

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

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MATCHING UPPERCASE & LOWERCASE LETTERS	<p>Students will be able to:</p> <ul style="list-style-type: none"> • match uppercase and lowercase letters. • show what they know. 	<ul style="list-style-type: none"> • Distribute lowercase letter cards to half of the class and uppercase letter cards to the other half. On your signal, challenge the students to find their partners. • Ask one partner to give clues to one of the pictures. After the other partner guesses the picture, have partners work together to look at the word shown in uppercase letters and find the matching letters in lowercase. • Write the alphabet song on chart paper. As you point to the letters, invite students to sing this familiar song with you. • Make a desktop name tag for each student to use as a writing model. 	<ul style="list-style-type: none"> • Practice Masters 5-7 • Letter cards • Chart paper • Desktop name tags 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation 	<p>3.2 C-1</p> <p>3.2 C-1</p>
LEFT-HANDED & RIGHT-HANDED ASSESSMENT	<ul style="list-style-type: none"> • consistently display a dominant writing hand. 	<ul style="list-style-type: none"> • Have students hold up their left hand with the thumb extended to make an “L.” • Have students trace their left hand on the mitten. • Have students trace their right hand on the mitten. 	<ul style="list-style-type: none"> • Workbook p. 10-11 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C-4</p>

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<p>LEFT-HANDED & RIGHT-HANDED ASSESSMENT (continued)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • consistently display a dominant writing hand. 	<ul style="list-style-type: none"> • Play “Simon Says” with directions such as “Simon Says wave your right hand, make a fist with your left hand.” • Play “Hokey Pokey” using directions such as “put your left hand in, put your right foot in.” • Assess hand dominance with the following activities: <ul style="list-style-type: none"> – hand puppets – cutting with scissors – throwing a ball – holding a spoon – hammering nails 	<ul style="list-style-type: none"> • Hand puppets • Scissors • Ball • Spoon • Pegs & pegboard • Wooden toy hammer 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3.2 C-4</p>
<p>WRITING POSITIONS</p>	<ul style="list-style-type: none"> • use correct body position when writing; • use correct paper position when writing; • use correct pencil position when writing. 	<ul style="list-style-type: none"> • Model for students the correct way to hold their pencils and position their paper for handwriting ease. • When students are writing, call out “Freeze!” While they are frozen, students should check their sitting, paper and pencil positions. 	<ul style="list-style-type: none"> • Workbook p. 12-13 • Practice Masters 8-9 	<ul style="list-style-type: none"> • Teacher Observation 	<p>3-2 C-4</p>

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HORIZONTAL LINES (continued)	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify and write horizontal lines. 	<ul style="list-style-type: none"> Write each student's first name on the chalkboard. Encourage them to take turns finding horizontal lines in the letters. Highlight them with the colored chalk. Use the Basic Stroke punch-out pieces to form slide left and slide right. 	<ul style="list-style-type: none"> Workbook p. 21-22 Chalkboard Colored Chalk Practice Masters 12-13 Basic Stroke punch-out pieces 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-4
BACKWARD CIRCLE LINES	<ul style="list-style-type: none"> identify and write backward circles. 	<ul style="list-style-type: none"> Provide drawing paper and allow students to use their Basic Strokes pieces as stencils for drawing doughnuts, cars with wheels, faces, etc. Provide sewing cards that have holes punched in the shape of large or small circles. 	<ul style="list-style-type: none"> Workbook p. 23-24 Drawing Paper Basic Stroke pieces Workbook p. 25-26 Sewing cards Yarn Practice Masters 14-15 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-4
SLANT LINES	<ul style="list-style-type: none"> identify and write slant lines. 	<ul style="list-style-type: none"> While saying the nursery rhyme "Jack & Jill," write a slant left stroke on the chalkboard when saying the falling down part. Encourage students to find examples of slant lines in the classroom. Have them match the lines with their Basic Stroke pieces and trace them with their fingers. 	<ul style="list-style-type: none"> Workbook p. 27-28 Chalkboard Practice Masters 16-17 Workbook p. 29-30 Basic Stroke pieces 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-4

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SLANT LINES (continued)	Students will be able to: <ul style="list-style-type: none"> • identify and write slant lines. 	<ul style="list-style-type: none"> • Have students draw pictures of objects with slant lines, such as a sailboat, swing set, party hat, kite, and a house. • Give students drawing paper with a large inverted “V” on it. Have them use these slant lines to draw a mountain, tepee, or a clown with a pointed hat. 	<ul style="list-style-type: none"> • Drawing Paper 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-4
FORWARD CIRCLES	<ul style="list-style-type: none"> • identify and write forward circles. 	<ul style="list-style-type: none"> • Sing “The Wheels on the Bus,” and move your hands in a forward circle. Have students say the words as they do the action with you. • Encourage students to find examples of forward circles in the classroom. Ask volunteers to use their Basic Strokes pieces as stencils to draw forward circles on chart paper. Have them mark the starting point (9:00) with an “x.” • Play some music and have the students move in a circle. Stop the music and change direction while chanting, “Circle left, circle left, circle all around. Circle right, circle right, stop and look around.” 	<ul style="list-style-type: none"> • Workbook p. 30-31 • Workbook p. 33-34 • Workbook p. 35-36 • Basic Stroke pieces • Chart paper • Practice Masters 18-19 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-4

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UPPERCASE & LOWERCASE D, d	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase D, d correctly. (Uppercase - pull down straight, lift, slide right, curve forward to the right, slide left Lowercase - circle back to the left all the way around, push up straight, pull down straight) 	<ul style="list-style-type: none"> Recite "Diddle Diddle Dumpling." Fill cookie sheet with sand or cornmeal. Have students use index finger to form D, d. Display D, d card. Invite students to find signs or labels in the classroom with that letter. 	<ul style="list-style-type: none"> Workbook p. 49-50 Cookie Sheet Sand or cornmeal Letter D, d card Practice Masters 30-31 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE S, s	<ul style="list-style-type: none"> name and form uppercase and lowercase S, s correctly. (Uppercase - curve back to the left, curve forward to the right Lowercase - curve back to the left, curve forward to the right) 	<ul style="list-style-type: none"> Invite the students to use an index finger to write the letter S, s on their desk. Ask them to say the stroke descriptions with you as they write. Sing "Sing a Song of Sixpense." Give students opportunities to write S, s on laminate cards or slates. 	<ul style="list-style-type: none"> Workbook p. 71-72 Desk Laminate cards or slates Practice Masters 46-47 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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UPPERCASE & LOWERCASE M, m	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase M, m correctly. (Uppercase - pull down straight, lift, slant right, slant up, pull down straight Lowercase - pull down straight, push up, curve forward, pull down straight, push up, curve forward, pull down straight) 	<ul style="list-style-type: none"> Sing “the Alphabet Song” with students. Then sing the song again. This time call attention to the letter M, m by asking students to stand up or clap when they hear the letter. Model writing the letter M, m in the air as you say the stroke descriptions. Have students echo the stroke descriptions. Make music. Write different letters on tagboard shapes. Punch a hole and put on yarn to make bracelets. Throughout the day, give instructions such as “Will the students wearing the letter M get their coats?” 	<ul style="list-style-type: none"> Workbook p. 83-84 Tagboard shapes Yarn Practice Masters 56-57 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE I, i	<ul style="list-style-type: none"> name and form uppercase and lowercase I, i correctly. (Uppercase - pull down straight, lift, slide right, lift, slide right Lowercase - pull down straight, lift, dot) 	<ul style="list-style-type: none"> Display the letter I, i card. Invite students to find signs or labels in the classroom with that letter. Write the letter I, i with a wet sponge on the chalkboard. Have students name the letter and chant the letter name until the letter disappears. Discuss insects. Make an insect out of clay. Then make uppercase and lowercase I, i from clay. 	<ul style="list-style-type: none"> Workbook p. 39-40 Letter card I, i Sponge Chalkboard Clay Practice Masters 22-23 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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UPPERCASE & LOWERCASE T, t	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase T, t correctly. (Uppercase - pull down straight, lift, slide right Lowercase - pull down straight, lift, slide right) 	<ul style="list-style-type: none"> Read an alphabet book. Call attention to the letter T, t. Invite students to use their hands to frame the letter on the page and to name it. Recite poem "The Little Turtle." Model writing the letter T, t on sandpaper. Pair students and have them take turns writing and saying the stroke descriptions. Draw attention to your daily message chart or a poem chart. Ask students to find the letter t on the chart, saying its sound and reading the word when possible. 	<ul style="list-style-type: none"> Workbook p. 41-42 Alphabet Book Sandpaper Daily message chart or poem chart Practice Masters 24-25 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE C, c	<ul style="list-style-type: none"> name and form uppercase and lowercase C, c correctly. (Uppercase - circle back to the left) Lowercase - circle back to the left) 	<ul style="list-style-type: none"> Take students on a scavenger hunt for the letter C. Make a chart of all the words they find that have the letter C. Begin by saying "We're going on a letter hunt. We're going to find some C's. Are you ready? Let's go! Where can they be?" Have each student write C, c on a brown paper cookie. When a student names a word that begins with /k/ as in "cookie," he/she can place the cookie in a cookie jar. 	<ul style="list-style-type: none"> Workbook p. 54-55 Chart paper Container with lid to be used as cookie jar Practice Masters 32-33 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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<p>UPPERCASE & LOWERCASE O, o</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase O, o correctly. (Uppercase - circle back to the left all the way around Lowercase - circle back to the left all the way around) 	<ul style="list-style-type: none"> Write the letter O, o on the chalkboard. Ask students with names that begin with or contain the letter O, o to stand. Write each student's name on the board. Ask students to point to the letter in each name. Sing "On Top of Old Smoky." Write the uppercase O on the chalkboard and invite the students to write the matching lowercase letter next to it. 	<ul style="list-style-type: none"> Workbook p. 45-46 Chalkboard Practice Masters 26-27 Workbook p. 51-52 (Oo, Aa, Dd) 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-5</p>
<p>UPPERCASE & LOWERCASE F, f</p>	<ul style="list-style-type: none"> name and form uppercase and lowercase F, f correctly. (Uppercase - pull down straight, lift, slide right, lift, slide right Lowercase - curve back to the left, pull down straight, lift, slide right) 	<ul style="list-style-type: none"> Have students write F, f on fish shapes cut from colored construction paper. Add the fish to a blue bulletin board. Add bubbles and plant shapes to complete the scene. Teach students this F tongue twister: "Fran fed Fred's frog." Invite students to find signs or labels in the classroom with the letter F, f. Fingerpaint. 	<ul style="list-style-type: none"> Workbook p. 57-58 Construction paper fish shapes Bulletin board Finger paints Drawing paper Practice Masters 36-37 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-5</p>

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UPPERCASE & LOWERCASE R, r	Students will be able to: <ul style="list-style-type: none"> • name and form uppercase and lowercase R, r correctly. (Uppercase - pull down straight, lift, slide right, curve forward to the right, slide left, slant right Lowercase - pull down straight, push up, curve forward to the right) 	<ul style="list-style-type: none"> • Have students model the writing of R, r with you on the chalkboard using a wet sponge. Have students echo stroke descriptions. • Sing “Rain, Rain Go Away.” • Discuss recycling. • Teach the students this tongue twister: “The rabbit ran around the rock” • Make 2 sets of letter cards for: S, R, D, F & A. Lay one set in a row on the floor. Scramble the 2nd set and invite students to match them to the first set. 	<ul style="list-style-type: none"> • Workbook p. 79-80 • Sponge • Chalkboard • Letter cards for S, R, D, F, A (2 sets) • Practice Masters 52-53 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE P, p	<ul style="list-style-type: none"> • name and form uppercase and lowercase P, p correctly. (Uppercase - pull down straight, lift, slide right, curve forward to the right, slide left) Lowercase - pull down straight, push up, circle forward to the right all the way around) 	<ul style="list-style-type: none"> • Invite some students to dip a paint brush in water and use it to write the letters P, p on the chalkboard while the others say the stroke descriptions with you. • Sing “Pop Goes the Weasel.” • Make paper bag puppets. 	<ul style="list-style-type: none"> • Workbook p. 75-76 • Chalkboard • Paint brush • Paper bags • Practice Masters 50-51 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5

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UPPERCASE & LOWERCASE L, l	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase L, l correctly. (Uppercase - pull down straight, slide right Lowercase - pull down straight) 	<ul style="list-style-type: none"> Hide one or several letter L, l cards. Ask students to look for the hidden cards and to name the letter. Sing "Looby Loo." Turn on the light on a film strip projector so the students can make L shadows with their hands. Students can make a row of thumb prints with a stamp pad across a piece of drawing paper. Have them add the eyes, mouth, feelers, and L-shaped legs with crayons or markers to make a caterpillar. 	<ul style="list-style-type: none"> Workbook p. 37-38 L, l cards Overhead projector Stamp pad Drawing Paper Practice Masters 20-21 Workbook p. 43-44 (Ll, ll, Tt) 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE U, u	<ul style="list-style-type: none"> name and form uppercase and lowercase U, u correctly. (Uppercase - pull down straight, curve forward to the right, push up Lowercase - pull down straight, curve forward to the right, push up, pull down straight) 	<ul style="list-style-type: none"> Draw a mouse at one end of the chalkboard. Make a trail of letters across the chalkboard leading to a "mouse hole." Include several u's so each student can trace one. Ask the students to help the mouse escape from the cat and reach its hole by tracing u's on the trail with colored chalk. Have students raise their hand when you say a word that begins like "up." (/uh/) 	<ul style="list-style-type: none"> Workbook p. 69-70 Chalkboard Colored Chalk Practice Masters 44-45 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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UPPERCASE & LOWERCASE K, k	Students will be able to: <ul style="list-style-type: none"> • name and form uppercase and lowercase K, k correctly. (Uppercase - pull down straight, lift, slant left, slant right Lowercase - pull down straight, lift, slant left, slant right) 	<ul style="list-style-type: none"> • Have groups of students come to the chalkboard, dip their index fingers in a container of water and write the letter K, k on the board. • Write the uppercase K on the chalkboard. Invite students to write the matching lowercase letter next to it. • Have each student use glue to highlight the strokes of K, k on construction paper and then place kernels of corn to cover the letter. • As a creative movement activity, ask the students to do pretend actions, such as paddle a kayak, kick balloons, jump like kangaroos. 	<ul style="list-style-type: none"> • Workbook p. 99-100 • Chalkboard • Water • Construction paper • Corn kernels • Glue • Practice Masters 68-69 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE G, g	<ul style="list-style-type: none"> • name and form uppercase and lowercase G, g correctly. (Uppercase - circle back to the left, slide left Lowercase - circle back to the left all the way around, push up straight, pull down straight, curve back to the left) 	<ul style="list-style-type: none"> • Display the letter G, g card with a corresponding picture. Name the picture and talk about the first letter in the picture's name. • Sing "Good Morning to You." • Write the uppercase G on the chalkboard and invite the students to write the matching lowercase letter next to it. 	<ul style="list-style-type: none"> • Workbook p. 61-62 • Letter card G,g, with picture • Chalkboard • Practice Masters 38-39 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5

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<p>UPPERCASE & LOWERCASE E, e</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase E, e correctly. (Uppercase - pull down straight, lift, slide right, lift, slide right, lift, slide right Lowercase - slide right, circle back to the left 	<ul style="list-style-type: none"> Hide one or several letter cards marked with the letter E, e. Ask students to look for the hidden cards and to name the letter. Fill a cookie sheet with sand or cornmeal. Have students use index finger to form E, e's. Exercise. 	<ul style="list-style-type: none"> Workbook p. 55-56 Several letter E,e cards Cooke sheet Sand or cornmeal Practice Masters 34-35 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-5</p>
<p>UPPERCASE & LOWERCASE B, b</p>	<ul style="list-style-type: none"> name and form uppercase and lowercase B, b correctly. (Uppercase - pull down straight, lift, slide right, curve forward to the right, slide left, slide right, curve forward to the right, slide left Lowercase - pull down straight, push up, circle forward to the right all the way around) 	<ul style="list-style-type: none"> Sing "Bingo." Blow bubbles. Have students use glue to write a B, b on construction paper. Provide beans to cover the glue to make a "Bean Page." Print letters on the outside of brown paper bags and a single letter on the outside of empty food containers. Encourage students to sort groceries into their matching letter bags. Write the word "cat" on the board and read it with the students. Have someone erase c and write b. Read the new word together. Repeat with these words: park to bark; top to bop; mat to bat; call to ball; sent to bent; fare to bare. 	<ul style="list-style-type: none"> Workbook p. 734-74 Bubbles Construction paper Glue Beans Brown paper bags Empty food containers Chalkboard Practice Masters 48-49 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.2 C-5</p>

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UPPERCASE & LOWERCASE H, h	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase H, h correctly. (Uppercase - pull down straight, lift, pull down straight, lift, slide right Lowercase - pull down straight, push up, curve forward to the right, pull down straight) 	<ul style="list-style-type: none"> Form the letter H, h with masking tape on the floor. Invite students to name the letter and to walk along its strokes. Sing "If You're Happy and You Know It." Play "Hokey Pokey." Challenge students to form letter shapes from rows of dry beans, buttons, counting bears, craft sticks, or other small pieces. Provide a variety of writing tools to interest and motivate children such as chalk, scented markers, glitter glue pens, magic slates, and sheets of newsprint. 	<ul style="list-style-type: none"> Workbook p. 85-86 Masking tape Dry beans, buttons, counting bears, craft sticks Newsprint Chalk, markers, pens, slates Practice Masters 58-59 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE W, w	<ul style="list-style-type: none"> name and form uppercase and lowercase W, w correctly. (Uppercase - slant right, slant left, slant right, slant left Lowercase - slant right, slant left, slant right, slant left) 	<ul style="list-style-type: none"> Ask students to write a word that begins with W on an index card with guidelines. Arrange the cards to form a word worm. Say the words together emphasizing the initial /w/ sound. Give each student an index card with a letter printed on it. Then have them scatter to different areas of the classroom. Hold up a large construction paper letter for the students to see. Have the student who has the matching letter identify it and return it to the circle area. Ask students to use their Basic Stroke pieces to form target letters on their desk tops. 	<ul style="list-style-type: none"> Workbook p. 93-94 Index cards with guidelines Index cards with letters Large construction paper letters Basic Stroke pieces Practice Masters 64-65 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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UPPERCASE & LOWERCASE V, v	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase V, v correctly. (Uppercase - slant right, slant up Lowercase - slant right, slant up) 	<ul style="list-style-type: none"> Place the letter V, v in a surprise box or bag. Ask students to guess the letter name before you display it. Read an alphabet book aloud. Call attention to the letter V's. Invite students to frame the letters on the page, name them, and identify them as uppercase or lowercase letters. Invite students to write the initial letter in the sand tray as you say words that begin with consonants. 	<ul style="list-style-type: none"> Workbook p. 89-90 Letter V,v card Box or bag Alphabet Book Sand Tray Practice Masters 60-61 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE Q, q	<ul style="list-style-type: none"> name and form uppercase and lowercase Q, q correctly. (Uppercase - circle back to the left all the way around, slant right Lowercase - circle back to the left all the way around, push up straight, pull down straight, curve forward to the right) 	<ul style="list-style-type: none"> Sing "The Alphabet Song" with the students. Then sing the song again. This time call attention to the target letter by asking students to stand up or clap when they hear the letter. Display the uppercase and lowercase Q, q. Invite students to find signs or labels in the classroom with the letters. Make paper quilts. 	<ul style="list-style-type: none"> Workbook p. 65-66 Letter Q, q cards Drawing paper Practice Masters 42-43 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
UPPERCASE & LOWERCASE J, j	<p>Students will be able to:</p> <ul style="list-style-type: none"> name and form uppercase and lowercase J, j correctly. (Uppercase - pull down straight, curve back to the left, lift, slide right Lowercase - pull down straight, curve back to the left, lift, dot. 	<ul style="list-style-type: none"> Recite "Jack and Jill" noticing letters at beginning of names. Have students whose names begin with J come to the chalkboard to form their names. Have students glue jelly beans on a model of uppercase and lowercase J, j. 	<ul style="list-style-type: none"> Workbook p. 63-64 Chalkboard Jelly beans Tagboard Practice Masters 40-41 Workbook p. 67-68 (Gg, Jj, Qq) 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE X, x	<ul style="list-style-type: none"> name and form uppercase and lowercase X, x correctly. (Uppercase - slant right, lift, slant left. Lowercase - slant right, lift, slant left. 	<ul style="list-style-type: none"> Read Classroom Book beginning with X, x. Using chalkboard, model formation of X, x using correct terminology. Have students model the writing with you, using a wet sponge on the chalkboard, echoing each stroke. 	<ul style="list-style-type: none"> Workbook p. 97-98 Classroom Book for X,x Sponge Water Chalkboard Practice Masters 66-67 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-5

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
UPPERCASE & LOWERCASE Y, y	Students will be able to: <ul style="list-style-type: none"> • name and form uppercase and lowercase Y, y correctly. (Uppercase - slant right, lift, slant left, pull down straight Lowercase - slant right, lift, slant left) 	<ul style="list-style-type: none"> • Distribute letter cards with a different letter to each student. Display the letter Y, y cards. Invite students with the target letter to come up and match the letter • Sing “Yankee Doodle.” • Model writing the letters Y, y on sandpaper. Pair students and have them take turns writing and saying the stroke descriptions. 	<ul style="list-style-type: none"> • Workbook p. 90-91 • Alphabet Letter Cards • Sandpaper • Practice Masters 62-63 • Workbook p. 95-96 (Vv, Yy, Ww) 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5
UPPERCASE & LOWERCASE Z, z	<ul style="list-style-type: none"> • name and form uppercase and lowercase Z, z correctly. (Uppercase - slide right, slant left, slide right Lowercase - slide right, slant left, slide right) 	<ul style="list-style-type: none"> • Display the letter Z, z card with a corresponding picture. Name the picture and talk about the first letter in the picture’s name. • Sing “Going to the Zoo.” • Give students opportunities to write Z, z’s on laminated cards or slates. This give them time on task without being concerned with making mistakes. 	<ul style="list-style-type: none"> • Workbook P. 101-102 • Letter Z, z cards • Laminate cards/slates • Practice Masters 70-71 	<ul style="list-style-type: none"> • Teacher Observation 	3.2 C-5

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

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NUMERAL REVIEW	<p>Students will be able to:</p> <ul style="list-style-type: none"> correctly form numerals 1-10. 	<ul style="list-style-type: none"> Have students complete dot to dot pictures from 1-10. Play a guessing game, using descriptions with numerals. Ex.: Something that has 3 sides and 3 points. Play "Find the Missing Numerals." Line up numeral cards 1-10 on the chalk sill. Have students hide their eyes. Take away some numerals. Students will open their eyes and take turns identifying and replacing the missing numerals. Form numerals from clay. 	<ul style="list-style-type: none"> Workbook p. 110-111 Dot to dot pages Numeral cards Clay 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-4
NUMBER WORDS	<ul style="list-style-type: none"> write the numerals and number words. 	<ul style="list-style-type: none"> Staple paper together to make a number word book. Students can write a numeral and number word on each page and draw a corresponding picture. Each child can make an "Inch Book" that tells what is one inch long on the first page, what is two inches long on the second page, and so on. Provide rulers. Children can illustrate each page. 	<ul style="list-style-type: none"> Workbook p. 112 10 papers stapled into a booklet Rulers 	<ul style="list-style-type: none"> Teacher Observation 	3.2 C-3

