

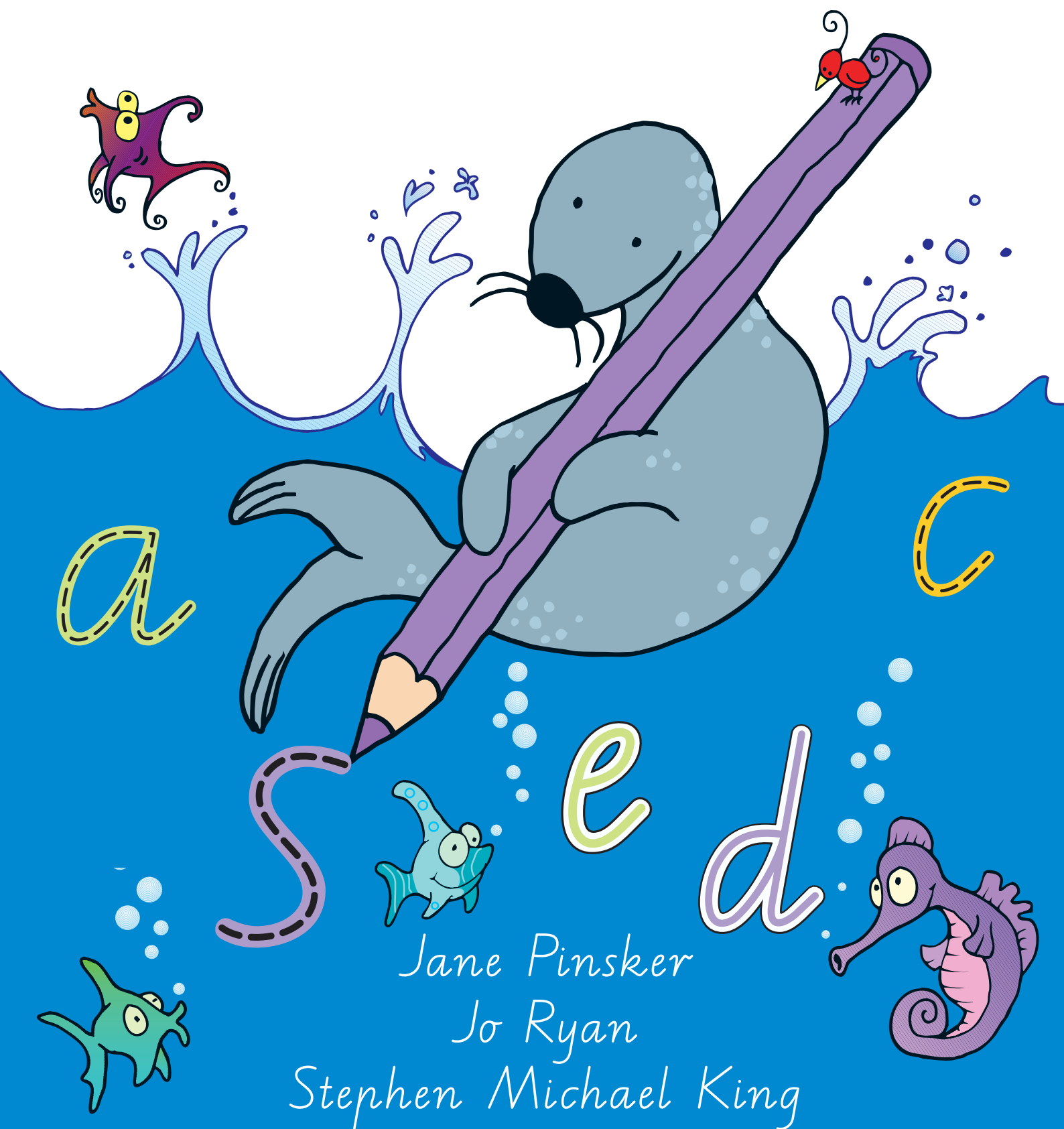
Western Australian

TARGETING

HANDWRITING

Teacher Resource Book

Modern
Cursive



Year 1 Teacher Resource Book

Modern Cursive

TARGETING HANDWRITING

Building a solid foundation for handwriting success!



by Jane Pinsker and Jo Ryan

Illustrated by Stephen Michael King



PASCAL
PRESS

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Targeting Handwriting WA Year 1 Teacher Resource Book

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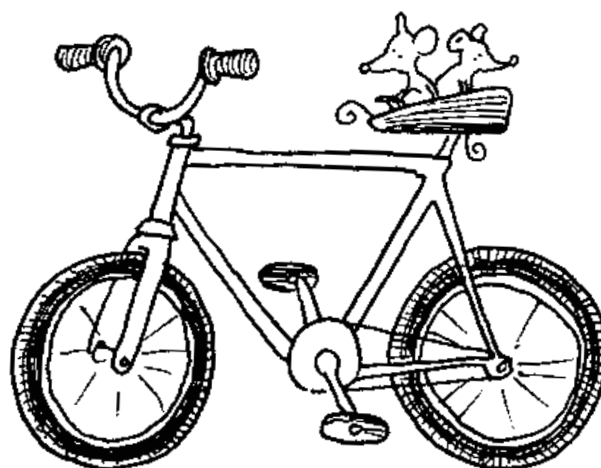
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CONTENTS

INTRODUCTION 4

The Mechanics of Writing 4

Using the Targeting Handwriting Year 1 books 6

Flowchart — how Targeting Handwriting can be used to organise
your handwriting program 6

A sample handwriting lesson 7

Warming up: fine motor skills..... 7

The basic movement patterns: refreshing students' memories 9

The introduction of lines 10

The seahorse prop..... 10

Introducing the letters..... 11

The Targeting Handwriting Student Book 12

Using the letter pages..... 13

Using the handwriting skills checklist..... 13

Handwriting props..... 14

Writing lines..... 18

Slope card..... 19

Handwriting skills checklist..... 20

PATTERN PAGE WORKSHEETS 21

Downstroke pattern practice pages 21

Hopping pattern (clockwise movement) practice pages..... 25

Wave pattern (anti-clockwise movement) practice pages 29

LETTER PAGE WORKSHEETS..... 33

*Three worksheets per letter in alphabetical order; followed by
numeral and number word practice pages.*

USING COMPUTERS 122

Featuring teaching tips, handy diagrams and task cards for students.

Computer skills checklist..... 136

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. The Year 1 Targeting Handwriting Teacher Resource Book and Student Book provide a comprehensive range of fine motor skill and handwriting ideas which will enable consolidation of the skills developed through the Pre-Primary program. The Year 1 program aims to reinforce the skills learned in Pre-Primary, with particular emphasis on starting position and direction of letters, while providing students with the necessary scaffolding to begin reducing the size of their letters. The use of lines is therefore introduced on a more regular basis.

THE MECHANICS OF WRITING

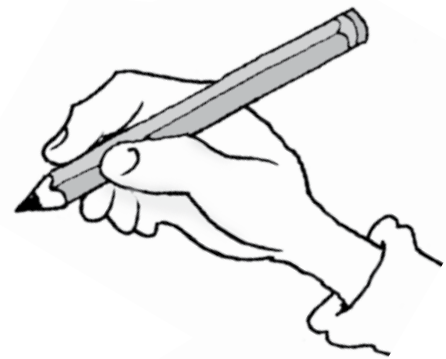
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper positioning will all affect the way the letters are formed and the quality of the final product.

Pencil grip

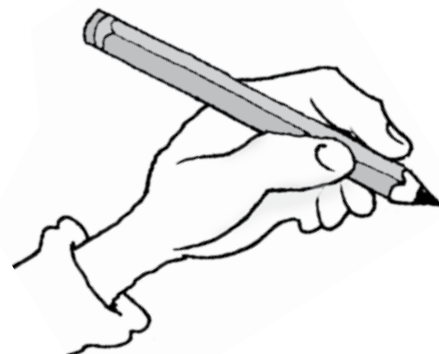
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- 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 reinforce this pencil hold. 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?

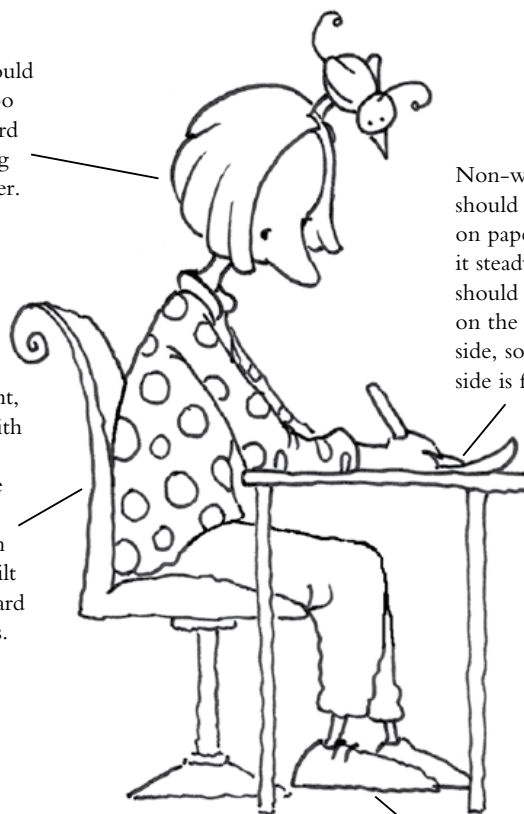
Nine, ten, eleven, twelve —
remember how your pencil's held!

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!

Revise basic pattern
using pattern props (see pages 14–16; notes pages 9–10)
Students complete appropriate **Pattern Pages** from Teacher Resource Book (see worksheet pages 21–32; notes page 10)

Introduce letters in sequence,
using seahorse props (see worksheet page 17; notes pages 10–11)

student needs to revise basic pattern **OR** student moves on to new basic pattern

Skills checklist
used to monitor progress for each student (see worksheet page 20; notes page 13)

Worksheets from Teacher Resource Book used for practice, consolidation and evaluation (see worksheet pages 33–121; notes page 13)

student has completed letter pages **OR** requires further practice in a particular letter

Students complete appropriate letter pages in **Student Book** (see notes page 12)

Suggested teaching sequence

The i family, followed by letters featuring the clockwise movement with rounded entries, then the other clockwise letters, then the anti-clockwise letters, then the other anti-clockwise letters, and finally the u family.

i family (downstroke)	Clockwise letters with rounded entries (hopping pattern)	Other clockwise letters (hopping pattern)	Anti-clockwise letters (wave pattern)	Other anti-clockwise letters (wave pattern)	u family (wave pattern)
<i>l, t, i, j</i>	<i>m, n, r, x, z</i>	<i>h, p, k</i>	<i>a, c, d, g, q</i>	<i>o, e, f, s</i>	<i>u, y, v, w, v</i>

USING THE TARGETING HANDWRITING YEAR 1 BOOKS

The flow chart on page 6 gives an example of the way the Targeting Handwriting series can be used to organise your handwriting program.

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.

Strategies for providing writing opportunities:

- ⌚ integrate with other lessons
- ⌚ combine into daily routines, eg. gross motor skills then handwriting
- ⌚ small group rotations
- ⌚ early finishers

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

- ⌚ **a five minute warm-up** to strengthen fine motor muscles (see suggestions for specific fine motor skills activities on page 8).
- ⌚ **five minutes' introduction of letter on the whiteboard** — when you introduce each letter, 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.
- ⌚ **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 Targeting Handwriting Pre-Primary Teacher Resource Book outlined a very detailed program of fine motor skills for building up strength and flexibility in arms, wrists and fingers to cope with the demands of writing. However, it is vital to continue this development beyond the Pre-Primary year. A few minutes' warm-up before each handwriting lesson will greatly increase the lessons' effectiveness. See page 8 for fun and practical warm-up ideas. You will find additional ideas in the Pre-Primary Teacher Resource Book.

It is still important 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 which strengthen the arms and upper body — for example, climbing on monkey bars, catching balls and skipping — should be implemented in conjunction with this.

The five minute pre-writing warm-up

Muscle strength

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



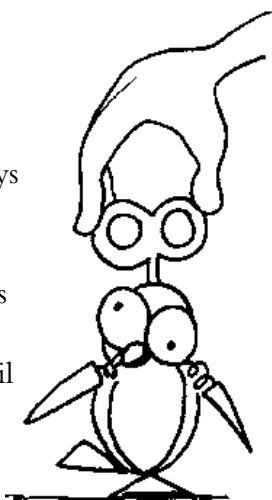
Tactile awareness

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



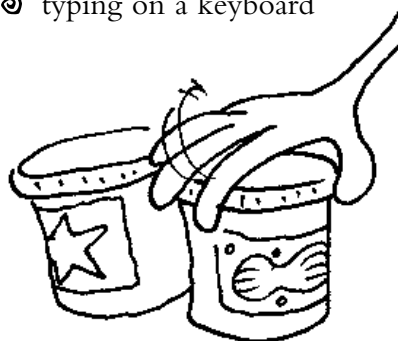
Opposing finger strength; using thumb and index finger

- ⌚ 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



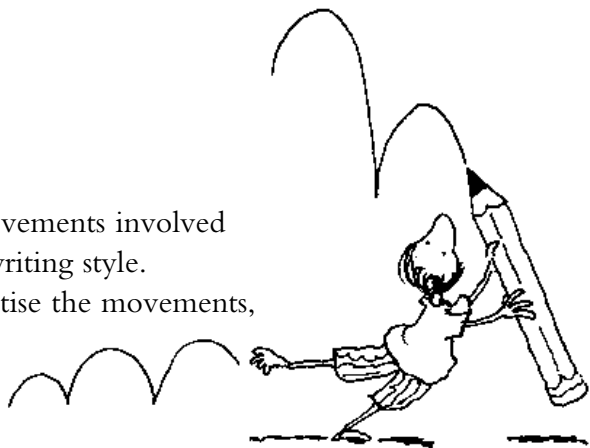
Finger rhymes and action poems

- ⌚ 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



The basic movement patterns: refreshing students' memories

By Year 1, students should be familiar with the basic movements involved in the formation of letters in the Modern Cursive handwriting style. However, students will still require opportunities to practise the movements, and reinforcement of the terminology used.



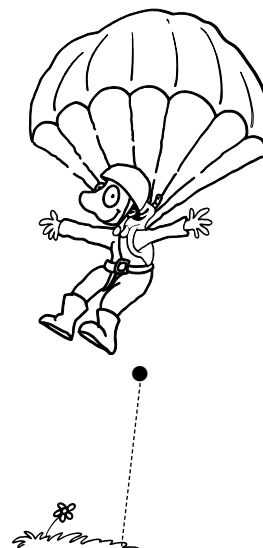
Using the pattern props

Demonstrate the pattern on the board using the appropriate handwriting props, and telling a story to go with the action (examples are given below). Print the handwriting props (the parachutist, hopping mouse and burrow, and seal and fish, which you will find on worksheet pages 14-16) onto card, colour, laminate and cut out. Use them to introduce the three basic handwriting patterns on which all the letters are based.

Downstroke pattern found in letters

l, t, i, j

Introduce the downstroke using the parachutist prop (worksheet page 14). Tell students how a parachutist jumps down out of a plane. He or she moves from being up in the sky straight down (if the wind isn't too strong!) to the ground. Now demonstrate the downstroke, explaining to students that you start at the top, just like the parachutist starts inside the plane, and then you go to the bottom, just like the parachutist falling to the ground.



Hopping pattern (clockwise movement) found in letters

m, n, r, x, z, h, p, k

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 Bluetack, 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.

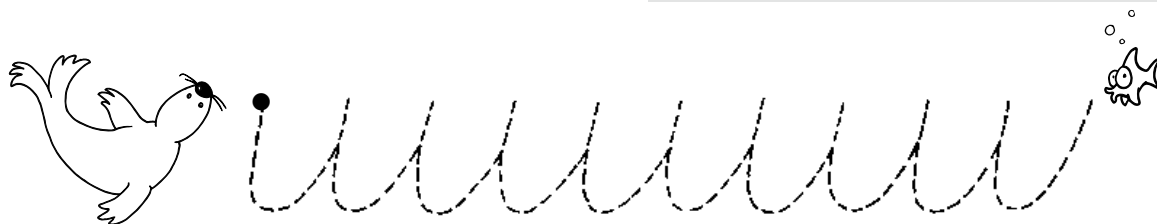


Wave pattern (anti-clockwise movement) found in letters

a, c, d, g, q, o, e, f, s, u, y, v, w, b

Introduce the wave pattern using the seal and fish props (worksheet page 16). 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.



Once you have introduced the pattern verbally, demonstrate the pattern on the board. Be consistent with the terminology you use. Reinforce the terminology and the movement once again by manipulating the relevant prop along the pattern, verbalising the actions as you go.

The 'magic finger pencil'

Ask students to use their 'magic finger pencil' to trace the pattern in the air. Talk about the pattern with students; for example, the number of waves or hops you have made, the wedges of cake you can see. Ask students to make the pattern on a piece of paper. For the hop or wave patterns, they could then colour in the wedges of cake.

Using the pattern pages

The worksheets in the pattern pages section of the Teacher Resource Book provide opportunities for further practice of the downstroke (worksheet pages 21-24), the hopping pattern or clockwise movement (worksheet pages 25-28), and the wave pattern or anti-clockwise movement (worksheet pages 29-32). Use them at the start of the school year, after the patterns have been reintroduced, to refresh students' memories.

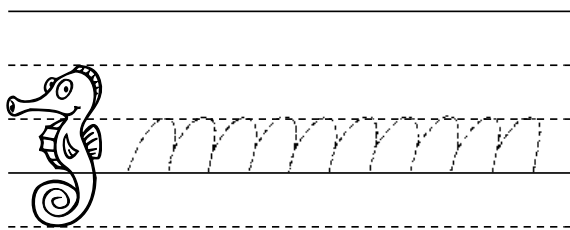
The introduction of lines

Explain to students that now they are in Year 1, they will be writing within lines. While this is difficult at first for young children, it will encourage them to reduce the size of their handwriting to an acceptable model, and to maintain spacing. It also helps to ensure the correct positioning of letters in relation to each other.

The seahorse prop

Print the worksheet on page 17, colour, laminate, cut out, then cut the segmented seahorse into the three sections. Welcome the seahorse prop into your classroom. Perhaps you could have a class vote to give it a name. Trace the outline of the whole seahorse onto the board. Remind students that all letters have either a body, like the seahorse (show the separate body piece and overlay it on the seahorse outline), a head and body (once again, show the separate body pieces and overlay them on the outline) or a body and tail (demonstrate again using the individual pieces). Now place the complete seahorse next to the pattern you are focusing on that day, attaching it to the board with Blu-tack. Ensure the body of the seahorse is in line with the downstroke, hopping or wave pattern as appropriate, and discuss this with students.

Relocate the seahorse to a set of lines drawn on the board and demonstrate making the pattern again. Verbalise all movements and keep the terminology consistent. Ask students to draw a seahorse in their own lined exercise books (or on copies of worksheet page 18). Remind them that they need to have the head of the seahorse sitting in the top section, the body in the middle section and its tail in the bottom section. Then have students draw the pattern themselves in the middle section. Have students practise this a few times so that they become familiar with the placement of the seahorse and of the pattern.



Introducing the letters

When the basic patterns have been introduced and the relevant pattern pages completed, and when students are familiar with using lined paper, introduce each letter and its corresponding capital. When introducing the letters, devote one lesson per letter to teacher modelling followed by student practice using lines. Subsequent lessons should involve a quick revisit through teacher demonstration before students complete relevant Student Book pages or worksheets from the Teacher Resource Book. Capital letters were only briefly introduced in the Pre-Primary program. Although most students do not find capital letters difficult to make — because many are primarily made up of straight lines — the size and placement of capital letters within the lines will be an issue for some. Devoting a little more time to capital letters during the demonstration lessons will help students overcome these difficulties.

The formation of some capital letters differs for right- and left-handers. In this series we provide left-handed students with alternative techniques for the capitals A, E, F, H and T.

After the Fine Motor Skills Program and the relevant pattern pages have been completed, you can start to introduce students to the formation

of letters. The suggested teaching sequence is as follows: first letters from the i family, which feature downstrokes (l, t, i, j); then clockwise letters with rounded entries (m, n, r, x, z), which contain the hopping pattern; then the other clockwise letters (h, p, k); then anti-clockwise letters, which contain the wave pattern (a, c, d, g, q); then the other anti-clockwise letters (o, e, f, s); then letters from the u family (u, y, v, w, b), which also contain the wave pattern. You'll find a summary of this suggested teaching sequence on page 6. Being consistent with sequence, verbal cues and terminology is as important now as when letters were initially introduced in Pre-Primary.

This consistency will help students internalise the process of making each letter type, and will give them the words for providing their own cues when writing independently. For each introductory lesson, give some verbal clues to the letter being demonstrated that day. For example, for the letter u:

'This letter can be found in the wave pattern. It is a body letter. You start at the top, crash (or plunge or dive) down, crisp turn, come up again and crash (plunge or dive) down again, then out halfway for the exit.'

Ask students to try to work out what letter is going to be demonstrated from the clues you have given. Some students may like to try to trace the letter in the air or on the table with their 'magic finger pencil' as you give the clues to help them visualise the letter.

Demonstrate the relevant pattern on the board. Using a different colours, locate the letter in the pattern. Relocate the seahorse to a set of lines drawn on the board and demonstrate making the letter again. Remember to be consistent with the terminology used, for example:

y 'Start at the top,
crash down,
crisp turn,
come up again,
crash down to the bottom of the ocean,
put out the anchor.'



'Start at the top,
dive down deep,
crisp turn,
come up again,
dive a little way
just under the water.

Repeat this, but this time using only the parts of the seahorse which correspond to the type of letter you are writing — for example, for b you would use the head and body only.

Have students draw the pattern within their lines and then find and make the letter in the pattern using a coloured pencil.

Ask students to try writing the letter a few times for themselves. You may like to verbalise the actions as they do it. Emphasise the fact that you do not lift your pencil off the page when making lower-case letters. The exceptions to this rule are

the letters f, t, x, i and j. The letters f, t and x are formed using two strokes. The letters i and j are formed using a stroke and a dot.

Next, introduce and model the letter's corresponding capital. Explain to students that capital letters are always head and body letters, and that they always start at the top. Ask students to practise the capital letter on their own paper. Allow left-handers to use the alternative technique for the formation of the capitals A, E, F, H and T. This technique involves drawing the horizontal strokes in these letters from right to left, which is often easier for left-handers. Note that E and F have a different starting point for right- and left-handers.

Finally, write on the board words beginning with the focus letter, or a sentence containing words that begin with the focus letter. Have students copy it onto their paper.

The Targeting Handwriting Student Book

The Student Book is intended for letter practice after the completion of the pattern pages, the introduction and modelling of each letter, and student practice on paper of each letter. Ideally, it would be used in a follow-up lesson to the introduction of each letter, as a consolidation activity. This lesson could be structured as follows: a few minutes' warm-up, teacher modelling of the letter, then independent completion of a relevant page in the Student Book.

There are two practice pages for each letter in the Targeting Handwriting Student Book. The book also provides for practice of the numerals 1 to 10. Before having students complete each page in the Student Book, make sure you have correctly modelled the letter for them, and that they have had the opportunity to practice the letter using the verbal cues.

The Targeting Handwriting Student Book and the blackline masters in the Teacher Resource Book contain examples of:

- ② patterning — gives students practice with direction, shape and fluency of the essential patterns on which all Modern Cursive letters are based;
- ② tracking — essential in allowing students to internalise direction and shape of letters;
- ② tracing — to help students focus on size and shape; and
- ② copying — allows students to practise and consolidate their skills using a good model for reference. Here they get to put into practice what they have learnt about starting position, direction, size, spacing and location within the lines.

Correctly modelling each letter first, and giving students the opportunity to practise the letter using the verbal cues before they complete other practice activities, will greatly assist students in forming the letter correctly when writing independently.



Using the Letter Pages

When the Student Book has been completed, or when you think further practice is necessary, 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 20.

Learning features of the Teacher Resource Book letter pages

First page

Students track focus letter, lower- and upper-case, using starting point and directional arrows.

Students write own letters containing specific movement pattern.

Students locate focus letter within pattern.

Students trace lower- and upper-case letters within lines, after marking in starting points. Seahorse highlights placement within lines.

Students trace pattern, using starting point.

Students trace lower- and upper-case letters within lines, using starting point.

Students copy model within lines.

Second page

Students track lower- and upper-case letters, using starting point and directional arrows.

Corresponding phonic activities which include handwriting, within lines, using starting point.

Third page

Students trace within lines, starting point usually given. Highlights placement in lines, movement pattern and wedges.

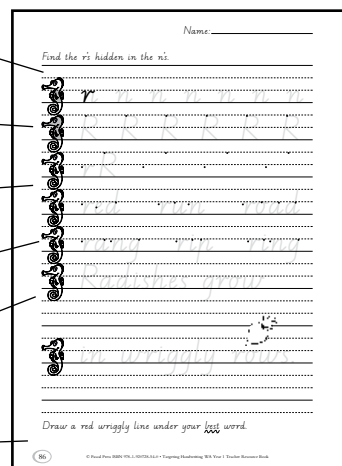
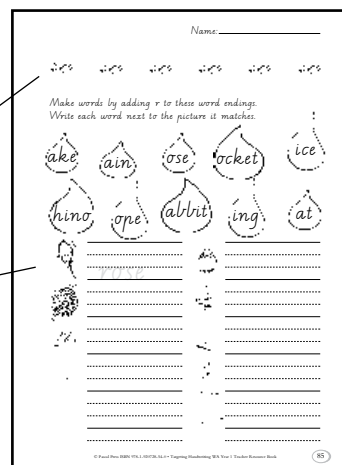
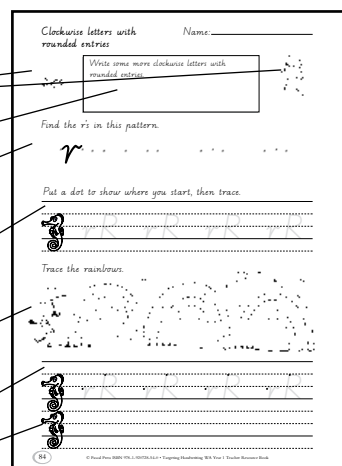
Students practise lower- and upper-case letters within lines, using starting point.

Students trace words beginning with focus letter, using starting points.

Students trace sentence containing words beginning with focus letter, lower- and upper-case.

Students copy same sentence. Seahorse to be placed appropriately.

Self-evaluation task.

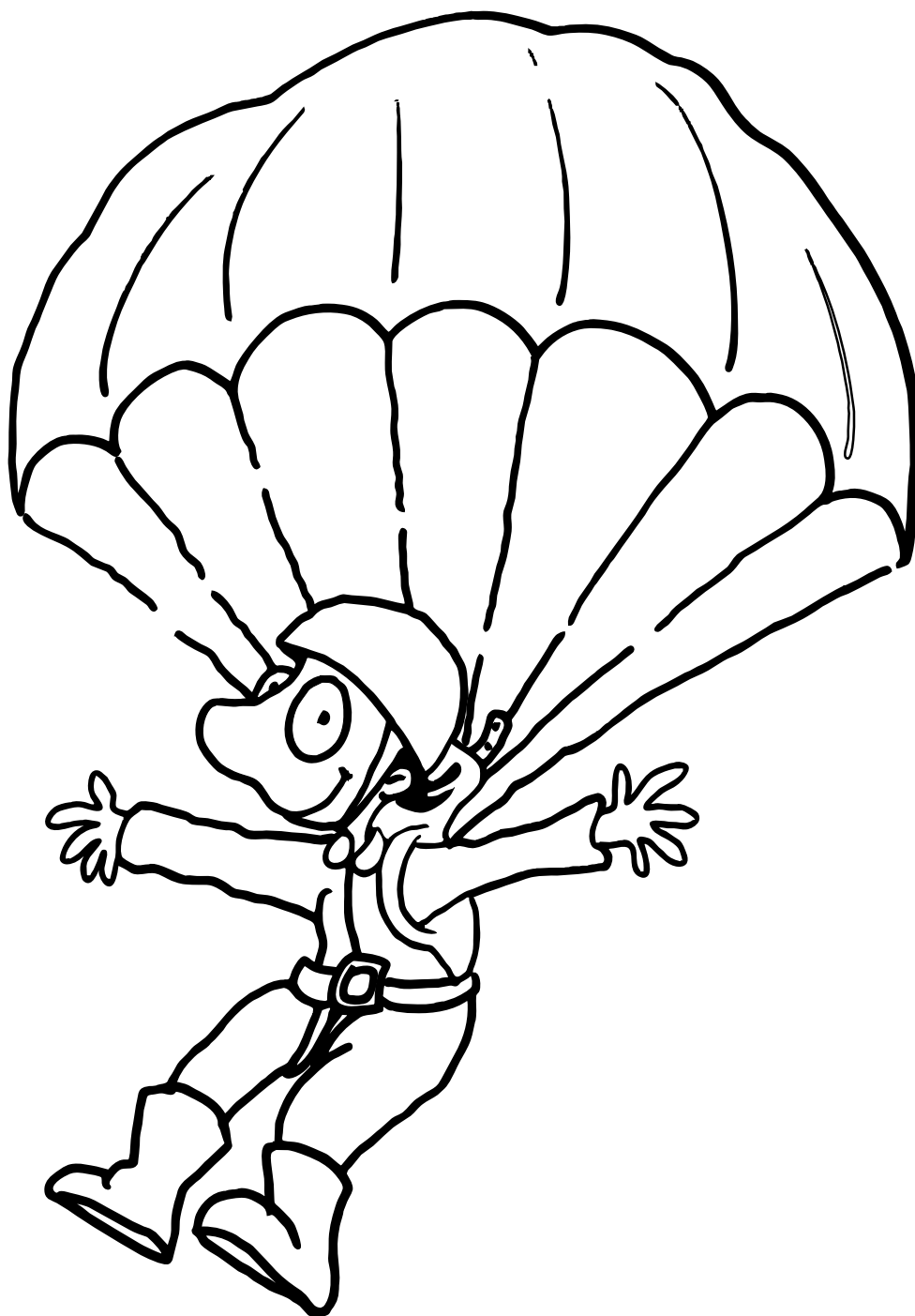


Using the handwriting skills checklist

The skills checklist on page 20 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.

Downstroke pattern props

–see pages 9-10 for instructions



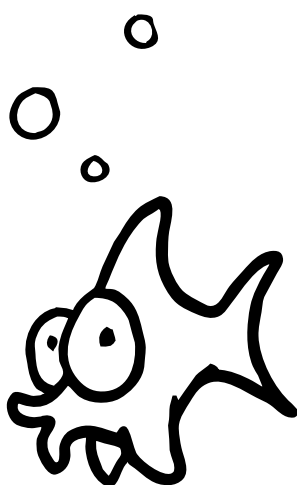
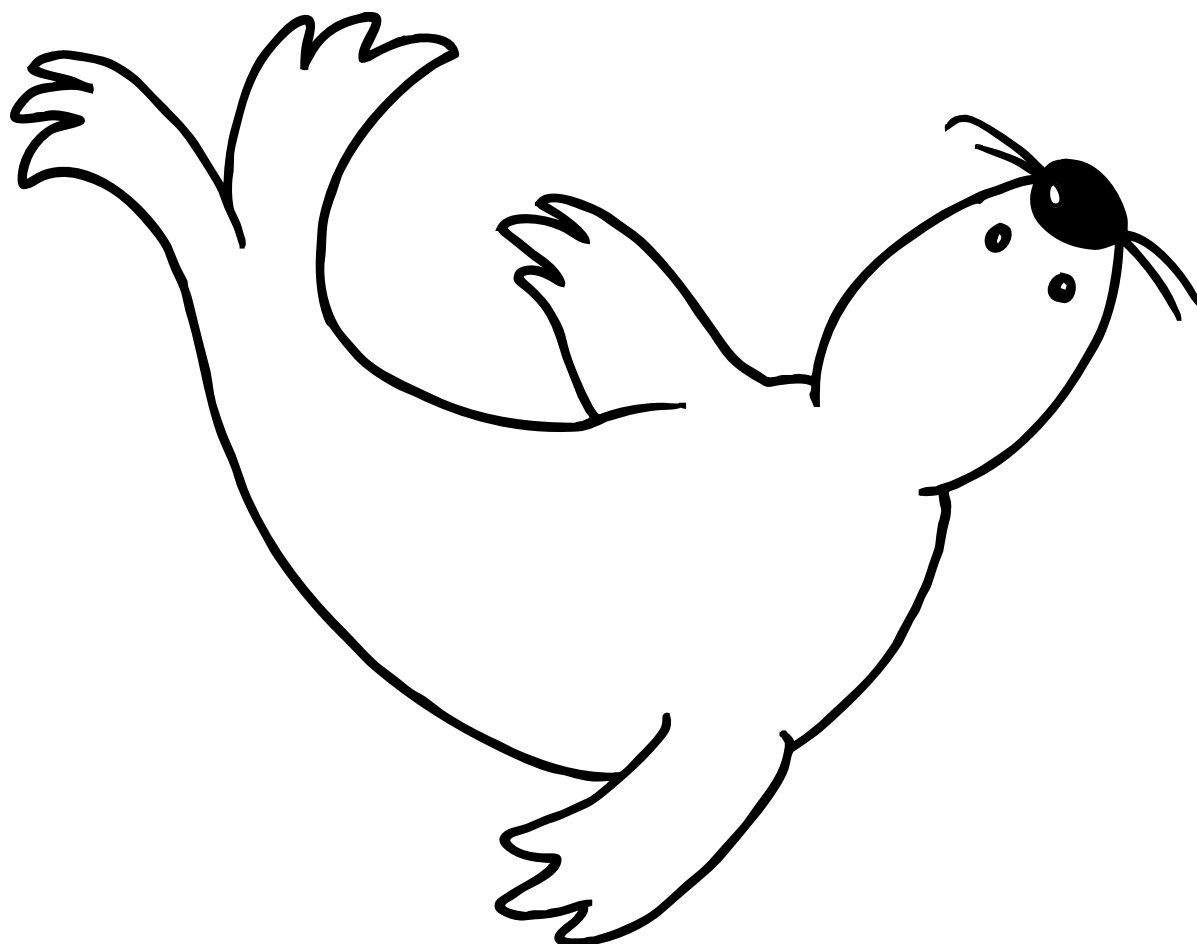
Hopping pattern (clockwise movement) props

–see pages 9-10 for instructions



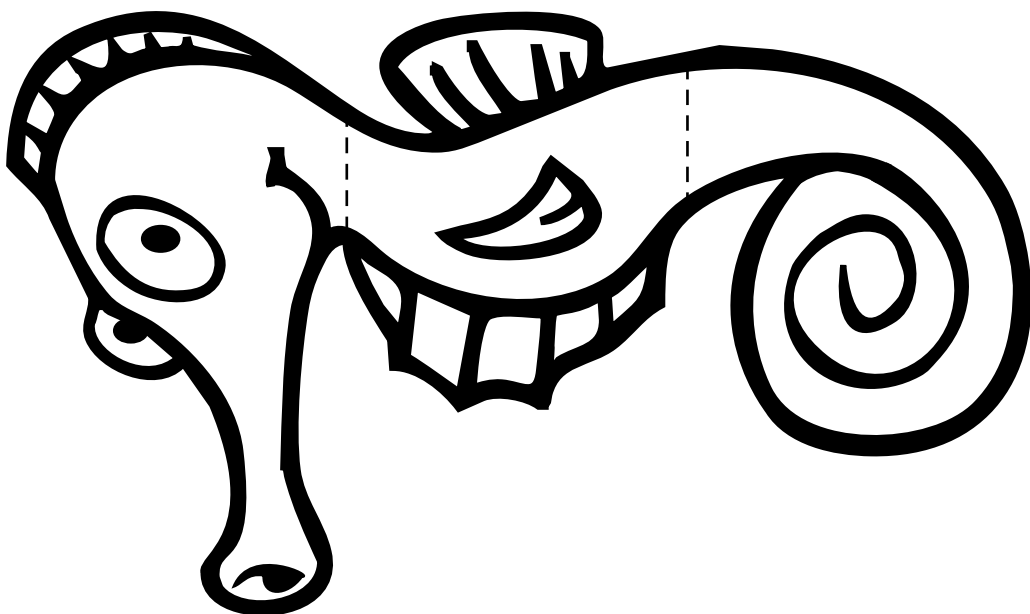
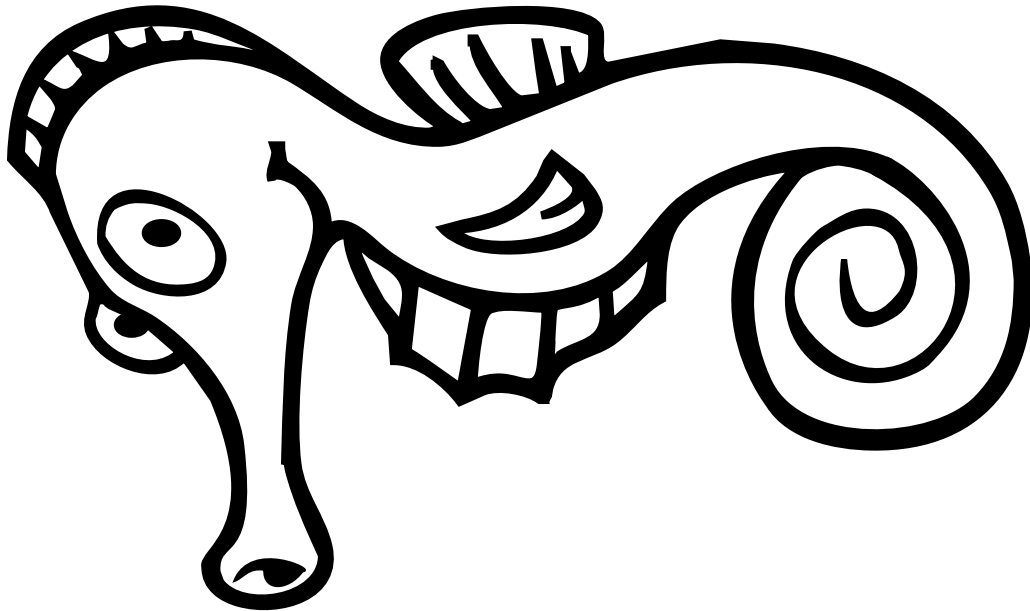
Wave pattern (anti-clockwise movement) props

–see pages 9-10 for instructions



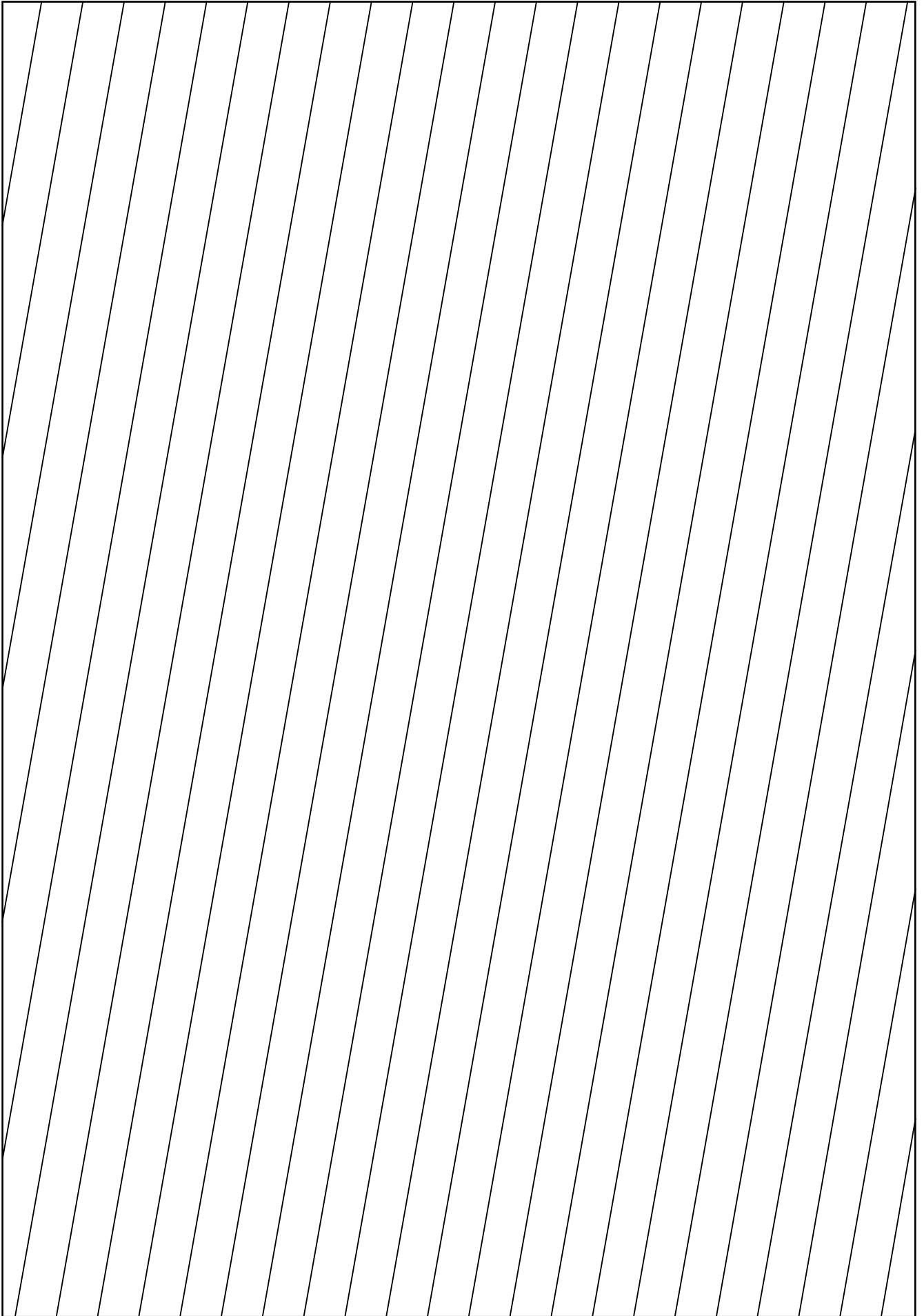
Seahorse props

–see pages 10-11 for instructions



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.

Name: _____





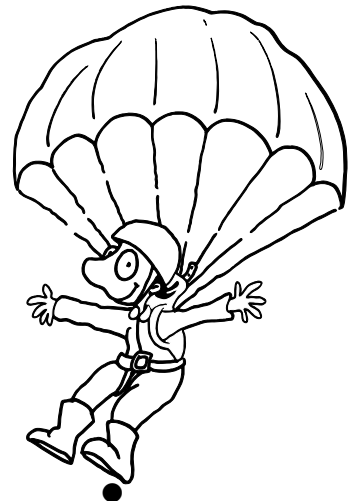
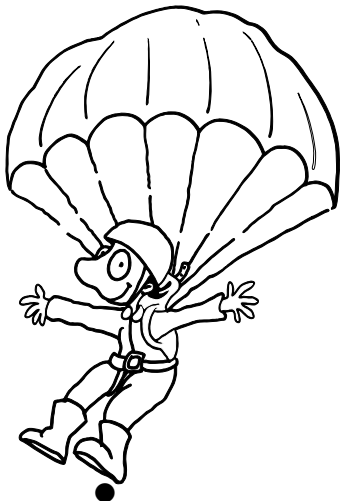
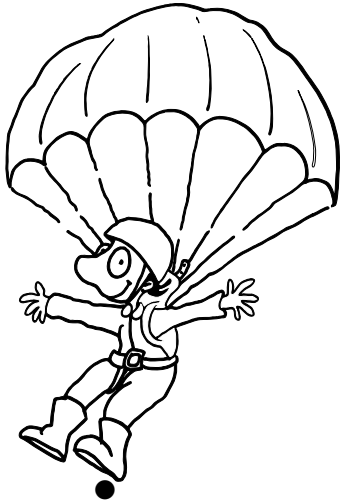
Handwriting skills checklist — Year 1

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

Name	Date Observed	Comment
Ⓢ Maintains good writing posture		
• 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		
Ⓢ Produces standard handwriting movements and patterns		
• 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		
Ⓢ Correctly forms all letters		
• 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		
Ⓢ Recognises the same letter in both lower- and upper-case		
Ⓢ Forms all letters with consistent size and slope in Modern Cursive style from memory		
• Positions letters and words on a line		
• 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		
• Uses spaces between handwritten words		
Ⓢ Needs practice with these letters/numerals:		

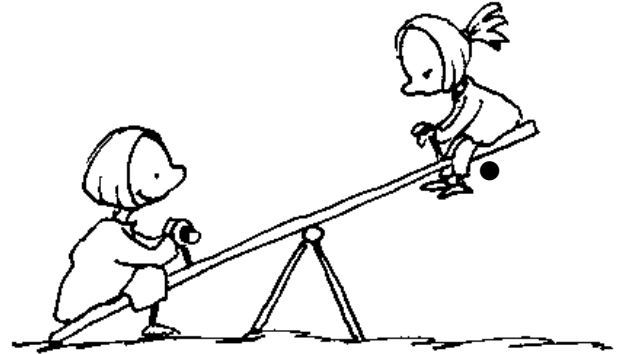
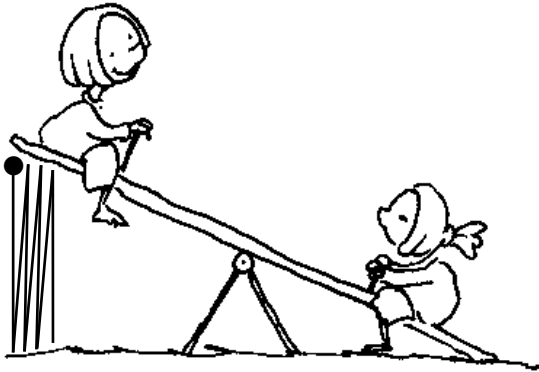
Name: _____

Downstroke pattern

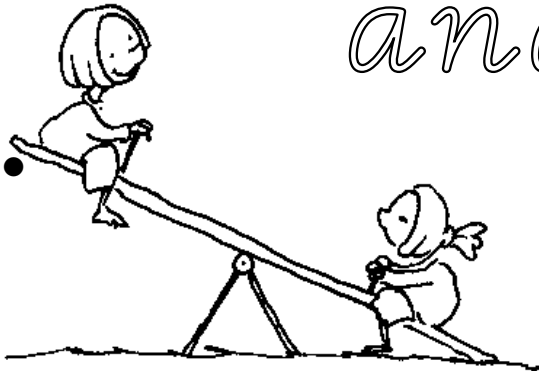


Name: _____

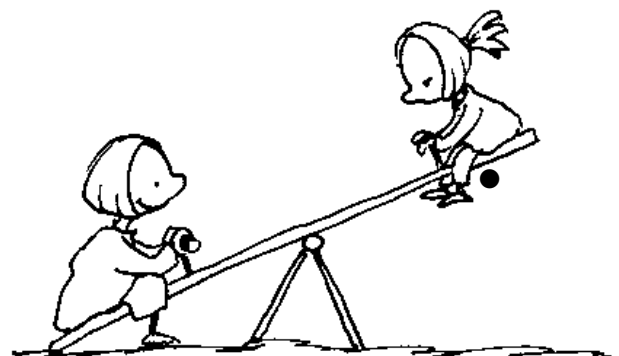
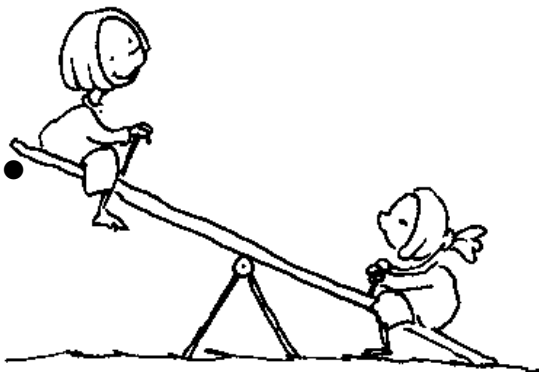
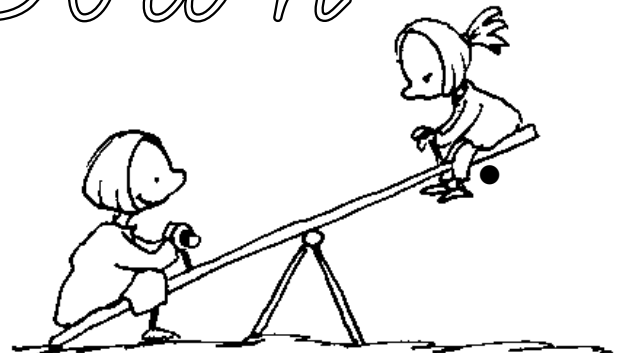
Downstroke pattern



Up
and

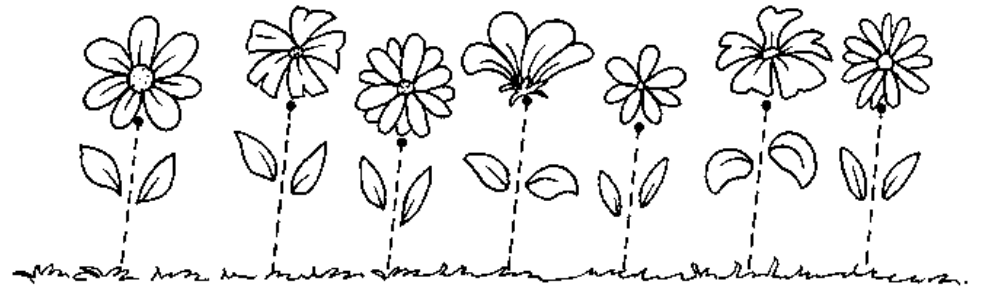


Down

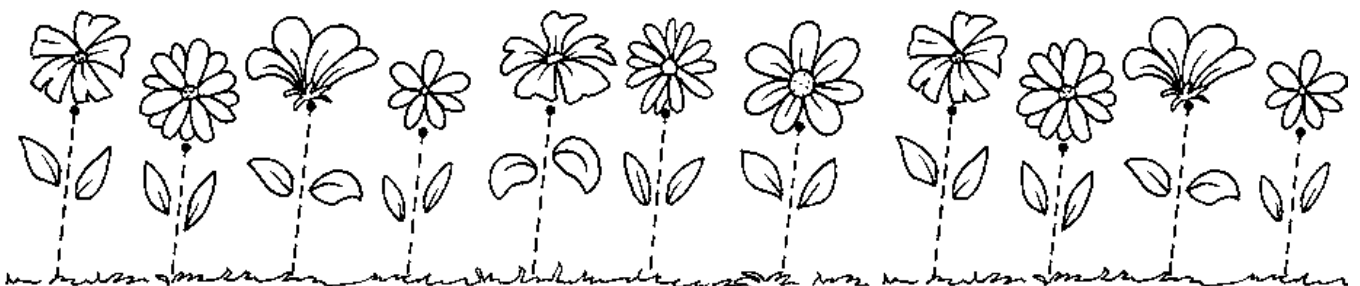
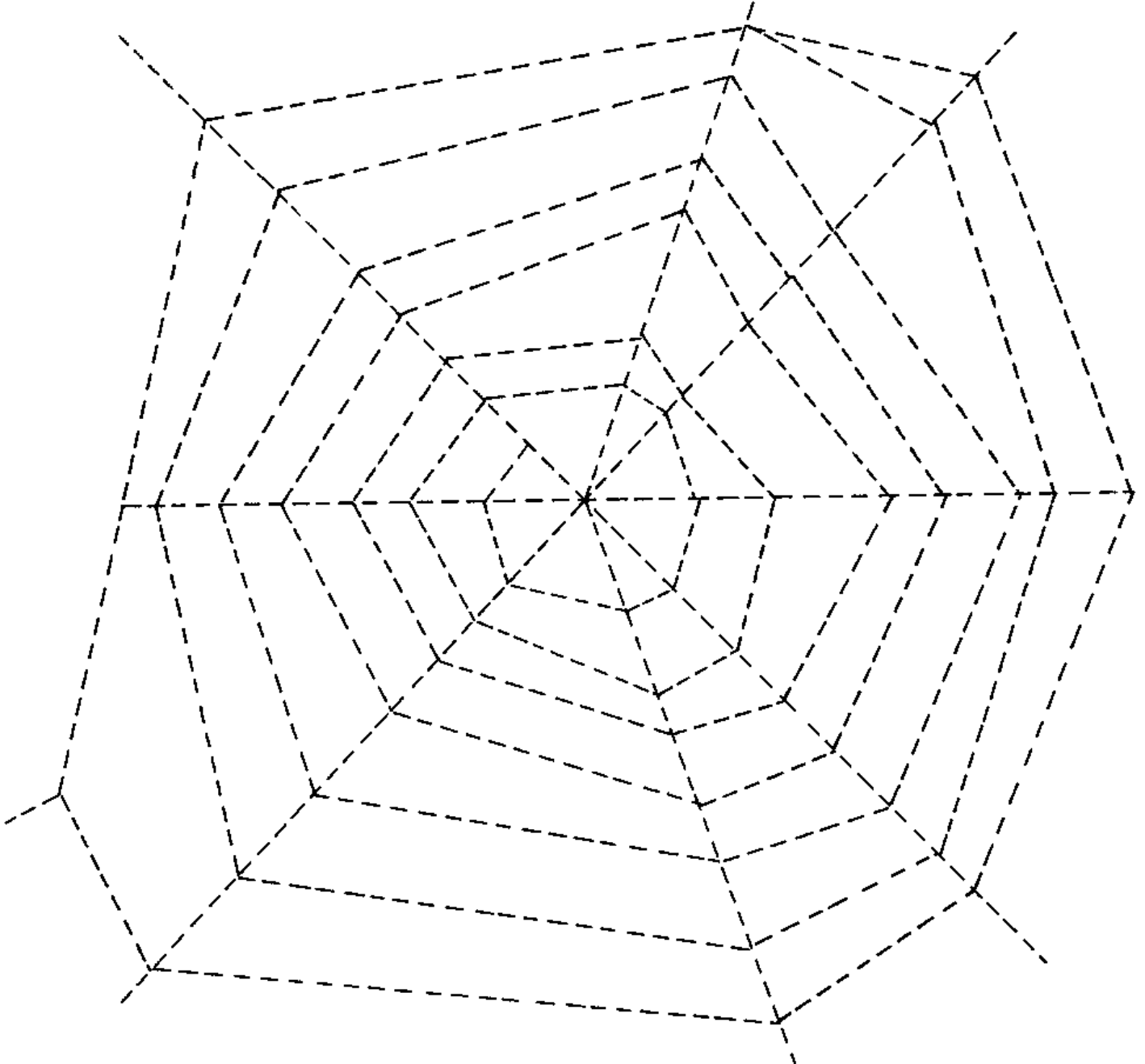


Name: _____

Downstroke
pattern

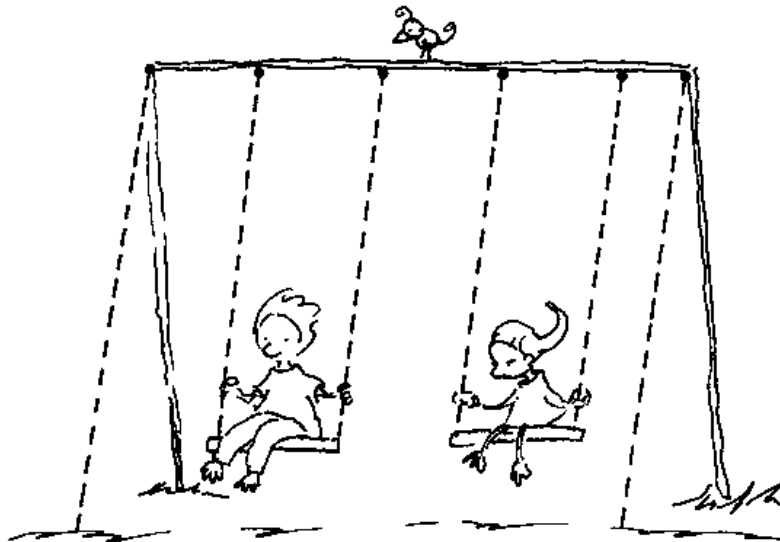
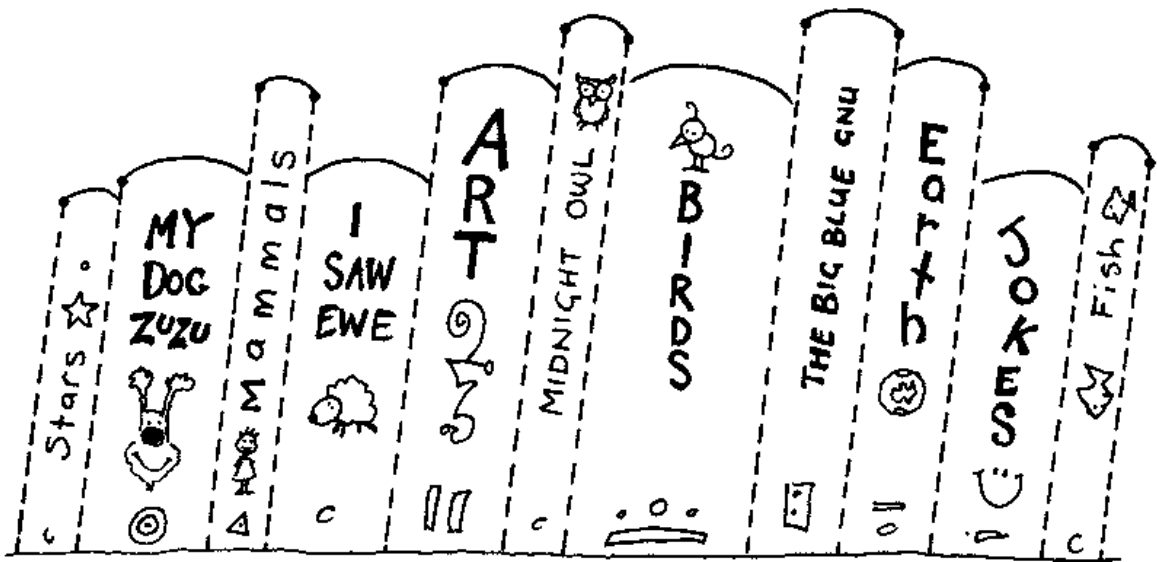
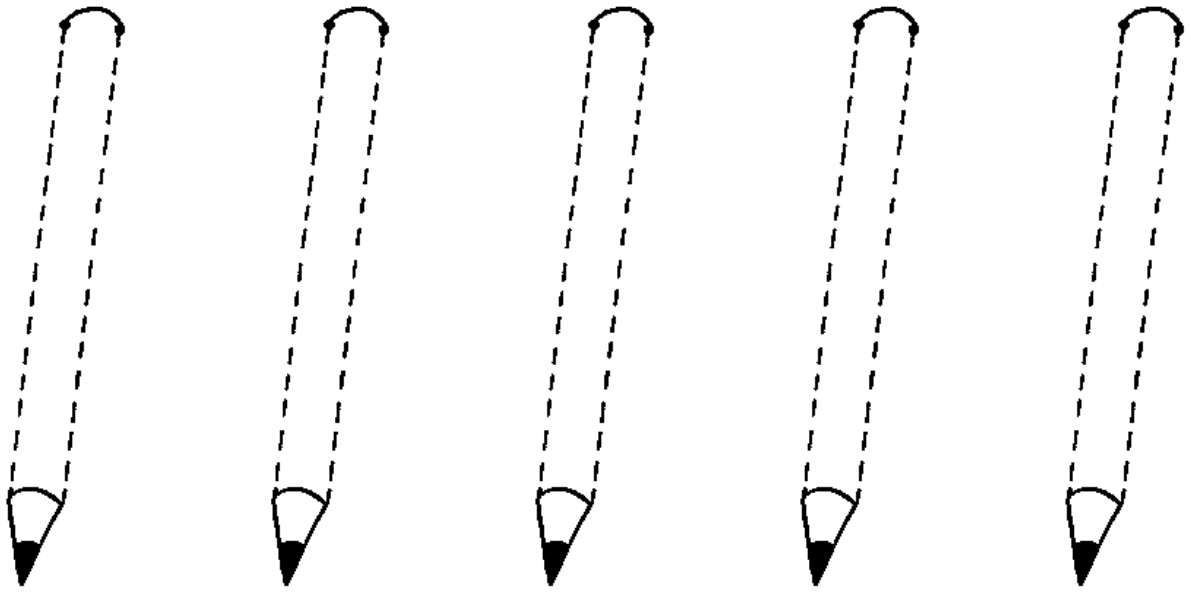


Trace the spider web. Draw a spider in the web!



Name: _____

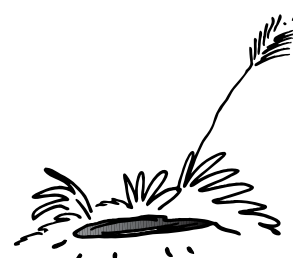
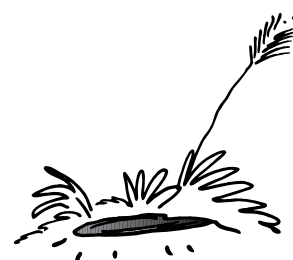
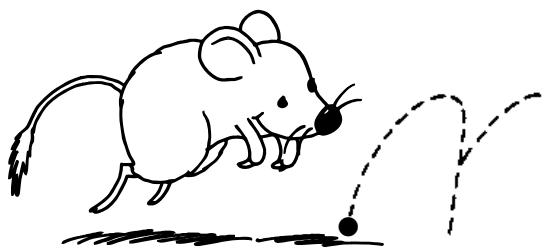
Downstroke pattern



Hopping pattern



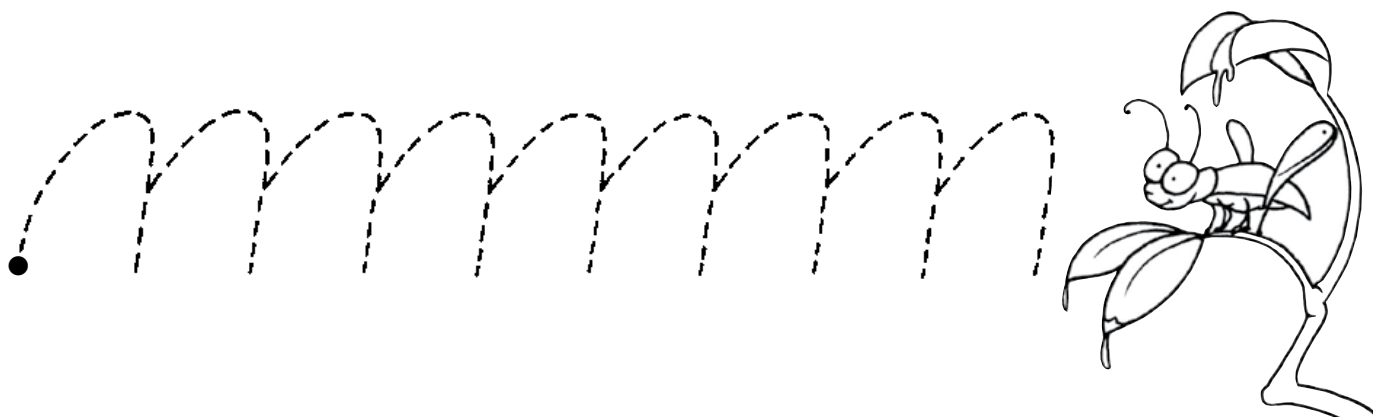
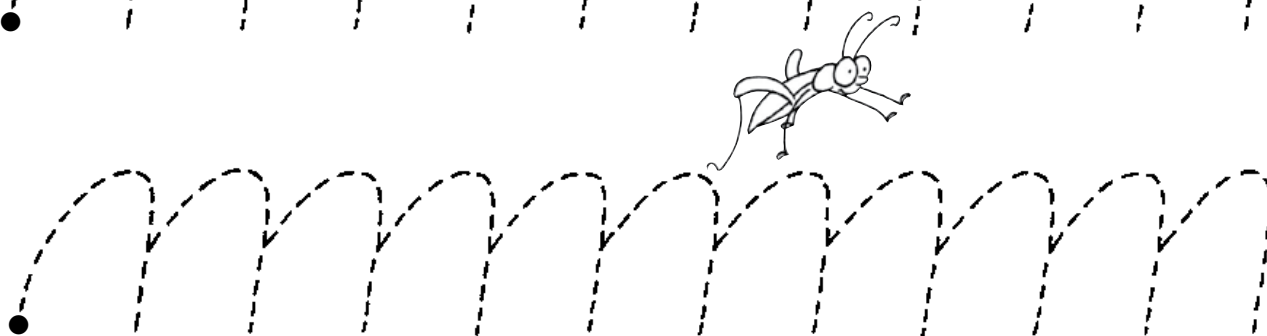
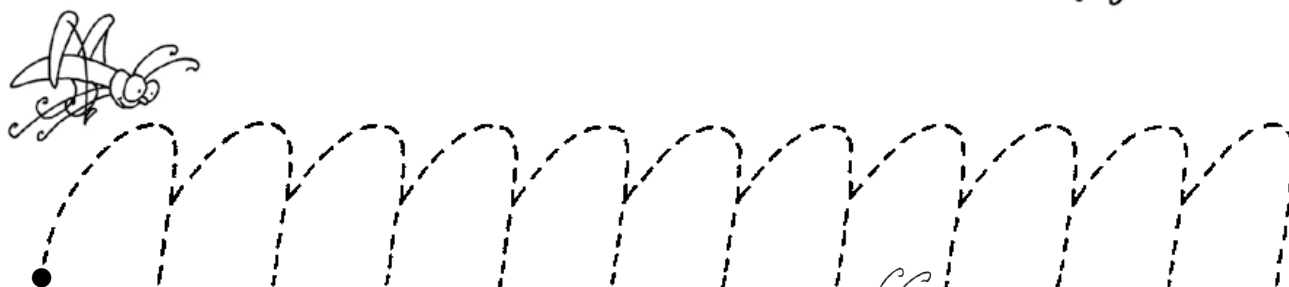
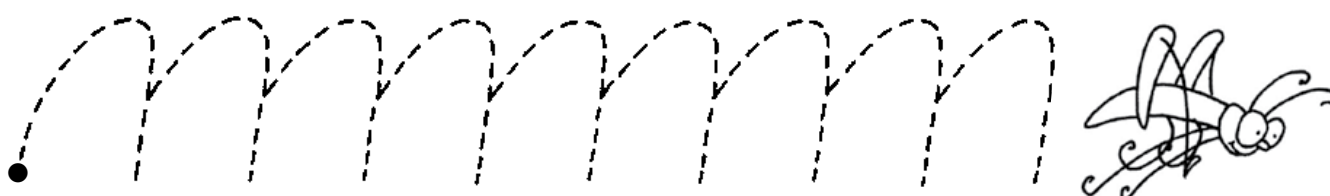
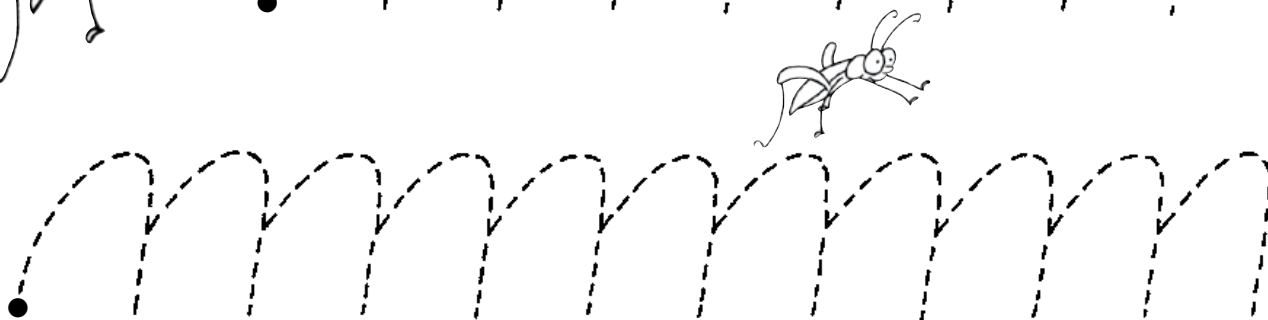
Name: _____



Hopping pattern

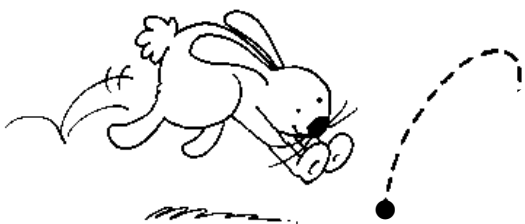
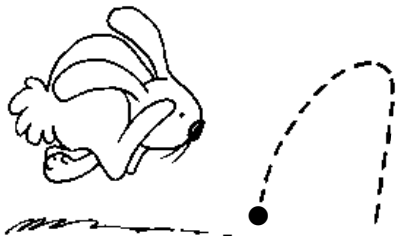
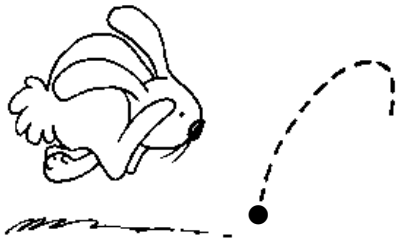
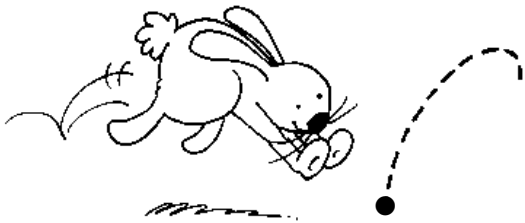
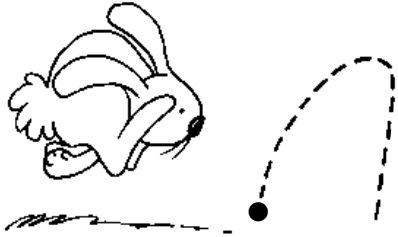
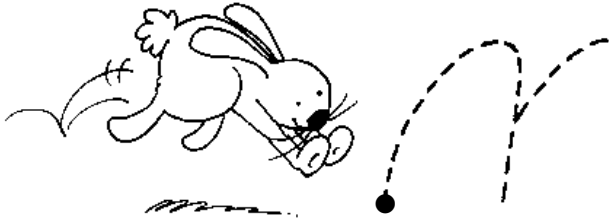


Name: _____



Name: _____

Hopping pattern 



Hopping pattern

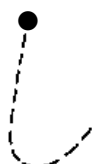
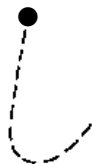
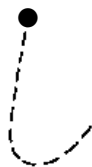
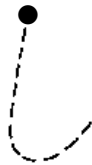


Name: _____



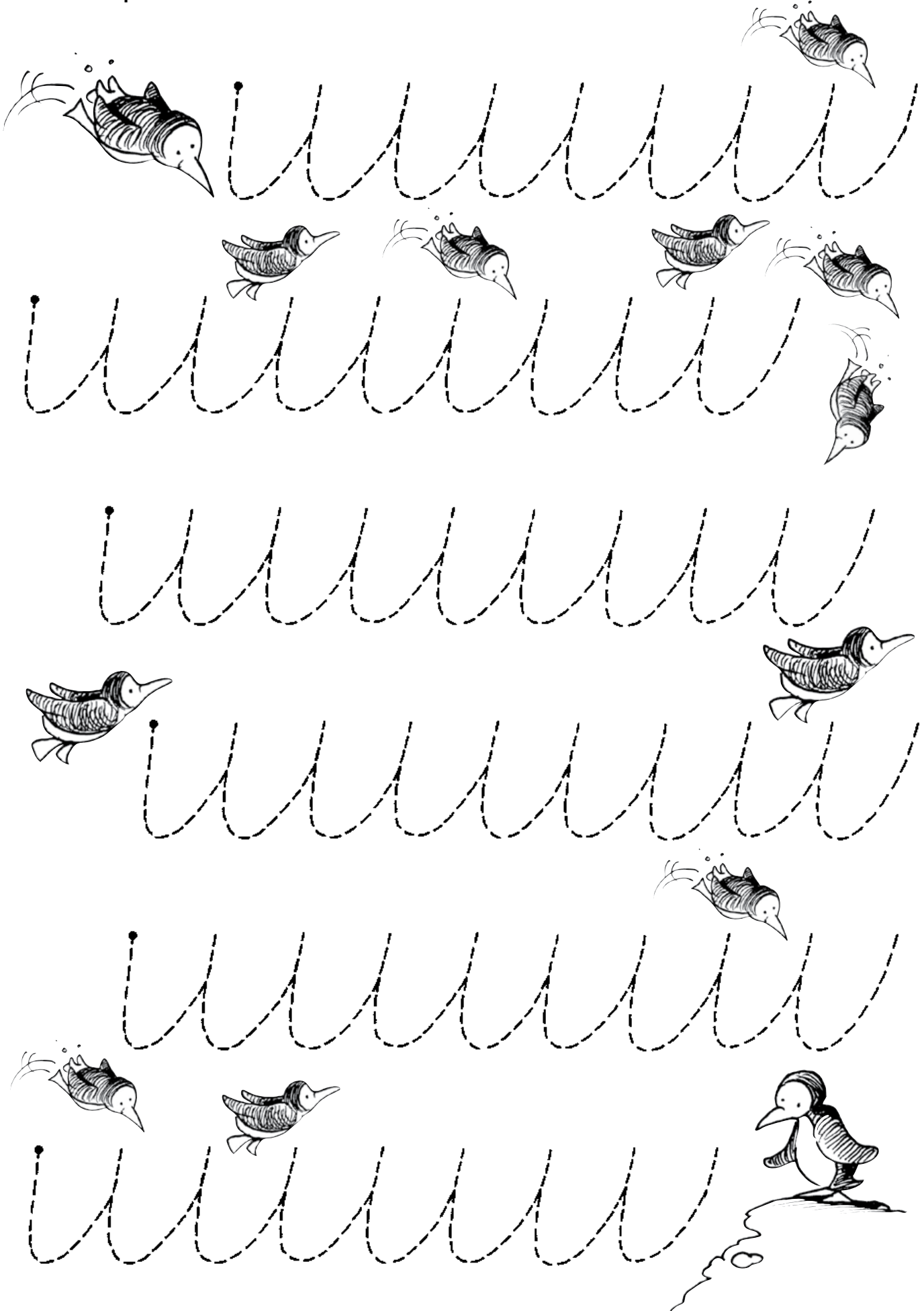
Name: _____

Wave pattern



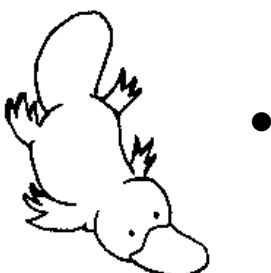
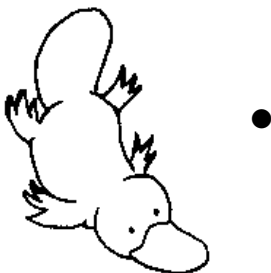
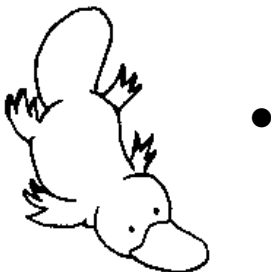
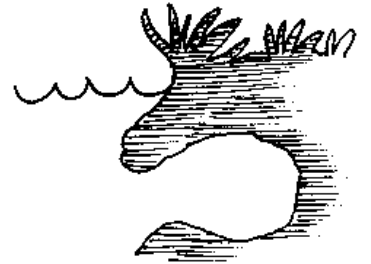
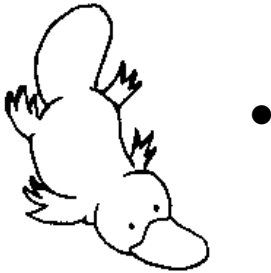
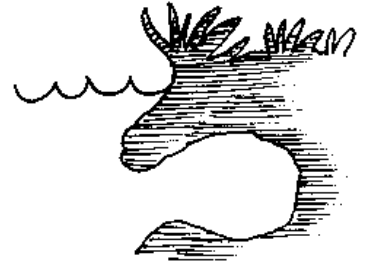
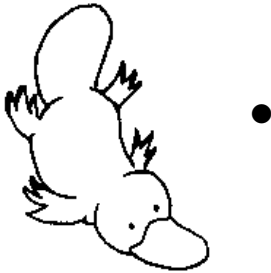
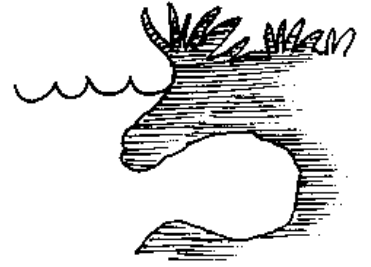
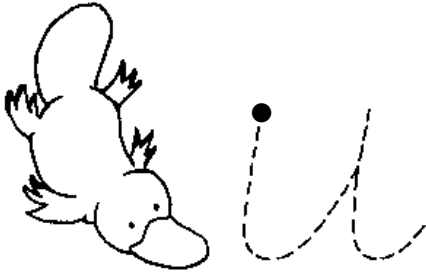
Name: _____

Wave pattern 



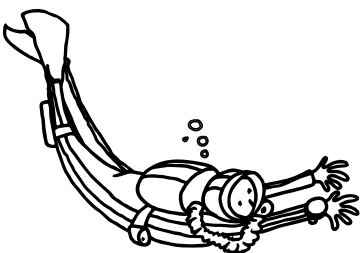
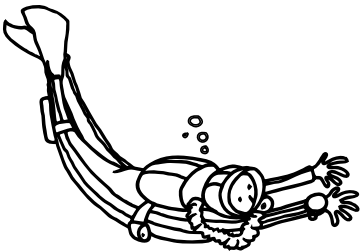
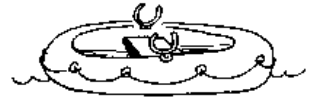
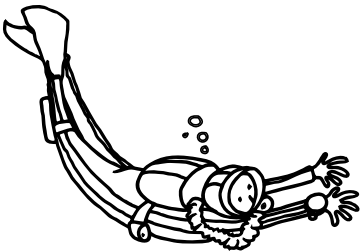
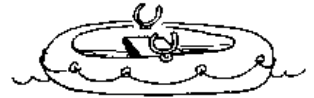
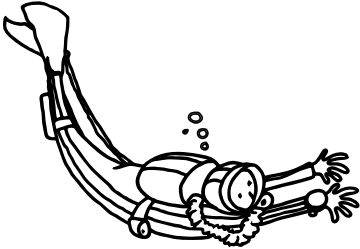
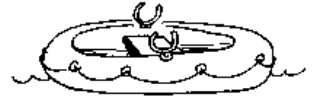
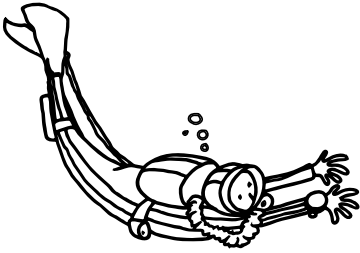
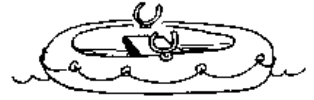
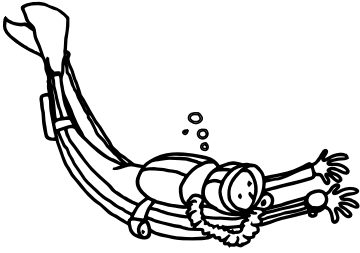
Name: _____

Wave pattern 



Name: _____

Wave pattern





Write some more anti-clockwise letters.



Turn the u's into a's. Put a dot first to show where you start.



a

u

u

u

u

u

u

Put a dot to show where you start, then trace.

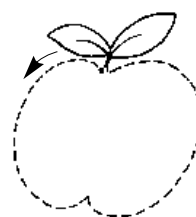
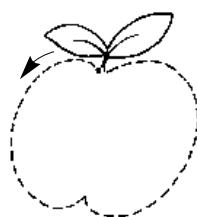
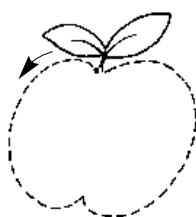
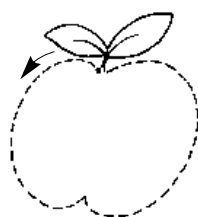


a A

a A

a A

a A



a A

a A

a A

a A

Name: _____

ā a a a a a



ake

cake t

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r m



ap

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cat p

m s

an

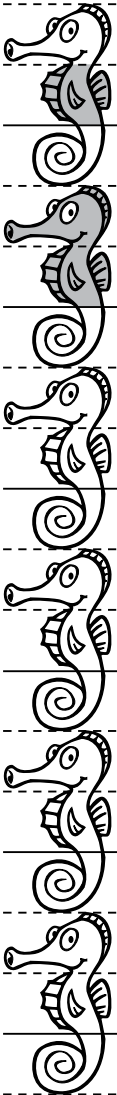


man c

f r

Name: _____

Trace the a's. Colour the wedges.



a a a a a a a

A A A A A A A

a A

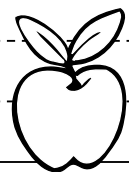
and after about

across away all

Anna ate all the



apples again!



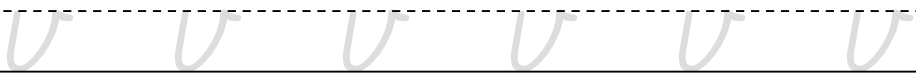
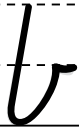
Draw an apple under your best word.



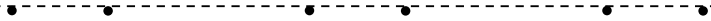
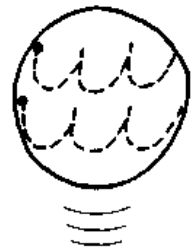
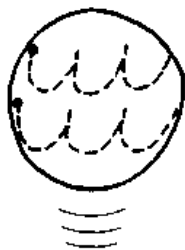
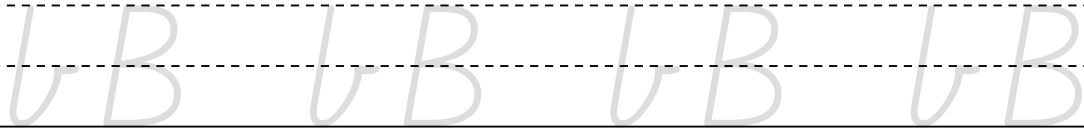
Write some more u family letters.



Turn the v's into l's. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Write the letters that have a head and body: n l p r k h m



Name: _____



Use the clues below to complete the crossword.



beast

1 baby

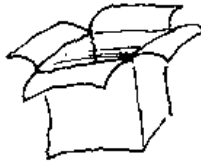


2 bake

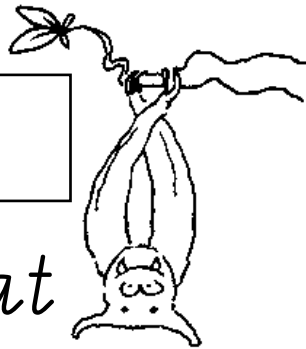
bag



box



bat



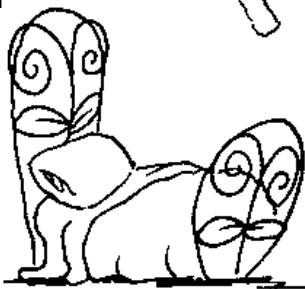
boat



baa



bed



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: _____

Turn the u's into l's. Put a dot first to show where you start.



l u u u u u u



B B B B B B



l B



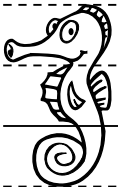
but buy busy



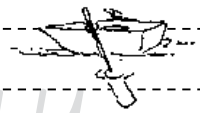
ball below by



Both boys bring



boats to the bay.



Put a blue circle around your best word.

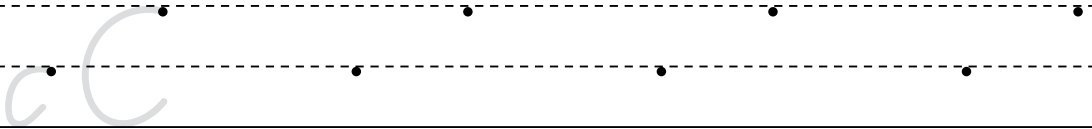
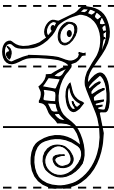
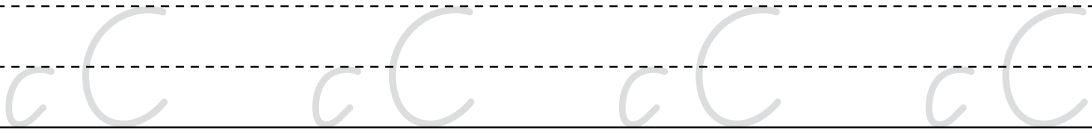
Write some more anti-clockwise letters.



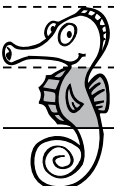
Find the c's in this pattern.



Put a dot to show where you start, then trace.



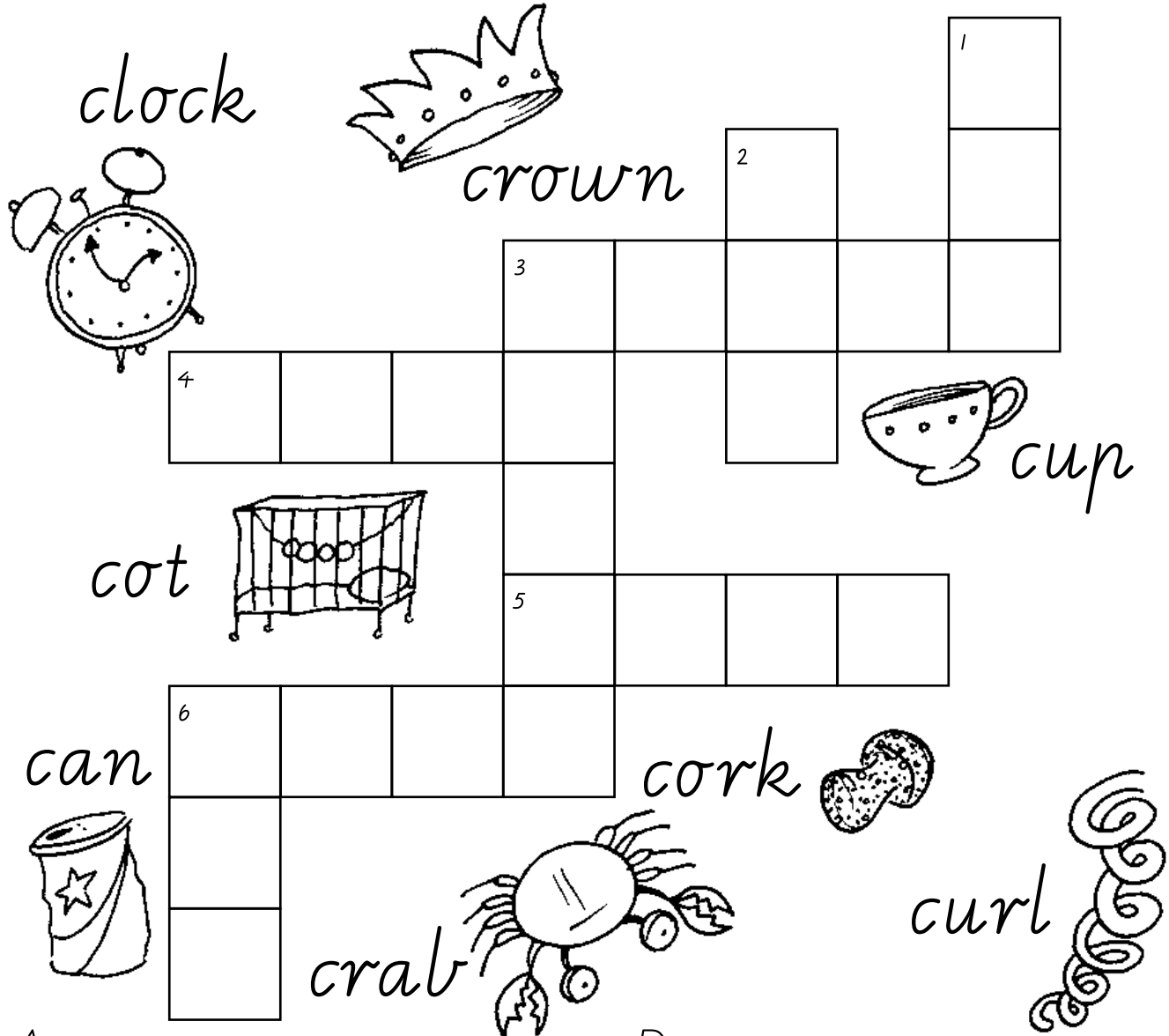
Write the letters that have only a body: c a u y v g d w o



Name: _____



Use the clues below to complete the crossword.



Across

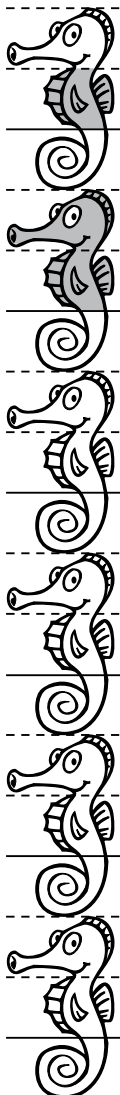
3. Special headwear for a queen or king.
4. A spiral shape.
5. A hard-shelled sea animal.
6. A stopper for a bottle.

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: _____

Find the c's hidden in the a's.



a a a a a a a


C C C C C C C

c C

came come can't

could cut cart

Claire and Chris



cuddled the cat.

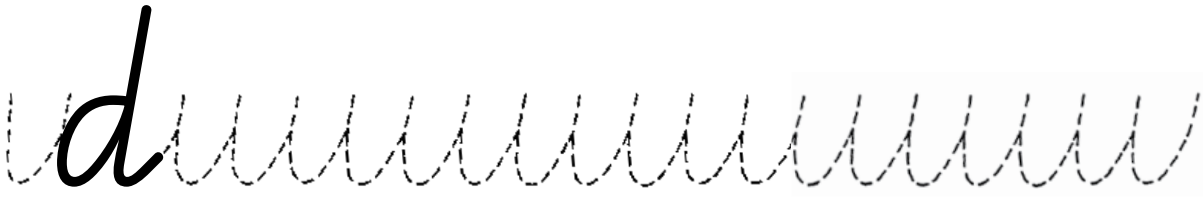
Put a cross under your best word.



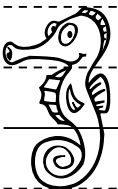
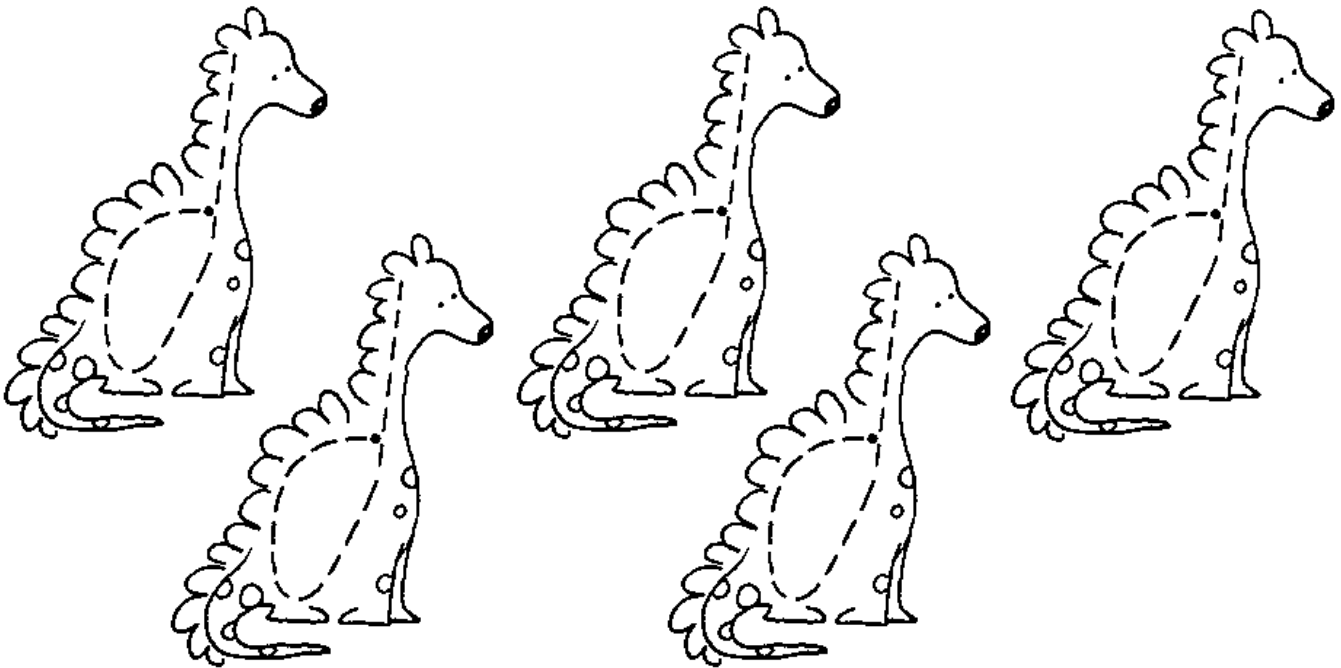
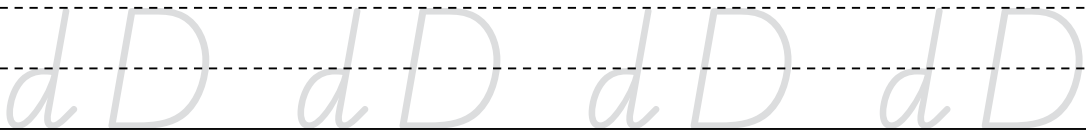
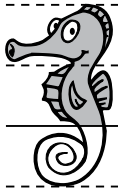
Write some more anti-clockwise letters.



Find the d's in this pattern. Put a dot first to show where you start.



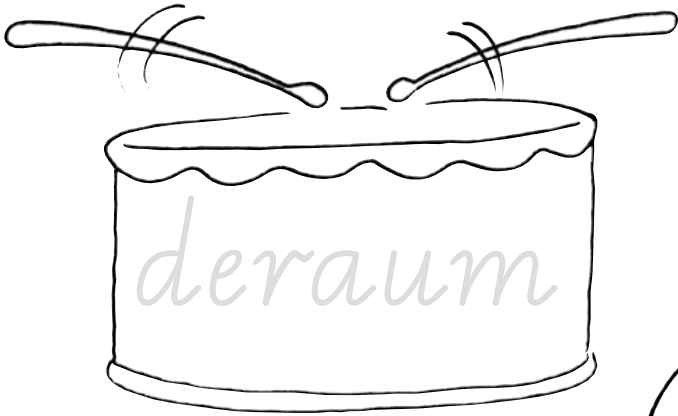
Put a dot to show where you start, then trace.



Name: _____

d d d d d d

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



Make words by adding d to these word endings.

Trace the words.

dig og ug

rive rove

rip rop

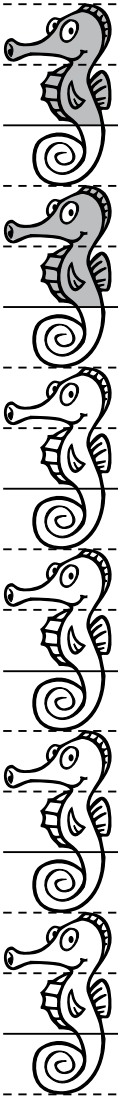
ull og

ay ol



Name: _____

Turn the a's into d's.



d a a a a a a

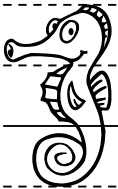
D D D D D D D

d D

does done drink

don't down dear

The dopey doctor



dropped the duck.

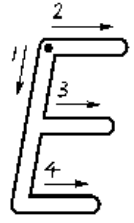
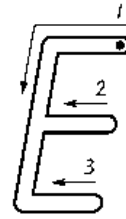


Draw a dot under your best word.

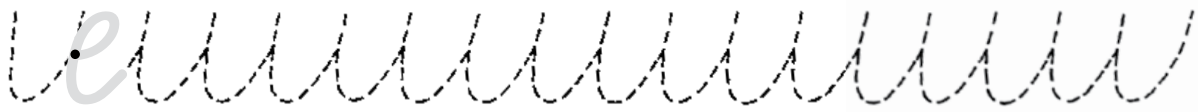




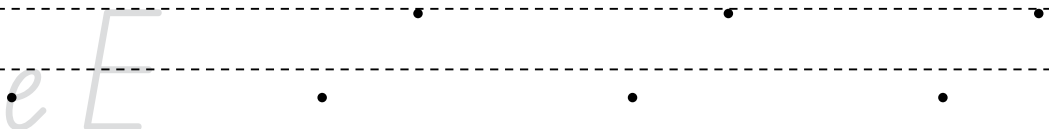
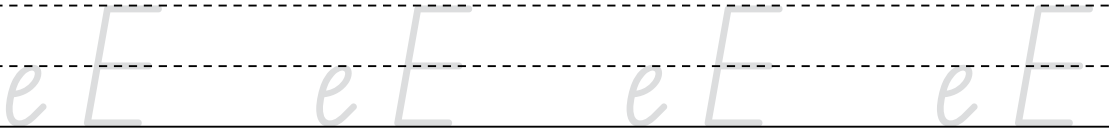
Write some other anti-clockwise letters.



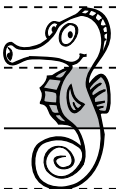
Find the e's in this pattern. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Write the letters that have only a body: e o y u v g a q d w c

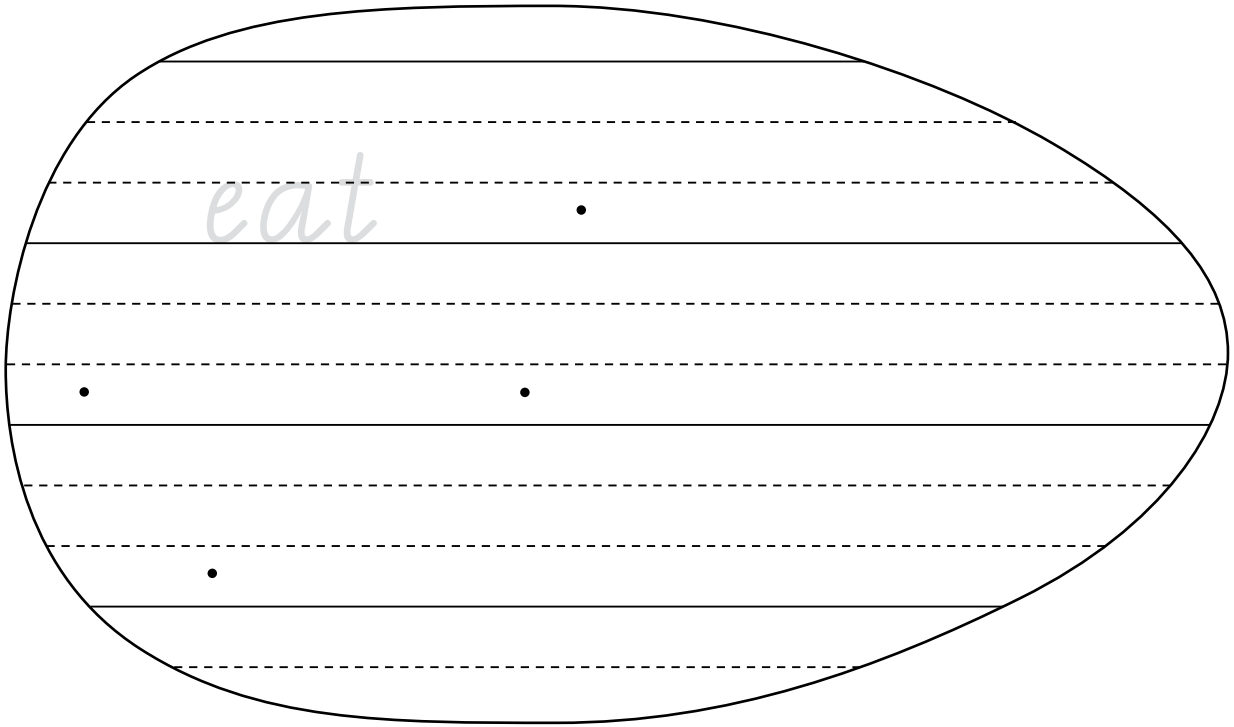


Name: _____

e e e e e e

Make words by adding e to these word endings.

e + at ast asy aster ach



Make words that rhyme by adding the word ending.

__en

__et

__et

hen

b.

l.

p.

j.

y.

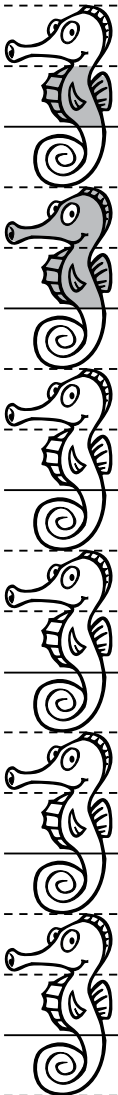
m.

w.

n.

Name: _____

Find the e's hidden in the o's. First put a dot to show where you start.



e

o

o

o

o

o

o

E

E

E

E

E

E

eE

.

.

.

.

each

ever

every

end

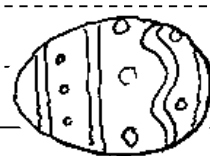
enter

easy

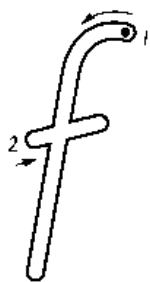
Eels are eating



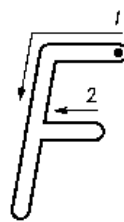
Easter eggs.



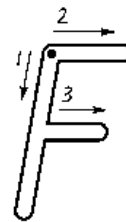
Draw an egg under your best word.



Write some other anti-clockwise letters.

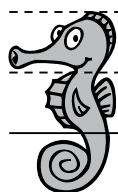


Left-handers

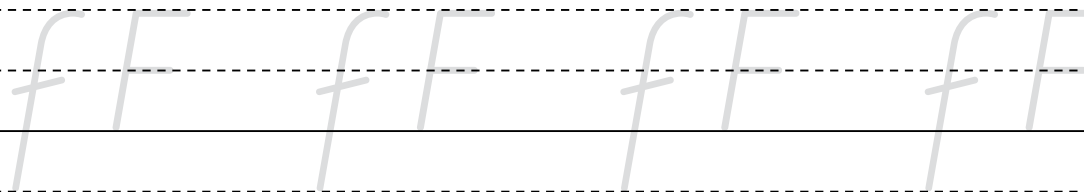


Right-handers

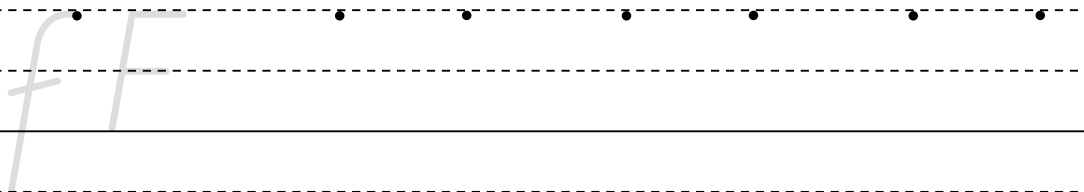
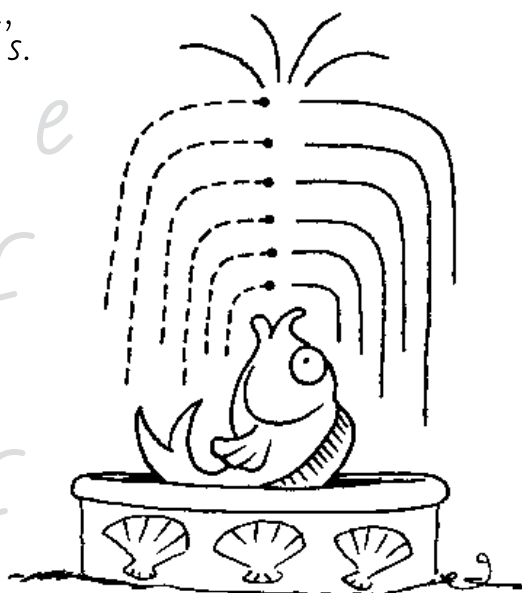
Turn the l's into f's. Put a dot first to show where you start.



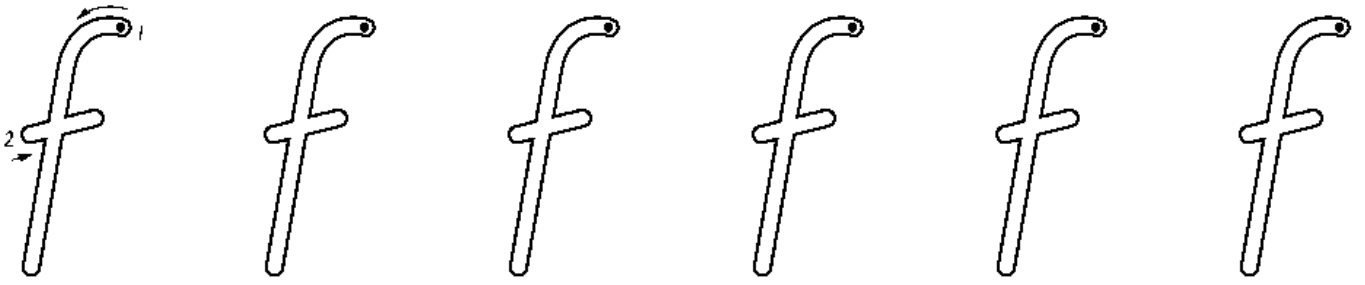
Put a dot to show where you start, then trace.



Trace only the f's.



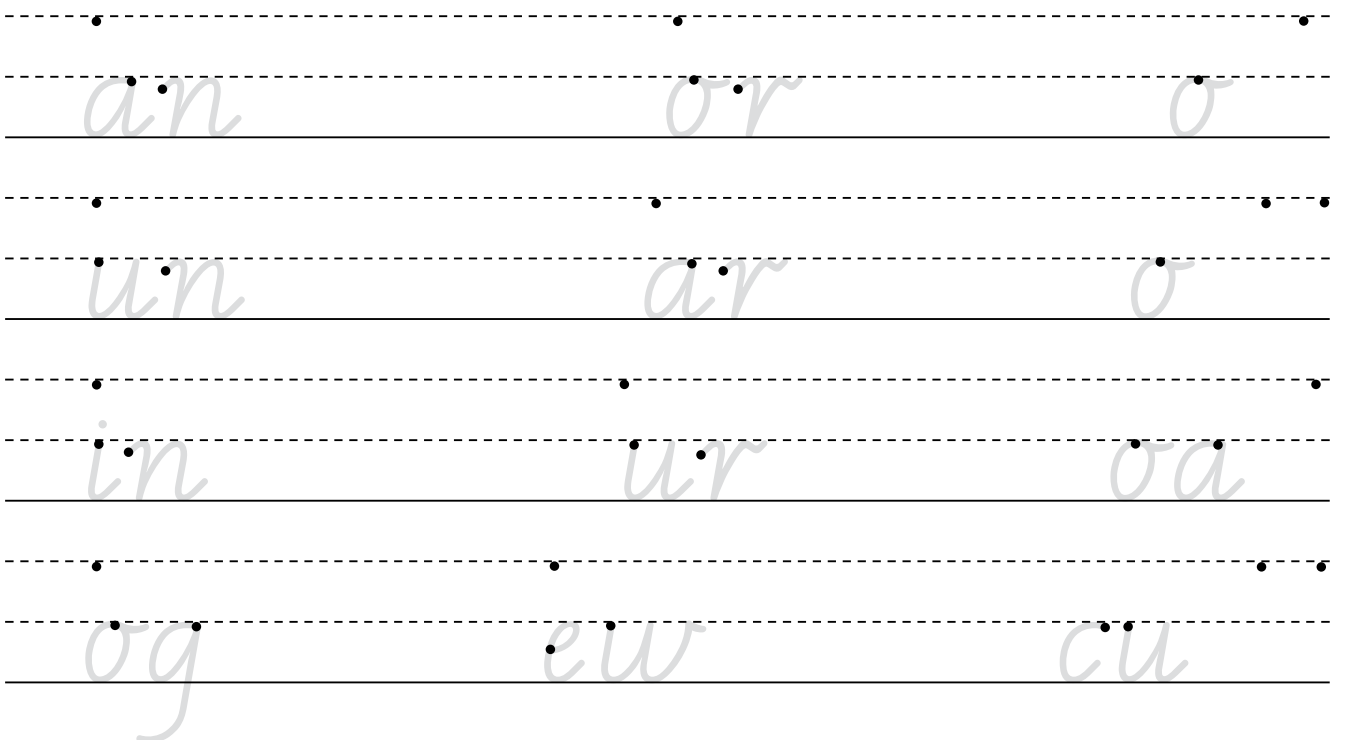
Name: _____



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

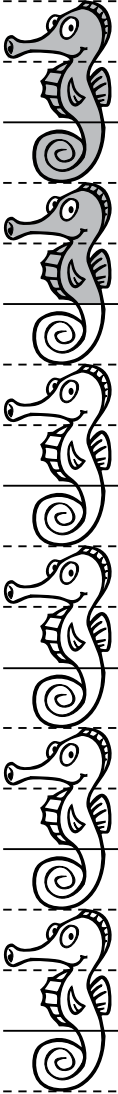


Make words by adding f.



Name: _____

Turn the l's into f's. Put a dot first to show where you start.



f l l l l l l l

F F F F F F F

f F

for from four

fit father far

Find fresh fish



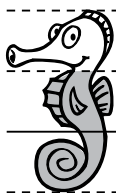
for my friend.

Draw a small feather under your best word.

Write some more anti-clockwise letters.



Turn the a's into g's.



g

a

a

a

a

a

a

Put a dot to show where you start, then trace.



g

G

g

G

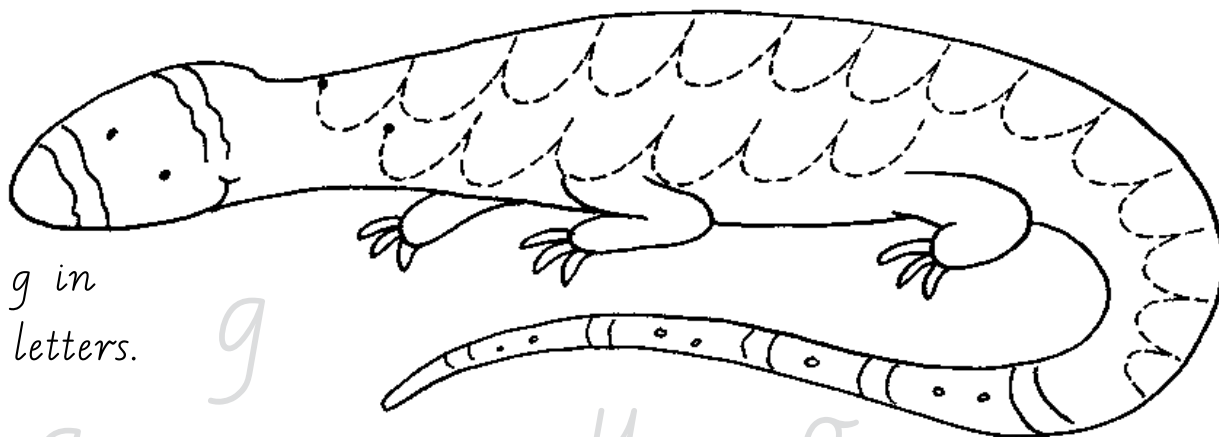
g

G

g

G

Find g in these letters.



g

q

a

u

o

v

c



g

G

Name: _____

g g g g g g

Trace. Add g, then practise the word.



ring



grass



gecko



giraffe



triangle



frog



girl



glasses

Name: _____

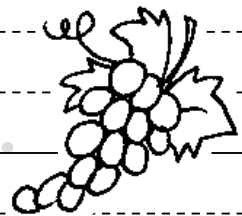
Trace the g's. Colour the wedges.



g g g g g g g g
G G G G G G G G
g G
give gone great
good girl get
Gina gave Greg



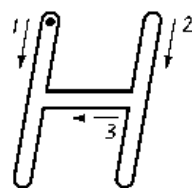
green grapes.



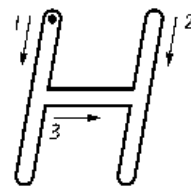
Put a green line under your best word.

h

Write some other clockwise letters.

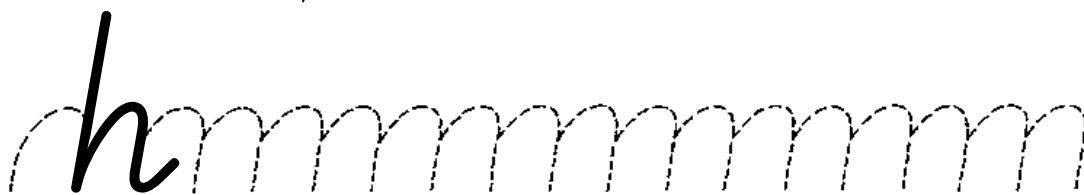


Left-handers



Right-handers

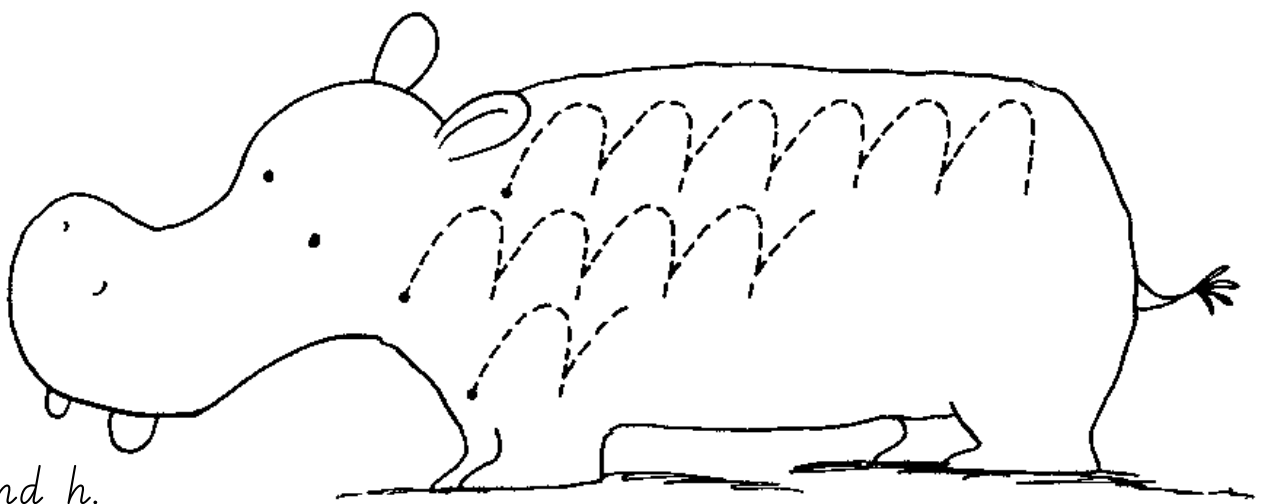
Find the h's in this pattern.



Put a dot to show where you start, then trace.



h H h H h H h H



Find h.



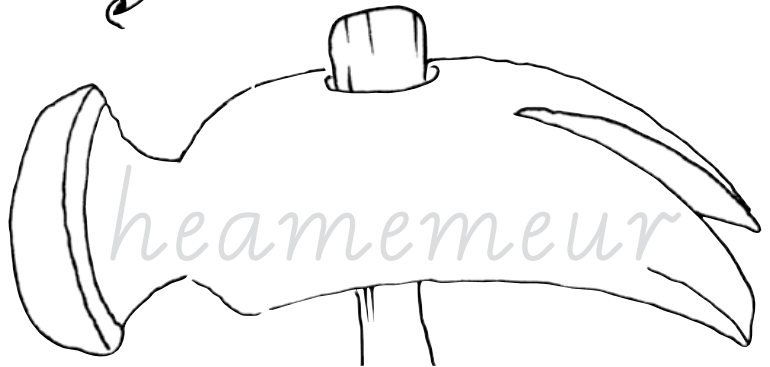
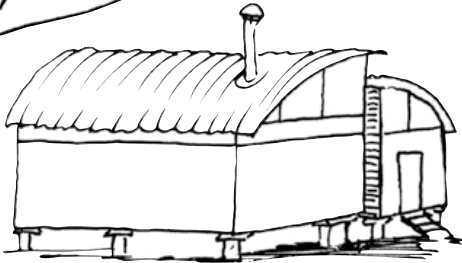
h a n r p k n r

h H

Name: _____

h h h h h h

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



haouwusse

Make new words by adding h to these word endings.

ham

ot

ere

um

ut

ear

im

it

ave

at

ug

and

Name: _____

Trace. Finish the H's. Put a * to show where the second line starts.



H

H

H

H

H

H



H

H

H

H

H

H



h

H

H

H

H

H

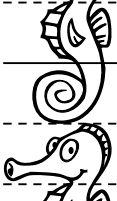
H



has

how

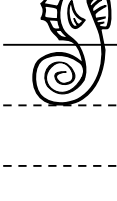
who



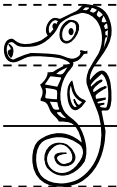
hand

here

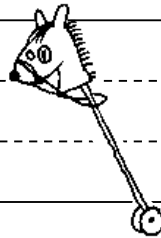
hen



Do you have a



hobby horse?



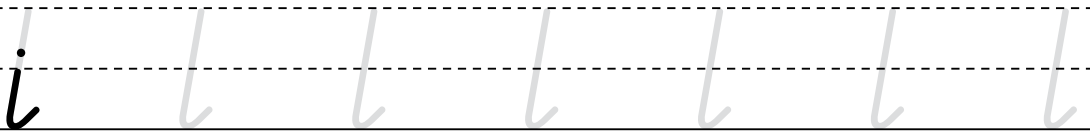
Draw an apple under your best word.



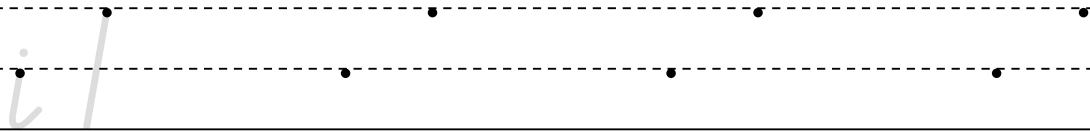
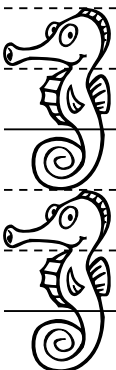
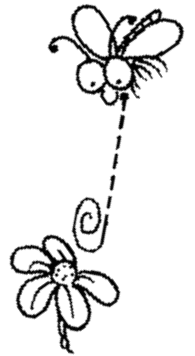
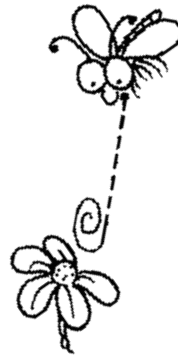
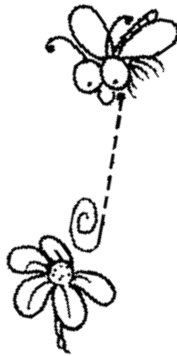
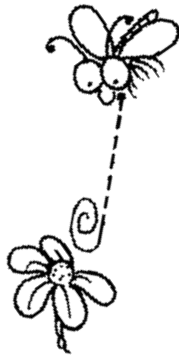
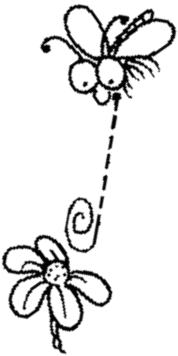
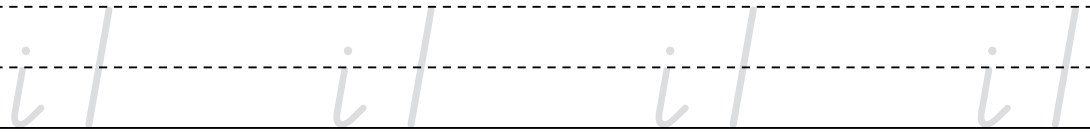
Write some more i family letters.



Turn the l's into i's.



Put a dot to show where you start, then trace.



Name: _____



Build new words: l p r s w bl + ink

_____	_____	_____
-----	-----	-----
-----	-----	-----
_____	_____	_____
-----	-----	-----
-----	-----	-----
_____	_____	_____
-----	-----	-----

Practise these words.



bike



six



hill



king



pig



bin



kite



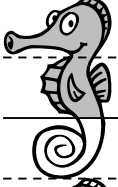
pie

Name: _____

Turn the t's into i's.



i t t t t t t t



i i i i i i i i



i i



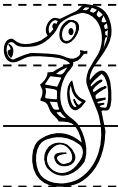
is isn't his in



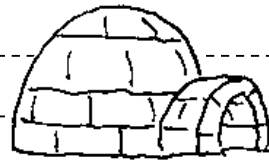
into I'm if



Is Ian inside

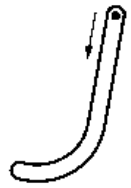


his igloo?



Draw a straight line under your best word.

Write some more i family letters.



Turn the i's into j's.



j

i

i

i

i

i

i

Put a dot to show where you start, then trace.

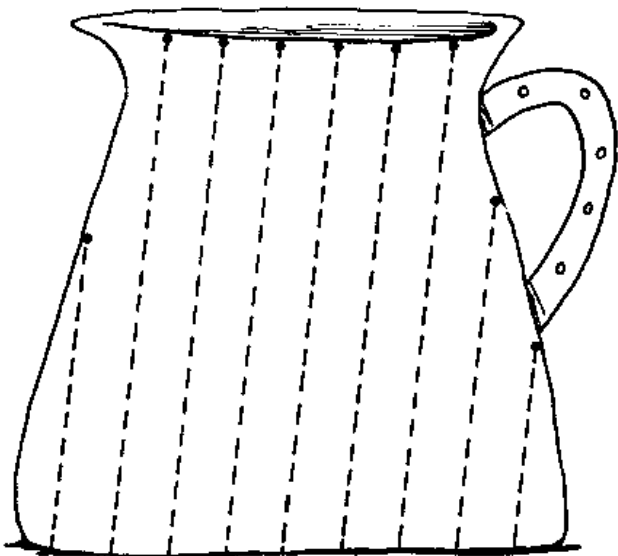


j

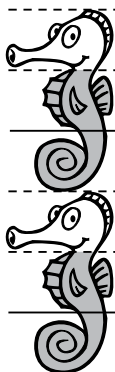
j

j

j



Find j in these i family letters.



i

l

t



l

i

t



j

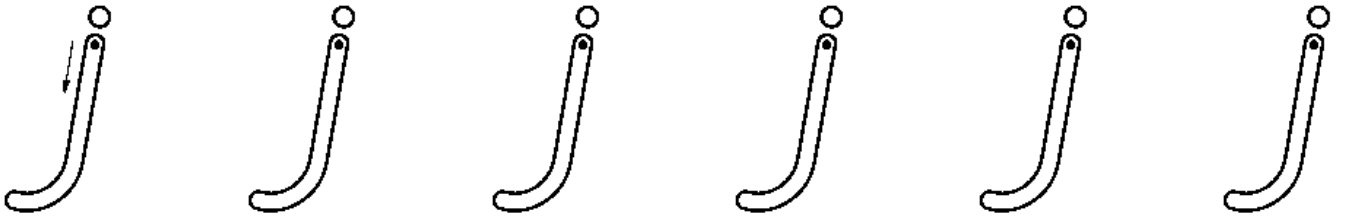
.

.

.

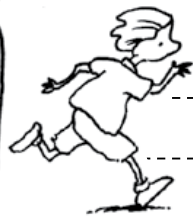
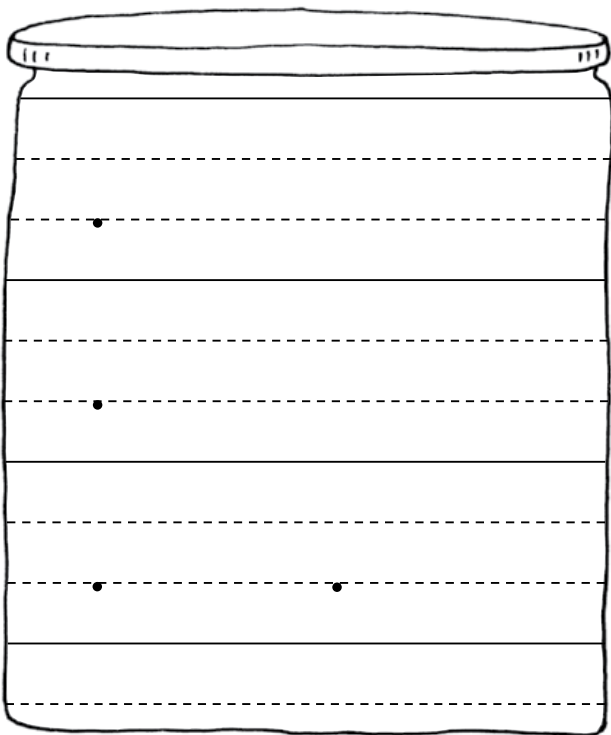
.

Name: _____



Make new words by adding j to these word endings.

j + azz aw ar am j + oke ot og oy ol



Jim

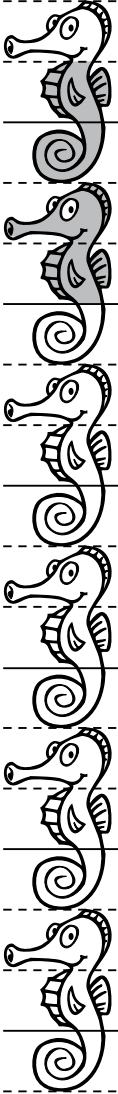
Jan

Jamul

July

Name: _____

Turn the first j into something interesting. Trace the j's.



j j j j j j j

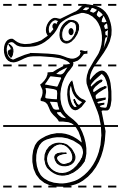
j j j j j j j

j j j j j j j

just jump June

jelly jet jam

Joe jumps and



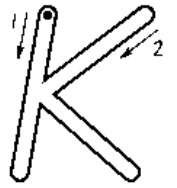
jives to jazz.



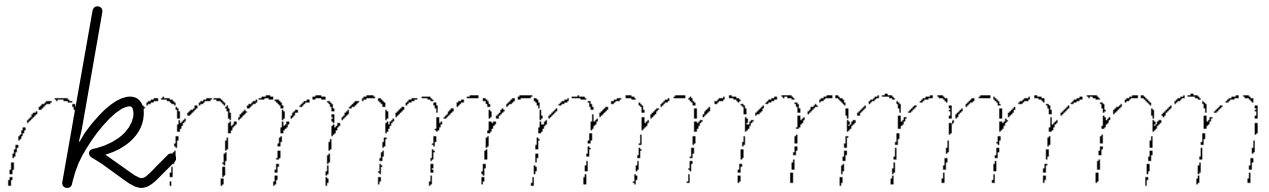
Draw a jellybean under your best word.



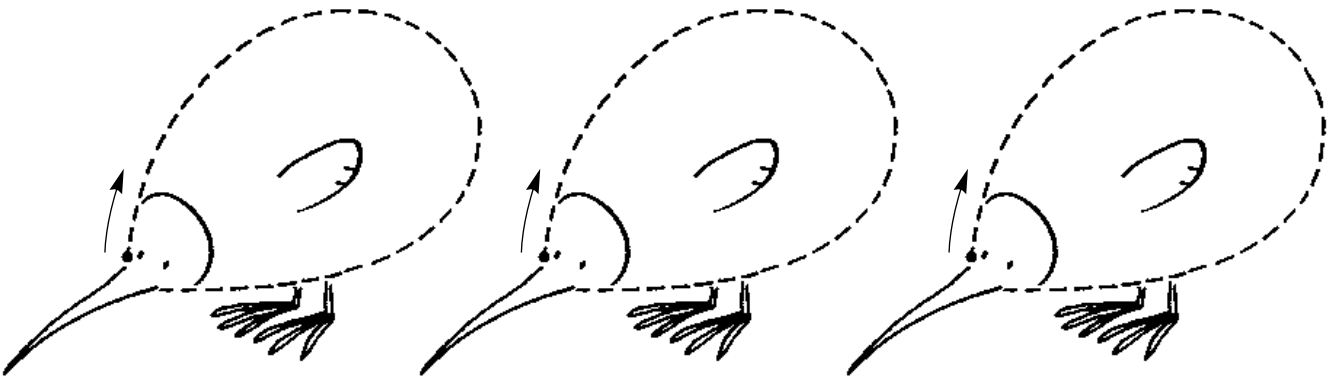
Write some other clockwise letters.



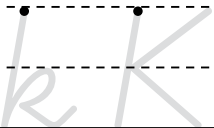
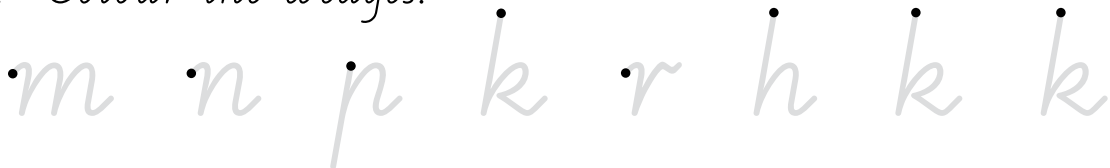
Find the k's in this pattern.



Put a dot to show where you start, then trace.



Trace. Colour the wedges.



Name: _____

k k k k k k

Make words by adding k to these word endings.
Match them to the pictures.

ick

ite

elp

ey

not

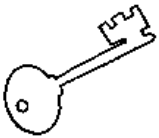
nob

night

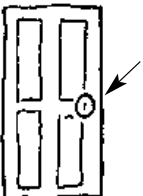
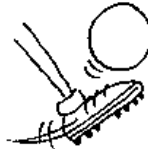
ing

ettle

oala



key



Name: _____

Find k in these other clockwise letters.



k

h

p

h

p

p

h



K

K

K

K

K

K

K



k

K



keen

keep

kept



kit

knot

knife



Kids

know

kind



koalas

kiss

kiwis.



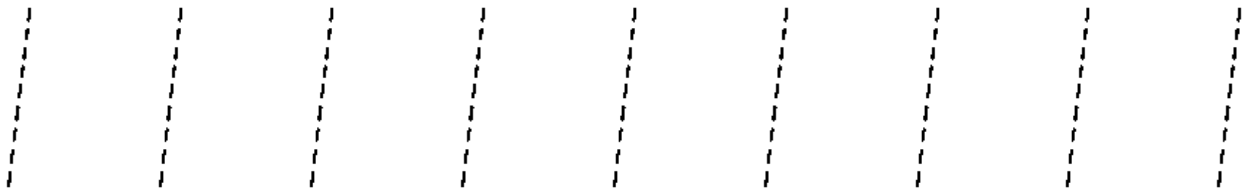
Draw a kite under your best word.



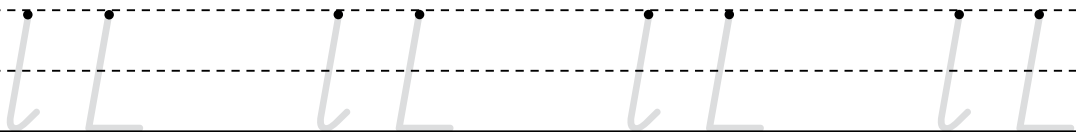
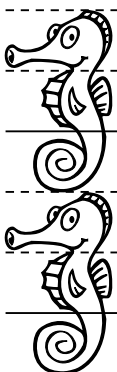
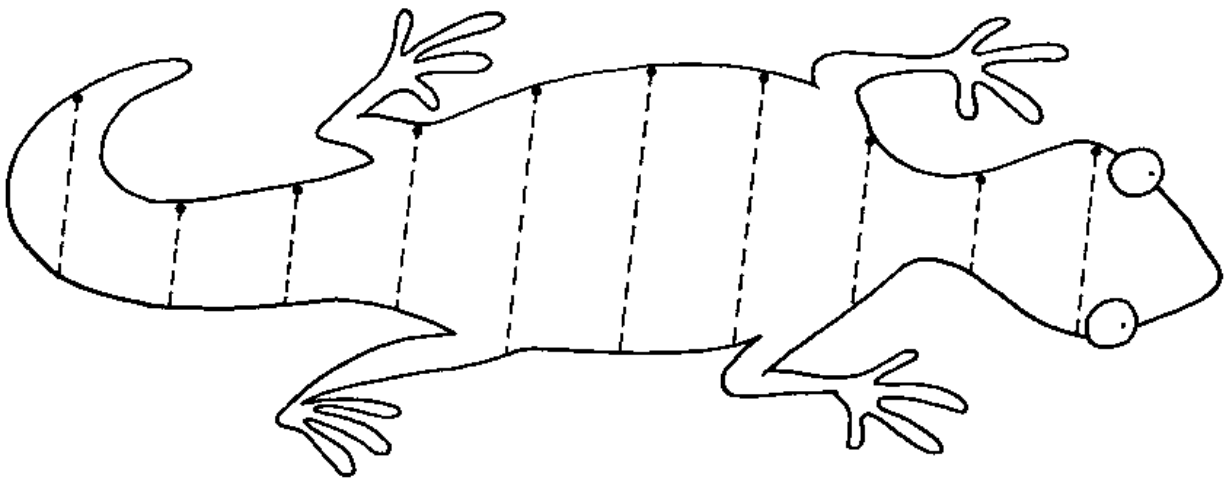
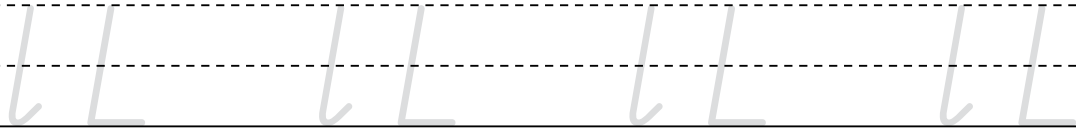
Write some more i family letters.



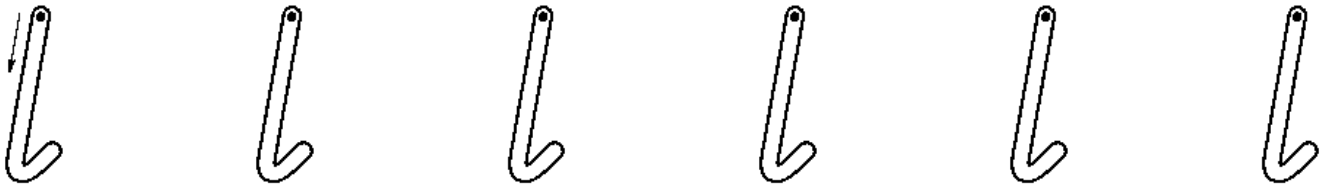
Find l in this pattern.



Draw a dot to show where you start, then trace.



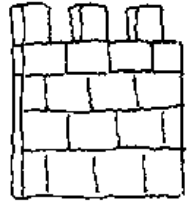
Name: _____



Build words with ll.



shell



Add these i family letters to make words.

l

t

i

ock

ick

sck

ick

ock

lck

ike

alk

bke

ake

ake

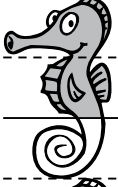
lke

Name: _____

Turn the first l into something interesting. Practise l and L.



l l l l l l l



L L L L L



ll



like love look



let lend long



Little Lucy likes



lemon lollies.

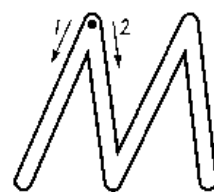


Put a squiggly line under your best word.

Clockwise letters with rounded entries

Name: _____

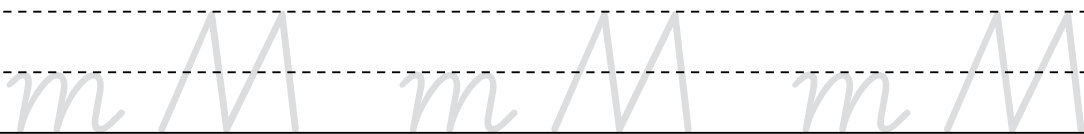
Write some more clockwise letters with rounded entries.



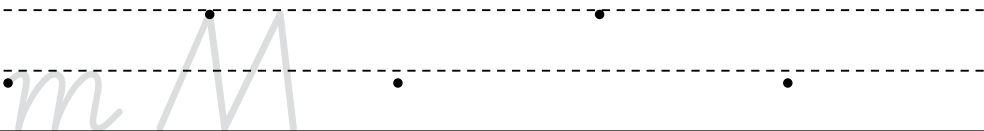
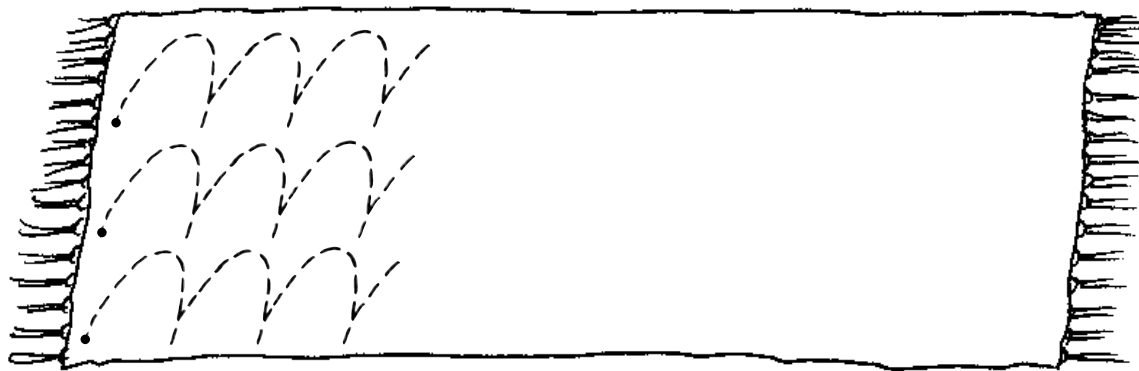
Find the m's in this pattern.



Put a dot to show where you start, then trace.



Fill the mat with hops.



Colour the marbles that show clockwise letters with rounded entries.



Name: _____

m m m m m m

Sort the words into groups that have the same vowel.

Write them next to the correct vowel.

mop mum mitt mud
mint map mad men
mob met



a

e

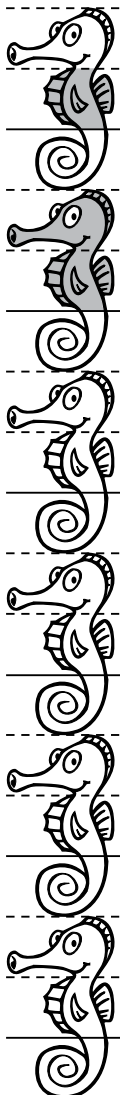
i

o

u

Name: _____

Trace the m's. Colour the wedges.



m m m m m m

M M M M M

m M . .

my me made

mess mint mop

My mum makes



magic music!

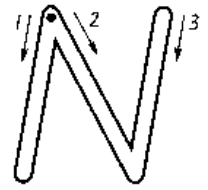


Draw a moon under your best word.

Clockwise letters with
rounded entries

Name: _____

Write some more clockwise letters with
rounded entries.



Trace the n's. Put a dot first to show where you start.



n

n

n

n

n

n

n

Put a dot to show where you start, then trace.



nN

nN

nN

nN



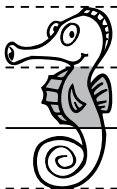
nN

.

.

.

Write the letters that have only a body: n k p r b h m



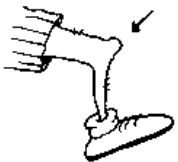
Name: _____

n n n n n n

Add n, trace, then practise the word.



nest



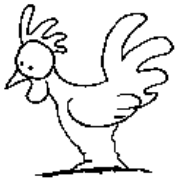
knee



wand



nail



hen



sand



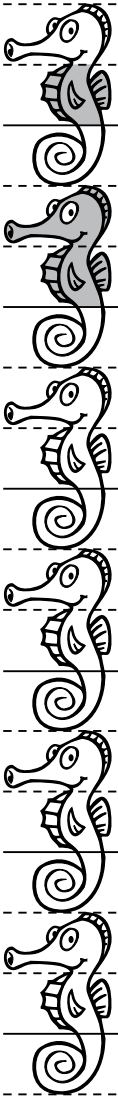
man



moon

Name: _____

Turn the first n into something interesting.



n n n n n n n

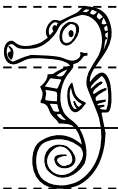
N N N N N N N

n N

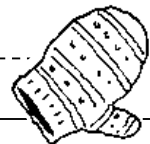
none new now

nest neat need

Nora's Nan knits

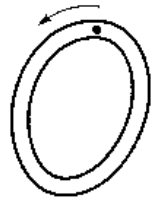


nifty mittens.



Write a number 9 under your best word.

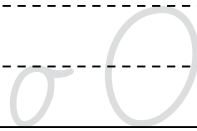
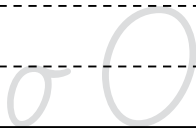
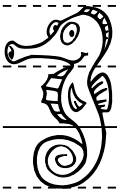
Write some other anti-clockwise letters.



Turn the c's into o's. Put a dot first to show where you start.

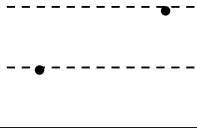
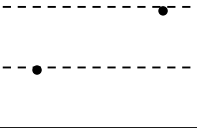
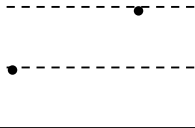
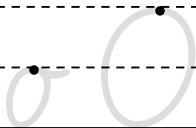


Put a dot to show where you start, then trace.



Whooo

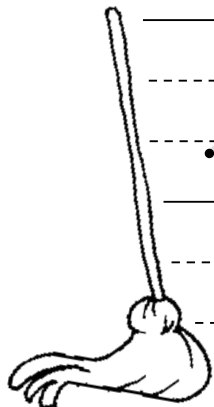
Whooo



Name: _____

o o o o o o

__op



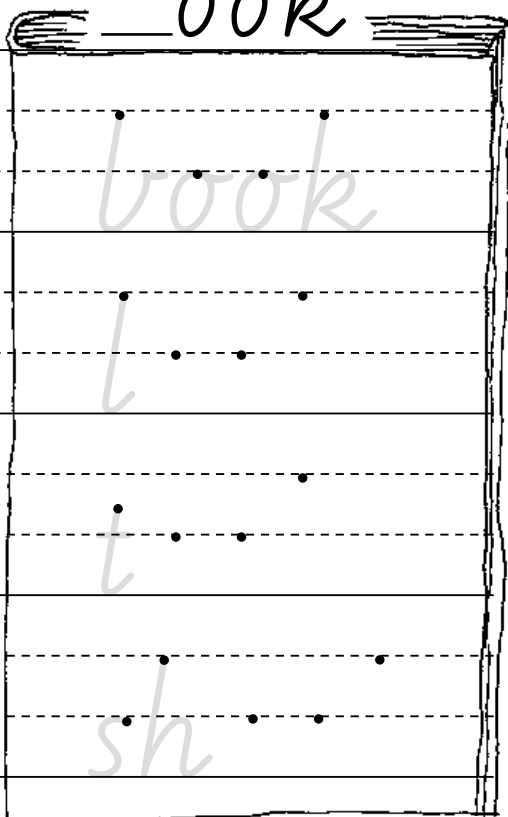
mop h

t sh

dr st

ch b

__ook



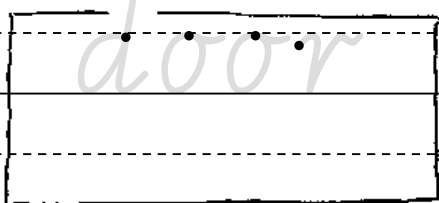
book

l

t

sh

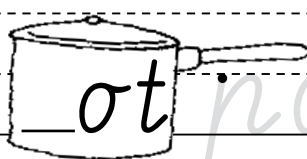
door



n

fl

m



ot

pot l

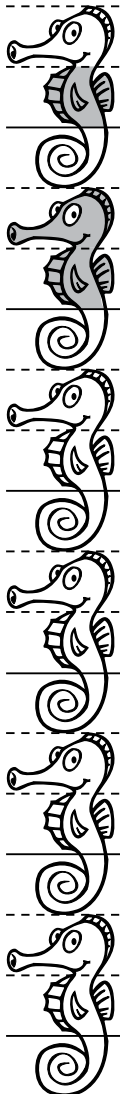
g n

r h

c d

Name: _____

Find the o's hidden in the a's. Put a dot first to show where you start.



a a a a a a a

o o o o o o o

o o o o o o o


on off once

over other our

Oscar took only



one orange.



Put an orange circle around your best word.

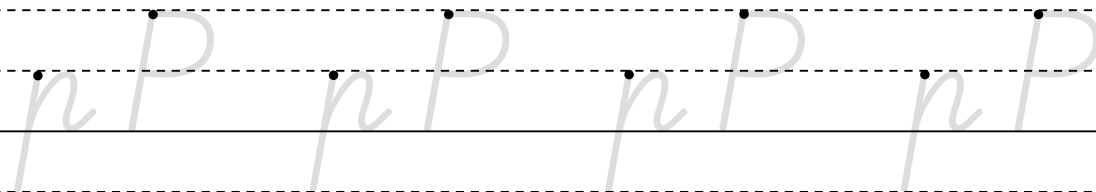
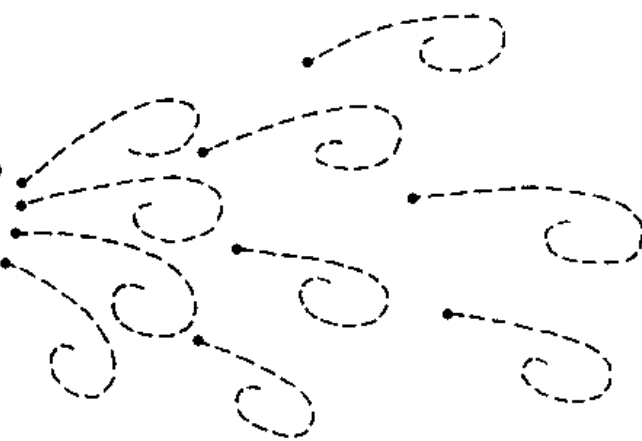
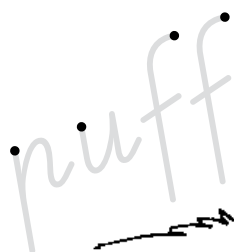
Write some other clockwise letters.



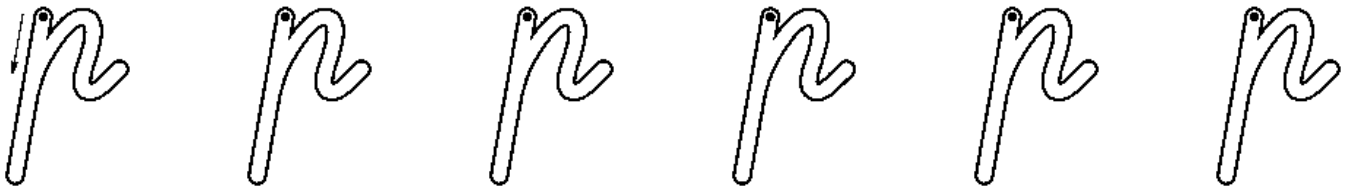
Find the p's in this pattern.



Put a dot to show where you start, then trace.

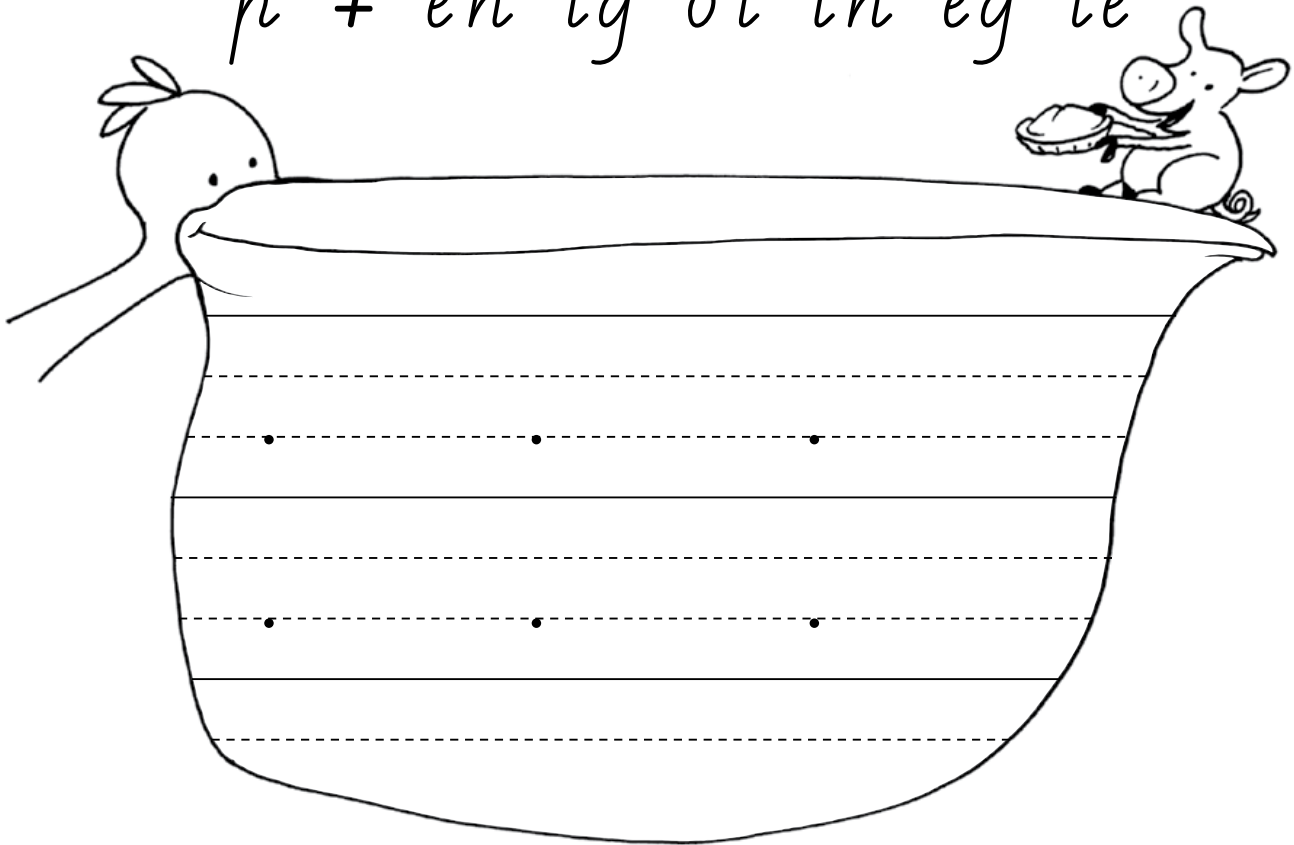


Name: _____



Make words by adding p to these word endings.

p + en ig ot in eg ie



Trace. Add p to make words.

dri

dro

tri

ira

sli

slo

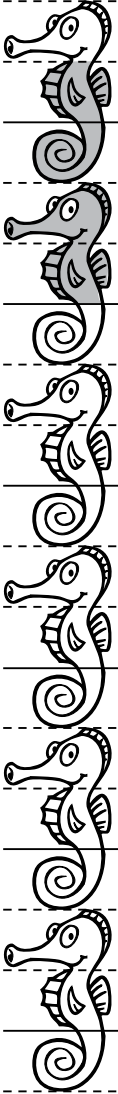
shi

sho

fli

Name: _____

Trace the p's. Colour the wedges.



p p p p p p p

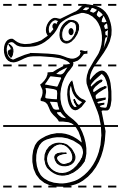
P P P P P P P

p P

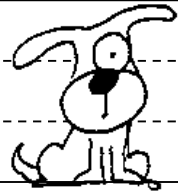
pull push put

pretty pet peg

Pam pats Paul's

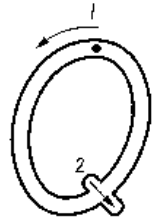


puppy Patch.



Put a pink tick under your *best* word.

Write some more anti-clockwise letters.



Turn the a's into q's. Put a dot first to show where you start.



a

a

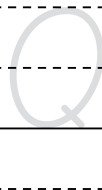
a

a

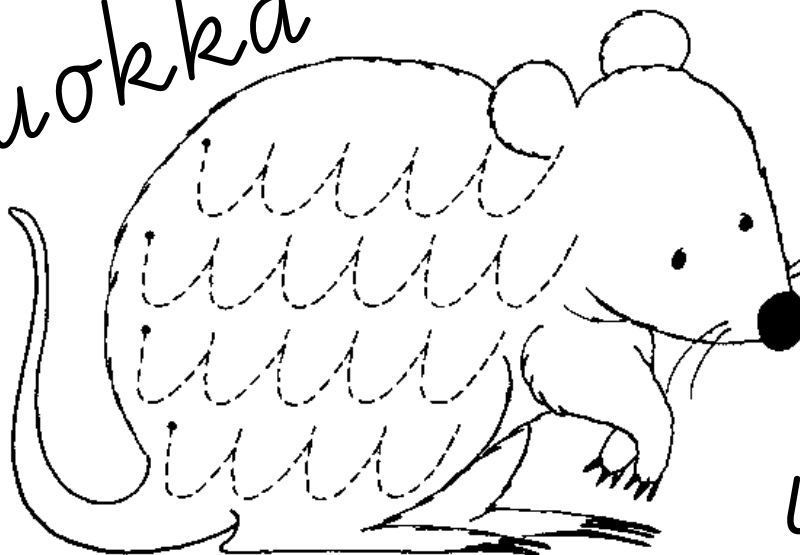
a

a

Put a dot to show where you start, then trace.

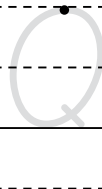


Quokka








Circle the body and tail letters.

q u y d
o g
v w q g



Name: _____

q q q q q q

	q	u	i	l	t	q	s	q
q	u	i	e	t		u	q	u
g	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: _____

Trace the q's. Colour the wedges.



q q q q q q q

Q Q Q Q Q Q Q

q Q

quick quiet quite

queen quilt quit

Quincy is quite



a quiet quoll.



Put a tick under your best word.

Clockwise letters with rounded entries

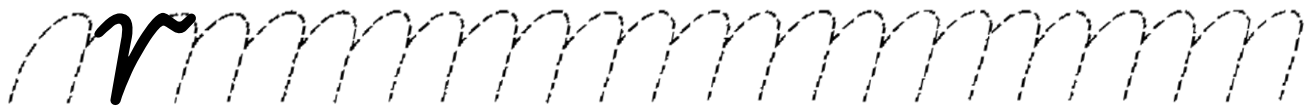
Name: _____



Write some more clockwise letters with rounded entries.



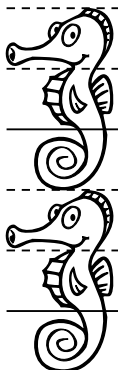
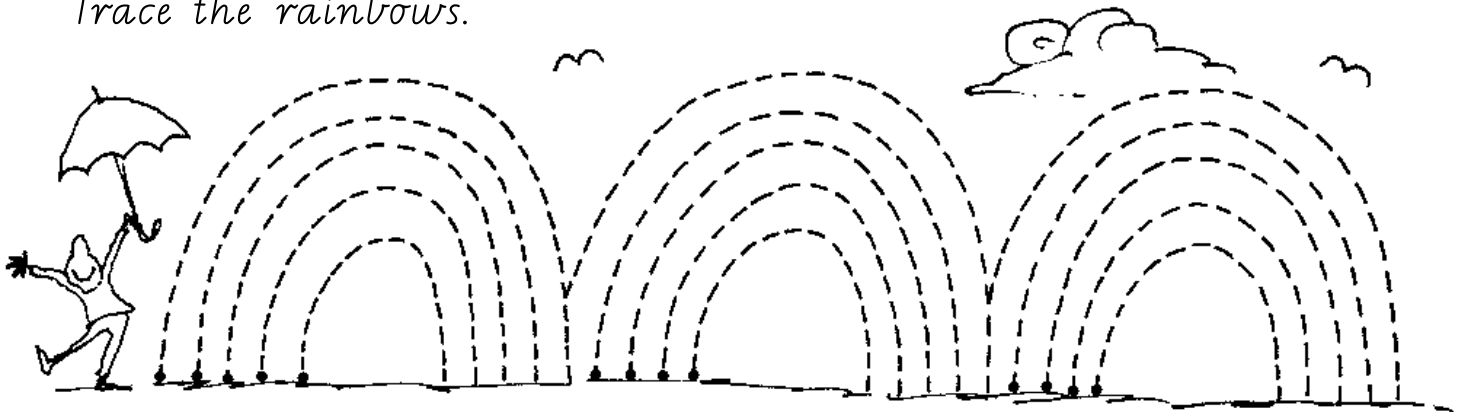
Find the r's in this pattern.



Put a dot to show where you start, then trace.



Trace the rainbows.



Name: _____



Make words by adding r to these word endings.
Write each word next to the picture it matches.

ake

ain

ose

ocket

ice

hino

ope

abbit

ing

at







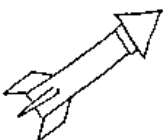














Name: _____

Find the r's hidden in the n's.



n n n n n n n



R R R R R R



r R



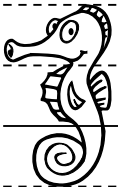
red run road



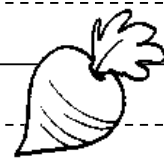
rang rip ring



Radishes grow



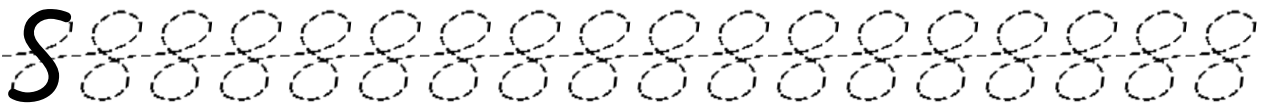
in wiggly rows.



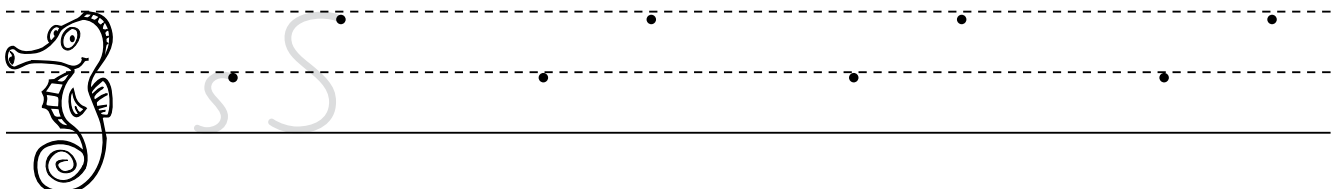
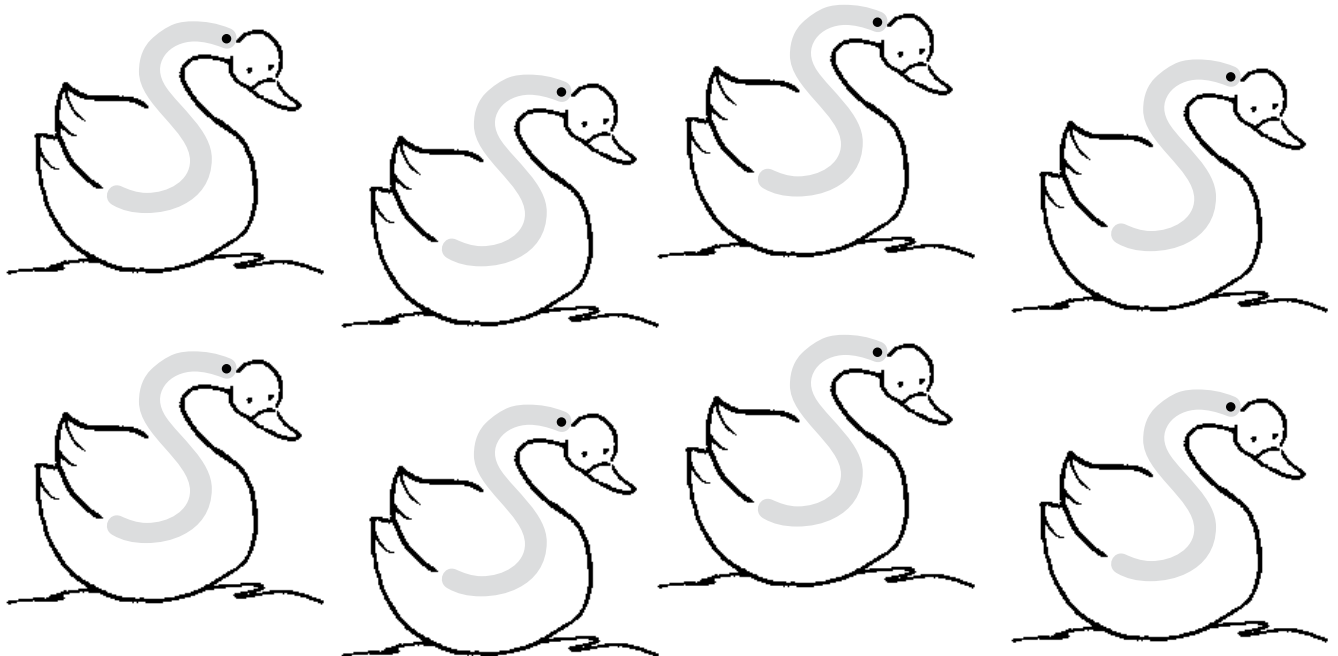
Draw a red wiggly line under your best word.



Find the s's in this pattern. Put a dot first to show where you start.



Put a dot to show where you start, then trace.



Name: _____

S

S

S

S

S

S

Sort the words into groups that have the same vowel.

Write them in the correct column.

sank

sap

side

sat

song

sip

sang

sack

sing

sock

soil

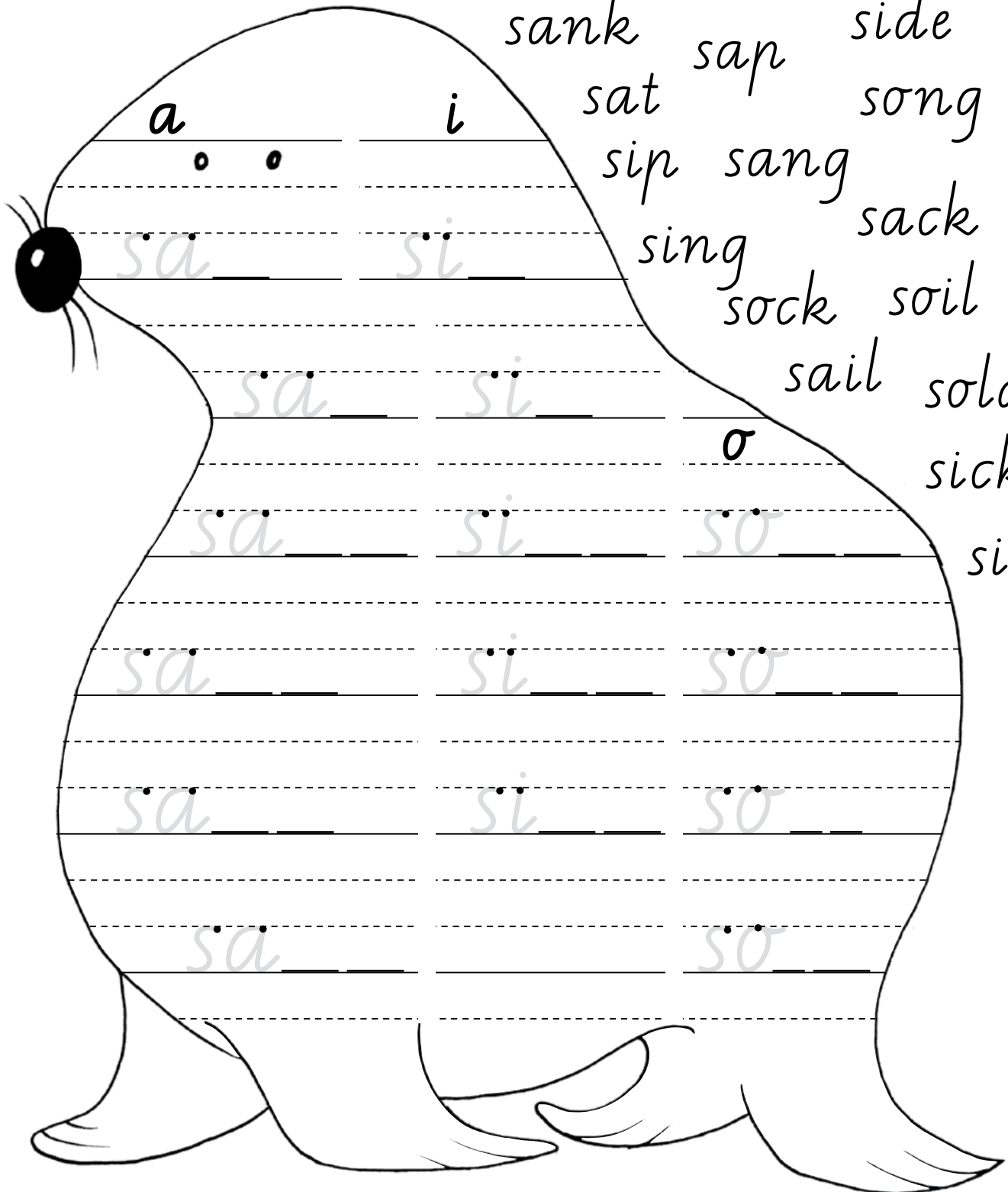
sail

sold

o

sick

sit



Name: _____

Trace.



s s s s s s s

S S S S S S S

s S s S s S s S

school sat saw

sing sang song

"Sorry," said Sam.



"It's smashed!"



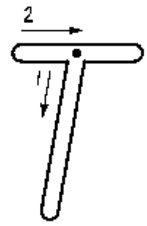
Put a squiggly line under your best word.



Write some more i family letters.

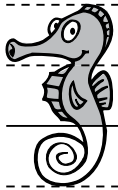


Left-handers



Right-handers

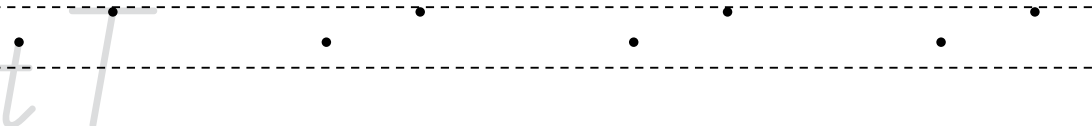
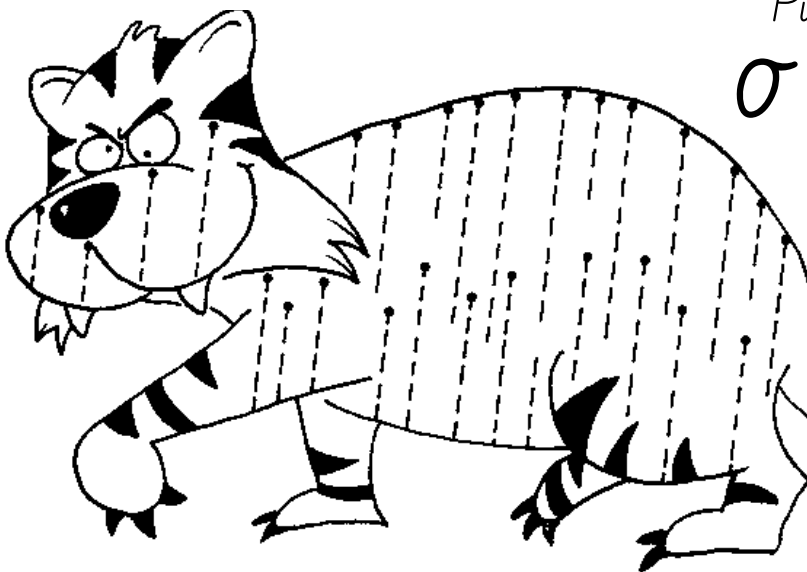
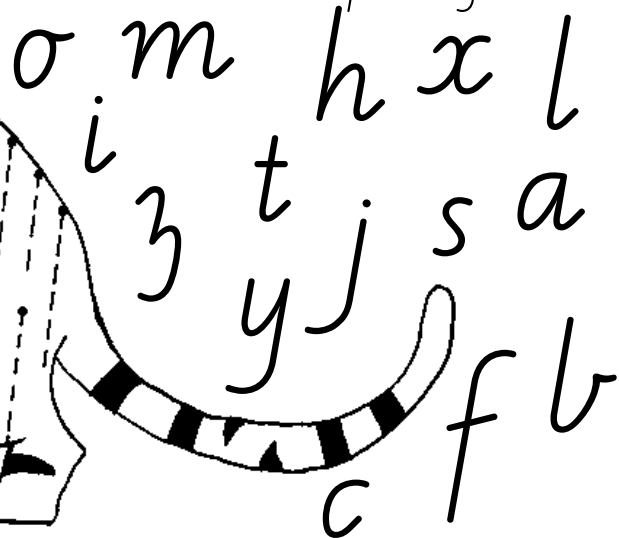
Write the i family letters that have a head and body.



Put a dot to show where you start, then trace.



Put a ✓ on i family letters.

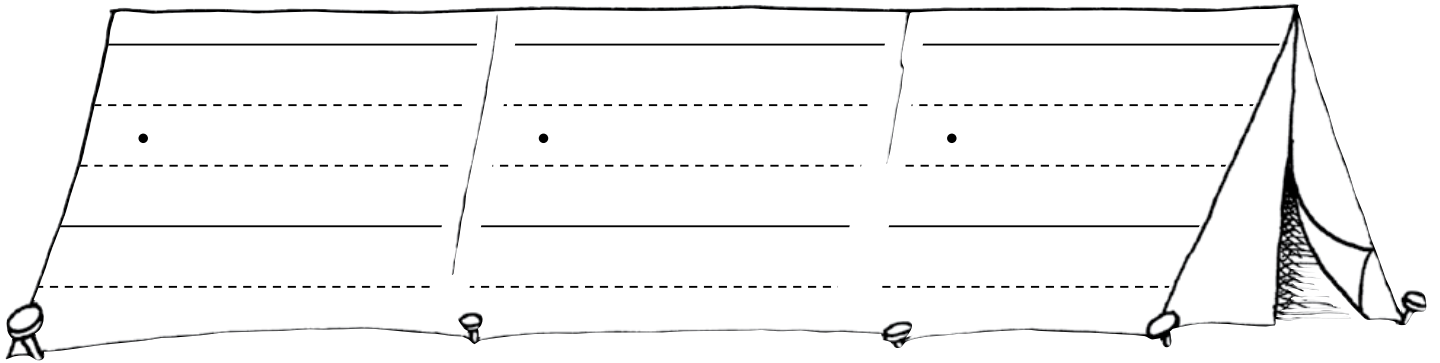


Name: _____



Make words by adding t to these word endings.

t + ent art int



Make words that rhyme with the word at the top of the column.

hat

hot

hit

c

c

k

m

r

s

s

p

f

r

g

p

f

l

b

Name: _____

Turn the first t into something interesting.



t

t

t

t

t

t

t



T

T

T

T

T

T



t

.

.

.

.

.

.



to

too

two



tonight

today



This Thursday



Tia turns ten.



Circle your best word.

Name: _____



Build words: s l g f r n + un

_____	_____	_____
-----	-----	-----
-----	-----	-----
_____	_____	_____
-----	-----	-----
-----	-----	-----
_____	_____	_____
-----	-----	-----

Practise these words.





cup



cut



puppy



bug



under



lunch



thumb

Name: _____

Trace the u's. Colour the wedges.



u u u u u u u

U U U U U U U

u U

use until upon

under undo up

Unicorns usually

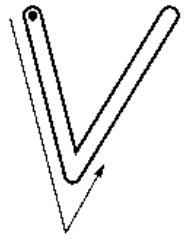


use umbrellas.



Draw an umbrella under your best word.

Write some more u family letters.



Find the *u*'s

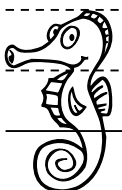
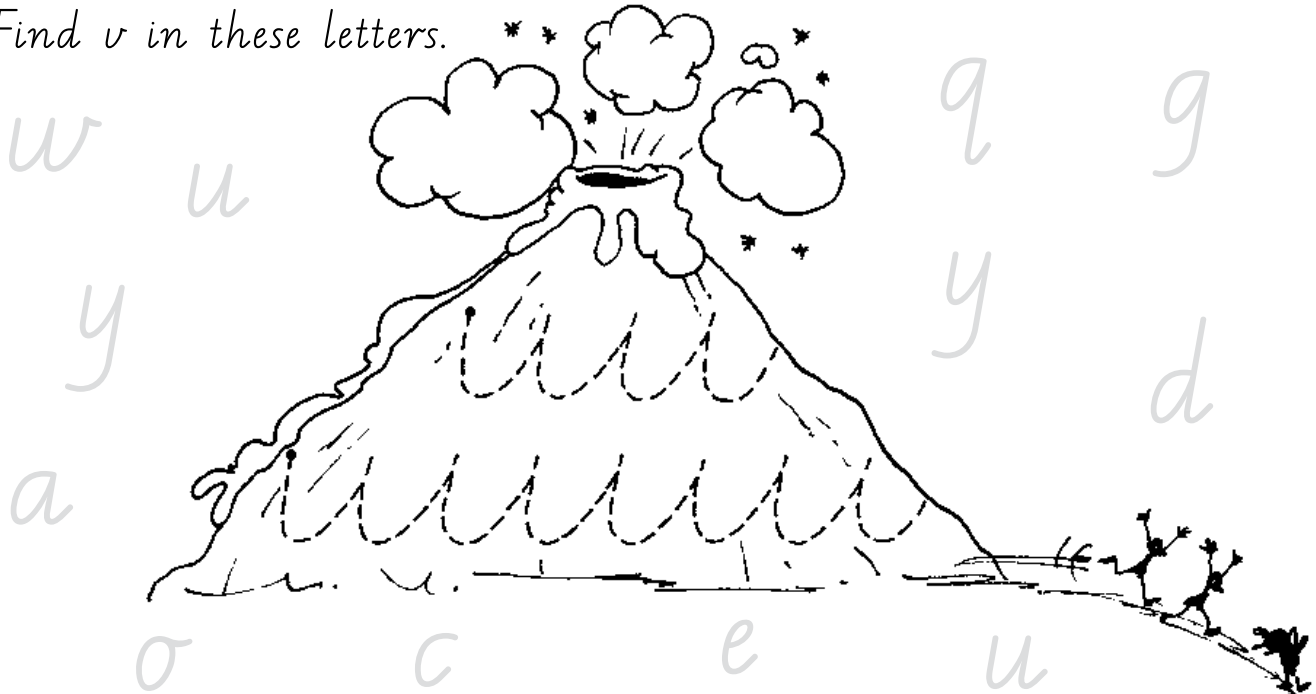
U u u u u u u

Put a dot to show where you start, then trace.



u u u u

Find *u* in these letters.



u u u u

Name: _____



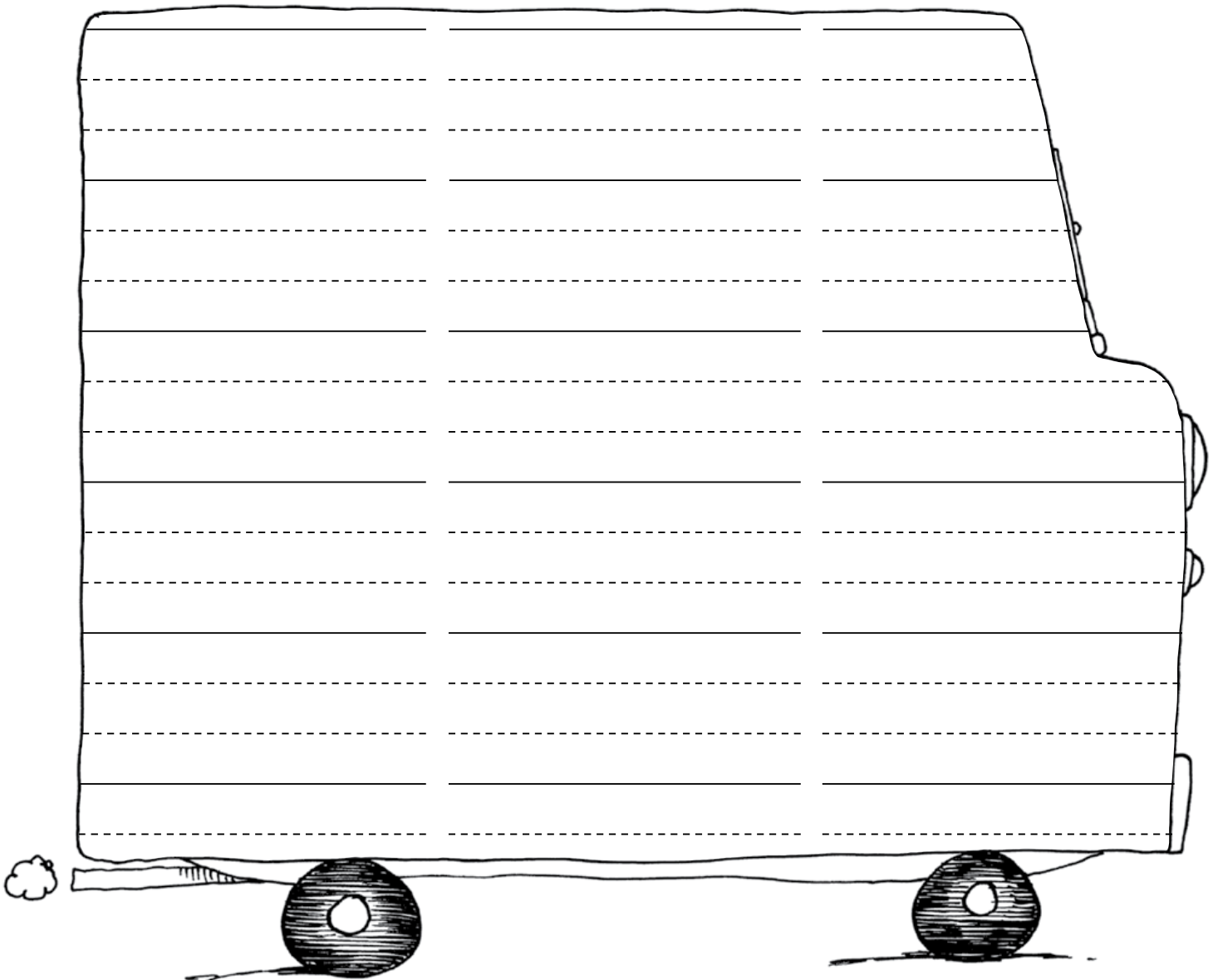
Sort these words according to the vowel before the v.

dive save over gave wave love
hive
live cove pave five stove

a

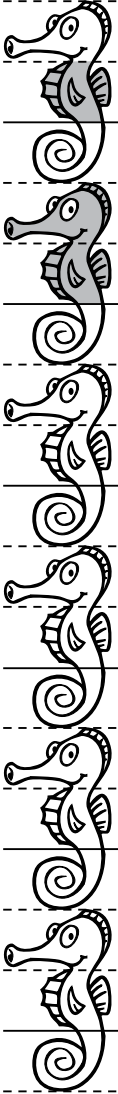
i

o



Name: _____

Turn your first *v* into something interesting.



v v v v v v v

V V V V V V V

v v

very visit vote

vase vest vine

Eva dived over



five waves. 

Draw some waves under your best word.

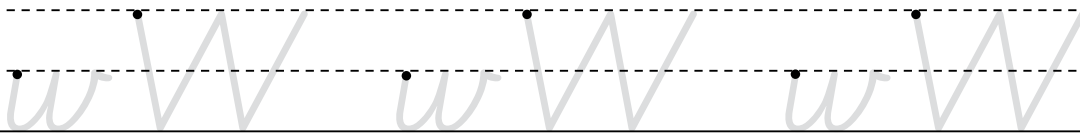
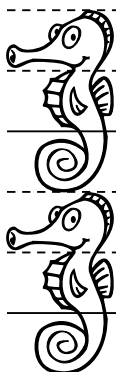
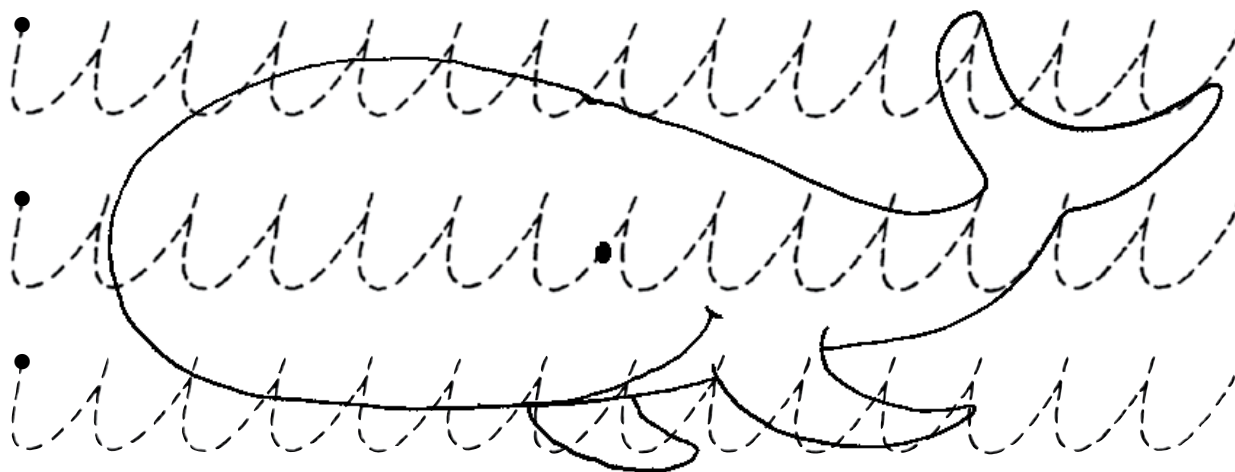
Write some more u family letters.



Find the w's in this pattern.



Put a dot to show where you start, then trace.






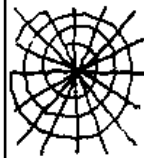


Name: _____

w w w w w w

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: _____

Trace the w's. Colour the wedges.



w w w w w

W W W W

w W w W w W

went was with

where why who

Worms wiggle



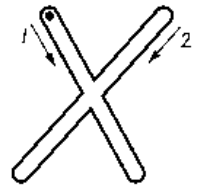
when I whistle!

Draw a worm under your best word.

Clockwise letters with rounded entries

Name: _____

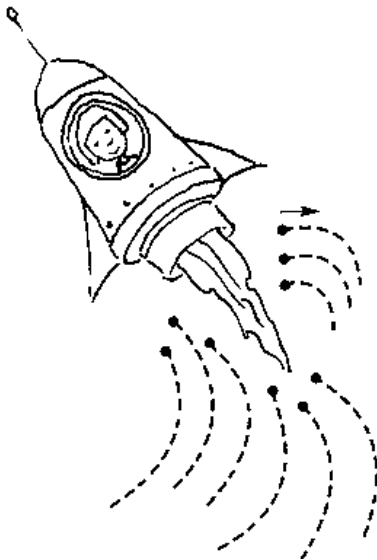
Write some more clockwise letters with rounded entries.



Finish the x's. Put a star to show where the second stroke of each x starts.

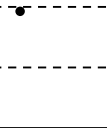
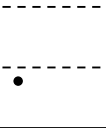
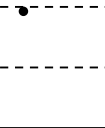
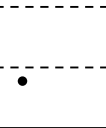
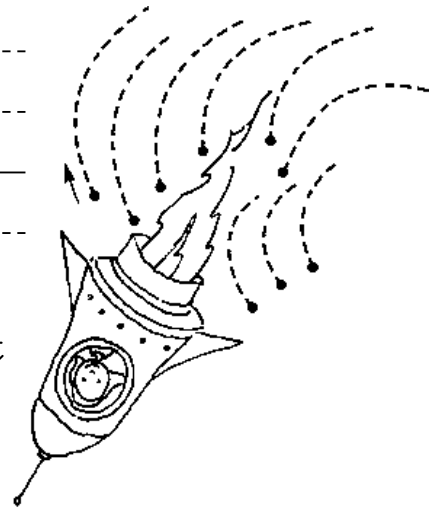


Put a dot to show where you start, then trace.



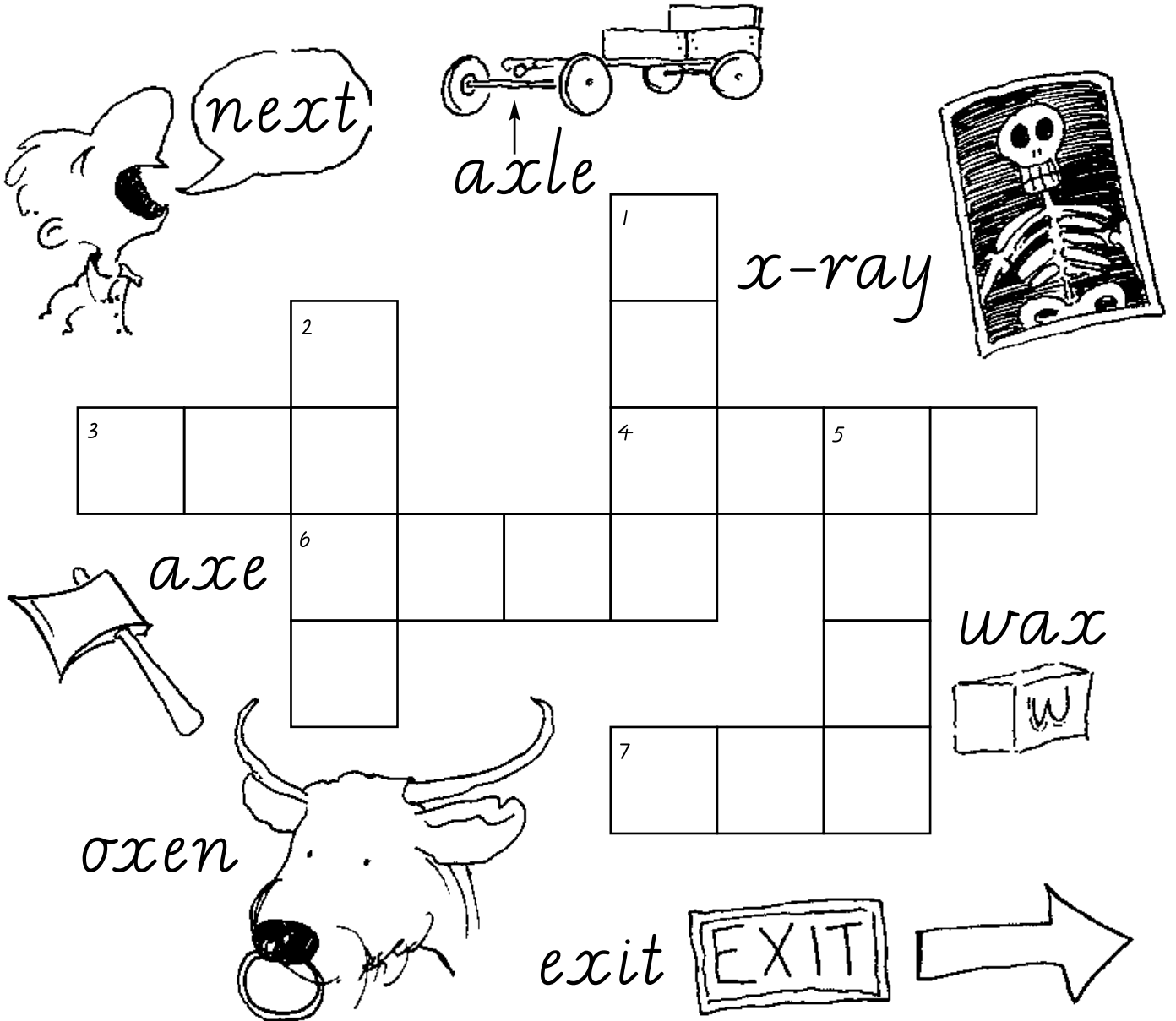
Write the clockwise letters that match the shaded part of the seahorse.

h i r z n f x



Name: _____

x x x x x x



Across

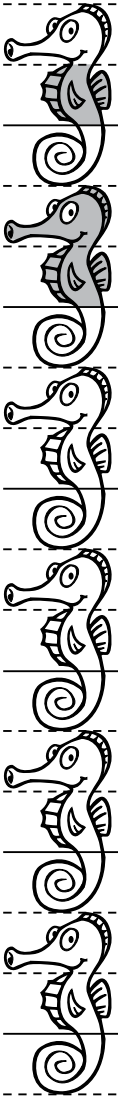
3. Candles are made of this.
4. Photo of bones through skin.
6. The way out of a room.
7. Tool used to chop wood.

Down

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

Name: _____

Trace the x's.



x x x x x x x

X X X X X X

x X

fix mix six

box wax fox

Lexa fixes boxes



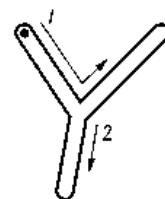
next to the exit.

Put a cross under your best word.

x

Write some more u family letters.

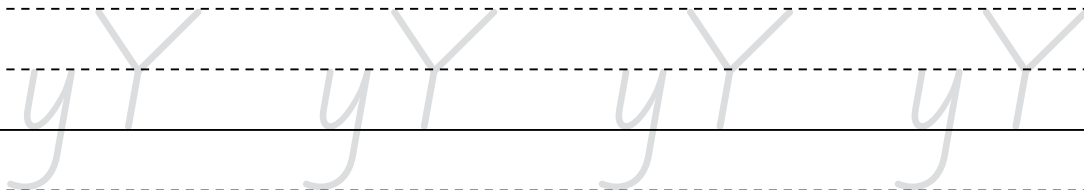
y



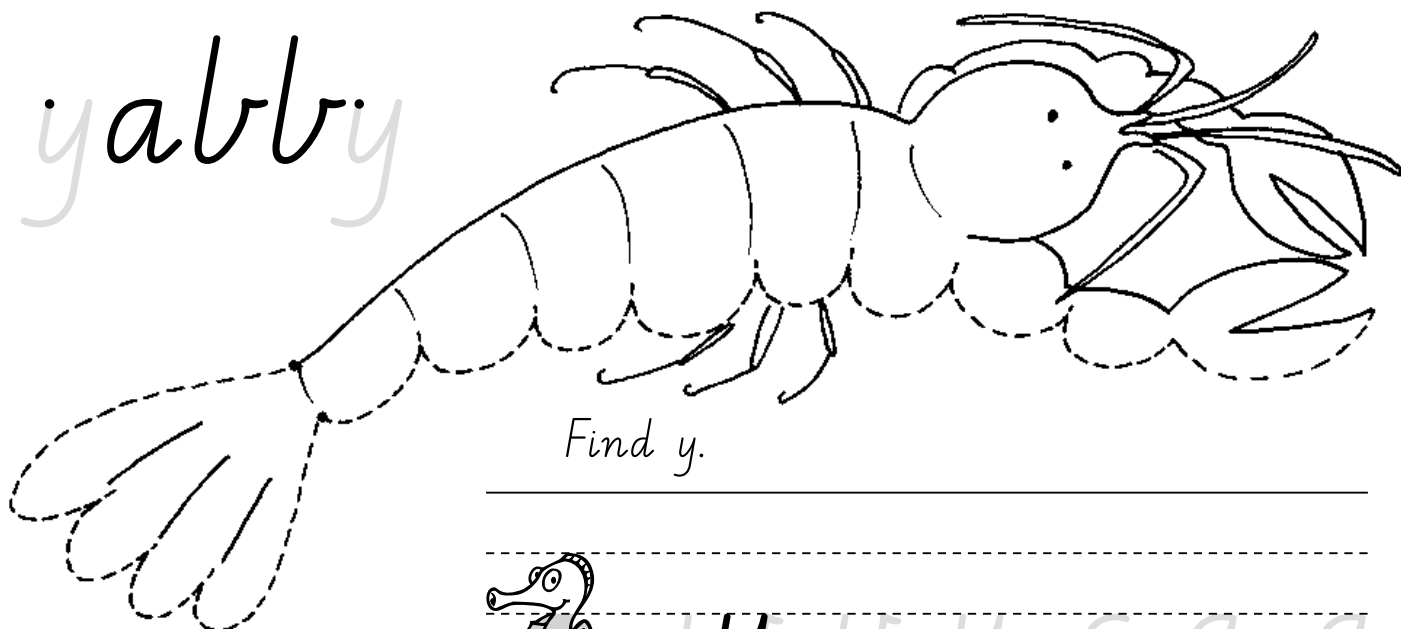
Find the y's in this pattern.



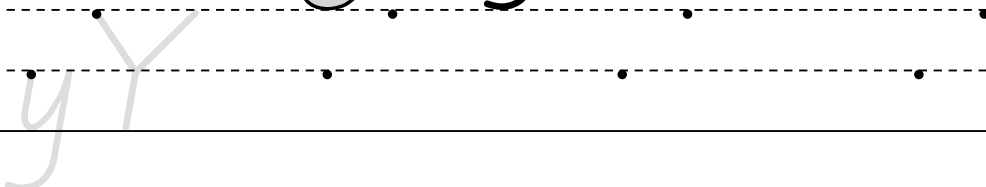
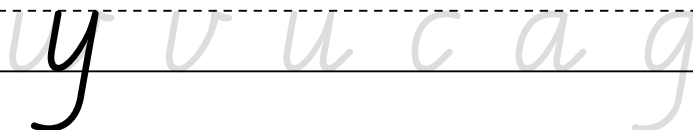
Put a dot to show where you start, then trace.



yabby



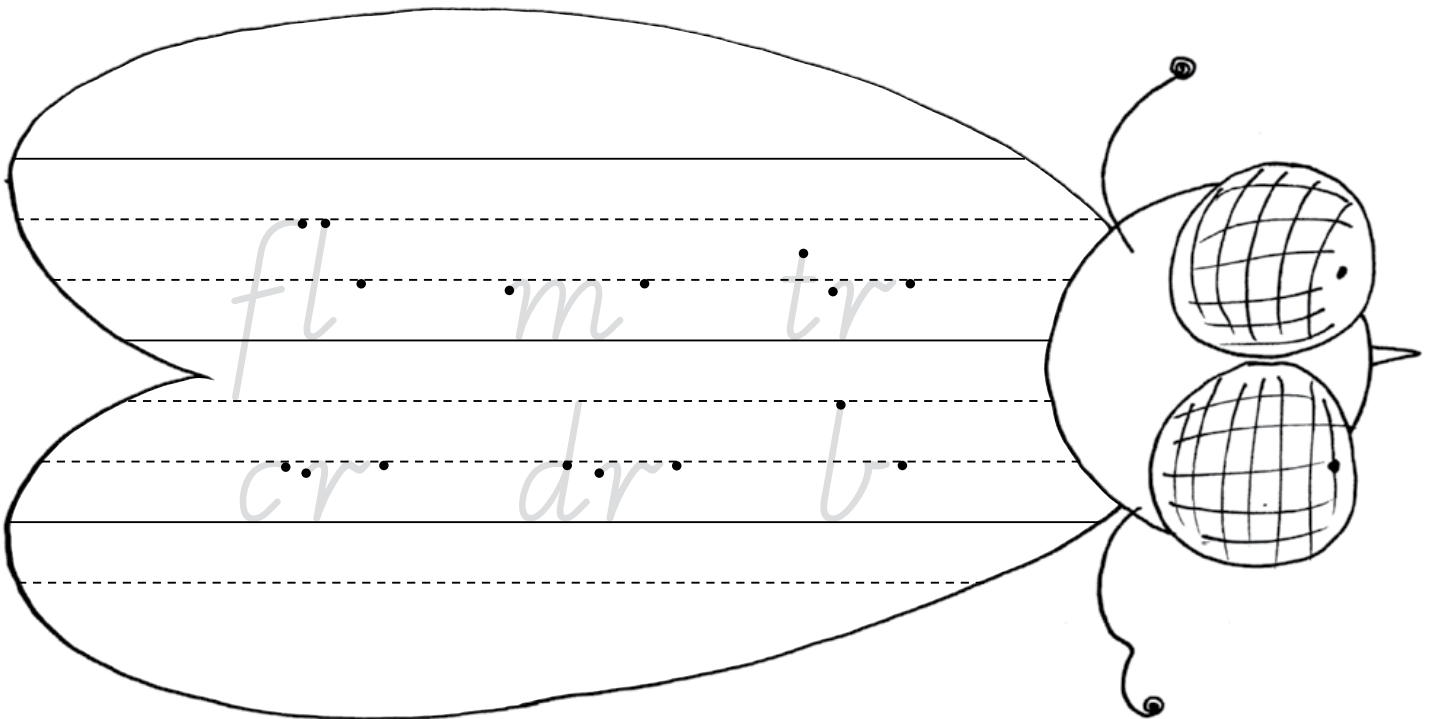
Find y.



Name: _____

y y y y y y

Make words by adding y that says "i" to these word beginnings.



Make words by adding y that says "e" to these word beginnings.

happ sill funn
bus luck ugl
dizz frill

Name: _____

Finish the capital Y's. Put a star to show where the second stroke starts.



Y Y Y Y Y Y

y y y y y y y

y Y

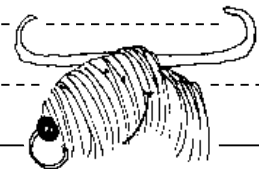
you your yes

yabby yet yell

Young yaks are



very happy.



Draw a smile under your best word.

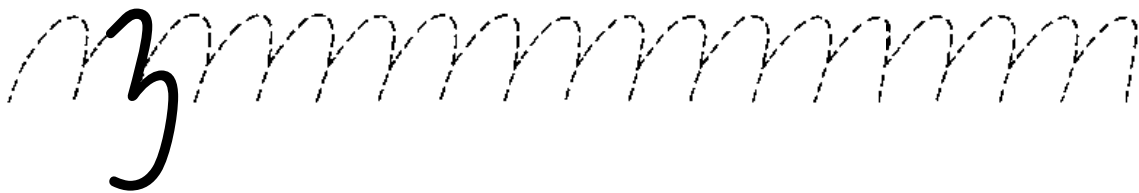
Clockwise letters with
rounded entries

Name: _____

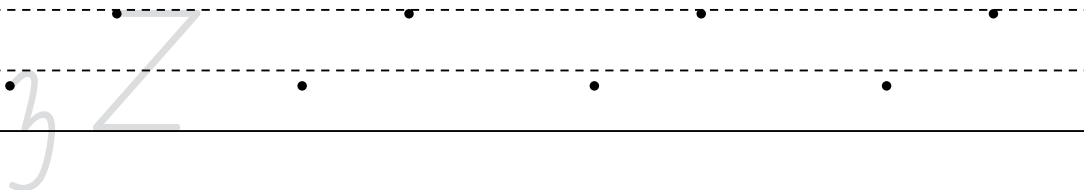
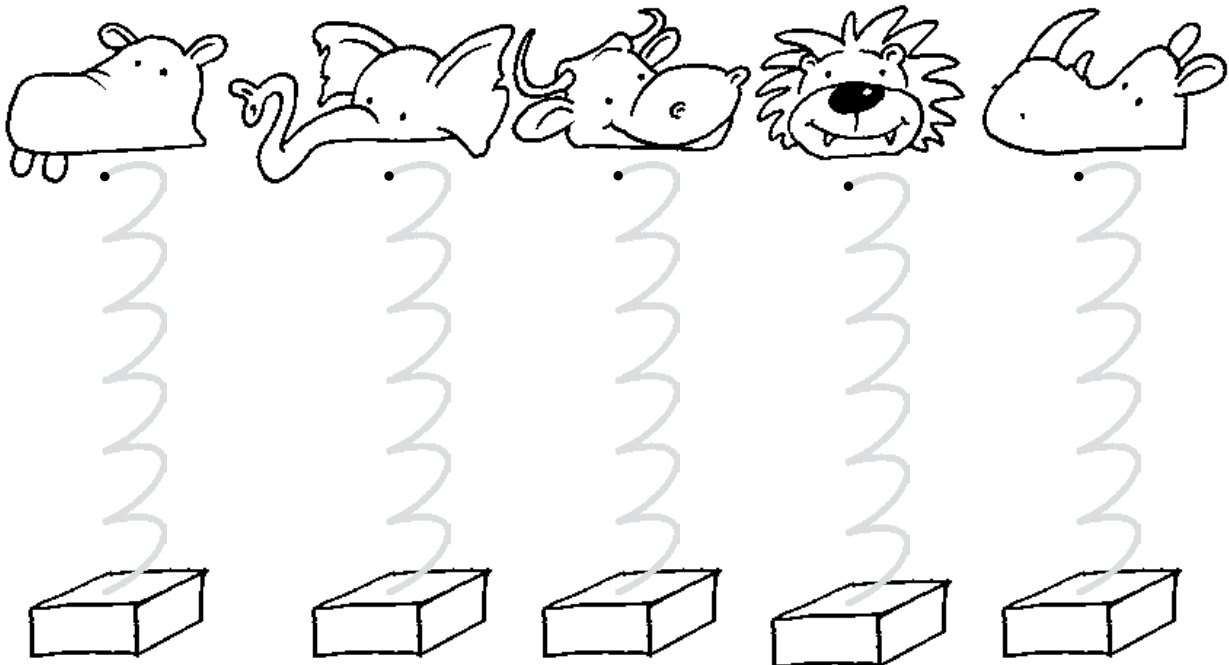
Write some more clockwise letters with
rounded entries.



Find 3 in this pattern.



Put a dot to show where you start, then trace.

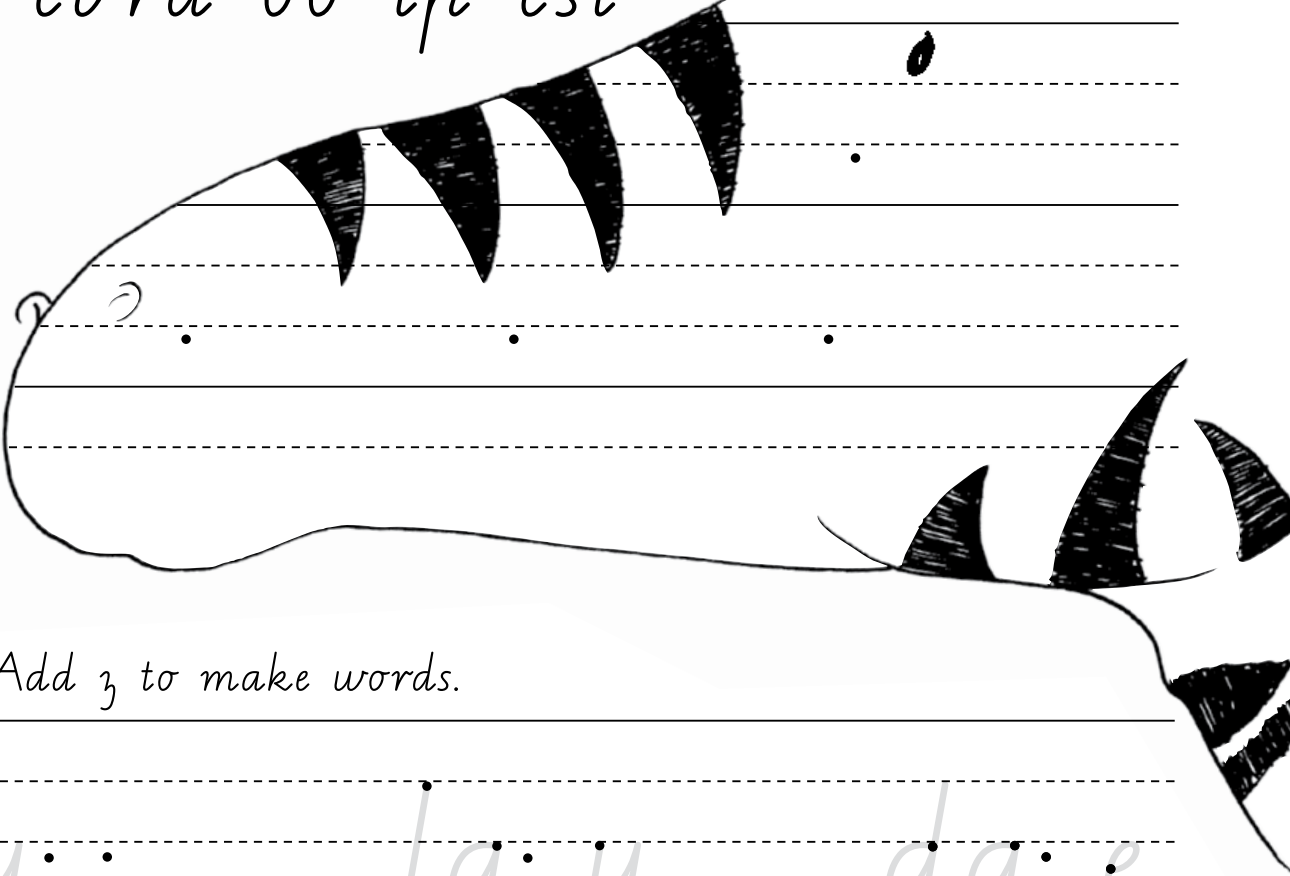


Name: _____

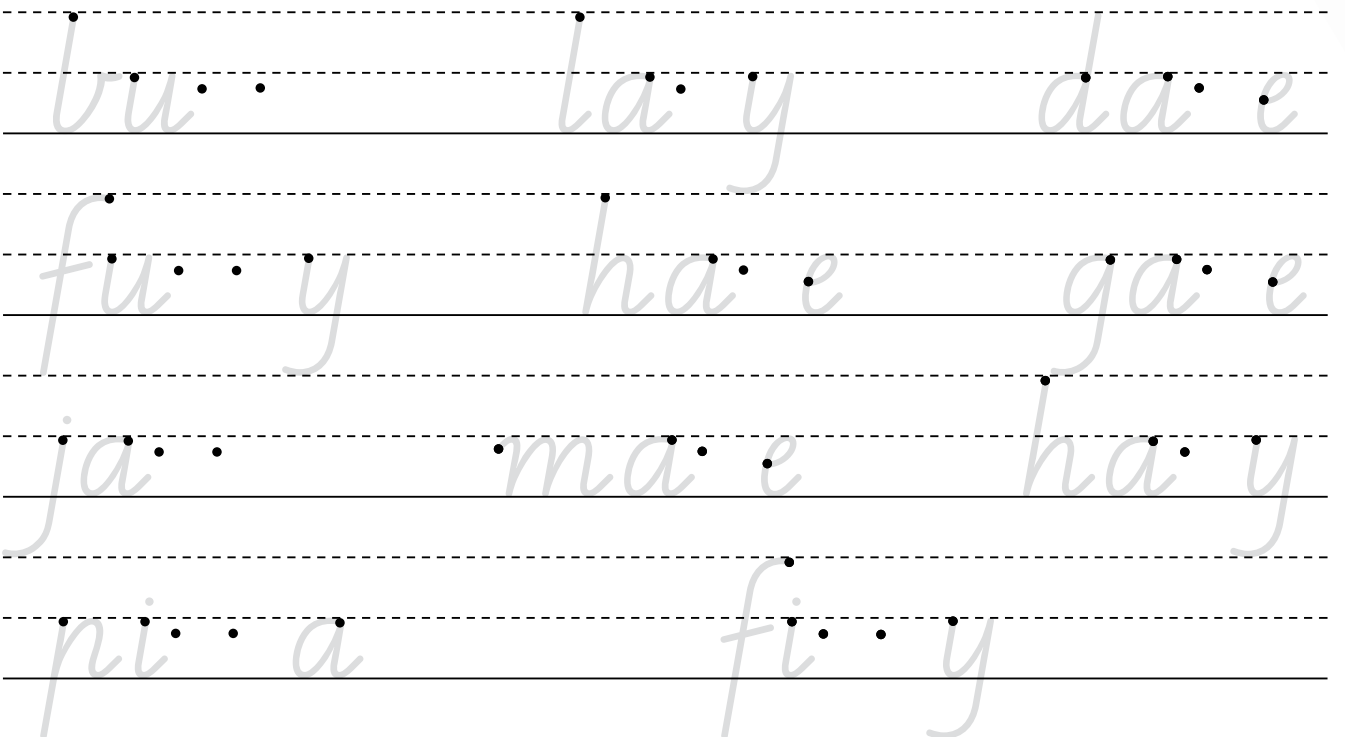


Make words by adding z to these word endings.

z + elra oo ip est



Trace. Add z to make words.



Name: _____

Turn the x's into z's.



z

x

x

x

x

x

x



Z

Z

Z

Z

Z

Z



z

Z

z

z

z

z



zero

best

zone



zoo

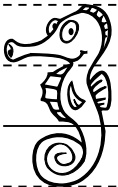
zip

pizza



Zany

zucchini

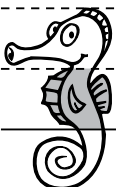
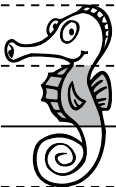
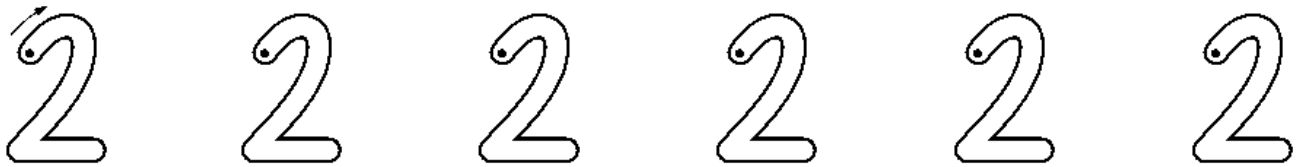
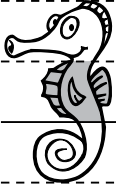
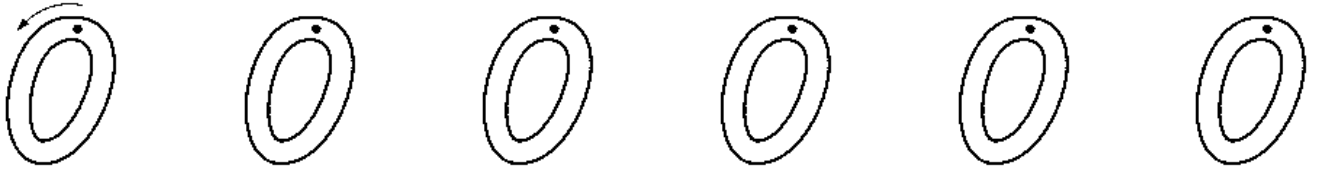


zoom with zeal.

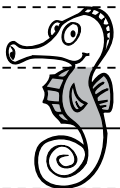
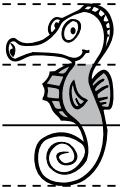
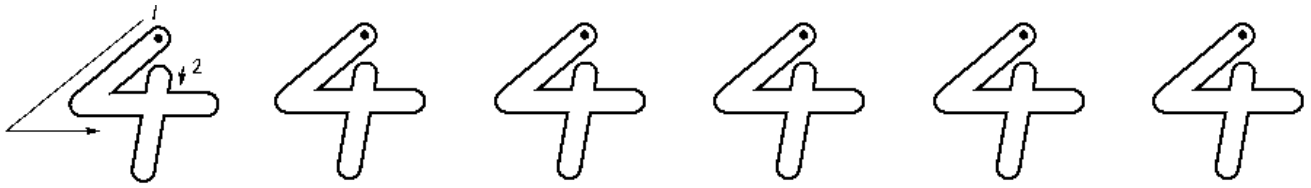


Put a zig-zag under your best word.

Name: _____

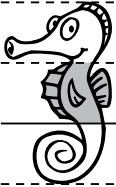


Name: _____



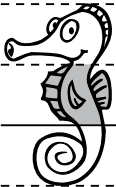
Name: _____

7 7 7 7 7 7



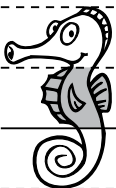
7 7 7 7 7 7 7 7

8 8 8 8 8 8



8 8 8 8 8 8 8 8

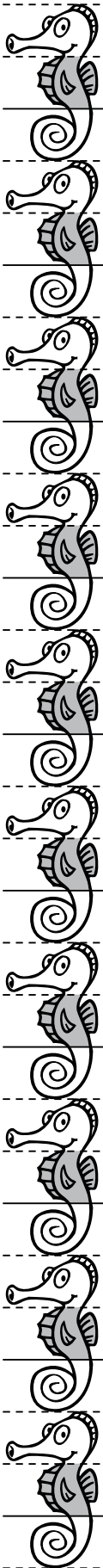
9 9 9 9 9 9



9 9 9 9 9 9 9 9

Name: _____

Trace and finish the numerals.



1 1 1 1

2 2 2 . . .

3 3 3 . . .

4 4 4 . . .

5 5 5 . . .

6 6 6 . . .

7 7 7 . . .

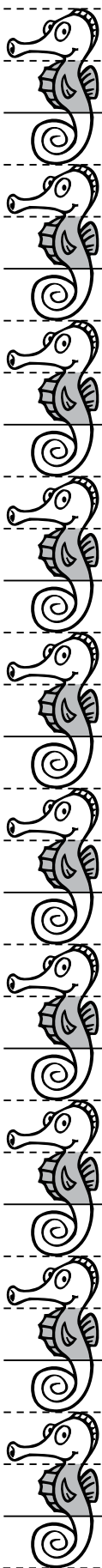
8 8 8 . . .

9 9 9 . . .

10 10 10 . . .

Name: _____

Trace and finish the numerals.



20

20

20

20

30

30

30

30

40

40

40

40

50

50

50

50

60

60

60

60

70

70

70

70

80

80

80

80

90

90

90

90

100

100

100

100

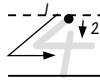
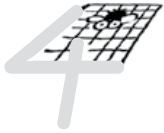
200

200

200

200

Name: _____



Name: _____



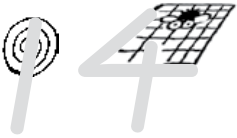
11



12



13



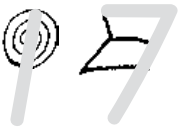
14



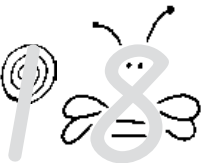
15



16



17



18

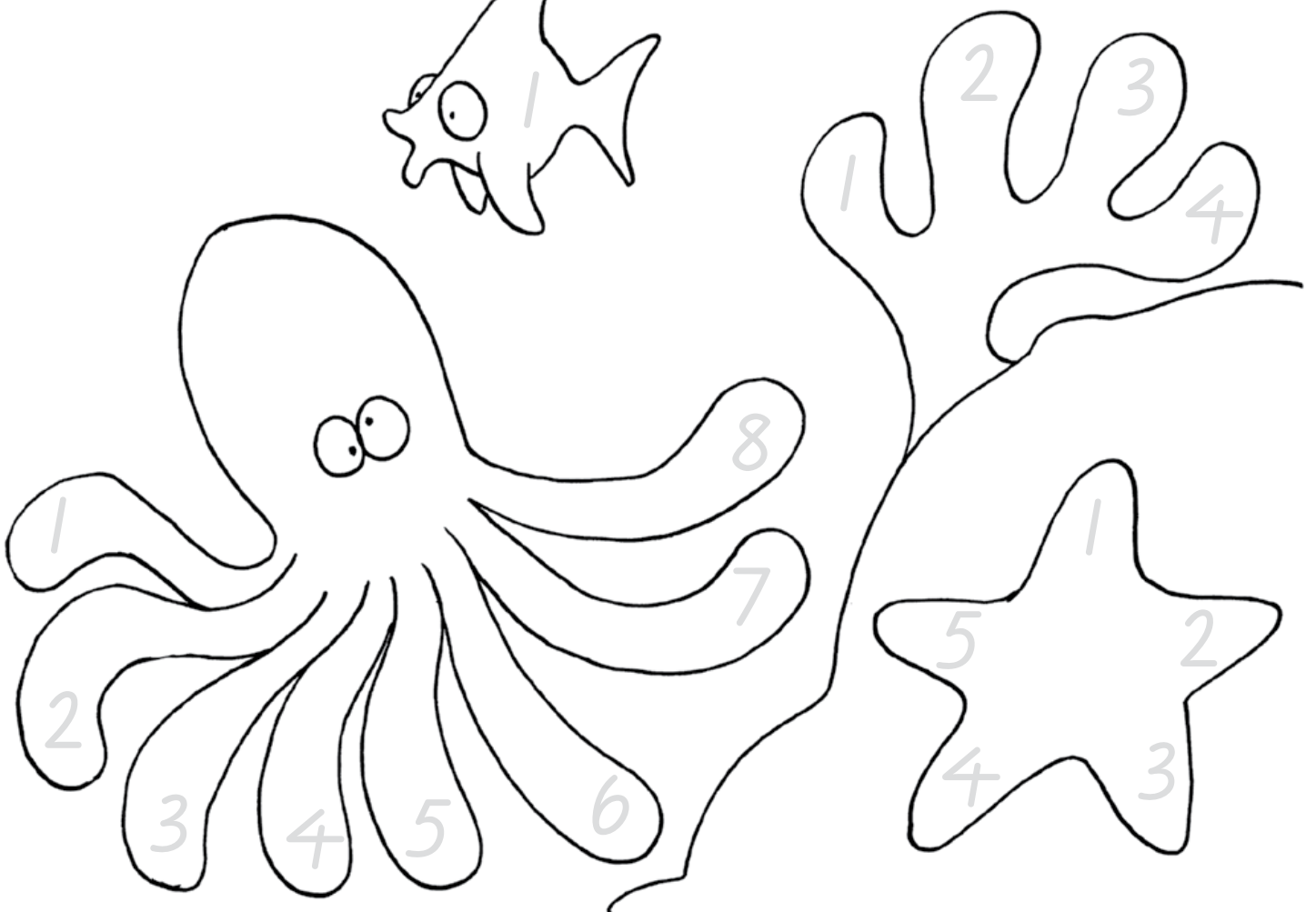


19



20

Name: _____



Name: _____

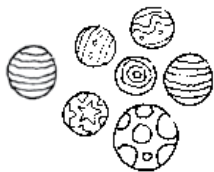
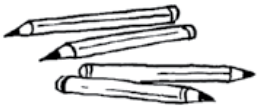
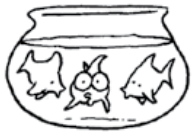
How many?

Write the numeral and the number word.



2

two



Name: _____

Trace. Match each numeral to the correct number word.

0 one seven 0

1 three four 1

2 zero eight 2

3 four one 3

4 seven nine 4

5 two six 5

6 five zero 6

7 eight three 7

8 nine five 8

9 six two 9

Name: _____

Trace. Fill in the numbers that come before and after.



USING COMPUTERS

This unit on computer skills has been designed to supplement the Writing sub-element of the English curriculum, in particular **HwK4**.



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, monitor or screen, keyboard, mouse, laptop, iPad, tablet. (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 124. 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.

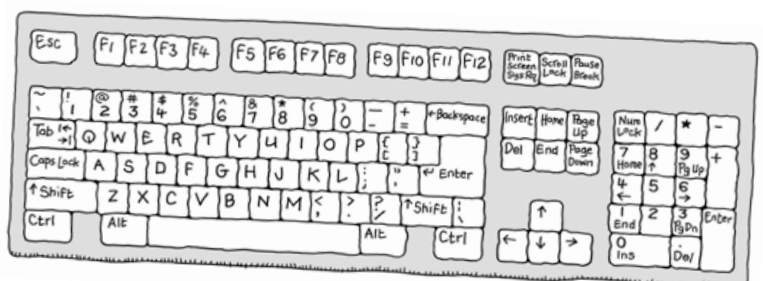
BECOMING MORE FAMILIAR WITH THE KEYBOARD

Page 125, which shows a computer keyboard, can be enlarged or used at original size by individual students in a one-to-one, group or whole class lesson. The configuration of the keyboards that are used with your school's computers may vary slightly from the keyboard shown. However, the letter keys, numerals, space bar, shift keys, delete/backspace key and enter/return key should be in a uniform position. Talk through any variations with the students.

The first activity revises the keyboard functions explored in Pre-Primary. Subsequent activities introduce new functions and skills.

Recognising the keys

- 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 home row

- 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.
- ② Colour all the other letter keys purple.



Left- and right-hand keys

(It may be useful to prepare beforehand a copy of the keyboard worksheet with a diagonal line drawn between 5, T, G, B, and 6, Y, H, N — this shows the separation between left- and right-hand keys on the keyboard.)

- ② Colour these letters green: A S D F G. These are the home row keys you type with your left hand.
- ② Colour green any other letters, numerals or function keys you would type with your left hand.
- ② Discuss the keys you coloured. Did you colour the numerals 1 2 3 4 5, the shift key on the left, the caps lock key?
- ② Colour these letters blue: H J K L. These are the home row keys you type with your right hand.
- ② Colour blue any other letters, numerals or function keys you would type with your right hand.
- ② Discuss the keys you coloured. Did you colour the numerals 6 7 8 9 0, the enter/return key, the shift key on the right?

The delete/backspace key

- 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 cursor arrows

- ② First, colour the caps lock key green, the two shift keys yellow, and the space bar orange. Now find the arrow keys. Colour them red. They are used to move the cursor on the screen up, down, left and right. Write next to each arrow the word that shows the direction in which it will make the cursor move. For example, which arrow will you write the word 'up' next to?

THE TASK CARDS

The task cards on pages 126–135 can be printed and laminated. They are designed to be used by individual students or student pairs, with the support of a teacher or parent helper. Some of the cards have a self-assessment component.

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 until they are able to do this themselves. You may also need to select an appropriate font and font size.

The activities on the task cards 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.

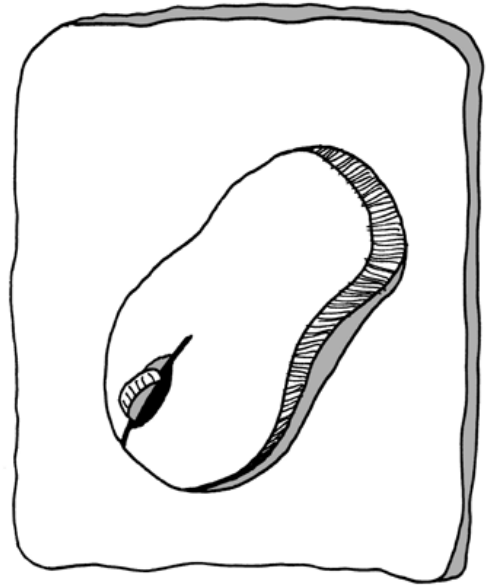
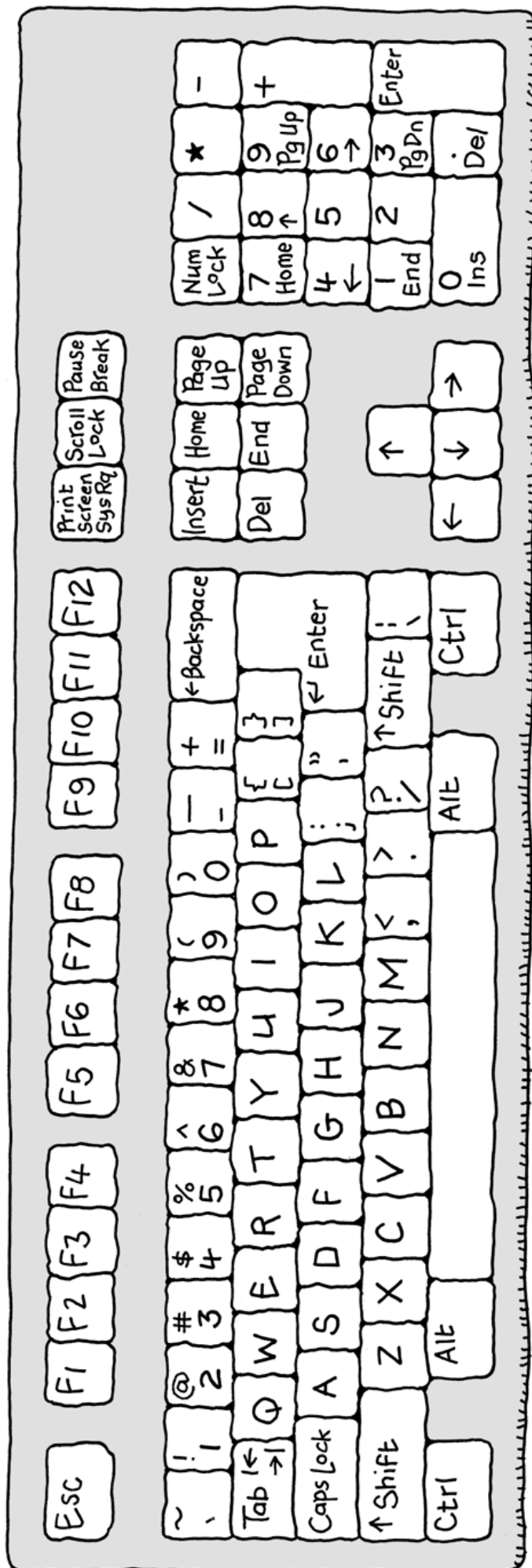
COMPUTER SKILLS CHECKLIST

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.

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.



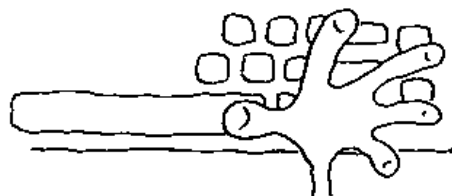
Task Card 1

Shift key

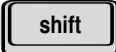
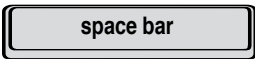
1. Type these letters.

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.

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**.




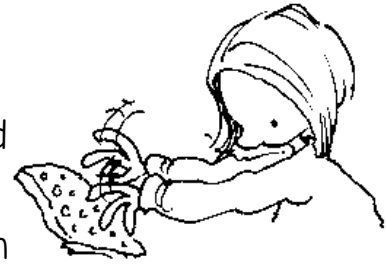
Remember!

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

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.




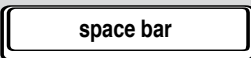

She likes to mow our lawn.



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.

Task Card 4

Typing More Sentences

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:

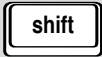

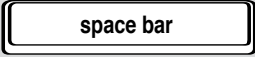

My cat has fur.

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!

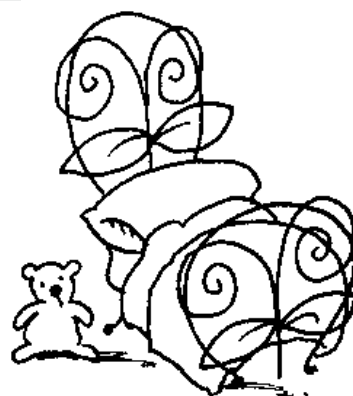
- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.

Task Card 5

Sentences with Numerals

1. Find the **full stop key** [.] and the **comma key** [;].
2. 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.**



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

Remember!



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

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



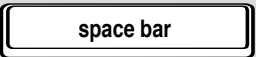
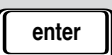
My friend has a bikc

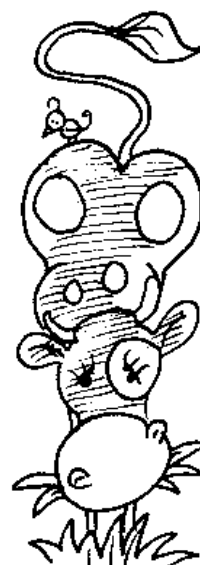
I went to the shob

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!

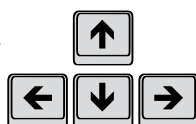
- use the  key to make the first letter a capital
- use the  key to type a full stop at the end
- press the  with your thumb to make spaces between words
- use the  key to start a new line each time.



Task Card 7

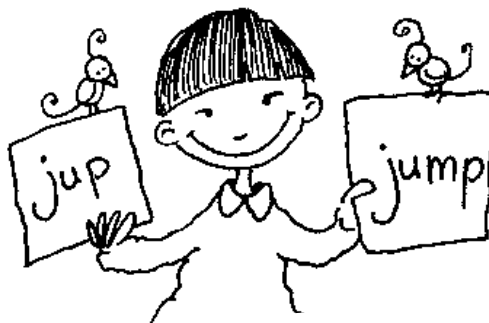
Arrow Keys


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.

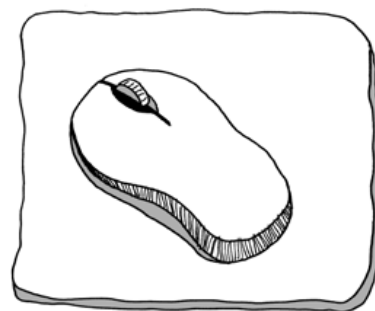
9. **Save** your work. Type a useful file name such as **Arrow Keys Practice**.

Task Card 8

Moving the Cursor with the Mouse

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.

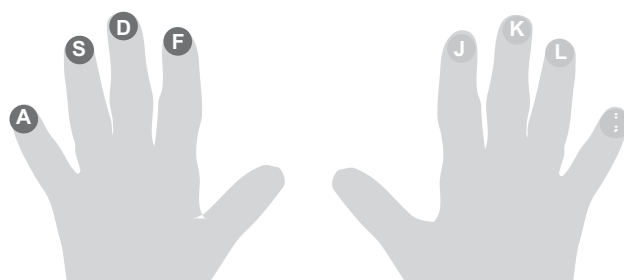
Dad is cooking spaghetti for dinner.

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.**

Task Card 9

The Home Row

- 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**.

Task Card 10

Typing with Two Hands

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

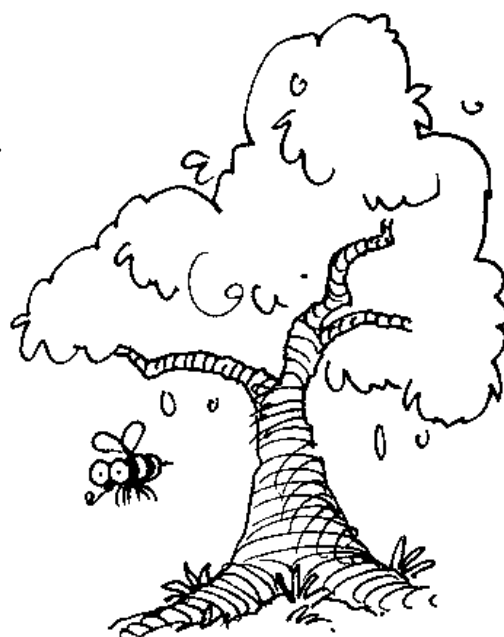
feed weed seed bee

tree cat tag tax

save wave gave brave

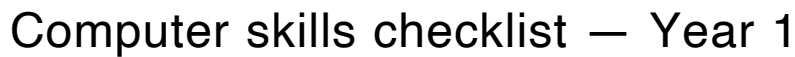
4. Add some more words to the list. Only use letters on the left side of the keyboard. Type them using fingers on your left hand.

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.



Name

Comment

- ② Accurately uses words associated with computers, eg keyboard, screen, cursor, mouse, space bar.
- ② Recognises letters on the keyboard.
- ② Uses computer terminology, eg save, delete, open, edit, print, menu, save as.
- ② **Types using spaces between words and sentence punctuation.**
- ② **Demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my).**
- ② Types up to 5 familiar words per minute.
- ② Uses word-processing functions when editing digital texts eg space bar, shift key, caps lock, backspace or delete key, arrows or mouse.
- ② Knows how to create a table or similar diagram.

TARGETING HANDWRITING

HANDWRITING is one of the most crucial skills students will develop in primary school. **Targeting Handwriting** covers the handwriting curriculum in a clear and structured way, with content directly linked to Western Australian Strand Outcome Statements. Each Teacher Resource Book provides useful information on the mechanics of writing (for example, posture, pencil grip and paper position) and on the teaching of handwriting, as well as printable handwriting pattern props and a handwriting skills checklist. Each book also contains over 100 worksheets, giving students plenty of opportunities to practise their writing skills.

THE YEAR 1 TEACHER RESOURCE BOOK FEATURES:

- ⊗ ideas for lesson warm-ups
- ⊗ hints for the reintroduction and consolidation of letter formation
- ⊗ over 100 worksheets masers, including three practice pages per letter
- ⊗ activities that focus on placement of letters within lines, movement patterns and wedges
- ⊗ a seahorse character to highlight positioning of letters within lines
- ⊗ left-handed alternatives for some upper-case letters
- ⊗ tracing of sight words that begin with the focus letter, and of sentences including words beginning with the letter
- ⊗ numeral and number word practice worksheets
- ⊗ word games, puzzles and phonics activities that incorporate handwriting practice.



Targeting Handwriting contains all you need to ensure your students establish and develop a solid foundation for handwriting success!

**ALSO
AVAILABLE!
TARGETING
HANDWRITING
STUDENT BOOK—
year 1**

The Year 1 Student Book focuses on both lower-case and upper-case letters, and letters in words. There are patterning exercises to reinforce basic letter shapes, and two pages of tracing, tracking and independent writing exercises for each letter. Alternative formation is offered for some upper-case letters to assist left-handed students. The seahorse character highlights the placement of letters within lines. Students trace and write their own letters within the lines, and also trace and copy simple sentences. Numeral, number word and punctuation practice are included, as are student self-assessment exercises. A handy student reference for pencil grip and paper position is included on the inside back cover, and there is a fun and colourful alphabet on the back cover.

EACH TEACHER RESOURCE BOOK FEATURES A BONUS USING COMPUTERS SECTION:

- ⊗ linked to Writing curriculum outcomes
- ⊗ clear teaching notes
- ⊗ keyboard and posture diagrams
- ⊗ task cards for students
- ⊗ easy-to-use computer skills checklist.



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