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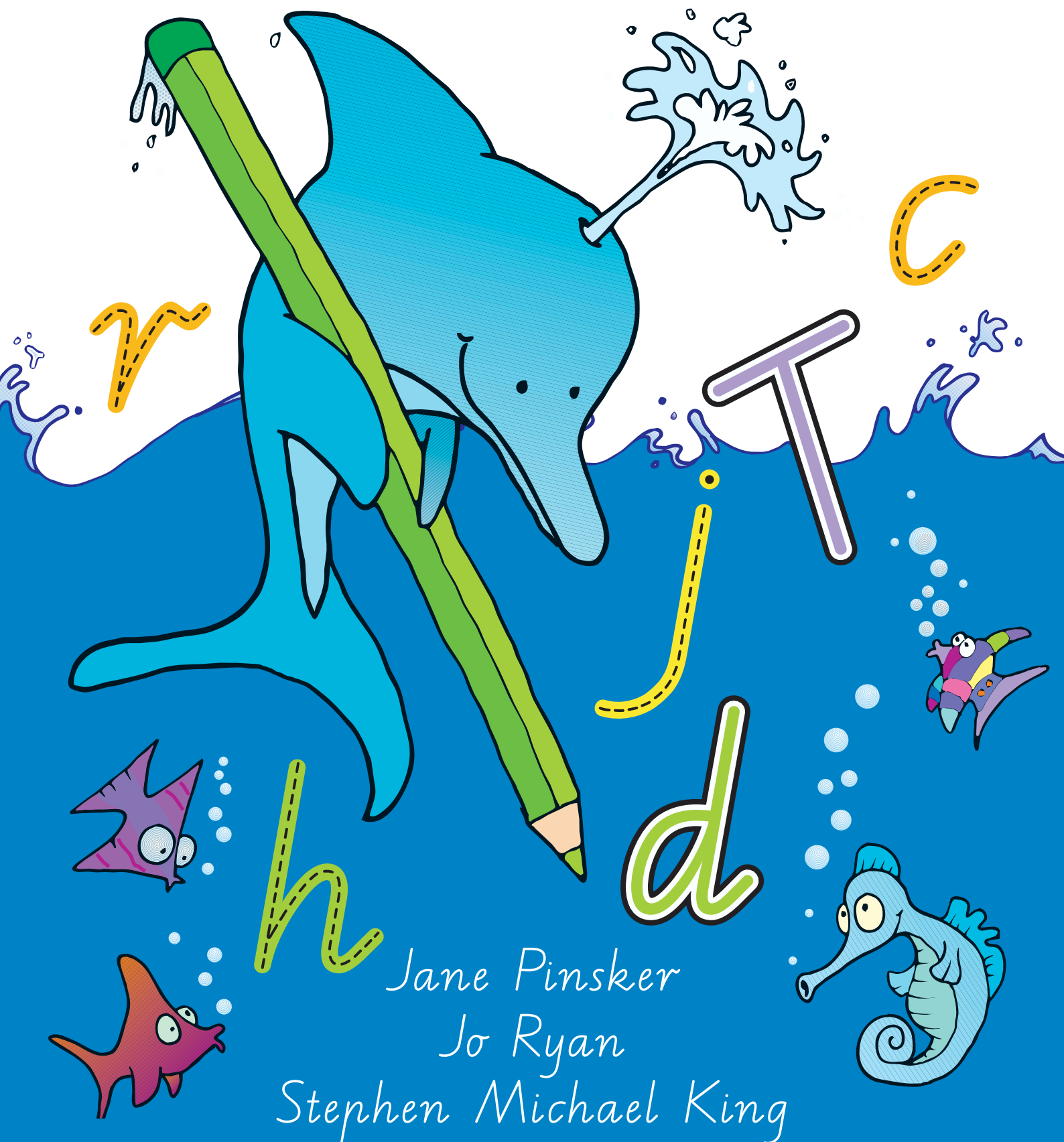
TARGETING

HANDWRITING

Teacher Resource Book

2

Modern
Cursive



Jane Pinsker

Jo Ryan

Stephen Michael King

Year 2 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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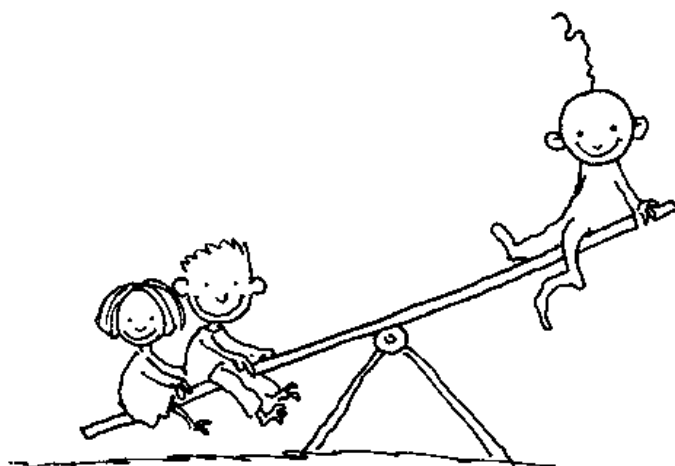
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INTRODUCTION

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 2 Targeting Handwriting Teacher Resource Book and Student Book provide a comprehensive range of fine motor skill and handwriting ideas which will enable consolidation and reinforcement of the skills developed through Pre-Primary and Year 1.

THE YEAR 2 TARGETING HANDWRITING BOOKS

The emphasis of the Year 2 program is on reducing students' reliance on scaffolding and providing them with increased opportunities to take responsibility for producing handwriting of a consistent size, shape, spacing and slope. To achieve this, the Year 2 books focus on patterning; practice of both lower- and upper-case letters; practice of like letters; practice of the focus letter within words in sentences, or within clusters of words which have a similar phonic pattern, are often found in Year 2 spelling lists, or are linked by theme; and practice of numerals, number words and punctuation. The handwriting activities include puzzles, sorting activities, poems and rhymes.

THE MECHANICS OF WRITING

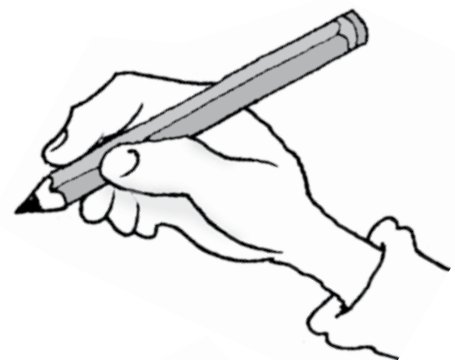
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper positioning will all affect the way the letters are formed and the quality of the final product.

Pencil grip

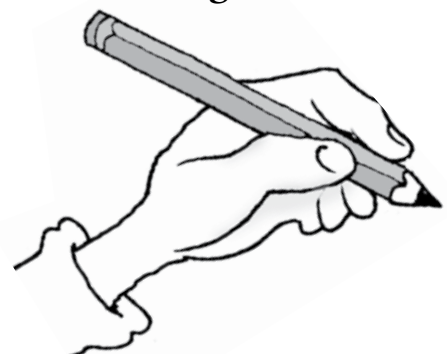
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- ⌚ 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.
- ⌚ The wrist is slightly bent. The fingers, rather than the wrist, control the pencil movement.
- ⌚ 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?

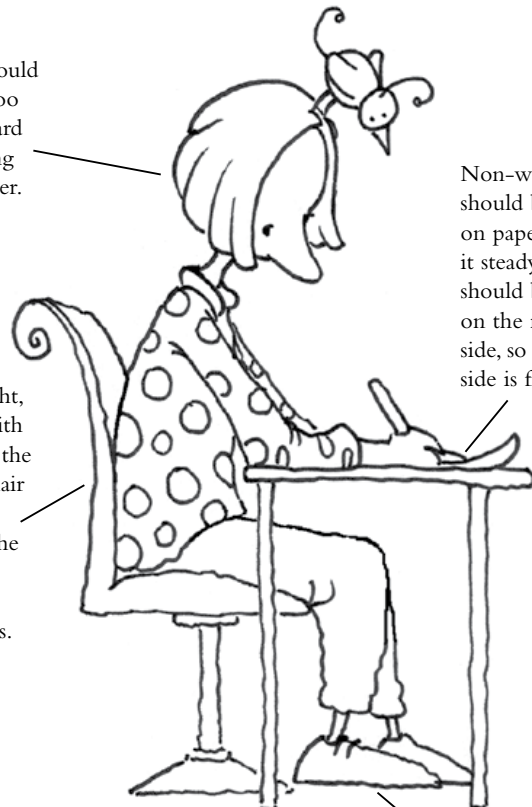
Five, six, seven, eight —
is your back up nice and straight?

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 21-26; notes page 10)

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

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

Worksheets from Teacher Resource Book used for practice, consolidation and evaluation (see worksheet pages 27-111; notes page 13)

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

student is familiar with basic pattern

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

student is proficient in relevant letter and moves on to new letter with same basic pattern

student has completed letter pages

OR student requires further practice in a particular letter

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, 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, b</i>

USING THE TARGETING HANDWRITING YEAR 2 BOOKS

A sample handwriting lesson

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.

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/Smartboard — 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, or have them copy your model from the whiteboard/Smartboard.



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.

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

Get your students into a good routine early in the year: have the equipment for the play part of handwriting lessons easily accessible. Perhaps monitors could be responsible for putting it out and collecting it again. Change the equipment around often, though — nothing is more boring than using the same equipment for the same purpose day after day. See page 8 for some fun and practical warm-up ideas. You will find additional ideas in the Pre-Primary Teacher Resource Book.

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

The five minute pre-writing warm-up

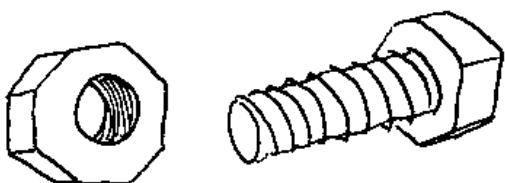
Wrist strength

- ⌚ twisting crepe paper
- ⌚ plaiting
- ⌚ constructing with pipe cleaners
- ⌚ typing on a keyboard
- ⌚ using a telephone with a circle dial



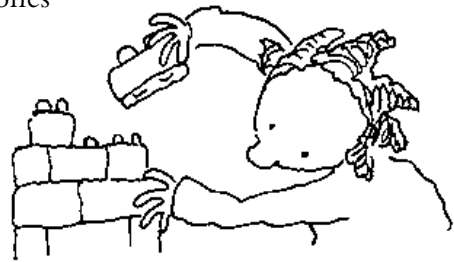
Opposing finger strength; using thumb and index finger

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



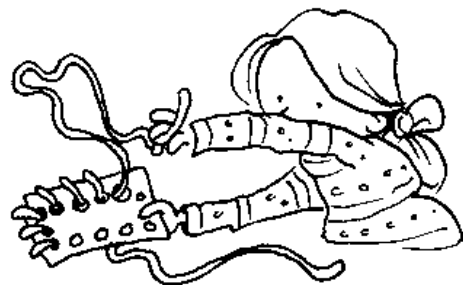
Muscle strength

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



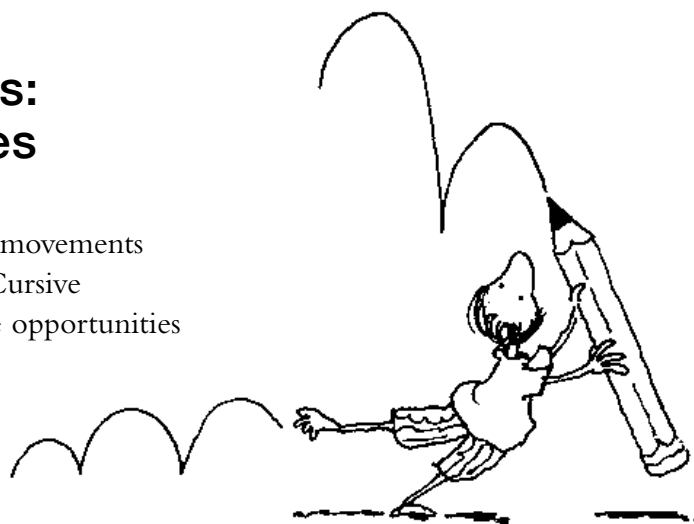
Tactile awareness

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



The basic movement patterns: refreshing students' memories

By Year 2, 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.

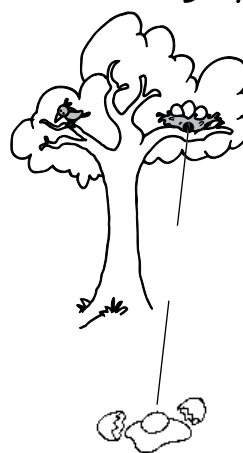


Using the pattern props

First, demonstrate the pattern on the whiteboard/Smartboard using the appropriate handwriting props, and telling a story to go with the action (examples are given below). Print the handwriting props (the tree and smashed egg, girl on pogo stick, and boy on skateboard, which you will find on pages 14-16) onto card, laminate and cut out. Use them to reintroduce the three basic handwriting patterns on which all the letters are based.

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

Introduce the downstroke using the tree and smashed egg props (page 14). Describe to students how when an egg falls out of a nest, it moves from being up in the tree straight down to the ground and goes splat! Now demonstrate the downward stroke, explaining to students that you start at the top, just like the egg starts inside the nest, and then you go to the bottom, just like the egg falling splat! to the ground.



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

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

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

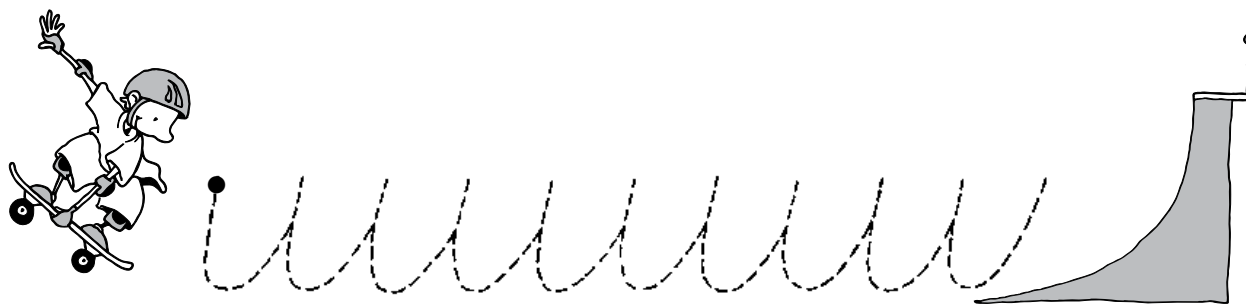


Wave pattern (anti-clockwise movement) found in letters

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

Introduce the wave pattern using the skateboarder and wave ramp props (page 16). Using Blu-tack, place the ramp on the right-hand side of the board. Now show students how the skateboarder rides in wave patterns from the left-hand side of the board to rest at the top of the final ramp.

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



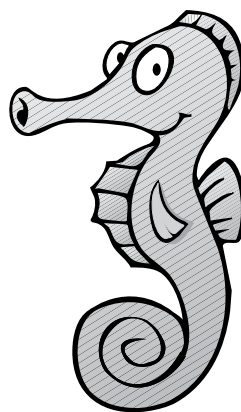
Once you have introduced the pattern verbally, demonstrate the pattern on the board. Be consistent with the terminology you use. Reinforce the terminology and the movement once again by manipulating the relevant prop along the pattern, verbalising the actions as you go.

Talk about the pattern, for example the number of waves or hops you have made, the wedges of cake you can see. Ask students to draw the pattern on a piece of paper. For the hopping and wave patterns, they could then colour 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 (pages 21–22), the hopping pattern or clockwise movement (pages 23–24), and the wave pattern or anti-clockwise movement (pages 25–26). Use them at the start of the school year to refresh memories, after the patterns have been introduced for the first time, or before the start of each section of letters in the Targeting Handwriting Student Book.

Introducing the letters using the seahorse prop



Print page 17 onto card, 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).

Place the seahorse in a set of lines drawn on the board and demonstrate making the letter you are focusing on for that day. Verbalise all movements and keep the terminology consistent, for example:



'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,
go down,
crisp turn,
back up the same way for a bit,
and across for the exit.'

Ask students to identify the pattern on which the letter is based. Perhaps a student could demonstrate this to the rest of the class by drawing the pattern on the whiteboard/ Smartboard and then using a different coloured markers to locate the focus letter. Encourage the student to verbalise the movements using the same terminology you used.

The demonstration could then be repeated, 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.

Next, demonstrate the capital letter, again keeping the terminology consistent, and pointing out any similarities and/or differences between it and its lower-case counterpart. Point out to students that capital letters are always head and body letters, and always start at the top. In this series we provide left-handed students with alternative techniques for the capitals A, E, F, H and T. In the left-handed technique the horizontal strokes in these letters are drawn from right to left, which is often easier for left-handers. Allow left-handers to form these capitals using the alternative techniques. Notice that E and F have a different starting point for right- and left-handers.

Another fun way of beginning a handwriting lesson is to give students some verbal clues to the letter that will be the focus that day, and asking them to try to work out from the clues which letter it is going to be. For example, for the letter w: 'This letter can be found in the wave pattern. It is a body letter. You start at the top, head (or

plunge or dive) down, crisp turn, come up again, head (or plunge or dive) down again, crisp turn, come up again and across for the exit.'

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.

As when the letters are first introduced in Pre-Primary and Year 1, being consistent with sequence, verbal cues and terminology is important. It will assist students to internalise the process of making each letter type and will give them the words for providing their own cues when writing independently. As each letter is introduced, discuss what family it belongs to and what the letters in this family have in common. To prepare students for joining in Year 3 it is important that they are made aware of entries as well as diagonal and horizontal exits.

Once the letter has been demonstrated and modelled, have students complete a relevant page in the Targeting Handwriting Student Book. Talk through the various activities on each page with students; for example, discuss the letter and its capital in the box with the seahorse (Where does it sit in the lines? On what pattern is it based? How many strokes does it have? How does the capital differ from the lower-case letter?), discuss the patterning activity, the parts of the seahorse which are highlighted, where to start each letter and in which direction to go, whether students are expected to just trace the letters and words given, or to trace and copy. Do the first few examples together as a class, with you or a student verbalising the movements as everyone else makes the letter or pattern. The Student Book also provides an opportunity for individualised instruction as you move around the class observing students as they write. Check for good posture, pencil grip, slope of page, where students start their letters and the direction they follow.

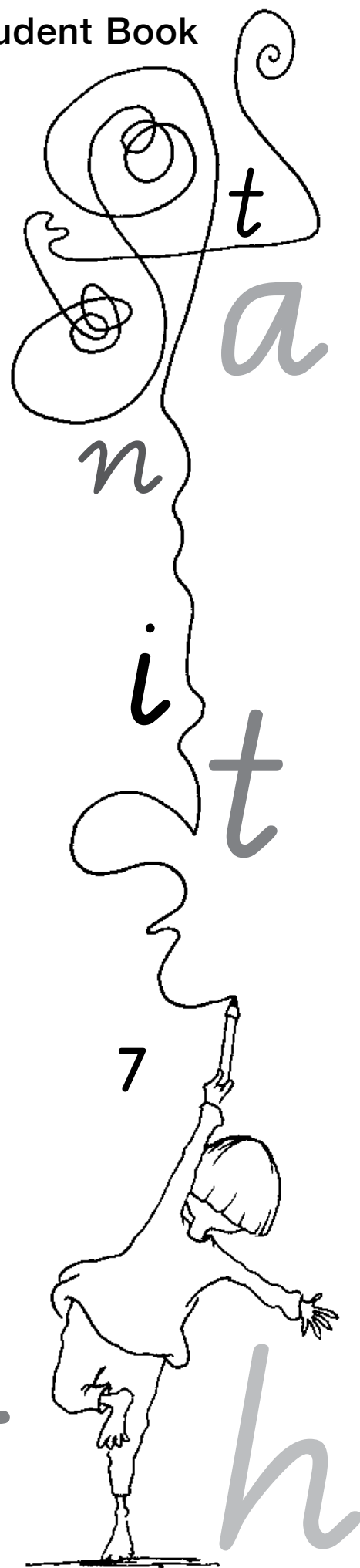
The Targeting Handwriting Student Book

There are two practice pages for each letter in the Student Book. Letters that have the same basic pattern are grouped together, and each section begins with a pattern revision page, and ends with a page you can use to assess students' progress with those letters. Numerals and number words are integrated throughout the book, and there are also pages specifically for numeral and number word practice.

The Year 2 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 practice activities such as those in the Student Book, 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

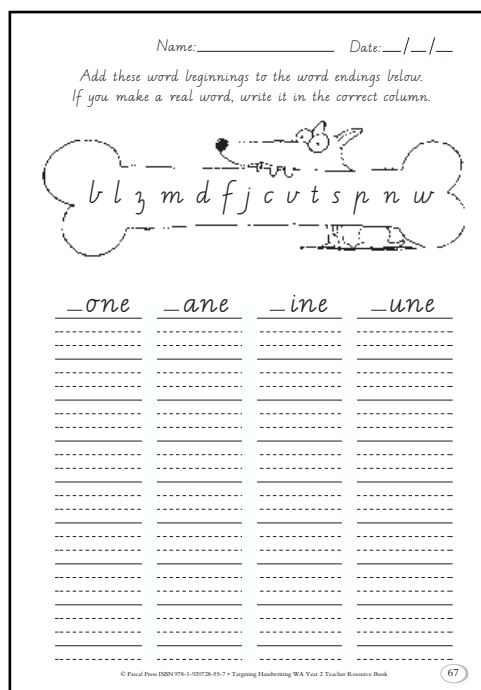
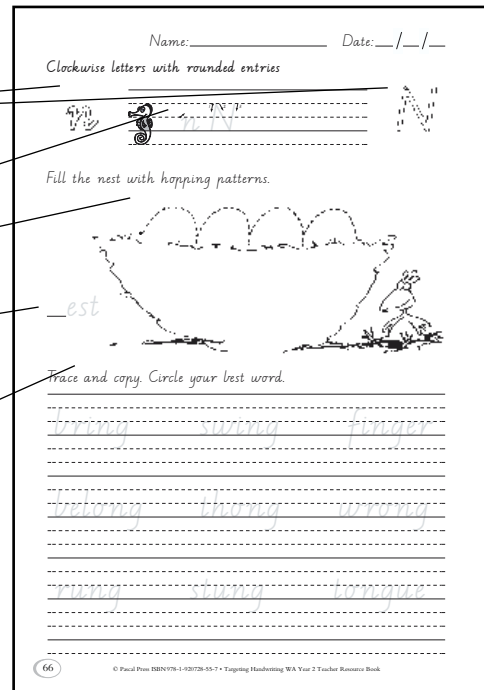
Students track focus letter, lower- and upper-case, using starting points.

Students practice lower and upper-case letter within lines. Seahorse highlights placement.

Students practice pattern.

Self-evaluation task.

Students trace and copy words, usually taken from Year 2 spelling lists. No seahorse.



Second and Third Pages

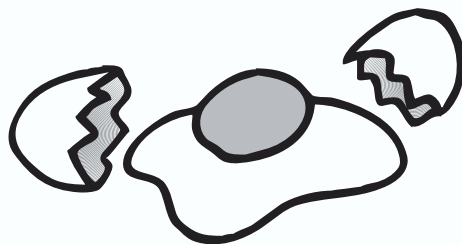
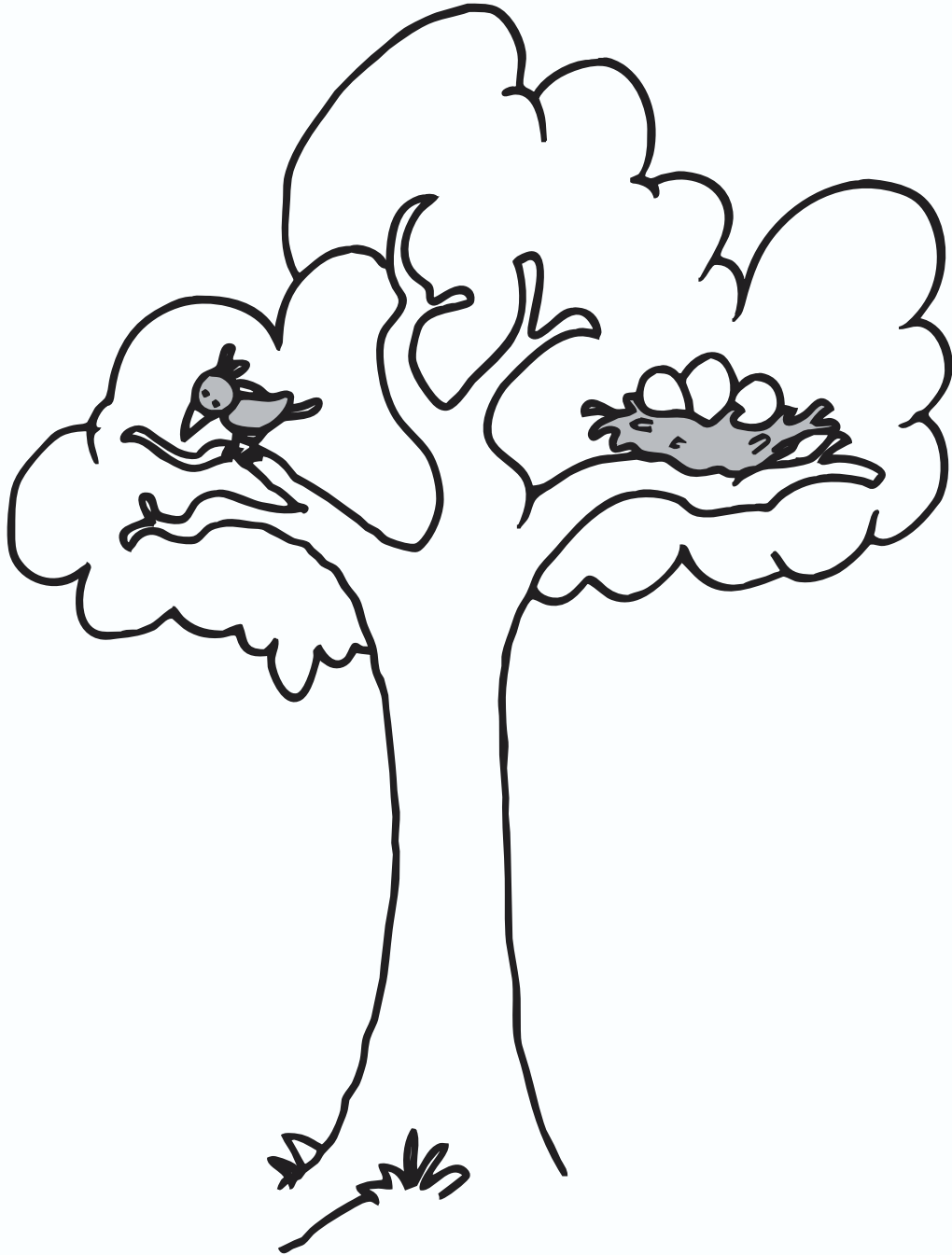
Students complete phonics activity that includes handwriting. Focus on blends, rhyming words, word building, and on practising words, sentences and punctuation. Lines given. No seahorse or other scaffolds.

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.

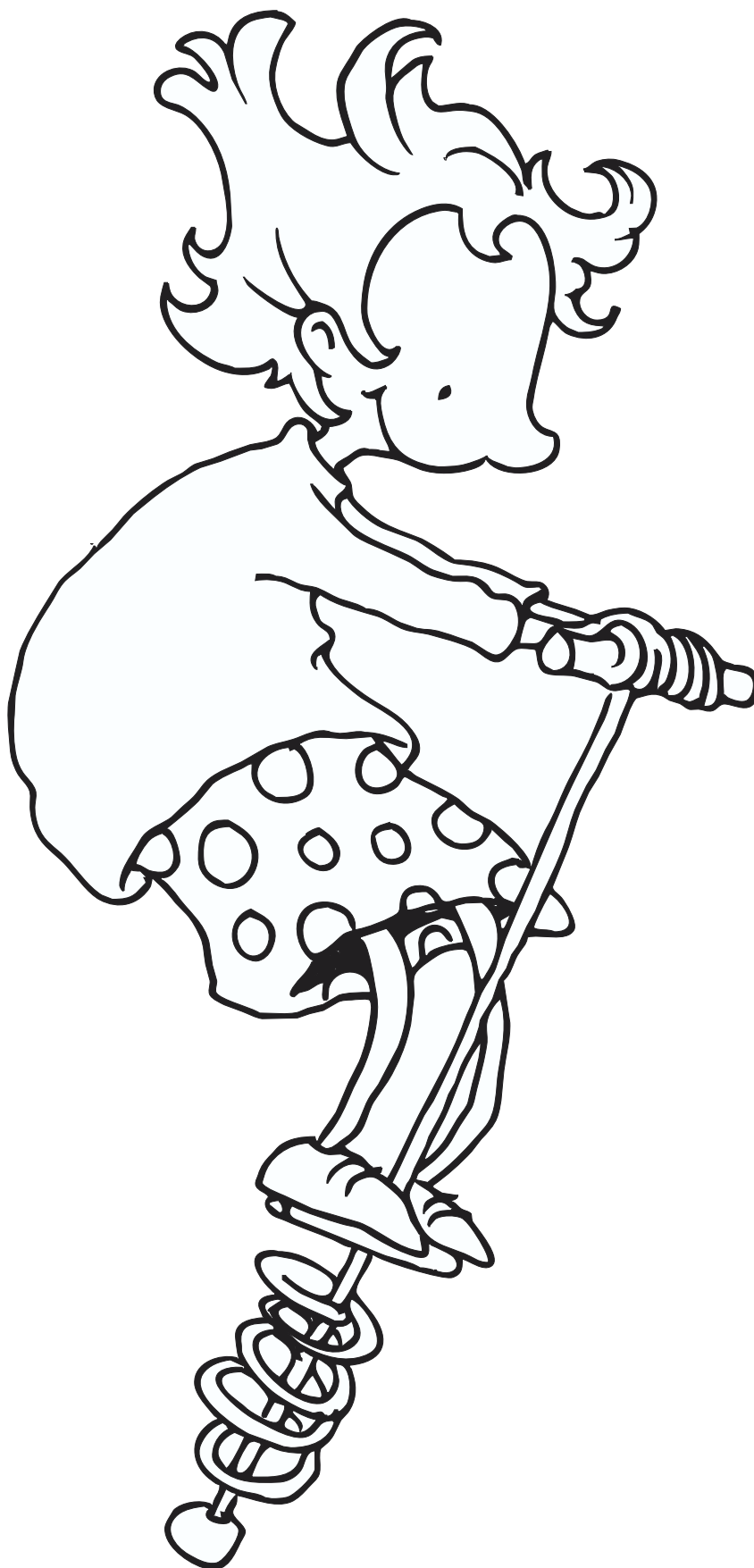
Downstroke pattern props

–see pages 9-10 for instructions



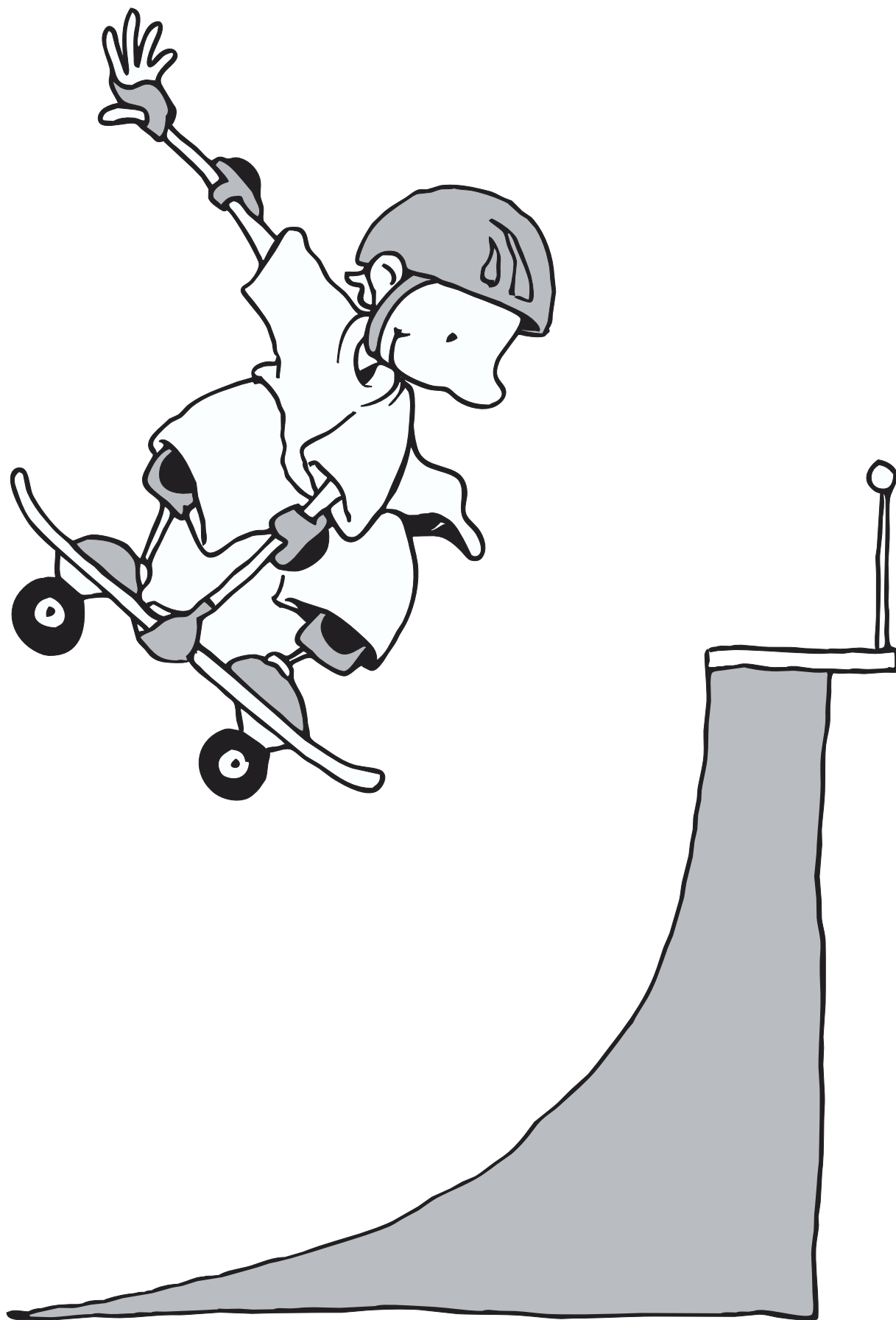
Hopping pattern (clockwise movement) props

–see pages 9-10 for instructions



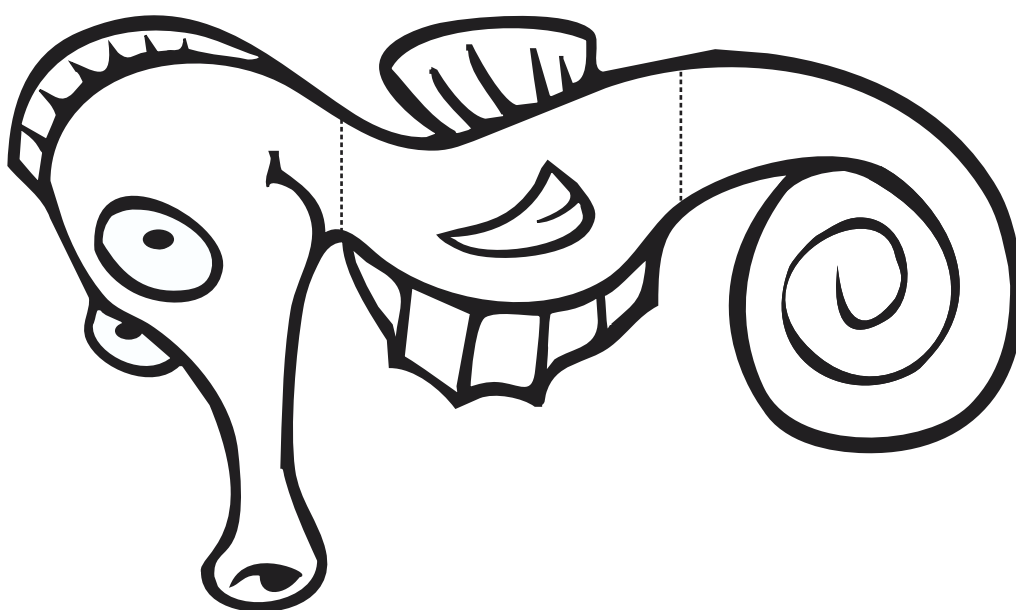
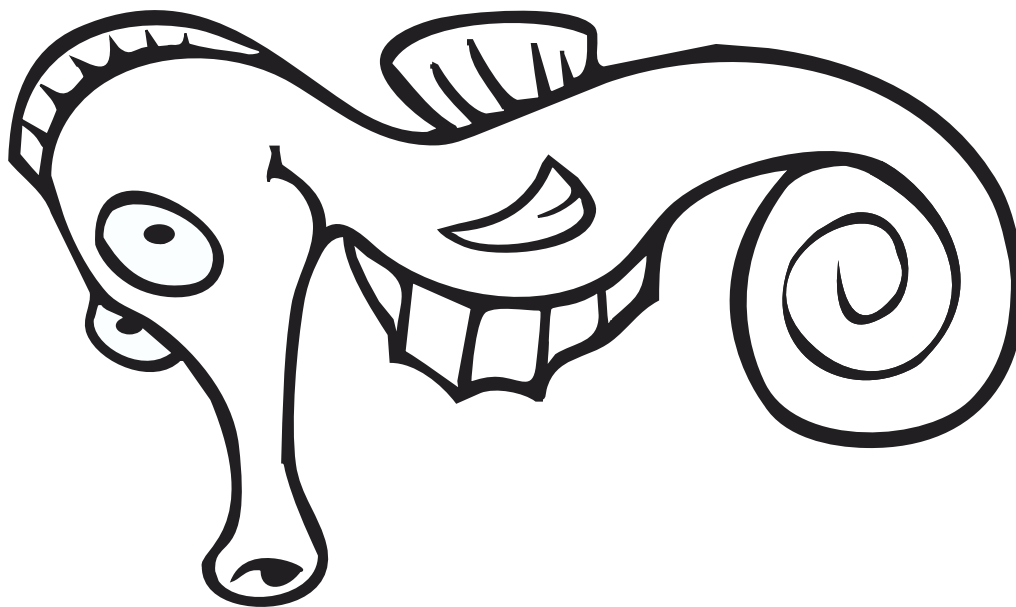
Wave pattern (anti-clockwise movement) props

–see pages 9-10 for instructions



Seahorse props

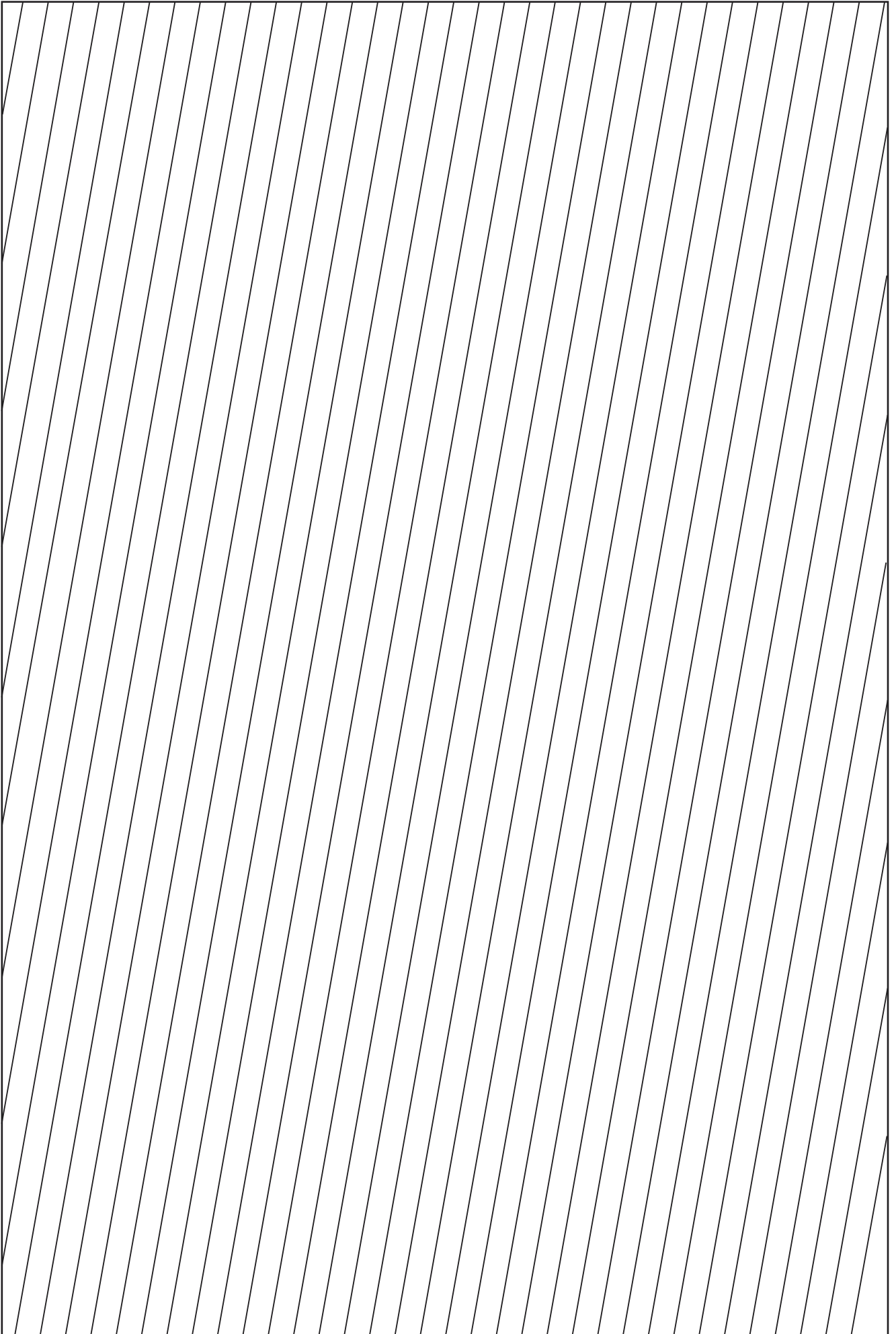
–see pages 10-11 for instructions



Name: _____ Date: __/__/__

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

Name: _____ Date: __/__/__





Handwriting skills checklist — Year 2

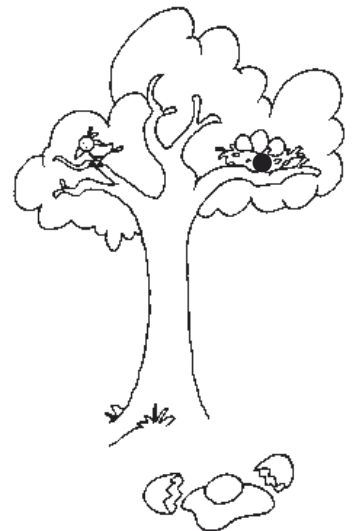
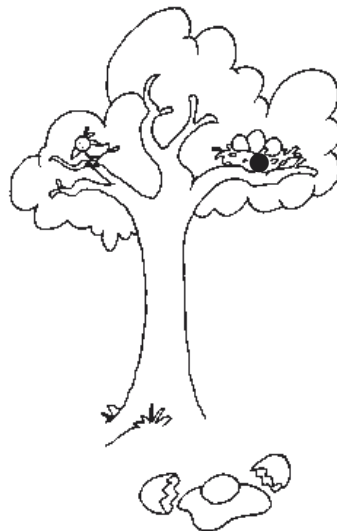
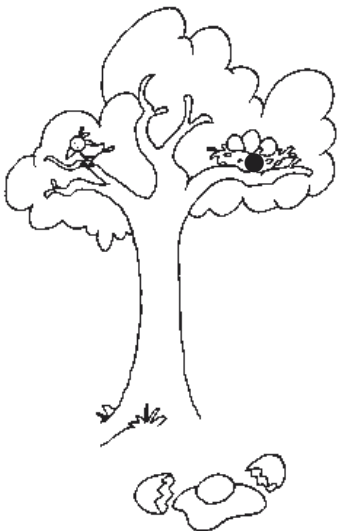
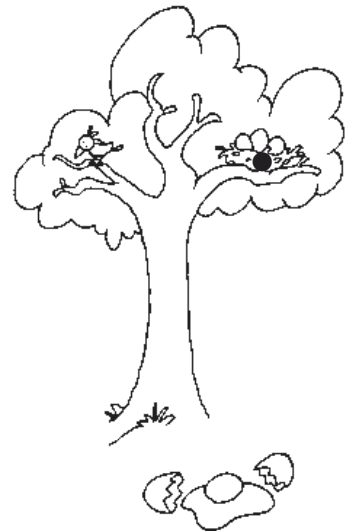
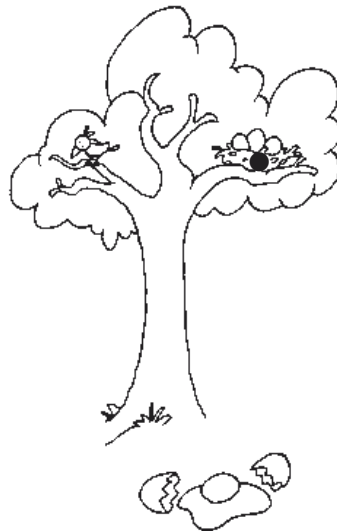
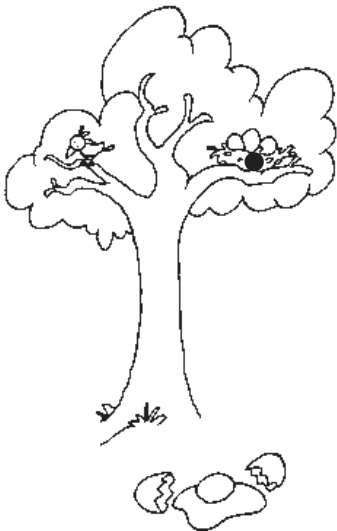
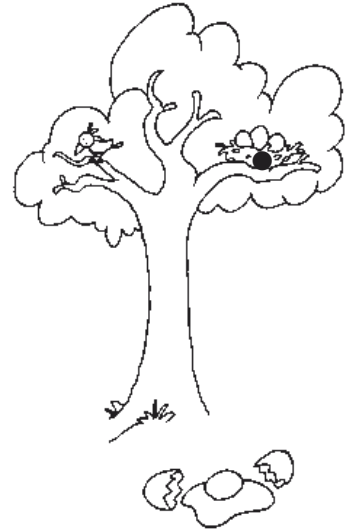
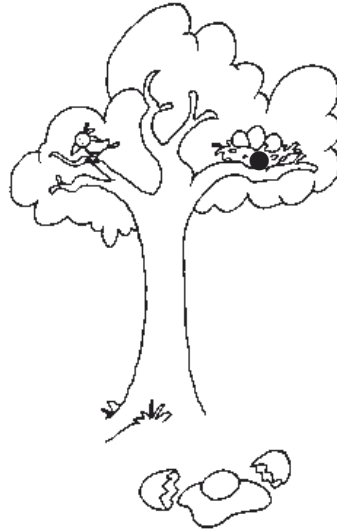
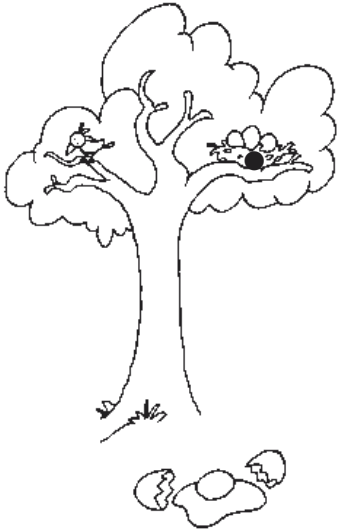
ACARA Version 9.0 National Literacy Learning Progression Writing sub-elements for Handwriting: **HwK5**

Name	Date Observed	Comment
② Maintains good writing posture		
• Feet flat on floor		
• Non-writing arm supporting weight		
• Body tilted from pelvis		
• Head at comfortable angle		
② Employs correct pencil grasp		
• Uses dynamic tripod grip or other acceptable grip		
• Left/right hand dominance		
• Uses appropriate pressure		
② Produces standard handwriting movements and patterns		
• Writes clearly in straight lines from left to right		
• Does not lift pencil when forming lower-case letters (except for x, dots on i and j, and crossbars on t and f)		
• Uses finger movements to control pencil while sliding forearm across the page		
② Fluently writes clearly formed, unjoined 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 tails		
② Begins to use joined letters		
② Forms all letters with consistent size and slope in Modern Cursive style from memory.		
• Writes letters of uniform size		
• Writes letters of uniform shape		
• Writes letters of uniform slope		
• Writes letters with uniform spacing		
② Writes all letters with consistent size and spacing between words		
② Maintains legible handwriting throughout a text		
② Needs practice with these letters/numerals:		

Name: _____

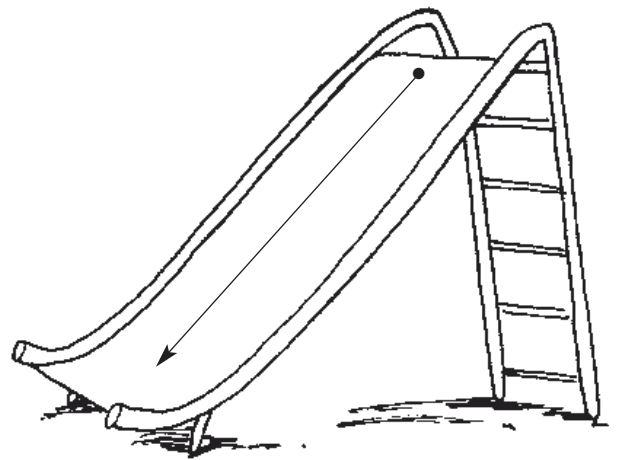
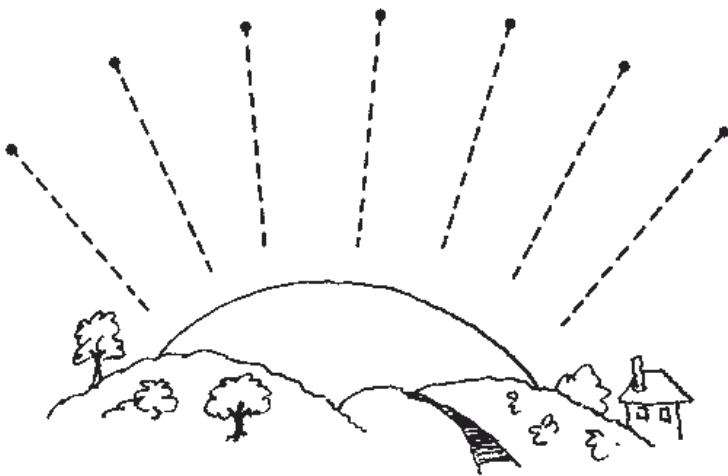
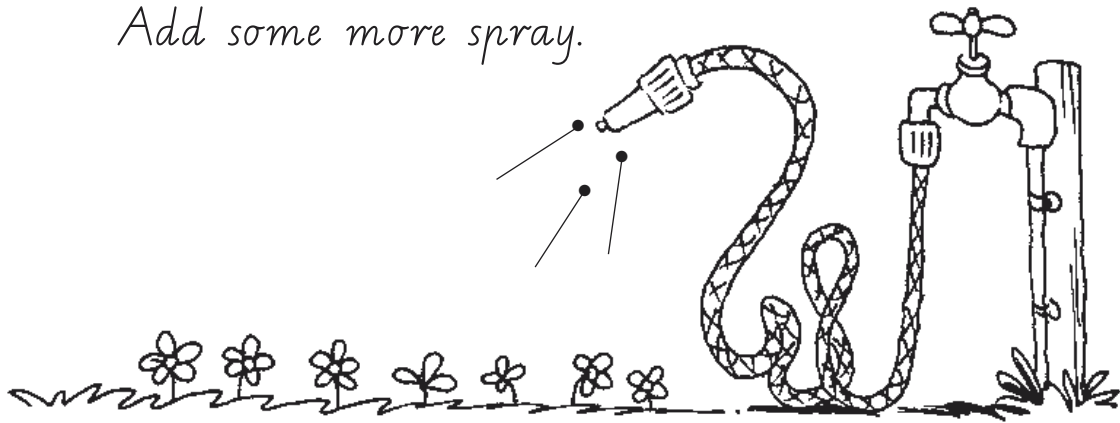
Date: __/__/__

Downstroke pattern ||||

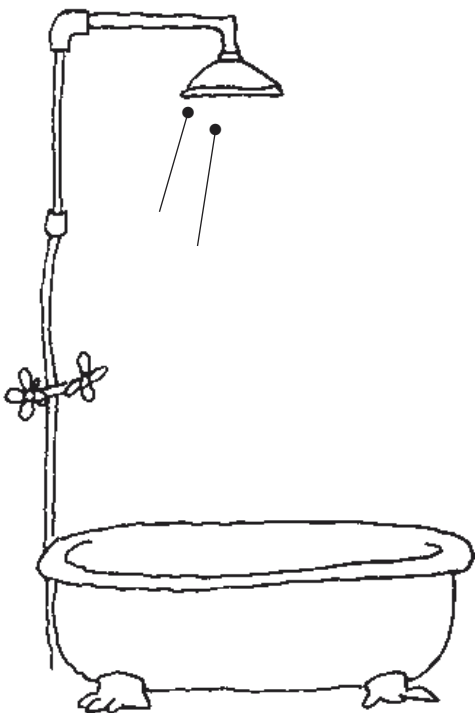


Downstroke pattern |||||

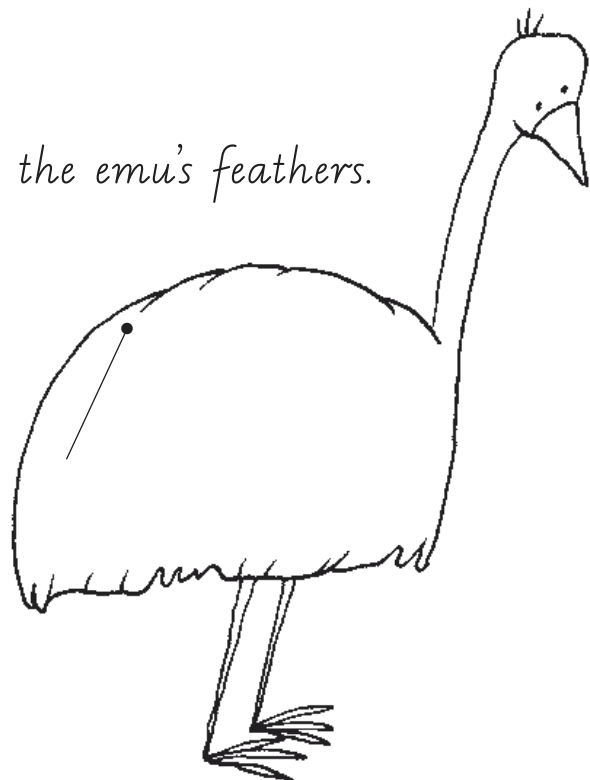
Add some more spray.



Go down the slide a few more times.

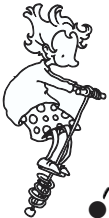


Finish the emu's feathers.



Add more to the shower.

Hopping pattern

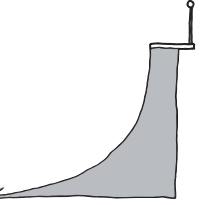
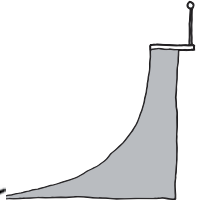
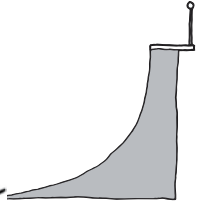
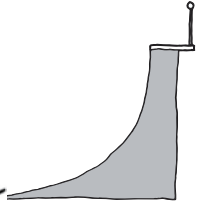
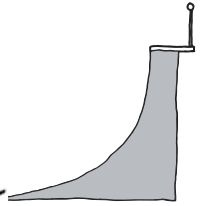
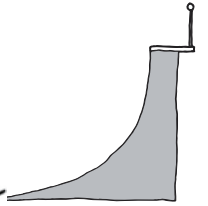
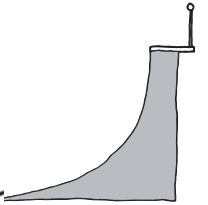
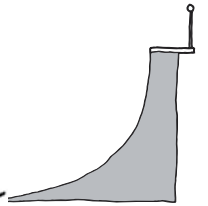


Hopping pattern



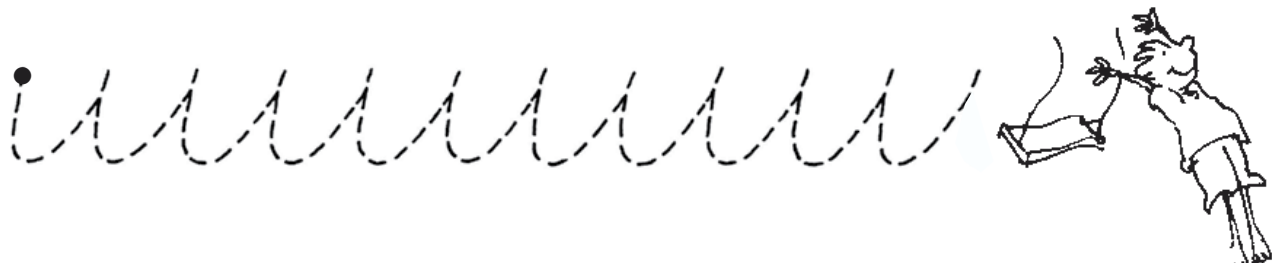
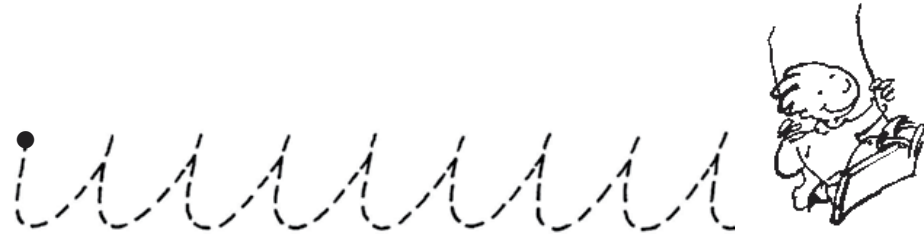
Name: _____ Date: ____/____/____

Wave pattern 

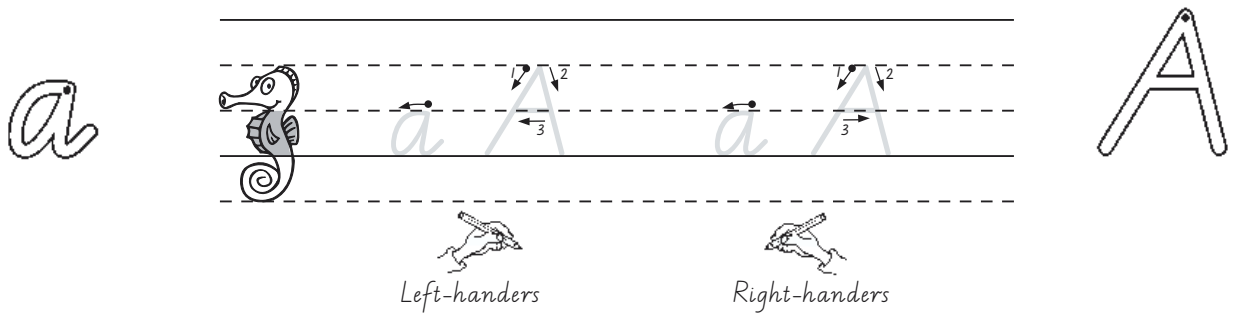


Name: _____ Date: ____/____/____

Wave pattern 



Anti-clockwise letters



Trace the acrobats' springs. Do some of your own around the acrobats.



Trace and copy. Underline your best word.

ball tall wall fall

recall stall small

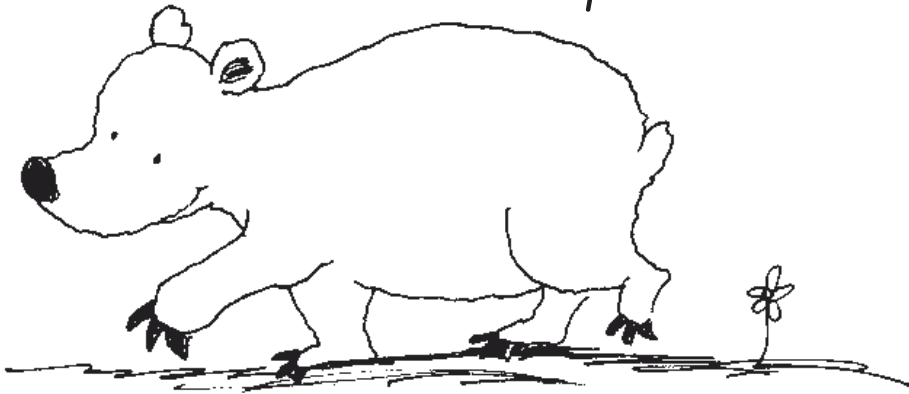
shallow swallow finally

Name: _____ Date: ____/____/____

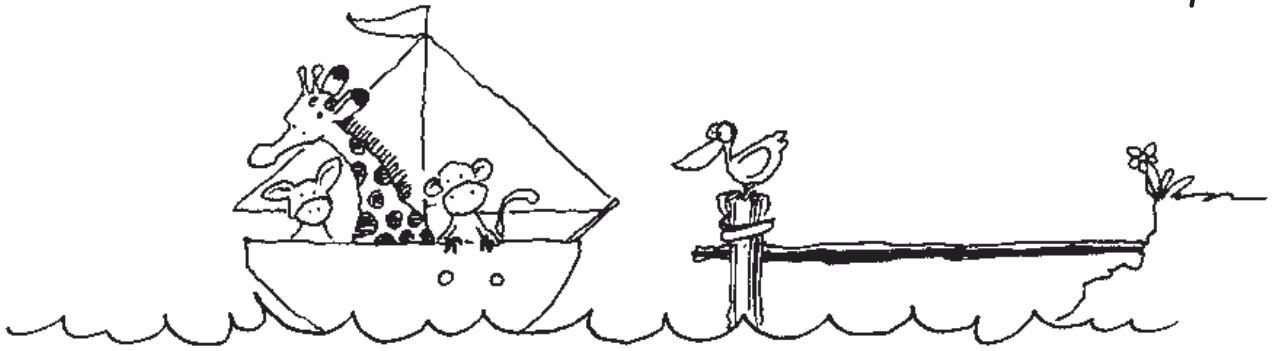
Finish the sentence by writing the correct sound into the words.

aw oa ea az

The b__r has sh__p cl__s.



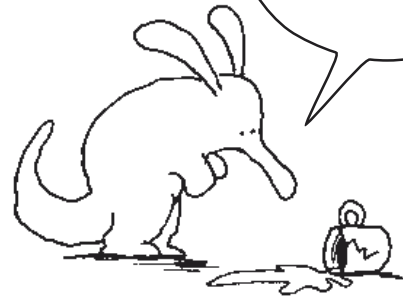
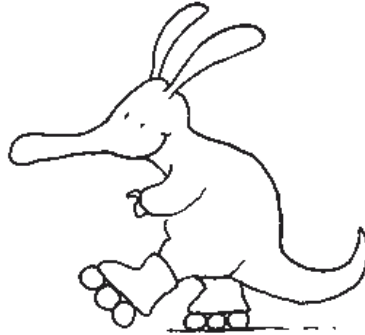
The b__t is n__r the wh__f.



The g__t l__pt across the l__n.



Rewrite the sentences below adding an apostrophe to the words that need one. Colour the wedges in the a's.



I broke Dads mug.

This mugs cracked!

My brothers skates are great!

Aardvarks eat ants.

Annas apple was sweet.

Name: _____ Date: ____/____/____

u family

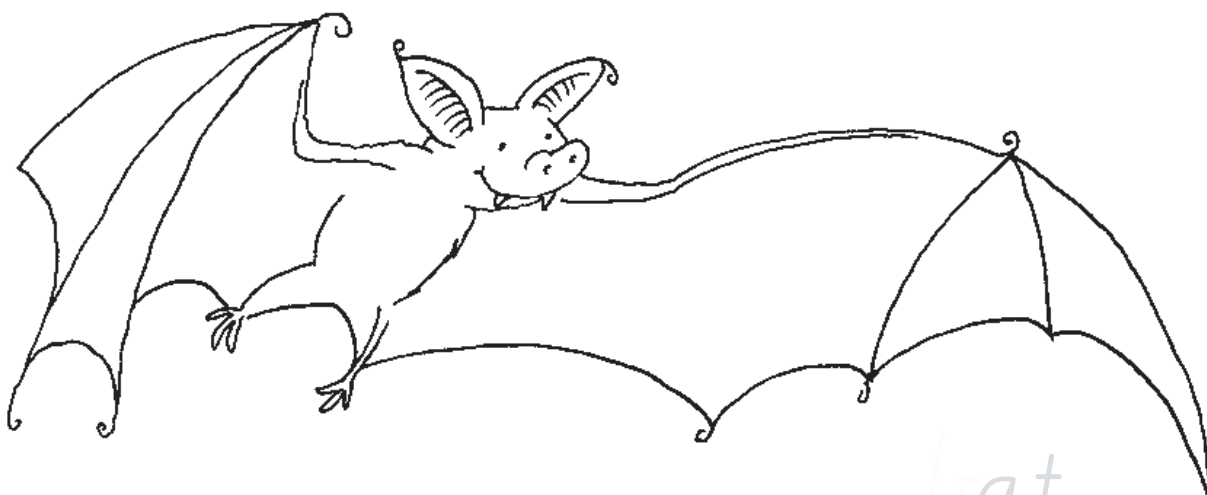
l



l B

B

Fill the bat's wings with wave patterns.



bat

Trace and copy. Circle your best l.

herb verb kerb

blurb suburb disturb

bib bob bub bubble

Date: ___/___/___

Write a bea— word for each clue.

One has been done for you.

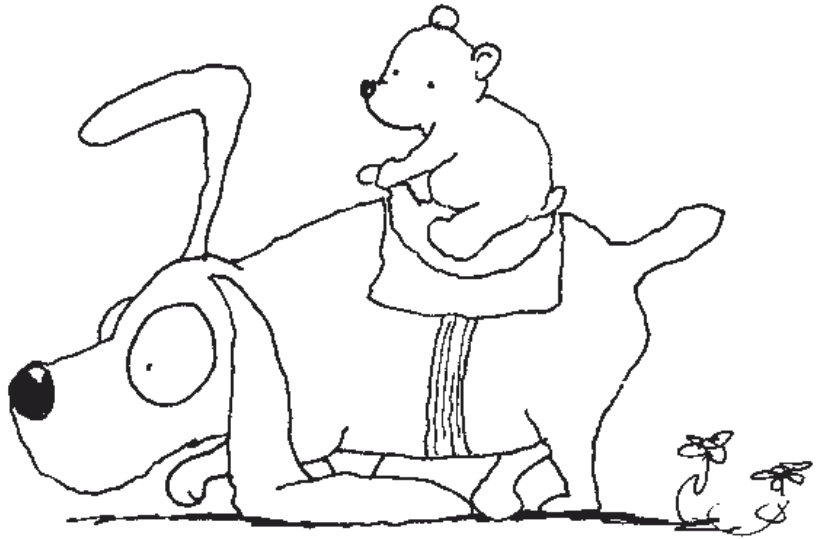
Tick them off as you go.

beads beach

bread bean

beagle beard

bear beautiful



A green vegetable.

Sand on the seashore.

A type of small hound dog.

Lovely to look at.

Growth of hair
on the face.

A child's toy. ✓

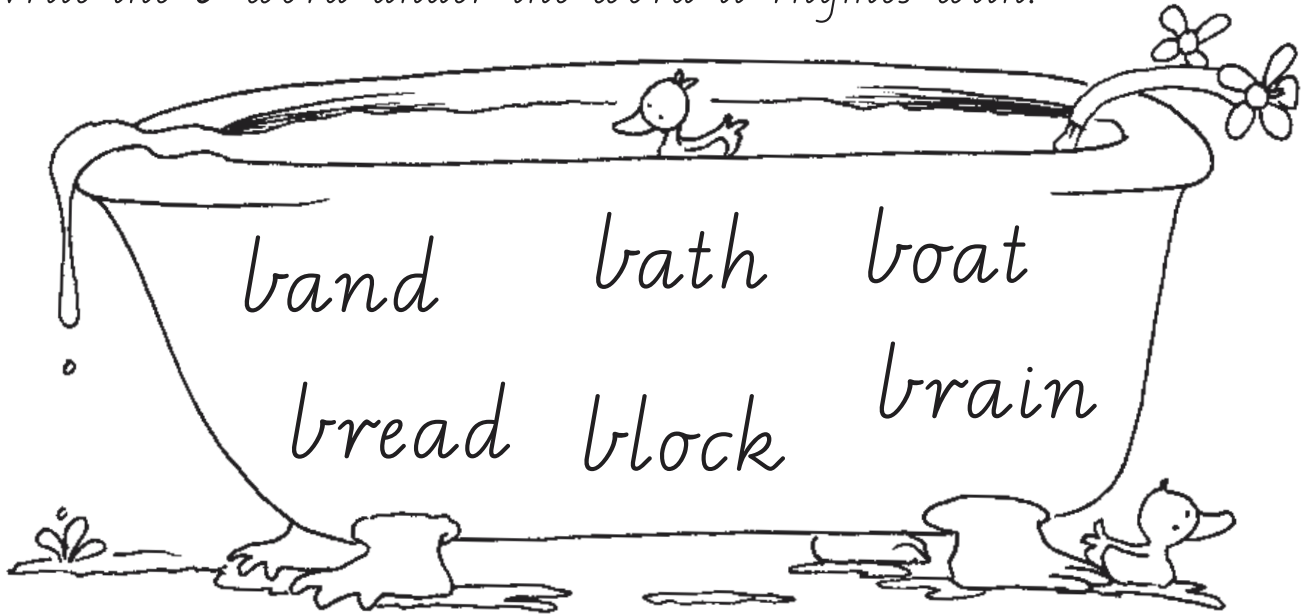
Food made of flour,
water and yeast.

A necklace can be made of these.

[illegible]

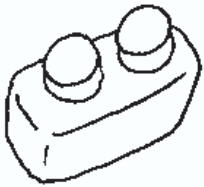
Name: _____ Date: ____/____/____

Write the *b* word under the word it rhymes with.



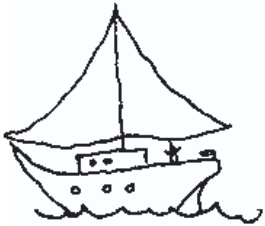
sock

train



goat

path



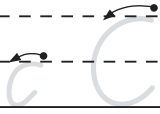
tread

hand

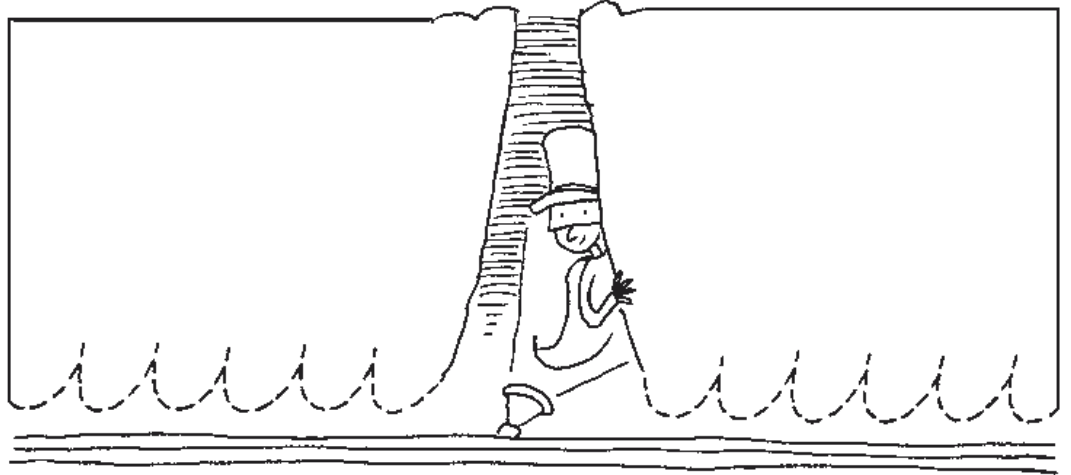


Name: _____ Date: ____/____/____

Anti-clockwise letters



Fill the
curtains
with
waves.



curtains

Trace and copy.

curl

curly

curled

crumb

crumbly

crumbled

curve

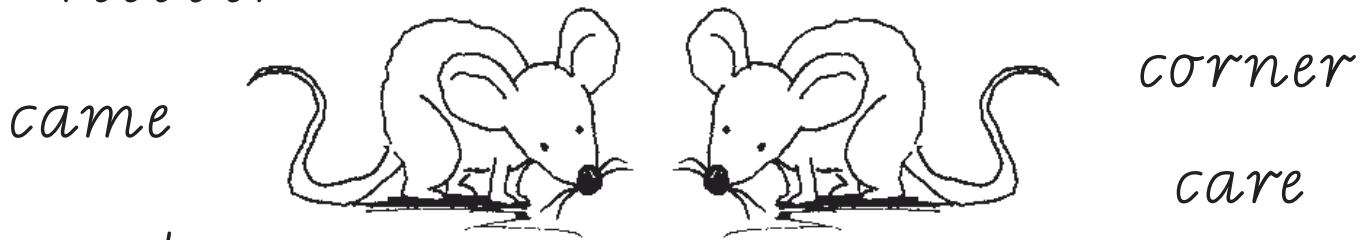
curvy

curved

Name: _____ Date: ____/____/____

Sort the words into the right columns.

recover place secret mice dance



came

corner

care

centre

pencil

face cry

twice

because

became

soft c as in city

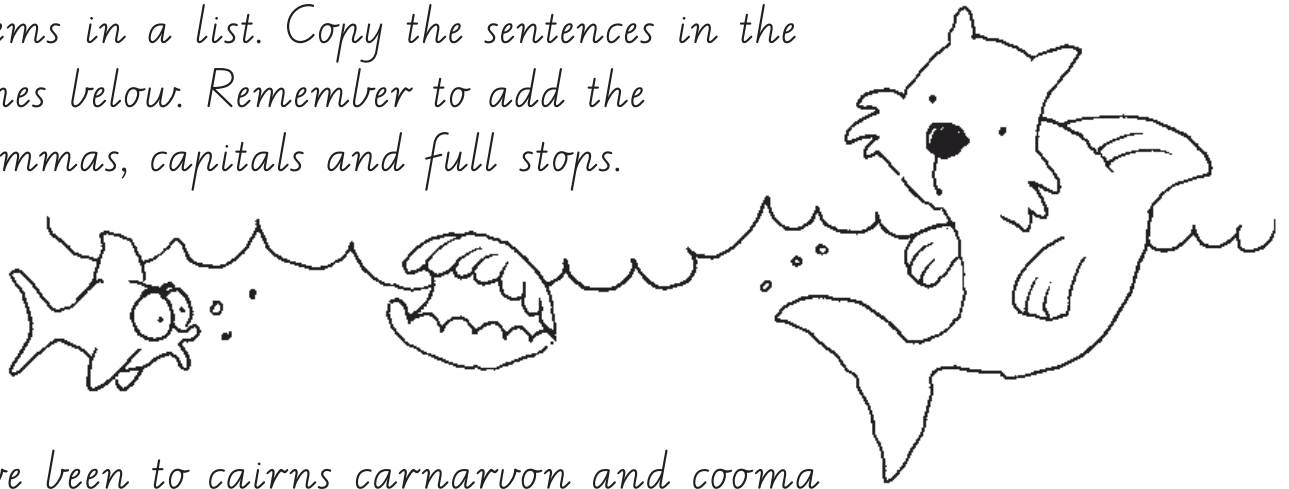
hard c as in carrot

Handwriting practice lines for the 'soft c' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Handwriting practice lines for the 'hard c' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Name: _____ Date: __/__/__

Commas mark a pause or tiny rest in a sentence. They are also used to separate items in a list. Copy the sentences in the lines below. Remember to add the commas, capitals and full stops.



i've been to cairns carnarvon and cooma

cod clams carp and catfish live in the sea

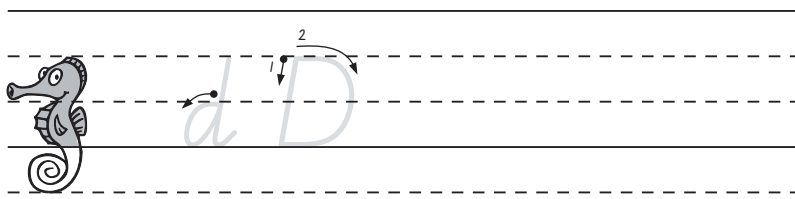
my cousin colin likes chips corn chicken carrots and cheese

Underline your best word.

Name: _____ Date: ____/____/____

Anti-clockwise letters

d



D

Fill the dancers' tutus with wave patterns.

dancers



Trace and copy.

good wood stood

could would should

herd bird word

Date: ____/____/____

Add d or ed to make new words.

Use two of the new words in a sentence.

Circle your best d.



love+d=loved

like

use

hear

tilt

pull

help

look

tape

yell

Take care with
this tricky
pattern.



Name: _____ Date: ____/____/____




Trace and copy these words, then find them in the wonderword below.



golden cold told

scold mouldy build

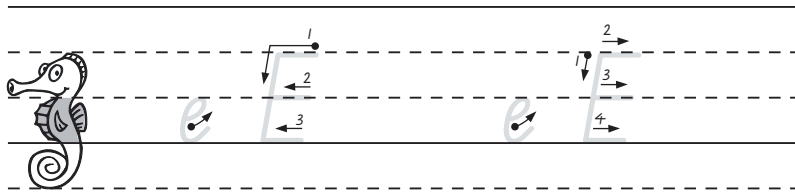
held hold bold

t	o	l	d	g	r	g	a
c	f	d	s		n	o	d
o	o	a	c	b	a	l	d
l	l	m	o	u	l	d	y
d	d	d	l	i	h	e	a
h	e	l	d	l	o	n	d
	b	o	l	d	l		m
m	u	s	o	l	d	m	a

Name: _____ Date: ____/____/____

Other anti-clockwise letters

e



Left-handers

Right-handers

E

Fill the elephant with wave patterns.

elephant



Trace and copy.

deaf

dead

head

spread

ready

heavy

feather

weather

health


Name: _____ Date: ____/____/____

Homophones are words which sound the same but are usually spelt differently and have different meanings.

Change these "ee" words to ones which are spelt with "ea".

Draw a picture for one of each pair of words.



see	flee	been	reed
			
sea			
steel	reel	deer	meet

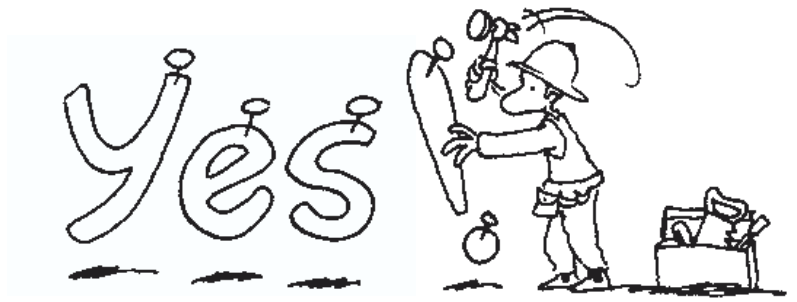
Long a e i o u – add e

tap	net	fir	rod	tub
tape				

Name: _____ Date: __/__/__

Rewrite the sentences, adding the exclamation marks.

✓ your best sentence.



Oh, don't do that

Robert, dinner time

Clean up this mess, right now

That was delicious

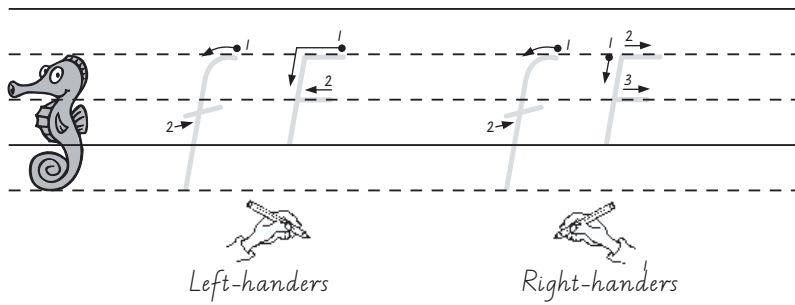
I can do that

Quickly, hold the ladder still

Name: _____ Date: ____/____/____

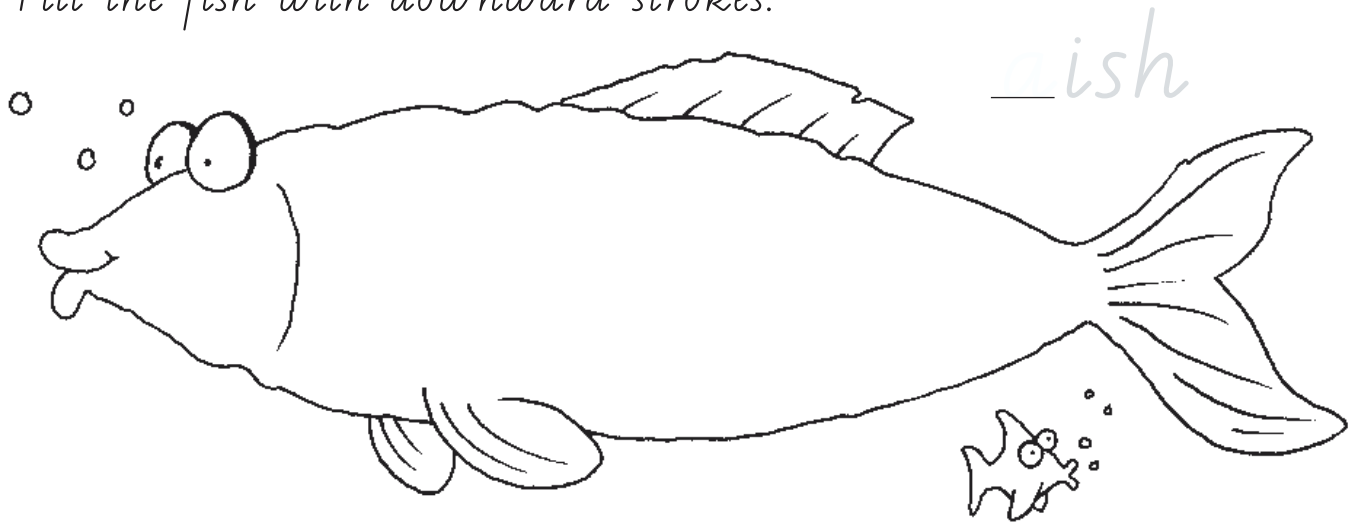
Other anti-clockwise letters

f



F

Fill the fish with downward strokes.



Trace and copy. Put a squiggly line under your best word.

float flow flood fly

fright friend free fry

soft craft left gift

Name: _____ Date: ____/____/____

Sort the words below into the right columns.

flea

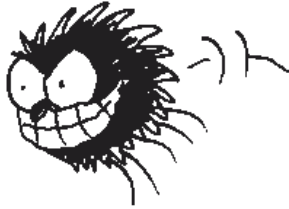
himself

golf

bookshelf

flight

elf



self

flood

flourish

myself

flask

flee



gulf

fleece

floor

fl _

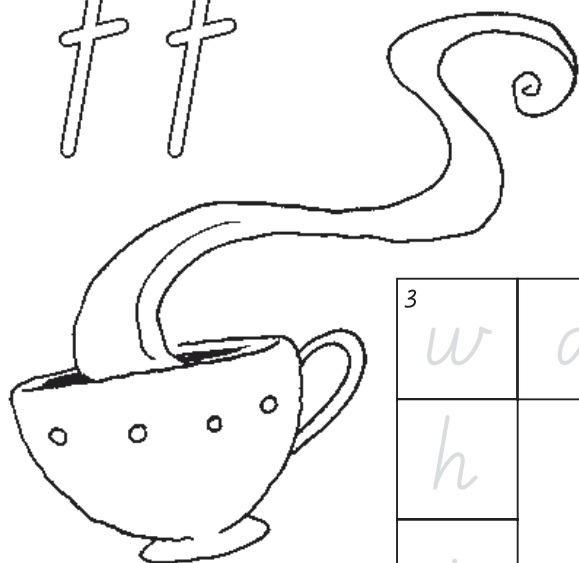
_ lf

Handwriting practice lines for the 'fl' column, consisting of 10 sets of three horizontal lines (top, middle dashed, bottom).

Handwriting practice lines for the 'lf' column, consisting of 10 sets of three horizontal lines (top, middle dashed, bottom).

Name: _____ Date: ____/____/____

ff



h

i

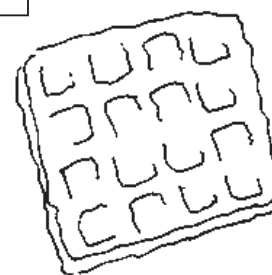
f

f

f

e

e



Trace.
Write clues for
these answers.

Across

2.

3.

4.

Down

1.

3.

Name: _____ Date: ____/____/____

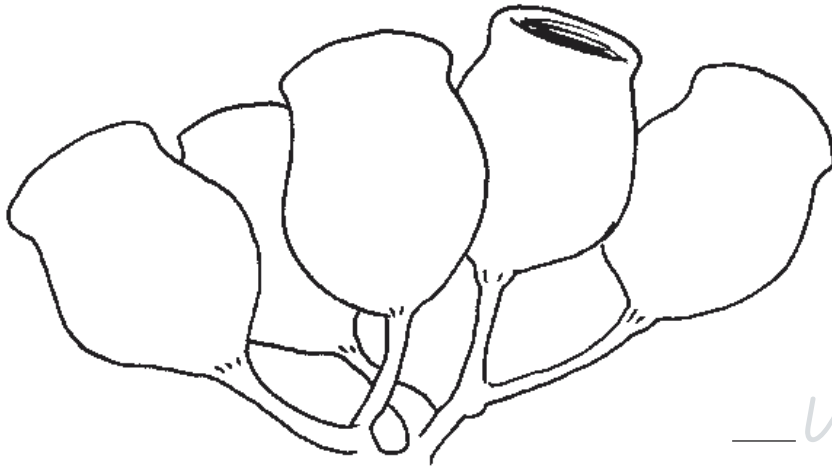
Anti-clockwise letters

g



g G

G



Fill the gumnuts
with wave patterns.

__umnuts

Trace and copy. Underline the hard g's, like the g in goat.
Circle the soft (g)'s, like the g in giraffe.

again imagine urgent

danger grow girl huge

strange gem give magic

Name: _____ Date: ____/____/____

Write the name of an animal which begins with *g* for each clue. One has been done for you. Tick them off as you go.

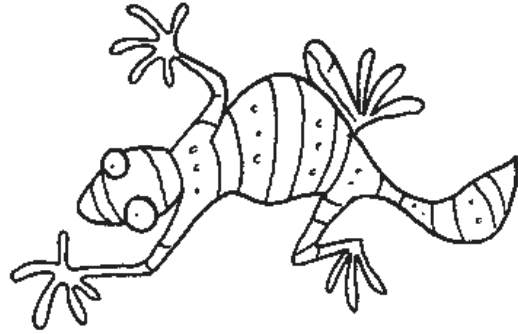
gecko goose

greyhound

garfish gazelle

gorilla goanna

guineapig



A tall, slender dog.

A short-eared,
short-tailed pet.

A large Australian
lizard.

A web-footed bird. ✓

A large ape.

A fish which lives in
the sea or estuaries.

A small antelope.

A small nocturnal
lizard.

1									
2									
3									
4									
5									
6	g	o	o	s	e				
7									
8									

Name: _____ Date: ____/____/____

Sometimes gh says "f". But when a t follows these letters the gh is silent. Sort out the words below into the two groups.

tough bought rough laugh
brought caught enough daughter
cough taught fought thought
ought



gh = f

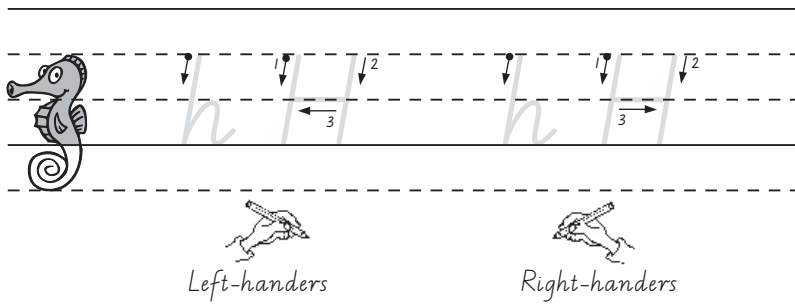
ght = t

✓ Tick your best word.

Name: _____ Date: ___/___/___

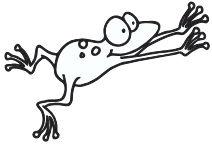
Other clockwise letters

h



H

Show how these animals can hop across the page.



Trace and copy. Circle your two best words.

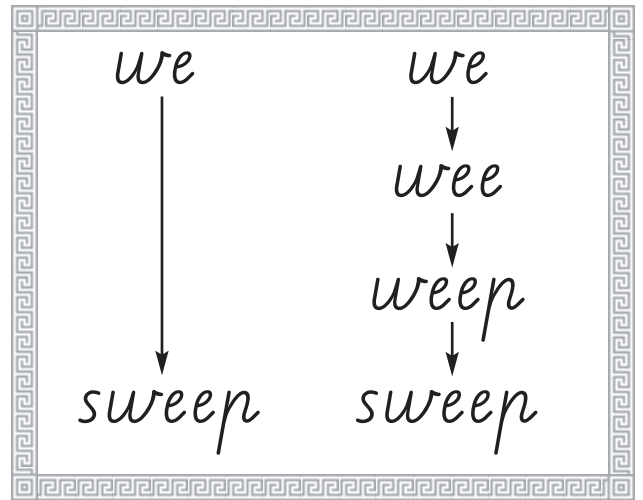
further father feather

nourish flourish who

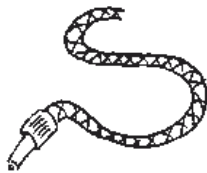
why what where

Build on the words given to make new words in the number of steps shown.

Look carefully at the example to see how it is done.



hose
↓
chosen



had
↓
heard

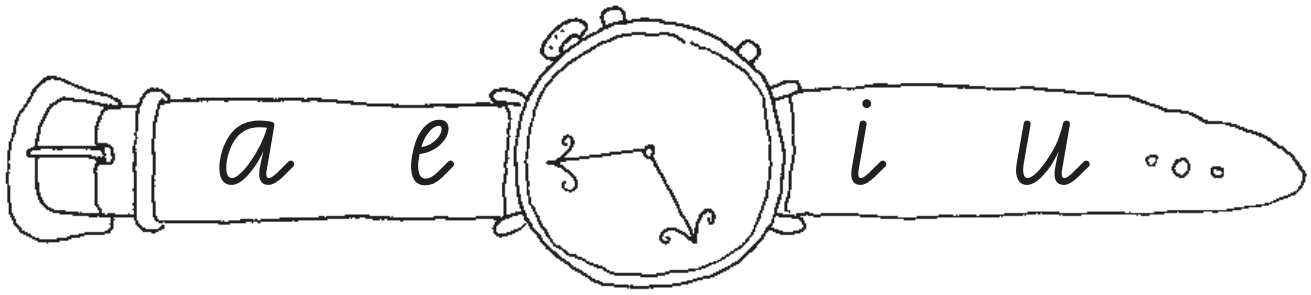
he
↓
shoes



hat
↓
heart



Name: _____ Date: ____/____/____



Add a vowel to these _tch words.

Trace, then copy them. Draw a ♥ under your three best h's.

c tch

m tch

scr tch

w tch

p tch

p tch

cl tch

sk tch

sw tch

tch

sn tch

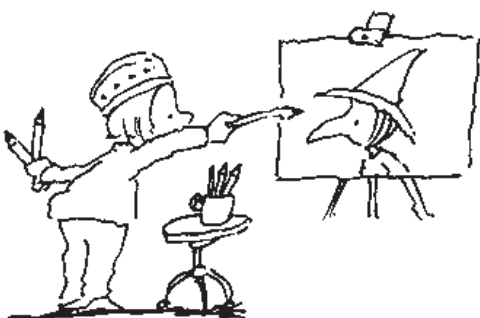
st tch

w tch

w tch

h tch

h tch



Name: _____ Date: __/__/__

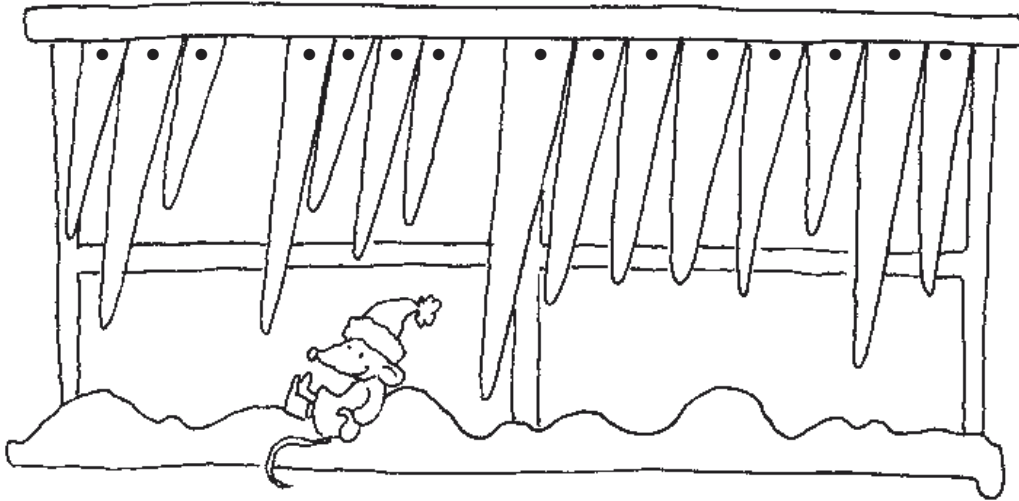
i family

i



i

I



ices

Trace and copy. Circle four i family letters.

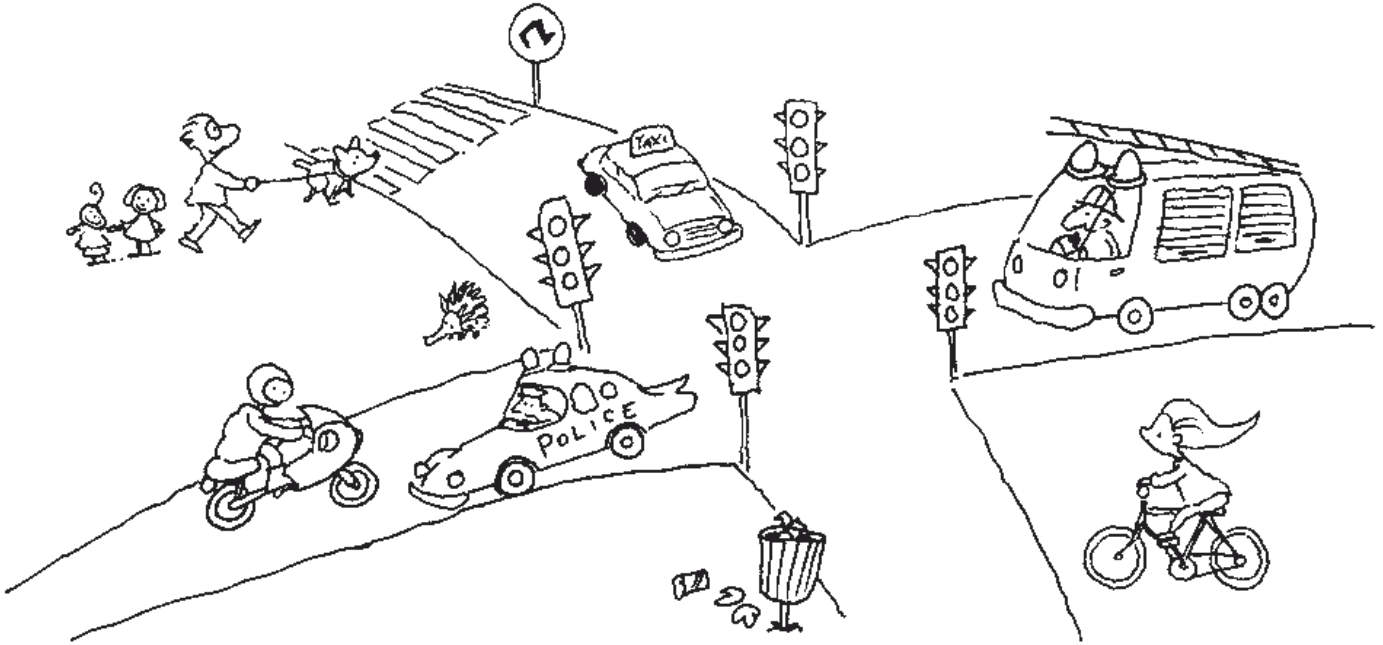
air chair pair repair

brain train plain again

thirst skirt swirl firm

Date: ___/___/___

Find ten things in the picture that have the letter i somewhere in their spelling.



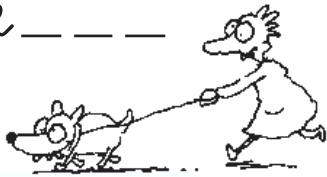
Write the words here. Use two of them in a sentence.
Underline your best word.

[illegible]

Name: _____ Date: ____/____/____

Add “ing” to these words. Use the new words to complete the puzzle. Don’t forget, if a word ends in a short vowel and a consonant, you must double the consonant before adding “ing”, e.g. stop → stopping.

walk _____



sleep _____



swim _____



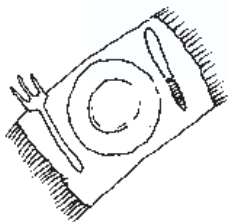
cook _____



hop _____



set _____

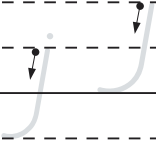


hum _____



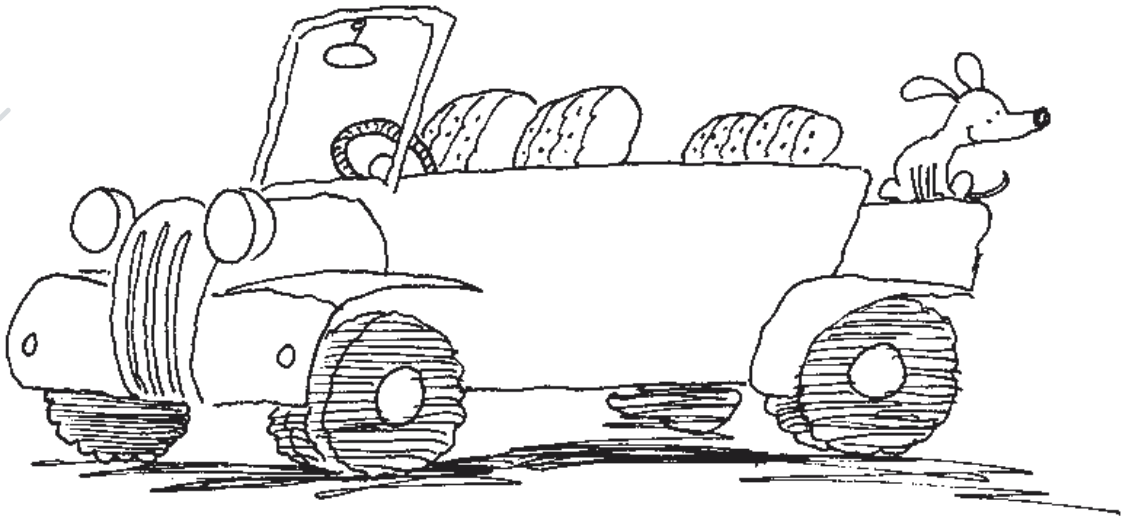
Name: _____ Date: ____/____/____

i family



Fill the jeep with downstrokes.

Jeep



Trace and copy. Tick your two best words.

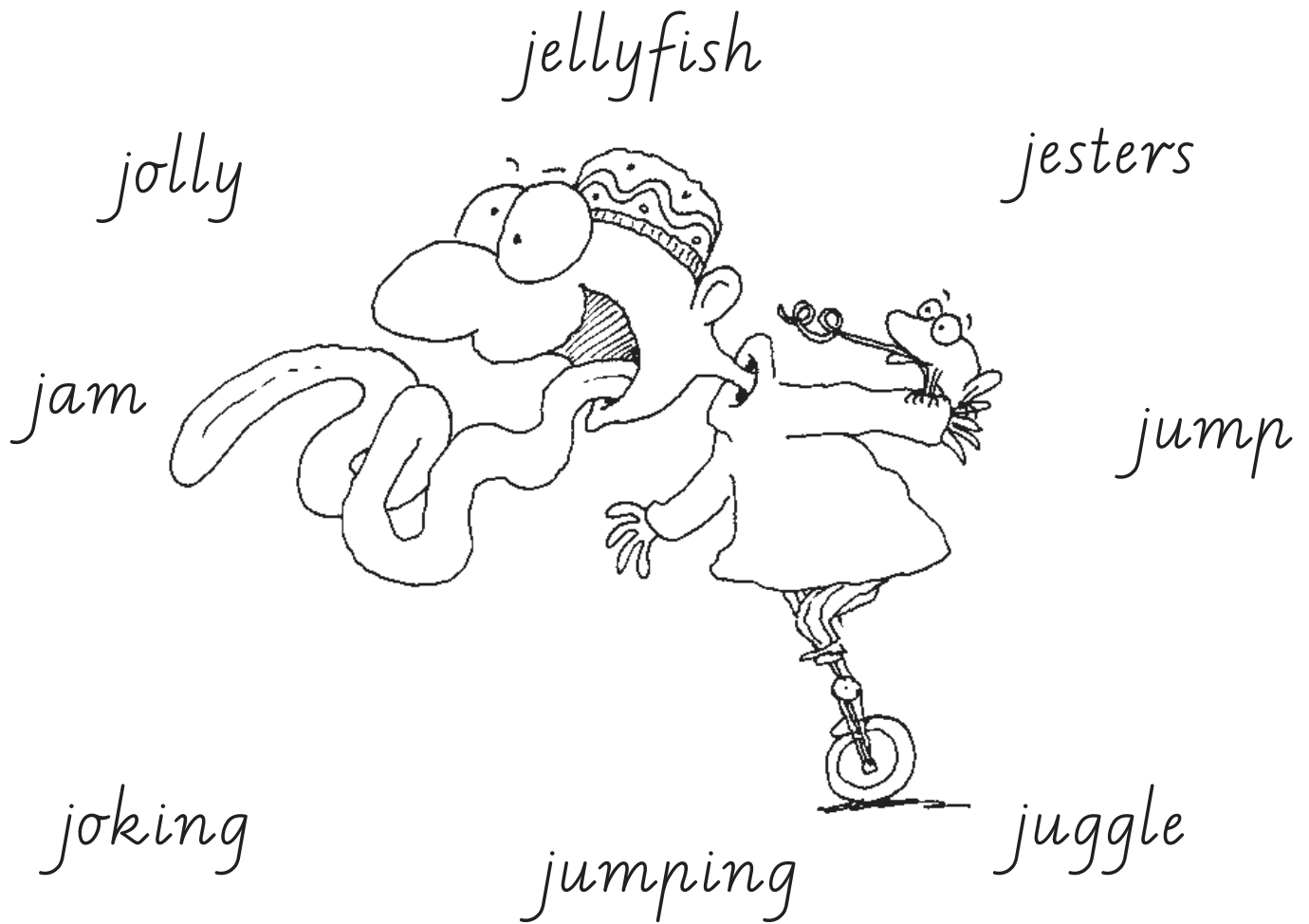
joy join join joints

jaw jaunt jaunty

jubilee joke jamboree

Name: _____ Date: __/__/__

Make up a tongue-twister using some of the j words below.
Write it on the lines. Give it to a friend to try.

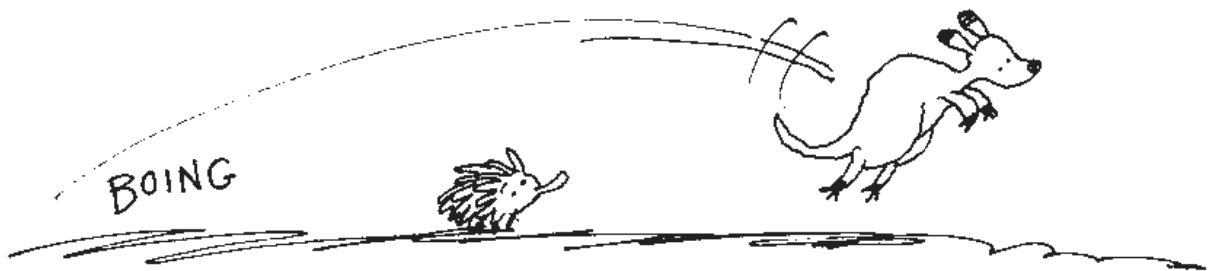


Name: _____ Date: ____/____/____

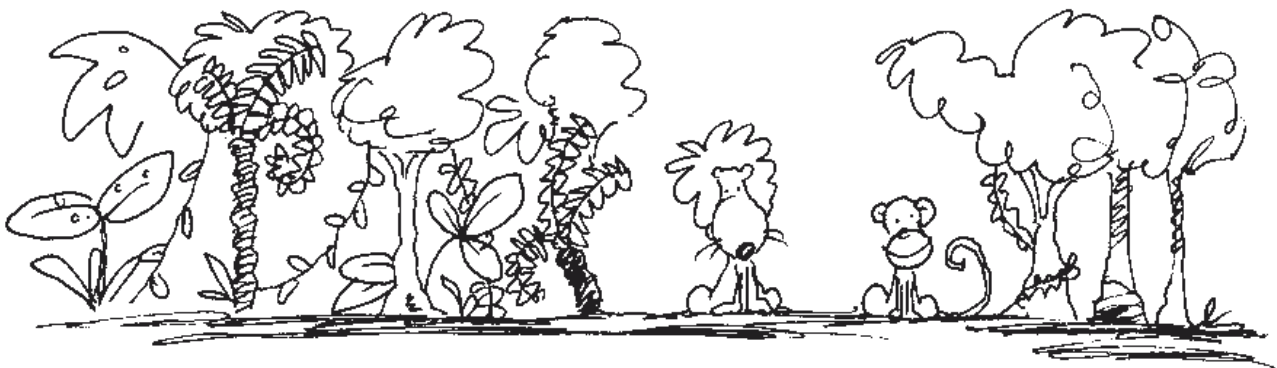
Write each word from the box under the correct rhyming word.



ham yolk pump



haunt bungle coin



Name: _____ Date: ____/____/____

Other clockwise letters

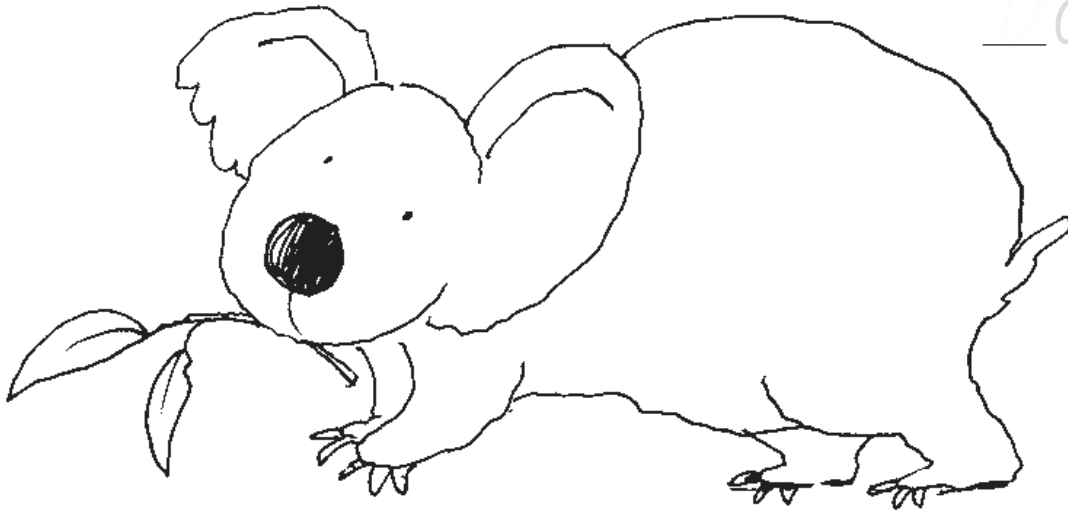
k



k K

K

Fill the koala with hopping patterns.



koala

Trace and copy.

jacket pocket cricket

bucket packet ticket

socket rocket docket

Name: _____ Date: __/__/__

Make new words.
Write them below.

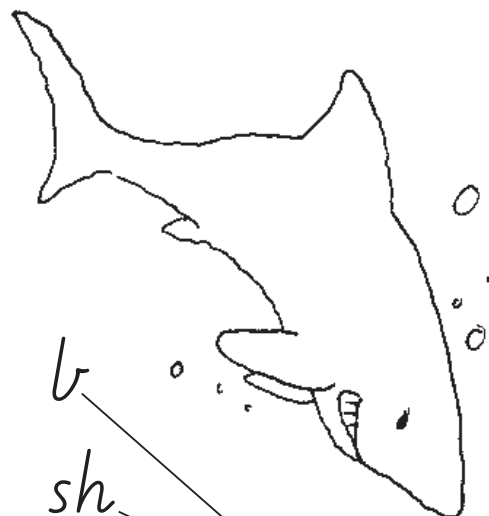


ook



ask

fl
m



ark

p

d

m

Handwriting practice lines (dashed middle line) for the first column.

Handwriting practice lines (dashed middle line) for the second column.

Handwriting practice lines (dashed middle line) for the third column.

✓ Tick your best word.

Name: _____ Date: ____/____/____

Trace.

duke like broke cake
bake bike fake joke
hike lake woke Luke

Rewrite the words from the list above that have an *oke* pattern.

Rewrite the words from the list above that have an *ake* pattern.

Rewrite the words from the list above that have an *ike* pattern.

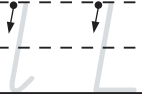
Rewrite the words from the list above that have a *uke* pattern.

Trace these patterns. Follow the direction arrows carefully.

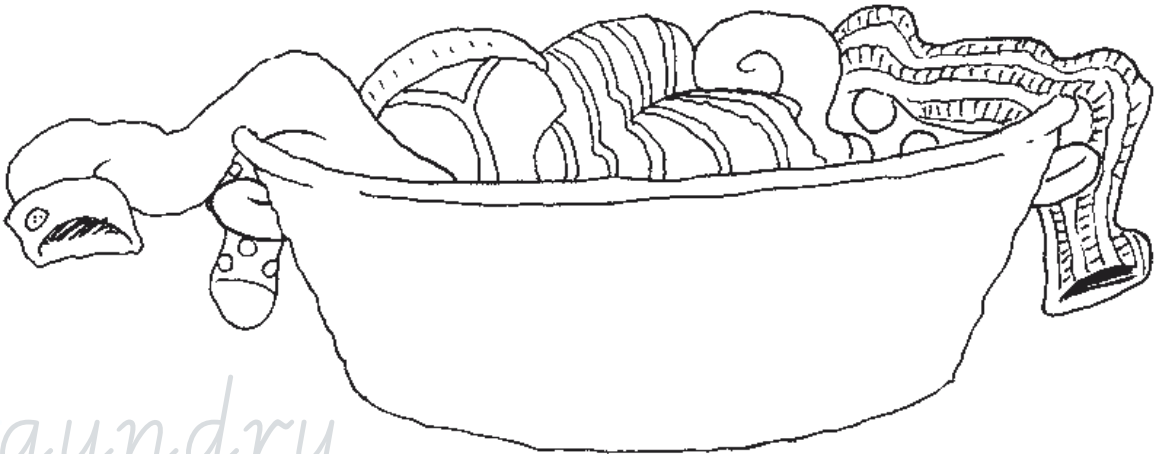


Name: _____ Date: ____/____/____

i family



Fill the laundry basket with downstrokes.



laundry

Trace and copy. Underline the downstroke letters.

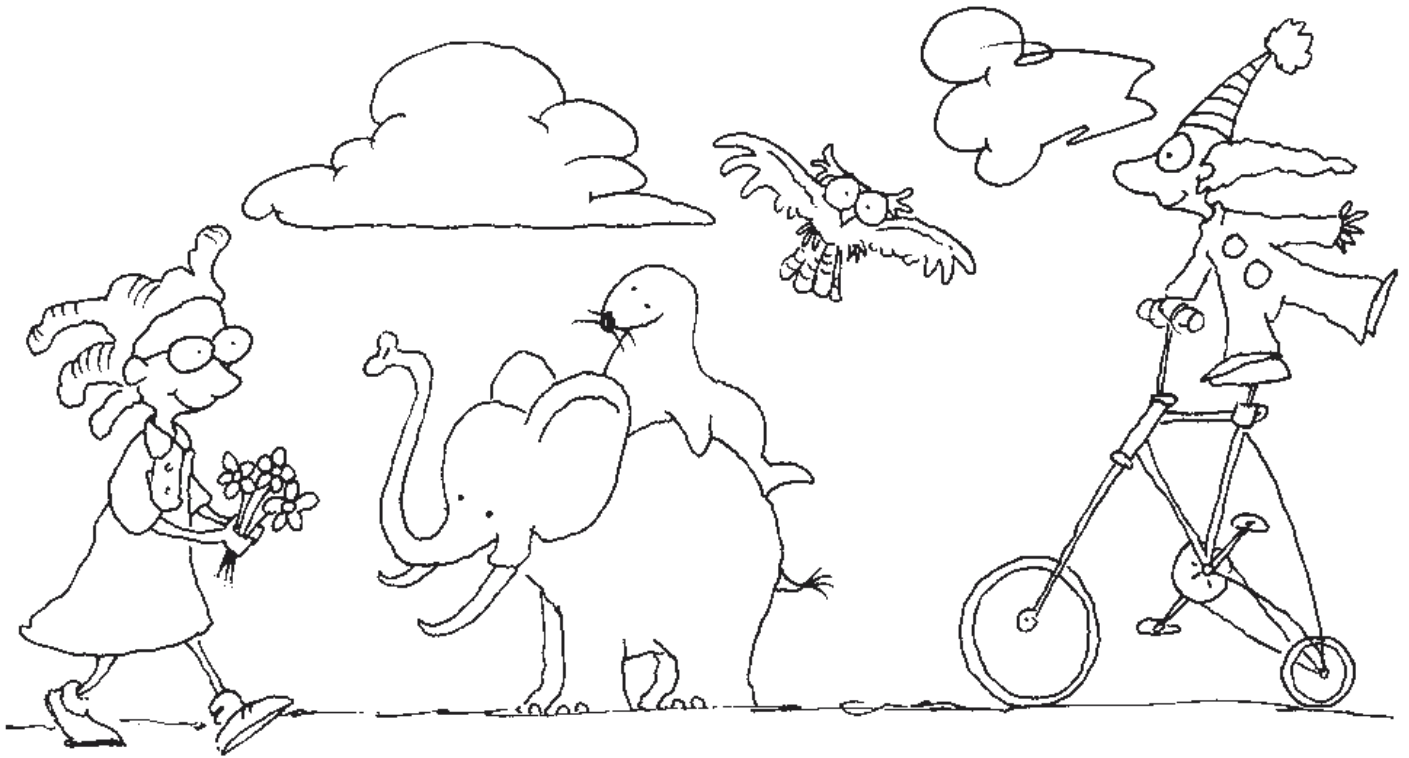
walk talk stalk chalk

castle ghastly rascal

could would should

Name: _____ Date: __/__/__

Find ten things in the picture that have the letter *l* somewhere in their spelling.



Write the words here. Then use two of them in a sentence.
Underline your best word.

Name: _____ Date: ____/____/____

You will need to do some research to find the answers.

Leonora Lizard Island

Lake Grace Launceston

Lord Howe Island

Which of these places is found in Tasmania?

Underline any downstroke letters.

In which place do big goannas live?

Underline any downstroke letters.

Which two places are in Western Australia?

Underline any downstroke letters.

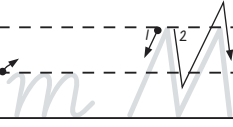
All these places are part of which country?

Underline any downstroke letters.

Name: _____ Date: ____/____/____

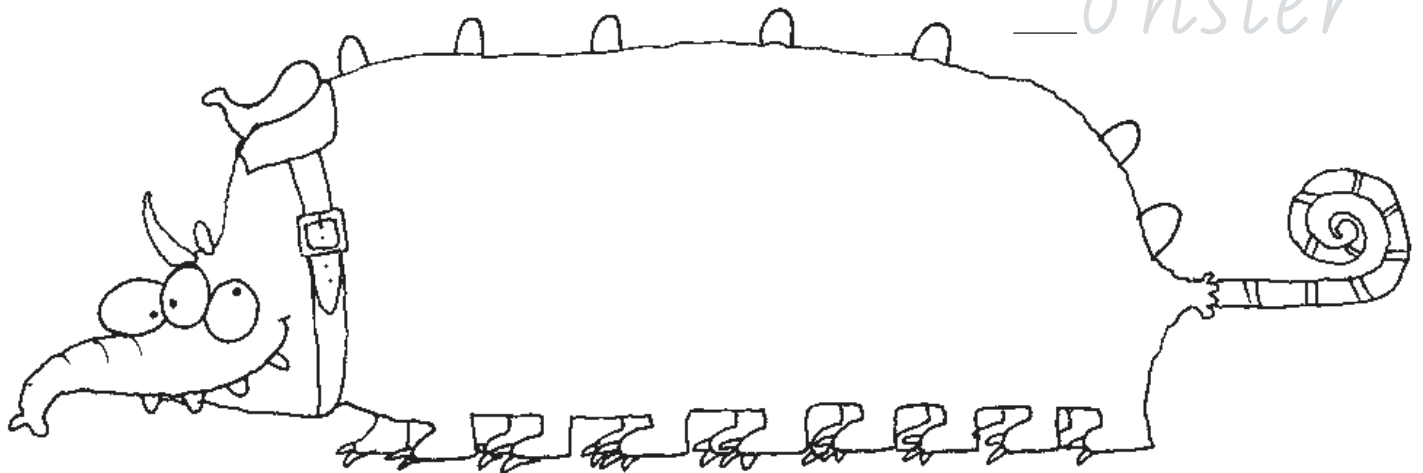
Clockwise letters with rounded entries

m



M

Fill the monster with hopping patterns.



Trace and copy.

mask

mast

master

mould

mild

milk

jump

stump

grumpy

Date: ___/___/___

Make new words. Write them below. Underline the *m*'s.

```

graph LR
    A[some] --- B[thing]
    A --- C[one]
    A --- D[times]
    A --- E[how]
    A --- F[where]
  
```



la

co

cli

thu

cru

mb



A diagram illustrating a mapping or relationship. On the left, there are five handwritten labels: *t*, *cr*, *scr*, *dr*, and *b*. On the right, there is a single handwritten label: *eam*. Five lines connect each of the left labels to the right label, indicating that all five left labels map to the single right label.

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.This image shows a handwriting practice sheet template. It consists of four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced across the page.This image shows a handwriting practice sheet template. It consists of four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced across the page.

Name: _____ Date: ____/____/____

Trace and copy the sentences. Underline the capital M's.
Colour the wedges in the lower-case m's.

On Mondays Mum makes

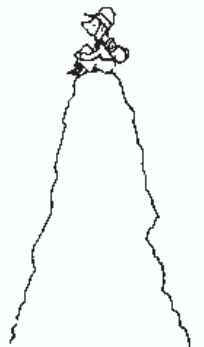
me marmalade muffins.

Mrs Smith climbed a

mighty mountain before

midday!

Mind my monkey!



Name: _____ Date: ____/____/____

Clockwise letters with rounded entries

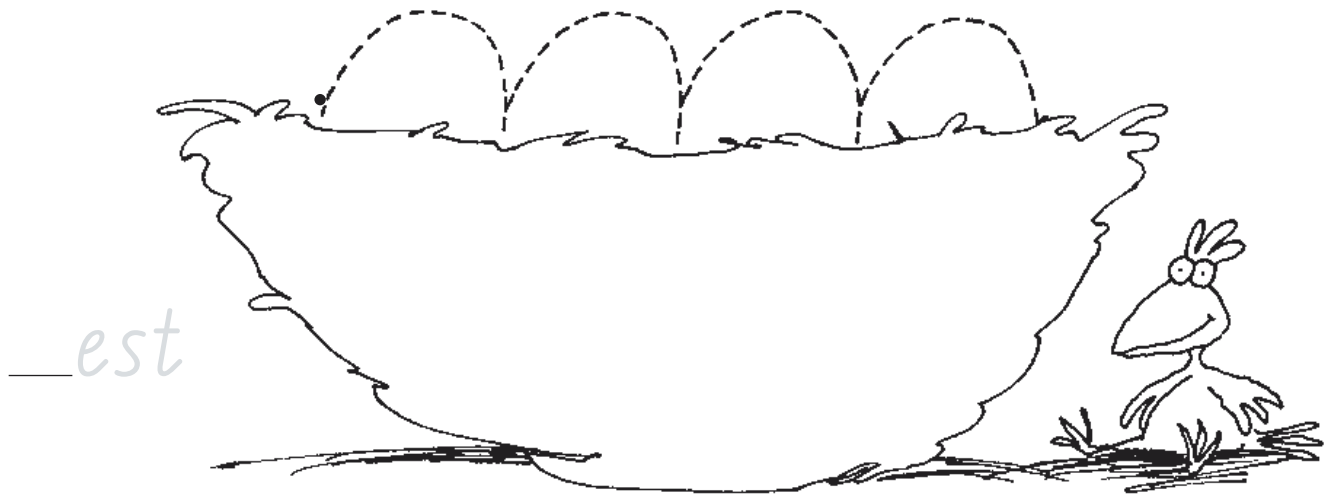
n



n N

N

Fill the nest with hopping patterns.



Trace and copy. Circle your best word.

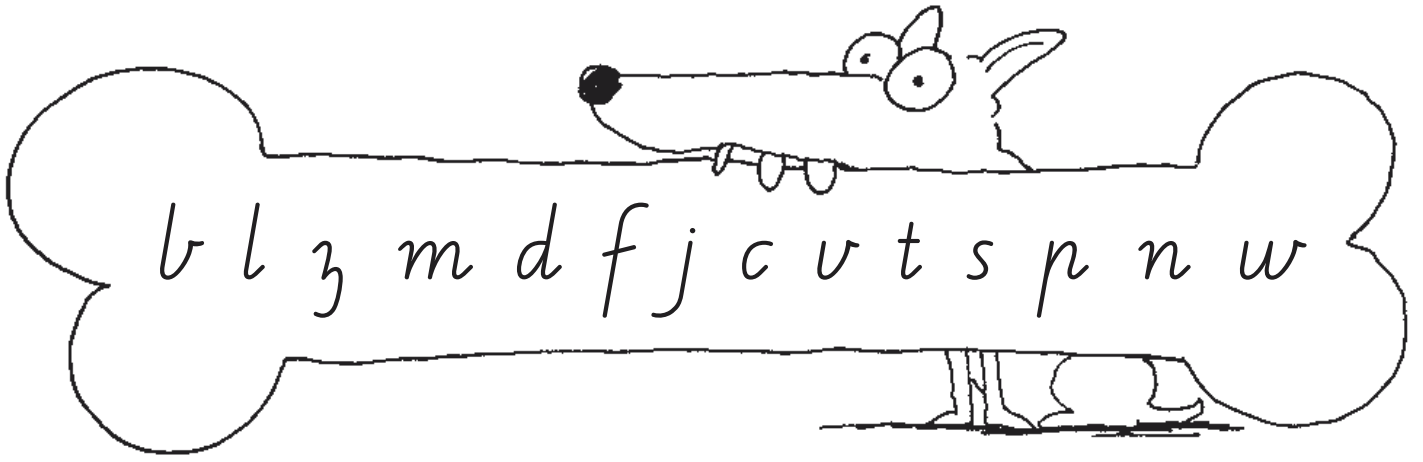
bring swing finger

belong thong wrong

rung stung tongue

Date: ___/___/___

Add these word beginnings to the word endings below.
If you make a real word, write it in the correct column.



—one

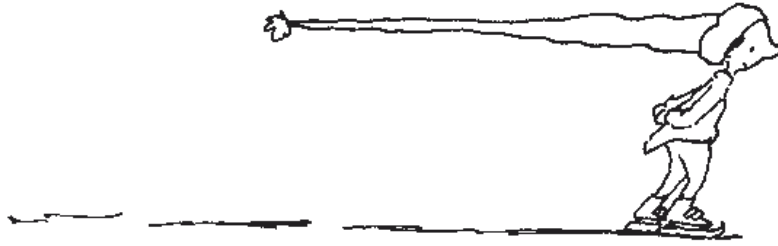
—ane

—ine

une

Name: _____ Date: ____/____/____

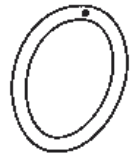
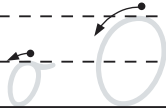
Trace these nk words, then use four of them in sentences.



sink pink rink stink
bank sank tank honk
bunk dunk junk drunk

Name: _____ Date: ____/____/____

Other anti-clockwise letters



Fill the ocean around the map of Australia with wave patterns.



____cean

Trace and copy. ✓ your two best words.

storm

port

north

float

boat

soak

blow

below

row

tow

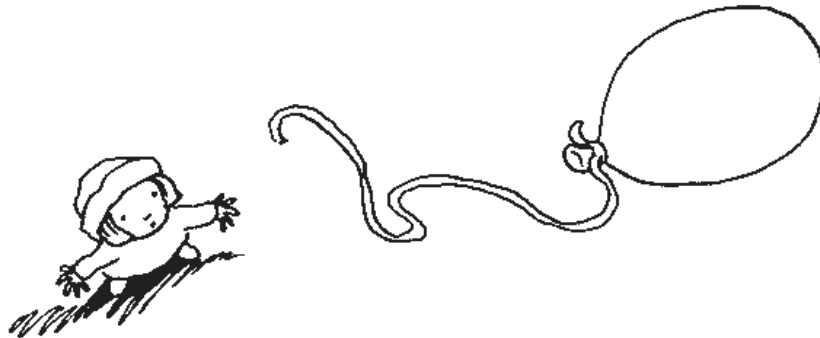
Name: _____ Date: ____/____/____

oy oo ou ou



Finish the sentences by writing the correct sound into the words.

The b__'s ball__n has bl__n
away.



The cl__n b__ed to the cr__d.



The cl__ds blew across the m__n.



Name: _____ Date: __/__/__

Write this knock knock joke in the lines below.
Check carefully that you have included all punctuation.

Knock, knock.

Who's there?

Boo.

Boo who?

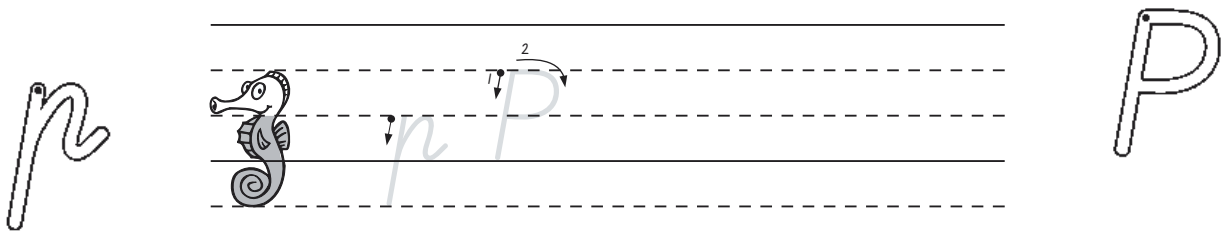
Don't cry!



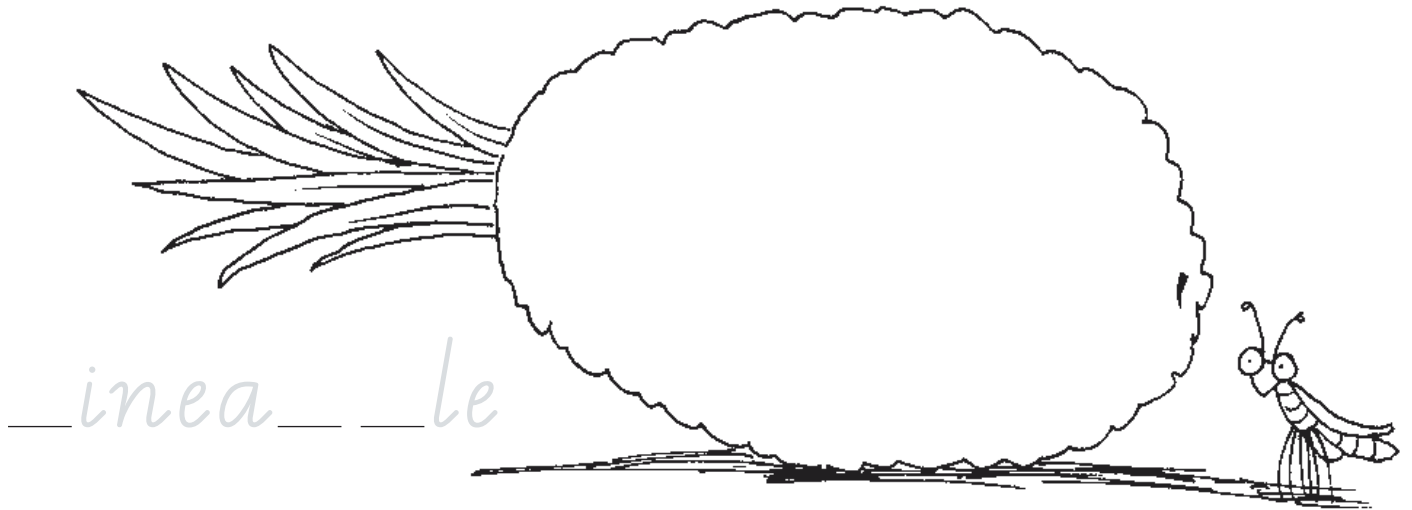
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name: _____ Date: ____/____/____

Other clockwise letters



Fill the pineapple with hopping patterns.



Trace and copy. Put a polka dot on top of your three best p's.

camp stamp damp

lisp crisp whisper

kept slept wept

Name: _____ Date: __/__/__

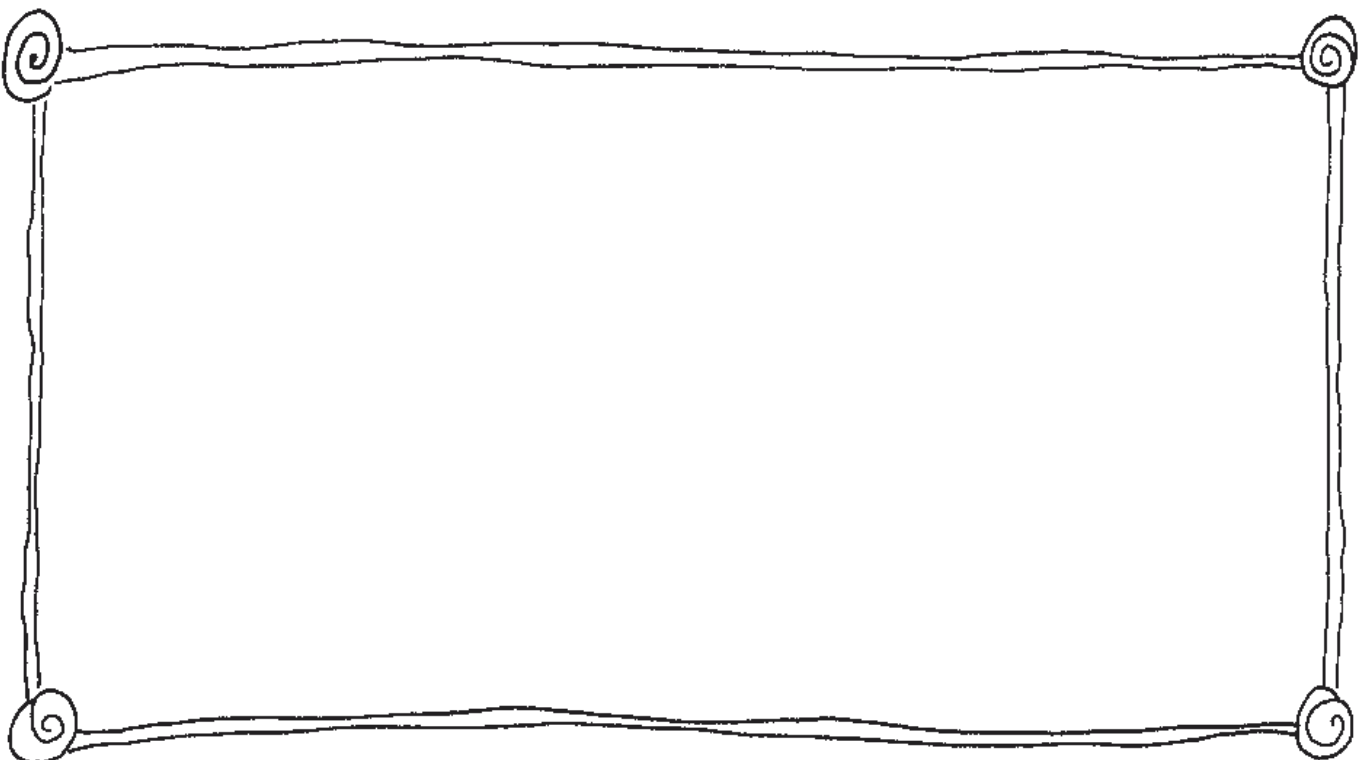
Trace and copy these words. Colour the wedges in the p's.

Then, in the space below, draw an office and include some of these things. Label them.

computer telephone pens

lamp paperclips printer

paper pencils pot plant



Name: _____ Date: ____/____/____

Write this recipe for pancakes in the lines below.

Ingredients: 1 $\frac{1}{4}$ cups milk

1 cup plain flour 1 egg

Method:

Sift flour into bowl.

Add egg and mix.

Stir in milk.

Pour batter into hot, greased pan.

Flip and cook on other side.



Ingredients:

Method:

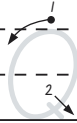
Name: _____ Date: ____/____/____

Anti-clockwise letters

q



q

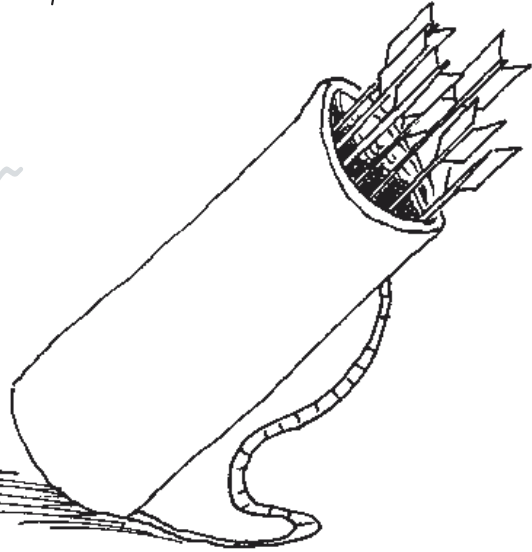


Q

Fill Robin Hood's quiver with wave patterns.



__uiver



Trace and copy.

quay

queue

quest

racquet

aqua

aquarium

squeal

squeak

squeeze

Date: ___/___/___

Sort the words into three columns.

quench

quiet

quake

quartet

quarter

queasy

quack

quarrel

quiz

quest

query

quick

quay

quinze

quality



qua

que

qui

Name: _____ Date: ____/____/____

Rewrite the sentences below. Add a question mark to the sentences that need one. Add a full stop to the other sentences.

? ? ? ?



Which duck quacked

Quincy made a cake for tea

Why is the queue so long

Who likes quince jelly

What will quench your thirst

Circle your best "qu" word.

Name: _____ Date: __/__/__

Clockwise letters with rounded entries

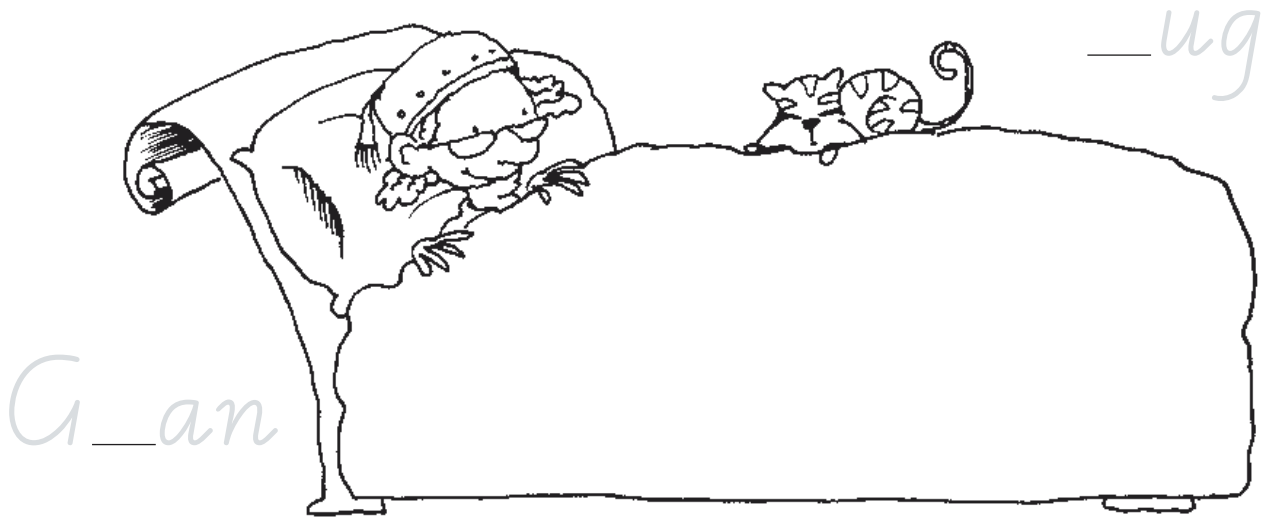
r



r R

R

Fill Gran's rug with hopping patterns.



Trace and copy.

mother father brother

weather shepherd

Dr Mrs Mr Sir

Name: _____ Date: ____/____/____

Use these blends to make words. Circle the (r)'s.

gr

fr

br

cr

tr

dr

ain

own

ape

ick

own

ash

ee

ave

ain

ap

ain

ink

oup

cr

ain

ick

tr

owl

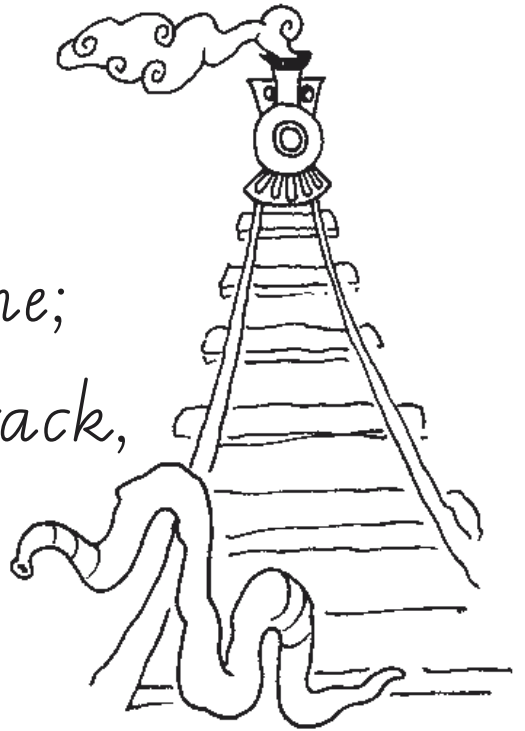
dr

Name: _____ Date: ____/____/____

Write this rhyme in the lines below. Check carefully that you have included all punctuation.

OOEY GOOEY

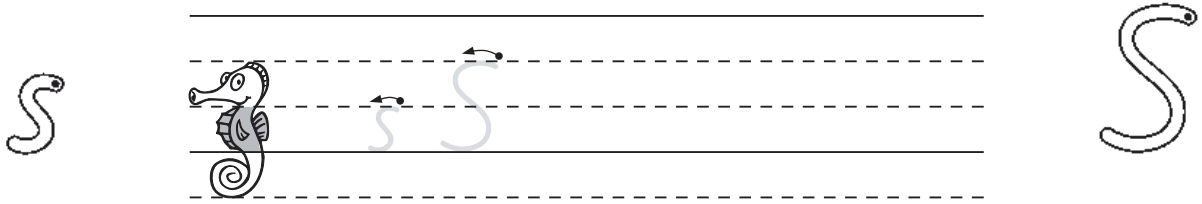
Ooey Gooney was a worm,
And what a worm was he;
He sat upon a railway track,
The train he didn't see ...
OOEY GOOEY!



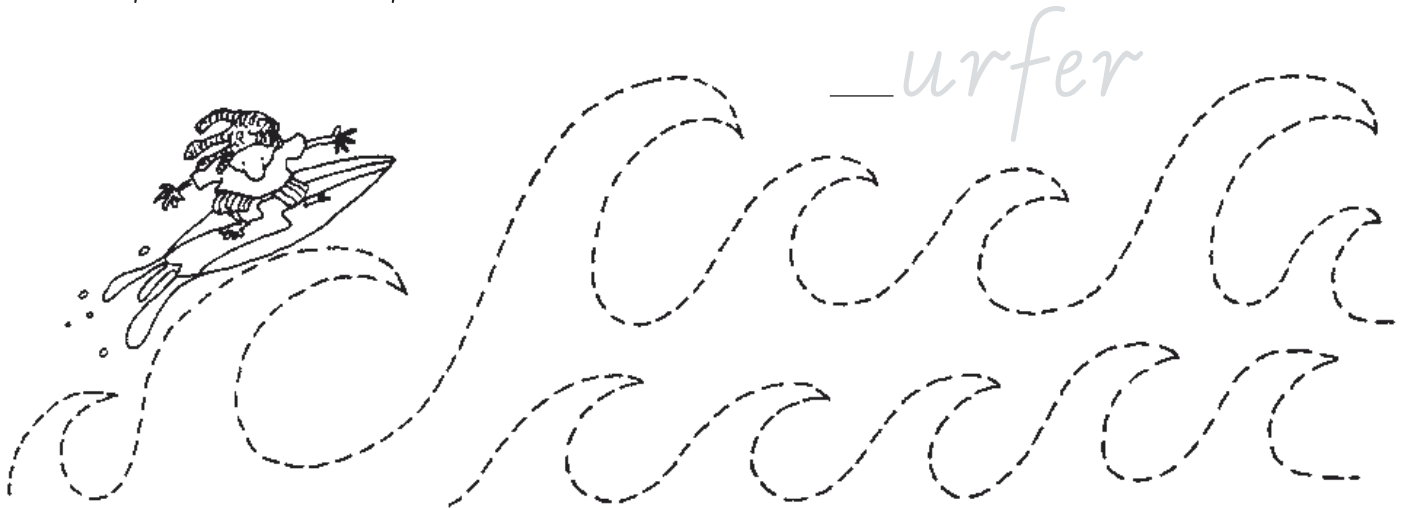
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing practice.

Name: _____ Date: ____/____/____

Other anti-clockwise letters



Complete the surfer's waves.



Trace and copy. Underline your best word.

television

conclusion

decision

permission

fashion

Ms

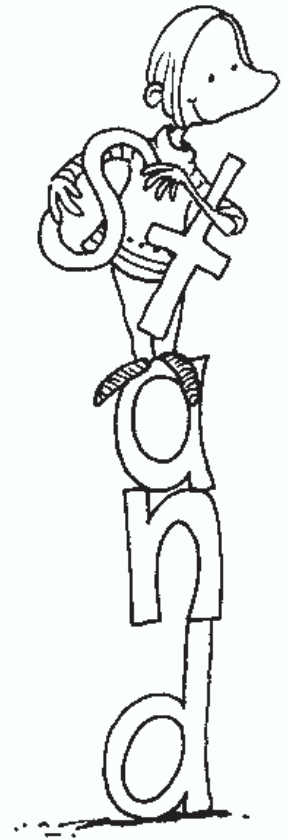
Mrs

Miss

Name: _____ Date: ____/____/____

Build on the words given to make new words
in the number of steps shown.

pit	and
↓	↓
↓	↓
splint	strand



Use the blends to make words. Underline the s's.

sw	sp	st	sh
sn			ow
	ort	ell	eet
ell	on	y	oon
			out

Date: ___/___/___

Add *s* or *es* to make these words plural. Write them in the lines below. Use your favourite in a sentence.

glass dress bush shirt

sister

horse

nurse

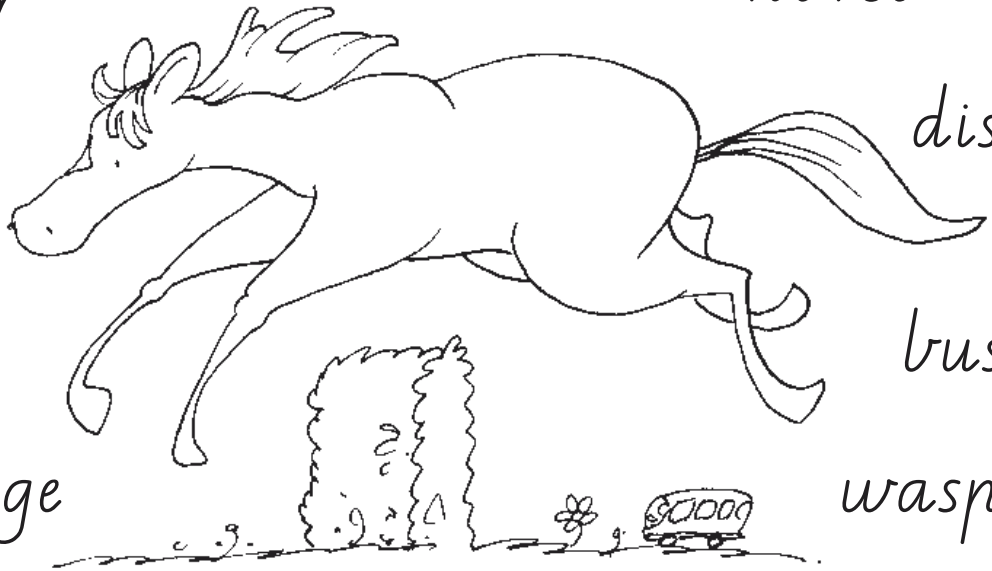
dish

shell

bus

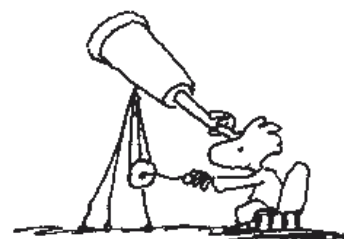
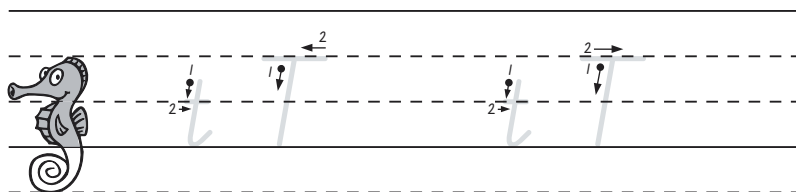
sausage

wasp

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The entire page is white with no other markings or text.

Name: _____ Date: ____/____/____

i family



Trace and copy. Underline your best word.

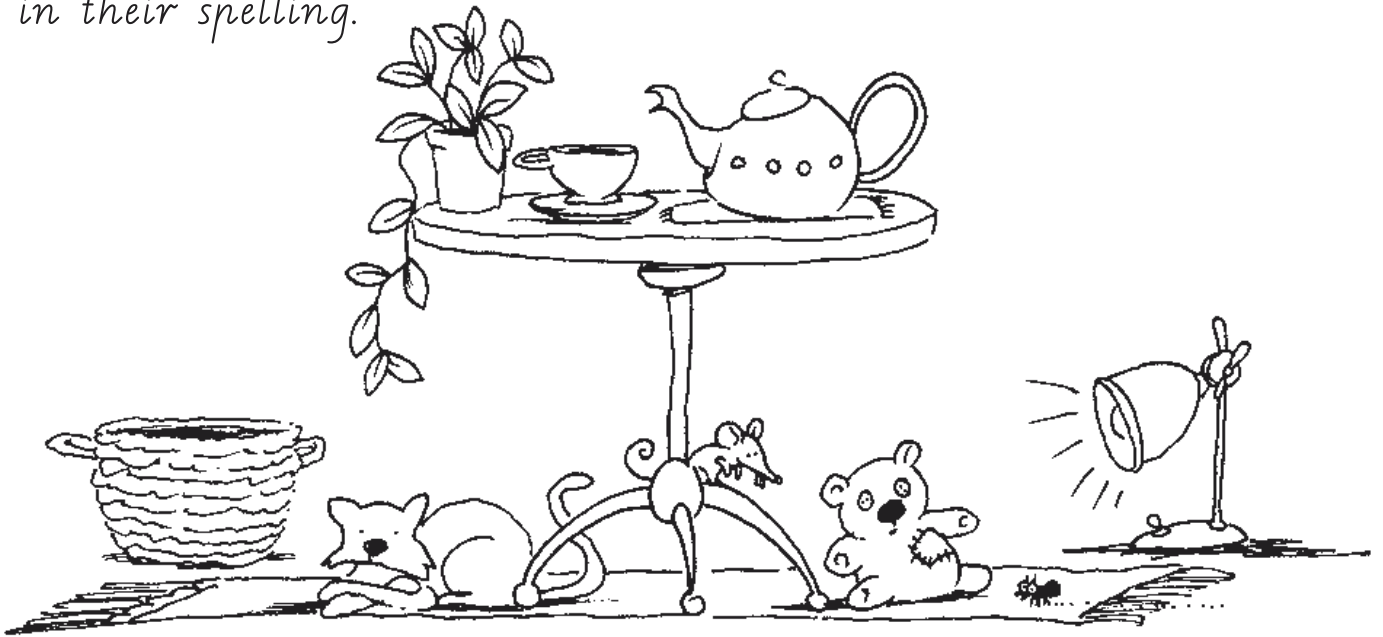
fast vast last past

dusty rusty crusty

port sort short snort

Date: ___/___/___

Find ten things in the picture that have the letter t somewhere in their spelling.



Write the words here. Use two of them in a sentence.
Underline your best word.

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.

Name: _____ Date: ____/____/____

Sort the words below into the right columns.

tree art trap court cart trot

train

sport skirt

trunk

track

tram

start

chart

shirt

try

tr__



__rt

Handwriting practice lines for the 'tr__' column, consisting of multiple rows of solid top and bottom lines with a dashed middle line.

Handwriting practice lines for the '__rt' column, consisting of multiple rows of solid top and bottom lines with a dashed middle line.

Name: _____ Date: ____/____/____

u family

u



u U

U

Fill the barramundi with wave patterns.



barram_ndi

Trace and copy.

thumb dumb crumb

numb humble tumble

mumble stumble





Name: _____ Date: ___/___/___

Trace and copy these words, then find them in the wonderword below.

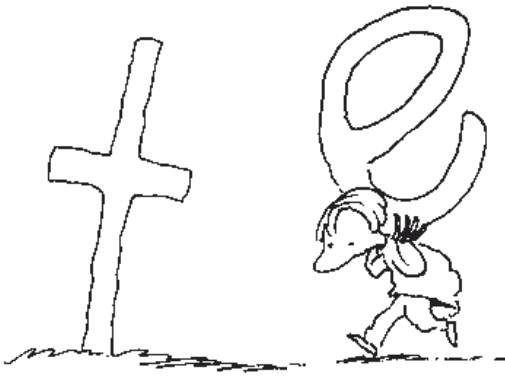
sauce caught because

author taught laugh

pause haunt autumn

a	p	p	l	a	u	s	e	
c	h	a	a	u	t	h	o	r
h	a	u	n	t	n	e	t	c
b	e	c	a	u	s	e	a	a
r	i	d		m	a	s	u	u
u	a	p	i	n	u		g	g
l	a	u	g	h	c	k	h	h
	p	a	u	s	e	e	t	t

Name: _____ Date: ____/____/____



1. Add e to make new words.
2. Write a sentence using two of the new words.
3. Circle your best word.

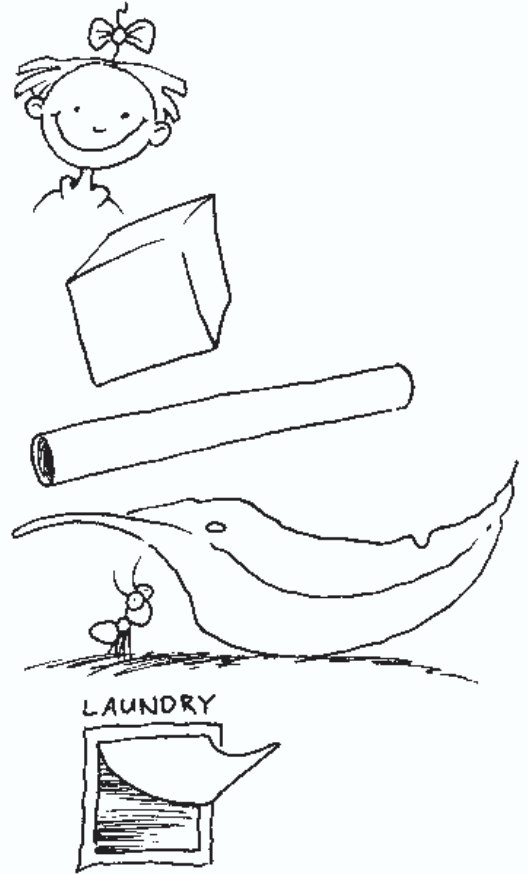
cut → cute

cub →

tub →

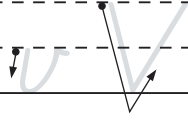
hug →

shut →

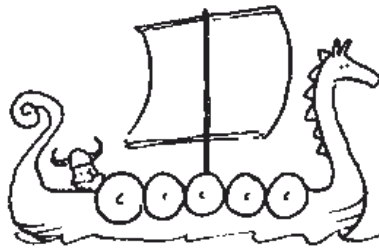


Name: _____ Date: ____/____/____

u family



Draw the wavy sea around the Viking longboat.



____iking

Trace and copy. Put a wavy line under your best word.

quiver

quaver

liver

favour

ever

flavour

river

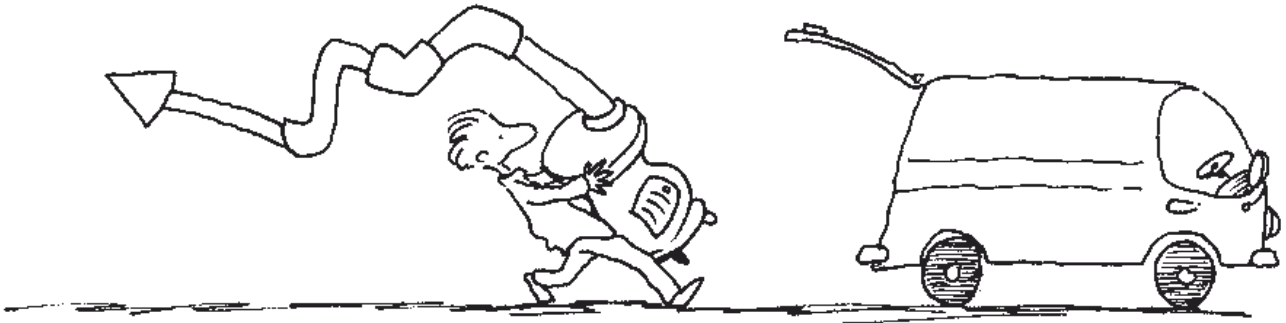
over

oven

Name: _____ Date: ____/____/____

Trace and copy the sentences.

Find the *v*'s in each sentence. Underline them.



Leave the heavy stove for

Neville to move.

The van drove past the

vast convoy of vehicles.

Vera has the vase.

Name: _____ Date: ____/____/____

Trace. Say the words.

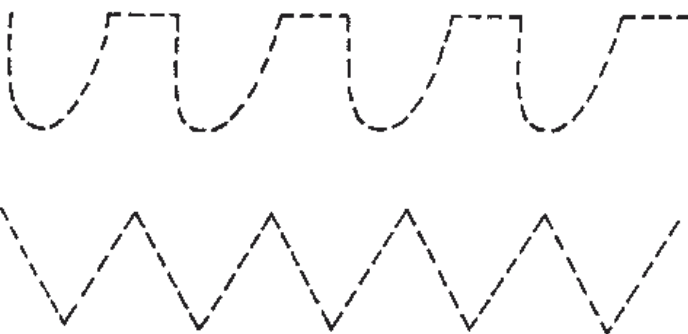
love move shove dove
wove above rove prove
stove hover cove

Rewrite the words from the list which have an u sound as in mug.

Rewrite the words from the list which have an oo sound as in moon.

Rewrite the words from the list which have an o sound as in home.

Trace these patterns. Continue them.



Name: _____ Date: ____/____/____

u family

w

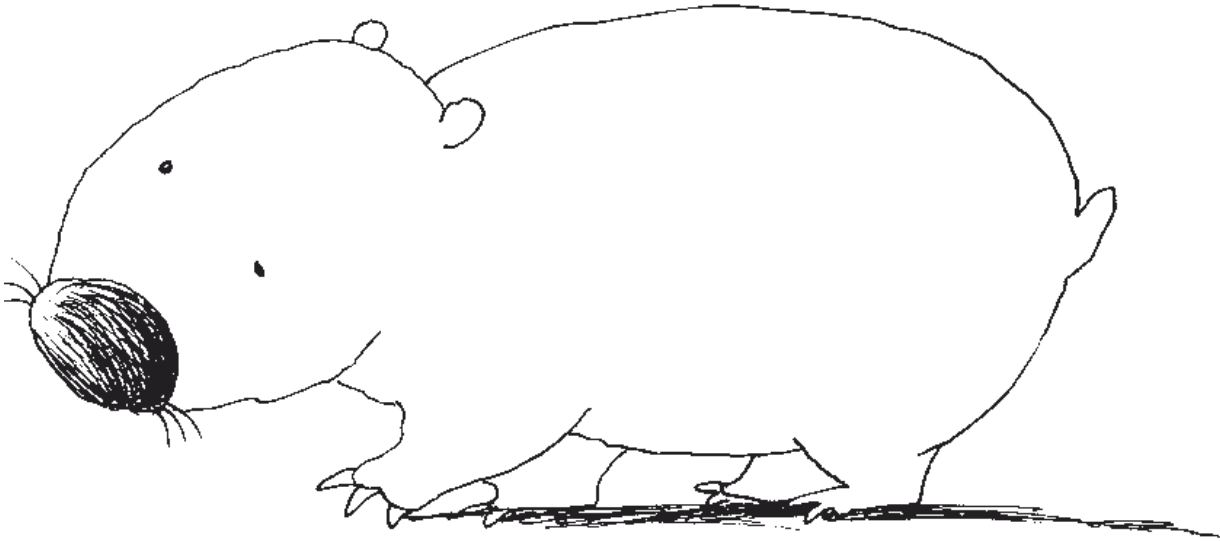


w W

W

Fill the wombat with wave patterns.

_ombat



Trace and copy.

swap

sweep

swift

throw

know

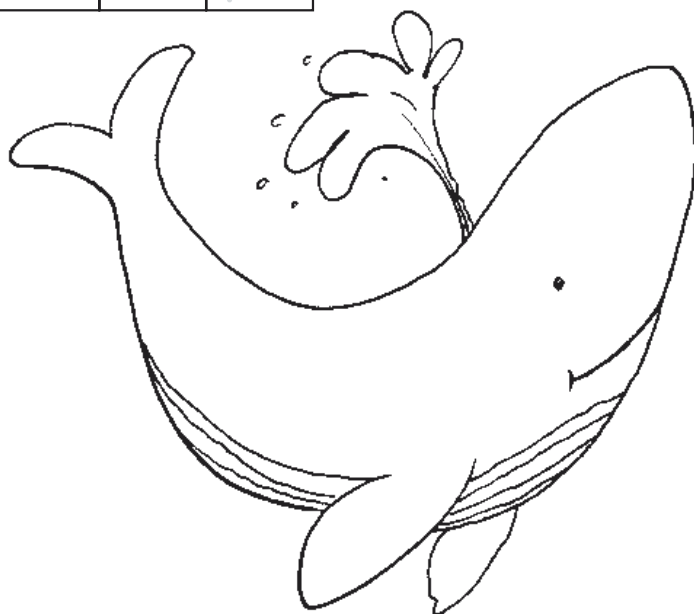
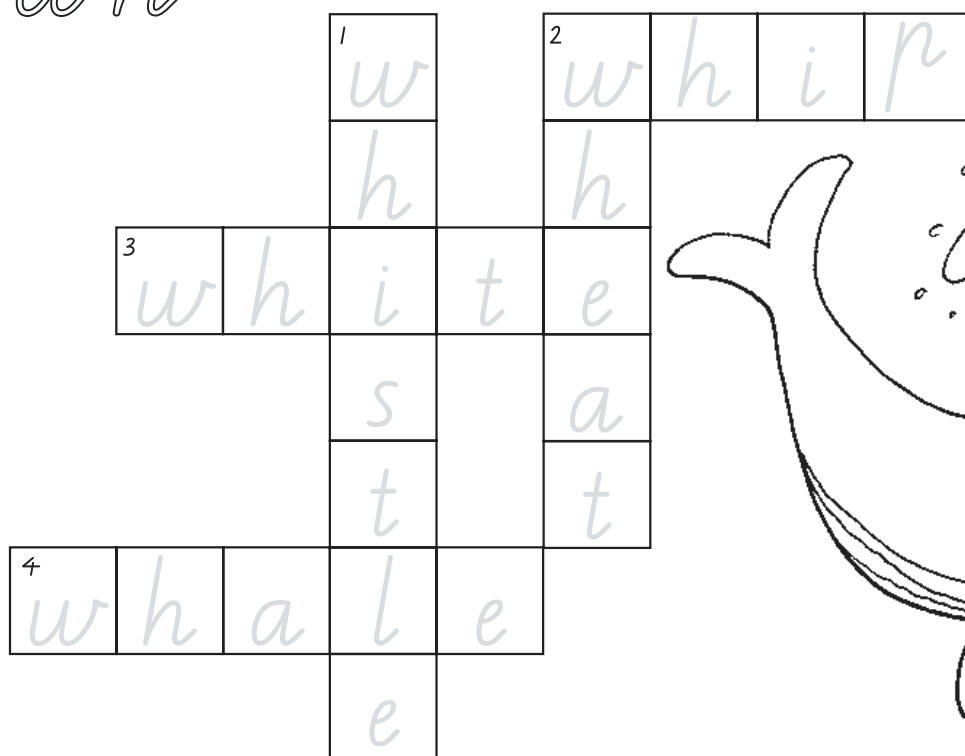
flow

window

willow

wallow

wh



Write clues for these answers.

Across

2. _____

3. _____

4. _____

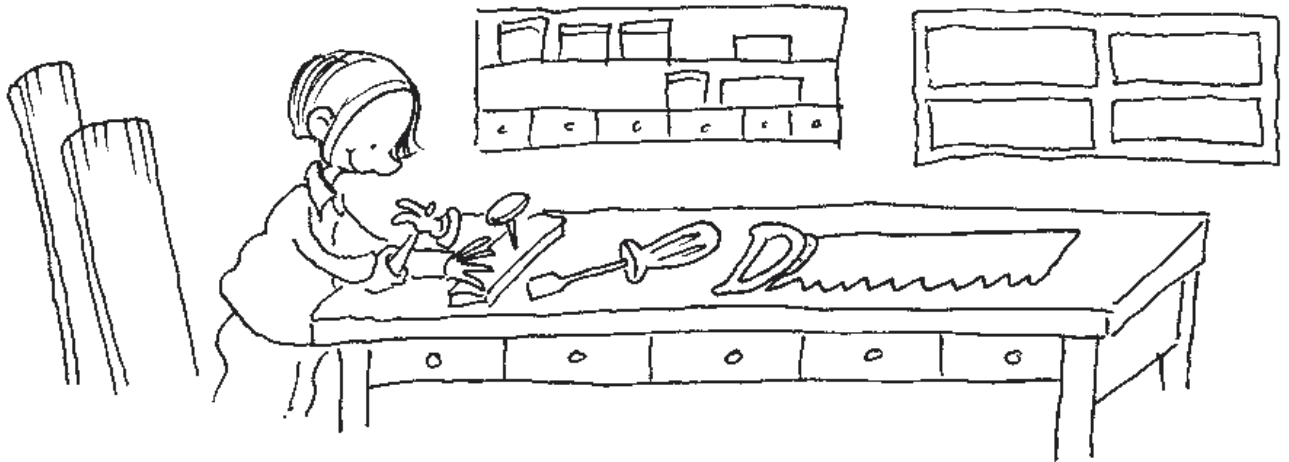
Down

1. _____

2. _____

Name: _____ Date: __/__/__

Find six things in the picture that have the letter *w* somewhere in their spelling.

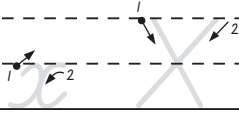


Write the words here. Colour the wedges in the *w*'s. Use three of the words in sentences. Underline your best word.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

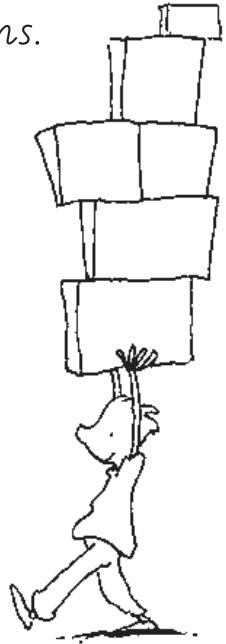
Name: _____ Date: ____/____/____

Clockwise letters with rounded entries



Draw six boxes. Fill each box with hopping patterns.

bo__es



Trace and copy. Circle your best word.

wax fax Max tax

extra extract exact

extreme xylophone




Name: _____ Date: ____/____/____

Trace and copy these words, then find them in the wonderword.

six extreme exclaim

tax fix coax fox

mixture examine exit

e	x	a	m	i	n	e
x	f		i	s	i	x
c	o	a	x	j	6	t
l	x	t	t	a	x	r
a	x	e	u	r	s	e
i		x	r	f	p	m
m	w	i	e	i		e
u	k	t	o	x	i	c

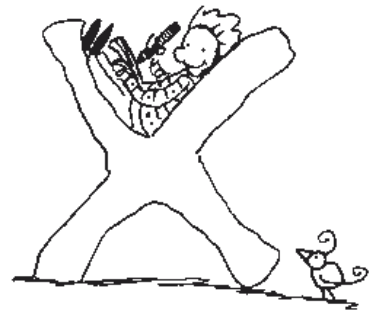
Name: _____ Date: ____/____/____

Write the missing words in the lines. Choose from the words below, which all contain the letter *x*.

exclamation six

extremely sixty

sixteen examine



To look at something carefully is to _____ it.

Three number words which contain the letter *x* are _____

If you win six thousand dollars, you are _____

lucky!

What is this called? !

mark

Write three words that rhyme with packs. Don't forget that each one must have an *x*.

Name: _____ Date: ____/____/____

u family

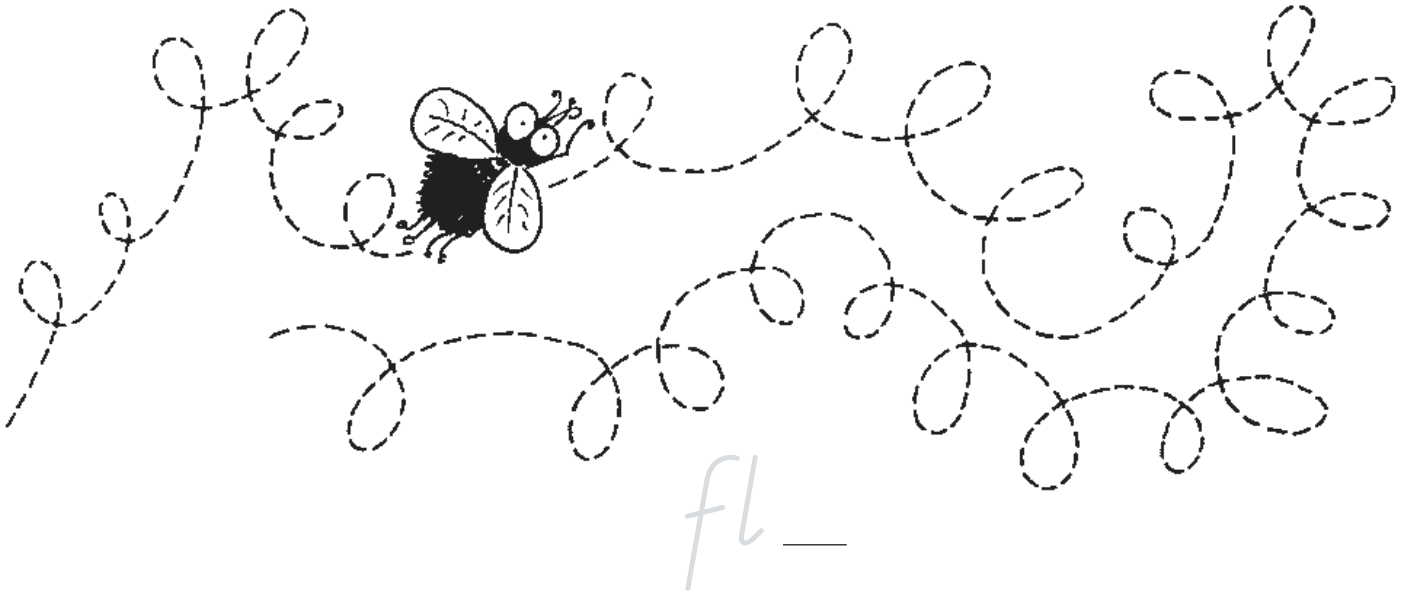
y



y Y

Y

Look at this fly fly!



Trace and copy.

boy joy toy coy

annoy enjoy destroy

royal loyal voyage

Name: _____

Date: ___/___/___

Make new words. Write them below.

Mon
Tues
Wednes
Thurs
Fri
Satur

day



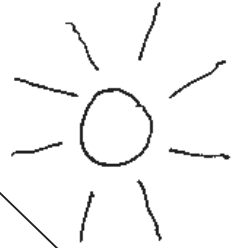
spr
str
tr

ay



d
m
w
pl
l

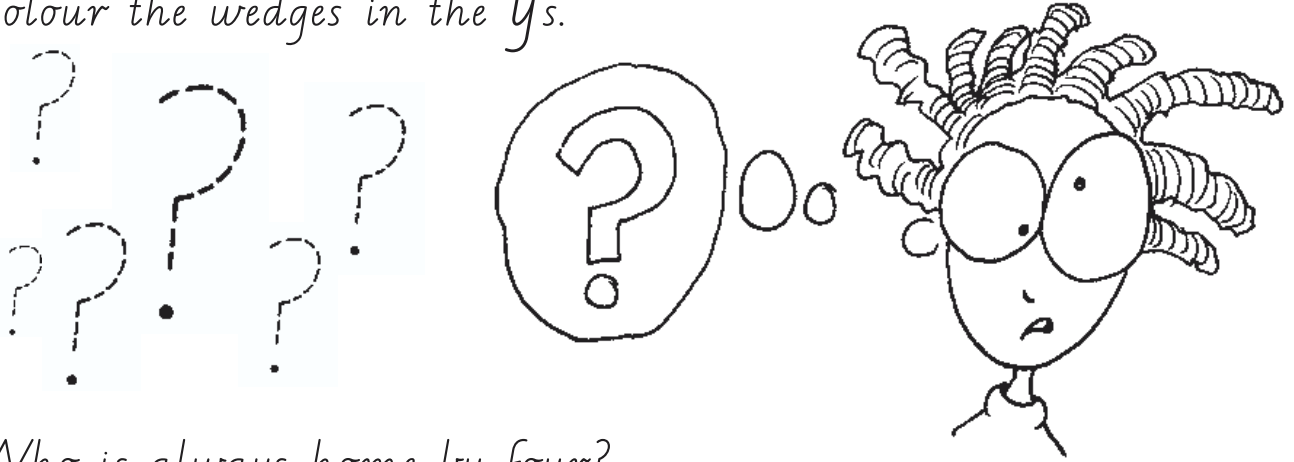
ay



✓ Tick your best word.

Name: _____ Date: ____/____/____

Who, what, when, where and why are all words used to start questions. Copy these questions. Don't forget the question mark. Colour the wedges in the y's.



Who is always home by four?

What day was it yesterday?

When will your family arrive?

Where is the heavy box?

Why are you yelling?

Name: _____ Date: ____/____/____

Clockwise letters with rounded entries

3

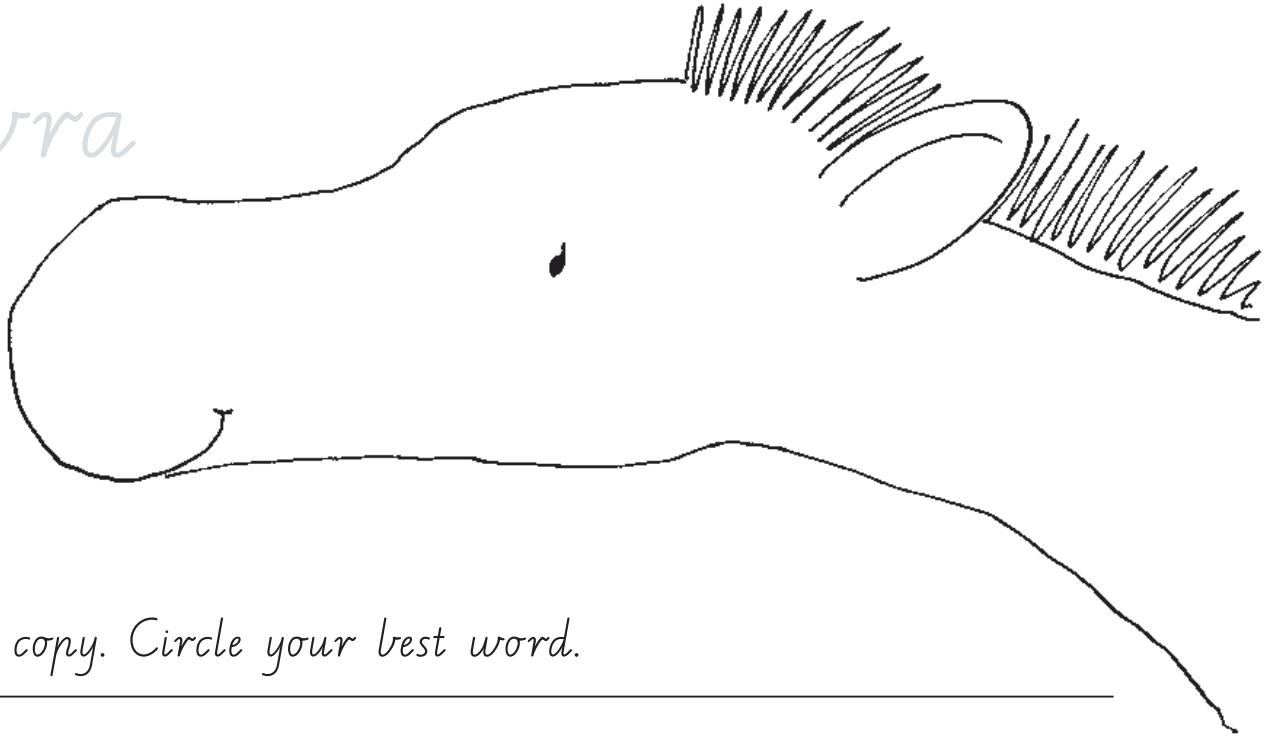


3 Z

Z

Fill the zebra with hopping patterns.

zebra



Trace and copy. Circle your best word.

snooze

ooze

maze

lazy

doze

zipper

zoom

zap

zucchini

Name: _____

Date: ____/____/____

3 or S ?



la_e

Li_

bou_

day_

M_

co_y

stay_

bu_y

do_e

rai_e

vi_it

fro_e

ga_e

bu_ _

goe_

no_e

doe_

mow_

fi_ _

pu_ _ le

ro_e

hi_

ho_e

toe_

da_e

cra_y

ea_y

Name: _____ Date: ____/____/____

You will need to research to find out the answers to the questions.

Zimbabwe zither
zilch Zaire zinnia
Zambia New Zealand

What is another name for zero? Write both words below.

Which three words are place names for countries found in Africa?

The kiwi is a native bird of which country?

Which word is the name of a flower?

Draw a cartoon person asleep.

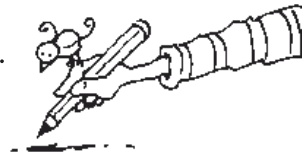
What would be written in a speech bubble to show they are asleep?



Name: _____ Date: __/__/__

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	
16	17	18	19	20	30		
40	50	60	70	80	90		

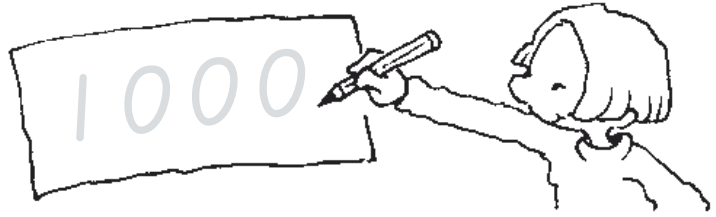
Fill in the missing numbers from the hundreds board.
Try to make all your numbers the same size.



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

Name: _____ Date: ____/____/____

Trace these numbers and
then practise writing them.



10

100

1000

10 000

100 000

Trace and copy these number words.

ten

one hundred

one thousand

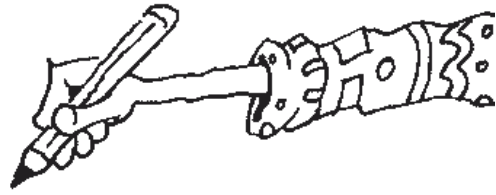
ten thousand

one hundred thousand

Name: _____

Date: ____/____/____

Trace the numerals and number words. Copy the words one to ten.



1 one 13 thirteen

2 two 14 fourteen

3 three 15 fifteen

4 four 16 sixteen

5 five 17 seventeen

6 six 18 eighteen

7 seven 19 nineteen

8 eight 20 twenty

9 nine 21 twenty-one

10 ten 22 twenty-two

11 eleven 23 twenty-three

12 twelve 24 twenty-four

Name: _____ Date: ____/____/____

Trace and copy the numerals and number words. For 100, just trace.



0 zero

10 ten

20 twenty

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

Name: _____ Date: ____/____/____

Trace. Fill in the numerals that are missing.

1 3 4 7 9 10

Trace the numerals. Write the number word next to the numeral.

11 eleven

12

13

14

15

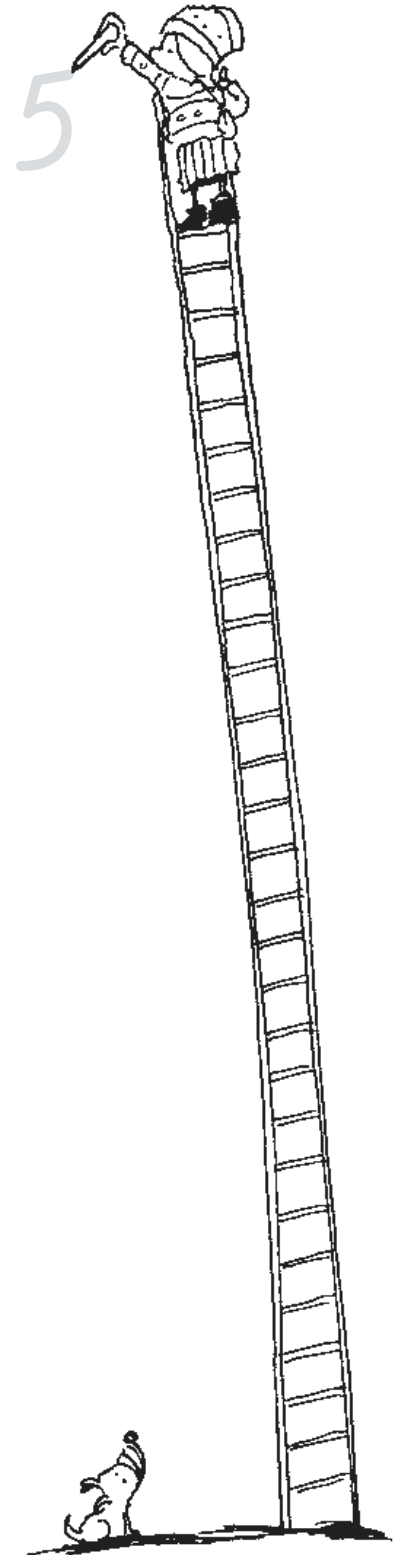
16

17

18

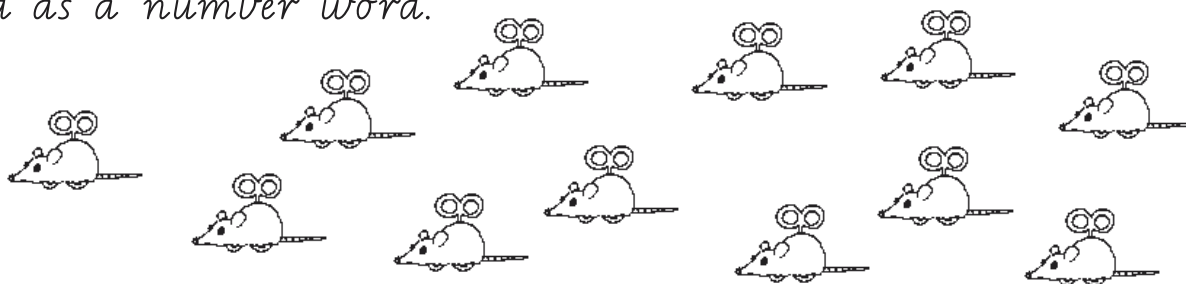
19

20

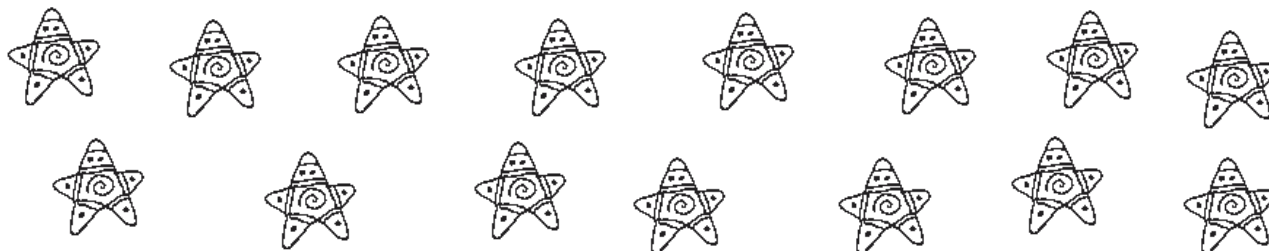


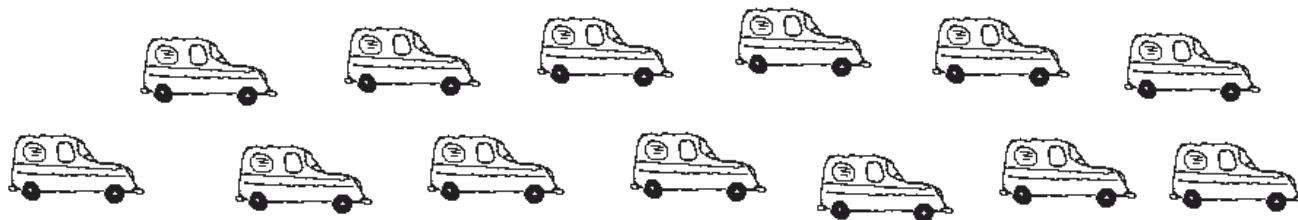
Name: _____ Date: ____/____/____

Count the objects. Write how many there are, as a numeral and as a number word.









Name: _____ Date: ____/____/____

Can you turn these numerals into something interesting?

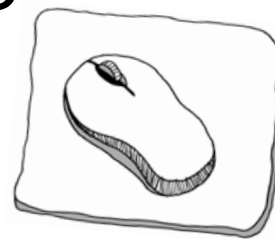


Trace. Match the numeral to the number word.

11	fifteen	thirty	18
12	thirteen	eighteen	19
13	ten	nineteen	20
14	twelve	twenty	60
15	sixteen	one hundred	40
16	seventeen	forty	50
17	fourteen	fifty	100
10	eleven	sixty	30

USING COMPUTERS

This unit on computer skills has been designed to supplement the Writing sub-elements of the English curriculum, in particular **HwK5**.



PARTS OF THE COMPUTER

Ensure that students are familiar with the components of the computer, and that they can name and identify the basic components that they will be using, that is: computer/hard drive, monitor or screen, keyboard, mouse, laptop, iPad, tablet. (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 page 114. 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

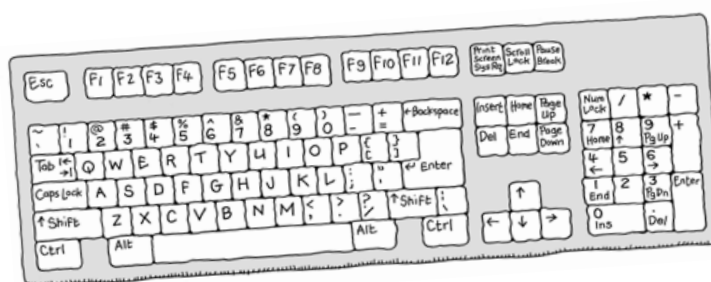
The activities below are designed to familiarise students with the layout of a keyboard. Letter and numeral key recognition was explored in the Pre-Primary and Year 1 Teacher Resource Books, and some function keys were also introduced. The activities which follow revise this knowledge, and also introduce new functions and skills.

Pages 115 and 116 features two computer keyboards. By this stage, students are much more familiar with a computer keyboard, and can translate what they see on the actual keyboard to a pictorial representation of one. Therefore, one of the keyboards on page 116 has blank keys. The students themselves will be filling in the details. The keyboard diagrams can be enlarged or used at original size by individual students in a one-to-one, group or whole class lesson. Note that 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.

Revising the function keys

(Students will need copies of the keyboard with blank keys from page 116.)

- ⌚ Write in the letters of the home row with a red pencil.
- ⌚ Put a small green dot on each of the letters of the home row that would have a raised bump.
- ⌚ Label
 - the two shift keys
 - the caps lock key
 - the enter/return key
 - the backspace (PC) or delete (Mac) key
 - the space bar
 - the four arrow keys.



The punctuation keys

(Students will need copies of the keyboard with labelled keys from page 115.)

Locate and colour these keys:

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

The numeral/symbol keys

(Students will need copies of the keyboard with blank keys from page 116.)

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

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

Using the labelled keyboard on page 116 as reference, help students fill in the other symbols above the numerals which are accessed by using the shift key.

Right- and left-hand keys

(Students will need copies of the keyboard with labelled keys from page 115.)

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

THE TASK CARDS

The task cards on pages 118–127 can be printed onto card and laminated. They are designed to be used by individual students or student pairs. Some of the task cards have a self-assessment component, and answers have been included on pages 128–129. These can be printed, cut out and stuck to the back of the relevant task cards.

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

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.

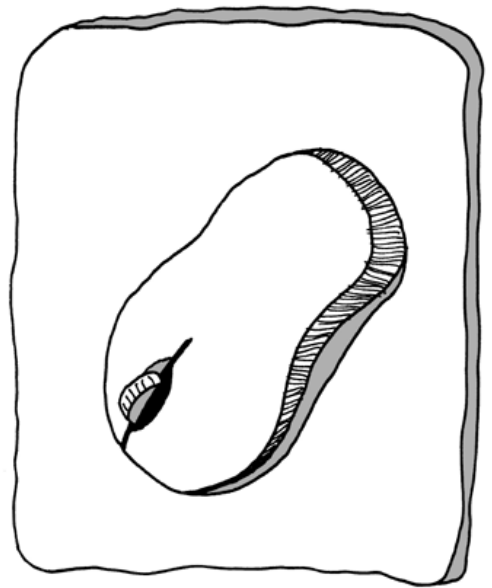
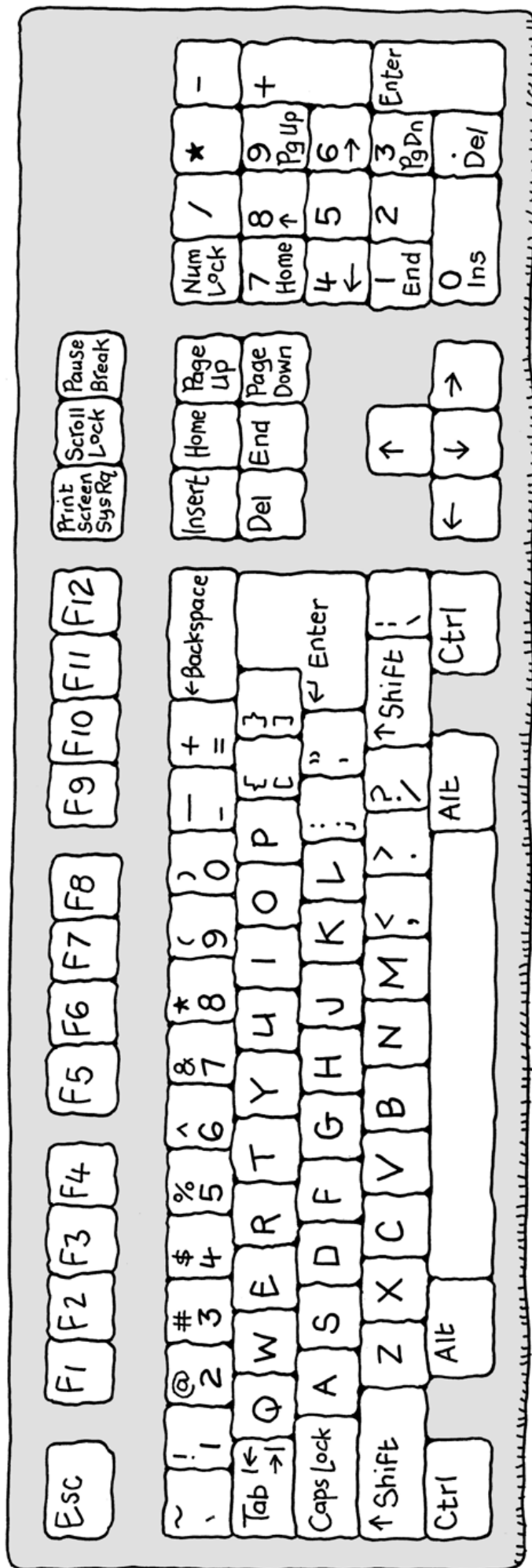
COMPUTER SKILLS CHECKLIST

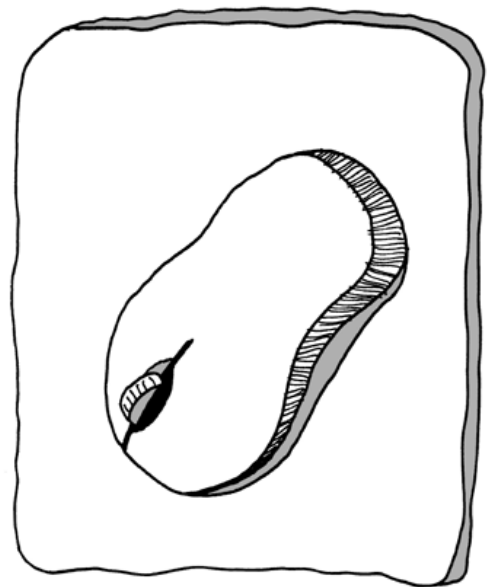
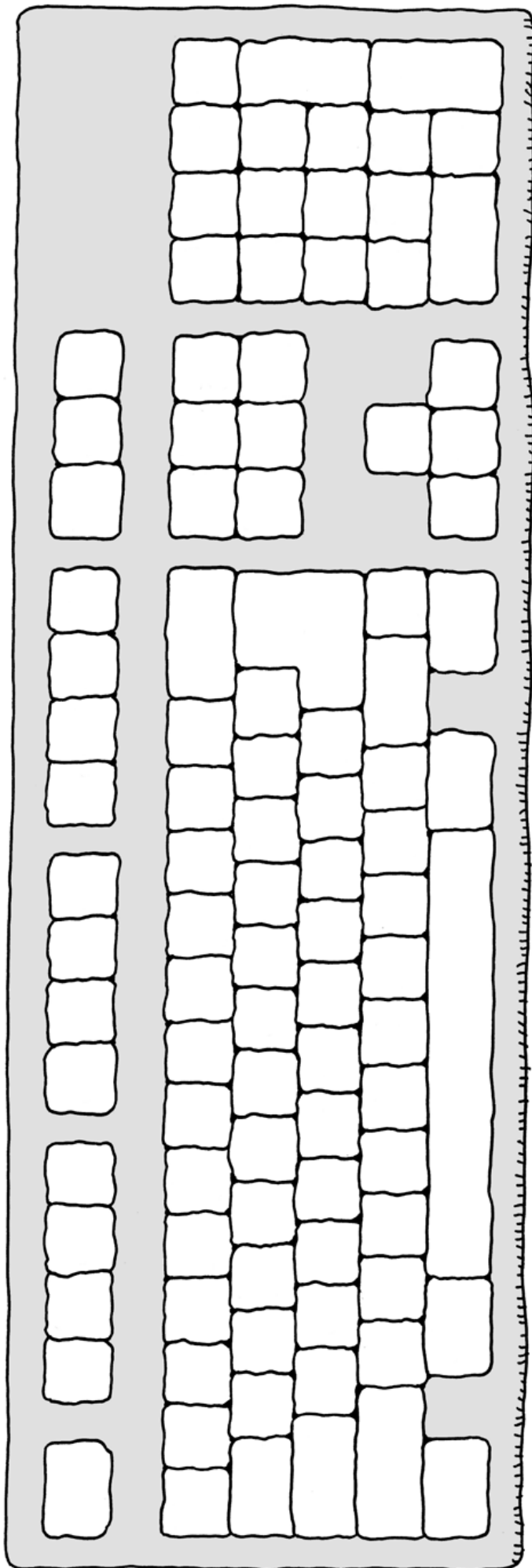
Students can be observed as they complete task cards or do further work on the computer, and this checklist used to keep a record of their skills and progress.

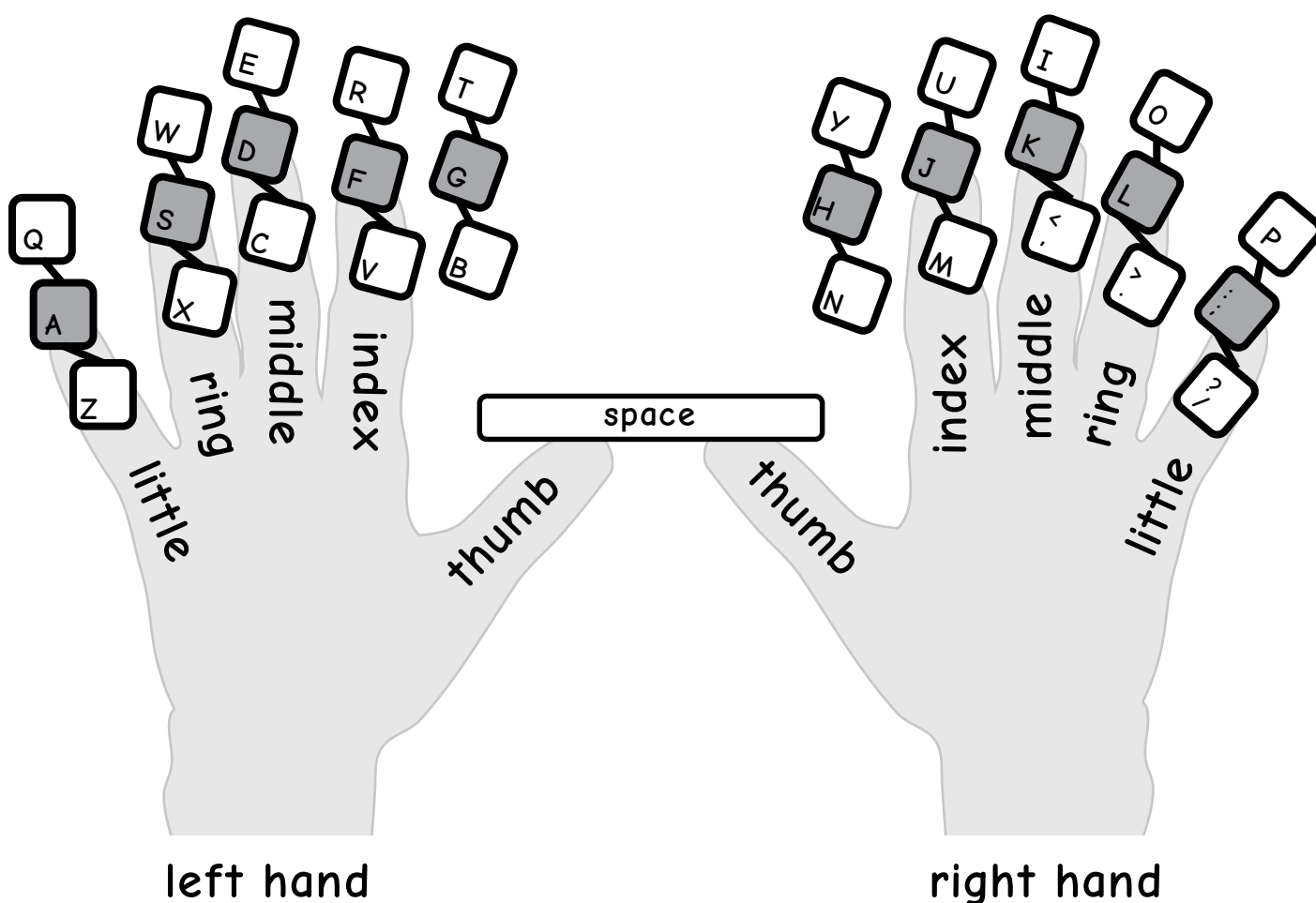
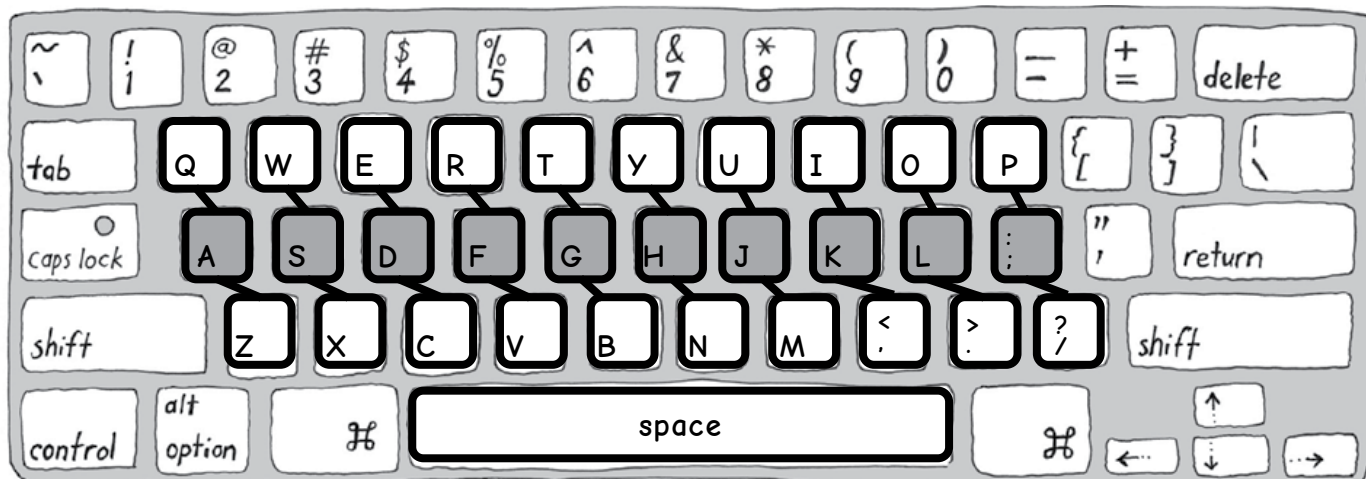
How to sit at the computer



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.



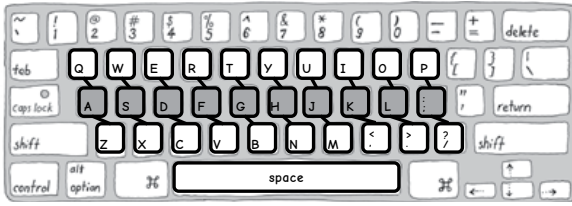




Task Card 1

Using the Index Fingers

1. Place your fingers on the home row keys.



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

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



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

r t g b v

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

y u h n m

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

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

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

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

Remember!

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

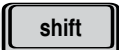
Task Card 2

Index Finger and Shift Key

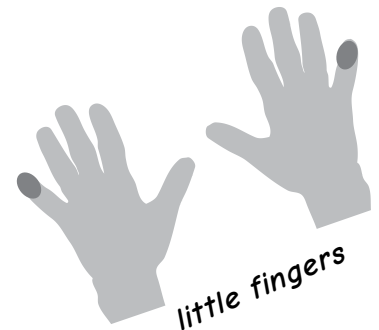
1. Place your fingers on the home row keys.



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

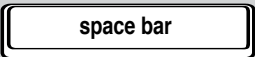
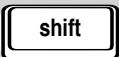
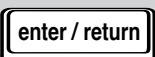
Really tricky! See if you can use your little finger to press the correct  key.

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



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

Remember!

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

Task Card 3

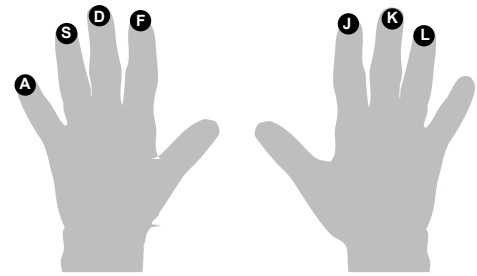
Home Row

1. Place your fingers on the home row keys.



Type these letter patterns using the correct fingers.

ffff jjjj ffff jjjj
dddd kkkk dddd kkkk
ssss llll ssss llll
aaaa ; ; ; ; aaaa ; ; ; ;



home row fingers

2. Type these letter patterns using the correct fingers.

ffff dddd ssss aaaa
jjjj kkkk llll ; ; ; ;

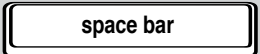

3. Type this pattern without looking!

ffjj ddkk ssl aa ; ;

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

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

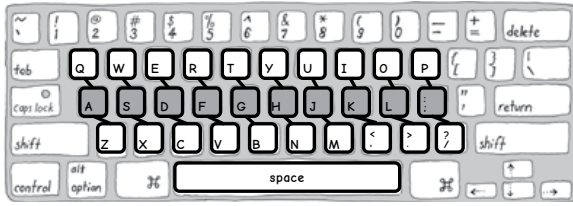
Remember!

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

Task Card 4

Typing with Two Hands

1. Place your fingers on the home row keys.



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

go me do so us is ma an it if

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

pot got hot lot dot cot

pig jig big dig rig wig

sap hap cap lap map nap

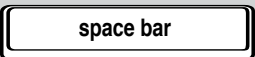
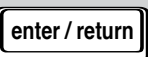
3. Each of the four-letter words below uses two keys you type with your left hand and two you type with your right hand. Type them using the correct fingers on both hands:

wish sold neck park kite

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

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

Remember!

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

Task Card 5

Numerals and Symbols

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

111 222 333 444 555

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

666 777 888 999 000

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

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

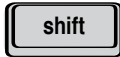
4. Hold the **left**  key with your **left little finger**. Type these symbols:

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

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

=== +++ == +

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

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

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

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

7. Create your own text emojis using symbols.
8. **Save** your work.
Type a useful file name such as **Numerals and Symbols**.

Task Card 6

Numerals and Symbols in Sentences

1. Type the sentences below:

I ate 13 chocolate biscuits! Can you?

My Cat, Josie, caught 4 mice today.

Our plane to Fiji leaves at 3 o'clock.

My favourite book is 'Drama Llama'.

2. Type some sentences of your own.

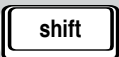
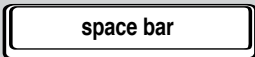

CHALLENGE: Include one or more of these numerals and symbols in your sentence:

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

3. **Save** your work.

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

Remember!

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

Task Card 7

Using Symbols and Signs

1. Type the sentences below:

Claire likes books about horses

Is Japi good at Minecraft

It's nearly seven o'clock

When can we go

Eva bought a cake candles and a card

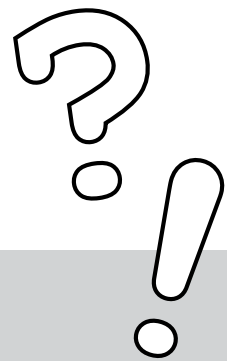
Dominic screamed There's a snake

What time is it asked Tran

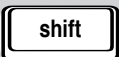
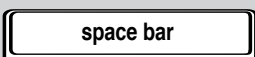
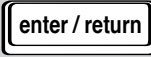
Hey Eli it's recess yelled Mia



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



Remember!

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

Task Card 8

Correcting Mistakes / Editing


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

Peter, Peter, punkin eater,

Had a wife and couldn't keap her.

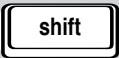

Put her in a pumpkin shell.

And their he kempt her very well.

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



Remember!

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

Task Card 9

Editing

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

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

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

Editing checklist:

Spaces:

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

Spelling:

- ☐ Correct spelling

Punctuation:

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

Task Card 10

Fun with the Keyboard!

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

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

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

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

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

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

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

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

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

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

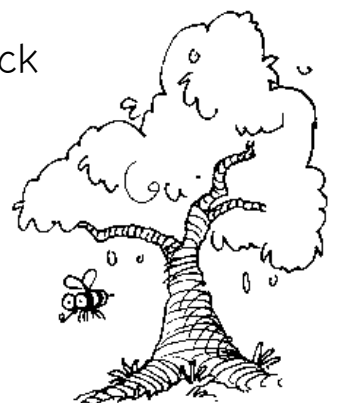
4 = D 11 = K 18 = R 25 = Y

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

6 = F 13 = M 20 = T

7 = G 14 = N 21 = U

3. Check your work against the answers on the back of this card.
4. Make up a coded message for a friend to solve. Try it out first, to check that it works.
5. **Save** your work.
Type a useful file name such as **Typing Code**.



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



Answers to Task Card 7

Claire likes books about horses.

Is Japi good at Minecraft?

It's nearly seven o'clock.

When can we go?

Eva bought a cake, candles and a card.

Dominic screamed, 'There's a snake!'

'What time is it?' asked Tran.

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



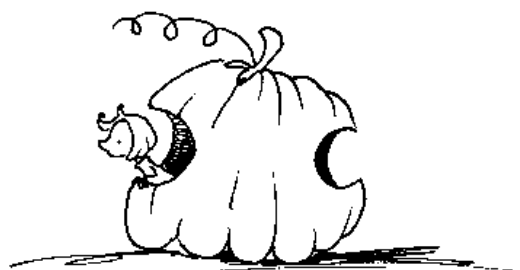
Answer to Task Card 8

Peter, Peter, pumpkin eater,

Had a wife and couldn't keep her.

Put her in a pumpkin shell,

And there he kept her very well.



Answer to Task Card 9

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

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



Answers to Task Card 10

1 = A	8 = H	15 = O	22 = V
2 = B	9 = I	16 = P	23 = W
3 = C	10 = J	17 = Q	24 = X
4 = D	11 = K	18 = R	25 = Y
5 = E	12 = L	19 = S	26 = Z
6 = F	13 = M	20 = T	
7 = G	14 = N	21 = U	

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

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

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

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

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

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



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

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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 linked to Western Australian Curriculum. 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 2 TEACHER RESOURCE BOOK FEATURES:

- ☉ ideas for lesson warm-ups
- ☉ over 100 worksheets, including three practice pages for each letter
- ☉ tracking, tracing and independent writing activities for lower- and upper-case letters
- ☉ left-handed alternatives for some upper-case letters
- ☉ letter practice using clusters of words which are linked by theme, have a similar phonic pattern, or are often found in Year 2 spelling lists
- ☉ practice of numerals, number words and punctuation
- ☉ fun puzzles and sorting activities that incorporate handwriting practice
- ☉ a focus on reducing students' reliance on scaffolds and increased student responsibility for producing handwriting of consistent size, shape, spacing and slope.

Targeting Handwriting contains all you need to ensure your students establish and develop the vital skills for handwriting success!

**ALSO
AVAILABLE!
TARGETING
HANDWRITING
STUDENT BOOK—
year 2**

The Year 2 Student Book focuses on lower- and upper-case letters, letters in words and sentences, numerals and punctuation. Some patterning exercises are included, to refresh students' memories, and an assessment page is featured at the end of each section. There are two pages of tracing, tracking and independent writing exercises for each letter, and the seahorse character is featured on some sets of lines *only*, as the handwriting scaffolding is slowly removed. Alternative formation is offered for some upper-case letters to assist left-handed students. Students trace and copy words that have a common phonic element or are commonly found in Year 2 spelling lists, and also trace and copy sentences containing the focus letter. Self-assessment exercises are included.

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.

