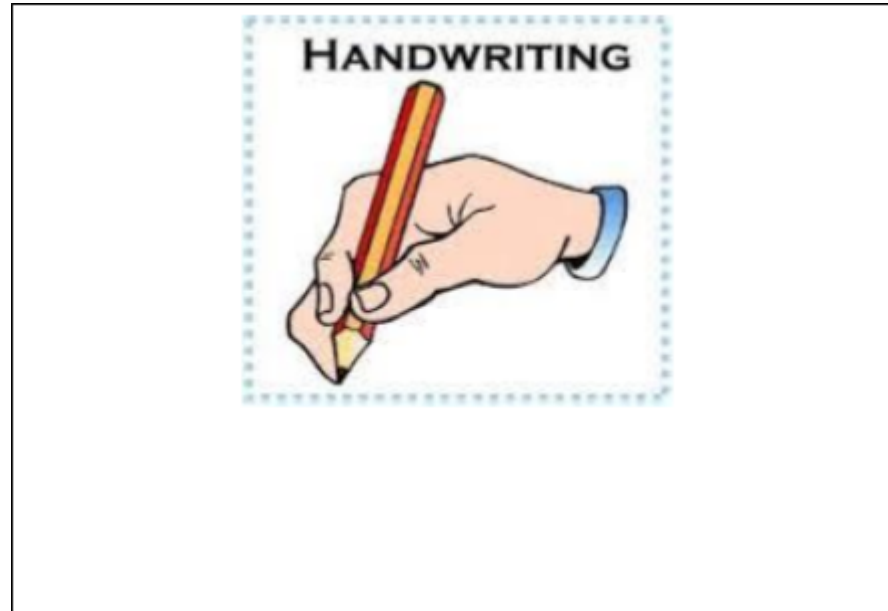


Handwriting



Grade 2

Course Description

In grade 2, handwriting will be reinforced to students throughout the district. Proper Handwriting has been shown to be instrumental in developing motor skills and reinforcing concepts being learned. In this course students will begin by receiving a review of letter formation followed by the application of handwriting within their own written work.

Pacing Chart

Unit 1	Review of Handwriting Posture, Grip, and letters (Upper Case Letters/Lower Case Letters from A-M)	9 Weeks
Unit 2	Review of Print letter formation (Upper Case Letters/Lower Case Letters from N-Z)	9 Weeks
Unit 3	Application of Proper Print (Writing Letters to share ideas and opinions)	9 Weeks
Unit 4	Application of Proper Print (Creating a Story)	9 weeks

It is recommended that 10 minutes for 4 days out of a 6 day cycle be allocated for handwriting instruction in grades K-3.

Effective Pedagogical Routines/Instructional Strategies

Pencil/Pen Grip

The Dynamic Tripod Grip
The Dynamic Quadropod
The Lateral Tripod
The Lateral Quadropod

Posture Writing/Paper Positioning

Sitting Posture such as:
Feet: Flat
Knees: 90 Degree
Back: Up straight, body slightly forward
Forearms: On the desk Elbows: 90
Degree
Non-Dominant Hand: Anchoring paper
Shoulders and Neck: Relaxed

Educational Technology

Standards

8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Example: Students will create a story in print and transfer that to a digital platform to share with their peers.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Example: Students will share their story that they created on a digital platform with students in other classes or schools.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

Develop an understanding of ownership of print and nonprint information.

Example: Students can discuss how authors and photographers own their work as part of their own printed material.

Career Ready Practices

Standards

CRP 2, CRP4, CRP10

- **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example: Students will determine which method of communicating their ideas (written or verbal) is more appropriate for a given academic situation and employ that strategy.

- **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: In print, students will communicate their ideas in original written work.

- **CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Example: Students will develop a goal based on their learning of handwriting/cursive and meet with the teacher quarterly to monitor and refine this goal.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<p>6- Reaching</p>	<ul style="list-style-type: none"> · Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
<p>5- Bridging</p>	<ul style="list-style-type: none"> · Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
<p>4- Expanding</p>	<ul style="list-style-type: none"> · Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
<p>3- Developing</p>	<ul style="list-style-type: none"> · General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
<p>2- Beginning</p>	<ul style="list-style-type: none"> · General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> · Extra time for assigned tasks · Adjust length of assignment · Timeline with due dates for reports and projects · Communication system between home and school · Provide lecture notes/outline 	<ul style="list-style-type: none"> · Extra Response time · Have students verbalize steps · Repeat, clarify or reword directions · Mini-breaks between tasks · Provide a warning for transitions · Reading partners 	<ul style="list-style-type: none"> · Precise step-by-step directions · Short manageable tasks · Brief and concrete directions · Provide immediate feedback · Small group instruction · Emphasize multi-sensory learning 	<ul style="list-style-type: none"> · Teacher-made checklist · Use visual graphic organizers · Reference resources to promote independence · Visual and verbal reminders · Graphic organizers

<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> · Computer/whiteboard · Tape recorder · Spell-checker · Audio-taped books 	<ul style="list-style-type: none"> · Extended time · Study guides · Shortened tests · Read directions aloud 	<ul style="list-style-type: none"> · Consistent daily structured routine · Simple and clear classroom rules · Frequent feedback 	<ul style="list-style-type: none"> · Individual daily planner · Display a written agenda · Note-taking assistance · Color code materials

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

- Wider lined paper
- Choice of writing utensils
- Choice white board vs paper
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tiered learning centers
- Pencil (barrel) size
- Use of handwriting paper
- Tracing templates
- Letter Tracing in the Air

Interdisciplinary Connections

Social Studies: 6.1.4.C.2, 6

- Students will draw themselves as working adults, including uniforms and appropriate dress. Students will then identify the category of work for that profession and write about what they want to be and why.

Math: 2.NBT.B.7

- Students will relate the strategy of adding or subtracting within 100 in a written method.

Math: 2.MD.A.2

- Students can describe two measurements related to the size chosen when comparing the size of objects with two different units.
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

- Additional letters added to their letter set
- Begin cursive writing prior to the time period outlined in the curriculum
- Prepare a writing piece in cursive writing
- Instruct students on the different types of print or cursive
- Complete assessments in cursive
- Assist the teacher in the modeling of block and cursive writing.
- Inquiry based assignments featuring different types of writing
- Independent student options
- Reading in script and different types of print
- Purposeful Learning Center
- Open-ended activities and projects
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- Using supplementary materials in addition to the normal range of resources.

Assessments

Suggested Formative/Summative Classroom Assessments

- Handwriting Task ·
 - Quizzes
 - Journals
 - Cursive Task ·
 - Quick writes ·
 - Portfolio
 - Exit Slips
 - Graphic Organizers ·
 - Homework
 - Anecdotal Notes
 - Student Conferencing
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Grade: 2	Unit: 1	Topic: Review of Grip, Posture in Handwriting (Upper Case Letters/Lower Case Letters from A-M)
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Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Analyze the type of grip used to assist in proper handwriting. The following techniques are most commonly used:</p> <ul style="list-style-type: none"> · The Dynamic Tripod Grip · The Dynamic Quadrupod · The Lateral Tripod · The Lateral Quadrupod <p>Identify proper posture when engaged in the writing process.</p> <p>Develop letters A-M upper case and lower case.</p>	<ul style="list-style-type: none"> · Why is it important to have proper grip and posture when handwriting? · Why is precise approach to handwriting important in communication? · What are some common inaccuracies when writing in print? 	<ul style="list-style-type: none"> · Print lower case and upper case letters from memory (A-M). · Tracing Worksheets · Draw pictures and label them in lines using proper techniques · Write High Frequency Words · Capitalize first letter of sentences and names · Write a story using print and drawings · Keep a journal using print and follow proper form · Make a list of letters that follow the same type of writing angles · Create a poster that is labeled using lines in print · Proper Letter size and spacing activity 	<ul style="list-style-type: none"> · http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 2	Unit: 2	Topic: Introduction to Cursive Writing (Upper Case Letters/Lower Case Letters from N-Z)
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Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Identify the impact proper cursive writing.</p> <p>Examine common errors that occur during handwriting.</p> <p>Develop N-Z upper case and lower case letters using down-curve, over-curve, slant and straight.</p>	<ul style="list-style-type: none"> · Why is important to learn have proper handwriting? · What are some of the common errors with handwriting in letters N-Z? · Why is handwriting important to a writing piece. 	<ul style="list-style-type: none"> · Print lower case and upper case letters from memory (N-Z) · Tracing worksheets · Draw pictures and label them in lines using proper techniques · Write high frequency words · Capitalize first letter of sentences and names · Write a story using print and drawings · Keep a journal using print and follow proper form · Make a list of letters that follow the same type of writing angles · Create a poster that is labeled using lines in print · Proper letter size and spacing activity 	<ul style="list-style-type: none"> · http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 2	Unit: 3	Topic: Application of Proper Print (Writing Letters to share ideas and opinions)
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Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Analyze different types of letters that are written and the motivation behind the writer's letters.</p> <p>Examine the importance of shared ideas and opinions.</p> <p>Investigate the proper methods in sharing ideas.</p>	<p>Are you writing to inform or explain?</p> <p>What is your topic?</p> <p>Did you begin your writing with a topic sentence?</p> <p>What example, definitions, and details will you use to explain your topic?</p> <p>Why did you choose this topic?</p> <p>What details will you use to explain your topic?</p> <p>What examples would help you explain your topic?</p> <p>Can you use a quote? Why would this be important?</p> <p>Where can you find more information about your topic?</p>	<p>Allow students to connect reasons and evidence to support their opinions in writing that are appropriate to audience and purpose.</p> <p>Write an opinion piece that includes an introduction, reasons with supporting details, and conclusion.</p> <p>** Be sure students are transferring what they have learned in handwriting to their authentic creations**</p>	<ul style="list-style-type: none"> · http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

Grade: 2	Unit: 4	Topic: Application of Proper Print (Creating a Story)
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Please Note: When conducting handwriting instruction teachers should model the letter creation, followed by student describing the process of forming the letter.

Student Learning Objective	Essential Question	Activities and Task	Resources
<p>Analyze different types of stories that are written along with common characteristics.</p> <p>Examine the importance of details used in a story.</p> <p>Investigate the use of story elements to develop your conclusion.</p>	<p>Who is your story about?</p> <p>Where does your story take place? (Setting)</p> <p>Why was this setting important to your story?</p> <p>Did you use words like earlier, later, soon, to show how time is changing in the story?</p> <p>What problem will the main character face?</p> <p>Does the problem change the character's acts or thoughts?</p> <p>Have you used details that will help your readers see and know the characters?</p> <p>What events will lead up to your conclusion?</p>	<p>Outline a story including problem, solution and character (s).</p> <p>Incorporate writing graphic organizers during prewriting</p> <p>Develop a story outlining character development, setting, events, and a conclusion.</p> <p>** Be sure students are transferring what they have learned in handwriting to their authentic creations**</p>	<ul style="list-style-type: none"> · http://www.educationworld.com/a_curr/profdev/profdev110.shtml · https://www.theguardian.com/teacher-network/2016/mar/07/how-to-teach-handwriting · https://www.edhelper.com/handwriting.htm · http://www.k12reader.com/worksheets/handwriting/lowercase-print-letter-a-z.pdf · http://shared.confessionsofahomeschooler.com/math/K41-20handwriting.pdf · http://schools.nyc.gov/NR/rdonlyres/556F572F-4CDC-4BAC-9EC0-6990AD1AFB0E/0/CIPLteachingcursivewriting_WEB.pdf

	Where can you add more descriptive words and information to make your story more exciting?		
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Culminating Assignment

Write a story using proper handwriting techniques analyzing and implementing the various components used by authors when creating a story. Please include: be sure to include information about the characters, setting, specific events, and a conclusion.
