

# Table of Contents

## 1 – INTRODUCTION

---

- 4 This Is Handwriting Without Tears!
- 5 Teacher's Guide: What's Inside
- 6 Workbook Design
- 8 Activity Design
- 9 Lesson Design
- 10 Simply Smart Student Materials
- 12 myLWTears.com
- 13 Handwriting Interactive Teaching Tool™
- 14 Teacher Support

## 17 – TEACHING HANDWRITING

---

- 18 Developmental Stages of Writing
- 19 Integration: Handwriting & Reading
- 20 Stages of Learning
- 22 Scope & Sequence

## 25 – TEACHING GUIDELINES

---

- 26 **UNIT 1:** Readiness, Name, Frog Jump Capitals, and Numbers 1–3
- 27 **UNIT 2:** Name, Starting Corner Capitals, and Numbers 4–7
- 28 **UNIT 3:** Center Starting Capitals and Number 8
- 29 **UNIT 4:** Lowercase: Same as Capitals and **t**, Magic c Letters, and Numbers 9–10
- 30 **UNIT 5:** Lowercase: Vowels and Transition Group
- 31 **UNIT 6:** Lowercase: Diver Letters and Final Group

## 33 – GET READY! POSTURE, PAPER & GRIP

---

- 34 Preparing for Paper & Pencil
- 35 Stomp Your Feet
- 36 Paper Placement & Pencil Grip
- 37 The Correct Grip
- 38 Picking Up My Pencil
- 39 Grasping Grip

## 41 – CAPITALS

---

### TEACHING STRATEGIES

- 42 Developmental Teaching
- 43 Workbook Design
- 44 Capital Teaching Order
- 45 Help Me Write My Name

### FROG JUMP CAPITALS

- 46 Frog Jump Capitals
- 47 **F**
- 48 **E**
- 49 **D**
- 50 **P**
- 51 **B**
- 52 **R**
- 53 **N**
- 54 **M**
- 55 Frog Jump Capitals Review

### STARTING CORNER CAPITALS

- 56 **H**
- 57 **K**
- 58 **L**
- 59 **U**
- 60 **V**
- 61 **W**
- 62 **X**
- 63 **Y**
- 64 **Z**
- 65 Starting Corner Capitals Review

### CENTER STARTING CAPITALS

- 66 **C**
- 67 **O**
- 68 **Q**
- 69 **G**
- 70 **S**
- 71 **A**
- 72 **I**
- 73 **T**
- 74 **J**
- 75 Center Starting Capitals Review
- 76 Capitals for Me

## 79 – LOWERCASE LETTERS, WORDS & SENTENCES

---

### TEACHING STRATEGIES

- 80 Workbook Design
- 81 Double Line Success
- 82 Lowercase Teaching Order
- 83 Lowercase

### SAME AS CAPITALS AND †

- 84 **c** + Words **C c**
- 86 **o** + Words **O o**
- 88 **s** + Sentences (**S s, C c, O o**)
- 90 **v**
- 91 **w**
- 92 **t** + Sentences (**T t, V v, W w**)

## MAGIC c LETTERS

- 94 a + Words **A a**
- 96 d + Words **D d**
- 98 g + Words **G g**

## TRANSITION GROUP

- 100 u + Words **U u**
- 102 i + Words **I i**
- 104 e + Words **E e**
- 106 l
- 107 k
- 108 y + Sentences (**Y y, L l, K k**)
- 110 j

## DIVER LETTERS

- 111 p
- 112 r + Sentences **R r**
- 114 n + Words **N n**
- 116 m + Words **M m**
- 118 h + Words **H h**
- 120 b + Words **B b**

## FINAL GROUP

- 122 f + Words **F f**
- 124 q
- 125 x
- 126 z + Sentences **Z z**
- 128 Name

## 131 – NUMBERS

---

- 132 Numbers on the Slate Chalkboard
- 133 Number Stories
- 134 1
- 135 2
- 136 3
- 137 4
- 138 5
- 139 6
- 140 7
- 141 8
- 142 9
- 143 10
- 144 Numbers Review
- 145 About Reversals

## 147 – MULTISENSORY ACTIVITIES

---

- 148 Multisensory Cues
- 149 Songs for Readiness
- 150 Shake Hands With Me
- 151 Sign In, Please
- 152 Where Do You Start Your Letters?
- 153 Top to Bottom
- 154 Build Mat Man®
- 155 Draw Mat Man®
- 156 Wood Pieces Set
- 157 Trade, Polish & Sort Wood Pieces
- 158 Positions & Body Parts with Wood Pieces
- 159 Curves & Circles
- 160 Vertical, Horizontal & Diagonal
- 161 Capital Letter Cards for Wood Pieces/  
Show Me Magnetic Pieces for Capitals
- 162 Capitals on the Mat for Wood Pieces
- 163 Capitals on the Door
- 164 Wet-Dry-Try for Capitals
- 165 Mystery Letters on the Slate Chalkboard
- 166 Songs for Capitals
- 167 Songs for Lowercase
- 168 Letter Stories
- 170 Air Writing
- 171 Laser Letters
- 172 Digital Letter & Number Formations
- 173 A+ Worksheet Maker
- 174 Wet-Dry-Try App
- 175 Hand Activity
- 176 Wet-Dry-Try for Lowercase Letters
- 177 Voices
- 178 Sentence Song
- 179 Syllables

## 181 – RESOURCES

---

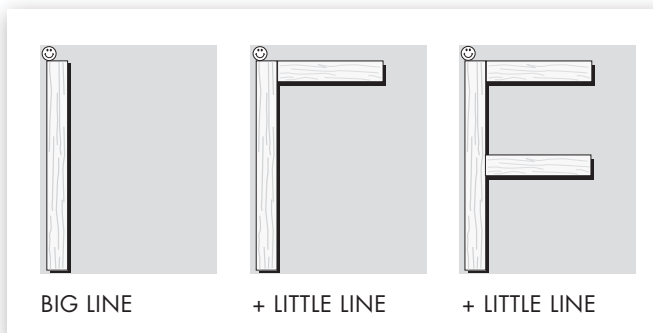
- 182 School-to-Home Connections
- 183 Sentence School
- 184 Remediation Tips
- 191 Strategies for English Language Learners
- 194 Strategies for Children with Special Needs
- 197 Handwriting Standards for Written Production
- 200 References
- 201 Index

# 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, therefore our workbook pages promote efficient, effective practice for each letter.

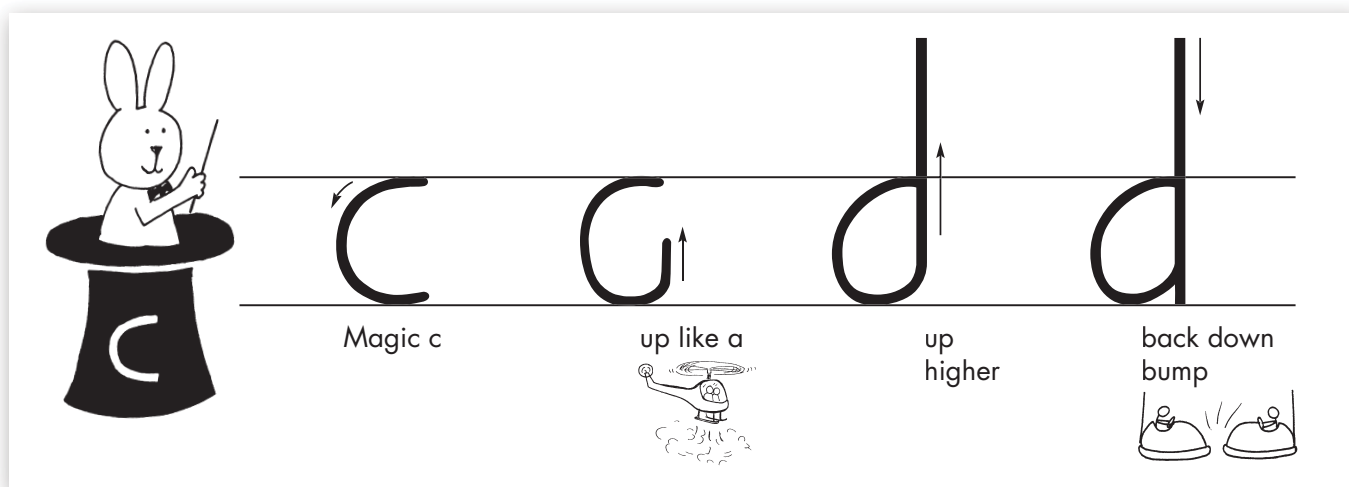
## Child Friendly, Simple Language

Our child friendly language evolved in response to complicated letter formation terminology in other programs. When teaching letter formation, we eliminate language that assumes that 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 step by step. 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 that 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. Capitals are taught first, and lowercase letters follow. All letters are taught 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.

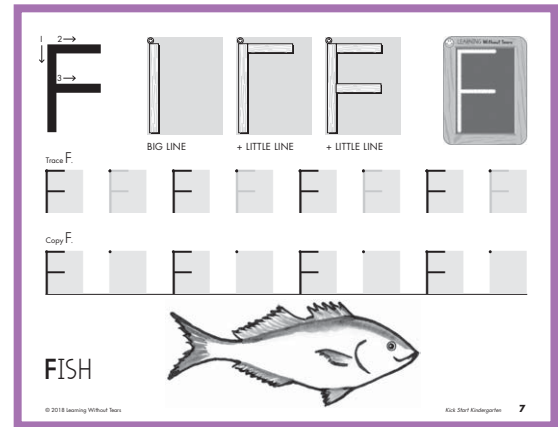
Our illustrations promote left-to-right directionality. This is a unique feature of our workbooks. The car, helicopter, horse, and other drawings move left to right across the page to encourage correct visual tracking and writing direction.

## 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 create pages that help you teach handwriting, and review other grade-appropriate skills.

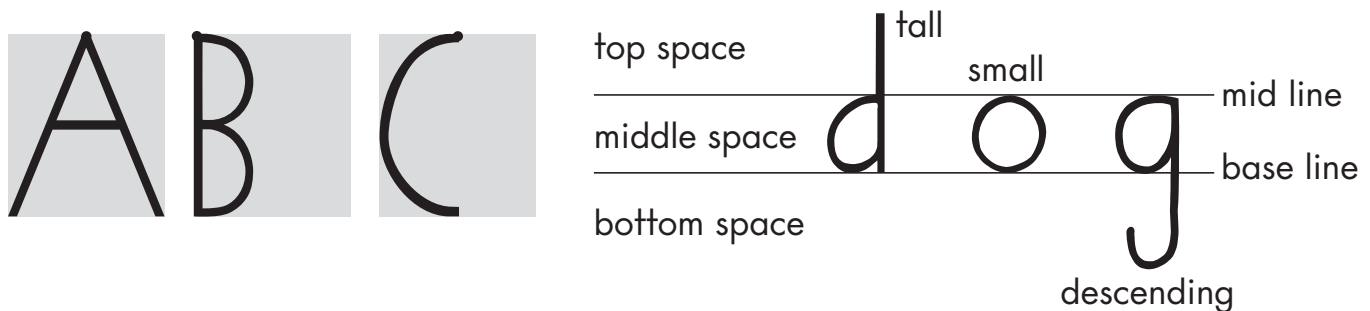


## Simple Spatial Organization

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. 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 space to write and develop good spacing habits.



# 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.

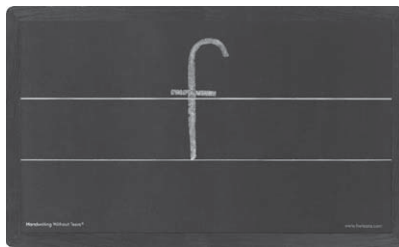
##### 3. Child's Part – Wet-Dry-Try

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

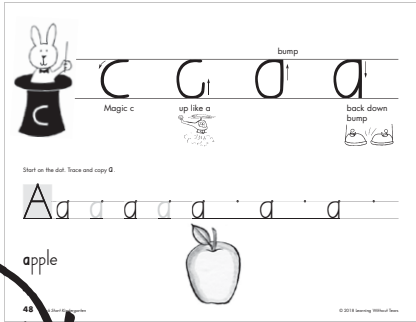
The letter lesson follows these steps:

- 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**
*Kick Start Kindergarten – p. 48*



**OBJECTIVE**  
To develop correct habits for writing lowercase **a**.

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


LOUD!

High

Low

Soft


Squeaky





dp.lwtears.com/ext/TGKSK/2018/94


**LESSON PLAN**

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

  
Magic c

  
up like a helicopter

  
bump


  
back down, bump

**2. Guided Practice**  
Children finger trace the large step-by-step **a** saying the words.  
Children trace **a**.  
Children copy **a**.

**3. Check Letter**  
Monitor as children trace and copy letters for correct start, steps, and bump.

**READ, COLOR & DRAW**  
Read apple. Say **a** and make the /a/ sound. Encourage free coloring and drawing. Add a tree, a pie, a basket, etc.

**ENRICHMENT**

 Make a Magic C Bunny using a napkin.

**SUPPORT/ELL**

It's tricky to make lowercase **a** without lifting the pencil. First, have children finger trace lowercase **a** on the Blackboard with Double Lines (p. 176).

**CROSS-CURRICULAR CONNECTIONS**

Science: Slice apples to share. Discuss taste and different textures.

**94**
*Kick Start Kindergarten Teacher's Guide: Lowercase Letters, Words & Sentences*
© 2018 Learning Without Tears

## 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

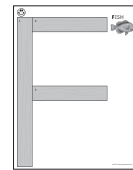
**Connections**  
This section helps to connect the lesson to another subject.

**OBJECTIVE**

To develop correct habits for writing capital F.

**LESSON INTRODUCTION****Multisensory**

Capital Letter Cards for Wood Pieces (p. 161)



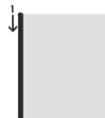
[dp.lwtears.com/ext/TGKSK/2018/47](http://dp.lwtears.com/ext/TGKSK/2018/47)

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

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

**Lesson F:**

Start in the  
Starting Corner



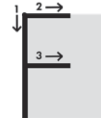
Big Line down



Frog Jump



Little Line across  
the top



Little Line across  
the middle

**2. Guided Practice**

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

**3. Check Letter**

Monitor as children trace and copy letters for correct start and steps.

**READ, COLOR & DRAW**

Read FISH. Say **F** and make the /f/ sound. Encourage free coloring and drawing. Add water, other fish, etc.

**ENRICHMENT**

Ask children to locate capital **F** in the classroom, on a label, or in a book.

**SUPPORT/ELL**

Have children make a Frog Jump after the Big Line. Say "ribbit" when it's time to jump to the top.

**CROSS-CURRICULAR CONNECTIONS**

Science: Compare and contrast frogs and fish. Discuss the characteristics of amphibians and fish.

Magic c

up like a

up higher

back down bump

Start on the dot. Trace and copy d.

dog

50 Kick Start Kindergarten

© 2018 Learning Without Tears

**OBJECTIVE**

To develop correct habits for writing lowercase **d**.

**LESSON INTRODUCTION****Multisensory**

SONG: "Magic c Rap" from *Rock, Rap, Tap & Learn* music album



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

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

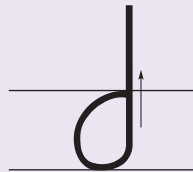
Demonstrate **d** on double lines.  
Say the words for each step.



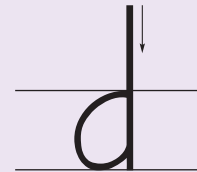
Magic c



up like a helicopter



up higher



back down, bump

**2. Guided Practice**

Children finger trace the large step-by-step **d** saying the words.  
Children trace **d**.  
Children copy **d**.

**3. Check Letter**

Monitor as children trace and copy letters for correct start, steps, and bump.

**READ, COLOR & DRAW**

Read dog. Say **d** and make the /d/ sound. Encourage free coloring and drawing. Add a ball, a leash, a person, etc.

**ENRICHMENT**

A+ Worksheet Maker: Create a word list of present tense verbs and have children add lowercase **d** to create past tense verbs. Examples: race, skate, chase, bake.

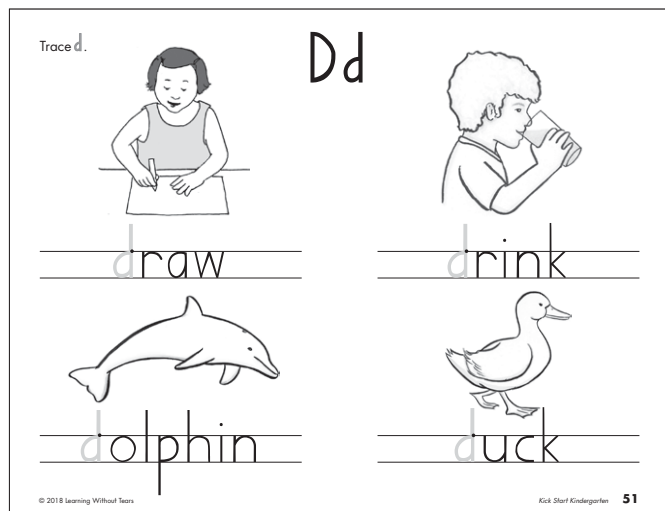
**SUPPORT/ELL**

Teach children an alphabet rhyme so they remember how to make **d**. Say, "a-b-c, Magic c turns into d."

**CROSS-CURRICULAR CONNECTIONS**

Language Arts: Discuss why dogs dig holes. Discuss why people dig holes (fence posts, flower bulbs, etc.).

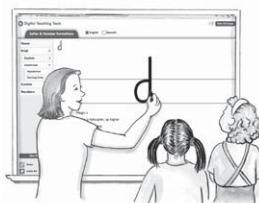


**OBJECTIVE**

To develop correct habits for writing lowercase **d** in a word.

**LESSON INTRODUCTION****Multisensory**

Digital Letter and Number Formations (p. 172)



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

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

Demonstrate writing **d** in words **draw**, **drink**, **dolphin**, and **duck** on double lines.

**2. Guided Practice**

Children trace **d** in words.

**3. Check Letters**

Monitor as children trace the letters for correct start, steps, and bump.

**READ, COLOR & DRAW**

Read words. Encourage free coloring and drawing.

**ENRICHMENT**

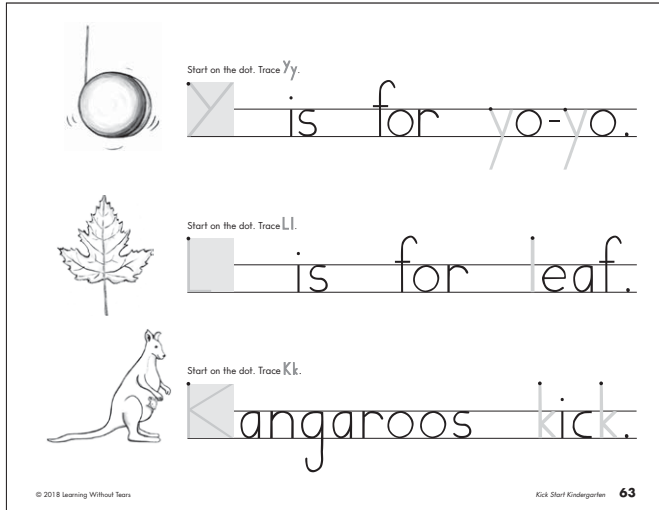
Write **c**'s on double line paper. Have children turn **c** into **d**. Say "Magic **c** turns into **d**."

**SUPPORT/ELL**

Slowly read and spell the words together to promote left-right tracking and letter naming.

**CROSS-CURRICULAR CONNECTIONS**

Language Arts: **Drink** and **draw** are verbs. Ask children to identify other verbs by describing what they like to do.



Start on the dot. Trace Yy.  
Y is for yo-yo.

Start on the dot. Trace Ll.  
L is for leaf.

Start on the dot. Trace Kk.  
Kangaroos kick.

© 2018 Learning Without Tears  
Kick Start Kindergarten 63

**OBJECTIVE**

To develop correct habits for tracing letters in a sentence.

**LESSON INTRODUCTION**

**Multisensory**  
Syllables (p. 179)

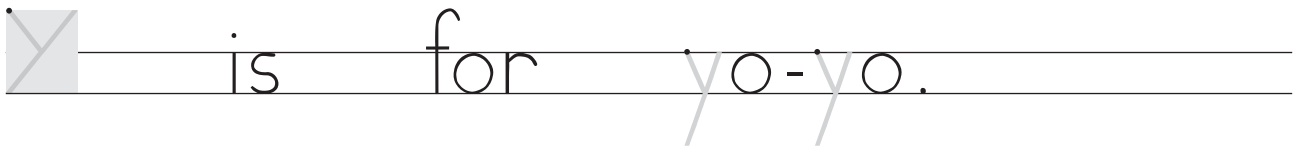


[dp.lwtears.com/ext/TGKSK/2018/109](http://dp.lwtears.com/ext/TGKSK/2018/109)

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

Demonstrate on double lines: **Y** is for yo-yo.

Show children that sentences begin with a capital, have space between words, and end with a period.

**2. Guided Practice**

Children trace letters in sentence.

**3. Check Sentence**

Monitor as children trace their letters for correct start, steps, and bump.

**READ, COLOR & DRAW**

Read words. Encourage free coloring and drawing.

**ENRICHMENT**

A+ Worksheet Maker: Create a list of simple words where children need to add a lowercase **y**.

For example, wh\_, tr\_, sk\_, b\_.

**SUPPORT/ELL**

Repeat each sentence two to three times as children place and move their pointer finger under each word.

**CROSS-CURRICULAR CONNECTIONS**

Science: Bring in different leaves. Describe characteristics as a class. Read a story about how leaves change based on the season.

© 2018 Learning Without Tears

Kick Start Kindergarten 85

**OBJECTIVE**

To develop correct habits for writing number 3.

**LESSON INTRODUCTION****Multisensory**

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



[dp.lwtears.com/ext/TGKSK/2018/136](http://dp.lwtears.com/ext/TGKSK/2018/136)

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

Demonstrate 3 on the Slate Chalkboard or Gray Block.  
Say the words for each step.

**Lesson 3:**

Start in the Starting Corner



Little Curve to the middle



Little Curve to the bottom

**2. Guided Practice**

Children finger trace the step-by-step models on the Slate Chalkboard while saying the words.  
Children trace 3.  
Children copy 3.

**3. Check Number**

Monitor as children trace and copy numbers for correct start and steps.

**READ, COLOR & DRAW**

Read the word: three and 3 pigs.

**ENRICHMENT**

Have children write numbers 1, 2, and 3 on Gray Block Paper.

**SUPPORT/ELL**

Use Number Story 3 to reinforce correct formation (p. 133). Build 3 on the Mat for Wood Pieces. Use two Little Curves (p. 162).

**CROSS-CURRICULAR CONNECTIONS**

Language Arts: Read the story of the *Three Little Pigs*. Count items in the book to develop number sense.