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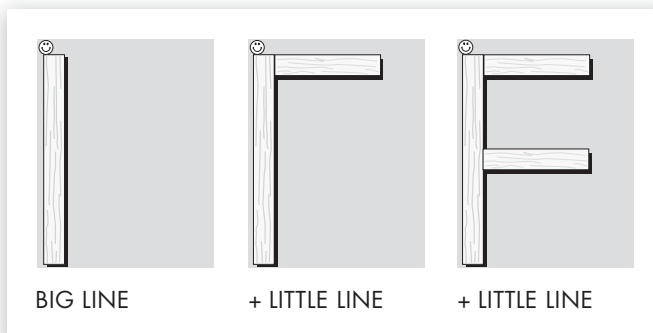
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Workbook Design

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.

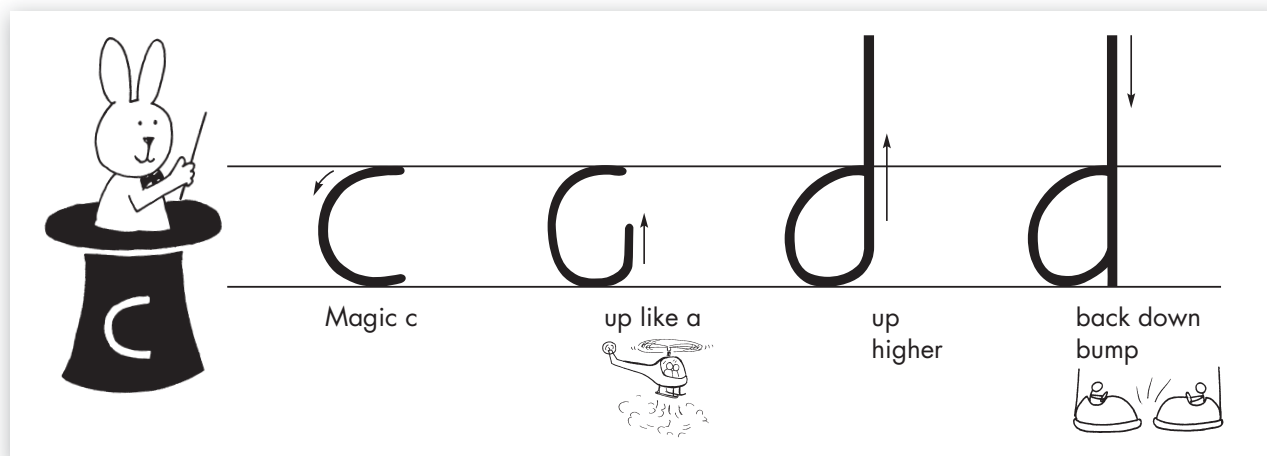
Child Friendly, Simple Language

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, 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. 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 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

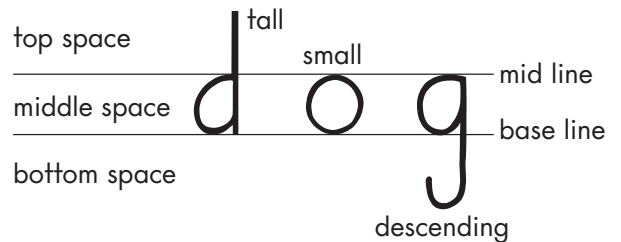
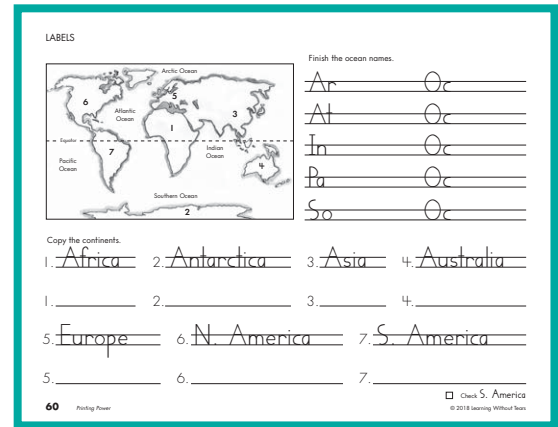
We begin by teaching capital letters and numbers with Gray Blocks. The Gray Blocks prevent reversals and help children learn how to place letters and numbers.

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. 149. 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.

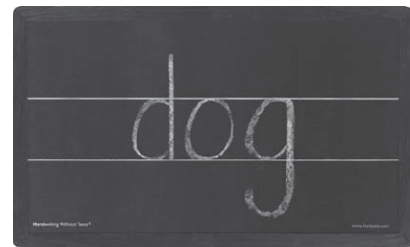
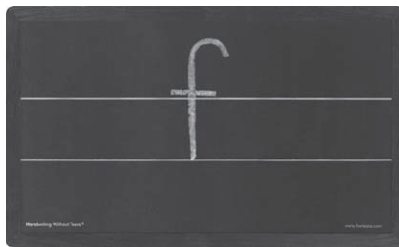
3. Child's Part – Wet-Dry-Try

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:

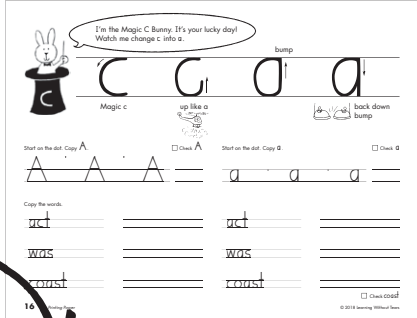
- 1. Direct Instruction –** Actively demonstrate the letter for children to finger trace and then copy.
- 2. Guided Practice –** Children finger trace and copy the letter.
- 3. Check Letter –** Children check their letter and evaluate formation.

Read, Color & Draw

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


A a

Printing Power – p. 16



OBJECTIVES
To use correct habits for writing capital **A** and lowercase **a**; to build fluency by practicing previously learned letters.

LESSON INTRODUCTION
Multisensory
Introduce Magic C Bunny



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

LESSON PLAN

1. Direct Instruction
Demonstrate **A, a** on double lines.
Say the words for each step.
Demonstrate the words **act** and **was**.

Magic c up like a helicopter bump back down, bump

2. Guided Practice
Children copy: **A, a, act, and was**.
Monitor as children write the other words on their own.

3. Check Letter & Word
Help children their letter for correct start, steps, and bump.
Help children their word for correct size, placement, and closeness.

READ & DISCUSS
Read the words together and discuss.

ENRICHMENT
Have children write **C c, O o,** and **A a** on double line paper. Discuss how **C c** and **O o** are Magic C Letters, but **A** is not even though **a** is a Magic c 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
Language Arts: Look around the room to find things that have the short /a/ sound in them. Make a class list of the things you find.

60

Printing Power 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.

down bump kick! slide away

Start on the dot. Copy K. Check K Start on the dot. Copy k. Check k

Add ack. Add ick. Add ake. Add ike

sack sick make bike

b tr t t

tr br b M

Check Mike

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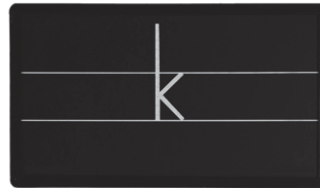
OBJECTIVES

To use correct habits for writing capital **K** and lowercase **k**; to build fluency by practicing previously learned letters.

LESSON INTRODUCTION

Multisensory

Wet-Dry-Try on Blackboard with Double Lines (p. 168)



dp.lwtears.com/ext/TGPP/2018/71

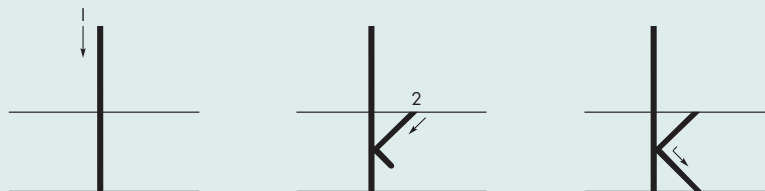
LESSON PLAN

1. Direct Instruction

Demonstrate **K**, **k** on double lines.

Say the words for each step.

Demonstrate adding rimes to onsets in the words **sack**, **sick**, **make**, and **bike**.



down, bump

kick!

slide away

2. Guided Practice

Children copy: **K**, **k** and add rimes.

Monitor as children complete words.

3. Check Letter & Word

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

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

READ & DISCUSS

Read the words together and discuss.

ENRICHMENT

Use A+ Worksheet Maker to create words with the digraph: **ck** (tack, sack, tick, clock).

SUPPORT/ELL

Use Letter Story: *karate k* to reinforce correct formation of **k** (p. 160).

CROSS-CURRICULAR CONNECTIONS

Social Studies: Discuss that Karate was invented in Japan. Find Japan on a map or globe.

WORDS

tail eight pail rain mane sail

Find and write the homophone.

1. ate - _____ 4. taste - _____
 2. main - _____ 5. reign - _____
 3. pate - _____ 6. safe - _____

Write a sentence for each homophone.

reign: The king will reign until he dies.
 rain: _____
 safe: _____
 said: _____

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OBJECTIVE

To develop vocabulary and practice sentences to understand homophones.

LESSON INTRODUCTION

Multisensory

Have children act out the different homophones. For example, hold up eight fingers to show **eight**, and rub stomach to indicate that you **ate** something.



dp.lwtears.com/ext/TGPP/2018/98

LESSON PLAN

Handwriting

1. Direct Instruction

Discuss how homophones sound the same, but have different meanings and spellings. Demonstrate on double lines: **ate - eight** and **main - mane**.

2. Guided Practice

Children copy: **ate - eight** and **main - mane**.
 Observe as children complete the homophones and sentences on their own.

3. Check Words & Sentences

Monitor as children write their words for correct size, placement, and closeness, and check their sentences for correct capitalization, word spacing, and ending punctuation.

Writing

Did you notice the homophones all have a long **a** sound? The words use four different spellings of long **a**: a_e, ai, eigh, and eign. You might even teach ay and ey too!

ENRICHMENT

Have children practice writing more homophones, such as knew-new and witch-which in sentences.

SUPPORT/ELL


Pair children in teams so they can help each other with reading and finding the words. Have them check each other's writing, too.

CROSS-CURRICULAR CONNECTIONS


Social Studies: Discuss what the word "reign" means. Provide examples about the history of kings and queens who have reigned.

QUESTION & ANSWER

Picky Eaters



eucalyptus leaves



bamboo leaves

What do koalas eat?
Koalas

What do pandas eat?

What animal do you like? What does that animal eat?

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OBJECTIVE

To build writing fluency; to write answers with complete sentences.

LESSON INTRODUCTION

Multisensory
 Syllable Activity (p. 191)



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LESSON PLAN

Handwriting

1. Direct Instruction

Practice answering each question with a complete sentence.

Demonstrate on double lines: **Koalas eats eucalyptus leaves.**

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

2. Guided Practice

Observe as children copy the first answer and write the answers to the other questions on their own.

3. Check Sentences

Monitor as children write their sentences for correct capitalization, word spacing, and ending punctuation.

Writing

This informational text is about two animals with very restricted diets. Children use the resources and the pictures to write complete answers. At the bottom of the page, children may answer the questions differently. Use this same format with other topics.

ENRICHMENT

Children expand writing about their favorite animal on double line paper.


SUPPORT/ELL

Dictate the answer to children who are having difficulty with forming an answer to the question.

CROSS-CURRICULAR CONNECTIONS

Language Arts: These are the only foods that a panda or koala will eat. Compare that to all the foods that they like to eat.

PARAGRAPH



Before Abi plays, she tunes
the strings. She turns the pegs
to adjust the strings. Now, they
are not too loose or too tight.

Check Sentence
Printing Power **71**

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OBJECTIVES

To build writing fluency; to build paragraph skills.

LESSON INTRODUCTION**Multisensory**

Show books with paragraphs. Find the indents and paragraphs.



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

Demonstrate on double lines: **Before Abi plays, she tunes the strings.**

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

2. Guided Practice

Observe as children indent, copy the first sentence, and complete the paragraph on their own.

3. Check Sentence

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

Writing

Use this paragraph as a model for writing a narrative about other sequences and steps, in preparing for something.

ENRICHMENT

Have children write their own paragraph describing a time they either played a musical instrument or watched someone play an instrument.

SUPPORT/ELL

Remind children to “bump” the lines and start each new word directly under the first letter of the model. Demonstrate as needed in the workbook.

CROSS-CURRICULAR CONNECTIONS

Language Arts: Read the Caldecott Honors book, *Zin! Zin! Zin! A Violin* by Lloyd Moss and discuss musical instruments.

OBJECTIVE
To write number 7 and the word **seven** with correct formation.

LESSON INTRODUCTION
Multisensory
Door Tracing (p. 155)

week = seven days

There are seven days in one week. Check 7

I can count to 7.
1 2 3 4 5 6 7

7 + 0 = 9 - 2 =
8 - 1 = 6 + 1 =

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dp.lwtears.com/ext/TGPP/2018/139

LESSON PLAN

1. Direct Instruction

Demonstrate **7** on the Slate Chalkboard, Gray Block, or whiteboard.
Say the words for each step.



Little Line across the top
Big Line slides down

Demonstrate on a single line: **There are seven days in one week.**

There are seven...

2. Guided Practice

Children copy: **7** and **There are seven days in one week.**
Monitor as children write the number to complete the math problems on their own.

3. Check Number

Help children their number for correct start and steps.

ENRICHMENT

Add numbers to a blank calendar.
Show children how there are **7** days in one week. Count the number of weeks.

SUPPORT/ELL

Use Number Story **7** to reinforce correct formation (p. 131).

CROSS-CURRICULAR CONNECTIONS

Language Arts: Discuss the days of the week. Compare what activities children do on weekends compared to activities during the school week.