

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>UNIT 1 - READINESS</u></p> <p>ASSESSMENT OF PRESENT HANDWRITING SKILLS</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write the letters and numbers that they know. • identify uppercase and lowercase letters and the numerals 1-10. • identify left and right; and demonstrate correct pencil grasp and paper position for left and right handers. 	<ul style="list-style-type: none"> • Write the “Alphabet Song” on chart paper. As you point to the letters, invite the students to sing with you. • Make a name card for each student. Invite the students to write their names with crayon on drawing paper. • Print each letter pair on a blank index card. Distribute to the class. Have each student glue seeds, glitter, or colored sand on each to make a set of tactile alphabet cards. • Have students trace their left and right hands on construction paper and demonstrate how to write “L” on left hand and “R” on right hand. Draw a ring on one finger of the hand they use for writing. • Play a variation of “Simon Says,” giving the students directions that include the words “left” and “right.” 	<ul style="list-style-type: none"> • TG p. 6-7 • Chart Paper • Practice Masters 1-2 • TG p. 8-9 • Blank index cards • Seeds, glitter, colored sand • Glue • Practice Masters 3-4 • TG p. 10-11 • Construction paper • Crayons • Practice Masters 5-7 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p>3.2 C-1</p> <p>3.2 C-1</p> <p>3.2 C-6</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>USING GUIDELINES AND KEYS TO LEGIBILITY</p> <p>UNIT II - BASIC STROKES</p> <p>STRAIGHT UP AND DOWN LINES</p> <p>HORIZONTAL LINES</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • name the headline, midline, and baseline. • identify the Keys to Legibility - shape, size, spacing, and slant. • identify, verbalize, and write the straight up and down stroke. • identify, verbalize, and write the slide stroke. 	<ul style="list-style-type: none"> • Make guidelines with masking tape on the floor. Ask the students to follow directions similar to: <ul style="list-style-type: none"> – Hop along the headline – Lie on the midline – Sit on the baseline – Sit in the space below the baseline • Using large construction paper, have students make a large key like the ones in the workbook, p. 13, to be displayed in the classroom. • Fold drawing paper into sections. Ask students to draw straight up and down lines in one section in a variety of colors, and slide lines in the other. Provide crayons, markers or paints. Students can circle their longest and shortest lines and count the total number of lines. • Distribute 4 craft sticks to each student and ask them to make letters using straight up and down strokes and horizontal strokes (E, F, H, I, L, T, t). 	<ul style="list-style-type: none"> • TG p. 12 • Masking Tape • Practice Master 8 • TG p. 13 • Green, blue, purple & red construction paper • TG p. 14-15 • Drawing paper • Crayons, markers, or paint • Practice Masters 9-10 • TG p. 16-17 • Craft sticks • Practice Masters 11-12 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p> <p>3.2 C-6</p> <p>3.2 C-6</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
BACKWARD CIRCLE LINES	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify, verbalize, and write the backward circle stroke. 	<ul style="list-style-type: none"> Use an overhead projector to project vertical, horizontal, and circle lines on the chalkboard. Ask students to wet their finger in a cup of water and trace the lines. 	<ul style="list-style-type: none"> TG p. 18 Overhead Projector Water Chalkboard Practice Master 13 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-6
FORWARD CIRCLE LINES	<ul style="list-style-type: none"> identify, verbalize, and write the forward circle stroke. 	<ul style="list-style-type: none"> Invite the students to join hands and form a circle. Play some music and have them move left as a backward circle or right as a forward circle. Stop the music and have them change direction. Use your arm to model making backward circles (left) and forward circles (right) and have the students copy your movements. Have students look around the room to find things made with lines and circles. 	<ul style="list-style-type: none"> TG p. 19 Music Practice Master 14 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-6
SLANT LINES (LEFT & RIGHT)	<ul style="list-style-type: none"> identify, verbalize, and write the slant left and slant right strokes. 	<ul style="list-style-type: none"> Give each student a craft stick and ask them to make the stick stand up straight and then to lie down straight. Demonstrate how to make the stick slant right, then left. Ask the students to copy your example. Have students use circle and slant strokes to draw pictures of animals or insects. Sing the "Alphabet Song" replacing the last 2 lines with: "When you see the ABC's, look for some slant lines with me." 	<ul style="list-style-type: none"> TG p. 20-21 Craft Sticks Drawing paper, crayons Practice Masters 15-16 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-6

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NUMERALS 9 & 10	Students will be able to: <ul style="list-style-type: none"> • form the numerals 9 & 10 properly. 	<ul style="list-style-type: none"> • Prepare squares of paper with guidelines. Pair students and tell one to arrange small objects such as blocks, buttons, or seeds into a group. Ask the other student to write the numeral that shows how many. Have children exchange tasks. 	<ul style="list-style-type: none"> • TG p. 25 • Paper with guidelines • 10 small objects, such as blocks, buttons, or seeds • Practice Master 22 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-1
NUMERAL REVIEW	<ul style="list-style-type: none"> • form the numerals 1-10 properly. 	<ul style="list-style-type: none"> • Brainstorm with students and list places where they see numerals, such as on calendars, book pages, etc. • Have students write the numerals that answer each question, such as: <ul style="list-style-type: none"> - How old are you? - How many brothers and sisters do you have? - What is your house number? - What day is your birthday? - What is our room number? 	<ul style="list-style-type: none"> • TG p. 26-29 • Chart paper • Practice Masters 75 • Paper with guidelines 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-1
<u>UNIT IV - LOWER & UPPERCASE LINE LETTERS</u>	<ul style="list-style-type: none"> • identify shape as a Key to Legibility. 	<ul style="list-style-type: none"> • Write letters from the page on guidelines on the chalkboard. Have volunteers come to the board and use chalk of different colors to trace examples of the kinds of lines you call out. Guide the students in evaluating the quality of the lines, such as straightness, correct slant, and smooth curve. 	<ul style="list-style-type: none"> • TG p. 30-31 • Chalkboard • Colored Chalk 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-6

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS I, L	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase I and uppercase L properly. 	<ul style="list-style-type: none"> Have students make a lollipop by attaching a colored circle to a craft stick. Ask them to write an I on one side of the circle. Tell them to hold up their lollipops with the I side facing you if the word you say begins like "lion." Tell them to show the blank side if the words does not begin like "lion." Repeat with L lollipops and names of people. Hide letter cards around the room. Ask students to go on a letter hunt as they sing, "A Hunting We Will Go." Have the students write the letters they find on the chalkboard and name a word that begins with each letter. 	<ul style="list-style-type: none"> TG p. 32-33 Craft sticks Circles of colored paper Practice Masters 23-24 Letter cards Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS i, I	<ul style="list-style-type: none"> form lowercase i and uppercase I properly. 	<ul style="list-style-type: none"> Paste one row of guidelines at the top of drawing paper. Have the students write "I like" on the lines. Invite them to draw pictures of things, goods, animals, or people they like. Suggest they talk in cooperative groups about their pictures. Students may label their pictures. 	<ul style="list-style-type: none"> TG p. 34-35 Drawing paper with one row of guidelines Practice Masters 25-26 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS t, T	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase t and uppercase T properly. 	<ul style="list-style-type: none"> On tag board or paper, have students write t and T. Have them glue small pieces of macaroni on the letters. Ask children to listen as you say words and to trace t only if the word you say begins with the sound of t. Also, use people's names and uppercase T. Make jigsaw puzzles by writing each letter form on a square of tag board and cutting it apart into its basic strokes. 	<ul style="list-style-type: none"> TG p. 36-37 Tag board or paper Small macaroni glue Practice Masters 27-28 TG p. 38-39 Tag board 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS o, O	<ul style="list-style-type: none"> form lowercase o and uppercase O properly. 	<ul style="list-style-type: none"> To help students understand circle back, have them join hands and circle left as they sing these words to the tune of "In and Out the Window:" <p style="padding-left: 40px;">"Circle back around the classroom." (Repeat twice more)</p> <p style="padding-left: 40px;">"And trace O in the air." (Students stop and trace O in the air)</p> <p>Vary the last line with: "Circle back to make an O" - or "My fingers make an O."</p>	<ul style="list-style-type: none"> TG p. 40-41 Practice Masters 29-30 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS a, A	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase a and uppercase A properly. 	<ul style="list-style-type: none"> Prepare a tray of wet sand or shaving cream. Tell students to write a in the sand or shaving cream if you say a word that begins like "apple." Repeat with names of people and have children write A. Describe a letter by its stroke description for students to write in the air. Have them call out the letter as they recognize it. Use these letters: A, a, O, o, T, t, I, i, L, l. 	<ul style="list-style-type: none"> Text p. 42-43 Tray of sand or shaving cream Practice Masters 31-32 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS d, D	<ul style="list-style-type: none"> form lowercase d and uppercase D properly. 	<ul style="list-style-type: none"> Have students stand along a line of masking tape on the floor with their feet together facing you. Students can practice sliding right and sliding left as you say each command. Invite students to make the letters d and D from clay. The have them work in pairs, one saying the stroke descriptions and other tracing the clay letters, first with eyes open, and then closed. Have students reverse roles. 	<ul style="list-style-type: none"> TG p. 44-45 Masking Tape Clay Practice Masters 33-34 TG p. 46-47 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
QUESTION & EXCLAMATION MARKS	<ul style="list-style-type: none"> form question and exclamation marks properly. 	<ul style="list-style-type: none"> Make ! and ? from beans or sandpaper. Students who are having difficulty forming these punctuation marks can trace them and then practice writing each and mark on the chalkboard. 	<ul style="list-style-type: none"> TG p. 48-49 Beans or Sandpaper Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
QUESTION & EXCLAMATION MARKS (continued)	Students will be able to: <ul style="list-style-type: none"> form question and exclamation marks properly. 	<ul style="list-style-type: none"> Write statements, questions, and exclamations, but do not include punctuation marks. After students read a statement, have them write it and add the appropriate end mark. Some examples are: Stop I am here Did Tim fall 	<ul style="list-style-type: none"> Writing paper with guidelines 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE CIRCLE LETTERS	<ul style="list-style-type: none"> identify size as a Key to Legibility. 	<ul style="list-style-type: none"> Explain that tall letters could be like adults, short letters like children, and letters that go below the baseline like pets with tails. Name several letters and ask volunteers to tell whether each letter is like an adult, a child, or a pet. 	<ul style="list-style-type: none"> TG p. 50-51 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS c, C	<ul style="list-style-type: none"> form lowercase c and uppercase C properly. 	<ul style="list-style-type: none"> Show children how to draw a cat using only the letter C. Invite them to draw their own cat. Children may enjoy using other letters as 	<ul style="list-style-type: none"> TG p. 52-53 Drawing paper Practice Masters 35-36 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>LOWER & UPPERCASE LETTERS c, C (continued)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase c and uppercase C properly. 	<ul style="list-style-type: none"> Have each student write C, c on a brown paper circle (cookie). Invite students to think of words that begin with the sound /k/ as in cookie. When a student names a word, he or she can place their cookie on a bulletin board cookie jar. 	<ul style="list-style-type: none"> Brown construction paper circles Large cookie jar drawn on bulletin board 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-1</p>
<p>LOWER & UPPERCASE LETTERS e, E</p>	<ul style="list-style-type: none"> form lowercase e and uppercase E properly. 	<ul style="list-style-type: none"> Introduce students to rhyming words with e. Write the following word groups on guidelines on the chalkboard: <ul style="list-style-type: none"> bed, red, led net, pet set then, hen, men see, bee, tree <p>Read each group with the students. Then ask a question about one of the words, for example: "Which word names something to sleep on?" Have a student point to the word and trace over e with colored chalk.</p> <ul style="list-style-type: none"> Invite students to practice writing letters and words on the chalkboard by dipping their finger or a paintbrush into water. 	<ul style="list-style-type: none"> TG p. 54-55 Chalkboard Colored Chalk Practice Masters 37-38 <ul style="list-style-type: none"> Water Paintbrush Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS f, F	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase f and uppercase F properly. 	<ul style="list-style-type: none"> Say the F tongue twister for the students - "Fran fed Fred's frog." Then have them say it slowly, then quickly with you. Have students make up their own F tongue twisters. Then have them write f or F on lined paper. Say the tongue twisters and ask students to point to f or F each time they hear /f/. Create an ocean scene on a bulletin board. Help children draw and cut out large fish shapes with f and F on them. 	<ul style="list-style-type: none"> TG p. 56-57 Practice Masters 39-40 Bulletin board Drawing paper 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS g, G	<ul style="list-style-type: none"> form lowercase g and uppercase G properly. 	<ul style="list-style-type: none"> In a shoe box, place pieces of yarn or string, pipe cleaners, craft sticks, paper strips and circles, and cotton swabs. Invite students to work in pairs. Have them use the materials to form g and G. Then have partners take turns saying descriptions and tracing the letters. 	<ul style="list-style-type: none"> TG p. 60-61 Shoe box with pieces of yarn, string, pipe cleaners, craft sticks, paper strips and circle, cotton swabs Practice Masters 41-42 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS j, J	<ul style="list-style-type: none"> form lowercase j and uppercase J properly. 	<ul style="list-style-type: none"> With chalk, draw a large j and J on the black top. Invite students to jump along the outline of the letter as you say the directions for forming it. Then have students hop, walk, or tiptoe along the letter. Repeat the procedure with other letters. Write guidelines on the chalkboard. Ask the students to jump up every time they hear a word that begins like jump. Have a student write j on the board if the word begins with j. 	<ul style="list-style-type: none"> TG p. 62-63 Chalk Black top Practice Masters 43-44 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>LOWER & UPPERCASE LETTERS q, Q</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase q and uppercase Q properly. 	<ul style="list-style-type: none"> Make available cotton swabs, several colors of paint, and paper with guidelines. Invite students to write the letters Q and q with cotton swabs dipped in paint. Have them describe to a partner how they formed each letter. Encourage them to continue by writing words with q or other letters. Designate a section of the chalkboard as a message question center where the students may write questions to you or each other. 	<ul style="list-style-type: none"> TG p. 64-65 Cotton swabs Several colors of paint Paper with guidelines Practice Masters 45-46 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-1</p>
<p><u>UNIT VI - CURVE LINE LETTERS</u></p>	<ul style="list-style-type: none"> write letters with correct spacing. 	<ul style="list-style-type: none"> Students can check their spacing by leaving the space of one finger between words and the space of two fingers between sentences. Provide craft sticks that students can use instead of fingers. They can be decorated with crayon or markers. 	<ul style="list-style-type: none"> TG p. 68-69 Craft sticks Crayons or makers 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-6</p>
<p>LOWER & UPPERCASE LETTERS u, U</p>	<ul style="list-style-type: none"> form lowercase u and uppercase U properly. 	<ul style="list-style-type: none"> Fold lined paper into four boxes and write a tic-tac-toe grid in each. Pair students and ask them to use u and U to play the game, instead of "X" and "O." Suggest that each student use a different color to write. Students will play this game in the traditional way. 	<ul style="list-style-type: none"> TG p. 70-71 Lined paper Crayons Practice Masters 47-48 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS s, S	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase s and uppercase S properly. 	<ul style="list-style-type: none"> Have students roll clay between their hands and shape it into a long, long, long silly snake, and then a short, short, short silly snake. Have students repeat the activity, this time forming an s and S. Compare the sizes and have students trace over the completed letters several times. Prepare a surprise box with a set of textured alphabet letters. Have a volunteer pull a letter from the box with eyes closed, trace it with a finger, and try to name it. 	<ul style="list-style-type: none"> TG. P. 72-73 Clay Practice Masters 49-50 Box with a set of textured alphabet letters 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS b, B	<ul style="list-style-type: none"> form lowercase b and uppercase B properly. 	<ul style="list-style-type: none"> Play "Brown Bear" game by reading pairs of words such as: black bear, red bear, baby bear, etc. If the words begin alike, a student may write b on guidelines on the chalkboard. Letter Bingo - Make a game board by folding writing paper into 16 boxes. Invite students to write one uppercase or one lowercase letter in each box. Make a set of letter cards for the caller. To play, choose a letter card from the stack, call the letter, and have the students cover the letter with a marker if it appears on their game board. The first child to cover letters in a vertical, horizontal, or a diagonal row is the winner. 	<ul style="list-style-type: none"> TG p. 74-75 Chalkboard Practice Masters 51-52 Writing paper 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS p, P	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase p and uppercase P properly. 	<ul style="list-style-type: none"> Use the overhead projector to project p and P on the chalkboard. Say groups of rhyming words aloud; for example: pat, sat, fat, cat Jenny, Benny, Penny, Kenny nest, pest, best, rest dark, park, bark, lark <p>Tell students to decide which word begins with /p/. Have someone name the word and trace the projected p or P with a wet finger. Remind students to trace the uppercase letter if the word names a person.</p> <ul style="list-style-type: none"> Using finger paint and paper, have students write p when they hear a word that begins with p. Include names of people for P. 	<ul style="list-style-type: none"> TG p. 76-77 Chalkboard Overhead projector Practice Masters 53-54 TG p. 78-79 Finger paints Paper 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS r, R	<ul style="list-style-type: none"> form lowercase r and uppercase R properly. 	<ul style="list-style-type: none"> List these four categories on the chalkboard: Girls' names, boys' names, food, and animals. Invite students to brainstorm words that begin with r and R for each category. Write their responses and ask volunteers to trace over the letters r and R with colored chalk. Add other categories to extend the game. 	<ul style="list-style-type: none"> Text p. 80-81 Chalkboard Colored Chalk Practice Masters 55-56 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS r, R (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase r and uppercase R properly. 	<ul style="list-style-type: none"> List these letters on the chalkboard: r, p, b, s, u & q. Then say: "I am a letter with a descender. I have a circle forward stroke. I come after o in the alphabet. Which letter am I?" Ask more riddles like this one. 	<ul style="list-style-type: none"> Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS n, N	<ul style="list-style-type: none"> form lowercase n and uppercase N properly. 	<ul style="list-style-type: none"> Collect different shaped pastas. Display them and have students describe the shapes. Point out shapes that are straight up and down or that have circles. Invite students to use the shapes to form alphabet or "Noodlebet" letters. Ask them to keep a list of the letters they make. 	<ul style="list-style-type: none"> TG p. 82-83 Different shaped pastas Practice Masters 57-58 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS m, M	<ul style="list-style-type: none"> form lowercase m and uppercase M properly. 	<ul style="list-style-type: none"> Choose a volunteer to be the "monkey." Ask that student to write m or M on guidelines on the chalkboard. Then ask the "monkey" to choose another student to "see and do" the same. Select different students to take the roles and encourage the "monkey" to write words or sentences as well. Invite students to help you write silly sentences about monkeys, such as: "Monkeys munch on marvelous muffins." 	<ul style="list-style-type: none"> TG p. 84-85 Chalkboard Practice Masters 59-60 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>LOWER & UPPERCASE LETTERS h, H</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • form lowercase h and uppercase H properly. 	<ul style="list-style-type: none"> • Letter Hunt - Hide letter cards around the classroom. Then ask students to go on a letter hunt. Encourage them to sing "A-Hunting We Will Go" as they search for letters. After a few minutes, let them show each letter they found, write the letter on guidelines on the chalkboard, and name a word that begins with the same letter. • Letters-Within-Letters - Ask students to find letters-within-letters, such as o is found within a, d, g, and q, etc. Children can practice writing letters-within-letters with different color crayons or shaping with clay. • Hungry Hippo - Teacher describes a hungry hippo who will eat almost anything. "I know a hippo who loves to eat. He eats hens, but he never eats chickens. He eats hats, but he never eats socks." Students discover that the Hungry Hippo likes words that begin with h. 	<ul style="list-style-type: none"> • TG p. 86-87 • Letter cards • Chalkboard • Practice Masters 61-62 • Writing paper • Clay • Crayons • TG p. 88-89 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C-1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>UNIT VII - LOWER & UPPERCASE SLANT LETTERS</u>	Students will be able to: • identify slant as a Key to Legibility.	<ul style="list-style-type: none"> • Provide guidelines on the chalkboard and have students write a letter as you name the strokes in the letter. Direct students to pay close attention to the terms used for the strokes. • In an open area of the classroom, invite students to “walk out” for each letter, forming it on the floor by walking its shape. 	<ul style="list-style-type: none"> • TG p. 90-91 • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-1
<u>LOWER & UPPERCASE LETTERS v, V</u>	<ul style="list-style-type: none"> • form lowercase v and uppercase V properly. 	<ul style="list-style-type: none"> • Paste one row of guidelines at the top of drawing paper. Ask the children to write “It is very, very _____.” Help them complete the sentence with an adjective of their choice. Then ask them to draw pictures to illustrate the sentences. Share with a partner or a small group. 	<ul style="list-style-type: none"> • TG p. 92-93 • Drawing paper with 1 row of guidelines at top • Practice Masters 63-64 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-1
<u>LOWER & UPPERCASE LETTERS y, Y</u>	<ul style="list-style-type: none"> • form lowercase y and uppercase Y properly. 	<ul style="list-style-type: none"> • Prepare two index cards with guidelines for each student. Have students write “yes” on one card and “no” on the other. State a fact or an opinion similar to those that follow. Ask students to hold up a card to indicate their answer. <ul style="list-style-type: none"> – L comes after M in the alphabet. – I like to read. – Yaks are large animals. • Letters by the Yard - Measure a yard of paper. Students can work together to fill the yard of paper with a yard of writing. They can write letters, words, or sentences. 	<ul style="list-style-type: none"> • TG p. 94-95 • 2 index cards with guidelines for each student • Practice Masters 65-66 • One yard of craft paper 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS w, W	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase w and uppercase W properly. 	<ul style="list-style-type: none"> Ask students to write a word that begins with W on each index card with guidelines. Encourage the use of dictionaries and other books for ideas. Arrange the cards to form a word worm. See how far your word worm will travel. Have volunteers add a face and other details. Students can act out action words for classmates to guess. They can give one written clue on the chalkboard by writing the letter that begins the action word. Write a story with blanks on the chalkboard. Students can write words that begin with: v, y, w, V, Y, or W. Students can read the completed story and tell whether each sentence makes sense or is nonsense. 	<ul style="list-style-type: none"> TG p. 96-97 Index cards with guidelines Practice Masters 67-68 Chalkboard Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS x, X	<ul style="list-style-type: none"> form lowercase x and uppercase X properly. 	<ul style="list-style-type: none"> Write words that have the letter x, such as box, six, excellent, and Texas. Choose volunteers to trace the x in each word. Provide dictionaries for students to use and have them work in pairs to search for words with x. Ask them to list words they find and share their completed lists. Write on chart paper. Use dry spaghetti to form straight line and slant letters they have been learning. Glue each spaghetti letter to an index card and then they can write the letter below it. 	<ul style="list-style-type: none"> TG p. 100-101 Writing Paper Chart Paper Dictionary Practice Masters 69-70 Dry spaghetti Index cards 	<ul style="list-style-type: none"> Teacher Observation Completed Chart 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LOWER & UPPERCASE LETTERS k, K	<p>Students will be able to:</p> <ul style="list-style-type: none"> form lowercase k and uppercase K properly. 	<ul style="list-style-type: none"> Write a list of rhyming words on guidelines on the chalkboard, for example: black, rock, look, seek, like, and take. Read each word. Ask a volunteer to say a word that rhymes and write it on the chalkboard. Read aloud the rhyming pairs. Point out the letter k in each word. Write several word pairs on the chalkboard on guidelines such as: gold coat, big dog, bat call, tall man. Guide students in switching the initial letters to create new word pairs. Write new word pairs on the board. 	<ul style="list-style-type: none"> TG p. 102-103 Chalkboard Practice Masters 71-72 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1
LOWER & UPPERCASE LETTERS z, Z	<ul style="list-style-type: none"> form lowercase z and uppercase Z properly. 	<ul style="list-style-type: none"> Have students work in small groups to examine magazines and newspapers to find examples of each letter in a variety of fonts. Display the letters, in alphabetical order, on a bulletin board. Give each student a 5 inch oak tag square. Assign a letter to each child and have them use crayons to turn the letters into new zoo creatures. Arrange them in a zoo scene on a bulletin board. 	<ul style="list-style-type: none"> TG p. 104-105 Magazines & newspapers Bulletin board Practice Masters 73-74 TG p.106-107 Oak tag squares Bulletin board 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>MONTHS OF THE YEAR</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write the months of the year legibly. 	<ul style="list-style-type: none"> • Wall Calendar - cut 12 nine inch squares each of drawing paper and writing paper. Divide the class into twelve groups and assign each a month. Invite each group to design two squares of a wall calendar: one with an illustration depicting what usually happens in that month and other with writing that describes it. Have children write the name of the month at the top of each paper and arrange the squares to create a wall calendar. Have each group read aloud their sentences. 	<ul style="list-style-type: none"> • TG p. 112-113 • 12 nine inch squares of drawing & writing paper 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 D-2</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
UNIT X - EVALUATE YOUR WRITING (continued)	Students will be able to: <ul style="list-style-type: none"> • show what they can do. • finish a story. 	<ul style="list-style-type: none"> • To help students practice writing sentences, print a three word sentence on a sentence strip. Cut it apart and ask each child to arrange the words and write it on guidelines on the chalkboard. Have classmates check the letter information and size, and spacing between words. • Invite students to draw a picture of their favorite character from a storybook. Have them label their pictures with a few words or a sentence. Put all the pictures into a booklet and place it in the reading center. • Display the story starter: "Look! I see ____." Have students write it on the experience paper and complete the sentence. Then, ask them to illustrate it. Ask students to share their writing and ask classmates to add ideas to continue each story orally. • On the chalkboard, write "Who am I?" Tell students they will write riddles about different animals. Prepare index cards with animal names or pictures, and place them in a bag. Let each child take a card and write a description of the animal without naming it. Have children complete their riddle with the question from the chalkboard. Invite them to share and answer the riddles. 	<ul style="list-style-type: none"> • Sentence strips • Chalkboard • Experience paper • Experience paper • Chalkboard • Index cards with animal names or pictures 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	3.2 C-1 D-2