

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

105, 118 84, 134 99, 110 82, 119 81, 123 80, 135 102, 120 89, 133 106, 122 108, 127 90, 125 91, 124 87, 132

GETTING STARTED

Prepare

About Kindergarten 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
 About Emerging Writers 14

Get Ready for Readiness

Easel Art and Fine Motor 16
 Fun Review with Pre-K Music 17
 Shake Hands with Me 18
 Learning the TOP! 19
 Basic Strokes: Sign In Please! 20
 Crayon Grip, Coloring 21
 Capitalizing on the Capitals 22
 A Pre-Pencil, Pre-Paper Start 23
 Letter Play 24
 Tracing Secrets 25
 Help Me Write My Name 26

HANDWRITING INSTRUCTION

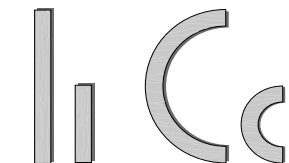
Choose Your Approach

Steady/Flexible Instruction 28

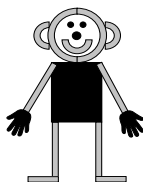
Multisensory Lessons...29-60



Music and Movement...30



Wood Pieces Set...32



Mat Man™...44



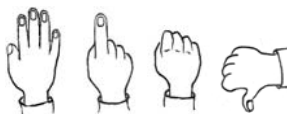
Wet-Dry-Try...46



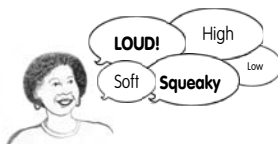
Door Tracing...50



Imaginary Writing...52



Letter Size and Place...54



Voices...55



Mystery Letters...56



Letter Stories...58

Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
86, 131	100, 111	83, 129	101, 136	85, 130	104, 112	107, 116	92, 121	93, 114	94, 115	95, 137	96, 126	97, 138

Posture, Paper, and Pencil Skills

Preparing for Paper and Pencil.....	60
Good Posture Can Be Fun.....	61
Place the Paper.....	62
Grasping Grip.....	63
Looking Out for Lefties.....	66



Why Children (and Teachers) Succeed with HWT

HWT Letter and Number Style.....	68
Unique Workbook Features.....	69

Letters and Numbers For Me

What's in the Workbook.....	74
What You Will Teach and How They Will Check.....	76
Warm-Ups.....	78



Capitals

Frog Jump: F E D P B R N M.....	79
Starting Corner: H K L U V W X Y Z.....	89
Center Starters: C O Q G S A I T J.....	99

Lowercase

Capital Partners: c o s v w t.....	110
Magic c: a d g.....	117
More Vowels: u i e.....	121
Transition Group: l k y j.....	124
Diver Letters: p r n m h b.....	128
Final Group: f q x z.....	135
Activity Pages.....	139
Check Your Teaching.....	146
Numbers.....	147

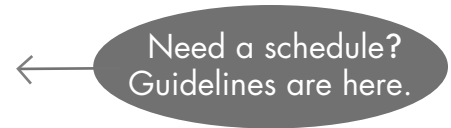


HANDWRITING ADVICE

Identifying Handwriting Difficulties.....	154
Remediating Handwriting Difficulties.....	155

EXTRAS

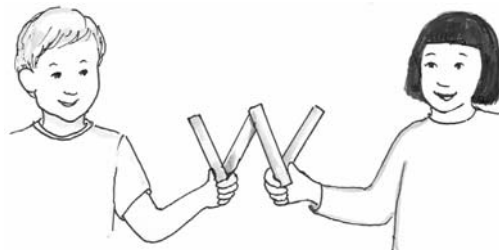
Report Card Insert.....	161
Educating Others.....	161
Teaching Guidelines.....	162
FAQs.....	164
Lowercase Letter Frequency Chart.....	165
Letter and Number Formation Chart.....	166



Other Wood Piece Activities

Make Letters Together

Children can have fun holding up Wood Pieces and making letters together. Have them try it. They will have fun figuring out which letters (like the ones that are symmetrical) are easiest to make.

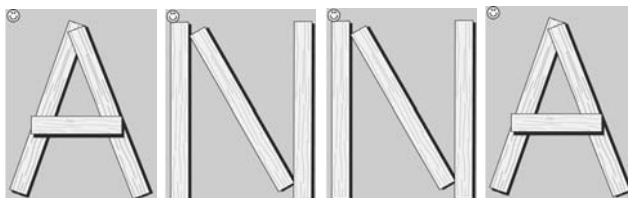


Boss of the Mat

Play the *Boss of the Mat*. Students take turns building capital letters on their Mat and guessing one another's letters. The child who is boss gets to tell each child which Wood Piece to pick up next. The boss places the Wood Pieces one piece at a time (the other children follow) until the letter is called out.

Name

The Wood Pieces are a great way to help children learn the letters in their name. Beginners do well writing their name in all capitals. When they are ready, we transition them to title case. For more information on helping children learn to write their name, see page 26 of this guide.



What Letter Is It?

This is a great activity to help children with visual memory. Give the child a Mat with Wood Pieces. Have flash cards prepared with lowercase letters on them. Show students a lowercase letter (on the flashcard) and have them build the capital partner on their mat.

My Turn, Your Turn

Do a tapping activity with two big lines held like an **X**. Teacher taps and students wait to tap until teacher says, "Your turn!" Use just two taps until children learn to listen and wait. When they know how to do this, vary the number or rhythm of taps.

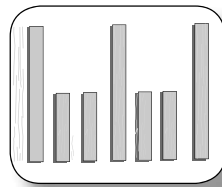


Teacher Says

Play a version of the game "Simon Says." Only use the Wood Pieces and remind your children not to do anything unless you say "Teacher Says." Teacher says, "Touch your big line to your nose."

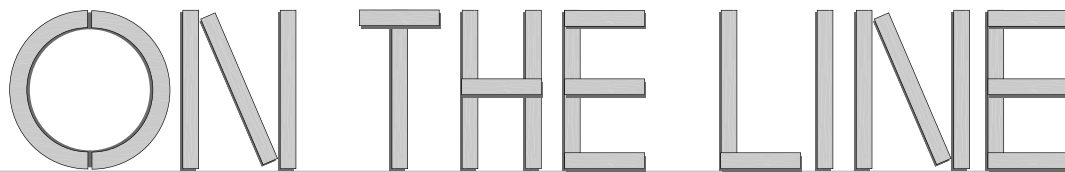
Making Patterns

You can make many patterns using the Wood Pieces. Download these cards with images of Wood Piece patterns. Glue them to heavy cardstock and laminate. Set them out in a center and see if children can build patterns to match the cards. This is a great visual activity that helps children learn to follow directions and problem solve.



On the Line

Help children understand basic concepts of letter placement by building words with the Wood Pieces and placing them on a line made out of masking tape. Show children how letters sit right on the line.



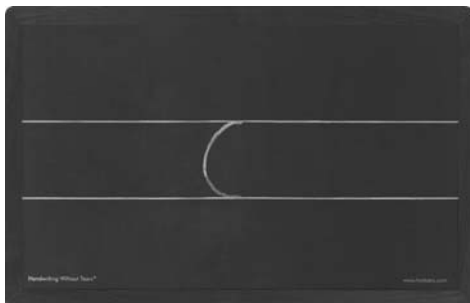
Lowercase Mysteries

Preparation

1. Gather Blackboard with Double Lines, Little Chalk Bits, and paper towels for erasing.
2. Say the directions as indicated below.
3. Optional: For children who need extra help, you can make the first stroke for them to trace.

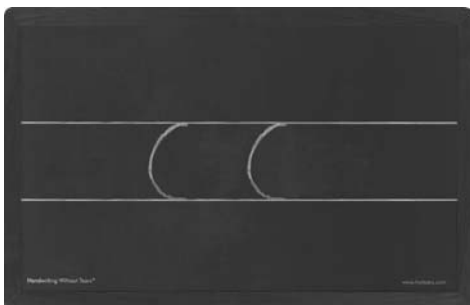
Directions

Magic C Letters

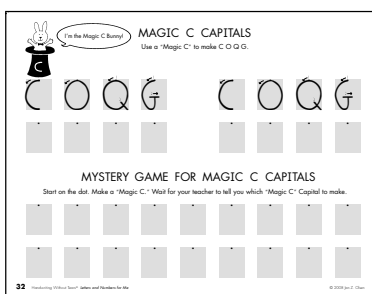


For letters **a d g o q**
 Magic c, wait. Turn it into ____.

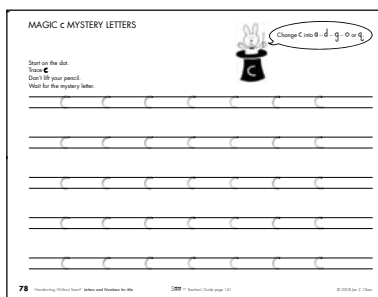
Magic C Words



Using **a d g o q**
 Magic c, wait, turn it into ____.
 Add letter ____.

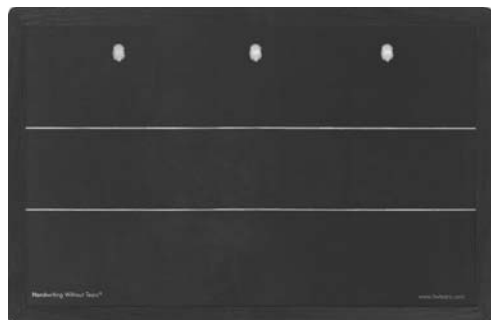


- Turn to page 32 in *Letters and Numbers for Me*.
- Allow children to use colored pencils to make their letters.
 - Use the Magic C puppet to tell the children the Mystery Letter.
 - See page 103 of this guide for detailed directions.

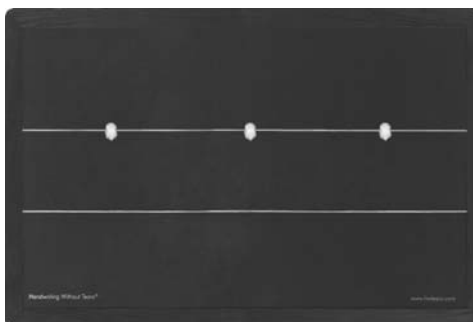


- Turn to page 78 in *Letters and Numbers for Me*.
- Allow children to use colored pencils to make their letters.
 - Use the Magic C Bunny to tell the children the mystery letter.
 - See page 141 of this guide for detailed directions.

Other Lowercase Letters



For letters **h b k l t**
 Start up high, make a big line down,
 wait. Turn it into ____.



For letters **i j m n p r s u v w x y z**
 Start at the dot. Make ____.

Teach

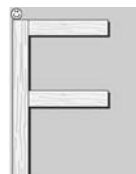
Get Started Say, "Turn to page 9. This is capital **F**. Watch me write capital **F**. I make it like this. (Say step-by-step directions as you demonstrate.) Let's read this word: **FISH**."

Multisensory Activities



Music and Movement

Use the *Rock, Rap, Tap & Learn* CD, *Frog Jump Letters*, Track 12. While standing, finger trace Frog Jump Capitals in the air. Let children jump between the letters.



Wood Pieces

See page 42 of this guide.



Wet-Dry-Try

See page 46 of this guide.

Finger Trace Models Step-by-Step

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

Copy and Check F

Demonstrate **F**, saying the step-by-step directions.

Children watch, then copy **F**s.




Check letter: start, steps, bump

Tips

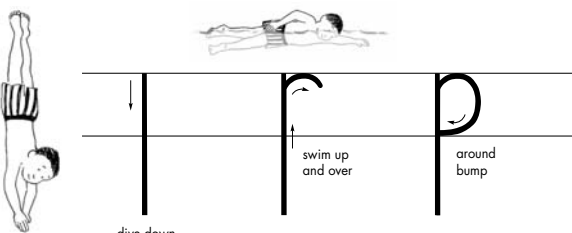
- It's fine if the small lines go all the way across the Slate or Gray Block. However, as children mature, they'll make them shorter.
- Point out that with the starting line on the left edge of the Gray Block (or Slate), the next part of the letter must be written to the right in the Gray Block. This prevents reversals.
- This is the first page in the workbook where we do Check letter. Teach the concept and components thoroughly. See page 76 of this guide for more information.
- Children may color the fish and add water or other fish.

HANDWRITING INSTRUCTION: *Letters and Numbers for Me*

Teach


P	dive down 	swim up and over 	around bump 
---	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

Get Started Say, "Turn to page 62. This is lowercase **p**. Watch me write lowercase **p**. I make it like this. (Say step-by-step directions as you demonstrate.) Let's read this sentence: **P is for puppies.**"

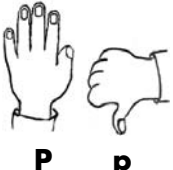
 <p style="text-align: center;">dive down swim up and over around bump</p> <p style="text-align: right;"><input type="checkbox"/> Write & Check p</p> <p>P p p p p p</p> <p>P is for puppies.</p> <p style="text-align: right;"><input type="checkbox"/> Check p</p>	<p style="text-align: center;">Words for Me</p> <p>put like jet</p> <p style="text-align: right;"><input type="checkbox"/> Check jet</p> <p style="text-align: center;">Sentence for Me</p> <p>My puppy plays.</p> <p style="text-align: right;"><input type="checkbox"/> Check Sentence</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Multisensory Activities

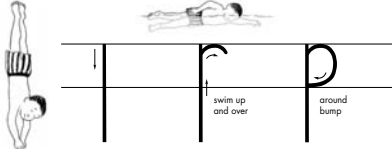
Imaginary Writing
Follow the ball and Air Write **p**. Children follow along in the air. See page 53 of this guide.



Letter Sizes and Places
P is tall. Lowercase **p** is descending. See page 54 of this guide.



Finger Trace Models Step-by-Step



dive down swim up and over around bump

Copy and Check p

P p p p p p

Write & Check p

Copy and Check Words

put like jet

Copy and Check Words and Sentence

My puppy plays.

Tip

• Capital **P** has been taught with two strokes. Your students may make **P** with a continuous stroke.

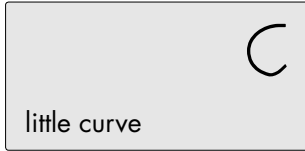
Say the step-by-step directions for **p** while children finger trace each step.

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

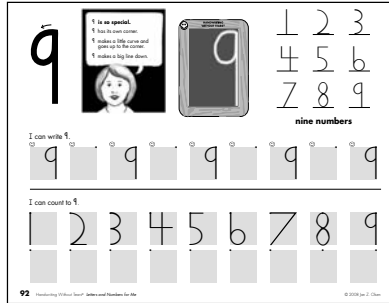
Demonstrate **jet**
Emphasize that the letters are close.
 Check word: size, placement, closeness

Demonstrate **My puppy plays**.
Emphasize capitalization, word spacing, and period.
 Check sentence: capital, spaces, end

Teach



Get Started Say, "Turn to page 92. This is 9. Watch me. I make it like this (demonstrate 9 on paper or board). Let's read these sentences, 'I can write 9. I can count to 9.'" Look, (teacher points) nine numbers."



Finger Trace Model Step-by-Step



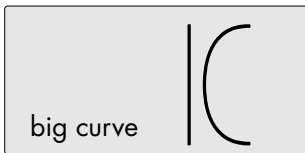
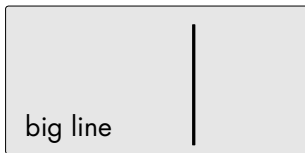
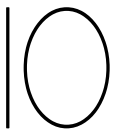
Say the step-by-step directions while tracing. Children watch, then trace 9.

Copy 9

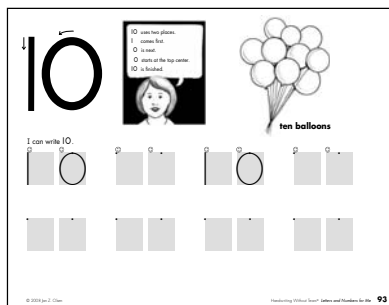


Say the step-by-step directions while demonstrating. Children watch, then copy 9s.

Teach



Get Started Say, "Turn to page 93. This is 10. Watch me. I make it like this (demonstrate 10 on paper or board). Let's read these sentences, 'I can write 10. I can count to 10.'" Look, (teacher points) ten balloons."



Finger Trace Model Step-by-Step



Say the step-by-step directions while tracing. Children watch, then trace 10.

Copy 10



Say the step-by-step directions while demonstrating. Children watch, then copy 10s.

Remediating Handwriting Difficulties

The remediation strategies here can help you correct handwriting difficulties. In addition, parents often ask about ways they too can assist their child. This section gives you remediation tips and information for parents.

When facilitating handwriting remediation, remember the following:

Notice what's right: Recognition of what's right is encouraging and should come before any suggestions or corrections. You can give this easy handwriting check to your students to see if they learned what you taught them. Use it after teaching each letter group, or give it to students all at once to see what they already know and what they need.



On a blank sheet of paper, draw a single horizontal line and have the child write:

cows
cat dog
I like you.
run jump bath
fax quiz



Make sure you mark each letter with numbers and arrows to show how it was made. You may spell the words for children.

Keep practice short: Ten or fifteen minutes is long enough. You want the child's full attention and optimum effort during the lesson. Then end the lesson while it's still going well or the minute you've lost the child's interest.

Use imitation: What is imitation? It is watching someone do something first, then doing it yourself. With imitation, the child has the opportunity to see how a letter is written; to see the actual movements which were responsible for making the mark. Then the child can associate the mark with the movement that produced it. This is crucial because we are as concerned with how a letter is formed as we are with how the end product looks. Imitation has two advantages:

1. It gives the child the best chance to write the letter.
2. It teaches the child the correct motor habits.

We are convinced that imitation has been neglected and should be rediscovered with appreciation.

Communicate: Share helpful secrets with others. If you want to help a child with handwriting, the best thing you can do is to get everyone on the same page. As long as everyone knows what is needed, you can move the remediation along. Use the Take 5! program on page 160 to send mini homework assignments home. This unique program uses carefully created worksheets to facilitate grown-up demonstration and the child's imitation of letters and numbers.

Consistency and Follow-Through: Identify the problems, set-up the team, and let the progress begin. If you are consistent, you will see progress in the child's handwriting.

Help Others: You may develop a love for helping children with handwriting. With HWT workshop training and the HWT program, you can become an HWT Level I Certified. Visit www.hwtcertification.com.