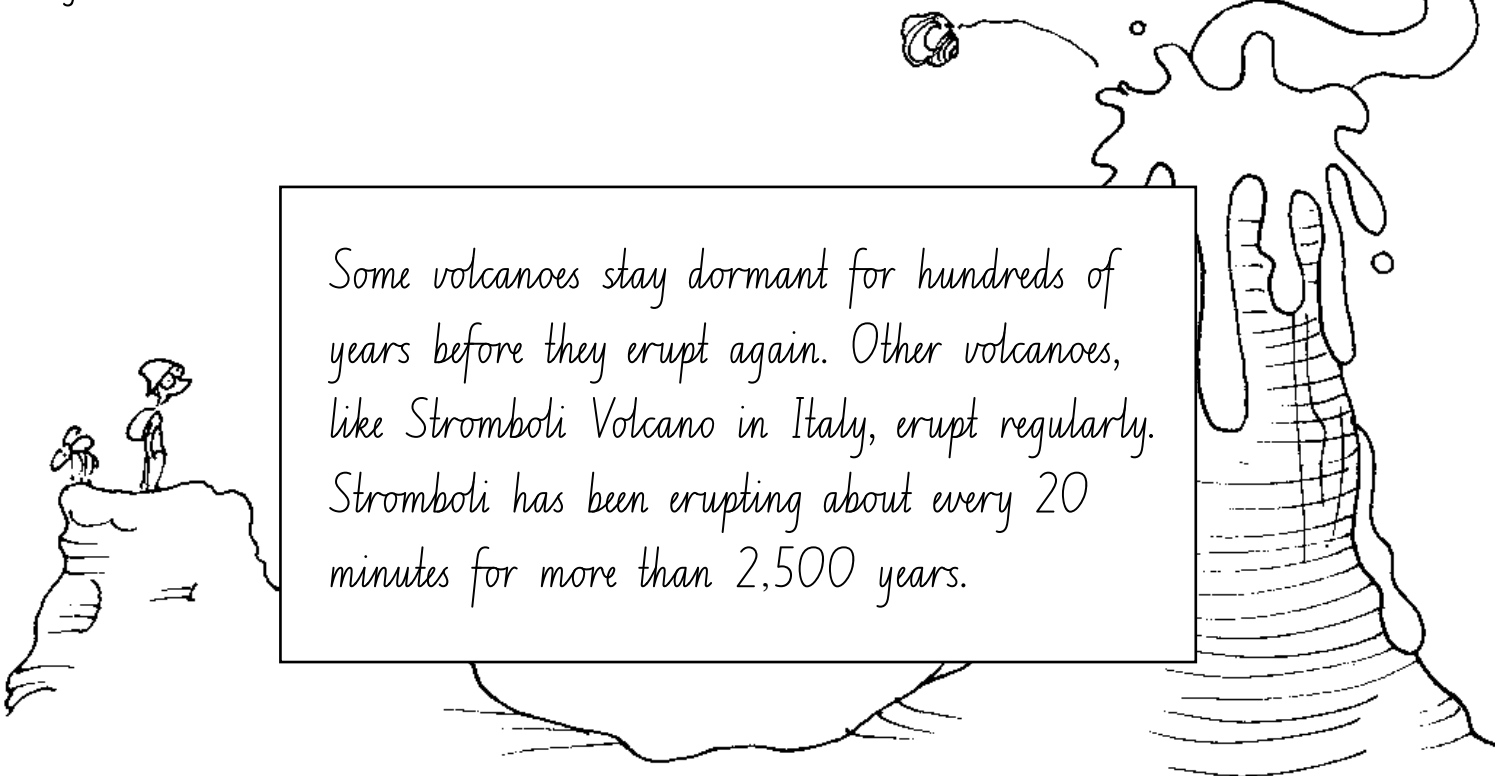
Try this memory test. Look at the pictures on this sheet for 15 seconds. (Ask a classmate to time you.) Then turn the sheet over and write as many items as you can remember in 15 seconds. Turn the sheet back over, and check how many you remembered. Then assess your handwriting.



Number of items remembered: \_\_\_\_\_

Rate your legibility			SELF ASSESSMENT	
	Needs work		Force 5	 Earth-shaking!

You'll need a friend to race and a copy of this sheet each. Start copying the text at the same time, and stop as soon as one of you has finished. Ask an impartial judge to give each of you a mark out of 10 for legibility. Multiply the number of words you copied by your legibility mark. The person with the highest score wins! Try it again on a new sheet, this time using speed loops if you didn't before.



Some volcanoes stay dormant for hundreds of years before they erupt again. Other volcanoes, like Stromboli Volcano in Italy, erupt regularly. Stromboli has been erupting about every 20 minutes for more than 2,500 years.

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Number of words copied: \_\_\_\_\_ Mark for legibility (out of 10): \_\_\_\_\_

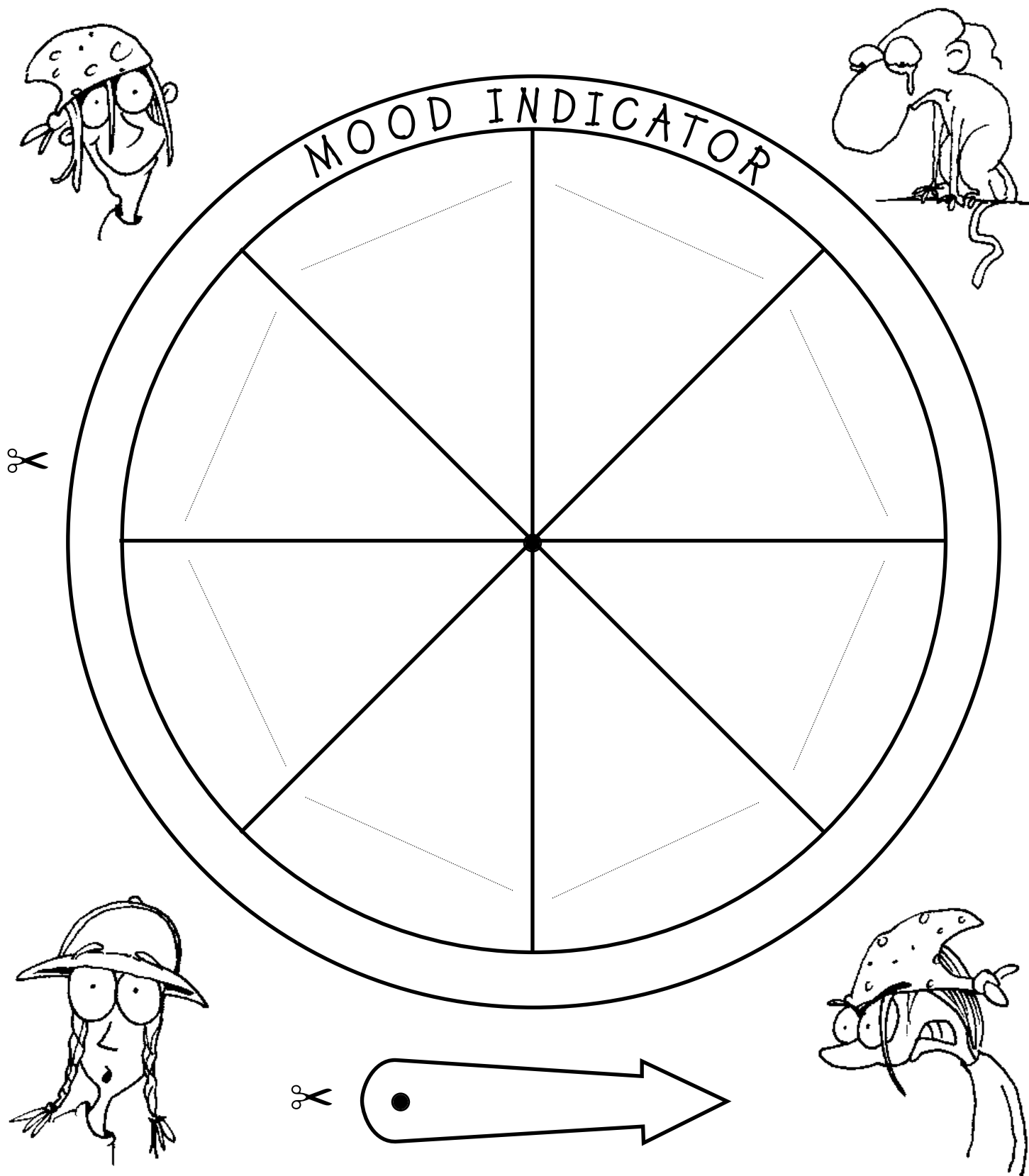
Score (number of words x mark for legibility): \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 36

Handwriting for presentation

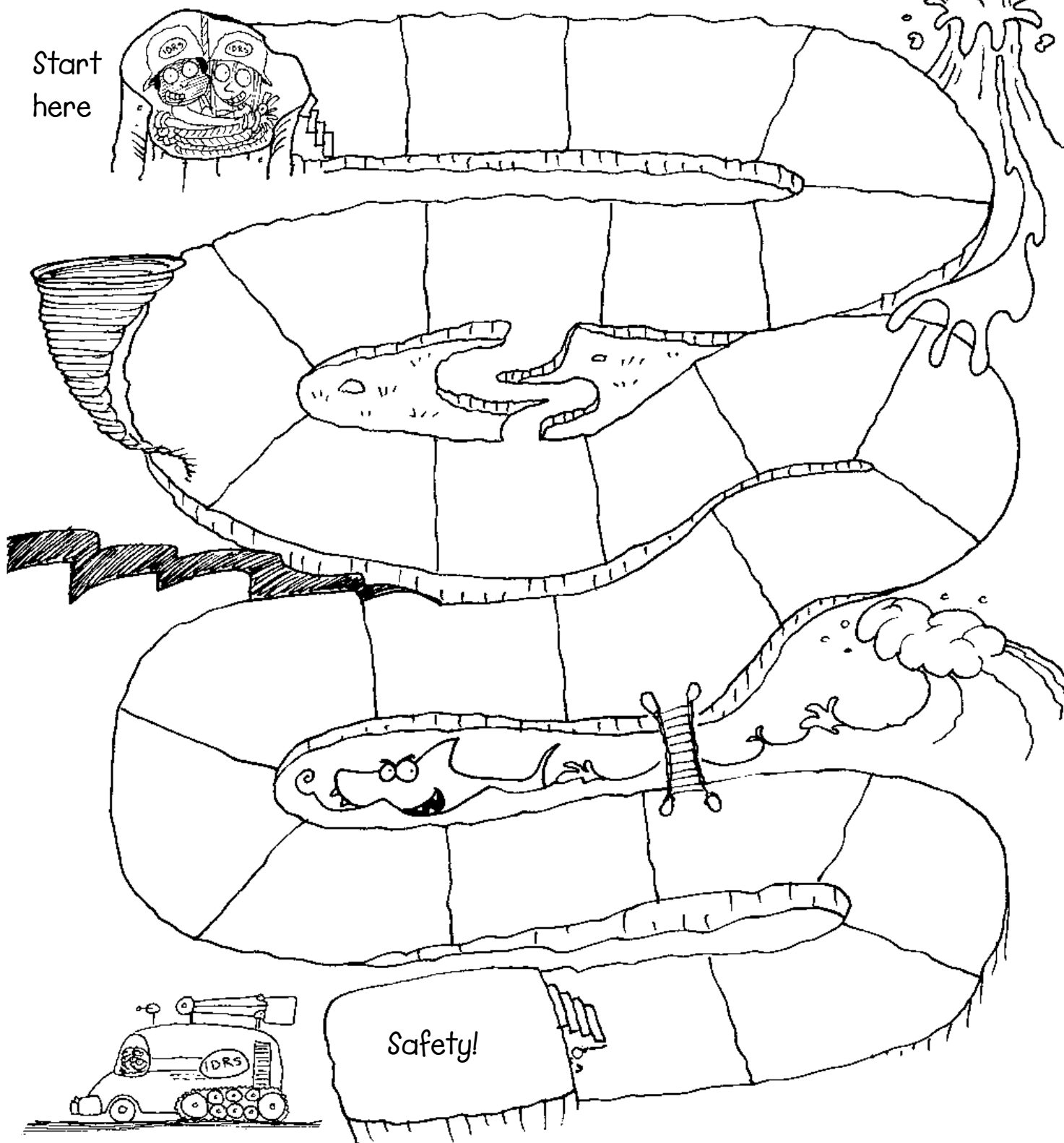
Make a mood indicator for your desk. First fill in the mood readings for the different sections. You could include things like Happy, Sad, Angry, Confused. Use your neatest handwriting. Glue this sheet to thin card, then cut out the dial and the indicator arrow. Attach the arrow to the indicator with a split pin.





Design your own game. First, number the squares. Include instructions in some of the squares like "Volcano erupts—go back 3" or "Rescue dogs arrive—go forward 2". Decide if you need to do something special like roll a 6 to start. Play the game with some classmates. First to reach safety wins!

Start  
here

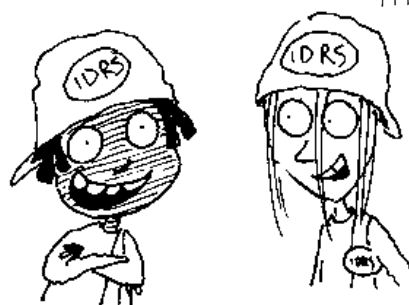


Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

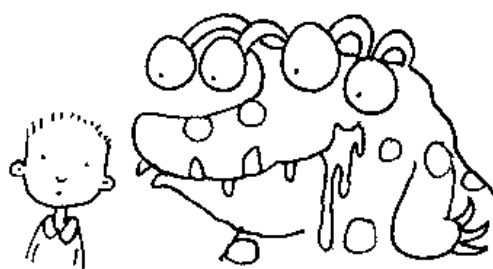
BLM 38

Printing/Capitals

Draw your own cartoon in the frame below.  
Fill in the speech bubbles using printing or  
capital letters.

A large rectangular frame is provided for drawing a cartoon. Inside the frame, at the top, are two large, empty speech bubbles. The rest of the frame is blank space for drawing the characters and background.

Imagine you've just finished your first term at the Mr Hyde School for Hideous Monsters. Fill in your report card. Give each teacher different handwriting and a unique signature.



Subject	Grade	Teacher's Comments	Signature
Howling	A+	A young monster of extraordinary talent!	Gary Gremlin
Drooling			
Stomping			
Making scary faces			
Hiding under the bed			
Leaping out from behind doors			

Are there any handwriting elements in this report card that you'd like to use in your own handwriting or signature? Write them here. Make sure you test them out to make sure they don't slow you down.

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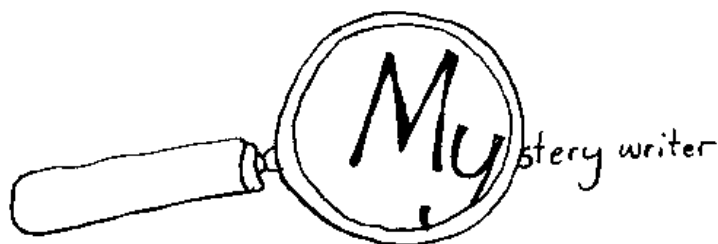
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Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

BLM 40

Developing a personal style

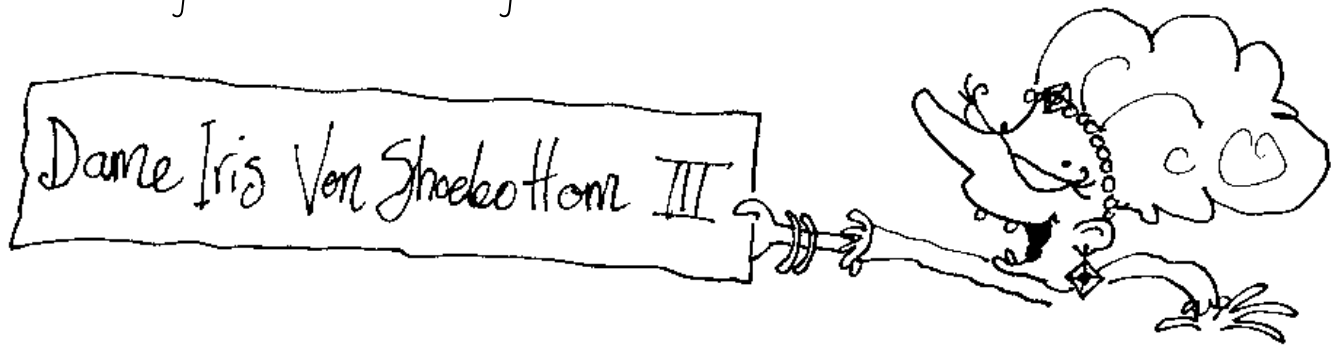
You'll need a group for this activity. One person (the Handwriting Detective) should leave the room. One of the others writes "I am the Mystery Writer" in the space. Everyone (including the Mystery Writer) should then write their name in the first column, and write "Am I the mystery writer?" in the second column. Call the Handwriting Detective back in and challenge them to name the Mystery Writer by comparing the handwriting samples.



Name	Writing sample
Mystery writer	



Use this page to collect signatures of adults you know. Which are your favourite signatures? What do you like about them?



Person's name

Signature

## Features I like

Try incorporating some of the features you like into your own signature. Test them out on the lines below. Remember that a signature should be easy to write and easy to reproduce.

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

BLM 42

Capitals

*You're a world-famous leader of expeditions to every continent. You've just seen a job advertised that offers a new challenge. Apply for the job using the form below.*



## **Mars Expeditions Incorporated**

Today Mars — tomorrow the stars!

[www.missionmars.com](http://www.missionmars.com)

### **POSITION VACANT: LEADER OF MARS EXPEDITION 2046**

PLEASE USE A BLACK OR BLUE PEN ONLY AND USE BLOCK LETTERS

**NAME:** \_\_\_\_\_

**DATE OF BIRTH:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

**QUALIFICATIONS:** \_\_\_\_\_

\_\_\_\_\_

**REASONS FOR APPLYING:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIOUS EXPEDITION EXPERIENCE:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LEADERSHIP EXPERIENCE:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

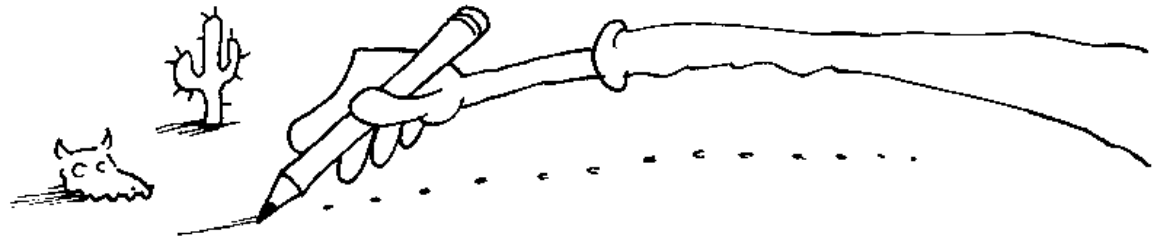
**INTERESTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Printing for labels

Draw a map of a place you would like to explore. It could be a real country in the world, a fantasy place, or a planet in outer space. When you have drawn your map, label the places in it using printing script, then draw your exploring route.



BLM 44

[illegible]



Fast and legible writing

You'll need a group for this one. One person reads a passage aloud, fairly quickly. (The passage can be made-up, and should be exactly 100 words long.) The rest take notes, and then use their notes to write out the passage on another piece of paper. Each person then reads their complete version back to the reader, to see how much they got right.



NOTES:

What percentage did you get right? (Number of words right out of 100.) \_\_\_\_\_%

What note-taking techniques did you use? (For example, using abbreviations, increasing your slope for greater speed.) \_\_\_\_\_

Did any particular letter combinations or joins get really messy? Write them here. Then practise them when you're not under pressure so your hand gets used to doing them automatically. \_\_\_\_\_

# USING COMPUTERS

This section addresses the skills necessary to cover the digital transcription components of English Stage 2 **EN2-HANDW-02**, ‘uses digital technologies to create texts’ and English Stage 3 **EN3-HANDW-02**, ‘selects digital technologies to suit audience and purpose to create texts.’

## Parts of the computer

Most students will have little difficulty in identifying the various components of the school computers. It’s handy, though, to establish a common nomenclature so that everyone is using the same names to refer to the computer’s parts.

### Ideas and activities

- ② Label a classroom computer with the terms you want students to use.
- ② With students, examine a classroom computer. Ask students to describe differences in appearance and function from home computers.
- ② Cut pictures of computers from newspapers and magazines. Glue onto A3 sheets of paper and label them appropriately.
- ② Use the correct terminology yourself when referring to the computer.

### Computer components

Note that not all computers or laptops will have all these components.

**Keyboard:** caps lock, shift, tab, backspace/delete, enter/return, arrow keys, function keys, number pad

**Monitor:** power button, base tilt mechanism

**System box:** power button and light, hard disk activity light, USB sockets and reset button

**Mouse:** right and left buttons, scroll button

**Laptop:** power button, keyboard, number pad, monitor, USB ports, card reader, track pad, charger port, webcam

**Computer peripherals:** printer, scanner, digital camera controls and functions.

## Student responsibilities

Computers are expensive—and potentially fragile—pieces of equipment. For classroom safety and fiscal harmony, ensure students are familiar with correct operating guidelines. These could include:

- ② starting up and closing down the computer using correct login procedures not using other users’ credentials
- ② replacing paper in the printer correctly
- ② ensuring the cover is down on the scanner when it’s in use.

Get students into the habit of ‘cleaning up’ when they’ve finished using the computer—closing their files, exiting or quitting programs they were using, shutting the computer down or putting it in sleep mode, or logging off.

You may like to create a ‘Certificate of Computer Competency’, to be awarded when students have demonstrated each operating guideline or competency.

## Correct posture at the keyboard

Good posture is essential at the computer. Ensure that students can achieve a correct posture by having available:

- ② an adjustable chair
- ② an appropriately positioned surface to place the computer on
- ② an adjustable monitor
- ② room for the mouse to be positioned on either side of the keyboard.

There is a posture diagram on page 68. Put a copy up on the wall where it’s easy to see from the computer. Duplicate additional copies for students to use as personal guides.



## Teaching computer skills

The computer components of the Digital Transcription Outcomes **EN2-HANDW-02** and **EN3-HANDW-02** focus on desktop publishing skills and the effective presentation of written texts. To meet these outcomes, students will need keyboarding skills, an understanding of basic layout, typography and presentation, and varied opportunities to develop, practise and demonstrate their publishing skills.

### Keyboarding

Effective keyboarding skills are essential to avoid the slowness and frustration of 'hunt and peck' typing techniques. Here are some ideas for developing keyboard proficiency:

- ☉ Task Cards 1 and 2 focus on increasing students' typing speed. Students can create their own 'race games' or substitute different pangrams for the one in Task Card 2. Hunt up old typing books (for example, Pitman's) for other exercises and keyboarding ideas.
- ☉ Use the generic keyboards on page 69 and 70 for off-computer activities. Have students colour keys as they learn them 'off by heart', label them with the common shortcut keys for the applications they're using, or colour code them for left and right hands.
- ☉ Have students record their developing wpm (words per minute) on a chart. The Excel Basic Skills Computing Skills Years 5-6 book features a typing practice record chart (on page 50) that you may find useful.
- ☉ Install a typing tutor, for example 'Kid's Typing Skills', a terrific (and free!) typing program for PCs from [www.kidware.com/kidtype.htm](http://www.kidware.com/kidtype.htm).
- ☉ If you're connected to the Internet, students can practise typing online at [typingpal.com](http://typingpal.com) and test their typing speed on a variety of texts at [www.typingtest.com](http://www.typingtest.com).
- ☉ Promote shortcut keys such as Ctrl P or ⌘ P for 'print', or Ctrl O or ⌘ O for 'open'; this keeps student hands on the keyboard.
- ☉ Don't forget the old trick of typing 'blind'. Turn off the monitor as students complete a typing drill, then turn it back on to see the

result. You can also cover students' hands and keyboards with a soft cloth. For fun, try blindfolding them as they type!

- ☉ Find an old typewriter for the classroom. Students are fascinated by the 'old' technology and it can be used for typing practice.

### Saving files

Encourage students to give their files names that will differentiate them from their other files and mean something to them later. Help them to get into the habit of saving and naming a file soon after they open it, and of saving as they go along.

### Example publications

Collect and display examples of desktop publishing and text presentations. These could include brochures, charts, newspapers, circulars, newsletters, magazines, postcards, posters, advertisements, Internet sites, forms and report cards.

Discuss each text's layout, the use of titles and fonts, size and placement of graphics and photos, and colour combinations. Point out the link between presentation elements and the intended audience and function of the text. Duplicate copies of brochures and have students label the design elements. Have students attempt to duplicate simple designs using word processors or publishing packages.

### Publishing opportunities

Provide ongoing opportunities for students to practise and demonstrate their publishing and presentation skills.

- ☉ Make 'big books' for younger classes. Use a combination of hand-drawn pictures and computer text.
- ☉ Make birthday cards: assign each student a buddy to create a card for.
- ☉ Brainstorming: encourage students to use the computer to 'jot' ideas down on.
- ☉ Start a class newsletter: a regular, ongoing newsletter will provide a host of publishing opportunities.
- ☉ Set up computerised diaries: use the password function to ensure privacy!
- ☉ Create a class font book by making 'samplers' for the different fonts.

- ② Make instruction manuals: create 'how-to' cards or small manuals for classroom equipment.
- ② Use computers for multiplication tables or weekly spelling lists: practise maths/spelling and typing simultaneously!

Make students aware that the computer is not the only tool for publishing and presenting texts. Quite often, a combination of hand-drawn pictures and computer generated text looks most effective. Scan students' drawings and illustrations for manipulation in word processing and graphics programs.

## Using the Internet

The Internet contains lots of sites that can help students with research for publications they're preparing. However, make sure students are aware that the content of a web site may be copyrighted, and that they may be infringing copyright laws by downloading graphics or copying text.

## The Task Cards

Because different schools will have different computer equipment and programs available, the instructions on the Task Cards refer to general commands. You may need to provide your students with more specific instructions or demonstrate the commands specific to your school's computers and software.

The Years 3–4 Task Cards are designed to cover skills such as keyboards, editing, formatting and simple presentations and design. Older students with less advanced computer skills could also use these cards. The Years 5–6 Task Cards include a PowerPoint slideshow, more complex formatting using Headings and Styles and inserting graphics. The final cards' activities include Tables, Columns, creating a web page and finish with a multimedia presentation. More capable younger students could also use these cards. See pages 94–95 for answers for some cards. Before laminating, these should be printed and placed on the back of the appropriate cards.

Adapt the cards' expectations or activities to best suit your class. For example, change Year 6 Task Card 5's hippo to a different animal. Some cards

are suitable for individual work, but publishing and design work can be effectively tackled by pairs of students or small groups.

Mount and cover the cards to increase their longevity in the classroom. Alternatively, duplicate them on thin card and keep them together in a ring-bind folder. Or if you duplicate the task cards onto paper, students could print their publication on the reverse side—perfect for assessments or for taking home to show parents.

Assess what skills students will need before starting a card. It may be necessary to demonstrate a process (for example, scanning), walk through a series of commands (for example, creating columns) or explain a technique (for example, taking digital photos). Have reference books available in the class for students to use when reviewing skills and tasks, for example the Excel Basic Skills Computing Skills series.

## Digital transcription skills checklist

The two digital transcription skills checklists on pages 95 and 96 are based on the outcomes **EN2-HANDW-02** and **EN3-HANDW-02** from Stage 2 and 3 of the NSW English K–10 Syllabus.

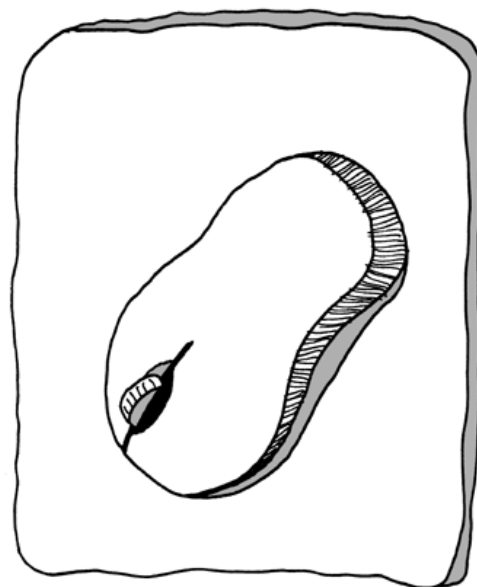
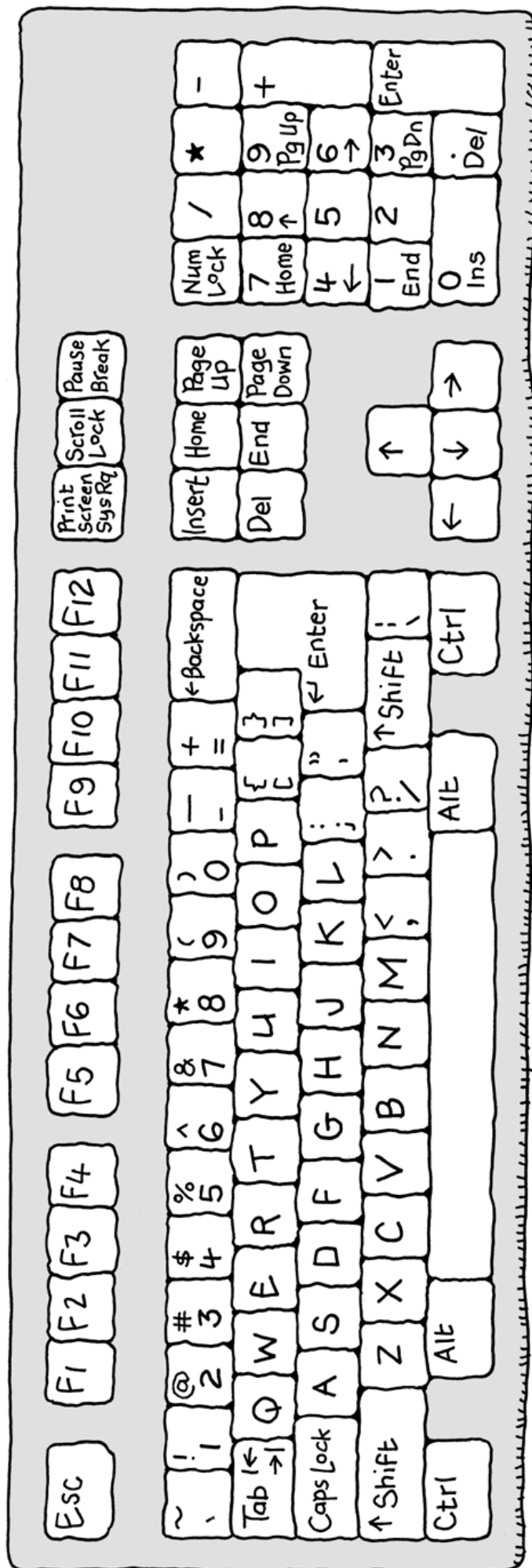
- ② Duplicate a sheet for each student in your class. You may also want to keep one as an overall record of which skills have been covered in class, and to record running notes on mastery.
- ② Record students' progress as they complete the task cards or other computer-oriented activities.
- ② Have students keep their own records. Allow them to nominate tasks they believe meet the requirements.
- ② Add any additional required skills to the list. These could include network log on procedures, Internet research, or use of specialised equipment such as scanners, digital video cameras or microphones.

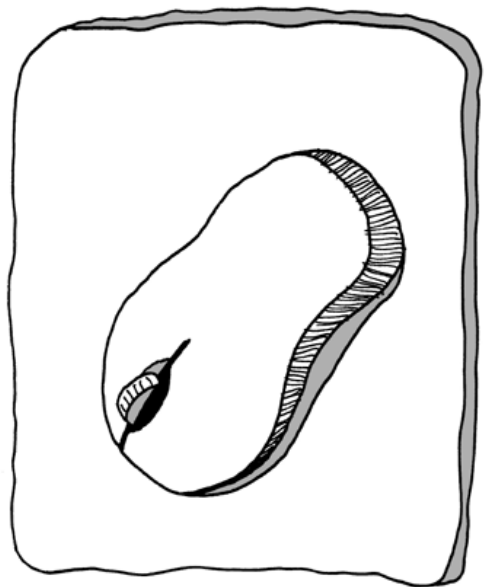
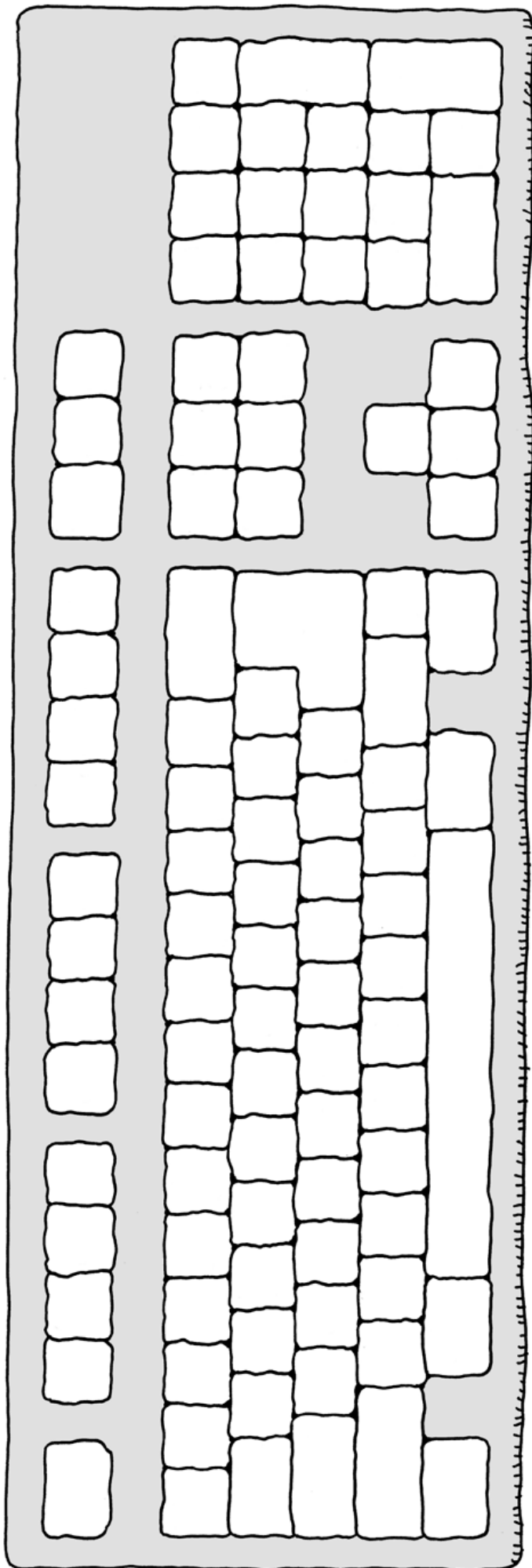
## How to sit at the computer



Go through this checklist with students before they begin work at the computer, and assist them in making any necessary adjustments. Encourage students to get into the habit of checking their own posture when they use a computer.







# Going Bananas

1. Start a new document in a word-processing program.
2. Set up a timer for one minute.
3. Type as many words as you can from the passage below before the timer stops.
4. Check the number you reached. Record your score in the chart. This is your wpm (Words Per Minute\*).
5. Set the timer again and repeat. See how fast you can get!

<sup>1</sup>The <sup>2</sup>jungle <sup>3</sup>track <sup>4</sup>was <sup>5</sup>littered <sup>6</sup>with  
<sup>8</sup>banana <sup>9</sup>skins. <sup>10</sup>Alex <sup>11</sup>quickly <sup>12</sup>zipped  
<sup>15</sup>the <sup>16</sup>backpack <sup>17</sup>and <sup>18</sup>stared <sup>19</sup>into <sup>20</sup>the  
<sup>22</sup>canopy <sup>23</sup>overhead. <sup>24</sup>Where <sup>25</sup>had <sup>26</sup>that  
<sup>29</sup>dratted <sup>30</sup>monkey <sup>31</sup>got <sup>32</sup>to? <sup>33</sup>



Date	WPM

## Remember!

- Keep your eyes on the task card, not the keyboard.
- Try to use the correct fingers.
- Press the space bar with your thumb.

## \*Words Per Minute

Words Per Minute (wpm) is a way to see how fast you are typing. The average word is 5 letters long, so the wpm numbers are every five letters.

Babara Blackburn holds the title of fastest typist in the world with a speed of 212 wpm!



# Pangram Challenge

1. Start a new document in a word-processing program.
2. Start a timer.
3. Type the **pangram**\* below as quickly (and accurately!) as you can.

**The five boxing wizards jump quickly.**

4. Check the timer when you finish.
5. Write down the number of seconds you took. Try again and see how much faster you can get.
6. Try typing the other pangrams below. How fast can you type them?
7. **CHALLENGE:** Invent your own pangram and use it to practice your typing.



Date	Seconds

## Remember!

- Keep your eyes on the task card, not the keyboard.
- Try to use the correct fingers.
- Press the space bar with your thumb.

## \* Pangrams

A pangram contains every letter of the alphabet. Examples include:

**The quick brown fox jumps over the lazy dog.**

**Jackdaws love my big sphinx of quartz.**

Below is a 'perfect pangram'. It uses every letter just once.

**Mr Jock, TV quiz PhD, bags few lynx.**

# Invitation

1. Start a new document in a word-processing program.
2. Type in the first draft of the invitation, exactly as it appears below.
3. **SAVE** the file with a useful name such as **Party invitation**.
4. Edit the draft. Correct the spelling and split the long last sentence into two.
5. **SAVE** the file.
6. Check your edited draft against the answer on the back of this task card.
7. Fix any mistakes, then re-edit the draft. This time, change the classes, party location and date. Use classes and locations in your school.
8. **SAVE** the file and **PRINT** the document.

**To Mrs Lexington's class:**

You are all inviteed to a party in the Recreation Centre on Tuesday 17 December. Bring your sports shoes as we're gonna play some greete games and make sure you've got your drink bottles cos it gets hot when you're running around for to long.

**Cheers,**

**Mr Concord's class**



# Local Hero!

1. Start a new document in a word-processing program.
2. Type in the newspaper report below, exactly as it appears.
3. **SAVE** the document with a useful name such as **Olympics Report**.
4. Edit the document by replacing the words in capitals with your own details.
5. Insert a title in a larger and bolder font.
6. Use a digital camera to take your photo. Insert the photograph into the document.
7. Search a clip art collection for suitable pictures of the Olympic event you have chosen. Insert them into the document.
8. **SAVE** and **PRINT** your document.



**Athens, Wednesday.**

Olympic champion **YOUR NAME** won gold medal number **NUMBER** for Australia today with an outstanding display of skill in the **EVENT**. **YOUR NAME** said, "It was a tough competition but my five years of training in **YOUR TOWN** really paid off".

**YOUR NAME's** coach **BEST FRIEND'S NAME** was there for the win, and said, "I always knew that **YOUR FIRST NAME** could win gold, even when we were attending **YOUR SCHOOL** back in **YOUR TOWN**."

## The Witches' Spellchecker

1. Start a new document in a word-processing program.
2. Type in the Witches' Spell
3. Use the spellchecker\* to check and correct the spelling.
4. **SAVE** the document with a useful name such as **Witches' Spell**.
5. Now write your own witches' spell. Use some fancy witch words. Check and correct any spelling errors.



### The Witches' Spell

Witch 1: Let's carst a spell that will beewitch!

Witch 2: A spell that makes them scratch and itch.

Witch 1: A spell that makes them jigg and danse!

Witch 2: A spell that sets them in a trance.

Witch 1: Let's capteivate them with a charme.

Witch 2: But all in fun; we'd never harm!

Witch 1: And so enchannted, they'll abstane,

Witch 2: From setting kids homework again!

### Spellcheckers

The spellchecker is usually located under the **Tools** menu. It will give you a list of possible replacement words that are spelt correctly. Use a dictionary to check the meanings if you need to.

### Tab Key

Create the space after the : on each line by pressing the Tab key.

The start of each witch's speaking part will then line up exactly.

## Sale! Sale! Sale!

1. Start a new document in a word-processing program.
2. Type in the advertisement below, exactly as it appears.
3. **SAVE** the document as **Watch Sale**.
4. Increase the font sizes of the first and second lines.
5. Choose three words from the next sentence to emphasise. Select each word and make it **bold**.
6. Find the phrase beginning 'half the... price.' Emphasise the phrase by selecting and underlining it.
7. Put each different kind of watch on a separate line and change to a bullet list.
8. Select the last paragraph and make the font very small. Change the style to italic.
9. Align the text so that all the lines are centred.
10. **PRINT** the document. Check it against the sample answer on the back of this task card.



**Sale! Sale! Sale!**

**All watches out at half price!**

**For a limited time only, men's and women's watches are on sale at 50% off! Yes, that's right! Every watch is only half the recommended retail price. We've got smart watches, chronometers, diving watches, dress watches, pocket watches.**

**All prices based on recommended retail price. Personal shoppers only. Sale ends 18 April.**

# Thank-you Letter

1. Start a new document in a word-processing program.
2. Type a thank-you letter, using the one below as a model.
3. **SAVE** the document with a useful file name such as **Thank-you Letter**.
4. Use the checklist to make sure you've included all the features of a letter.

Ms Maria Bordotti  
31 First Avenue  
Port Albert NSW 2999

Mrs Nellie Hampshire  
29 First Avenue  
Port Albert NSW 2999

Tuesday 17 December 2002

Dear Mrs Hampshire,  
Thank you for helping me with my school project about hospitals. It was very interesting talking to you about working as a nurse. My class really enjoyed my presentation.

Thanks again,

*Maria Bordotti*

Maria Bordotti

## Formal Letter Checklist

In my thank-you letter, I:

- |  |   |
|--|---|
| <input type="checkbox"/> right-aligned the sender's name and address.  | <input type="checkbox"/> included a greeting.           |
| <input type="checkbox"/> left-aligned the receiver's name and address. | <input type="checkbox"/> included a thank-you.          |
| <input type="checkbox"/> inserted the date.                            | <input type="checkbox"/> left a space for my signature. |
|  | <input type="checkbox"/> typed my name at the end.      |

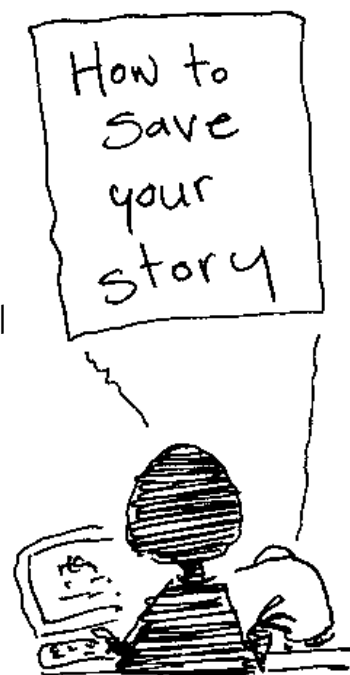
# Making a Class Presentation

## Part 1: Choose a skill to teach

1. Think of a word-processing skill you could teach to younger students; for example, how to use the spellchecker or how to save a story.
2. Write down all the steps involved. Test your instructions on a classmate to make sure they work.

## Part 2: Create the presentation

1. Start a new document in a presentation program like *PowerPoint*.
2. Type a title, for example 'How to Save Your Story'.
3. Type a subtitle, for example 'For Year Twos'.
4. Insert a new slide. Type in your first step, for example **Click the File Menu**.
5. Insert a new slide and type in the second step, for example **Click Save**.
6. Add a slide for each step. Then add one final slide with your name and **The End**.
7. **SAVE** your presentation with a useful file name such as **How to Save**.
8. Add illustrations. You might like to use a digital camera to photograph each step.
9. Add colour to your presentation by applying a colour scheme or theme.
10. **SAVE** your presentation.

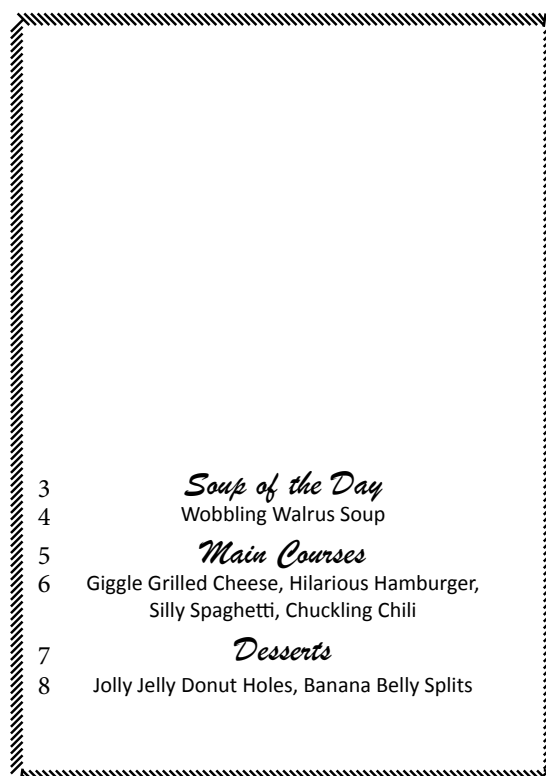


## Part 3: Test and share your presentation

1. Test your presentation to make sure it all works.
2. Show your presentation to a class audience.

# Design a Canteen Menu

1. Start a new document in a word-processing program.
2. Press the Enter/Return key until you are just over halfway down the page.
3. Type the heading **Soup of the Day**.
4. Press Enter/Return and type an interesting (or funny!) soup name.
5. Press Enter/Return and type the heading **Main Courses**.
6. Press Enter/Return and type a selection of main courses. Use commas to separate the items on the list.
7. Press Enter/Return and type the heading **Desserts**.
8. Press Enter/Return and type a selection of desserts. Use commas to separate the items on the list.
9. **SAVE** the document with a useful file name such as **Canteen Menu**.
10. Change the title fonts to a fancy one such as *Brush Script*.
11. Select each heading in turn and increase the font size. Make each one bold.
12. Insert appropriate clip art around the text.
13. **SAVE** and **PRINT** the menu.
14. Fold the printed page so that the menu is on the inside.
15. Write **Canteen Menu** on the front in fancy lettering.





## Movie Synopsis

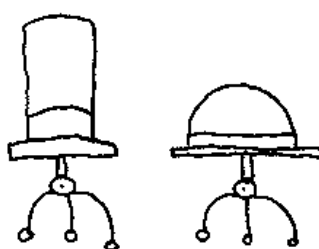
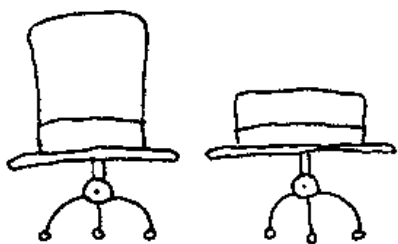
You've typed up the synopsis for a great movie, but the producers want a few changes . . .

1. Start a new document in a word-processing program.
2. Type in the movie synopsis below, exactly as it appears.

**Keppi Capp is a bright but irresponsible child who finds working in her father's hat shop a boring chorr. But that all changes when a misterious stranger leaves a magic flute behind and she is faced with the task of returning the flute to its wrightful owner.**

Now, to satisfy the producers . . .

3. Check the spelling and make corrections. (There are four to find!) But don't correct Keppi's name.
4. Think of a name for the movie, and insert it as a title.
5. Change the personal pronouns from her/she to his/he. Change Keppi's first name to suit.
6. Make the hat shop a different sort of shop.
7. Write two extra sentences that explain how the story ends.
8. **SAVE** the document with a useful title such as **Movie Synopsis**.



# A Guided Tour of Your School

## Part 1: Collect your resources

1. Make a list of interesting places around your school. This could include the front entrance, your playground, your classroom or a special garden.
2. Choose five different places from your list.
3. Use a digital camera to take a photograph of each place.
4. **SAVE** the five photographs on your computer.

## Part 2: Write your commentary

1. Start a new document in a word-processing program.
2. Write short comments on why each place is interesting.
3. **PRINT** the comments.
4. **SAVE** the document with a useful file name such as **School Tour**.

## Part 3: Create your presentation

1. Start a new document in a presentation program such as *PowerPoint*.
2. Create a title slide.
3. Insert a slide for each location and give each one a title.
4. Insert the matching photograph to each slide.

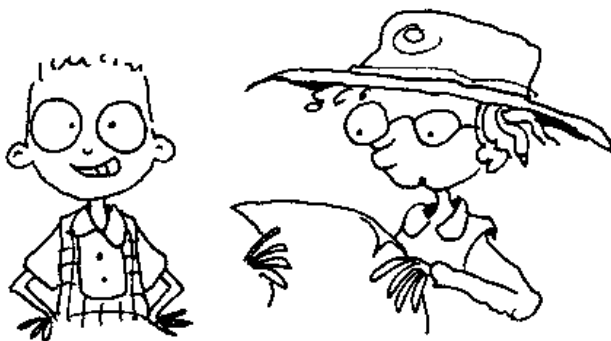
## Part 4: Practise and share you presentation

1. Practise reading the comments on your tour commentary sheet.
2. Use a microphone to record the commentaries onto each slide. (Ask your teacher for help doing this.)
3. **SAVE** the final version.
4. Present your tour to the rest of the class.



## Science Report

Gina practised her science talk. Her friend wrote down it all down, word-for-word. It needs some editing!



Um, this is my science report on our four biggest planets. Jupiter, um, is the biggest planet. Saturn has 8 rings. Er, Saturn's rings are made of ice, dust and ashes. Oh, Jupiter is covered by a very thick layer of cloud. Neptune has 16 moons. Er, Uranus also has rings, they've so far found 13! Neptune was named after the Roman god of the sea. Um, I just remembered they've found over 140 moons around Saturn!

1. Start a new document in a word-processing program.
2. Retype the talk without all the "ums", "ers", "ohs" and "I just remembered".
3. **SAVE** your document with a useful name like **Planet Talk**.
4. Cut and paste the sentences so that all the information about each planet is kept together.
5. Type a main heading and change it to bold type.
6. Type sub-headings for each planet and make these ones *italic*.
7. **SAVE** the final document and **PRINT** it out.
8. Check the printed document against the one on the back of this task card.

# My School Staff List

1. Start a new document in a word-processing program.
2. Type in the staff list below, exactly as it appears.

**My School Staff List**  
**Principal**  
**Ms Edna Everlearn**  
**Year 5 Teachers**  
**Mr Marksalot, Mrs Quizbee**

3. Click the top line. If you're using *Google Docs*, click the **Normal Text** drop-down menu on the toolbar and click **Title**. If you're using *Microsoft Word*, click **Title** from the **Styles** pane on the ribbon.
4. Click the word **Principal**. If you're using *Google Docs*, click the **Normal Text** drop-down menu on the toolbar and click **Heading 1**. If you're using *Microsoft Word*, click **Heading 1** from the **Styles** pane on the ribbon.
5. Click **Year 5 Teachers** and make it a **Heading 1**.
6. Change **My School** to the name of your school. Change **Year 5** to your year level. Change the teacher names to those at your school.
7. Add other staff at your school. You can include teachers from other year levels, teaching assistants, office staff and other adults who you know who work at the school. Give each group a title. Format each heading as a **Heading 1**.
8. **SAVE** the document with a useful title such as **Staff List**.

## What are word-processor headings?

Headings are used to show how important a section of text is. Titles are the most important. **Heading 1** is for main sections.

## Why use word-processor headings?

- They are quick to apply.
- They look professional.
- Headings can be used to automatically make outline.

## Recipe Card

1. Start a new document in a word-processing program.
2. Copy the recipe below, exactly as it appears.

**Banana Ice-Blocks** **Ingredients** banana  
2 wooden ice-block sticks lemon juice  
crushed plain biscuits **Directions**  
Slice the banana in half. Slide a stick  
into each banana-half lengthwise. Mix  
the lemon juice with some water. Dip  
the bananas into the mixture. Roll the  
bananas in the crushed biscuits.  
**Freeze before eating.**



3. Put each heading, ingredient and instruction on a separate line.
4. Centre the title. Change the font style and increase the font size.
5. Change the font style and increase the font size of the two headings **Ingredients** and **Directions**.
6. Select the ingredients and use the **Bullets** button or **Command** to make a bullet list.
7. Select the six directions and use the **Numbering** button or command to make a numbered list.

### Banana Ice-Blocks

#### Ingredients

- banana
- 2 wooden ice-block sticks
- lemon juice
- crushed plain biscuits

#### Directions

1. Slice the banana in half.
2. Slide a stick into each banana-half lengthwise.
3. Mix the lemon juice with some water.
4. Dip the bananas into the mixture.
5. Roll the bananas in the crushed biscuits.
6. Freeze before eating.

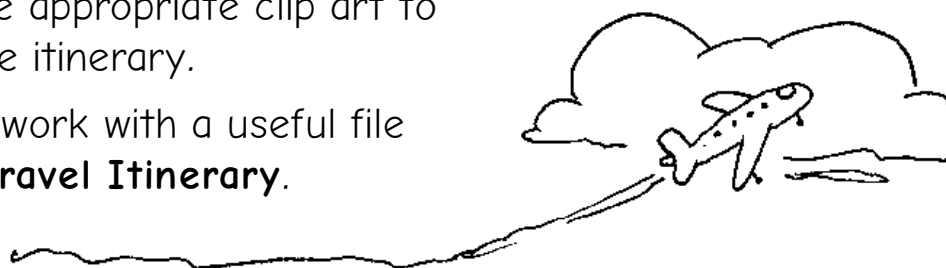
#### Serving Suggestion

8. Add a third heading, **Serving Suggestion**, then use a paint or drawing program to create a suitable illustration. Insert the illustration.
9. **SAVE** your work with a useful file name such as **Banana Ice-Blocks**.
10. **PRINT** out the recipe.

# Travel Itinerary

A travel itinerary lists travel details, accommodation arrangements and appointments. Times are usually written using the 24-hour system.

1. Start a new document in a word-processing program
2. Type in the travel itinerary below.
3. Add travel arrangements, accommodation and appointments for Wednesday and Thursday.
4. Replace the name with your own name.
5. Change the main heading to a larger font.
6. Make the date headings bold.
7. Insert some appropriate clip art to illustrate the itinerary.
8. **SAVE** your work with a useful file name like **Travel Itinerary**.



## Travel Itinerary for Ms Sophie Standish

**Tuesday 23 December 2025**

0730      Depart SYDNEY      Qantas Airlines Flight 433

1420      Arrive LONDON

1655      Depart LONDON      North Pole Airlines Flight 25

2330      Arrive NORTH POLE

Accommodation: North Pole Hilton

## Remember!

- Press the Tab key after each entry. This will ensure the information is lined up.





## The Pygmy Hippo

Word processors can save text as web pages you can view in a browser.

The pygmy hippopotamus is found in swamps and rivers, deep within the dark forests of western Africa. Also known as *Hexaprotodon liberiensis*, the pygmy hippopotamus is actually quite large, usually being 1.5 m long and weighing over 250 kg. This animal is a herbivore, and eats grass, plants and leaves. When frightened, the pygmy hippopotamus will run into the jungle and hide. Pygmy hippos have been known to live for over forty years.

1. Read this paragraph about the pygmy hippopotamus.
2. Start a new document in a word-processing program.
3. Type in a title for the page. Format as **Title**. (See Task Card 3)
4. Type in these headings: **Common Name**, **Zoological Name**, **Weight**, **Length**, **Country**, **Habitat**, **Life Span**, and **Diet**. Format the headings as **Heading 1**.
5. Type in the information from the paragraph under the correct headings.
6. Include a picture of a pygmy hippo from the Internet.
7. Add two web site addresses where a reader could find more information.
8. Include a bibliography that includes the name of this task card and the place you copied the picture from.
9. Save the document as a web page. (You'll probably need to go to **Save as Web Page** under the **File** menu.) Use a useful file name such as **Pygmy Hippo**. You can view your saved web page by opening it in your web browser.



# Party Invitations



1. Start a new document in a word-processing program.
2. Type the party invitation below.

**Dear PERSON,**

**You are invited to a party at ADDRESS to celebrate EVENT on DATE.**

**Bring along your ITEM 1, as we have ITEM 2.**

**Looking forward to seeing you then!**

3. Insert a **page break**\*. This command is usually found under the **Insert** or **Format** menu.
4. Highlight the text you just typed and **COPY** it.
5. Arrow down to the start of the new page and **PASTE** the copied text.
6. Repeat steps 3-5 so you have a third copy of the text.
7. Change the invitations to suit the different people listed in the table below. Don't forget to replace the capitalised words with appropriate words or phrases.

Receiver	Font	Clip Art
Young child	Large and lively	Colourful and interesting
Teenager	Medium-sized and 'cool'	Cool and fun
Adult	Smart and formal	Serious and a bit posh

8. **SAVE** your document with a useful name like **Invitations**.
9. **PRINT** out your invitations.

## \*Page Breaks

Page breaks start a new page in your document without pressing the Enter/Return key lots of times!



## Choosing Your Words...

1. Start a new document in a word-processing program.
2. Type out the text below, then go back and add the underlining.

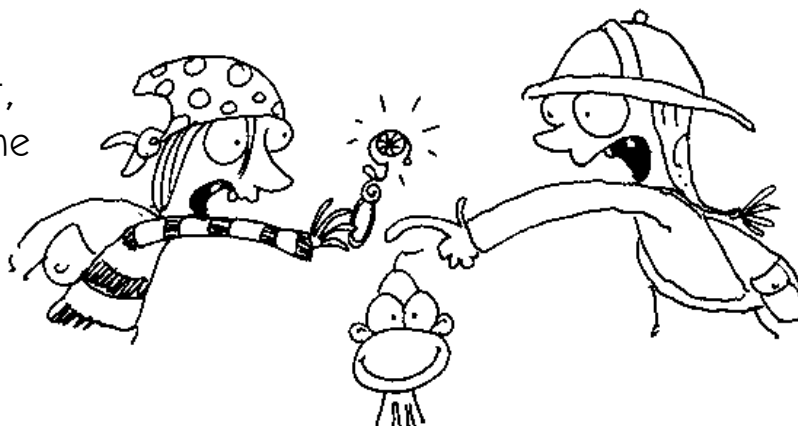
Buy this very lovely diamond ring!

This sparkly ring is new and very shiny.  
The artificial stones look very genuine  
and only a real jeweller could tell the  
difference.

So if you're looking for a very unusual  
present for a very special buddy, look no  
further.

A great bargain at only \$1.85.

3. The word 'very' is used too often. Delete or change the word into a better one. For example, replace 'very shiny' with 'extremely shiny'.
4. Replace each of the underlined words with a synonym from your program's thesaurus. Usually this command can be found under the **Tools** menu or by right-clicking a word. Be careful, though! Not all the synonyms listed will be appropriate. If in doubt, check the synonym's meaning in a printed dictionary.
5. **SAVE** your new version with a useful name such as **Diamond Ad**.
6. **PRINT** your document, and check it against the example on the back of this task card.



# Class Newsletter 1

## Part 1: Brainstorming

Work with a partner to brainstorm ideas for a class newsletter.

1. Start a new document in a word-processing program.
2. Type the title **Class Newsletter Ideas**. Format as a **Title**.
3. Type **New in Our Class** and format as a **Heading 1**. Under this heading, brainstorm and type ideas such as **New students**, **New topics** in science or **New Books**.
4. Type **Reports** and format as a **Heading 1**. Include here recent activities such as **Class excursions and camps**, **Sports events** or **Assemblies**.
5. **SAVE** your document with a useful file name such as **Newsletter Ideas**, and **PRINT** it out.

## Part 2: Writing your articles

Choose two ideas from each category to write complete articles on.

1. Start a new document in a word-processing program.
2. Type **Class Newsletter Articles**. Format as a **Title**.
3. Type a catchy title for each article. Format as a **Heading 1**.
4. Type the text using the 5Ws of Reporting: **Who**, **What**, **Where**, **When**, **Why** (and **How!**).\* Separate each article with a page break.
5. **SAVE** your work with a useful file name such as **Newspaper Articles**.

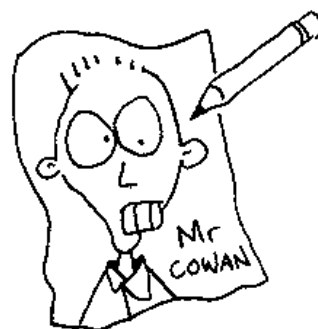
### \*Goldie the Goldfish Arrives

Our class (**WHO**) welcomed Goldie the Goldfish (**WHAT**) to our pet corner (**WHERE**) on Monday morning (**WHEN**). Goldie replaces Tangerine (**WHY**), who vanished mysteriously after a visit from the principal's cat.

## Class Newsletter 2

### Part 3: Review and edit your articles

1. **OPEN** the **Newspaper Articles** document from Task Card 1.
2. Read your articles again and make any changes you think are necessary, for example checking the spelling or adding any relevant new information.
3. Take digital photographs or draw pictures to illustrate your text. (Ask your teacher to help you **SCAN** your drawings.)



### Part 4: Create your newsletter

1. Change the title to suit your class. For example, **Room 7 News** or **Year 6 Update**.
2. Insert a publication date.
3. Insert your photographs and scans. Resize them to fit the text.
4. **SAVE** your work with a new useful file name (**SAVE AS**) that includes the date, for example **Class Newspaper—Aug 2025**.



### Part 5: Format your newsletter

1. Format your page into columns:  
Select all your newsletter **EXCEPT** for the title and date. Look for the **Columns** command under the **Format** menu. (Ask your teacher if you need help with this.) Two or three columns are usually enough.
2. Change the **Headings** and **text** styles:  
If you're using *Microsoft Word*, click the **Design** tab and choose from the different options. All your headings and text will update automatically. If you're using *Google Docs*, change the font or size of a heading. Click the **Normal** text drop down menu and hover over **Heading 1**. Click the **Update** option and all the headings will change to match. You can also do this with normal text.
3. **SAVE** then **PRINT** your newsletter.



# Animal Names

In the box below and to the right you'll find the group, female, male and baby names for the alligator, crocodile, hippo and kangaroo. But the information would be much easier to read in a table.

1. Start a new document in a word-processing program.
2. Type the title **Animal Names** and format as a **Title**.
3. Insert a table with five rows and five columns. This command is usually found under the **Table** menu.
4. Type the column headings: **Animal, Female, Male, Baby, Group**.
5. Type the row headings: **Alligator, Crocodile, Hippopotamus, Kangaroo**.
6. Type in the information for each animal.
7. Select the column headings and make them **Bold**.
8. Select the row headings and make them **Bold**.
9. **SAVE** your work with a useful file name like **Animal Names**.

**Animal: alligator**

**Female: cow**

**Male: bull**

**Baby: hatchling**

**Group: congregation**



**Animal: crocodile**

**Female: cow**

**Male: bull**

**Baby: crocklet**

**Group: congregation**

**Animal: hippopotamus**

**Female: cow**

**Male: bull**

**Baby: calf**

**Group: huddle**



**Animal: kangaroo**

**Female: flyer**

**Male: boomer**

**Baby: joey**

**Group: mob**



## Animal Wordsearch

1. Start a new document in a word-processing program.
2. Type a title such as **Animal Wordsearch**.
3. Format your title as a **Title**.
4. Decide on a size for your wordsearch grid, for example, 10 columns wide x 10 rows high. Insert a table of this size. This command is usually found under the **Table** menu.
5. Under this table, type a list of animal names.
6. Press the CAPS LOCK button on the keyboard. Type the animal names into the table, one letter to each space.
7. Remember that the words can run horizontally, vertically or diagonally. Try to interlock the words as you type.
8. When you've finished, delete any words on your list that didn't fit into the wordsearch.
9. Fill any empty squares in the grid with random letters, or with the letters of a 'secret' word or message that can be spotted once all the animal names are found.
10. **SAVE** your work with a useful name such as **Animal Wordsearch**.
11. **PRINT** the wordsearch, then have a partner try it.

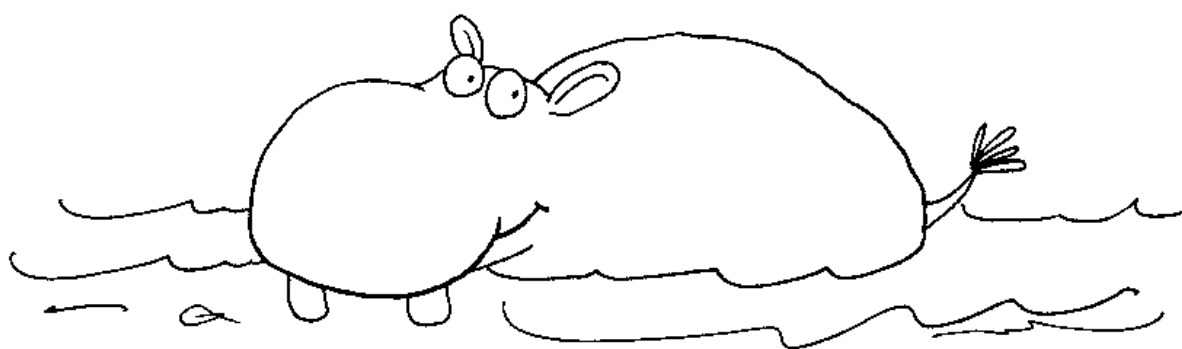


### Formatting Tables

- To centre your letters horizontally, select the whole table and click **Align Centre** on the toolbar or ribbon.
- To centre your letters vertically, right click your table and click **Table Properties**. Find and change **Column Width** and **Row Height** so they are the same.

# Pygmy Hippo Presentation

1. Start a new document in a presentation program such as *PowerPoint*.
2. Type a title such as **Pygmy Hippos on Parade**.
3. Type your name as a by-line.
4. Insert a new slide. Type the title **Size and Shape**.
5. Insert new slides with the titles **Habitat**, **Food** and **Family Life**.
6. Add one final slide with **The End**.
7. Add notes to each page to refer to as you give the presentation. You could start with the information from Year 5 Task Card 6.
8. Use an online search to find more information. Collect appropriate pictures, sounds or video and insert them into your presentation.
9. **SAVE** your presentation with a useful file name such as **Pygmy Hippo Presentation**.
10. Show the presentation to a class audience.



## Presentation Checklist

- |  |  |
|--|--|
| <input type="checkbox"/> Keep your slides clean and uncluttered. (Don't put what you're saying on the screen!) | <input type="checkbox"/> Keep the design professional. (keep your fonts and layout the same on each slide) |
| <input type="checkbox"/> Use one large picture rather than lots of smaller ones.                               | <input type="checkbox"/> Practice your presentation. Have your notes separate from the slides.             |

Teachers — print these answers, cut them out and stick them on the backs of the relevant task cards. Students can use them to self-evaluate their work once they have completed the activity on the front of the card.



### Sample answer to Year 3 Task Card 3

To Mrs Lexington's class:

You are all invited to a party in the Recreation Centre on Tuesday 17 December. Bring your sports shoes as we're going to play some great games. Make sure you've got your drink bottles because it gets hot when you're running around for too long.

Cheers, Mr Concord's class.



### Answer to Year 3 Task Card 5

Witch 1: Let's cast a spell that will bewitch!  
Witch 2: A spell that makes them scratch and itch.  
Witch 1: A spell that makes them jig and dance!  
Witch 2: A spell that sets them in a trance.  
Witch 1: Let's captivate them with a charm.  
Witch 2: But all in fun; we'd never harm!  
Witch 1: And so enchanted, they'll abstain  
Witch 2: From setting kids homework again!



### Sample answer to Year 4 Task Card 1

## Sale! Sale! Sale!

### All watches out at half price!

For a **limited** time only, men's and women's **watches** are on sale at **50% off**! Yes, that's right! Every watch is only half the recommended retail price.

We've got

- smart watches
- chronometers
- diving watches
- dress watches
- pocket watches

*All prices based on recommended retail price. Personal shoppers only. Sale ends 18 April.*



Teachers — print these answers, cut them out and stick them on the backs of the relevant task cards. Students can use them to self-evaluate their work once they have completed the activity on the front of the card.



## Sample answer to Year 5 Task Card 2

### Our Four Biggest Planets

This is my science report on our four biggest planets.

#### *Jupiter*

Jupiter is the biggest planet. It is covered by a very thick layer of cloud.

#### *Saturn*

Saturn has 8 rings. The rings are made of ice, dust and ashes. It has over 140 moons!

#### *Neptune*

Neptune has 16 moons. Neptune was named after the Roman god of the sea.

#### *Uranus*

Uranus also has lots of rings—it has 13.



## Sample answer to Year 5 Task Card 8

Buy this attractive diamond ring!

This polished ring is new and extremely glittery. The non-natural stones look authentic and only a genuine jeweller could tell the difference.

So if you're looking for an extraordinary present for a unique friend, look no further.

A great deal at only \$1.85.





## Digital transcription checklist—Stage 2

EN2-HANDW-02 uses digital technologies to create texts.

Name	Term	Term
<ul style="list-style-type: none"><li>② Positions a chosen device in a way that facilitates efficient and sustained text creation</li><li>② Uses knowledge of the keyboard layout and functions to type texts</li><li>② Selects and inserts visual, print and audio elements into texts</li><li>② Monitors goals that build on typing accuracy and rate</li><li>② Uses word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts</li><li>② Uses search, filter, select, download and save relevant to digital information</li></ul>		

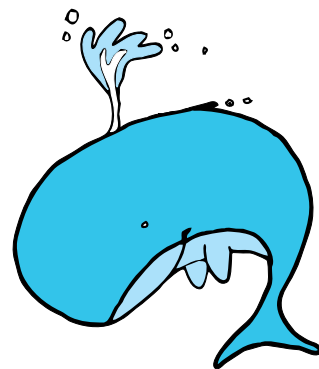
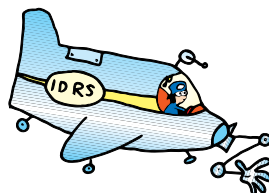


## Digital transcription checklist—Stage 3

EN3-HANDW-02 selects digital technologies to suit audience and purpose to create texts.

Name	Term	Term
<p>⌚ Evaluates and selects applications and tools to create text to suit audience and purpose</p> <p>⌚ Navigates the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols</p> <p>⌚ Understands that the position of the device in relation to the user can affect posture and glare</p> <p>⌚ Reflects on and monitors typing accuracy and rate according to goals and given criteria</p> <p>⌚ Uses taught shortcut functions on digital tools to facilitate text creation</p>		

**During Years 3-6**, students will first learn the basics of Foundation cursive handwriting, become comfortable with and consolidate these skills, and then begin to develop their own personal style. These are crucial years in students' development of fluent and legible handwriting. The **TARGETING HANDWRITING Years 3-6 Teacher Resource Book** provides everything you'll need to give your students a thorough grounding and lots of practice in all the vital handwriting skills.



The **TARGETING HANDWRITING Years 3-6 Teacher Resource Book** features:

- information on the mechanics of writing
- specific teaching notes on all the different joins
- a troubleshooting chart to help you identify and remedy handwriting difficulties
- handwriting skills checklists for Stage 2 and Stage 3
- 45 blackline masters to help students consolidate and extend their handwriting skills.



Plus a bonus **Using Computers** section that includes:

- clear teaching notes
- keyboard and posture diagrams
- 23 task cards for students
- easy-to-use computer skills checklists for Stage 2 and Stage 3.



## Also Available

TARGETING HANDWRITING Student Books Years K-6

TARGETING HANDWRITING Teacher Resource Books Years K-2

