

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
 66 90 58 67 73 91 68 87 72 79 77 76 86

## GETTING STARTED

### Prepare

About First Grade Writers ..... 4  
 Prep Your Space ..... 4

### The Handwriting Process

The Intent to Prevent ..... 6  
 Printing Skills for Speed and Legibility ..... 7  
 Developmental Teaching Order ..... 8  
 Integration: Handwriting and Reading ..... 9  
 Scope and Sequence of Printing ..... 10  
 Stages of Learning ..... 12

### Need to Review?

Shake Hands with Me ..... 14  
 Mat Man™ ..... 15  
 Learning THE TOP! ..... 16  
 Basic Strokes: Sign In Please! ..... 17  
 Capitalizing on the Capitals ..... 18  
 A Pre-Pencil, Pre-Paper Start ..... 19

## HANDWRITING INSTRUCTION

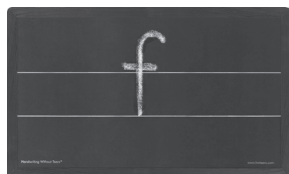
### Choose Your Approach

Steady Instruction ..... 20  
 Flexible Instruction ..... 20

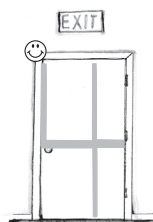
### Multisensory Lessons ..... 21-35



Music and Movement...22



Wet-Dry-Try...24



Door Tracing...26



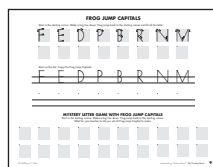
Imaginary Writing...28



Letter Size and Place...30



Voices...31



Mystery Letters...32



Letter Stories...34

Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
85	59	83	92	84	60	64	71	62	63	95	78	96

**Posture, Paper, and Pencil Skills**

Preparing for Paper and Pencil.....	36
Good Posture Can Be Fun.....	37
Place the Paper.....	38
Grasping Grip.....	39
Looking Out for Lefties.....	42



**Why Children (and Teachers) Succeed with HWT**

HWT Letter and Number Style.....	44
Unique Workbook Features.....	45

**My Printing Book**

What's in the Workbook.....	50
What You Will Teach and How They Will Check.....	52
Warm-Ups.....	54

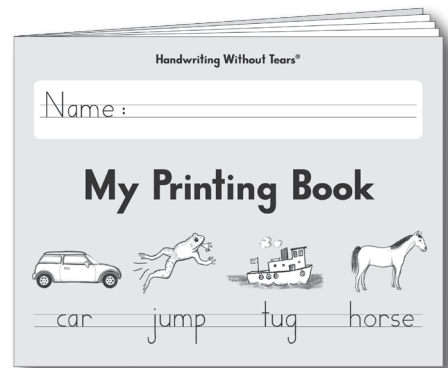


*Capitals*

Frog Jump: F E D P B R N M.....	55
Starting Corner: H K L U V W X Y Z.....	56
Center Starters: C O Q G S A I T J.....	57

*Lowercase*

Same as Capitals: c o s v w t.....	58
Magic c: a d g.....	65
More Vowels: u i e.....	71
Transition Group: l k y j.....	76
Diver Letters: p r n m h b.....	82
Final Group: f q x z.....	91
Activity Pages.....	97
Check Your Teaching.....	105
Number Lessons.....	106

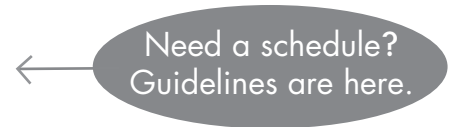


**HANDWRITING ADVICE**

Identifying Handwriting Difficulties.....	114
Remediating Handwriting Difficulties.....	115

**EXTRAS**

Report Card Insert.....	121
Educating Others.....	121
Teaching Guidelines.....	122
FAQs.....	124
Lowercase Letter Frequency Chart.....	125
Letter and Number Formation Chart.....	126



## MYSTERY LETTERS

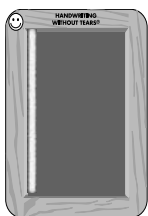
You can play Mystery Letters with children as a fun way to develop good habits. Mystery Letter lessons are for teaching correct letter formation. The secret is making the first stroke correctly before telling children the name of the letter they're going to make. This ensures that students start the letter correctly and consistently.

### CAPITAL MYSTERIES

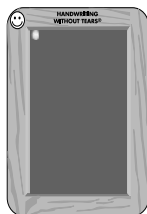
#### Preparation

1. Gather Slates, Little Chalk Bits, and paper towels for erasing.
2. Say the directions as indicated below.

#### Directions



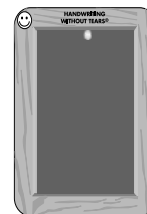
For **F E D P B R N M**  
 Start in the starting corner  
 Big line down  
 Frog jump to the starting corner  
 Now make \_\_\_\_



For **H K L**  
 Start in the starting corner  
 Big line down  
 Now make \_\_\_\_  
 For **U V W X Y Z**  
 Start in the starting corner  
 Now make \_\_\_\_



For **C O Q G**  
 Start at the top center  
 Make a Magic C  
 Now make \_\_\_\_



For **S A I T J**  
 Start at the top center  
 Now make \_\_\_\_

**FROG JUMP CAPITALS**  
 Start in the starting corner. Make a big line down. Frog Jump back to the starting corner and finish the letter.

F E D P B R N M

Start on the dot. Copy the Frog Jump Capitals.

F E D P B R N M

**MYSTERY LETTER GAME WITH FROG JUMP CAPITALS**  
 Start in the starting corner. Make a big line down. Frog Jump back to the starting corner.  
 Watch for your teacher to tell you which Frog Jump Capital to make.

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Play the Mystery Letter game to reinforce correct habits for Frog Jump Capitals (page 9 in *My Printing Book*). The game is fun and teaches children to use correct habits. Students start at the top and don't make reversals. Here's how to play:

1. Tell students to put the pencil on the starting corner dot and make a big line down.
2. Tell them to frog jump back to the starting corner dot and wait.
3. Call out a mystery letter, one of the Frog Jump Capitals, for them to make.

**STARTING CORNER**

**CENTER STARTING**

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Play the Mystery Letter game to reinforce correct habits for Starting Corner and Center Starting capitals. You can play these games on our Gray Block Paper.

## The Correct Grip

The standard way for children to hold their pencil is illustrated below. If you write using a grip that is different than tripod or quadropod, alter your grip for classroom demonstration.

### Tripod Grip

Thumb, Index Finger, Middle Finger

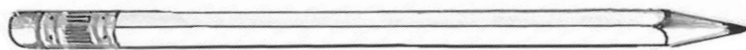


### Quadropod Grip

Thumb, Index Finger, Middle Finger, Ring Finger



### A Note About Pencil Size



Start by using golf size pencils in kindergarten and first grade. As children gain handwriting experience, their control will improve. At that time, transition them to a standard pencil.

## Sing - Picking Up My Pencil

Use this song from the *Rock, Rap, Tap & Learn* CD to make your pencil grip lessons more memorable. Children will know the tune *Baby Bumble Bee*. You sing the first verse; they'll join in the second.

### Directions

1. Listen to Track 9 as background music a few times with your students.
2. For fun, review the names of the fingers thumb, pointer, and tall man (middle finger).
3. Without the CD, sing and demonstrate verse one.
4. Children will then get ready by picking up their pencils, checking their own and their neighbor's grip, and joining you to sing the second verse.

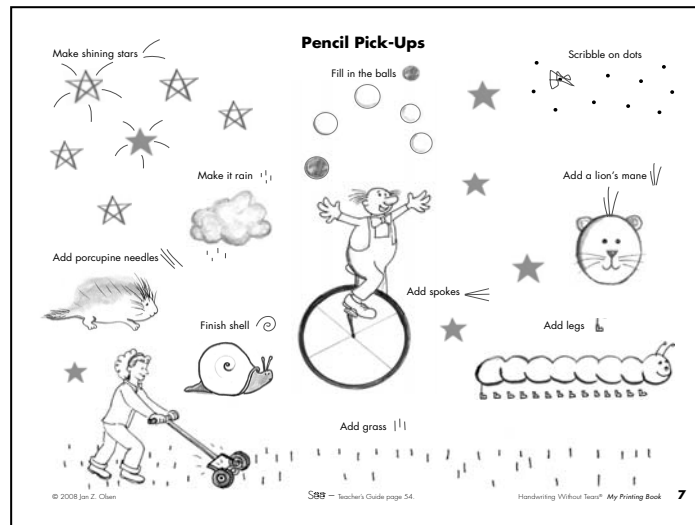


\*The fast pace of the song is to encourage teachers and children to pick up the tune quickly and to inspire them to sing it on their own.

## WARM-UPS

### Teach Pencil Pick-Ups

**Get Started** Say, "Turn to page 7. We are going to warm-up our fingers and practice holding our pencils. Let's pick up our pencils (walk around the room and check grip). I'm checking your fingers, now drop your pencils and let's do it again (check grips again). Now you are ready with perfect pencil grip. Choose a picture on the page that you want to finish."



### Multisensory Activities



#### Music and Movement

Use the *Rock, Rap, Tap & Learn* CD.  
Play *Picking Up My Pencil*, Track 9.  
See page 22 of this guide.

### About this Page

Holding the pencil correctly is a good habit that will serve your children for years. Even if they come to you with awkward or inefficient grips, you can help them build new habits this year. This page will help you.

### Tell Them...

This is such a fun page. There's so much to do. Do you see something you'd like to do? Make it rain from the cloud? Give the clown spokes for his unicycle? This is a pencil pick-up page with very special activities. We are going to do a little bit on this page today, tomorrow, and for many more days.

### How do I teach this?

Prepare for this page by helping children find the grip that suits them on page 6 of the workbook.

1. First identify which hand is the writing hand: left or right.
2. Then decide which grip is to be used: tripod or quadropod.
3. Have children mark the grip illustration that is correct for them.
  - Circle it
  - Color it





Demonstrate on the board a few sample Pencil Pick-Up strokes: rain, spokes, grass, or legs.

Do a two-step lesson over a period of several days:







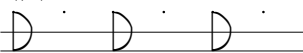
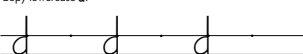
1. Pick up a pencil and hold it in the air to check that it's the correct grip.
2. Make marks for just a few seconds—about five—then stop, drop the pencil, and repeat.

Go on to a letter lesson page.

**Teach**


d	Magic c 	up like a helicopter 	up higher 	back down bump 
---	---	--	---	--

**Get Started** Say, "Turn to page 24. This is lowercase **d**. Watch me write lowercase **d**. I make it like this (demonstrate). Let's read the sentence: **D is for duck.**"

 <p>Magic c </p> <p>up like a </p> <p>up higher </p> <p>back down bump </p> <p>Start on the dot. Copy d. <input type="checkbox"/> Write &amp; Check d</p> <p>D d d d d d</p> <p>D is for duck. </p> <p>24 Handwriting Without Tears® My Printing Book © 2008 Jan Z. Olsen</p>	<p>Copy capital D. </p> <p>Copy lowercase d. </p> <p>Copy sentences.</p> <p>Todd adds dots.</p> <p>I add dots too.</p> <p><input type="checkbox"/> Check Sentence</p> <p>25</p>
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**Multisensory Activities**


**Music and Movement**  
Use the *Rock, Rap, Tap & Learn* CD, *Magic C Rap*, Track 17. See page 65 of this guide. Have children sing the *Sentence Song*, Track 7.





**Letter Sizes and Places**  
Review **a** as a small letter: demonstrate **d** as a tall letter.






**Finger Trace Models Step-by-Step**



Magic c 

up like a 

up higher 

back down bump 

Say the step-by-step directions for **d** while children finger trace each step.

**Copy and Check d**

Start on the dot. Copy d.  Write & Check d

D d d d d d

Demonstrate **d**, saying the step-by-step directions. Children watch, then copy **d**s.  
 Check letter: start, steps, bump

**Copy and Check Sentences with d**

I add dots too.

Check Sentence

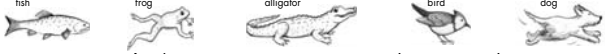

Demonstrate **I add dots too**. Emphasize capitalization, word spacing, and period.  
 Check sentence: capital, spaces, end

**Tips**

- This is the first page in the workbook where we do  Check sentence. Teach the concept and components thoroughly. See page 53 for more information.
- If **d** is short, go up higher like a helicopter.
- If a child doesn't retrace the line down, tell the child to think of sliding down a pole. "Hang on until your feet touch the ground."

## Activity Pages – PARAGRAPH

First graders are getting ready for years of writing prose and paragraphs. Help them get paragraph skills firmly in mind.

<div style="display: flex; justify-content: space-around; font-size: small;"> <span>fish</span><span>frog</span><span>alligator</span><span>bird</span><span>dog</span> </div>  <p style="font-size: 2em; text-align: center;">Many animals have</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: 2em; text-align: center;">bones. You can't see</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: 2em; text-align: center;">them. They are inside.</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="font-size: x-small; display: flex; justify-content: space-between;"> <span>72 Handwriting Without Tears® My Printing Book</span> <span>© 2008 Jan Z. Olsen</span> </div>	<div style="display: flex; justify-content: space-around; font-size: small;"> <span>lobster</span><span>horseshoe crab</span><span>snail</span><span>turtle</span> </div>  <p style="font-size: 2em; text-align: center;">Some animals have</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: 2em; text-align: center;">shells. You can see</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: 2em; text-align: center;">them. They are outside.</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="font-size: x-small; display: flex; justify-content: space-between;"> <span>© 2008 Jan Z. Olsen</span> <span>Note: Turtles have bones and a shell.</span> <span>Handwriting Without Tears® My Printing Book 73</span> </div>
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### Tell them...

These pages have paragraphs. Follow in your books while I read the paragraphs. One paragraph is about animals with bones. The other paragraph is about animals with shells. Those are the topics. I have a surprise for you. Turtles have shells, but they also have bones.

### How do I teach this?

Review the three paragraph basics.

**1. Paragraphs have a topic.**

**2. Paragraphs are indented.**

Explain

We indent the first sentence in a paragraph.

To indent, we move over a big space BEFORE we write.

At the board: Indent / write **Many animals have**

— Wait for children to indent and copy.

**3. Paragraphs have sentences.** Sentences continue from line to line.

Explain

I need to move to the next line to finish the sentence.

At the board: Write **bones. You can't see**

— Supervise while children finish copying the paragraph.

**Introduce compound words: inside outside**

At the board: Write **in out side**

Say

These are three words. I can make two new words with them.

Write

**inside outside**

Say

The new words are called compound words. They are made from two separate words.

Note: Teach page 73 in the workbook using the format above.