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Activity Design

You'll be teaching with a combination of multisensory activities and workbook lessons. This guide includes plans for both activities and workbook pages. Below is an example of an activity plan. On the next page is a letter lesson plan.

Information – Brief explanation of the activity and its purpose.

Activity – The main activity is described in simple steps. Bold type shows what to say.

A Click Away – A smiley face icon means you will find additional instructional resources, school-to-home connections, new tips, and additional handwriting activities online.

Support/ELL – Suggestions for modifying or reinforcing the activity.


Check – Ways to assess children's response/learning and to tell if activity is being used correctly.

More to Learn – Ways to extend learning by adding complexity or variety.

Capitals on the Mat for Wood Pieces

The Mat for Wood Pieces is blue with a yellow smiley face in the top left corner. That's the Starting Corner for **B, D, E, F, H, K, L, M, N, P, R, U, V, W, X, Y, and Z**. Many of them (**B, D, E, F, H, K, L, M, N, P, R**) start with a Big Line on the left side. When the Big Line is on the left, the next part of the letter is always on the right side of the Big Line.

Materials

- Wood Pieces Set for Capital Letters
- Mat for Wood Pieces
- Wood Pieces Letter Chart 

Grouping

Whole class; small group

Support/ELL

Start with simple two- or three-piece letters. Explicitly teach the words: big, little, top, middle, bottom. Have children repeat the words.

Activity

1. Scatter the Wood Pieces on the floor in front of children.
2. Give each child a Mat to place right side up. The smiley face will be at the top left. Make sure your Mat is in the same orientation as theirs.
3. Build a letter piece by piece for children to imitate. To see the sequence for any letter, refer to the Wood Pieces Letter Chart.
4. Describe each step as you build the letter:
I put the Big Line here, under the ☺. Your turn.
I put a Little Line at the top. Your turn.
I put another Little Line at the middle. It's letter _____!

Check

Observe as students build letters. Do they know the letter when it's finished?

More to Learn


Teach all the letters except **U** and **J** on the Mat. Letters **A, C, G, I, O, Q, S,** and **T** are Center Starting Capitals. They start at the top center of the Mat.

Demonstrate



CONNECTIONS

 **Video Lesson:** View "Building Capitals Letters on the Mat" at hwtears.com/videos

 **Home Link:** Teach families how to teach capitals, too. Send home Capital Letter Charts, available at hwtears.com/click

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Kindergarten Teacher's Guide: *Writing Capitals*

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Connections – This section helps to connect the activity to another subject, technology, or a Home Link.

Active Teaching

Letter Lesson Design

Active teaching and demonstration bring workbook lessons to life. This guide has lesson plans and strategies for every workbook page. Below is an example of a letter lesson plan.

Letter Lesson Heading –

Letter is shown prominently in the top corner. Features language for teaching the letter.

Lesson Plan –

- Introduce the letter and the page.
- Demonstrate** – Children finger trace while you demonstrate letter formation. Children then copy the letter.
- Copy** – Children watch you model the word and then copy it.
- Check & Evaluate** – Children check their letter and evaluate their formation.

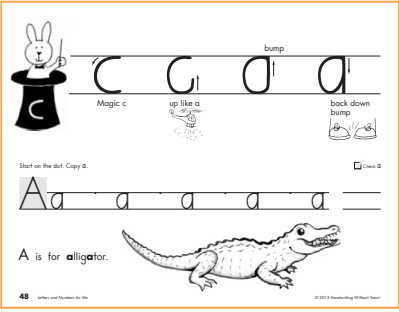
Read, Color & Draw –

You and children read the sentence. Children color and draw.

More to Learn – Ways to extend learning by adding complexity or variety.

Support/ELL – Suggestions for modifying or simplifying the activity.

Magic c + up like a helicopter + bump + back down, bump a



OBJECTIVE: To write lowercase **a** with correct formation.

Lesson Plan
Let's find the lowercase **a** page. Help children turn to p. 48. Discuss what's on the page.

- Demonstrate**
Demonstrate **a** on the Blackboard with Double Lines, whiteboard, or flip chart. Use Voices for **a** (multisensory activity p. 118). Children finger trace the large lowercase **a** model in their workbooks.
- Copy**
Prepare for writing with good posture, pencil grip, and use of the helper hand. Demonstrate **a** again, saying the step-by-step directions together with voices. Children watch, then copy **a**'s.
- Check & Evaluate**
Help children check their letter for correct Start, Steps, and Bump. Evaluate the correct formation for lowercase **a**.

Read, Color & Draw
Read the sentence together. Point out the beginning of capital **A** and the lowercase **a**'s in alligator. Encourage free coloring and drawing. Add rocks, grass, water, etc.

More to Learn
Explain that some lowercase letters look like their capitals but others don't. Look at **Aa**, **Dd**, and **Gg**.

Support/ELL
If **a** is too skinny, start on the dot and travel on the line before curving down. Review **a** with large movements used during Air Writing.

CONNECTIONS
Social Studies Link: Discuss alligators. Louisiana is the state with the largest alligator population. Florida and Louisiana have more than one million alligators each!

© 2013 Handwriting Without Tears® Kindergarten Teacher's Guide: Lowercase Letters 119

Connections – This section helps to connect the lesson to another subject, technology, or a Home Link.

Explicit Demonstration & Multisensory Instruction

Children need explicit letter formation demonstration to achieve legible and fluent handwriting. Providing students with structured handwriting lessons leads to improved writing performance. Our lessons demonstrate step-by-step formation, to help children develop correct letter formation habits.

Activities with hands-on materials address different senses to teach correct formation, spacing, and sequencing. We help children develop their writing skills through explicit, multisensory, play-based instruction. Children move, touch, feel, and manipulate real objects as they learn the habits and skills essential for writing. Music makes learning fun and is integral to how children learn. We use music to speak to children and promote movement and memory.

As a kindergarten teacher, you know the importance of self-directed play and multisensory, active learning. Research is on your side. It supports multisensory teaching to address children's diverse learning styles: visual, tactile, auditory, and kinesthetic.

Visual

- Illustrations of letter formation give clear, step-by-step visual direction.
- Pages are black and white, appealing, and uncluttered.
- Illustrations in workbooks promote left-to-right visual tracking and writing.
- Smiley face orients children to the top.

Tactile

- Workbook models are big enough for finger tracing.
- Wet-Dry-Try (pp. 59, 105, and 159) gives children touch and repetition without boredom.
- The frame of the Slate Chalkboard helps children make lines and avoid reversals.

Auditory

- Language is consistent and child friendly to help children easily learn and remember.
- CD's use the power of music to facilitate participation, memory, and joyful learning.
- Lessons are engaging with active teaching and student participation.

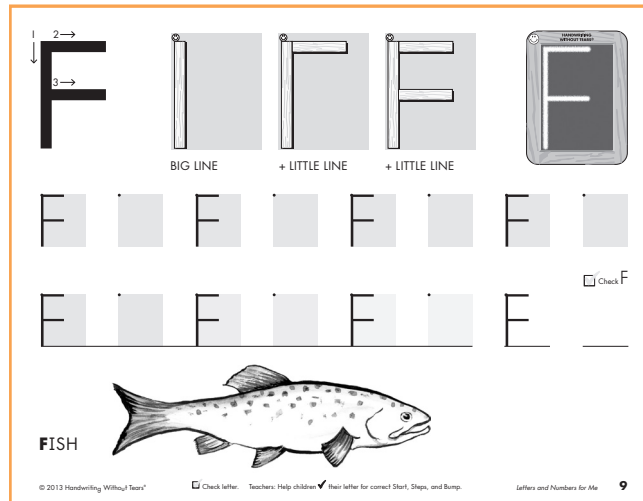
Kinesthetic

- Music and movement teach letter formation.
- Air Writing (p. 61) and Door Tracing (p. 64) teach using large arm movements and visual cues.
- Digital Teaching Tools teach letter formation on an interactive whiteboard.

You can facilitate multisensory experiences if you:

- Use the 😊 to orient children to the top
- Are dynamic and joyful
- Vary the multisensory lessons you use





OBJECTIVE: To write capital **F** with correct formation.

Lesson Plan

Let's find the capital **F** page. Help children turn to p. 9. Discuss what's on the page.

1. Demonstrate

Demonstrate **F** on the Slate Chalkboard, whiteboard, or flip chart. Use the Show Me Magnetic Pieces for Capitals™ for **F** (multisensory activity p. 58). Children finger trace the large capital **F** model in their workbooks.

2. Copy

Prepare for writing with good posture, pencil grip, and use of the helper hand (pp. 42–44). Demonstrate **F** again, saying the step-by-step directions together. Children watch, then copy **F**'s.

3. Check & Evaluate

Help children their letter for correct Start, Steps, and Bump. Evaluate the correct formation for capital **F**.

Read, Color & Draw

Read the word **FISH** together. Point out the beginning of capital **F**. Encourage free coloring and drawing. Add water, other fish, etc.

More to Learn

This is the first page of the workbook where you the letter. Review Start, Steps, and Bump with children (p. 67).

Support/ELL

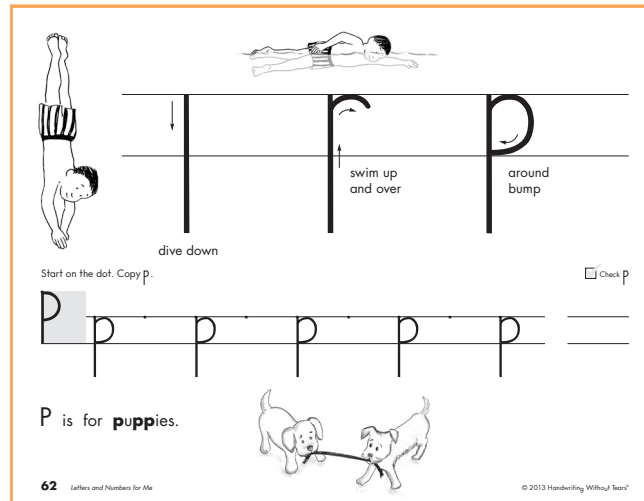
Help children make Frog Jumps after the Big Line. Model a Big Line on the board. Children should say "Ribbit" when it's time for you to jump to the top. Complete the letter. Repeat.

CONNECTIONS

Science Link: Compare and contrast frogs and fish. Discuss the meanings of amphibians and fish. Have children name other amphibians and fish.

P

dive down + swim up and over + around, bump



OBJECTIVE: To write lowercase **p** with correct formation.

Lesson Plan

Let's find the lowercase **p** page. Help children turn to p. 62. Discuss what's on the page.

1. Demonstrate

Demonstrate **p** on the Blackboard with Double Lines, whiteboard, or flip chart. Use "Diver Letters' School," track 18, *Rock, Rap, Tap & Learn* CD. Children finger trace the large lowercase **p** model in their workbooks.

2. Copy

Prepare for writing with good posture, pencil grip, and use of the helper hand. Demonstrate **p** again, saying the step-by-step directions together. Children watch, then copy **p**'s.

3. Check & Evaluate

Help children their letter for correct Start, Steps, and Bump. Evaluate the correct formation for lowercase **p**.

Read, Color & Draw

Read the sentence together. Point out the beginning of capital **P** and the lowercase **p**'s in puppies. Encourage free coloring and drawing. Add grass, a ball, etc.

More to Learn

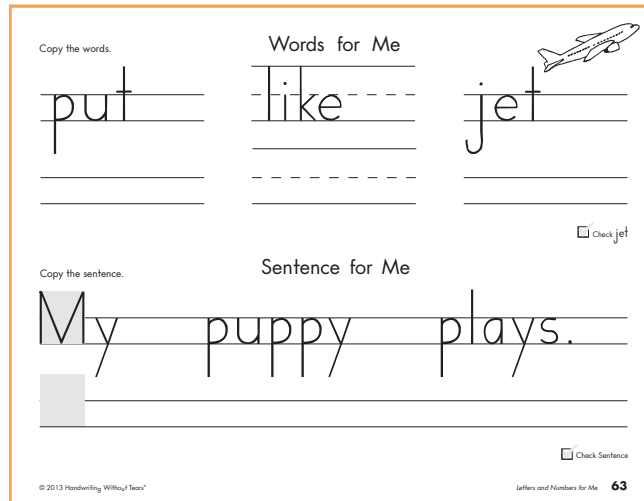
Use "Descending Letters," track 19, *Rock, Rap, Tap & Learn* CD for **g**, **j**, **y**, **p**, and **q**.

Support/ELL

Help children retrace neatly by highlighting the line down of each **p**. Children stay on your highlighted line as they trace down and up to begin **p**.

CONNECTIONS

Language Arts Link: Listen to different animal sounds. What sounds do puppies make? Have children tell different animals apart by the noises animals make.



OBJECTIVE: To practice writing words and a sentence correctly.

Lesson Plan

Help children turn to p. 63. Read the words and sentence together.

1. Demonstrate the words for children to copy.

Prepare double lines for **put**, triple lines for **like**, and double lines for **jet**. Demonstrate **put**, **like**, and **jet**. Children copy all words.

2. Demonstrate the sentence for children to copy.

Prepare double lines.
Use "Sentence Song," track 7, *Rock, Rap, Tap & Learn* CD.
Demonstrate **My puppy plays.** for children to copy.

3. Check & Evaluate

Help children their word for correct Size, Placement, and Closeness.

Help children their sentence for correct Capitalization, Word Spacing, and Ending Punctuation.
Evaluate children as they copy the words and sentence, and help them as needed.

Read, Color & Draw

Read the words and sentence together.

Encourage free coloring and drawing. You may show, step by step, how to draw a puppy face.

More to Learn

Use The Hand Activity (p. 104) to develop awareness of tall, small, and descending letters.

Support/ELL

Support good sentence spacing by showing children how to use two fingers to add spaces between words.

CONNECTIONS

Language Arts Link: Play with beginning sounds using **p** while writing sentences. Example, "Pam's pet parrot is playful." Practice writing with previously learned letters.

9

LITTLE CURVE + UP + BIG LINE

1 2 3
4 5 6
7 8 9

nine numbers

I can write 9 Check 9

I can count to 9

1 2 3 4 5 6 7 8 9

92 Letters and Numbers for All © 2013 Handwriting Without Tears®

OBJECTIVE: To write number 9 with correct formation.

Lesson Plan

Let's find the number 9 page. Help children turn to p. 92. Discuss what's on the page. Nine has its own corner. Have children point to the other corner.

1. Demonstrate

Demonstrate 9 on the Slate Chalkboard, whiteboard, or flip chart. Use "Number Song," track 20, *Rock, Rap, Tap, & Learn* CD. Children finger trace the large number 9 in their workbooks.

2. Copy

Prepare for writing with good posture, pencil grip, and use of the helper hand. Demonstrate 9 again on the Slate Chalkboard, saying the step-by-step directions together. Children watch, then copy 9's. Next, children copy the bottom row of numbers.

3. Check & Evaluate

Help children their number for correct Start, Steps, and Bump. Evaluate the correct formation for numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Read, Color & Draw

Read the label: **nine numbers**. Read the sentences: **I can write 9. I can count to 9.**

More to Learn

Talk about writing lowercase **a** and number 9. Write **a** on the board (no lines) and change **a** into 9. Lowercase **a** and number 9 start the same!

Support/ELL

9 starts in the top right corner. Make sure the children make 9 in a continuous stroke with the Little Curve to the corner first.

CONNECTIONS

Social Studies Link: Ask children to find the number 9 in the classroom. The calendar is a good place to start. Ask them to explain why numbers repeat on a calendar.

Remediation Tips

General Remediation Tips

Remediation strategies can help you correct handwriting difficulties. In addition, families often ask about ways they can assist their child. This section gives you remediation tips and information for both you and families.

When facilitating handwriting remediation, remember the following:

Notice What's Correct

Recognition of what the student completed correctly is encouraging and should come before any suggestions or corrections. You can give an easy handwriting check called "Check Your Teaching" to your students to see if they learned what you taught. Use it after teaching each letter group, or give it to students to see what they already know and what they need. The check is available for download at hwtears.com/click



Download "Check My Teaching" from A Click Away. 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

With imitation, the child has the opportunity to see the actual movements that make the letter. Then the child can associate the letter with the movement that produced it. We are as concerned with how a letter is formed as we are with how the end product looks. Imitation has two advantages. It gives the child the best chance to write the letter, and it teaches the correct motor habits.

Communicate

Share strategies 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. Some report cards don't have a place to grade or mark handwriting. This is particularly important in the lower grades because handwriting performance can affect other academic subjects.



If your report card doesn't allow space for handwriting, download this additional form and include it with your students' report cards.

Consistency & Follow-Through

Identify 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 Handwriting Without Tears® training and the HWT program, you can become HWT Level 1 Certified to teach and remediate handwriting. Visit hwtcertification.com