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Workbook Design

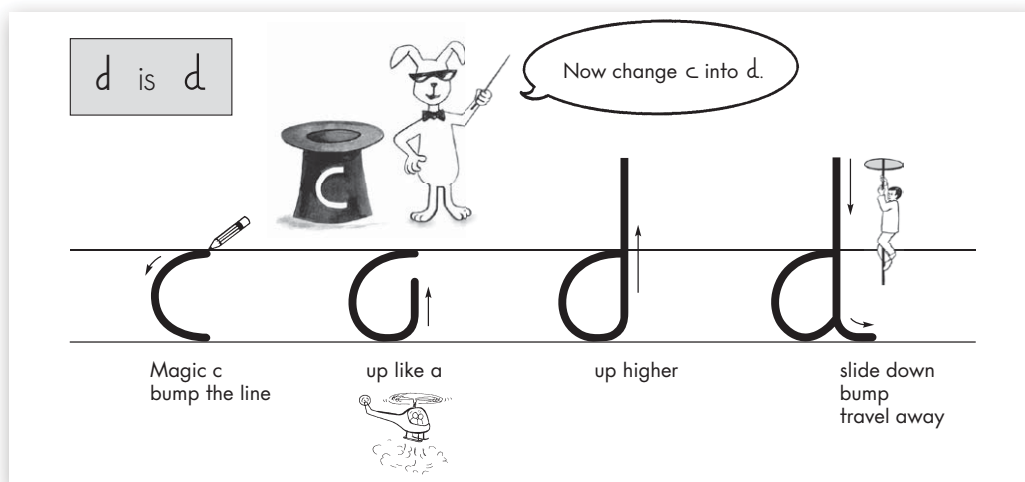
We plan every workbook page and everything that's on it carefully. Our workbooks are accessible and friendly, yet also promote excellence. We want children to practice correctly, so our workbook pages promote efficient, effective practice for each letter.

Child Friendly, Simple Language

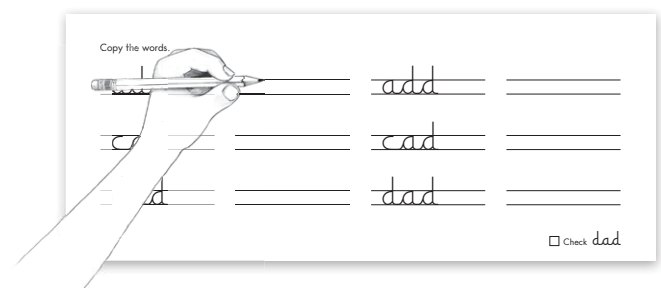
Our child friendly language evolved in response to complicated letter formation terminology in other programs. When teaching letter formation, we eliminate language that assumes children understand left/right orientation, clockwise/counterclockwise, or forward/backward circles. We make it easy by using fewer, carefully selected words 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 107).

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

Black & White, Simple, Clean Design & Illustrations

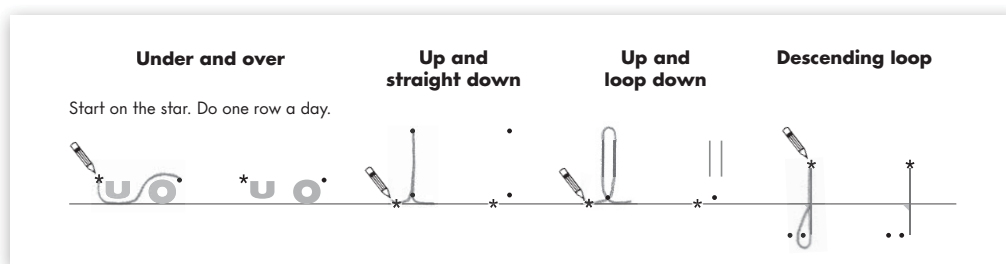
The black and white pages in the workbooks are clean and clear. We deliberately avoid visually confusing backgrounds, colored graphics, crowded pages, and multicolored lines. These fancy effects are overdone and distracting to your teaching. They create visual perception difficulties for children. Our 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.



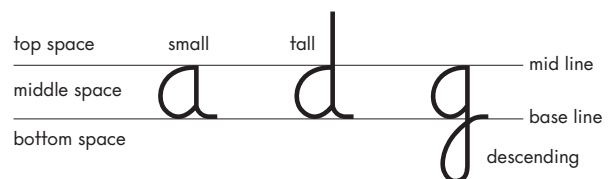
Cursive Warm-Ups

Cursive Warm-Ups 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.

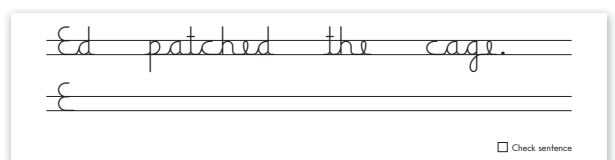


Double Lines & Other Lines

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.

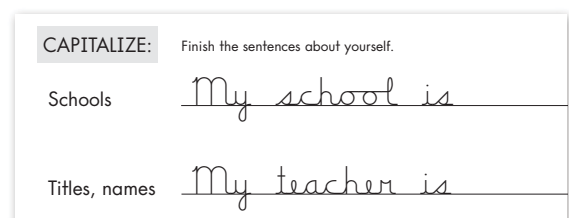


When children are learning to write cursive, they need extra room to write. Many workbooks and worksheets are poorly designed, requiring students to cram their words to fit into spaces that are too small. Our uncluttered workbooks give them the space they need to write and develop good spacing habits.



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. 137. 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

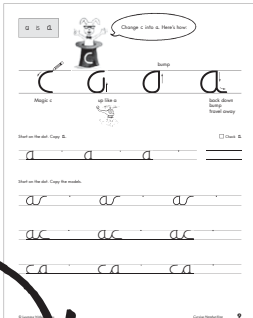
Letter, workbook page, and objectives are shown in the top corner. Start each lesson with the suggested multisensory activity.

TEACHING THE LESSON

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.

p. 9
a



OBJECTIVES
To develop habits for writing and placing lowercase a; to connect ac and ca.

LESSON INTRODUCTION
Multisensory Voices (p. 141)


LOUD!

High

Soft

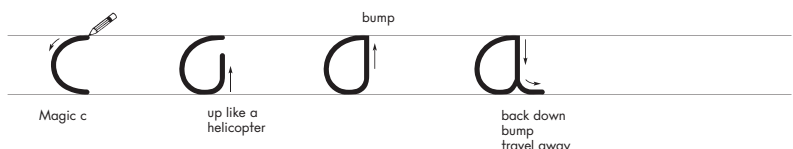
Squeaky

Low


dp.lwtears.com/ext/TGCH/2018/43

LESSON PLAN

1. Direct Instruction
Demonstrate a and ac, ca on double lines.



2. Guided Practice
Children finger trace the step-by-step models while saying the words.
Children copy letter and models.

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

ENRICHMENT
Have children practice traveling on the line with Wet-Dry-Try on Blackboard with Double Lines.

SUPPORT/ELL
For easy connections, teach children to travel away on the base line before starting the next letter.

CROSS-CURRICULAR CONNECTIONS
Social Studies: The letters c and a form the abbreviation CA, which can be California or Canada. Use informational text to discuss these places.

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Cursive Handwriting Teacher's Guide: *Writing Lowercase*
43

EXTENDING THE LESSON

Differentiated Instruction

Enrichment

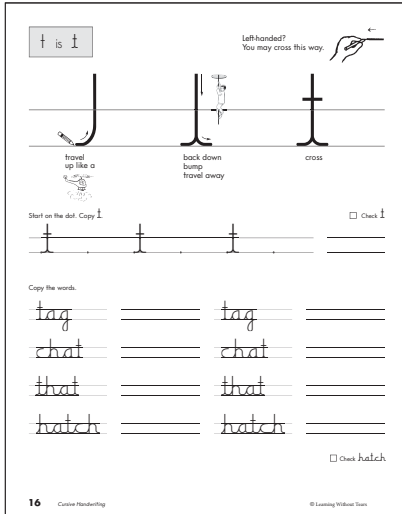
Ways to extend learning by adding complexity or variety.

Support/ELL

Suggestions for adapting or simplifying the activity.

Cross-Curricular

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



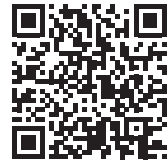
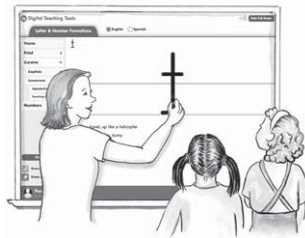
OBJECTIVES

To develop habits for writing and placing lowercase *t*; to connect *t* in words.

LESSON INTRODUCTION

Multisensory

Digital Letter and Number Formations (p. 150)

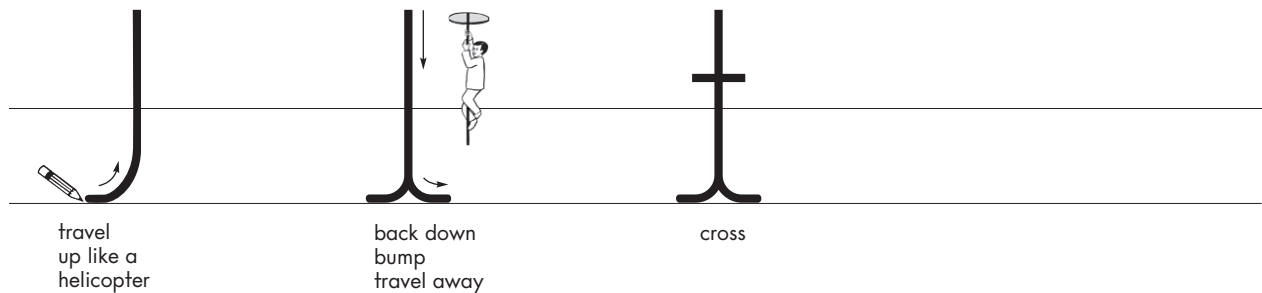


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LESSON PLAN

1. Direct Instruction

Demonstrate *t* and *tag*, *chat*, *that* on double lines.



2. Guided Practice

Children finger trace the step-by-step models while saying the words.
Children copy letter and words.

3. Check Letter & Word

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

Help children ☒ their word for correct size, placement, and connections.

ENRICHMENT

Have children write words with digraph *ch* that contain the letter *t*. Examples include *catch*, *patch*, *chart*, and *watch*.

SUPPORT/ELL

Digraphs are two or three letters that make one sound. Point out the digraphs on this page: *ch*, *th*, and *tch*.

CROSS-CURRICULAR CONNECTIONS

Math: Add sales tags to objects in the classroom and have children calculate what they could buy if they had a certain amount of money.

Copy **t**

Add **th**

fourth

fif

six

seven

Add **atch**

catch

m

p

l

Copy the sentences:

Jad had a cat.

J

That cat had a tag.

J

☐ Check Sentence

☒ Add sentence Teachers help children ✓ Add sentence for correct capitalization, word spacing, and ending punctuation.

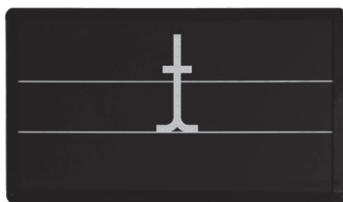
Learning Without Tears 17

OBJECTIVES

To develop habits for writing and placing lowercase **t**; to practice connections and previously learned letters.

LESSON INTRODUCTION**Multisensory**

Wet-Dry-Try on Blackboard with Double Lines (p. 146)

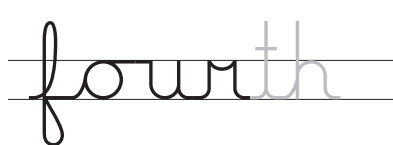
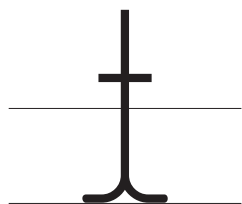


dp.lwtears.com/ext/TGCH/2018/51

LESSON PLAN**1. Direct Instruction**

Demonstrate **t** on double lines.

Demonstrate adding **th** and **atch** to complete words.



Demonstrate the sentence:

**2. Guided Practice**

Children copy letters, words, and sentence.

Monitor as children complete words and copy the other sentence on their own.

3. Check Sentence

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

ENRICHMENT

A+ Worksheet Maker: Create a worksheet with words *chat*, *catch*, *cat*, and *that*.


SUPPORT/ELL

Review Cursive Warm-Ups to practice the "up and straight down" strokes.

CROSS-CURRICULAR CONNECTIONS

Language Arts: Discuss figurative language with children. Ask them what it means to catch a cold.

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

Cursive with new letters: u, y, i, j

Wait for the teacher to play The Freeze Game.

jeep - deep pay - jay

fight - tight life - lift

jet - get field - yield

full - pull itch - pitch

36 Cursive Handwriting See teacher's guide © Learning Without Tears

OBJECTIVES

To review new letters: u, y, i, and j; to develop fluency; to practice connections.

LESSON INTRODUCTION

Discuss rhyming words. Find the ending of the words that makes them rhyme. Examples include: jeep-deep: eep.



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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.)

life - lift

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

Dictate the following sentence on double line paper: Ella hugged the cat.

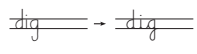
SUPPORT/ELL

Have children trace over the words and sentence before copying.

CROSS-CURRICULAR CONNECTIONS

Language Arts: Have children come up with four more rhyming words that rhyme with fight and tight.

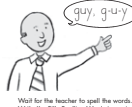
Print to Cursive



Here are irregular verbs. Translate print into cursive.

1. dig
2. dug
3. pay
4. paid
5. catch
6. caught
7. light
8. lit

Spelling to Cursive



Wait for the teacher to spell the words. Write the Silly Spelling Words in cursive.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

© Learning Without Tears Cursive Handwriting 37

OBJECTIVE

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

LESSON INTRODUCTION

Say present tense verb: dig. Children say pronoun + verb in order: I dig, you dig, he digs, she digs, and it digs. Say present tense sentence: I dig. Children say past tense sentence: I dug yesterday. Repeat for other words



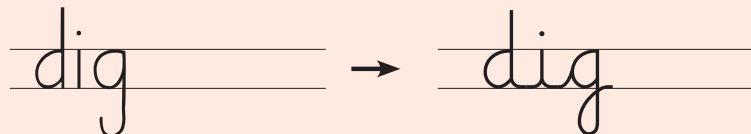
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LESSON PLAN

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

cup	chip	eight	actual	acidity
eye	itch	fifty	caught	agitate
hit	jail	happy	cloudy	applied
jet	life	judge	eighty	delight
jug	play	laugh	filthy	factual
lip	pull	piece	juggle	healthy

POEM



You're or Your?

If you're (you are) going for a run,
 You're, the contraction, is the one,
 But if you have lost your shoes,
 Possessive your is what to use.

Change print to cursive.

We're racing for our team.

Blissful Words Team Cursive Handwriting 77

OBJECTIVES

To distinguish the contraction you're from possessive your;
 to use apostrophes in contractions.

LESSON INTRODUCTION

Teach children to spell the word apostrophe with syllables.
 Explain that /ph/ sounds like /f/.



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LESSON PLAN

1. Direct Instruction

Explain to children that contraction means to shrink. A contraction is shortening two words into one. Apostrophes take the place of missing letters.
 Demonstrate on double lines:

If you're (you are) going for a run,

2. Guided Practice

Monitor as children copy the poem and translate the last sentence from print to cursive.

3. Check Sentence

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

Writing

End you're and your confusion. They sound the same but you're means you are. Discuss poems and paragraphs. Poems have titles (not topics) and lines (not sentences). Each line in a poem starts on a new line (sentences don't get their own lines). Poems have rhythm and rhyme (sentences don't).

ENRICHMENT

A+ Worksheet Maker: Create a worksheet using contractions.

SUPPORT/ELL

To contract means to shrink. Say, "Contract!" and make yourself small.

CROSS-CURRICULAR CONNECTIONS

Language Arts: Discuss different sports that involve running and sports that do not involve running.

SENTENCES

Capitalize titles like Mr., Dr., Ms., Miss, Mrs.
Capitalize the first, last, and important words in book, movie, and song titles.

CAPITALIZE: Finish the sentences about yourself.

Schools My school is

Titles, names My teacher is

Book titles I read

Movie titles I saw

Song titles I can sing

Cities, towns I live in

Rivers, lakes, oceans The closest water is

First word of a quote I said, "

☐ Check Sentence

86 Cursive Handwriting © Learning Without Tears

OBJECTIVES

To apply more capitalization rules for proper nouns; to practice writing cursive capitals.

LESSON INTRODUCTION

Compare two types of titles (titles before a name and titles of things) with children. Explain titles like senator and president are not capitalized, except when they come before a name.



dp.lwtears.com/ext/TGCH/2018/126

LESSON PLAN

1. Direct Instruction

Demonstrate on a single line:

My school is

2. Guided Practice

Monitor as children copy and complete the sentences.

3. Check Sentence

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

Writing

Remind new cursive writers that not all capitals connect. Encourage children to write cursive lowercase letters even if they don't know or can't remember the capitals. As they develop their personal style, they may make capitals fancier or simply print them. Capitalization rules still apply.

ENRICHMENT

Have children write a paragraph about their favorite book or movie.

SUPPORT/ELL

Gather a few books. Look at the outside title and inside title page. Point out which words are capitalized.

CROSS-CURRICULAR CONNECTIONS

Social Studies: Have children write "about me" paragraphs and randomly pass out one to each child. Have them introduce their match to the class.