

Queensland
TARGETING

4-6

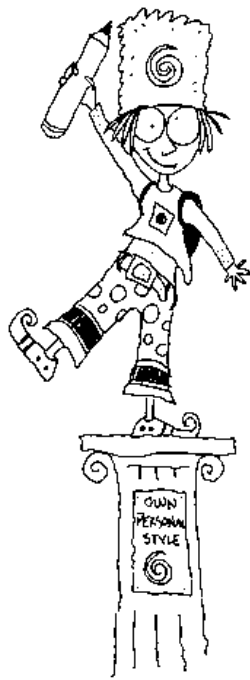
HANDWRITING

Teacher Resource Book



TARGETING HANDWRITING

From cursive joins to a personal style!



by Tricia Dearborn, Tim Tuck and Susan Young

Illustrated by Stephen Michael King



PASCAL
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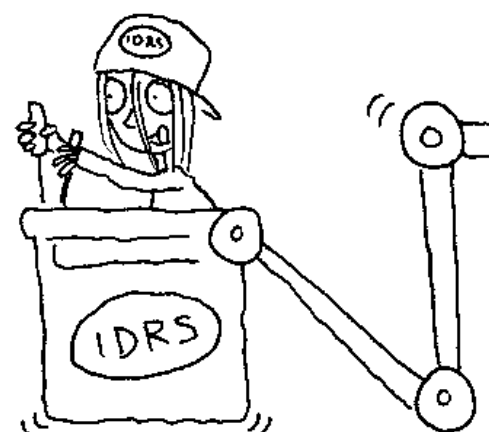
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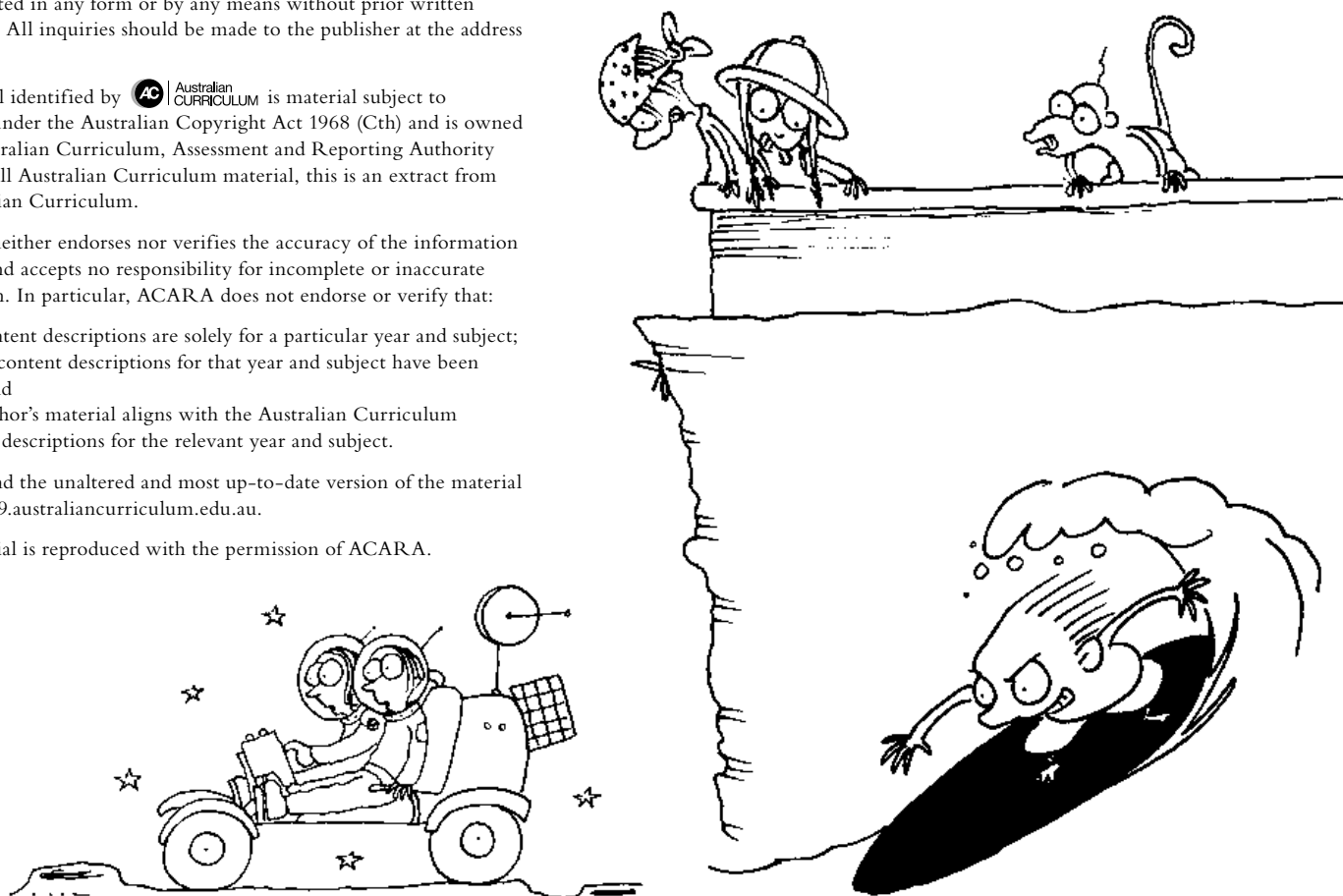
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- The Teaching of Handwriting: A Handbook,
Dept of Education, Brisbane, 1984
- The Teaching of Handwriting in Years 4 to 7,
Curriculum Development Services,
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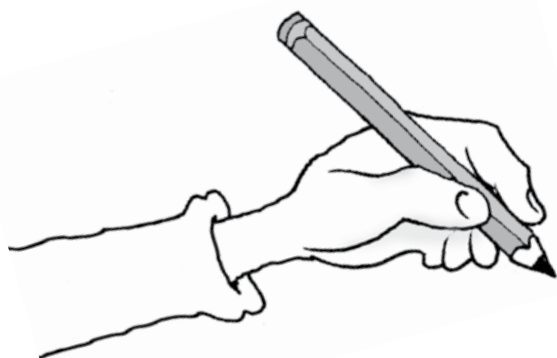
INTRODUCTION

Handwriting 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.

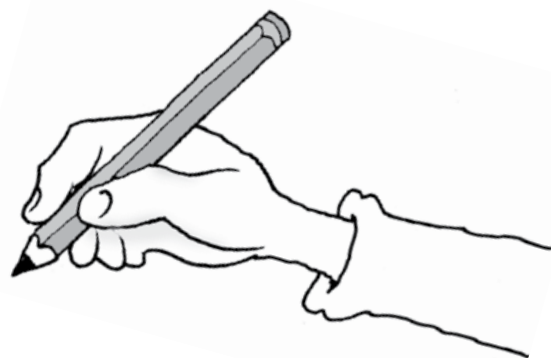


Handwriting in Middle and Upper Primary

When teaching Middle and Upper Primary, it can be hard to find the time to give handwriting the attention it deserves. However, in terms of the consolidation of handwriting skills, these are very important years. During this time students need support as they revise, practise and consolidate the joining skills necessary for writing in cursive, increase their fluency and legibility, and begin to develop their own personal style.



Left-handed



Right-handed

THE MECHANICS OF WRITING

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

Pen grip

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

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

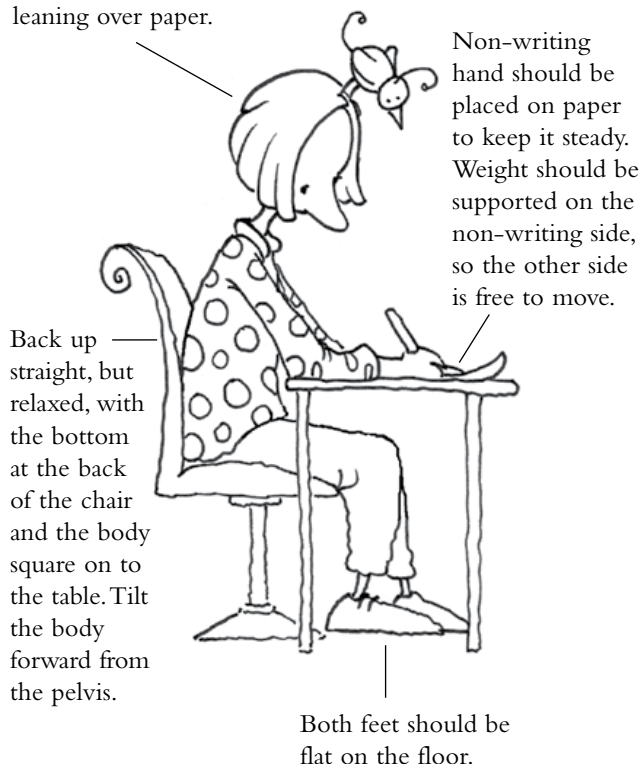
Posture

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

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

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

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



Paper position

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

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



Right-handed



Left-handed

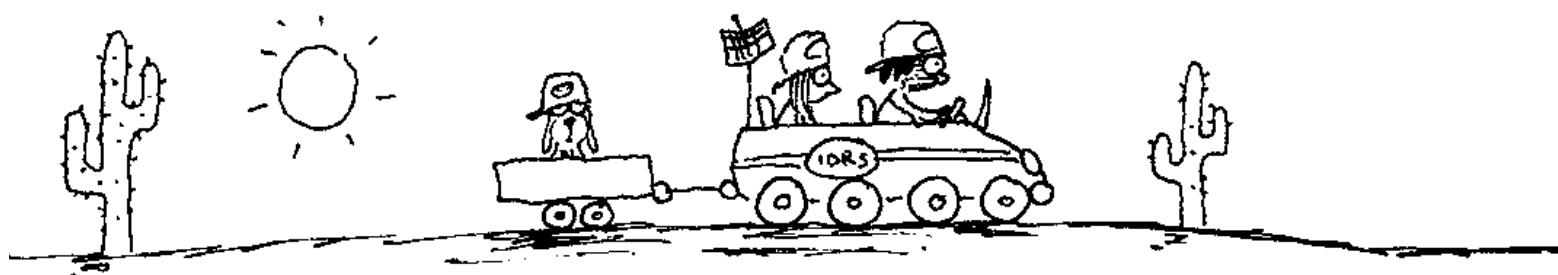
Writing instruments

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

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

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

USING THE TARGETING HANDWRITING BOOKS IN YOUR HANDWRITING PROGRAM



A sample handwriting lesson

Once students are in Middle and, particularly, Upper Primary, they are less likely to be having daily handwriting lessons. However, having even two or three dedicated handwriting lessons per week will make an enormous difference, and give students the support they need to consolidate the skills of Queensland Modern Cursive and use them as a basis in developing their own handwriting style.

A handwriting lesson could include the following activities.

- ⌚ **A few minutes warm-up**, including activities such as ‘finger aerobics’ or squeezing rubber ‘stress’ balls, can be a fun way to begin a handwriting lesson, as well as helping to improve students’ muscle strength and fine motor skills.
- ⌚ **Revision of a join or introduction of a technique on the whiteboard/ Smartboard**—giving consistent verbal cues for writing movements or techniques and using consistent terminology will provide students with a good model.
- ⌚ **Student practice**—have students complete the relevant page in the Targeting Handwriting Student Book, or a relevant blackline master from this book, or have them copy your model from the board. Individualised instruction can be given as you move around the class observing students as they write. Check for good posture, pen grip and slope of page, as well as letter and join formation.

The blackline masters in this book

The blackline masters in this book have been designed to provide support and extra, fun activities as students move from the consolidation of joining techniques, to improving their fluency and legibility, to developing their own personal handwriting style. The worksheets have not been assigned Year levels, as there will commonly be a broad range of handwriting abilities within any one class. BLMs 1–6 focus on joining techniques, BLMs 7–13 on practising cursive script, BLMs 14–16 on printing and capitals, BLMs 17–22 on fluency and legibility, BLMs 23–28 on presentation ideas, and BLMs 29–31 on the development of an individual style.

Handy hints for teaching Queensland Modern Cursive

Following are some practical ideas that may make the teaching of handwriting easier:

- ⌚ **Minimise the number of articles that students keep on top of their desks.** A maximum number of items permitted can be set, so that students are restricted to the essentials. Discourage the use of large pencil cases, as they can take up too much space on students’ desks.
- ⌚ **While students are still consolidating their knowledge of the basic joins, a ‘joins train’ wall chart can be a quick and handy reference.**

- ③ Display plenty of examples of the handwriting style around the classroom. Use Queensland Modern Cursive when sending home notices, homework sheets and class newsletters to help reinforce the script to students.
- ③ Assess students' skills regularly. Collect samples of each student's handwriting and record all progress using one of the handwriting skills checklists on pages 16 and 17.
- ③ Make sure students are using handwriting instruments that suit their grip, pressure and handwriting style. Encourage students to try out and assess different writing instruments, and choose one that is comfortable and easy for them to use.
- ③ Get parents involved. Send home a copy of the Queensland Modern Cursive script, along with some information about it. Alternatively, you may wish to discuss handwriting at a parent information night.



When a student is having difficulties

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

The table on pages 12-15, Troubleshooting Handwriting Difficulties, summarises some common handwriting problems, gives examples, and suggests strategies that may be useful in addressing specific problems.

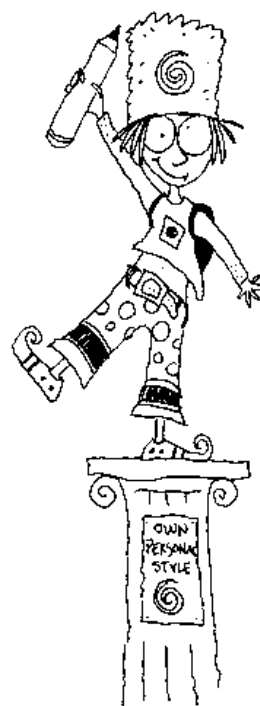
When a student has learned a different handwriting style

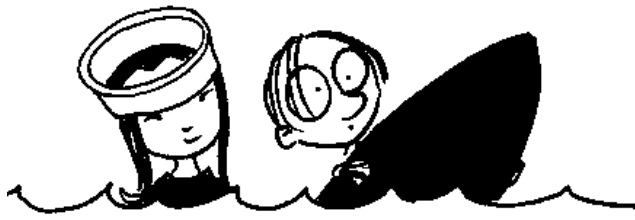
If a student has previously attended school in another State or country, he or she is likely to have learned a handwriting style other than Queensland Modern Cursive. If the student has a well-developed, functional grip and handwriting style, it's best to support them in using this style. When a student's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

Using the handwriting skills checklists

The skills checklists on pages 16 and 17 can be printed, and a copy kept for each student as an ongoing record of their progress. One checklist has been provided for Years 4-5 and another for Year 6.

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





The Targeting Handwriting Years 4–6 Student Books

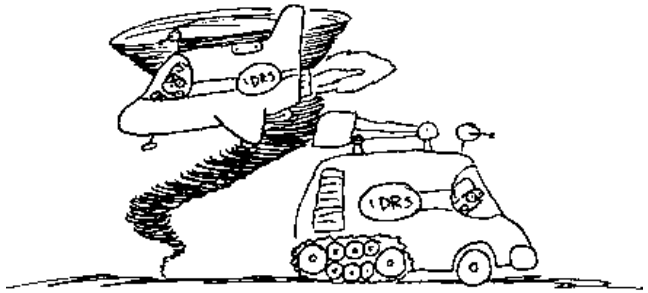
The Years 4–6 *Targeting Handwriting* Student Books have been designed to make learning cursive handwriting as easy as possible for students. New skills and techniques are introduced sequentially, so that students build on skills one by one and aren't called on to use skills that haven't been introduced yet. Wherever possible, students copy words *underneath* models, so that left-handers aren't disadvantaged, and practice of numerals and punctuation is integrated into the writing activities. Assessment pages make assessment of specific handwriting skills easy, and the books also encourage and support student self-assessment.

As students get older, they will encounter situations in which it is important to be able to write quickly *and* legibly. From Year 5, speed trials have been included in the *Targeting Handwriting* Student Books. Speed trial pages always include a legibility assessment component.

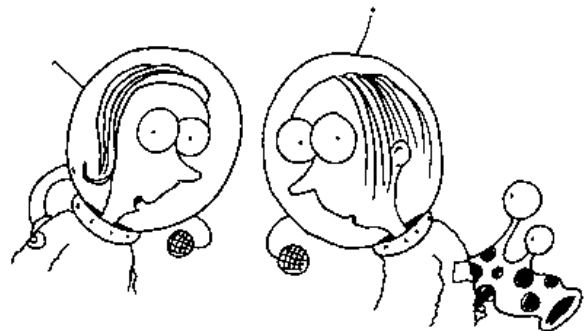
Each Student Book in the *Targeting Handwriting* series has a specific focus:



The **Year 4 Student Book** focuses on the **consolidation of joining skills**, with an extra focus on tricky joins such as joining to s and to modified f, joining from x, and double letter combinations. In this book, students begin to assess their own word and letter spacing and slope. Progressive improvement check pages allow students to track their progress throughout the year.



The **Year 5 Student Book** focuses on **improving fluency and legibility**. It includes practical techniques to help students check letter spacing, word spacing and slope, as well as practice of common letter clusters and high frequency words. Towards the end of the book, students are supported in the change-over from red and blue lines to 8 mm blue lines.



The **Year 6 Student Book** again focuses on **improving fluency and legibility**. The teaching pages feature two sets of copying lines, for reinforcement and extra practice, and the presentation ideas section includes material on flourished letters, calligraphy, headings and borders.

TEACHING HANDWRITING IN YEARS 4–6

Basic movement patterns and printing

The basic movement patterns in Queensland Modern Cursive remain the same as those in Queensland Beginner's script:

Downstroke pattern found in letters l, t, i, x, z, f, j

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

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

Note that it is important that students retain a functional printing style while developing their skills in cursive, as there will still be occasions when students need to print, for example when labelling maps and diagrams. Make sure students are clear which situations require printing rather than cursive.



Letters with exits and entries

The Transition stage is the linking step between the Queensland Beginner's script and Queensland Modern Cursive.

The **letters with exits only** are a, h, k, l, t, c, d and e.

The **letters with rounded entries** are m, n, r and x.

The **letters with pointed entries** are i, u, v, w, p, y and j.

The **letters that change** are f and z.

The **letters that don't change** are b, g, p, q and s.

The *Targeting Handwriting Years P-3 Teacher Resource Book* contains blackline masters that may be helpful to students who need at any stage to revise the basic movement patterns or letter shapes, or the Transition stage letters.

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 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 e

When using red and blue lines: 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.

When using 8 mm blue lines: To join an exit to the letter e, extend the exit stroke diagonally upwards to a point about half the height of a body-only letter and then begin writing the letter e.

Exits to o

When using red and blue lines: 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 anti-clockwise as you complete the letter o.

When using 8 mm blue lines: To join exits to the letter o, extend the exit stroke diagonally until it reaches the height of a body-only letter, then briefly to the right, to what will be the midway point of the top of the letter o. Retrace by moving the pencil anti-clockwise as you complete the letter o.

Diagonal joins from f

To join 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.

When using red and blue lines: Sweep the exit stroke up to the top red line, move the pencil anti-clockwise along the red line and then down to the bottom red line. The anti-clockwise movement at the top of the red line creates a small loop. Lift the pencil and draw the diagonal crossbar.

When using 8 mm blue lines: Sweep the exit stroke up to the height of a head and body letter, move the pencil briefly anti-clockwise, and then down (this creates the loop at the top of the f) and past the baseline to form the trail of f. Lift the pencil and draw the diagonal crossbar.

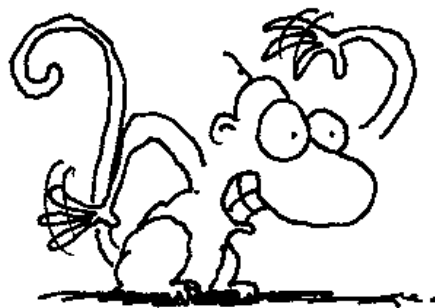
A common error is the formation of large, wide loops, so remind students that the loop should be kept small and quite slim. Have students colour in their loops to help them focus on the size of the loops they are making.

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.

When using red and blue lines: To join a letter with an exit to modified s, extend the exit stroke to the top blue line, and then move anti-clockwise briefly then clockwise to form the modified s.

When using 8 mm blue lines: To join a letter with an exit to modified s, extend the exit stroke to the height of a body-only letter, and then move anti-clockwise briefly then clockwise to form the modified s.



Drop-on joins

When a letter begins with an anti-clockwise movement (for example a, c, d, g and q), it is 'dropped on' to a letter with an exit. The exit stroke needs to be extended so that it nearly reaches the top blue line (if using red and blue lines; so that it nearly reaches the height of a body-only letter if using 8 mm blue lines). 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.

The letter a can also be dropped onto the crossbar of f.

Joining from x

Unlike the letter t, the letter x is crossed before x joins to the next letter. The rounded entry, left-to-right downstroke and the exit are done in one movement, then the pencil is lifted to add the right-to-left downstroke. If the exit of x is extended nearly to the top blue line (if using red and blue lines; to just below the height of a body-only letter if using 8 mm blue lines), most letters can then be dropped on. The dropped-on letter should be begun at its usual starting point, and positioned so that it meets the extended exit of x.

Horizontal joins

The letters o, r, v, and w join horizontally to the following letter. To keep the movement fluid, the join should have a slight dip.

Horizontal joins to anti-clockwise letters

To join o, r, v or w to an anti-clockwise letter, take the join right across to the starting point of the anti-clockwise letter and retrace the line as the top of the letter is drawn.

Horizontal joins to s

To join o, r, v or w to the letter s, take the join across the top of the s, and retrace the top of the s before heading down.

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 (if using red and blue lines; from the height of a body-only letter to the height of a head and body letter if using 8 mm blue lines). Retracing occurs on the downward stroke. It is important to retrace at least a third of the way down the head and body letter.



Double letter combinations

Double e and double o

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

Double l and double t

The letter pairs ll and tt are also fairly easy to join. However, care must be taken to space them evenly, and it is important that both l's or t's have the same slope. One crossbar is used to cross double t.

Double m and double n

The letter pairs mm and nn can be hard to read if the join between them is cramped. Remind students to space (and slope) them evenly.

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 ways: as a printed s or as a modified s. When the letter s is doubled, the shape of 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 use a pencil lift between them. Have students try both ways, and choose whichever way they find most comfortable. When students join double r, remind them to include the small dip after the first r.

Letters that don't join

Clockwise finishers don't join

When the final movement of a letter is in a clockwise direction and the letter finishes on the left-hand side (b, g, j, p, s, y and z), that letter does not join to the next letter.

The letter q does not join

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

No horizontal joins to e

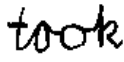


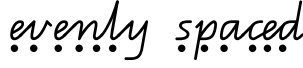
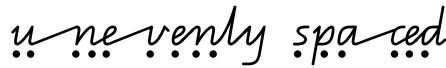

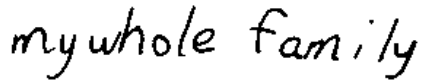



The top-finishing letters o, r, v and w do not join to the letter e.

Capitals

Capital letters do not join to the next letter.

Troubleshooting handwriting difficulties

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

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

Script difficulty/Examples	Strategies to try
<p>Mixture of print and cursive</p> <p><i>Cheltenham</i></p>	<ul style="list-style-type: none"> • discuss writing situations in which print and cursive are appropriate • check that there is no particular difficulty with the join at which cursive changed to printing
<p>Diagonal joins</p> <p>Pencil lift instead of diagonal join</p> <p><i>Sometimes putting</i></p> <p>Lack of retracing in tall letters</p> <p><i>all will</i></p>	<ul style="list-style-type: none"> • remind student that diagonal joins go right up to where the next letter starts, and introduce practice patterns that reinforce the join <p><i>mimimimi lelelelele</i></p> <ul style="list-style-type: none"> • lack of retracing in tall letters — pattern practice to reinforce retracing <p><i>lllllll hhhhhhhh</i></p>
<p>Horizontal joins</p> <p>No horizontal join—letters join directly</p> <p><i>will what</i></p> <p>Dips too large</p> <p><i>will</i></p> <p>Up-sweeping joins</p> <p><i>took</i></p>	<ul style="list-style-type: none"> • revise use of horizontal joins • if there is no actual horizontal join and the letters join directly, use pattern practice that reinforces the dipped horizontal joining stroke between the letters <p><i>wwwww wiwiwiwi</i></p> <ul style="list-style-type: none"> • if the problem is that the dips are too big, remind student that dips are small, and use pattern practice to reinforce the correct dip <p><i>wwwww ririririri</i></p> <ul style="list-style-type: none"> • if the problem is with horizontal joins to tall letters, remind student that the join goes up and retraces rather than going straight to the top of the tall letter <p><i>w^h retrace r^k retrace o^t retrace</i></p>

Script difficulty/Examples	Strategies to try
<p>Drop-on joins</p> <p>daydream</p> <p>tiptoe.</p> <p>each</p> <p>downpour</p> <p>blackout</p>	<p>Lack of drop-on joins can lead to displacement of letters, ambiguous letter shapes, and looping within words.</p> <ul style="list-style-type: none"> • discuss what drop-on joins are and why they are used • remind student that the exit flick before a drop-on join comes up diagonally and higher than usual — practise letters with longer exit flicks <p>d m a l</p> <ul style="list-style-type: none"> • remind students that after the long exit flick, they must lift the pen before ‘dropping on’ the next letter — use a small mark above the pen lift point as a prompt in words students will copy <p>dodge equal</p> <ul style="list-style-type: none"> • introduce pattern practice for reinforcement of drop-on join movement <p>ndndndnd lalalala</p>
<p>Joining to s</p> <p>reports</p> <p>Girls</p>	<ul style="list-style-type: none"> • check whether difficulty is with diagonal or horizontal joins to s, or both • pattern practice to reinforce the join • practise joining to s in common letter pairs and words <p>ls as is os rs</p> <p>bus has rose cars</p>
<p>Joining to f</p> <p>backfire</p>	<ul style="list-style-type: none"> • remind students that when joining to f the exit stroke continues right up to the top of f, moves briefly anti-clockwise, then back down (creating the loop), all in one movement, before the crossbar is added. Introduce practice patterns to reinforce this movement. <p>uf uf lf lf ff ff</p>
<p>Joining from f</p> <p>free</p>	<ul style="list-style-type: none"> • remind students that f joins from the crossbar



Handwriting skills checklist — Years 4–5

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: **HwK7, HwK8**

Name	Term	Term
<p>☉ Uses correct pen grip</p> <ul style="list-style-type: none"> • Uses dynamic tripod or other acceptable grip • Left/right/mixed hand dominance • Uses appropriate pressure 		
☉ Maintains correct body position and relaxed posture		
☉ Maintains finger movements and arm slide during cursive script patterns		
<p>☉ Joins letters when writing texts using Queensland Modern Cursive</p> <ul style="list-style-type: none"> • Can use the following joining techniques: <ul style="list-style-type: none"> - Diagonal joins - Diagonal joins to head and body letters - Diagonal joins from q and z - Drop-in joins - Joining to the new f - Horizontal joins - Horizontal joins to anti-clockwise letters - Horizontal joins from f - Horizontal joins to tall letters - Joins to s - Horizontal join to e - Double f - Diagonal join to modified s - Joined ft • Needs practice in these joins • Know which letters don't join • Knows when to use cursive writing and when to print 		
☉ Writes using consistent shape, size, slope and formation in Queensland Modern Cursive		
• Forms letter shapes consistently		
• Uses lines appropriately to form letters of uniform size		
• Maintains uniform slope		
• Maintains uniform spacing between letters and between words		
• Writes with a legible, fluent, personal handwriting style		
☉ Uses handwriting efficiently in formal and informal situations		



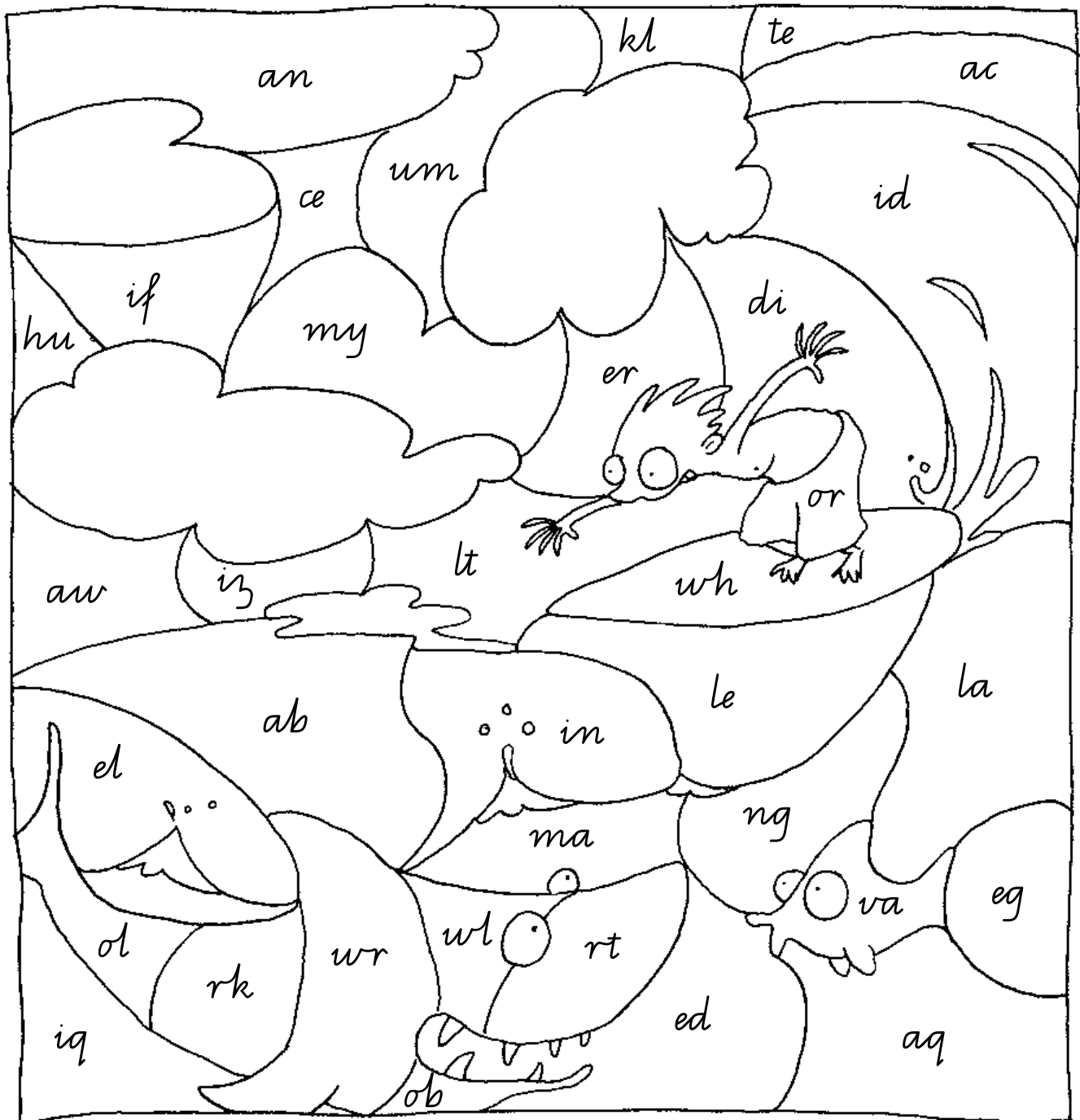
Handwriting skills checklist — Year 6

ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for
Handwriting: **HwK8**

Name	Term	Term
② Uses correct pen grip		
• Uses dynamic tripod or other acceptable grip		
• Left/right/mixed hand dominance		
• Uses appropriate pressure		
② Maintains correct body position and relaxed posture (see page 5)		
② Uses finger movements to control the pen while sliding forearm across the paper		
② Joins letters when writing texts using Queensland Modern Cursive		
• Can use the following joining techniques:		
– Diagonal joins		
– Drop-in joins		
– Horizontal joins (including to e)		
– Joins to s (including diagonal join to modified s)		
– Double f		
– Joined ft		
– Double s		
– Fluency joins from b, p, s		
– Speed loops – from g, j, y		
– to l, h, b, k		
– to and from f		
– from modified z		
• Needs practice in these joins		
• Knows when to use cursive writing and when to print		
② Writes fluently with appropriate size, slope and spacing		
• Forms letters of consistent shape and size		
• Maintains uniform slope		
• Maintains good, uniform spacing between letters and between words		
• Writes fluently		
• Takes breaks in long words at appropriate points		
② Practises calligraphic flourishes that enhance written text when appropriate		
② Experiments with writing instruments and media, eg calligraphy pens, brushes, inks		
② Uses handwriting efficiently in formal and informal situations		

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

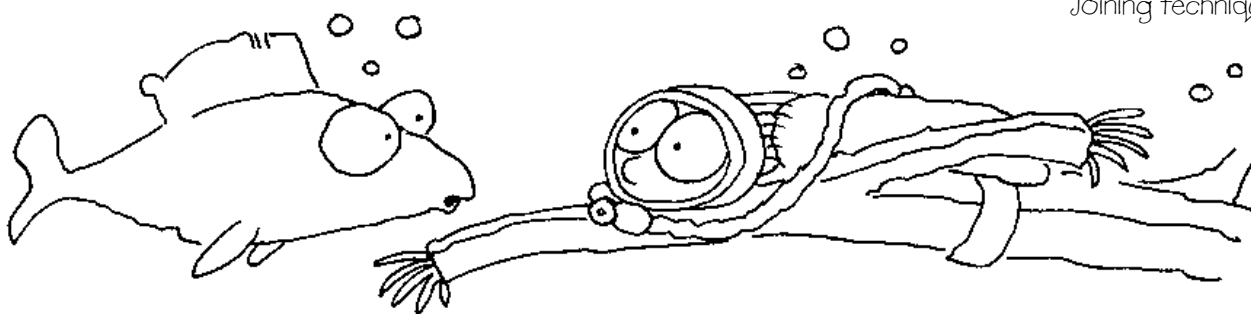
- ⦿ Diagonal joins — light blue
- ⦿ Drop-on joins — dark blue
- ⦿ Horizontal joins — orange
- ⦿ Up-sweeping joins — black



Name: _____ Date: ____/____/____

BLM 2

Joining techniques



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

Diagonal join	A	B	wi
Drop-on join	Y	C	di
Horizontal join	E	L	na
Diagonal join to s	G	F	es
Horizontal join to s	L	M	wh
Up-sweeping join	H	N	os
Diagonal join to f	O	A	if
Double letter join	W	I	yo
Letters that don't join	J	G	nn
	S	F	
	K	K	
	I	D	
	N	N	

What is the ocean word? _____



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

dolphin

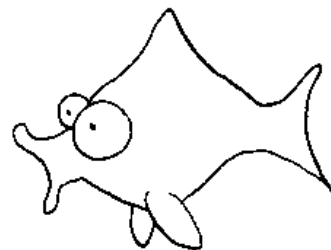


dolphin



fish

fish

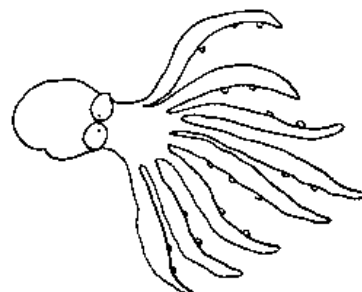


tuna

tuna

octopus

octopus



squid

squid

cuttlefish

cuttlefish



whale

whale

jellyfish

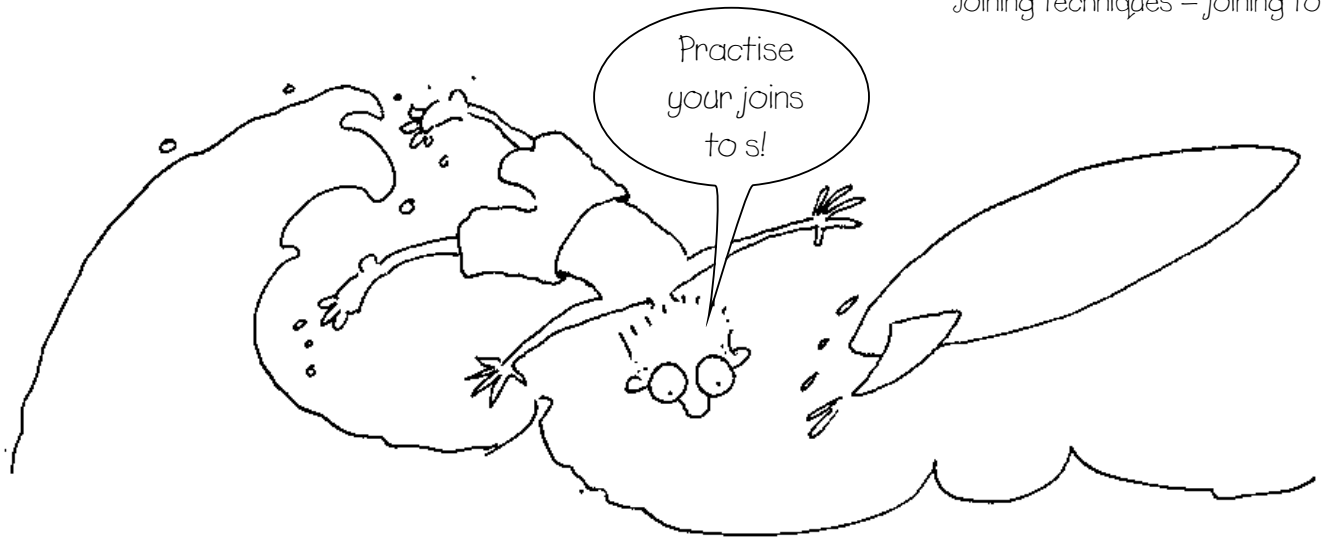
jellyfish



Name: _____ Date: ____/____/____

BLM 4

Joining techniques – joining to s



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

_____ wave _____

_____ dolphin _____

_____ breaker _____

_____ reef _____

_____ submarine _____

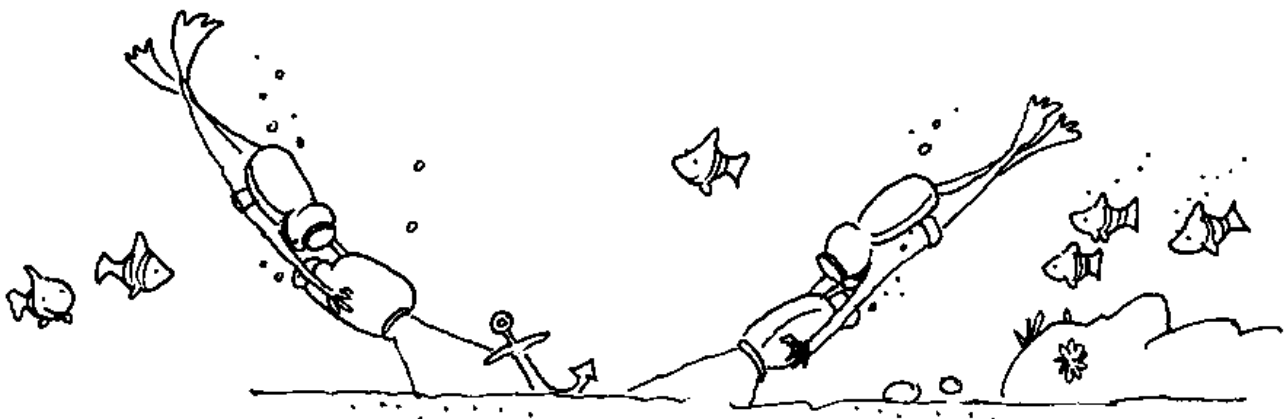
_____ surfer _____

_____ diver _____

_____ shark _____

_____ prow _____

_____ oyster _____





Choose 12 words from the table below. Copy them onto your bingo board, then cut out the board. The bingo caller should cut out the entire list of words and place them in a hat. When one of your words is called out, cover it with a counter. The winner is the first person to cover their entire card and call out “Bingo!”.

gift	roof	before	life	half
chief	safety	affect	chafe	softly
leaf	enforce	sniffle	lift	reef
gulf	offer	crafty	nifty	surf
often	elf	strife	raft	scarf



Bingo Board

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

Name: _____ Date: ____/____/____

BLM 6

Joining techniques



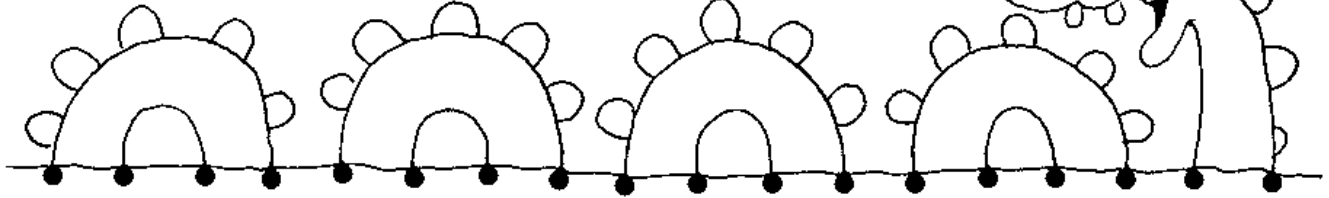
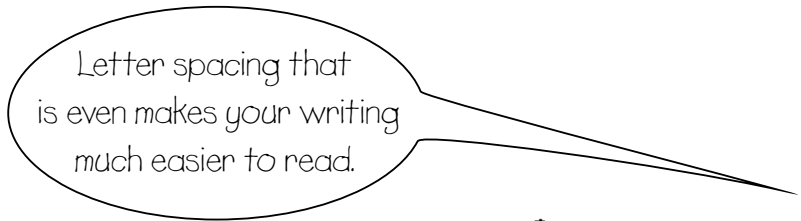
Using a coloured pencil, circle all the letters that don't join to the next letter in this passage of writing.

Beach activities can be so much fun
— running, jumping, peering into
rock pools and making sandcastles
can keep kids amused for hours!

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



oogie oarding, wimming and
um ing the waves are o ular
thing to do at the ea ide.



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

kayaking parasailing
✓ x

snorkelling kayaking

surfing sailing canoeing

fishing paddling floating

outrigging paragliding

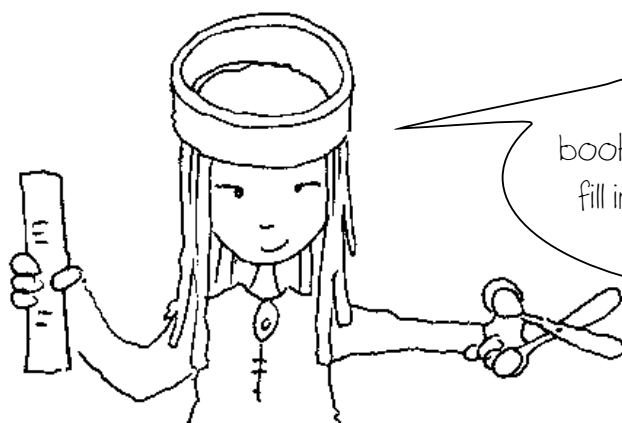


How many
evenly spaced words
did you find?

Name: _____ Date: ____/____/____

BLM 8

Practising cursive script



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

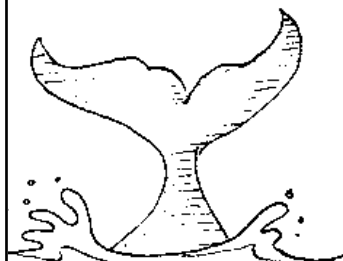
My
favourite
book about
sharks is

by



My
favourite
book about
whales is

by



My
favourite
book about
dolphins is

by



My
favourite
book about
surfing is

by





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

S

U

R

F

I

N

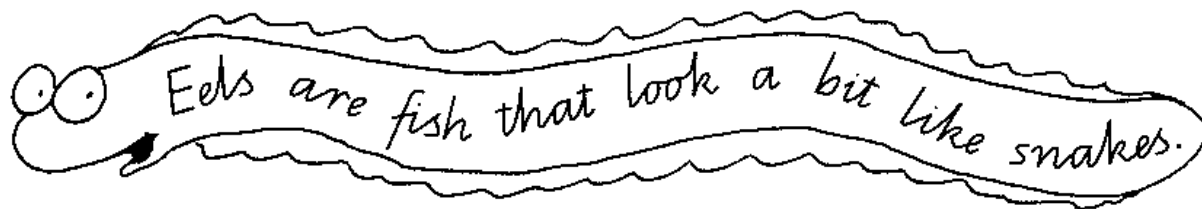
G

Name: _____ Date: ____/____/____

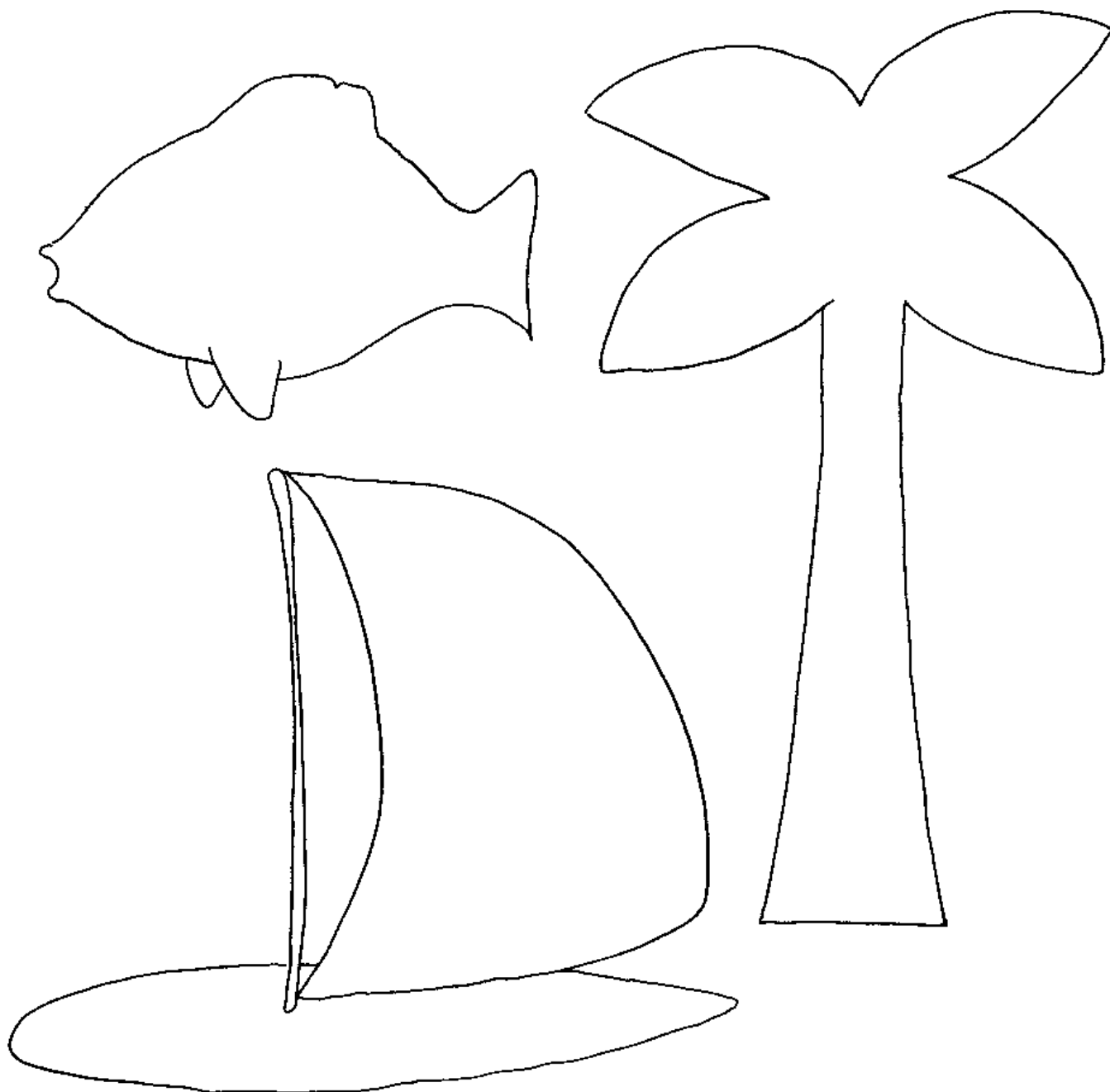
BLM 10

Practising cursive script

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



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



Practising cursive script

Fill up this alphabet grid with names. Ask each of your classmates to write his or her first name in the correct box. Don't forget to include your own.



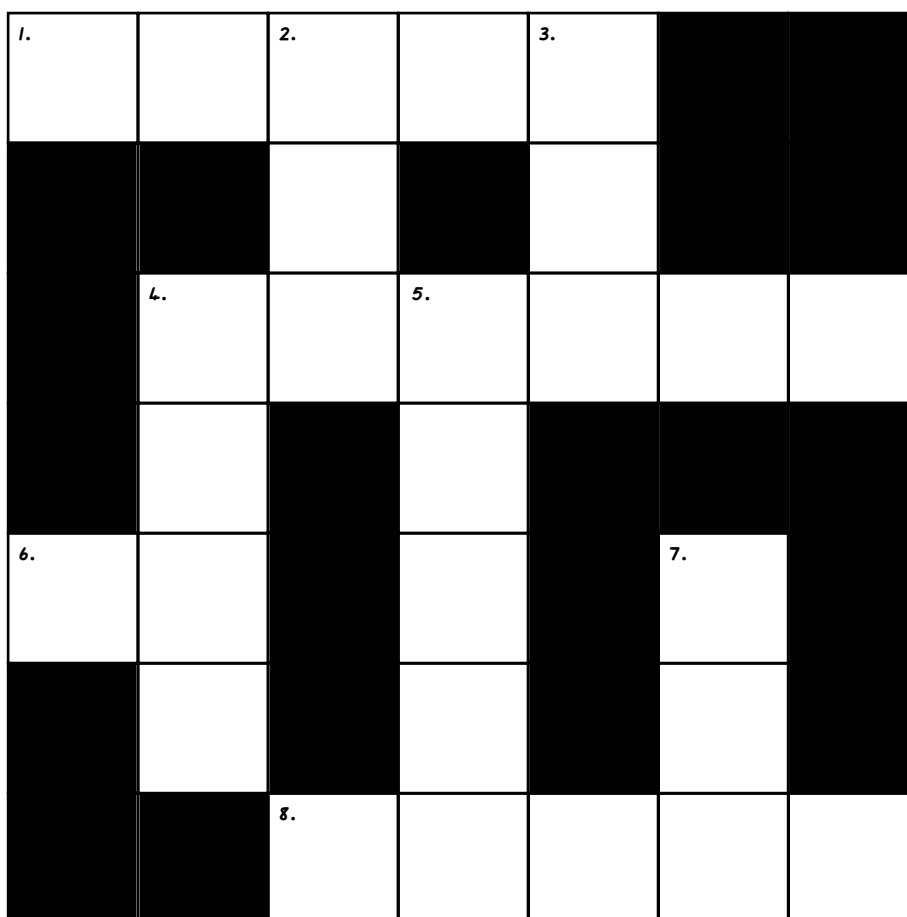
		A	B
C	D	E	F
G	H	I	J
K	L	M	N
O	P	Q	R
S	T	U	V
W	X	Y	Z

Name: _____ Date: ____/____/____

BLM 12

Practising cursive script

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



CLUES

Across

1. _____

4. _____

6. _____

8. _____

Down

2. _____

3. _____

4. _____

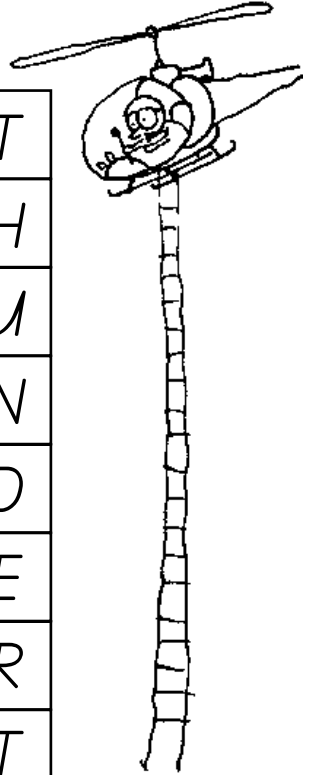
5. _____

7. _____

Practising cursive script

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

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



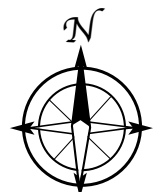
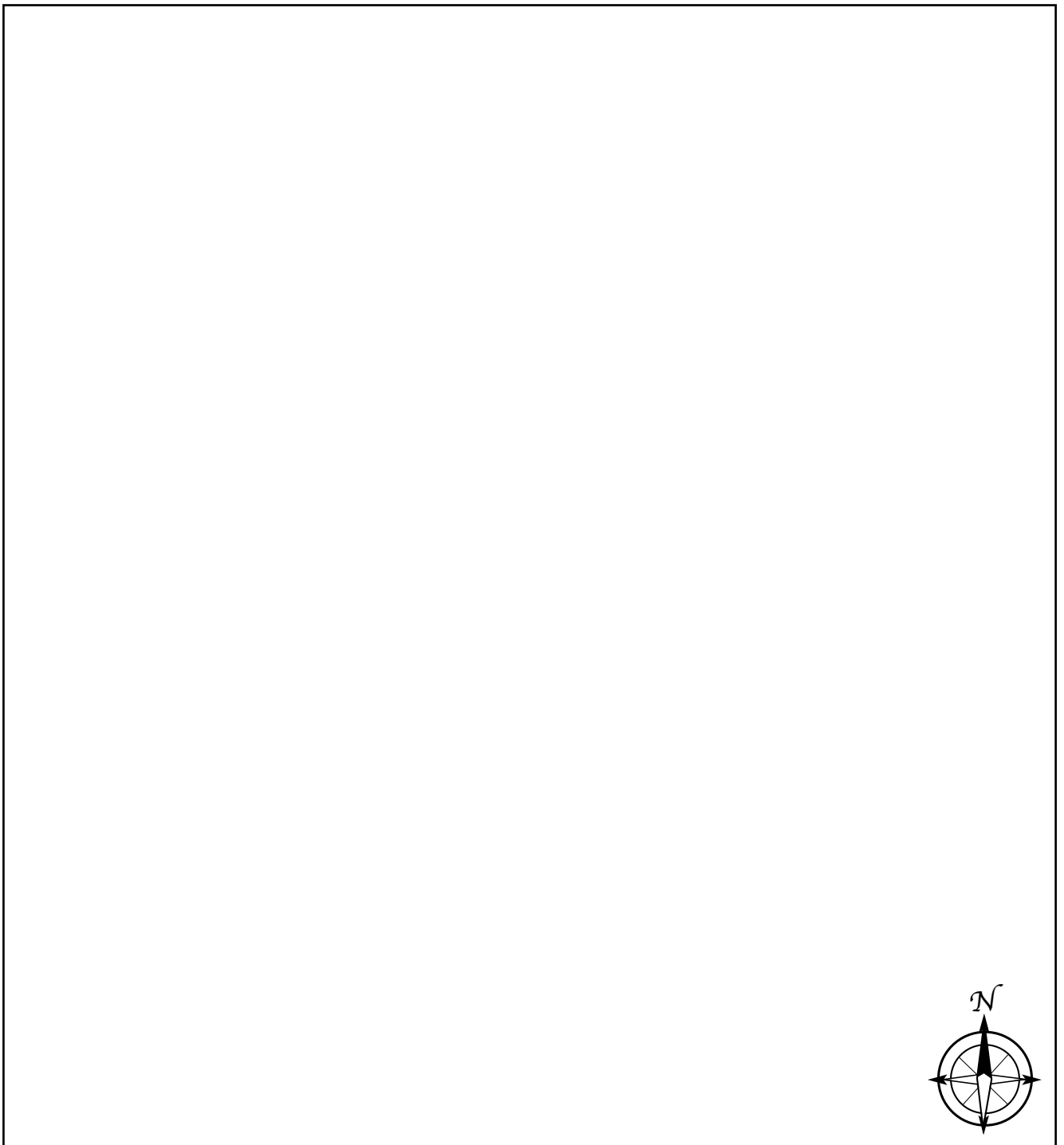
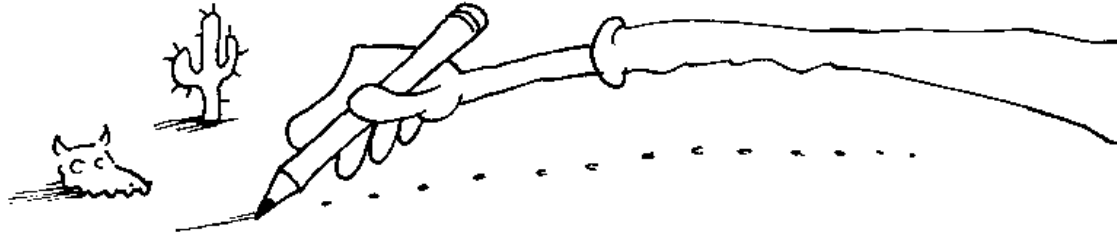
Answers: ash, avalanche, blizzard, cyclone, earthquake, erupt, firestorm, flood, gale, hailstorm, lava, magma, rescue, thunder, tornado, tsunami, twister, volcano

Name: _____ Date: ____/____/____

BLM 14

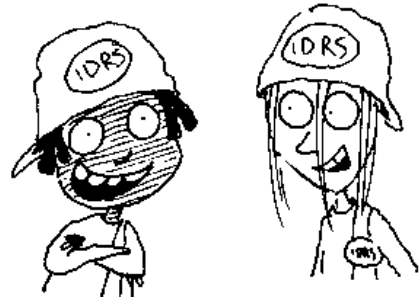
Printing for labels

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



Printing/Capitals

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



Name: _____ Date: ____/____/____

BLM 16

Capitals

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



Mars Expeditions Incorporated

Today Mars — tomorrow the stars!

www.missionmars.com

POSITION VACANT: LEADER OF MARS EXPEDITION 2046

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

NAME: _____

DATE OF BIRTH: _____

ADDRESS: _____

QUALIFICATIONS: _____

REASON FOR APPLYING: _____

PREVIOUS EXPEDITION EXPERIENCE: _____

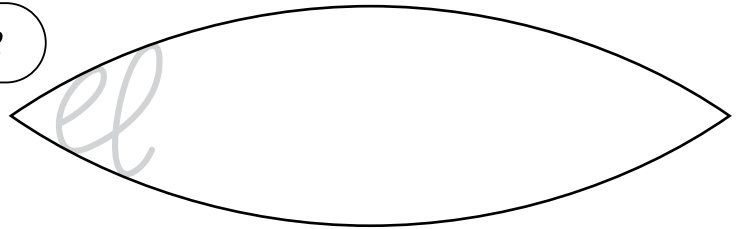
LEADERSHIP EXPERIENCE: _____

INTERESTS: _____

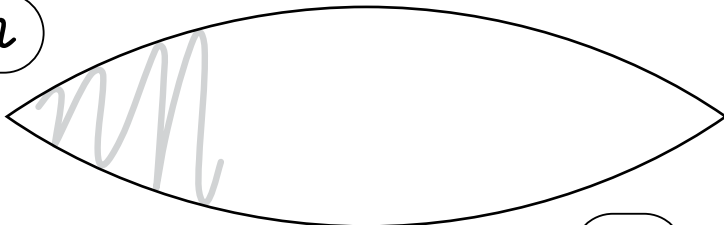


Fill up the surfboards by joining the same letters over and over again! My surfboard looks really cool filled with the letter k!

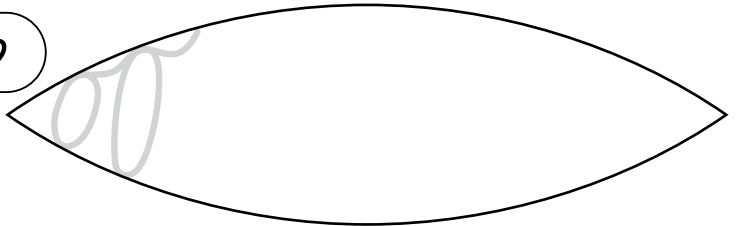
e



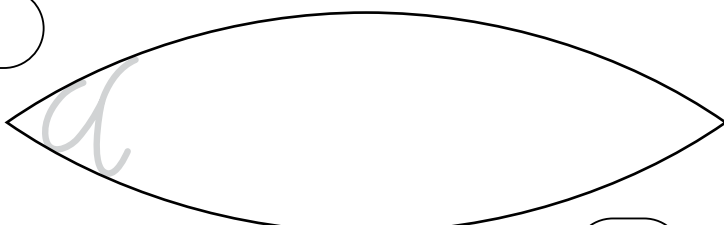
n



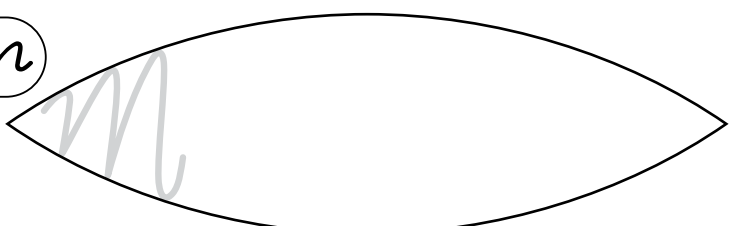
o



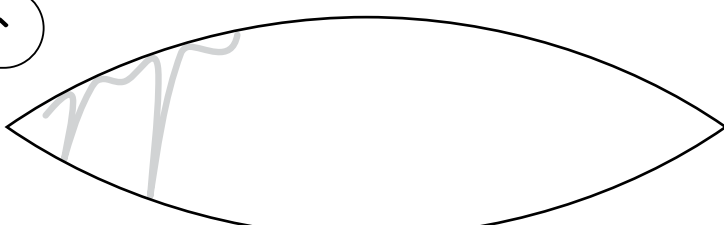
c



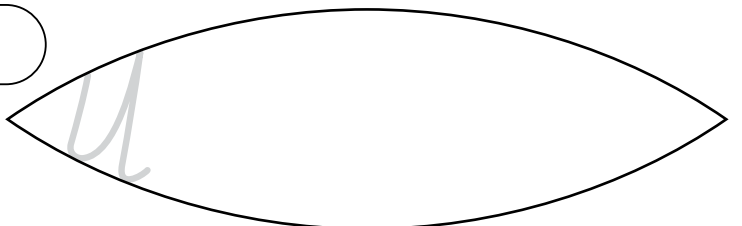
m



r



l

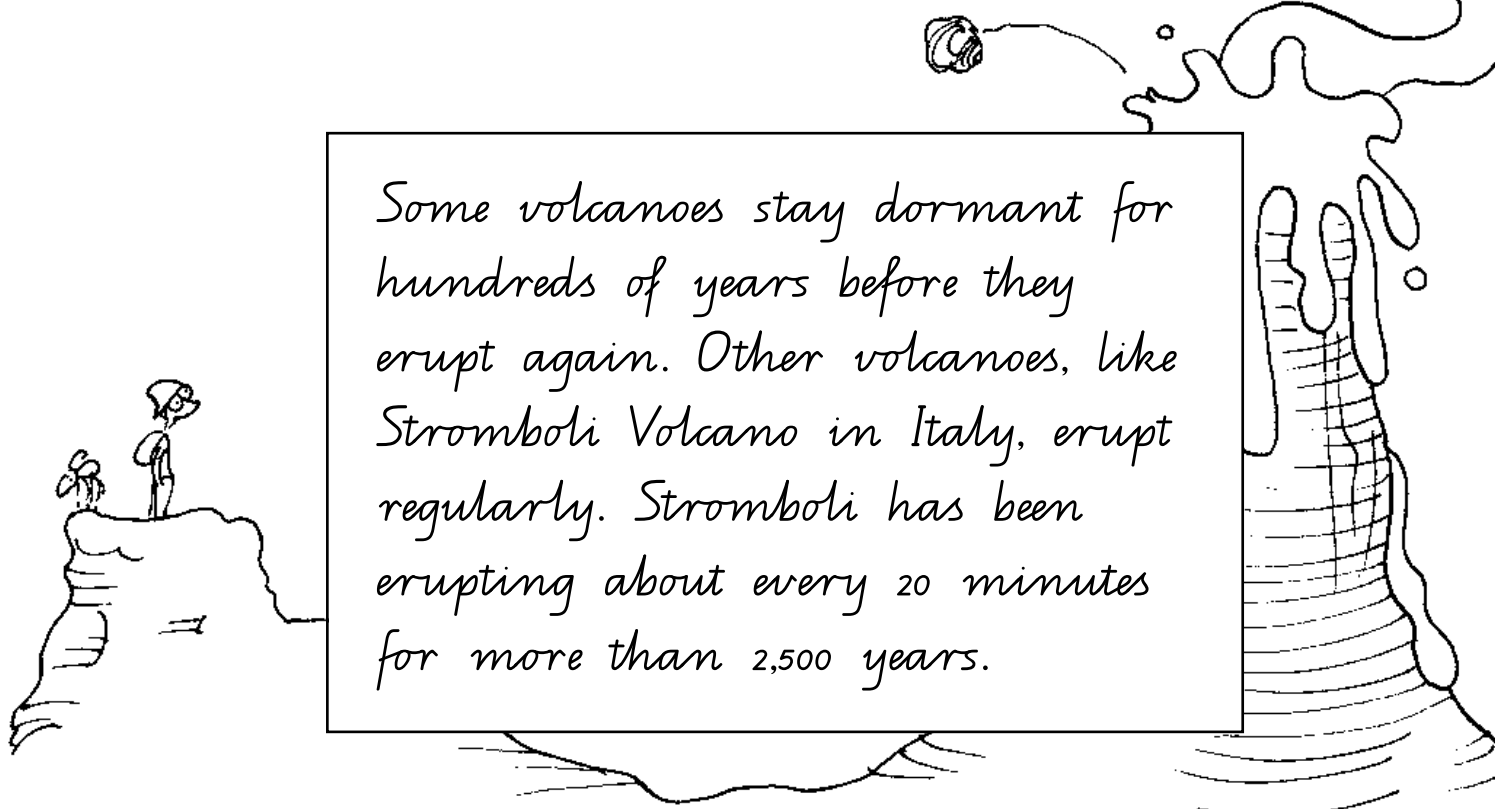


Name: _____ Date: ____/____/____

BLM 18

Fluency and legibility

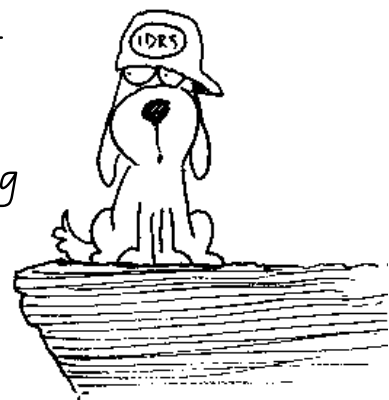
You'll need a friend to race and a copy of this sheet each. Start copying the text at the same time, and stop as soon as one of you has finished. Ask an impartial judge to give each of you a mark out of 10 for legibility. Multiply the number of words you copied by your legibility mark. The person with the highest score wins!



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

Number of words copied: _____ Mark for legibility (out of 10): _____
Score (number of words x mark for legibility): _____

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




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


When you're finished, assess your handwriting.

SELF ASSESSMENT


Rate your legibility.



Needs work



Force 5



Earth-shaking!

Name: _____ Date: ____/____/____




BLM 20

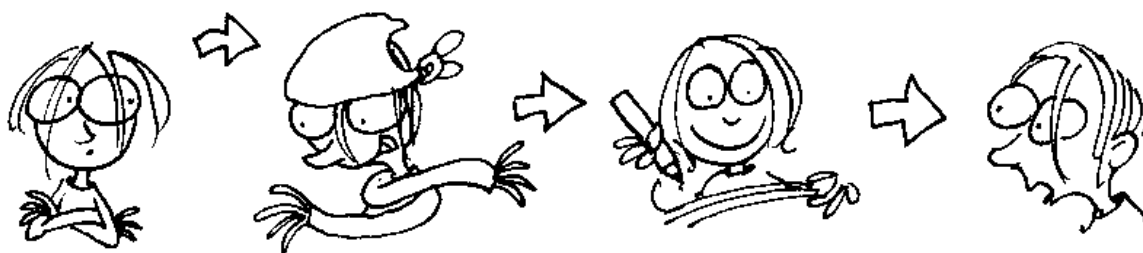
Fluency and legibility

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



Number of items remembered: _____

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



Work in a group of four to create a serial story. The first person has 30 seconds to write the beginning of a story in the first section. The next person should read it (without letting the others see it), fold it back so it can't be seen, then add their 30 seconds' worth. Each person should read only what the person just before them wrote. When you have all had your go, read the whole story through together. Now rate your legibility — whose writing holds up well at speed?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: ____/____/____

BLM 22

Fluency and legibility – taking notes

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



NOTES:

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

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

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

Name: _____ Date: ____/____/____



Make your own
name stand for your desk.

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

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



TAB

Name: _____ Date: ____/____/____

BLM 24

Presentation ideas

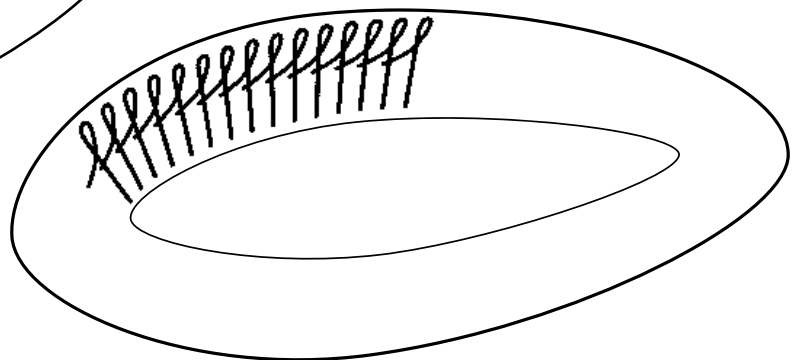
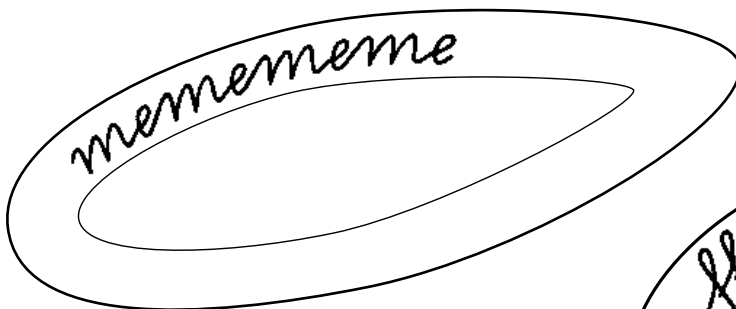
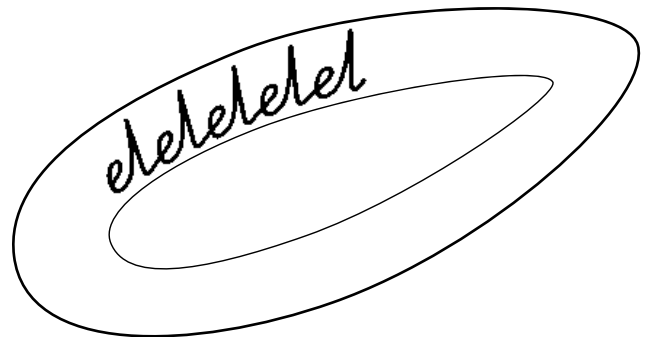
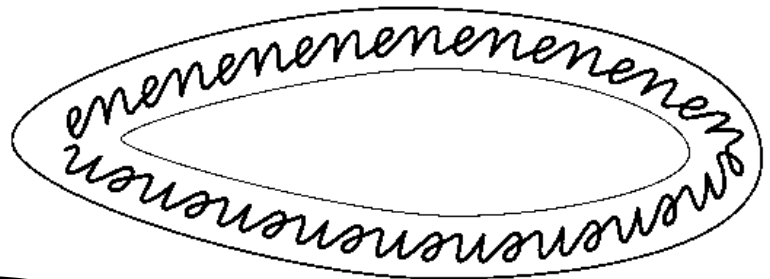


Letter patterns can be used to create groovy borders around charts, stories, poems – even my surfboard!

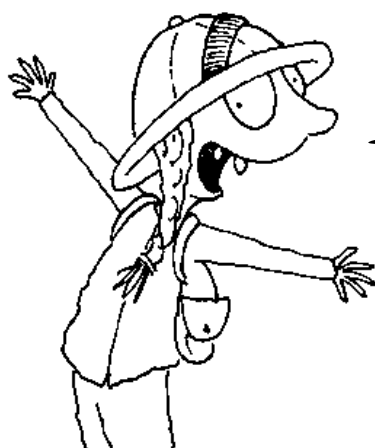
These letter patterns have been used to make borders.

enenenenen kikikikiki memememe elelelelel ffffffffff

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



Which letter patterns do you like best?

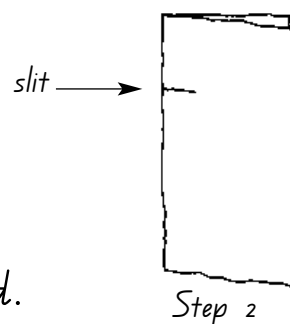


Send a friend a
talking parrot
card!

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

1. Fold the square in half.

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

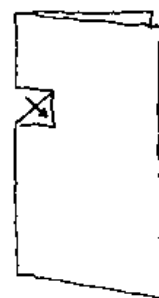


3. Fold top and bottom parts of slit back, then unfold.

4. Flip card over and repeat Step 3.

5. Unfold the card completely.

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



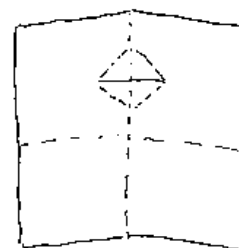
Step 3(a)



Step 3(b)

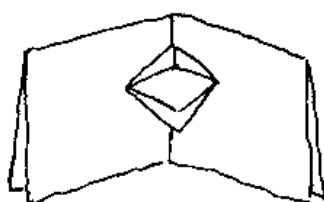
7. Draw the eyes and body of the parrot.

8. Decorate the front of the card.



Step 5

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



Step 6



Step 7

Name: _____ Date: ____/____/____

BLM 26

Presentation ideas

Make an
information
cube!

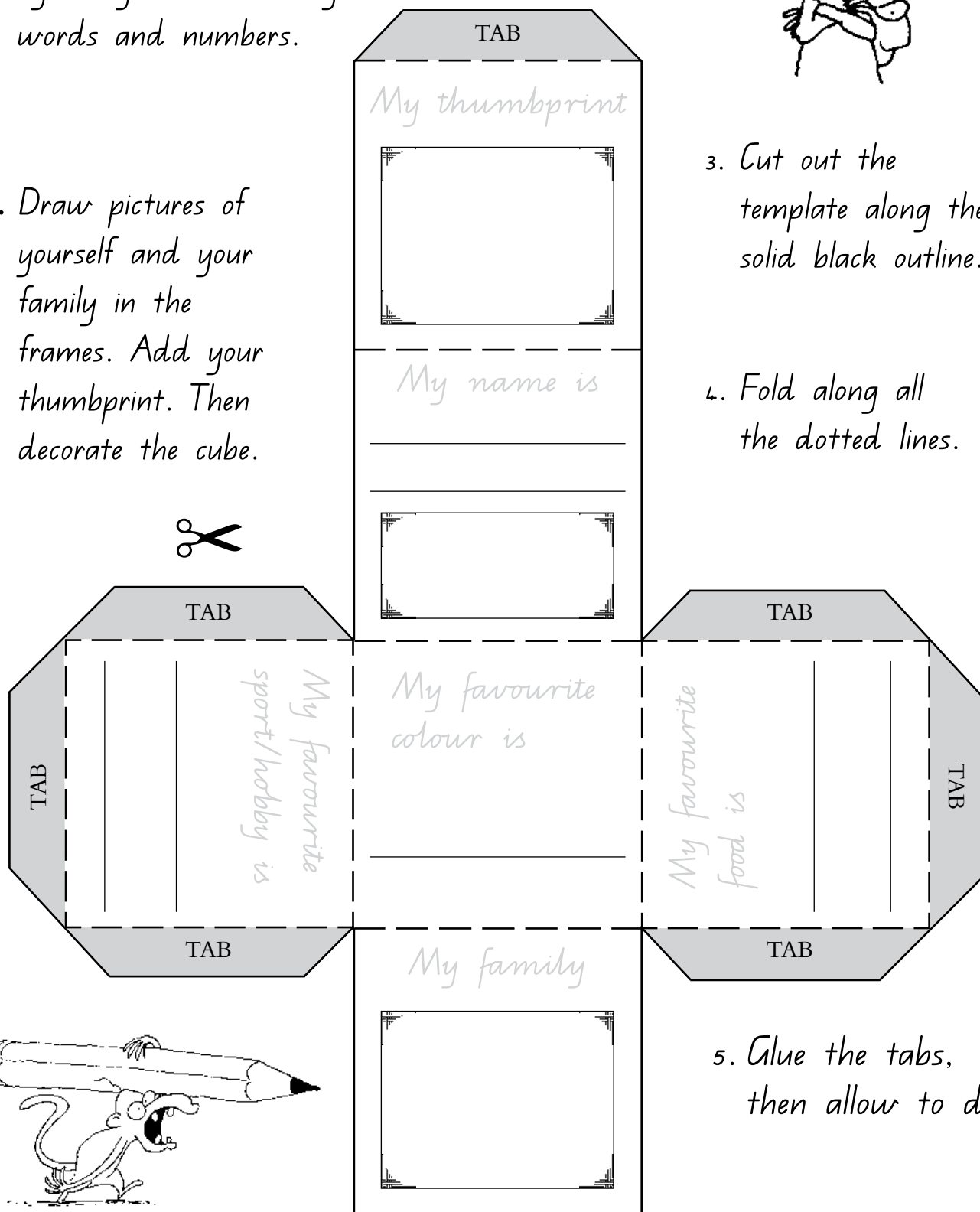


1. Trace over the writing,
then complete each sentence
by filling in the missing
words and numbers.

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

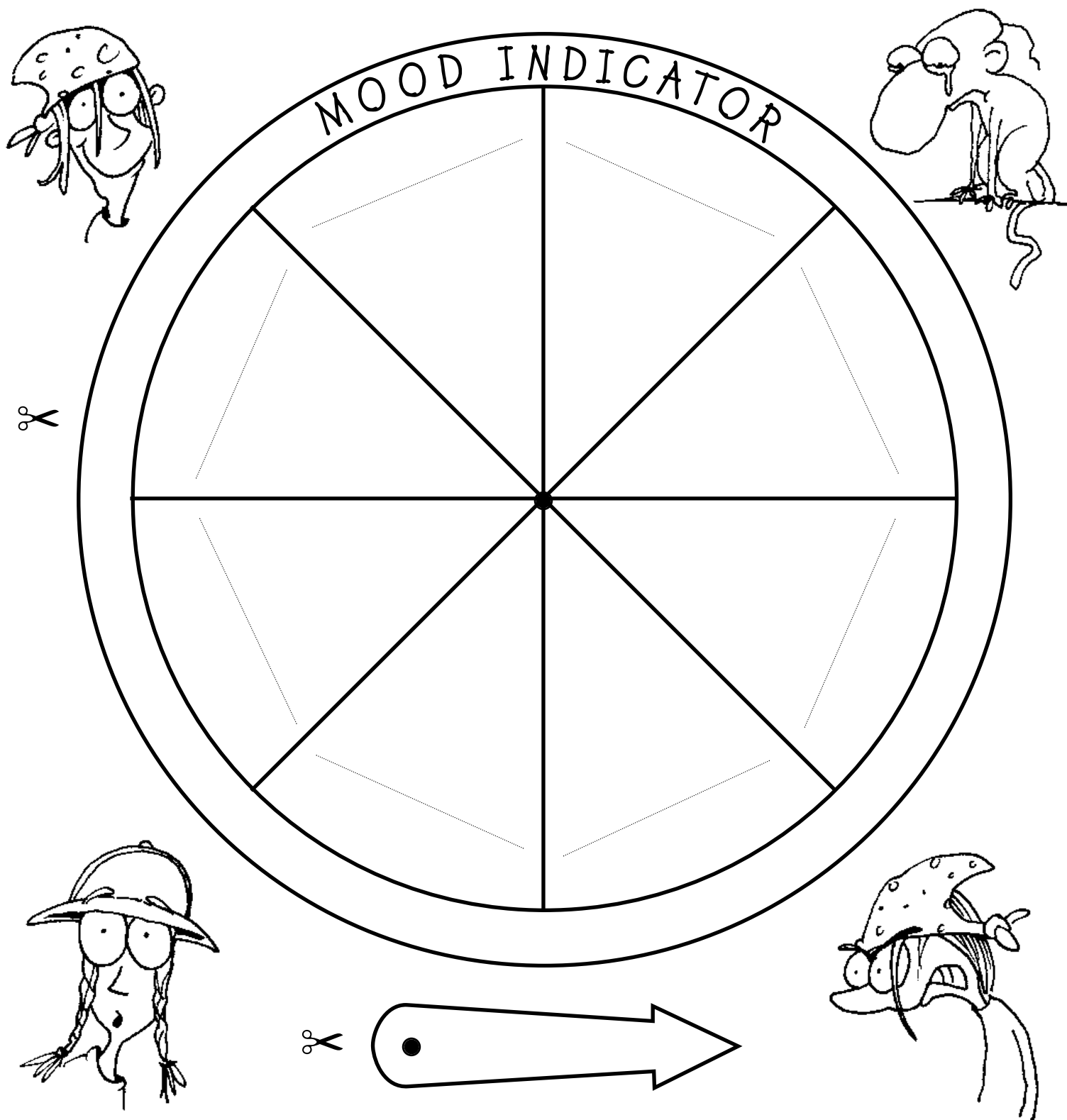
3. Cut out the
template along the
solid black outline.

4. Fold along all
the dotted lines.



5. Glue the tabs,
then allow to dry.

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

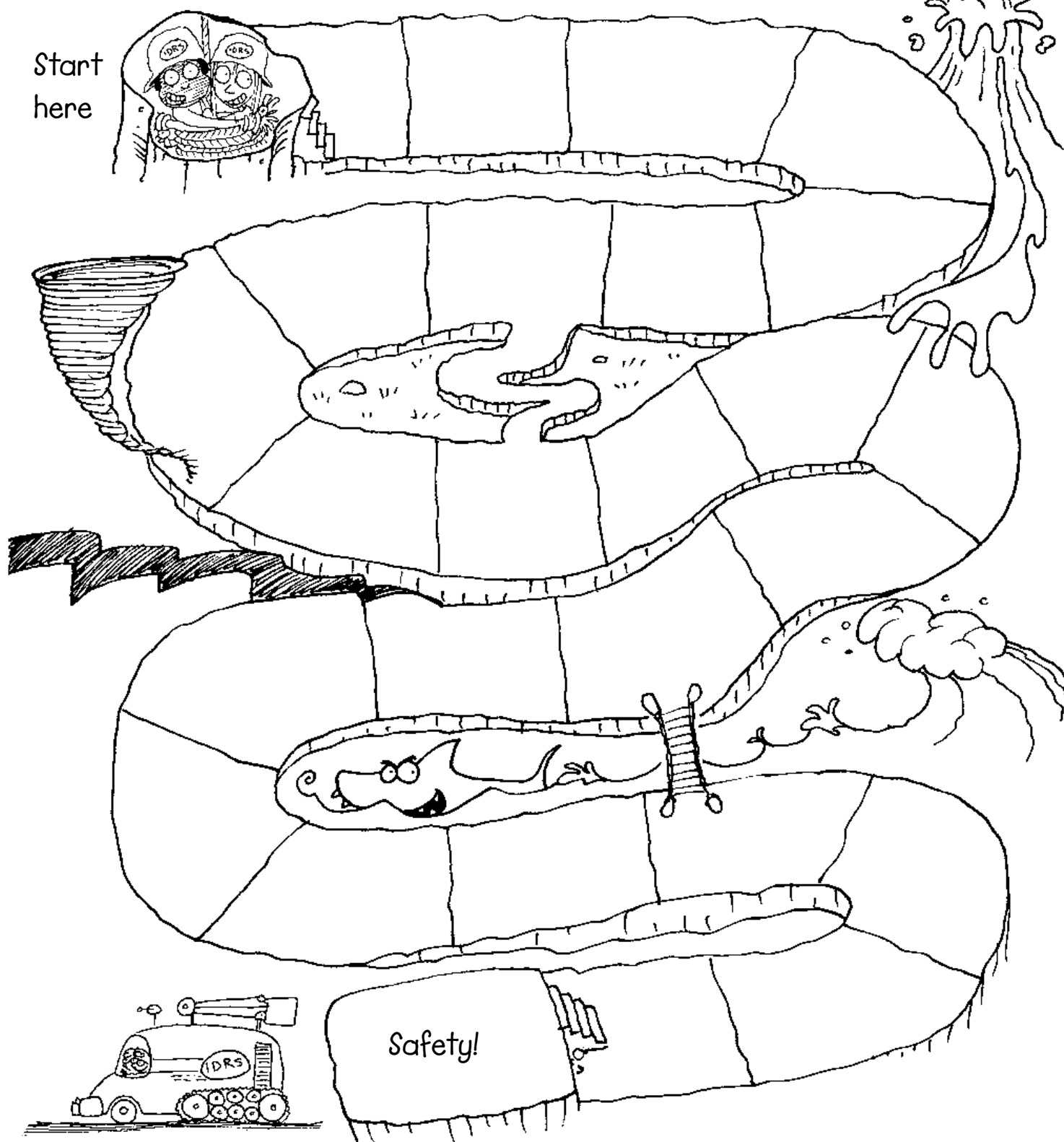


Name: _____ Date: ____/____/____

BLM 28

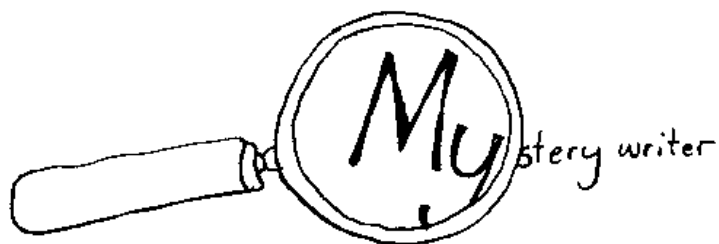
Presentation ideas

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



Developing a personal style

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



Name	Writing sample
Mystery writer	

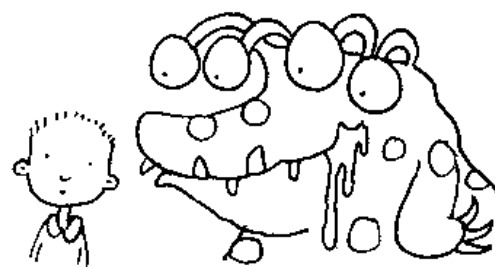


Name: _____ Date: ____/____/____

BLM 30

Developing a personal style

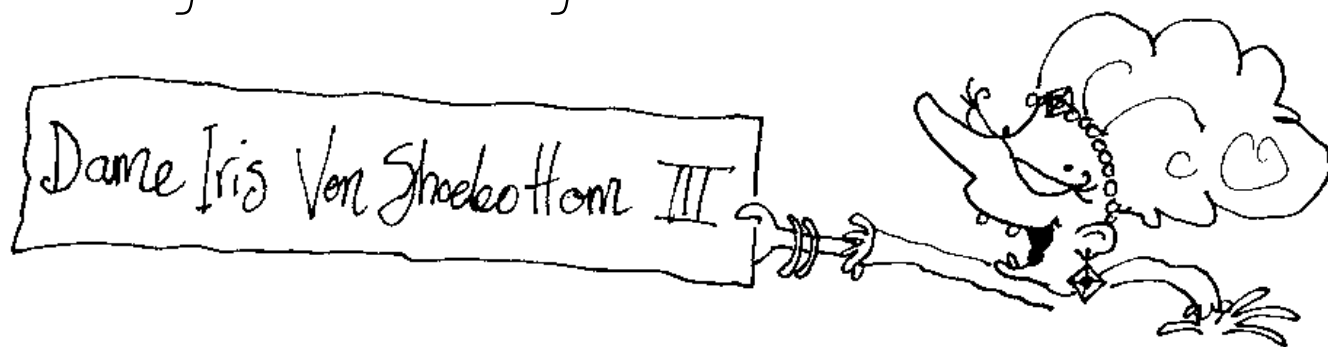
Imagine you've just finished your first term at the Mr Hyde School for Hideous Monsters. Fill in your report card. Give each teacher different handwriting and a unique signature.



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

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

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



Person's name

Signature

Features I like

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

USING COMPUTERS

Parts of the computer

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

Ideas and activities

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

Computer components

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

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

Monitor: power button, base tilt mechanism

System box: power button and light, hard disk activity light

Mouse: right and left buttons, scroll button

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

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

Student responsibilities

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

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

Get students into the habit of 'cleaning up' when they've finished using the computer—closing their files, exiting or quitting programs they were using, shutting the computer down or putting it in sleep mode, or logging off. Encourage students to save their files in folders with useful file names so they can find them again.'

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

Correct posture at the keyboard

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

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

There is a posture diagram on page 52. Put a copy up on the wall where it's easy to see from the computer. Duplicate additional copies for students to use as personal guides.



Teaching computer skills

To be able to present written texts effectively using a computer, students will need keyboarding skills, an understanding of basic layout, typography and presentation, and varied opportunities to develop, practise and demonstrate their publishing skills.

Keyboarding

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

- ☉ Task Cards 1 and 2 focus on increasing students' typing speed. Students can create their own 'race games' or substitute different pangrams for the one in Task Card 2. Hunt up old typing books (for example, Pitman's) for other exercises and keyboarding ideas.
- ☉ Use the generic keyboards on pages 53 and 54 for off-computer activities. Have students colour keys as they learn them 'off by heart', label them with the common shortcut keys for the applications they're using, or colour code them for left and right hands.
- ☉ Have students record their developing wpm (words per minute) on a chart. The Excel Basic Skills Computing Skills Years 5-6 book features a typing practice record chart (on page 50) that you may find useful.
- ☉ Install a typing tutor, for example 'Kid's Typing Skills', a terrific typing program for PCs from www.kidware.com/kidtype.htm.
- ☉ If you're connected to the Internet, students can practise typing online at www.typingpal.com and test their typing speed on a variety of texts at www.typingtest.com.
- ☉ Promote shortcut keys such as Ctrl P or ⌘ P for 'print', or Ctrl O or ⌘ O for 'open'; this keeps student hands on the keyboard.
- ☉ Don't forget the old trick of typing 'blind'. Turn off the monitor as students complete a typing drill, then turn it back on to see the result. You can also cover students' hands and keyboards with a soft cloth. For fun, try blindfolding them as they type!

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

Saving files

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

Example publications

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

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

Publishing opportunities

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

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

- ② Use computers for multiplication tables or weekly spelling lists: practise maths/spelling and typing simultaneously!

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

Using the Internet

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

The Task Cards

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

The Years 4 Task Cards are designed to cover skills such as keyboards, editing, formatting and simple presentations and design. Older students with less advanced computer skills could also use these cards. The Years 5–6 Task Cards include a PowerPoint slideshow, more complex formatting using Headings and Styles and inserting graphics. The final cards' activities include Tables, Columns, creating a web page and finish with a multimedia presentation. More capable younger students could also use these cards. See pages 74–75 for answers for some cards. Before laminating, these should be printed and placed on the back of the appropriate cards.

Adapt the cards' expectations or activities to best suit your class. For example, change Year 6 Task Card 5's hippo to a different animal. Some cards are suitable for individual work, but publishing and design work can be effectively tackled by pairs of students or small groups.

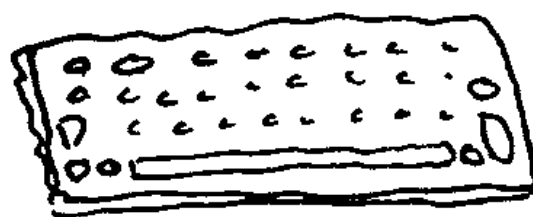
Laminate the cards to increase their longevity in the classroom. Alternatively, duplicate them on thin card and keep them together in a ring-bind folder. Or if you duplicate the task cards onto paper, students could print their publication on the reverse side—perfect for assessments or for taking home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

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

Computer skills checklists

Use the computer skills checklists on pages 76 and 77 to track students' progress.

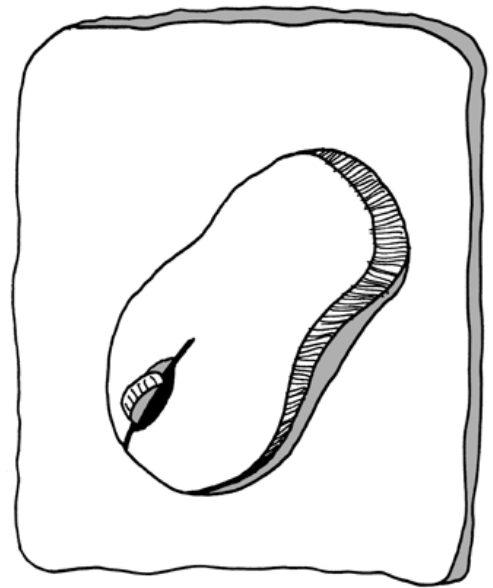
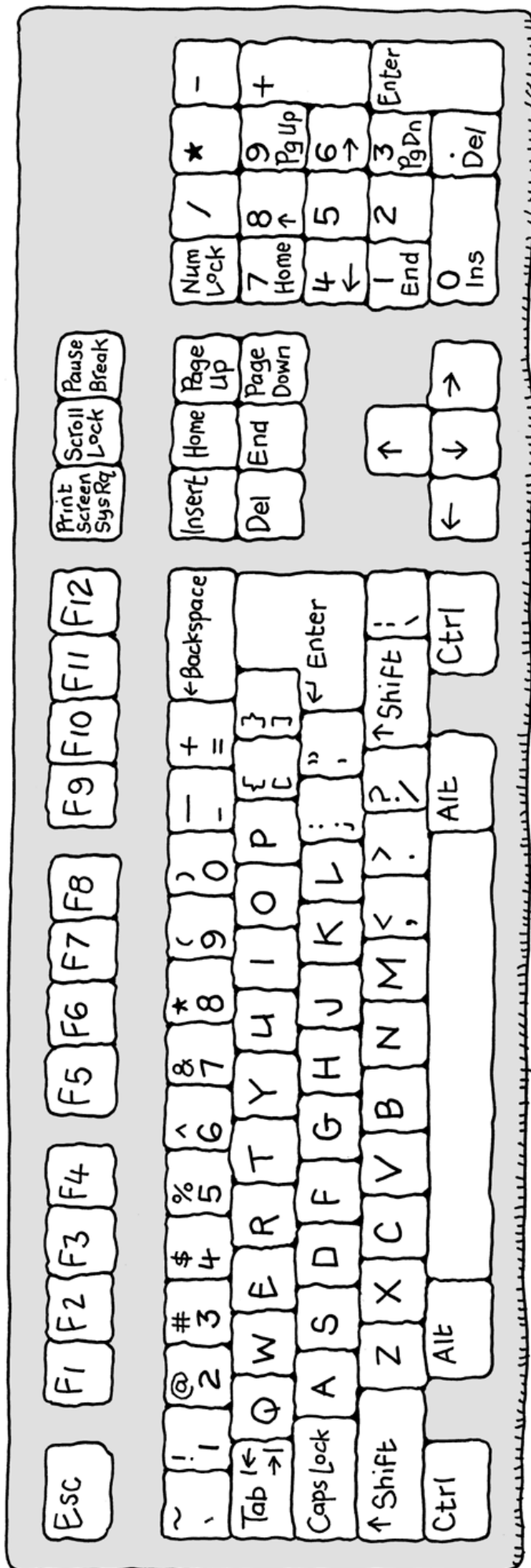
- ② Duplicate a sheet for each student in your class. You may also want to keep one as an overall record of which skills have been covered in class, and to record running notes on mastery.
- ② Record students' progress as they complete the task cards or other computer-oriented activities.
- ② Have students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

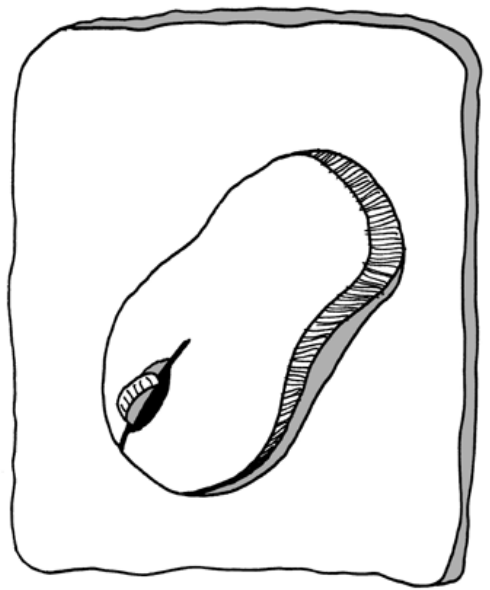
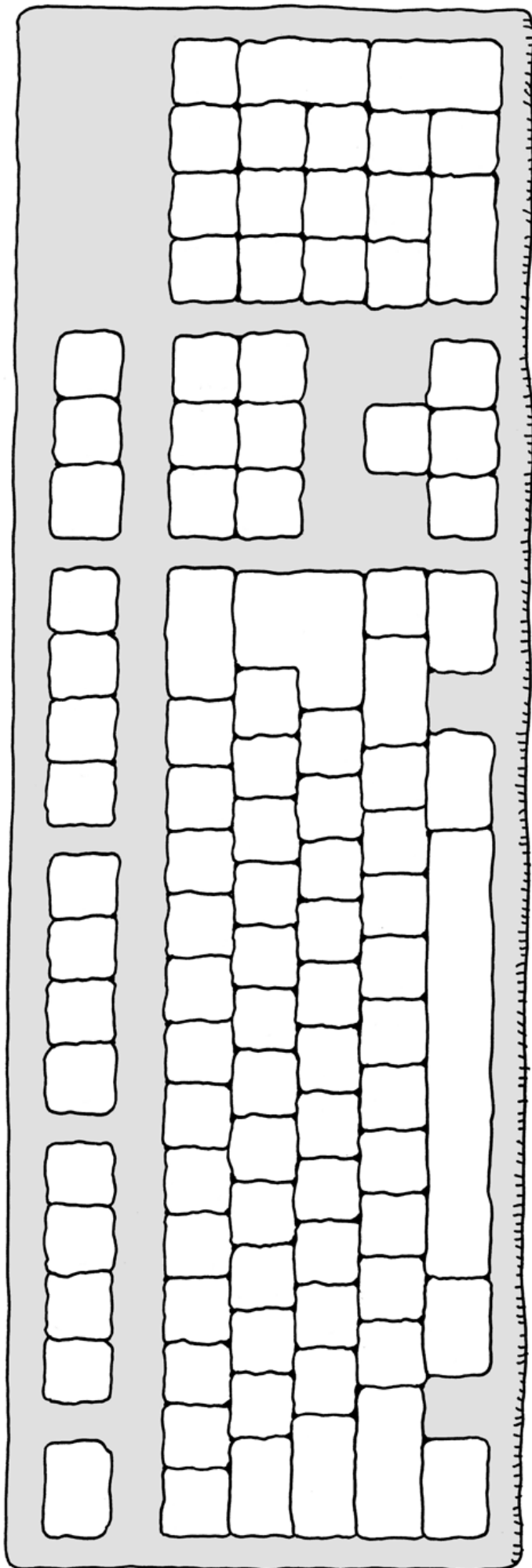


How to sit at the computer

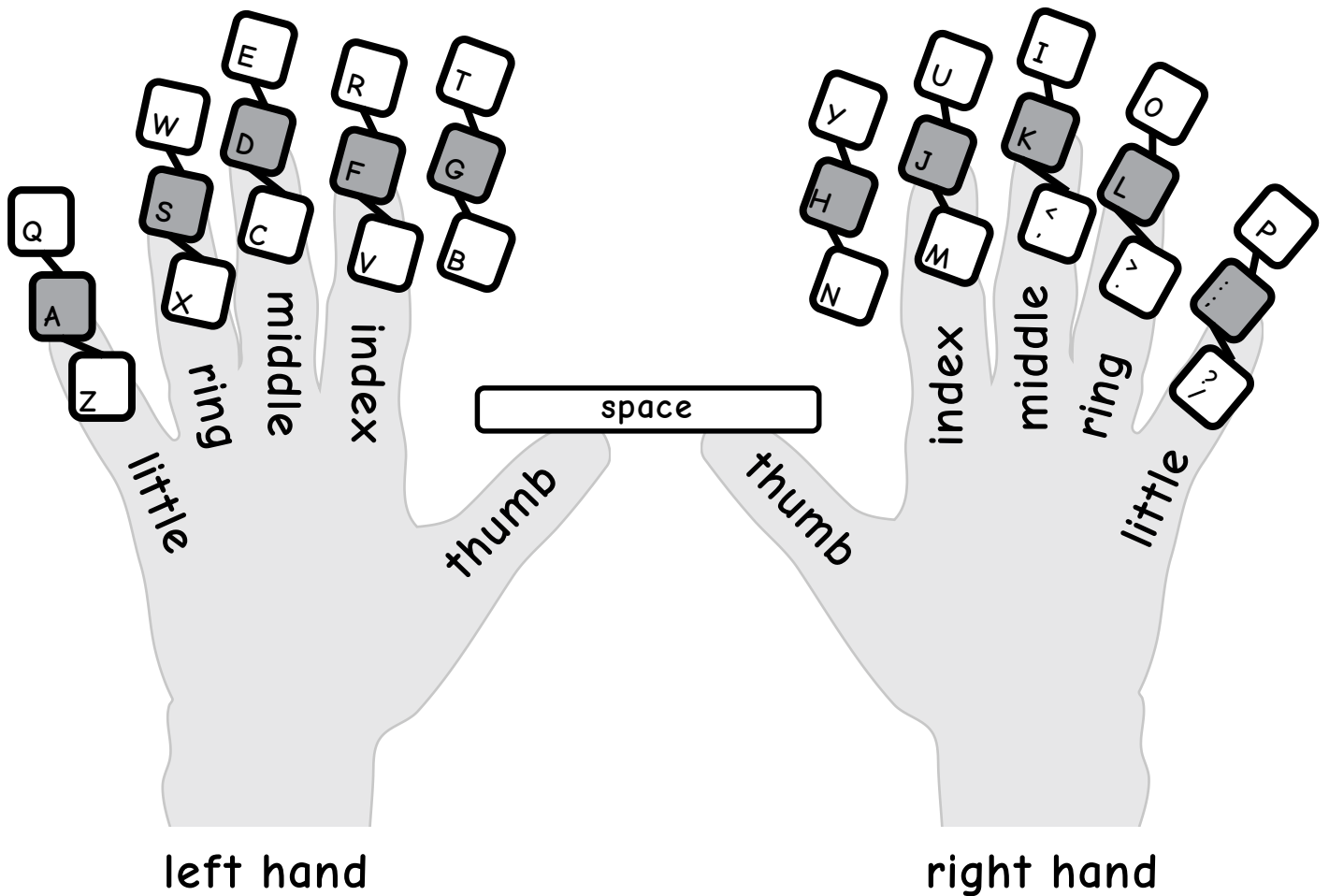


Go through this checklist with students before they begin work at the computer, and assist them in making any necessary adjustments. Encourage students to get into the habit of checking their own posture when they use a computer.





Typing with Two Hands



Sale! Sale! Sale!

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



Sale! Sale! Sale!

All watches out at half price!

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

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

Thank-you Letter

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

Ms Maria Bordotti
31 First Avenue
Port Albert NSW 2999

Mrs Nellie Hampshire
29 First Avenue
Port Albert NSW 2999

Tuesday 17 December 2002

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

Thanks again,



Maria Bordotti

Formal Letter Checklist

In my thank-you letter, I:

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

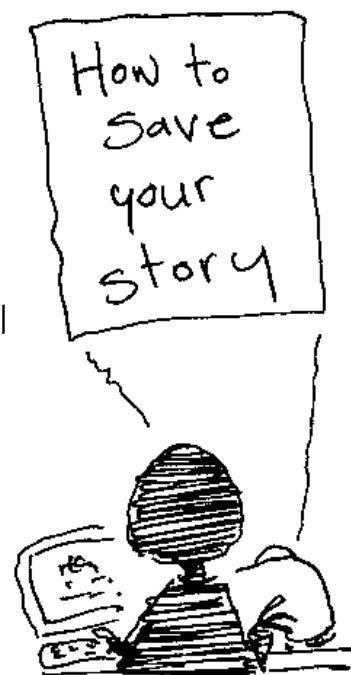
Making a Class Presentation

Part 1: Choose a skill to teach

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

Part 2: Create the presentation

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

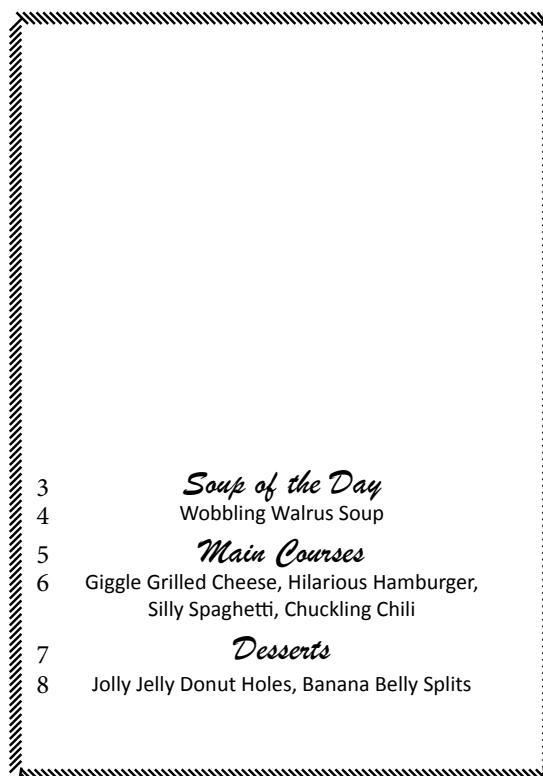


Part 3: Test and share your presentation

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

Design a Canteen Menu

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



Movie Synopsis

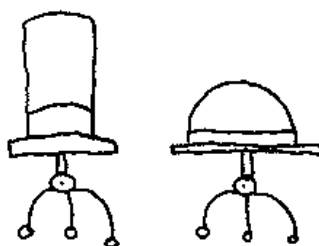
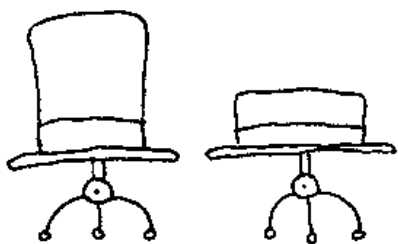
You've typed up the synopsis for a great movie, but the producers want a few changes . . .

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

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

Now, to satisfy the producers . . .

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



A Guided Tour of Your School

Part 1: Collect your resources

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

Part 2: Write your commentary

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

Part 3: Create your presentation

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

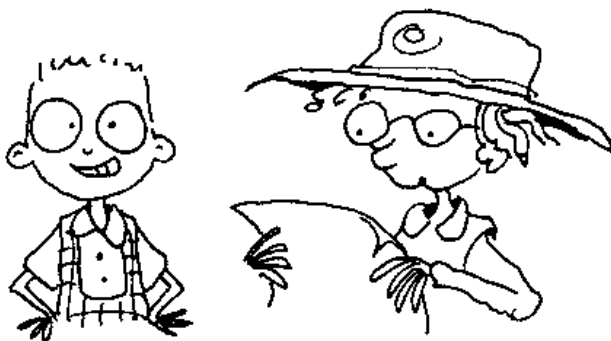
Part 4: Practise and share you presentation

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



Science Report

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



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

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

My School Staff List

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

My School Staff List

Principal

Ms Edna Everlearn

Year 5 Teachers

Mr Marksalot, Mrs Quizbee

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

What are word-processor headings?

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

Why use word-processor headings?

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

Recipe Card

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

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



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

Banana Ice-Blocks

Ingredients

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

Directions

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

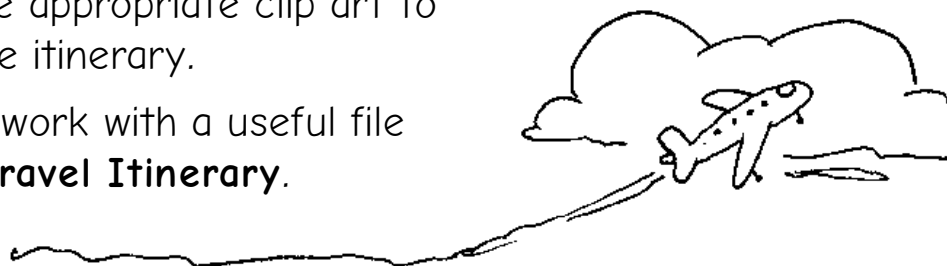
Serving Suggestion

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

Travel Itinerary

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

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



Travel Itinerary for Ms Sophie Standish

Tuesday 23 December 2025

0730 Depart SYDNEY Qantas Airlines Flight 433

1420 Arrive LONDON

1655 Depart LONDON North Pole Airlines Flight 25

2330 Arrive NORTH POLE

Accommodation: North Pole Hilton

Remember!

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





The Pygmy Hippo

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

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

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

Party Invitations



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

Dear PERSON,

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

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

Looking forward to seeing you then!

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

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

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

*Page Breaks

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

Choosing Your Words...

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

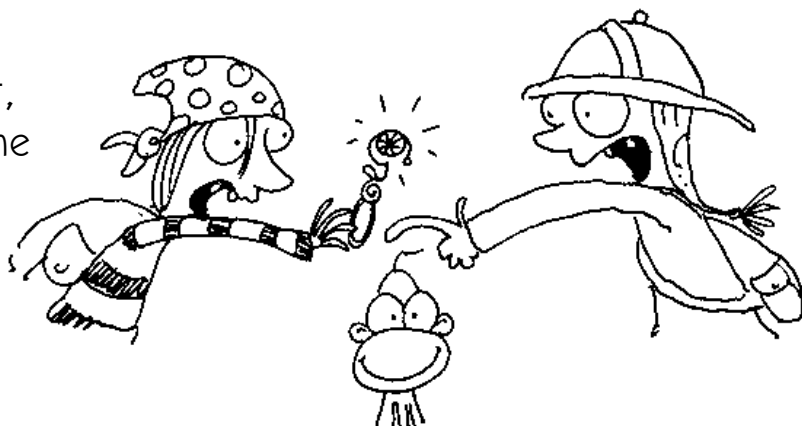
Buy this very lovely diamond ring!

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

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

A great bargain at only \$1.85.

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



Class Newsletter 1

Part 1: Brainstorming

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

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

Part 2: Writing your articles

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

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

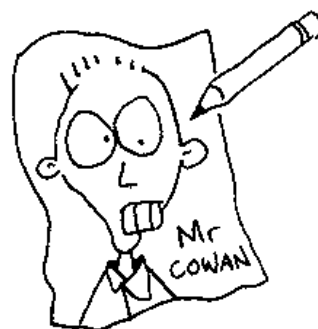
*Goldie the Goldfish Arrives

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

Class Newsletter 2

Part 3: Review and edit your articles

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



Part 4: Create your newsletter

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



Part 5: Format your newsletter

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



Animal Names

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

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

Animal: alligator

Female: cow

Male: bull

Baby: hatchling

Group: congregation



Animal: crocodile

Female: cow

Male: bull

Baby: crocklet

Group: congregation

Animal: hippopotamus

Female: cow

Male: bull

Baby: calf

Group: huddle



Animal: kangaroo

Female: flyer

Male: boomer

Baby: joey

Group: mob



Animal Wordsearch

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

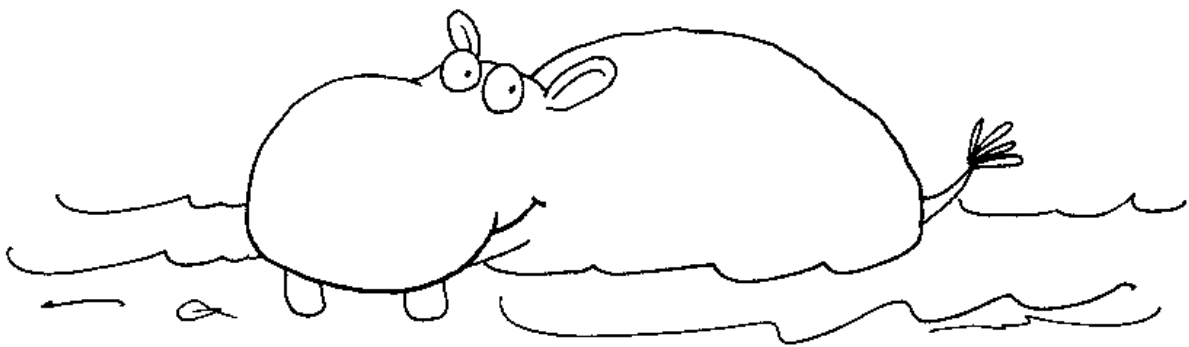


Formatting Tables

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

Pygmy Hippo Presentation

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



Presentation Checklist

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

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



Sample answer to Year 4 Task Card 1

Sale! Sale! Sale!

All watches out at half price!

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

We've got

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

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



Sample answer to Year 5 Task Card 2

Our Four Biggest Planets

This is my science report on our four biggest planets.

Jupiter

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

Saturn

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

Neptune

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

Uranus

Uranus also has lots of rings—it has 13.

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



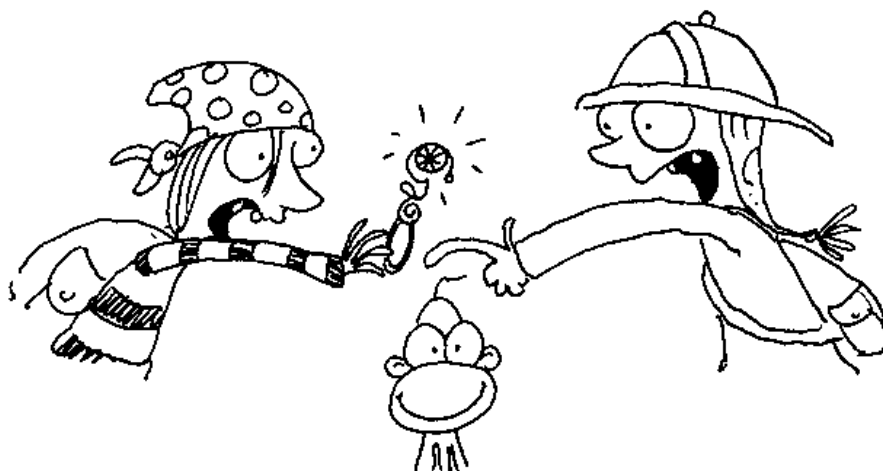
Sample answer to Year 5 Task Card 8

Buy this attractive diamond ring!

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

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

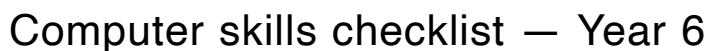
A great deal at only \$1.85.





ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Keyboarding: **HwK7, HwK8**

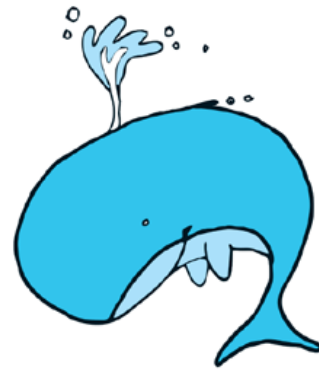
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ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Keyboarding: **HwK8**

© Pascal Press ISBN 978-1-925726-76-3 • Targeting Handwriting QLD Years 4-6 Teacher Resource Book

In Middle and Upper Primary, it can be hard to find the time to give handwriting the attention it deserves. However, in terms of the consolidation of handwriting skills, these are very important years. During this time, students need support as they revise, practise and consolidate the joining skills necessary for writing in cursive, increase their fluency and legibility, and begin to develop their own personal style.



The **TARGETING HANDWRITING Years 4–6 Teacher Resource Book** features:

- information on the mechanics of writing
- specific teaching notes on all the different joins
- a troubleshooting chart to help you identify and remedy handwriting difficulties
- handwriting skills checklists to help you monitor student progress
- 31 blackline masters to help students consolidate and extend their handwriting skills.



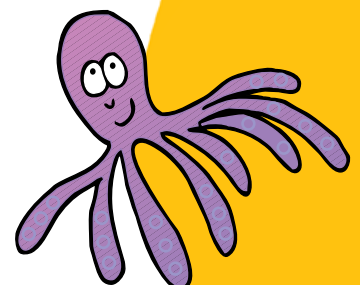
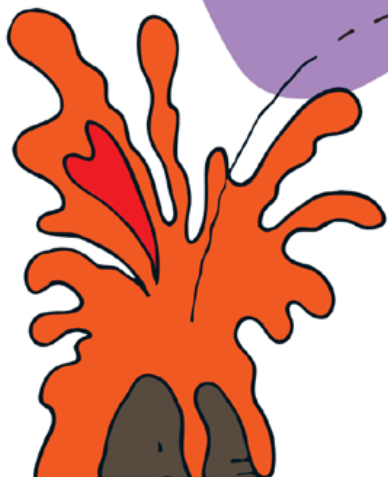
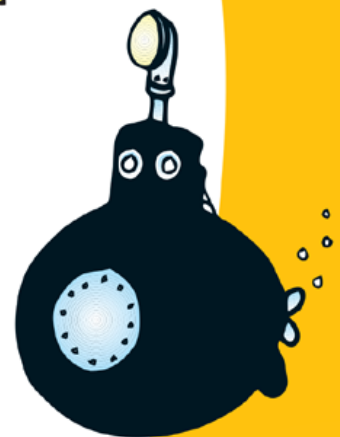
Plus a bonus **Using Computers** section that includes:

- clear teaching notes
- keyboard and posture diagrams
- 18 task cards for students
- easy-to-use computer skills checklists.



Also Available

TARGETING HANDWRITING Student Books Years 1–6
TARGETING HANDWRITING Teacher Resource Book Years P–3



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