

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
GRADE 2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PAPER & PENCIL POSITIONS	<p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate how to position hands and paper and hold the pencil correctly. 	<ul style="list-style-type: none"> The teacher will demonstrate correct paper positions for left and right handed students. Students will copy models using a blank piece of paper. Game: "Left Hand, Right Hand, or Both?" Ask students to listen to the following directions and to pantomime the activities, using the hand you name. (See p. 11 - Teacher's Guide) Art Activity: "Set the Table" Students will perform this activity to emphasize the importance of left and right in everyday life. 	<ul style="list-style-type: none"> Handwriting Positions Wall Chart Text p. 6-11 TG p. T-6/T-11 TG p. T-11 Practice Masters 2-3 Manila Paper, Crayons, Chalkboard 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p> <p>3.2 C-6</p>
BASIC STROKES	<ul style="list-style-type: none"> demonstrate knowledge of the four basic strokes and write letters to model this. 	<ul style="list-style-type: none"> Art Activity: "Letter Town, USA" Students will perform this activity to see and feel the strokes. Emphasis is on visual and kinesthetic senses. 	<ul style="list-style-type: none"> Pencils, Crayons, Index Cards, Glue, Glitter, Small Macaroni, Bulletin Board TG p. T-8 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-6</p>

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<p>BASIC STROKES (continued)</p> <p>Lines and Design</p> <p>Slant Lines</p> <p>KEYS TO LEGIBILITY</p> <p>Size and Shape</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge of the four basic strokes and write letters to model this. become familiar with the four Keys of Legibility, including size, shape, slant and spacing. 	<ul style="list-style-type: none"> Game: "Lines and Designs" Distribute drawing paper and crayons. Play lively music and ask students to draw as they listen. Stop the music and ask students to share their drawings. Ask students to identify strokes used to form letters. Use an overhead projector to project slant lined letters on the chalkboard. Students wet their finger in a cup and trace the enlarged lines on the chalkboard. Prepare a set of cards with lowercase alphabet letters. Have a student or group of students sort the letters by size. Remind students that g, j, p, q, and y are short letters that go below the baseline. 	<ul style="list-style-type: none"> Drawing Paper, Crayons, Music TG p. T-15 Cups of Water, Chalkboard, Overhead Projector TG p. T-15 Index Cards TG p. T-16 Practice Master 11 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p> <p>3.2 C-6</p>

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<p>KEYS TO LEGIBILITY (continued)</p> <p>Slant</p> <p>Spacing</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> become familiar with the four Keys of Legibility, including size, shape, slant and spacing. 	<ul style="list-style-type: none"> Game: "Name the Letter Strokes" After the students become familiar with the names and use of letter strokes play the game "I am Thinking of a Letter" with the class. Prepare a "Teacher Created Worksheet" containing sentences with most letters having proper vertical quality. Purposely print a few letters in each worksheet with poor slant. Instruct students to circle letters having incorrect slant in each sentence. Instruct students on one finger rule between words and two finger rule between sentences. Have students practice by copying a paragraph. Review Activity: "Wanted: Giant Guidelines" Place classified ad pages horizontally on desks or tables. The columns of the newspaper, going across, will form giant guidelines for writing practice. They write on these giant guidelines using crayon or markers. 	<ul style="list-style-type: none"> Teacher Created Worksheet, Crayons TG p. T-17 TG p. T-17 Classified Ads TG p. T-17 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p> <p>3.2 C-6</p>

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SHAPE (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> write the letters li, LI, Tt, Oi, Aa, and Dd, using a continuous stroke, with emphasis on shape. 	<ul style="list-style-type: none"> Teacher will model L, I, and T, bringing attention to the pull down stroke as the correct stroke to use, emphasizing shape. Students will practice. Clay Letters: A letter is written on guidelines on poster board and laminated. Students use the letter form as a base for making the letter with clay. Students will trace the clay letter with their finger as they say the stroke description. Teacher will model the correct formation of o, a, and d, helping students to evaluate the shape of their written letters. Walking the Letters: Using widely spaced guidelines created on the floor with masking tape, students will stand on a guideline named. Invite the students to “walk” the letters o, a, and d as the stroke description is given. Teacher will model the correct formation of O, A, and D, emphasizing the shape. Students will practice. 	<ul style="list-style-type: none"> Text p. 26-27 Chalkboard Practice Masters 19-21 Clay Letters on Poster Board TG p. T-27 Text p. 28-29 Chalkboard Practice Masters 22-24 TG p. T-29 Masking Tape Text p. 30-33 Chalkboard Practice Masters 25-27 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Teacher Observation Teacher Observation 	<ul style="list-style-type: none"> 3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6

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SHAPE (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> write the letters li, LI, Tt, Ol, Aa, Dd, using a continuous stroke, with emphasis on shape. practice and apply what has been learned about the proper shape of letters. 	<ul style="list-style-type: none"> Game: "O My Name is" Write this pattern on the chalkboard: O, my name is (Olive). I live in (Oklahoma). And I like (ostriches). Repeat the pattern with students, using Aa and Dd. The emphasis is on auditory and visual senses. To apply what was learned about the shape of letters, students think of a real or imaginary special occasion and design an invitation to it. After writing their invitation, they can use scraps of construction paper to decorate it. 	<ul style="list-style-type: none"> Chalkboard TG p. T-33 Writing Paper Construction Paper 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p>
SIZE	<ul style="list-style-type: none"> write the letters Cc, Ee, Ff, Gg, Jj, and Qq, using proper size. 	<ul style="list-style-type: none"> Pairs of students make a set of uppercase and lowercase letter cards. They turn them face down, and have students turn over two at a time in search of corresponding pairs. Teacher will model examples of letters that are tall, short, and those short letters that have descenders. Verbal descriptions are given of each in relation to the lines they begin and end on. 	<ul style="list-style-type: none"> TG p. T-35 Text p. 34-35 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p>

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<p>SIZE (continued)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write the letters Cc, Ee, Ff, Gg, Jj, and Qq, using proper size. 	<ul style="list-style-type: none"> • The teacher will model the correct size and formation of c, e, and f. Students will practice. • Art Activity: "Cats, Elephants, and Foxes" Invite students to draw a cat, an elephant, or a fox. Distribute writing paper and ask students to write words that begin with the same letter as the animal name. The emphasis is on visual, kinesthetic, and auditory senses. • The teacher will model the correct size and formation of C, E, and F. Students will practice. • Allow students to write other students' names containing the letters C, E, and F. • Teacher will model the correct size and formation of g, j, and q. Students will practice. 	<ul style="list-style-type: none"> • Text p. 36-37 • Practice Masters 28-30 • Chalkboard • TG p. T-37 • Drawing Paper • Text p. 38-39 • Practice Masters 31-33 • Chalkboard • Writing Paper • Text p. 40-41 • Chalkboard • Practice Masters 34-36 	<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>

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SIZE (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> write the letters Cc, Ee, Ff, Gg, Jj, and Qq, using proper size. 	<ul style="list-style-type: none"> Game: "Charades" Write a noun that begins with g, j, or q on each of 12 index cards. Have each student choose a word and act it out until a classmate guesses it and writes it on the board. The teacher will model the correct size and formation of G, J, and Q. Students will practice. Students will use an Etch-a-Sketch or Magna Doodle to practice G, J, and Q. Bon Voyage!: Using writing paper and a blank sheet of art paper, students think of a real or imaginary trip to a special place. They write a short description of the trip and illustrate part of it. 	<ul style="list-style-type: none"> TG p. p. 41 Index Cards Text p. 42-43 Chalkboard Practice Masters 37-39 Etch-a-Sketch Magna Doodle Text p. 44-45 TG p. T-45 Writing Paper Art Paper 	<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>
SPACING	<ul style="list-style-type: none"> write the letters Uu, Ss, Bb, Pp, Rr, Nn, Mm, and Hh, paying particular attention to formation and spacing. 	<ul style="list-style-type: none"> Provide colored chalk and have students write the featured letters on the chalkboard, using a different color for each stroke. The teacher will model the correct formation of u and s and write words containing them to also model good spacing between letters. Students will practice. 	<ul style="list-style-type: none"> Text p. 46-47 Text p. 48-49 Practice Masters 40-41 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p>

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SPACING (continued)	Students will be able to: <ul style="list-style-type: none"> • write the letters Uu, Ss, Bb, Pp, Rr, Nn, Mm, and Hh, paying particular attention to formation and spacing. 	<ul style="list-style-type: none"> • The teacher will model the correct formation of B, P, and R, and write sentences beginning with them to model good spacing within and between words. Students will practice. • Place cups of water near the chalkboard. Students practice writing strokes, letters, and words by dipping their index finger or paintbrush into the water and writing on the board. They can form mental images of the letters by watching them as they dry and disappear. • The teacher will model the correct formation of n, m, and h, and discuss proper spacing within words and between words. Students will practice. • Game: "Sense or Nonsense?" Write a story on the chalkboard with "fill in" blanks. Ask students to write words or phrases that begin with n, m, or h. • The teacher will model the correct formation of N, M, and H and will write sentences to model good spacing within and between words. Students will practice. 	<ul style="list-style-type: none"> • Text p. 54-55 • Chalkboard • Practice Masters 47-49 • Chalkboard • Cups of Water • Paintbrushes • TG p. T-55 • Text p. 56-57 • Practice Masters 50-52 • Chalkboard • Chalkboard • TG p. T-57 • Text p. 58-59 • Practice Masters 53-55 • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<ul style="list-style-type: none"> 3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6

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<p>SPACING (continued)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> write the letters Uu, Ss, Bb, Pp, Rr, Nn, Mm, and Hh, paying particular attention to formation and spacing. practice and apply what they have learned about proper spacing between letters. 	<ul style="list-style-type: none"> Art Activity: Instruct students to draw pictures beginning with the following letters: Mm, Nn, and Hh. Example: m - mittens, mushrooms; n - nest; h - hat. Label pictures. Language Activity: Instruct students to write a story about "Harry The Happy Hippo." The teacher will help students evaluate the spacing in their writing by comparing it with models. They look back over the last six pages and circle one word on each page that they feel demonstrates good spacing between letters of a word. 	<ul style="list-style-type: none"> Crayons Drawing Paper Pencil Writing Paper Text p. 60-61 TG p. T-61 	<ul style="list-style-type: none"> 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>SLANT</p>	<ul style="list-style-type: none"> write the letters Vv, Yy, Ww, Xx, Kk, and Zz, paying particular attention to formation and proper vertical slant. 	<ul style="list-style-type: none"> Ask students to form letters as you describe the strokes. Then, students take turns describing the letters as the others write them on paper. Use the term "vertical slant" in descriptions. The teacher will model the correct formation and slant in making lowercase v, y, and w. Students will practice. 	<ul style="list-style-type: none"> Text p. 62-63 Text p. 64-65 Practice Masters 56-58 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation 	<p>3.2 C-6</p> <p>3.2 C-6</p>

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SLANT (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> write the letters Vv, Yy, Ww, Xx, Kk, and Zz, paying particular attention to formation and proper vertical slant. 	<ul style="list-style-type: none"> Letters in Color: Have students practice writing the letters v, y, and w, using paints and cotton swabs. Ask them to form letters as you say the stroke descriptions. The teacher will model the correct formation and slant in making uppercase V, Y, and W. Students will practice. Instruct students to illustrate words beginning with V, W, and Y, and label each picture. The teacher will model the correct formation and slant while writing lowercase x, k, and z. Students will practice. Game: "Listen and Write" On the chalkboard, write the spelling patterns -ack, -ox, and -zz. Give clues such as: An animal's name ending in "ox." Students take turns writing answers under each correct pattern. 	<ul style="list-style-type: none"> TG. T-65 Paints Cotton Swabs Text p. 66-67 Practice Masters 66-67 Chalkboard Drawing Paper Text p. 68-69 Practice Masters 62-64 Chalkboard TG p. T-69 Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 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> <p>3.2 C-6</p>

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<p>SLANT (continued)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write the letters Vv, Yy, Ww, Xx, Kk, and Zz, paying particular attention to formation and proper vertical slant. • practice and apply what they have learned about using the proper slant when writing letters. 	<ul style="list-style-type: none"> • The teacher will model the correct formation and slant in making lowercase X, K, and Z. Students will practice. • Language Arts Activity: Who's At the Zoo?" Invite students to write a story about a yak, a zebra, and a kangaroo who live at the zoo and are friends. They include signs in an illustration about their story. • Students will write a journal entry about a real or imagined day at school. Besides including activities and happenings, encourage them to tell their thoughts or feelings about what they experience throughout the day. They will then circle 5 words they wrote that have proper slant. 	<ul style="list-style-type: none"> • Text p. 70-71 • Practice Masters 70-71 • Chalkboard • TG. T-71 • Writing & Drawing Paper • Text p. 72-73 • TG p. T-73 • Journals 	<ul style="list-style-type: none"> • 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>APPLICATION</p>	<ul style="list-style-type: none"> • implement the Keys of Legibility - shape, size, spacing and slant - within his or her daily writing. 	<ul style="list-style-type: none"> • Game: "Categories Anyone" Play a game of categories using "Handwriting" as the basis for naming things. Write "Handwriting" down the left side of the chalkboard. Have the students write it on their lined paper using one letter per line. Then ask them to write a word for each letter in a given category. For example, if the category is food, their list may begin like this: H is for ham; A is for Apple. 	<ul style="list-style-type: none"> • Text p. 74-75 • Writing Paper • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C.6</p>

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APPLICATION (continued)	Students will be able to: <ul style="list-style-type: none"> • implement the Keys of Legibility - shape, size, spacing and slant - within his or her daily writing. 	<ul style="list-style-type: none"> • Students are paired up. Each writes a letter to the other telling about a fun place they have visited. Emphasize neatness and the various Keys of Legibility. Exchange letters and hang for display. • Brainstorm facts known about dinosaurs and list them on the chalkboard. Students write sentences with facts known about dinosaurs, with special emphasis on the shape of letters. • To help organize ideas for the prewriting stage of writing, a web is made on the chalkboard. Talk about the way bread tastes, smells, and looks. Complete the web together with describing words. • Duplicate a copy of the numeral survey at home, paying particular attention to the spacing and formation of numerals. • Discuss favorite animals of classmates. Students then write a brief description of their favorite animal without naming it. Volunteers read aloud their descriptions and have classmates guess the animal being described. 	<ul style="list-style-type: none"> • Text p. 76-77 • Writing Paper • Text p. 78-79 • Chalkboard • TG p. T-79 • Text p. 80-81 • TG p. T-81 • Chalkboard • Text p. 82-83 • TG p. T-83 • Text p. 84-85 • Writing Paper 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<ul style="list-style-type: none"> 3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6

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APPLICATION (continued)	Students will be able to: <ul style="list-style-type: none"> • implement the Keys of Legibility - shape, size, spacing and slant - within his or her daily writing. 	<ul style="list-style-type: none"> • Masquerade: On manila paper, students draw pictures of costumes they may like to dress in. They then write descriptive words about the costumes on writing paper, paying close attention to the shape of their letters. • Review the strokes used to write manuscript letters as well as the importance of the size and shape of letters. Write several letters on guidelines on the chalkboard and ask students to identify the strokes used to form each letter. • Big Book of Animals: Using nonfiction books with photographs and drawings of animals, students work with partners to draw several animals and label them. They write facts about the animals and make one page for a classroom book that is bound and called "Big Book of Animals." • Food Ads: Provide poster paper for students to make a large poster advertising a certain food. Suggest that they emphasize taste and health benefits. Talk about good spacing between words. 	<ul style="list-style-type: none"> • Text p. 86-87 • TG p. T-87 • Manila Paper • Writing Paper • Text p. 88-89 • Chalkboard • Text p. 90-91 • Animal Books • Drawing Paper • Text p. 92-93 • Poster paper 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	3.2 C-6 3.2 C.6 3.2 C-6 3.2 C-6

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APPLICATION (continued)	Students will be able to: <ul style="list-style-type: none"> • implement the Keys of Legibility - shape, size, spacing and slant - within his or her daily writing. 	<ul style="list-style-type: none"> • Paint a Letter: Place cards with the basic strokes in a bag near the chalkboard. Have students take turns choosing a card, naming the strokes shown, and writing a letter with that stroke on the chalkboard with a paintbrush and water. Ask students to evaluate the writing before it dries. • Game/Art Activity: "Name and Frame It!" Make monogrammed frames using alphabet macaroni letters, glue and craft sticks. Place 4 sticks in a rectangular outline to form a frame. Spell out name using macaroni and glue to frame. • Give each student a card on which one of the basic strokes is written. Tell students to write that stroke on lined paper and then write all the tall uppercase letters that contain that stroke. Students can trade cards and repeat the activity. • Students can use a craft stick or a paper clip to help them check the spacing between words in a sentence. If a craft stick or paper clip will fit between their words, they have used correct spacing. Use craft sticks to assess on practice pages 100-101. 	<ul style="list-style-type: none"> • Text p. 94-95 • Poster Paper • Text p. 96-97 • Craft Sticks • Macaroni • Glue • Text p. 98-99 • Index Cards • Text p. 100-101 • Craft Sticks 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6

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APPLICATION (continued)	Students will be able to: <ul style="list-style-type: none"> • implement the Keys of Legibility - shape, size, spacing and slant - within his or her daily writing. 	<ul style="list-style-type: none"> • Rhyme and Write: Read aloud a few rhyming phrases about animals such as: <ul style="list-style-type: none"> - a dog on a log - a flea that can ski - a quail on a trail <p>Students then work in pairs to write their own rhyming phrases on lined paper.</p> • Game: "Spin, Clap or Stamp" Whisper a number to a student and ask that student to write the numeral on the chalkboard. If the student writes the numeral correctly, he/she can then give a direction for classmates to follow. Classmates must do the action the number of times indicated by the numeral on the board. Student's direction may include: stamping, spinning, bending, jumping, marching, etc. • So that students will begin to write letters and words more automatically, ask them to close their eyes and demonstrate correct letter formation of a letter that is named. • Review the Keys to Legibility orally and model each one on the chalkboard. Students will practice. 	<ul style="list-style-type: none"> • Text p. 102-103 • TG p. T-103 • Writing Paper • Text p. 104-105 • Chalkboard • TG p. T-79 • Text p. 106-107 • Writing Paper • Text p. 108-110 • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	3.2 C-6 3.2 C-6 3.2 C-6 3.2 C-6