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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.

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 LWTracks.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 copy.

### Read, Color & Draw

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

### 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.

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

**Lesson Introduction**
Multisensory Voices (p. 177)

**Lesson Plan**

1. **Direct Instruction**
   - Demonstrate a on double lines. Say the words for each step.
   - [Images of a and its variations are shown.]

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 a 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.

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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)

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

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**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.
**LESSON PLAN**

1. **Direct Instruction**
   - Demonstrate \( p \) on double lines.
   - Say the words for each step.

   - dive down
   - swim up and over
   - \( p \) around, bump

2. **Guided Practice**
   - Children finger trace the step-by-step \( p \) saying the words.
   - Children copy \( p \)’s.

3. **Check Letter**
   - Children check 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.
**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.

   ![My puppy plays.](image)

2. **Guided Practice**
   
   Monitor as children copy words *put, like,* and *jet* on their own.
   
   Children copy the sentence.

3. **Check Sentence**
   
   Help children with their word for correct size, placement, and closeness.
   
   Help children with 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?
**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.

**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 check 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.
OBJECTIVE
To write number 4 with correct formation.

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

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 with 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.