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Workbook Design

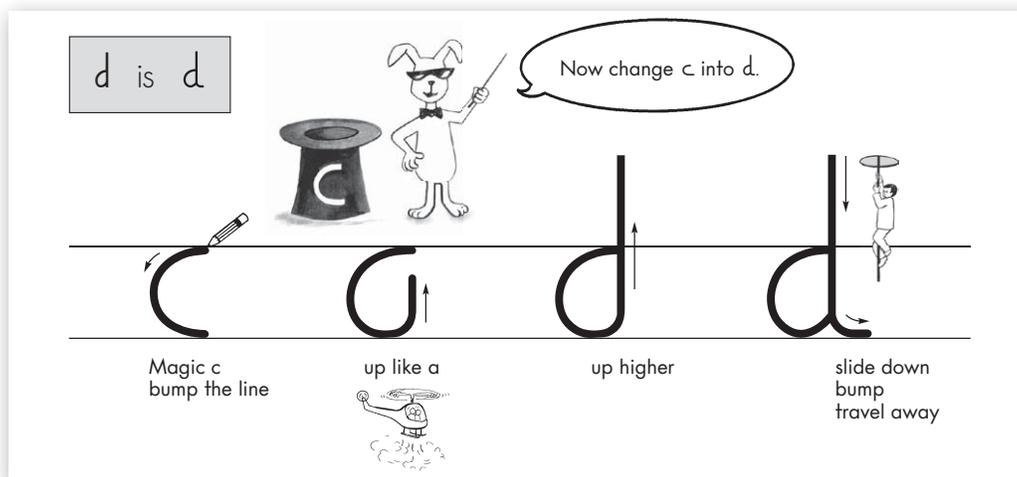
We plan every workbook page and everything that's on it carefully. Our workbooks are accessible and friendly, yet also promote excellence. We want children to practice correctly, therefore our workbook pages promote efficient, effective practice for each letter.

Child Friendly, Simple Language

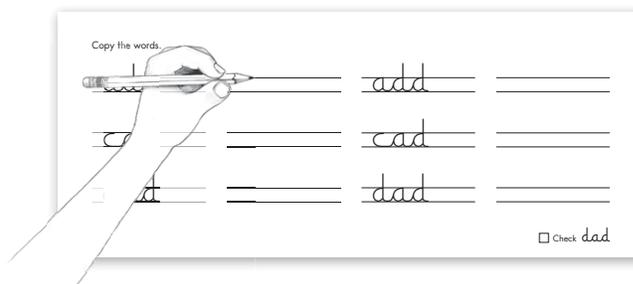
Our child friendly language evolved in response to complicated letter formation terminology in other programs. When teaching letter formation, we eliminate language that assumes children understand left/right orientation, clockwise/counterclockwise, or forward/backward circles. We make it easy by using fewer, carefully selected words 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 step by step. Our workbooks contain large step-by-step images that show students how to make each part of every letter.



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. Children always make their best letter directly beside a model. This design encourages excellent letter practice for both left- and right-handed children.



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. The lowercase cursive letters and connections are taught first, then words and capitals follow. All letters are taught in small groups of similar formation (pp. 39 and 87).

Our teaching sequence takes advantage of child development and brain research to promote effective learning and good habits.

Black & White, Simple, Clean Design & Illustrations

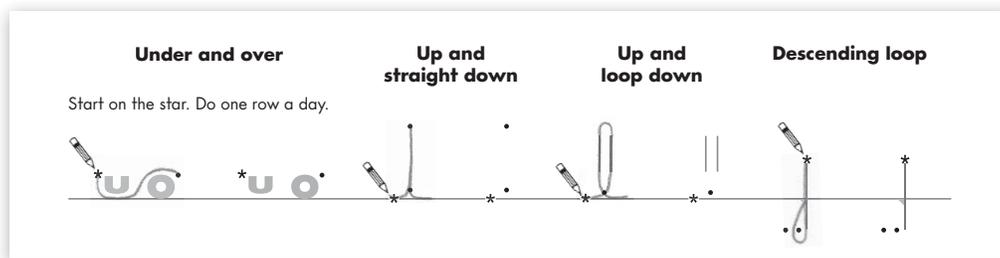
The black and white pages in our workbooks are clean and clear. We deliberately avoid visually confusing backgrounds, colored graphics, crowded pages, and multicolored lines. These fancy effects are overdone and distracting to your teaching. They create visual perception difficulties for children. Our simple workbook pages are appealing and invite children to color and draw once they have finished the lesson.

Our illustrations promote left-to-right directionality. This is a unique feature of our workbooks. The cat, announcer, koala, and other drawings are going left to right across the page to encourage correct visual tracking and writing direction.



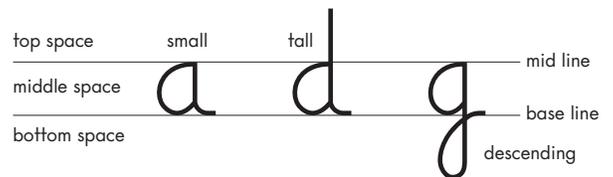
Cursive Warm-Ups

Cursive Warm-Ups are designed to give children the opportunity to hold their pencils correctly while practicing frequently used cursive strokes. They are the perfect warm-up activity and give you the opportunity to teach and check pencil grip.

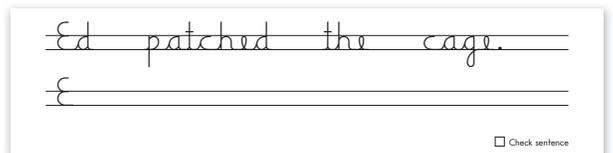


Double Lines & Other Lines

Our double lines foster handwriting success. The mid line is for size. The base line is for placement. The middle space is for small letters, the top space is for tall letters, and the bottom space is for descending letters. Double lines make it easy for children to place letters and to make them the right size.

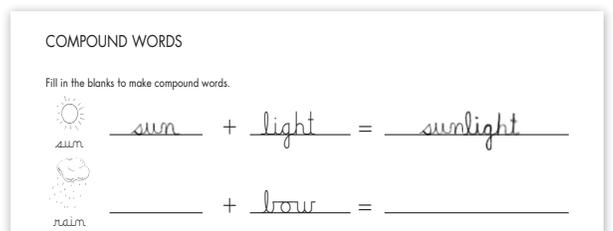


When children are learning to write cursive, they need extra room to write. Many workbooks and worksheets are poorly designed, requiring students to cram their words to fit into spaces that are too small. Our uncluttered workbooks give them the space they need to write and develop good spacing habits.



Line Generalization: Success on All Paper Styles

Our workbooks provide activities that help children progress to single lined paper. They begin with the simple double lines, then teach them to master single line writing.



Activity Design

This teacher's guide has plans and strategies for every activity. Multisensory activities can be found starting on p. 135. 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

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.

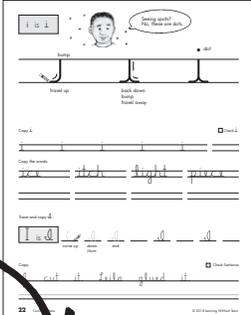
TEACHING THE LESSON

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.

i *i*
Cursive Success – p. 22



OBJECTIVES
To write *i* and *i* with correct formation; to connect *i* in words.

LESSON INTRODUCTION
Multisensory
Digital Letter and Number Formations (p. 148)

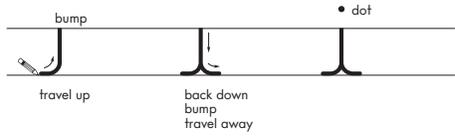




dp.lwtears.com/ext/TGCS/2018/56

LESSON PLAN

1. **Direct Instruction**
Demonstrate *i* and *ice*, *itch*, *light*, *piece* on double lines.
Demonstrate *I* and *I cut it*.



2. **Guided Practice**
Children finger trace the step-by-step models while saying the words. Monitor as children copy letters, words, and sentence.
3. **Check Letter & Sentence**
Help children check letter for correct start, steps, and bump.
Help children check sentence for correct capitalization, word spacing, and ending punctuation.

ENRICHMENT
Remind children to dot the *i* at then end of a word. Dictate some words with *i* for children to practice correctly forming *i*.

SUPPORT/ELL
Use letter story: *Zip the Tent* to reinforce correct formation of *i* (p. 140).

CROSS-CURRICULAR CONNECTIONS
Science: Experiment! Mark the water level in a glass of ice water. Mark the level after the ice melts. Have children write about it.

56
Cursive Success Teacher's Guide: Writing Lowercase
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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.

OBJECTIVES

To write K and k with correct formation; to connect k in words.

LESSON INTRODUCTION

Multisensory

Wet-Dry-Try on Blackboard with Double Lines (p. 144)



dp.lwtears.com/ext/TGCS/2018/60

LESSON PLAN

1. Direct Instruction

Demonstrate k and kite, kettle, talk, picky on double lines.

Demonstrate K and Kate picked up the kit.

2. Guided Practice

Children finger trace the step-by-step models while saying the words. Monitor as children copy letters, words, and sentence.

3. Check Letter & Word

Help children ✓ letter for correct start, steps, and bump.

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

ENRICHMENT

Dictate the following sentence for children to write: "Look at the kite, Kit!"

SUPPORT/ELL

Encourage children to carefully trace the line to avoid making loops *kk* and gaps *kk* in *k*. Revisit Cursive Warm-Ups (p. 41).

CROSS-CURRICULAR CONNECTIONS

Social Studies: Discuss the history of karate. Have children research Japan and karate using informational texts and present their findings.

Review & Mastery: Cursive to Cursive

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Wait for the teacher to play the Freeze Game. Cursive with new letters: **r o v w**

ride - rode buy - bought
fight - fought hold - held
tell - told shake - shook
take - took give - gave
is - was sell - sold

40 Cursive Success © 2018 Learning Without Tears

OBJECTIVES

To develop fluency by practicing the first 21 letters; to write words; to practice connections.

LESSON INTRODUCTION

Say present tense sentence, "I ride."

Students say past tense sentence, "I rode."

Repeat with each verb.



dp.lwtears.com/ext/TGCS/2018/74

LESSON PLAN

Cursive to Cursive

1. Direct Instruction

Play the Freeze Game.

Say, **Pencils in the air! Circle your pencil above this page. Freeze! Lower your pencil to land on a word. Copy that word and the word beside it.**

(Wait for everyone to finish before the next freeze.)

fight - fought

2. Guided Practice

Observe as children copy words with letters they have previously learned.

3. Check Words

Monitor as children write their words for correct size, placement, and connections.

ENRICHMENT

After completing Review & Mastery, consider reviewing a few Tow Truck Connections. Dictate some tricky ones for children to write.

SUPPORT/ELL

If children have difficulty with a connection, write the first word before they write the word next to it.

CROSS-CURRICULAR CONNECTIONS

Language Arts: To build writing fluency, have children practice saying and writing verbs in the past and present tense.

| Print to Cursive | Spelling to Cursive |
|--|---|
| | |
| <small>Translate print into cursive.</small> | <small>Wait for the teacher to spell the words. Write the words in cursive.</small> |
| 1. <u>o w b v</u> _____ | 1. _____ |
| 2. <u>be</u> _____ | 2. _____ |
| 3. <u>bus</u> _____ | 3. _____ |
| 4. <u>echo</u> _____ | 4. _____ |
| 5. <u>jewel</u> _____ | 5. _____ |
| 6. <u>driver</u> _____ | 6. _____ |
| 7. <u>hopeful</u> _____ | 7. _____ |
| 8. <u>football</u> _____ | 8. _____ |
| 9. <u>beautiful</u> _____ | 9. _____ |
| 10. <u>vocabulary</u> _____ | 10. _____ |

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OBJECTIVE

To develop fluency by translating print to cursive and by translating spelling words.

LESSON INTRODUCTION

Ask children to think of a sentence using each of the words they are going to translate from print to cursive.



dp.lwtears.com/ext/TGCS/2018/75

LESSON PLAN

Print to Cursive

1. Direct Instruction

Demonstrate changing print to cursive.



2. Guided Practice

Monitor as children translate irregular verbs from print to cursive on their own. Look for correct size, placement, and connections.

Spelling to Cursive

1. Direct Instruction

Say, **This is a Silly Spelling Test. I'm going to spell the words. You write them in cursive.** Choose words from this list to suit your students.

2. Check Spelling

Check words for spelling, with correct letters and connections.

SILLY SPELLING WORD LIST

- | | | | |
|--------|-------|--------|-------|
| call | ride | rode | buy |
| bought | fight | fought | hold |
| held | tell | told | shake |
| shook | take | took | give |
| gave | is | was | sell |
| sold | | | |

PARAGRAPH
Copy the names.



Galileo
- February 15, 1564
- Born Pisa, Italy
- Physical astronomer
- Improved telescope
- Saw Jupiter's moons
- Earth revolves around sun
- Laws of speed/falling things

Galileo

SCIENTISTS



Isaac Newton
- January 4, 1643
- Born Woolsthorpe, England
- Mathematician, astronomer
- Laws of motion and gravity
- Saw apples being fall
- Planets revolve around sun

Isaac Newton



Marie Curie
- November 7, 1867
- Born Warsaw, Poland
- Moved to Paris
- Professor of Physics
- Nobel Prize winner
- Discovered radium

Marie Curie



Vera Rubin
- July 23, 1928
- Born Philadelphia, PA
- Astronomical
- As seen built a telescope
- Studied motion of stars
- Galaxy rotation
- Confirmed dark matter
- Invisible, 90% of universe

Vera Rubin

Write about one of these scientists.

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OBJECTIVES

To translate print to cursive; to support independent writing.

LESSON INTRODUCTION

Introduce children to the famous scientists.



dp.lwtears.com/ext/TGCS/2018/105

LESSON PLAN

1. Direct Instruction

Demonstrate on double lines:

Galileo

Isaac Newton

2. Guided Practice

Children copy the names of the famous scientists.

Children write about one of these scientists.

Observe as children compose and write a paragraph.

3. Check Paragraph

Monitor as children start with an indent and a capital, put space between words, and end with punctuation.

Writing

Each of these scientists has a compelling life story. After introducing Galileo, explain how Galileo used his telescope to see Jupiter's four largest moons. Explain that Marie Curie and Vera Rubin overcame obstacles to succeed as scientists.

ENRICHMENT

Have children pick another scientist to write about.

SUPPORT/ELL

Show children how to use the facts on the page to compose their paragraph. Provide support to children as needed.

CROSS-CURRICULAR CONNECTIONS

Social Studies: Have children use index cards to discuss their favorite invention. Have children write the invention and date, then describe it.

POEM

The Flounder
The flounder is a funny fish,
Sort of flat, like a dish,
One side up, the other down,
Eyes on top to look around.

Copy the poem.

| | |
|---|--|
| ○ | |
| | |
| | |
| | |
| | |
| | |
| | |
| ○ | |

Fl means: for your information. Here is information for you about flounders.



Flounder facts:

- Flatfish
- Few different species
- Size depends on species 5-25"
- Found on sandy ocean floor
- Feeds on small fish, shrimp, or crabs
- Bottom is white
- Top is mottled for camouflage

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OBJECTIVES

To build writing fluency by translating print to cursive; to reinforce poem basics such as title, lines, and rhyme.

LESSON INTRODUCTION

Read the facts about flounders located on the bottom of the workbook page. As a class, discuss poem basics.



dp.lwtears.com/ext/TGCS/2018/109

LESSON PLAN

1. Direct Instruction

Demonstrate on a single line:

The Flounder

2. Guided Practice

Children copy the poem's title.

Observe as children copy the poem in cursive.

3. Check Poem

Monitor as children copy the title and the poem.

Writing

As a class, use the internet to research what flounders look like. Flounders change as they grow from being a round fish to a flatfish.

ENRICHMENT

Have children write a paragraph about flounders using the information in the student workbook.

SUPPORT/ELL

Remind children to reference their Cursive Alphabet Desk Strip when writing cursive.

CROSS-CURRICULAR CONNECTIONS

Science: Compare and contrast two types of fish: flounder and salmon.