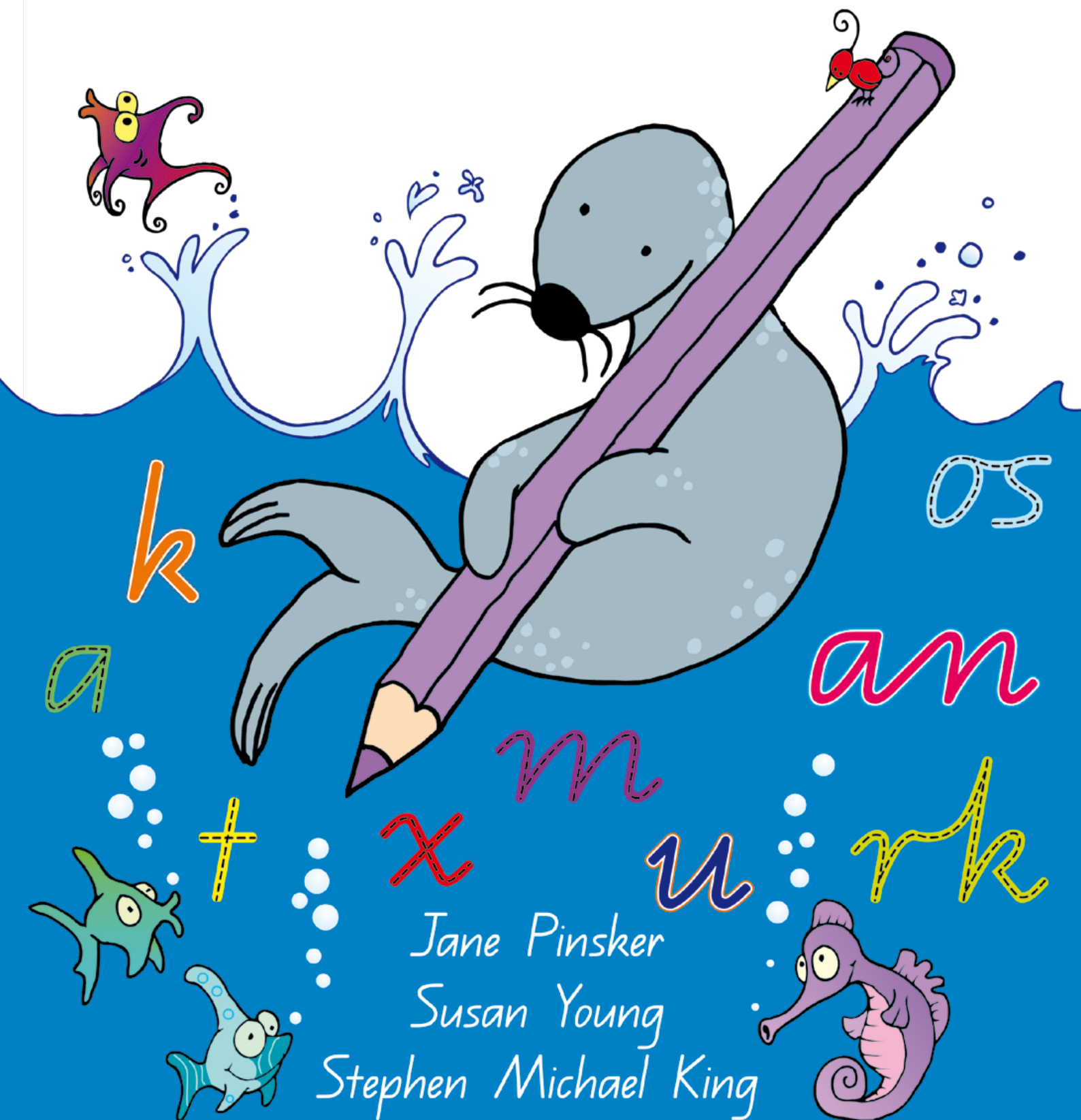


Queensland
TARGETING

P-3

HANDWRITING

Teacher Resource Book


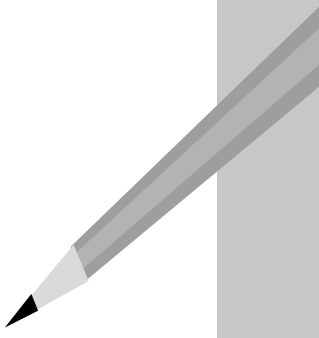


Jane Pinsker
Susan Young
Stephen Michael King

Years P-3 Teacher Resource Book

Queensland TARGETING HANDWRITING

From Beginner's Alphabet to Modern Cursive!



Includes
Transition
Stage

by Susan Young and Jane Pinsker

Illustrated by Stephen Michael King



PASCAL
PRESS

CONTENTS

INTRODUCTION

The Mechanics of Writing

Using the Targeting Handwriting books

A sample handwriting lesson	
Warming up: fine motor skills	
The basic movement patterns	
Using the pattern props	
Using the pattern pages	
Introducing letters/joins	
Introducing the letters using the seahorse prop	
The Targeting Handwriting Student Books	
Using the handwriting skills checklists	
Worksheet: Cat props	
Worksheet: Seahorse props	
Worksheets: Pattern props	

PREP

A sample handwriting lesson	
Fine Motor Skills Program teaching notes	
The five-minute pre-writing warm-up	
Handwriting skills checklist	
The Fine Motor Skills Program	
<i>An eight-week, day-by-day program enabling students to develop a range of fine motor skills</i>	
Worksheets: for use with Fine Motor Skills Program	
Worksheets: Pattern pages	
Worksheets: Numerals 1-10	

YEAR 1

A sample handwriting lesson	62
Setting up the classroom	63
Assessment	63
The five-minute pre-writing warm-up	64
Handwriting skills checklist	65
Worksheets: for use with Fine Motor Skills Program	31
Worksheets: Pattern pages	66
Worksheets: Numerals 1-10	52

4 YEAR 2

A sample handwriting lesson	69
Teaching notes for each letter group	69
Handy hints for teaching the Transition stage	70
The five-minute pre-writing warm-up	71
Handwriting skills checklist	72
Using the Teacher Resource Book	73
Worksheets: Pattern pages	74
Worksheets: Letter pages <i>in alphabetical order</i>	76
Worksheets: Numerals	102

9 YEAR 3

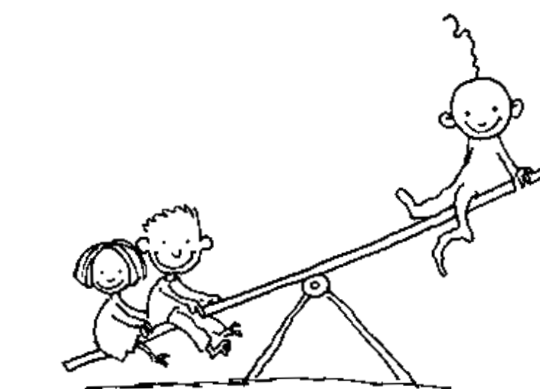
A sample handwriting lesson	103
Joining notes for teachers	103
Handy hints for teaching Queensland Modern Cursive	105
The five-minute pre-writing warm-up	107
Handwriting skills checklist	108
Worksheets: Pattern pages	109
Worksheets: Practice pages	112
Worksheets: Numerals 1-100	122

KEYBOARDING

Featuring teaching tips, handy diagrams and task cards for students	123
Computer skills checklist — Years P-1	126
Computer skills checklist — Years 2-3	127

TASK CARDS

Prep Task Cards 1-6	131
Year 1 Task Cards 1-10	137
Year 2 Task Cards 1-10	148
Year 3 Task Cards 1-5	160





INTRODUCTION

Writing is a vital, compelling form of communication. As adults, we write every day, for myriad reasons. Even if we're just writing a shopping list or scribbling down a telephone message, our handwriting plays an important part in the effectiveness of our written communication. Children too need to write every day, for a variety of purposes and for a variety of audiences. To be competent writers, their handwriting needs to be fluent and legible. The teaching of handwriting is an essential part of the writing curriculum.

Regular practice, three to four times a week, in fine motor skills and in letter formation will ensure the development of good handwriting habits. This series supplies teachers with a comprehensive range of ideas and experiences that will enable young children to develop their fine motor skills and to become fluent, legible and competent practitioners of the Queensland Beginner's Alphabet and Queensland Modern Cursive handwriting style.

THE MECHANICS OF WRITING

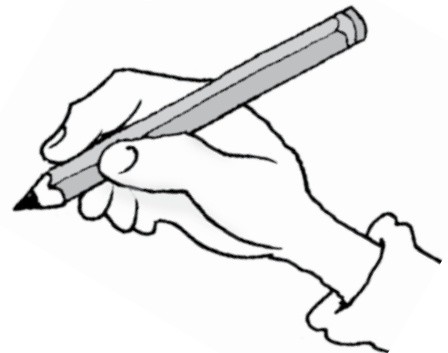
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper positioning will all affect the way the letters are formed and the quality of the final product.

Pencil grip

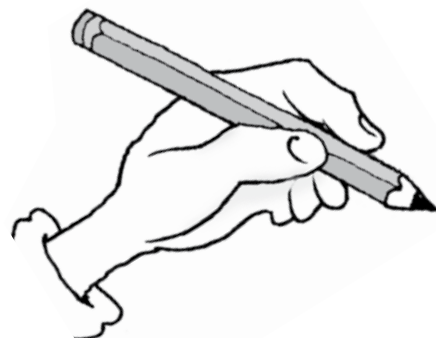
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- ② The pencil is held with thumb and index finger tips, and rests on the middle finger. The other two fingers are loosely bent or curled.
- ② The wrist is slightly bent. The fingers, rather than the wrist, control the pencil movement.
- ② The fingers are placed reasonably close to the point, and a little further back if the student is left-handed, to make it easier for them to see what they are doing. Left-handers may also need to keep their elbow tucked in slightly. This will discourage the development of a hooked wrist when writing.

You could use the following story to help children develop this pencil hold. Repeating it at the beginning of each handwriting lesson will reinforce the ideas. Demonstrate the pencil hold as you tell the story.



Right-handed



Left-handed

Your pencil is like a car. Only mum or dad can drive the car and they wave as they go past their friends (hold up index finger to show relaxed flexibility). Children are too young to drive cars. They have to sit in the back seat (tuck up the next three fingers loosely), though the oldest one would like to try, so she's always sitting closest to the driver (show the positioning of the middle finger). Here is the steering wheel (hold up the thumb), it steers or guides the car.*

* This very useful story was gathered some years ago from a source which the author has been unable to trace.

Posture

Sitting comfortably is extremely important when writing, to avoid tiredness and strain.

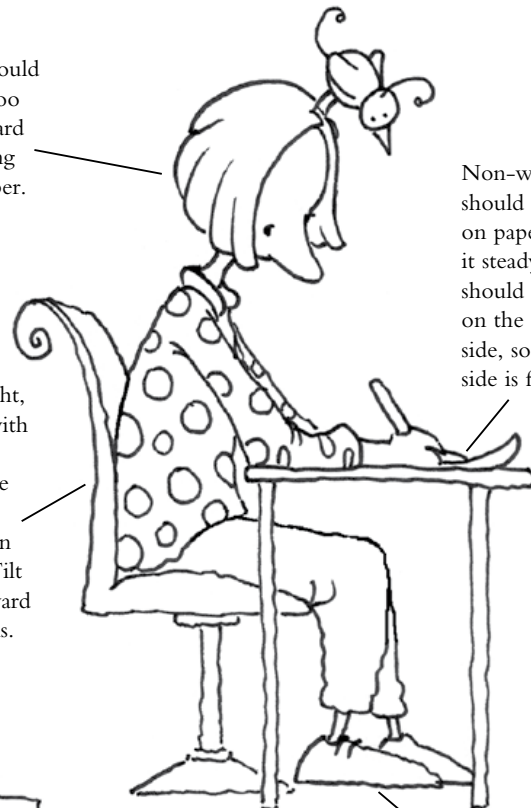
Saying this rhyme before beginning any writing lesson will help students to remember good writing posture:

One, two, three, four —
are your feet flat on the floor?
Five, six, seven, eight —
is your back up nice and straight?
Nine, ten, eleven, twelve —
remember how your pencil's held!

Head should not be too far forward or leaning over paper.

Back up straight, but relaxed, with the bottom at the back of the chair and the body square on to the table. Tilt the body forward from the pelvis.

Non-writing hand should be placed on paper to keep it steady. Weight should be supported on the non-writing side, so the other side is free to move.



Both feet should be flat on the floor.

Right-handed



Left-handed

Paper position

Masking tape on the table can be used as a guide to help students place paper in the correct position. This may be especially useful for left-handed students. Seat left-handed students carefully. You may want to seat left-handers together so that each is provided with a model and support. Placing a left-hander next to a right-handed child can cause a clash of the elbows!

USING THE TARGETING HANDWRITING BOOKS

It is increasingly difficult within a busy school timetable to find enough time to provide daily opportunities for practice and consolidation of handwriting skills. However, a twenty-minute lesson three to four times a week is vital if students are to become fluent, legible and proficient practitioners of handwriting.

A sample handwriting lesson

Here is a suggested sequence of activities within the handwriting lesson:

- ② **a five minute warm-up** to strengthen fine motor muscles. See suggestions for specific fine motor skills activities for Prep (page 21), Year 1 (page 64), Year 2 (page 71) and Year 3 (page 107).
- ② **five minutes' introduction of letter or join on the whiteboard/Smartboard** – when you introduce each letter or join, reinforce the need for good posture and appropriate pencil grip, provide verbal cues for basic writing movements, and use consistent terminology. This will provide students with a good model.
- ② **ten minutes of student practice** – have students complete the relevant page in the Targeting Handwriting Student Book or a worksheet from the Teacher Resource Book worksheets, or have them copy your model from the board.



Warming up: fine motor skills

Throughout the early years of school it is important to continue the development of the fine motor muscles required for handwriting. The Prep and Year 1 section of this book includes a very detailed program of fine motor skills for building up strength and flexibility in arms, wrist and fingers to cope with the demands of writing (see pages 23–30).

In Years 2 and 3 the warm-up is an important aspect of any handwriting lesson. You are likely to have a broad range of handwriting skill levels within your class, and for some students the strengthening of fine motor muscles will still be an issue. And who doesn't like the opportunity to 'play' for five minutes? Because of our busy schedules, we rarely leave enough time for manipulative play opportunities by the time students reach Year 3 – there always seems to be so many other 'more important' things to do.

Get your students into a good routine early in the year and have the equipment for the play part of handwriting lessons easily accessible. Perhaps monitors could be responsible for putting it out and collecting it again. Change the equipment around often, though, as nothing is more boring than using the same equipment for the same purpose day after day.

It is also still essential to allow for longer periods of activity which integrate fine motor skills within a less structured environment, for example, a free play session. A gross motor skills program incorporating activities that strengthen the arms and upper body – for example, climbing on monkey bars, catching balls and skipping – should be implemented in conjunction with this.

The basic movement patterns

Students need to become familiar with the basic movements involved in the formation of letters in the Queensland Beginner's Alphabet. These movements include:

② The downstroke pattern



found in letters *l t i x z f j*

② The hopping pattern (clockwise movement)



found in letters *m n r h b p k*

② The wave pattern (anti-clockwise movement)



found in letters *u v w y a c o g q d e s*

Students need opportunities to practice these movements and reinforcement of the terminology used.

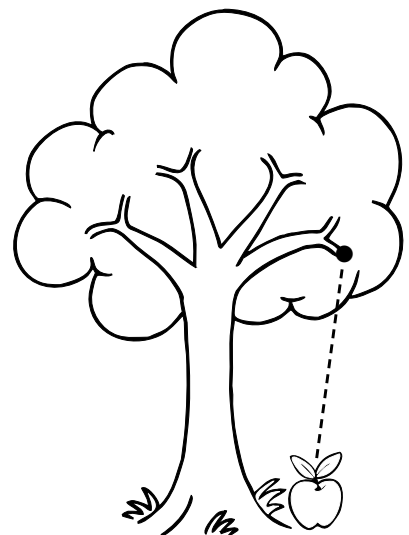
Using the pattern props

First demonstrate the pattern on the whiteboard/Smartboard using the appropriate handwriting props, and tell a story to go with the action.

You will find the pattern props on pages 12–17, together with a matching story. There is a choice of three props for each pattern. Select one that would appeal to your students.

Print and enlarge the pattern props onto card, colour, laminate and cut out.

Use them to introduce the three basic handwriting patterns on which the letters are based.



Using the pattern pages

The worksheets in the pattern page sections of the Teacher Resource Book provide opportunities for practice of the downstroke, the hopping pattern or clockwise movement, and the wave pattern or anti-clockwise movement.

In the Prep section, the first pattern page worksheets (worksheet pages 31–39) have been designed for use in the Fine Motor Skills Program, and are cross-referenced with the program. It is suggested that Prep students complete some of the pattern pages (see worksheet pages 40–51) containing a specific pattern before being introduced to letters based on that pattern.

Year 1, Year 2 and Year 3 students should be familiar with the basic movements involved. However, they will still require opportunities to practice the movements, and reinforcement of the terminology used. Use the pattern pages to refresh students' memories at the start of the school year, after the patterns have been reintroduced. (Year 1 see worksheet pages 66–69, Year 2 see worksheet pages 69–70, Year 3 see worksheet pages 109–111)

Introducing letters/joins

When the basic patterns have been introduced, the relevant pattern pages completed and students are familiar with using lined paper, introduce each letter or (for Year 3 students) each join. Prep teachers will find teaching notes appropriate to their year level on pages 18–20, Year 1 teachers on pages 62–63, Year 2 teachers on pages 69–70 and Year 3 teachers on page 103–106.

Using the Cat and Seahorse props

These props are useful for demonstrating the head, body and tail features of letters, and correct letter placement onto lines.

For Prep Students use the Cat Prop worksheet on page 10.

Print the worksheet onto card, colour the cats, laminate the page and then cut out the two cats. Cut the segmented one into the three sections shown.

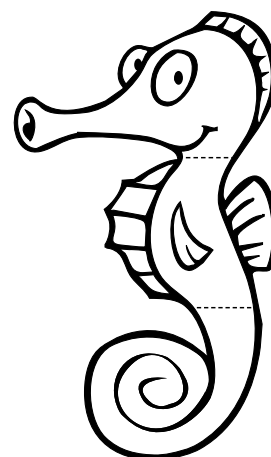
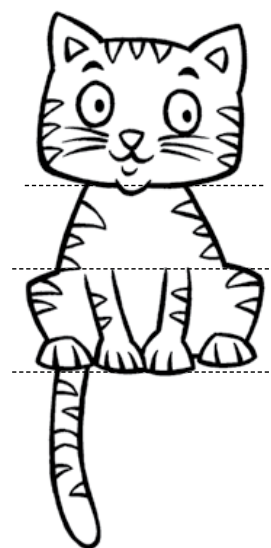
Place the plain cat on a set of lines drawn on the board, so that the head of the cat is sitting in the top section, the body in the middle section and its tail in the bottom section.

Use parts of the segmented cat that correspond to the type of letter you are writing. For example, for the letter b you would use the head and body only. Overlay these parts onto the plain cat to highlight that the letter b is a head and body letter.

For Years 1, 2 and 3, copy the Seahorse Prop BLM on page 11.

Print the worksheet onto card, colour the seahorses, laminate the page and then cut out the two seahorses. Cut the segmented one into the three sections shown. Welcome the seahorse into your classroom. Perhaps you could have a class vote to give the seahorse a name.

Place the plain seahorse on a set of lines drawn on the board, so that the head of the seahorse is sitting in the top section, the body in the middle section and its tail in the bottom section.



Use parts of the segmented seahorse that correspond to the type of letter you are writing. For example, for the letter b you would use the head and body only. Overlay these parts onto the plain seahorse to highlight that the letter b is a head and body letter.

The Targeting Handwriting Student Books

The Prep, Year 1, Year 2 and Year 3 Student Books contain a variety of activities. Each level reflects the sequence recommended in the Queensland syllabus documents.

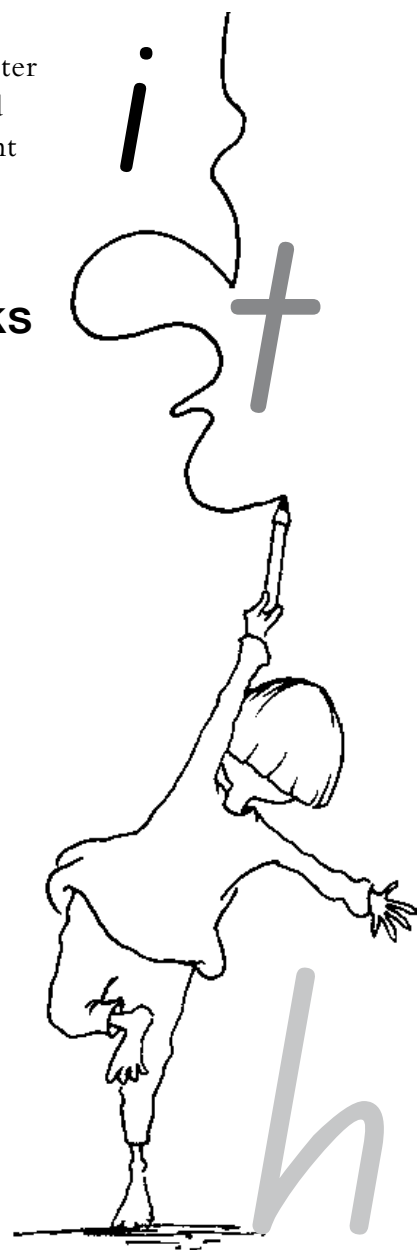
Patterning exercises allow students to become familiar with the basic movements used in letter formation, and assist in the development of fine motor skills.

Tracking, tracing and independent writing activities provide students with plenty of practice in letter formation. For Years 1–3, a seahorse character demonstrates the position of letters within the red and blue lines.

The Year 2 and Year 3 Student Books feature an assessment page at the end of each section. Self-assessment exercises are included in the Year 3 Student Book.

Numeral and number word activities are included in each book. A handy student reference for pencil grip and paper position is included on the inside back cover.

The ideas and activities in this Teacher Resource Book, used in conjunction with the Student Books, will enable students to gradually build up a repertoire of the knowledge and skills necessary for handwriting success.



Using the handwriting skills checklists

There is a handwriting skills checklist for Prep (see worksheet page 22), Year 1 (see worksheet page 65), Year 2 (see worksheet page 72) and Year 3 (see worksheet page 108). These can be printed, and a copy kept for each student as an ongoing record of their progress. The checklist 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. They will help you to develop a detailed profile of an individual student's achievement. Space has been left for you to add any additional or different pointers that might better suit your program.

Handwriting skills checklist – Prep
 ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: HwK1, HwK2, HwK3

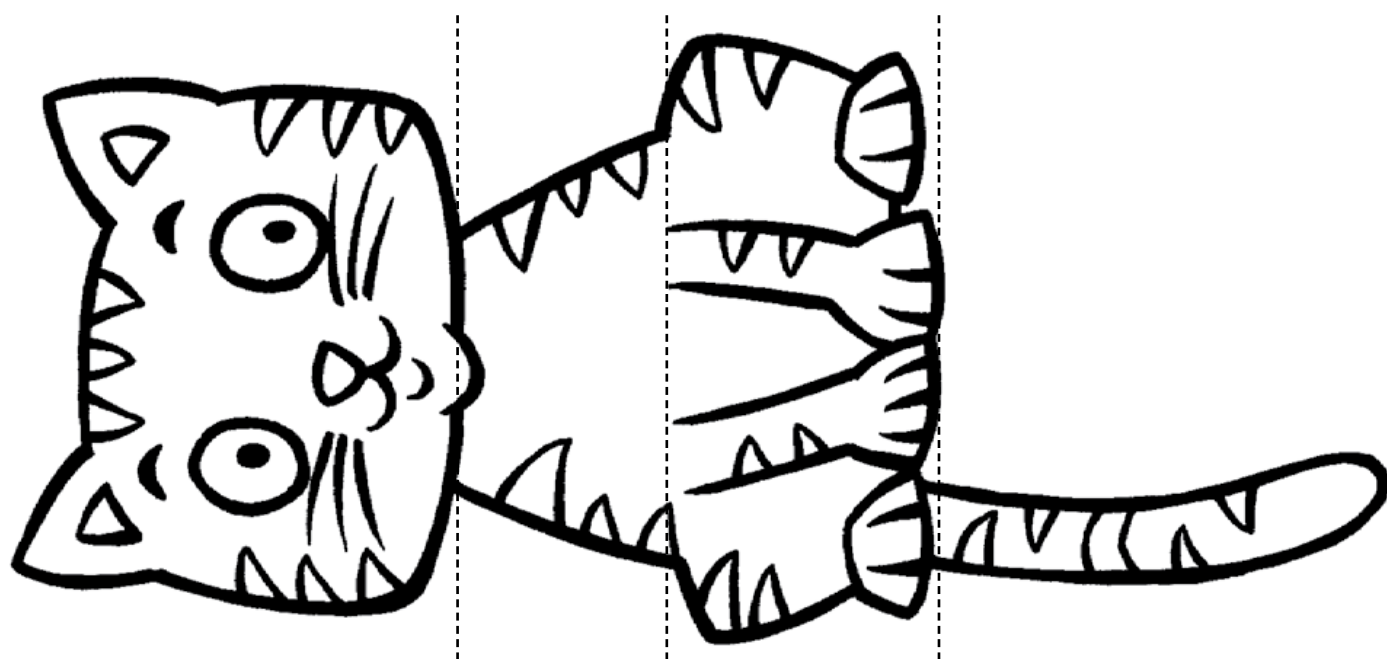
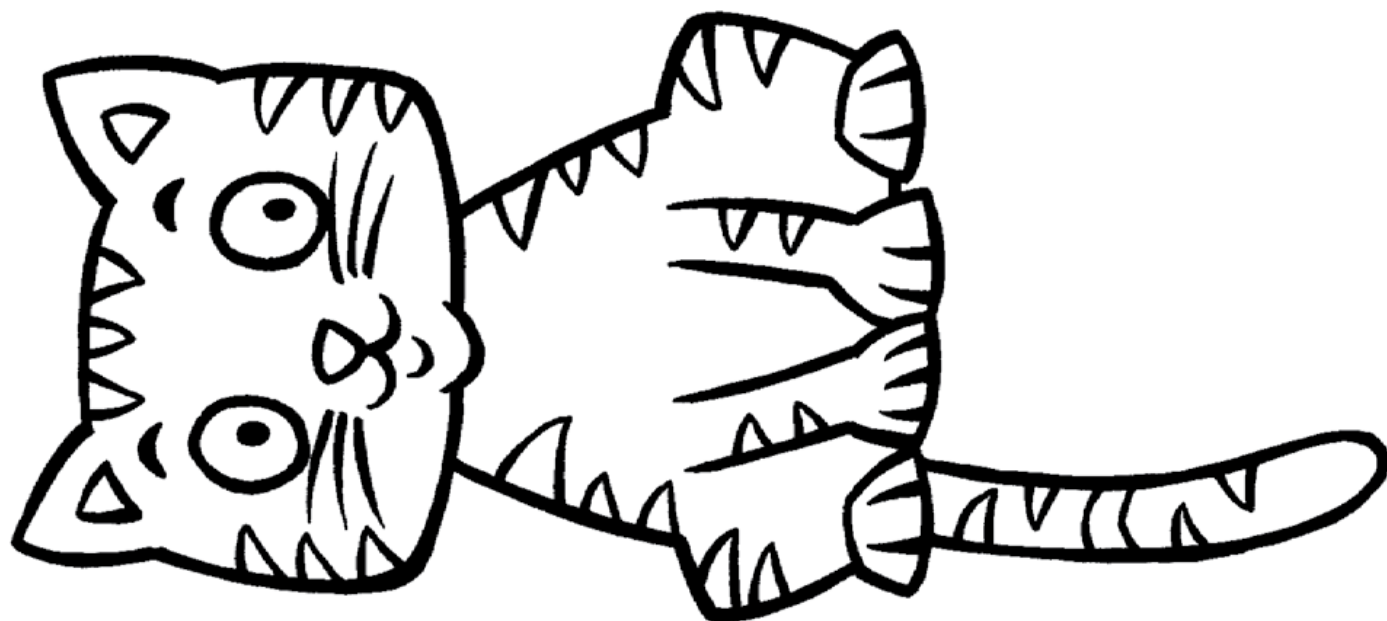
Name	Date Observed	Comment
<ul style="list-style-type: none"> Uses a stable posture when handwriting or drawing by sitting comfortably with: <ul style="list-style-type: none"> Feet flat on floor Writing arm resting on the table Non-writing arm supporting weight and resting on the paper Head tilted back slightly Head at comfortable angle Shoulders relaxed Use writing implement with a stable and relaxed pencil grip Use pencils or writing implements appropriately: <ul style="list-style-type: none"> Use dynamic tripod grip Left/right hand dominance Applies appropriate pressure when handwriting to produce legible writing Produces simple handwriting movements and patterns when forming letter shapes Experiment with pencil, writing implements or device Writes letters which resemble standard letter formations: <ul style="list-style-type: none"> Follows downward flow when writing: <ul style="list-style-type: none"> top to bottom (downward) top to bottom (downward) top to bottom (downward) Writes letters (downward) Writes letters (downward) Forms all handwritten letters in Queensland Braille's Alphabetic code when given a verbal prompt from the correct starting point and continues in the correct direction: <ul style="list-style-type: none"> Starts letters appropriately Can track letters/numbers Can trace letters/numbers Can write own letters/numbers Correctly forms most upper-case letters Recognises the same letter in both lower-case and upper-case Starts at the top of all upper-case and lower-case letters and continues (except d and a, which start in the middle), knows that an letter starts from the bottom Needs practice with these letters/numbers 		

Handwriting skills checklist – Year 1
 ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: HwK4

Name	Date Observed	Comment
<ul style="list-style-type: none"> Maintains good writing posture: <ul style="list-style-type: none"> Feet flat on floor Non-writing arm supporting weight Writes letters which resemble standard letter formations: <ul style="list-style-type: none"> Follows downward flow when writing: <ul style="list-style-type: none"> top to bottom (downward) top to bottom (downward) top to bottom (downward) Writes letters (downward) Writes letters (downward) Forms all handwritten letters in Queensland Braille's Alphabetic code when given a verbal prompt from the correct starting point and continues in the correct direction: <ul style="list-style-type: none"> Starts letters appropriately Can track letters/numbers Can trace letters/numbers Can write own letters/numbers Correctly forms most upper-case letters Recognises the same letter in both lower-case and upper-case Starts at the top of all upper-case and lower-case letters and continues (except d and a, which start in the middle), knows that an letter starts from the bottom Needs practice with these letters/numbers 		

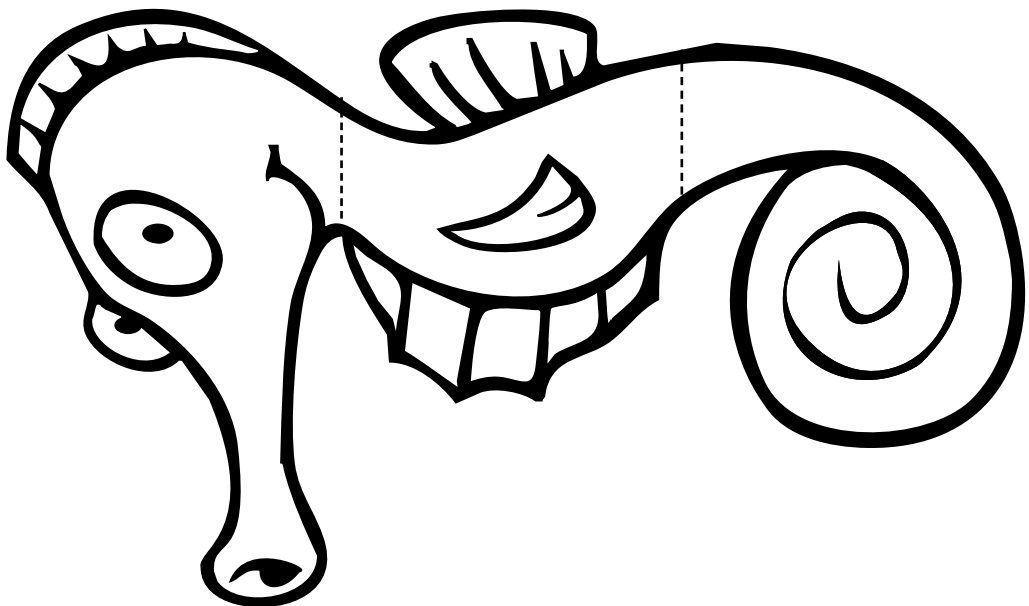
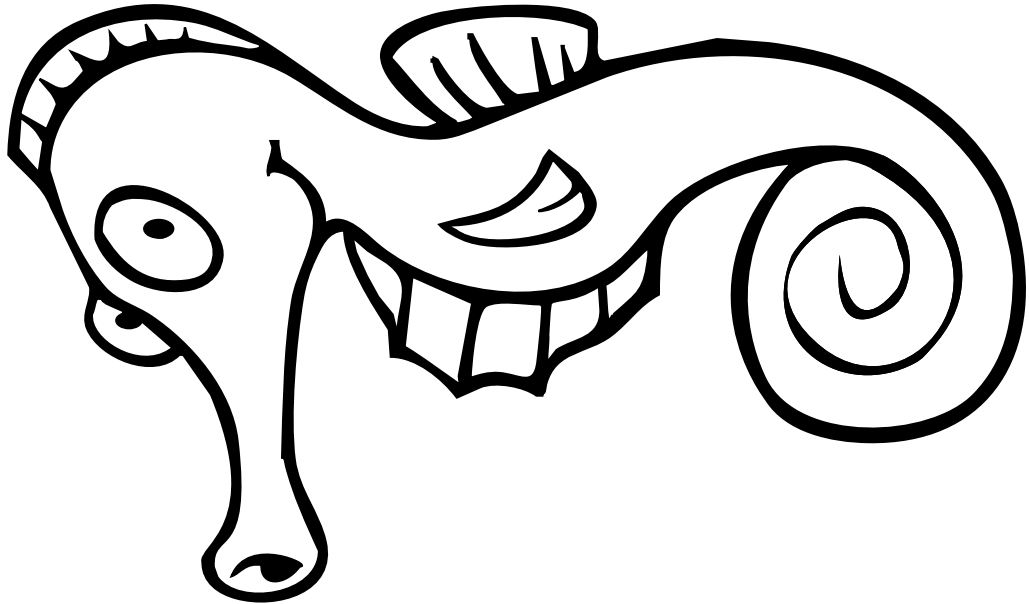
Cat props

—see page 8 for instructions



Seahorse props

—see page 8 for instructions



Downstroke pattern prop stories

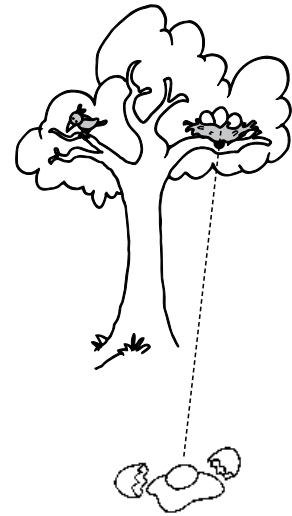
Tree and smashed egg prop story:

Introduce the downstroke using the tree and smashed egg props (worksheet page 13).

Attach the tree to the whiteboard/Smartboard with Blu-tack.

Describe to students how when an egg falls out of a nest, it moves from being up in the tree straight down to the ground and goes splat!

Now demonstrate the downward stroke, explaining to students that you start at the top, just like the egg starts inside the nest, and then you go to the bottom, just like the egg falling splat! to the ground.



Parachutist story:

Introduce the downstroke using the parachutist (worksheet page 13).

Show the action of the parachutist falling in a straight line to the ground.

Explain to students that when you draw a downstroke you start at the top, just like the parachutist starts up in an aeroplane, and then you go to the bottom, just as the parachutist falls in a straight line (if it isn't too windy) down to the ground.



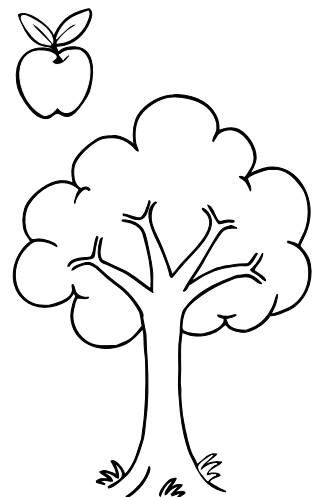
Apple and tree story:

Introduce the downstroke using the apple and tree props (worksheet page 13).

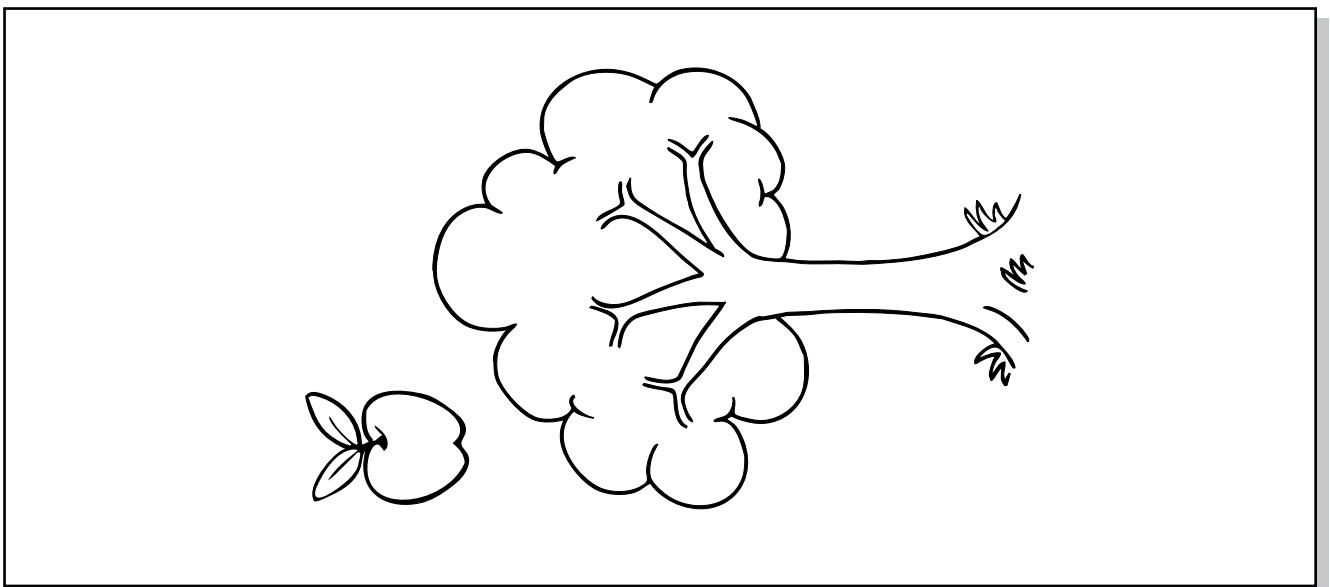
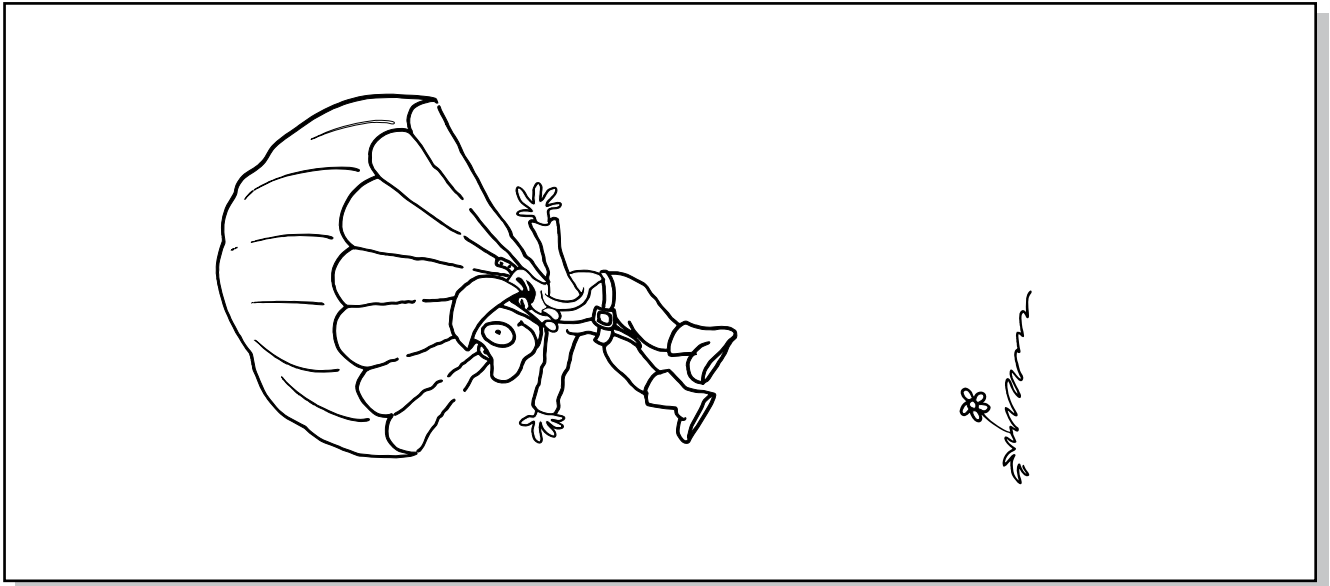
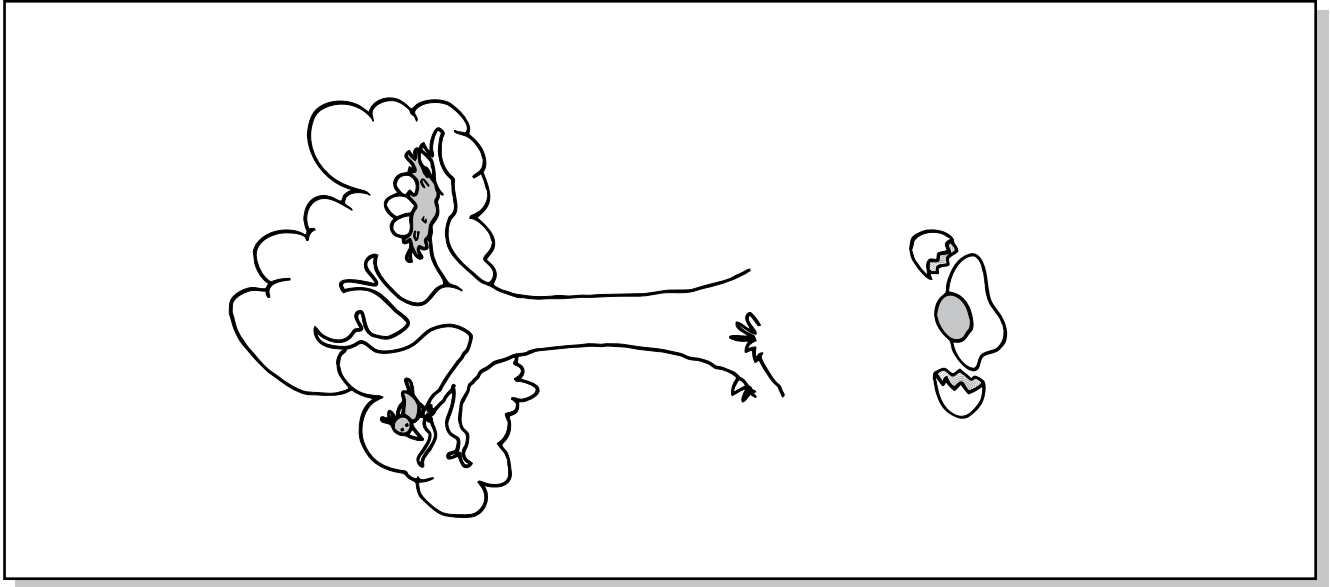
Attach the tree to the whiteboard/Smartboard with Blu-tack.

Show the action of the apple falling in a straight line from the tree to the ground.

Explain to students that when you draw a downstroke you start at the top, just like the apple, and then you go to the bottom, just as the apple falls in a straight line down to the ground.



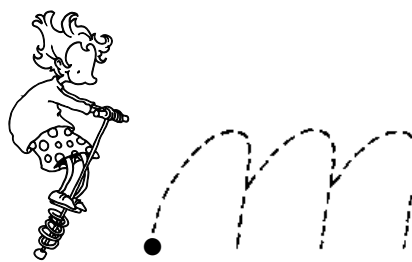
Downstroke pattern props



Hopping (clockwise movement) pattern prop stories

Pogo stick prop story:

Introduce the hopping pattern using the girl on the pogo stick prop (worksheet page 15). Describe to students how the girl uses the pogo stick to hop. Demonstrate the action of the pogo stick as it hops from the left-hand side of the whiteboard/Smartboard to the right. Describe the movement as you do it.



'The pogo stick goes up, makes a quick turn and comes back down, then it bounces up, makes a quick turn and comes back down, up, quick turn and down', and so on.

Hopping mouse and burrow prop story:

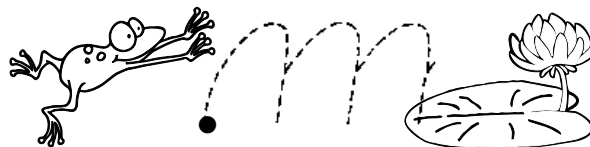
Introduce the hopping pattern using the hopping mouse and burrow props (worksheet page 15). Place the burrow on the right-hand side of the board, using Blu-tack, and tell students the story of how the spinifex hopping mouse hops to its home. Show the action of the mouse as it hops from the left-hand side of the board to its home in the burrow. Describe the movement as you do it.



'The hopping mouse begins by sitting down low on its back legs, then it leaps up high before making a quick turn and going down again to land comfortably on its back legs, then it hops up again, makes a quick turn and goes down, and up, quick turn and down', and so on.

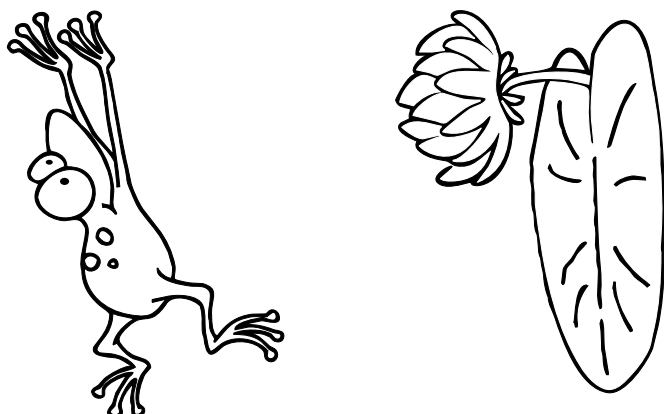
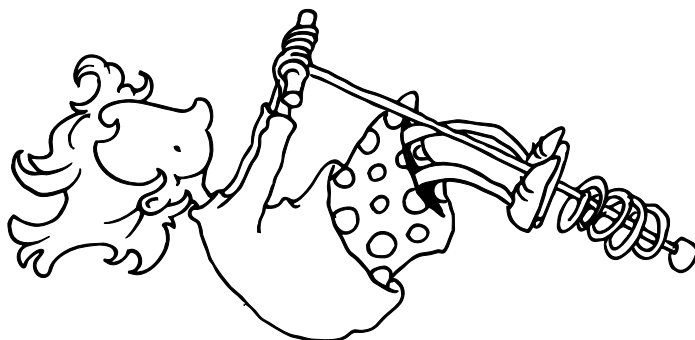
Frog and lily pad prop story:

Introduce the hopping pattern using the frog and lily pad (worksheet page 15). Place the lily pad on the right-hand side of the board, using Blu-tack. Show the action of the frog as it hops from the left-hand side of the board to land on the lily pad. Describe the movement as you do it.



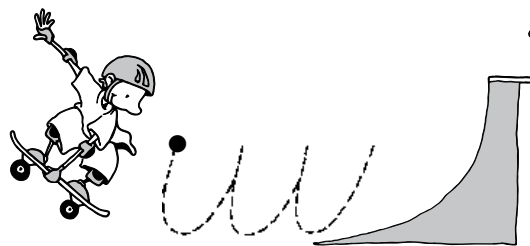
'The frog starts down low, then it hops up into the air before making a quick turn and going down again, then it hops up again, makes a quick turn and goes down, then up, quick turn and down' and so on.

Hopping pattern (clockwise movement) props



Wave (anti-clockwise movement) pattern prop stories

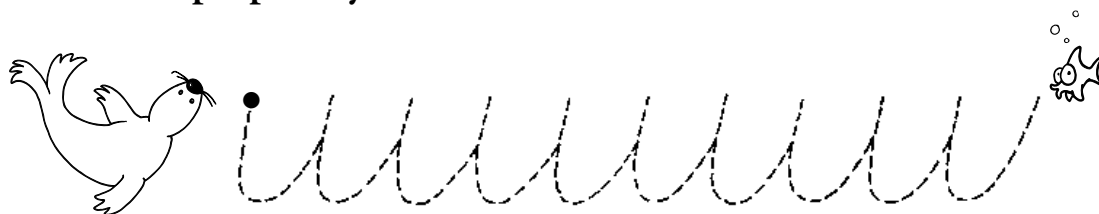
Skateboarder and ramp prop story:



Introduce the wave pattern using the skateboarder and wave ramp props (worksheet page 17). Using Blu-tack, place the ramp on the right-hand side of the whiteboard/Smartboard. Now show students how the skateboarder rides in wave patterns from the left-hand side of the board to rest at the top of the final ramp.

‘The skateboarder heads down, makes a quick turn, then comes up again, then heads down once more, makes a quick turn, comes up again, then down, quick turn and up’, and so on.

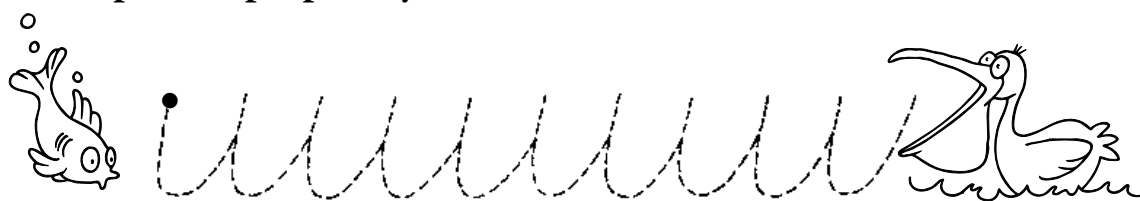
Seal and fish prop story:



Introduce the wave pattern using the seal and fish props (worksheet page 17). Using Blu-tack, place the fish on the right-hand side of the board. Now show students how the seal must swim through the waves from the left-hand side of the board to reach the fish.

‘The seal dives down, makes a quick turn, then comes up again, then dives down once more, makes a quick turn, comes up again, then down, quick turn and up’, and so on.

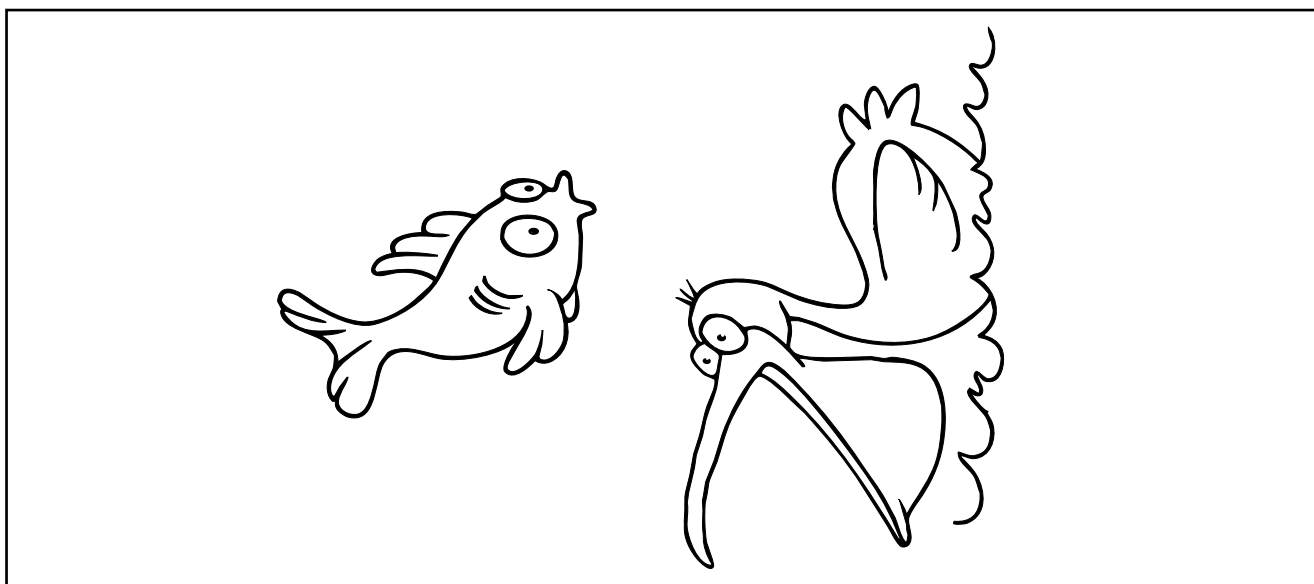
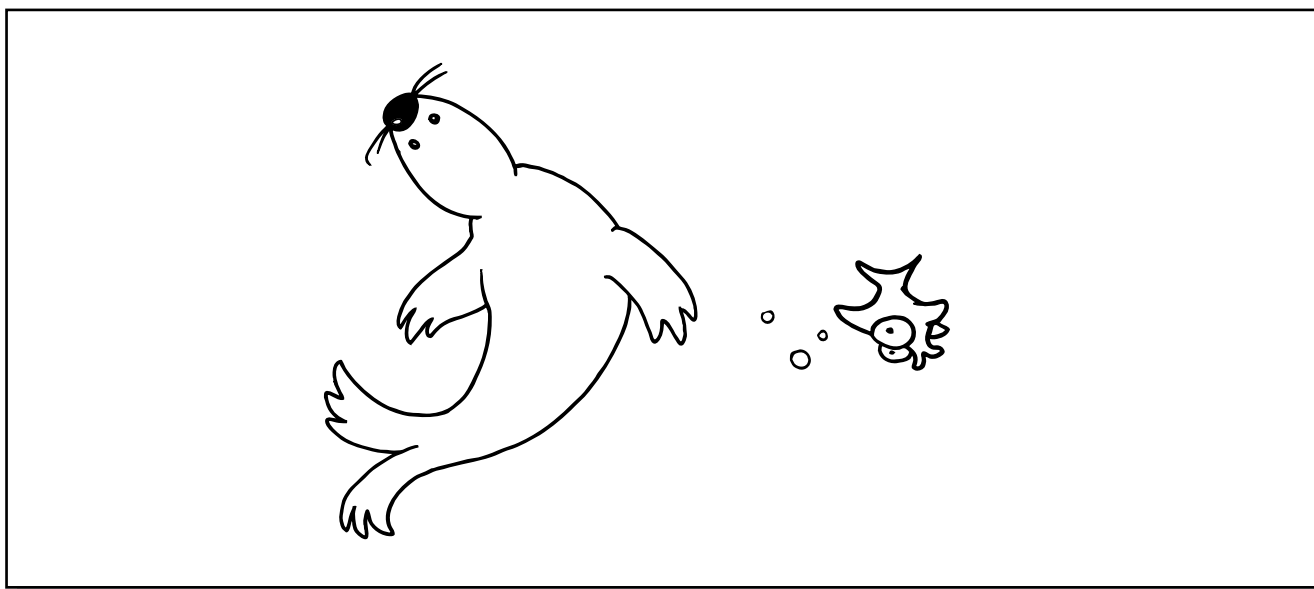
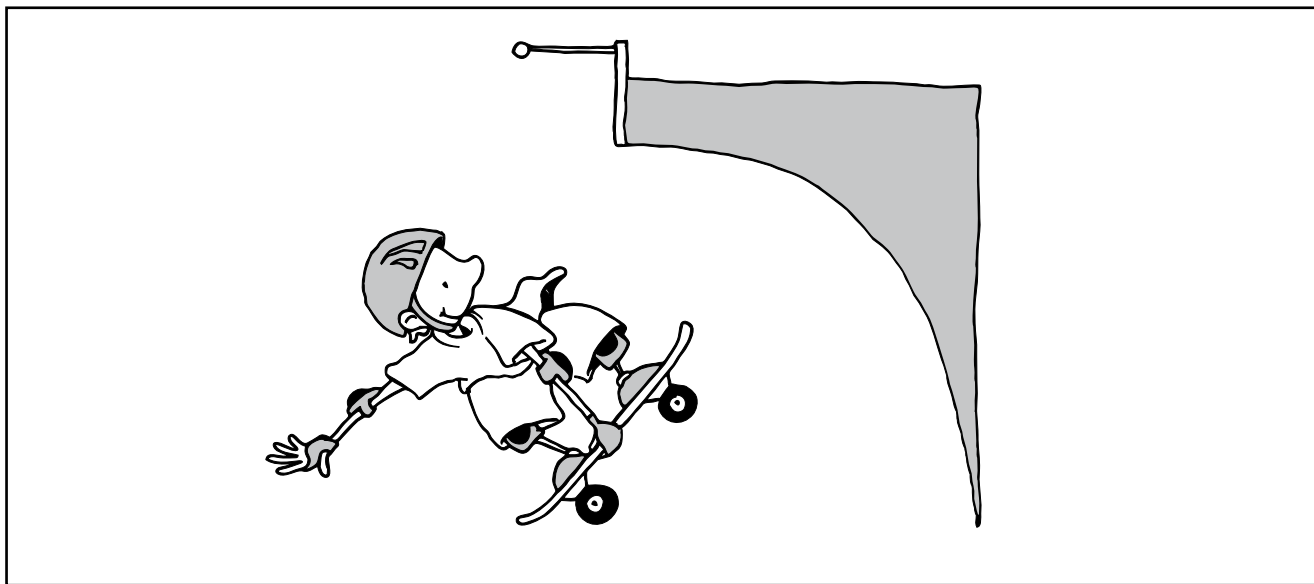
Fish and pelican prop story:



Introduce the wave pattern using the fish and the pelican (worksheet, page 17). Using Blu-tack, place the pelican on the right-hand side of the board. Now show the students how the fish must swim through the waves from the left-hand side of the board to reach the pelican.

‘The fish dives down, makes a quick turn, then comes up again, then down it dives again, makes a quick turn and comes up again’ and so on.

Wave pattern (anti-clockwise movement) props



This section of the Teacher Resource Book and the Prep Student Book have been developed to assist in introducing the Prep student to the Queensland Beginner's Alphabet.

The letter shapes used in the Queensland Beginner's Alphabet are based on elliptical hand movements that come naturally to children. Building on these movements is important when teaching students to write. Young children need opportunities to increase the strength and flexibility in their arms, wrists and fingers.

A gross motor skills program incorporating activities that strengthen the arms and upper body should be used in conjunction with a program for fine motor skills development.

A sample Prep Handwriting lesson:

- ② Students should have completed the Fine Motor Skills Program before they commence this series of lessons.
- ② a five-minute warm-up to strengthen fine motor muscles (see suggestions on page 21)
- ② introduction to the pattern using the pattern props and pattern pages
- ② introduction of a letter – see suggested teaching sequence
- ② ten minutes of student practice – start this part of the lesson by reminding students about pencil grip, paper position and posture. Then have students complete the relevant page in the Targeting Handwriting Student Book, or a worksheet from the Teacher Resource Book worksheets, or have them copy your model from the board.

Suggested teaching sequence

Letters that include the downstroke pattern, followed by letters featuring the hopping pattern (clockwise movement), then letters featuring the wave pattern (anti-clockwise movement) and finally anti-clockwise and clockwise movement.

Letters f and j have been included as downstroke letters, as this is the major movement involved. The letter s contains both clockwise and anti-clockwise movements, and so is introduced after both those movements have been taught.

The method of introduction for each letter should be kept fairly uniform. Being consistent with sequence, verbal clues and terminology is important. This will help students to internalise the process of making each letter and give them the words for providing their own cues when writing independently.

Handy Hint: When introducing the letter, draw the students' attention to the letter's special features. The cat prop is useful to use when discussing the head, body and tail features of a letter.



Downstroke Pattern	Hopping Pattern – clockwise movement	Wave Pattern – anti-clockwise movement	Anti-clockwise and clockwise movement
<i>l, t, i, x, z, f, j</i>	<i>m, n, r, h, b,</i> <i>p, k</i>	<i>u, v, w, y, a, c,</i> <i>o, g, q, d, e</i>	<i>s</i>

Tips for teaching numerals 1–10

It is important to provide experiences that allow students to become familiar with the basic movement patterns. Tactile activities are useful for this, for example, making the numerals out of play dough or pipe cleaners, tracing the numerals in the sand and/or with finger-paint or tracing with their fingers a numeral made out of sandpaper, corrugated cardboard or fake fur.

Writing with a variety of instruments can also reinforce the movement patterns required. For example, have students write the numerals using felt pens, crayons, pastels, charcoal or chalk. Encourage students to verbalise the movements as they write. Numeral poems can be a fun way for students to verbalise the movements required.

Allow students to practise writing the numerals onto plain paper until they display the correct movements. Finally, introduce paper with a base line.

Fine Motor Skills Program

The activities set out in the Fine Motor Skills Program on pages 23–30 will help to develop strength and flexibility in those small finger muscles. It is also a good way of settling students in the mornings, and getting them into a routine quickly at the start of the school year. The Fine Motor Skills Program will also introduce the student to the various patterns on which the Queensland Beginner's Alphabet is based: downstrokes; clockwise movements (also called 'hops' in this series); and anti-clockwise movements ('waves'). Cross-references are included to the relevant pattern pages.

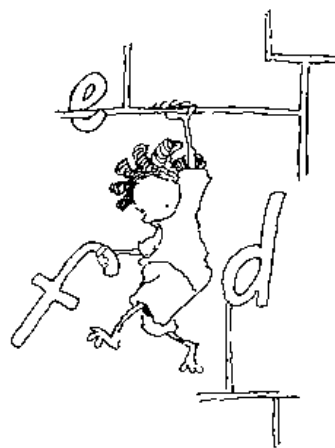
There are enough activities here to have a fine motor skills development session once a day, four times a week, for eight weeks. The activities set out in the program are not intended to be prescriptive. You may think of many more. Substitute and swap around as you see fit.

Although all the activities included in the program develop fine motor control, some

activities have a more specific target – see page 21 for a summary of these activities and their specific purposes.

Classroom organisation for an eight-week program

Have the activities set up on the table before school, so that you can begin straight after the morning routine of news, calendar and so on. If the fine motor skills activities are organised for the same time every day, students will quickly become accustomed to the routine. Students should spend about ten minutes on each activity before moving onto the next one.



Alternative organisation

You may like to run a Fine Motor Skills Program for a shorter amount of time, say four weeks only, before beginning to introduce the letters. You could then use the other fine motor skill activities in conjunction with specific activities that teach the formation of each letter.

One way of doing this successfully is to establish handwriting workstations. Students could rotate around four stations during the session. The first workstation could include one of the fine motor skills activities suggested on page 21 or within the program itself. The next could include an activity in which students make the letter in a tactile way, for example, using play dough or pipe cleaners, or by tracing it in sand, or tracing with their fingers a letter made out of sandpaper, corrugated cardboard or fake fur. Another station could involve the student practising the corresponding pattern for that letter; that is, the downstroke, hopping patten (clockwise movement) or wave pattern (anti-clockwise

movement). The Fine Motor Skills Program will give you some starting points for these activities. A final station could involve completing the relevant page in the Targeting Handwriting Year 1 Student Book.

If you wish to organise your handwriting program in this way, you will still need to introduce each letter and allow for some practice on paper before expecting students to complete the relevant page in the Targeting Handwriting Prep Student Book.

Setting up the classroom

Establishing a warm, supportive classroom environment that encourages and supports students is a contributing factor when teaching handwriting. Desk arrangements, lesson style, resources, time tabling, classroom displays, space, accessibility and communication are all key factors.

Make sure all students can see the whiteboard/ Smartboard clearly and arrange their desks so that they face the board. Young children are still developing their knowledge of left and right and facing the students all the same way makes teaching right and left a lot easier. Handy hint: Place a star or picture on the left-hand side of each student's desk to remind students which side is left, so they know which side of the paper to begin their writing on.

Provide students with suitable paper throughout the year. At the beginning of Prep, it may be useful for students to use blank (unlined) paper. As their skills progress, introduce plain blue lined paper (baseline). When students are developmentally ready, provide 8 mm red and blue lined paper. The Targeting Handwriting Prep Student Book also adopts a similar sequence.

Select suitable writing implements that are easy to control and allow students to experiment with writing. Suitable implements would include crayons, pastels, charcoal, felt pens, paint brushes, coloured pencils and soft lead pencils such as 2B. Discourage the use of ballpoint pens as they are harder to control.

It is vital that students have plenty of room when they are learning to write. Therefore, minimise the amount of articles that students place on the top of their desk. One idea is to only allow five essential items on the desktop:

two sharp pencils, an eraser, a sharpener and a ruler. Discourage the use of large pencil cases, as they can take up too much space on the student's desk.

Keep a well-stocked supply of scrap paper and manipulative construction toys. Encourage the use of these in free-time sessions. Handy hint: Ask parents and the local community to donate scrap paper.

Provide plenty of good examples of the handwriting style around the classroom. For example, display an alphabet frieze of the Queensland Beginner's Script above the board and attach an alphabet deskstrip and nametag to each student's desk. Use the Queensland Beginner's Alphabet when sending home notices, homework sheets, home reading lists and class newsletters.

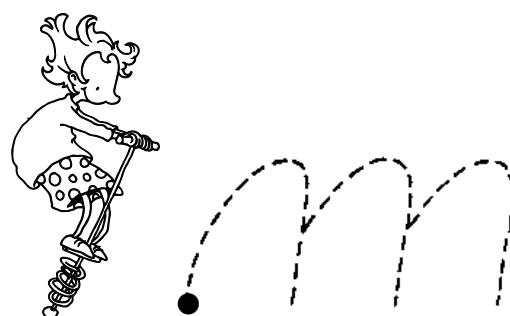
Getting parents involved

Inform parents about the handwriting style the students will be learning. Parents will find having a copy of the script useful when helping their child at home. You may wish to hold an information evening, or you could send home a copy of the script together with some information.

Assessment

Provide opportunities for students to assess their own work. This can be done easily by asking students to circle their best efforts. This activity helps students to focus on their own writing.

Assess students' skills regularly by collecting information about their writing. This can be done by observing students in guided lessons and in regular classroom writing activities, by collecting work samples and by recording all progress in the handwriting skills checklist on page 22.



The five minute pre-writing warm-up — Prep

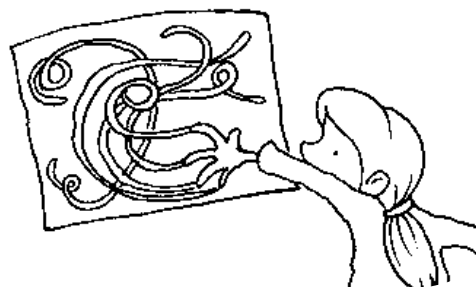
Muscle strength

- ⌚ playdough
- ⌚ plasticine
- ⌚ squeeze bottles



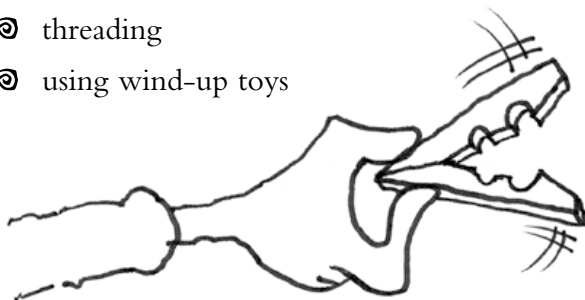
Tactile awareness

- ⌚ fingerpainting
- ⌚ froth
- ⌚ playdough
- ⌚ sorting rough and smooth, and hard and soft



Opposing finger strength; using thumb and index finger

- ⌚ using pincer grip to sort
- ⌚ using tweezers
- ⌚ rolling marbles
- ⌚ clipping pegs
- ⌚ 'flicking' objects
- ⌚ doing up buttons and zips
- ⌚ sliding paper clips onto card
- ⌚ sponge printing
- ⌚ tying shoe laces
- ⌚ threading
- ⌚ using wind-up toys



Wrist strength

- ⌚ screwing and unscrewing jar lids
- ⌚ twisting crepe paper
- ⌚ painting with large brushes
- ⌚ using wind-up toys
- ⌚ constructing with pipe cleaners
- ⌚ sponge printing
- ⌚ typing on a keyboard





Handwriting skills checklist – Prep

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: **HwK1, HwK2, HwK3**

Name	Date Observed	Comment
<p>☉ Uses a stable posture when handwriting or drawing by sitting comfortably with</p> <ul style="list-style-type: none"> • Feet flat on floor • Writing arm resting on the table • Non-writing arm supporting weight and resting on the paper • Body tilted from pelvis • Head at comfortable angle • Shoulders relaxed 		
<p>☉ Uses writing implements with a stable and relaxed pencil grasp</p> <ul style="list-style-type: none"> • Uses pencils or writing implements appropriately • Uses dynamic tripod grip • Left/right hand dominance 		
<p>☉ Applies appropriate pressure when handwriting to produce legible writing</p>		
<p>☉ Produces simple handwriting movements and patterns when forming letter shapes</p> <ul style="list-style-type: none"> • Experiments with pencils, writing implements or devices • Writes letters which resemble standard letter formations • Follows directional flow when writing: <ul style="list-style-type: none"> - top to bottom (downstroke) - hopping pattern (clockwise ellipse) - wave pattern (anti-clockwise ellipse) 		
<p>☉ Forms all handwritten letters in Queensland Beginner's Alphabet style when given a verbal prompt from the correct starting point and continue in the correct direction</p> <ul style="list-style-type: none"> • Slopes letters appropriately • Can track letters/numerals • Can trace letters/numerals • Can write own letters/numerals • Correctly forms most lower-case letters • Correctly forms some upper-case letters 		
<p>☉ Recognises the same letter in both lower-case and upper-case.</p>		
<p>☉ Starts at the top of all upper-case and lower-case letters and numbers (except d and e, which start in the middle); knows that no letter starts from the bottom.</p>		
<p>☉ Needs practice with these letters/numerals:</p>		

FINE MOTOR SKILLS PROGRAM: WEEK 1


abcdefghijklmnopqrstuvwxyz

Day One	Day Two	Day Three	Day Four
<ol style="list-style-type: none"> Cutting and pasting using magazines. Have students squeeze out a spiral pattern using squeeze sauce bottles filled with craft glue, then trail a piece of wool around the spiral to make a snail's shell. When glue is dry, they draw a head and tail end of body. Free play with playdough. Free play with construction toys. 	<ol style="list-style-type: none"> Give each student a small container containing some rice, buttons and chickpeas. Using a pincer grip, students sort objects into three patty pans. Provide each student with a cardboard strip to decorate using stamps and a stamp pad. Staple it to make a crown. Make a copy of the worksheet on page 31 for each student. Have them cut along each line. Jigsaw puzzles. 	<ol style="list-style-type: none"> Have students make playdough 'mud pies' and decorate with gumnuts, shells and buttons (or make real mud pies). Provide each student with a stylised mouse-shaped card punched with holes for threading with string. Use whiteboard pens to trace laminated pattern sheets. Free exploration with magnets. 	<ol style="list-style-type: none"> Free play with construction toys. Have students make squares and rectangles using Multilinks and Multilink boards. Cutting and pasting with magazines. Provide students with base boards which have drawn on them a series of cat pictures or rabbits or knives etc. Laminated. Have students make a bone for each dog, a mat for each cat, a fork for each knife etc, using playdough.

Day One	Day Two	Day Three	Day Four
<div> <div>1. Free play with playdough.</div> <div>2. Free play with construction toys.</div> <div>3. Have students put ones MAB blocks onto a 100's block (a flat) to cover each square. Alternatively, have them put ones MAB blocks onto a 10's block (a long) to cover each square.</div> <div>4. Make some base boards of pictures using pattern block shapes. Have students match a pattern block to each shape on the picture.</div> </div>	<div> <div>Sorting activities, according to students' own criteria:</div> <div>1. Make groups from a collection of buttons.</div> <div>2. Make groups from a collection of lids.</div> <div>3. Make groups from a collection of attribute blocks.</div> <div>4. Make groups from boxes of odds and ends.</div> </div>	<div> <div>1. Fingerprinting.</div> <div>2. Water play with containers in the water play trough.</div> <div>3. Free play with playdough or clay.</div> <div>4. Free play with plasticine.</div> </div>	<div> <div>Sorting activities according to given criteria:</div> <div>1. Sorting objects — rough and smooth.</div> <div>2. Sorting objects — hard and soft.</div> <div>Exploration of area — draw a hand shape and print it:</div> <div>3. Have students fill the shape with unifix, Multilinks or other small cubes.</div> <div>4. Have students fill the shape with buttons.</div> </div>


Day One	Day Two	Day Three	Day Four
<ol style="list-style-type: none"> 1. Have students trace some commercially-made animal shapes (available at craft shops). 2. Have students paint brush blob patterns onto strips of card. Staple into crowns or hang up like banners. 3. Have students paint the fence/trees/walls with a thick paint brush and bucket of water. 4. Free play with construction toys. 	<ol style="list-style-type: none"> 1. Bubble blowing. This activity needs adult supervision to avoid the risk of students swallowing the soapy water. 2. Making buildings with Multilinks or other click-together cubes; short, tall, wide and narrow buildings. 3. Threading beads on strings. 4. Free 'writing' on mini whiteboards. 	<ol style="list-style-type: none"> 1. Free play with a variety of wind-up toys. 2. Have students thread egg carton cups using wool and darning needles. 3. Have students print with corks and other junk materials. 4. Using big plastic tweezers to pick up cotton wool balls, beads, buttons etc. 	<ol style="list-style-type: none"> 1. Jigsaw puzzles. 2. Making snakes from playdough — rolling. 3. Free exploration with geoboards and rubber bands. 4. Making noodle necklaces.


Day One	Day Two	Day Three	Day Four
<p>1. Have students roll a marble with thumb and index finger along a variety of tracks drawn on card strips.</p> <p>2. Have students clip pegs around the top of an ice-cream container, using thumb and index finger. Ask them to try it with both hands.</p> <p>3. Have students use plastic tweezers to pick up chick peas from a container and share equally between first two, then three, then four egg carton cups. (Start with 12 chick peas.)</p> <p>4. Ask students to use thumb and index fingers only to ‘flick’ a variety of objects, eg felt-tip pens, pencils, pegs, counters, into an ice-cream container. (Spread students out well to keep them from flicking objects into each other.)</p>	<p>1. Make some base board race tracks out of cardboard. Laminate. Have students drive toy cars along the tracks.</p> <p>2. Provide a collection of regular and irregular cardboard shapes. Ask students to use thumb tacks to secure the shapes onto styrofoam boards to make pictures. (The lids of broccoli boxes work well.)</p> <p>3. Sewing cards — either commercially made or made from thick card.</p> <p>4. Have students ‘post’ blocks into ice-cream containers through shaped holes cut into the lids.</p>	<p>Name practice activities:</p> <p>1. Playdough names. Provide students with a name card showing starting points and directional arrows. Have them make the letters in their name using playdough, on a work mat.</p> <p>2. Rainbow names. Provide students with a name card they can use to trace their name using five different coloured crayons. Include arrows showing directions and a starting point on each letter.</p> <p>3. Practise writing names using mini whiteboards. Provide name cards for reference.</p> <p>4. ‘Magic window’ names. Laminate each student’s name card. Ask students to trace their name with a whiteboard pen, clean off with a tissue, and then repeat several times.</p>	<p>1. Provide students with ice-cream lids with slits cut in them and card strips for weaving.</p> <p>2. Have students fold and cut paper towels to make doilies, and dip corners into dyes to decorate.</p> <p>3. Attach three pieces of very thick wool or ribbon to card or a chair leg. Have students try to plait the strings.</p> <p>4. Have students concertina-fold coloured paper to make fans.</p>




Day One	Day Two	Day Three	Day Four
<p>Fine motor skills stations:</p> <ul style="list-style-type: none"> 🌀 nuts and bolts of different sizes for screwing and unscrewing 🌀 locks and keys 🌀 film canisters and lids 🌀 coins and a zippered purse 🌀 dolls' clothes with buttons, zips, hooks, and velcro for students to do up and undo 🌀 screw-top jars and lids. 🌀 containers and lids of all kinds — ice-cream containers, plastic food storage containers, take-away food containers, shoe boxes, boxes with tab seals. 	<ol style="list-style-type: none"> 1. Give each student 3–5 pipe cleaners with which to make an animal. 2. Have students thread straws and patty pans onto string using a darning needle. 3. Sponge printing — have students hold the pieces of sponge with a peg. 4. Free exploration with hole punchers and coloured paper. Provide a variety of punchers: single hole, two hole, and ones that punch fancy shapes. 	<ol style="list-style-type: none"> 1. Free drawing with crayons on paper attached to easels or the wall. 2. Have students trace the patterns on copies of any of the patterns from the TRB. 3. Free play with construction toys. 4. Make some cards with numerals and the corresponding number of dots on each one. Have students slip on to the cards the matching number of paper clips. 	<ol style="list-style-type: none"> 1. Free cutting and pasting with magazines. 2. Free play with construction toys. 3. Make some patterns on the floor with masking tape. Have students take it in turns to 'drive' toy cars along the pattern as if it were a road.  <p>(If you don't leave the tape on the floor for too long, it will be much easier to peel off.) Make roads with blocks. Have students drive their cars along these too.</p> <ol style="list-style-type: none"> 4. Sewing cards — use a meat tray, wool and a darning needle.

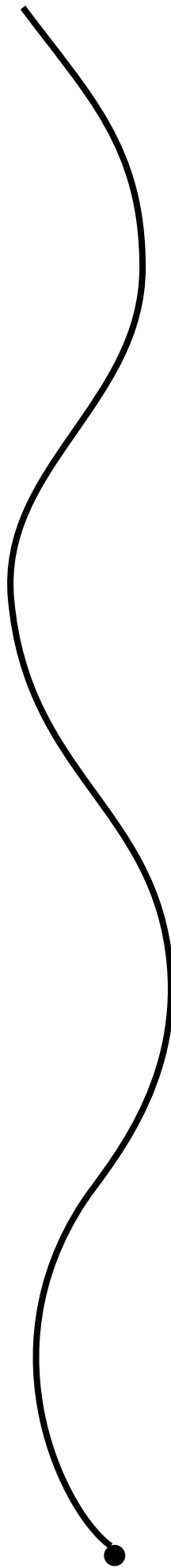
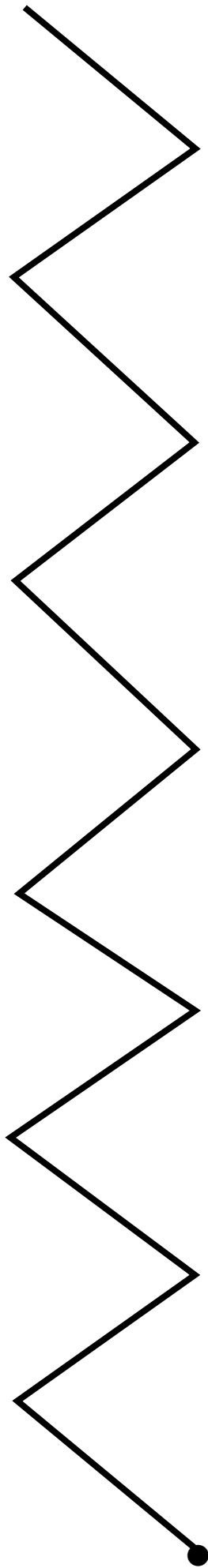
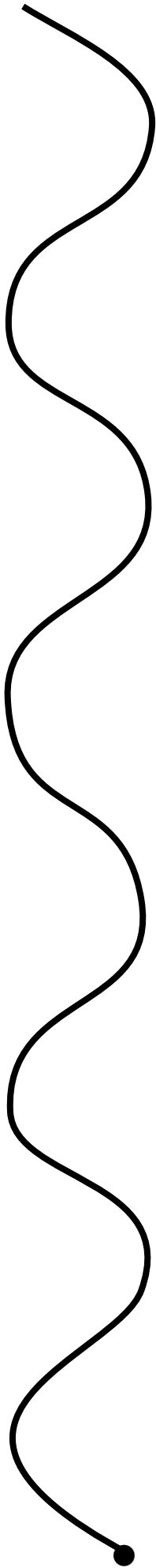
abcdefghijklmnopqrstuvwxyz
 abcdefghijklmnopqrstuvwxyz

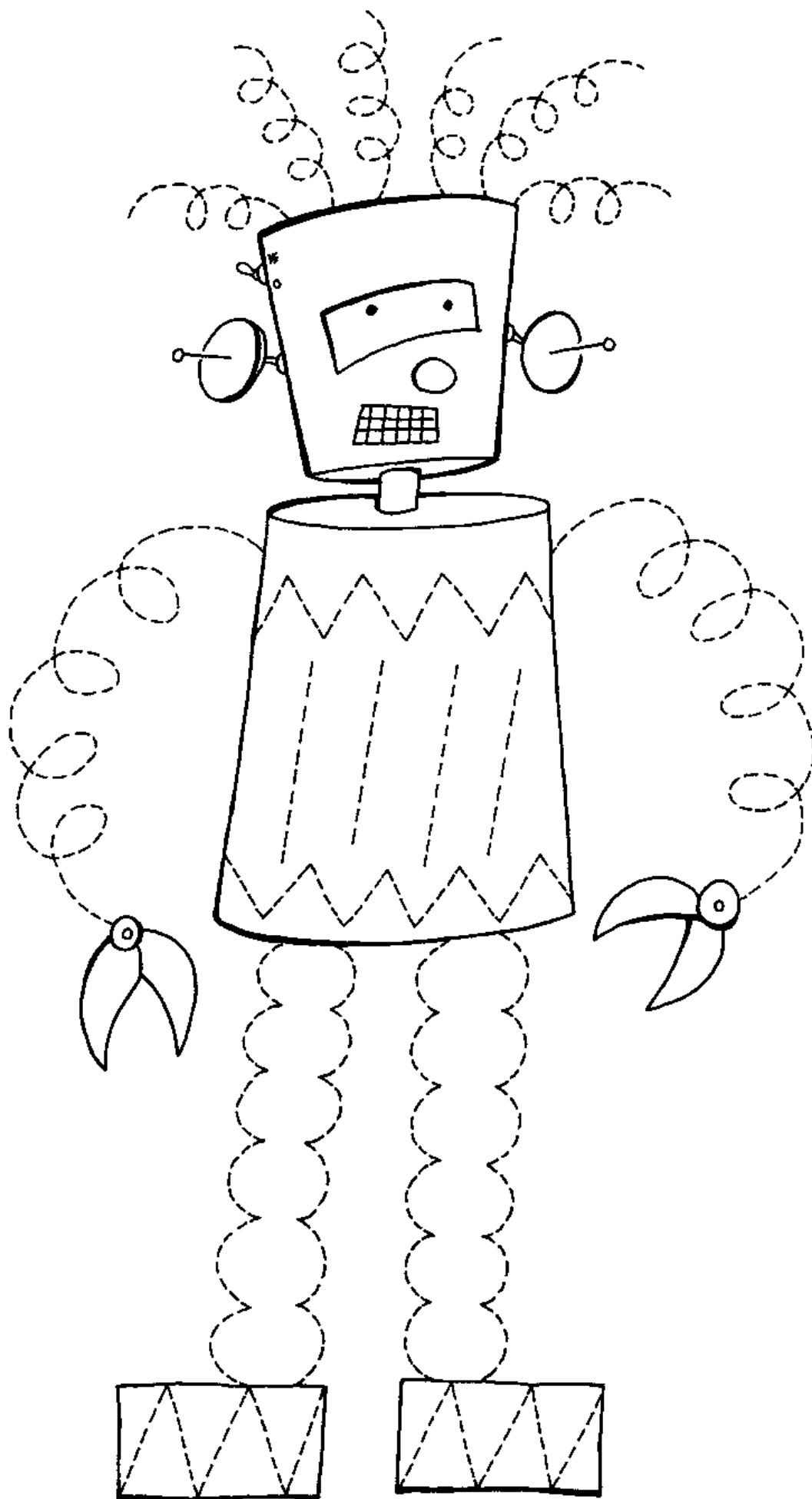
FINE MOTOR SKILLS PROGRAM: WEEK 6

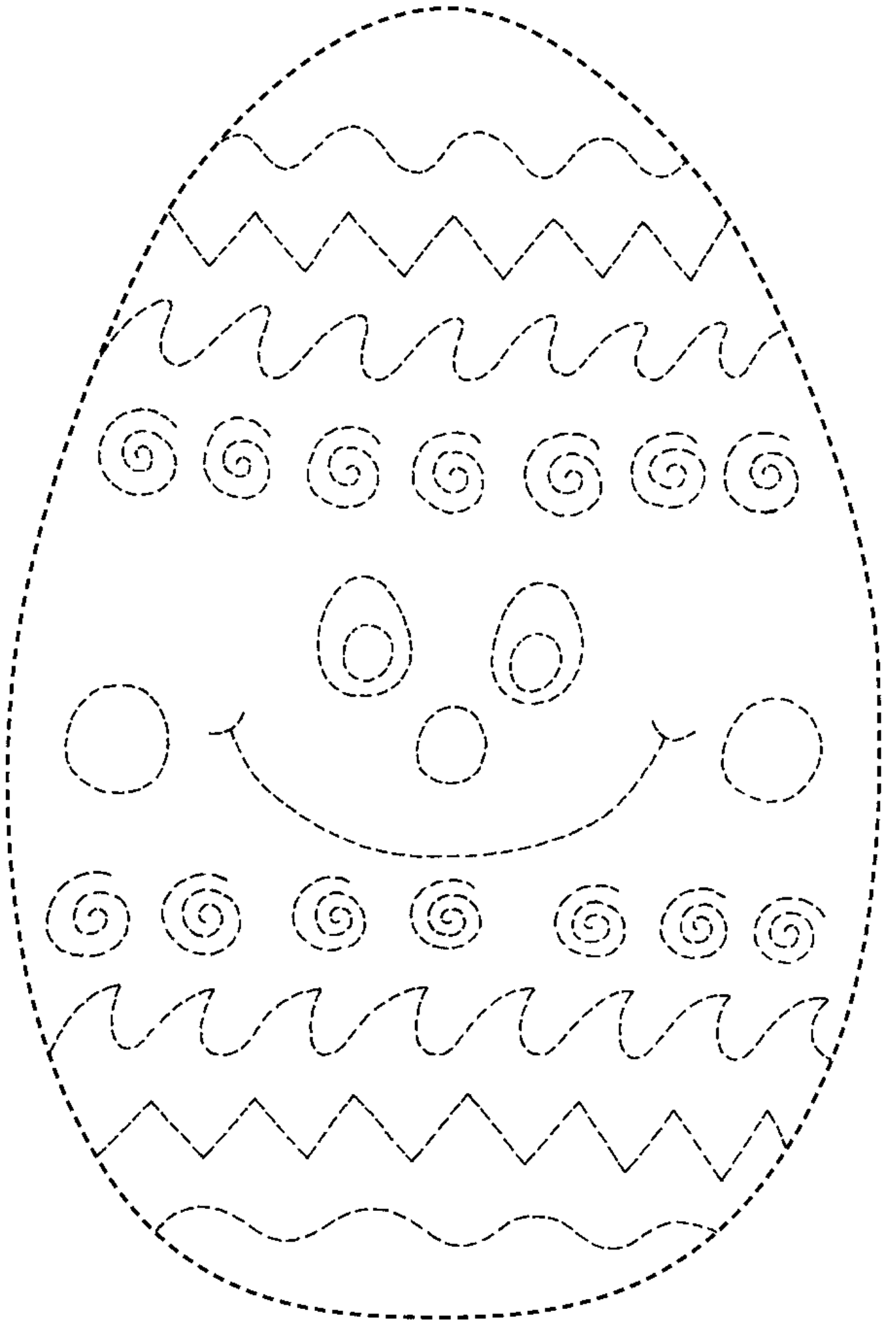
Day One	Day Two	Day Three	Day Four
<p>1. Have students fringe strips of coloured paper or crepe paper and stick on printed copies of worksheet page 34 to make a beard.</p> <p>2. Show students how to curl strips of paper or pieces of streamer around a pencil, then remove the pencil and glue the curl onto paper to make an interesting sculpture.</p> <p>3. Have students twist crepe paper squares, then glue onto paper to make an interesting pattern, picture or sculpture.</p> <p>4. Have students loop strips of thin card and glue onto a sheet of card to make a sculpture.</p>	<p>1. Free play with a variety of spinning tops.</p> <p>2. Free exploration with calculators.</p> <p>3. Have students use pencils and crayons to make texture rubbings of different surfaces around the classroom — coins, leaves etc.</p> <p>4. Free writing with various implements, paper and carbon paper.</p>	<p>1. Weaving with plastic mesh vegetable bags and string, sticks, feathers, straws, ice-block sticks etc.</p> <p>2. Free exploration using keyboards, old computer key pads, typewriters, old telephones, old television remote controls.</p> <p>3. Give each student a container of mixed-up classroom equipment, eg beads, buttons, shells, counters. Have students sort them out and put them back into the correct containers, which could be placed in the centre of the table.</p> <p>4. Have students practise threading and tying shoelaces and doing up buckles using a variety of old boots and shoes.</p>	 <p>1. Ask students to draw a picture of a zoo animal with crayons. Have them paint downstrokes over the entire piece of paper to represent the bars of the animal's cage.</p> <p>2. Worksheet page 35 — tracking stencil.</p> <p>3. Have students practise the downstroke using mini whiteboards.</p> <p>4. Attach paper to easels or the wall. Have students use crayons to draw a rain cloud and then lots of downstrokes to represent the rain.</p>

Day One	Day Two	Day Three	Day Four
<p> </p> <ol style="list-style-type: none"> 1. Have students paint lollipop sticks using the downstroke and then add the lolly part using an anti-clockwise motion. 2. Pre-cut pictures of flowers from magazines. Ask students to glue the pictures onto paper and then draw the stalks by making downstrokes with thick crayons. 3. Glue paddle-pop sticks onto cards in patterns. Have students trace the pattern from top to bottom using their index finger. 4. Have students paint the fence posts or the wall outside from top to bottom using big brushes and water. 	<p>mm</p>  <ol style="list-style-type: none"> 1. Provide students with made out of cardboard. Have them trace around the top of the shape only, using a variety of writing implements. 2. Worksheet page 36 — tracking stencil. 3. Students trace the pattern on worksheet page 37 with craft glue and then with wool. 4. Free exploration with playdough and scissors. 	<p>mm</p> <ol style="list-style-type: none"> 1. Sponge printing along a giant hopping pattern (print worksheet page 37 onto A3 paper). 2. Hang chart paper on wall or easels. Have students paint hopping patterns with thick brushes and paint. 3. Have students trace over and over hopping pattern on worksheet page 37 with crayons to create a 'rainbow' effect. 4. Enlarge worksheet page 37 to A3 size. Have students use stamps and a stamp pad to stamp along the hopping pattern. 	<p>mm</p> <ol style="list-style-type: none"> 1. Print a copy of worksheet page 36 for each student. Have students crumple crepe paper squares, and glue them along hopping pattern. 2. Have students make the hopping pattern with playdough or plasticine. 3. Print worksheet page 37. Ask students to trace the hopping pattern with a finger dipped in paint. 4. Fill tote trays, disposable meat trays or baking trays with wet sand, and have students draw the hopping pattern using a finger.

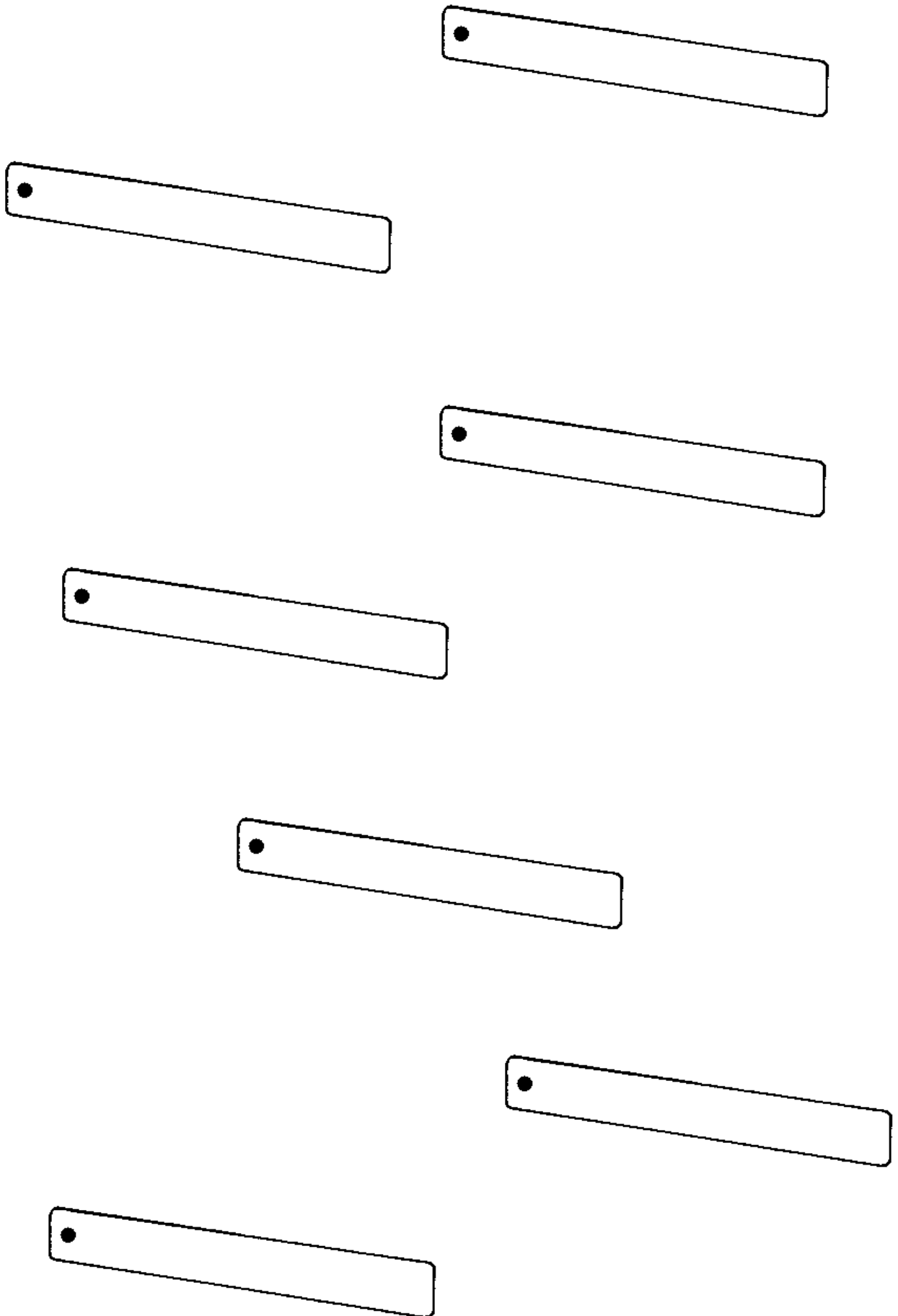
Day One	Day Two	Day Three	Day Four
<div></div> <div><ol style="list-style-type: none">1. Have students trace the patterns on copies of any of the patterns from the TRB.2. Worksheet page 39 — tracking stencil.3. Enlarge worksheet page 34 to A3 size. Have students paint the old man's beard with wave patterns, using thick brushes.4. Free exploration with playdough and knives and forks.</div>	<div></div> <div><p>Repeat activities from Week 7, Day Three, using wave pattern and worksheet page 38.</p></div>	<div></div> <div><p>Repeat activities from Week 7, Day Four, using wave pattern and worksheet page 38.</p></div>	<div></div> <div><p>Have students practise all three patterns using various writing implements:</p><ul style="list-style-type: none">• thick felt-tip pens• chalk dipped in water• charcoal or pastels• pens (biros).</div>

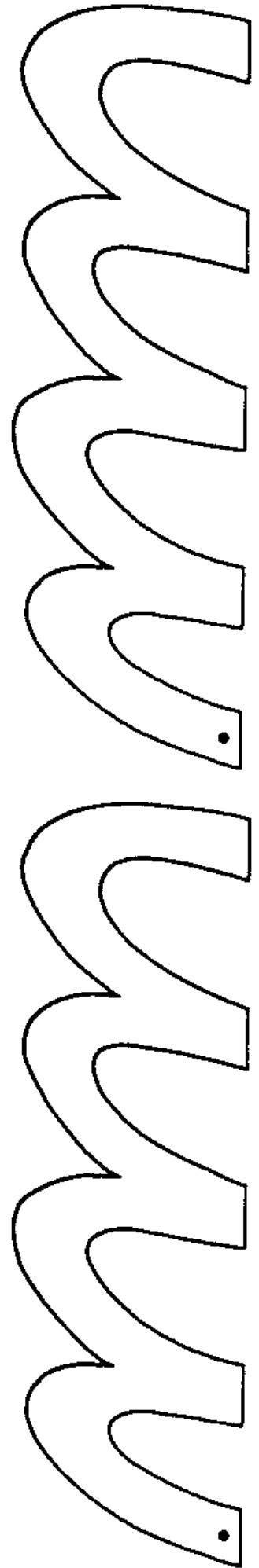
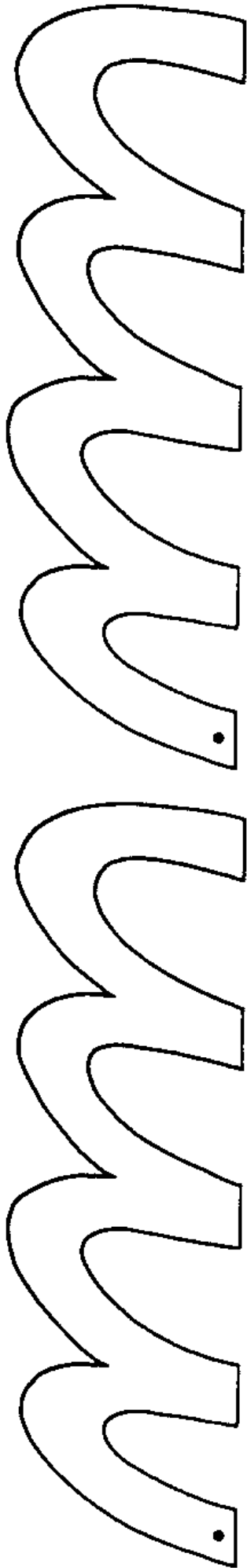
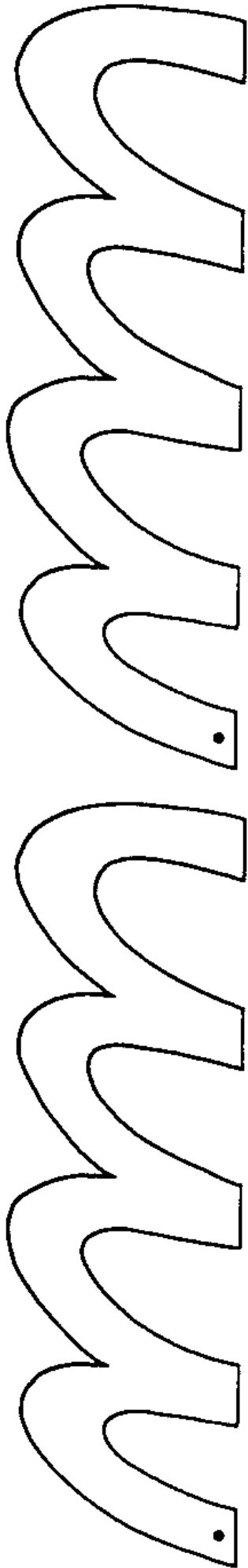


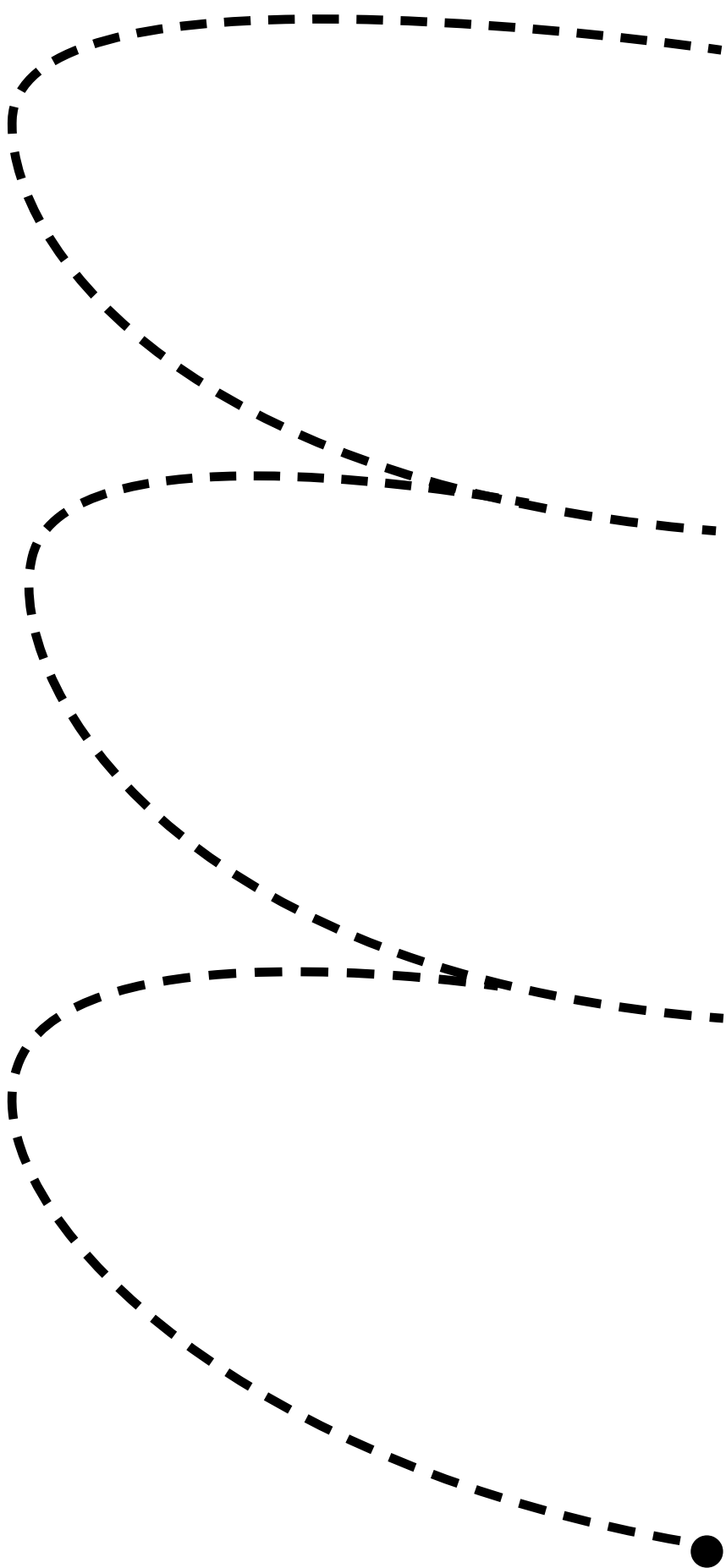


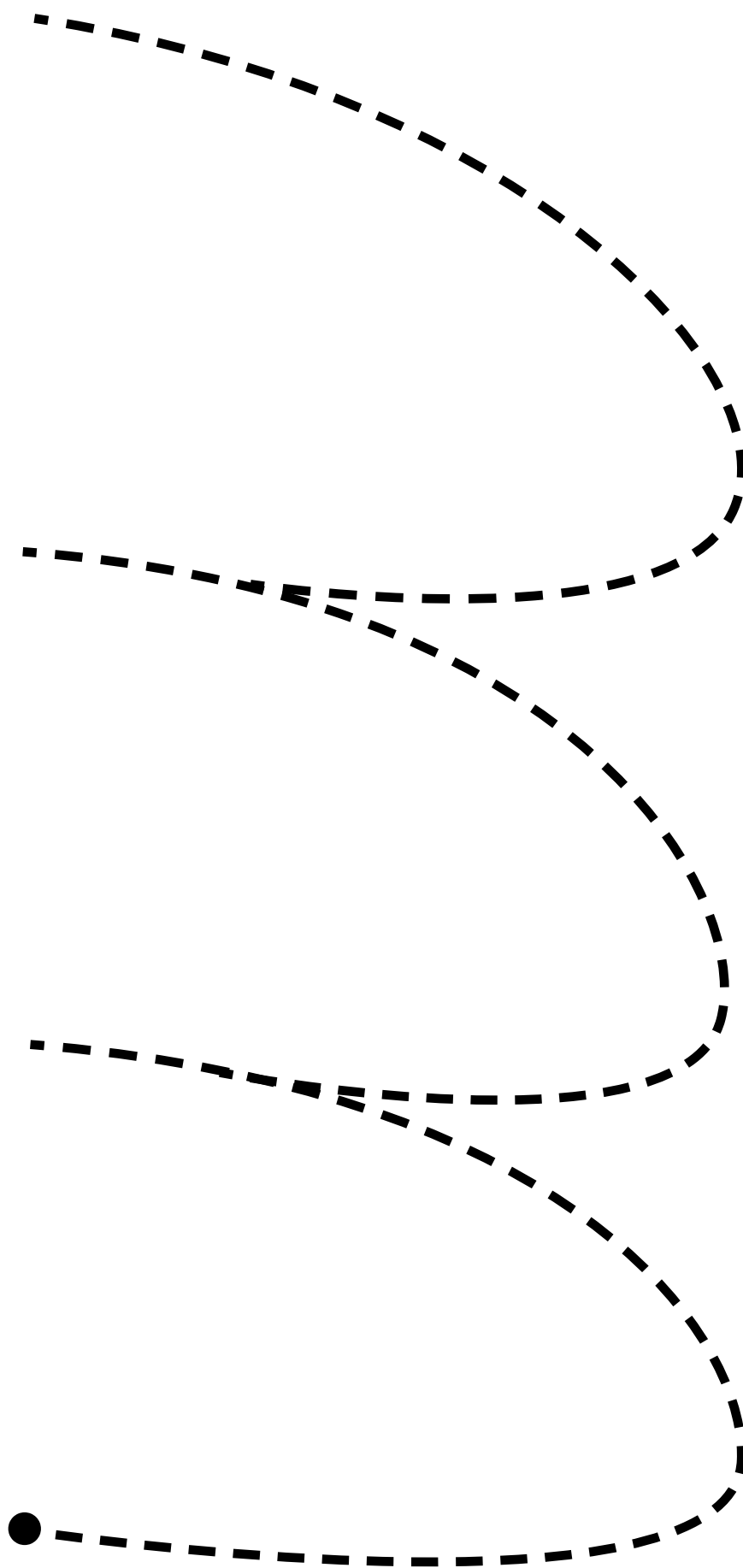


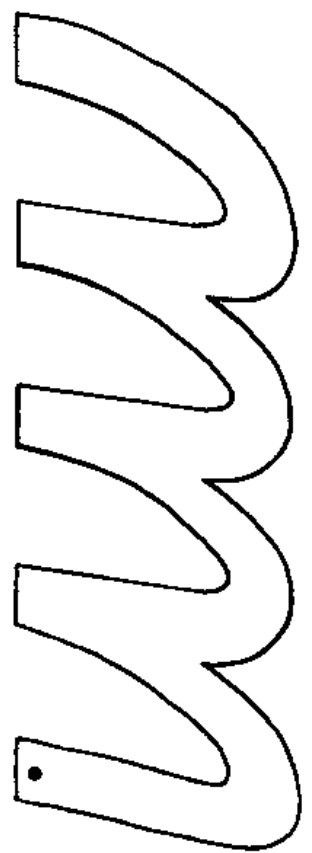
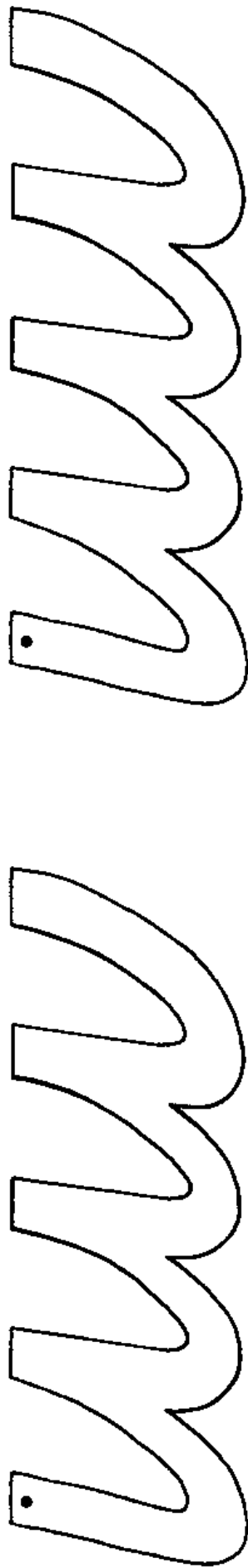
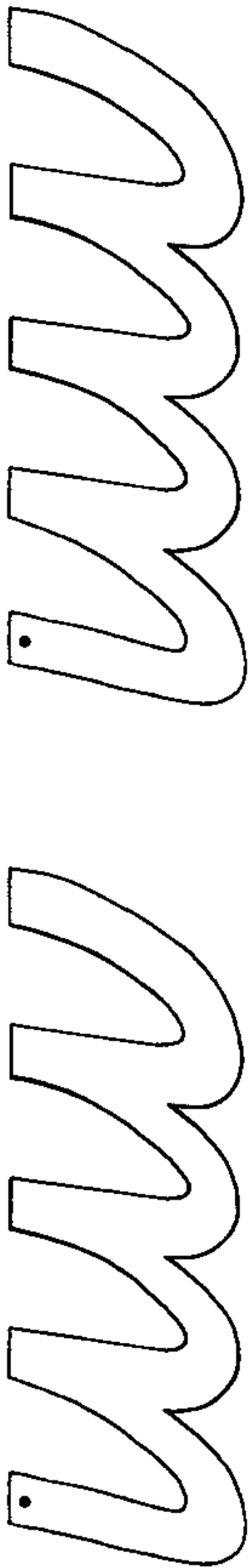


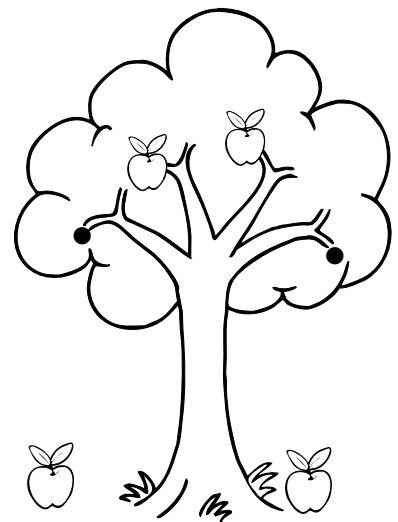
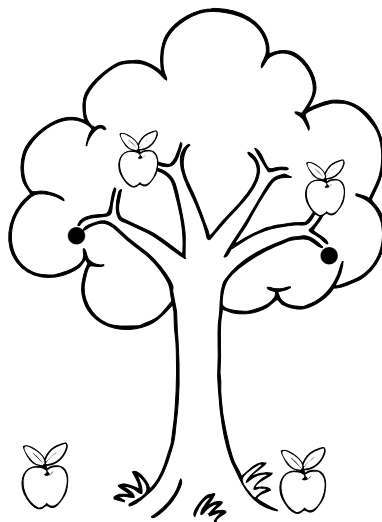
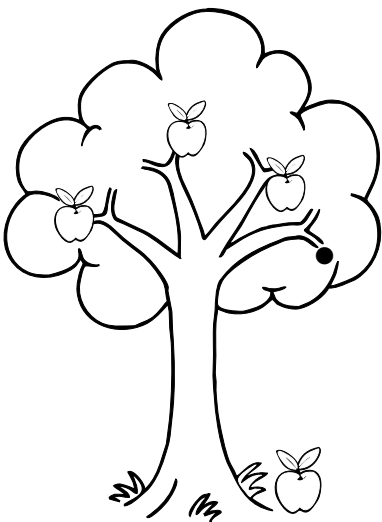
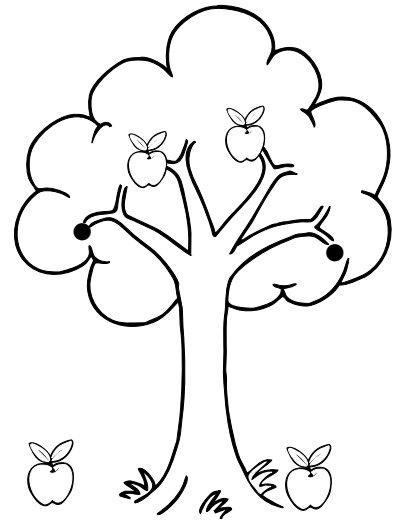
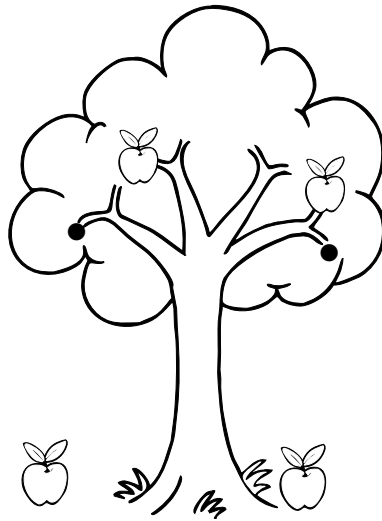
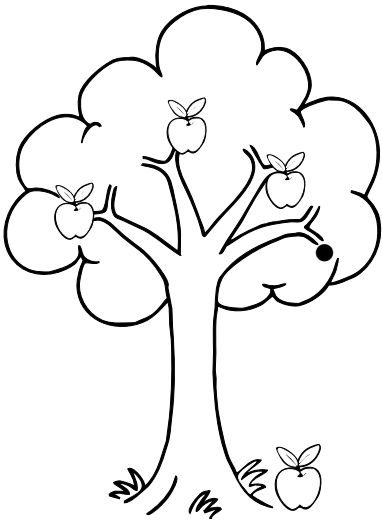
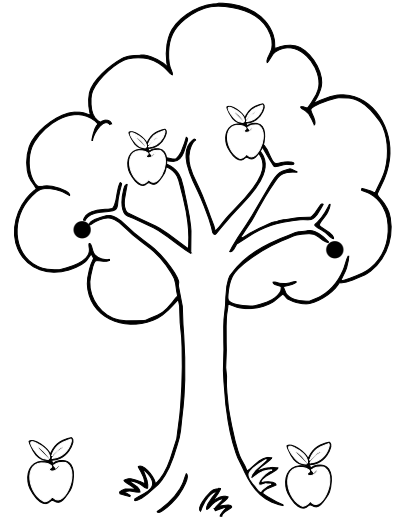
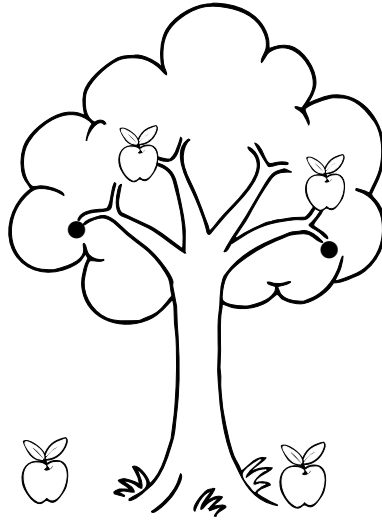
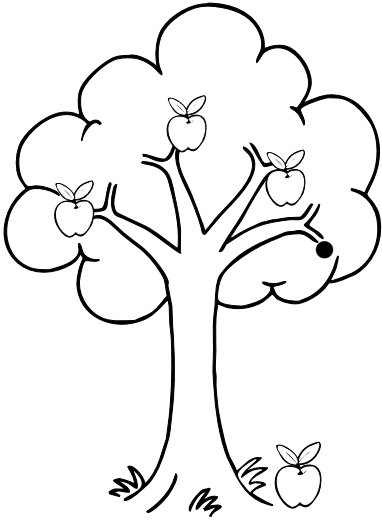


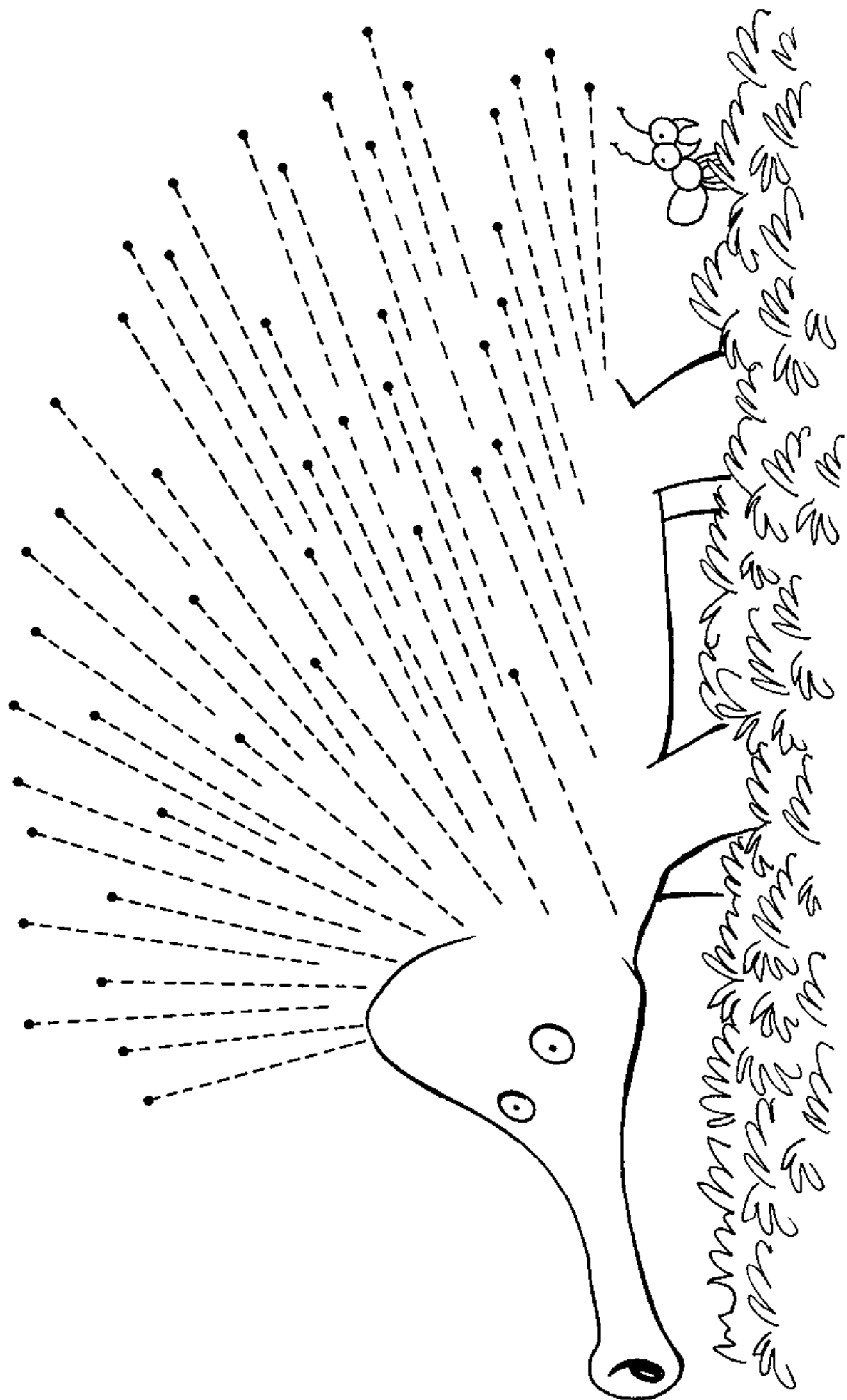


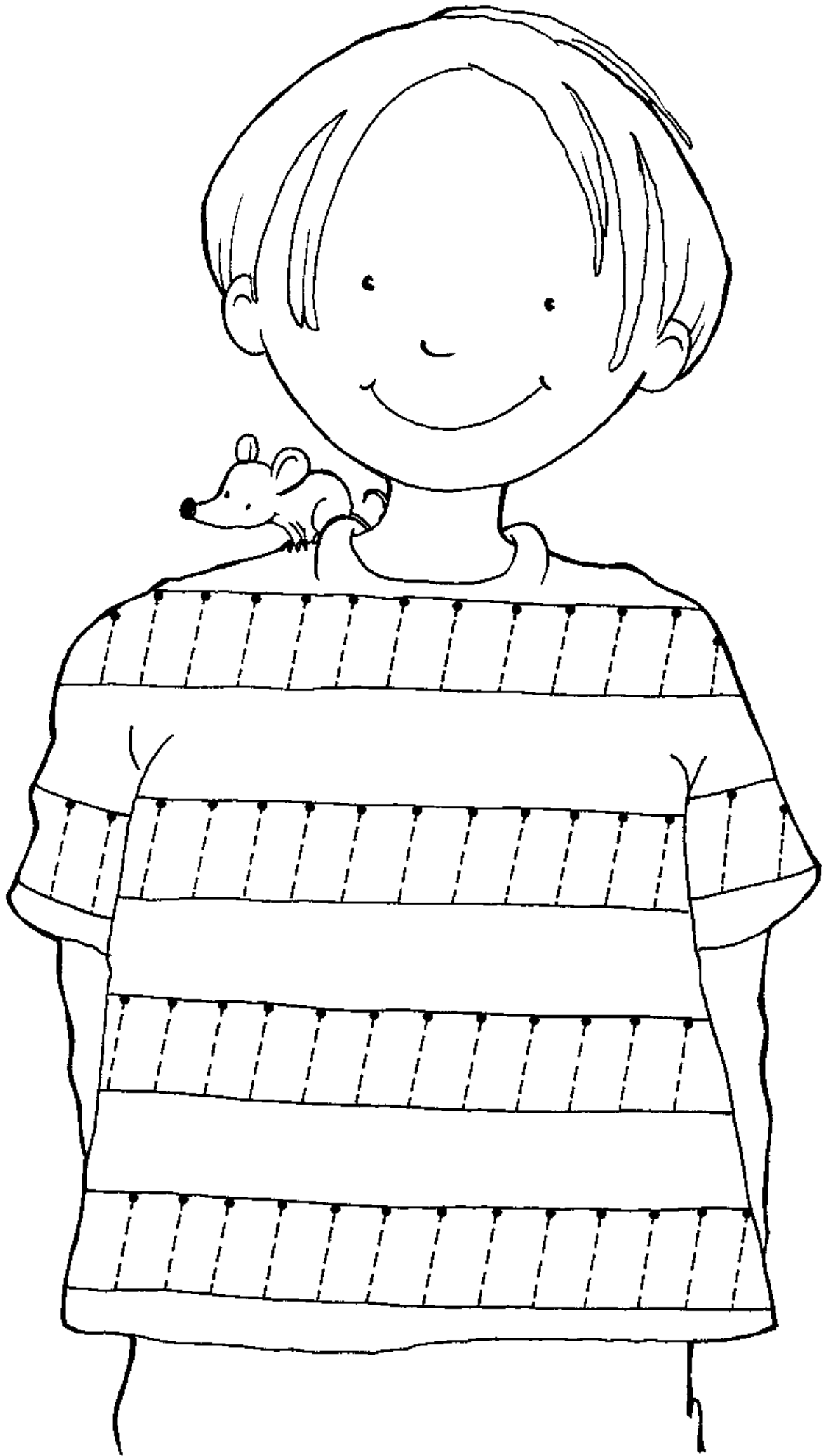


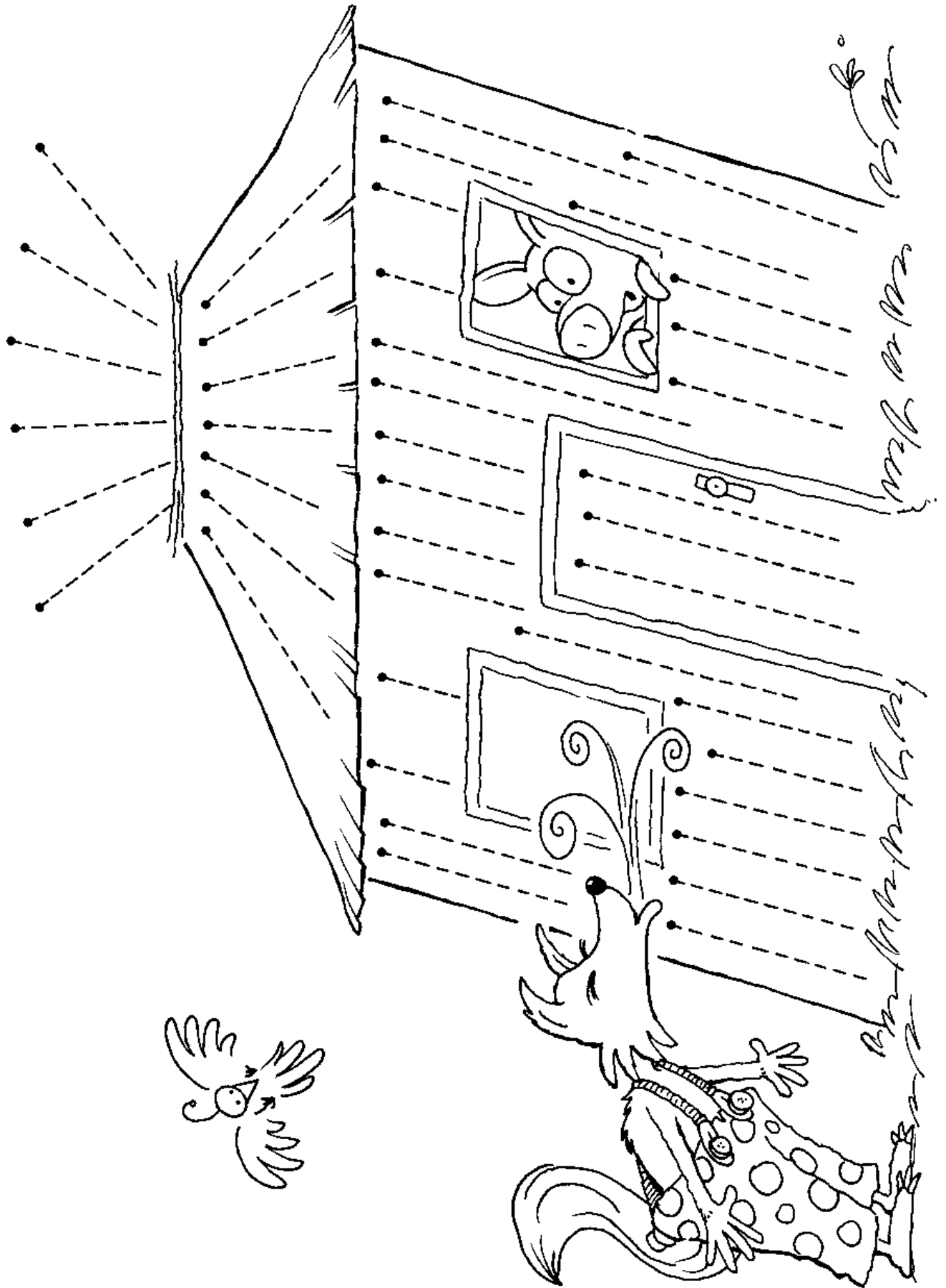


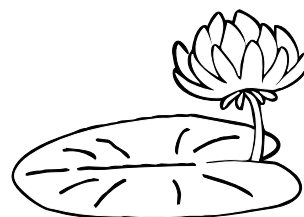
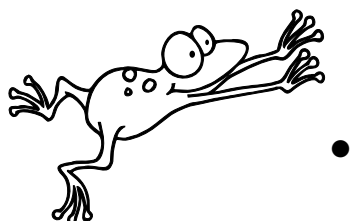
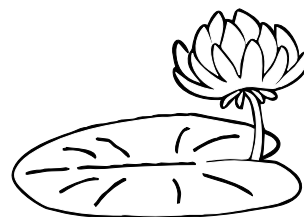
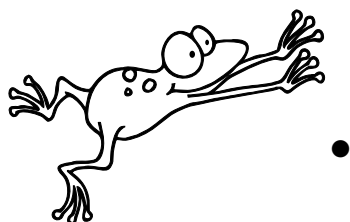
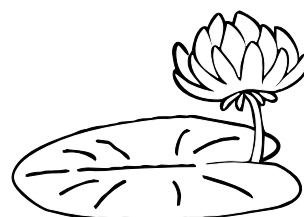
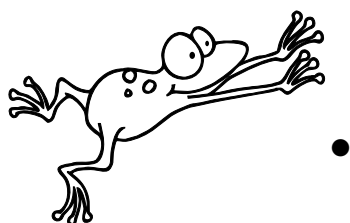
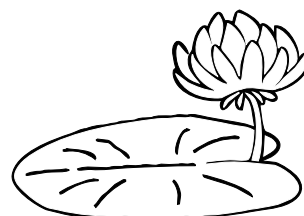
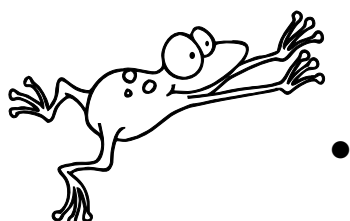
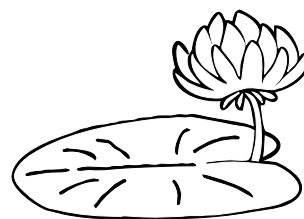
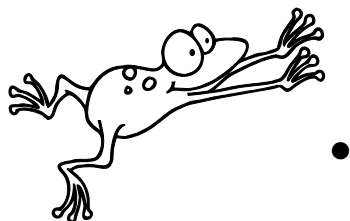


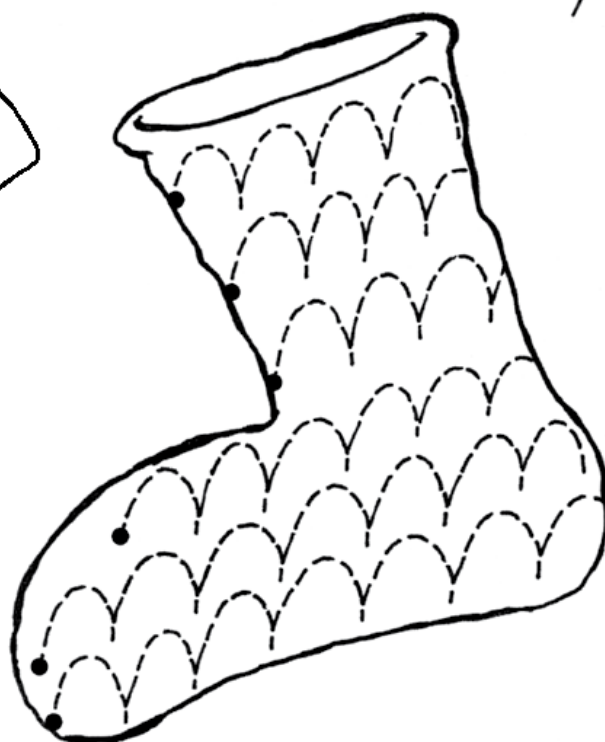
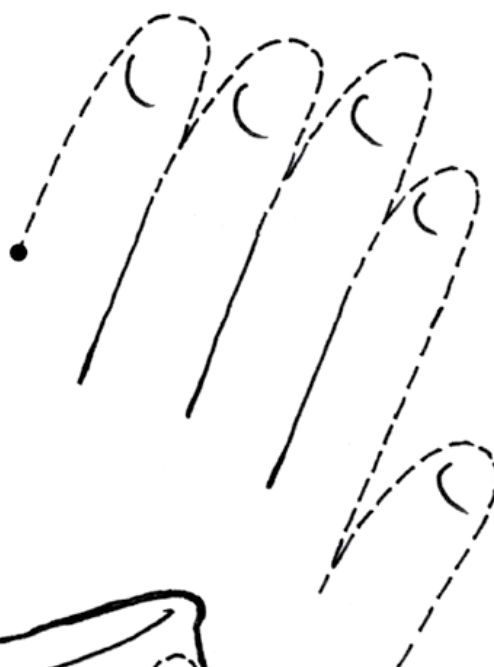
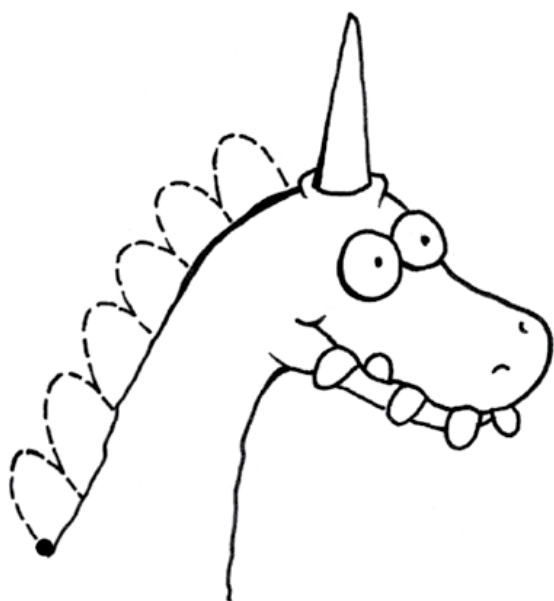
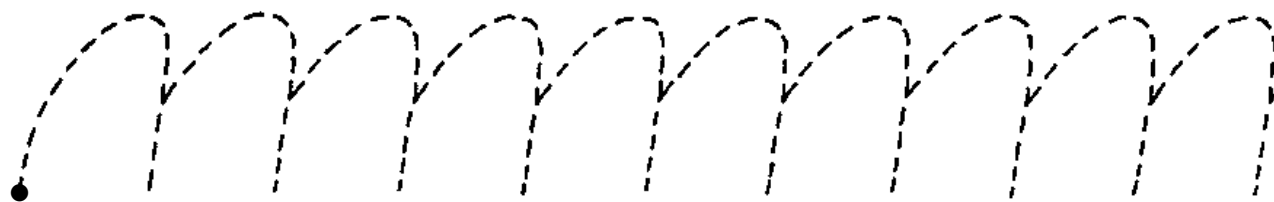


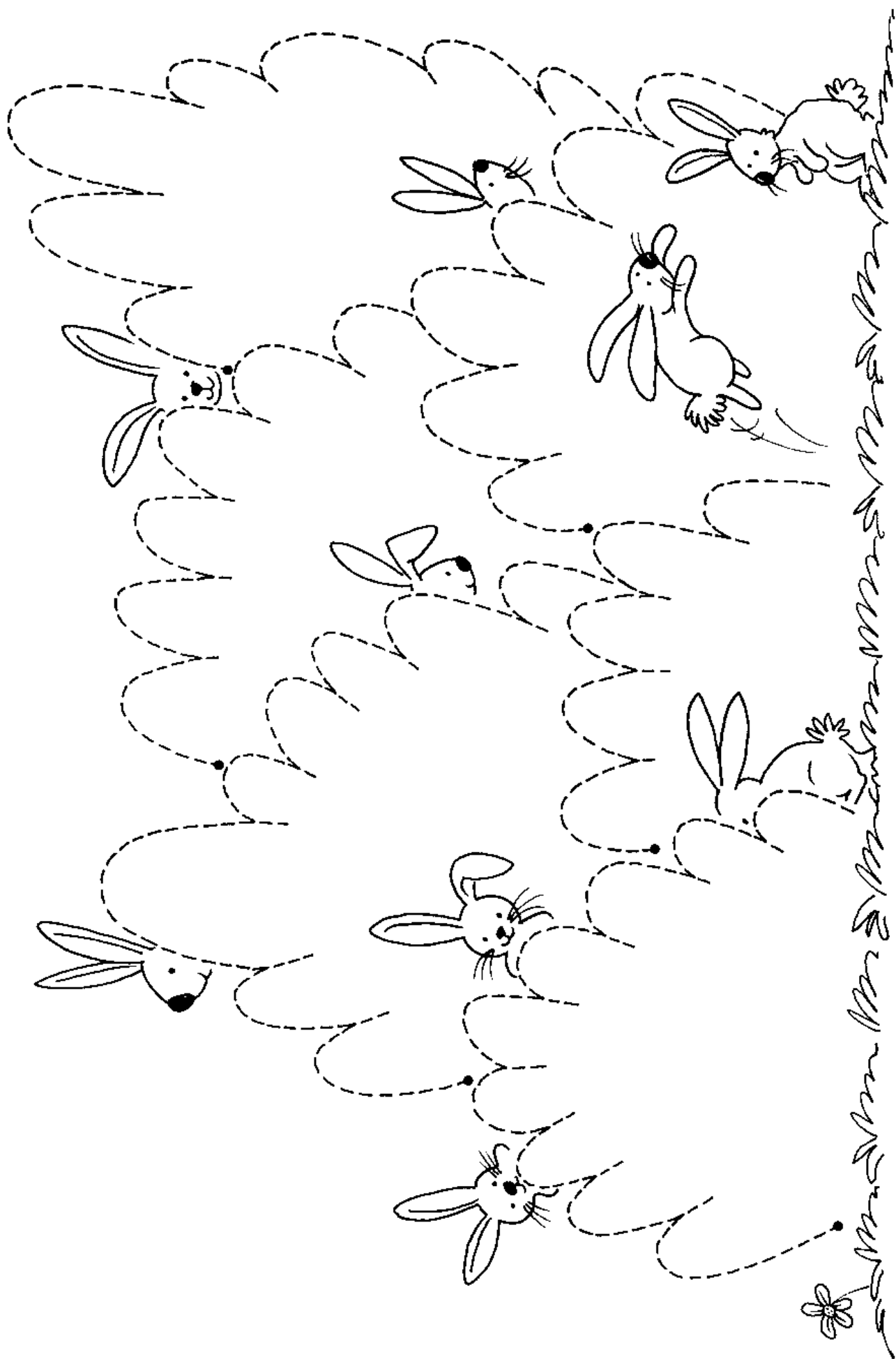


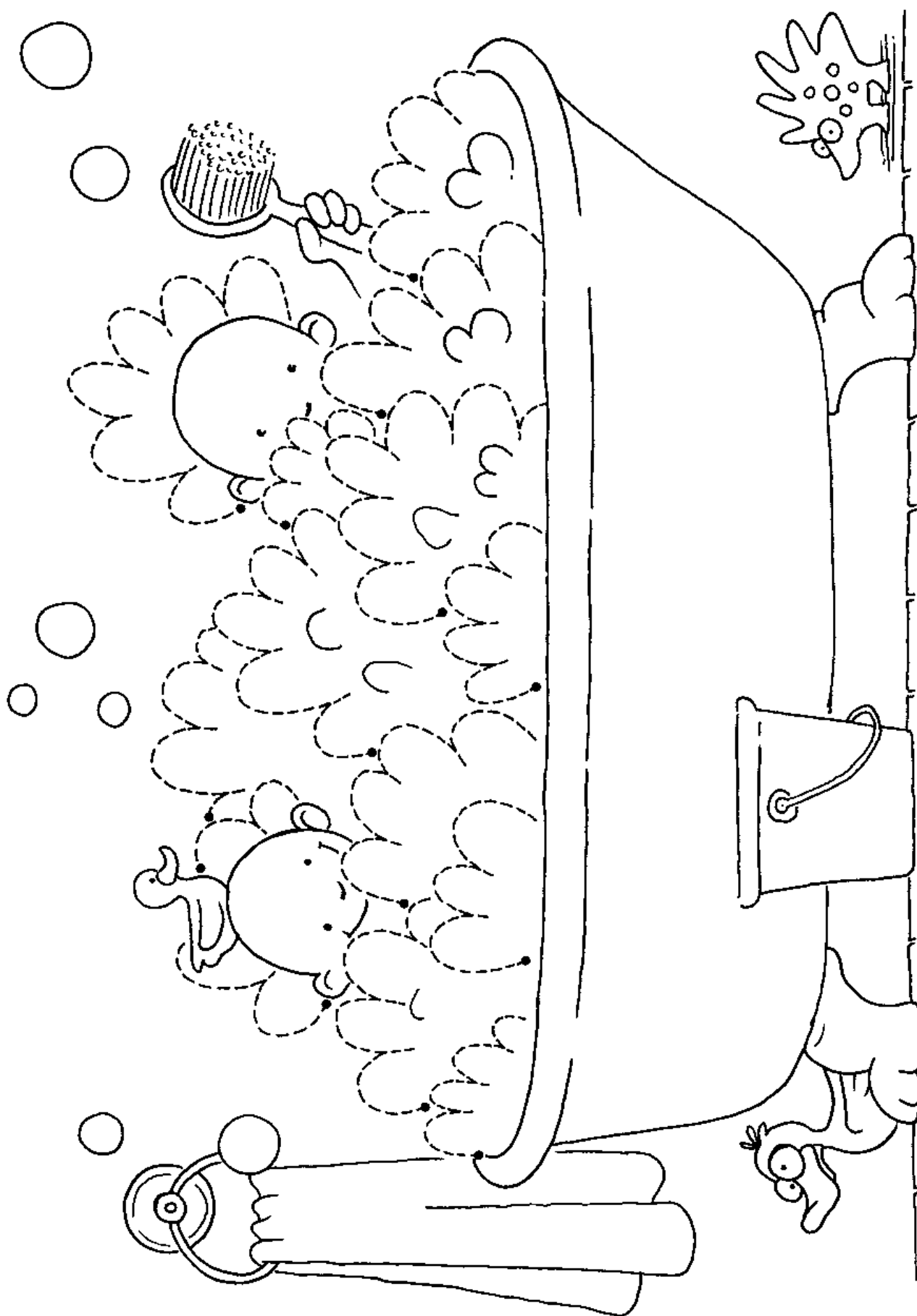


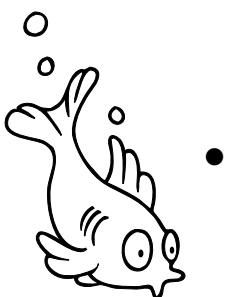
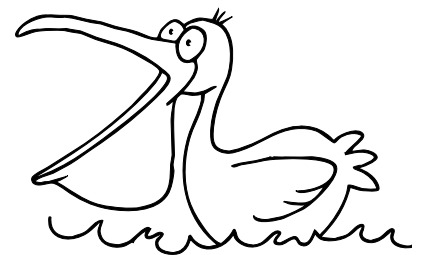
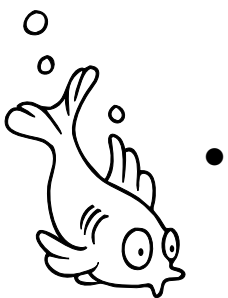
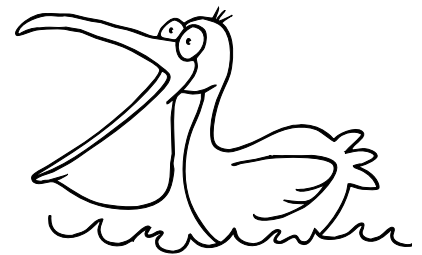
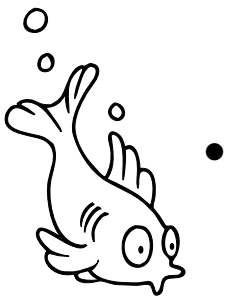
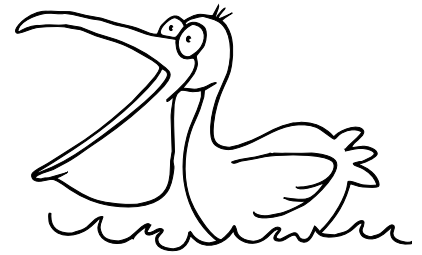
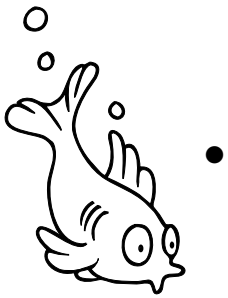
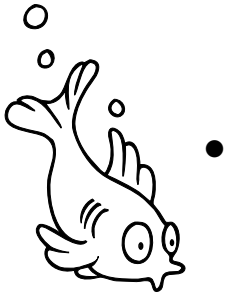


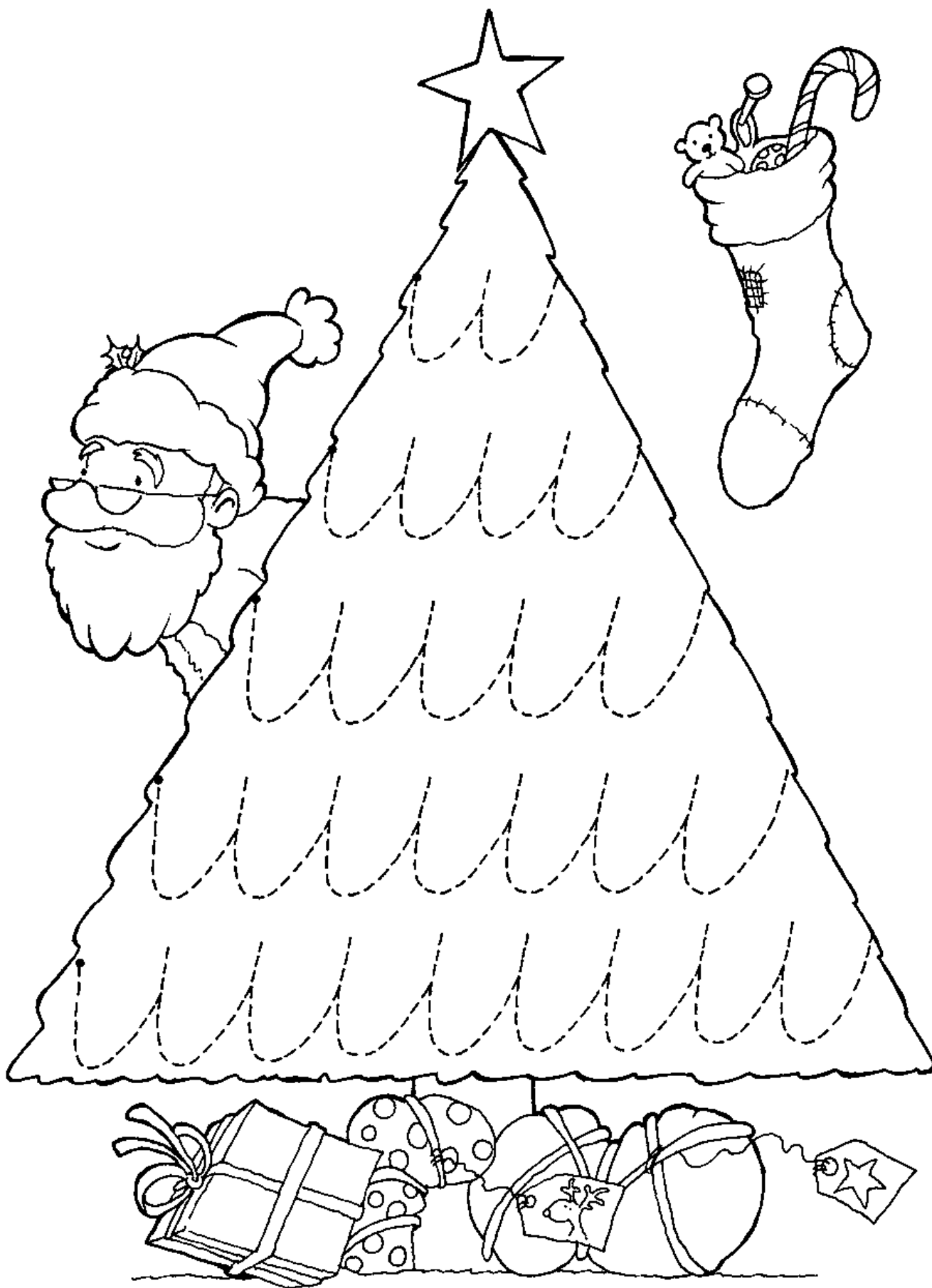


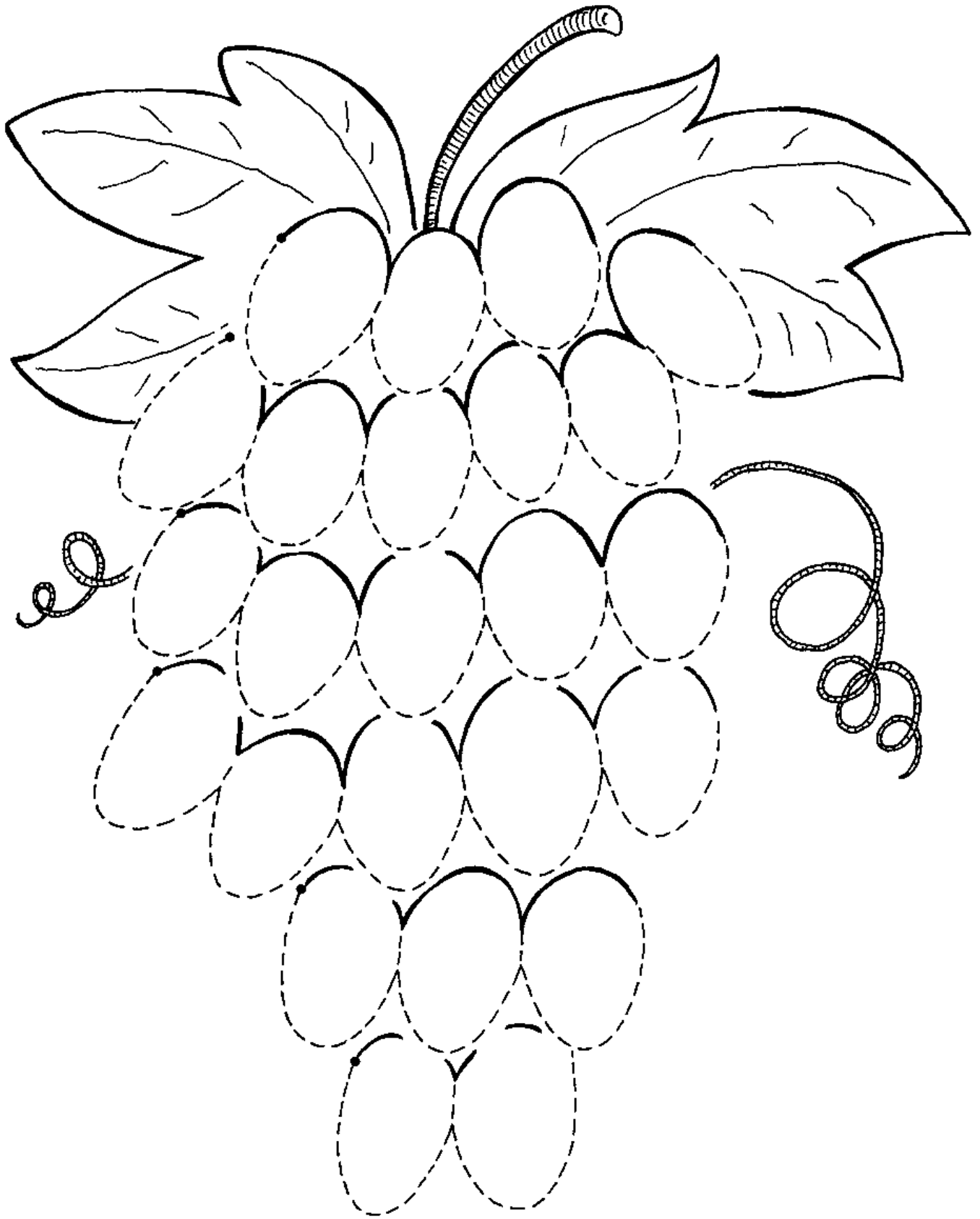


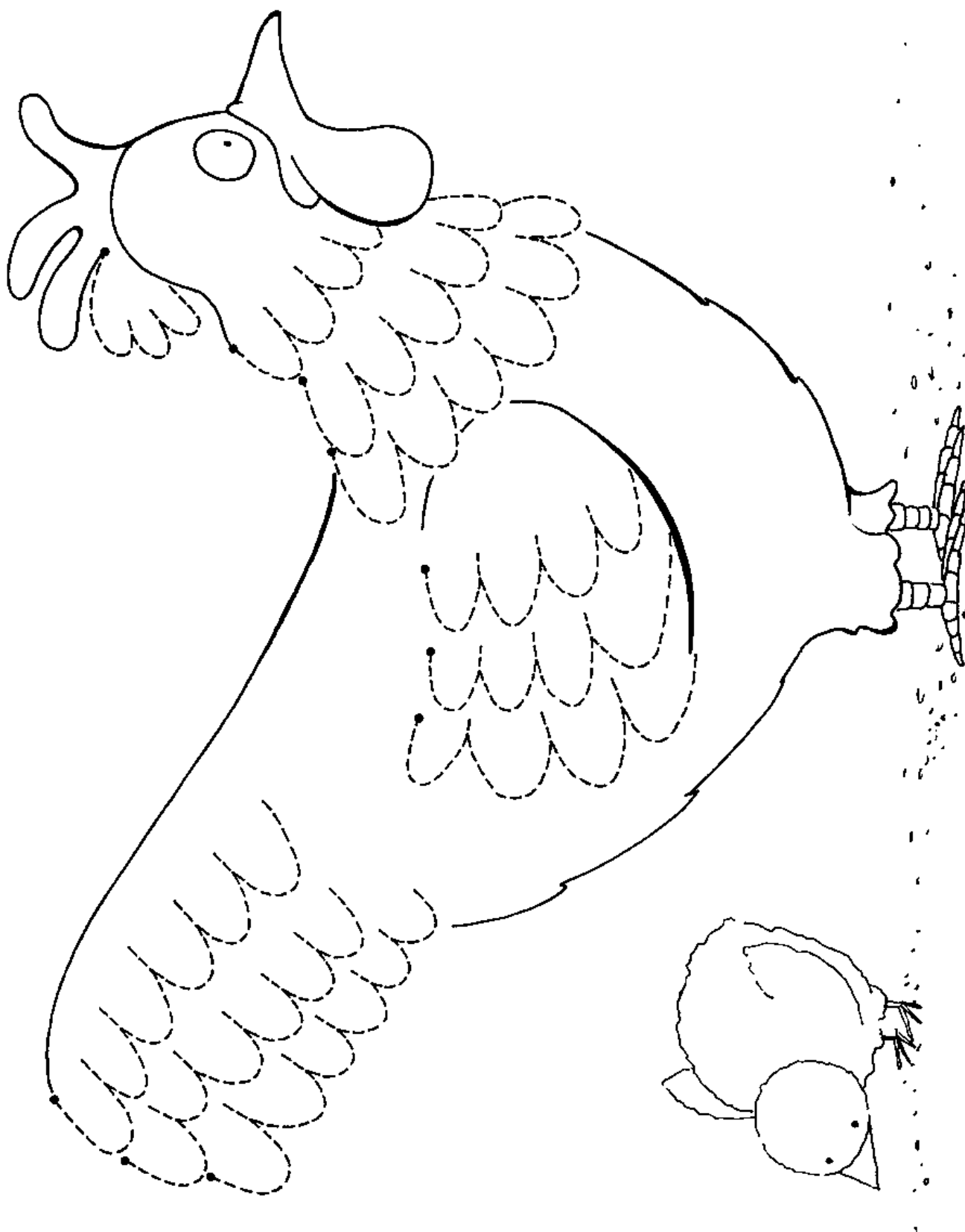




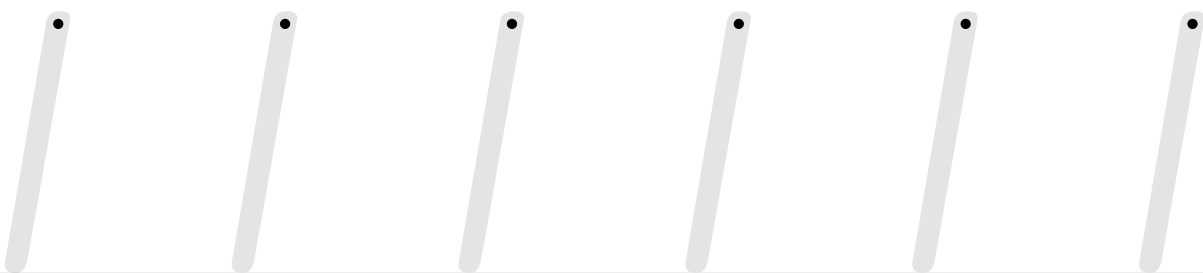
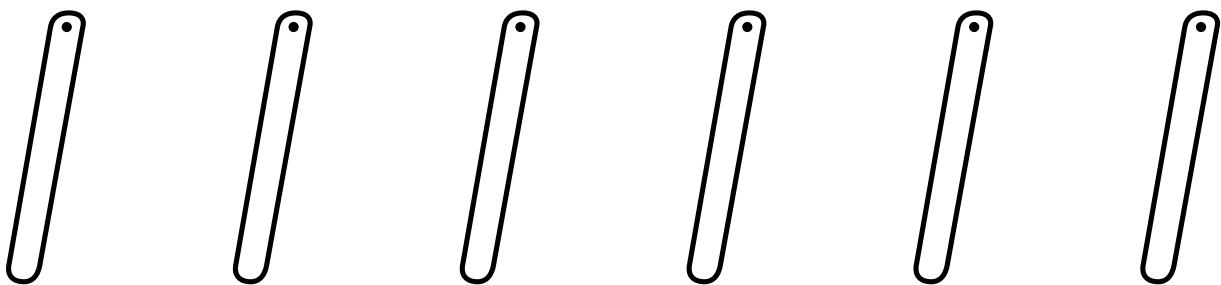
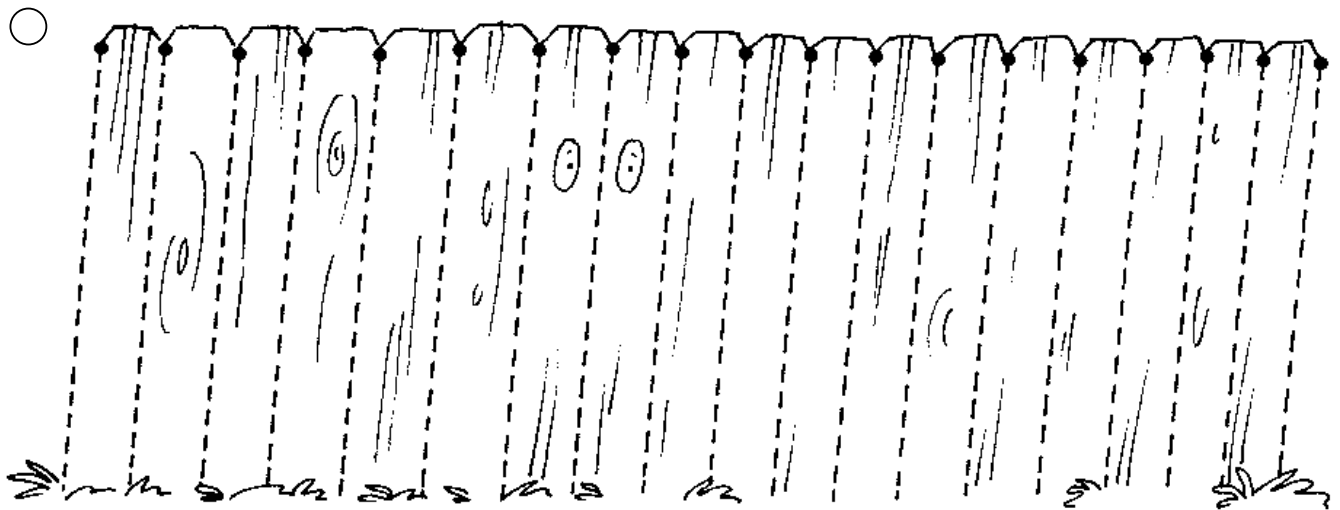








1 1 one one



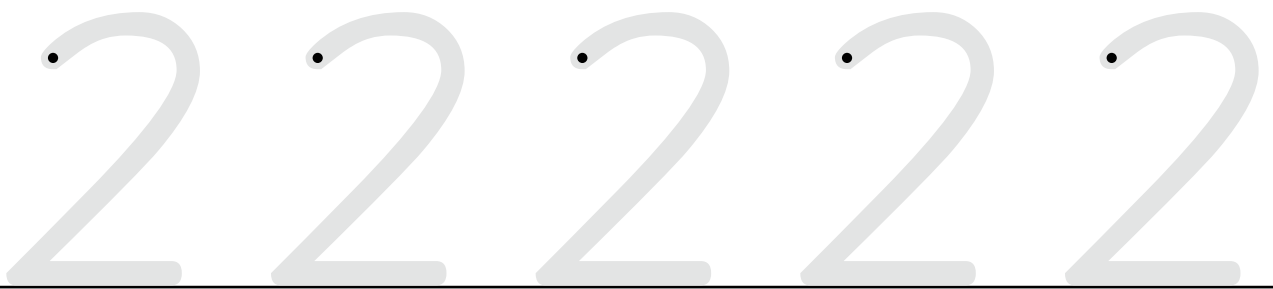
Try your own. First draw a * to show where you start.



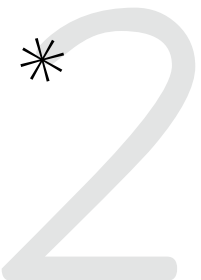
Turn your best 1 into a lollipop.




2 2 two



Try your own. First draw a * to show where you start.



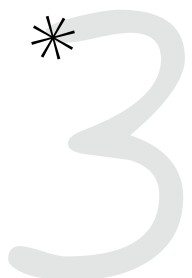
Turn your best 2 into a fish. 


3 3 + three

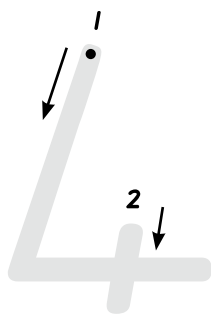
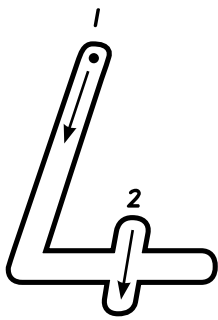


3 3 3 3 3

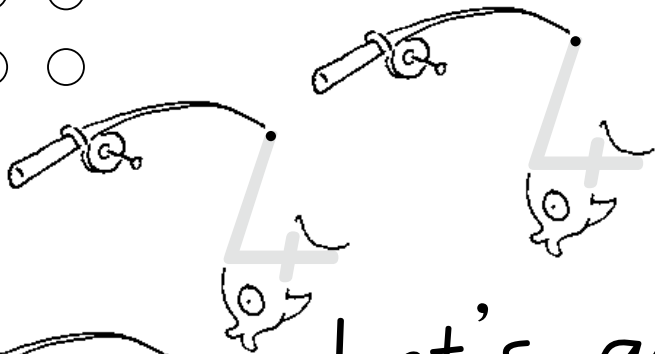
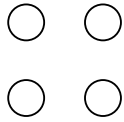
Try your own. First draw a * to show where you start.



Turn your best 3 into a snowman. 

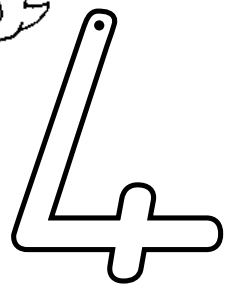
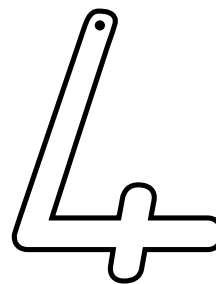
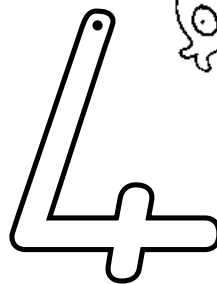
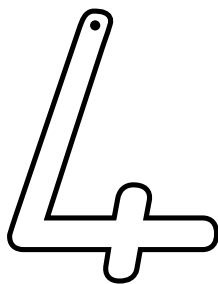
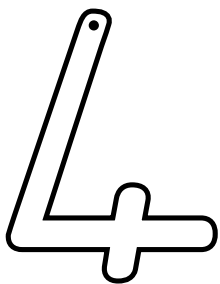
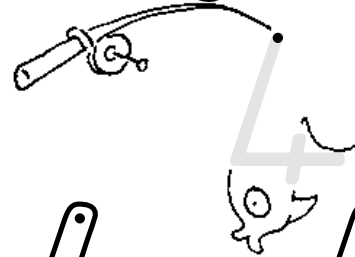
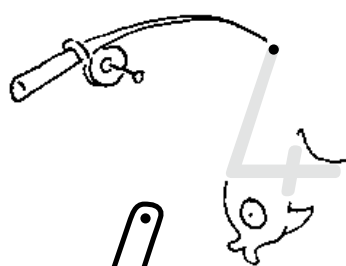
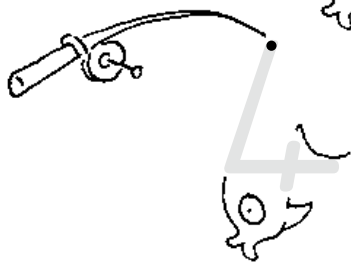


four

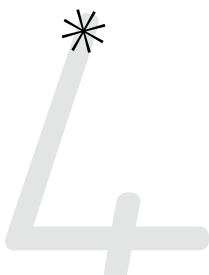


four

Let's go fishing!

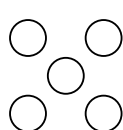


Try your own. First draw a * to show where you start.

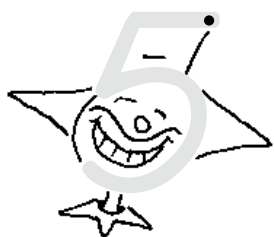


Turn your best 4 into a sailing boat. 

5 5 five



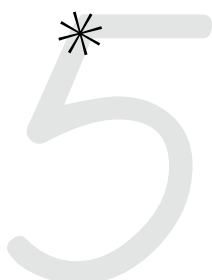
five



What's missing? Trace first, then finish the 5's.

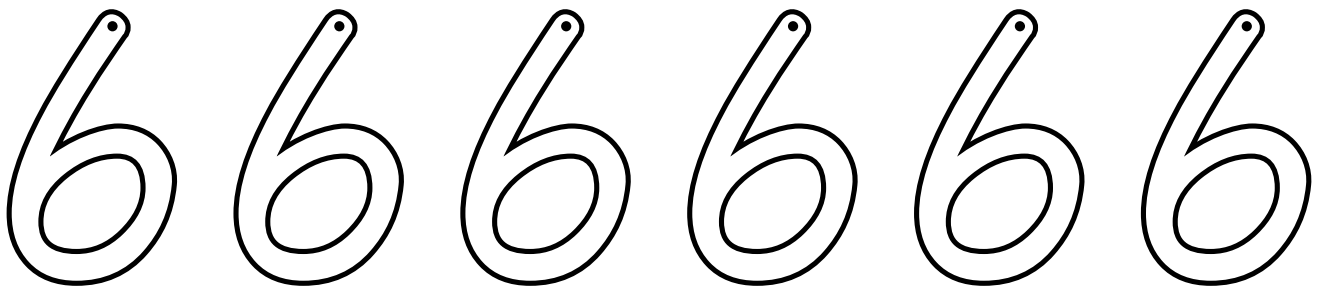
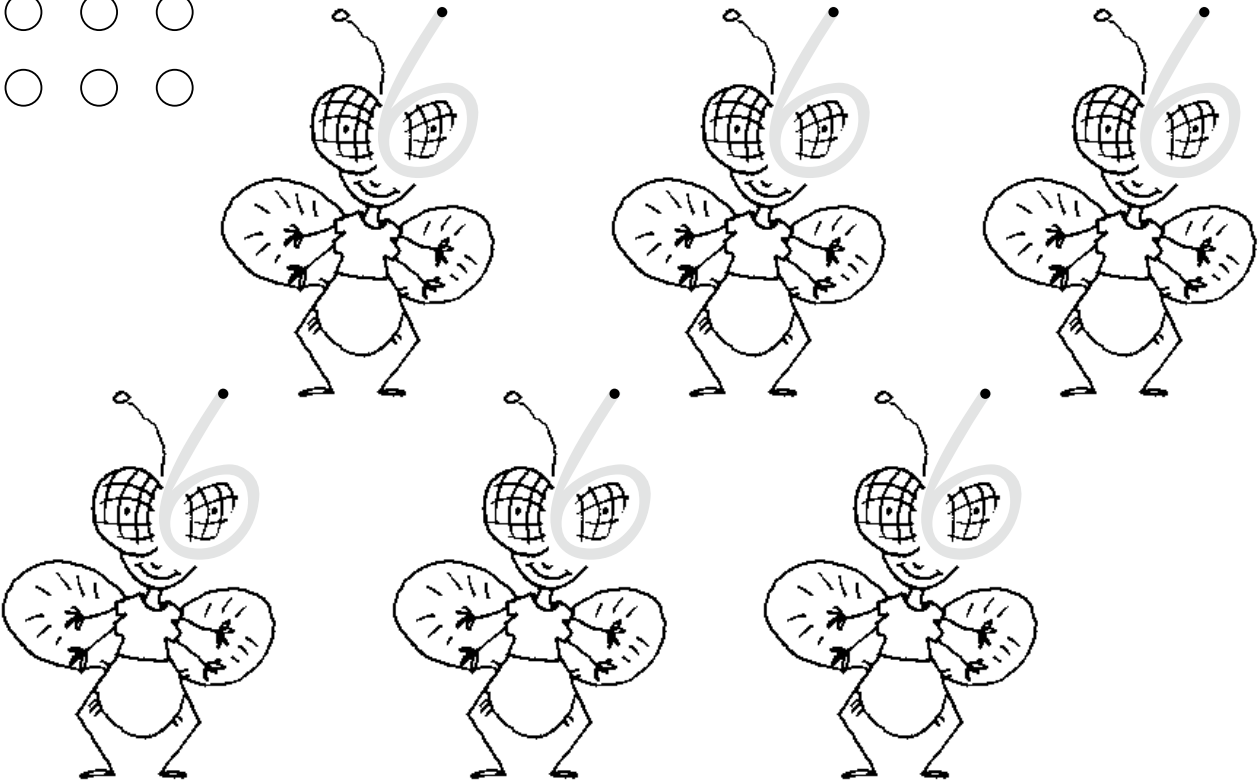
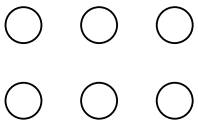


Try your own. First draw a * to show where you start.



Turn your best 5 into an apple. 🍏

6 6 six six



Try your own. First draw a * to show where you start.

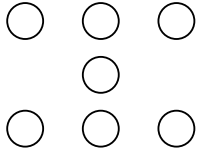


Turn your best 6 into a yo-yo. 6

7

7

seven



seven



seven icecreams

7

7

7

7

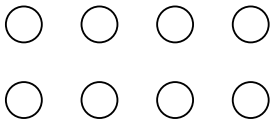
7

7

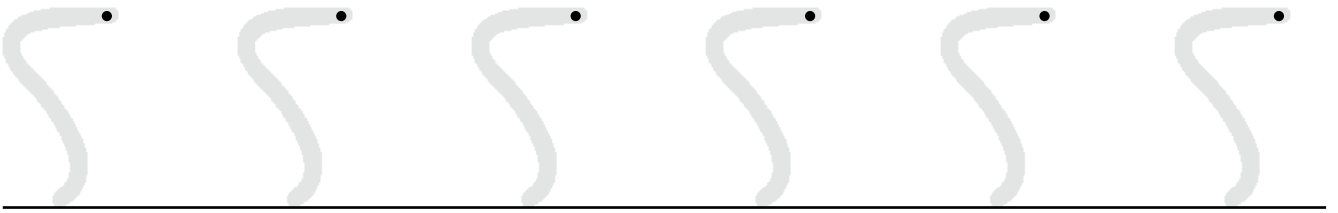
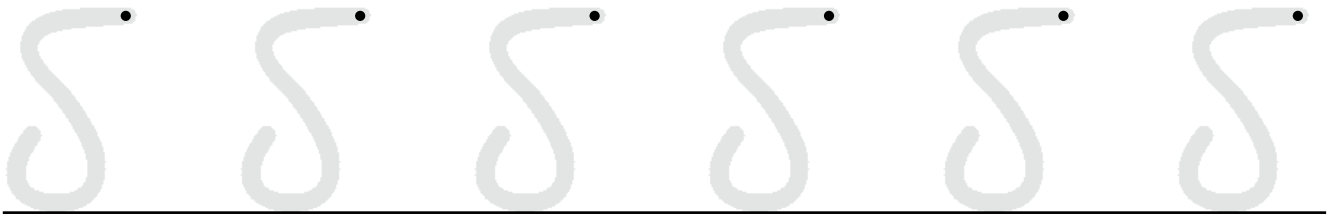
Try your own. First draw a * to show where you start.

* 7

Turn your best 7 into a flag. 7




Trace, then keep going to finish the 8's.

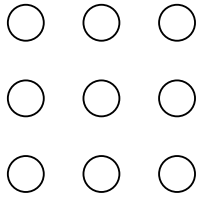


Try your own. First draw a * to show where you start.



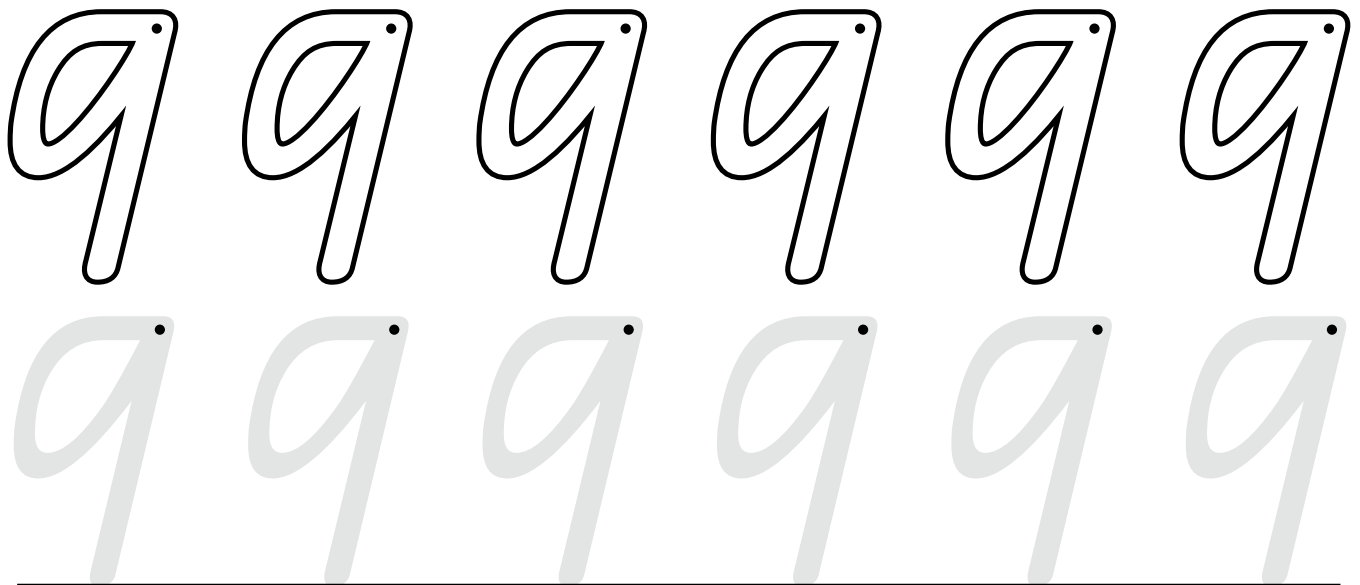
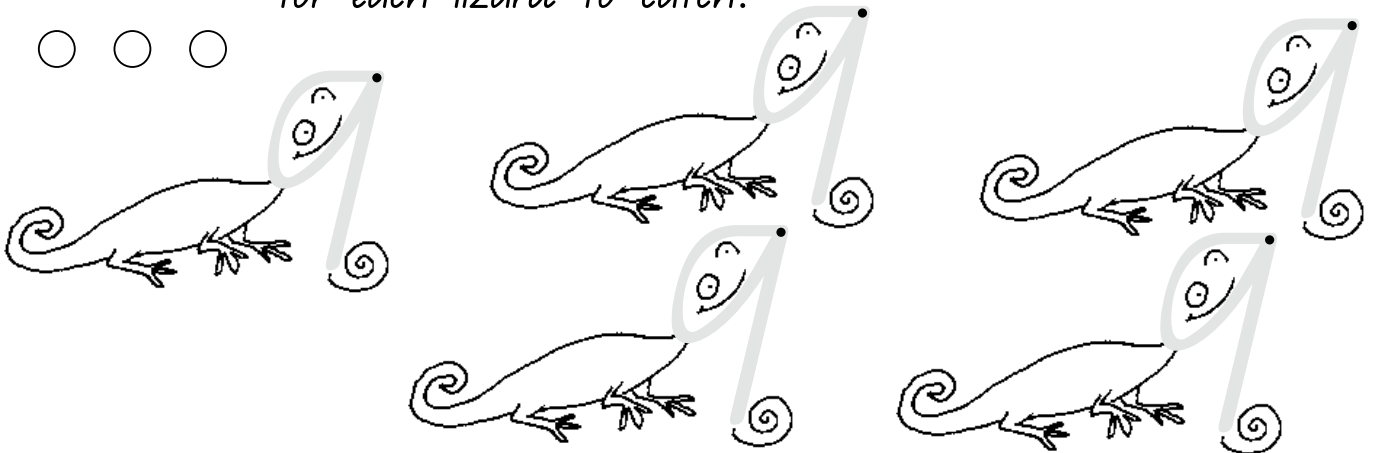
Turn your best 8 into a bee. 

9 9 nine



Trace the 9's. Draw a fly
for each lizard to catch.

nine

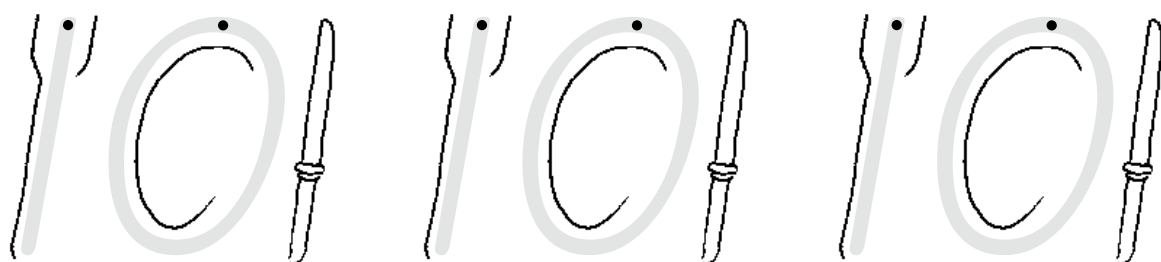
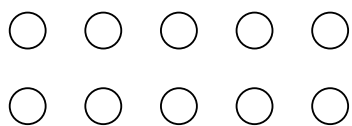


Try your own. First draw a * to show where you start.

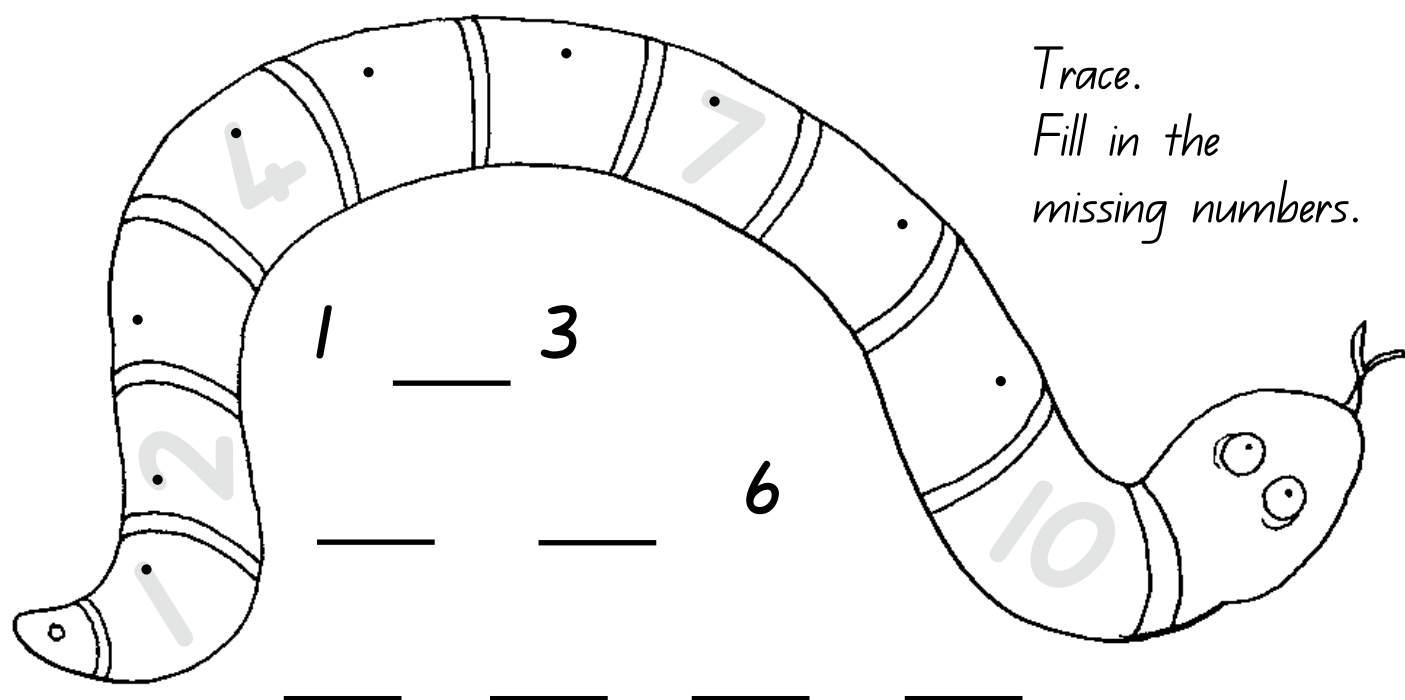


Turn your best 9 into an elephant's head. 9

10 10 ten ten



1 2 3 4 5 6 7 8 9 10



Trace.
Fill in the
missing numbers.

★ Year 1

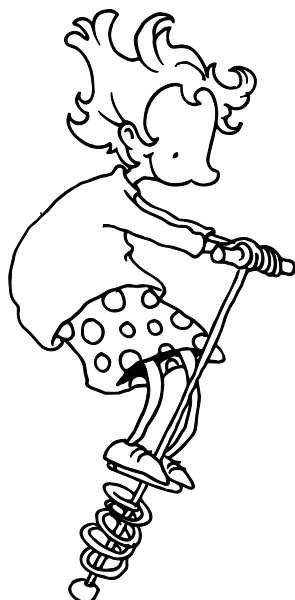
This section of the Teacher Resource Book and the Year 1 Student Book provide a comprehensive range of fine motor skills and handwriting ideas which enables consolidation of the skills developed through the Prep program. The Year 1 program aims to reinforce the skills learned in Prep, while providing students with the necessary scaffolding to begin reducing the size of their letters.

Fine Motor Skills Program

The activities set out in the Fine Motor Skills Program on pages 23-30 will help to continue developing strength and flexibility in the students' small finger muscles.



Gross Motor activities such as: Balancing, catching, climbing, hopping, jumping, skipping, kicking, rolling, running and throwing will help strengthen arms and wrists.



A sample Year 1 Handwriting lesson:

- ⌚ a five-minute warm-up to strengthen fine motor muscles (see suggestions on page 64)
- ⌚ introduction to the pattern using the pattern props and pattern pages
- ⌚ introduction of a letter – see suggested teaching sequence
- ⌚ ten minutes of student practice – remind students about pencil grip, paper position and posture. Then have students complete the relevant page in the Targeting Handwriting Student Book, or a worksheet from the Teacher Resource Book worksheets, or have them copy your model from the board.

The method of introduction for each letter should be kept fairly uniform. Being consistent with sequence, verbal clues and terminology is important. This will help students to internalise the process of making each letter and give them the words for providing their own cues when writing independently.

Suggested teaching sequence

Letters that include the downstroke pattern, followed by letters featuring the hopping pattern (clockwise movement), then letters featuring the wave pattern (anti-clockwise movement) and finally anti-clockwise and clockwise movement.

Downstroke Pattern	Hopping Pattern – clockwise movement	Wave Pattern – anti-clockwise movement	Anti-clockwise and clockwise movement
<i>l, t, i, x, z, f, j</i>	<i>m, n, r, h, b,</i> <i>p, k</i>	<i>u, v, w, y, a, c,</i> <i>o, g, q, d, e</i>	<i>s</i>

Hints:

- ② When introducing a letter, draw the students' attention to the letter's special features.
- ② Use the seahorse prop when discussing the head, body and tail features of a letter.
- ② Use the seahorse to describe correct letter placement.
- ② Keep terminology consistent when describing the hand stroke movements.

Assessment

Provide opportunities for students to assess their own work. This can be done easily by asking students to circle their best efforts. This activity helps students to focus on their own writing.

Assess students' skills regularly by collecting information about their writing. Observe students in guided lessons and in regular classroom activities. Collect work samples and record all progress in the handwriting skills checklist on page 65.

Setting up the classroom

- ② Arrange desks so that students are facing the board.
- ② Provide 8 mm red and blue lined paper.
- ② Select suitable writing implements that are easy to control.
- ② Display good examples of the handwriting style around the classroom.
- ② Allow plenty of room on desks for students to write.



Right-handed



Left-handed

The five minute pre-writing warm-up — Year 1

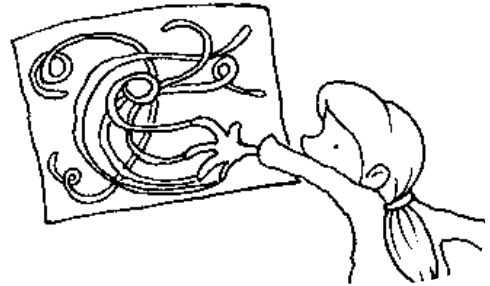
Muscle strength

- ⊗ playdough
- ⊗ plasticine
- ⊗ squeeze bottles
- ⊗ clay
- ⊗ construction toys that 'click' together



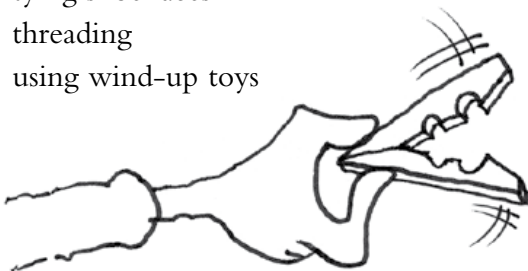
Tactile awareness

- ⊗ fingerprinting
- ⊗ froth
- ⊗ playdough
- ⊗ sorting rough and smooth, and hard and soft
- ⊗ making patterns on carpet, or in sand
- ⊗ tracing iceblock stick patterns with finger



Opposing finger strength; using thumb and index finger

- ⊗ using hole punchers
- ⊗ using pincer grip to sort
- ⊗ sewing
- ⊗ covering a 100s MAB flat with ones blocks
- ⊗ using tweezers
- ⊗ rolling marbles
- ⊗ clipping pegs
- ⊗ 'flicking' objects
- ⊗ using nuts and bolts, locks and keys
- ⊗ doing up buttons and zips
- ⊗ sliding paper clips onto card
- ⊗ sponge printing
- ⊗ curling paper strips around a pencil
- ⊗ tying shoe laces
- ⊗ threading
- ⊗ using wind-up toys



Wrist strength

- ⊗ screwing and unscrewing jar lids
- ⊗ twisting crepe paper
- ⊗ painting with large brushes
- ⊗ using wind-up toys
- ⊗ plaiting
- ⊗ constructing with pipe cleaners
- ⊗ sponge printing
- ⊗ typing on a keyboard





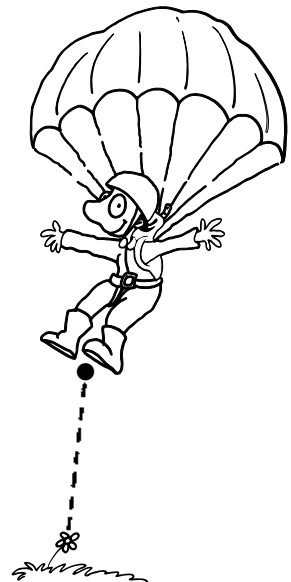
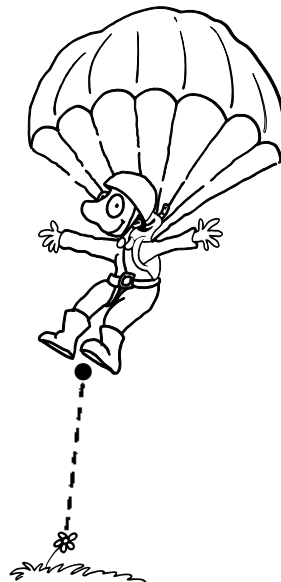
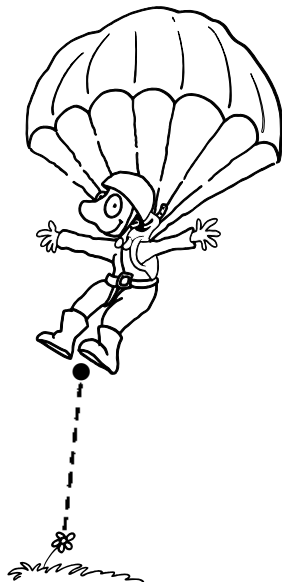
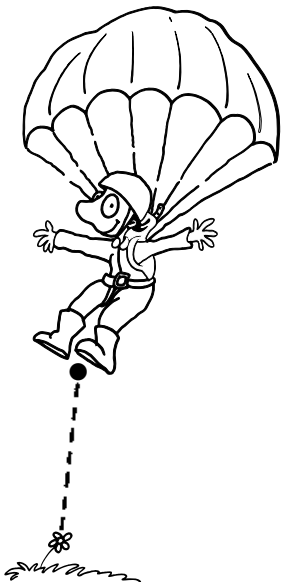
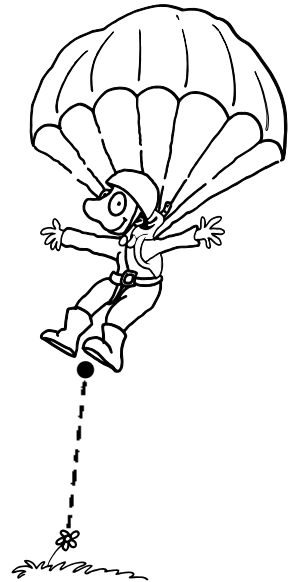
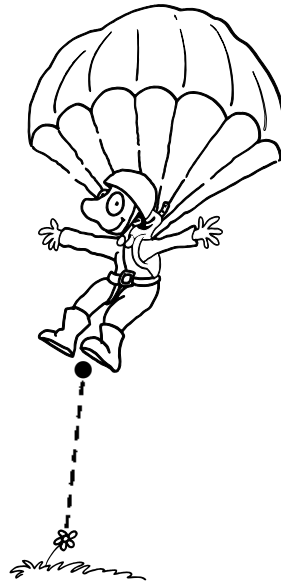
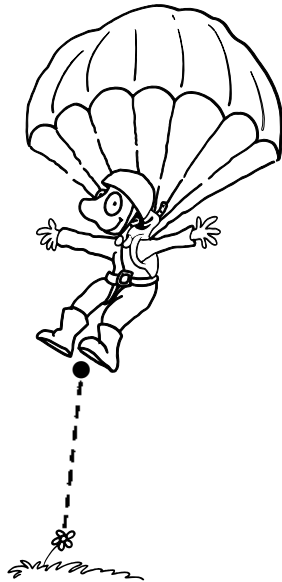
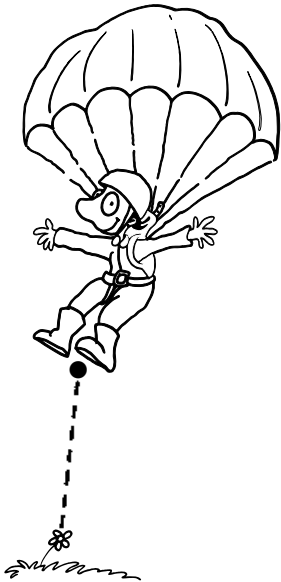
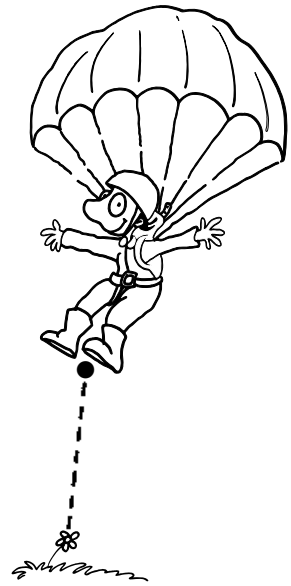
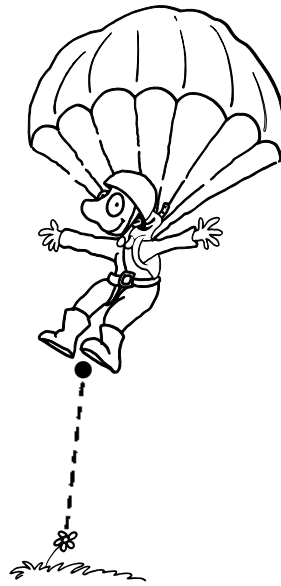
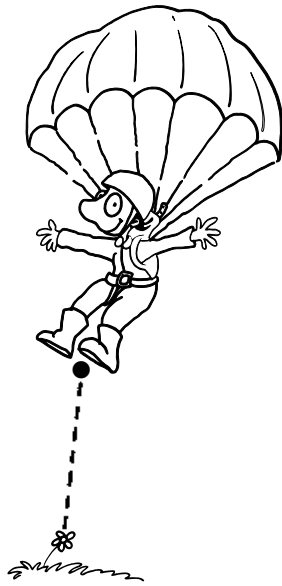
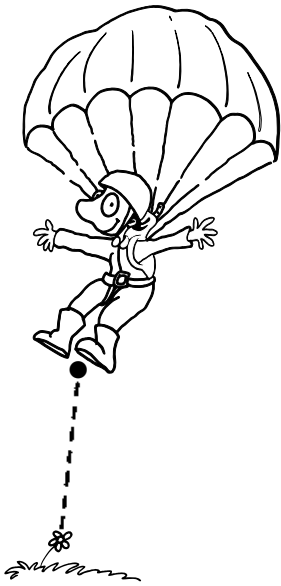
Handwriting skills checklist — Year 1

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: **HwK4**

Name	Date Observed	Comment
<p>☉ Maintains good writing posture</p> <ul style="list-style-type: none"> • Feet flat on floor • Non-writing arm supporting weight • Body tilted from pelvis • Head at comfortable angle • Employs correct pencil grasp • Uses dynamic tripod grip • Left/right hand dominance • Uses appropriate pressure 		
<p>☉ Produces standard handwriting movements and patterns</p> <ul style="list-style-type: none"> • Does not lift pencil when forming lower-case letters (except for x, dots on i and j, and crossbars on t and f) • Uses finger movements to control pencil while sliding forearm across the page 		
<p>☉ Correctly forms all letters</p> <ul style="list-style-type: none"> • Starts at the top of every upper-case letter, lower-case letter and number (except d and e, which start in the middle), and knows that no letter starts from the bottom • Knows starting point and beginning direction for each letter and number • Knows that lower-case letters have heads, bodies and tail 		
<p>☉ Recognises the same letter in both lower- and upper-case</p>		
<p>☉ Forms all letters with consistent size and slope in Queensland Beginner's Alphabet style from memory</p>		
<p>• Positions letters and words on a line</p> <ul style="list-style-type: none"> • Is beginning to write letters of uniform size • Is beginning to write letters of uniform shape • Is beginning to write letters of uniform slope • Is beginning to write letters of uniform spacing 		
<p>• Uses spaces between handwritten words</p>		
<p>☉ Needs practice with these letters/numerals:</p>		

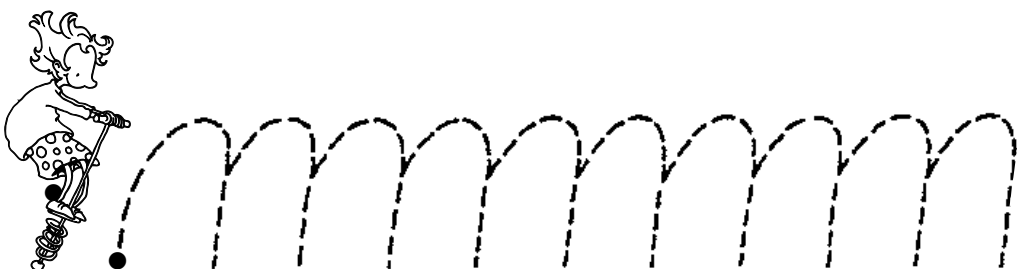
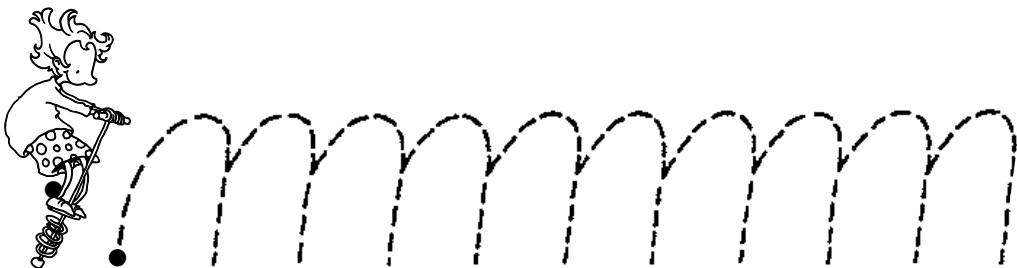
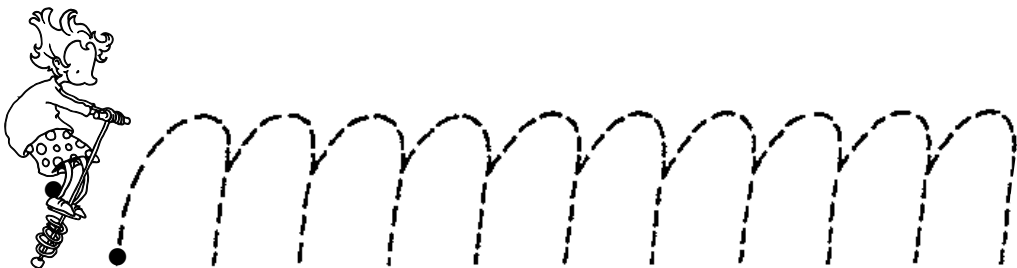
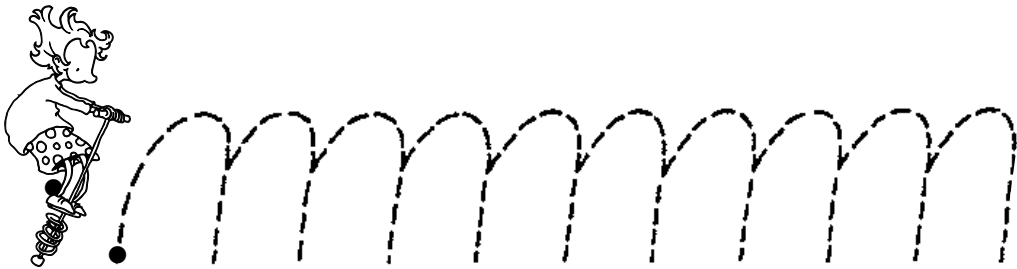
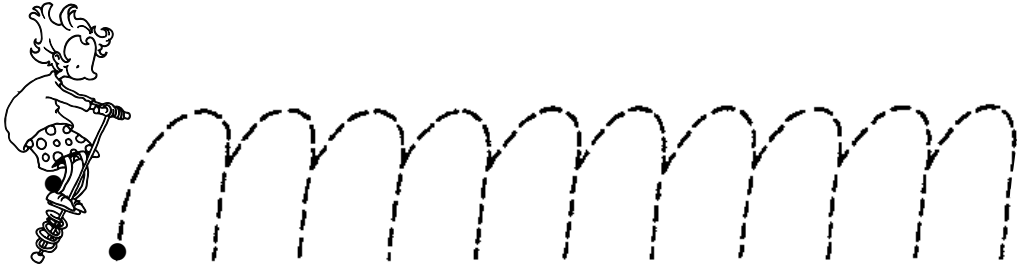
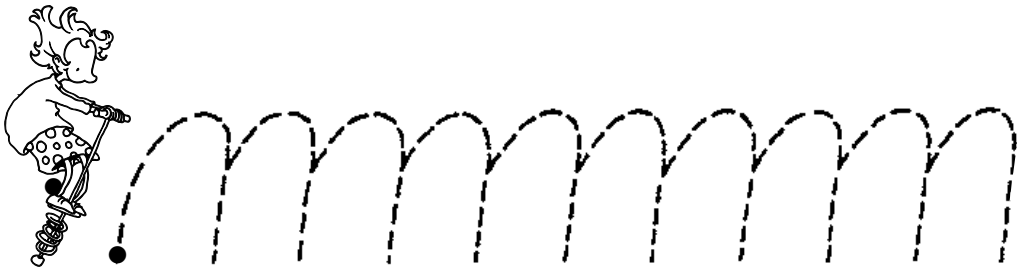
Name: _____

Downstroke pattern ////



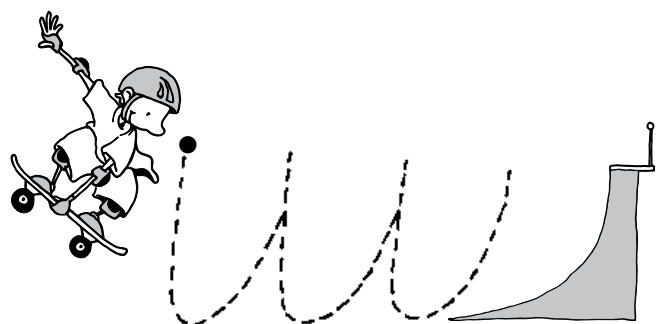
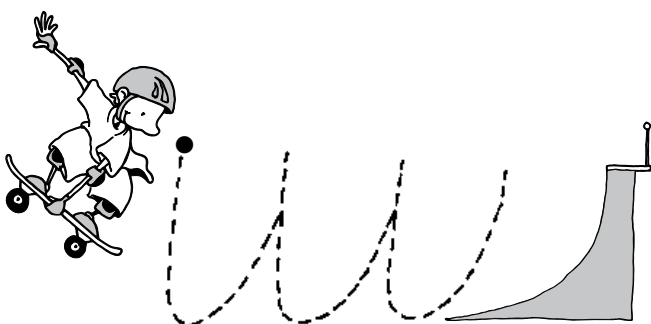
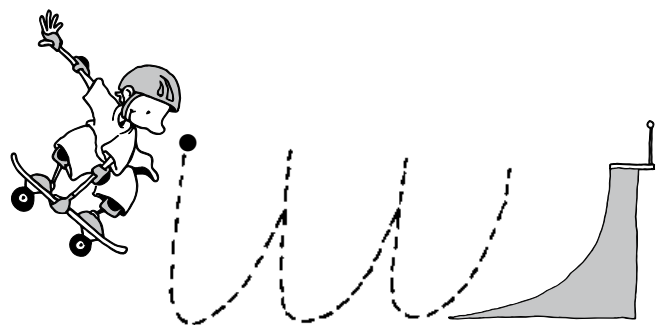
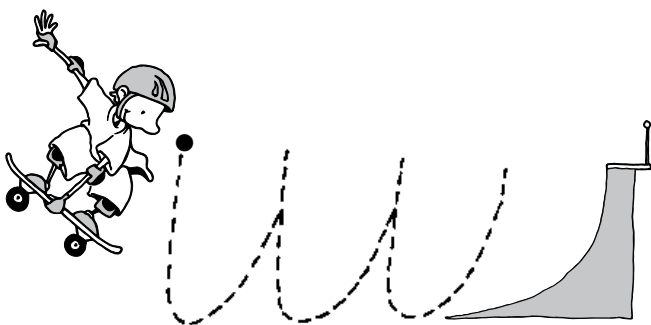
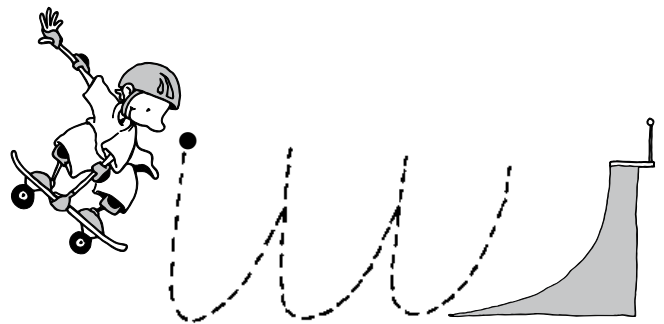
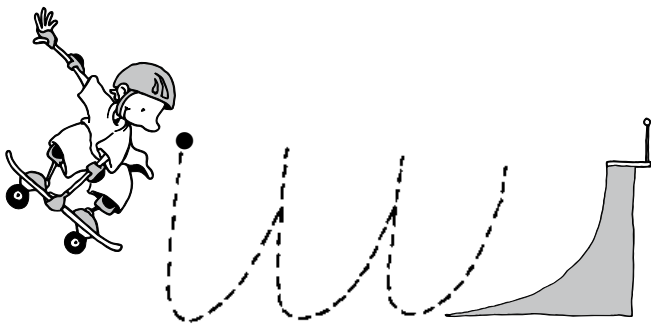
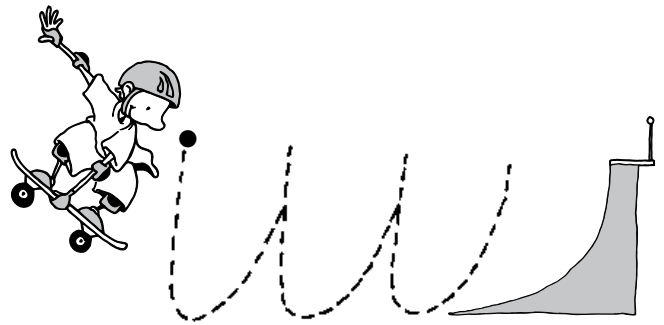
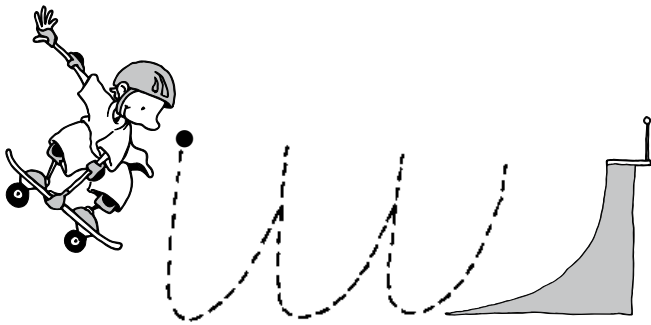
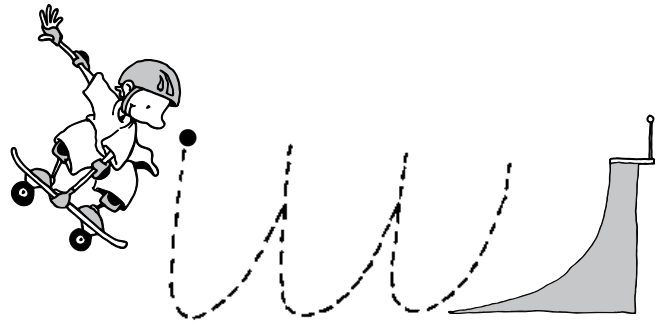
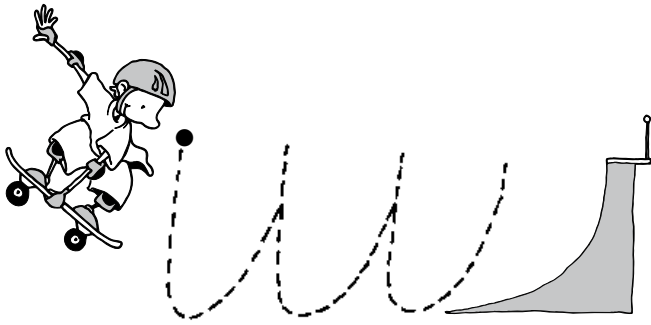
Name: _____

Hopping pattern



Name: _____

Wave pattern 





This section of the Teacher Resource Book and the Year 2 Student Book has been developed to assist in teaching the Transition stage, in which students learn the cursive alphabet (letters with exits and entries) without joining. This is the major focus of the Year 2 Handwriting Program. The Queensland Beginner's Script should be reviewed at the beginning of Year 2, and an introduction to Queensland Modern Cursive script may be taught at the latter stages of Year 2.

The Transition stage is the linking step between the Queensland Beginner's script and the Queensland Modern Cursive. It is a very important phase that should not be rushed. The Transition stage introduces the exit and entry strokes (ligatures) to the printed letters. Therefore, it is very important that the students are able to write the printed letters fluently before they move to this next stage of handwriting.

Begin the year by revising all basic patterns and printed letter shapes. Assess students' ability and decide if students need to revise basic patterns and/or printed letter shapes or are ready to learn the letters with exits and entries.

A sample Year 2 Transition stage handwriting lesson

- ⌚ a five-minute warm-up to strengthen fine motor muscles (see suggestions on page 71)
- ⌚ revision of the basic patterns using the pattern props and pattern pages
- ⌚ reinforce the need for good posture and appropriate pencil grip
- ⌚ introduce a letter group from the Transition Script
- ⌚ ten minutes of student practice – have students complete the relevant page in the Targeting Handwriting Student Book or a worksheet from the Teacher Resource Book worksheets, or have them copy your model off the whiteboard/Smartboard.

The method of introduction for each letter group should be kept fairly uniform. Being consistent with sequence, verbal cues and

The suggested teaching sequence for the Transition stage

Exits only – *a, h, k, l, t, c, d, e*

Rounded entries – *m, n, r, x*

Pointed entries – *i, u, v, w, p, y, j*

Letters that change – *f, z*

Letters that don't change – *b, g, o, q, s*

terminology is important, as this will help students internalise the process of making each letter group, and will give them the words for providing their own cues when writing independently.

Teaching notes for each letter group

Exits only

Explain to students that an exit is a way out of a letter, and should be smooth and gentle. Demonstrate the 'fish hook' pattern. Have the students trace the movement in the air. Model to students that this movement should be easy and relaxed (you could use the wave pattern prop to illustrate this movement). Students could track and trace the fish hook patterns on page 23 of their Targeting Handwriting Year 2 Student Book. Then introduce all of the exit only letters. A suggested teaching sequence is given above.

Special letter features to point out to the students include: letters c, d and e already have exits, so do not change at all; the crossbar of the letter t is raised, so that the crossbar now sits just above the top blue line.

Rounded entries

Explain to students that an entry is a way into a letter. Introduce the 'walking stick' pattern. Have the students trace the movement in the air.



Model to students that this movement should be easy and relaxed (the hopping pattern prop is useful in illustrating this movement). Students could then track and trace the walking stick patterns on page 29 of their Targeting Handwriting Year 2 Student Book. Then introduce all of the letters belonging to this group.

Pointed entries

Introduce the pointed entry pattern. Have the students trace the movement in the air. Explain to students that this entry is a short straight line that makes a sharp, pointed entry. Students could then track and trace the pointed entry patterns on page 33 of their Targeting Handwriting Year 2 Student Book. Then introduce all of the pointed entry letters.

Letters that change

Explain to students that the letters f and z change shape, so that they are easier to join.

Letter f – Tell students that this letter is very special because it now has a head, a body and a tail. It is the only letter that has all three parts of the seahorse. Use the seahorse prop to illustrate this fact. The crossbar now slants up between the two blue lines, but doesn't touch them.

Letter z – When introducing this letter, point out that it has changed from a sharp, angular letter to a smooth letter with a tail!

Letters that don't change

Introduce all five letters at the same time. Discuss possible reasons why these letters do not need changing. List these ideas onto a chart. The more your students can discuss the techniques involved in handwriting, the greater their understanding will become.

Handy hints for teaching the Transition stage

Tell students why they are learning the Transition stage, so that the task becomes more meaningful to them. Explain that exit and entry strokes are necessary to join letters together, and that learning to join allows you to write faster and more fluently.

Make or purchase a poster/frieze that illustrates the five different letter groups within the Transition Stage. A useful frieze that many

teachers use to display the letter groups is a 'joins train'. As each letter group is introduced, a carriage depicting that letter group is added to the train. Once all the letter groups are introduced, it becomes a handy reference for the class.

The red and blue guidelines in Year 2 are 6 mm wide, smaller than the 8 mm red and blue guidelines used in Year 1. The reduction in size may not suit the ability levels of beginning Year 2 students. To overcome this problem, have beginning Year 2 students write on 8 mm guidelines for general day work, and only use the 6 mm guidelines for guided writing lessons. During the year, as their ability levels increase, phase out the 8 mm lined paper.

The writing instruments are still very important, and must be comfortable and easy to control for the student. Some pencils have poor quality leads, which leads to 'scratchy' writing. Other pencils have leads that easily break and can cause the student to become frustrated. Select good quality pencils that have a soft lead, such as a 2B or HB pencil. Pencil grips or thicker, triangular shaped pencils can be beneficial to students with pencil grip problems.

Provide plenty of opportunities for students to practice and consolidate their skills. Continue to model this script throughout the day in other subject areas. Write the new skill on the whiteboard/Smartboard and refer to it from time to time, reminding students that in their general writing they could also be practicing this new skill.

Assess students' skill regularly. Collect information about each student and record all progress in the handwriting skills checklist on page 72. Remember that students need to display fluent transitional writing before they move on to the next phase.

Introduction to Queensland Modern Cursive

Towards the end of Year 2, students may be ready to learn joining. The Targeting Handwriting Year 2 Student Book gives a brief introduction to the joins and the Year 3 section of this book focuses on teaching the joins used in Queensland Modern Cursive.

The five minute pre-writing warm-up — Year 2

Muscle strength

- ⌚ playdough, clay or plasticine — make the hopping or wave pattern
- ⌚ construction toys that 'click' together
- ⌚ jigsaw puzzles



Tactile awareness

- ⌚ sorting rough and smooth, hard and soft
- ⌚ making patterns on carpet, in sand
- ⌚ tracing iceblock stick patterns with finger



Opposing finger strength; using thumb and index finger

- ⌚ using pincer grip to sort small objects
- ⌚ using hole punchers
- ⌚ covering a 100s MAB flat with ones blocks
- ⌚ using wind-up toys
- ⌚ using big plastic tweezers to pick up cotton wool balls, beads, buttons
- ⌚ rolling marbles
- ⌚ clipping pegs
- ⌚ 'flicking' objects
- ⌚ using nuts and bolts, locks and keys
- ⌚ doing up buttons and zips
- ⌚ sliding paper clips onto card
- ⌚ sponge printing — hold the pieces of sponge with a peg
- ⌚ curling paper strips around a pencil
- ⌚ tying shoe laces



Wrist strength

- ⌚ screwing and unscrewing jar lids
- ⌚ twisting crepe paper
- ⌚ 'painting' with water using large brushes
- ⌚ using wind-up toys
- ⌚ plaiting
- ⌚ constructing with pipe cleaners
- ⌚ sponge printing
- ⌚ typing on a keyboard



General

- ⌚ finger 'aerobics'
- ⌚ cutting and pasting with magazines
- ⌚ sewing cards — either commercially made or made from thick card
- ⌚ threading beads on strings
- ⌚ threading straws and patty pans onto string using a darning needle



Finger rhymes and action poems

- ⌚ One, Two, Three, Four, Five — Once I Caught a Fish Alive
- ⌚ Incy Wincy Spider
- ⌚ This Little Pig
- ⌚ Round and Round the Garden
- ⌚ Heads, Shoulders, Knees and Toes
- ⌚ If You're Happy and You Know It
- ⌚ Open, Shut Them





Handwriting skills checklist – Year 2

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: **HwK5**

Name	Date Observed	Comment
<p>☉ Maintains good writing posture</p> <ul style="list-style-type: none"> • Feet flat on floor • Non-writing arm supporting weight • Body tilted from pelvis • Head at comfortable angle 		
<p>☉ Employs correct pencil grasp</p> <ul style="list-style-type: none"> • Uses dynamic tripod grip or other acceptable grip • Left/right hand dominance • Uses appropriate pressure 		
<p>☉ Produces standard handwriting movements and patterns</p> <ul style="list-style-type: none"> • Writes clearly in straight lines from left to right • Does not lift pencil when forming lower-case letters (except for x, dots on i and j, and crossbars on t and f) • Uses finger movements to control pencil while sliding forearm across the page 		
<p>☉ Fluently writes clearly formed, unjoined letters</p> <ul style="list-style-type: none"> • Starts at the top of every upper-case letter, lower-case letter and number (except d and e, which start in the middle), and knows that no letter starts from the bottom • Knows starting point and beginning direction for each letter and number • Knows that lower-case letters have heads, bodies and tails 		
<p>☉ Begins to use joined letters</p>		
<p>☉ Forms all letters with consistent size and slope in Queensland Modern Cursive style from memory.</p> <ul style="list-style-type: none"> • Writes letters of uniform size • Writes letters of uniform shape • Writes letters of uniform slope • Writes letters with uniform spacing 		
<p>☉ Writes all letters with consistent size and spacing between words</p>		
<p>☉ Maintains legible handwriting throughout a text</p>		
<p>☉ Needs practice with these letters/numerals:</p>		

Using the Teacher Resource Book letter pages

When the Year 2 Student Book has been completed, or when you think further practice is necessary in the Transition stage (letters with exits and entries), print the relevant letter page or pages from the Teacher Resource Book.

These pages can also be used for assessment of handwriting skills, using the handwriting skills checklist on page 72.

Learning features of the Teacher Resource Book letter pages

Tracking lower- and upper-case letters using starting point and directional arrows

Locating focus letter within patterns

Name: _____

Find the r's in this pattern.

Colour the picture in each box. Colour the picture in each row that begins with the sound r makes. Write an r next to it.

© Pascal Press ISBN 978-1-925726-75-6 • Targeting Handwriting QLD Years P-3 Teacher Resource Book

Tracing letters using starting point

Corresponding phonic activity that includes a variety of activities including tracing activities, phonic, rhyming words, crosswords and wonderwords.

Name: _____

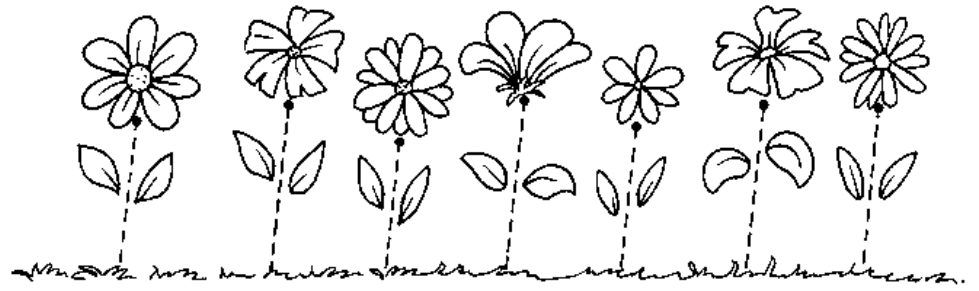
	q	u	i	i	q	s	q
q	u	i	e	i		u	q
g	e	a	q	u	a	o	i
	e	q	u	i	c	k	i
d	n	c		y	s	k	i
q	u	o	i	l	w	a	

Wonderword Clues
 aqua quick quill quite quoll
 queen quiet quilt quokka

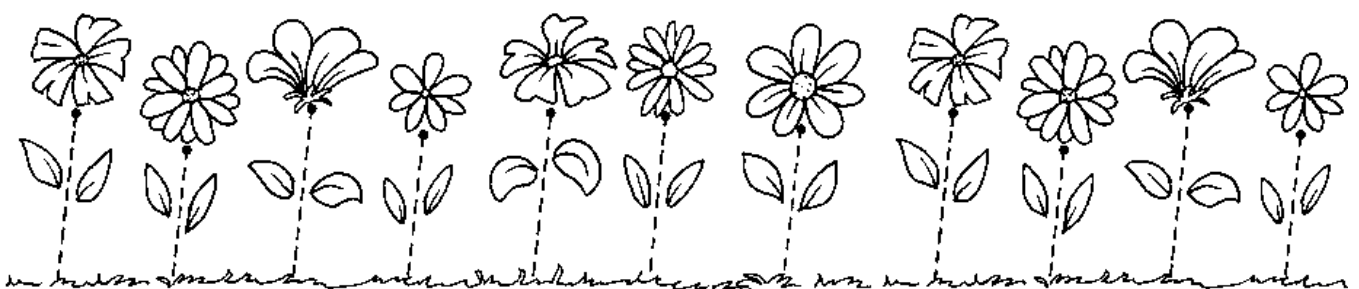
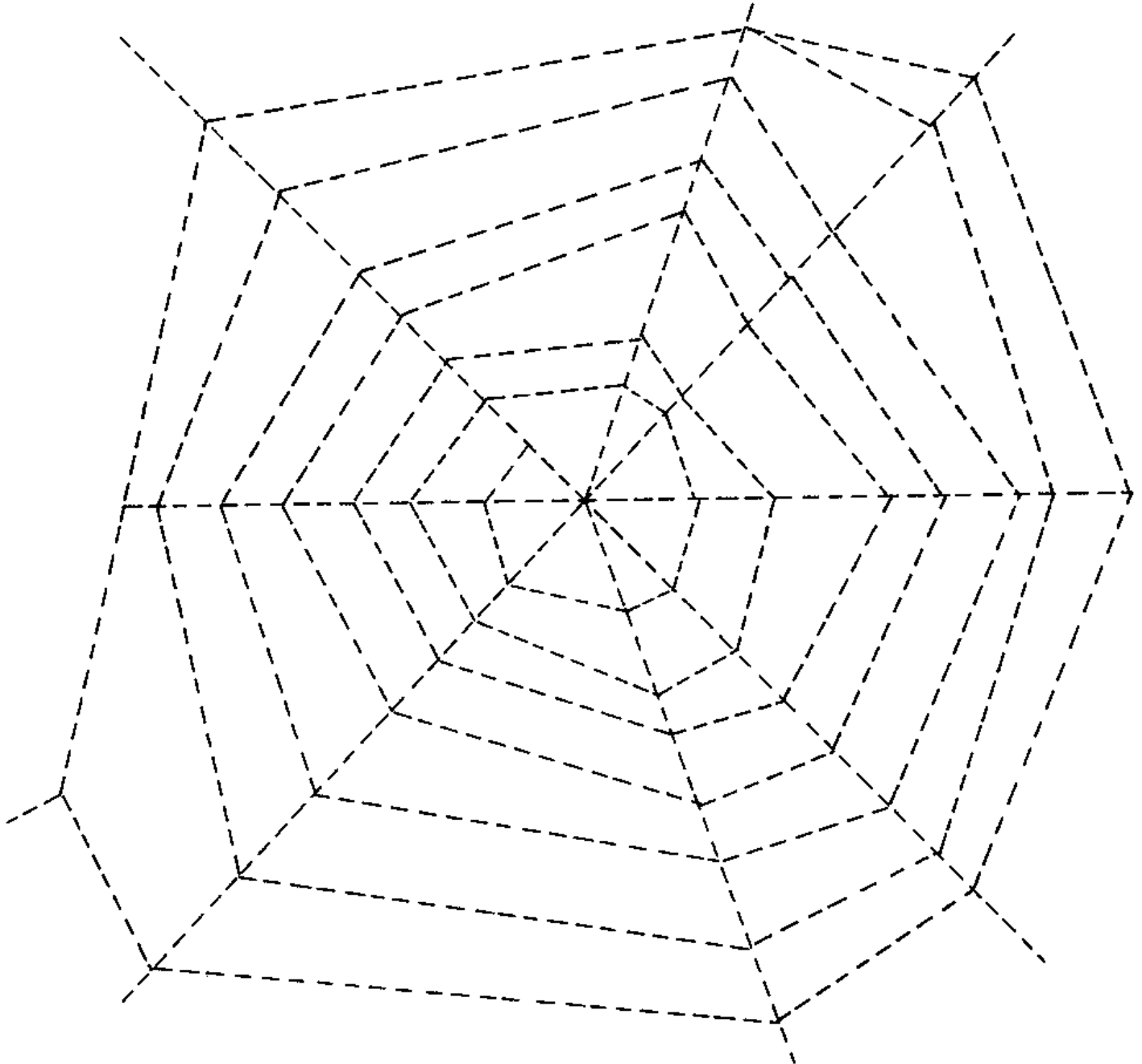
© Pascal Press ISBN 978-1-925726-75-6 • Targeting Handwriting QLD Years P-3 Teacher Resource Book

Name: _____

Downstroke
pattern

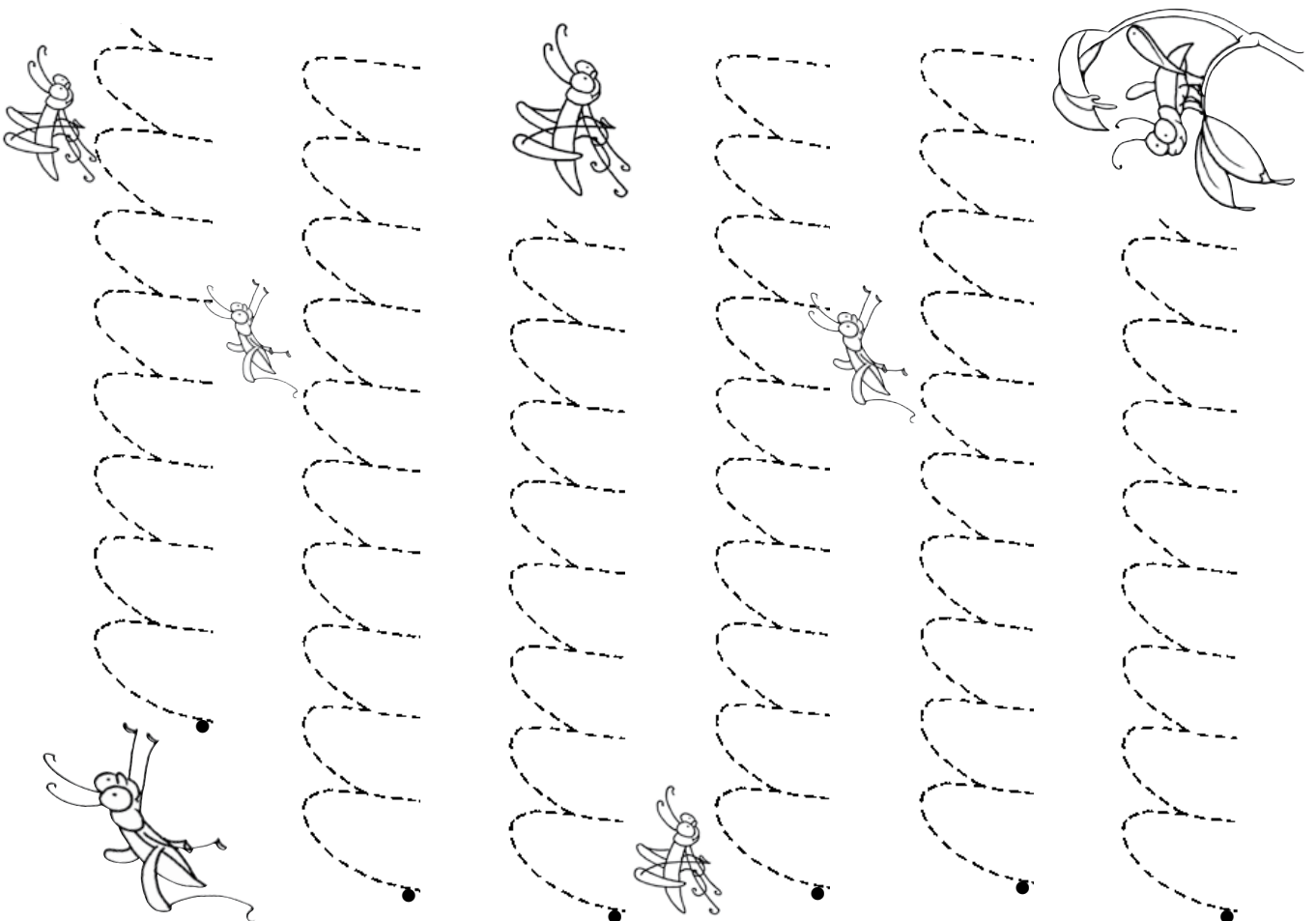


Trace the spider web. Draw a spider in the web!



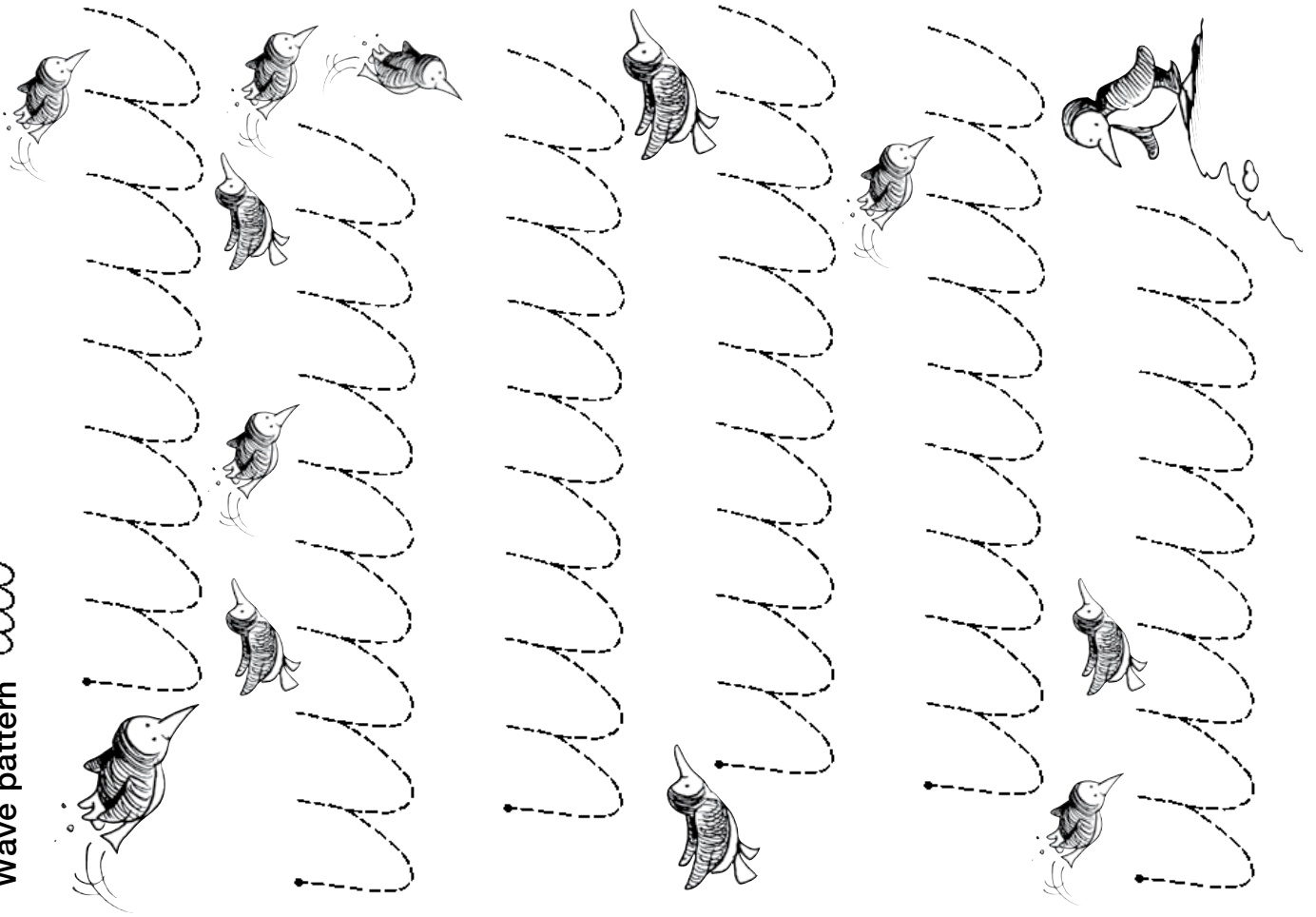
Name: _____

Hopping pattern 

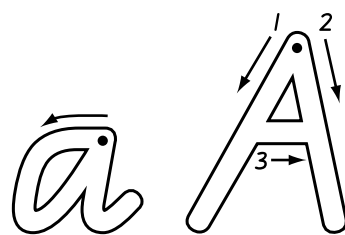
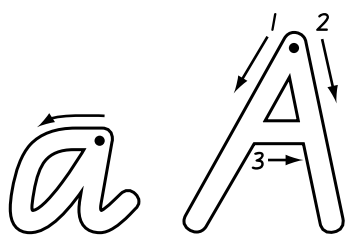
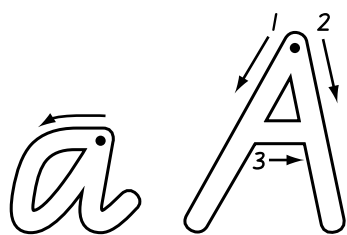


Name: _____

Wave pattern 



Name: _____



Find a. Trace it in your favourite colour.

Circle all the a's in the middle of the words.



ant



apple



hat



arrow



axe



bag



pan



cat



man



sand



cap

Name: _____

↓ 1
↘ 2
b B

↓ 1
↘ 2
b B

↓ 1
↘ 2
b B

Use the clues below to complete the crossword.



beast

1

baby



2

bag



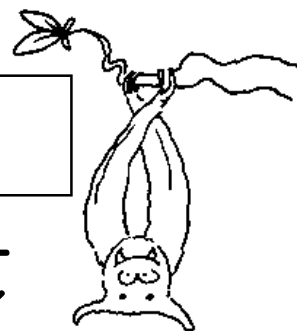
bake

4

box



bat



5

boat



6



baa

bed



7

brothers



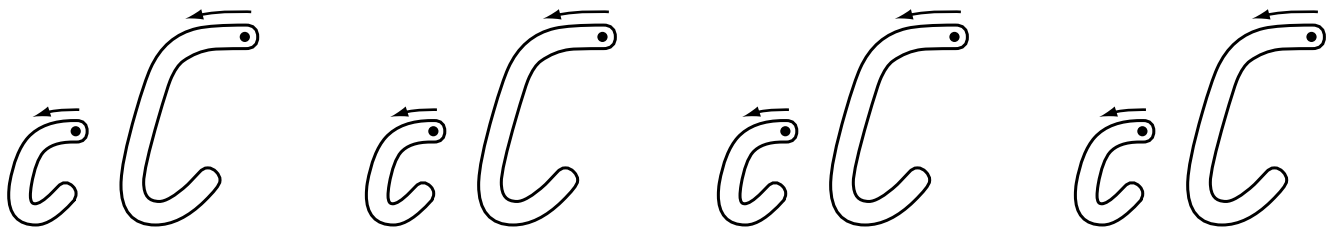
Across

2. A cardboard container.
4. Sisters and _____.
5. Something to carry things in.
6. A flying animal.
7. To cook in the oven.



Down

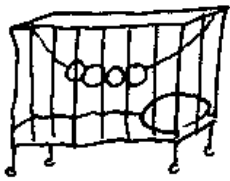

1. A sailing vessel.
3. A large animal.
4. The noise a sheep makes.
5. Where you sleep.
6. A very young child.



Name: _____

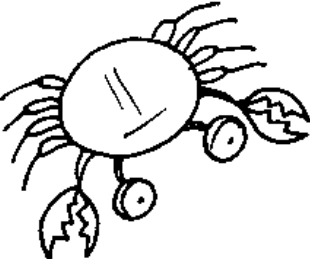



Use the clues below to complete the crossword.

clock  crown 

cot  cup 

can  cork 

crab  curl 

									1
			3						
4									
			5						
6									

Across

3. Special headwear for a queen or king.
4. A spiral shape.
5. A hard-shelled sea animal.
6. A stopper for a bottle.

Down

1. A tin for holding food or drink.
2. A bed for a baby.
3. It tells the time.
6. A container for holding a drink.

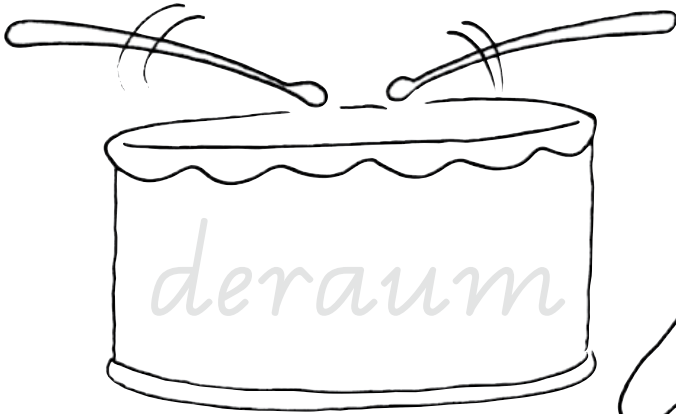
Name: _____

d D

d D

d D

Trace the right letters to find the words which match the pictures.



Draw a line to join the rhyming pairs.

Trace the d's.

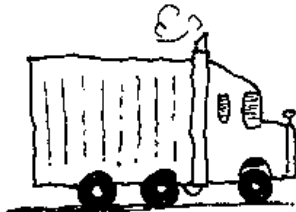
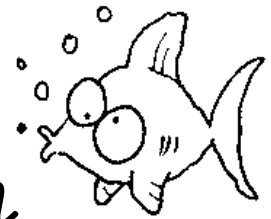


dog

duck



fish



truck



frog



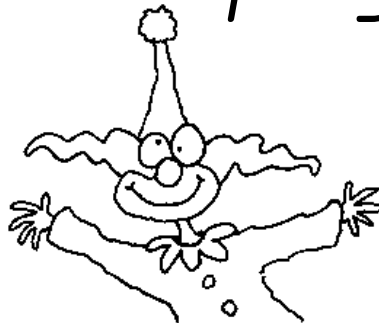
down



dish



mum

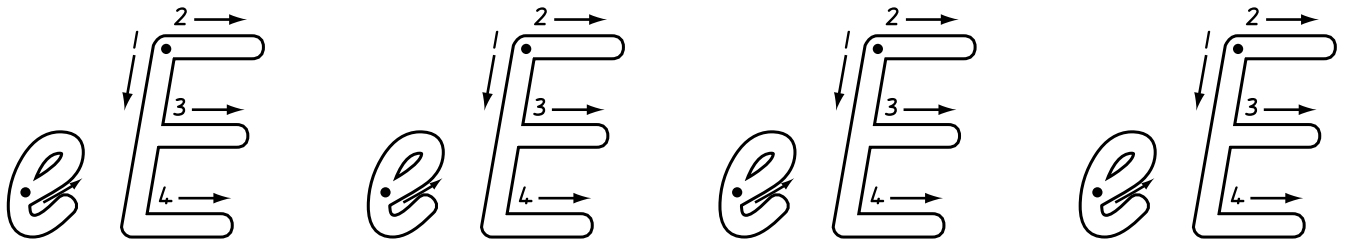


down

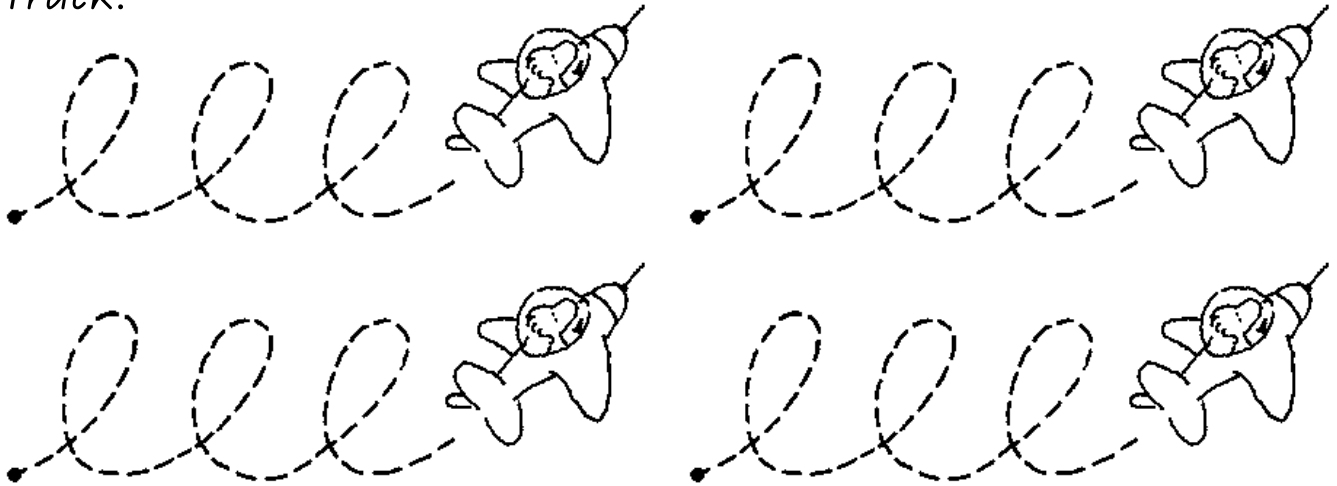


drum

Name: _____



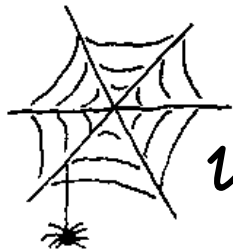
Track.



Find e. Trace it in red.

Circle all the e's in the middle of the words.

Ogg

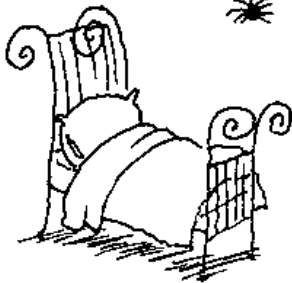


web

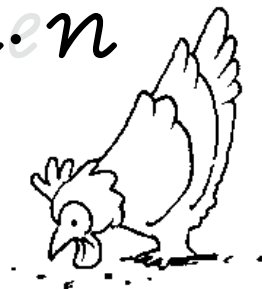
elephant



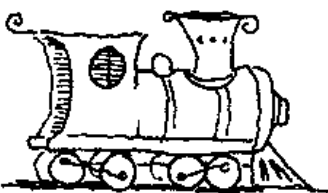
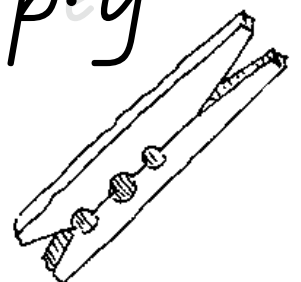
bed



hen

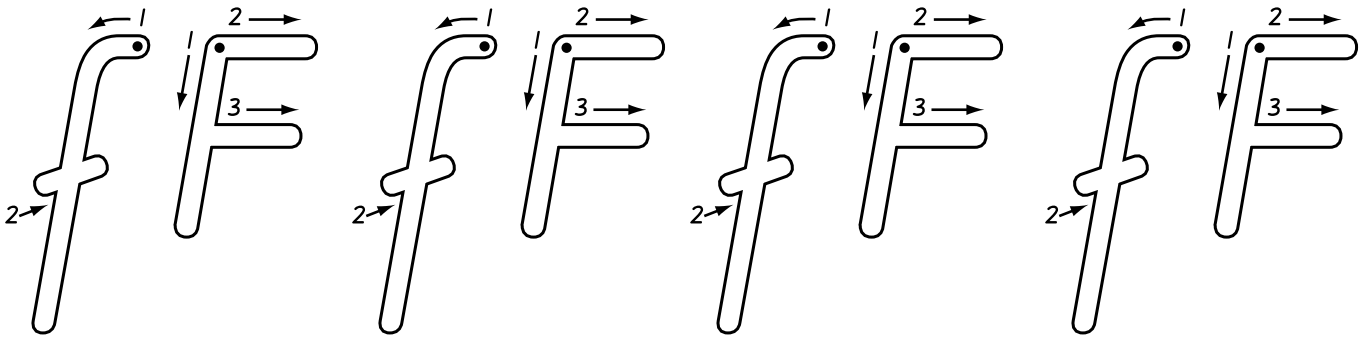


peg

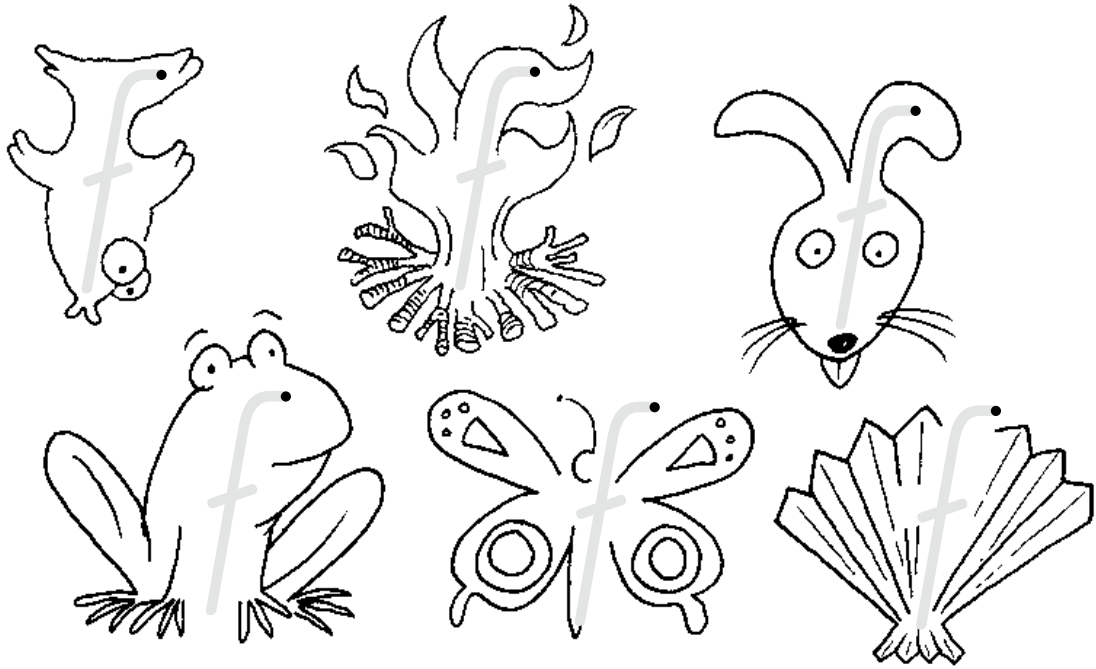


engine

Name: _____



Trace the f if the picture starts with the sound f makes.

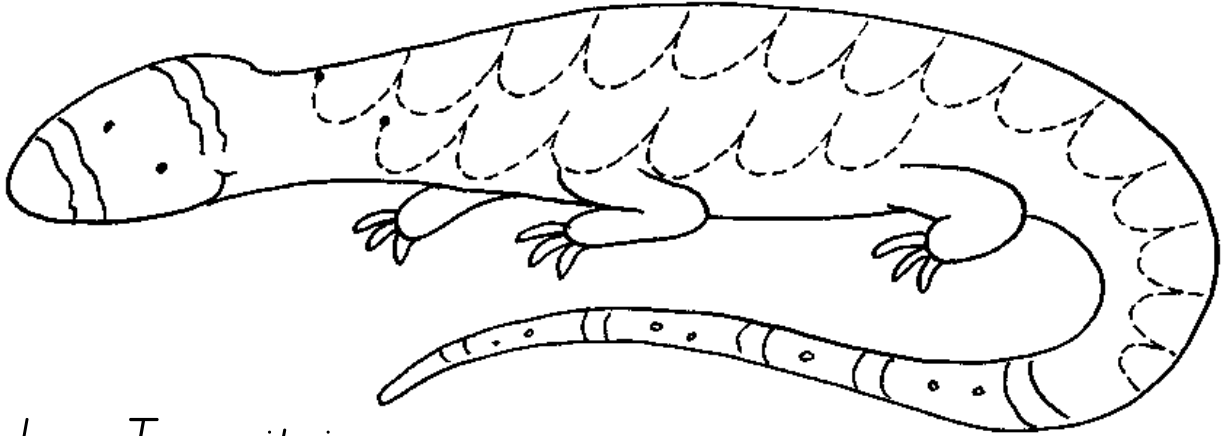


Trace the right letters to find the words that match the pictures.



Name: _____

g G g G g G



Find g. Trace it in green.



frog



goat



grass



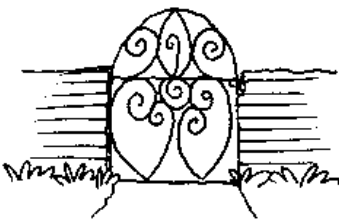
girl



dog



ring



gate

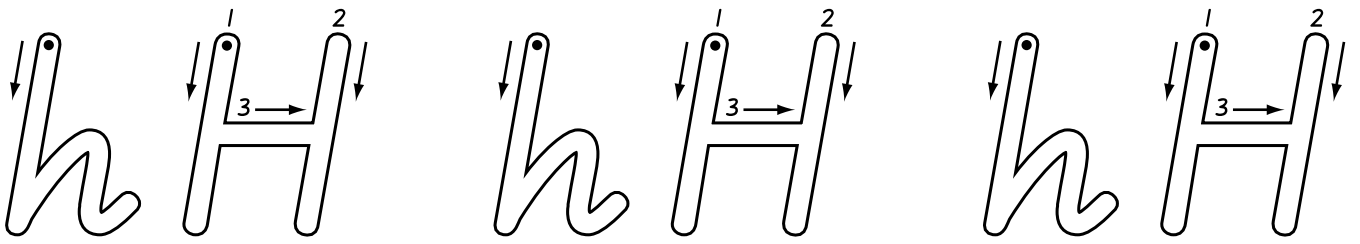


giraffe









grapes

Name: _____



Trace the letter that makes the beginning sound of each picture.

 <i>m n h</i>	 <i>h r b</i>
 <i>h m r</i>	 <i>b h t</i>
 <i>b r h</i>	 <i>h n r</i>

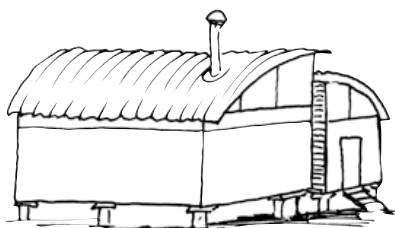
Trace the right letters to find the words which match the pictures.



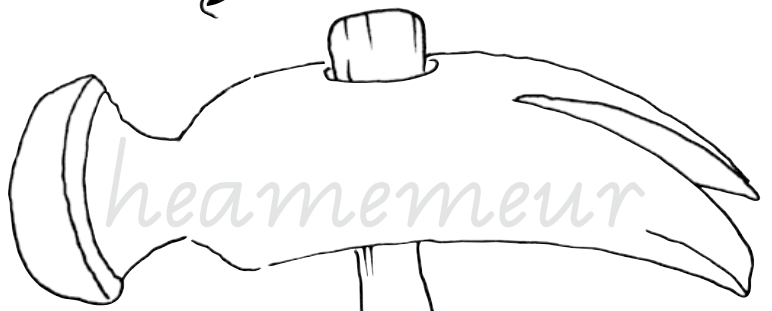
headt



heaeire

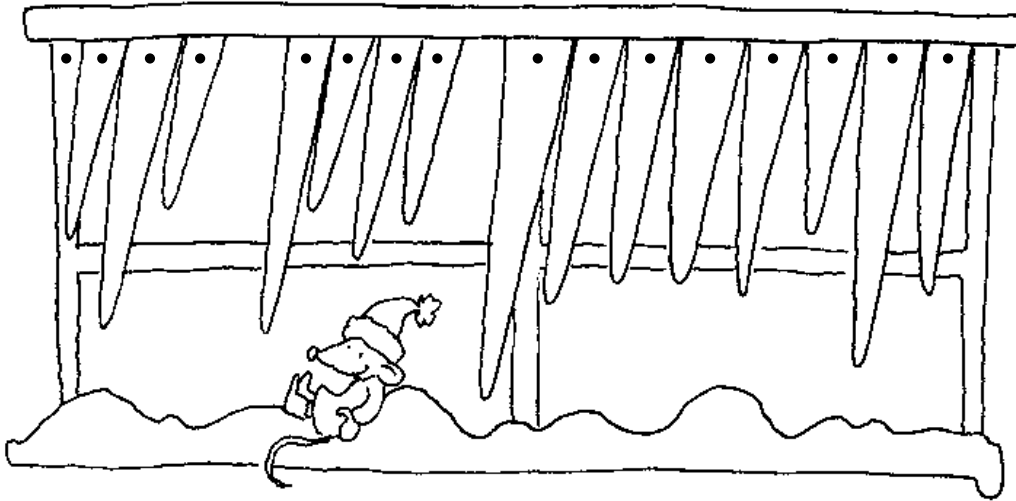
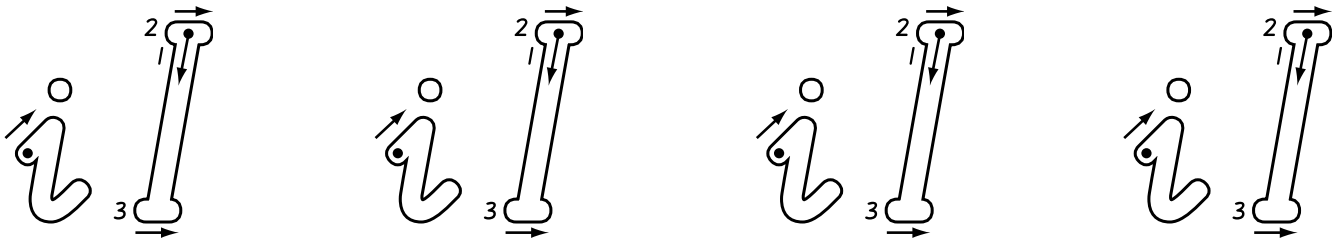


haowusse



heamemeur

Name: _____



__c__cles

Find the i's. Trace them in pink.



b*i*ke



p*i*g



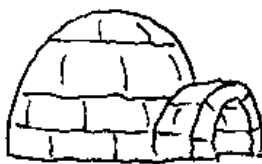
b*i*n

6*s*ix



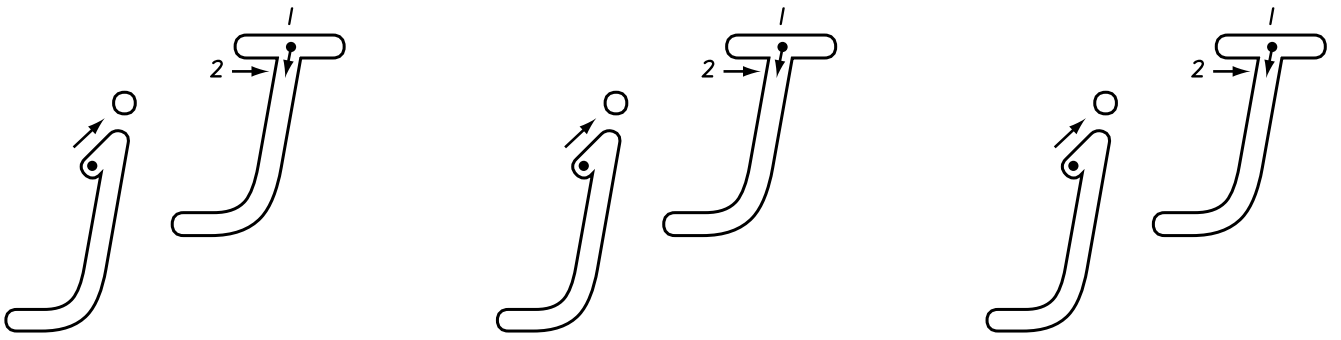
h*i*ll

*i*glloo

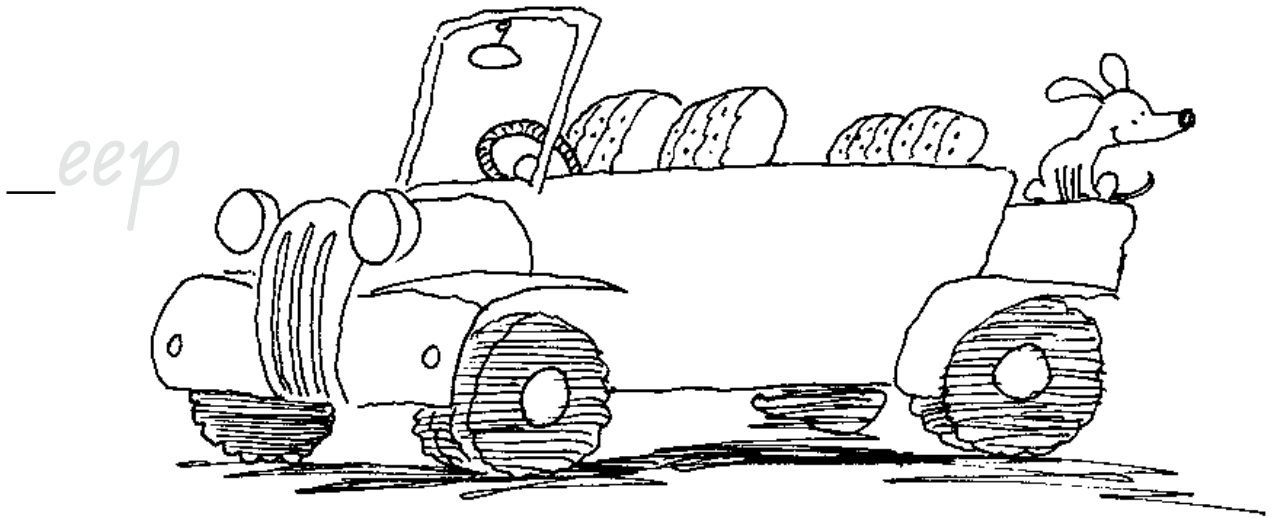


k*i*te

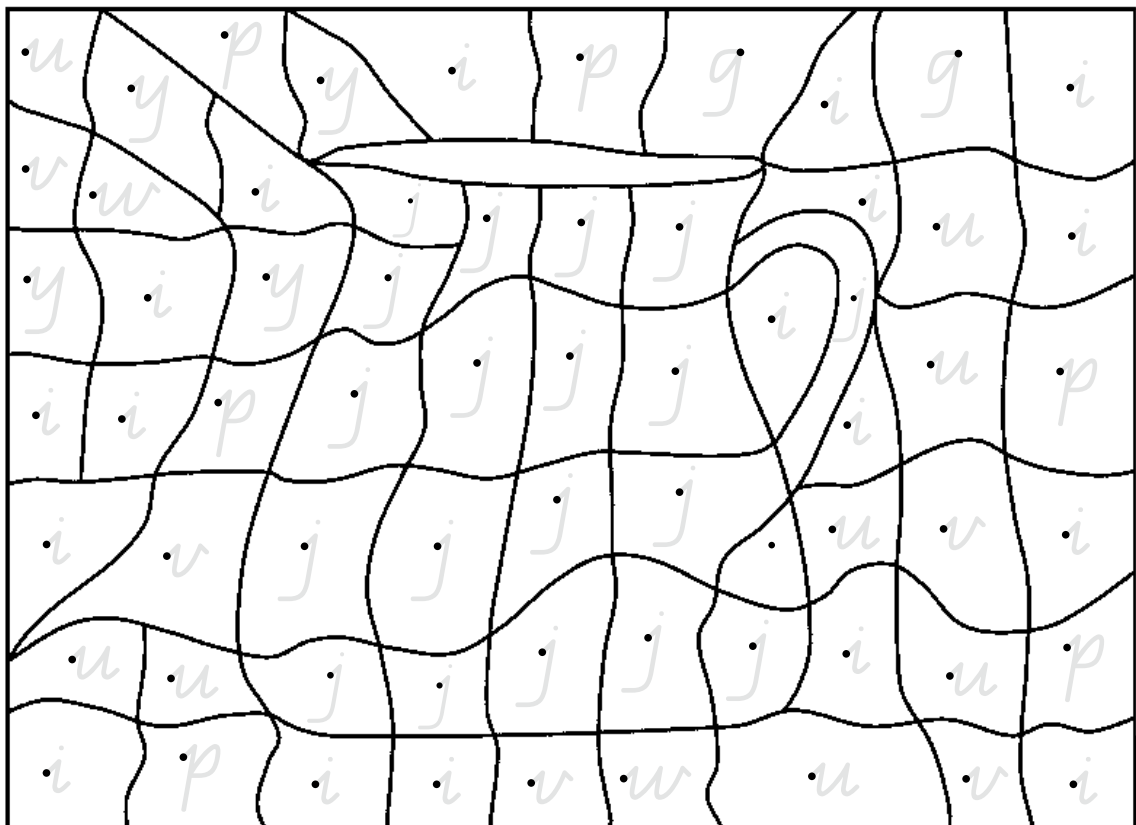
Name: _____



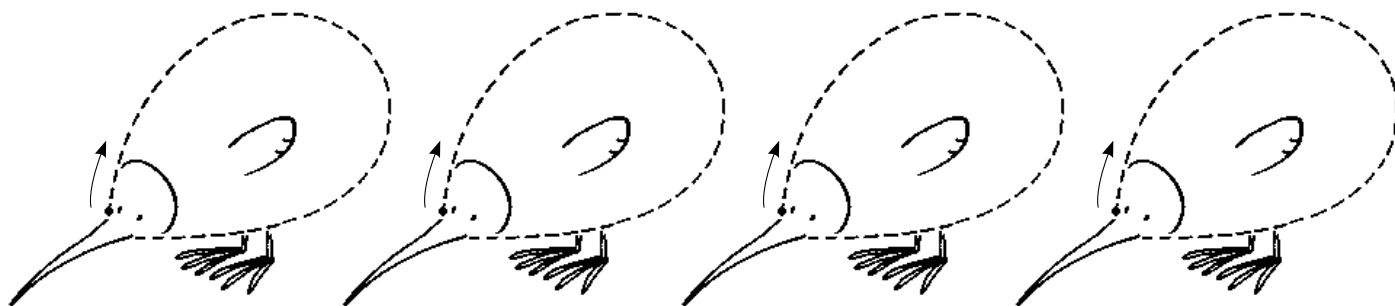
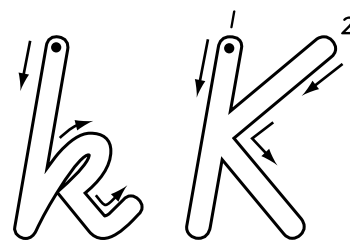
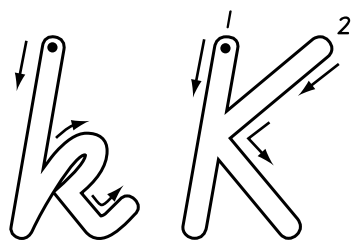
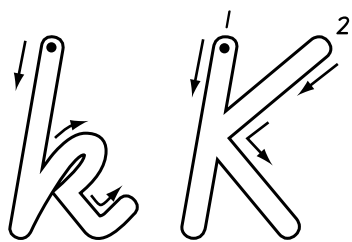
Fill the jeep with downward strokes.



Find the jug by tracing the j's. Colour the jug.



Name: _____



Find k. Trace it in black.



kite



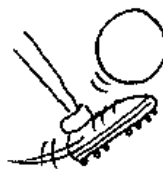
king



key



kettle



kick



koala



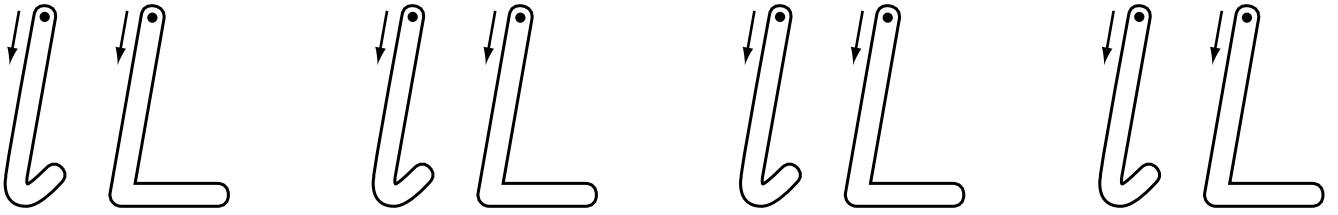
knight

knob

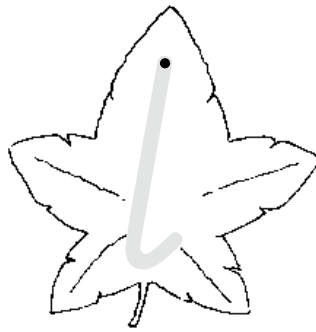
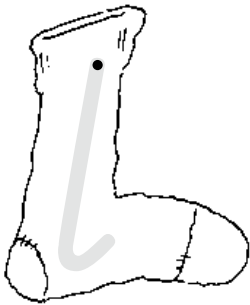
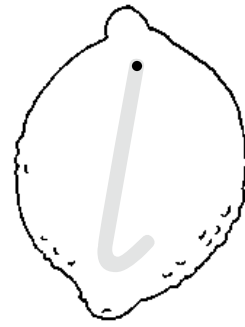
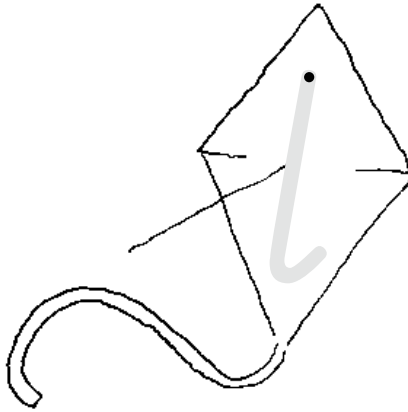
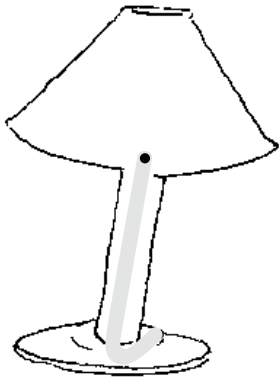


knot

Name: _____



Trace the *ll* if the picture starts with the sound *ll* makes.



Trace over the *ll*, to complete the words.

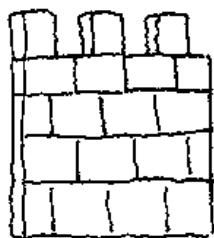


well

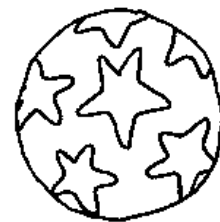


shell

wall



ball

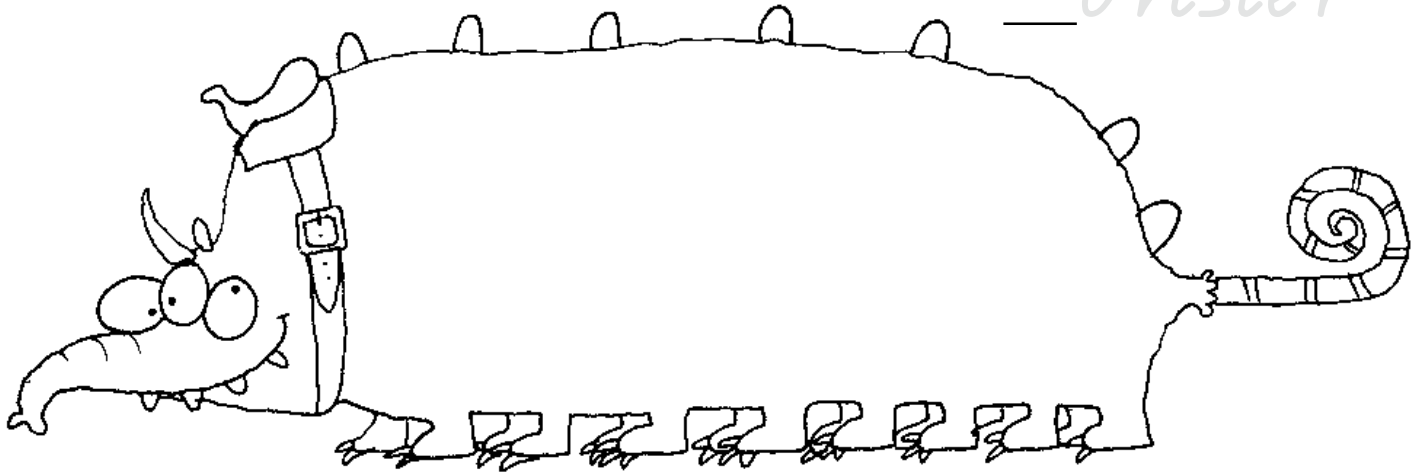


Name: _____



Fill the monster with hopping patterns.

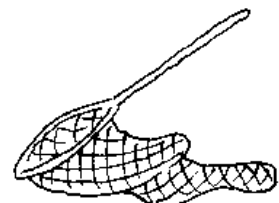
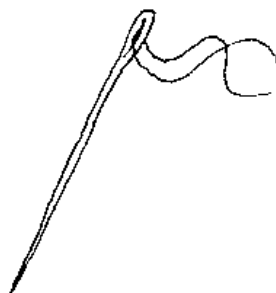
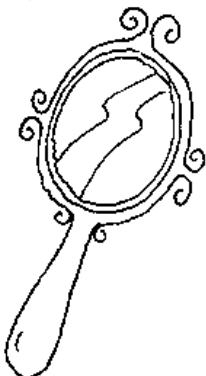
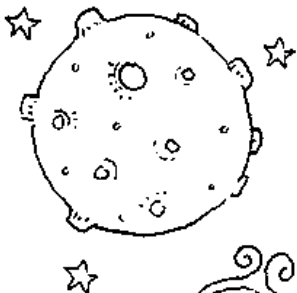
__onster



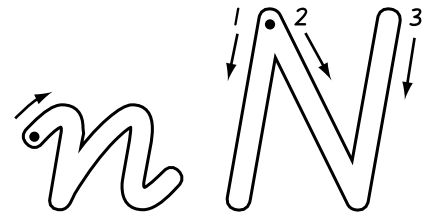
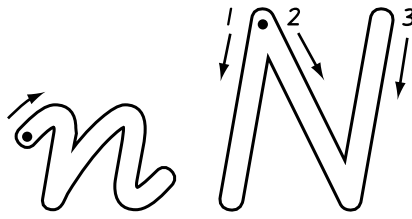
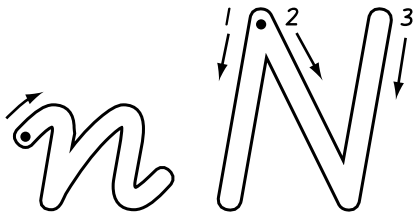
Find the m's in this pattern.



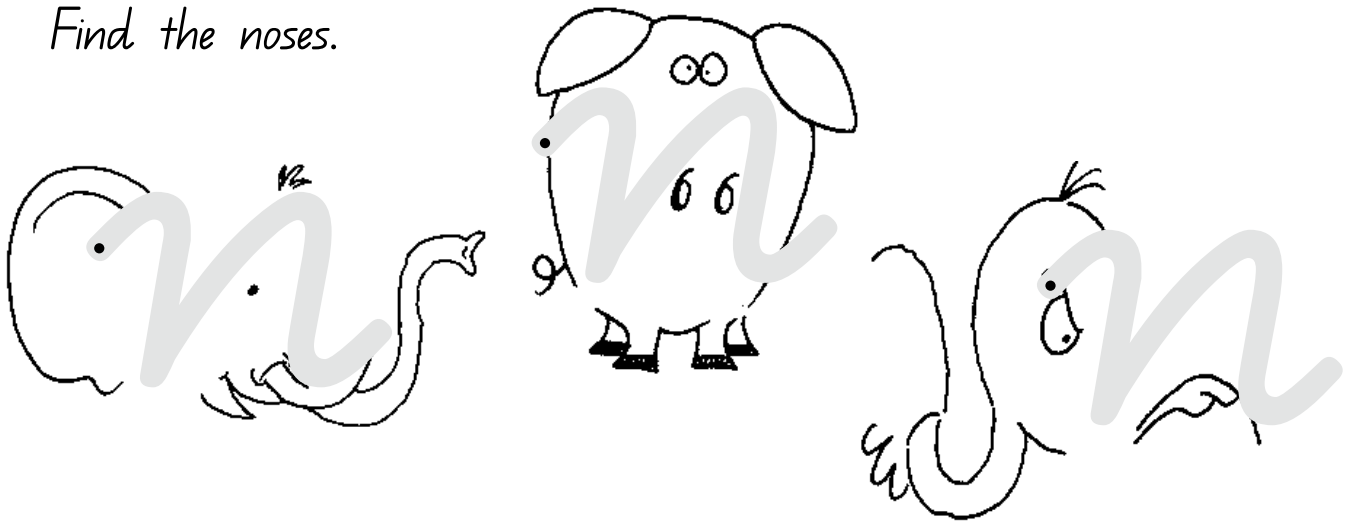
Write the letter m next to the pictures that start with the sound m makes.



Name: _____



Find the noses.



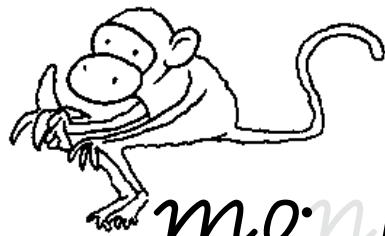
Find the words with n in them. Trace the n.



ant



under



monkey



rabbit

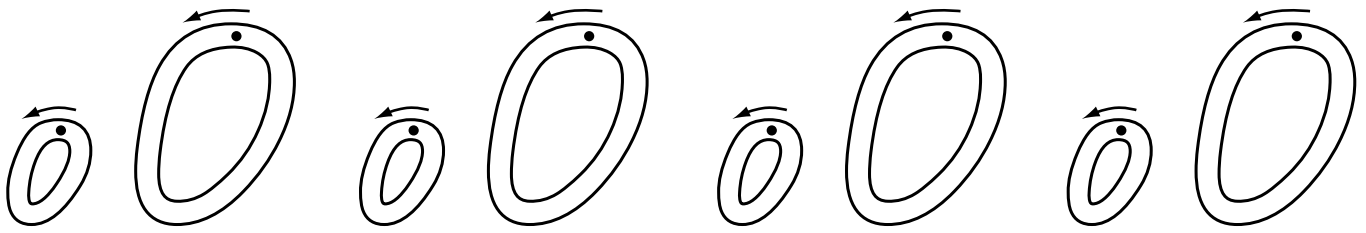


needle

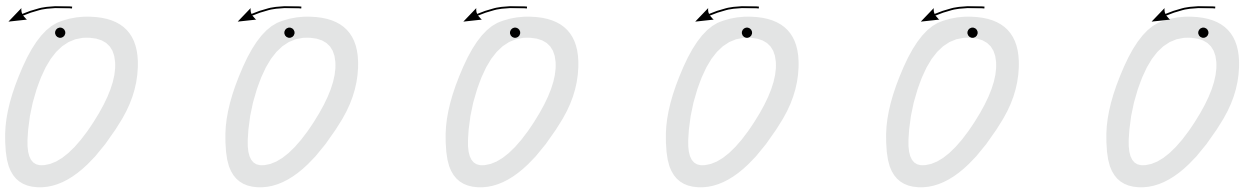


night

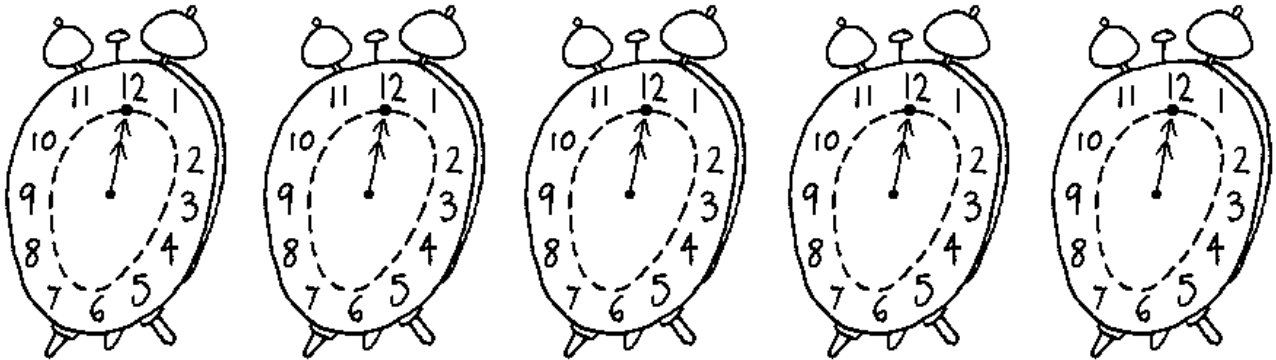
Name: _____



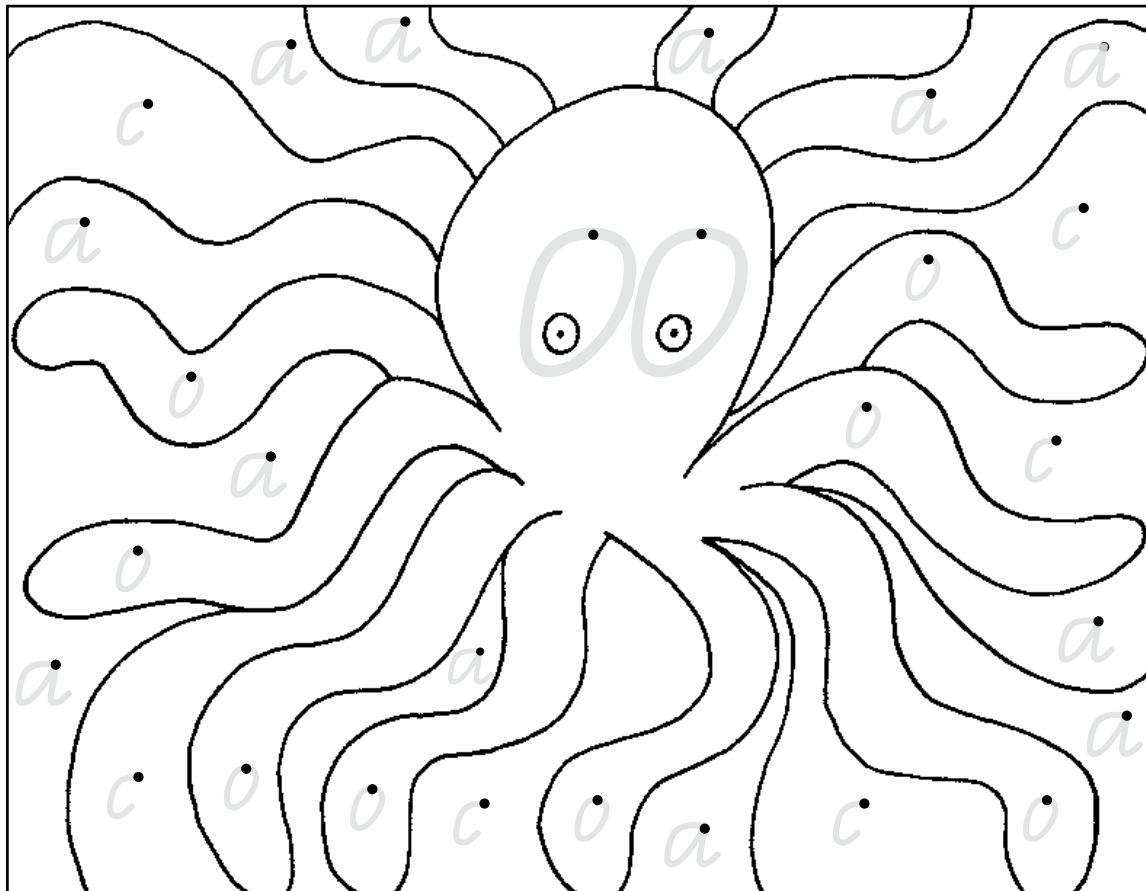
Trace.



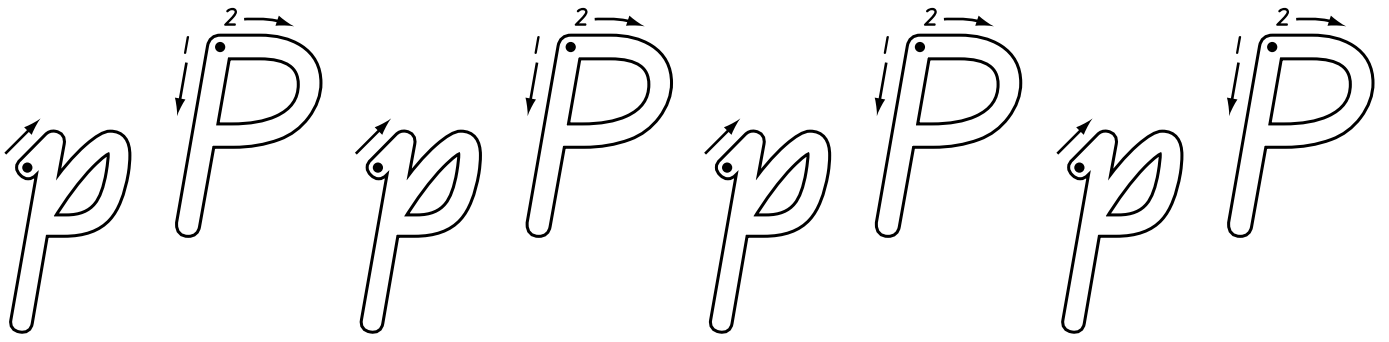
Trace the clocks. Start at 12 o'clock.



Find the octopus by tracing the o's. Then colour in the octopus.



Name: _____

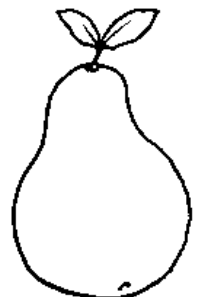
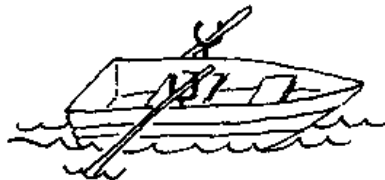
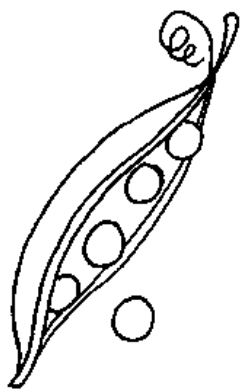
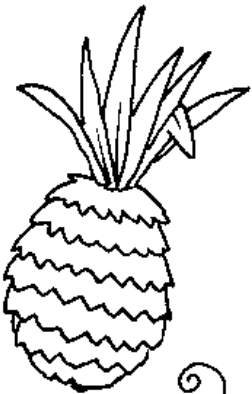


popcorn
popcorn

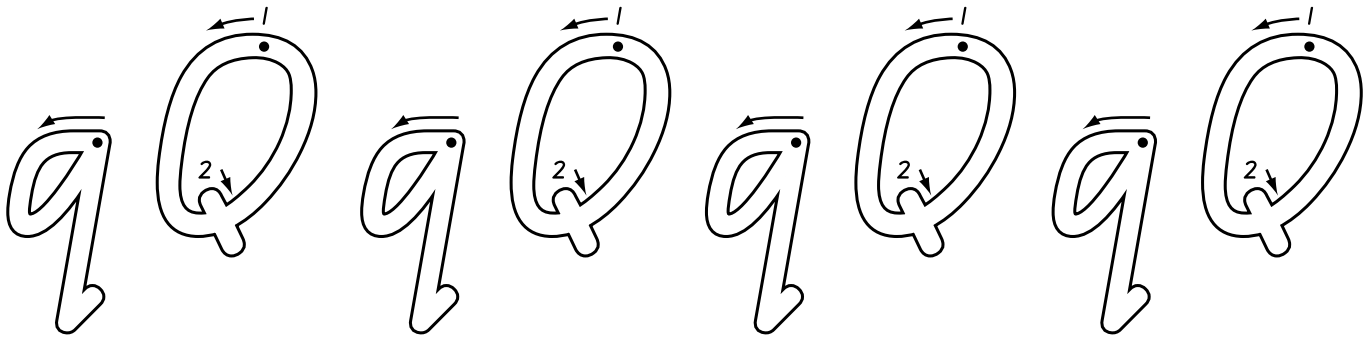







frying pan

Colour the pictures of things that start with p.
Write p next to the picture.



Name: _____

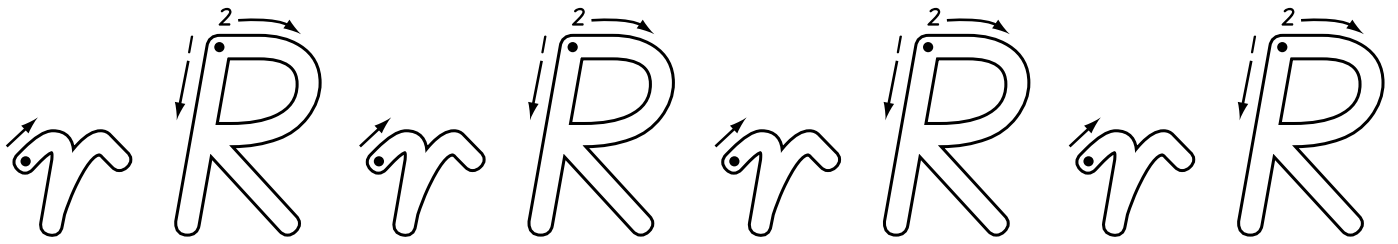


	q	u	i	l	t	q	s	q
q	u	i	e	t		u	q	u
q	e	a	q	u	a	o	u	i
	e	q	u	i	c	k	i	l
d	n	c		y	s	k	t	l
q	u	o	l	l	w	a	e	

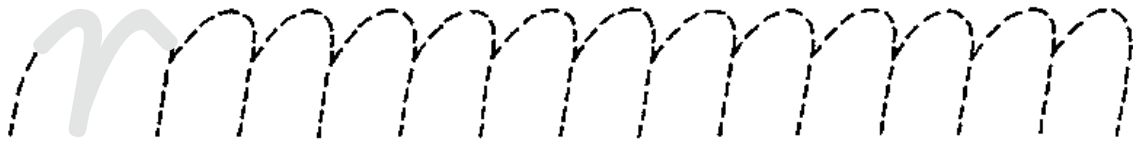
Wonderword Clues

aqua quick quill quite quoll
 queen quiet quilt quokka





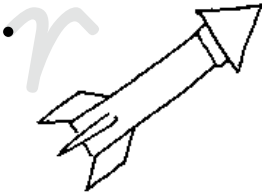



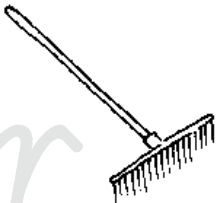






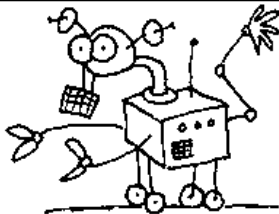




Name: _____



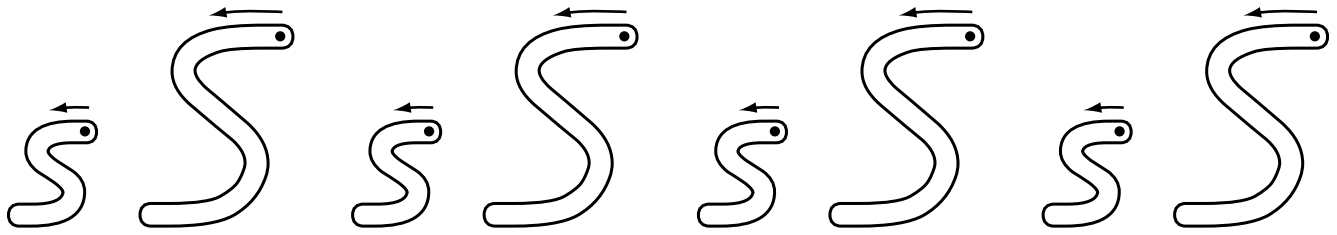
Find the r's in this pattern.



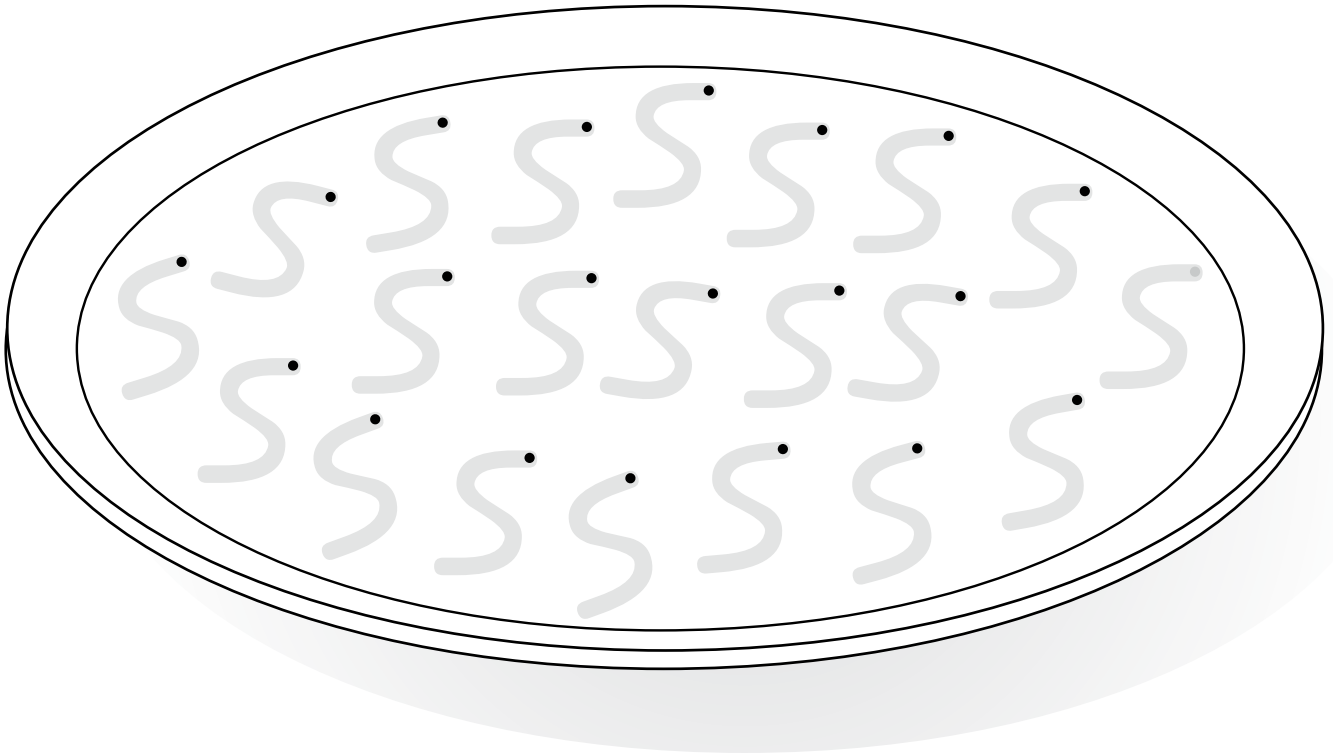
Colour the picture in each box. Colour the picture in each row that begins with the sound r makes. Write an r next to it.






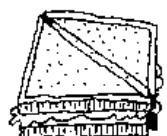
Name: _____



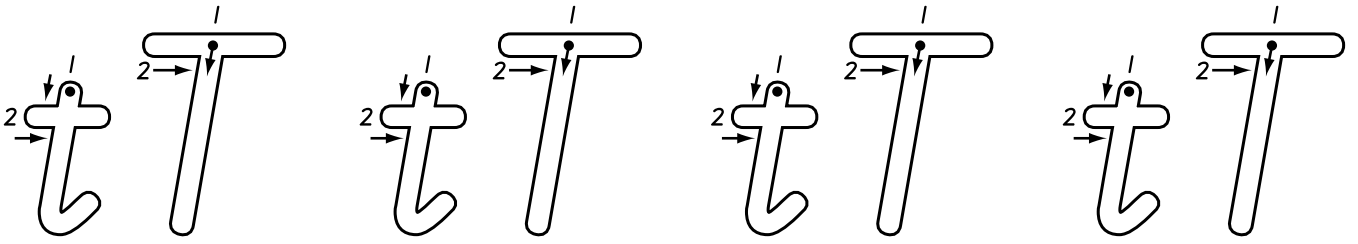
Fill the plate with spaghetti.



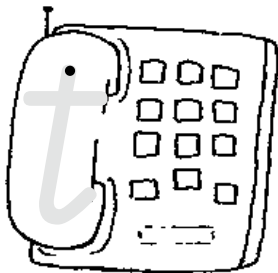
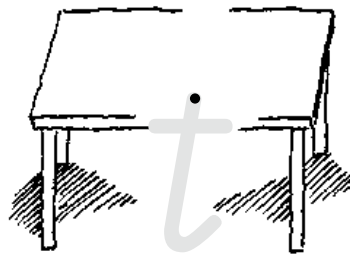
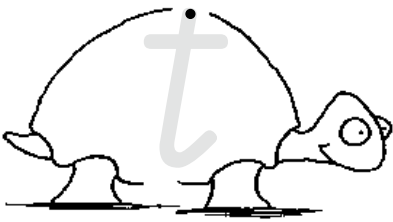
Trace the letter that makes the beginning sound of each picture.

 s c e	 o c s	 o r s
 c s w	 s e o	 r c s

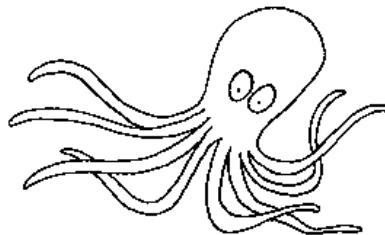
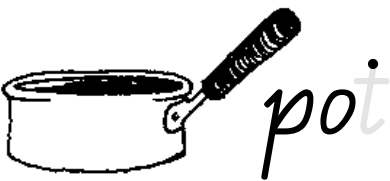
Name: _____



Trace the t if the picture starts with the sound t makes.



Find t. Trace.



octopus



ant

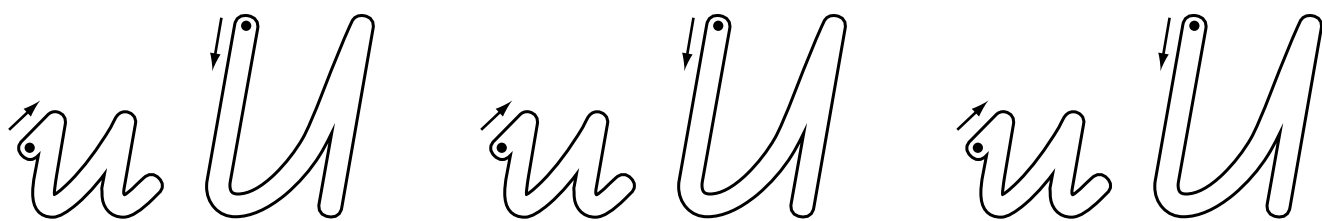


rabbit



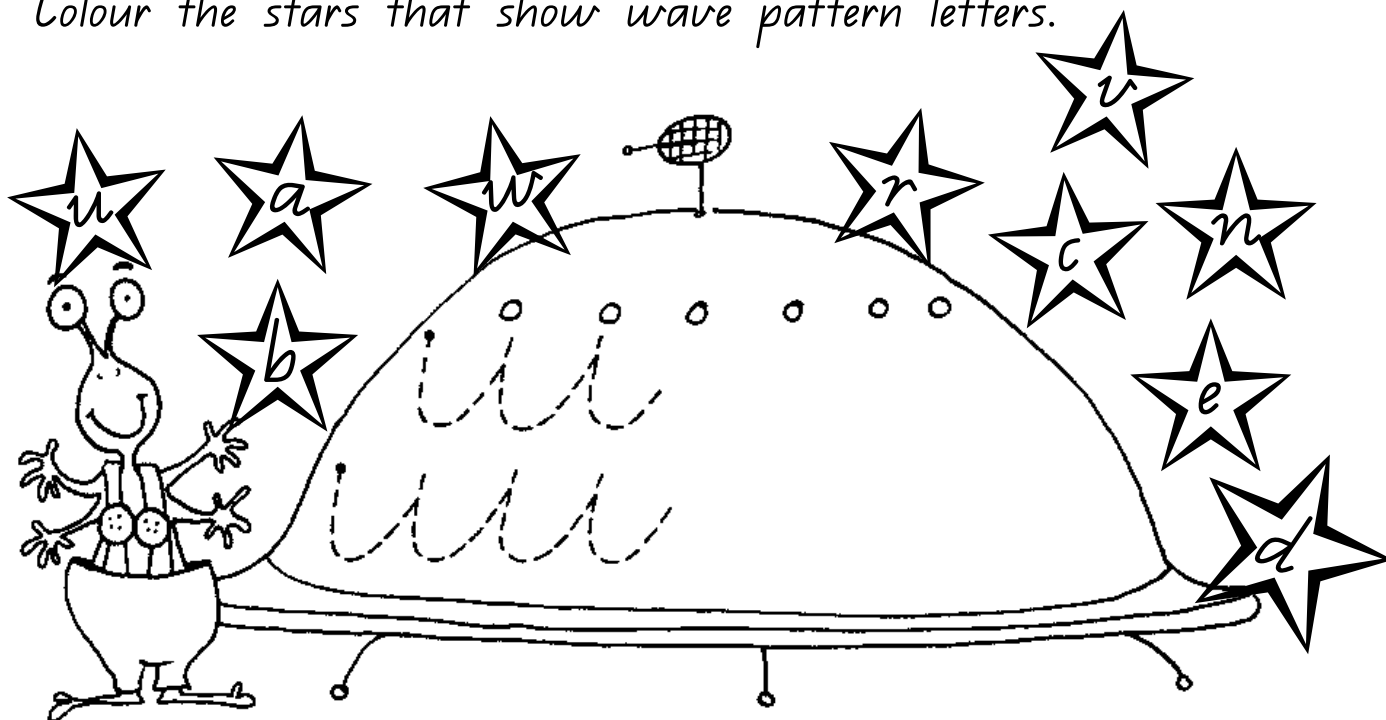
nest

Name: _____

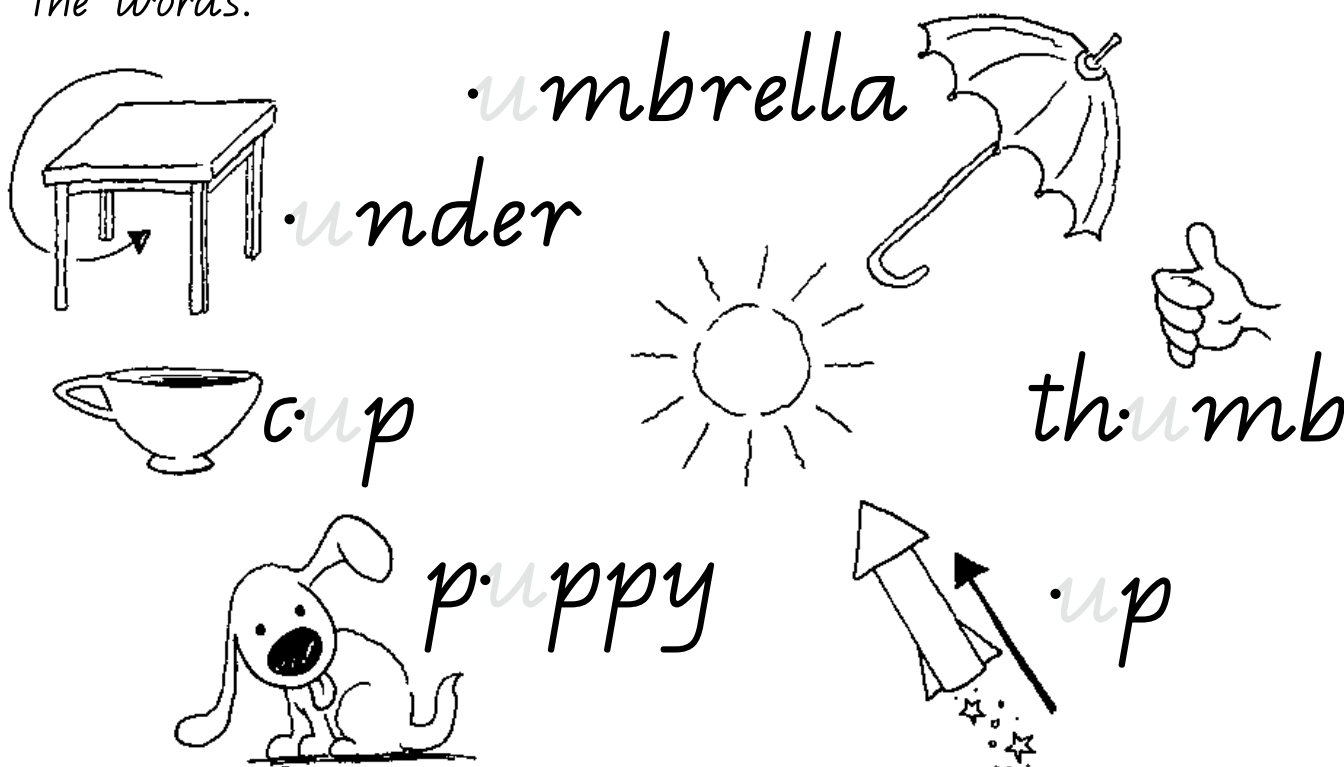


Fill the UFO with waves.

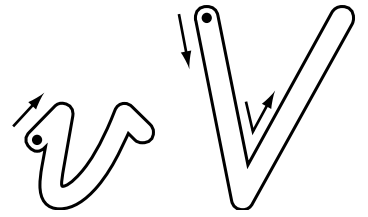
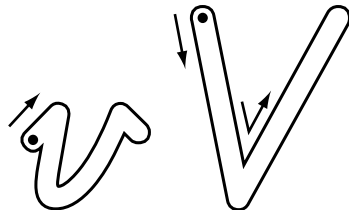
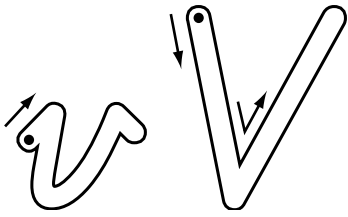
Colour the stars that show wave pattern letters.



Find the u. Trace it blue. Circle all the u's in the middle of the words.



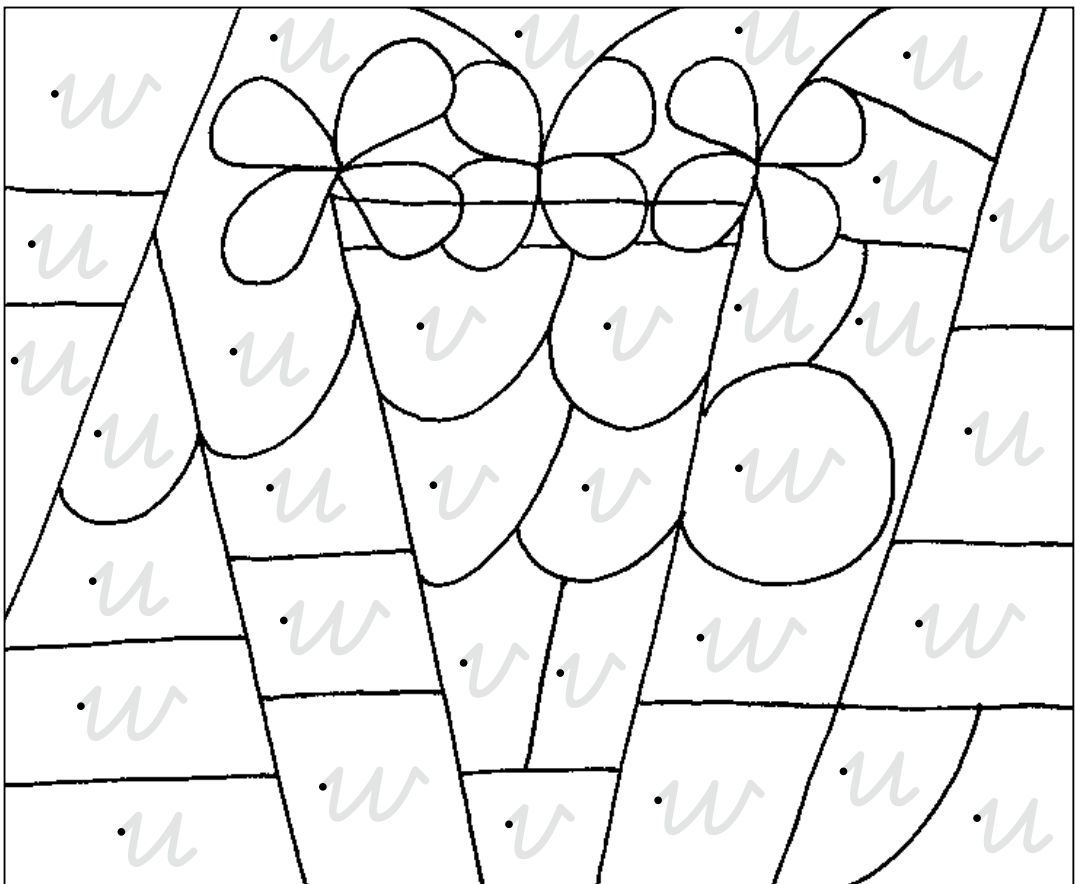
Name: _____



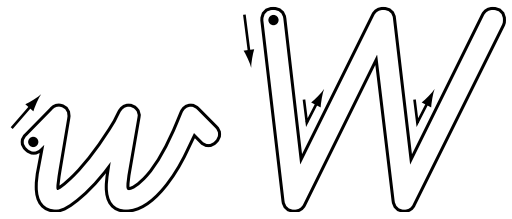
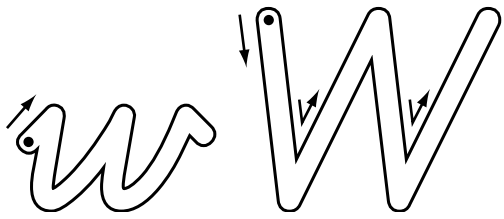
Trace.








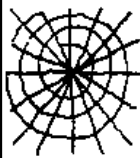
Find the vase by tracing the v's. Colour the vase and flowers.



Name: _____



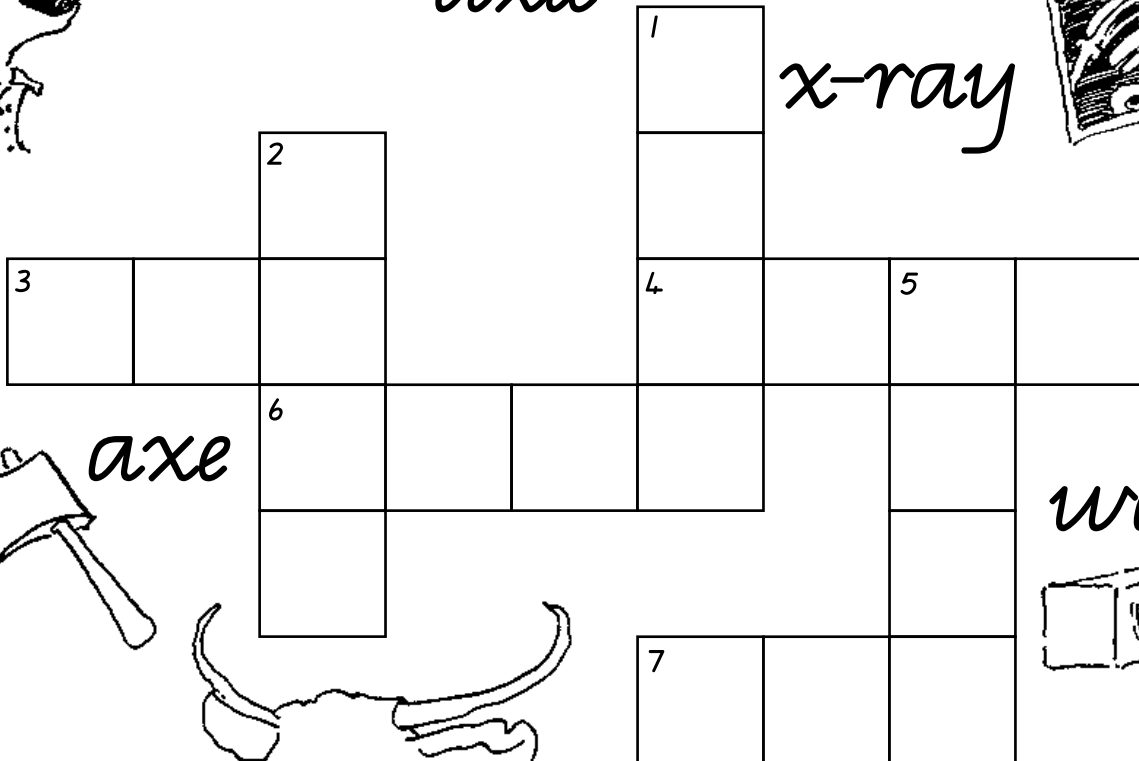
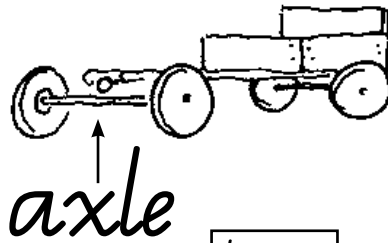
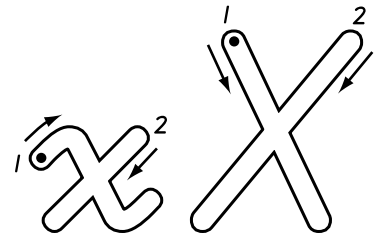
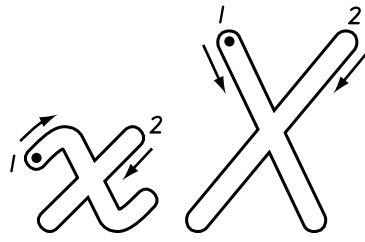
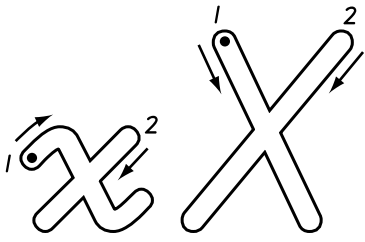
Find the *w* words hidden in the wonderword.
Trace the letters in each word you find.

	w	i	n	d	h	w	h	o
w	h	i	s	t	l	e	o	
o	a		w	e	r	e	w	e
k	l	s	w	o	r	k	r	n
b	e	a	e	h		i	c	w
a		n	n	w	h	e	r	e
l	w	a	t	c	h	e		b

Wonderword Clues

how we week were where who wok
watch web went whale whistle wind work

Name: _____



x-ray

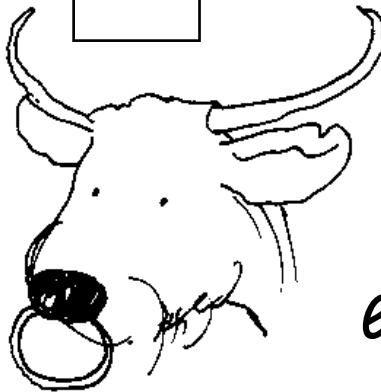


axe

wax



oxen



exit



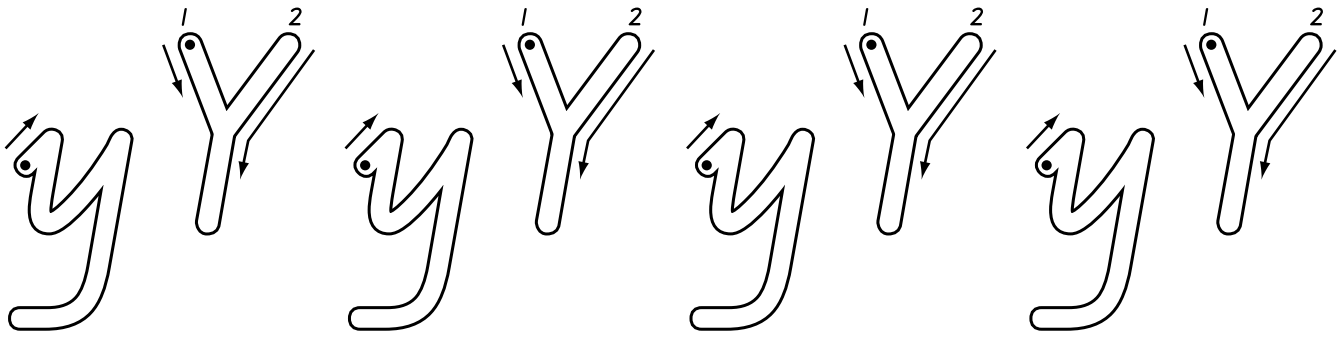
Across

3. Candles are made of this.
4. Photo of bones through skin.
6. The way out of a room.
7. Tool used to chop wood.

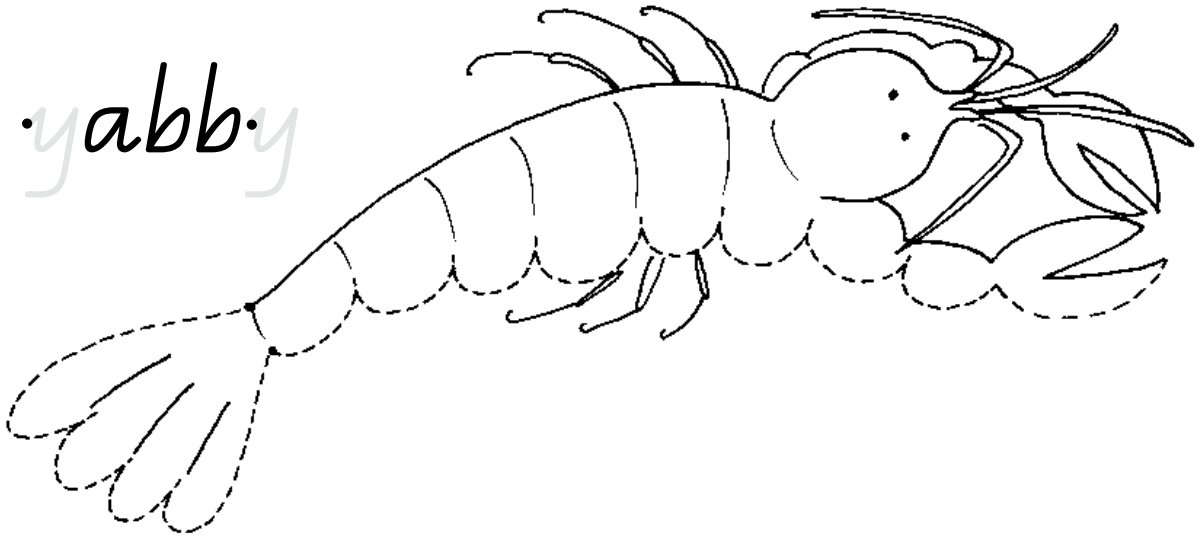
Down

1. I'm standing _____ to you.
2. Animals like cattle.
5. Metal bar that joins a pair of wheels.

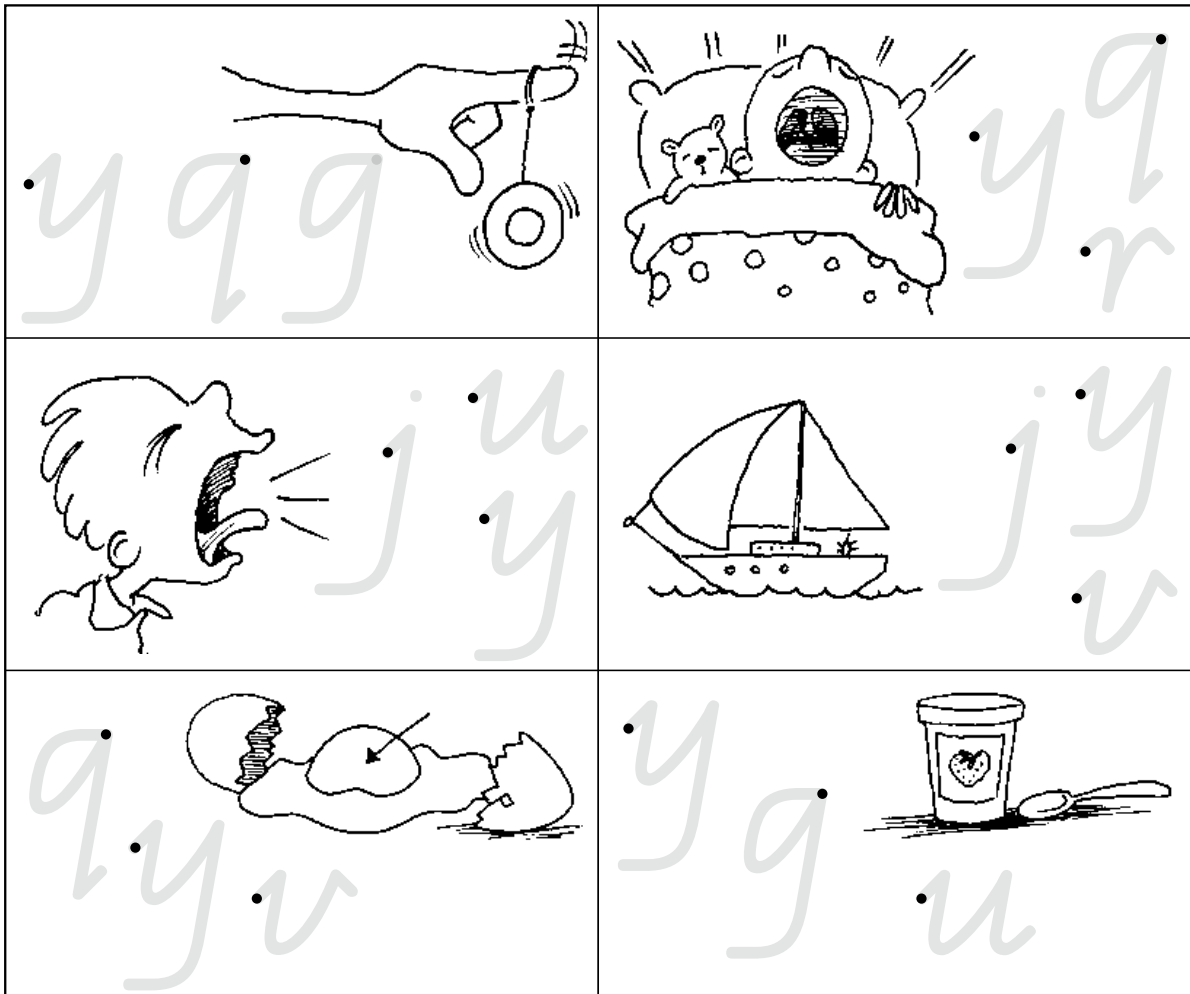
Name: _____



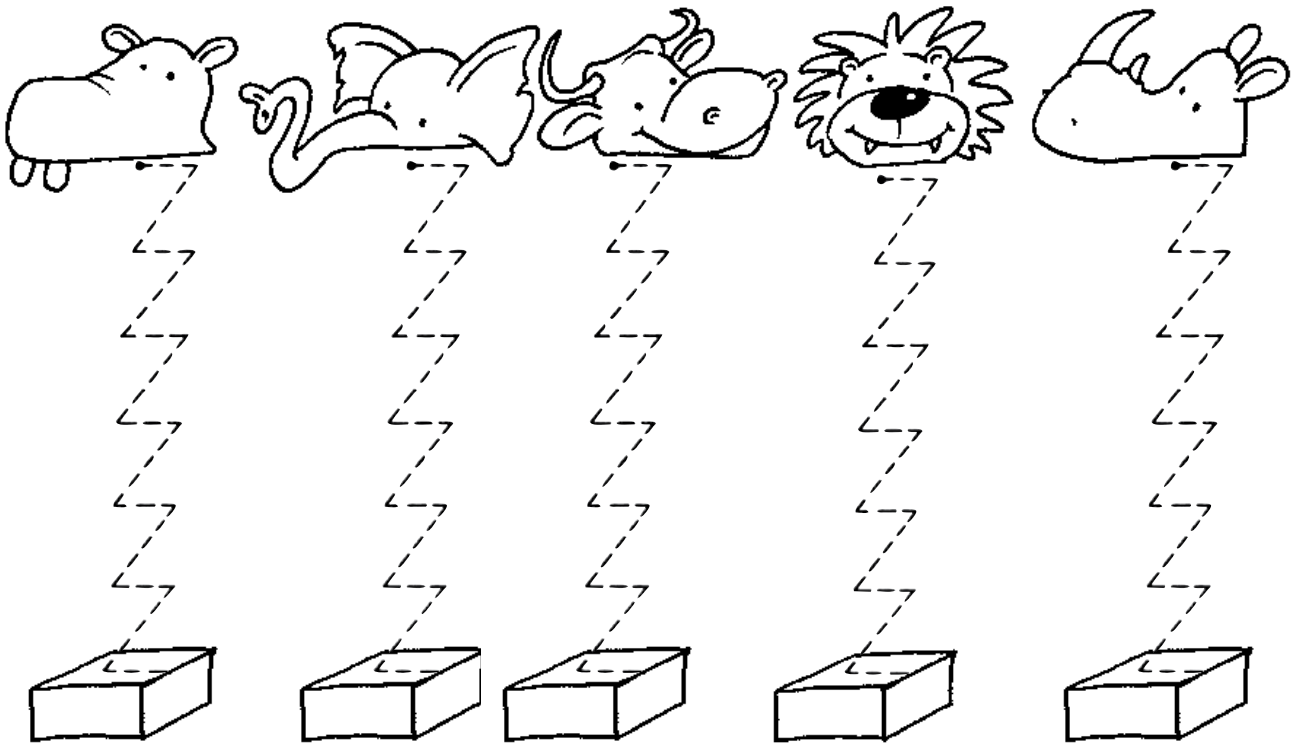
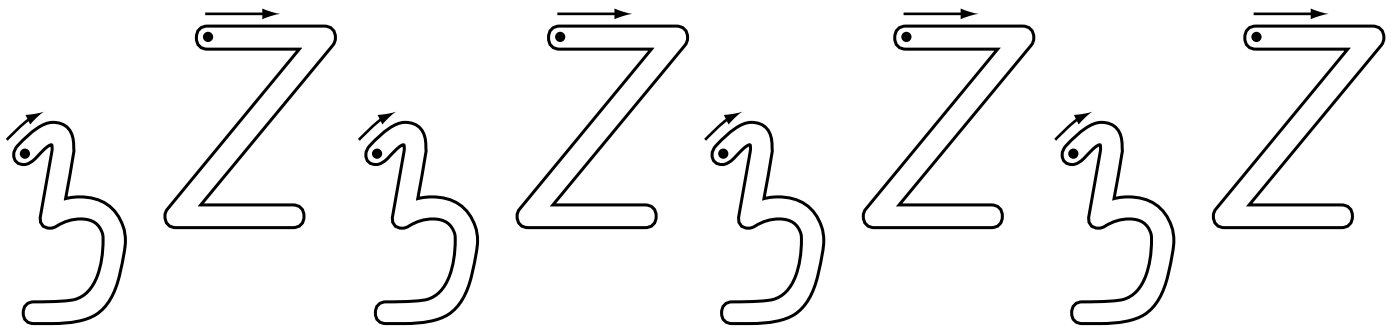
yabb·y



Trace the letter that makes the beginning sound of each picture.



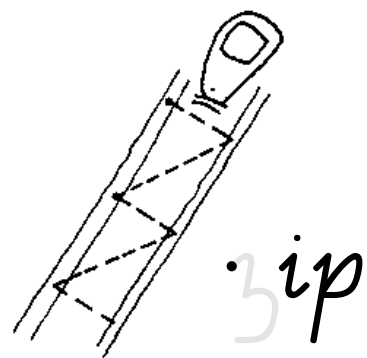
Name: _____



Find the letter z. Trace.



zoo



zip

zebra

Name: _____





This section of the Teacher Resource Book and the Year 3 Student Book have been developed to assist in teaching Queensland Modern Cursive, which is the major focus in the Year 3 handwriting program. This stage should be introduced when students are writing both the Queensland Beginner's Script and letters with exits and entries fluently.

Begin the year by revising all basic patterns and printed letter shapes. Assess students' abilities and decide if students are ready to learn the cursive script. Students not exhibiting the prerequisite skills need to continue revising the previous stages of handwriting. However, by Year 3 most students are ready to join and can progress to this next phase of handwriting.

Schedule a 15-minute guided lesson at a regular time each day, ideally in the morning. The method of introduction for each join should be kept fairly uniform. As stated previously in this book, be consistent with sequence, verbal cues and terminology, as this will help students internalise the process and give them the words for providing their own cues when writing independently.

A sample Year 3 Cursive handwriting lesson:

- ⌚ begin with a five-minute warm-up to strengthen fine motor muscles (see suggestion on page 107)
- ⌚ revise the basic patterns using the pattern props and pattern pages
- ⌚ reinforce the need for good posture and appropriate pencil grip
- ⌚ introduce a joining technique on the whiteboard/Smartboard
- ⌚ ten minutes of student practice – have students complete the relevant page in the Targeting Handwriting Student Book. (Once the Student Book is completed, the Teacher Resource Book worksheet pages 112–121 provide activities for practice and consolidation).

Suggested joins teaching sequence

Diagonal joins

- Exits to rounded entries
- Exits to pointed entries
- Exits to e
- Exit to head and body letters
- Exits to o
- From f
- To modified f
- To modified s

Drop-on joins

Horizontal joins

- Top finishing letters to clockwise letters
- Top finishing letters to anti-clockwise letters
- Top finishing letters to s
- Top finishing letters to head and body letters (up-sweeping joins)
- Top finishing letters to modified f

Letters that don't join

Capitals (don't join)

Double letter combinations

Joining notes for teachers

Diagonal joins

Exits to rounded and pointed entries

Letters with exits (for example a, h, k, l, and t) join easily to letters with entries because the exit stroke leads directly to the entry stroke. The movement requires the continuation of the exit stroke into the entry stroke.

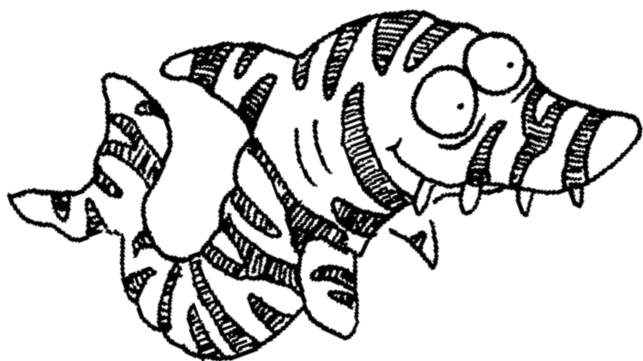
Exits to e

To join an exit to the letter e, extend the exit stroke diagonally upwards to a point about half-way between the blue lines, and then begin writing the letter e.

Exits to head and body letters

To join a letter with an exit to a head and body letter (for example b, h, k, l and t), sweep the exit stroke up to the top of where the head and body letter begins. Retracing is required on the

downward stroke. It is important to retrace at least a third of the way down the head and body letter.



Exits to o

To join exits to the letter o, extend the exit stroke so that it reaches the top blue line. Move the pencil along the top blue line until you reach what will be the midway point of the top of the letter o, then retrace by moving the pencil anticlockwise as you complete the letter o.

Diagonal joins from f

To join a letter from f, use the diagonal crossbar. The crossbar of f leads directly to a letter with an entry. To join the letter f to the letter o, a slight retrace at the top of o is required.

Diagonal joins to modified f

Letters with exits can join to the letter f, if the f is modified. Sweep the exit stroke up to the top red line, move the pencil anticlockwise along the red line and then down to the bottom red line. (The anticlockwise movement at the top of the red line creates a small loop.) Lift the pencil and draw the diagonal crossbar.

A common error pattern is the formation of large wide loops, so remind students that the loop should be kept small and quite slim. Students could colour in their loops to help them focus on the size of the loops they are making.

Diagonal joins to modified s

Letters with exits can join to the letter s, if the s has been modified. Modified s is an s that has had the top part removed and an entry stroke added.

To join a letter with an exit to modified s, extend the exit stroke to the top blue line, and then move anticlockwise briefly then clockwise to form the modified s.

Drop-on joins

Letters that move in an anti-clockwise direction (for example a, c, d, g and q) are 'dropped on' to exits. The exit stroke needs to be extended so that it nearly reaches the top blue line.

The pencil is then lifted and the next letter is dropped on to the exit stroke. Lifting the pencil is most important, and needs to be stressed to students.

Horizontal joins

Letters that finish near the top blue line (o, r, v, and w) join horizontally to the following letter. To keep the movement fluid, the join should have a slight dip.

Up-sweeping joins

To join o, r, v and w to head and body letters, the joining stroke sweeps up from the top blue line to the top red line. Retracing occurs on the downward stroke. It is important to retrace at least a third of the way down the head and body letter.

Letters that don't join

Clockwise finishers don't join

Letters that move in a clockwise direction and finish on the left-hand side (b, g, j, p, s, y and z) do not join to the next letter.

The letter q does not join

This letter does have an exit stroke, but does not join to other letters.

Top finishers don't join to e

Letters that finish near the top blue line (o, r, v, and w) do not join to the letter e.



Capitals (don't join)

Double letter combinations

Double e, double o and double l

The letter pairs ee, oo and ll join quite easily. However, it is important that slope and spacing is kept even.

Double f

The crossbar from the first modified f joins diagonally to the second modified f.

Double s

The letter s can be written in two different way, as a printed or a modified s. When the letter s is doubled, the first s dictates what the next s will be. If the first s is printed, then the following s must be printed. If the first s is modified, then the second s must be modified.

Double r

Some people find joining rr tricky and prefer to lift their pencil. Have the students try both ways, and then ask them to select whichever way they find most comfortable.



Handy hints for teaching Queensland Modern Cursive

Explain to students that learning to join allows you to write faster and more fluently, which is a very useful skill for school and for life.

Provide suitable paper for the students. The 4 mm red and blue guidelines used in Year 3 are smaller than lines used in Year 2. The reduction in size may cause problems for some beginning Year 3 students. To overcome this problem, have those students write on 6 mm guidelines



for general day work, and have them use the 4 mm guidelines for guided writing lessons. During the year, as their skills develop, phase out the use of 6 mm lined paper.

Be aware that some of the students' exercise books, such as project books, scrapbooks and anthology books are printed with plain blue lines. Students will need guidance writing on these lines, as they are used to the red and blue guidelines. To assist students, have them draw a seahorse on the first blue line, making sure the tail is below the line. This will assist them in the correct placement and sizing of letters.

Ensure that the pencils students are using are suitable. Some pencils have poor quality leads that do not produce a fluid line, or leads that break easily. Select good quality pencils that have a soft lead, such as a B or HB pencil.

Minimise the amount of articles that students place on top of their desk. One idea is to allow only five essential items on the desktop: two sharp pencils, an eraser, a sharpener and a ruler. Discourage the use of large pencil cases, as they can take up too much space on the student's desk.

Display a poster/frieze of the letter groups in the Transition stage. A useful frieze, used by many teachers, is a 'joins train'. Students can use this as a quick and handy reference.

Display plenty of examples of the handwriting style around the classroom. Use Queensland Modern Cursive when sending home notices, homework sheets and class newsletters. This will help to reinforce the script to the students.

Getting parents involved

Provide plenty of opportunities for students to practice and consolidate each new skill. Continue to model the joining technique throughout the day in other subject areas. Remind students to practice their new skills in their general writing.

Assess students' skills regularly. Collect information about each student and record all progress using the handwriting skills checklist on page 108.

Parents may be unaware of the script and may inquire about the handwriting their child is learning at school. Support their interest by sending home a copy of the script, along with some information. Alternatively, you may wish to discuss handwriting at a parent information night.



Consolidation activities

After all the joining techniques have been covered, provide students with activities that will consolidate and refine their new knowledge and skills. The following are some ideas that you may find useful in your classroom:

- ② Finding the print in cursive writing – Provide each student with a word written in the cursive script. Ask the students to find the printed letters that are embedded in the word and to trace over each of these letters in a coloured pencil. This is a great way to highlight the fact that the printed letter shapes still exist in cursive writing. It also demonstrates that the exit and entry strokes are not part of the letter, but help to join the letters to each other.
- ② Distinguishing each handwriting style – Ask the students to write the word 'cat' in Queensland Beginner's Alphabet, then using the letters with exits and entries and finally Queensland Modern Cursive. This activity helps reinforce the skills the students have learnt in handwriting.

- ② Developing fluency – Increase students' fluency with particular joins. For example, select a letter pair and have the students complete a line of an exercise book by repeating the letter pairs over and over.
- ② Rainbow writing – This activity develops the students' awareness of pencil lifts. Each time the pencil is lifted, the student has to change the colour of the pencil they are using. This activity is also useful as an assessment tool.
- ② Focus on slope – Show students that if they draw a line of slope through the downstroke of each letter, they can soon see if the slope is even or uneven.
- ② When to print – Discuss with students all the suitable times to use printing. Students need to know that printing is still an important skill, and one needed for many situations including filling in forms, labelling and mapping.

The worksheets pages 112–121 in this book also provide activities that are designed to consolidate and test students' knowledge of Queensland Modern Cursive.

The five minute pre-writing warm-up — Year 3

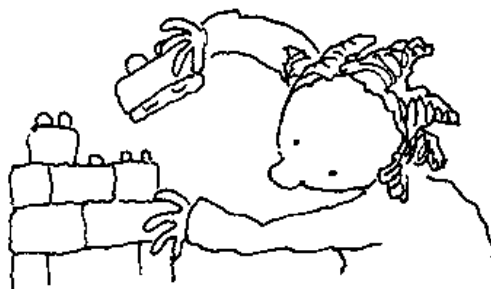
Wrist strength

- ⌚ twisting crepe paper
- ⌚ plaiting
- ⌚ constructing with pipe cleaners
- ⌚ typing on a keyboard



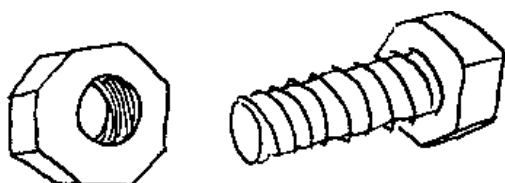
Muscle strength

- ⌚ playdough, clay or plasticine
- ⌚ construction toys that 'click' together, eg Mobilo, Lego, Connex, Multilinks
- ⌚ jigsaw puzzles or 3D puzzles — if there is space to leave something set up, a complex one involving many pieces (could be a group effort)
- ⌚ finger 'aerobics'
- ⌚ cutting and pasting with magazines
- ⌚ squeezing and squashing rubber 'stress' balls



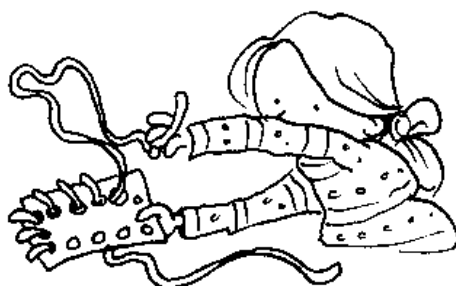
Opposing finger strength; using thumb and index finger

- ⌚ using hole punchers
- ⌚ using pincer grip to sort small objects
- ⌚ covering a 100s MAB flat with ones blocks
- ⌚ using wind-up toys
- ⌚ using big plastic tweezers to pick up cotton wool balls, beads, buttons
- ⌚ rolling marbles
- ⌚ clipping pegs
- ⌚ 'flicking' objects
- ⌚ using nuts and bolts, locks and keys
- ⌚ sponge printing — hold the pieces of sponge with a peg
- ⌚ curling paper strips around a pencil



Tactile awareness

- ⌚ sewing cards — either commercially made or made from thick card
- ⌚ sewing using felt and other material scraps — an ongoing project
- ⌚ French knitting
- ⌚ making woollen pompoms

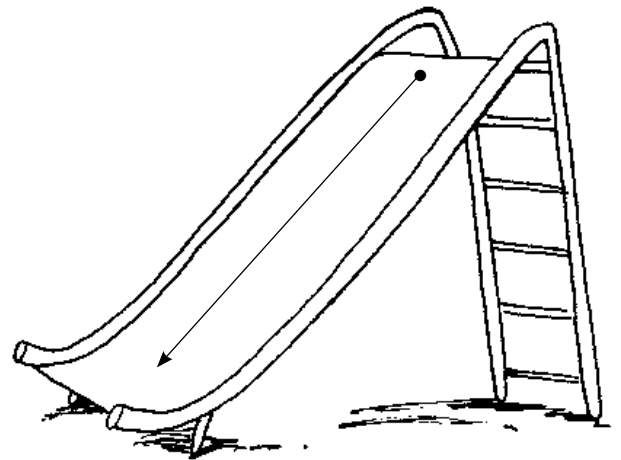
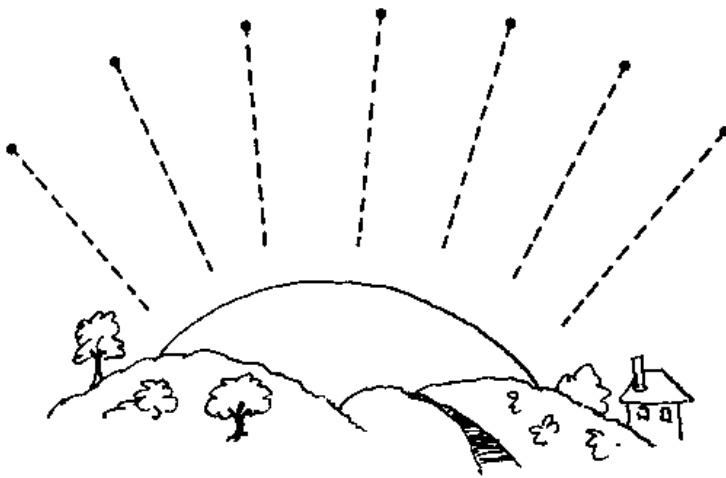
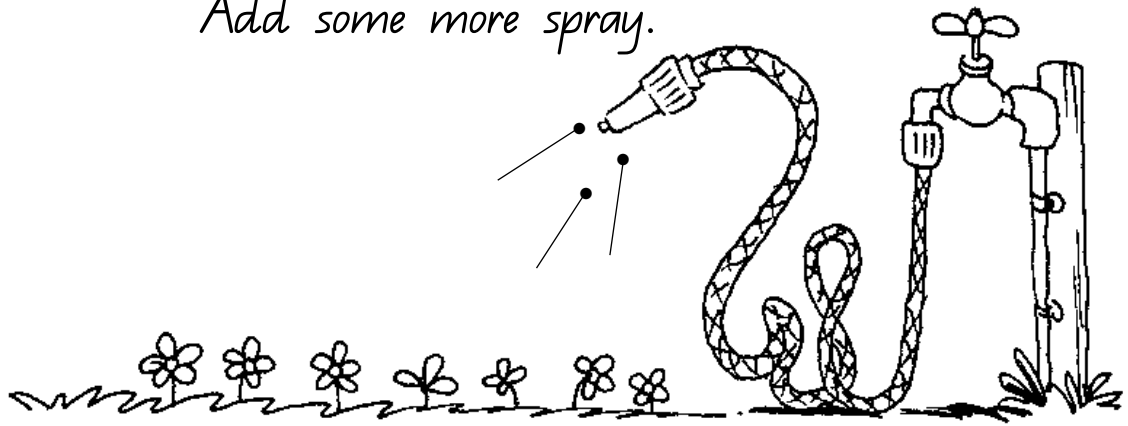




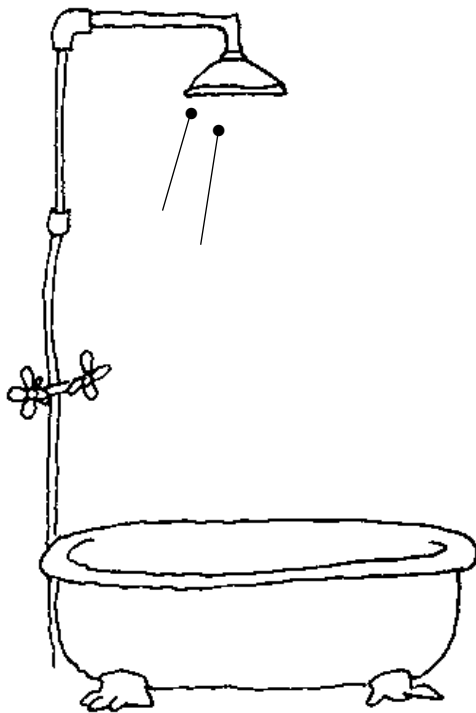
	Date Observed	Comment
correct pen grip		
s dynamic tripod or other acceptable grip		
/right/mixed hand dominance		
s appropriate pressure		
ains correct body position and relaxed		
re		
ains finger movements and arm slide		
g cursive script patterns		
s using joined letters of consistent size		
use the 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		
ds practice in these joins		
ow which letters don't join		
ows when to use cursive writing and		
en to print		
s using consistent shape, size, slope and		
tion in Queensland Modern Cursive		
ms letter shapes consistently		
s lines appropriately to form letters of		
orm size		
pes writing if appropriate to script		
ntains uniform slope		
ntains uniform spacing between letters		
between words		
ntly handwrites to produce a range		
xts		

Downstroke pattern |||||

Add some more spray.

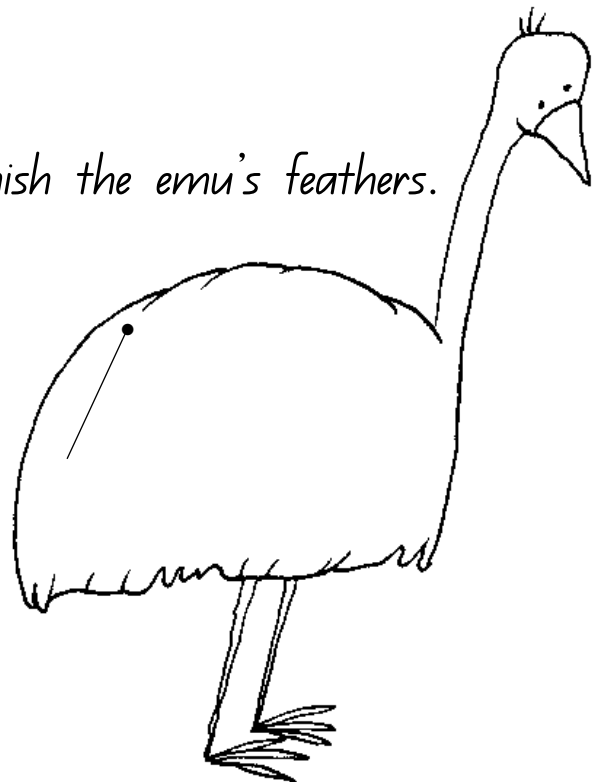


Go down the slide a few more times.



Add more to the shower.

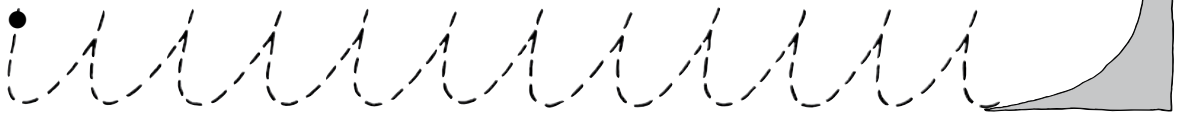
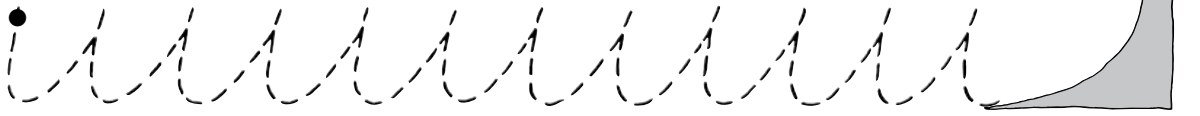
Finish the emu's feathers.

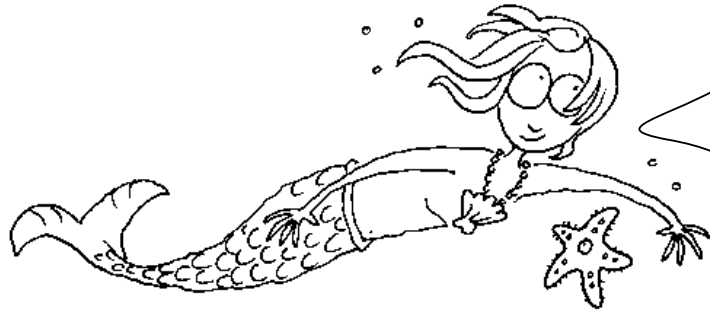


Hopping pattern



Wave pattern 









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



Circle the words hidden in the wonderword.
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	t	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	

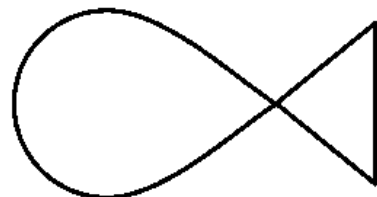
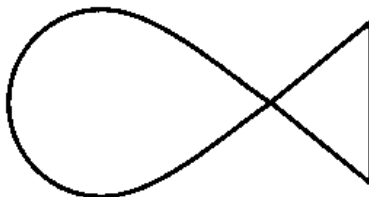
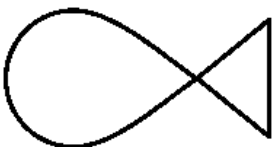
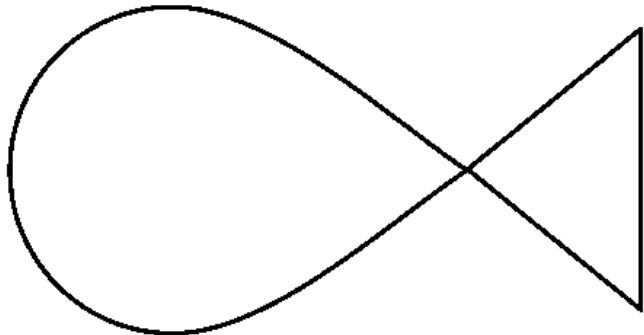
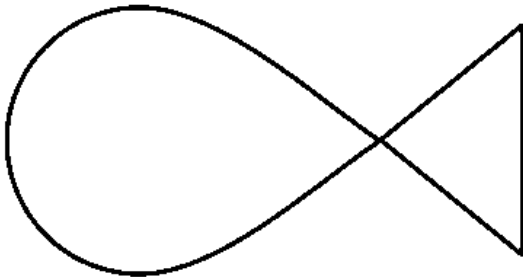
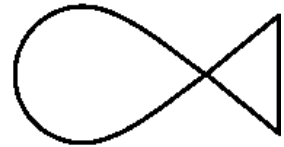
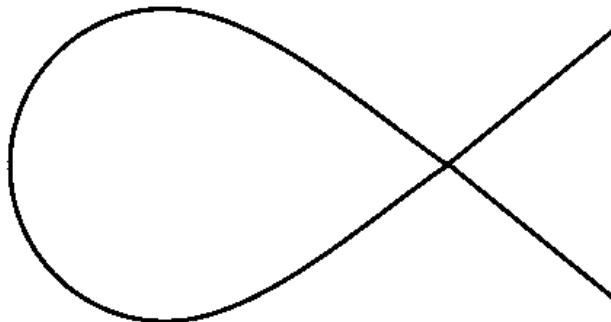
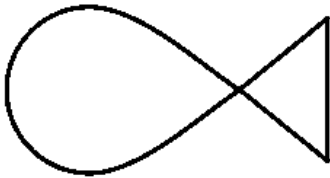
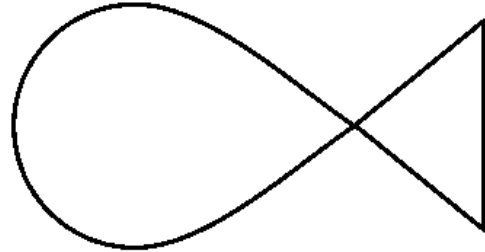
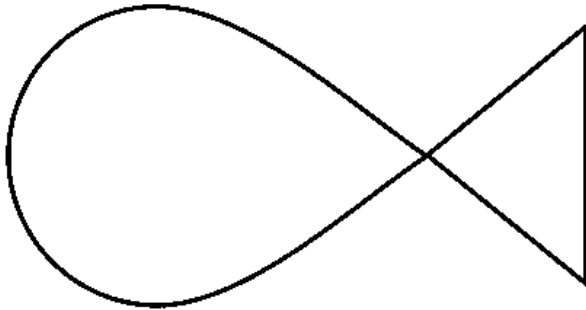
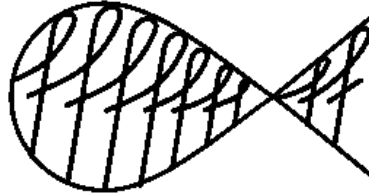
Wonderword Clues

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



Fill up these fish with modified *f* joins. Remember, the crossbar of the first *f* is the diagonal join to the next *f*.

For example:



Find the print
inside the cursive.



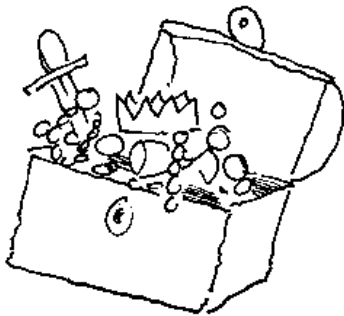
- Use a felt pen or coloured pencil.
- Find the print form of each letter.
- Trace over it. Can you see the exit and entry strokes?



mermaid



pirate



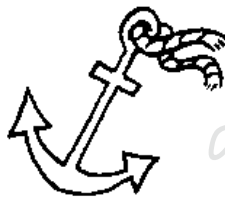
treasure



shark



merman



anchor

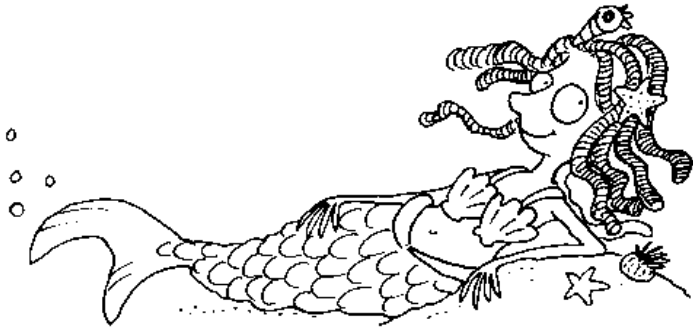


island



seal

Name: _____ Date: ____/____/____



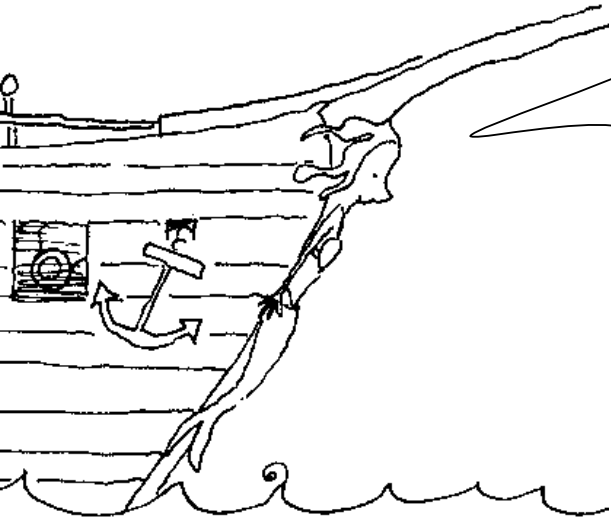
Sort the treasure!

- Cut out the words at the bottom of the sheet
- Paste the words onto the table, in the correct position.

Print	Exits and Entries	Cursive



necklaces	rings	bracelets
pearls	sapphires	rubies
gold	silver	diamonds
emeralds	amethysts	jewels



Let's look at the slope of letters.

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

example: *pirate* *pirate*

✓ ✕

- Place a ✓ under the word if the slope is even.
- Place a ✕ under the word if the slope is uneven.

Pirate Pete

Fuzzy Max

One-eyed Jack

Mad Mandy

Loud Larry

Angry Anne

Peg-Leg Polly

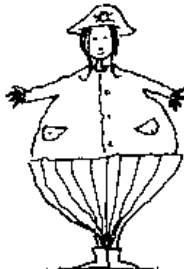
Stinky Stan

Slim Jim

Lucky Lucy

Wild William

Scarey Mary





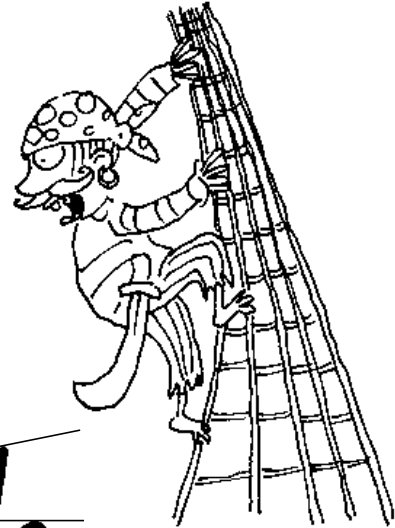
- Look carefully at each pair of words.
- Trace over the correctly joined word.
- Circle the mistake in the other word.

mermaid	mermaid
cutlass	cutlass
ocean	ocean
fish	fish
ship	ship
treasure	treasure
merman	merman
galley	galley
cannon	cannon
waves	waves





Make 3 letters
G R O W ...



g g g

h h h

Three sets of handwriting practice lines, each consisting of a top line, a middle line, and a bottom line, forming a triangular shape for letter formation.





Squark! Now try shrinking
3 letters of the alphabet!

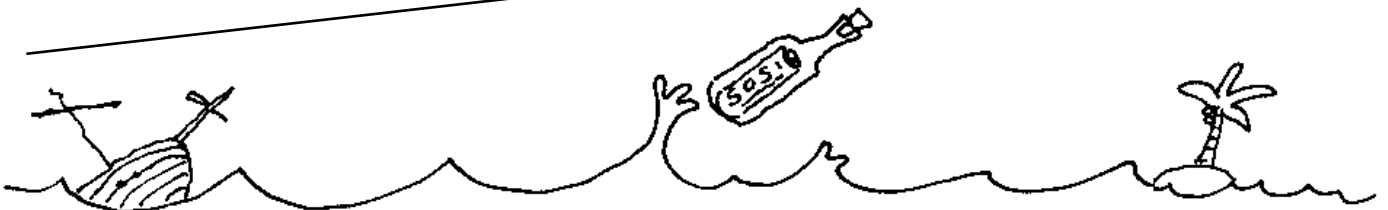
For example:

g g g

h h h



Three sets of handwriting practice lines, each consisting of a top line, a middle line, and a bottom line, forming a wide triangle shape.



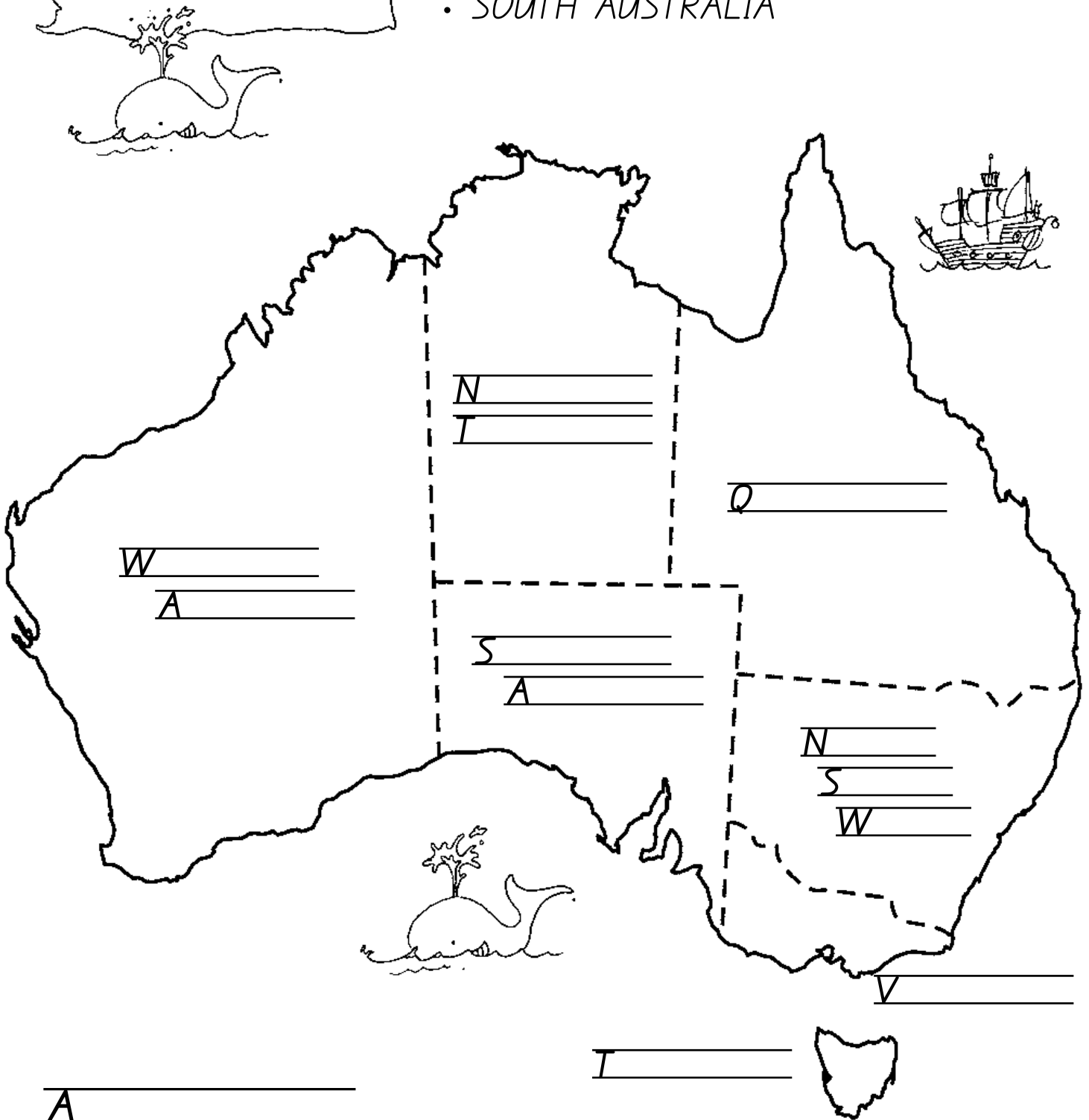


Match the two letter pairs to the correct joining technique.
The first one has been done for you.

ed'	Diagonal join	'ol
an'	Horizontal join	me
wa'	Up-sweeping join	'ag
wk'	Drop-on join	'ef
if'	Letters that do not join	'vr
es'	Modified f join	'is
be'	Modified s join	'so
fi'	Diagonal join from f	'ek
ch'	Diagonal join to a head and body letter	'fe

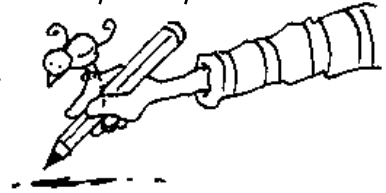
Print the names
of the Australian
States and
Territories onto the map.
Use upper case letters!

- QUEENSLAND
- NEW SOUTH WALES
- VICTORIA • WESTERN AUSTRALIA
- TASMANIA • NORTHERN TERRITORY
- SOUTH AUSTRALIA

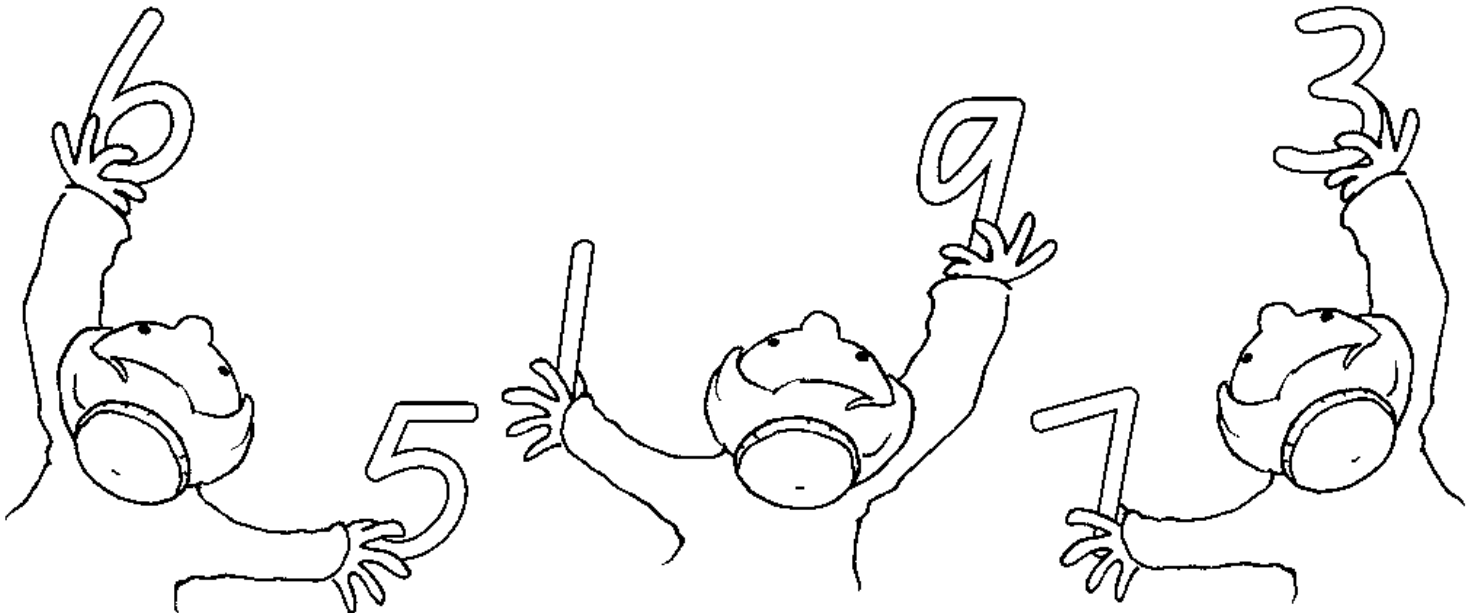


Name: _____ Date: __/__/__

Fill in the missing numbers from the hundreds board.
Try to make all your numbers the same size.



1	2	3							10
		13	14						20
				25					
					36				
						47			
							58		
								69	
									80
81									
	92								



★ Keyboarding

This unit has been designed to help students develop good keyboarding skills, so that they can produce texts using computer technology.



PARTS OF THE COMPUTER

Ensure that students are familiar with the components of the computer, and that they can name and identify the basic components that they will be using, that is; computer/hard drive, monitor or screen, keyboard, mouse, laptop, iPad, tablet. Note that some computers will have a separate hard drive and monitor, and some will have an internal hard drive and a screen.

CORRECT POSTURE AT THE KEYBOARD

It is important that, from the beginning, students learn the correct posture while using a keyboard. A diagram of the correct posture for keyboarding can be found on worksheet page 128. This diagram could be enlarged, glued onto card and laminated to make a wall poster. Encourage students to check their posture against the chart each time they sit down to use the computer.

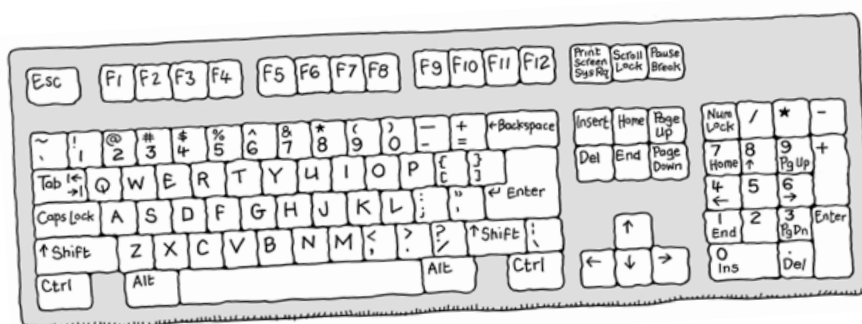
BECOMING FAMILIAR WITH THE KEYBOARD

The following activities are designed to familiarise students with the layout of a keyboard. The activities followed by a star (★) are more difficult. Have students complete them if you think the activities are commensurate with your students' skill levels.

Worksheet page 129, which shows a computer keyboard, can be enlarged or used at original size by individual students one-to-one, in a group or as part of a whole class lesson.

Worksheet page 130 features a computer keyboard with blank keys. This is for those students who are much more familiar with a computer keyboard, and can translate what they can see on the actual keyboard to a pictorial representation of one. The students themselves will be filling in the details.

The configuration of the keyboards that are used with your school's computer may vary slightly from the keyboard shown. However, the letter keys, numeral keys, space bar, shift keys, delete/backspace key and enter/return key should be in a uniform position. Talk through any variations with the students.



Recognising the keys

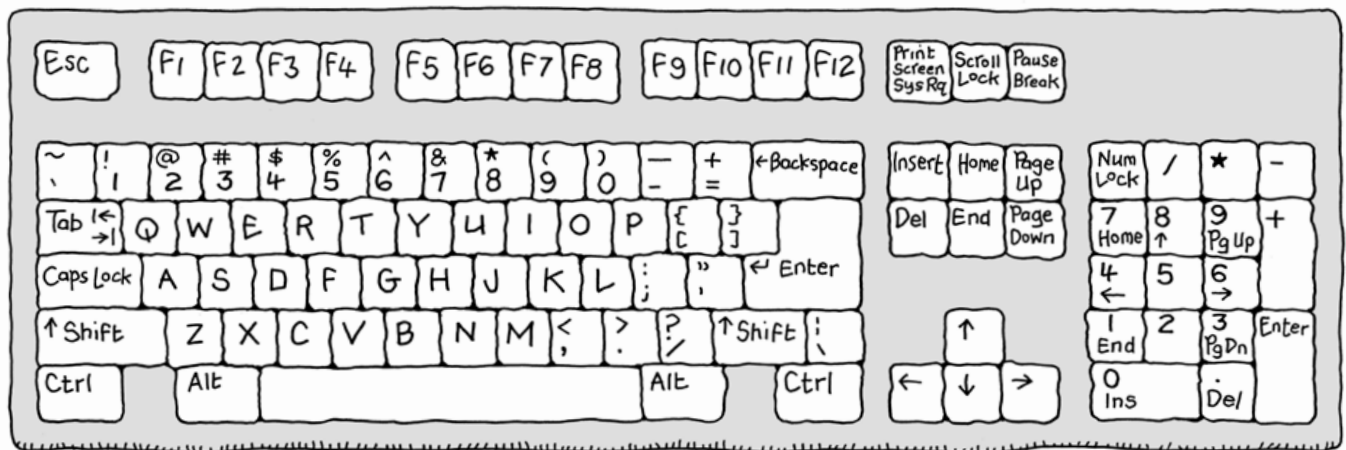
(Students will need copies of worksheet page 129)

- ② Colour the keys of each letter of the alphabet blue.
- ② Find the numeral keys. Colour them green.
- ② Colour the space bar yellow.
- ② Colour the shift keys orange.
- ② Colour the caps lock key red.
- ② Colour the enter/return key purple.

The delete/backspace key

(Students will need copies of worksheet page 129)

- ② Colour the delete (Mac) or backspace (PC) key brown. This key is used to go back and get rid of a letter you've just typed that you don't want. It's good for getting rid of typing errors.



The home row

(Students will need copies of worksheet page 129)

- ② Colour these letters red: A S D F G H J K L.
These letters are called the home row. Your fingers rest over these keys (not touching them) when they are not busy. Colour all the other letter keys purple.

The cursor arrows

(Students will need copies of worksheet page 129)

- ② Find the arrow keys. Colour them red. They are used to move the cursor on the screen up, down, left and right. Next to each arrow write the word that shows the direction it will make the cursor move. For example, which arrow will you write the word 'up' next to?

The punctuation keys ☆

(Students will need copies of the keyboard with labelled keys from worksheet page 129)

Locate and colour these keys:

- ② exclamation mark — colour it green
- ② full stop — colour it red
- ② comma — colour it blue
- ② question mark — colour it yellow
- ② the two round bracket keys — colour them purple
- ② speech marks — colour it pink.

The numeral/symbol keys ☆

(Students will need copies of the keyboard with blank keys from worksheet page 130)

- ② Write the numerals on the correct keys.
- ② All the numeral keys have a symbol above them. If you want to use the symbol above the numeral, you must press the shift key as you press the symbol key. The symbols cannot be made by using the caps lock key. Colour the shift keys green.

- ② Add any symbols you know above the correct numeral.

Using the labelled keyboard on worksheet page 128 as reference, help students fill in the other symbols above the numerals which are accessed by using the shift key.

Right- and left-hand keys ☆

(Students will need copies of the keyboard with labelled keys from worksheet page 129)

- ② On the keyboard diagram, use a ruler to draw a line down between the 5 and 6, the T and Y, the G and H and the B and N.
- ② Colour green all the letters and numerals you type with your left hand.
- ② Colour purple all the letters and numerals you type with your right hand.
- ② If left-hand keys are coloured green and right-hand keys are coloured purple, what colour would you use for these keys: caps lock, enter/return, backspace/delete, the shift keys? Colour them appropriately.

THE TASK CARDS

The 31 task cards on worksheet pages 131 – 164 can be printed onto card and laminated. They are designed to be used by individual students or student pairs. Some of the task cards have a self-assessment component, and answers have been included on worksheet pages 158, 159 and 165. These can be copied, cut out and stuck to the back of the relevant task cards.

The activities are designed to help students familiarise themselves with the keyboard and its functions, learn good keyboarding practices and begin to develop typing skills. It is assumed that the students have prior knowledge and the skills for turning the computer on, finding the appropriate word processing program or locating their file, saving their work, quitting/exiting the program and shutting down the computer. These skills will need to be taught in a one-to-one or small group situation before the task cards are introduced to allow for maximum independence of task completion. Alternatively, you or a parent helper could complete those steps for the student each time they work with the computer. If you talk through the actions as you do them with the student watching, very soon students will probably be able to do it themselves. You may also need to select an appropriate font and font size until students are able to do this.

The task cards begin with simple tasks, gradually becoming more difficult. They are designed to be a starting point. Revisit them, adapt them to suit your current themes, and modify them to support the students' developing skills.

COMPUTER SKILLS CHECKLIST

Students can be observed as they complete task cards or do further work on the computer, and this checklist used to keep a record of their skills and progress.



Computer skills checklist – Years P–1

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for
Keyboarding: **HwK2, HwK3, HwK4**

Name	Date Observed	Comment
☉ Turns the computer on and off.		
☉ Experiments with using the computer mouse and keyboard and other specialised equipment.		
☉ Identifies the cursor on the screen.		
☉ Moves the cursor using the mouse and the keyboard arrow keys.		
☉ Recognises letters on the keyboard.		
☉ Associates the pressing of a key with the appearance of a character on the screen.		
☉ Writes or types some letters or words correctly.		
☉ Produces own name.		
☉ Writes or types a few words.		
☉ Types simple sentences.		
☉ Uses computer software programs to create texts.		
☉ Uses numeral keys.		
☉ Accurately uses words associated with computers, eg keyboard, screen, cursor, mouse, space bar.		
☉ Recognises letters on the keyboard.		
☉ Uses computer terminology, eg save, delete, open, edit, print, menu, save as.		
☉ Types using spaces between words and sentence punctuation.		
☉ Demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my).		
☉ Types up to 5 familiar words per minute.		
☉ Uses word-processing functions when editing digital texts eg space bar, shift key, caps lock, backspace or delete key, arrows or mouse.		
☉ Knows how to create a table or similar diagram.		

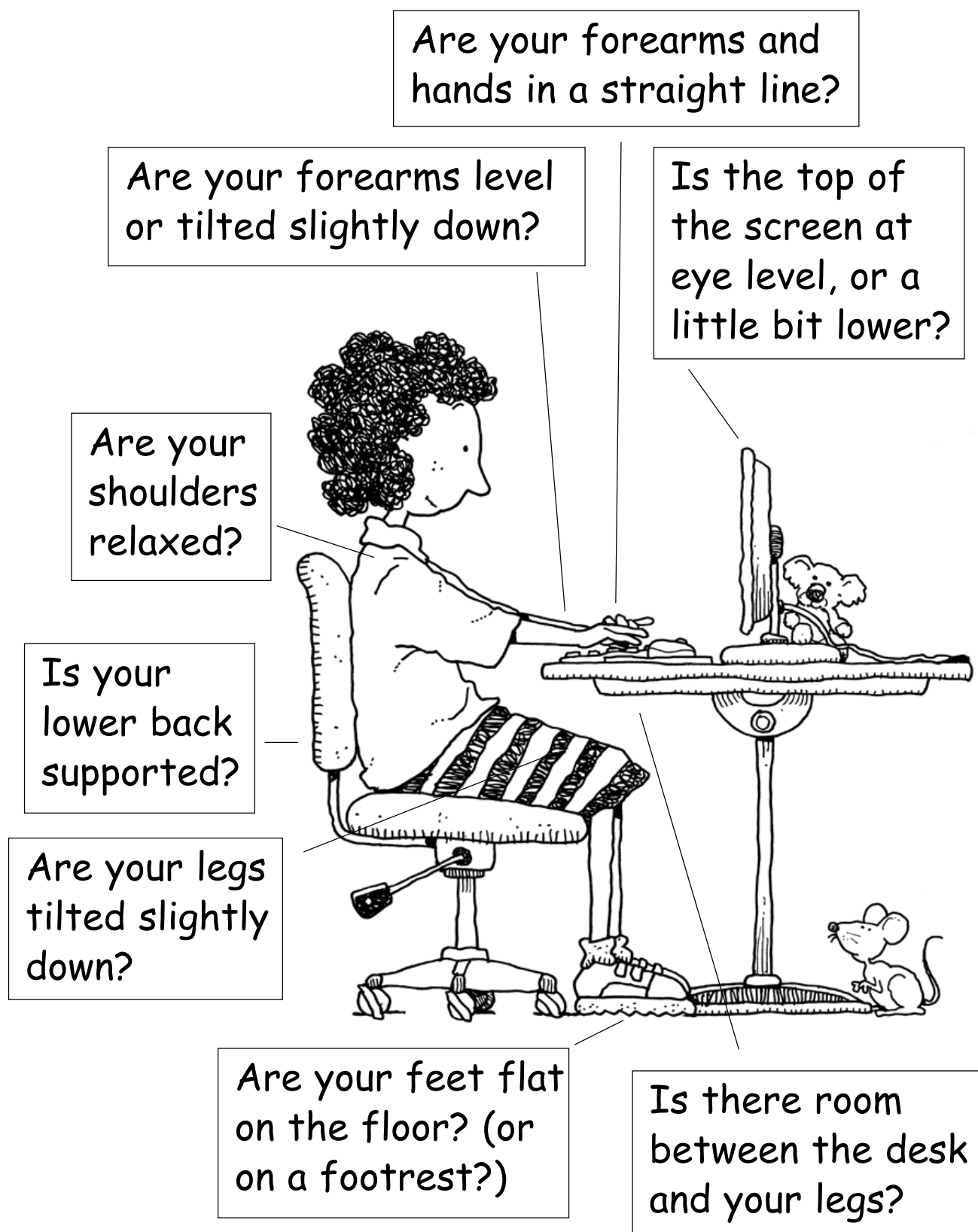


Computer skills checklist — Years 2–3

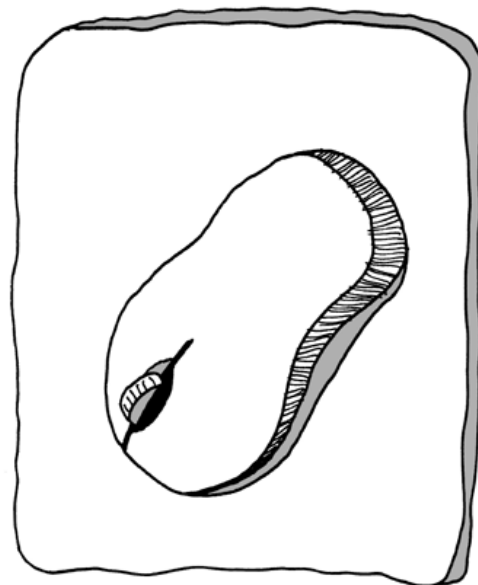
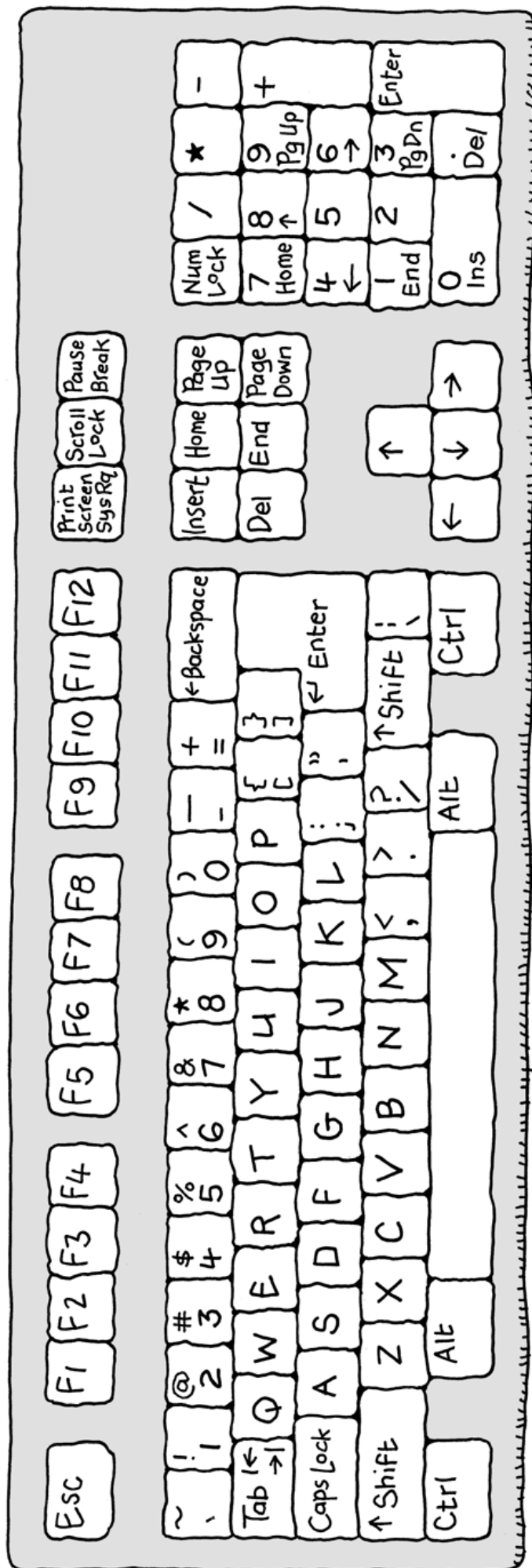
ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for
Keyboarding: **HwK5, HwK6**

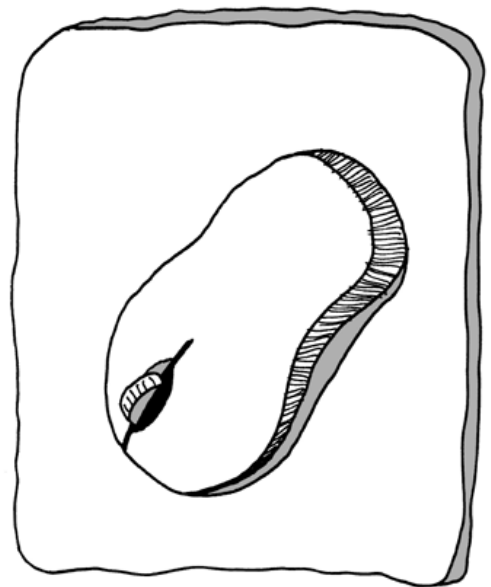
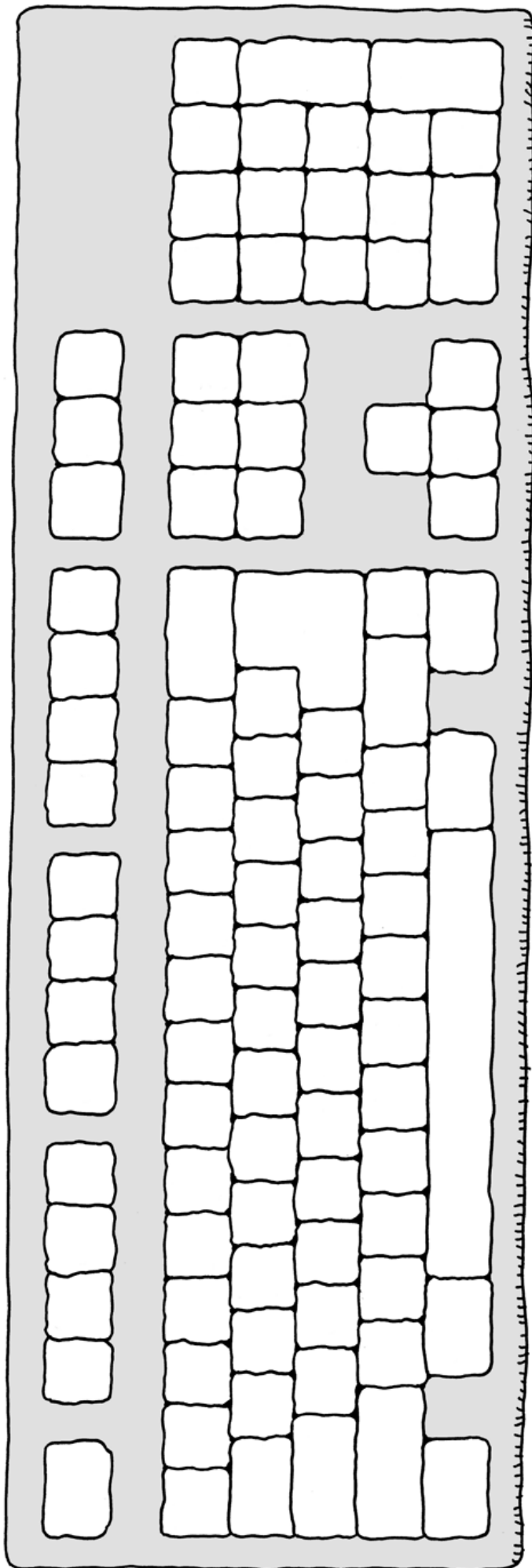
Name	Date Observed	Comment
② Accurately uses computer terminology eg keyboard, screen, cursor, mouse, space bar, save, save as, delete, open, print, menu.		
② Types words, numerals and sentences without assistance.		
② Types short words.		
② Types up to 5 familiar words per minute.		
② Recognises and uses keys to show more complex punctuation or symbols.		
② Uses some features of text editing applications eg space bar, shift key, caps lock, backspace or delete key, arrows or mouse.		
② Begins to develop quick finger action when keying.		
② Fluently handwrites and types to produce a range of texts.		
② Selects and inserts graphics or illustrations to enhance text and meaning.		
② Locates and uses spell check.		
② Changes appearance of text according to purpose.		
② Carries out basic functions, eg drafts, redrafts, prints, saves, retrieves saved text.		
② Saves text at regular intervals.		
② Edits spelling and sentence structure.		
② Uses word processing programs to design text for paper-based and electronic publication.		
② Investigates other forms of publishing, eg slide shows, multimedia.		
② Sets out writing in a form suitable for purpose.		

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.





Prep Task Card 1

Enter / Return Key

Student	Teacher/parent helper
	Ask the student to show where the numeral keys are. Help them locate the ENTER/RETURN key.
Type the numeral 1 .	
	Ask: what has happened?
Press the ENTER/RETURN key.	
Type the numeral 2 .	
Press the ENTER/RETURN key.	
Type the rest of the numerals to 9 . Press the ENTER/RETURN key after each numeral.	
Type the numerals in backwards order. Press the ENTER/RETURN key after each numeral.	

Extension

- Try typing in a line of letters or numerals. Press the ENTER/RETURN key once. Type in another line, then press the ENTER/RETURN key twice. Type in another line. What has happened?
- Try typing the numeral **1** once on the first line. Press the ENTER/RETURN key and type the numeral **2** twice on the second line. Press the ENTER/RETURN key and type the numeral **3** three times. Keep the pattern going to the numeral **9**.



Prep Task Card 2

The Space Bar

Student	Teacher/parent helper
	Revise the ENTER/RETURN key from Task Card 1. Help them locate the SPACE BAR.
	Ask the student to watch as you type the words cow dog cat .
Type the words cow dog cat . Use the SPACE BAR between each word.	
	Ask the students to watch as you model typing the words big me mum . This time use your thumb to press the SPACE BAR.
Type the words big me mum . Use your thumb to press the SPACE BAR.	

Extension

- Type the numerals in order across the screen: **1 2 3 4 5 6 7 8 9**.
- Type sight words, names of toys, games, or colours, typing a space between each word.
- Start new lines by pressing the ENTER/RETURN key.



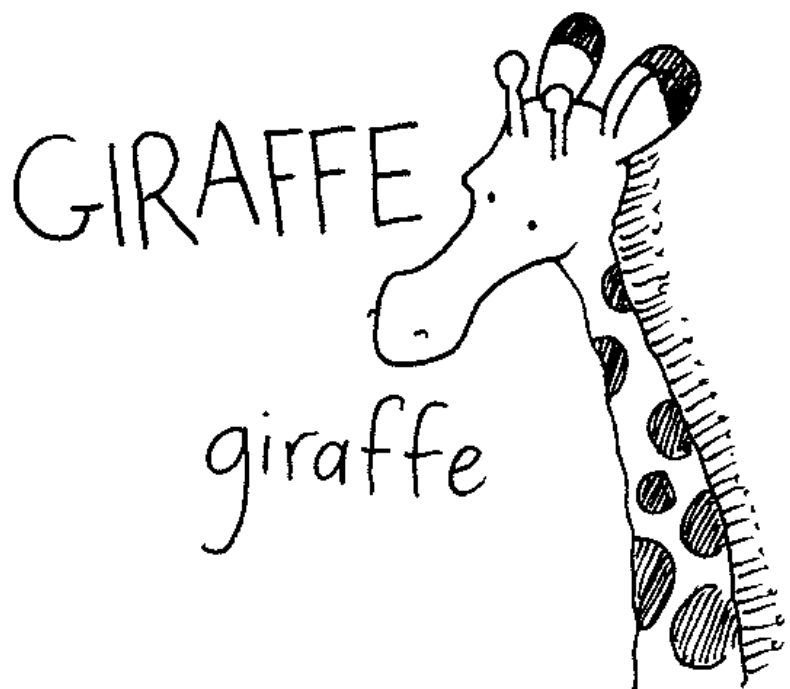
Prep Task Card 3

Caps Lock Key

Student	Teacher/parent helper
	Revise the location of the ENTER/ RETURN key and SPACE BAR. Help them locate the CAPS LOCK key.
Type your name. Press the ENTER/ RETURN key.	
Press the CAPS LOCK key.	
Type your name again. Press the ENTER/ RETURN key.	Ask: What does the student's name look like now?
Press the CAPS LOCK key.	
Type your friend's name. Press the ENTER/RETURN key.	
Press the CAPS LOCK key.	
Type your friend's name again. Press the ENTER/RETURN key.	Ask: What does the friend's name look like now?

Extension

- Look carefully at the screen when you press the CAPS LOCK key. Do you notice anything? (Many laptops will show in some way that the CAPS LOCK button is pressed. On some keyboards the key will light up.)
- Try typing animals found on farms, in zoos, pets, names of classmates, brothers and sisters, theme words.



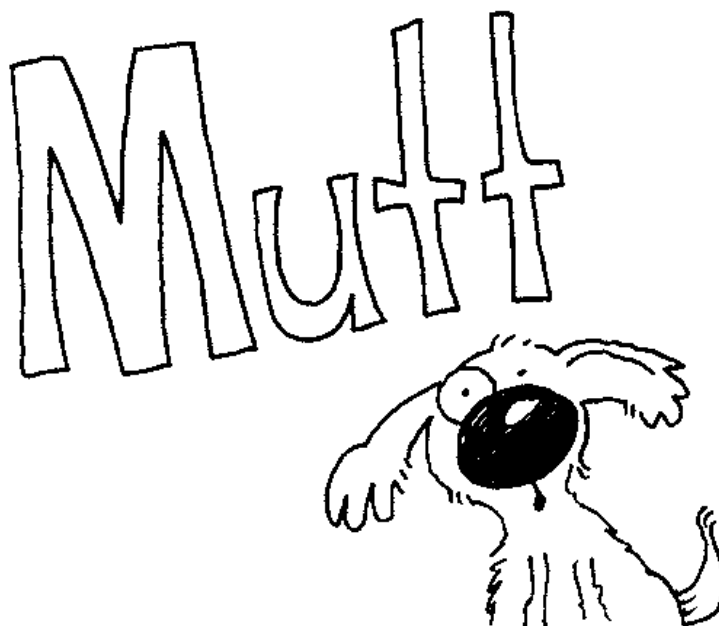
Prep Task Card 4

Shift Key

Student	Teacher/parent helper
	Revise the location of the ENTER/ RETURN key, SPACE BAR and CAPS LOCK key from previous cards. Help them locate the two SHIFT keys.
Type your name. Press the ENTER/ RETURN key.	
Now, hold down a SHIFT key while you type the first letter in your name.	
Take your finger off the SHIFT key and type the rest of your name.	Ask: Tell me about the first letter in your name.
Press the ENTER/RETURN key. Type in your pet's name. Use the SHIFT key with the first letter.	

Extension

- Try this with other names, eg friends, family members, teachers, television programs.



Prep Task Card 5

Moving the Cursor

Student	Teacher/parent helper
	Revise the location of the ENTER/ RETURN key, SPACE BAR, CAPS LOCK key and SHIFT keys from previous cards. Help the student locate the ARROW keys.
	Model typing the first six letters on the top row of letter keys: q w e r t y. Type a space between each one.
Copy the letters on the screen: q w e r t y. Type a space between each one.	
Press the ENTER/RETURN key.	
	Model typing the first six letters on the second row of letter keys: a s d f g h.
Copy the letters on the screen: a s d f g h. Type a space between each one.	
Find the ARROW keys. These keys move the cursor. Move the cursor up, down, left and right using the arrows.	
Put your hand on the MOUSE. Move the MOUSE over the letters. Click the MOUSE button once.	Ask: has the Cursor moved?
Move the MOUSE over the letters again and click the MOUSE button once.	Ask: where is the Cursor now?

Extension

- Try typing a series of letters, words or numerals with a space between each one. Press ENTER/RETURN and type some more letters, words or numerals with a space between each one. Use the MOUSE to move the cursor to a new position, and press ENTER/RETURN. What happens? Repeat several times.

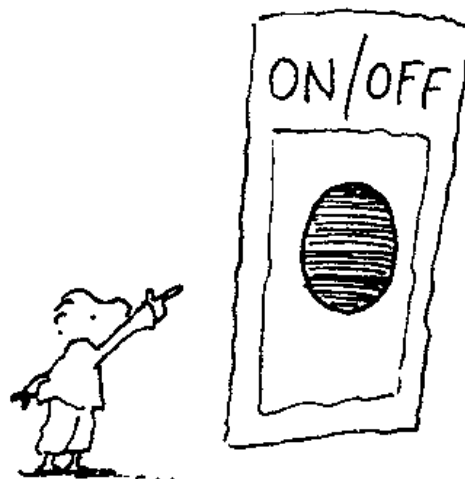
Prep Task Card 6

Typing Sentences

Student	Teacher/parent helper
	Revise the location of the ENTER/RETURN key, SPACE BAR, CAPS LOCK key and SHIFT keys from previous cards. Practice moving the cursor.
	Ask: how old are you? (eg. 6) Model typing the sentence I am 6
Type the sentence using the correct keys. First press the SHIFT key and the letter I .	
Press the SPACE BAR key.	
Type the word am: am .	
Press the SPACE BAR key.	
Type the correct numeral key.	Ask: does your sentence look like my sentence?
	Model typing the sentence I can read
Type the sentence I can read using the correct keys.	Ask: does your sentence look like my sentence?

Extension

- Try other sentences that use a combination of SHIFT, SPACES, LETTERS and NUMERALS, ENTER/RETURN.
- Try moving the cursor to a spot where a letter has been missed, and filling it in. (You may need to introduce the BACKSPACE or DELETE key if the students are typing sentences of their own.)
- Help the student locate the FULL STOP or PERIOD key so they can end their sentences correctly.



Year 1 Task Card 1

Shift key

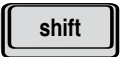

1. Type these letters.

Press the  with your thumb to make a space between each letter

t r w s p k n m 



2. Type the letters again.

This time hold down the  key as you type each letter to make it a capital. Remember to make a space between each letter using the 
It should look like this:

T R W S P K N M 

3. Type these rows of letters.

F F F J J J Q Q Q P P P 

K K K D D D M M M C C C 

H H H A A A Z Z Z L L L 

H h h H h h H h h 

G g g G g g G g g 

4. Your turn.

Make up some of your own capital and lower-case patterns using the  key.

5. **Save** your work.

Type a useful filename such as **Shift Key Practice**.

Remember!

- use the  to make a capital
- press the  with your thumb to make a space between each letter
- use the  key to start a new line each time.

Year 1 Task Card 2

Numeral Keys

1. Type these number patterns.

1 2 3 4 5 6 7 8 9 0

0 9 8 7 6 5 4 3 2 1

2. Now try these:

1 1 1 2 2 2 3 3 3 4 4 4 5 5 5

6 6 6 7 7 7 8 8 8 9 9 9 0 0 0

3. Watch the next few patterns carefully.

Press the enter key two times at the end of each row. This makes a double line space between rows.

9 9 9 2 2 2 7 7 7 4 4 4

1 1 1 0 0 0 3 3 3 8 8 8

4. Type these:

10 10 10 20 20 20 30 30 30

40 40 40 50 50 50 60 60 60

70 70 70 80 80 80 90 90 90

5. Now try these:

10 29 38 47 56 65 74 83 92

6. Try some number patterns of your own.

Try to use both hands to type the numbers.

7. **Save** your work. Type a useful file name such as **Numeral Keys Practice**.




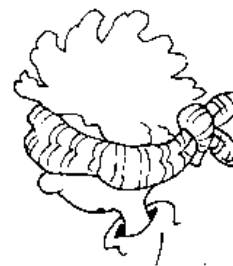
Remember!

- press the with your thumb to make a space between each numeral
- use the key to start a new line each time.

Year 1 Task Card 3

Typing Sentences

1. Find the **full stop key**. 
You will need to use this key at the end of each sentence.
CHALLENGE: Try to use the fingers on both hands to type the letters you need!
2. Type these sentences:



My dad works at the airport. 

His name is Owen. 

He likes to cook biscuits. 





My mum works in a hospital. 

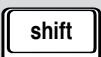
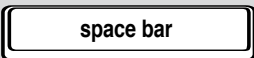

Her name is Aisha. 

She likes to mow our lawn. 

3. Try typing some sentences of your own about someone in your family.
4. **Save** your work.
Type a useful file name such as
Typing Sentences Practice 1.



Remember!

- use the  key to make capital letters
- press the  with your thumb to make spaces between words.
- use the  key to start a new line each time.

1. Type the words in the box below.

CHALLENGE: Try to use the fingers on both hands to type the letters you need!

I can the ball today
kick went to park like
fur my cat has play

2. Here is a sentence made from words in the box:

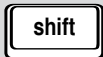

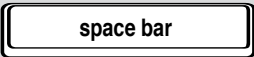

My cat has fur.



Make your own sentence using words in the box.

3. Choose five words from your spelling list. Use each of them to make a sentence.
4. **Save** your work. Type a useful file name such as **Typing Sentences Practice 2.**




Remember!

- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.


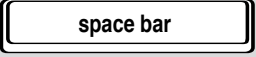

- Find the **full stop key**  and the **comma key**. 
- Type the rhyme below.
CHALLENGE: Try to use the fingers on both hands to type the letters you need!

**There were 10 in the bed,
And the little one said,
Roll over, roll over,
So they all rolled over
and 1 fell out.**



- Can you type the next verse? Remember that there are only 9 in the bed this time.
- Type some more verses. Remember to press the  key two times to make a space between each verse.
- Try typing a rhyme or poem that has a numeral in it. Or make up your own rhyme with numerals, and type that.
- Save** your work. Type a useful file name such as **Numeral Poems**.

Remember!

- use the  key to make the first letter a capital
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.



Year 1 Task Card 6

Backspace or Delete Key




1. Find the  key or  key.
2. Type this sentence. Type the mistake!



My cow ate grase

3. Use the  key or the  key to erase the **e** in the last word. Then type the letter **s**.
Now the sentence should read:

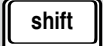

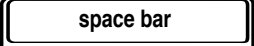

My cow ate grass

4. Type the words in the box below. First type the sentence as it is, with the mistake. Use the  key or  key to erase the mistake. Then type in the correct letter. Use the  key at the end of each sentence once you have fixed it.

I like ice creal
My friend has a bikc
I went to the shob
Mum said I could stay up latt

5. Type some sentences of your own. If you make a mistake erase it. Type the correct letter then go on.
6. **Save** your work. Type a useful file name such as **Erasing Practice**.

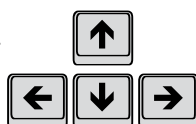
Remember!

- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.

Year 1 Task Card 7

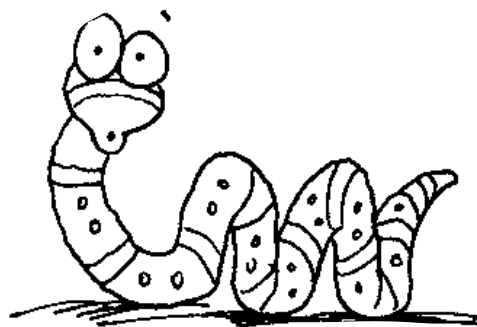
Arrow Keys


1. Find the arrow keys:

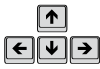



2. Type this word:

schol

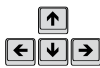


3. This word is not spelt correctly. It should have two letter o's. Use the **keys** to move the **cursor** up, down, left or right  to get back to the spot where the letter is missing.

4. Type in the missing letter. Use the  **keys** to move the **cursor** to the end of the word. Press the  key twice.

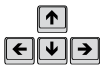
5. Type this list of words.

jup	make it into jump
thee	make it into three
litle	make it into little
agan	make it into again

6. Use the  **keys** to move the **cursor** to any places where a letter is missing. Type the missing letters.

7. Type this sentence.

Tody I wil go to the pak to play.

Type it as it is shown. Then use the  **keys** to move the **cursor** to anywhere a letter is missing. Type in the missing letters.

8. Check your work. It should look like this:

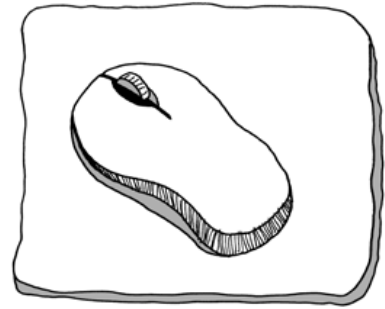
Today I will go to the park.

9. **Save** your work. Type a useful file name such as **Arrow Keys Practice**.

Year 1 Task Card 8

1. Type this sentence:

I like the colour blue.



2. Use the **mouse** to move the cursor between the words **colour** and **blue**.
When the cursor is in the right place,
click the mouse once.
This sticks the cursor in the right place.

3. Type the word **dark** and add a space.

I like the colour dark blue.

You will need to add a space as well. Now your sentence should read: **I like the colour dark blue.**

4. Now type these sentences:

I like cake.

Dad is cooking dinner.

5. Use the mouse to move the cursor to the right place.
Add the new words.

I like chocolate cake.

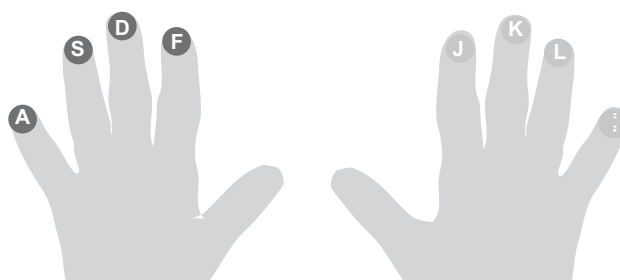
Dad is cooking spaghetti for dinner.

6. Type a sentence you made up yourself. Now go back and add a word to it. Use the **mouse** to put the **cursor** in the right place. Remember to click the mouse once to stick the cursor in the right place.
7. **Save** your work. Type a useful file name such as **Moving the Cursor Practice.**

- Find the **F** key and the **J** key.
Can you feel the little bumps on them? The bumps help you find those keys without looking at the keyboard.

- Find the **F** with your left index finger. Find the **J** with your right index finger. Close your eyes and see if you can find them without looking.

- Put your fingers on the keys as shown:



Your fingers are on the home row!

- Now type these letters.

Left hand

Right hand

f f f f f f f f	j j j j j j j j
d d d d d d d d	k k k k k k k k
s s s s s s s s	l l l l l l l l
a a a a a a a a	; ; ; ; ; ; ; ;

- There are lots of other letters you type only with your left-hand fingers or only with your right-hand fingers. **HINT:**

q w e r t **u i o p**

Try some other letters you think you would type with your left hand. Then try some letters you think you would type with your right hand. Ask a friend, your teacher or a helper if you are right.

- Save** your work. Type a useful file name such as **Home Keys Practice**.

1. Type these words using only your right hand:

pop jump limp kip

pill lump him hum

hop mop you joy

2. Add some more words to the list. Only use letters on the right side of the keyboard. Type them using fingers on your right hand.

3. Type these words using only your left hand.

free see we were

feed weed seed bee

tree cat tag tax

save wave gave brave

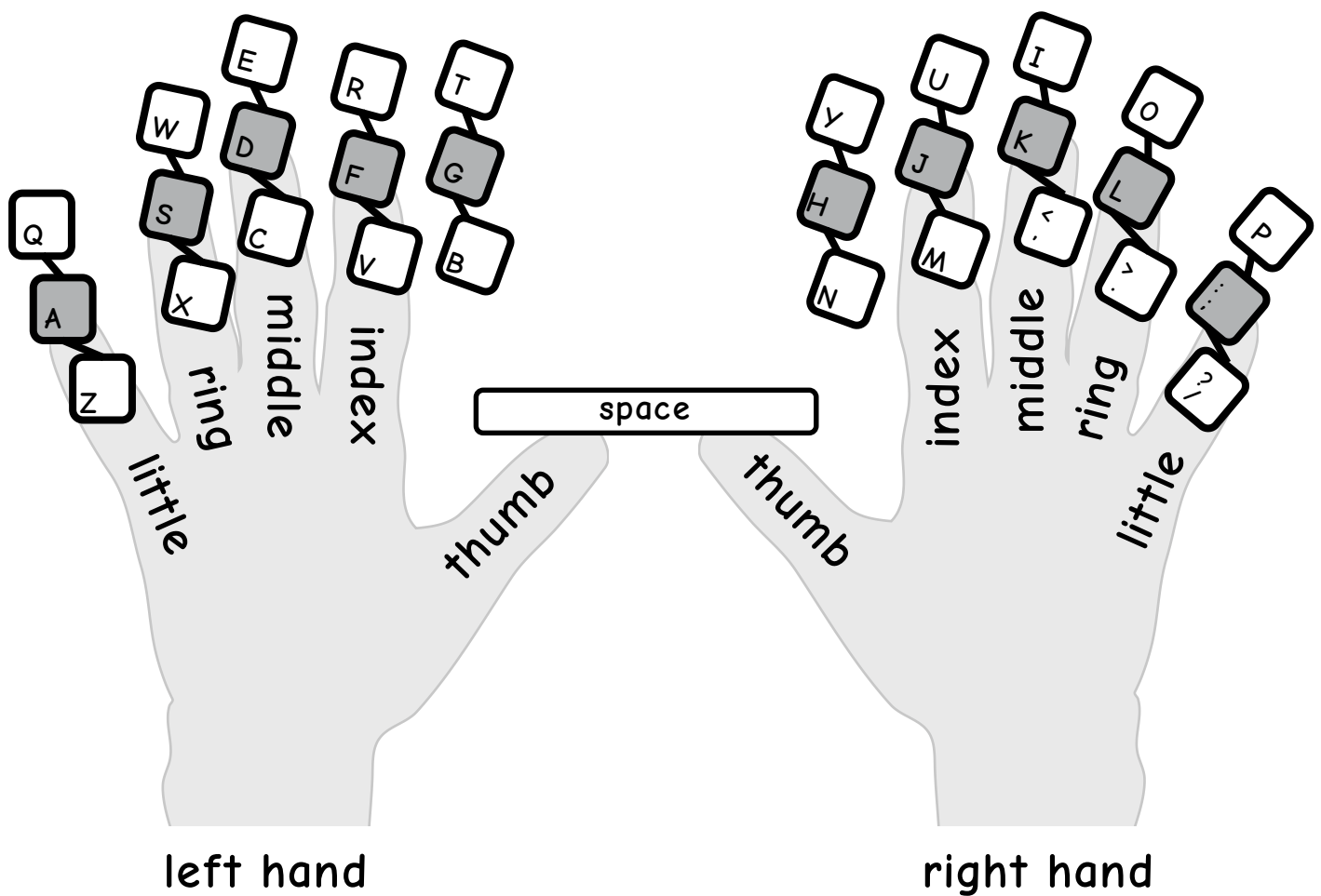
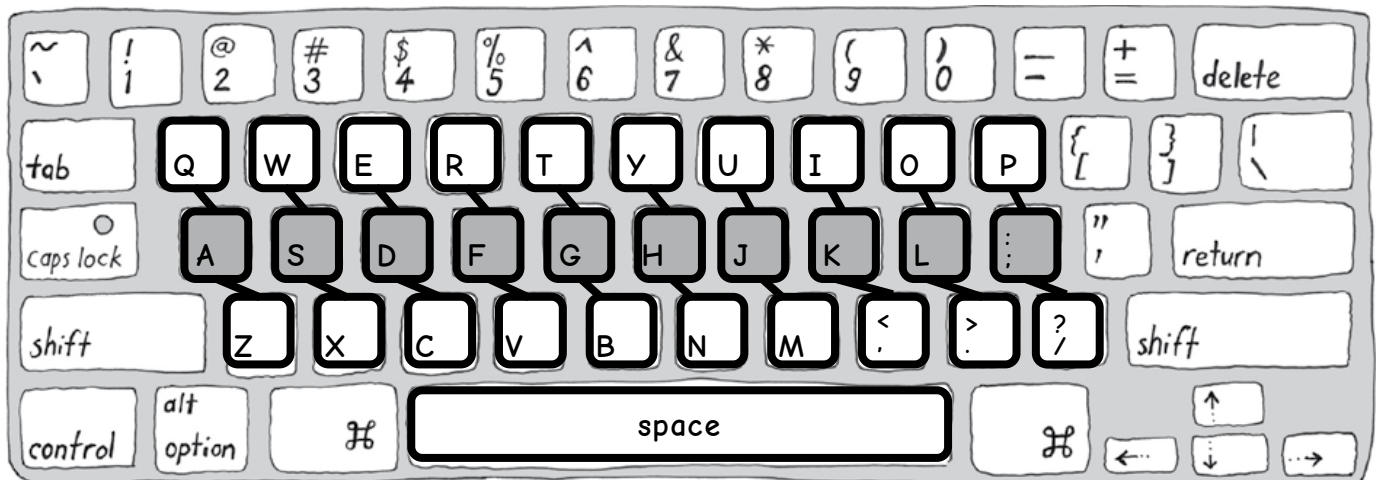
4. Add some more words to the list. Only use letters on the left side of the keyboard. Type them using fingers on your left hand.
5. **Save** your work. Type a useful file name such as **Left and Right Words Practice**.



Remember!

- put both hands on the **home row** first
- press the  with your thumb to make a space between each numeral
- use the  key to start a new line each time.

Typing with Two Hands



1. Place your fingers on the home row keys.



Type these letter patterns using your **index fingers**.

f f f f j j j j f f f f j j j j
f f j j f f j j f f j j f f j j
j f j f j f j f j f j f j f



2. Make up your own patterns using **f** and **j**.
3. Keep your other fingers on the home row.
Type this pattern by reaching with your left index finger.

r t g b v

4. Type this pattern by reaching with your right index finger.

y u h n m

5. Make up patterns using these letters. Here are two to get you started.

r r t t y y u u r r t t y y u u

t g b y h n t g b y h n

6. **Save** your work.
Type a useful file name such as **Index Finger Practice**.

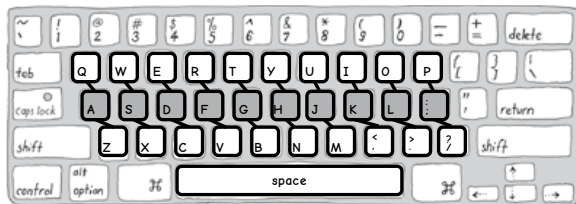
Remember!

- try not to look at the keyboard
- press the **space bar** with your **thumb** to make a space between the groups of letters
- press the **enter / return** key with your **right hand little finger** to start a new line.

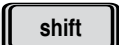
Year 2 Task Card 2

Index Finger and Shift Key

1. Place your fingers on the home row keys.



Type these letter patterns using your index fingers. S-t-r-e-t-c-h to type **r**, **t**, **y** and **u**.

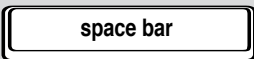
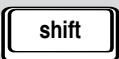
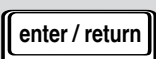
Really tricky! See if you can use your little finger to press the correct  key.

ff FF ff FF jj JJ jj JJ
gg GG gg GG hh HH hh HH
rr RR rr RR uu UU uu UU
tt TT tt TT yy YY yy YY
vv VV vv VV mm MM mm MM
bb BB bb BB nn NN nn NN



2. Make up your own patterns.
Use only the keys you press with your index fingers.
Use the key to make some of them capitals.
3. **Save** your work.
Type a useful file name such as
Index Finger and Shift Key.

Remember!

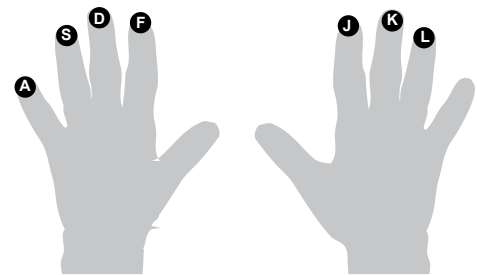
- try not to look at the keyboard
- press the  with your **thumb** to make a space
- press the  key with the **closest little finger** to make a capital letter
- press the  key with your **right hand little finger** to start a new line.

1. Place your fingers on the home row keys.



Type these letter patterns using the correct fingers.

f f f f j j j j f f f f j j j j
d d d d k k k k d d d d k k k k
s s s s l l l l s s s s l l l l
a a a a ; ; ; ; a a a a ; ; ; ;



home row fingers

2. Type these letter patterns using the correct fingers.

f f f f d d d d s s s s a a a a
j j j j k k k k l l l l ; ; ; ;

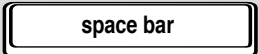

3. Type this pattern without looking!

f f j j d d k k s s l l a a ; ;

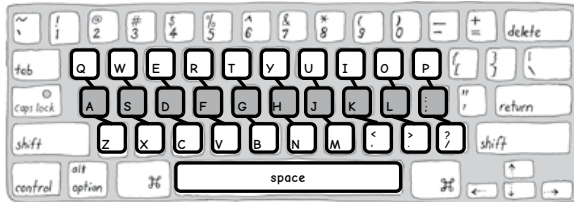
4. Make up your own patterns.
Use only the keys on the home row.

5. **Save** your work.
Type a useful file name such as **Home Row Practice**.

Remember!

- try not to look at the keyboard
- try to use the correct fingers for each key
- press the  with your **thumb** to make a space
- press the  key with your **right hand little finger** to start a new line.

1. Place your fingers on the home row keys.



Type these two-letter words using the correct fingers on both hands:

go me do so us is ma an it if

2. Type these three-letter words using the correct fingers on both hands:

pot got hot lot dot cot

pig jig big dig rig wig

sap hap cap lap map nap

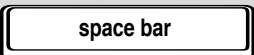
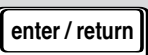
3. Each of the four-letter words below uses two keys you type with your left hand and two you type with your right hand. Type them using the correct fingers on both hands:

wish sold neck park kite

What other four-letter words have two keys from each side of the keyboard? Type them now.

4. **Save** your work.
Type a useful file name such as **Typing with Two Hands**.

Remember!

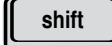
- try not to look at the keyboard
- try to use the correct fingers for each key
- press the  with your **thumb** to make a space
- press the  key with your **right hand little finger** to start a new line.

1. Place your fingers on the home row keys. Stretch up and type the numerals from 1 to 5 using your **left** hand fingers.

111 222 333 444 555

2. Stretch up and type the numerals from 6 through to 9 and then 0 using your **right** hand fingers.

666 777 888 999 000

3. Hold the **right**  key with your **right little finger**. Type these symbols:

!!! @@@ ### \$\$\$ %%%


4. Hold the **left**  key with your **left little finger**. Type these symbols:

^^^ &&& * ((()))**

5. There are lots more symbols on the right side of the keyboard. Find and type these symbols:

=== +++ === +++

[[[{{{]]] }}}

6. Type these text emojis. Use the  keys to type symbols on the top of a key.

(*_*) (-_-) zzZ >^..^< @(*o*)@

: -) : - (~ : o : {) 0 -) > = (

7. Create your own text emojis using symbols.

8. **Save** your work.

Type a useful file name such as **Numerals and Symbols**.

Year 2 Task Card 6

1. Type the sentences below:

I ate 13 chocolate biscuits! Can you?

My Cat, Josie, caught 4 mice today.

Our plane to Fiji leaves at 3 o'clock.

My favourite book is 'Drama Llama'.

2. Type some sentences of your own.

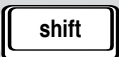
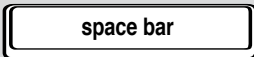
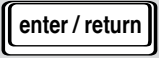
CHALLENGE: Include one or more of these numerals and symbols in your sentence:

sentence	numerals	symbols
1	3 5 8	+ = .
2	1 7 9	, ? .
3	9	() !
4	2 4 6 8	, . \$
5	1 2 3 4	, / .

3. **Save** your work.

Type a useful file name such as **Numerals and Symbols 2**.

Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or the symbols at the top of a key
- use your **little fingers** for the shift keys
- press the  with your **thumb** to make a space
- press the  key two times to make a double line space between sentences.

1. Type the sentences below:

Claire likes books about horses

Is Japi good at Minecraft

It's nearly seven o'clock

When can we go

Eva bought a cake candles and a card

Dominic screamed There's a snake

What time is it asked Tran

Hey Eli it's recess yelled Mia

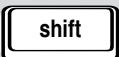
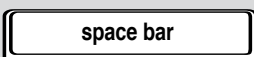
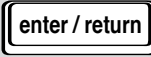


2. Go back and add a full stop, question mark or an exclamation mark to each sentence. Some of the sentences may need speech marks or commas as well.
3. **Save** your work.

Type a useful file name such as **Using Symbols and Signs**

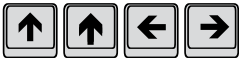


Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or the symbols at the top of a key
- use your **little fingers** for the shift keys
- press the  with your **thumb** to make a space
- press the  key two times to make a double line space between sentences.

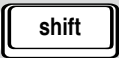

1. Read the rhyme below. Can you find the four words that have been spelt incorrectly?

**Peter, Peter, punkin eater,
Had a wife and couldn't keap her.
Put her in a pumpkin shell.
And their he kempt her very well.**

2. Type the rhyme as it is. Use the arrow keys  to move where the first mistake is.
3. Check to see if you have a **backspace** or **delete key** on your keyboard. If you have both, use the **backspace** key.
Press the **backspace** or **delete key** to delete the letter that is wrong. This key gets rid of letters behind the cursor.
4. Type in the other correct letters. Check your work against the answers on the back of the card.
5. Type a rhyme you know or write your own. Check it for mistakes. Use the **cursor** and **backspace** or **delete** keys to correct any mistakes.
6. **CHALLENGE:** If your keyboard has backspace AND a delete key can you discover how they are different?
7. **Save** your work.
Type a useful file name such as **Editing**.



Remember!

- try to use both hands to type the keys you need
- use the  key to make capital letters or top symbols
- use your **little fingers** for the shift keys
- use the  keys to move your cursor
- use the backspace or delete key to delete letters behind the cursor.

1. The sentences in the box have a LOT of mistakes! Retype them and fix all the mistakes. This is called editing. When you have finished, go back and check your editing. You might have missed some mistakes the first time.

Everyone seems to like ice-cream, except me. if you go shopping at the suppermarket, you will see lots of peple buying ice-cream. What do they give children at birthday parties? Ice-cream! What do you see people eating at the movies Ice-cream But what do I like to eat chocolate cake!

2. Check your edited piece of writing against the answer on the back of this card.
3. Now, type out one of your own pieces of writing. Check it for errors and edit it as you go.
4. **Save** your work.
Type a useful file name such as **Editing**.

Editing checklist:

Spaces:

- ☐ A space between each word
- ☐ A space between each full stop and the start of a new sentence

Spelling:

- ☐ Correct spelling

Punctuation:

- ☐ Capital letters
- ☐ Fullstops
- ☐ Commas
- ☐ Question marks
- ☐ Exclamation marks
- ☐ Speech marks

1. Look! All of these messages are in code!

A) 23,8,1,20 9,19 25,15,21,18 14,1,13,5?

B) 8,15,23 15,12,4 1,18,5 25,15,21?

C) 23,8,1,20 8,1,22,5 25,15,21 7,15,20
6,15,18 12,21,14,3,8 20,15,4,1,25?

2. Place your fingers on the home row keys. Now, without looking at any of the keys, type the letter that matches the number in the code below.

So in message A), the first number is 23, so type **W**. The second number is 8, so type **H**.

If the message asks you a question, type your answer underneath.

1 = A 8 = H 15 = O 22 = V

2 = B 9 = I 16 = P 23 = W

3 = C 10 = J 17 = Q 24 = X

4 = D 11 = K 18 = R 25 = Y

5 = E 12 = L 19 = S 26 = Z

6 = F 13 = M 20 = T

7 = G 14 = N 21 = U

3. Check your work against the answers on the back of this card.

4. Make up a coded message for a friend to solve. Try it out first, to check that it works.

5. **Save** your work.

Type a useful file name such as **Typing Code**.



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.



Answers to Year 2 Task Card 7

Claire likes books about horses.

Is Japi good at Minecraft?

It's nearly seven o'clock.

When can we go?

Eva bought a cake, candles and a card.

Dominic screamed, 'There's a snake!'

'What time is it?' asked Tran.

'Hey Eli, it's recess!' yelled Mia.



Answer to Year 2 Task Card 8

Peter, Peter, pumpkin eater,

Had a wife and couldn't keep her.

Put her in a pumpkin shell,

And there he kept her very well.



Answer to Year 2 Task Card 9

Everyone seems to like ice-cream, except me. If you go shopping at the supermarket, you will see lots of people buying ice-cream. What do they give children at birthday parties? Ice-cream! What do you see people eating at the movies? Ice-cream! But what do I like to eat? Chocolate cake!

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.



Answers to Year 2 Task Card 10

1 = A 8 = H 15 = O 22 = V

2 = B 9 = I 16 = P 23 = W

3 = C 10 = J 17 = Q 24 = X

4 = D 11 = K 18 = R 25 = Y

5 = E 12 = L 19 = S 26 = Z

6 = F 13 = M 20 = T

7 = G 14 = N 21 = U

A) 23,8,1,20 9,19 25,15,21,18 14,1,13,5?
WHAT IS YOUR NAME?

B) 8,15,23 15,12,4 1,18,5 25,15,21?
HOW OLD ARE YOU?

C) 23,8,1,20 8,1,22,5 25,15,21 7,15,20
WHAT HAVE YOU GOT

6,15,18 12,21,14,3,8 20,15,4,1,25?
FOR LUNCH TODAY?

Don't forget to type the answers to the questions!

CHALLENGE: When you have typed your answers, can you change them into the code? For example, if you are eight years old, type **5,9,7,8,20**

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!

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



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.

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!

TARGETING HANDWRITING

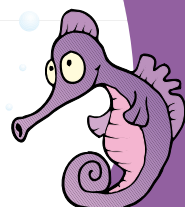
During Years P–3, students will first learn the Queensland Beginner’s Alphabet, move on to learn the letters with exits and entries during the Transition stage, and then learn how to join the letters to form Queensland Modern Cursive. These are crucial years in students’ development of fluent and legible handwriting. The *Targeting Handwriting* series 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 P–3 Teacher Resource Book* features:

- information on the mechanics of writing
- ideas for pre-writing warm-ups
- teaching notes for each year
- handwriting skills checklists for each year
- pattern props and stories for demonstrating handwriting movement patterns
- a detailed 8-week Fine Motor Skills Program for use with Prep
- specific teaching notes on all the different joins
- 78 fun worksheets — these include tracking, tracing and independent writing activities and incorporate practice of numerals, number words and punctuation.

Plus a bonus *Keyboarding* section that includes:

- ④ clear teaching notes
- ④ keyboard and posture diagrams
- ④ teaching notes for each year
- ④ 31 task cards for students
- ④ easy-to-use computer skills checklist.

PASCAL
PRESS

ALSO
AVAILABLE!
TARGETING
HANDWRITING
STUDENT BOOKS

