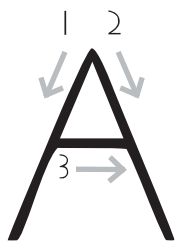
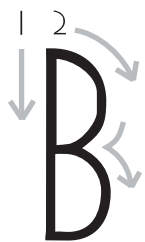


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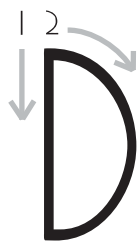
Big line
Big line
Little line



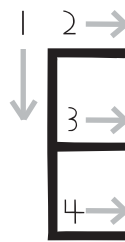
Big line
Little curve
Little curve



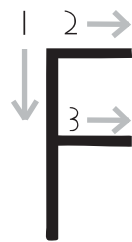
Big C curve



Big line
Big curve



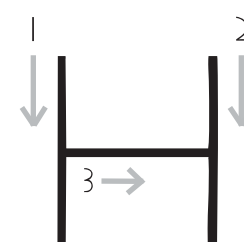
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Little line
Little line
Little line



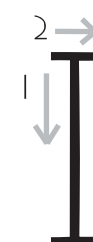
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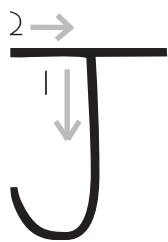
Big curve
Little line
Little line



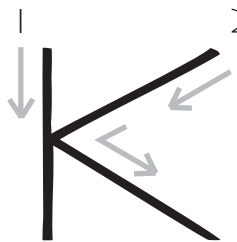
Big line
Big line
Little line



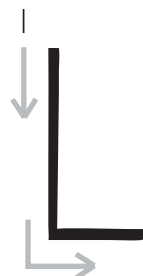
Big line
Little line
Little line



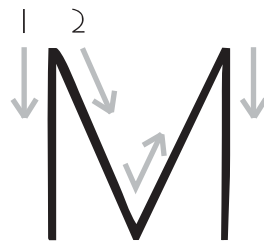
Big line
Turn
Little line



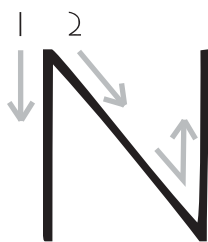
Big line
Little line
Little line



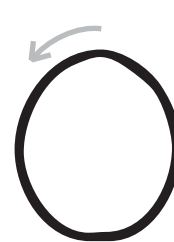
Big line
Little line



Big line
Big line
Big line
Big line



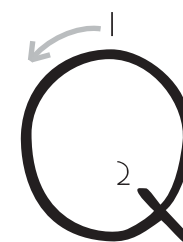
Big line
Big line
Big line



Big C curve
Keep going



Big line
Little curve



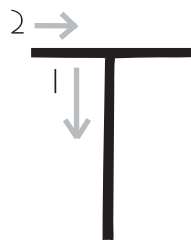
Big C curve
Keep going
Little line



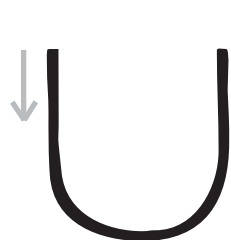
Big line
Little curve
Little line



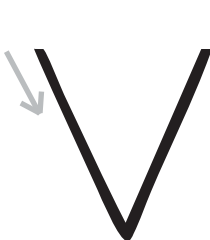
Little curve
Turn
Little curve



Big line
Little line



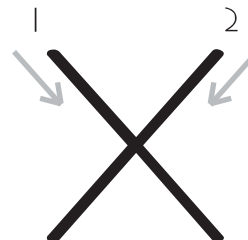
Big line
Turn
Big line



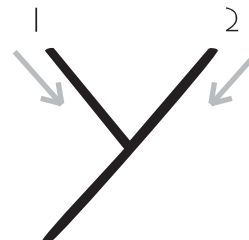
Big line
Big line



Big line
Big line
Big line
Big line



Big line
Big line



Little line
Big line



Little line
Big line
Little line

Directions for Capitals

ALL START AT THE TOP

- A** Big line slides down, Another big line slides down, little line across
- B** Big line down, frog jump! Little curve to middle, little curve to bottom
- C** Magic C
- D** Big line down, frog jump! Big curve to bottom
- E** Big line down, frog jump! Little line across top, middle, bottom
- F** Big line down, frog jump! Little line across top, little line across middle
- G** Magic C, Little line up, little line across
- H** Big line down, Another big line down, little line across
- I** Big line down, Little line across top, little line across bottom
- J** Big line down, Turn, little line across top
- K** Big line down, Big "Hi-yaaaa" kick, slide away
- L** Big line down, Little line across
- M** Big line down, frog jump! Big lines slide down, and up, and down
- N** Big line down, frog jump! Big line slides down, big line goes up
- O** Magic C, Keep on going, stop
- P** Big line down, frog jump! Little curve to middle
- Q** Magic C, Keep on going, stop, little line slides down
- R** Big line down, frog jump! Little curve to middle, little line slides down
- S** Little Magic c, Turn, little curve
- T** Big line down, Little line across top
- U** Big line down, Turn, big line up
- V** Big line slides down, Big line slides up
- W** Big line slides down, Big lines slide up, and down, and up
- X** Big line slides down, Another big line slides down
- Y** Little line slides down, Big line slides down
- Z** Little line goes across, Big line slides down, little line goes across


Directions for Capitals

ALL START AT THE TOP


- F** Big line down, frog jump! Little line across top, little line across middle
- E** Big line down, frog jump! Little line across top, middle, bottom
- D** Big line down, frog jump! Big curve to bottom
- P** Big line down, frog jump! Little curve to middle
- B** Big line down, frog jump! Little curve to middle, little curve to bottom
- R** Big line down, frog jump! Little curve to middle, little line slides down
- N** Big line down, frog jump! Big line slides down, big line goes up
- M** Big line down, frog jump! Big lines slide down, and up, and down
-
- H** Big line down, Another big line down, little line across
- K** Big line down, Big "Hi-yaaaa" kick, slide away
- L** Big line down, Little line across
- U** Big line down, Turn, big line up
-
- V** Big line slides down, Big line slides up
- W** Big line slides down, Big lines slide up, and down, and up
- X** Big line slides down, Another big line slides down
- Y** Little line slides down, Big line slides down
- Z** Little line goes across, Big line slides down, little line goes across
-
- C** Magic C
- O** Magic C, Keep on going, stop
- Q** Magic C, Keep on going, stop, little line slides down
- G** Magic C, Little line up, little line across
- S** Little Magic c, Turn, little curve
-
- A** Big line slides down, Another big line slides down, little line across
- I** Big line down, Little line across top, little line across bottom
- T** Big line down, Little line across top
- J** Big line down, Turn, little line across top

HWT Letter Formation Chart


Copy for Parents




Magic c up like a bump back down bump



dive down swim up and over down




dive down swim up and over around bump




Dots for you! dot

down




Magic c




Dots for you! dot

down turn




Magic c up like a up higher back down bump




down bump the line kick! slide away

start hit the ball run the bases stop




down bump the line




At first, curve up. Then go straight down.


down cross



start with n swim up and over m has two humps down




Magic c bump up like a back down turn



dive down swim up and over n has one hump down



HWT Letter Formation Chart

Copy for Parents




Magic c keep on going stop


down, travel, up back down


dive down swim up and over around bump





slide down slide up




Magic c bump up like a back down U turn




slide down and up down and up

dive down swim up and over




slide down slide down



little Magic c turn down curve around

slide down slide down

down bump the line cross

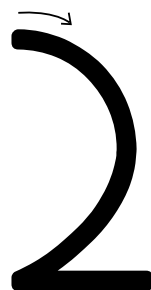


go across slide down go across

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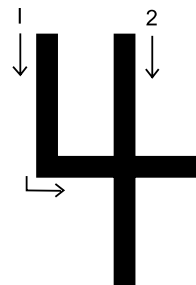
1 starts in the starting corner.
1 makes a big line down.
1 stops in the corner.



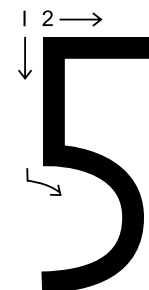
2 starts in the starting corner.
2 makes a big curve.
2 stops in the corner.
2 walks away on the bottom.



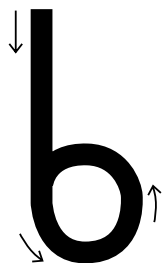
3 starts in the starting corner.
3 makes a little curve to the middle.
3 makes another little curve to the bottom corner.



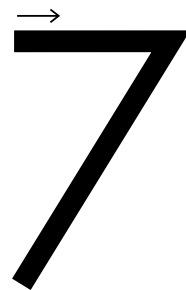
4 starts in the starting corner.
4 makes a little line down to the middle.
4 walks across the dark night.
4 jumps to the top and says, "I did it." (big line down)



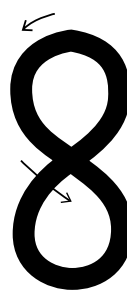
5 starts in the starting corner.
5 makes a little line down to the middle. It starts to rain.
5 makes a little curve around.
5 puts a little line on top to stop the rain.



b starts in the starting corner.
b is a baby bear.
b goes down to curl up in the corner.
b is hibernating.



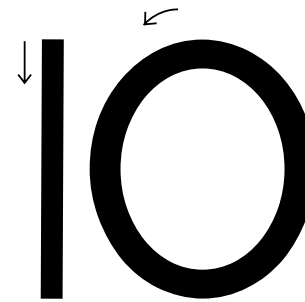
7 starts in the starting corner.
7 makes a little line across the top.
7 says, "I better slide down."



8 is different.
8 doesn't like corners.
8 starts at the top center.
8 begins with S and then says, "I want to go home."



9 is so special.
9 has its own corner.
9 makes a little curve.
9 goes up to the corner.
9 makes a big line down.



10 uses two places.
1 comes first.
0 is next.
0 starts at the top center.
10 is finished.

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Help Me Hold the Crayon

There are easy ways to help your child. Even if you're not a teacher, and don't hold the pencil correctly yourself, you can still be a very good influence on your child. Here's how:

Copy for
Parents

1. Choose the right writing tools.
2. Show your child how to hold them.
3. Be a good example.

How do I choose the right writing tools?

- As soon as your child is past age 3 or the puts-things-in-his-mouth swallowing stage, give him or her little broken pieces of chalk or crayon and lots of big sheets of paper for loose scribbling/drawing.
- Little pieces of finger food also encourage finger skills.

Why little pieces?

Little pieces develop fingertip control and strength. They encourage the precise pinch that's used for crayons and pencils. Notice how well your child uses his/her fingers with little pieces. There's research to show that starting with small pieces encourages the correct grasp.

What about regular crayons and pencils?

They're fine, but you must show your child how to hold and use them. Save the pencils for later. Pencils are sharp pointed sticks and really aren't appropriate for beginners. Fat pencils and crayons are too heavy for little hands.

When should I start?

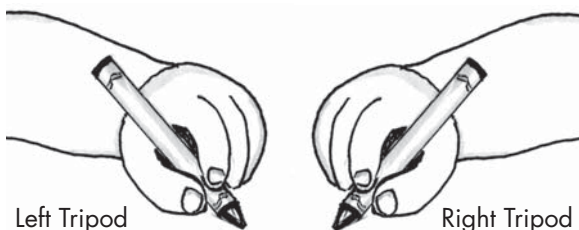
Right now. You can start showing your child how to use crayons as soon as your child wants to color.

How do I show my child?

1. Teach your child to name the first 3 fingers – the thumb, the pointer, and the tall man.
2. Move them - Give a thumbs up and wiggle the thumb. Have your child point with the pointer finger and then put the tall man beside the pointer finger.
3. Make a big open O pinch – this positions the thumb and pointer correctly.

What is the correct grip?

Here's a picture. Notice that there is a choice. Some children like to pinch with the thumb and pointer. That's the tripod (3—pinch with thumb and pointer, pencil rests on tall man). Others like the quadropod (4—pinch with thumb and pointer/tall man together, pencil rests on ring finger).



What else can I do?

1. Pick up and Drop it! This is a fun way to practice placing the fingers correctly. Help your child pick up the pencil and get all the fingers placed. Then drop it! See if your child can put all the fingers back in the right place again. Repeat two or three times.
2. Aim and Scribble. Make tiny stars or spots on paper. Teach your child how to aim the crayon and land on a star to make it shine. Help the crayon hand rest on the paper, with the elbow down and the hand touching the paper. Help the helper hand hold the paper. Now just wiggle the fingers to scribble.
3. Show your child how to hold and move the crayon to make different strokes, back and forth, up and down, round and round.

Help Me Write My Name

"That's my name. My name starts with ____." Maybe your child is trying to write or even make letters you can recognize. If so, then it's time to start demonstrating how to write a few letters. Here's how:

1. Be a good example.
2. Write in all capitals.
3. Start every letter at the top.
4. Teach letters step-by-step.
5. Write on paper strips with a smiley face in the top left corner.



How can I be a good example?

Hold the crayon correctly. Your child will be watching how you form letters and hold the crayon or pencil. Be a good model. You may need to make a special effort to hold the crayon correctly.

Why should I use all capitals?

Capitals are the first letters that children can visually recognize and remember. They are the first letters children can physically write. If a child can write his or her name correctly in capitals, you may introduce lowercase letters.

Does it matter where my student starts?

Yes, it does. English has one basic rule for both reading and writing: read and write from top to bottom, left to right. When you write with a child, always start at the top.

What do I say when I teach the letters?

Always say, "I start at the top." Then describe the part you're making. Say "big" or "little" for size. Say "line" or "curve" for shape, like this:
D = "I start at the top. I make a big line. Now I make a big curve."

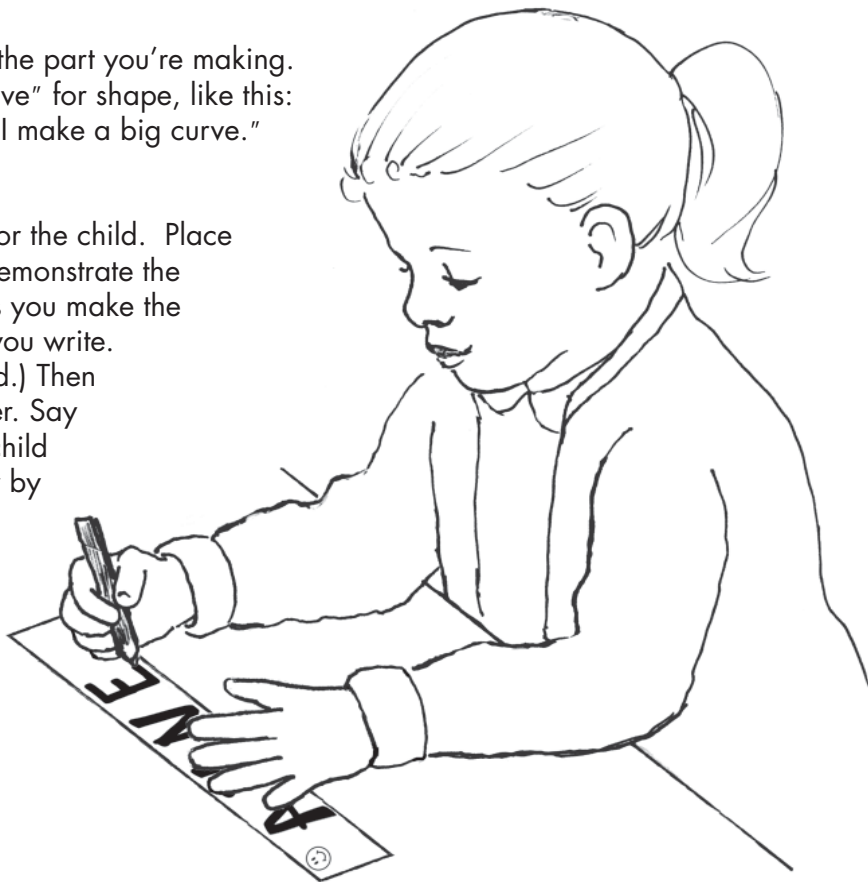
What do I use and how do I do this?

Use two strips of paper, one for you and one for the child. Place your strip directly above the child's strip and demonstrate the first letter in the child's name. Say each step as you make the letter. Be sure the child can see the strokes as you write. (Avoid blocking the child's view with your hand.) Then tell the child to make the letter on his/her paper. Say the steps as the child writes, encouraging the child to say the steps aloud with you. Continue letter by letter.

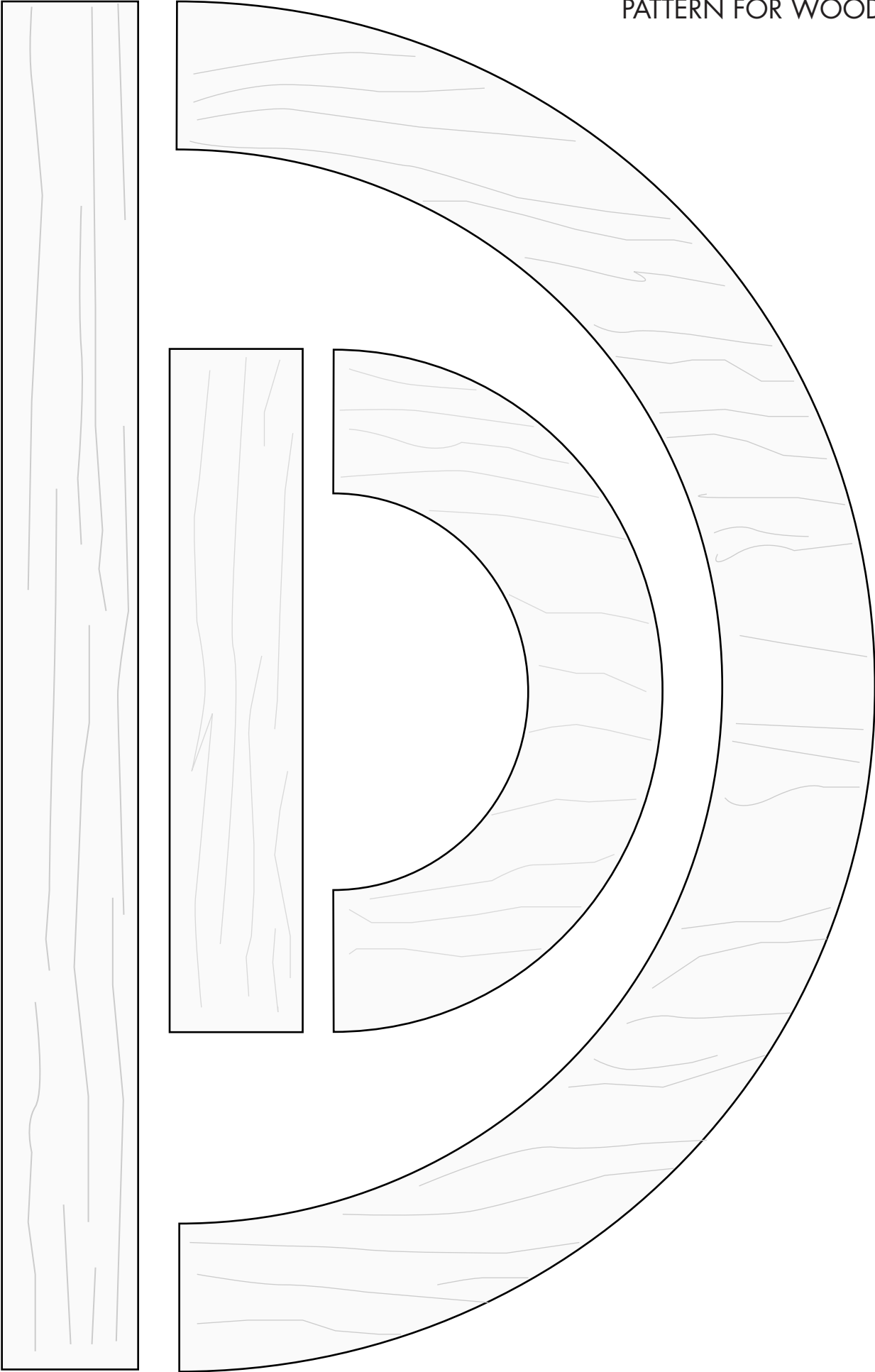
NOTE:

To Make Paper strips – Use a standard sheet. Fold it in half the long way, and then in half again. Cut on folds to make 4 strips.

Extra help – If the child has difficulty imitating your letter, you may use a gray crayon to pre-write each letter on the child's paper. Do this letter by letter and let the child crayon trace over your letter. Make your gray letters progressively lighter and discontinue pre-writing as child gains ability.



PATTERN FOR WOOD PIECES



WET-DRY-TRY

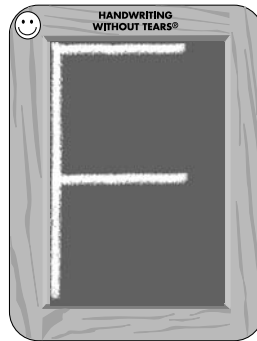
Using the Wet-Dry-Try method, your students will learn to form capital letters correctly without reversals. This activity appeals to all learning styles and is a fun way to practice letters.

HWT Slate Chalkboard

Preparation

1. Prepare Slate Chalkboard with the letter you will be teaching.
2. Place Little Chalk Bits and Little Sponge Cubes around the room so children can reach them easily.

Directions



Teacher's Part

Demonstrate correct letter formation.

Student's Part



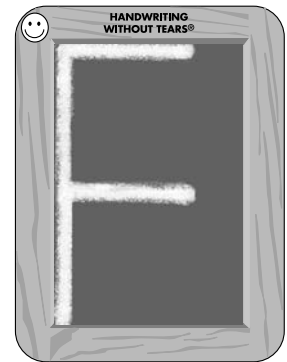
WET

- Wet Little Sponge Cube.
- Squeeze it out.
- Trace the letter with the sponge.
- Wet your finger and trace again.



DRY

- Crumple a little paper towel.
- Dry the letter a few times.
- Gently blow for final drying.



TRY

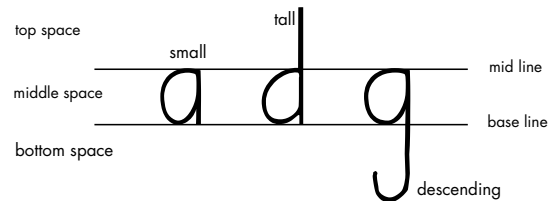
- Take a little chalk bit.
- Use it to write the letter.

Tips

- Use consistent words to describe the strokes. Match your verbal cues to the directions on the letter lesson pages of the workbook.
- Use Little Sponge Cubes and Little Chalk Bits to help children develop proper pencil grip.
- Squeeze the sponge well or the letter will be too wet.
- This works best one-on-one or in centers with five or fewer students.
- To use this activity with the whole class, pre-mark students' slates with the capital letter (so they have a correct model to wet), and then demonstrate once for everyone.

WET-DRY-TRY

We place a lot of emphasis on placing letters correctly because it is essential for neat and fast printing. We teach on double lines because it is the easiest way to impart a sense for how letters should be placed. These Wet-Dry-Try activities on double lines are a great way to teach letter size and place. The image to the right illustrates how we discuss letter size and placement. For additional information, see pages 30 and 48. Wet-Dry-Try activities appeal to all learning styles and is a fun way to practice letters.

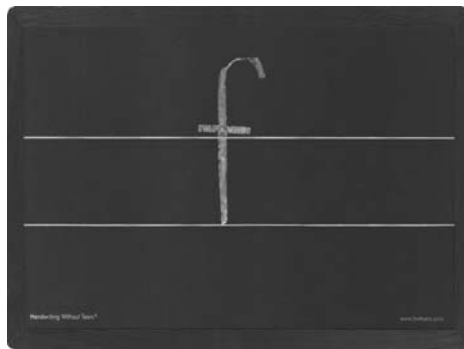


Blackboard with Double Lines

Preparation

1. Prepare Blackboards with the letter you will be teaching.
2. Place Little Chalk Bits and Little Sponge Cubes around the room so children can reach them easily.

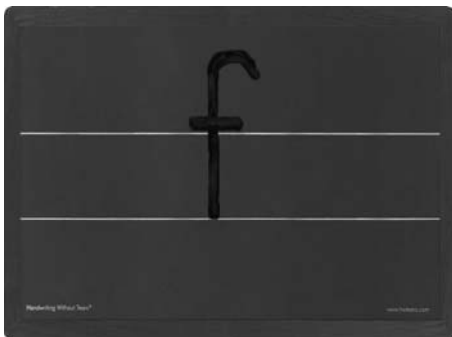
Directions



Teacher's Part

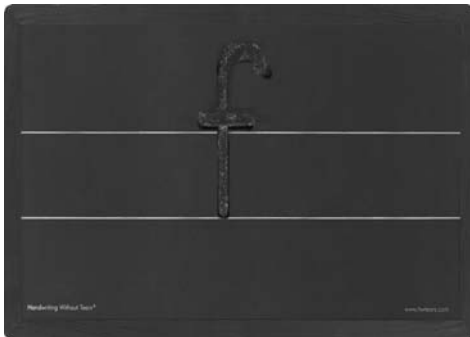
Demonstrate correct letter formation.

Student's Part



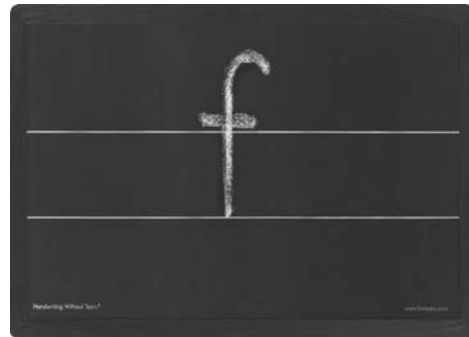
WET

- Wet a Little Sponge Cube.
- Squeeze it out.
- Trace the letter with the sponge.
- Wet your finger and trace again.



DRY

- Crumple a little paper towel.
- Dry the letter a few times.
- Gently blow for final drying.

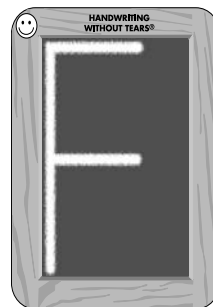


TRY

- Take a Little Chalk Bit.
- Use it to write the letter.

Tips

- Use consistent words to describe the strokes. Match your verbal cues to the directions on the letter lesson pages of the workbook.
- Use Little Sponge Cubes and Chalk Bits, which help children develop proper pencil grip.
- Squeeze the sponge well or the letter will be too wet.
- This works best one-on-one or in centers with five or fewer students.
- To use this activity with the whole class, pre-mark students' chalkboards with the lowercase letter (so they have a correct model to wet), and then demonstrate once for everyone.
- To help children learn capital letter orientation and formation, use the Slate.



Other Blackboard Activities

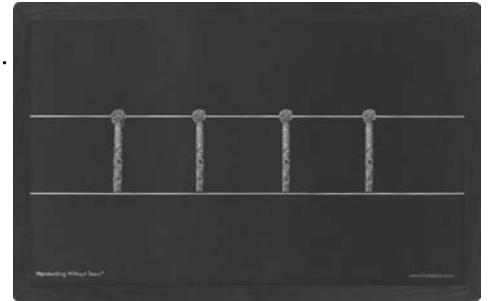
In addition to doing the Wet-Dry-Try activity with a single lowercase letter, you can help children with bumping the lines, placing letters in words, placing capitals on lines, writing names, and more. Below are some easy, fun exercises to get you started.

Bump the Lines

Help children bump the lines with this simple dot and line exercise.

1. Use a piece of chalk to draw 4 to 5 dots with lines across the board.
2. Do the activity just as you would do Wet-Dry-Try with a letter.
3. Have children trace over the lines.
4. Say "bump" when you hit the bottom line.

Try diagonal lines and Magic C strokes too.



Names and Capitalized Words

Demonstrate/Imitate: Title Case (Two Boards)

1. Demonstrate the child's name on one board, as the child imitates on the other.

This activity helps children learn to write their names on double lines before transitioning to paper. Practice writing capital letters and their lowercase partners on the blackboard when you teach the lowercase letter page.



Word Skills

You can help children learn proper word spacing and letter placement.

1. Point children to the top, middle, and bottom spaces on the board.
2. You can help with word placement by preparing the board with words specific to each space. For example, the word **cows** teaches the middle space. The word **tall** teaches the top space. The word **jog** teaches the bottom space.
3. You can challenge your students by thinking of words with letters that occupy all three spaces. The word **dog** is an example.



Fine Motor and Letter Practice for Home

Hand skills are crucial to successful handwriting. Small movements of the hand are referred to as fine motor skills. If you believe that your child needs extra activities to strengthen his/her hands or fine motor skills, here are a few suggestions:

- Do finger plays. You can find these in books at your library.
- Cut pictures from newspapers or magazines. You can take a large black marker and draw a line around the picture to give a guideline.
- Have your child put together small beads, Legos, Tinker Toys, Lincoln Logs, etc.
- Knead dough or clay and build an object.
- Hide small objects in the dough and have your child find them.
- Play pegboard games.
- Gather small objects from around the house (small buttons, beads, etc.) and place them in a container. Then have your child pick them up off the table with a pair of tweezers and place them back in the container.
- Play with any toys that require moving or placing little pieces.
- Let your child squirt a water bottle outdoors on the sidewalk.
- Squeeze a kitchen baster to move cotton balls with air. Have a race on the table.
- Finger paint with Jell-O or cocoa on a paper plate.
- Use small marshmallows and toothpicks to form letters.
- String popcorn, buttons, or beads to make necklaces.
- Let your child create a design on a piece of paper with a hole punch.
- Have your child clip clothespins to a container.
- Have your child lace cards.

You can do several fun activities at home to encourage letter practice. A few are listed below:

- While your child is in the bathtub, have him/her draw letters on the wall of the tub in shaving cream or soap paint.
- Trace a letter on your child's back and have him/her guess and write the letter on a piece of paper. Take turns tracing letters on each other's backs.
- Finger paint letters.
- Write letters on the sidewalk with chalk.
- Trace letters in the snow or in the sand.
- Form letters out of dough or clay.
- Make cookie letters. Having your child form the letters by rolling the dough and putting the pieces together.
- Form letters out of French fries.
- Make letters with pipe cleaners.
- Draw letters on the carpet with your fingers.
- Decorate a letter collage using glitter, puffy paint, and markers.
- Use different types of pencils for writing practice (gel pens, colored pencils, scented markers, crayons, etc.).
- Have your child write your shopping lists.
- Use a flashlight and make letters on the wall. You or your child has to guess the letter that was made. You can also cut out letter templates to place in front of the flashlight.
- Put letters on a die. Have your child roll the die and write a word that starts with the letter.
- Fish for words. Place cut-out fish in a shoebox. Write words or letters on the fish. Attach paper clips to the fish and adapt a small pole with a magnet. Ask your child to come up with a word or sentence using the letter or word on the fish that is caught.
- Have your child write with icing tubes.

Use It, Don't Lose It

Handwriting Practice Ideas



Use the following ideas to encourage handwriting practice so good skills remain strong. Handwriting is something that is easily accessible to a child. With a little encouragement, children can practice letters and numbers just about anywhere, anytime.

Lists:

- Shopping
- Vacation
- Camping
- What to take to the pool
- Picnic
- To-do
- Special projects

Activities:

- Write thank you cards
- Send invitations
- Write letters to friends and relatives
- Find a summer pen pal – exchange letters weekly or monthly
- Keep a list of summer vocabulary words
- Create a summer journal
- Fingertrace in the sand at the beach or park
- Play games, write with sidewalk chalk
- Paint with water (writing letters/numbers) on the driveway
- Create stories with friends
- Make cards
- Send postcards



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