

DOOR TRACING

Take advantage of the ☺ by placing it on the door to help children write capitals and numbers. The ☺ prevents reversals and promotes the top-to-bottom habit.

Expanding Smiley Face Secrets

Preparation

1. Copy, color, cut, and laminate the Smiley Face on the following page.
2. Place it in the top left corner of your classroom door.

Directions

1. While teaching, use your door frame to model letter or number formation for your students.
2. Have children air trace capital letters and numbers on the door.

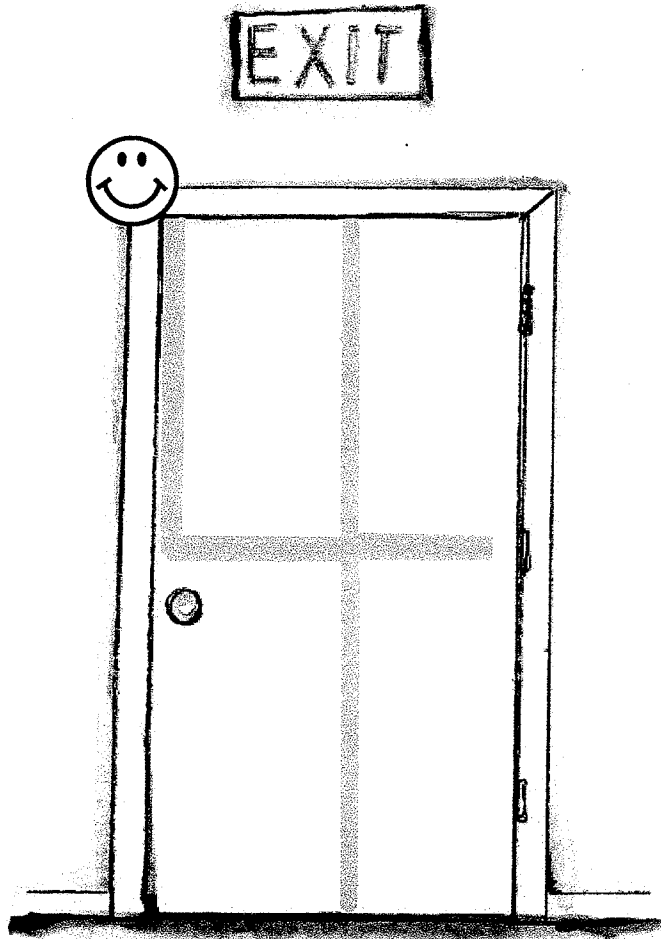
Skills Developed

This activity gives children extra practice with the orientation, formation, and starting position. Air tracing uses large arm movements for visual and kinesthetic learning.

Tips

Children can trace a letter or number before lunch, recess, or before leaving at the end of the day.

- Consider having a daily or weekly leader who gets to model for the others.
- Use your door to teach parents about HWT Smiley Face secrets.
- Have students partner and play Mystery Letter games with Frog Jump and Magic C capitals.
- Play Boss of the Door. The boss gets to decide which letter or number to trace on the door. A good boss traces well enough so that others can guess the letter.



**Color, Cut,
Laminate,
Place**



Fine Motor and Letter Practice for Home

Hand skills are crucial to successful handwriting. Small movements of the hand are referred to as fine motor skills. If you believe that your child needs extra activities to strengthen his/her hands or fine motor skills, here are a few suggestions:

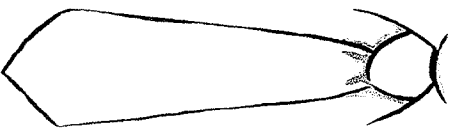
- Do finger plays. You can find these in books at your library.
- Cut pictures from newspapers or magazines. You can take a large black marker and draw a line around the picture to give a guideline.
- Have your child put together small beads, Legos, Tinker Toys, Lincoln Logs, etc.
- Knead dough or clay and build an object.
- Hide small objects in the dough and have your child find them.
- Play pegboard games.
- Gather small objects from around the house (small buttons, beads, etc.) and place them in a container. Then have your child pick them up off the table with a pair of tweezers and place them back in the container.
- Play with any toys that require moving or placing little pieces.
- Let your child squirt a water bottle outdoors on the sidewalk.
- Squeeze a kitchen baster to move cotton balls with air. Have a race on the table.
- Finger paint with Jell-O or cocoa on a paper plate.
- Use small marshmallows and toothpicks to form letters.
- String popcorn, buttons, or beads to make necklaces.
- Let your child create a design on a piece of paper with a hole punch.
- Have your child clip clothespins to a container.
- Have your child lace cards.

You can do several fun activities at home to encourage letter practice. A few are listed below:

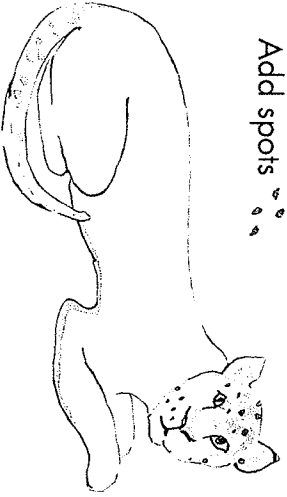
- While your child is in the bathtub, have him/her draw letters on the wall of the tub in shaving cream or soap paint.
- Trace a letter on your child's back and have him/her guess and write the letter on a piece of paper. Take turns tracing letters on each other's backs.
- Finger paint letters.
- Write letters on the sidewalk with chalk.
- Trace letters in the snow or in the sand.
- Form letters out of dough or clay.
- Make cookie letters. Having your child form the letters by rolling the dough and putting the pieces together.
- Form letters out of French fries.
- Make letters with pipe cleaners.
- Draw letters on the carpet with your fingers.
- Decorate a letter collage using glitter, puffy paint, and markers.
- Use different types of pencils for writing practice (gel pens, colored pencils, scented markers, crayons, etc.).
- Have your child write your shopping lists.
- Use a flashlight and make letters on the wall. You or your child has to guess the letter that was made. You can also cut out letter templates to place in front of the flashlight.
- Put letters on a die. Have your child roll the die and write a word that starts with the letter.
- Fish for words. Place cut-out fish in a shoebox. Write words or letters on the fish. Attach paper clips to the fish and adapt a small pole with a magnet. Ask your child to come up with a word or sentence using the letter or word on the fish that is caught.
- Have your child write with icing tubes.

Pencil Pick-Ups

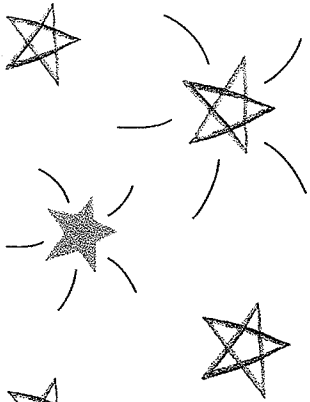
Design a tie



Add spots



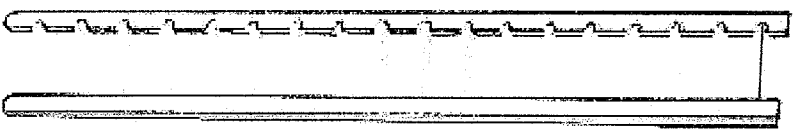
Make shining stars



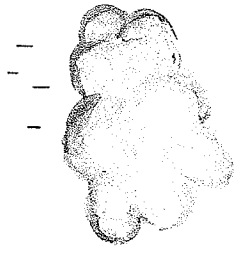
Connect the dots



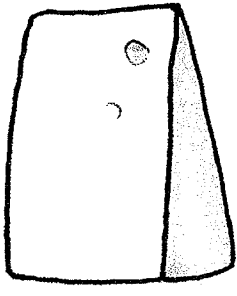
Add rungs



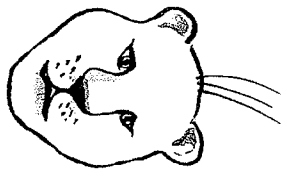
Make it rain



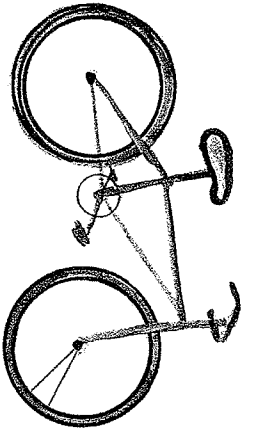
Make holes



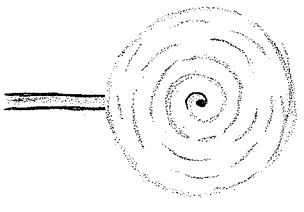
Add a mane



Add spokes



Swirl the lollipop

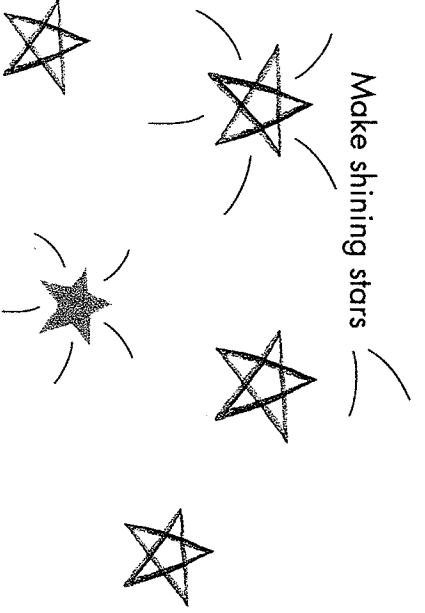


Add grass

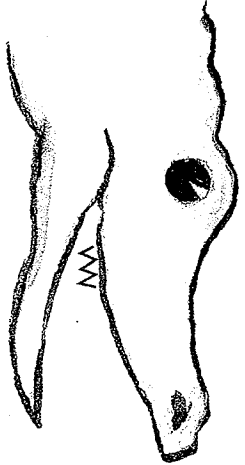


Pencil Pick-Ups

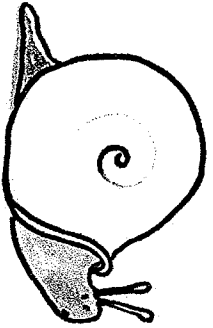
Make shining stars



Add teeth W W W W W W W W



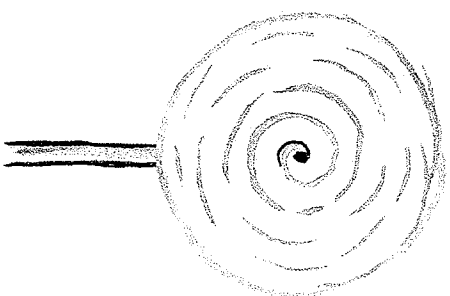
Finish shell



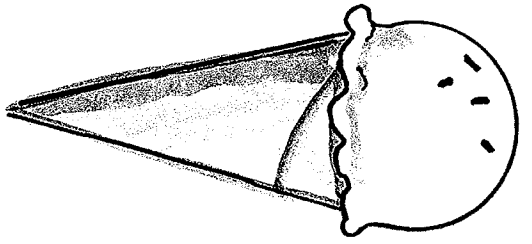
Add sheep's wool



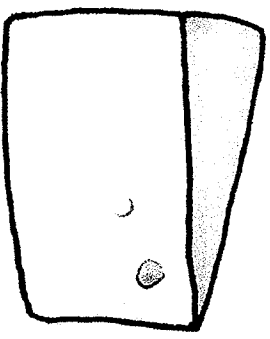
Swirl the lollipop



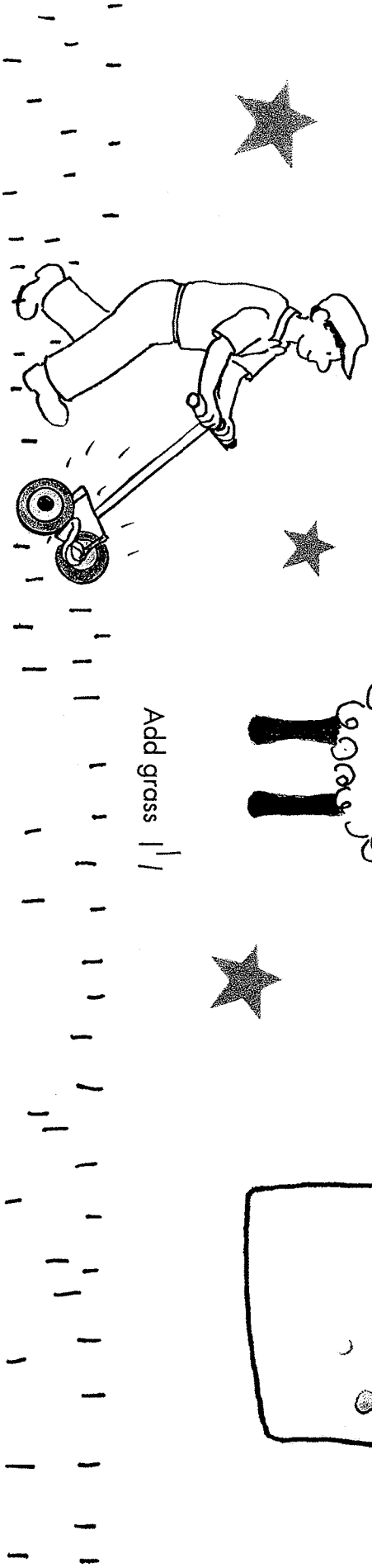
Add sprinkles



Make holes

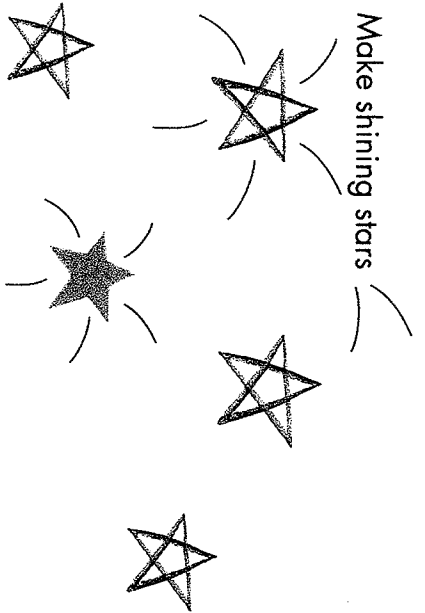


Add grass



Pencil Pick-Ups

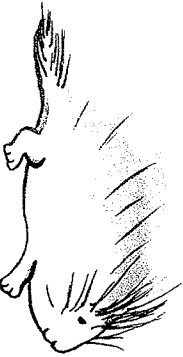
Make shining stars



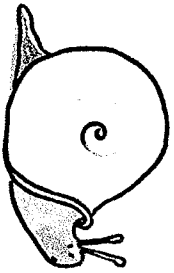
Make it rain



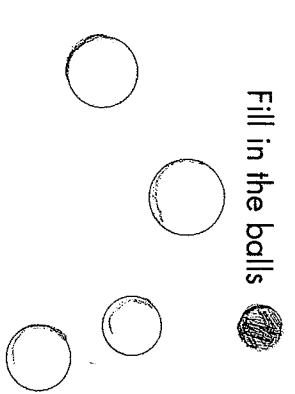
Add porcupine needles



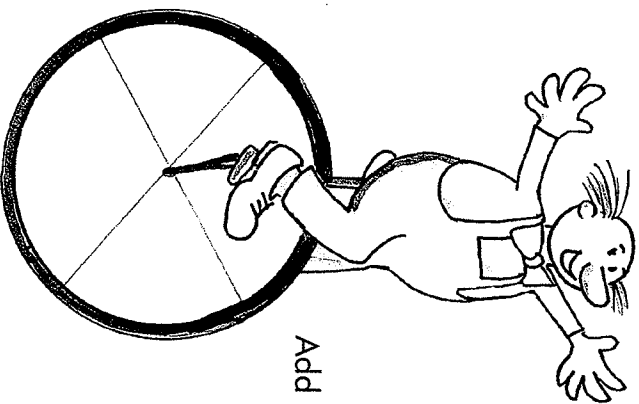
Finish shell



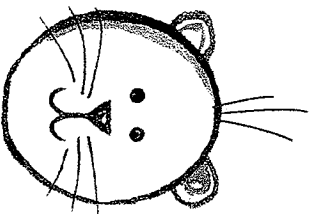
Fill in the balls



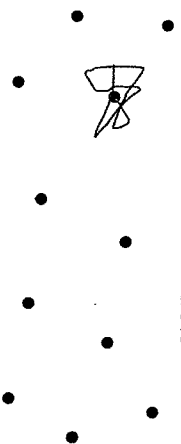
Add spokes



Add legs



Add a lion's mane

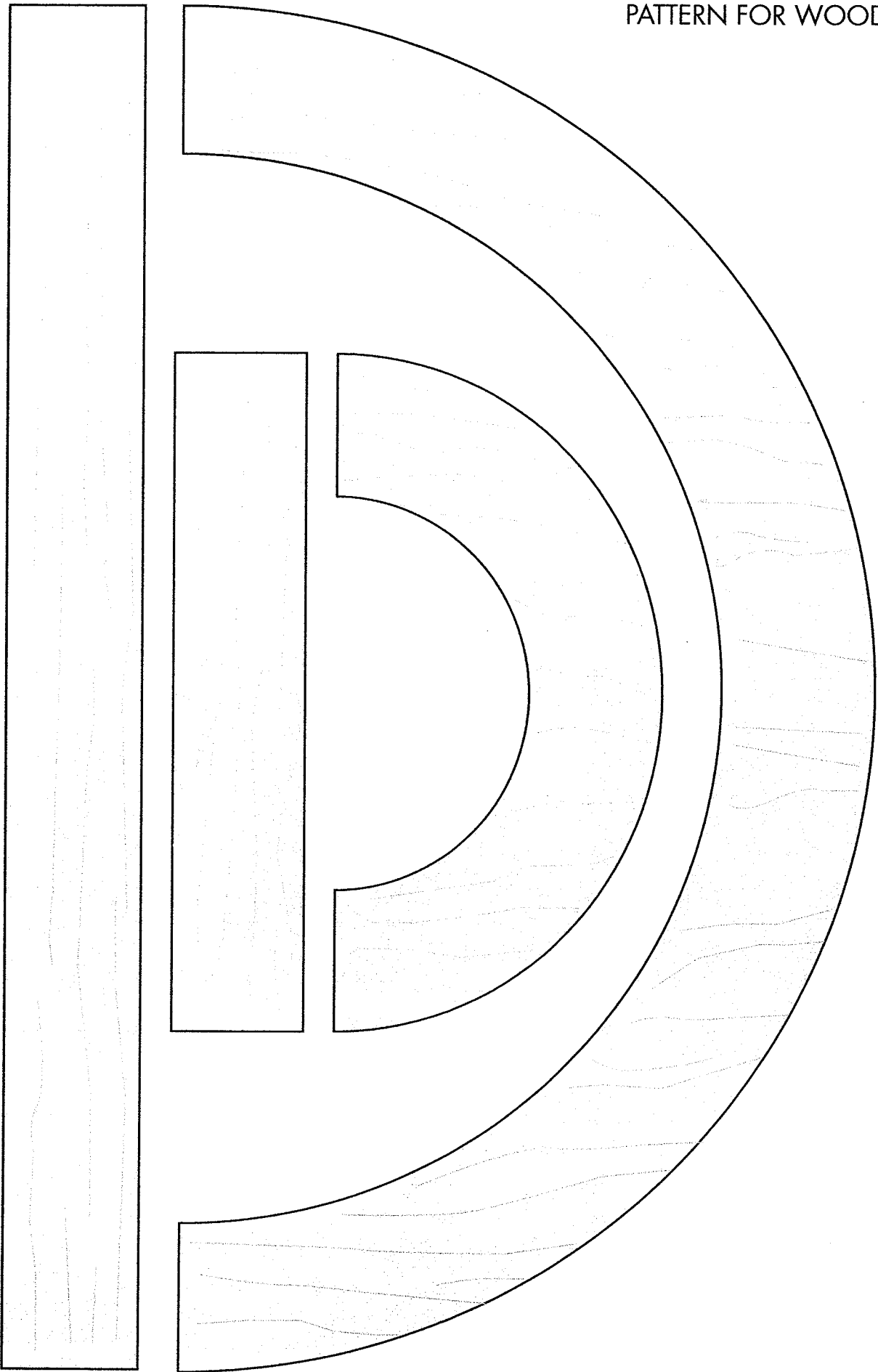


Scribble on dots

Add grass



PATTERN FOR WOOD PIECES





WET-DRY-TRY

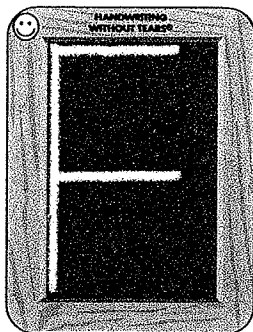
Using the Wet-Dry-Try method, your students will learn to form capital letters correctly without reversals. This activity appeals to all learning styles and is a fun way to practice letters.

HWT Slate Chalkboard

Preparation

1. Prepare Slate Chalkboard with the letter you will be teaching.
2. Place Little Chalk Bits and Little Sponge Cubes around the room so children can reach them easily.

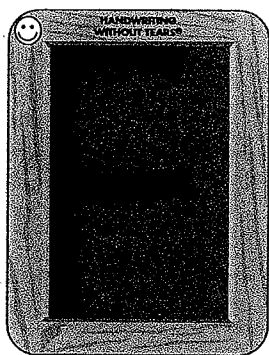
Directions



Teacher's Part

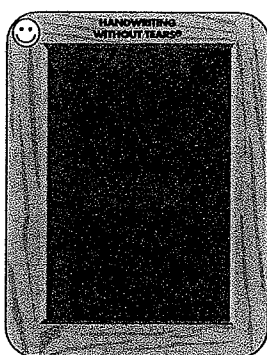
Demonstrate correct letter formation.

Student's Part



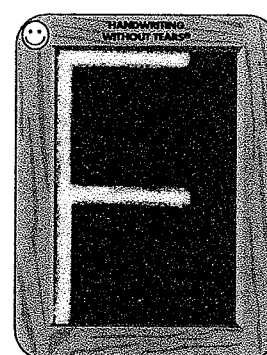
WET

- Wet Little Sponge Cube.
- Squeeze it out.
- Trace the letter with the sponge.
- Wet your finger and trace again.



DRY

- Crumple a little paper towel.
- Dry the letter a few times.
- Gently blow for final drying.



TRY

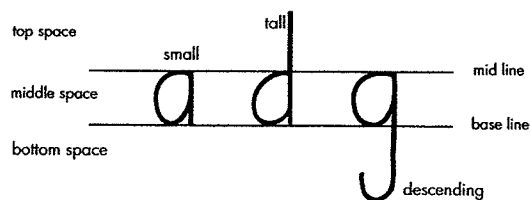
- Take a little chalk bit.
- Use it to write the letter.

Tips

- Use consistent words to describe the strokes. Match your verbal cues to the directions on the letter lesson pages of the workbook.
- Use Little Sponge Cubes and Little Chalk Bits to help children develop proper pencil grip.
- Squeeze the sponge well or the letter will be too wet.
- This works best one-on-one or in centers with five or fewer students.
- To use this activity with the whole class, pre-mark students' slates with the capital letter (so they have a correct model to wet), and then demonstrate once for everyone.

WET-DRY-TRY

We place a lot of emphasis on placing letters correctly because it is essential for neat and fast printing. We teach on double lines because it is the easiest way to impart a sense for how letters should be placed. These Wet-Dry-Try activities on double lines are a great way to teach letter size and place. The image to the right illustrates how we discuss letter size and placement. For additional information, see pages 30 and 48. Wet-Dry-Try activities appeal to all learning styles and is a fun way to practice letters.



Blackboard with Double Lines

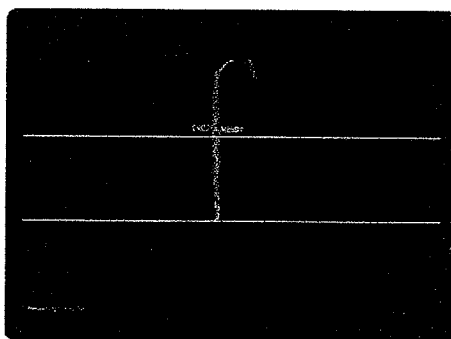
Preparation

1. Prepare Blackboards with the letter you will be teaching.
2. Place Little Chalk Bits and Little Sponge Cubes around the room so children can reach them easily.

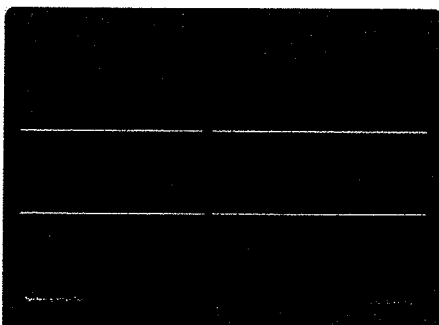
Directions

Teacher's Part

Demonstrate correct letter formation.

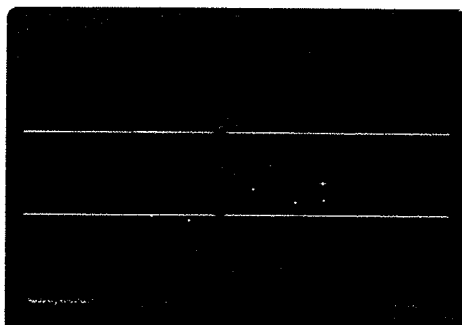


Student's Part



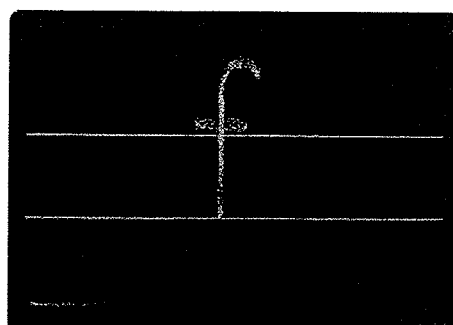
WET

- Wet a Little Sponge Cube.
- Squeeze it out.
- Trace the letter with the sponge.
- Wet your finger and trace again.



DRY

- Crumple a little paper towel.
- Dry the letter a few times.
- Gently blow for final drying.

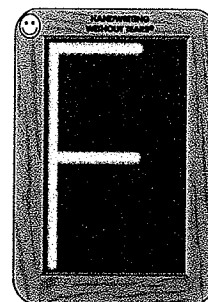


TRY

- Take a Little Chalk Bit.
- Use it to write the letter.

Tips

- Use consistent words to describe the strokes. Match your verbal cues to the directions on the letter lesson pages of the workbook.
- Use Little Sponge Cubes and Chalk Bits, which help children develop proper pencil grip.
- Squeeze the sponge well or the letter will be too wet.
- This works best one-on-one or in centers with five or fewer students.
- To use this activity with the whole class, pre-mark students' chalkboards with the lowercase letter (so they have a correct model to wet), and then demonstrate once for everyone.
- To help children learn capital letter orientation and formation, use the Slate.



Other Blackboard Activities

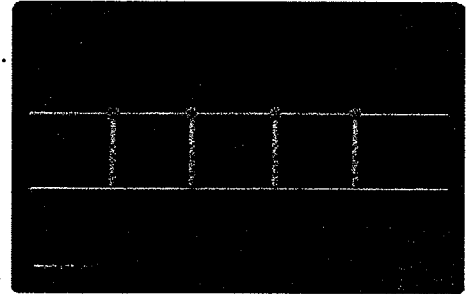
In addition to doing the Wet-Dry-Try activity with a single lowercase letter, you can help children with bumping the lines, placing letters in words, placing capitals on lines, writing names, and more. Below are some easy, fun exercises to get you started.

Bump the Lines

Help children bump the lines with this simple dot and line exercise.

1. Use a piece of chalk to draw 4 to 5 dots with lines across the board.
2. Do the activity just as you would do Wet-Dry-Try with a letter.
3. Have children trace over the lines.
4. Say "bump" when you hit the bottom line.

Try diagonal lines and Magic C strokes too.

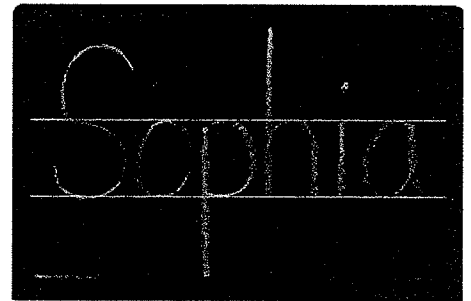


Names and Capitalized Words

Demonstrate/Imitate: Title Case (Two Boards)

1. Demonstrate the child's name on one board, as the child imitates on the other.

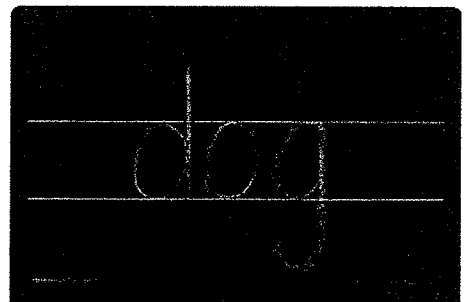
This activity helps children learn to write their names on double lines before transitioning to paper. Practice writing capital letters and their lowercase partners on the blackboard when you teach the lowercase letter page.



Word Skills

You can help children learn proper word spacing and letter placement.

1. Point children to the top, middle, and bottom spaces on the board.
2. You can help with word placement by preparing the board with words specific to each space. For example, the word **cows** teaches the middle space. The word **tall** teaches the top space. The word **jog** teaches the bottom space.
3. You can challenge your students by thinking of words with letters that occupy all three spaces. The word **dog** is an example.



Handwriting Without Tears®

Magic c

up like a

bump

back down bump

dive down

swim up and over

around bump

Magic c

Magic c

up like a

up higher

back down bump

start

hit the ball

run the bases

stop

At first, curve up. Then go straight down.

down

cross

Magic c

up like a

bump

back down

dive down

swim up and over

down

Dots for you!

down

dot

Dots for you!

down

turn

down bump the line

kick!

slide away

Start at the top! Go down.

down bump the line

dot

start with n

swim up and over

down

m has two humps

dive down

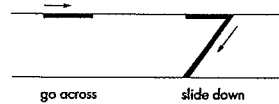
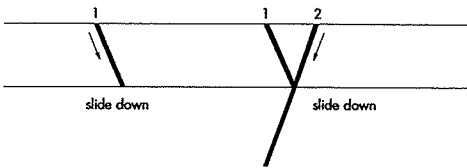
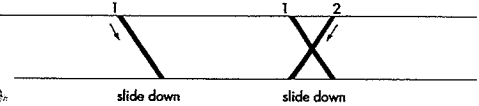
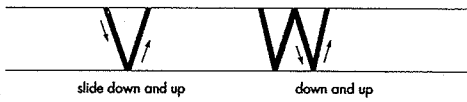
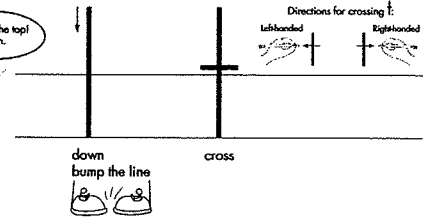
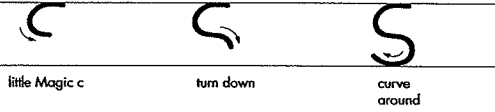
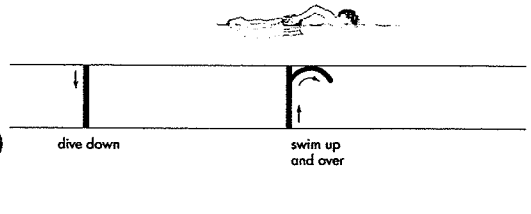
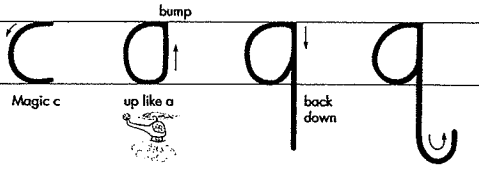
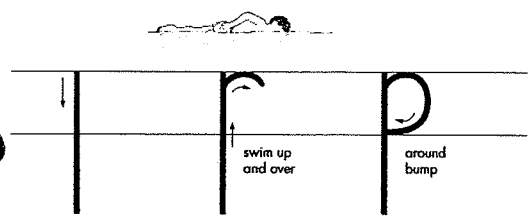
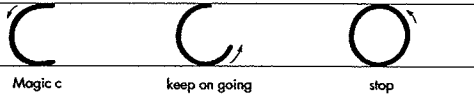
swim up and over

down

n has one hump

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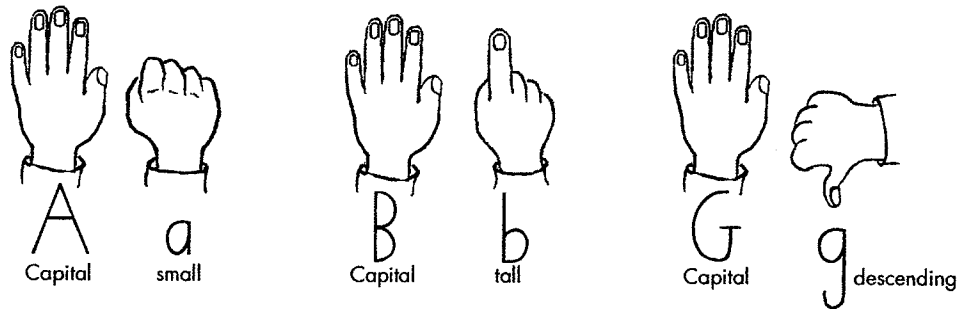
Handwriting Without Tears®



LETTER SIZES AND PLACES: THE HAND ACTIVITY

Teaching children the correct size and placement of letters is one of the most important things you can do to help make their printing neat and fast. The simple hand activity below is fun, gets the students' attention, and is a great way to help

children learn the concepts of letter sizes and places. Students will develop a sense for how letters fit relative to one another, enabling them to write letters the correct size and put them in the correct vertical place.



Capital letters – Left hand

- Make a flat hand for all capitals.



Capital

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

Lowercase letters – Right hand

- Make a fisted hand for small letters.
- Point the index finger up for tall letters.
- Point the thumb down for descending letters.



Small

a c e i m n o r s u v w x z



Tall

b d f h k l t



Descending

g j y p q

Directions

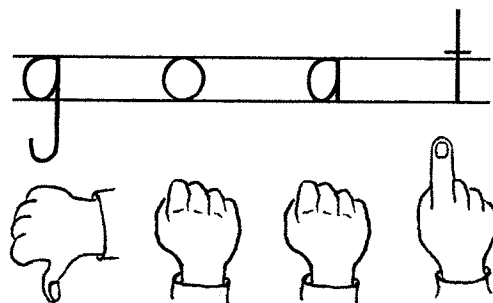
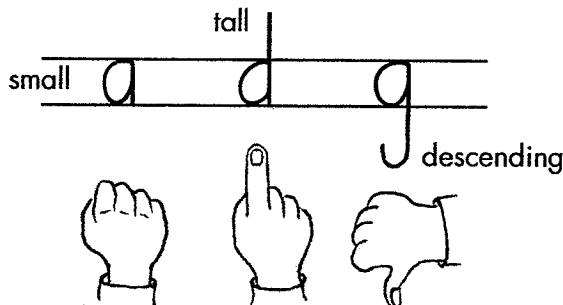
1. Demonstrate capitals by holding up your flat hand.
2. Demonstrate lowercase by holding up your hand for a small, tall, or descending letter.
3. Call out a letter, write it on the board, and show the hand position.

Note: Don't use this activity for children learning sign language because it may create confusion.

Directions for Hand Positions for Letters on the Board

1. Write the first lowercase letter.
2. Ask students if the first letter is small, tall, or descending.
3. Students make the right hand show the answer: small, tall, or descending. Do each letter in the word.

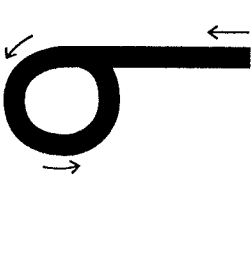
Alternately, write the complete word and have the class do hand positions as you say each letter.



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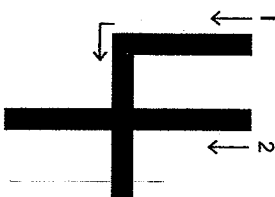
- 1 starts in the starting corner.
- 1 makes a big line down.
- 1 stops in the corner.



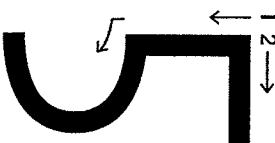
- 2 starts in the starting corner.
- 2 makes a big curve.
- 2 stops in the corner.
- 2 walks away on the bottom.



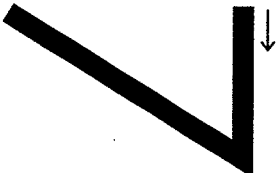
- 3 starts in the starting corner.
- 3 makes a little curve to the middle.
- 3 makes another little curve to the bottom corner.



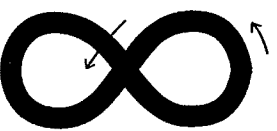
- 4 starts in the starting corner.
- 4 makes a little line down to the middle.
- 4 walks across the dark night.
- 4 jumps to the top and says, "I did it!" (big line down)



- 5 starts in the starting corner.
- 5 makes a little line down to the middle. It starts to rain.
- 5 makes a little curve around.
- 5 puts a little line on top to stop the rain.



- 7 starts in the starting corner.
- 7 makes a little line across the top.
- 7 says, "I better slide down."



- 8 is different.
- 8 doesn't like corners.
- 8 starts at the top center.
- 8 begins with 5 and then says, "I want to go home."



- 9 is so special.
- 9 has its own corner.
- 9 makes a little curve.
- 9 goes up to the corner.
- 9 makes a big line down.



- 10 uses two places.
- 1 comes first.
- 0 is next.
- 0 starts at the top center.
- 10 is finished.

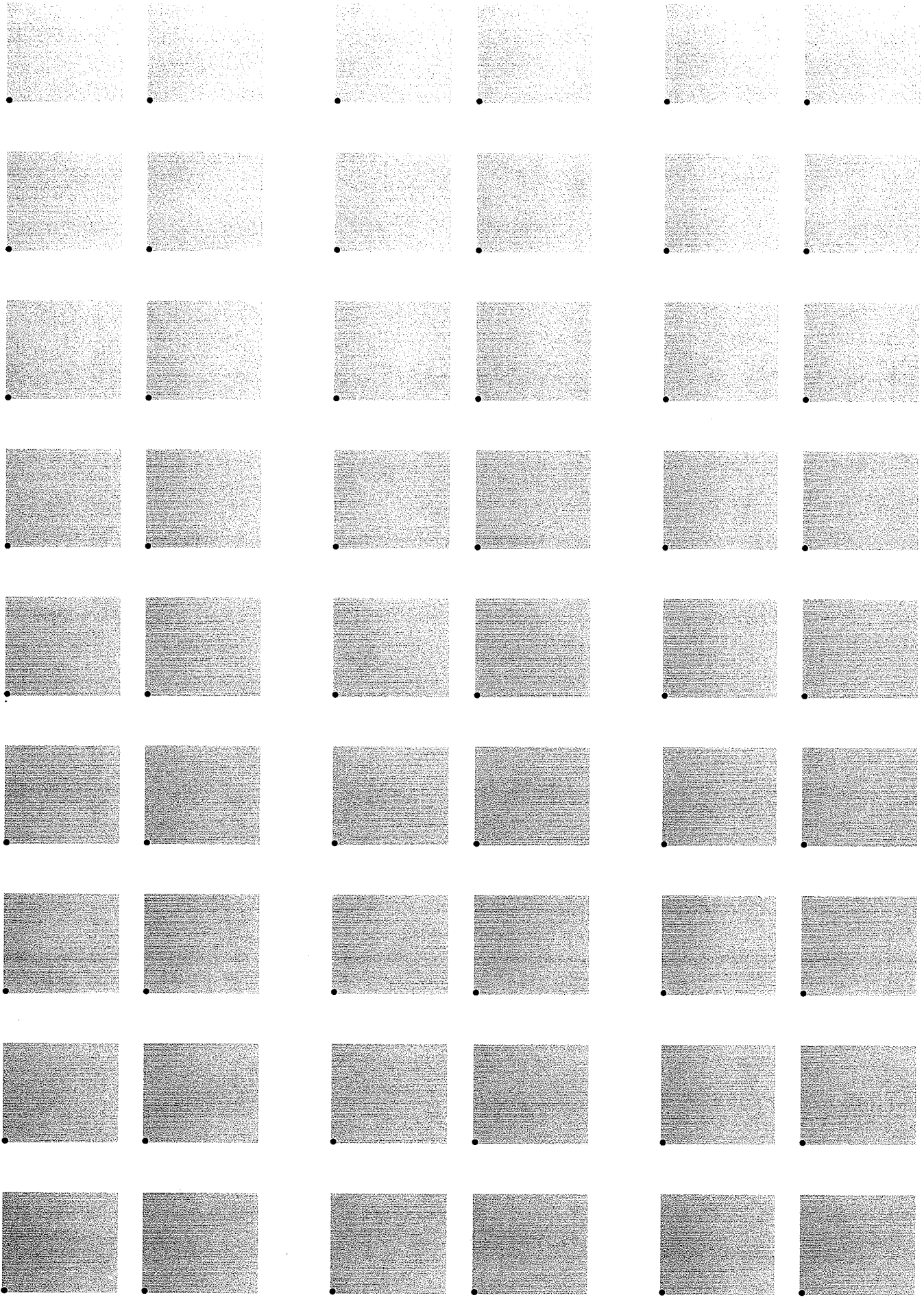


- b starts in the starting corner.
- b is a bobby bear.
- b goes down to curl up in the corner.
- b is hibernating.



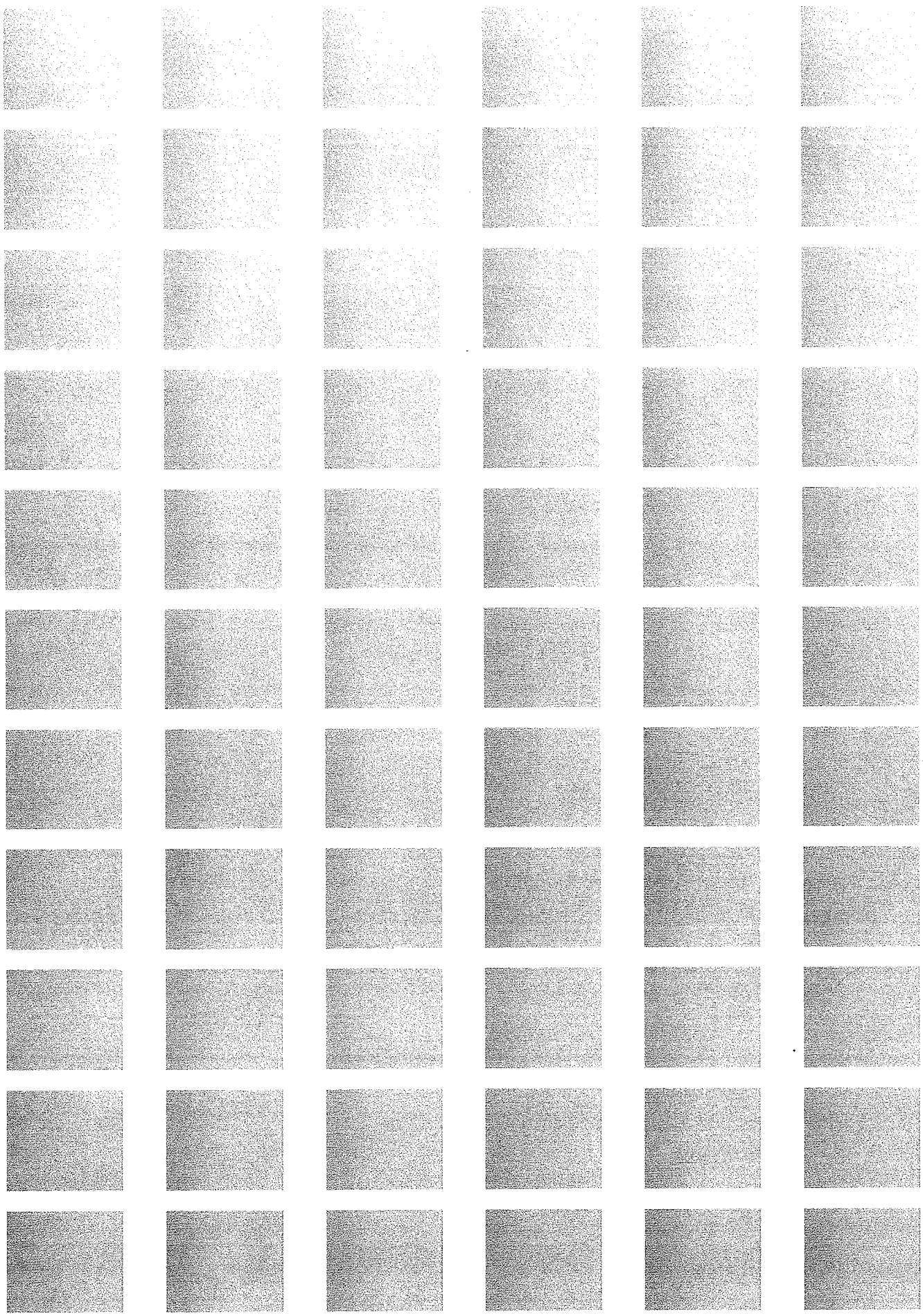
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STARTING CORNER



Starting Corner Capitals = B D E F H K L M N P R U V W X Y Z Starting Corner Numbers = 1 2 3 4 5 6 7

GRAY BLOCKS – FOR LETTERS, WORDS OR NUMBERS



Use this page for capital, number or word practice. When writing words leave one gray block space between words.

