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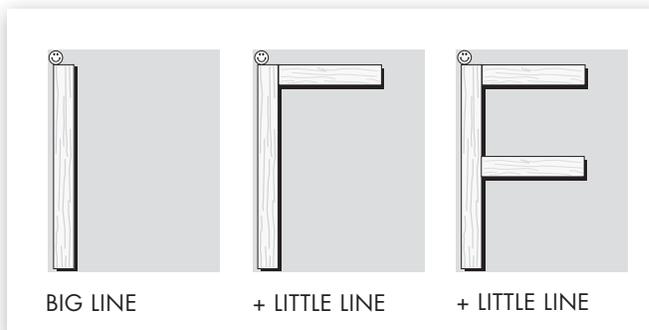
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# Workbook Design

We carefully plan every workbook page and everything that's on it. Our workbooks are accessible and friendly, yet also promote excellence. We want children to practice correctly, which is why our workbook pages promote efficient, effective practice for each letter.

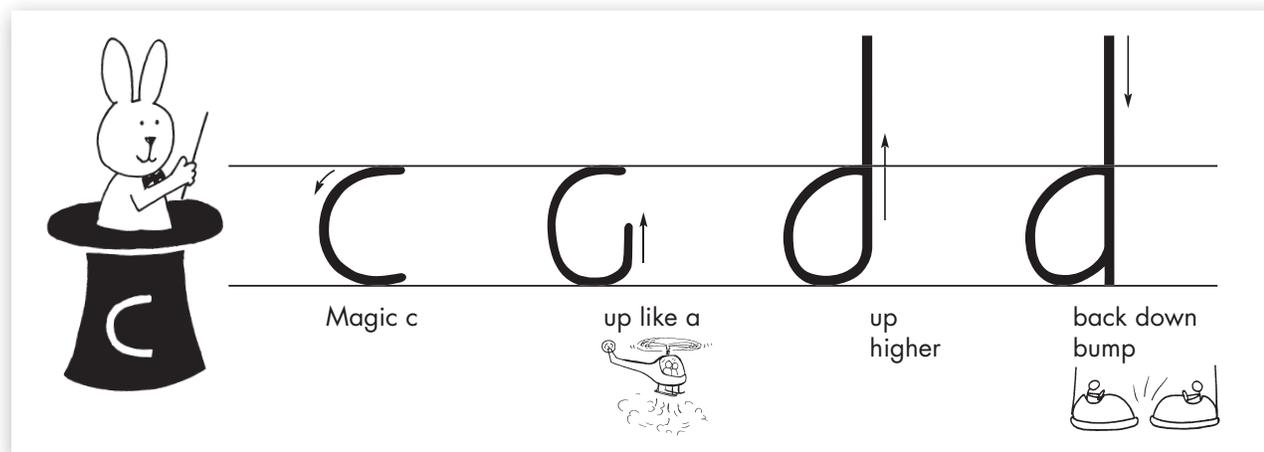
## Child Friendly, Simple Language

Our child friendly language evolved in response to complicated letter formation terminology in other programs. When teaching letter formation, we eliminate language that assumes children understand left/right orientation, clockwise/counterclockwise, or forward/backward circles. We make it easy by using fewer, carefully selected words that all children know and understand.



## Large Step-by-Step Models

It is much easier for children to understand how to form letters if you show them how. Our workbooks contain large step-by-step images that show students how to make each part of every letter.



## Lefty Friendly

Our workbooks are lefty friendly. Teaching pages provide models on the left and right so left-handed children can easily see the model they are copying. Lefties never have to lift their hands or place them in an awkward position to see a model.

## Developmental Teaching Order

Teaching in a developmental order helps children master skills and boosts confidence. We teach the easiest skills first, then build on prior knowledge. We teach capitals first and follow with lowercase letters. We also teach in small groups of similar formation.

## Black & White, Clean Design, and Thoughtful Illustrations

The black and white pages in our workbooks are clean and clear. We deliberately avoid visually confusing backgrounds, colored graphics, crowded pages, and multicolored lines. Our simple workbook pages are appealing and invite children to color and draw when they have finished a lesson.

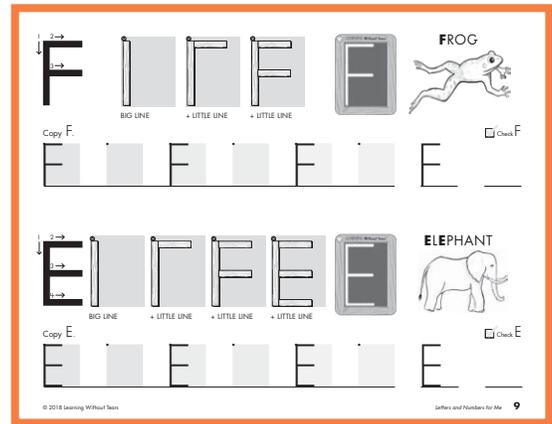
Our illustrations promote left-to-right directionality. This is a unique feature of our workbooks. The car, helicopter, horse, and other drawings move left to right across the page to encourage correct visual tracking and writing direction.

## Continuous, Meaningful Review

Children retain skills better if they have continuous, meaningful review. That's why each new letter is used in words and sentences that emphasize practice of the new letter and help children review and practice previously learned letters.

## Cross-Curricular Connections

In addition to handwriting, we want the pages to have connections to other grade-appropriate curricula. We created pages that help you teach handwriting and review other grade-appropriate skills.

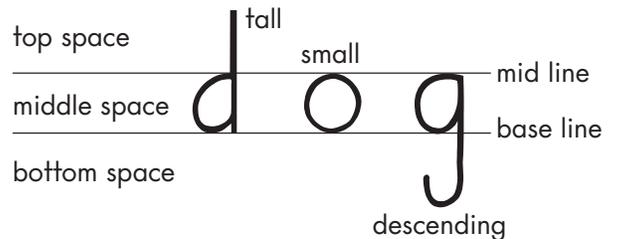
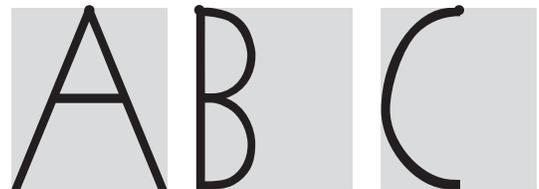


## Simple Spatial Organization

We begin by teaching capital letters and numbers with Gray Blocks, which prevent reversals and help children learn how to place letters and numbers.

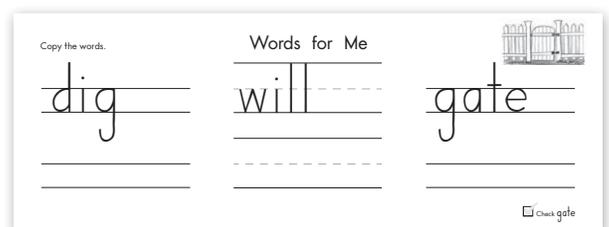
As children move to lowercase, our double lines foster handwriting success. The mid line is for size, and the base line is for placement. The middle space is for small letters, the top space is for tall letters, while the bottom space is for descending letters.

When children are learning to print, they need extra room to write. Our landscape style workbooks give them the space they need to write and develop good spacing habits.



## Line Generalization: Success on All Paper Styles

Our workbooks provide activities for children to experience different types of lined paper. We start them with simple double lines, then teach them to master all lines.



# Activity Design

This teacher's guide has plans and strategies for every activity. Multisensory activities can be found starting on p. 147. Here's a sample activity plan.

**ABOUT THE ACTIVITY**  
Introduction gives you background and guidance for the activity.

**MATERIALS**  
Materials list helps you organize and plan for the activity.

**ACTIVITY PLAN**  
Step-by-step directions along with illustrations to guide you through.

## Wet-Dry-Try for Lowercase Letters

Using Wet-Dry-Try on the Blackboard with Double Lines is an innovative teaching strategy. The latest research on brain development supports this activity. This research calls for fewer elements (just two lines), modeling, sensory engagement, and immediate feedback (Sousa 2011).

### Materials

- Blackboard with Double Lines\* (1 per child)
- Little Chalk Bits (1")
- Little Sponge Cubes (1/2")
- Little cups of water
- Paper towel pieces

### Activity

#### 1. Prepare Blackboards

Write letter with chalk as a model to trace.

#### 2. Teacher's Part – Write f with Chalk

Use chalk to write a letter on double lines. Say the step-by-step directions.

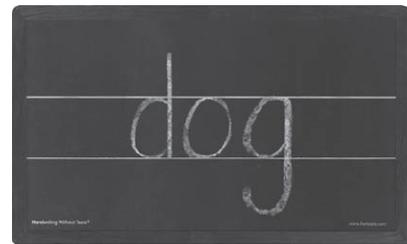
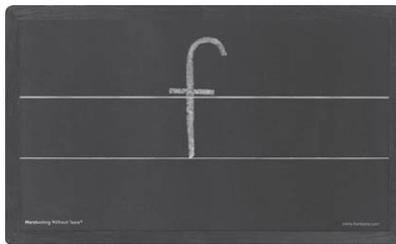
#### 3. Child's Part – Wet-Dry-Try

As the child does each part, say the step-by-step directions to guide the child. The child is encouraged to join in, saying the words.

**Wet:** The child uses a Little Sponge Cube to trace the letter.

**Dry:** The child uses a little piece of paper towel to trace the letter.

**Try:** The child uses a Little Chalk Bit to write the letter.



\*If you don't have a Blackboard with Double Lines, consider using our Double Line Writer on your whiteboard. This product is available at [LWTears.com](http://LWTears.com)

This teacher's guide has lesson plans and strategies for every workbook page. Here is a sample letter lesson.

## QR CODE

Scan the QR code or use the URL provided to take you directly to the multimedia elements of the lesson (requires access to HITT: The Handwriting Interactive Teaching Tool™).

## STARTING THE LESSON

Letter, workbook page, and objectives are shown in the top corner. Start each lesson with the suggested multisensory activity.

## TEACHING THE LESSON

### Lesson Plan

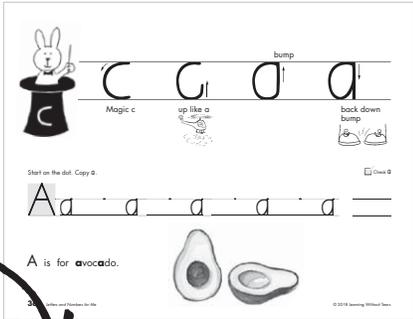
The letter lesson follows these steps:

- 1. Direct Instruction –** Actively demonstrate the letter for children to finger trace and then copy.
- 2. Guided Practice –** Children finger trace and copy the letter.
- 3. Check Letter –** Children check their letter and evaluate formation.

## Read, Color & Draw

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

**a**
*Letters and Numbers for Me – p. 36*



Start on the dot. Copy a.

A is for avocado.

**OBJECTIVE**  
To develop habits for writing and placing lowercase a.

**LESSON INTRODUCTION**  
Multisensory Voices (p. 177)

LOUD!

High

Soft

Squeaky

Low



dp.lwtears.com/ext/TGIN/2018/80

**LESSON PLAN**

- 1. Direct Instruction**  
Demonstrate **a** on double lines.  
Say the words for each step.

c

G

D

a

Magic c      up like a helicopter      bump      back down, bump

- 2. Guided Practice**  
Children finger trace the step-by-step **a** saying the words.  
Children copy **a**'s.
- 3. Check Letter**  
Children check their letter for correct start, steps, and bump.

**READ, COLOR & DRAW**  
Compare **A a**. Read sentence. Add a bowl, other fruit, etc.

**ENRICHMENT**  
Turn c into o and a on double lines or use the Blackboard with Double Lines.

**SUPPORT/ELL**  
If a child's a is too skinny, start on the dot and travel on the line before curving down.

**CROSS-CURRICULAR CONNECTIONS**  
Language Arts: Discuss fruit that grows on trees, like citrus, avocado, and mango.

80
*Letters and Numbers for Me Teacher's Guide: Lowercase Letters, Words & Sentences*
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## EXTENDING THE LESSON

Differentiated Instruction

## Enrichment

Ways to extend learning by adding complexity or variety.

## Support/ELL

Suggestions for adapting or simplifying the activity.

## Cross-Curricular

### Connections

This section helps to connect the lesson to another subject.

**FROG**

Copy F.  Check F

**ELEPHANT**

Copy E.  Check E

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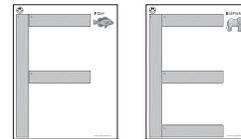
## OBJECTIVE

To develop correct habits for writing capitals **F** and **E**.

## LESSON INTRODUCTION

### Multisensory

Capital Letter Cards for Wood Pieces (p. 161)



[dp.lwtears.com/ext/TGLN/2018/47](http://dp.lwtears.com/ext/TGLN/2018/47)

## LESSON PLAN

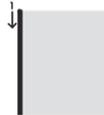
### 1. Direct Instruction

Demonstrate **F** and **E** on the Slate Chalkboard or Gray Blocks.  
Say the words for each step.

#### Lesson F:



Start in the Starting Corner



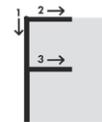
Big Line down



Frog Jump



Little Line across the top



Little Line across the middle

#### Lesson E:



Start in the Starting Corner



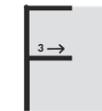
Big Line down



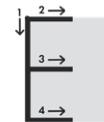
Frog Jump



Little Line across the top



Little Line across the middle



Little Line across the bottom

### 2. Guided Practice

Children finger trace step-by-step models on the page while saying the words.  
Children copy **F** and **E**.

### 3. Check Letter

Help children  their letter for correct start and steps.  
Go over steps with children (p. 71).

### ENRICHMENT

Use Wood Pieces to teach top, middle, and bottom positions.

### SUPPORT/ELL

Some children struggle with understanding the middle of **F** and **E**. Have them touch their head for top, belly button for middle, and toes for bottom.

### CROSS-CURRICULAR CONNECTIONS

Language Arts: Compare and contrast frogs and elephants.

dive down

swim up and over

around bump

Start on the dot. Copy p.

Check P

P is for panda.

52 Letters and Numbers for Me © 2018 Learning Without Tears

## OBJECTIVE

To develop habits for writing and placing lowercase **p**.

## LESSON INTRODUCTION

### Multisensory

Wet-Dry-Try App for Capitals, Numbers & Lowercase (p. 174)

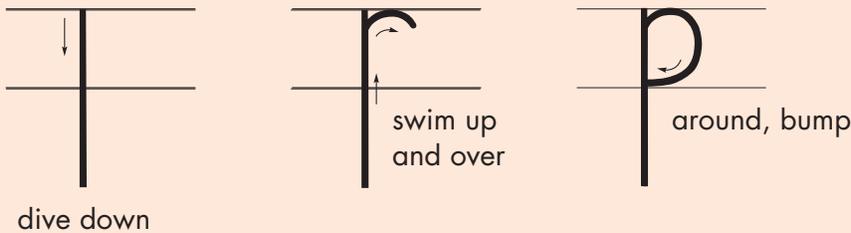


[dp.lwtears.com/ext/TGLN/2018/96](http://dp.lwtears.com/ext/TGLN/2018/96)

## LESSON PLAN

### 1. Direct Instruction

Demonstrate **p** on double lines.  
Say the words for each step.



### 2. Guided Practice

Children finger trace the step-by-step **p** saying the words.  
Children copy **p**'s.

### 3. Check Letter

Children  their letter for correct start, steps, and bump.

## READ, COLOR & DRAW

Compare **P p**. Read sentence. Add bamboo, another panda, etc.

### ENRICHMENT

Build consonant, vowel, consonant words as a class, such as **po**\_\_, **pe**\_\_, and **pu**\_\_.

### SUPPORT/ELL

Help children retrace neatly by highlighting the line down of each lowercase **p**.

### CROSS-CURRICULAR CONNECTIONS

Social Studies: Discuss where pandas live. Show children China on a globe.

Copy the words.

Words for Me

put like jet 

Copy the sentence.

Sentence for Me

My puppy plays.

Check jet

Check Sentence

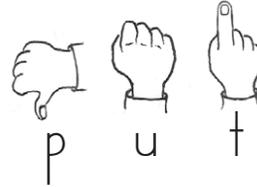
© 2018 Learning Without Tears Letters and Numbers for Me 53

**OBJECTIVE**

To practice writing words and a sentence correctly.

**LESSON INTRODUCTION****Multisensory**

Hand Activity (p. 175)



[dp.lwtears.com/ext/TGLN/2018/97](http://dp.lwtears.com/ext/TGLN/2018/97)

**LESSON PLAN****1. Direct Instruction**

Demonstrate on double lines: **My puppy plays.**

Remind children to start with a capital, put space between words, and end with a period.

**2. Guided Practice**

Monitor as children copy words **put**, **like**, and **jet** on their own.

Children copy the sentence.

**3. Check Sentence**

Help children  their word for correct size, placement, and closeness.

Help children  their sentence for correct capitalization, word spacing, and ending punctuation.

**ENRICHMENT**

Extend sentence skills with simple opinion writing: **I like** \_\_\_\_\_.

**SUPPORT/ELL**

Support good spacing by showing children "The Nothing Bottle" (p. 190).

**CROSS-CURRICULAR CONNECTIONS**

Language Arts: Compare how puppies and people play. What games do people play with puppies?

QUESTION & ANSWER



Copy.

What are those?

Those are toes!

Check Sentence

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Letters and Numbers for Me 73

**OBJECTIVE**

To practice writing questions and complete answers.

**LESSON INTRODUCTION****Multisensory**

Teach the American Sign Language for the word, "what." It's two open hands, held to the side.



dp.lwtears.com/ext/TGLN/2018/119

**LESSON PLAN****1. Direct Instruction – Question & Answer**

Demonstrate on double lines: **What are those?**

Remind children to start with a capital, put space between words, and end with a question mark.

What are those?

**2. Guided Practice**

Monitor as children copy the first sentence and complete the next sentence on their own.

**3. Check Sentence**

Help children  sentence for capitalization, word spacing, and ending punctuation.

**READ, COLOR & DRAW**

Read sentences. Encourage free coloring and drawing.

**Writing**

Answering questions with complete sentences will boost both oral and writing skills. This page models how to use the words in the question to write the answer.

**ENRICHMENT**

Have children copy a question on double lines. Draw a picture showing the answer. For example, "Who has 10 toes?"

**SUPPORT/ELL**

Use objects to make a connection. For example, "Where is the bear?" (Place a bear on a chair.) Children respond in a complete sentence, "The bear is on the chair."

**CROSS-CURRICULAR CONNECTIONS**

Science: There are lots of different feet in the animal world. Discuss why some animals have webbed feet.

I can write 4.  Check 4

I can count to 4.

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**OBJECTIVE**

To write number 4 with correct formation.

**LESSON INTRODUCTION**

**Multisensory**

Wet-Dry-Try on Slate Chalkboard (p. 164)



[dp.lwtears.com/ext/TGLN/2018/137](http://dp.lwtears.com/ext/TGLN/2018/137)

**LESSON PLAN**

**1. Direct Instruction**

Demonstrate 4 on the Slate Chalkboard or Gray Blocks.  
Say the words for each step.

**Lesson 4:**



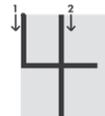
Start in the Starting Corner



Little Line down



Little Line across the middle



Big Line down the center

**2. Guided Practice**

Children finger trace step-by-step models on the Slate Chalkboard while saying the words.  
Children copy 4 on Gray Blocks.

**3. Check Number**

Help children  their number for correct start and steps.

**READ, COLOR & DRAW**

Read the label: four rectangles. Read the sentences: I can write 4. I can count 4. Encourage free coloring and drawing. Color the rectangles different colors.

**ENRICHMENT**

Children need to recognize both 4 and 4 as number 4. Talk about reading both, but writing 4. Have children write 4 on Gray Block Paper.

**SUPPORT/ELL**

Use Number Story 4 to reinforce correct formation (p. 133). Animals are excellent for counting to 4. Practice counting 2 legs in the front and 2 legs in the back.

**CROSS-CURRICULAR CONNECTIONS**

Math: The Slate Chalkboard is a rectangle. Trace the inside of the Slate. Ask children to look for other rectangles.