
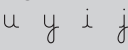



Handwriting Without Tears® Cursive Strategies for English Language Learners

HWT Cursive Letter Groups	Introduce Key Vocabulary Terms Using Demonstration	Relate Vocabulary to Students' Everyday Life	Provide Explicit Instruction	Provide Modeling with Multisensory Instruction	Provide Visuals	Provide Guided Interaction	Assess Student Progress
Before Beginning							** Screener of Handwriting Proficiency
c & cc (TG3rd pg. 57, TG4th pg. 56)	Magic c, bump, line, travel, on, line, travel, slide, up, over, come back, make, new, connect	Ask students to identify things in everyday life that connect (i.e. trains). Have them line up to connect hands, simulating connecting words.	Use step by step instructions from the daily lesson plans.	Model and demonstrate letter formation using manipulatives and teacher's guides activities.	Demonstrate using the Magic C Bunny.	Have ELL student practice in a small group the Mystery Letter Game with cc.	Learn and Check letter
Magic c Cursive Letters: a d g (TG3rd pg. 58-61, TG4th pg. 58-61)	Magic c, up, like, helicopter, bump, back, down, travel, away, higher, slide, aim, corner	Separate students and ask them to go to the corners of room.	Use step by step instructions from the daily lesson plans. Use the Magic C Bunny.	Model and demonstrate letter formation using manipulatives and teacher's guides activities.	* Display poster of cursive letter group. Demonstrate the Letter Story g (TG3rd pg. 32, TG4th pg. 32).	Have ELL student practice with a peer partner.	Learn and Check for each letter
Letters without Loops that Connect at the Bottom: h t p (TG3rd pg. 62-64, TG4th pg. 62-64)	travel, up, helicopter, slide, down, bump, climb, back, over, away, cross, around, pole	Have students bump a ball against a wall and watch as the ball travels away from the wall.	Use step by step instructions from the daily lesson plans.	Model and demonstrate letter formation using manipulatives and teacher's guides activities.	* Display poster of cursive letter group. Demonstrate the Letter Story t (TG3rd pg. 33, TG4th pg. 33) OR (TG pg. 32).	Have ELL student practice one-on-one with the teacher.	Learn and Check for each letter

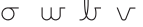


Key
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<p>Letters with Loops that Connect at the Bottom:  (TG3rd pg. 65-67, TG4th pg. 65-67)</p>	<p>travel, up, bump, turn, down, stay, on, your, side, away, aim, for, corner</p>	<p>Have a few students walk in line and ask them to make the line turn left. Ask them what happens when they turn.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group.</p>	<p>Have ELL student practice with a peer partner.</p>	<p>Learn and Check for each letter, Review and Mastery c a d g h t p e l f (TG3rd pg. 68-69, TG4th pg. 68-69)</p>
<p>Familiar from Print:  (TG3rd pg. 70-73, TG4th pg. 71-74)</p>	<p>down, travel, up, bump, back, away</p>	<p>Ask students to line up, walk forward and back up on the same line.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, Connection Inspection, and demonstrate the Letter Story for i (TG3rd pg. 32, TG4th pg. 32).</p>	<p>Have ELL student practice in a small group.</p>	<p>Learn and Check for each letter, Review and Mastery add u y i j (TG3rd pg. 74-75, TG4th pg. 75-76)</p>
<p>Not Familiar from Print:  (TG3rd pg. 76-78, TG4th pg. 77-79)</p>	<p>travel, up, helicopter, slide, down, bump, climb, back, over, around, kick, away, smile, straight, jet, take-off, make, j turn, touch</p>	<p>Ask students to name animals that climb. Have them pretend to climb a tree.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, Demonstrate the Letter Story for r (TG3rd pg. 33, TG4th pg. 33) and s (TG3rd pg. 33, TG4th pg. 33)</p>	<p>Have ELL student practice in a small group or one-on-one with the teacher.</p>	<p>Learn and Check for each letter, Review and Mastery add k r s (TG3rd pg. 79-80, TG4th pg. 81-82)</p>

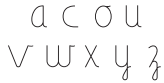

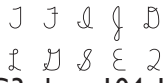
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<p>Tow Truck Letters:  (TG3rd pg. 81-87, TG4th pg. 83-89)</p>	<p>Magic c, keep going, circle, around, end, with tow, down, up, start, travel, slide</p>	<p>Ask students if they have ever seen a tow truck. Have them act out the motions of a tow truck.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, Tow Truck Activity, Connection Inspection.</p>	<p>Have ELL student practice in a small group with Tow Truck Connections prior to Review and Mastery.</p>	<p>Learn and Check for each letter, Review and Mastery add o w b v (TG3rd pg. 88-89, TG4th pg. 90-91)</p>
<p>Tricky Letters:  (TG3rd pg. 90-92, TG4th pg. 91-94)</p>	<p>travel, up, over, down, again</p>	<p>Ask students if they have ever seen or ridden a roller coaster or water ride that went up and over. Have them share their experiences.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, demonstrate the Letter Story for m, and demonstrate the Letter Story for n (TG3rd pg. 32, TG4th pg. 32).</p>	<p>Have ELL student practice m and n after Tow Truck Letters with a peer partner.</p>	<p>Learn and Check for each letter, Review and Mastery add m n (TG3rd pg. 93-94, TG4th pg. 95-96)</p>
<p>Infrequently Used:  (TG3rd pg. 95-97, TG4th pg. 97-99)</p>	<p>climb, up, slide, down, cross, Magic c, up, like, helicopter, bump, back, down, aim, corner, travel, away, make, half, start, another, half, down, turn</p>	<p>Draw a heart and ask students to cut it in half. Ask students to share items that are cut in half at home or at school (i.e. a sandwich).</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, and demonstrate the Letter Story for x (TG3rd pg. 33, TG4th pg. 33).</p>	<p>Have ELL student practice letters using multisensory tools with a peer partner or one-on-one with the teacher.</p>	<p>Learn and Check for each letter, Review and Mastery add x q z, (TG3rd pg. 98-99, TG4th pg. 101-102) & Check Your Teaching (TG3rd pg. 100, TG4th pg. 103)</p>

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<p>Lowercase Partners:  (TG3rd pg. 101-102)</p>	<p>slide, down, up, end, travel, again, end, cross, back, small, j turn, half, heart, over</p>	<p>Ask students about their experiences sliding down a slide on the playground. Have them describe what the slide looks like.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, and demonstrate the Letter Story for Z (TG3rd pg. 33, TG4th pg. 33).</p>	<p>Have ELL student practice in a small group.</p>	
<p>Familiar from Print Capitals:  (TG3rd pg. 103-104)</p>	<p>ready, down, up, around, again, slide, over, one, more, kick, end</p>	<p>Ask students about things that go around (i.e. merry-go-round).</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group.</p>	<p>Have ELL student practice letters using multisensory tools with a peer partner.</p>	
<p>Not Familiar from Print Capitals:  (TG3rd pg. 104-105)</p>	<p>ready, down, cross, start, like, down, small, turn, flip, over, curve, up, top, big, j turn, end, jet, take off, print, in, air, again, half, heart</p>	<p>Ask students to share their experience seeing or being on a jet that takes off. Have students model take off with their hands.</p>	<p>Use step by step instructions from the daily lesson plans.</p>	<p>Model and demonstrate letter formation using manipulatives and teacher's guides activities.</p>	<p>* Display poster of cursive letter group, and demonstrate the Letter Story for G S (TG3rd pg. 33, TG4th pg. 33).</p>	<p>Have ELL student practice letters using multisensory tools with a peer partner or one-on-one with the teacher.</p>	<p>** Screener of Handwriting Proficiency</p>

* Located in A Click Away: www.hwtears.com/click

** Administer the Screener of Handwriting Proficiency (www.hwtears.com/screener) at the beginning, middle, and end of handwriting instruction or quarterly to assess progress.

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Additional Tips:

1. Using the Letter Group Posters, make a handwriting booklet of the different letter groups as a reference for ELL students. Add each Letter Group as it is introduced.
2. Using the Letter Stories from your Teacher's Guide, add Letter Stories to the handwriting booklet as each tricky letter is introduced.
3. Use HWT terminology throughout the day for all letters and numbers across subjects.
4. Post a sign with graphics about pencil grip.
5. Emphasize starting points and letter formation instructions consistently. Refer to the posted Letter Group posters in your classroom.
6. Using the A+ Worksheet Maker (<http://www.hwtears.com/aplus>), create worksheets for additional practice for school or home.
7. Give the Screener of Handwriting Proficiency at the beginning, middle, and end of the year or quarterly to assess the students' progress.
8. Model, model, model!