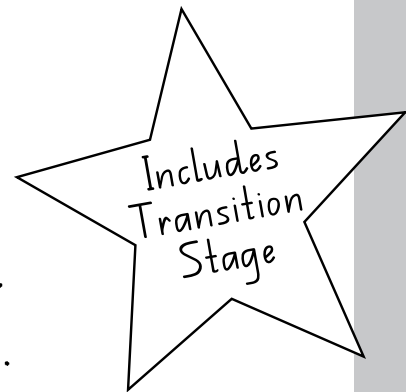
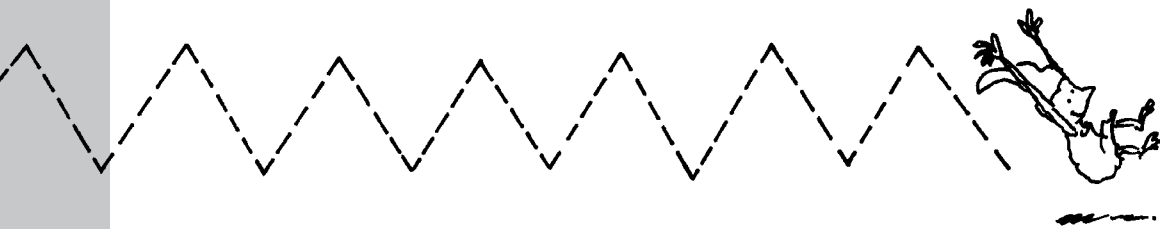


TARGETING HANDWRITING

From Beginner's Alphabet to Modern Cursive!



By Susan Young and Jane Pinsker
Illustrated by Stephen Michael King

C O N T E N T S

The Mechanics of Writing	4
Using the Targeting Handwriting books	6
A sample handwriting lesson	6
Warming up: Fine Motor Skills	6
The basic movement patterns	7
Using the pattern props	7
Using the pattern pages	8
Introducing letters/joins	8
Using the sea horse prop	8
The Targeting Handwriting Student Books	9
Using the handwriting skills checklists	9
BLM: Sea horse props	10
BLMs: Downstroke pattern prop stories	11

BOOK 1

A sample Book 1 handwriting lesson	17
Fine Motor Skills Programme teaching notes	18
The five-minute pre-writing warm-up	20
Handwriting skills checklist	21
Fine Motor Skills Programme <i>An eight-week, day-by-day program enabling students to develop a range of fine motor skills</i>	22
BLMs: for use with Fine Motor Skills Programme	30
BLMs: Pattern pages	39
BLMs: Numerals 1–10	51

BOOK 2

A sample Book 2 Transition stage handwriting lesson	61
Teaching notes for each letter group	61
Handy hints for teaching the Transition stage	62
The five-minute pre-writing warm-up	63
Handwriting skills checklist	64
Using the Teacher Resource Book	65
BLMs: Pattern pages	66
BLMs: Letter pages <i>in alphabetical order</i>	68
BLMs: Numerals	94

BOOK 3

A sample Book 3 Cursive handwriting lesson	95
Joining notes for teachers	95
Handy hints for teaching Modern Cursive	97
The five-minute pre-writing warm-up	99
Handwriting skills checklist	100
BLMs: Pattern pages	101
BLMs: Practice pages	104
BLMs: Numerals 1–100	114

KEYBOARDING

<i>Featuring teaching tips, handy diagrams, and task cards for students.</i>	115
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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. This series supplies teachers with a comprehensive range of ideas and experiences that will enable young children to develop their fine motor skills and to become fluent, legible, and competent practitioners of the Beginner's Alphabet and Modern Cursive handwriting style.

THE MECHANICS OF WRITING

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

Pencil grip

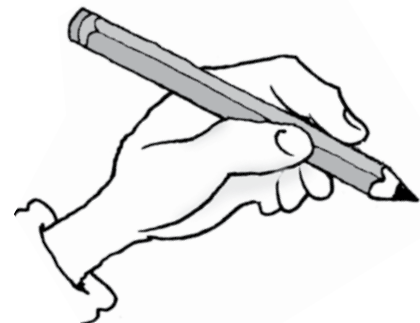
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

- ⑤ 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.
- ⑤ The wrist is slightly bent. The fingers, rather than the wrist, control the pencil movement.
- ⑤ The fingers are placed reasonably close to the point, and a little further back if the student is left-handed, to make it easier for them to see what they are doing. Left-handers may also need to keep their elbow tucked in slightly. This will discourage the development of a hooked wrist when writing.

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



Right-handed



Left-handed

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

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

Posture

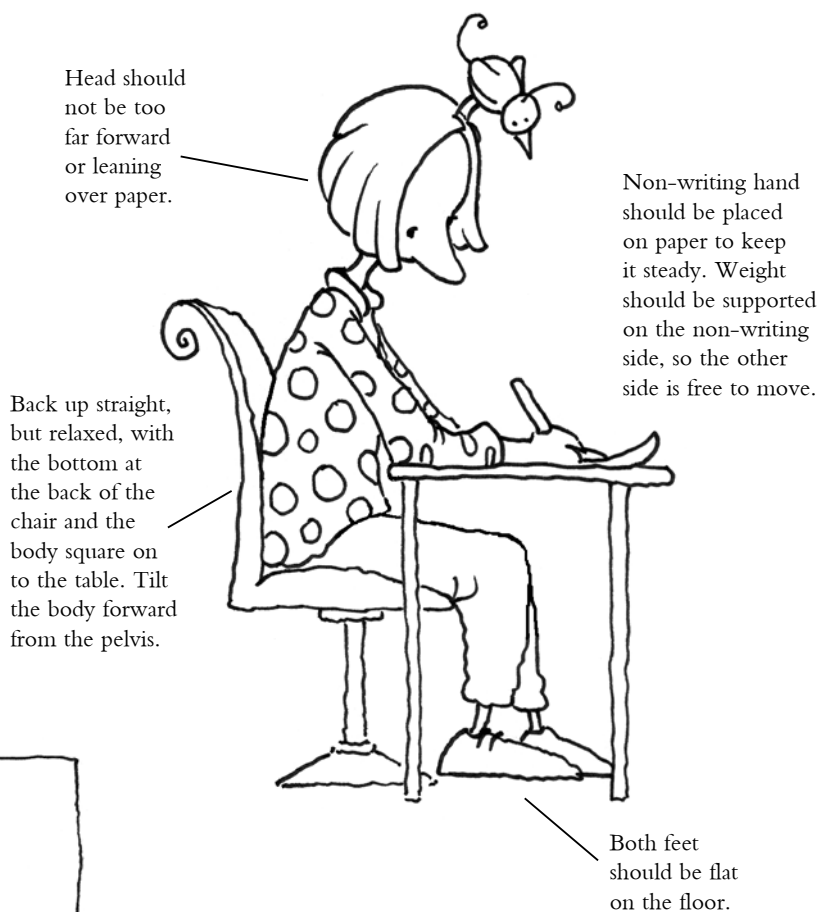
Sitting comfortably is extremely important when writing, to avoid tiredness and strain.

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

One, two, three, four —
are your feet flat on the floor?

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

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



Right-handed



Left-handed

Paper position

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

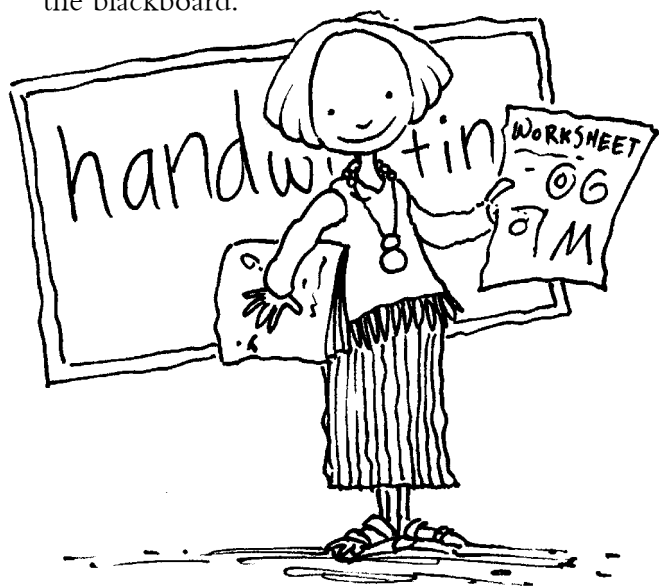
USING THE TARGETING HANDWRITING BOOKS

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

A sample handwriting lesson

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

- ⑥ **a five minute warm-up** to strengthen fine motor muscles. See suggestions for specific fine motor skills activities for Book 1 (page 20), Book 2 (page 63) and Book 3 (page 99).
- ⑥ **five minutes' introduction of letter or join on the blackboard**—when you introduce each letter or join, reinforce the need for good posture and appropriate pencil grip, provide verbal cues for basic writing movements, and use consistent terminology. This will provide students with a good model.
- ⑥ **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 BLMs, or have them copy your model from the blackboard.



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 Book 1 section of this book includes a very detailed program of fine motor skills for building up strength and flexibility in arms, wrist, and fingers to cope with the demands of writing (see pages 22–29). However, it is vital to continue this development beyond Book 1.

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

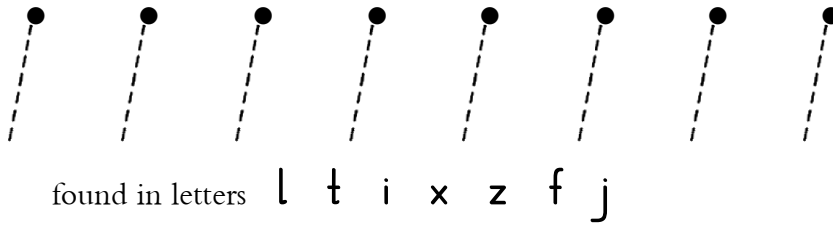
Get your students into a good routine early in the year and have the equipment for the play part of handwriting lessons easily accessible. Perhaps monitors could be responsible for putting it out and collecting it again. Change the equipment around often, though, as nothing is more boring than using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

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

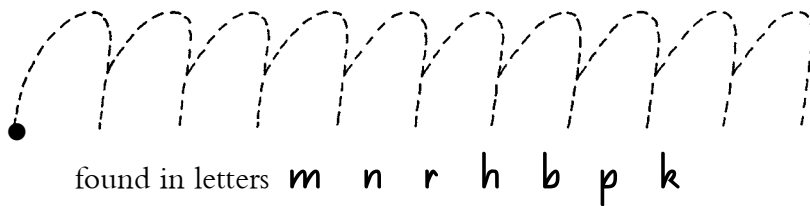
The basic movement patterns

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

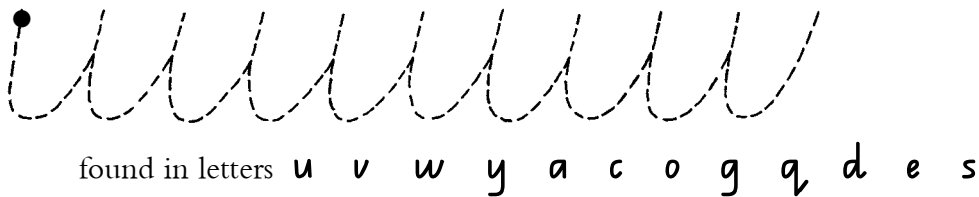
⑤ The downstroke pattern



⑥ The hopping pattern (clockwise movement)



⑦ The wave pattern (anticlockwise movement)



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

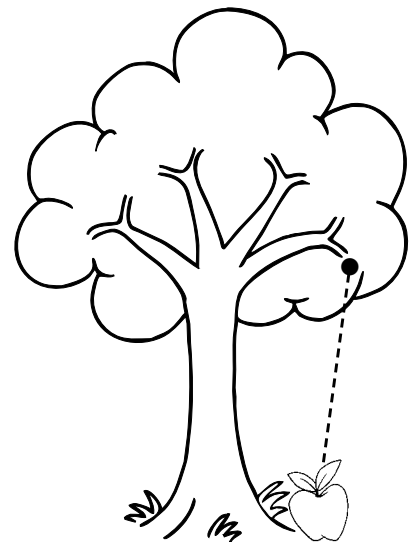
Using the pattern props

First demonstrate the pattern on the blackboard using the appropriate handwriting props, and telling a story to go with the action.

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

Photocopy and enlarge the pattern props onto card, colour, cover with contact paper, and cut out.

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



Using the pattern pages

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

In the Book 1 section, the first pattern page blackline masters (BLM pages 30–38) have been designed for use in the Fine Motor Skills Programme, and are cross-referenced with the programme. It is suggested that Book 1 students complete some of the pattern pages (see BLM pages 39–50) containing a specific pattern before being introduced to letters based on that pattern.

Book 2 and Book 3 students should be familiar with the basic movements involved. However, they will still require opportunities to practise the movements, and reinforcement of the terminology used. Use the pattern pages (Book 2 see BLM pages 66–67, Book 3 see BLM pages 101–103) at the start of the school year, after the patterns have been reintroduced, to refresh students' memories.

Introducing letters/joins

When the basic patterns have been introduced, the relevant pattern pages completed, and the students are familiar with using lined paper, introduce each letter or (for Book 3 students) each join. Book 1 teachers will find teaching notes appropriate to their year level on pages 17–19, Book 2 teachers on pages 61–62, and Book 3 teachers on page 95–98.

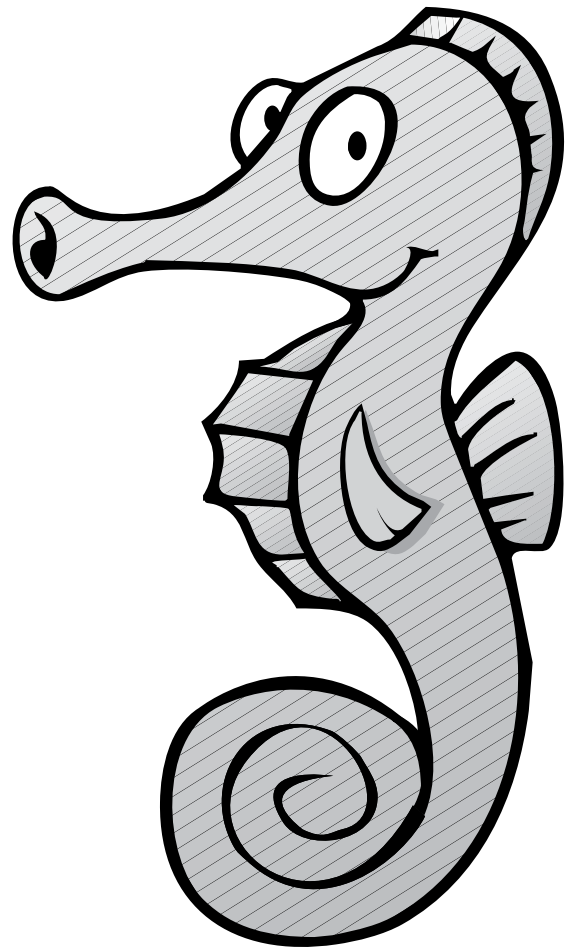
Using the sea horse prop

This prop is useful for demonstrating the correct placement of letters onto lines. It highlights to students that letters either have a body, a head and body or a body and tail.

Copy the BLM on page 10, colour the sea horses, cover in contact paper, and then cut the segmented sea horse into three sections. Welcome the sea horse prop into your classroom. Perhaps you could have a class vote to give it a name.

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

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



The Targeting Handwriting Student Books

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

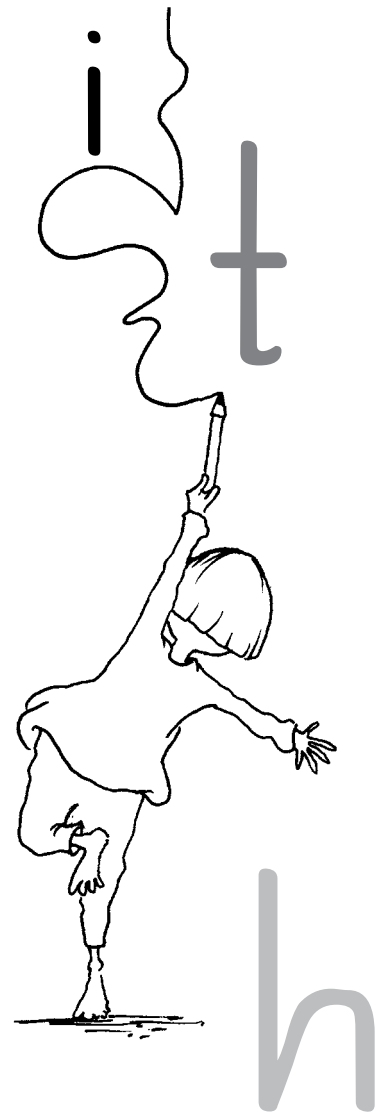
Patterning exercises allow students to become familiar with the basic movements used in letter formation, and assist in the development of fine motor skills.

Tracking, tracing, and independent writing activities provide students with plenty of practice in letter formation. A sea horse character demonstrates the position of letters within the red and blue lines.

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

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

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



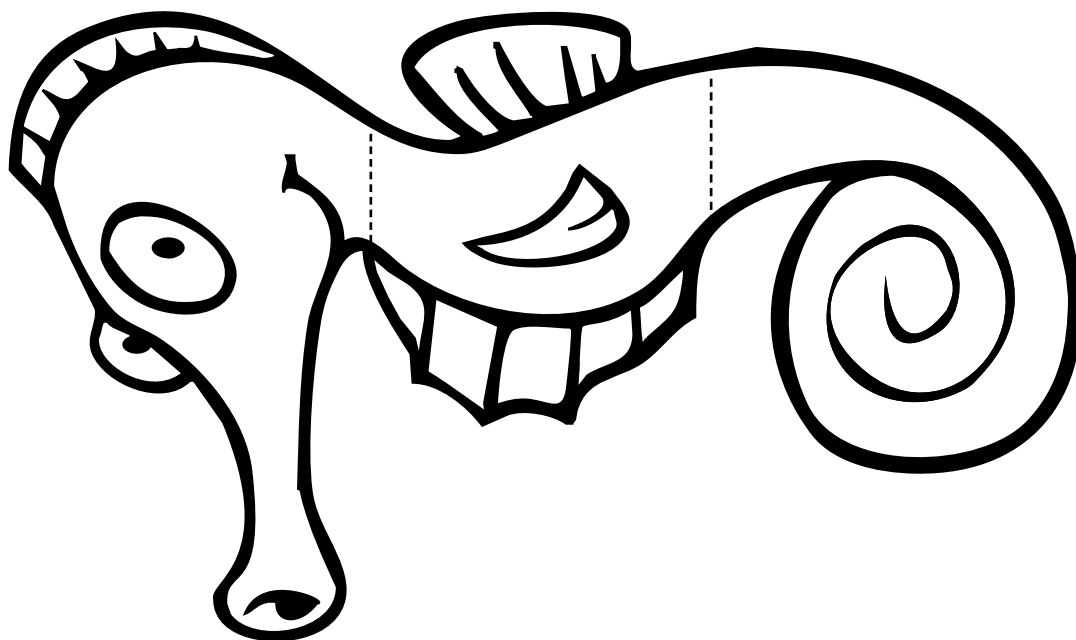
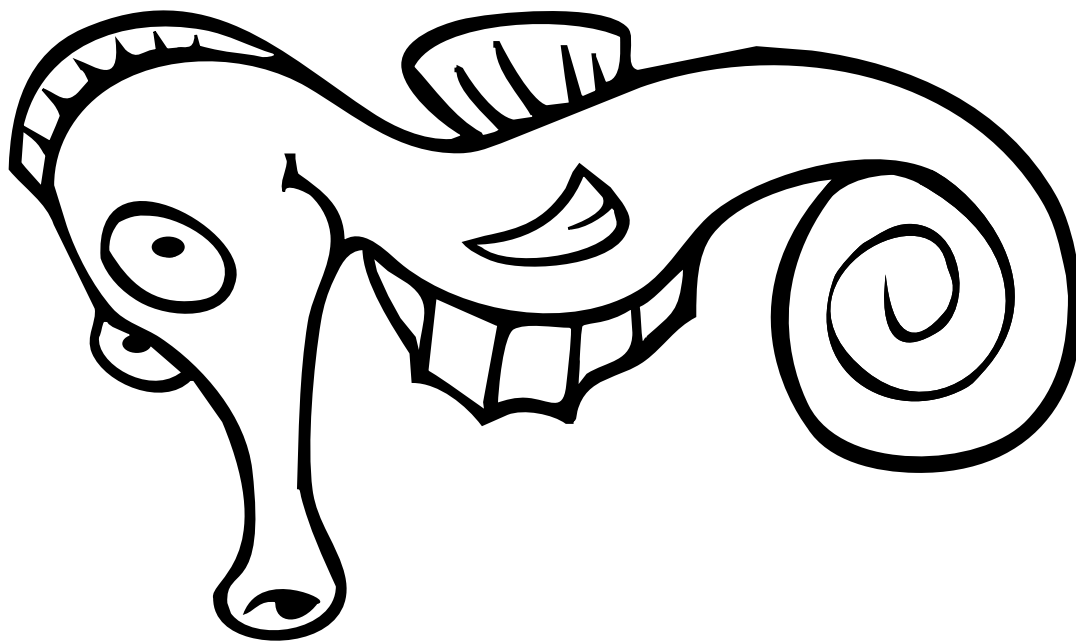
Using the handwriting skills checklists

There is a handwriting skills checklist for Book 1 (see BLM page 21), Book 2 (see BLM page 64), and Book 3 (see BLM page 100). These can be photocopied, 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.

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Sea horse props

—see page 8 for instructions



Downstroke pattern prop stories

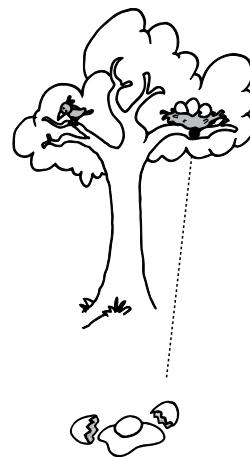
Tree and smashed egg prop story:

Introduce the downstroke using the tree and smashed egg props (BLM page 12).

Attach the tree to the blackboard with Blu-tack.

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

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

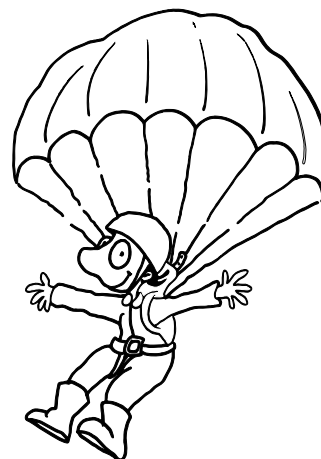


Parachutist story:

Introduce the downstroke using the parachutist (BLM page 12).

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

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



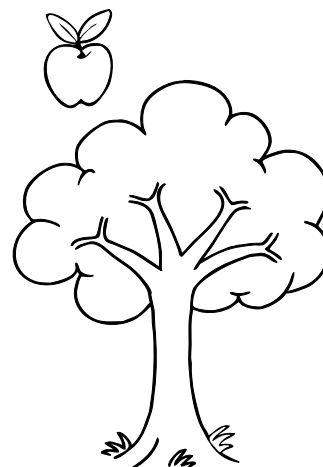
Apple and tree story:

Introduce the downstroke using the apple and tree props (BLM page 12).

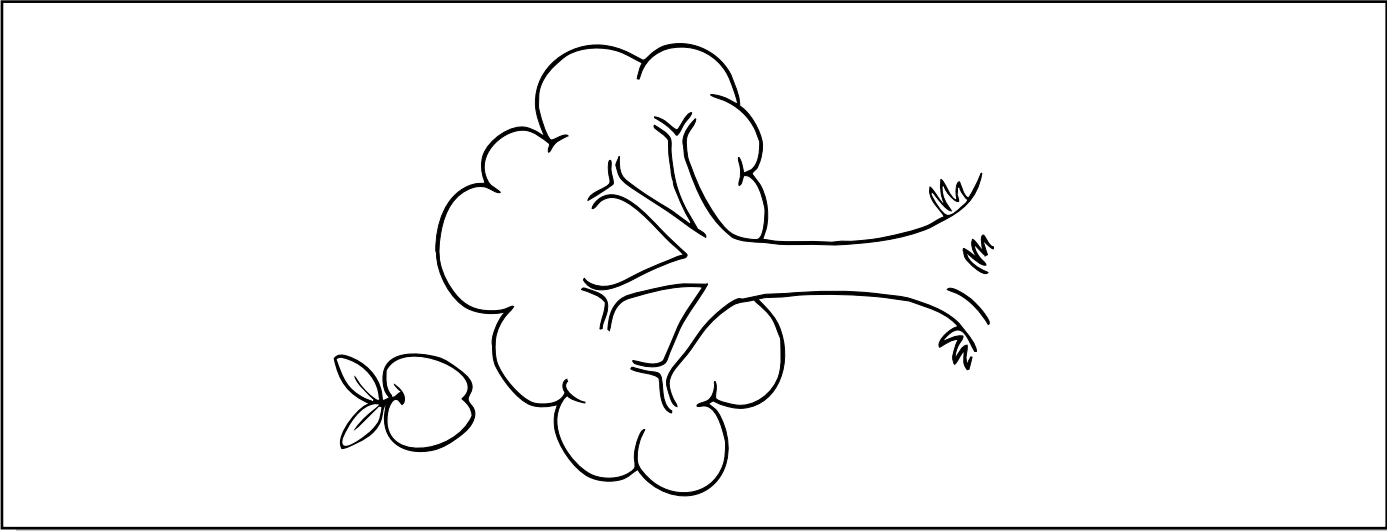
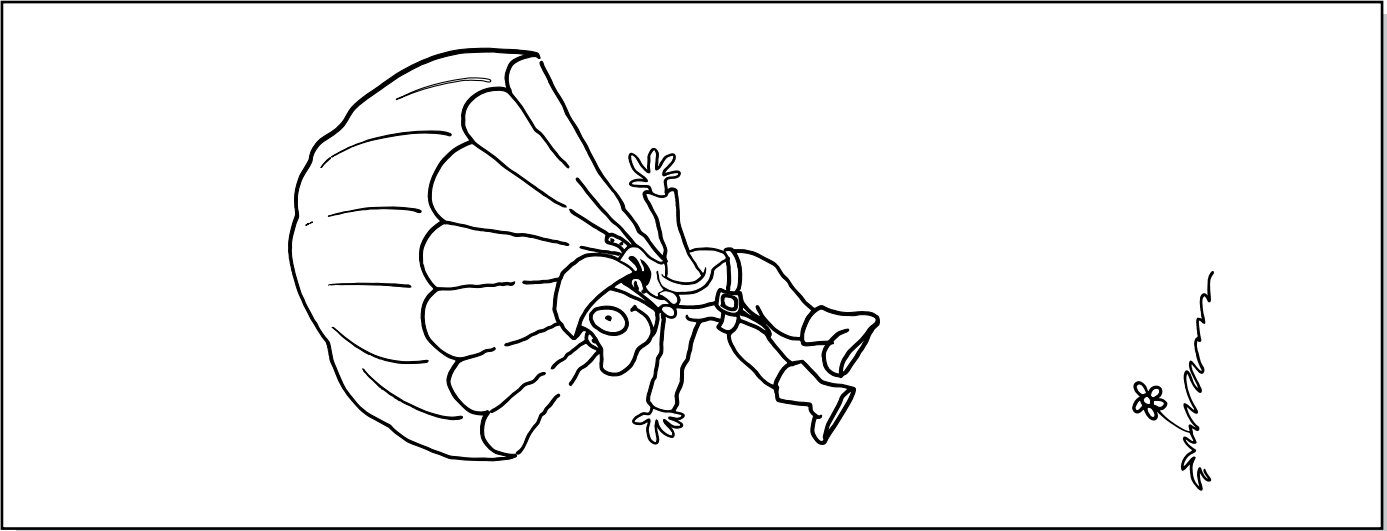
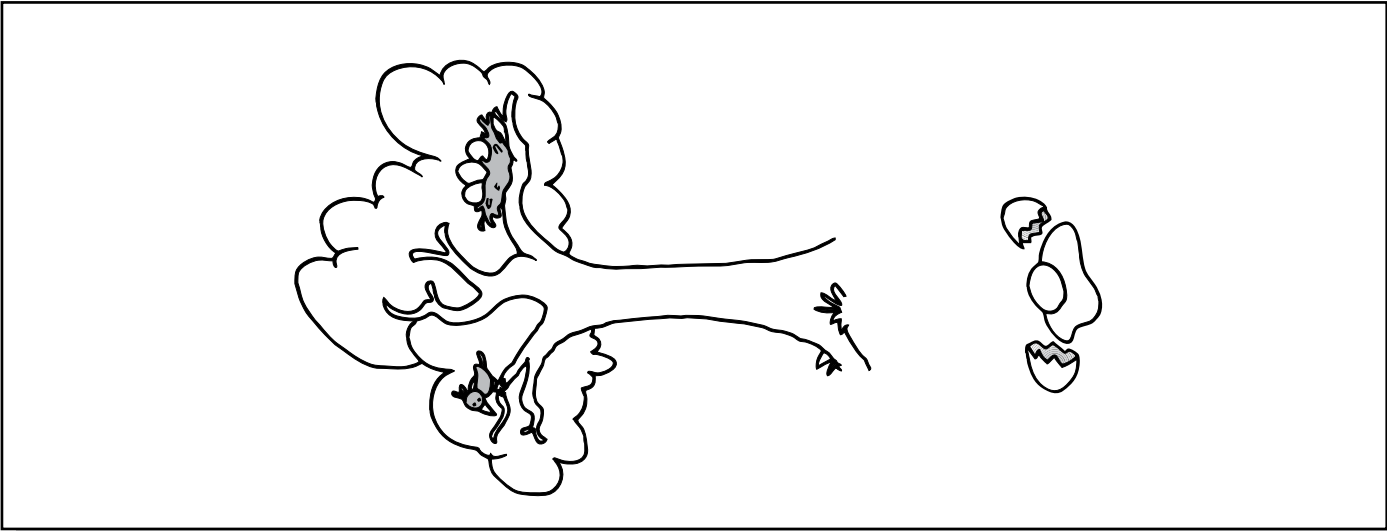
Attach the tree to the blackboard with Blu-tack.

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

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



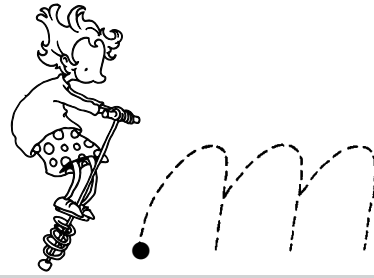
Downstroke pattern props



Hopping (clockwise movement) pattern prop stories

Pogo stick prop story:

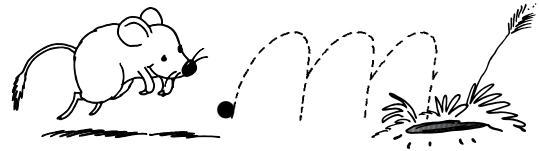
Introduce the hopping pattern using the girl on the pogo stick prop (BLM page 14). Describe to students how the girl uses the pogo stick to hop. Demonstrate the action of the pogo stick as it hops from the left-hand side of the blackboard to the right. Describe the movement as you do it.



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

Hopping mouse and burrow prop story:

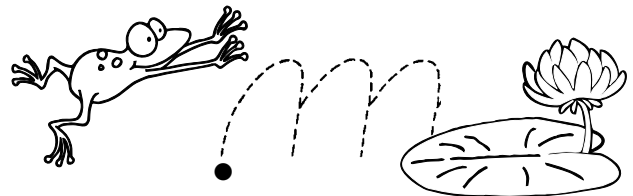
Introduce the hopping pattern using the hopping mouse and burrow props (BLM page 14). Place the burrow on the right-hand side of the blackboard, using Blu-tack, and tell students the story of how the spinifex hopping mouse hops to its home. Show the action of the mouse as it hops from the left-hand side of the blackboard to its home in the burrow. Describe the movement as you do it.



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

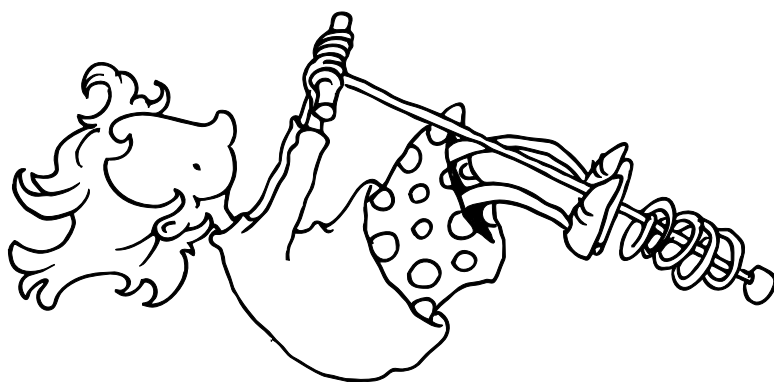
Frog and lily pad prop story:

Introduce the hopping pattern using the frog and lily pad (BLM page 14). Place the lily pad on the right-hand side of the blackboard, using Blu-tack. Show the action of the frog as it hops from the left-hand side of the blackboard to land on the lily pad. Describe the movement as you do it.



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

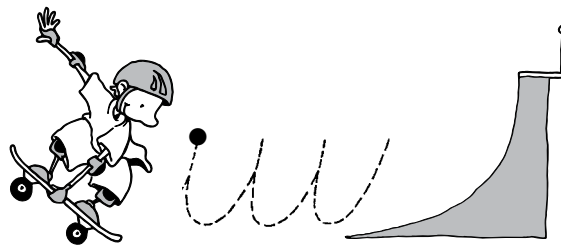
Hopping pattern (clockwise movement) props



Wave (anticlockwise movement) pattern prop stories

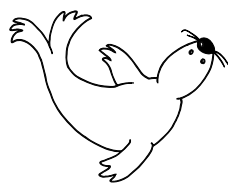
Skateboarder and ramp prop story:

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

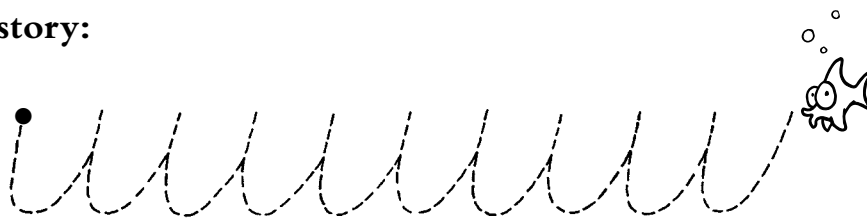


'The skateboarder heads down, makes a quick turn, then comes up again, then heads down once more, makes a quick turn, comes up again, then down, quick turn and up', and so on.

Seal and fish prop story:



Introduce the wave pattern using the seal and fish props (BLM page 16). Using Blu-tack, place the fish on the right-hand side of the blackboard. Now show students how the seal must swim through the waves from the left-hand side of the board to reach the fish.



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

Fish and pelican prop story:

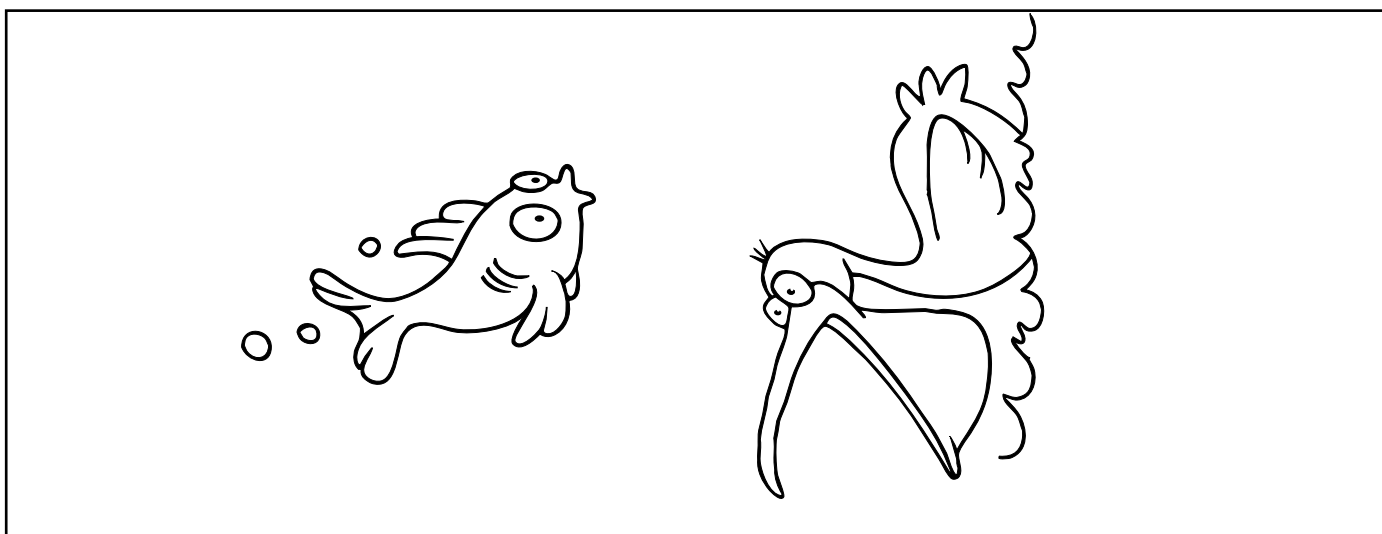
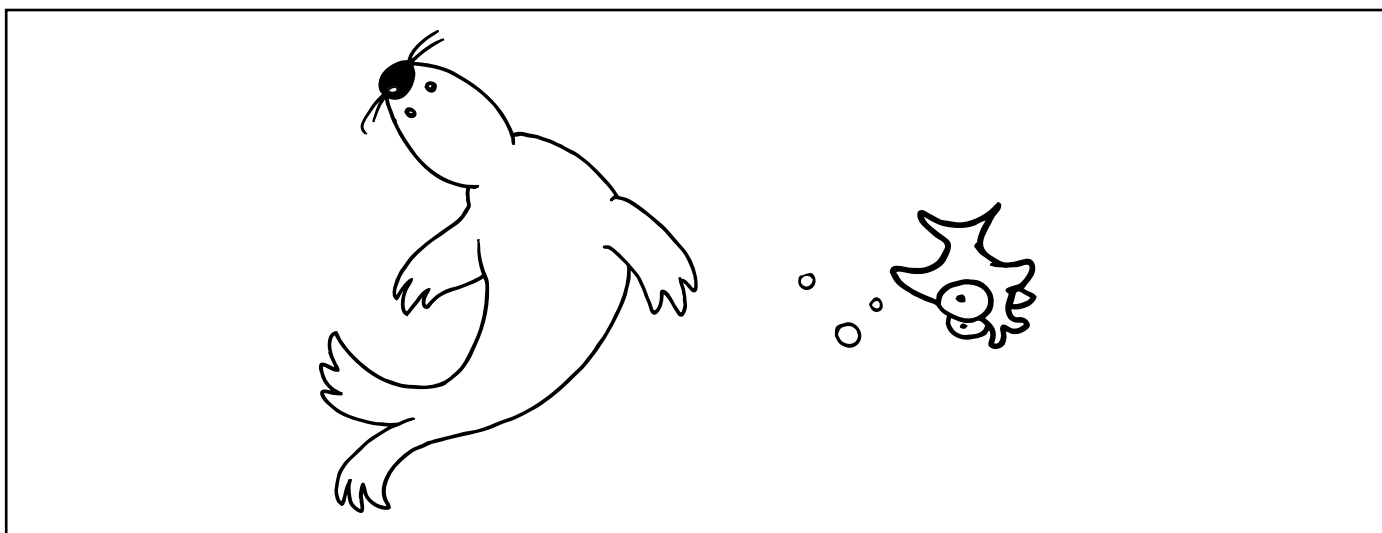
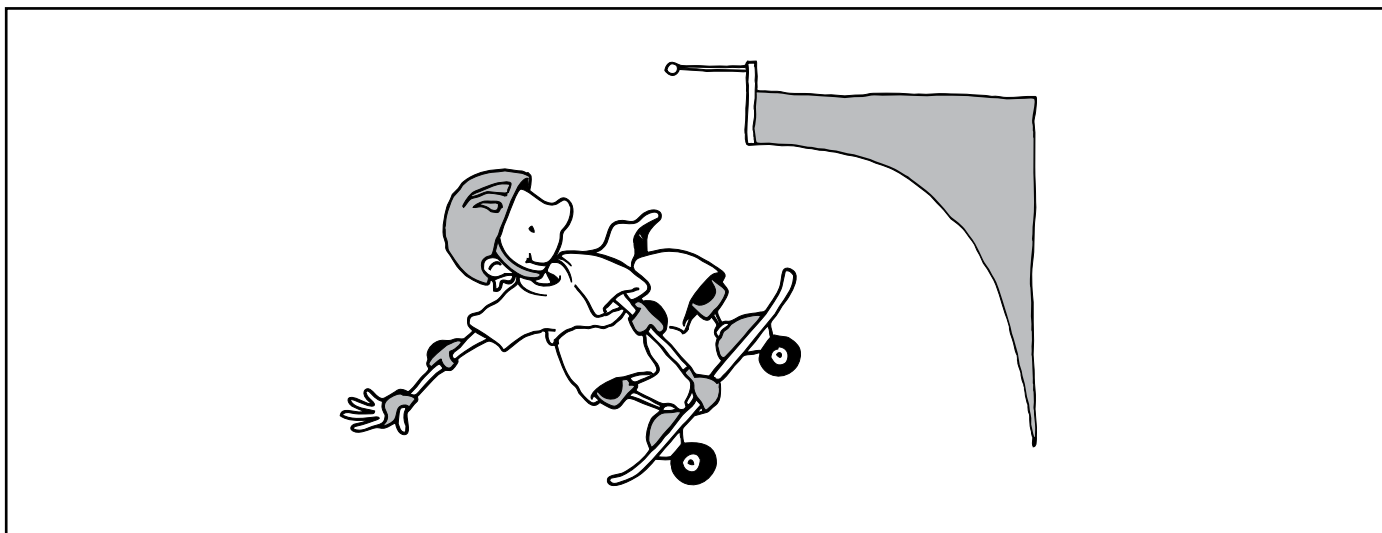


Introduce the wave pattern using the fish and the pelican (BLM, page 16). Using Blu-tack, place the pelican on the right-hand side of the blackboard. Now show the students how the fish must swim through the waves from the left-hand side of the board to reach the pelican.



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

Wave pattern (anticlockwise movement) props



Book



This section of the Teacher Resource Book and the Student Book 1 has been developed to assist in teaching the Beginner's Alphabet, the major focus in a Book 1 handwriting programme.

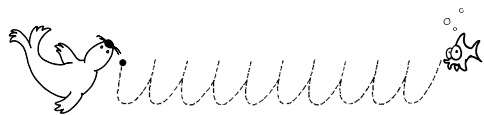
The letter shapes used in the Beginner's Alphabet are based on scribble movements that come naturally to children. Building on these natural movements is important when teaching students to write. Young children need opportunities to increase the strength and flexibility in their arms, wrists, and fingers.

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

A sample Book 1 handwriting lesson:

Students should have completed the Fine Motor Skills Programme before they commence this series of lessons.

- ⌚ a five-minute warm-up to strengthen fine motor muscles (see suggestions on page 20)
- ⌚ introduction to the pattern using the pattern props and pattern pages
- ⌚ introduction of a letter—see suggested teaching sequence
- ⌚ ten minutes of student practice—have students complete the relevant page in the Targeting Handwriting Student Book, or have them copy your model from the blackboard.



Suggested teaching sequence

Letters that include the downstroke pattern, followed by letters featuring the hopping pattern (clockwise movement), then letters featuring the wave pattern (anticlockwise movement).

Downstroke pattern	Hopping pattern—clockwise movement	Wave pattern—anticlockwise movement
l, t, i, x, z, f, j	m, n, r, h, b, p, k	u, v, w, y, a, c, o, g, q, d, e, s

Letter **j** has been included in downstroke letters, as this is the major movement involved. However, since the letters involve respectively a small anticlockwise and a small clockwise movement, they can be taught with the other letters that contain those patterns if you prefer. The letter **s** contains both clockwise and anticlockwise movements, but has been included at the end of the anticlockwise movement letters. By the time students reach **s** they will be familiar with both movements involved.

When introducing the letters, you could draw the students' attention to the special features of each letter. This will allow students to build up a greater knowledge and understanding of the Beginner's Alphabet.

Many of the lower case letters have similar starting points. That is, most of them start either on the top red or top blue line, with the exceptions of letters **e** and **t**. The **e** is the only letter that starts on the dotted blue line and the letter **t** starts from the top of the red line.

Uppercase letters all start on the top red line, and are all head and body letters.

Wedges are special features that can be found in most of the Beginner's Alphabet letters. A wedge is the gap found between the downstroke and the upstroke. It is shaped like a slice of pizza. A useful activity is to have the students colour or count the wedges.

Tips for teaching numerals 1–10

It is important to provide experiences that allow students to become familiar with the basic movement patterns. Tactile activities are

useful for this, for example, making the numerals out of play dough or pipe cleaners, tracing the numerals in the sand and/or with finger-paint or tracing with their fingers a numeral made out of sandpaper, corrugated cardboard or fake fur.

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

Allow students to practise writing the numerals onto plain paper until they display the correct movements. Then introduce paper with a base line. Finally, show students that numerals are written between the two blue lines.

Fine Motor Skills Programme

The activities set out in the Fine Motor Skills Programme on pages 22–29 will help to develop strength and flexibility in those small finger muscles. It is also a good way of settling students in the mornings, and getting them into a routine quickly at the start of the school year. The Fine Motor Skills Programme will also introduce the students to the various patterns on which the Beginner's Alphabet is based: downstrokes, clockwise movements (also called 'hops' in this series), and anticlockwise movements ('waves'). Cross-references are included to the relevant pattern pages.

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

Although all the activities included in the programme develop fine motor control, some activities have a more specific target—see page 20 for a summary of these activities and their specific purposes.

Classroom organization for an eight-week programme

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



Alternative organization

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

One way of doing this successfully is to establish handwriting workstations. Students could rotate around four stations during the session. The first workstation could include one of the fine motor skills activities suggested on page 20 or within the programme itself. The next could include an activity in which students make the letter in a tactile way, for example, using play dough or pipe cleaners, or by tracing it in sand, or tracing with their fingers a letter made out of sandpaper, corrugated cardboard or fake fur. Another station could involve the student practising the corresponding pattern for that letter; that is, the downstroke, hopping pattern (clockwise movement) or wave pattern (anticlockwise movement). The Fine Motor Skills Programme will give you some starting points for these activities. A final station could involve completing the relevant page in the Targeting Handwriting Student Book 1.

If you wish to organize your handwriting programme in this way, you will still need to introduce each letter and allow for some practice on paper before expecting students to complete Student Book 1.

Setting up the classroom

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

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

Provide students with suitable paper throughout the year. At the beginning of Book 1, it may be useful for students to use blank (unlined) paper. As their skills progress, introduce plain blue lined paper (baseline), then headed 8 mm red and blue lined paper. When students are ready, provide continuous 8 mm red and blue lined paper. The Targeting Handwriting Student Book 1 also adopts a similar sequence.

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

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

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

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

Getting parents involved

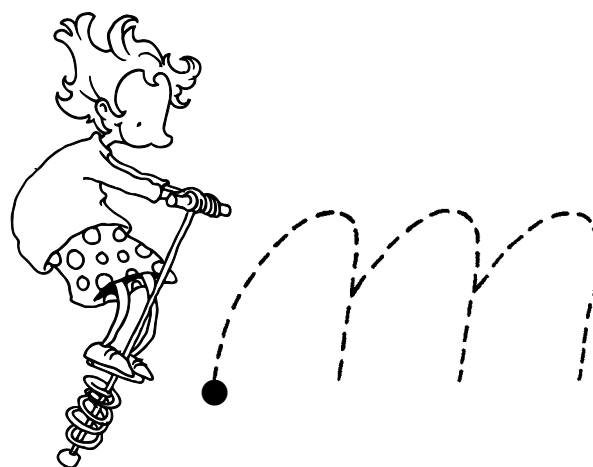
Inform parents about the handwriting style the students will be learning. Parents will find having a copy of the script useful when helping their child at home. You may wish to hold an information evening, or you could send home a copy of the script together with some information.

Assessment

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

Assess students' skills regularly by collecting information about their writing. This can be done by observing students in guided lessons and in regular classroom writing activities, by collecting work samples and by recording all progress in the handwriting skills checklist on page 21.

Schedule a 15-minute guided lesson at a regular time each day, ideally in the morning. Younger students usually feel comfortable in a predictable environment. Remember to keep instructions and terminology consistent.



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

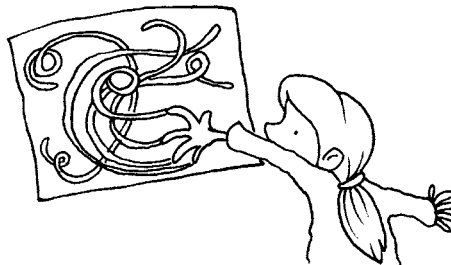
Muscle strength

- ⌚ play dough
- ⌚ plasticine
- ⌚ squeeze bottles
- ⌚ clay
- ⌚ construction toys that 'click' together



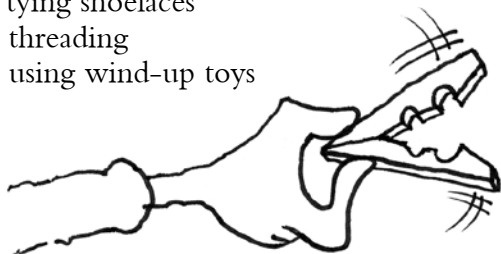
Tactile awareness

- ⌚ finger-painting
- ⌚ froth
- ⌚ play dough
- ⌚ sorting rough and smooth, and hard and soft
- ⌚ making patterns on carpet, or in sand
- ⌚ tracing ice block stick patterns with finger



Opposing finger strength; using thumb and index finger

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



Wrist strength

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





Handwriting skills checklist—Book 1

Name	Date Observed	Comment
<ul style="list-style-type: none">④ Maintains correct body position for writing<ul style="list-style-type: none">• Feet flat on floor• Non-writing arm supporting weight• Body tilted from pelvis• Head at comfortable angle••④ Tries to employ correct pencil grip<ul style="list-style-type: none">• Uses dynamic tripod grip• Left/right hand dominance• Uses appropriate pressure•④ Tilts paper correctly④ Produces standard handwriting movements and patterns<ul style="list-style-type: none">• Follows directional flow when writing: top to bottom (downstroke), hopping pattern (clockwise movement), wave pattern (anticlockwise movement)••④ Concentrates on lower case and some upper case letters<ul style="list-style-type: none">• Slopes letters appropriately• Can track letters/numerals• Can trace letters/numerals••④ Recognizes the same letter in both lower and upper case.④ Starting to form most of the Beginner's Alphabet correctly<ul style="list-style-type: none">• Knows starting point and beginning direction• Forms most letters correctly④ Needs practice with these letters/numerals: ④		

FINE MOTOR SKILLS PROGRAMME: WEEK 2

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 abcdefghijklmnopqrstuvwxyz

Day One	Day Two	Day Three	Day Four
<p>1. Free play with play dough.</p> <p>2. Free play with construction toys.</p> <p>3. Have students put ones MAB blocks onto a 100's block (a flat) to cover each square. Alternatively, have them put ones MAB blocks onto a 10's block (a long) to cover each square.</p> <p>4. Make some baseboards of pictures using pattern block shapes. Have students match a pattern block to each shape on the picture.</p>	<p>Sorting activities, according to students' own criteria:</p> <p>1. Make groups from a collection of buttons.</p> <p>2. Make groups from a collection of lids.</p> <p>3. Make groups from a collection of attribute blocks.</p> <p>4. Make groups from boxes of odds and ends.</p>	<p>1. Finger—painting.</p> <p>2. Froth—made out of Lux soap flakes and food colouring whipped up with an egg beater in a water play trough.</p> <p>3. Free play with play dough or clay.</p> <p>4. Free play with plasticine.</p>	<p>Sorting activities according to given criteria:</p> <p>1. Sorting objects—rough and smooth.</p> <p>2. Sorting objects—hard and soft.</p> <p>Exploration of area—draw a hand shape and photocopy it.</p> <p>3. Have students fill the shape with unifix, Multilinks or other small cubes.</p> <p>4. Have students fill the shape with buttons.</p>

FINE MOTOR SKILLS PROGRAMME: WEEK 3

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Day One	Day Two	Day Three	Day Four
<p>1. Have students trace some commercially-made animal shapes (available at craft shops).</p> <p>2. Have students paint brush blob patterns onto strips of card. Staple into crowns or hang up like banners.</p> <p>3. Have students paint the fence/trees/walls with a thick paintbrush and bucket of water.</p> <p>4. Free play with construction toys.</p>	<p>1. Bubble blowing. This activity needs adult supervision to avoid the risk of students swallowing the soapy water.</p> <p>2. Making buildings with Multilinks or other click-together cubes; short, tall, wide, and narrow buildings.</p> <p>3. Threading beads on strings.</p> <p>4. Free 'writing' on little blackboards with chalk.</p>	<p>1. Free play with a variety of wind-up toys.</p> <p>2. Have students thread egg carton cups using wool and darning needles.</p> <p>3. Have students print with corks and other junk materials.</p> <p>4. Using big plastic tweezers to pick up cotton wool balls, beads, buttons etc.</p>	<p>1. Jigsaw puzzles.</p> <p>2. Making snakes from play dough—rolling.</p> <p>3. Free exploration with geoboards and rubber bands.</p> <p>4. Making noodle necklaces.</p>

FINE MOTOR SKILLS PROGRAMME: WEEK 4 *abcdefghijklmnopqrstuvwxyz*

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

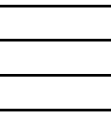
FINE MOTOR SKILLS PROGRAMME: WEEK 5

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


FINE MOTOR SKILLS PROGRAMME: WEEK 6

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Day One	Day Two	Day Three	Day Four
<ol style="list-style-type: none"> 1. Have students fringe strips of coloured paper or crepe paper and stick on photocopies of BLM page 34 to make a beard. 2. Show students how to curl strips of paper or pieces of streamer around a pencil, and then remove the pencil and glue the curl onto paper to make an interesting sculpture. 3. Have students twist crepe paper squares, and then glue onto paper to make an interesting pattern, picture or sculpture. 4. Have students loop strips of thin card and glue onto a sheet of card to make a sculpture. 	<ol style="list-style-type: none"> 1. Free play with a variety of spinning tops. 2. Free exploration with calculators. 3. Have students use pencils and crayons to make texture rubbings of different surfaces around the classroom—coins, leaves etc. 4. Free writing with various implements, paper, and carbon paper. 	<ol style="list-style-type: none"> 1. Weaving with plastic mesh vegetable bags and string, sticks, feathers, straws, iceblock sticks etc. 2. Free exploration using computer key pads attached to working computers, old computer key pads, typewriters, old telephones, old television remote controls. 3. Give each student a container of mixed-up classroom equipment, e.g. beads, buttons, shells, counters. Have students sort them out and put them back into the correct containers, which could be placed in the centre of the table. 4. Have students practise threading and tying shoelaces and doing up buckles, using a variety of old boots and shoes. 	 <ol style="list-style-type: none"> 1. Ask students to draw a picture of a zoo animal with crayons. Have them paint downstrokes over the entire piece of paper to represent the bars of the animal's cage. 2. BLM page 35—tracking stencil. 3. Have students practise the downstroke using little blackboards and thick chalk. 4. Attach paper to easels or the wall. Have students use crayons to draw a rain cloud and then lots of downstrokes to represent the rain.

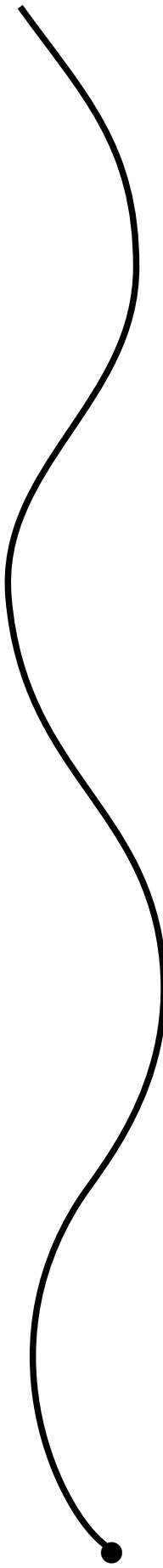
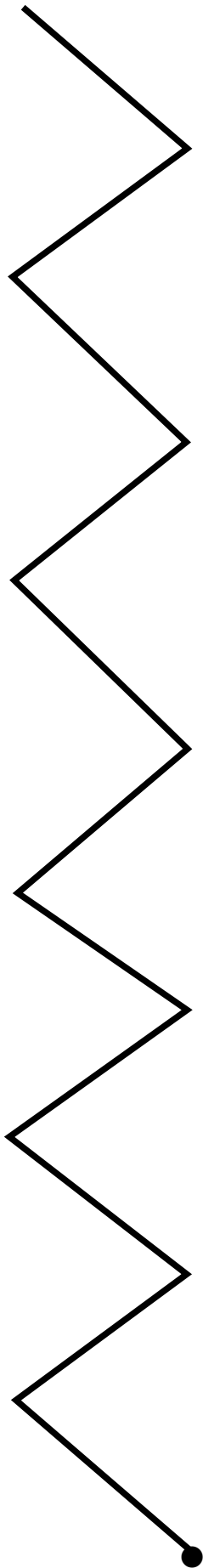
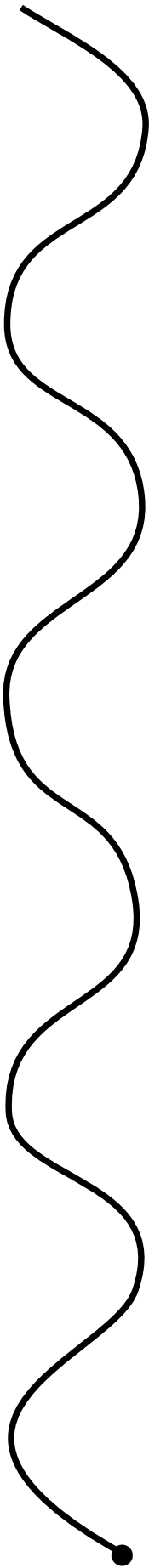
FINE MOTOR SKILLS PROGRAMME: WEEK 7

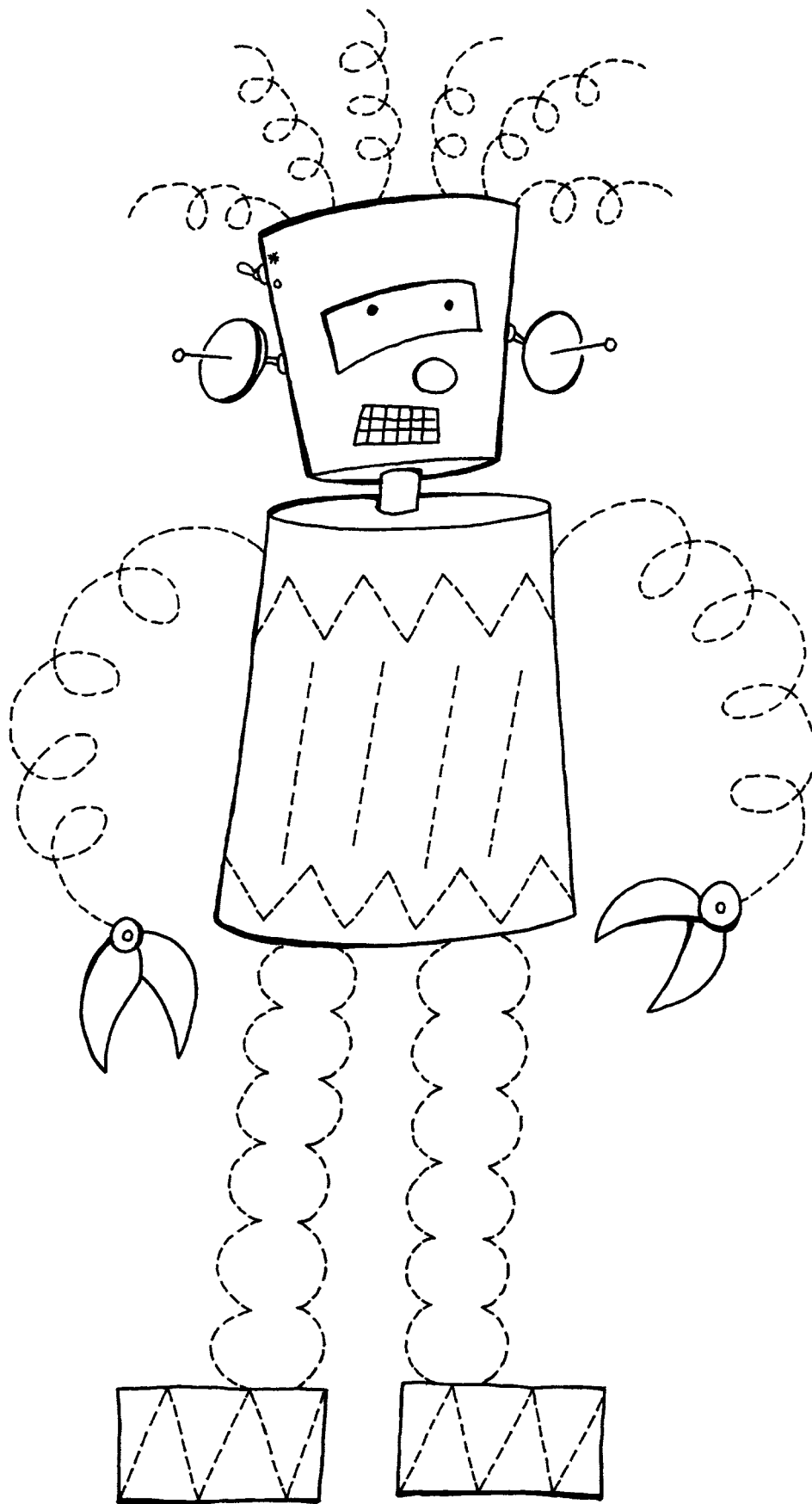
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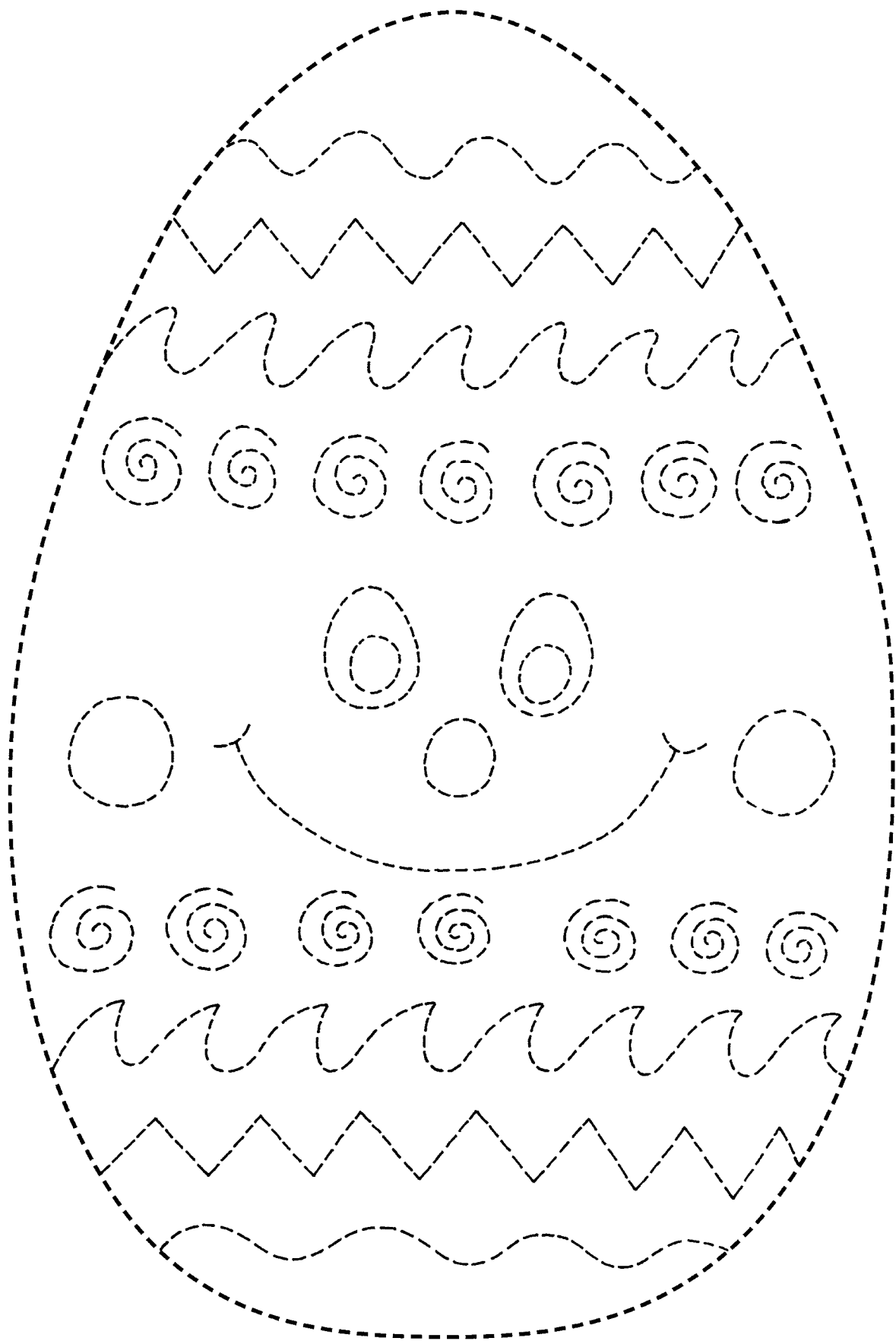
Day One	Day Two	Day Three	Day Four
<p> </p> <ol style="list-style-type: none"> Have students paint lollipop sticks, using the downstroke and then add the lolly part, using an anticlockwise motion. Pre-cut pictures of flowers from magazines. Ask students to glue the pictures onto paper and then draw the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

FINE MOTOR SKILLS PROGRAMME: WEEK 8

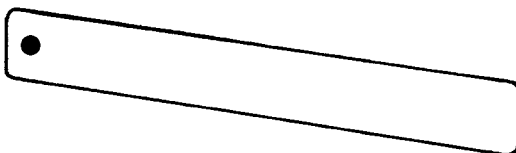
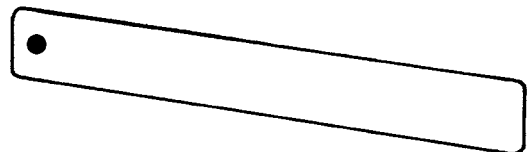
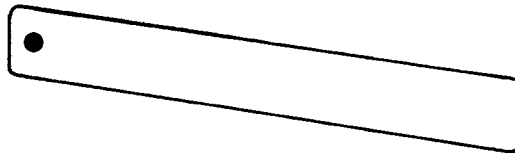
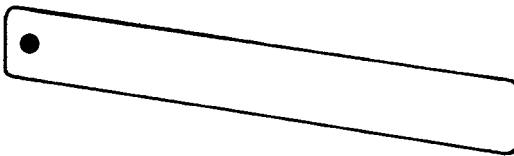
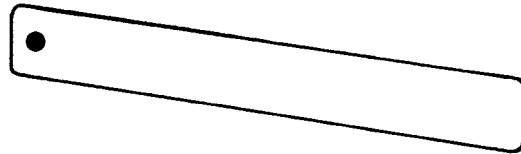
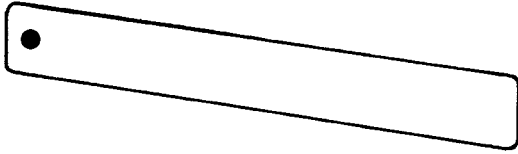
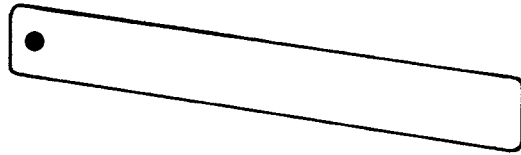
Day One	Day Two	Day Three	Day Four
 <ol style="list-style-type: none"> 1. 'Magic windows' using BLM page 38. 2. BLM page 39—tracking stencil. 3. Enlarge BLM page 34 to A3 size. Have students paint the old man's beard with wave patterns, using thick brushes. 4. Free exploration with play dough, knives,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

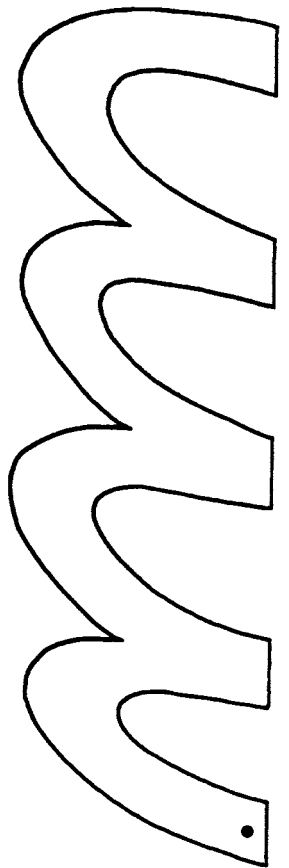
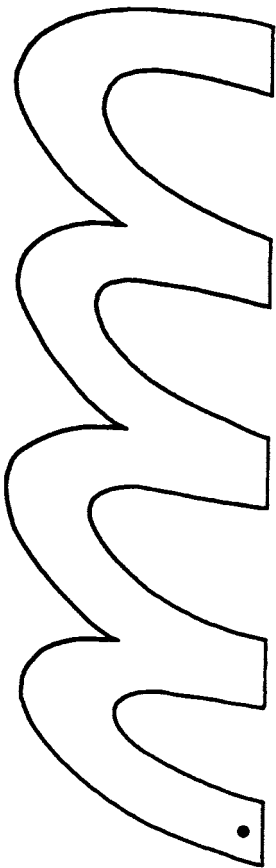
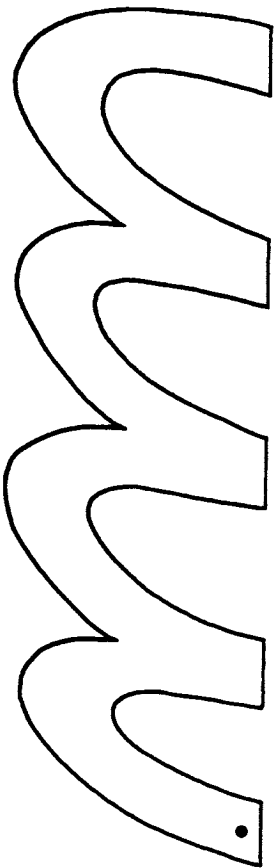
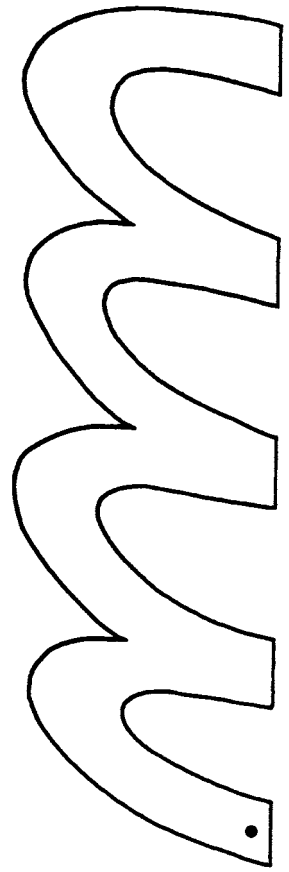
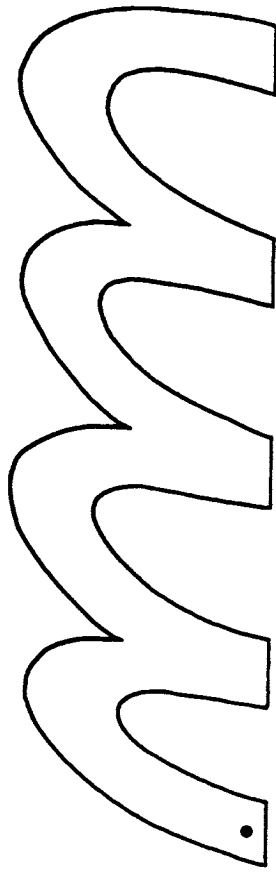
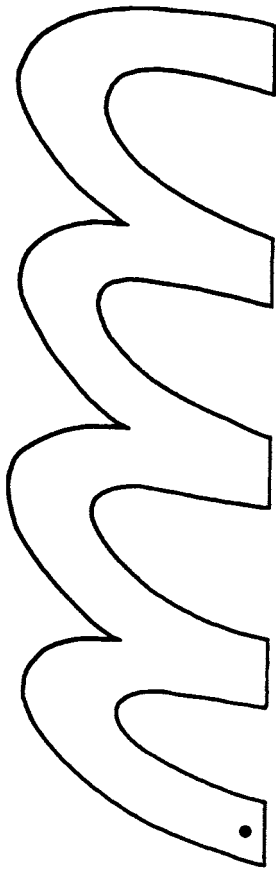


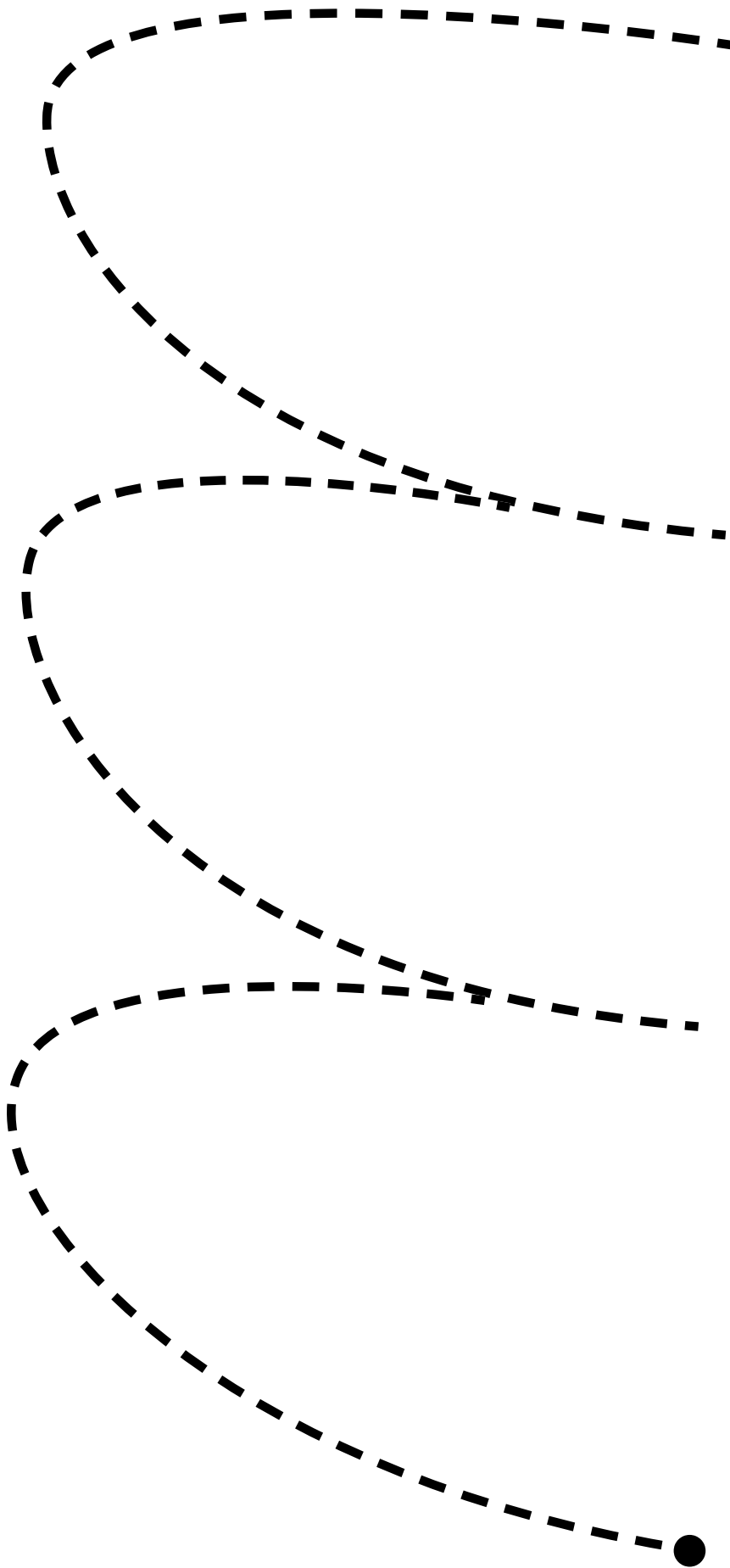


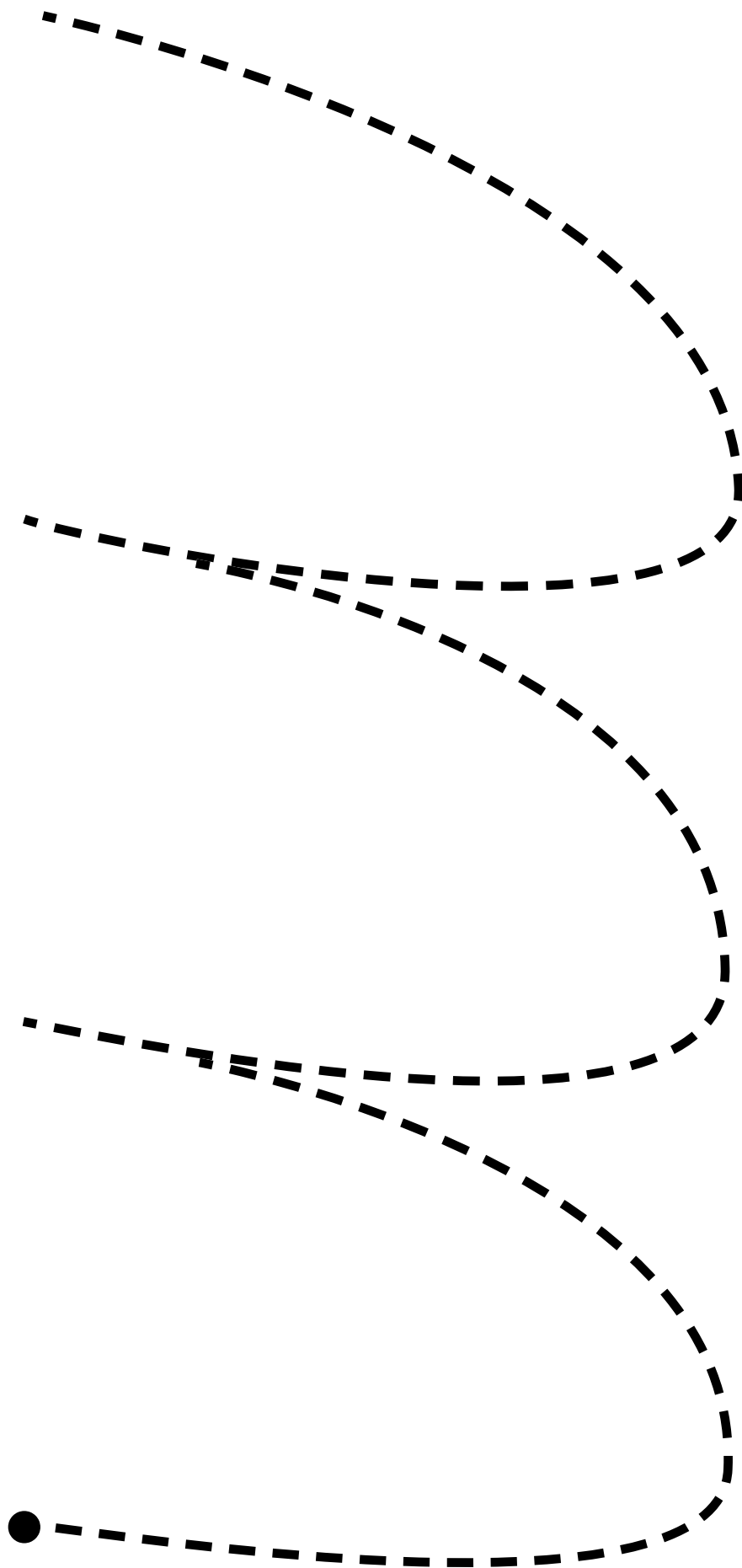


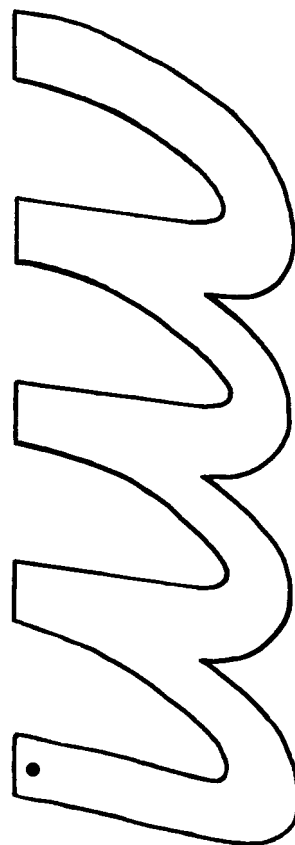
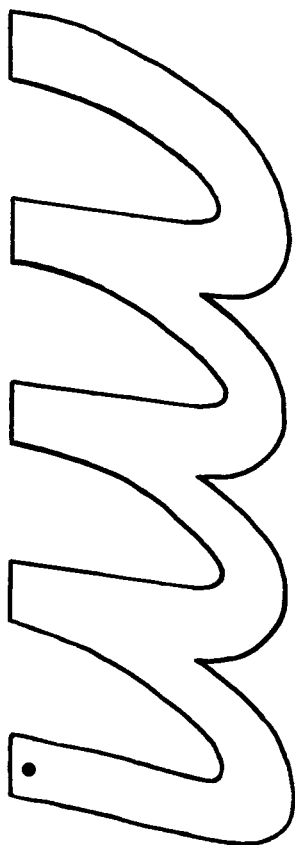
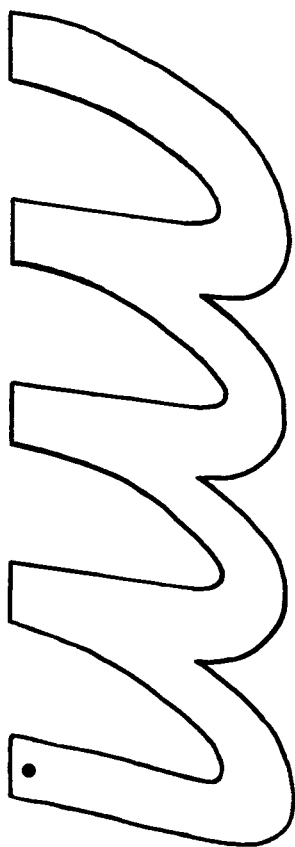
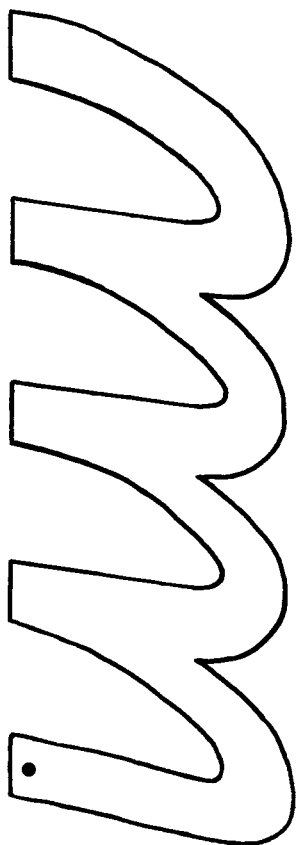
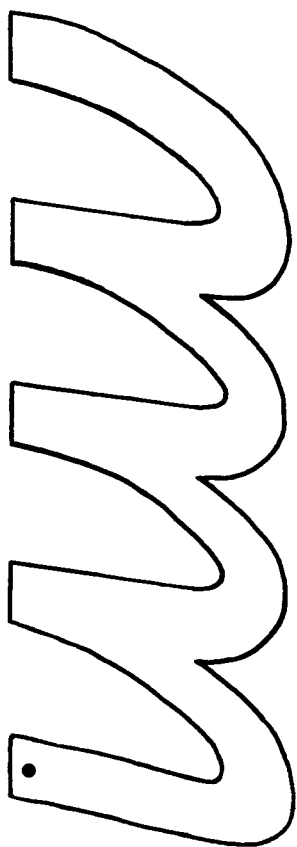


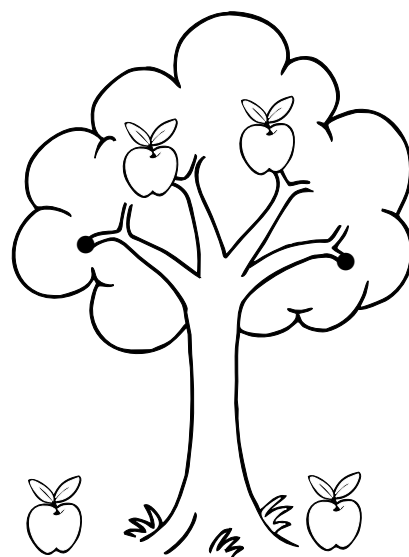
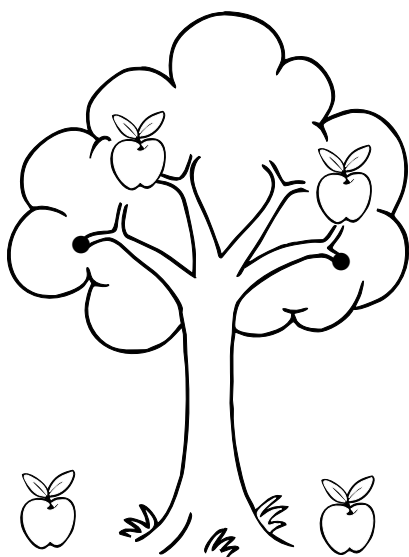
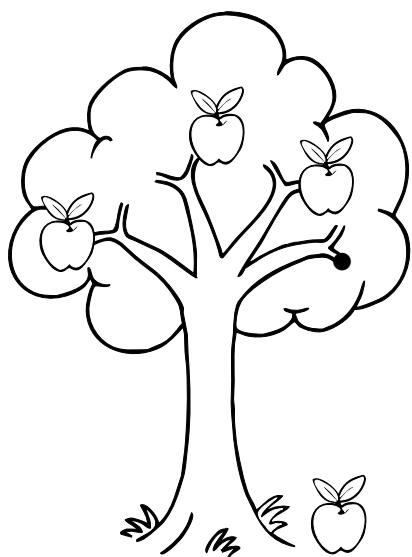
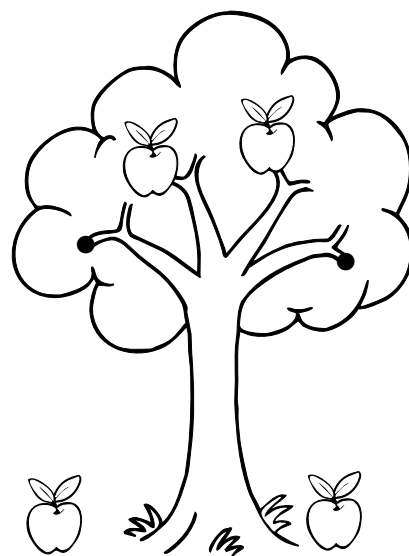
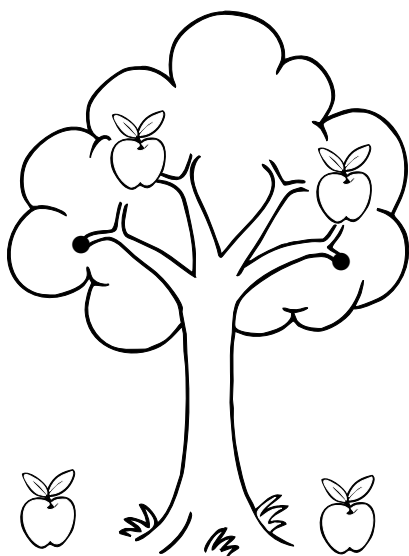
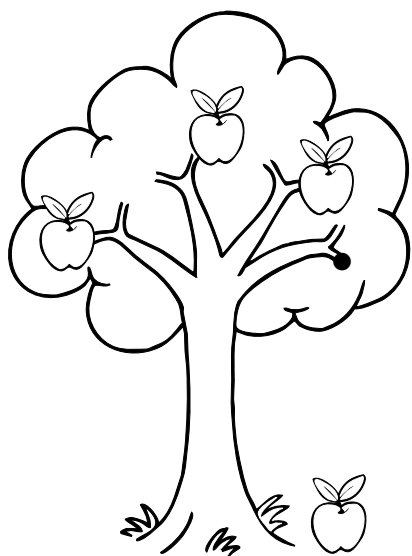
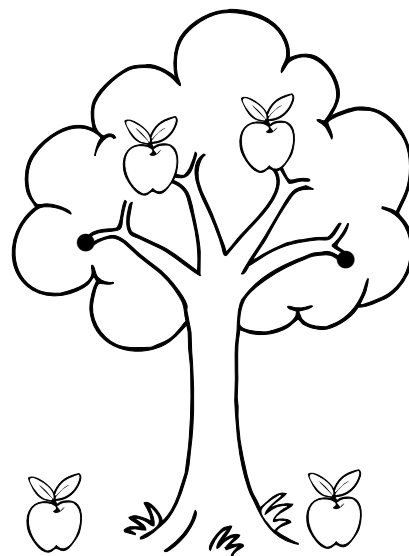
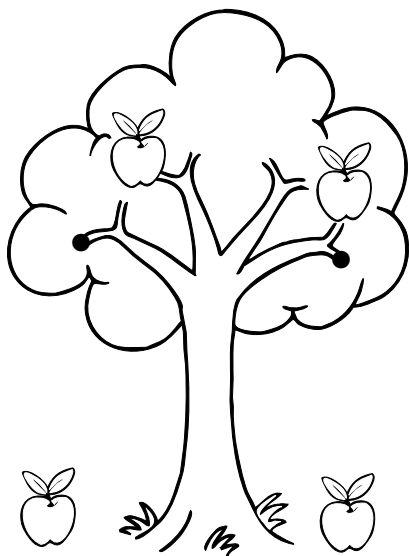
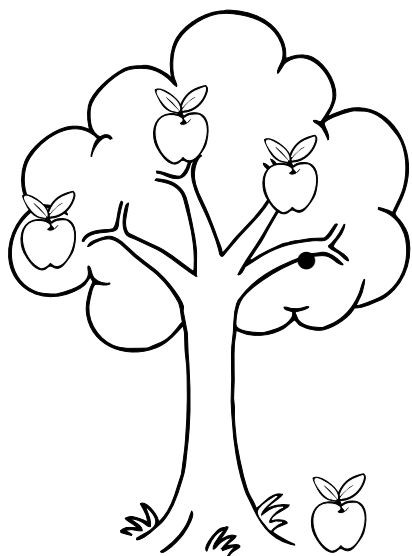


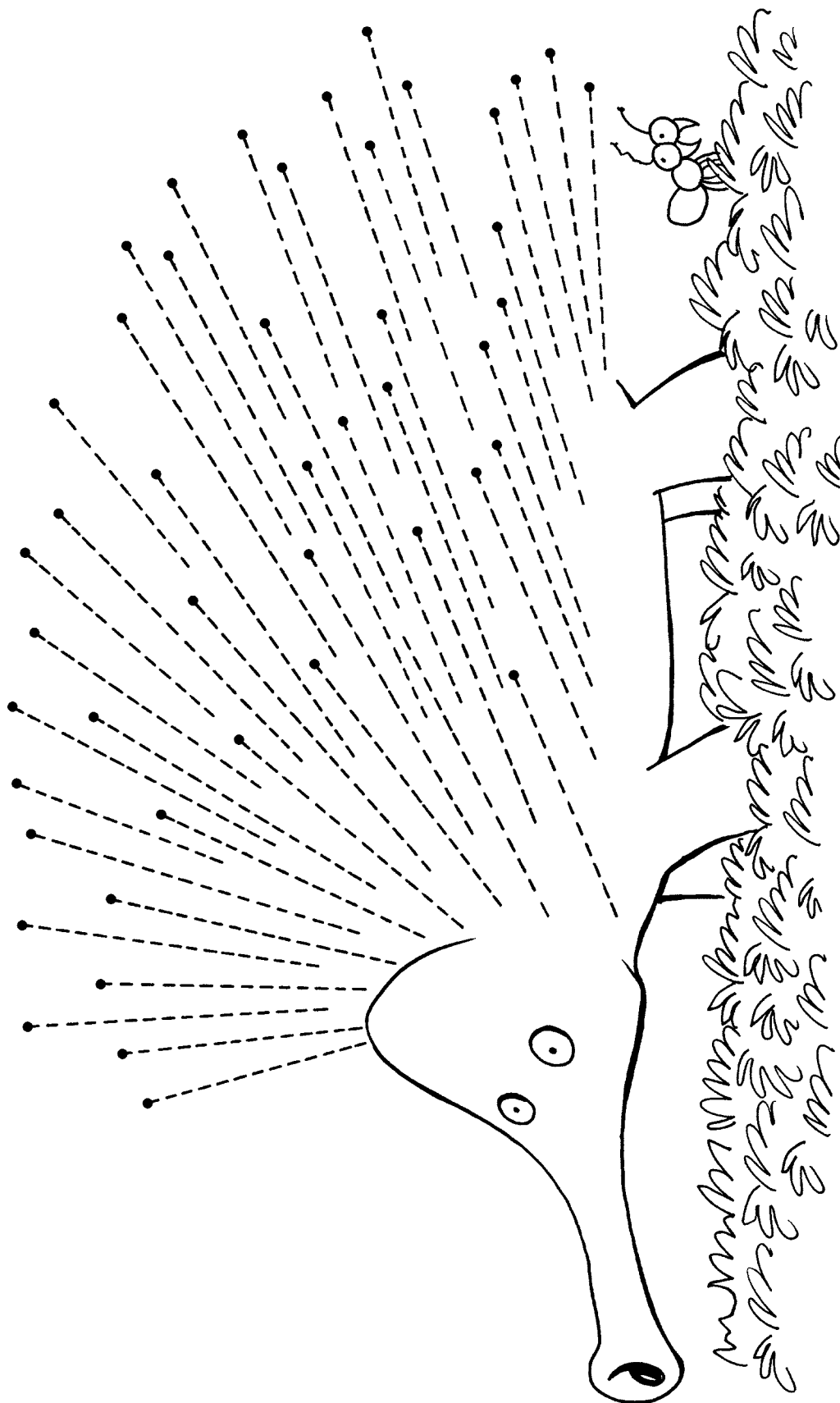


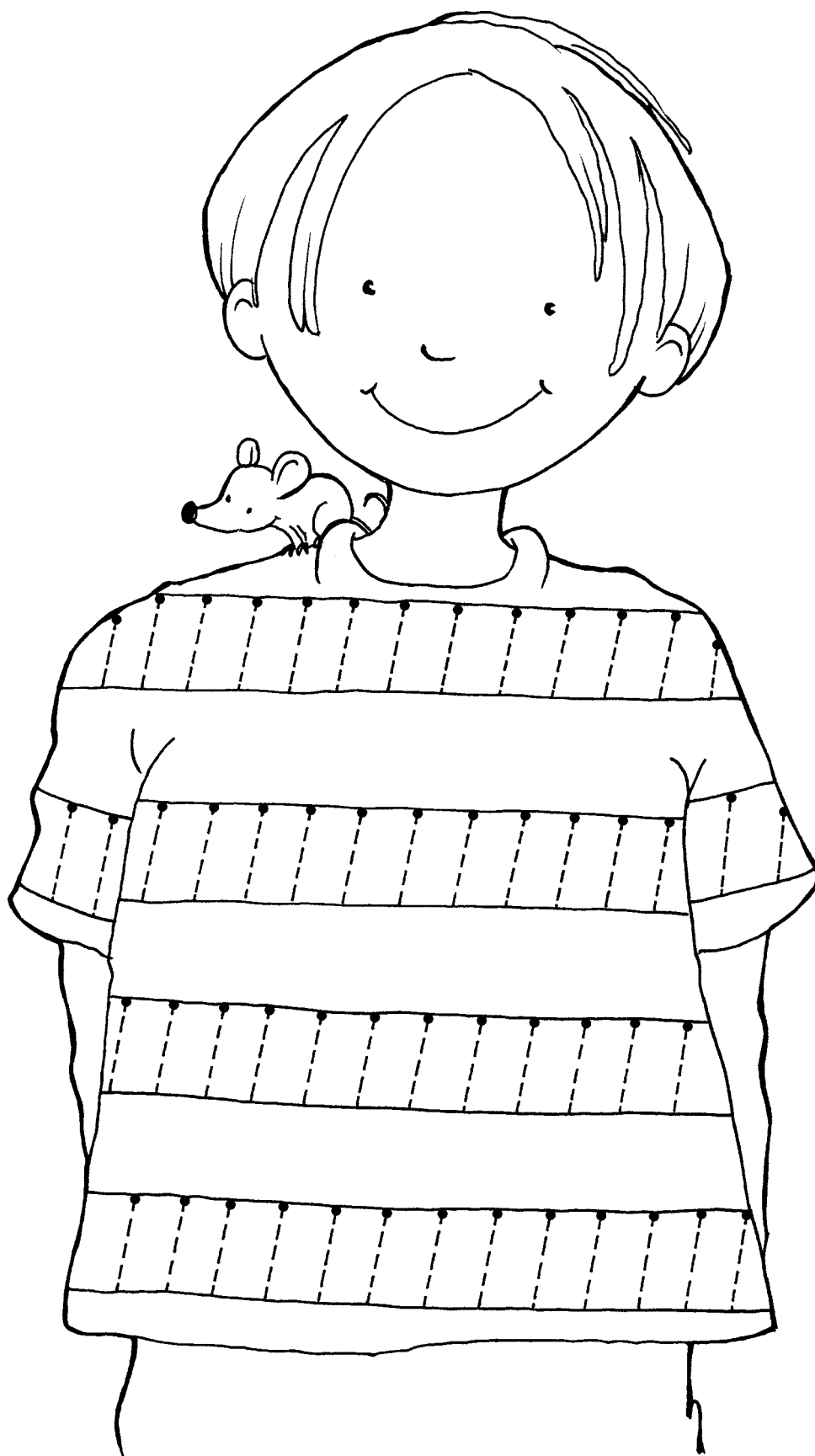


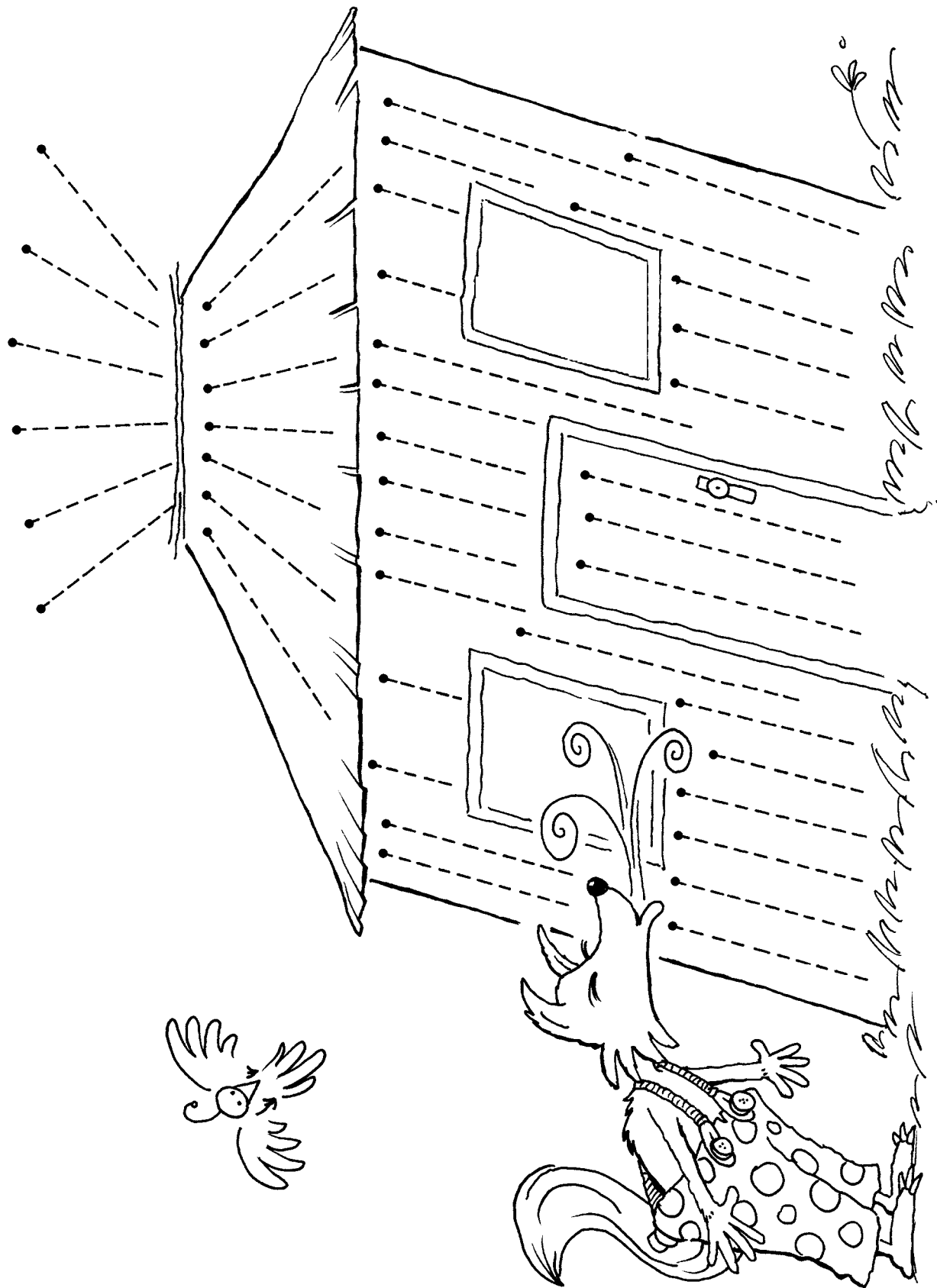


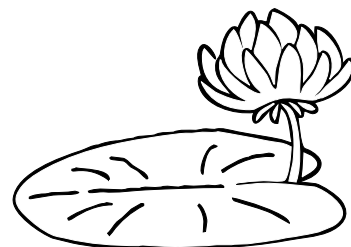
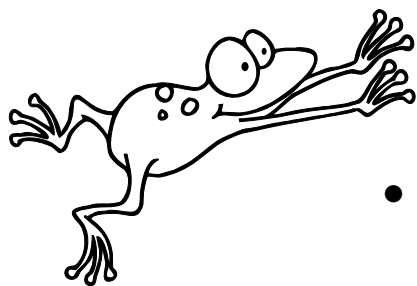
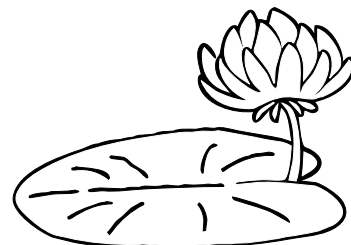
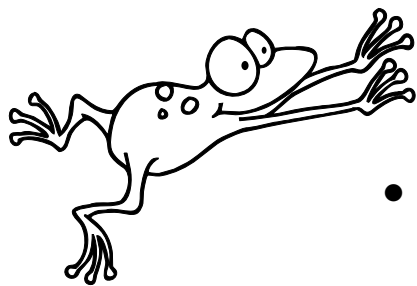
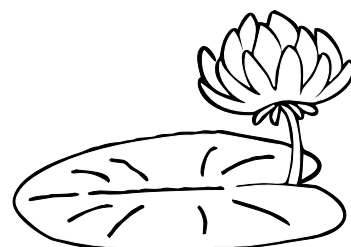
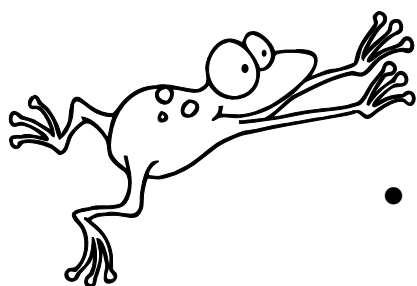
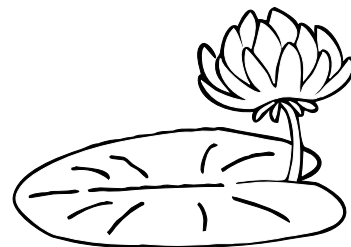
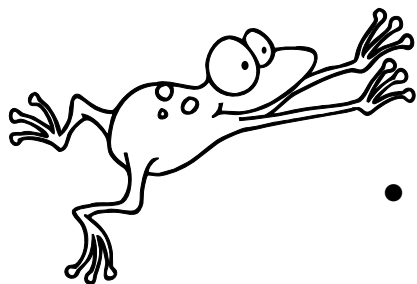
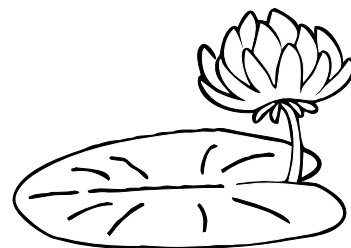
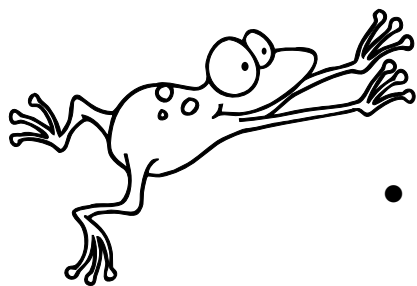


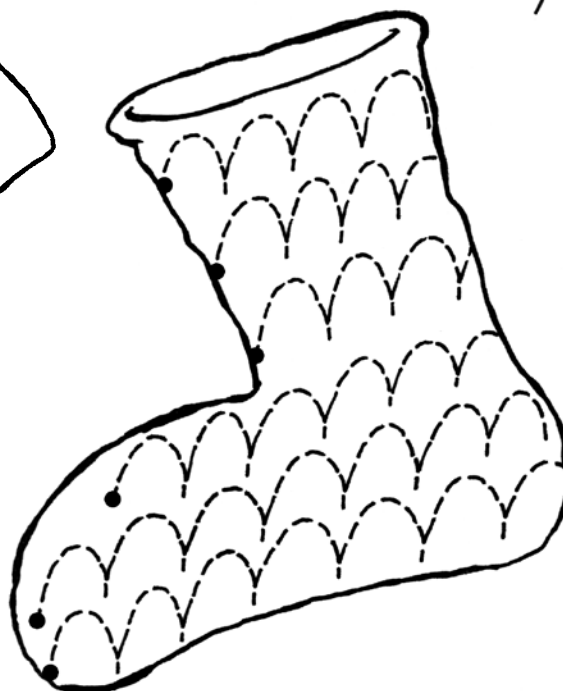
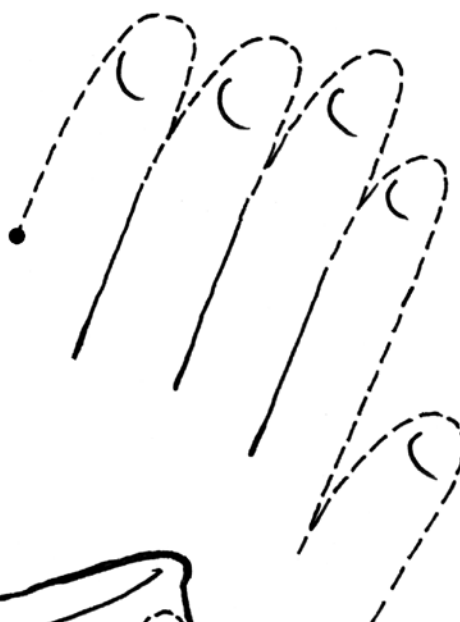
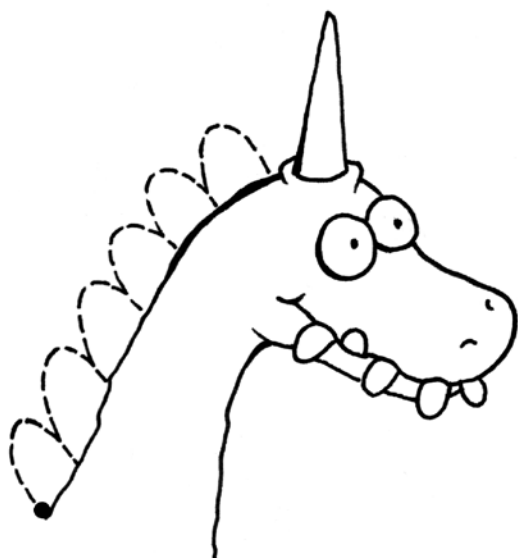


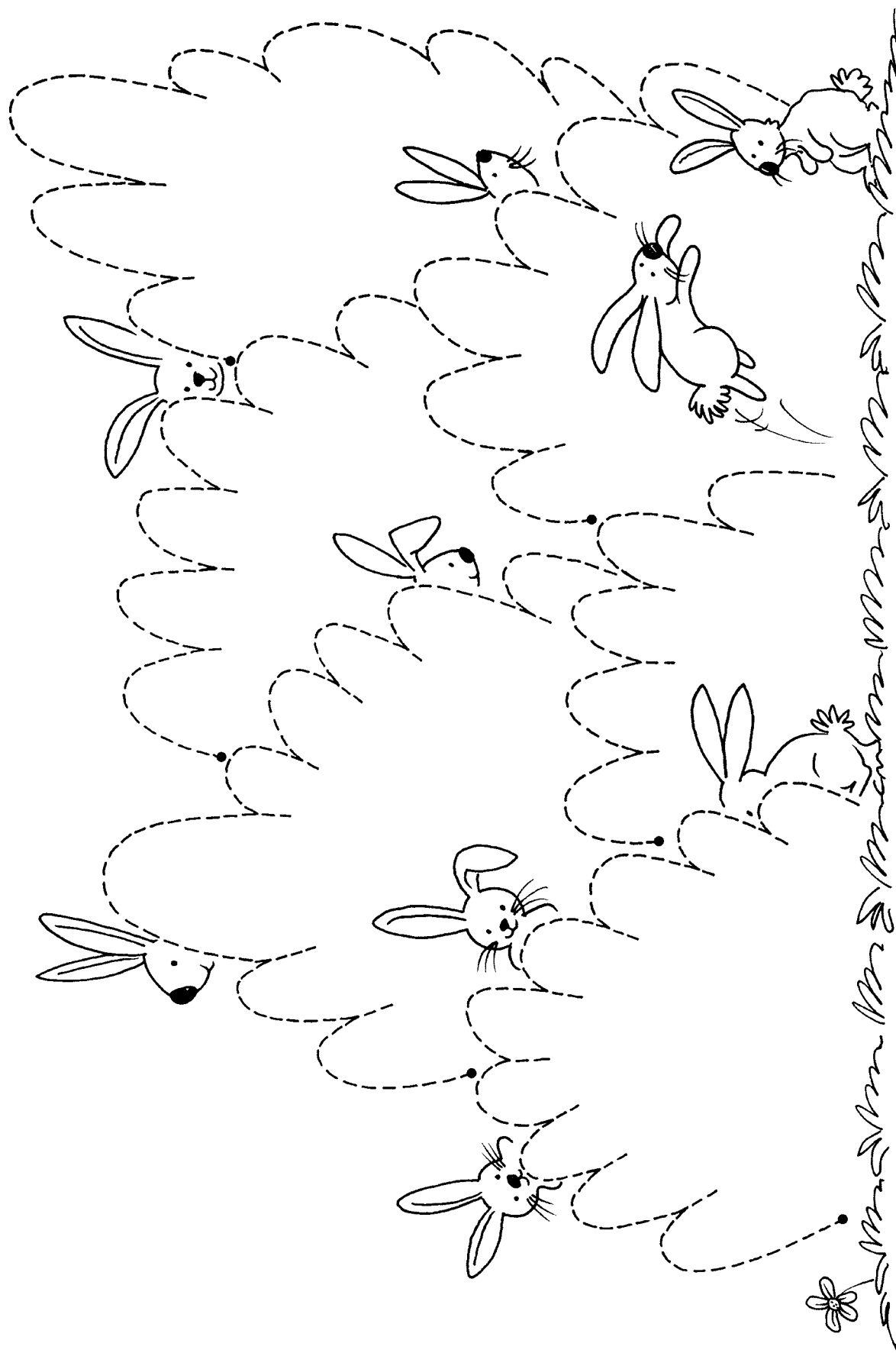


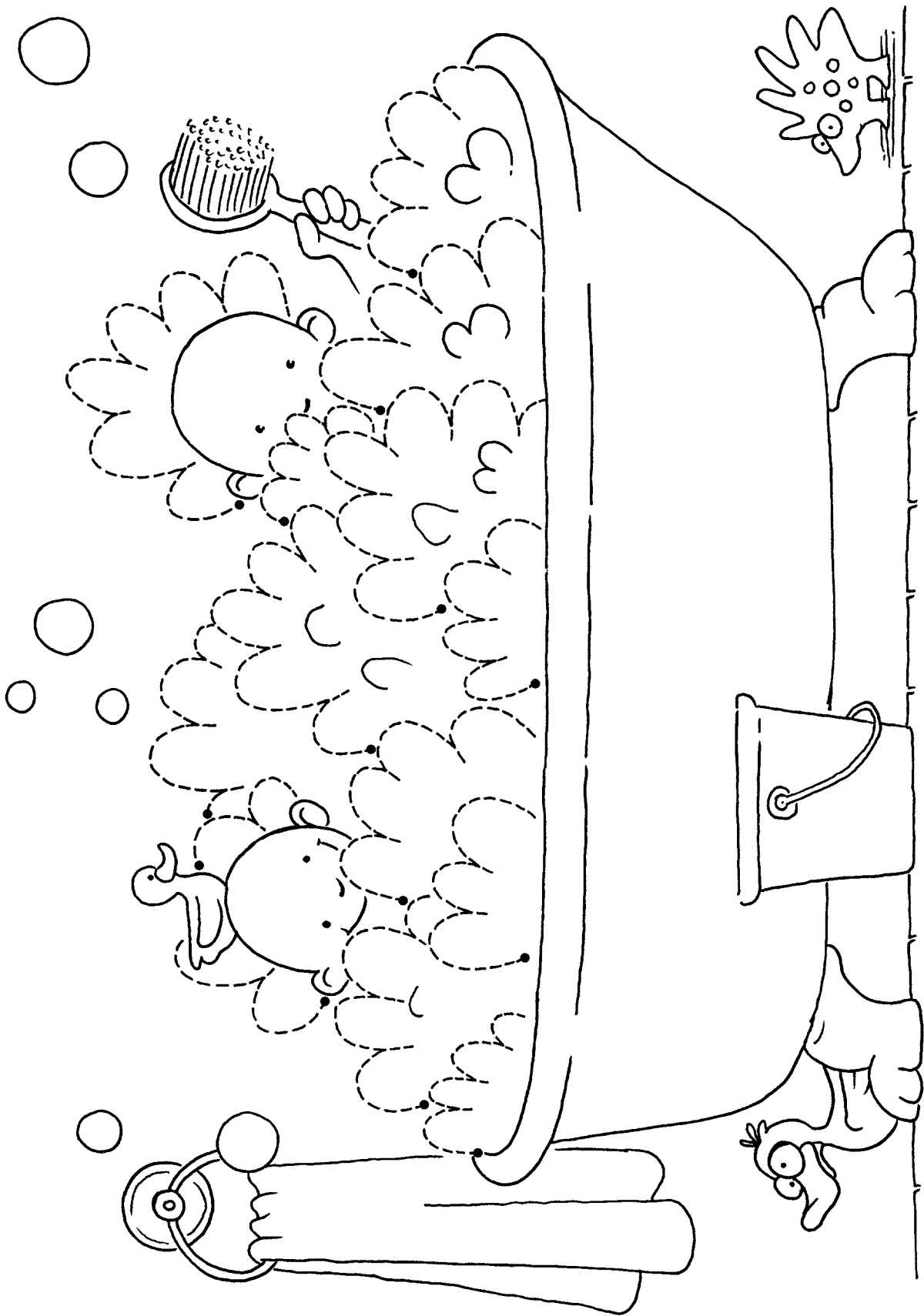


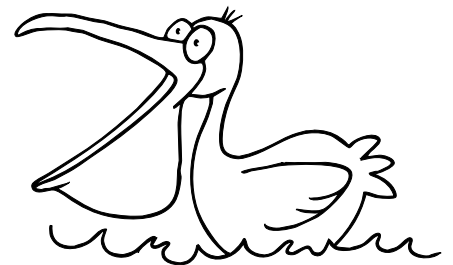
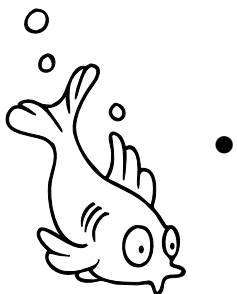
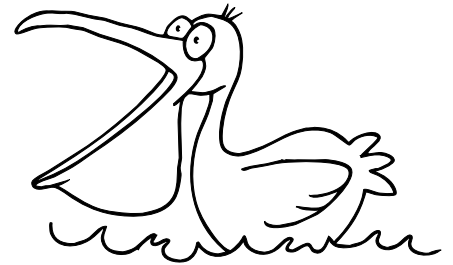
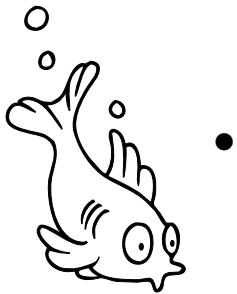
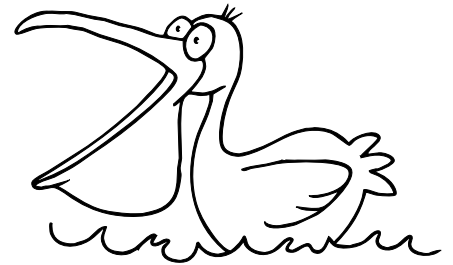
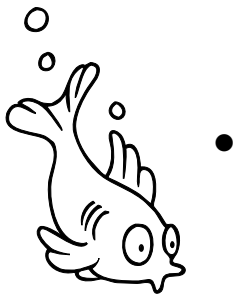
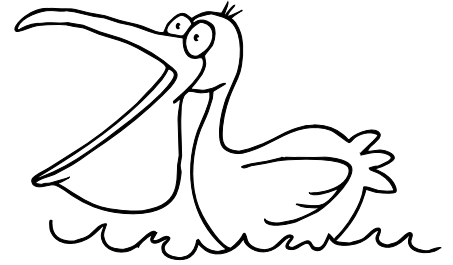
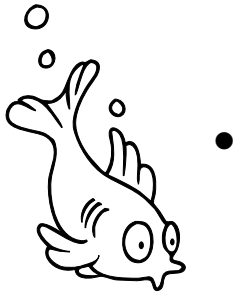
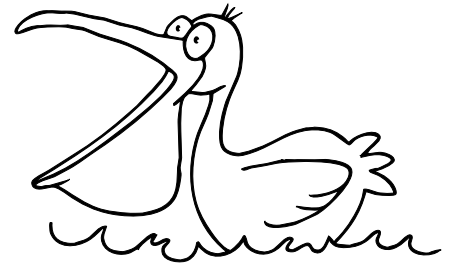
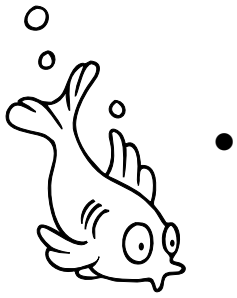


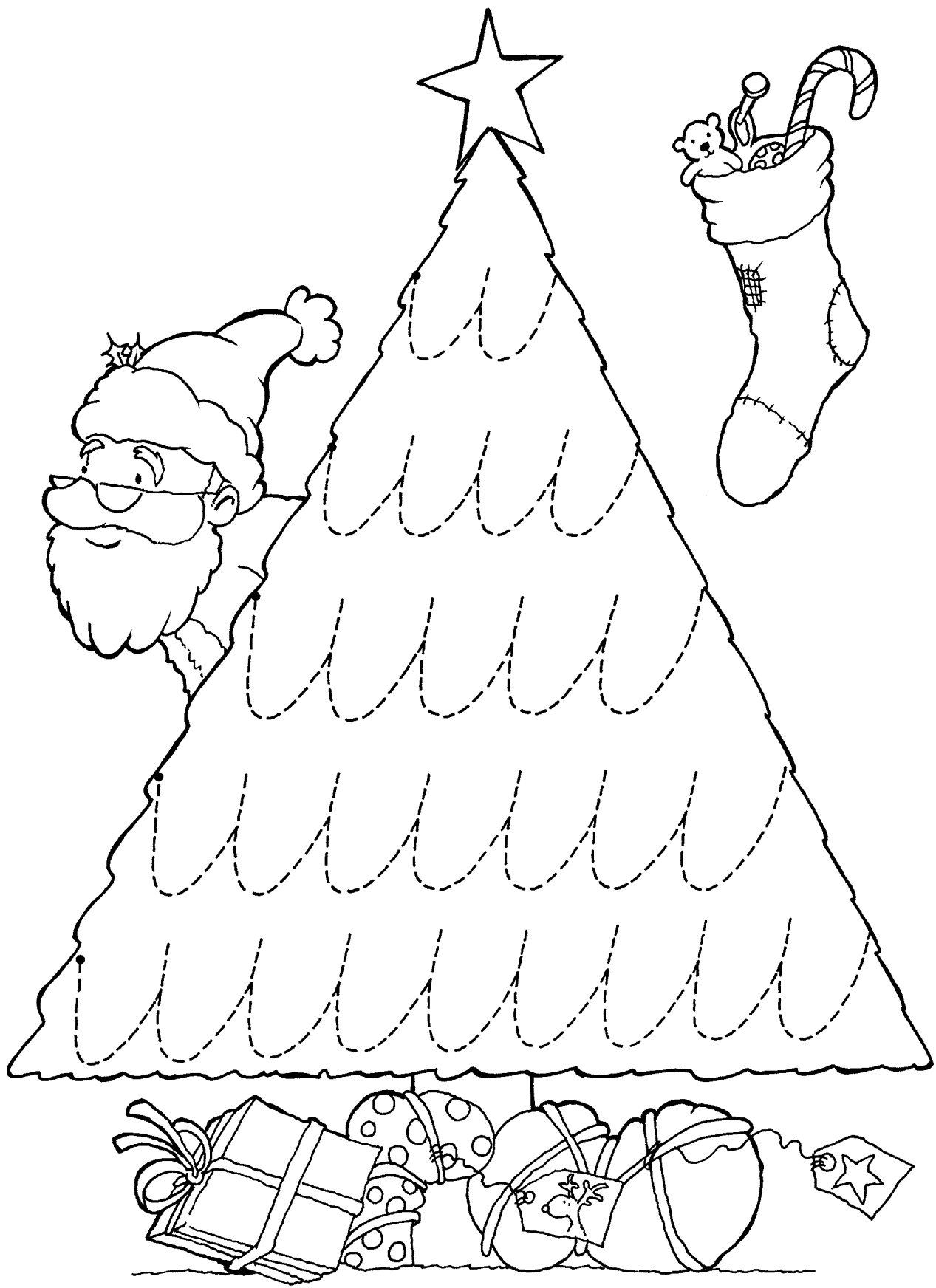


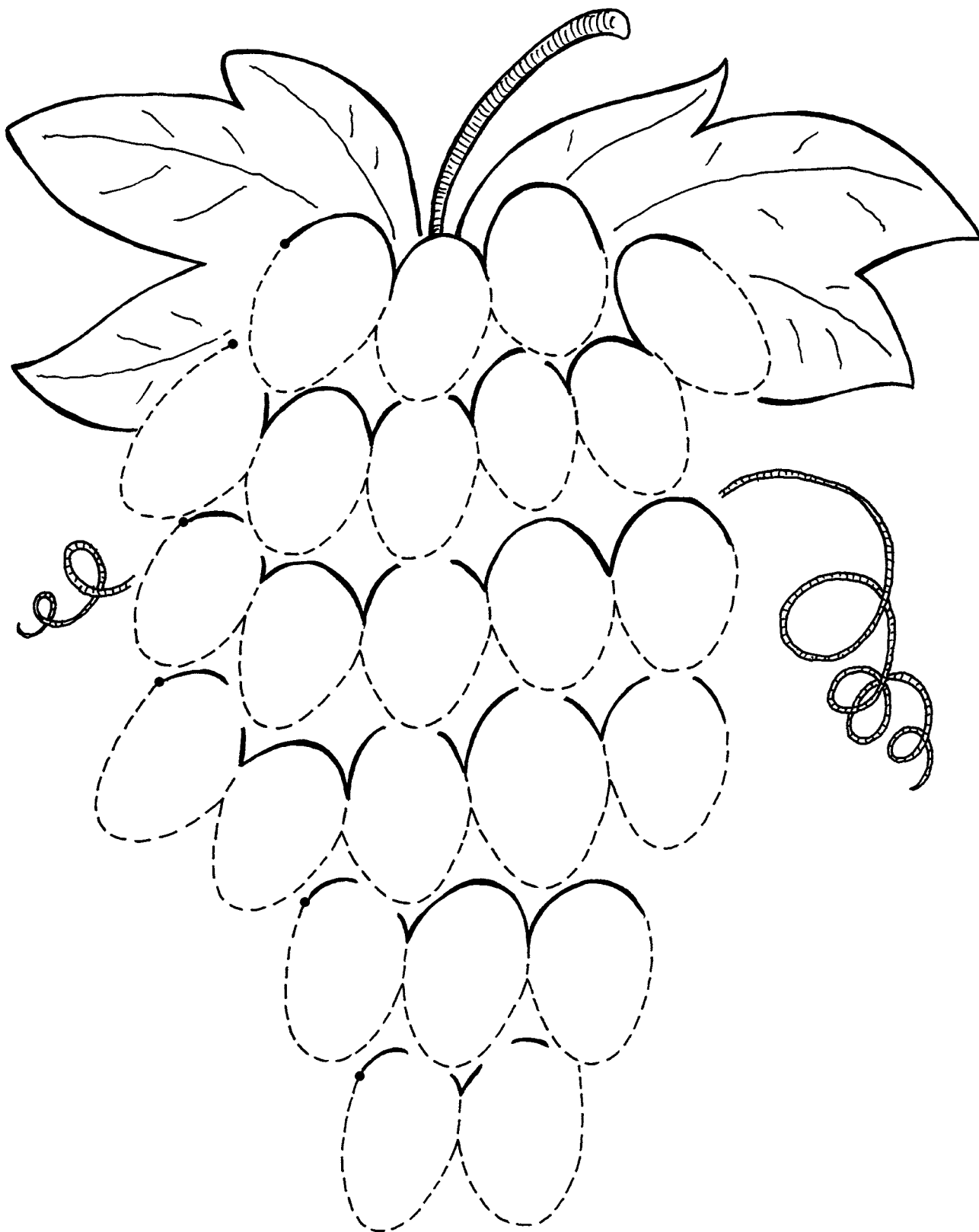


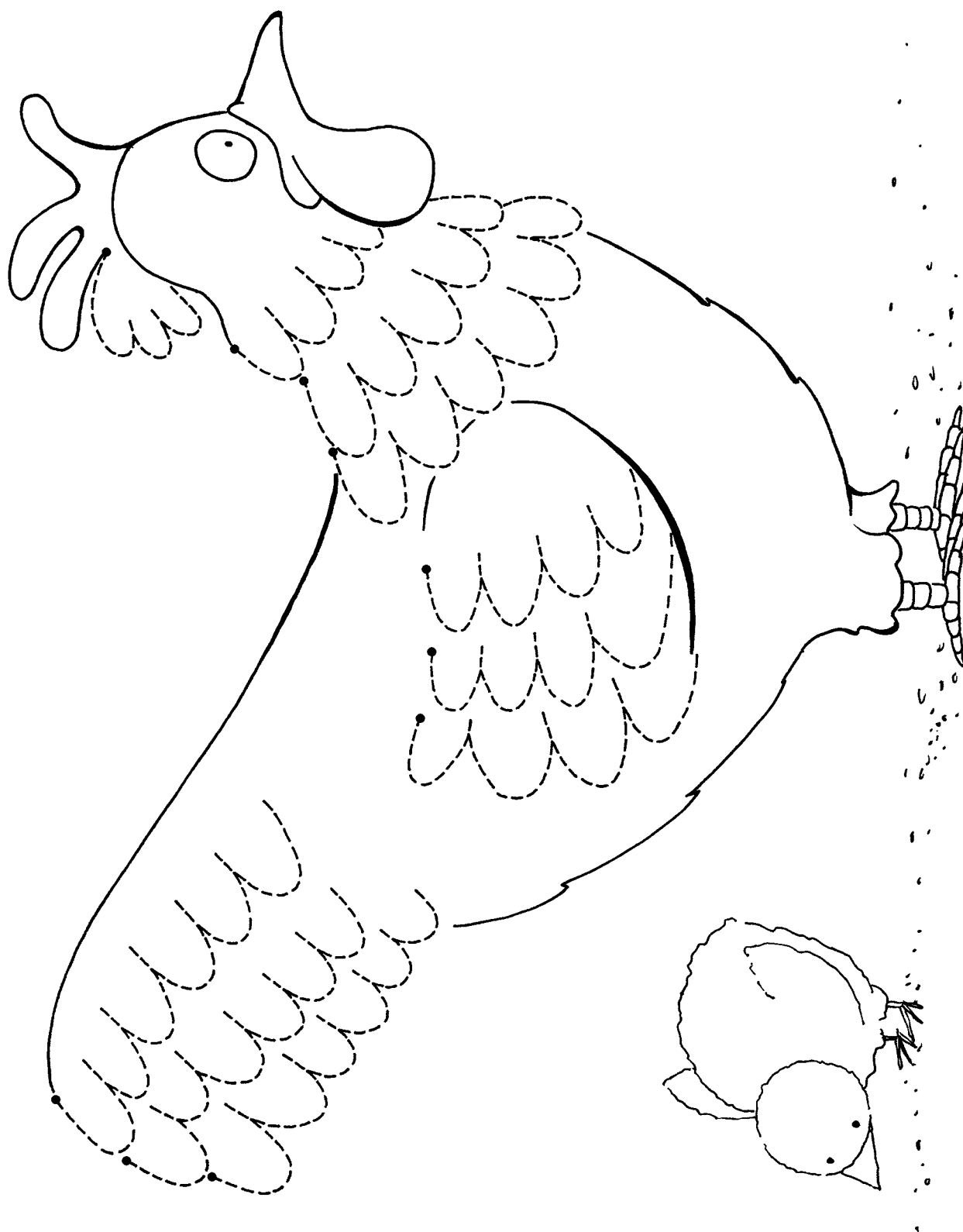


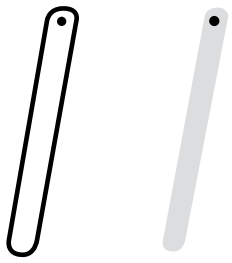






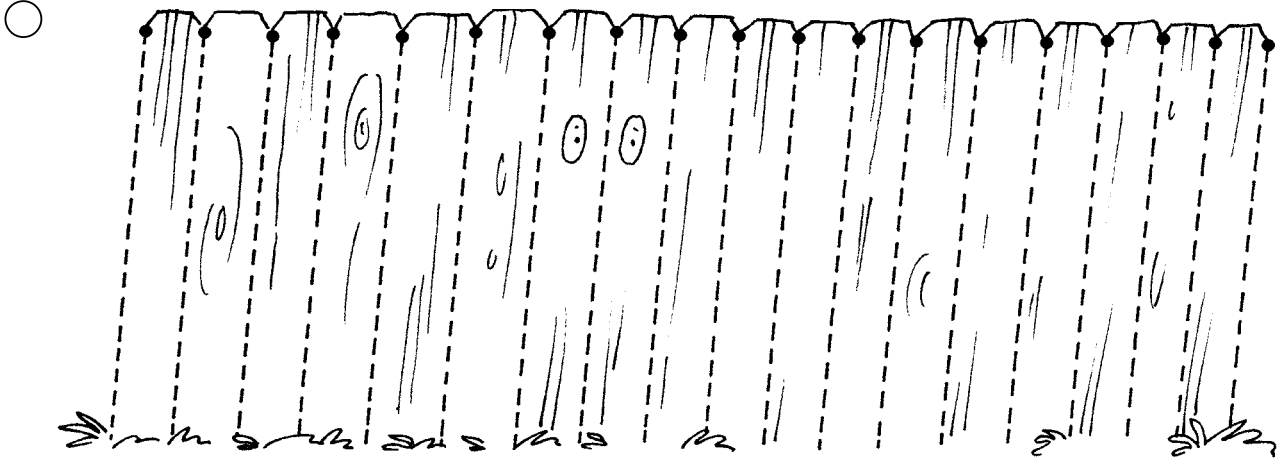






one

one



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



Turn your best l into a lollipop.



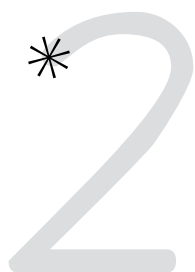
2 2 two




2 2 2 2 2

2 2 2 2 2

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




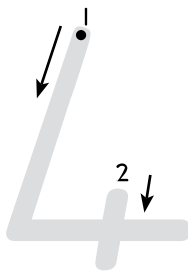
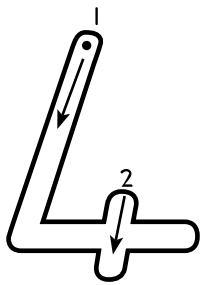
Turn your best 2 into a fish. 



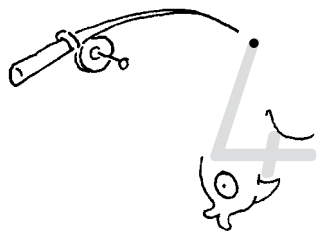
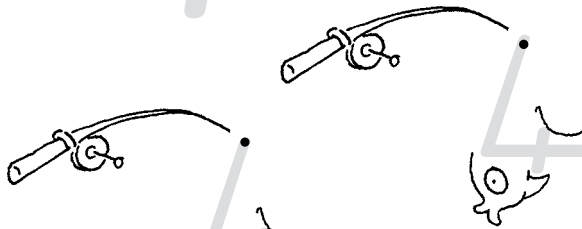
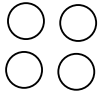
Try your own. First draw a * to show where you start.



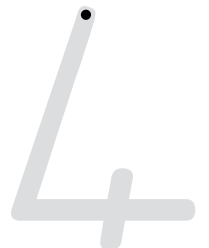
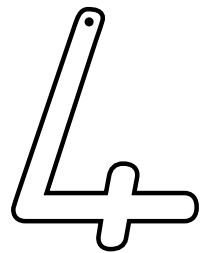
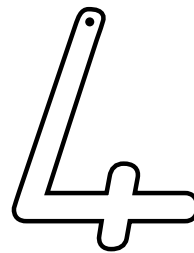
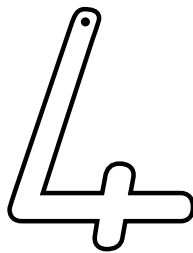
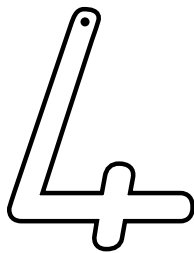
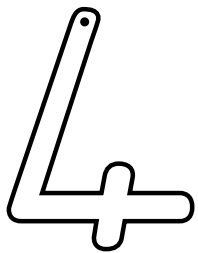
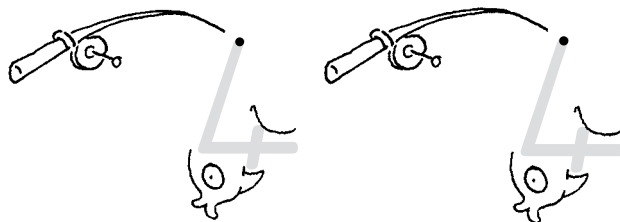
Turn your best 3 into a snowman. 



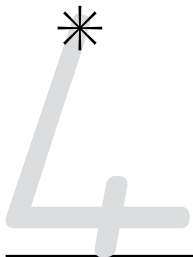
four



Let's go fishing!

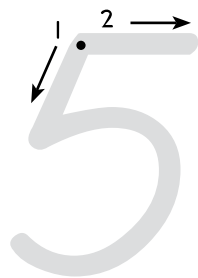
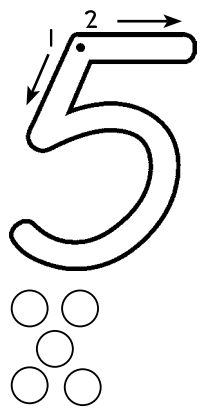


Try your own. First draw a * to show where you start.



Turn your best 4 into a sailing boat.



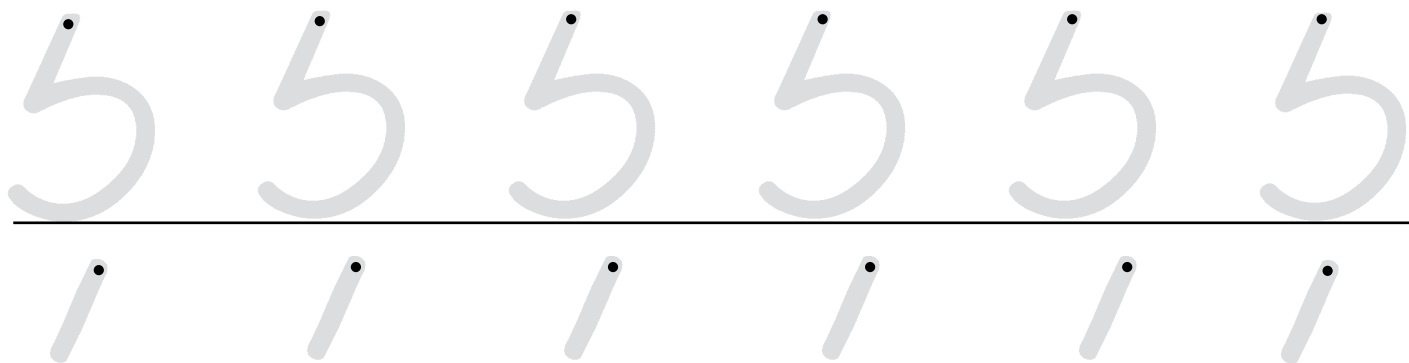


five

five



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



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



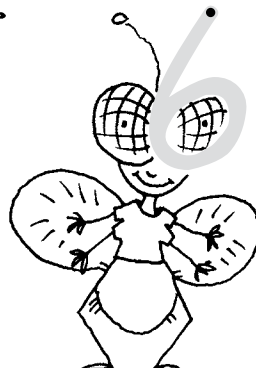
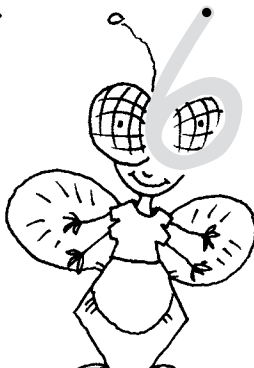
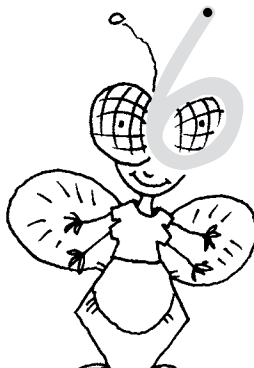
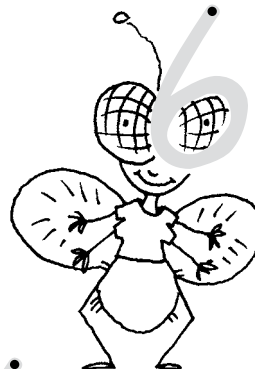
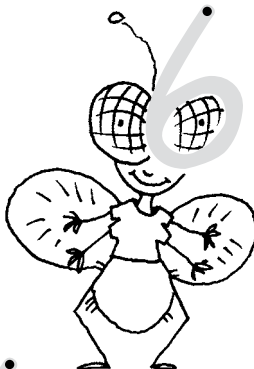
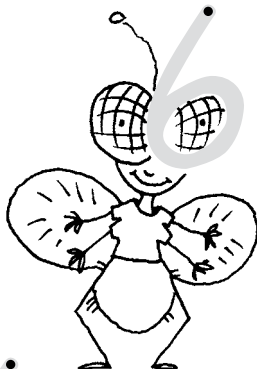
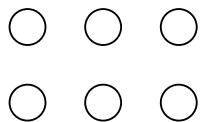
Turn your best 5 into an apple. 5

6

6

six

six



6

6

6

6

6

6

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

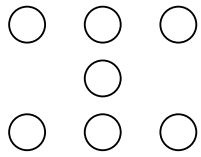


Turn your best 6 into a yo-yo. 6

7

7

seven



seven



seven ice creams

7

7

7

7

7

7

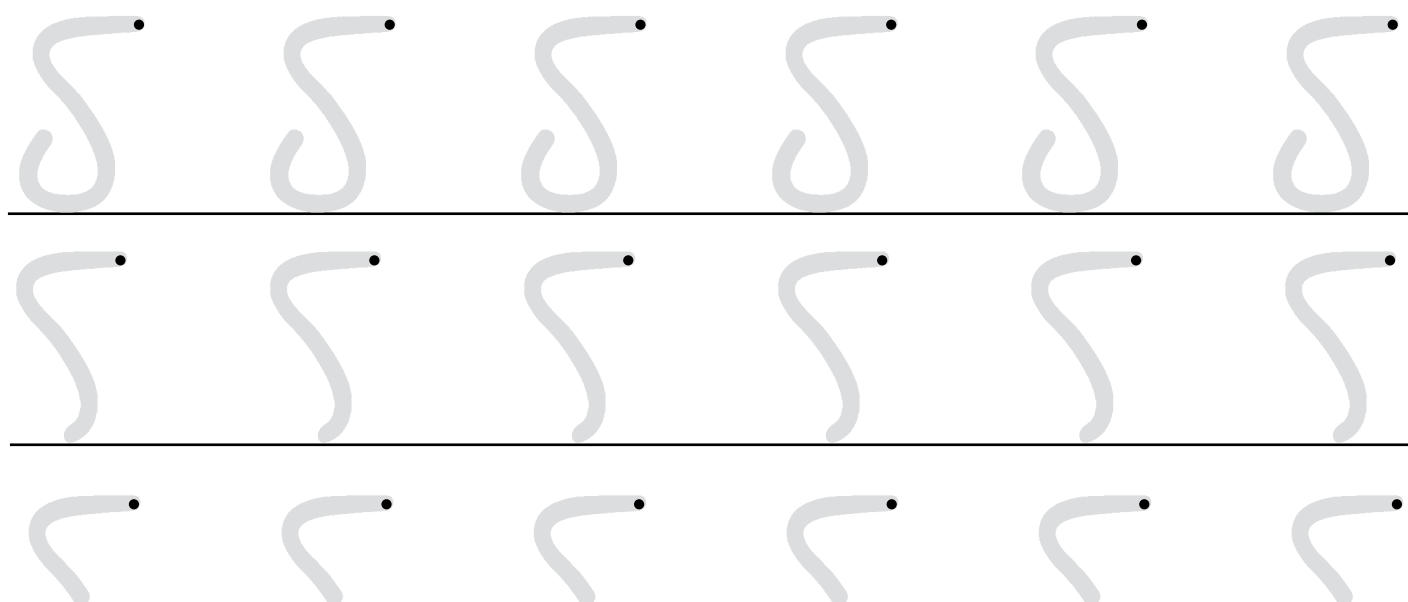
Try your own. First draw a * to show where you start.

* 7

Turn your best 7 into a flag. 7




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

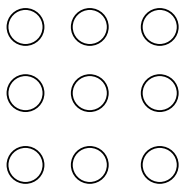


Try your own. First draw a * to show where you start.



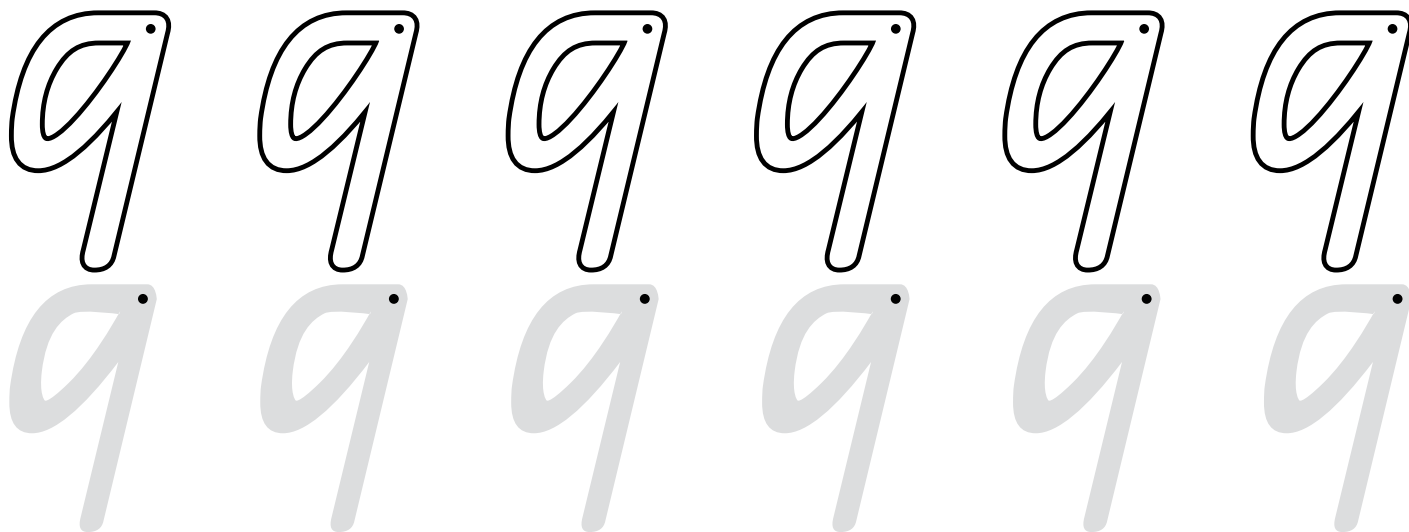
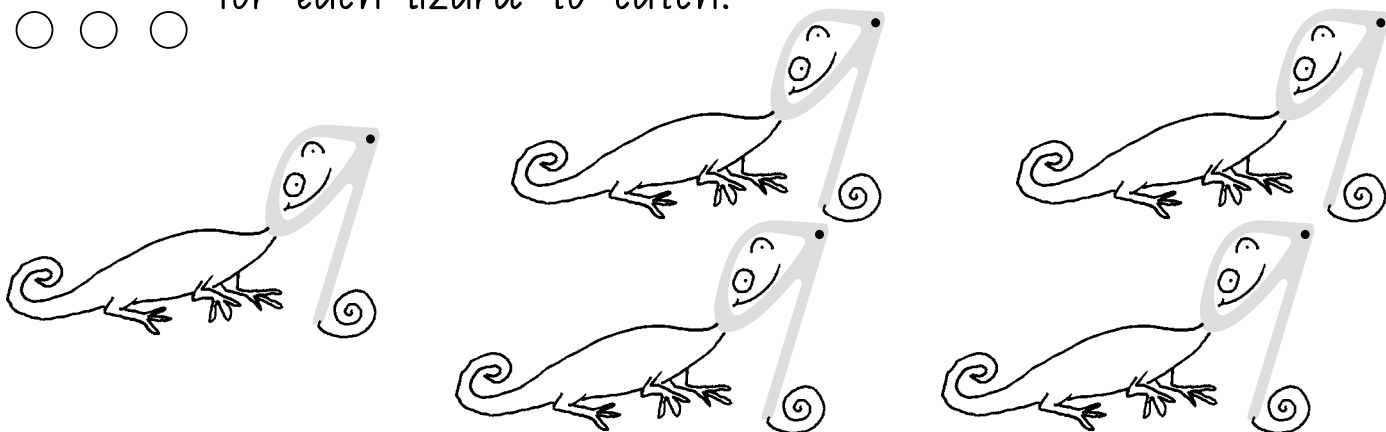
Turn your best 8 into a bee. 

9 9 nine



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

nine



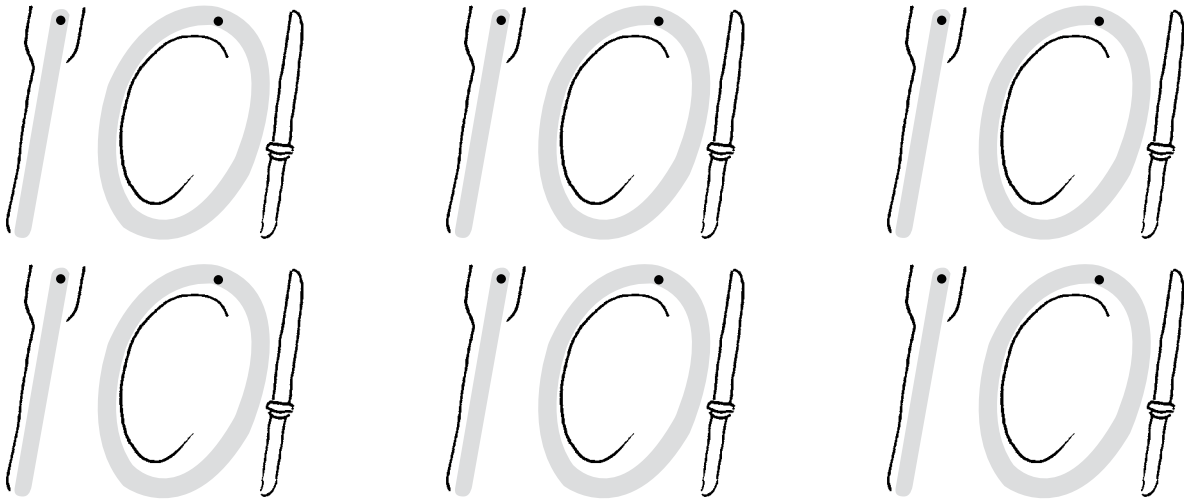
Try your own. First draw a * to show where you start.



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

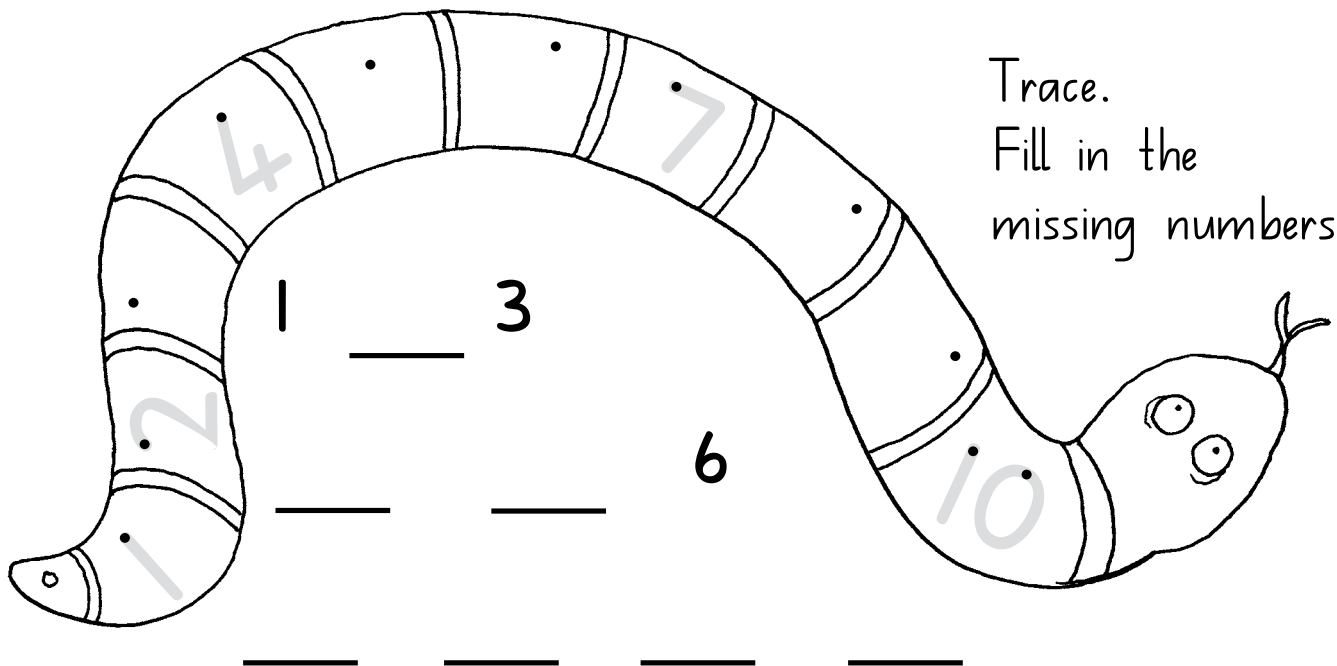
10 10 ten ten

○ ○ ○ ○ ○
○ ○ ○ ○ ○



1 2 3 4 5 6 7 8 9 10

Trace.
Fill in the
missing numbers.



Book 2



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

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

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

A sample Book 2 Transition stage handwriting lesson

- ⑤ a five-minute warm-up to strengthen fine motor muscles (see suggestions on page 63)
- ⑤ revision of the basic patterns using the pattern props and pattern pages
- ⑤ reinforce the need for good posture and appropriate pencil grip
- ⑤ introduce a letter group from the Transition Script
- ⑤ 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 BLMs, or have them copy your model off the blackboard.

The method of introduction for each letter group should be kept fairly uniform. Being consistent

The suggested teaching sequence for the Transition stage

Exits only—*a, h, k, l, t, c, d, e*

Rounded entries—*m, n, r, x*

Pointed entries—*i, u, v, w, p, y, j*

Letters that change—*f, z*

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

Teaching notes for each letter group

Exits only

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

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

Rounded entries

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



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

Pointed entries

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

Letters that change

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

Letter *f*—Tell students that this letter is very special because it now has a head, a body, *and* a looping tail. It is the only letter that has all three parts of the sea horse. Use the seahorse prop to illustrate this fact.

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

Letters that change

The letters *g*, *j*, and *y* change by forming a lower loop that comes up to join with the next letter. The letter *q* joins with a diagonal line to the next letter.

Handy hints for teaching the Transition stage

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

Make or purchase a poster/frieze that illustrates the five different letter groups within the Transition Stage. A useful frieze that many teachers use to display the letter groups is a ‘joins train’. As each letter group

is introduced, a carriage depicting that letter group is added to the train. Once all the letter groups are introduced, it becomes a handy reference for the class.

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

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

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

Assess students’ skill regularly. Collect information about each student and record all progress in the handwriting skills checklist on page 64. Remember that students need to display fluent transitional writing before they move on to the next phase.

Introduction to Modern Cursive

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

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

Muscle strength

- ⦿ play dough, clay or plasticine—make the hopping or wave pattern
- ⦿ construction toys that ‘click’ together
- ⦿ jigsaw puzzles



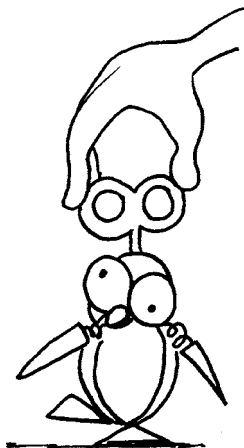
Tactile awareness

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



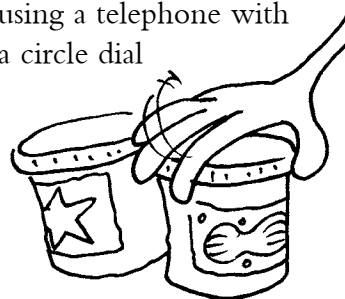
Opposing finger strength; using thumb and index finger

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



Wrist strength

- ⦿ screwing and unscrewing jar lids
- ⦿ twisting crepe paper
- ⦿ ‘painting’ with water using large brushes
- ⦿ using wind-up toys
- ⦿ plaiting
- ⦿ constructing with pipe cleaners
- ⦿ sponge printing
- ⦿ typing on a keyboard
- ⦿ using a telephone with a circle dial



General

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



Finger rhymes and action poems

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





Handwriting skills checklist—Book 2

Name	Date Observed	Comment
<ul style="list-style-type: none">⑤ Maintains correct body position for writing<ul style="list-style-type: none">• Feet flat on floor• Non-writing arm supporting weight• Body tilted from pelvis• Head at comfortable angle•⑤ Employs correct pencil grip<ul style="list-style-type: none">• Uses dynamic tripod grip• Left/right hand dominance• Uses appropriate pressure•⑤ Tilts paper correctly⑤ Produces standard handwriting movements and patterns<ul style="list-style-type: none">• Follows directional flow when writing<ul style="list-style-type: none">– downstroke pattern– hopping pattern– wave pattern• Uses finger movements to control pencil while sliding forearm across the page•⑤ Forms letters of the Beginner's Alphabet correctly<ul style="list-style-type: none">• Knows starting point and beginning direction for each letter and number• Uses lines appropriately to form letters of uniform size• Needs practice with these letters/numerals:⑤ Recognizes the same letter with and without exit/entry⑤ Forms most letters with exits/entries correctly<ul style="list-style-type: none">• Forms letters with exits correctly• Forms letters with rounded entries correctly• Forms letters with pointed entries correctly• Forms modified letters correctly⑤ Needs practice with these letters/numerals:⑤ Starting to maintain fluency and consistency in handwriting		

Using the Teacher Resource Book letter pages

When the Book 2 Student Book has been completed, or when you think further practice is necessary in the Transition stage (letters with exits and entries), photocopy 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 64.

Learning features of the Teacher Resource Book letter pages

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

Locating focus letter within patterns





















Name: _____

r R r R r R r R

Find the r's in this pattern.

m m m m m m m m m m

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






			
			
			
			
			

Tracing letters using starting point

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

Name: _____

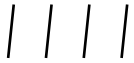
q Q q Q q Q q Q

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

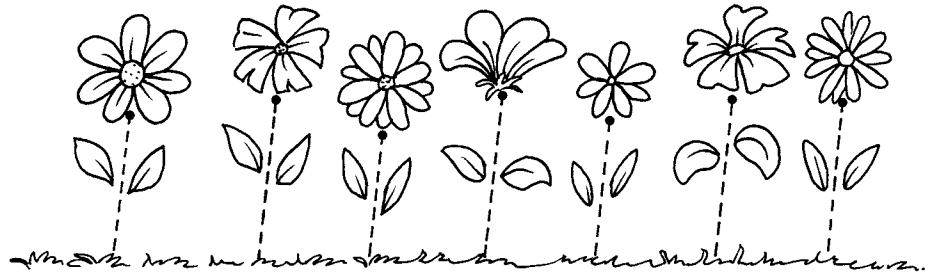
Wonderword Clues

aqua quick quill quite quoll
queen quiet quilt quokka

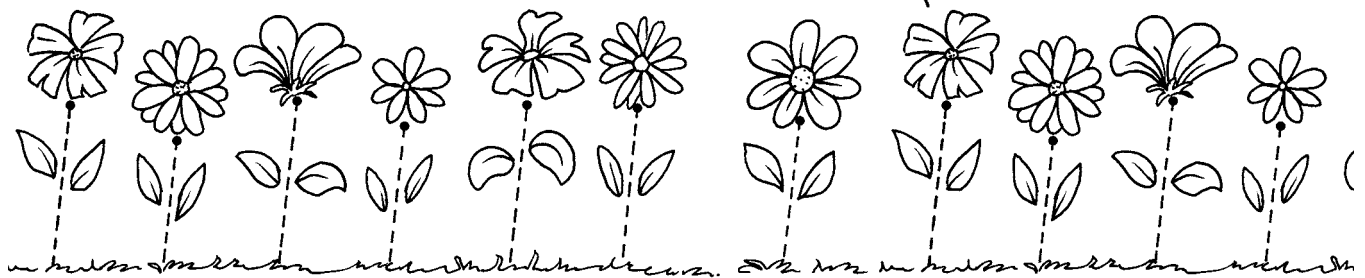
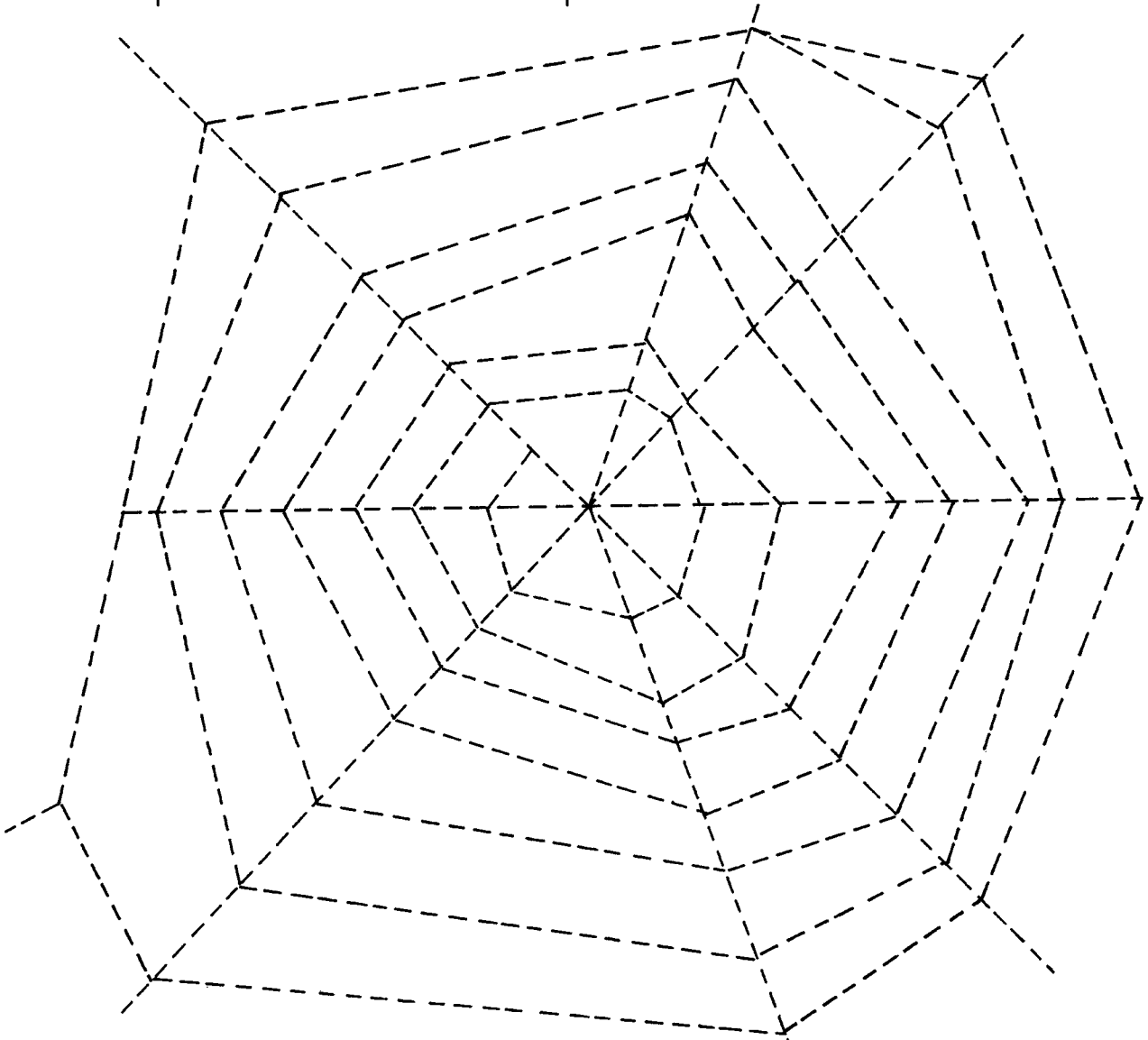
Downstroke pattern



Name: _____

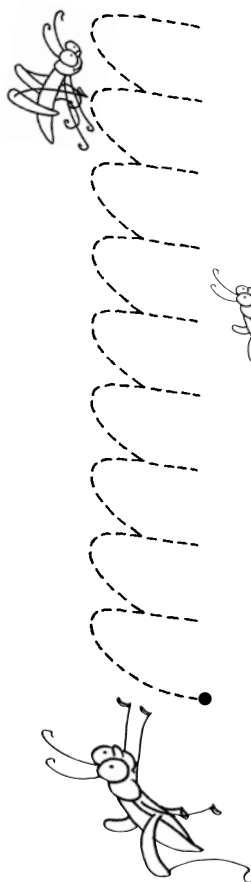


Trace the spider web. Draw a spider in the web!



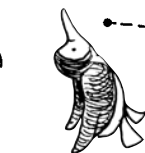
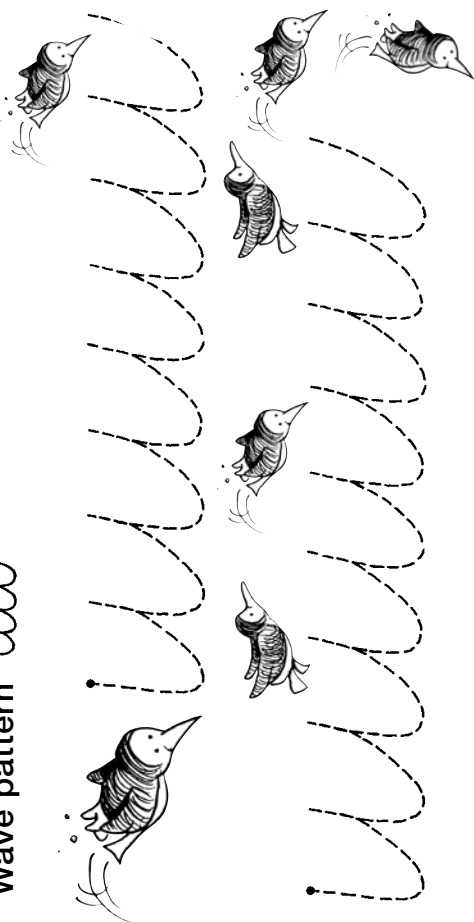
Name: _____

Hopping pattern 

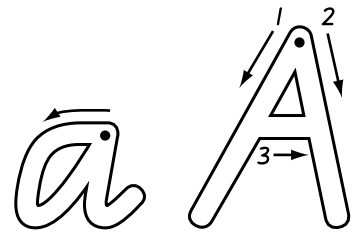
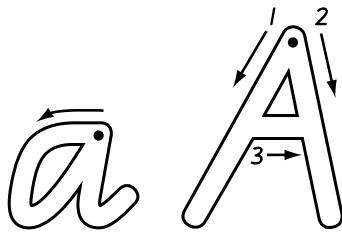
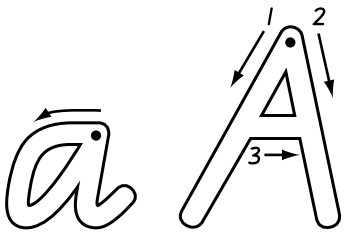


Name: _____

Wave pattern 



Name: _____



Find **a**. Trace it in your favourite colour.
Circle all the **a**'s in the middle of the words.



ant



apple



hat



arrow



axe



bag



pan



cat



man

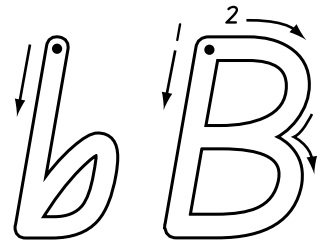
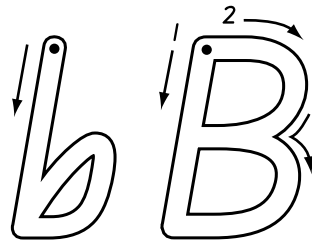
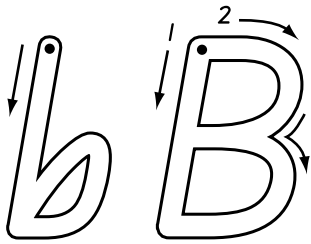


sand

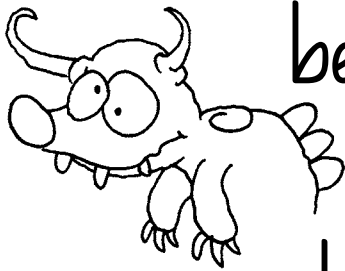


cap

Name: _____



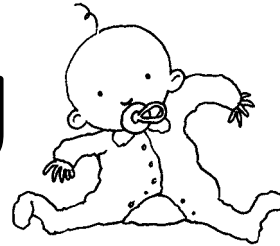
Use the clues below to complete the crossword.



beast

1

baby



2

bake

3

bag

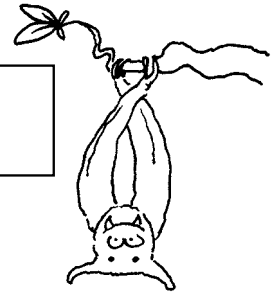


4

box



bat



5

boat

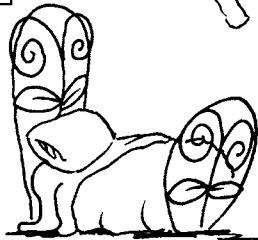


6



baa

bed



7

brothers



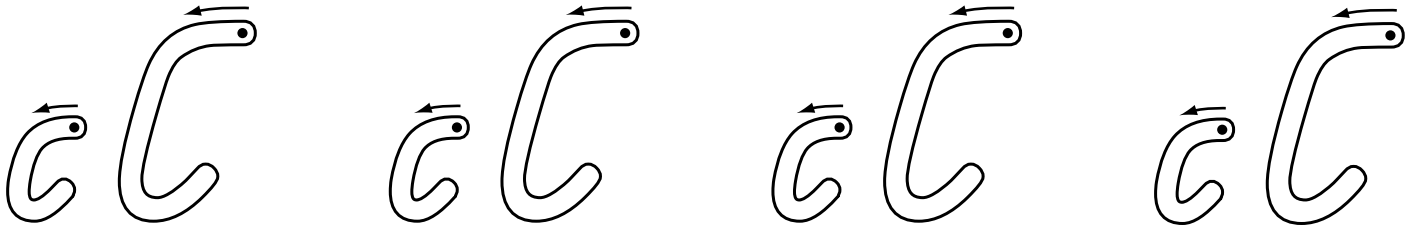
Across

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

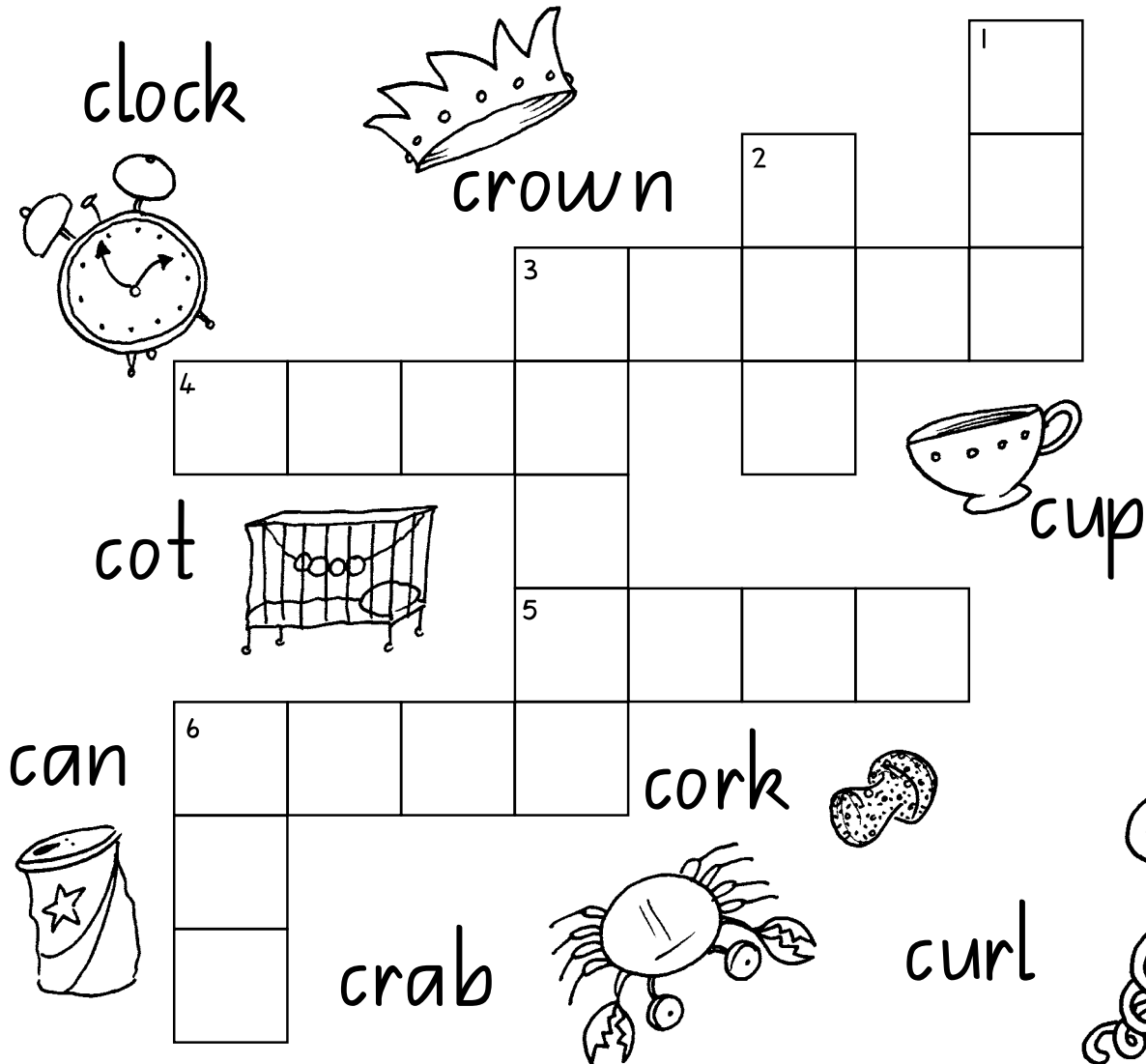
Down

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

Name: _____



Use the clues below to complete the crossword.



Across

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

Down

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

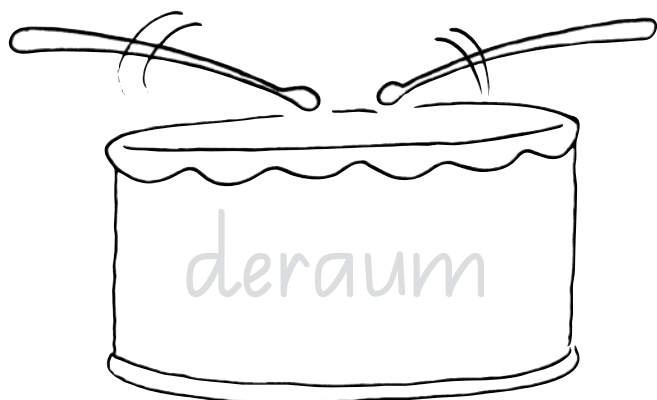
Name: _____

d D

d D

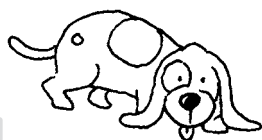
d D

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



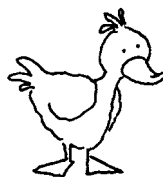
Draw a line to join the rhyming pairs.

Trace the d's.

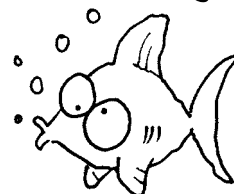


dog

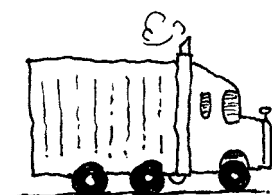
duck



fish



dish



truck

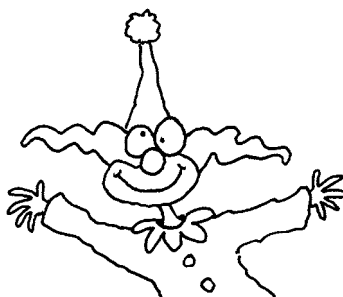


frog

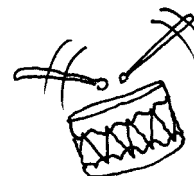


downdown

mum

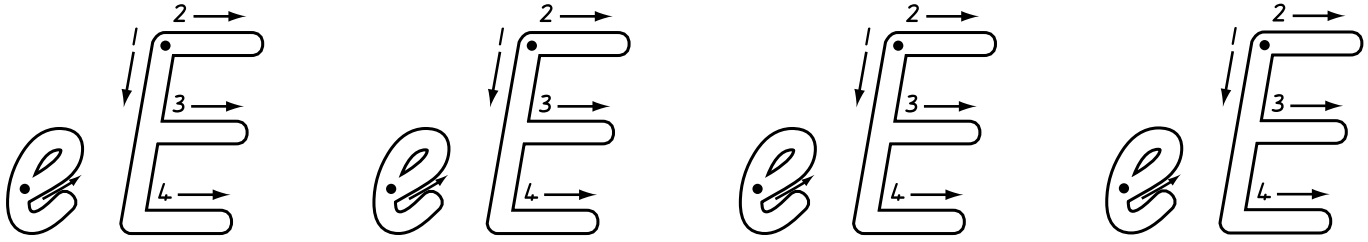


clown

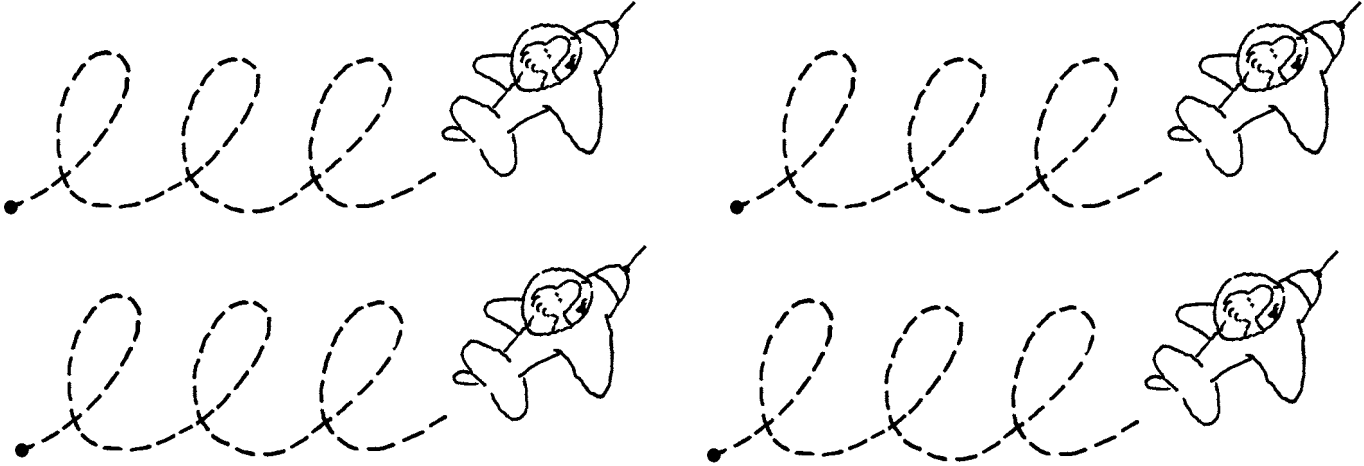


drum

Name: _____



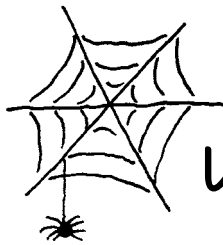
Track.



Find e. Trace it in red.

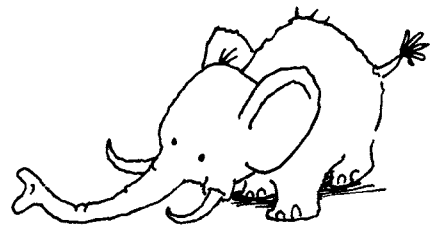
Circle all the e's in the middle of the words.

egg

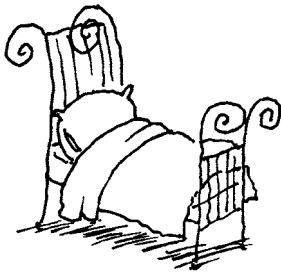


web

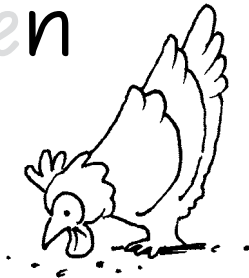
elephant



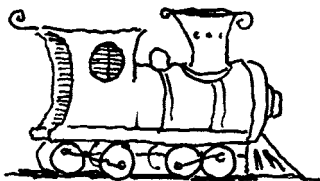
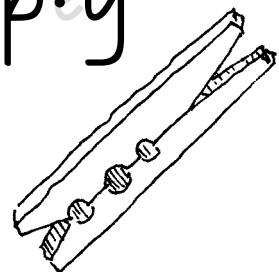
bed



hen

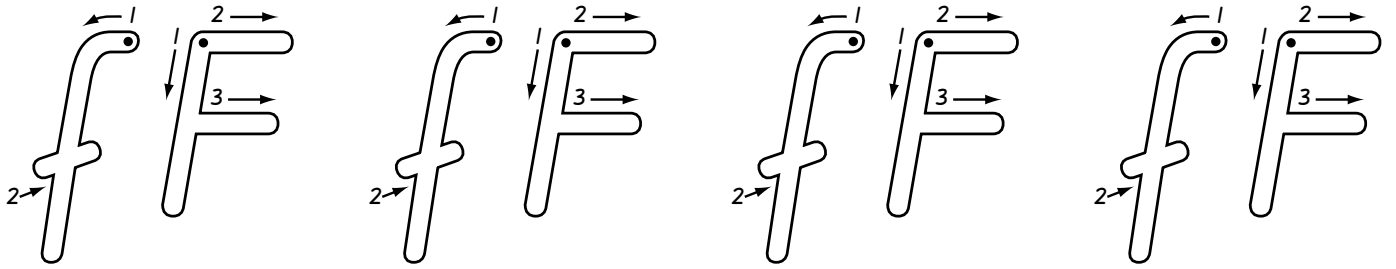


peg

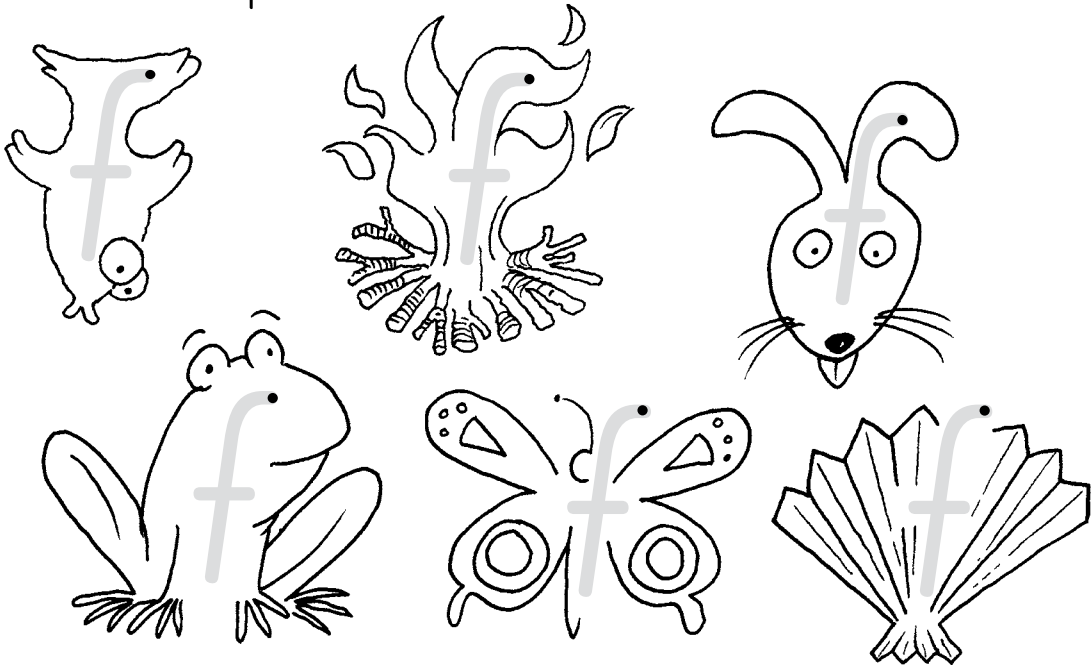


engine

Name: _____



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

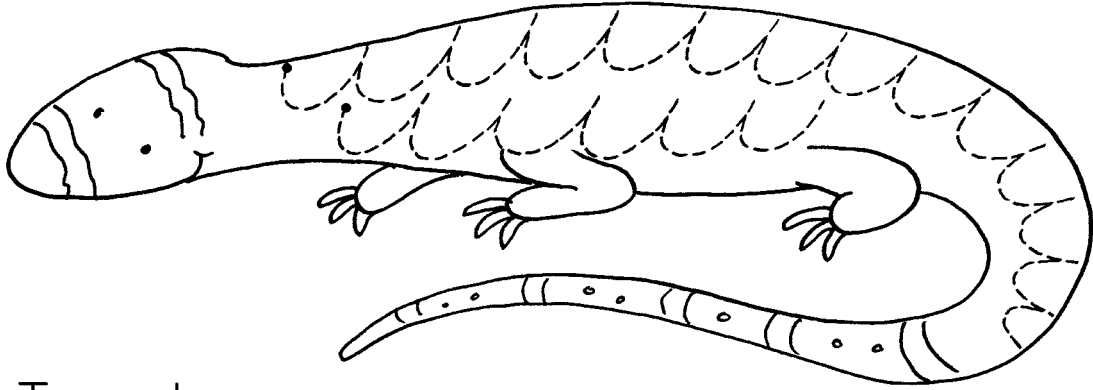


Trace the right letters to find the words that match the pictures.

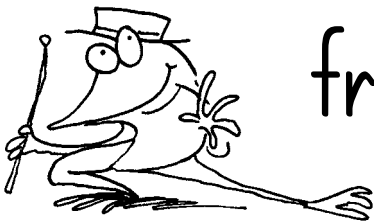


Name: _____

g G g G g G g G



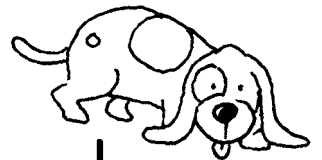
Find g. Trace it in green.



frog



goat



dog



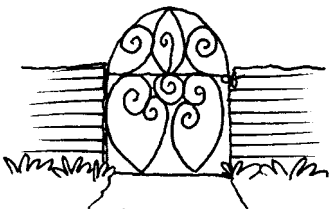
grass



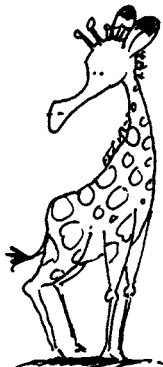
girl



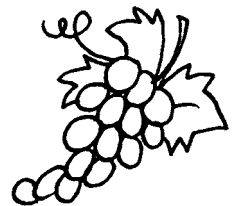
ring



gate

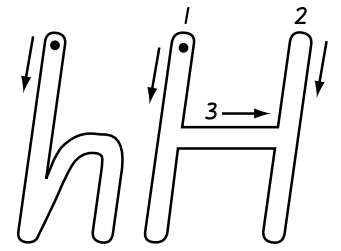
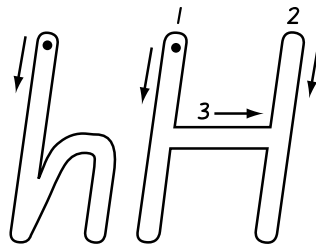
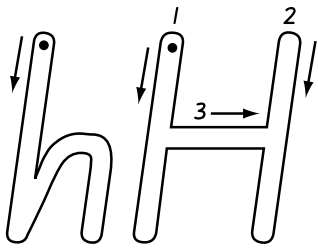


giraffe

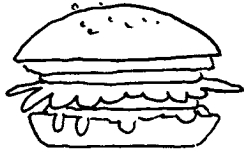


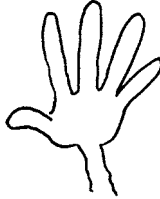

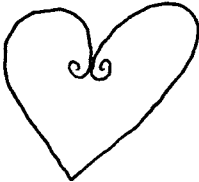


grapes

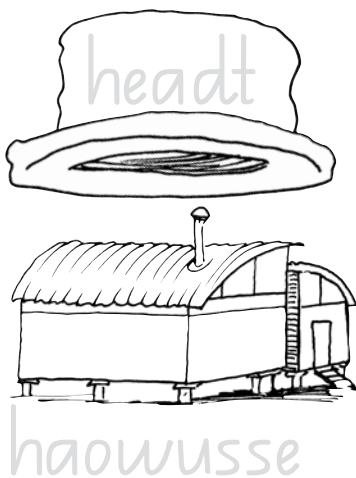
Name: _____



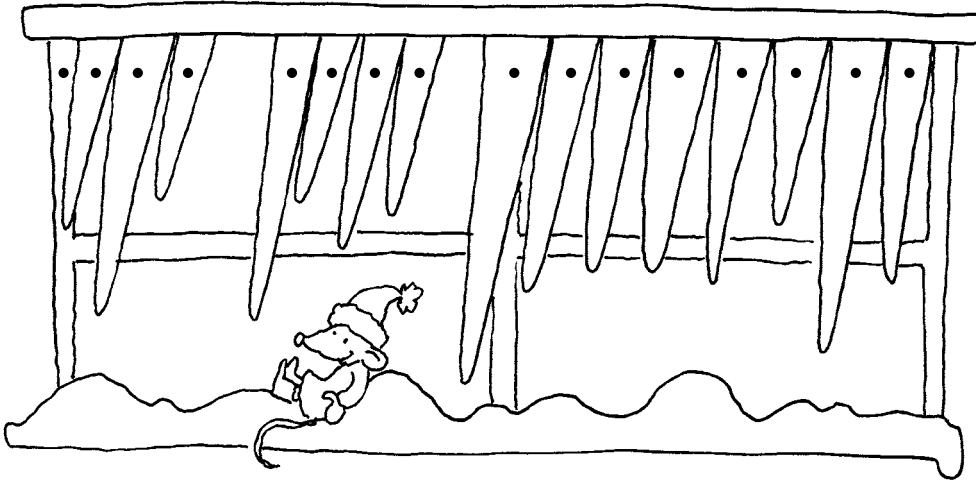
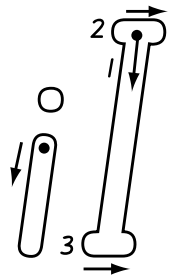
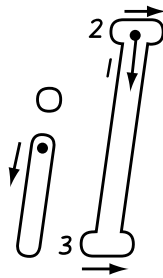
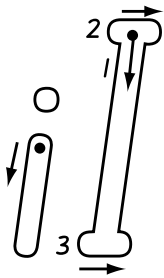
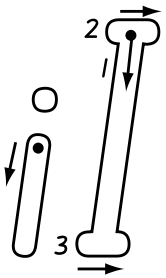
Trace the letter that makes the beginning sound of each picture.

 m n h	 h r b
 h m r	 b h t
 b r h	 h n r

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



Name: _____



__c__cles

Find the i's. Trace them in pink.



bike



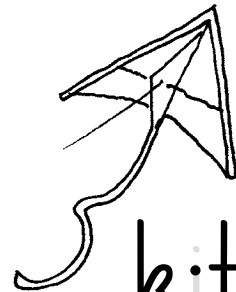
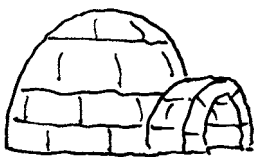
bin

6 six



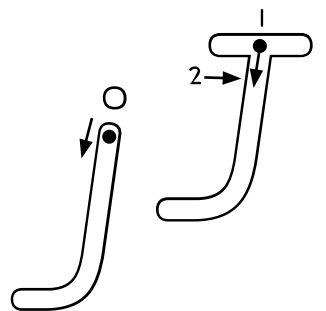
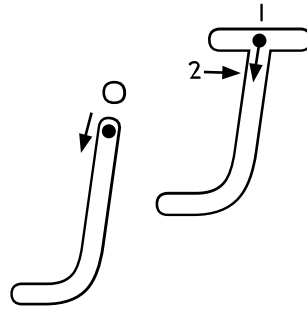
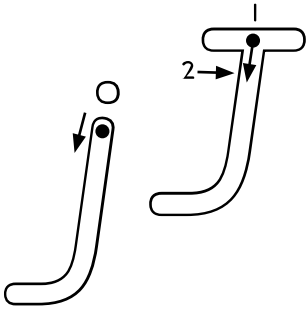
hill

igloo

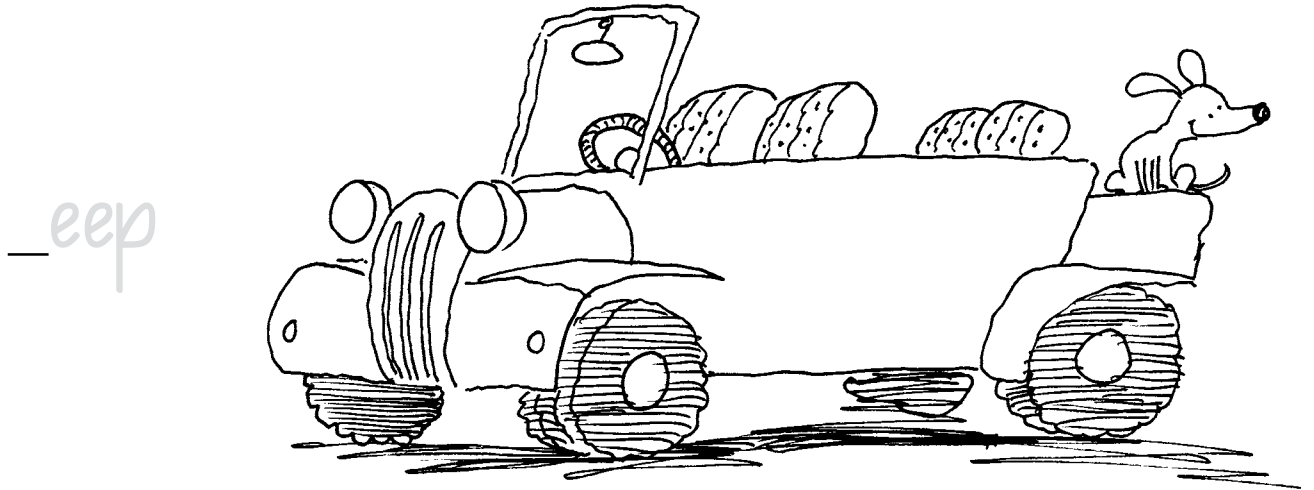


kite

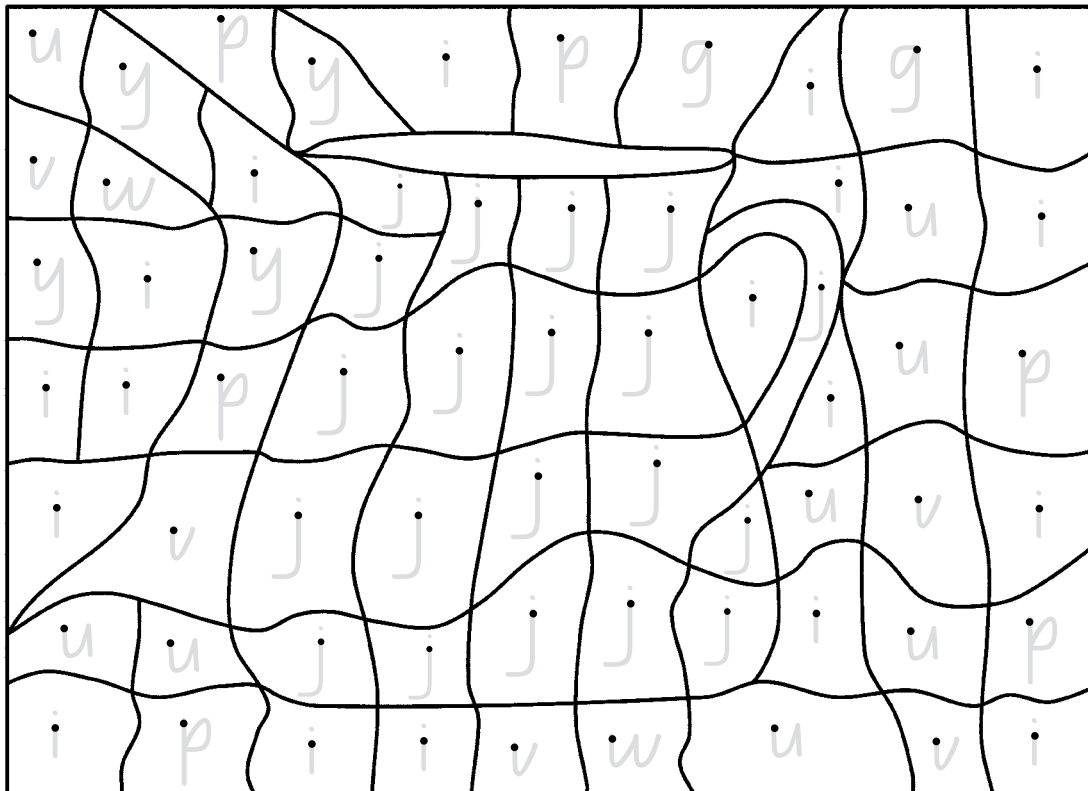
Name: _____



Fill the jeep with downward strokes.



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

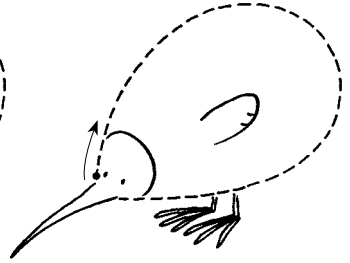
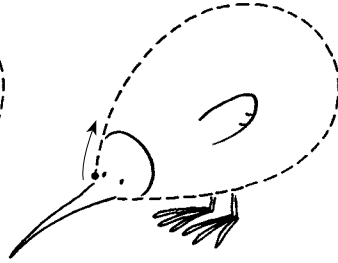
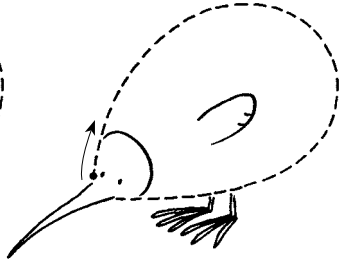
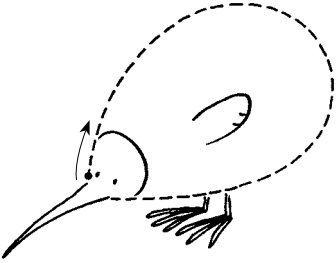


Name: _____

k K

k K

k K



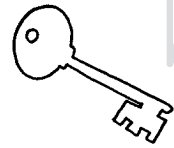
Find k. Trace it in black.



kite



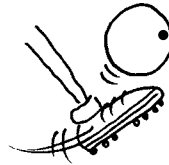
king



key



kettle



kick

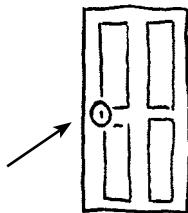


koala



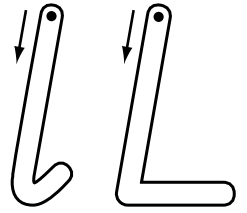
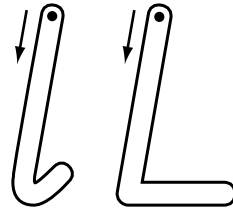
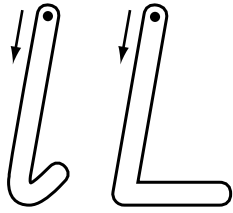
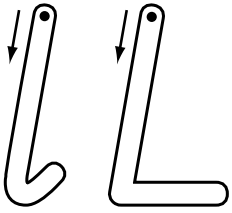
knight

knob

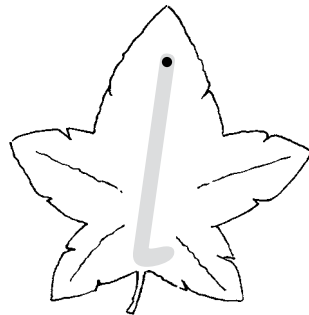
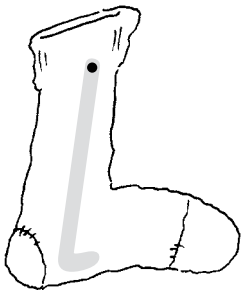
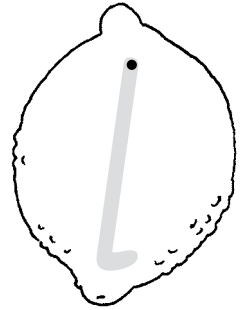
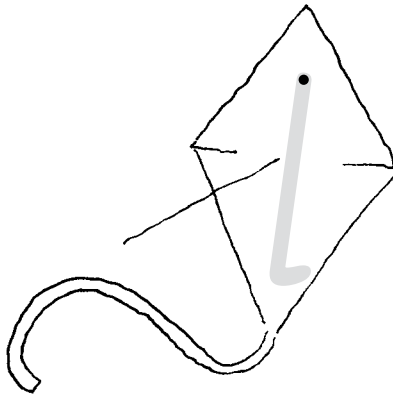
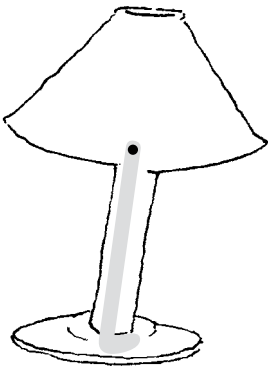


knot

Name: _____



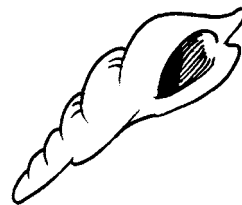
Trace the **L** if the picture starts with the sound **L** makes.



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

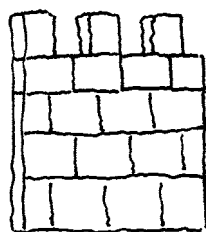


we**ll**

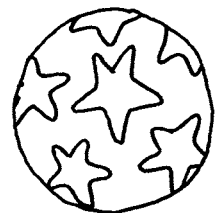


she**ll**

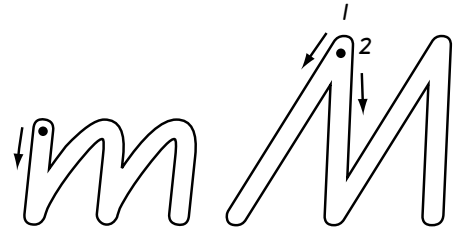
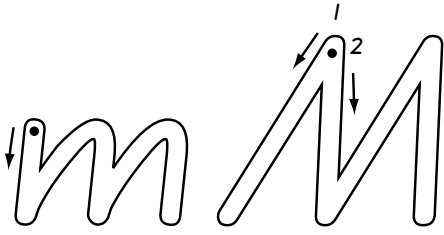
wa**ll**



ba**ll**

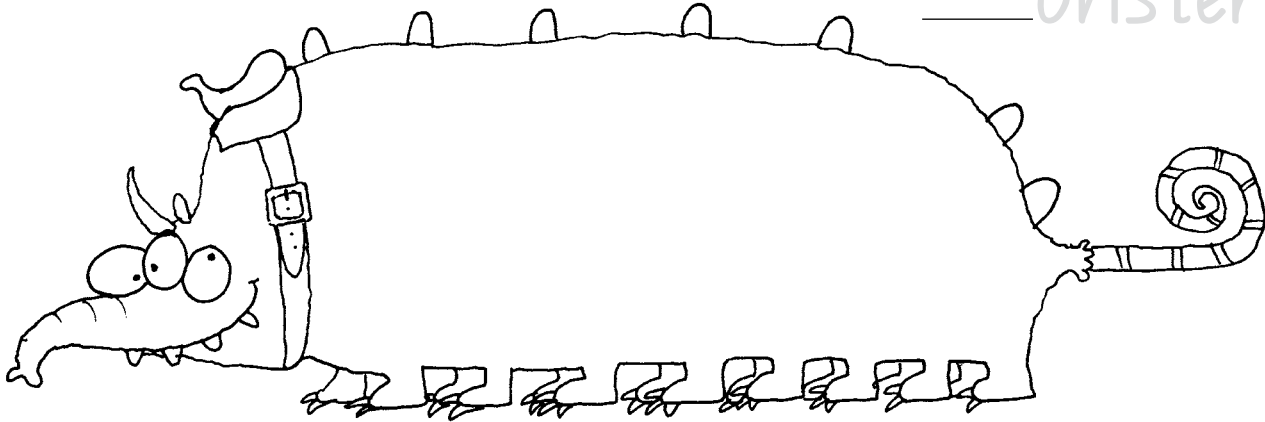


Name: _____



Fill the monster with hopping patterns.

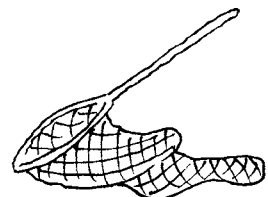
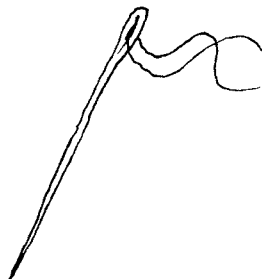
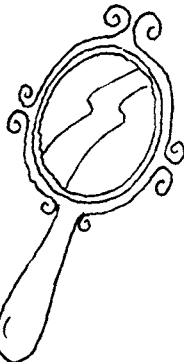
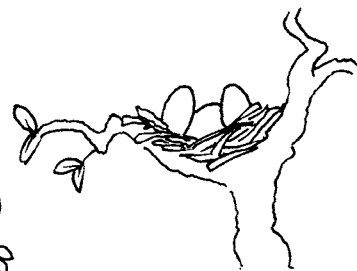
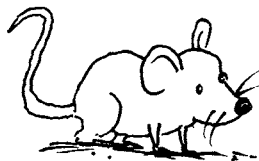
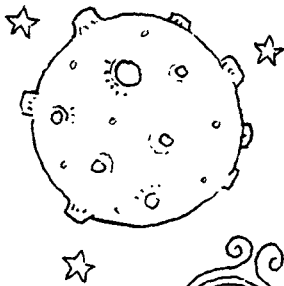
_____onster



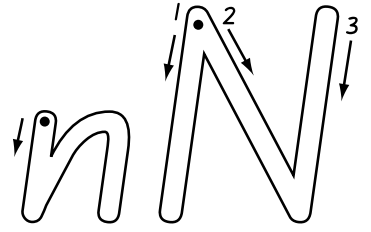
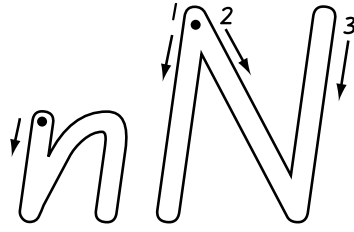
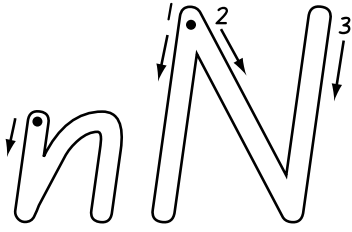
Find the m's in this pattern.



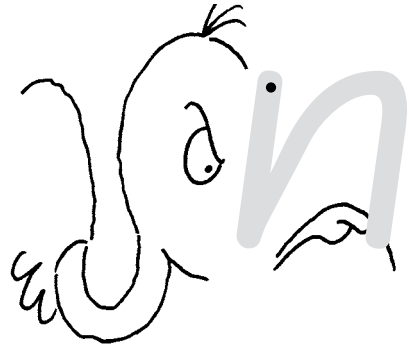
Write the letter **m** next to the pictures that start with the sound **m** makes.



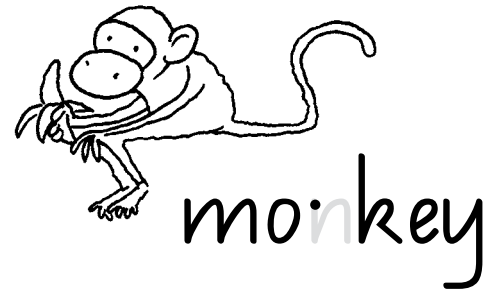
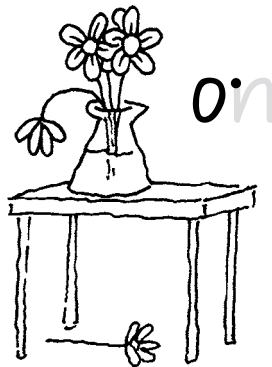
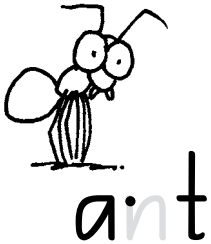
Name: _____



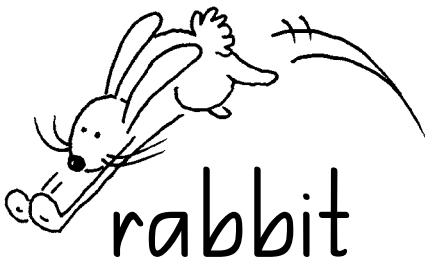
Find the noses.



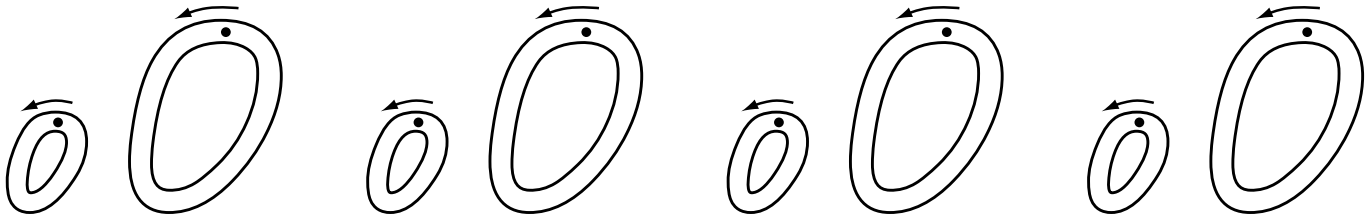
Find the words with n in them. Trace the n.



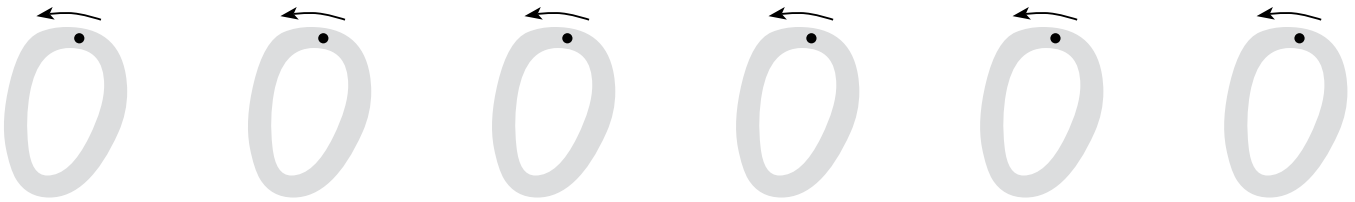
under



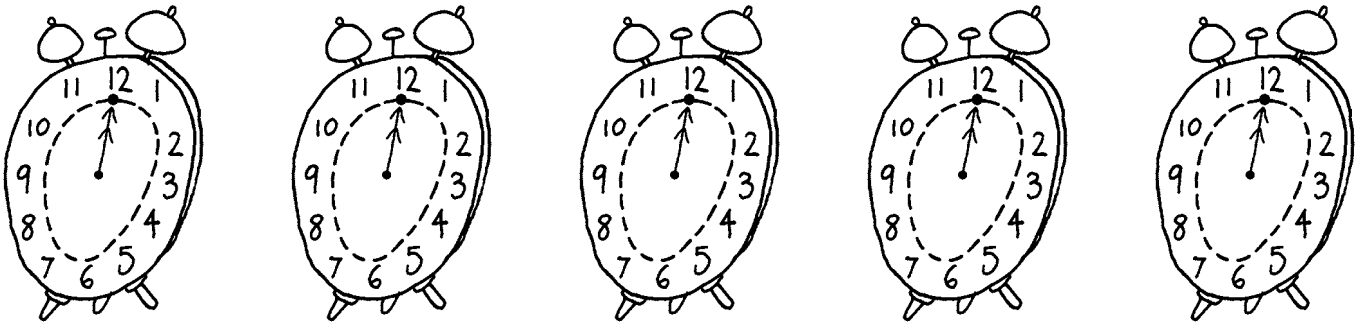
Name: _____



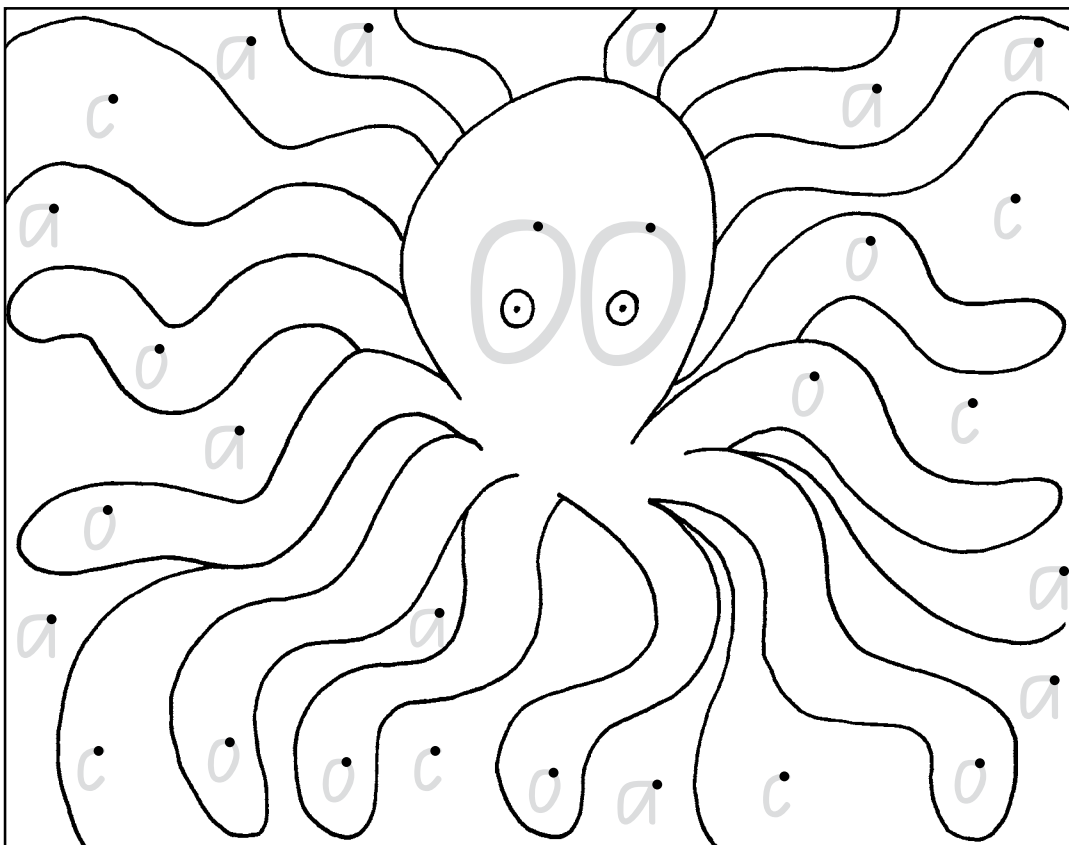
Trace.



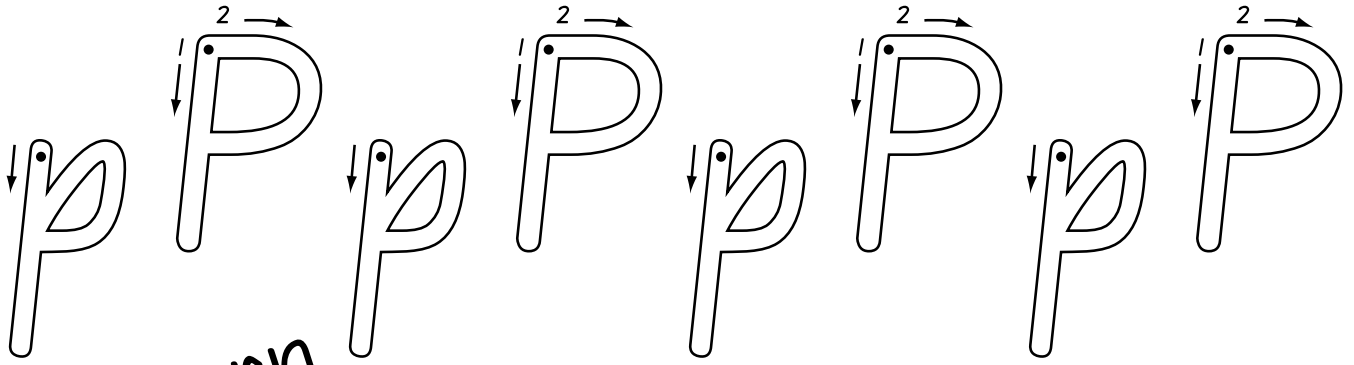
Trace the clocks. Start at 12 o'clock.



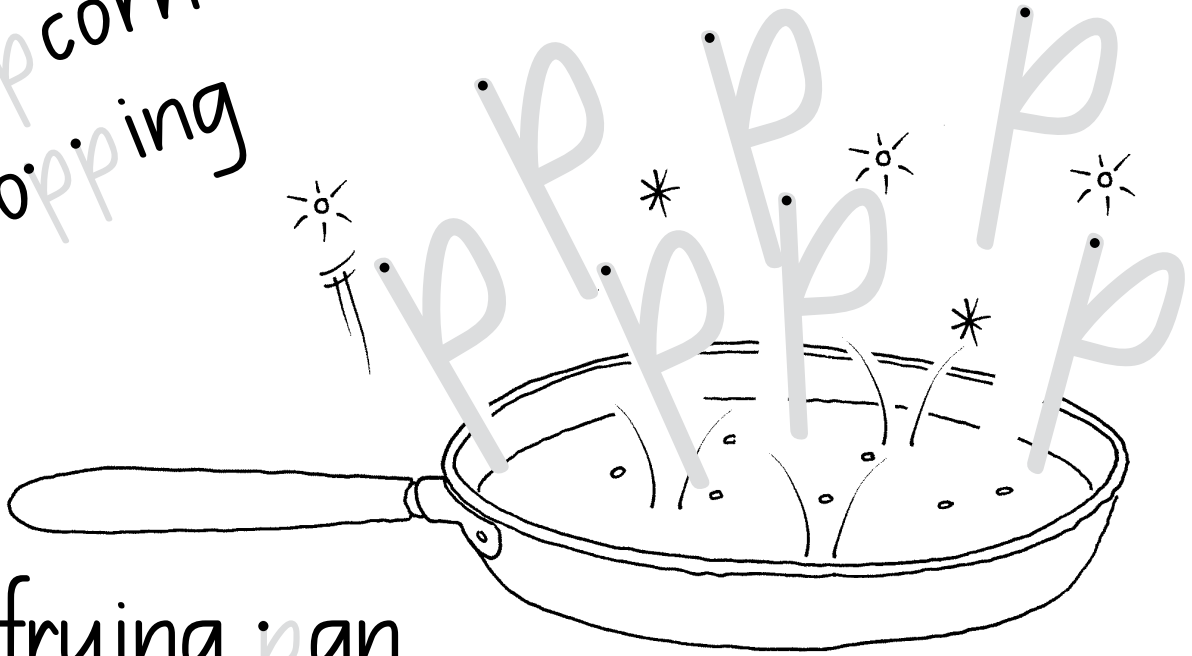
Find the octopus by tracing the o's. Then colour in the octopus.



Name: _____

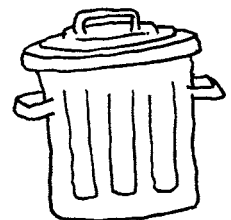
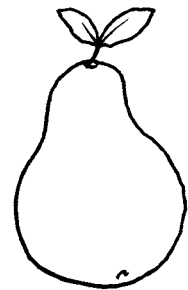
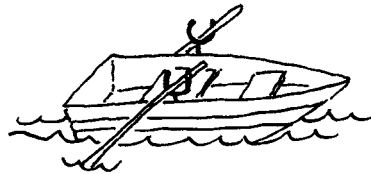
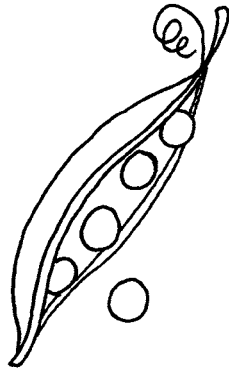
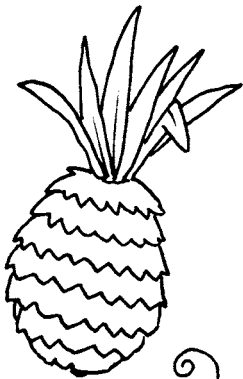


popcorn
popping

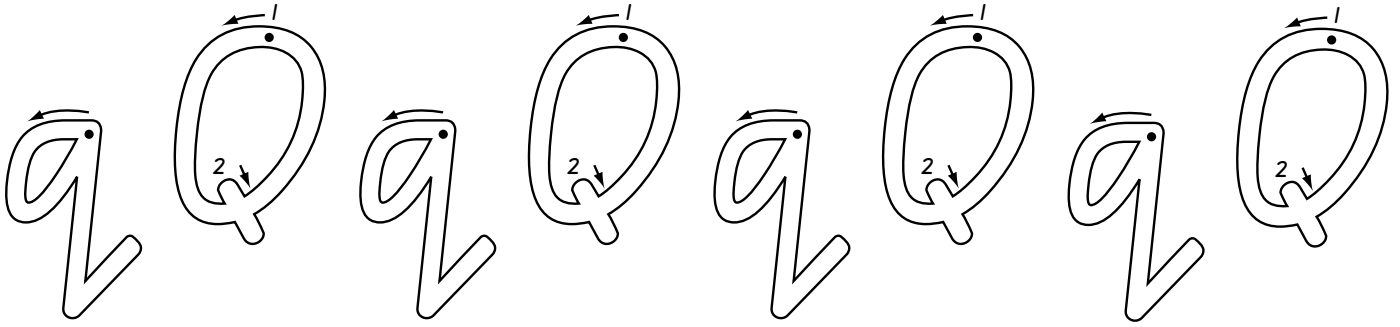







frying pan

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



Name: _____

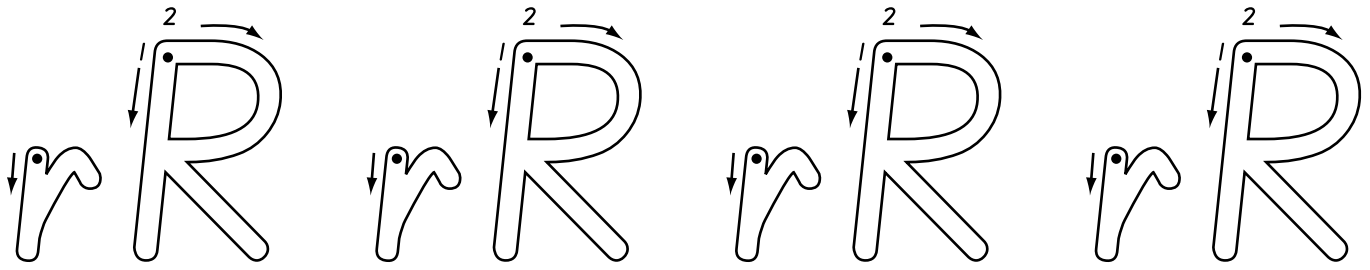


	q	u	i	l	t	q	s	q
q	u	i	e	t		u	q	u
g	e	a	q	u	a	o	u	i
	e	q	u	i	c	k	i	l
d	n	c		y	s	k	t	l
q	u	o	i	l	w	a	e	

Wonderword Clues

aqua quick quill quite quoll
 queen quiet quilt quokka

Name: _____

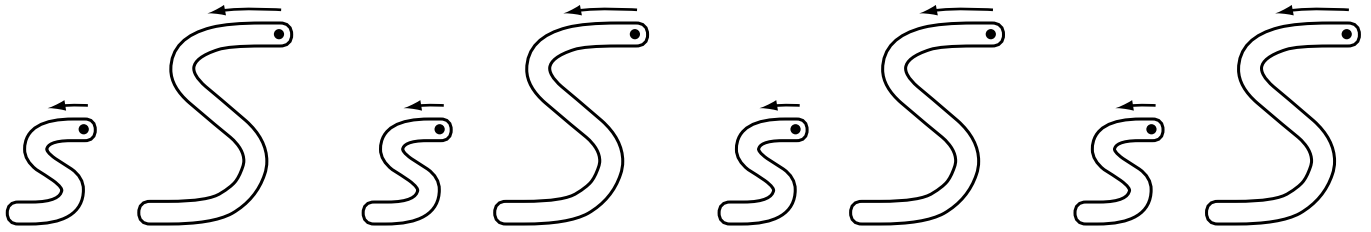


Find the r's in this pattern.

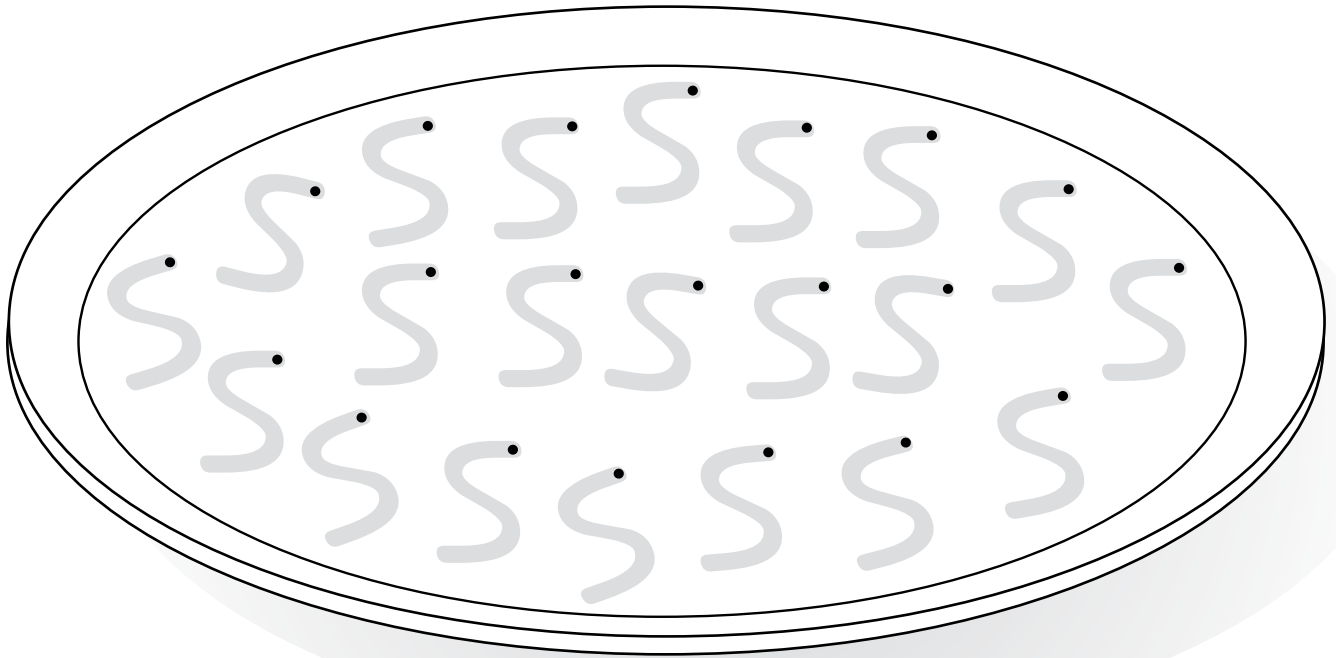


Colour the picture in each box. Colour the picture in each row that begins with the sound r makes. Write an r next to it.



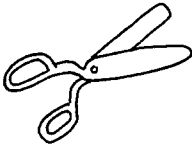

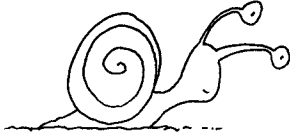
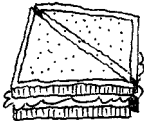
Name: _____



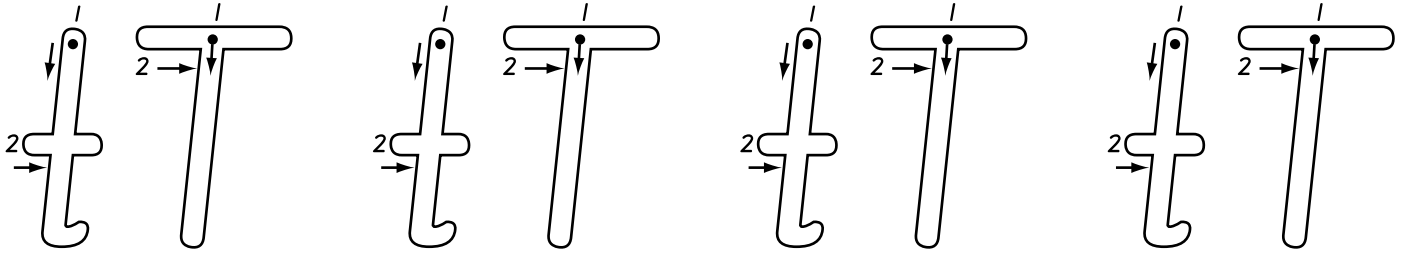
Fill the plate with spaghetti.



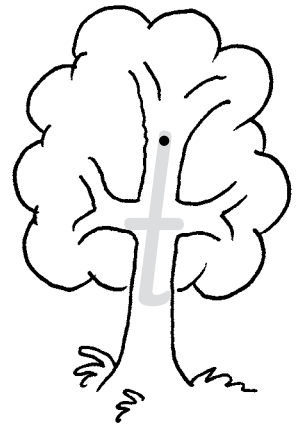
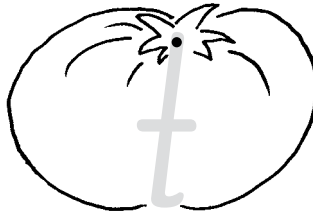
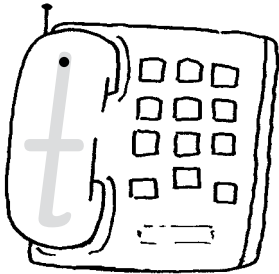
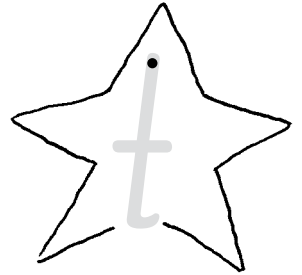
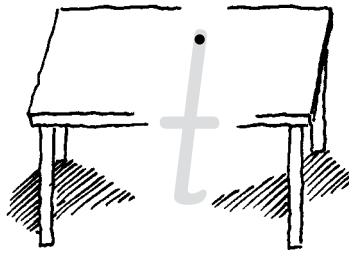
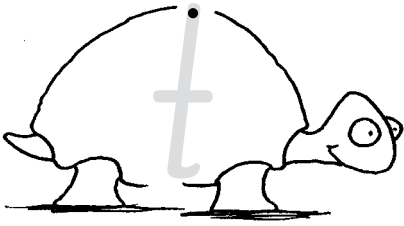
Trace the letter that makes the beginning sound of each picture.

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

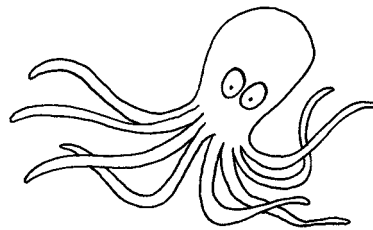
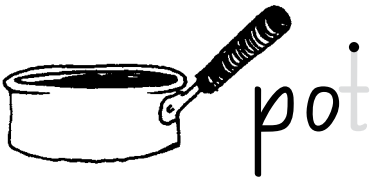
Name: _____



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



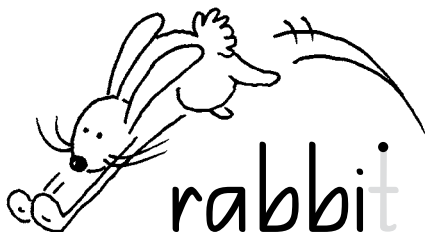
Find **t**. Trace.



octopus

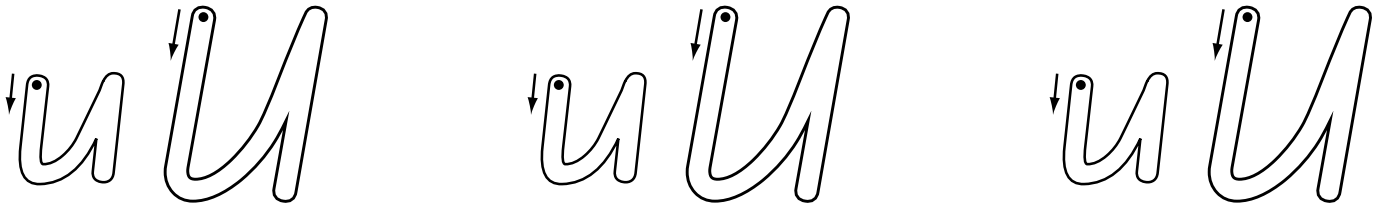


ant



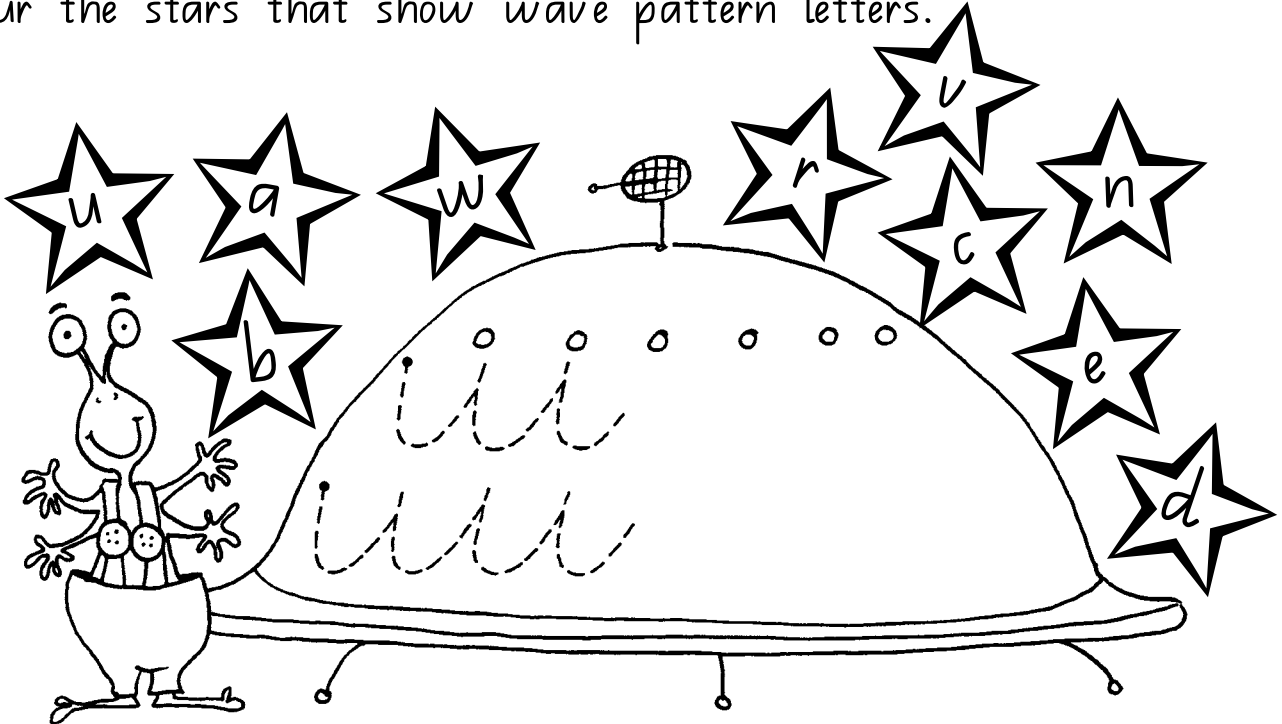
nest

Name: _____

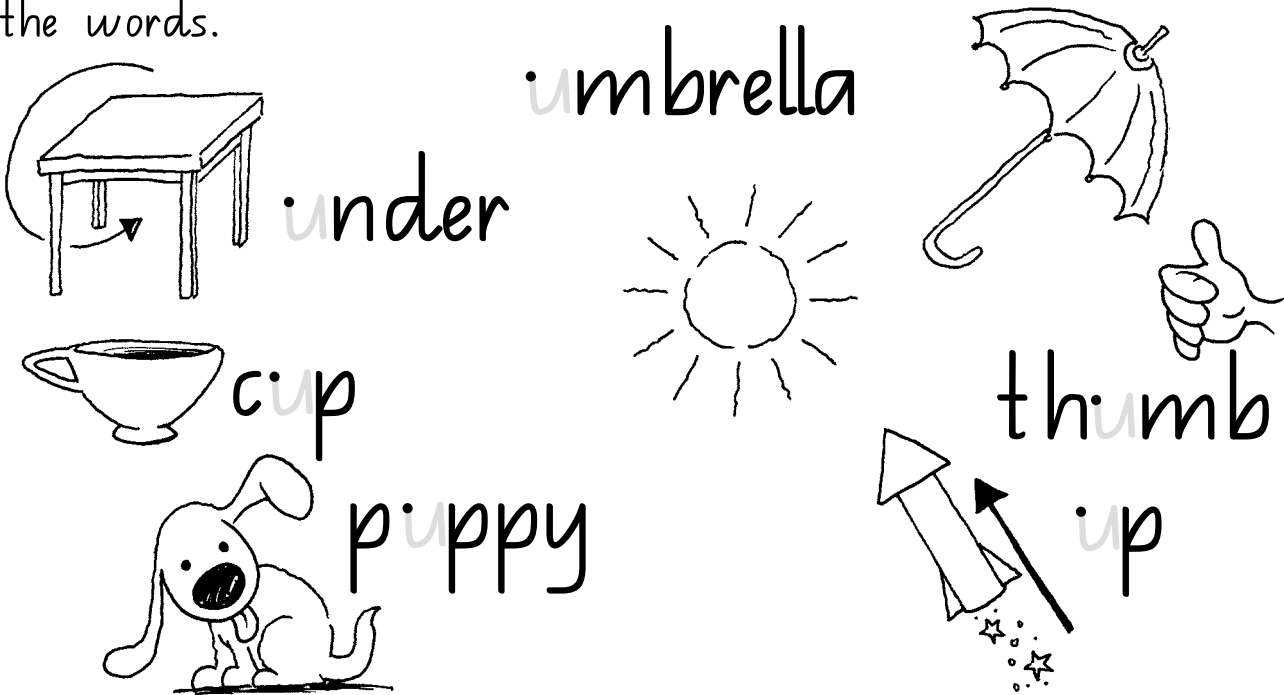


Fill the UFO with waves.

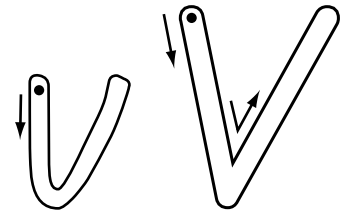
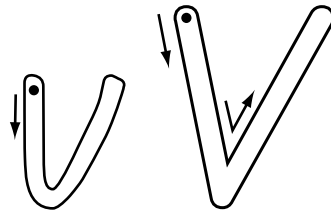
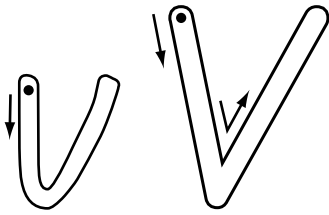
Colour the stars that show wave pattern letters.



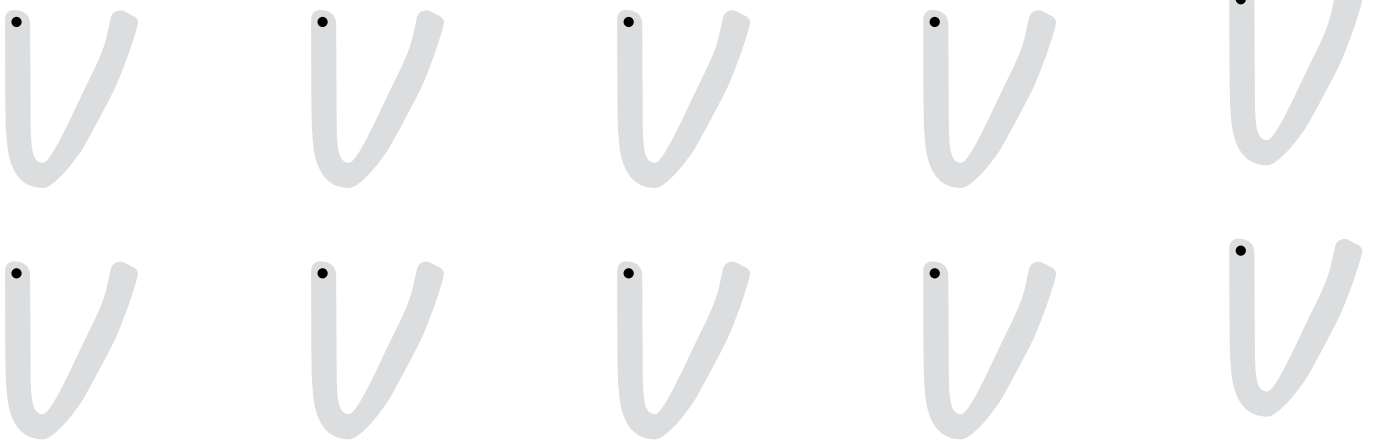
Find the u. Trace it blue. Circle all the u's in the middle of the words.



Name: _____



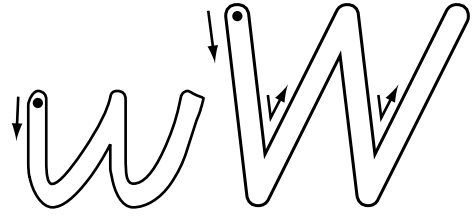
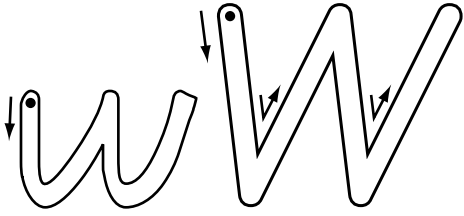
Trace.









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



Name: _____



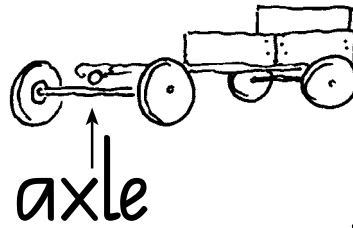
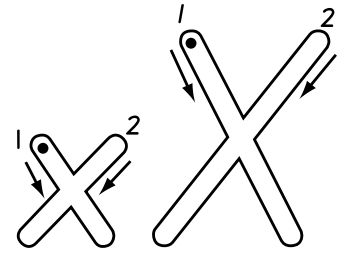
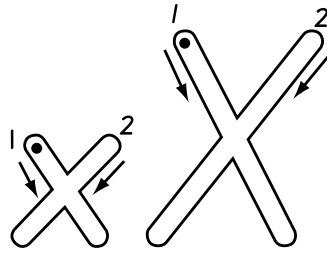
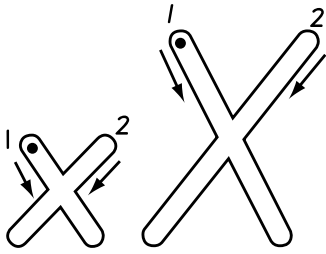
Find the **w** words hidden in the wonderword.
Trace the letters in each word you find.

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

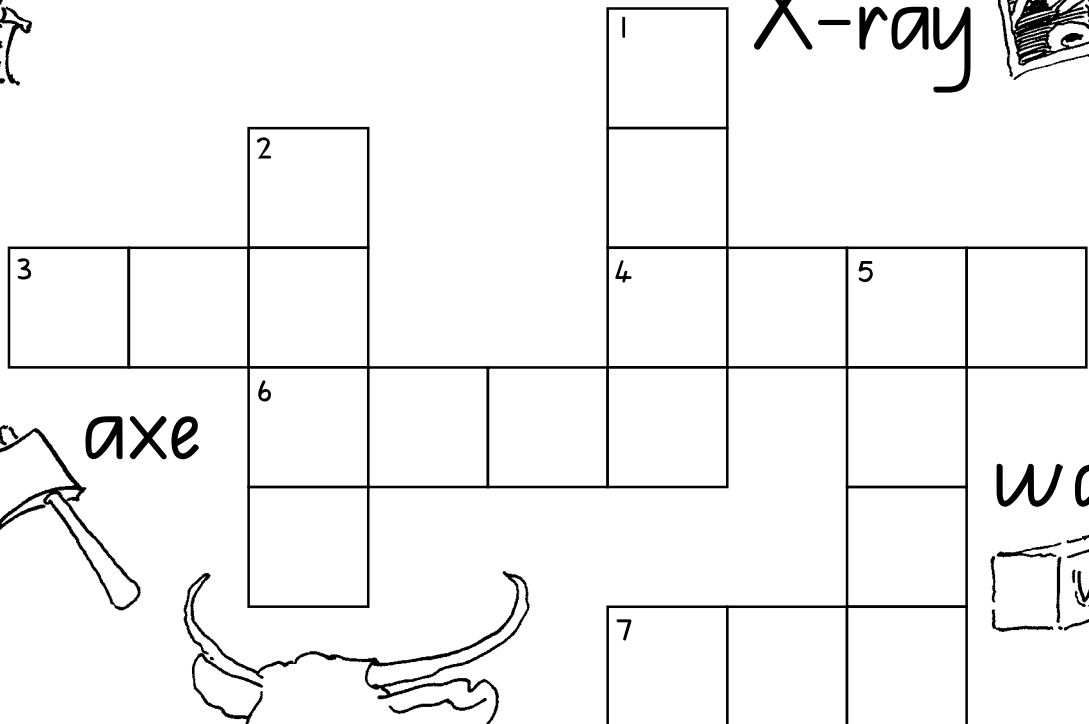
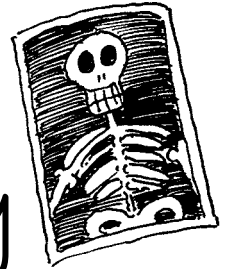
Wonderword Clues

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

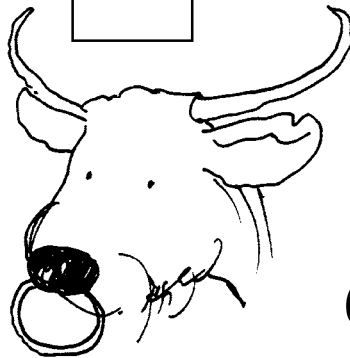
Name: _____



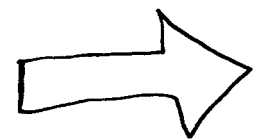
X-ray



oxen



exit



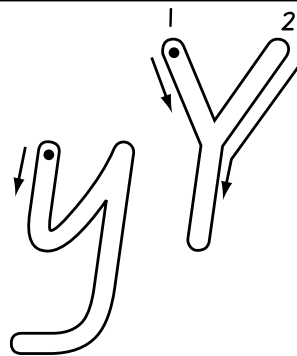
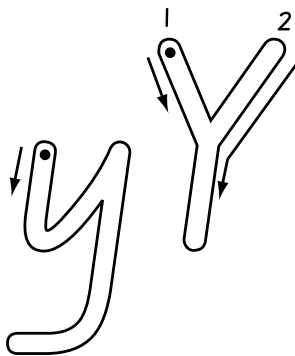
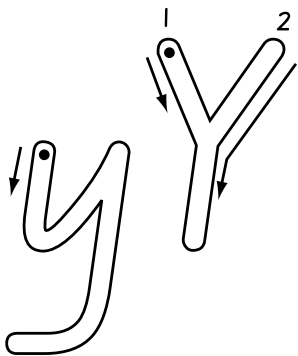
Across

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

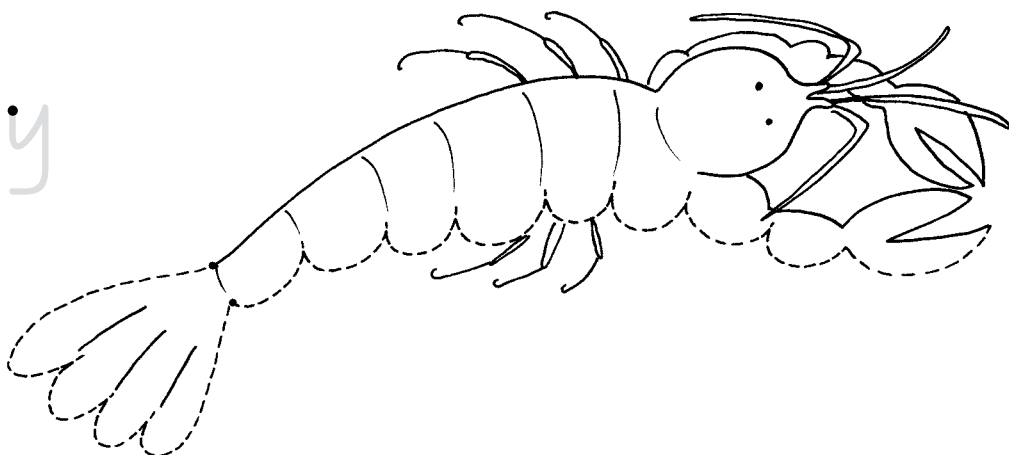
Down

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

Name: _____

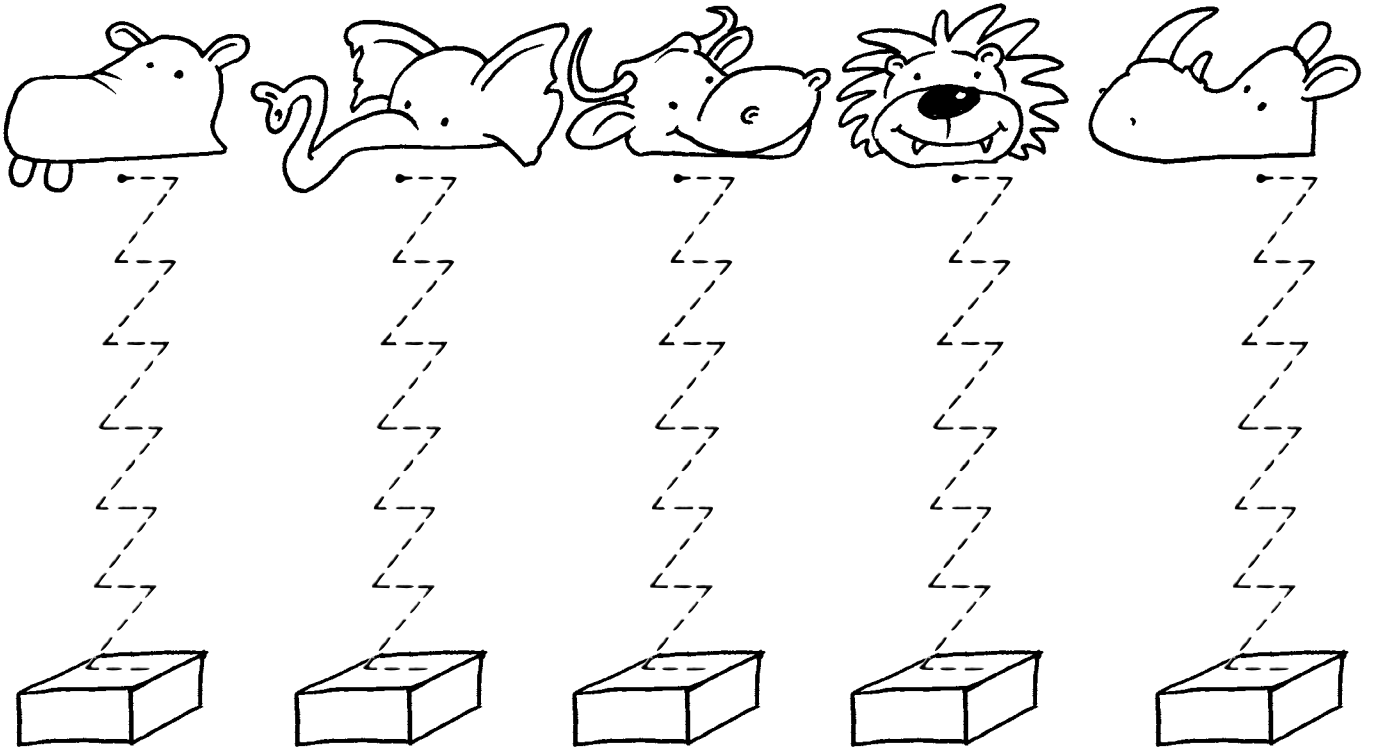
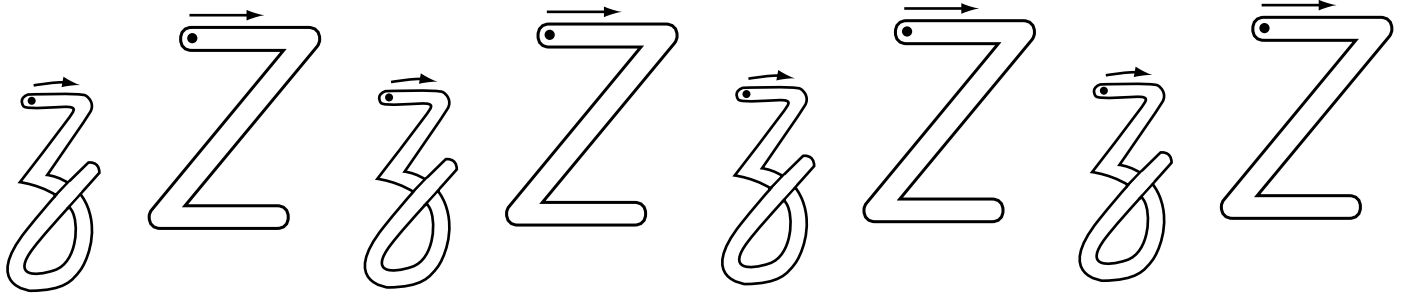


yabby

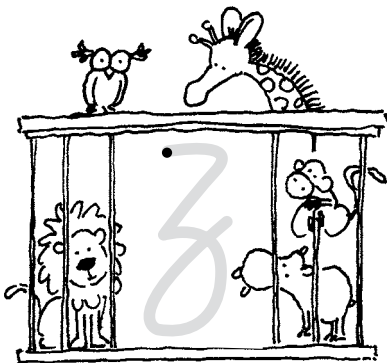


Trace the letter that makes the beginning sound of each picture.

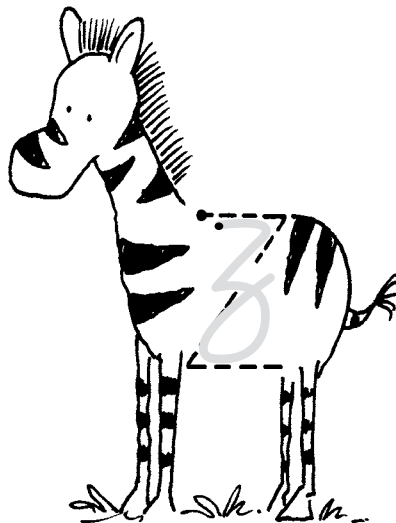
Name: _____



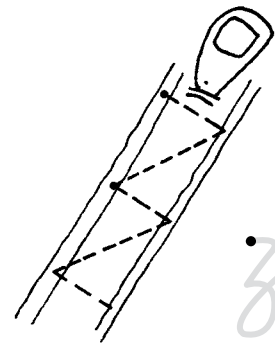
Find the letter z. Trace.



zoo

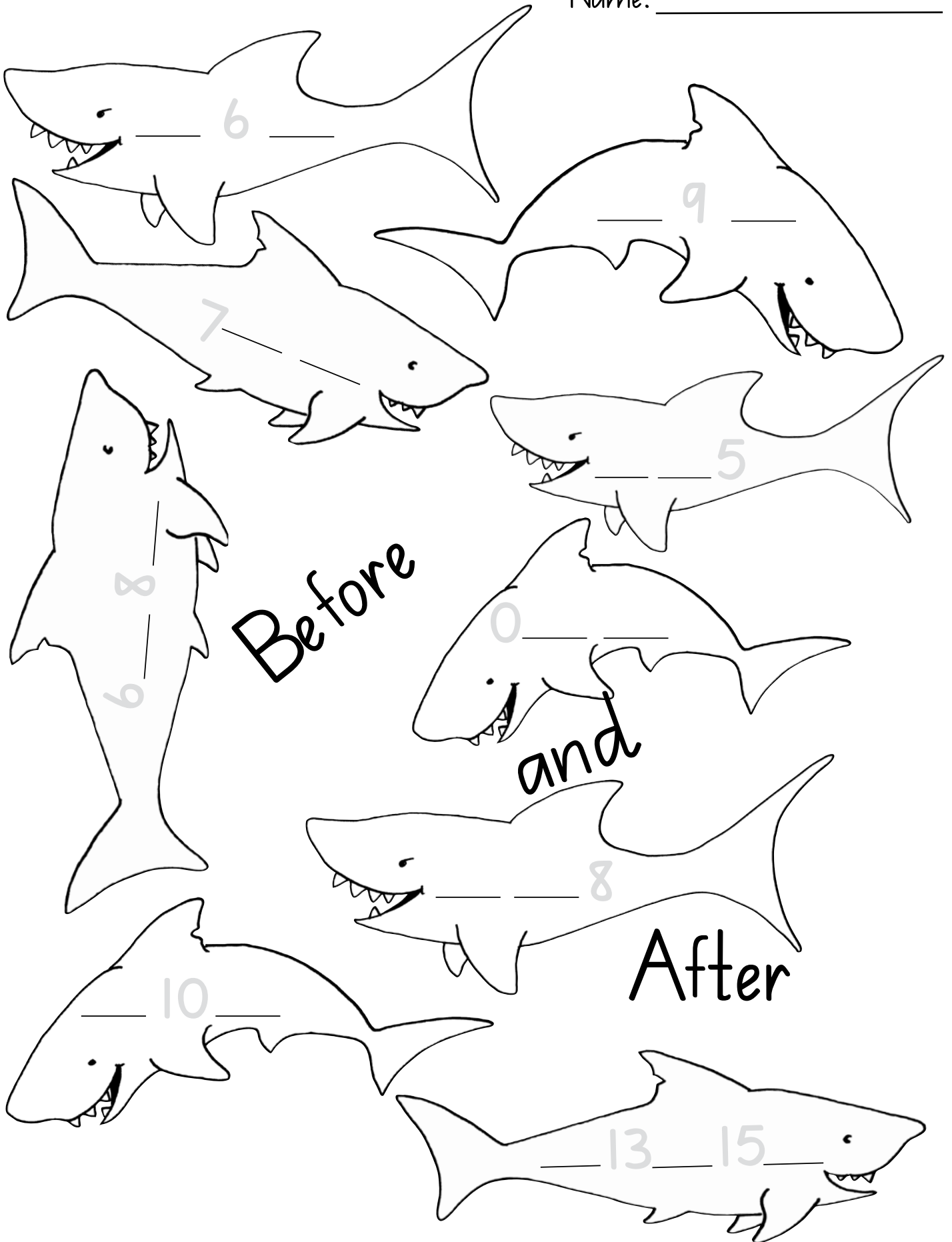


zebra



zip

Name: _____





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

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

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

A sample Book 3 Cursive handwriting lesson

- ⑤ begin with a five-minute warm-up to strengthen fine motor muscles (see suggestion on page 99).
- ⑤ revise the basic patterns, using the pattern props and pattern pages
- ⑤ reinforce the need for good posture and appropriate pencil grip
- ⑤ introduce a joining technique on the blackboard
- ⑤ ten minutes of student practice—have students complete the relevant page in the Targeting Handwriting Student Book. (Once the Student Book is completed, the Teacher Resource Book BLM pages 104–113

provide activities for practice and consolidation).

Suggested joins teaching sequence

Diagonal joins

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

Drop-on joins

Horizontal joins

- Top finishing letters to clockwise letters
 - Top finishing letters to anticlockwise letters
 - Top finishing letters to **s**
 - Top finishing letters to head and body letters (up-sweeping joins)
 - Top finishing letters to modified **f**
- Capitals (don't join)*

Double letter combinations

Joining notes for teachers

Diagonal joins

Exits to rounded and pointed entries

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

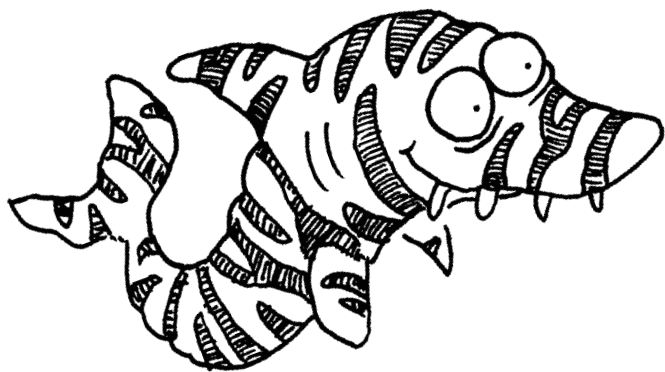
Exits to e

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

Exits to head and body letters

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

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



Exits to o

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

Diagonal joins to modified f

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

A common error pattern is the formation of large wide loops, so remind students that the loop should be kept small and quite slim. Students could colour in their loops to help them focus on the size of the loops they are making. Take the pencil down to the red line and come up to the blue lines in a clockwise move to form another loop. the lower loop is larger than the upper loop.

Joins from f text:

To join a letter from **f** make a diagonal join from the lower loop to the next letter.

Diagonal joins to modified s

Letters with exits can join to the letter **s**, if the **s** has been modified. Modified **s** is an **s** that has had

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

Drop-on joins

Letters that move in an anticlockwise direction (for example **a**, **c**, **d**, **g**, and **q**) are 'dropped on' to exits. The exit stroke needs to be extended so that it nearly reaches the top blue line. The pencil is then lifted and the next letter is dropped on to the exit stroke. Lifting the pencil is most important, and needs to be stressed to students.

Horizontal joins

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

Up-sweeping joins

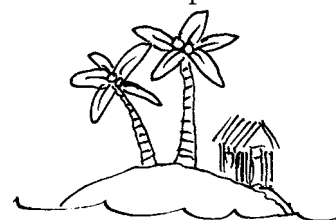
To join **o**, **r**, **v**, and **w** to head and body letters, the joining stroke sweeps up from the top blue line to the top red line. Retracing occurs on the downward stroke. It is important to retrace at least a third of the way down the head and body letter.

Clockwise finishers

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

The letters **b** and **p**: **b** is traced anticlockwise and joins horizontally from the top to the next letter while **p** joins with a diagonal line to the next letter. The letters **g**, **j**, **y**, and **z** join the next letter by forming a lower loop in an anticlockwise movement.

The letter **q** joins the next letter with an upward diagonal line.



Capitals (don't join)

Double letter combinations

Double e, double o, and double l

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

Double f

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

Double s

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

Double r

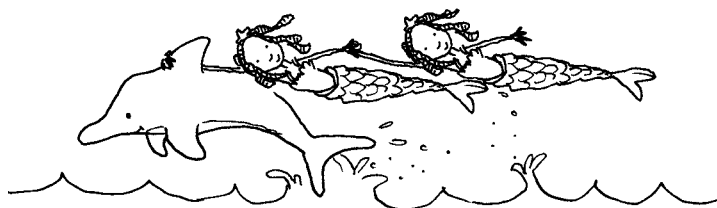
Some people find joining *rr* tricky and prefer to lift their pencil. Have the students try both ways, and then ask them to select whichever way they find most comfortable.



Handy hints for teaching Modern Cursive Writing

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

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



guided writing lessons. During the year, as their skills develop, phase out the use of 6mm lined paper.

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

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

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

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

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

Getting parents involved

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

Assess students' skills regularly. Collect information about each student and record all progress, using the handwriting skills checklist on page 100.

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



Consolidation activities

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

- ⑥ Finding the print in cursive writing—Provide each student with a word written in the cursive script. Ask the students to find the printed letters that are embedded in the word and to trace over each of these letters in a coloured pencil. This is a great way to highlight the fact that the printed letter shapes still exist in cursive writing. It also demonstrates that the exit and entry strokes are not part of the letter but help to join the letters to each other.
- ⑥ Distinguishing each handwriting style—Ask the students to write the word 'cat' in Beginner's Alphabet, then using the letters with exits and entries and finally Modern Cursive. This activity helps reinforce the skills the students have learnt in handwriting.

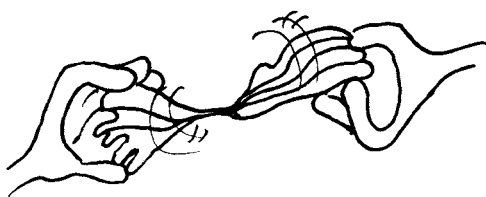
- ⑥ Developing fluency—Increase students' fluency with particular joins. For example, select a letter pair and have the students complete a line of an exercise book by repeating the letter pairs over and over.
- ⑥ Rainbow writing—This activity develops the students' awareness of pencil lifts. Each time the pencil is lifted, the student has to change the colour of the pencil they are using. This activity is also useful as an assessment tool.
- ⑥ Focus on slope—Show students that if they draw a line of slope through the downstroke of each letter, they can soon see if the slope is even or uneven.
- ⑥ When to print—Discuss with students all the suitable times to use printing. Students need to know that printing is still an important skill, and one needed for many situations including filling in forms, labelling, and mapping.

The BLMs pages 104–113 in this book also provide activities that are designed to consolidate and test students' knowledge of Modern Cursive.

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

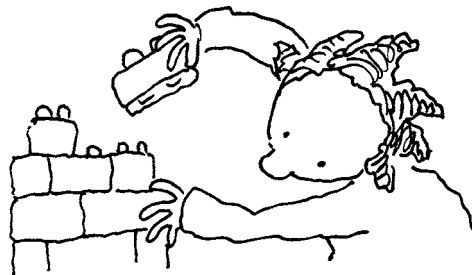
Wrist strength

- ⑥ twisting crepe paper
- ⑥ plaiting
- ⑥ constructing with pipe cleaners
- ⑥ typing on a keyboard
- ⑥ using a telephone with a circle dial



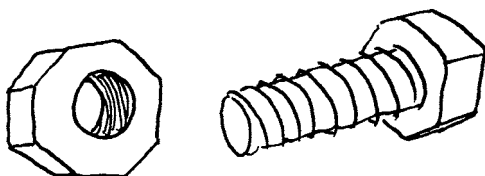
Muscle strength

- ⑥ play dough, clay or plasticine
- ⑥ construction toys that 'click' together, e.g. Mobilo, Lego, Connex, Multilinks
- ⑥ 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)
- ⑥ finger 'aerobics'
- ⑥ cutting and pasting with magazines
- ⑥ squeezing and squashing rubber 'stress' balls



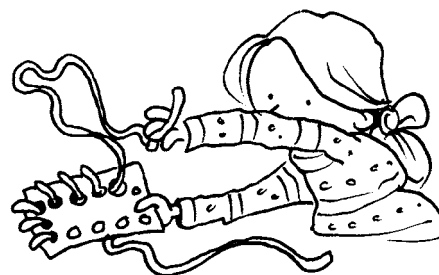
Opposing finger strength; using thumb and index finger

- ⑥ using hole punchers
- ⑥ using pincer grip to sort small objects
- ⑥ covering a 100s MAB flat with ones blocks
- ⑥ using wind-up toys
- ⑥ using big plastic tweezers to pick up cotton wool balls, beads, buttons
- ⑥ rolling marbles
- ⑥ clipping pegs
- ⑥ 'flicking' objects
- ⑥ using nuts and bolts, locks and keys
- ⑥ sponge printing—hold the pieces of sponge with a peg
- ⑥ curling paper strips around a pencil



Tactile awareness

- ⑥ sewing cards—either commercially made or made from thick card
- ⑥ sewing, using felt and other material scraps—an ongoing project
- ⑥ French knitting
- ⑥ making woollen pompoms



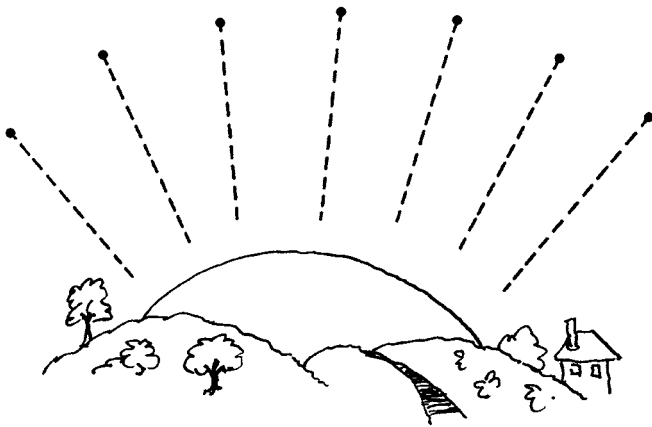
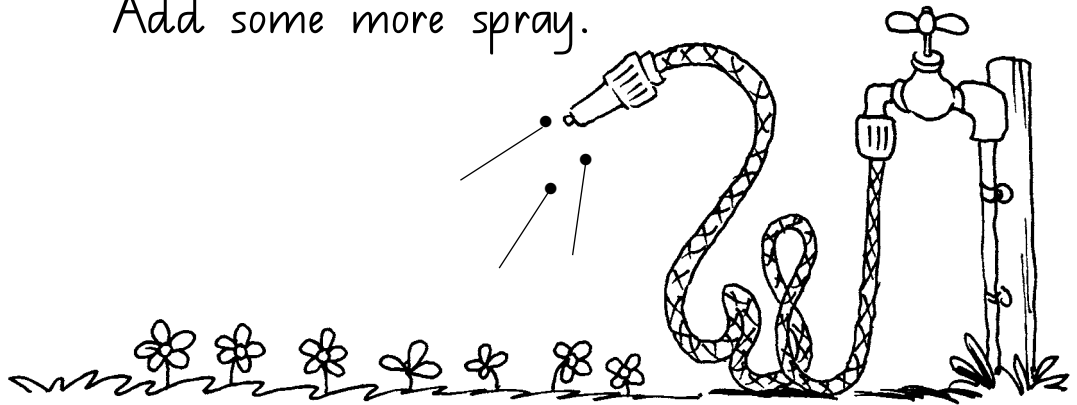


Handwriting skills checklist—Book 3

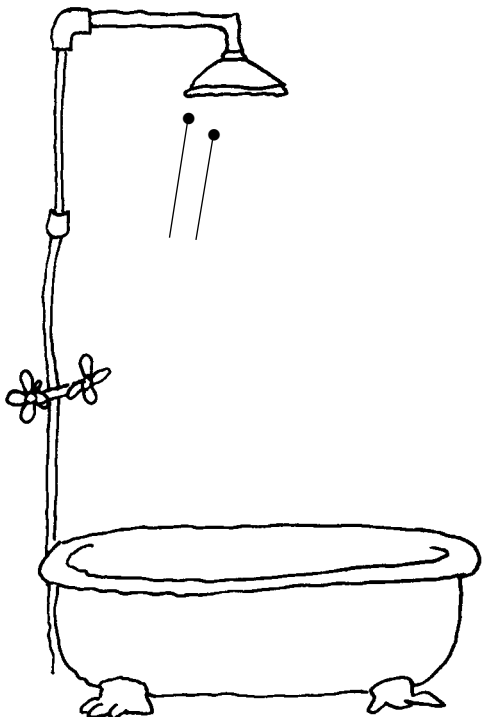
Name	Date Observed	Comment
<ul style="list-style-type: none">⑤ Maintains correct body position for writing⑤ Employs correct pencil grip⑤ Tilts paper correctly⑤ Produced standard handwriting movements and patterns<ul style="list-style-type: none">• Uses finger movements to control pencil while sliding forearm across the page• Uses lines appropriately to form letters of uniform size⑤ Forms letters of the Beginner's Alphabet correctly<ul style="list-style-type: none">• Needs further practice with these letters/numerals⑤ Forms letters with exits/entries correctly<ul style="list-style-type: none">• Needs further practice with these letters:⑤ Is beginning to join using Modern Cursive and uses the following joins effectively:<ul style="list-style-type: none">• Diagonal joins• Horizontal joins• Drop-on joins• Up-sweeping joins• Double letter combinations⑤ Needs further practice with these joins: ⑤ Writes with increasing speed and fluency⑤ Can distinguish between print and cursive forms⑤ Is beginning to use scripts in appropriate writing contexts⑤⑤		

Downstroke pattern / / / /

Add some more spray.

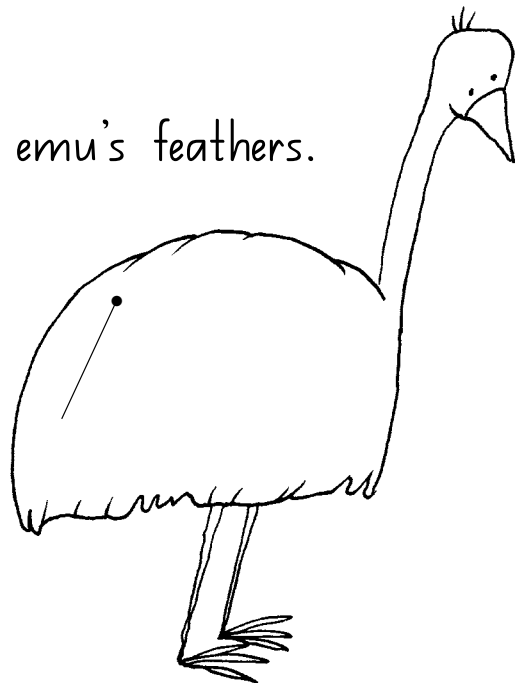


Go down the slide a few more times.



Add more to the shower.

Finish the emu's feathers.

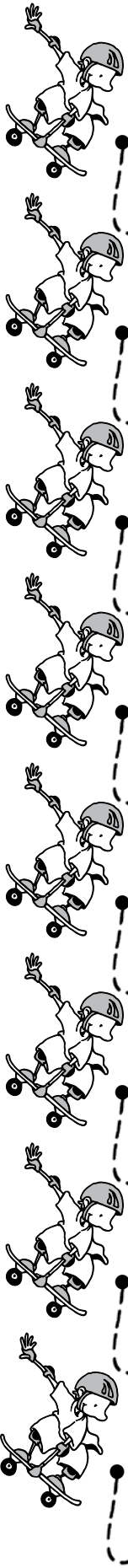


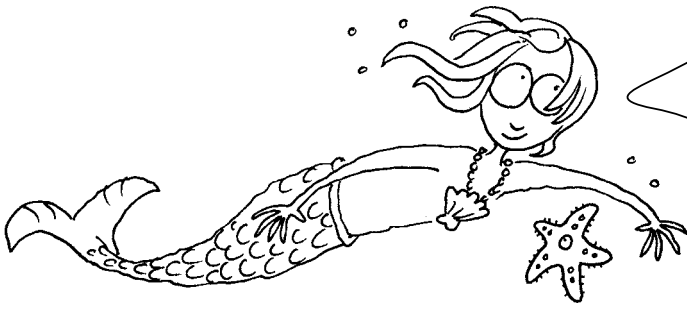
Hopping pattern



Name: _____ Date: __/__/__

Wave pattern 









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



Circle the words hidden in the wonderword.

Trace the letters in each word you find.

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

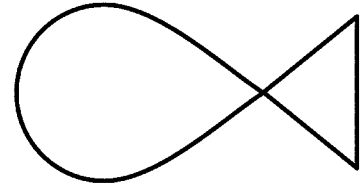
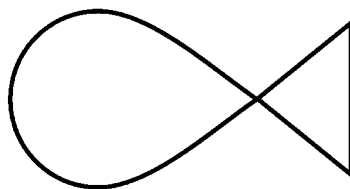
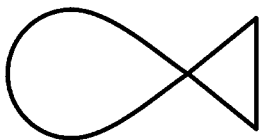
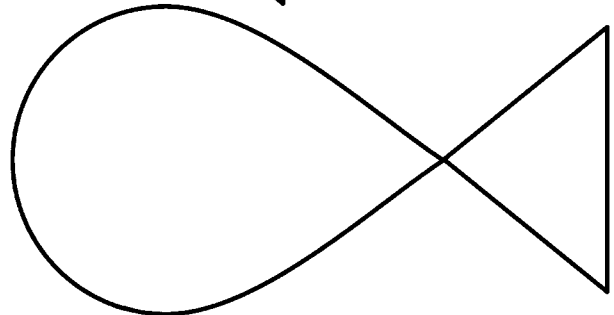
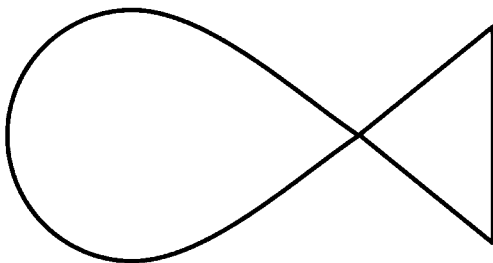
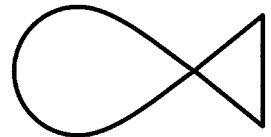
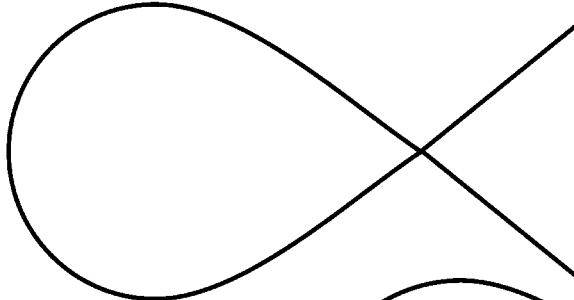
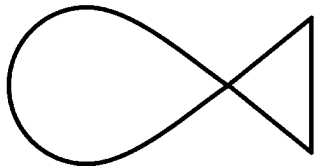
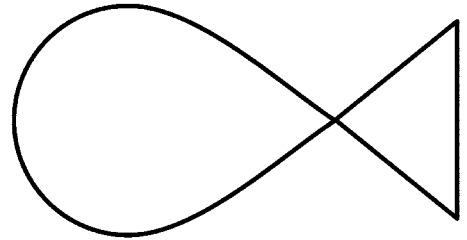
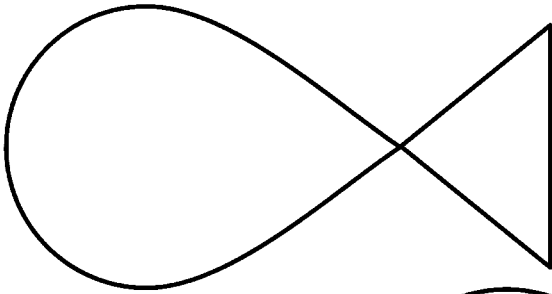
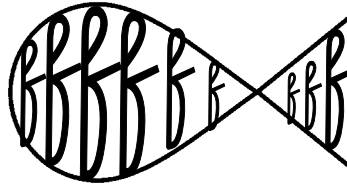
Wonderword Clues

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



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

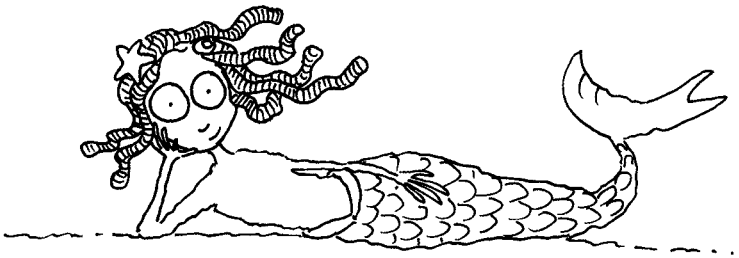
For example:



Find the print
inside the cursive.



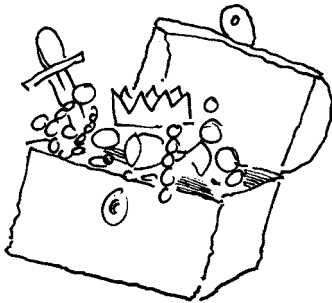
- Use a felt pen or coloured pencil.
- Find the print form of each letter.
- Trace over it. Can you see the exit and entry strokes?



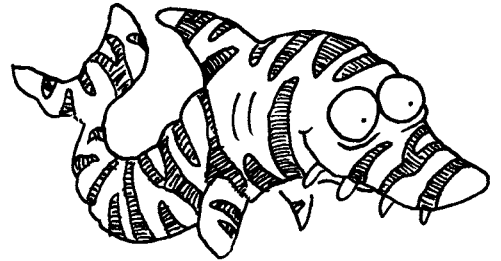
mermaid



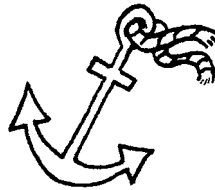
pirate



treasure



shark

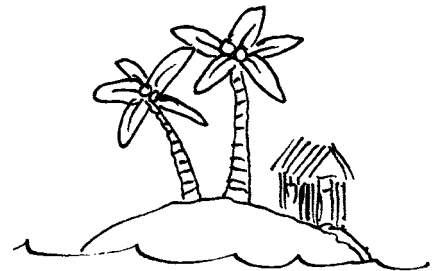
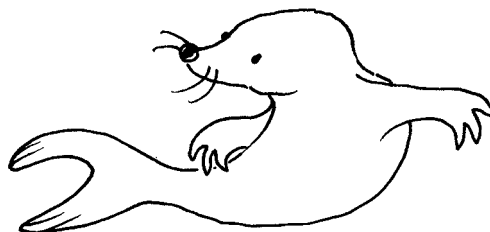


anchor



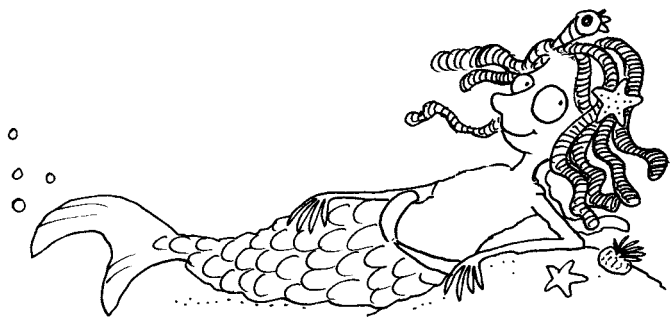
merman

seal



island

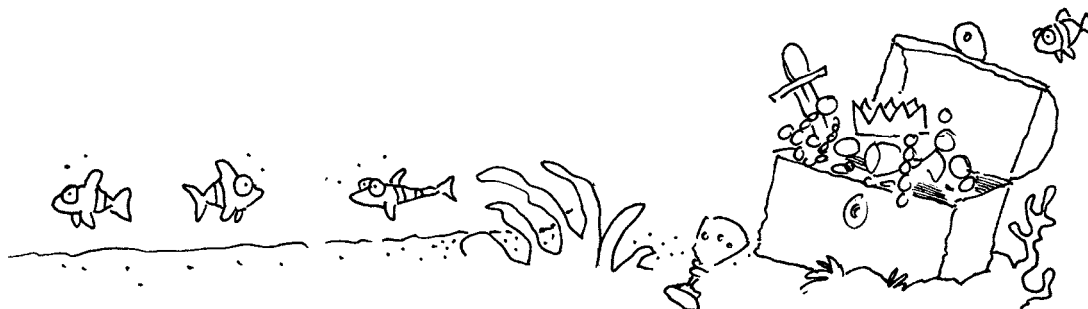
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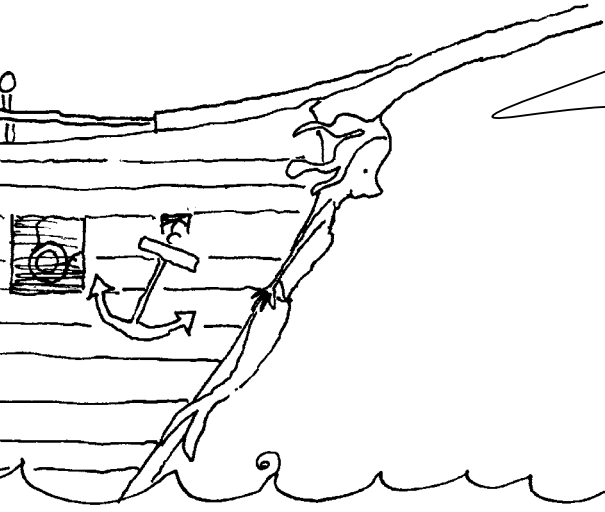
Sort the treasure!

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

Print	Exits and Entries	Cursive



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



Let's look at the slope
of letters.

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

example: *pirate* *pirate*
 ✓ X

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

Pirate Pete

Fuzzy Max

One-eyed Jack

Mad Mandy

Loud Larry

Angry Anne

Peg-Leg Polly

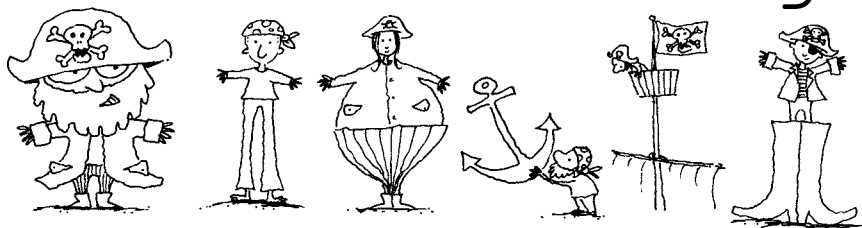
Stinky Stan

Slim Jim

Lucky Lucy

Wild William

Scarey Mary





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

mermaid mermaid

cutlass cutlass

ocean ocean

fish fish

ship ship

treasure treasure

merman merman

galley galley

cannon cannon

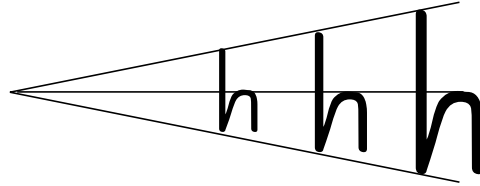
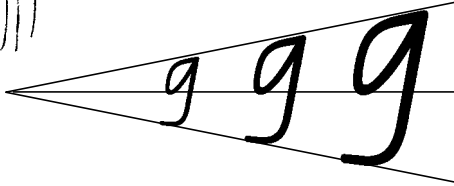
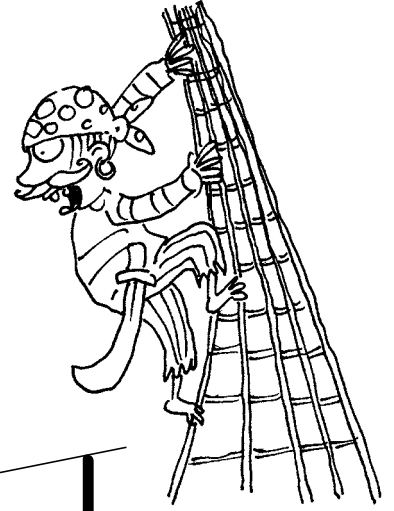
waves waves



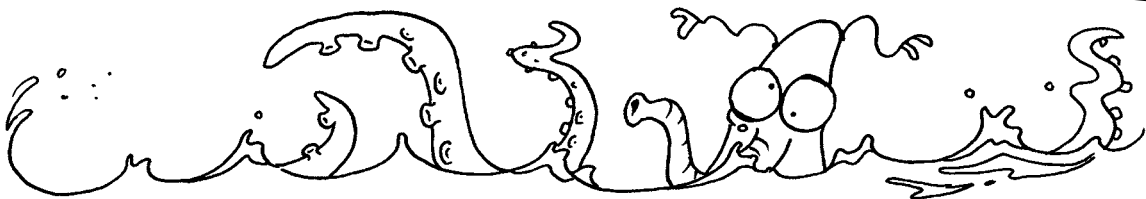
Name: _____ Date: ____/____/____



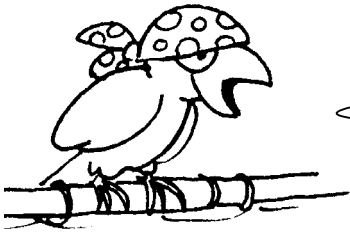
Make 3 letters
GROW ...



Three sets of handwriting practice lines, each consisting of a top line, a middle line, and a bottom line, with a small triangle at the start of each set for tracing.



Name: _____ Date: __/__/__



Squark! Now try shrinking
3 letters of the alphabet!

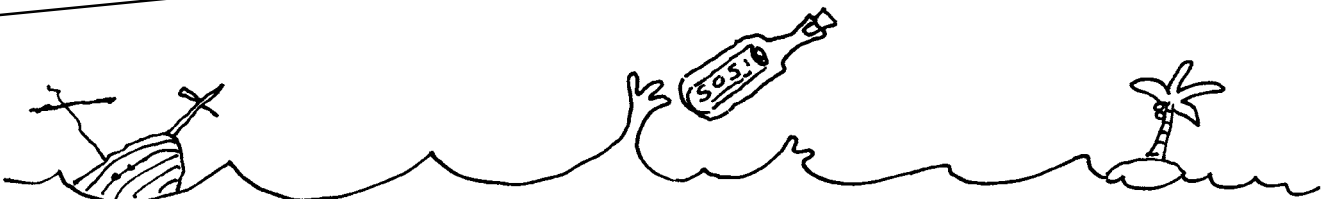
For example:

g g g

h h h



Three sets of handwriting practice lines, each consisting of a top line, a middle line, and a bottom line, forming a series of slanted triangles for letter practice.

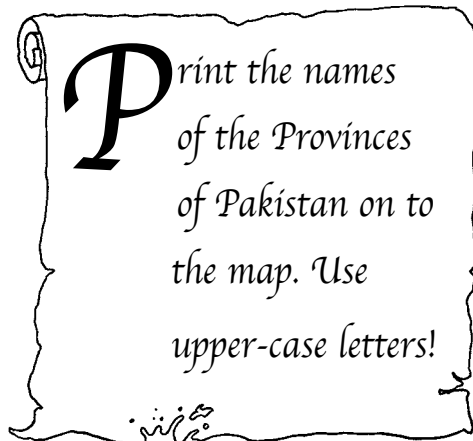


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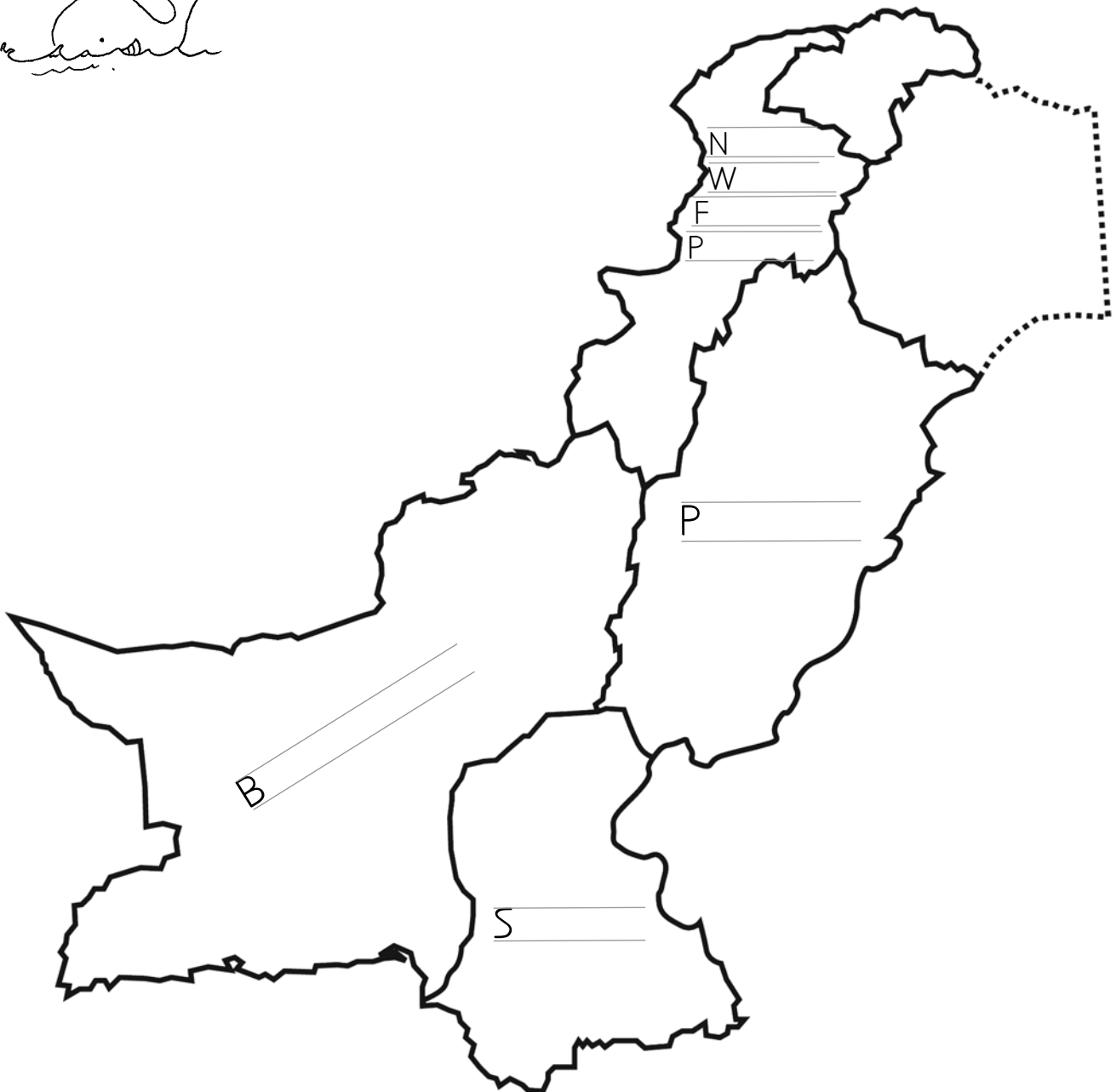


Match the two letter pairs
to the correct joining technique.
The first one has been done for you.

ed'	Diagonal join	'ol
wa'	Horizontal join	'me
an'	Up-sweeping join	'ag
uk'	Drop-on join	'ef
if'	Modified s join	'vr
es'	Diagonal join from f	'is
be'	Diagonal join to a head and body letter	'so
fi'		'ek
ch'		'fe

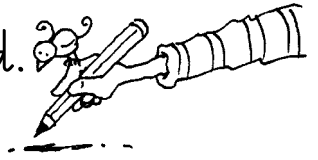


- PUNJAB
- SINDH
- BALOCHISTAN
- NORTH WEST FRONTIER PROVINCE



Name: _____ Date: __/__/__

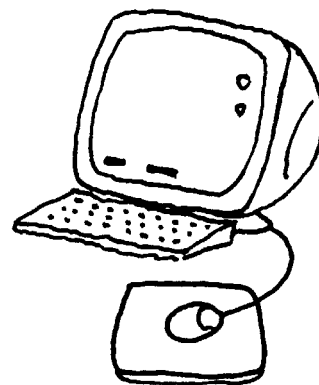
Fill in the missing numbers from the hundreds board.
Try to make all your numbers the same size.



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



★Keyboarding



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

PARTS OF THE COMPUTER

Ensure that students are familiar with the components of the computer, and that they can name and identify the basic components that they will be using, that is: computer/hard drive, monitor or screen, keyboard, mouse. Note that some computers will have a separate hard drive and monitor, and some will have an internal hard drive and a screen. It will also be useful for students to be able to recognize and name the CD drive and the floppy disc drive if the computer has these components.

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 BLM page 119. This diagram could be enlarged, glued onto card, and covered in contact paper to make a wall poster. Encourage students to check their posture against the chart each time they sit down to use the computer.

BECOMING FAMILIAR WITH THE KEYBOARD

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

BLM page 120, which shows a computer keyboard, can be enlarged or used at original size by individual students one-to-one, in a group or as part of a whole class lesson.

BLM page 121 features a computer keyboard with blank keys. This is for those students who are much more familiar with a computer keyboard and can translate what they can see on the actual keyboard to a pictorial representation of one. The students themselves will be filling in the details.

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

Recognizing the keys

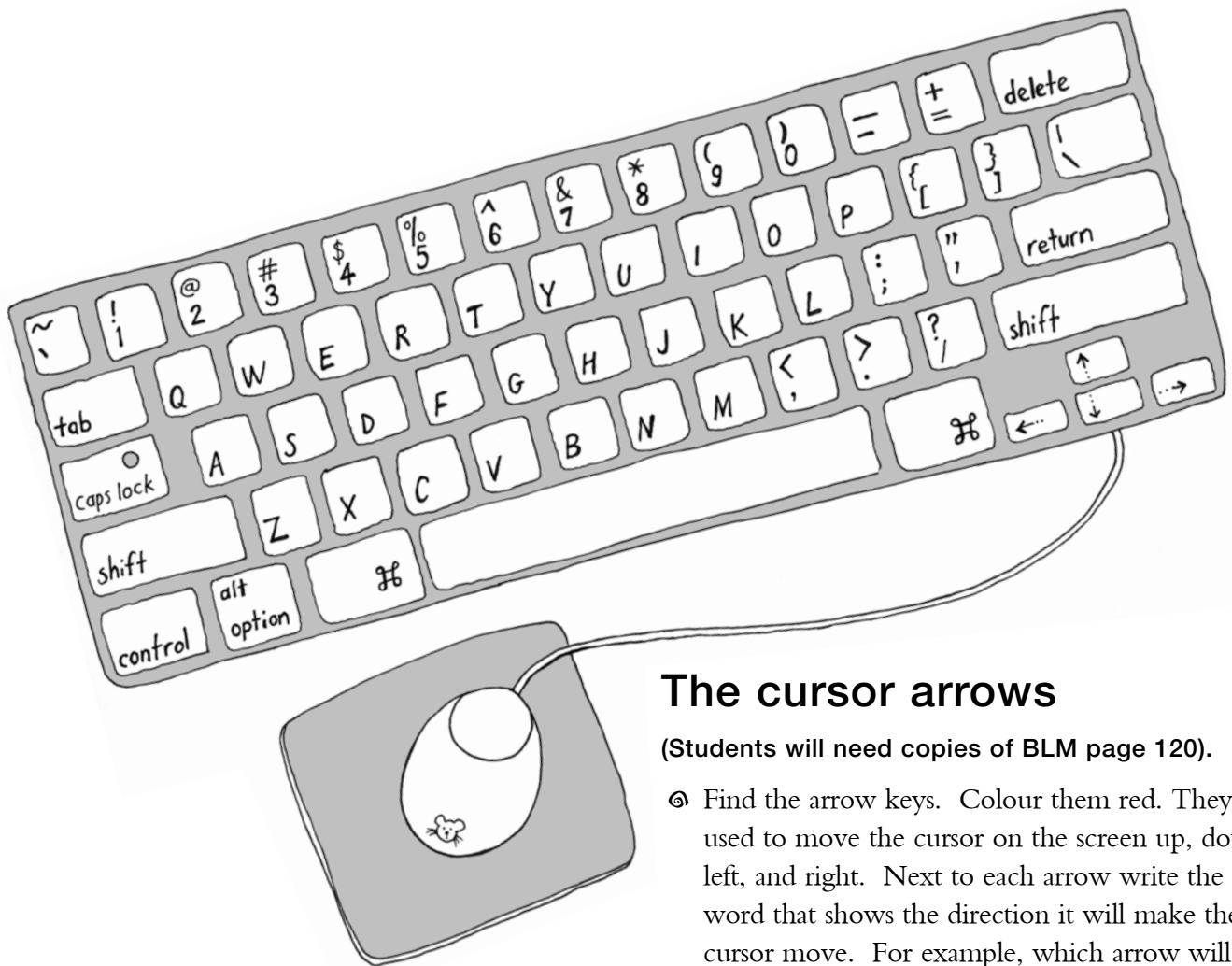
(Students will need copies of BLM page 120).

- ⑤ Colour the keys of each letter of the alphabet blue.
- ⑤ Find the numeral keys. Colour them green.
- ⑤ Colour the space bar yellow.
- ⑤ Colour the shift keys orange.
- ⑤ Colour the caps lock key red.
- ⑤ Colour the enter/return key purple.

The delete/backspace key

(Students will need copies of BLM page 120).

- ⑤ Colour the delete (Mac) or backspace (PC) key brown. This key is used to go back and get rid of a letter you've just typed that you don't want. It's good for getting rid of typing errors.



The cursor arrows

(Students will need copies of BLM page 120).

- ⑤ Find the arrow keys. Colour them red. They are used to move the cursor on the screen up, down, left, and right. Next to each arrow write the word that shows the direction it will make the cursor move. For example, which arrow will you write the word 'up' next to?

The home row

(Students will need copies of BLM page 120).

- ⑤ Colour these letters red: A S D F G H J K L. These letters are called the home row. Your fingers rest over these keys (not touching them) when they are not busy. Colour all the other letter keys purple.

The punctuation keys ☆

(Students will need copies of the keyboard with labelled keys from BLM page 120.)

Locate and colour these keys:

- ⑥ exclamation mark — colour it green
- ⑥ full stop — colour it red
- ⑥ comma — colour it blue
- ⑥ question mark — colour it yellow
- ⑥ the two round bracket keys — colour them purple
- ⑥ speech marks — colour it pink.

The numeral/symbol keys ☆

(Students will need copies of the keyboard with blank keys from BLM page 121.)

- ⑥ Write the numerals on the correct keys.
- ⑥ 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.

- ⑥ Add any symbols you know above the correct numeral.

Using the labelled keyboard on BLM page 120 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 BLM page 120.)

- ⑥ 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.
- ⑥ Colour green all the letters and numerals you type with your left hand.
- ⑥ Colour purple all the letters and numerals you type with your right hand.
- ⑥ 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 25 task cards on BLM pages 122–143 can be photocopied, pasted onto, card and covered in contact paper. 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 BLM page 144. These can be copied, cut out, and stuck to the back of the relevant task cards.

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

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

COMPUTER SKILLS CHECKLIST

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



Computer skills checklist—Book 1–3

Name	Date Observed	Comment
<ul style="list-style-type: none">☞ Turns the computer on and off.☞ Experiments with using the computer mouse and keyboard and other specialized equipment.☞ Identifies the cursor on the screen.☞ Moves the cursor using the mouse and the keyboard arrow keys.☞ Recognizes letters on the keyboard.☞ Associates the pressing of a key with the appearance of a character on the screen.☞ Produces text.<ul style="list-style-type: none">• own name• letters other than those in own name• commonly used words• sentences☞ Uses computer software programs to create texts.☞ Recognizes simple conventions:<ul style="list-style-type: none">• space bar for space• shift and caps lock for upper case letters☞ Uses functions when editing, e.g. delete/backspace keys, arrows or mouse☞ Accurately uses words associated with computers, for example, keyboard, screen, cursor, mouse, disk, space bar.☞ Uses computer terminology, for example, save, delete, open, edit, print, menu, save as, hard disk, floppy disk.☞ Inserts and ejects a disk☞☞		

How to sit at the computer.

Are your forearms and hands in a straight line?

Are your forearms level or tilted slightly down?

Is the top of the screen at eye level, or a little bit lower?

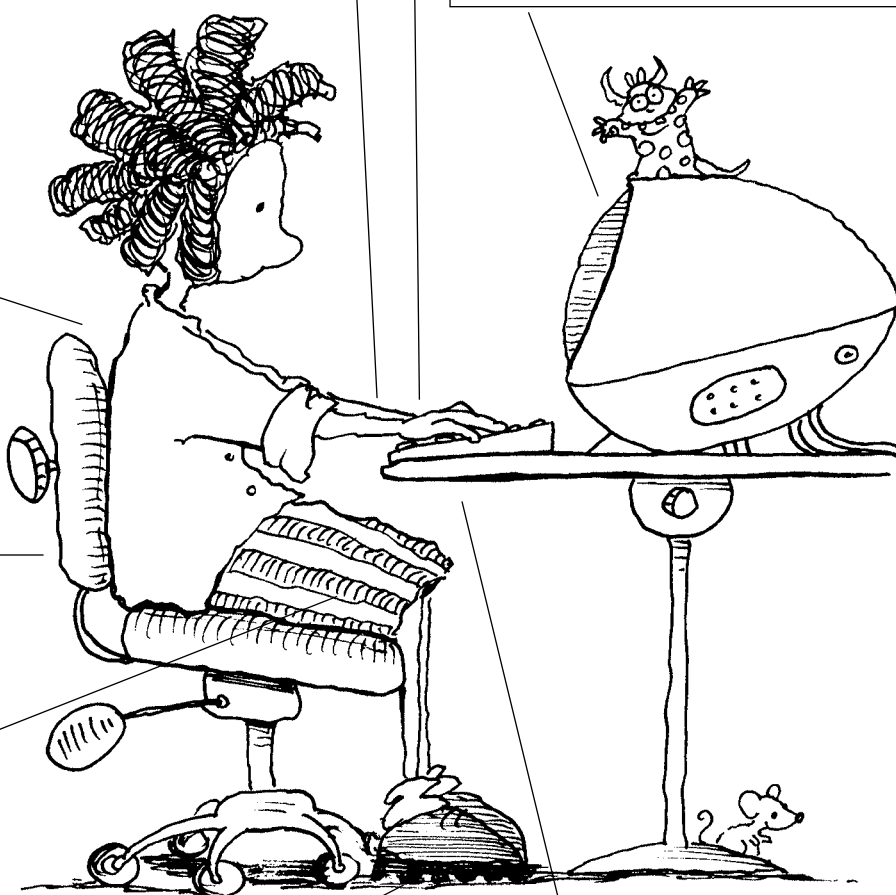
Are your shoulders relaxed?

Is your lower back supported?

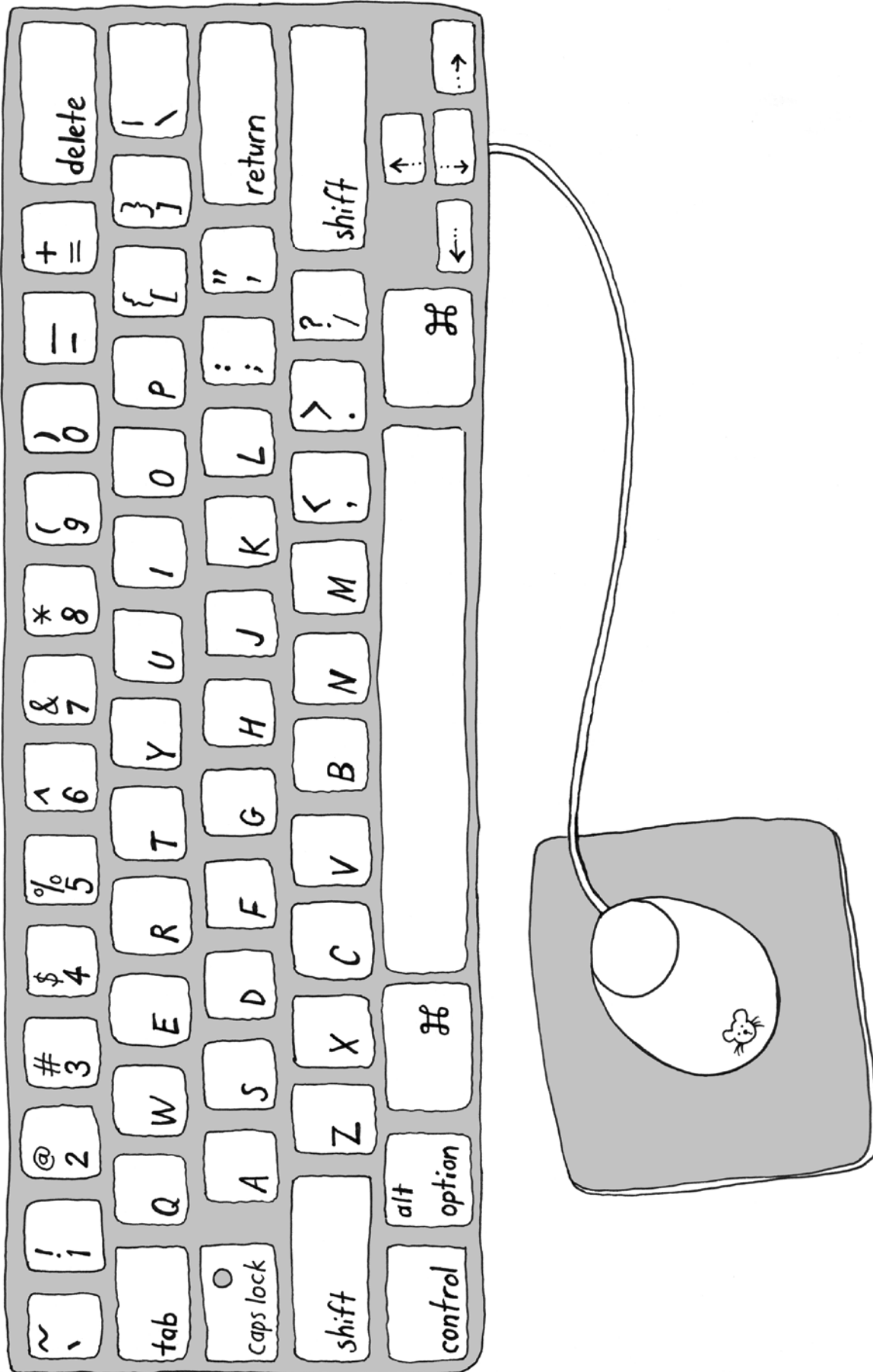
Are your legs tilted slightly down?

Are your feet flat on the floor? (or on a footrest?)

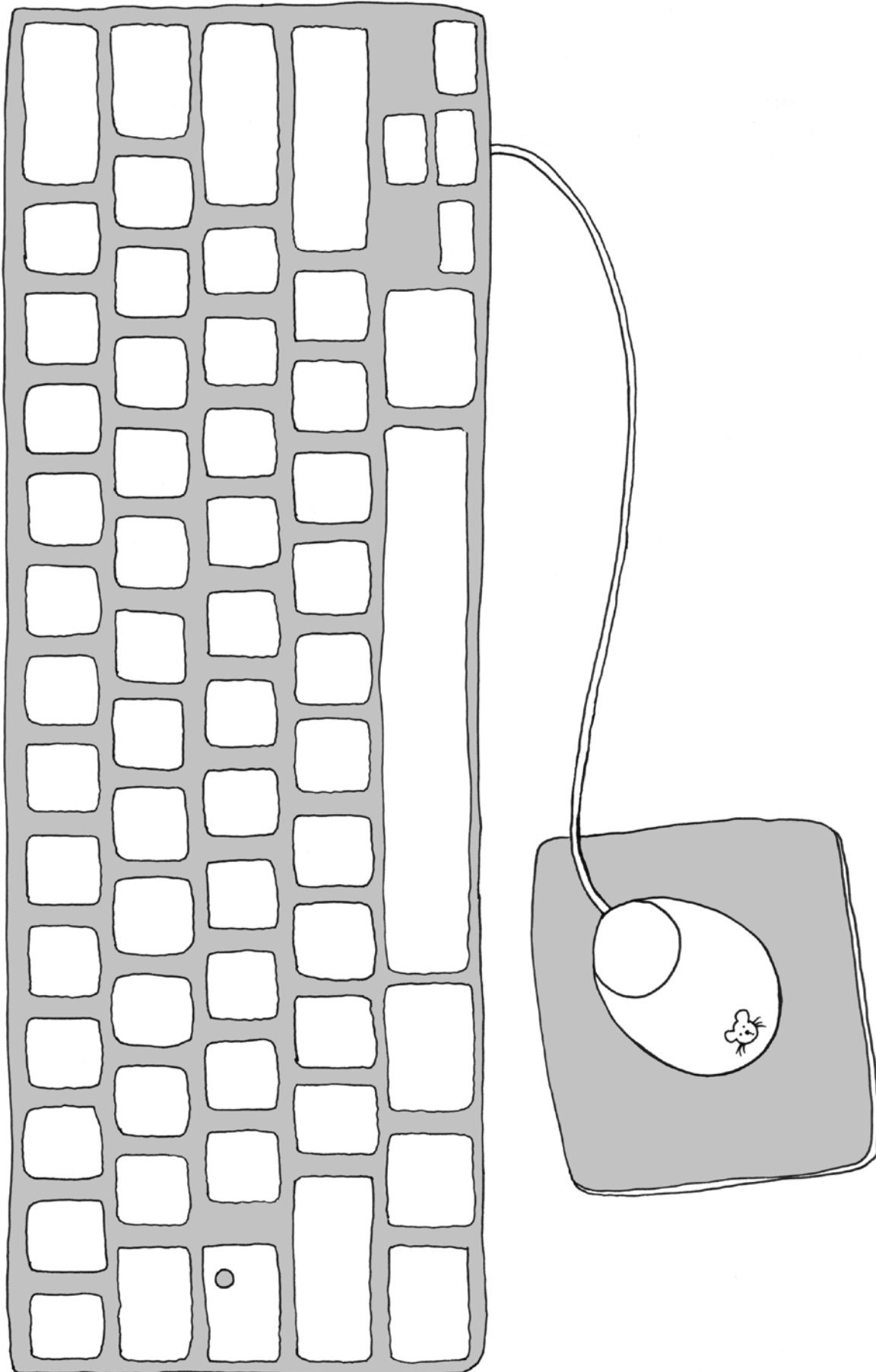
Is there room between the desk and your legs?



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.



Name: _____ Date: __/__/__



Task Card 1

Turn the computer ON.

Turn the monitor ON.

⑥ *Teacher/parent helper: Open word processor program/file.*

Type your name.

Press the CAPS LOCK key.

Type your name again.

What does it look like now?

Press the CAPS LOCK key.

Type your friend's name.

Press the CAPS LOCK key.

Type your friend's name again.

What does it look like now?

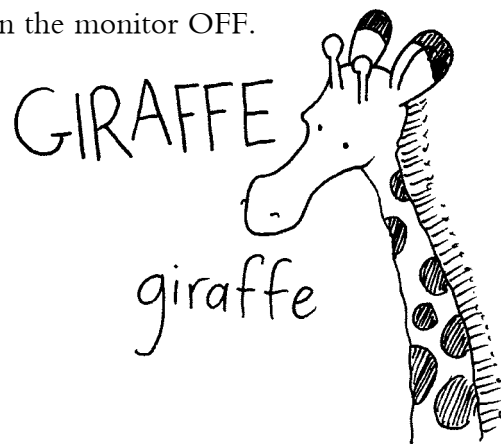
Caps Lock

☆ *Extension: Try typing animals found on farms, in zoos, pets, names of classmates, brothers and sisters, theme words.*

⑥ *Teacher/parent helper: Delete or save file as appropriate and close down word processor program.*

SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 2

Turn the computer ON.

Turn the monitor ON.

⑥ *Teacher/parent helper: Open word processor program/file. Then type the words cow dog cat, with a space between each one.*

Type the same words using the SPACE BAR key between each word.

⑥ *Teacher/parent helper: Type the words big me mum, using the thumb to press the space bar to make a space between each word.*

Type the same words using your thumb to press the SPACE BAR key to make the space between each word.

Space Bar

☆ *Extension: Have students type several sight words, or names of toys, games, colours or numerals, using the space bar to put a space between each.*

⑥ *Teacher/parent helper: Delete or save file as appropriate and close down word processor program.*

SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 3

Turn the computer ON.

Turn the monitor ON.

☞ **Teacher/parent helper: Open word processor program/file.**

Type your name.

Now, hold down a SHIFT key while you type the first letter in your name.

Take your finger off the SHIFT key and type the rest of your name.

Tell me about the first letter in your name now.

Type your pet's name, using the SHIFT key with the first letter.

Shift Key

☆ *Extension: Try this with other names, e. g. friends, family members, teachers, television programs.*

☞ **Teacher/parent helper: Delete or save file as appropriate and close down word processor program.**

SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 4

Turn the computer ON.

Turn the monitor ON.

☞ **Teacher/parent helper: Open word processor program/file.**

Type the numerals, in order.

Press the ENTER/RETURN key.

What has happened?

Type the numerals again.

Press the ENTER/RETURN key again.

What has happened?

Type the numerals backwards.

Press the ENTER/RETURN key.

Type your age.

Enter/Return Key

☆ *Extension: Try typing in a line of letters or numerals. Press the ENTER/RETURN key once. Type in another line, and then press ENTER/RETURN key twice. Type in another line. What has happened?*

☞ **Teacher/parent helper: Delete or save file as appropriate and close down word processor program.**

SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 5

Turn the computer ON.

Turn the monitor ON.

🕒 **Teacher/parent helper:** *Open word processor program/file.*

Type any seven letters, using the SPACE BAR to make a space between each one.

Press the ENTER/RETURN key.

Type another seven letters, using the SPACE BAR to make a space between each one.

Find the ARROW keys. These keys move the cursor.

Move the cursor UP, DOWN, LEFT, and RIGHT using the arrows.

Put your hand on the MOUSE.

Move the MOUSE over the letters.

Moving the Cursor

CLICK the mouse button once.

Has the CURSOR moved?

Move the MOUSE over the letters again and click the mouse button once.

Where is the CURSOR now?

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

🕒 **Teacher/parent helper:** *Delete or save file as appropriate and close down word processor program.*

SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 6

Turn the computer ON.

Turn the monitor ON.

🕒 **Teacher/parent helper:** *Open word processor program/file.*

Say this sentence, filling in how old you are:
I am ____

Now, type the sentence, using the correct keys. First press the SHIFT key and the letter i.

Press the SPACE BAR key.

Type the word am: **a m.**

Press the SPACE BAR key.

Press the correct numeral key.

🕒 **Teacher/parent helper:** *Type I can read*

Now type the same sentence, using the correct keys.

Typing Sentences

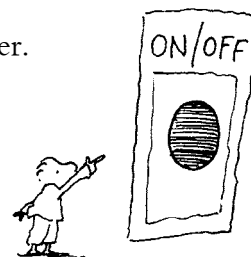
Does your sentence look like my sentence?

☆ *Extension:* Try other sentences that use a combination of SHIFT, SPACES, LETTERS and NUMERALS, ENTER/RETURN. Try moving the cursor to a spot where a letter has been missed, and filling it in. (You may need to introduce the BACKSPACE or DELETE key if the students are typing sentences of their own.)

🕒 **Teacher/parent helper:** *Delete or save file as appropriate and close down word processor program.*

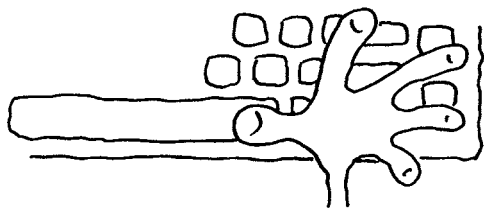
SHUT DOWN the computer.

Turn the monitor OFF.



Task Card 7

Type these letters. Press the **space bar** with your thumb to make a space between each letter.



t r w s p k n m

Hold down the **shift key** as you type each letter again.

It should look like this:

T R W S P K N M

Press the **enter/return key**.

Type these letters.

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

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

SAVE your work.

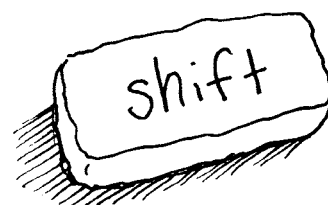
EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

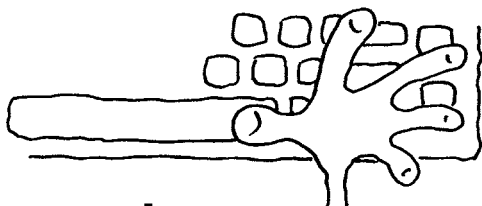
- ⑥ Use the **shift key** to make a capital
- ⑥ Press the **space bar** with your thumb to make spaces between each letter
- ⑥ Use the **enter/return key** to start a new line



Task Card 8

Shift Key

Type these letters. Press the **space bar** with your thumb to make a space between each letter.



y u o p b v z

Hold down the **shift key** as you type each letter again.

It should look like this:

Y U O P B V Z

Press the **enter/return key**.

Type these letters.

H H H A A A Z Z Z K K K

H h h A a a Z z z K k k

Make up your own pattern, using the **shift key**.

SAVE your work.

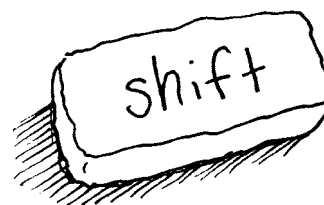
EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⑥ Use the **shift key** to make a capital
- ⑥ Press the **space bar** with your thumb to make spaces between each letter
- ⑥ Use the **enter/return key** to start a new line



Task Card 9

Numeral Key

Type these number patterns.

1 2 3 4 5 6 7 8 9 0

0 9 8 7 6 5 4 3 2 1

Now try these:

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

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

Press the **enter/return** key two times.

Type:

10 10 10 20 20 20 30 30 30

40 40 40 50 50 50 60 60 60

70 70 70 80 80 80 90 90 90

Now try this pattern!

5 10 15 20 25 30 35 40

☆ Try some patterns of your own.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⌚ Press the **space bar** with your thumb to make a space between each numeral
- ⌚ Use the **enter/return** key to begin a new line

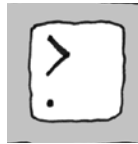


Task Card 10

Typing Sentences

Find the **full-stop key**.

It looks like this:



Try using
both hands!



You will need to use this key at the end of each sentence.

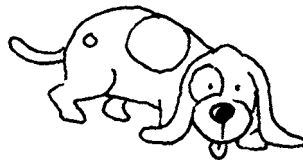
Type the following sentences:

This is an ant.



Press the enter/return key
two times.

This is a dog.



His name is Rex.

Press the enter/return key
two times.

This is a cat.



Her name is Puss.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ① Use the **shift key** to make capital letters
- ② Press the **space bar** with your thumb to make spaces between each words
- ③ Use the **enter/return key** to start a new line

Task Card 11

Typing Sentences

Type the words that are in the box.

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

Remember!

- ⑥ Press the **space bar** with your thumb to make spaces between each words
- ⑥ Use the **enter/return key** to start a new line

Here is a sentence made from words in the box:

My cat has fur.



Make up your own sentence from words in the box.

Type it.

Remember!

- ⑥ Use the **shift key** to make the first letter a capital
- ⑥ Put a **full stop** at the end

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

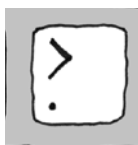
Turn the monitor **OFF**.



Task Card 12

Sentences with Numerals

Find the **full-stop key**



and the **comma key**.



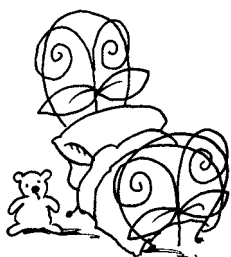
You will need these keys to type these sentences.



Type the rhyme below:

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

Press the **enter/return key** two times.



Now type the next verse. Remember that there are only 9 in the bed this time.

SAVE your work. **EXIT** or **QUIT** the program.

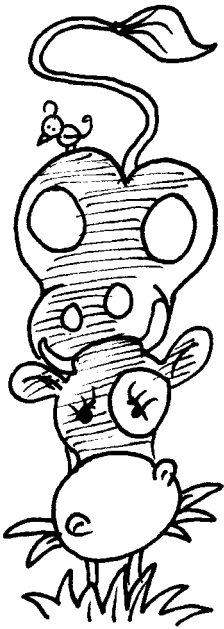
SHUT DOWN the computer. Turn the monitor **OFF**.

Remember!

- ① Use the **shift key** to make capital letters
- ① Press the **space bar** with your thumb to make spaces between the words
- ① Use the **enter/return key** to start a new line

Task Card 13

Backspace or Delete Key



Type this sentence:

My cow ate grase

Use the **backspace** or **delete** key to erase the **e** in the last word.

Type in the letter **s**.

Now the sentence should look like this:

My cow ate grass

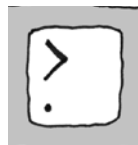
Type these sentences. *There is a mistake in each one.*

Use the **backspace** or **delete** key to erase the mistake. Then type the correct letter.

I went to the shob

He can ride a bikc

Once you have fixed each sentence, add a **full stop** to the end of each sentence.



SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer. Turn the monitor **OFF**.

Remember!

- ⌚ Use the **shift** key to make capital letters
- ⌚ Press the **space bar** with your thumb to make spaces between the words
- ⌚ Use the **enter/return** key to start a new line

Task Card 14

Arrow Keys



Type this word:

schol

This word is not spelt correctly. It should have two o's.

Use the arrow keys to move the cursor...


- ↑ up
- ↓ down,
- ← left or
- right to get back to the spot where the letter is missing.

Then type in the o.

Now the word should look like this:

school

Type the words in the box below, exactly how they are.

Use the **arrow keys**  to move the cursor back to the spot where the letter is missing.



fih
frg
clwn

make it into fish

make it into frog

make into clown



SAVE your work. **EXIT** or **QUIT** the program.

SHUT DOWN the computer. Turn the monitor **OFF**.

Task Card 15

Moving the Cursor with Mouse

Type this sentence.

I like the colour blue.

Use the **mouse** to move the **cursor**.
between the words colour and blue.
Make sure you've left a space after
the word colour.

Click the **mouse** once.

Now type in the word dark

Add a space, using the **space bar**.

Now your sentence should read:

I like the colour dark blue.

Now type this sentence:

I like cake.

Now use your **mouse** to move the **cursor**
to the right place.

Add the word: birthday

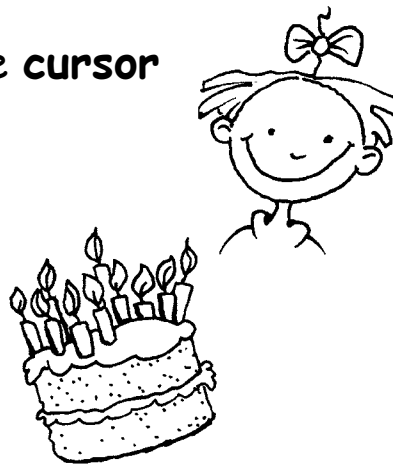
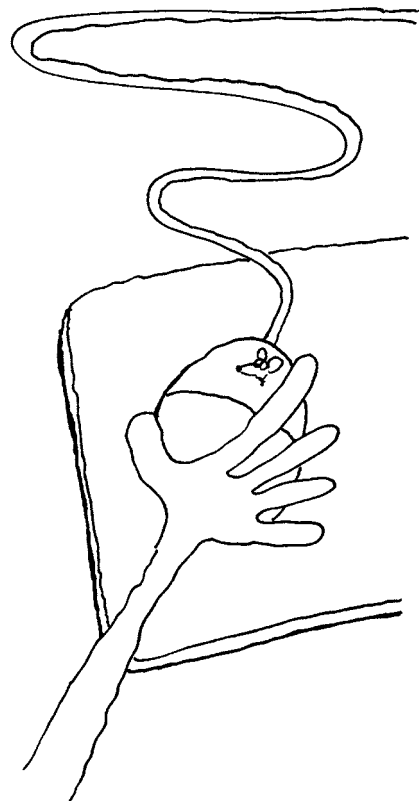
The sentence should read:

I like birthday cake.

SAVE your work.



EXIT or **QUIT** the program.

SHUT DOWN the computer. Turn the monitor **OFF**.











Task Card 16

The Home Row

Find the  key and the  key.

Can you feel the little bumps on them? The bumps help you find those keys without looking at the keyboard.

Find the  with your left pointer finger. Now put your left middle finger on , your left ring finger on , and your left little finger on .

Put your right pointer on . Now put your right middle finger on , your right ring finger on , and your right little finger on the key that looks like this: .

Your fingers are on the **home row**! Now type these letters:



left

f f f f f f f f

d d d d d d d d

s s s s s s s s

a a a a a a a a

j j j j j j j j

k k k k k k k k

l l l l l l l l

; ; ; ; ; ; ; ;



right

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer. Turn the monitor **OFF**.

Task Card 17

Using the Index Fingers

Place your fingers on these **home row** keys: A S D F J K L ;.

Type these letter patterns.

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 j f f

Now make up your own patterns, using f and j.

What other letters would you type, using your index fingers?

Reach with your left index finger for these letters:

r t g b v

Reach with your right index finger for these letters:

u y h n m

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

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⑥ Press the **space bar** with your thumb to make a space between the groups of letters
- ⑥ Press the **enter/return key** to start a new line—can you use your right-hand little finger to press this key?
- ⑥ Try not to look at the keyboard



Task Card 18

Index Finger and Shift Key

Place your fingers on these **home row** keys: A S D F J K L.

Type the letter patterns below. You will have to s-t-r-e-t-c-h your index fingers a lot to type r, t, y, and u.

REALLY TRICKY! See if you can use your little finger to press the correct **shift 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



Remember!

- ⌚ Press the **space bar** with your thumb to make a space
- ⌚ Use the **shift key** to make capital letters
- ⌚ Press the **enter/return key** twice at the end of each line
- ⌚ Try not to look at the keyboard

- ☆ Try making up your own patterns. Use only the keys you press with your index fingers. Use the **shift key** to make some of them capitals.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Task Card 19

Home Row

Place your fingers on these **home row** keys: A S D F J K L.

Try typing these letter patterns:

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

d d d d k k k k d d d d k k k k

s s s s l l l l s s s s l l l l

a a a a ; ; ; ; a a a a ; ; ; ;

f f f f d d d d s s s s a a a a

j j j j k k k k l l l l ; ; ; ;

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

Make up some other patterns,
using the letter keys of the
home row.

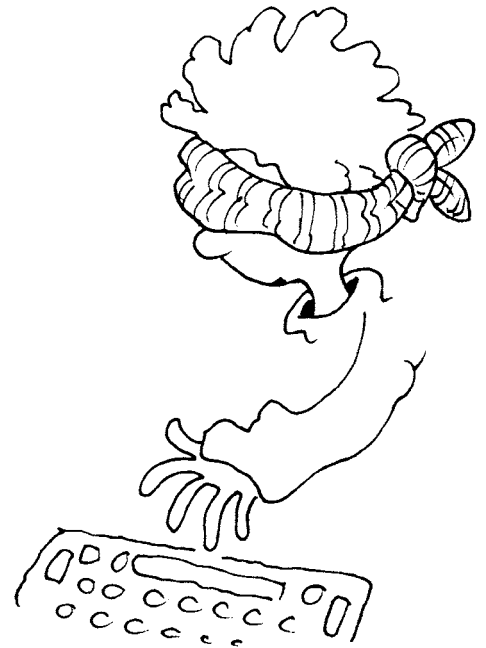
CHALLENGE! Try not to look at
the keys.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.



Remember!

- ⑥ Press the **space bar** with your thumb to make a space between the groups of letters
- ⑥ Press the **enter/return key** twice at the end of each line. Can you use your right-hand little finger to press this key?
- ⑥ Try not to look at the keyboard



Task Card 20

Typing with Two Hands

Place your fingers on these **home row** keys: A S D F J K L .

Try typing these words, using fingers on both hands.

two-letter words go me do so us is am an it if

three-letter words pot got hot lot dot cot

jig big dig rig wig

sap gap cap lap map nap

let pet met net yet jet

Try typing some word families of your own.
Use the fingers on both hands.

- ☆ Can you type any words that have four letters?
Or five letters? Remember, each word must have letters
that you type with your left hand fingers, and letters
you type with your right hand fingers. Type them now.

Did you have to look at the
keyboard?



SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⑥ Press the **space bar** with your thumb to make a space between the words
- ⑥ Use the **enter/return key** to start a new line. Can you use your right-hand little finger to press this key?

Task Card 21

Numerals and Symbols

Type the numerals and symbols below.

REALLY TRICKY! See if you can use your little finger to press the correct shift key.

Left-hand fingers:

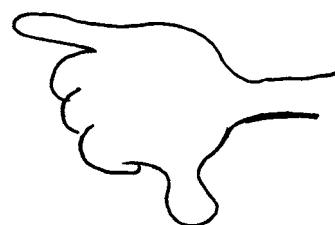
111 222 333 444 555

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

Right-hand fingers:

666 777 888 999 000 --- = = =

^ ^ & & & * * * ((())) _ _ _ + + +



REALLY TRICKY! Can you see how to make these patterns?

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

, , , < < < ... > > > / / / ? ? ?

Make up some patterns of your own. Use the numeral and symbol keys.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⌚ Press the **space bar** with your thumb to make a space between the groups of numerals or symbols
- ⌚ Use the **enter/return key** to start a new line. Can you use your right-hand little finger to press this key?
- ⌚ Use the **shift key** to make the symbols on the top of the numeral keys

Task Card 22

Type the sentences below.

REALLY TRICKY! See if you can use your little finger to press the correct **shift key**.

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

I ate 13 chocolate biscuits—now I feel sick!

My cat, Josie, caught 4 mice today.

Our plane to Fiji leaves at 3 o'clock on 8 July.

I'm reading a book called 'Treasure Island'.

Will it cost more than \$10?

Now type some of your own sentences. Use words, numerals, and symbols.

CHALLENGE! Try not to look at the keys.



SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Remember!

- ⑤ Press the **space bar** with your thumb to make a space between the words
- ⑤ Press the **enter/return key** two times to make a double-line space between the sentences. Can you use your right-hand little finger to press this key?
- ⑤ Use the **shift key** to make capital letters or the symbols on the top of the keys

Task Card 23

Using Symbols and Signs

Type each sentence. Then add a full stop, a question mark or an exclamation mark. Some of the sentences may need speech marks or commas as well.

Claire likes books about horses

Is Maria good at roller-blading

It's nearly seven o'clock

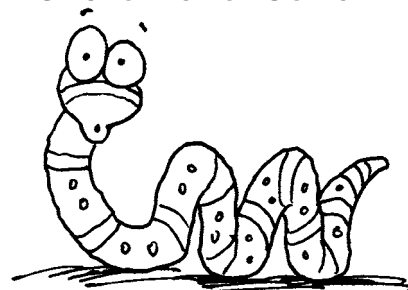
When can we go

Nicola bought a cake candles streamers and a card

John screamed There's a snake

What time is it asked Tran

Ted dinner's ready yelled Mum



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



SAVE your work.

EXIT or **QUIT** the program. **SHUT DOWN** the computer.

Turn the monitor **OFF**.

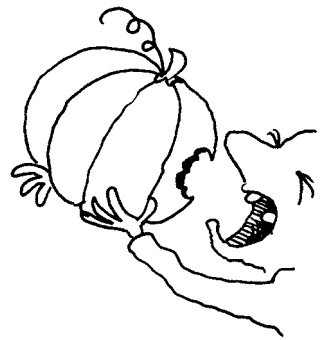
Task Card 24

Correcting Mistakes/Editing

Read the rhyme below. Four of the words are spelt wrongly.

Type the rhyme just as it is. Then move the **cursor** to the place where a mistake is. Use the **arrow keys**—up, down, left or right. Then use the **backspace** or **delete key** to delete the letters that are wrong. This key gets rid of the letter behind the cursor. Now type in the correct letter or letters.

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.



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

☆ Type a rhyme that you know. It might be one you have written yourself. When you have typed it, read it to check for any mistakes. Move the **cursor** and use the **backspace** or **delete key** to correct any mistakes.

SAVE your work.

EXIT or **QUIT** the program. **SHUT DOWN** the computer.

Turn the monitor **OFF**.



Task Card 25

Editing

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 cinema
Ice creamBut what do I like to eat chocolate cake!

Check your edited piece of writing against the answer on the back of this card.

Now, type out one of your own pieces of writing. Check it for errors and edit it as you go.

SAVE your work.

EXIT or **QUIT** the program.

SHUT DOWN the computer.

Turn the monitor **OFF**.

Editing checklist:

- ⑥ Are capital letters and full stops where they need to be?
- ⑥ Is any other punctuation needed? (e.g. a comma, a question mark, an exclamation mark, speech marks)
- ⑥ Is there a space between each word?
- ⑥ Is there a space between each full stop and the start of a new sentence?
- ⑥ Is the spelling correct?

Teachers — photocopy 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 23

Claire likes books about horses.

Is Maria good at roller-blading?

It's nearly seven o'clock.

When can we go?

Nicola bought a cake, candles, streamers, and a card.

John screamed, 'There's a snake!'

'What time is it?' asked Tran.

'Ted, dinner's ready!' yelled Mum.



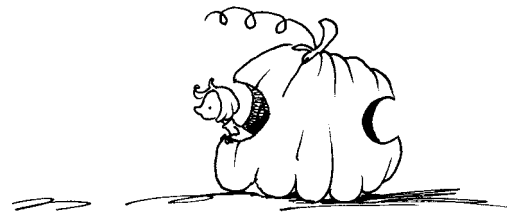
Answer to Task Card 24

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 25

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 cinema? Ice cream! But what do I like to eat? Chocolate cake!