

TARGETING HANDWRITING QUEENSLAND MODERN CURSIVE

Targeting Handwriting is the best-selling handwriting program for Years Prep –7. The series contains a student book for each primary school year, and Teacher Resource Books for Years P-3 and Years 4-7. The program gives teachers everything they need to achieve their handwriting outcomes.

LEARNING FEATURES OF EACH PAGE

Left-hand page

- Lower case letter showing starting point and direction.
- Students 'find' letter within fluency pattern. The whole letter will not always be there, but students should use the pattern as the basis of the letter.
- Students trace letter using starting point.
- Seahorse shaded to highlight where letter is located within the lines.
- Students track letter using starting point and directional arrows.
- Students practise pattern on which letter is based.

Right-hand page

- Students trace pattern to develop fluency. Starting point highlighted.
- Students track letter using starting point and directional arrows.
- Students write own letters using starting points and baseline.
- Students track capital letter, using starting point and directional arrows.
- Illustration based on letter acts as a memory aid for students.
- Students trace lower case, capitals and words within red and blue lines, using starting point. Students can also colour relevant parts of the seahorse.

TEACHER RESOURCE BOOKS YEARS P-3 and YEARS 4-7

What makes this series different from all the others? The Teacher Resource Books!

The Targeting Handwriting Years P-3 Teacher Resource Book helps teachers support students in developing handwriting and keyboard skills. It includes:

- information on the mechanics of writing — posture, pencil grip and paper position
- templates of fun props to make for demonstrating handwriting patterns
- a skills checklist for each Year level
- a section to accompany each of the Student Books, containing teaching notes appropriate to each stage of development, plus worksheets.

The Targeting Handwriting Years 4-7 Teacher Resource Book includes teaching notes and worksheets to consolidate students' joining skills, fluency and legibility.

FINE MOTOR SKILLS PROGRAM: WEEK 4 <i>abcdefghijklmnopqrstuvwxyzabcdefghijklmnop</i>			
Day One	Day Two	Day Three	Day Four
<ol style="list-style-type: none"> 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 'lick' a variety of object, 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.) 	<ol style="list-style-type: none"> 1. Make some base board race tracks out of cardboard. Cover with contact paper or 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. 	<p>Name practice activities:</p> <ol style="list-style-type: none"> 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 chalk and little blackboards. Provide name cards for reference. 4. 'Magic window' names. Place a piece of acetate (overhead projector transparency sheet) over each student's name card. Ask students to trace their name with a whiteboard pen, clean off with a tissue, and then repeat several times. 	<ol style="list-style-type: none"> 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 dummies, 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 concentra-fold coloured paper to make fans.

The Years P-3 Teacher Resource Book has an 8 week day-by-day Fine Motor Skills program.



KEYBOARDING/ USING COMPUTERS

Each Teacher Resource book also contains a bonus unit on keyboard and computer skills. The units include keyboard and posture diagrams, easy-to-use teaching notes, and task cards suitable for Years P-7.

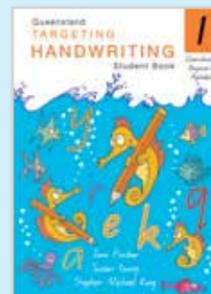
STUDENT BOOKS

Years Prep – 7



PREP STUDENT BOOK

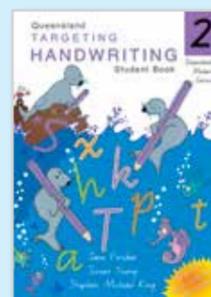
- Introduces prep students to the Basic Movements of handwriting.
- Features mechanics of handwriting, left to right movement, clockwise and anticlockwise.
- These movements are the building blocks for writing letters and they support the foundation of the Queensland Beginners Script.



YEAR 1 STUDENT BOOK

These fun books have well-designed pages for the beginning writer, plus:

- Pre-writing patterning exercises to help practise the basic movements in letter formation and development of fine motor skills.
- Each letter has two pages of tracing and tracking exercises. A seahorse character shows positioning of letters within lines.
- The letters are also cleverly featured within illustrations as a memory aid for students.



YEAR 2 STUDENT BOOK

- Includes revision of Queensland Beginner's Alphabet with tracking and tracing exercises.
- Introduces the Queensland Modern Cursive Alphabet, including exits, rounded and pointed entries, letters that change (f and z) and letters that don't change (b, g, o, q and s).
- Includes patterning exercises, tracking and tracing, plus opportunities for independent writing assisted by starting points and directional arrows.
- Features practice of capitals, numerals and number words, and punctuation in simple sentences.
- Includes an introduction to joining.



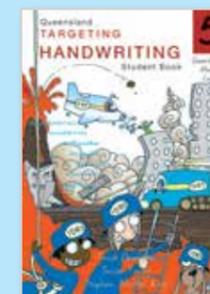
YEAR 3 STUDENT BOOK

- Begins with revision of the Queensland Modern Cursive Alphabet, numerals and punctuation.
- Focuses on joining—diagonal joins, drop-on joins, horizontal joins and letters that don't join—with lots of practice pages.
- Includes a section on double-letter combinations.
- Features a consolidation section, which includes joins practice and tips on avoiding common errors.



YEAR 4 STUDENT BOOK

- Focus is on consolidation of joining skills.
- Extra attention paid to tricky joins like joining to s and f, and double letter combinations.
- Students begin to assess their own letter size and spacing, spacing between words, and slope.
- Features progressive improvement check.



YEAR 5 STUDENT BOOK

- Focus is on fluency and legibility.
- Includes practical techniques to help students check letter spacing, word spacing and slope.
- Features practice of common letter clusters and high frequency words.
- Includes support for the transition to 8mm lines.



YEAR 6 STUDENT BOOK

- Emphasis is on fluency and legibility.
- Teaching pages feature two sets of copying lines, for reinforcement and extra practice.
- Features speed tests with legibility assessment component.
- Presentation ideas section includes material on flourished letters, calligraphy, headings and borders.



YEAR 7 STUDENT BOOK

- Focuses on fluency and legibility, and the development of students' own style.
- Includes style assessment page where students can note style variations in their handwriting, assess their usefulness and modify them if necessary.
- Introduces more 'mature' real world applications of handwriting, e.g. developing a signature, tips for note-taking.
- Highlights useful speed techniques.

