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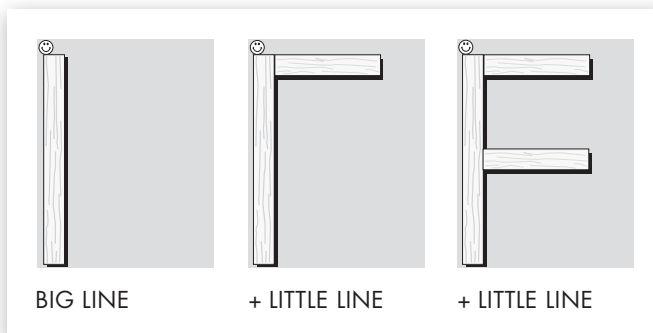
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Workbook Design

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

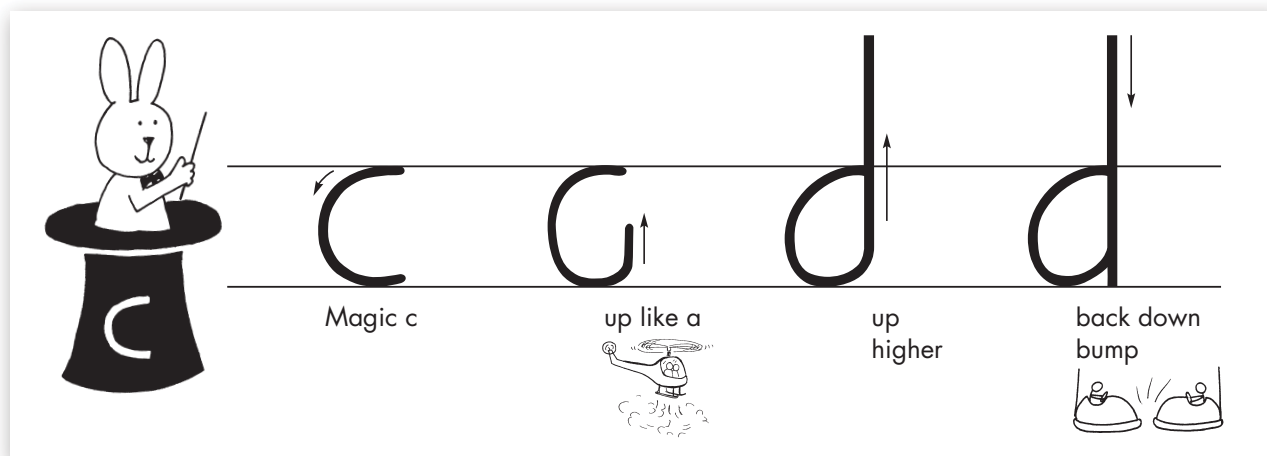
Child Friendly, Simple Language

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 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 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

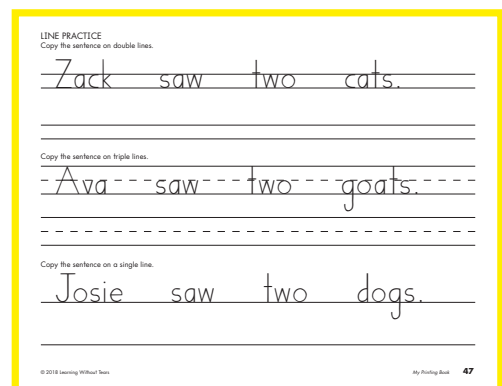
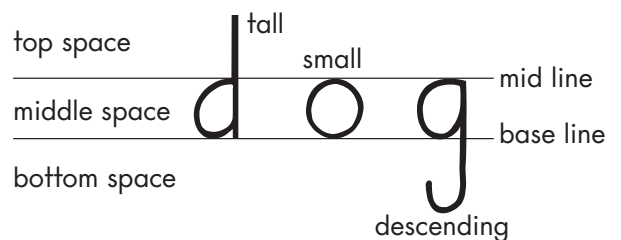
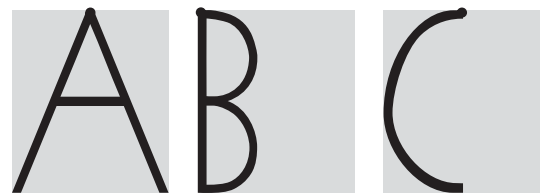
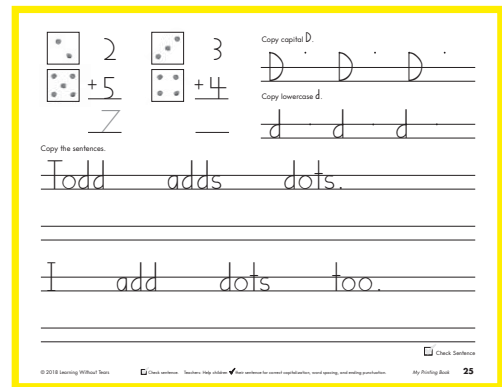
We begin by teaching capital letters and numbers with Gray Blocks, which prevent reversals and help children learn how to place letters and numbers.

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 space 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.

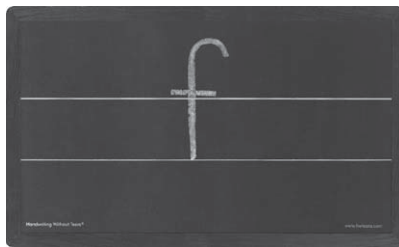
3. Child's Part – Wet-Dry-Try

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

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
My Printing Book – p. 22

OBJECTIVE
To use correct habits for writing lowercase a.

LESSON INTRODUCTION
Multisensory
Voices (p. 167)

LOUD!

High

Soft

Squeaky

Low

dp.lwtears.com/ext/TGMPB/2018/66

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 step-by-step models on the page while saying the words.
Children copy **a**'s.

3. Check Letter
Help children check their letter for correct start, steps, and bump.

READ, COLOR & DRAW
Compare **A a**. Read sentence. Add a rocket ship.

ENRICHMENT
Randomly call out **c, o, s, v, w, t,** and **a**, and ask children to say the verbal directions for each letter.

SUPPORT/ELL
If children write lowercase **a** too skinny, encourage them to start on the dot and travel on the mid line before curving down.

CROSS-CURRICULAR CONNECTIONS
Science: Learn fun facts about astronauts. Footprints stay on the moon forever and there is no wind to blow them away.

66
My Printing Book 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.

Start on the dot. Copy g. Check g

G g g g g

G is for **g**oose.

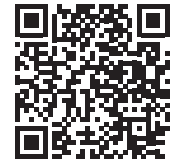
26 My Printing Book © 2018 Learning Without Tears

OBJECTIVE

To use correct habits for writing lowercase **g**.

LESSON INTRODUCTION**Multisensory**

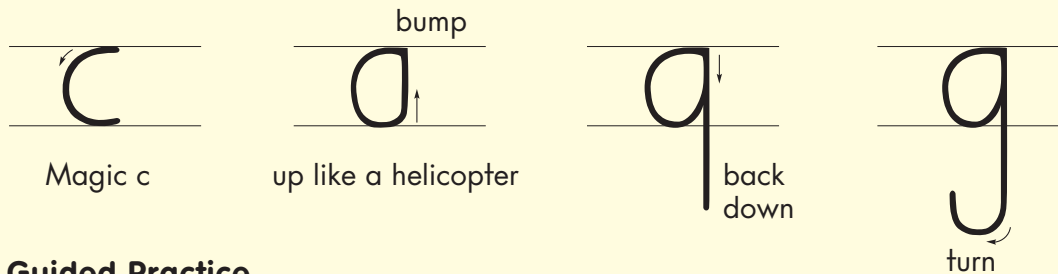
Digital Letter and Number Formations (p. 162)



dp.lwtears.com/ext/TGMPB/2018/70

LESSON PLAN**1. Direct Instruction**

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

**2. Guided Practice**

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

3. Check Letter

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

READ, COLOR & DRAW

Compare **G g**. Read sentence. Add gravel, grass, and another goose.

ENRICHMENT


Magic c Letters Group
c, a, d, and g.

SUPPORT/ELL

Use Letter Story: *If George Falls*
to reinforce correct formation
of **g** (p. 158).


CROSS-CURRICULAR CONNECTIONS

Language Arts: Read *Mother Goose Rhymes*. Discuss rhyming and create a word list of rhyming words as a class.

Copy capital G. Copy lowercase g. tag 

Copy the words.

go goat got tag

 Add og. Add ag. Check tag

frog d rag w

j t s b

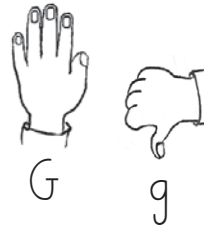
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OBJECTIVE

To practice writing lowercase **g**; to build fluency by adding rimes to onsets.

LESSON INTRODUCTION**Multisensory**

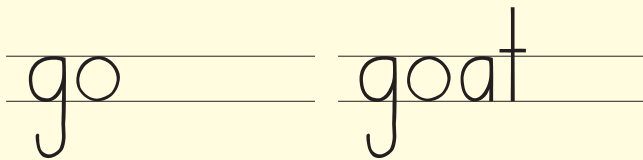
Hand Activity (p. 165)



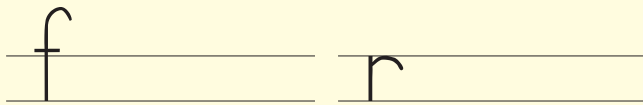
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LESSON PLAN**1. Direct Instruction**

Demonstrate **G**, **g**, **go**, and **goat** on double lines.



Demonstrate adding rimes to onsets in the words **frog** and **rag**.

**2. Guided Practice**

Children copy words.

Monitor as children complete words by adding rimes to onsets.

3. Check Word

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

READ, COLOR & DRAW

Read words. Encourage free coloring and drawing.

ENRICHMENT

Dictate words for children to write on double line paper using the letters **c**, **o**, **s**, **v**, **w**, **t**, **a**, **d**, and **g** (cow, cat, call, add, dig, old).

SUPPORT/ELL

Use a stuffed animal with a tail to teach the meaning of the word "wag."

CROSS-CURRICULAR CONNECTIONS

Math: Add price tags to objects around the room. Have children practice buying things during a money lesson.

POEM

Looking for Carrots



Where can they be?

Under the ground,

Hiding from me!

Where do carrots grow?
 Carrots _____

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OBJECTIVE

To build writing fluency; to learn poem basics.

LESSON INTRODUCTION**Multisensory**

Read a poem and have the class stand up every time a word rhymes.



dp.lwtears.com/ext/TGLN/2018/123

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

Demonstrate the beginning of the poem on double lines: **Where can they be?**
 Remind children to start with a capital, put space between words, and end with a period.
 Tell children to answer the question on their own.

2. Guided Practice

Observe as children copy and complete the paragraph and answer the question on their own.

3. Check Poem

Monitor as children copy the poem for capitalization, word spacing, and punctuation.

READ, COLOR & DRAW

Read poem. Encourage free coloring and drawing.

Writing

Your budding poets can use one poem to make another. "Looking for Carrots" can change into "Looking for Potatoes" or even "Looking for Shoes." Instead of under the ground, they might be under the bed. Have children recite or write their new poems.

ENRICHMENT

Have children find another short poem about food and write it on double line paper.

SUPPORT/ELL

Ask a grocer to give you root or bulb vegetables with their tops. Children look at the top and discuss what part grows underground.

CROSS-CURRICULAR CONNECTIONS

Science: Carrots provide a great number of vitamins. Talk about vitamins and nutrition as a class and how it keeps bodies strong.

QUESTION & ANSWER

Answer the questions with complete sentences.

Which one has handlebars?
The _____

Which one has a windshield?
The _____

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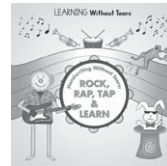
OBJECTIVE

To build writing fluency; to ask and answer questions correctly.

LESSON INTRODUCTION

Multisensory

SONG: "Sentence Song" from *Rock, Rap, Tap & Learn* music album



dp.lwtears.com/ext/TGLN/2018/124

LESSON PLAN

Handwriting

1. Direct Instruction

Practice verbally. Children read the questions to you. You reply with complete answers. Demonstrate the question and answer: **Which one has handlebars? The bike has handlebars.** Remind children to start with a capital, put space between words, and end with a question mark.

2. Guided Practice

Monitor as children copy the answers to the questions.

3. Check Sentence

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

READ, COLOR & DRAW

Read questions. Encourage free coloring and drawing.

Writing

Teach first graders to rephrase questions to answer using complete sentences. This boosts thinking and writing skills. Children are also learning to use the spelling resources (question, labels) on the page.

ENRICHMENT

Model the following words for children to copy: Who? Where? When? How? Why? Have children use one to start a question.

SUPPORT/ELL

Dictate the answer for children if they have difficulty.

CROSS-CURRICULAR CONNECTIONS

Language Arts: Discuss when it is appropriate to ride a bike versus needing to drive a car.

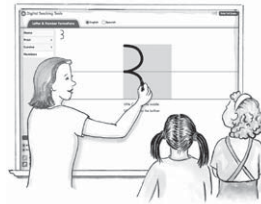
OBJECTIVE

To write numbers 3 and 4 with correct formation.

LESSON INTRODUCTION

Multisensory

Digital Letter and Number Formations (p. 162)



dp.lwtears.com/ext/TGMPB/2018/140

LESSON PLAN

1. Direct Instruction

Demonstrate 3 on the Slate Chalkboard or Gray Block.

Demonstrate **three** on double lines.

Say the words for each step.

2. Guided Practice

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

Children copy 3 and **three**. Monitor as children copy 4 and **four** on their own.

3. Check Number

Help children their numbers for correct start and steps.

READ, COLOR & DRAW

Read the labels: 3 fish, 4 snowmen. Encourage free coloring and drawing.

ENRICHMENT

Have children write 3... 2... 1...

Blast off! on a single line.

SUPPORT/ELL

Use Number Stories 3 and 4 to reinforce correct formation (p. 137).

CROSS-CURRICULAR CONNECTIONS

Math: Have children draw triangles and label the angles: 1, 2, and 3. Review the terms "angle" and "tri."