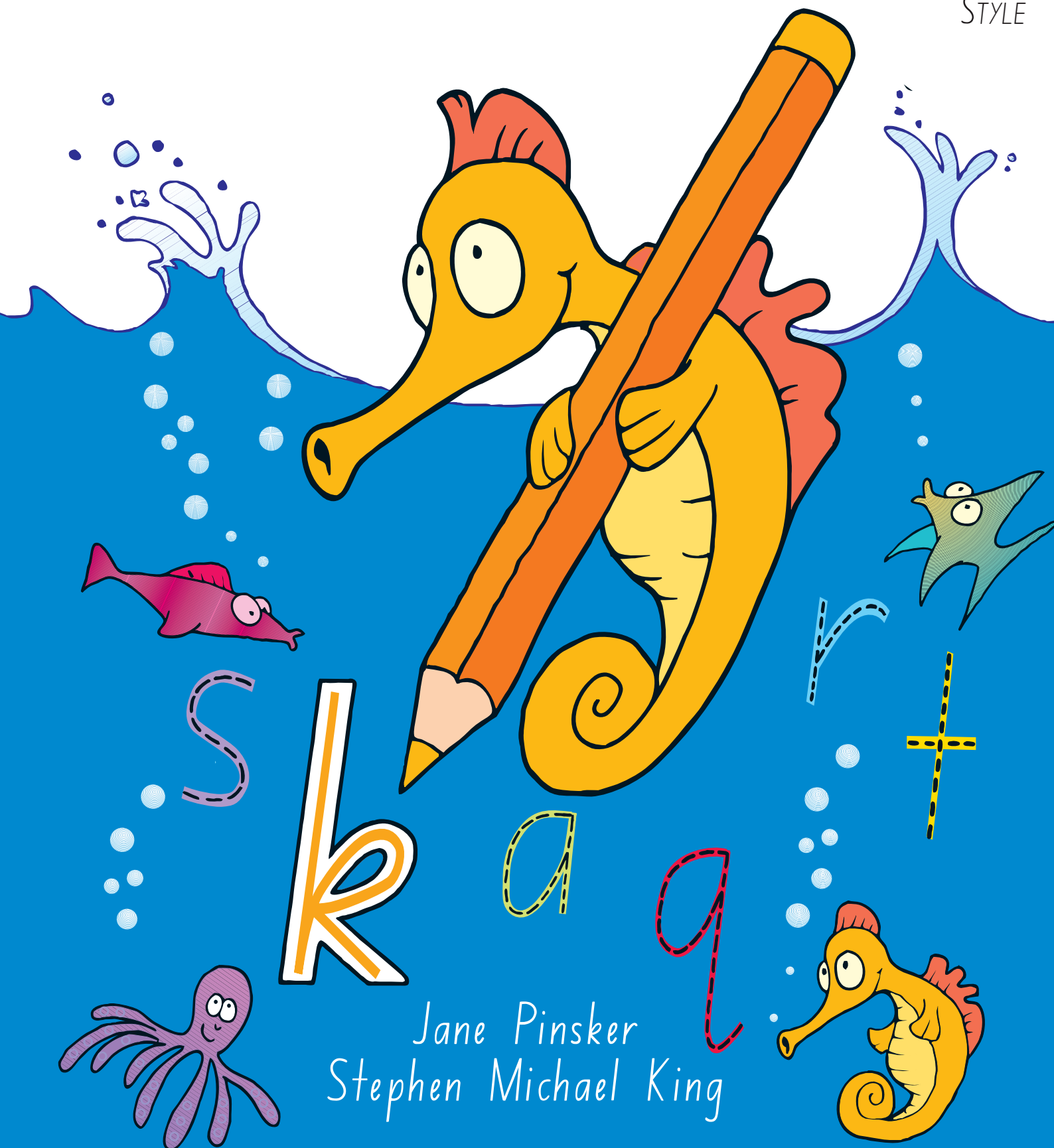


TARGETING HANDWRITING

Teacher Resource Book

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NSW
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STYLE



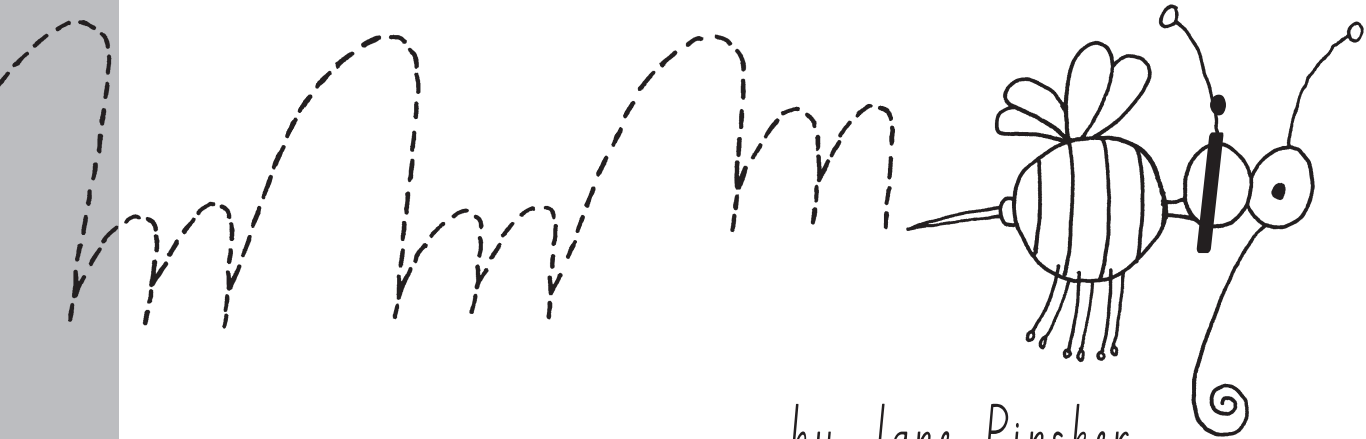
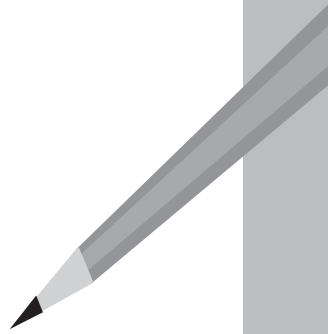
Jane Pinsker
Stephen Michael King

Kindergarten Teacher Resource Book

NSW Foundation Style

TARGETING HANDWRITING

Building a solid foundation for handwriting success!



by Jane Pinsker

Illustrated by Stephen Michael King



PASCAL
PRESS

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CONTENTS

INTRODUCTION 4

The Mechanics of Writing. 4

Using the Targeting Handwriting Kindergarten books 6

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

Pattern-based teaching sequence 7

Synthetic phonics-based teaching sequence 8

The Fine Motor Skills Program 9

Using the pattern pages 11

Introducing the letters 11

The Targeting Handwriting Student Book. 14

Using the letter pages 14

Using the handwriting skills checklist. 15

BLMs: Handwriting props 16

BLM: Writing lines. 20

BLM: Handwriting skills checklist 21

FINE MOTOR SKILLS PROGRAM... 22

*An eight-week, day-by-day program enabling students
to develop a range of fine motor skills*

PATTERN PAGE BLMS 30

BLMs for use with the Fine Motor Skills Program 30

Downstroke pattern practice pages 39

Hopping pattern (clockwise movement) practice pages 43

Wave pattern (anti-clockwise movement) practice pages 47

LETTER PAGE BLMS..... 51

*Three blackline master pages per letter in alphabetical order;
followed by numerals 1-10.*

USING COMPUTERS..... 139

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

Computer skills checklist. 149





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 NSW Foundation handwriting style.

THE MECHANICS OF WRITING

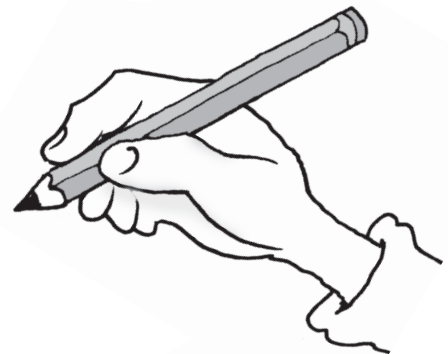
There are a number of factors which should be taken into consideration when developing handwriting skills. Comfort and flexibility of the writing hand, pencil grip, posture and paper or mini-whiteboard positioning will all affect the way the letters are formed and the quality of the final product.

Pencil grip

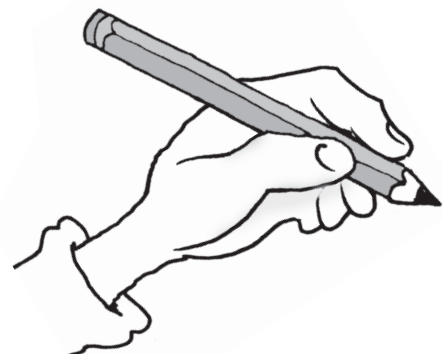
Developing a comfortable, relaxed pencil grip ensures hands do not get too tired when writing for extended periods of time. The most comfortable and flexible grip for many students is called the dynamic tripod grasp. In this grip:

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

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



Right-handed



Left-handed

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

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

Posture

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

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

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

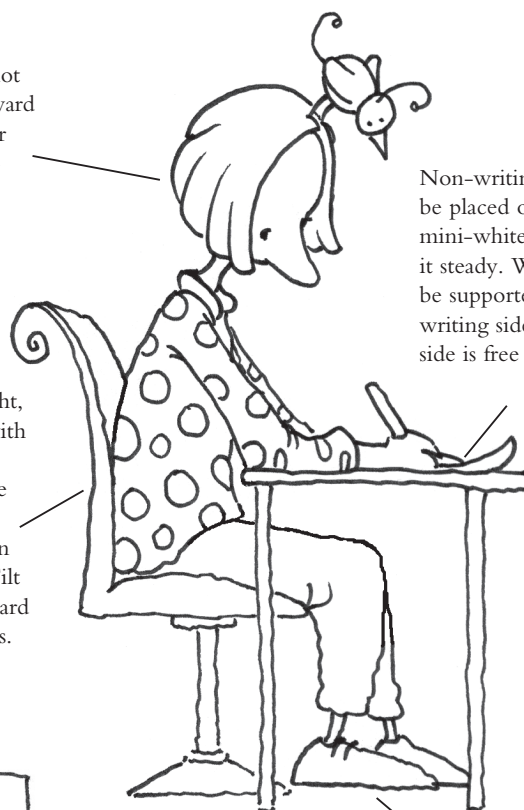
Five, six, seven, eight —
is your back up nice and straight?

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

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

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

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



Both feet should be flat on the floor.

Right-handed



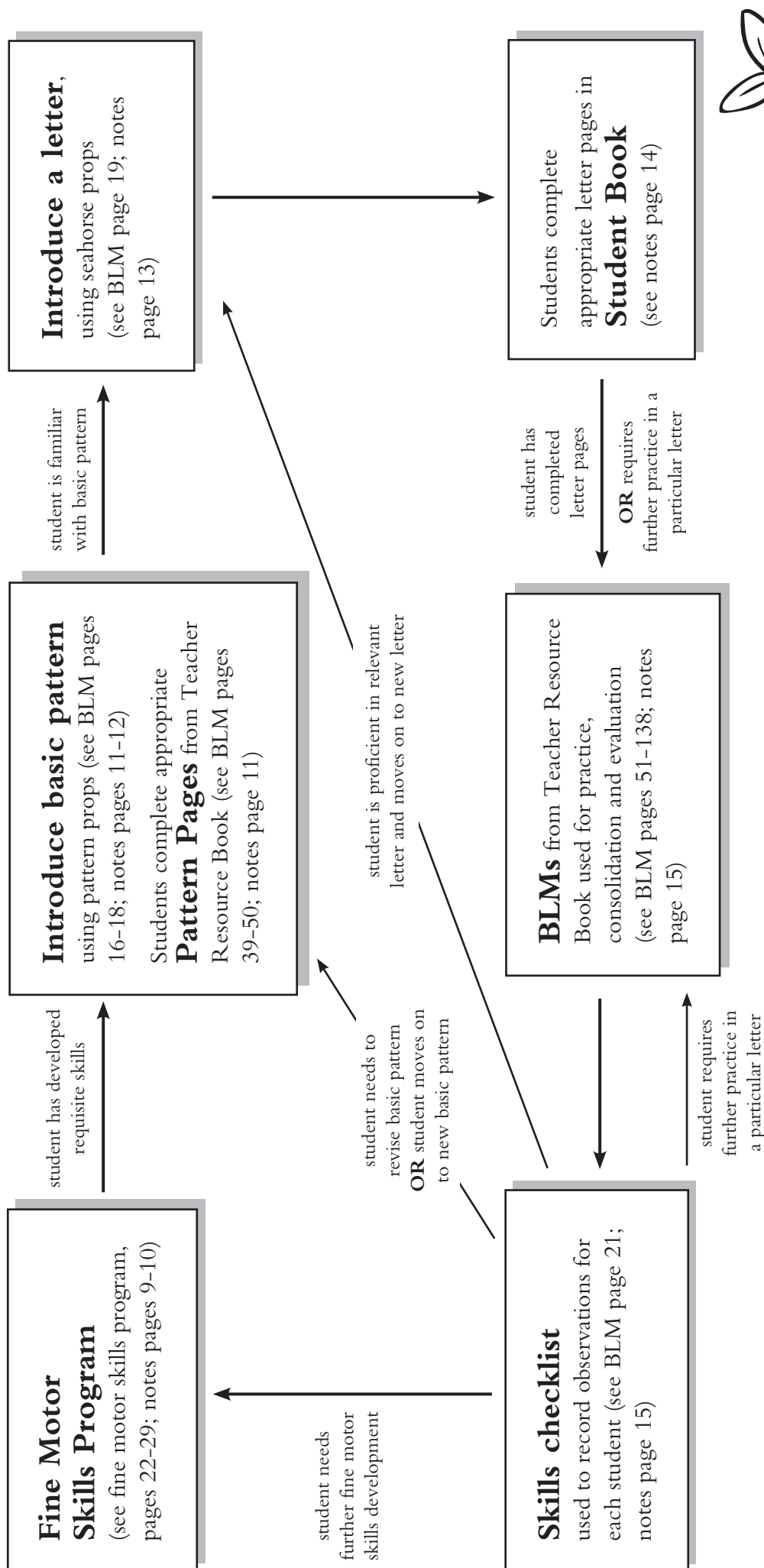
Left-handed

Paper position

Masking tape on the table can be used as a guide to help students place paper or mini-whiteboard 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!

READY, SET, GO ... WITH THE FLOW!

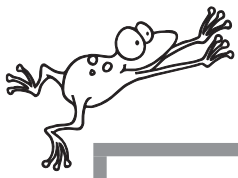
Start here!



Pattern-based teaching sequence



Letter	Student book page	Letter group	Handwriting pattern	Letter position
	4–5	i family	Downstroke pattern	head and body
†	6–7	i family	Downstroke pattern	head and body
i	8–9	i family	Downstroke pattern	body
x	10–11	i family	Downstroke pattern	body
z	12–13	i family	Downstroke pattern	body
f	14–15	i family	Downstroke pattern	head and body
j	16–17	i family	Downstroke pattern	body and tail
m	18–19	Clockwise movement	Hopping pattern	body
n	20–21	Clockwise movement	Hopping pattern	body
r	22–23	Clockwise movement	Hopping pattern	body
h	24–25	Clockwise movement	Hopping pattern	head and body
b	26–27	Clockwise movement	Hopping pattern	head and body
p	28–29	Clockwise movement	Hopping pattern	head and body
k	30–31	Clockwise movement	Hopping pattern	head and body
u	32–33	Anti-clockwise movement	Wave pattern	body
υ	34–35	Anti-clockwise movement	Wave pattern	body
w	36–37	Anti-clockwise movement	Wave pattern	body
y	38–39	Anti-clockwise movement	Wave pattern	body and tail
a	40–41	Anti-clockwise movement	Wave pattern	body
c	42–43	Anti-clockwise movement	Wave pattern	body
o	44–45	Anti-clockwise movement	Wave pattern	body
g	46–47	Anti-clockwise movement	Wave pattern	body and tail
q	48–49	Anti-clockwise movement	Wave pattern	body and tail
d	50–51	Anti-clockwise movement	Wave pattern	head and body
e	52–53	Anti-clockwise movement	Wave pattern	body
s	54–55	Anti-clockwise movement	Wave pattern	body



Synthetic Phonics-based Teaching Sequence



IPA Symbol	Letter	Student book page	Handwriting pattern	Example words
/ s /	s	54-55	Wave pattern	sat, sip, sun
/ æ /	a	40-41	Wave pattern	sat, pat, tan
/ t /	t	6-7	Downstroke pattern	sat, tip, pin
/ p /	p	28-29	Hopping pattern	pat, pit, pan
/ i /	i	8-9	Downstroke pattern	pat, tip, tin
/ n /	n	20-21	Hopping pattern	nap, nit, tan
/ m /	m	18-19	Hopping pattern	mat, map, mop
/ d /	d	50-51	Wave pattern	dog, mad, dig
/ g /	g	46-47	Wave pattern	got, tag, dig
/ o /	o	44-45	Wave pattern	dog, got, mop
/ k /	c	42-43	Wave pattern	cat, cop, can
/ k /	k	30-31	Hopping pattern	kit, kid, Ken
/ aa /	e	52-53	Wave pattern	red, net, ten
/ ʌ /	u	34-35	Wave pattern	fun, hut, cup
/ r /	r	22-23	Hopping pattern	red, car, run
/ h /	h	24-25	Hopping pattern	hat, hip, hog
/ b /	b	26-27	Hopping pattern	beg, big, but
/ f /	f	14-15	Downstroke pattern	fun, fan, fog
/ l /	l	4-5	Downstroke	let, lag, log
/ z /	z	12-13	Downstroke	zip, zap, fizz
/ j /, /æ /	y	38-39	Wave pattern	yes, yet, happy
/ dz /	j	16-17	Downstroke pattern	job, jug, jam
/ v /	v	34-35	Wave pattern	van, vet, vat
/ w /	w	36-37	Wave pattern	web, win, was
/ k /, / s /	x	10-11	Downstroke pattern	box, fox, six
/ k /, / w /	q	48-49	Wave pattern	quit, quick, quack

USING THE TARGETING HANDWRITING KINDERGARTEN BOOKS

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

The Fine Motor Skills Program

Young children need to build up a lot of strength and flexibility in their arms, wrists and fingers to cope with the demands of writing in the years to come. A gross motor skills program incorporating activities which strengthen the arms and upper body — for example, climbing on monkey bars, catching balls and skipping — should be used in conjunction with the program for fine motor skills development.

The activities set out in the Fine Motor Skills Program on pages 22–29 will help to develop strength and flexibility in those small finger muscles. They can also be a good way of settling students in the mornings, and getting them into a routine quickly at the start of the school year. The Fine Motor Skills Program will also introduce the students to the various patterns on which the NSW Foundation letters are based: downstrokes; clockwise movements (also called ‘hops’ in this series); and anti-clockwise movements (‘waves’). Cross-references are included to the relevant pattern pages.

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

Although all the activities included in the program develop fine motor control, some activities have a more specific target — see page 10 for a summary of these activities and their specific purposes.

Classroom organisation for an eight-week program

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

Alternative organisation

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

One way of doing this successfully is to establish handwriting work stations. Students could rotate around four stations during the session. The first work station could include one of the fine motor skills activities suggested on page 10 or within the program itself. The next could include an activity in which students make the letter in a tactile way, for example using playdough 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 students practising the corresponding pattern for that letter; that is, the downstroke, hopping pattern (clockwise movement) or wave pattern (anti-clockwise movement). (The Fine Motor Skills Program will give you some starting points for these activities.) A final station could involve completing the relevant page in the Targeting Handwriting Student Book.

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

Activities to develop specific fine motor skills

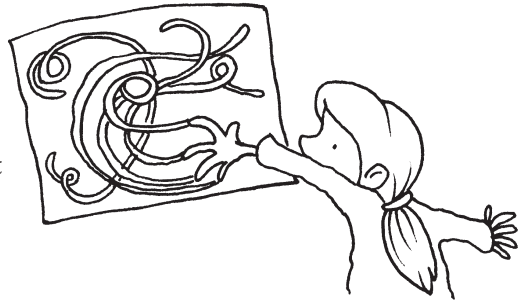
Muscle strength

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



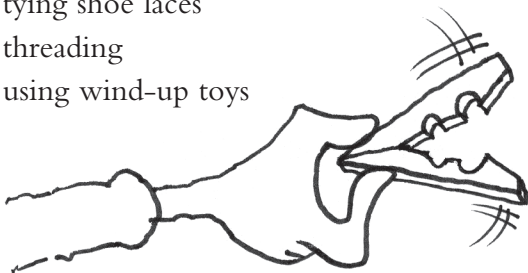
Tactile awareness

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



Opposing finger strength; using thumb and index finger

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



Wrist strength

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



Using the pattern pages

The first pattern page blackline masters (BLM pages 30–38) have been designed for use in the Fine Motor Skills Program, and are cross-referenced within the Program. They can also be used as fun warm-up activities before letter practice using the Targeting Handwriting Student Book.

The remaining pattern page blackline masters provide opportunities for students to practise the downstroke (BLM pages 39–42), the hopping pattern or clockwise movement (BLM pages 43–46), and the wave pattern or anti-clockwise movement (BLM pages 47–50). It is suggested that students complete some of the pattern pages containing a specific pattern before being introduced to letters based on that pattern.

Introducing the letters

Once your students have completed the Fine Motor Skills Program and relevant pattern pages, it's time to introduce letter formation. Below are two approaches you can use.

Option 1: Pattern-based teaching sequence

Begin with letters from the i family which feature downstrokes (l, t, i, x, z, f, j), followed by clockwise letters with rounded entries made from hopping patterns (m, n, r). Continue with the other clockwise hopping pattern letters (h, b, p, k), then progress to anti-clockwise letters containing the wave pattern (u, v, w, y, a, c, o, g, q, d, e, s). See table on page 7.

Option 2: Synthetic phonics-based teaching sequence

Introduce the letters following the sequence set out in the phonics program you are using. As you teach each phonics set, consider modelling and practising the corresponding letters grouped together according to their movement patterns. For example, when teaching 'satpin', follow 's' with the downstroke letters of 't' and 'i', then the hopping pattern letters 'n' and 'p' and finally the wave pattern letter 'a'. See table on page 8.

For both approaches

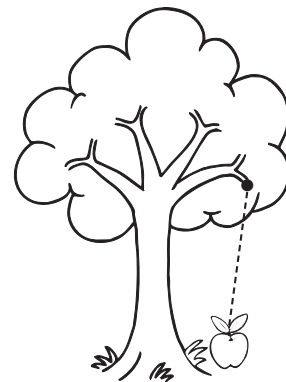
Regardless of which approach you choose, the method of introduction for each letter should be kept fairly uniform. Being consistent with sequence, verbal cues and terminology is important as this will help students internalise the process of making each letter type and will give them the words for providing their own cues when writing independently.

Using the pattern props

First, demonstrate the pattern on the whiteboard/Smartboard using the appropriate handwriting props, and telling a story to go with the action. Examples follow for the three main patterns. Print the props on the BLMs pages 16–18 onto card, colour them and laminate to make them durable.

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

Introduce the downstroke using the apple and tree (BLM page 16). Attach the tree to the whiteboard/Smartboard with Blu-tack. Show the action of the apple falling in a straight line from the tree to the ground. Explain to the students that when you draw a downstroke you start at the top, just like an apple on the tree, and then you go to the bottom, just as the apple falls in a straight line down to the ground.



Hopping pattern (clockwise movement) found in letters

m, n, r, h, b, p, k

Introduce the hopping pattern using the frog and lily pad (BLM page 17). Place the lily pad on the right-hand side of the whiteboard/Smartboard, using Blu-tack. Show the action of the frog as it hops from the left-hand side of the board to land on the lily pad. Describe the movement as you do it:

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

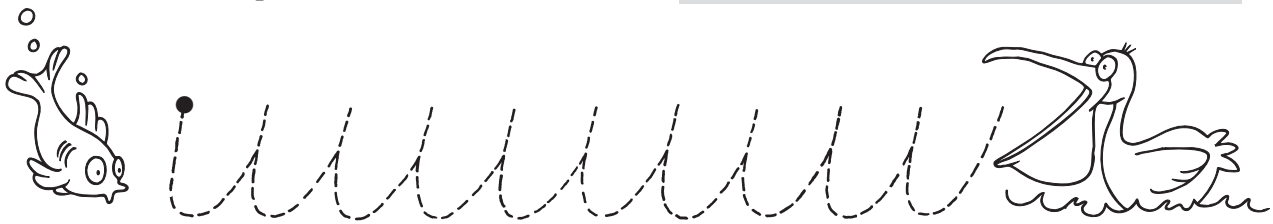


Wave pattern (anti-clockwise movement) found in letters

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

Introduce the wave pattern using the fish and the pelican (BLM, page 18). Using Blu-tack, place the pelican on the right-hand side of the board. Now show the students how the fish must swim through the waves from the left-hand side of the board to reach his friend 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.



Demonstrating on the whiteboard/Smartboard

Once you have introduced the pattern verbally using the props, demonstrate the pattern on the board. Again, remember to be consistent with the terminology you use. Reinforce the terminology and the movement by, for example, manipulating the fish along the pattern, verbalising the actions as you go.

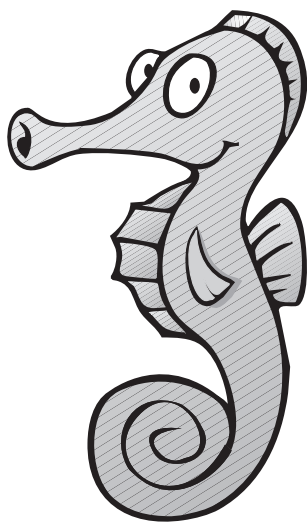
The 'magic finger pencil'

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



Using the seahorse prop

Next, introduce the seahorse prop. Copy the BLM on page 19, colour the seahorses, laminate, then cut the segmented seahorse into the three sections. Perhaps you could have a class vote to give it a name. Trace the outline of the whole seahorse on the board. Explain to students that all letters have either a body, like the seahorse (show the separate body piece and overlay it on the seahorse outline), a head and body (once again, show the separate pieces and overlay them on the outline) or a body and tail (demonstrate again using the individual pieces). Now place the complete seahorse next to the handwriting pattern you have just demonstrated, attaching it to the board with Blu-tack. Ensure the body of the seahorse is in line with the downstroke, hop or wave pattern as appropriate.



Next, give some verbal clues to the letter being demonstrated that day. For example, for the letter u:

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

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

Using a different colour, locate the letter in the pattern. Have one or two students come to the board in turn to demonstrate locating and making the letter in the pattern. Then ask students to find and make the letter in their pattern using a coloured pencil. Relocate the seahorse to a set of lines drawn on the board and demonstrate making the letter again. Verbalise all movements, and keep the terminology consistent.

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

b 'Start at the top,
go down,
back up the same way for a bit,
hop,
quick turn,
down the other side,
and back along to the junction.'

Repeat this, but this time use only the parts of the seahorse which correspond to the type of letter you are writing. For example, for b you would use the head and body only. Using the relevant parts of the seahorse and demonstrating the letter in the lines the first few times helps students to focus on where to situate a letter in relation to the lines or to the other letters. This will help students with the size and placement of the letter on their page, even if they are not using lines themselves.

Ask students to try writing the letter a few times for themselves. You may like to verbalise the actions as they do it. After students have had a few practises, turn the letter into an object, for example b into a butterfly or a bird, keeping the drawing very simple. Ask the students to do the same. Finally, write a whole word which begins with that letter, and ask the students do the same.

The Targeting Handwriting Student Book

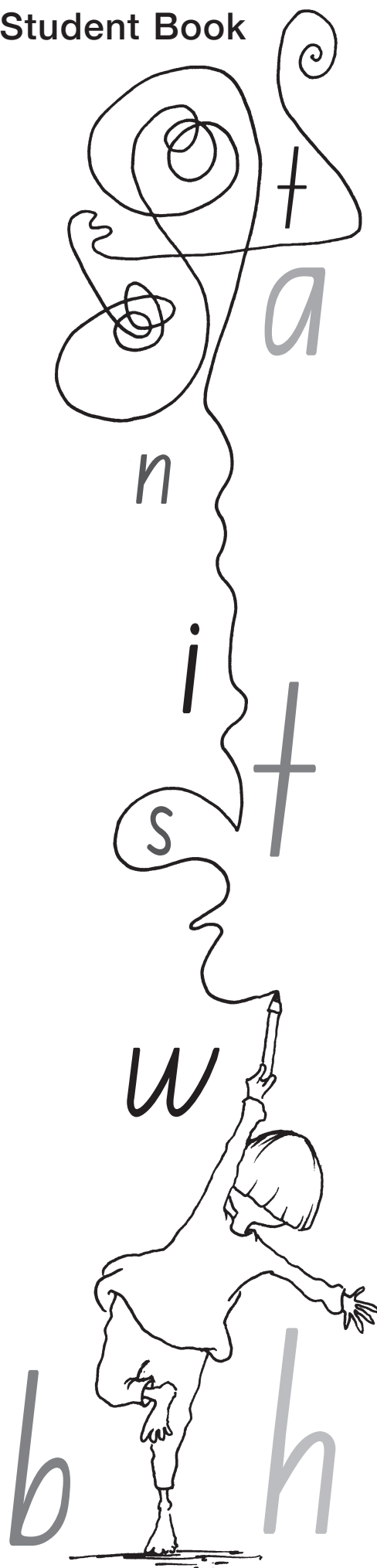
The Student Book in this series is intended for letter practice after the completion of the Fine Motor Skills Program, some of the relevant pattern pages and the introduction and practice on paper of each letter. When the students get to this stage, however, it is still important to do some form of warm-up activities before commencing handwriting. This could be five minutes spent playing with playdough or plasticine, some finger rhymes, clapping patterns or rhymes, or five minutes' play with a construction toy.

There are two practice pages for each letter in the Student Book, in order of the recommended teaching pattern-based sequence. The book also provides practice in the numerals from 1 to 10.

Tracing and tracking alone will not enable students to form the letters correctly when writing independently. Students need to have each letter correctly modelled first, and also need to practise the letter using the verbal cues to be able to provide their own cues when writing independently. The ideas and activities in this Teacher Resource Book, used in conjunction with the Student Book and supported by the *Targeting Handwriting Interactively* program, will enable students to gradually build up a repertoire of the knowledge and skills necessary for handwriting success.

Why have lines been included?

Writing within lines, while difficult at first for young children, encourages them to reduce the size of their handwriting to an acceptable model and to maintain spacing. It also helps to ensure the correct positioning of letters in relation to each other. Further blackline masters incorporating the use of lines are included in this Teacher Resource Book. If you feel your students are not yet ready to use lines, then do not include these in your program. Alternatively, you may like to leave these blackline masters until all pages in the Student Book have been completed. They can then be used as consolidation and extension exercises.



Using the Letter Pages

When the Student Book has been completed, or when you think further practice is necessary, print the relevant letter page or pages from the Teacher Resource Book. These pages can also be used for assessment of handwriting skills, using the skills checklist on page 21.

Learning features of the Teacher Resource Book letter pages

First page

Students trace pattern to practise fluency using starting point.

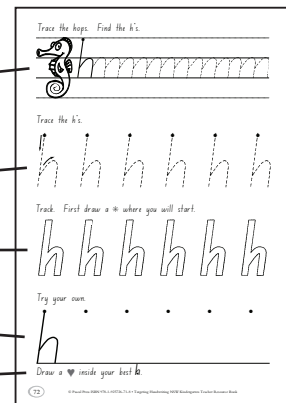
Students trace letter using starting point.

Students track letter using starting point.

Students write own letter using starting point.

Base line helps students position and space letters.

Self-evaluation task.

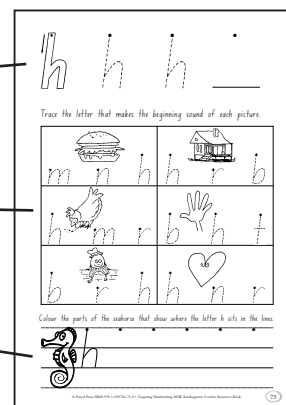


Second page

Extra tracking, tracing and own practice with starting point.

Corresponding phonic activity which includes handwriting practice.

Students practise letter within set of lines using seahorse as a guide. Starting points given to assist with direction and spacing.



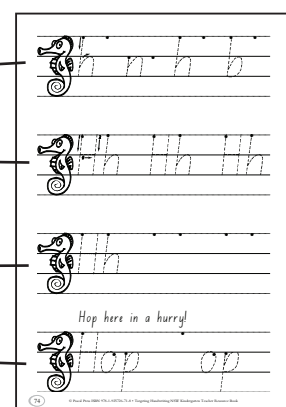
Third page

Students practise similar letters within lines using starting points.

Students trace upper- and lower-case letter within lines using starting points.

Students practise own upper- and lower-case letters within lines using starting points.

Students trace and then do own practice of upper-case letter contained in a word.

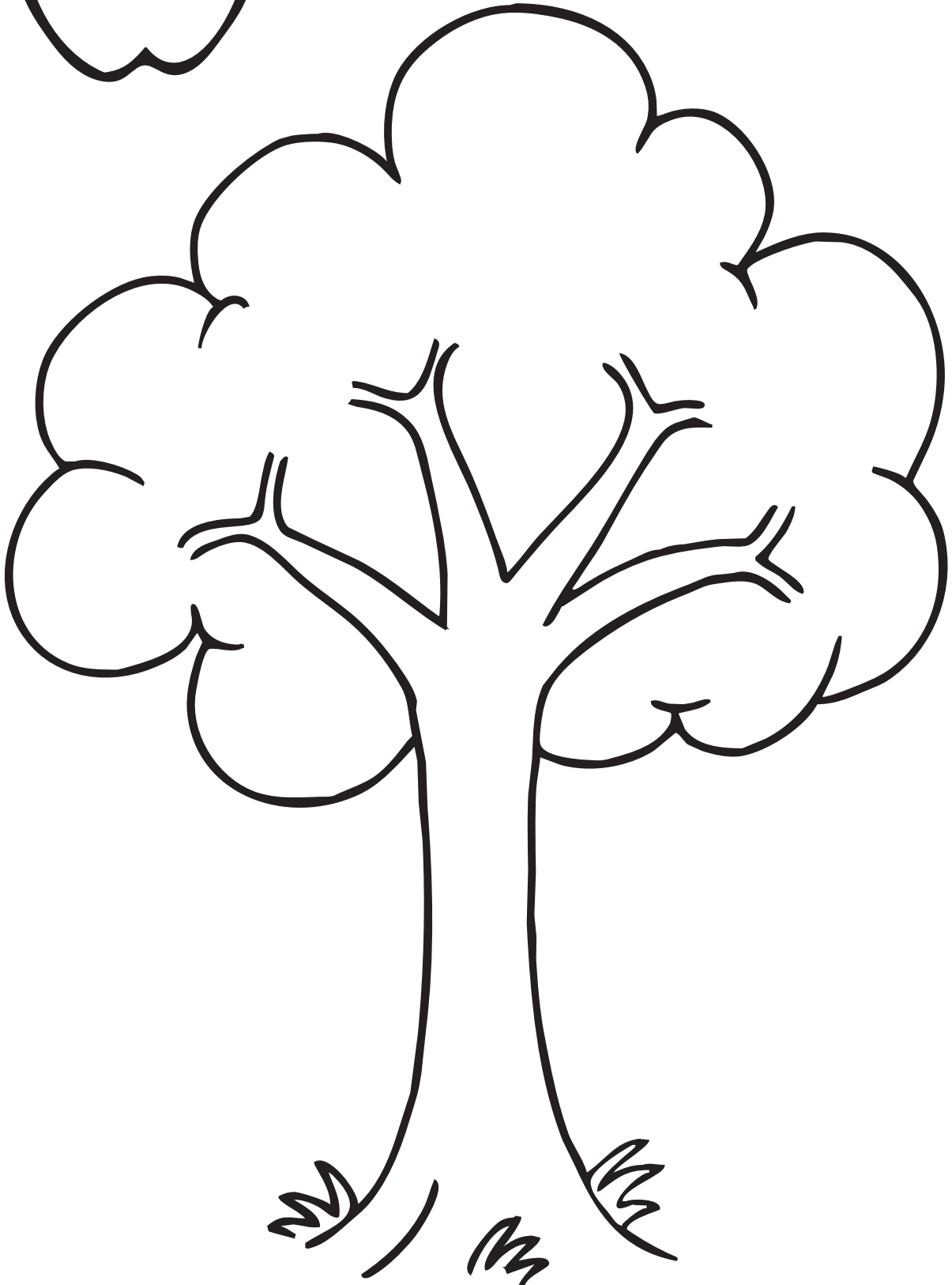
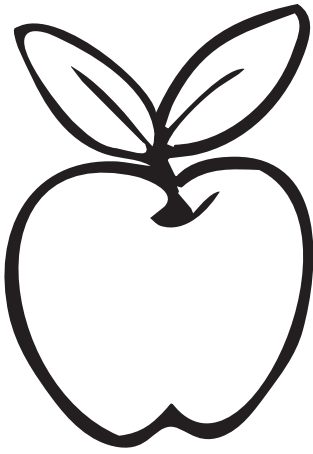


Using the handwriting skills checklist

The skills checklist on page 21 can be printed, and a copy kept for each student as an ongoing record of their progress. The checklist can be added to as general observations are made, and can also be used in formal assessment. The pointers on the checklist provide a general guide for skills and behaviours to look out for when making observations. They will help you to develop a detailed profile of an individual student's achievement. Space has been left for you to add any additional or different pointers that might better suit your program.

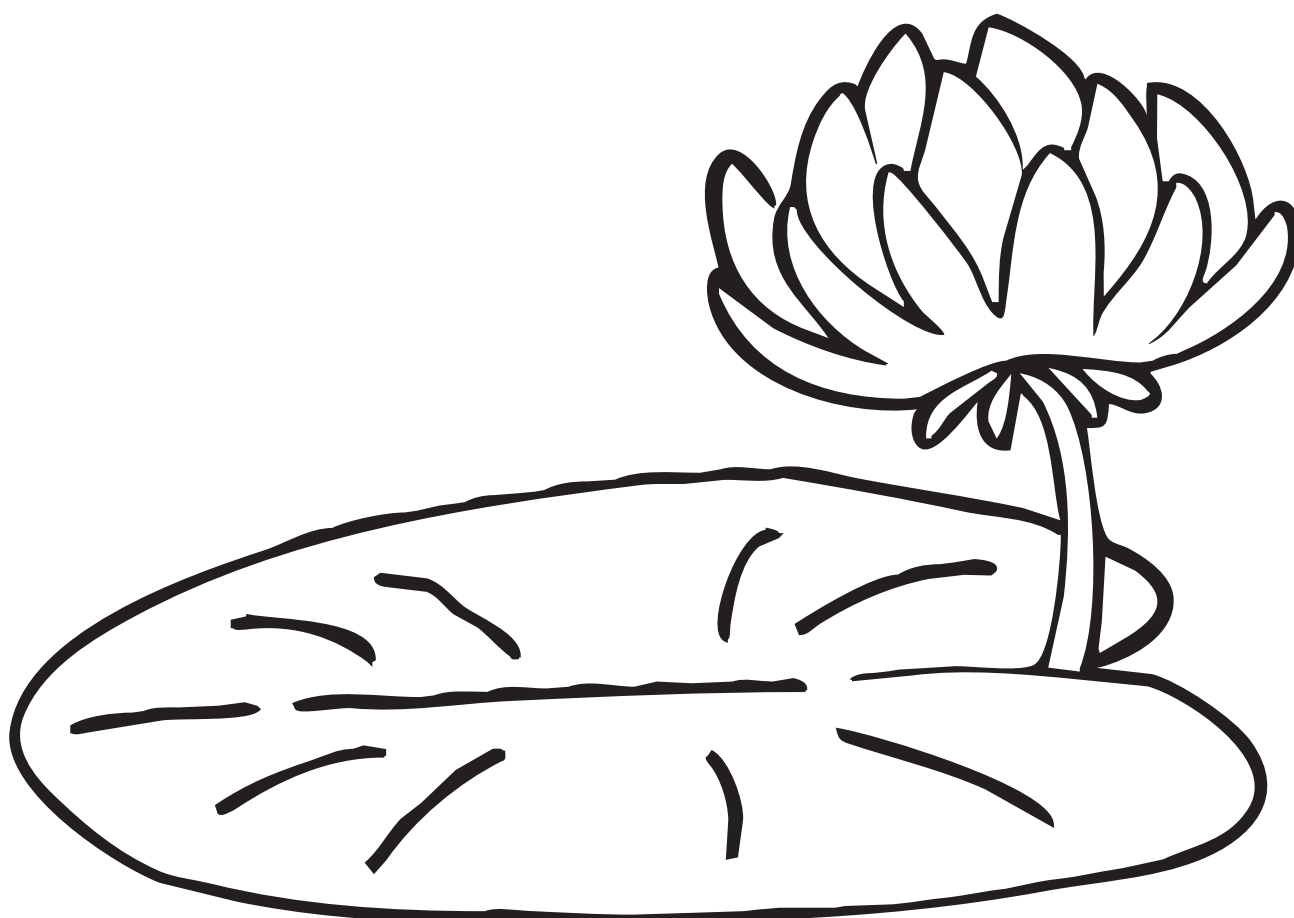
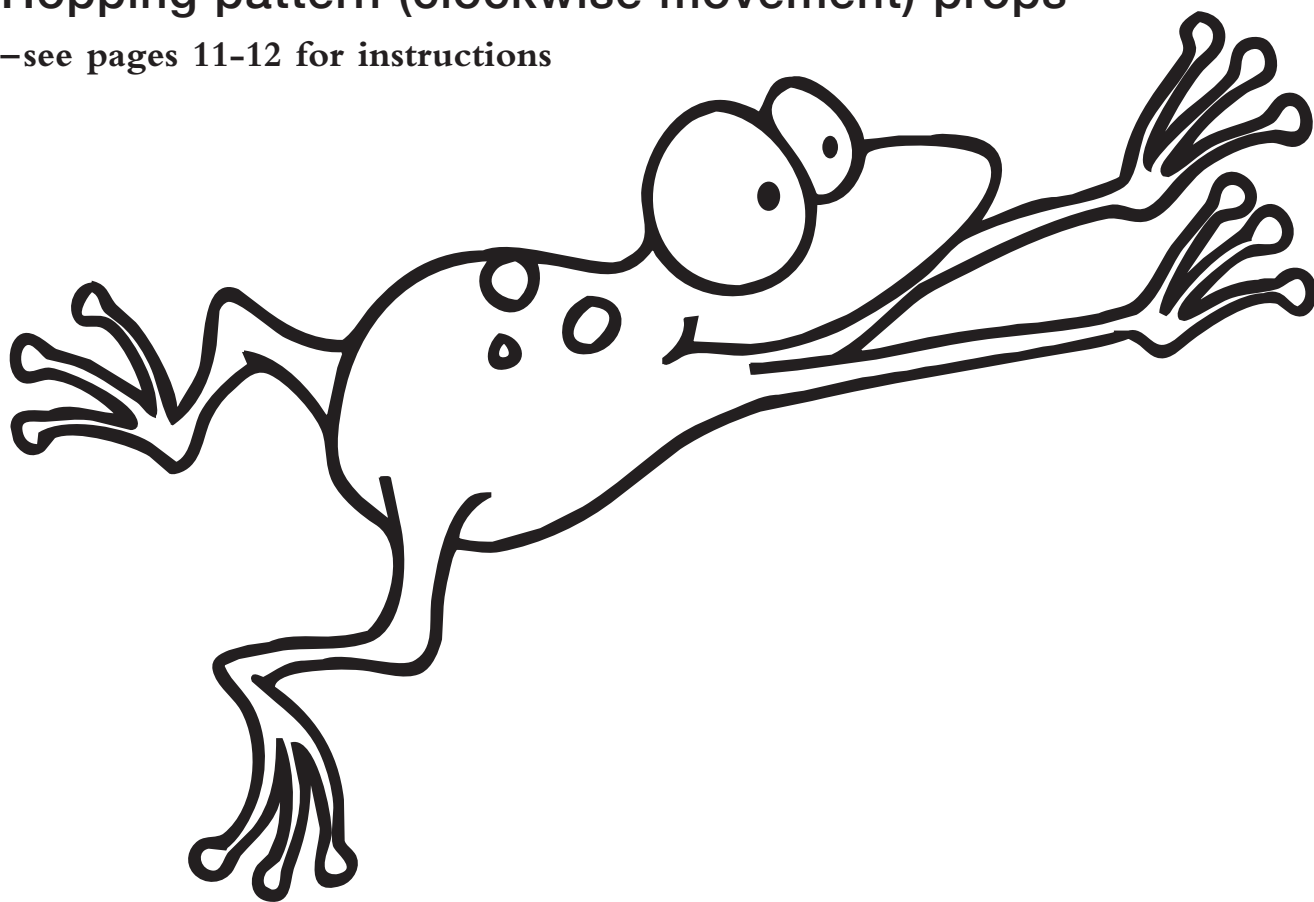
Downstroke pattern props

—see pages 11-12 for instructions



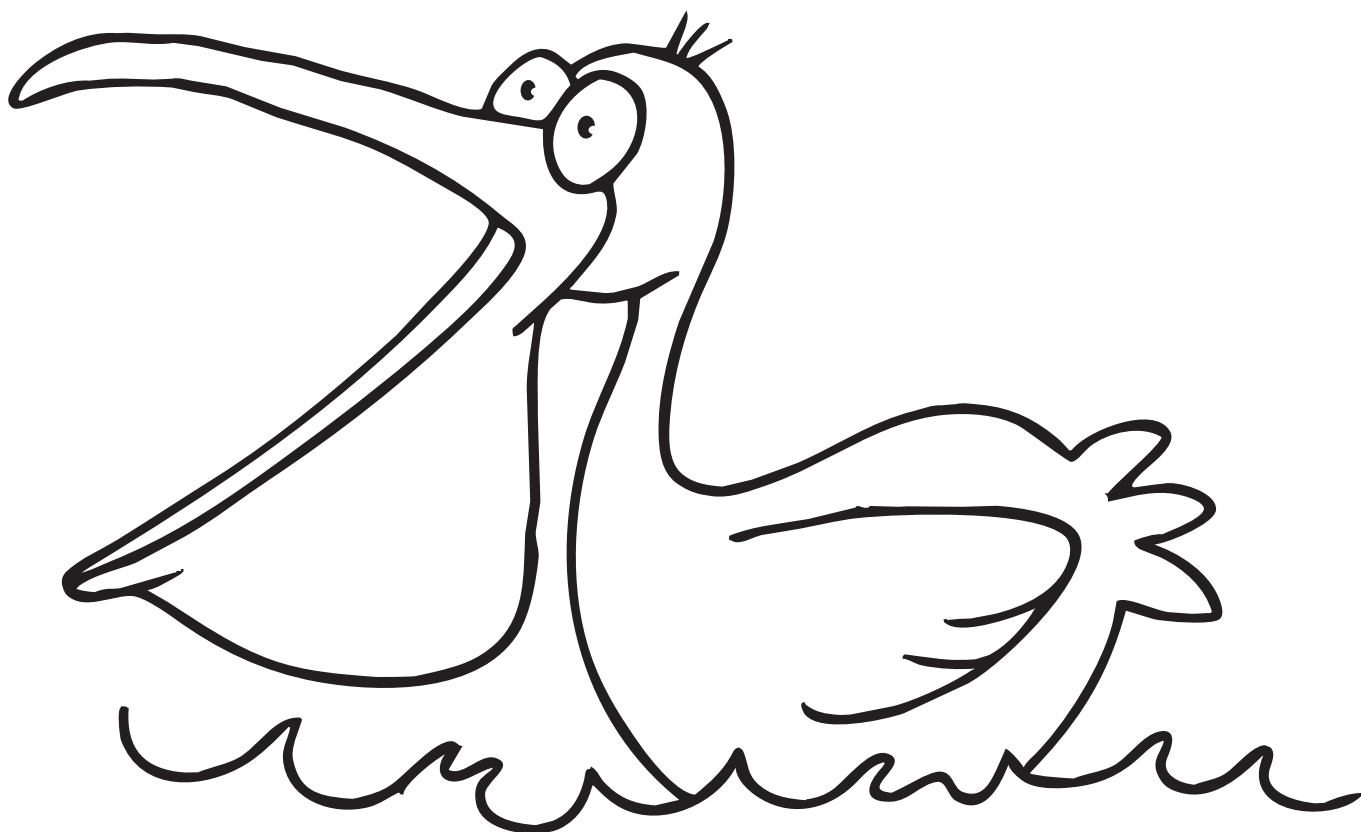
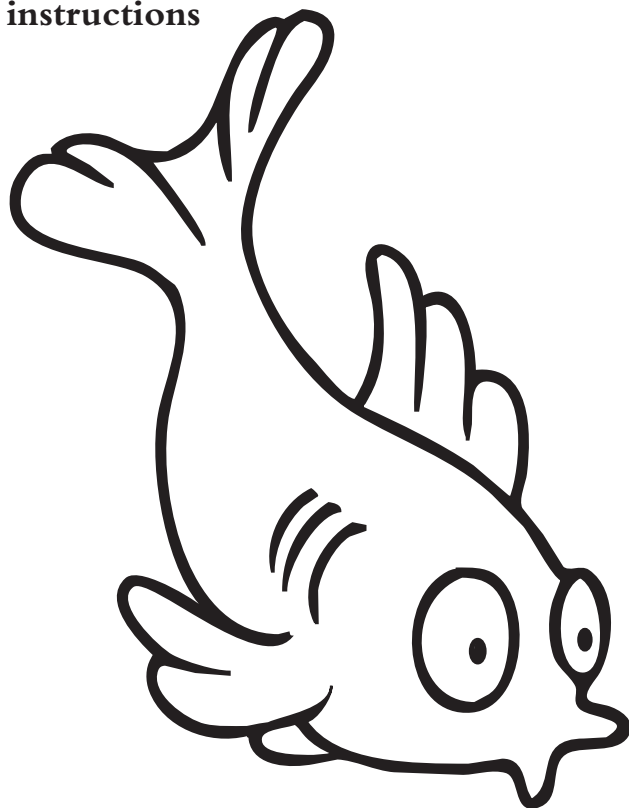
Hopping pattern (clockwise movement) props

–see pages 11-12 for instructions



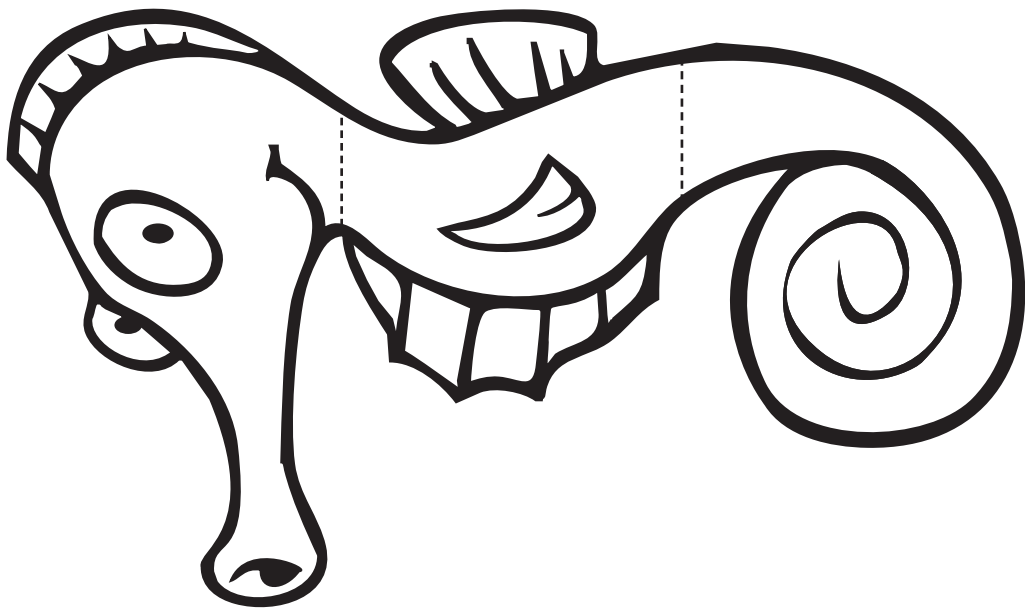
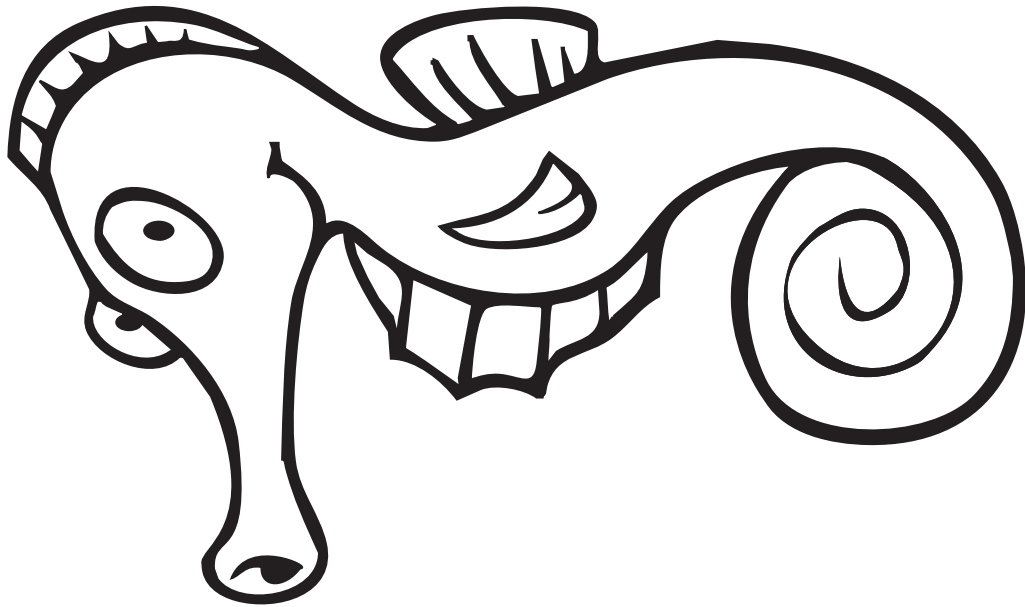
Wave pattern (anti-clockwise movement) props

–see pages 11-12 for instructions



Seahorse props

–see page 13 for instructions



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.



Handwriting skills checklist

ENE-HANDW-01 Produces all lower-case and upper-case letters to create text.

Name	Term	Term
☉ Uses a stable posture when handwriting or drawing by sitting comfortably with • Feet flat on floor • Writing arm resting on the table • Non-writing arm supporting weight and resting on the paper or mini-whiteboard • Body tilted from pelvis • Head at comfortable angle • Shoulders relaxed ☉ Uses writing implements with a stable and relaxed pencil grasp • Uses dynamic tripod grip • Left/right hand dominance ☉ Applies appropriate pressure when handwriting to produce legible writing ☉ Produces standard handwriting movements and patterns when forming letter shapes • Follows directional flow when writing: - top to bottom (downstroke) - hopping pattern (clockwise ellipse) - wave pattern (anti-clockwise ellipse) ☉ Forms all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction • Slopes letters appropriately • Can track letters/numerals • Can trace letters/numerals • Can write own letters/numerals ☉ Applies taught handwriting skills when creating texts ☉ Recognises the same letter in both lower-case and upper-case. ☉ Starts at the top of all upper-case and lower-case letters and numbers (except d and e, which start in the middle); knows that no letter starts from the bottom. ☉ Needs practice with these letters/numerals:		

Day One	Day Two	Day Three	Day Four
1. Cutting and pasting using magazines. 2. Have students squeeze out a spiral pattern using squeezezy sauce bottles filled with craft glue, then trail a piece of wool around the spiral to make a snail's shell. When glue is dry, they draw a head and tail end of body. 3. Free play with playdough. 4. Free play with construction toys.	1. Give each student a small container containing some rice, buttons and chickpeas. Using a pincer grip, students sort objects into three patty pans. 2. Provide each student with a cardboard strip to decorate using stamps and a stamp pad. Staple it to make a crown. 3. Make a copy of BLM page 30 for each student. Have them cut along each line. 4. Jigsaw puzzles.	1. Have students make playdough 'mud pies' and decorate with gumnuts, shells and buttons (or make real mud pies). 2. Provide each student with a stylised mouse-shaped card punched with holes for threading with string. 3. Use whiteboard pens to trace laminated pattern sheets. 4. Free exploration with magnets.	1. Free play with construction toys. 2. Have students make squares and rectangles using Multilinks and Multilink boards. 3. Cutting and pasting with magazines. 4. Provide students with base boards which have drawn on them a series of cat pictures or rabbits or knives etc. Laminated. Have students make a bone for each dog, a mat for each cat, a fork for each knife etc, using playdough.

FINE MOTOR SKILLS PROGRAM: WEEK 2 abcdefghijklmnopqrstuvwxyz

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

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

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

Day One	Day Two	Day Three	Day Four
Fine motor skills stations: ☉ nuts and bolts of different sizes for screwing and unscrewing ☉ locks and keys ☉ film canisters and lids ☉ coins and a zippered purse ☉ dolls' clothes with buttons, zips, hooks, and velcro for students to do up and undo ☉ screw-top jars and lids. ☉ containers and lids of all kinds — ice-cream containers, plastic food storage containers, take-away food containers, shoe boxes, boxes with tab seals.	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.	1. Free drawing with crayons on paper attached to easels or the wall. 2. Have students trace the patterns on copies of any of the pattern pages from the TRB. 3. Free play with construction toys. 4. Make some cards with numerals and the corresponding number of dots on each one. Have students slip on to the cards the matching number of paper clips.	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. 4. Sewing cards — use a meat tray, wool and a darning needle.

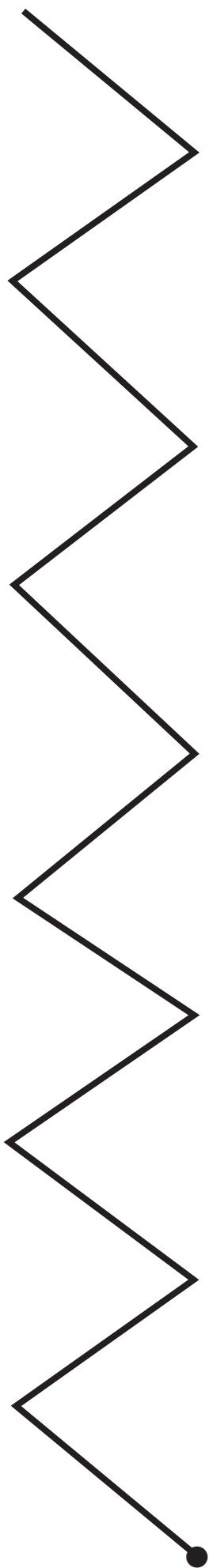
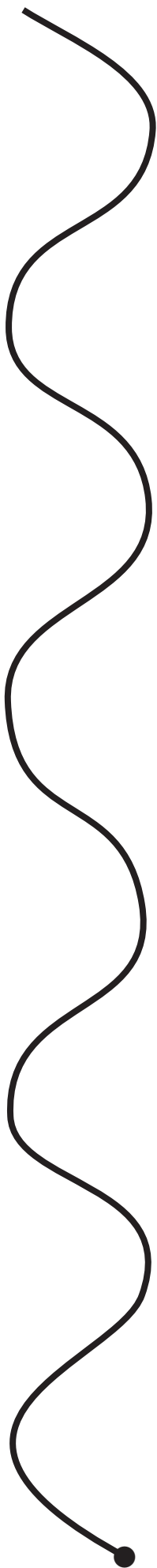


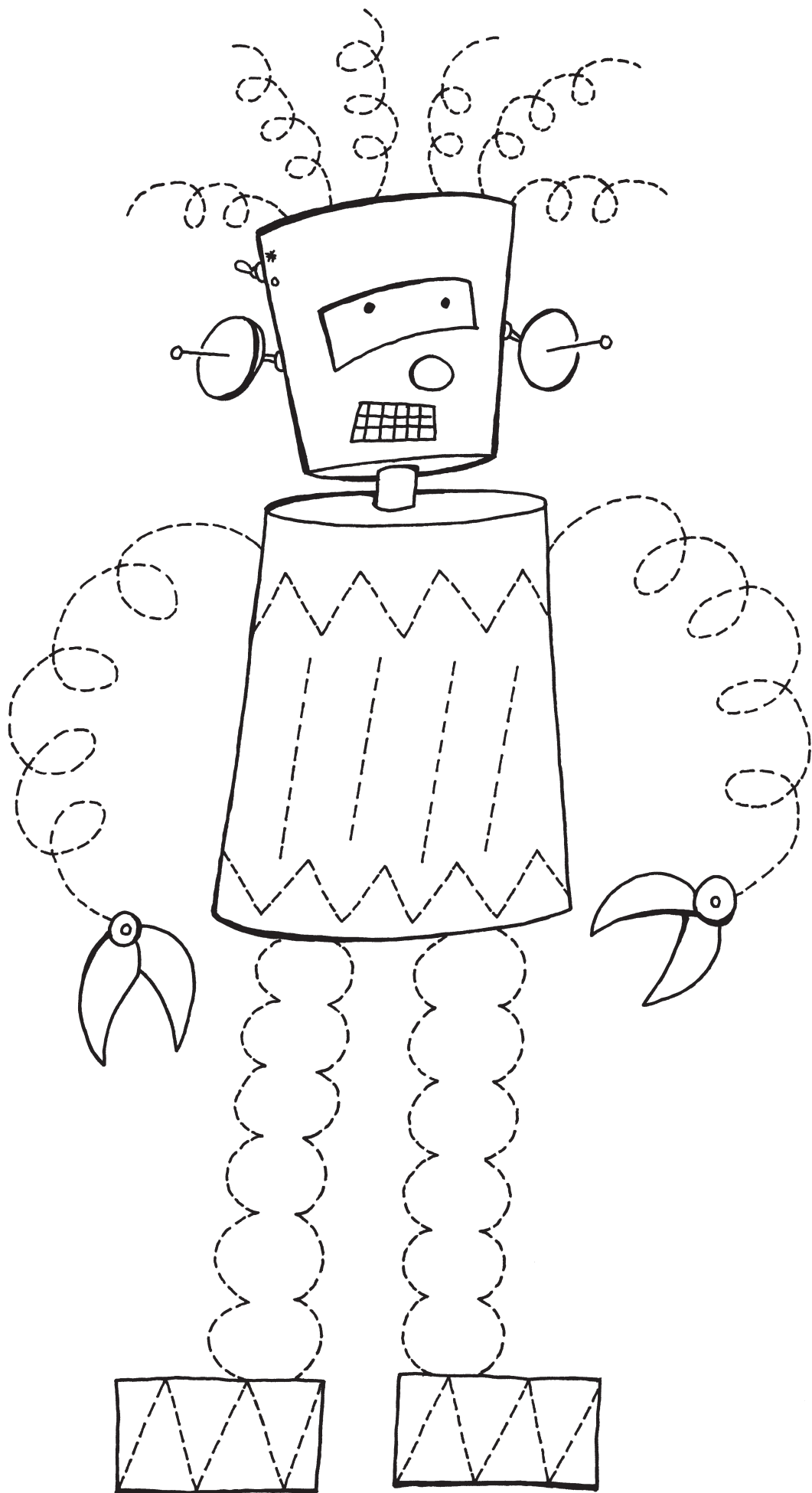
(If you don't leave the tape on the floor for too long, it will be much easier to peel off.) Make roads with blocks. Have students drive their cars along these too.

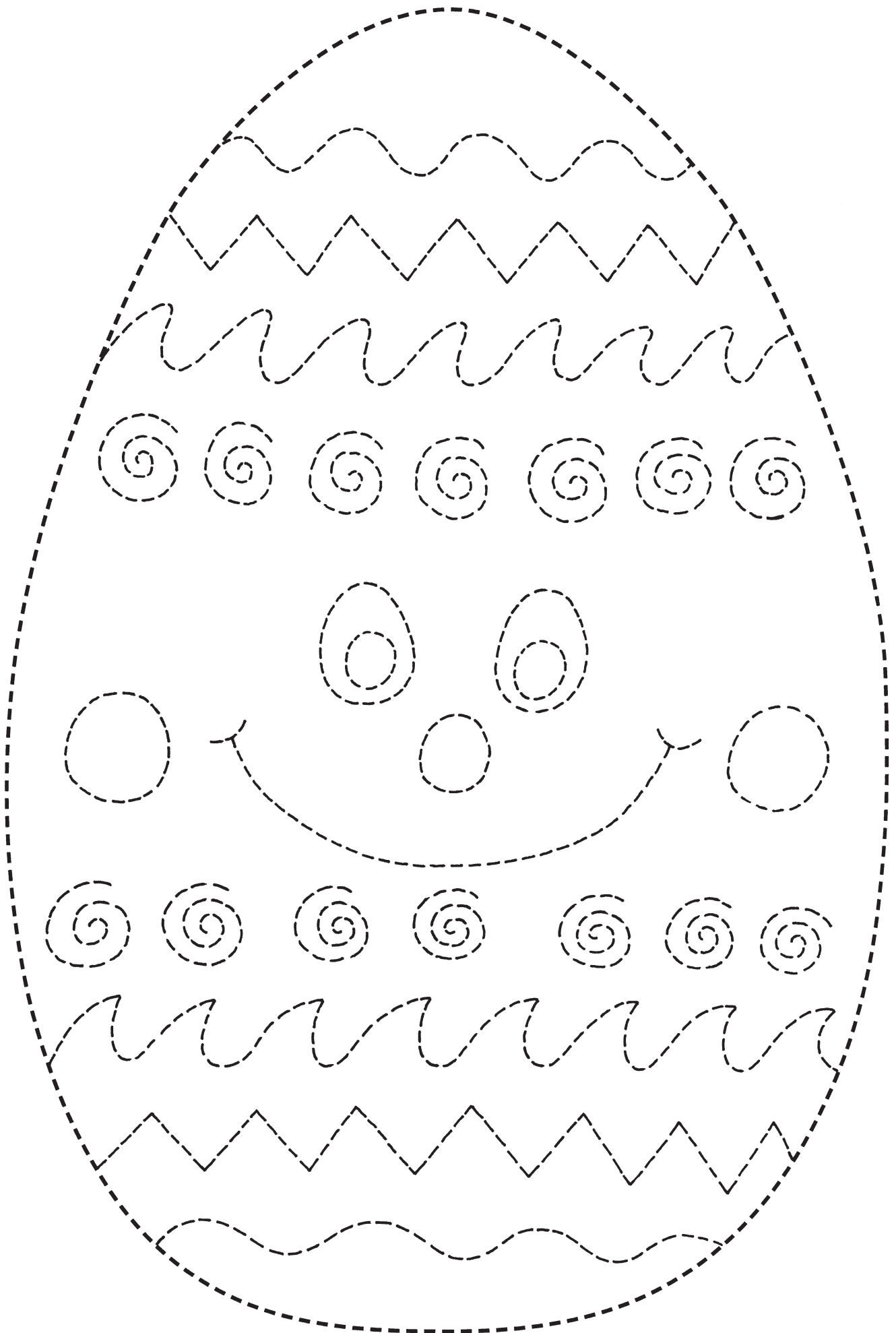
Day One	Day Two	Day Three	Day Four
1. Have students fringe strips of coloured paper or crepe paper and stick on printed copies of BLM page 33 to make a beard. 2. Show students how to curl strips of paper or pieces of streamer around a pencil, then remove the pencil and glue the curl onto paper to make an interesting sculpture. 3. Have students twist crepe paper squares, 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.	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.	1. Weaving with plastic mesh vegetable bags and string, sticks, feathers, straws, ice-block sticks etc. 2. Free exploration using keyboards, old computer key pads, typewriters, old telephones, old television remote controls. 3. Give each student a container of mixed-up classroom equipment, eg beads, buttons, shells, counters. Have students sort them out and put them back into the correct containers, which could be placed in the centre of the table. 4. Have students practise threading and tying shoelaces and doing up buckles using a variety of old boots and shoes.	 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 34 — tracking stencil. 3. Have students practise the downstroke using whiteboards/Smartboards. 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.

Day One	Day Two	Day Three	Day Four
 1. Have students paint lollipop sticks using the downstroke and then add the lolly part using an anti-clockwise motion. 2. Pre-cut pictures of flowers from magazines. Ask students to glue the pictures onto paper and then draw the stalks by making downstrokes with thick crayons. 3. Glue paddle-pop sticks onto cards in patterns. Have students trace the pattern from top to bottom using their index finger. 4. Have students paint the fence posts or the wall outside from top to bottom using big brushes and water.	  1. Provide students with made out of cardboard. Have them trace around the top of the shape only, using a variety of writing implements. 2. BLM page 35 — tracking stencil. 3. Students trace the pattern on BLM page 36 with craft glue and then with wool. 4. Free exploration with playdough and scissors.	 1. Sponge printing along a giant hopping pattern (print BLM page 36 onto A3 paper). 2. Hang chart paper on wall or easels. Have students paint hopping patterns with thick brushes and paint. 3. Have students trace over and over hopping pattern on BLM page 36 with crayons to create a 'rainbow' effect. 4. Enlarge BLM page 36 to A3 size. Have students use stamps and a stamp pad to stamp along the hopping pattern.	 1. Print a copy of BLM page 36 for each student. Have them crumple crepe paper squares, and glue them along the hopping pattern. 2. Have students make the hopping pattern with playdough or plasticine. 3. Print BLM page 36. Ask students to trace the hopping pattern with a finger dipped in paint. 4. Fill tote trays, polystyrene meat trays or baking trays with wet sand, and have students draw the hopping pattern using a finger.

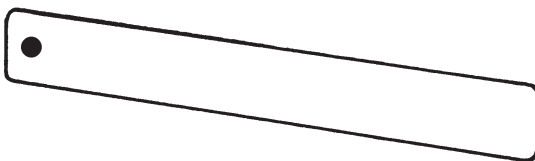
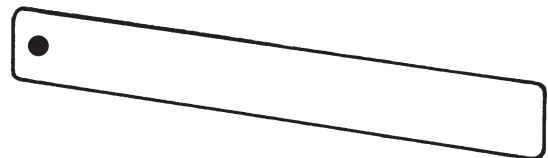
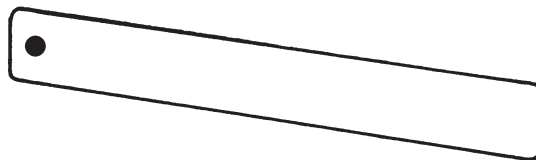
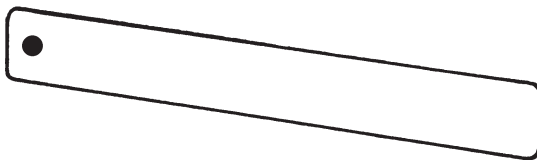
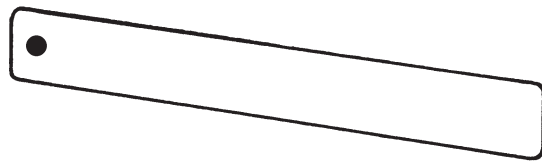
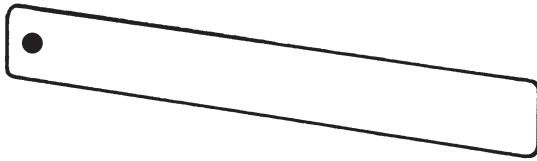
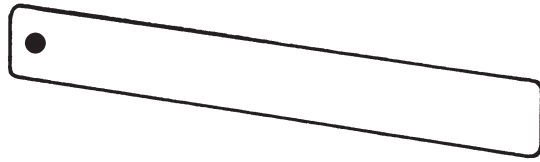
Day One	Day Two	Day Three	Day Four
 1. ‘Magic windows’ using BLM page 37. 2. BLM page 38 — tracking stencil. 3. Enlarge BLM page 33 to A3 size. Have students paint the old man’s beard with wave patterns, using thick brushes. 4. Free exploration with playdough and knives and forks.	 Repeat activities from Week 7, Day Three, using wave pattern and BLM page 37.	 Repeat activities from Week 7, Day Four, using wave pattern and BLM page 37.	Have students practise all three patterns using various writing implements: • thick felt-tip pens • chalk dipped in water • charcoal or pastels • pens (biros).

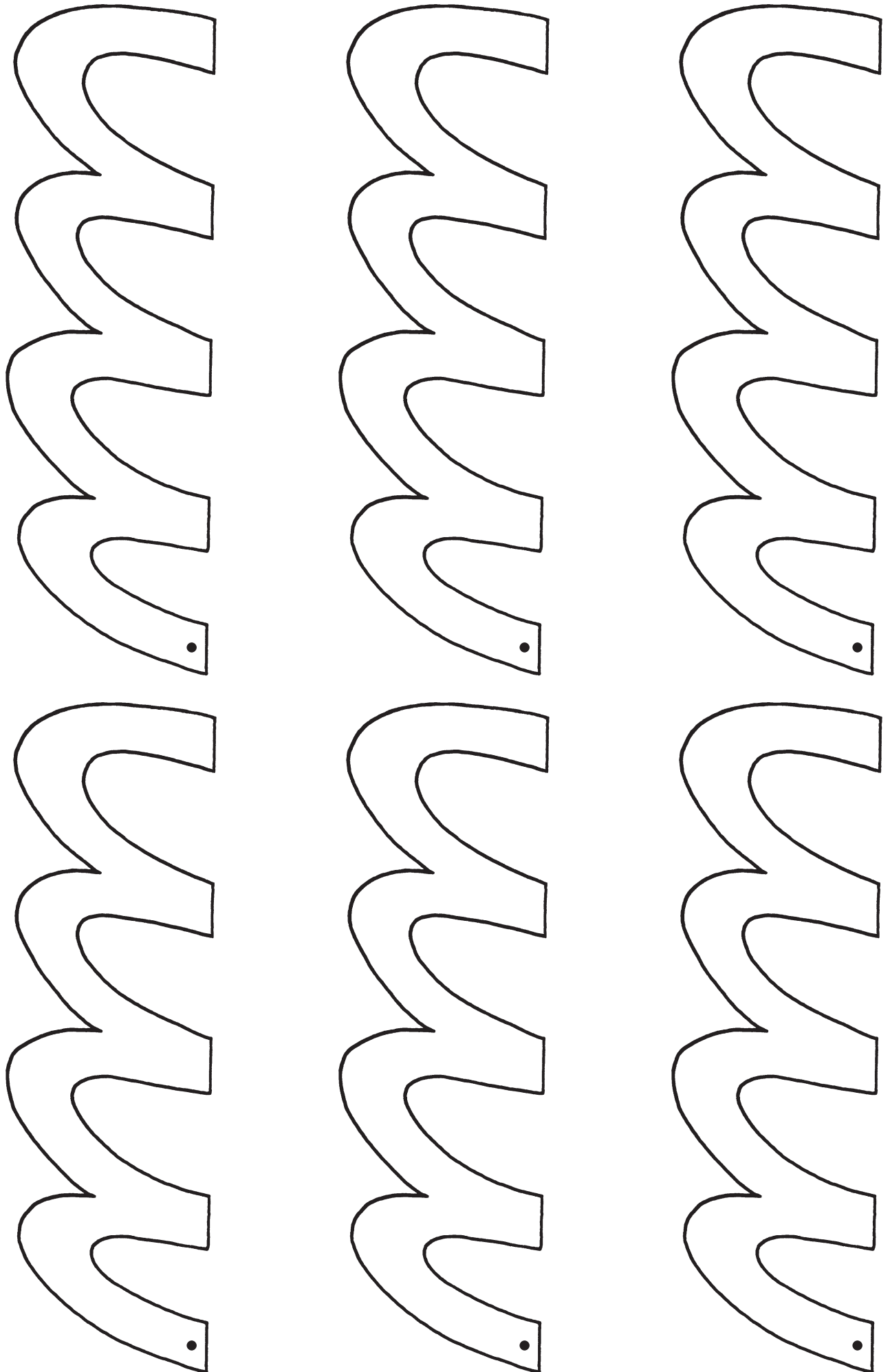


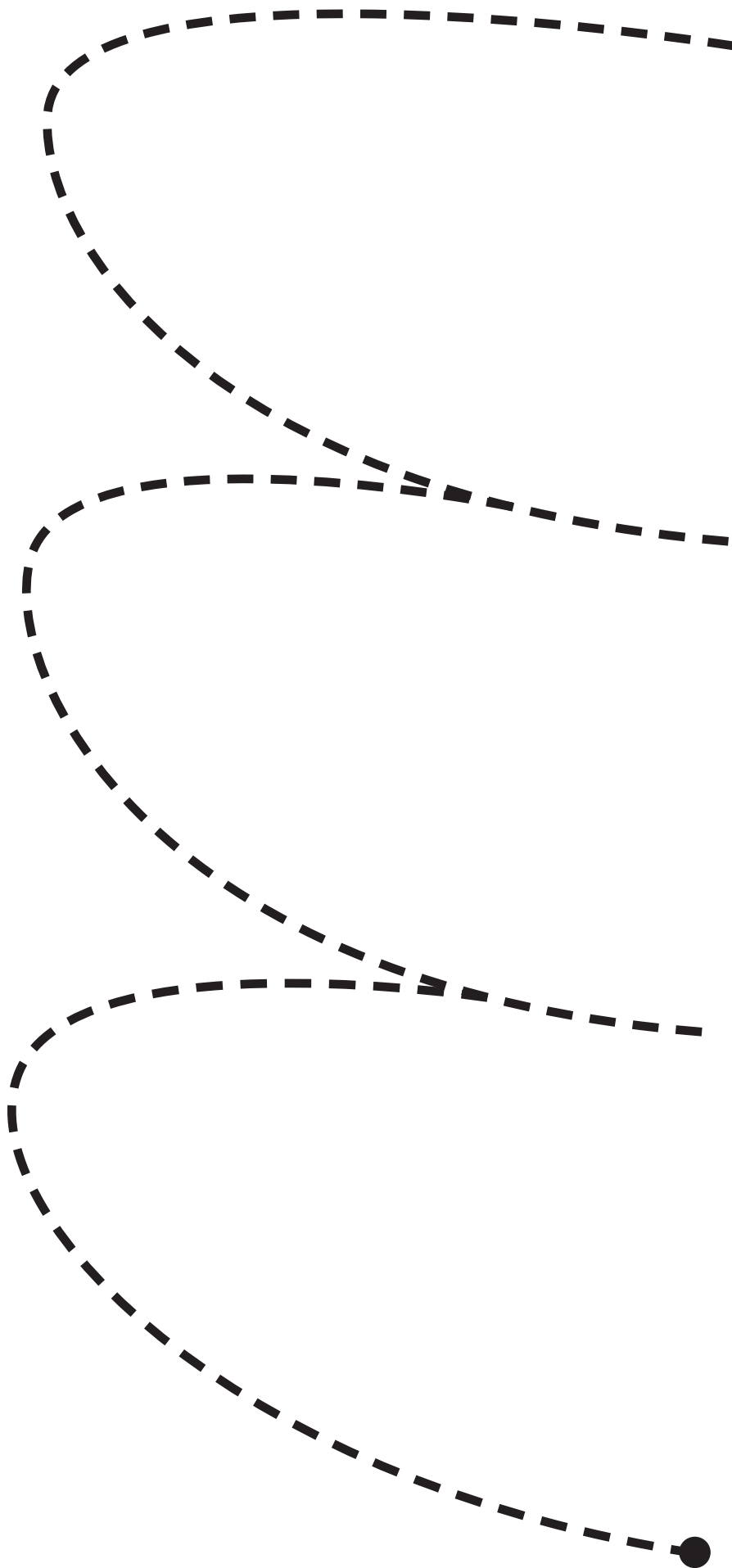


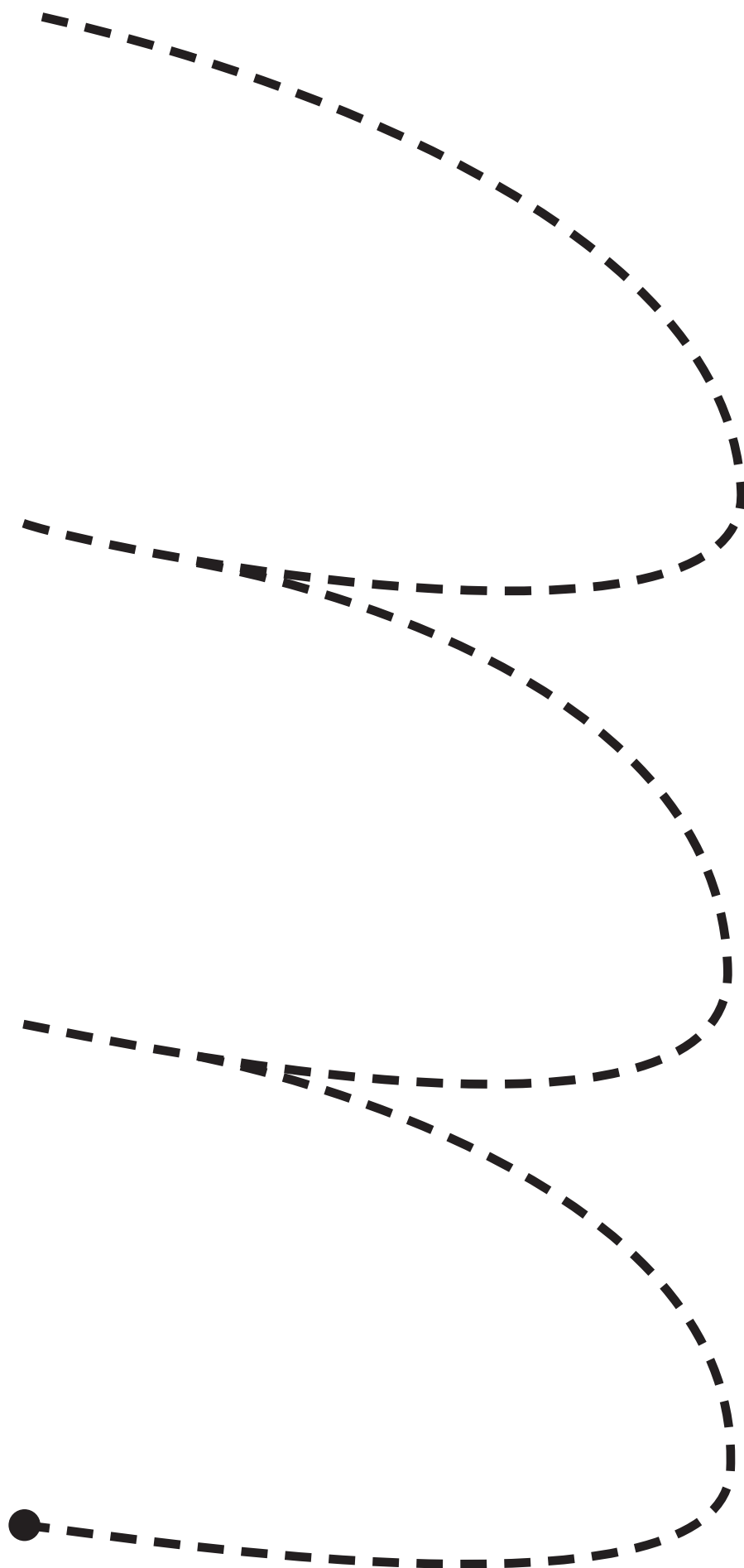












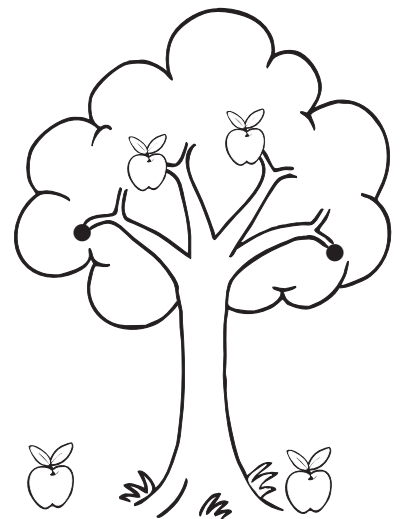
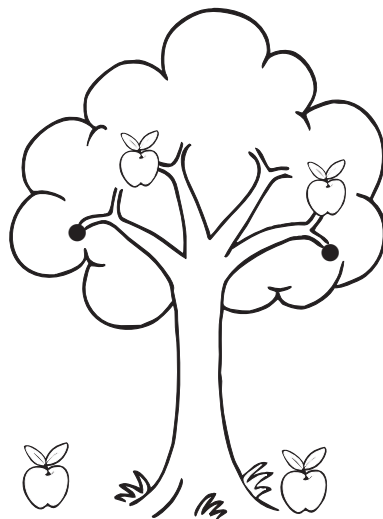
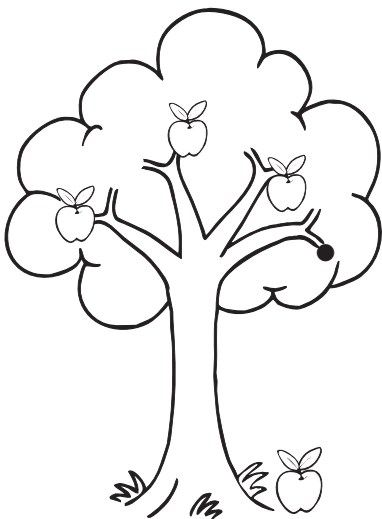
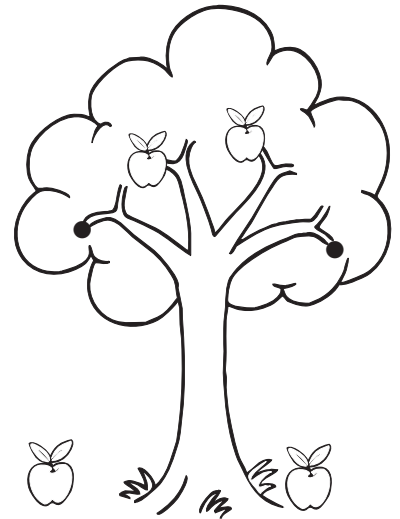
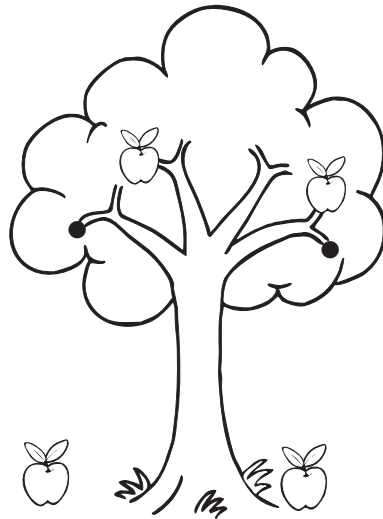
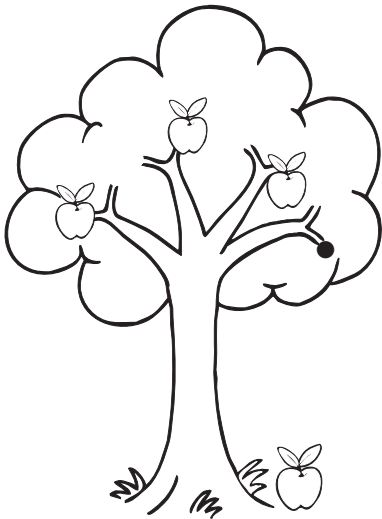
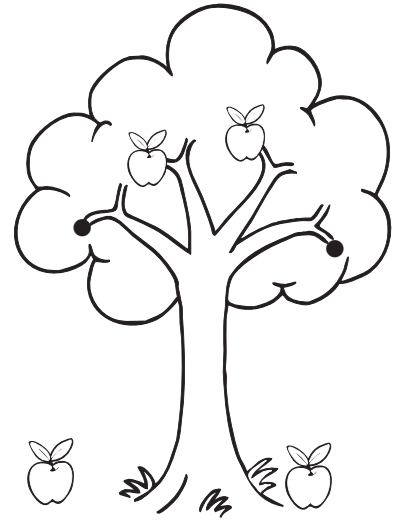
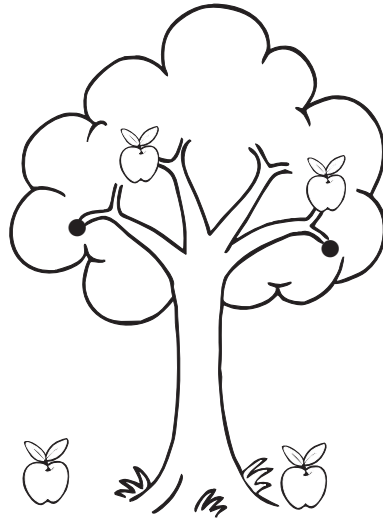
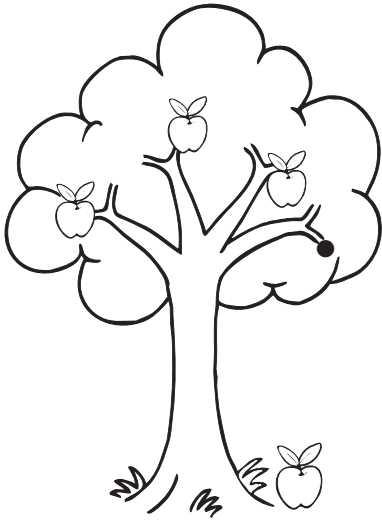
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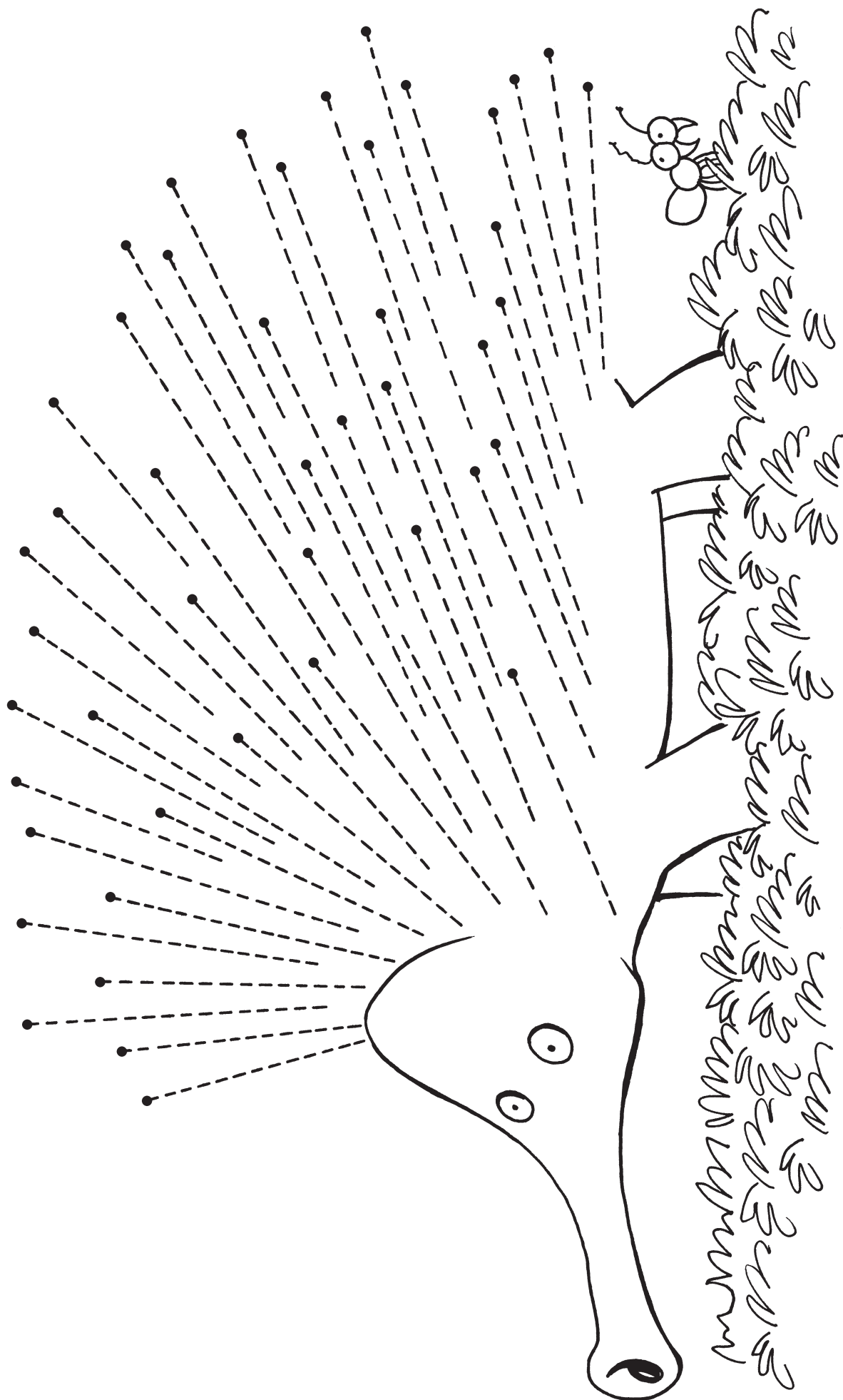
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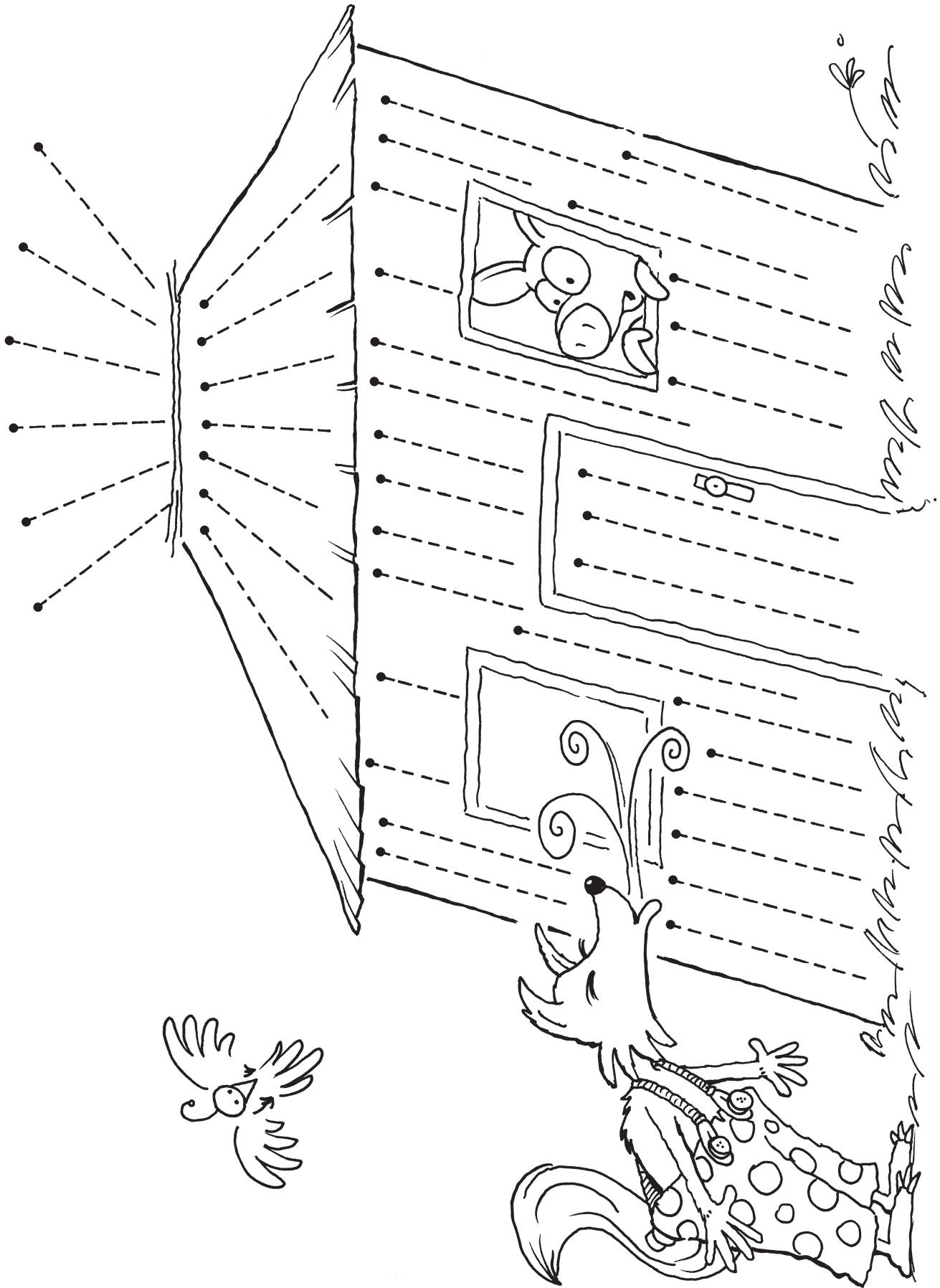
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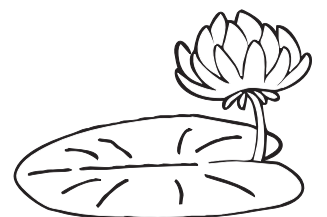
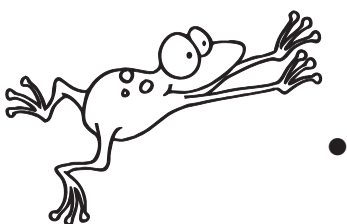
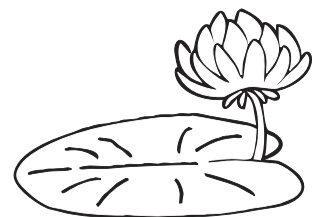
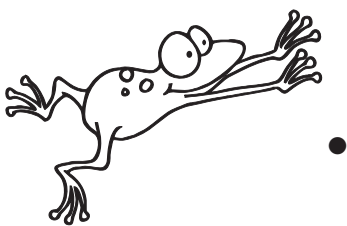
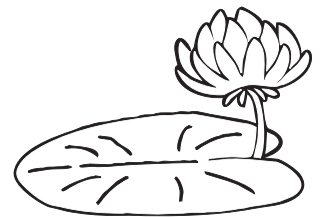
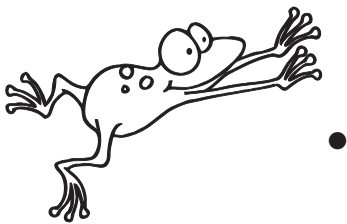
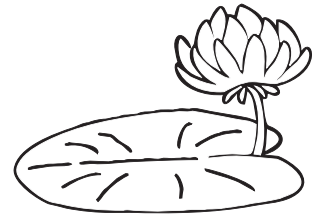
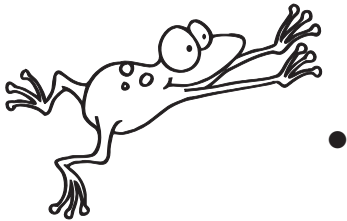
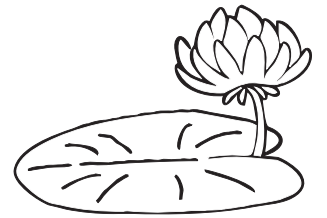
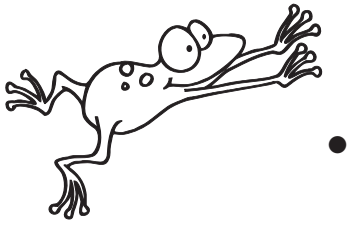
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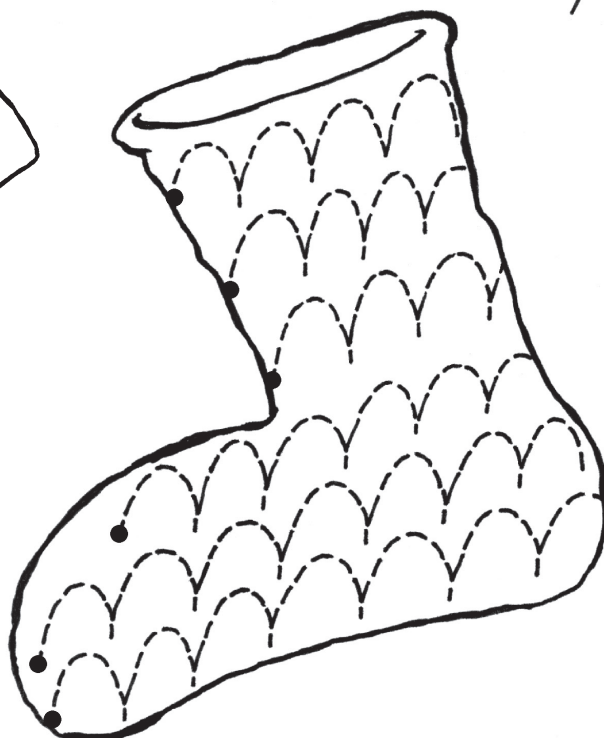
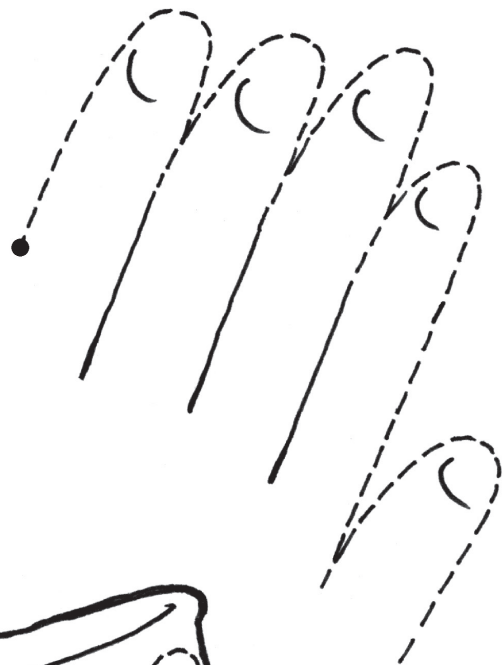


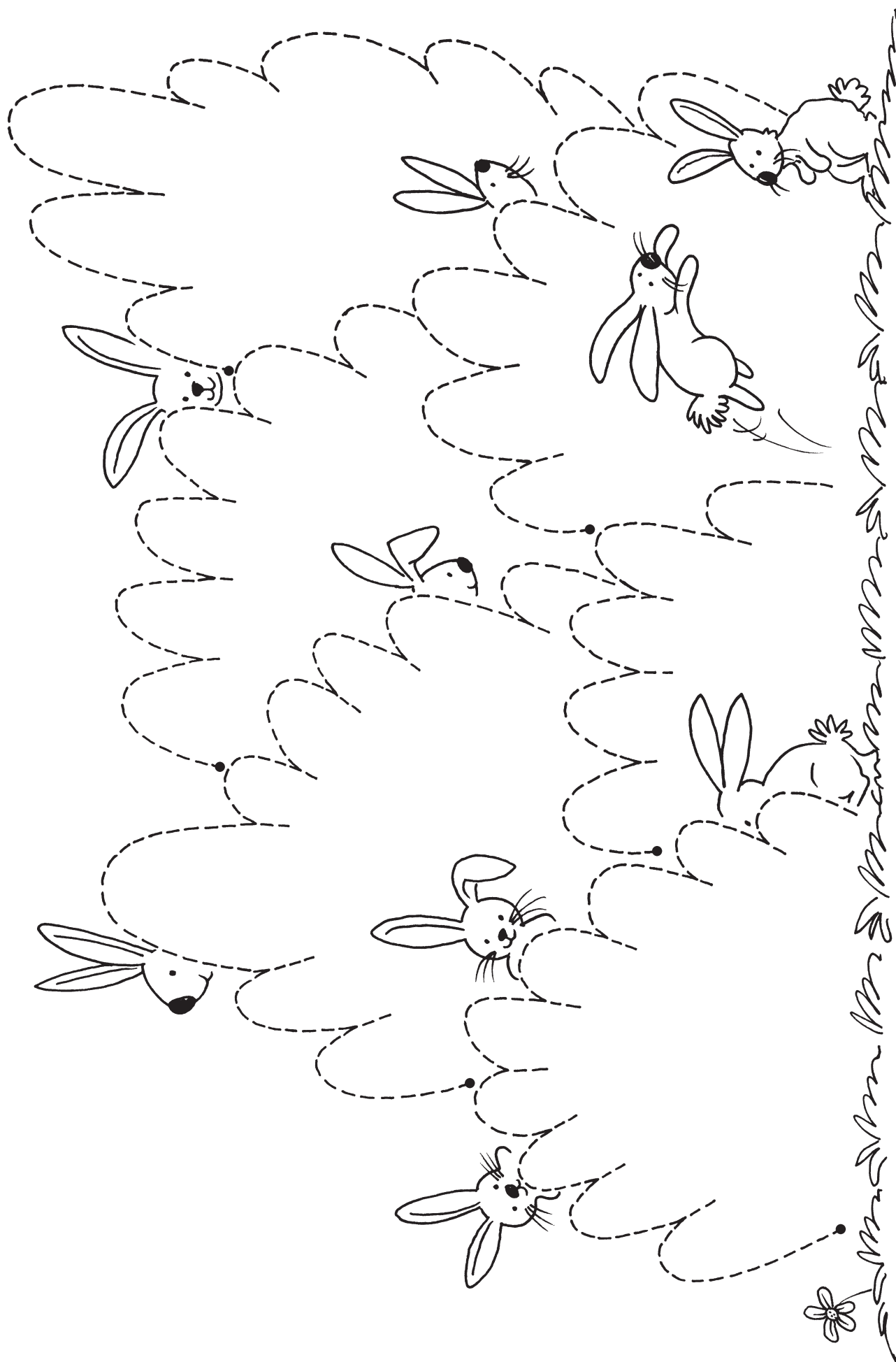


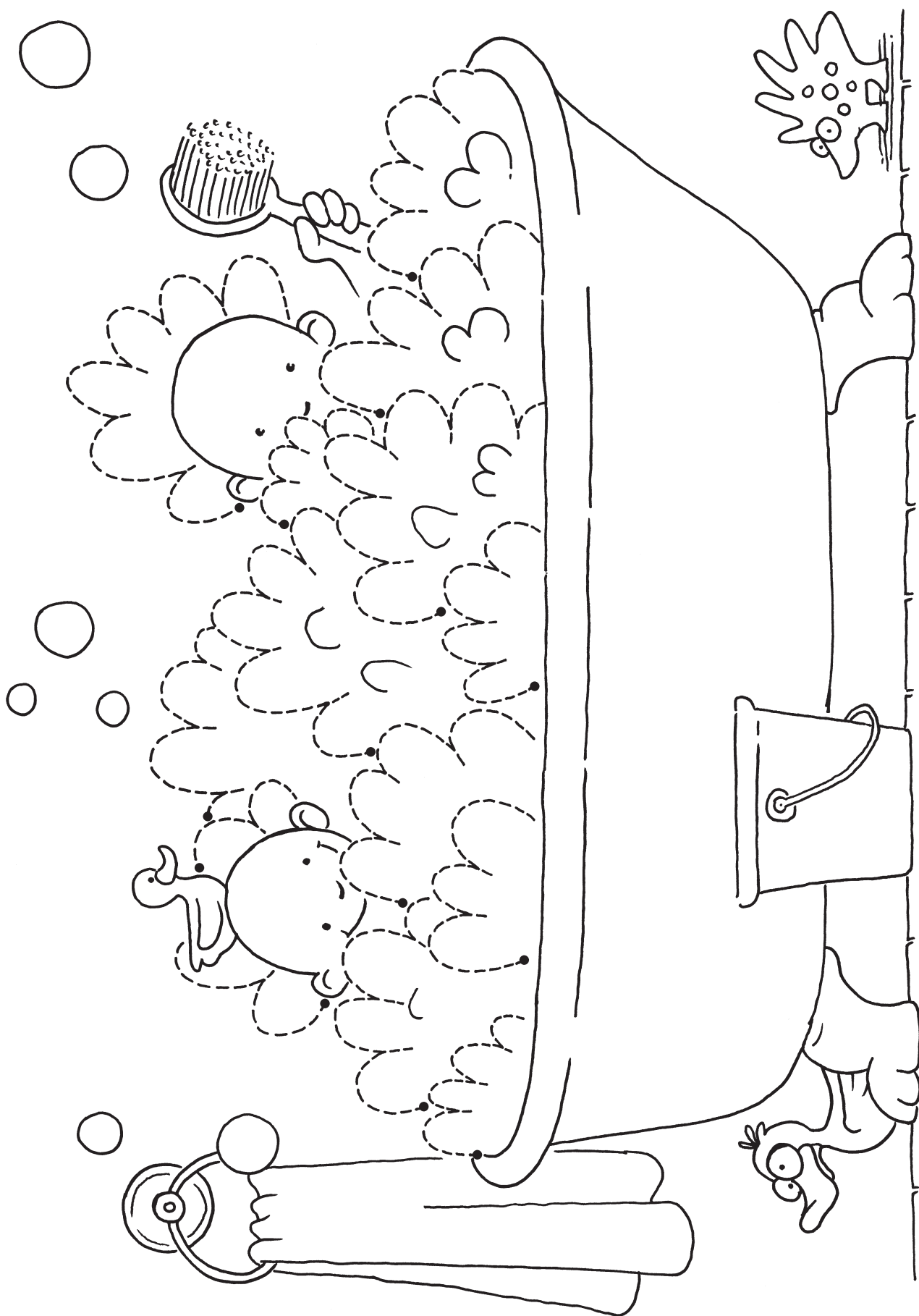


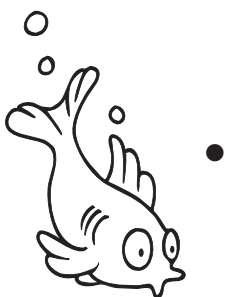
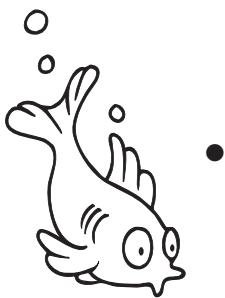
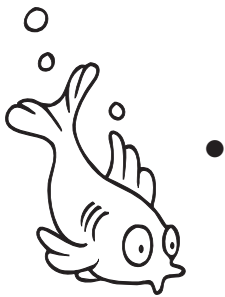
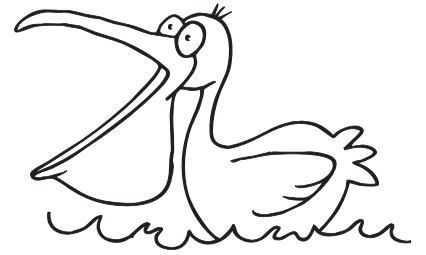
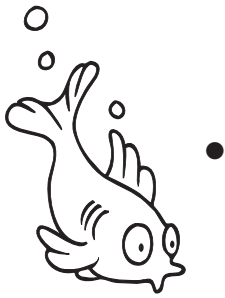
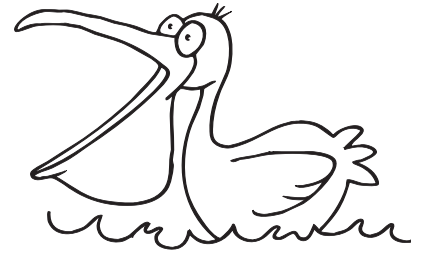
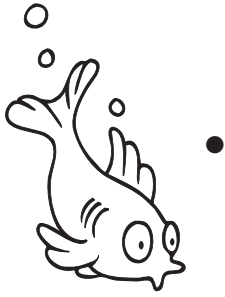




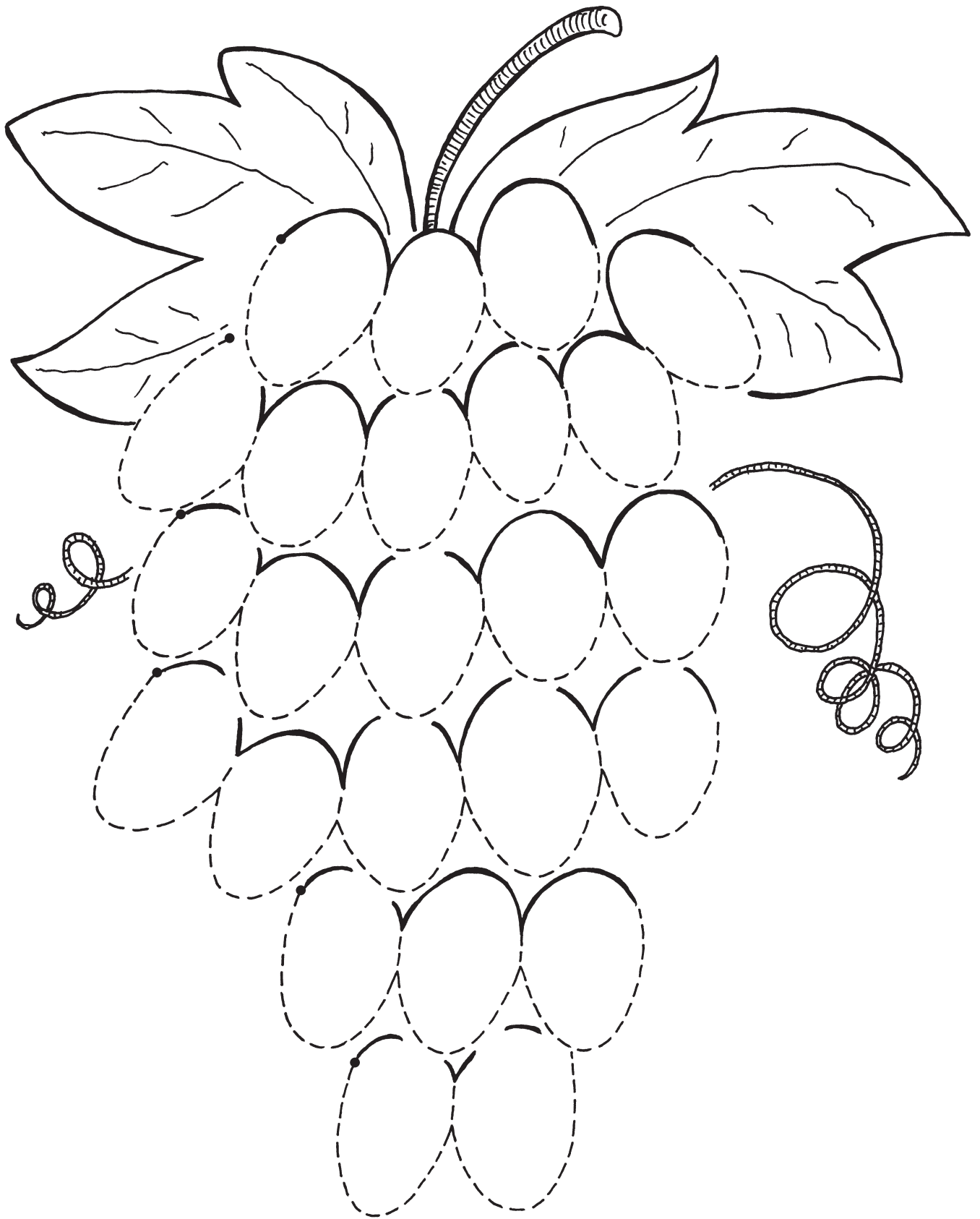


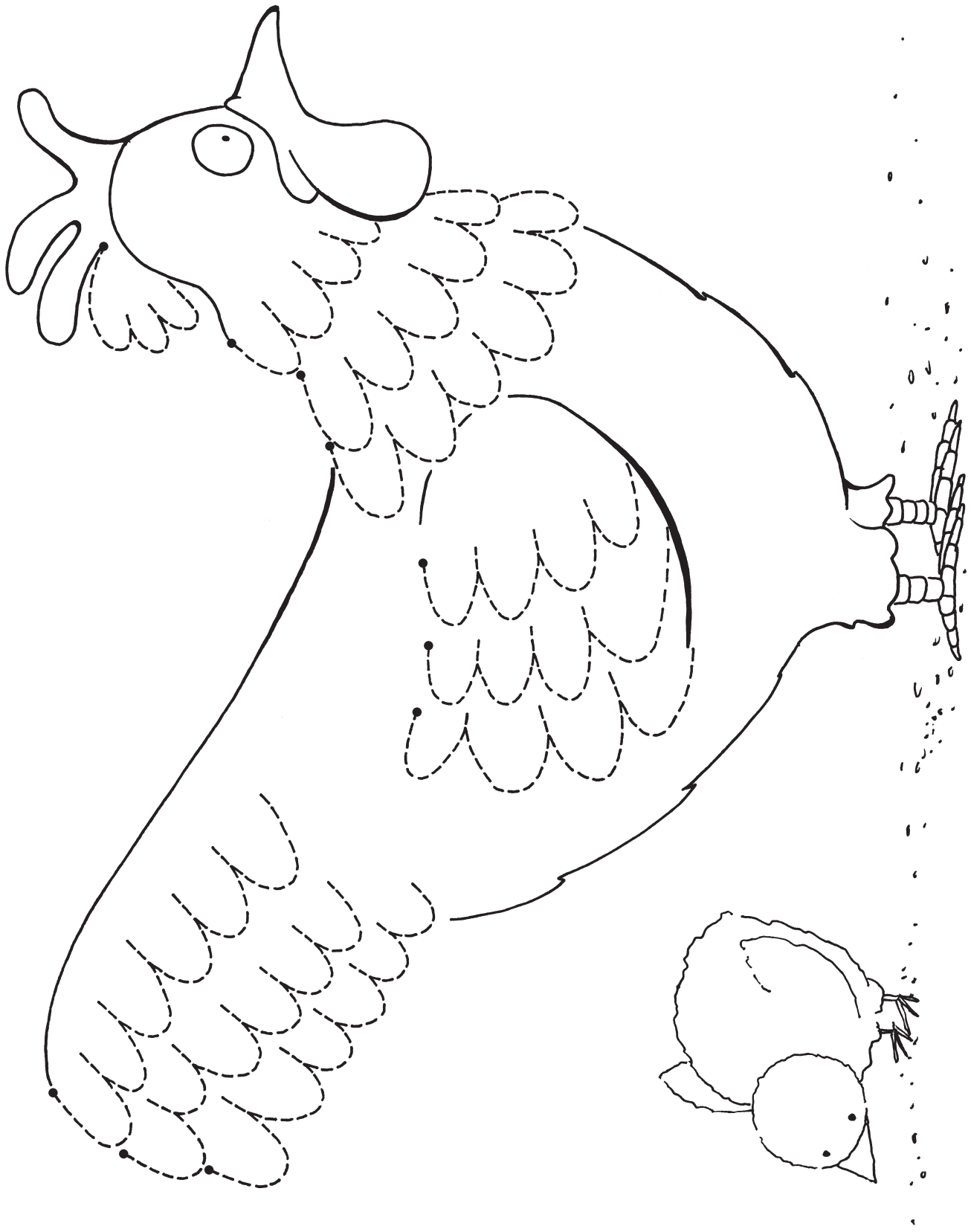




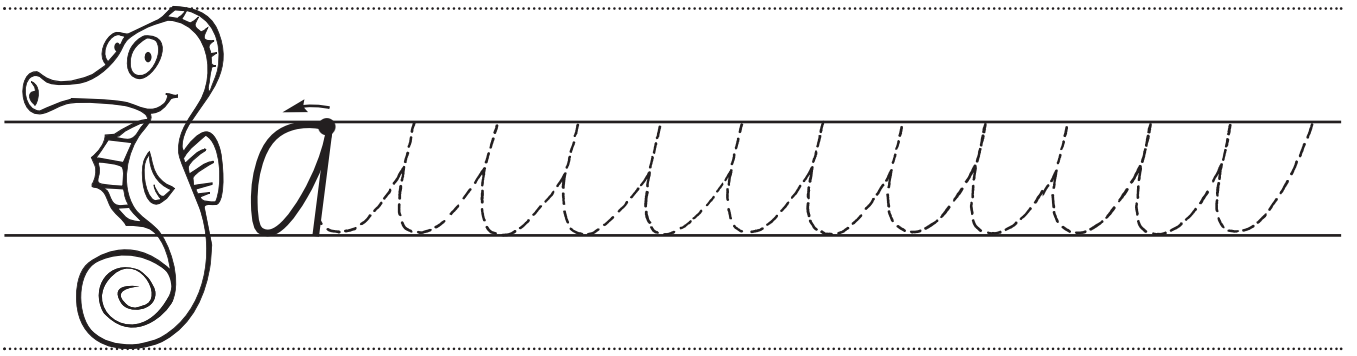




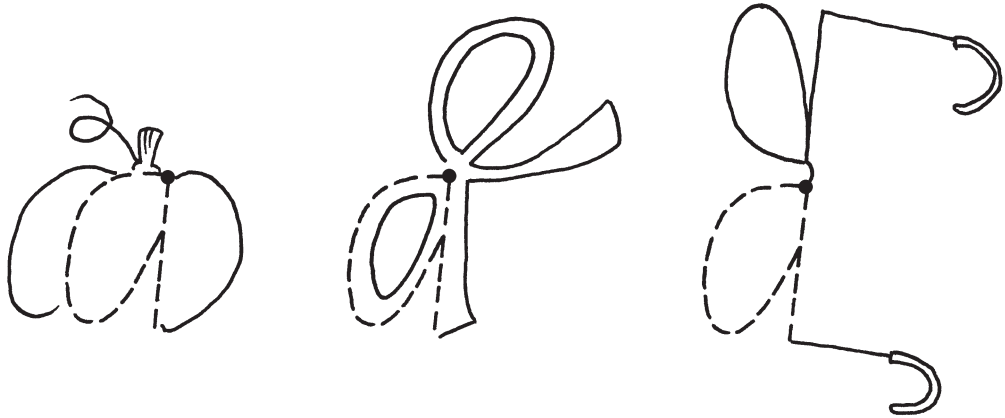




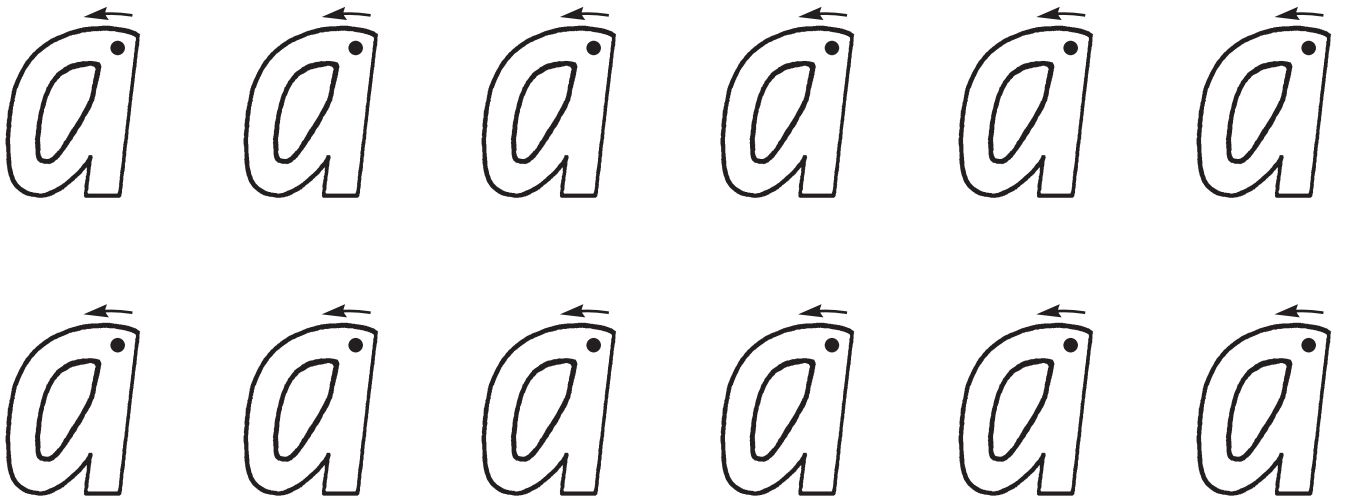
Trace the waves. Find the a's.



Find the a's. Trace them.



Track.



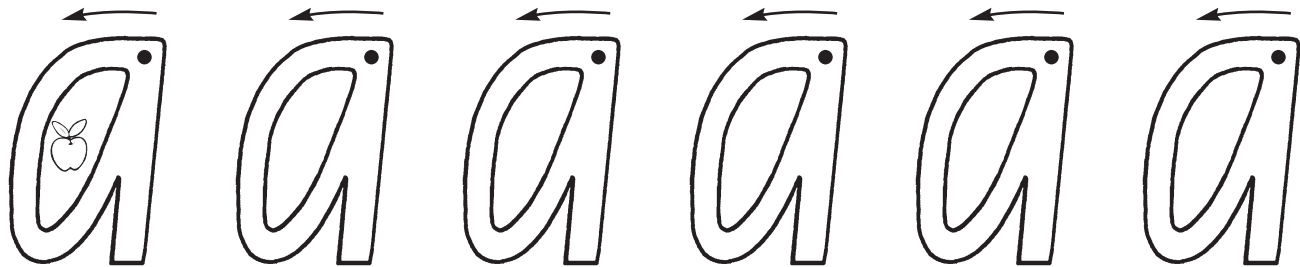
Try your own.



Put a circle around your best @.



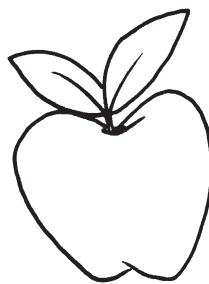
Track. Draw something inside each a.



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



ant



apple



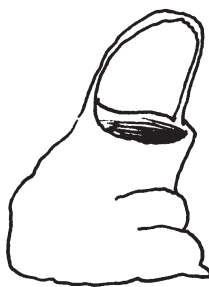
hat



arrow



axe

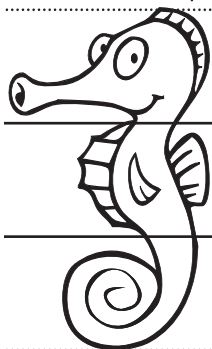


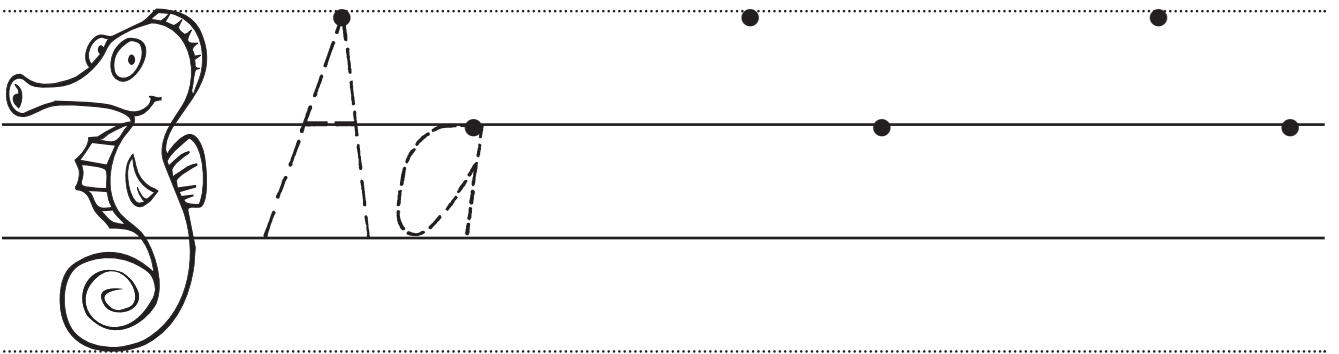
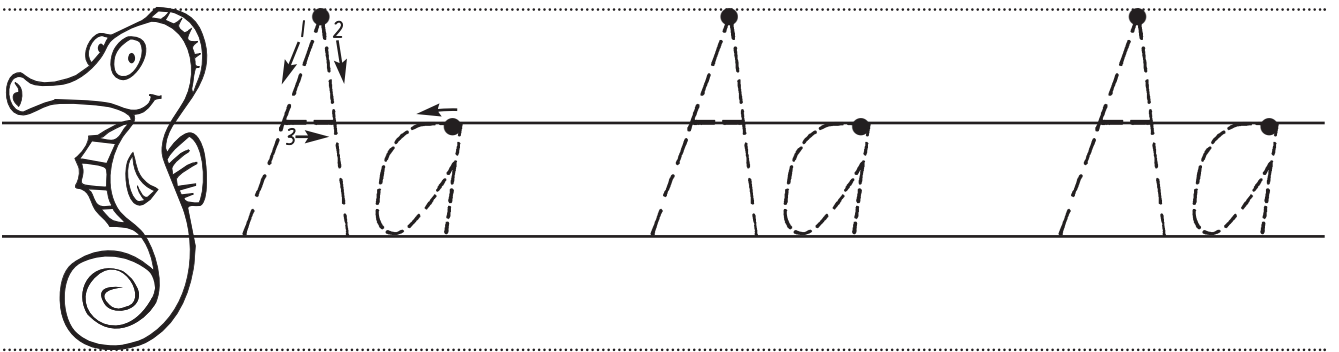
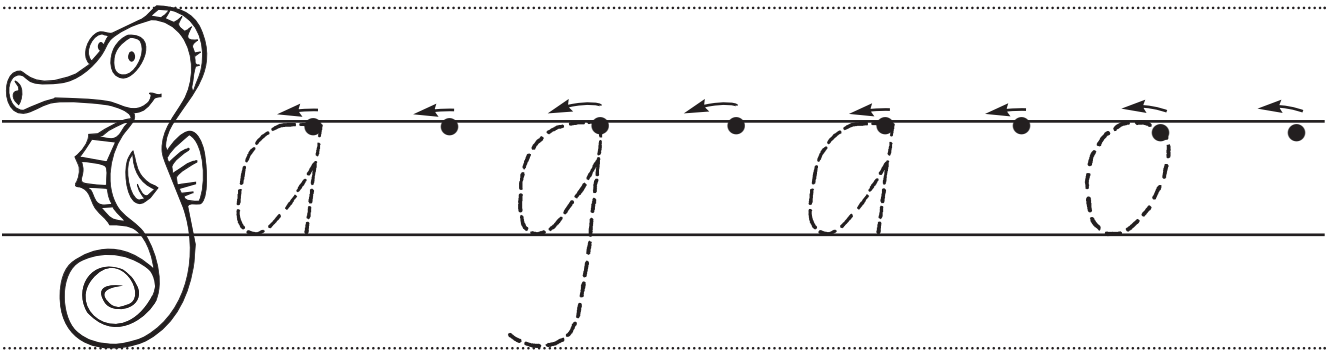
bag



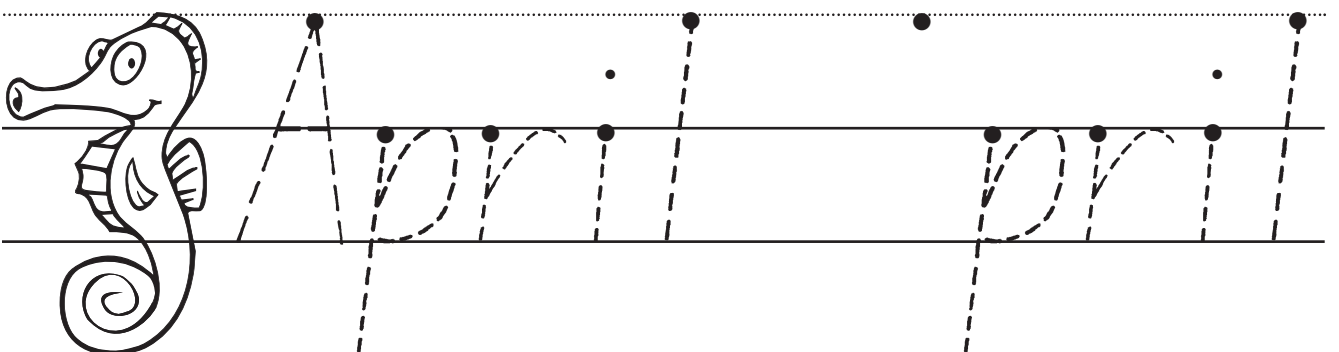
pan

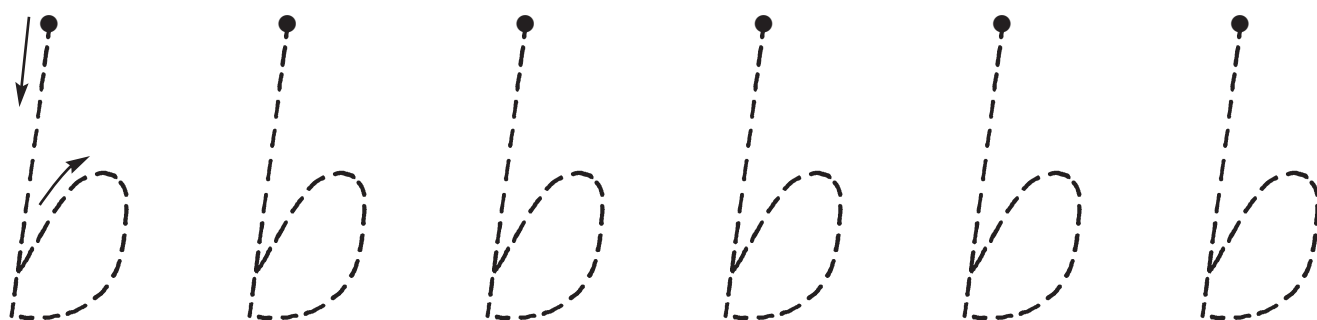
Colour the parts of the seahorse that show where the letter a sits in the lines.



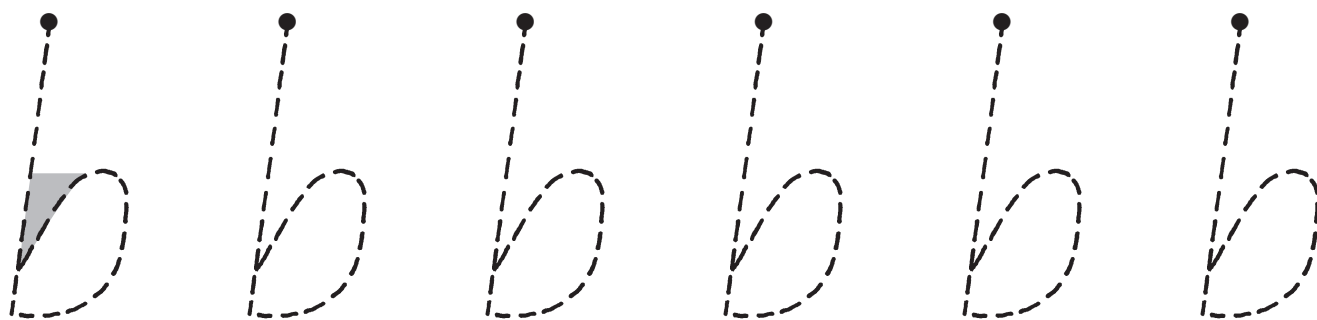


April is an Autumn month.

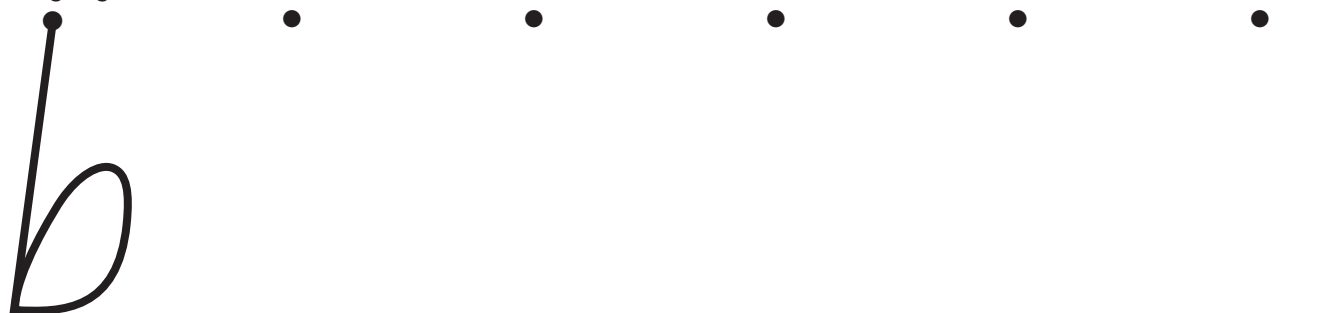




Trace. Colour the wedges of cake in blue.



Try your own.



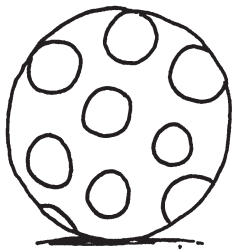
Draw a  above your best b.

b

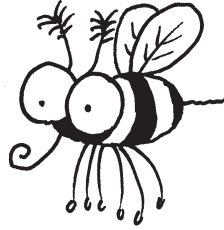
b

b

Draw a line to join each rhyming pair.
Trace the b's.

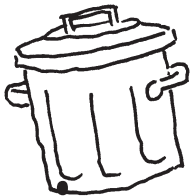


b ball



b bee

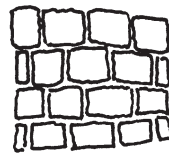
/ pin



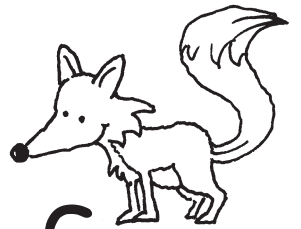
b in



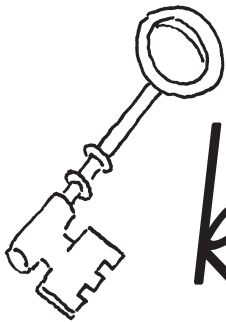
cat



wall



fox



key

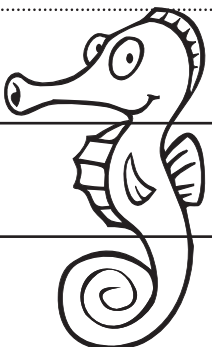


b ox

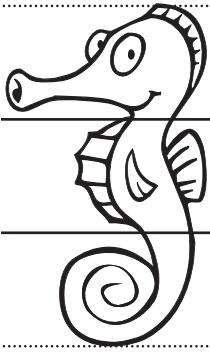


b at

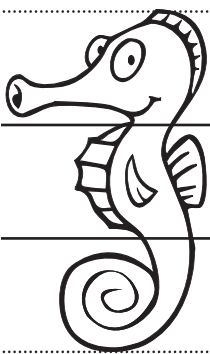
Colour the parts of the seahorse that show where the letter b sits in the lines.



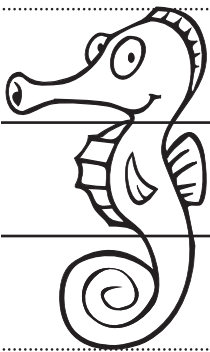
b



b h b k

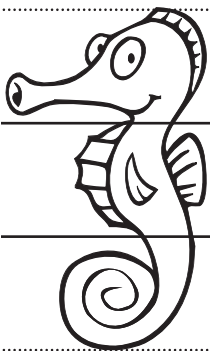


Bb Bb Bb



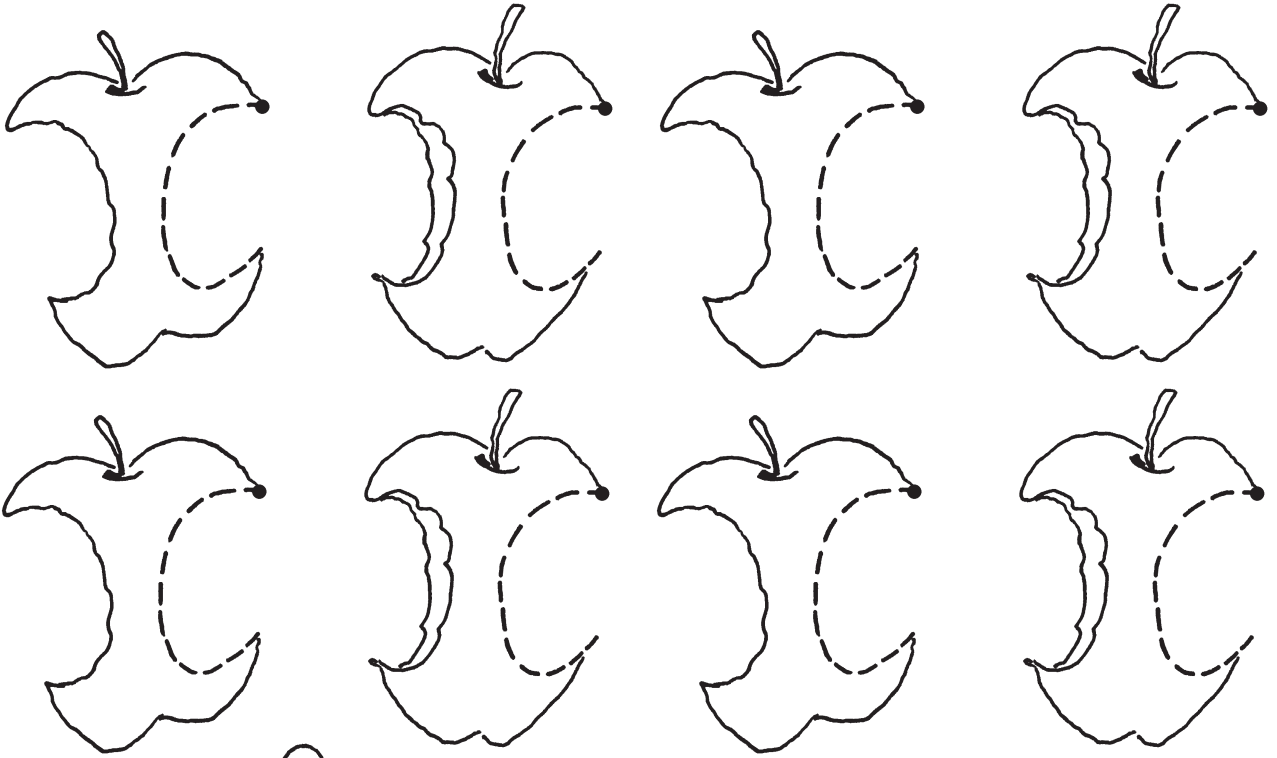
Bb

Baby Bunny is bouncing.



Baby ay

Trace the c's inside the apple cores.

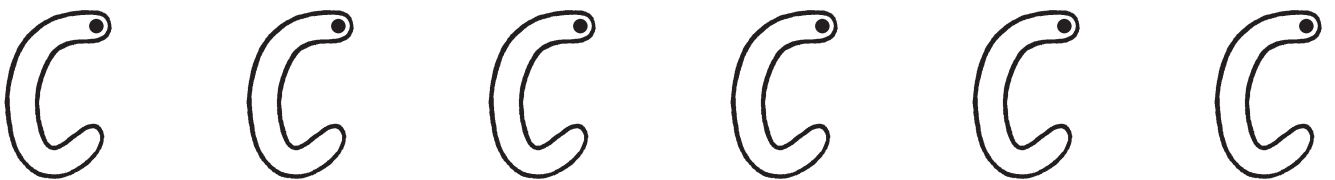


Draw a  worm in 3 apples.

Trace.



Track.



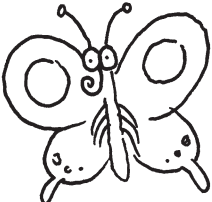
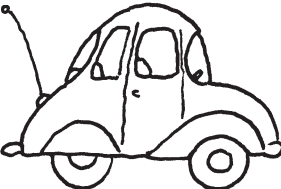
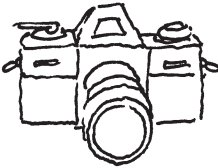
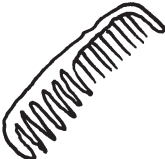
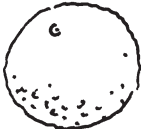
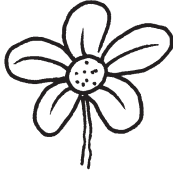
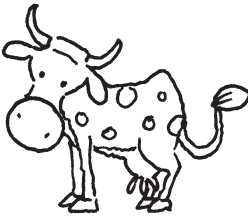
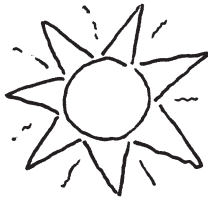
Try your own.



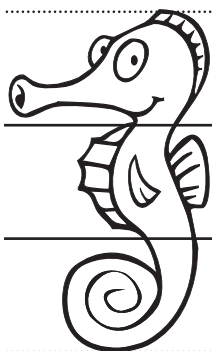
Put a ☺ inside your best c.

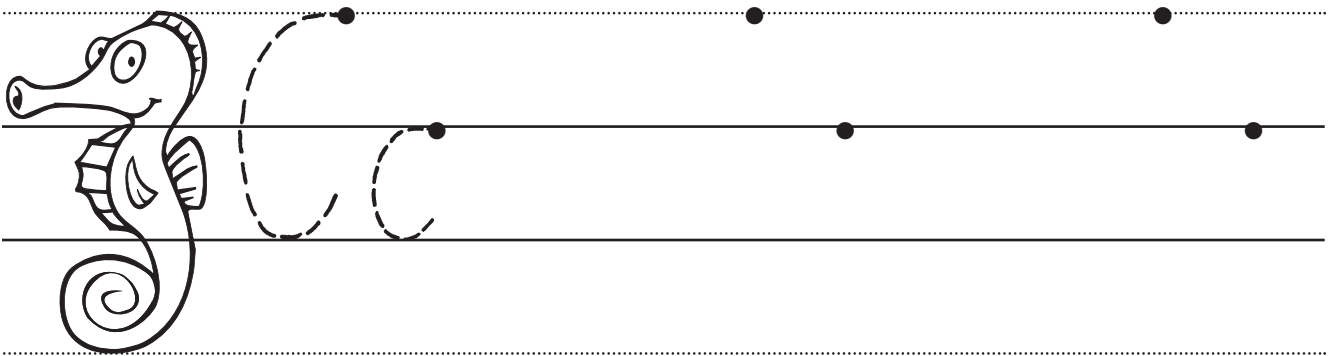
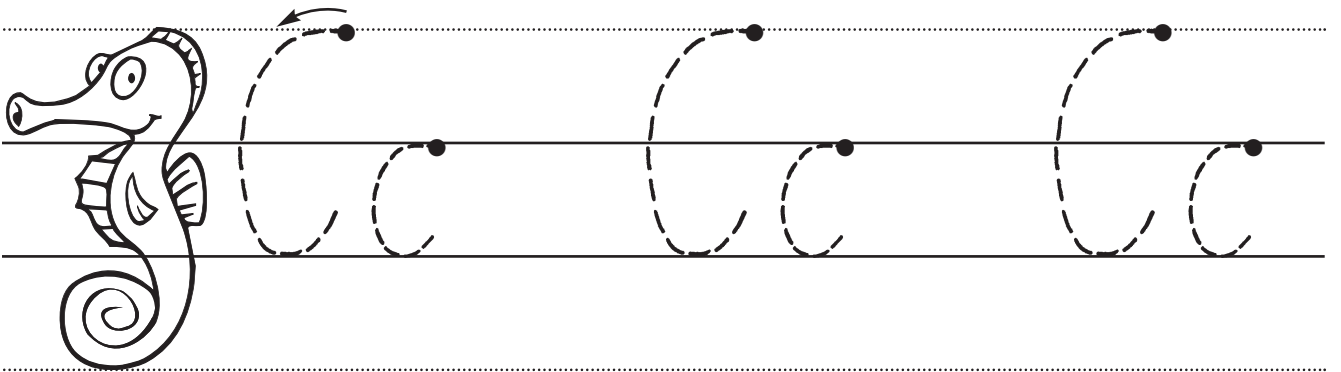
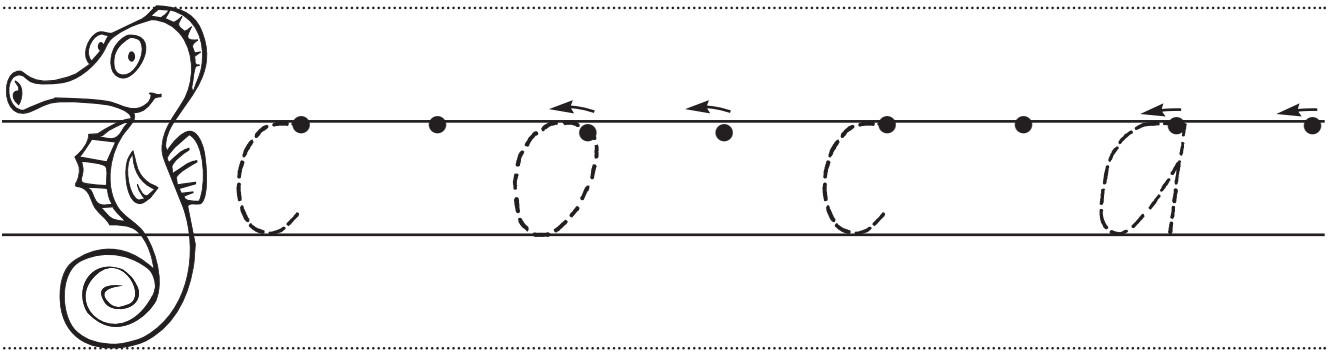


Colour the picture in each box. Colour the picture in each row that begins with the same sound. Write the letter c next to it.

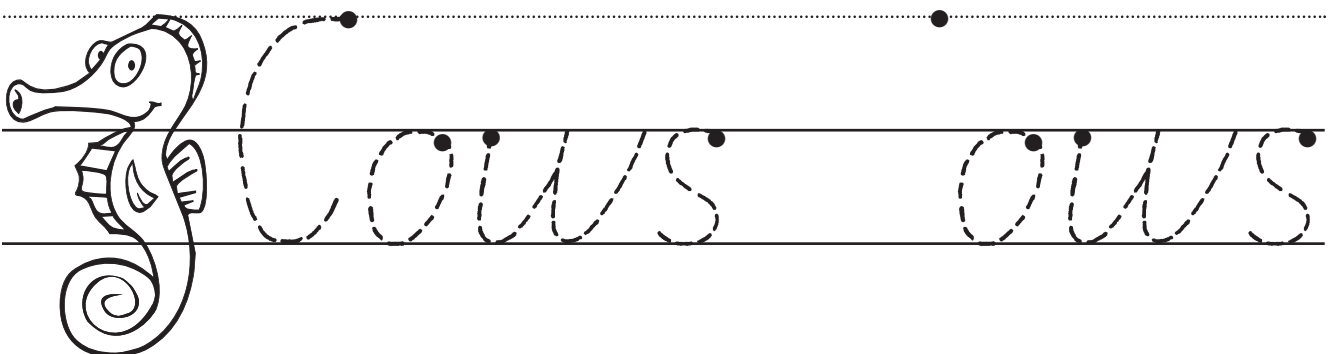
 			
 			
 			
 			
 			

Colour the parts of the seahorse that show where the letter c sits in the lines.

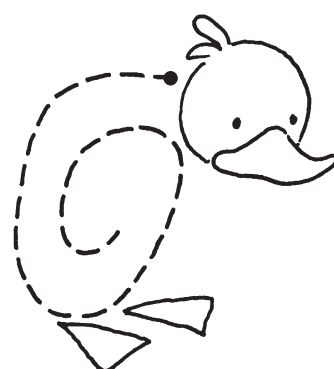
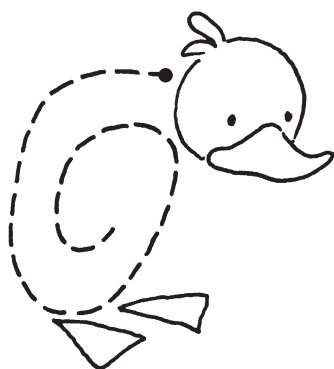
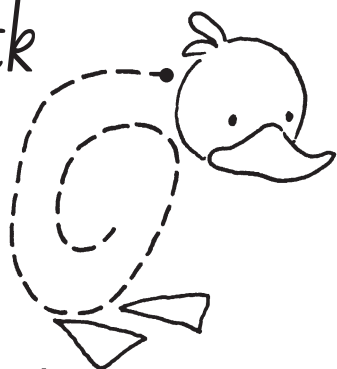




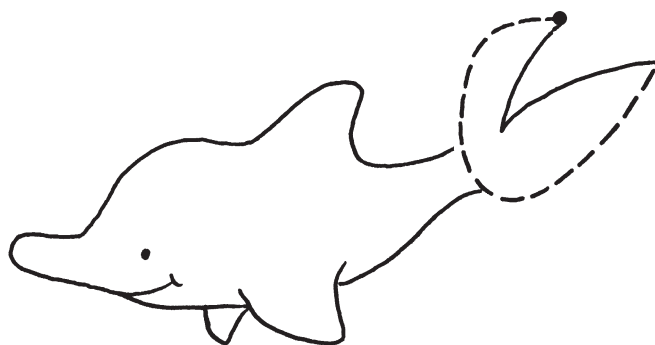
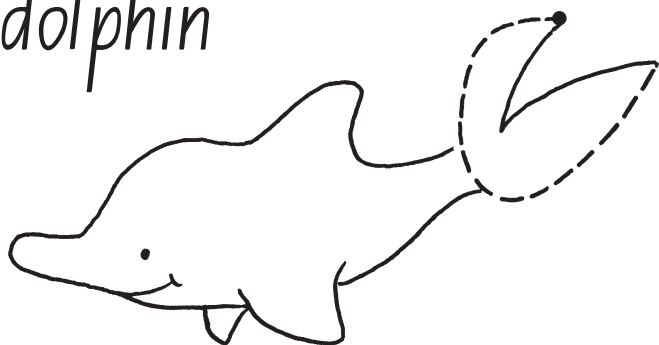
Cows give milk.



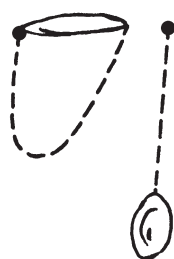
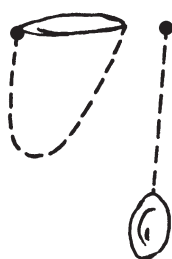
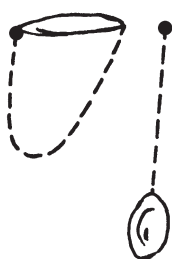
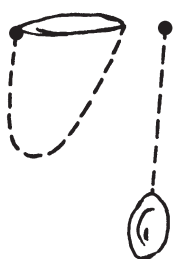
duck



dolphin



dish and spoon



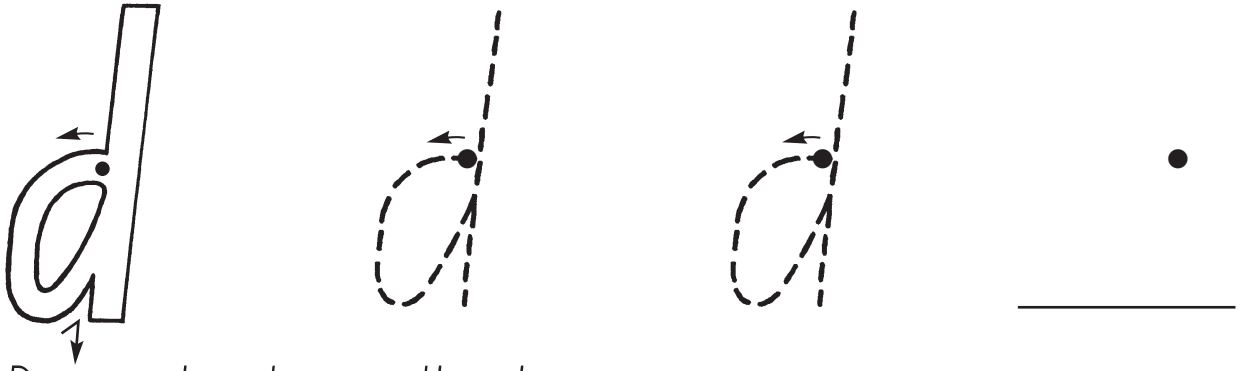
Trace.



Try your own.



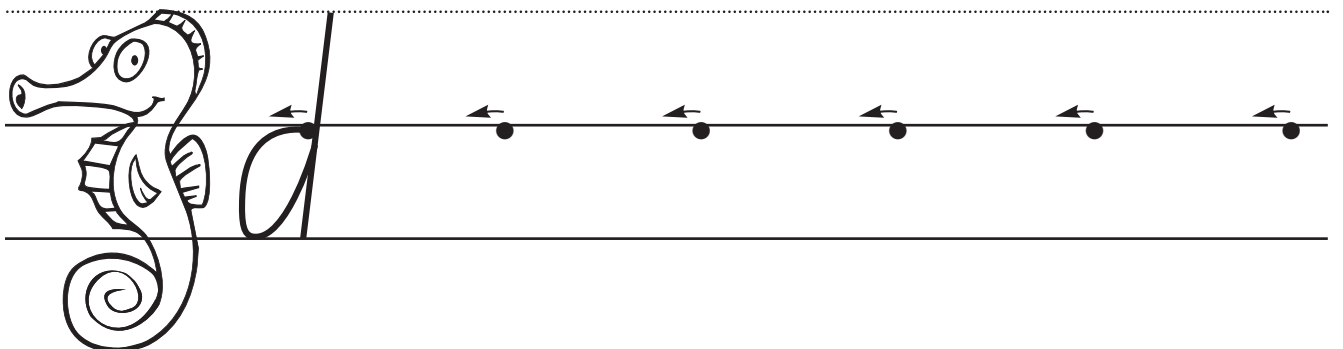
Put a • on top of your best d.

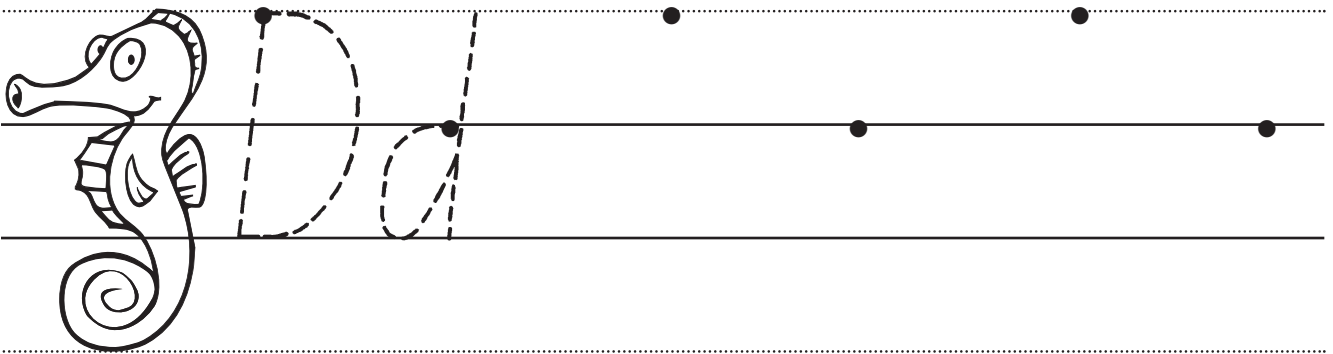
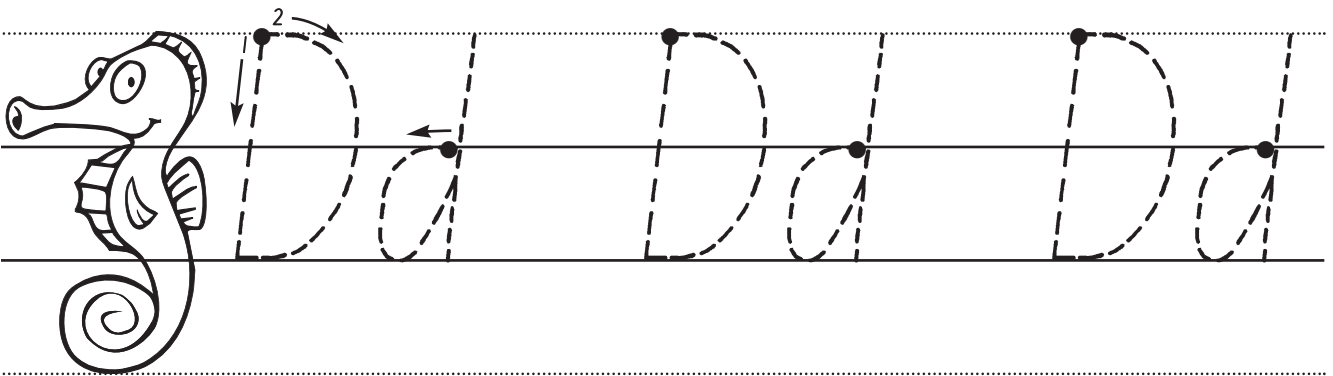
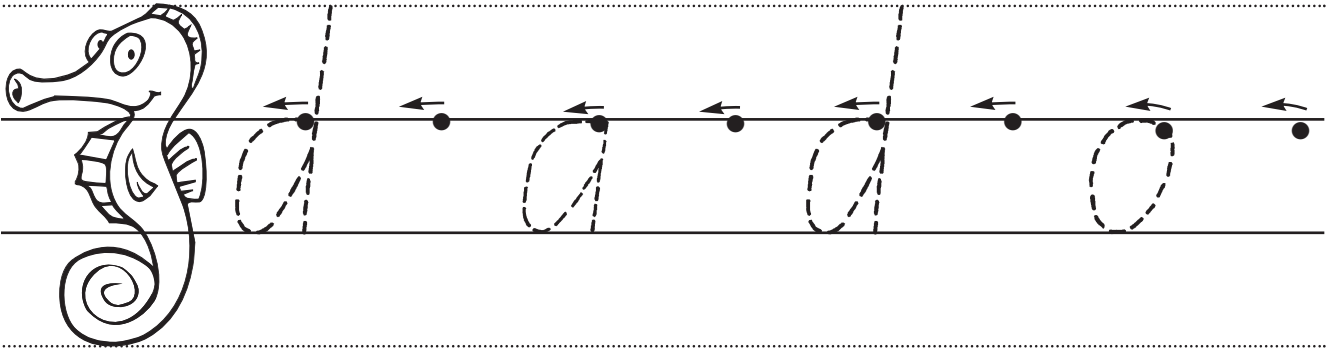


Draw a line to join the rhyming pairs.
Trace the d's.

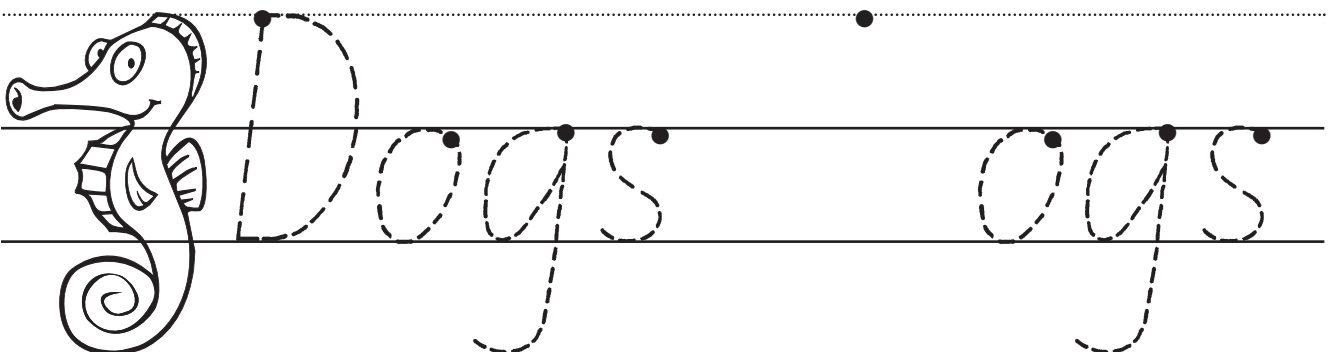


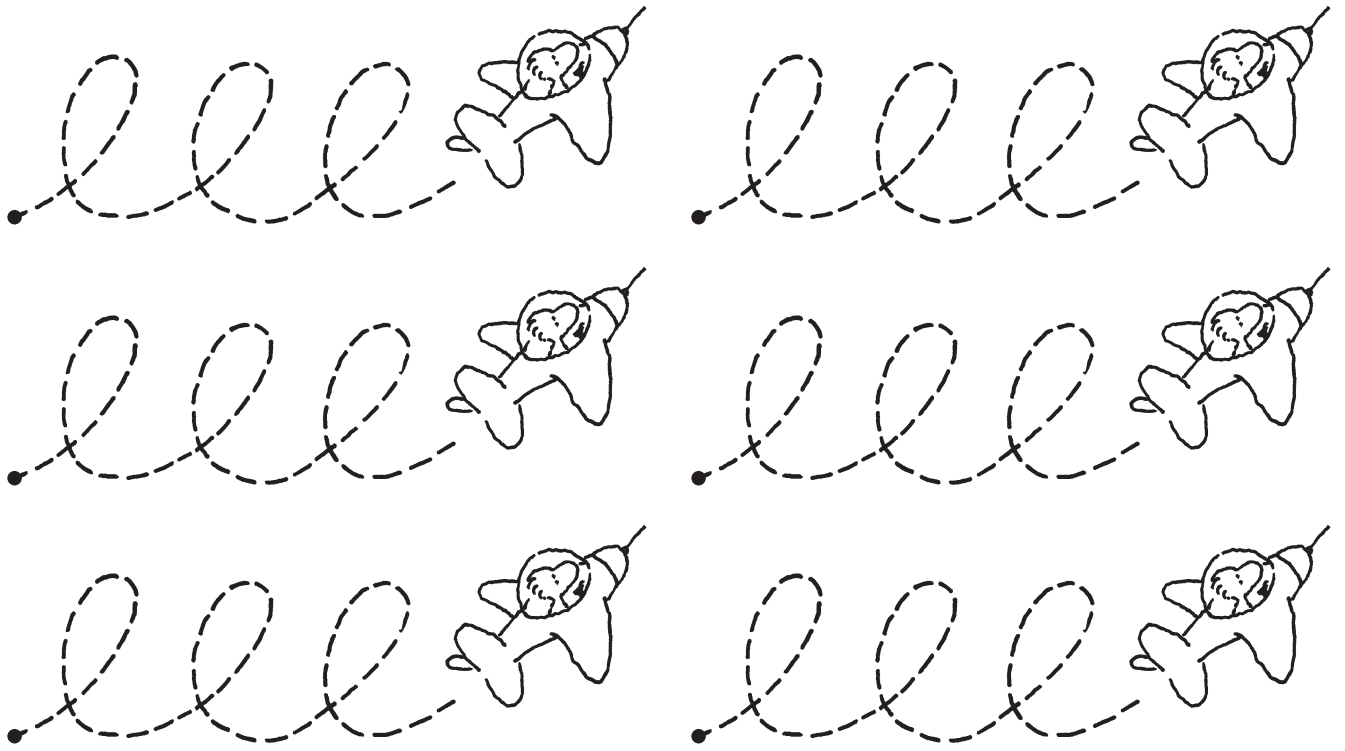
Colour the parts of the seahorse that show where the letter d sits in the lines.





Dogs dig deep holes.





Trace the eggs. Start at the ●. Find the e's. Start at the ★.



Track.



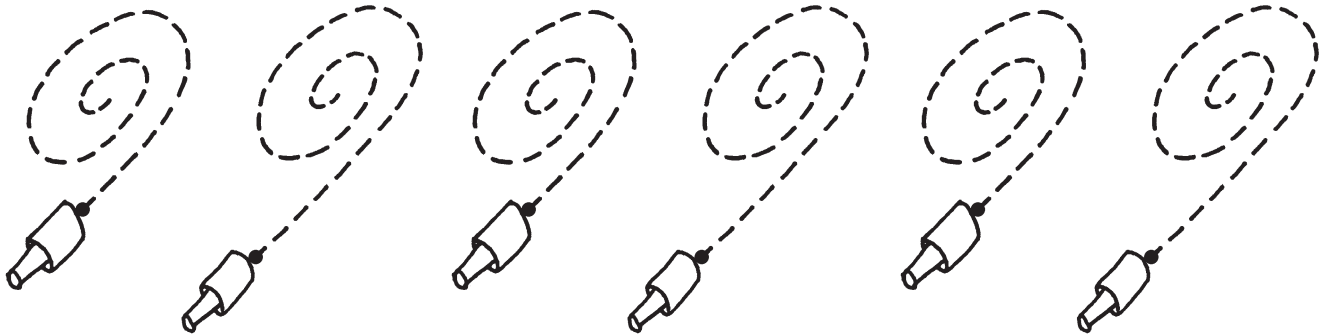
Try your own.



Draw an egg cup  under your best .



Trace the party whistles.



Find e. Trace it in red.

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

egg



web

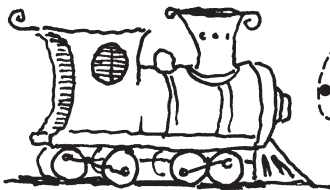
elephant

bed

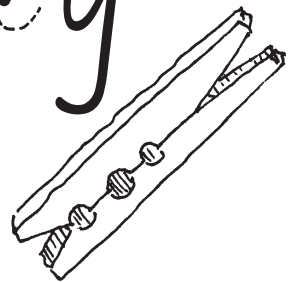
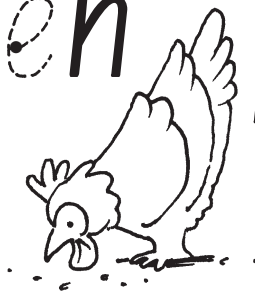


hen

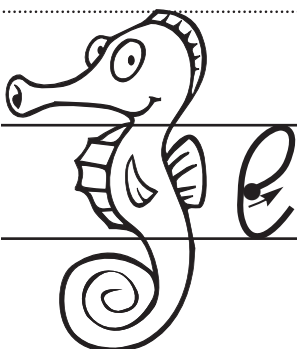
peg

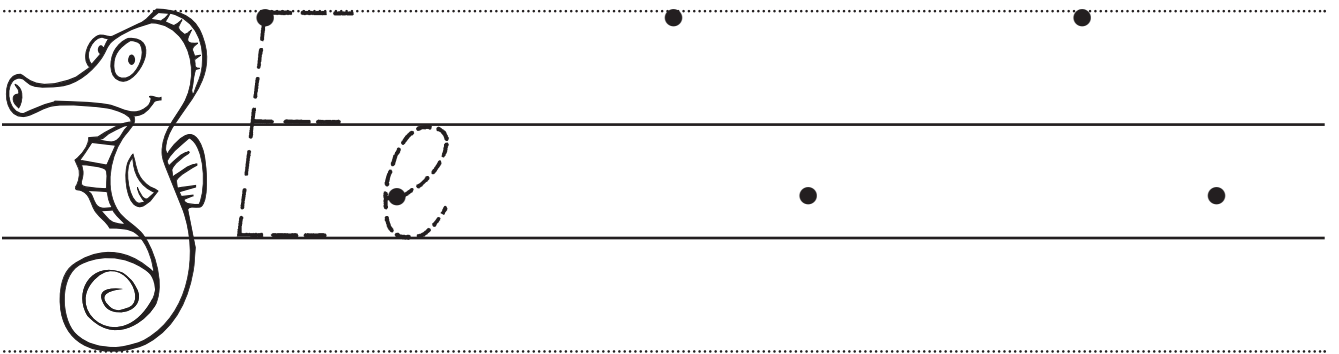
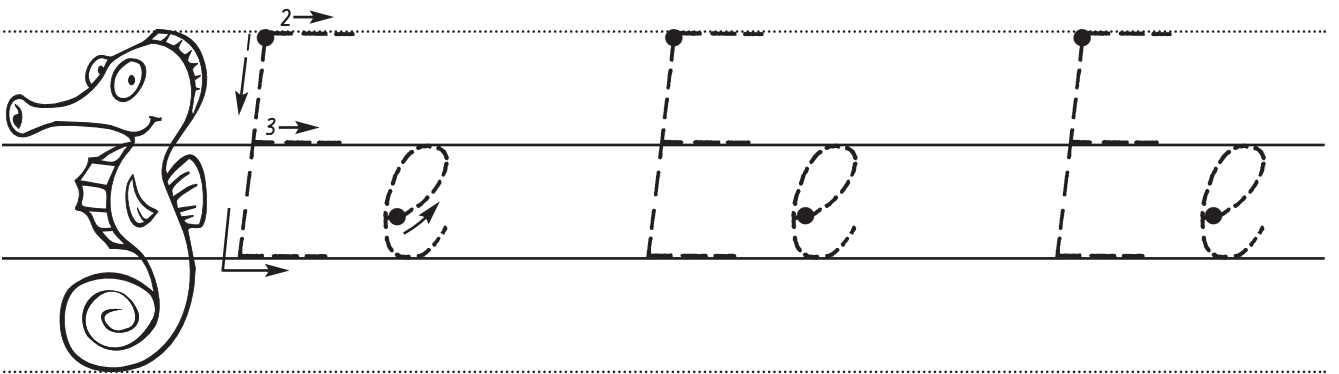
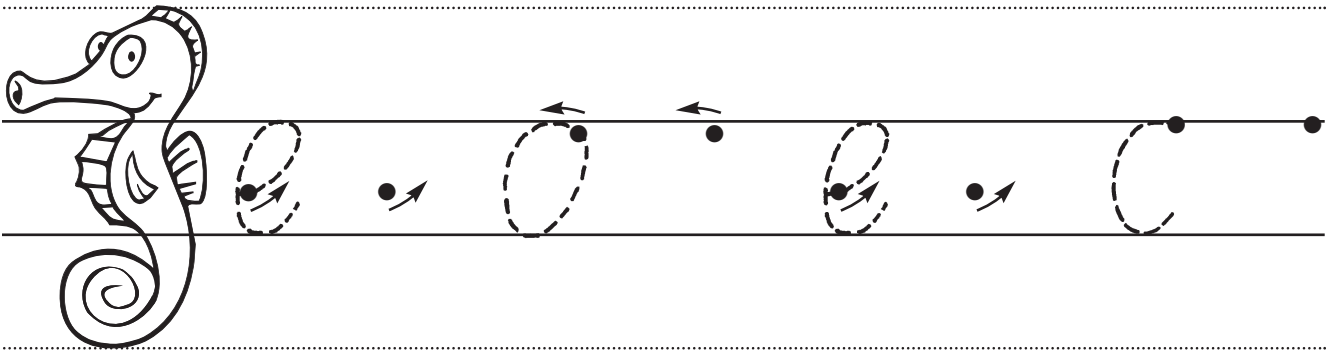


engine

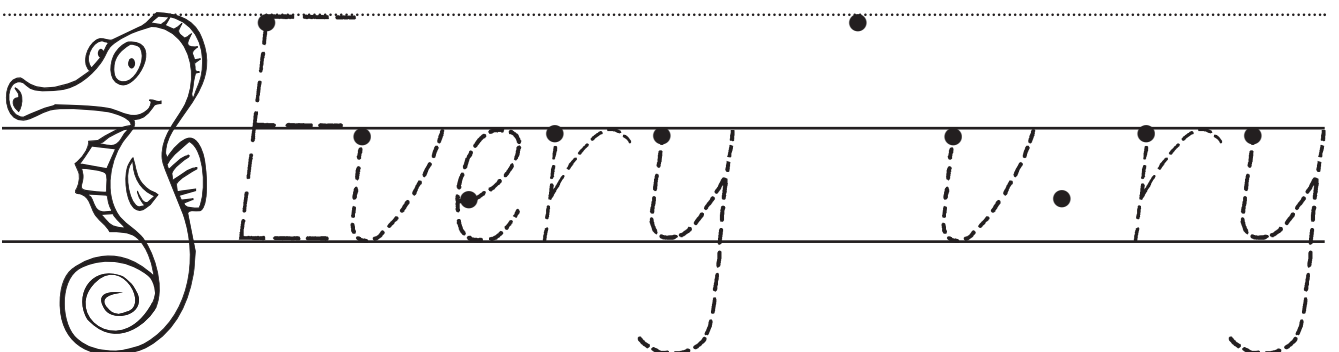


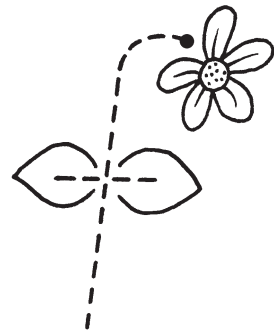
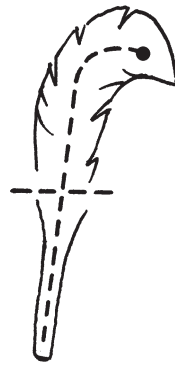
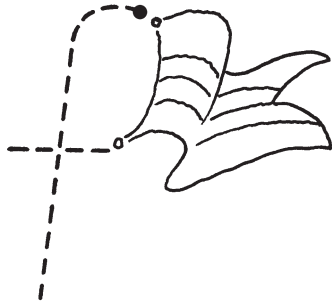
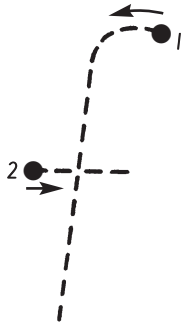
Colour the parts of the seahorse that show where the letter e sits in the lines.





Every day I eat.





Trace.



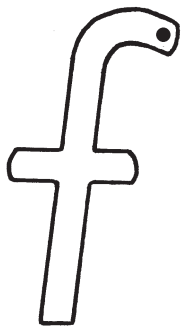
Trace.



Try your own.



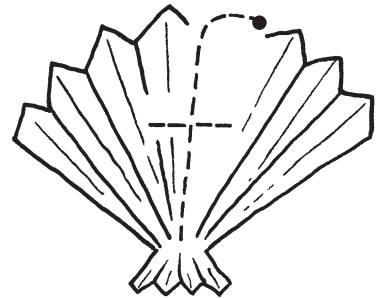
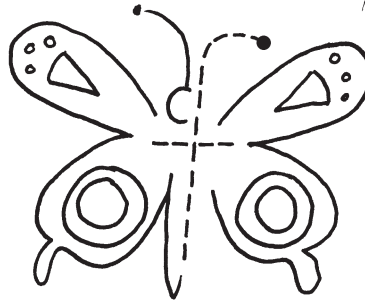
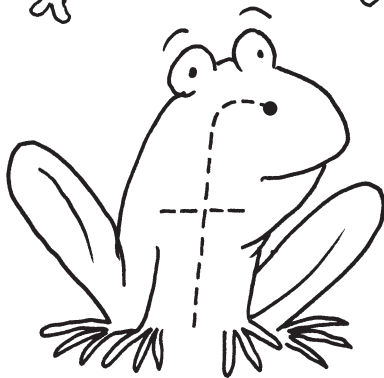
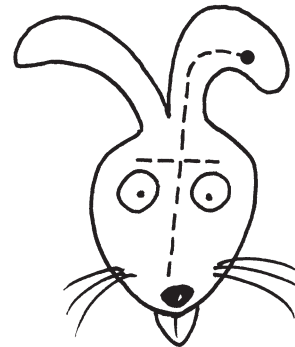
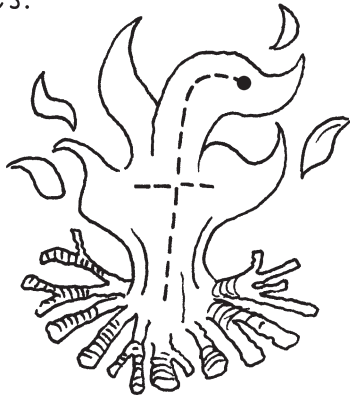
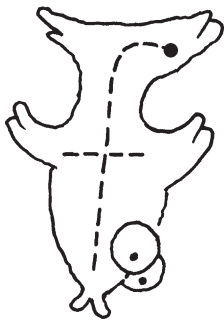
Put a ☐ around your best ☐ f ☐.



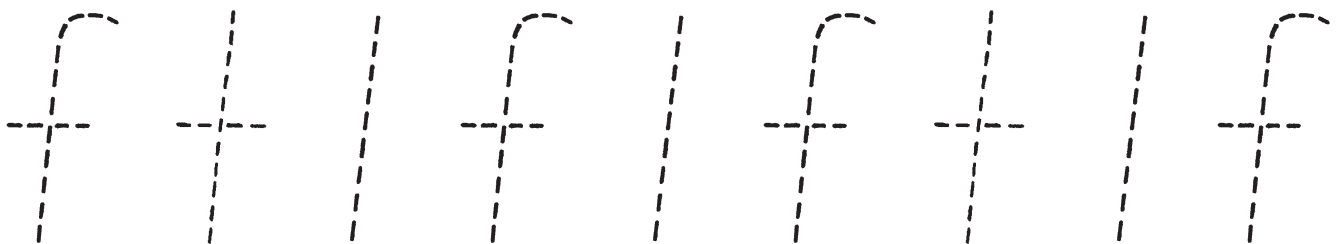
- Draw something that starts with f.



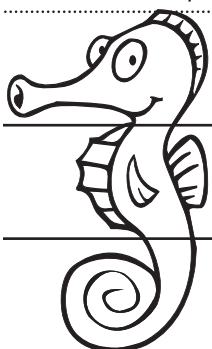
Trace the f if the picture starts with the sound f makes.

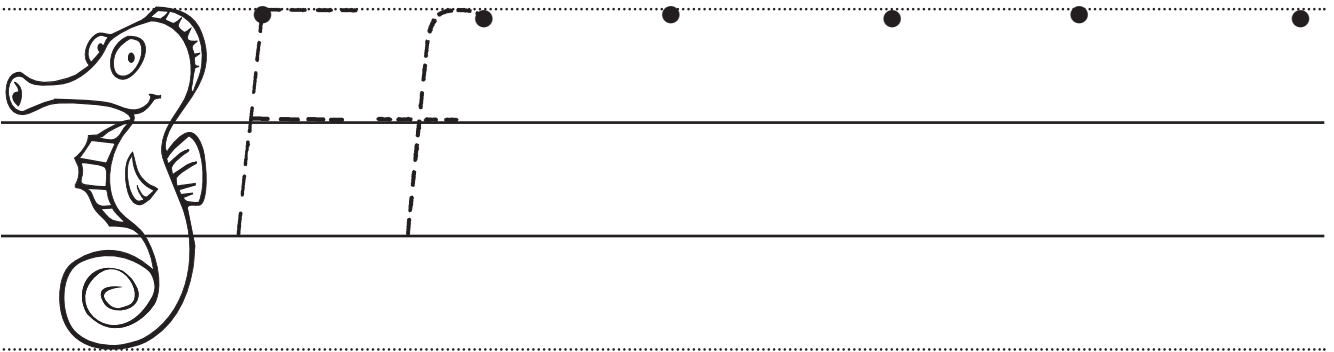
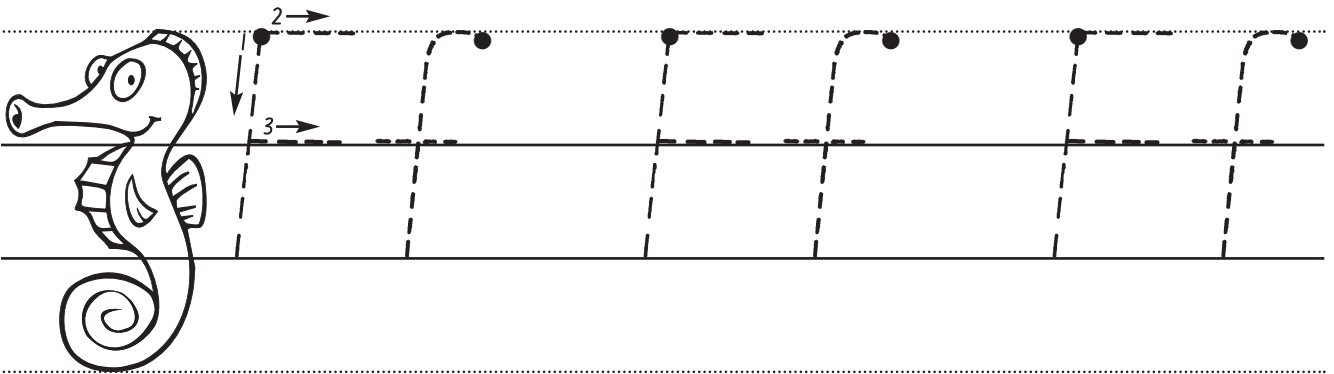
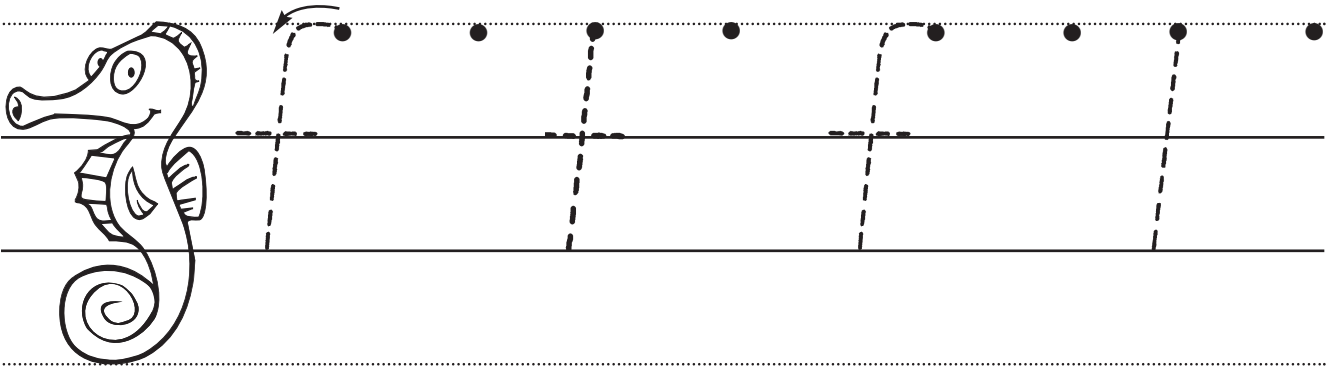


Find the f's and trace them.

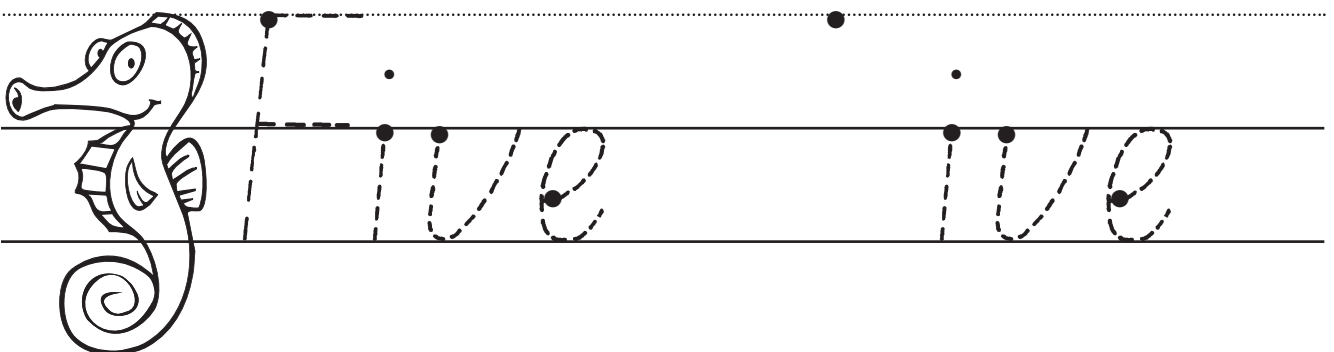


Colour the parts of the seahorse that show where the letter f sits in the lines.

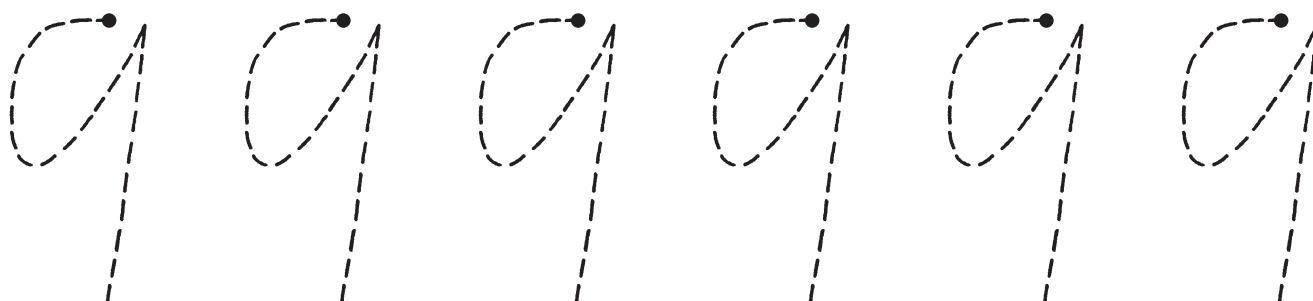
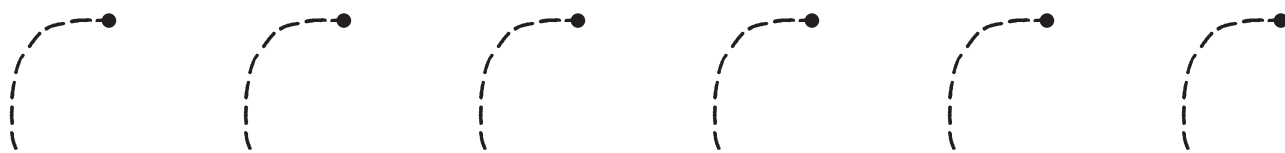




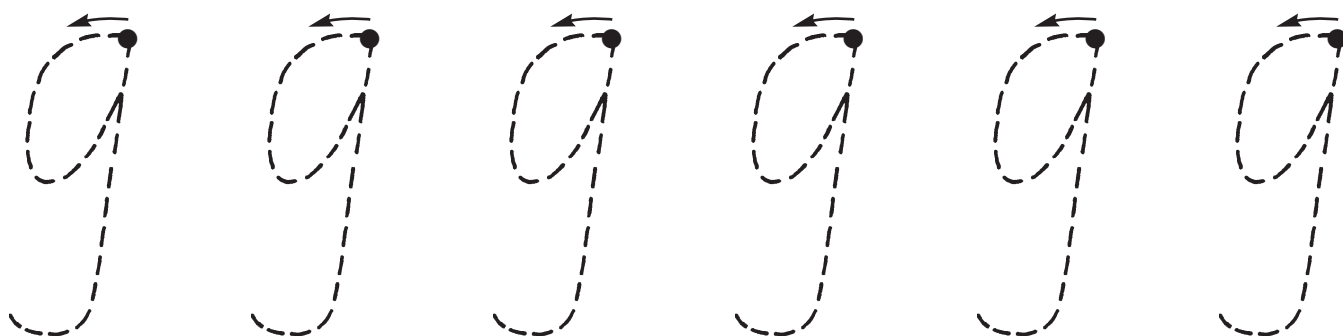
Five fat frogs fry flies.



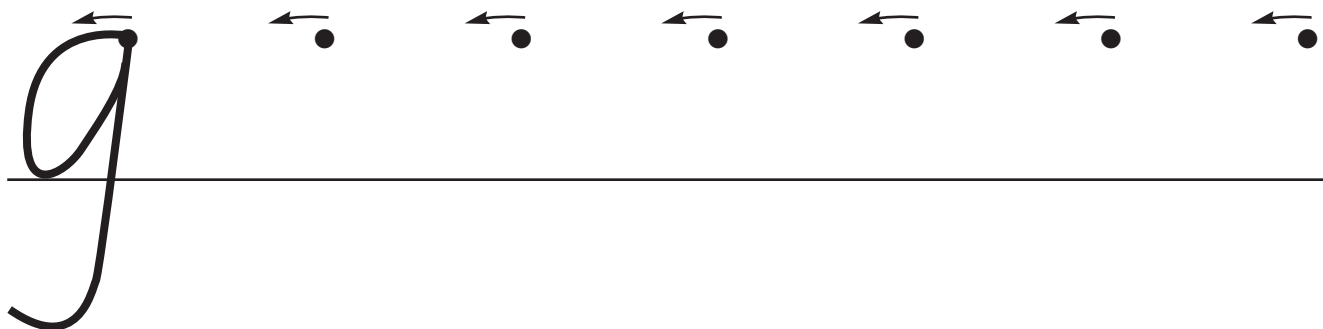
Trace the patterns.



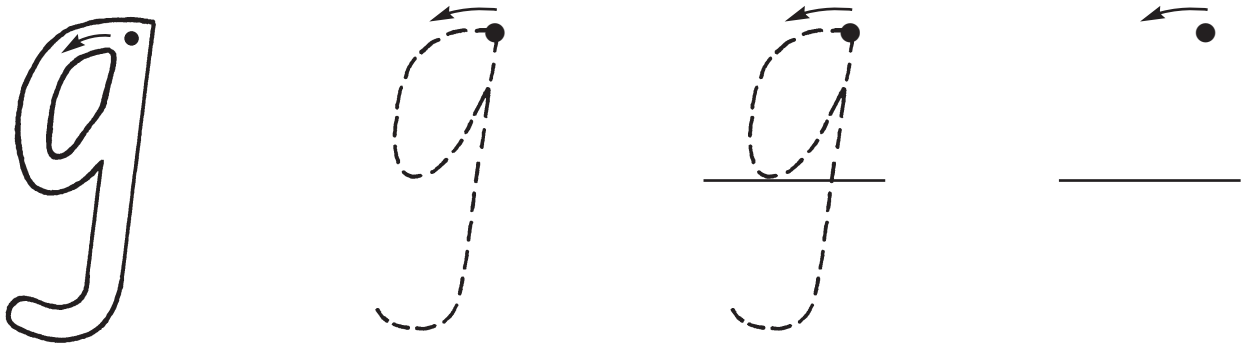
Trace the g's.



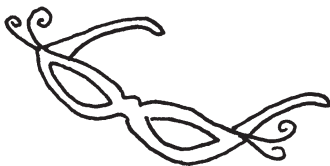
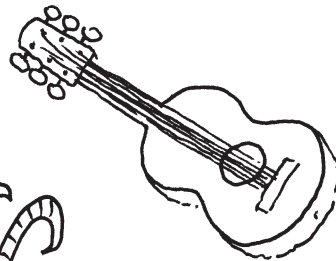
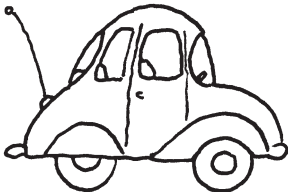
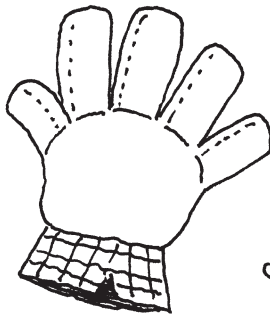
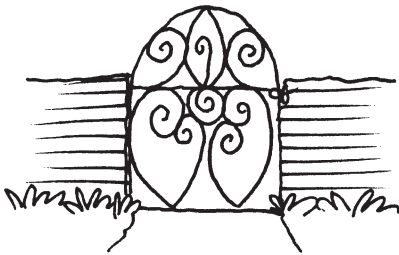
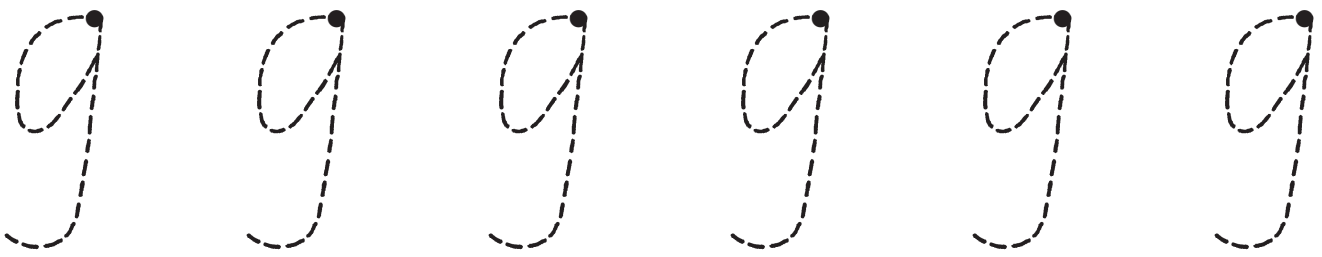
Try your own.



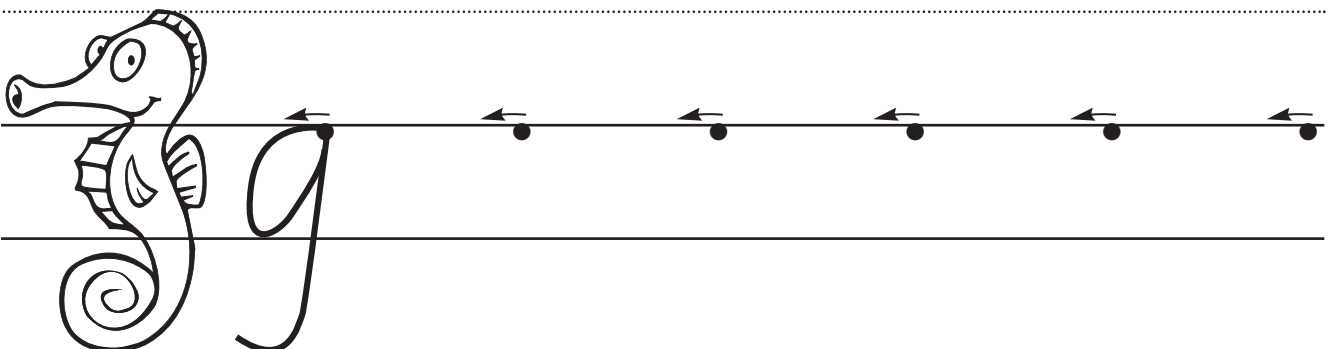
Turn your best g into a dog. 

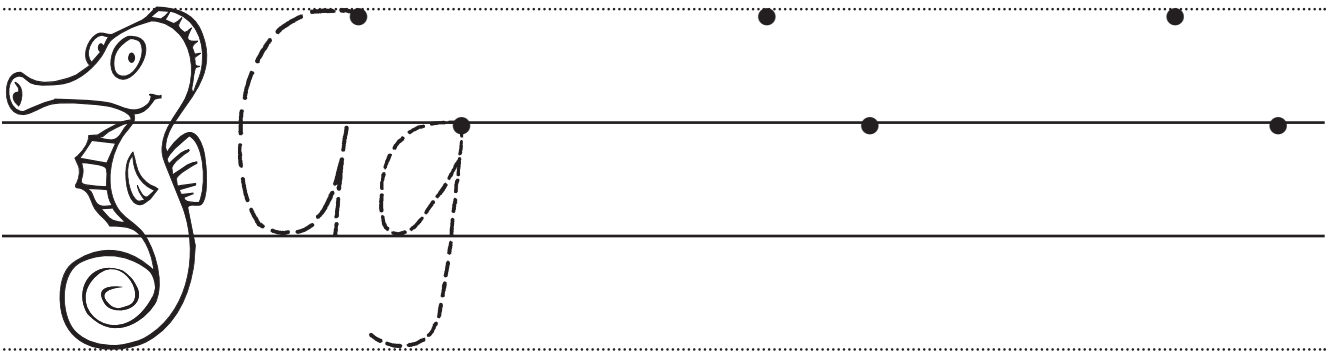
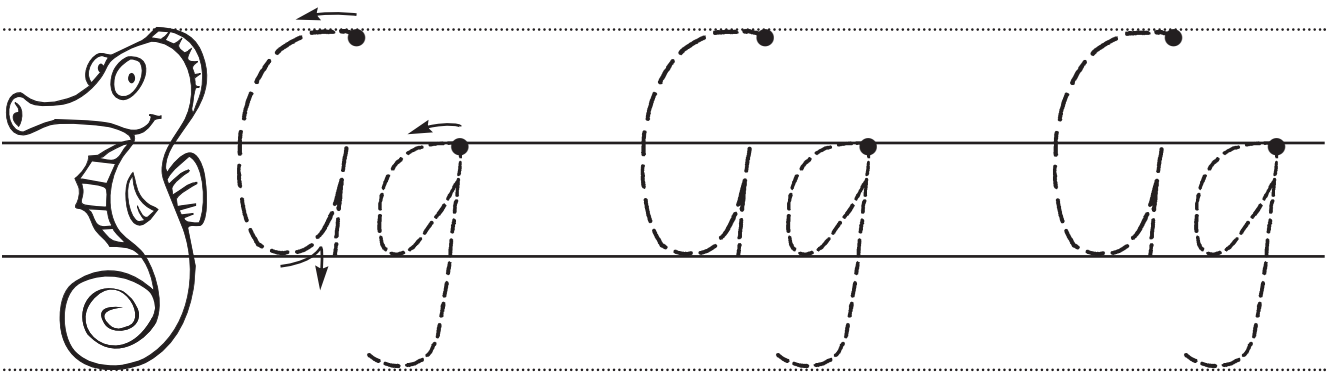
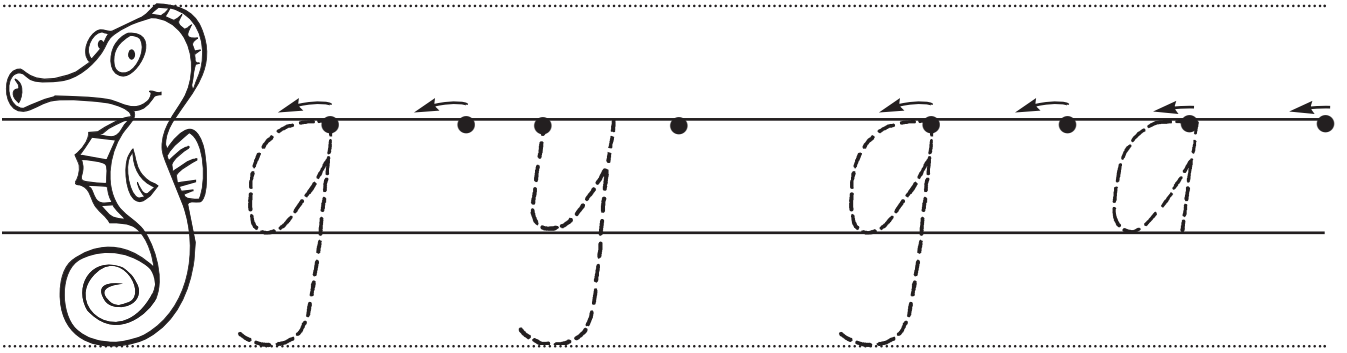


Match g to the pictures that begin with that sound.

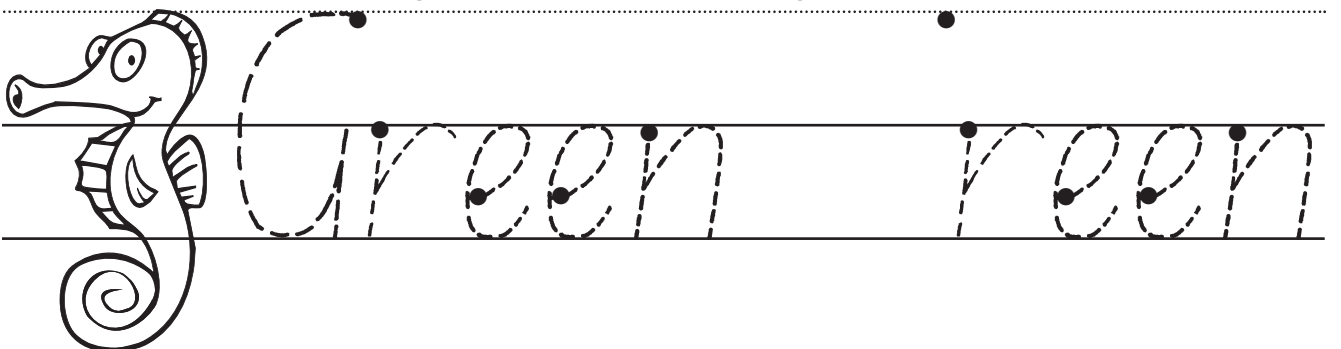


Colour the parts of the seahorse that show where the letter g sits in the lines.

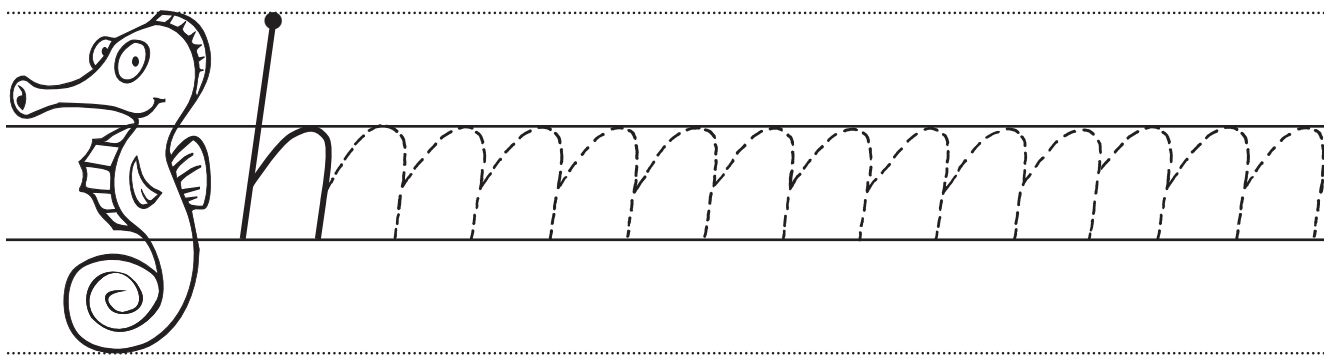




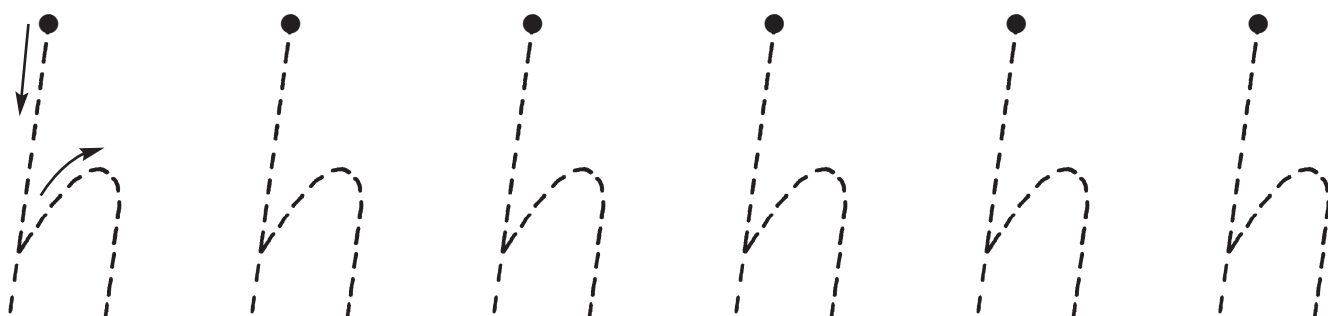
Green gherkins are good.



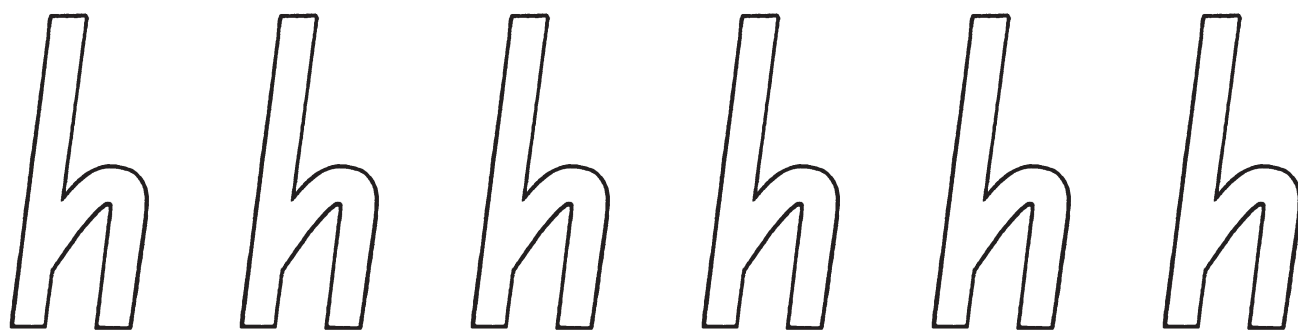
Trace the hops. Find the h's.



Trace the h's.



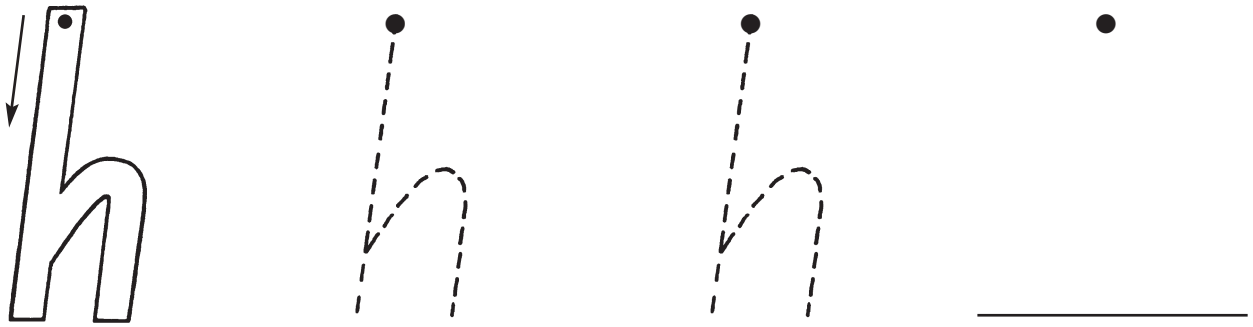
Track. First draw a * where you will start.



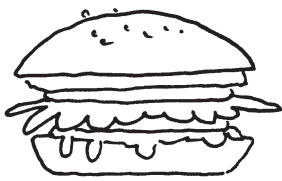
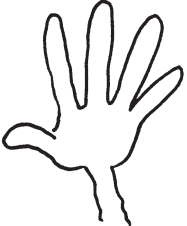
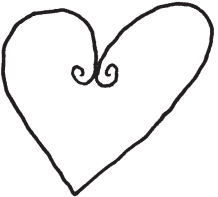
Try your own.



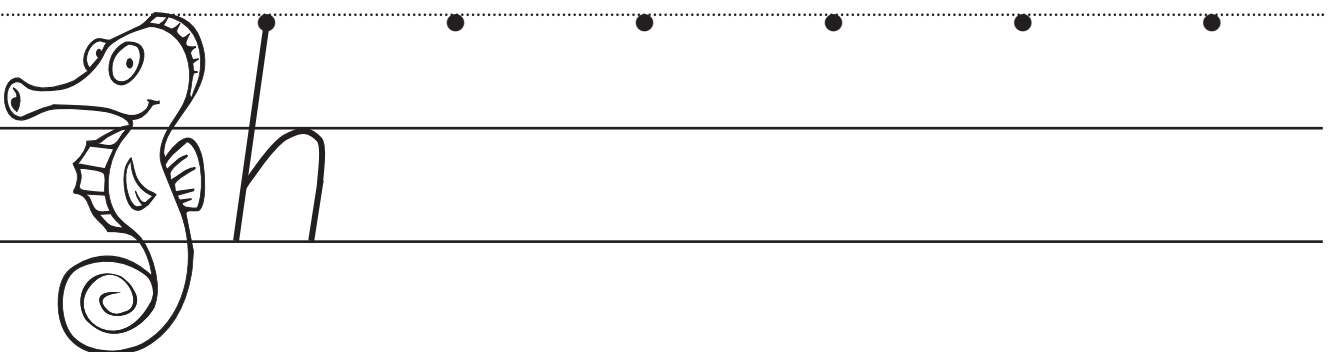
Draw a ♥ inside your best h.

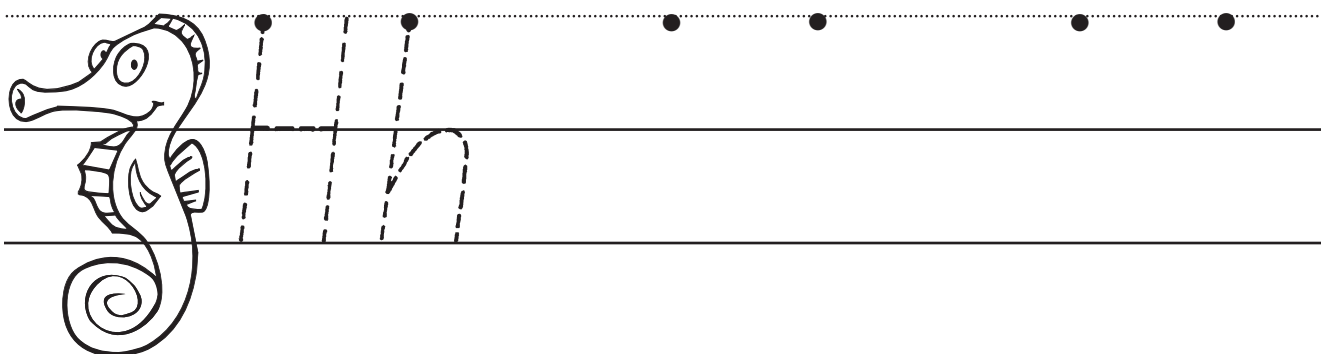
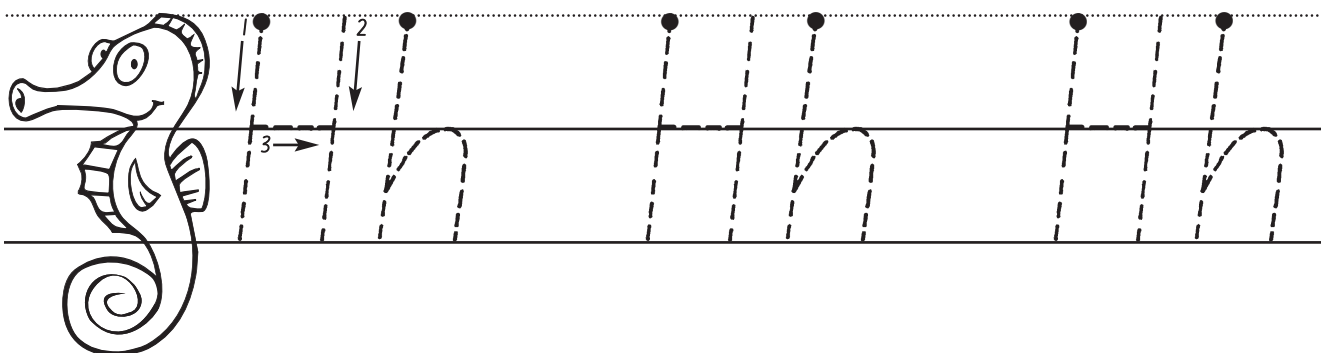
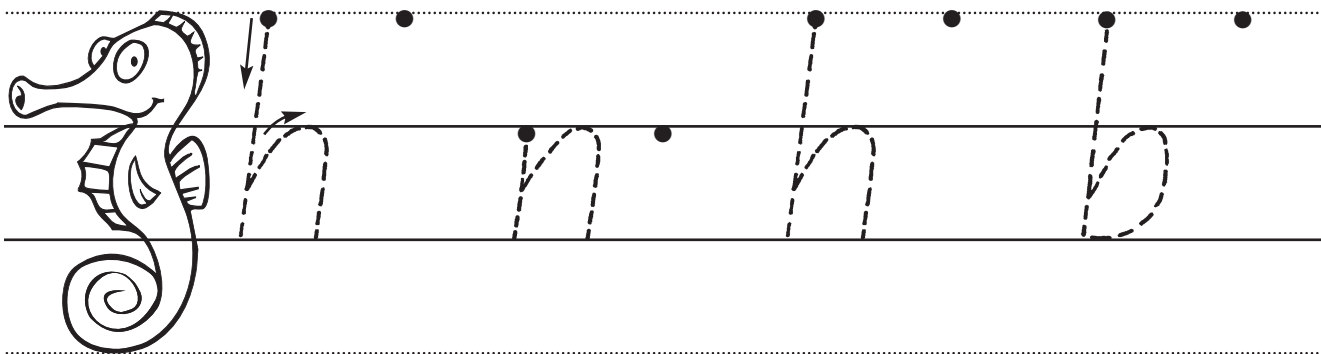


Trace the letter that makes the beginning sound of each picture.

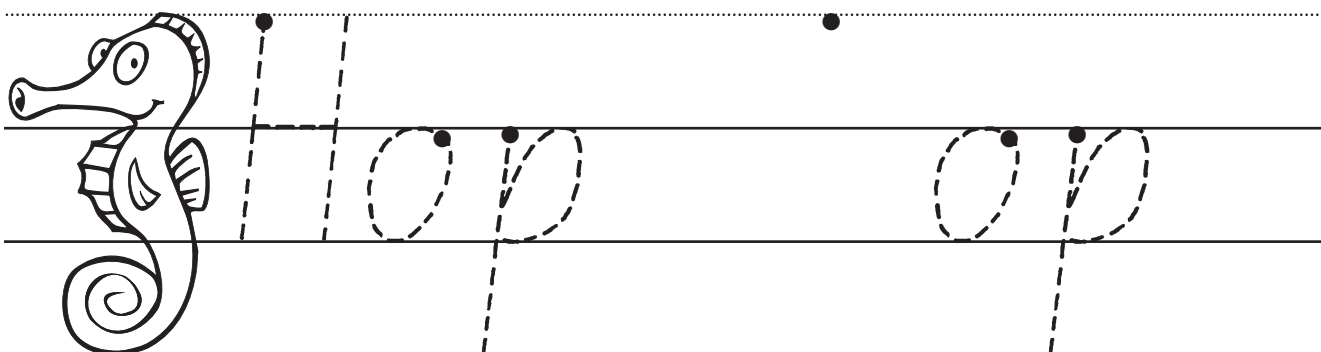
 m n h	 h r b
 h m r	 b h t
 b r h	 h n r

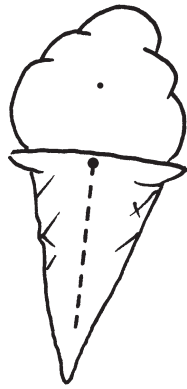
Colour the parts of the seahorse that show where the letter h sits in the lines.



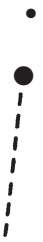


Hop here in a hurry!





Trace.



Trace.



Track.



Try your own.

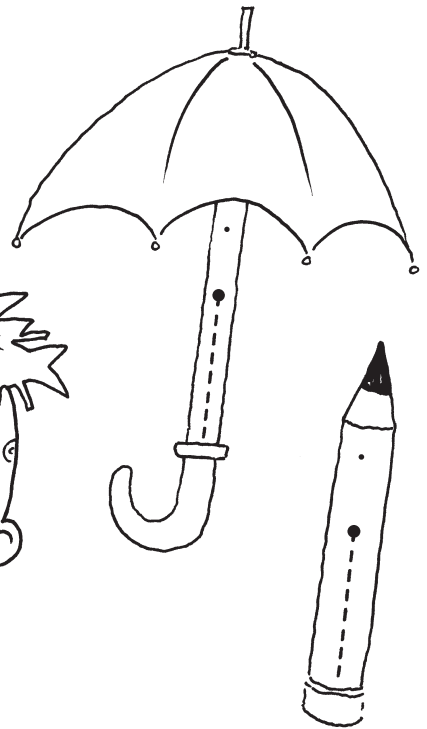
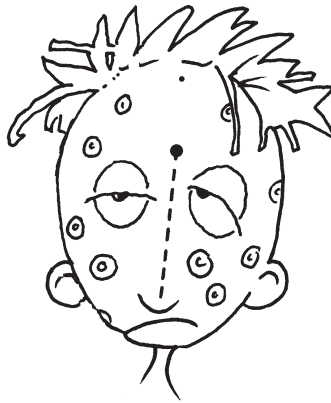
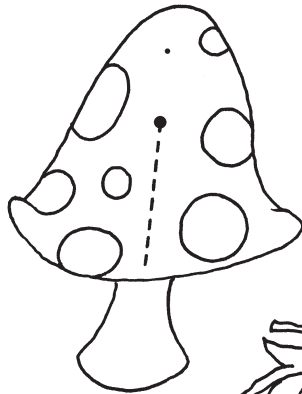
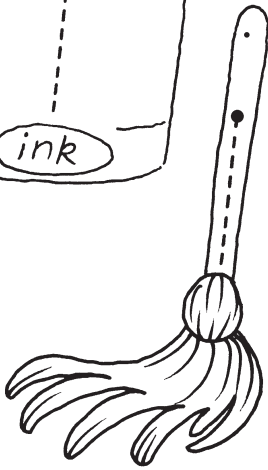
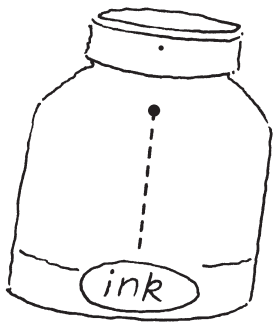


Circle your best (i).

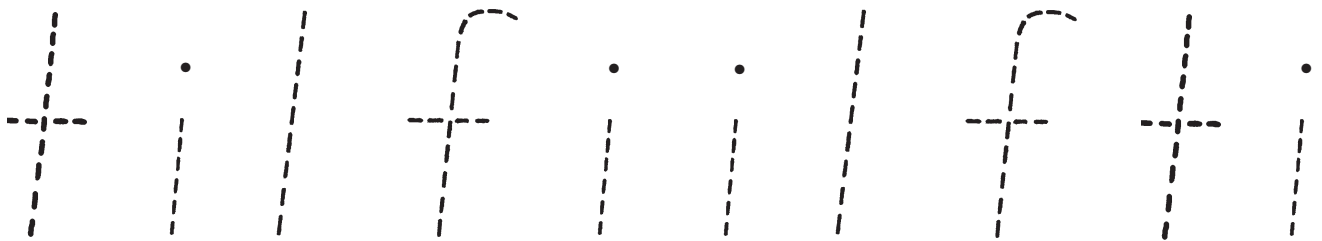
Draw something that starts with i.



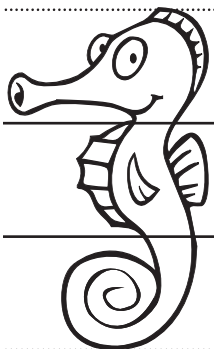
Trace the i if the picture starts with the sound i makes.



Find the i's and trace them.



Colour the parts of the seahorse that show where the letter i sits in the lines.



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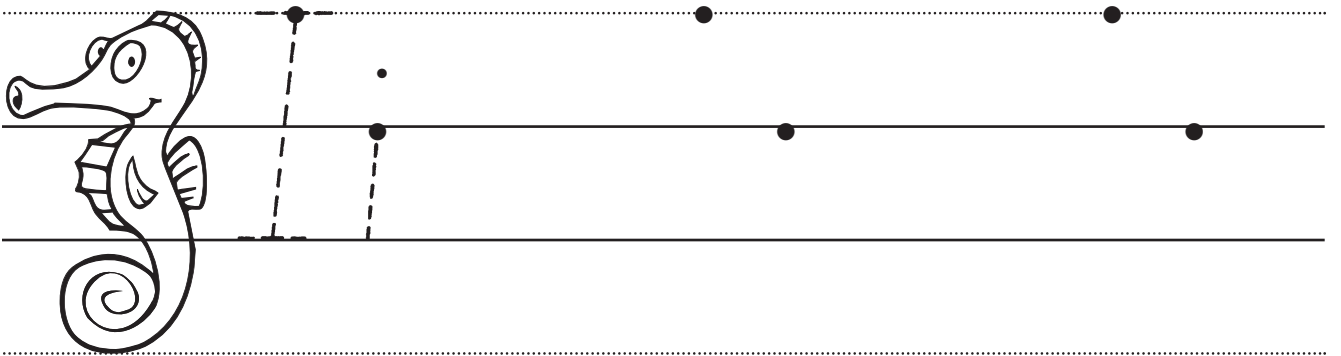
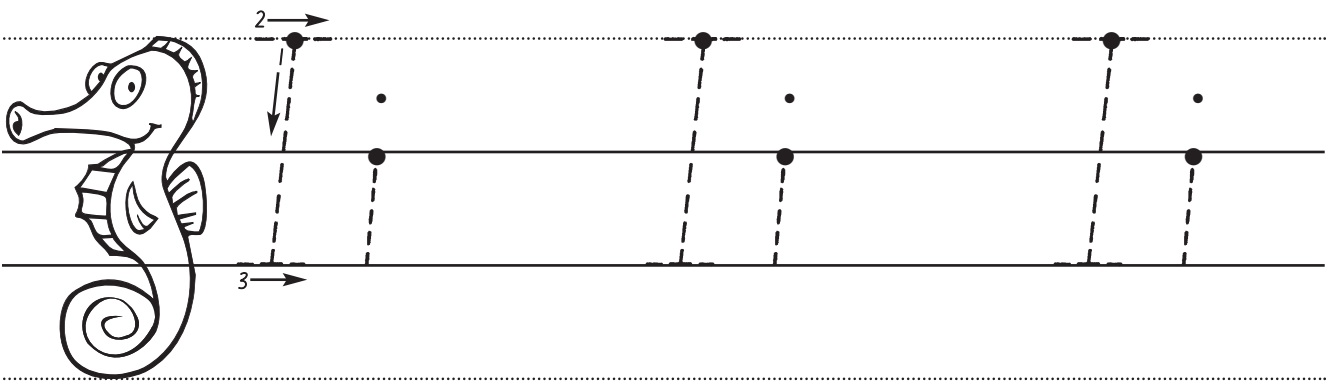
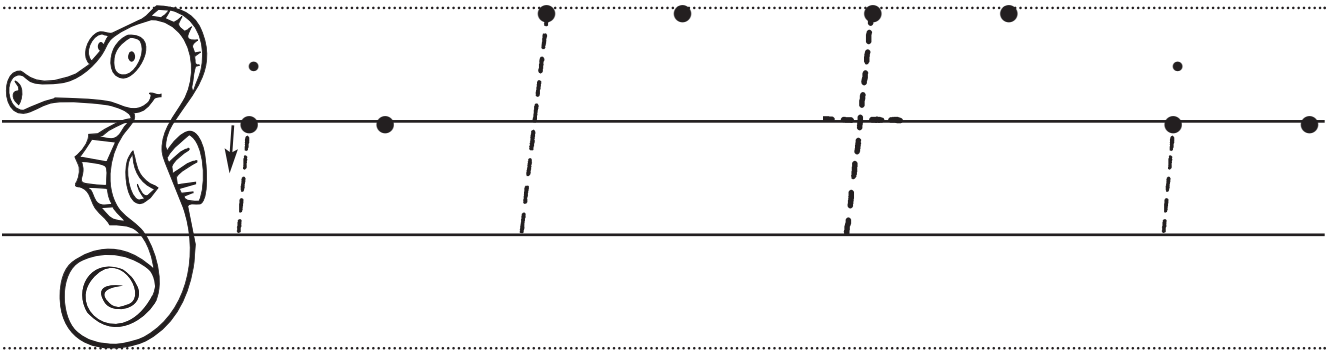
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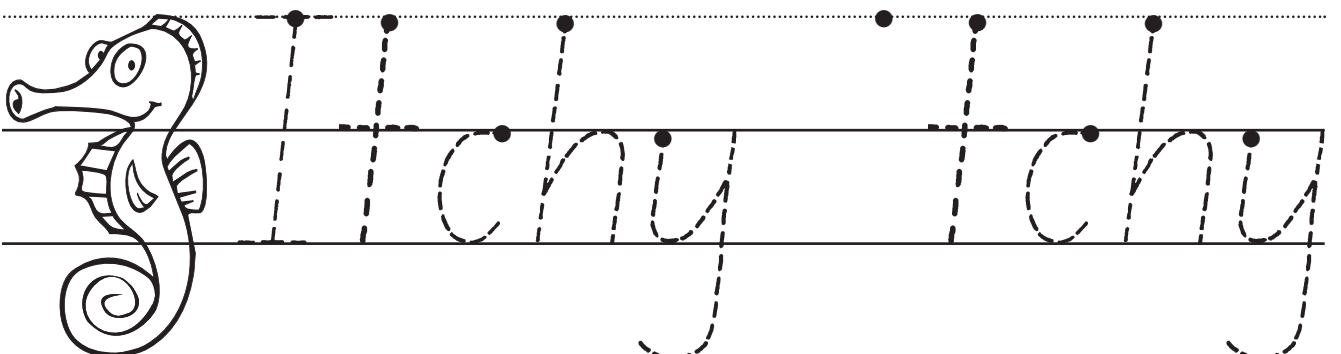
.

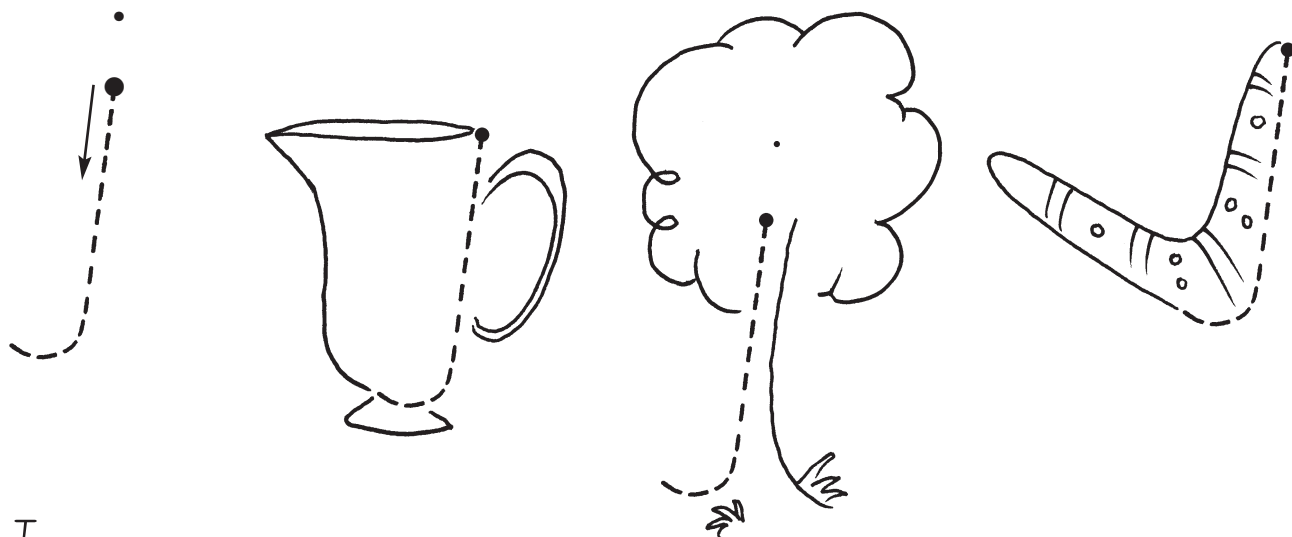
.

.

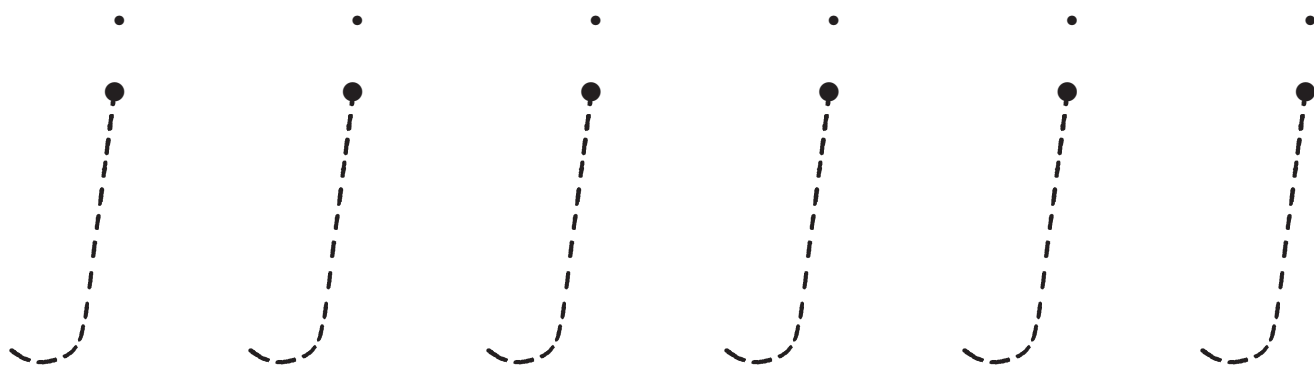


Itchy jumpers make me scratch.

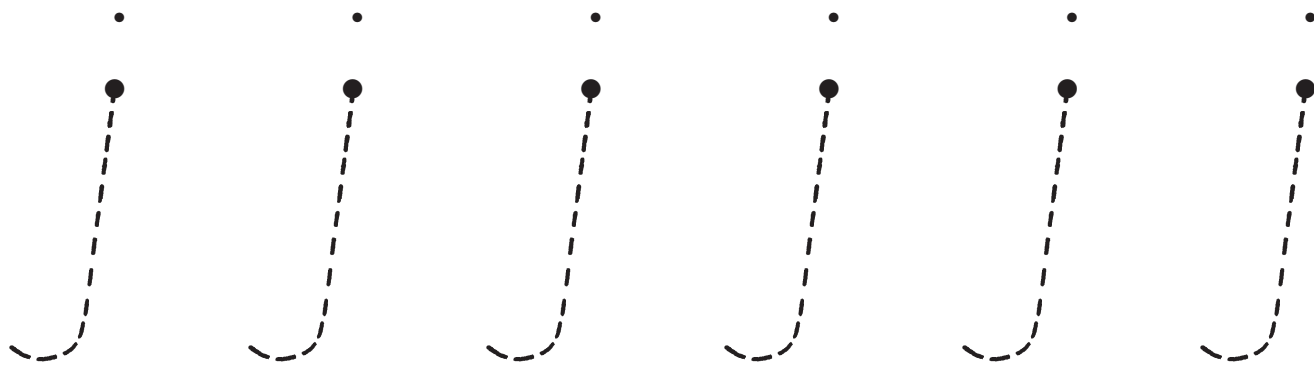




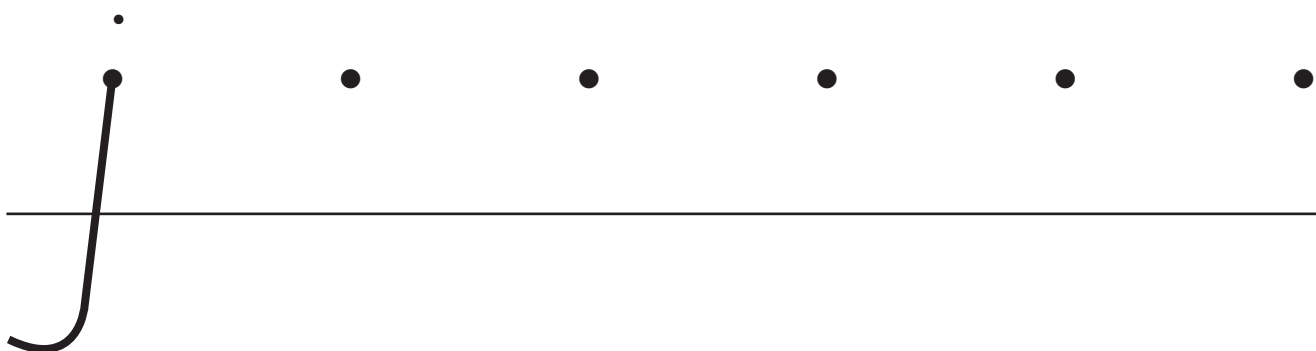
Trace.



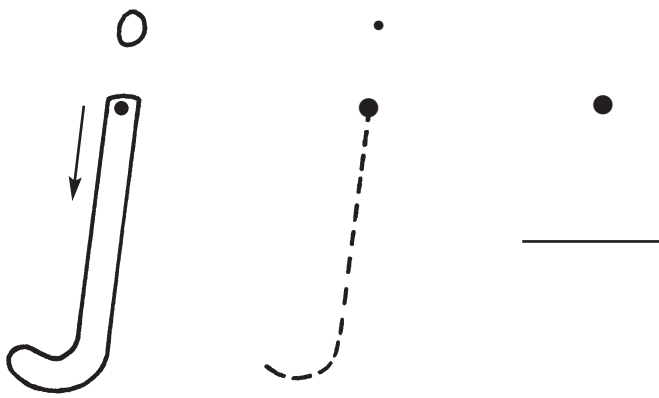
Trace.



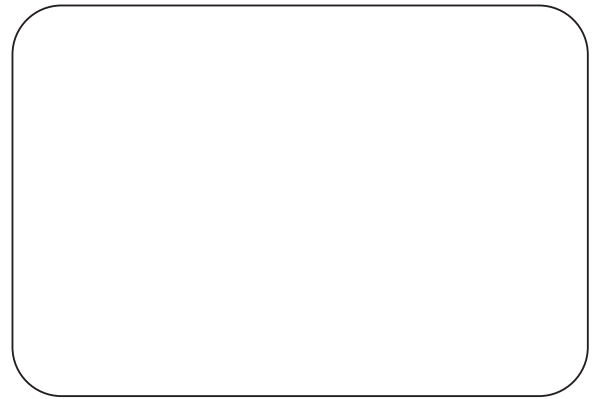
Try your own.



Put a * above your best j.



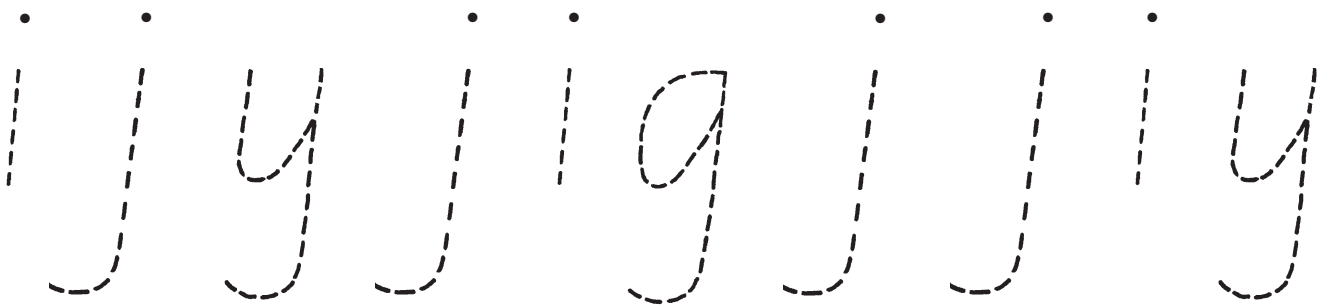
Draw something that starts with j.



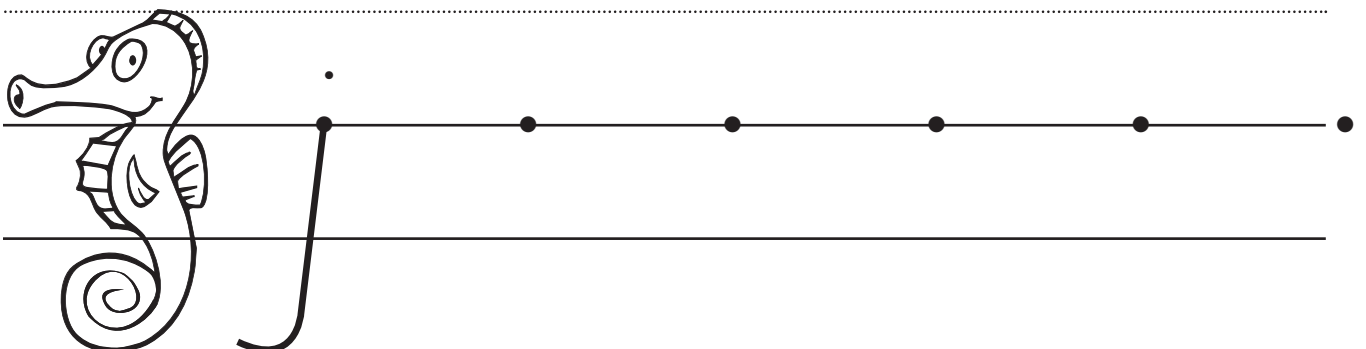
Trace the j if the picture starts with the sound j makes.

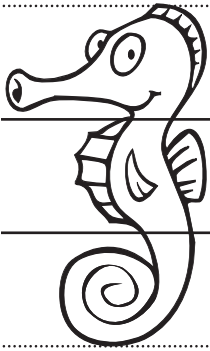


Find the j's and trace them.

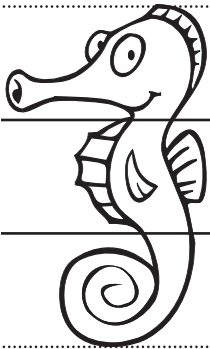


Colour the parts of the seahorse that show where the letter j sits in the lines.

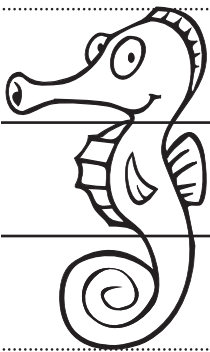




j y i j

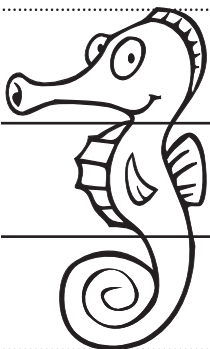


j j j j j

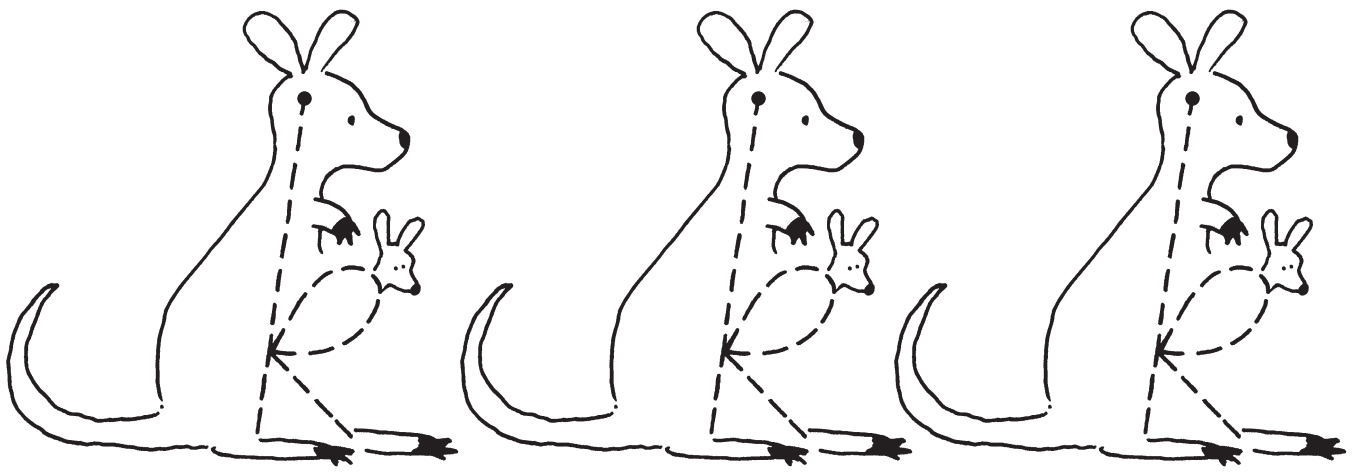


j j . . .

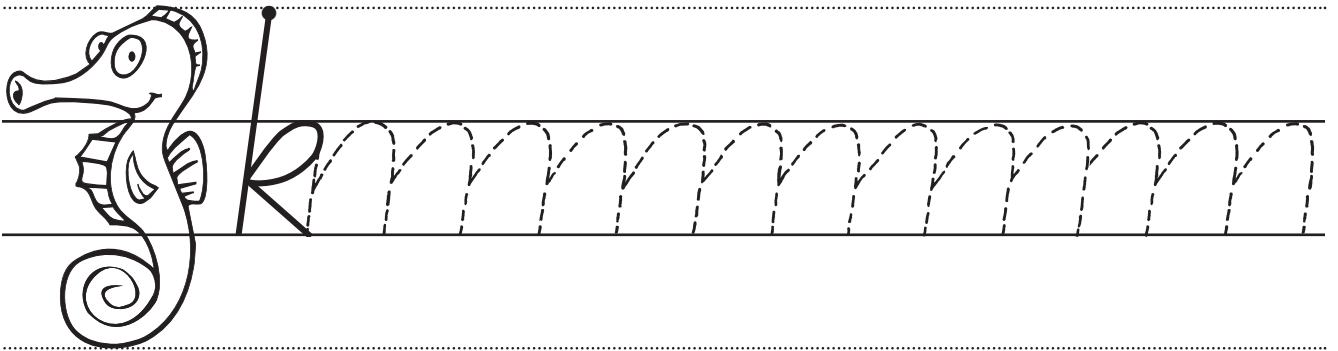
July is just after June.



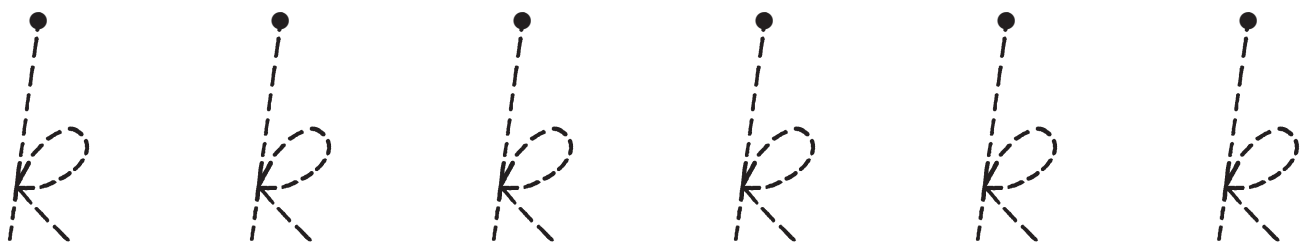
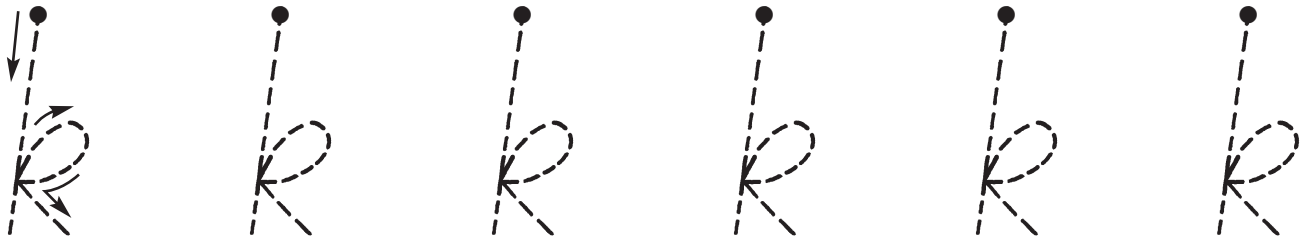
July July



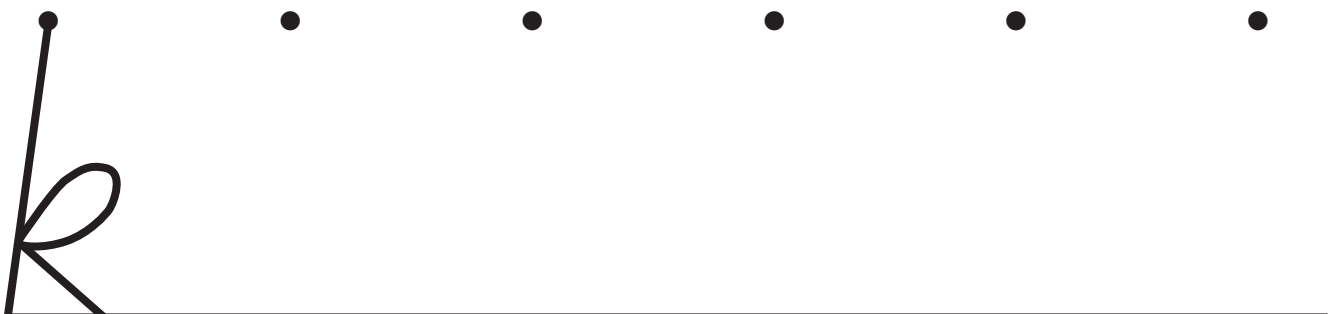
Trace the hops. Find 5 k's.



Trace.



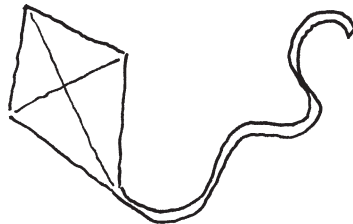
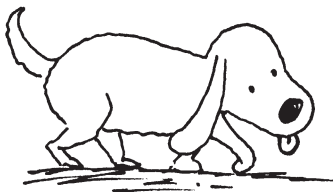
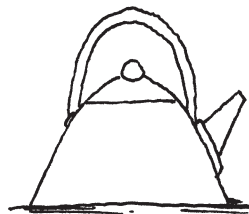
Try your own.



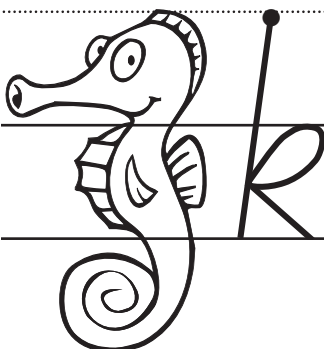
Trace the *o* shape of each k with a green pencil.

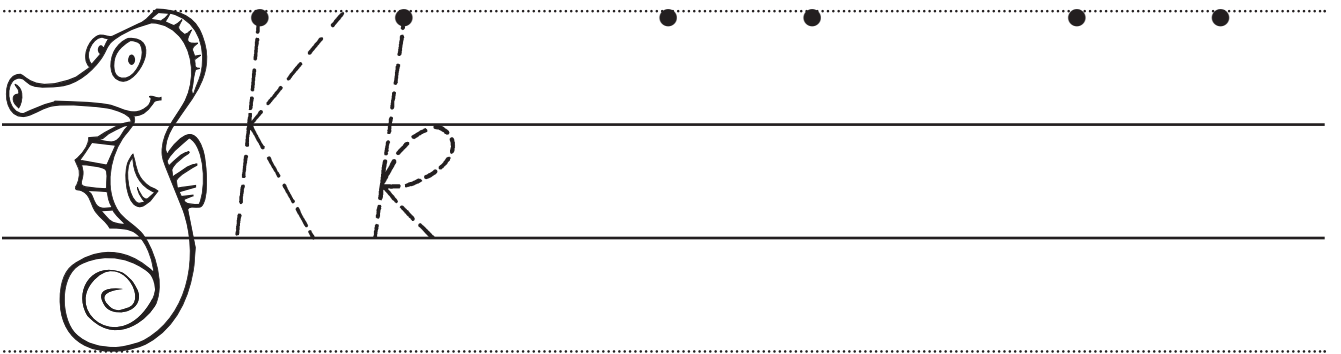
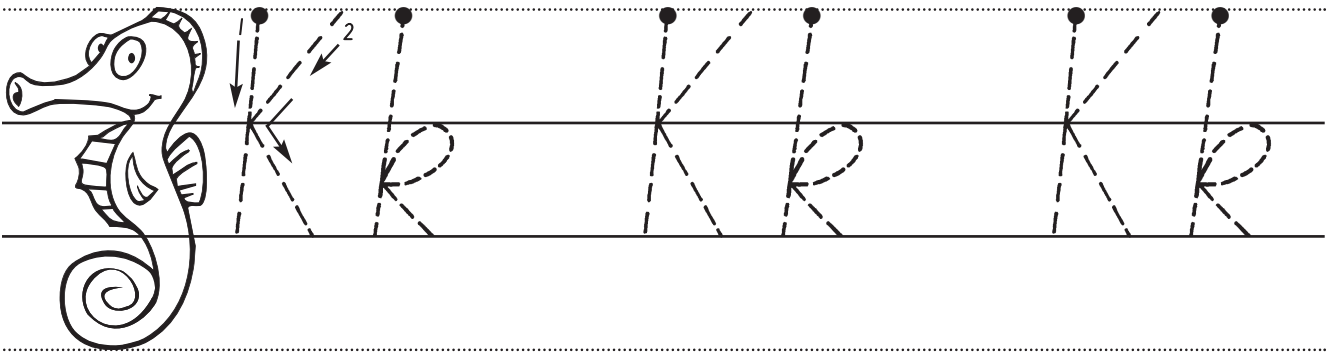
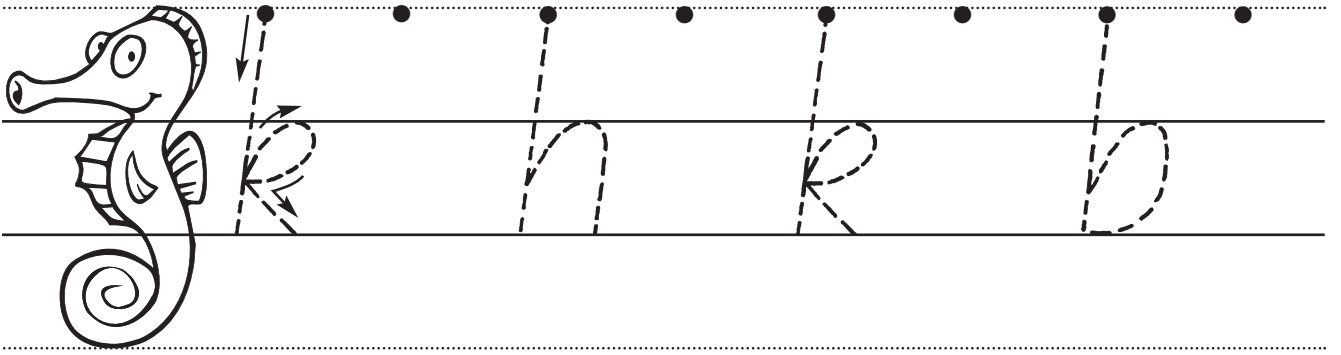


Match k to the pictures that begin with that sound.

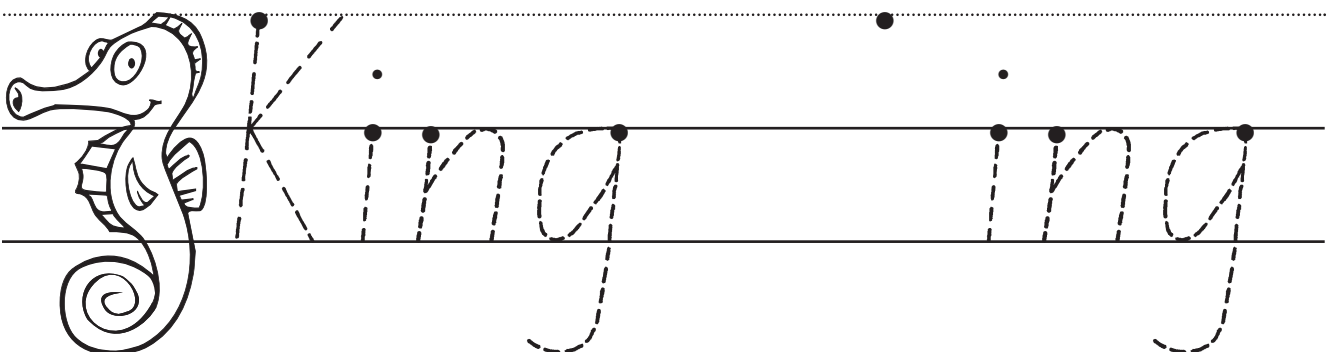


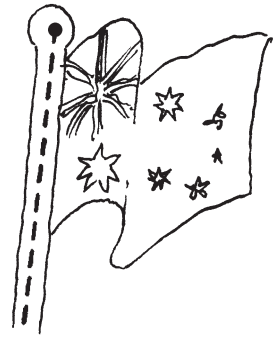
Colour the parts of the seahorse that show where the letter k sits in the lines.





King Ken kissed Kate.





Trace.



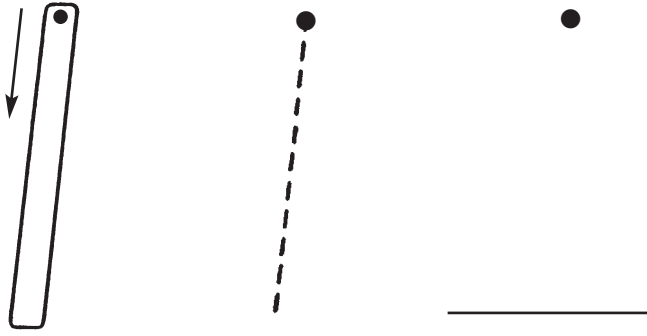
Trace.



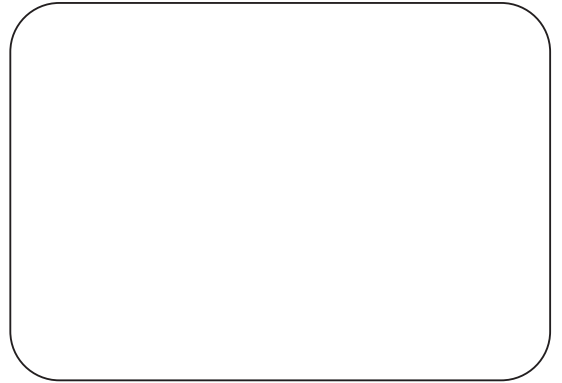
Try your own.



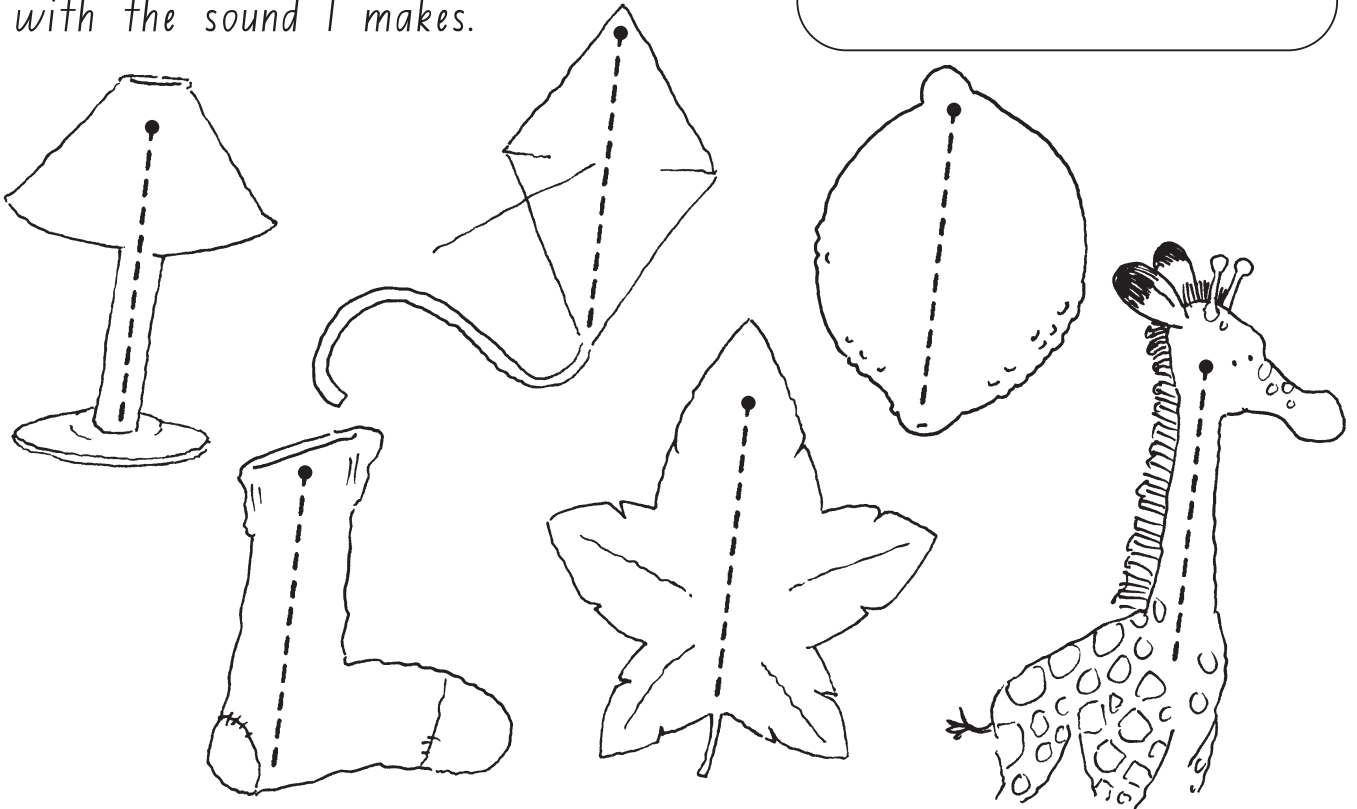
Put a ~ under your best l.



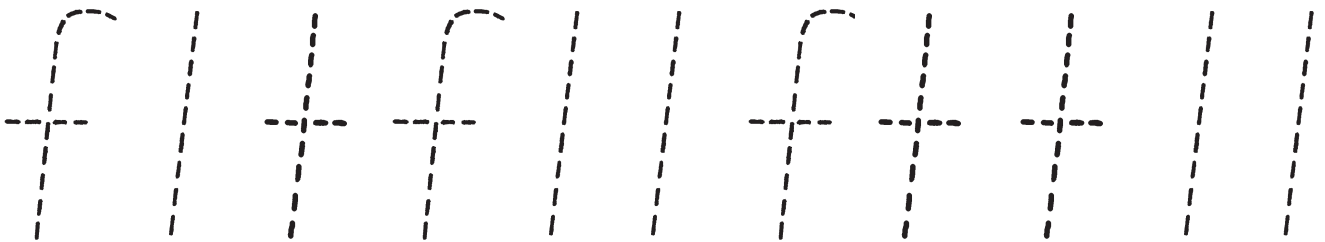
Draw something that starts with l.



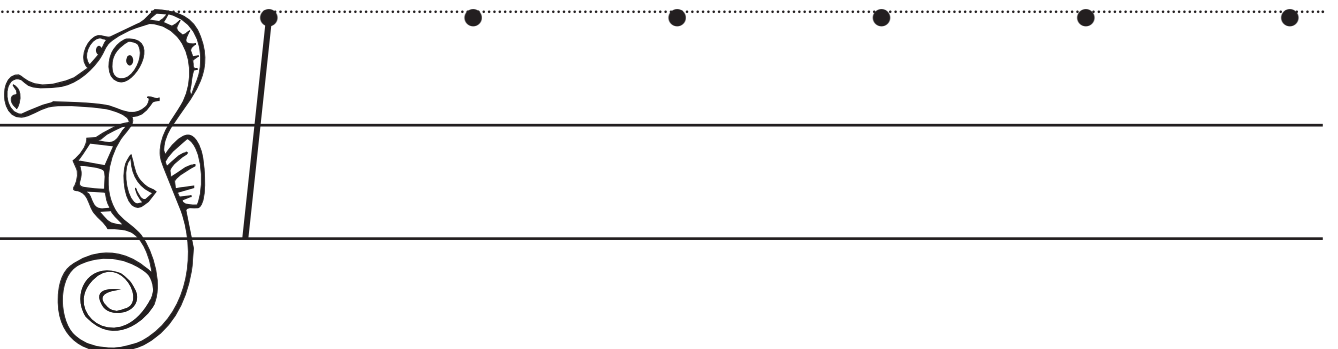
Trace the l if the picture starts with the sound l makes.

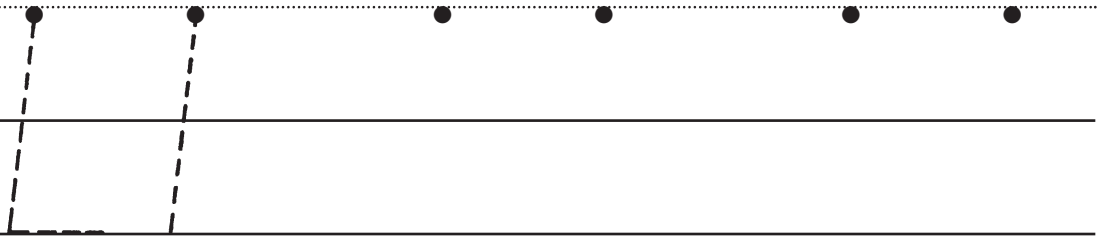
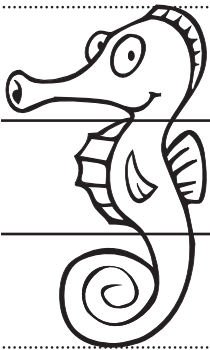
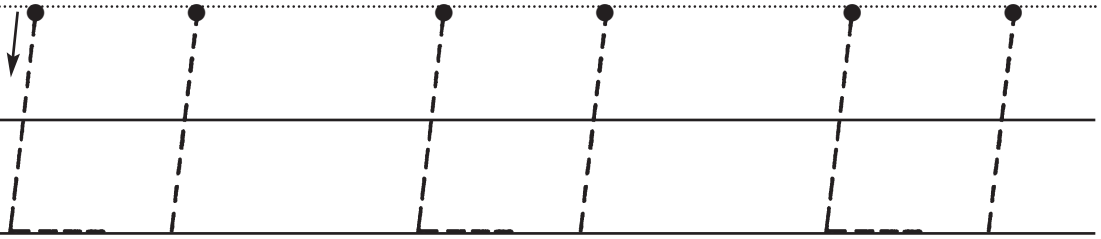
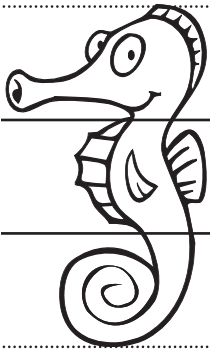
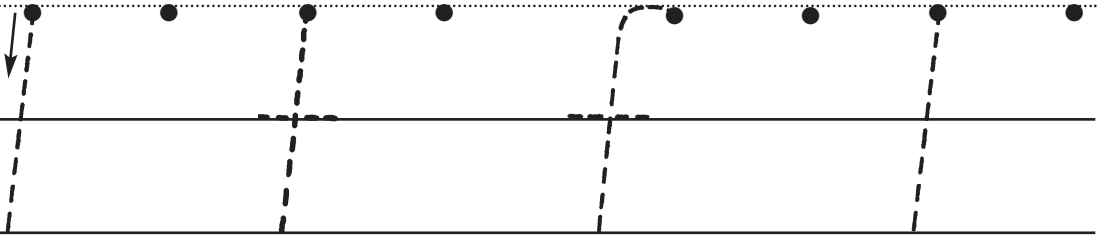
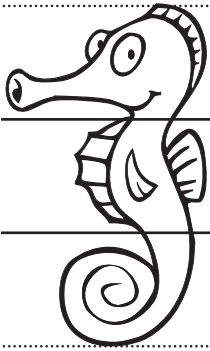


Find the l's and trace them.

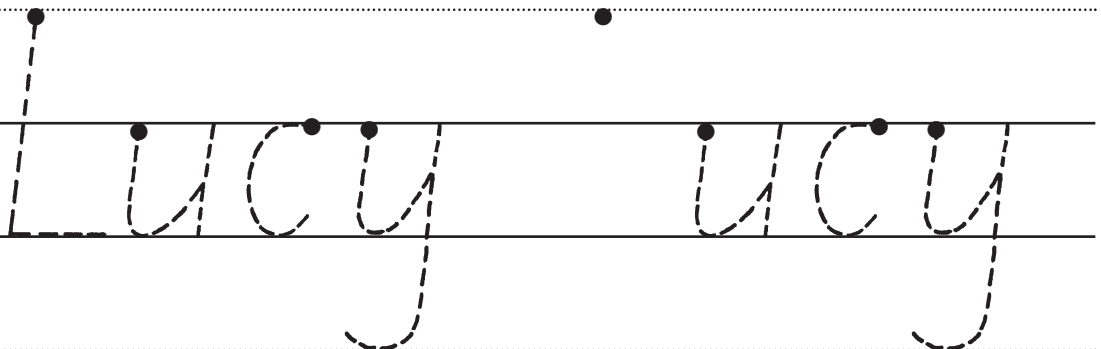
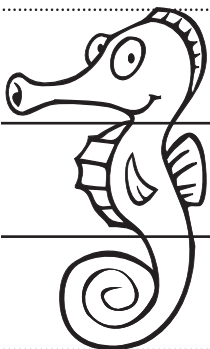


Colour the parts of the seahorse that show where the letter l sits in the lines.

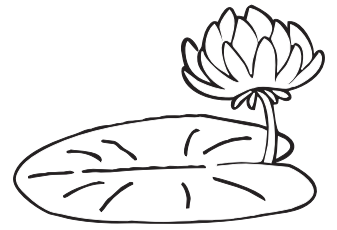
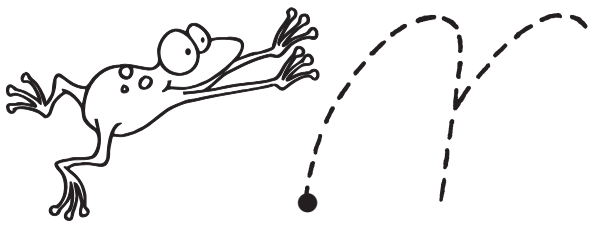




Lucy likes lemons.



Finish the hops to help the frog land on the lily pad.



Trace. Circle the m's.



Trace the m's with a red pencil.



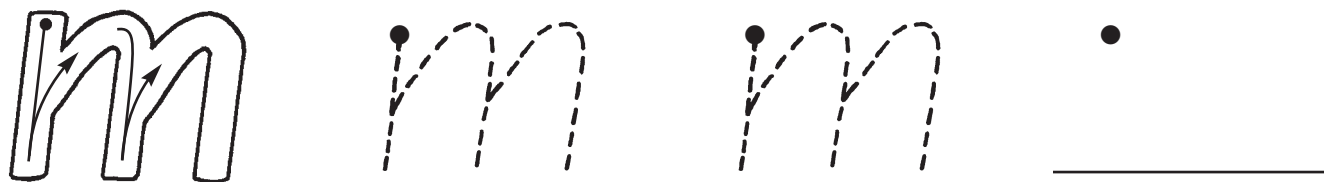
Trace.



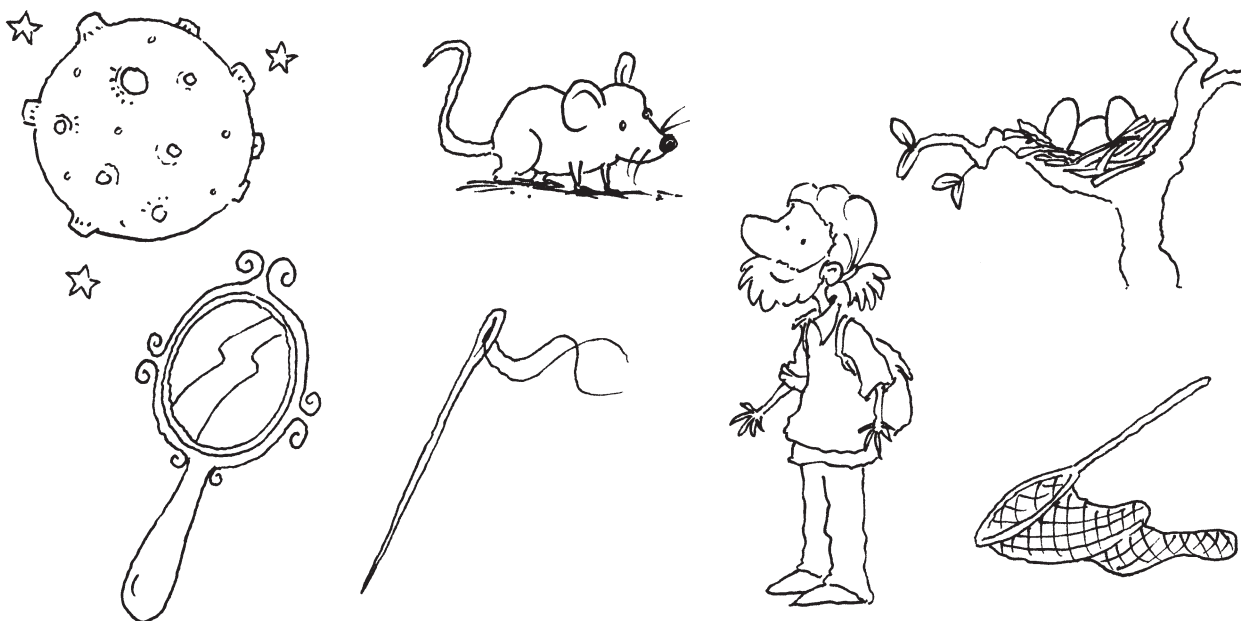
Try your own.



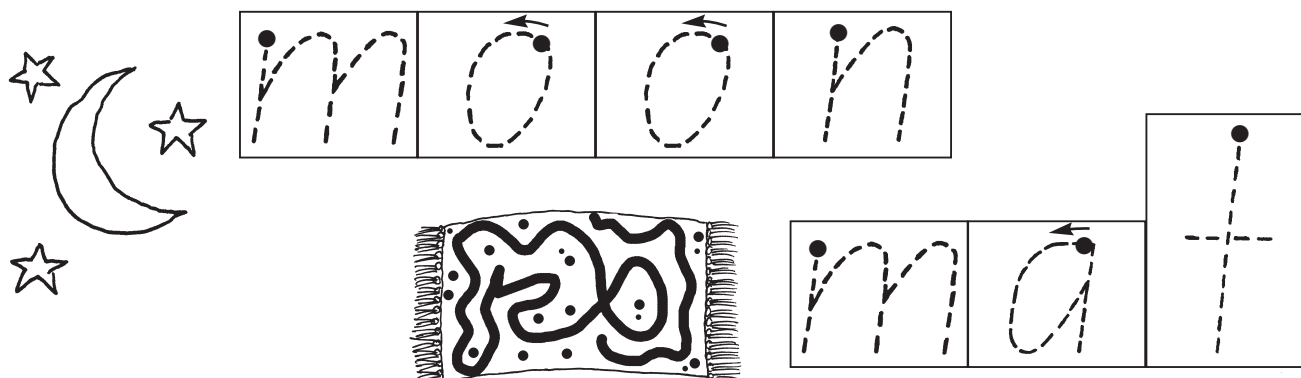
Put a  around your best .



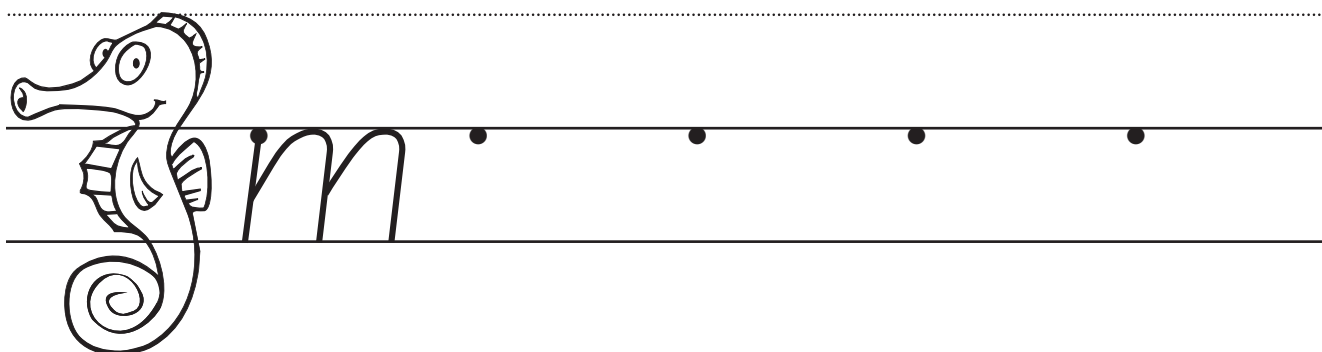
Write the letter m next to the pictures that start with the sound m makes.

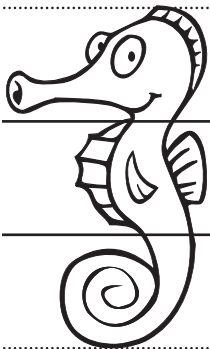


Trace the words. Say them out loud.

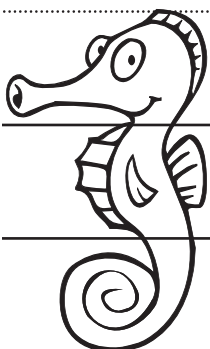


Colour the parts of the seahorse that show where the letter m sits in the lines.

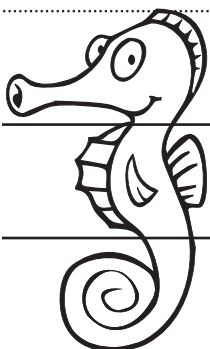




m m m

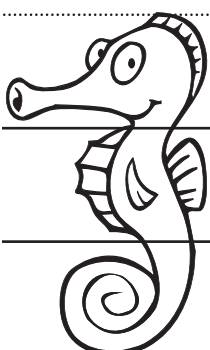


M m M m M m



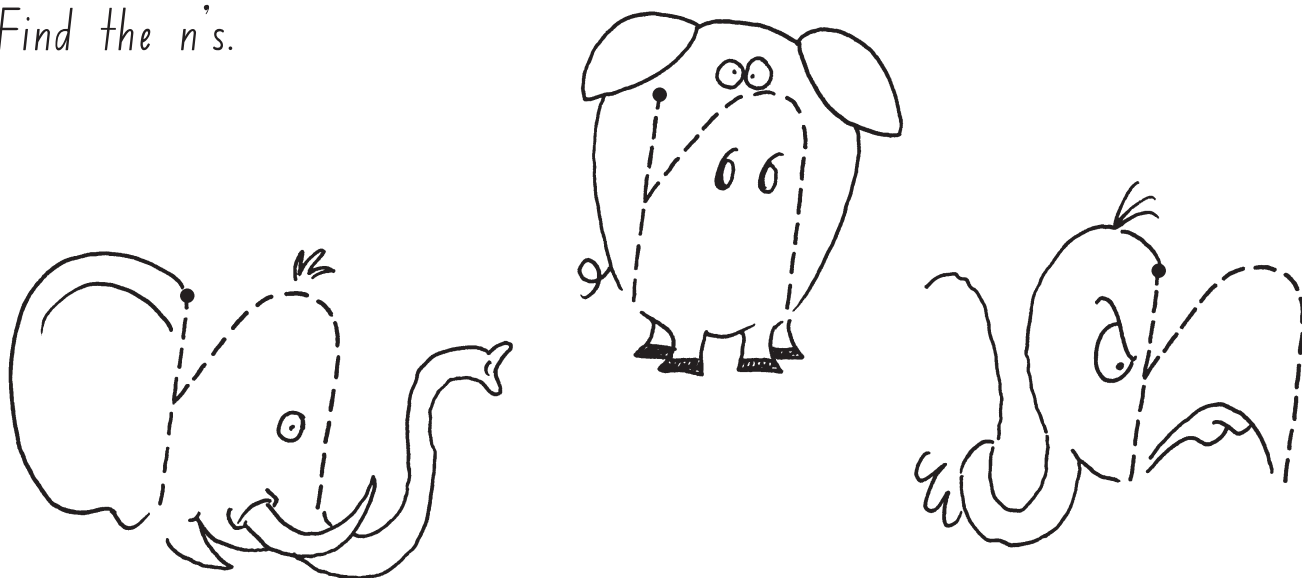
M m

Mum is at work.



Mum u

Find the n's.



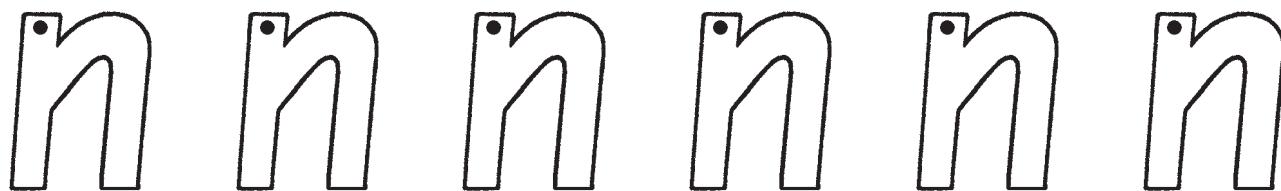
Trace.



Trace. Colour the wedges of cake.



Track.



Try your own.



Put a * on top of your best n.

n

n

n

.

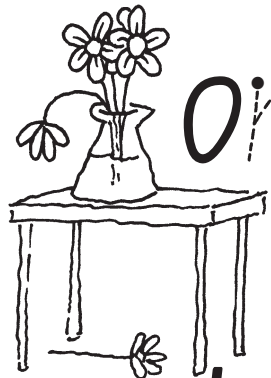
Find the words with n in them. Trace the n.



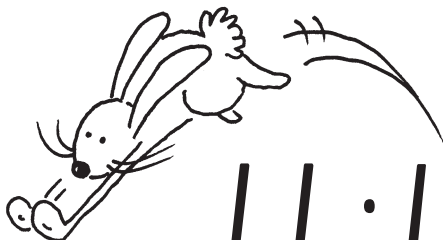
ant



monkey



on



rabbit



night

under



needle

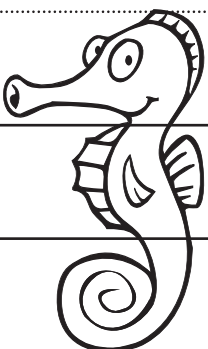
Draw something that
starts with n.



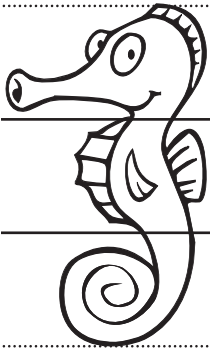
Draw something that
ends with n.



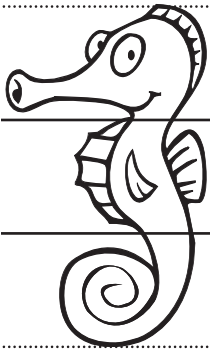
Colour the parts of the seahorse that show where the letter n sits in the lines.



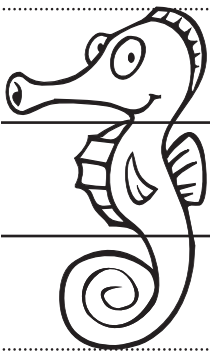
n



m m m m

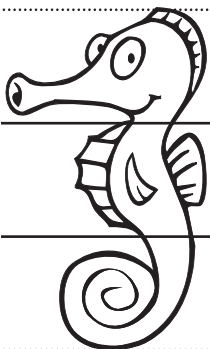


N n N n N n



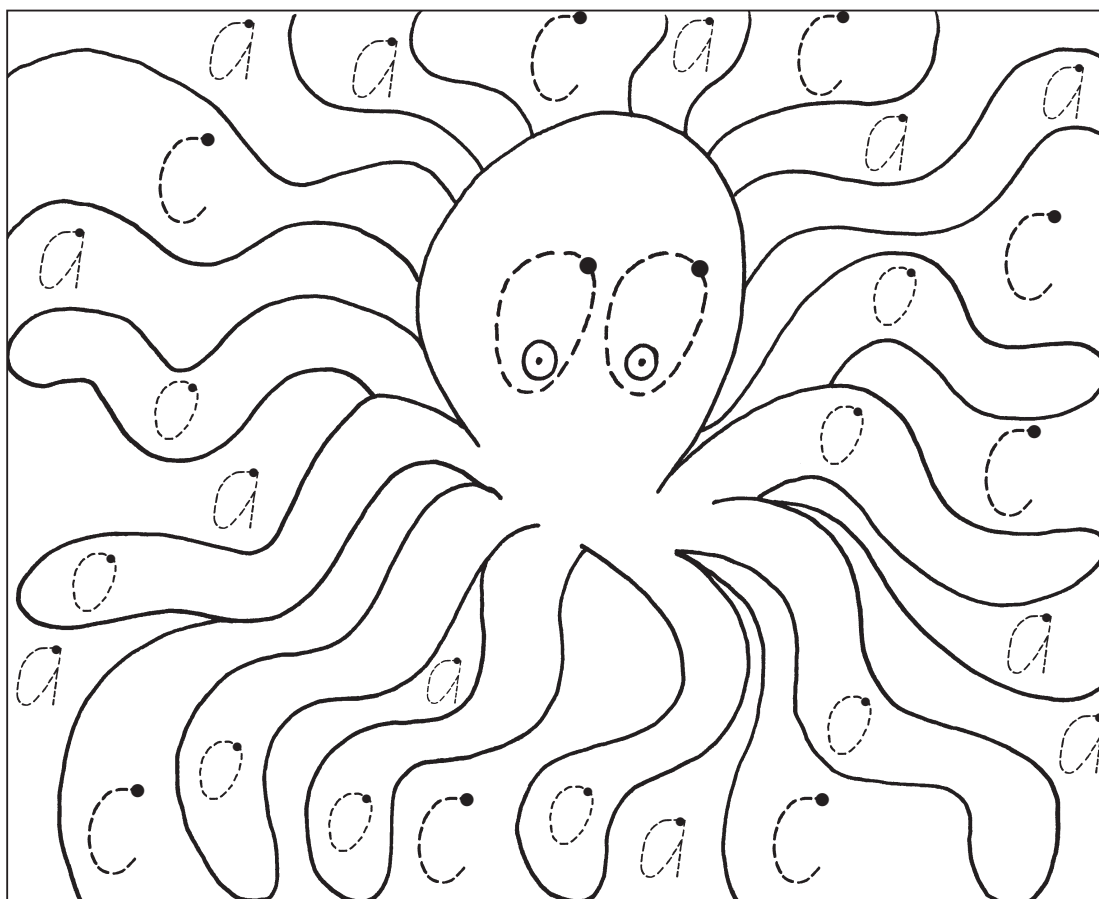
N n

Nine is a nifty number.



Nine i e

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



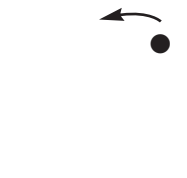
Trace.



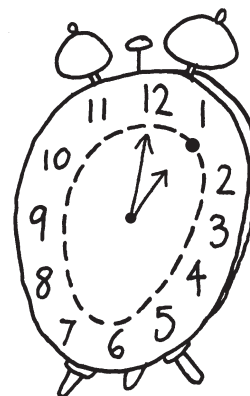
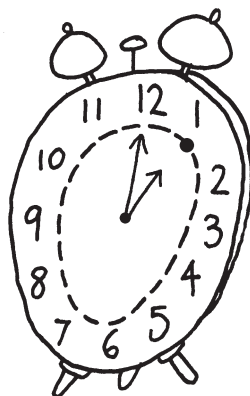
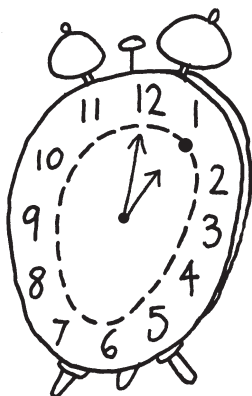
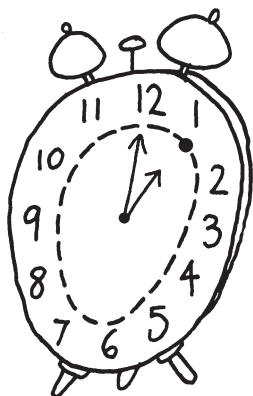
Try your own.



Turn your best o into an octopus. 



Trace the clocks. Start at 1 o'clock.



Find o. Trace it in orange. Circle all the o's in the middle of the words.



orange

log

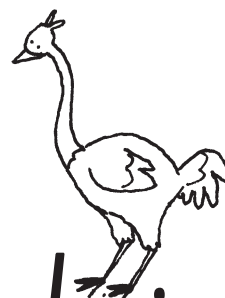


mop



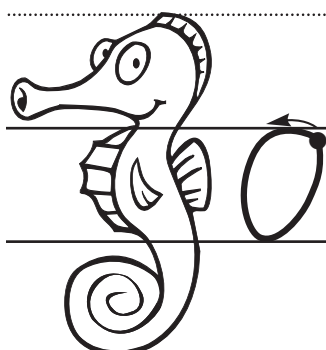
pot

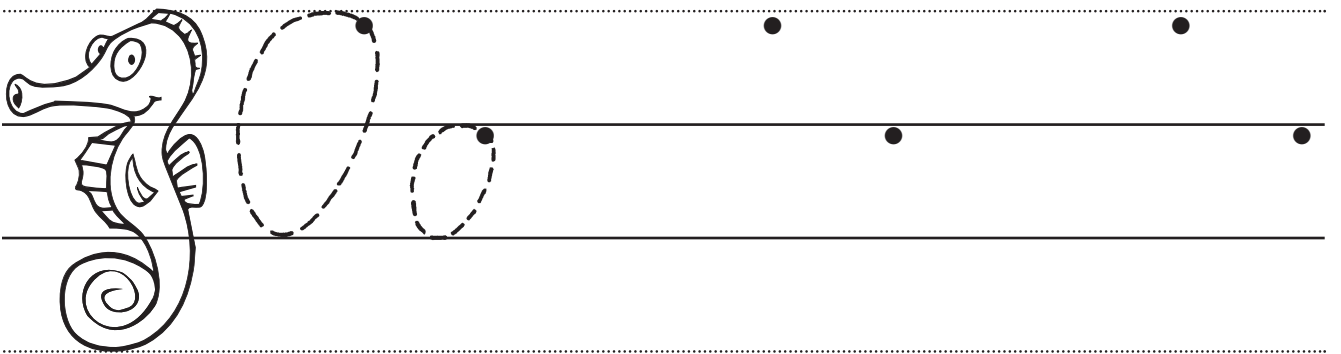
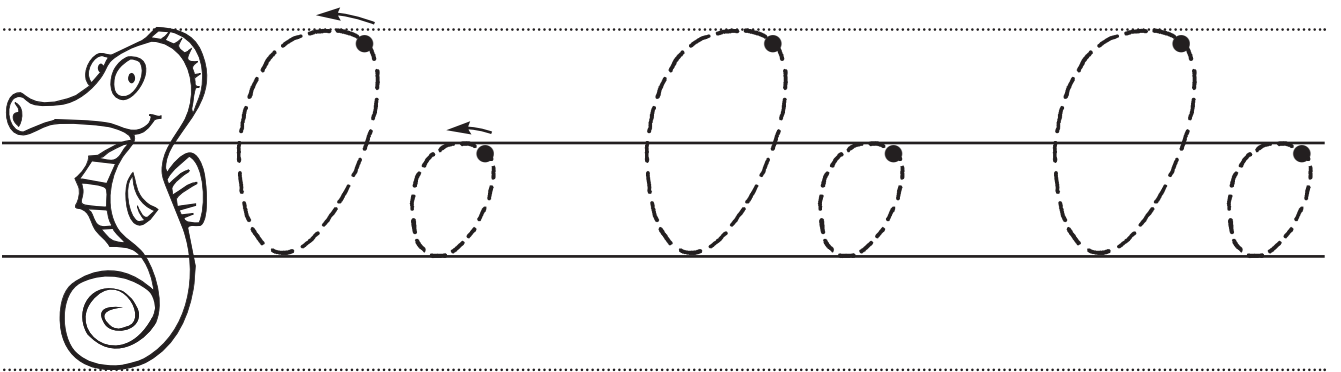
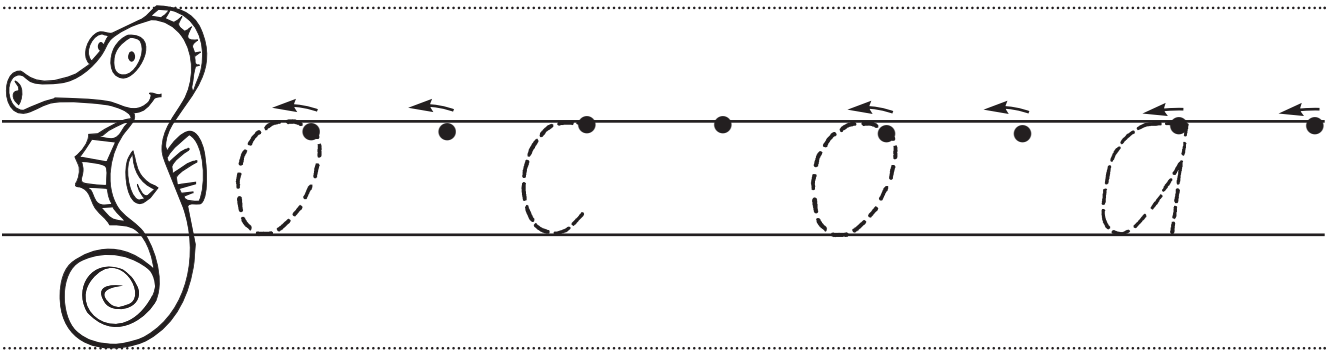
octopus



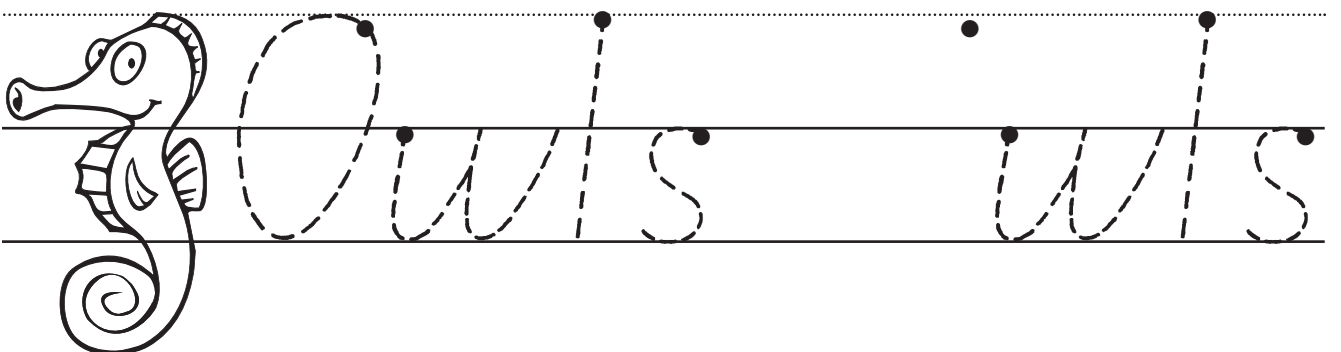
ostrich

Colour the parts of the seahorse that show where the letter o sits in the lines.





Owls fly overhead.

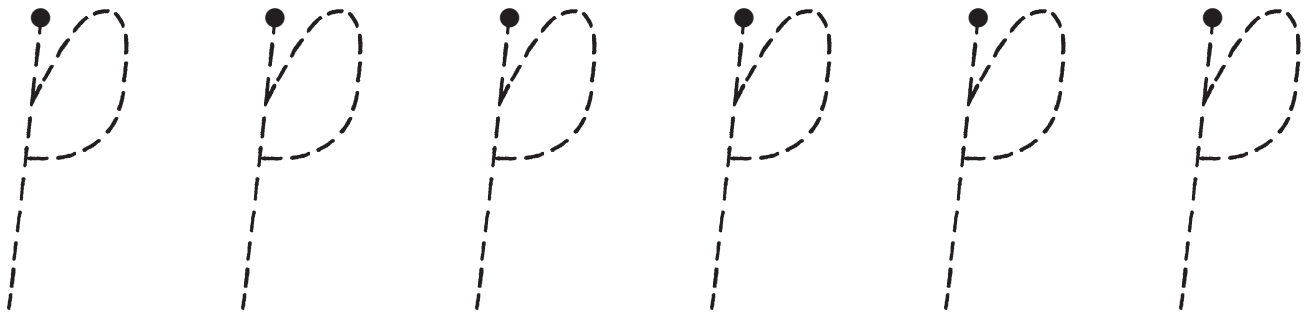


popcorn
popping

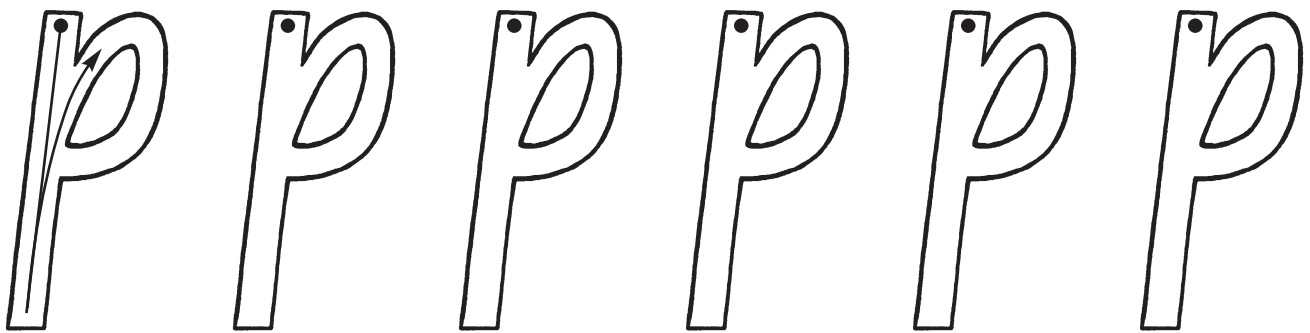


frying pan

Trace.



Track.



Try your own.



Draw a pink or purple circle around your best (p).

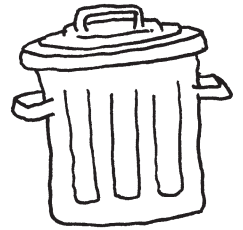
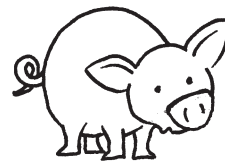
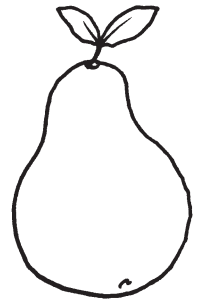
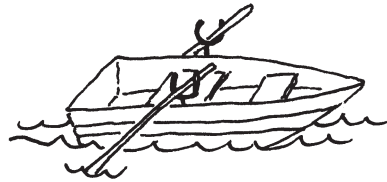
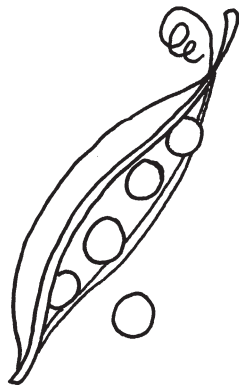
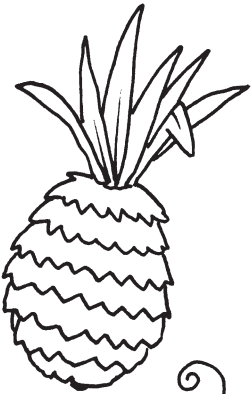
P

p

p

•

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



Draw a * to show where the letter p starts.

p

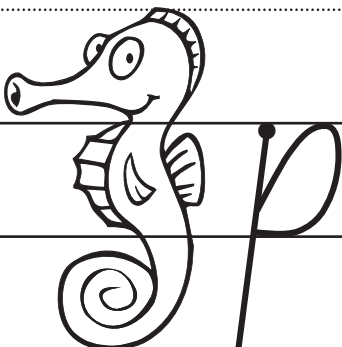
p

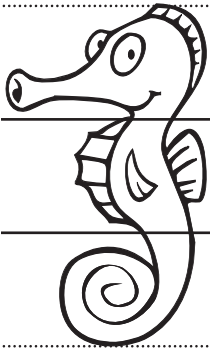
p

p

p

Colour the parts of the seahorse that show where the letter p sits in the lines.



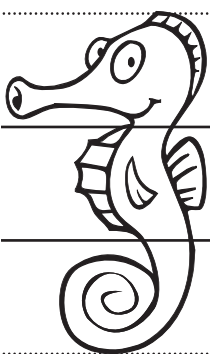


p

r

p

n



P

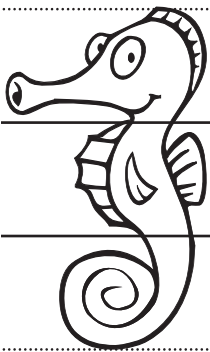
p

P

p

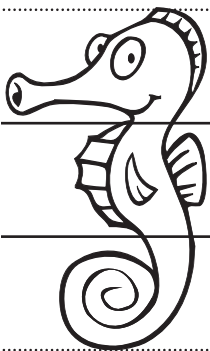
P

p



P

Poppy Pig picks pansies.



P

o

p

p

p

y

o

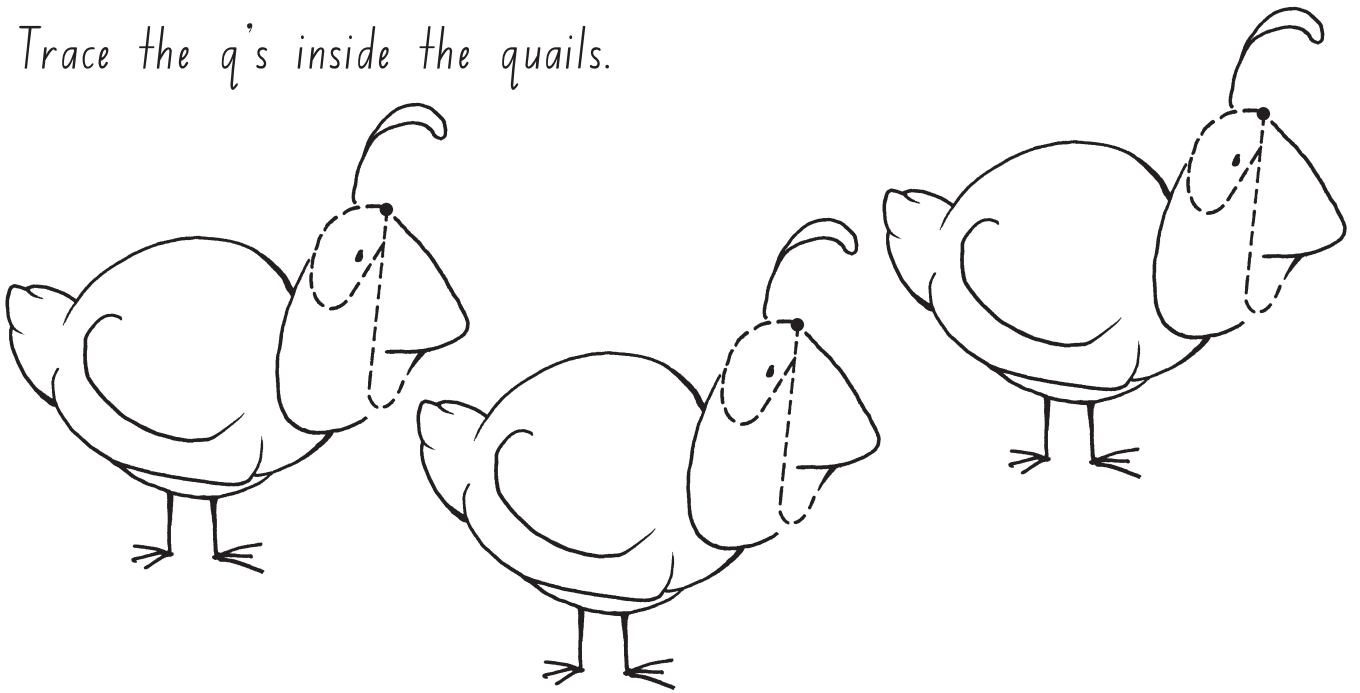
y

y

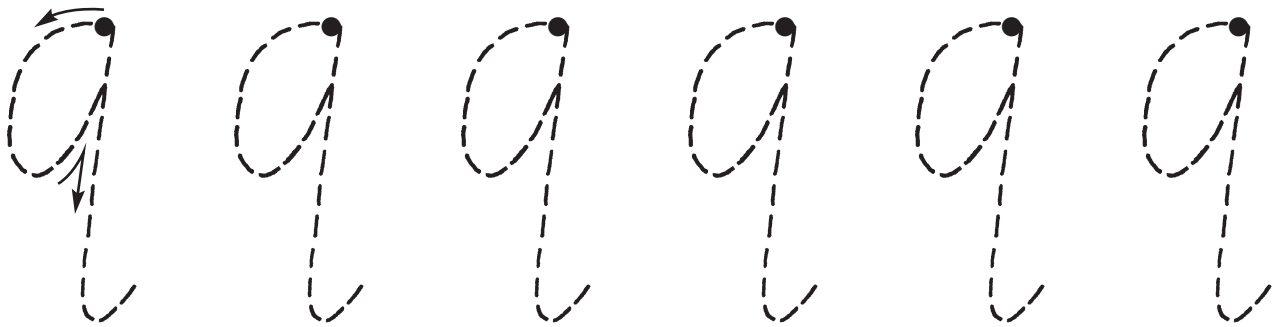
y

y

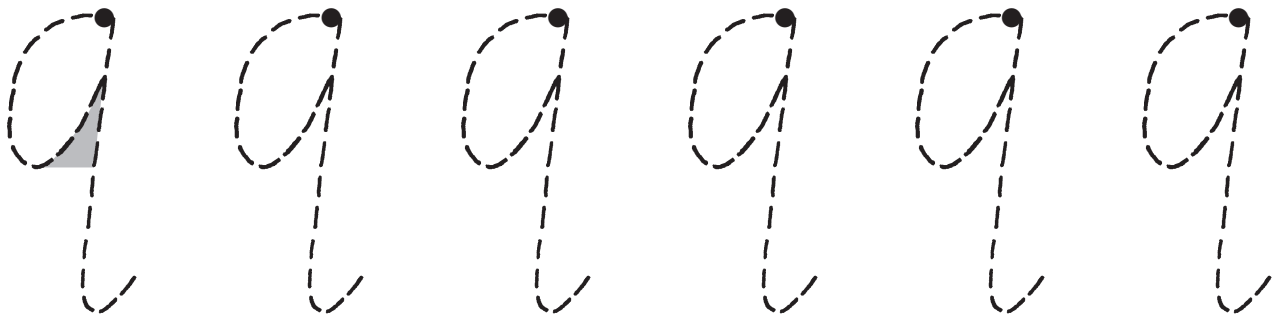
Trace the q's inside the quails.



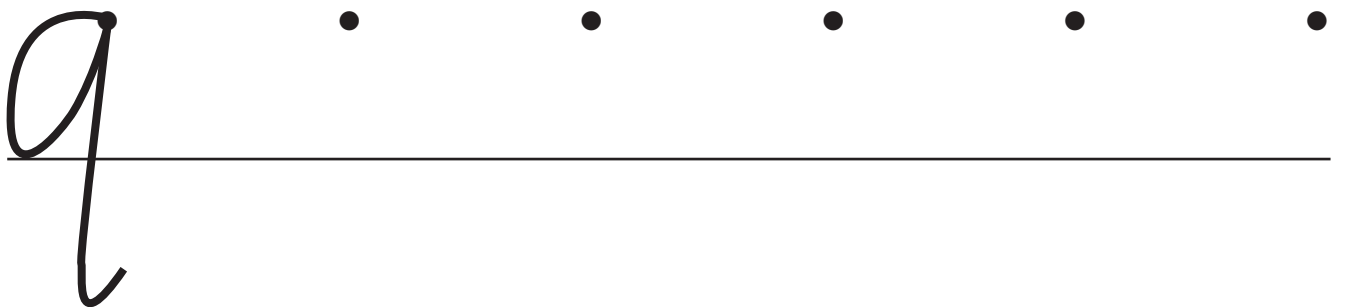
Trace.



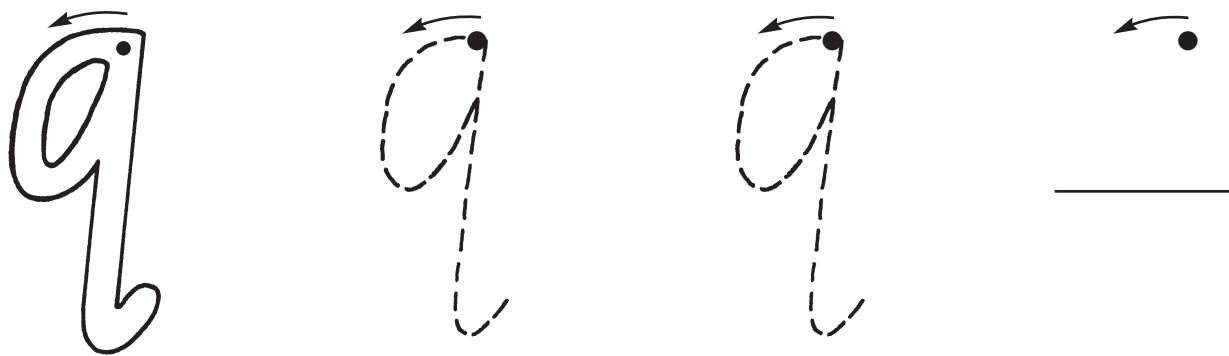
Trace. Colour the wedges of cake.



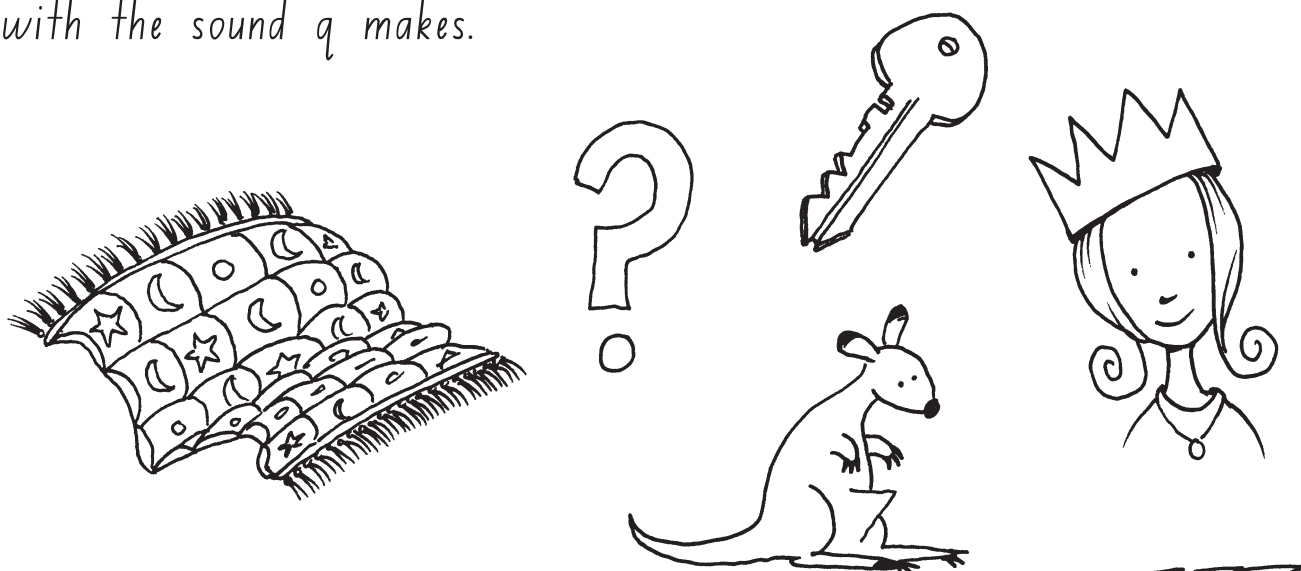
Try your own.



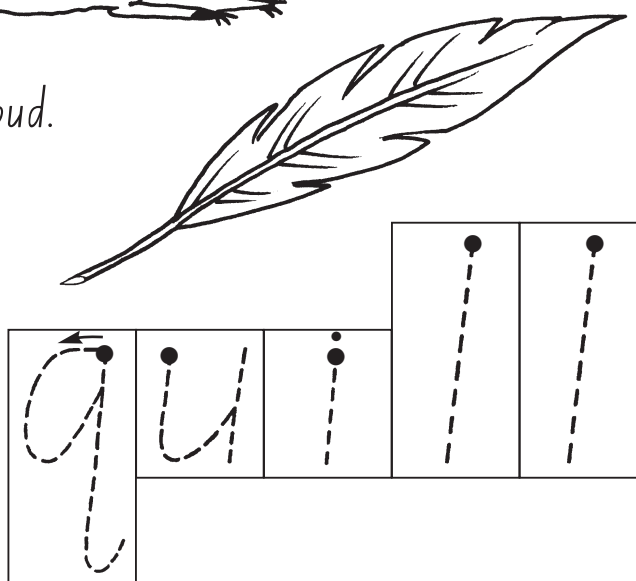
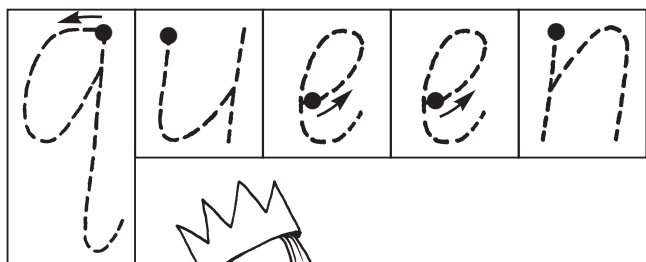
Put a * under your best q.



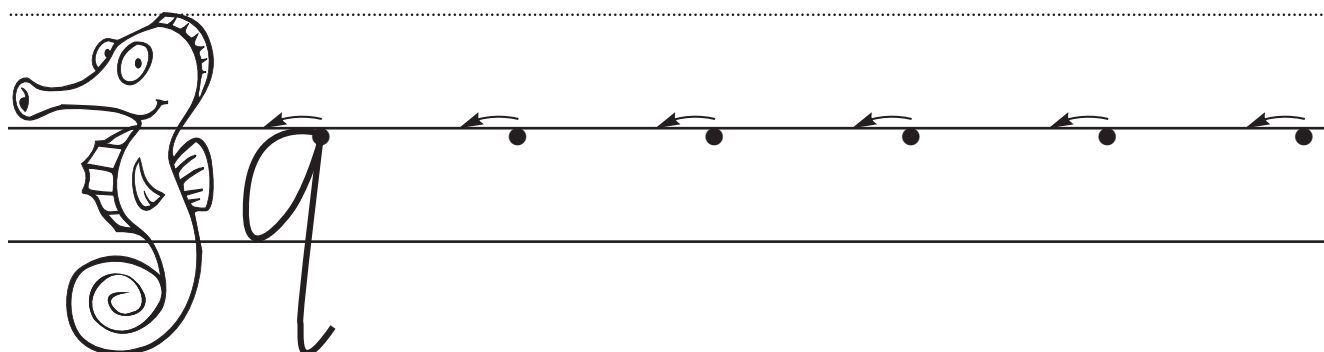
Write the letter q next to the pictures that start with the sound q makes.

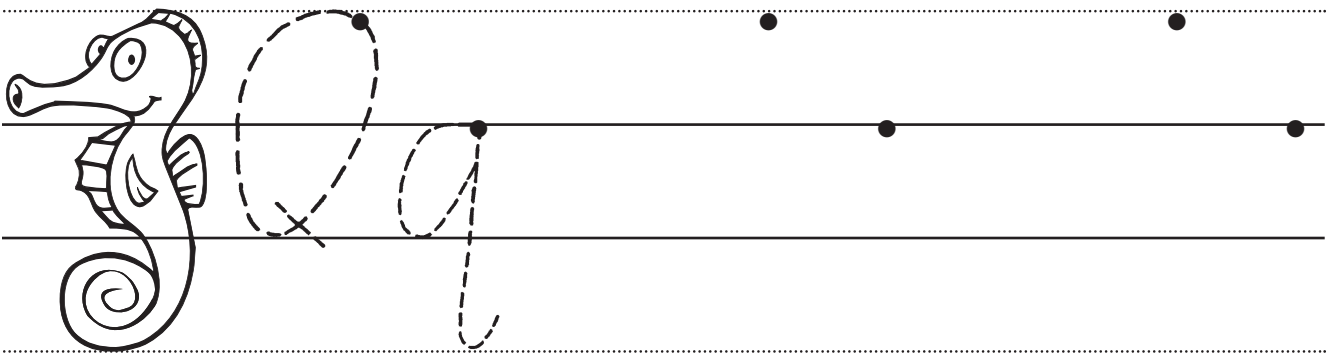
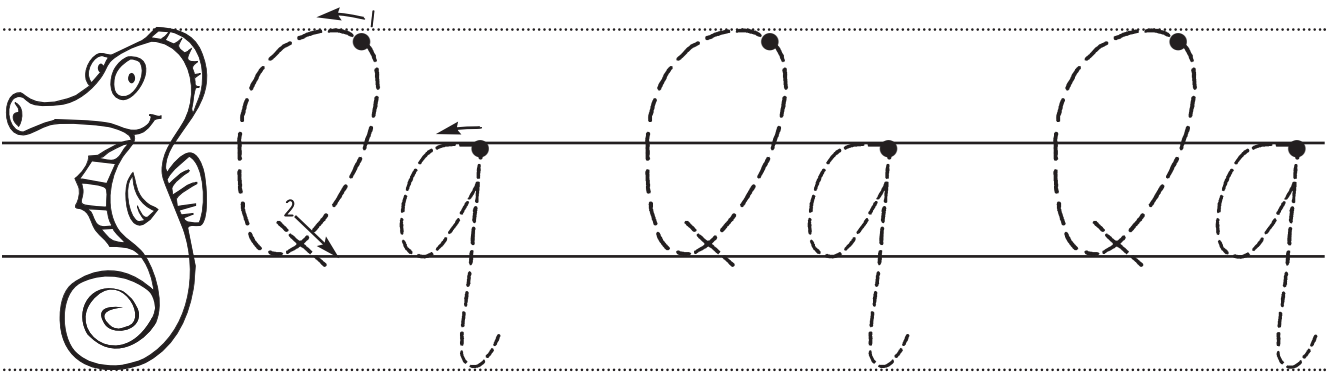
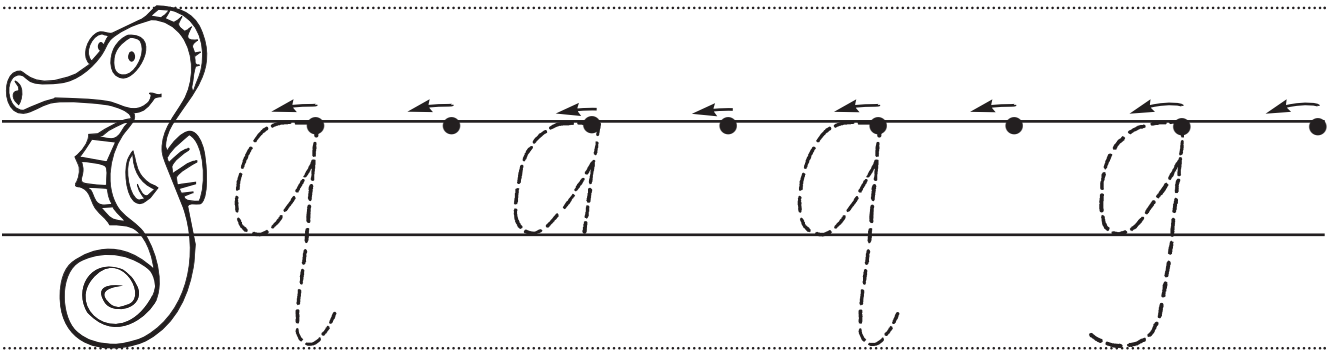


Trace the words. Say them out loud.

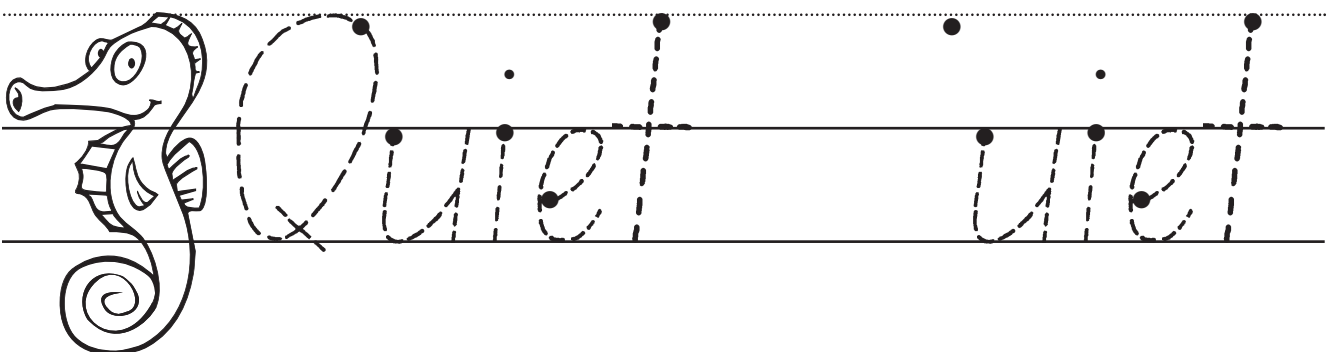


Colour the parts of the seahorse that show where the letter q sits in the lines.

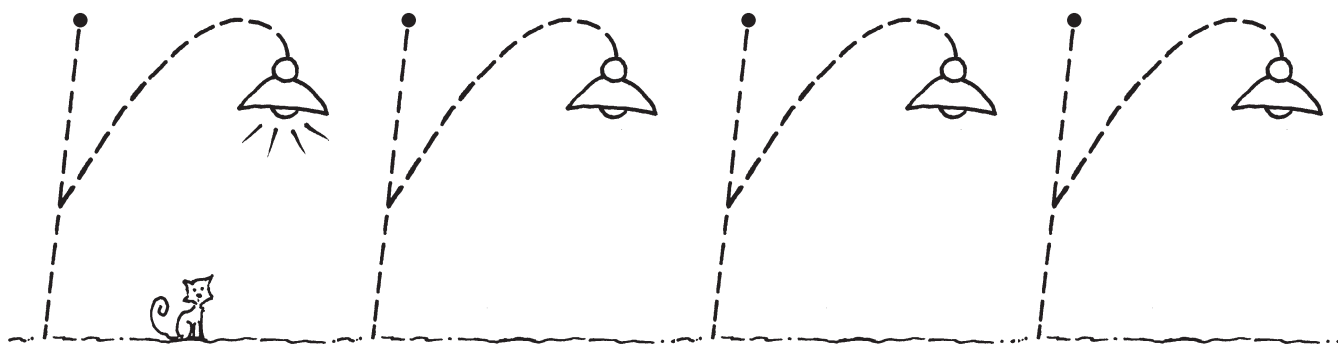




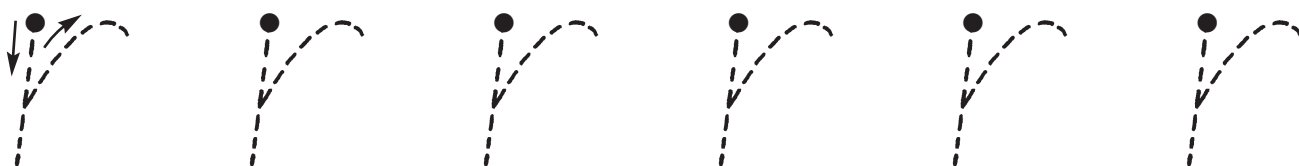
Quiet quokkas hop quickly.



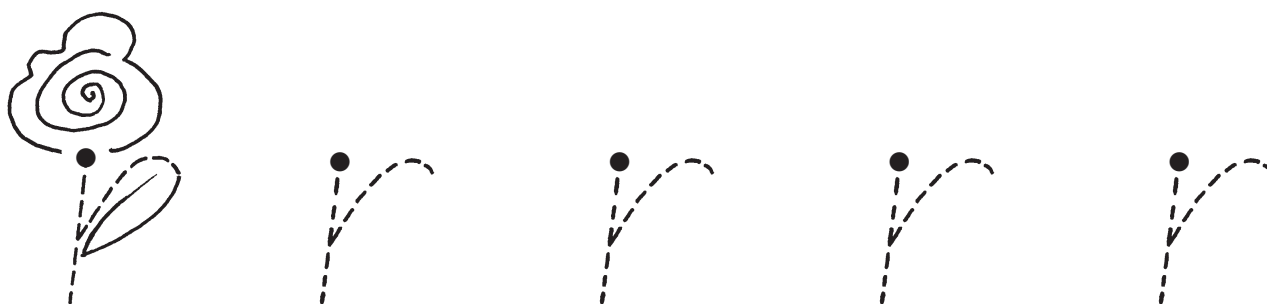
Finish the street lights. Turn them all on.



Trace the r's with a red pencil.



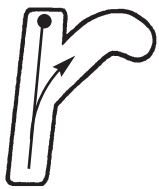
Trace the r's. Then turn them into roses.



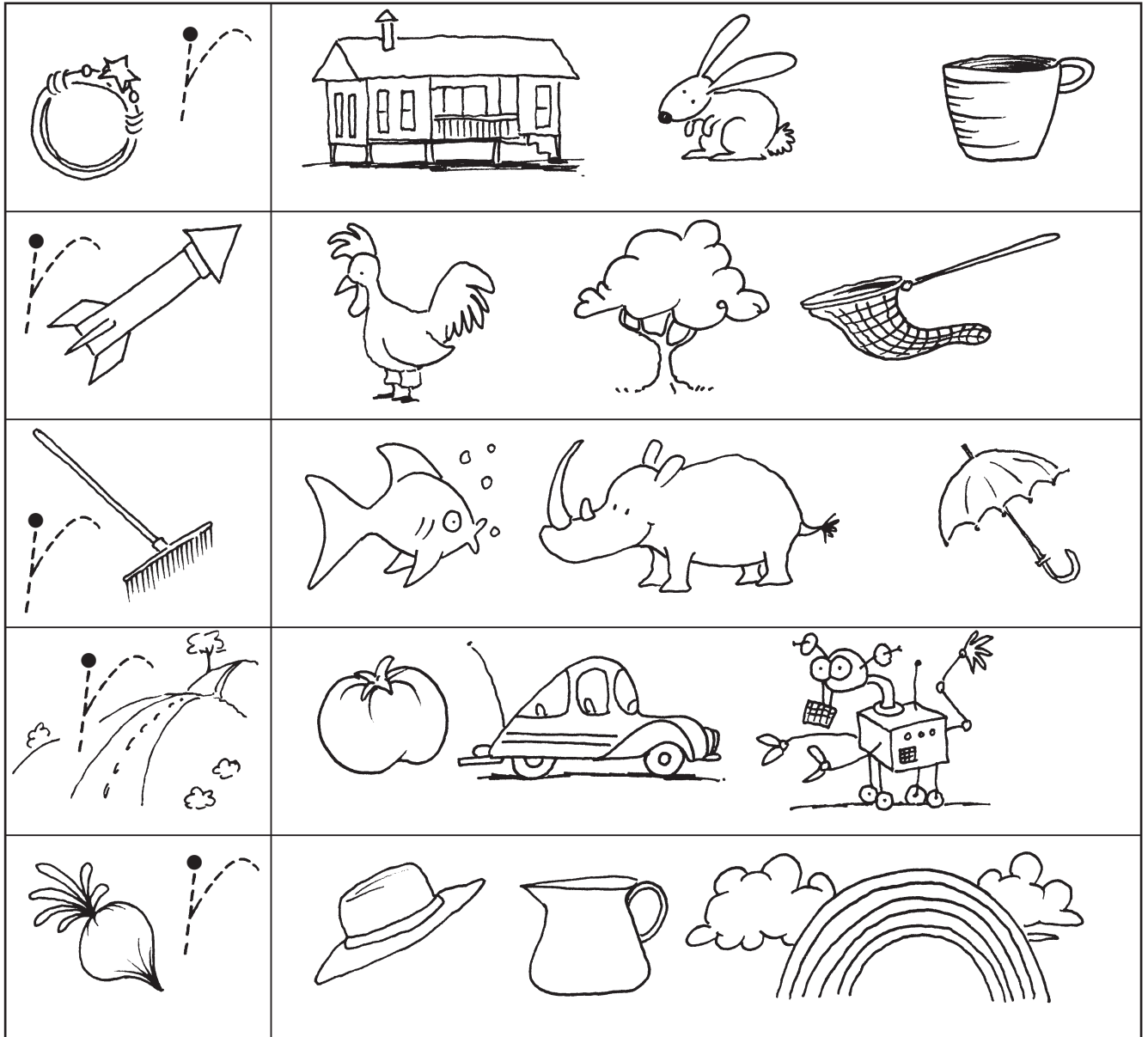
Try your own.



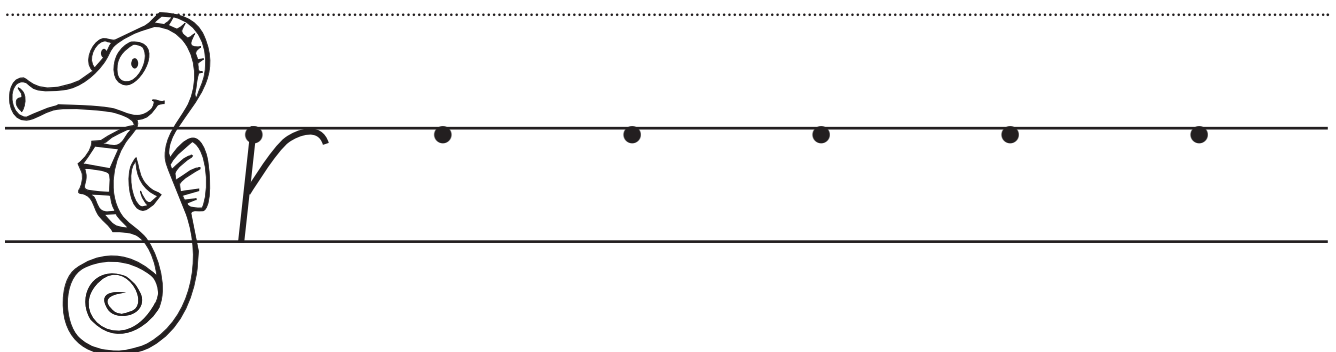
Put a red ○ around your best (r).

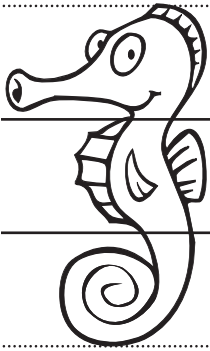


Colour the picture in each box. Colour the picture in each row that begins with the sound r makes. Write an r next to it.

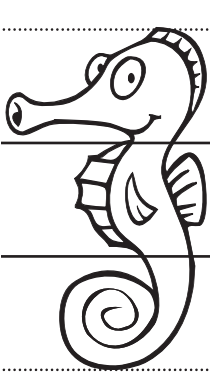


Colour the parts of the seahorse that show where the letter r sits in the lines.

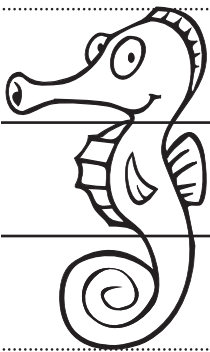




r r r r

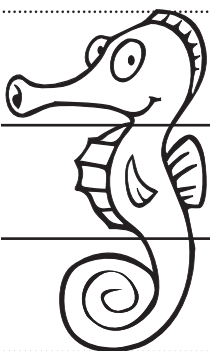


R R R r r r



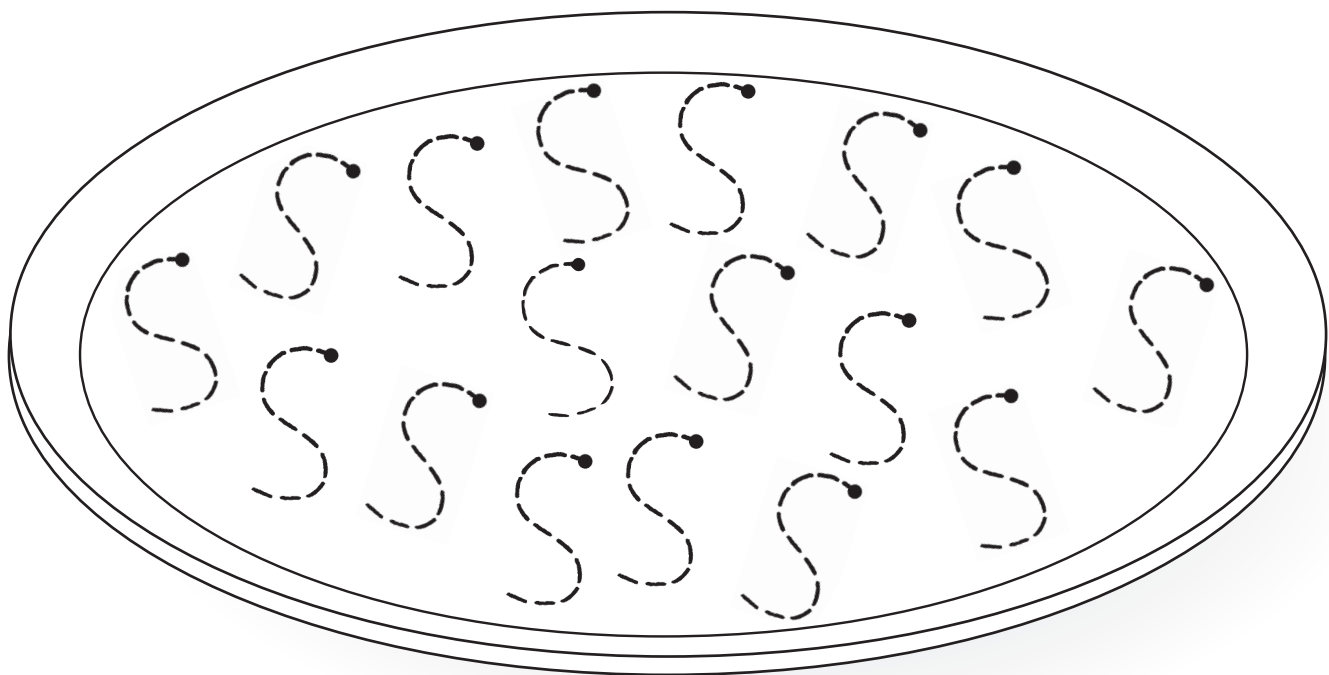
R r

Run to the tree!

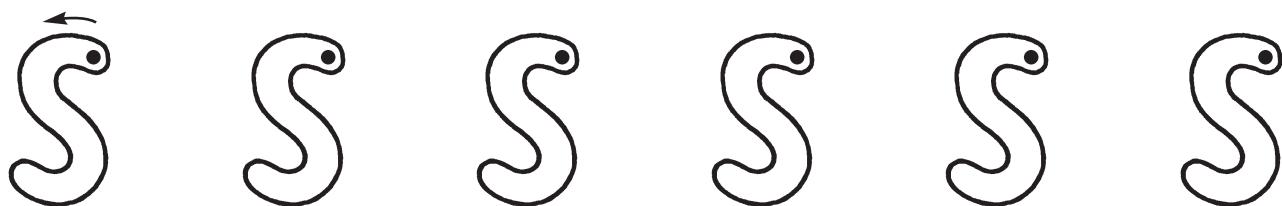


Run un

Fill the plate with spaghetti.



Track.



Trace the s's. Then turn them into snakes.



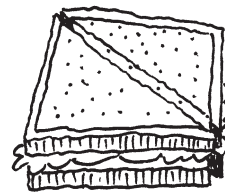
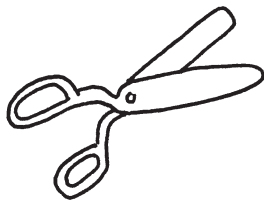
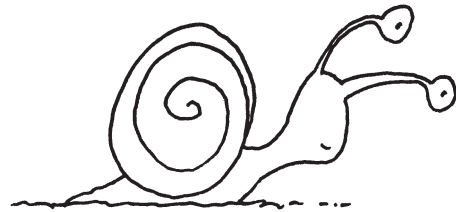
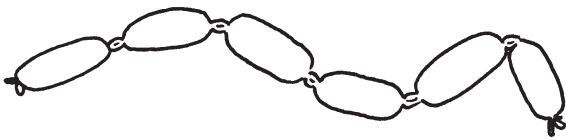
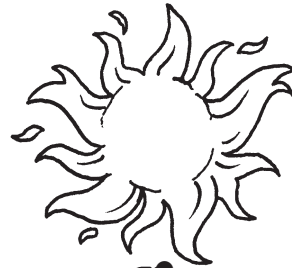
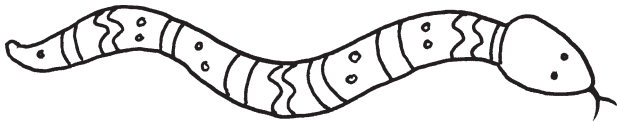
Try your own.



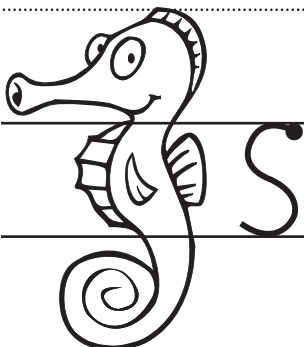
Put a ☆ on your best ☆S.

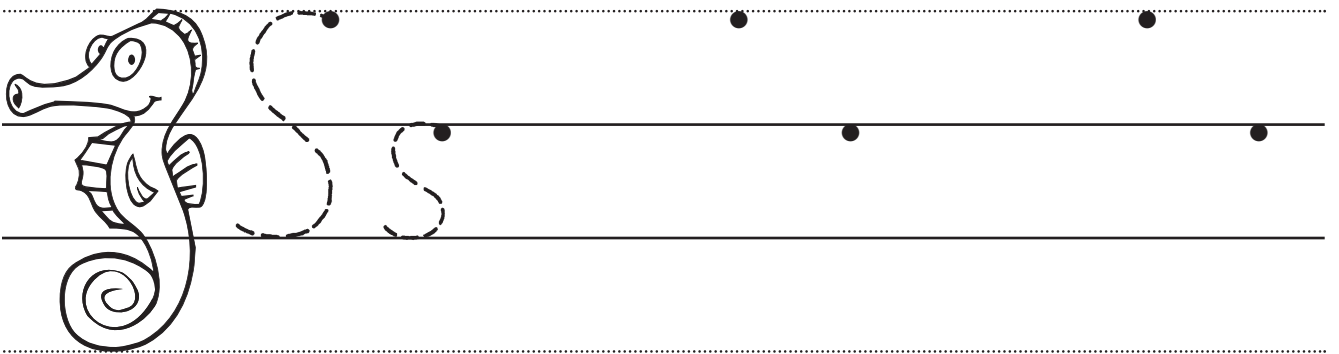
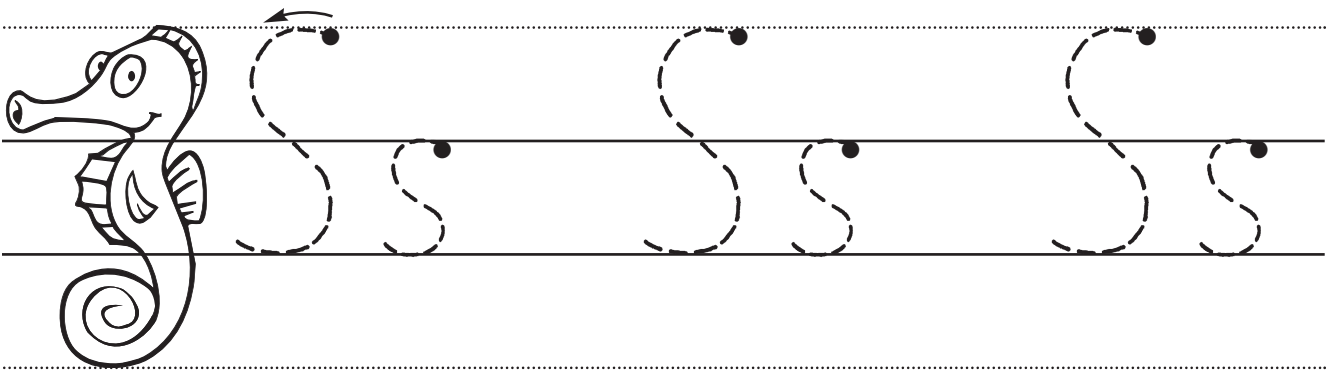
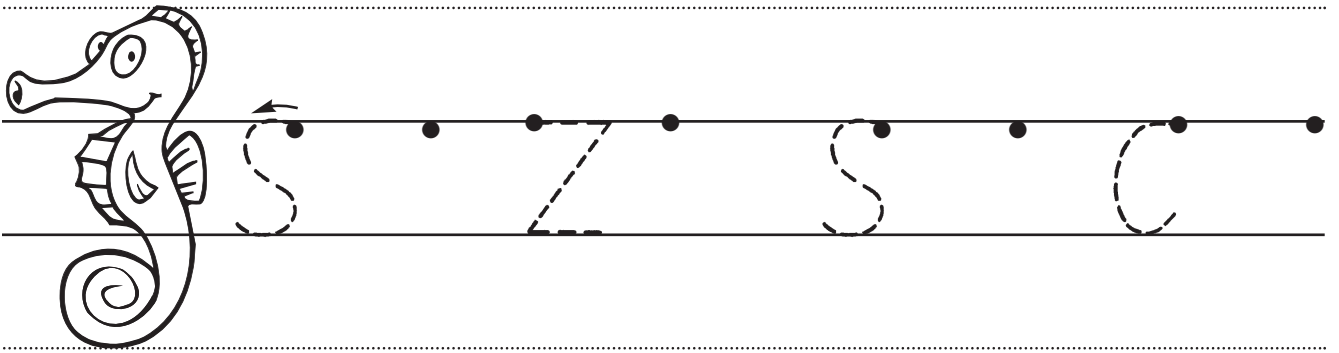


Trace the letter that makes the beginning sound of each picture.

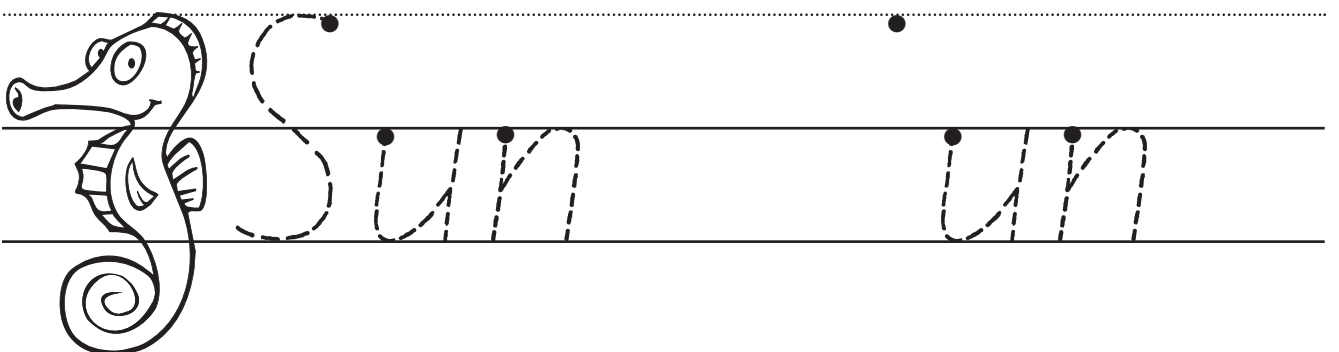


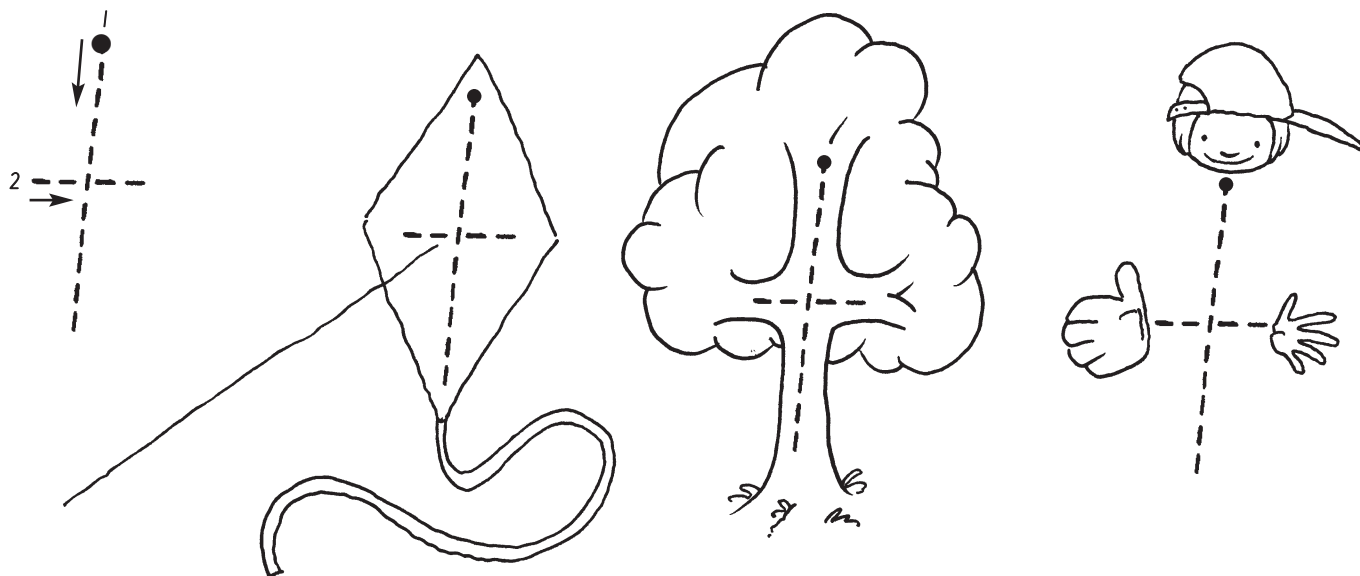
Colour the parts of the seahorse that show where the letter s sits in the lines.



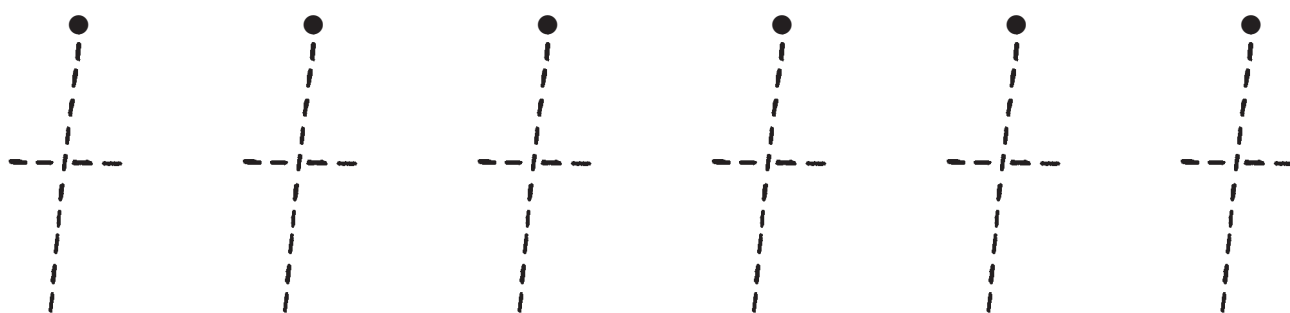


The Sun is a star.

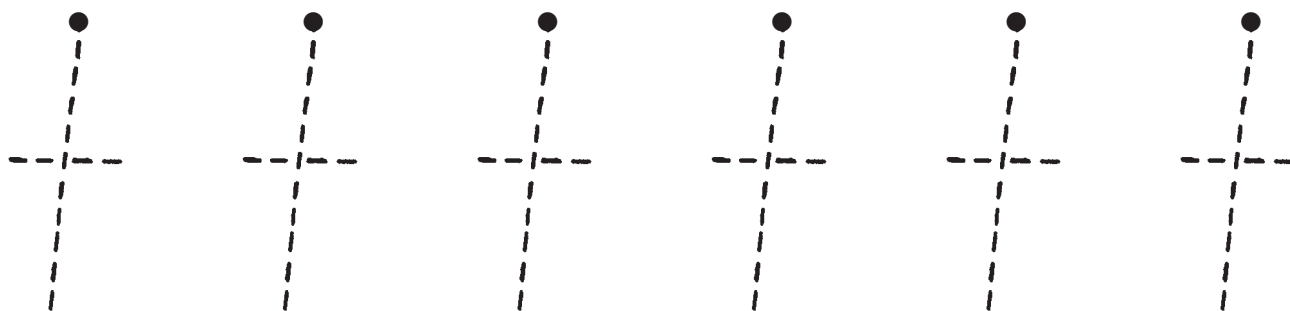




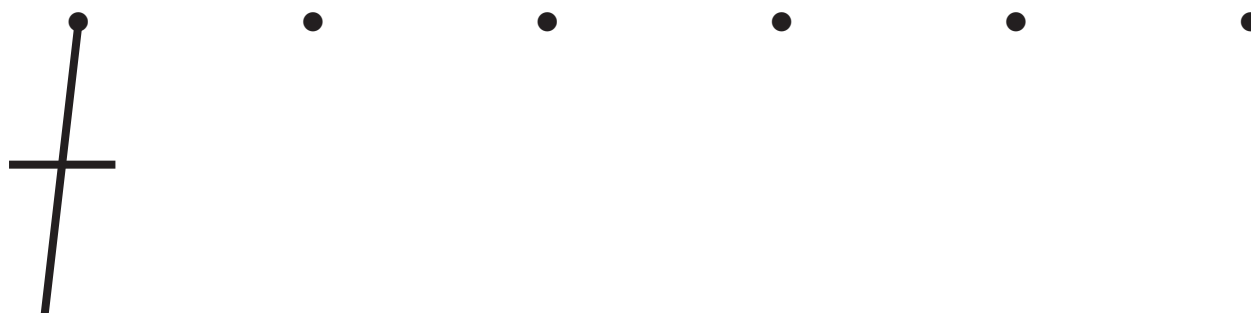
Trace.



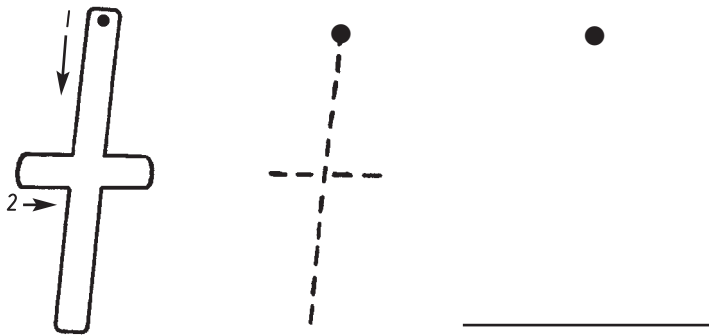
Trace.



Try your own.



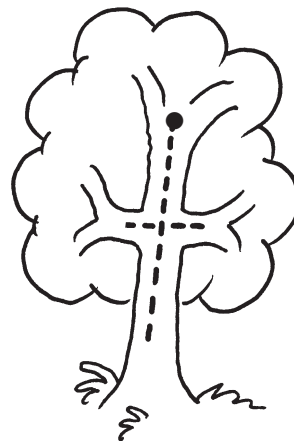
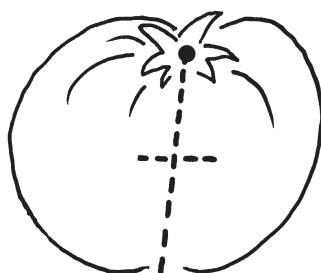
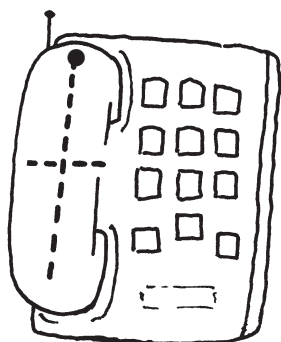
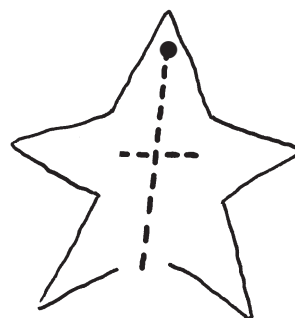
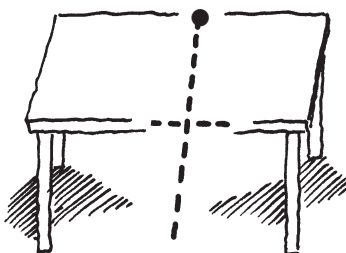
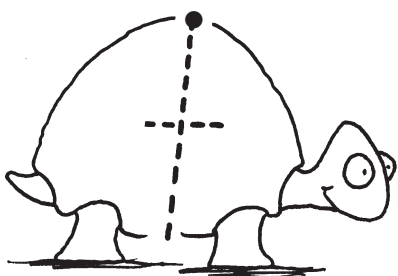
Put a ☐ around your best ☐.



Draw something that starts with t.



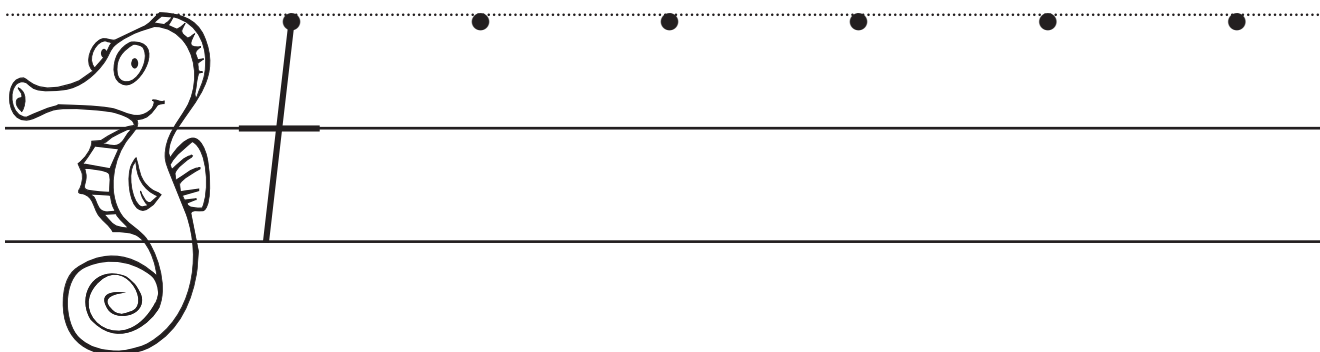
Trace the t if the picture starts with the sound t makes.

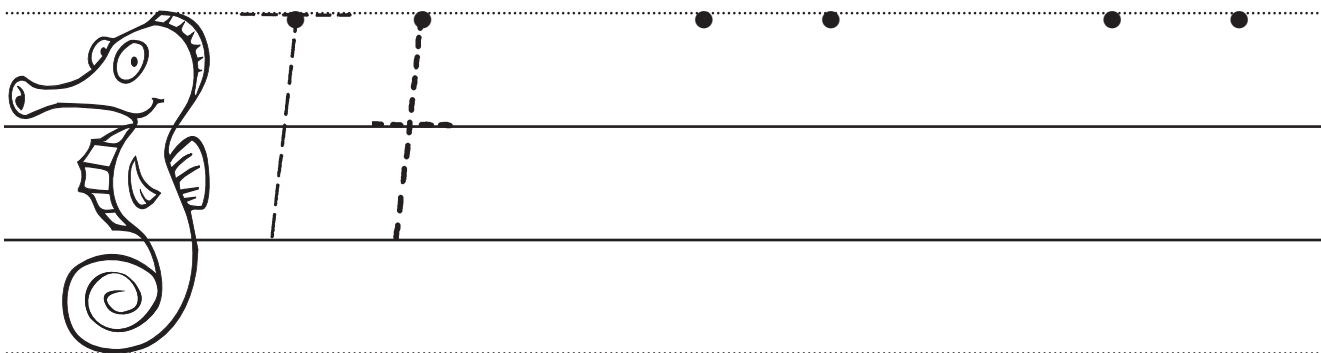
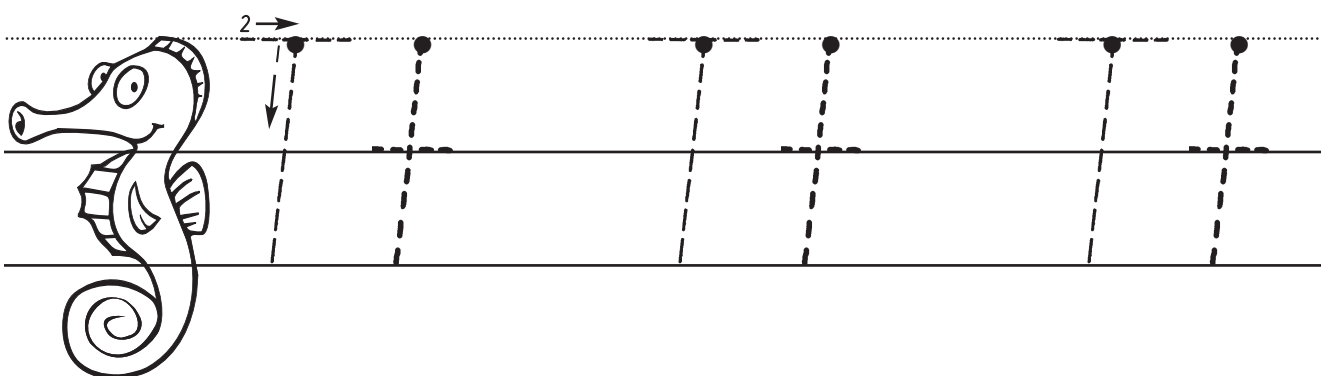
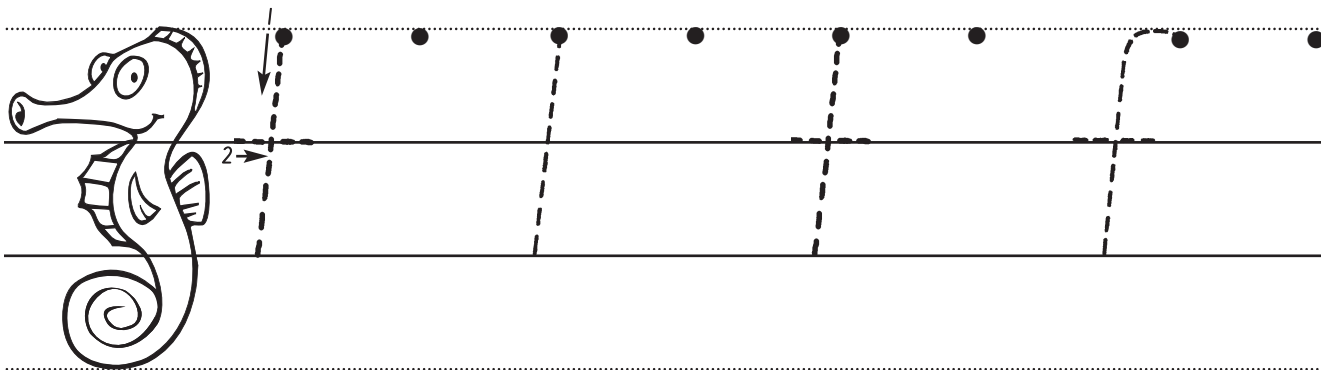


Find the t's and trace them.

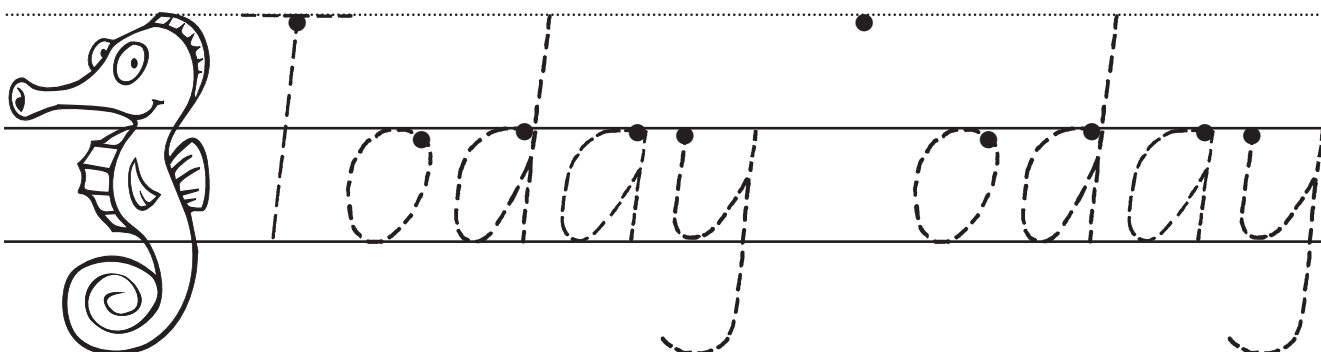


Colour the parts of the seahorse that show where the letter t sits in the lines.





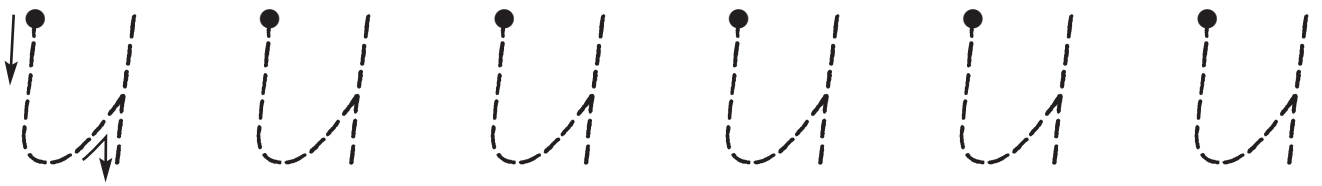
Today is Tuesday.



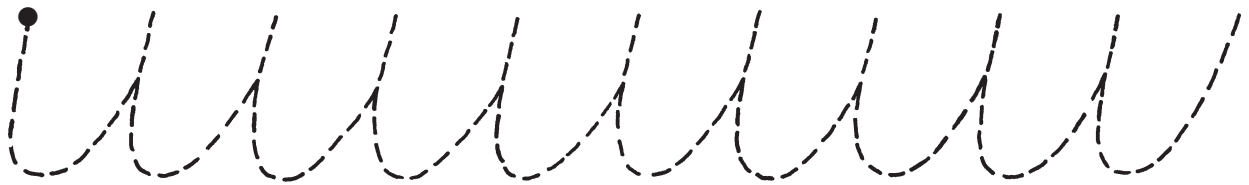
Trace the u's. Make them into fish.



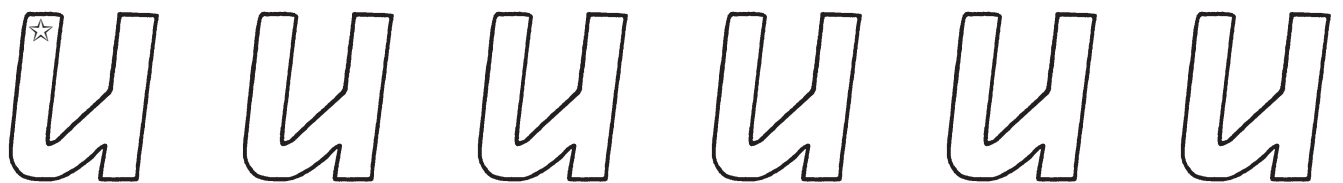
Trace. Colour the wedges of cake.



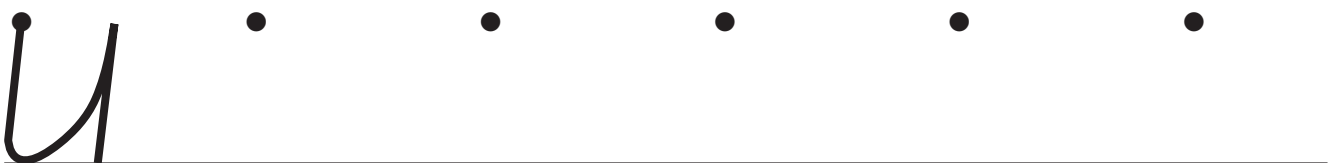
Trace the waves. Use a different colour to find the u's.



Track. First put a star ☆ where u starts.



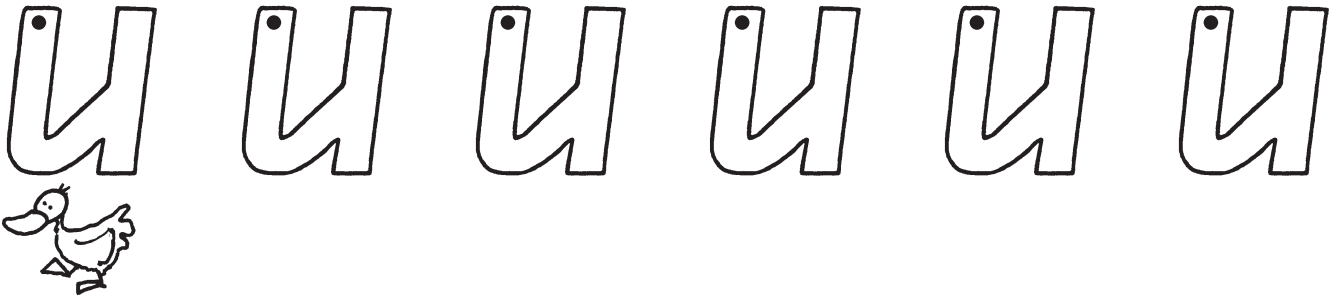
Try your own.



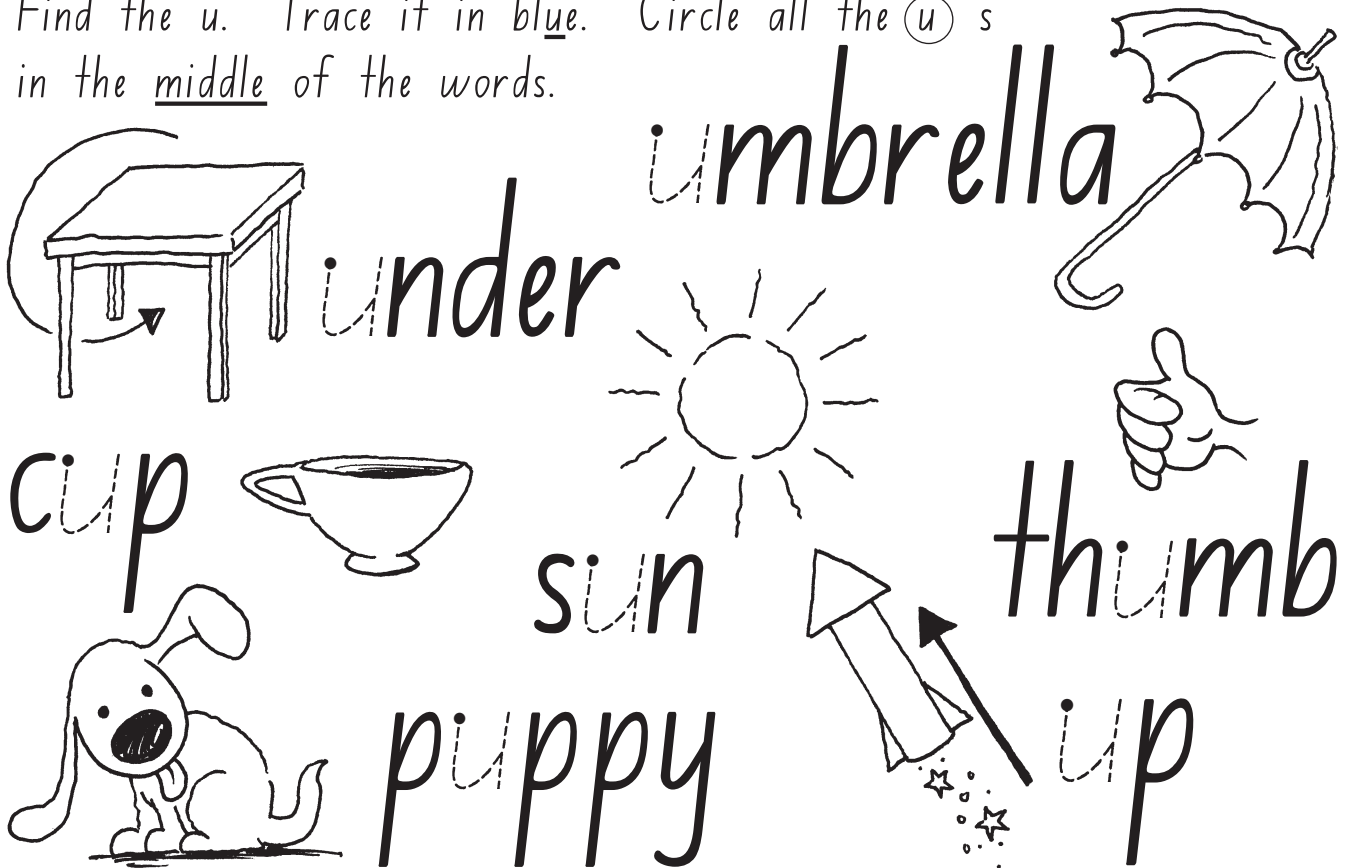
Put a ✓ inside your best u.



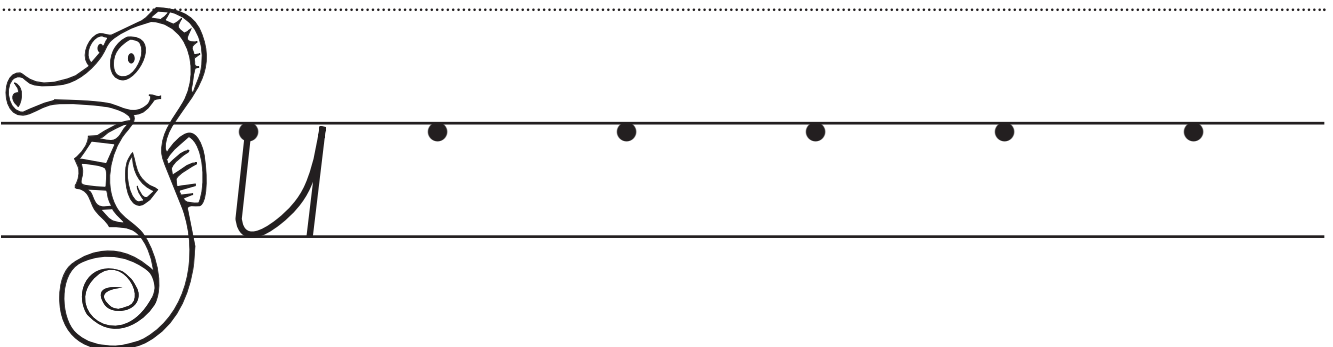
Track. Draw something under each u.

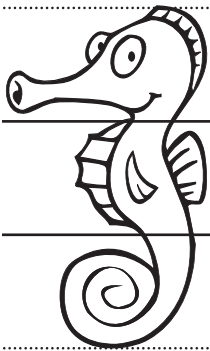


Find the u. Trace it in blue. Circle all the (u)'s in the middle of the words.

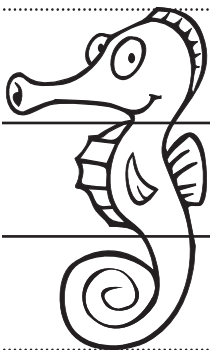


Colour the parts of the seahorse that show where the letter u sits in the lines.

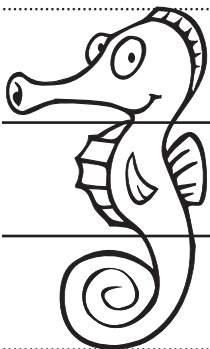




u u u u

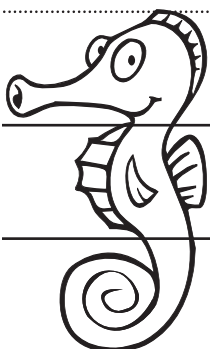


u u u u



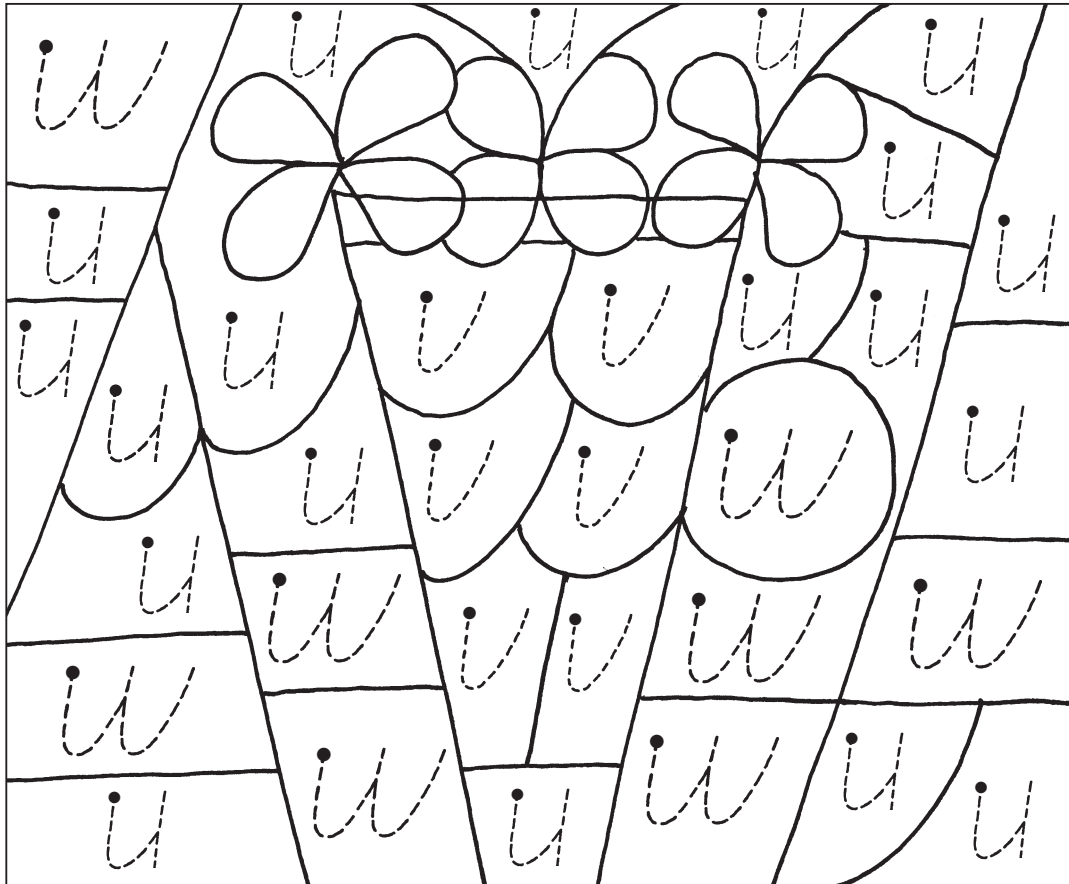
u u

Under an umbrella it is dry.

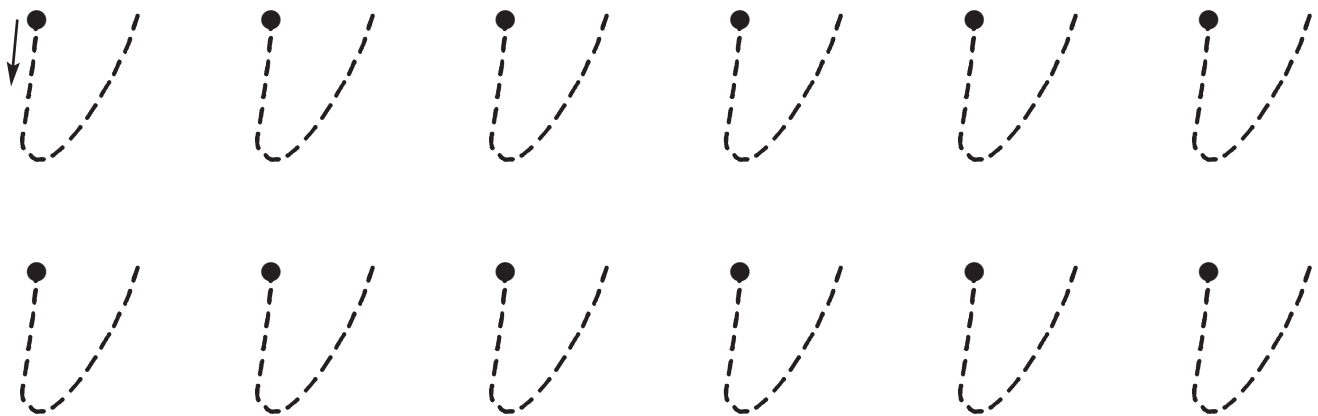


Under Under

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



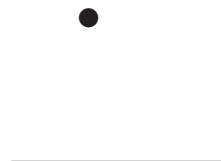
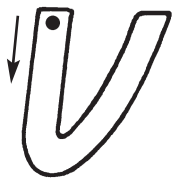
Trace.



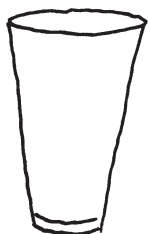
Try your own.



Turn your best v into a vase.

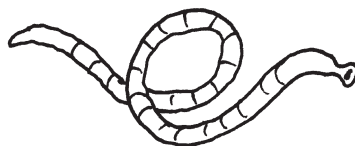


Find the words with *v* in them. Trace the *v*.



*v*ase

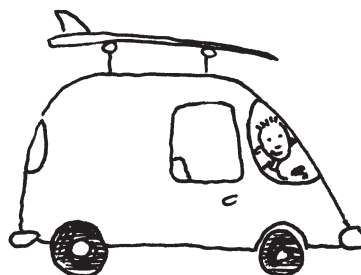
worm



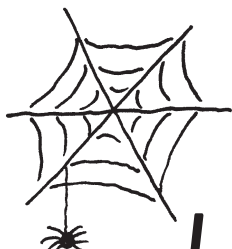
*o*ver



umbrella



*v*an

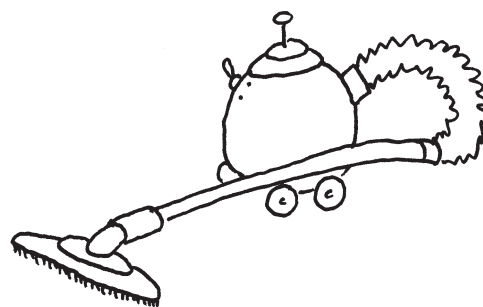


*w*eb

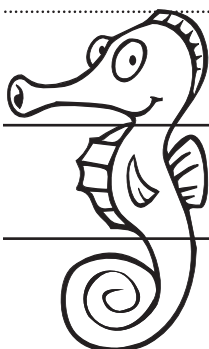
*w*aves

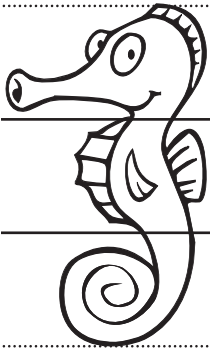


*v*acuum

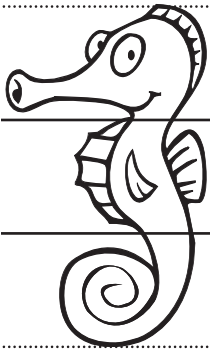


Colour the parts of the seahorse that show where the letter *v* sits in the lines.

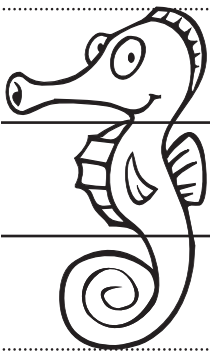




v v v v

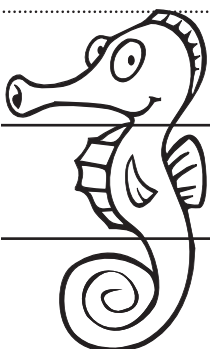


V V V V

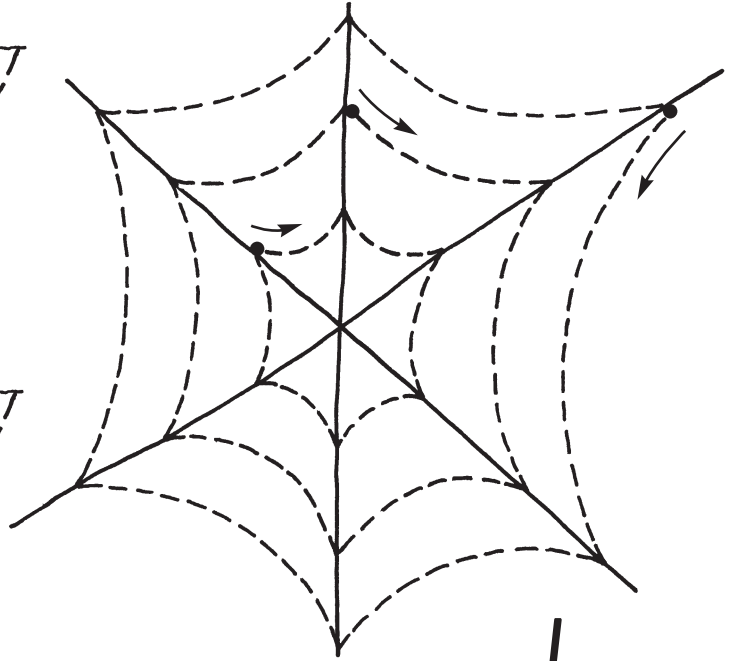
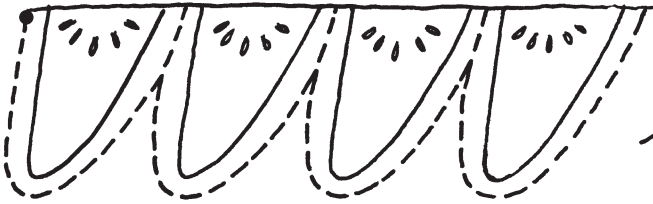
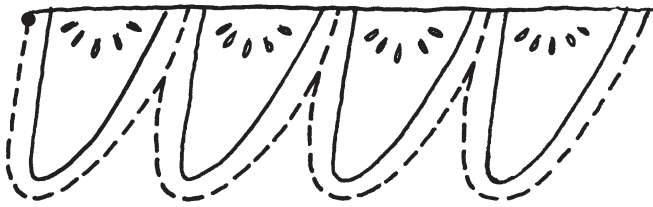


v v . . .

Venus is a planet.



Venus enus



*w*atermelon

*e*b

Trace.



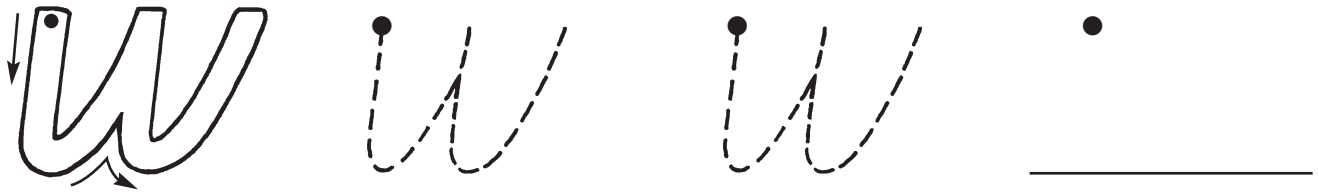
Track.



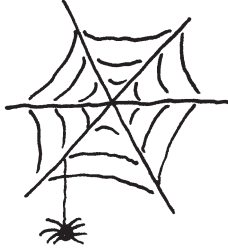
Try your own.



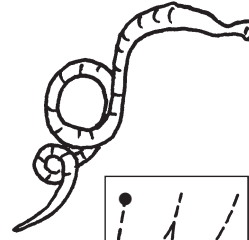
Put a ✓ above your best *w*.



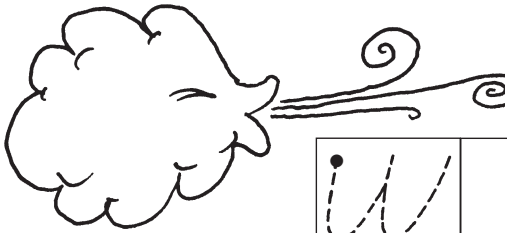
Write the words in the correct boxes.



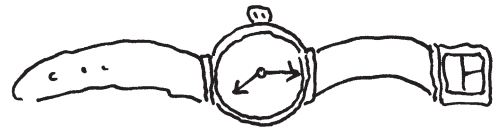
<i>w</i>		
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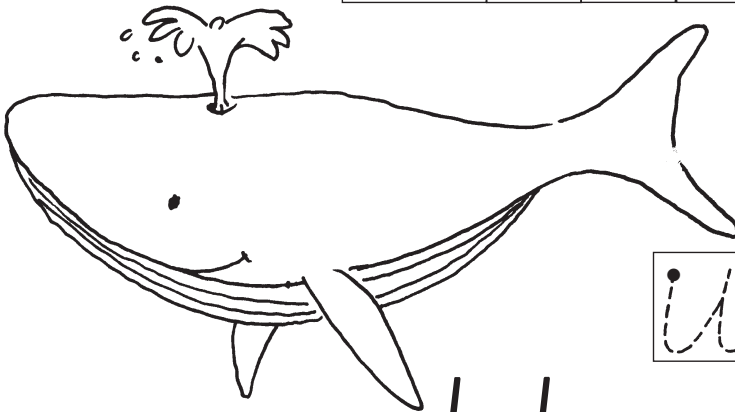
<i>w</i>			
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<i>w</i>			
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<i>w</i>			
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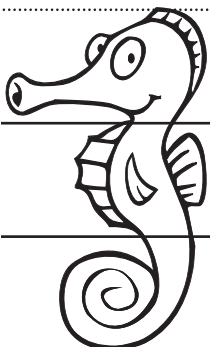
<i>w</i>			
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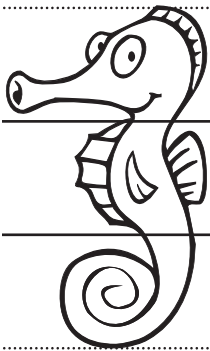
worm whale wind web watch

Trace. Colour the wedges of cake.

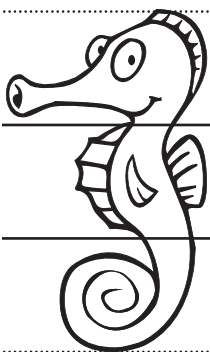


Colour the parts of the seahorse that show where the letter w sits in the lines.

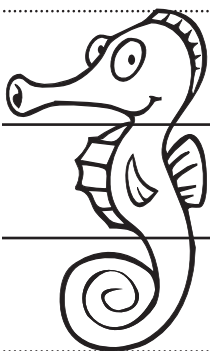




w w w

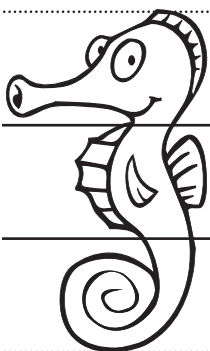


W W w w

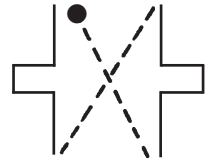
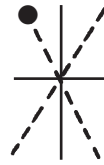
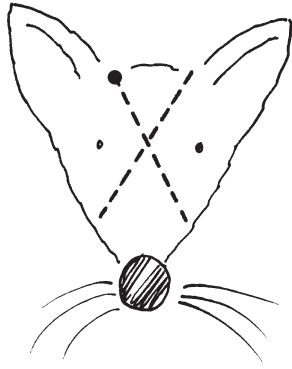


W w

Wet, wild weather is wonderful!



Wet



Trace.



Trace.



Track.

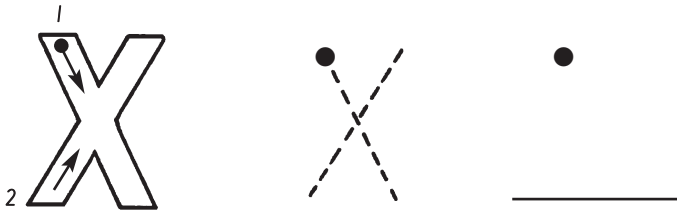


Try your own.

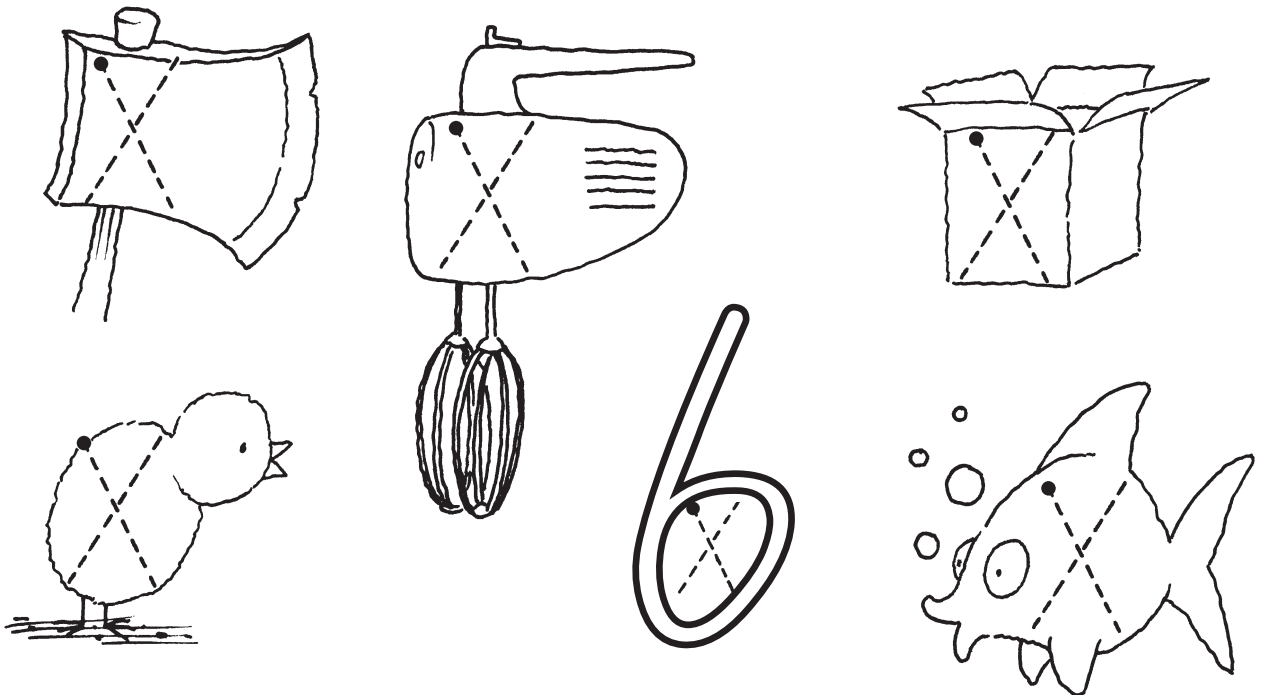


Put a ○ around your best (x).

Draw something that ends with x.



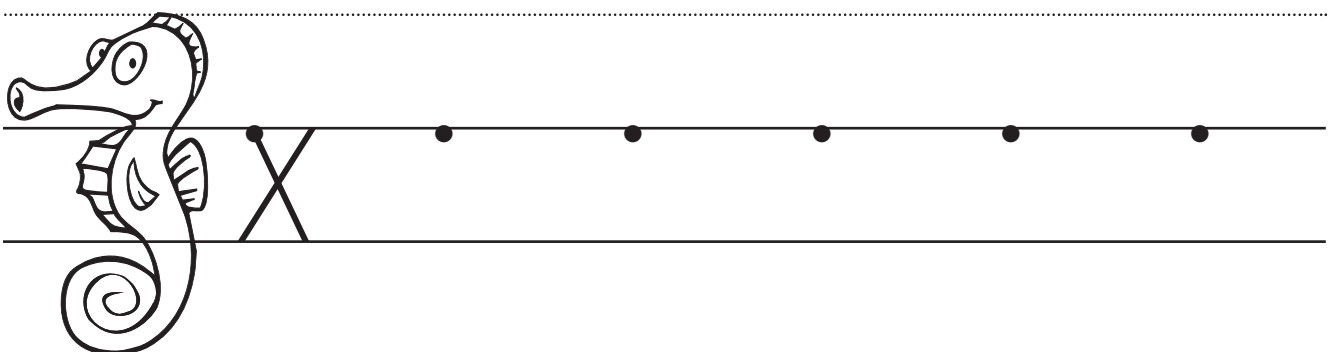
Trace the x if the picture has the sound x makes.

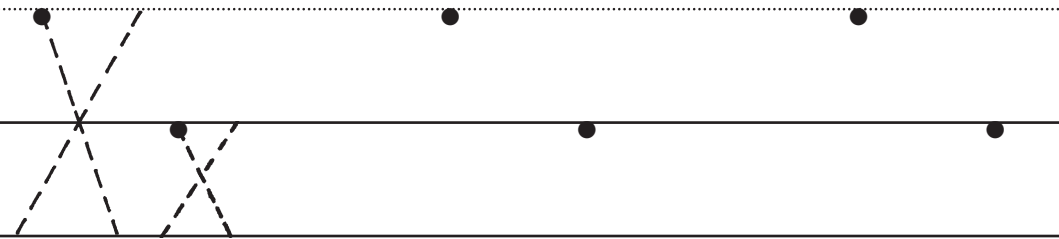
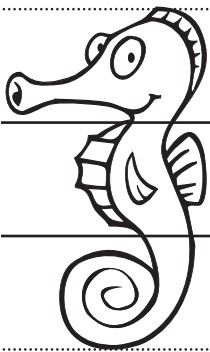
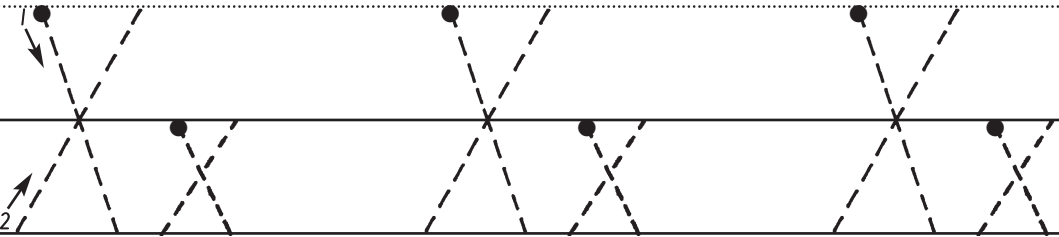
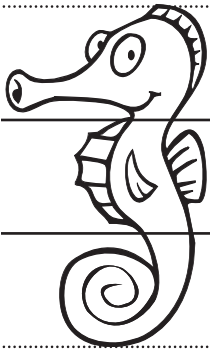
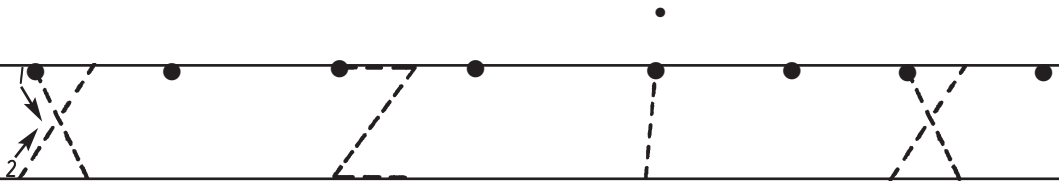
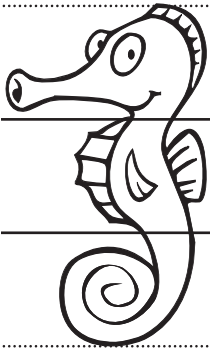


Find the x's and trace them.

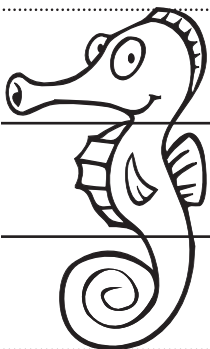


Colour the parts of the seahorse that show where the letter x sits in the lines.





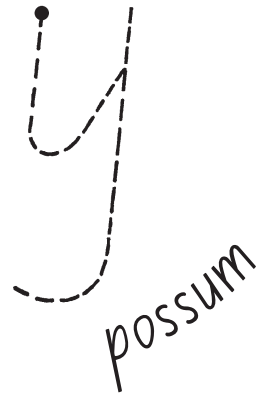
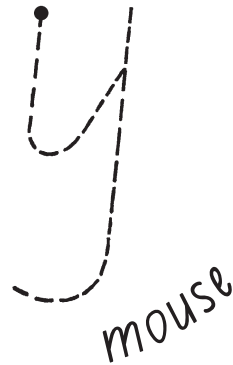
The fox is in a box.



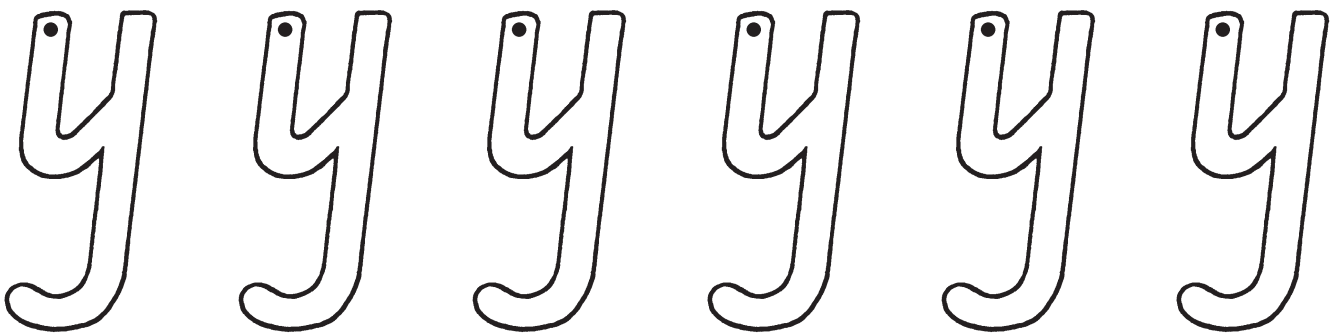
Trace the monkeys' tails.



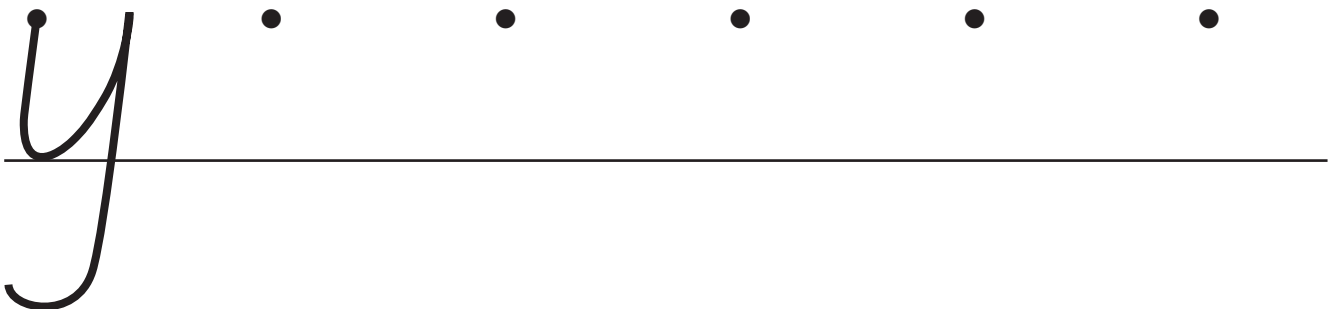
Trace the y's. Can you change each one into an animal with a long tail?



Track.



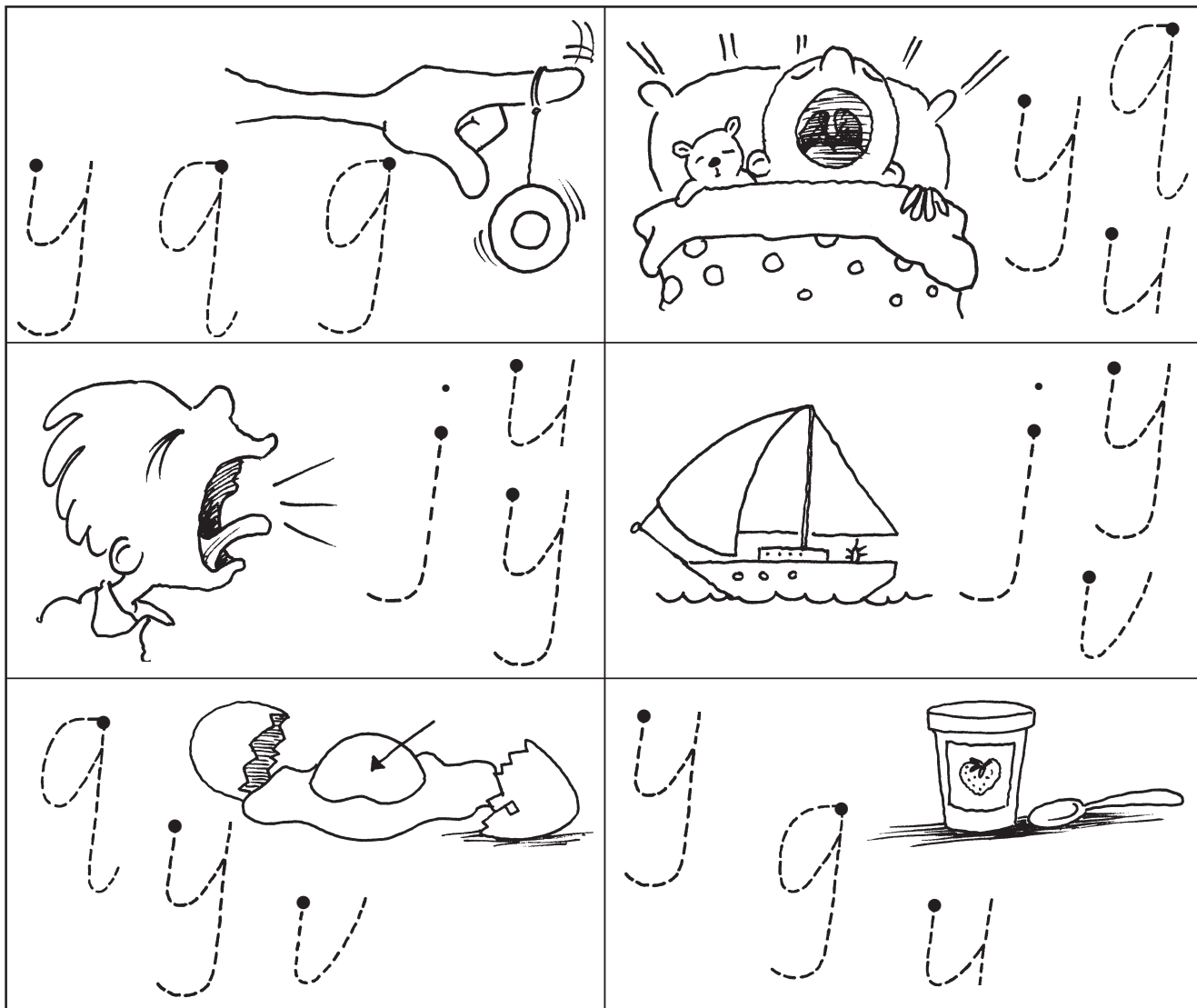
Try your own.



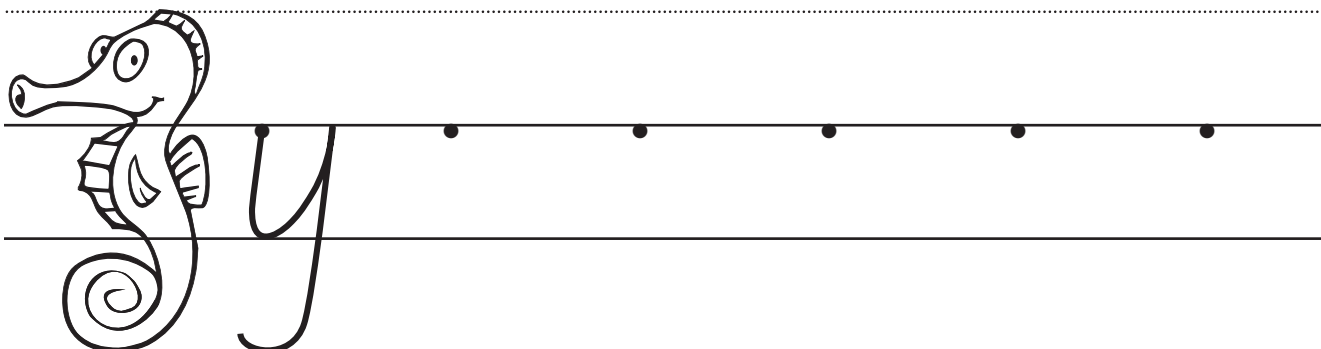
Draw a  on the tail of your best  y.

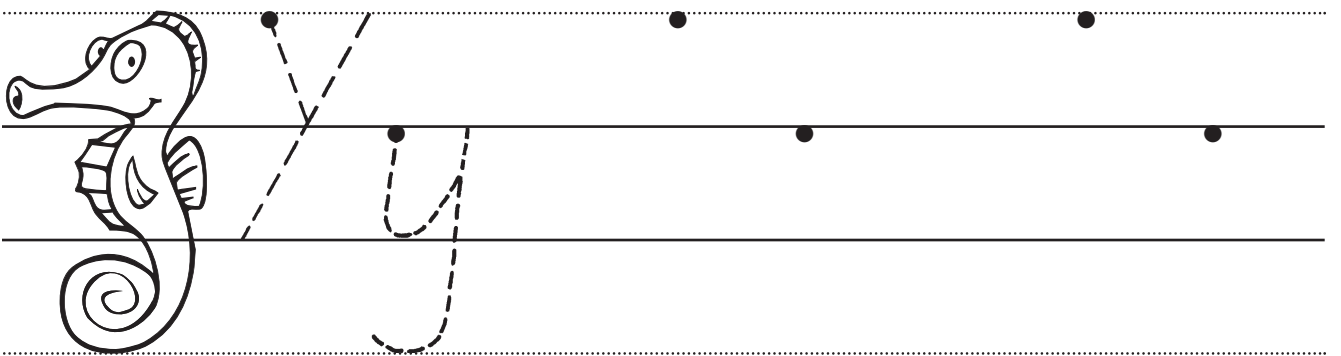
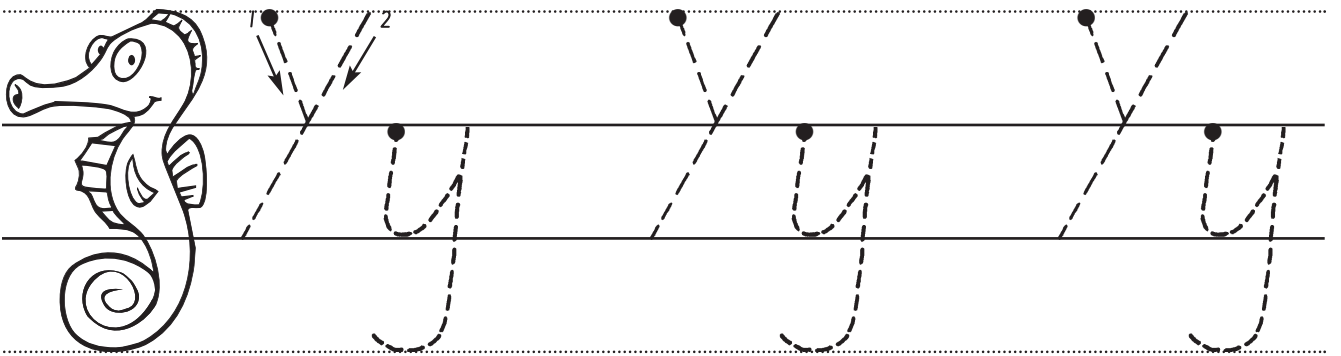
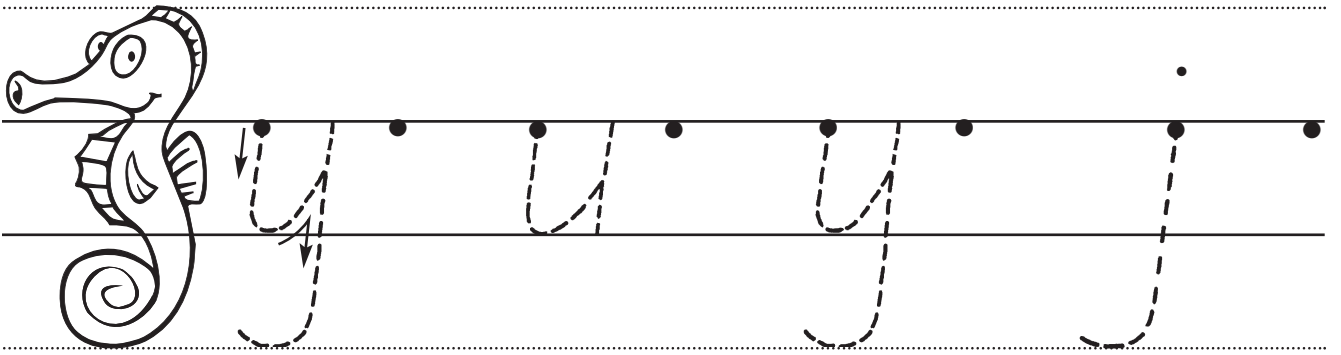


Trace the letter that makes the beginning sound of each picture.

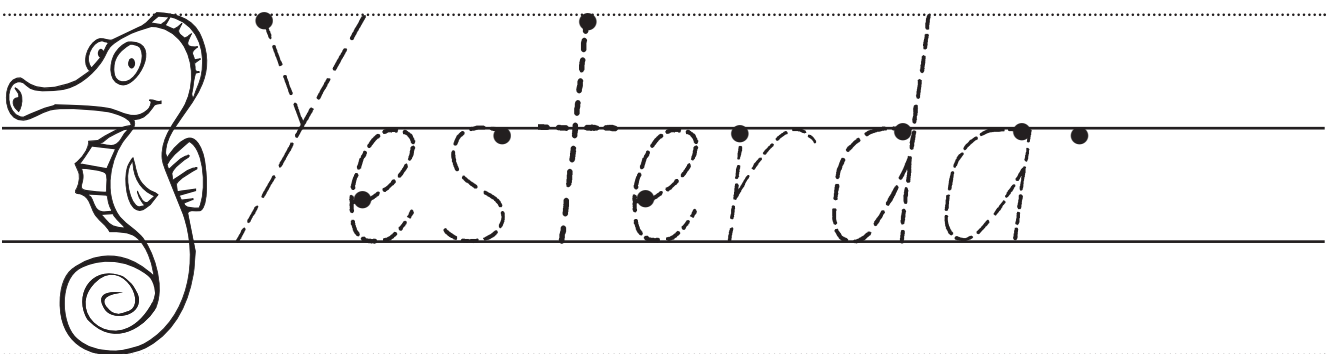


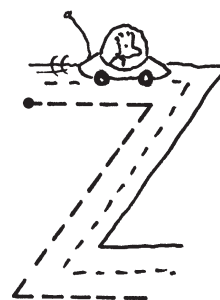
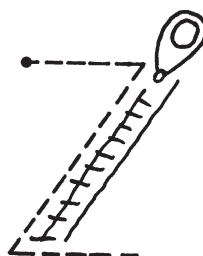
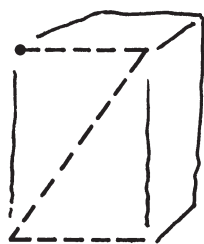
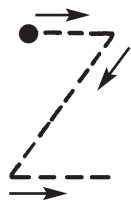
Colour the parts of the seahorse that show where the letter y sits in the lines.



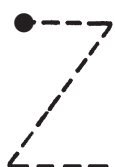


Yesterday was Monday.





Trace.



Trace.



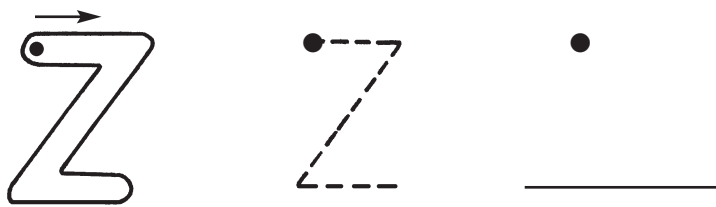
Track.



Try your own.



✓ your best z. ✓



Draw something that starts with z.



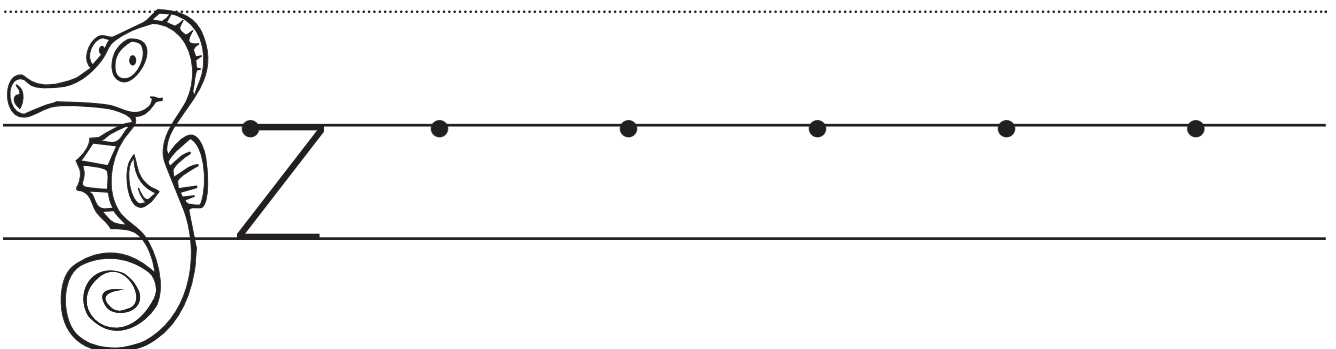
Trace the z if the picture starts with the sound z makes.

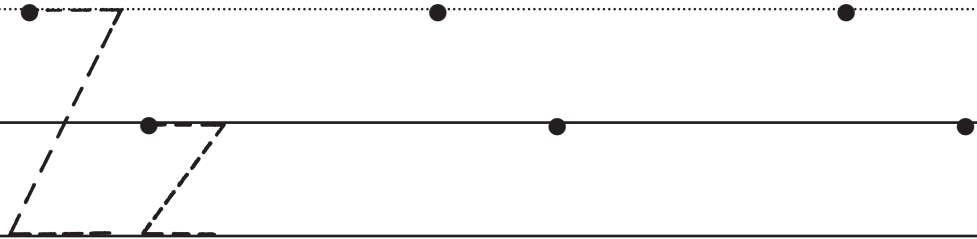
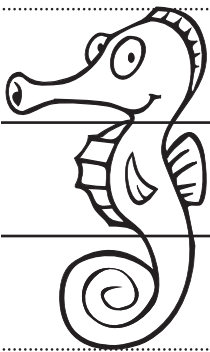
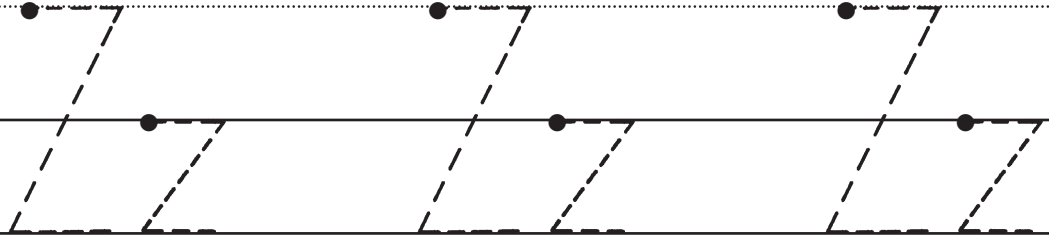
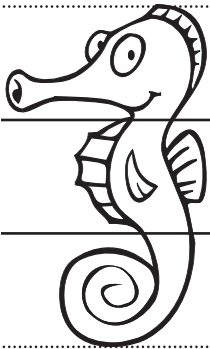
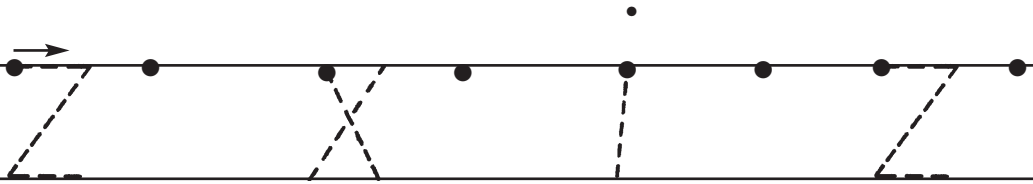
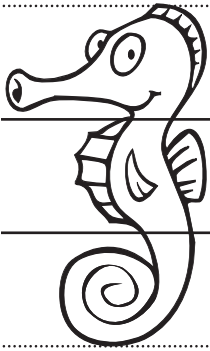


Find the z's and trace them.

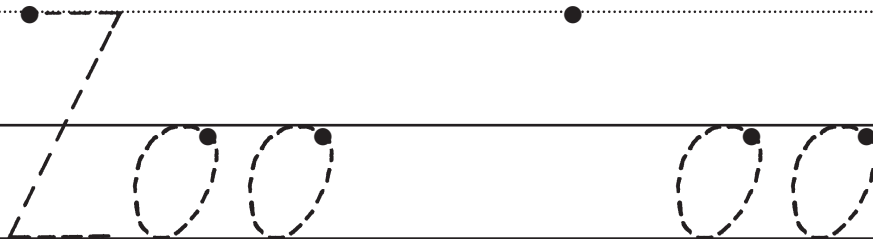
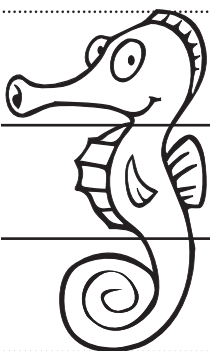


Colour the parts of the seahorse that show where the letter z sits in the lines.

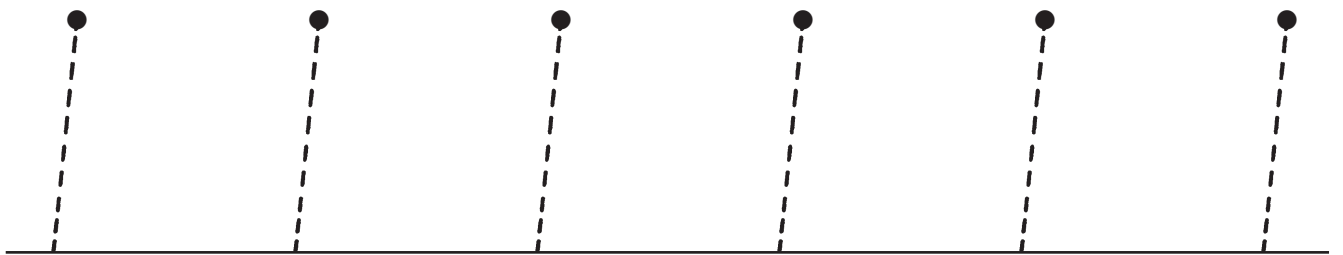
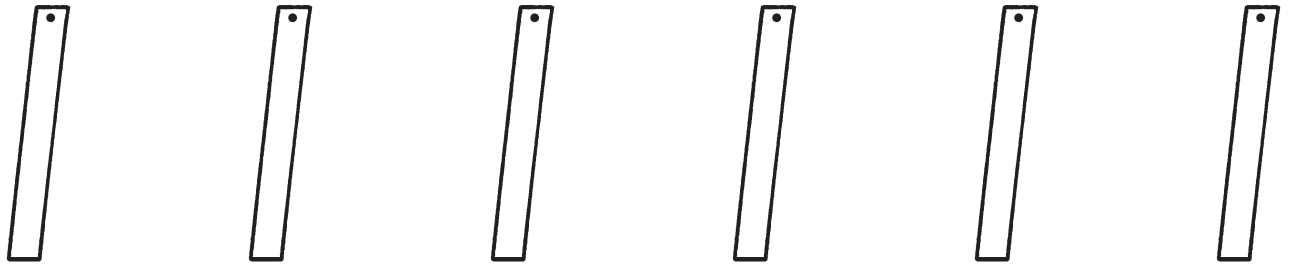
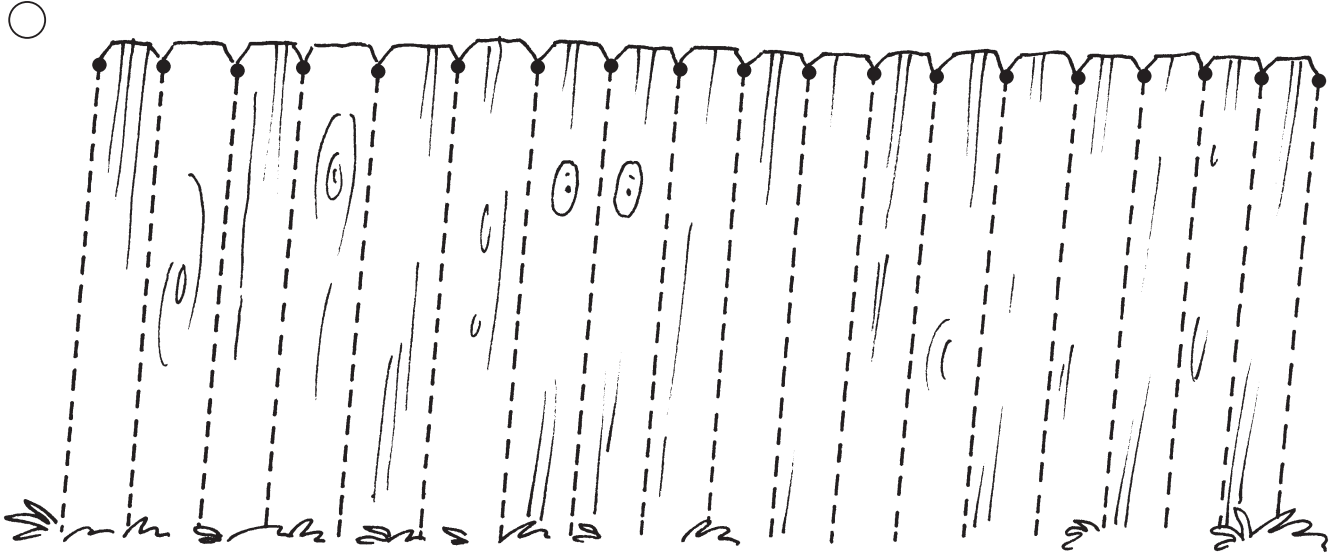




I went to Zetland Zoo.



l l one one

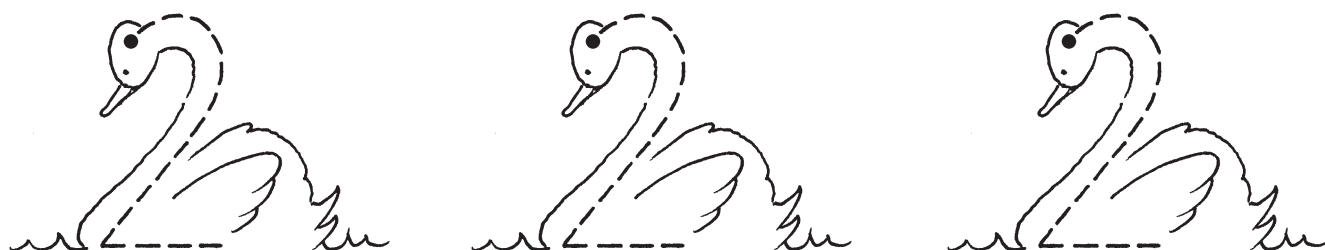
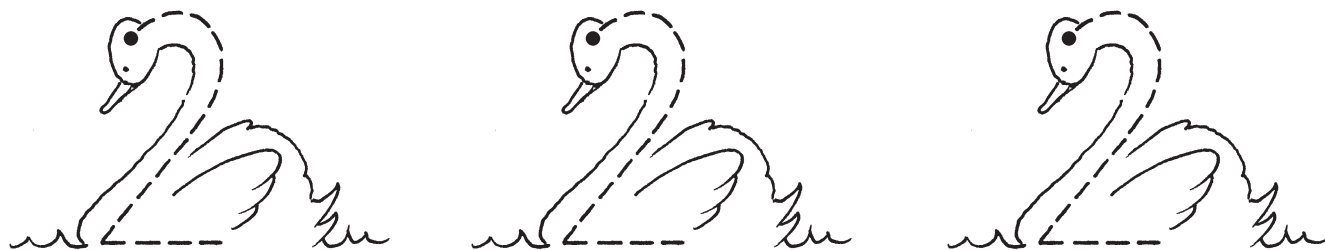


Try your own. First draw a * to show where you start.



Turn your best l into a lollipop.

2 2 two two

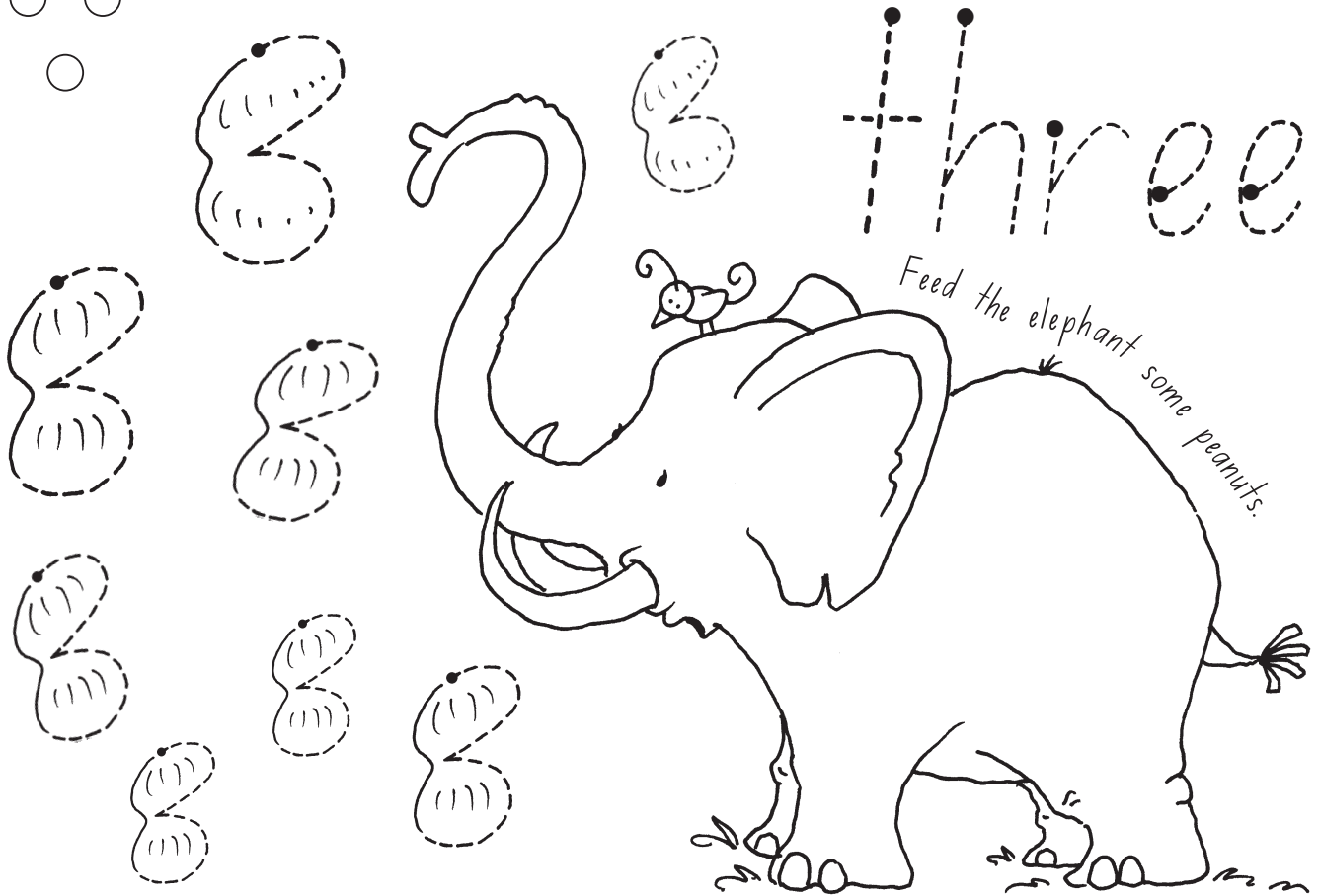


Try your own. First draw a * to show where you start.



Turn your best 2 into a fish. 

3 3 three

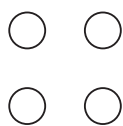


3 3 3 3 3 3

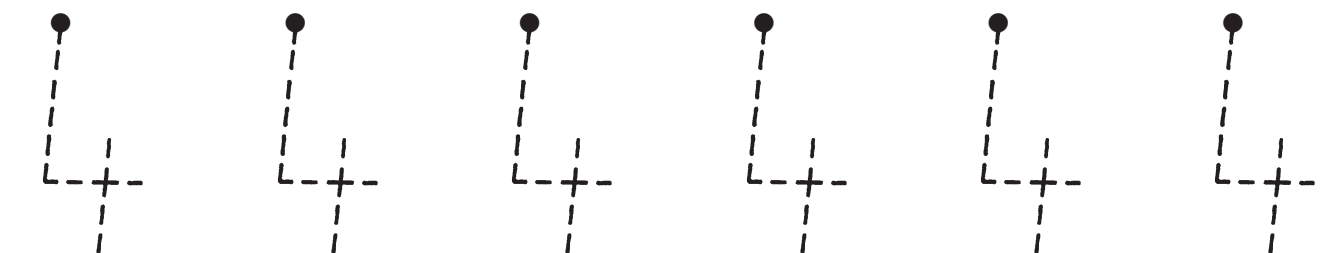
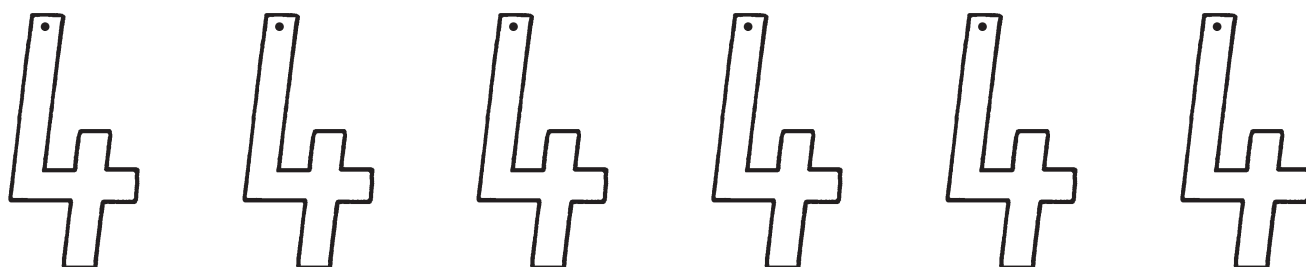
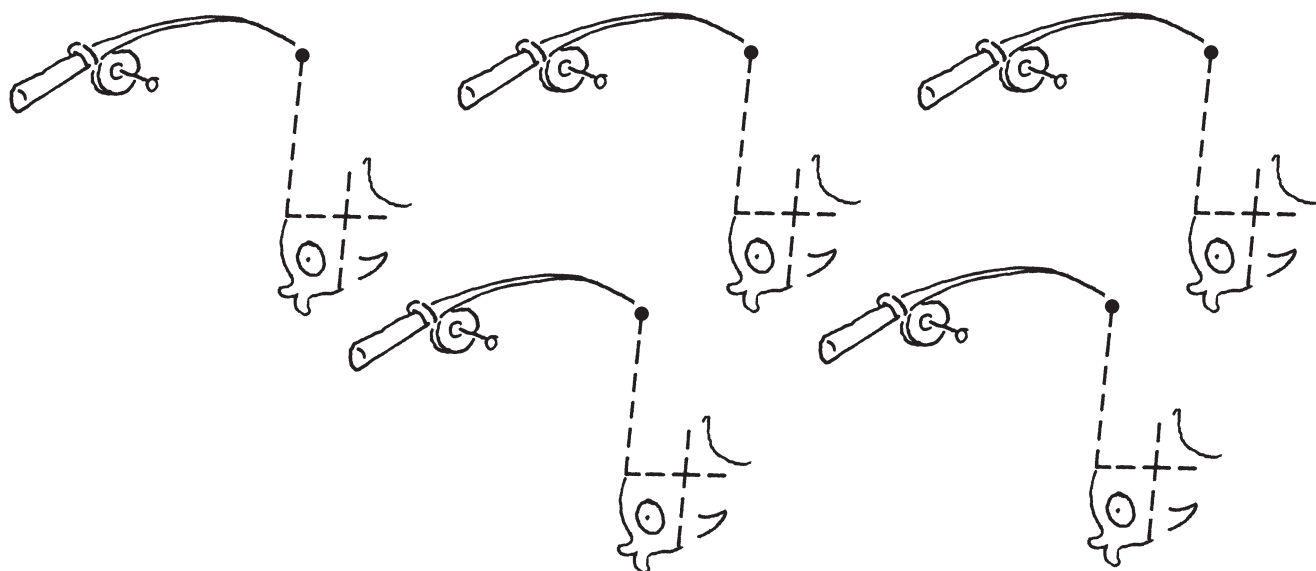
Try your own. First draw a * to show where you start.



Turn your best 3 into a snowman. 



Let's go fishing!



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



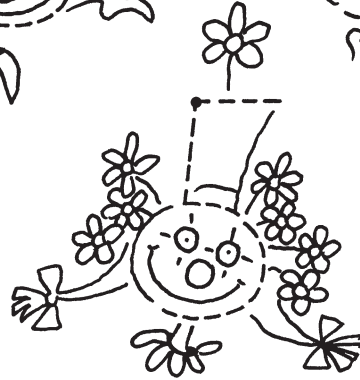
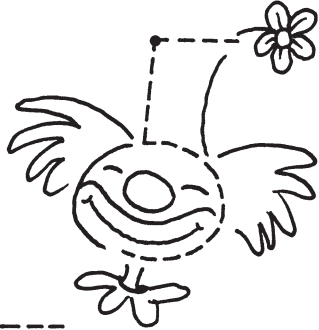
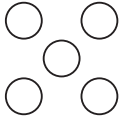
Turn your best 4 into a sailing boat.



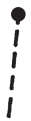
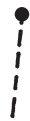
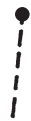
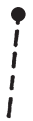


five

five



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



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



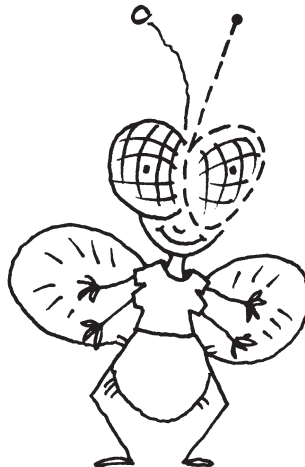
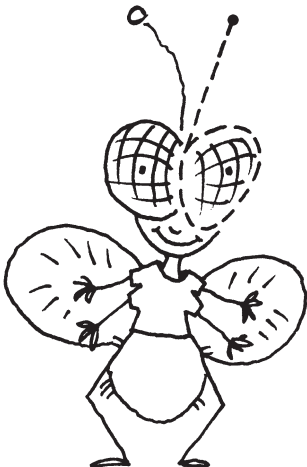
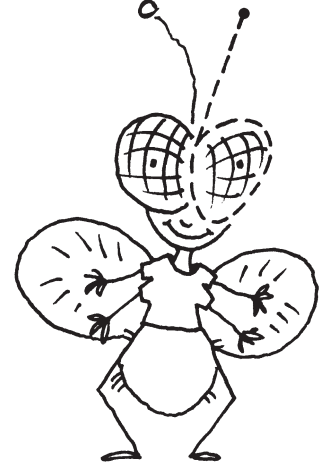
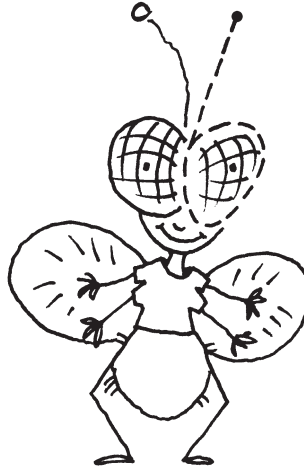
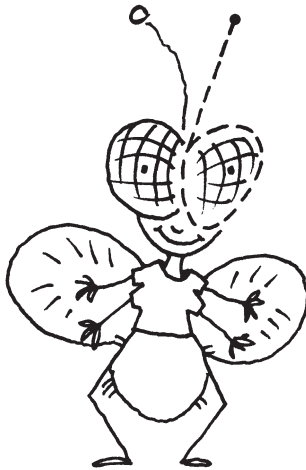
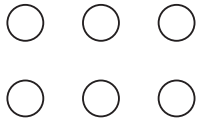
Turn your best 5 into an apple. 🍏

6

6

six

six



6

6

6

6

6

6

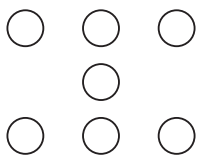
Try your own. First draw a * to show where you start.

6*

Turn your best 6 into a yo-yo. 6

7 7

seven



seven



seven icecreams



7 7 7 7 7

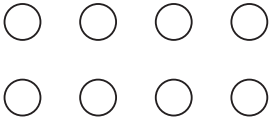
Try your own. First draw a * to show where you start.



Turn your best 7 into a flag. 7

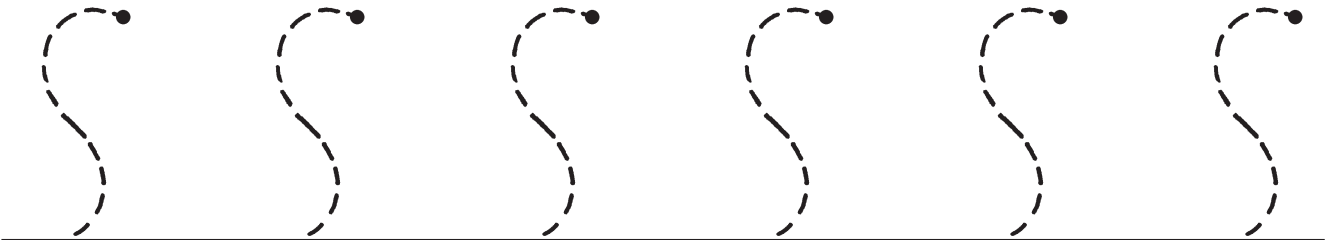
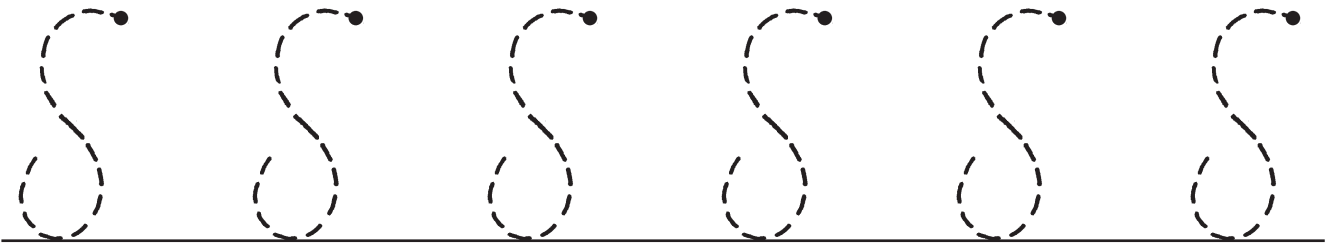


eight



eight

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

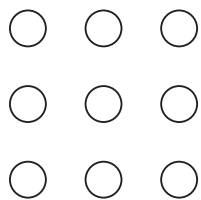


Try your own. First draw a * to show where you start.

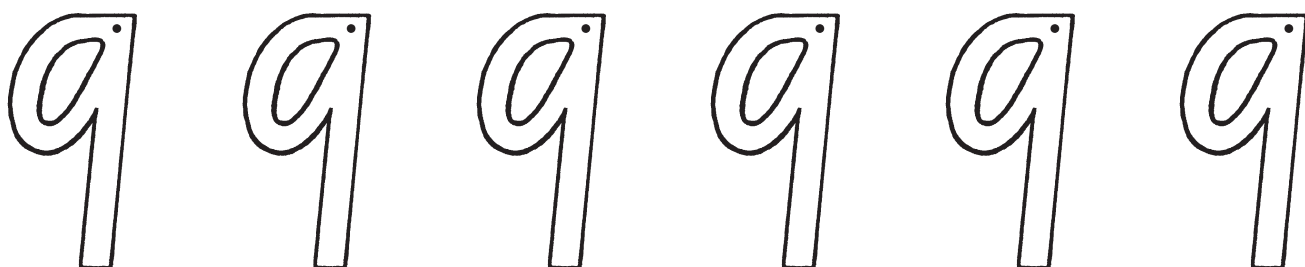
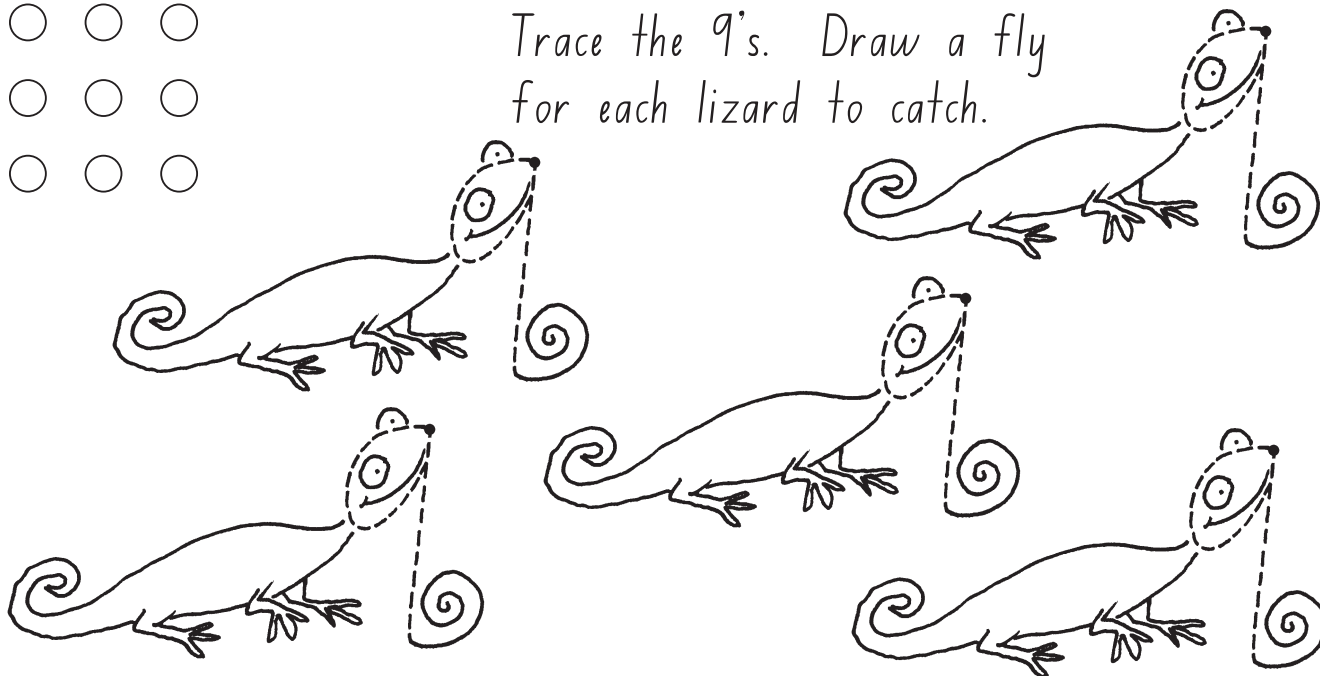


Turn your best 8 into a bee. 

9 9 nine nine



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

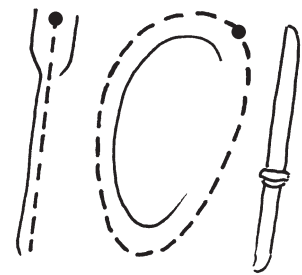
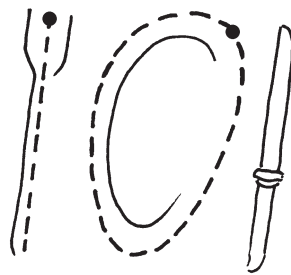
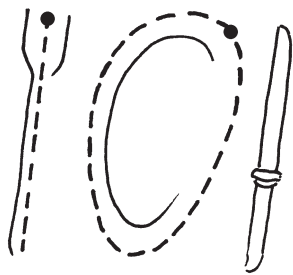
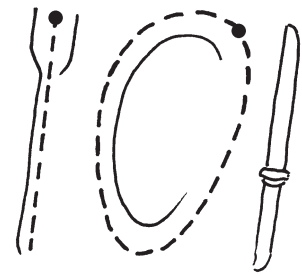
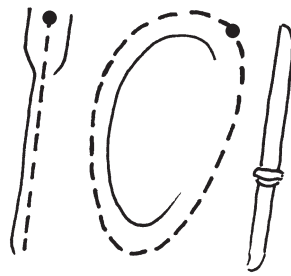
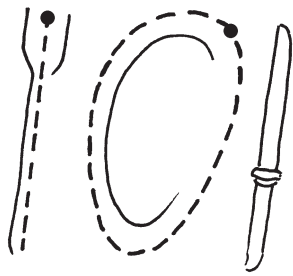
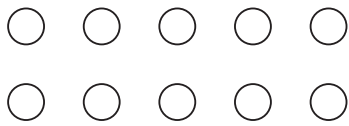


Try your own. First draw a * to show where you start.

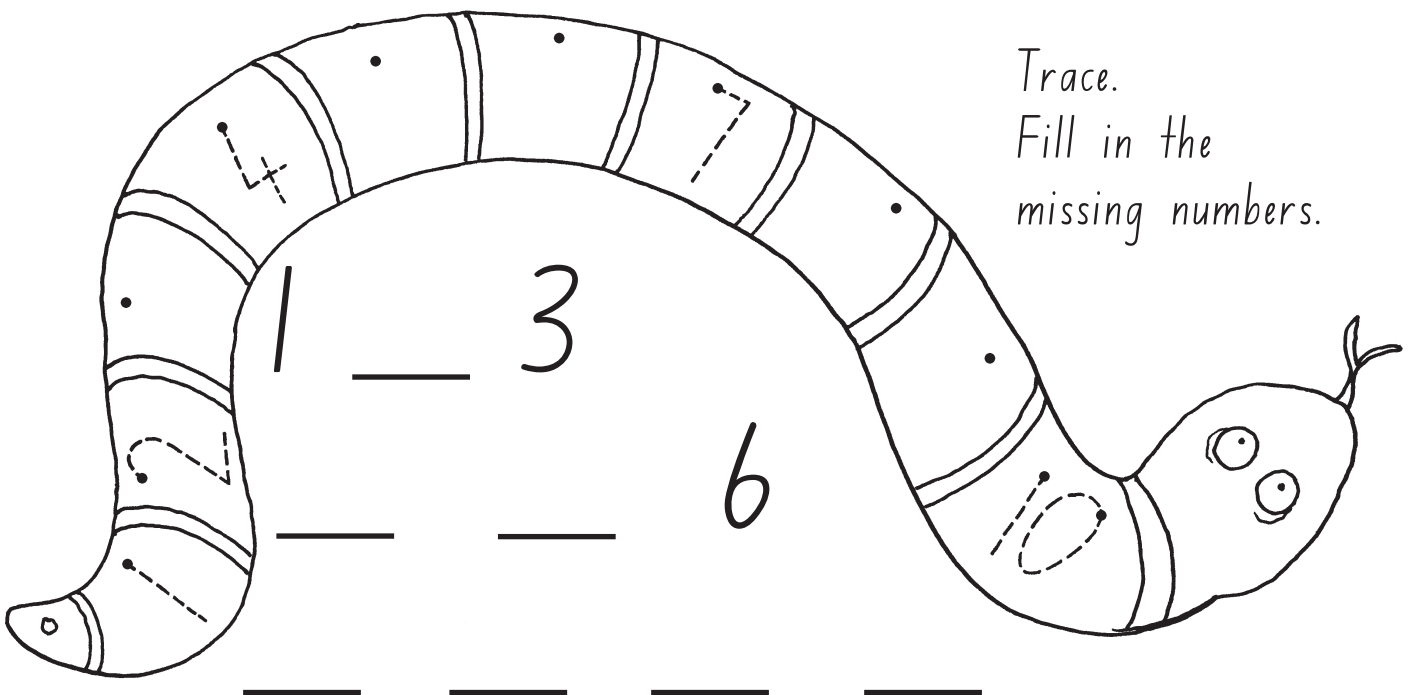


Turn your best 9 into an elephant's head. 9

10 10 ten ten



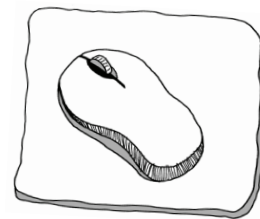
1 2 3 4 5 6 7 8 9 10



Trace.
Fill in the
missing numbers.

USING COMPUTERS

Using computers to construct texts is one of the ways in which students today learn to communicate in writing, and the acquisition of computing skills is part of the NSW K-6 Science and Technology Early Stage 1 Outcomes. STe-7DI-T: Identifies digital systems and explores how instructions used to control digital devices.



PARTS OF THE COMPUTER

The first step is to ensure that students are familiar with the components of the computer. Ensure that students can name and identify the basic components that they will be using, that is: computer/hard drive, monitor or screen, keyboard, mouse. (Some computers will have a separate hard drive and monitor, and some will have an internal hard drive, and a screen.)

CORRECT POSTURE AT THE KEYBOARD

It is important that, from the beginning, students learn the correct posture while using a keyboard. A diagram of the correct posture for keyboarding can be found on BLM page 141. This diagram could be enlarged, glued onto card and laminated to make a wall poster. Ask parent helpers to encourage students to check their posture against the chart before they begin.

BECOMING FAMILIAR WITH THE KEYBOARD

BLM page 142, which shows a computer keyboard, can be enlarged or used at original size by individual students in a one-to-one, group or whole class lesson. The configuration of the keyboards that are used with your school's computers may vary slightly from the keyboard shown. However, the letter keys, numerals, space bar, shift keys and enter/return key should be in a uniform position. Talk through any variations with the students.

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

Letter and numeral recognition

Letters of the alphabet

Have the class find the letters of the alphabet, in order, one by one, and colour them in.

Numerals

- ⊗ Find the numeral keys. Colour them yellow.
- ⊗ Put a circle around the numeral that shows your age; your brother's age; your sister's age.

Letters in familiar words

- ⊗ Find the letters on the keyboard that are found in your name. Colour them red.
- ⊗ Put a circle around the letter that would be a capital letter in your name. ☆
- ⊗ Find the letters on the keyboard which are found in your class name. Colour them blue.
- ⊗ Put a circle around any letters that would need to be capital letters in your class name. ☆

This activity could be repeated a number of times, using different words, to familiarise students with the keyboard letters. Try using words about animals, body parts, farms, the senses, families, journeys, the sea, special occasions, or sight words.

When students reach the point of typing letters on the screen, it may be useful to explain that some of the letters students see on the screen will look slightly different to the handwriting letters they are learning.

Navigating the keyboard

The function keys

- ② Colour the SPACE BAR green.
- ② Colour the ENTER/RETURN red.
- ② Colour the two SHIFT keys blue.
- ② Colour the CAPS LOCK key orange.

The left- and right-hand keys

Draw a diagonal line between the left-hand keys and the right-hand keys (that is, between the 5, T, G, B and the 6, Y, H, N) before having students do the following:

- ② Colour brown the keys you type with your left hand.
- ② Colour purple the keys you type with your right hand.



THE TASK CARDS

The task cards on BLM pages 143–148 can be printed onto card and laminated. They are designed to be used in a one-to-one or small group situation. The teacher or a parent helper should read the instructions on the cards to the students as the students use computers to complete the activities.

The activities on the task cards are not meant to be prescriptive. Rather, 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.

While it's desirable that students learn how to turn on both the computer and the monitor, many students will not yet be able to open the software program (for example, a program such as Word, Simple Text or Wordpad) and find and open an appropriate file. Teachers or parent helpers will probably need to do this. If the helper talks through the actions as they do them with the student watching, however, very soon the student may be able to do it themselves.

It may be useful to set up one file to be used for computer skills practice, or one file per student, and to set within it or them an appropriate font and font size.

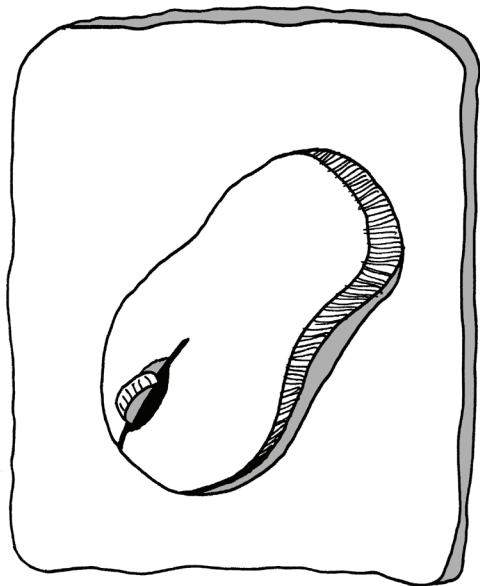
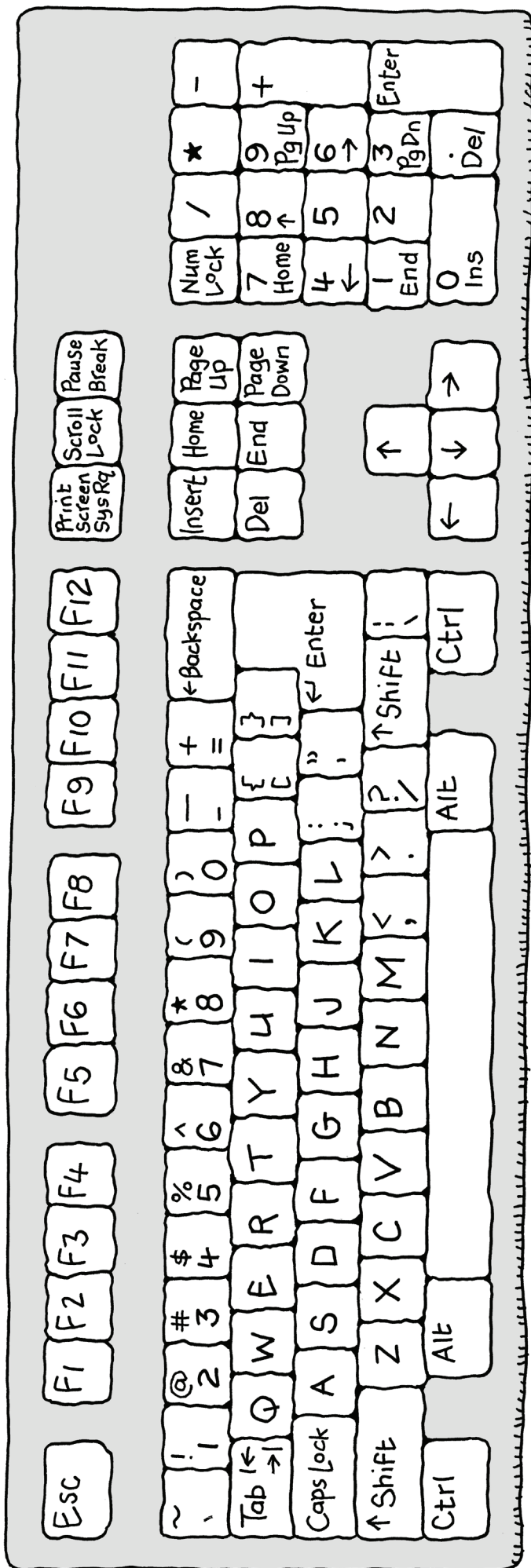
COMPUTER SKILLS CHECKLIST

The indicators relevant to Outcome STe-7DI-T have been used as the basis of the computer skills checklist on BLM page 149. Students can be observed as they complete task cards or do further work on the computer, and this checklist used to keep a record of their skills and progress.

How to sit at the computer



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



Task Card 1

ENTER / RETURN KEY

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

Extension

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



Task Card 2

THE SPACE BAR

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

Extension

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



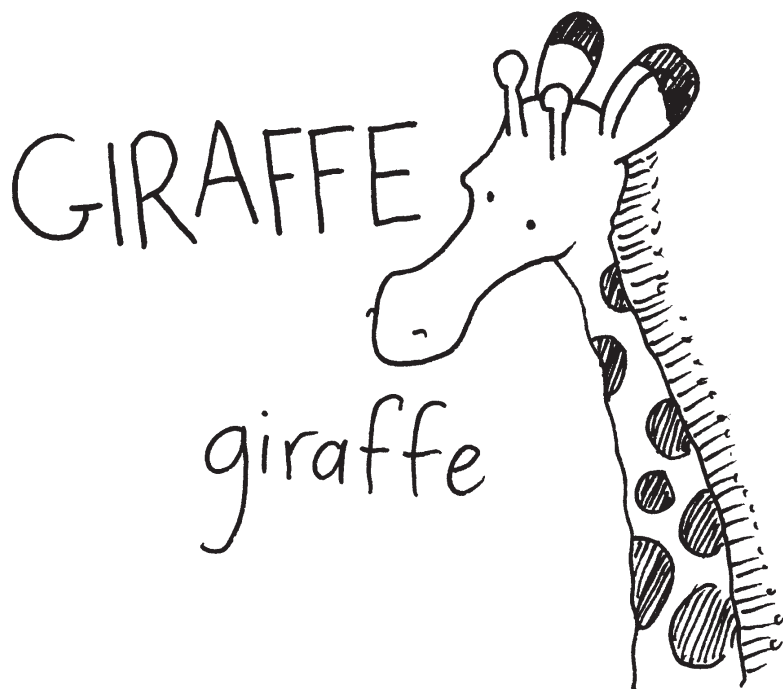
Task Card 3

CAPS LOCK KEY

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

Extension

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



Task Card 4

SHIFT KEY

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

Extension

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



Task Card 5

MOVING THE CURSOR

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

Extension

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

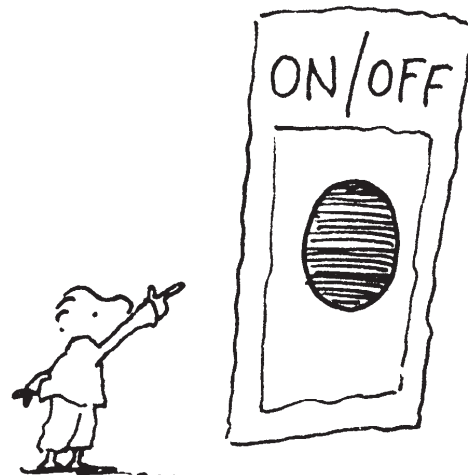
Task Card 6

TYPING SENTENCES

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

Extension

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





Computer skills checklist

STe-7DI-T Identifies digital systems and explores how instructions are used to control digital devices

Name	Term	Term
☉ Turns the computer on and off. ☉ Experiments with using the computer mouse and keyboard and other specialised equipment. ☉ Identifies the cursor on the screen. ☉ Moves the cursor using the mouse and the keyboard arrow keys. ☉ Recognises letters on the keyboard. ☉ Associates the pressing of a key with the appearance of a character on the screen. ☉ Produces own name. ☉ Produces some letters other than those in own name. ☉ Produces commonly used words. ☉ Types simple sentences. ☉ Uses computer software programs to create texts. ☉ ☉ ☉ ☉		

TARGETING HANDWRITING

HANDWRITING mastery is one of the most crucial skills students should develop to assist successful learning in primary school. **Targeting Handwriting** is now updated to the new NESA Alignment to School Excellence Framework and Version 9.0 of the Australian Curriculum. This new edition provides educators with the option to teach handwriting with a **Pattern-based teaching sequence** or to opt for a **Synthetic phonics-based teaching sequence**. This Teacher Resource Book provides useful information on the mechanics of writing (for example, posture, pencil grip, and paper position) and on the teaching of handwriting, as well as printable handwriting pattern props and a handwriting skills checklist. It also contains over 100 blackline masters, providing students with ample opportunities to practise their writing skills.

THE KINDERGARTEN TEACHER RESOURCE BOOK FEATURES:

- ⊗ an eight-week day-by-day Fine Motor Skills Program
- ⊗ blackline masters for basic pattern practice
- ⊗ three blackline master practice pages for each letter, on which students track, trace and write their own letters
- ⊗ blackline masters for practice of numerals 1-10
- ⊗ a seahorse character to introduce positioning of letters within lines.



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

ALSO
AVAILABLE!
**TARGETING
HANDWRITING**
STUDENT BOOK—
Kindergarten

The Kindergarten Student Book offers engaging activities on every page to build essential writing skills. Students begin with patterning exercises that introduce the basic movements required for letter formation, while developing their fine motor skills. Each letter includes two full pages of activities — tracing, tracking, and independent writing practice — providing students with a comprehensive experience with proper letter formation. Our friendly seahorse character guides correct letter placement within writing lines, while simple illustrations for the focus letter serve as a helpful memory aid. Practical reference tools like proper pencil grip and paper positioning guidance, are illustrated on the inside back cover. The back cover provides a vibrant and colourful alphabet reference.

EACH TEACHER RESOURCE BOOK FEATURES A BONUS USING COMPUTERS SECTION:

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



PASCAL
PRESS

